



**IAHLA Data Collection 2022-23:
Institute and Student Surveys: System-Wide Report**

Submitted to:

Indigenous Adult and Higher Learning Association (IAHLA)

Prepared by:

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Table of Contents

INTRODUCTION AND METHODS	3
INSTITUTE SURVEY: RESULTS	4
PARTICIPANTS	4
CAUTION REGARDING COMPARISONS ACROSS YEARS.....	5
STUDENT ENROLLMENT AND DEMOGRAPHICS	5
<i>Overall Enrollments</i>	6
<i>Full-time and Part-time Enrollments by Program Type</i>	7
<i>Gender</i>	9
<i>Living On Reserve</i>	9
COURSE/PROGRAM COMPLETION	10
FIRST NATIONS LANGUAGE AND CULTURE REVITALIZATION	10
INSTRUCTOR NUMBERS AND CHARACTERISTICS	11
PROGRAM DELIVERY.....	13
PROGRAM, STAFF, & INSTRUCTIONAL NEEDS	14
INSTITUTES' RELATIONSHIPS WITH PUBLIC POST-SECONDARY INSTITUTIONS	15
NEEDS FOR SUPPORTS AND SERVICES	16
IMPACT AND EXPERIENCES OF THE COVID-19 PANDEMIC	17
STUDENT SURVEY: RESULTS.....	20
CAUTION REGARDING GENERALIZATIONS FROM THE STUDENT SURVEY.....	20
DEMOGRAPHICS OF STUDENT RESPONDENTS.....	20
REASONS FOR CHOOSING THEIR IAHLA INSTITUTE	23
ACTIVITIES BEFORE BEGINNING STUDIES.....	23
STUDYING WITHIN THE HOME COMMUNITY	24
HOUSING	24
FUTURE PLANS	25
FUNDING FOR STUDIES.....	25
REASONS FOR NOT ATTENDING CLASSES OR POTENTIALLY LEAVING THE INSTITUTE.....	27
VIEWS ABOUT THE INSTITUTE	29
IMPROVING STUDENT EXPERIENCES.....	32
DATA COLLECTION SUMMARY	34
APPENDIX A: INSTITUTE SURVEY	36
APPENDIX B: STUDENT SURVEY	43

Introduction and Methods

The IAHLA Data Collection Working Group engaged *Directions* Evidence and Policy Research Group to revise and implement two surveys to explore educational programming and student experiences at IAHLA member institutes for 2022-23. Previous versions of the survey had been administered annually from 2005-06 to 2015-16 and from 2018-19 to 2021-22. *Directions* team members and IAHLA representatives reviewed and revised the surveys to meet IAHLA's current needs for 2022-23.

Two surveys were conducted:

1. An **IAHLA member institute survey** to:
 - Provide a snapshot of IAHLA institute programs and services and the students they serve.
 - Capture the needs, gaps, and challenges of IAHLA institutes and their students that need to be addressed by the provincial and federal governments.
 - Highlight the success and satisfaction of IAHLA students.
2. A **student survey** to help IAHLA institutes to:
 - Understand student success and satisfaction at IAHLA institutes.
 - Better fit programs and services to student needs and interests.
 - Identify where additional programs, services, or funding may be needed.

Survey questions are presented in Appendix A: Institute Survey, p. 36, and Appendix B: Student Survey, p. 43.

The IAHLA Data Collection Working Group distributed the 2022-23 survey links to 44 eligible IAHLA member institutes¹ and encouraged them to (1) participate in the institute survey and (2) distribute the student survey. Both surveys were available online from January to March of 2023. Institutes that completed the 2022-23 survey were automatically entered into a prize draw for one of two \$500 cheques. Students that completed the survey had an opportunity to enter a prize draw for Visa gift cards worth \$250 each (2 to be drawn) or Visa gift cards worth \$50 each (20 to be drawn).

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

This report presents the results from the 2022-23 institute and student surveys, as well as institute results from 2005-06 to 2015-16² and 2018-19 to 2021-22 where applicable.

Institute Survey: Results

Participants

In 2022-23, 44 member IAHLA institutes were eligible to complete the survey. Ten institutes responded to the survey. Table 1 provides information about the number of respondents and eligible institutes for each year of the survey.

Institute participation has changed from year to year. Only one institute has participated in all 16 surveys between 2005-06 to 2022-23. Of the institutes that responded in 2022-23, two institutes completed 14 out of 16 annual surveys and another two institutes completed 11 out of 16 surveys.

Table 1: Eligible institutes responding to the IAHLA Data Collection Project (2005-06 to 2022-2023)

Year	# Responding institutes	# Eligible institutes*	Response rate
2005-06	17	21	81%
2006-07	19	25	76%
2007-08	23	28	82%
2008-09	25	30	83%
2009-10	21	30	70%
2010-11	22	31	71%
2011-12	23	31	74%
2012-13	21	33	64%
2013-14	16	32	50%
2014-15	13	34	38%
2015-16	14	35	40%
2018-19	13	41	32%
2019-20	18	41	44%
2020-21	12	43	28%
2021-22	9	44	20%
2022-23	10	44	23%

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

² Institute and student Excel data files for the years 2005-06 to 2015-16, prepared by Tindall Consulting in association with Juniper Consulting, were available to *Directions Evidence and Policy Research Group* to analyze for this report.

Caution Regarding Comparisons Across Years

Because different institutes responded in each year of data collection, *the aggregate data for responding institutes each year should not be compared with data for a different year*. The differences in which institutes responded on a year-to-year basis is significant. For instance, if institutes A, B, C and E responded in one year, but institutes A, D, F, and G responded in the following year, the aggregate data for those years is not comparable. NVIT was not part of the data collection from 2018-19 onwards; in the past their data would have contributed substantively to aggregate numbers being reported (e.g., enrollment, credentials).

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

Student Enrollment and Demographics

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

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

Overall Enrollments

In the 2022-23 survey, responding institutes reported that there were 707 students enrolled across their 10 institutes during the previous academic year (2021-22) (Table 2).

Table 2: Student enrollment for responding institutes (2004-05 to 2020-21)

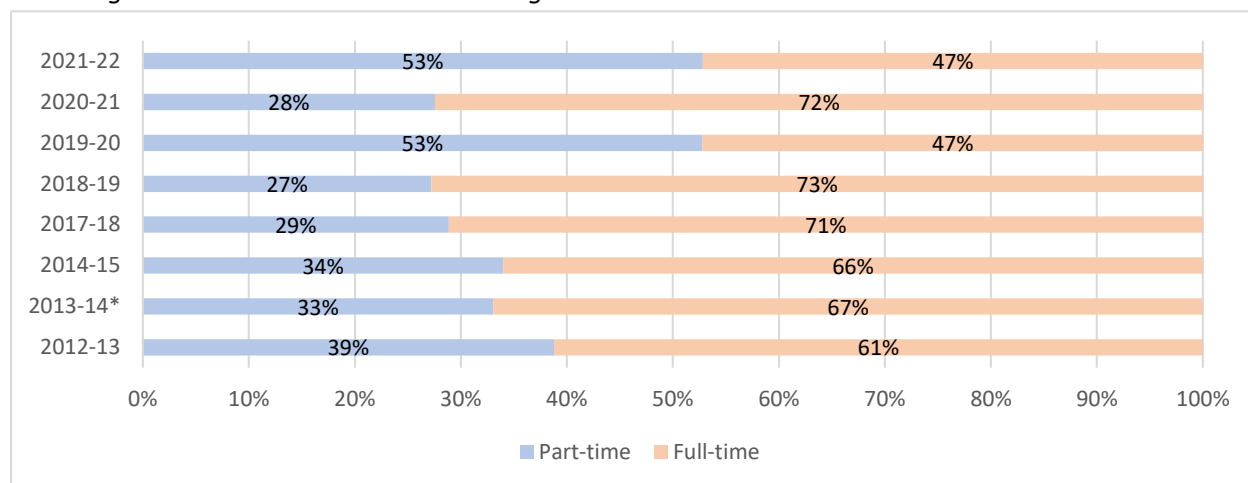
Year	Part-time	Full-time	Other	Total Enrollment	# Institutes
2004-05	513	1007		1520	17
2005-06	642	970		1612	19
2006-07	567	771		1338	23
2007-08	314	458		772	25
2008-09				2454	21
2009-10				2584	22
2010-11				3118	23
2011-12				2978	21
2012-13	467	737		1204	16
2013-14	247	500		747 (2147)*	13
2014-15				2336†	14
2017-18	206	508		714	13
2018-19	261	1007		959	18
2019-20	390	349	262	1001	12
2020-21	260	683	935	1878	9
2021-22	251	224	232	707	10

Notes: Part-time is defined as attending for less than 20 hours per week. Full-time is defined as attending for 20 hours per week or more. Data were requested for enrollments in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., for the 2022-23 survey, the data are reported under the 2021-22 label). The survey question was refined in 2021-21, 2021-22 (including addition of a question on other training (e.g., short-term skills, essential skills, continuing education, other courses and programs), and 2022-23.

*For enrollment in 2013-14, the number (747) in the provided 2014-15 Excel files containing the underlying data did not correspond to the number (2147) reported in the 2014-15 final report. †2014-15 data were obtained from the 2015-16 annual report, so data breakdowns were unavailable.

Figure 1 presents the data for the seven academic years in which full-time and part-time enrollment data were reported by every responding institute. In 2021-22, 47% of the students were enrolled in full-time programs. Caution should be exercised in making comparisons across years as different institutes responded each year.

*Figure 1: Part- and full-time enrollment by year** in responding institutes (2012-13 to 2021-22), excluding short-term and other skills training*



Notes: For 2021-22, part-time was defined as 2 or fewer courses and full-time was defined as 3 or more courses. For 2018-19 to 2020-21, part-time was defined as attending for less than 20 hours per week; full-time is defined as attending for 20 hours per week or more. In 2019-20 and 2020-21, displayed data did not include students who were enrolled in short-term skills training or continuing education courses. *For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing the underlying data did not correspond to the number reported in the IAHLA Data Collection Project 2014-15 final report. **The data are for enrollments in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., in 2021-22 survey, the data are reported under the 2020-21 label).

Full-time and Part-time Enrollments by Program Type

As the enrollment question was revised in 2021-22 (additional program types added to the options, gender breakdown by program removed), data is only provided for the last two years of survey administration. Table 3 displays the numbers of students enrolled across different program types in 2020-21 and 2021-22.

Table 3: Student enrollment by programming type (2020-21 & 2021-22)

Program Type	2020-21			2021-22		
	Part-time	Full-time	Total	Part-time	Full-time	Total
Post-Secondary						
Certificate: Trades	0	108	108	6	19	25
Certificate: Non-trades	105	321	426	74	32	106
Diploma: Trades	0	1	1	0	0	0
Diploma: Non-trades	21	53	74	14	21	35
Undergraduate degree	1	20	21	0	0	0
Master's degree	1	0	1	5	0	5
Doctoral degree	0	0	0	0	0	0

Program Type	2020-21			2021-22		
	Part-time	Full-time	Total	Part-time	Full-time	Total
Micro credentials	0	2	2		12	12
Total Post-secondary	128	505	633	99	84	183
Adult Basic Education and Upgrading Offered in Partnership with Public Post-Secondary Institutions						
Adult Dogwood diploma	96	50	146	15	38	53
Other adult upgrading (not ABE)	0	18	18	121	38	159
Total ABE in partnership with public post-secondary institutions	96	64	160	136	76	212
Adult Basic Education Offered Through the Adult Nominal Roll						
Adult Dogwood diploma	34	98	132	16	64	80
Other adult upgrading (not ABE)	2	12	14			
Total ABE through Adult Nominal Roll	36	110	146	16	64	80
Other Training						
Short-term skills / workforce training (e.g., Workplace Hazardous Materials Information System (WHMIS), flagging, driver's license training)		594	594		54	54
Essential skills (e.g., studying, time management, workplace preparation)		150	150		91	91
Continuing education (voluntary course for self-improvement, not-for-credit, non-transferable, not leading to diploma, certificate, or degree)		133	133		18	18
Other courses and programs		58	58		69	69
Total Other training		935	935		232	232
Total			1878			707

Notes: For 2021-22, part-time was defined as 2 or fewer courses and full-time was defined as 3 or more courses.

