



Indigenous Adult and Higher Learning Association

IAHLA Data Collection Project

2006-2007

Focus Report on:

- Learner Satisfaction
- Community-based Delivery
 - Funding



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About the Report

The Indigenous Adult and Higher Learning Association (IAHLA) undertakes data collection on the delivery and outcomes of the First Nations adult and post-secondary education provided by member institutes. To gather this data, IAHLA began to survey Indigenous Adult Higher Learning institutes in 2005/06.

In August 2006, Juniper Consulting was engaged by IAHLA to support the 2006/07 IAHLA Data Collection Project. The Final Report was completed in March 2007, presenting a broad range of data and comparisons of the past two years' findings.

Following the publication of the 2006/07 Final Report, IAHLA decided to undertake additional analysis of the data collected in 2006/07 and 2005/06. This companion document to the Final Report focuses on three areas of inquiry:

- 1. Learner Satisfaction**
- 2. Community-based delivery**
- 3. Funding changes**

The primary research methods used for this report include:

- Statistical analyses of existing data
- Reviews of key documents and internet sites, as directed by the IAHLA Data Working Group, and
- Key informant interviews.

The primary sources of existing data for analyses are the student and institute datasets compiled during the 2006/07 IAHLA Data Collection Project. These data reflect the responses of 255 students and 19 institutes. Where possible, results from the 2005/06 project are also examined.

This research was undertaken within a limited time-frame and scope. As a result, the research and results presented on the three areas of inquiry are not exhaustive – the intent was to explore and explain correlations and observations from the 2006/07 data.

In light of this, the report has the following caveats:

- For consistency and ease of interpretation, the percentages in the report text and charts have been rounded and may not always add to 100.
- In some cases, the number of students answering a question was relatively small. As well, some questions do not have a lot of variability in their responses. This adds instability to the percentages that are reported. Please interpret the results with caution.
- Each responding institute and community has individual characteristics and may be at differing stages of development.
- The findings are based on two years' data collection history and, therefore, it is early to unequivocally identify findings as "trends."

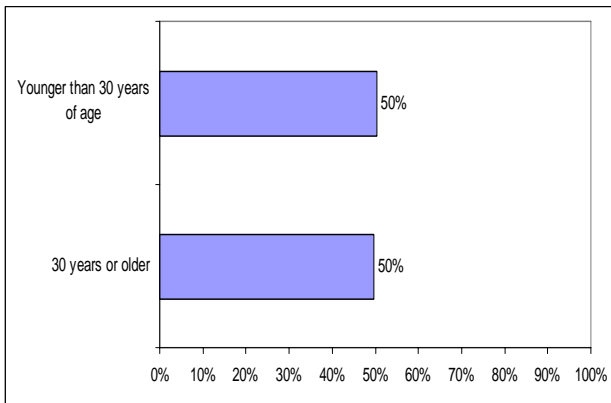
Despite these caveats, these analyses identify interesting associations and offer new evidence pertaining to key directions in Aboriginal post-secondary education.



IAHLA Learner Characteristics

Focus on: Learner Satisfaction

Age of Learners



Note 1: Aboriginal former students are *former* college, university college and institute students who participated in the 2001 BC College and Institute Student Outcomes (CISO) Survey. Source: *2001 BC College and Institute Aboriginal Former Student Outcomes Report Highlights*. The 2001 report is the most recently published CISO report focused on Aboriginal students.

How old are learners?

- One-half of the IAHLA learners surveyed in 2006/07 are younger than 30 years of age and one-half are 30 years of age or older.
 - In 2005/06, similar proportions of IAHLA learners were younger than 30 and 30 years of age and older.
 - This is consistent with the *2001 BC College and Institute Student Outcomes Survey* which reported that 52% of Aboriginal **former** students surveyed were younger than 30 and 48% were 30 years of age or older. (See Note 1)

Are learners female or male?

- 70% of 2006/07 IAHLA learners are female and 28% are male (2% did not respond to this question).
 - In 2005/06, 75% of the IAHLA learners surveyed were female and 23% were male.
 - In 2001, 65% of Aboriginal **former** students surveyed were female.
- Female learners in 2006/07 are more likely than male learners:
 - To be 30 years of age or older
 - To have attended their institutes for more than one year

What does this mean?

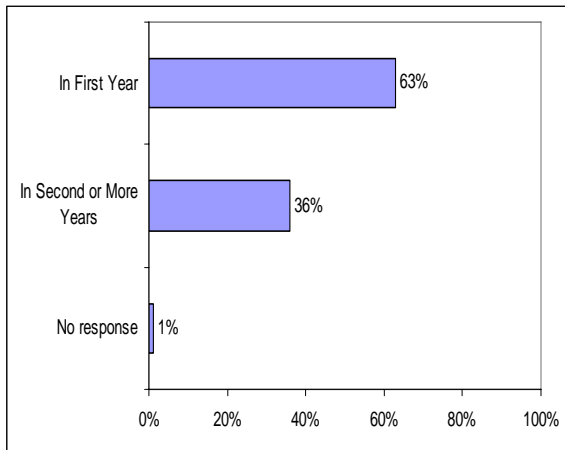
- IAHLA learners providing satisfaction ratings in 2006/07 reflect IAHLA and Aboriginal learners generally – they are predominantly female and as likely to be older than 30 as younger than 30.
- Child care can be an issue for the predominantly female learner population.



