



**IAHLA Data Collection 2023-24:
Institute and Student Surveys: System-Wide Report**

Submitted to:

Indigenous Adult and Higher Learning Association (IAHLA)

Prepared by:

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Introduction and Methods

The IAHLA Data Collection Working Group engaged *Directions* Evidence and Policy Research Group to revise and implement two surveys to explore educational programming and student experiences at IAHLA member institutes for 2023-24. Previous versions of the survey had been administered annually from 2005-06 to 2015-16 and from 2018-19 to 2022-23. *Directions* team members and IAHLA representatives reviewed and revised the surveys to meet IAHLA's current needs for 2023-24.

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. 44.

The IAHLA Data Collection Working Group distributed the 2023-24 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 October 30, 2023 to January 18, 2024. Institutes that completed the 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 2023-24 institute and student surveys, as well as institute results from 2005-06 to 2015-16² and 2018-19 to 2022-23 where applicable.

Institute Survey: Results

Participants

In 2023-24, 44 member IAHLA institutes were eligible to complete the survey. Eight 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. None of the institutes have participated in all 17 surveys between 2005-06 to 2023-24. Of the institutes that responded in 2023-24, two institutes completed 15 out of 17 annual surveys and another two institutes completed 12 out of 17 surveys.

Table 1: Eligible institutes responding to the IAHLA Data Collection Project (2005-06 to 2023-2024)

| 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% |
| 2023-24 | 8 | 44 | 18% |

*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 2023-24 survey, responding institutes reported that there were 1427 students enrolled across their 8 institutes during the previous academic year (2022-23) (Table 2).

Table 2: Student enrollment for responding institutes (2004-05 to 2022-23)

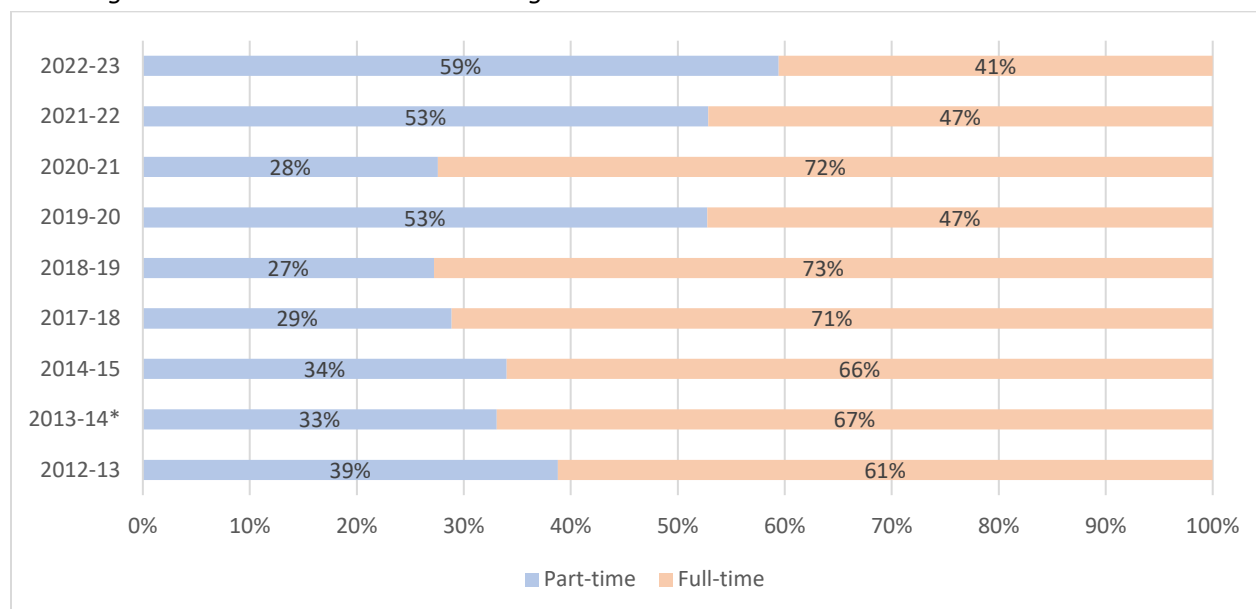
| Year | Part-time | Full-time | Other | Total Enrollment | # Institutes |
|---------|-----------|-----------|-------|------------------|--------------|
| 2004-05 | 513 | 1007 | | 1520 | 17 |
| 2005-06 | 642 | 970 | | 1612 | 19 |
| 2006-07 | 567 | 771 | | 1338 | 23 |
| 2007-08 | 314 | 458 | | 772 | 25 |
| 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 |
| 2022-23 | 372 | 254 | 801 | 1427 | 8 |

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 2023-24 survey, the data are reported under the 2022-23 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 2022-23, 41% 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 2022-23), excluding short-term and other skills training*



Notes: For 2021-22 and 2022-23, 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 three years of survey administration. Table 3 displays the numbers of students enrolled across different program types since 2020-21.

Table 3: Student enrollment by programming type (2020-21 to 2023-23)

| Program Type | 2020-21 | | | 2021-22 | | | 2022-23 | | |
|-------------------------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|
| | Part-time | Full-time | Total | Part-time | Full-time | Total | Part-time | Full-time | Total |
| Post-Secondary | | | | | | | | | |
| Certificate: Trades | 0 | 108 | 108 | 6 | 19 | 25 | 17 | 70 | 87 |
| Certificate: Non-trades | 105 | 321 | 426 | 74 | 32 | 106 | 67 | 53 | 120 |
| Diploma: Trades | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

| Program Type | 2020-21 | | | 2021-22 | | | 2022-23 | | |
|--|------------|------------|-------------|------------|------------|------------|------------|------------|-------------|
| | Part-time | Full-time | Total | Part-time | Full-time | Total | Part-time | Full-time | Total |
| Diploma: Non-trades | 21 | 53 | 74 | 14 | 21 | 35 | 9 | 18 | 27 |
| Undergraduate degree | 1 | 20 | 21 | 0 | 0 | 0 | 60 | 69 | 129 |
| Master's degree | 1 | 0 | 1 | 5 | 0 | 5 | 2 | 1 | 3 |
| Doctoral degree | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Micro credentials | 0 | 2 | 2 | | 12 | 12 | | 0 | 0 |
| Total post-secondary | 128 | 505 | 633 | 99 | 84 | 183 | 156 | 211 | 367 |
| Adult Basic Education and Upgrading Offered in Partnership with Public Post-Secondary Institutions | | | | | | | | | |
| Adult Dogwood diploma | 96 | 50 | 146 | 15 | 38 | 53 | 72 | 40 | 91 |
| Other adult upgrading (not ABE) | 0 | 18 | 18 | 121 | 38 | 159 | 133 | 0 | 197 |
| Total ABE in partnership with public post-secondary institutions | 96 | 64 | 160 | 136 | 76 | 212 | 205 | 40 | 288 |
| Adult Basic Education Offered Through the Adult Nominal Roll | | | | | | | | | |
| Adult Dogwood diploma | 34 | 98 | 132 | 16 | 64 | 80 | 11 | 3 | 14 |
| Other adult upgrading (not ABE) | 2 | 12 | 14 | | | | | | |
| Total ABE through Adult Nominal Roll | 36 | 110 | 146 | 16 | 64 | 80 | 11 | 3 | 14 |
| Other Training | | | | | | | | | |
| Short-term skills / workforce training (e.g., Workplace Hazardous Materials Information System (WHMIS), flagging, driver's license training) | | 594 | 594 | | 54 | 54 | | 552 | 552 |
| Essential skills (e.g., studying, time management, workplace preparation) | | 150 | 150 | | 91 | 91 | | 84 | 84 |
| Continuing education (voluntary course for self-improvement, not-for-credit, non-transferable, not leading to diploma, certificate, or degree) | | 133 | 133 | | 18 | 18 | | 72 | 72 |
| Other courses and programs | | 58 | 58 | | 69 | 69 | | 93 | 93 |
| Total other training | | 935 | 935 | | 232 | 232 | | 801 | 801 |
| Total | | | 1878 | | | 707 | | | 1427 |

Notes: From 2021-22 onwards, 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 to 2022-23)

