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**The Indigenous Adult and  
Higher Learning Association (IAHLA)**

**Collection Project Year One  
Final Report**

**January 2006**

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**Results  
Not for Citation or Distribution  
Report Approved  
at IAHLA 2006 AGM**

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## **Introductory Comments**

This paper summarizes a pilot project sponsored by the Indigenous Adult and Higher Learning Association (IAHLA) in 2005. The project was designed in consultation with representatives of First Nations controlled post-secondary institutes and adult learning centres. The aim of the project was to explore the creation of an appropriate tool to measure and report on the work being done by Indigenous higher learning centres in British Columbia.

IAHLA is a non-profit society that was created at the request of Indigenous controlled post-secondary institutes and adult learning programs in BC. Representatives of those institutes and programs identified the need for an organization dedicated specifically to Indigenous adult and higher learning.

This paper provides a brief background to this project, including the framework that was created for the collection of the data, as well as the results that were achieved using that framework in 2005. The findings of this project will be shared at the 2006 IAHLA Annual General Meeting (AGM) for review and, ideally, approval.

### **Project Background: The Need for This Work**

This project was undertaken for a number of reasons. Primarily, the IAHLA membership agreed that a standardized collection and sharing of information would allow for more effective planning, both at the institute and provincial level. Clear measures can also contribute to a better understanding of the important work being done by First Nations post-secondary institutes and adult learning centres in BC. In addition, the use of standardized measures is intended to assist higher learning institutes and IAHLA in reporting and maintaining accountability to students, First Nations communities, and funding agencies using data that is relevant to their work.

Reflecting these goals, in 2004, the IAHLA membership approved an initiative that involved consultation with First Nations institute representatives to gather feedback regarding a proposed framework for standardized data collection. The resulting framework was presented

at the 2005 IAHLA Annual General Meeting (AGM), where the membership approved the pilot project described in this paper.

## **The Approved Framework**

The framework created for this pilot project reflects the following assumptions.

- The data collection effort is **not** intended to identify “good” and “bad” higher education institutes. This project is meant to promote improved programming through effective information collection and sharing.
- The project considers a range of data and indicators, including student achievement data, satisfaction surveys, descriptions of education processes, and demographic information.
- IAHLA is committed to carefully managing the release of the information collected, with the intention of building support over time by demonstrating that the data can be used without blame.
- IAHLA plans to use the project information to identify appropriate programs and activities that can be implemented at the provincial level.
- This project is meant to reflect the values and expectations of First Nations institutes, and the initiative is founded upon educational standards expressed by representatives of First Nations higher learning institutes. Those education institutes are unique places, and they serve students who have unique backgrounds and experiences.

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

First Nations higher learning institutes ...

Provide student support, including:

- family models and a family environment (an integrated program);
- student self-government models;
- incentives/validation;
- counselling/support;
- crisis intervention ;

- an experiential context to reinforce culture; and
- education programs that meet students' basic needs.

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

Provide knowledge and skills development through programs that are:

- self-paced; and
- structured.

Are founded upon unique governance structures that are:

- community driven; and
- based upon community leadership and responsibility.

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

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

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

The ultimate goal of Indigenous higher education is empowerment.

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

Personal Development Indicators:

- percentage of institutions which have programs that provide awareness on healthy/holistic living
- percentage of institutions that offer life skills programs, percentage of students who participate in life skills programming, and percentage of students reporting utilization of skills learned through life skills
- number of students who report setting goals (weekly, monthly, 5 year plan)

- number of institutions regularly providing student recognition, achievements, contributions
- percentage of institutions reporting interagency links, such as counselling referrals
- number of students participating in extra curricular activities
- number of students self-reporting an improved sense of self-esteem
- number and types of interventions provided for student support

#### Leadership Indicators:

- percentage of institutes with student empowerment governance models (such as student councils)
- the decision making processes used in the institution's governance
- whether the leadership is mainstream or culturally based
- what mechanisms are in place for Elders, students, and community to direct learning/programming
- what Board structure models are in place, and whether traditional values are imbedded in policy
- number of professional certifications of staff (admin/instructional)
- what discipline/dispute resolution models are in place

