

Ministry of Advanced Education
and
Labour Market Development

Aboriginal Report - Charting Our Path

Public post-secondary system

October 2008



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Purpose of Report

The following report provides an update on initiatives, activities and performance information regarding public post-secondary Aboriginal students.

Improving Aboriginal education outcomes is a provincial priority and a key component of the Campus 2020: Thinking Ahead report – an examination of British Columbia’s post-secondary education system. To increase Aboriginal participation and attainment rates in public post-secondary education, more performance information is needed to monitor progress.

The Campus 2020 report recommends:

- Annual reporting on progress towards achieving equality in Aboriginal participation and attainment rates with British Columbia’s non-Aboriginal population.
- Institutions report annually on the progress towards achieving parity of Aboriginal post-secondary outcomes by 2020.

Before this report, no single report has highlighted the Ministry’s system performance of Aboriginal learners. This report provides public system-level indicator data on Aboriginal participation, student outcomes, transition rates and other information. The data reflect existing data sources, and the report serves as an update to the public post-secondary system and the public on recent key initiatives in Aboriginal post-secondary education.

Discussion

This report presents the most current information available as of June 1, 2008, on Aboriginal learners in the public post-secondary system. This report describes good progress on Aboriginal students’ access to public post-secondary institutions – for example, the number of students in the public post-secondary system identifying themselves as Aboriginal has increased 23 per cent since 2002/03 – however, disparities remain between Aboriginal participation and attainment rates compared with British Columbia’s non-Aboriginal population.

Some methodological issues should also be taken into account when interpreting the data presented in the report. For instance, not all institutions report data on Aboriginal learners in the same way, making direct comparisons between some institutions more complicated than others. The Ministry of Advanced Education and Labour Market Development and its partner institutions are working to improve the quality of data on Aboriginal students.

Call to Action

Roughly half the Aboriginal students in British Columbia’s public colleges, university colleges, institutes and Thompson Rivers University are registered in developmental or continuing education programs, compared with about a third of non-Aboriginal students. Since developmental and continuing education programs represent an important access point for many Aboriginal students, this does not necessarily represent a negative trend; however, true parity means roughly equal proportions of Aboriginal and non-Aboriginal students in all areas of study.

In addition, among the British Columbia population aged 15-64 years, seven per cent of Aboriginal people off-reserve hold a university degree, compared with 24 per cent of the non-Aboriginal population. In the short term, this trend is unlikely to change, since in 2004/05, nine per cent of Aboriginal high school graduates were eligible for university admission, compared with 32 per cent of non-Aboriginal high school graduates.

In 2006-07, 4.5 per cent of the public post-secondary student population identified themselves as Aboriginal. At first glance, this proportion compares well to the 4.8 per cent of the British Columbia population and 3.8 per cent of the total population of Canada that identifies as Aboriginal¹; however, among the population of British Columbians aged 20 to 29, 5.4 per cent identify themselves as Aboriginal, suggesting that the proportion of Aboriginal people attending public post-secondary could be higher. In addition, among the British Columbian population aged 15 to 19 years, 7.3 per cent identify themselves as Aboriginal. This finding shows that achieving parity in Aboriginal and non-Aboriginal outcomes will be an ongoing challenge in British Columbia.

This report will contribute towards understanding Aboriginal students, their educational attainment and progress into and within the public post-secondary system. Collectively, this information will help the province and post-secondary institutions close the gap for the Aboriginal population.

Methodology and Data

Aboriginal headcount numbers come from data collected from both post-secondary institutions as well as from K-12 data through a link on personal education numbers, known as PENs². This data relies on the self-identification of Aboriginal students (e.g., on application forms). Since many Aboriginal students do not identify themselves as Aboriginal in post-secondary data collection systems, Aboriginal headcounts are likely an under-representation.

According to the figures in this report, the proportion of Aboriginal students in universities is lower than the proportion in colleges and university colleges. One reason for this difference has to do with variation between most universities' reporting procedures and those of other public post-secondary institutions. Five of six public universities³ do not currently include continuing education programs as part of their Aboriginal headcount. Thompson Rivers University is the only university that includes continuing education numbers as part of its headcount. Therefore, headcount figures at the four research-intensive universities⁴ and Royal Roads University are likely understated. The headcount figures presented in this report should be interpreted with these different data collection methods in mind.

¹ Based on Census 2006 data.

² The PEN is a nine-digit number assigned to each student as they enter the British Columbia education system. This identification number follows the student through their K-12 and post-secondary education. Students who do not identify themselves as Aboriginal in public post-secondary are therefore matched using their PEN when possible.

³ The five universities that do not currently include continuing education programs as part of their headcounts are: University of British Columbia, Simon Fraser University, University of Victoria, University of Northern British Columbia and Royal Roads University.

⁴ The four research-intensive universities are: University of British Columbia, Simon Fraser University, University of Victoria, and the University of Northern British Columbia.

Aboriginal headcount numbers in this report use data in the Ministry's Central Data Warehouse. These data are provided by British Columbia's public colleges, university colleges, institutes and Thompson Rivers University and supplemented with data provided separately from the other five universities and by linking with Ministry of Education PENs. Aboriginal headcount numbers may be overstated in cases where a student simultaneously attends a university and one of the institutions providing data to the Central Data Warehouse.

The Ministry began publicly reporting Aboriginal public post-secondary headcount figures in 2002/03. The decision to track headcount data rather than full-time equivalents, known as FTEs,⁵ comes from the view that every student counts, no matter how many courses he or she may be taking. In addition, every student, whether part-time or full-time, requires administrative resources from the institution he or she attends. Headcount data is not an indicator of those earning credentials or taking full time course loads: it reflects all students who have simply 'touched' the public post-secondary system. For example, if a student only takes one course over an entire academic year, he or she would be captured in headcount data. Where possible in this report both headcount data and full-time equivalent data have been included to illustrate a more complete picture of Aboriginal students in the public post-secondary system. The Ministry and universities will work on effective ways to report on their FTEs in the future.

Future Ministry Initiatives

The Ministry of Advanced Education and Labour Market Development is involved in several provincial measures that will provide better information on Aboriginal public post-secondary students. For instance, the Ministry is working with public post-secondary institutions to implement the common data standard for Aboriginal self-identification. The two questions that form the data standard are: 1) Do you identify yourself as an Aboriginal person? and 2) If you identify yourself as an Aboriginal person, are you First Nations, Métis and/or Inuit? All 25 of British Columbia's public post-secondary institutions have agreed to implement the Aboriginal data standard by fall 2009. The adoption of this standard will improve data completeness and comparability of data on Aboriginal students in the public post-secondary system.