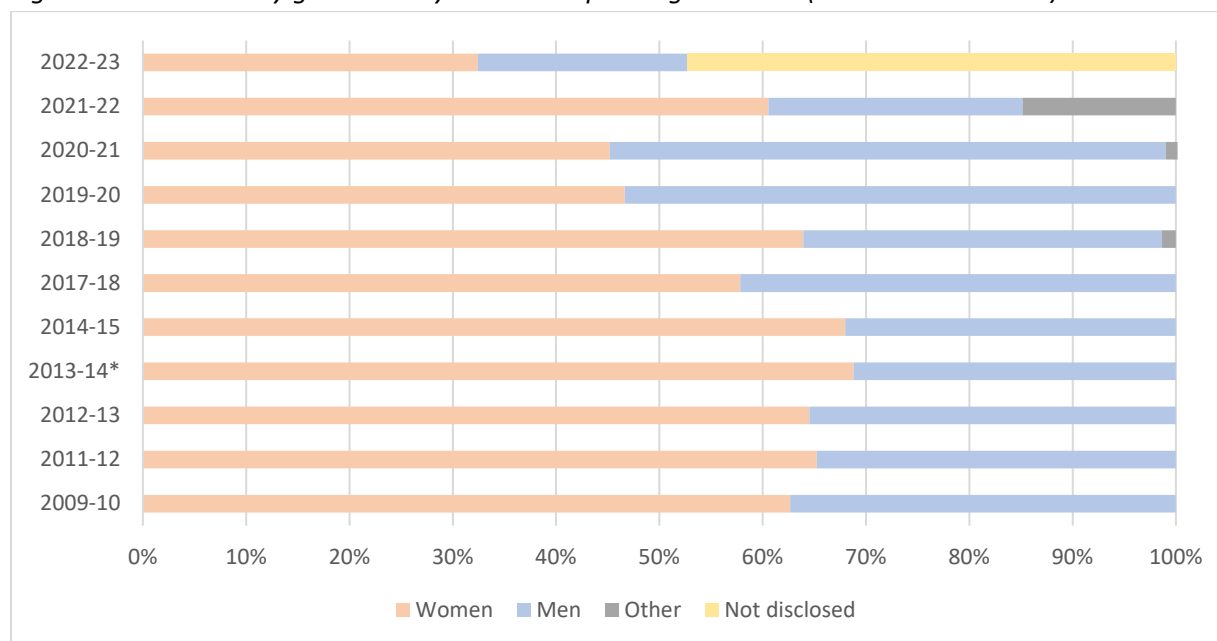
| | 2020-21 | | | 2021-22 | | | 2022-23 | | |
|--|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|
| | Part-time | Full-time | Total | Part-time | Full-time | Total | Part-time | Full-time | Total |
| Total post-secondary | 20% | 80% | 100% | 54% | 46% | 100% | 43% | 57% | 100% |
| Total ABE in partnership with public post-secondary institutions | 60% | 40% | 100% | 64% | 36% | 100% | 71% | 14% | 100% |
| Total ABE through Adult Nominal Roll | 25% | 75% | 100% | 20% | 80% | 100% | 79% | 21% | 100% |

| | 2020-21 | | | 2021-22 | | | 2022-23 | | |
|----------------------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|
| | Part-time | Full-time | Total | Part-time | Full-time | Total | Part-time | Full-time | Total |
| Total other training | 0% | 100% | 100% | 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 have gender disclosed. As seen in Figure 2, in 2022-23, gender information for 47% students was not disclosed; of the remaining 579 students, 61% were women (Figure 2).

Figure 2: Enrollment by gender and year** in responding institutes (2009-10 to 2022-23)



Notes: In the 2023-24 survey, the response options were changed to: “men”, “women”, and “not disclosed”. 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 2023-24 survey, the data are reported under the 2022-23 label).

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.

Living On Reserve

Six 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 2022-23 over 70% of students lived on reserve.

Table 5: Percent of student living on and off reserve by year (2018-19 to 2022-23)

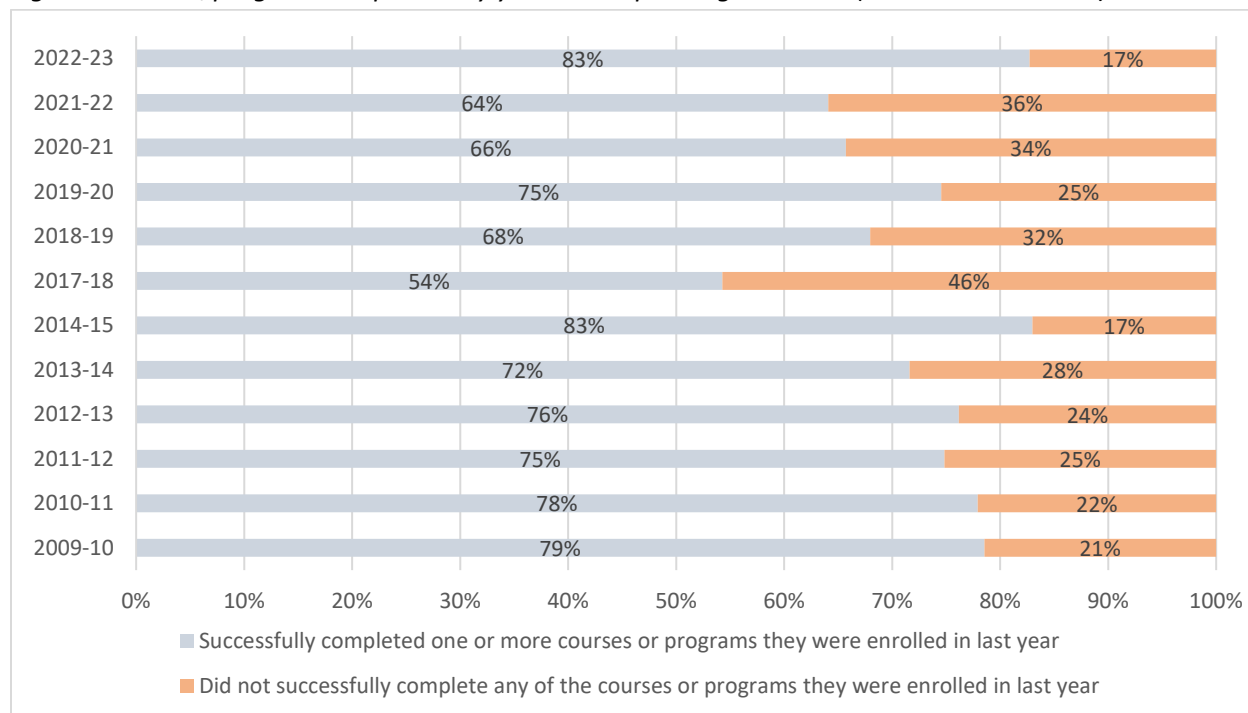
| | Number of students | | | Percentage of students | |
|---------|--------------------|-------------|-------|------------------------|-------------|
| | On reserve | Off reserve | Total | On reserve | Off reserve |
| 2018-19 | 547 | 205 | 752 | 73% | 27% |
| 2019-20 | 388 | 87 | 475 | 82% | 18% |
| 2021-22 | 492 | 97 | 589 | 84% | 16% |
| 2022-23 | 393 | 139 | 532 | 74% | 26% |

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 2022-23)



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 2023-24 survey, the data are reported under

the 2022-23 label). Completion is defined as the number of students who have completed the requirements for the last academic year successfully. One responding institute (84 enrolled students) was excluded from this table as they did not provide completion data for 2022-23.

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 language education and certification programs; initiatives for recording language and cultural activities from knowledge holders; Indigenous language revitalization with mentor-apprenticeship models and instructor-led courses; cultural workshops and skills training (e.g., wool weaving, cedar weaving, drum making); learning on the land programs; Indigenous art programs; activities related to medicinal practices such as harvesting, processing, and using medicinal plants; storytelling; language and culture preservation projects; and other language and cultural programs.

Instructor Numbers and Characteristics

In 2023-24, there were 87 instructors teaching at the eight 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 75% of instructors were hired part-time in 2023-24 (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 2023-24)

| 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 |

| Year | Part-time | Full-time | Total | # Responding institutes |
|---------|-----------|-----------|-------|-------------------------|
| 2019-20 | 86 | 55 | 141 | 18 |
| 2020-21 | 36 | 32 | 68 | 12 |
| 2021-22 | 73 | 28 | 101 | 9 |
| 2022-23 | 84 | 19 | 103 | 10 |
| 2023-24 | 65 | 22 | 87 | 8 |

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 2023-24)

