



Indigenous Adult and Higher Learning Association

IAHLA

Data Collection Project 2012/13

FINAL REPORT

March 31, 2013

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. It is governed by a Board of Directors which designates a sub-committee, the IAHLA Data Working Group, to inform and direct IAHLA's annual Data Collection Project (the Project). IAHLA initiated the Project in 2005/06. This report focuses on the results of the eighth year of research (2012/13).

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 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 2012 and March 2013. In total, 64% (21) of 33 eligible institutes returned surveys. The number of eligible institutes responding to the Project has remained fairly consistent over the past four years.

For the sixth year in a row, IAHLA worked with the First Nations Schools Association (FNSA) to gain insight into adult learners' educational experiences. In 2012/13, 329 adult learners completed surveys.

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

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

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 at the time the institute responds to the Project (e.g., as of October 2012). *Past* year enrolments are those for the previous academic year.

In 2012/13, 20 of the 21 responding institutes² reported *current* year enrolments of 1,677 learners as of October 2012. These 2012/13 current year enrolments represented a 5% decrease from 2011/12 current year enrolments for the 15 responding institutes that reported current year enrolments in both years.

Almost all (95%) of the 21 surveyed institutes were offering multiple types of programming in 2012/13. Ninety-five percent were offering ABE or adult upgrading courses. All of these institutes offering ABE or adult upgrading courses were also offering other programming. Forty-eight percent of the responding institutes reported they were offering trades programs or courses and 76% reported offering other programs or courses.

In 2012/13, 62% of responding institutes were offering post-secondary programming. This programming covered a variety of areas including language (43%), early childhood education (33%) and cultural studies (33%). In 2012/13, 43% of responding institutes reported that they had programs that ladder directly into degree programs, in areas such as Indigenous Studies, Education, Nursing and Social Work.

In 2012/13, institutes were asked if increased access to online learning opportunities would benefit their students. Three-quarters of the institutes agreed this would be the case. Most often they would provide online opportunities in Math (14%), Biology (14%), Language and Culture (14%) or Business (14%).

In 2012/13, 19 responding institutes reported *past* year enrolments of 2,978 learners in 2011/12. In the previous four years, total reported student enrolments had ranged between 2,300 and 3,100 learners each year and the number of institutes has varied from 19 to 24 in this time period.

Many of the surveyed institutes are small in size. In 2012/13, 52% of the responding institutes reported enrolling less than 50 learners the previous year (in 2011/12) and 5% enrolled 50 to 100 students. However, one-third (33%) enrolled more than 100 students (including NVIT).

More 2011/12 learners enrolled part-time (63%) than full-time (37%). A majority of these learners were women (65%). These learners were all older than 15 years of age in 2011/12. Most (91%) were enrolled for more than 15 days that year (9% were enrolled for 15 days or less).

² One institute did not respond to this question.

In 2012/13, 226 instructors worked at the 21 responding institutes as of October 2012. Institutes reported part-time/full-time status for these instructors, of whom 62% were working part-time and 38% were working full-time.

Similar to previous years, most (69%) of these instructors had a Bachelors degree or higher level of education. Three-quarters (52%) of these instructors also had relevant work experience, 12% had First Nation language skills and 8% had relevant work credentials. Relevant work experience was also quite common in previous years.

In 2012/13, 24% (5) of the institutes reported they were registered with the Private Career Training Institutes Agency (PCTIA). Of these five institutes, two reported they were accredited through PCTIA and three institutes reported only being registered with the agency.

IAHLA has received funding from Aboriginal Affairs and Northern Development Canada to sponsor two IAHLA institutes to conduct external evaluations of their institutes. The evaluation process is intended to provide an objective review of IAHLA institute's programs and services. It is hoped that this external review will assist institutes in examining and strengthening their programs, services and administration. It is also an opportunity for institutes to obtain an objective report highlighting what is being done to enhance and promote First Nations higher learning through their own programs. About one-half (48%) of responding institutes were interested in receiving one-time funding from IAHLA to conduct an External Institute Evaluation of their institute.

4.0 Institute and Learner Funding

In 2012/13, most institutes were using multiple funding sources to meet their operational costs. Institutes were most frequently using the following funding sources: Aboriginal Affairs and Northern Development Canada (AANDC) Adult Nominal Roll funding (52%), tuition (48%), funding from Bands (48%), FNSA New Paths Grants³ (48%) (whose source is AANDC) and AANDC's Indian Studies Support Program (ISSP) (43%). 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 2012/13, 24% of the institutes indicated they had experienced an increase in funding since last year. Twenty-nine percent had experienced a decrease and 38% had experienced no change in their funding relative to last year.

In 2012/13, 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 2012/13, most often courses cost responding institutes between \$3,001 and \$10,000 per full-time equivalent (FTE) to deliver.

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

In 2012/13, 90% of responding institutes provided learners with free breakfast/lunch/dinner programs or events. Sixty-seven percent offered transportation assistance.

Learners reported they relied most frequently on Band funding to pay for their studies (55%) and/or living expenses (31%). Social assistance (27%) and employment (19%) were also fairly frequently being used by learners to fund their living expenses. Some learners were unsure how their studies (17%) or living expenses (5%) were to be funded (as of October 2012).

First Nation institutes may also partner with other institutions or organizations to deliver programs in their communities. Many (18) of the institutes reported on at least one formalized relationship they had with other institutions or organizations in 2012/13. Fifty-two percent of the surveyed institutes had formalized relationships through affiliation agreements, 48% of surveyed institutes had service agreements with others and 10% had brokering arrangements.

In total, these 18 responding institutes with formal relationships with other institutions or organizations reported 49 such formal relationships (an average of three per institute) in the current year. They were satisfied with 76% of these 49 relationships.

In 2012/13, when adult learners were asked how much they knew about which institute to attend, 71% said they knew a lot or a fair bit. Somewhat more (80%) said they knew a lot or a fair bit about what courses to take. However, only 49% reported they knew a lot or a fair bit 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 2012/13. Institutes used a variety of assessment tools to place students – most frequently the Canadian (Adult) Achievement Tests along with another college or institute's assessment.

In 2011/12, most learners enrolled in articulated/transferable courses or programs. Seventy-four percent of 2,447 learners⁴ enrolled in at least one articulated/transferable course or program.

Among 2,539 program or course enrolments at 20 institutes in 2011/12, 46% were in Adult Basic Education (ABE) or adult upgrading courses, 12% were in (non-trades) post-secondary certificate or diploma programs, 6% were in post-secondary degree programs, 9% were in trades certificate or degree programs or courses and 27% were in other programs or courses.

In 2011/12, 75% (1,080) of 1,443 learners successfully completed at least one course they were enrolled in.

⁴ Learners for whom these data were reported.

Sixty percent of 534 2011/12 learners were continuing to study at the same IAHLA institutes in 2012/13 while 12% were studying at a provincial (BC) public college, university or institute and 19% were working.

Most of the awards made to students in the 2011/12 academic year were certificates. Nineteen responding institutes reported making 1,145 awards to students in 2011/12. Of these awards, 24% were (non-trades) post-secondary certificates, diplomas or degrees. Ten percent were trades certificates and 12% were Adult Dogwood diplomas. More than one-half (54%) were other awards (including first aid, crew boss and computer training awards).

In 2012/13, 76% 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 and/or learned 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 2011/12 and 2010/11, learners rated their learning and academic skill development within similar ranges.

6.0 Learners' Personal Development

In 2012/13, responding First Nations institutes continued to support learners' personal development through:

- *Delivering life skills programs* — in 2012/13, 42% of surveyed learners reported they had been *enrolled in* life skills programs since beginning their studies at the institute. Of these learners, 91% reported they had benefited from the skills and information they learned in these programs.
- *Providing interventions and referrals for learners* — in 2012/13, most often institutes provided learner *interventions and/or referrals* for career counselling, academic advising, personal counselling and personal development support. Drug and alcohol prevention and employment support were also provided by more than 80% of the institutes. *Interventions* were most common for career counselling (77%), academic advising (76%) and personal development support (66%). *Referrals only* were most common for family violence prevention (43%), drug and alcohol prevention (43%) and personal counselling (38%).

In 2012/13, most often the learners surveyed have used peer support (75%), followed by academic advising (66%) and family involvement (66%). 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 2012/13, institutes most frequently linked with communities, on-reserve agencies/societies and Tribal Councils to offer programs and supports.

In 2012/13, most learners agreed they felt better about themselves (73%) and/or more confident (71%) since beginning at their institute. Most learners planned to continue to study the next academic year (in 2013/14) – most often at the same institute (32%), or at

NVIT (16%), universities (16%), at provincial public colleges (9%) or at First Nations colleges (6%). Others (34%) intended to seek employment the next academic year and 15% were not yet sure of their goals for the next academic year. Ninety-one 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 2012/13, 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 90% of the institutes in 2012/13.
- *Offering language courses* — fifty-two percent of responding institutes offered First Nations language courses in 2012/13. Thirty-eight percent of responding institutes offered language courses for credit, while 24% offered non-credit language courses (including 9% which offered both).
- *Being involved in language revitalization projects*— sixty-seven percent of the institutes were involved with First Nations language revitalization projects. Language as part of land-based activity (e.g., berry picking) and “First Voices” web-based interactive tools were most often occurring in 2012/13, followed by language courses and attending language conferences.

In 2012/13, at least 36% of the 226 instructors at responding institutes are First Nations.

In 2012/13, 33% of learners agreed they had become more active in cultural events and 13% agreed they were better able to carry on a conversation in their First Nations language.

8.0 Students' Leadership Development and Satisfaction

In 2012/13, First Nations institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through encouraging and/or enabling students to become more active in their communities. Thirty percent of surveyed learners agreed they had become more active in their communities since beginning at their institute.

In 2012/13, 80% of learners agreed they were satisfied, overall, with their institutes. Similarly, 81% said they would recommend their institutes to others. Student satisfaction with courses, facilities and relationships ranged between 53% and 82%. Learners rated their satisfaction with the courses they have taken most highly, followed by the support they receive from teaching staff.

In 2011/12 and 2010/11, learners rated their satisfaction with courses, facilities and relationships within similar ranges. Learners have consistently been highly satisfied with their relationships with teaching staff and the courses they have taken.

9.0 Institutes Use of IAHLA Data Collection Project Reports

In 2012/13, responding institutes most frequently reported using their individual institute reports from prior years' IAHLA Data Collection Projects for educational/strategic planning (62%), integrating with other education and training services (43%) and/or community capacity development planning (29%).

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. It is governed by a Board of Directors which designates a sub-committee, the IAHLA Data Working Group, to inform and direct IAHLA's annual Data Collection Project (the Project). IAHLA initiated the Project in 2005/06. This report focuses on the results of the eighth year of research (2012/13).

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 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 15, 2012, 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 9, 2012. 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 Project 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 3, 2013.

For the sixth 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 Data Records and User Management System (DRUMS) project. However, no adult learners responded to the survey in this manner.

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 prepared customized reports for sharing only with individual responding institutes, including a summary of their student responses. Analysis and reporting was completed by end of March 2013.

IAHLA has plans to report on the results of the 2012/13 Data Collection Project and seek direction for any future activities at the 2013 IAHLA Annual General Meeting.

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

⁶ In September 2012, Tindall Consulting was engaged by IAHLA to: undertake data entry, coding, editing, and cleaning; and, to prepare descriptive statistics of the institute and student responses presented in this report.

In 2012/13, 64% (21) of 33 eligible institutes responded to the Data Collection Project. The number of eligible institutes responding to the Project has remained fairly consistent over the past four years as outlined in the Exhibit below.

*Exhibit 2.1 – Eligible Institutes Responding to the IAHLA Data Collection Project
2005/06 to 2012/13*

	2012/13	2011/12	2010/11	2009/10	2008/09	2007/08	2006/07	2005/06
Response Rate	64%	74%	71%	70%	83%	82%	76%	81%
# of Institutes Responding	21	23	22	21	25	23	19	17
Eligible Institutes	33	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 2012/13, the institutes responding include:

- More institutes offering each type of programming in the current year; and,
- More institutes with ABE or adult upgrading (to Grade 12) enrolments in the previous academic year (2011/12).

In 2012/13, 329 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 2012/13*

	2012/13	2011/12	2010/11	2009/10	2008/09	2007/08	2006/07	2005/06
Adult Learners Responding	329	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 2012/13 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 2012). 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 2012/13, 20 of the 21 responding institutes reported *current* year enrolment data for the 2012/13 academic year (as of October 2012).

Just over one-half (52%) of the responding institutes had enrolled less than 50 learners as of October 2012. In comparison, 57% (October 2011), 55% (October 2010), 76% (October 2009) and 64% (October 2008) of responding institutes had enrolled less than 50 students in previous years.

Exhibit 3.1 – Responding Institutes’ Current Year Student Enrolment

	2012/13	2011/12	2010/11	2009/10	2008/09
	N ⁷ =21	N=23	N=22	N=21	N=25
Enrolling more than 100 students					
# of Institutes	4	5	5	3	3
% of Institutes	19%	22%	23%	14%	12%
Enrolling 50 to 100 students					
# of Institutes	5	2	5	1 ⁸	3
% of Institutes	24%	9%	23%	5%	12%
Enrolling 0 to 49 students					
# of Institutes	11	13	12	16	16
% of Institutes	52%	57%	55%	76%	64%
No Enrolment #s Provided					
# of Institutes	1	3	0	1	3
% of Institutes	5%	13%	0%	5%	12%

In 2012/13, these 20 responding institutes had enrolled 1,677 learners as of October 2012. 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). This may be due to a student being enrolled in a course that is being delivered in partnership with another IAHLA institute. Students are reported separately by each institute responding to the Project.

In the 2011/12 IAHLA Data Collection Project, 20 responding institutes had enrolled 1,372 learners as of October 2011. 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.

2012/13 current year enrolments represented a 5% *decrease* from the previous year for the 15 responding institutes that reported current year enrolments in both years (2012/13 and 2011/12). These institutes reported current year enrolments of 1,060 learners this year (in 2012/13). They reported current year enrolments of 1,113 learners the previous year (when responding to the 2011/12 IAHLA Data Collection Project).

In comparison:

- 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).

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.

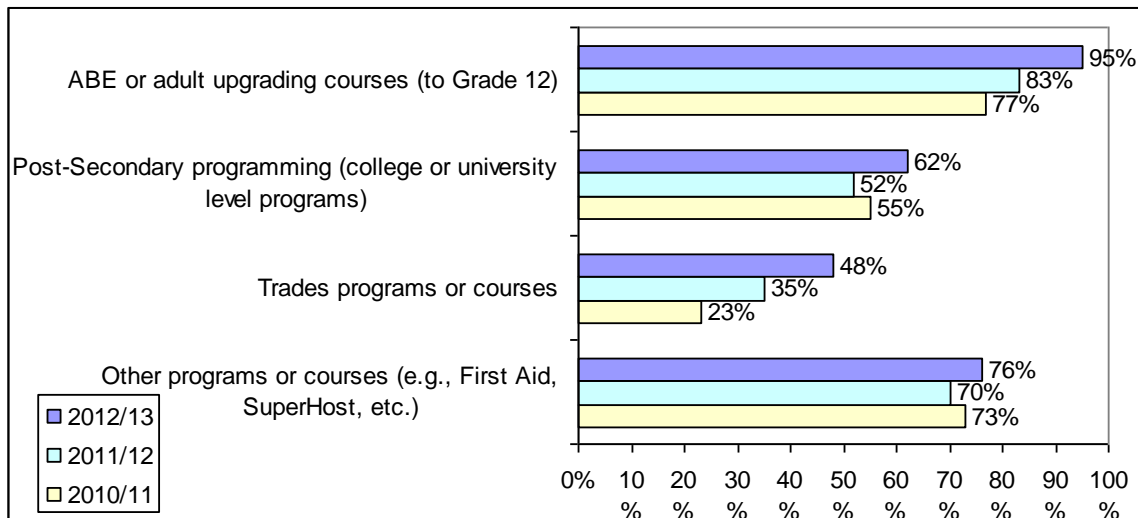
- 2010/11 current year enrolments represented a 11% *increase* from the previous year for the 19 responding institutes that reported current year enrolments in both years (2010/11 and 2009/10).
- 2009/10 current year enrolments represented a 24% *increase* from the previous year for the 17 responding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

3.2 Current Year Programming Offered

In 2012/13, almost all (95%) of the 21 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) (95%). All (100%) of these 20 institutes offering ABE or adult upgrading courses were also offering other programming.

