DATA COLLECTION PROJECT 2014/15

Indigenous Adult and Higher Learning Association
IAHLA

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CONSULTING

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Executive Summary

1.0   Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit society dedicated to addressing the mutual interests of Indigenous adult and higher learning institutes in British Columbia. It is governed by a Board of Directors which designates a sub-committee, the IAHLA Data Working Group, to inform and direct IAHLA's annual Data Collection Project (the Project). IAHLA initiated the Project in 2005/06. This report focuses on the results of the tenth year of research (2014/15).

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

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

- personal development;

- leadership development;

- cultural development;

- wisdom development;

- student satisfaction; and,

- academics.

2.0   Methodology

To undertake the Project, the IAHLA Data Working Group[1] asked all IAHLA member institutes offering adult and post-secondary education programming to complete a data collection instrument that included two components:

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

2. A survey questionnaire for learners.

Surveys were sent out, returned, entered and analyzed between October 2014 and February 2015. In total, 38% (13) of 34 eligible[2] institutes returned surveys as well as 289 adult learners.

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

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

3. 0   Who Responded

Most (92%) of the 13 institutes who responded to the survey were offering multiple types of programming in 2014/15. Ninety-two percent were offering ABE or adult upgrading courses. Most of these institutes offering Adult Basic Education (ABE) or adult upgrading courses were also offering other programming. Fifteen percent of the responding institutes reported they were offering trades programs or courses and 92% reported offering other programs or courses.

In 2014/15, 62% of responding institutes were offering post-secondary programming.

The IAHLA Data Collection Project asked institutes to report *past* year enrolment data – those for the previous academic year. In 2014/15, 13 responding institutes reported *past* year enrolments of 2,147 learners in 2013/14.   For the three years before 2012/13, total reported student enrolments had ranged between 2,500 and 3,100 learners each year and the number of institutes varied from 19 to 22 in this time period. For 2012/13, this enrolment number was lower than in previous years likely due to fewer institutes responding and to NVIT enrolments not being included that year, but being included in earlier years.

Many of the responding institutes are small in size. In 2014/15, 46% of the responding institutes reported enrolling less than 50 learners the previous year (in 2013/14) and 23% enrolled 50 to 100 students. However, one-third (31%) enrolled more than 100 students.

More 2013/14 learners enrolled full-time (67%) than part-time (33%). A majority of these learners were women (69%).

In 2014/15, 82 instructors worked at 12 of the responding institutes as of Fall 2014. Institutes reported part-time/full-time status for these instructors, of whom 76% were working part-time and 24% were working full-time. Similar to previous years, most (88%) of these instructors had a Bachelor's degree or higher level of education.

In 2014/15, 8% (1) of the institutes reported they were registered with the Private Career Training Institutes Agency (PCTIA). In previous years, from 3 to 6 responding institutes have reported they were registered with PCTIA.

4.0   Institute and Learner Funding

In 2014/15, most institutes were using multiple funding sources to meet their operational costs. Institutes were most frequently using the following funding sources: Aboriginal Affairs and Northern Development Canada (AANDC) Adult Nominal Roll funding (69%) and Aboriginal Community-based Delivery Partnerships Program funding (funding provided through the Canada/British Columbia Labour Market Agreement, the Ministry of Advanced Education and AANDC). As in previous years, Adult Nominal Roll funding was most likely to have been an institute's major funding source (responsible for 50% or more of an institute's funding).

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[2] Four of 38 IAHLA members responded that their institute was ineligible for the project e.g., they were not yet operating or they do not directly deliver programming (their students attend other post-secondary institutions).

In 2014/15, institutes were asked specifically how the recent changes to the ISSP and its replacement by the Post-Secondary Partnerships Program has impacted their institute. Eight of the 13 responding institutes reported direct impacts from the changes on their institutes; 1 reported no changes, 1 reported they were applying, 2 were unsure and 1 did not respond. In particular, concerns were raised regarding reduced programming for smaller institutes, those in more remote communities and for language programming. Most students surveyed were unfamiliar with the changes.

Learners reported they relied most frequently on Band funding to pay for their studies (61%) and/or living expenses (30%). Social assistance (20%) and employment (20%) were also fairly frequently being used by learners to fund their living expenses. Some learners were unsure how their studies (20%) or living expenses (10%) were being funded (as of Fall 2014).

IAHLA institutes may also partner with other institutions or organizations to deliver programs in their communities. Most (12) of the institutes reported on at least one formalized relationship they had with other post-secondary education providers in 2014/15. Thirty-eight percent of the responding institutes had formalized relationships through affiliation agreements, 38% of responding institutes had service agreements with others, and 62% (also) had other types of agreements in place.

In 2014/15, when adult learners were asked how much they knew about which institute to attend before coming to their institute, 73% said they knew a lot or a fair bit. A similar proportion (80%) said they knew a lot or a fair bit about what courses to take at that time. However, only 46% reported they knew a lot or a fair bit about how to pay for their studies before they came.

5.0   Wisdom Development

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

In 2014/15, one-half (48%) of learners surveyed were enrolled in ABE or adult upgrading courses, 35% were enrolled in post-secondary programming (college or university level programs or courses), 25% in trades programs or courses and 7% in other programs or courses (e.g., First Aid, SuperHost, etc.)

In 2013/14, 72% (542) of 757 learners at 12 institutes successfully completed at least one course they were enrolled in.

Most of the credentials awarded to students in the 2013/14 academic year were certificates. Ten responding institutes reported awarding 192 credentials to students in 2013/14. Of these credentials, 47% were (non-trades) post-secondary certificates, diplomas or degrees. Seventeen percent were trades certificates and 9% were Adult Dogwood diplomas. More than one-quarter (27%) were other credentials (e.g., first aid or computer training credentials).

In 2014/15, 80% of learners agreed they were better able to learn since beginning at their institute. Two-thirds or more of these learners also agreed that they had been helped to prepare for their further education, gained skills in solving problems, learned research skills and/or learned to seek help for their needs. About one-half of the learners surveyed stated they had learned computer skills and/or helped to prepare for getting a job. In 2013/14 and 2012/13, learners rated their learning and academic skill development in most areas within similar ranges.

However, in 2014/15, learners agreed more often that they have been helped to prepare for a job.

6.0   Learners' Personal Development

In 2014/15, responding IAHLA institutes continued to support learners' personal development through:

- *Delivering life skills programs* — in 2014/15, 46% of surveyed learners reported they had been *enrolled in* life skills programs since beginning their studies at the institute. Of these learners, 90% reported they had benefited from the skills and information they learned in these programs.

- *Providing interventions and referrals for learners* — in 2014/15, most often the learners surveyed had used peer support (69%), family involvement (65%), academic advising (63%) and other student support (58%) services. Most of those who have used these services have found them "very helpful" or "somewhat helpful."

- *Linking with a wide range of partners* — institutes establish links with partners to offer programs and supports to learners. In 2014/15, institutes most frequently linked with Active Measures and on-reserve agencies/societies. About one-in-two also linked with communities, employment services, health services and/or Aboriginal Service Plans funding.

In 2014/15, most learners agreed they felt better about themselves (76%) and/or more confident (76%) since beginning at their institute. Most learners planned to continue to study the next academic year (in 2015/16) – most often at the same institute (46%), at universities (11%), at provincial public colleges (8%) or at First Nations colleges (6%). Others (33%) intended to seek employment the next academic year and 17% were not yet sure of their goals for the next academic year. Ninety-one percent of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year.

7.0   Cultural Development

In 2014/15, responding institutes advanced learners' cultural learning by:

- *Placing a high level of importance on promoting aspects of culture, in addition to academic goals* — promoting aspects of culture was centrally or very important to 92% of the institutes in 2014/15.

- *Offering language courses* — seventy-seven percent of responding institutes offered First Nations language courses in 2014/15. Thirty-eight percent of responding institutes offered language courses for credit, while 62% offered non-credit language courses (including 23% which offered both).

- *Being involved in language revitalization activities* — seventy-seven percent of the institutes were involved with First Nations language revitalization projects.

In 2014/15, 49% of 82 instructors at responding institutes were First Nations.

In 2014/15, 37% of learners agreed they had become more active in cultural events and 23% agreed they were better able to carry on a conversation in their First Nations language. Other students were neutral about such changes – possible because they were already active culturally or able to speak their language before attending this institute or because they may not have felt these questions applied to them.

8.0   Students' Leadership Development and Satisfaction

In 2014/15, IAHLA institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through encouraging and/or enabling students to become more active in their communities. Thirty-five percent of surveyed learners agreed they had become more active in their communities since beginning at their institute.

In 2014/15, learners were highly satisfied with their educational experiences. Eighty-seven percent of learners agreed they were satisfied, overall, with their institutes. Similarly, 86% said they would recommend their institutes to others. Student satisfaction with courses, facilities and relationships ranged between 61% and 84%. Learners rated their satisfaction with the courses they have taken most highly.

In 2013/14 and 2012/13, learners rated their satisfaction with courses, facilities and relationships within similar ranges. Learners have consistently been highly satisfied with their relationships with teaching staff and the courses they have taken.

1.0   Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit society dedicated to addressing the mutual interests of all Indigenous adult and higher learning institutes in British Columbia. It is governed by a Board of Directors which designates a sub-committee, the IAHLA Data Working Group, to inform and direct IAHLA's annual Data Collection Project (the Project). IAHLA initiated the Project in 2005/06. This report focuses on the results of the tenth year of research (2014/15).

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

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

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

At the institute level, the information:

- Provides data which institute staff and students can use to make decisions about programming and to monitor changes over time;

- Provides supportive data for funding options and operational budget development; and,

- Assists institutes in maintaining accountability to students, communities and funding agencies using a process designed for them by them.

At the collective (Association) level, the information:

- Allows IAHLA to identify priorities for services and advocacy;

- Helps identify best practices;

- Assists with planning and tracking growth;

- Creates a sense of unity and networking among IAHLA member institutes; and,

- Helps to frame, inform and guide IAHLA's overall strategic planning process.

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

- personal development;

- leadership development;

- cultural development;

- wisdom development;

- student satisfaction; and,

- academics.

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

2.0   Methodology

To undertake the Project, the IAHLA Data Working Group[3] asked all IAHLA member institutes offering adult and post-secondary education programming to complete a data collection instrument that included two components:

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

2.   A survey questionnaire for learners.

In the week of October 27, 2014, Tindall Consulting[4] began contacting institutes on behalf of IAHLA. Institutes were emailed a letter from the Data Collection Working Group requesting their participation along with institute and student survey forms with a response deadline of November 21, 2014. Follow ups were made to all institutes to confirm a Project contact person and email address or fax number. Participating institutes provided students with access to an electronic (online) or paper copy of the IAHLA Data Collection Project (DCP) student questionnaire and encouraged students to complete and return or submit the surveys. All completed data collection surveys (from institutes and students) were gathered by the end of December 2014.

Completed IAHLA DCP surveys were sent directly to Tindall Consulting for processing. This aggregate report presents the findings of these analyses at the provincial level, demonstrating overall results. Analysis and reporting was completed by end of March 2015. IAHLA has plans to report on the results of the 2014/15 Data Collection Project and seek direction for any future activities at the 2015 IAHLA Annual General Meeting.

In 2014/15, 38% (13) of 34 eligible[5] institutes responded to the Data Collection Project. The number of eligible institutes responding to the Project was lower than in previous years as outlined in the Exhibit below.

Exhibit 2.1 – Eligible Institutes Responding to the IAHLA Data Collection Project
2005/06 to 2014/15

	2014/ 15	2013/ 14	2012/ 13	2011/ 12	2010/ 11	2009/ 10	2008/ 09	2007/ 08	2006/ 07	2005/ 06
Response Rate	**38%**	**50%**	**64%**	**74%**	**71%**	**70%**	**83%**	**82%**	**76%**	**81%**
# of Institutes Responding	13	16	21	23	22	21	25	23	19	17

[3] The IAHLA Data Working Group is comprised of IAHLA members who represent large and small institutes across the province.
[4] In September 2014, Tindall Consulting was engaged by IAHLA to: undertake data entry, coding, editing, and cleaning; and, to prepare descriptive statistics of the institute and student responses presented in this report.
[5] Four of 38 IAHLA members responded that their institute was ineligible for the project e.g., they were not yet operating or they do not directly deliver programming (their students attend other post-secondary institutions).

Eligible Institutes	34	32	33	31	31	30	30	28	25	21

Each year there is a change in the mix of institutes responding to the Project, along with changes at individual institutes which may affect the results.

In 2014/15, 289 adult learners completed surveys. The number of adult learners responding to the Project was also relatively low this year as outlined in the Exhibit below.

Exhibit 2.2 – Adult Learners Responding to the IAHLA Data Collection Project
2005/06 to 2014/15

	2014/ 15	2013/ 14	2012/ 13	2011/ 12	2010/ 11	2009/ 10	2008/ 09	2007/ 08	2006/ 07	2005/ 06
Adult Learners Responding	289	213	329	343	435	361	405	404	255	176

The institutes responding each year are presented in Appendix B. A profile of the learners surveyed is presented in Appendix C. The questionnaires and other data collection instruments used are presented under separate cover in the 2014/15 IAHLA Data Collection Project's Methodology Report.

3.0   Who Responded

Responding IAHLA institutes are described below in terms of:

- The programming they are offering;

- Past year student enrolments and completions; and,

- Instructors and instructor qualifications.

3.1   Current Year Programming Offered

In 2014/15, almost all (92%) of the 13 responding institutes reported offering *more than one* of the following types of programming in the current year:

- adult basic education (ABE)/adult upgrading courses (to Grade 12);

- post-secondary (college or university level programs);

- trades programs or courses; and/or,

- other programs or courses (e.g., First Aid, SuperHost, etc.).

> Most IAHLA institutes offer more than one type of programming

*Exhibit 3.1 – Programming Offered by Institutes This Year*
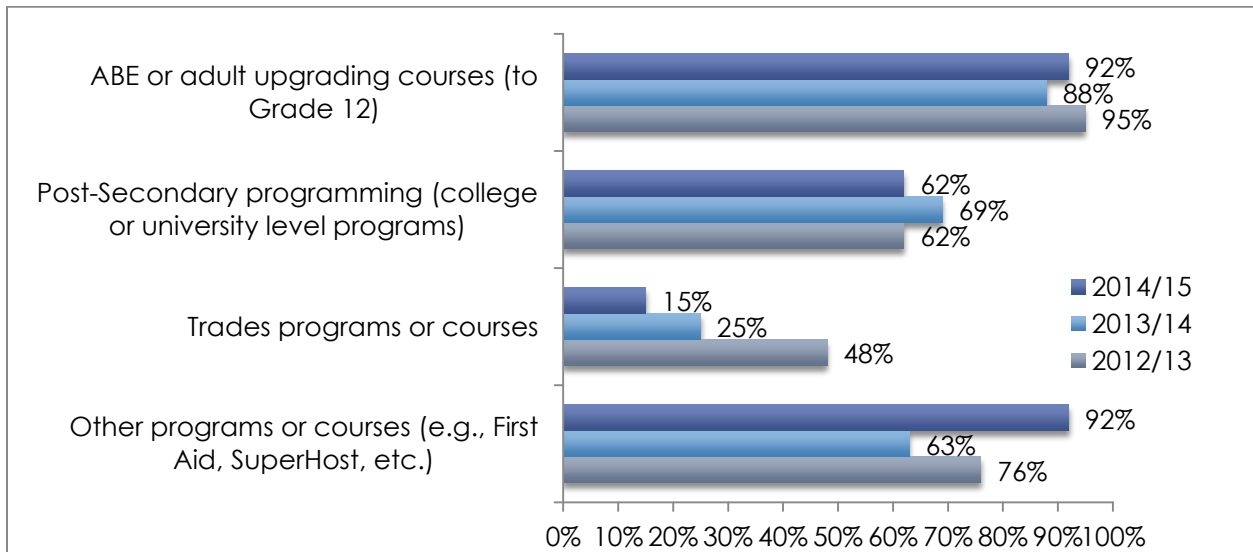
Most frequently, institutes were offering ABE or adult upgrading courses (to Grade 12) (92%). Most (92%) of these 12 institutes offering ABE or adult upgrading courses were also offering other programming.

