

# **Aboriginal Learners in British Columbia's Public Post-Secondary System**

August 2021

Ministry of Advanced Education and Skills Training



Ministry of  
Advanced Education  
and Skills Training

*With gratitude and respect we would like to acknowledge the traditional keepers of the land on which our offices are located, the Lekwungen Peoples, known today as the Songhees and Esquimalt Nations, and the Tseil-wa-tulth, Musqueam and Squamish Nations. We are grateful for their continued stewardship of this beautiful territory.*

*We would also like to acknowledge the many Nations on whose traditional territories the 25 BC public post-secondary institutions are located. We want to acknowledge our gratitude for the guidance and teachings that have been shared with us by the many First Nations, Métis and Inuit partners and communities throughout the province.*

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# Introduction

## About this Report

Developed in collaboration with the First Nations Education Steering Committee (FNESC), the Indigenous Adult and Higher Learning Association (IAHLA), Métis Nation BC (MNBC), and by a working group of the Indigenous Post-Secondary Education and Training Partners, this report is the second of its kind.<sup>1</sup> This report compares the experiences and outcomes of Aboriginal and non-Aboriginal domestic learners attending public schools and public post-secondary institutions in British Columbia. This report is intended to be a snapshot of public post-secondary as a system, rather than a reflection of the individual students.

## Background

The *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* (Aboriginal Policy Framework) was released in 2012 and outlines a plan for improving post-secondary opportunities and outcomes for First Nations, Métis and Inuit. Consistent with commitments made in the *New Relationship* document, *Transformative Change Accord*, and *Métis Nation Relationship Accord*, the Aboriginal Policy Framework was developed by a working group of British Columbia's Indigenous<sup>2</sup> Post-Secondary Education and Training Partners, including FNESC, IAHLA, MNBC, the British Columbia Aboriginal Training Employment Alliance Members, BC Colleges, BC Association of Universities and Institutes, the Research Universities' Council of British Columbia and the Ministry of Advanced Education and Skills Training (AEST). The Indigenous Post-Secondary Education and Training Partners continue to monitor and support the implementation of the Aboriginal Policy Framework.

Goal 5 of the original Aboriginal Policy Framework, "Continuous improvement is based on research, data-tracking and sharing of leading practices," has the following objective: "Governments, Aboriginal institutes and public post-secondary institutions make evidence-based decisions with respect to Aboriginal post-secondary education."

## Current Context

The data in this report comes from a timeframe before the current COVID-19 pandemic. Therefore, the report may not seem reflective of current experiences. It is anticipated that the pandemic will have potentially lasting impacts on several areas, from suddenly shifting to online delivery models, to the impacts on in-person learning. The impacts of the pandemic will be covered in subsequent reports.

AEST's Service Plan commits to making systemic shifts in the post-secondary education and training system in order to achieve lasting reconciliation with Indigenous Peoples in B.C. through post-secondary education and skills training. To achieve this, the Ministry has committed to implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the *Calls to Action of the Truth and Reconciliation Commission* by co-developing, with Indigenous and post-secondary partners at the Indigenous Post-Secondary Education and Training Partners Table a comprehensive post-secondary strategy that includes:

<sup>1</sup> The first report was released in 2018 and can be found here: <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginallearnerdatareport-june2018.pdf>

<sup>2</sup> Changed from Aboriginal Post-Secondary Education and Training Partners to Indigenous Post-Secondary Education and Training Partners in June 2019

- Working with public post-secondary institutions to continue advancing systemic and cultural change fostering a public post-secondary education system that is respectful, relevant, responsive, and receptive to Indigenous learners and communities.
- Continue to implement the post secondary-related *Calls to Action of the Truth and Reconciliation Commission* and the *United Nations Declaration on the Rights of Indigenous Peoples*, including establishing Indigenous language programs in partnership with Indigenous communities.
- Working with the First Nations Education Steering Committee (FNESC) and Indigenous Adult and Higher Learning Association (IAHLA) to advance federal government support for Indigenous-controlled post-secondary institutions, to ensure they have the core funding they need to deliver programs in their communities.
- Increasing the number of Indigenous teachers through teacher education programs. The Comprehensive Strategy will also provide an update to the 2012 *Aboriginal Post-Secondary Education and Training Policy Framework*, building on lessons learned and progress to date.

### New for this Version

The first iteration of the report identified specific questions for further data analysis, to help increase understanding of the experiences of Aboriginal learners in the post-secondary system of British Columbia. The table below summarises progress on these areas in this report.

Key areas for data analysis identified in the 2018 Report	Where to locate this information in this report
The impact of population growth on the number of Aboriginal learners enrolling in post-secondary education.	Data and discussion included in Section 1: Brief Overview of the Public Post-Secondary System in British Columbia (pages 6-8).
The experiences of on-reserve First Nations learners compared to other Aboriginal learners.	Data regarding on-reserve students is not currently collected at public post-secondary institutions.
The experiences of Aboriginal learners who are former youth in care compared to those who have not been in care.	Initial data on Aboriginal learners who are former youth in care is included in Section 3: Aboriginal Learners in the British Columbia Public Post-Secondary System (page 22). The Working Group is exploring the inclusion of additional data in subsequent versions of this report.
Measuring the retention of Aboriginal learners within the public post-secondary system.	Initial data measuring retention rates is included in Section 5: Aboriginal Learner Outcomes (page 33). The Working Group is exploring ways of defining and measuring success, and the inclusion of additional data in subsequent versions of this report.

The Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples highlights the importance of shifting the way government works, to a more collaborative partnership model: "The Province's draft reconciliation principles are intended as bold statements to guide this new relationship and end the denial of Indigenous rights that have led to disempowerment and assimilationist policies and practices." As a result of discussions with our Indigenous partners, this report also contains new information on distinctions-based self-identification data to provide much needed further context and insights to the important distinctions between Indigenous people, and their experiences with the public post-secondary system (pages 5-6 and pages 27-29).

## Terminology

In this report, the term Aboriginal is used because the data in this report was collected based on learners self-identifying as an Aboriginal person (i.e. First Nations, Métis, or Inuit).<sup>3</sup> The Government of British Columbia is now using the term Indigenous as the collective term for First Nations, Inuit, and Métis peoples, where appropriate. Discussions are currently underway across government and with Indigenous partners on revising the data standard.

Gender classification is based on students identifying as male or female; where gender information is not available, gender is categorised as 'unknown'. The collection of gender identity information is currently under review and a revised gender data standard will expand the classification of gender to reflect the expressions of girls, women, boys, men, and gender diverse people.

<sup>3</sup> Data collected as per the Aboriginal Administrative Data Standard. This data standard is under review.

# 1

## Brief Overview of the Public Post-Secondary System in British Columbia

In British Columbia, there are 25 public post-secondary institutions. These include four research-intensive universities, seven teaching-intensive universities, eleven colleges, and three provincial institutes across the province. British Columbia's public post-secondary institutions award a variety of credentials upon completion of a program, ranging from certificates and diplomas to degree and graduate programs.

The Indigenous Adult and Higher Learning Association (IAHLA) represents Indigenous-controlled institutes in BC, which serve a unique and critical role in the BC post-secondary system. Many Indigenous institutes partner with public

post-secondary institutions to provide post-secondary programming in communities.

The Ministry of Advanced Education and Skills Training collects and reports on public post-secondary data to inform policy development, improve program delivery, and ensure student success. This includes, but is not limited to, data on the number of learners in the public post-secondary system, the number of credentials awarded, and employment outcomes of learners leaving the public post-secondary system. For a full overview of the BC public post-secondary system, including data sources used in this report, see Appendix A.

### Aboriginal Self-Identification in the K-12 and Post-Secondary Systems

In 2007, the Ministry of Advanced Education and Skills Training (AEST) worked with the then-Ministry of Aboriginal Relations and Reconciliation, the Aboriginal Post-Secondary Education Partners Data Working Group, and the Post-Secondary Application Service of British Columbia (PASBC) to implement a system-wide standard for Aboriginal data collection. The primary purpose

of implementing a provincial data standard was to support improved administrative data across the province.

The Aboriginal Administrative Data Standard was implemented by the public post-secondary system in 2008. In order to facilitate consistent reporting at every institution, the data standard uses two standardised questions to allow Aboriginal learners to self-identify.<sup>4</sup>

<sup>4</sup> The Ministry of Education data differs slightly in that it is based on self-identification of Aboriginal ancestry.

The two questions are as follows:

1. Do you identify as an Aboriginal person, that is, First Nations, Métis or Inuit?
2. If you identify yourself as an Aboriginal person, are you First Nations, Métis, or Inuit?

## Methodology

Aboriginal identification in the public post-secondary system is based on identification by a parent or guardian in the kindergarten to Grade 12 (K-12) system or a learner self-identifying at a public post-secondary institution. If an Aboriginal learner is identified in the K-12 system in British Columbia, this identification will follow them into the post-secondary system.

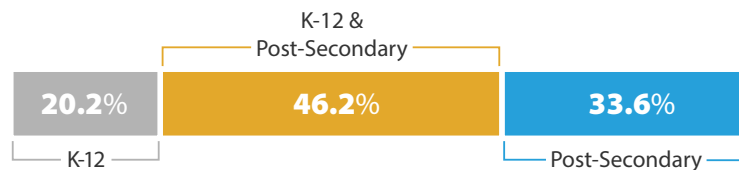
The data used in this report indicates where an Aboriginal learner was identified or self-identified: in the K-12 system, at a post-secondary institution, or in both the K-12 system and at a post-secondary institution. Aboriginal learners who self-identify at any time in the K-12 or post-secondary systems

Institutions were given a year to implement the new data standard, and by 2009/10 the data were considered reliable for reporting. This report uses 2009/10 as the baseline data for analysis. Unless otherwise stated, all data included in this report is based on this form of self-identification.

will be identified as Aboriginal for all their post-secondary enrolment. Aboriginal learners in the public post-secondary system may have been identified only in the K-12 system or self-identified at a public post-secondary institution, or in both the K-12 system and the public post-secondary system.

In the 2018/19 Academic Year, approximately 80% of Aboriginal learners in public post-secondary self-identified at some point in their post-secondary education, and nearly half of all Aboriginal learners self-identified in both the K-12 system and in the public post-secondary system. Approximately 20% of Aboriginal learners were only identified by a parent or guardian in the K-12 system (see Figure 1).

**Figure 1. Aboriginal Self-Identification in the K-12 and Public Post-Secondary Systems**



Percent of Aboriginal learners self-identifying by education system in the 2018/19 Academic Year.  
Source: Student Transitions Project, Fall 2019 submission

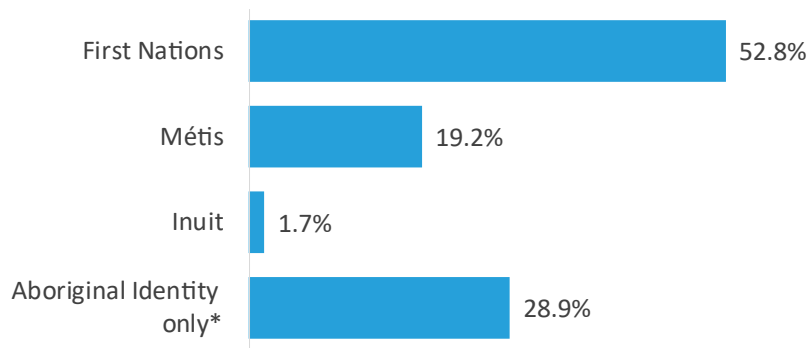
Since 2009/10, there has been an increase in the proportion of Aboriginal learners who self-identify at the post-secondary education and combined K-12 and post-secondary education levels (from 75.1% to 79.8%), and a decrease in reporting identification in the K-12 system only (from 24.9% to 20.2%). This suggests that Aboriginal learners are increasingly more willing to report their Aboriginal identity themselves at their post-secondary

institutions rather than be identified solely by a parent or guardian in the K-12 system.

In the public post-secondary system, learners may self-identify as Aboriginal in response to the standard questions collected through Aboriginal Administrative Data Standard, and they may also choose to self-identify as one or more of the following: First Nations, Métis or Inuit (see Figure 2).



**Figure 2. Aboriginal Learner Self-Identification by Identity Group**



Aboriginal learners who self-identified as First Nations, Métis, and Inuit or who self-identified as Aboriginal only in the 2018/19 Academic Year. Learners may self-identify with more than one Aboriginal Identity Group.

\*Aboriginal identity only includes learners who either did not provide further identification at the post-secondary institution or who identified only in the K-12 system where further information on self-identification with an Aboriginal identity group is not collected.

Source: Student Transitions Project, Fall 2019 submission

In the 2018/19 Academic Year there were 27,380 Aboriginal learners, and of those 71.1% self-identified as at least one of the following: First Nations, Métis and Inuit.<sup>5,6</sup> For 28.9% of Aboriginal learners there is no further information on self-identification with an Aboriginal identity group, either because

no response was provided to the question on self-identification with an Aboriginal identity group, or because information on self-identification with an identity group was not collected (e.g. in the K-12 system).

## BC Population Demographics and the Impact on Public Post-Secondary Enrolment

Regional population distributions and changes between 2006 and 2016 offer some insight on how demographics may influence post-secondary transitions and enrolment. Since methodologies and data collection differed in the 2006 and 2016 censuses, there are some challenges when making direct comparisons between census years.<sup>7</sup>

Overall, the Aboriginal population in British Columbia grew by 38.0% between 2006 and 2016,

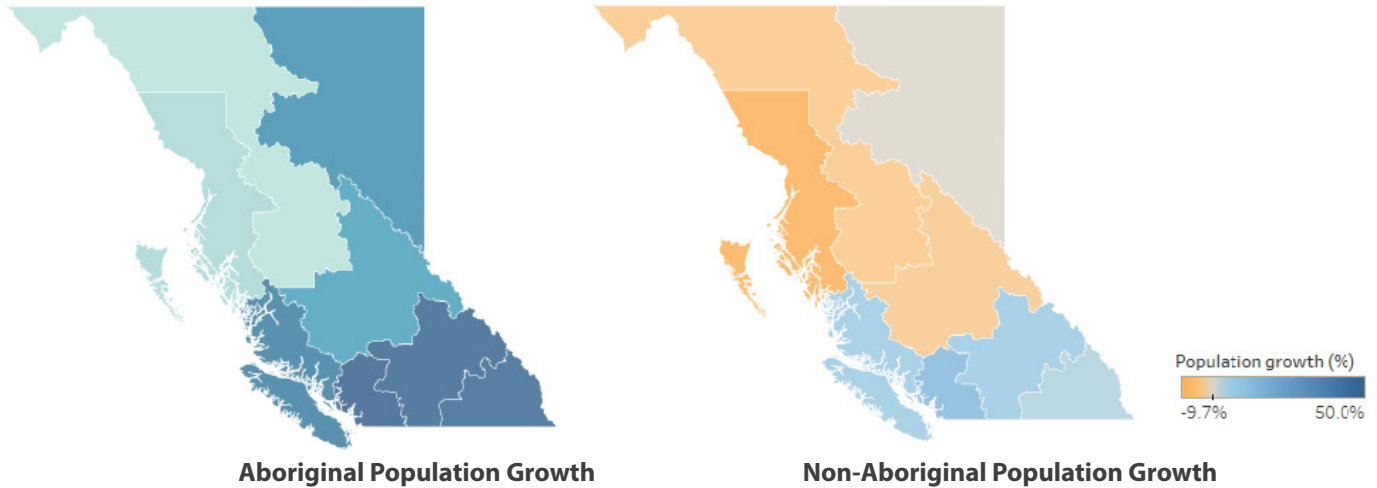
compared to a growth of 10.6% in the non-Aboriginal population. The Aboriginal population grew in all development regions between 2006 and 2016, but the rates of growth vary throughout the province. The northern development regions saw the lowest rate of growth for the Aboriginal population, while the highest rate of growth was in the Mainland/Southwest. Figure 3 on the following page shows the Aboriginal and non-Aboriginal population growth in British Columbia by Development Region.

<sup>5</sup> Since the Aboriginal Administrative Data Standard permits respondents to report self-identification with more than one identity group, the analysis in this report includes Aboriginal learners with one or more Aboriginal identity group reported, unless otherwise indicated. Aboriginal learners may self-identify with an Aboriginal identity group in post-secondary only.

<sup>6</sup> In instances where Aboriginal learners identified with more than one Aboriginal identity group, distributions shown are out of the total responses given, not the total number of Aboriginal learners. Learners who identify as more than one Aboriginal identity group are included more than once.

<sup>7</sup> See Appendix 3 for an overview on the Statistics Canada Census Program.

**Figure 3. B.C. Aboriginal and non-Aboriginal population growth by Development Region from 2006 to 2016**



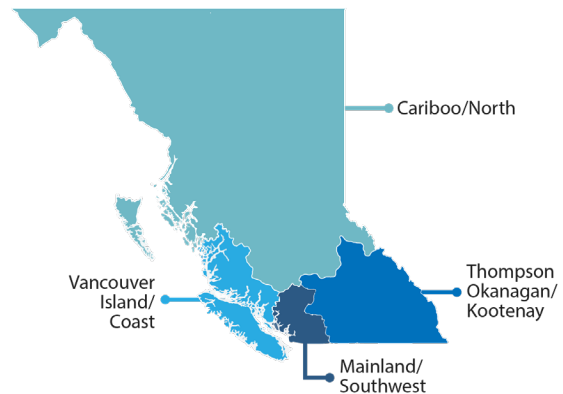
Source: Statistics Canada 2006 and 2016 Census

In 2016, approximately 42.5% of the Aboriginal population was under 25, compared to 26.1% of the non-Aboriginal population. Given the growth of this younger demographic within the Aboriginal population, we can expect to see increased enrolment in the public post-secondary system, and this should be taken into account in interpreting the data. The impact of this population growth is discussed further in Section 4: Characteristics of Aboriginal Learners in Public Post-Secondary Education in British Columbia.

In British Columbia, the growth of the Aboriginal population has been slowest in the Cariboo/North development regions, which have also seen a decline in the non-Aboriginal population. As illustrated in Table 1 below, a disproportionately lower number of learners are attending institutions in the Cariboo/North and a disproportionately higher

number of learners are at an institution in the Thompson Okanagan/Kootenay regions compared to the proportion of the population that resides in these regions.