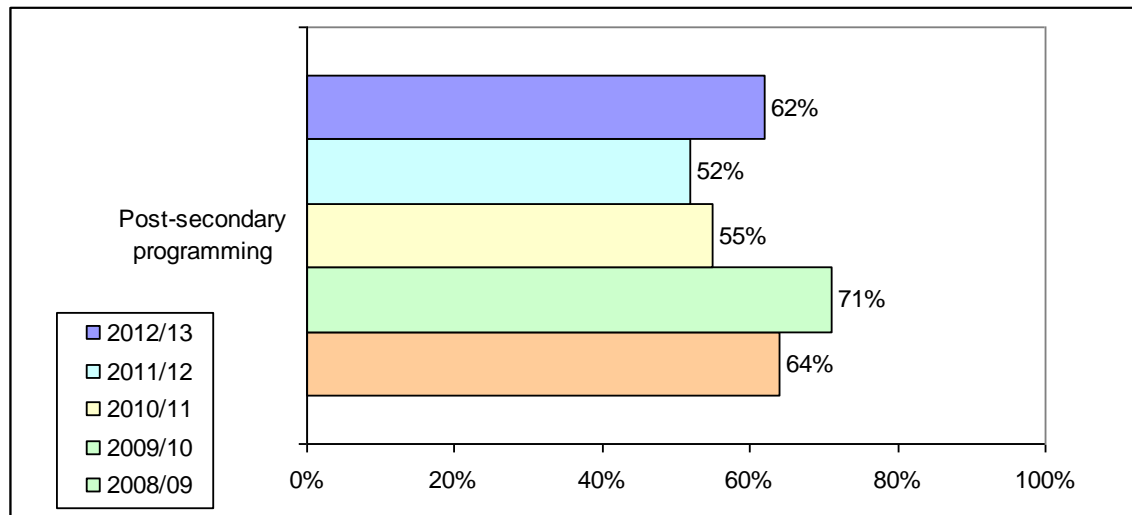
In 2012/13, 62% of the responding institutes reported they were offering post-secondary programs this year.

In 2012/13, 48% of the responding institutes reported they were offering trades programs or courses and 76% reported offering other programs or courses.

Institutes were asked if they have stopped offering any programs this year. Only two institutes reported that they had. One institute stated that this was because it did not receive yearly funding for post-secondary programming. The other institute stated that it was because it's "Bridging to Trades" was completed last summer.

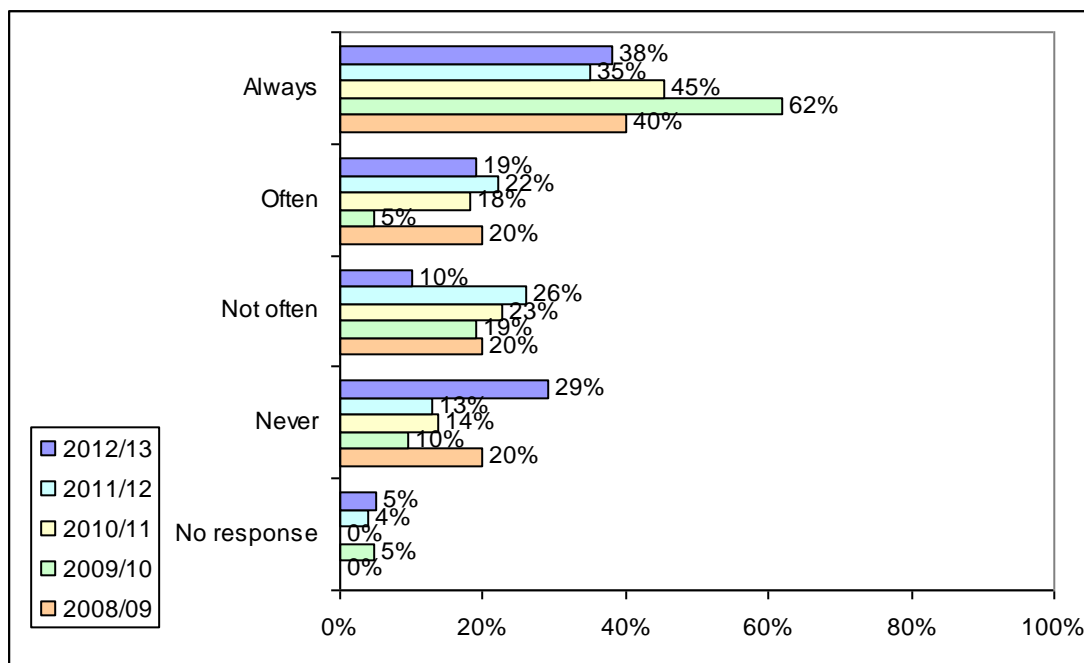
Over the past five years, a majority of responding institutes have offered post-secondary programming each year.

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



In 2012/13, 57% of the responding institutes reported offering post-secondary programs “always” or “often” *in the past five years*. A further 10% of these institutes had offered post-secondary programs, though “not often” over this period of time. This year, somewhat more responding institutes (29%) reported they had “never” offered post-secondary programs over the past 5 years.

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



In 2012/13, institutes were offering post-secondary programming in a variety of areas including:

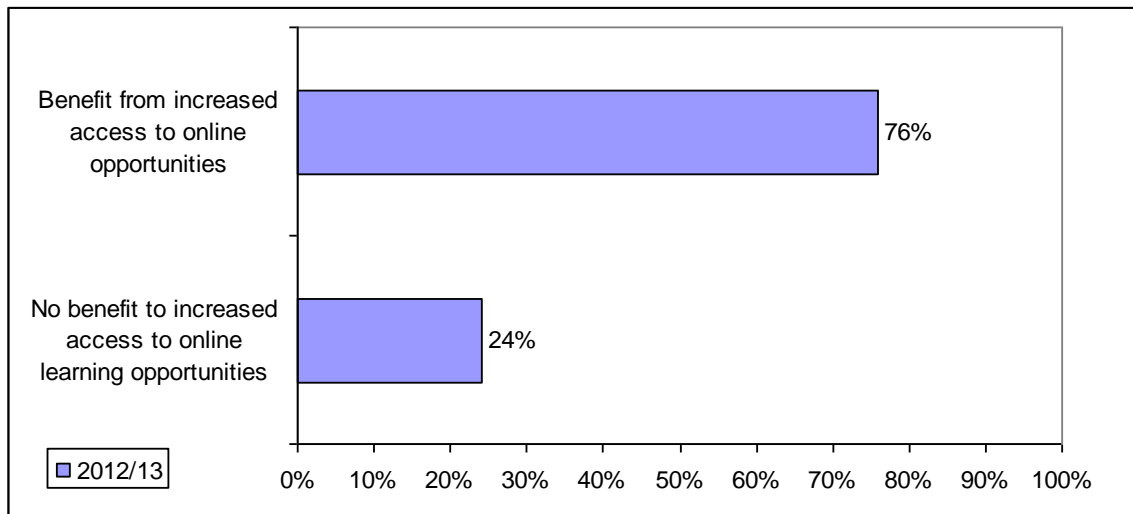
- Language (43%);
- Early Childhood Education (33%); and,
- Cultural Studies (33%).

Nineteen to 24% offered post-secondary programming in the areas of Health Care, Developmental Standard Term Certification, Aboriginal Language Revitalization and Computer Technology and Public Administration.

In 2012/13, 43% of responding institutes reported that they had programs that laddered directly into degree programs in areas such as Indigenous Studies, Education, Nursing, Social Work, Business Administration, Fine Arts and General Studies. In 2011/12, 39% of responding institutes reported that they had programs that laddered directly into degree programs.

In 2012/13, institutes were asked if increased access to online learning opportunities would benefit their students. Three-quarters of the institutes agreed this would be the case. Most often they would provide online opportunities in Math (14%), Biology (14%), Language and Culture (14%) or Business (14%). There was interest in a wide range of other programs and courses including Science, English, ECE, Office and Computer Skills as well as Trades programming.

Exhibit 3.5 – Increased Access to Online Opportunities Would Benefit Students



3.3 Past Year Student Enrolments

In 2012/13, the 19 institutes reporting on past year (2011/12) enrolments had 2,978 learners that year. In the previous four years, the total reported student enrolments ranged between 2,300 and 3,100 learners each year. The number of institutes reporting these enrolments varied from 19 to 24 in this time period.

Exhibit 3.6 – Past Year Enrolments

	Past Year (2011/12)	Past Year (2010/11)	Past Year (2009/10)	Past Year (2008/09)	Past Year (2007/08)
	N=19 of 21	N=22 of 23	N=22 of 22	N=19 of 21	N=24 of 25
Student enrolments	2,978	3,118	2,584	2,454	2,326

Nicola Valley Institute of Technology (NVIT) enrolments have represented between 42% 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 1,045 learners (35%) 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 2012/13, 52% of the responding institutes reported enrolling less than 50 learners the previous year (in 2011/12) and 5% enrolled 50 to 100 students. However, one-third (33%) enrolled more than 100 students (including NVIT).

⁹ In 2011/12, NVIT enrolments represented 49% of the enrolments for the 19 responding institutes. In 2010/11 they were 43%, in 2009/10 they were 48%, in 2008/09 they were 60% and in 2007/08 they were 42% of the enrolments for responding institutes.

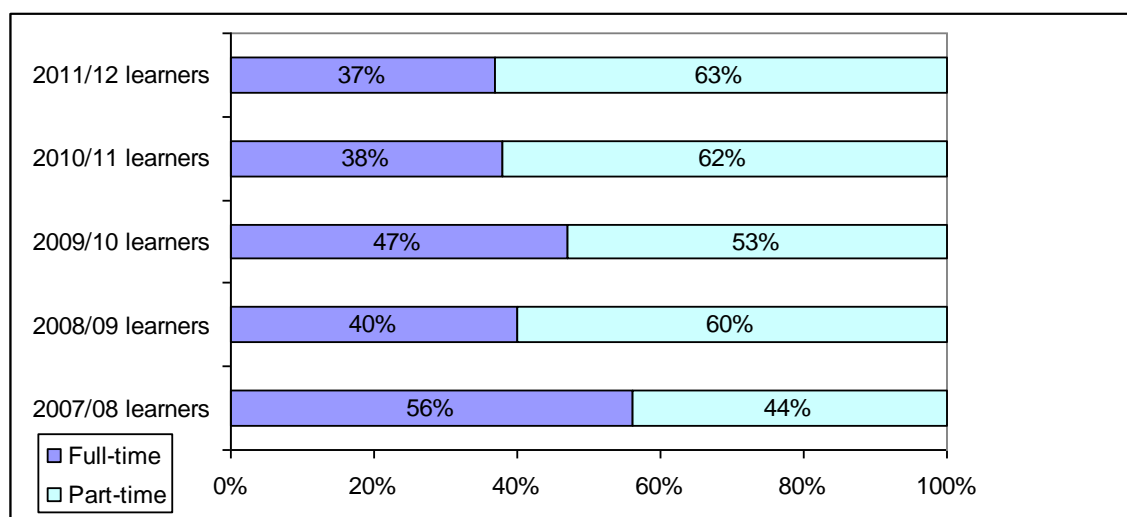
Exhibit 3.7 – Responding Institutes’ Past Year Student Enrolment

	Past Year (2011/12)	Past Year (2010/11)	Past Year (2009/10)	Past Year (2008/09)	Past Year (2007/08)
	N=21	N=23	N=22	N=21	N=25
Enrolling more than 100 students					
# of Institutes	7	9	7	5	5
% of Institutes	33%	39%	32%	24%	20%
Enrolling 50 to 100 students					
# of Institutes	1	2	3	1	3
% of Institutes	5%	9%	14%	5%	12%
Enrolling 0 to 49 students					
# of Institutes	11	11	12	13	16
% of Institutes	52%	48%	55%	62%	64%
No Enrolment #s Provided					
# of Institutes	2	1	0	2	1
% of Institutes	10%	4%	0%	10%	4%

In 2012/13, 72% (13) of 18 surveyed institutes reported enrolling both full-time and part-time students the previous year. Twenty-eight percent (5) reported enrolling either full-time or part-time students only.

Full-time students have represented 37% or more of the past year enrolments reported in the last five years.

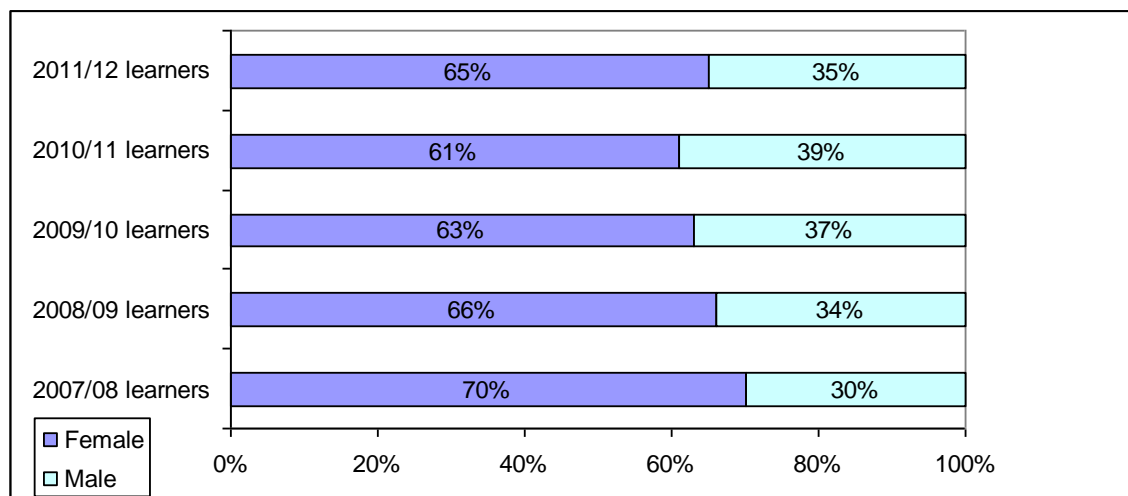
Exhibit 3.8 – Student Enrolments by Full-Time/Part-Time Status



Base: 1,508 2011/12 learners at 18 institutes, 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.

Female students have been 61% or more of the past year enrolments reported in the last five years.¹⁰

Exhibit 3.9 – Student Enrolments by Gender



Base: 2,978 2011/12 at 19 institutes; 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.

These learners were all older than 15 years of age in 2011/12. In 2012/13, 18 institutes reported on the age of 2,764 learners in 2011/12, of whom 100% were more than 15 years of age. Similarly, 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. 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 2011/12 learners were enrolled for more than 15 days in that year. In 2012/13, 17 institutes reported on the length of enrolment of 1,316 learners in 2011/12, of whom 91% were enrolled for more than 15 days (9% were enrolled for 15 days or less). 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).

¹⁰ In comparison, only 37% of BC students enrolled in credentialed courses (excludes developmental or continuing education) at a community college in 2009 were male. At teaching universities, 40% enrolled in credentialed courses were male, at research universities, 44% were male, while at institutes, 58% were male.

3.4 Instructors

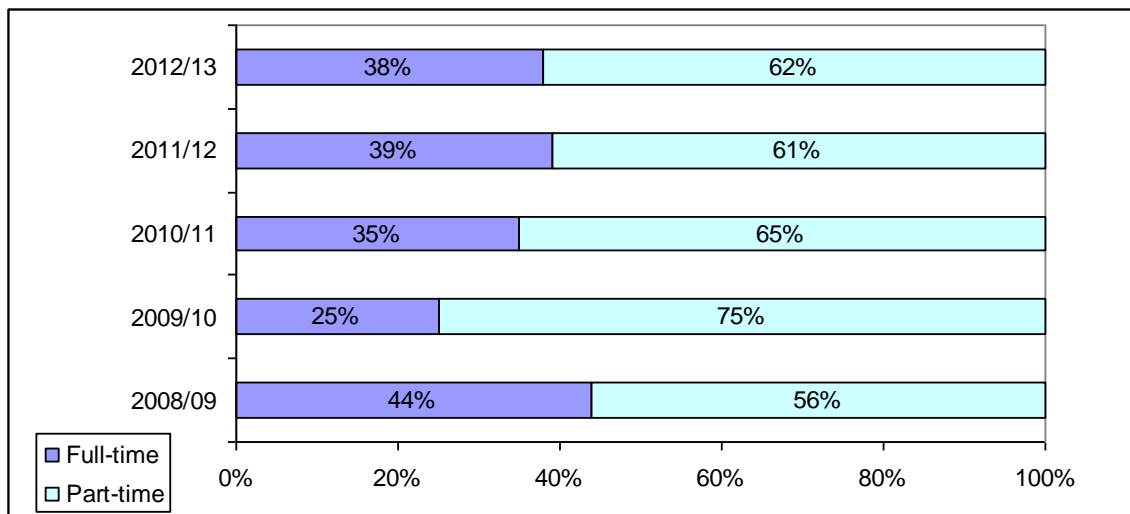
In the past five years, the number of instructors employed by surveyed institutes has ranged from 146 to 226 instructors. For example, in 2012/13, the 21 responding institutes employed 226 instructors as of October 2012¹¹.

Exhibit 3.10 – Instructors Employed

	2012/13	2011/12	2010/11	2009/10	2008/09
	N= 21 of 21	N=23 of 23	N=22 of 22	N= 20 of 21	N= 23 of 25
Instructors Employed	226	185	176	177	146

Full-time instructors have represented between 25% and 44% of the instructors employed in each of the last five years.