In 2014/15, 62% of the responding institutes reported they were offering post-secondary programs this year.

In 2014/15, 15% of the responding institutes reported they were offering trades programs or courses and 92% reported offering other programs or courses.

Over the past five years, a majority of responding institutes have offered post-secondary programming each year. Each year there is a change in the mix of institutes responding to the Project, along with changes at individual institutes which may affect these results.

Exhibit 3.2 – Post-Secondary Programming Offered by Institutes This Year
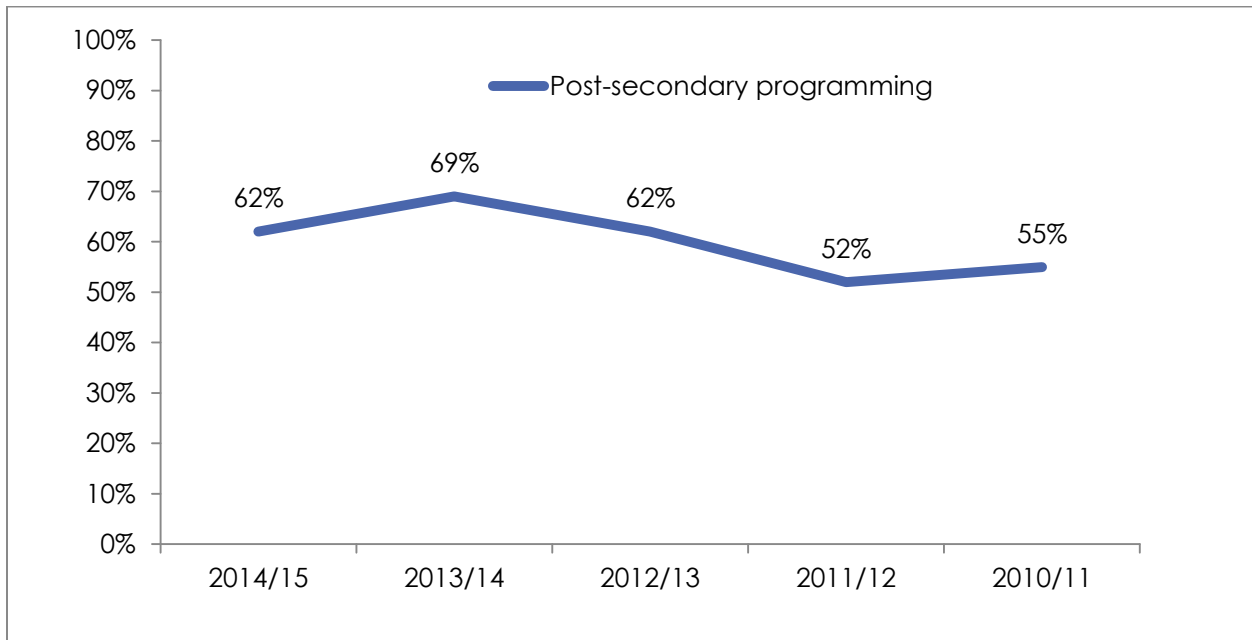
3.2   Past Year Student Enrolments

The IAHLA Data Collection Project asked institutes to report past year enrolment data. Past year enrolments cover all students enrolled in the institute in the previous academic year. Past year enrolments are complete for the year as a whole, as they include all students enrolled throughout that year.

In 2014/15, the 13 institutes reporting on past year (2013/14) enrolments had 2,147 learners that year.

In the three years before 2012/13, the total reported student enrolments ranged between 2,500 and 3,100 learners each year. The number of institutes reporting these enrolments varied from 19 to 22 in that time period. Nicola Valley Institute of Technology (NVIT) enrolments represented between 43% and 49% of the enrolments reported in each of these years.[6] In 2012/13 total reported enrolments were 1,204 learners, and 0% were NVIT enrolments.

> Many IAHLA institutes are small but almost one-third enrolled more than 100 students last year

Exhibit 3.3 – Past Year Enrolments

	Past Year (2013/14)	Past Year (2012/13)	Past Year (2011/12)	Past Year (2010/11)	Past Year (2009/10)
	N=13 of 13	N=14 of 16	N=19 of 21	N=22 of 23	N=22 of 22
Student enrolments	2,147	1,204	2,978	3,118	2,584

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. Potential levels of double counting between other (non-NVIT) responding institutes would be much lower.

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[6] In 2012/13, NVIT enrolments represented 0% of the reported enrolments. In 2011/12, NVIT enrolments represented 49% of the enrolments for the 19 responding institutes. In 2010/11 they were 43% and in 2009/10 they were 48%.

Many of the responding institutes are small in size. In 2014/15, 46% of the responding institutes reported enrolling less than 50 learners the previous year (in 2013/14) and 23% enrolled 50 to 100 students. However, almost one-third (31%) enrolled more than 100 students.

Exhibit 3.4 – Responding Institutes' Past Year Student Enrolment

|	Past Year (2013/14)	Past Year (2012/13)	Past Year (2011/12)	Past Year (2010/11)	Past Year (2009/10)
	N=13	N=16	N=21	N=23	N=22
Enrolling more than 100 students					
# of Institutes	4	5	7	9	7
% of Institutes	31%	31%	33%	39%	32%
Enrolling 50 to 100 students					
# of Institutes	3	2	1	2	3
% of Institutes	23%	13%	5%	9%	14%
Enrolling 0 to 49 students					
# of Institutes	6	7	11	11	12
% of Institutes	46%	44%	52%	48%	55%
No Enrolment #s Provided					
# of Institutes	0	2	2	1	0
% of Institutes	0%	13%	10%	4%	0%

In 2014/15, 75% (9) of 12 responding institutes reported enrolling both full-time and part-time students the previous year. Twenty-five percent (3) reported enrolling only full-time students.

More 2013/14 learners enrolled full-time (67%) than part-time (33%) as defined by the responding institutes.

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

A majority of IAHLA learners are full-time and/or female

*Exhibit 3.5 – Student Enrolments by Full-Time/Part-Time Status*
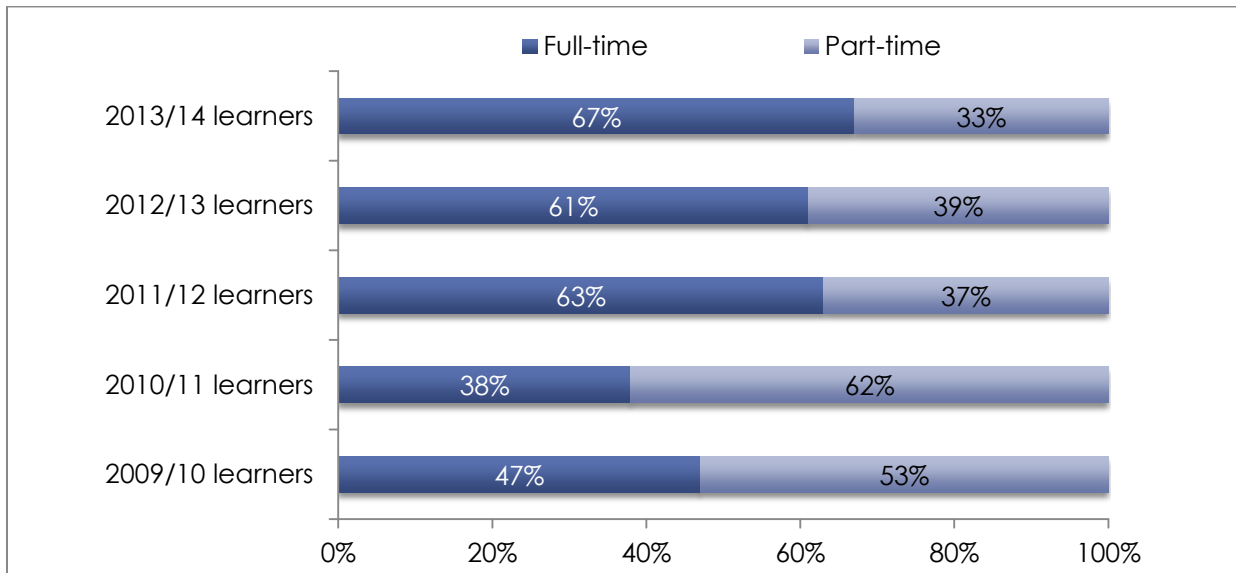
Base: 747 2013/14 learners at 12 institutes; 1,204 2012/13 learners at 14 institutes; 1,508 2011/12 learners at 18 institutes; 1,726 2010/11 learners at 20 institutes; 1,342 2009/10 learners at 21 institutes.

In 2014/15, a majority of the learners enrolled at 12 institutes were women (69%).

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

Exhibit 3.6 – Student Enrolments by Gender
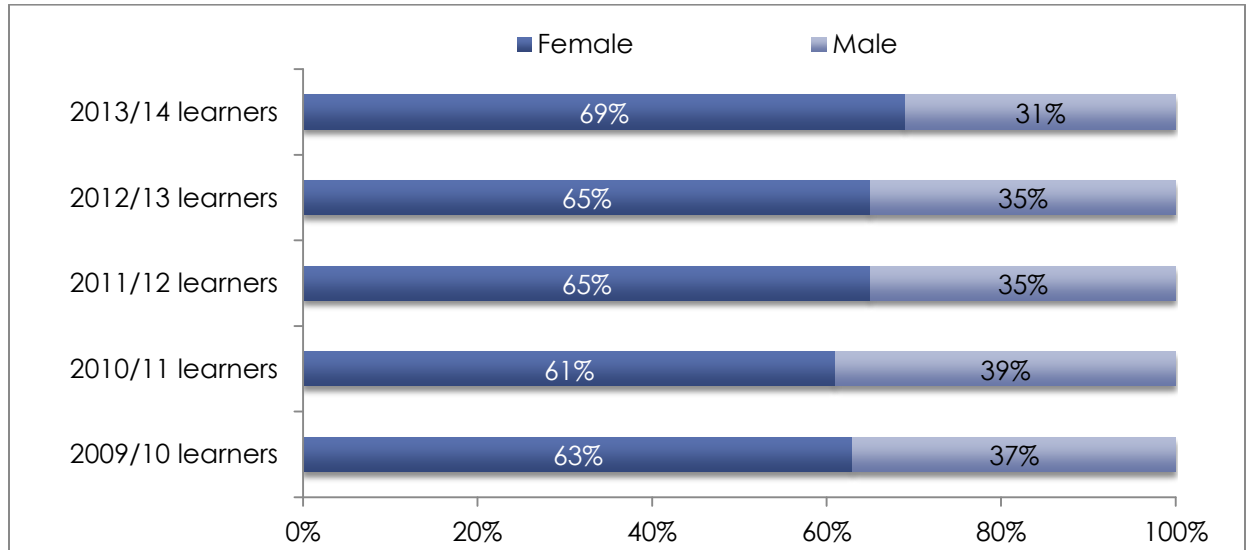
Base: 747 2013 learners at 12 institutes; 1,204 2012/13 learners at 14 institutes; 2,978 2011/12 at 19 institutes; 3,056 2010/11 learners at 21 institutes; 2,584 2009/10 learners at 22 institutes.
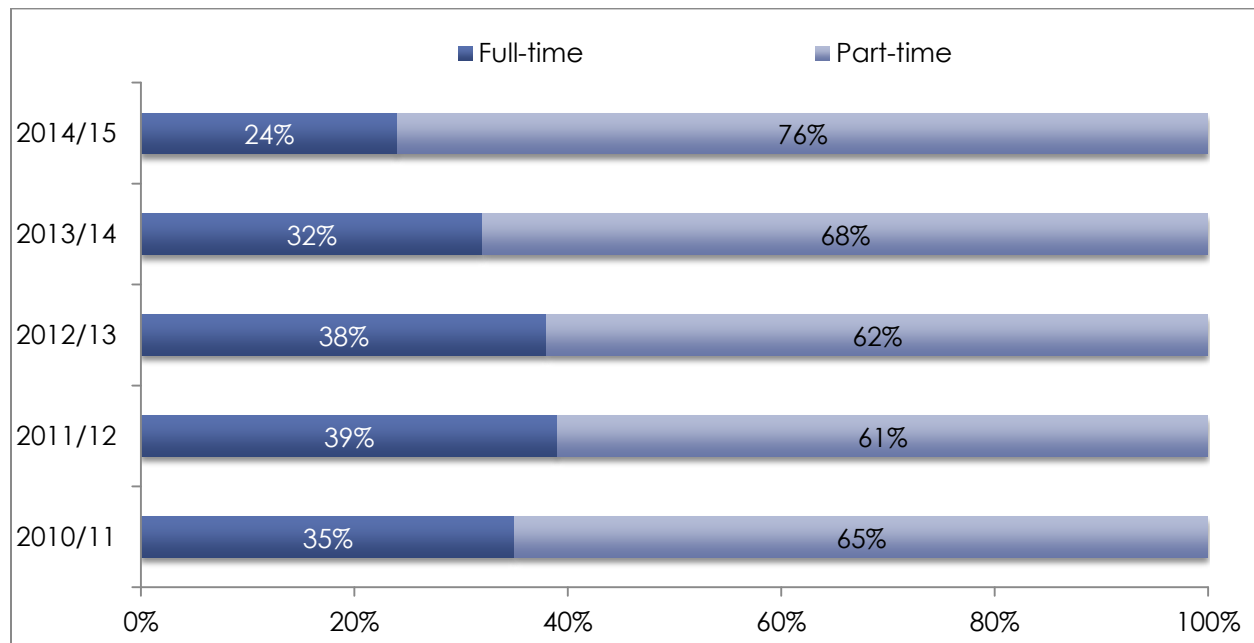
3.3   Instructors

In the past five years, the number of instructors employed by responding institutes has ranged from 82 to 226 instructors. For example, in 2014/15, 12 of the 13 responding institutes employed 82 instructors as of Fall 2014.

Exhibit 3.7 – Instructors Employed[7]

	2014/15	2013/14	2012/13	2011/12	2010/11
	N = 12 of 13	N= 15 of 16	N= 21 of 21	N=23 of 23	N=22 of 22
Instructors Employed	82	135	226	185	176
Average Instructors Employed (per Institute)	7	9	11	8	8

Full-time instructors have represented between 24% and 39% of the instructors employed in each of the last five years.

