2018-19 Institute and Student Surveys: System-Wide Report

Submitted to:

Indigenous Adult and Higher Learning Association (IAHLA)

Submitted 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. Previous versions of the survey had been administered annually from 2005-06 to 2015-16.

Directions team members and representatives of IAHLA reviewed and revised the survey to meet IAHLA's current needs for 2018-19.

Two surveys were conducted:
1. IAHLA member institute survey that gathered information about programming, enrollment, staffing and support services provided by the institutes; and
2. Student survey that gathered information from students about their experiences at IAHLA member institutes, needs for support and services, funding sources, and overall satisfaction with the programming.

The survey questions are presented in Appendix 1: IAHLA Institute Survey (page 28) and Appendix 2: IAHLA Student Survey (page 38).

The IAHLA Data Collection Working Group distributed the 2018-19 survey links to 41 eligible IAHLA member institutes[1] and encouraged them to (1) participate in the institute survey and (2) distribute the student survey. Both surveys were administered online[2] from April 18, 2019 to May 13, 2019. Institutes that completed the 2018-19 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).

This report presents the results from the 2018-19 institute and student surveys, as well as institute results from 2005-06 to 2015-16.[3]

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

[2] SurveyGizmo software was used to administer the survey.

[3] Institute and student Excel data files from the years 2005-06 to 2014-15, prepared by Tindall Consulting in association with Juniper Consulting, were available to *Directions* Evidence and Policy Research Group to analyze for

Institute Survey Results

Participants

Forty-one member IAHLA institutes were eligible to complete the 2018-19 survey. Thirteen of the 41 institutes completed the survey. Four institutes accessed the survey but did not complete any questions.

Table 1 shows the number of institutes eligible to take part in the data collection project for each of the 12 survey administrations from 2005-06 to 2018-19, the number of institutes responding, and the response rate (responding institutes divided by eligible institutes) for each survey administration. Note that the NVIT was not included in the data collection in 2018-19.

Table 1: Eligible institutes responding to the IAHLA Data Collection Project (2005-06 to 2018-19)

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%

*The data in this table for the 2005-06 to 2014-15 time period was taken from the IAHLA Data Collection Project 2014/15 report, page 8, Exhibit 2.1
**Not including NVIT

The number of member institutes participating in the survey has been steadily declining over time. Only one institute participated in *all* 12 surveys between 2005-06 to 2018-19. Three

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this report. However, both institute and student survey Excel data files for 2015-16 were not available to *Directions,* and only the final report was provided to *Directions.* Thus, where any reference to 2015-16 data is made, it is taken from the IAHLA Data Collection Project 2015/16 report prepared by Tindall Consulting in association with Juniper Consulting. Data were not available for all survey questions in 2015-16. Note that in the 2015-16 report, for some questions only percentages were reported, rather than the number of responses to a given question.

institutes completed 11 out of 12 annual surveys and three completed 10 annual surveys, but of these six institutes, only two completed the survey in 2018-19.

The same data are graphically represented in Figure 1 to show the decline in participation rates over the 12 administrations of the survey.

Figure 1: Number and percent of eligible institutes responding to the IAHLA Data Collection Project (2005-06 to 2018-19)
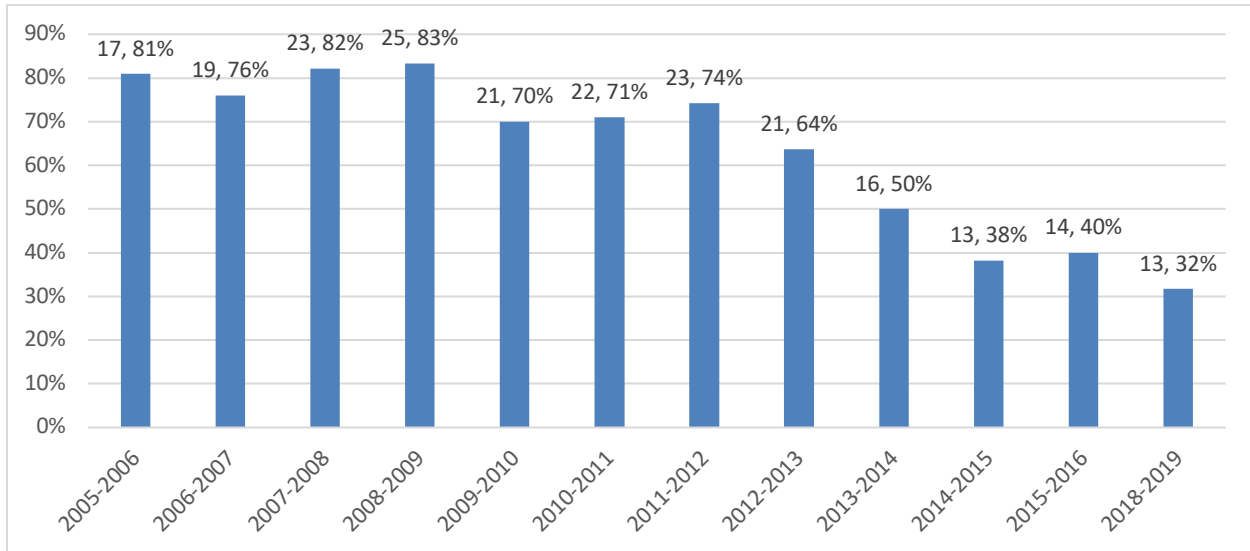
Caution Regarding Comparisons Across Years

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 readily comparable. As well, NVIT was not part of the data collection in 2018-19, and in the past their data would have contributed substantively to aggregate numbers being reported (e.g., enrollment, credentials).

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

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; in each of the years 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 there might have been double counting of students (i.e., the same student being 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)

In the 2018-19 survey, responding institutes reported that that there were 714 students enrolled at their institutes during the previous academic year (2017-18) (Table 2).

Table 2: Student enrollment for responding institutes (2004-05 to 2017-18)*

Year	Part-time			Full-Time			Total		
	Women	Men	Sub-total	Women	Men	Sub-total	Women	Men	Total
2004-05	Inc**	Inc	513	Inc	Inc	1007	Inc	Inc	1520
2005-06	Inc	Inc	642	Inc	Inc	970	Inc	Inc	1612
2006-07	Inc	Inc	567	Inc	Inc	771	Inc	Inc	1338
2007-08	Inc	Inc	314	Inc	Inc	458	Inc	Inc	772
2008-09	Inc	Inc		Inc	Inc		Inc	Inc	2454
2009-10	Inc	Inc		Inc	Inc		1619	965	2584
2010-11	Inc	Inc		Inc	Inc		Inc	Inc	3118
2011-12	Inc	Inc		Inc	Inc		1943	1035	2978
2012-13	327	140	467	450	287	737	777	427	1204
2013-14	181	66	247	333	167	500	514	233	747 (2147)***
2014-15									2336****
2017-18	108	98	206	305	203	508	413	301	714

*The data are for enrollments in the previous academic year. Thus, the year labels refer to the academic year prior to survey administration (e.g., for the 2018-19 survey, the data is reported under the 2017-18 label).

**Inc: Incomplete data available

***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.

****For 2014-15, data were obtained from the 2015-16 annual report.

In years for which gender information was provided by *all* responding institutes, the majority of students were female (Figure 2).