IAHLA Learners' Length of Study

Focus on: Learner Satisfaction

Years at Institute



How much experience do learners have with their institutes?

- 63% of the IAHLA learners surveyed a few months into the 2006/07 academic year (October/ November 2006) reported this was their first year at this institute.
- In 2005/06, 51% of the IAHLA learners surveyed in October/November 2005 reported this was their first year at this institute.

What does this mean?

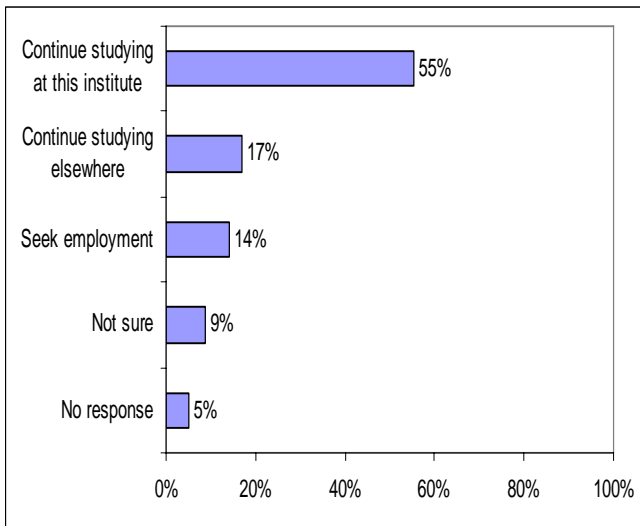
- When their satisfaction ratings were provided, many learners were just starting their educational journeys at their institutes. Their satisfaction is based on their experiences thus far as well as their perceptions – some of which may have been developed prior to enrolment.



IAHLA Learners' Future Plans

Focus on: Learner Satisfaction

Learner Plans for Next Year



Note 1: "Next year" was not defined in the survey. Learners could be planning to continue next academic year (2007/08) or next calendar year (e.g., the next semester or starting in January).

Note 2: In 2006/07, some learners identified more than one plan for next year. For the purposes of this analysis, a single goal was selected by the researchers based on the following priorities: continuing at the same institute, continuing to study elsewhere, seeking employment, and not sure.

Note 3: In 2001, 54% of Aboriginal *former* students enrolled in post-secondary colleges and institutes for credential-related reasons and 63% enrolled for job-related reasons. The above two percentages include 22% of Aboriginal *former* students who enrolled for *both* job and credential reasons, as reported in the *2001 BC College and Institute Aboriginal Former Student Outcomes Report Highlights (Adapted)*.

What are learners' goals or future plans?

- Most learners plan to continue studying "next year" (72%) – either at the same institute (55%) or elsewhere (17%). (See Notes 1 and 2).
- This goal (to continue studying next year) is consistent across age groups, genders and whether or not learners are in their first year at the institute or have been there longer.
- In 2005/06, 61% of learners surveyed reported they planned to continue studying next year – 37% at the same institute and 24% elsewhere.
- In 2001, 54% of Aboriginal *former* students enrolled in post-secondary colleges and institutes for credential-related reasons and 63% enrolled for job-related reasons. (See Note 3)

Do learners feel adequately prepared to achieve their goals?

- Most learners report they feel adequately prepared to reach a specific goal. For example:
 - 93% feel adequately prepared to continue studying at their current institute
 - 86% feel adequately prepared to continue studying elsewhere
 - 92% feel adequately prepared to seek employment

What does this mean?

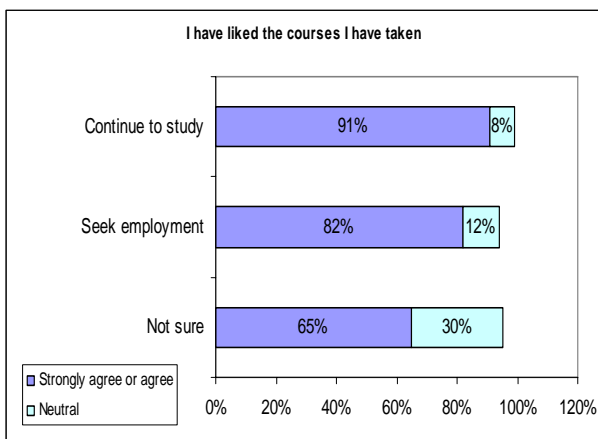
- Learners' expectations and the extent to which they are being met can influence their satisfaction ratings. In this instance, learners' plans to continue to study, and how prepared they feel to do so, may influence their satisfaction ratings.



Satisfaction with Courses, Facilities and Staff

Focus on: Learner Satisfaction

Course Satisfaction Ratings by Learners' Plans for Next Year



Which learners are satisfied with their courses, facilities and staff?

- Learners who plan to continue studying are more likely to agree (than those who plan to seek employment or who are not sure):
 - They like the availability and range of courses
 - They like the courses they have taken
 - They like the classrooms, facilities and common spaces
 - They feel supported by teachers
- Learner satisfaction with courses, facilities and staff is consistent across age groups, genders and whether or not learners are in their first year at the institute or have been there longer.

What does this mean?