Exhibit 3.8 – Instructors Employed Full-time/Part-time[8]

Base: 82 2014/15 instructors at 12 institutes; 135 2013/14 instructors at 15 institutes; 226 2012/13 instructors at 21 institutes; 185 2011/12 instructors at 23 institutes; 176 2010/11 instructors at 22 institutes.

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[7] Please note that the wording for this question was different in 2012/13.
[8] Please note that the wording for this question was different in 2012/13.

In 2014/15, 88% of the instructors at 11 responding institutes had a Bachelors degree or higher level of education. More than three-quarters of instructors have had this level of education in three of the four years before this (the wording for this question was changed in 2012/13).

> A majority of IAHLA instructors work part-time and/or have at least a Bachelors degree

Exhibit 3.9 – Instructors with a Bachelors degree or Higher Level of Education[9]
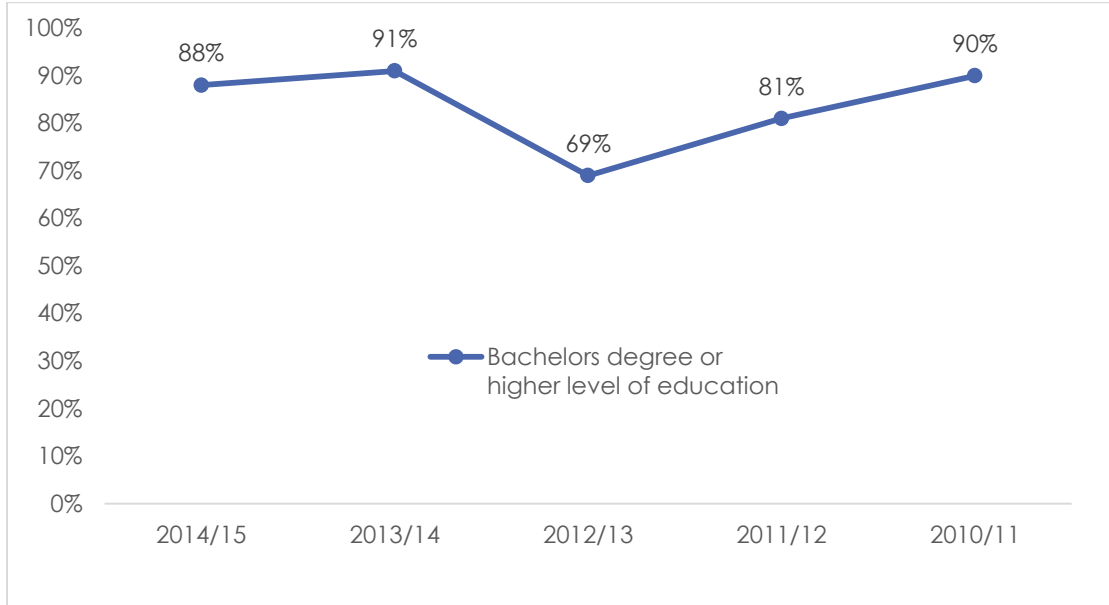
3.4   Private Career Training Institutes Agency (PCTIA) Registration

In 2014/15, 8% (1) of 13 responding institutes reported they were registered with PCTIA. In previous years, from 3 to 6 responding institutes have reported they were registered with PCTIA.

Exhibit 3.10 – PCTIA Registrations

	2014/15	2013/14	2012/13	2011/12	2010/11
	N=13	N=16	N=21	N=23	N=22
Percent Registered with PCTIA	8%	19%	24%	26%	23%
Number Registered with PCTIA	1	3	5	6	5

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[9] Please note that the wording for this question was different in 2012/13.

4.0   Institute and Learner Funding

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

- Institutes' funding sources;

- The introduction of the Post-Secondary Partnerships Program; and,

- Learners' funding of their studies and living expenses.

4.1   Sources of Institute Funding

In 2014/15, most institutes were using multiple funding sources to meet their operational costs.

Nine (69%) of the 13 responding institutes were using Aboriginal Affairs and Northern Development Canada (AANDC) Adult Nominal Roll funding for at least part of their costs.

One (8%) was using Post-Secondary Partnerships Program funding (formerly the ISSP) whose source is AANDC.

23% using FNSA New Paths Grants (whose source is also AANDC).

62% were using Aboriginal Community-based Delivery Partnerships Program funding (funding provided through the Canada / British Columbia Labour Market Agreement, the Ministry of Advanced Education, and AANDC).

46% of these institutes were using Band funding, 31% were using provincial ABE funding, and 46% were using other provincial funding and 69% were using other federal funding

> IAHLA institutes use multiple funding sources to cover costs. Adult Nominal Roll is a major funding source for institutes.

Three (23%) of these institutes were using tuition fees for part of their costs,

"Other" funding sources (23%) may have included private donations and various training grants as in previous years.

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

Adult Nominal Roll: 69%, 56%, 52%
Aboriginal Community Delivery Based Partnership Program: 62%
Band funds: 46%, 31%, 48%
Provincial ABE funding: 31%, 31%, 24%
Tuition: 23%, 50%, 48%
FNSA – New Paths Grants: 23%, 25%, 48%
Post-Secondary Partnerhips Program (PSPP): 8%
Indian Studies Support Program (ISSP): 44%, 43%
Reciprocal Tuition: 6%, 14%
Other Provincial funding: 46%, 44%, 38%
Other Federal Funding: 69%, 31%, 38%
Other: 23%, 31%, 24%

Legend: 2014/15, 2013/14, 2012/13

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

In 2014/15, Adult Nominal Roll funding was once again most likely to have been an institute's major funding source (responsible for 50% or more of their funding). Sixty-two percent of responding institutes accessed Adult Nominal Roll funding as a major funding source.

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

	2014/15	2013/14	2012/13	2011/12	2010/11
	N = 13	N = 16 (1)	N = 21	N = 23	N = 22
Adult Nominal Roll	62%	44%	43%	43%	50%
Aboriginal Community-Based Delivery Partnerships Program	15%				
Band funds	8%	0%	14%	4%	5%
Tuition	0%	6%	5%	9%	14%
FNSA – New Paths Grants	0%	0%	14%	9%	18%
Post-Secondary Partnerships Program (formerly ISSP)	0%				
Indian Studies Support Program (ISSP)		6%	14%	13%	14%
Reciprocal Tuition through a public partner		0%	0%	0%	
Other Provincial funding	15%	6%	10%	4%	5%
Other Federal funding	31%	0%	5%	9%	5%
Provincial ABE funding	0%	0%	5%	4%	5%
Other	0%	0%	5%	4%	9%

(1) One institute did not report on funding in 2013/14.

4.2   Post-Secondary Partnerships Program

In 2014/15, institutes were asked specifically how the recent changes to the ISSP and its replacement by the Post-Secondary Partnerships Program (PSPP) has impacted their institute.

Eight of the 13 responding institutes reported direct impacts from the changes on their institutes; 1 reported no changes, 1 reported they were applying to the PSPP, 2 were unsure and 1 did not respond.

These impacts included

- decreased funding (4)

- reduced programming and/or operations (4)

- reduced choice and access for students to post-secondary education and the meaningful employment these programs lead to for members (1)

In particular, concerns were raised regarding reduced programming for smaller institutes, those in more remote communities and for language programming.

Most students surveyed were unfamiliar with the changes.

4.3   Learner Funding for Studies and Living Expenses

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

By a significant margin, Band funding[10] was the most frequently cited source of financial support for funding learners' studies. In 2014/15, 61% of learners were reportedly receiving Band funding. The second most frequently reported response (20%) was from learners who were "not sure" of how their studies were funded – in part because some learners were not charged for their studies and were not sure how the institutes were able to fund them.

> Adult learners rely most often on Band funding for both their studies and living expenses

The balance of the reported sources of funding were multiple and comparatively small. Three to eight percent of learners were using employment income, receiving financial support from family and friends, using personal savings or receiving scholarships or bursaries. Thirteen percent of respondents reported "other" sources such as the institutes themselves, employment training programs and employers.

Similarly, in 2013/14, 58% of learners reported receiving Band funding to pay for their studies, followed by (18%) who were "not sure" of how their studies were being funded. In 2012/13, 55% of learners reported receiving Band funding to pay for their studies, followed by (17%) who were "not sure" of how their studies were being funded.

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

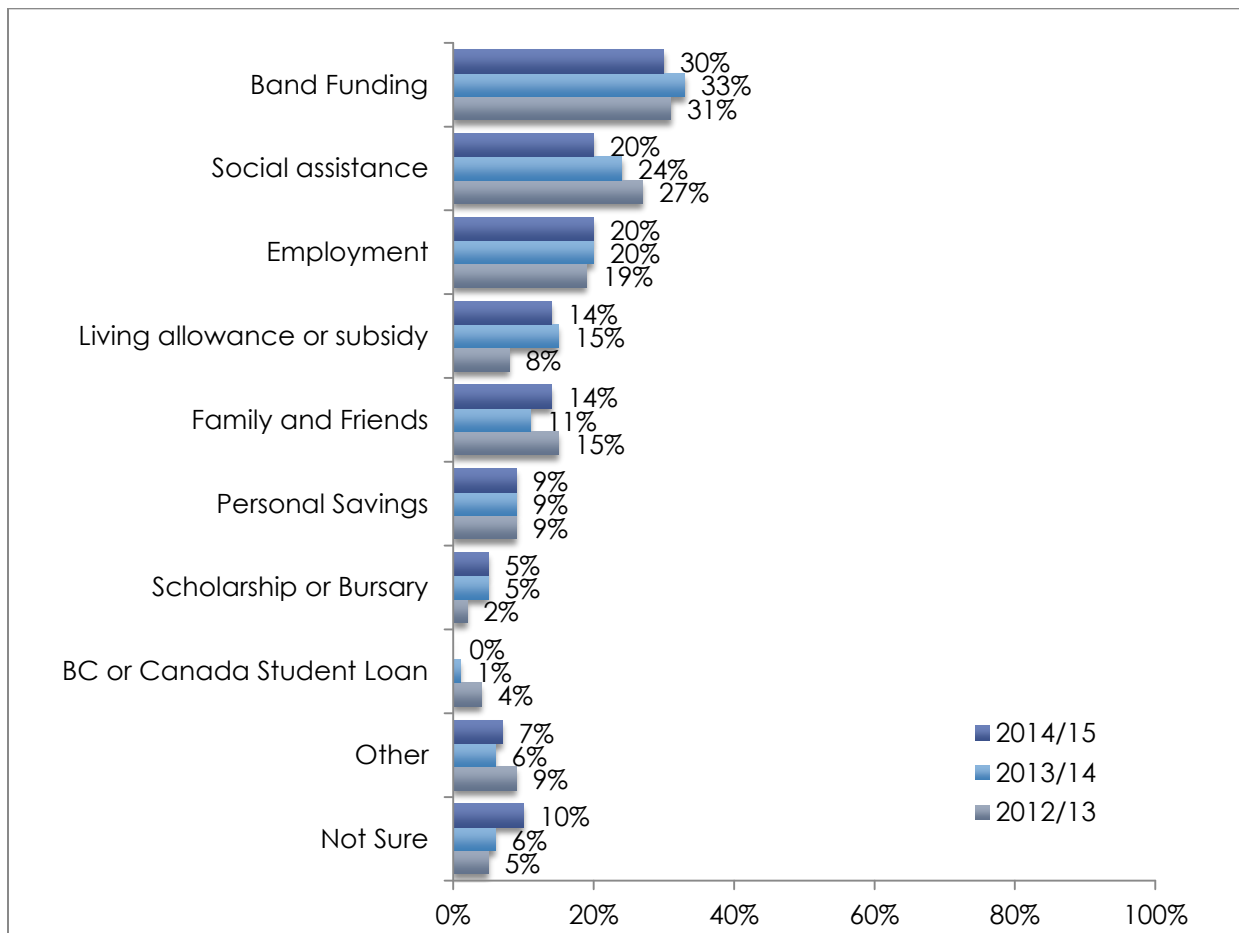*Exhibit 4.3 – Learners' Funding Support for Studies*
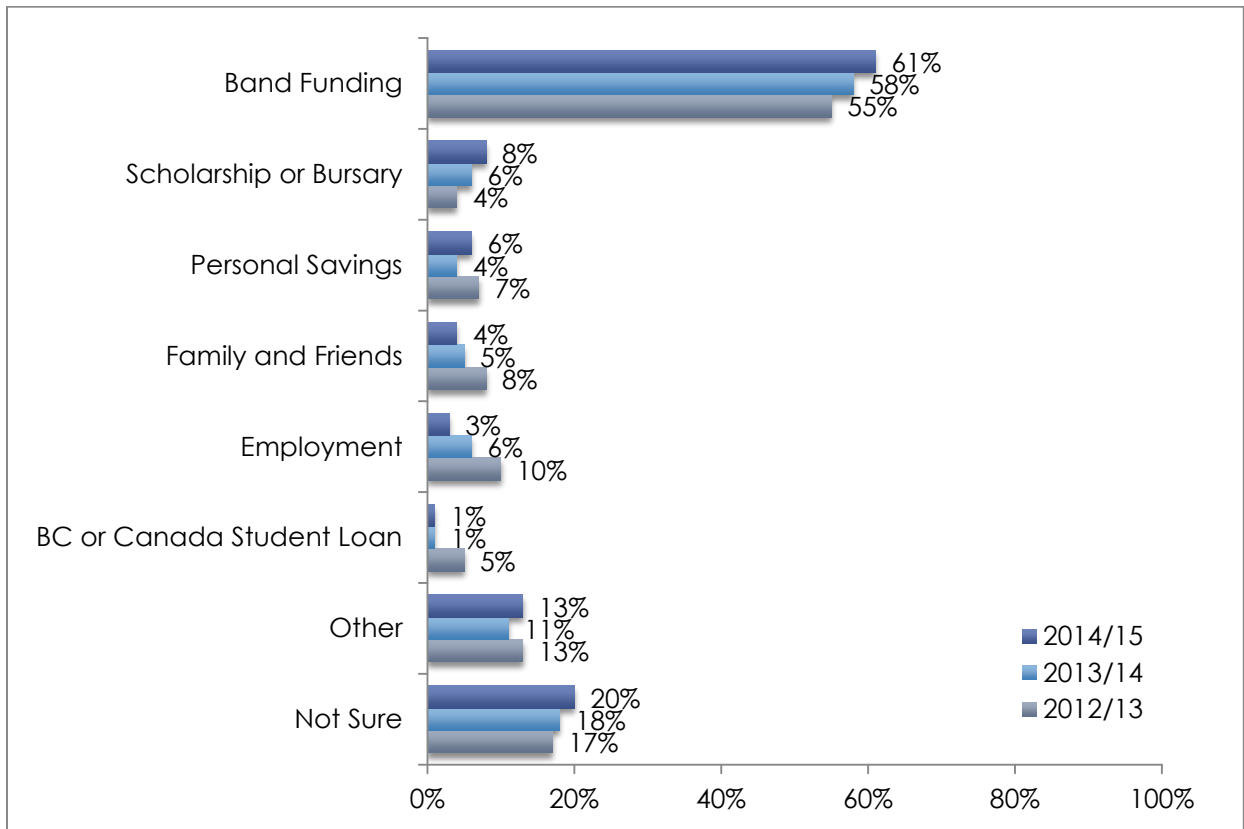
Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329

In 2014/15, Band funding (30%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (20%) and earnings from employment while studying or during breaks (20%). Fourteen percent received a living allowance, maintenance allowance, incentive allowance or subsidy. Fourteen percent received support from family and friends, including spouses, and 9% relied on personal savings for these expenses.