For 2018-19 to 2020-21, part-time was defined as attending for less than 20 hours per week; full-time is defined as attending for 20 hours per week or more. Cells are crossed out if an option was not presented in a given year.

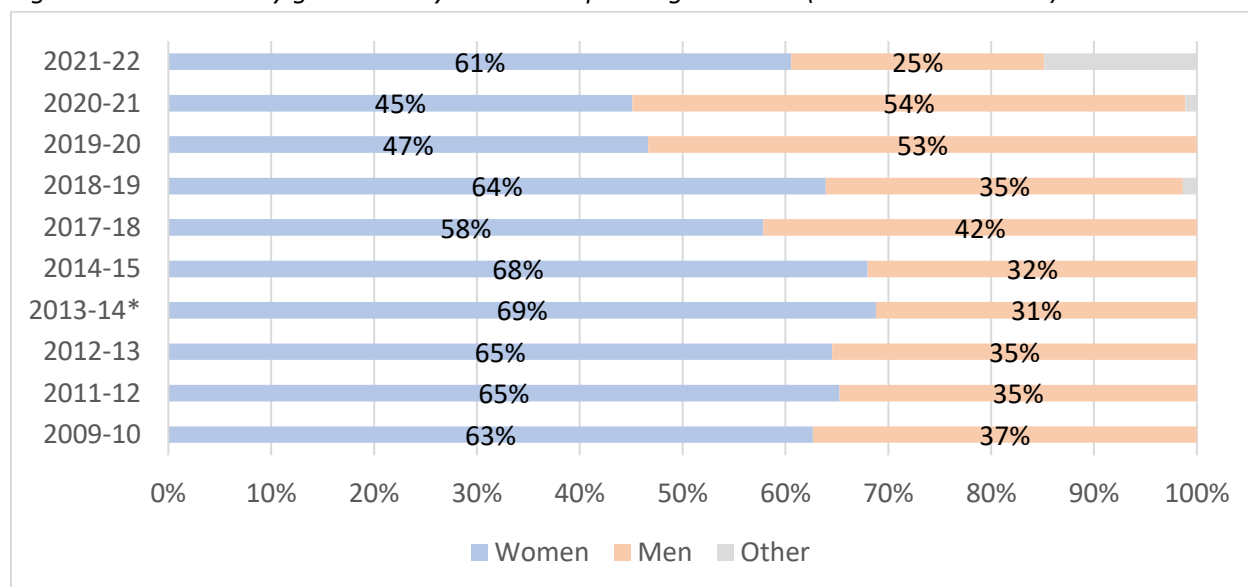
Table 4: Percent of student enrollment by programming type (2020-21 & 2021-22)

	2020-21			2021-22		
	Part-time	Full-time	Total	Part-time	Full-time	Total
Total Post-secondary	20%	80%	100%	54%	46%	100%
Total ABE in partnership with public post-secondary institutions	60%	40%	100%	64%	36%	100%
Total ABE through Adult Nominal Roll	25%	75%	100%	20%	80%	100%
Total Other training	0%	100%	100%	0%	100%	100%

Gender

From 2009-10 to 2018-19, the majority of students in responding institutes were women, but in 2019-20 and 2020-21, the majority of students were men (Figure 2).³ In 2021-22, 61% of students were women, 25% were men and 15% did not disclose their gender.

Figure 2: Enrollment by gender and year** in responding institutes (2009-10 to 2021-22)



Notes: This data breakdown was not available for 2010-11. *For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing the underlying data did not correspond to the number reported in the IAHLA Data Collection Project 2014-15 final report. **The data are for enrollments in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., for the 2022-23 survey, the data are reported under the 2021-22 label).

Living On Reserve

All ten responding institutes provided information about the number of students who were living on or off reserve in the previous academic year. As in previous years, in 2021-22 approximately 80% of students lived on reserve.

Table 5: Percent of student living on and off reserve by year (2018-19 to 2021-22)

	Number of students			Percentage of students	
	On reserve	Off reserve	Total	On reserve	Off reserve
2018-19	547	205	752	73%	27%

³ Caution should be exercised in interpreting this data as the number of students reported in the gender question (1881 in 2020-21) exceeded reports of the number of students enrolled (1878), even though two institutes did not respond to this question.

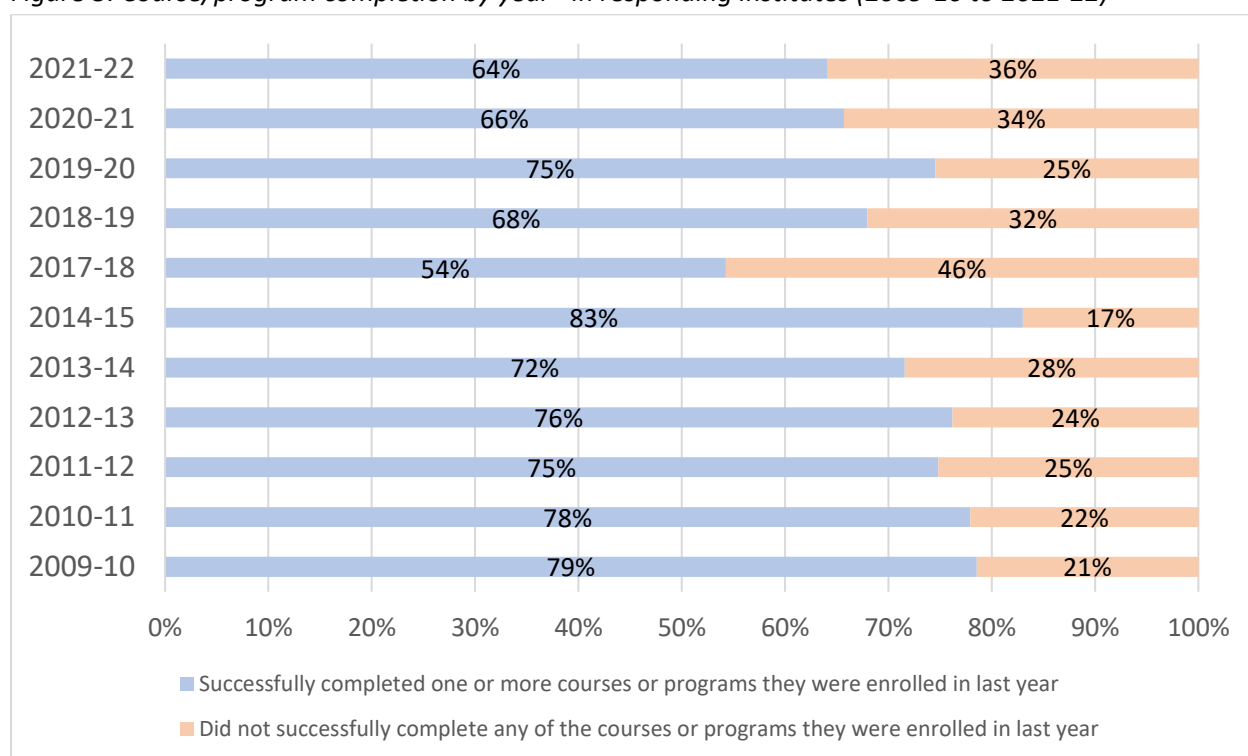
	Number of students			Percentage of students	
	On reserve	Off reserve	Total	On reserve	Off reserve
2019-20	388	87	475	82%	18%
2021-22	492	97	589	84%	16%

Note: Data was incomplete for 2020-21, so it is not presented.

Course/Program Completion

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

Figure 3: Course/program completion by year* in responding institutes (2009-10 to 2021-22)



Notes: *The data are for the percentage of course completions in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., for the 2022-23 survey, the data are reported under the 2022-22 label). Completion is defined as the number of students who have completed the requirements for the last academic year successfully.

First Nations Language and Culture Revitalization

Institutes were asked to identify the types of First Nations language and culture revitalization programming provided in the current academic year. This question was changed to an open-ended question in 2022-23. The institutes listed a range of programs including Indigenous

language revitalization courses, courses on writing, traditional storytelling and visual expression, language mentoring, and other language and cultural programs.

Instructor Numbers and Characteristics

In 2022-23, there were 103 instructors teaching at the ten IAHLA institutes that responded to the survey. Table 6 presents the number of part-time and full-time instructors reported by responding institutes in each year of survey administration. Approximately 80% of instructors were hired part-time in 2022-23 (Figure 4). While the proportions fluctuated in responding institutes across the years, in most years of data collection there were more part-time instructors than full-time.

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

Year	Part-time	Full-time	Total	# Responding institutes
2004-05*	95	64	159	17
2005-06	105	61	166	17
2006-07	108	100	208	19
2007-08	102	103	205	23
2008-09	82	64	146	25
2009-10	97	33	130	21
2010-11	115	61	176	22
2011-12	112	73	185	23
2012-13	139	87	226	21
2013-14	92	43	135	16
2014-15	62	20	82	13
2015-16	59	55	114	14
2018-19	48	27.25	75.25	13
2019-20	86	55	141	18
2020-21	36	32	68	12
2021-22	73	28	101	9
2022-23	84	19	103	10

Notes: *Data for 2004-05 (prior to the first year of the IAHLA Data Collection Project) were provided in the 2005-06 Excel file.

