



2014 Aboriginal Learner Report

Prepared by Institutional Research

TABLE OF CONTENTS

INTRODUCTION	1
ABORIGINAL PEOPLES IN THE SELKIRK COLLEGE REGION	2
Demographics.....	2
Language	5
Educational Attainment	5
Impact of Education on Earnings	6
ABORIGINAL LEARNERS AT SELKIRK COLLEGE	7
Number of Students	8
Student Outcomes	10
ABORIGINAL SERVICES AT SELKIRK COLLEGE	11
Aboriginal Gathering Place.....	12
Partnerships	14
Scholarships and Awards.....	15
Aboriginal Services Operating Plan	16
Selkirk College President’s First Nations and Metis Government Advisory Panel.....	18
Aboriginal Programming Circle	19
SELKIRK COLLEGE PERFORMANCE MEASURES	21
2013/2014 Performance Measures Results.....	21
2014/2015 Performance Measures and Targets	22
SECONDARY SCHOOL INFORMATION	23
Number of Grade 12 Graduates.....	23
Secondary School Completion Rates	24
Transition Rates to BC Post-Secondary	26

INTRODUCTION

Selkirk College is located in the West Kootenay and Boundary Regions of British Columbia and respectfully acknowledges the Sinixt, Syilx, Ktunaxa and Secwepemc peoples on whose traditional territory we are grateful to operate.

With our main campus in Castlegar, situated at the confluence of the Columbia and Kootenay rivers, Selkirk College operates in a large geographic area, as far west as Rock Creek, north to Nakusp, the east shore of Kootenay Lake, and Trail and Salmo to the south. The College region is terrain of sacred beauty, with mountains, rivers, lakes and vast forests. Within these lands, it is the inner environment we seek to create. Our facilities are home to an inclusive and safe space for all learners, no matter their ethnic or cultural background, gender, orientation, or social status. Selkirk strives to foster trust and security within its classrooms and communities.

Selkirk's largest campus and administrative centre is located in Castlegar. Offered on this campus are adult education, certificates, diplomas, associate degrees, and degree programs. The three campuses in Nelson (Silver King, Tenth Street and Victoria Street) specialize in trades, arts and tourism/hospitality programs. Adult upgrading is also offered in Nelson, with a summer school at the Silver King campus. Campuses in Trail and Grand Forks and Learning Centres in Kalso and Nakusp provide opportunity for adult upgrading and many short-term, continuing education and skills development courses.

Selkirk College has over 70 certificate and diploma programs and boasts over 36,000 graduates since opening in 1966.

Selkirk College's goal is to forge new partnerships with First Nation and Métis communities within and outside our region. Our goal is to provide access and opportunity for our learners to be successful in their post-secondary education pursuits, to develop their individual capacity and that of their communities and become lifelong learners.

This report highlights Aboriginal learners at Selkirk College, including regional statistics and secondary school information.

ABORIGINAL PEOPLES IN THE SELKIRK COLLEGE REGION

This section contains statistical data found in the 2006 Selkirk College Region Statistical Profile of Aboriginal Peoples as defined by Statistics Canada.

DEMOGRAPHICS

The 2006 Census reports that the total number of Aboriginal peoples in the College region was 3,030, a 30% increase from the 2,324 reported in the 2001 Census. Aboriginal peoples make up 4% percent of the total population within the region (3,030 out of 73,975) and 2% of the total Aboriginal population in British Columbia. All Aboriginal peoples in the College region live “off-reserve”.



*Find Your Voice Event
Sponsored by Congress of Aboriginal Peoples
March 2014*

Number of Aboriginal Peoples Selkirk College Region¹		
	Number	% of region
Census 2006	3,030	4.1
Census 2001	2,324	3.1

The majority (36%) of Aboriginal peoples in the College region are between 35-64 years old. However, a large proportion of Aboriginal peoples are also under the age of 18 (35%). The majority of individuals who are in the 35-64 age range are females (55%). The majority of individuals who are under 18 are males (51%).

