IAHLA Data Collection 2021-22:
Institute and Student Surveys: System-Wide Report

Submitted to:

Indigenous Adult and Higher Learning Association (IAHLA)

Prepared by:

Directions Evidence and Policy Research Group, LLP

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Introduction and Methods

The IAHLA Data Collection Working Group engaged *Directions* Evidence and Policy Research Group to revise and implement two surveys to explore educational programming and student experiences at IAHLA member institutes for 2021-22. Previous versions of the survey had been administered annually from 2005-06 to 2015-16 and from 2018-19 to 2020-21. *Directions* team members and IAHLA representatives reviewed and revised the surveys to meet IAHLA's current needs for 2021-22.

Two surveys were conducted:

1. An **IAHLA member institute survey** to:
   - Provide a snapshot of IAHLA institute programs and services and the students they serve
   - Capture the needs, gaps, and challenges of IAHLA institutes and their students that need to be addressed by the provincial and federal governments
   - Highlight the success and satisfaction of IAHLA students

2. A **student survey** to help IAHLA institutes to:
   - Understand student success and satisfaction at IAHLA institutes.
   - Better fit programs and services to student needs and interests.
   - Identify where additional programs, services, or funding may be needed.

Survey questions are presented in Appendix A: Institute Survey, p. 36, and Appendix B: Student Survey, p. 45.

The IAHLA Data Collection Working Group distributed the 2021-22 survey links to 43 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 from November 16, 2021, to February 18, 2022. Institutes that completed the 2021-22 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).

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

This report presents the results from the 2021-22 institute and student surveys, as well as institute results from 2005-06 to 2015-16[2] and 2018-19 to 2020-21 where applicable.

Institute Survey: Results

Participants

In 2021-22, 43 member IAHLA institutes were eligible to complete the survey. Nine institutes responded to the survey. Table 1 provides information about the number of respondents and eligible institutes for each year of the survey.

Institute participation has changed from year to year. Only one institute has participated in all 15 surveys between 2005-06 to 2021-22. Of the institutes that responded in 2021-22, one institute completed 13 out of 15 annual surveys and another institute completed 10 out 15 surveys.

Table 1: Eligible institutes responding to the IAHLA Data Collection Project (2005-06 to 2021-22)

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

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

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

Caution Regarding Comparisons Across Years

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

Where data are presented as percentages, the number of responding institutes used to calculate percentages are different in each question and do not necessarily correspond to the number of institutes responding each year, as not all responding institutes responded to all survey questions. For example, in 2015-16, 14 institutes participated in the survey, but only 12 provided information about course completion 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 year of data collection, the survey was completed by different institutes. As stated above, this caution applies to all questions in the institute survey. Moreover, the report from 2014-15 indicates that 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)*

Overall Enrollments

In the 2021-22 survey, responding institutes reported that there were 1878 students enrolled across their 9 institutes during the previous academic year (2020-21) (Table 2).

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

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

Notes: Part-time is defined as attending for less than 20 hours per week. Full-time is defined as attending for 20 hours per week or more. Data were requested for enrollments in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., for the 2021-22 survey, the data are reported under the 2020-21 label). The survey question was refined in 2021-21 and again in 2021-22, including the addition of a question on other training (e.g., short-term skills, essential skills, continuing education, other courses and programs). *For enrollment in 2013-14, the number (747) in the provided 2014-15 Excel files containing the underlying data did not correspond to the number (2147) reported in the 2014-15 final report. †2014-15 data were obtained from the 2015-16 annual report, so data breakdowns were unavailable.

Figure 1 presents the data for the seven academic years in which full-time and part-time enrollment data were reported by every responding institute. In 2020-21, over 70% of the students were enrolled in full-time programs. Caution should be exercised in making comparisons across years as different institutes responded each year.

Figure 1: Part- and full-time enrollment by year** in responding institutes (2012-13 to 2020-21), excluding short-term and other skills training
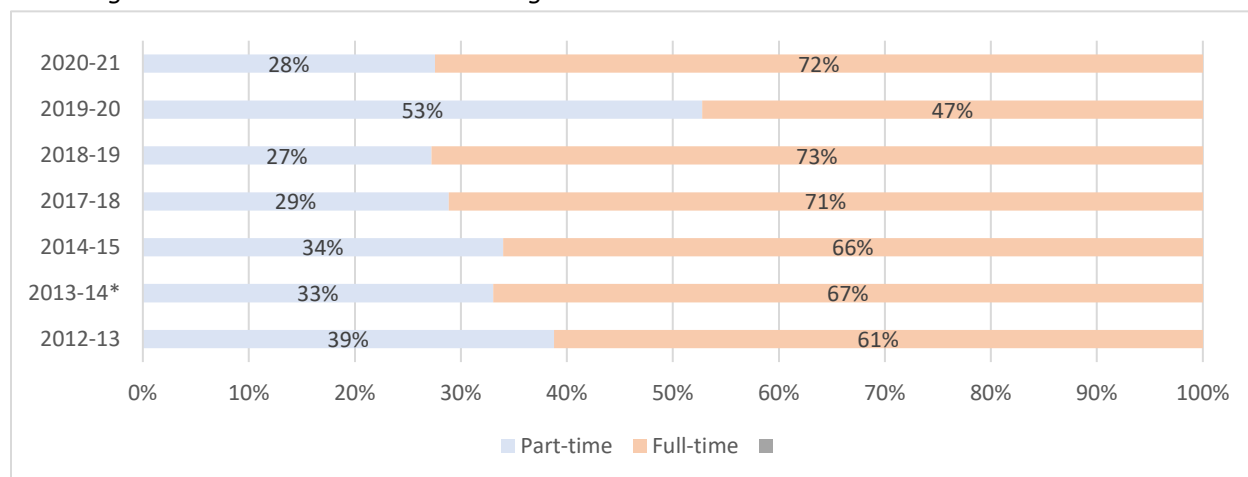
Notes: For 2018-19 data onwards, part-time has been defined as attending for less than 20 hours per week; full-time is defined as attending for 20 hours per week or more. In 2019-20 and 2020-21, displayed data did not include students who were enrolled in short-term skills training or continuing education courses. *For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing the underlying data did not correspond to the number reported in the IAHLA Data Collection Project 2014-15 final report. **The data are for enrollments in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., in 2021-22 survey, the data are reported under the 2020-21 label).

Full-time and Part-time Enrollments by Program Type

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

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

Program Type	Part-time	Full-time	Total
Post-Secondary			
Certificate: Trades	0	108	108
Certificate: Non-trades	105	321	426
Diploma: Trades	0	1	1
Diploma: Non-trades	21	53	74
Undergraduate degree	1	20	21
Master's degree	1	0	1
Doctoral degree	0	0	0
Micro credentials	0	2	2
Total Post-secondary	**128** (20%)	**505** (80%)	**633**

Program Type	Part-time	Full-time	Total
Adult Basic Education and Upgrading Offered in Partnership with Public Post-Secondary Institutions			
Adult Dogwood diploma	96	50	146
Other adult upgrading (not ABE)	0	18	18
Total ABE in partnership with public post-secondary institutions	**96** (60%)	**64** (40%)	**160**
Adult Basic Education Offered Through the Adult Nominal Roll			
Adult Dogwood diploma	34	98	132
Other adult upgrading (not ABE)	2	12	14
Total ABE through Adult Nominal Roll	**36** (25%)	**110** (75%)	**146**
Other Training			
Short-term skills / workforce training (e.g., Workplace Hazardous Materials Information System (WHMIS), flagging, driver's license training)		594	594
Essential skills (e.g., studying, time management, workplace preparation)		150	150
Continuing education (voluntary course for self-improvement, not-for-credit, non-transferable, not leading to diploma, certificate, or degree)		133	133
Other courses and programs		58	58
Total Other training		**935**	**935**
		Total	**1878**

Notes: Part-time is defined as attending for less than 20 hours per week. Full-time is defined as attending for 20 hours per week or more.

Complementary Enrollment Data

FNESC collected data in June 2021 that included part- and full-time enrollments in different program types and definitions of part- and full-time enrollments. This provided complementary enrollment data from 22 institutes, 5 of which also responded to the 2021-22 IAHLA Data Collection. The part- and full-time enrollment data for 2016-17 to 2020-21, shown in Appendix C: Administrative Data, Table 23, p. 56, accounted for 2256 students across 20 institutes in 2020-21 (compared to 1878 students accounted for across 9 institutes in the 2020-21 IAHLA Data Collection). Of these, 80% of students in post-secondary programs were enrolled full-time, 59% of students in ABE programs (delivered in partnership with public post-secondary institutions, excluding Adult Nominal Roll) were enrolled full-time, and 39% of students in short-term skills training / workforce training were enrolled full-time.[3] In comparison, in the IAHLA Data Collection, 80% of students in post-secondary programs were enrolled full-time, and 40% of students in ABE programs (delivered in partnership with public post-secondary

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[3] In the IAHLA Data Collection, short-term skills programming has not been typically classified into part-/full-time distinctions.

institutions, excluding Adult Nominal Roll) were enrolled full-time; short-term skills / workforce training were not differentiated as full-/part-time.

The definitions of part- and full-time enrollments used by each responding institute in the complementary data differ from the definitions used in the IAHLA Data Collection cycles from 2019-20 onwards (before then, part-time and full-time enrollments were not defined in the data collection). The significant variability in the part- and full-time definitions used by the institutes makes it difficult to accurately characterize part- and full-time enrollment in the sector. A selection of definitions of part- and full-time enrollment is shown in Appendix C: Administrative Data, Table 22. The variability highlights the need for the use of common definitions for part- and full-time enrollment across institutions in order to have comparability in collected data.

Gender

From 2009-10 to 2018-19, the majority of students in responding institutes were women, but in 2019-20 and 2020-21, the majority of students were men (Figure 2).[4]

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

Figure 2: Enrollment by gender and year** in responding institutes (2009-10 to 2020-21)
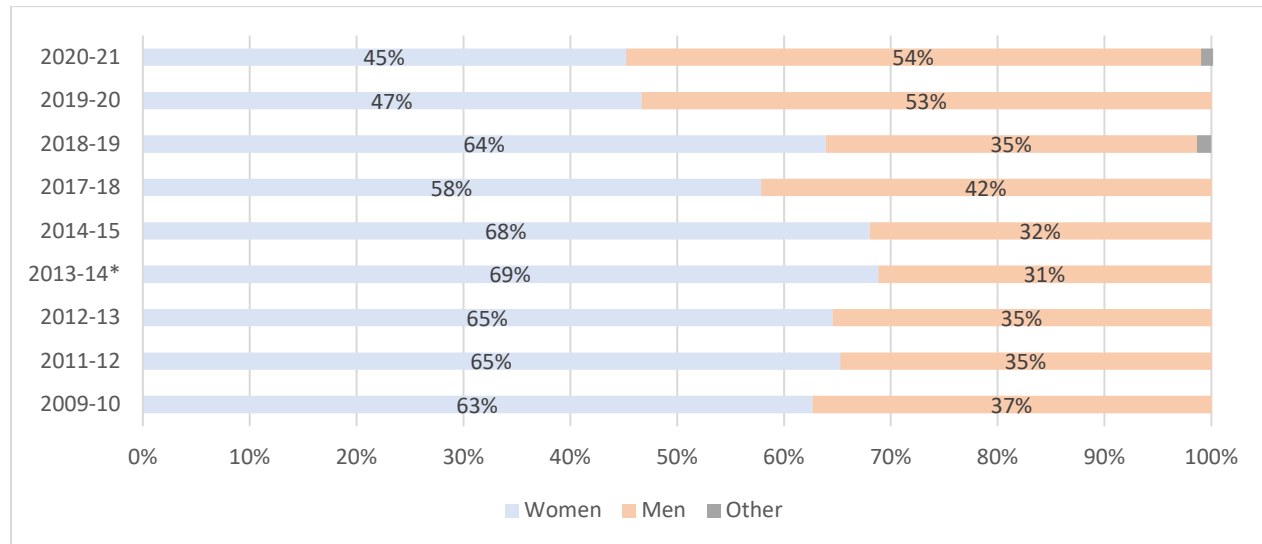
Notes: This data breakdown was not available for 2010-11. *For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing the underlying data did not correspond to the number reported in the IAHLA Data Collection Project 2014-15 final report. **The data are for enrollments in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., for the 2021-22 survey, the data are reported under the 2020-21 label).