Figure 2: Enrollment by gender and year** in responding institutes (2009-10 to 2017-18)
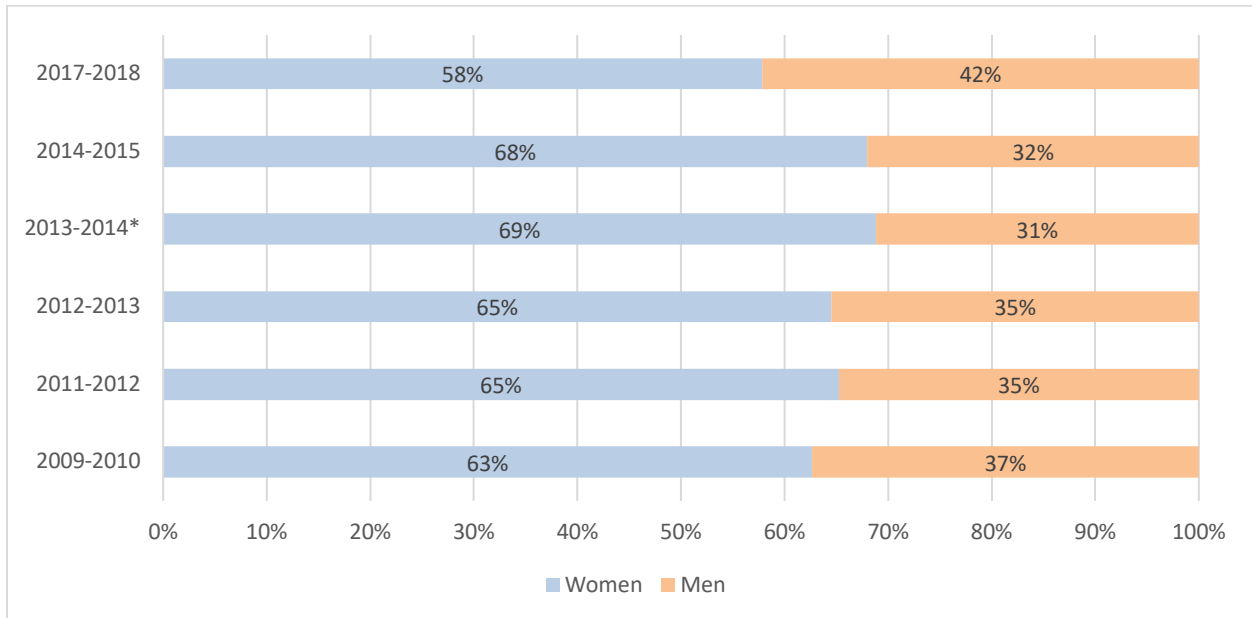
*For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing the underlying data did not correspond to the number reported in the IAHLA Data Collection Project 2014-15 final report.
**The data are for enrollments in the previous academic year. Thus, the year labels refer to the academic year prior to survey administration (e.g., for the 2018-19 survey, the data is reported under the 2017-18 label).

Figure 3 presents the data for the three academic years for which full-time and part-time enrollment data were reported by every responding institute. For the institutes who responded in each year, the majority of students were enrolled full time.

Figure 3: Part- and full-time enrollment by year** in responding institutes (2012-13 to 2017-18)
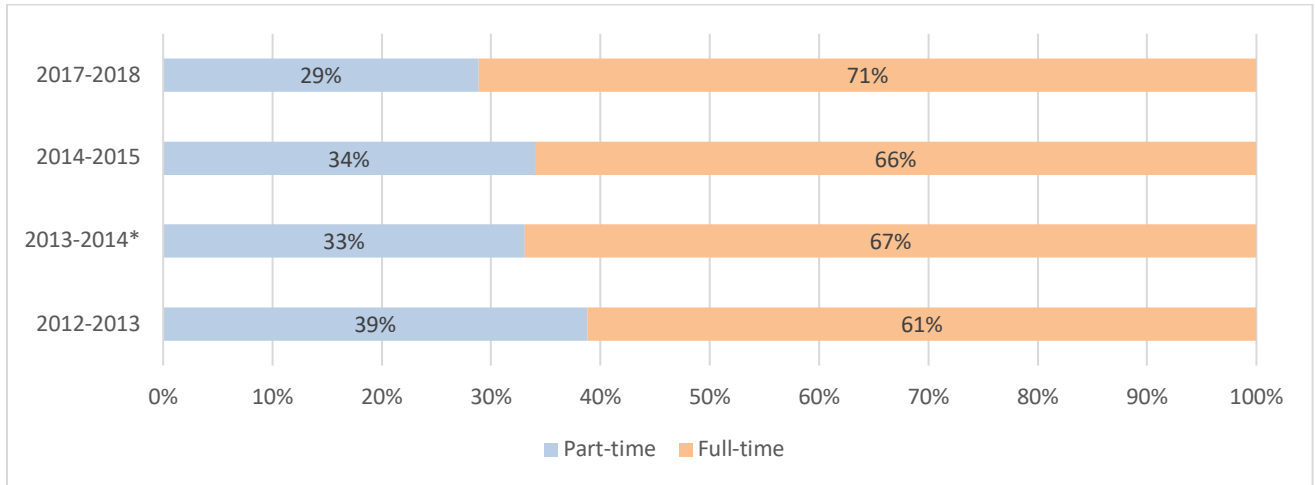
*For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing the underlying data did not correspond to the number reported in the IAHLA Data Collection Project 2014-15 final report.

**The data are for enrollments in the previous academic year. Thus, the year labels refer to the academic year prior to survey administration (e.g., in 2018-19 survey, the data is reported under the 2017-18 label)

Course Completion and Degrees Awarded

Institutes were asked how many students completed courses or programs in the previous academic year. In responding institutes, the majority of students successfully completed one or more courses or programs (Figure 4).

Figure 4: Course completion by year* in responding institutes (2009-10 to 2017-18)
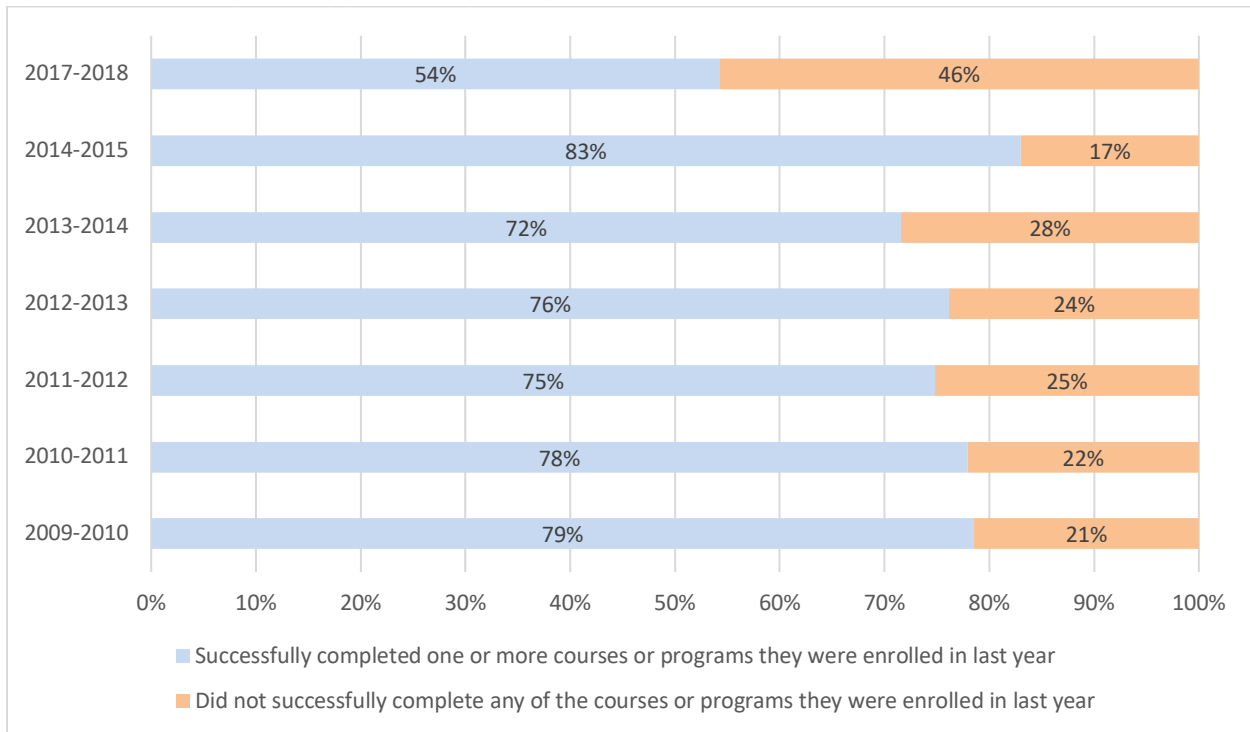
*The data are for the percentage of course completions in the previous academic year. Thus, the year labels refer to the academic year prior to survey administration (e.g., for the 2018-19 survey, the data is reported under the 2017-18 label).

Table *3* shows the number and percentage of degrees and credentials that responding institutes reported that students received each year.