Similarly, in 2013/14, Band funding (33%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (24%). In 2012/13, Band funding (31%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (27%).

Exhibit 4.4 – Learners' Funding Support for Living Expenses

Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329

4.4   Formalized Relationships with Others

Most (12) of the institutes reported at least one type of formalized relationship with other education providers in 2014/15[11]. Please note that this question asked only about relationships with other public post-secondary institutions and in the current year only public post-secondary institutions are reported. However, in Exhibit 4.5, previous years' data may include a few relationships with other Aboriginal-controlled institutes (e.g., the Native Education College), the Industry Training Authority and the K-12 education system.

The most common formalized relationships with other education providers were affiliation agreements and service agreements. For example, 38% of responding institutes reported affiliation or service agreements with one or more other education providers. Other types of relationships (e.g., partnerships, MOUs, federation agreements, etc.) were also in place at 62% of the institutes.

In the 2013/14, 2012/13, 2011/12 and 2010/11 IAHLA Data Collection Project surveys, affiliation agreements were the most common type of formalized relationships.

*Exhibit 4.5 – Formalized Relationships with Others*

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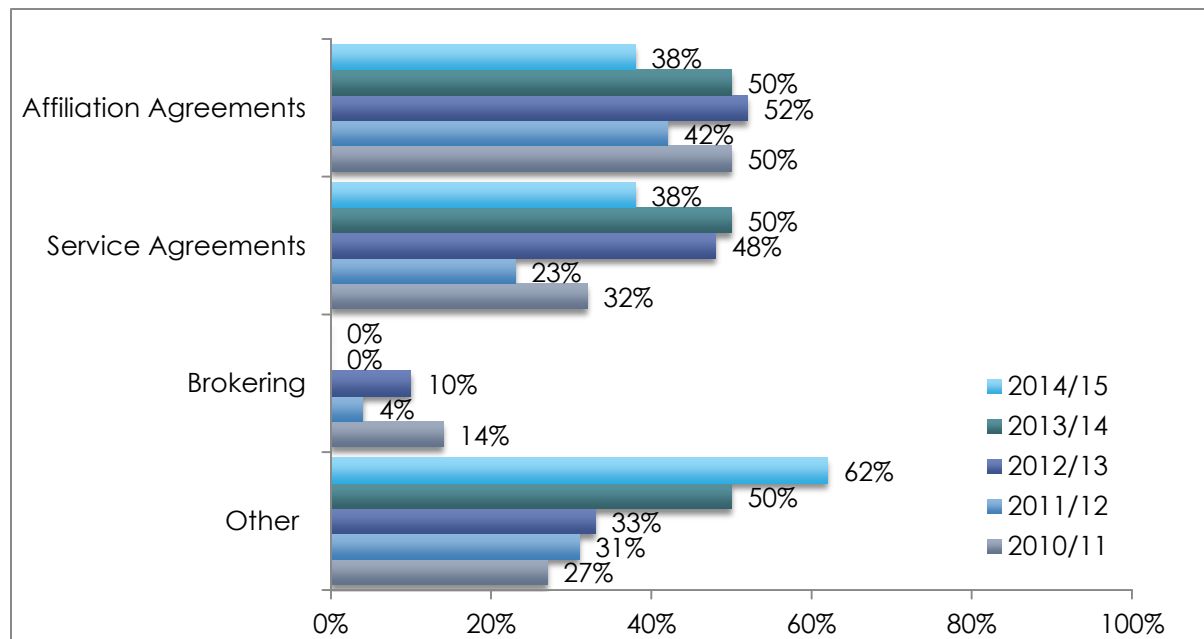
[11] Four institutes reported multiple relationship types with other institutions e.g., an affiliation agreement and a service agreement.

4.5   Learner Knowledge about Institutes

In 2014/15, when adult learners were asked how much they knew about which institute to attend before they came to their institute, 73% said they knew a lot or a fair bit. A similar proportion (80%) said they knew a lot or a fair bit about what courses to take before coming to their institute. However, only 46% reported they knew a lot or a fair bit about how to pay for their studies before they came. In 2013/14 and 2012/13, similar proportions of students reported having these levels of knowledge prior to attending their institute.

Exhibit 4.6 – Prior Level of Knowledge About Institutes, Courses and Funding
(A Lot/A Fair Bit)
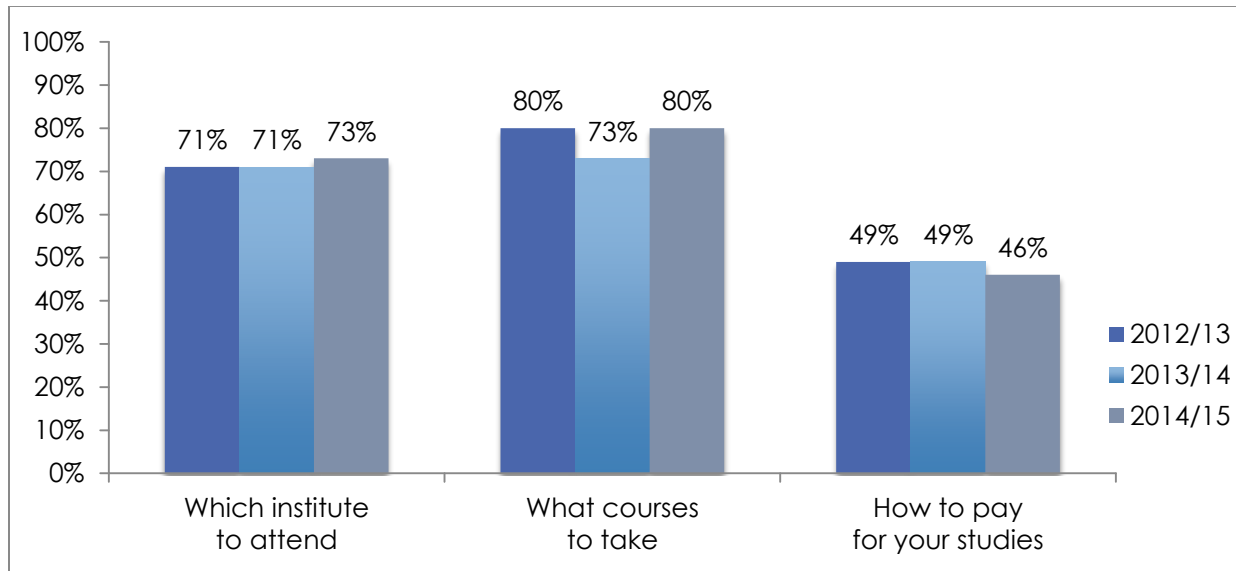
Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329

5.0   Wisdom Development

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

- To help them complete their academic goals; and,

- To help them achieve their personal goals and prepare them for their future goals (further education or employment).

5.1   Course and Program Enrolments

In 2014/15, one-half (48%) of learners surveyed were enrolled in ABE or adult upgrading courses, 35% were enrolled in post-secondary programming (college or university level programs or courses), 25% in trades programs or courses and 7% in other programs or courses (e.g., First Aid, SuperHost, etc.) Learners may have reported being enrolled in more than one type of programming.

Exhibit 5.1 – Surveyed Learners' Enrolments
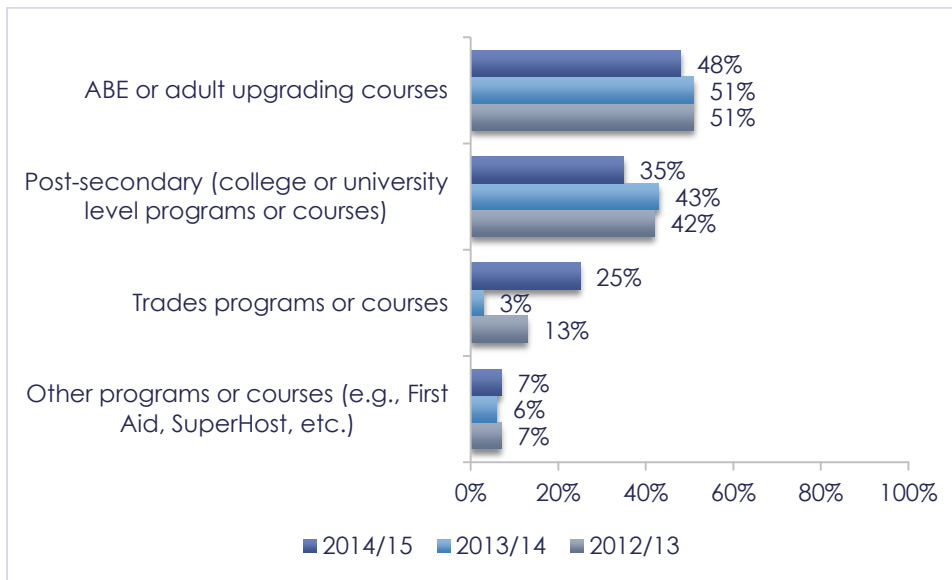
Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329

5.2   Learner Completions

In 2014/15, institutes reported the course completion rate for their learners the previous academic year (in 2013/14). In 2014/15, institutes reported an overall 2013/14 course completion rate of 72%. Whether learners successfully completed one or more of the courses or programs they were enrolled in that year was reported for 757 of these learners at 12 institutes[12]. Of those, 72% (542 learners) successfully completed at least one course they were enrolled in that year and 28% did not.

> From 72% to 79% of adult learners completed at least one course in each of the past five years

This course completion rate has ranged from 72% to 79% over the past five years.

Exhibit 5.2 – Learners Who Successfully Completed at Least One Course
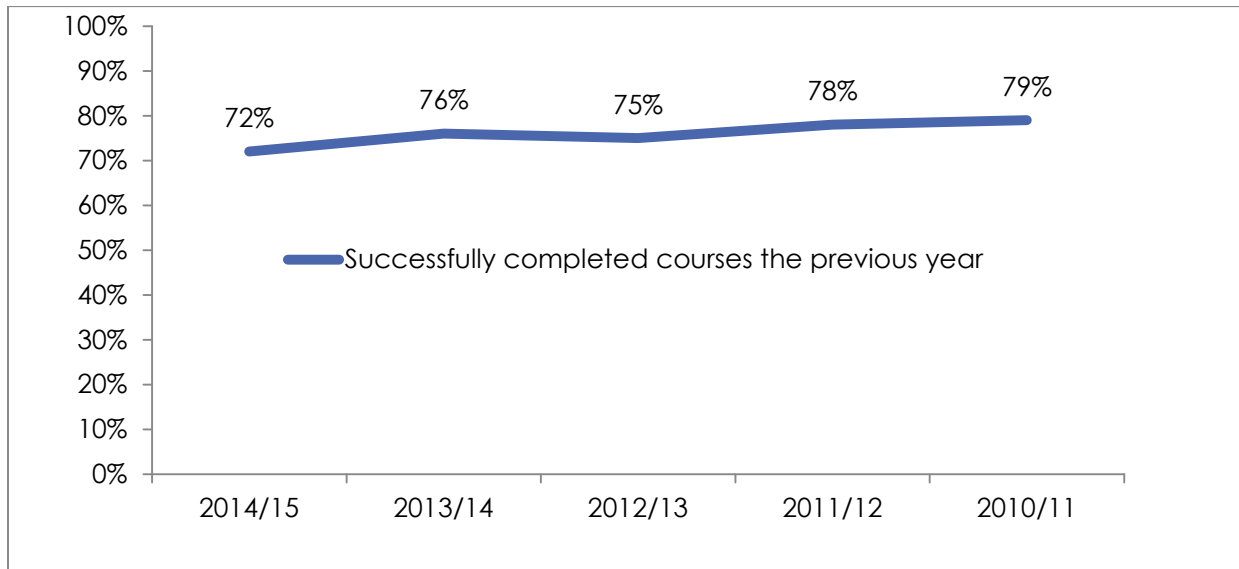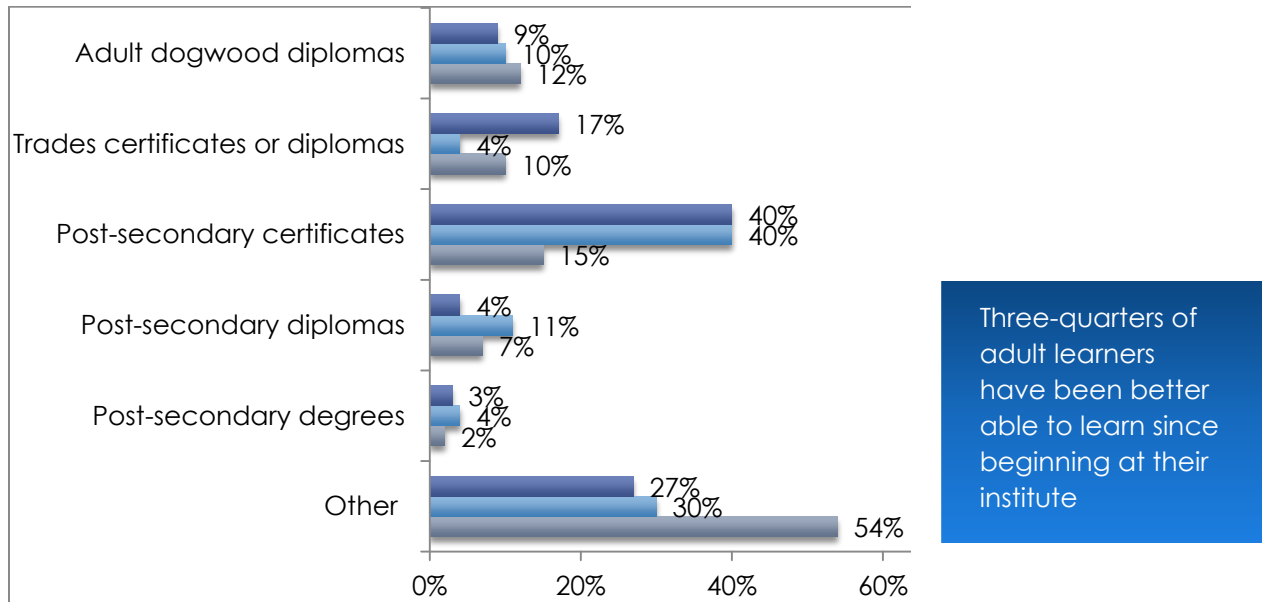

Base: 757 2013/14 learners at 12 institutes; 823 2012/13 learners at 13 institutes; 1,443 2011/12 learners at 18 institutes; 1,618 2010/11 learners at 19 institutes; 1,095 2009/10 learners at 17 institutes.

In 2014/15, 10 (77%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2013/14)[13]. Of the 192 such credentials, 40% were (non-trades) post-secondary certificates, 4% were (non-trades) post-secondary diplomas and 3% were post-secondary degrees. Seventeen percent were trades certificates or diplomas and 9% were Adult Dogwood diplomas. More than one-quarter (27%) were other credentials (e.g., first aid or computer training credentials).