In addition, in 2008/09, the Ministry is developing a short-stay/early-leavers survey, which will be a system-wide collaborative project of British Columbia's public post-secondary institutions and the Ministry. The survey will obtain feedback from students who leave the British Columbia public post-secondary system without a credential. Survey results will therefore provide insight into why both Aboriginal and non-Aboriginal students leave the public post-secondary system and contribute towards a more complete picture of Aboriginal students' participation and outcomes.

While this report includes information on Aboriginal students in the public post-secondary system only, it is recognized that Aboriginal private institutions serve an important role for many Aboriginal students who do not make an immediate transition into British Columbia's public post-secondary system by offering the opportunity to acquire particular educational upgrading, programming and support services. A key action of the Aboriginal Post-Secondary Strategy is to increase access and transition through strengthening partnerships and agreements between

⁵ The full-time equivalent, or FTE, measure converts all full-and part-time student enrolments into the equivalent number of full-time enrolments based on a full course load. Therefore, a student taking a full-time course load would generate one FTE, while a student taking a less than full-time course load would generate less than one FTE.

Aboriginal and non-Aboriginal public institutions. The Ministry is also engaging Aboriginal institutions in policy development that supports a more integrated post-secondary system.

Key Initiatives in 2007/08

In 2007/08, the Ministry announced an Aboriginal Post-Secondary Education Strategy to support the education goals of the Transformative Change Accord and Métis Nation Relationship Accord implementation plans. British Columbia's public post-secondary institutions, in collaboration with their communities, are leading the process of putting the strategy's actions into practice to help Aboriginal students start, stay in, and succeed in post-secondary education and training. As part of the strategy, the Ministry has:

- Committed approximately \$15 million towards implementing three-year Aboriginal service plans between 11 public post-secondary institutions and Aboriginal communities.
- Committed \$15 million between 2007/08 and 2009/10 to Aboriginal Gathering Places to assist public post-secondary institutions develop and enhance infrastructure that reflects the cultural characteristics of their Aboriginal students, community and traditions.
- Provided \$10 million to create an Aboriginal scholarship endowment administered by the Irving K. Barber British Columbia Scholarship Society.
- Provided \$3 million to 36 culturally-sensitive Aboriginal projects through the Aboriginal Special Project Fund. Since 2001, the Ministry has provided more than \$15 million to fund 272 Aboriginal special projects, which have benefited over 4,700 Aboriginal students.
- Granted \$1.15 million towards 14 projects that help develop language curriculum and resources.
- Hosted a fourth annual Aboriginal Post-Secondary Education Forum in collaboration with the First Nations Education Steering Committee on November 21, 2007, at the Morris J. Wosk Centre for Dialogue at Simon Fraser University.
- Endorsed and promoted a provincial government-wide standard definition for Aboriginal data collection, which promotes data-tracking methods that track the participation of First Nations, Inuit, and Métis as mutually exclusive groups.

Report Highlights

The following statements show both successes and challenges facing the area of Aboriginal public post-secondary education:

- In 2006/07, 18,254 public post-secondary students identified themselves as Aboriginal. This is a 23 per cent increase since the Ministry started reporting the number of Aboriginal students in 2002/03.
- In 2006/07, 4.5 per cent of the students enrolled in public post-secondary institutions identified themselves as Aboriginal. This is a 0.5 per cent increase in the proportion of Aboriginal students relative to the total student population since 2002/03.
- Between 2006/07 and 2007/08, the number of Aboriginal full-time equivalent students increased by 1.2 per cent, from 6,530 FTEs in 2005/06 to 6,607 FTEs in 2006/07.
- In 2006/07, the proportion of Aboriginal full-time equivalents in institutions that provide data to the Ministry's Central Data Warehouse was 5.9 per cent; this figure has remained the same since 2005/06.
- In 2006/07, 39 per cent of Aboriginal students in British Columbia's public post-secondary system were registered at rural colleges, and 23 per cent were registered at universities.
- In 2006/07, 52.7 per cent of Aboriginal students in colleges, university colleges, institutes and Thompson Rivers University were enrolled in developmental and/or continuing education programs, compared with 36.9 per cent of non-Aboriginal students.
- In 2007, seven per cent of Aboriginal British Columbians held a university degree, compared with 23 per cent of non-Aboriginal British Columbians.
- Among Aboriginal people's average wage rates, earning levels grow with each increase in level of education. In 2007, an Aboriginal person who has not completed high school earned only an average of 48 per cent of the salary of an Aboriginal person with a university degree.
- In 2006/07, the provincial public high school dogwood completion rate for Aboriginal students was 49 per cent, compared with 83 per cent for non-Aboriginal students.
- In 2004/05, nine per cent of Aboriginal K-12 graduates were eligible for university admission, compared with 32 per cent of non-Aboriginal K-12 graduates.

- In 2005/06, 40 per cent of Aboriginal high school graduates made an immediate transition to a British Columbia public post-secondary institution, compared with 51.3 per cent of non-Aboriginal high school graduates.

- Of the Aboriginal students who graduated from high school in 2001/02, 67.7 per cent had enrolled at a British Columbia public post-secondary institution within four years of graduation, compared with 70.2 per cent of the non-Aboriginal high school graduates.