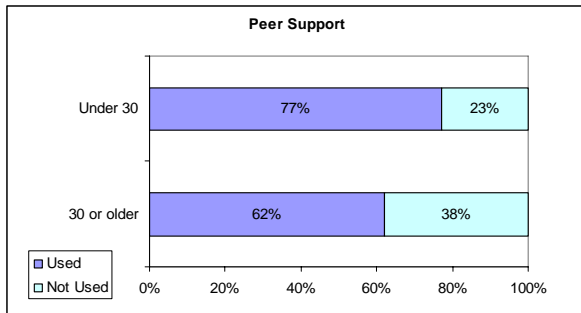
- There is an association between plans to continue studying and learner satisfaction. Learners' plans to continue studying may be influencing their satisfaction with their courses, facilities and staff. Alternately, their satisfaction in these areas may be influencing their plans to continue studying.



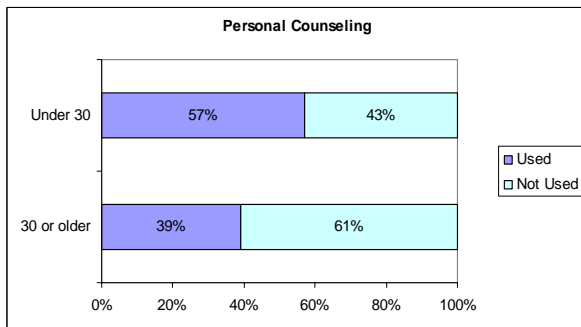
Learner Use of Support Services

Focus on: Learner Satisfaction

Learner Use of Peer Support



Learner Use of Personal Counseling



Which learners use support services?

- Learners younger than 30 are more likely (than learners older than 30) to use the following services:
 - Peer support
 - Personal counseling
 - Personal development support
 - Family violence prevention
 - Drug and alcohol prevention
 - Student services
- Male learners are more likely (than female learners) to use:
 - Elder support
 - Employment support
- Learners who have been at their institutes for more than a year are more likely (than learners in their first year) to use:
 - Elder support
 - Student services

What does this mean?

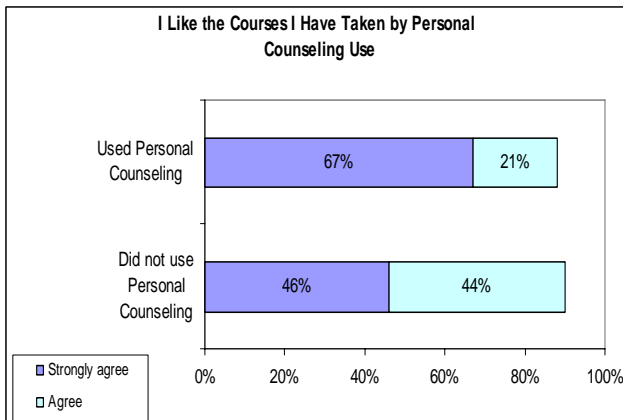
- Some learners are more likely to use support services than others. This may be because they:
 - Are more aware of the services
 - Have greater need for the services
 - Feel more comfortable using the services
 - Have better access to the services (hours and location).
- Support services and promotion could be tailored by age group to maintain use among younger learners and to facilitate greater use among learners older than 30 years of age. As well, communications for services could benefit from being sensitive to differences between female and male target audiences.



Support Service Users' Satisfaction with Courses, Facilities and Staff

Focus on: Learner Satisfaction

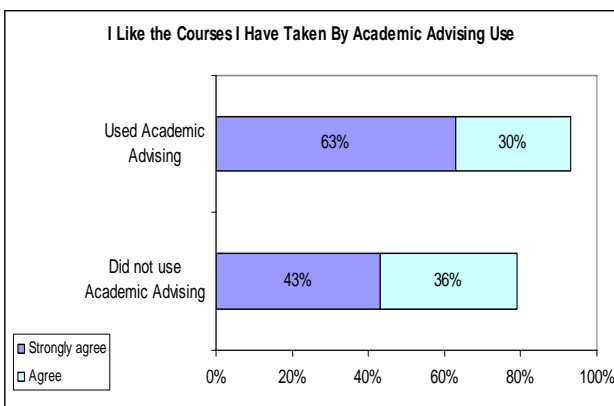
Course Satisfaction Ratings by Personal Counseling Use



Are learners who use support services satisfied with their courses, facilities and staff?

- Learners who use support services generally have higher satisfaction with courses, facilities and staff.
- Learners who have used the following services are more likely to agree they have liked the courses they have taken (than learners who have not used the services):
 - Personal counseling
 - Personal development support
 - Academic advising
 - Family violence prevention
 - Elder support
 - Student services

Course Satisfaction Ratings By Academic Advising Use



What does this mean?