**BC Development Regions**



**Table 1. Distribution of Aboriginal population and Aboriginal student population age 15 to 34 years by Development Region**

Development Region	Total Aboriginal population 2016 Census	Aboriginal population (15 to 34 years old) 2016 Census	Aboriginal domestic learner population 2018/19 AY
Cariboo/North	23.6%	23.3%	15.5%
Mainland/Southwest	33.5%	35.3%	35.4%
Thompson Okanagan/Kootenay	20.4%	19.5%	28.9%
Vancouver Island/Coast	22.5%	21.8%	20.2%

Source: Statistics Canada 2016 Census; Student Transitions Project, Fall 2019 submission

Although 23.3% of the Aboriginal population aged 15 to 34 years lives in the Cariboo/North, approximately 15.5% of Aboriginal learners are attending post-secondary in the Cariboo/North. In comparison, 19.5% of the Aboriginal population aged 15 to 34 years old lives in the Thompson Okanagan/Kootenay region and 28.9% of Aboriginal learners attend post-secondary in that region.

The higher proportion of Aboriginal learners attending institutions in the Thompson Okanagan/Kootenay region suggests many Aboriginal students may either have physically relocated to attend post-secondary, or they may have enrolled in online or distance education courses at institutions outside of their home development region.<sup>8</sup>

<sup>8</sup> There are some limitations to tracking student mobility in post-secondary. Learners may be attending a regional campus location of a main institution, or they may be enrolled in online or distance education, both of which would allow them to attend post-secondary without relocating.

# 2

## K-12 Completions and Transitions

*This section uses data from the Ministry of Education's annual "Aboriginal Report: How Are We Doing?". It is included here to provide additional context on the experiences of Aboriginal learners in the public post-secondary education system. This section discusses K-12 completion rates and transitions from Grade 12 graduation to public post-secondary education for Aboriginal and non-Aboriginal learners.<sup>9,10</sup>*

### K-12 Certificates of Graduation

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements. An adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood." It is for adult learners (18 years of age and older) who want to take courses in order to complete high school and obtain their adult high school diploma.<sup>11</sup>

The Dogwood Diploma requires 80 credits of study to complete. The Adult Dogwood requires 20 credits of study and there are provincial assessments that are not mandatory for completion. Courses towards an Adult Dogwood Diploma can be taken at school district continuing education centres, or at a post-secondary institution.

The Evergreen Certificate (School Completion Certificate) was developed by the Ministry of Education in the 2006/07 school year in response to concerns from parents and educators that

students, many of them with diverse learning abilities, needed to receive a certificate from the Ministry of Education, and needed more meaningful recognition of their achievements prior to leaving school. The Evergreen Certificate recognizes the accomplishments of students with designated special needs who have succeeded in meeting the goals of their Individual Education Plan (IEP). The Evergreen Certificate is not a graduation certificate like the Dogwood and is usually not sufficient for direct entry into most post-secondary programs.

In response to the Office of the Auditor General's 2015 report *An Audit of the Education of Aboriginal Students in the B.C. Public School System* recommendations, and requests from education partner groups, the Ministry of Education limited the use of the Evergreen Certificate to those students for whom it was intended by revising the Ministerial Order. The order explicitly restricts the Evergreen school leaving certificate to select students with designated special needs and an IEP.

<sup>9</sup> Data from the Ministry of Education's annual report includes resident (British Columbia) and non-resident (international and out of province) K-12 students. Data from the Ministry of Advanced Education and Skills Training used in this report includes domestic (British Columbia and out of province) students only. The inclusion of international students in the K-12 data does not affect comparisons to post-secondary data due to the very low numbers of non-resident students in the secondary system.

<sup>10</sup> This report uses the term "students" for the K-12 system and "learners" for the public post-secondary system.

<sup>11</sup> <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

Between 2009/10 and 2013/14, Boards of Education gave 319 Evergreen Certificates to Aboriginal students who were not designated as students with special needs, an average of 63 students per year. In 2014/15, 47 Aboriginal students not designated as students with special needs received an Evergreen in 20 school districts; in 2015/16, that corresponding number was reduced to 34 students in 15 districts. Data on use of Evergreen Certificates will continue to be used in discussions between the Ministry of Education and with school districts.

Aboriginal students are less likely to receive a Dogwood Diploma and are over-represented in Adult Dogwood Diploma and Evergreen Certificate completions. Further research is ongoing to better understand the disproportionate number of Aboriginal students receiving an Adult Dogwood or Evergreen Certificates and data on these outcomes will be included in future versions of this report.

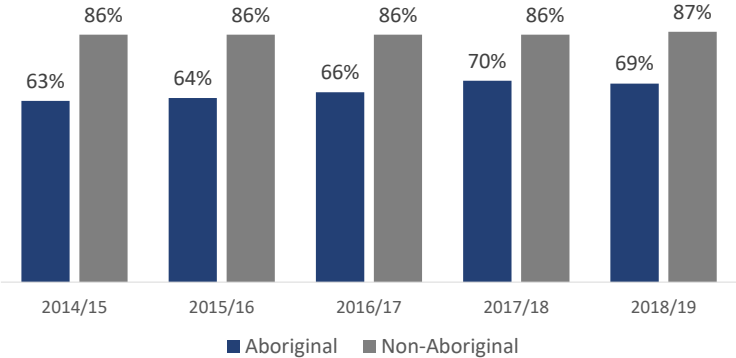
**Completion Rate from K-12 Public Schools: Aboriginal and Non-Aboriginal Students**

The six-year completion rate from K-12 public schools includes students who receive a Dogwood Diploma or an Adult Dogwood Diploma within six years of entering Grade 8. Students earning School Completion Certificates, also known Evergreen Certificates, are not included in the six-year high school completion rates.<sup>12</sup>

8 than non-Aboriginal students; however, the completion rate for Aboriginal students has been gradually increasing from year to year while the completion rate for non-Aboriginal students has remained unchanged. In 2014/15, 63% of Aboriginal students completed K-12, and this increased to 69% of Aboriginal students in 2018/19 (see Figure 4 below).

Overall, Aboriginal students were less likely to complete K-12 within six-years of entering Grade

**Figure 4. Six-Year Completion Rate from K-12 Public Schools by Aboriginal Identity**



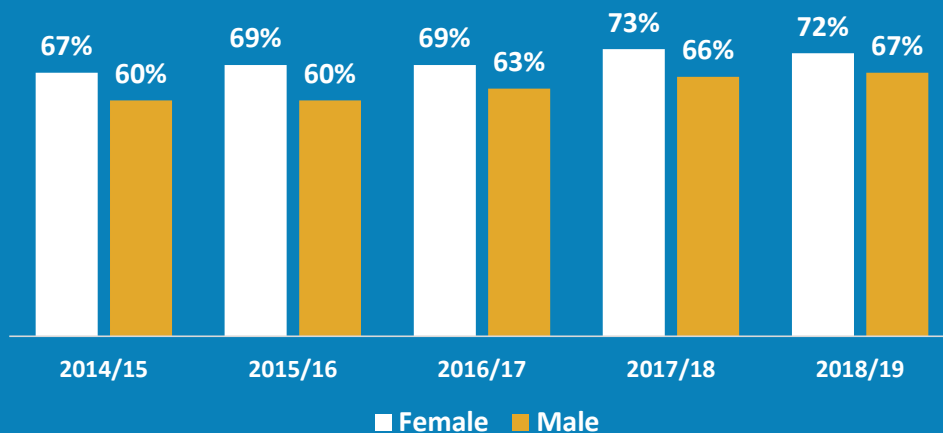
Completion rates by Aboriginal identity from 2014/15 to 2018/19 School Year  
 Source: Ministry of Education, *Aboriginal Report 2014/15-2018/19: How Are We Doing?*

<sup>12</sup> The School Completion (“Evergreen”) Certificate is intended to celebrate success in learning that is not recognised in a Certificate of Graduation (“Dogwood Diploma”).

Aboriginal female students were more likely to achieve a Dogwood Diploma or an Adult Dogwood Diploma, within six-years of entering Grade 8 than Aboriginal male students. The percentage of Aboriginal female students achieving their Dogwood or Adult Dogwood Diplomas increased from 67% in 2014/15 to 72% in 2018/19. Although Aboriginal male students had lower completion rates, the percentage of Aboriginal male students achieving their Dogwood or Adult Dogwood Diploma also increased, from 60% in 2014/15 to 67% in 2018/19.

The higher rate of completion among Aboriginal female students follows the same trend observed in non-Aboriginal students, with a higher rate of completion among non-Aboriginal female students than non-Aboriginal male students. However, the gap between the female and male completion rates is more pronounced in the Aboriginal student population compared to the non-Aboriginal student population.

**Figure 5. Six-Year Aboriginal Completion Rate from K-12 Public Schools by Gender** 



Aboriginal completion rates by gender for 2014/15 to 2018/19 School Year  
 Source: Ministry of Education, *Aboriginal Report 2014/15-2018/19: How Are We Doing?*



Ministry of Education

**Aboriginal Report 2014/15-2018/19: How Are We Doing?**

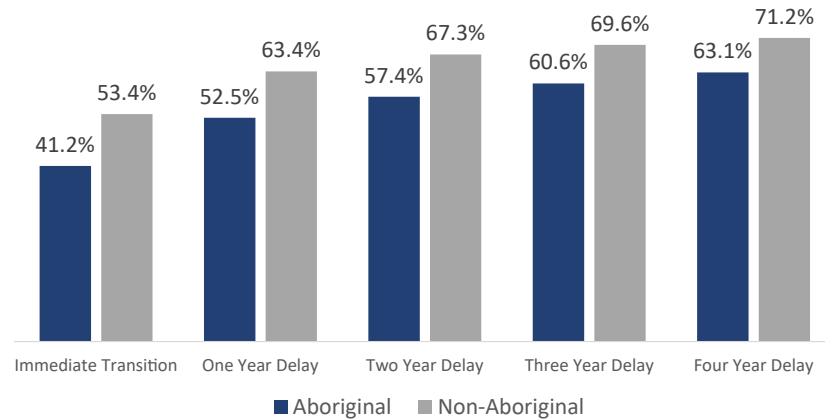
The *How Are We Doing?* report provides further information about Aboriginal students (including adults) performance in public schools.

## Public Post-Secondary Transitions

The *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* aims to achieve the long-term goal of “increase[ing] the percentage of Aboriginal youth making the transition from K-12 to post-secondary education to 90 per cent.”<sup>13</sup> Aboriginal learners who complete high school transition to post-secondary institutions

at a lower rate than non-Aboriginal learners. As illustrated in Figure 6, the difference is particularly acute when looking at rates of immediate entry to post-secondary education from high school. When looking at the cumulative transition rate over five years the difference remains but decreases over time.

**Figure 6. Cumulative Transition Rates to Public Post-Secondary by Aboriginal Identity**



2013/14 high school graduates cumulative transition rates by Aboriginal identity.  
Source: Student Transitions Project, Fall 2019 submission

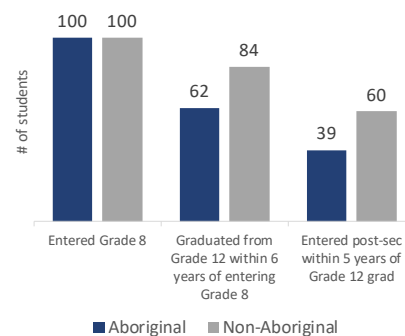
For 2013/14 Aboriginal grade 12 graduates, 41.2% transitioned immediately to post-secondary, compared to 53% of non-Aboriginal grade 12 graduates. By 2018/19, 63.1% of Aboriginal learners who graduated in 2013/14 had entered post-secondary compared to 71.2% of non-Aboriginal learners.

The transition rates only include those students who completed secondary school with a Dogwood Diploma and who enrolled at a BC public post-secondary institution. This will include learners who enrolled at a public post-secondary institution to complete upgrading courses.

Figure 7 shows the cumulative loss of Aboriginal learners in the K-12 education system prior to enrolment in a post-secondary institution compared with non-Aboriginal learners; it is based on an inference of a cohort of 100 Aboriginal learners and 100 non-Aboriginal learners who enter grade 8 (note that any attrition that occurs prior to grade 8 is not accounted for in this figure). Of 100

Aboriginal learners who entered grade 8, only 62 graduated from grade 12 within six years, compared to 84 non-Aboriginal learners entering grade 8. Furthermore, only 39 of these 100 Aboriginal learners transition from grade 12 to the public post-secondary system within five years of graduating, compared to 60 non-Aboriginal learners.<sup>14</sup>

**Figure 7. 2013/14 Grade 12 Graduate Cohort Transitions**



Number of grade 8 students who graduated from grade 12 in 2013/14 and transitioned to BC public post-secondary by Aboriginal identity.

Source: Student Transitions Project, Fall 2019 submission

<sup>13</sup> *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*.

<sup>14</sup> STP Fast Facts

## Transition Rates by Region

Regional transitions of learners from their high school college region to their post-secondary region can offer some insight on the mobility of learners and the rate learners relocate to another region to attend post-secondary.

The matrix below illustrates where Aboriginal high school graduates from 2009/10 to 2013/14 transitioned to for public post-secondary after completing high school. The majority of Aboriginal high school graduates who transitioned to public post-secondary remained in the same region where they completed high school (transition rate highlighted in blue). This trend is the same for

non-Aboriginal graduates transitioning to public post-secondary institutions. However, graduates from the Cariboo/North are more likely to transition to public post-secondary institutions in another region, and this is more pronounced with Aboriginal learners who delay entry to post-secondary education and transition to public post-secondary institutions outside the Cariboo/North. Graduates from the Cariboo/North are more likely to transition to a post-secondary in their K-12 region if they transition immediately, suggesting that graduates from the Cariboo/North are relocating to other regions if they delay their transition to post-secondary.

**Table 2. Aboriginal 2009/10 to 2013/14 high school graduate regional transition rates<sup>15</sup>**

Entry Status	High School Region	Total Transition Rate	Transition Rate to Post-Secondary Region			
			Cariboo/North	Mainland/Southwest	Thompson Okanagan/Kootenay	Vancouver Island/Coast
Immediate Transition	Cariboo/North	42.7%	<b>75.2%</b>	8.8%	8.8%	7.1%
	Mainland/Southwest	38.4%	0.9%	<b>86.8%</b>	7.1%	5.3%
	Thompson Okanagan/Kootenay	41.8%	2.8%	7.0%	<b>84.8%</b>	5.5%
	Vancouver Island/Coast	43.7%	1.0%	10.5%	2.7%	<b>85.8%</b>
1 Year Delay	Cariboo/North	11.9%	<b>81.7%</b>	7.3%	8.5%	2.4%
	Mainland/Southwest	10.2%	0.0%	<b>91.7%</b>	4.2%	4.2%
	Thompson Okanagan/Kootenay	11.5%	3.6%	5.5%	<b>87.3%</b>	3.6%
	Vancouver Island/Coast	12.4%	0.0%	14.3%	6.0%	<b>79.8%</b>
2 Year Delay	Cariboo/North	5.2%	<b>80.6%</b>	0.0%	11.1%	8.3%
	Mainland/Southwest	3.6%	0.0%	<b>92.9%</b>	7.1%	0.0%
	Thompson Okanagan/Kootenay	6.2%	0.0%	11.9%	<b>86.4%</b>	1.7%
	Vancouver Island/Coast	5.5%	0.0%	10.8%	0.0%	<b>89.2%</b>
3 or More Year Delay	Cariboo/North	6.1%	<b>61.9%</b>	16.7%	11.9%	9.5%
	Mainland/Southwest	5.3%	0.0%	<b>77.8%</b>	17.5%	4.8%
	Thompson Okanagan/Kootenay	6.6%	4.8%	19.0%	<b>69.8%</b>	6.3%
	Vancouver Island/Coast	4.6%	0.0%	6.5%	6.5%	<b>87.1%</b>
Total immediate or delayed transition	Cariboo/North	65.9%	<b>75.6%</b>	8.6%	9.3%	6.6%
	Mainland/Southwest	57.5%	0.6%	<b>87.2%</b>	7.5%	4.7%
	Thompson Okanagan/Kootenay	66.0%	2.8%	8.4%	<b>83.9%</b>	4.9%
	Vancouver Island/Coast	66.1%	0.7%	10.9%	3.3%	<b>85.0%</b>

Source: Student Transitions Project, Fall 2019 submission

<sup>15</sup> High school regions and post-secondary regions are grouped to align with their corresponding development regions.



While exploring the learning path of a graduate cohort is not entirely representative of a learner population, it can highlight patterns of transitions and learner mobility. Aboriginal learners may not be transitioning to other regions solely to attend post-secondary institutions; regional transition matrices do not account for transitions to regional campus locations or learners taking online learning. However, despite the limitations in the data, regional transitions can highlight instances where there is a higher likelihood of student mobility to attend a post-secondary institution.

The higher mobility of Aboriginal learners observed in regional transitions, as noted in the previous table, is supported by data obtained from BC

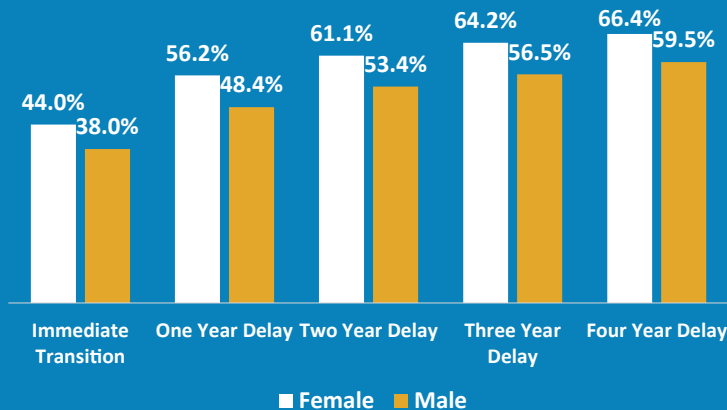
Student Outcomes surveys. Former diploma, associate degree and certificate students and apprenticeship and trades students were asked if they had relocated from their home community to attend a post-secondary institution. Overall, a higher percentage of Aboriginal learners responded that they had relocated to attend post-secondary compared to non-Aboriginal learners. Approximately 28% of Aboriginal diploma, associate degree and certificate respondents indicated they had relocated, compared to 19% of non-Aboriginal respondents. On average, 34% of Aboriginal apprenticeship and trades respondents indicated they had relocated, compared to 27% of non-Aboriginal respondents.

### Transition Rates by Gender

Aboriginal female learners are more likely than Aboriginal male learners to transition to post-secondary, both immediately and in the years following the completion of high school. Cumulative transition rates do show an increase in Aboriginal male high school graduates transitioning in the years following completion of high school, from 38.0% transitioning immediately, to

59.5% (cumulative) transitioning within 5 years of graduation. Non-Aboriginal male learners are also less likely than non-Aboriginal female learners to transition to post-secondary; however, the gap in cumulative transition rates for Aboriginal female and male learners (66.4% vs 59.5%) remains wider than the gap for non-Aboriginal female and male learners (72.2% vs 70.2%).