Enrolment Trends

British Columbia Public School Progress

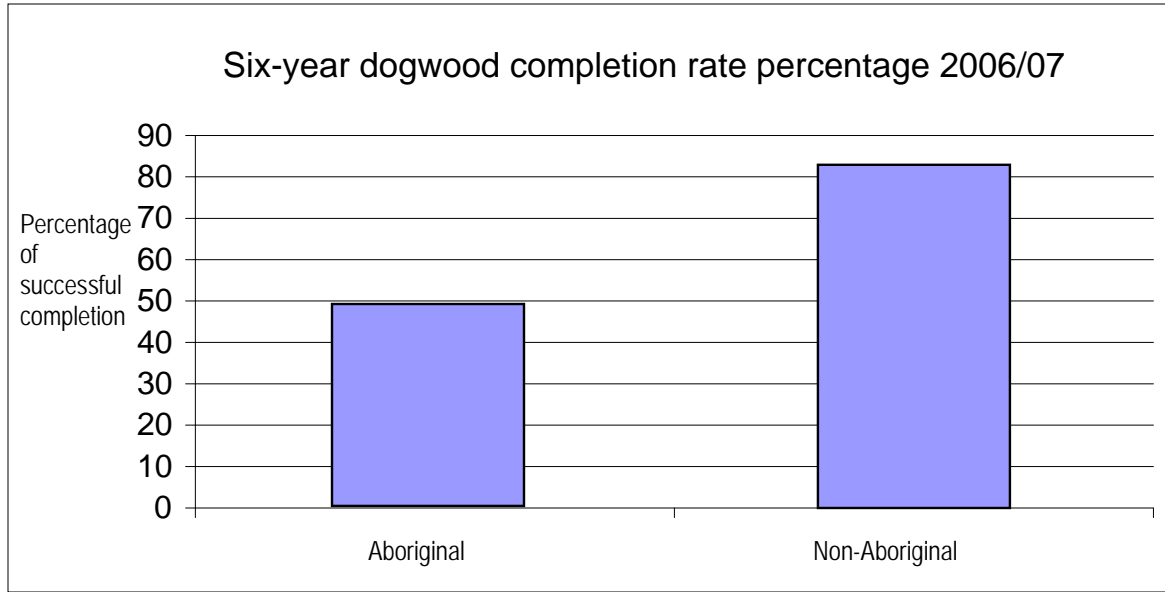
Six-year Dogwood Completion Rates for British Columbia Public Schools

		Academic Year				
		2002/03	2003/04	2004/05	2005/06	2006/07
Aboriginal	Dogwood Completion Rate	47%	48%	50%	50%	49%
Non Aboriginal	Dogwood Completion Rate	82%	83%	83%	84%	83%

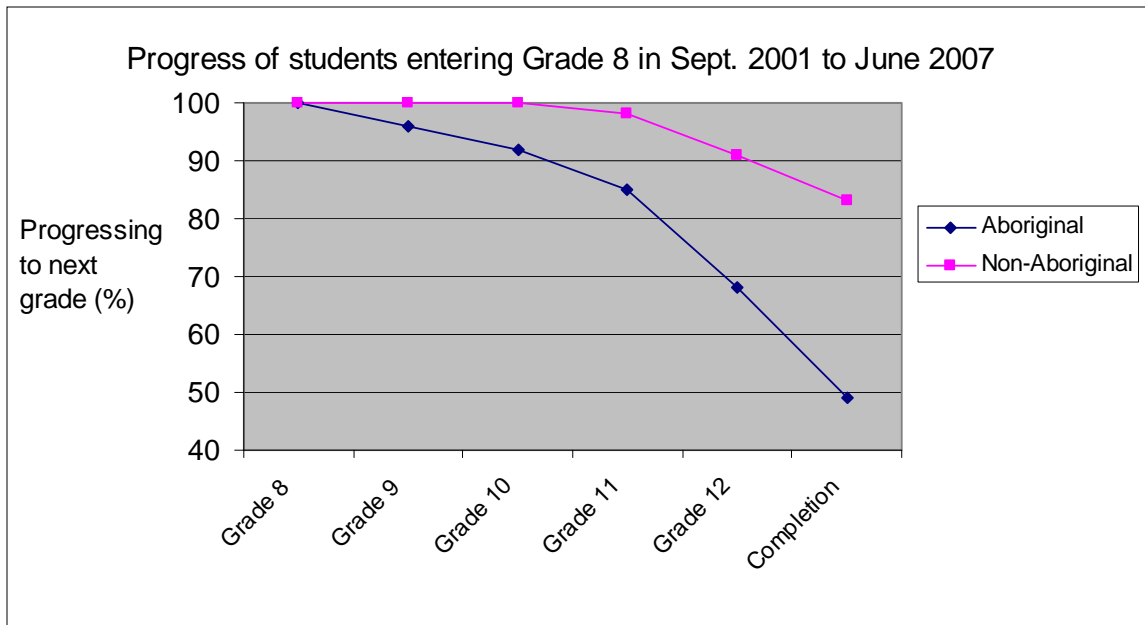
Data Source: Ministry of Education Aboriginal Report 2002/03 – 2006/07 How Are We Doing?
 The British Columbia Certificate of Graduation or "dogwood diploma" is awarded upon successful completion of the provincial graduation requirements. Six-year dogwood completion rate tracks the proportion of students who graduated, with a dogwood diploma, within six years of starting Grade 8.

Discussion of Results

The completion rates are based on tracking students who graduated with a dogwood diploma within six years of starting Grade 8. The provincial dogwood completion rate for Aboriginal students is 49 per cent and for non-Aboriginal students is 83 per cent. The completion rates have improved slightly since 2002/03. The disparity gap between Aboriginal students and non-Aboriginal students remains about 30 percentage points.