#### Cultural Development Indicators:

- number of students who report progressing from rudimentary Aboriginal language usage to basic conversational language usage
- number of students who have become more active in community or other cultural events
- number of visits by Elders and other family members to the school
- number of institutes that provide allowances or support for cultural responsibilities
- number on institutions which incorporates culture and worldview into program and courses
- number of hours of language instruction (noncredit/credit)
- percentage of budget allocated for personal/cultural development
- number of students who report feeling more empowered since beginning school

#### Wisdom Development Indicators:

- number of students who report feeling they set realistic goals for themselves – academic, personal, family, community, cultural
- number of students who gained critical thinking/problem solving skills

- number of students who feel they learned more/utilize more resources – support/systems
- what students identify as their strengths and weaknesses
- what assessment measurement tools are being used
- what levels are students assessing in literacy and numeracy
- number of students continuing on in academic/vocational studies
- retention/attrition rates

Student Satisfaction (Interpersonal Relationships) Indicators:

- what decision making authority models (how do students make decisions, decision making process)
- does the program/institution prepare students for employment and/or further education
- how satisfied are students with staff/student relationships and the school environment
- number of institutes offering self-care /health/cultural initiatives
- number of institutes offering a formalized peer support systems
- number of students who report their school/program empowered them
- number of institutes providing regular student surveys (course/instruction)
- number of students who feel their instructors care about them

**Data Collection Instrument**

The workshop participants agreed that IAHLA should use selected indicators to design an institute questionnaire and surveys for students for use in a pilot Data Collection project. That initiative was subsequently approved at the 2005 Annual General Meeting, and the results of the project are outlined below.

## Pilot Project Results

In the Fall of 2005, the data collection instrument approved at the 2005 IAHLA AGM was distributed to all IAHLA member First Nations post-secondary institutes and adult learning centres that are **not** funded through the Indian and Northern Affairs Canada (INAC) nominal roll system.<sup>1</sup> Those higher learning institutes<sup>2</sup> were asked to complete the data collection instrument, including satisfaction surveys for students, and return the information to the IAHLA office.

### Responding Institutes

- In total, 17 of the 21 eligible institutes submitted some or all of the requested information, representing a response rate of 81%.
- The responding institutes enroll a total of 2602 students, with 35.6% of those students studying part-time and 64.4% studying full-time. The three largest responding institutes enroll 74% of the total student number.
- For the responding institutes, the 2005 total student enrolment represents a 5% increase over the previous year.
- When asked to predict the number of students that will be enrolled in the following year, 41% of the responding institutes expected a larger enrollment, 53% expected that their student enrollment would be approximately the same, and the remaining 6% were unable to estimate the change.

The responding institutes reflect the following sizes in terms of the number of enrolled students.

	Enrolling more than 100 students	Enrolling 50 to 100 students	Enrolling 0 to 49 students
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<sup>1</sup> Adult Education Centres that are funded through the INAC nominal roll are included in a similar project sponsored by the First Nations Schools Association.

<sup>2</sup> Throughout the description of survey results, the term “institutes” is used for simplicity. Unless otherwise noted, all references to “institutes” include both post-secondary institutes and adult education centres.

Number of institutes	4	5	8
Percent of institutes	24%	29%	47%

- Of the responding institutes, 12% opened less than 10 years ago, 41% opened between 10 and 19 years ago, and 49% opened more than 20 years ago.
- 14 of the institutes offer some combination of Adult Basic Education (ABE) and post-secondary programming. The remaining three offer only ABE.
- Of those institutes that offer post-secondary programming, 36% have been doing so for less than 10 years, 50% for 10 to 19 years, and 14% for 20 to 29 years.

## Instructors

In total, the responding institutes employ a total of 166 instructors, with 63% of those instructors working part-time and 37% working full-time.

In terms of the highest level of education attained, 30% of the instructors had a Bachelors degree, 6% a Bachelors degree with some other post-baccalaureate training, 33% a Masters degree, and 9% a Doctoral degree.

The following chart indicates the highest level of education attained by the instructors shown by size of institute.

Instructors' highest Level of Education	Percentage of Instructors in Institutes with ...		
	More than 100 students	50 – 100 students	0 – 49 students
Bachelors degree	23 %	28 %	57 %
Bachelors with other post-baccalaureate training	5 %	6 %	11 %
Masters degree	45 %	20 %	18 %
Doctoral degree	14 %	6 %	0 %

In addition to those degrees, the instructors' other qualifications include the following.