Living On Reserve

All nine responding institutes provided information about the number of students who were living on or off reserve in the previous academic year. However, while some institutes provided the actual numbers of students, others indicated the percentages. Given inconsistencies in the enrollment data provided, the total number of students living off and on reserve cannot be accurately calculated. However, the data suggest that more than half of the students were living on reserve.

Course/Program Completion

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

Figure 3: Course/program completion by year* in responding institutes (2009-10 to 2020-21)

Notes: *The data are for the percentage of course completions in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., for the 2021-22 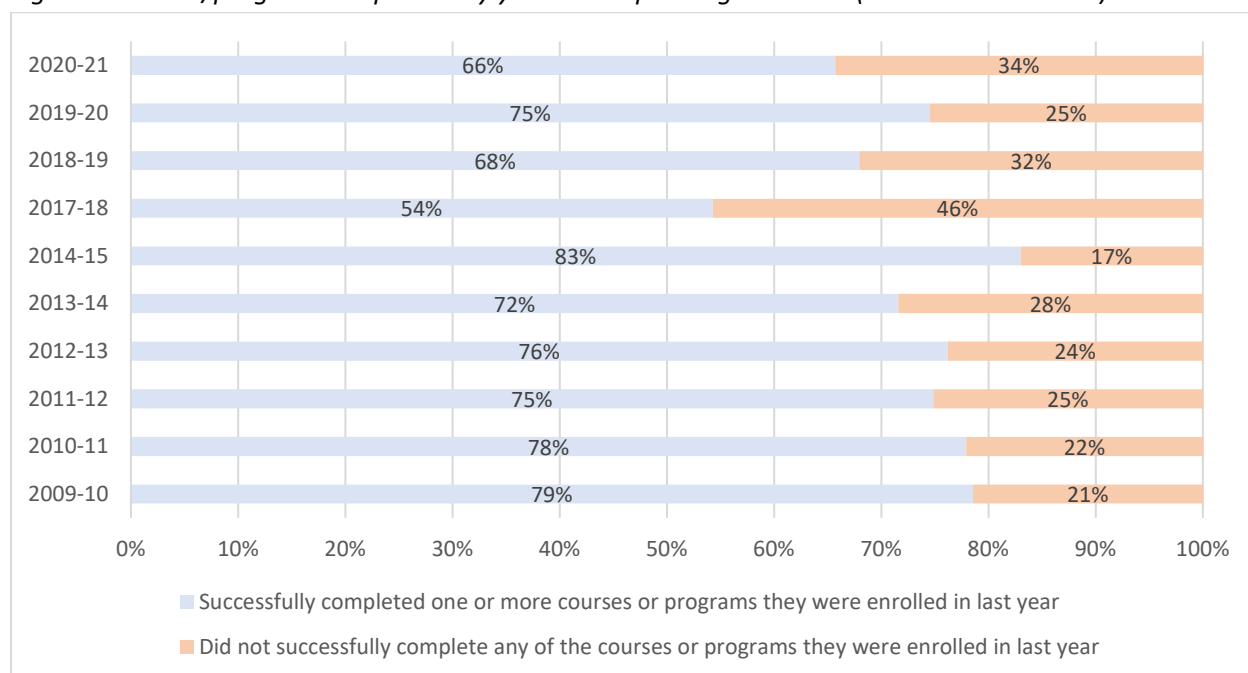survey, the data are reported under the 2020-21 label). Completion is defined as the number of students who have completed the requirements for the last academic year successfully.

First Nations Language and Culture Revitalization

Institutes were asked to identify the types of First Nations language and culture revitalization programming provided by their institute in the current academic year (Table 4).

In 2021-22, the most common areas of programming were First Nations culture programs or courses (not-for-credit and for credit) and land-based programs and courses.

Table 4: Number and percent of responding institutes providing programming in 2021-22 (9 institutes responding)

Programming	2020-21 (Total Respondents = 12)	2021-22 (Total Respondents = 9)	2020-21 %	2021-22 %
First Nations language programs or courses (for credit)	6	4	50%	44%
First Nations language programs or courses (not-for-credit)	7	3	58%	33%
Language mentor-apprentice programming	2	2	17%	22%
Language archiving and recording	4	4	33%	44%

Programming	2020-21 (Total Respondents = 12)	2021-22 (Total Respondents = 9)	2020-21 %	2021-22 %
Language is integrated into all the offered courses	3	2	25%	22%
First Nations culture programs or courses (for credit)	5	5	42%	56%
First Nations culture programs or courses (not-for-credit)	7	6	58%	67%
Diploma, certificate, or degree in a First Nations culture	2	3	17%	33%
Land-based programs and courses	6	5	50%	56%

Instructor Numbers and Characteristics

In 2021-22, there were 101 instructors teaching at the nine IAHLA institutes that responded to the survey. Table 5 presents the number of part-time and full-time instructors reported by responding institutes in each year of survey administration. Approximately 70% of instructors were hired part-time in 2021-22 (Figure 4). While the proportions fluctuated in responding institutes across the years, in most years of data collection there were more part-time instructors than full-time.

Table 5: Instructors employed in the current academic year in responding institutes (2004-05 to 2020-21)

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

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

Figure 4: Part- and full-time instructors in responding institutes (2004-05 to 2021-22)
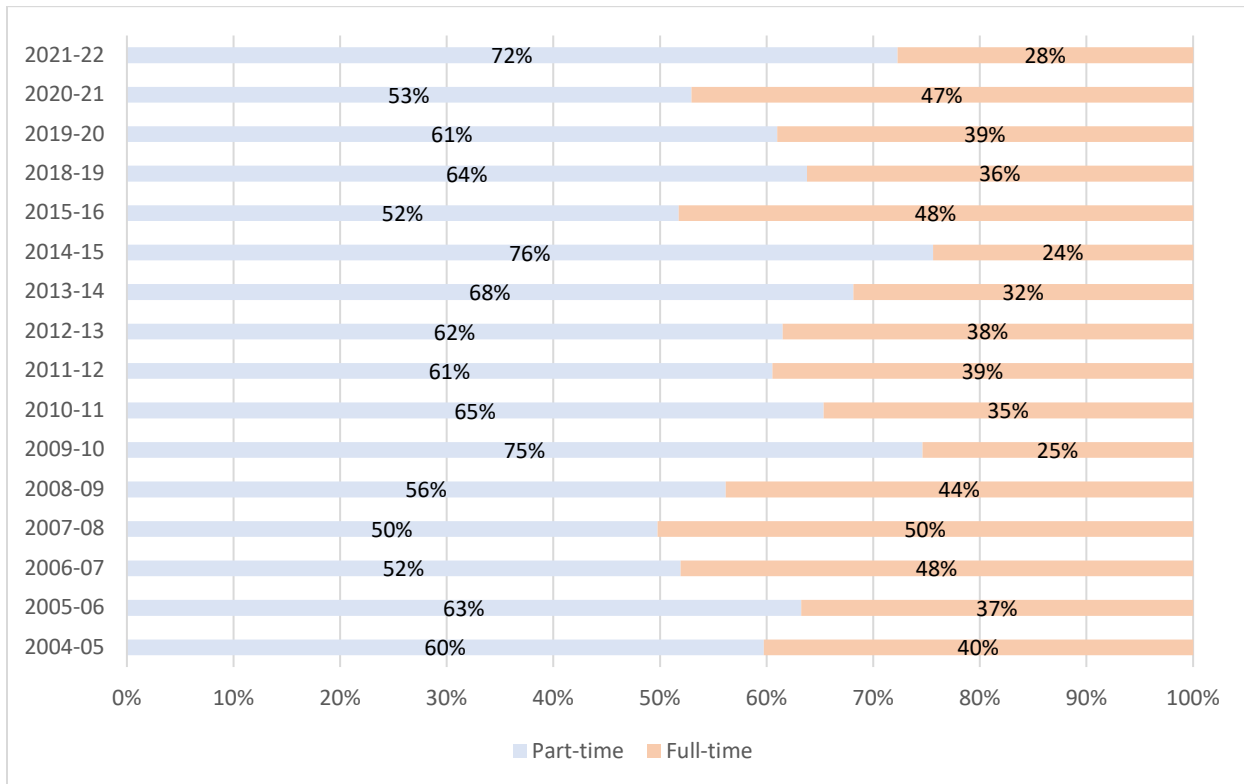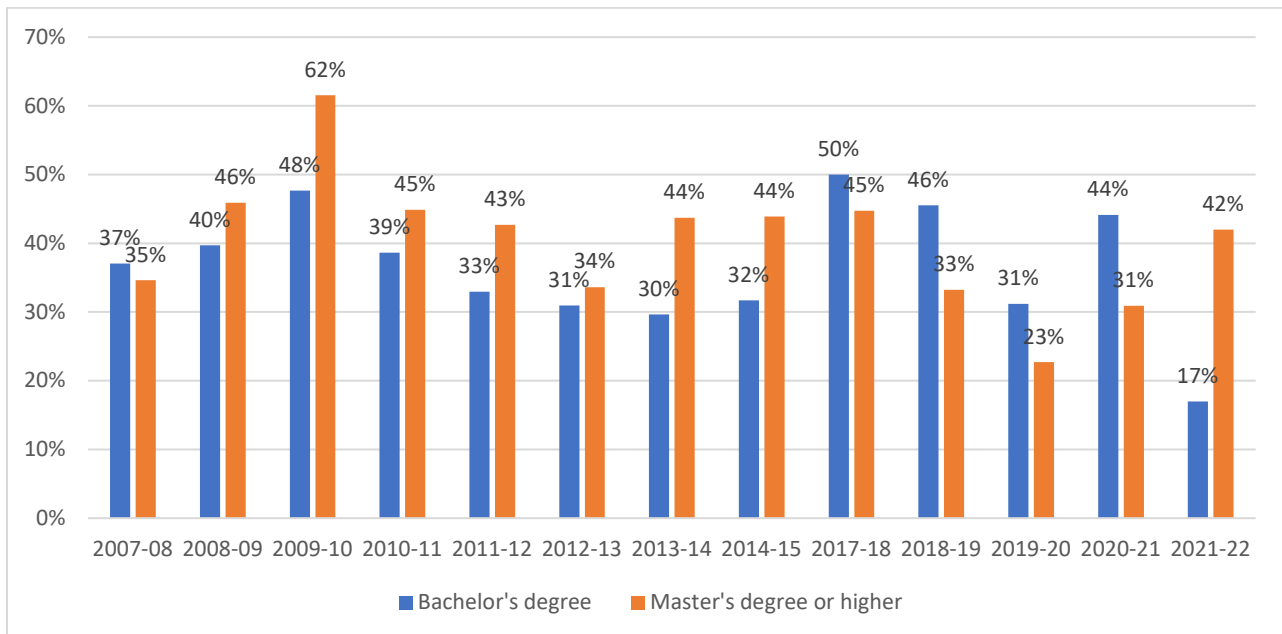

Figure 5 presents the percentages of instructors with Master's and Bachelor's degrees. Forty-two percent of instructors in responding institutes in 2021-22 had at least a Master's degree.