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[12] NVIT did not report this information in 2014/15, 2013/14, 2012/13, 2011/12 or 2010/11.
[13] By, or in affiliation with, a public post-secondary institution (these awards do not include any reported directly by NVIT).

Exhibit 5.3 – Credentials Awarded to Students Last Year

Base: 192 2013/14 learners at 10 institutes; 674 2012/13 learners at 15 institutes; 1,145 2011/12 learners at 19 institutes; 1,407 2010/11 learners at 21 institutes.

Post-secondary certificates/diplomas and other credentials were also common in previous years.

In 2013/14, 15 (94%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2012/13)[14]. Of the 674 such credentials, 40% were (non-trades) post-secondary certificates, 11% were (non-trades) post-secondary diplomas and 4% were post-secondary degrees. Four percent were trades certificates or diplomas and 10% were Adult Dogwood diplomas. More than one-quarter (30%) were other credentials (e.g., first aid or computer training credentials).

In 2012/13, 19 (90%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2011/12)[15]. Of the 1,145 such credentials, 10% were trades certificates or diplomas and 12% were Adult Dogwood diplomas. Fifteen percent were (non-trades) post-secondary certificates, 7% were (non-trades) post-secondary diplomas and 2% were post-secondary degrees. More than one-half (54%) were other credentials (e.g., first aid or computer training credentials).

5.3   Learner Ratings of Learning

In 2014/15, 80% of learners agreed they had been better able to learn since beginning at their institute – they either strongly agreed (35%) or somewhat agreed (45%). Three-quarters of learners (77%) agreed they had been helped to prepare for their further education and 61% agreed that they had been helped to prepare for getting a job.

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

Most learners agreed they had gained problem solving skills (68%) and/or research skills (70%), and more than one-half (54%) agreed they had gained computer skills. Two-thirds (67%) agreed they had learned to seek help for their needs.

In 2012/13 and 2011/12, learners rated their learning in most areas within similar ranges. However, in 2014/15, learners agreed more often that they have been helped to prepare for a job.

Exhibit 5.4 – Learner Ratings of Learning
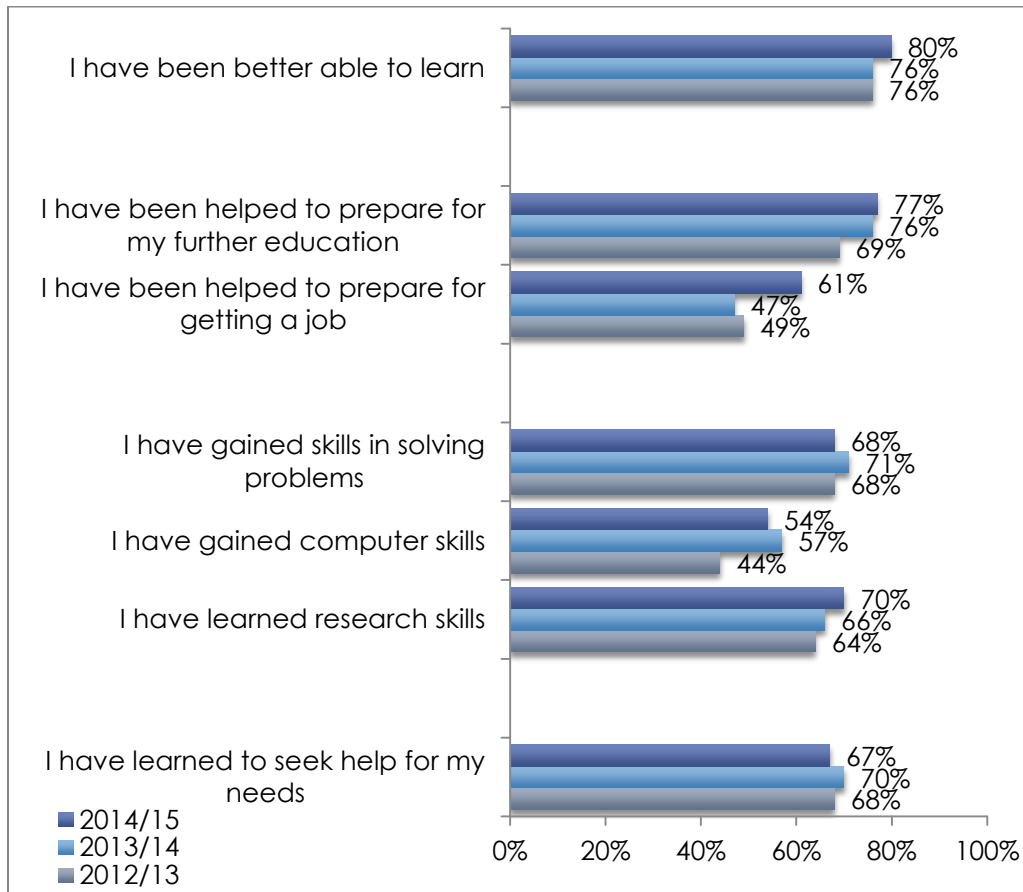
Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329

6.0   Learners' Personal Development

IAHLA institutes support learners' personal development through:

- Delivering life skills programs;

- Providing interventions and referrals for learners; and,

- Linking with a wide range of partners.

> Adult learners most often benefit from academic advising and peer support services

6.1   Life Skills Programs

Among the learners surveyed in 2014/15, 46% were or had been enrolled in a life skills program since beginning their studies at the institute. Of these learners, 90% reported they had benefited from the skills and information they learned.

Exhibit 6.1 – Learners Enrolled in Life Skills Programs

	2014/15	2013/14	2012/13	2011/12	2010/11
	N=289	N=213	N = 329	N=343	N=435
Percent enrolled in a Life Skills program since beginning their studies	46%	40%	42%	32%	36%
Did Benefit	90%	99%	91%	89%	92%
Did Not Benefit	6%	0%	7%	6%	3%
No response	4%	1%	3%	6%	5%

6.2   Helpfulness of Student Support Services

In 2014/15, most often the learners surveyed have used peer support (69%), followed by family involvement (65%), academic advising (63) and other student support (58%) services. About one-in-two have used financial advising (54%), support from Elders (53%), employment support and (52%) personal development support (52%). More than 33% have used the other student services asked about.

Most of those who have used these services have found them "very helpful" or "somewhat helpful."

In 2013/14, 2012/13, 2011/12 and 2010/11, learners surveyed had also often used peer support and academic advising services.

Exhibit 6.2 – Helpfulness of Student Support Services
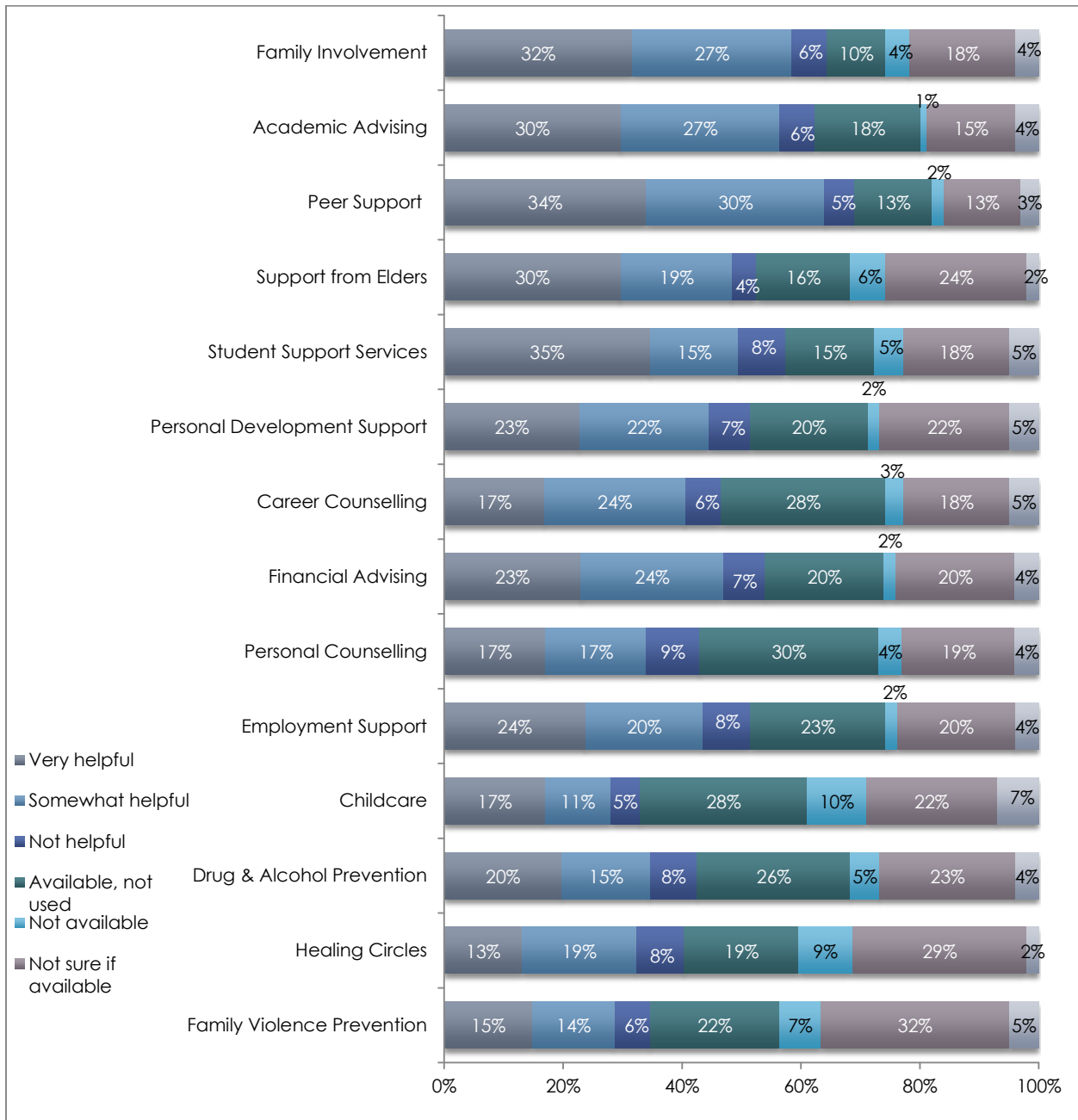
Base: Total 2014/15 Learners Responding N = 289

6.3   Links to Partners for Offering Programs and Supports

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

In 2014/15, institutes most frequently linked with Active Measures and on-reserve agencies/societies to offer programs and supports. Fifty-four percent also linked with communities, employment services, health services and/or Aboriginal Service Plans funding.

> IAHLA institutes link with multiple agencies and services to offer programs and supports

Exhibit 6.3 – Partners Linking with Institutes for Offering Programs and Supports

	2014/15	2013/14	2012/13
	N = 13	N = 16	N = 21
Active Measures (AANDC)	69%	44%	38%
On-Reserve Agencies/Societies	62%	75%	67%
Communities	54%	69%	71%
Employment services	54%	69%	48%
Health services	54%	63%	43%
Aboriginal Service Plans Funding (AVED)	54%	44%	43%
Public school districts or schools	46%	63%	52%
Off-Reserve Agencies/Societies	46%	50%	48%
ASETS (HRSDC)	38%	63%	52%
Child and family services	38%	44%	43%
Economic Development Corporation	38%	31%	29%
Other First Nations institutes	38%	25%	24%
Social development services	31%	56%	43%
First Nations schools	31%	50%	33%
Tribal Council	23%	56%	62%
Professional and Institutional Development Program (AANDC)	15%	n/a	n/a

## 6.4   Learner Ratings on Their Personal Development

Since beginning at their institutes, adult learners have set goals and feel better about themselves

In 2014/15, most learners agreed they felt better about themselves (76%) and/or more confident (76%) since beginning at their institute.

Similarly, large groups of learners had set goals for their education (83%) and/or for their personal lives (83%). Almost two-in-three had also set goals for their family life (69%).

About one-half had set goals for understanding their culture (53%), for their role in their communities (46%).

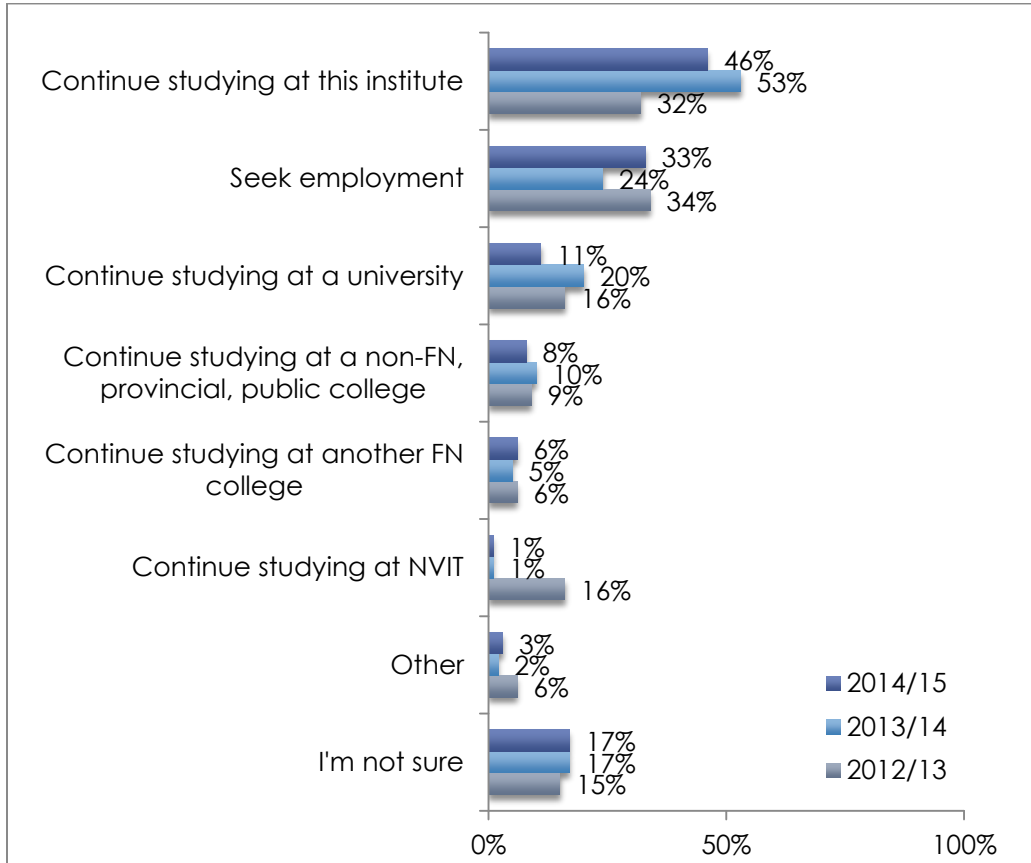*Exhibit 6.4 – Learner Ratings on Their Personal Development*
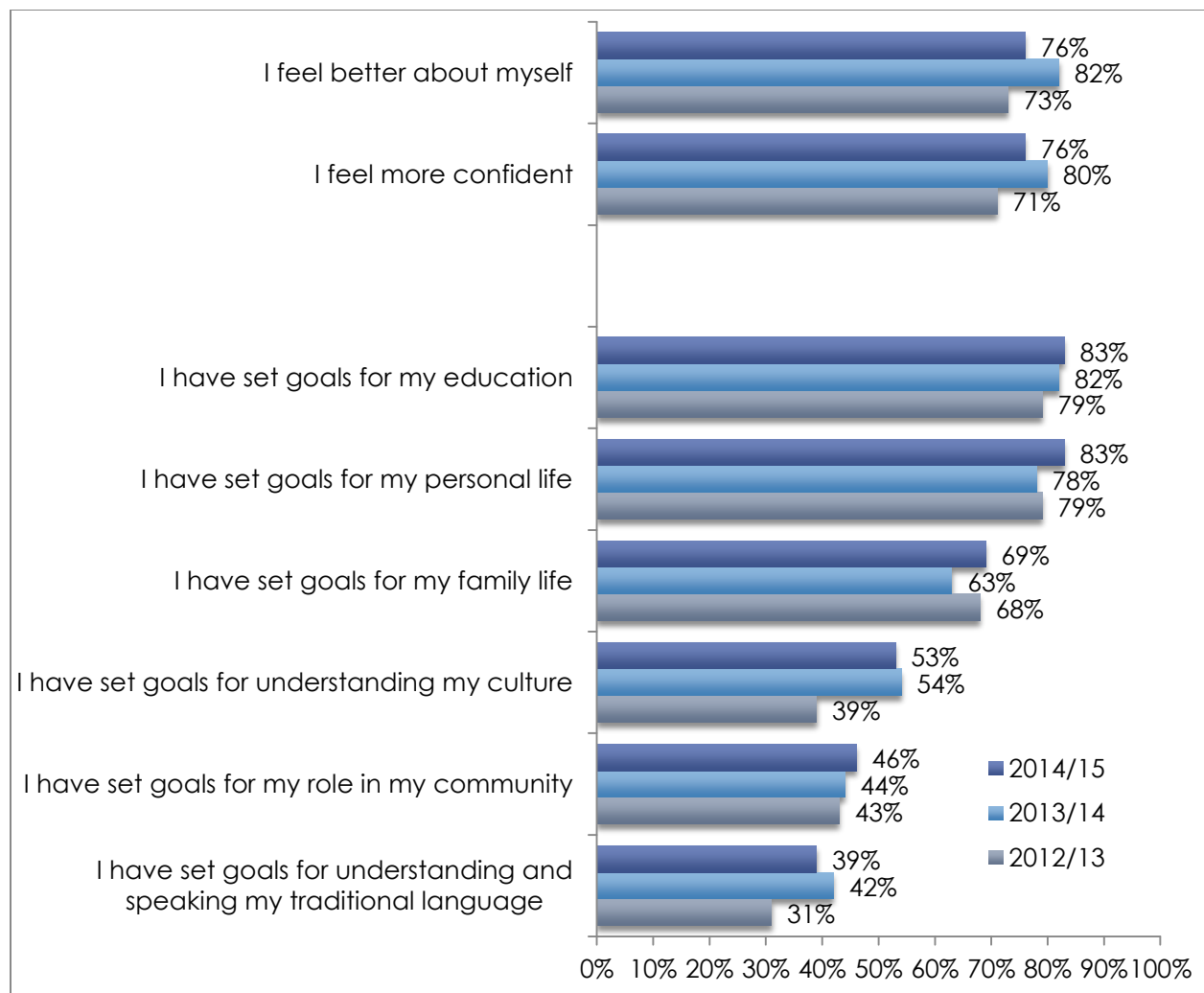
Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329