Exhibit 3.11 – Instructors Employed Full-time/Part-time

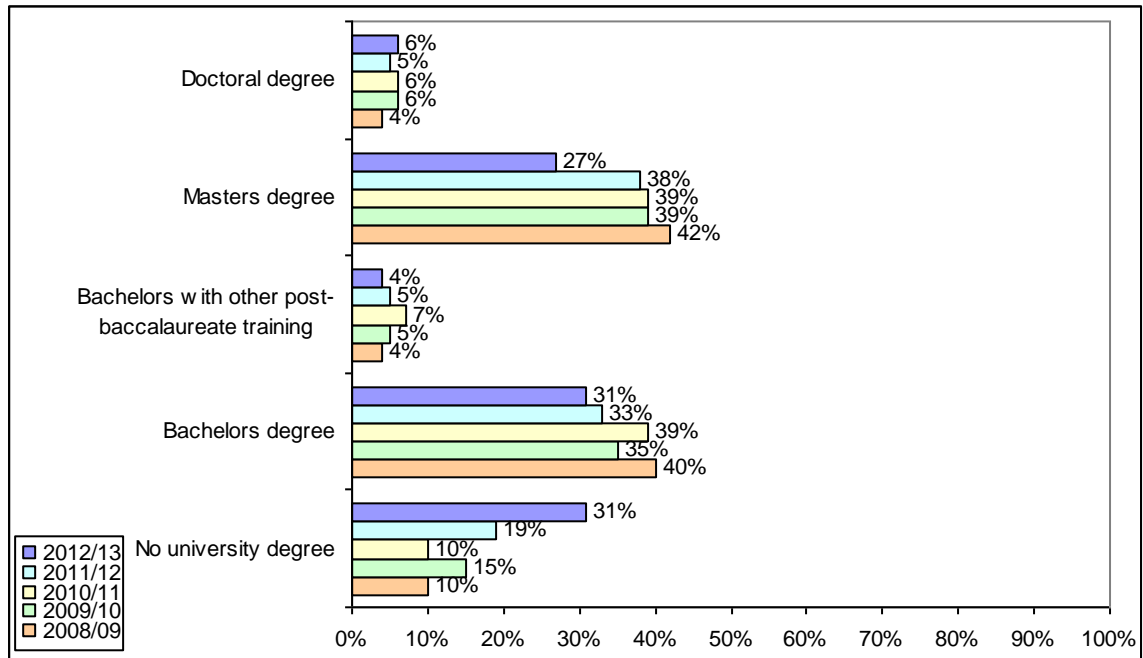


Base: 226 2012/13 instructors at 21 institutes; 185 2011/12 instructors at 23 institutes; 176 2010/11 instructors at 22 institutes; 177 2009/10 instructors at 21 institutes; 146 2008/09 instructors at 23 institutes.

¹¹ Please note that the wording for this question changed in 2012/13.

In 2012/13, 69% of the instructors at 21 responding institutes had a Bachelors degree or higher level of education. This included 33% of the instructors who had a Masters or Doctoral degree.

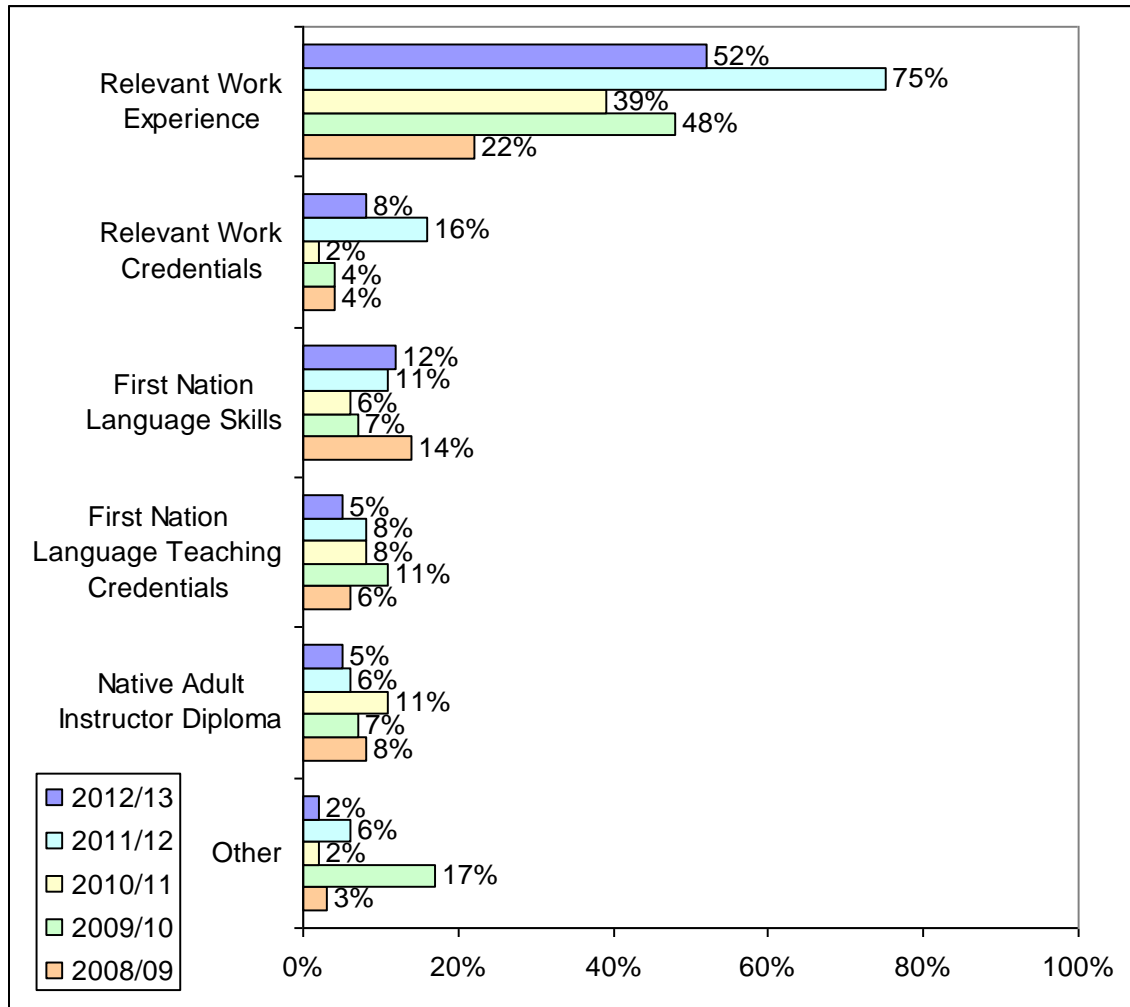
*Exhibit 3.12 – Instructors’ Highest Level of Education*¹²



¹² Please note that the wording for this question changed in 2012/13.

In 2012/13, 52% of the instructors also had relevant work experience and 8% had relevant work credentials. Five percent had First Nation Language Teaching credentials and 12% had First Nation Language skills. Relevant work experience was also most common in previous years.

Exhibit 3.13 – Instructors’ Other Qualifications¹³



¹³ Please note that the wording for this question changed in 2012/13.

3.5 Private Career Training Institutes Agency (PCTIA) Registration

PCTIA registration has fluctuated over the past five years. In 2012/13, 24% (5) of 21 responding institutes reported they were registered with PCTIA. Of these five institutes, two reported they were accredited through PCTIA, and two of the remaining three reported being in the accreditation process.

Four of the institutes commented on their reasons for registering with PCTIA – because it is required of them, for program credibility and/or for funding opportunities (including student and program funding).

Exhibit 3.14 – PCTIA Registrations

	2012/13	2011/12	2010/11	2009/10	2008/09
	N=21	N=23	N=22	N=21	N=25
Percent Registered with PCTIA	24%	26%	23%	19%	32%
Number Registered with PCTIA	5	6	5	4	8
Accredited	2	2	3	1	2
In Accreditation Process	2			1	1
Registered Only	3	4	2	2	5

3.6 Interest in External Evaluation Funding

IAHLA has received funding from Aboriginal Affairs and Northern Development Canada to sponsor two IAHLA institutes to conduct external evaluations of their institutes. The evaluation process is intended to provide an objective review of IAHLA institute's programs and services. It is hoped that this external review will assist institutes in examining and strengthening their programs, services and administration. It is also an opportunity for institutes to obtain an objective report highlighting what is being done to enhance and promote First Nations higher learning through their own programs.

In 2012/13, institutes were asked if they were interested in receiving one-time funding from IAHLA to conduct an External Institute Evaluation of their institute. The introduction to the question clarified that the external evaluation would be intended to allow IAHLA institutes to examine, strengthen and create goals and objectives to improve their programming, as required. It would be intended to be an opportunity for the institute to demonstrate what is being done to enhance and promote First Nations higher learning through its own programs and services, as well as to demonstrate to others what is being done to support First Nations adult learners. About one-half (48%) of responding institutes were interested in receiving this funding.

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 2012/13, most institutes were using multiple funding sources to meet their operational costs.

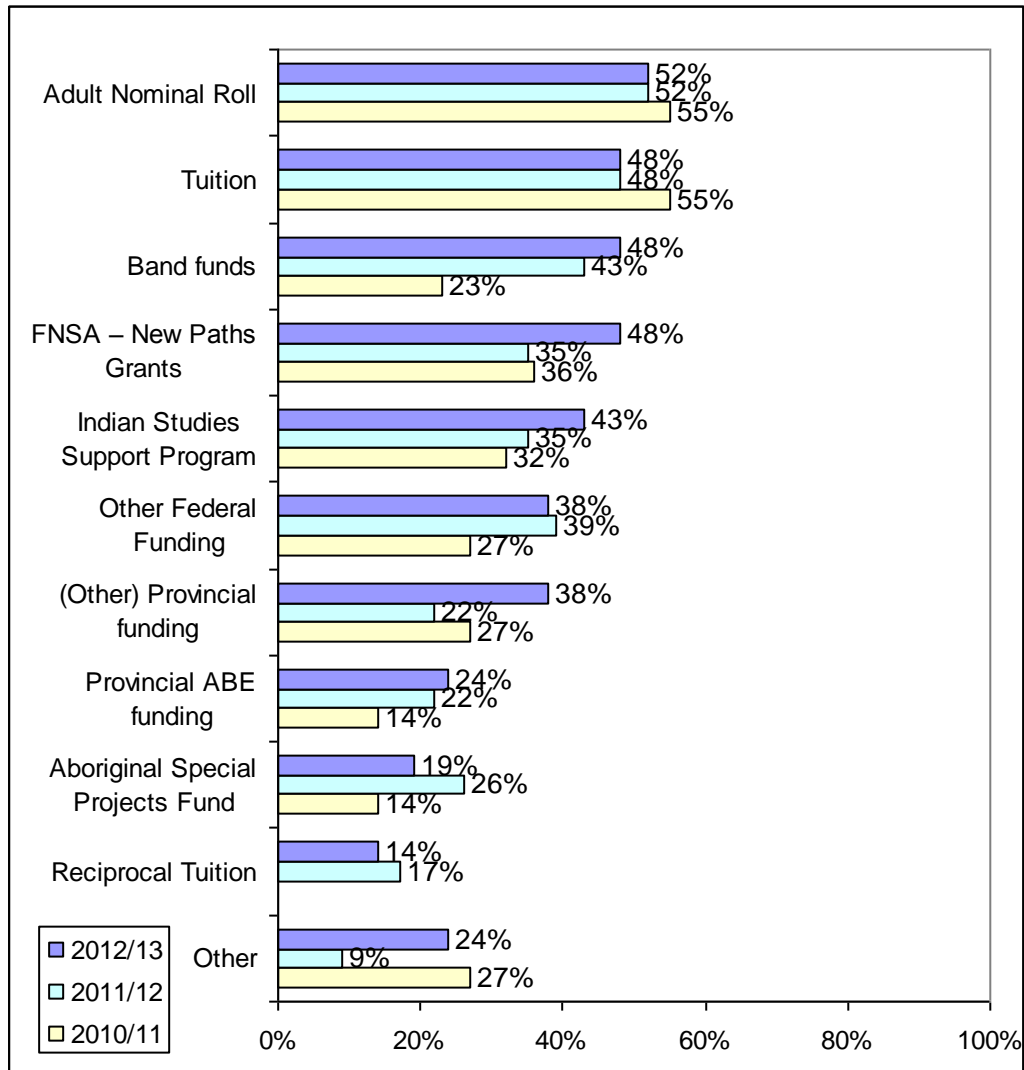
Eleven (52%) of the 21 responding institutes were using Aboriginal Affairs and Northern Development Canada (AANDC) Adult Nominal Roll funding for at least part of their costs.

Ten (48%) of these institutes were using tuition fees for part of their costs, 10 (48%) institutes were using funding from Bands, 10 (48%) institutes were using FNSA New Paths Grants¹⁴ (whose source is AANDC) and 9 (43%) institutes were using AANDC's Indian Studies Support Program (ISSP).

At least four (19%) of the 21 institutes accessed provincial ABE funding, the Aboriginal Special Projects Fund or other provincial or federal funding. "Other" funding sources included fundraising, training programs and various one-time grants.

¹⁴ New Paths Grants are formula-based and are meant to augment existing budgets.

Exhibit 4.1 – Percent of Institutes Using Each Funding Source (1)



(1) One institute may use more than one funding source.

In 2012/13, 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)

	2012/13	2011/12	2010/11	2009/10	2008/09
	N = 21	N = 23	N = 22	N = 21	N = 23 ⁽¹⁾
Adult Nominal Roll	43%	43%	50%	48%	39%
Indian Studies Support Program	14%	13%	14%	29%	17%
FNSA – New Paths Grants	14%	9%	18%	14%	9%
Band funds	14%	4%	5%	10%	9%
(Other) Provincial funding	10%	4%	5%	19%	9%
Tuition	5%	9%	14%	5%	9%
Other Federal funding	5%	9%	5%	10%	9%
Provincial ABE funding	5%	4%	5%		
Aboriginal Special Projects Fund	0%	4%	5%		
Reciprocal Tuition through a public partner	0%	0%			
Other	5%	4%	9%	0%	9%

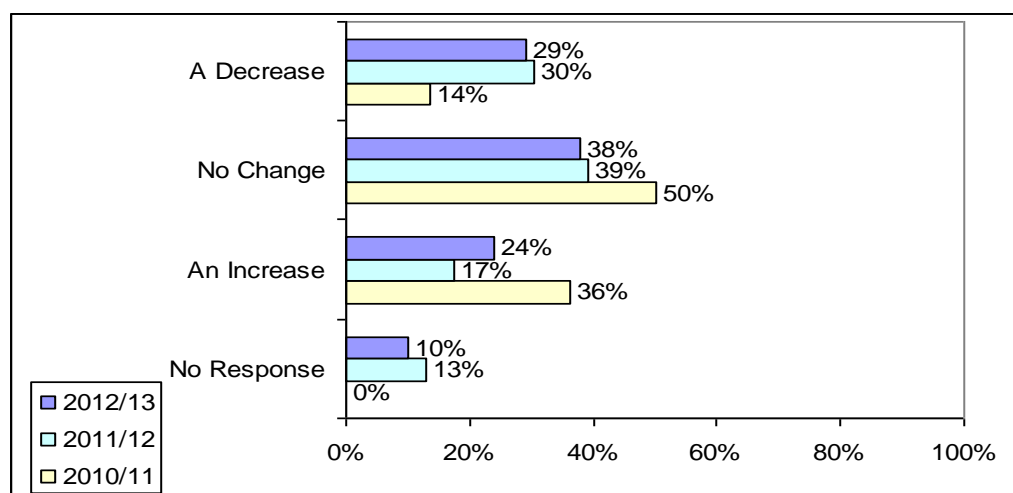
(1) Two institutes did not report on their funding in 2008/09.

4.2 Changes in Total Funding Levels

In 2012/13, surveyed institutes were asked whether they had experienced a change in their total funding level this year. Twenty-four percent of the institutes indicated they had experienced an increase in funding. Twenty-nine percent had experienced a decrease and 38% had experienced no change.

The percentage decreases experienced were generally greater than the increases experienced. For example, decreases ranged from 10% to 50% while increases ranged from 5% to 12% (except at one institute where the increase was 85%).

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 2012/13, 12 of the 13 institutes offering post-secondary programming also reported on how they were funding them. They reported funding their post-secondary programming primarily through tuition or fees, ISSP and formalized agreements with post-secondary institutions.

Nineteen of the 20 institutes offering ABE/upgrading courses in 2012/13 also reported on how they were funding them. They reported funding their ABE/upgrading courses primarily through Adult Nominal Roll. Institutes were also using the First Nations Education Steering Committee (FNESC), ISSP and Band funds for these courses, along with a variety of alternate sources.

