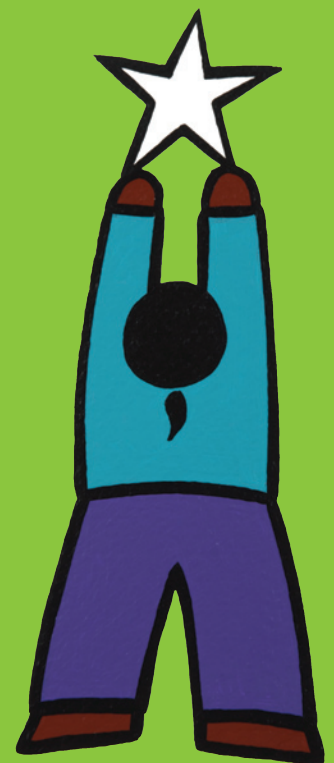




# ABORIGINAL STUDENT SUCCESS STRATEGY

## Final Report of the Committee







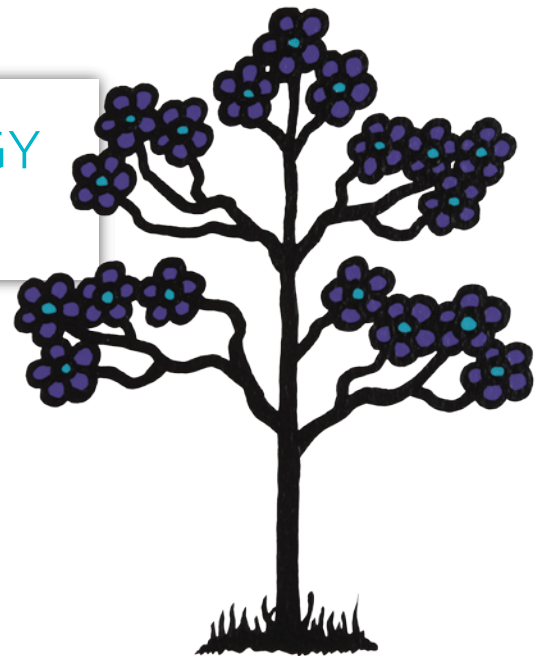
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## Final Report of the Committee



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# Executive Summary

SIAST aspires to be a national leader in Aboriginal student success. Already SIAST provides post-secondary technical education and skills training to more Aboriginal students than any Saskatchewan post-secondary institution. SIAST recognizes that recruitment and retention of Aboriginal students—the fastest-growing demographic in a province with a shrinking labour pool—is essential to the province’s economic and social prosperity. It is also consistent with SIAST’s organizational values, especially those concerning diversity and ethical behaviour. Long-standing initiatives in support of education equity have contributed to consistently high Aboriginal student enrolment at SIAST; currently 18.5 percent of students are Aboriginal.

Much work remains to be done, however. Aboriginal people continue to be under-represented in advanced education. They too often begin from a position of disadvantage, and they confront multiple challenges at every stage—from the ranks of prospective student through to graduation and beyond. In October 2008, to further assess and address these challenges, SIAST formed a multi-disciplinary committee to lead an Aboriginal Student Success Strategy initiative. This report presents the committee’s findings and recommendations, which collectively form a five-year, \$5.5 million action plan to increase Aboriginal student success at SIAST.

This study contributes to the body of knowledge concerning post-secondary success. As such, it can serve as a resource for other institutions.

The committee’s structure and project design recognized that advancing Aboriginal student success does not rest with one area but is the responsibility of all members of the SIAST community. Its goals were to:

- Identify remaining barriers to Aboriginal student recruitment and program completion;
- Recommend strategies to positively influence the recruitment and retention of Aboriginal students at SIAST; and
- Advocate for institutional change to improve the persistence of Aboriginal students through to graduation.

Research included extensive consultation, as well as a review of literature and best practices. The committee solicited input from both internal and external stakeholders based on their own experiences or observations. A student life cycle framework enabled the committee to examine each stage of the student experience. A student survey was developed to capture input from currently enrolled SIAST Aboriginal students and from Aboriginal students who had already left their SIAST program of study. In total, more than 600 stakeholders including approximately 320 students were consulted. Student success literature, best practice research and SIAST student statistics supplemented stakeholder consultations and survey results. This research identified a number of barriers to Aboriginal student success, including:

- Low awareness of training-related career paths at the prospective student stage;
- Complex admission processes;
- Difficulties in relocating to an urban environment;
- Financial hardship and funding processes;
- Personal and family circumstances;
- Academic preparedness; and
- Lack of support for English language learners.



Findings confirmed that SIAST already has a number of excellent services and supports for Aboriginal students. Overall SIAST has an impressive Aboriginal student enrolment, and the large majority of Aboriginal students are satisfied with their SIAST experience—91 percent of Aboriginal students surveyed as part of this study said they would recommend SIAST to other Aboriginal students. An analysis of the findings, however, suggested that Aboriginal students still face multiple systemic barriers that may negatively affect their post-secondary participation and program completion rates. Stakeholders suggest that SIAST should keep doing what it does well, but it should also examine ways to realign services and create new programming to support Aboriginal students in the most effective way possible.

The ultimate goal of the initiative is to achieve a representative Aboriginal student population in all SIAST programs and to have an Aboriginal student program completion rate that is equivalent to the general student population. The initiative includes 21 actions for SIAST to undertake to address systemic barriers that are faced by Aboriginal students. The strategy is holistic in nature, considering the physical, mental, spiritual and emotional health of students as suggested by the Aboriginal medicine wheel, and it also looks beyond the student to the structures and attitudes of the institution.

The recommendations include:

- Establishing an Aboriginal student success strategy implementation steering committee and hiring a coordinator.
- Establishing key performance indicators for Aboriginal participation and completion, giving priority to those programs with the lowest rates of Aboriginal student success.
- Proactively supporting Aboriginal students through the application process.
- Developing specialized information about finances and funding for Aboriginal students.
- Increasing early intervention for Aboriginal students experiencing difficulties.
- Establishing a post-secondary summer transition program at each campus.
- Developing a marketing and communications plan to raise awareness about SIAST among Aboriginal people.
- Offering student support modules in key personal and academic skills.
- Developing discipline-specific post-secondary preparatory programs.
- Implementing a strategy to help English language learners.
- Addressing barriers created by attendance practices.
- Developing targeted student recruitment activities.
- Establishing an Aboriginal alumni network.
- Intensifying SIAST's representative workforce efforts.
- Integrating Aboriginal knowledge and learning into programs.

The report calls for further investigation of:

- On-campus physical/environmental barriers to Aboriginal student success;
- Housing, child care and transportation barriers;
- Barriers specific to basic education students and apprenticeship students; and
- Barriers created by the academic progress policy and by program structure.

# 1.0 Introduction

Ensuring conditions that foster Aboriginal student success at Saskatchewan post-secondary institutions has never been more important. Given SIAST's role within the province's post-secondary education sector, it has a responsibility to encourage and support Aboriginal people to pursue occupations in the skilled trades, applied sciences and technologies; both to address the economic marginalization of Aboriginal people and also to ensure economic growth in the province through an adequate supply of an expertly trained workforce. To accomplish this SIAST must maintain or realign services and programming to support Aboriginal students to attain graduation rates similar to those of the general student body.

Although SIAST has met its targets for a representative Aboriginal student population in many SIAST programs (16.6%), there are still programs of study that Aboriginal students are not pursuing. In addition, despite a history of providing excellent support services for Aboriginal students, the program completion rate for Aboriginal students is considerably less than the general population. Aboriginal student graduation rates vary greatly by program and campus; however, the average program completion rate is approximately 73% for the general student population while an average of only 53% of Aboriginal students complete their SIAST programs.

In October 2008 SIAST formed an Aboriginal Student Success Strategy Committee to lead SIAST's Aboriginal Student Success Strategy initiative. The goals of the project were to (a) identify remaining barriers to Aboriginal student recruitment and program completion; (b) recommend strategies to positively influence the recruitment and retention of Aboriginal students at SIAST; and (c) advocate for institutional change to improve the persistence of Aboriginal students through to graduation. The committee structure and project design recognized that the responsibility for Aboriginal student success does not rest with one area but is the responsibility of all members of the SIAST community. This report presents the findings and recommendations of the committee.

## 1.1 Background

### 1.1.1 Education Equity

In 1990 SIAST initiated an Affirmative Action Plan and in 1993 that plan developed into SIAST's Education Equity Program. The goal of the program was to develop and implement strategies to ensure a student body that accurately represented the diversity of the province's population. In accordance with Saskatchewan Human Rights Commission guidelines, four designated groups were identified: people with one or more disabilities, members of visible minority groups, women interested in trades and technology programs, and people of Aboriginal ancestry. SIAST implemented a number of measures to identify, eliminate and/or reduce systemic practices that may have had the effect of creating discriminatory barriers for members from the designated groups. Some of the measures included self-declaration, reserved program seating, reasonable accommodations and provision of services and supports.





### 1.1.2 SIAST Aboriginal Initiative

SIAST had a long history of providing activities, programs, services and supports for Aboriginal students; however, in the fall of 2002 SIAST senior leadership identified the need for a more comprehensive approach to facilitate Aboriginal student success. SIAST had a responsibility to plan for continuing increases to their Aboriginal student population, ensuring employment opportunities at SIAST for people of Aboriginal ancestry, and fulfilling their role of training a representative Aboriginal workforce for the province. They recognized that the focus of their efforts had to be at the organizational level.

In the spring of 2003, SIAST engaged Darren McKee and Associates of Dynamic Aboriginal Management Solutions to lead a consultation process. Together with a small SIAST guiding group/steering committee, they used an appreciative inquiry approach that included student and employee surveys and a number of focus groups. *The SIAST Aboriginal Initiative Feedback Report* (January 2004), also known as “*The McKee Report*”, identified a number of issues and a set of recommendations for SIAST to consider.

The McKee Report identified the following primary issues: (1) the need to articulate a comprehensive vision for participation of Aboriginal people within SIAST; (2) the ability to build capacity and direction from within the organization by building a supportive institutional culture and Aboriginal inclusion in the mainstream organization; (3) programming to facilitate transitioning Aboriginal students to the SIAST environment; (4) researching the impact of the lack of child care on SIAST staff and students; (5) addressing the under-representation of Aboriginal students in some programming areas; (6) developing an understanding of indigenous knowledge and encouraging a validation of other ways of knowing other cultures; (7) identifying systemic barriers in the recruitment and retention of Aboriginal employees; (8) maintaining relationships with Aboriginal graduates (potential future faculty, staff, mentors, speakers, alumni and donors); (9) building strategic partnerships and relationships with other Aboriginal institutions and organizations; and (10) development of an effective communication strategy to articulate the initiative and affirm commitment to the process.

Deans’ council received and endorsed a number of the report’s recommendations in May 2004 including:

- Creating an Aboriginal Advisory Council to provide the president with advice and recommendations to meet the needs of Aboriginal students and staff;
- Human resources and Education Equity offer cultural awareness/sensitivity training at each campus on an ongoing basis;
- Campus directors review childcare needs at each campus;
- Education equity identify low enrolment programs and engage in ways to increase participation;
- Deans’ council establish a task team to research indigenous knowledge and consider its applicability to SIAST curriculum and instructional delivery;
- A joint union-management committee creatively pursue solutions to SIAST’s Aboriginal employment barriers;
- Human resources and director of development consider how to maintain contact with Aboriginal alumni;
- SIAST Aboriginal Council follow progress of initiative and report back to president; and
- Deans and senior managers participate in communication of the initiative and include strategies to recruit and retain employees and students in their planning process.

### 1.1.3 SIAST Aboriginal Council

Based on recommendations from the McKee Report (2004), SIAST created SIAST Aboriginal Council in the fall of 2004. The mission of the council is to provide advice and recommendations to the SIAST president and CEO on strategies for the recruitment, retention and success of students and staff of Aboriginal ancestry. The council also proposes goals and objectives to remove barriers so that Aboriginal people at SIAST can pursue their goals while maintaining cultural identity within an organization that respects diversity.

Over the last five years, SIAST Aboriginal Council has provided the president and CEO with a number of recommendations that have been implemented by SIAST including the development of a representative workforce strategy. Council has brought focus, energy and direction to a gradual institutional transformation that has resulted in changes to policy, the learning environment and supports for students.

### 1.1.4 SIAST Student Recruitment Review

In the 2005/06 academic year the SIAST registrar and the coordinator of student recruitment undertook a comprehensive review of SIAST's student recruitment function. The review included an historical examination of student recruitment at SIAST; a survey of western Canadian institutions' student recruitment structures and functions; a review of best practices literature; an identification of major challenges and opportunities; and a review of current SIAST activities and events. A number of recommendations were forwarded to deans' council in 2006 including:

- Implementing a customer relationship management system;
- Standardizing student orientation across SIAST with a focus on welcoming students to campus and familiarizing them with support services;
- Targeting low enrolment programs and improving conversion of applicants to registrants;
- Building relationships with key influencers;
- Expanding the SIAST ambassador program, increasing student volunteer opportunities and introducing a mentoring program;
- Formalizing and expanding upon the campus tour program;
- Coordinating an impressive SIAST presence at key recruitment events; and
- Prioritizing an Aboriginal student recruitment strategy.

In 2006 a draft Aboriginal recruitment strategy approach was presented to SIAST Aboriginal Council. Council endorsed the six major Aboriginal student recruitment approaches:

- Creating strategies to encourage Aboriginal youth to complete high school;
- Involving Aboriginal communities directly;
- Using SIAST Aboriginal graduates as role models;
- Informing Aboriginal students about career options and post-secondary training at an early age;
- Identifying barriers and challenges to Aboriginal student participation; and
- Providing opportunities for Aboriginal students to visit SIAST campuses.



Council reinforced that although recruitment of Aboriginal students was important, especially in programs where there was low Aboriginal student representation, a higher priority should be Aboriginal student retention. Council recommended that SIAST identify the recruitment and retention barriers still remaining at SIAST and they recommended that SIAST identify which programs and campuses were facing the biggest recruitment and program completion challenges.

## 1.2 Aboriginal Student Success Strategy Initiative

### 1.2.1 The Aboriginal Success Strategy Committee

In the 2008/09 AY SIAST senior management determined the time was right to more thoroughly examine barriers to Aboriginal student success at SIAST. Recognizing that Aboriginal student recruitment and retention was an institution-wide responsibility, a representative approach to the review was recommended. The Aboriginal Student Success Strategy initiative and committee terms of reference were endorsed by SIAST Aboriginal Council in September 2008 (see Appendix A).

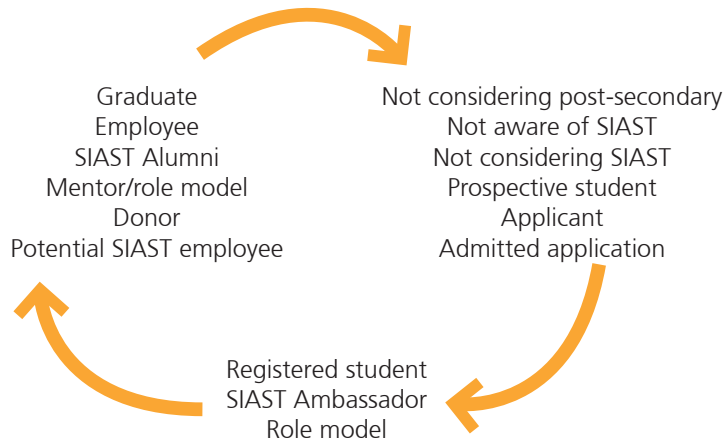
Co-chaired by the associate vice-president student affairs and the Okimaw of the SIAST Aboriginal Council, the 29-person Aboriginal student success strategy committee was tasked with the following responsibilities:

- Reviewing and discussing information that had informed the Aboriginal initiative to date;
- Consulting widely and broadly with internal and external stakeholders to identify barriers to Aboriginal student recruitment and program completion;
- Determining through consultations what SIAST was already doing well and what steps needed to be taken to affect change;
- Defining what Aboriginal student success means in the SIAST context;
- Developing a comprehensive draft framework or strategy to enhance Aboriginal student success at SIAST; and
- Presenting committee findings to SIAST Aboriginal Council in March 2009.

Committee members, and the campuses and functional areas they represent are listed in Appendix B.

### 1.2.2 The Process

The Aboriginal Success Strategy Committee met five times between October 28, 2008 and March 12, 2009 with all committee members assigned consultations or research tasks to be completed between committee meetings. A committee work plan was finalized at the first meeting. A consultative approach was recommended that included input from both internal and external stakeholders based on their own experiences or observations. See Appendix C and Appendix D for consultation details. A student life cycle framework was used which enabled the committee to examine each stage of the student experience from the point of thinking about post-secondary education through to graduation.



A list of stakeholders was developed and consultation questions were designed to determine perceived barriers at each stage of the student experience. Committee members were tasked to undertake consultations with their assigned stakeholder groups. Consultations took place in multiple formats including focus groups, interviews, one-on-one discussions and written submissions. Two separate consultations were undertaken with internal and external stakeholder groups. Consultation #1 covered recruitment, application and admission barriers and strategies and consultation #2 covered transition, retention and program completion barriers and strategies. Results of the consultations were summarized and fed back to the committee for review and prioritization.

A student survey was developed to capture input from currently enrolled SIAST Aboriginal students and from Aboriginal students who had already left their SIAST program of study. Over 300 Aboriginal students completed the online survey and this information was analyzed and compared to the information obtained during consultations.

Student success literature, best practice research and SIAST student statistics were used to supplement stakeholder consultation information and the student survey results.



### 1.2.3 Process Limitations

Although it is estimated that over 600 individuals contributed to the process, the committee recognized that there were limiting factors.

- The project scope was large and timelines were ambitious. The scope of the project was intentionally narrowed by the committee at their first meeting. Barriers that Aboriginal students face transitioning from post-secondary education to employment were removed from the scope of this project.
- There was an unintended post-secondary emphasis. Each of the academic divisions were represented on the committee by one individual and basic education was represented by two, however, the sheer number of post-secondary representatives sometimes overshadowed the basic education perspective, particularly in terms of strategy development to address barriers facing basic education students. In addition, some of the barriers identified through the consultations required the expertise of those within the division to more fully and accurately investigate strategies to address the issues. This limitation has been addressed through the committee recommendation that another committee or working group be formed to continue this work.
- Participation from some of the stakeholder groups was limited. The Industrial Training Division had a number of pressing priorities to attend to during the academic year, and they were not able to participate in some of the early committee meetings. Industrial training faculty availability during the consultation process was also limited for the same reason. Participation in the consultation process by student leavers, apprenticeship students, and student associations was lower than other groups.
- Although there was a good response to the student survey and responses were representative at the campus level, there was not a representative distribution at the program level. Some programs did not have any students responding to the survey. In addition, 75% of the student survey respondents were female, perhaps adding a female bias to survey responses. To mitigate this limitation as much as possible, survey responses were also analyzed by gender to point out where significant gender differences existed in responses.
- The student survey was long and some students did not complete every question. Survey analysis confirmed also that some of the questions may have been misunderstood. The online survey format also created difficulties for some students who were unable to save their results and return to them at a later time.