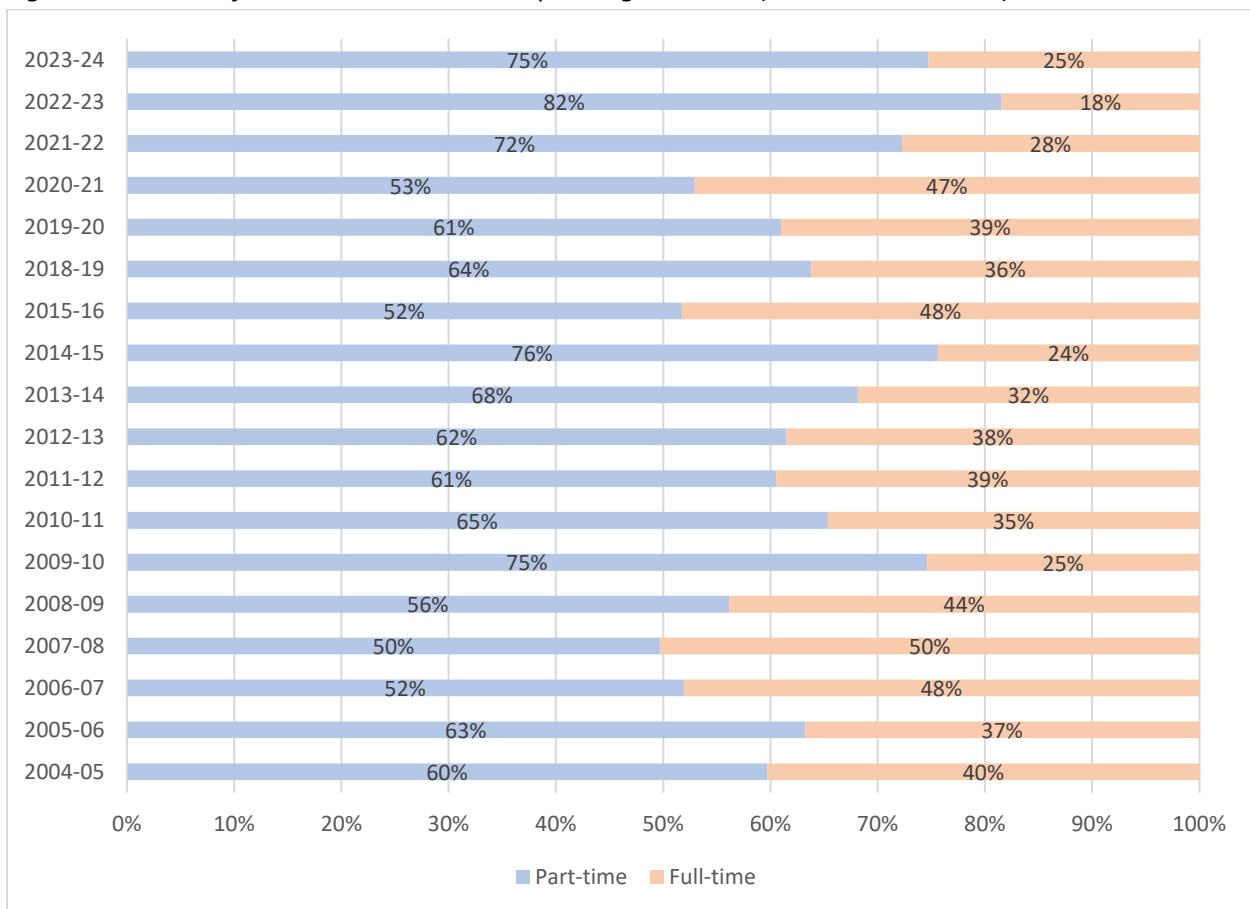
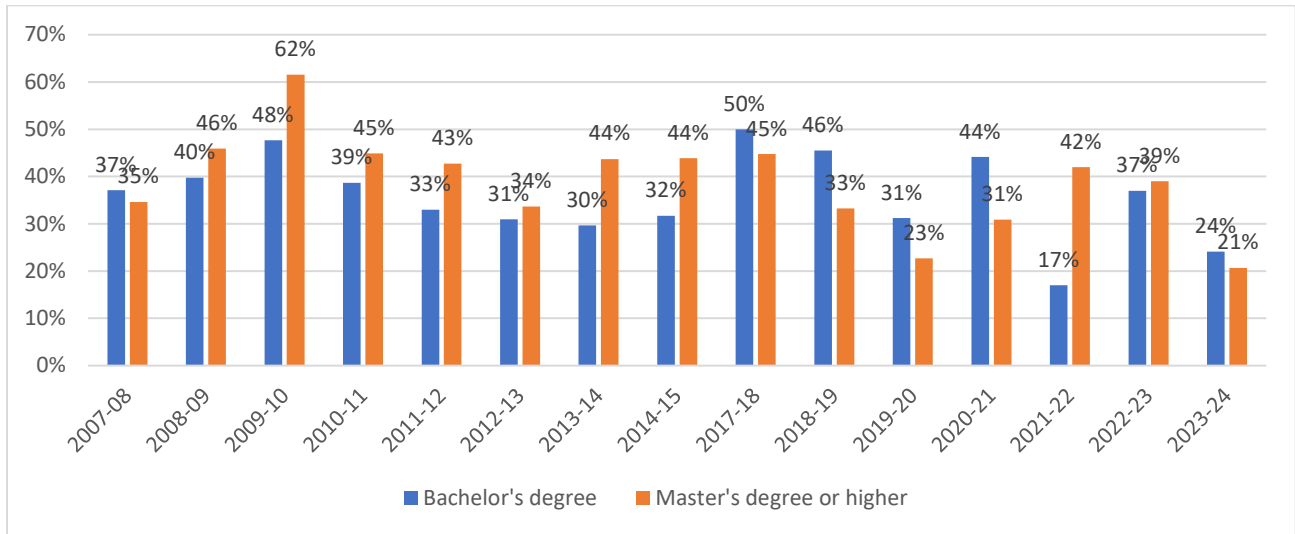


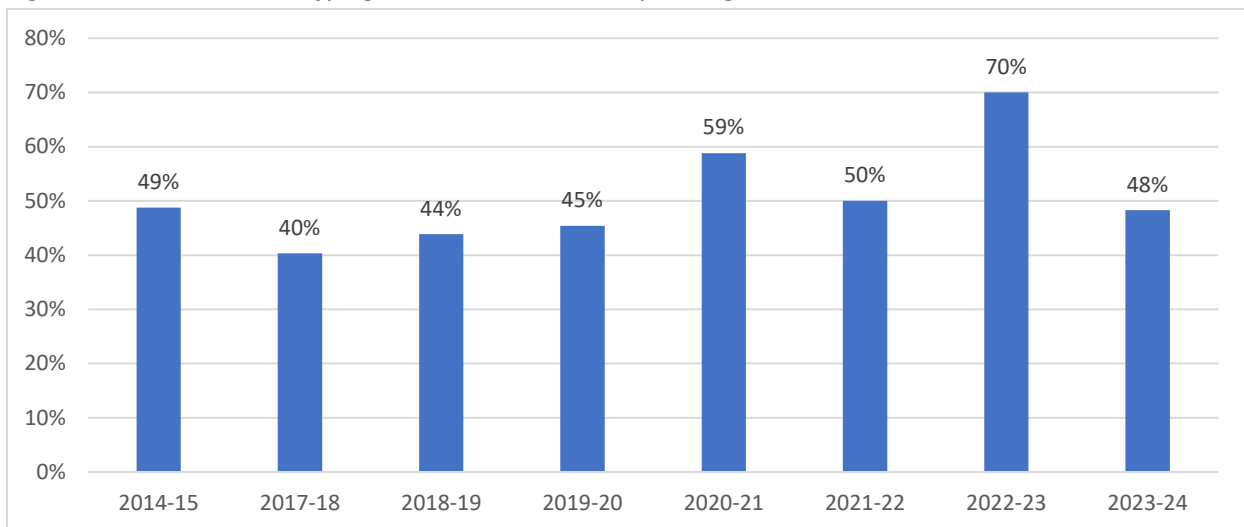
Figure 5 presents the percentages of instructors with master's and bachelor's degrees. 21% of instructors in responding institutes in 2023-24 had at least a master's degree.

Figure 5: Instructors' education levels in responding institutes (2007-08 to 2023-24)



Approximately 48% of the instructors at responding institutes identified as First Nations in 2023-24 (Figure 6). As well, in 2023-24, 30% of instructors were fluent speakers of a First Nations language and 20% 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 2023-24)



Program Delivery

Table 7 outlines program delivery models identified by institutes in the 2023-24 survey. Most of the responding institutes offered online and in-person programs.

Table 7: Program delivery (2023-24) (Total responding institutes = 8)

| Program delivery | Program delivery | |
|---|------------------|---------|
| | Number | Percent |
| We are offering online delivery of courses and programs | 6 | 75% |
| We are offering in-person instruction | 7 | 88% |
| We are not offering programs | 0 | 0% |
| Other, please specify | 0 | 0% |

Program, Staff, & Instructional Needs

In 2023-24, institutes were asked what programs, staffing, and instruction that they currently lack but need. Participants identified several types of needs.

Education:

- Institutes would like to provide: various academic and training programs such as health programming, applied business technology, infrastructure development and maintenance trades programs in carpentry, electrical, plumbing, mining, and LNG (Liquefied Natural Gas); early childhood education programs; horticulture courses; diploma level programs in culinary, real estate, and food sovereignty; short-duration university/college level courses/programs that allow for certification within 10 months (e.g., administrative assistant, indigenous adult instructor diploma program); and programs in welding and computer technology.
- There is a need to develop programs to support land and experience-based "accidental graduation" – a concept for young adults to achieve high school equivalency and readiness for further education or employment.
- Institutes would like to have support for augmented and virtual reality curriculum development and training for instructors.

Cultural Preservation:

- Institutes would like to further develop Indigenous governance and leadership and language programming.

Staffing:

- Institutes identified a need for additional staff and instructors, cultural advisors, curriculum development and recruitment staff, and outreach workers.

- One of the Institutes expressed interest in having a research/field centre providing professional development to instructors on how to Indigenize their programs and incorporate issues related to the environment and sustainable economic development.

When asked about the annual funding that would be required to support the identified needs, respondents listed between \$150,000 to 5,000,000 CAD per year. However, most respondents indicated that they could not provide a more specific calculation of funds required.

Facilities

In 2023-24, survey questions were added about designated facilities to offer institute post-secondary programming.

Seven out of 8 responding institutes have a designated facility to offer its post-secondary programming. Only one of those facilities was also a First Nations K-12 school. Four facilities of the 8 facilities are located on reserve.

Institutes' Relationships with Public Post-Secondary Institutions

All responding institutes reported formal relationships with public post-secondary institutions in 2023-24.