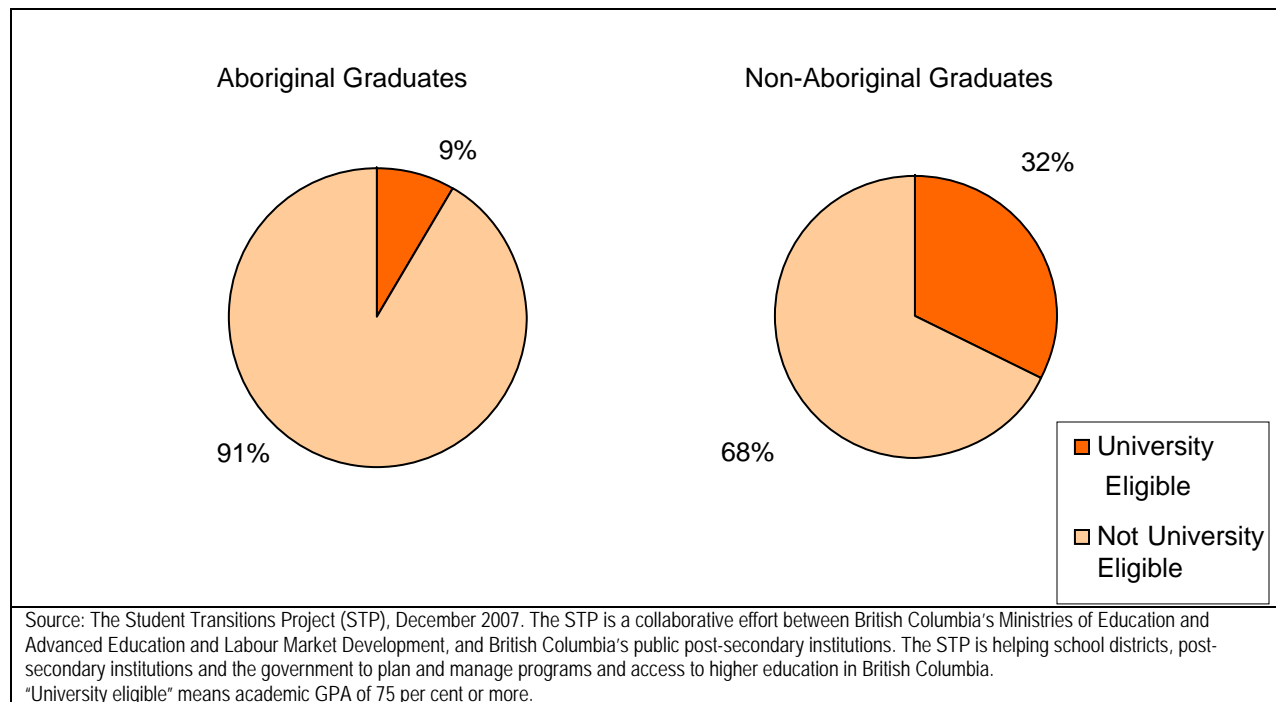


Data Source: Ministry of Education Aboriginal Report 2002/03 – 2006/07 How Are We Doing?



Aboriginal students progress from grade to grade at a lower rate than non-Aboriginal students. Reasons for a student not progressing from grade to grade could include taking longer to complete a grade, changing their course of study (e.g., moving into an apprentice program) or leaving the school system. About 20 per cent of Aboriginal students entering Grade 11 do not go on to Grade 12 the following year, compared with seven per cent of their non-Aboriginal counterparts. Nearly a third of Aboriginal students entering Grade 12 do not graduate within one year, compared with nine per cent of non-Aboriginal students.

University Eligibility of Aboriginal K-12 Graduates 2004-05



Discussion of Results

The charts above use a generic set of criteria that closely matched the general or arts admission requirements for the oldest four provincial universities and for the University of British Columbia – Okanagan, to show whether graduates met those requirements in terms of both specific courses and a minimum threshold average. The academic grade point average, or GPA, is the average achieved in four Grade 12 academic subjects, including English. Provincial examination marks are blended with school-based marks in accordance with Ministry of Education policy. No average is calculated if the student has not successfully completed English and three further courses that have been widely used by the British Columbia universities to determine admission. A student with an academic Grade Point Average of 75 per cent or higher is considered admissible for direct entry to a university, although the actual threshold values may vary by institution, program and year. Based on these eligibility criteria, nine per cent of Aboriginal students and 32 per cent of non-Aboriginal students were eligible for entry in 2004/05.

Although high school graduation requirements changed in 2005/06, and it is not yet known how or if these changes will affect university eligibility requirements, the results described above will likely not improve in the short term. According to the Ministry of Education's 2006/07

How Are We Doing Report:

- 48 per cent of all Aboriginal Grade 10 students had no final mark for Math 10.
- 49 per cent of all Aboriginal Grade 10 students had no final mark for Science 10.
- 45 per cent of all Aboriginal Grade 12 students had no final mark for Language Arts 12 (English and Communications).

These outcomes affect Aboriginal students' access to further career or schooling options. Comparisons with non-Aboriginal students on these three percentages are not available.

British Columbia Secondary School to Public Post-Secondary School Student Transition Rates

Aboriginal Transition Rates

High School Grad Year	Post-Secondary Entry Year				No Transition Yet	Total High School Grads
	2002/2003	2003/2004	2004/2005	2005/2006		
2001/2002	653 (44%)	201 (13.5%)	102 (6.9%)	48 (3.3%)	480 (32.3%)	1,484
2002/2003		681 (41.8%)	190 (11.7%)	111 (6.7%)	648 (39.8%)	1,630
2003/2004			739 (43.7%)	190 (11.3%)	761 (45%)	1,690
2004/2005				783 (40%)	1,173 (60%)	1,956

Source: The Student Transitions Project (STP), December, 2007.

Non-Aboriginal Transition Rates

High School Grad Year	Post-Secondary Entry Year				No Transition Yet	Total High School Grads
	2002/2003	2003/2004	2004/2005	2005/2006		
2001/2002	20,564 (51.8%)	4,376 (11.0%)	1,877 (4.7%)	1,062 (2.7%)	11,812 (29.8%)	39,691
2002/2003		21,140 (52.2%)	4,328 (10.7%)	1,845 (4.6%)	13,156 (32.5%)	40,469
2003/2004			19,697 (50.8%)	4,072 (10.5%)	14,983 (38.7%)	38,752
2004/2005				20,413 (51.3%)	19,367 (48.7%)	39,780

Source: The Student Transitions Project (STP), December, 2007.

Discussion of Results

The tables above examine student transition trends across four post-secondary entry years: 2002/03 to 2005/06. In particular, the tables highlight the number and proportion of students who make their first transition to a British Columbia public post-secondary institution after high school graduation. An average of 42.2 per cent of Aboriginal high school graduates made an immediate transition into British Columbia's public post-secondary system. This is nine percentage points lower than the average immediate transition rate for non-Aboriginal high school graduates (51.6 per cent).

Of the 1,484 Aboriginal students who graduated from high school in 2001/02, 67.7 per cent had enrolled at a British Columbia public post-secondary institution within four years of graduation. Although Aboriginal high school graduates were less likely to make an immediate transition into British Columbia's public post-secondary system compared with high school graduates overall, a greater proportion of Aboriginal graduates enrolled in post-secondary education in subsequent entry years. For example, of the 2001-02 class, 13.5 per cent of Aboriginal students went on to a British Columbia public post-secondary institution in 2003/2004, compared with 11 per cent of non-Aboriginal students. This trend continues across three post-secondary entry years.

Post-Secondary Destinations of Immediate Entry

Type of Institution	Post-Secondary Immediate Entry Year				Grand Total
	2002/2003	2003/2004	2004/2005	2005/2006	
Aboriginal					
Universities*	67	72	75	196	410
Research Universities	67	72	75	102	316
Special Purpose Universities	-	-	-	94	94
University Colleges	232	222	223	141	818
Colleges	306	339	392	392	1,429
Institutes	48	48	49	54	199
Aboriginal Total	653	681	739	783	2,856
Non-Aboriginal					
Universities*	6,890	7,171	6,870	8,603	29,534
Research Universities	6,890	7,171	6,870	7,683	28,614
Special Purpose Universities	-	-	-	920	920
University Colleges	4,977	4,982	4,650	4,096	18,705
Colleges	7,362	7,655	6,846	6,568	28,431
Institutes	1,335	1,332	1,331	1,146	5,144
Non-Aboriginal Total	20,564	21,140	19,697	20,413	81,814

Source: The Student Transitions Project (STP), December, 2007.