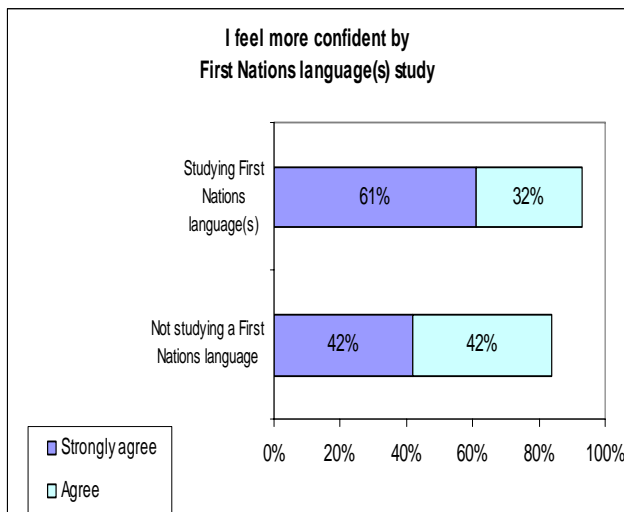
- Use of support services by learners may influence their satisfaction with their courses. Learners may be more satisfied with their courses as a result of having used these services.
- Alternately, learner satisfaction with their courses may increase their use of learner support services. For example, they may feel more comfortable accessing support services if they are enjoying their courses.



Learner Participation in First Nations Language Courses

Focus on: Learner Satisfaction

Personal Confidence Ratings by Language Course Participation



Which learners are attending First Nations language courses?

- Learners are more likely to be studying a First Nations language if it is *not* their first year at their institute.
- Studying of First Nations languages is consistent across age groups and genders.
- There is **no** association between learner satisfaction ratings on courses, facility and staff and whether or not they are studying a First Nations language.
- There is **no** association between whether or not a learner is studying a First Nations language and their agreeing:
 - They feel better about themselves
 - They feel more confident
 - They have set goals to understand their language and/or their culture

What does this mean?

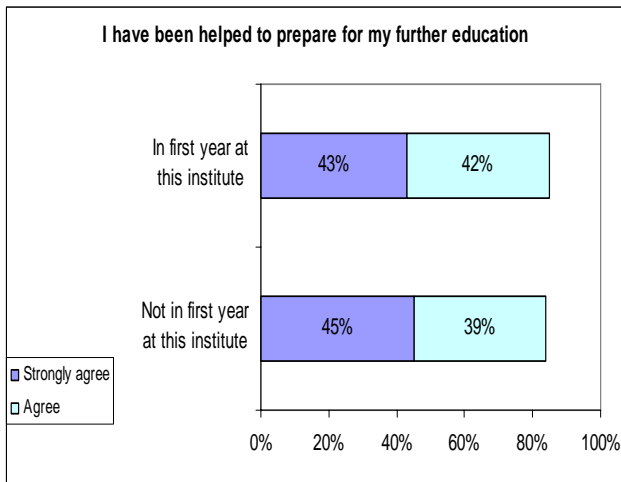
- Participation in First Nations language courses may influence (or be influenced by) positive personal feelings and learners having language and culture goals.
- Enabling learners to pursue First Nations languages appears to benefit learners and institutes. It may also benefit the broader community.



Satisfaction with Goal Setting, Skill Development and Personal Development

Focus on: Learner Satisfaction

Feeling Prepared for Further Education by Years at Institute



Which learners are satisfied with other student outcomes?

- Student outcomes consistent across age groups, genders, length of study at an institute and/or participation in Life Skills courses include:
 - Improved problem-solving skills
 - Setting of education, personal life, and understanding culture goals
 - Helping to prepare for education or a job
- This consistency in outcomes may be due to the relatively short period of time learners had been at their institutes when surveyed or because of the relatively small number of responses.

What does this mean?

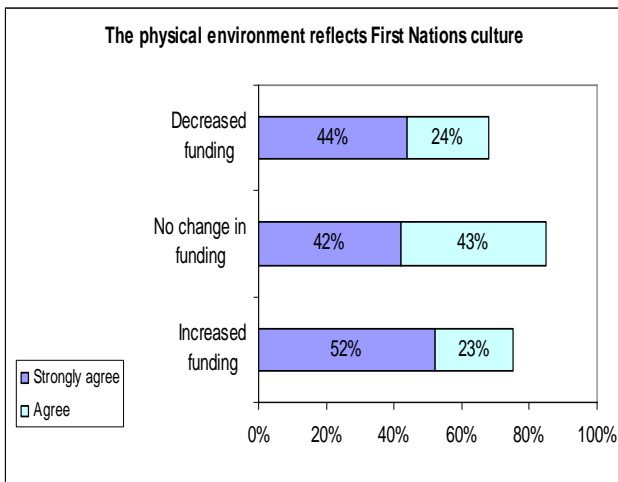
- Learner satisfaction with courses and learners' feeling adequately prepared for their goals both receive positive ratings. Satisfaction and progress toward goals are expected to contribute to future learner outcomes.



Funding Related to Physical Environment

Focus on: Learner Satisfaction

Physical Environment Ratings by Institutional Funding Changes



Do funding changes influence learner satisfaction?

- Stable or improved funding is associated with institutes where learners feel the physical environment reflects First Nations culture.
- Changes in funding are not clearly associated with learner satisfaction levels or other outcomes.

What does this mean?