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

Table 8: Agreements reported by the institutes (2023-24) (Total responding institutes = 8)

| Public Post-Secondary Institution | 2023-24 | |
|---|-----------|---------|
| | Frequency | Percent |
| British Columbia Institute of Technology | 2 | 25% |
| Camosun College | 2 | 25% |
| Capilano University | 2 | 25% |
| Coast Mountain College (formerly Northwest Community College) | 2 | 25% |
| College of New Caledonia | 1 | 13% |
| College of the Rockies | 0 | 0% |
| Douglas College | 1 | 13% |
| Emily Carr University of Art and Design | 0 | 0% |
| Justice Institute of British Columbia | 2 | 25% |
| Kwantlen Polytechnic University | 1 | 13% |
| Langara College | 1 | 13% |

| Public Post-Secondary Institution | 2023-24 | |
|---|-----------|---------|
| | Frequency | Percent |
| Nicola Valley Institute of Technology | 6 | 75% |
| North Island College | 0 | 0% |
| Northern Lights College | 0 | 0% |
| Okanagan College | 0 | 0% |
| Royal Roads University | 1 | 13% |
| Selkirk College | 1 | 13% |
| Simon Fraser University | 0 | 0% |
| Thompson Rivers University | 1 | 13% |
| University of British Columbia | 3 | 38% |
| University of Northern British Columbia | 2 | 25% |
| University of the Fraser Valley | 0 | 0% |
| University of Victoria | 2 | 25% |
| Vancouver Community College | 1 | 13% |
| Vancouver Island University | 1 | 13% |
| Other (please specify) | 1 | 13% |
| 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 2023-24, six or more of the eight responding institutes indicated that they need:

- Supports for students with disabilities
- Support for curriculum development
- Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)
- Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services, and supports for Indigenous students
- Recruitment services (for example, recruiters, advertising about programs offered) / Recruiters to attract students

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

| Support or Service | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | |
|---|------------|-----|-----------|-----|------------|-----|-----------|-----|
| | Yes (N=12) | % | Yes (N=9) | % | Yes (N=10) | % | Yes (N=8) | % |
| Support for students with disabilities/ Staff to support students with disabilities | 5 | 42% | 6 | 67% | 9 | 90% | 7 | 88% |

| Support or Service | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | |
|---|---------------|-----|--------------|-----|---------------|-----|--------------|-----|
| | Yes (N=12) | % | Yes (N=9) | % | Yes (N=10) | % | Yes (N=8) | % |
| Curriculum development | 11 | 92% | 7 | 78% | 8 | 80% | 7 | 88% |
| Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony) | 8 | 67% | 6 | 67% | 8 | 80% | 6 | 75% |
| 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% | 6 | 75% |
| Recruitment services (for example, recruiters, advertising about programs offered)/Recruiters to attract students | 6 | 50% | 7 | 78% | 7 | 70% | 6 | 75% |
| Elders to support students | 7 | 58% | 6 | 67% | 9 | 90% | 5 | 63% |
| Student achievement and graduation events | 7 | 58% | 6 | 67% | 6 | 60% | 5 | 63% |
| Academic tutoring | | | | | 7 | 70% | 4 | 50% |
| Welcome events (for example, student orientation or welcome feast) | 8 | 67% | 6 | 67% | 7 | 70% | 4 | 50% |
| Support for students to learn how to study, plan, or manage their time | 7 | 58% | 5 | 56% | 6 | 60% | 4 | 50% |
| 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% | 4 | 50% |
| Childcare, daycare, and after-school care/Daycare | 7 | 58% | 5 | 56% | 5 | 50% | 4 | 50% |
| Mental health and wellness supports/Professional staff who can provide mental health supports | 7 | 58% | 8 | 89% | 9 | 90% | 3 | 38% |
| Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses) | 9 | 75% | 7 | 78% | 7 | 70% | 3 | 38% |
| Housing | 4 | 33% | 7 | 78% | 6 | 60% | 3 | 38% |
| Academic advising (for example, program planning, degree requirements, course-related questions) | | | | | 5 | 50% | 3 | 38% |
| Organized extra-curricular activities (for example, sports, volunteer opportunities) | 5 | 42% | 2 | 22% | 5 | 50% | 1 | 13% |
| Other (please specify) | 1 | 8% | 1 | 11% | 5 | 50% | 0 | 0% |
| Support for a student association | 3 | 25% | 3 | 33% | 4 | 40% | 0 | 0% |
| Health services | 5 | 42% | 6 | 67% | 3 | 30% | 0 | 0% |
| None of the above | 1 | 8% | 0 | 0% | 0 | 0% | 0 | 0% |

| Support or Service | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | |
|---|---------------|-----|--------------|-----|---------------|---|--------------|---|
| | Yes (N=12) | % | Yes (N=9) | % | Yes (N=10) | % | Yes (N=8) | % |
| 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% | | | | |

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 2023-24, institutes were asked about the impact of the COVID-19 pandemic on their programming and operations. Several impacts were identified:

- **Loss of key instructors and staff:** One of the institutes mentioned that the pandemic resulted in the death of key instructors, creating challenges in recruiting new instructors to fill these vacancies. For instance, three instructors had to be hired to cover the course load of one. Also, there were ongoing staffing issues that were exacerbated by COVID-19.
- **Community engagement:** Some communities became hesitant to encourage outside visitors, likely due to health concerns and the spread of COVID-19.
- **Mental and emotional fatigue:** Instructors experienced increased fatigue due to the additional time required to adapt classes and programs to new formats and balance family needs during the pandemic. However, despite some reluctance, some institutes reported high attendance numbers compared to previous years, suggesting a recovery phase.
- **Student wellness:** There was an impact on student wellness, with students missing classes due to illness and strict health policies implemented to prevent the spread of the virus.
- **Business operations impact:** The pandemic necessitated a transition from face-to-face to online service delivery, requiring costly IT infrastructure upgrades. This transition

continued to be a financial burden. Also, as reported by one institute, COVID-19 led to the forced closure of the business and conference centre, resulting in lost revenue and the inability to reopen that arm of the institute after pandemic restrictions were eased.

- **Corporate training losses:** The corporate training business arm of one institute suffered significant revenue loss, prompting the need to pivot and find new ways to deliver services and training to clients.
- **Digital transition:** The pivot from in-person to virtual training was a significant change. Initially, there was a lack of technical capacity and training for such a move, which COVID-19 funding helped to address through digitizing and developing an online system. There were large costs associated with training fluent speakers and hiring teaching assistants to support the new mode of delivery.
- **Ongoing ripple effect:** The impacts of COVID-19 were described as a ripple effect rather than a one-time event, indicating ongoing challenges for the institutes.

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

- **Technological upgrades:** There is a need for assistance with updating and replacing technologies that are continually expiring, indicating a need for ongoing IT support. There is a need for remote learning technology in classrooms to support students who are learning from home, which could involve purchasing equipment and software for both students and teachers.
- **Mental and social health:** The respondents acknowledge ongoing fragility in terms of mental and social health, suggesting a need for support services in these areas.
- **Staff development:** There is a necessity to find and develop new staff members, implying a need for recruitment and professional development programs.
- **Career navigation funding:** Funding is required to support career navigation services that help students determine their educational paths. This suggests an expansion of career counseling and advisory services.
- **Service diversification support:** One of the institutes indicated a need for support and funding to diversify services and venture into new areas of service delivery to fully overcome the effects of COVID-19. This could involve developing new programs or expanding existing programs into areas that became relevant due to the pandemic.
- **Professional development and land-based learning:** There is a need for professional development, staff training, and funds for land-based learning activities. Field trips and practical learning experiences, which are crucial for certain subjects, appear to be particularly costly.

- **Curriculum development funds:** Funds are needed for ongoing curriculum development and for the gathering of best practices from other organizations, indicating a need for resources to update and enhance educational content.

Student Survey: Results

In 2023-24, every IAHLA institute eligible for the institute survey was asked to distribute the student survey. This survey received responses from 91 students. Among them, 85 completed the survey in its entirety, while 6 only answered some questions. Because enrollment data are not requested for the current academic year and because some student responses were from institutes that did not respond to the institute survey, the response rate to the student survey at an institute- or system-level is unknown.

The 91 student respondents were enrolled across 7 institutes. The number of respondents per institute varied, ranging from 1 to 24.