Figure 5: Instructors' education levels in responding institutes (2007-08 to 2021-22)

Approximately 50% of the instructors at responding institutes identified as First Nations in 2020-21 (Figure 6). As well, in 2021-22, 16% of instructors were fluent speakers of a First Nations language, and 4% were fluent speakers of a First Nations language with a Bachelor's degree or higher.

Figure 6: Instructors identifying as First Nations at responding institutes (2014-15 to 2021-22)
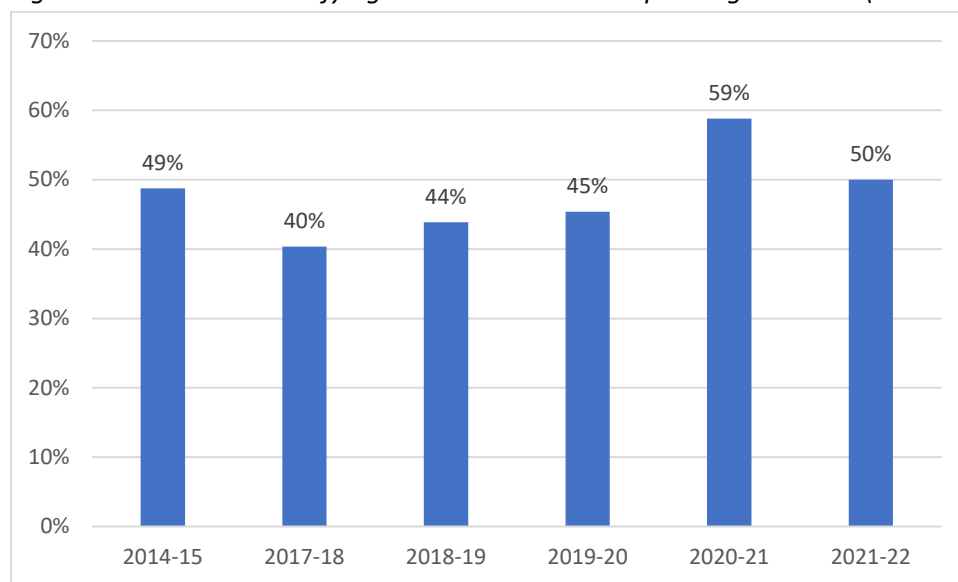
Funding Sources

The survey gathered information about institutes' funding sources for the current academic year. Table 6 outlines funding sources identified by institutes in the 2021-22 survey.

Table 6: Funding sources at responding institutes (2021-22) (Total responding institutes = 9)

Funding Source	Receiving source	
	Number	**Percent**
Tuition	2	22%
Own source of revenue	4	44%
Post-Secondary Partnerships Program (PSPP, formerly Indian Studies Support Program (ISSP))	5	56%
Adult Nominal Roll	4	44%
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	4	44%
Funding through affiliation agreements with public post-secondary institutions	3	33%
Community Adult Literacy Program	0	0%

Funding Source	Receiving source	
	Number	Percent
Community Workforce Response Grants: Skills Training for Economic Recovery Stream	2	22%
Community Workforce Response Grants: Youth Community Partnerships Stream	1	11%
Community Workforce Response Grants: Community Response Stream	0	0%
Community Workforce Response Grants: Emerging Priorities Stream	0	0%
Community Workforce Response Grants: Indigenous Communities Stream	0	0%
Core Funding for First Nations-mandated Institutes (administered by FNESC)	4	44%
Capacity Funding for First Nations-mandated Institutes (administered by the Ministry of Advanced Education and Skills Training)	4	44%
Emergency COVID-19 Funding for First Nations-mandated Institutes (administered by FNESC)	4	44%
Indigenous Emergency Assistance Funding (administered by FNESC)	5	56%
Other funding	2	22%

Institutes were asked what percentage of their funding that each source accounts for, but the number of responses for each funding source was too low to generate meaningful averages for each source.

For sources of funding that institutes did not receive, respondents were asked to indicate why they did not receive those funds. The most frequent response was that the respondent's institute did not apply for those funding sources.

Certifications under the Private Training Act

The Ministry of Advanced Education, Skills and Training in British Columbia regulates private institutions that offer career training programs in the province. The governing legislation is the Private Training Act, which came into force in 2016 in order to (a) set higher quality standards for institutions, (b) strengthen consumer protection, (c) streamline administrative processes, and (d) reduce the regulatory burden for registered institutions.[5] The Private Training Act only applies to institutions that provide, or offer to provide, at least one career-related program with 40 hours or more of instructional time, and tuition of at least $4,000. Career-related

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[5] Private Training Act Policy Manual (May 2020). British Columbia Private Training Institutions Branch, Ministry of Advanced Education, Skills and Training. Accessed May 2021 from
https://www.privatetraininginstitutions.gov.bc.ca/sites/www.privatetraininginstitutions.gov.bc.ca/files/files/policy-manual.pdf

programs are provided to a student for the purpose of enhancing the student's employability in a career occupation, or improving the student's ability to carry out a career occupation. First Nations post-secondary institutes to which the Private Training Act does apply can seek an exemption from the Act.

The number of responding IAHLA institutes certified under the Private Training Act over time is shown in Table 7. Over the years, very few responding IAHLA institutes have indicated that they are certified under the Private Training Act. In 2021-22, of those that were not certified, one responding institute expressed interest in registering with the Private Training Institutes Branch.

Table 7: Responding institutes certified under the Private Training Act (formerly the Private Career Training Institutions Act [PCTIA], 2010-11 to 2020-21)

Certified under Private Training Act	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2018-19	2019-20	2020-21	2021-22
Yes (#)	5	6	5	3	1	1	1	2	1	3
Yes (%)	23%	26%	24%	19%	8%	7%	8%	12%	8%	33%
Total # Responding Institutes	22	23	21	16	13	14	13	17	12	9

Note: The PTA came into force in 2016.

Institutes' Relationships with Public Post-Secondary Institutions

All responding institutes reported formalized relationships with public post-secondary institutions in 2021-22. The Nicola Valley Institute of Technology (NVIT) was most frequently identified (5 institutes) as the public post-secondary institution that institutes had a formalized relationship with. The most common types of formalized relationships with public post-secondary institutions were memorandums of understanding (10), other types of partnerships (8), affiliation agreements (7), service agreements (7), and traditional knowledge and intellectual property agreements (4). Responding institutes did not report any brokering agreements with public post-secondary institutions. Table 8 illustrates the number of agreements reported by the respondents, as well as the institutes that the agreements were with. Note that institutes could have more than one type of agreement in place. For example, the five institutes that reported agreements with NVIT had six different agreements in place.

Table 8: Agreements reported by the institutes (2021-2022) (Total responding institutes = 9)

Institute	Number of institutes with agreements	Affiliation Agreement	Service Agreement	Brokering	Traditional Knowledge and Intellectual Property Agreements	Memorandums of Understanding	Micro credentials	Other (e.g., partnerships, federation agreements, etc.)
Nicola Valley Institute of Technology	5	2	1		1	1		1
British Columbia Institute of Technology	2					1		1
Camosun College	2	1	1			1		
Douglas College	2					1		1
Thompson Rivers University	2					1		1
University of Northern British Columbia	2		1					1
University of Victoria	2	2	1		2	1		
Capilano University	1	1						
College of New Caledonia	1							1
Kwantlen Polytechnic University	1							1
North Island College	1							1
Royal Roads University	1					1	1	
Selkirk College	1		1					
Simon Fraser University	1					1		
University of British Columbia	1	1			1	1		
University of the Fraser Valley	1					1		
Vancouver Island University	1		1					
Other - UA Piping Industry College of BC	1		1					
Total		**7**	**7**	**0**	**4**	**10**	**1**	**8**

First Nations Mandate

All 9 institutes responded to this question in 2021-22, and 8 reported being mandated by one or more First Nations.

Institutes' Data Collection on Students

The student data collection question was modified in 2021-22 to ask about a mechanism for managing student data and whether there were any limitations to the system. All 9 responding institutes indicated that they are currently using an information system for collecting, storing, and reporting on student data; however, of those that had a mechanism, only 4 institutes reported that the mechanism met their needs. One issue reported by institutes is that their

system relies on Excel instead of a robust information system. There are also issues with students records when students withdraw and then re-register for the same program. Several respondents indicated that there is a need for a digital system that is aligned with the unique needs of their institute (e.g., a version of DRUMS [Data Records and User Management System] that was designed for First Nations schools).

Needs for Supports and Services

Responding institutes were presented with a list of supports and services and asked to indicate what supports and services were needed at their institute (Table 9). In 2021-22, eight out of nine responding institutes indicated that they required professional staff who can provide mental health supports. Seven institutes reported that they needed:

- Recruiters to attract students
- Brochures or advertising to inform students about the programs offered
- Curriculum development
- Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)
- Housing

Six out of nine respondents indicated that their institute needed additional funds to meet the needs for supports and services.

Table 9: Supports and services required for students at responding institutes (2021-22)

| Support or Service	2020-21		2021-22	
	Yes (N=12)	%	Yes (N=9)	%
Recruiters to attract students	6	50%	7	78%
Brochures or advertising to inform students about the programs offered	9	75%	7	78%
Programs or courses to help students upgrade their education (for example, earn credits towards K-12 graduation certificate, adult/academic upgrading, adult basic education, transitions programs)	9	75%	6	67%
Curriculum development	11	92%	7	78%
Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services and supports for Indigenous students	5	42%	5	56%
Elders to support students	7	58%	6	67%
Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)	8	67%	6	67%

Support or Service	2020-21		2021-22	
	Yes (N=12)	%	Yes (N=9)	%
Welcome events (for example, student orientation or welcome feast)	8	67%	6	67%
Student achievement and graduation events	7	58%	6	67%
Indigenous staff who can provide culturally relevant counselling	7	58%	5	56%
Professional staff who can provide mental health supports	7	58%	8	89%
Indigenous staff who can provide academic advising (for example, program planning, degree requirements, course-related questions)	7	58%	4	44%
Indigenous staff to support students who have experienced racism, violence, or emotional trauma	7	58%	5	56%
Indigenous staff who provide academic tutoring	9	75%	5	56%
Staff to support students with disabilities	5	42%	6	67%
Support for a student association	3	25%	3	33%
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)	9	75%	7	78%
Support for students to learn how to study, plan, or manage their time	7	58%	5	56%
Health services	5	42%	6	67%
Housing	4	33%	7	78%
Daycare	7	58%	5	56%
Organized extra-curricular activities (for example, sports, volunteer opportunities)	5	42%	2	22%
Other (please specify)	1	8%	1	11%
None of the above	1	8%	0	0%

Note: N = number of institutes responding to question.