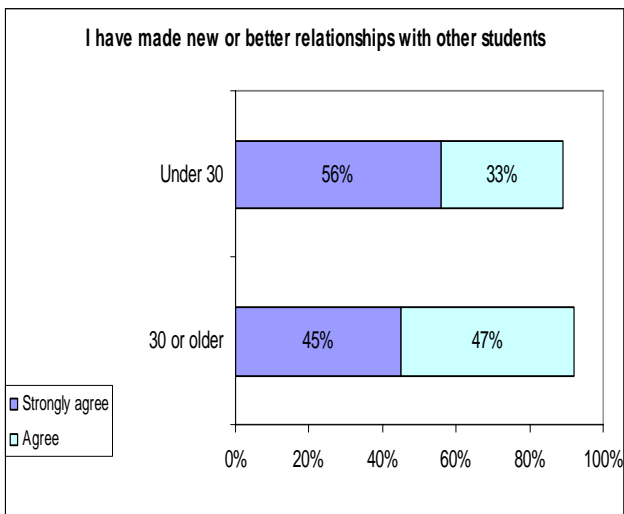
- Stable funding can help improve an institutes' physical environment. Nevertheless, institutes continue to operate year-to-year to provide education to their communities in an environment of unstable funding.



New and Better Relationships Between Learners

Focus on: Learner Satisfaction

Learner Relationships With Other Learners by Age



Have learners made new and better relationships?

- Learners who are younger than 30 are more likely to say they feel they have made new or better relationships with other learners than learners older than 30.
- Learners are just as likely to have made new or better relationships whether they are male or female, whether or not they are in their first year and regardless of their goal for next year.

What does this mean?

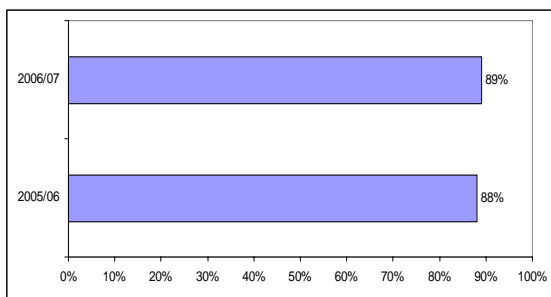
- Younger learners may be more successful at establishing relationships with other learners. This may be due to a number of factors, including:
 - Younger learners may have more time and/or interest in establishing relationships
 - Older learners may already have established relationships with family and friends
 - Older learners may have other time commitments or face other barriers
 - Older learners (chronologically more mature) may not feel the need to establish relationships with younger students



Community Involvement with Institutes

Focus on: Community-based Delivery

Proportion of Institutes That Involve Elders With Programming or Learning



How are communities involved with institutes?

- Almost all institutes involve their communities in their programming or learning. In 2005/06, 94% of institutes surveyed involved the community.
- Communities may be involved in:
 - An advisory/governance capacity
 - Providing input into program planning
 - Providing supports to learners
 - Providing opportunities for practicums or projects
 - Presenting opportunities for institutes and learners to participate in events

How are Elders involved with institutes?

- Most institutes involve Elders in programming or learning.
- Elders may be involved:
 - In classrooms and workshops
 - In an advisory/governance function
 - As language and culture resources
 - As mentors or for personal support

Are other community members involved with institutes?

- Other community members involved in programming or learning include:
 - Band Councils
 - Other community agencies
 - Learners' family members and friends

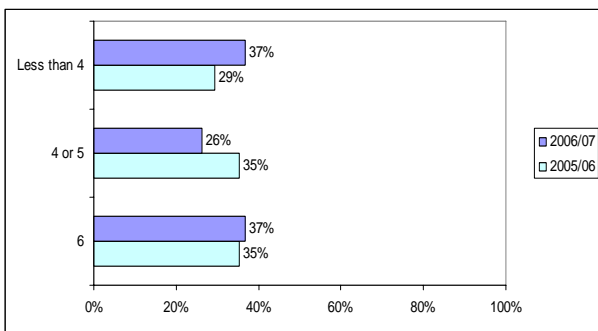
What does this mean?

- A wide range of community members may be involved with programming or learning at institutes. They may contribute to:
 - Advisory or governance functions
 - Course delivery
 - Learner supports
 - Enabling connections between institutes, learners and their communities
 - Reinforcement and practice of cultural concepts and ways



**Focus on:
Community-based Delivery**

**Number of Selected Service Providers
Linked with Each Institute (See Note 1)**



Note 1: The term "selected" refers to six types of service providers asked about in 2006/07 as well as in 2005/06 which are likely to operate in communities. They are: child and family services, social development, health services, employment services, traditional/spiritual advisors and elders, and First Nations schools.

Institutes' Links with Agencies and Organizations

How often do institutes link with agencies and organizations?

- On average (median), institutes link with five of the following six types of service providers:
 - Child and family services
 - Social development
 - Health services
 - Employment services
 - Traditional/spiritual advisors and Elders
 - First Nations schools
- In addition, learners may link directly with agencies and organizations.

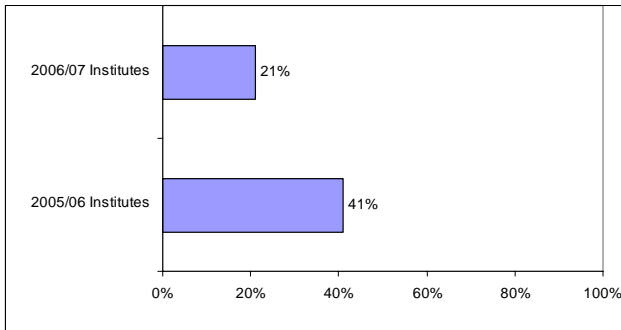
What does this mean?