Table 3: Degree and certificates received in the previous academic year in responding institutes (2009-10 to 2017-18)

Degree or Certificate Received	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15*	2017-18
							Number
Received Adult Dogwood diplomas	53	133	134	69	18	n/a	32
Received trades certificates or diplomas	55	106	112	28	32	n/a	28
Received (non-trades) post-secondary certificates	230	285	174	272	77	n/a	69
Received (non-trades) post-secondary diplomas	18	94	79	74	8	n/a	2
Received post-secondary degrees	26	31	22	26	6	n/a	0
Other credentials	473	758	624	205	51	n/a	133
Total	855	1407	1145	674	192	689	264
							Percentage
Received Adult Dogwood diplomas	6%	9%	12%	10%	9%	13%	12%
Received trades certificates or diplomas	6%	8%	10%	4%	17%	26%	11%

Degree or Certificate Received	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15*	2017-18
Received (non-trades) post-secondary certificates	27%	20%	15%	40%	40%	25%	26%
Received (non-trades) post-secondary diplomas	2%	7%	7%	11%	4%	5%	1%
Received post-secondary degrees	3%	2%	2%	4%	3%	8%	0%
Other credentials	55%	54%	54%	30%	27%	23%	50%

*For 2014-15, data were obtained from the IAHLA Data Collection Project 2015-16 report, which provided percentages only.

Current Programming

Institutes were asked to identify the types of programming provided by their institute during the year. Almost all responding institutes offered adult basic education (ABE) / adult upgrading courses (to Grade 12) (Figure 5). For example, 92% of responding institutes provide ABE courses in 2014-15 and 2018-19 academic years.

Figure 5: Current programming in responding institutes (2012-13 to 2018-19)
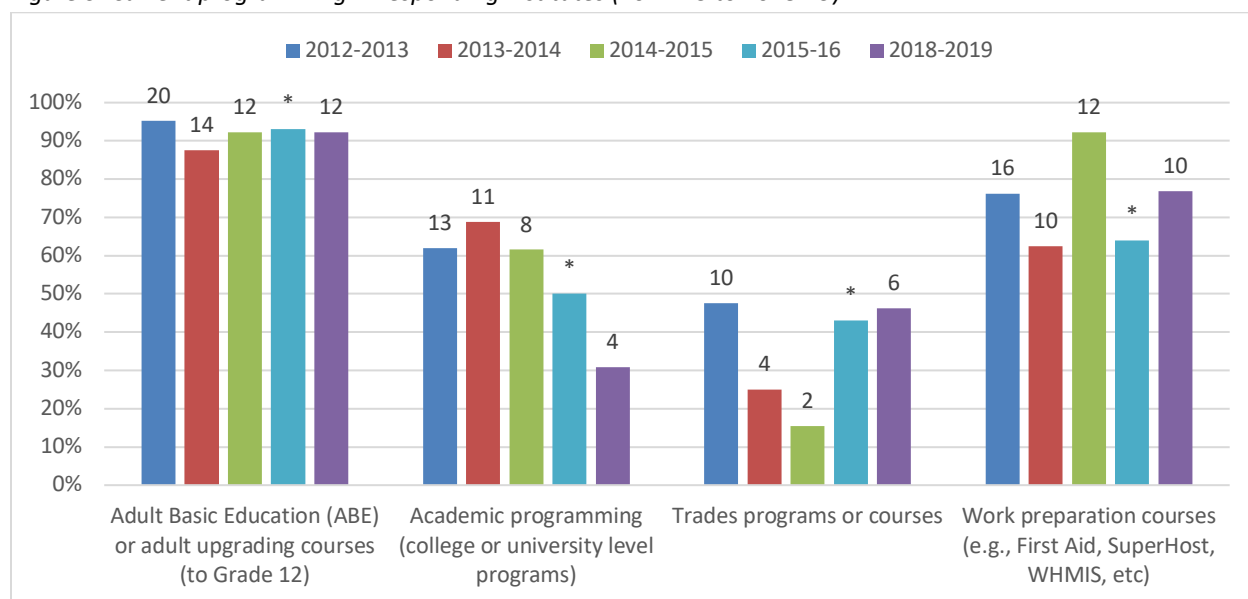
* For 2015-16, the data were obtained from the IAHLA Data Collection Project 2015-16 report, which provided percentages only.

Instructor Numbers and Characteristics

The number of instructors employed by the responding member institutes ranged from 75.25 for 2018-19 to 226 in 2012-13 (although a comparison of raw numbers is likely misleading). Table 4 presents the number of part-time and full-time instructors reported by responding

institutes in each of the years of survey administration. Most instructors are hired part-time (Figure 6).

Table 4: Instructors employed in the current academic year in responding institutes (2004-05 to 2018-19)

Year	Part-time	Full-Time	Total	# of 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**	N/A	N/A	114	14
2018-19	48	27.25	75.25	13

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

Figure 6: Part- and full-time instructors in responding institutes (2004-05 to 2018-19)
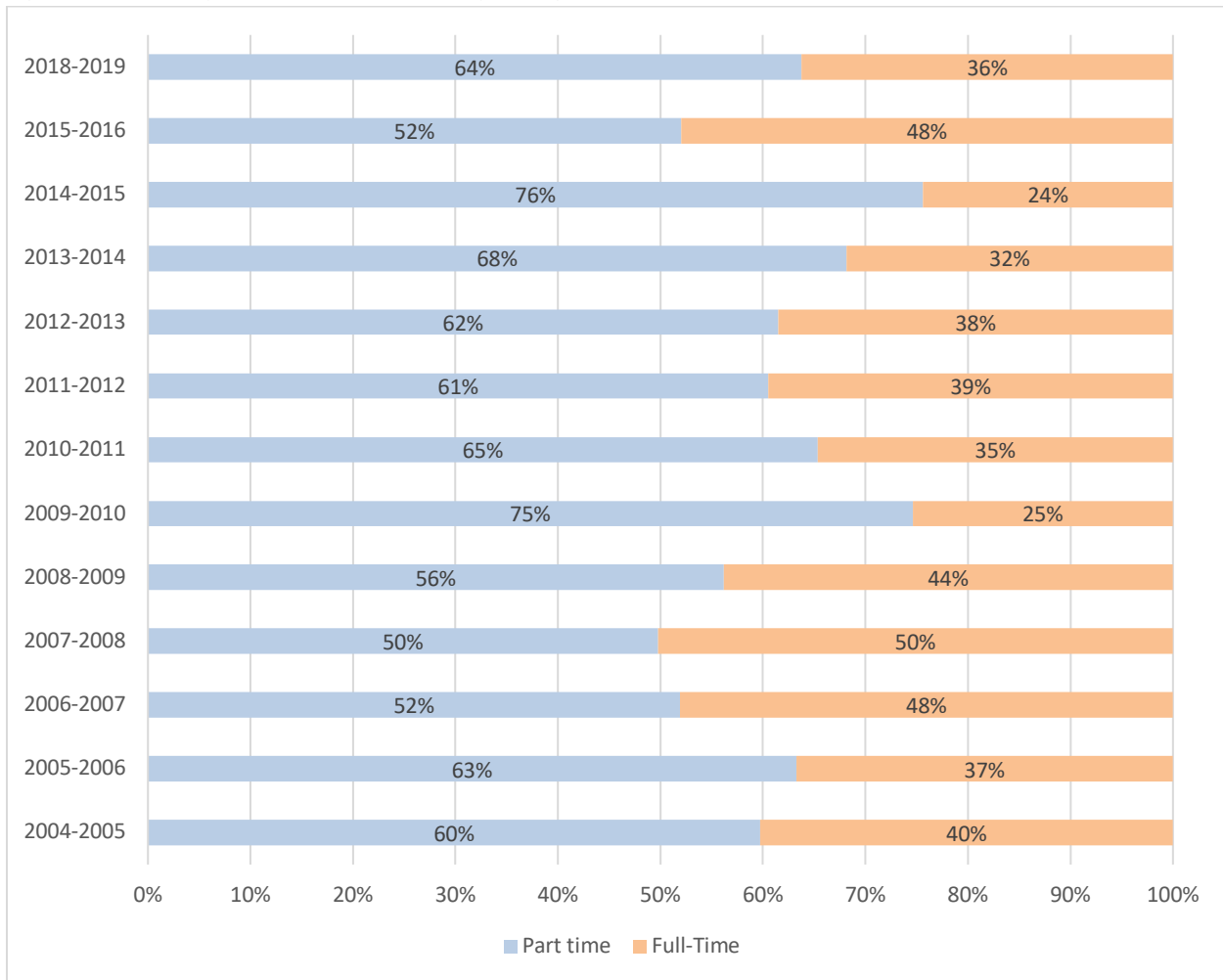
The majority of instructors in responding institutes had at least a Bachelor's degree. As well, at least 35% of responding institutes reported that instructors have a Master's degree. Figure 7 presents the percentages and frequencies of instructors with Master's and Bachelor's degrees.