Age Demographics²		
	Number	Percent
Under 18	1,065	35.3%
18-24	320	10.6%
25-34	360	11.9%
35-64	1,100	36.4%
65+	175	5.8%
Total	3,020	100.0%

¹ 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

² 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

There are more female Aboriginal peoples in the College Region, than there are male Aboriginal peoples, especially in the age groups of 18-24 and 35-64,

Gender Demographics by Age Group³			
2006	Males - Aboriginal	Females - Aboriginal	Total Aboriginal
Under 18	545	520	1065
18-24	140	180	320
25-34	200	160	360
35-64	490	610	1100
65+	95	80	175
Total	1,470	1,550	3,020
	49%	51%	

The percent of Aboriginal male and female populations under 18 is significantly higher than non-Aboriginal people in the same age category.

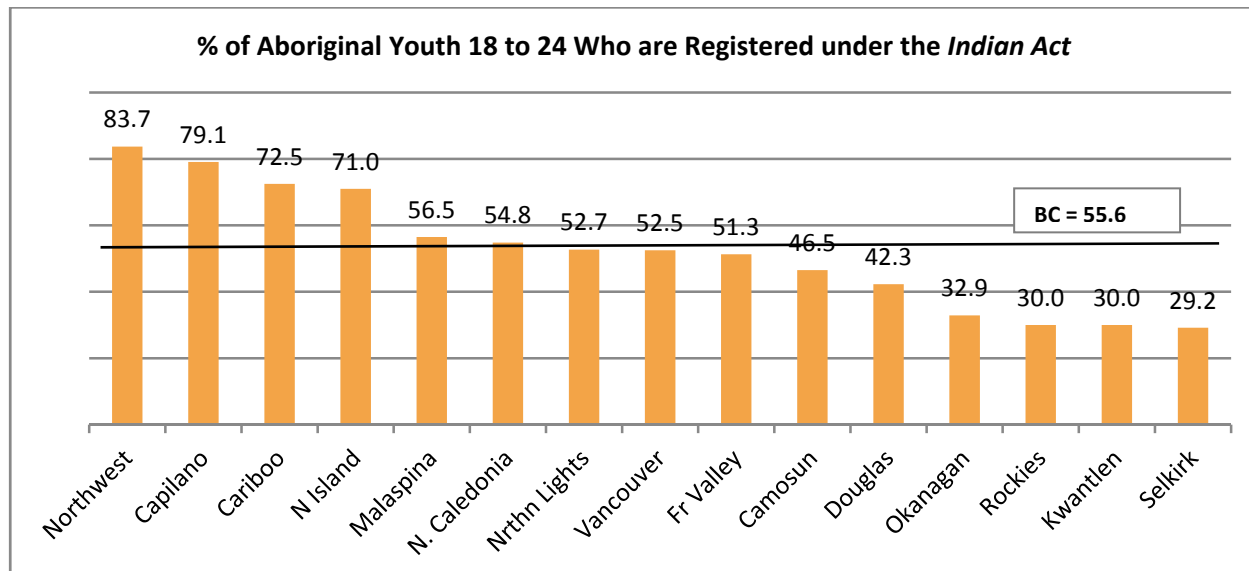
Aboriginal Population by Gender and Age⁴ Selkirk College Region - (% of total by gender)				
	Males, Aboriginal	Males, Non- Aboriginal	Females, Aboriginal	Females, Non- Aboriginal
Under 18	37.1	20.4	33.4	18.3
18-24	9.5	6.8	11.6	6.4
25-34	13.6	8.9	10.3	9.4
35-64	33.3	47.6	39.2	47.6
65+	6.5	16.3	5.1	18.3

³ 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

⁴ 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

Approximately 23% of the Aboriginal population in the College region is registered under the *Indian Act*, significantly less than the provincial rate of 55%.⁵

29% of the Aboriginal youth population (age 18 – 24) in the College region is registered under the *Indian Act*. This is the lowest percentage in a College region in B.C. with Northwest Community College region having the largest registered Aboriginal population of 84%.



Aboriginal peoples in the Selkirk College region are reported as having primarily Métis ancestry.