## 2.0 The Findings

Enrolment and persistence barriers for Aboriginal students at Canadian post-secondary institutions are often difficult to isolate because they are components of a complex pattern of inter-related conditions between the Aboriginal community and Canadian society (CMEC, 2002). Aboriginal students often experience multiple barriers. Through consultations with internal and external stakeholders, administration of student surveys, and examination of student statistics, the committee hoped to determine whether this was still true for SIAST students.

The following sections outline the barriers that were identified through consultations with internal and external stakeholders, student surveys, and examination of student statistics.

### 2.1 Recruitment, Application and Admission Barriers Identified through Consultation

A student's decision to attend a post-secondary institution is complex and related to a number of factors that can be categorized as personal/social, academic, financial or institutional. In the case of Aboriginal students, there are also historical/systemic and cultural barriers to post-secondary participation. Post-secondary institutions interested in recruiting potential Aboriginal applicants need to be aware of why Aboriginal students are selecting, or not selecting, their institution.

The recruitment phase of the student lifecycle was divided into three phases: (1) pre-prospect/prospect, (2) applicant and (3) admitted applicant. The pre-prospect/prospect phase covered students who are not thinking about post-secondary education as a viable option; students who are not aware of SIAST; students who are trying to decide which post-secondary institution to attend; and students who are trying to decide which SIAST program to pursue. The applicant phase referred to students who are in the process of applying to SIAST and those who have applied to SIAST and are waiting for an admission decision. The admitted applicant phase referred to students who have been admitted to SIAST but are in various stages of the decision-making process to actually accept the seat or show up on the first day of classes. At each of these three stages students face different issues that ultimately affect their post-secondary participation.

#### 2.1.1 Pre-prospect/Prospect Phase

Aboriginal student recruitment barriers identified through committee consultations at the pre-prospect/prospect level were primarily related to awareness and accessibility. Stakeholders perceived that Aboriginal students and their influencers were not aware of the range of programs offered by SIAST, nor were they aware of how SIAST programs link to career opportunities. There was a perception that Aboriginal communities, including post-secondary education counsellors, were more familiar with university post-secondary options. In addition, it was perceived that there was often a lack of community or family support to pursue post-secondary studies. Many Aboriginal prospects may be the first of their family or community considering attending SIAST. A low number of SIAST Aboriginal role models and unavailability of SIAST information in the communities were perceived as contributing factors. There was some concern that students who had unsuccessful experiences at SIAST return home to their communities and contribute to negative images about SIAST as a post-secondary option.



A lack of SIAST program involvement and engagement in the pre-prospect/prospect recruitment phase was identified as a barrier. Research shows that a positive campus visit that includes engaging activities increases the likelihood of students enrolling at your institution. Although some programs recognize the value of participating in central recruitment and awareness activities such as *Come. See. Investigate.* (CSI) SIAST, others do not participate or participate in a very limited way as recruitment is not seen as a priority or because of program resource constraints. Students who attend these events and have an unsatisfactory experience are less likely to enroll at SIAST.

Stakeholders perceived that academic barriers at the pre-prospect/prospect phase often prevented students from applying. Students are not made aware of educational opportunities and admission requirements early enough which results in students missing required prerequisite courses. Availability of prerequisite courses in some communities was also seen as a barrier.

Stakeholders perceived that prospective students were often unable or unwilling to leave their communities to attend post-secondary studies. Financial barriers were also identified as a major concern. Many students do not consider post-secondary studies because of the inability to fund their education, particularly if this involves moving themselves and their families to another location. Many students are unaware of the range of options available for student financial assistance. Stakeholders felt that it was also difficult for students to work at the same time as pursuing post-secondary studies at SIAST. The SIAST program delivery model provides limited opportunity for part-time studies in some programs and funding eligibility is impacted by part-time enrolment status. Extended time to complete means increased costs for students and lost income.

### 2.1.2 Applicant Phase

Stakeholders perceived there were a number of barriers for students during the applicant phase. There were examples of students having difficulty completing the application form and obtaining transcripts and other supporting documents for admission. Providing documents to support verification of Aboriginal ancestry was seen as problematic for Métis students.

There was a perception that the high-demand admission process discouraged a number of Aboriginal applicants from applying because it was so complex. The special admission process was seen as a good alternative way for students to access post-secondary studies; however, there were concerns about whether the ACCUPLACER examination presented unintended cultural barriers. It was suggested that standardized tests such as ACCUPLACER are based on societal norms and not representative of cultural minorities.

Stakeholders suggested that Aboriginal students were hesitant to ask for assistance in the application process and that this assistance was not proactively given by SIAST. First contact with SIAST was also raised as a concern: Aboriginal students contacting SIAST by telephone, email or in person for the first time should be given consistent welcoming, friendly and relevant information. The helpfulness of staff was seen as inconsistent and in some cases information was seen as given reactively instead of proactively.

The physical facilities were not seen as welcoming at some campuses. First impressions of a campus are important and stakeholders suggested that service areas at the campuses were difficult to locate and uninviting. A lack of Aboriginal faces in first-contact areas was seen as a potential barrier.

Sponsor awareness about the SIAST application process was poor and the timing of funding was seen as a major barrier. It was perceived that Aboriginal students often miss deadlines because the counsellors or sponsors assisting them are unaware of SIAST processes and that students depending upon funding to pay the application fee may have the processing of their application delayed while sponsors make funding decisions.

SIAST application processes were also seen as unintended barriers. Currently students who do not complete the application process within a certain period of time are withdrawn from the application process. Although this practice is intended to expedite the first-qualified first-admitted process, an unintended consequence may be that Aboriginal students who are struggling with understanding and meeting SIAST processes are withdrawn prematurely.

Students who are refused admission at SIAST are sent a letter advising that they seek advice from a counsellor if they wish to reapply. Counsellors can assist students with upgrading options and other career choices. The barrier is that there is no proactive in-person follow-up with refused students to encourage them to examine their options. This is a missed opportunity for SIAST.

### 2.1.3 Admitted Applicant Phase

Applicants admitted to SIAST programs face a number of challenges between the time they are offered a seat and the time they attend their first day of classes. Applicants may have applied to more than one post-secondary program and they are deciding which is the best fit. Others face challenges in transitioning to an urban environment, deciding to give up their permanent employment, completing required prerequisite classes or obtaining required financing. Stakeholders determined that there was a lack of planned information about steps after admission and that this type of information would help Aboriginal students make decisions during this phase.

Finances and funding were identified by stakeholders as one of the largest areas of concern. Lack of sponsor awareness of SIAST processes and cycles and timing of funding allocations were seen as major barriers. Keeping up-to-date with the many different sponsor-funding processes was seen as a challenge for SIAST staff assisting students with financial concerns. It was also reported that students lack knowledge of the full cost of attending school and the reality of actual costs is often a barrier to registration. The lack of emergency funding and bridge funding during the admitted applicant phase at SIAST was also identified as a barrier.

Students admitted to SIAST programs pay a seat deposit to hold their seat in the program. This deposit must be paid within 30 days of acceptance otherwise the seat is withdrawn and given to another qualified applicant. Stakeholders believed that Aboriginal students often had difficulty paying the seat deposit because of funding timing and that this presented a barrier to applicants.

Other major barriers identified at this phase of the student lifecycle were related to essential living and personal arrangements. Availability of suitable housing, high rents and racism were seen as major housing-related issues. The availability of affordable child care with extended hours was identified as a barrier, in particular the perceived lack of infant care spaces. Transportation was identified as a barrier at some campuses.



Stakeholders also identified barriers related to transitioning to a post-secondary environment. These included lack of personal support; academic and personal skill gaps; English language challenges; unrealistic understanding of program and post-secondary challenges; and lack of knowledge of campus and community support services.

## 2.2 Program Retention and Completion Barriers Identified through Consultation

Stakeholders recognized that Aboriginal students come to SIAST with a wide variety of backgrounds and levels of preparedness to attend post-secondary studies. They perceived, however, that a large number of Aboriginal students come to SIAST inadequately or differently prepared from a personal/social and academic perspective. Committee consultations also identified a number of issues related to cultural differences, financial barriers, institutional barriers and physical infrastructure.

### 2.2.1 Cultural Differences/Lack of Cultural Awareness

Many Aboriginal students come to SIAST with a different world view and therefore different priorities. Stakeholders identified this as one of the most important barriers for SIAST to understand if they want to fully engage the Aboriginal population.

Family and community responsibilities are often in conflict with program expectations and students are faced with difficult decisions. One frequently cited example was that if faced with family or community obligations that conflict with program expectations, Aboriginal students will often prioritize those family obligations even if it means they will be discontinued from the program. Stakeholders perceived that students do not often understand the consequences of the decisions they are making, for example, missing multiple days of class to attend a funeral in the community. Faculty who are not culturally aware perceive this as a lack of commitment to the program rather than a priority-based decision. Balancing program rigor and integrity, industry expectations, and the development of workplace essential skills with different cultural priorities is a very real challenge, and difficult for faculty and students to reconcile.

Stakeholders told committee members that often Aboriginal students have different communication styles and that these differences have led to conflict with instructors and classmates. For example, Aboriginal students may be hesitant to speak up in class or to seek assistance if they are struggling in their program and they may avoid direct eye contact. Faculty and staff who are not aware of these differences may interpret these different communication styles as disinterest or insubordination and they may be hesitant to proactively offer support to these students.

Aboriginal students who are away from their communities often experience issues related to transitioning to an urban environment. They may also experience feelings of isolation. Students often find themselves going through an identity dilemma as they are exposed to a different cultural environment and they may experience self-sabotage or sabotage by family and friends.

Negative attitudes toward Aboriginal students were prevalent in some SIAST faculty and staff at both the post-secondary and basic education levels. Others indicated that Aboriginal students often experience racism outside the SIAST environment, particularly when trying to find suitable housing and setting up bank accounts. Stakeholders have observed that Aboriginal students also face personal or family-related health issues, addictions, incarceration and family violence at a higher rate than other student groups.

Stakeholders indicated that there was a lack of Aboriginal-specific and/or Aboriginal-relevant content in SIAST programs and that SIAST instructors should be incorporating relevant examples wherever possible. Stakeholders also identified a lack of Aboriginal instructors and program heads.

### 2.2.2 Personal/Social Issues

Stakeholders perceived that a large number of Aboriginal students come to SIAST with underdeveloped personal skills. Other stakeholders perceive that students do not have underdeveloped personal skills, rather they have cultivated a different set of personal skills. In any event, many Aboriginal students come to SIAST with lower levels of confidence, lack of experience with independence, inadequate time management and problem solving skills for post-secondary success, and no experience managing personal finances. These were all identified as major barriers to successful program completion.

Many students do not have essential arrangements such as funding, housing, child care and transportation made before school starts or arrangements unexpectedly fall apart. For example, many apartments are being changed to condominiums or rents are raised forcing students to move mid-year. Students also often find themselves living with poor role models and adopt bad study and living habits.

Urban adjustment is an issue for some Aboriginal students during this phase of the student lifecycle, particularly those from remote communities or northern reserves. These students sometimes experience a lack of family and community support, and stakeholders told the committee that they see a large number of Aboriginal students dealing with drug and alcohol addictions either personally or through supporting a family member struggling with addiction. Incidents of family violence are prevalent and most likely compounded by drug and alcohol use. Aboriginal students face a number of chronic health conditions such as diabetes and the incidence of mental health challenges is increasing.

### 2.2.3 Academic Preparedness

Stakeholders told committee members that Aboriginal students, particularly those from northern and rural areas, are often inadequately prepared academically especially in mathematics and sciences. Many students also have low reading and comprehension levels. Stakeholders were split on whether basic computer skills were still a barrier and suggested that access to computers was likely more the issue.

SIAST programs are fast-paced and full-time program loads are intensive. This limits students' ability to access and benefit from tutors and learning assistance supports. Some campuses identified a shortage of learning assistance staff to address support needs.

Students with modified grade 12 were perceived by some stakeholders as not prepared to pursue post-secondary studies at SIAST and they suggested consideration should be given to examining admission requirements for those programs with lower entrance criteria.

High-demand programs are admitting students with higher academic averages and Aboriginal students in equity seats may gain access with lower averages. Since instructors often teach to the level of the majority of students in the class, stakeholders perceived that some of these students may be left behind or be seen as low achievers even though they meet the minimum entrance criteria.





Stakeholders told us that a number of Aboriginal students are classified as English Language Learners (ELL). Although they have been taught and examined in English, the language spoken in their homes may not be English and some of their formative school years may have been in their first language. Often these students have not fully developed their language skills in either language. ELL students experience difficulty with language context and often have difficulty understanding and assimilating program-specific vocabulary and terminology. ELL learners also often spend a significant amount of time translating information into their first language which results in increased time to complete assignments, write exams and respond to questions in the classroom.

Stakeholders also stated that many Aboriginal students find themselves in the wrong programs which points to a lack of career preparedness. Career preparedness was seen as particularly important for basic education students. Many basic education students change their career paths after they start classes. Because their class selection is based on career goals, changes often lead to students not being enrolled in the right prerequisite classes. This delays their entrance into post-secondary programming.

There was a general perception that Aboriginal students come into post-secondary programs with lower or different student success skills in areas of problem solving, critical thinking, organization, time management, study skills and communication. Students also lack experience writing essays and researching papers.

#### 2.2.4 Institutional Barriers

Stakeholders identified typical SIAST post-secondary program structures as a major barrier. The six- to eight-hour structured school day, inflexible course sequencing and perceived artificial course prerequisites were seen as limiting students' opportunities to pursue many SIAST programs on a part-time basis. Other structural barriers that were identified as problematic for students, particularly students who are also parents, is the geographical locations of some of the programs and SIAST academic year schedules that are not synchronized with local elementary school cycles.

Policy and procedure barriers identified by stakeholders included the SIAST academic progress policy and SIAST attendance practices. The academic progress policy was seen as problematic for Aboriginal students because often students are discontinued from their programs just as they are beginning to adjust to the urban transition and program expectations. Aboriginal students who are discontinued from their programs are unlikely to return and their unsuccessful experience at SIAST reinforces with their home communities that SIAST may not be a welcome environment for Aboriginal students.

Attendance was identified as an issue for both post-secondary and basic education students. A few stakeholders suggested that basic education attendance may not need to be as closely tied to Provincial Training Allowance funding as it currently is. Many SIAST post-secondary programs, including some committee members, were still operating under the assumption that SIAST has an attendance policy. It was suggested this change was not communicated well across the institution. Stakeholders suggested that in their experience Aboriginal students are discontinued from their programs for poor attendance, despite their academic performance.

Some stakeholders advised that program structure and practices such as attendance were set by external bodies (i.e. Saskatchewan Apprenticeship and Trade Certification Commission), therefore, they had limited authority to implement more flexibility for Aboriginal students.

Program heads generally fill out a form when students voluntarily or involuntarily withdraw from their programs. Although reasons for leaving are recorded on this withdrawal form, they do not always reflect the students' real reason for leaving. Students do not always share this information with their program head, or there are multiple reasons of which only one can be reflected on the form. Other students simply quit coming to classes and do not officially withdraw. SIAST does not proactively follow-up with students about their reasons for leaving, and it has not regularly surveyed leavers for information on their post-secondary experiences.

Assessment and grading were identified as barriers by some stakeholders. There was a perception that instructors often do not consider different ways of knowing and learning. Although deans' council endorsed additional time on examinations for Aboriginal ELL, it was perceived that many programs still hesitate to provide that accommodation.

### 2.2.5 Financial Barriers

At the beginning of the academic year, student funding often arrives late, or funding comes through for tuition and books but not for other required materials like steel-toe boots, uniforms, and other equipment or supplies. Students also need to provide money for damage deposits, utility hook-ups, and other start-up costs they may not have adequately budgeted for.

Apprentices on employment insurance often do not get any money for up to 6 to 7 weeks. Apprenticeship cycles are 8-weeks. These students often struggle financially because of this timing barrier.

Stakeholders report that students also experience financial difficulties during the academic year. Emergencies, unplanned expenses, increased cost of living and inadequate budgeting are common causes of mid-year financial difficulties. Students who are unable to resolve their financial barriers may need to withdraw from their program of study.

Aboriginal students apply for scholarships and bursaries at lower rates than other students. Some stakeholders suggested that Aboriginal students may perceive that scholarship and bursary money may negatively affect their sponsorship or funding levels. Others suggested that Aboriginal students are less aware of these opportunities and if they are they assume they would not be qualified. The process for applying for scholarships and bursaries was also seen as a potential barrier.

### 2.2.6 SIAST Facility Barriers

A number of issues related to physical facilities were raised. In general front entrances and student service areas at the four campuses were seen as unwelcoming for Aboriginal students. Other specific physical spaces identified were (a) the Kelsey Aboriginal Activity Centre which is not big enough to accommodate the number of students using the space and (b) the registration services and student services area at Woodland that are located on the second floor.

The growing number of separate facilities in Saskatoon was a major concern as Aboriginal students at the smaller locations are often isolated and have no, or limited, access to Aboriginal Activity Centres and Learning Services. Many stakeholders suggested that our campuses were still not fully accessible and that there was no place for students to "hang".



### 2.2.7 Lack of an Early Warning System

Although SIAST has an academic progress policy that places students who are struggling academically on probation, the institution does not have a comprehensive early warning system in place. Often by the time students are placed on academic probation it is too late to address their support needs. In addition the academic progress policy does not address other types of risk that students face.

Some programs have students complete academic risk assessment testing upon entry; however, students who are identified as at risk are often not connected with appropriate supports to mitigate that risk or the supports they require are not available.

SIAST does not have a common framework to define at-risk behaviours, a process for programs to identify students at-risk early in their programs or a coordinated way to fast track identified students into required supports.

## 2.3 What Students Had to Say

The committee determined early in the process that it was important to hear directly from Aboriginal students at SIAST. The committee structure allowed for four student representatives, one from each campus. In addition the four campus Student Associations were invited to participate in the consultation process. To ensure that the committee had even wider input from students, two surveys were designed and administered to obtain more detailed feedback from Aboriginal students about their SIAST experience; one for current Aboriginal students and another for Aboriginal students who withdrew from their SIAST program in 2008/09.

### 2.3.1 Survey Methodology

A subcommittee of the Aboriginal Success Strategy Committee drafted the survey for currently enrolled Aboriginal students and SIAST's Institutional Research and Analysis Department (IR&A) reviewed the survey draft to maximize survey validity and usability. Survey completion time was tested at 30 to 45 minutes. The AVP student affairs and Okimaw of the SIAST Aboriginal Council approved the final survey design.

The student leaver survey was drafted by IR&A after the current student survey was approved. The survey questions paralleled those contained in the current student survey but wording was adjusted to reflect that these students were no longer at SIAST.

SIAST Aboriginal students currently registered at SIAST (2008/09) were made aware of the survey through proactive communication strategies such as mySIAST, emails, posters, announcements in class and word of mouth. The survey was made available online and students without computer access were invited to complete the survey at the campus Aboriginal activity centres. Some programs with larger Aboriginal populations booked computer labs for their students to complete the survey as a group. Ten \$50 gift certificates were offered as incentives to complete the survey.

SIAST Aboriginal students who left their program of study in 2007/08 were identified through a Banner report and these students were sent a letter and a link to the online survey. These students were also eligible for incentive prizes.