Impact and experiences of the COVID-19 Pandemic

In 2021-22, institutes were asked about the impact of the COVID-19 pandemic on their programming and operations (Figure 7). Six institutes indicated that they have offered in-person programming, while five institutes reported that they offered online delivery.

Figure 7: Changes in programming due to the COVID-19 pandemic (N=9)
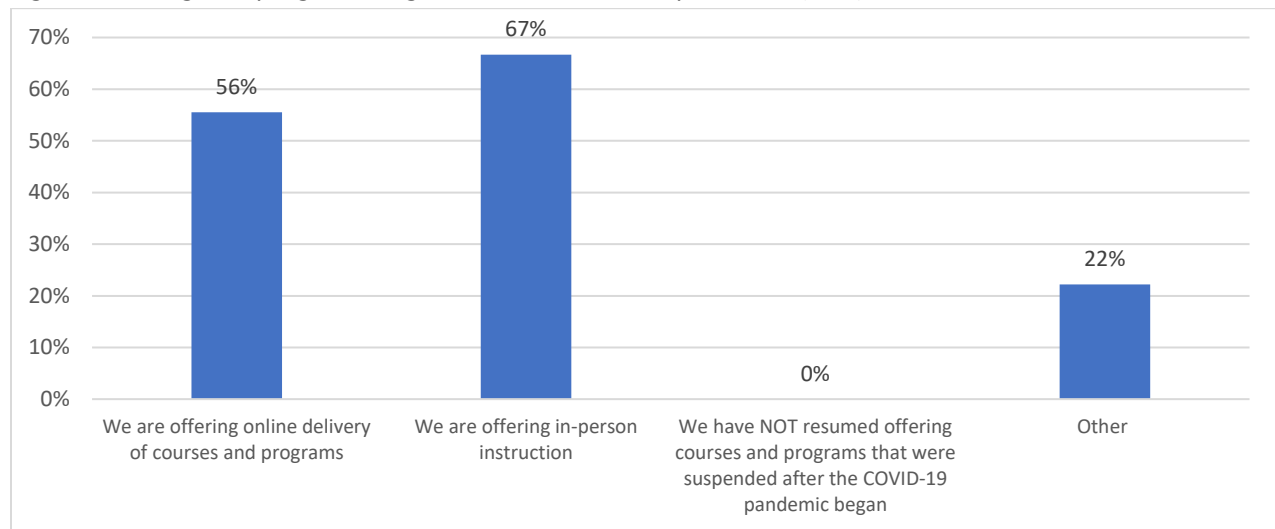
Note: Institutes were asked to select all options that applied.

When asked about pandemic impacts, institutes reported several issues that they faced during the year. For example, the number of students enrolled in programming decreased for some institutes. Also, it was difficult to implement land-based programs when Elders could not engage in face-to-face programming. Institutes saw an increase in the needs for mental health and wellness services.

In order to continue to offer courses and programs during the COVID-19 pandemic and recovery, respondents indicated that they would need supports in the following areas:

- Additional staff and teaching assistants, custodial staff
- Financial support for ongoing curriculum development of language materials
- Funds for guest speakers, video lessons, and software
- Funding for Elders to assist in supporting learners (including special safety accommodations for Elders)
- Additional funds to provide students with laptops and internet access
- More classroom spaces
- Digital literacy training and technical support for students and staff
- Transportation for students
- Funding for wellness and mental health services

Student Survey: Results

In 2021-22, the 43 member IAHLA institutes eligible to complete the institute survey were invited to distribute the student survey. The survey was completed by 97 student respondents. 87 of these students completed the entire survey, while 10 students responded to only some of the questions. Because enrollment data are not requested for the current academic year and because some institutes with student survey respondents did not also respond to the institute survey, the response rate to the student survey at an institute- or system-level is unknown.

The 97 respondents were enrolled across 11 institutes, with the majority of respondents enrolled in four institutes (ranging from 12 to 26 respondents from each of these four institutes). Less than 10 student responses were received from each of the remaining seven institutes that were represented in the data.

Caution Regarding Generalizations from the Student Survey

Because of the low numbers of student respondents (<10 to 26 respondents per institute) and the few institutes represented in the data, caution should be exercised in generalizing to the student population based upon the student survey results. In addition, there are not enough respondents to analyze the results by gender or age group.

Demographics of Student Respondents

The majority of the respondents in 2021-22 were women (80%) (Figure 8).

Figure 8: Gender (Total student respondents = 94)
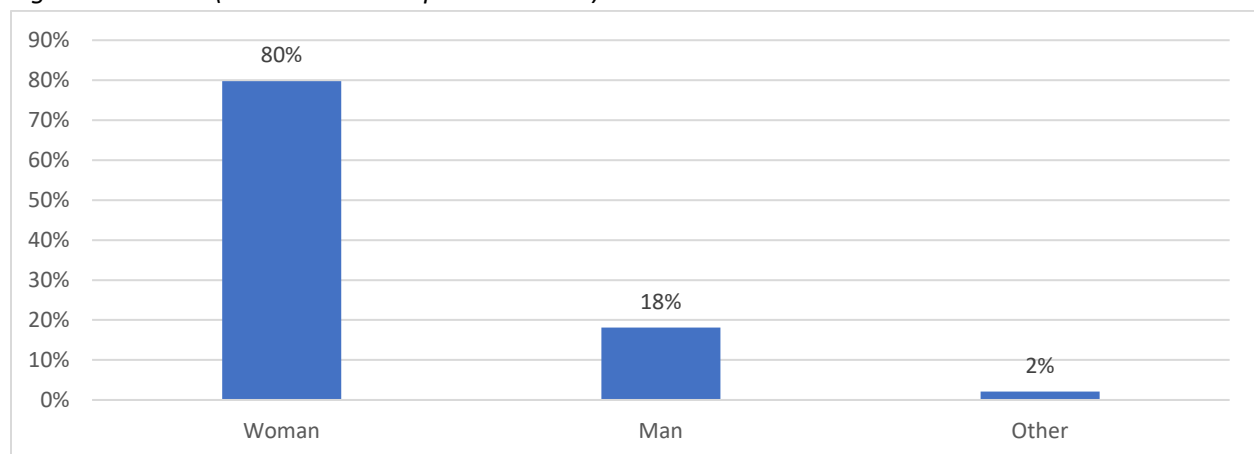
The age of the respondents varied from 18 to 66 years of age, with most respondents between 21 and 30 years of age (Figure 9).

Figure 9: Age (Total student respondents = 93)
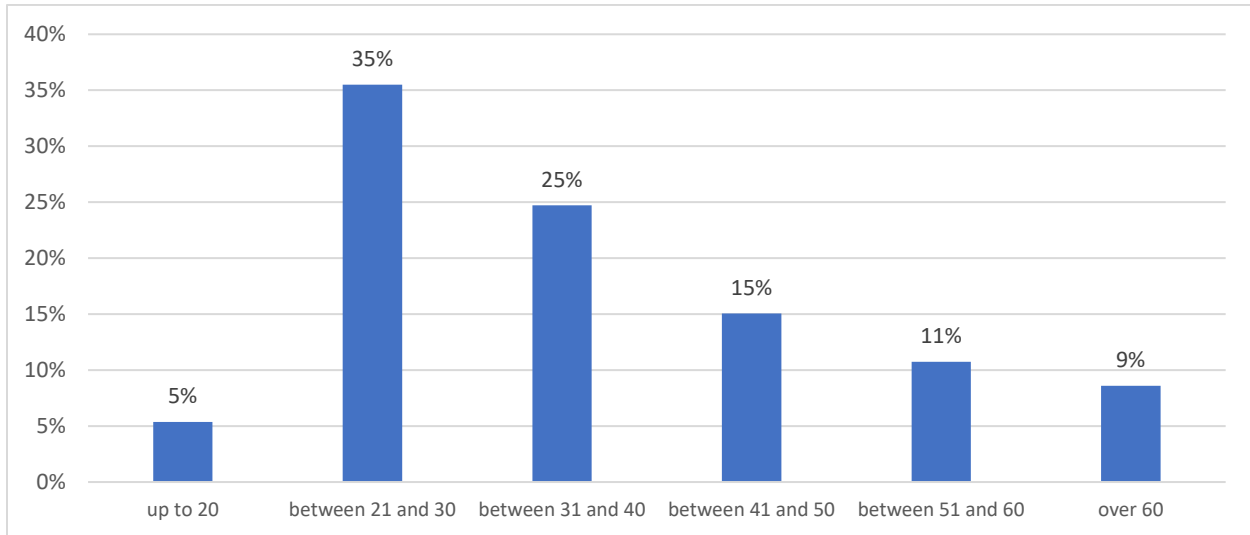
Ninety-three percent of the respondents self-identified as First Nations (Indian status), 3% self-identified as Métis, and 4% selected "other" (and specified they were "non-indigenous") (Figure 10).

Figure 10: First Nations, Métis, or Inuit respondents (Total student respondents = 94)
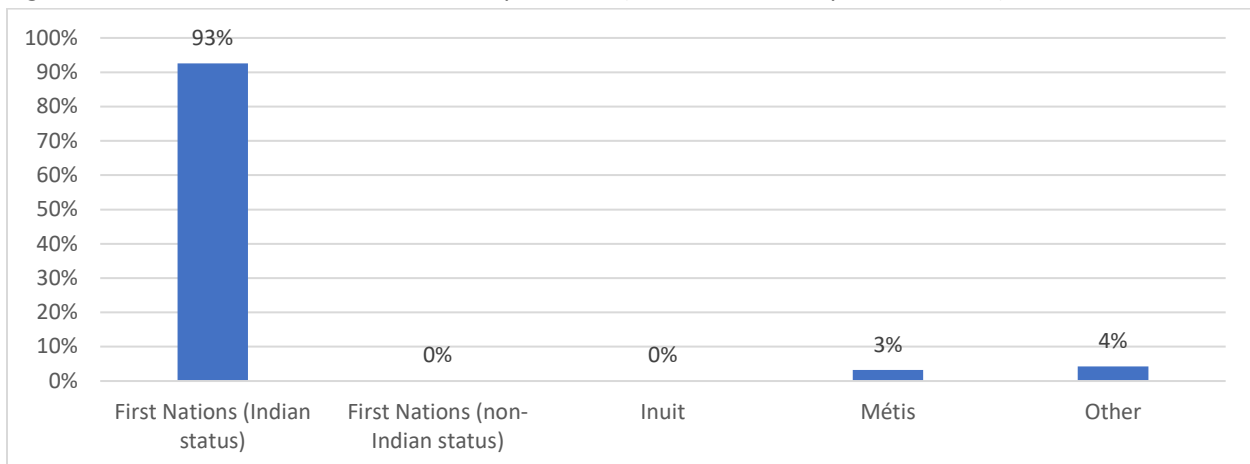
Seventeen percent of respondents were former children or youth in care.

Approximately 30% of the respondents were not taking care of any dependent children, while about 70% of the respondents were supporting one or more children (Figure 11). Twenty-two

percent of respondents (out of 95 who answered this question) indicated that they require daycare services.