	Selkirk College Region	BC
Métis	59.4	30.3
North American Indian	38.6	66.1
Multiple Aboriginal identities	0.7	0.8
Inuit	*	0.4

⁵ 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

⁶ 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

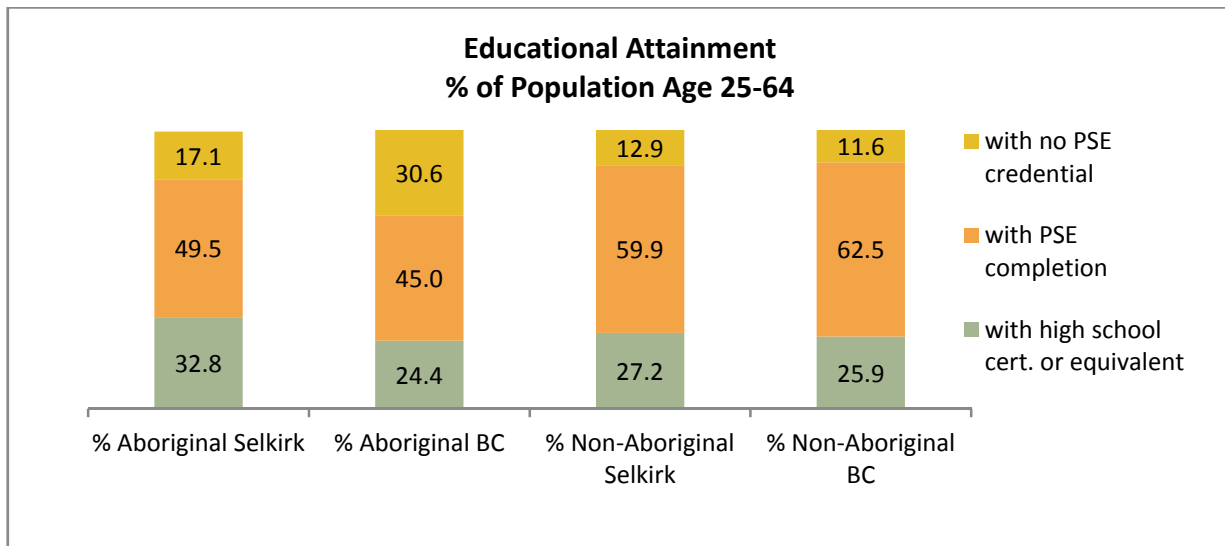
LANGUAGE

1% percent of Aboriginal peoples in the College region have knowledge of Aboriginal language(s) and less than 1% speak Aboriginal language(s) at home. This is significantly lower than the BC average of 9% percent who have knowledge of Aboriginal language and 4% who speak Aboriginal language(s) at home.

Retaining Languages ⁷		
	% Selkirk	% BC
With knowledge of Aboriginal language	1.3	9.3
Speaking Aboriginal languages at home	0.5	4.0

EDUCATIONAL ATTAINMENT⁸

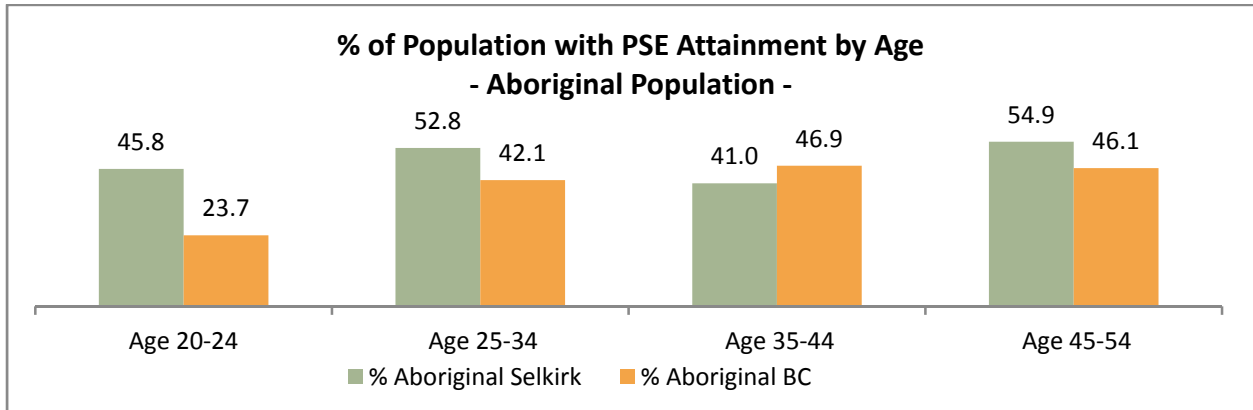
The Aboriginal population within the College region has a higher post-secondary education (PSE) attainment rate than the Aboriginal population in BC as a whole. However, the PSE attainment falls short when compared with Non-Aboriginal peoples in the College region or in BC.