## 2.3.2 Current Student Survey Results

### 2.3.2.1 Demographics

A total of 319 Aboriginal students responded to the current student survey. Responses were reasonably distributed across campuses with 47.0% from Woodland, 21.6% from Kelsey, 17.9% from Wascana, 6.9% from Palliser, and 6.5% from off-campus locations or distance students. Of the respondents, 54.0% were registered in certificate and diploma programs, 31.7% in basic education, 2.2% in apprenticeship and 11.9% in other types of programming (primarily Aboriginal police preparation students).

Seventy-five percent of the respondents were female and 95.4% of respondents were between the ages of 18 and 44. Approximately one-quarter (26.0%) of the students were married or common-law. A higher percentage of certificate and diploma students were married than basic education students.

Approximately 45% of the students surveyed had completed grade 12 or equivalent prior to entering SIAST while 25.4% had less than grade 12 and 25.7% had already completed some post-secondary. Basic education had a higher percentage of students entering with less than grade 10 (42.4%). Parent education levels were relatively high with approximately 30% having Grade 12 or equivalent and 36% having completed some post-secondary. Basic education students had a higher percentage of parents with less than grade 10 (30.5% compared to 14.3% for certificate and diploma students).

Overall 69.1% of the respondents identified themselves as status/treaty Indians, 27.7% as Métis, and 2.5% as non status Indians. Ten percent of students have not advised SIAST of their Aboriginal ancestry with the majority of these being basic education students. A higher percentage of basic education students identified themselves as status/treaty Indians (88.8%) than certificate and diploma students (59.9%), while a higher percentage of certificate and diploma students identified themselves as Métis (36.4% versus 8.2%).

Approximately 6.6% of respondents identified themselves as having advised SIAST they have a disability. An additional 2.9% of respondents indicated they had a disability but have not advised SIAST. The majority of those who did not advise SIAST are from basic education.

The majority of students had been with SIAST less than one year (62.7%). 27.6% had been with SIAST between one and two years and 9.7% had been with SIAST for more than two years. Only about 20% of students are employed while attending school with most of these being certificate and diploma students. However, 63.4% of employed students are working more than 12 hours per week.



#### 2.3.2.2 Housing

Almost 42% of students surveyed indicated they had to move to attend SIAST with 81.7% of these students moving more than 50 kilometers and 39.7% of them moving from reserves. More certificate and diploma students moved to begin their studies than basic education students.

Approximately one-third of students indicated that they had difficulties finding affordable and suitable housing in a timely manner. The highest levels of difficulty were at SIAST Woodland and Kelsey Campuses where more than 40% of Aboriginal students experienced difficulties. The majority of students used family, friends and classmates as a source of assistance in finding living accommodations. Other sources of assistance in order of frequency were the newspaper, low income housing registry, SIAST staff and the SIAST housing registry. Of note was that only one basic education student used the SIAST housing registry as a source.

Approximately one-quarter of students are not living in the same accommodations as they started in at the beginning of the academic year and 33.7% indicate that living arrangements have prevented them from attending classes.

#### 2.3.2.3 Transportation

The majority of students (46.4%) use their own vehicle to get to school. Other sources of transportation are bus (21.8%), carpooling (19.2%), walking (7.9%) and biking (0.3%). About one quarter of the students travel more than 30 minutes and 45% of students indicate transportation arrangements have prevented them from attending classes. A higher percentage of basic education students have missed classes due to transportation difficulties. Students experienced more transportation issues at Woodland, Kelsey and Wascana campuses than at Palliser.

#### 2.3.2.4 Childcare

Over one-half (57.7%) of the students had dependent children or family members living with them, and about three-quarters of these respondents indicated they have children who need care while they are at school. Of those students with childcare needs, 38.8% had difficulty finding affordable day care and 53.9% of them stated they were not able to find childcare easily. Approximately 60% of students with children have missed classes because of childcare arrangements and 77.2% state that having affordable childcare on campus would help them be a more successful student. There were no statistically significant differences in childcare needs by campus or by level of program.

#### 2.3.2.5 Finances

Over 69% of students are dependent on financial assistance of some sort to attend SIAST. The majority of certificate and diploma students access band funding or other sources of sponsorship and supplement with personal saving, bank loans and money from parents/family. Approximately 19% of band-funded students experienced difficulties with the band funding process. About 22% of certificate and diploma students accessed student loans and 21% had bursaries and scholarships. Over 90% of basic education students were supported through the provincial training allowance with 33% of these experiencing difficulties with this process.

Approximately 9% of students indicated they had to delay attending SIAST because of a lack of adequate financial resource. The majority of delays were for tuition fees, books and other program-related costs. The seat deposit and application fees presented a smaller barrier to students.



More than 80% of students felt they were well informed about costs such as the application fee, tuition and books. Students were less informed about other fees such as the seat deposit, SIAST administrative fees and program fees. The lowest ranked areas of information were the student association fees and health and dental plan costs. In general basic education students were less informed about costs than certificate and diploma students.

#### 2.3.2.6 Sources of Information

The most frequently used sources of information about SIAST for students were friends and relatives (67.3%), the SIAST website (56.2%), other students (54.2%), a SIAST counsellor (49.2%), a program brochure or fact sheet (46.2%) and a SIAST campus visit (44.1%). Least used sources of information about SIAST included high school visits (19.5%), employers (21.8%) and band or post-secondary counsellors (23.9%)

There were significant differences in sources of information based on program level. Basic education students were more likely to access a SIAST counsellor, a friend or relative and other students than certificate and diploma students. Certificate and diploma students were more likely to obtain their information from the SIAST website or program brochures than basic education students.

There were some gender differences in information preferences. Female students were more likely than male students to participate in a visit to a SIAST campus and access the online secrets to success tool. Male students were more likely to access a First Nation or Tribal Council coordinator or access information from a program brochure or radio/newspaper advertisement.

There was a surprisingly low level of awareness among Aboriginal students about SIAST recruitment activities and participation rates for those who were aware were low. Of the recruitment events cited, the highest levels of participation were for planned program visits (13.9%), the Aboriginal success in trades and technologies program (11.8%) and the SIAST CSI event (8.0%). More basic education students were aware of the SIAST CSI event than certificate and diploma students. Students who participated in these events were split on whether these activities helped them to choose SIAST or to transition them to campus life.

The top five reasons for choosing to attend SIAST were: job potential, program choice, advice of a friend/relative, location of the program and access to Aboriginal support services. Basic education students placed more emphasis on the advice of friends/relatives than certificate and diploma students and they were more likely to choose SIAST because their friends were attending. Certificate and diploma students were more likely to choose SIAST based on the advice of high school staff and job potential following graduation than basic education students.

Students at SIAST Woodland Campus had the highest percentage of students who indicated that student life and social activities were important in their decision to attend SIAST. More male than female students indicated that Aboriginal student services were not important in their decision to attend SIAST.



#### 2.3.2.7 Application Process

Eighteen percent of Aboriginal students surveyed indicated they experienced difficulty obtaining information about SIAST's application process and 16.5% of students experienced difficulties completing the application form. Other application barriers identified were difficulties in obtaining transcripts (25.4%), providing verification of Aboriginal status (15.1%) and providing verification of disability status (10.4%). Basic education students experienced more difficulties than certificate and diploma students with obtaining transcripts and providing verification of disability status.

While the majority of Aboriginal students did not access the special admission process, of those who did, 19.9% indicated they had difficulties understanding the special admission process and 14% indicated that the ACCUPLACER exam process was difficult to understand. More basic education students than certificate and diploma students indicated this was an excellent aspect of the special admission process. Basic education students may be more familiar with ACCUPLACER because the division uses it as a placement tool at some locations.

Of those basic education students that accessed the pre-testing process, the majority felt the process was good or excellent.

The majority of students rated registration services, counselling services, and contact centre services as excellent or good. However, there were a significant number of students who were not satisfied with these services. Provision of services from SIAST registration services was rated fair or poor by 21.8% of respondents. There were no statistically significant differences by campus or program level. Provision of services from SIAST counselling staff was rated fair or poor by 19.1% of students. A large number of certificate and diploma students did not rate this service (69.0%) presumably because they did not access counselling services during the application process. The contact centre was rated by 22.0% of respondents as fair or poor.

Only 62.7% of Aboriginal students participated in SIAST orientation or welcome events. Of those that participated 88.4% indicated it helped to make them feel welcome on campus, and 91.4% indicated orientation provided them with information about services and supports available on campus. Kelsey and Woodland campuses had the highest participation rates.

Only 62.1% of Aboriginal students indicated they participated in a program-specific orientation at the beginning of their studies. Of those that participated 86.8% felt it helped them to understand program expectations and 87.4% indicated it helped introduce them to student-related policies and procedures.

#### 2.3.2.8 Culturally Supportive Environment

Approximately 76% of students indicated they had visited an Aboriginal Activity Centre at least once. An analysis by program level shows that 91.9% of basic education students have visited a centre versus only 68% of certificate and diploma students. An analysis by campus shows that Woodland has the highest participation rate at 58%, followed by Wascana (42%), Palliser (36%) and Kelsey (32%).

Forty-five percent of students have participated in an Aboriginal cultural activity at SIAST, and 32.5% have visited with a SIAST elder. Of those students who have participated in cultural activities, 48% indicate it is important to their success at SIAST, while 26.9% indicate that it is not. Students in Basic Education programs were more likely (61%) to indicate that cultural activities were important to their success.

Approximately 86% of students indicated their classroom environment is comfortable enough to ask questions and engage in discussions, and slightly more feel a sense of belonging and supportive relationships with other students. There were no statistically significant differences by campus. Students under the age of 18 felt less comfortable in the classroom and felt less sense of belonging than other age groups. Students aged 55 and over were most comfortable and felt the strongest sense of belonging.

There were differences by division. Aboriginal students in the Science and Health Division were most likely to find their classroom comfortable enough to ask questions and engage in discussions. Respondents in the Industrial Training Division had the highest percentage of discomfort in the classroom and had a higher number of students who felt like they did not belong.

Over 88% of students find faculty approachable, helpful and understanding, and 87% of students feel administrative and support staff are helpful, considerate and flexible. Female students found faculty slightly less approachable and helpful than male students, while males found administrative and support staff slightly less helpful and flexible.

To ascertain comfort levels of Aboriginal students who indicated English was not their first language, a cross tabulation of selected comfort statements (i.e. classroom environment, sense of belonging, approachable faculty) and first language was undertaken. The English as a second language group had a slightly higher rate of comfort across all questions, except for the question related to administrative and support service staff.

#### 2.3.2.9 Program Satisfaction and Completion

The majority of students were satisfied with their class timetable (86.1%), and 83.1% indicated that the academic demands of the program were what they expected. The majority of students were confident they would complete their studies on time (71.6%), while another 22.4% were confident they would complete their studies with some delay.

Sixty percent of students indicated that they felt there should be more Aboriginal content in their program curriculum, and only 9.2% were not satisfied with the amount of relevant Aboriginal resources in SIAST libraries.

#### 2.3.2.10 Student Identified Barriers to Completion

Students indicated that the biggest challenge they faced to successfully complete their studies was different personal skills (49.1%). Other highly ranked challenges included study skills (42.8%), financial difficulties (35.8%), childcare (29.8%), transportation (26.3%), academic skills (25.3%), heavy workload (23.9%), difficulty demonstrating what they have learned (23.9%), conflict with family and personal responsibilities (23.5%), and lack of support from family, friends or community (15.4%). When health-related categories are combined (family health, personal health and addictions), health issues also present a major barrier to completion (26.7%). English language difficulties were cited as a barrier by 9.5% of the students.

There were some statistically significant differences in barriers to completion with a higher percentage of certificate and diploma students choosing academic skills, study skills and heavy workload more frequently than basic education students. Basic education students cited childcare and lack of support from family, friends or community at a higher rate than certificate and diploma students. Students at Wascana and Woodland campuses cited transportation as a barrier more frequently than other campuses. Kelsey students identified study skills as a barrier more frequently than students from the other campuses.



Approximately 14.7% of students surveyed indicated they have had to interrupt their studies at SIAST for one or more semesters. The majority of these students were from basic education. Students frequently had more than one reason for leaving, but the main reasons these students had to interrupt their studies were family health (26.7%) and family/personal responsibilities (26.7%). Other highly ranked reasons included personal health (24.4%), personal skills (17.8%) and attendance (17.8%).

#### 2.3.2.11 Supports and Services

Students were asked how important various learning assistance services were to help them in successfully completing their program. Learning services that were ranked most frequently as important or very important were study skills/time management (61.4%), essay writing (56.7%), tutoring (56.6%), test taking strategies (52.8%) and academic advising (51.5%).

A statistically significant number of students from basic education listed academic advising, essay writing, math workshops, reading strategies/vocabulary development, drop-in basic math and science help, test taking strategies, and services for students with disabilities at higher rates than certificate and diploma students. Certificate and diploma students ranked study skills/time management higher than basic education students.

Nearly three-quarters of the students from Woodland campus indicated that exam accommodations for Aboriginal students whose first language is not English would be an important support for success.

Students were asked to rate their satisfaction with these various learning services. Those who used the services and supports were generally satisfied. Across the various services, 40-50% of students did not use them, and 10-15% were not aware of them. Certificate and diploma students were less likely to use these supports than basic education students, even though they were more aware of the services.

Various types of counselling services were rated for importance, use and satisfaction. Counselling services that were most frequently ranked as important or very important were providing SIAST program information (60.3%), career resource materials (56.6%), academic counselling (56.4%), personal counselling (53.8%) and career testing and assessment (52.8%). Basic education students cited the following services at significantly higher rates than certificate and diploma students: career testing and assessment, personal counselling, academic counselling, prior learning assessment and recognition counselling, referrals to community support agencies and student appeal assistance.

Students who accessed the various counselling services were generally satisfied with the support provided. Awareness of counselling services was slightly higher than awareness of learning services with only 6-12% of students indicating they were unaware of counselling services. Use of counselling services was also a little higher in particular in the areas of program information, academic counselling and career resource materials. Basic education students were more likely to access the various counselling services than certificate and diploma students.

Approximately 56% of the students surveyed indicated that the Aboriginal activity centres were important to very important in assisting Aboriginal students with successfully completing their program, and about 20% indicated they were somewhat important. Basic education students rated importance of Aboriginal centres at a statistically significant higher rate than certificate and diploma students, with nearly 88% indicating they were important to success. These students also accessed the centres at a higher rate.

The importance of the various services offered specifically for Aboriginal students is summarized in the following table:

Services Offered Specifically for Aboriginal Students	
Aboriginal Service	Percentage of students ranking important/very important
Access to computers in the Aboriginal Activity Centre	65.3%
Aboriginal counsellors	57.8%
Recreational and social activities offered through the Aboriginal Activity Centre	57.3%
Life skills/job readiness workshops	56.9%
Aboriginal tutorial services	52.3%
Resident Elder services	50.6%
Cultural learning opportunities	50.6%
SHASS advisors	48.2%
Native Access Program to Nursing advisors	47.2%
Referrals to community support	45.3%

Students were asked to rank the importance of various health services in supporting their success. Approximately 50-58% of students felt health services were important to very important to student success with minor first aid and immunizations ranked highest in importance. Students who accessed health services were generally satisfied, and they were more frequently accessed by basic education students. Only about 8-10% of students were not aware of the various services.

Approximately 70% of students indicated that they felt their interests were adequately represented by their campus student associations.





#### 2.3.2.12 Preferred Methods of Learning

Students were asked which methods of learning they preferred. The majority of students found a hands-on/do-it-yourself approach the most useful, followed by classes/workshops, observing/watching, talking to someone knowledgeable and writing out ideas/making notes. The least preferred methods of learning were drawing/sketching ideas, looking at statistics/numbers, playing games, watching videos, reading books/manuals, and group work.

Certificate and diploma students preferred the hands-on approach and watching a demonstration at higher rates than basic education students. Basic education students preferred drawing/sketching ideas, reading books/manuals, and looking at statistics/numbers at a higher rate than certificate and diploma students.

There was one significant difference in gender learning preferences. Female students preferred educational videos at a higher rate than male students.

Students were asked what was the best way for them to demonstrate what they had learned. The most frequently cited preferences were multiple choice, written examinations and short answer questions. The lowest ranked preferences were case study analyses, reports, and oral examinations.

Case study analyses and practical demonstrations were ranked higher by certificate and diploma students. Students whose first language was English also ranked practical demonstrations higher than students whose first language was not English. Journals/portfolios were ranked higher by basic education students.

#### 2.3.2.13 Awareness and Understanding of SIAST policy

Overall, 7% of students indicate they have had experience with the academic progress policy during their time at SIAST. It was accessed more frequently by certificate and diploma students (16.8%). Of those that had experience 81.8% indicated they understood the policy and the process, and 63.6% felt they were fairly treated.

Six percent of the students have had experience with the grade appeal policy, with 55.6% indicating they understood the policy and process, and 52.6% stating they felt they were treated fairly.

Almost 13% of students have had experience with the transfer credit or prior learning assessment process. Of those that had experience, 85.4% indicated they understood the process, and 78% felt they were treated fairly.

Just over 16.8% of certificate and diploma students have had experience with the supplemental examination policy, and 3% of basic education students. Almost 93% of students understood this policy and process and 83.3% were satisfied they were treated fairly.

Only 5.6% of students indicate they have been involved in the student appeal process. Of those who had experience with the process, 88.9% understood the policy and process, and 72.2% felt they were treated fairly.

Slightly over 6% of students have had experience with the student conduct policy, and of those who have experience 94.7% understood the policy and process and 90% felt they were treated fairly.

Almost 9% of students have had experience with harassment and discrimination policies and procedures. Almost 90% of students understood the processes, and only 70% felt they were treated fairly.

Just over 5% of students have had experience with the application of the violence policy during their time at SIAST, with 93.8% of student understanding the process, and 82.4% of them indicating they felt they were treated fairly.

A very low number of students (2.5%) have had experience with the academic integrity policy. Of the handful that have been involved in academic integrity issues, 87.5% understood the process and 62.5% were satisfied they were treated fairly.

Six percent of students have had experience with the application of the appropriate use of information technology resources policy. Of those that have been involved in this type of issue, 84.2% understood the process and 89.5% indicated they felt they were treated fairly.

#### 2.3.2.14 Overall Student Satisfaction

The majority of students surveyed (91.5%) indicated that they would recommend SIAST to other Aboriginal students.

### 2.3.3 Student Leaver Survey Results

All SIAST Aboriginal students who left their programs of study during the 2008/09 academic year were mailed a letter with a link to the Aboriginal student leaver survey. Only 20 Aboriginal students responded; nine certificate/diploma students, nine basic education students and two apprenticeship students. Given the low number of responses results from this survey cannot be applied reliably to the larger Aboriginal student leaver population. It is recommended that SIAST undertake a more thorough study of Aboriginal students who have left their SIAST programs to more thoroughly understand their barriers to program completion. Of note, 90% of these leavers would recommend SIAST to other Aboriginal students and 57.9% have returned to study at SIAST or plan to return to SIAST.

## 2.4 Student Success Statistics

In order to determine where SIAST should focus its Aboriginal student recruitment and retention efforts, a series of statistical reports were generated and analyzed including: student application rates, student enrolment, student program completion by cohort. These are described in detail within the sections below.