Instructors' Other Qualifications	Percentage of Instructors in all Institutes	Percentage of Instructors in Institutes with ...		
		More than 100 students	50 – 100 students	0 – 49 students
Native Adult Instructor Diploma	9%	8%	6%	18%
Relevant work credentials	7%	7%	8%	4%
First Nation Language Teaching Credentials	8%	1%	14%	18%
First Nation Language Skills	18%	19%	6%	36%
Relevant work experience	68%	69%	62%	75%
Other	4%	4%	2%	2%

\* Other includes Provincial Instructors Diploma, Certificate in Adult and Continuing Education, and Aboriginal cultural experience.

## Funding Sources

The responding institutes indicated that they are using the following funding sources to support their operations.

- Indian Studies Support Program (used by 82% of the institutes)
- Tuition (used by 65% of the institutes)
- Other federal funding (used by 59% of the institutes)
- Provincial funding (used by 53% of the institutes)
- Band funds (used by 41% of the institutes)

- Other (used by 47% of the institutes)

\* Other includes First Peoples Heritage, Language and Culture, community contracts, and College funding.

The following chart demonstrates how many institutes are using those funding sources as a major component of their funding (more than 50% of their budget), as reflected by institute size.

Funding Sources	Percentage of all institutes	Percentage of institutes with		
		More than 100 students	50 – 100 students	0 – 49 students
Tuition	9%	8%	6%	18%
Band funds	7%	7%	8%	4%
Indian Studies Support Program	8%	1%	14%	18%
Other federal funding	18%	19%	6%	36%
Provincial funding	68%	69%	62%	75%
Other	4%	4%	2%	2%

When asked whether they had experienced a change in funding in the past year, 53% of the institutes indicated that they had experienced a decrease, 24% had experienced an increase, 12% had experienced no change, and 12% provided no answer to this question.

## Relationships

In terms of formalized relationships with other education institutes, 9 (or 53%) of the respondents are recognized by Private Career Training Institutes Agency, with 6 accredited, 1 in the degree authorization process, and 2 not specifying the type of relationship.

As well, all of the institutes have at least one type of formalized relationship with another public post-secondary education institute, with 82% working through an affiliation agreement, 24% through a brokering agreement, and 53% through some other arrangement.

## Programs

In terms of their programming priorities, the responding institutes indicated that the following areas are of central importance or very important.

Programming Priorities – Central or very important	Percentage of all institutes	Percentage of institutes with		
		More than 100 students	50 – 100 students	0 – 49 students
First Nations Language Promotion	65%	25%	80%	75%
Promoting Other Aspects of Culture	88%	100%	100%	75%
High School equivalency	65%	75%	80%	50%
General academic upgrading	82%	100%	100%	63%
College/University Preparation	82%	100%	100%	63%
Certificate/diploma/degree completion	71%	100%	80%	50%

In addition to those areas, the institutes are offering courses and/or workshops dealing with:

- lifeskills (18% of the institutes are offering courses, 29% workshops, and 12% both workshops and courses);
- drug abuse awareness (29% of the institutes are offering workshops and 6% both workshops and courses);
- alcohol abuse awareness (29% are offering workshops and 6% both workshops and courses);
- family violence (6% are offering courses and 29% workshops);
- lateral violence (6% are offering courses and 29% workshops); and
- emotional health (6% are offering courses, 41% workshops, and 6% both workshops and courses).

The institutes are also offering workshops dealing with anti-smoking (18% of the institutes), fetal alcohol syndrome (29%), and nutrition (29%).

The institutes are also making links to other service providers in order to support students, as demonstrated in the following chart.

Links to other service providers	Percentage of all institutes	Percentage of institutes with ...		
		More than 100 students	50 – 100 students	0 – 49 students
Child and family services	65%	75%	60%	63%
Social development	71%	75%	80%	63%

Health services	65%	50%	80%	63%
Employment services	59%	75%	40%	63%
Traditional/spiritual advisors and Elders	88%	100%	80%	88%
Public school districts or schools	65%	100%	60%	50%
First Nation schools	65%	75%	60%	63%
Public colleges / universities	76%	75%	80%	75%
Other First Nations institutes	71%	100%	80%	50%
Off-reserve providers	71%	50%	80%	75%
Other	29%	25%	20%	38%

In addition, the institutes provide the following types of referrals and interventions for students.