⁷ 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

⁸ 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

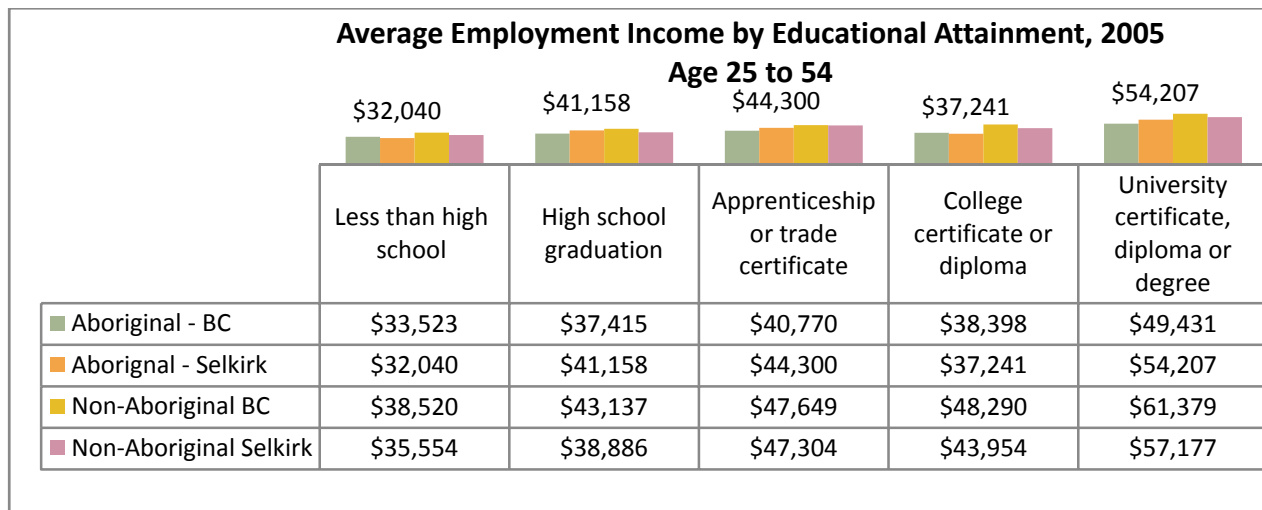
In the College region, non-Aboriginal post-secondary attainment falls behind the BC average in all age categories. This is the opposite for the Aboriginal population in the College region where we see higher Aboriginal post-secondary attainment rates across all age categories, except the 35-44 year old category.



IMPACT OF EDUCATION ON EARNINGS⁹

In the College region, the highest Aboriginal income earner has a University credential. The second highest Aboriginal income earner has an apprenticeship or trade certificate.

An Aboriginal person in the College region earned 11% more income with a high school diploma than with a college certificate or diploma, \$41,158 and \$37,241 respectively. In all educational attainment categories, Aboriginal peoples in the College region earned more than their provincial counterparts, with exception of those who have a College certificate of diploma.



⁹ 2006 Census of Canada, Stats Canada and Selkirk College Region 14 – Statistical Profile of Aboriginal Peoples 2006

ABORIGINAL LEARNERS AT SELKIRK COLLEGE

Selkirk College acknowledges the Aboriginal Peoples, communities, and traditional territories of the West Kootenay Boundary Region. We honour the values, cultures and traditions that all Aboriginal learners bring to Selkirk College.

Selkirk College recognizes the importance of providing a welcoming, respectful, inclusive and supportive learning environment for all Aboriginal learners and their families. Providing this learning environment is a priority for us and is reflected in the mission, vision, values and strategic directions of Selkirk College.

Our work is about changing lives through learning. We want learners to succeed in their chosen program whether it is academic upgrading, preparing for a career or trade or getting started on their university studies. We have more than 70 programs from which to choose that will help you meet their personal and educational goals. We are proud of our accessible entrance requirements, affordable tuition, small class sizes, excellent teaching, learning supports and extensive financial aid opportunities. We are forging new and exciting partnerships with First Nation and Métis communities within and outside our region.



*Educators' and Support Workers' Summit
April 2014*

Our goal is to provide access and opportunity for our learners to be successful in their postsecondary education pursuits, to develop their individual capacity and that of their communities and become lifelong learners.

Through the work of our Aboriginal Services Liaison, Student Access and Support staff, Financial Aid office, and the Gathering Place, we are committed to increasing and enhancing the participation of Aboriginal learners in the Selkirk College community.