It is important to note that statistics are based on students' self-declaration of their Aboriginal status. The student survey suggests that not all students have self-declared their Aboriginal ancestry; therefore, numbers of Aboriginal students attending SIAST are likely higher than reported. The numbers of Aboriginal apprenticeship students may be under-represented in the statistics because enhanced procedures for capturing Aboriginal status were only put into place a few years ago.

A reserved seating program has been in place for a number of years to facilitate the enrolment of Aboriginal students. The Aboriginal student enrolment target at Kelsey, Palliser and Wascana campuses was set by deans' council at 16.6%, and 25% at Woodland campus for certificate and diploma programming. There are no formalized targets for Aboriginal representation in apprenticeship, quick skills and basic education programming.



### 2.4.1 Enrolment Statistics

Official enrolment statistics from the 2007/08 census, show that SIAST has an overall enrolment of 2,434 Aboriginal students, which is approximately 18.5% of the total enrolment. Woodland campus has the highest percentage of Aboriginal students enrolled at all levels of programming, as well as the largest overall number of Aboriginal students (958), followed by Kelsey (820), Wascana (431) and Palliser (225). The chart below reflects enrolment by level of programming and campus.

2007-2008 Aboriginal Enrolment			
Program Level/Campus	Aboriginal Enrolment	Total Enrolment	Percentage of Enrolment Self-Identified as Aboriginal
<b>Basic Education</b>			
Kelsey	399	800	49.9%
Wascana	173	627	27.6%
Palliser	58	280	20.7%
Woodland	410	483	84.9%
SIAST	1,040	2,190	47.5%
<b>Apprenticeship</b>			
Kelsey	95	1,934	4.9%
Wascana	1	80	1.3%
Palliser	62	1,094	5.7%
Woodland	71	466	15.2%
SIAST	229	3,574	6.4%
<b>Certificate/Diploma</b>			
Kelsey	314	2,465	12.7%
Wascana	244	1,867	13.1%
Palliser	84	1,605	5.2%
Woodland	458	1,130	40.5%
SIAST	1,100	7,067	15.6%
<b>Future Skills</b>			
Kelsey	12	100	12.0%
Wascana	13	85	15.3%
Palliser	21	88	23.9%
Woodland	19	42	45.2%
SIAST	65	315	20.6%
All Programs	2,434	13,146	18.5%
Except Future Skills	2,369	12,831	18.5%

Note: See Appendix E for detailed comparison of base and continuing education statistics.

In 2007/08, approximately 43% of all SIAST Aboriginal students (1,040) were enrolled in Basic Education programming, while just over 45% (1,100) were enrolled in certificate and diploma programming.

Enrolment of Aboriginal students in Apprenticeship programming was very low in 2007/08. Further investigation should be undertaken to determine whether Aboriginal self-identification is lower in the apprenticeship group. Committee members suggest that another reason for the low number may be that many level one and two Aboriginal apprentices complete their training through other training partners and specific Aboriginal apprenticeship training initiatives.

## 2.4.2 Application Statistics

Average application rates by division, campus and program over the last four years (2006/07 through 2009/10) were analyzed. Appendix F contains the full 4-year application trend comparison. A dashboard approach was used to highlight programs with lower Aboriginal application rates: red (low numbers in all four years), orange (low numbers in three of last four years, and yellow (low numbers in one or two of last four years. The following programs, at the following campuses, show consistently low application rates from Aboriginal students:

Programs with Low Aboriginal Student Application Rates		
Division	Program	Campus(es)
Business and Entrepreneurial Studies	Business Certificate	Palliser
	Business Accountancy Diploma	Palliser
	Business Administration Diploma*	Palliser
	Business Financial Services Diploma	Palliser
	Business Information Systems Diploma	Palliser
	Business Marketing Diploma*	Palliser
	Medical Transcriptionist*	Woodland
Community Services	Dynamic Web Development*	Woodland
	Early Childhood Education Diploma	Kelsey, Wascana
	Interactive Media Production*	Woodland
	Media Arts Production*	Woodland
	Web Site Design and Development	Woodland
Industrial Training	Agricultural Machinery Technician	Kelsey
Nursing	Basic Critical Care Nursing	Wascana
	Perioperative Nursing/RN	Wascana
	Primary Care Nurse Practitioner	Wascana
Science and Health	Intermediate Care Paramedic	Wascana, Kelsey
Technology	Computer Aided Design/Drafting	Palliser
	Computer Engineering	Palliser
	Electrical Engineering	Palliser
	Electronic Systems Engineering Technology	Kelsey
	Electronics Engineering Technology	Palliser
	Geomatics Technology	Palliser
	Telecommunications/Radio Systems Technician	Wascana

\*Programs marked with an asterisk also show a low interest from non-Aboriginal applicants.



Low interest seems to be clustered in business and technology diploma programs at Palliser campus, media/web programming, and advanced nursing diplomas.

### 2.4.3 Cohort statistics

Cohort statistics were generated to determine the rate of Aboriginal student certificate and diploma program completion compared to the non-Aboriginal student body. Cohort statistics can be defined as a method for tracking the completion rates of a group of students who started a specific program at a specific campus in the same year. The cohort group is tracked over time to determine how many students in the cohort complete the program, how many are still in progress, and how many have withdrawn. SIAST cohort statistics track students for a period of five years. See Appendix G for detailed information.

An examination of students beginning their certificate and diploma program studies in 2005, shows that as of June 2009, a total of 73.42% of non-Aboriginal students had graduated successfully from their programs. A total of 53.18% of Aboriginal students during that same time period graduated from their programs. This represents a difference of 20 percentage points in program completion rates. An examination of students who enrolled in 2006 shows that as of June 2009, a total of 69.69% of non-Aboriginal students have completed their programs in contrast to 54.09% of Aboriginal students.

It is important to note that program completion rates vary widely by program and campus. Programs with a relatively low number of students enrolled can have their program completion rate percentages affected more drastically with the non-completion of one student, than those with higher enrolment numbers. This needs to be taken into consideration when analyzing student success rates at the program level.

Averaging the 2005 and 2006 cohort results, the Science and Health Division has the highest cohort completion rate for their programs for both non-Aboriginal (approximately 84%) and Aboriginal students (approximately 65%). Lowest program completion rates for both non-Aboriginal and Aboriginal students are in the Technology and Business and Entrepreneurial Studies Divisions. The largest success gap between Aboriginal and non-Aboriginal students is in the Industrial Training Division with Aboriginal completion rates 30% below those of non-Aboriginal students.

There are cohort program completion rate variations by campus as well. Wascana has the highest success rate on average for Aboriginal students (approximately 65%) and non-Aboriginal students (approximately 80%). This is followed closely by Woodland with average completion rates of approximately 79% for non-Aboriginal students and 56% for Aboriginal students. Average program completion rates for both non-Aboriginal and Aboriginal students are lowest at Palliser campus with approximately 61% of non-Aboriginal students completing their programs and only 41% of Aboriginal students completing theirs. This could be due to the nature of the programming offered at Palliser campus. Kelsey campus has the largest gap in success rates on average between its Aboriginal and non-Aboriginal students (24.3%), followed closely by Woodland campus (22.5%).

It is recommended that additional cohort studies be undertaken including the addition of 2007 and 2008 cohorts as soon as possible. Each cohort should be tracked for a period of five years from their program start date. This data will serve as a base against which the Aboriginal success strategy initiative can be measured.

## 2.5 Theory and Best Practices in Student Retention

The following compilation of best practice literature is primarily excerpted from Alison Pickrell's thesis entitled "An evaluation of the effectiveness of a post-secondary transition program for Aboriginal students" (2008). There are a number of theoretical perspectives on post-secondary student departure. Much of the literature on student retention, attrition, and persistence assumes that students enroll in post-secondary institutions with graduation as their main goal. More recent theories and research, however, take into consideration student goals, different types of institutions, differences between female and male persistence, students studying in non-traditional areas, and minority student persistence. (Berger & Lyon, 2005; Braxton, 2003; Braxton & Hirschy, 2005; Kuh, Kinzie, Buckley, Bridges & Hayek, 2007; Kuh, Kinzie, Schuh, Whitt & Associates, 2005; Swail et al., 2003).

This section of the report presents an overview of the literature and theory in the field of student and minority student retention, attrition and persistence. It concludes with a discussion of literature specific to Aboriginal student success and Aboriginal ways of knowing and learning.

### 2.5.1 Student Success

Retention research for the most part concentrates on analyses of graduation rates, examination of persistence patterns, the investigation of student attrition behaviours, analyses of historical trends and facts, and explanations of the psychosocial dynamics associated with retention (Berge & Huang, 2004). Researchers and practitioners have also developed models and instruments to assess, predict, and enhance student retention. Students enter post-secondary institutions with varied backgrounds and intentions and individual student goals differ. Not all students enter a post-secondary institution with the intent to complete a program. Braxton (2003) identifies three general types of student goals: enrolment goals, academic achievement goals, and social experience goals. Similarly, institutional goals for student success vary depending on their mission and student populations. This makes the concept of student success challenging to define and study. Post-secondary institutions need to understand what their students' intentions are so they can evaluate how the institution supports or hinders students' goal achievements.

One of the most widely studied theories in the area of student retention is authored by Vincent Tinto. His model of institutional departure takes into consideration a student's pre-entry attributes, their goals and commitments, their institutional experiences, the academic systems they interact with, and the student's academic and social integration (Tinto, 1993). Tinto's interactionist theory considers an individual student's interaction with the post-secondary institution as an organization (Braxton, 2003).



Tinto identifies four theoretical perspectives on post-secondary student departure: economic, organizational, psychological, and sociological (Braxton, 2003), and most research can be categorized into one or more of these perspectives. The economic perspective suggests that students will depart a post-secondary institution if they perceive that the cost of continued attendance outweighs the benefits of continued attendance. The organizational perspective focuses attention on the influence of organizational structure and organizational behaviours on students' decisions to leave an institution. The psychological perspective emphasizes the importance of students' psychological characteristics in their decision to persist. The influence of social forces on student persistence is the last perspective and it takes factors such as social interactions, culture of student peer group, student's culture of origin, and ability to acclimate themselves into dominant culture into consideration.

Another prominent researcher in the field is Alexander Astin. Astin's theory of involvement suggests that the more involved a student is with the post-secondary institution, the higher likelihood of student retention (Astin, 1993). He proposes that the amount of time and effort students put into their studies and other campus activities leads to the experiences and outcomes that affect their success. Kuh et al. (2005) suggest that student engagement has two components. What students do during college contributes toward persistence but so does the way the institution allocates its human and other resources and organizes learning opportunities and services. The better faculty and administrators are at engaging students the more effort students put forth.

Bean (2005) discussed nine themes that affect retention: intentions, institutional fit and commitment, psychological processes and key attitudes, academics, social factors, bureaucratic factors, the external environment, the student's background, and money and finance. His approach to studying student retention varies from others primarily in relation to his perspective that students' intentions to stay enrolled are shaped by attitudes. He proposes that retention programs need to take into consideration anyone and everyone on campus, such as faculty, staff, and service providers because they help shape students' attitudes toward the institution and their subsequent decision whether to stay or leave (Bean, 2005, p. 240).

Campus environments and campus climates may also impact student departure decisions (Braxton, 2003; Strange, 2003, Baird 2000). Effective educational settings are those that are perceived as safe, inclusive and support and challenge students to learn and grow. Strange (2003) suggests a framework that focuses on four dimensions of campus environments: (a) physical components; (b) organizational structures and designs; (c) the collective characteristics of groups of people; and (d) constructed environments such as social climate and campus culture. He postulates that the effectiveness of an educational environment is a "function of its design (planned or not), what it encourages and expects students to do, and what ends it services" (Strange, 2003, p. 314).



Seidman (2005a) proposes a retention formula for student success which is Retention = Early Identification + (Early + Intensive + Continuous) Intervention (p. 314). He argues that as early as possible in the admissions process, an institution needs to identify students who may need intervention to succeed. Past institutional data on unsuccessful students can be used to develop profiles of at-risk students. Some students in need of assistance will not meet the profile criteria; therefore, institutions need to develop a way to identify students who are at risk early in the first term. He proposes that once an at-risk student is identified the student requires an academic and personal assessment and a mandatory intervention plan. He suggests that faculty are key to successful retention programs and that for programs to be successful, they must be powerful enough to effect change.

### 2.5.2 Minority Student Retention

Seidman (2005b) states that for all types of institutions, minority students are entering college at rates higher than in previous years, but they continue to leave at a higher rate than non-minorities. Research suggests that although minority and non-traditional students face many of the same issues as non-minorities there are different factors to consider.

Swail et al. (2003) suggest that non-traditional students live in multiple realities and that student retention must therefore take into consideration factors such as learning how to step in and out of multiple contexts, engaging in double readings of social reality and moving back and forth between their native world and the new world of college. They also suggest that minority students are often systemically inadequately academically prepared, particularly in mathematics and sciences. Those who are also inadequately prepared for non-academic challenges can experience culture shock. Lack of diversity in the student population, faculty, staff, and curriculum often restricts the nature and quality of minority students' interactions inside and outside the classroom, threatening their academic performance and social experiences.

### 2.5.3 Aboriginal Student Success

Despite the multiple barriers they face, Aboriginal students are more successful in post-secondary education today than in the past (CMEC, 2002). However, the difficulties encountered by Aboriginal students in making a successful adjustment to student life on campus and the transition from living in a remote community or a reserve to an urban centre have been well documented. Enrolment and persistence barriers for Aboriginal students are often difficult to isolate because they are components of a complex pattern of inter-related conditions between the Aboriginal community and Canadian society (CMEC, 2002). Often Aboriginal students experience multiple barriers.

The main barriers faced by Aboriginal learners can be derived from a review of recent studies and publications (Association of Canadian Community Colleges, 2005; Association of Universities and Colleges of Canada, 2002; CMEC, 2002; Holmes, 2005; Holmes, 2006; Malatest, 2004; McCue, 2006; Mendelson, 2006). These barriers can be categorized as: historical, social, cultural, lack of academic preparation and prerequisites, financial, geographic, and individual/personal. There are commonalities between Canadian Aboriginal and other minority groups in the United States such as American Indian, African American, Hispanic students; and with Australian indigenous students in terms of becoming successfully integrated into post-secondary academic and social life (Malatest, 2004). Seidman (2005b) lists inadequate academic preparation, financial considerations, first in family to attend college, lack of information, being away from family and community, and lack of role models as some of the common issues minority students face. Malatest (2004, p. 17) cites a Western Australian study (Walker, 2000) that identifies family and personal issues and worrying about failing their courses as the two major factors impeding Aboriginal post-secondary student success.



Gender and age in Aboriginal post-secondary education participation are also factors. CMEC (2002) has identified that female Aboriginal students, especially single mothers, often face higher costs than other students and because of the increased burden of raising a family while undertaking studies they often require different social supports to persist and succeed. Aboriginal students are also, on average, older than non-Aboriginal students (CMEC, 2002) and this affects the resources they require and how they study.

A key social issue in western Canada is encouraging Aboriginal students to stay in school. High school attainment is linked to post-secondary education attainment (CMEC, 2002). In 2001, 49.8% of the Aboriginal population in the west who were over 15 and not attending school possessed less than a high school diploma compared to 31.3% of the general population (Brunnen, 2003, p. 4). Aboriginal students are most likely to withdraw from education between grades 9 and 10, and educational attainments for on-reserve students are consistently lower than those for off-reserve residents. More than twice as many Aboriginals living on-reserve have left school before grade nine compared to Aboriginals living off-reserve (Brunnen, 2003, p. 8).

The intervention strategies that are most widely used and show the most promise for positively affecting Aboriginal student participation and completion rates at mainstream institutions include: (a) reserved seats to increase access and participation; (b) preparatory, bridging and access programs; (c) transition programs that address initial issues related to transitioning to a new environment; (d) Aboriginal-specific student services; (e) enhanced level of tutoring and post-secondary skills support; (f) culturally appropriate counselling (i.e. elders); and (g) mentoring programs (CMEC, 2002; ACCC, 2005). Emphasis is placed on creating a safe and welcoming learning environment that respects diversity of learners, an approach supported by campus ecology literature (Braxton, 2003; Strange, 2003). Suggestions for creating a welcoming learning environment for Aboriginal students include: (a) increasing the number of Aboriginal faculty and staff; (b) integrating culturally relevant content in order that students have an opportunity to see themselves and their communities in the mainstream curriculum; (c) increasing the cross-cultural awareness of non-Aboriginal faculty, staff and students; and (d) ensuring Aboriginal participation in institutional planning and program development (ACCC, 2005).

Since different students may require different approaches (i.e. Aboriginal students), colleges are beginning to take a more holistic approach toward persistence by implementing multiple intervention strategies throughout the student life cycle. Swail et al. (2003) suggest a geometric model that takes into consideration minority student differences, and encourages institutions to take into consideration cognitive, social and institutional forces that affect student outcomes. The cognitive factors form the academic ability of the student, such as the level of proficiency in reading, writing, mathematics, and science. Social factors, such as the ability to interact effectively with other persons, personal attitudes, and cultural history, form a second set of external factors that influence the student. The third set of factors, institutional, refers to the practices, strategies, and culture of the post-secondary institution that impact student persistence and achievement. Examples include academic support programming, financial aid, student services, recruitment, admissions, curriculum and instruction.

CMEC (2002) have also identified that one of the issues that may affect Aboriginal students in the post-secondary system is the transition in support levels from secondary to post-secondary levels. While financial issues play a role in full representative participation of Aboriginals at the post-secondary education level, stronger and more visible support networks for students in post-secondary institutions are the key to fostering higher rates of success. "These supports must be proactively offered since Aboriginals who are feeling socially isolated may not seek the support that is available unless that support is offered in a progressive and accessible manner." (CMEC, 2002, p. 55). Supports must also take into consideration basic needs such as day-care, housing, relocation costs, and transportation. "The Aboriginal student is still in the world of survival and not able to give full energy to learning." (CMEC, 2002, p. 50).

#### 2.5.4 Aboriginal Ways of Knowing and Learning

Not all learners come from a Western perspective of learning and knowing, although this perspective tends to dominate the study of adult learning (Merriam, Caffarella & Baumgartner, 2007). Non-western perspectives are important to consider because they make us aware that there are different ways of thinking about how learning takes place. Indigenous peoples throughout the world, including those in Canada, have sustained their unique world views and ways of knowing for thousands of years, despite major social upheavals and attempts at assimilation or marginalization (Barnhardt & Kawagley, 2005).

Barnhardt and Kawagley (2005) discuss the tendency in earlier literature on indigenous education to focus on how to get Native people to acquire a better understanding of the Western world view. Only recently has literature started to address how to get Western educators to understand Native ways of knowing as knowledge systems in their own right (Barnhardt & Kawagley, 2005; Cajete, 1994; Canadian Council on Learning, 2007; Hughes & More, 1997; Warner, 2006). Indigenous or Native ways of knowing, in contrast to Western educational practices, are "acquired and represented through the context of place, revolving around the needs of a community and the best efforts to actualize a holistic understanding of the community's environment" (Warner, 2006, p. 149).

The Aboriginal Human Resource Development Council of Canada (2006, p. 11) has summarized some of the major differences between traditional Aboriginal culture and mainstream Western culture (see below). Understanding that multiple worldviews and knowledge systems co-exist is important if we want to fully engage the Aboriginal population and better understand and address the post-secondary success barriers they face.