Figure 7: Instructors' education levels in responding institutes (2007-08 to 2018-19)
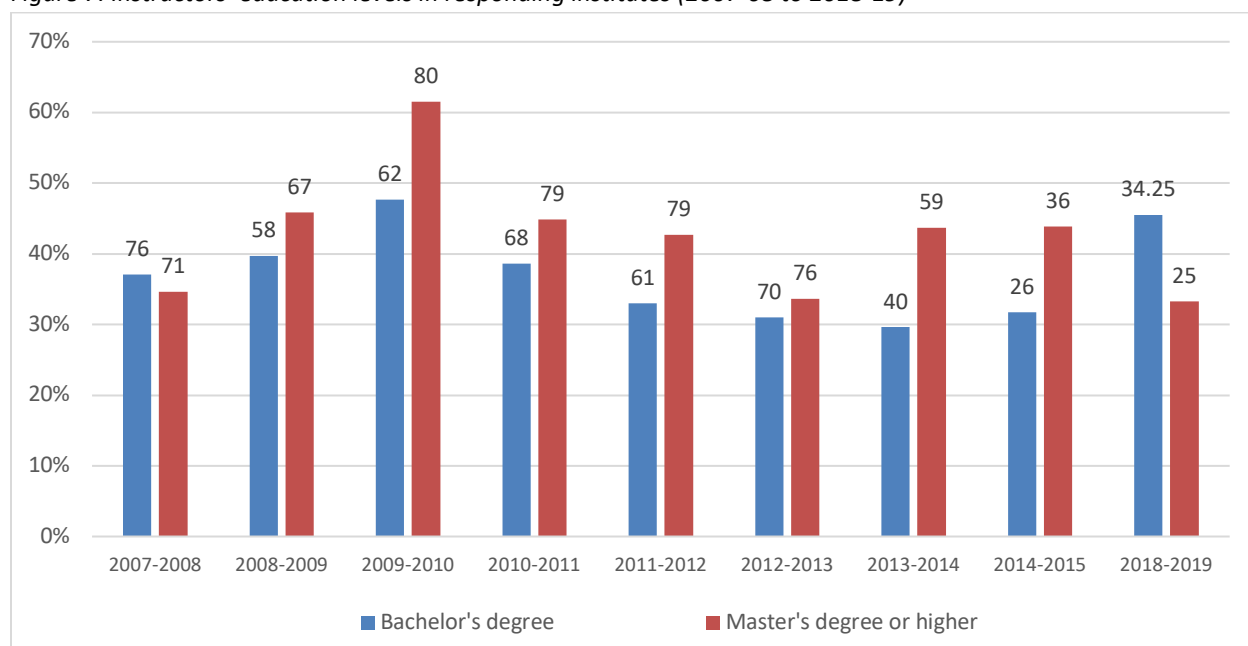
Funding Sources

The survey also gathered information about the institutes' funding sources for the current academic year. The Adult Nominal Roll was selected by 10 out of 13 responding institutes in 2018-19. In previous years, responding institutes also identified the Adult Nominal Roll as the major source of funding. Table 5 outlines funding sources identified by the institutes in 2018-19 survey.

Table 5: Funding sources in responding institutes (2018-19)

	# Institutes Reporting Funding Source						Total #
2018-19	**Major Funding (Over 50%)**	**25% - 50% of funding**	**Less than 25% of funding**	**Applied, none received**	**Did not apply**	**Don't know**	**Responding Institutes**
Tuition	0	1	2	0	4	1	8
Own source of revenue	1	2	1	0	4	1	9
Post-Secondary Partnerships Program (Formerly ISSP)	0	1	1	1	3	1	7
Adult Nominal Roll	10	1	1	0	1	0	13
New Paths for Education Grant	1	0	3	0	2	1	7
Aboriginal Skills and Employment Training Strategy funding	1	2	2	0	3	0	8
Other federal funding	2	0	2	0	1	2	7
Provincial Adult Basic Education funding	0	1	1	0	3	1	6

2018-19	# Institutes Reporting Funding Source						Total # Responding Institutes
	Major Funding (Over 50%)	25% - 50% of funding	Less than 25% of funding	Applied, none received	Did not apply	Don't know	
Aboriginal Community Based Training Partnerships Program (ACBTPP)	1	0	2	1	3	1	8
Other provincial funding	0	1	1	0	4	1	7
Funding through affiliation agreements with public post-secondary institutions	0	2	1	1	2	2	8
Adult Literacy Program	0	0	0	0	4	2	6

Certifications under the Private Training Act

The number of institutes certified under the Private Training Act is shown in Table 6. Of those that were not certified, two responding institutes expressed interest in registering with the Private Training Institutes Branch in 2018-19.

Table 6: Responding institutes certified under the Private Training Act (formerly the Private Career Training Institutions Act or PCTIA, 2010-11 to 2018-19)

Certified under Private Training Act	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2018-19
Yes (#)	5	6	5	3	1	1	1
Yes (%)	23%	26%	24%	19%	8%	7%	8%
Total # Responding Institutes	22	23	21	16	13	14	13

Institutes' Relationships with Public Post-Secondary Institutions

Twelve out of 13 responding institutes had formalized relationships with public post-secondary institutions. The most commonly named public post-secondary institutions that institutes had formalized relationships with in 2018-19 were Nicola Valley Institute of Technology (n=5), Camosun College (n=4), Thompson Rivers University (n=4), and Vancouver Island University (n=4). The most common types of formalized relationships with public post-secondary institutions were service agreements (n=20) and "other" relationships (n=30) such as partnerships, protocols, MOUs, federation agreements.

First Nations Language Revitalization

Less than half of the responding institutes in 2018-19 reported using such First Nations language revitalization strategies as offering First Nations language credit courses (n=4) and non-credit courses (n=6) and integrating language into all the offered courses (n=5) (Table 7).

Table 7: First Nations language revitalization strategies being implemented at responding institutes (2018-19)

First Nations Language Revitalization Strategy	#	%
First Nations language courses (for credit)	4	30.8%
First Nations language courses (not-for-credit)	6	46.2%
Diploma, certificate, or degree in a First Nations language	3	23.1%
Language mentor-apprentice programming	2	15.4%
Language archiving and recording	3	23.1%
Language is integrated into all the offered courses	5	38.5%
None	1	7.7%
Other strategies	2	15.4%

Institutes' Goals

Member institutes were also asked to reflect on the goals that their institute or centre was focusing this year. In the 2018-19 survey, the response options for this question were changed from previous years, so data is presented for only the current year. As seen from Table 8, the top three goals identified by the responding institutes as "very important" were the promotion of other aspects of First Nations culture (n=10), Adult Dogwood diplomas / High School equivalence (GED) (n=10), and academic upgrading (n=9).

Table 8: Responding institutes' goals (2018-19)

Goal	Very Important	Important	Moderately Important	Slightly Important	Not Important	Don't know	# Responding
Promoting other aspects of First Nations culture	10	2	1	0	0	0	13
Adult Dogwood diplomas / High School equivalence (GED)	10	2	1	0	0	0	13
Academic upgrading	9	4	0	0	0	0	13
First Nations language promotion	8	4	1	0	0	0	13
Offering land-based programming	6	5	2	0	0	0	13
Certificate, diploma, degree completion	5	5	2	1	0	0	13

Accountability to First Nations

Out of 13 responding institutes in 2018-19, ten reported being accountable to one or more First Nations.

Institutes' Data Collection on Students

Nine out of 13 responding institutes in 2018-19 indicated that their institute has a mechanism for collecting, storing, and reporting on student data; however, of those that had a mechanism, only 5 institutes reported that the mechanism met their needs.

Student Survey Results

In 2018-19, 38 students completed the IAHLA student survey; another 31 accessed the survey but did not complete any questions. Although there were responses from students at seven IAHLA institutes, most respondents were students from one of two institutes. Because the response rates were low and represented responses from primarily two institutes, comparisons to previous years' results are not recommended.

Student Respondents: Demographics

The majority of student respondents were women (n=23), in line with the institutes' data that most enrolled students are women; 13 student respondents were men and 2 selected the "other" response option.

Most of the respondents were between 20 and 29 years of age (n=17) (Table 9).

Table 9: Student respondents by age (2018-19)

Age	#	%
Under 20	9	24%
20 to 29	17	45%
30 to 39	7	18%
40 or older	5	13%
Total	38	100%

Thirty-six students were First Nations (status or non-status), one respondent identified as Caucasian, and one indicated being "in the process of being adopted with membership."

The majority of 2018-19 respondents were in their first year at their IAHLA institute (Table 10). Those who were not in their first year had been enrolled at their IAHLA institute between 1 and 6 years.