Four of the 10 institutes offering trades programs or courses in 2012/13 also reported funding them using a variety of sources – including their major funding sources.

Nine of the 16 institutes offering other programs or courses in 2012/13 also reported funding them 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 2011/12 and 2010/11.

Exhibit 4.4 – Funding for Programming Offered by Institutes This Year (2012/13)

	Post-Secondary	ABE/Upgrading	Trades	Other
	N = 12	N = 19	N = 4	N = 9
	<i># of institutes</i>	<i># of institutes</i>	<i># of institutes</i>	<i># of institutes</i>
Indian Studies Support Program	6	6		
Adult Nominal Roll	1	11	1	2
Formalized agreements with post-secondary institutions	6	5		
Other Provincial Funding	3	3	2	3
FNESC		9		1
Band Funds	3	6		1
Other Federal Funding	1	3	2	3
Tuition or Fees	6	4	1	1
Reciprocal Tuition through a public partner	2			
Other	2	3	2	1

Fourteen 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, three of the 30 course categories reported on cost more than this.

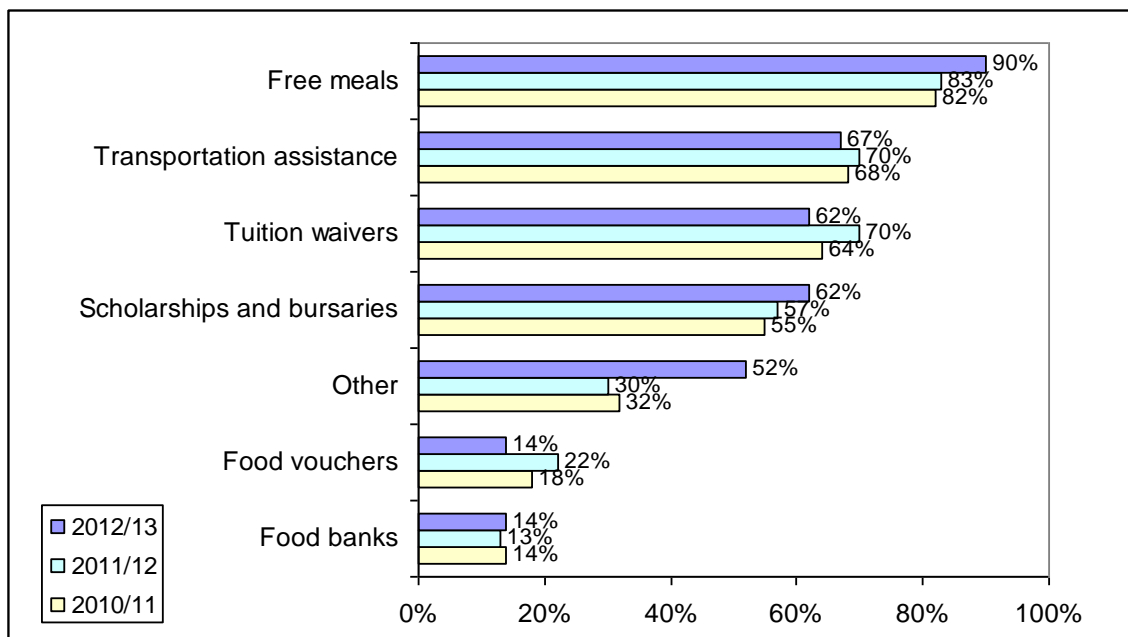
Exhibit 4.5 – Cost to Deliver Courses per FTE

	Post-Secondary	ABE/Upgrading	Trades	Other
	N = 8	N = 13	N = 5	N = 4
	# of institutes	# of institutes	# of institutes	# of institutes
\$0 to \$1,000		1		1
\$1,001 to \$3,000	1	1	1	1
\$3,001 to \$6,000	4	5	2	1
\$6,001 to \$10,000	3	5		1
\$10,001 or more		1	2	

4.4 Financial Assistance Offered to Learners

Institutes help learners with their financial needs in a variety of ways. In 2012/13, 90% of responding institutes provided free breakfast/lunch/dinner programs or events. Sixty-seven percent offered learners transportation assistance. Institutes also offered tuition waivers (62%) and/or scholarships and bursaries (62%). Other assistance offered included living allowances, books/supplies at no charge, incentive programs, tutoring and childcare.

Exhibit 4.6 – How Institutes Help Learners with Their Financial Needs



In 2012/13, institutes were asked what help they provide to students applying for scholarships, bursaries or other types of funding e.g., workshops or one-on-one help with filling out application forms.

Most often (15) institutes reported providing one-on-one support in completing application packages. Five institutes reported conducting workshops and four noted they share information e.g., on funding sources available and the application forms. Two mentioned they provide letters of reference and/or support.

Fifteen of these 21 institutes reported they would be interested in connecting with other IAHLA institutes to share strategies for helping students apply for funding.

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 funding¹⁵ was the most frequently cited source of financial support for funding learners' studies. In 2012/13, 55% of learners were reportedly receiving Band funding. The second most frequently reported response (17%) was from learners who were "not sure" of how their studies were funded.

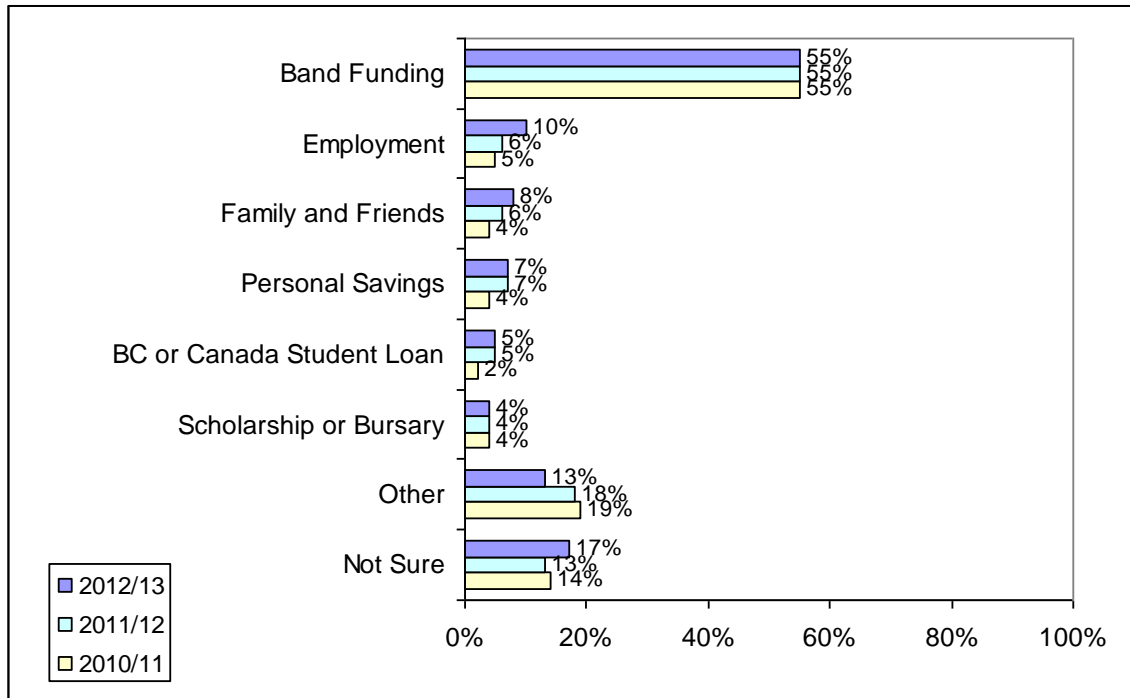
The balance of the reported sources of funding were multiple and comparatively small. Ten percent of learners were using employment income. Four to eight percent received financial support from family and friends, used personal savings, received scholarships or bursaries or received BC or Canada student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

Similarly, in 2011/12, 55% of learners reported receiving Band funding to pay for their studies, followed by (13%) who were "not sure" of how their studies were being funded. 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.

Some students reported receiving help from their institutes with applying for funding. For example, students mentioned they had received information on funding sources, help with completing funding applications, help applying to Bands for funding, and staff writing letters of support for applications.

¹⁵ Band funding is post-secondary student support program (PSSSP) funding which is AANDC federal funding.

Exhibit 4.7 – Learners’ Funding Support for Studies

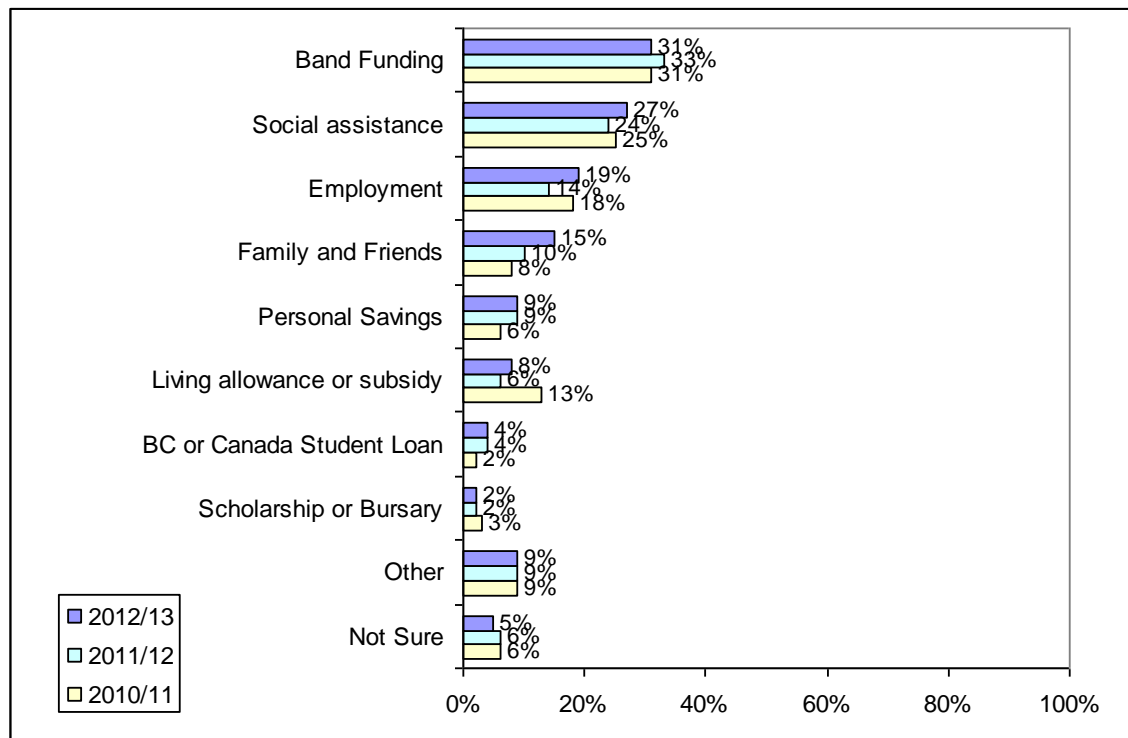


Base: Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435

In 2012/13, Band funding (31%) was also the most frequently cited source of financial support for funding learners’ living expenses, along with social assistance (27%). Nineteen percent of learners were using earnings from employment while studying or during breaks to fund their living expenses. Fifteen percent received support from family and friends, including spouses, and 9% relied on personal savings for these expenses. Eight percent received a living allowance, maintenance allowance, incentive allowance or subsidy.

Similarly, 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%). 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%).

Exhibit 4.8 – Learners’ Funding Support for Living Expenses



Base: Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435

4.6 Formalized Relationships with Others

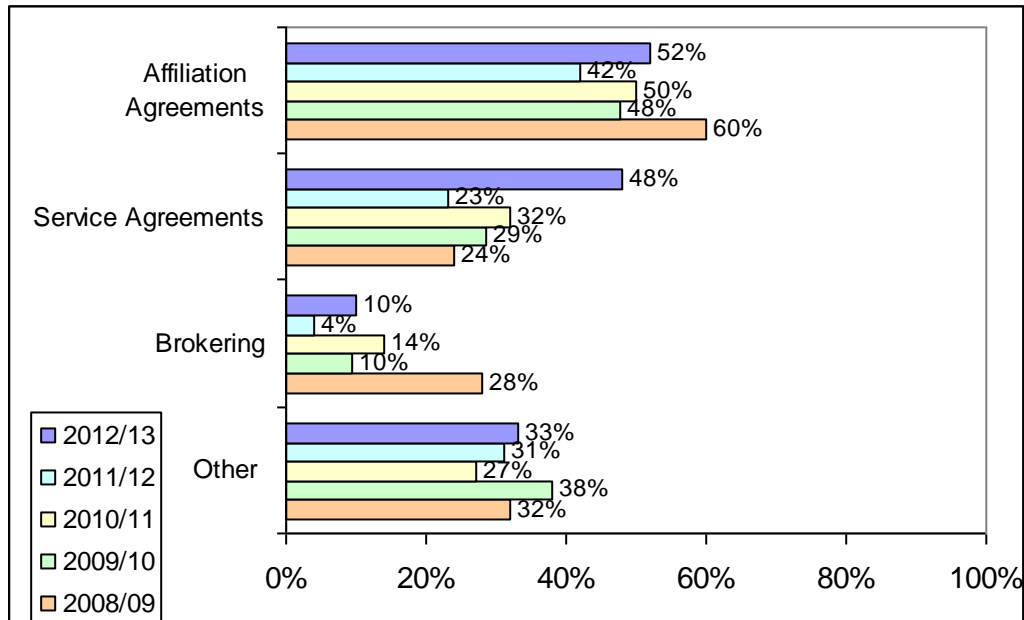
Many (18) of the institutes reported at least one type of formalized relationship with other education providers in 2012/13¹⁶. Please note that this question asked only about relationships with other public post-secondary institutions and most, but not all, of the responses are limited to this. In Exhibit 4.9, current year and previous years’ data may include a few relationships with other First Nations institutes (e.g., the Native Education College), a provincial Ministry and the K-12 education system. The remainder of the questions in this section have likely also been answered with respect to all these relationships, not just those with other post-secondary public institutions as per the question wording.

The most common formalized relationships were affiliation agreements, followed by service agreements and brokering arrangements. For example, 52% 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 one-third (33%) of the institutes.

In the 2011/12, 2010/11, 2009/10 and 2008/09 IAHLA Data Collection Project surveys, affiliation agreements were also the most common type of formalized relationships.

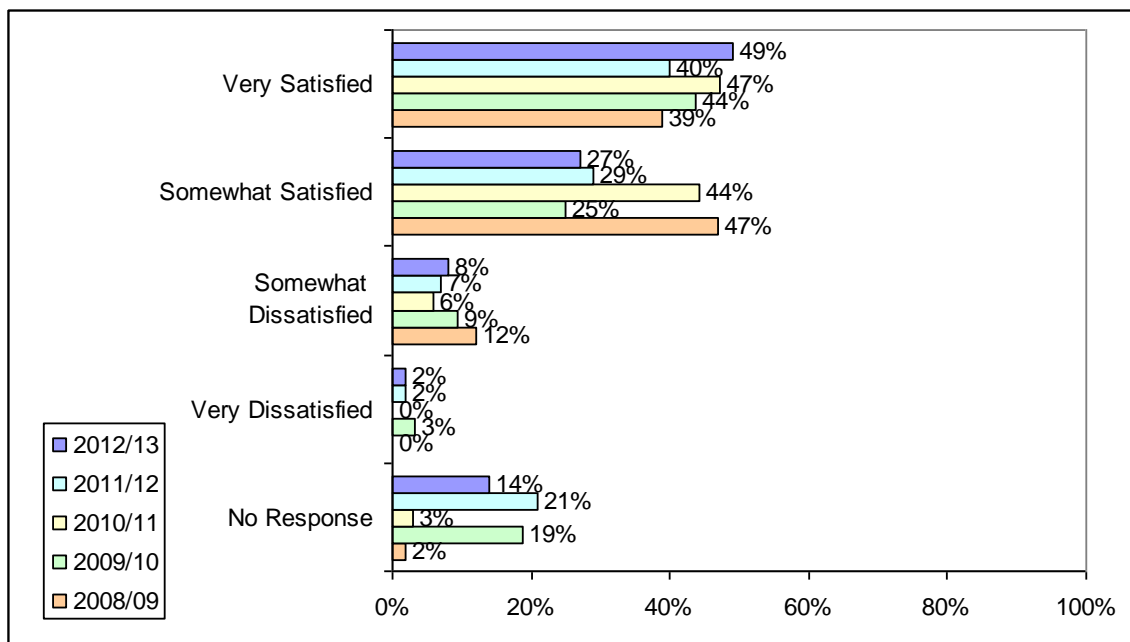
¹⁶ Six institutes reported multiple relationship types with other institutions e.g., an affiliation agreement and a service agreement.

Exhibit 4.9 – Formalized Relationships with Others



In total, these 18 responding institutes reported 49 such formal relationships (an average of three per institute) in the current year. They were satisfied with 76% of these 49 relationships – either “very” (49%) or “somewhat” (27%). They were dissatisfied with only 10% of these relationships. They did not rate their satisfaction with 14% of these relationships. Institutes were highly satisfied with these relationships in previous years.