Figure 4: Part- and full-time instructors in responding institutes (2004-05 to 2022-23)

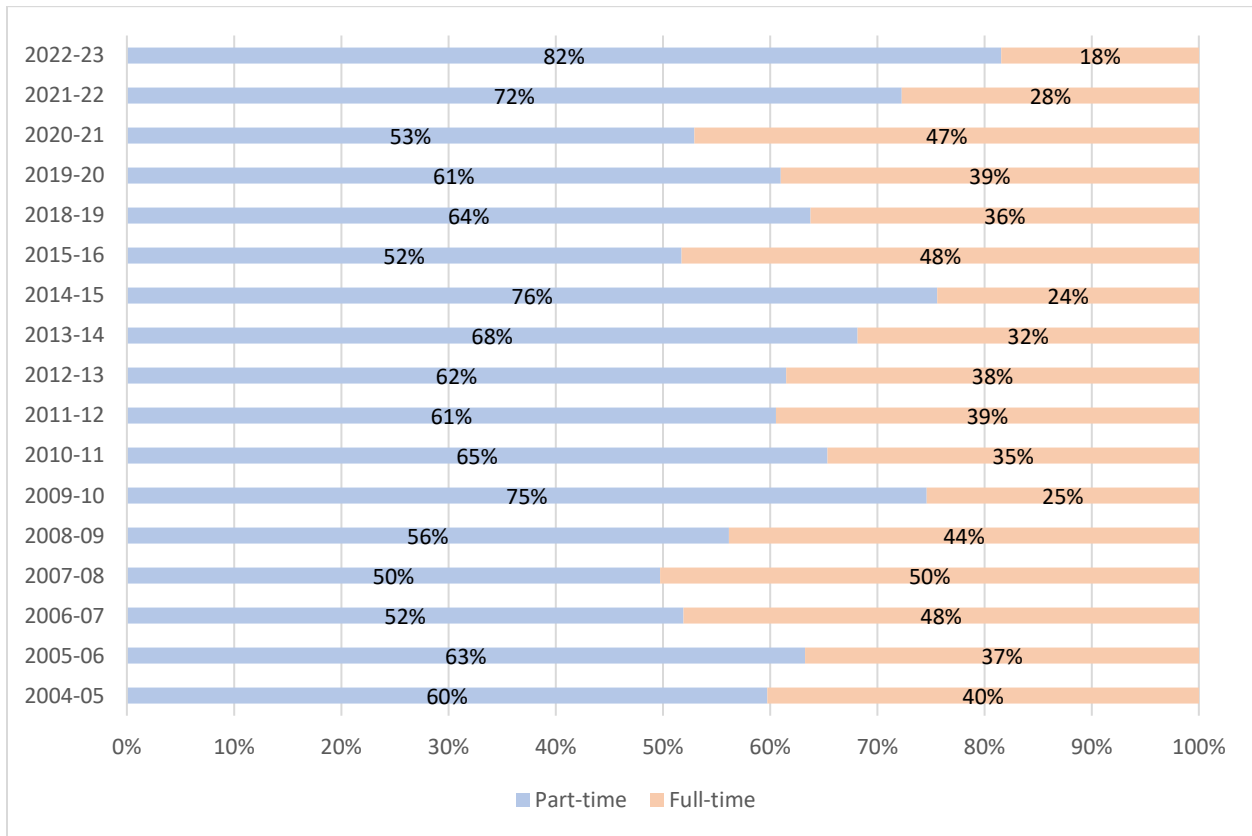
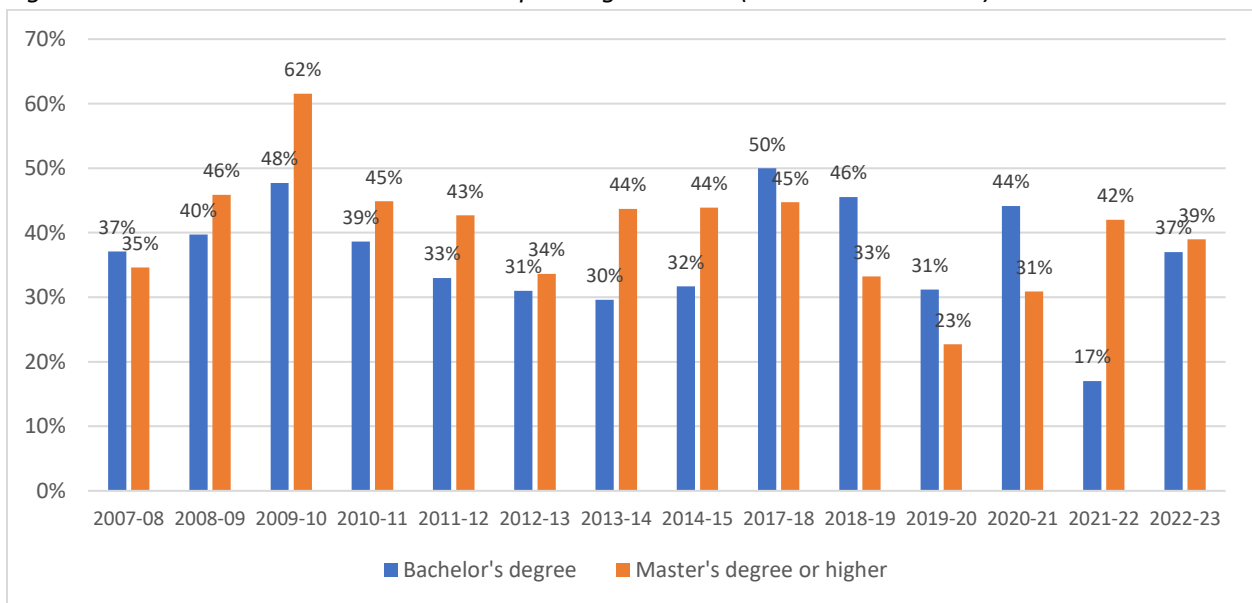


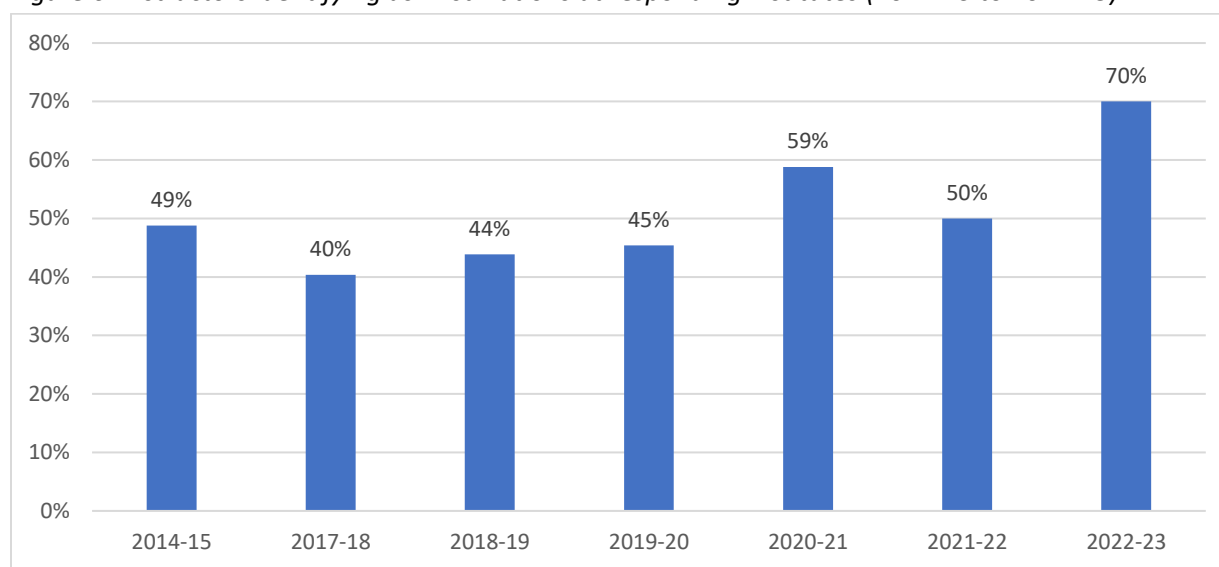
Figure 5 presents the percentages of instructors with master’s and bachelor’s degrees. 39% of instructors in responding institutes in 2022-23 had at least a master’s degree.

Figure 5: Instructors’ education levels in responding institutes (2007-08 to 2022-23)



Approximately 70% of the instructors at responding institutes identified as First Nations in 2022-23 (Figure 6). As well, in 2022-23, 38% of instructors were fluent speakers of a First Nations language, and 17% were fluent speakers of a First Nations language with a bachelor's degree or higher.

Figure 6: Instructors identifying as First Nations at responding institutes (2014-15 to 2022-23)



Program Delivery

Table 7 outlines program delivery models identified by institutes in the 2022-23 survey. Most of the responding institutes offered online and in-person programs. One institute provided a direct studies course for students who could not attend a specific course in addition to in-person programming.

Table 7: Program delivery (2022-23) (Total responding institutes = 10)

Program delivery	Program delivery	
	Number	Percent
We are offering online delivery of courses and programs	6	60%
We are offering in-person instruction	8	80%
We are not offering programs	0	0%
Other, please specify	1	10%

Program, Staff, & Instructional Needs

In 2022-23, institutes were asked what programs, staffing, and instruction are needed at their institute that are not offered currently. Participants identified several types of needs.

Education:

- Institutes would like to provide various post-secondary bridging programs and degree and diploma programs such as the following: Bachelor of Education for First Nations Teachers, Associate of Arts Diploma program in First Nations Studies, Language Immersion University Credit program, Aboriginal Early Childhood Diploma, Health Care Assistant laddering into the Licensed Practical Nurse Diploma, Hairdressing Trade Foundation, Cement Mason Trade Foundation, Business Administration Certificate, and Accounting Certificate.
- Also, there is a need for skilled instructional staff who are qualified to teach computer studies, fine arts, math and science upgrading, and various degree and diploma programs, as well as Indigenous instructional staff with bachelor's or master's degrees.
- Institutes require administrative personnel such as an executive director, post-secondary program coordinator, marketing and recruitment coordinator, and finance officer to provide leadership, management, and support for their programs.

Cultural Preservation:

- Institutes specifically indicated a need for personnel skilled in traditional, Indigenous arts, culture and language.
- Institutes also require mental health services staff who are familiar with Indigenous cultural content and norms to provide support to students and the community.

Infrastructure and Technology:

- Institutes identified the need for updated technology and infrastructure, computers, projectors, etc.
- There is a need for housing for staff members who teach courses and programs.

Support Services:

- The institutes identified the need for funding and space for an Elder Resource Room, which provides materials, furniture, food, snacks, and programs to support Elders in the community; in-person counseling services to support students; and liaison workers to provide support to students in navigating their academic and personal lives.

When asked about the annual funding that would be required to support the identified needs, respondents listed between \$200,000 to 3,000,000 CAD per year.

Institutes' Relationships with Public Post-Secondary Institutions

All responding institutes reported formal relationships with public post-secondary institutions in 2022-23.

Responding institutes indicated that partnerships with public post-secondary institutions (PPSIs) generally work well, as the PPSIs may support the vision and needs of IAHLA member institutes.