Figure 11: Number of dependent children (Total student respondents = 95)
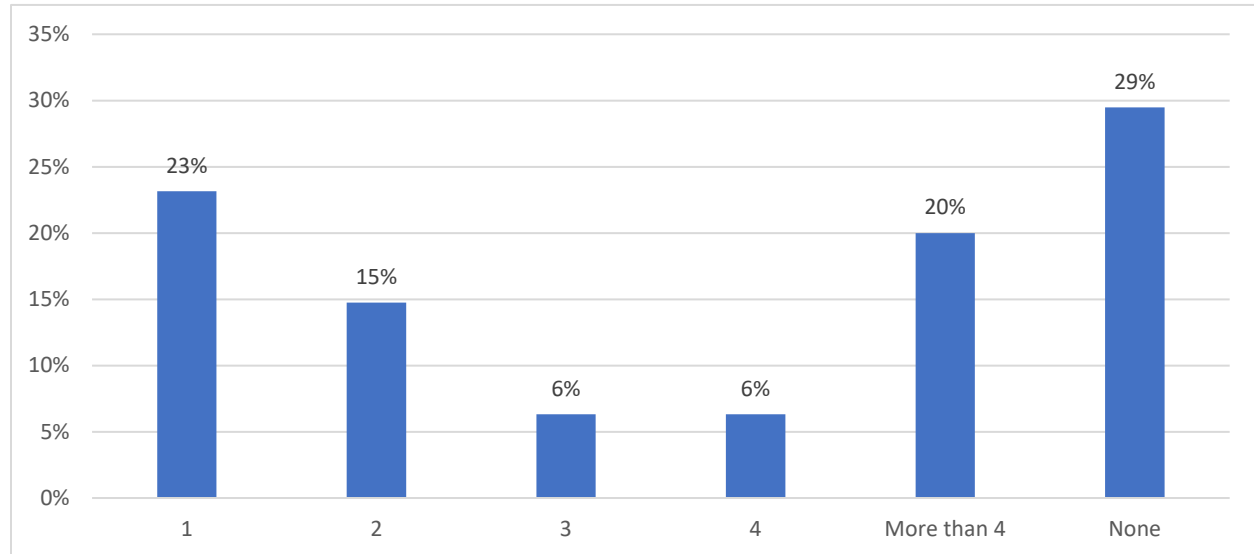
Approximately one-third of the respondents were married or in a common-law relationship and approximately half were single (Figure 12).

Figure 12: Marital status (Total student respondents = 95)
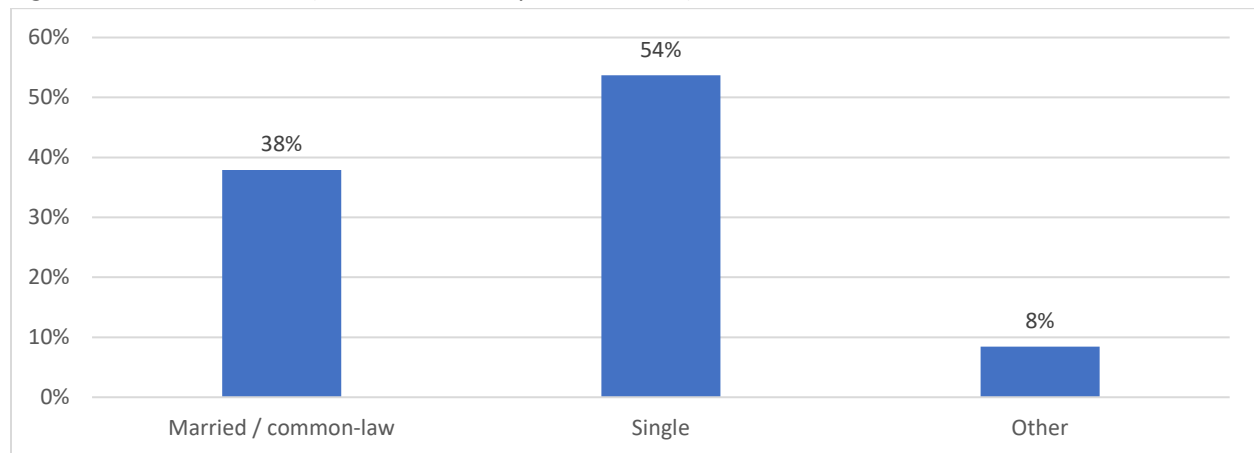
Approximately half of student respondents were in their first year at their current IAHLA institute (51%). Forty-three percent of respondents had been at their institute for 2 to 4 years, and a small percentage of respondents (6 students) had been at their institute for 5 to 9 years (Figure 13).

Figure 13: Number of years at this current IAHLA institute (Total student respondents = 95)
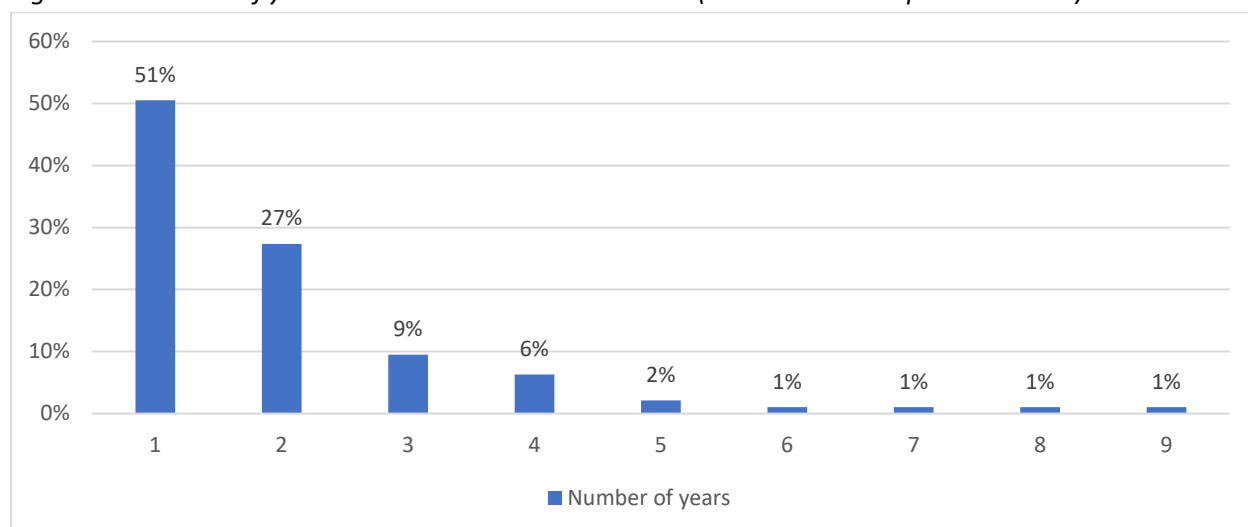
Reasons for Choosing their IAHLA Institute

Students were asked to identify all of the applicable reasons for choosing their institute instead of going to a different IAHLA institute or to a non-Aboriginal controlled institute (Table 10). The top three reasons selected by the respondents were:

- It has programs and courses of interest to me (65%)
- It allows me to study in my community (61%)
- I feel supported at this institute (51%)

Table 10: Why did you choose to come to this institute rather than go to a different IAHLA institute or non-Aboriginal controlled institute? (Total student respondents = 97)

Reason for Choosing Institute	Number	Percent
It allows me to study in my community	59	61%
It has programs and courses of interest to me	63	65%
The courses offered at this institute were unavailable elsewhere	23	24%
It has a good reputation	27	28%
My friends and/or family attended this institute	31	32%
I'm not aware of what other places to study offer	6	6%
It was more affordable than going elsewhere	22	23%
This institute offered me funding to attend	26	27%
The environment is culturally relevant	36	37%
I feel supported at this institute	49	51%
Other	8	8%

Activities Before Beginning Studies

Before enrolling at their IAHLA institute, 34% of the respondents were working (full-time or part-time), while 28% of the respondents were not working or attending school (see Table 11).

Table 11: What best describes what you were doing before enrolling at this institute? (Total student respondents = 96)

Before Enrollment	Number	Percent
I was attending a non-Aboriginal controlled institute	7	7%
I was attending another IAHLA institute	1	1%
I was in high school	8	8%
I was not working or attending school	27	28%
I was working full-time	33	34%
I was working part-time	12	12%
Other	8	8%

Studying Within the Home Community

Over 80% (81 students) of respondents to this question stayed in their communities to attend their IAHLA institute (Figure 14). Of those who stayed in their communities, 83% (66 students) were planning to remain in their local community after completing their studies. Of those who moved to a different community to attend their institute, 69% (9 students) were planning to return home.

Figure 14: Did you leave your home (that is, move to another community, town, or city) to attend this institute? (Total student respondents = 94)
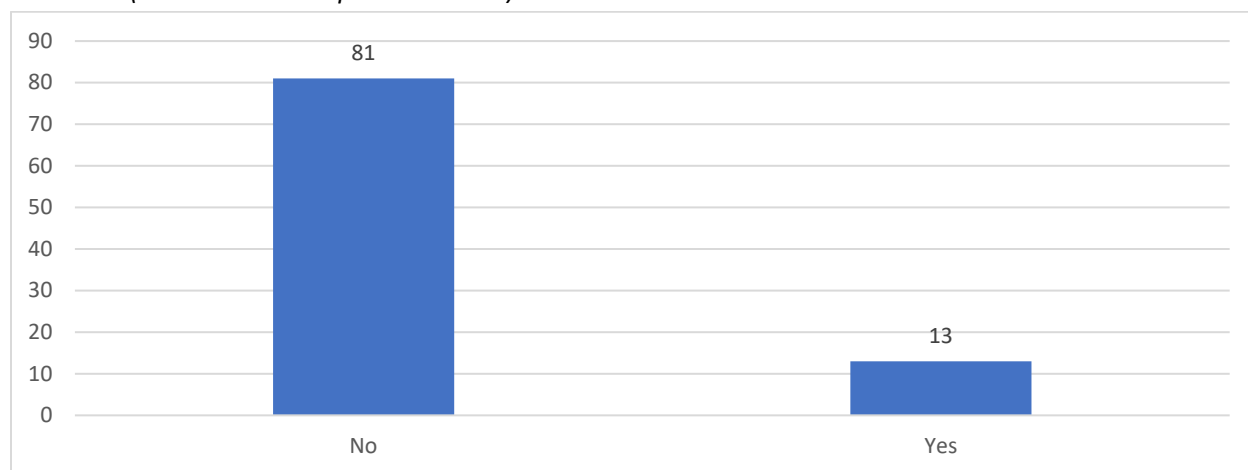
Housing

Students were asked if they had access to affordable housing in order to study at their institute (Table 12). Almost 50% of respondents to this question indicated that they had access to housing and that the housing was adequate. Of the 22 students who selected "other" as a response option, most reported living with their relatives or parents or owning or renting their current accommodation.

Table 12: Did you face any of the following difficulties in finding housing in order to study at this institute? (Total student respondents = 90)

Access to housing	Number	Percent
No	24	27%
Yes, and it is adequate for my needs / my family's needs	41	46%
Yes, but it is NOT adequate for my needs / my family's needs	9	10%
Other	16	18%

Students were also asked whether they would want to live in on-campus housing provided by the institute if such housing were available; almost 63% of respondents said yes.