Student services	Percentage of institutes offering ...			
	Referral	Intervention	Both	Neither/ No Answer
Elder support	35%	6%	29%	29%
Healing circles	24%	18%	35%	24%
Peer support	29%	18%	41%	12%
Personal counselling	41%	0%	41%	18%
Academic advising	18%	6%	76%	0%
Employment support	35%	6%	41%	18%
Drug and alcohol prevention	47%	0%	29%	24%
Family violence prevention	47%	0%	29%	24%

## Governance, Processes, and Policies

Sixty-five percent of the responding institutes indicated that they have some form of student governance in place, including student councils, student involvement in consensus decision-making, student surveys, and student collaboration with administration.

The institutes also indicated that students direct or are involved with programming/learning in the following ways: through evaluation and feedback (indicated by 35% of the institutes), through consensus/active learning (indicated by 24% of the institutes), through a student council (24% institutes), and through program selection (12% of the institutes).

The majority of the institutes are also striving to involve Elders in programming and learning. For example, Elders are involved in classrooms and workshops (indicated by 35% of the institutes), in an advisory/governance function (indicated by 29% of the institutes), as a Language and Culture resource (24% of the institutes), and in a mentoring / personal / support / counselling role (18% of the institutes).

All of the responding institutes indicated that First Nations traditions and values are embedded in their policies, as reflected in special considerations for students to accommodate cultural traditions, mission statements based on First Nations beliefs, courses designed to reflect First Nations values, the involvement of Elder councils, cultural days, and appropriate ceremonies.

## First Nations Languages

In order to explore the goals of the institutes, including their emphasis on teaching First Nations languages and cultures, the project questionnaire asked respondents to indicate where they would be placed on a spectrum of goals. The results of that question are highlighted below.

Goals	% of Institutes
While respecting the Nation's language and culture, a strong emphasis on education and employment preparation is the institute's primary goal	47%
Between these two descriptions	12%
The institute works to balance its emphasis on education and employment preparation with the promotion of language and culture; there is an equal emphasis on both goals	18%
Between these two descriptions	12%
The institute's primary goal is promoting the language and culture so that students understand who they are.	6%
No answer	6%

71% of the institutes offer First Nations language courses, and of the institutes that provided student enrolment numbers, 11% of students are enrolled in credit courses and 2% are enrolled in non-credit courses.

Language course offerings	% of institutes offering language courses for ...	
	Credit	Non-credit
More than 3 hours per week	57%	50%
1 to 3 hours per week	43%	50%

In addition, 41% of the responding institutes indicated that they are involved in First Nations language revitalization efforts, including providing space for community language classes, helping communities to develop courses, and being involved with the development of a Developmental Standard Term Certificate program.

## Student Assessment

The institutes were asked to indicate what assessment tools are being used to place students, with the following results.

Assessment Tools	Percentage of institutes using the tool for		
	Reading/Literacy	Writing	Numeracy
CAAT	47%	35%	41%
Institute/College Assessment	18%	18%	18%
Accuplace	6%	6%	6%
CAST Assessment for Adult Learners	6%	6%	6%
BC MoE Assessment	6%	6%	6%
Program Application	6%	6%	6%
English Diagnosis	N/a	6%	N/a
Placement Tests	6%	6%	6%
None	0%	0%	6%

In addition, some of the institutes use a range of life skills assessment tools, including individual/pre-program/personality tests (18% of institutes), cultural teachings/workshops/observations (6% of institutes), and placement tests (6%). Also, 29% of the responding institutes use a variety of Institute/college collaborative assessment tools.

In the previous school year, only 18% of the responding institutes were able to offer psycho-educational assessments, although 29% of the institutes that were not able to felt that doing so would have been beneficial and 43% said they were “Not Sure”; no institute indicated “no”.

Based upon the use of those assessment tools, the following percentage of institutes indicated that most or many of their entering students are assessed at the following literacy and numeracy levels. (NB. The total percentages do not equal 100% as some institutes included more than one level in the many or most category).