Exhibit 4.10 – Satisfaction with Formalized Relationships

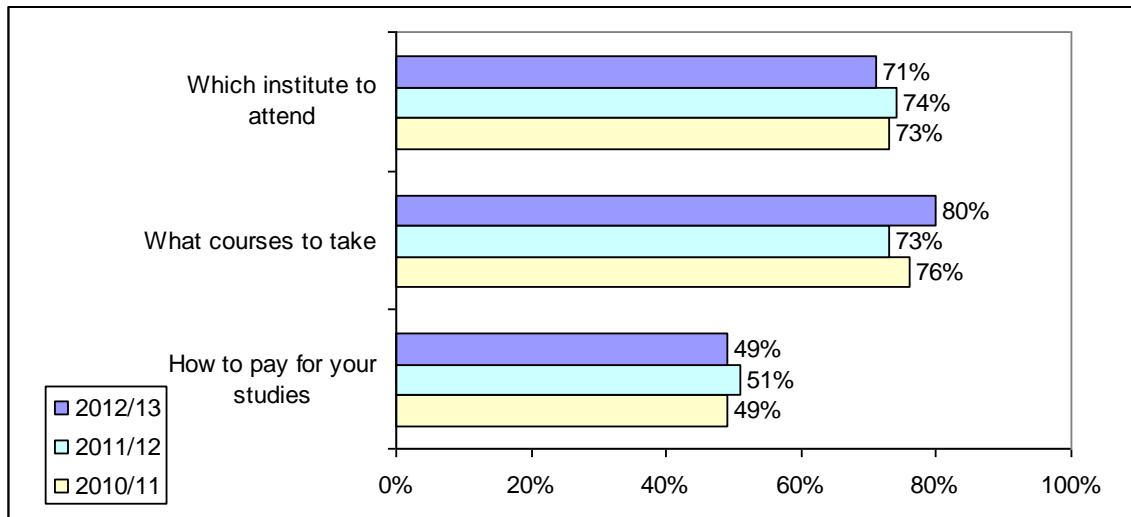


These relationships covered a wide variety of program and course areas. From ABE and College Preparation to Trades, Fine Arts and University Courses. Costs covered by IAHLA institutes related to these relationships included for administrative support, but also for tuition, materials/books and travel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

4.7 Learner Knowledge About Institutes

In 2012/13, when adult learners were asked how much they knew about which institute to attend, 71% said they knew a lot or a fair bit. Somewhat more (80%) said they knew a lot or a fair bit about what courses to take. However, only 49% reported they knew a lot or a fair bit about how to pay for their studies. In 2011/12 and 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)*



Base: Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435

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;
- 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

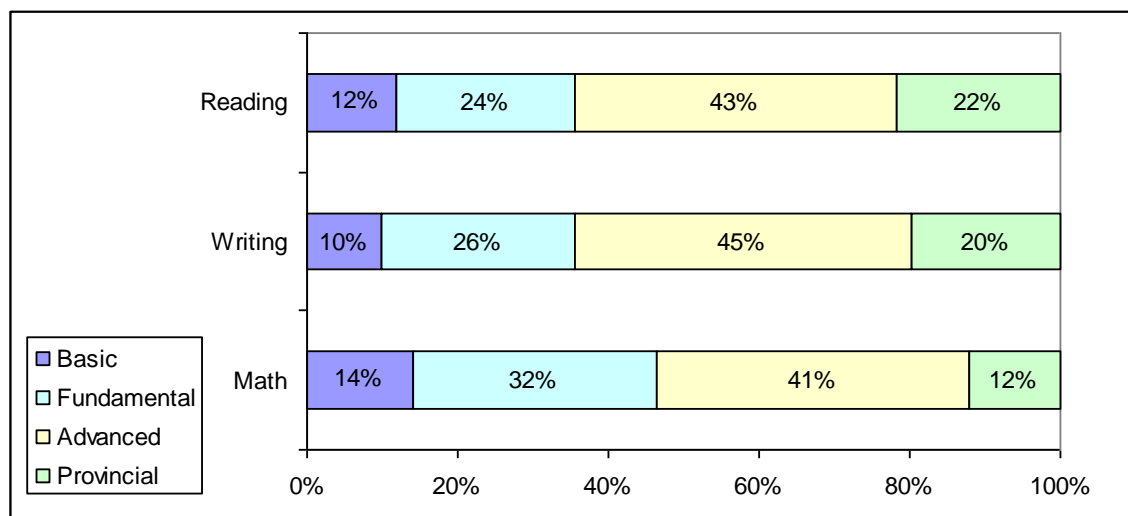
Incoming students' literacy and numeracy may be assessed by institutes at one of four levels: Provincial (Grade 12), Advanced (Grade 10/11), Fundamental (Grade 8/9) and Basic (up to Grade 7).

In 2012/13, twelve (52%) institutes reported on 293 new students assessed at each *reading* level, 251 new students assessed at each *writing* level, and 394 new students assessed at each *math* level. Most incoming students were assessed at the Advanced or Provincial levels in reading (65%), writing (65%) and math (53%).

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 2012/13



In 2012/13, 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 PLATO, Benchmark CALP and the CAMERA Assessment through Literacy Victoria. In 2011/12 and 2010/11, institutes also reported most frequently using Canadian (Adult) Achievement Tests and another institute or college's assessment for student assessments.

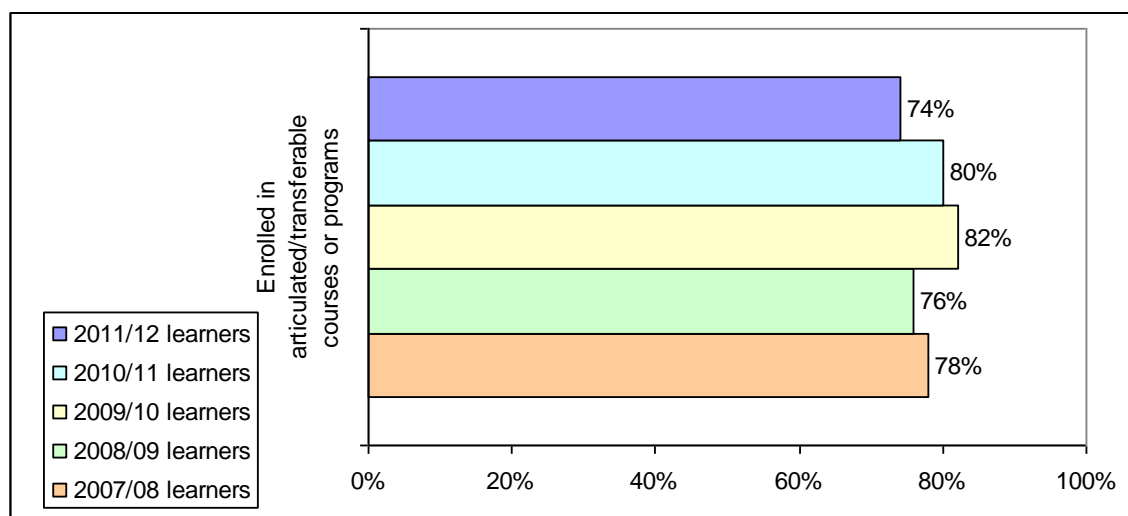
Exhibit 5.2 – Student Assessment Tools Used to Place Students

	2012/13			2011/12		
	Reading	Writing	Math	Reading	Writing	Math
Canadian Adult Achievement Test or Canadian Achievement Test	52%	48%	48%	57%	48%	57%
Another institute/college assessment	43%	38%	43%	17%	17%	17%
Your institute's assessment	29%	29%	29%	26%	30%	30%
Structure of Intellect	10%	10%	10%	17%	17%	13%
Test of Essential Workplace Skills	24%	24%	24%	9%	9%	9%
Better Learner Assessment Checklist (IAHLA/UVIC/NVIT)	14%	14%	14%	9%	9%	9%
Accuplacer	14%	14%	19%	9%	4%	9%
Other	14%	14%	14%	17%	9%	13%
No Assessment Tools Reported	0%	5%	0%	9%	13%	9%

5.2 Course and Program Enrolments

In 2012/13, institutes reported learner enrolments for the previous academic year (in 2011/12). Most 2011/12 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. Eighteen institutes reported this information for 2,447 learners. Seventy-four percent of these learners were enrolled in at least one articulated/transferable course or program and 26% were not.

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



Base: 2,447 2011/12 learners at 18 institutes; 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.

About one-fifth of 2011/12 learner enrolments were in (non-trades) post-secondary certificate, diploma or degree programs. In 2011/12, learners enrolled in at least 2,539 programs or courses at 20 institutes. One learner could be enrolled in more than one program or course. Of these program or course enrolments:

- 46% (1159 learners) were in ABE or adult upgrading courses (to Grade 12);
- 9% (225) were in trades certificate or diploma programs or courses;
- 12% (304) were in (non-trades) post-secondary certificate or diploma programs;
- 6% (156) were in post-secondary degree programs; and,
- 27% (695) were in other programs or courses (e.g., First Aid, Food Safe, computer skills, WHMIS or post/credential/upskilling areas such as nursing or education professional development, negotiating skills).

Of 764 enrolments in ABE or adult upgrading courses (to Grade 12), 52% reported using BC Ministry of Education curriculum and 48% reported using BC Ministry of Advanced Education curriculum.

Of 692 enrolments in other programs or courses, 97% were in basic/additional skills training (e.g., First Aid, FoodSafe, WHMIS, computer skills) and 3% were in post-

credential/upskilling (e.g., nursing or education professional development, negotiation skills).

In 2011/12 there were many more enrolments reported in ABE or adult upgrading courses and fewer in post-secondary programs or courses than in previous years. In the previous five years, total enrolments ranged from 2,326 to 3,906. Total enrolments included from:

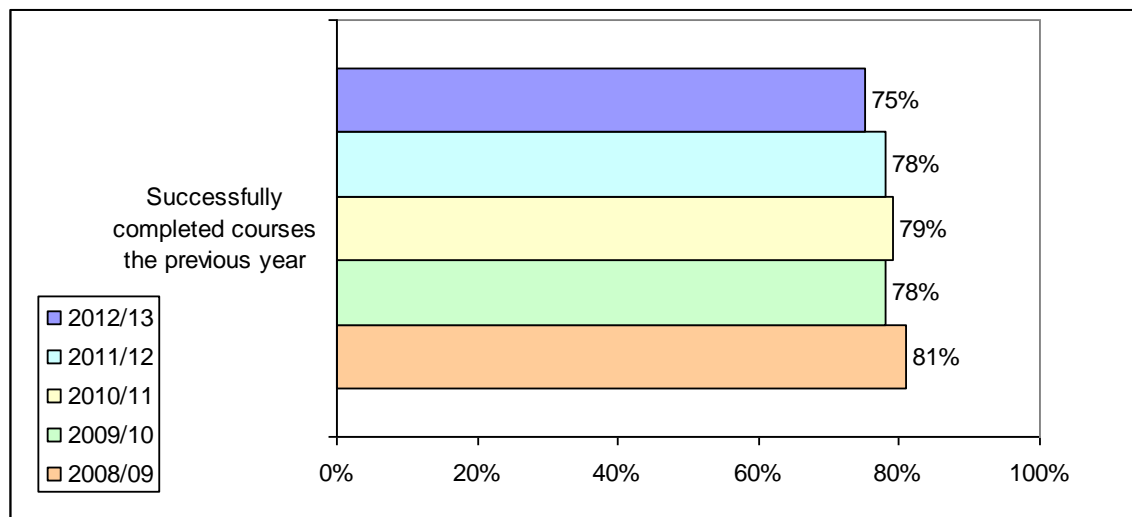
- 739 to 891 enrolments in ABE or adult upgrading courses;
- 133 to 722 enrolments in trades certificate or diploma programs or courses;
- 816 to 1,239 enrolments in post-secondary certificate, diploma or degree programs or courses; and,
- 614 to 1,643 enrolments in other programs or courses.

5.3 Learner Completions

In 2012/13, institutes reported the course completion rate for their learners the previous academic year (in 2011/12). In 2012/13, institutes reported an overall 2011/12 course completion rate of 75%. Whether learners successfully completed one or more of the courses or programs they were enrolled in that year was reported for 1,443 of these learners at 18 institutes¹⁷. Of those, 75% (1,080 learners) successfully completed at least one course they were enrolled in that year and 25% did not.

This course completion rate has ranged from 75% to 81% over the past five years.

Exhibit 5.4 – Learners Who Successfully Completed at Least One Course



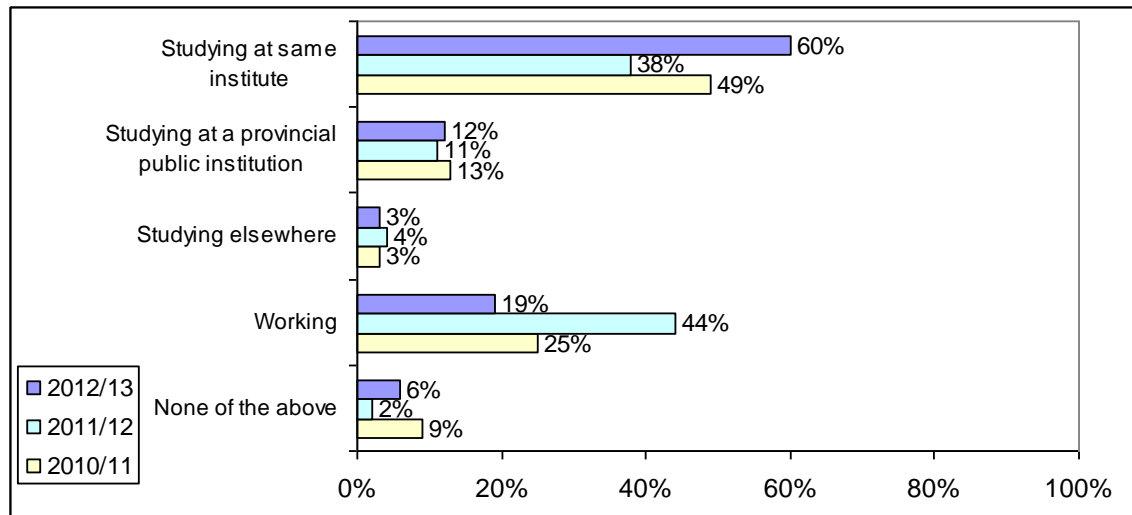
Base: 1,443 2011/12 learners at 18 institutes; 1,618 2010/11 learners at 19 institutes; 1,095 2009/10 learners at 17 institutes; 890 2008/09 learners at 18 institutes; 1,134 2007/08 learners at 20 institutes.

¹⁷ NVIT did not report this information in 2012/13, 2011/12, 2010/11, 2009/10 or 2008/09.

Whether 2011/12 learners were continuing with courses or programs or working in 2012/13 was reported for 534 of these learners at 16 institutes. Among these learners, 60% were continuing to study at the same institute, 12% at a provincial (BC), public college, university or institute and 3% elsewhere.

2011/12 learners were less likely to be working this year than learners last year. Nineteen percent were working this academic year. Six percent were reportedly doing none of the above (neither continuing to study nor working).

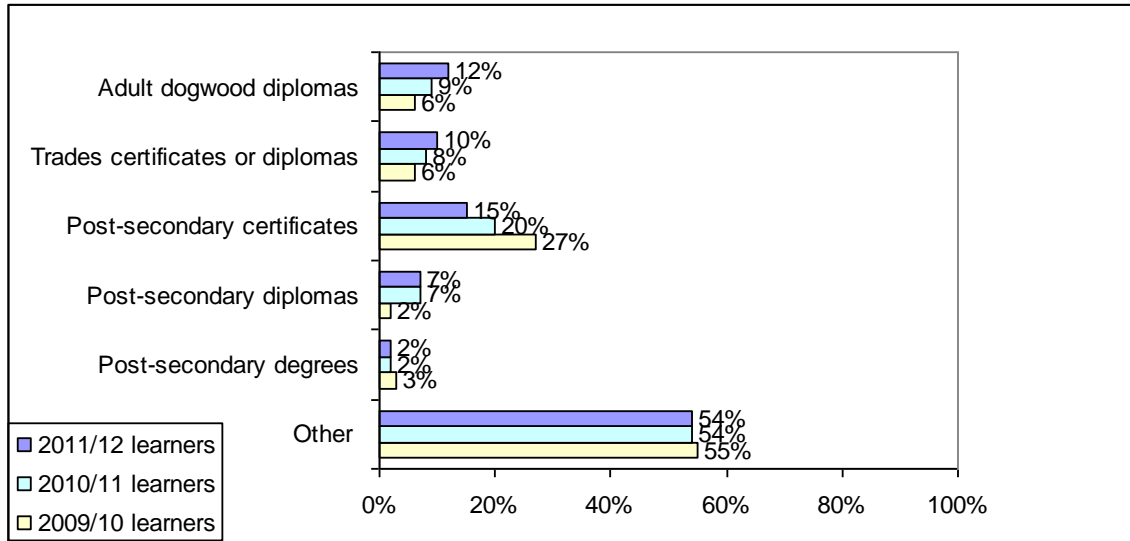
Exhibit 5.5 – What Last Years’ Learners are Doing This Year



Base: 534 2011/12 learners at 16 institutes; 1,032 2010/11 learners at 20 institutes; 861 2009/10 learners at 21 institutes.