## Differences Between Traditional Aboriginal and Mainstream Western Cultures

Aboriginal Culture	Mainstream Western Culture
Community	Individualism
Oral tradition	Tradition of print and history
Present tense dominant	Future tense dominant
World understood mythically	World understood scientifically
Goals are met with patience	Goals are met with aggressive effort
Ownership is communal	Ownership is the reward for hard work
Work is motivated by group need	Work is motivated by ambition
Aging is a source of wisdom	Aging is decay and loss
Silences are acceptable	Silences are a waste of time
Assertiveness is non-communal	Assertiveness is a basic social skill
Listening skills are prized	Communication skills are prized
Soft spoken words carry farthest	Emphasis carries the day
Family is extended family	Family is nuclear family

Note: Differences are not all-inclusive and represent only portions of the highly diverse Aboriginal population in varying degrees.

Pidgeon (2008) indicates that student success is generally discussed from the dominant Western cultural viewpoint which focuses on intellectual capital such as graduation rates and success strategies to address perceived deficits in the individual. She provides an alternate framework, grounded in Indigenous epistemology, from which a more holistic understanding of success can be examined. The framework takes into consideration physical, emotional and spiritual realms, as well as intellectual aspects. It also emphasizes that the structures of the institution and the attitudes of those within the institution may impact Aboriginal students and their understandings of success.

## 3.0 The Recommendations

Findings confirmed that SIAST already has a number of excellent services and supports for Aboriginal students. Overall, SIAST has an impressive Aboriginal student enrolment, and the large majority of Aboriginal students are satisfied with their SIAST experience and would recommend SIAST to other Aboriginal students.

Committee consultations, survey results and an analysis of student statistics suggested, however, that Aboriginal students at SIAST do still face multiple systemic barriers that may negatively affect their post-secondary participation and completion rates. Stakeholders suggested that SIAST should keep doing what it does well, but it should also examine ways to realign services and create new programming to support Aboriginal students in the most effective way possible.

### 3.1 Priority Barriers from a Student Lifecycle Perspective

The committee spent a significant amount of time reviewing identified barriers to determine which issues should be identified as priority areas for SIAST to address. The committee heard very clearly from the majority of stakeholders that Aboriginal student retention barriers were a higher priority than Aboriginal student recruitment barriers. This is supported by SIAST statistics which show such a large gap in the program completion rates between Aboriginal and non-Aboriginal students.

Priority barriers identified by the committee are presented from a student lifecycle perspective:

Pre-prospect/prospect through admitted applicant phases:

- A general lack of awareness of SIAST programs and related career options in the Aboriginal communities;
- Inadequate recruitment resources to target low Aboriginal enrolment programs;
- An unwelcoming physical campus environment, particularly in first-contact and student service areas;
- Lack of Aboriginal faces in first-contact areas
- Inadequate pro-active application and post-application support, information and service;
- Difficulty accessing information about funding and financing a SIAST education for both students and external stakeholders



Admitted applicant through program completion phases:

- Barriers to students accessing funding or sponsorship in a timely manner;
- Lack of permanent summer programming to address urban and post-secondary transition issues;
- Not enough accessible and affordable childcare (all campuses);
- Lack of affordable and suitable housing (most urgently at Kelsey campus);
- Lack of convenient and reliable transportation at Woodland, Kelsey and Wascana campuses;
- No post-secondary preparatory programming, particularly in technologies and health sciences;
- No formal program of early identification of students at risk
- No ongoing specialized support of students at risk;
- Financial difficulties during the academic year;
- No specialized support for English Language Learners;
- Institutional policy barriers to program completion, particularly in the areas of academic progression and attendance;
- Inadequate understanding of SIAST faculty and staff about non-Western ways of knowing and learning
- Lack of integration of Aboriginal knowledge into SIAST programming
- Cross-cultural communication differences
- Low numbers of Aboriginal instructors, program heads, and staff

Barriers for specific Aboriginal student populations:

- Lack of more detailed information about unique barriers faced by basic education students.
- Lack of more detailed information about unique barriers faced by apprenticeship students

The committee recognized that students will likely face additional barriers when they graduate from SIAST programs and begin their search for employment. Maintaining a continued relationship with Aboriginal graduates is important to SIAST because Aboriginal graduates are a rich source of potential SIAST employees, student mentors and members of the SIAST alumni network. This phase of the student lifecycle should be examined in more detail.

## 3.2 Strategies to Address Barriers

The following is a brief description of recommended strategies to address identified barriers. Strategies are holistic in nature, considering physical, mental, spiritual and emotional health as suggested by the Aboriginal medicine wheel. They also look beyond the student to the structures and attitudes of the institution as suggested by indigenous student success theorists such as Pigeon (2008). Strategies also consider the phases of the student lifecycle, and the stages of the student's development.

The five-year plan that follows this section will outline a suggested implementation plan which takes into consideration timing, responsibilities and budget. The budget is outlined in Appendix H. Some of these recommendations can be implemented without additional funding and these should be undertaken immediately. Other recommendations will require funding for implementation.

### PRIORITY #1:

Engage the SIAST community in the Aboriginal student success strategy implementation through a planned and endorsed process that includes dedicated initiative leadership.

The highest priority is to ensure that (a) the findings of the committee are shared with stakeholders through a planned communication strategy, (b) success strategy recommendations are discussed, prioritized and endorsed by the institution; (c) endorsed success strategy recommendations are funded and actioned according to priority; (d) senior leadership, faculty and staff are fully engaged in the strategy implementation, and (e) progress and initiative success are tracked and communicated.

To accomplish this, the committee recommends that an Aboriginal Student Success Strategy coordinator be hired on a four-year term to ensure implementation of the strategy recommendations and champion the remaining work that needs to be completed. This individual should also be charged with pursuing sources of external funding to sustain the initiative.

The committee also recommends the formation of an Aboriginal Success Strategy Implementation Steering committee, co-chaired by the Special Advisor to the President on Aboriginal Initiatives and the AVP student affairs. This committee would have representation from identified academic and administrative divisions and meet on a semi-regular basis to provide a sounding-board for initiative-related issues. The committee would also play a role in supporting campus awareness of the initiative's progress.





## PRIORITY #2:

Identify and endorse success strategy goals including program completion targets; and establish an accountability framework for the initiative.

In order to effectively benchmark the success of the strategy, SIAST must endorse some key performance indicators for Aboriginal participation and completion. Cohort statistics suggest that the average completion rates for non-Aboriginal students in SIAST certificate and diploma programs is approximately 73% while the average completion rate for Aboriginal students is approximately 53%. The committee suggests that SIAST should set an ultimate goal of having Aboriginal students complete their programs at the same rate as non-Aboriginal students.

Priority should be given to examining program barriers in divisions that have the lowest rates of Aboriginal student completion, and the highest gaps between Aboriginal and non-Aboriginal success. The committee recommends that a subset of programs in Business, Technology, and Industrial Training Divisions be considered for discussion in year one, in particular those with success rates below 50%. Deans from these three divisions will be engaged in discussions as a first step.

SIAST should also review programs that were identified as having consistently low Aboriginal student participation and determine which are areas where Aboriginal participation numbers should be increased. This subset of programs should be targeted for recruitment and marketing initiatives.

SIAST should also consider whether it needs to set Aboriginal enrolment and completion targets for any basic education programming, or apprenticeship training.

An accountability framework should be established to ensure that all endorsed recommendations are tracked in terms of implementation progress, and that implemented strategies have a pre-determined framework to measure success.

## PRIORITY #3:

Develop and implement an application support strategy.

Stakeholders have identified that Aboriginal students are hesitant to ask for assistance in the application process and many do not complete the process. The committee recommends that an application support strategy be developed. This strategy would identify Aboriginal students who have not submitted essential fees or documentation, and they would be proactively contacted with an offer of assistance. A potential strategy could be initial identification by the registration services representatives, followed by proactive contact by the Aboriginal counsellors. The Student Affairs Division should take leadership in the development of this strategy.

**PRIORITY #4:**

**Develop specialized information about finances and funding for Aboriginal students.**

Comprehensive information about the cost of attending SIAST should be developed for students and their influencers. A database of information could be developed about sponsorship and funding sources for Aboriginal students which would be centrally available to key SIAST support staff.

Relationships with funding agencies and sponsors should be more fully developed to ensure these bodies have adequate information about SIAST processes and fees. SIAST must be more proactive with information to these key stakeholder groups.

**PRIORITY #5:**

**Increase the availability of on-going proactive, intensive support for Aboriginal students.**

Many Aboriginal students face multiple systemic barriers and we have learned that many of these students are hesitant to ask for assistance. SIAST must increase proactive and intensive support for these students, and this must be done in partnership with SIAST programs.

A model should be developed for the early identification, at the program-level, of enrolled students that are struggling personally or academically. A set of guidelines should be developed to assist instructors and program heads with recognizing students at risk, and there should be an enhanced mechanism for connecting these students to available supports. The model should also include a re-entry strategy for students who discontinue their studies.

A support system should be developed that borrows some aspects of the retention coordinator positions in community services, the life skills coach positions in the Aboriginal activity centres, and the support services offered by SHASS and NAPN advisors. The creation of Aboriginal student advisor positions would provide a consistent and personal connection for students that they could depend upon to provide them with advice or connect them to more appropriate supports. These positions could also be responsible for coordinating and staffing the summer transition program (see priority #6), and for developing a series of student success modules that would be delivered at each campus on an annual basis (see priority #8). It is recommended that these positions be attached to programs by priority, based on student program completion rates. It is also recommended that these positions have some centrally coordinated accountabilities to ensure a consistent level of training, similar approaches to student success, and strategy accountability. Individuals in these positions would be trained by SIAST as certified life skills coaches.



**PRIORITY #6:**

Establish a post-secondary summer transition program for Aboriginal students at each campus.

A summer transition program should be permanently established at each campus. This program should be modeled after the piloted Aboriginal Success in Trades and Technology (ASITT) program and focus on urban and post-secondary transitions as well as personal skills, life style coaching, and developing peer support networks. The length of the program and the size of the student groups should be further examined, as the 4-week ASITT model had some limitations. Consideration should be given to connecting the staffing for this initiative to priority #5. There would be advantages to the Aboriginal student advisor positions coordinating and leading this programming.

**PRIORITY #7:**

Investigate identified physical/environmental barriers to Aboriginal student success.

Campus directors and facilities should be engaged in a process to more thoroughly examine perceived environmental barriers to Aboriginal student success. In particular, stakeholder consultations raised the growing number of sites in Saskatoon as problematic in terms of Aboriginal student support. Other identified items included unwelcoming first-contact areas, inadequate space for the number of users of the Kelsey Aboriginal Activity Centre and lack of Aboriginal cultural members throughout the campus environment. Results of the review should be shared with the campus community as part of the initiative. This initiative is partially linked to priority #11.

**PRIORITY #8:**

Develop a SIAST awareness plan for students and influencers, particularly those in Aboriginal communities.

A comprehensive communication and awareness strategy should be developed in consultation with marketing and communications. This strategy should be based on what we have learned from students about their sources of information about SIAST, and what influenced them to attend SIAST.

This initiative should target various Aboriginal audiences such as students, parents, Aboriginal communities, sponsors, and bands. The purpose of the plan would be to increase awareness about SIAST programs and their link to careers, and to encourage Aboriginal students to think about SIAST as a first-choice education option.

The strategy should consider the use of Aboriginal role models, and it would position SIAST as an institution that cares about Aboriginal student success. The strategy should also identify specific key external stakeholders that would be part of a proactive communication plan or enhanced relationship development. More detailed and targeted Aboriginal student recruitment initiatives would be included as part of Priority #17.

**PRIORITY #9:**

**Develop a consistent set of student support modules.**

A series of student support modules should be developed and offered annually at each campus. Consideration could be given to developing these for online delivery in future years to service distance and off campus students. These support modules would cover key personal and academic skill areas such as: life skills, study skills, time management, service awareness, career planning, addictions, conflict management, and key student policies. These modules could be developed and delivered by the Aboriginal student advisor positions (see Priority #5).

**PRIORITY #10:**

**Develop a post-secondary preparatory program within Basic Education Division.**

There are many students with academic or transition gaps that are too large to address in a shorter transition program, or during the academic year. Consideration should be given to creating one or two specialized post-secondary access programs that would cover both academic and personal skill development.

Priority consideration should be given to creating a pre-technology program which would include specific instruction in required math and science concepts as well as studentship and life skills. Students should be introduced to careers in the technologies, and provided with information on SIAST technology program options.

Consideration should be also given to having successful pre-program students progress through their chosen diploma program under a structured 3-year plan that includes support classes to bring them up to full-time status for funding purposes.

**PRIORITY #11:**

**Further investigate barriers related to housing, childcare and transportation.**

A large number of Aboriginal students have missed classes because of housing, childcare and transportation issues. In order to be successful at school, students need to have these basic living arrangements in place. These barriers must be more fully investigated during the first year of the plan, in consultation with the campus directors and SIAST senior administration. Of particular urgency is housing for Aboriginal students at Kelsey, emergency childcare and infant care at the four campuses, and transportation issues at Kelsey, Woodland, and Wascana campuses. Recommendations to address these barriers should be developed and endorsed by the institution. Recommendations requiring funding would become part of the initiative funding proposals.

**PRIORITY #12:**

**Further investigate barriers specific to basic education students.**

The project had an unintended certificate and diploma student emphasis. A committee should be established to further investigate barriers and strategies related to basic education students. Expertise of the basic education faculty and staff is required to thoroughly investigate unique barriers basic education students face. This committee could also recommend enrolment and completion targets for basic education programming (see Priority #2). Recommendations should become part of the Aboriginal student success strategy initiative and be endorsed and then prioritized within this initiative.



**PRIORITY #13:**

Develop and implement a strategy to assist Aboriginal students who are English language learners (ELL).

Approximately 10% of our Aboriginal student population have identified as ELL. A committee should be set up to examine barriers for Aboriginal ELL students at SIAST. The results of previous SIAST-sponsored research in this area should be examined by the committee and strategies should be developed to address ELL barriers. Recommendations should become part of the Aboriginal student success strategy initiative and be endorsed and then prioritized within this initiative.

**PRIORITY #14:**

Remove barriers created by attendance practices.

Attendance was an issue for both basic education and post-secondary programs. A committee should be set up to further investigate the perception that students are unnecessarily discontinued from their programs for poor attendance. The success strategy committee recognizes that individual programs may have attendance requirements for specific situations and that these will vary across SIAST. However, the committee recommends that as an overall policy, students be allowed to remain in the program if they are meeting minimum grade requirements. Findings and recommendations should be forwarded to deans' council for review and approval.

**PRIORITY #15:**

Further investigate barriers created by the academic progress policy.

The academic progress policy was an issue for certificate and diploma students. Stakeholders perceived that Aboriginal students were often discontinued from programs for academic reasons just as they were beginning to adjust to the post-secondary environment. The AVP student affairs should bring this issue to deans' council for further discussion. Committee members suggested that SIAST consider alternatives to discontinuing students, or allow some divisions or programs an approved exemption from the policy.

**PRIORITY #16:**

Further investigate barriers created by program structure and prerequisites.

Stakeholders perceived that SIAST program structure prevented students from progressing through their certificate and diploma programs with a reduced course load. Pre-requisites were often seen as artificial and some programs were perceived to be inflexible with less than full course loads. A committee should be created to investigate these perceptions. Barriers imposed by external bodies should also be examined. Findings and recommendations should be forwarded for review and approval.

**PRIORITY #17:**

**Develop and implement targeted student recruitment activities.**

The Aboriginal student success strategy coordinator, coordinator of student recruitment, deans and program heads of programs with low Aboriginal enrolment should engage in discussions about the development of activities that target low enrolment programs. Strategies outlined in the student recruitment review and endorsed by SIAST Aboriginal Council and deans' council should be considered such as: creating strategies to encourage Aboriginal youth to complete high school, involving Aboriginal communities directly, bringing programming to the communities, using SIAST role models, informing Aboriginal students about career options at an early age, identifying barriers to Aboriginal student participation in specific programs, and providing opportunities for Aboriginal students to engage in hands-on program activities at the SIAST campuses. Consideration should be given to the development of an Aboriginal role model program, and/or a SIAST-hosted Aboriginal role model conference.

In order to undertake targeted recruitment activities, additional student recruitment resources will be required. It is recommended that an Aboriginal Student Recruitment Specialist be hired to develop strategies, and a budget be assigned to undertake activities.

**PRIORITY #18:**

**Develop an Aboriginal Alumni network.**

The Aboriginal student success strategy coordinator should collaborate with alumni and donor relations to develop an active Aboriginal alumni network. Active Aboriginal alumni would be an excellent source for potential role models and future SIAST employees.

**PRIORITY #19:**

**Collaborate with SIAST Human Resources Division to ensure a representative Aboriginal work force at SIAST.**

Stakeholders told us that SIAST must continue its efforts in increasing the number of Aboriginal employees. Areas of concern included a lack of Aboriginal instructors and program heads, and too few Aboriginal employees in front-line, first-contact positions.

This partnership should consider more advanced training for faculty and staff in Aboriginal cultural differences and differences in Aboriginal ways of knowing and learning. Understanding these differences can lead to better support in the classroom environment. The Instructional Leadership and Development Centre should also be engaged to explore introducing this training into their programming.



**PRIORITY #20:**

Integrate Aboriginal knowledge and Aboriginal ways of knowing and learning into SIAST programs.

Understanding that multiple worldviews and knowledge systems co-exist is important if we want to fully engage the Aboriginal population and better understand and address the post-secondary success barriers they face. The Instructional Leadership and Development Centre should be engaged in discussions to determine how to best teach faculty how to integrate indigenous knowledge and alternative instructional and evaluation strategies into the classroom. Deans and program heads should be involved in determining how Aboriginal knowledge can be integrated in the program curriculum.

**PRIORITY #21:**

Further investigate barriers specific to apprenticeship students.

Enrolment of Aboriginal students in apprenticeship programming is very low and further investigation should be undertaken to determine whether Aboriginal self-identification is an issue or whether there are participant and employee issues. A special committee that includes the participation of the Saskatchewan Apprenticeship and Trade Certification Commission should be set up to further investigate barriers and strategies related to apprenticeship students.

Recommendations should become part of the Aboriginal student success strategy initiative and be endorsed and then prioritized within this initiative.

Note: This initiative received a lower priority at this time because of potential changes to the Saskatchewan Apprenticeship and Trade Certification Commission training strategy.



### 3.3 Five-Year Implementation Plan

The committee recommends a five-year implementation strategy. The goal of the strategy is to increase the average program completion rate of Aboriginal students by 20% by the year 2014. Cost of implementing the strategy is approximately \$1.1 million dollars per year for each of the five years. Additional costs may be realized should housing, childcare and transportation initiatives result in additional resources or facilities.