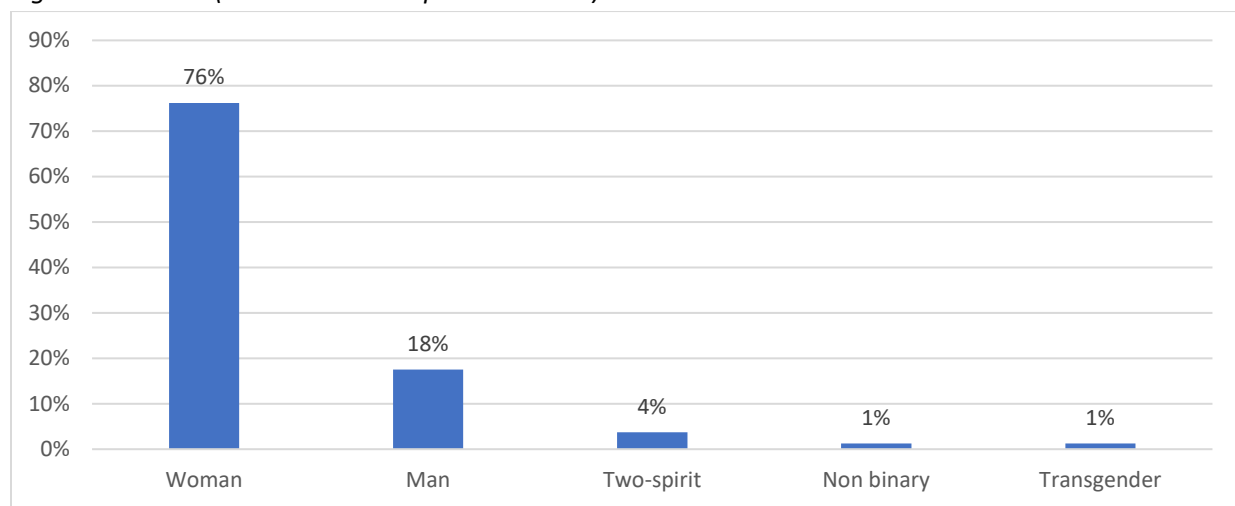
Caution Regarding Generalizations from the Student Survey

Due to the limited number of student respondents, ranging from 1 to 24 per institute, and the small number of institutes included in the data, it is advisable to be cautious about extending the findings of the student survey to the broader student population. The low response rate prevented analysis by gender or age group.

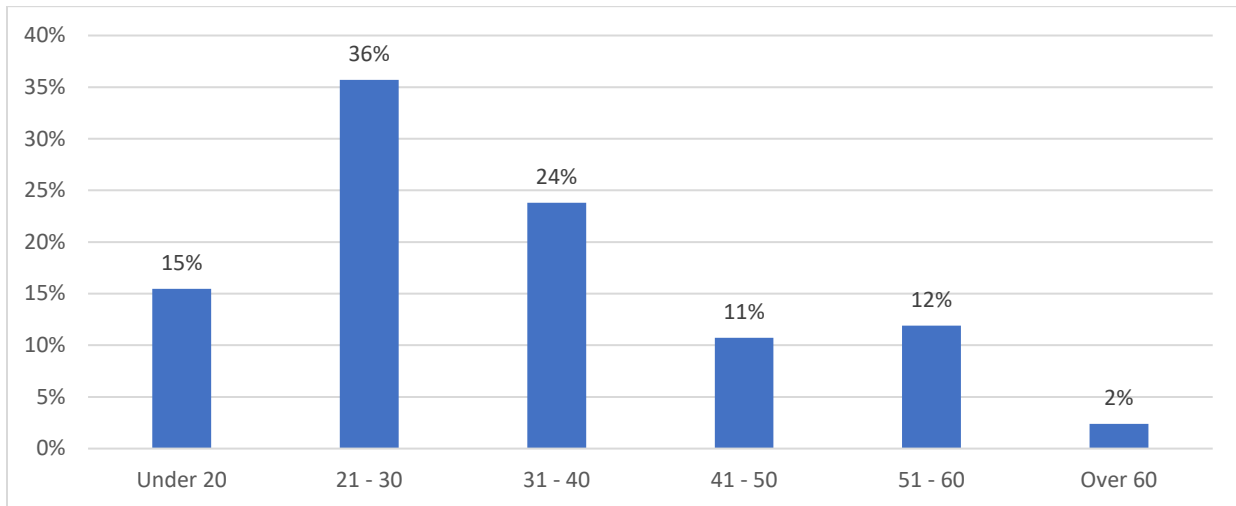
Demographics of Student Respondents

Most of the respondents in 2023-24 were women (76%) (Figure 7).

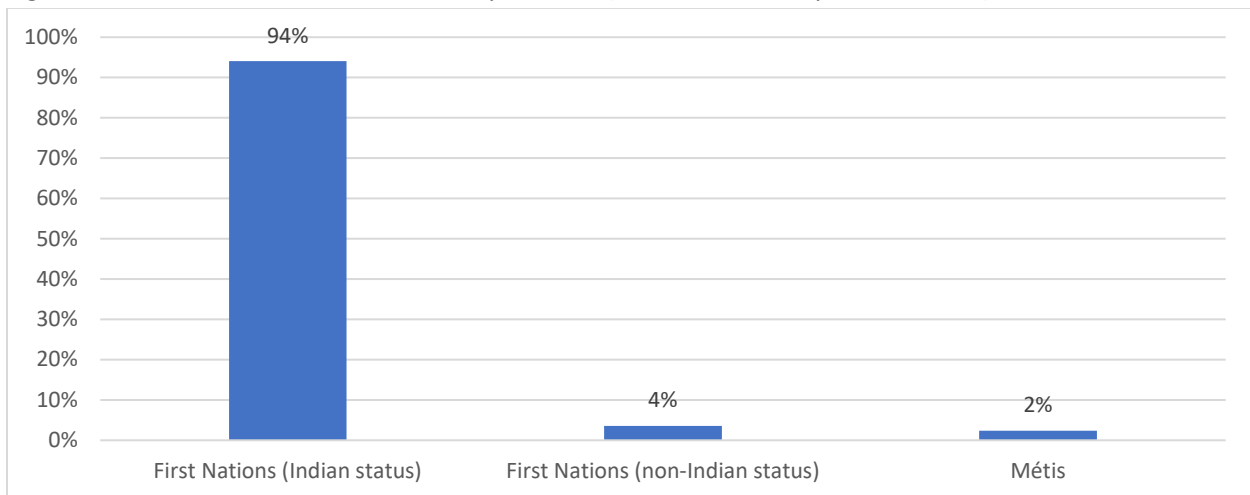
Figure 7: Gender (Total student respondents = 80)



36% of respondents were between 21 and 30 years of age (Figure 8).

Figure 8: Age (Total student respondents = 84)

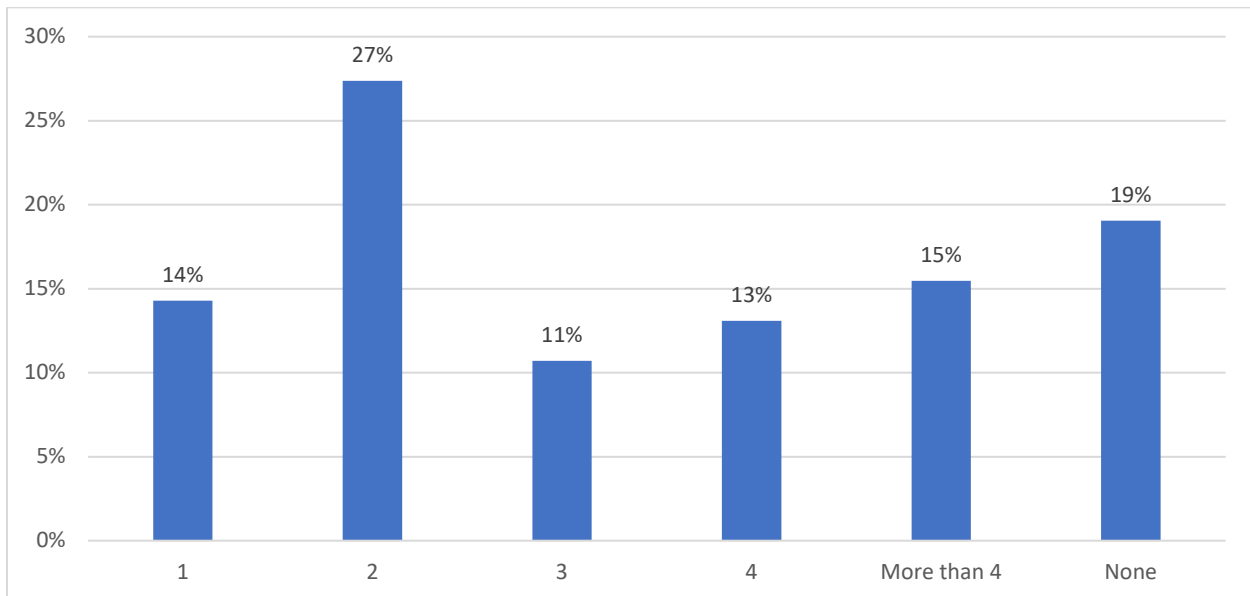
94% of the respondents self-identified as First Nations (Indian status), 4% self-identified as First Nations (non-Indian status), and 2% self-identified as Métis (Figure 9).