Table 8: Agreements reported by the institutes (2022-2023) (Total responding institutes = 10)

Public Post-Secondary Institution	2022-23	
	Frequency	Percent
British Columbia Institute of Technology	1	10%
Camosun College	1	10%
Capilano University	1	10%
Coast Mountain College (formerly Northwest Community College)	0	0%
College of New Caledonia	2	20%
College of the Rockies	0	0%
Douglas College	0	0%
Emily Carr University of Art and Design	0	0%
Justice Institute of British Columbia	1	10%
Kwantlen Polytechnic University	0	0%
Langara College	0	0%
Nicola Valley Institute of Technology	4	40%
North Island College	1	10%
Northern Lights College	0	0%
Okanagan College	0	0%
Royal Roads University	0	0%
Selkirk College	1	10%
Simon Fraser University	0	0%
Thompson Rivers University	1	10%
University of British Columbia	2	20%
University of Northern British Columbia	2	20%
University of the Fraser Valley	0	0%
University of Victoria	4	40%
Vancouver Community College	1	10%
Vancouver Island University	1	10%

Public Post-Secondary Institution	2022-23	
	Frequency	Percent
Other (please specify)	1	10%
None of the above	0	0%

Needs for Supports and Services

Institutes were presented with a list of supports and services and asked to indicate what supports and services were needed at their institute (Table 9). In 2022-23, nine out of ten responding institutes indicated that they required professional staff who can provide mental health support, supports for students with disabilities, and Elders to support students. Eight institutes reported that they needed:

- Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)
- Curriculum development
- Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services, and supports for Indigenous students

Table 9: Supports and services required for students at responding institutes

Support or Service	2020-21		2021-22		2022-23	
	Yes (N=12)	%	Yes (N=9)	%	Yes (N=10)	%
Elders to support students	7	58%	6	67%	9	90%
Mental health and wellness supports*	7	58%	8	89%	9	90%
Support for students with disabilities*	5	42%	6	67%	9	90%
Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)	8	67%	6	67%	8	80%
Curriculum development	11	92%	7	78%	8	80%
Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services and supports for Indigenous students	5	42%	5	56%	8	80%
Academic tutoring					7	70%
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)	9	75%	7	78%	7	70%
Recruitment services (for example, recruiters, advertising about programs offered)*	6	50%	7	78%	7	70%
Welcome events (for example, student orientation or welcome feast)	8	67%	6	67%	7	70%
Housing	4	33%	7	78%	6	60%

Support or Service	2020-21		2021-22		2022-23	
	Yes (N=12)	%	Yes (N=9)	%	Yes (N=10)	%
Programs or courses to help students upgrade their education (for example, earn credits towards K-12 graduation certificate, adult/academic upgrading, adult basic education, transitions programs)	9	75%	6	67%	6	60%
Student achievement and graduation events	7	58%	6	67%	6	60%
Support for students to learn how to study, plan, or manage their time	7	58%	5	56%	6	60%
Academic advising (for example, program planning, degree requirements, course-related questions)					5	50%
Childcare, daycare, and after-school care*	7	58%	5	56%	5	50%
Organized extra-curricular activities (for example, sports, volunteer opportunities)	5	42%	2	22%	5	50%
Support for a student association	3	25%	3	33%	4	40%
Health services	5	42%	6	67%	3	30%
Brochures or advertising to inform students about the programs offered	9	75%	7	78%		
Indigenous staff to support students who have experienced racism, violence, or emotional trauma	7	58%	5	56%		
Indigenous staff who can provide academic advising (for example, program planning, degree requirements, course-related questions)	7	58%	4	44%		
Indigenous staff who can provide culturally relevant counselling	7	58%	5	56%		
Indigenous staff who provide academic tutoring	9	75%	5	56%		
Other (please specify)	1	8%	1	11%	5	50%
None of the above	1	8%	0	0%	0	0%

Note: N = number of institutes responding to question. Cells are crossed out if an option was presented in a given year. *Wording for these options were changed in 2022-23.

Impact and experiences of the COVID-19 Pandemic

In 2022-23, institutes were asked about the impact of the COVID-19 pandemic on their programming and operations. Several impacts were identified:

- Physical and mental wellness:** Students and staff have found their physical and mental wellness impacted by COVID-19. Some mental health issues have also been exacerbated by isolation and increased drug and alcohol use. The reduced ability of students and staff to handle challenges and meet deadlines is also a concern.

- **Infrastructure challenges:** One institute indicated that physical classes are limited due to a demolished trailer and cost of new construction. One institute indicated that custodial staff need to complete rigorous sanitation protocols, and several respondents report that sanitizing stations, fans, air conditioners, and air purifiers are still in use.
- **Cultural and social impacts:** As reported by one the institutes, the cancellation of learning on the land, field trips, potlatching, and other events has had a deep impact on the local community. Elders and residential school survivors are particularly affected, and past events that provided motivation and vision for healthy cultural and social inclusion have been cancelled. Several institutes indicated that there is a need to protect health of Elders (although information was not provided on whether institutes canceled events due to health concerns).
- **Reluctance to return to in-person learning:** Many students are wary of attending in-person classes due to the ongoing COVID-19 pandemic. Some students have become comfortable remaining at home and working from there, and there is an increased demand for hybrid programming.
- **Technological support:** There is a need for technological support for students, including internet connections at the community level and laptops for students.
- **Low participation:** There is low participation in the programs, with some students afraid of crowds or being in public, and others preferring online courses. More marketing and recruitment efforts may be needed to inform communities that it is safe and okay to return to in-person learning and teaching.

Respondents named several continuing needs for support and funding because of the COVID-19 pandemic. These include:

- **Support staff and students during and after absence:** Due to illness, there are staffing shortages, which require staff to seek additional support to ensure that students complete courses. The institutes require additional staff, technology, and the ability to provide students with more time to complete courses. For example, students who are absent due to sickness are struggling to make up missed work, and additional staffing is required to coordinate hybrid options for students to attend remotely and/or watch videos of lessons to keep up.
- **Physical and mental wellness of students and staff:** There is an increased need for mental health, trauma counseling, and drug and alcohol use services.
- **Elder and knowledge keeper support:** Respondents indicated the need for Elder and knowledge keeper support to provide perspective and cultural guidance for students and staff.

- **Hybrid learning:** Support is required to coordinate hybrid options for students to attend remotely or watch videos of lessons. Funding to support hybrid learning situations is needed. This includes funds for staff and equipment to handle the challenges of hybrid learning, as well as support for online learning.
- **Technology support:** Four institutes need ongoing support for technology and five institutes reported a need for more devices such as laptops and printers. They also need online support for students who are not able to attend class due to COVID-19 isolation.
- **Records management:** Respondents discussed the need for updated records management systems to support student services.
- **Infection control:** There is also a continuing need to support measures to prevent the spread of COVID-19, such as sanitation supplies; addition of air filtration/ventilation devices (e.g., air purifiers, air conditioners); and maintenance of touchless soap, sanitizer, and paper towel dispensers).

Student Survey: Results

In 2022-23, the 44 IAHLA institutes eligible to complete the institute survey were invited to distribute the student survey. The survey was completed by 71 student respondents. 66 of these students completed the entire survey, while 5 students responded to only some of the questions. Because enrollment data are not requested for the current academic year and because some institutes with student survey respondents did not respond to the institute survey, the response rate to the student survey at an institute- or system-level is unknown.

The 71 respondents were enrolled across 5 institutes (ranging from 12 to 17 respondents from each of these five institutes).

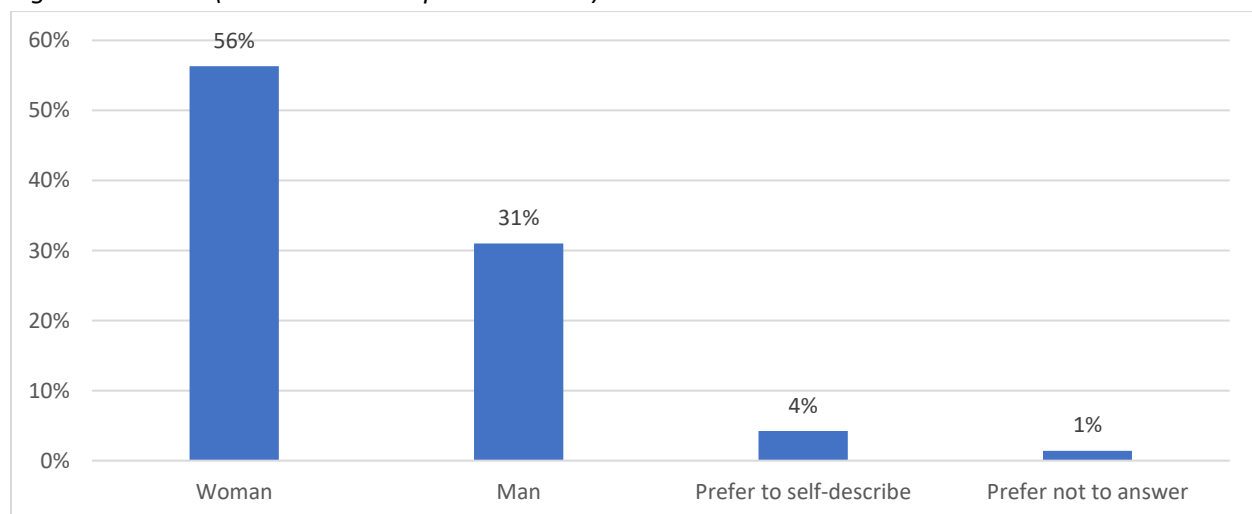
Caution Regarding Generalizations from the Student Survey

Because of the low number of student respondents (an average of less than 20 respondents per institute) and the few institutes represented in the data, caution should be exercised in generalizing to the student population based upon the student survey results. The low response rate prevented analysis by gender or age group.

Demographics of Student Respondents

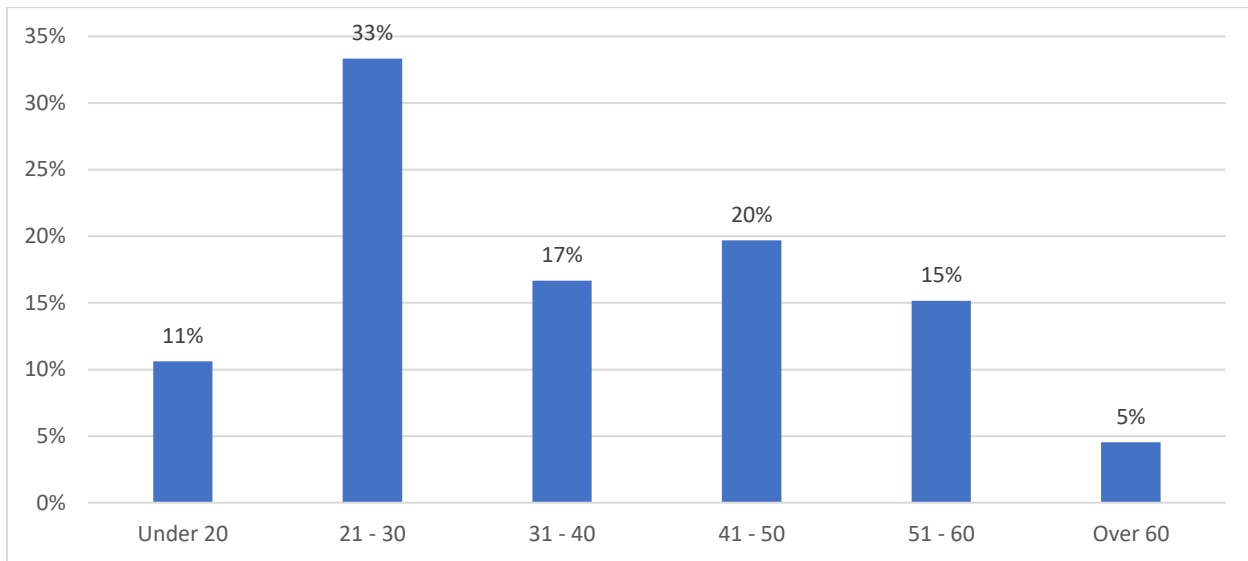
Most of the respondents in 2022-23 were women (56%) (Figure 7).