In 2014/15, most learners planned to continue to study the next academic year (in 2015/16) – most often at the same institute (46%), universities (11%), at provincial public non-First Nations colleges (8%) at NVIT [16] (1%), or at another First Nations college (6%). In comparison, 33% intended to seek employment the next academic year and 17% were not yet sure of their goals for the next academic year.

In 2013/14 and 2012/13, learners also planned primarily to continue to study the next academic year.

Exhibit 6.5 – Learner Goals for Next Year

Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329
Note: NVIT learners did not participate in the survey in 2014/15 or 2013/14 but did so in 2012/13.

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

In 2014/15, 91% of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year. Only 2% did not feel prepared (7% were unsure or did not respond to this question). Between 85% and 91% of surveyed learners reported feeling adequately prepared in previous years.

Exhibit 6.6 – Learner Goals for Next Year

	2014/15	2013/14	2012/13	2010/11	2010/11
	N=289	N=213	N=329	N=343	N=435
Adequately prepared for next year's goal	91%	89%	91%	88%	85%
Not adequately prepared	2%	1%	2%	3%	3%
Not sure/did not respond	7%	10%	7%	9%	13%

7.0 Cultural Development

IAHLA institutes advance learners' cultural learning by:

- Placing a high level of importance on promoting aspects of culture, in addition to academic goals;

- Delivering language courses; and,

- Being involved in language revitalization projects.

7.1 Cultural Promotion as an Institutional Goal

IAHLA institutes place a high level of importance on promoting aspects of culture, in addition to academic goals. Promoting aspects of culture was centrally or very important to 92% of the institutes in 2014/15.

In 2014/15, general academic upgrading (92%), high school completion (85%) (either Adult Dogwood diplomas or GED completion) and First Nations language promotion (85%) were also of high importance to institutes. About three-quarters (77%) reported certificate, diploma or degree completion and/or college/university preparation (77%) was centrally or very important to them.

> IAHLA institutes place a high level of importance on promoting aspects of culture, in addition to academic goals

Exhibit 7.1 – Importance of IAHLA Institute Goals
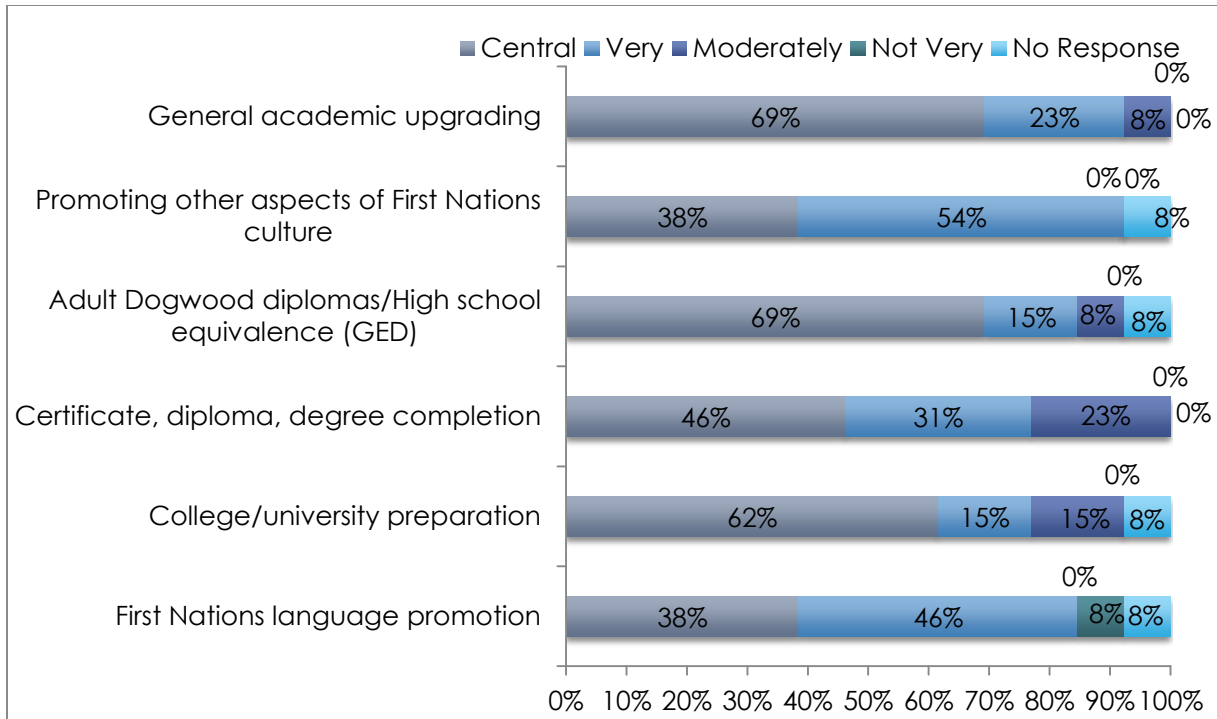
Cultural promotion also ranked highly in previous years.

Exhibit 7.2 – Importance of IAHLA Institutes Goals

% of central importance or very important	2014/15	2013/14	2012/13	2011/12	2010/11
	N = 13	N = 16	N = 21	N = 23	N = 22
General academic upgrading	92%	94%	85%	83%	86%
Promoting other aspects of culture	92%	82%	90%	96%	100%
Adult Dogwood diplomas/ High school equivalence (GED)	85%	81%	81%	87%	82%
First Nations language promotion	85%	76%	66%	78%	77%
Certificate/diploma/degree completion	77%	82%	76%	78%	73%
College/university preparation	77%	82%	72%	83%	82%

7.2   Presence of First Nations Instructors

In 2014/15, whether or not instructors are First Nations was reported for 82 instructors at responding institutes. Among these 82 instructors, 40 (49%) were First Nations.

Exhibit 7.3 – First Nations Instructors

A majority of IAHLA institutes offer language courses and are involved with language revitalization projects
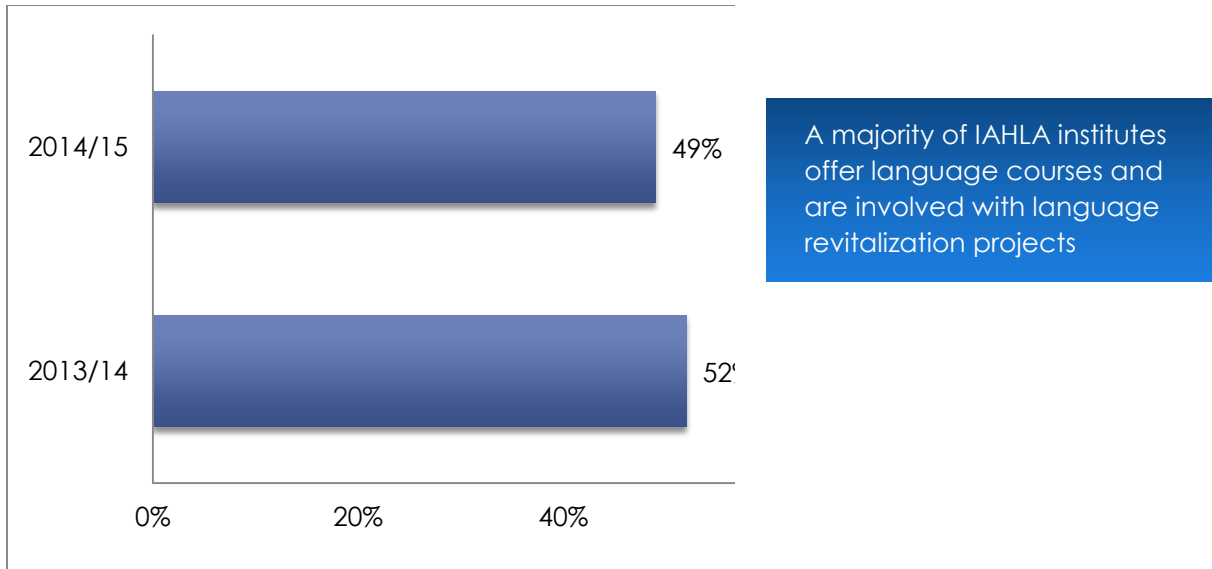
In 2013/14, whether or not instructors were First Nations was reported for 124 instructors at responding institutes. Among these 124 instructors, 64 (52%) were First Nations.

7.3   First Nations Language Courses

In 2014/15, 77% of responding institutes offered First Nations language courses. In previous years, between 52% and 74% of institutes had offered First Nations language courses. Each year there is a change in the mix of institutes responding to the Project, along with changes at individual institutes which may affect these results.

Exhibit 7.4 – Institutes Offering First Nations Language Courses
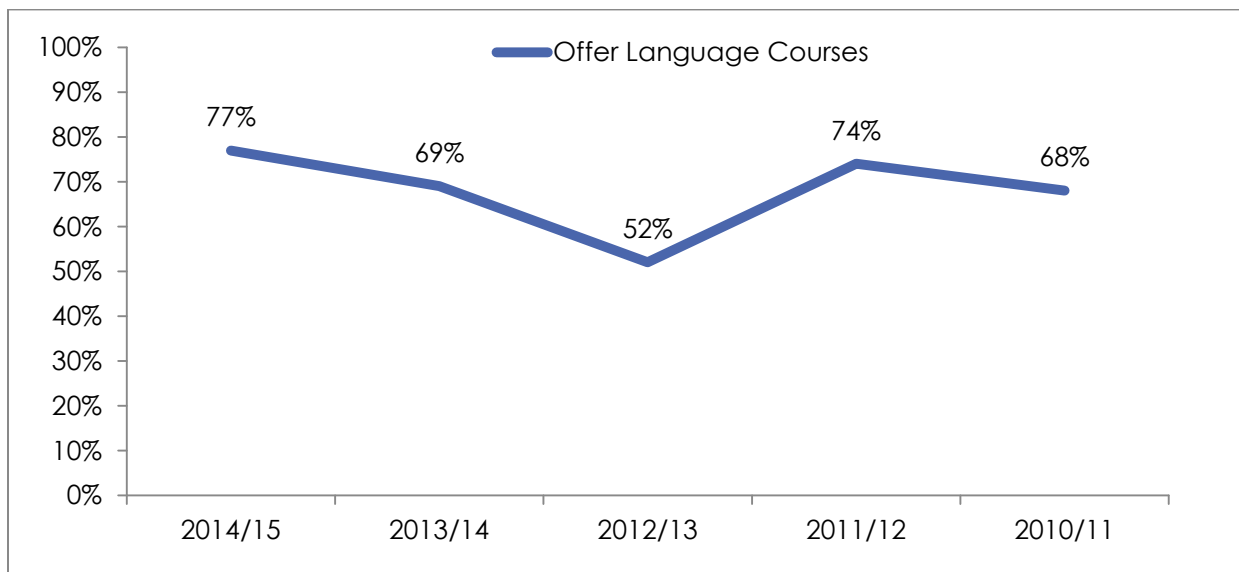
In 2014/15, 38% of responding institutes offered language courses for credit, while 62% offered non-credit language courses. In previous years, between 35% and 56% of institutes had offered

language courses for credit, while between 24% and 48% had offered non-credit language courses.

Exhibit 7.5 – Types of First Nations Language Courses Being Offered

	2014/15	2013/14	2012/13	2011/12	2010/11
	N = 13[17]	N = 16[18]	N = 21[19]	N = 23[20]	N = 22[21]
Credit courses	38%	56%	38%	35%	41%
Non-credit courses	62%	25%	24%	48%	36%

Among the learners surveyed in 2014/15, 32% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 96% were satisfied with the progress they were making – either very satisfied (52%) or satisfied (44%).

In previous years, 23% to 38% of learners had studied a First Nations language as part of their studies. This year's students were more satisfied than students in some previous years with the progress they were making.