**Figure 8. Aboriginal Cumulative Transition Rates by Gender** 🔍



Aboriginal 2013/14 high school graduates cumulative transition rates to public post-secondary by gender.  
Source: Student Transitions Project, Fall 2019 submission

## Academic Grade Point Average (GPA)

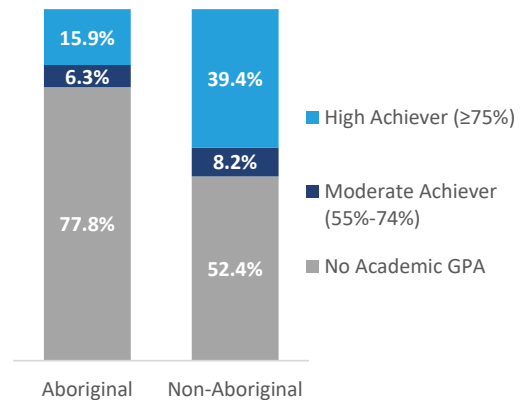
Institutions accept students by considering a number of variables, one of which can be academic grade point average (GPA) received in grade 12. Acceptance based on GPA differs by institution type and program of study; research-intensive universities are more likely to rely on GPA as a factor of acceptance. Under the current curriculum, an academic GPA is derived by taking the average GPA of courses taken to satisfy Language Arts 12 requirements and three of the learner's best other grade 12 academic courses. If a student does not have three grade 12 academic courses then an academic GPA cannot be calculated.

Figure 9 shows that Aboriginal learners are more likely to graduate without an academic GPA calculated than non-Aboriginal learners (77.8% vs. 52.4%). Only 15.9% of Aboriginal grade 12 graduates achieve academic GPAs above 75%, compared to 39.4% of non-Aboriginal learners.

In the past five years, the number of Aboriginal learners with 'high achiever' or 'moderate achiever' academic GPAs has fluctuated around an average of 22% of Aboriginal learners.

The average minimum GPA for admission to research-intensive universities is 75%; however, the average GPA of K-12 graduates admitted to BC research-intensive universities from 2013/14 to 2017/18 was 85%. This suggests that some

**Figure 9. Average Academic GPA by Aboriginal Identity**



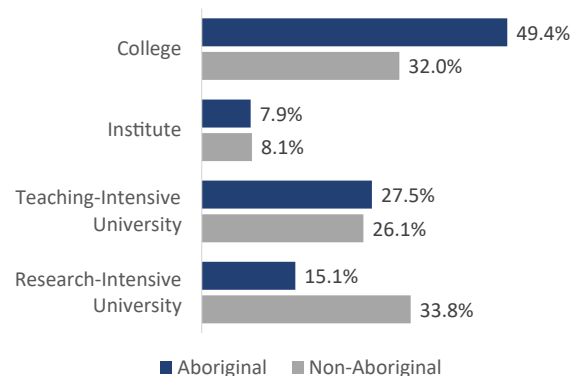
Aboriginal and non-Aboriginal 2013/14 to 2017/18 high graduates' average academic GPA.  
Source: Student Transitions Project, Fall 2019 submission

Aboriginal learners would meet the minimum requirements for admittance to a research-intensive university, but they would not have a competitive enough GPA to be admitted. It should also be noted that there is significant variation in GPAs required for admission by individual institutions and program areas, ranging from GPAs in the mid-60s to mid-80s. The average minimum GPA at research universities has fluctuated over time. From 2010 to 2018 the average minimum GPA for admission to the research-intensive universities was 76%.<sup>16</sup> Teaching-intensive universities, colleges and institutes are less reliant on GPA for admissions.

## Post-Secondary Institution Types

Nearly half of Aboriginal learners transition to colleges compared to approximately one third of non-Aboriginal learners (see Figure 10). Transition rates to teaching-intensive universities and institutes are similar for both Aboriginal and non-Aboriginal learners. Aboriginal learners are less likely to transition to research-intensive universities than non-Aboriginal learners (15.1% compared to 33.8%).

**Figure 10. Five-Year Cumulative Transitions by Institution Type and Aboriginal Identity**



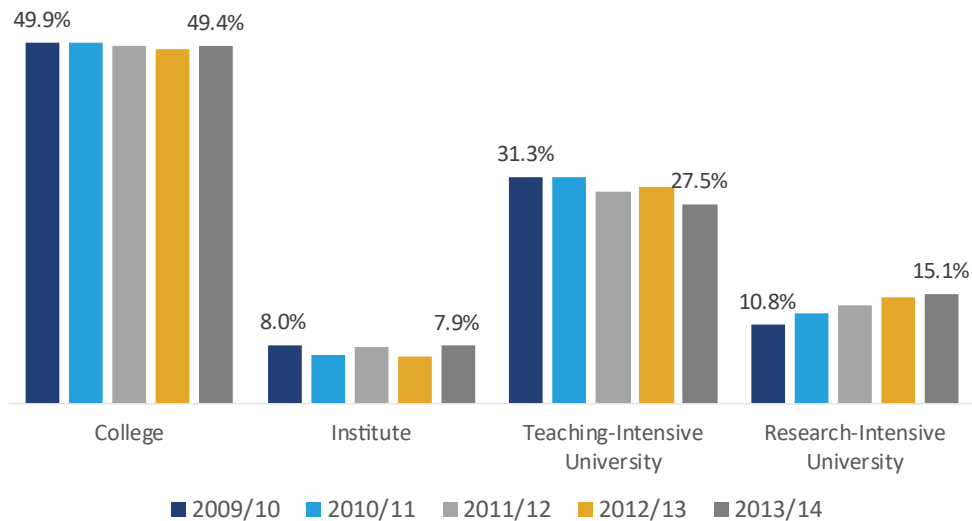
2013/14 Graduates' five-year cumulative transition rates by Aboriginal identity and destination institution type.  
Source: Student Transitions Project, Fall 2019 submission

<sup>16</sup> British Columbia Higher Education Accountability Dataset

Five-year cumulative transitions of graduates from 2009/10 to 2013/14 to public post-secondary institutions have declined overall for Aboriginal and non-Aboriginal learners transitioning to public post-secondary. The only instance where cumulative transitions have increased is Aboriginal learners transitioning to research-intensive universities,

which increased from 10.8% of 2009/10 Aboriginal graduates transitioning to research-intensive universities within five years of completing high school to 15.1% of 2013/14 Aboriginal graduates (see Figure 11).

**Figure 11. Aboriginal Five-Year Cumulative Transitions by Institution Type**



Percent of Aboriginal 2009/10 to 2013/14 high school graduates by institution type transitioning within five years of completing high school.  
 Source: Student Transitions Project, Fall 2019 submission

# 3

## Aboriginal Learners in the British Columbia Public Post-Secondary System

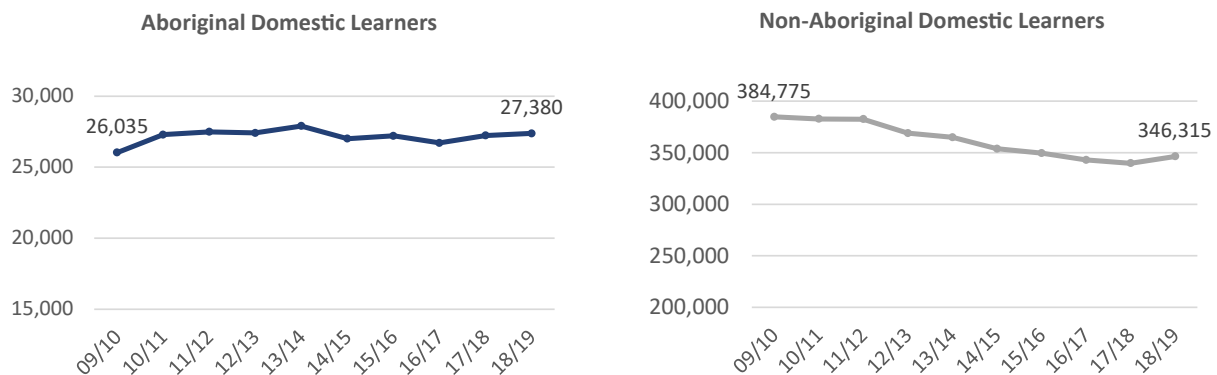
This section explores trends in the Aboriginal learner population attending British Columbia's public post-secondary institutions with a focus on the number of learners and student full-time equivalents (FTEs) in post-secondary.

### Number of Learners<sup>17</sup>

The total number of domestic learners in the BC public post-secondary system has decreased by approximately 9% since 2009/10, from 410,810 learners in 2009/10 to 373,695 learners in 2018/19. Much of this decrease was the result of a 10% decrease in non-Aboriginal learners, from 384,755

in 2009/10 to 346,315 in 2018/19. In contrast, the number of Aboriginal learners has remained relatively stable, increasing by approximately 5.2%, from 26,035 in 2009/10 to 27,380 in 2018/19 (see Figure 12 below).

**Figure 12. Number of Domestic Learners by Aboriginal Identity by Academic Year**



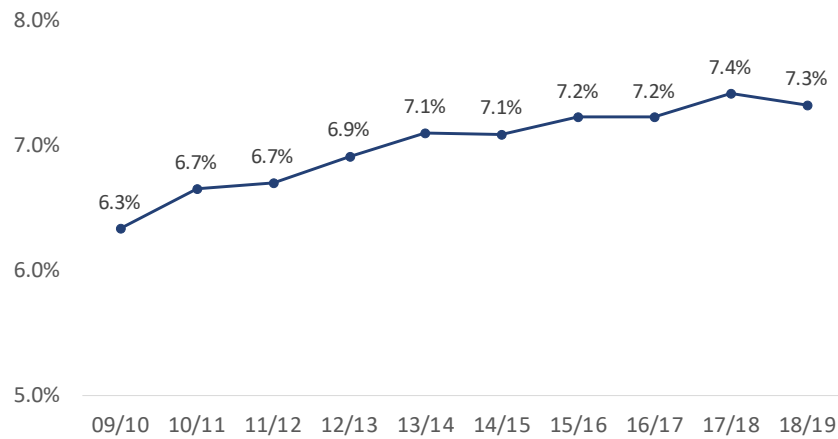
Total number of Aboriginal and non-Aboriginal domestic learners from the 2009/10 to 2018/19 Academic Years  
Source: Student Transitions Project, Fall 2019 submission

First Nations and Métis learners have had different levels of growth since 2009/10. First Nations learners represent the largest proportion of Aboriginal learners and most change is attributed to changes in the First Nations learner population.

Overall, the First Nations learner population has declined by 2.6% and the Métis learner population has grown by 40.7%. Further discussion on First Nations and Métis learners is on pages 27-29 of this report.

<sup>17</sup> The number of individual students registered in at least one course in a given academic year

**Figure 13. Aboriginal Learners as a percent of Total Domestic Learners by Academic Year**



Number of Aboriginal learners as a percent of total domestic learners from the 2009/10 to 2018/19 Academic Years  
Source: Student Transitions Project, Fall 2019 submission

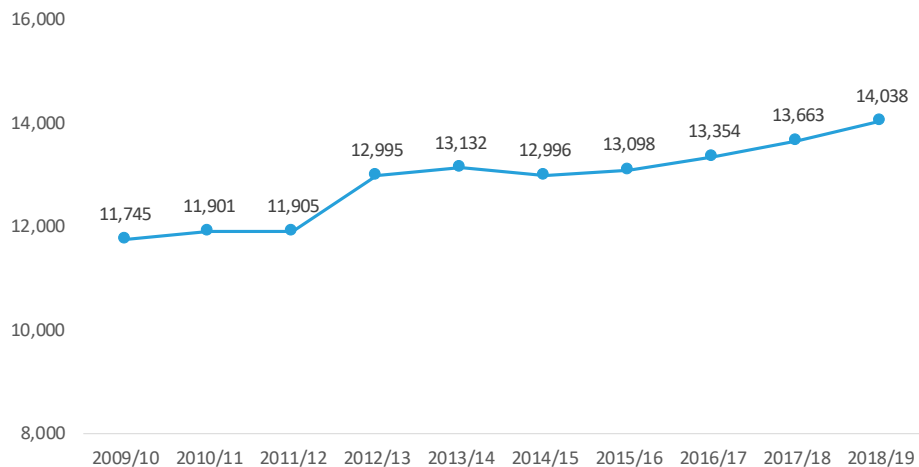
The number of Aboriginal learners as a percentage of total number of learners grew during this period, from 6.3% in 2009/10 to 7.3% in 2018/19 (see Figure 13 above).

### Student Full-Time Equivalents (FTEs)<sup>18</sup>

Since the release of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, which used a baseline year of 2009/10, the number of Aboriginal learner Full-Time Equivalents (FTEs) has increased by 19.5%. From 2009/10 to 2018/19, the number of Aboriginal FTEs grew from 11,745 to 14,038 FTEs (see Figures 14 and 15 below

and on the following page). In comparison, non-Aboriginal learner FTEs decreased by 3.3% during the same period. Despite a drop in Aboriginal FTEs between 2013/14 and 2014/15, there has been positive year-over-year growth that has continued into 2018/19.

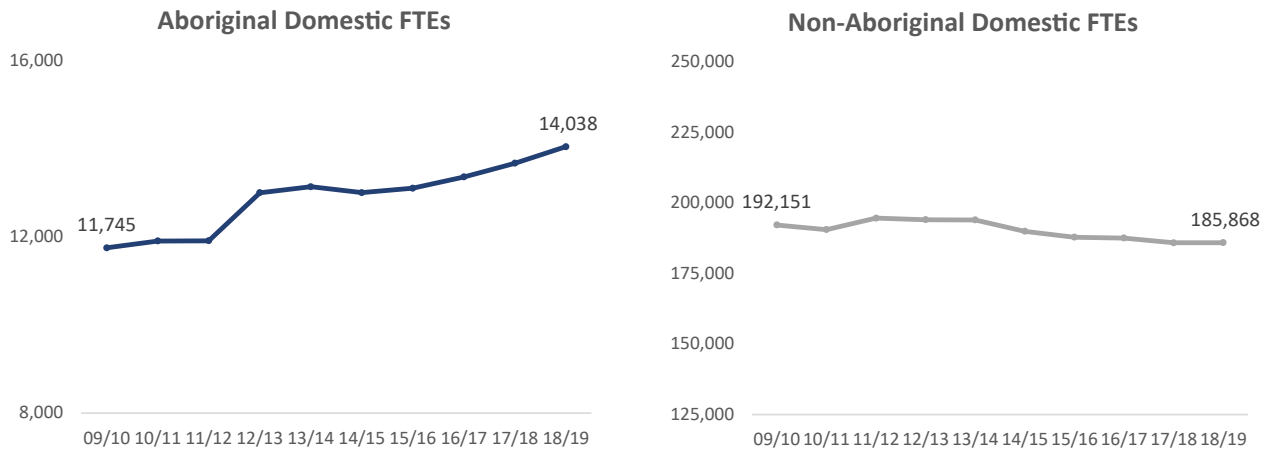
**Figure 14. Aboriginal Domestic FTEs by Fiscal Year**



Aboriginal domestic FTEs from the 2009/10 to 2018/19 Fiscal Years  
Source: Central Data Warehouse, October 2019 submission; Student Transitions Project, Fall 2019 submission; Ministry of Advanced Education and Skills Training Post-Secondary Finance Branch

<sup>18</sup> FTEs represent all full-time and part-time enrollments, converted to represent the number of students carrying a full-time course load. See Appendix A for more information on FTEs.

**Figure 15. Domestic FTEs by Aboriginal Identity and Fiscal Year**



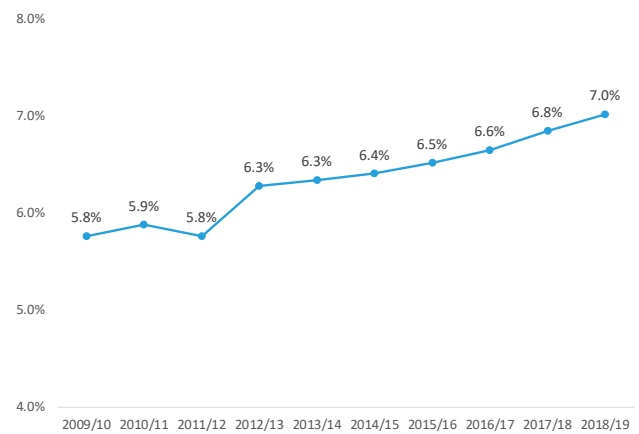
Aboriginal and non-Aboriginal domestic FTEs from the 2009/10 to 2018/19 Fiscal Years  
 Source: Central Data Warehouse, October 2019 submission; Student Transitions Project, Fall 2019 submission; Ministry of Advanced Education and Skills Training Post-Secondary Finance Branch

The increase in FTEs, and a stable number of learners, suggest that a greater proportion of Aboriginal learners are enrolled full-time than non-Aboriginal learners. It is important to note that the increase in Aboriginal FTEs could be attributed in part to growth of the population in the province. For example, between 2011 and 2016 the Aboriginal population in British Columbia grew from 232,290 to 270,585 - a 16.5% increase.<sup>19</sup>

It should also be taken into account that the increase in Aboriginal FTEs at the post-secondary level lags behind the increase in Aboriginal learners completing grade 12. Between 2008/09 and 2017/18 the number of Aboriginal learners who graduated from grade 12 and obtained a Dogwood Diploma or an Adult Dogwood Diploma increased by 30.3% while the number of Aboriginal learners enrolling in the British Columbia public post-secondary system the following year increased by 11.5%. During the same period the number of non-Aboriginal learners completing grade 12 decreased by 6% and the number of non-Aboriginal learners enrolling in post-secondary the following year decreased by 2.3%.

In 2009/10, 5.8% of FTEs were Aboriginal; by 2018/19 this had increased to 7.0% (see Figure 16 below). The Aboriginal population represents 5.9% of the overall population in British Columbia. The difference in proportion may be in part due to the relative youthfulness of the Aboriginal population.