Figure 7: Gender (Total student respondents = 66)



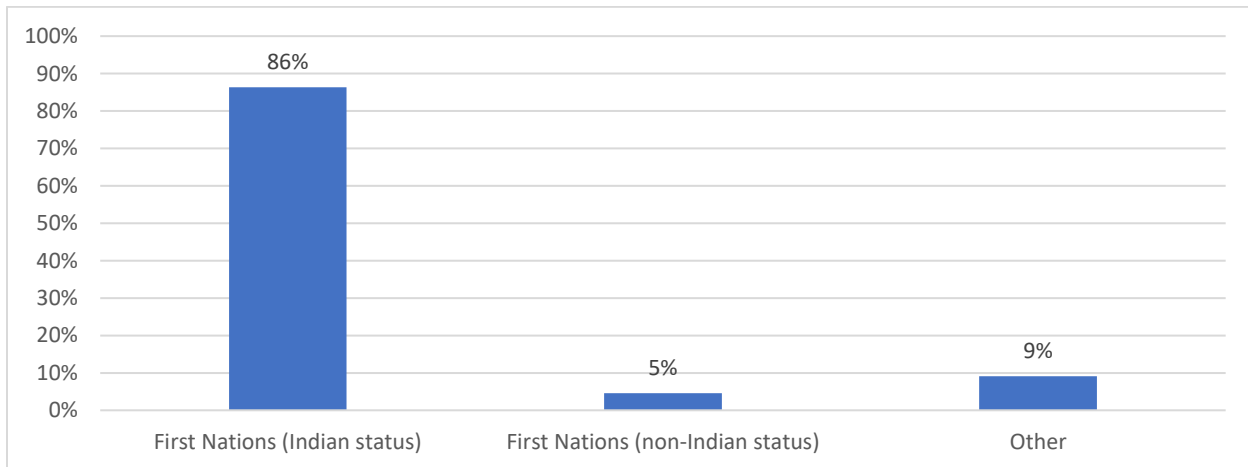
33% of respondents were between 21 and 30 years of age (Figure 8).

Figure 8: Age (Total student respondents = 66)



86% of the respondents self-identified as First Nations (Indian status), 5% self-identified as Métis, and 9% selected “other” (and specified they were “non-Indigenous”) (Figure 9).

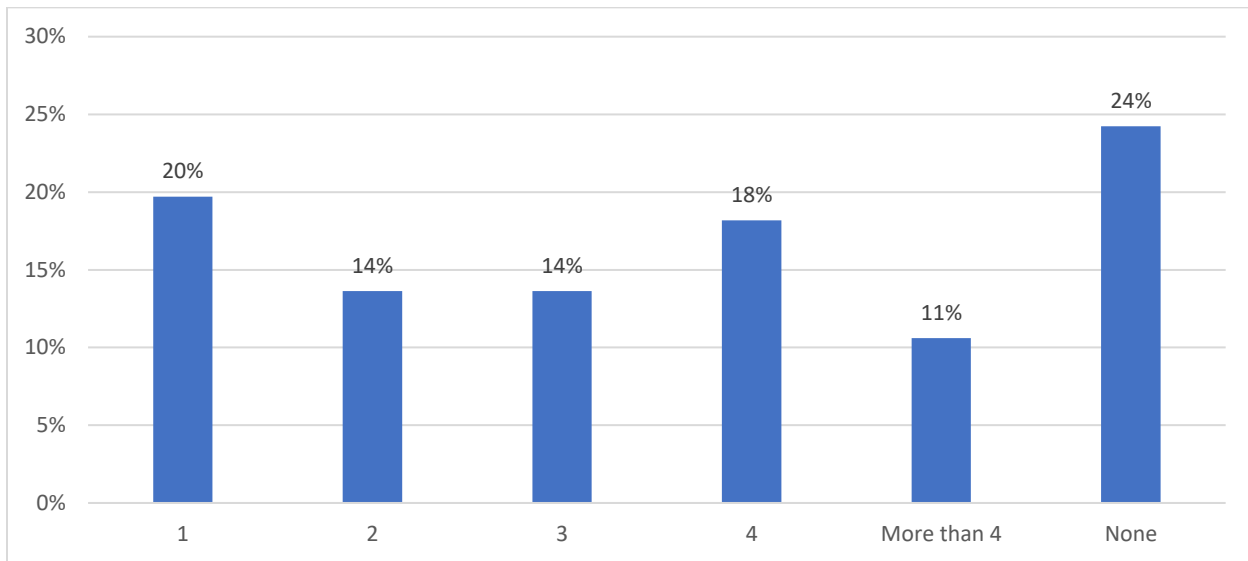
Figure 9: First Nations, Métis, or Inuit respondents (Total student respondents = 66)



17% of respondents were former children or youth in government care.

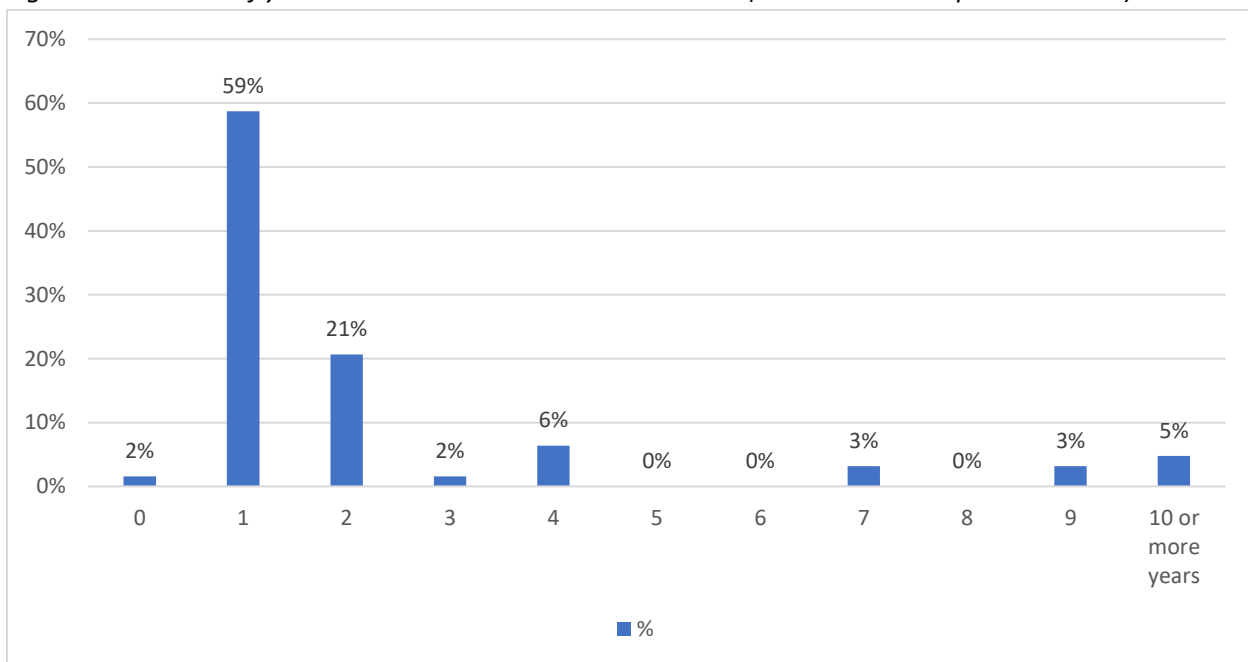
Approximately a quarter of the respondents did not have any individuals in their household relying on them for support, while about 76% of the respondents were supporting one or more individuals (Figure 10).

Figure 10: Number of individuals in household that rely on student for support (Total student respondents = 66)



Approximately 60% of student respondents were in their first year at their current IAHLA institute. One third of respondents had been at their institute for 2 to 4 years, and a small percentage of respondents (7 students) had been at their institute for 5 or more years (Figure 11).

Figure 11: Number of years enrolled at current IAHLA institute (Total student respondents = 63)



Reasons for Choosing their IAHLA Institute

Students were asked to identify all the applicable reasons for choosing their institute instead of going to another place for their studies (Table 10). Like the previous year, in 2022-23 the top three reasons selected by the respondents were:

- It allows me to study in my community (76%)
- It has programs and courses of interest to me (62%)
- I feel supported at this institute (60%)

Table 10: Why did you choose to come to this institute rather than go to another place for your studies? (Total student respondents = 68)

Reason for Choosing Institute	2022-23	
	Number	Percent
It allows me to study in my community	52	76%
It has programs and courses of interest to me	42	62%
The courses offered at this institute were unavailable elsewhere	19	28%
It has a good reputation	21	31%
My friends and/or family attended this institute	26	38%
I'm not aware of what other places to study offer	7	10%
It was more affordable than going elsewhere	19	28%
This institute offered me funding to attend	21	31%
The environment is culturally relevant	39	57%
I feel supported at this institute	41	60%
Other	5	7%

Activities Before Beginning Studies

In 2022-23, 54% of the respondents were working (full-time or part-time) before enrolling at their IAHLA institute, while 20% of the respondents were not working or were attending school (see Table 11).

Table 11: What was your primary activity before enrolling at this institute? (Total student respondents = 71)

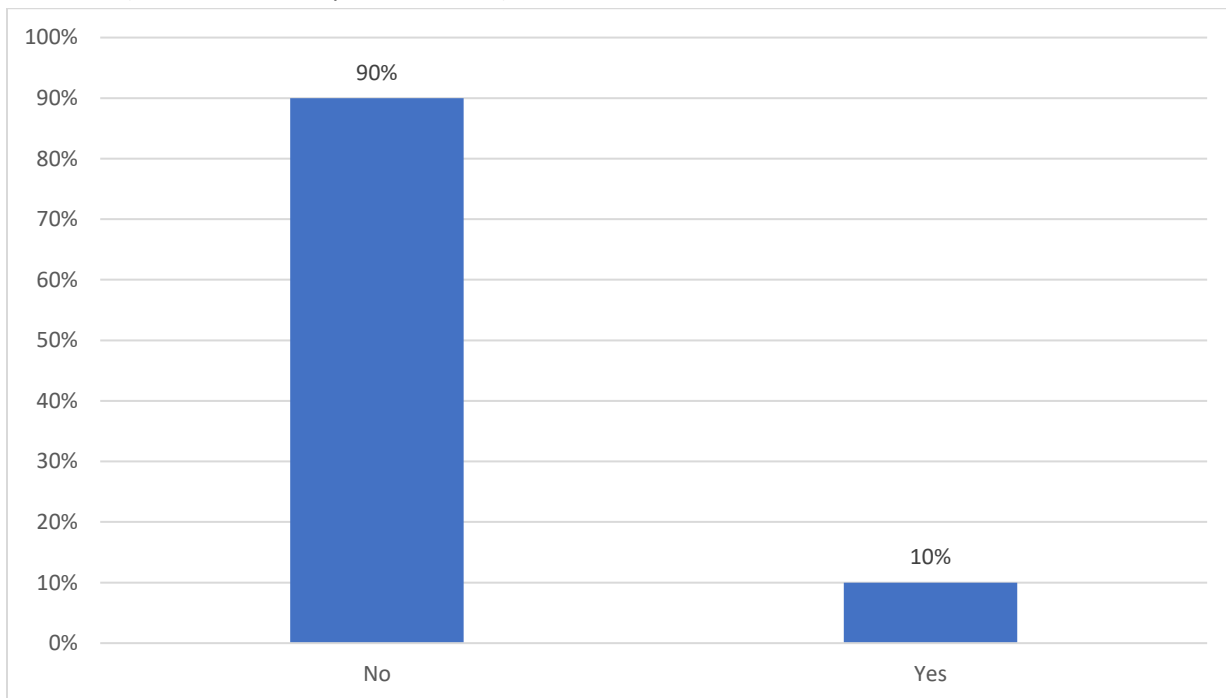
Before Enrollment	2022-23	
	Number	Percent
I was attending a public or private post-secondary institution that was not Aboriginal-controlled	1	1%
I was attending another IAHLA member institute / learning centre	4	6%
I was in high school	4	6%
I was not working or attending school	14	20%

Before Enrollment	2022-23	
	Number	Percent
I was working full-time	29	41%
I was working part-time	9	13%
Other	10	14%

Studying Within the Home Community

90% (63 students) of respondents to this question stayed in their communities to attend their IAHLA institute in 2022-23 (Figure 12). Of those who stayed in their communities (63 students), 51 students were planning to remain in their local community after completing their studies. Of the 7 respondents who moved to a different community to attend their institute, 5 students were planning to return home.