* The research universities are UBC, UVic, UNBC and SFU. Research universities do not include continuing education as part of their headcount.

The special purpose universities are TRU and RRU. TRU includes continuing education as part of its headcount because its data is collected through the CDW.

Thompson Rivers University was established in 2005. Therefore, there is no immediate entry student transition data for TRU prior to 2005/06. RRU does not have immediate or direct entry from high school.

Discussion of Results

Over the four years between 2002/03 and 2005/06, half of the Aboriginal high school graduates who entered immediately into British Columbia's public post-secondary system enrolled at a British Columbia college, compared with 35 per cent of non-Aboriginal high school graduates. Meanwhile, 28.6 per cent of Aboriginal high school graduates immediately registered at a British Columbia university college, 14.4 per cent registered at a British Columbia university and seven per cent registered at a British Columbia institute. The sector with the highest immediate transition rate among non-Aboriginal high school graduates was the university sector, at 35 per cent.

In the table above, the 2005-06 changes in the university and university college sectors stemmed largely from the transformations of Okanagan University College and University College of the Cariboo into University of British Columbia – Okanagan and Thompson Rivers University, respectively.

Number and Percentage of Aboriginal Post-Secondary Students

System Level

Progress Indicator	2004/05	2005/06	2006/07
Number of public post-secondary students who are Aboriginal	16,466	17,252	18,254
Per cent growth per year	2.2%	4.8%	5.8%
Per cent of public post-secondary student body that is Aboriginal	4.4%	4.3%	4.5%

Data Sources: Ministry of Advanced Education, Oct. 2007 Central Data Warehouse and five universities as well as 2006/07 Annual Service Plan Report submission, which is gathered from the CDW, TUPC database, and Ministry of Education administrative records. Data for the 'public post-secondary students who are Aboriginal' measure are based on headcount enrolment in the academic year. The numbers above do not match the numbers given in the 2006/07 service Plan Report because Service Plan numbers for a given year represent previous year's actuals.

Discussion of Results

This table shows the level of Aboriginal student participation in public post-secondary education by headcount, both in total number and as a percentage of all public post-secondary students. The public post-secondary system as a whole has seen a 5.8 per cent increase in the total number of Aboriginal students between 2005/06 and 2006/07.

From 2004/05 to 2005/06 there was a higher growth rate in the overall student headcount (6.9 per cent) than there was in the Aboriginal student headcount (4.8 per cent); this difference explains why the proportion of Aboriginal students decreased in 2005/06. Since the Ministry started tracking the percentage of public post-secondary students who are Aboriginal in 2002/03, there has been a 23 per cent increase in the number of Aboriginal students in the public post-secondary system.

By Institution Type

Type of institution	2005/06 Aboriginal Headcount Total	2005/06 % of student population that is Aboriginal	2006/07 Aboriginal Headcount Total	2006/07 % of student population that is Aboriginal
Institutes	2,011	2.5	2,328	2.9
Rural Colleges	6,321	11.5	6,907	12.0
Urban Colleges	2,435	2.5	2,800	2.7
University Colleges	2,855	5.9	2,517	5.2
Universities*	4,265	3.2	4,351	3.3
Research Universities	2,067	2.2	2,351	2.2
Special Purpose Universities	2,198	7.2	2,000	7.2
Post-Secondary System Total	17,252	4.3	18,254	4.5

Data Sources: Ministry of Advanced Education Central Data Warehouse (CDW) Oct. 2006 and Oct. 2007 submission, five universities, and Ministry of Education (MEd) administrative records.

Sector data will not add up to the unduplicated system result since it is a simple addition of students from the institution within each sector. Therefore, there are duplications between institutions.

Institutes: British Columbia Institute of Technology, Emily Carr Institute of Art and Design**, Institute of Indigenous Government, Justice Institute, Nicola Valley Institute of Technology

Rural colleges: College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College

Urban colleges: Camosun College, Capilano College**, Douglas College, Langara College, Vancouver Community College

University colleges: Kwantlen University College, Malaspina University-College, University College of the Fraser Valley**

Special purpose universities: Royal Roads University, Thompson Rivers University

Research universities: Simon Fraser University, University of British Columbia, University of Northern British Columbia, University of Victoria

* Of the six universities, only TRU includes continuing education as part of its headcount because its data is collected through the CDW.

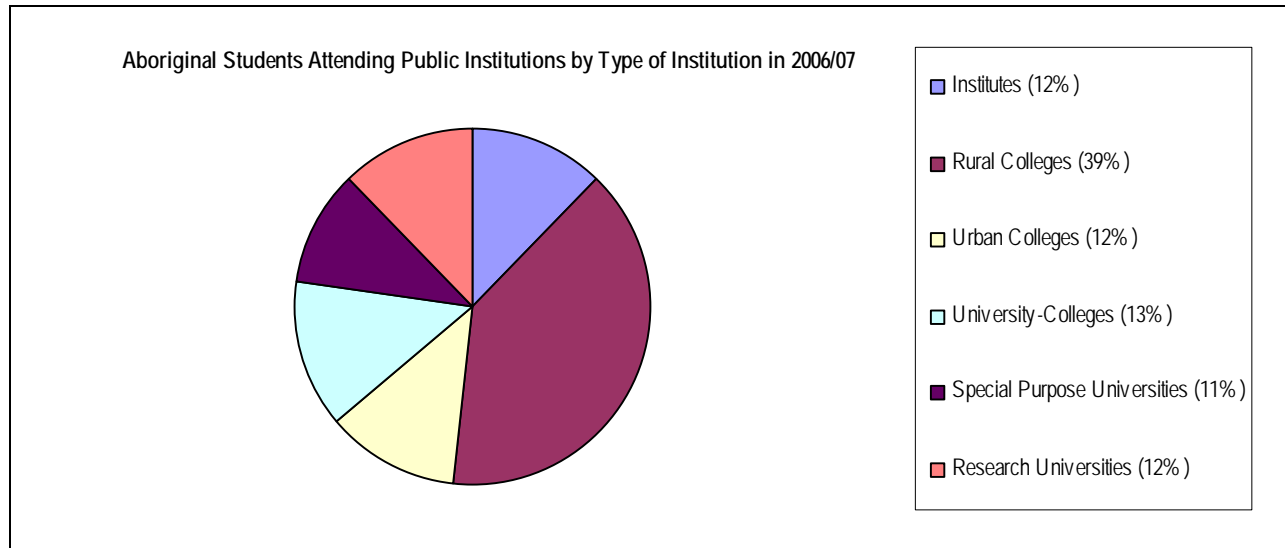
** Names subject to change due to new legislation.