**Figure 16. Aboriginal Domestic FTEs as a percent of Total Domestic FTEs by Fiscal Year**



Aboriginal and non-Aboriginal domestic FTEs as a percent of total domestic FTEs from the 2009/10 to 2018/19 Fiscal Years  
 Source: Central Data Warehouse, October 2019 submission; Student Transitions Project, Fall 2019 submission; Ministry of Advanced Education and Skills Training Post-Secondary Finance Branch

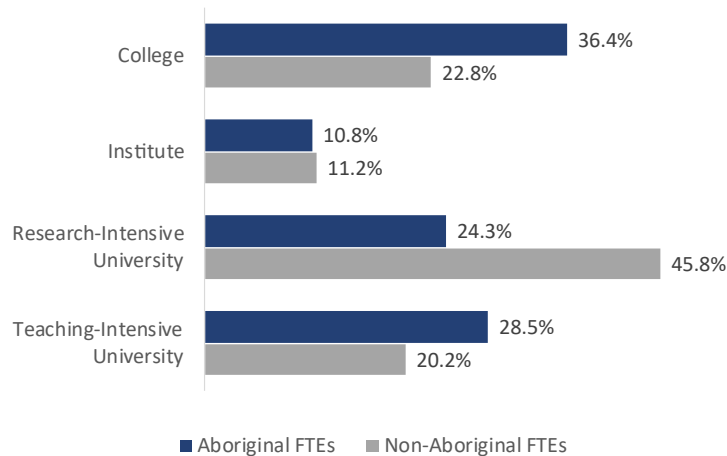
<sup>19</sup> Increase in Aboriginal population based on totals from National Household Survey (2011) and Census (2016).

## Public Post-Secondary Institution FTEs

Similar to the trend seen in transitions on page 15, FTE data shows Aboriginal learners were more likely than non-Aboriginal learners to attend colleges (36.4% vs. 22.8%) and teaching-intensive

universities (28.5% vs. 20.2%), illustrated in Figure 17 below. Aboriginal learners were less likely than non-Aboriginal learners to attend research-intensive universities (24.3% vs. 45.8%).

**Figure 17. Domestic FTEs by Aboriginal Identity and Institution Type**

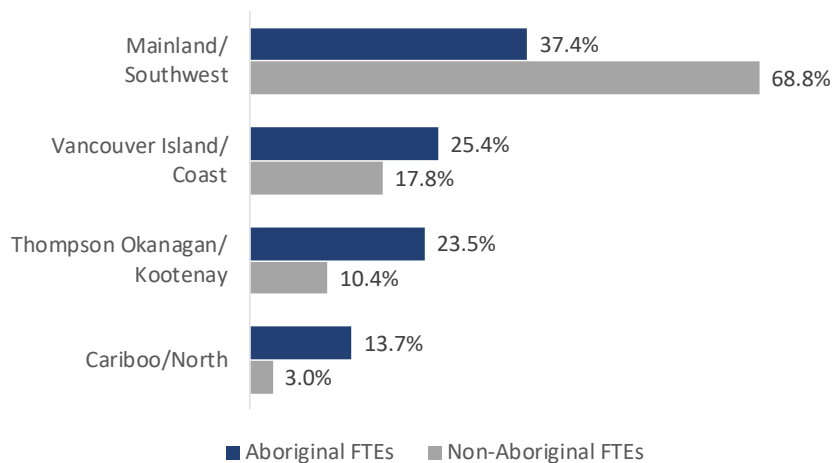


Distribution of Aboriginal and non-Aboriginal domestic FTEs by institution type in the 2018/19 Fiscal Year  
 Source: Central Data Warehouse, October 2019 submission; Student Transitions Project, Fall 2019 submission; Ministry of Advanced Education and Skills Training Post-Secondary Finance Branch.

As Figure 18 illustrates, the majority of non-Aboriginal learners (68.8%) attend institutions in the Mainland/Southwest of British Columbia, while only 3.0% attend institutions in the Cariboo and North. The Aboriginal learner population follows a similar pattern of distribution but is more evenly

distributed across the province. The largest proportion of Aboriginal learners (37.4%) still attends an institution in the Mainland/Southwest, but the proportion is much less than for the non-Aboriginal population. The remaining learners are more evenly enrolled across the province.

**Figure 18. Domestic FTEs by Aboriginal Identity and Development Region**

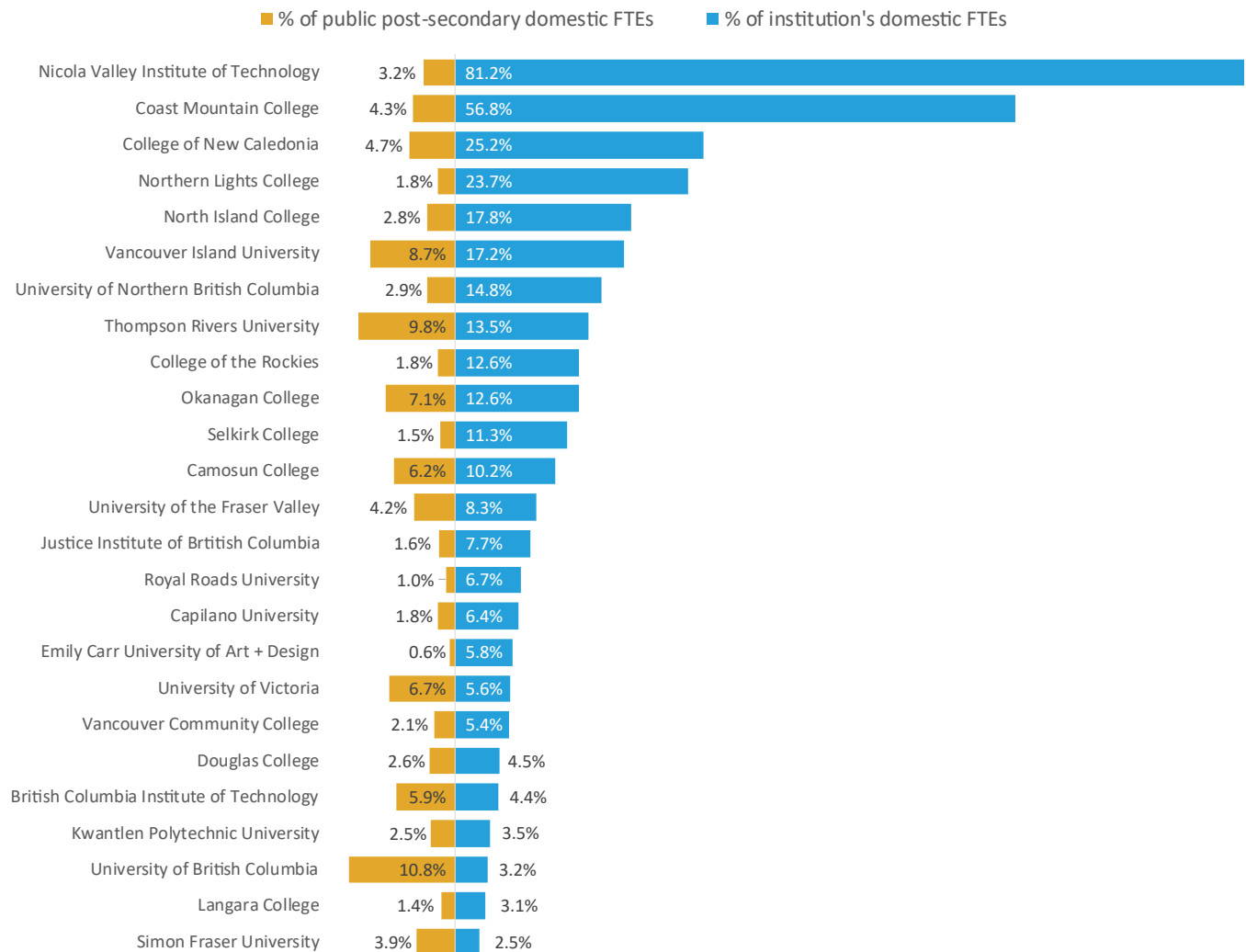


Distribution of Aboriginal and non-Aboriginal domestic FTEs by main campus development region in the 2018/19 Fiscal Year  
 Source: Central Data Warehouse, October 2019 submission; Student Transitions Project, Fall 2019 submission; Ministry of Advanced Education and Skills Training Post-Secondary Finance Branch.

The figure below shows the differing representation of Aboriginal learners across each of the institutions in the public post-secondary system. The data show the percentage of domestic FTEs at each institution that is attributed to Aboriginal learners alongside each institution's Aboriginal FTEs as a percentage

of the total number of Aboriginal FTEs in the public post-secondary system. As an example, 3.2% of all Aboriginal FTEs in the system attend Nicola Valley Institute of Technology (NVIT), while over 81.2% of the FTEs at NVIT, which has a mandate to serve Indigenous learners, self-identify as Aboriginal.<sup>20</sup>

**Figure 19. Aboriginal Domestic FTEs by Institution**



Aboriginal domestic FTEs as both a percentage of an institution's domestic FTEs and as a percentage of total FTEs in the public post-secondary system in the 2018/19 Fiscal Year.

Source: Central Data Warehouse, October 2019 submission; Student Transitions Project, Fall 2019 submission; Ministry of Advanced Education and Skills Training Post-Secondary Finance Branch.

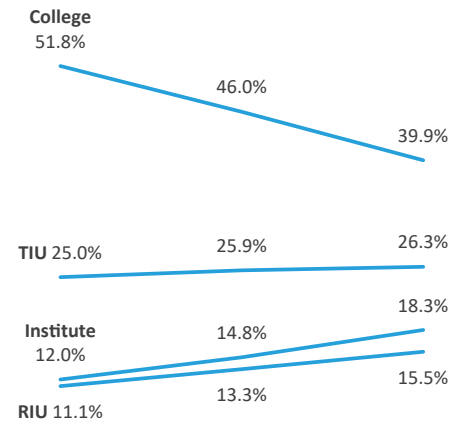
<sup>20</sup> NVIT is an Indigenous-governed provincial institute with a mandate to serve as British Columbia's public Indigenous post-secondary institution. NVIT offers a range of programs including developmental, career training, trades, health, human services, business and university transfer leading to certificates, diplomas and baccalaureate degrees. Established in 1983 as a private Indigenous institution and designated as a public post-secondary institution in 1995 under the *College and Institute Act*. NVIT now has campuses in Merritt and Vancouver.



## Aboriginal Learners by Institution Type

As discussed on page 20, Aboriginal learners are more likely to attend colleges and teaching-intensive universities. However, the proportion of Aboriginal learners attending colleges has decreased from 51.8% of Aboriginal learners in 2009/10 to 39.9% in 2018/19 (see Figure 20). During this time, the proportion of Aboriginal learners attending institutes, teaching-intensive universities and research-intensive universities has increased. There have not been similar changes in the proportion of non-Aboriginal learners attending each of the institution types.

**Figure 20. Aboriginal Learners by Institution Type**



Distribution of Aboriginal learners by institution type for the 2009/10, 2014/15 and 2018/19 Academic Years.

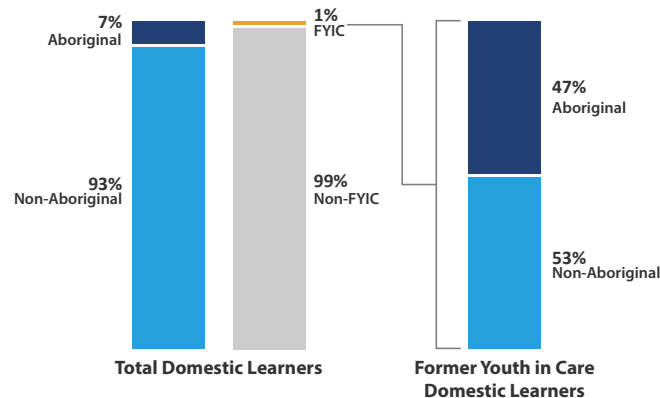
Source: Student Transitions Project, Fall 2019 submission

## Former Youth in Care in Public Post-Secondary

In 2018/19, approximately 1% (3,890) of the 373,695 domestic learners enrolled at public post-secondary institutions in BC were formerly youth in care. Aboriginal learners represent a much higher proportion of former youth in care learners attending post-secondary. From 2014/15

to 2018/19, 7% of the total domestic learner population at BC public post-secondary institutions self-identified as Aboriginal, whereas 47% of former youth in care learners self-identified as Aboriginal (see Figure 21 below).

**Figure 21. Domestic Learners by Youth in Care Status and Aboriginal Identity**



Comparison of domestic learners and Former Youth in Care domestic learners by Aboriginal identity. Average for the 2014/15 to 2018/19 Academic Years.

Source: Student Transitions Project, Fall 2019 submission

The disproportionately higher number of Aboriginal former youth in care learners reflects the overall higher proportion of Aboriginal children and youth in care in British Columbia. As reported in May

2016, 60.1% of children and youth in care were Indigenous but Indigenous children and youth represented only 10% of the child population in British Columbia.<sup>21</sup>

<sup>21</sup> Grand Chief Ed John, 2017, *Indigenous Resilience, Connectedness and Reunification – From Root Causes to Root Solutions: A Report on Indigenous Child Welfare in British Columbia*. In this report, the term Indigenous includes individuals who identify as being First Nations, Inuit or Métis and it is given preference over Aboriginal although the term Aboriginal is used when appropriate.

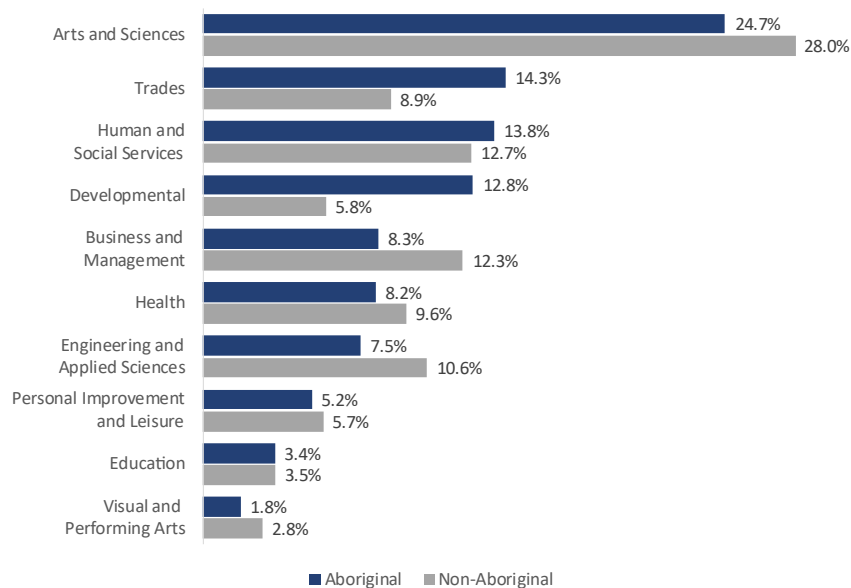
## Aboriginal Learners by Program Areas<sup>22</sup>

As discussed previously, Aboriginal learners tend to enroll at different institution types than non-Aboriginal learners. Aboriginal learners also tend to enroll in different program areas. While the following data is for the 2018/19 academic year, the proportion of learners in the various program areas has been relatively stable for the past five years.

The following figure indicates the percentage of learners in a program area. When using the number

of learners at the program level a single learner may be enrolled in two different program areas within an academic year. If this is the case, they will be counted twice—once in each program area—and the program headcount may be higher than the institution headcount. However, the following analysis is considered representative of student activity in the public post-secondary system.

**Figure 22. Domestic Learners by Program Area and Aboriginal Identity**



Distribution of Aboriginal and non-Aboriginal domestic learners by program area in the 2018/19 Academic Year. Source: Student Transitions Project, Fall 2019 submission

Figure 22 compares Aboriginal and non-Aboriginal learner enrolment, showing the proportion of all learners in each population by program area of study. For example, 28.0% of non-Aboriginal learners study in the Arts and Sciences, compared to 24.7% of Aboriginal learners.

Compared to non-Aboriginal learners, a higher proportion of Aboriginal learners are enrolled in Developmental and Trades<sup>23</sup> programs, and a much lower proportion are enrolled in Business and Management, and Engineering and Applied

Sciences programs. Although enrolment in Developmental programs remains high, the number of Aboriginal learners in Developmental programs has decreased by nearly 46% since 2009/10 while Aboriginal learners enrolled in Arts and Sciences, Health, and Human and Social Services have increased since 2009/10. Developmental programs include Adult Basic Education, English as a Second Language, and Adult Special Education programs; these programs are not at the post-secondary level.<sup>24</sup>

<sup>22</sup> Program area groupings categorized according to the national Classification of Instructional Programs (CIP). See Appendix B.

<sup>23</sup> Trades programs include trades foundation programs (introductory trades programs that provide learners with credit for the first level of apprenticeship training) and apprenticeship technical training programs (the in-school portion of an apprenticeship program).

<sup>24</sup> The following programs clusters generally do not have credit-based programs: Developmental, Personal Improvement and Leisure, and Other. Also note that the number of domestic learners by program area includes learners enrolled in “intro to trades” and continuing education programs that are not credit-based.

# 4

## Characteristics of Aboriginal Learners in Public Post-Secondary in British Columbia

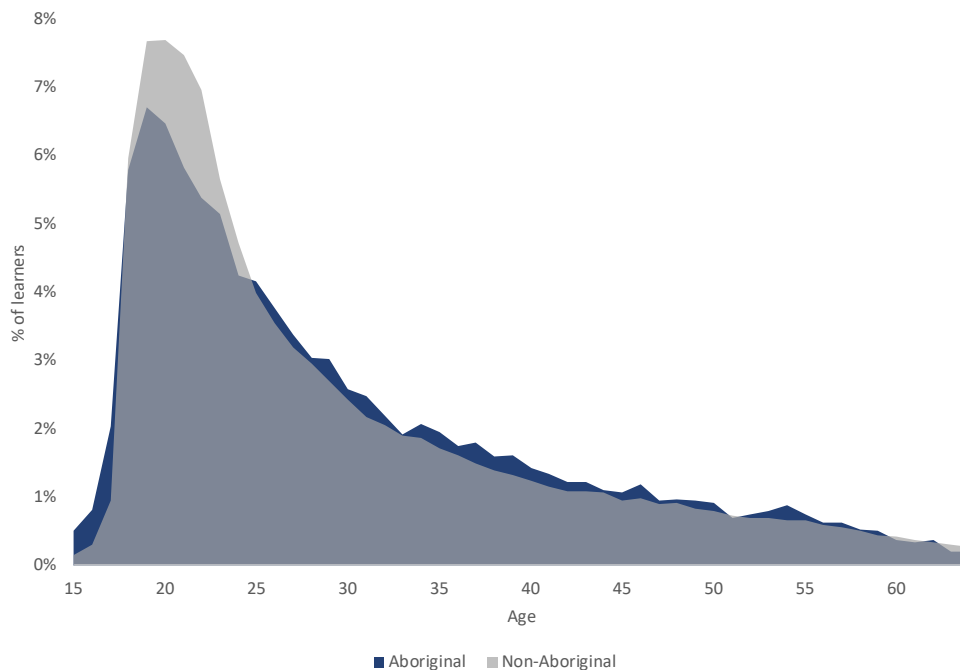
*This section examines the demographic characteristics of Aboriginal learners by age and gender and offers comparisons to the non-Aboriginal learner population when appropriate.*

### Aboriginal Learner Characteristics

Overall, Aboriginal learners in public post-secondary institutions tend to be older than non-Aboriginal learners, with a slightly higher proportion of Aboriginal learners over 25 years old attending post-secondary institutions than the proportion of non-Aboriginal learners in the same age groups (see Figure 23).