Supports to Encourage Earlier Studies

Students were asked what supports would have helped them attend their institute earlier in life (Table 13). Approximately 40% of the respondents indicated that funding for studies and living expenses would have been helpful, and a third of the respondents indicated that assistance from recruiters would have helped them attend the institute earlier. Another third of the respondents indicated that housing offered by this institute would be helpful.

Table 13: What supports would have helped you attend this institute earlier in your life? (Total student respondents = 93)

Support	Number	Percent
Recruiters to help me apply to this institute	31	33%
Brochures or advertising to tell me about the programs offered	25	27%
Opportunities to learn about campus life at this institute before registering or attending (for example, campus information events)	20	22%
Funding to support my studies and/or living expenses	39	42%
Housing offered by this institute	30	32%
Childcare offered by this institute	21	23%
Other	7	8%
None. There are no circumstances in which I would have attended this institute earlier in my life.	23	25%

Those who selected the "other" option described personal issues that they were facing such as relationship and mental health issues.

Future Plans

The majority of respondents were planning to continue studying in the year following the survey, consistent with the fact that 51% of respondents were in the first year of their studies (Table 14). Of those students who indicated that they would continue studying, 56% were planning to continue studying at the same IAHLA institute (Table 15). Another 15% were considering enrolling at another post-secondary educational institute that is not Aboriginal-controlled; and 23% were not sure.

Table 14: Next academic year I plan to…. (Total student respondents = 92)

Plan	Number	Percent
Continue studying	61	66%
Seek employment	12	13%
Work	24	26%
I'm not sure	24	26%
Other	9	10%

Table 15: Where do you plan to study in the next academic year? (Total student respondents = 61)

Location of studies next year	Number	Percent
A post-secondary institute that is not Aboriginal-controlled	9	15%
This IAHLA institute (this institute)	34	56%
I'm not sure	14	23%
Other	4	7%

Funding for Studies

Students were asked to identify the funding sources for their studies. The most frequently identified funding sources were funding from their IAHLA institute (53%) and band funding (36%) (Table 16). Those who selected "other" as a response listed specific funding opportunities and employment insurance as their sources of funding.

Table 16: How are you paying for your studies (including tuition, fees, books, supplies, and living expenses) at this IAHLA institute? (Total student respondents = 92)

Funding for Studies	Number	Percent
Band funding	33	36%
Funding from this institute	49	53%
Employment while studying or during breaks	12	13%

Funding for Studies	Number	Percent
Personal savings	10	11%
Financial support from family & friends	7	8%
Student loan from government	1	1%
Scholarship, grant or bursary	7	8%
Tuition waiver program for former youth in care	1	1%
Agreements for Young Adults Program	2	2%
Bank loan	1	1%
I'm not sure	11	12%
Other	9	10%

Respondents could select as many sources as applicable.

Funding from their IAHLA institute was reported as the primary source of funding for respondents' studies (Table 17).

Table 17: What is the main source of funding for your studies? (Total student respondents = 92)

Primary Source of Funding for Studies	Number	Percent
Agreements for Young Adults Program	2	2%
Band funding	22	24%
Bank loan	1	1%
Employment while studying or during breaks	5	5%
Financial support from family & friends	3	3%
Funding from this institute	38	41%
I'm not sure	10	11%
Other	8	9%
Personal savings	2	2%
Student loan from government	1	1%

When asked about barriers experienced in accessing funding to complete their education, 36 respondents indicated that they did not experience any barriers or did not provide any specific information. Others mentioned a variety of challenges (not all funding-related), including difficulties with technology (6 students), need for childcare services (3 students), need for more information about funding sources and on how to apply for them (5 students), and more funding for part-time students (2 students).

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

- **Types of funding**
  - A living allowance
  - Funding for meals
  - Funding for travel

- **Personnel supports**
  - Staff who can assist with finding information about the funding opportunities
  - Assistance with paperwork
- **Other (not all funding-related)**
  - Child support
  - Academic support (e.g., writing)

Reasons for Not Attending Classes or Potentially Leaving the Institute

Students were asked about reasons that may have prevented them from attending classes or caused them to consider leaving the institute (Table 18). Of the 88 respondents who answered the question, the most frequently cited reasons were family responsibilities (31%), financial difficulties (25%), job responsibilities (27%), or childcare responsibilities (20%). Over a third of respondents indicated that no situations have led them to not attend class / consider leaving. Those who selected "other" as a response reported health and mental health issues, the COVID-19 pandemic, lack of transportation, and lack of community through their institute.

Table 18: Which of the following situations, if any, have prevented you from attending classes or caused you to consider leaving this IAHLA institute? (Total student respondents = 88)

Reason	Number	Percent
Academic difficulties	11	13%
Financial difficulties	22	25%
Job responsibilities	14	16%
Family responsibilities	27	31%
Childcare responsibilities	18	20%
Housing challenges	10	11%
Cultural responsibilities	9	10%
Feeling socially isolated or unwelcome at the institution	5	6%
Experiences of discrimination	2	2%
Insufficient technology (for example, not enough hardware or software)	11	13%
Connectivity challenges (for example, lack of internet access)	9	10%
Other (Please specify):	17	19%
No situations have led me to not attend class / consider leaving	31	35%

Note: Students could select as many options as applicable.

Students were also asked to identify supports that would help them in completing their education. Approximately half of the respondents identified financial support (49%) and mental health counselling that is respectful of Indigenous perspectives (47%), technology (38%, academic advising (31%), and Elders to support students (28%) (Table 19).

Table 19: Supports that would help in completing education (Total student respondents = 85)

Reason	Number	Percent
Elders to support students	24	28%
Mental health counselling that is respectful of Indigenous perspectives	40	47%
Supports for students with disabilities	14	16%
Academic advising (for example, program planning, degree requirements)	26	31%
Academic tutoring (for example, within a program or through a student service centre)	23	27%
Career planning (for example, job search skills, opportunities to connect with businesses)	19	22%
Strategies for success (for example, program that addresses studying, time management)	22	26%
Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)	42	49%
Technology (for example, hardware such as laptops and accessories, computer lab access, software, Internet access)	32	38%
Technical support (for example, troubleshooting computers or Internet access)	16	19%
Online learning support (for example, how to engage successfully in online learning, training on how to use software)	25	29%
Housing for students or families on campus	20	24%
Daycare or childcare	17	20%
Other	5	6%

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

- Providing online classes
- Providing technological support (access to computers and internet)
- Offering a wider variety of in-person courses

Views on the Institute

Students were asked to rate their agreement ("very helpful", "helpful", "not very helpful", "not at all helpful", "don't know" and "not applicable") with a series of statements about their institute (Table 20). The majority of students thought their institute was helpful for preparing them for future education, developing abilities to read and comprehend materials in their area of practice, and learning on their own.

Table 20: How helpful has attending this institute been for developing the following...

Statement	Don't know	Not at all helpful	Not very helpful	Helpful	Very helpful	Not applicable	Total # respondents
Number							
Writing clearly and concisely	3	0	5	33	40	7	88
Speaking effectively	3	0	5	38	36	5	87
Reading and comprehending material appropriate to your field	2	0	2	38	40	5	87
Working effectively with others	3	2	4	35	41	3	88
Analysing and thinking critically	6	2	5	39	31	4	87
Resolving issues or problems	6	2	6	35	33	6	88
Learning on your own	2	2	3	35	43	3	88
Improving your self-confidence and self-esteem	3	1	6	33	39	5	87
Establishing or improving your relationships	4	1	7	38	30	7	87
Becoming more active in your community	8	2	6	41	26	5	88
Conversing in your First Nations language	7	3	8	34	29	7	88
Preparing for further education	3	2	2	41	37	2	87
Preparing for employment	7	3	10	37	19	12	88
Percent							
Writing clearly and concisely	3%	0%	6%	38%	45%	8%	88
Speaking effectively	3%	0%	6%	44%	41%	6%	87
Reading and comprehending material appropriate to your field	2%	0%	2%	44%	46%	6%	87
Working effectively with others	3%	2%	5%	40%	47%	3%	88
Analysing and thinking critically	7%	2%	6%	45%	36%	5%	87
Resolving issues or problems	7%	2%	7%	40%	38%	7%	88
Learning on your own	2%	2%	3%	40%	49%	3%	88
Improving your self-confidence and self-esteem	3%	1%	7%	38%	45%	6%	87
Establishing or improving your relationships	5%	1%	8%	44%	34%	8%	87
Becoming more active in your community	9%	2%	7%	47%	30%	6%	88

Statement	Don't know	Not at all helpful	Not very helpful	Helpful	Very helpful	Not applicable	Total # respondents
Conversing in your First Nations language	8%	3%	9%	39%	33%	8%	88
Preparing for further education	3%	2%	2%	47%	43%	2%	87
Preparing for employment	8%	3%	11%	42%	22%	14%	88

The majority of respondents indicated that they liked the courses they had taken (94%), felt supported by their teaching staff (88%), and felt supported by their administrative staff (75%). Almost all respondents were satisfied with the education they received. Ninety percent rated the quality of instruction as "good" or "very good".

Table 21: How do you feel about the following since beginning your studies at this IAHLA institute?

Statement	Agree	Disagree	Neither agree nor disagree	Not applicable	Total # respondents
Number					
I feel supported by the teaching staff.	77	1	8	2	88
I feel supported by the administrative staff.	66	6	14	2	88
The physical environment at this institute reflects First Nations culture.	60	1	12	15	88
I like the availability and range of courses.	61	2	18	7	88
I like the courses I have taken.	83	1	3	1	88
Percent					
I feel supported by the teaching staff.	88%	1%	9%	2%	88
I feel supported by the administrative staff.	75%	7%	16%	2%	88
The physical environment at this institute reflects First Nations culture.	68%	1%	14%	17%	88
I like the availability and range of courses.	69%	2%	20%	8%	88
I like the courses I have taken.	94%	1%	3%	1%	88

Improving Student Experiences

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

- **Administration and communication**
    - More communication about procedures and upcoming courses, grades, schedules, and activities

- **Technology-related supports**
  - Help with online learning platforms
  - Help with Zoom
- **Academic**
  - More communication from teachers (e.g., providing syllabus earlier)
  - More in-person support
  - More culture and language courses
  - More online learning opportunities
  - Tutoring and help with homework
  - More trades courses
  - Greater variety of classes
  - Greater opportunities to provide input into classes, schedules, activities
- **Career supports**
  - Institute providing work placements after graduation
- **Material supports**
  - Childcare
  - Transportation

Data Collection Summary

- **Students**: The majority of students enrolled in 2020-21[6] in responding institutes were men, living on reserve, and enrolled full-time. More than half of the students completed their programs successfully.

- **Programming**: The most commonly offered programming at responding institutes in 2020-21 was First Nations language programs or courses (not-for-credit), First Nations culture programs or courses (not-for-credit), and land-based programs and courses.

- **Instructors:** Over 70% of instructors employed in 2021-22 were part time, and approximately 40% had a Bachelor's degree or higher. About 50% of instructors identified as First Nations, and a minority (4%) were fluent speakers of a First Nations language.

- **Funding:** The Post-Secondary Partnerships Program was the most commonly cited source of funding for most responding institutes.

- **Private Training Act Certification:** Three responding institutes were certified under the Private Training Act, and of those who were not certified, only one institute was interested in being registered with the Private Training Institutes Branch.