Table 10: Student respondents in their first year (2014-15 to 2018-19)

Are you in your first year at this IAHLA institute?	2018-19		2015-16*		2014-15	
	#	%	#	%	#	%
Yes	29	76%	n/a	69%	166	57%
No	9	24%	n/a	30%	121	42%
No response			n/a	1%	2	1%
Total respondents	38	100%	249	100%	289	100%

*For 2015-16, the data were obtained from the IAHLA Data Collection Project 2015-16 report.

Reasons for Choosing IAHLA Institute

In 2018-19, the majority of the responding students selected their IAHLA Institute because (Table 11):

- it allowed them to study in their community (n=33),
- they felt supported at their institute (n=33), and
- their friends and family attended that institute (n=29).

Table 11: Responding students' reasons for choosing IAHLA institute (2018-19)

Why did you choose to come to this institute rather than go to a different IAHLA institute or non-Aboriginal controlled post-secondary educational organization?	#	%
It allows me to study in my community	33	85%
I feel supported at this institute	33	85%
My friends and/or family attended this institute	29	74%
It has programs and courses of interest to me	26	67%
It has a good reputation	22	56%
This institute offered me funding to attend	20	51%
It was more affordable than going elsewhere	19	49%
The environment is culturally relevant	16	41%
I'm not aware of what other IAHLA institutes or non-Aboriginal controlled post-secondary educational organizations offer	4	10%
Other	2	5%

Respondents could select more than one response option when answering this question.

Those who selected the "other" response option thought that their choice of institute allowed them to be near their family members who provided additional support or that the institute they attended was more convenient in terms of transportation.

Leaving Home to Attend Institute

Only 7 respondents out of 38 left their home community, town, or city to attend the institute.

Activities Before Enrollment

Before enrolling at their IAHLA institute, 19 out of 38 student respondents were working for pay, 7 were attending high school, and 9 were not working or attending school.

Table 12: Responding students' activities before enrollment in IAHLA institute (2018-19)

What best describes what you were doing before enrolling at this institute?	#	%
I was working for pay	19	50%
I was in high school	7	18%
I was not working or attending school	9	24%
Other	3	8%
Total	38	100%

Housing

Half of the student respondents did not experience any difficulties finding housing (n=19) in 2018-19, while 12 students indicated that there was no housing provided by their institute (Table 13).

Table 13: Responding students' housing difficulties (2018-19)

Did you face any of the following difficulties in finding housing in order to study at this institute?	#	%
No housing is associated with this institute	12	32%
Lack of off-campus housing adequate to meet my needs / my family's needs	4	11%
Off-campus housing was unaffordable	1	3%
Other	5	13%
No difficulties in finding housing	19	50%

Respondents could select more than one response option when answering this question.

Those who selected "other" as their response option were living with their parents or grandparents or in their community and did not require housing on campus.

The majority of the student respondents (30 out 38) indicated that they would want to live in the housing at the institute if such housing was provided.

Knowledge Before Enrollment

Most of the responding students in 2018-19 considered their options before enrolling at their IAHLA institute. Only 10 respondents said that they knew nothing about what institute to enroll in and only 6 respondents did not consider what courses to take before coming to the IAHLA institute. However, almost half of the respondents did not know how they would pay for their studies before enrollment.

Table 14: Responding students' knowledge before enrollment (2018-19)

How much did you know before coming to your institute about:	Almost nothing		Some		A lot		Total # responses
	#	%	#	%	#	%	
What institute to enroll in	10	27%	19	51%	8	22%	37
What courses to take	6	16%	23	62%	8	22%	37
How to pay for your studies	17	46%	16	43%	4	11%	37

Programming

The majority of the student respondents (n=30) were enrolled in Adult Basic Education (ABE) or adult upgrading courses at the time of the 2018-19 survey, while 15 respondents were attending college- and university-level programs (Table 15).

Table 15: Types of programs attended by student respondents (2018-19)

What type of program are you enrolled in?	Count	%
Adult Basic Education (ABE) or adult upgrading courses (to Grade 12)	30	78.9%
Academic programming (college- or university-level programs)	15	39.5%
Trades programs or courses	3	7.9%
Work preparation courses (e.g. First Aid, SuperHost, Workplace Hazardous Materials Information System (WHMIS), etc).	7	18.4%
Other program or courses	4	10.5%

Respondents could select more than one response option when answering this question.

First Nations Language Courses

Most of the student respondents (31 out 38) in 2018-19 indicated that they did not study First Nations languages as a part of their studies. Those who attended such courses (n=7) were satisfied with their progress in the First Nations language studies.

Plans for Next Academic Year

When asked about their plans for the upcoming 2019-20 academic year (Table 16), seven respondents did not have clear plans. Those who considered their options indicated that they would continue their studies (n=26) and/or seek employment (n=13).

Table 16: Responding students' plans for 2019-20 academic year (2018-19)

Next academic year I plan to:	#	%
Continue studying	26	68.4%
Seek employment	13	34.2%
I'm not sure	7	18.4%
Other	1	2.6%

Respondents could select more than one response option when answering this question.

More than half of the students who were planning to continue studying also planned to remain at their current IAHLA institute (n=14), while 10 planned to seek a post-secondary program at a post-secondary educational organization that is not Aboriginal-controlled.

Preparation for Future

All but 3 respondents felt that their IAHLA institute had been adequately preparing them to pursue their goal of continuing studies or seeking employment.

Support Services

Most responding students in 2018-19 thought that staff at their institute were very helpful or moderately helpful (Figure 8). This included staff who provided supports to students socially and emotionally, cultural and spiritual support, academic advising, and mental health counselling, as well as Elders who supported students on campus. Only 12 students out of 38 thought that housing services for students and/or their families were helpful.

Figure 8: Helpfulness of support services (number and percentage of students responding "very helpful" or "moderately helpful") (2018-19)

Support Service	Number; Percentage
Staff who support me socially and emotionally	36; 97%
Student achievement and graduation events	34; 92%
Staff who support me culturally and/or spiritually	32; 84%
Elders on campus to support students	32; 84%
Staff who provide academic advising	31; 84%
Staff who provide mental health counselling that is respectful of Indigenous perspectives	31; 82%
Family involvement	28; 78%
Support for enrolled students that focuses on success strategies	29; 76%
Staff or students who provide academic tutoring	28; 76%
Cultural and spiritual activities to incorporate or acknowledge traditional practices	26; 74%
Financial support	27; 73%
Career transition supports	27; 73%
Student welcome events	27; 73%
Support to prevent drug, alcohol, and other substance-use issues	26; 70%
Student-led activities	26; 68%
Staff who support me in responding to incidents of racism and violence	25; 66%
Support to prevent family violence	24; 63%
Financial advising	22; 59%
Daycare for children of students	20; 54%
Housing designated for students or families on campus	12; 33%

Funding Sources

Student respondents in 2018-19 reported that they receive funding for *program-related* expenses (e.g., tuition, fees, books, and supplies, excluding living expenses) from various sources (Table 17), including Band funding (n=24), employment while studying or during the break (n=7), personal savings (n=7), scholarships (n=4), and support from family and friends (n=5). For the majority of respondents (n=23), Band funding was the primary source of funding for program-related expenses.

Table 17: Responding students' funding sources for program-related expenses (2018-19)

How are you funding your <u>studies/training program</u> (tuition, fees, books, and supplies, *excluding living expenses*)?	#	%
Band funding	24	63%
Employment while studying or during breaks	7	18%
Personal savings	7	18%
Financial support from family & friends (including free/subsidized room and board)	5	13%
Student loan	1	3%
Scholarship, grant or bursary	4	11%
I'm not sure	7	18%
Other	2	5%

Respondents could select more than one response option when answering this question.

Student respondents in 2018-19 also reported that they receive funding for *living* expenses from various sources (Table 18), including Band funding (n=18), employment while studying or during breaks (n=11), personal savings (n=9), support from family and friends (n=8), scholarships (n=2), loans (n=1), and other sources (n=9) such as ministry funding, social assistance, and disability supports. However, the primary source of funding for living expenses, as with program-related expenses, was Band funding.

Table 18: Responding students' funding sources for living expenses (2018-19)

How are you funding your <u>living expenses</u>?	#	%
Band funding	18	47.4%
Employment while studying or during breaks	11	28.9%
Personal savings	9	23.7%
Financial support from family & friends (including free/subsidized room and board)	8	21.1%
Student loan	1	2.6%
Scholarship, grant, or bursary	2	5.3%
I'm not sure	2	5.3%
Other	9	23.7%

Respondents could select more than one response option when answering this question.