- Learners, including single mothers, are provided with many supports, either directly or through their institutes. Many of these supports are delivered through agencies and organizations in their communities.



Community Financial Support

Band Funding of Institutes



Do communities provide financial support to institutes and learners?

- In 2006/07, 21% of institutes reportedly received Band funding. (See Note 1)
- Both institutes and learners also receive in-kind support, such as food and gas vouchers, and access to classroom and meeting facilities.

What does this mean?

- Only a few institutes report receiving funding from their Bands.
- Communities use creative means, such as in-kind support, to assist adult learners in their efforts to pursue their studies.
- Communities may have competing educational funding priorities that may include K-12 education, and non-academic training.

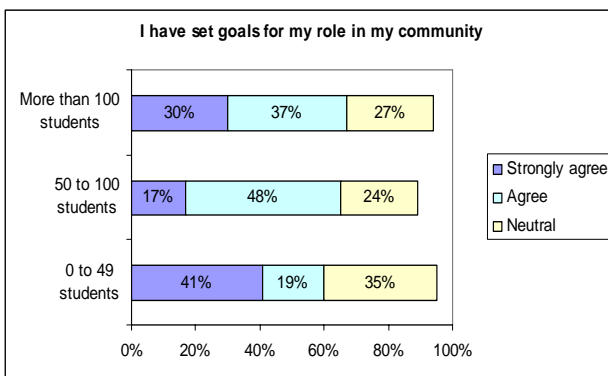
Note 1: Survey respondents selected from eight possible sources of financial support: tuition; Band funds; Indian Studies Support Program; Adult Nominal Roll; Other Federal funding ; Provincial funding ; FNSA New Paths Grants; and, Other.



Focus on:
Community-based Delivery

Setting Goals for Roles in Community

Community Role Goal-Setting Ratings by Institute Size



Which learners have set goals for their role in their community?

- Learners were more likely to agree they have set goals for their role in their community:
 - At small institutes (compared to medium or large). (See Note 1)
 - If their goal next year is to continue to study.
- There is a significant association between learners setting a goal for their role in their community and becoming more active in their community.

What does this mean?

- Many learners have set goals for their roles in their communities. This goal-setting may be affected by:
 - How involved they were in their communities before they began at their institutes
 - How well they understand their community's needs and plans for building capacity
 - The extent to which communities provide their members and learners with opportunities to be involved

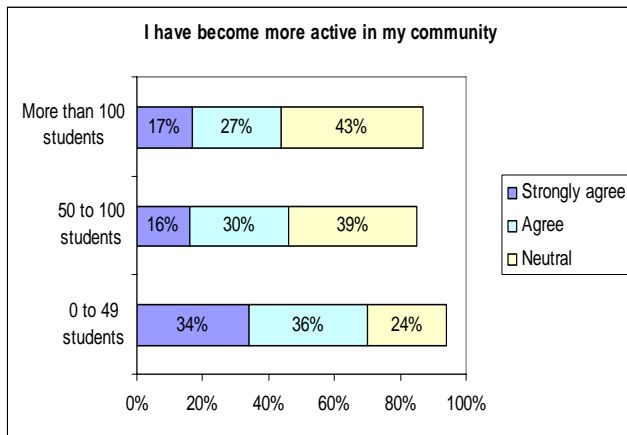
Note 1: A small institute is defined as an institute with less than 50 learners.



**Focus on:
Community-based Delivery**

Learners' Level of Activity in Community

Community Activity Ratings by Institute Size



Which learners tend to be more active in their community?

- Learners are more likely to agree they have become more active in their community:
 - At small institutes (compared to medium or large). (See Note 1)
 - If they are under 30 (than 30 or older).

What does this mean?

- Older learners who provide a neutral rating regarding whether they have become more active in the community may already have been active in their community. Communities may have more opportunities to involve older, more mature learners than younger ones.
- Communities seeking to increase learners' participation in their communities may have greater success with learners who:
 - Plan to continue their studies
 - Are under 30
 - Attend an institute that is small in size.

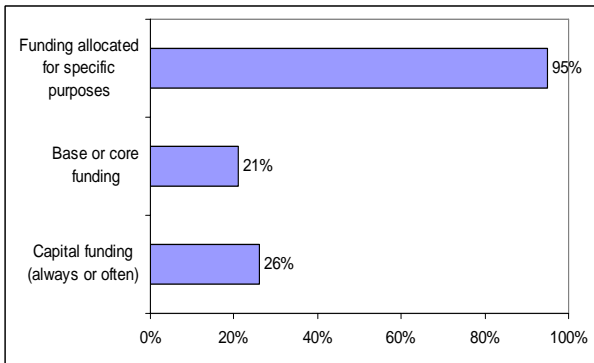
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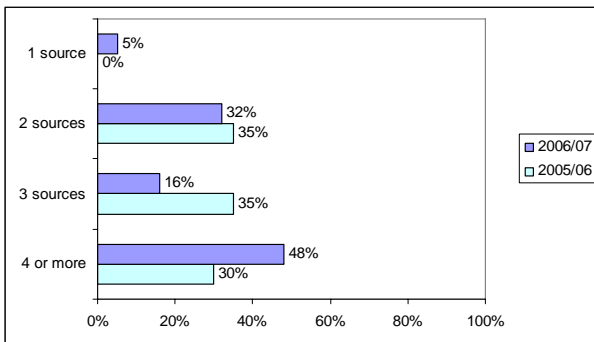
Focus on: Funding

Funding Coverage

Funding Received by Institutes



Number of Funding Sources Per Institute



Note 1: A "major" funding source is defined as a source that is responsible for 50% or more of an institute's budget.