NUMBER OF STUDENTS

There are three different methods used to calculate enrolment. Each one provides a different picture.

1. Fall Headcount¹⁰

The source for this information is the Fall Headcount Report as of October 31 each year. It includes the number of Aboriginal students who have self-identified at Selkirk College.

In Fall 2014, there were 127 Aboriginal students at Selkirk College.

Fall Headcount					
	2014	2013	2012	2011	2010
Aboriginal Headcount	127	114	107	92	82
Total Headcount	2,300	2,144	1,938	1,957	1,997
Aboriginal Headcount as a % of Total Headcount	6%	5%	6%	5%	4%

2. Full-Time Enrolment¹¹

Full-time Enrolments are calculated on the accumulation of student contact hours or course credit throughout the fiscal year. In the 2013/14 fiscal year, Aboriginal FTEs increased by 19 percent from 2012/13, accounting for 5% of all domestic FTEs.

Aboriginal Student Full-Time Enrollment				
Fiscal Year				
	2013/14	2012/13	2011/12	2010/11
Developmental	33.0	26.7	31.0	32.5
Post Secondary	76.6	65.7	51.9	62.0
Total Aboriginal Student FTEs	109.6	92.4	82.9	94.5
Total Domestic FTEs	2,194.7	2,120.3	2,313.1	2,287.8
Aboriginal FTEs as a % of total Domestic FTEs	5.0%	4.4%	3.6%	4.1%

¹⁰ 2014 Fall Headcount Report

¹¹ Selkirk College, Full-Time Enrolment Report, Fiscal Year 2013/14, May 2014

3. Student Headcount by Academic Year¹²

Student headcount represents the number of students registered in all reported instructional activity, including skills courses (e.g. community education) and developmental activity (e.g. qualifying/remedial). Aboriginal learners are students with Aboriginal ancestry who self-identified in the BC K-12 education system or who self-identify as Aboriginal at a BC public post-secondary institution. The Non-Aboriginal category may include Aboriginal learners who have not self-identified.



*Sisters in Spirit Vigil
October 2014*

The source of this information is the Post-Secondary Central Data Warehouse which contains standardized data relating to student demographics, programs, credentials, courses, session registration and campuses for 21 public post-secondary institutions in B.C., including colleges, institutes and teaching-intensive universities.

In the 2012/2013 academic year, there were 425 Aboriginal student registrations at Selkirk College.

Headcount by Academic Year Selkirk College					
	2012/13	2011/12	2010/11	2009/10	2008/09
Aboriginal Headcount	425	420	425	570	515
Total Headcount	9,330	10,375	10,085	10,570	11,450
Aboriginal Headcount as a % of Total Headcount	4.6%	4.1%	4.2%	5.4%	4.5%

As of the date of this report, 2013/14 reports had not been posted on the Data Warehouse website.

¹² Post-Secondary Data Warehouse Standard Reports, October 2013 Data Submission, Aboriginal Identity by Academic Year, Ministry of Advanced Education, Report Dated December 3, 2013 <http://www.aved.gov.bc.ca/datawarehouse/>

STUDENT OUTCOMES¹³

Each year former students from each BC institution are surveyed 9 to 20 months after they have completed or nearly completed their program. Students are surveyed on a range of topics including further education and employment outcomes. The chart below highlights the performance measures as set by the Ministry of Advanced Education.

The below table shows that, for Aboriginal learners, Selkirk College met four out of the five performance targets. Student overall satisfaction with the education they received rated high with both Aboriginal learners and all Selkirk learners, while Aboriginal learners were scored their skill development higher than all Selkirk learners, most notably in the categories of critical analysis and problem solution.

However, Aboriginal learners were less satisfied with their development in reading and comprehension than all Selkirk learners.

Student Outcomes Performance Measures Diploma, Associate Degree & Certificate Student Outcomes Selkirk College, 3-Year Summary (2011, 2012 and 2013)¹⁴					
	Aboriginal Students (n=58)	Target Met	Ministry Target	All Students (n=1,912)	Target Met
Satisfaction with education received	96	Yes	90%	95	Yes
Quality of instruction	88	Yes	90%	85	Yes
Usefulness of knowledge and skills in performing job	76	No	90%	75	No
Unemployment Rate	10	Yes	≤13%	11	Yes
Skill Development (Average)	84	Yes	85%	81%	No
Reading and comprehension	76		85%	83	
Critical analysis	93		85%	86	
Learn on your own	87		85%	84	
Group Collaboration	87		85%	85	
Oral communication	77		85%	74	
Problem resolution	95		85%	80	
Written communication	72		85%	74	

¹³ BC Student Outcomes, BC Stats <http://outcomes.bcstats.gov.bc.ca/Default/Home.aspx>

¹⁴ Performance measures are reported on a yearly basis, however, for this report, 3-years of data have been combined in order to preserve student confidentiality due to low number of responses.