Discussion of Results

The table above illustrates the Aboriginal headcount total and percentage of student population that is Aboriginal in each of the public post-secondary sectors. As mentioned earlier, the public post-secondary system as a whole has seen a 5.8 per cent increase in the total number of Aboriginal students between 2005/06 and 2006/07.

Aboriginal students represent 12 per cent of the student population at rural colleges. Rural colleges have the highest number and greatest proportion of Aboriginal students of all the sectors. Part of the reason rural colleges have the highest number and proportion of Aboriginal students is that many Aboriginal students live close to these colleges, either on-reserve or in rural communities. Aboriginal people make up a greater proportion of British Columbia's rural

population than British Columbia's urban population⁶, and students often choose to attend post-secondary institutions in their region⁷.



The figures above show that, of all Aboriginal students, more attend rural colleges as opposed to other types of post-secondary institutions. Again, this is likely due to the proportion of Aboriginal people in British Columbia's rural population being higher than the proportion of Aboriginal people in British Columbia's urban population.

⁶ Source: Statistics Canada, 2006 Census

⁷ According to Census 2006, over twice as many Aboriginal people in British Columbia live in urban areas (117,070) compared with rural (27,945) and on reserve (51,055). However, Aboriginal people continue to make up a greater proportion of the rural population than the urban.

Aboriginal Full-time Equivalents

For 20 Central Data Warehouse Post-Secondary Institutions

Progress Indicator*	2005/06	2006/07
Number of public post-secondary Aboriginal FTEs	6,530	6,607
Per cent growth per year	N/A	1.2%
Per cent of public post-secondary FTEs that are Aboriginal	5.9%	5.9%

Data Sources: Ministry of Advanced Education, Oct. 2007 Central Data Warehouse (CDW) submission.
*This data excludes FTE figures from five universities: RRU, SFU, UBC, UNBC, UVic

Discussion of Results

The table above contains the number of Aboriginal full-time equivalents, or FTEs, for the 20 British Columbia public post-secondary institutions that provide data to the Ministry's Central Data Warehouse⁸. The proportion of Aboriginal FTEs is higher than the proportion of student body that is Aboriginal. The proportion of Aboriginal FTEs has, however, remained relatively stable over the last three years, indicating that while the number of Aboriginal students has increased, not all study full time.

⁸ These 20 institutions are: British Columbia Institute of Technology, Emily Carr Institute of Art and Design, Justice Institute, Nicola Valley Institute of Technology, College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College, Camosun College, Capilano College, Douglas College, Langara College, Vancouver Community College, University colleges: Kwantlen University College, Malaspina University-College, University College of the Fraser Valley, Thompson Rivers University

By Institution Type

Type of institution*	2005/06 Aboriginal FTE	2005/06 % of student FTE that are Aboriginal	2006/07 Aboriginal FTE	2006/07 % of student FTE that are Aboriginal
Institutes	796	3.4	824	3.5
Rural Colleges	2,441	13.6	2,687	13.6
Urban Colleges	1,197	3.3	1,160	3.2
University Colleges	1,283	5.3	1,185	5.0
Special Purpose Universities ¹	812	8.3	752	8.1
Total	6,530	5.9	6,607	5.9

Data Sources: Ministry of Advanced Education CDW Oct. 2007 submission; most current data therefore larger than audited totals. Sector data will not add up to the unduplicated system result since it is a simple addition of students from the institution within each sector. Therefore, there are duplications between institutions.

¹ This category includes only Thompson Rivers University data; Aboriginal FTE data is not available from Royal Roads University.

*These data exclude FTE figures from five universities: RRU, SFU, UBC, UNBC, UVic

Discussion of Results

The table above illustrates the Aboriginal FTE total and percentage of overall student FTEs that are Aboriginal in each of the public post-secondary sectors. While the Aboriginal public post-secondary headcount increased 5.8 per cent between 2005/06 and 2006/07, the Aboriginal FTEs increased by only 1.2 per cent.

Participation by Program Area, Academic Year 2006-07

Program area ¹	Aboriginal Total	% of Aboriginal Student Population	Non-Aboriginal Total	% of Non-Aboriginal Student Population
Applied Sciences	389	2.5%	10,501	3.7%
Arts and Sciences	4,252	26.9%	102,430	35.9%
Commerce and Administration	1,147	7.2%	25,874	9.1%
Construction, Mechanics, Precision Production, and Transportation	1,248	7.9%	20,275	7.1%
Continuing Education	5,012	31.7%	80,626	28.3%
Developmental Programs	3,326	21%	24,464	8.6%
Education	380	2.4%	5,243	1.8%
Fine and Performing Arts	249	1.6%	7,442	2.6%
Health Sciences	770	4.9%	14,505	5.1%
Human Services	431	2.7%	2,489	0.9%
Law ²	227	1.4%	12,617	4.4%
Personal and Culinary Services	328	2.1%	2,336	0.8%
Grand Total	17,759		308,802	
Unduplicated Total	15,828		285,056	

Data Source: Ministry of Advanced Education, Central Data Warehouse, Oct. 2007 Submission

Program area based on two-digit Classification of Instructional Program (CIP)

Students enrolled in more than one program area in a period are counted more than once.

¹ System Headcount, for British Columbia public colleges, university colleges, institutes and Thompson Rivers University (TRU). The following data excludes five of six British Columbia public universities.

² This category includes Legal Assistant, Police Training and Criminal Justice programs.

Discussion of Results

The previous table shows the number and percentage distribution of Aboriginal participation (and non-Aboriginal participation for comparison purposes) across program areas in the Ministry's Central Data Warehouse.⁹

About half of Aboriginal students are enrolled in developmental and/or continuing education programs, compared with 36.9 per cent of non-Aboriginal students. Developmental includes such programs as Adult Basic Education and Adult Special Education. Continuing education encompasses a variety of courses and programs, depending on the business practices of the institution. Some examples of courses for continuing education include Introduction to Computers, first aid, and How to Start a Business.

The participation levels in developmental programs are the largest variation between Aboriginal and non-Aboriginal students in the Ministry's Central Data Warehouse.

The proportion of non-Aboriginal students enrolled in applied sciences, arts and sciences, commerce and administration, fine and performing arts, and law exceeds the proportion of Aboriginal students.