Figure 9: First Nations, Métis, or Inuit respondents (Total student respondents = 84)

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

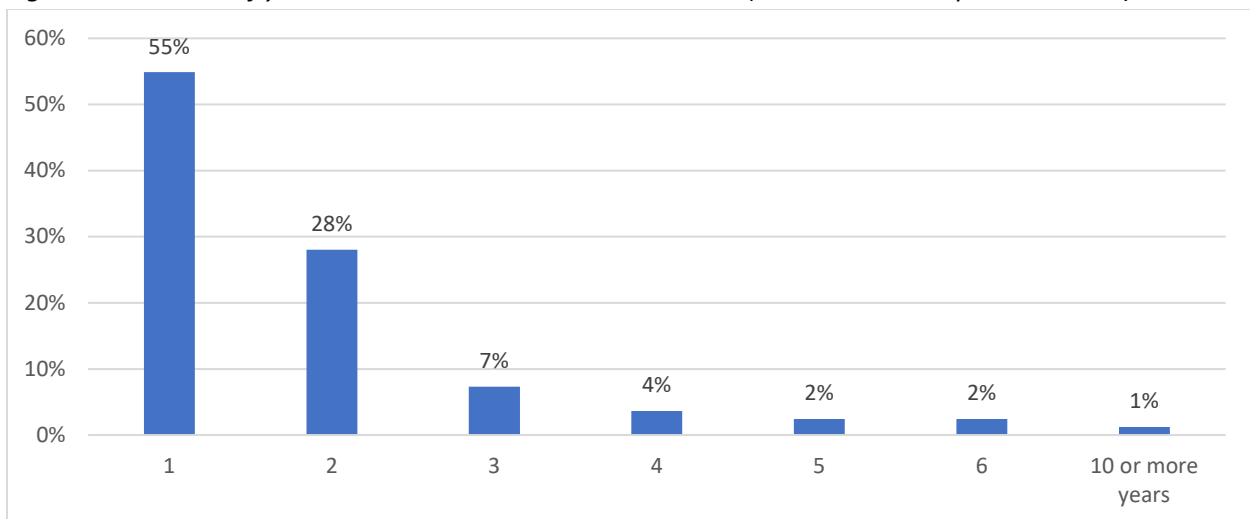
Less than 20% of the survey participants reported having no dependents in their household, whereas approximately 81% indicated they were providing support to one or more individuals (Figure 10).

Figure 10: Number of individuals in household that rely on student for support (Total student respondents = 84)



55% of student respondents were in their first year at their current IAHLA institute. A third of the respondents had been enrolled at their institute from 2 to 4 years, and 5% of respondents 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 = 82)



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 2023-24 the top three reasons selected by the respondents were:

- It allows me to study in my community (69%)
- I feel supported at this institute (63%)
- It has programs and courses of interest to me (60%)

Other reasons mentioned include the institute's reputation, the attendance of friends or family, affordability, funding opportunities, cultural relevance, and the uniqueness of courses offered. A small percentage of respondents also indicated other reasons for their choice, such as the close proximity of the institute and availability of cultural and nature-based programming.

Table 10: Why did you choose to come to this institute rather than go to another place for your studies? (Total student respondents = 91)

| Reason for Choosing Institute | 2023-24 | |
|--|---------|---------|
| | Number | Percent |
| It allows me to study in my community | 63 | 69% |
| I feel supported at this institute | 57 | 63% |
| It has programs and courses of interest to me | 55 | 60% |
| The environment is culturally relevant | 45 | 49% |
| This institute offered me funding to attend | 38 | 42% |
| My friends and/or family attended this institute | 37 | 41% |
| It was more affordable than going elsewhere | 28 | 31% |
| It has a good reputation | 25 | 27% |
| The courses offered at this institute were unavailable elsewhere | 15 | 16% |
| I'm not aware of what other places to study offer | 7 | 8% |
| Other | 9 | 10% |

Activities Before Beginning Studies

In 2023-24, 50% of the respondents were working (full-time or part-time) before enrolling at their IAHLA institute, while 30% of the respondents were not working or were attending school (see Table 11).

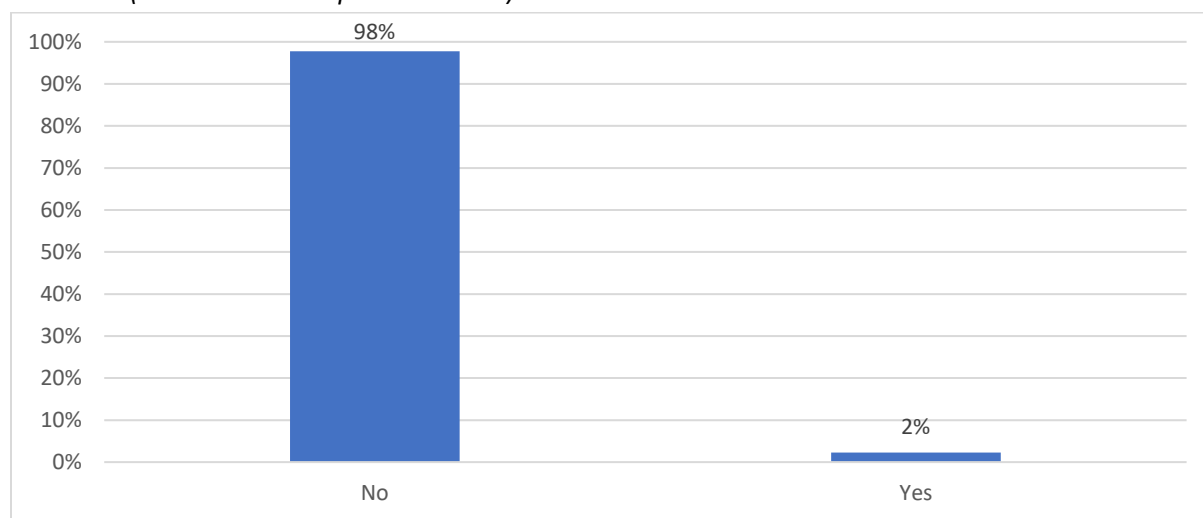
Table 11: What was your primary activity before enrolling at this institute? (Total student respondents = 90)

| Before Enrollment | 2023-24 | |
|---|---------|---------|
| | Number | Percent |
| I was working full-time | 31 | 34% |
| I was not working or attending school | 27 | 30% |
| I was working part-time | 14 | 16% |
| I was in high school | 11 | 12% |
| I was attending a non-Aboriginal controlled institute | 2 | 2% |
| I was attending another IAHLA institute | 0 | 0% |
| Other | 2 | 2% |

Studying Within the Home Community

In 2023-24, 98% of the respondents, 98% (87 students), remained in their own communities to attend their IAHLA institute (Figure 12). Among these 87 students who stayed in their communities, 76 planned to continue living in their community after finishing their studies. Of the 2 respondents who moved to a different community to attend their institute, neither 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 = 89)



Housing

Students were asked if they had access to affordable housing in order to study at their institute (Table 12). 54% of respondents confirmed they had access to adequate housing. Among the 15 students who chose "other" as their response, the majority reported residing with relatives or

parents, or owning or renting their accommodation, with the added advantage of being in close proximity to their institute.

Table 12: Do you have access to affordable housing in order to attend this institute? (Total student respondents = 89)

| Access to housing | Number | Percent |
|--|--------|---------|
| Yes, and it is adequate for my needs / my family's needs | 48 | 54% |
| No | 16 | 18% |
| Yes, but it is NOT adequate for my needs / my family's needs | 10 | 11% |
| Other | 15 | 17% |

Future Plans

The majority of survey respondents indicated their intention to pursue further studies in the year following the survey, consistent with the fact that 55% of the respondents were in their first year of study (Table 13). Among those planning to continue their education, 75% intended to remain at the same IAHLA institute, 12% were contemplating enrollment at a different post-secondary institution that is not Aboriginal-controlled, while 8% were uncertain where they would study (Table 14).

Table 13: Next academic year I plan to.... (Total student respondents = 90)

| Plan | Number | Percent |
|-------------------|--------|---------|
| Continue studying | 60 | 67% |
| Work | 25 | 28% |
| Seek employment | 17 | 19% |
| I'm not sure | 12 | 13% |
| Other | 6 | 7% |

Table 14: Where do you plan to study in the next academic year? (Total student respondents = 60)

| Location of studies next year | Number | Percent |
|--|--------|---------|
| This IAHLA institute | 45 | 75% |
| A post-secondary institute that is not Aboriginal-controlled | 7 | 12% |
| I'm not sure | 5 | 8% |
| Another IAHLA member institute | 1 | 2% |
| Other | 2 | 3% |

Funding for Studies

Students were asked to identify the primary funding sources for their studies. The most frequently identified sources were funding from their IAHLA institute (44%) and band funding

(28%) (Table 15). Those who selected “other” as a response listed social assistance and employment insurance as their sources of funding.

Table 15: What is the main source of funding for your studies? (Total student respondents = 88)

| Funding for Studies | Number | Percent |
|--|--------|---------|
| Funding from this institute | 39 | 44% |
| Band funding | 25 | 28% |
| Scholarship, grant or bursary | 5 | 6% |
| Employment while studying or during breaks | 5 | 6% |
| Personal savings | 4 | 5% |
| Financial support from family & friends | 2 | 2% |
| Student loan from government | 1 | 1% |
| Other | 7 | 8% |

Respondents could select as many sources as applicable.