Approximately 57% of Aboriginal learners in post-secondary are 25 years and older, compared to 52.5% of non-Aboriginal learners. The median age of Aboriginal learners aged 15 to 64 years old in the 2018/19 Academic Year was 26, compared to 25 years old for non-Aboriginal learners.

**Figure 23. Domestic Learners by Aboriginal Identity and Age**



Distribution of domestic learners in the 2018/19 Academic Year by Aboriginal identity and age.  
Source: Student Transitions Project, Fall 2019 submission

Although the Aboriginal learner population is older than the non-Aboriginal learner population, this is not reflected in the Aboriginal population in British Columbia. In the 2016 Census, approximately 42.5% of the Aboriginal population was under the age of 25, compared to 26.1% of the non-Aboriginal population.

**Table 3. Distribution of Population by Age Group and Aboriginal Identity**

Age Groups	Aboriginal Identity	Non-Aboriginal Identity	Total BC Population
0 to 14	25.8%	14.5%	15.1%
15 to 24	16.7%	11.6%	11.9%
25 to 34	14.1%	13.4%	13.4%
35 to 44	11.9%	12.8%	12.8%
45 to 54	13.1%	14.8%	14.7%
55 to 64	10.7%	14.9%	14.7%

Source: Statistics Canada 2016 Census

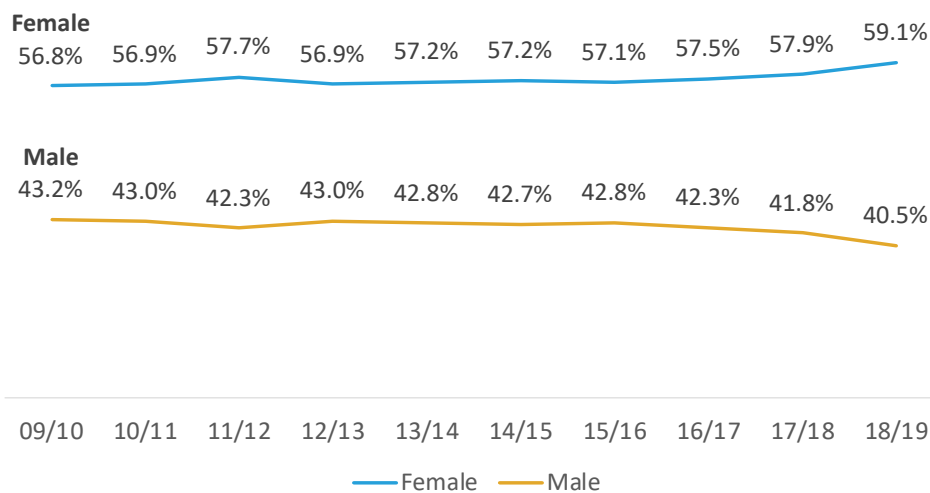
Despite having a relatively youthful population, there may be factors inhibiting younger Aboriginal learners transitioning to public post-secondary institutions. The Aboriginal population under 25 years old – about the age when all learners are more likely to transition to post-secondary institutions – includes

a large population under the age of 15 (25.8% of the Aboriginal population is under 15 years old). Based on the demographic trends observed, there should be an increase in the number of Aboriginal learners transitioning to post-secondary education in the coming years.

In both the Aboriginal and non-Aboriginal student populations, there is a higher female learner population than male learner population. This gender gap is noticeably larger in the Aboriginal population where 57.8% of the student population on average from 2014/15 to 2018/19 was female, compared to 52.8% in the non-Aboriginal population. While the proportion of students by gender in the non-Aboriginal student population from 2009/10 to 2018/19 remained stable from year to year, among Aboriginal learners the proportion of female students grew while the proportion of male students declined, further widening the gender gap from 13.6% in 2009/10 to 18.5% in 2018/19.

Between 2009/10 and 2018/19, the female Aboriginal learner population was the only group in the domestic student population that increased in size. Figure 24 below illustrates the gap between Aboriginal female and male learners from the 2009/10 to 2018/19 Academic Years.

**Figure 24. Proportion of Aboriginal Learners by Gender**



Percent of Aboriginal learners by gender out of total number of learners for the 2009/10 to 2018/19 Academic Years. Source: Student Transitions Project, Fall 2019 submission

The gender gap in the Aboriginal learner population may be the result of two contributing factors.

First, in the British Columbia Aboriginal population, the female population over 24 years old is larger than the male population. In the 2016 Census, the male Aboriginal population under 24 years was larger than the female Aboriginal population in the same age group. However, in older age groups

the proportion of Aboriginal females 25 years and older is larger than the male population. This shift in sex ratios is apparent in both the Aboriginal and non-Aboriginal population, but it is more pronounced in the Aboriginal population. A contributing factor to this shift in sex ratios may be the result of higher mortality rates among men, which is seen in nearly all population groups.<sup>25</sup>

**Table 4. Distribution of British Columbia Population by Aboriginal Identity, Sex and Age Group**

Age Groups	Aboriginal Identity		Non-Aboriginal Identity	
	Female	Male	Female	Male
0 to 14	48.9%	51.1%	48.5%	51.5%
15 to 24	49.6%	50.4%	48.4%	51.6%
25 to 34	52.7%	47.3%	50.2%	49.8%
35 to 44	54.0%	46.0%	51.7%	48.3%
45 to 54	54.1%	45.9%	51.9%	48.1%
55 to 64	54.2%	45.8%	51.9%	48.1%

Source: Statistics Canada 2016 Census

Second, Aboriginal males without post-secondary education are more likely to be employed than the Aboriginal female population without post-secondary.<sup>26</sup> Aboriginal men have higher participation in jobs that do not require post-secondary, for example

trades and transportation positions, which are primarily dominated by men and not as easily accessible to women. The employment rate for women increases if they received post-secondary qualifications.

<sup>25</sup> Statistics Canada (2018), *Mortality Overview, 2014 to 2016*.

<sup>26</sup> Aboriginal Peoples Survey (2019), *Employment of First Nations men and women living off reserve*.  
Aboriginal Peoples Survey (2019), *Employment characteristics of Métis women and men aged 25 to 54 in Canada*.



## Aboriginal Learners by Identity Group

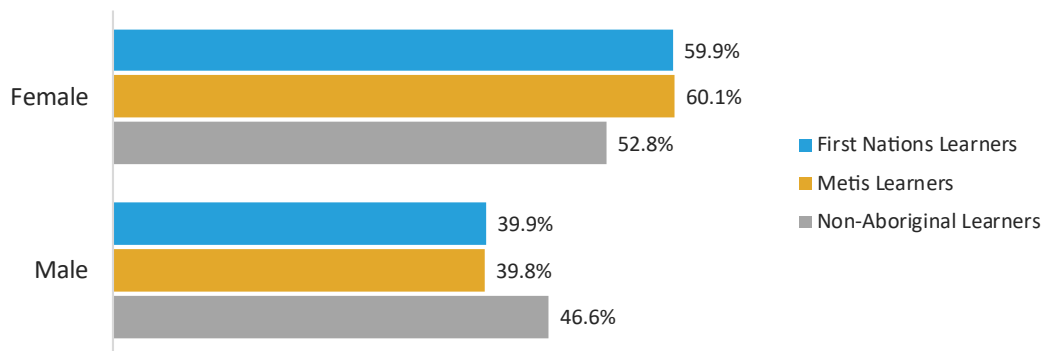
As discussed on page 6, 71.1% of Aboriginal learners in the 2018/19 Academic Year self-identified as First Nations, Métis, and Inuit. For 28.9% of Aboriginal learners there is no further information on self-identification with an Aboriginal identity group. This includes Aboriginal learners who only self-identified in the K-12 system where self-identification with an Aboriginal identity group (i.e. First Nations, Métis, Inuit) is not consistently collected. (Note: For the 79.8% of total Aboriginal learners who self-identified in post-secondary, 86.0% further self-identified with an Aboriginal identity group.)

In the 2018/19 Academic Year, 52.8% of Aboriginal learners self-identified as First Nations, 19.2% self-identified as Métis, and 1.7% self-identified as Inuit. The following section explores the demographic

characteristics of learners who have self-identified as First Nations and Métis in comparison with the characteristics of the overall Aboriginal and non-Aboriginal learner population. Inuit learners represent a small proportion of Aboriginal learners and are not included in this analysis.

As noted previously on page 25, there are more female than male learners in public post-secondary and the gap is larger in the Aboriginal learner population than in the non-Aboriginal learner population. Among learners who self-identified as First Nations and Métis, the gap between female and male learners is considerably larger than the gender gap between non-Aboriginal learners, as illustrated in Figure 25 below.

**Figure 25. Aboriginal Learners by Gender and Identity Group**

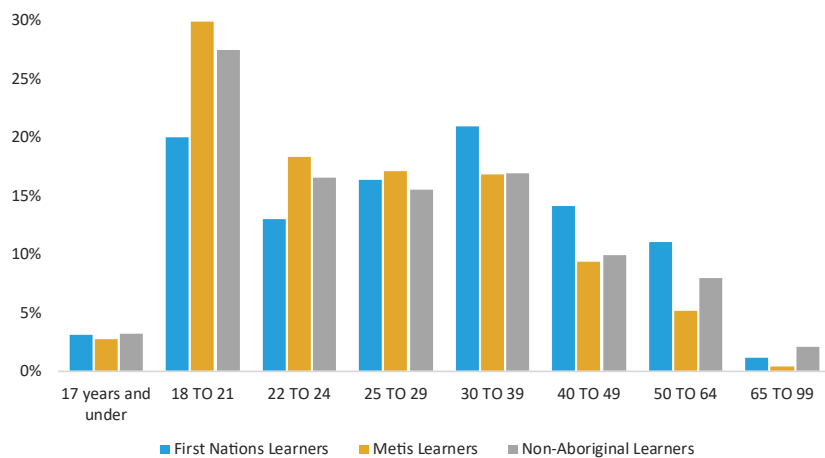


Proportion of First Nations, Métis, and non-Aboriginal learners by gender. Average for the 2014/15 to 2018/19 Academic Years  
Source: Student Transitions Project, Fall 2019 submission

Overall, Aboriginal learners are older than non-Aboriginal learners, as discussed on page 24. First Nations, Métis and non-Aboriginal learners have similar proportions of graduates aged 25 to 29 years old (approximately 17.5%); however, First Nations learners tend to be older while Métis and non-Aboriginal learners are younger. As illustrated in Figure 26 below,

a larger proportion of Métis learners are in the 20 to 24 age group compared to First Nations and non-Aboriginal learners. The younger Métis population suggests that Métis learners are more likely to transition to public post-secondary immediately or shortly after completing high school compared to First Nations learners.

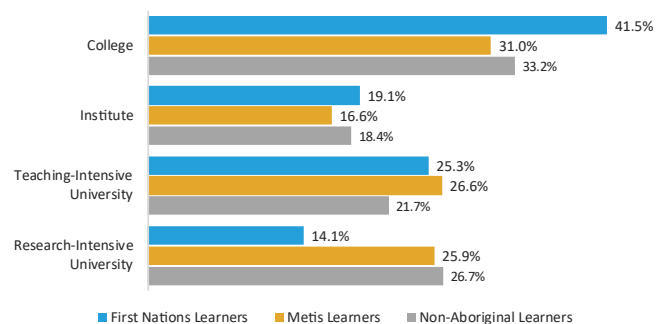
**Figure 26. Aboriginal Learners by Age and Identity Group**



Distribution of First Nations, Métis, and non-Aboriginal learners by age group. Average for the 2014/15 to 2018/19 Academic Years  
Source: Student Transitions Project, Fall 2019 submission

First Nations learners have a higher proportion of enrollment in colleges than Métis and non-Aboriginal learners (see Figure 27). Compared to non-Aboriginal learners First Nations and Métis learners are more likely to enroll in teaching-intensive universities; however, Métis and non-Aboriginal learners are more likely to attend research-intensive universities than First Nations learners.

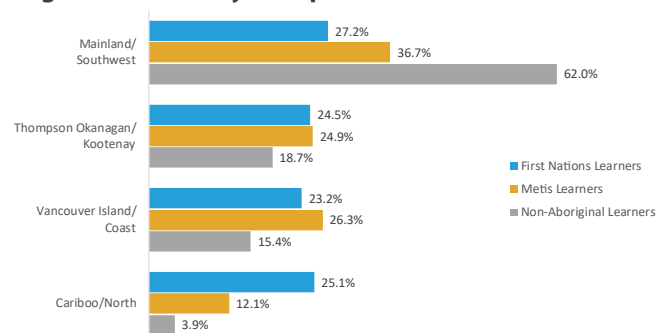
**Figure 27. Aboriginal Learners by Institution Type and Identity Group**



Distribution of First Nations, Métis, and non-Aboriginal learners by institution type. Average for the 2014/15 to 2018/19 Academic Years  
Source: Student Transitions Project, Fall 2019 submission

Aboriginal learners attend public post-secondary institutions across BC, with the highest proportions overall at institutions in the Mainland/Southwest and Thompson Okanagan/Kootenay development regions. First Nations learners have higher enrolment at institutions in the Cariboo/North while Métis learners have higher enrolment at institutions in the Mainland/Southwest and Vancouver Island/Coast development regions. The majority of non-Aboriginal learners are enrolled at institutions in the Mainland/Southwest (see Figure 28).

**Figure 28. Aboriginal Learners by Development Region and Identity Group**



Distribution of First Nations, Métis, and non-Aboriginal learners by development region. Average for the 2014/15 to 2018/19 Academic Years  
Source: Student Transitions Project, Fall 2019 submission

### First Nations Learners

First Nations learners represent the largest proportion of Aboriginal learners who further self-identified with an Aboriginal identity group. Since 2009/10, the First Nations learner population has fluctuated from year to year and overall has declined by 2.6%, from 14,830 learners in 2009/10 to 14,450 learners in 2018/19. This decline is reflective of the overall decline of 9.0% from 2009/10 to 2018/19 in domestic enrolment in the British Columbia public post-secondary system and the relatively slow growth of the overall population in British Columbia. The First Nations population in British Columbia is relatively youthful compared to

the non-Aboriginal population, and over 27% of the First Nations population is under 15 years old. Between the 2011 National Household Survey and 2016 Census, the proportion of the First Nations population aged 15 to 24 years old has decreased and this may be a contributing factor to the decline in the First Nations learner population. In addition, since First Nations learners are more likely to transition to post-secondary later than non-Aboriginal learners, the First Nations learner population may not increase for several years if learners continue to delay transitioning to post-secondary.

### Métis Learners

From 2009/10 to 2018/19, the Métis learner population grew by 40.7%, with both male and female Métis learners showing high levels of growth. A contributing factor to this growth is the increase of the Métis population in British Columbia which increased by over 26% from the 2011 National Household Survey to the 2016 Census. Another

important factor is an increase in reporting self-identification, which Statistics Canada identifies is a factor in the high rates of population growth, particularly for the Métis population.<sup>27</sup> This increase in self-identification may also be occurring at the post-secondary level, contributing to the fast growth of the Métis learner population.

<sup>27</sup> Statistics Canada (2015), *Projections of the Aboriginal population and households in Canada, 2011 to 2036*.



# 5

## Aboriginal Learner Outcomes

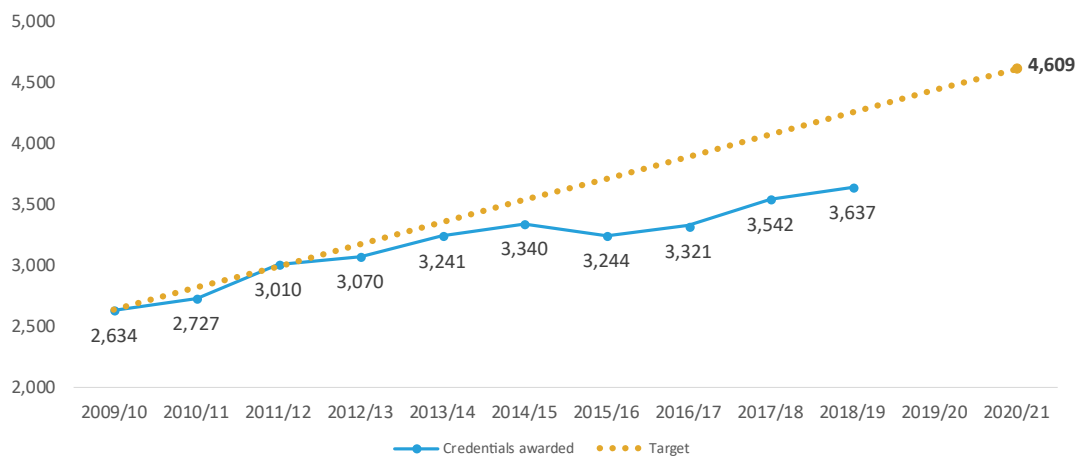
This section explores outcomes for Aboriginal learners after completing their education at a BC public post-secondary institution, including credentials they receive, retention in the public post-secondary system, and survey results reported in the BC Student Outcomes surveys.

### Credentials

The *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* set a goal to increase the number of credentials awarded to Aboriginal learners by 75%, from 2,634 in 2009/10 to 4,609 in 2020/21.<sup>28</sup> Figure 29 outlines progress towards that goal. Despite a decline in credentials awarded in previous years, in 2018/19 Aboriginal learners were awarded 3,637 credentials, which

represents a 12% increase since the publication of the *Aboriginal Learners 2018 Report*, and a 38% increase from the 2009/10 baseline. However, this most recent increase has not yet achieved the rate necessary to meet the goal of 4,609 credentials awarded in 2020/21 set by the *Aboriginal Policy Framework*.

**Figure 29. Credentials Awarded to Aboriginal Learners by Fiscal Year**



Credentials awarded to Aboriginal learners and progression towards target from the 2009/10 to 2020/21 Fiscal Years. Source: Student Transitions Project, Annual submissions

<sup>28</sup> The number of credentials awarded includes Adult upgrading at a public post-secondary institute to achieve an Adult Dogwood.