The summary table shows a proportionately greater presence of Aboriginal students in education, human services, personal and culinary services, construction, mechanics, precision production and transportation, compared to non-Aboriginal students.

It should be noted that, apart from Thompson Rivers University, there are no comparable university program-specific data available to date. Four universities (Simon Fraser University, University of Victoria, University of British Columbia, and Royal Roads University) provided the Ministry with program-level data. These data show that a higher proportion of Aboriginal students attending those universities are in education and human and social development programs (e.g., nursing). The Ministry will continue to work with the universities on an appropriate and informative presentation of available data that reflects university enrolment patterns.

⁹ The Post-secondary Central Data Warehouse contains standardized data relating to student demographics, programs, credentials, courses, session registration and campuses for 20 public institutions in British Columbia, including university colleges, colleges and institutes as well as Thompson Rivers University. The CDW does not contain data from UVic, RRU, UBC, SFU or UNBC.

Student Outcomes Surveys

Student feedback supports Ministry and institution decision-making and program evaluation, and assists in maintaining a high-quality, relevant post-secondary education system.

As part of its ongoing commitment to post-secondary education quality, the Ministry provides funding to support surveys of former students from British Columbia's public post-secondary institutions. The results from the student outcomes surveys provide information for the purposes of policy decision-making, accountability reporting, review and evaluation of programs, and help prospective students make informed post-secondary education choices.

The College and Institute Student Outcomes survey¹⁰ contacts former students from certificate, diploma or transfer programs at British Columbia's public colleges, university colleges, institutes and Thompson Rivers University nine to 20 months after they finish, or nearly finish, their programs. It asks what they have done since leaving their studies and their satisfaction with aspects of the education they received. The Baccalaureate Graduate Survey¹¹ contacts baccalaureate graduates of British Columbia's public institutions two years after graduation, collecting information about satisfaction and financing as well as further education and employment outcomes.

There are many objective ways to define student success, such as completing a credential, achieving a high grade point average, going on to further education or getting a job. These survey results provide a more subjective measure by evaluating the success of the educational experience from the student's point of view.

¹⁰ Participating institutions of 2007 CISO include Camosun College, Capilano College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College, Vancouver Community College, Kwantlen University College, Malaspina University-College, University College of the Fraser Valley, British Columbia Institute of Technology, Emily Carr Institute of Art and Design, Institute of Indigenous Government, Justice Institute, Nicola Valley Institute of Technology, and Thompson Rivers University.

¹¹ Participating institutions of 2007 BGS include Capilano College, Kwantlen University College, Malaspina University-College, University College of the Fraser Valley, British Columbia Institute of Technology, Emily Carr Institute of Art and Design, Royal Roads University, Simon Fraser University, Thompson Rivers University, University of British Columbia, University of Northern British Columbia, and University of Victoria.

Aboriginal Student Survey Outcomes, 2007

Positive Responses for Select Performance Measures		
Performance Measure	Aboriginal (% of total) <i>CISO n = 747</i> <i>BGS n = 232</i>	Non-Aboriginal (% of total) <i>CISO n = 15,479</i> <i>BGS n = 5,654</i>
Usefulness of Knowledge and Skill Gain in Performing Job		
College and Institute Student Outcomes ¹	82.1%	78.0%
Baccalaureate Graduate Survey ²	92.9%	89.5%
Quality of Instruction		
College and Institute Student Outcomes ³	97.3%	96.9%
Baccalaureate Graduate Survey	96.5%	95.7%
Satisfaction with Education		
College and Institute Student Outcomes	96.0%	94.9%
Baccalaureate Graduate Survey	96.5%	96.5%
Unemployment Rate		
College and Institute Student Outcomes	8.3%	6.0%
Baccalaureate Graduate Survey	2.7%	2.3%
Notes		
Source: 2007 College and Institute Student Outcomes (CISO) and 2007 Baccalaureate Graduate Survey (BGS).		
¹ Source: Student Outcomes Reporting System (SORS) – CISO 2007. Respondents are former diploma, certificate and associate degree students, surveyed approximately one year after leaving their program.		
² Source: The University Presidents' Council (TUPC) – BGS 2007. Respondents are baccalaureate graduates from British Columbia's public colleges, university colleges, institutes and universities. This was a sample survey of 2005 baccalaureate graduates – 2 years after graduation.		
³ Many CISO questions use a 5-point answer scale, whereas the BGS questions use a 4-point answer scale. The values shown include the "Adequate" CISO answer as a positive response, as documented by the OWG Technical Committee.		

Discussion of Results

The preceding table compares the proportions of positive¹² responses from former Aboriginal and non-Aboriginal respondents with the 2007 surveys for select education and employment outcomes. In general, the survey results and the reported experiences of Aboriginal students in public post-secondary education are positive.

¹² Positive responses include "adequate" (CISO survey), and "satisfied/very satisfied" or "good/very good" (BGS and CISO).

Usefulness of Knowledge and Skill Gain in Performing Job

Aboriginal survey respondents indicated a higher degree of satisfaction with knowledge and skill gain than non-Aboriginal respondents for both surveys: diploma, certificate and associate degree programs (College and Institute Student Outcomes) and baccalaureate programs (Baccalaureate Graduate Survey).

Quality of Instruction

While Aboriginal respondents indicated a slightly higher degree of satisfaction than non-Aboriginal respondents with quality of instruction in both surveys, this difference is not statistically significant: at the 95 percent confidence level, Aboriginal and non-Aboriginal respondents were equally satisfied with the quality of instruction in their program.

Satisfaction with Education

While Aboriginal respondents to the College and Institute Student Outcomes Survey indicated a slightly higher degree of satisfaction than non-Aboriginal respondents, this difference is not statistically significant. Aboriginal respondents to the Baccalaureate Graduate Survey are as satisfied as non-Aboriginal respondents with the education they received.

Unemployment Rate

Aboriginal respondents to the College and Institute Student Outcomes survey indicated a higher unemployment rate than non-Aboriginal students; however, the difference between unemployment rates for the Aboriginal and non-Aboriginal respondents to the Baccalaureate Graduate Survey is not statistically significant.

One reason suggested for the higher unemployment among Aboriginal respondents is that some Aboriginal graduates return to their communities where there may be fewer jobs available.