Student Satisfaction

In terms of overall satisfaction with their institute, all 38 student respondents indicated that they would *recommend* their IAHLA institute to others. Thirty-six of 38 respondents indicated that they were *satisfied* with the IAHLA institute.

Students were asked if they would ever consider leaving their institute (Table 19). Seventeen respondents indicated that they would not consider leaving their institute. Those who indicated that they would consider leaving cited reasons such as financial difficulties (n=9), job responsibilities (n=8), and academic difficulties (n=5).

Table 19: Responding students' reasons for considering leaving the institute (2018-19)

Have you considered leaving this institute for any of the following reasons?	#
Financial difficulties	9
Job responsibilities	8
Academic difficulties	5
Housing challenges	4
Extended family responsibilities	3
Childcare responsibilities	2
Feeling socially isolated or unwelcome at the institution	2
I have never considered leaving this institution	17

Respondents could select more than one response option when answering this question.

Table 20 and Table 21 below show the number of responding students who agreed with given statements describing their learning experiences and environment. As seen from Table 20, most of the students felt supported by the teaching and administrative staff and prepared for future education. Respondents also agreed that they have developed learning skills, research and problem-solving skills, and have set educational and personal goals for themselves. Twenty students out of 38 agreed that they have set goals for understanding and speaking their traditional languages, but only eight felt they were better able to carry on a conversation in their First Nation language.

Table 20: Responding students' agreement with statements regarding their learning experiences (number of respondents who selected "agree") (2018-19)

Since beginning at this institute, . . .	# (total n=38)
I feel supported by the teaching staff.	36
I have been helped to prepare for my further education.	34

Since beginning at this institute, . . .	# (total n=38)
I have been better able to learn.	33
I have learned to seek help for my needs.	32
I feel supported by the administrative staff.	31
I feel better about myself.	30
I have set goals for my education.	30
I have set goals for my personal life.	30
I have learned research skills.	30
I have gained skills in solving problems.	29
I feel more confident.	28
I have set goals for understanding my culture.	27
I have set goals for my family life.	26
I have set goals for my role in my community.	24
I have been helped to prepare for getting a job.	24
I have gained computer skills.	23
I have become more active in cultural events.	21
I have set goals for understanding and speaking my traditional language.	20
I have become more active in my community.	17
I am better able to carry on a conversation in my First Nation language.	8

Respondents could select more than one response option when answering this question.

Most respondents reported that they developed new or better relationships with other students and liked the school facilities and the course options (Table 21). More the half of the students also believed that the physical environment of their institute reflected First Nations culture.

Table 21: Responding students' agreement with statements regarding their learning environment (number of respondents who selected "agree") (2018-19)

At this institute, . . .	# (total n=38)
I have made new or better relationships with other students.	33
I like the availability and range of courses.	32
I like the classrooms, facilities & common space.	30
I have liked the courses I have taken.	30
The physical environment reflects First Nations culture.	24

Respondents could select more than one response option when answering this question.

Limitations and Future Data Collection

IAHLA Institute and Student surveys were completed at the end of the academic year of 2018-19. The timing of the surveys might have contributed to the low response rate; at some institutes, this is the time of transition from the winter to summer term. As only 13 out of 41 eligible institutes completed the survey in 2018-19 and different institutes respond in each year of data collection, comparisons across years is not recommended. The student survey data relies primarily on the responses from students attending two IAHLA institutes, which makes generalizations impossible. As such, it is important to consider the information in this report with caution.

In order to increase the response rates in future years, *Directions* recommends:

- Conducting student surveys earlier in the academic year
- Asking institutes to allocate time for survey administration at the end of one of classes
- Distributing surveys through other means such as using social media
- Keeping the survey open longer and issuing multiple reminders
- Engaging institutes in the promotion of the surveys

Appendix 1: IAHLA Institute Survey

https://ca.surveygizmo.com/s3/50045851/IAHLA-Institute-Survey

Welcome

Your responses to this survey are needed for four important reasons:
- Providing data to support your institute's education decision-making.
- Providing a data collection report to assist institutes with their accountability measures to community and funders.
- Supporting IAHLA in understanding the collective needs of First Nations institutes.
- Supporting IAHLA in promoting the benefits and unique roles of IAHLA institutes.

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.

If you want to learn more about the survey, please see our FAQ page.

Please complete the survey by **Tuesday, April 30, 2019 (11:59 pm Pacific Time)**. Upon completing the survey, your institute will be automatically entered into a prize draw for one of two $500 cheques.

In preparation for filling out this survey, you may find it useful to download a blank copy of the survey so that you can collect the data that you will be asked to provide online in the following pages.

Please download a blank copy of your survey here

[*separate FAQ page for interested respondents, also linked at footer of survey*]

FAQs for IAHLA Data Collection Institution Survey

https://ca.surveygizmo.com/s3/50045852/FAQs-for-IAHLA-Data-Collection-Institution-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 the experiences and supports for students as part 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 institute. Within the institute, the survey may

be shared amongst institute representatives to gather all the data to submit at once.

What kinds of questions will be asked?

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

Can I answer on my tablet or smartphone?

This 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?

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@surveygizmo.com). If you don't see the email in your inbox, please check your junk folder. We do not keep 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 of Directions at obartosh@directions-eprg.ca.

For questions about the overall IAHLA Data Collection Project, contact Nicolas Mejia at nicolasm@fnesc.ca.

Collection notice

The survey itself does not collect any personal information. 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.

1. Region and IAHLA Institute Name*: *[4]

Region	Institute
Region A Kaska / Dene / TahltanTagish / Inland Tlingit / Tsek'ene	Blueberry River First Nation Adult Centre
	Fort Nelson First Nation Community Education Authority
	Kwadacha Dune Tiiy
	Muskoti Learning Centre - Saulteau First Nations
	Tsay Keh Dene Learning Centre
Region B Haida / Tsimshian / Haisla / Nisga'a	Coastal Training Centre
	Kitimat Valley Institute
	Wabsuwilaks'm Gitselasu Adult School
	Wilp Wilxo'oskwhl Nisga'a
Region C Gitksan / Wet'suwet'en	Gitksan Wet'suwet'en Education Society
	Gitwangak Education Society
	Kyah Wiget Education Society
Region D Tsilhqot'in / Carrier	Jean Marie Joseph Adult School
	Prince George Nechako Aboriginal Employment and Training Centre
	Ted Williams Memorial Learning Centre
	Tl'azt'en Adult Learning Centre
Region E Kwakwaka'wakw / Heiltsuk / Nuxalk / Oweekeno / Nuu-chah-nulth	Ahousaht Education Authority
	Heiltsuk College
	K'ak'otlats'i School
	Lip'alhayc Learning Centre (Nuxalk College)
	NTC Nuu-chah-nulth Tribal Council (NETP)
	Wameesh Learning Center
Region F Coast Salish / Island	Chemainus Native College
	Cowichan Tribes - Quw'utsun Syuw'entst Lelum
	Ittatsoo Learning Centre
	Pacheedaht First Nation
	Penelakut Island Learning Centre
	Saanich Adult Education Centre
	Snuneymuxw First Nation / House of Learning
Region G Secwepemc /Northern St'atl'imc / Nlaka'pamux	CFDC of Central Interior First Nations
	Nicola Valley Institute of Technology (NVIT)
	Northern Shuswap Tribal Council
	Secwepemc Cultural Education Society
	Skeetchestn Band Education

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[4] The asterisk indicates the question requires a response online. Because of the way the survey software registers responses for certain types of questions, *Directions* could not make some questions mandatory as it would have meant that the respondent would have not been able to move past a given page if they didn't fill in an "other" option.

Region	Institute
Region H Coast Salish Mainland / Lower St'atl'imc	NEC Native Education College
	Seabird College
	Sechelt Indian Band Education Centre
	Sto:lo Nation
	Ts'zil Learning Centre (Lilwat)
Region I Kootenay / Okanagan	En'owkin Centre
	Neskonlith Education Centre
	Penticton Indian Band Adult Education

2. Contact Person (for this project):* _____

3. Telephone:* _____

4. Email:* _____

5. How many <u>students</u> were enrolled in your institute in the <u>last academic year</u> (September 2017 - August 2018)? *Please count all students.*

	Men	**Women**	**Other**
Part-time students			
Full-time students			

6. Of the students that were enrolled in your institute the last academic year (September 2017 - August 2018), indicate how many: *

	# of students	**Don't know**
Successfully completed one or more courses or programs they were enrolled in last year		
Did not successfully complete any of the courses or programs they were enrolled in last year		
Received Adult Dogwood diplomas		
Received trades certificates or diplomas		
Received (non-trades) post-secondary certificates		
Received (non-trades) post-secondary diplomas		

Received post-secondary degrees		
Other credentials		

If you selected "Other credentials" in the previous question, please specify the type.