ABORIGINAL SERVICES AT SELKIRK COLLEGE



Tenth Street Dinner Club; Jessica Morin, Aboriginal Services Liaison and Jesse Halton, School District 20 Aboriginal Support Worker.

Through the work of Aboriginal Services, Student Access and Support staff, Financial Aid office, and the Gathering Place, Selkirk is committed to increasing and enhancing the participation of Aboriginal learners in the Selkirk College community.

Co-op Education and Employment Services consists of the Co-op Education Program, Employment Services, Graduate Services, Aboriginal Job Opportunities, Going Global Internships and the Teck Summer Internship. To better serve employers, students and graduates, Co-op Education and Employment Services has implemented the Online Job Portal system. The Portal simplifies the job application process for students, manages job postings for employers, enables staff to create comprehensive employer databases, and monitors application and interview scheduling. The Portal was utilized for filling Aboriginal student work study postings.

The Student Access and Support department (SAS) continues to provide services to students and work closely with colleagues and staff across the entire college in six distinct areas of service: Aboriginal, Assessment, Co-op Education and Employment, Counselling, Disability and Learning Skills.

Regular email updates and the Aboriginal Students at Selkirk Facebook page help keep students and community members informed about the upcoming events at Selkirk College and in the community.

The Aboriginal Students at Selkirk Facebook page helps keep students informed about the most up-to-date information including; available scholarships and employment opportunities and other relevant news and events.

ABORIGINAL GATHERING PLACE

The Gathering Place facility on the Castlegar Campus is dedicated to the promoting Indigenous cultures and ways of knowing. It is devoted to enhancing services, and providing a welcoming and supportive environment to Aboriginal learners from across Canada.

Programming at the Gathering Place building promotes inclusion and community building. It functions as a hub for Indigenous students at Selkirk, providing a quiet project room, a small kitchen, an Elder's room, and the circular gathering space for ceremony and special events.



*Spirit Garden Development Project
Summer 2014*

In the Gathering Place priority access is assigned to Aboriginal students, yet whether it is booking a special event, or scheduling time in the project room with a group to explore Indigenous studies the Gathering Place is available to all students. As well, everyone is invited to attend the events at the Gathering Place and at the other campuses throughout the year.

Many special events have been hosted at the Gathering Place such as the Strengthening Our Relations Youth and Educators Conference, and talks by such people as Justice Murray Sinclair, Chair of the Indian Residential Schools Truth and Reconciliation Committee, Dr. Christopher Horsethief, Dr. Shawn Wilson and Dr. Fyre Jean Graveline. We also regularly hold student lunches, arts and crafts workshops and many other events through which the opportunity is provided to build community connections.

Examples of other activities at the Gathering Place included the following:

- Aboriginal Services Providers meetings
- Circles Works Workshop with Dr. Frye Jean Graveline
- Columbia Basin Trust Cultural Tour
- Cultural Competency Training with Dianne Binn
- Dr. Shawn Wilson Community Dinner, Lecture and Workshop
- Drumming Classes
- Aboriginal Educators' and Support Workers' Summit
- Find Your Voice Youth Civic Engagement Initiative
- Fort MacPherson and L.V. Rogers Secondary School student visit
- Gathering Basket Elders Program (in development)

Examples of other activities at the Gathering Place included the following: Continued:

- Gathering Place Holiday Celebration
- Gathering Place Student Opening
- Get Connected Student Orientation Meet and Greet
- Hot Chili Wednesday fundraiser
- Indigenous Perspectives on Health and the Expressive Arts Workshop
- Peace Makers Elders Circle and Presentation
- School Districts Visits and Activities – SD 8, 20 & 51
- Sister in Spirit Vigil
- Spirit Fit Aboriginal Women’s Health Fitness Program
- Spirit Garden Celebrations
- Strengthening Our Relation Regional Aboriginal Youth and Educators Conference
- Talking Stick Handwork Circle (Nelson and Castlegar)
- Talking Stick with Julio Cochoy and other International Indigenous Artists and Speakers
- The Annual Career Fair/Open House
- The Annual Gathering Place Wellness Fair
- The Annual Truth and Reconciliation Week Activities
- The Sacred Wheel of Life and Guidance from the Grandmothers
- Weekly Yoga classes at the Gathering Place