When asked about barriers experienced in accessing funding to complete their education, 34 respondents (out of 61 who provided a written response) indicated that they did not experience any barriers or did not provide any specific information. Others mentioned a variety of challenges, including:

- Financial barriers and employment challenges:** Students mentioned the struggle to find funding for specific programs or mentioned that while tuition and books may be covered, living expenses and other educational costs are not. Employment schedules conflicted with class times, especially for students who work full time and rely on work-integrated study programs.
- Personal and family responsibilities:** Several respondents cared for children or family members, which caused both time and financial constraints. Single parents in particular expressed difficulty balancing work, school, and childcare, with one mentioning the high cost of gas as a specific challenge.
- Systemic issues with funding resources:** Some students reported issues with their bands not accepting applications, having long waitlists, or not providing funding. Respondents also commented on lack of awareness of available funding sources, and some students felt unsupported by the institutes and services supposed to help them. Students also reported delays and mismatches in funding schedules compared to institute schedules, affecting the timely availability of funds.
- Transportation and geographic barriers:** Students commented on the lack of transportation or being far from institutes without reliable internet connectivity which was a significant barrier for some students. Travel expenses and the challenges of commuting to and from the institute, including to required outings, were mentioned as barriers to accessing education.

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. Students mentioned additional financial aids like grants. Specific financial needs such as gas, food, and transportation stipends were mentioned, with some suggesting gift cards for these purposes.
- **Access and information:** Respondents asked for better information about funding, guidance in the application process, and contacts for funding, especially when living off-reserve. Lack of knowledge about scholarships, bursaries, and financial literacy (like banking) was also seen as a barrier.
- **Childcare:** One respondent mentioned the need for childcare support, particularly for single mothers.

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 84 respondents who answered the question, the most frequently cited reasons were family responsibilities (33%), financial difficulties (27%), and job responsibilities (25%). 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 / mental health issues and relationship problems.

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 = 84)

| Reason | Number | Percent |
|--|--------|---------|
| Family responsibilities | 28 | 33% |
| Financial difficulties | 23 | 27% |
| Job responsibilities | 21 | 25% |
| Childcare responsibilities | 19 | 23% |
| Transportation/transit challenges | 19 | 23% |
| Cultural responsibilities | 14 | 17% |
| Housing challenges | 9 | 11% |
| Academic difficulties | 5 | 6% |
| Challenges arising from COVID-19 | 6 | 7% |
| Insufficient technology (for example, not enough hardware or software) | 5 | 6% |
| Connectivity challenges (for example, lack of internet access) | 2 | 2% |
| Feeling socially isolated or unwelcome at [question('value'), id='4'] | 2 | 2% |
| Experiences of discrimination | 1 | 1% |

| Reason | Number | Percent |
|--|--------|---------|
| Other | 13 | 15% |
| No situations have led me to not attend class / consider leaving | 22 | 26% |

Note: Students could select as many options as applicable.

Students were also asked to identify supports that would help them complete their education. Approximately half of the respondents identified financial support (54%), mental health counselling that is respectful of Indigenous perspectives (44%) or technology (44%) as required supports. A third of the respondents mentioned career planning (34%), 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 = 79)

| Reason | Number | Percent |
|--|--------|---------|
| Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute) | 43 | 54% |
| Mental health counselling that is respectful of Indigenous perspectives | 35 | 44% |
| Technology (for example, laptops and accessories, computer lab access, software, Internet access) | 35 | 44% |
| Career planning (for example, job search skills, opportunities to connect with businesses) | 27 | 34% |
| Elders to support students | 24 | 30% |
| Academic advising (for example, program planning, degree requirements) | 24 | 30% |
| Transportation/transit | 23 | 29% |
| Strategies for success (for example, program that addresses studying, time management) | 23 | 29% |
| Academic tutoring (for example, within a program or through a student service centre) | 19 | 24% |
| Online learning support (for example, how to engage successfully in online learning, training on how to use software) | 18 | 23% |
| Daycare or childcare | 18 | 23% |
| Housing for students or families on campus | 15 | 19% |
| Supports for students with disabilities | 14 | 18% |
| Technical support (for example, troubleshooting computers or Internet access) | 11 | 14% |
| Other | 7 | 9% |

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

- Better communication with the instructors
- Library access

- Home care support

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. While their education was helpful in many ways, the most frequently cited benefits (helpful / very helpful) were working effectively with others, learning on your own, reading and comprehending material appropriate to your field, and speaking effectively (Figure 13). 74% of students indicated that their education has helped them to converse in their First Nations language.

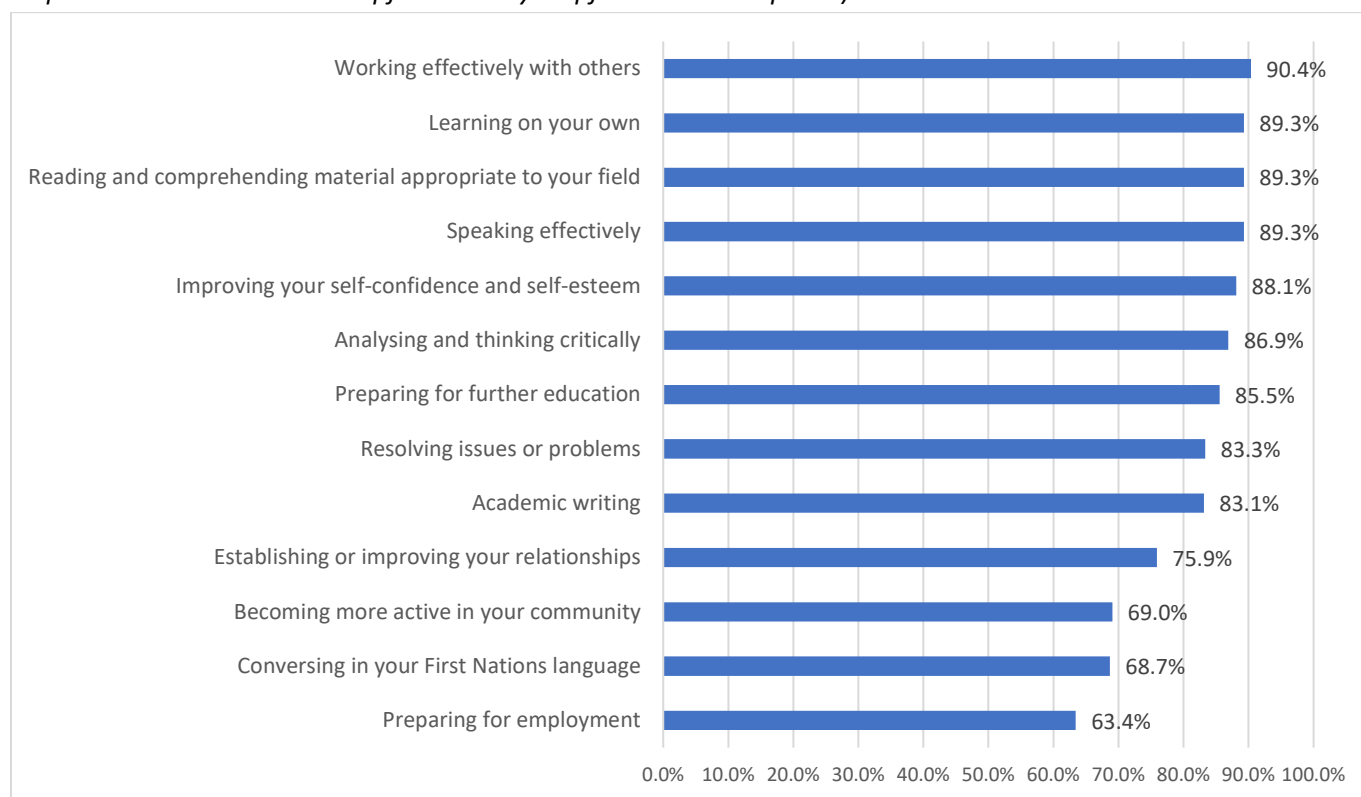
Table 18: How helpful has attending this institute been for developing the following?

| Statement | Don't know | Not applicable | Not at all helpful | Not very helpful | Helpful | Very helpful | Total # respondents |
|--|------------|----------------|--------------------|------------------|---------|--------------|---------------------|
| Number | | | | | | | |
| Academic writing | 6 | 6 | 0 | 2 | 33 | 36 | 83 |
| Speaking effectively | 3 | 3 | 0 | 3 | 42 | 33 | 84 |
| Reading and comprehending material appropriate to your field | 3 | 3 | 0 | 3 | 39 | 36 | 84 |
| Working effectively with others | 1 | 3 | 2 | 2 | 40 | 35 | 83 |
| Analysing and thinking critically | 3 | 2 | 0 | 6 | 37 | 36 | 84 |
| Resolving issues or problems | 4 | 4 | 0 | 6 | 40 | 30 | 84 |
| Learning on your own | 3 | 0 | 0 | 6 | 41 | 34 | 84 |
| Improving your self-confidence and self-esteem | 4 | 1 | 0 | 5 | 46 | 28 | 84 |
| Establishing or improving your relationships | 4 | 7 | 0 | 9 | 36 | 27 | 83 |
| Becoming more active in your community | 8 | 10 | 0 | 8 | 28 | 30 | 84 |
| Conversing in your First Nations language | 4 | 9 | 3 | 10 | 29 | 28 | 83 |
| Preparing for further education | 3 | 4 | 1 | 4 | 37 | 34 | 83 |
| Preparing for employment | 5 | 13 | 3 | 9 | 26 | 26 | 82 |
| Percent | | | | | | | |
| Academic writing | 7.2% | 7.2% | 0.0% | 2.4% | 39.8% | 43.4% | 83 |
| Speaking effectively | 3.6% | 3.6% | 0.0% | 3.6% | 50.0% | 39.3% | 84 |
| Reading and comprehending material appropriate to your field | 3.6% | 3.6% | 0.0% | 3.6% | 46.4% | 42.9% | 84 |
| Working effectively with others | 1.2% | 3.6% | 2.4% | 2.4% | 48.2% | 42.2% | 83 |
| Analysing and thinking critically | 3.6% | 2.4% | 0.0% | 7.1% | 44.0% | 42.9% | 84 |
| Resolving issues or problems | 4.8% | 4.8% | 0.0% | 7.1% | 47.6% | 35.7% | 84 |