Five Year Implementation Plan		
Action	Responsibility	Timeframe
<b>Year One (July 1, 2009 through June 30, 2010)</b>		
Draft position description for Aboriginal student success strategy coordinator position, determine reporting lines, accountabilities, level	AVP student affairs and special advisor to work with human resources	Sep–Oct
Incorporate feedback from committee into final report	AVP student affairs and special advisor	Oct
Final report to deans' council and administrative services' council followed by endorsement of initiative and recommendations by senior management council	AVP student affairs and special advisor	Oct–Nov
Develop communication plan for release of report to internal and external stakeholders	AVP student affairs, special advisor, marketing and communications	Oct–Nov
Release report and findings to internal SIAST stakeholders	AVP student affairs and special advisor	Oct–Nov
Brand the Aboriginal Success Strategy initiative	AVP student affairs and special advisor with marketing and communications	Oct–Nov
Release report and findings to external SIAST stakeholders	AVP student affairs and special advisor	Nov
Hire Aboriginal student success strategy coordinator for three-to five-year term	AVP student affairs and special advisor with human resources	Nov
Initiate success strategy project implementation	AVP student affairs and special advisor to brief success strategy coordinator	Dec
Establish a Basic Education (BE) student recruitment and retention committee to further explore BE barriers and strategies identified by committee. Committee to provide report by June 30.	Aboriginal success strategy coordinator to work with BE dean to establish committee Information to be integrated into institution plan	Dec–Jun



Five Year Implementation Plan		
Action	Responsibility	Timeframe
<b>Year One (July 1, 2009 through June 30, 2010)</b>		
Explore sources of funding for the initiative including provincial, federal and corporate sources. Prioritize and pursue ASAP.	Aboriginal success strategy coordinator Should consult with director donor and alumni relations	Dec–Jun
Develop information for counsellors and registration services representatives related to funding options for students	Aboriginal success strategy coordinator in consultation with enrolment services and student development	Dec–Feb
Develop information on cost of attending SIAST and costs of post-secondary education for students and influencers	Aboriginal success strategy coordinator in conjunction with enrolment services and student development	Dec–Feb
Develop a SIAST awareness plan for Aboriginal audiences complete with budget projection	Aboriginal success strategy coordinator in conjunction with marketing and communications Suggest small committee that includes student recruitment	Jan–Apr
Review recommended application barrier strategies. Finalize strategies and develop training plan for RSRS and counsellors	Aboriginal success strategy coordinator in conjunction with registrar and academic director of student development Suggest small committee	Jan–Apr
Engage deans and program heads in divisions which have low student success	Aboriginal success strategy coordinator, special advisor and AVP student affairs	Jan
Explore Saskatchewan Trades and Skills Centres in Saskatoon and Regina to determine if they fit with success strategy	Aboriginal success strategy coordinator with AVP student affairs and special advisor and directors of centres	Jan
Present issues related to facilities, housing, transportation, and childcare to campus directors to determine next steps	Aboriginal success strategy coordinator with AVP student affairs and special advisor	Jan–Feb
Finalize summer transition program model and secure funding	Aboriginal student success strategy coordinator with AVP student affairs and academic director of student development	Jan–Mar
Explore and finalize retention coordinator model and position descriptions including integration with summer transition program	Aboriginal student success strategy coordinator and academic director of student development	Jan–Mar

Five Year Implementation Plan		
Action	Responsibility	Timeframe
<b>Year One (July 1, 2009 through June 30, 2010)</b>		
Establish an English Language Learners Committee to finalize this part of the strategy	Academic director of student development to develop and chair committee	Jan–May
Finalize Aboriginal student recruitment specialist position and hire position for July 1	Registrar Coordinator of student recruitment	Mar–Jun
Produce report summarizing year one accomplishments	Aboriginal success strategy coordinator	Jun
<b>Year Two (July 1, 2010–June 30, 2011)</b>		
Implement retention model and hire first five Aboriginal student advisor positions	TBD	Jul
Review barriers created by academic progress policy	AVP student affairs in consultation with deans and programs	Jul–Dec
Examine barriers created by attendance practices	AVP student affairs and academic director of student development in consultation with deans and programs	Jul–Dec
Examine barriers created by pre-requisites and program structure	AVP student affairs in consultation with deans and programs	Jul–Dec
Explore partial program load options	Aboriginal success strategy coordinator to explore current practices with the division deans	Jul–Dec
Explore barriers to apprenticeship student success and provide recommendations	Establish committee including representation from relevant SIAST divisions, apprenticeship commission, students, CECs, student affairs	Sep–Jun
Implement transition program	TBD	TBD
Explore and address transportation barriers by campus and provide recommendations	Responsibilities and process to be determined in year one	Sep–Dec
Explore and address student housing barriers by campus and provide recommendations	Responsibilities and process to be determined in year one	Sep–Dec
Explore and address childcare barriers by campus and provide recommendations	Responsibilities and process to be determined in year one	Sep–Dec
Explore and develop preparatory programs	Aboriginal success strategy coordinator, Academic director student development, Basic Education Dean	Sep–Dec



Five Year Implementation Plan		
Action	Responsibility	Timeframe
<b>Year Two (July 1, 2010–June 30, 2011)</b>		
Develop plan for improving relationships with bands, band counsellors, funding agencies	Aboriginal success strategy coordinator in conjunction with Aboriginal student recruitment specialist	Sep–Dec
Seek approval for recommendations from ELL strategy committee and begin implementation planning	To be determined in year two	TBD in year two
Seek approval for recommendations from Basic Education student success strategy committee and begin implementation planning	To be determined in year two	TBD in year two
Develop and deliver training in the area of cross cultural communications and Aboriginal ways of knowing and learning	Aboriginal success strategy coordinator in consultation with HR; potential partnership with ILDC	Sep–June
Produce report summarizing year one and two success strategy progress including student success measures	Aboriginal success strategy coordinator	Jun
Hire and train five additional Aboriginal student advisory coordinators	TBD	Jun
<b>Year Three (July 1, 2011–June 30, 2012)</b>		
Seek approval for academic policy changes recommended by year two review process (attendance, academic progress, program progression, part-time load)	AVP student affairs in consultation with deans and programs	TBD in year two
Seek approval for apprenticeship student success recommendations and begin implementation planning	To be determined in year two	TBD in year two
Establish an Aboriginal Alumni Network	Aboriginal success strategy coordinator, director of donor and alumni relations	Sep–Dec
Develop and implement preparatory program model	To be determined in year two	Sep–June
Explore integration of Aboriginal knowledge into curriculum and develop recommendations	Consultation with ILDC and deans	Sep–June
Produce report summarizing year one to three success strategy accomplishments including student success measures	Aboriginal success strategy coordinator	Jun

Five Year Implementation Plan		
Action	Responsibility	Timeframe
<b>Year Four (July 1, 2012–June 30, 2013)</b>		
Continue with success strategy implementation. Details to be determined in year three.	TBD	TBD
Monitor and report on success strategy implementation, outstanding action items, and student success measures	TBD	TBD
Integration of Aboriginal knowledge into SIAST curriculum	TBD	TBD
<b>Year Five (July 1, 2013–June 30, 2014)</b>		
Continue with success strategy implementation. Details to be determined in year four.	TBD	TBD
Monitor and report on success strategy implementation, outstanding action items, and student success measures	TBD	TBD



## Appendix A

### Project Committee Terms of Reference

Project Name     Aboriginal Student Success  
Date                September 26, 2008

#### PROJECT PURPOSE AND DESCRIPTION

The purpose of this project is to influence the recruitment and retention of Aboriginal students at SIAST and advocate for institutional change to improve the persistence of Aboriginal students through to graduation. The project design (committee structure) recognizes that responsibility for recruitment and retention does not rest with one area but is the responsibility of all staff and faculty.

#### COMMITTEE MEMBERS

Co-Chair	Myrna Yuzicapi, Okimaw, SIAST Aboriginal Council Alison Pickrell, AVP student affairs																				
Members	<table><tbody><tr><td>SIAST Aboriginal Council (1)</td><td>Basic Education (2)</td></tr><tr><td>Business (1)</td><td>Community Services (1)</td></tr><tr><td>Industrial (1)</td><td>Nursing (1)</td></tr><tr><td>Science and Health (1)</td><td>Technology (1)</td></tr><tr><td>Student Recruitment (1)</td><td>Student Development (2)</td></tr><tr><td>Human Resources (1)</td><td>Marketing and Communications (1)</td></tr><tr><td>Administrative Support (1)</td><td></td></tr><tr><td>Aboriginal Counsellor (4—one from each campus)</td><td></td></tr><tr><td>Aboriginal Activity Centre (4—one from each campus)</td><td></td></tr><tr><td>Aboriginal Students (4—one from each campus)</td><td></td></tr></tbody></table>	SIAST Aboriginal Council (1)	Basic Education (2)	Business (1)	Community Services (1)	Industrial (1)	Nursing (1)	Science and Health (1)	Technology (1)	Student Recruitment (1)	Student Development (2)	Human Resources (1)	Marketing and Communications (1)	Administrative Support (1)		Aboriginal Counsellor (4—one from each campus)		Aboriginal Activity Centre (4—one from each campus)		Aboriginal Students (4—one from each campus)	
SIAST Aboriginal Council (1)	Basic Education (2)																				
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Student Recruitment (1)	Student Development (2)																				
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Administrative Support (1)																					
Aboriginal Counsellor (4—one from each campus)																					
Aboriginal Activity Centre (4—one from each campus)																					
Aboriginal Students (4—one from each campus)																					

#### COMMITTEE RESPONSIBILITIES

The committee is responsible for:

- Reviewing and discussing information that has informed the process to date (e.g. reports, scan of program and activities, literature review);
- Consulting widely and broadly with faculty, staff and students;
- Consulting with key external stakeholders (e.g. post-secondary band counsellors, funding agencies);
- Defining what Aboriginal student success means in the SIAST context;
- Developing a comprehensive draft framework or strategy to enhance Aboriginal student success at SIAST;
- Within that framework, offering strategies and ideas to begin the design and implementation of the model at SIAST;
- Submitting framework to SIAST Aboriginal Council for endorsement; and
- Ensuring there is a feedback/assessment process in place.

#### TIMELINES AND MEETING SCHEDULE

There will be monthly full-committee meetings from October 2008 to February 2009. Meetings will be held in Saskatoon and will generally be one-day meetings. Sub-committees will be struck to pursue specific actions.

The committee will conclude its report by February 2009 for presentation to SIAST Aboriginal Council in March 2009.

## Appendix B

Committee (SASSSC) Members SIAST Aboriginal Student Success Strategy		
Role	Name	SIAST Location
Co-Chairs	Myrna Yuzicapi	Administrative Offices
	Alison Pickrell	Administrative Offices
SIAST Aboriginal Council	Karen Peterson	Administrative Offices
Basic Education	Della Anaquod	Wascana Campus
	Rick Daniels	Kelsey Campus
Business	Jean Meyers	Woodland Campus
Community Services	Dawn Fleming	Woodland Campus
Industrial	David Nunn	Palliser Campus
Nursing	Denise Gettle	Wascana Campus
Science and Health	Joanne Post	Kelsey Campus
Technology	Dave Richards	Palliser Campus
Student Recruitment	Bill Blok	Administrative Offices
Student Development	Susan McIntyre	Administrative Offices
	Brian Henderson	Kelsey Campus
Aboriginal Counsellors	Marlene McKay	Kelsey Campus
	Isabelle Hanson	Palliser Campus
	Lori Campbell	Wascana Campus
	Grace McLeod	Woodland Campus
Aboriginal Activity Centre	Brian Gallagher	Kelsey Campus
	Phyllis Eagle-Boadway	Palliser Campus
	Jacquie Belhumeur	Wascana Campus
	Shelley Belhumeur	Woodland Campus
Aboriginal Students	Sharon Henderson	Woodland Campus
	Michael Wolverine (primary)	Palliser Campus
	Willie Thomas (alternate)	
	Chris Durocher	Kelsey Campus
	Warren Koch	Wascana Campus
Human Resources	Liz Duret	Administrative Offices
Marketing and Communications	Chris Maloney	Administrative Offices
Administrative Support	Elizabeth Cooney	Administrative Offices





## Appendix C

Recruitment, Application and Admission Consultation Assignments			
Consultation With	Responsibility	Tools	Notes
1. Post-secondary divisions	Business - Jean Meyers Community Services - Dawn Fleming Industrial TBD (Alison to contact Dean with set of first questions) Nursing - Denise Gettle Science and Health - Joanne Post Technology - Dave Richards	A pre-determined set of questions has been provided. Consultations can be in person or by email or videoconference. 1. Does your division want to recruit more Aboriginal students? 2. Are there any specific Aboriginal student recruitment initiatives already in place in your division? (describe and indicate success with approach) 3. Are there strategies your division is considering but have not yet implemented? 4. What recruitment, application and admission barriers are you aware of that face potential students applying to programs in your division (from personal experience)? Frequency? 5. Are there any strategies you would recommend to address the barriers you have identified?	The committee member for the division is responsible for coordinating a representative consultation with programs in their division, across all campus locations. At minimum all program heads should be invited to provide input. A representative sample of faculty and staff could also be useful.
2. Basic Education Division	- Della Anaquod - Rick Daniels	A pre-determined set of questions has been provided. Consultations do not need to be in person. 1. Does BE actively recruit students? Aboriginal students? If so what are some of the strategies used? 2. Identify the unaddressed barrier to recruitment, application and admission to BE programming at SIAST? Frequency? 3. A number of BE students enter through referral process. Are there any barriers in this process? Is this process conducive to student success? 4. Identify any strategies to address #2 and #3 5. Identify barriers for BE students to process to post-secondary studies at SIAST? What strategies might SIAST use to recruit more BE students into its post-secondary programs?	Coordinate a representative consultation across the four campuses. All program heads should be consulted along with a representative sample of faculty and staff.

Recruitment, Application and Admission Consultation Assignments			
Consultation With	Responsibility	Tools	Notes
3. Student Development	<p>Kelsey</p> <p>- Brian Gallagher (lead) along with Marlene McKay and Brian Henderson for support</p> <p>Palliser</p> <p>- Isabelle Hanson (lead) along with Phyllis Eagle-Boadway and John McWilliams for support</p> <p>Wascana</p> <p>- Elaine McArthur (lead) along with Jacquie Belhumeur and Shirley Boucher for support</p> <p>Woodland</p> <p>- Shelley Belhumeur (lead) along with Grace McLeod for support</p>	<p>A pre-determine set of questions has been provided. Consultations to happen with all student development staff at the campus. Consultation format can be chosen by the committee members. Suggest two or three small groups at each location to cover majority of staff.</p> <ol style="list-style-type: none"> <li>1. Identify barriers to Aboriginal student recruitment, application and admission at SIAST that your Aboriginal clients have experience. Provide some idea of frequency of these barriers occurring. (Note: we are wondering if there are campus differences)</li> <li>2. Are there any solutions or strategies you would like to recommend to address these barriers?</li> </ol>	<p>The committee member designated as the lead is responsible for coordinating a consultation with the student development staff at their campus.</p>
4. Registration Services	<p>- Alison Pickrell will assign to Kathy Larsen</p>	<p>A pre-determined set of questions has been provided. Kathy will coordinate input from the four campus registration services offices.</p> <ol style="list-style-type: none"> <li>1. Identify common issues for Aboriginal applicants in the application and admission process.</li> <li>2. Are there solutions you would recommend to address these issues?</li> </ol>	
5. Student Recruitment/ Contact Centre	<p>- Bill Blok</p> <p>- Karen Peterson</p>	<p>A pre-determined set of questions has been provided. All student recruitment staff should provide input.</p> <ol style="list-style-type: none"> <li>1. Identify barriers to Aboriginal student recruitment, application and admission at SIAST from your perspective</li> <li>2. Suggest strategies for barriers identified above</li> <li>3. What has changed since the recruitment review? Have any new issues been identified? Are there new approaches or priorities we should be considering? Are there new competitors, advantages, disadvantages?</li> </ol>	



## Recruitment, Application and Admission Consultation Assignments

Consultation With	Responsibility	Tools	Notes
6. Call Centre	- Bill Blok	<p>A pre-determined set of questions has been provided. All call centre staff should provide input.</p> <ol style="list-style-type: none"> <li>1. Are you aware of any common themes, issues, barriers to student recruitment, application and admission in dealings with clients (What comes up frequently?).</li> </ol>	
7. Student Associations	- Alison Pickrell	<p>A pre-determined set of questions. Email with offer to meet in person.</p> <ol style="list-style-type: none"> <li>1. What barriers is the student association aware of that Aboriginal students have faced in finding information out about SIAST and its programs?</li> <li>2. What issues or barriers are you aware of that Aboriginal students have experienced in applying and being admitted to SIAST? (Note: We are looking for real-life situations that you have become aware of first-hand, and some idea of the frequency these barriers occur for Aboriginal applicants)</li> <li>3. Do you have any strategies or solutions for #1 and #2 above that you'd like to propose?</li> <li>4. Anything else you want the committee to be aware of?</li> </ol>	Alison will email student association presidents with recruitment questions and also provide an update on process, including information on upcoming student survey.
8. Students	<p>Student Survey Development Team</p> <ul style="list-style-type: none"> <li>- Bill Blok</li> <li>- Rick Daniels</li> <li>- Brian Gallagher</li> <li>- Brian Henderson</li> <li>- Susan McIntyre</li> <li>- Chris Durocher</li> </ul>	<p>A draft of question areas has been provided. Group to review and finalize a draft questionnaire.</p>	<p>Next steps: Draft questionnaire to be reviewed by Myrna and Alison and then vetted through Institutional Research and Analysis. Ideally survey will be administered online in December. Completion incentives will be provided.</p>



## Recruitment, Application and Admission Consultation Assignments

Consultation With	Responsibility	Tools	Notes
9. External Consultations	External consultation team includes - Della Anaquod Phyllis Eagle-Boadway - Dawn Fleming - Marlene McKay	A pre-determined set of questions has been provided. Methods of consultation to be determined by external consultation team. Note: mailing lists and email addresses are available for post-secondary counsellors and guidance counsellors. 1. Please discuss and decide what consultation method(s) you wish to use for each group 2. Finalize list of questions for each group: - What barriers are they aware that students applying to SIAST face? - Can they suggest any strategies? - Why do Aboriginal students choose to attend, or not to attend SIAST in their opinion? - What changes would they recommend SIAST consider if they wish to recruit and admit more Aboriginal students?	Three groups have been identified for these external consultations: - Sponsorship Agencies/ Organizations - First Nations Post-secondary Counsellors - Saskatchewan School Guidance Counsellors
10. M&C	- Chris Maloney—coordinate consultation with M&C - Chris Maloney and Alison Pickrell—development of communication plan	A pre-determined set of questions has been provided. All M&C should provide input. 1. Identify what is needed from M&C in this process to develop a marketing/communication strategy to support the initiative 2. Are there any Aboriginal student recruitment, application and admission barriers that M&C is aware of that the committee should know about? An internal communication plan to be developed including an update to mySIAST.	
11. Best Practices Research Summary	- Bill Blok - Karen Peterson - Susan McIntyre - Shelley Belhumeur	Bill and Karen to prepare a quick presentation of SIAST best practices in recruitment.	Team to prepare a quick presentation of external best practices that should be considered.