Since 2015/16, there has been an increase in the number of credentials awarded, showing a positive trend of more Aboriginal learners graduating with a credential. In the past five fiscal years, the most notable increases in credentials awarded have been for bachelor's degrees (increase of 30% since

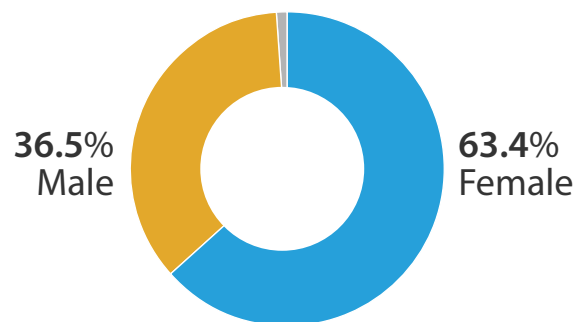
2014/15) and graduate degrees (increase of 44%). Although bachelor's and graduate degree credentials accounted for only 36% of credentials awarded to Aboriginal learners in the 2018/19 fiscal year, the increase has resulted in the overall rise in credentials awarded to Aboriginal learners since 2015/16.

### Credentials Awarded by Gender

Partly as a result of a higher proportion of Aboriginal female learners enrolled in public post-secondary institutions than Aboriginal male learners, Aboriginal female learners were awarded more credentials. In the 2018/19 Fiscal Year, 63.4% of Aboriginal learners who were awarded a credential were female, compared to 36.5% male (see Figure 30). The gender gap between Aboriginal female and male learners receiving

credentials in the 2018/19 fiscal year (26.9%) is larger than the gender gap between Aboriginal learners enrolled (15.0%). In the non-Aboriginal learner population, although there is a gender gap between male and female learners receiving credentials (57.5% female compared to 42.5% male), it is not as pronounced as in the Aboriginal learner population.

**Figure 30: Credentials Awarded by Gender**



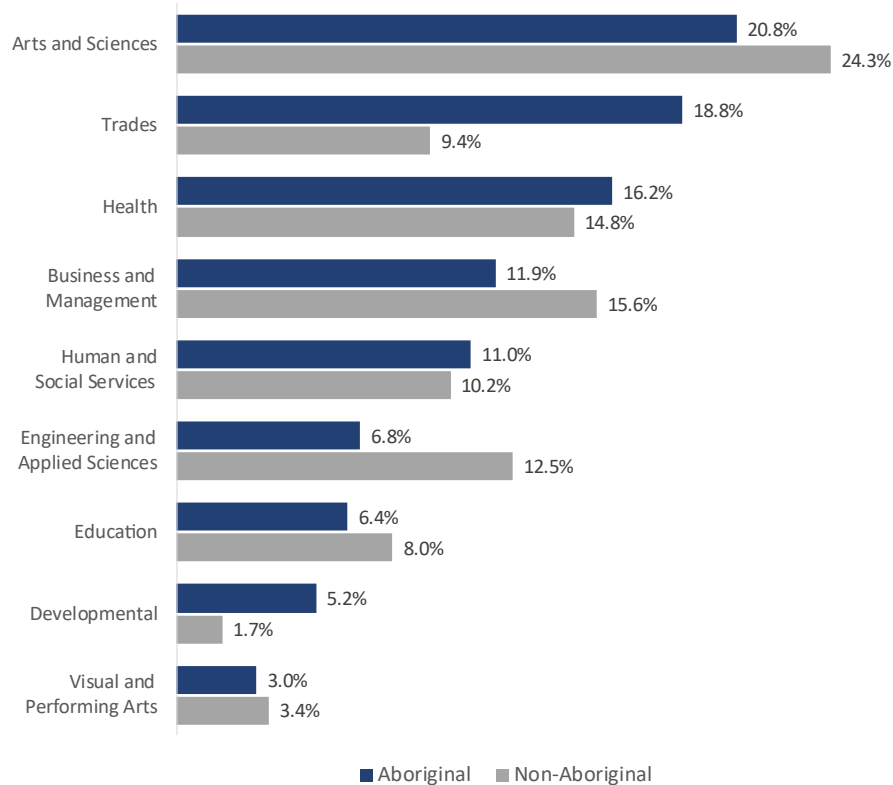
Credentials awarded in the 2018/19 Fiscal Year to Aboriginal learners by gender.  
Source: Student Transitions Project, Fall 2019 submission

## Credentials by Program Area

Figure 31 shows the percentage of all credentials awarded to Aboriginal and non-Aboriginal learners within each program area. For example, 9.4% of all credentials awarded to non-Aboriginal learners are in Trades programs, compared to 18.8% of all credentials awarded to Aboriginal learners. “Other” and “Personal Improvement and Leisure” are not included due to the low number of credentials

awarded in those areas.<sup>29</sup> When compared with non-Aboriginal learners, Aboriginal learners are more likely to receive credentials in Trades,<sup>30</sup> Human and Social Services, and Developmental programs, and less likely to receive credentials in Arts and Sciences, Business and Management, and Engineering and Applied Sciences.

**Figure 31. Credentials Awarded by Aboriginal Identity and Program Area**



Credentials awarded to Aboriginal and non-Aboriginal domestic learners by program area in the 2018/19 Fiscal Year.

Source: Student Transitions Project, Fall 2019 submission

<sup>29</sup> “Other programs” are not associated with a specific program and are sometimes general studies. “Personal Improvement and Leisure” is primarily leisure and recreational courses, interpersonal and social skills courses, personal awareness and self-improvement courses, and some health-related courses such as First Aid.

<sup>30</sup> Trades credentials do not include apprenticeship credentials, as these are not awarded by public post-secondary institutions; rather they are awarded by the Industry Training Authority. There are no credentials awarded for foundation programs.



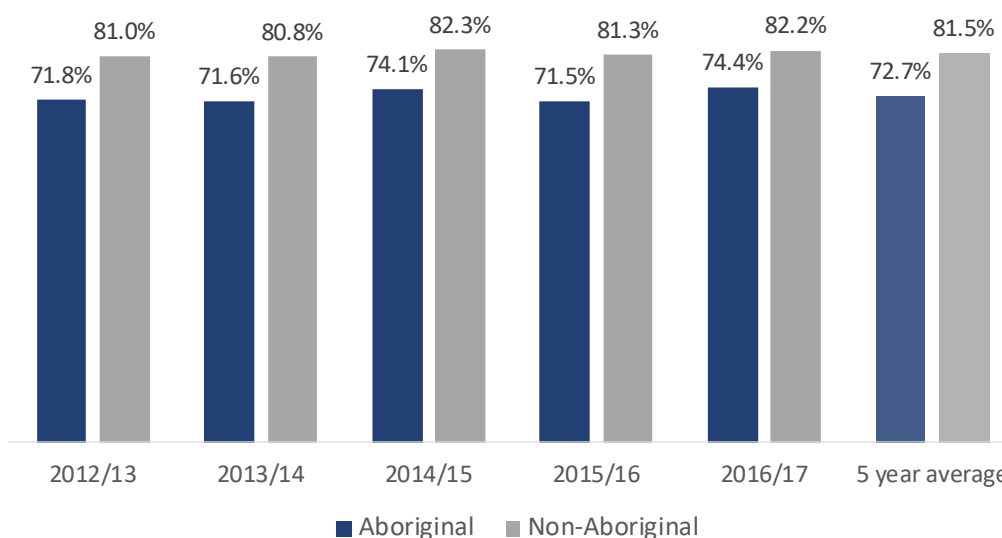
## First Year Retention/Completion Rate

The First Year Retention/Completion rate captures the percentage of learners who returned to public post-secondary studies after their first year in a new level of study or were awarded a credential after completing their first year.

Overall, Aboriginal learners have a lower first year retention rate than non-Aboriginal learners. Based

on the 2016/17 cohort, 74.4% of the Aboriginal cohort either returned to their studies in the following year or were awarded a credential, compared to 82.2% of the non-Aboriginal cohort. Over the past five years, the retention rate for Aboriginal learners has averaged 72.7% while the average for non-Aboriginal learners was 81.5%.

**Figure 32. First Year Retention/Credential Completion Rate by Aboriginal Identity**



Percent of students retained or awarded a credential after their first year by Aboriginal identity for the 2012/13 to 2016/17 Academic Years.

Source: Student Transitions Project, Annual submissions

Learners who take a leave of absence but return to their studies in later years are not included in this measure. Additional measures of persistence are currently being explored to account for students who might interrupt their studies but eventually return and complete their program.

Aboriginal learners surveyed by Student Outcomes have indicated a higher likelihood of having

to interrupt their studies for financial reasons compared to non-Aboriginal learners. In 2017 to 2019 surveys, 16% of Aboriginal Diploma, Associate Degree and Certificate respondents and 21% of Aboriginal Baccalaureate Graduates reported that they had interrupted their studies for financial reasons, compared to 11% and 13% respectively for non-Aboriginal respondents.



## Aboriginal New Teacher Certifications

Increasing the number of Aboriginal teachers in the elementary and secondary school systems is one of the objectives in the Aboriginal Policy Framework. In the public system, “Aboriginal people are under-represented among the teaching profession resulting in few role models for Aboriginal learners and their parents.”<sup>31</sup> Increasing the number of Aboriginal teachers would have a positive impact for Aboriginal learners.

Learners can take different pathways to teaching certification including an education degree or completing a bachelor’s degree followed by post-degree teacher training. On average, approximately 85 Aboriginal learners per year are eligible to apply for new teacher certification, which is fewer

than necessary to ensure that Aboriginal people are well represented in the teaching profession. The majority of these learners are obtaining a bachelor’s degree in education, with the remainder obtaining a post-degree diploma or certificate. In 2018/19, a total of 90 Aboriginal learners graduated as new teachers and were eligible to apply for teaching certification. The number of eligible new Aboriginal teachers increased from 2017/18 to 2018/19 by 24% (see Table 5 below). The increase in new Aboriginal teachers was notably higher than the overall growth in new teacher certifications, which increased by just over 4%, from 2017/18 to 2018/19 after declining steadily since 2014/15.

**Table 5. Aboriginal Learners Eligible to Apply for New Teacher Certification**

Development Region	2014/15	2015/16	2016/17	2017/18	2018/19
Mainland/Southwest	45	45	50	35	50
Vancouver Island/Coast	15	30	25	20	25
Cariboo/North	*	*	*	*	10
Thompson Okanagan/Kootenay	*	15	10	10	*
<b>Total</b>	<b>75</b>	<b>95</b>	<b>90</b>	<b>75</b>	<b>90</b>

\* To protect the privacy of individuals, results fewer than 10 are masked. Data has been rounded to the nearest 5. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match.

Source: Student Transitions Project, Fall 2019 submission

Aboriginal learners typically account for between 4% and 6% of all teaching credentials awarded per year. In 2018/19, Aboriginal learners accounted for 6% of the 1,580 graduates eligible for new teacher certification. Similar to non-Aboriginal learners, the majority (approximately 75%) of Aboriginal learners eligible to apply for teaching certification are female.

<sup>31</sup> *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.*

## Credential Types

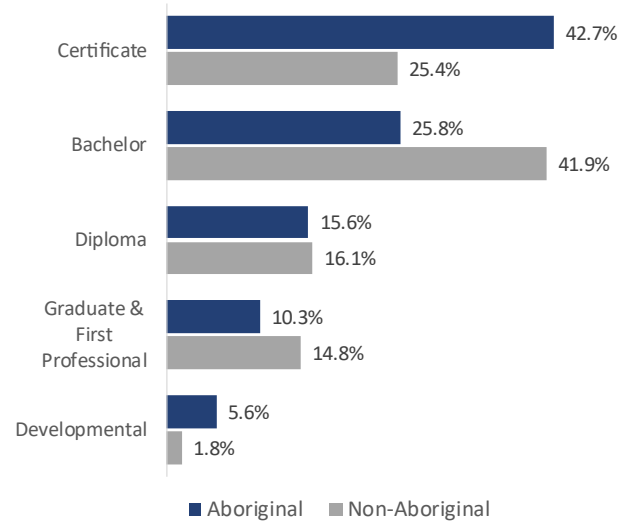
As noted previously, Aboriginal learners are more likely to attend colleges and teaching-intensive universities, and less likely to attend research-intensive universities than non-Aboriginal learners. As a result, Aboriginal learners and non-Aboriginal learners tend to earn different types of credentials upon graduation. Figure 33 displays the types of credentials earned by Aboriginal and non-Aboriginal learners. Aboriginal learners are more likely to earn credentials at the certificate or developmental level, and less likely to earn baccalaureate degrees. Nearly 50% of credentials earned by Aboriginal learners are at the certificate and developmental level, compared to approximately 27% for non-Aboriginal learners.

The proportion of learners who enroll in the developmental program area is higher than the proportion of credentials granted. This may be due to the fact that many learners studying in the developmental program area may be taking one or two upgrading courses as prerequisites for other

As illustrated in Figure 34, Aboriginal male learners are more likely to achieve a certificate or diploma, while female learners are more likely to earn a credential at the bachelor level or higher. Just over 40% of Aboriginal female learners earn a credential higher than a diploma (bachelor and graduate/first professional degrees), compared to approximately 28% of Aboriginal male learners.

A contributing factor to the lower number of male learners, Aboriginal and non-Aboriginal, receiving credentials could be related to the types of program areas they are enrolled in, and whether they need a credential to gain employment. For example, many Aboriginal male learners are enrolled in Trades programs, but there has not been as steady an increase in credentials awarded in Trades programs, compared to total credentials awarded to Aboriginal male learners. Learners in Trades programs may either have obtained trades certification from ITA, not register for a credential if it is not needed to secure employment, or not continue in

**Figure 33. Credentials Awarded by Aboriginal Identity and Credential Type**



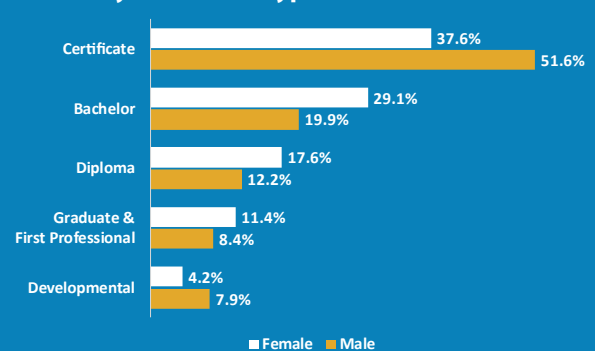
Credentials awarded to Aboriginal domestic learners by credential type in the 2018/19 Fiscal Year.

Source: Student Transitions Project, Fall 2019 submission

post-secondary programs without the intention to pursue a developmental credential (e.g. Adult Dogwood).

their studies if they feel they have gained sufficient knowledge and experience to secure employment. Credentials data also does not capture apprenticeship credential certifications and will therefore exclude learners who are completing an apprenticeship. As a result, although a learner may have had a successful outcome from their education, a completed credential would not be reported at the public post-secondary institution.

**Figure 34. Credentials Awarded to Aboriginal Learners by Credential Type and Gender**



Credentials Awarded to Aboriginal male and female domestic learners by credential type in the 2018/19 Fiscal Year.

Source: Student Transitions Project, Fall 2019 submission

## Student Outcomes Surveys

This section summarises select results of annual surveys of former learners from British Columbia's public post-secondary institutions and some private institutions – providing insight into satisfaction with education and employment outcomes. The data in this section represents the aggregated results from

three years of surveys, 2017 to 2019, for Aboriginal and non-Aboriginal learners.<sup>32</sup> In the 2017 to 2019 surveys, Aboriginal respondents represented approximately 6% of all survey respondents in those years (see Table 6 below).<sup>33</sup>

**Table 6. Student Outcome Survey Respondents by Aboriginal Identity and Gender**

	Baccalaureate Graduates	Diploma, Associate Degree and Certificate Learners	Apprenticeship Learners	Trades Foundation and Trades-Related Vocational Program Learners
<b>Aboriginal</b>	<b>1,049</b>	<b>1,789</b>	<b>455</b>	<b>694</b>
Female	750	1,376	55	167
Male	299	413	400	527
<b>Non-Aboriginal</b>	<b>27,005</b>	<b>28,776</b>	<b>6,964</b>	<b>7,268</b>
Female	16,632	18,329	492	1,290
Male	10,371	10,447	6,472	5,978

Source: BC Student Outcomes Survey, 2017; 2018; 2019

## Education Outcomes

Both Aboriginal and non-Aboriginal learners across all student groups surveyed in British Columbia's Student Outcomes surveys reported high overall

satisfaction with the education they received and high levels of satisfaction in the quality of instruction.

**Table 7. Satisfaction with Education and Quality of Instruction by Student Group and Aboriginal Identity**

	Satisfied with Education		Satisfied with Quality of Instruction	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
Baccalaureate Graduates	94%	92%	94%	93%
Diploma, Associate Degree and Certificate Learners	93%	92%	95%	95%
Apprenticeship Learners	93%	94%	96%	95%
Trades Foundation and Trades-Related Vocational Program Learners	93%	92%	94%	93%

Source: BC Student Outcomes Survey, 2017; 2018; 2019

<sup>32</sup> Survey respondents who declare their citizenship as Canadian are further asked if they identify as Aboriginal. Survey data includes respondents who provided a response to this question and excludes respondents who did not provide a response. See Appendix A for more information.

<sup>33</sup> Aboriginal and non-Aboriginal respondent and measure totals include all respondents. Aboriginal identity group subpopulations may exclude respondents who did not respond to the survey question. Subpopulation totals may not match Aboriginal and non-Aboriginal totals where expected.

## BACCALAUREATE GRADUATES (2017-2019)

Each year, baccalaureate graduates from British Columbia’s public post-secondary institutions are asked to participate in a province-wide survey. These surveys provide important feedback on graduate satisfaction, further education, education financing and student debt, and employment outcomes. The survey interviews former baccalaureate graduates two years after graduation. Approximately 80% of baccalaureate graduates surveyed obtained their degrees from a research-intensive university.

Approximately 11% of all respondents were not in the labour force at the time of survey. Respondents are not in the labour force if they are not seeking work, which includes respondents who are taking further education.

Respondents are considered unemployed if they are seeking work (e.g. are in the labour force) but are not employed. Aboriginal baccalaureate graduates experience marginally higher unemployment rates than non-Aboriginal baccalaureate graduates (7% vs. 6%). Despite marginally higher unemployment rates, Aboriginal baccalaureate graduates who find employment are more likely than non-Aboriginal graduates to report being in a job related to their program, and that the knowledge and skills they acquired are useful in their job. Female graduates (both Aboriginal and non-Aboriginal) report a lower median income than male graduates.