Highest Level of Education

Highest level of education	Aboriginal (ages 15-64)	Non-Aboriginal (ages 15-64)
No completed credentials	24%	11%
High school completion (but no post-secondary completion)	37%	33%
Completed post-secondary	39%	57%
Non-university degree without High School Completion	8%	3%
Non-university degree with High School Completion	24%	29%
University degree	7%	24%

Data Source: Statistics Canada's Labour Force Survey, specific to British Columbia, April 2008. Note - excludes people on reserves.
 Definition of Non-university degrees: completed a certificate (including a trade certificate) or diploma from an educational institution beyond the secondary level. This includes certificates from vocational schools, apprenticeship training, community college, school of nursing, etc. Also included are certificates below a Bachelor's degree obtained at a university.

Discussion of Results

The table above is based on the Statistics Canada's Labour Force Survey and provides a comparison of highest level of education percentages between Aboriginal and non-Aboriginal people aged 15-64. The number of those who completed high school but did not further their education was higher among Aboriginal respondents than it was among non-Aboriginal respondents. Twenty-four per cent of Aboriginal respondents had not completed a high school credential, more than double the percentage of non-Aboriginal respondents. A considerably greater percentage of non-Aboriginal compared with Aboriginal respondents had completed post-secondary degrees.

A greater percentage of Aboriginal respondents earned a non-university degree without high school completion compared with non-Aboriginal respondents. It is worth noting that a wide range of Aboriginal institutes across British Columbia have served an important role in Aboriginal post-secondary education, facilitating the transition of many Aboriginal students from Adult Basic Education into the public post-secondary system or directly into the workforce.

Between April 2005 and April 2008, the percentage of Aboriginal British Columbians who had completed post-secondary degrees increased by nine percentage points, compared with an increase of three percentage points for non-Aboriginal British Columbians in that period; however, the number of non-Aboriginal British Columbians who have university degrees increased by four percentage points in the same duration, compared with two percentage points in the non-Aboriginal population.

Earnings by Highest Level of Education

Highest level of education	Weekly Average Wage Rate Aboriginal	Weekly Average Wage Rate Non-Aboriginal
No completed credentials	\$484.37	\$511.43
High school completion (but no post-secondary completion)	\$612.05	\$643.98
Non-university degree without High School Completion	\$733.91	\$834.42
Non-university degree with High School Completion	\$773.56	\$812.38
University degree	\$1,003.05	\$940.89

Data Source: Statistics Canada's Labour Force Survey, specific to British Columbia, 2007 figures. Note - excludes people on reserve.

Discussion of Results

The above table is based on Statistics Canada's Labour Force Survey and excludes people on reserve. The table shows that, on average in 2007, Aboriginal people earn less than non-Aboriginal people when comparing similar levels of education, with the exception of those who have completed a university degree. The variation between Aboriginal and non-Aboriginal may be partially explained by differing occupational patterns, and by areas of study shown on page 18.

Among the Aboriginal average wage rates, earning levels increase with each increase in level of education. In 2007, an Aboriginal person who has not completed high school earned only an average of 48 per cent of the salary of an Aboriginal person with a university degree. An Aboriginal person with a non-university degree and without high school completion earned an average of 88 per cent of the salary of a non-Aboriginal counterpart. However, in 2007, an Aboriginal person with a university degree earned an average of seven per cent more than the salary of a non-Aboriginal counterpart. These results show that differences between Aboriginal and non-Aboriginal wages largely diminish with higher post-secondary attainment.

Definitions

Aboriginal: An Aboriginal person is identified in accordance with the *Constitution Act* of 1982, Part II, Section 35(2), as “the Indian, Inuit and Métis peoples of Canada”. Canada’s Aboriginal population is distinct and diverse. “First Nation” is the generally preferred term for Indian peoples of Canada. The term “Indian” is still used where referring to legislation or government statistics.

Aboriginal Identity: Aboriginal identity refers to a person reporting that he or she identifies with, or is a member of, an organic political or cultural entity that stems historically from the original persons of North America. The term includes the Indian, Inuit and Métis peoples of Canada.

Aboriginal Headcount: Aboriginal headcount numbers rely on data collected from post-secondary institutions as well as from K-12 data through a link on personal education numbers. The data collected from post-secondary institutions relies on self-identification (e.g., on application forms), and many Aboriginal students do not identify themselves as Aboriginal in post-secondary data collection systems.

Central Data Warehouse: The Post-Secondary Central Data Warehouse contains standardized data relating to student demographics, programs, credentials, courses, session registration and campuses for 20 public institutions in British Columbia, including university colleges, colleges and institutes, as well as Thompson Rivers University. The data are updated in May and October.

First Nations: Officially called Indians in the *Indian Act*, this term refers to the indigenous peoples of North America located in what is now Canada, and their descendants, who are not Inuit or Métis. For the purposes of Aboriginal identification within British Columbia, the term “First Nation(s)” is the generally preferred term in place of “Indian”. For statistical and analytical purposes, these terms are considered interchangeable.

First Nations Education Steering Committee: A non-profit society represented by about 60 First Nations education technicians from throughout British Columbia. Its mandate is to facilitate discussion about education matters affecting First Nations in British Columbia by disseminating information and soliciting input from First Nations. Generally, the committee works as a collective organization to facilitate First Nations support for one another in the area of education, and to communicate with both the federal and provincial governments to ensure that First Nations concerns are being addressed.

Full-Time Equivalent: The FTE measure converts all full- and part-time student enrolments into the equivalent number of full-time enrolments based on a full course load. Therefore, a student taking a full-time course load would generate one FTE, while a student taking a less than full-time course load would generate less than one FTE.

Inuit: The Inuit are the Aboriginal inhabitants of the North American Arctic. They are united by a common cultural heritage and a common language. Formerly, the Inuit were referred to as “Eskimo”. Now they prefer their own term, “Inuit,” meaning simply “people”.

Métis: Métis means a person who identifies himself or herself as Métis, is of historic Métis Nation Ancestry, is distinct from other Aboriginal peoples and is accepted by the Métis Nation. (This definition was adopted by the Métis National Council at their 2002 Annual General Assembly). Métis people identify themselves and are recognized as distinct from First Nations (Indian), Inuit or European descendants. The distinct Métis culture arose after contact with the first European explorers/settlers but before colonialism (This is a general definition.).

Personal Education Numbers: The PEN is a nine-digit number assigned to each student as they enter the British Columbia education system. This identification number follows the student through their K-12 and post-secondary education.

Student Transitions Project: The Student Transitions Project links data about students in the British Columbia public post-secondary education system with information from their years in kindergarten to Grade 12. The data comes from nine-digit personal education numbers, which are assigned to every student entering the British Columbia education system.

Ministry Contact Information

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