## Appendix D

Student Retention and Program Completion Consultations			
Consultation With	Responsibility	Tools	Notes
1. Post-secondary Divisions	Business - Jean Meyers Community Services - Dawn Fleming Industrial - David Nunn Nursing - Denise Gettle Science and Health - Joanne Post Technology - Dave Richards	A pre-determined set of questions has been provided. 1. Identify the main reasons why Aboriginal students leave their program(s) before they finish (from program's actual experiences) 2. Are your programs using any strategies to enhance the retention of Aboriginal students in the programs? If so, what? Is the strategy making a difference? 3. Are they considering any strategies that they haven't yet implemented?	The committee member for the division is responsible for coordinating a representative consultation with programs in their division, across all campus locations. At minimum all program heads should be invited to provide input. A representative sample of faculty and staff could also be useful.
2. Basic Education Division	- Della Anaquod - Rick Daniels	A pre-determined set of questions has been provided. 1. We will provide you with a list of barriers identified by the committee. Can you review these barriers with your BE program heads (and beyond if possible) to verify which of these are issues for BE students? 2. Are there any barriers that BE students are experiencing that haven't been identified already by the committee? If so what are they? How frequent are they? 3. The attendance policy has been identified as a perceived barrier to student completion. A number of systemic issues may affect students' ability to attend classes (i.e. single parenting, poverty, etc.) Describe the attendance policy—what are the details? How much flexibility is built into it and to whose discretion? Who set the BE attendance policy (SIAST or external driver?) If SIAST were to attempt to change the policy, what would the barriers be? Who would we need to consult with? What criteria might we use? 4. Is ELL an issue in BE? What strategies are being used in BE to address this? How might BE be leveraged to assist with post-secondary ELL issues?	Representative consultation across the four campuses. All program heads should be consulted along with a representative sample of faculty and staff.

Student Retention and Program Completion Consultations			
Consultation With	Responsibility	Tools	Notes
3. Student Development	Kelsey - Brian Gallagher (Lead) Palliser - Phyllis Eagle-Boadway (Lead) Wascana - Jacquie Belhumeur (Lead) Woodland - Shelley Belhumeur (Lead)	<p>A pre-determine set of questions has been provided.</p> <ol style="list-style-type: none"> <li>1. We will provide you with a list of the retention and completion barriers that have been identified by the committee. We would like you to verify each of the barriers on the list, determining whether they are occurring on your specific campus, and if so, some idea of the frequency.</li> <li>2. Identify any additional barriers to Aboriginal student retention and completion that have not yet been mentioned</li> <li>3. Identify any strategies for addressing the barriers in #1 and #2 above</li> </ol>	<p>The committee member designated as the lead is responsible for coordinating a consultation with the student development staff at their campus.</p>
4. Enrolment Services	Alison Pickrell will assign to - Kathy Larsen - Bill Blok	<p>A pre-determined set of questions has been provided. Kathy will coordinate input from the four campus registration services offices.</p> <ol style="list-style-type: none"> <li>1. The reapplication process was identified as a perceived barrier for students. We believe this refers to students who leave their SIAST programs, or are required to leave their program, and then return to the same program in a future year. Process to re-enter was defined as cumbersome and inconsistent. What is the process for re-entering a program? What are some of the perceived issues for re-entry? What might be inconsistent or difficult about the re-entry process? Do you have any ideas to address this process?</li> <li>2. Another barrier was identified as the "reluctance to self-identify as Aboriginal" The first point where students self-identify is the application process. Are there other times where students can self identify? And if they do is it captured on Banner? Do we provide any information to the students on the benefits of self-identifying? Are there any barriers that you can identify in the self-identification process? Any suggestions for addressing them?</li> <li>3. Comment from enrolment services perspective about the issues that arise related to funding?</li> <li>4. Comment from enrolment services perspective about issues that arise related to full-time/part-time status</li> <li>5. Comment from enrolment services perspective about any policy or procedure barriers that affect Aboriginal student retention and completion.</li> <li>6. Anything else related to retention and completion of Aboriginal students that you wish to bring to committee's attention?</li> </ol>	



## Student Retention and Program Completion Consultations

Consultation With	Responsibility	Tools	Notes
5. Student Associations	- Alison Pickrell	<p>A pre-determined set of questions. Email with offer to meet in person.</p> <ol style="list-style-type: none"> <li>1. Tell us what you know about barriers to Aboriginal student retention and program completion at SIAST at your campus. Barriers can be academic, personal environmental, systemic, policy-procedure related, etc. What are the barriers? How frequent are they?</li> <li>2. What services and supports and strategies does your association provide to enhance Aboriginal student retention and success?</li> <li>3. Are there services, supports and strategies that you have not yet implemented but are thinking of implementing?</li> <li>4. What processes are you using within your association to ensure representative student membership on the executive and on committees? Or in providing representative input from the student community on decisions, services, programs?</li> <li>5. Do you provide any educational opportunities on issues such as education equity, representative workforce, Aboriginal history or cultural awareness to your executive? Or to students?</li> <li>6. Is there any other information you would like SIAST to know about the issues facing Aboriginal students at your campus?</li> </ol>	
6. Students	<p>Student Survey Development Team includes</p> <ul style="list-style-type: none"> <li>- Bill Block</li> <li>- Rick Daniels</li> <li>- Brian Gallagher</li> <li>- Brian Henderson</li> </ul> <p>- Susan McIntyre</p> <p>- Chris Durocher</p>	Group to review and finalize a draft questionnaire.	<p>Next steps: Draft questionnaire to be reviewed by Myrna and Alison and then vetted through Institutional Research and Analysis.</p> <p>Ideally survey will be administered online in December. Completion incentives will be provided.</p>



Aboriginal Student Retention and Program Completion Consultations			
Consultation With	Responsibility	Tools	Notes
7. External Consultations	External consultation team includes - Della Anaquod - Phyllis Eagle-Boadway - Dawn Fleming - Marlene McKay	A pre-determined set of questions has been provided. Methods of consultation to be determined by external consultation team. 1. Tell us what you know about barriers to Aboriginal student retention and program completion at SIAST? What are the barriers? Where have you seen them (campus, program)? How frequent are they? 2. Are there any changes or additional programs/services that you would recommend that SIAST consider to help improve Aboriginal student success?	Three groups have been identified for these external consultations: - Sponsorship agencies/ organizations - First Nations post-secondary counsellors
8. Unsuccessful Aboriginal SIAST students	- Marlene McKay - Isabelle Hanson - Grace McLeod - Lori Campbell	A list of discontinued Aboriginal students will be produced. Each individual to call six to ten students. Pre-determined topic areas to cover. (NOTE: This was changed to a survey.)	





## Appendix E

Detailed Comparison - 2007-2008 Aboriginal Enrolment in Base and Continuing Education Programming									
2007/08 Base Program Equity Enrolment					2007/08 Continuing Education Equity Enrolment				
Aboriginal Enrolment	Aboriginal #	Total Base #	% of Aboriginal	Aboriginal Enrolment	Aboriginal #	Total Extension #	% of Aboriginal	Aboriginal Enrolment	% of Aboriginal
Basic Education					Basic Education				
Kelsey	399	800	49.9	Kelsey	399	800	0.0	Kelsey	49.9
Wascana	173	627	27.6	Wascana	173	627	0.0	Wascana	27.6
Palliser	58	280	20.7	Palliser	58	280	0.0	Palliser	20.7
Woodland	410	483	84.9	Woodland	410	483	0.0	Woodland	84.9
SIAST	1,040	2,190	47.5	SIAST	1,040	2,190	0.0	SIAST	47.5
Apprenticeship					Apprenticeship				
Kelsey	94	1,924	4.9	Kelsey	95	1,934	10.0	Kelsey	4.9
Wascana	1	80	1.3	Wascana	1	80	0.0	Wascana	1.3
Palliser	62	1,094	5.7	Palliser	62	1,094	0.0	Palliser	5.7
Woodland	48	398	12.1	Woodland	71	466	33.8	Woodland	15.2
SIAST	205	3,496	5.9	SIAST	229	3,574	30.8	SIAST	6.4
Certificate/ Diploma					Certificate/ Diploma				
Kelsey	219	1,976	11.1	Kelsey	314	2,465	19.4	Kelsey	12.7
Wascana	150	1,421	10.6	Wascana	244	1,867	21.1	Wascana	13.1
Palliser	59	1,423	4.1	Palliser	84	1,605	13.7	Palliser	5.2
Woodland	327	698	46.8	Woodland	458	1,130	30.3	Woodland	40.5
SIAST	755	5,518	13.7	SIAST	1,100	7,067	22.3	SIAST	15.6
Future Skills					Future Skills				
Kelsey	0	0	0.0	Kelsey	12	100	12.0	Kelsey	12.0
Wascana	0	1	0.0	Wascana	13	85	15.5	Wascana	15.3
Palliser	0	0	0.0	Palliser	21	88	23.9	Palliser	23.9
Woodland	0	0	0.0	Woodland	19	42	45.2	Woodland	45.2
SIAST	0	1	0.0	SIAST	65	315	20.7	SIAST	20.6
All Programs	2,000	11,205	17.8	All Programs	2,434	13,146	22.4	All Programs	18.5
Except Future Skills	2,000	11,204	17.9	Except Future Skills	2,369	12,831	22.7	Except Future Skills	18.5

Source: 2007/08 Census Statistics  
Institutional Research and Analysis

Four-Year Application Trend for SIAST Certificate and Diploma Programs																
Year	2006-07				2007-08				2008-09				2009-10 Preliminary			
	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	
SIAST KELSEY CAMPUS																
Business																
Community Services																
Early Childhood Education	1	99	24	3	23	23.2%	100	24	4	23	23.0%	61	24	4	9	14.8%
Early Childhood Education	2	24	24	3	8	33.3%	27	24	4	3	11.1%	13	24	4	3	23.1%
Educational Assistant	1	88	30	4	15	17.0%	95	30	5	13	13.7%	64	30	5	9	14.1%
Food and Nutrition Management	1	41	24	3	5	12.2%	26	24	4	2	7.7%	28	24	4	3	10.7%
Funeral Service	1	57	15	2	4	7.0%	74	15	3	7	9.5%	45	15	3	4	8.9%
Hotel and Restaurant Admin	1	74	24	3	11	14.9%	82	24	4	14	17.1%	49	24	4	6	12.2%
Library/Information Technology	1	68	30	4	8	11.8%	52	30	5	3	5.7%	51	30	5	4	7.8%
Professional Cooking	1	89	36	4	19	21.3%	91	36	6	31	34.1%	80	36	6	18	22.5%
Recreation/Tourism Management	1	72	40	5	16	22.2%	48	40	7	7	14.6%	47	40	7	10	21.3%
Rehabilitation Worker	1	80	30	4	7	8.8%	50	30	5	5	10.0%	25	30	5	7	28.0%
Retail Meat Specialist	1	22	12	1	2	9.1%	13	12	2	3	23.1%	6	12	2	1	16.7%
Therapeutic Recreation	1	34	25	3	3	8.8%	116	25	4	12	10.3%	7	25	4	0	0.0%
Youth Care Worker	1	141	24	3	35	24.8%	165	24	4	39	23.6%	130	24	4	29	22.3%
Youth Care Worker	2	22	24	3	5	22.7%	27	24	4	1	3.7%	10	24	4	1	10.0%
Science and Health																
Biotechnology	1	45	24	3	2	4.4%	40	24	4	5	12.5%	21	24	4	1	4.8%
Chemical Technology	1	44	24	3	5	11.4%	46	24	4	7	15.2%	39	24	4	7	17.9%
Combined Lab/XRay Technology	1	81	16	2	9	11.1%	39	16	3	4	10.3%	59	20	3	7	11.9%
Continuing Care Assistant	1	94	24	3	22	23.4%	81	24	4	13	16.0%	47	24	4	6	12.8%
Cyotechnology	1	24	4	1	1	4.2%	17	4	1	1	5.9%	12	4	1	0	0.0%
Intermediate Care Paramedic	1	33	24	4	1	3.0%	34	24	4	3	8.8%	32	24	4	1	3.1%
Medical Laboratory Assistant	1	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake
Medical Laboratory Technology	1	96	16	2	5	5.2%	44	16	3	0	0.0%	72	20	3	3	4.2%
Medical Radiological Tech.	1	290	16	2	16	5.5%	69	16	3	6	8.7%	373	20	3	19	5.1%
Pharmacy Technician	1	106	24	3	6	5.7%	103	24	4	10	9.7%	89	24	4	6	6.7%
Primary Care Paramedic	1	198	64	9	16	8.1%	260	64	12	31	11.9%	203	64	10	21	10.3%
Veterinary Technology	1	82	24	3	4	4.9%	115	24	4	11	9.6%	89	24	4	12	13.5%
Industrial Training																
Agricultural Machinery Tech	1	37	24	3	4	10.8%	45	24	4	2	4.4%	23	24	4	1	4.3%
Auto Body Technician	1	88	14	2	13	14.8%	79	14	2	17	21.5%	46	14	2	10	21.7%
Automotive Service Technician	1	154	52	6	37	24.0%	114	52	9	26	22.8%	77	52	9	14	18.2%
Heavy Equip/Truck & Transport	1	128	65	8	21	16.4%	154	65	11	17	11.0%	87	52	9	18	20.7%
Industrial Mechanics	1	81	14	2	7	8.6%	107	14	2	14	13.1%	52	28	5	7	13.5%
Machine Shop	1	54	24	3	1	1.9%	64	24	4	5	7.8%	26	12	2	1	3.8%
Parts Management Technician	1	17	26	3	0	0.0%	20	26	4	2	10.0%	21	26	4	5	23.8%
Refrigeration/Air Conditioning	1	39	14	2	2	5.1%	32	14	2	2	6.3%	21	14	2	1	4.8%
Welding	1	138	42	5	20	14.5%	223	36	6	33	14.8%	140	36	6	24	17.1%
Formerly Retail Meat Cutting prior to 08-09																
	1	22	12	1	2	9.1%	13	12	2	3	23.1%	6	12	2	3	15.0%
	1	34	25	3	3	8.8%	116	25	4	12	10.3%	7	25	4	4	13
	1	141	24	3	35	24.8%	165	24	4	39	23.6%	130	24	4	29	22.3%
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Intermediate Care Paramedic	1	33	24	4	1	3.0%	34	24	4	3	8.8%	32	24	4	1	3.1%
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Parts Management Technician	1	17	26	3	0	0.0%	20	26	4	2	10.0%	21	26	4	5	23.8%
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	2	22	24	3	5	22.7%	27	24	4	1	3.7%	10	24	4	1	10.0%
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Intermediate Care Paramedic	1	33	24	4	1	3.0%	34	24	4	3	8.8%	32	24	4	1	3.1%
Medical Laboratory Assistant	1	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake	no intake
Medical Laboratory Technology	1	96	16	2	5	5.2%	44	16	3	0	0.0%	72	20	3	3	4.2%
Medical Radiological Tech.	1	290	16	2	16	5.5%	69	16	3	6	8.7%	373	20	3	19	5.1%
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Parts Management Technician	1	17	26	3	0	0.0%	20	26	4	2	10.0%	21	26	4	5	23.8%
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	1	34	25	3	3	8.8%	116	25	4	12	10.3%	7	25	4	4	13
	1	141	24	3	35	24.8%	165	24	4	39	23.6%	130	24	4	29	22.3%
	2	22	24	3	5	22.7%	27	24	4	1	3.7%	10	24	4	1	10.0%
Science and Health																
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Chemical Technology	1	44	24	3	5	11.4%	46	24	4	7	15.2%	39	24	4	7	17.9%
Combined Lab/XRay Technology	1	81	16	2	9	11.1%	39	16	3	4	10.3%	59	20	3	7	11.9%
Continuing Care Assistant	1	94	24	3												

Legend:

Aboriginal application numbers lower than equity seats for one or two years over four year trend

Aboriginal application numbers lower than equity seats for three years of the four year trend

Aboriginal application numbers lower than equity seats for all four years

# Four-Year Application Trend for SIAST Certificate and Diploma Programs

	Year	2006-07					2007-08					2008-09					2009-10 Preliminary				
		Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %
Nursing																					
Nursing	1	618	156	20	70	11.3%	624	174	29	73	11.7%	553	199	32	58	10.5%	576	199	32	58	10.1%
Nursing - Second Degree Option	1	104	50	6	4	3.8%	129	no intake	no intake	6	4.7%	141	60	10	5	3.5%		78	13		no Wascana apps yet for 09-10
OH&S Practitioner	1	22	20	2	2	9.1%	23	20	3	1	4.3%	25	20	3	6	24.0%	22	20	3	1	4.5%
Practical Nursing	1		no intake	no intake			234	28	5	28	12.0%	279	28	5	35	12.5%	260	28	5	28	10.8%
Technology																					
CAD/CAM Engineering Technology	1	49	24	3	1	2.0%	51	24	4	4	7.8%	32	24	4	1	3.1%	41	24	4	5	12.2%
Commercial Pilot	1	43	30	4	3	7.0%	52	25	4	3	5.8%	52	25	4	6	11.5%	39	25	4	4	10.3%
Computer Systems Technology	1	88	48	6	14	15.9%	94	48	8	11	11.7%	76	48	8	7	9.2%	93	48	8	7	7.5%
Electrician	1		no intake	no intake			212	24	4	28	13.2%	204	24	4	24	11.8%	221	48	8	21	9.5%
Electronic Systems Engineering	1	29	24	3	2	6.9%	26	24	4	3	11.5%	30	24	4	3	10.0%	31	24	4	2	6.5%
Electronics Technician	1	45	24	3	11	24.4%	39	24	4	9	23.1%	26	24	4	2	7.7%	23	24	4	4	17.4%
Mechanical Engineering	1	74	36	4	4	5.4%	72	36	6	9	12.5%	64	36	6	6	9.4%	87	36	6	5	5.7%
Power Engineering	1	124	36	4	18	14.5%	202	36	6	21	10.4%	160	by SIAST		13	8.1%	207	36	6	19	9.2%
SIAST PALLISER CAMPUS																					
Business																					
Business	1	311	325	40	19	6.1%	290	180	30	18	6.2%	268	180	30	15	5.6%	207	180	30	14	6.8%
Business Accountancy	2	111	75	9	5	4.5%	108	75	13	2	1.9%	110	75	13	5	4.5%	90	75	13	5	5.6%
Business Administration	2	44	40	5	2	4.5%	31	40	7	2	6.5%	19	40	7	3	15.8%	25	40	7	3	12.0%
Business Financial Services	2	52	40	5	0	0.0%	40	40	7	3	7.5%	36	40	7	2	5.6%	41	40	7	3	7.3%
Business Human Resources	2	17	20	2	2	11.8%	32	20	3	5	15.6%	33	20	3	2	6.1%	39	20	3	1	2.6%
Business Information Systems	1	48	50	6	0	0.0%	29	24	4	0	0.0%	28	24	4	2	7.1%	34	24	4	0	0.0%
Business Marketing	2	40	40	5	2	5.0%	25	40	7	3	12.0%	38	40	7	3	7.9%	25	40	7	4	16.0%
Office Education	1	45	35	4	5	11.1%	54	35	6	6	11.1%	49	35	6	6	12.2%	39	35	6	4	10.3%
Community Services																					
Professional Cooking	1	46	36	4	11	23.9%	31	36	6	5	16.1%	45	36	6	3	6.7%	36	36	6	6	16.7%
Industrial Training																					
Automotive Service Technician	1	78	36	4	10	12.8%	73	36	6	4	5.5%	34	36	6	3	8.8%	67	36	6	11	16.4%
Carpentry	1	68	14	2	2	2.9%	120	28	5	4	3.3%	97	28	5	6	6.2%	88	28	5	7	8.0%
Welding	1	68	24	3	6	8.8%	94	24	4	7	7.4%	63	24	4	4	6.3%	59	24	4	5	8.5%
Technology																					
Architectural Technology	1	77	42	5	1	1.3%	135	42	7	5	3.7%	123	42	7	8	6.5%	113	42	7	8	7.1%
Civil Engineering Technology	1	43	24	3	2	4.7%	70	24	4	6	8.6%	44	24	4	5	11.4%	66	24	4	7	10.6%
Computer Aided Design/Drafting	1	32	24	3	0	0.0%	31	24	4	1	3.2%	37	24	4	3	8.1%	47	24	4	2	4.3%
Computer Engineering	1	30	30	4	1	3.3%	32	30	5	1	3.1%	27	30	5	2	7.4%	25	30	5	2	8.0%
Electrical Engineering	1	35	30	4	1	2.9%	58	30	5	2	3.4%	42	30	5	1	2.4%	54	30	5	1	1.9%
Electrician	1	200	24	2	14	7.0%	131	36	6	11	8.4%	163	36	6	18	11.0%	135	24	4	13	9.6%
Electronics Engineering	1	19	30	4	2	10.5%	19	30	5	1	5.3%	15	30	5	0	0.0%	22	30	5	0	0.0%
Environmental Engineering	1	42	24	3	3	7.1%	79	24	4	6	7.6%	55	24	4	3	5.5%	59	24	4	3	5.1%
Geomatics Technology	1	19	20	2	0	0.0%	29	20	3	2	6.9%	32	20	3	0	0.0%	15	20	3	1	6.7%
Instrumentation Engineering	1	83	30	4	2	2.4%	116	30	5	5	4.3%	97	30	5	6	6.2%	77	30	5	6	7.8%
Water Resources Engineering	1	36	24	3	3	8.3%	58	24	4	3	5.2%	44	24	4	3	6.8%	38	24	4	4	10.5%