Note 2: A "minor" funding source is defined as a source that is responsible for less than 25% of an institute's budget.

What funding do institutes receive?

- At least 95% of the 19 institutes surveyed in 2006/07 receive funding allocated for specific purposes e.g., tied by program, by course or by student.
- 21% reportedly received base or core funding, primarily from public sector colleges.
- 26% report they *always* or *often* have the capital funding they need.

From where do institutes receive funding?

- On average (median), institutes are funded from three different sources.
- Smaller institutes (less than 20 students) typically have one major funder and one other funder. (Note 1)
- Larger institutes (more than 100 students) typically have multiple minor funding sources. (Note 2)

What does this mean?

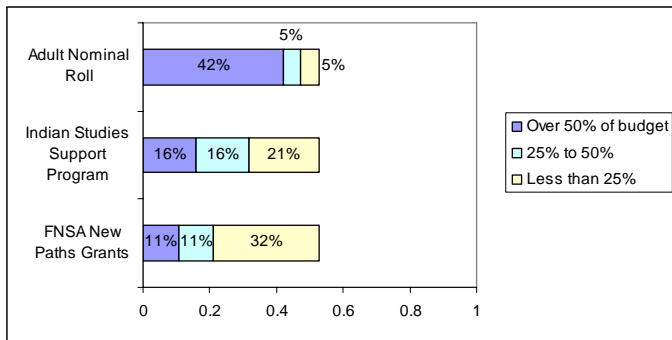
- Institutes are able to fund specific courses or programs each year, but may not have the funds for some administrative functions, for capital projects and/or to plan for the long-term.
- All institutes make use of multiple funding sources to cover their costs each year.
- Time and effort may be spent developing multiple funding proposals and reporting on funding received—sometimes from the same government source. Any duplicated effort could be more effectively expended on other purposes such as administration or instruction.



Importance of Funding Sources

Focus on: Funding

Use of INAC Funding Sources and Proportion of Institutes' Budgets



How important are specific sources to institutes?

- Institutes report using Indian and Northern Affairs Canada (INAC) funding sources most frequently including:
 - Adult Nominal Roll (ANR) funding (53%)
 - Indian Studies Support Program (ISSP) funding (53%)
 - First Nations Schools Association (FNSA) New Paths Grants (53%)
- ANR is most likely to be a major funding source for institutes (while FNSA is most likely to be a minor funding source for institutes). (See Note 1 and Note 2)
- Of the nine institutes using provincial funding in 2006/07, 33% used it as a major funding source and 44% used it as a minor funding source. This may include funding from the Ministry of Advanced Education, Ministry of Education, Ministry of Aboriginal Relations and Reconciliation or other provincial sources.
- 53% of institutes used tuition and 21% of institutes received Band funding in 2006/07. Tuition and Band funding tend to be minor funding sources for institutes i.e., responsible for less than 25% of institutes' budgets.

What does this mean?

- INAC is the dominant source of funding for IAHLA institutes. However:
 - Institutes do not know whether ISSP funding will be received annually.
 - For ANR and FNSA New Paths Grants the amount institutes receive fluctuates each year (depending on enrollment and community planning).
- Administrators plan annually for courses and program delivery without guaranteed (predictable) sources and amounts of funding.

Note 1: A "major" funding source is defined as a source that is responsible for 50% or more of an institute's budget.

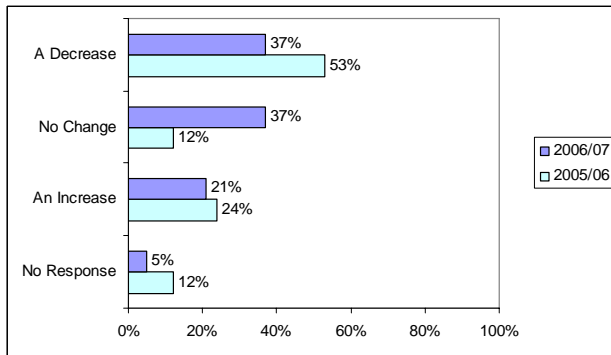
Note 2: A "minor" funding source is defined as a source that is responsible for less than 25% of an institute's budget.



Funding Stability

Focus on: Funding

Changes in Funding Level Since Last Year



How stable are funding levels over time?

- In 2006/07, 58% of institutes experienced a change in funding level.
- In 2005/06, 77% experienced a change in funding level.
- Only five of 12 institutes that responded in 2006/07 and 2005/06 gave the same rating both years. Of these, two institutes reported two consecutive years' of increased funding, and three reported two consecutive years' of decreased funding. For the other seven institutes, the direction of the change in funding level was not consistent over the two years.
- One IAHLA member institute recently announced it had plans to close due, in part, to lack of funding. (See Note 1)

What does this mean?