In 2012/13, 19 (90%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2011/12)¹⁸. Of the 1,145 such awards, 10% were trades certificates or diplomas and 12% were Adult Dogwood diplomas. Fifteen percent 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: 1,145 2011/12 learners at 19 institutes; 1,407 2010/11 learners at 21 institutes; 855 2009/10 learners at 19 institutes.

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

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)¹⁹. 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).

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)²⁰. 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

¹⁸ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

¹⁹ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

²⁰ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

certificates, 2% were (non-trades) post-secondary diplomas, 3% were post-secondary degrees. More than one-half (55%) were other awards.

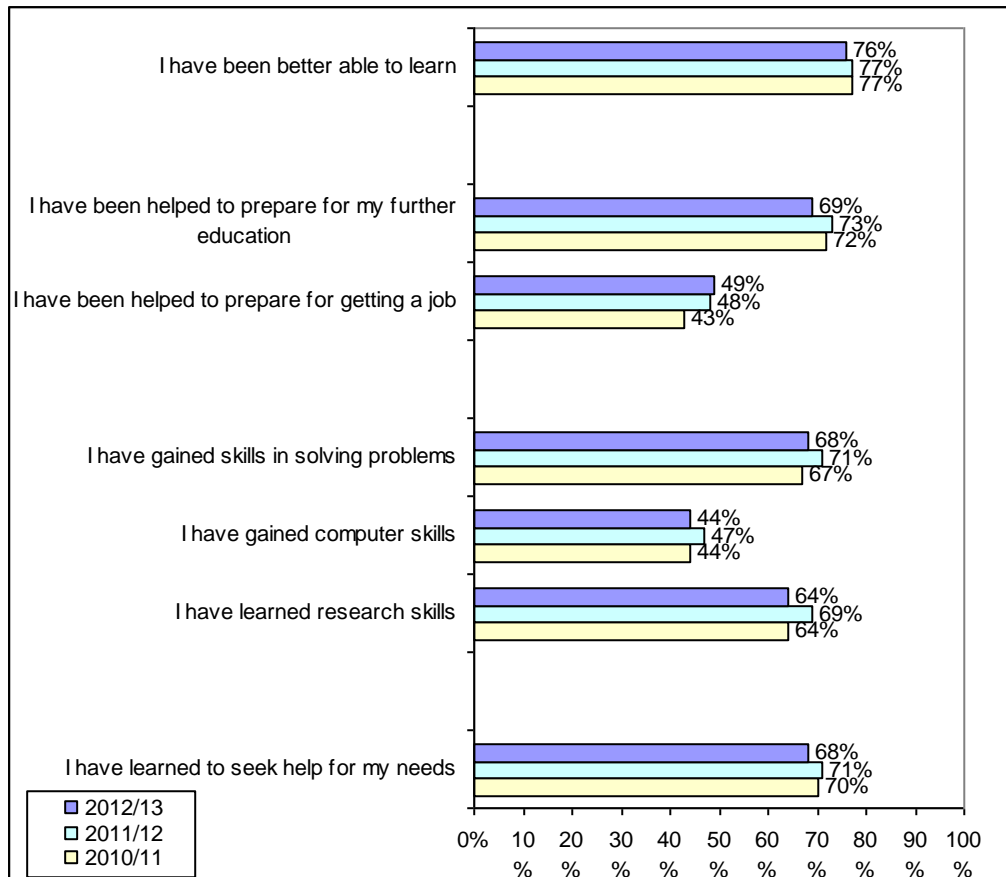
5.4 Learner Ratings of Learning

In 2012/13, 76% of learners agreed they had been better able to learn since beginning at their institute – they either strongly agreed (30%) or somewhat agreed (46%). Two-thirds of learners (69%) agreed they had been helped to prepare for their further education and 49% agreed that they had been helped to prepare for getting a job.

Most learners agreed they had gained problem solving skills (68%) and/or research skills (64%), and about one-half (44%) agreed they had gained computer skills. Two-thirds (68%) agreed they had learned to seek help for their needs.

In 2011/12 and 2010/11, learners agreed similarly with their learning in most areas.

Exhibit 5.7 – Learner Ratings of Learning



Base: Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435

6.0 Learners' Personal Development

First Nations institutes support learners' personal development through:

- Delivering life skills programs;
- Providing interventions and referrals for learners; and,
- Linking with a wide range of partners.

6.1 Life Skills Programs

Among the learners surveyed in 2012/13, 42% were or had been enrolled in a life skills program since beginning their studies at the institute. Of these learners, 91% reported they had benefited from the skills and information they learned and 7% said they did not benefit (the remainder did not respond to this question).

Exhibit 6.1 – Learners Enrolled in Life Skills Programs

	2012/13	2011/12	2010/11	2009/10	2008/09
	N = 329	N=343	N=435	N=361	N=405
Percent enrolled in a Life Skills program since beginning their studies	42%	32%	36%	42%	45%
Did Benefit	91%	89%	92%	94%	90%
Did Not Benefit	7%	6%	3%	1%	8%
No response	3%	6%	5%	5%	2%

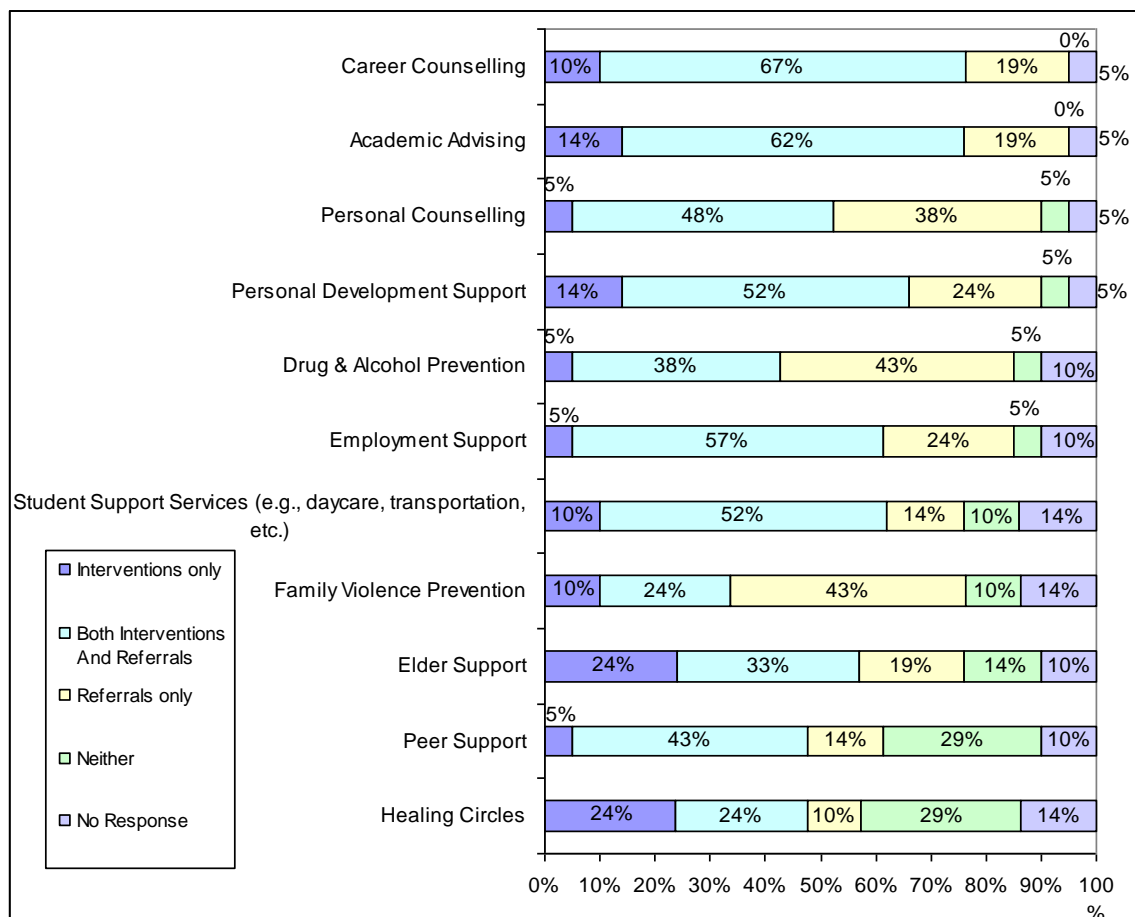
6.2 Student Support Services

6.2.1 Interventions and Referrals

In 2012/13, most often the institutes provided learner *interventions and/or referrals* for career counselling, academic advising, personal counselling and personal development support. Drug and alcohol prevention and employment support were also provided by more than 80% of the institutes.

In the 2011/12, 2010/11, 2009/10 and 2008/09 IAHLA Data Collection Project surveys, academic advising *interventions and/or referrals* were most common.

Exhibit 6.2 – Interventions and Referrals Provided



In 2012/13, *interventions* were most common for career counselling (77%), academic advising (76%) and personal development support (66%) services.

Referrals only were most common for family violence prevention (43%), drug and alcohol prevention (43%) and personal counselling (38%).

“Other” interventions and referrals included those related to crisis counselling and student awards.

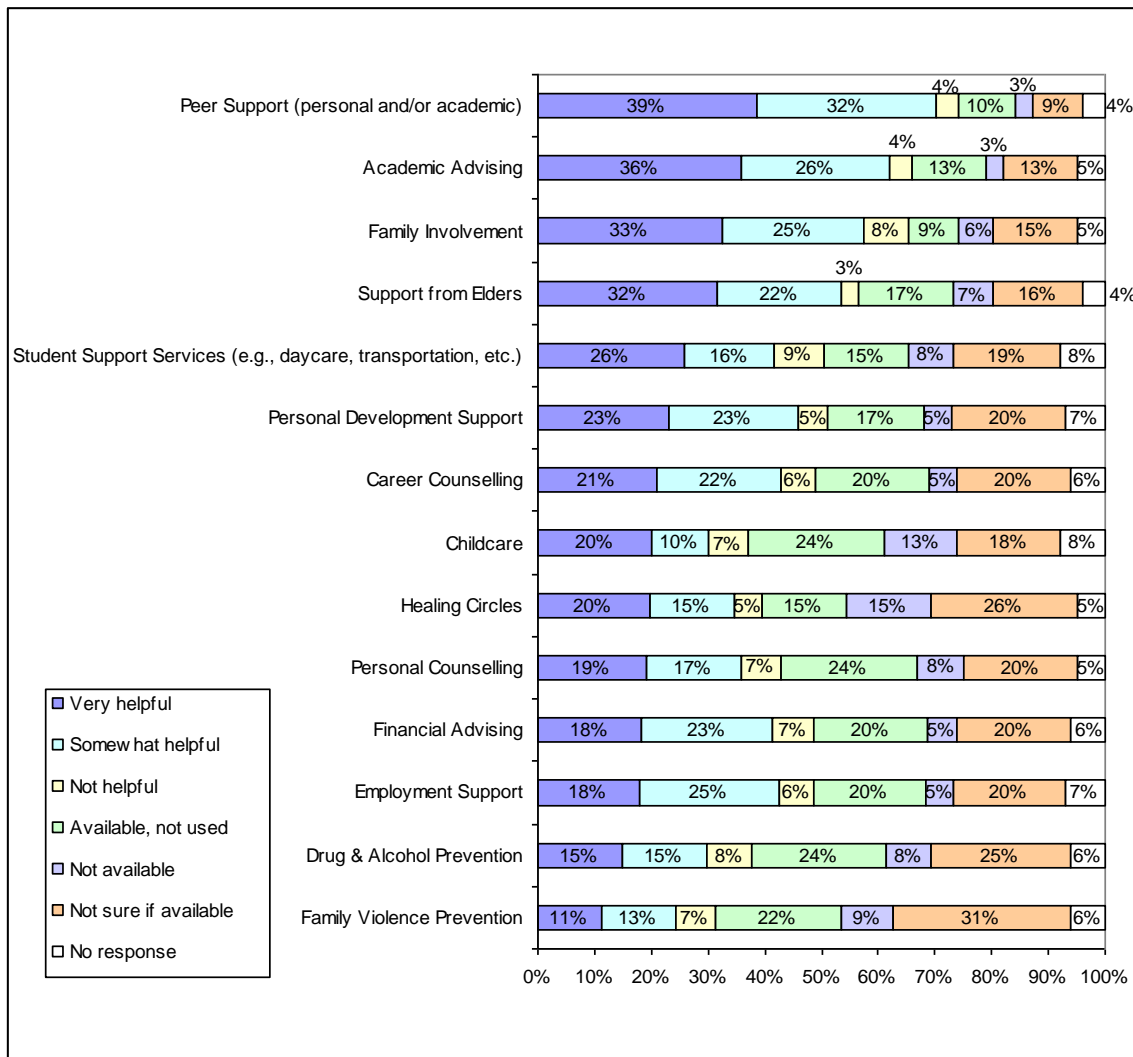
6.2.2 Helpfulness of Student Support Services

In 2012/13, most often the learners surveyed have used peer support (75%), followed by academic advising (66%) and family involvement (66%). About one-in-two have used support from Elders (57%), student support services (51%), personal development support (51%) and career counselling (49%). More than 30% 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 2011/12, 2010/11, 2009/10, 2008/09 and 2007/08, most often the learners surveyed had also used peer support and academic advising services.

Exhibit 6.3 – Helpfulness of Student Support Services



Base: Total 2012/13 Learners Responding N = 329

6.3 Links to Partners

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

In 2012/13, institutes most frequently linked with communities, on-reserve agencies/societies and Tribal Councils to offer programs and supports. About one-in-two also linked with Aboriginal Skills and Employment Training Strategies (ASETS) funded by Human Resources and Skills Development Canada (HRSDC), public school districts or schools, off-reserve agencies or societies and/or employment services.

Exhibit 6.4 – Partners Linking with Institutes

	2012/13	2011/12
	N = 21	N = 23
Communities	71%	61%
On-Reserve Agencies/Societies	67%	52%
Tribal Council	62%	48%
ASETS (HRSDC)	52%	39%
Public school districts or schools	52%	39%
Off-Reserve Agencies/Societies	48%	26%
Employment services	48%	30%
Health services	43%	39%
Aboriginal Service Plans Funding (AVED)	43%	30%
Child and family services	43%	26%
Social development services	43%	26%
Active Measures (AANDC)	38%	26%
First Nations schools	33%	26%
Economic Development Corporation	29%	17%
Other First Nations institutes	24%	17%

6.4 Learner Ratings on Their Personal Development

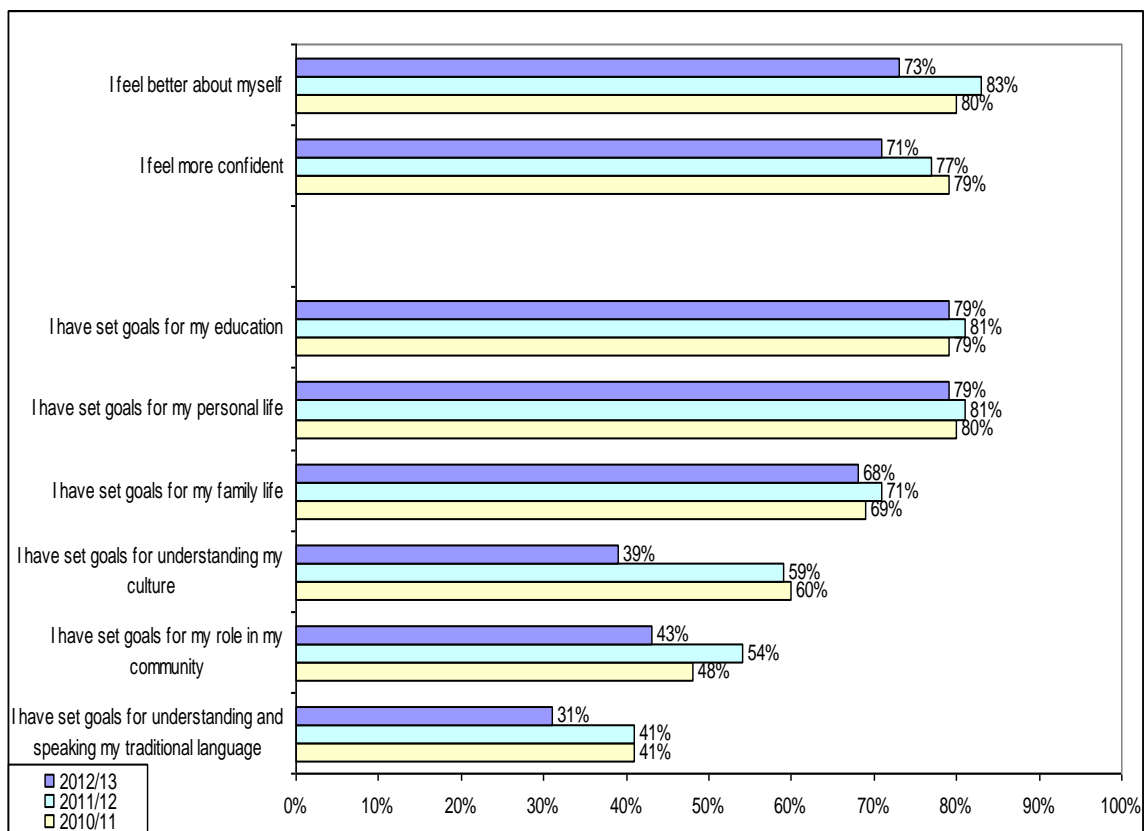
In 2012/13, most learners agreed they felt better about themselves (73%) and/or more confident (71%) since beginning at their institute.