7. Is your institute offering the following types of programming this academic year (September 2018 - August 2019)? * *Check all that apply.*

   o Adult Basic Education (ABE) or adult upgrading courses (to Grade 12)
   o Academic programming (college or university level programs)
   o Trades programs or courses
   o Work preparation courses (e.g., First Aid, SuperHost, Workplace Hazardous Materials Information System (WHMIS), etc).
   o Other program or courses, please specify: _____*

8. How many <u>instructors</u> teaching in your institute <u>this academic year</u> (September 2018 - August 2019) are:*

	# of instructors	Don't know
Part-time instructors	___	
Full-time instructors	___	

9. How many <u>instructors</u> teaching in your institute <u>this academic year</u> (September 2018 - August 2019):*

	# of instructors	Don't know
identify as First Nations?	___	
have a Bachelor's degree?	___	
have a Master's degree or higher?	___	

10. What are your funding sources <u>this academic year</u> (September 2018 - August 2019)?
    Do not include minor grants under $1,000. Please check all that apply.

	Major Funding (Over 50%)	25% - 50% of funding	Less than 25% of funding	Applied, none received	Did not apply	Don't know
Tuition						
Own source of revenue						
Post-Secondary Partnerships Program (Formerly ISSP)						
Adult Nominal Roll						
New Paths for Education Grant						
Aboriginal Skills and Employment Training Strategy funding						
Other federal funding						
Provincial Adult Basic Education funding						
Aboriginal Community Based Training Partnerships Program (ACBTPP)						
Other provincial funding						
Funding through affiliation agreements with public post-secondary institutions						
Adult Literacy Program						

11. Is your institute certified under the Private Training Act (formerly the Private Career Training Institutions Act or PCTIA)? *

   o   Yes
   o   No
   o   Don't know

12. Is your institute interested in becoming registered with the Private Training Institutes Branch? *

   o   Yes
   o   No
   o   Don't know

13. Which public post-secondary institutions (college, institutes or universities) do you have formalized relationships with?* *Check all that apply.*

   o   British Columbia Institute of Technology
   o   Camosun College
   o   Capilano University
   o   Coast Mountain College (formerly Northwest Community College)
   o   College of New Caledonia
   o   College of the Rockies
   o   Douglas College
   o   Emily Carr University of Art and Design
   o   Justice Institute of British Columbia
   o   Kwantlen Polytechnic University
   o   Langara College
   o   Nicola Valley Institute of Technology
   o   North Island College
   o   Northern Lights College
   o   Okanagan College
   o   Royal Roads University
   o   Selkirk College
   o   Simon Fraser University
   o   Thompson Rivers University
   o   University of British Columbia
   o   University of Northern British Columbia
   o   University of the Fraser Valley
   o   University of Victoria

- o Vancouver Community College
- o Vancouver Island University
- o None
- o Other - Please specify: _____*

> Piping: Show institutes selected in previous question for the following question.

14. Please indicate which types of formalized relationships your institute has with public post-secondary institutions (colleges, institutes, or universities): *

Name of Public Post-Secondary Institution	Affiliation Agreement	Service Agreement	Brokering	Other (e.g., partnerships, protocols, MOUs, federation agreements, etc.)

15. What First Nations language revitalization strategies are being implemented at your institute?*
Check all that apply.

- o First Nations language courses (*for credit*)
- o First Nations language courses (*not-for-credit*)
- o Diploma, certificate, or degree in a First Nations language
- o Language mentor-apprentice programming
- o Language archiving and recording
- o Language is integrated into all the offered courses
- o None
- o Don't know
- o Other strategies, please describe: _____*

16. First Nations adult and post-secondary institutes have a number of different focuses and goals. Please rate how important the following goals are to your institute or centre this year.
Check all that apply.

	Very Important	Important	Moderately Important	Slightly Important	Not Important	Don't know
First Nations language promotion						

Promoting other aspects of First Nations culture						
Adult Dogwood diplomas / High School equivalence (GED)						
Academic upgrading						
Certificate, diploma, degree completion						
Offering land-based programming						

17. Is your institute directly accountable to one or more First Nations?*
    o   Yes
    o   No
    o   Don't know

Logic: If "Yes" to previous question

18. Please list the First Nations that you are accountable to and the way in which you are accountable. *
_____
_____

19. Does your institute have a mechanism for collecting, storing, and reporting on student data?*
    o   Yes
    o   No
    o   Don't know

Logic: If "Yes" to previous question

20. If you have a mechanism for collecting student data, does it meet your needs? *
    o   Yes
    o   No
    o   Don't know

21. Please feel free to elaborate on points raised within the survey and/or add different topics or areas that we may not have touched on.

_____

_____

Appendix 2: IAHLA Student Survey

https://ca.surveygizmo.com/s3/50045844/IAHLA-Student-Survey

Welcome

If you are currently enrolled at an Indigenous Adult and Higher Learning Association (IAHLA) member institute, we would like to hear about your experience!

Prize Draw

Upon completion of the survey, you will have a chance to enter a prize draw for one of the following prizes: Visa gift cards worth $250 each (2 to be drawn); Visa gift cards worth $50 each (20 to be drawn).

Information

The survey, which takes about 12 minutes to complete, will help your IAHLA institute to:
Better fit programs and services to student needs and interests.
Account to your community about how funds are spent.
Identify where additional programs, services, or funding may be needed.
In addition, the results will help IAHLA to understand the collective needs of Aboriginal-controlled institutes and students.

Your responses will be kept anonymous and your participation is completely voluntary. If you want to learn more about the survey, please see our FAQ page.

Please complete the survey by Tuesday, April 30, 2019 (11:59 pm Pacific Time).

Collection Notice

The survey itself does not collect any personal information. 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, you may enter a draw for a gift card. You will need to supply your name and email address in order to be contacted if you are one of the winners.

[*separate FAQ page for interested respondents, also linked at footer of survey*]

FAQs for IAHLA Data Collection Institution Survey
https://ca.surveygizmo.com/s3/50045846/FAQs-for-IAHLA-Data-Collection-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 the experiences and supports for students in as part of the IAHLA Data Collection Project.

Who can respond to the survey?

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

What kinds of questions will be asked?

The survey includes questions about your experience and supports at the IAHLA institute where you are currently enrolled.

Do I have to answer every question?

The only question that is mandatory asks you to provide the name of the IAHLA institute that you are currently enrolled in.

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@surveygizmo.com). If you don't see the email in your inbox, please check your junk folder. We do not keep 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?

Your survey responses will be stored separately from the name and email provided for the prize draw, and we will not link your survey responses to your contact information. All of the information you provide is confidential and anonymous. We will not collect IP addresses or geo-location data from any of your responses. For more information on the privacy of your information, please see the Directions Privacy Policy.

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 of Directions at obartosh@directions-eprg.ca.

For questions about the overall IAHLA Data Collection Project, contact Nicolas Mejia at nicolasm@fnesc.ca.

Collection notice

The survey itself does not collect any personal information. 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, you may enter a draw for a gift card through a link to a separate survey. You will need to supply your name and email address in order to be contacted if you are one of the winners.

In this survey:

"IAHLA 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 Leaning Association.

"Post-secondary educational organization" 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.