- Unstable funding levels may have a variety of impacts:
 - Institutes may need to reduce (or increase) their offerings each year – and they may have to do this quickly depending upon the timing of announcements regarding funding decisions
 - Institutes may find it challenging to undertake long term planning
 - Learners who enroll and make arrangements to attend institutes (e.g., relocate, arrange childcare, quit their jobs) may find their courses cancelled. These learners may be reticent to commit to pursuing higher education in future
 - Unstable funding can be disruptive to First Nations communities where the institute is an employer (and source of economic and social development)

Note 1: In June 2007 the Native Education College, British Columbia's largest private Aboriginal Institute, announced it would close after 40 years in operation. One of the reasons cited was "[a]n insufficient level of funding from the Provincial Government and the inability of our students to pay tuitions..." Source: Press Release, Native Education College, June 12, 2007.



Focus on: Funding

Impacts of Changes in Funding on Enrolment and Staffing

Does funding impact enrolment?

- Although in a few cases a change in funding coincided with a corresponding increase or decrease in enrolment, many institutes' enrolment remained similar despite funding changes.
- There was no observed relationship between student enrolment and whether or not an institute has access to core or base funding.

Does funding impact staffing?

- Although in a few cases a change in funding coincided with a corresponding increase or decrease in staffing, many institutes' staffing remained similar despite funding changes.
- There was no observed relationship between staffing and whether or not an institute has access to core or base funding.

What does this mean?

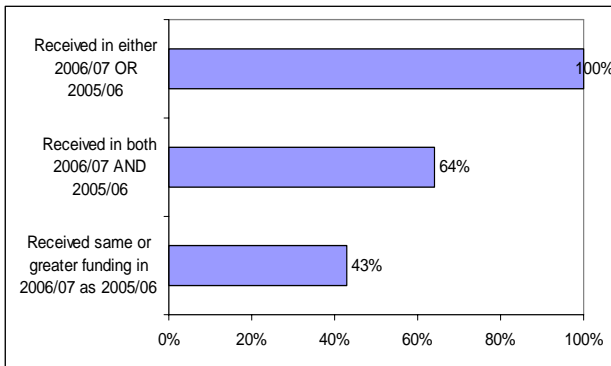
- Students are enrolling in programs regardless of funding increases or decreases. As well, staff continue to be employed (in the short-term).



ISSP Funding

Focus on: Funding

Changes in Receipt of Indian Studies Support Program (ISSP) Funding



Base: 14 institutes that reported on funding sources in both 2005/06 and 2006/07.

Does Indian and Northern Affairs Canada's (INAC's) Indian Studies Support Program (ISSP) funding go to the same recipients, and to the same extent?

- Of the seven institutes that reported receiving ISSP funding in both 2006/07 and 2005/06, four used it to the same extent both years (two used it as major funding and two as minor funding).
- Historically, ISSP has been a major funding source.
 - In 2005/06, 82% of responding institutes reported ISSP as a funding source
 - In 2006/07, 53% reported ISSP as a funding source
 - Over the past three years demand for ISSP funding has been at least twice as great as supply. For example, in 2006/07, ISSP received \$4.3M in proposals as compared to \$1.97M available funding. (See Note 1)

What does this mean?

- ISSP can serve as an example of how institutes pursue and receive funding:
 - Institutes may apply for this funding every year
 - Institutes may or may not receive requested funding
 - Institutes may receive the full amount for which they applied or just a portion
 - Even if institutes receive funding one year, they do not know whether or not they will receive it in subsequent years, and to what extent

Note 1: Source: *A Review of ISSP Evaluation Reports From 2000-2007*, page 34.



Provincial-level Funding

Focus on: Funding

Which provincial-level organizations provide funding towards Aboriginal post-secondary education and adult learners? (See Note 1)

- The Ministry of Advanced Education (AVED) provides public post-secondary institutions with funding for Aboriginal programs and services as part of their block operating grants. In addition, AVED targets funding to public post-secondary institutions for specific Aboriginal initiatives. (See Note 2)
- In 2006/07, AVED provided block operating grants to two of the responding public institutes. Also, it provided grant funding to a community college to support the college's affiliation agreement with a responding IAHLA institute.
- The Ministry of Education funds programs that support adult learners to acquire their Adult Dogwood or Equivalency.
- The Ministry of Aboriginal Relations and Reconciliations supports:
 - The First Citizens' Fund e.g., scholarships
 - The First Peoples' Heritage, Language and Culture Council (FPHLCC)
- The New Relationship Trust Corporation, created by legislation in 2006, has begun to support scholarships and language programming. (See Note 3)

What does this mean?

- Three of the 19 the responding IAHLA institutes have had access to ongoing provincial funding. This has reportedly facilitated long-term planning for these institutes, learners and communities.
- Provincial-level organizations can help support the preservation of First Nations language and culture.

Note 1: This list reflects qualitative survey data (comments) and details that arose during key informant interviews. It is not an exhaustive list of provincial-level funding sources.

Note 2: <http://www.aved.gov.bc.ca/aboriginal/>

Note 3: <http://www.newrelationshiptrust.ca/home> and http://www2.news.gov.bc.ca/news_releases_20052009/2007ARR0015-000834.pdf