Exhibit 7.6 – Adult Learners Satisfaction with Language Courses

	2014/15	2013/14	2012/13	2011/12	2010/11
	N=289	N=213	N=329	N=343	N=435
Studying a First Nations language	32%	38%	23%	24%	32%
Total satisfied with progress they were making	96%	98%	81%	89%	90%
Very Satisfied	52%	40%	31%	40%	47%
Satisfied	44%	58%	50%	49%	43%

7.4   First Nations Language Revitalization

In 2014/15, 77% of the institutes were involved with First Nations language revitalization projects. In previous years, between 67% and 91% of responding institutes had been involved with such projects.

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[17] These include 23% (three) institutes which offer both credit and non-credit language courses.
[18] These include 13% (two) institutes which offer both credit and non-credit language courses.
[19] These include 9% (two) institutes which offer both credit and non-credit language courses.
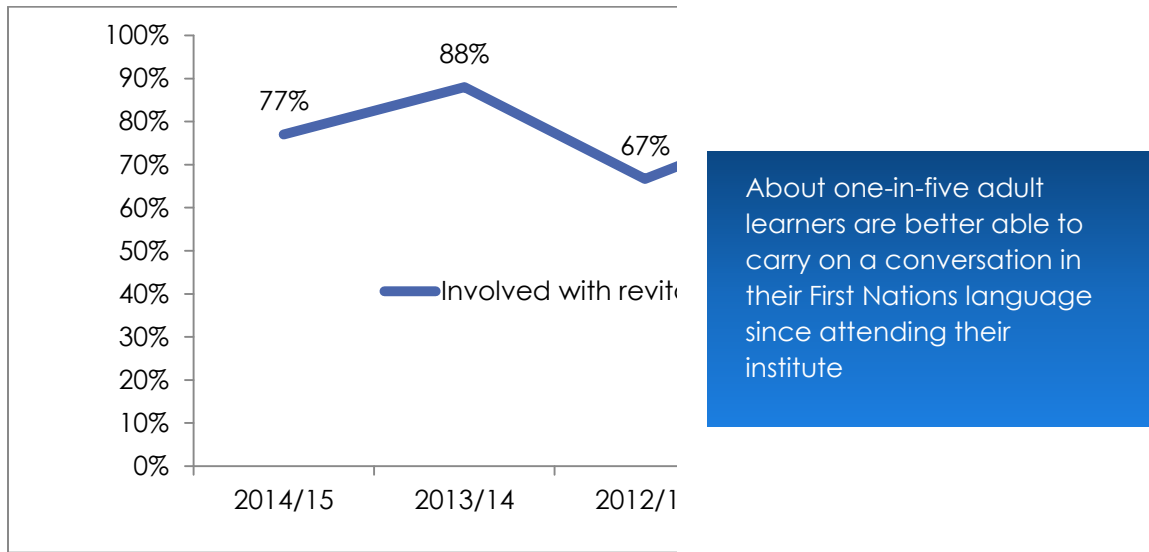[20] These include 9% (two) institutes which offer both credit and non-credit language courses.
[21] These include 9% (two) institutes which offer both credit and non-credit language courses.

Exhibit 7.7 – Institutes Involved with Language Revitalization Projects

About one-in-five adult learners are better able to carry on a conversation in their First Nations language since attending their institute

## 7.5   Learner Ratings on Language and Cultural Events

In 2014/15, 37% of learners agreed they had become more active in cultural events. Twenty-three percent agreed they were better able to carry on a conversation in their First Nations language[22]. Other students were neutral about such changes – possible because they were already active culturally or able to speak their language before attending this institute or because they may not have felt these questions applied to them.

In 2013/14, 2012/13, 2011/12 and 2010/11, 33% or more of learners agreed they had become more active in cultural events, while 13% or more agreed they were better able to carry on a conversation in their First Nations language[23].

Exhibit 7.8 – Learner Ratings on Language and Cultural Events

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[22] In 2014/15, 25% of learners surveyed rated this question as "not applicable".
[23] In 2013/14, 12% of learners surveyed rated this question as "not applicable". Similarly, 29% (2012/13), 28% (2011/12), and 22% (2010/11) of learners surveyed rated this question as "not applicable".
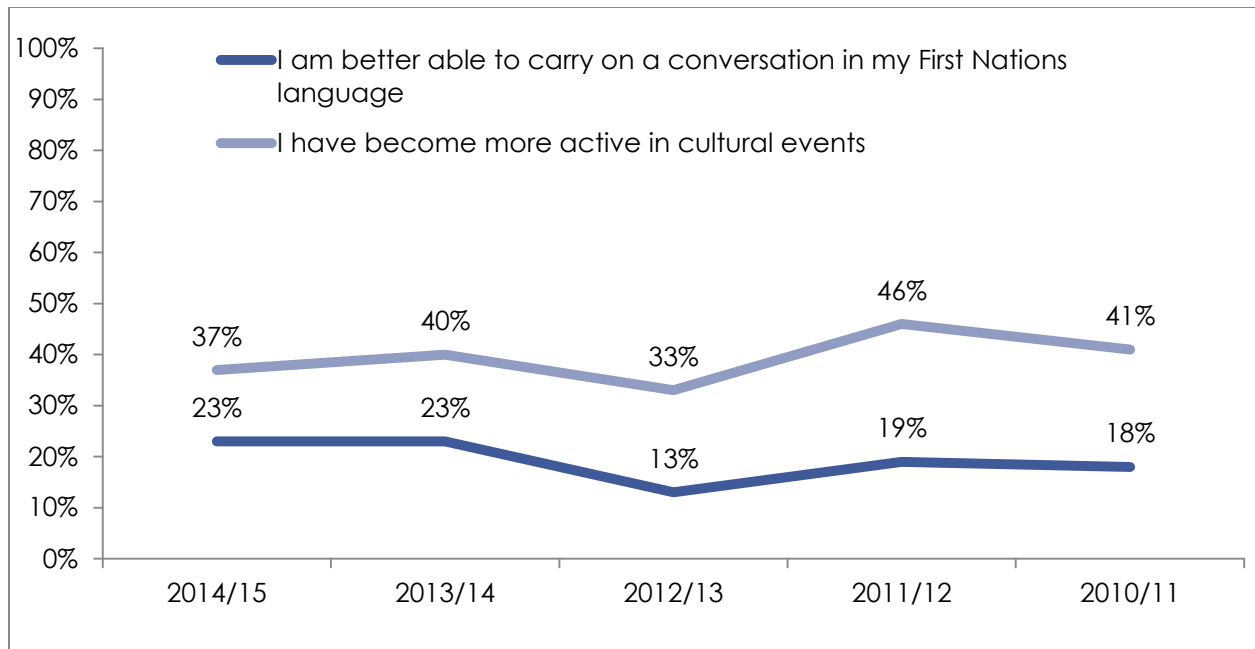
Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435

8.0   Students' Leadership Development and Satisfaction

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

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

- Their institutes as a whole;

- Their courses and facilities; and,

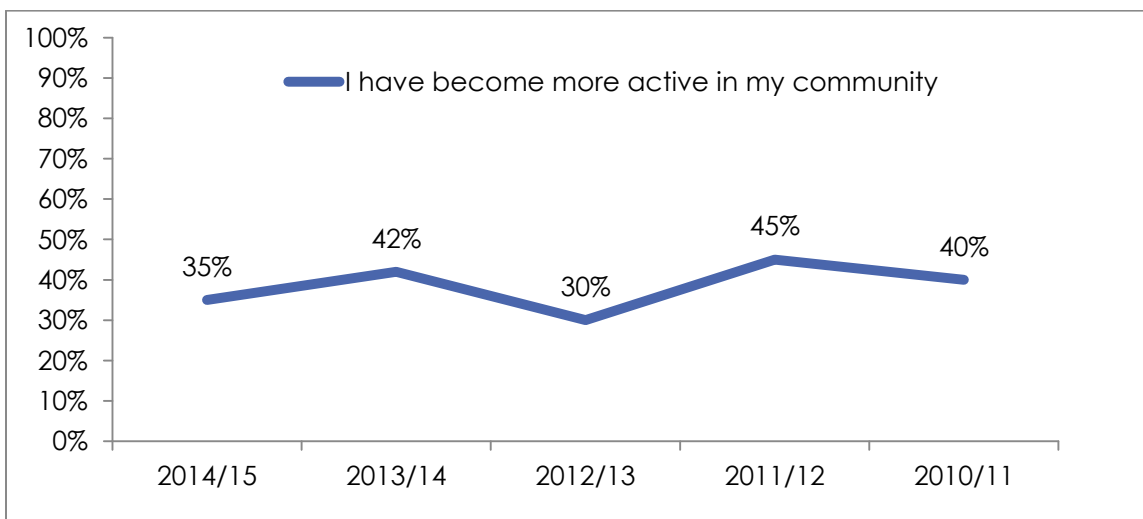- Their relationships with other students, teaching staff and administrative staff.

8.1   Learner Ratings of Becoming More Active in Community

In 2014/15, 83% of learners said when they are not studying they live in the same community as their institute. Seventeen percent said they live elsewhere in BC and 1% live outside the province.

In 2014/15, 35% of learners agreed they had become more active in their communities since beginning at their institute. A further 46% were neutral about such activity – possibly because they were active before, or because they felt this question was not applicable to them, e.g., their institute was not located in their community.

In previous years, from 30% to 45% of surveyed learners agreed they had become more active in their communities since beginning at their institute.

*Exhibit 8.1 – Learner Ratings on Becoming More Active in Community*

8.2   Overall Satisfaction and Willingness to Recommend

In 2014/15, 87% of learners agreed they were satisfied, overall, with their institutes – they either strongly agreed (52%) or somewhat agreed (35%). Similarly, 86% said they would recommend their institutes to others.

In previous years, 80% or more learners agreed they were satisfied overall with, or would recommend, their institutes.

Exhibit 8.2 – Overall Satisfaction and Willingness to Recommend
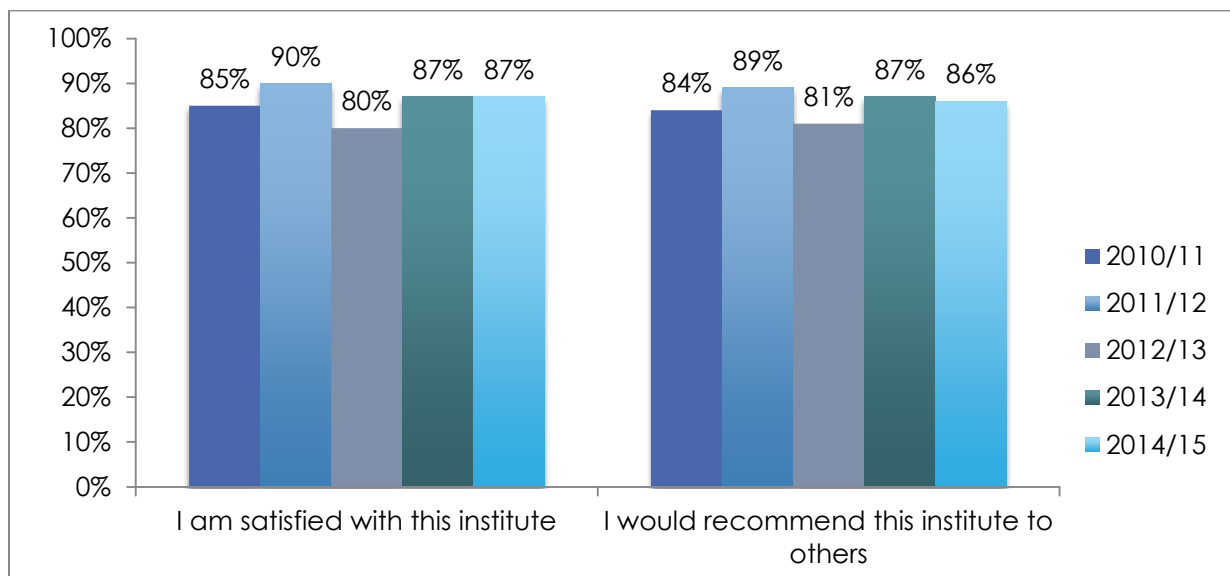
Adult learners are highly satisfied with their institutes, instructors and courses

In 2014/15, 84% of learners agreed they liked the courses they had taken – they either strongly agreed (52%) or somewhat agreed (32%). Three-quarters (73%) liked the availability and range of courses available.

Most learners (77%) liked the classrooms, facilities and common spaces at their institutes. Sixty-one percent also agreed that their institute's physical environment reflects First Nations culture.

Most learners (81%) agreed they had made new or better relationships with other learners, and that they felt supported by teaching staff (80%) as well as by administrative staff (70%).

In 2013/14, student satisfaction with courses, facilities and relationships ranged between 61% and 87%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.

In 2012/13, student satisfaction with courses, facilities and relationships ranged between 53% and 82%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.

Exhibit 8.3 – Student Satisfaction Ratings
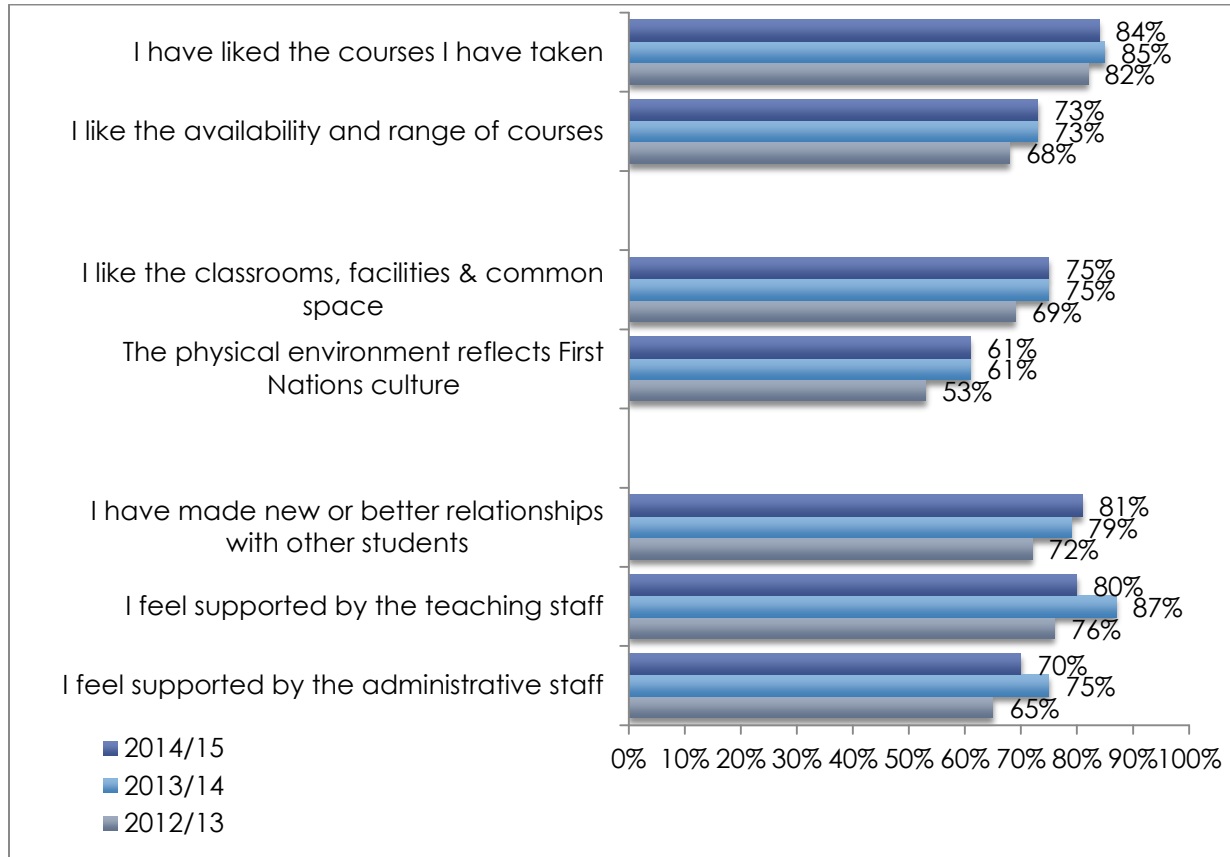
Base: Total 2014/15 Learners Responding N = 289, Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329

Appendices

Appendix A: Data Collection Project – IAHLA Framework[24]

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

- The data collection effort is intended to identify strengths and opportunities for growth for higher education institutes. This project is meant to promote improved programming and resourcing through effective information collection and sharing.