Similarly, large groups of learners had set goals for their education (79%) and/or for their personal lives (79%). Two-in-three had also set goals for their family life (68%).

Less than one-half had set goals for understanding their culture (39%), for their role in their communities (43%) or for understanding and speaking their traditional language (31%).

In 2011/12 and 2010/11, more learners agreed they felt better about themselves and/or more confident since beginning at their institutes than in 2012/13. They were also more likely to agree that had set goals for understanding their culture, for their role in their communities and for their traditional language.

Exhibit 6.5 – Learner Ratings on Their Personal Development

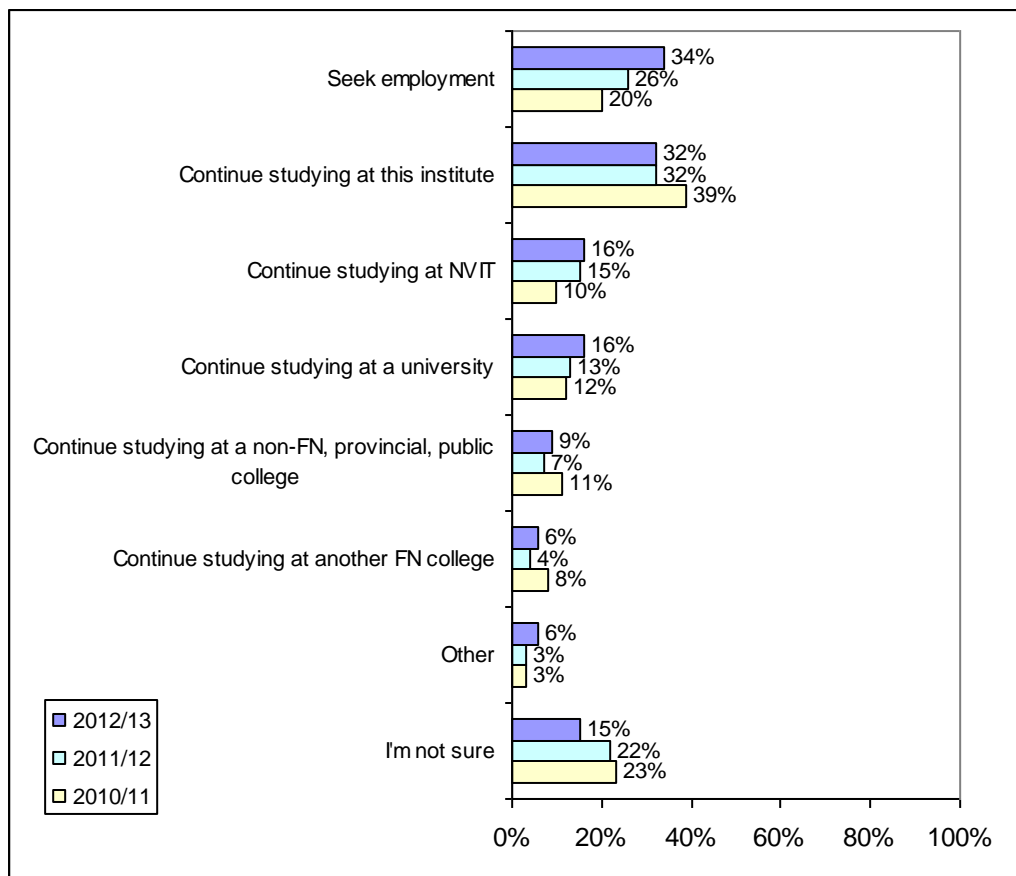


Base: Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435

In 2012/13, most learners planned to continue to study the next academic year (in 2013/14) – most often at the same institute (32%), or at or at NVIT²¹ (16%), universities (16%), at provincial public colleges (9%) or at First Nations colleges (6%). In comparison, 34% intended to seek employment the next academic year and 15% were not yet sure of their goals for the next academic year.

In 2011/12 and 2010/11, learners also planned primarily to continue to study the next academic year.

Exhibit 6.6 – Learner Goals for Next Year



Base: Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435

²¹ NVIT is a provincial post-secondary institution as well as an IAHLA member which gives it a unique mandate.

In 2012/13, 91% of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year. Only 2% did not feel prepared (7% were unsure or did not respond to this question). Between 84% and 88% of surveyed learners reported feeling adequately prepared in previous years.

Exhibit 6.7 – Learner Goals for Next Year

	2012/13	2010/11	2010/11	2009/10	2008/09
	N=329	N=343	N=435	N=361	N=405
Adequately prepared for next year's goal	91%	88%	85%	87%	84%
Not adequately prepared	2%	3%	3%	4%	3%
Not sure/did not respond	7%	9%	13%	9%	12%

7.0 Cultural Development

First Nations institutes advance learners' cultural learning by:

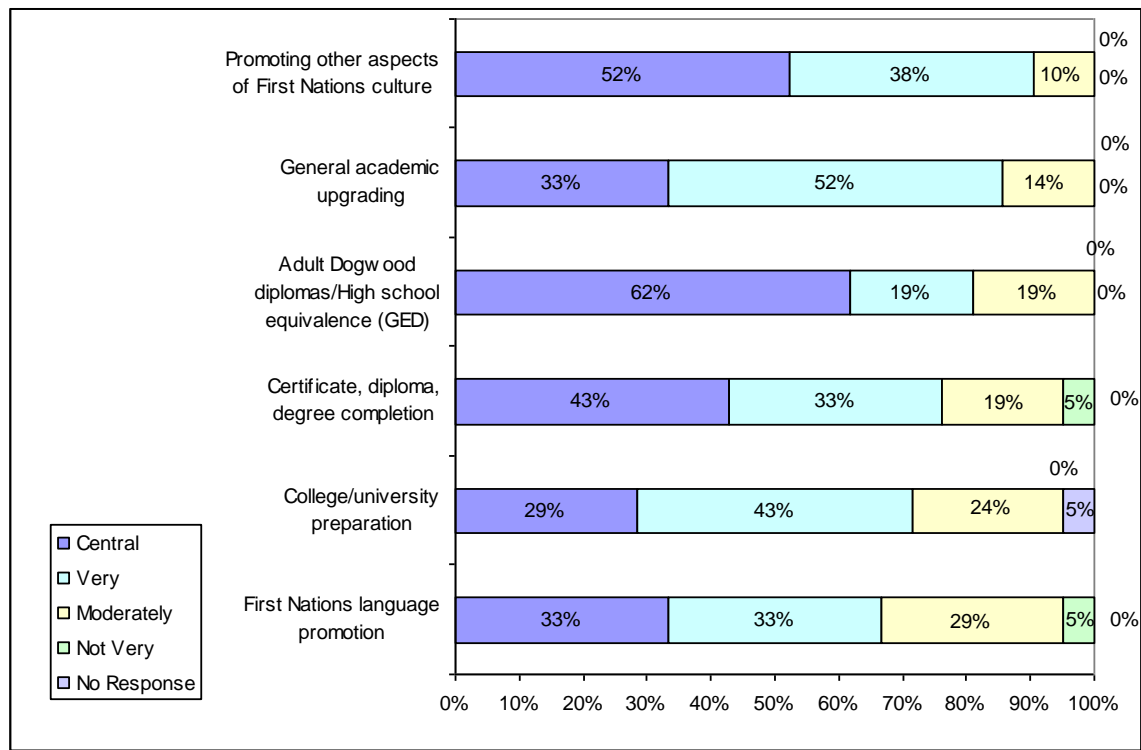
- Placing a high level of importance on promoting aspects of culture, in addition to academic goals;
- Delivering language courses; and,
- Being involved in language revitalization projects.

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 90% of the institutes in 2012/13.

In 2012/13, general academic upgrading (85%), high school completion (81%) (either Adult Dogwood diplomas or GED completion) were also of high importance to institutes. About three-in-four (76%) reported certificate, diploma or degree completion and/or college/university preparation (72%) was centrally or very important to them. Two-thirds (66%) reported First Nations language promotion was this important to them.

Exhibit 7.1 – Importance of First Nations Institute Goals



Cultural promotion also ranked highly in previous years.

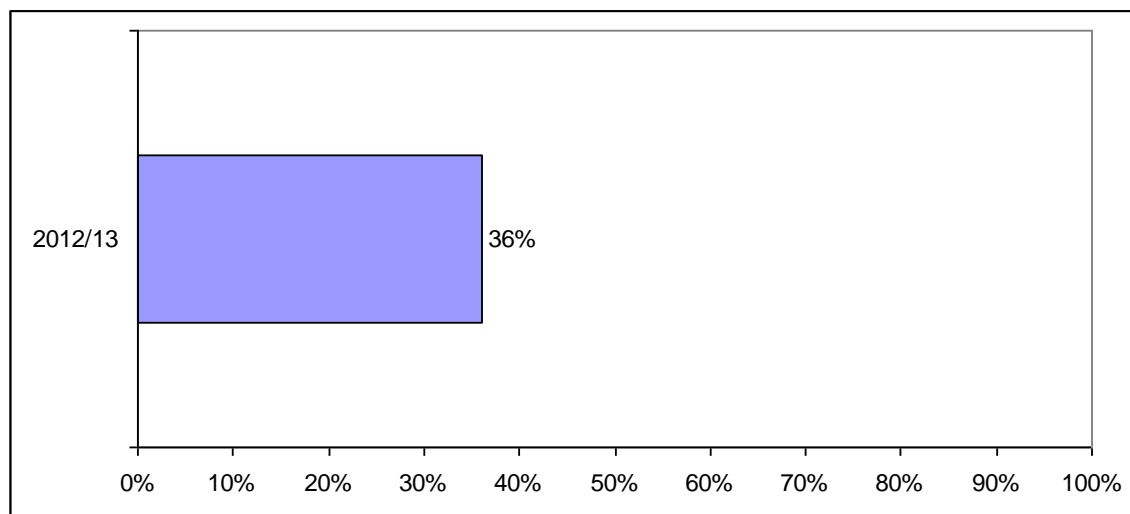
Exhibit 7.2 – Importance of First Nations Goals

% of central importance or very important	2012/13	2011/12	2010/11	2009/10	2008/09
	N = 21	N = 23	N = 22	N = 21	N = 25
Promoting other aspects of culture	90%	96%	100%	100%	88%
General academic upgrading	85%	83%	86%	86%	84%
Adult Dogwood diplomas/ High school equivalence (GED)	81%	87%	82%	81%	72%
Certificate/diploma/degree completion	76%	78%	73%	86%	84%
College/university preparation	72%	83%	82%	81%	92%
First Nations language promotion	66%	78%	77%	81%	84%

7.2 Presence of First Nations Instructors

In 2012/13, at least 36% of the 226 instructors at responding institutes are First Nations.

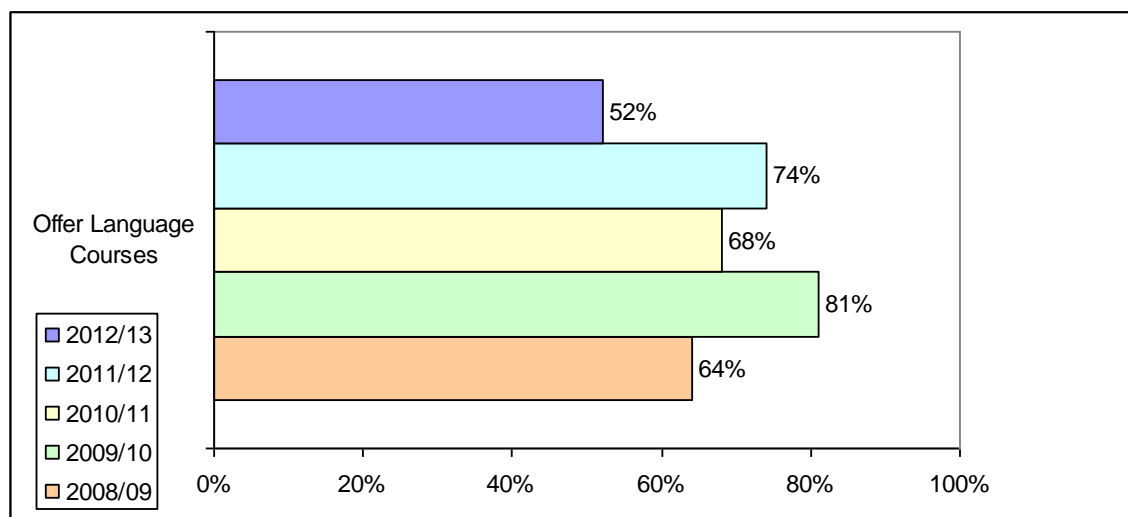
Exhibit 7.3 — First Nations Instructors



7.3 First Nations Language Courses

In 2012/13, 52% of responding institutes offered First Nations language courses. In previous years, between 64% and 81% of institutes had offered First Nations language courses.

Exhibit 7.4 – Institutes Offering First Nations Language Courses



In 2012/13, 38% of responding institutes offered language courses for credit, while 24% offered non-credit language courses. In previous years, between 35% and 48% of institutes had offered language courses for credit, while between 32% and 48% had offered non-credit language courses.

Exhibit 7.5 – Types of First Nations Language Courses Being Offered

	2012/13	2011/12	2010/11	2009/10	2008/09
	N = 21 ²²	N = 23 ²³	N = 22 ²⁴	N = 21 ²⁵	N = 25 ²⁶
Credit courses	38%	35%	41%	48%	48%
Non-credit courses	24%	48%	36%	48%	32%

Language courses for credit were optional for most learners. In 2012/13, of the eight institutes that offered First Nations language courses for credit, seven provided enrolment numbers totaling 318 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 five had less than half of their learners enrolled in language courses.

²² These include 9% (two) institutes which offer both credit and non-credit language courses.

²³ These include 9% (two) institutes which offer both credit and non-credit language courses.

²⁴ These include 9% (two) institutes which offer both credit and non-credit language courses.

²⁵ These include 14% (three) institutes which offer both credit and non-credit language courses.

²⁶ These include 16% (four) institutes which offer both credit and non-credit language courses.

In 2012/13, 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 7.6 – Language Courses—Hours Offered Per Week

	2012/13		2011/12		2010/11	
	Credit	Non-Credit	Credit	Non-Credit	Credit ²⁷	Non-Credit
More than three hours per week	24%	14%	22%	9%	27%	5%
Three hours or less per week	10%	10%	13%	35%	14%	32%
No courses of this type offered or course characteristics unknown	19%	29%	39%	30%	32%	32%
No language courses offered	48%	48%	26%	26%	32%	32%

Eight institutes reported that their language courses offered transfer credits with public post-secondary institutions – four were related to (including) NVIT and the others were to University of Northern BC (UNBC), University of British Columbia (UBC), Simon Fraser University (SFU), Thompson Rivers University (TRU), University of Victoria (UVIC), University of Fraser Valley (UFV), Kwantlen Technical University and Capilano University.

Among the learners surveyed in 2012/13, 23% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 81% were satisfied with the progress they were making – either very satisfied (31%) or satisfied (50%).