Figure 12: Did you leave your home (that is, move to another community, town, or city) to attend this institute? (Total student respondents = 70)



Housing

Students were asked if they had access to affordable housing in order to study at their institute (Table 12). 45% of respondents to this question indicated that they had access to housing and that the housing was adequate. Of the 13 students who selected “other” as a response option,

most reported taking classes online, living with their relatives or parents, or owning or renting their current accommodation.

Table 12: Do you have access to affordable housing in order to attend this institute? (Total student respondents = 69)

Access to housing	Number	Percent
No	18	26%
Yes, and it is adequate for my needs / my family's needs	31	45%
Yes, but it is NOT adequate for my needs / my family's needs	7	10%
Other	13	19%

Future Plans

Most respondents were planning to continue studying in the year following the survey, consistent with the fact that 59% of respondents were in the first year of their studies (Table 13). Of those students who indicated that they would continue studying, 75% were planning to continue studying at the same IAHLA institute; 8% were considering enrolling at another IAHLA member institute or a post-secondary educational institute that is not Aboriginal-controlled; and 8% were not sure where they would continue their studies (Table 14).

Table 13: Next academic year I plan to.... (Total student respondents = 71)

Plan	Number	Percent
Continue studying	53	75%
Seek employment	11	15%
Work	14	20%
I'm not sure	12	17%
Other	3	4%

Table 14: Where do you plan to study in the next academic year? (Total student respondents = 53)

Location of studies next year	Number	Percent
This IAHLA institute	40	75%
Another IAHLA member institute	1	2%
A post-secondary institute that is not Aboriginal-controlled	3	6%
I'm not sure	4	8%
Other	5	9%

Funding for Studies

Students were asked to identify the primary funding sources for their studies. The most frequently identified funding sources were funding from their IAHLA institute (30%) and band

funding (37%) (Table 15). Those who selected “other” as a response listed specific funding opportunities and employment insurance as their sources of funding.

Table 15: What is the main source of funding for your studies? (Total student respondents = 71)

Funding for Studies	Number	Percent
Band funding	26	37%
Funding from this institute	21	30%
Employment while studying or during breaks	8	11%
Personal savings	7	10%
Financial support from family & friends	1	1%
Student loan from government	1	1%
Scholarship, grant or bursary	0	0%
Tuition waiver program for former youth in care	0	0%
Agreements for Young Adults Program	1	1%
Bank loan	0	0%
Student line of credit	1	1%
Other (please specify)	5	7%

Respondents could select as many sources as applicable.

When asked about barriers experienced in accessing funding to complete their education, 49 respondents indicated that they did not experience any barriers or did not provide any specific information. Others mentioned a variety of challenges, including:

- **Funding and financial barriers:** Not receiving funding for part-time classes, cost of living, lack of support for transportation, difficulty in obtaining funding options, and funding running out before being able to continue studies.
- **Time management and technology:** Finding extra time, balancing work and school, rural living and internet connectivity issues, and transportation barriers.
- **Family and personal circumstances:** Caring for dependents, health issues, being non-status or not a band member, and being autistic.
- **Band and off-reserve support:** Lack of support from band or difficulty accessing funding as an off-reserve member.
- **Weather and rural living:** Challenges with transportation, internet connectivity, and cost of living in rural areas.

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

- **Accessibility of funding:** Respondents mentioned the importance of being able to access funding easily and in a timely manner. This includes being aware of funding opportunities, knowing where and when to apply, and having support in filling out applications. Respondents emphasized the importance of having accessible grant and bursary programs to support their education. Some respondents talked about the need

for more sponsorship from their own band, as the cost of living increases and sponsorship stay the same. One respondent mentioned the need for transportation funding.

- **Sources of income:** Several respondents talked about the need for sources of income such as living allowances to help them make ends meet while they pursue their studies.
- **Elder and/or student support:** A few respondents mentioned the importance of having Elder and/or student support for the class. This includes having fluent speaking Elders from the community to come speak with them in class, as well as having someone to explain all financial options available to students.
- **Childcare:** One respondent mentioned the need for childcare support to help focus on their studies without worrying about their family responsibilities.
- **More information provided to students:** Several respondents felt that more information should be provided to students about funding opportunities, scholarships, and other resources available to support their education.

Reasons for Not Attending Classes or Potentially Leaving the Institute

Students were asked about reasons that may have prevented them from attending classes or caused them to consider leaving the institute (Table 16). Of the 68 respondents who answered the question, the most frequently cited reasons were family responsibilities (40%), financial difficulties (22%), and transportation/transit challenges (19%). A quarter of respondents indicated that no situations have led them to not attend class / consider leaving. Those who selected “other” as a response reported health and mental health issues, and the COVID-19 pandemic.

Table 16: Which of the following situations, if any, have prevented you from attending classes or caused you to consider leaving this IAHLA institute? (Total student respondents = 68)

Reason	Number	Percent
Family responsibilities	27	40%
No situations have led me to not attend class / consider leaving	16	24%
Financial difficulties	15	22%
Transportation/transit challenges	13	19%
Cultural responsibilities	11	16%
Challenges arising from COVID-19	10	15%
Job responsibilities	9	13%
Childcare responsibilities	9	13%
Academic difficulties	8	12%
Housing challenges	6	9%
Connectivity challenges (for example, lack of internet access)	6	9%
Insufficient technology (for example, not enough hardware or software)	4	6%

Reason	Number	Percent
Feeling socially isolated or unwelcome at this institute	2	3%
Experiences of discrimination	2	3%
Other	15	22%

Note: Students could select as many options as applicable.

Students were also asked to identify supports that would help them complete their education. Approximately forty percent of the respondents identified mental health counselling that is respectful of Indigenous perspectives (42%). A third of the respondents mentioned financial supports (33%), Elders to support students (30%), academic advising (30%), and strategies for success (30%) (Table 17).

Table 17: Please indicate which supports would be helpful to you in completing your education (for example, finishing your current course or program) (Total student respondents = 64)

Reason	Number	Percent
Mental health counselling that is respectful of Indigenous perspectives	27	42%
Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)	21	33%
Elders to support students	19	30%
Academic advising (for example, program planning, degree requirements)	19	30%
Strategies for success (for example, program that addresses studying, time management)	19	30%
Career planning (for example, job search skills, opportunities to connect with businesses)	17	27%
Academic tutoring (for example, within a program or through a student service centre)	15	23%
Technology (for example, laptops and accessories, computer lab access, software, Internet access)	13	20%
Online learning support (for example, how to engage successfully in online learning, training on how to use software)	14	22%
Technical support (for example, troubleshooting computers or Internet access)	12	19%
Supports for students with disabilities	11	17%
Transportation/transit	10	16%
Daycare or childcare	9	14%
Housing for students or families on campus	8	13%
Other	1	2%

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

- **Financial support:** Respondents mentioned the need for financial support, such as an increase in student living allowances, or more funding for language and cultural programs.
- **Academic supports and programming:** Respondents expressed a need for academic advising, mentorship, and courses in specific subjects like computer studies or welding.

Some suggested more opportunities for upgrading, while others mentioned the need for on-reserve practicums to get their foot in the door for employment. Respondents also mentioned the need for childcare and tutoring services, supportive environments, and accessible advisors.

- **Language and culture:** Several respondents mentioned the importance of language and culture, with some expressing the need for more courses in their native language, and others suggesting the creation of a permanent space where Elders can interact with students. Respondents also proposed that the institutes provided more cultural events and activities such as beading, ribbon skirt making, and talking with Elders.
- **Communication and updates:** Some respondents suggested the need for better communication about continuing education, as well as routine program updates in language classes.
- **Employment and career support:** Respondents indicated a need for support with finding employment or apprenticeships, and some suggested connecting with potential employers through the program.
- **Classroom and facilities:** Respondents mentioned the need for larger or dedicated classrooms and enhancements to online tools and resources.

Views about the Institute

Students were asked to rate their agreement (“very helpful”, “helpful”, “not very helpful”, “not at all helpful”, “don’t know” and “not applicable”) with a series of statements about their institute (Table 18 and Figure 13). While their education was helpful in many ways, the most frequently cited benefits (helpful / very helpful) were preparing students for future education, developing abilities to read and comprehend materials in their area of practice, and working effectively with others. 74% of students indicated that their education was helped them to converse in their First Nations language.

Table 18: How helpful has attending this institute been for developing the following?

Statement	Don't know	Not at all helpful	Not very helpful	Helpful	Very Helpful	Not applicable	Total # respondents
Number							
Academic writing	0	0	1	32	27	5	65
Speaking effectively	0	0	2	32	28	3	65
Reading and comprehending material appropriate to your field	0	0	2	35	29	0	66
Working effectively with others	0	0	2	29	34	1	66
Analysing and thinking critically	2	0	3	30	28	3	66

Statement	Don't know	Not at all helpful	Not very helpful	Helpful	Very Helpful	Not applicable	Total # respondents
Resolving issues or problems	1	0	3	38	20	4	66
Learning on your own	1	1	4	34	21	4	65
Improving your self-confidence and self-esteem	1	0	3	29	31	1	65
Establishing or improving your relationships	3	0	5	26	29	3	66
Becoming more active in your community	2	2	3	22	34	3	66
Conversing in your First Nations language	2	0	7	24	24	8	65
Preparing for further education	2	0	0	28	36	0	66
Preparing for employment	5	1	6	26	26	2	66
Percent							
Academic writing	0%	0%	2%	49%	42%	8%	65
Speaking effectively	0%	0%	3%	49%	43%	5%	65
Reading and comprehending material appropriate to your field	0%	0%	3%	53%	44%	0%	66
Working effectively with others	0%	0%	3%	44%	52%	2%	66
Analysing and thinking critically	3%	0%	5%	45%	42%	5%	66
Resolving issues or problems	2%	0%	5%	58%	30%	6%	66
Learning on your own	2%	2%	6%	52%	32%	6%	65
Improving your self-confidence and self-esteem	2%	0%	5%	45%	48%	2%	65
Establishing or improving your relationships	5%	0%	8%	39%	44%	5%	66
Becoming more active in your community	3%	3%	5%	33%	52%	5%	66
Conversing in your First Nations language	3%	0%	11%	37%	37%	12%	65
Preparing for further education	3%	0%	0%	42%	55%	0%	66
Preparing for employment	8%	2%	9%	39%	39%	3%	66

Note: The percentages in some rows add up to over 100% due to rounding.

Figure 13: How helpful has attending this institute been for developing the following? (Percent of respondents who selected “helpful” or “very helpful” as their response)



Most respondents indicated that they felt supported by their teaching (91%) and administrative (80%) staff, liked the courses they had taken (92%), and felt the physical environment at their institute reflects First Nations culture (83%). Almost all respondents were satisfied with the education they received. Over ninety percent rated the quality of instruction as “good” or “very good”.

Table 19: How do you feel about the following since beginning your studies at this IAHLA institute?