**Table 8. Baccalaureate Graduates Employment Outcomes by Aboriginal identity and gender**

	Respondents	Not in Labour Force	Unemployment Rate	Of those employed...		
				In Job Related to Program	Skills Acquired Useful in Work	Median Annual Income from Main Job
<b>Aboriginal</b>	<b>1,049</b>	<b>11%</b>	<b>7.1%</b>	<b>81%</b>	<b>91%</b>	<b>\$57,000</b>
Female	750	10%	6.6%	83%	91%	\$55,000
Male	299	12%	8.4%	75%	92%	\$60,000
<b>Non-Aboriginal</b>	<b>27,005</b>	<b>11%</b>	<b>6.0%</b>	<b>75%</b>	<b>85%</b>	<b>\$55,000</b>
Female	16,632	11%	5.5%	75%	86%	\$52,000
Male	10,371	10%	6.7%	74%	84%	\$60,000

Source: British Columbia Student Outcomes Survey, 2017; 2018; 2019

## DIPLOMA, ASSOCIATE DEGREE, AND CERTIFICATE LEARNERS (2017-2019)

Each year, former diploma, associate degree, or certificate program learners in the British Columbia post-secondary system are asked to participate in a province-wide survey. These former learners are surveyed within two years of completing or leaving their program. They provide feedback on student satisfaction, ratings of programs, further education,

and employment outcomes. Not all students surveyed have achieved a credential; students who complete the bulk of their credits at one institution but move to another to complete the credential (e.g. university transfer students), are also included in this survey. Students included in the employment outcomes have acquired a credential.<sup>34</sup>

<sup>34</sup> Note that there are no trades programs included with the diploma, associate degree, and certificate program results.



## Employment Outcomes

Compared to other surveys, respondents from the diploma, associate degree and certificate programs are less likely to report being in the labour force. As mentioned previously, respondents who are taking further education contribute to lower reported labour force participation. Aboriginal learners experienced similar unemployment rates compared to their non-Aboriginal counterparts (6.5% vs 6.3%). Aboriginal male and female learners had the same

unemployment rate while among non-Aboriginal graduates, non-Aboriginal male learners had a slightly higher unemployment rate (7.9%) than non-Aboriginal female learners (6.1%). Among those who are employed, Aboriginal learners are more likely to be in a job related to their program and to find that the knowledge and skills acquired are useful in the job.

**Table 9. Diploma, Associate Degree, and Certificate Learner Employment Outcomes by Aboriginal Identity and Gender**

	Respondents	Not in Labour Force	Graduate Unemployment Rate	Of those employed...		
				Currently in training-related job	Knowledge and Skills Acquired Useful in Job	Median Hourly Wage at Main Job
<b>Aboriginal</b>	<b>1,789</b>	<b>15%</b>	<b>6.5%</b>	<b>78%</b>	<b>89%</b>	<b>\$21.43</b>
Female	1,376	14%	6.1%	80%	90%	\$21.00
Male	413	16%	7.9%	70%	84%	\$22.00
<b>Non-Aboriginal</b>	<b>28,776</b>	<b>12%</b>	<b>6.3%</b>	<b>73%</b>	<b>86%</b>	<b>\$22.00</b>
Female	18,329	11%	5.4%	76%	88%	\$22.00
Male	10,447	16%	8.3%	67%	83%	\$22.00

Source: BC Student Outcomes Survey, 2017; 2018; 2019

## APPRENTICESHIP LEARNERS (2017-2019)<sup>35</sup>

The British Columbia Student Outcomes Survey includes learners who participated in apprenticeship programs, which is a combination of on-the-job training and classroom learning that leads to a trades credential or “ticket” to practice a trade, usually within four years. Approximately 20 percent of an apprentice’s time is spent on technical training, which is delivered through a

public post-secondary institution or private training organization. Males represent a majority of apprentices. Aboriginal female former apprentices represent approximately 13% of all Aboriginal former apprentices surveyed, compared to approximately 7% of non-Aboriginal former apprentices surveyed were female.

## Education Outcomes

Aboriginal and non-Aboriginal former apprentices report high levels of satisfaction with their overall education, the quality of their course instruction, and their workplace training experience. Aboriginal female former apprentices reported lower satisfaction with their workplace training experience than non-Aboriginal female former apprentices (86%

vs. 90%). A lower proportion of Aboriginal former apprentices obtain their certificate of qualification compared to non-Aboriginal former apprentices (83% vs. 89%). Female former apprentices are less likely to report having obtained their certificate of qualification compared to male former apprentices.

<sup>35</sup> Apprenticeship respondents include those who attended private institutions.

**Table 10. Apprenticeship Learner Education Outcomes by Aboriginal Identity and Gender**

	Respondents	Satisfied with Workplace Training Experience	Obtained Certificate of Qualification
<b>Aboriginal</b>	<b>455</b>	<b>91%</b>	<b>83%</b>
Female	55	86%	82%
Male	400	92%	84%
<b>Non-Aboriginal</b>	<b>6,964</b>	<b>91%</b>	<b>89%</b>
Female	492	90%	83%
Male	6,472	91%	89%

Source: BC Student Outcomes Survey, 2017; 2018; 2019

### Employment Outcomes

As illustrated in Table 11 below, 5% of Aboriginal former apprentices were not in the labour force at the time of survey. Aboriginal former apprentices face an unemployment rate more than double that of non-Aboriginal former apprentices (9% vs 4%). Aboriginal female former apprentices had the highest unemployment rate (11.5%) of Aboriginal and non-Aboriginal former apprentices.

Of those who are employed, Aboriginal former apprentices are less likely to report they are in a training-related job (87% vs 92%). Aboriginal former apprentices reported lower median hourly wages at \$31 compared to non-Aboriginal former apprentices reporting a median hourly wage at \$32. Female former apprentices reported lower median wages than males (this is also the case for non-Aboriginal female former apprentices).

**Table 11. Apprenticeship Student Employment Outcomes by Aboriginal Identity and Gender**

	Respondents	Not in Labour Force	Unemployment rate	Of those employed...		
				In Job Related to Program	Knowledge and Skills Acquired Useful in Job	Median Hourly Wage at Main Job
<b>Aboriginal</b>	<b>455</b>	<b>5%</b>	<b>9.0%</b>	<b>87%</b>	<b>91%</b>	<b>\$31.00</b>
Female	55	5%	11.5%	78%	89%	\$23.65
Male	400	5%	8.7%	88%	92%	\$32.00
<b>Non-Aboriginal</b>	<b>6,964</b>	<b>2%</b>	<b>4.0%</b>	<b>92%</b>	<b>93%</b>	<b>\$32.00</b>
Female	492	5%	7.8%	87%	91%	\$25.00
Male	6,472	2%	3.7%	92%	94%	\$32.00

Source: BC Student Outcomes Survey, 2017; 2018; 2019

### TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL PROGRAM LEARNERS (2017-2019)

The British Columbia Student Outcomes Survey also surveys learners from trades foundation programs, which give trades learners the key skills and knowledge needed for entry into a particular trade, and trades-related vocational programs, which offer a blend of academic and practical skills and provide

expertise that is broader than foundation training. In this report, outcomes for trades foundation and trades-related vocational learners have been combined except for questions that were asked of only one learner group.

## Education Outcomes

Trades foundation programs offer training in both classrooms and in-shop settings and for some learners it can lead to an apprenticeship. Former trades foundation program learners were asked if they had tried to get employment as an apprentice after leaving their program. A majority of both Aboriginal (84%) and non-Aboriginal (83%) former

trades foundation respondents tried to get employment as an apprentice. However, of those who tried to get an apprenticeship, Aboriginal former trades foundation learners were less likely to have been successful than non-Aboriginal learners (60% vs.74%).

**Table 12. Trades Foundation Learner Education Outcomes by Aboriginal Identity**

	Respondents	Sought employment as an Apprentice after leaving program	Of those who sought employment as an Apprentice... Were successful	Of those who were successful... Responded their program prepared them for their training
Aboriginal	654	84%	60%	95%
Non-Aboriginal	6,486	83%	74%	95%

Source: BC Student Outcomes Survey, 2017; 2018; 2019

## Employment Outcomes

Aboriginal former trades foundation learners report a higher unemployment rate than non-Aboriginal former trades foundation learners (17.9% vs. 9.2%). Of those employed, Aboriginal former trades foundation learners also report being less likely to be in a job related to their program than non-Aboriginal trades foundation learners (72% vs. 76%). Although

Aboriginal female former trades foundation learners had a slightly lower unemployment rate than Aboriginal male former trades foundation learners, Aboriginal female learners who were employed were much less likely to be in a job related to their program than Aboriginal male learners (64% vs. 74%).

**Table 13. Trades Learners Employment Outcomes by Aboriginal Identity and Gender**

	Respondents	Not in Labour Force	Unemployment Rate	Of those employed...		
				In a Job Related to Program	Knowledge and Skills Acquired Useful in Job	Median Hourly Wage at Main Job
<b>Aboriginal</b>	<b>694</b>	<b>9%</b>	<b>17.9%</b>	<b>72%</b>	<b>82%</b>	<b>\$18.00</b>
Female	167	10%	15.6%	64%	77%	\$16.58
Male	527	9%	18.6%	74%	83%	\$18.00
<b>Non-Aboriginal</b>	<b>7,268</b>	<b>8%</b>	<b>9.2%</b>	<b>76%</b>	<b>83%</b>	<b>\$18.00</b>
Female	1,290	8%	9.8%	70%	78%	\$16.00
Male	5,978	8%	9.0%	78%	84%	\$19.00

Source: BC Student Outcomes Survey, 2017; 2018; 2019



## Education and Employment Outcomes in British Columbia

Employment rates are higher for the population who have completed post-secondary education and completing a post-secondary qualification is a key determinant in securing employment. In British Columbia, the 2011 employment rate of the Aboriginal population aged 25 to 64 with no certificate, diploma or degree was 41.7% and with a high school diploma or equivalent the employment rate was 61.9%.<sup>36</sup> Aboriginal respondents who completed a post-secondary certificate, diploma or degree have higher employment rates (71.7%) than the Aboriginal population without any post-secondary qualifications. However, overall, Aboriginal employment rates are consistently lower than non-Aboriginal employment rates.

In the 2017 Aboriginal Peoples Survey, Aboriginal men were reported to be more

likely to be employed than Aboriginal women. Although women, both Aboriginal and non-Aboriginal, have higher unemployment rates than men regardless of education level, the gender gap in employment narrows with higher levels of education.<sup>37</sup>

In Student Outcomes survey results, Aboriginal respondents report higher unemployment than non-Aboriginal respondents particularly for former trades and apprenticeship learners. For Aboriginal female and male respondents, the gender gap in unemployment rates was similar, with the exception of former Apprenticeship learners where a much higher proportion of Aboriginal female learners reported they were unemployed compared to non-Aboriginal female learners, as illustrated in Table 14 below.

**Table 14. Graduate Unemployment Rate by Student Group, Aboriginal Identity and Gender**

	Aboriginal		Non-Aboriginal	
	Female	Male	Female	Male
Baccalaureate Graduates	6.6%	8.4%	5.5%	6.7%
Diploma, Associate Degree and Certificate Learners	6.1%	7.9%	5.4%	8.3%
Apprenticeship Learners	11.5%	8.7%	7.8%	3.7%
Trades Foundation and Trades-Related Vocational Program Learners	15.6%	18.6%	9.8%	9.0%

Source: BC Student Outcomes Survey, 2017; 2018; 2019

<sup>36</sup> Statistics Canada (2016), *Aboriginal peoples: Fact Sheet for British Columbia*. Employment rates disaggregated by gender are not available for the 2011 National Household Survey.

<sup>37</sup> Aboriginal Peoples Survey (2019), *Employment of First Nations men and women living off reserve*.  
Aboriginal Peoples Survey (2019), *Employment characteristics of Métis women and men aged 25 to 54 in Canada*.

# Conclusion

## Context

Since the 2012 release of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, Aboriginal learner enrolment has increased; however Indigenous learners in B.C. continue to face significant barriers to post-secondary access, transition and completion in post-secondary education, skills training and employment, which increases inequities and marginalisation.

In 2018, the *Declaration on the Rights of Indigenous Peoples Act* became law in British Columbia (DRIPA). It commits to an Action Plan to implement the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP), which the Truth and Reconciliation Commission confirms as the framework for reconciliation and requires consideration for the diversity of B.C.'s Indigenous peoples, in particular, their distinct languages, cultures, customs, practices, rights, legal traditions, institutions, governance structures, relationships to territories and knowledge systems.

First Nations were involved in the development of this report, while much more work is needed, this is important given that the collection and reporting on data is inherently political and this report will inform joint decision-making with First Nations, consistent with the *Declaration on the Rights on Indigenous Peoples Act*. The Ministry is committed to working with Indigenous partners to align the post-secondary education and skills training system with the UN Declaration so that it is relevant and responsive to all Indigenous learners, advances reconciliation and enhances the self-determination and well-being of Indigenous peoples in British Columbia.

## Transitions from K-12 to Post-Secondary Education and Training

The report shows that Aboriginal learners continue to face barriers in K-12 that are impacting their ability to access and succeed in post-secondary education and training. Aboriginal learners were less likely to complete high school within six years of entering Grade 8 than non-Aboriginal learners; however, the completion rate for Aboriginal learners has been gradually increasing from year-to-year while the completion rate for non-Aboriginal learners has remained unchanged. Aboriginal learners are significantly less likely than non-Aboriginal learners to obtain a Dogwood Diploma, and more likely to obtain an Evergreen Certificate or an Adult Dogwood Diploma. Similarly, Aboriginal learners are more likely to graduate without an academic GPA<sup>38</sup> than non-Aboriginal learners. As a result, Aboriginal learners are less likely to be able to enter post-secondary education and training, and less well prepared to succeed if they are able to enter post-secondary education and training.

Since the release of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, the number of Aboriginal learner Full-Time Equivalents (FTEs) has increased by 16.2%. However, Aboriginal learners continue to face significant barriers to entering and succeeding in post-secondary education.

<sup>38</sup> Academic GPA is generally specific to the minimum admission requirements for entry to a research-intensive university. This may lead to less Aboriginal learners being admitted to research intensive universities, and more Aboriginal learners applying to teaching intensive universities, colleges and other post-secondary learning.

Furthermore, it is likely that at least some of the increase in enrolment and credentials awarded should be attributed to the growth of the Aboriginal population in the province, including an increase in the number of learners self-identifying as Métis. Demographic trends suggest that the increase in Aboriginal learners transitioning to post-secondary education is likely to continue in the coming years. Although the Aboriginal learner population in public post-secondary institutions is older than the non-Aboriginal learner population, this differs from the Aboriginal population in British Columbia. In comparison, non-Aboriginal learner FTEs decreased by 3.4% during the same period, which may at least in part be attributed to economic shifts. In-depth analysis across Ministries, is required to better understand Indigenous experiences from K-12, into post-secondary education, and to the labour market. The Ministry will continue to work with Indigenous communities and partners to meet the needs of Indigenous learners with equitable and responsive post-secondary education and training opportunities.

### Former Children and Youth in Care

This report is the first to include specific data on Aboriginal learners who are former youth in care. Aboriginal learners are vastly overrepresented among the former youth in care population: from 2014/15 to 2018/19, Aboriginal learners represented approximately 47% of all former youth in care learners in BC public post-secondary, compared to approximately 7% of all domestic learners. The First Nations Children and Youth in Care Protocol, signed May 26, 2020, commits the Province and First Nations to work together to engage in dialogue and joint action on specific issues and initiatives, seeking to improve the educational outcomes and well-being of Indigenous children and youth in care, and former youth in care through legislative, policy and practice reform.

### Gender

The report notes that the gender disparity, observed in previous reports continues among Aboriginal learners in post-secondary education. Put simply, more Aboriginal women are enrolling in post-secondary education and earning credentials than men. This trend has been measured through K-12 transition rates, enrolment figures, and rates of program completion. This is consistent and persistent from the previous findings in the 2012 Policy Framework and the 2018 Aboriginal Learner Report.

Although cumulative transition rates show an increase in Aboriginal male high school graduates transitioning into post-secondary education and training in the years following completion of high school, Aboriginal male learners are still far less likely than Aboriginal female learners to transition to post-secondary, both immediately and in the years following the completion of high school. Non-Aboriginal male learners are also less likely than non-Aboriginal female learners to transition to post-secondary; however, the gap in cumulative transition rates for Aboriginal female and male learners (66% vs. 59%) remains wider than the gap for non-Aboriginal female and male learners (72% vs. 70%). These findings suggest that more work is needed to support Aboriginal males participate and succeed in the K-12 system, as well as in the post-secondary and training system. This is not to suggest that responsibility for improving transition rates rests solely with the K-12 system, research has shown that increased collaboration between the K-12 and post-secondary systems can positively affect student success and transitions. This collaboration can include early outreach by post-secondary institutions (for example, visits to schools, dual credit programming in K-12 that provides learners with post-secondary credentials while still in high school, bringing K-12 learners to post-secondary campuses, and summer camps).

The report's findings further confirm that education also helps to narrow gender inequities among the Aboriginal population. Although women, both Aboriginal and non-Aboriginal, have higher unemployment rates than men regardless of education level, the gender gap in employment narrows with higher levels of education. Given the findings noted in the report that female graduates (both Aboriginal and non-Aboriginal) report a lower median income than male graduates, more work is needed to remove barriers in the labour market for Indigenous peoples, such as those who may face additional barriers, such as women.

## Institution type

The report shows significant differences in the types of institutions and types of programs that Aboriginal learners are accessing in post-secondary. Five-year cumulative transitions of graduates from 2010/11 to 2013/14 to public post-secondary institutions have declined overall for Aboriginal and non-Aboriginal learners transitioning to public post-secondary. Given the findings on Aboriginal learner transition rates into post-secondary education, it is not surprising that nearly half of Aboriginal learners transition to colleges compared to approximately one third of non-Aboriginal learners. Aboriginal learners are less likely to transition to research-intensive universities than non-Aboriginal learners. The only instance where cumulative transitions have increased is Aboriginal learners transitioning to research-intensive universities, which increased from 10.8% of 2010/11 Aboriginal graduates transitioning to research-intensive universities within five years of completing high school to 15.1% of 2013/14 Aboriginal graduates.

## Program type and credentials

Compared to non-Aboriginal learners, a higher proportion of Aboriginal learners are enrolled in Developmental and Trades programs, and a much lower proportion are enrolled in Business and Management, and Engineering and Applied Sciences programs.