- The project considers a range of data and indicators, including student achievement data, satisfaction surveys, descriptions of education processes, and demographic information.

- IAHLA is committed to carefully managing the release of the information collected, with the intention of building support over time by demonstrating that the data can be used without prejudice.

- IAHLA plans to use the project information to identify appropriate direction, policy, support and activities that can be advanced at all levels.

- This project is meant to reflect the values, goals, objectives and expectations of First Nations institutes and Nations. The initiative is founded upon Nation and educational standards expressed by representatives of First Nations adult and higher learning institutes. Those education institutes are unique and diverse places, and they serve learners who have unique and diverse backgrounds, experiences and needs.

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

First Nations higher learning institutes …

Provide learner support, including:

- family models and a family environment (an integrated program);

- student self-government models;

- incentives/validation;

- counselling/support;

- crisis intervention;

- an experiential context to reinforce culture; and

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[24] The IAHLA Framework was revised September 24, 2008 at a meeting of the IAHLA Data Working Group and several other IAHLA Board Members and approved by the IAHLA Board September 25, 2008.

- education programs that meet learners' basic needs.

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

Provide knowledge and skills development through programs that are:

- self-paced; and

- structured.

Are founded upon unique governance structures that are:

- community driven; and

- based upon community leadership and responsibility.

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

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

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

The ultimate goal of Indigenous higher education is empowerment.

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

Personal Development Indicators:

- percentage of institutes which have programs that provide awareness on healthy/holistic living

- percentage of institutes that offer life skills programs, percentage of learners who participate in life skills programming, and percentage of learners reporting utilization of skills learned through life skills

- number of learners who report setting goals (weekly, monthly, 5 year plan)

- number of institutes regularly providing student recognition, achievements, contributions

- percentage of institutes reporting interagency links, such as counselling referrals

- number of learners participating in extracurricular activities

- number of learners self-reporting an improved sense of self-esteem

- number and types of interventions provided for student support

Leadership Indicators:

- percentage of institutes with student empowerment governance models (such as student councils)

- methods of decision making used in the institute's governance

- types of leadership models (mainstream or culturally based)

- mechanisms that are in place for Elders, learners, and community to direct learning/programming

- Board structure models are in place, and evidence of whether traditional values are imbedded in policy

- number of professional certifications of staff (admin/instructional)

- discipline/dispute resolution models are in place

Cultural Development Indicators:

- number of learners who report progressing from developmental Aboriginal language usage to basic conversational language usage

- number of learners who have become more active in community or other cultural events

- number of visits by Elders and other family members to the school

- number of institutes that provide allowances or support for cultural responsibilities

- number of institutes which incorporates culture and worldview into program and courses

- number of students who express satisfaction with cultural programming offered

- number of hours of language instruction (noncredit/credit)

- percentage of budget allocated for personal/cultural development

- number of learners who report feeling more empowered since beginning school

Wisdom Development Indicators:

- number of learners who report feeling they set realistic goals for themselves – academic, personal, family, community, cultural

- number of learners who gained critical thinking/problem solving skills

- number of learners who feel they learned more/utilize more resources – support/systems

- learners' perceptions of their strengths and weaknesses

- assessment measurement tools are being used

- assessment of learners' literacy and numeracy levels

- learners' short and long term plans for continuing on in academic/vocational studies

- retention/attrition rates

Student Satisfaction (Interpersonal Relationships) Indicators:

- what decision making authority models   (how do learners make decisions, decision making process)

- does the program/institution prepare learners for employment and/or further education

- how satisfied are learners with staff/student relationships and the school environment

- number of institutes offering self-care /health/cultural initiatives

- number of institutes offering a formalized peer support systems

- number of learners who report their school/program empowered them

- number of institutes providing regular student surveys (course/instruction)

- number of learners who feel their instructors care about them

Academics Indicators:

- Indigenous pedagogy

- Indigenous laddered programming

- Indigeneity of academic programming

- Indigenous faculty

- Indigenous research

- collaborative, community-based learning projects and research models

Appendix B: Institutes Responding to the IAHLA Data Collection Project

Institute Name	2014/15 Institute	2013/14 Institute	2012/13 Institute
a-m'aa-sip Learning Place	No	No	Yes
Northern Shuswap Tribal Council Weekend University Program/ Cariboo Chilcotin Weekend University, Cariboo Tribal Council	No	No	Yes
Chemainus Native College	No	Yes	No
En'owkin Centre / (Okanagan Indian Education Resources Society)	Yes	Yes	Yes
Coastal Training Centre/First Nations Training and Development Centre	N/A	No	Yes
Neskonlith Education Center (formerly George Manuel Institute)	No	Yes	Yes
Gitwangak Education Society	Yes	Yes	Yes
Ittatsoo Learning Centre	Yes	Yes	N/A
Jean Marie Joseph Adult School	Yes	N/A	N/A
Kitimaat Valley Institute	No	No	Yes
Kwadacha Dune Ty (Aatse Davie School)	Yes	Yes	Yes
Kyah Wiget Education Society	Yes	Yes	Yes
Lip'alhayc Learning Centre (formerly Nuxalk College)	Yes	Yes	Yes
Muskoti Learning Centre	Yes	Yes	Yes
Native Education College (NEC)	No	Yes	Yes
Nicola Valley Institute of Technology (NVIT)	Yes	Yes	Yes
Saanich Adult Education Centre	Yes	Yes	Yes
Seabird College/Seabird Island Indian Band	No	No	Yes
Secwepemc Cultural Education Society	N/A	Yes	Yes
Ted Williams Memorial Learning Centre	Yes	No	Yes
Tl'azt'en Adult Learning Centre	No	Yes	Yes
Ts'zil Learning Centre	Yes	Yes	Yes
Wah-meesh Learning Centre	No	No	Yes
Wilp Wilxo'oskwhl Nisga'a	Yes	Yes	Yes

Appendix C: IAHLA Learner Survey Respondents Profile

- In 2014/15, the 289 learners responding to the survey are attending 13 IAHLA member institutes[25] as detailed in Exhibit C.1 below.

- In 2014/15, 57% of responding learners were in their first year at their institute while 42% were not (1% did not respond to this question). Of those past their first year, 48% had attended the same institute for one or two years while 46% had attended it for three or more years (6% did not respond to this question).

- In 2014/15, 77% were full-time and 22% were part-time (1% did not respond to this question).

- In 2014/15, 56% were female and 43% were male (2% did not respond to this question).

- In 2014/15, 28% were under 20 years of age, 41% were 20 to 29, 13% were 30 to 39 and 18% were 40 years of age or older (0% did not respond to this question).

- In 2014/15, 92% were members of a First Nation, 2% were Metis, 1% were of other ancestry and 4% were non-Native (1% did not respond to this question).

- In 2014/15, 83% lived in the same community when they were not studying at their institute, 17% lived elsewhere in BC and 1% lived outside BC (0% did not respond to this question).

- In 2014/15, 63% chose their institute as it allowed them to study in their community and 59% because it had programs and courses of interest to them. Before attending their institutes, learners reported they had been at home (31%), working (39%) or in school (24%).

- In 2014/15, one-half (48%) of learners were enrolled in ABE or adult upgrading courses, 35% were enrolled in post-secondary programming (college or university level programs or courses), 25% in trades programs or courses and 7% in other programs or courses (e.g., First Aid, SuperHost, etc.)

- In 2013/14, the 213 learners responding to the survey were attending 18 IAHLA member institutes. In 2013/14, 52% of responding learners were in their first year at their institute while 47% were not (1% did not respond to this question). Of those past their first year, 51% had attended the same institute for one or two years while 45% had attended it for three or more years (4% did not respond to this question). In 2013/14, 66% were full-time and 31% were part-time (3% did not respond to this question). In 2013/14, 62% were female and 36% were male (2% did not respond to this question). In 2013/14, 14% were under 20 years of age, 38% were 20 to 29, 18% were 30 to 39 and 30% were 40 years of age or older (1% did not respond to this question). In 2013/14, 94% were members of a First Nation, 2% were Metis and 1% were non-Native (2% did not respond to this question). In 2013/14, 90% lived in the same community when they were not studying at their institute,

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

7% lived elsewhere in BC and 1% lived outside BC (2% did not respond to this question). In 2013/14, 76% chose their institute as it allowed them to study in their community and 55% because it had programs and courses of interest to them. Before attending their institutes, learners reported they had been at home (32%), working (39%) or in school (22%). In 2013/14, one-half (51%) of learners were enrolled in ABE or adult upgrading courses, 43% were enrolled in post-secondary programming (college or university level programs or courses), 3% in trades programs or courses and 6% in other programs or courses (e.g., First Aid, SuperHost, etc.)

- In 2012/13, the 329 learners responding to the survey are attending 19 First Nations institutes as detailed in Exhibit C.1 below. In 2012/13, 60% of responding learners were in their first year at their institute while 38% were not (2% did not respond to this question). Of those past their first year, 57% had attended the same institute for one or two years while 40% had attended it for three or more years (3% did not respond to this question). In 2012/13, 78% were full-time and 19% were part-time (4% did not respond to this question). In 2012/13, 69% were female and 30% were male (1% did not respond to this question). In 2012/13, 14% were under 20 years of age, 47% were 20 to 29, 19% were 30 to 39 and 19% were 40 years of age or older (1% did not respond to this question). In 2012/13, 85% were members of a First Nation, 3% were Metis, 2% were of other ancestry and 9% were non-Native (2% did not respond to this question). In 2012/13, 75% lived in the same community when they were not studying at their institute, 22% lived elsewhere in BC and 1% lived outside BC (3% did not respond to this question). In 2012/13, 62% chose their institute as it allowed them to study in their community and 50% because it had programs and courses of interest to them. Before attending their institutes, learners reported they had been at home (36%), working (32%) or in school (23%). In 2012/13, one-half (51%) of learners were enrolled in ABE or adult upgrading courses, 42% were enrolled in post-secondary programming (college or university level programs or courses), 13% in trades programs or courses and 7% in other programs or courses (e.g., First Aid, SuperHost, etc.)

- In 2011/12, 60% of responding learners were in their first year at their institute while 38% were not (2% did not respond to this question). Of those past their first year, 63% had previously attended the same institute for one or two years while 33% had previously attended it for three or more years (4% did not respond to this question). In 2011/12, 79% were full-time and 18% were part-time (3% did not respond to this question). In 2011/12, 66% were female and 33% were male (1% did not respond to this question). In 2011/12, 14% were under 20 years of age, 40% were 20 to 29, 18% were 30 to 39 and 28% were 40 years of age or older (less than 1% did not respond to this question). In 2011/12, 91% were members of a First Nation, 1% were Metis, 1% were of other ancestry and 5% were non-Native (2% did not respond to this question). In 2011/12, 78% lived in the same community when they were not studying at their institute, 20% lived elsewhere in BC and 2% lived outside BC (1% did not respond to this question). In 2011/12, 58% chose their institute as it allowed them to study in their community and 56% because it had programs and courses of interest to them. Before attending their institutes, learners reported they had been at home (37%), working (37%) or in school (19%). In 2011/12, almost one-half (48%) of learners were enrolled in ABE or adult upgrading courses, 44% were enrolled in post-secondary programming (college or university level programs or courses), 13% in trades programs or courses and 6% in other programs or courses (e.g., First Aid, SuperHost, etc.)

- In 2010/11, 61% of responding learners were in their first year at their institute while 37% were not (2% did not respond to this question). Of those past their first year, 63% had previously attended the same institute for one or two years while 32% had previously attended it for three or more years (4% did not respond to this question). In 2010/11, 75% were full-time and 22% were part-time (4% did not respond to this question). In 2010/11, 59% were female and 40% were male (2% did not respond to this question). In 2010/11, 16% were under 20 years of age, 39% were 20 to 29, 18% were 30 to 39 and 26% were 40 years of age or older (1% did not respond to this question). In 2010/11, 93% were members of a First Nation, 2% were Metis, less than 1% were international Indigenous students, 1% were of other ancestry and 1% were non-Native (3% did not respond to this question). In 2010/11, 86% lived in the same community when they were not studying at their institute, 10% lived elsewhere in BC and 2% lived outside BC (2% did not respond to this question).

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

	2014/15		2013/14		2012/13	
	Frequency	**Percent[1]**	**Frequency**	**Percent**	**Frequency**	**Percent**
Chemainus Native College			9	4.2		
Coastal Training Centre (FN Training and Development Centre)			5	2.3	19	5.8
En'owkin Centre	26	9.0	18	8.5		
Gitksan Wet'suwet'en Education Society	53	18.3	14	6.6	24	7.3
Gitwangak Education Society	6	2.1	7	3.3	9	2.7
Heiltsuk College			11	5.2	8	2.4
Ittatsoo Learning Centre			13	6.1		
Kitimaat Valley Institute					6	1.8
Kwadacha Dune Ty	4	1.4	4	1.9		
Kyah Wiget Education Society	12	4.2			1	.3
Lip'alhayc Learning Centre (Nuxalk College)	10	3.5	15	7.0	14	4.3
Muskoti Learning Centre			3	1.4		
NEC Native Education College					11	3.3
Neskonlith Education Center			3	1.4	10	3.0
Nicola Valley Institute of Technology					80	24.3
Northern Shuswap Tribal Council Weekend University Program			2	.9	4	1.2
Prince George Nechako Aboriginal Employment & Training Association	7	2.4				
Saanich Adult Education Centre	22	7.6	38	17.8	23	7.0
Seabird College/Seabird Island Indian Band	69	23.9			47	14.3
Secwepemc Cultural Education Society			10	4.7	10	3.0
Snuneymuxw House of Learning					7	2.1
Ted Williams Memorial Learning Centre	3	1.0			10	3.0
Tl'azt'en Adult Learning Centre			7	3.3	7	2.1
Tsay Keh Dene						
Tszil Learning Centre	63	21.8	34	16.0	30	9.1
Wabsuwilaks'm Gitselasu						
Wah-meesh Learning Centre			7	3.3	9	2.7
Wilp Wilxo'oshkwhl Nisga'a	6	2.1	7	3.3		
YuThuyThut Training	6	2.1				
Other	2	.7	6	2.8		
Total	**289**	**100.0**	**213**	**100.0**	**329**	**100.0**

(1) Percent of learners responding each year.