Statement	Not Applicable	Disagree	Neither Agree nor Disagree	Agree	Total # respondents
Number					
I feel supported by the teaching staff	1	2	3	60	66
I feel supported by the administrative staff	2	1	10	53	66
The physical environment at this Institute reflects First Nations culture	1	1	9	54	65
The physical environment and facilities at this Institute are adequate	5	3	15	42	65
I like the availability and range of courses	1	3	7	55	66
I like the courses I have taken	2	1	2	61	66
I feel supported by the teaching staff	2%	3%	5%	91%	66
I feel supported by the administrative staff	3%	2%	15%	80%	66
The physical environment at this Institute reflects First Nations culture	2%	2%	14%	83%	65
The physical environment and facilities at this Institute are adequate	8%	5%	23%	65%	65

Statement	Not Applicable	Disagree	Neither Agree nor Disagree	Agree	Total # respondents
I like the availability and range of courses	2%	5%	11%	83%	66
I like the courses I have taken	3%	2%	3%	92%	66

Note: The percentages in some rows add up to over 100% due to rounding.

When asked about the reasons for their satisfaction with the institute, participants mentioned:

- positive learning experiences
- helpful and accommodating instructors
- community-based learning with First Nation instructors and a focus on Indigenous language and culture
- supportive and friendly environment

However, respondents also identified some challenges, including:

- challenges with technology, such as Zoom and Google Classroom; some students also reported instructors struggling with technical issues, which impacted the quality of the learning experience
- syllabus and organizational issues (e.g., the beginning of semesters was disorganized and confusing; syllabuses missing content and dates)
- writing and language difficulties
- personal struggles such as caring for a family member with special needs

Improving Student Experiences

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

- **Clarity of instructional materials:** For instance, all assignment dates should be included in the syllabus.
- **Better infrastructure and furnishings:** In general, there is a need for better facilities with more space. There is a need for better furnishings such as chairs and tables and a small whiteboard to write down upcoming assignments.
- **Technology:** The need for more time to learn and practice using course technologies like Google Classroom and One Drive. It is important to provide students with technology lessons to improve their confidence with computers, PowerPoint, and emails.
- **Culture and traditions:** Incorporating more of their traditions, culture, and practices, utilizing Elders, and having cultural hands-on learning.

- **Physical activities:** Incorporating more physical activities.
- **Online resources:** Providing timely video uploads, appropriate content building, and more online resources to aid and improve their learning experience.
- **Transportation and parking:** The need for transportation and parking for students who cannot walk too far or have a disability.

Data Collection Summary

- **Students:** Most students enrolled in 2022-23⁴ in responding institutes were women, living on reserve, and enrolled part-time. More than half of the students completed their programs successfully.
- **Instructors:** Over 80% of instructors employed in 2022-23 were part time, and approximately 40% had a bachelor's degree or higher. About 70% of instructors identified as First Nations, and a minority (17%) were fluent speakers of a First Nations language.
- **Program delivery:** Most institutes offered both online and face-to-face programs.
- **Public Post-Secondary Education Relationships:** All responding institutes had formalized relationships with public post-secondary institutions.
- **Needed Supports and Services:** Many supports and services were identified as necessary for students, including Elders to support students, mental health and wellness supports, supports for students with disabilities, cultural activities, curriculum development, and opportunities for students to provide input into priorities, programming, services, and supports.

The following observations can be made about the 71 students that responded to the student survey questions, but the observations cannot be generalized to the entire student population because it is not known whether the students who responded are representative of the student population:

- **Pathways:** Most respondents chose their institute because the choice allows the student to remain in their community, the institute has programs and courses of interest to the student, and they feel supported by the institute. A half of respondents were working before they began their studies. Almost all respondents were supporting individuals in their household. Most respondents stayed in their communities to study and, regardless of whether or not they left their community to study, the majority of respondents intended to live in their community after completing their studies. Most respondents intended to continue their studies in the following year.
- **Student supports:** Respondents indicated that mental health counselling that is respectful of Indigenous perspectives (42%), financial support (33%) Elders to support students (30%), academic advising (30%), and strategies for success (30%) would help them in completing their education.

⁴ For students' part-/full-time status, gender, location, and course/program completion, institutes were asked to provide data for the prior academic year (September 2021--August 2022).

- **Funding for studies:** Funding from the IAHLA institute they were attending and from their band were the primary source of funding for responding students.
- **Satisfaction and impacts:** Most respondents were satisfied with their institute. Most students thought their institute helped them prepare for future education, develop abilities to read and comprehend materials in their area of practice, and work effectively with others. Most respondents indicated that they felt supported by their teaching and administrative staff, liked the courses they have taken, felt the physical environment at their institute reflects First Nations culture, and were satisfied with the education they received.
- **Barriers to attendance or reasons for leaving:** Family responsibilities were the most cited reason for missing classes or for considering leaving a program, followed by financial difficulties, and transportation difficulties.
- **Potential improvements:** Respondents named a variety of administrative, technological, academic, and material supports that could improve their experiences and outcomes. The emphasis on technological supports (such as for learning technologies and additional online resources) reflects the continued effects of the COVID-19 pandemic.

Appendix A: Institute Survey

Welcome

Your responses to this survey help IAHLA advocate on behalf of IAHLA member institutes by providing information on:

- IAHLA institute programs and services and the students they serve
- The needs, gaps, and challenges of IAHLA member institutes and their students that need to be addressed by the provincial and federal governments
- The success and satisfaction of IAHLA students

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

FAQs for IAHLA Member Institute Survey

What is this survey for?

The Indigenous Adult Higher Learning Association (IAHLA) has asked *Directions* Evidence and Policy Research Group to gather information about institutes and their students as part of the IAHLA Data Collection Project. IAHLA is also supported by FNEESC in the conduct of the IAHLA Data Collection Project. Overall results will be shared with your institute and presented at the next IAHLA AGM.

Who can respond to the survey?

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

What kinds of questions will be asked?

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

Can I answer on my tablet or smartphone?

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

Do I have to complete the survey all at once?

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

How was the survey developed?

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

More questions about the study?

For questions about the survey, contact _____ at Directions.

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

Collection notice

Directions is using the Alchemer software to conduct the survey, which is committed to providing all requisite security and privacy tools to ensure the protection of the information. The survey itself does not collect any personal information as defined under B.C. PIPA. When contact information is requested, only professional contact information should be provided. Please do not enter any personal information about yourself or others in your survey responses. No administrative decisions about individuals will be made as a result of this survey.

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

Contact Information

1. **IAHLA member institute name:**
2. **Contact person for this project:**
3. **Telephone** (professional, in ###-###-#### format):
4. **Email** (professional):

Program Enrollments and Completions

5. **Please provide your institute's enrollment and completion data for the last academic year (September 2021 - August 2022):**

Please count all students.

Post-secondary and Adult Basic Education

- *Part-time enrollment is defined as 2 or fewer courses.*
- *Full-time enrollment is defined as 3 or more courses.*
- *Completion is defined as the number of students who have completed the requirements for the last academic year successfully.*

Program type	Enrolled		Completed
	Part-time	Full-time	
Education			
Certificate: Trades			
Certificate: Non-trades			
Diploma: Trades			
Diploma: Non-trades			
Undergraduate degree			
Master's degree			
Doctoral degree			
Microcredentials			
Adult basic education and upgrading offered in partnership with public post-secondary institutions			
Adult Dogwood diploma			
Other adult upgrading (not ABE)			
Adult basic education offered through the Adult Nominal Roll			
Adult Dogwood diploma			

Other Training

Program Type	Enrolled	Completed
Short-term skills / workforce training (e.g., Workplace Hazardous Materials Information System (WHMIS), flagging, driver's license training)		
Essential skills (e.g., studying, time management, workplace preparation)		
Continuing education (voluntary course for self-improvement, not-for-credit, non-transferable, not leading to diploma, certificate, or degree)		
Other courses and programs		

If you indicated "other course or programs" in your enrollments or completions, please specify the type:

First Nations Language and Culture Revitalization Programming

6. What kinds of First Nations language and culture revitalization programming did you offer in the last academic year (September 2021 - August 2022)? (for example, First Nations languages and culture programs or courses, language mentor-apprentice programs, language archiving and recording, land-based programs and courses)?

Please provide the program/course name(s) and a description.

Students

7. How many students enrolled in your institute in the last academic year (September 2021 - August 2022) were:

Women	
Men	
Not disclosed	

8. Of the students that were enrolled in your institute in the last academic year (September 2021 - August 2022), indicate approximately how many were living:

	# of students	Don't know
On reserve		[]
Off reserve		[]

Instructors

9. How many instructors teaching in your institute this academic year (September 2022 - August 2023) are:

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

10. How many instructors teaching in your institute this academic year (September 2022 - August 2023):

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

Program Delivery

11. For the year September 2022 to August 2023:

Select all that apply.

- [] We are offering online delivery of courses and programs
 [] We are offering in-person instruction
 [] We are not offering programs
 [] Other, please specify:

Programs, Staffing, and Instruction Needs

12. What additional programs, staffing, and instruction are needed at your institute that are not currently offered?

13. Please estimate how much annual funding would be required to support the needs identified above.

Support and Service Needs

14. Please indicate which of the following supports or services are needed at your institute. Check all that apply.

Support or Service	Need
Elders to support students	
Mental health and wellness supports	
Health services	
Academic advising (for example, program planning, degree requirements, course-related questions)	
Academic tutoring	
Support for students to learn how to study, plan, or manage their time	
Support for students with disabilities	
Curriculum development	
Programs or courses to help students upgrade their education (for example, earn credits towards K-12 graduation certificate, adult/academic upgrading, adult basic education, transitions programs)	
Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony, land-based learning)	
Welcome events (for example, student orientation or welcome feast)	
Organized extra-curricular activities (for example, sports, volunteer opportunities)	
Student achievement and graduation events	
Support for a student association	
Recruitment services (for example, recruiters, advertising about programs offered)	
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)	
Housing	
Childcare, daycare, and after-school care	
Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services and supports for Indigenous students	

Support or Service	Need
Other (please specify) _____	
None of the above	

15. Do you have enough annual funding to meet the needs for supports and services? If not, approximately how much annual funding would you require?

Relationships with Public Post-Secondary Institutions

16. Which public post-secondary institutions (colleges, institutes, or universities) do you have formalized relationships with? (for example, affiliation or service agreements, brokering, traditional knowledge and intellectual property agreements, partnerships, protocols, MOUs, federation agreements, etc.)

Check all that apply.

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

17. What is working well in each partnership? What is not working well?

[Answer only for institutions selected in previous question]

Public Post-Secondary Institution	Comments
British Columbia Institute of Technology	
Camosun College	
Capilano University	
Coast Mountain College (formerly Northwest Community College)	
College of New Caledonia	
College of the Rockies	

Public Post-Secondary Institution	Comments
Douglas College	
Emily Carr University of Art and Design	
Justice Institute of British Columbia	
Kwantlen Polytechnic University	
Langara College	
Nicola Valley Institute of Technology	
North Island College	
Northern Lights College	
Okanagan College	
Royal Roads University	
Selkirk College	
Simon Fraser University	
Thompson Rivers University	
University of British Columbia	
University of Northern British Columbia	
University of the Fraser Valley	
University of Victoria	
Vancouver Community College	
Vancouver Island University	

COVID-19 Pandemic

18. Please describe any continuing impacts of the COVID-19 pandemic on your institute.

19. Please describe any continuing needs you have for support and funding because of the COVID-19 pandemic.

Thank you for sharing data about your institute!

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

Appendix B: Student Survey

Welcome

You are receiving this survey because you are a student at an Aboriginal-controlled adult or post-secondary educational institute that is part of the Indigenous Adult and Higher Learning Association (IAHLA). IAHLA and your institute would like to hear about your experiences!