Future Projects and Programs at Selkirk

- Aboriginal Student Mentorship Program
- Aboriginal Student Governance Program
- Cultural Competency Courses
- Language Courses
- Selkirk Bridge Program / Aboriginal Access Program

PARTNERSHIPS

Selkirk College has signed two Memorandum of Understandings (MOU) with Aboriginal institutions—Native Education College (NEC) and the Nicola Valley Institute of Technology (NVIT). These MOUs are designed to enhance the educational experience for learners at the institutes through collaborative efforts that ensure learners have relevant and seamless access to support services, cultural resources, and academic pathways.



*Education's and Support Workers' Summit
April 2014*

The three-year agreement highlights how the institutes plan to work in partnership in the following areas:

- Transfer of students and articulation of courses and programs to encourage such transfers between the two post-secondary institutes;
- Development of collaborative programs or projects of mutual interest and benefit, particularly those intended to support Aboriginal students and strengthen services for these students;
- Exchange of information and expertise to strengthen and expand cultural resources, expertise, protocols, and events;
- Discussion of potential joint pilot programs and research partnerships.

SCHOLARSHIPS AND AWARDS

The following is a list of Selkirk College's scholarships and awards specifically for Aboriginal students:

James Bird Aboriginal Entrance Award

This Entrance Award is for aboriginal students entering Selkirk College for the first time and who are without band support.

James Bird Aboriginal Bursary

This bursary is awarded to an Aboriginal student who is in financial need and who is without band support.

BC Hydro Scholarship

Students from the Electrical Foundation program can be nominated for this scholarship based on academic standing and demonstration of a balanced lifestyle with interest in extracurricular activities such as fitness, community involvement, and hobbies.

Selkirk College Aboriginal Bursary

A needs-based award for Aboriginal learners who study at Selkirk College.

Aboriginal Emergency Assistance Fund

A fund established through the Ministry of Advanced Education to provide emergency relief funds to Aboriginal Learner attending Selkirk College.

You can find additional financial aid information on website at: <http://selkirk.ca/financial-information/financial-aid/scholarships-awards-bursaries>

ABORIGINAL SERVICES OPERATING PLAN

2014/15 Strategic Priorities and Goals:

Priority 1: To facilitate safe environments and opportunities for culture to be shared within the College and the Region.

Intended Outcome:

The College becomes more culturally relevant; we retain Aboriginal students longer and recruit more Aboriginal students.

Specific Outcomes:

- Indigenous practices and activities will be well attended by both Aboriginal and non-Aboriginal participants. Truth and Reconciliation week, Holiday Celebrations, Youth Conference Visioning Day and regular Gathering Place activities.
- Community information sessions will be well attended. We will measure attendance of Aboriginal participants to help guide future planning and to see patterns in participation and recruitment results.
- Children and youth programs which provide a culturally relevant environment for all ages will be well attended. Some participants will choose Selkirk College because they feel comfortable and familiar in the Selkirk environment. We would track responses with surveys after the events.

Priority 2: To increase support for learners including access to community services and resources, improved financial support and cultural support.

Intended Outcome:

Students report having developed extended community including ideas about financial support, practicums and application of their learning.

Specific Outcomes:

- Ask students whether the connections they made with community partners encouraged them to stay at the College and helped them with employment. We would collect surveys examining what the actual needs of students are and whether we were able to meet them.

Priority 3: To help staff be culturally knowledgeable and responsive.

Intended Outcome:

Provide opportunities for staff to participate in activities that will increase their awareness of the impacts of colonization on Aboriginal peoples. We will help encourage them to incorporate new methodologies, resources and information into their practices. This would be demonstrated by some of the following: awareness of cultural biases, utilizing different paradigms to create a welcoming space for different cultures, applying a greater diversity of teaching and learning methods and demonstrating cultural respect and consultation processes.