Size of institute	% of institutes indicating that most or many of the new students in 2005/2006 were assessed at a literacy level of...			
	Basic	Fundamental	Advanced	Provincial
More than 100 students	0%	0%	50%	25%
50 to 100 students	40%	40%	40%	20%
Up to 49 students	0%	33%	67%	17%
Total	13%	27%	53%	20%

Size of institute	% of institutes indicating that most or many of the new students in 2005/2006 were assessed at a numeracy level of...			
	Basic	Fundamental	Advanced	Provincial
More than 100 students	25%	25%	50%	25%
50 to 100 students	40%	20%	20%	20%
Up to 49 students	0%	50%	50%	0%
Total	20%	33%	40%	13%

(Basic is defined as up to Grade 7, Fundamental as Grade 8/9, Advanced as grade 10/11, and Provincial as Grade 12).

The following completion and retention rates were reported, shown according to the size of the agency.

Completion and Retention Rates	Percentage of institutes with ...			
	% of all institutes	more than 100 students	50 to 100 students	Up to 49 students
Course completion rate	77%	74%	83%	90%
Program completion rate	53%	33%	70%	80%
Retention rate in multi-year programs	63%	81%	27%	92%

Note: based on 13 responses for Course Completion, 12 responses for Program Completion, and 10 responses for multi-year programs.

## Perceptions Surveys

The 2005 IAHLA data collection pilot project also involved the distribution of surveys to students to gather information about how the participating institutes are perceived. Perceptions data should be considered with some caution, as it is not always an accurate reflection of achievement levels. Numerous factors can influence perceptions, including communications and current community issues. However, the data can be useful as one measure of institute performance if it is interpreted within the context of other information and indicators.

The following specific results were collected through this effort.

Of the responding students:

- 51% were in their first year of attendance at the participating institute;
- 75% of the respondents were female and 23% were male;
- 7% of the students were under the age of 20, 44% were between the ages of 20 and 29, 25% were between 30 and 39, and 23% were age 40 or better;
- 11% of the students were from institutes that enroll more than 100 students, 38% of the students were from institutes that enroll 50 to 100 students, and 43% of the students were from institutes that enroll up to 49 students (7% were other).

The students were asked if their institute has a student council or other type of student governance structure. Of the institutes that had indicated the existence of a student governance

body, 56% of the students were aware of the student governance body, 25% were not sure, and 18% were not aware of it (2% offered no answer).

The students were also asked if their institute has a discipline/dispute resolution policy, and of the institutes that had indicated they did so, 62% of the students were aware of the policy, 30% were not sure, and 6% were not aware of the student governance body (2% offered no answer).

The following charts highlight some of the courses being taken by the responding students, and their satisfaction with their learning.

Studying a First Nations language as a component of their studies	% of all students	% of first year students	% of non-first year students
Yes	39%	28%	51%
No	61%	72%	49%

Level of satisfaction with progress being made	Of those who are studying a First Nations language ...		
	% of all students	% of first year students	% of non-first year students
Very satisfied	41 %	40 %	41 %
Satisfied	45 %	48 %	43 %
Not satisfied	12 %	8 %	14 %
Not at all satisfied	0 %	0 %	0 %
No answer	3 %	4 %	2 %

Enrolled in a lifeskills program since beginning at the institute	% of all students	% of first year students	% of non-first year students
Yes	28 %	25 %	32 %
No	72 %	75 %	68 %

Those who feel they benefited from the lifeskills program	Of those who had enrolled in a lifeskills program since beginning at the institute ...		
	% of all students	% of first year students	% of non-first year students
Yes	94 %	100 %	89 %
No	6 %	0 %	11 %

The students were also asked to indicate their plans for the following year, as well as whether the institute was adequately preparing them for their goals. The results for that question are included below.

Plan for following year	% of all students	% of first year students	% of non-first year students
Continue studying at this institute	37 %	27 %	47 %
Continue studying at another college	13 %	18%	7 %
Continue studying at a university	11 %	7 %	15 %
Seek employment	19 %	25 %	13 %
Not sure	15 %	17 %	13 %
Other	2 %	2 %	2 %
No Answer	4 %	4 %	3 %

Students' goals	% of all students with the goal who feel the institute is adequately preparing them to reach it
Continue studying at this institute	95 %
Continue studying at another college	77 %
Continue studying at a university	95 %
Seek employment	97 %
Not sure	81 %
Other	100 %
No Answer	N/a

The participating students were also asked whether, during the course of their studies, they had been asked to fill out a course or instructor evaluation survey and/or a survey asking them how satisfied they are with the institute, with the following results.