Year	2006-07			2007-08			2008-09			2009-10 Preliminary					
	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap		Abor Seat Equity	Abor Apps
SIAST WASCANA CAMPUS															
Agricultural															
1	10	16	2	0	0.0%	7	16	3	0	0.0%	5	16	3	0	0.0%
Business															
1	16	7	1	2	12.5%	22	7	1	2	9.1%	17	15	3	1	5.9%
1	246	120	20	49	19.9%	216	120	20	26	12.0%	192	120	21	30	15.6%
Community Services															
1	51	9	1	8	15.7%	44	9	2	4	9.1%	52	9	2	4	7.7%
1	109	36	4	16	14.7%	86	36	6	10	11.6%	74	36	6	13	17.6%
2	32	20	2	6	18.8%	27	20	3	2	7.4%	21	20	3	1	4.8%
1	54	25	3	10	18.5%	68	25	4	12	17.6%	46	25	4	5	10.9%
1	45	12	2	3	6.7%	48	12	2	4	8.3%	46	12	2	1	2.2%
1	88	24	3	5	5.7%	103	24	4	11	10.7%	101	24	4	11	10.9%
New Media Communications															
Science and Health															
1	41	16	2	5	12.2%	46	16	3	5	10.9%	43	16	3	2	4.7%
1	65	24	3	8	12.3%	83	24	4	11	13.3%	68	24	4	10	14.7%
1	175	68	12	29	28.5	285	68	11	13	5.4%	242	68	11	13	6.6%
1	312	26	3	9	2.9%	276	26	4	6	7.9%	480	26	4	29	6.0%
1	69	16	2	3	4.3%	83	16	3	4	4.8%	67	16	3	6	9.0%
1	37	24	4	6	16.2%	26	24	4	3	11.5%	22	24	4	1	4.5%
1	195	64	9	17	8.7%	260	64	12	23	8.8%	178	64	10	21	11.8%
Primary Care Paramedic															
Industrial Training															
1	90	24	4	11	12.2%	72	24	4	10	13.9%	45	24	4	8	17.8%
1	46	24	3	4	8.7%	51	24	4	5	9.8%	34	24	4	2	5.9%
1	21	12	2	2	9.5%	39	12	2	7	17.9%	24	12	2	3	12.5%
1	87	36	4	8	9.2%	156	36	6	9	5.8%	105	36	6	15	14.3%
Welding															
Nursing															
1	17	25	3	1	5.9%	23	25	4	6	26.1%	9	no intake	no intake	0	0.0%
1	49	no intake	no intake	2	4.1%	34	no intake	no intake	0	0.0%	57	no intake	no intake	2	3.5%
1	25	no intake	no intake	3	5.0%	5	no intake	no intake	2	40.0%	4	no intake	no intake	2	50.0%
1	no intake	no intake	no intake	no intake	no intake	1	no intake	no intake	0	0.0%	no intake	no intake	no intake	no intake	no intake
1	4	no intake	no intake	1	25.0%	6	16	3	0	0.0%	9	16	3	1	11.1%
1	474	146	18	32	6.8%	508	168	29	45	8.9%	419	195	32	22	5.3%
1	22	20	2	1	4.5%	16	20	3	1	6.3%	20	no intake	no intake	0	0.0%
1	13	5	1	2	15.4%	12	5	1	2	16.7%	25	5	1	5	20.0%
1	24	13	2	1	4.2%	15	13	2	1	6.7%	17	13	3	0	0.0%
1	11	20	2	0	0.0%	5	20	3	1	20.0%	7	no intake	no intake	1	14.3%
Practical Nurse Re-Entry															
1	186	56	7	35	18.8%	197	38	7	16	8.1%	393	38	7	41	10.4%
Practical Nursing															
1	27	15	2	1	3.7%	54	15	3	2	3.7%	27	15	3	3	11.1%
1															

# Four-Year Application Trend for SIAST Certificate and Diploma Programs

Year	2006-07					2007-08					2008-09					2009-10 Preliminary						
	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %	Total Apps	Intake Cap	Abor Seat Equity	Abor Apps	Abor %		
Technology																						
Building Systems Technician	1	21	24	3	3	14.3%	29	24	4	1	3.4%	26	24	4	9	34.6%	38	24	4	2	5.3%	
Computer Networking Technician	1	49	15	2	7	14.3%	86	15	3	8	9.3%	84	15	3	12	14.3%	90	15	3	4	4.4%	
Electronics Technician	1	45	30	4	5	11.1%	44	30	5	3	6.8%	44	30	5	9	20.5%	40	30	5	3	7.5%	
Telecom/Radio Systems Tech	1	22	12	2	1	4.5%	16	12	2	0	0.0%	17	12	2	0	0.0%	17	12	2		nothing in OBS but Banner has 17 apps for 09-10	
SIAST WOODLAND CAMPUS																						
Business																						
Business	1	60	35	9	32	53.3%	60	35	9	30	50.0%	58	35	9	27	46.6%	43	35	9	17	39.5%	
Entrepreneurship & Small Bus.	1	48	22	6	22	45.8%	44	22	6	22	50.0%	35	22	6	19	54.3%	24	22	6	8	33.3%	
Medical Transcriptionist	1	6	12	4	3	50.0%	3	12	4	2	66.7%	8	16	4	5	62.5%	2	10	3	2	100.0%	Formerly Medical Office Assistant
Office Education	1	97	50	12	55	56.7%	76	50	12	50	65.8%	72	50	12	48	66.7%	74	50	12	43	58.1%	2 intakes: fall & winter
Community Services																						
Additions Counselling	1	44	15	4	11	25.0%	81	15	4	22	27.2%	185	15	4	65	35.1%	89	15	4	27	30.3%	
Correctional Studies	1	58	36	9	30	51.7%	82	36	9	49	59.8%	89	36	9	51	57.3%	99	45	11	47	47.5%	
Digital Graphic Design	1	6	15	4	2	33.3%	9	15	4	4	44.4%	8	15	4	4	50.0%	2	15	4	0	0.0%	
Dynamic Web Development	1	6	15	4	1	16.7%	8	15	4	1	12.5%	6	15	4	1	16.7%	4	15	4	0	0.0%	
Early Childhood Education	1	65	32	8	45	69.2%	77	32	8	55	71.4%	42	32	8	28	66.7%	48	32	8	26	54.2%	
Early Childhood Education	2	18	18	5	15	83.3%	20	18	5	14	70.0%	16	18	5	12	75.0%	14	18	5	11	78.6%	
Hair/Stylist	1	66	36	10	38	57.6%	56	36	10	40	71.4%	56	36	10	34	60.7%	46	36	10	28	60.9%	
Institutional Cooking	1	17	12	4	13	76.5%	20	12	4	18	90.4%	24	12	4	20	83.3%	10	12	3	8	80.0%	nothing in OBS or Banner yet
Interactive Media Production	1	4	15	4	1	25.0%	3	15	4	2	66.7%	2	15	4	1	50.0%	15	4	4			
Media Arts Production	1	28	12	3	8	28.6%	28	12	3	6	21.4%	24	12	3	11	45.8%	26	14	4	11	42.3%	
Media Arts Production	2	9	12	3	3	33.3%	9	12	3	2	22.2%	7	12	3	2	28.6%	6	10	3	2	33.3%	
New Media Communications	1	22	12	3	9	40.9%	25	12	3	9	36.0%	32	12	3	12	37.5%	28	12	3	15	53.6%	
Professional Cooking	1	64	16	8	46	71.9%	52	16	8	49	94.2%	43	16	8	37	86.0%	56	36	9	42	75.0%	
Short Order Cooking	1	9	12	4	8	88.9%	5	12	4	4	80.0%	8	12	4	6	75.0%	4	12	3	2	50.0%	
Web Site Design & Development	1	28	30	8	4	14.3%	26	30	8	3	11.5%	40	30	8	7	17.5%	49	30	8	4	8.2%	
Science and Health																						
Continuing Care Assistant	1	53	24	6	25	47.2%	64	24	6	36	56.3%	35	24	6	17	48.6%	45	24	6	25	55.6%	
Industrial Training																						
Carpentry	1	70	15	4	26	37.1%	77	24	6	32	41.6%	65	24	6	36	55.4%	67	24	6	37	55.2%	
Industrial Mechanics	1	25	14	4	10	40.0%	57	14	4	14	24.6%	36	14	4	12	33.3%	34	14	4	16	47.1%	
Welding	1	92	24	6	44	47.8%	105	36	9	43	41.0%	80	36	9	43	53.8%	82	36	9	46	56.1%	
Nursing																						
Practical Nursing	1	69	16	4	23	33.3%	71	7	2	25	35.2%	96	14	4	26	27.1%	69	7	2	23	33.3%	
Technology																						
Electrician	1	105	24	6	28	26.7%	135	36	9	35	25.9%	99	36	9	36	36.4%	60	24	6	24	40.0%	
Forest/Ecosystem Technology	1	20	20	5	5	25.0%	19	20	5	2	10.5%	32	20	5	11	34.4%	21	20	5	8	38.1%	
GIS for Resource Management	1	23	15	4	5	21.7%	19	15	4	1	5.3%	26	15	4	5	19.2%	30	15	4	6	20.0%	
Integrated Resource Mgmt. Dip.	1	51	20	5	16	31.4%	28	20	5	7	25.0%	47	20	5	14	29.8%	48	20	5	10	20.8%	
Resource/Environmental Law	1	46	15	4	18	39.1%	47	15	4	19	40.4%	68	15	4	29	42.6%	59	25	6	15	25.4%	

Source: ODS Workbook - MSB-IRA-APPS-Aboriginal Applications  
Extract: September 10, 2009

## Appendix G

### 2005 COHORT GRADUATION STATS BY DIVISION FOR CERTIFICATE AND DIPLOMA PROGRAMS

Division	Total Aboriginal Cohort 2005	# Aboriginal Grads	Grad (%)*	Total Non- Aboriginal Cohort 2005	# Non-Aboriginal Grads	Grad (%)*	Difference (%)
Business	81	35	43.21	621	431	69.40	26.19
Community Services	169	97	57.40	523	383	73.23	15.83
Industrial Training	72	38	52.78	396	329	83.08	30.30
Nursing**							
Science & Health	56	36	64.29	369	311	84.28	20.00
Technology	62	28	45.16	593	383	64.59	19.43
Totals	440	234	53.18	2502	1837	73.42	20.24

### 2006 COHORT GRADUATION STATS BY DIVISION FOR CERTIFICATE AND DIPLOMA PROGRAMS

Division	Total Aboriginal Cohort 2006	# Aboriginal Grads	Grad (%)*	Total Non- Aboriginal Cohort 2006	# Non-Aboriginal Grads	Grad (%)*	Difference (%)
Business	92	43	46.74	567	371	65.43	18.69
Community Services	192	113	58.85	531	377	71.00	12.14
Industrial Training	93	50	53.76	421	354	84.09	30.32
Nursing**							
Science & Health	63	42	66.67	456	355	77.85	11.18
Technology	74	30	40.54	542	297	54.80	14.26
Totals	514	278	54.09	2517	1754	69.69	15.60

\* % of cohort graduated by June 2009

\*\* Excludes Nursing students

Source: Operational Data Store Extract July 8, 2009



## 2005 COHORT GRADUATION STATS BY CAMPUS FOR CERTIFICATE AND DIPLOMA PROGRAMS

Division	Total Aboriginal Cohort 2005	# Aboriginal Grads	Grad (%)*	Total Non- Aboriginal	# Non-Aboriginal Grads	Grad (%)*	Difference (%)
Kelsey	127	65	51.18	845	631	74.67	23.49
Palliser	52	18	34.62	795	509	64.03	29.41
Wascana	68	42	61.76	578	470	81.31	19.55
Woodland	193	109	56.48	284	227	79.93	23.45
Totals	440	234	53.18	2502	1837	73.42	20.24

## 2006 COHORT GRADUATION STATS BY CAMPUS FOR CERTIFICATE AND DIPLOMA PROGRAMS

Division	Total Aboriginal Cohort 2006	# Aboriginal Grads	Grad (%)*	Total Non- Aboriginal	# Non-Aboriginal Grads	Grad (%)*	Difference (%)
Kelsey	134	60	44.78	903	632	69.99	25.21
Palliser	50	24	48.00	754	441	58.49	10.49
Wascana	78	53	67.95	569	455	79.96	12.02
Woodland	252	141	55.95	291	226	77.66	21.71
Totals	514	278	54.09	2517	1754	69.69	15.60

\* % of cohort graduated by June 2009

\*\* Excludes Nursing students

Source: Operational Data Store Extract July 8, 2009

## Appendix H

Five-Year Plan Initial Budget (in 000's) by Academic Year						
Initiative and Priority	Description	09/10	10/11	11/12	12/13	13/14
1 Aboriginal Success Strategy Coordinator	Reporting to the AVP student affairs and Okimaw of Aboriginal Council, the position will coordinate the implementation of the initiative recommendations, actively investigate and apply for sources of external funding to sustain the initiative, and facilitate the development of key external relationships and partnerships. This is a 3-year term position, ending December 31, 2012 with the intent that majority of the strategy will be fully implemented by June 30, 2012.	\$60	\$80	\$80	\$80	\$40
1 Coordinator office setup	Capital costs related to office set-up including furniture and computer. Additional costs may be required if office space is not available.	\$6				
1 Coordinator operating budget	Materials, supplies, travel, and other operational costs.	\$20	\$20	\$20	\$20	\$20
1 Success Strategy Committee Support	Committees have been recommended to explore in more depth strategies to address five key barriers: (a) child care; (b) housing; (c) transportation; (d) physical/environmental barriers; (e) basic education student success; (f) apprenticeship student success; (g) English language learners; (h) attendance. Budget is required to support committee meetings, travel, and materials.	\$30	\$30	\$10	\$10	





## Five-Year Plan Initial Budget (in 000's)

### by Academic Year

Initiative and Priority	Description	09/10	10/11	11/12	12/13	13/14
2 Aboriginal Student Advisors	Aboriginal student advisors will work with specific program clusters (determined by program completion statistics). Current priorities would be technology, business and industrial programs. 5 advisors would be appointed in 2010-11, and an additional 5 in 2011-12. These positions would be for 3 year terms. One of the advisors may be identified as the team leader to ensure coordination and consistency. The advisor model will be fully developed in 2009-10 by the Aboriginal Success Strategy Coordinator in consultation with the Academic Director of Student Development and Special Advisor. Program heads and instructional staff will identify Aboriginal students at risk and refer identified students to the advisors who will implement appropriate interventions, supports and referrals. These positions would also plan and staff summer transition programming and work with staff in the Aboriginal centre to plan and deliver educational activities. The advisors work as a team to develop and deliver a standard set of student success modules for students. In 2013-14 the number of coordinators would be reconsidered.		\$300	\$600	\$600	\$600
2 Aboriginal Student Advisors' office setup	Capital costs related to office set-up including furniture and computer. Additional costs may be required if office space is not available.		\$30	\$30		
2 Aboriginal Student Advisors' operating	Materials, supplies, travel, and other operational costs.		\$20	\$20	\$20	\$10
2 Summer transition programming	The programming will be delivered and coordinated by the retention coordinators and will be offered at all four campuses. Budget for instructors, student accommodations/ living allowance, materials/supplies, activities.		\$180	\$100	\$100	\$100
2 Aboriginal Student Advisors' life skills training	All Aboriginal Advisors would receive life skills training. Group training would be provided onsite. Consideration would be given to a train-the-trainer model for future staff.		\$15	\$10	\$10	\$10

**Five-Year Plan Initial Budget (in 000's)  
by Academic Year**

<b>Initiative and Priority</b>	<b>Description</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>
2 Strategies resulting from additional committee work	Committees will be bringing forward priorities that will require funding. Some funding should be set aside to be allocated to these priorities.	\$200				
3 Aboriginal Recruitment specialist	Reporting to the Coordinator of Student Recruitment, this specialist will work with the Aboriginal Success Strategy Coordinator to complete the development and begin the implementation of a strategy to increase Aboriginal student enrolment in under enrolled programs. Initiatives will include an awareness strategy, preparatory program development, relationship building with key Aboriginal stakeholders, and an Aboriginal role model strategy. This is a 3-year term position.	\$60	\$60	\$60	\$60	
3 Recruitment specialist office setup	Capital costs related to office set-up including furniture and computer. Additional costs may be required if office space is not available.	\$6				
3 Recruitment specialist operating budget	Materials, supplies, travel, and other operational costs.	\$20	\$20	\$20		
3 SIAST Aboriginal Marketing Strategy	Development and implementation of a strategy to increase awareness of SIAST in Aboriginal communities. Budget includes strategy development, materials, travel, website development, media and photography.	\$100	\$100	\$50	\$50	\$50
4 Preparatory program	PTA funded or funding eligible pre-program catering to Aboriginal students entering SIAST postsecondary programs. Focusing on academic, studentship, and personal skills. Students may have opportunity to take one or two classes from their intended program of study. Program development in 2009-10, with implementation in 2010-11 or 2011-12. Priority would be in science and technologies. Should involve basic education division.	\$6	\$120	\$120	\$120	
5 Aboriginal Role Model and Alumni strategy	Aboriginal success strategy coordinator to work with Director of Donor and Alumni relations, Coordinator of Student Recruitment, and Strategic Workforce Specialist to develop an Aboriginal role model, mentor, and alumni strategy.	\$30	\$30	\$30		
<b>TOTAL</b>		<b>\$222</b>	<b>\$1,061</b>	<b>\$1,150</b>	<b>\$1,120</b>	<b>\$1,040</b>



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