1.   Please select the name of the IAHLA institute where you are currently enrolled.*

Ahousaht Education Authority
Blueberry River First Nation Adult Centre
CFDC of Central Interior First Nations
Chemainus Native College
Coastal Training Centre
Cowichan Tribes - Quw'utsun Syuw'entst Lelum
En'owkin Centre

Fort Nelson First Nation Community Education Authority
Gitksan Wet'suwet'en Education Society
Gitwangak Education Society
Heiltsuk College
Ittatsoo Learning Centre
Jean Marie Joseph Adult School
K'ak'otlats'i School
Kitimat Valley Institute
Kwadacha Dune Tiiy
Kyah Wiget Education Society
Lip'alhayc Learning Centre (Nuxalk College)
Muskoti Learning Centre - Saulteau First Nations
NEC Native Education College
Neskonlith Education Centre
Nicola Valley Institute of Technology (NVIT)
Northern Shuswap Tribal Council
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
Secwepemc Cultural Education Society
Skeetchestn Band Education
Snuneymuxw First Nation / House of Learning
Sto:lo Nation
Ted Williams Memorial Learning Centre
Tl'azt'en Adult Learning Centre
Ts'zil Learning Centre (Lilwat)
Tsay Keh Dene Learning Centre
Wabsuwilaks'm Gitselasu Adult School
Wameesh Learning Center
Wilp Wilxo'oskwhl Nisga'a

2. Are you in your first year at this IAHLA institute?

   o   Yes
   o   No

3. How many years have you been enrolled in this IAHLA institute (including this year)? _____

4. Why did you choose to come to this institute rather than go to a different IAHLA institute or non-Aboriginal controlled post-secondary educational organization?
    Check all that apply.

    o It allows me to study in my community
    o It has programs and courses of interest to me
    o It has a good reputation
    o My friends and/or family attended this institute
    o I'm not aware of what other IAHLA institutes or non-Aboriginal controlled post-secondary educational organizations offer
    o It was more affordable than going elsewhere
    o this institute offered me funding to attend
    o The environment is culturally relevant
    o I feel supported at this institute
    o Other - please specify: _____*

5. What best describes what you were doing before enrolling at this institute?

    o I was working for pay
    o I was attending another IAHLA institute
    o I was attending a non-Aboriginal controlled post-secondary educational organization
    o I was in high school
    o I was not working or attending school
    o Other - Please specify: _____*

6. Are you enrolled at this institute:

    o Full-time
    o Part-time

7. Are you:

    o Man
    o Woman
    o Other
    o Prefer not to answer

8. How old are you?

- o Under 20
- o 20 to 29
- o 30 to 39
- o 40 or older

9. Are you:

- o First Nations (status or non-status)
- o Métis
- o Inuit
- o Other: _____

10. Did you leave your home (that is, move to another community, town, or city) to attend this institute?

- o Yes
- o No

11. Did you face any of the following difficulties in finding housing in order to study this institute? *Check all that apply.*

- o No housing is associated with this institute
- o Lack of off-campus housing adequate to meet my needs / my family's needs
- o Off-campus housing was unaffordable
- o Other - Please specify: _____*
- o No difficulties in finding housing

12. If this institute provided housing, would you want to live there?

- o Yes
- o No

13. How much did you know before coming to this institute about:

	Almost nothing	**Some**	**A lot**
What institute to enroll in			
What courses to take			
How to pay for your studies			

14. What type of program are you enrolled in? *Check all that apply.*

    o   Adult Basic Education (ABE) or adult upgrading courses (to Grade 12)
    o   Academic programming (college- or university-level programs)
    o   Trades programs or courses
    o   Work preparation courses (e.g. First Aid, SuperHost, Workplace Hazardous Materials Information System (WHMIS), etc).
    o   Other program or courses, please specify:_____*

15. Are you studying First Nations language(s) as a part of your studies at this institute?

    o   Yes
    o   No

Logic: If "Yes" to previous question

16. How satisfied are you with the progress you are making in your First Nations language(s) studies?

    o   Very Satisfied
    o   Satisfied
    o   Not Satisfied

The next academic year will begin in September 2019 and continue until August 2020.

17. Next academic year I plan to: *Check all that apply.*

    o   Continue studying
    o   Seek employment
    o   I'm not sure
    o   Other - Please specify: _____*

Logic: If "Continue studying" selected in previous question

In this survey:

"IAHLA institute" refers to an Aboriginal-controlled post-secondary education or learning society, institute, college, school, or adult learning centre.

"Post-secondary educational organization" 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.

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

   o   This institute
   o   Another IAHLA institute
   o   A post-secondary educational organization that is not Aboriginal-controlled
   o   I'm not sure
   o   Other - Please specify: _____*

19. Do you feel that your program of study at this institute is adequately preparing you to pursue your goal of continuing studies or seeking employment?

   o   Yes
   o   No
   o   I'm not sure

Logic: If "No" or "I'm not sure" selected in previous question

20. Please explain

_____
_____

21. Below are different kinds of student support services. For each, please indicate how helpful you find them:

Select one response for each support

	Very helpful	**Moderately helpful**	**Not helpful**	**Did not use**	**Not aware of this support at my institute**
Elders on campus to support students					
Cultural and spiritual activities to incorporate or acknowledge traditional practices (for example,					

	Very helpful	Moderately helpful	Not helpful	Did not use	Not aware of this support at my institute
talking circles, smudging, sweat lodge ceremony)					
Student welcome events (for example, student orientation or welcome feast)					
Student achievement and graduation events (for example, achievement or graduation ceremony)					
Staff who provide mental health counselling that is respectful of Indigenous perspectives					
Staff who support me socially and emotionally (not specifically mental health counselling)					
Staff who support me culturally and/or spiritually (for example, teach culture, Indigenous ways of knowing)					
Support to prevent drug, alcohol, and other substance-use issues					
Support to prevent family violence					
Staff who provide academic advising (for example, program planning,					

	Very helpful	Moderately helpful	Not helpful	Did not use	Not aware of this support at my institute
degree requirements, course-related questions)					
Staff who support me in responding to incidents of racism and violence					
Staff or students who provide academic tutoring (for example, within a program or through a student service centre)					
Student-led activities (for example, volunteer opportunities, activities planned by students)					
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)					
Support for enrolled students that focuses on success strategies (for example, Life Skills Program that may include studying, planning, time management)					
Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)					
Financial advising					

	Very helpful	Moderately helpful	Not helpful	Did not use	Not aware of this support at my institute
Housing designated for students or families on campus					
Daycare for children of students					
Family involvement					

22. How are you funding your studies/training program (tuition, fees, books, and supplies, *excluding living expenses*)? *Check all that apply.*

- o Band funding
- o Employment while studying or during breaks
- o Personal savings
- o Financial support from family & friends (including free/subsidized room and board)
- o Student loan
- o Scholarship, grant or bursary
- o Bank loan
- o Student line of credit
- o I'm not sure
- o Other - Please specify: _____ *

Piping: Display selected responses from previous question

23. Of the funding sources you selected, which is the PRIMARY source of funding for your studies/training program?

24. How are you funding your living expenses? *Check all that apply.*

- o Band funding
- o Employment while studying or during breaks
- o Personal savings
- o Financial support from family & friends (including free/subsidized room and board)
- o Student loan
- o Scholarship, grant, or bursary

- o   Bank loan
- o   Student line of credit
- o   I'm not sure
- o   Other - Please specify: _____*

25. Of the funding sources you selected, which is the PRIMARY source of funding for your living expenses?

26. The following list of questions will help IAHLA institutes receive feedback from learners, and better understand learners' experiences in attending the institutes.

    Since beginning at this institute…

	Agree	Neither Agree not Disagree	Disagree	Not Applicable
I feel better about myself.				
I feel more confident.				
I am better able to carry on a conversation in my First Nation language.				
I have become more active in my community.				
I have become more active in cultural events.				
I have set goals for my education.				
I have set goals for my personal life.				
I have set goals for my family life.				
I have set goals for my role in my community.				
I have set goals for understanding my culture.				

I have set goals for understanding and speaking my traditional language.				
I have gained skills in solving problems.				
I have learned research skills.				
I have learned to seek help for my needs.				
I have been better able to learn.				
I have been helped to prepare for my further education.				
I have been helped to prepare for getting a job.				
I have gained computer skills.				
I feel supported by the teaching staff.				
I feel supported by the administrative staff.				

27. The following list of questions will help IAHLA institutes receive feedback from learners, and better understand learners' experiences in attending the institutes.

At this institute…

	Agree	Neither Agree not Disagree	Disagree	Not Applicable
I have made new or better relationships with other students.				
I like the classrooms, facilities & common space.				
The physical environment reflects First Nations culture.				

	Agree	Neither Agree not Disagree	Disagree	Not Applicable
I like the availability and range of courses.				
I have liked the courses I have taken.				

28. Overall…

	Agree	Neither Agree not Disagree	Disagree	Not Applicable
I am satisfied with this institute.				
I would recommend this institute to others.				

29. Have you considered leaving this institute for any of the following reasons? *Check all that apply*.

- o Academic difficulties
- o Financial difficulties
- o Job responsibilities
- o Extended family responsibilities
- o Childcare responsibilities
- o Housing challenges
- o Cultural responsibilities
- o Feeling socially isolated or unwelcome at the institution
- o Experiences of racism
- o I have never considered leaving this institution

30. What recommendations do you have to improve the experiences and outcomes of students attending this institute? Please feel free to elaborate on points raised within the survey and/or add different topics/areas that we may not have touched on.

_____
_____