| Statement | Don't know | Not applicable | Not at all helpful | Not very helpful | Helpful | Very helpful | Total # respondents |
|--|------------|----------------|--------------------|------------------|---------|--------------|---------------------|
| Learning on your own | 3.6% | 0.0% | 0.0% | 7.1% | 48.8% | 40.5% | 84 |
| Improving your self-confidence and self-esteem | 4.8% | 1.2% | 0.0% | 6.0% | 54.8% | 33.3% | 84 |
| Establishing or improving your relationships | 4.8% | 8.4% | 0.0% | 10.8% | 43.4% | 32.5% | 83 |
| Becoming more active in your community | 9.5% | 11.9% | 0.0% | 9.5% | 33.3% | 35.7% | 84 |
| Conversing in your First Nations language | 4.8% | 10.8% | 3.6% | 12.0% | 34.9% | 33.7% | 83 |
| Preparing for further education | 3.6% | 4.8% | 1.2% | 4.8% | 44.6% | 41.0% | 83 |
| Preparing for employment | 6.1% | 15.9% | 3.7% | 11.0% | 31.7% | 31.7% | 82 |

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 (85.9%) and administrative (82.4%) staff, liked the courses they had taken (71.8%), and felt the physical environment at their institute reflects First Nations culture (74.1%) (Table 19). Almost all

respondents were satisfied with the education they received. Approximately 90% 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. | 0 | 1 | 11 | 73 | 85 |
| I feel supported by the administrative staff. | 1 | 0 | 14 | 70 | 85 |
| The physical environment at this institute reflects First Nations culture. | 5 | 2 | 15 | 63 | 85 |
| The physical environment and facilities at this institute are adequate. | 7 | 3 | 21 | 54 | 85 |
| I like the availability and range of courses. | 2 | 1 | 21 | 61 | 85 |
| Percent | | | | | |
| I feel supported by the teaching staff. | 0.0% | 1.2% | 12.9% | 85.9% | 85 |
| I feel supported by the administrative staff. | 1.2% | 0.0% | 16.5% | 82.4% | 85 |
| The physical environment at this institute reflects First Nations culture. | 5.9% | 2.4% | 17.6% | 74.1% | 85 |
| The physical environment and facilities at this institute are adequate. | 8.2% | 3.5% | 24.7% | 63.5% | 85 |
| I like the availability and range of courses. | 2.4% | 1.2% | 24.7% | 71.8% | 85 |

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

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

- positive learning experiences
- supportive and friendly environment
- helpful educational support and resources
- cultural and community connections
- useful professional development and learning experiences
- supportive staff and instructors

However, students also identified some challenges, including:

- communication issues, such as the difficulty in contacting staff or instructors, or lack of feedback from instructors
- need for facility upgrades
- need for daycare facilities and transportation
- challenges with technology
- syllabus and organizational issues (e.g., course scheduling, mistakes in course documents)
- limited choice of courses

Improving Student Experiences

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

- **Technological needs and support:** Students would like more technology to facilitate student learning and more support in using technological devices.
- **Organization and planning:** Students wished for better organization in the setting of course dates, access to materials ahead of time, and greater consistency between teachers' expectations and classroom guidelines.
- **Cultural integrity in education:** Several students emphasized the importance of teaching the language as spoken by Elders and Ancestors, preserving the authenticity of the original languages, and not conforming to English curriculum formats. There was a specific mention of the need for proficient language speakers to proofread syllabi to ensure the correct use of words and forms.
- **Community and Elder involvement:** Students express a desire to have more involvement from community elders in the educational process to share teachings and encourage language use.
- **Funding and financial support:** Funding issues were frequently mentioned, including the need for a living allowance and more grants and awards to help with expenses related to education.
- **Educational environment:** Some students asked for quieter classrooms that help with anxiety and focus, as well as classrooms that are away from noisy environments.
- **Curriculum expansion:** There was a desire for a wider range of classes, hands-on cultural courses, and the introduction of a Bachelor of Education in Indigenous language revitalization offered during evenings and weekends.
- **Academic support and guidance:** Students asked for more academic support, including tutoring in math and guidance on what to do after completing their current program.
- **Support services:** Students mentioned the need for assistance with childcare, transportation, and housing.
- **Cultural and community engagement:** A few students suggested more cultural activities and engagement, such as beading, sewing, and making drums, as well as more guest presenters to bring different perspectives and inspirations.

Data Collection Summary

- **Students:** Most students enrolled in 2022-23⁴ in responding institutes were living on reserve and enrolled part-time. More than half of the students completed their programs successfully.
- **Instructors:** 75% of instructors employed in 2023-24 were part time, and approximately 45% had a bachelor's degree or higher. About 48% of instructors identified as First Nations, and 30% 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, and these relationships were working well.
- **Needed Supports and Services:** Many supports and services were identified as necessary for students, including supports for students with disabilities, curriculum development, cultural activities, opportunities for student input, and recruitment services.

The following observations can be made about the 91 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, they feel supported by the institute, and the institute has programs and courses of interest to the student. A half of respondents were working before they began their studies. Over 80% respondents were supporting individuals in their household. Most respondents stayed in their communities to study and, regardless of whether 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 financial support (54%), mental health counselling that is respectful of Indigenous perspectives (44%), technology (44%), career planning (34%), 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 2022-August 2023).

- **Funding for studies:** Funding from their IAHLA institute and from their band were the primary sources of funding for responding students.
- **Satisfaction and impacts:** Most respondents were satisfied with their institute. Most students thought their institute helped them prepare for working effectively with others, learning on your own, reading and comprehending material appropriate to your field, and speaking effectively. 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 job responsibilities.
- **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 and access to devices) reflects the continued effects of the COVID-19 pandemic.

Appendix A: Institute Survey

Please complete the survey online at: [\[link\]](#)

If you prefer to submit your responses in this Word document, please email this completed document to [\[email\]](#)

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 FNEC 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 among 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 Oksana Bartosh (obartosh@directions-eprg.ca) at Directions Evidence and Policy Research Group.

For questions about the overall IAHLA Data Collection Project, contact FNEESC at pseadmin@fnesc.ca.

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 2022 - August 2023):

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 | |
| Post-secondary 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 2022 - August 2023)? (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 2022 - August 2023) were:

| | |
|---------------|--|
| Women | |
| Men | |
| Not disclosed | |

8. Of the students that were enrolled in your institute in the last academic year (September 2022 - August 2023), 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 2023 - August 2024) 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 2023 - August 2024):

| | # 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 this academic year (September 2023 to August 2024):**

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.****Facilities****14. Does your institute have a designated facility to offer its post-secondary programming?**

- Yes No

Comments:

15. Is your facility a First Nations K-12 school?

- Yes No

Comments:

16. Are your facilities on or off reserve?

- Yes No Our institute has more than one facility, both on and off reserve

Comments:

Support and Service Needs

17. 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 | |
| Other (please specify) _____ | |
| None of the above | |

18. 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

19. 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.

- British Columbia Institute of Technology
- Camosun College
- Capilano University
- Coast Mountain College
- College of New Caledonia
- College of the Rockies
- Douglas College
- Emily Carr University of Art and Design
- Justice Institute of British Columbia
- Kwantlen Polytechnic University
- Langara College
- Nicola Valley Institute of Technology
- North Island College
- Northern Lights College
- Okanagan College
- Royal Roads University
- Selkirk College
- Simon Fraser University
- Thompson Rivers University
- University of British Columbia
- University of Northern British Columbia
- University of the Fraser Valley
- University of Victoria
- Vancouver Community College
- Vancouver Island University
- Other - Please specify: _____
- None of the above

20. 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 | |
| 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

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

22. 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. FNESC will contact you if your institute is selected in the draw.

Appendix B: Student Survey

Welcome

This survey is for students 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 FNEC 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 FNEESC 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
- 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
- Nexw7áystwaý (Training and Trades Centre)
- Nicola Valley Institute of Technology
- Northern Shuswap Tribal Council
- Ntamtqen Snmamayatn Adult Education
- NTC Nuu-chah-nulth Tribal Council (NETP)
- Pacheedaht First Nation
- Penelakut Island Learning Centre
- Penticton Indian Band Adult Education
- Prince George Nechako Aboriginal Employment and Training Centre
- Saanich Adult Education Centre
- Seabird College
- Sechelt Indian Band Education Centre
- 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)
- Tšilhqot'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 2022-23 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 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](mailto:pseadmin@fnesc.ca) pseadmin@fnesc.ca<mailto:>.

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 FNEESC 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 2024 and continue until August 2025.**

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, two-spirit, non-binary, etc.)?

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):