- **Public Post-Secondary Education Relationships:** All responding institutes had formalized relationships with public post-secondary institutions; the greatest number of relationships were with Nicola Valley Institute of Technology.

- **Mandated by First Nations:** All responding institutes were mandated by one or more First Nations.

- **Student Data Collection:** All of the responding institutes had a computer-based mechanism for collecting, storing, and reporting on student data, but only 4 out of 9 of institutes with such a mechanism felt that it met their needs.

- **Needed Supports and Services:** A large number of supports and services were identified as necessary for students, including professional staff to provide mental health supports, recruiters to attract students, brochures or advertising to inform students about the programs offered, curriculum development, career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses), and housing.

- **COVID-19 pandemic impacts:** Institutes used various models of program delivery during the pandemic. Six institutes were offering in-person programming, while five institutes were offering online delivery of programming.

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[6] For students' part-/full-time status, gender, location, and course/program completion, institutes were asked to provide data for the prior academic year (September 2020--August 2021).

The following observations can be made for the 97 students that responded to the student survey questions, but the observations cannot be generalized to the entire student population because it is not known whether the students who responded are representative of the student population:

- **Pathways:** Most respondents chose their institute because the choice allows the student to remain in their community, the institute has programs and courses of interest to the student, and they feel supported by the institute. A third of respondents were working before they began their studies. About 70% of respondents were supporting dependent children. Approximately 40% of the respondents indicated that funding for studies and living expenses would have been helpful, and a third of the respondents indicated that assistance from recruiters would have helped them attend the institute earlier. The majority of respondents stayed in their communities to study and, regardless of whether or not they left their community to study, the majority of respondents intended to live in their community after completing their studies. Most respondents intended to continue their studies in the following year.
- **Student supports:** Respondents found many supports to be helpful. Approximately half of the respondents indicated that financial support (49%), mental health counselling that is respectful of Indigenous perspectives (47%), technology (38%), academic advising (31%), and Elders to support students (28%) would help them in completing their education.
- **Funding for studies:** Funding from the IAHLA institute they were attending was the primary source of funding for responding students.
- **Satisfaction and impacts:** Most respondents were satisfied with their institute. The majority of students thought their institute was helpful in preparing them for future education. Most respondents indicated that they liked the courses they have taken, felt supported by their teaching and administrative staff, and were satisfied with the education they received.
- **Barriers to attendance or reasons for leaving:** Family responsibilities were the most commonly cited reason for missing classes or for considering leaving a program, followed by financial difficulties, work responsibilities, and childcare responsibilities.
- **Potential improvements:** Respondents shared a variety of administrative, technological, academic, and material supports that could improve their experiences and outcomes. The emphasis on technological supports (such as reliable internet, access to computers, ongoing technological support) reflects the continued effects of the COVID-19 pandemic.

Appendix A: Institute Survey

Please complete the survey online at: [link]

If you prefer to submit your responses in this Word document, please email this completed document to
_____.

Welcome

Your responses to this survey are important as they will be used to:
- Provide a snapshot of IAHLA institute programs and services and the students they serve
- Capture the needs, gaps, and challenges of IAHLA institutes and their students that need to be addressed by the provincial and federal governments
- Highlight the success and satisfaction of IAHLA students

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.

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

If you have any questions about the survey, please contact *Directions* at _____.
_____

FAQs for IAHLA Institute Survey

What is this survey for?

The Indigenous Adult Higher Learning Association (IAHLA) has asked Directions Evidence and Policy Research Group to gather information about institutes and their students as part of the IAHLA Data Collection Project. 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@alchemer.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 _____

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

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.

Background Information

1. **IAHLA Institute Name:**
2. **Contact Person (for this project):**
3. **Telephone:**
4. **Email:**

5. **Please provide your institute's enrollment and completion data for the last academic year (September 2020 - August 2021):**
   Please count all students.
   - *Part-time is defined as attending for less than 20 hours per week.*
   - *Full-time is defined as attending for 20 hours per week or more.*
   - *Completion is defined as the number of students who have completed the requirements for the last academic year successfully.*

Program type	Enrolled		Completed
	Part-time	**Full-time**	
Post-secondary			
Certificate: Trades			
Certificate: Non-trades			
Diploma: Trades			
Diploma: Non-trades			
Undergraduate degree			
Master's degree			
Doctoral degree			
Micro credentials			
Adult basic education and upgrading offered in partnership with public post-secondary institutions			
Adult Dogwood diploma			
Other adult upgrading (not ABE)			
Adult basic education offered through the Adult Nominal Roll			
Adult Dogwood diploma			
Other adult upgrading (not ABE)			
Other training			
Short-term skills / workforce training (e.g., Workplace Hazardous Materials Information System (WHMIS), flagging, driver's license training)			
Essential skills (e.g., studying, time management, workplace preparation)			
Continuing education (voluntary course for self-improvement, not-for-credit, non-transferable, not leading to diploma, certificate, or degree)			
Other courses and programs			

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

6. **If you indicated "micro credentials" in your enrollments or completions, were you engaged with a public post-secondary institution to deliver micro credentials?**

    [   ] Yes

    [   ] No

    [   ] Don't know

7. **How many students enrolled in your institute in the last academic year (September 2020 - August 2021) were:**

Women	
Men	
Other	

8. **Which of the following types of First Nations language and culture revitalization programming did you offer in the last academic year (September 2020 - August 2021)?** *(Check all that apply)*

Programming type	Offered
First Nations language programs or courses (for credit)	
First Nations language programs or courses (not-for-credit)	
Language mentor-apprentice programming	
Language archiving and recording	
Language is integrated into all the offered courses	
First Nations culture programs or courses (for credit)	
First Nations culture programs or courses (not-for-credit)	
Diploma, certificate, or degree in a First Nations culture	
Land-based programs and courses	

9. **What additional programs are needed at your institute that are <u>not currently offered</u>?**

10. *(If previous question answered)* **Please estimate how much funding would be required to offer each of these needed programs (including development and delivery costs)**

11. **Of the students that were enrolled in your institute in the <u>last academic year</u> (September 2020 - August 2021), indicate how many were living:**

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

12. **How many instructors teaching in your institute this academic year (September 2021 - August 2022) are:**

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

13. **How many instructors teaching in your institute this academic year (September 2021 - August 2022):**

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

14. **For this academic year (September 2021 - August 2022), please specify what percentage of your funding that each source accounts for. The total should add up to 100%.**

	%
Tuition	
Own source of revenue	
Post-Secondary Partnerships Program (PSPP, formerly Indian Studies Support Program (ISSP))	
Adult Nominal Roll	
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	
Funding through affiliation agreements with public post-secondary institutions	
Community Adult Literacy Program	
Community Workforce Response Grants: Skills Training for Economic Recovery Stream	
Community Workforce Response Grants: Youth Community Partnerships Stream	
Community Workforce Response Grants: Community Response Stream	
Community Workforce Response Grants: Emerging Priorities Stream	
Community Workforce Response Grants: Indigenous Communities Stream	
Core Funding for First Nations-mandated Institutes (administered by FNESC)	
Capacity Funding for First Nations-mandated Institutes (administered by the Ministry of Advanced Education and Skills Training)	
Emergency COVID-19 Funding for First Nations-mandated Institutes (administered by FNESC)	
Indigenous Emergency Assistance Funding (administered by FNESC)	
Other funding. Please describe: _____	

15. **For <u>funding sources</u> <u>you did not receive in this academic year</u>, please indicate the reason why** (for example: applied but did not receive, did not apply, was not aware of the funding)**.**

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

[   ] Yes

[   ] No, but my institute is interested in registering

[   ] No, and my institute is not interested in registering

[   ] Don't know

17. **With which public post-secondary institutions (colleges, institutes, or universities) do you have formalized relationships (e.g., affiliation or service agreements, brokering, traditional knowledge and intellectual property agreements, partnerships, protocols, MOUs, federation agreements, etc.)?** *Check all that apply.*

[   ] British Columbia Institute of Technology

[   ] Camosun College

[   ] Capilano University

[   ] Coast Mountain College (formerly

[   ] Northwest Community College)

[   ] College of New Caledonia

[   ] College of the Rockies

[   ] Douglas College

[   ] Emily Carr University of Art and Design

[   ] Justice Institute of British Columbia

[   ] Kwantlen Polytechnic University

[   ] Langara College

[   ] Nicola Valley Institute of Technology

[   ] North Island College

[   ] Northern Lights College

[   ] Okanagan College

[   ] Royal Roads University

[   ] Selkirk College

[   ] Simon Fraser University

[   ] Thompson Rivers University

[   ] University of British Columbia

[   ] University of Northern British Columbia

[   ] University of the Fraser Valley

[   ] University of Victoria

[   ] Vancouver Community College

[   ] Vancouver Island University

[   ] None

[   ] Other - Please specify:

_____

18. **Please indicate which types of formalized relationships your institute has with the public post-secondary institutions. Check all that apply**. *(Answer only for institutions selected in previous question.)*

Public Post-Secondary Institution	Affiliation Agreement	Service Agreement	Brokering	Traditional Knowledge and Intellectual Property Agreements	Memorandums of Understanding	Micro credentials	Other (e.g., partnerships, federation agreements, etc.)
British Columbia Institute of Technology							
Camosun College							
Capilano University							
Coast Mountain College (formerly Northwest Community College)							
College of New Caledonia							
College of the Rockies							
Douglas College							
Emily Carr University of Art and Design							
Justice Institute of British Columbia							
Kwantlen Polytechnic University							
Langara College							
Nicola Valley Institute of Technology							
North Island College							
Northern Lights College							
Okanagan College							
Royal Roads University							
Selkirk College							
Simon Fraser University							
Thompson Rivers University							
University of British Columbia							
University of Northern British Columbia							
University of the Fraser Valley							
University of Victoria							
Vancouver Community College							
Vancouver Island University							

19. Is your institute mandated by one or more First Nations?

[   ] Yes   [   ] No   [   ] Don't know

20. **Does your institute have a mechanism for collecting, storing, and reporting on student data?**

[   ] Yes, and it meets our needs

[   ] Yes, but it does **not** meet our needs

[   ] No

[   ] Don't know

(If answered "Yes, but it does not meet our needs" in previous question)

What are the limitations of your student information system? What kind of system would meet your needs?

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

Support or Service	Need
Recruiters to attract students	
Brochures or advertising to inform students about the programs offered	
Programs or courses to help students upgrade their education (for example, earn credits towards K-12 graduation certificate, adult/academic upgrading, adult basic education, transitions programs)	
Curriculum development	
Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services and supports for Indigenous students	
Elders to support students	
Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)	
Welcome events (for example, student orientation or welcome feast)	
Student achievement and graduation events	
Indigenous staff who can provide culturally relevant counselling	
Professional staff who can provide mental health supports	
Indigenous staff who can provide academic advising (for example, program planning, degree requirements, course-related questions)	
Indigenous staff to support students who have experienced racism, violence, or emotional trauma	
Indigenous staff who provide academic tutoring	
Staff to support students with disabilities	
Support for a student association	
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)	
Support for students to learn how to study, plan, or manage their time	
Health services	
Housing	

Support or Service	Need
Daycare	
Organized extra-curricular activities (for example, sports, volunteer opportunities)	
None of the above	
Other (please specify)	

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

23. **For the year September 2021 to August 2022:**
    Select all that apply.
    [ ] We are offering online delivery of courses and programs
    [ ] We are offering in-person instruction
    [ ] We have NOT resumed offering courses and programs that were suspended after the COVID-19 pandemic began
    [ ] Other, please describe:

24. **Please describe the impacts that the COVID-19 pandemic has had on your institute.**

25. **What supports do you need to help you continue to offer courses and programs during the COVID-19 pandemic and the recovery?**

26. **IAHLA offers the following supports:**
    - Networking and information sharing activities, such as conferences, meetings, and workshops
    - Advocacy with other agencies and governments
    - Collecting and sharing information relevant for provision of education services
    - Supporting professional development and training
    - Providing research and administration of data that supports your institute's activities

    What other services, including capacity-building services, from IAHLA would be beneficial?