When compared to non-Aboriginal learners, Aboriginal learners are more likely to receive credentials in the Trades, Human and Social Services, and Developmental programs, and less likely to receive credentials in Arts and Sciences, Business and Management, and Engineering and Applied Sciences. Aboriginal learners are more likely to earn credentials at the certificate or developmental level, and less likely to earn baccalaureate degrees. Aboriginal students are often streamed into non-academic programs or modified course streams. As a result, a greater number of Aboriginal students face taking additional upgrading courses in order to fulfill post-secondary education admissions requirements, often at a cost to themselves and/or their First Nation. It is important to note that in the past five fiscal years, the most notable increases in credentials awarded have been for bachelor's degrees (increase of 30% since 2014/15) and graduate degrees (increase of 44%). Although bachelor's and graduate degree credentials accounted for only 36% of credentials awarded to Aboriginal learners in the 2018/19 fiscal year, the increase has resulted in the overall rise in credentials awarded to Aboriginal learners since 2015/16. The findings in this report show that the Ministry and public post-secondary institutions need to increase supports for Aboriginal learners to enter universities and to take more academic programs, in order to support closing the gap in equities.

Another key finding of the report is that Aboriginal learners have a lower first year retention rate than non-Aboriginal learners. Aboriginal learners surveyed by Student Outcomes have indicated a higher likelihood of having to interrupt their studies for financial reasons compared to non-Aboriginal learners. The Ministry and public post-secondary institutions need to better support Aboriginal learner retention. One measure the Ministry has implemented to address this is the Indigenous Emergency Assistance Fund (IEAF). The intention

of the IEAF is to increase learner retention by providing financial support for unforeseen financial emergencies. As such, looking exclusively at enrolment or credentials is not adequate and additional work should be undertaken to ensure that Aboriginal learners are appropriately represented across the spectrum of disciplines and programs, including Indigenous institutes which, with the exception of NVIT and Native Education College, currently do not receive IEAF.

Labour market analysis shows that the value of a post-secondary education continues to grow, the data confirms the positive correlation between employment rate and highest level of education. In the years ahead approximately eight out of 10 jobs will require some post-secondary education or training, of these, 42 percent will require a bachelor's, graduate or first professional degree and/or significant work experience. Findings from this report confirm this correlation: Aboriginal respondents who completed a post-secondary certificate, diploma or degree have higher employment rates than the Aboriginal population without any post-secondary qualifications. Nevertheless, Aboriginal graduates continue to face barriers to employment, as the report reveals that Aboriginal employment rates are consistently lower than non-Aboriginal employment rates. Despite having marginally higher unemployment rates, Aboriginal baccalaureate graduates who find employment are more likely than non-Aboriginal graduates to report being in a job related to their program, and that the knowledge and skills they acquired are useful in their job. More work is needed on evaluating how accessible the labour market is to Indigenous graduates and if the same opportunities exist for them or they have to face another set of barriers once they start looking for jobs.

This report highlights areas where further research and policy work can have an impact. Government's commitment to implement the TRC Calls to Action and the UN Declaration mean that the Province and public post-secondary institutions need to work together with Indigenous communities in the design and delivery of programs and policies to respond to these research findings. Further distinctions-based data is required to provide Indigenous communities and governments with valuable information to inform future policy work, particularly in the areas of former children and youth in care. The Ministry is committed to working with Indigenous partners to improve reporting and data collection to inform and improve policies. The Ministry has already begun this process in the ongoing work to co-develop a new Comprehensive Strategy on Indigenous Post-Secondary Education and Training with Indigenous and post-secondary partners.



# A

## Appendix A: Overview of the Public Post-Secondary System in British Columbia

In British Columbia, there are 25 public post-secondary institutions. These include four research-intensive universities, seven teaching-intensive universities, eleven colleges, and three provincial institutes.

- Research-intensive universities have the mandate to serve the entire province and provide undergraduate and graduate instruction in a wide range of disciplines. These institutions offer various undergraduate and graduate degree programs. They also offer several professional certificate and diploma programs.
- Most teaching-intensive universities have the mandate to serve a region of the province and provide adult basic education, career, technical, trades, and academic programs leading to certificates, diplomas and bachelor and master's degrees. There are two teaching-intensive universities with mandates to serve the entire province: Royal Roads University has a provincial mandate to provide certificate, diploma and degree programs at the undergraduate and graduate levels in applied and professional fields; and Emily Carr University of Art + Design has a provincial mandate to provide applied and professional programs leading to bachelor and master's degrees in visual arts, design, and media arts. Thompson Rivers University also has a provincial mandate to serve the province's open learning needs.
- Colleges have the mandate to serve specific regions of the province and provide adult basic education, career, technical, trades, and academic programs leading to certificates, diplomas, and applied bachelor's degrees.
- Institutes have the mandate to serve the entire province and offer specialized programs. The British Columbia Institute of Technology (BCIT) focuses on trades and technology programs. The Justice Institute of British Columbia focuses on public safety programs. The Nicola Valley Institute of Technology focuses on serving the needs of Indigenous learners. Institutes offer a range of credentials, including certificates, diplomas, associate degrees, and applied bachelor's degrees. BCIT also offers applied master's degrees.
- There are currently over 40 Indigenous-controlled post-secondary institutes in British Columbia that offer courses and programs to approximately 2000 adult Indigenous learners.<sup>39</sup> Indigenous institutes offer a broad spectrum of courses and programs that include: college and university programs leading to certificates, diplomas, and degrees; Adult Basic Education leading to the Adult Dogwood Diploma for secondary school completion; language instruction; occupation specific training and upgrading; and lifelong learning programs that support Aboriginal people, communities, languages, and cultures.

British Columbia has a well-developed transfer system which involves all public post-secondary institutions and some private institutions (see [www.bctransferguide.ca](http://www.bctransferguide.ca)). This system allows students to move from one institution to another and to receive credit for previous coursework. For example, if a student does not meet the admission requirements for entering a university directly, they may be eligible to apply for admission later as a transfer student.

<sup>39</sup> See <http://www.iahla.ca>

## Data Sources

### *Student Transitions Project*

The Student Transitions Project (STP) is a collaborative project between the Ministry of Advanced Education and Skills Training; the Ministry of Education; public post-secondary institutions; and school districts. The STP links learner data in the British Columbia public post-secondary education system with information from their years in kindergarten to Grade 12 using the unique nine-digit personal education numbers (PENs) assigned to every learner entering the public provincial educational system. Information from the STP helps the Ministry of Advanced Education and Skills Training; the Ministry of Education; public post-secondary institutions; and school districts plan and manage programs to increase learner success.

The STP identifies Aboriginal learners as anyone who self-identified at any point from kindergarten to post-secondary in response to the questions noted on page 5 of this report. This report relies on the STP for reporting the number of learners and credential data.

### *Number of Learners*

The total number of learners, also reported as headcount, represents enrolment in the British Columbia public post-secondary system in the academic year. It reports the number of learners enrolled over a period of time (e.g. within the 2009/10 academic year), and at the system-level, institutional-level, or program-level. Because the number of learners is based on student activity, duplication can occur depending on the granularity of the analysis. For instance, if a learner is enrolled in a course at two institutions, they will be counted once at the system-level but included in each of the institutions' data. The same is true for learners enrolled in courses across multiple program areas or programs. As a result, the term "unique headcount" is used to signify the number of unique learners enrolled across the whole public post-secondary system without any duplication. The number of learners includes all activity engaged in at the institution.

### *Credentials*

Credential data represent the total number of credentials awarded across the British Columbia public post-secondary system in the fiscal year. Credentials are reported as awarded when the learner obtains their credential. Learners who have completed their program requirements but have not applied to receive their credential are not included. Institutions update this data annually, and credentials can change slightly year-over-year as some learners may request their credentials a year or more after they have completed their studies. Any discrepancies between this report and other reports are due to these expected adjustments.

British Columbia's public post-secondary institutions award a variety of credentials upon completion of a program, ranging from certificates and diplomas to degree and graduate programs:

- **Certificate:** normally involves up to one year of full-time study. Academic certificates are typically made up of 30 credits or about 10 courses.
- **Diploma:** normally involves two years of full-time study. Academic diplomas are usually made up of 60 credits or about 20 courses.

- **Associate degree:** requires two years of university transfer course work (60 credits) in Arts or Sciences. British Columbia universities guarantee students all 60 credits will be accepted for transfer.
- **Post-baccalaureate or advanced diploma:** enables diploma or undergraduate degree graduates to gain greater specialization in their original area of study or gain core skills in a new field of study. Program length is typically eight months to two years. These diplomas are not considered graduate level studies.
- **Certificate:** normally involves up to one year of full-time study. Academic certificates are typically made up of 30 credits or about 10 courses.
- **Diploma:** normally involves two years of full-time study. Academic diplomas are usually made up of 60 credits or about 20 courses.
- **Associate degree:** requires two years of university transfer course work (60 credits) in Arts or Sciences. British Columbia universities guarantee students all 60 credits will be accepted for transfer.
- **Post-baccalaureate or advanced diploma:** enables diploma or undergraduate degree graduates to gain greater specialization in their original area of study or gain core skills in a new field of study. Program length is typically eight months to two years. These diplomas are not considered graduate level studies.
- **Bachelor's degree:** normally requires four years of academic course work. The program structure is designed to allow a student to gain both breadth and depth in their studies. It is common for a student to gain specialization in one subject area through a Major or Honours program.
- **Master's degree:** normally involves two years of full-time studies beyond an undergraduate degree. The degree offers students the opportunity to enhance their knowledge and skills through a combination of course work and independent research under a faculty advisor. The research is presented in the form of a thesis.
- **Doctoral degree:** normally involves at least two years of study beyond a master's degree. This degree is the highest level of academic achievement available to learners. It involves the completion of oral and written exams and original research presented in the form of a dissertation.

Credentials reported are based on the data standards of the Ministry of Advanced Education and Skills Training's Accountability Framework. The data standard excludes the following types of credentials: those offered with less than three months of study (short certificates), apprenticeships (these are awarded by the Industry Training Authority), credentials offered based on various evaluative components but not within the standard definitions (other), and programs that do not offer a credential.

### *Central Data Warehouse*

The Post-Secondary Central Data Warehouse contains standardized data relating to learner demographics, programs, credentials, courses, session registration and campuses for 21 public post-secondary institutions in British Columbia, including colleges, institutes and teaching-intensive universities.

### *Full-Time Equivalent (FTEs)*

The Central Data Warehouse Data Definitions and Standard Element Definitions define the process for the calculation of FTEs. “The FTE Divisor [representing the number of program learning units within a program that equals a full time load for an academic year as defined by the institution] is used to calculate the number of FTE’s delivered for a particular program by an institution.” In other words, one FTE is defined as one learner taking a full course load or three learners with a 33% course load each. As a result, headcount will be higher than FTEs as many students with partial course loads will create a single FTE. FTE data is tracked by the fiscal year, April 1 to March 31. Like the STP data included in this report, FTEs include any Aboriginal learners who self-identified at any point from kindergarten to post-secondary. Unlike credential data, FTEs reported include all activity taken at the institution.

Aboriginal FTE data for the four research-intensive universities and Royal Roads University are collected via custom data requests and reflect the number reported in those institutions’ annual Institutional Accountability Plan and Reports.

### *Student Outcomes Data*

The British Columbia Student Outcomes program collects learner feedback by surveying former post-secondary learners who took baccalaureate programs; apprenticeship technical training; trades foundation and trades-related vocational programs; and diploma, certificate, or associate degree programs. These surveys provide insight on learners’ transitions from one stage of education to another and from the post-secondary education system to the labour force. They also provide a comprehensive overview of the province’s public post-secondary system from the learner’s perspective. All British Columbia’s 25 public post-secondary institutions participate in the program and close to 30,000 former learners are surveyed each year. The surveys are conducted with funding from the Ministry of Advanced Education and Skills Training; the Industry Training Authority; and from British Columbia’s public post-secondary institutions.

The Student Outcomes surveys provide each learner the opportunity to self-identify as Aboriginal. However, unlike the Student Transitions Project (STP), Aboriginal identity is not matched to previous educational experiences (i.e. kindergarten to grade 12). This creates potential differences between the set of learners tracked as Aboriginal learners in STP and those tracked in Student Outcomes. For example, a learner who self-identified as Aboriginal in the post-secondary system and then did not self-identify during a Student Outcomes survey will be considered to be of Aboriginal identity by the STP but not by the Student Outcomes survey. Similarly, a learner who self-identifies for the first time when taking the survey will be considered Aboriginal in the survey but not by STP.

While the Student Outcomes surveys has an excellent response rate, once individual surveys have been broken down into Aboriginal and non-Aboriginal respondents, numbers can be small. This is compounded by the fact that not all learners answer all questions. As a result, this report combines three years of data to ensure meaningful reporting can occur. With a larger sample size, the data tends to be more reliable and meaningful.

# B

## Appendix B: Classification of Instructional Programs

CIP Cluster	CIP	CIP Category Title
Arts and Sciences Cluster	5	Area, ethnic, cultural, and gender studies
	9	Communications, journalism and related programs
	10	Communications technologies/technicians and support services
	16	Aboriginal and Foreign languages, literatures, and linguistics
	23	English language and literature/letters
	24	Liberal arts and sciences, general studies and humanities
	26	Biological and biomedical sciences
	27	Mathematics and statistics
	30	Multidisciplinary/interdisciplinary studies
	38	Philosophy and religious studies
	39	Theology and religious vocations
	40	Physical sciences
	42	Psychology
	45	Social Sciences
	54	History
	55	French Language and Literature/Letters
Trades Cluster	12	Personal and culinary services
	46	Construction trades
	47	Mechanic and repair technologies/technicians
	48	Precision production
	49	Transportation and materials moving
Health Cluster	51	Health professions and related clinical sciences
	60	Dental, medical, and veterinary residency programs
Education Cluster	13	Education
	25	Library science
Visual and Performing Arts Cluster	50	Visual and performing arts
Business and Management Cluster	52	Business, management, marketing and related support services
Engineering and Applied Sciences Cluster	1	Agriculture, agriculture operations and related sciences
	3	Natural resources and conservation
	4	Architecture and related services
	11	Computer and information sciences and support services
	14	Engineering
	15	Engineering technologies/technicians
	41	Science technologies/technicians

CIP Cluster	CIP	CIP Category Title
Human and Social Services Cluster	19	Family and consumer sciences/human sciences
	22	Legal professions and studies
	31	Parks, recreation, leisure, and fitness studies
	43	Security and protective services
	44	Public administration and social service professions
Developmental Cluster	21	Technology education/industrial arts programs
	32	Basic skills
	53	High school/secondary diploma and certificate programs
Personal Improvement and Leisure Cluster	33	Citizenship activities
	34	Health-related knowledge and skills
	35	Interpersonal and social skills
	36	Leisure and recreational activities
	37	Personal awareness and self-improvement
	89	Continuing Education
Other Cluster	28	Reserve entry scheme for officers in the armed forces
	29	Military technologies
	99	Unknown

For more information see: Classification of Instructional Programs (CIP) 2016

## C

## Appendix C: Statistics Canada Census Program Overview and Definitions

The Statistics Canada Census Program is conducted every five years and provides a statistical portrait of the Canadian population. Canadians are surveyed with either a short-form questionnaire or a long-form questionnaire, the latter of which includes additional demographic and socioeconomic questions. The long-form questionnaire includes questions on Aboriginal identity, which forms the basis for the analysis on the BC Aboriginal population.

Data used in the demographics analysis of the BC Aboriginal population is derived from the 2006 and 2016 Censuses of Population and the 2011 National Household Survey (NHS). Based on responses from the long-form questionnaires, Statistics Canada uses data reported by the sample population surveyed to derive estimates that are then considered representative of the entire population. Although questionnaires and methodologies are similar across all three censuses, Statistics Canada recommends users exercise caution when comparing data collected in different census surveys since the sample population can vary.

The 2011 NHS was a voluntary survey sent to a random sample of 30% of the population and had a 68.6% response rate. In 2016, 25% of households received the 216 Census long-form questionnaire, which was mandatory, and had a 97.8% response rate (see the table below). Since the 2011 NHS also had a higher global non-response rate compared to the 2016 Census long-form questionnaire, there is a higher risk of non-response bias in the 2011 NHS which may exclude certain population groups who elected not to respond to the survey. Although the 2016 Census sample size is larger than the 2006 Census sample size, both had mandatory long-form questionnaires and relatively low non-response rates.<sup>40</sup> If a survey has a high response rate, the estimates from the sample population can be expected to be a better representation of the population than a survey with a much lower response rate.

**Census Program Response Rates by Census Year**

	Census 2006	2011 NHS	Census 2016
% of population surveyed	20	30	25
Mandatory	Yes	No	Yes
Response rate <sup>41</sup>	93.5%	68.6%	97.8%

Statistics Canada also notes regional differences from census to census. Populations are estimated for each Census Division (CD) and Census Subdivision (CSD) and the response rate at the CD and CSD level varied. Areas with a small population may have less accurate population estimates than larger geographical regions (e.g. provinces). Prior to the 2016 Census, several reserve and settlement census subdivisions in British Columbia were either not counted in the Census because they were not populated, or they were combined to provide more meaningful statistics.<sup>42</sup>

Methodology for collecting data for populations living on reserve changed from census to census and in some years, populations living on reserve were not completely enumerated. Some reserves may also have elected not to participate in the census.

<sup>40</sup> For an expanded explanation, see the Guide to the Census of Population, 2016 (Appendix 1.9 – Standard errors of estimates from 2016 Census long form sample).

<sup>41</sup> For 2006 Census and 2011 NHS response rates, see [https://www12.statcan.gc.ca/census-recensement/fc-rf/reports-rapports/r2\\_table-tableau\\_3-eng.cfm](https://www12.statcan.gc.ca/census-recensement/fc-rf/reports-rapports/r2_table-tableau_3-eng.cfm). For 2016 Census response rate, see [https://www.statcan.gc.ca/eng/about/smr09/smr09\\_069](https://www.statcan.gc.ca/eng/about/smr09/smr09_069).

<sup>42</sup> See <https://www12.statcan.gc.ca/census-recensement/2016/ref/dict/geo012-eng.cfm>.

*Definitions as per the Dictionary, Census of Population, 2016*

*Aboriginal Identity*

'Aboriginal identity' refers to whether the person identified with the Aboriginal peoples of Canada. This includes those who are First Nations (North American Indian), Métis or Inuk (Inuit) and/or those who are Registered or Treaty Indians (that is, registered under the Indian Act of Canada), and/or those who have membership in a First Nation or Indian band. Aboriginal peoples of Canada are defined in the Constitution Act, 1982, Section 35 (2) as including the Indian, Inuit and Métis peoples of Canada.

Note: The question used in the 2016 Census and 2011 NHS differed from the question used in the 2006 Census. In the 2006 Census, a person was asked if they identified as North American Indian, Métis, or Inuit (Eskimo). In the 2016 Census and 2011 NHS, a person was asked if they identified as First Nations (North American Indian), Métis or Inuk (Inuit).



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