Asked to fill out a course or instructor evaluation survey	% of all students	% of first year students	% of non-first year students
Yes	58 %	56 %	60 %
No	29 %	29 %	29%
Not sure	10 %	11 %	8 %
No answer	3 %	3 %	3 %

Asked to fill out an institute satisfaction survey	% of all students	% of first year students	% of non-first year students
Yes	34 %	25 %	44 %
No	51 %	60 %	41 %
Not sure	11 %	11 %	11 %
No answer	4 %	4 %	3 %

The students were also asked to indicate whether a variety of student support services are available at their institute and, if so, whether they have used the service and if it had helped them.

Type of Support Service	% of students stating service			of students stating service is available, those who	
	is available	is not available	Unsure	have used the service	feel service helped them
Support from Elders	32 %	35 %	25 %	46 %	69 %
Healing circles	19%	47 %	25 %	59 %	65 %
Peer support	56 %	17 %	20 %	40 %	65 %
Academic advising	68 %	11 %	15 %	41 %	61 %
Employment support	36 %	27 %	30 %	29 %	67 %
Drug and alcohol prevention	23 %	38 %	32 %	30 %	83 %
Family violence prevention	20 %	39 %	33 %	26 %	56 %

Finally, the responding students indicated the following levels of satisfaction with various aspects of their education programs and overall support.

	strongly agree	agree	neutral	disagree	strongly disagree	no answer
<b>Since beginning at this institute ...</b>						
I have been encouraged to set goals	41 %	43 %	8 %	3 %	0 %	4 %
I feel better about myself	41 %	41 %	11 %	2 %	1 %	4 %
I am better able to carry on a simple conversation in my First Nation language.	10%	6 %	27 %	26 %	24 %	7 %
I have become more active in my community.	14%	34%	35%	7%	5%	6%
I have become more active in cultural events.	16%	24%	34%	16%	6%	5%
I feel more empowered outside my own community.	22%	32%	31%	9%	1%	6%
I have set goals for my education.	50%	35%	9%	2%	0%	5%
I have set goals for my personal life.	42%	38%	14%	1%	0%	6%
I have set goals for my family life.	35%	34%	23%	2%	0%	6%
I have set goals for my role in my community.	20%	29%	32%	11%	2%	5%
I have set goals for understanding my culture.	22%	31%	29%	9%	3%	6%
I have set goals for understanding and speaking my traditional language.	16%	19%	34%	18%	7%	6%

	strongly agree	agree	neutral	disagree	strongly disagree	no answer
I have gained skills in solving problems / thinking critically.	31%	40%	19%	5%	0%	6%
I have learned to use research skills more effectively.	27%	41%	21%	3%	1%	7%
I have learned to seek help for my needs more effectively.	30%	40%	20%	5%	1%	5%
I have been better able to learn than in my previous schooling.	35%	30%	23%	3%	3%	5%
I am learning more than I did in my previous schooling.	38%	31%	20%	2%	4%	5%
I have been helped to prepare for my further education.	35%	38%	16%	3%	2%	6%
I have been helped to prepare for getting a job.	23%	22%	39%	8%	2%	7%
I have gained computer skills.	21%	28%	29%	10%	6%	6%
I feel supported by the teaching staff.	48%	34%	10%	3%	1%	5%
I feel supported by the administrative staff.	42%	30%	16%	5%	2%	6%
<b>At this institute, I am satisfied with . . .</b>						
My relationships with other adults.	44%	35%	13%	3%	1%	5%
The classrooms, facilities, & common space.	33%	38%	15%	6%	3%	5%
The physical environment reflecting First Nations culture.	31%	32%	25%	5%	3%	5%
The availability and range of courses.	30%	36%	22%	6%	2%	5%
The quality of courses I have taken.	45%	34%	13%	2%	1%	5%

## Summary

IAHLA would like to thank all of the institutes that participated in this year's pilot project. The 2005 project provided an important opportunity for IAHLA to use the data collection framework and questionnaire for the first time to determine its effectiveness. While minor difficulties arose in terms of specific questions, it appears that the overall framework is useful for collecting meaningful data about First Nations higher learning institutes in British Columbia.

Given the importance of gathering clear information for program planning, and because of increasing pressure for detailed data for accountability purposes, it is critical that IAHLA continue its efforts to facilitate reporting. Therefore, the IAHLA Board of Directors recommends that this data collection effort continue, and if approved at the 2006 AGM, IAHLA will continue this project in future years.