One-quarter 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 7.7 – Adult Learners Satisfaction with Language Courses

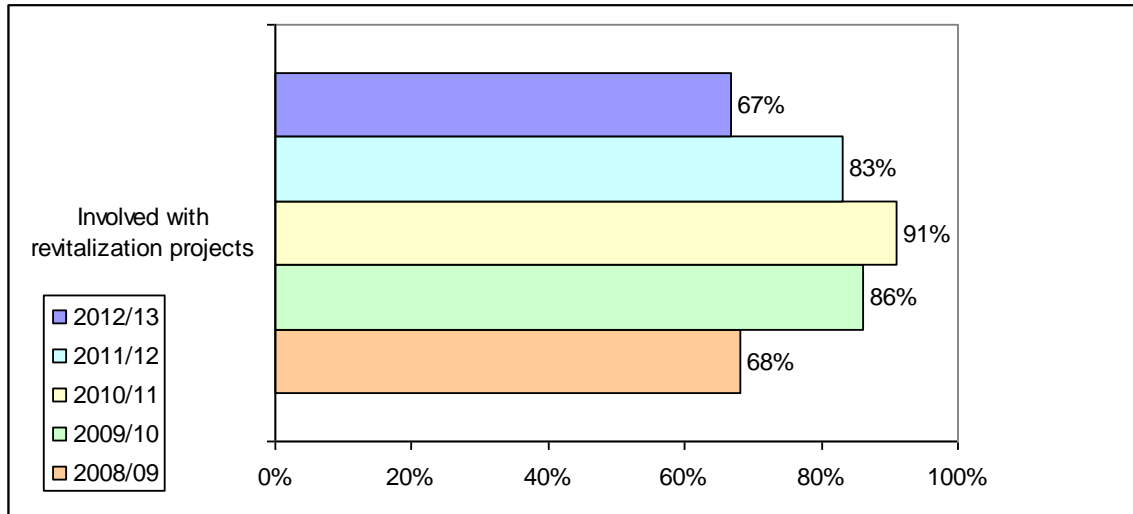
	2012/13	2011/12	2010/11	2009/10	2008/09
	N=329	N=343	N=435	N=361	N=405
Studying a First Nations language	23%	24%	32%	47%	37%
Total satisfied with progress they were making	81%	89%	90%	86%	86%
Very Satisfied	31%	40%	47%	41%	32%
Satisfied	50%	49%	43%	44%	54%

²⁷ Please note that one institute offered courses for credit in two categories – for 1 to 3 hours per week and for more than 3 hours per week.

7.4 First Nations Language Revitalization Projects

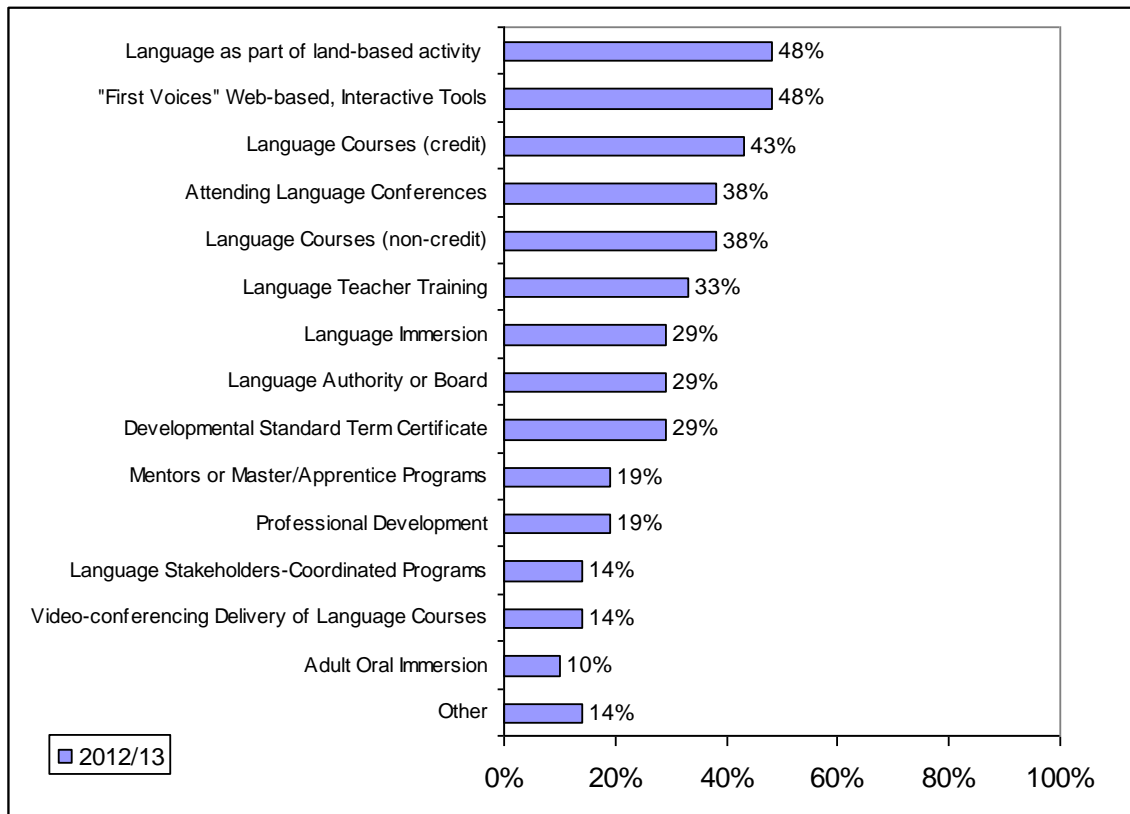
In 2012/13, 67% of the institutes were involved with First Nations language revitalization projects. In previous years, between 68% and 91% of responding institutes had been involved with such projects.

Exhibit 7.8 – Institutes Involved with Language Revitalization Projects



Language as part of land-based activity (e.g., berry picking) and “First Voices” web-based interactive tools were most often occurring in 2012/13, followed by language courses and attending language conferences.

Exhibit 7.9 – Language Revitalization Projects in 2012

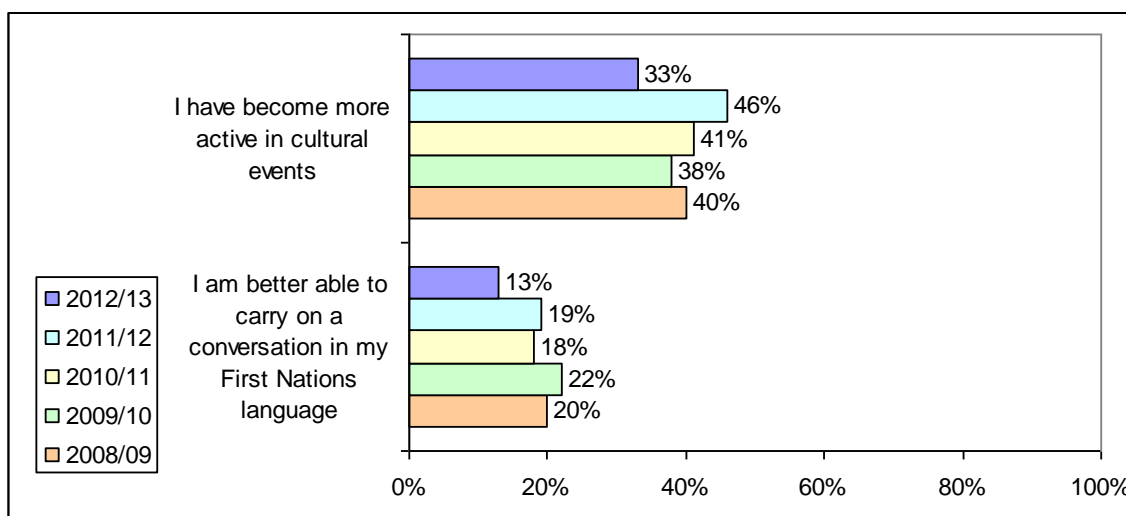


7.5 Learner Ratings on Language and Cultural Events

In 2012/13, 33% of learners agreed they had become more active in cultural events. Thirteen percent agreed they were better able to carry on a conversation in their First Nations language²⁸.

In 2011/12, 2010/11, 2009/10 and 2008/09, 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 language²⁹.

Exhibit 7.10 – Learner Ratings on Language and Cultural Events



Base: Total 2012/13 Learners Responding N = 329, 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.

²⁸ In 2012/13, 29% of learners surveyed rated this question as “not applicable”.

²⁹ In 2011/12, 28% of learners surveyed rated this question as “not applicable”. Similarly, 22% (2010/11), 21% (2009/10) and 25% (2008/09) of learners surveyed rated this question as “not applicable”.

8.0 Students' Leadership Development and Satisfaction

First Nations institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through encouraging and/or enabling learners to become more active in their communities.

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.

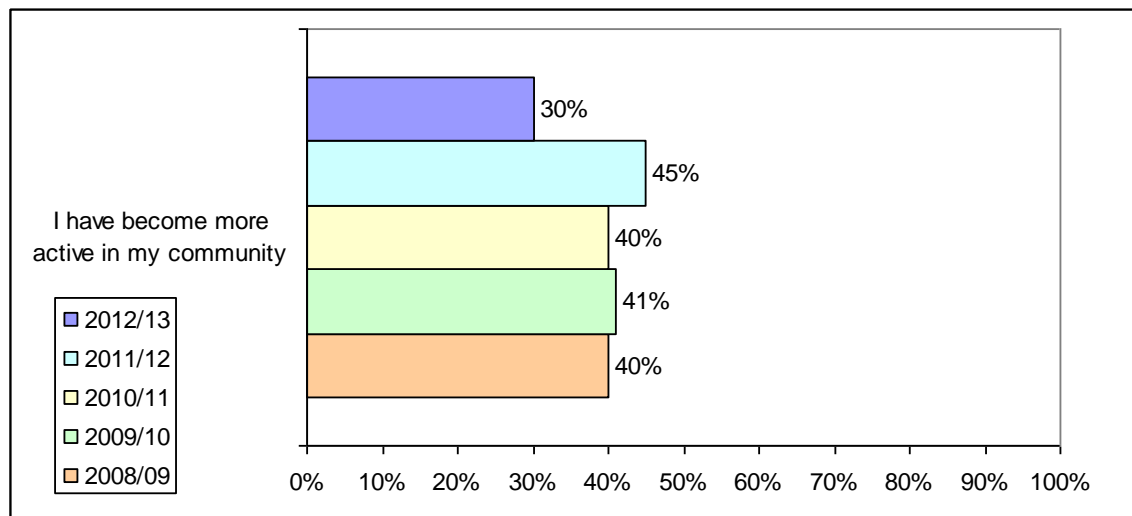
8.1 Learner Ratings of Becoming More Active in Community

In 2012/13, 75% of learners said they live in the same community when they are not studying as when they are. Twenty-two percent said they live elsewhere in BC and 1% live outside the province (3% did not answer this question).

In 2012/13, 30% of learners agreed they had become more active in their communities since beginning at their institute. A further 44% 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, more learners (from 40% to 45%) agreed they had become more active in their communities since beginning at their institute.

Exhibit 8.1 – Learner Ratings on Becoming More Active in Community



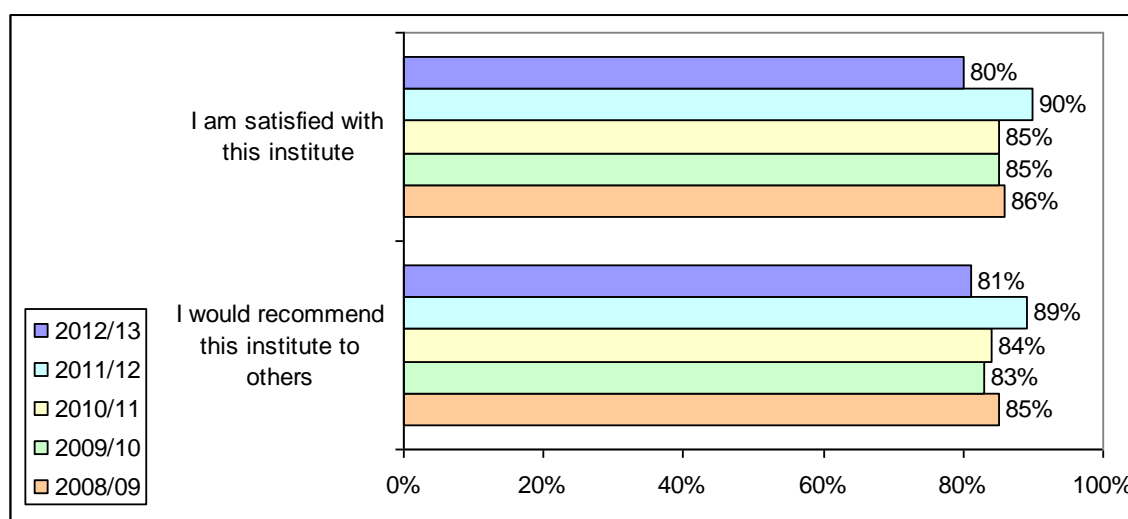
Base: Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405

8.2 Overall Satisfaction and Willingness to Recommend

In 2012/13, 80% of learners agreed they were satisfied, overall, with their institutes – they either strongly agreed (46%) or somewhat agreed (34%). Similarly, 81% 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 8.2 – Overall Satisfaction and Willingness to Recommend



Base: Total 2012/13 Learners Responding N = 329, 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

In 2012/13, 82% learners agreed they liked the courses they had taken – they either strongly agreed (43%) or somewhat agreed (39%). Two-thirds (68%) liked the availability and range of courses available.

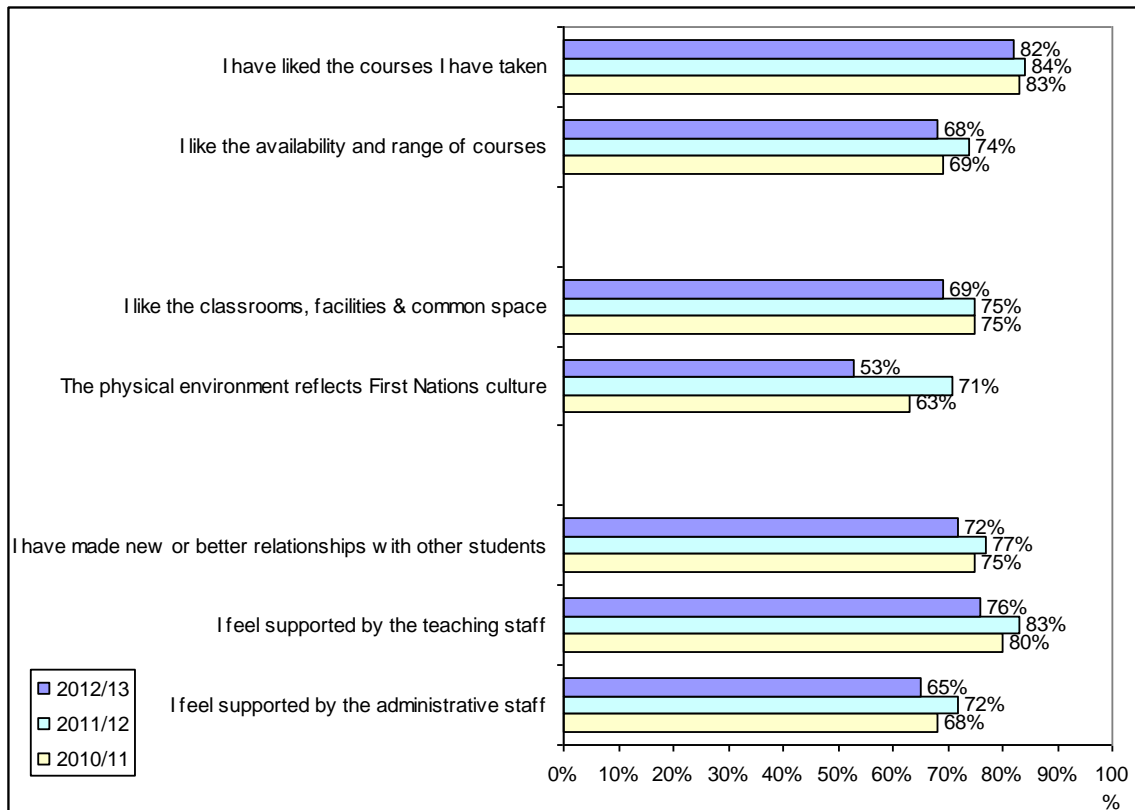
Most learners (69%) liked the classrooms, facilities and common spaces at their institutes. One-in-two also agreed (53%) that their institute’s physical environment reflects First Nations culture.

Most learners (72%) agreed they had made new or better relationships with other learners, and that they felt supported by teaching staff (76%) as well as by administrative staff (65%).

In 2011/12, student satisfaction with courses, facilities and relationships ranged between 71% and 84%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.

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.

Exhibit 8.3 – Student Satisfaction Ratings



Base: Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435

9.0 Institutes' Use of IAHLA Data Collection Projects

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 (62%). Forty-three percent used them for integrating with other education and training services and almost one-third (29%) used them for community capacity development planning. Twenty-four percent used the reports for reporting on results and 10% used them for student recruitment. "Other" purposes included for proposal development and to improve services to students.

More than one-quarter (29%) of the institutes reported not using the reports. These included institutes who had not received a report before (were new to the project in 2012/13) along with those whose staff/contacts were new in 2012/13.

In 2011/12, responding institutes also most frequently used 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.

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.

Exhibit 9.1 – Institutes’ Use of Data Collection Project Individual Institute Reports