IAHLA is an independent non-profit society responsible for supporting and representing Aboriginal-controlled adult and post-secondary institutes in British Columbia. IAHLA is committed to building strategic partnerships to enhance the quality of education available for Aboriginal adult and post-secondary learners. IAHLA is also supported by FNEESC in the conduct of the IAHLA Data Collection Project.

Prize Draw. After finishing the survey, you can enter a draw for one of the following prizes:

- \$250 cheque (2 to be drawn)
- \$50 cheque (20 to be drawn)

How long will it take? 10-12 minutes

Why is this survey being conducted? The survey will help your institute /school / learning centre to:

- Understand student success and satisfaction.
- Better fit programs and services to student needs and interests.
- Identify where additional programs, services, or funding may be needed.

The results will also help IAHLA understand the collective needs of our member institutes and their students.

Your responses will be kept anonymous and your participation is completely voluntary.

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

FAQs

What is this survey for?

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

Which are the IAHLA member institutes?

- Ahousesht Education Authority
- Blueberry River First Nation Adult Centre
- Chemainus Native College
- Coastal Training Centre
- Cowichan Tribes - Quw'utsun Syuw'entst Lelum
- En'owkin Centre
- Gitksan Wet'suwet'en Education Society
- Gitwangak Education Society
- Heiltsuk College
- Ittatsoo Learning Centre
- Jean Marie Joseph Adult School
- Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nations
- K'ak'otlats'i School
- Kitimaat Valley Council/Kitimat Valley Institute
- Kwadacha Dune Tiiy
- Kyah Wiget Education Society
- Lip'alhayc Learning Centre (Nuxalk College)
- Muskoti Learning Centre - Saulteau First Nations
- Native Education College (NEC)
- Neskonlith Education Centre
- Nicola Valley Institute of Technology
- Northern Shuswap Tribal Council
- Ntamtqen Snmamayatn Adult Education
- NTC Nuw-chah-nulth Tribal Council (NETP)
- Pacheedaht First Nation
- Penelakut Island Learning Centre
- Penticton Indian Band Adult Education
- Prince George Nechako Aboriginal Employment and Training Centre
- Saanich Adult Education Centre
- Seabird College
- Sechelt Indian Band Education Centre
- Secwepemc Cultural Education Society
- Snuneymuxw First Nation / House of Learning
- St'át'imc Education Institute
- Stein Valley Nlakapamux School
- Sto:lo Nation
- Stucwtewsecmc Education Centre
- Ted Williams Memorial Learning Centre
- Tl'azt'en Adult Learning Centre
- Ts'zil Learning Centre (Lilwat)
- T̓silhqot'in National Government
- Tsay Keh Dene Learning Centre
- Wabsuwilaks'm Gitselasu Adult School
- Wameesh Learning Center
- Wilp Wilxo'oskwhl Nisga'a

Who can respond to the survey?

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

What kinds of questions will be asked?

The survey includes questions about your experience and supports at the IAHLA member institute where you are currently enrolled. The question also asks for demographic information that will help the institute understand the characteristics of the students who respond to the survey.

Do I have to answer every question?

The only question that is mandatory asks you to provide the name of the IAHLA member institute in which you are currently enrolled. If you wish to skip a question, please leave it blank and click through to the next question.

How is the data reported?

The data is reported in an aggregate format to IAHLA. The 2021-22 system-wide report can be found [here](#). Student responses are also reported in an aggregate format to your institute so that no individual respondents can be identified.

Can I answer on my tablet or smartphone?

This survey is compatible with tablets and smartphones.

Do I have to complete the survey all at once?

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

How are my responses kept anonymous if you are collecting my contact information for a prize draw and/or if I provide my email to continue the survey later?

Your survey responses will be stored separately from the name, email, and address provided for the prize draw or the email to continue the survey later, and we will not link your survey responses to your contact information. All of the information you provide is confidential and anonymous. We will not collect IP addresses or geo-location data from any of your responses.

How was the survey developed?

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

More questions about the study?

For questions about the survey, contact Oksana Bartosh (obartosh@directions-eprg.ca) of Directions Evidence and Policy Research Group.

For questions about the overall IAHLA Data Collection Project, contact pse@fnesc.ca.

Any communication about the study will be kept confidential.

Collection notice

Directions is using the Alchemer software to conduct the survey, which is committed to providing all requisite security and privacy tools to ensure the protection of the information. The survey itself does not collect any personal information as defined under B.C. PIPA. Please do not enter any information which could allow identification of yourself or others in your survey responses. Some questions ask for demographic information that will be used to understand the characteristics of the students who respond; these questions are optional and will not be used to identify any individual students.

The information collected will be used to help IAHLA member institutes understand student success, satisfaction, needs, and interests. Survey responses will be kept anonymous. No administrative decisions about individuals will be made as a result of this survey.

After completing the survey, you may enter a draw for a cheque. You will need to supply your name, email, and mailing address in order to be sent a prize by FNEsc if you are one of the winners. This data is stored separately from the survey responses, and there is no way of connecting your contact information to your survey responses.

Survey Questions

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

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

2. **How many years have you been enrolled at [IAHLA institute name] (including this year)?** _____

3. **Why did you choose to come to [IAHLA institute name] rather than go to another place for your studies? (Check all that apply)**
 - It allows me to study in my community
 - It has programs and courses of interest to me
 - The courses offered at [IAHLA institute name] were unavailable elsewhere
 - It has a good reputation
 - My friends and/or family attended [IAHLA institute name]
 - I’m not aware of what other places to study offer
 - It was more affordable than going elsewhere
 - [IAHLA institute name] offered me funding to attend
 - The environment is culturally relevant
 - I feel supported at [IAHLA institute name]
 - Other - please specify: _____

4. **What was your primary activity before enrolling at [IAHLA institute name]?**
 - I was working part-time
 - I was working full-time
 - I was attending another IAHLA member institute / learning centre
 - I was attending a public or private post-secondary institution that was not Aboriginal-controlled
 - I was in high school
 - I was not working or attending school
 - Other - Please specify: _____

5. **Did you leave your home (that is, move to another community, town, or city) to attend [IAHLA institute name]?**
 - Yes No

 - a. *(show if selected “Yes”)* **Do you plan to return home to your community after you complete your studies?**
 - Yes No

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

Yes No

6. **Do you have access to affordable housing in order to attend [IAHLA institute name]?**

Yes, and it is adequate for my needs / my family's needs

Yes, but it is NOT adequate for my needs / my family's needs

No

Other

Please feel free to explain your response.

7. **The next academic year will begin in September 2023 and continue until August 2024.**

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

Continue studying

Seek employment

Work

I'm not sure

Other - Please specify: _____ *

8. (if selected "Continue studying" in question above)

"IAHLA member institute" refers to an *Aboriginal-controlled* post-secondary education or learning society, institute, college, school, or adult learning centre. [Click here for a full list of IAHLA member institutes.](#)

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

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

[IAHLA institute name]

Another IAHLA member institute

A post-secondary institute that is not Aboriginal-controlled

I'm not sure

Other - Please specify: _____ *

9. What is the main source of funding for your studies?

- Band funding
- Funding from [IAHLA institute name]
- Employment while studying or during breaks
- Personal savings
- Financial support from family & friends
- Student loan from government
- Scholarship, grant or bursary
- Tuition waiver program for former youth in care
- Agreements for Young Adults Program
- Bank loan
- Student line of credit
- Other (Please specify): _____ *

10. What barriers, if any, have you experienced in accessing funding to complete your education at [IAHLA institute name]?

What supports would have been beneficial for accessing funding?

11. Which of the following situations, if any, have prevented you from attending classes or caused you to consider leaving [IAHLA institute name]? (Check all that apply)

Academic difficulties	
Financial difficulties	
Job responsibilities	
Family responsibilities	
Childcare responsibilities	
Housing challenges	
Cultural responsibilities	
Feeling socially isolated or unwelcome at the [IAHLA institute name]	
Experiences of discrimination	
Insufficient technology (for example, not enough hardware or software)	
Connectivity challenges (for example, lack of internet access)	
Transportation/transit challenges	
Challenges arising from COVID-19	
Other (Please specify): _____ *	
No situations have led me to not attend class / consider leaving	

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

Elders to support students	
Mental health counselling that is respectful of Indigenous perspectives	
Supports for students with disabilities	
Academic advising (for example, program planning, degree requirements)	
Academic tutoring (for example, within a program or through a student service centre)	
Career planning (for example, job search skills, opportunities to connect with businesses)	
Strategies for success (for example, program that addresses studying, time management)	
Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)	
Technology (for example, hardware such as laptops and accessories, computer lab access, software, Internet access)	
Technical support (for example, troubleshooting computers or Internet access)	
Online learning support (for example, how to engage successfully in online learning, training on how to use software)	
Housing for students or families on campus	
Daycare or childcare	
Transportation/transit	
Other	

[If other selected above] **What other supports can [IAHLA institute name] provide to help you complete your education?**

13. How can [IAHLA institute name] support you in continuing your education and/or securing employment after you finish your current course or program?

14. How helpful has attending [IAHLA institute name] been for developing the following?

	Very helpful	Helpful	Not very helpful	Not at all helpful	Not applicable	Don't know
Academic writing						
Speaking effectively						
Reading and comprehending material appropriate to your field						
Working effectively with others						
Analysing and thinking critically						
Resolving issues or problems						
Learning on your own						
Improving your self-confidence and self-esteem						
Establishing or improving your relationships						
Becoming more active in your community						
Conversing in your First Nations language						
Preparing for further education						
Preparing for employment						

15. How do you feel about the following since beginning your studies at [IAHLA institute name]?

	Agree	Neither Agree nor Disagree	Disagree	Not Applicable
I feel supported by the teaching staff.				
I feel supported by the administrative staff.				
The physical environment at [IAHLA institute name] reflects First Nations culture.				
The physical environment and facilities at [IAHLA institute name] are adequate.				
I like the availability and range of courses.				
I like the courses I have taken.				

16. How satisfied are you with the education you received from [IAHLA institute name] ?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't know

17. Overall, how would you rate the quality of instruction at [IAHLA institute name]?

- Very good
- Good
- Adequate
- Poor
- Very poor
- Don't know

18. Please explain the reasons for your level of satisfaction with [IAHLA institute name]. We are interested in hearing more about what has and has not been working well for you.

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

The following optional questions are for describing the characteristics of students who responded to this survey.

20. What gender do you identify with?

- Woman
- Man
- Prefer to self-describe _____
- Prefer not to answer

21. What is your age?

- Under 20
- 21 – 30
- 31 – 40
- 41 – 50
- 51 – 60
- Over 60

22. Are you a former child or youth in government care?

- Yes No

23. Are you:

- First Nations (Indian status)
- First Nations (non-Indian status)
- Métis

Inuit

Other (Please specify): _____

24. How many individuals in your household rely on you for support?

None

1

2

3

4

More than 4

Thank you for completing the survey!

Go to prize draw

If you enter the prize draw, your contact information will not be connected to your survey responses. Survey responses are stored separately from the name, email, and mailing address provided for the prize draw.

Prize Draw Survey [separate survey online]

Thank you for completing the survey! If you would like to enter a prize draw for a \$250 cheque (2 to be drawn) or \$50 cheque (20 to be drawn), please submit your name, email, and mailing address where your cheque will be mailed if you are selected in the draw. The prize will be drawn after the survey closes.

Your contact information will not be connected to your survey responses. Contact information will be deleted after the prizes are drawn and distributed.

Name:

Email:

Verify email:

Mailing address (street address, city, province/territory, postal code):