If you have any feedback on the survey, please contact FNESC at _____.

Thank you for sharing data about your institute! Your institute will be automatically entered into a prize draw for one of two $500 cheques. FNESC will contact you if your institute is selected in the draw.

If you have completed this survey using this Word document, please submit the completed survey to _____

Appendix B: Student Survey

Welcome

If you are currently enrolled at an Aboriginal-controlled adult or post-secondary educational institute (also known as an Indigenous Adult and Higher Learning Association (IAHLA) member institute), we would like to hear about your experiences!

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

Prize Draw

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

Information
The survey, which takes about 12 to 15 minutes to complete, will help your IAHLA institute to:
- Understand student success and satisfaction at IAHLA institutes.
- Better fit programs and services to student needs and interests.
- Identify where additional programs, services, or funding may be needed.
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.

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.

If you have any questions about the study, please contact Directions Evidence and Policy Research Group at _____.

FAQs

What is this survey for?

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

Which are the IAHLA institutes?

- Ahousaht Education Authority
- Blueberry River First Nation Adult Centre
- Chemainus Native College
- Coastal Training Centre
- Community Futures Development Corporation of Central Interior First Nations
- 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
- Kitimaat Valley Council/Kitimat Valley Institute
- Kwadacha Dune Tiiy
- Kyah Wiget Education Society
- Lip'alhayc Learning Centre (Nuxalk College)
- Muskoti Learning Centre - Saulteau First Nations
- Native Education College (NEC)
- Neskonlith Education Centre
- Nicola Valley Institute of Technology
- Northern Shuswap Tribal Council
- Ntamtqen Snmamayatn Adult Education
- NTC 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
- St'át'imc Education Institute
- Stein Valley Nlakapamux School
- Sto:lo Nation
- Stucwtewsecmc Education Centre
- Ted Williams Memorial Learning Centre
- Tl'azt'en Adult Learning Centre
- Ts'zil Learning Centre (Lilwat)
- Tŝilhqot'in National Government
- Tsay Keh Dene Learning Centre
- Wabsuwilaks'm Gitselasu Adult School
- Wameesh Learning Center
- Wilp Wilxo'oskwhl Nisga'a

Who can respond to the survey?

We seek responses from students currently enrolled in an IAHLA 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 in which you are currently enrolled.

Can I answer on my tablet or smartphone?

This survey is compatible with tablets and smartphones.

Do I have to complete the survey all at once?

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

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 _____.

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

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.

Survey Questions

"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 Learning Association. Click here for a full list of IAHLA institutes.

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

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

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

4. **What was your primary activity before enrolling at this IAHLA institute?**
    ( ) I was working part-time
    ( ) I was working full-time
    ( ) I was attending another IAHLA institute
    ( ) I was attending a non-Aboriginal controlled institute
    ( ) I was in high school
    ( ) I was not working or attending school
    ( ) Other - Please specify: _____

5. **What is your gender?**
    ( ) Man   ( ) Woman   ( ) Other

6. **What year were you born?** _____

7. **Are you a former child or youth in care?**
    ( ) Yes   ( ) No

8. **Are you:**
    ( ) First Nations (Indian status)
    ( ) First Nations (non-Indian status)
    ( ) Métis
    ( ) Inuit
    ( ) Other (Please specify): _____

9. **How many individuals in your household rely on you for support?**
    ( ) None
    ( ) 1
    ( ) 2
    ( ) 3
    ( ) 4
    ( ) More than 4

10. **Do you require daycare services?**
    ( ) Yes   ( ) No   ( ) Don't know

11. **What is your marital status?**
    ( ) Married / common-law   ( ) Single   ( ) Other (Please specify):_____

12. **Did you leave your home (that is, move to another community, town, or city) to attend this IAHLA institute?**
    ( ) Yes   ( ) No

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

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

13. **Do you have access to affordable housing in order to attend this institute?**
    ( ) Yes, and it is adequate for my needs / my family's needs
    ( ) Yes, but it is NOT adequate for my needs / my family's needs
    ( ) No
    ( ) Other

    Please feel free to explain your response

    _____
    _____

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

( ) Yes   ( ) No

15. **What supports would have helped you attend this IAHLA institute earlier in your life?** *(Check all that apply)*

[ ] Recruiters to help me apply to this IAHLA institute

[ ] Brochures or advertising to tell me about the programs offered

[ ] Opportunities to learn about campus life at this IAHLA institute before registering or attending (for example, campus information events)

[ ] Funding to support my studies and/or living expenses

[ ] Housing offered by this IAHLA institute

[ ] Childcare offered by this IAHLA institute

[ ] Other (Please specify): _____*

[ ] None. There are no circumstances in which I would have attended this IAHLA institute earlier in my life.

16. **The next academic year will begin in September 2022 and continue until August 2023.**

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

[ ] Continue studying

[ ] Seek employment

[ ] Work

[ ] I'm not sure

[ ] Other - Please specify: _____*

17. *(if selected "Continue studying" in Question 16)*

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

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

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

( ) This IAHLA institute

( ) Another IAHLA institute

( ) A post-secondary institute that is not Aboriginal-controlled

( ) I'm not sure

( ) Other - Please specify: _____*

18. **How are you paying for your studies (including tuition, fees, books, supplies, and living expenses) at this IAHLA institute?** *(Check all that apply)*

    [ ] Band funding
    [ ] Funding from this IAHLA institute
    [ ] Employment while studying or during breaks
    [ ] Personal savings
    [ ] Financial support from family & friends
    [ ] Student loan from government
    [ ] Scholarship, grant or bursary
    [ ] Tuition waiver program for former youth in care
    [ ] Agreements for Young Adults Program
    [ ] Bank loan
    [ ] Student line of credit
    [ ] I'm not sure
    [ ] Other (Please specify): _____*

19. **What is the main source of funding for your studies?** *(asked for only those selected in previous question)*

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

20. **What barriers, if any, have you experienced in accessing funding to complete your education at this IAHLA institute?**

    _____

    What supports would have been beneficial for accessing funding?

    _____

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

Academic difficulties	
Financial difficulties	
Job responsibilities	
Family responsibilities	
Childcare responsibilities	
Housing challenges	
Cultural responsibilities	
Feeling socially isolated or unwelcome at the institution	
Experiences of discrimination	
Insufficient technology (for example, not enough hardware or software)	
Connectivity challenges (for example, lack of internet access)	
Other (Please specify): _____*	
No situations have led me to not attend class / consider leaving	

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

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

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

_____

_____

23. How can this IAHLA institute support you in _continuing your education and/or securing_ employment after you finish your current course or program?

_____
_____

24. How helpful has attending this IAHLA institute been for developing the following?

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

25. **How do you feel about the following since beginning your studies at this IAHLA institute?**

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

26. **How satisfied are you with the education you received from this IAHLA institute?**
( ) Very Satisfied
( ) Satisfied
( ) Dissatisfied
( ) Very Dissatisfied
( ) Don't know

27. **Overall, how would you rate the quality of instruction at this IAHLA institute?**
    ( ) Very good
    ( ) Good
    ( ) Adequate
    ( ) Poor
    ( ) Very poor
    ( ) Don't know

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

    _____
    _____

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

    _____
    _____

Thank you for completing the survey!

If you enter the prize draw, your contact information will not be connected to your survey responses, as we will store survey responses separately from the name and email provided for the prize draw.
from the name and email provided for the prize draw.

Appendix C: Complementary Enrollment Data

FNESC collected data in June 2021 that included part- and full-time enrollments in different program types and definitions of part- and full-time enrollments. Table 22 provides an overview of some of the definitions of enrollment that institutes reported.

Table 22. Selected definitions of Part-time and Full-time enrollment

Part-time	Full-time
1-2 courses 2-3 courses per term 3 courses or less 4 courses 6 credits or less 9 credits per term or less - Less than 24 credits 1- to 2-day courses in a week or month (not daily) 2-3 days per week 20-50% of a full course load - Attending a specific course, certificate or training	3 courses or more per term 4 courses or more - More than 9 credits 12 credits per term 24 credits 14-day courses, month courses (daily attendance scheduled) - Daily attendance throughout the year 4-5 days per week 5 days a week with 6 hours or less - Up to 60% of a full course load - Up to 80% of a full college course load (15 credits/term) - Defined by partner standards

The variability in these definitions highlights the need for common definitions of part-time and full-time enrollment across the sector to accurately capture such enrollments.

Table 23 shows part- and full-time enrollment by year. Because institutes defined part-and full-time enrollments differently, the numbers should be interpreted with caution.

Table 23. Part-time and full-time enrollment data collected by FNESC

Programming type	2016-17 (# institutes = 16)			2017-18 (# institutes = 16)			2018-19 (# institutes = 16)			2019-20 (# institutes = 20)			2020-21 (# institutes = 20)		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Post-secondary programs leading to a certificate, diploma or degree (including trades)	489	138	627	501	146	647	587	204	791	683	236	919	771	195	966
Adult basic education (ABE) and University and College Entrance Preparation (UCEP) programs delivered in partnerships with a BC public post-secondary institution (excludes students funded under nominal roll).	179	98	277	175	83	258	178	97	275	216	98	314	164	112	276
Short-term skills training / workforce training programs that do not lead to a post-secondary certificate, diploma or degree.	97	1420	1517	131	1586	1717	135	1714	1849	567	1680	2247	399	615	1014
Total	**765**	**1656**	**2421**	**807**	**1815**	**2622**	**900**	**2015**	**2915**	**1466**	**2014**	**3480**	**1334**	**922**	**2256**
	2016-17			2017-18			2018-19			2019-20			2020-21		
Programming type	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Post-secondary programs leading to a certificate, diploma or degree (including trades)	78%	22%	100%	77%	23%	100%	74%	26%	100%	74%	26%	100%	80%	20%	100%
Adult basic education (ABE) and University and College Entrance Preparation (UCEP) programs delivered in partnerships with a BC public post-secondary institution (excludes students funded under nominal roll).	65%	35%	100%	68%	32%	100%	65%	35%	100%	69%	31%	100%	59%	41%	100%
Short-term skills training / workforce training programs that do not lead to a post-secondary certificate, diploma or degree.	6%	94%	100%	8%	92%	100%	7%	93%	100%	25%	75%	100%	39%	61%	100%

Note: Please refer to Table 22, p. 55, for the range of definitions of part-time and full-time enrollment used across institutes. Institutes did not provide enrollment data for all five years, so the number of institutes varies from year to year.