Specific Outcomes:

- Various staff members will participate in taking one of the available cultural competency courses offered by institutions such as: Camosun College, Thompson Rivers University, Interior Health and others. In small groups they will share their experience and provide feedback to the Indigenization coordinator which will help provide a basis for developing our cultural competency courses.
- Field-trips may be taken to FN run institutions including the En'owkin Centre and NEC where participants will have an opportunity to meet with instructors and Elders to hear about their programming and gather advice.
- Partnerships between the RDI and the Teaching and Learning Institute may provide opportunities for applied research grants in partnerships with the First Nation peoples of the Traditional territories in the Selkirk region. This research may provide resources which could be incorporated into the first module of the cultural competency course at Selkirk College.

Priority 4: To build a network of educators and community service providers to support Aboriginal students in the Region and share leading practices.

Intended Outcome:

Establish vibrant, regular communication and right relationship with Aboriginal Educator Coordinators so that more students will be encouraged to attend College.

Specific Outcome:

- Aboriginal Education Coordinators give us feedback on the relevance of programming that we offer and let us know about their perception of the cultural safety and welcoming environment of the College.
- We will collect data through surveys at the Strengthening Our Relations Youth Conference in Spring 2015.

SELKIRK COLLEGE PRESIDENT'S FIRST NATIONS AND METIS GOVERNMENT ADVISORY PANEL

The mandate of the President's First Nations and Métis Advisory Panel is to provide advice to Selkirk College on matters related to government-to-government relationships and with respect to the role of Selkirk College in providing respectful, accessible, relevant higher education opportunities for Aboriginal learners in the West Kootenay Boundary region.

The President's Aboriginal Advisory Panel will:

1. Advise the Selkirk College president and senior management on matters related to government-to-government relationships.
2. Advise Selkirk College on the development and support of appropriate protocols, memoranda and/or agreements that ensure Selkirk College is engaging regional First Nations and Métis governments in the West Kootenay Boundary region.
3. Advise Selkirk College to develop priorities and initiatives consistent with the agreements under the Transformative Change Accord, the Provincial Memorandum of Understanding on Post-Secondary Education, and current provincial policy with respect to higher education.

The President, Selkirk College and/or The Vice President Education and Students, Selkirk College will organize and undertake regular meetings with delegated representatives from: Colville Confederated Tribes Business Council, Ktunaxa Nation Council, Okanagan Nation Alliance, Métis Nation BC.

General Committee Objectives:

1. To ensure that agreements and principles of the above documents are being respected;
2. To continue to strengthen government-to-government relationships and work towards shared principles of collaboration between Selkirk College and partner governments;
3. To make recommendations on present and proposed courses and programs with the objective of ensuring that the education and training needs of aboriginal students are being addressed in terms of both content and delivery;
4. To raise the profile of Aboriginal education within the College's communities, internal and external, informed of developments and achievements in this area;
5. To advise on the development of Aboriginal service plans that establish priorities and details for achieving the above objectives, and to review annually the progress made; and
6. To advise on opportunities for cooperative projects and partnerships with First Nations and Métis government councils or band offices, Aboriginal societies or organizations or with other agencies representing their interests, where the expertise and services of the College can be used to meet educational objectives.

ABORIGINAL PROGRAMMING CIRCLE

The mandate of the Aboriginal Programming Circle is to advise Selkirk College on the development and delivery of respectful and appropriate Aboriginal programs, services and initiatives for learners at Selkirk College. The Circle ensures that Selkirk College remains focused on the needs and aspirations of Aboriginal students, their families and communities and will also act as a forum for communication with other stakeholders and community service providers.

Community participation will be sought from:

Participation for each meeting will be invited from First Nations and Métis governments, communities and/or community organizations (funding sector, child & family, social sector, employment services, advocacy sector), School Districts (51, 20, 8, 10, Inchelium School on the Colville Confederated Tribes Reservation), partner post-secondary institutions (For example, Native Education College, En'owkin Centre, Colville Tribal College), key employers in the region.

Representation from Selkirk College will include:

Vice President Education and Students
Registrar/Director Student and Enrolment Services
Aboriginal Services Liaison
Coordinator of the Teaching and Learning Institute
Student Access and Support Department Head
Aboriginal Selkirk College Students
First Nations/Métis/Inuit Selkirk employees and/or
HR department

Facilitator: The Aboriginal Programming Circle will conduct meetings in a “circle format” with a facilitator. At the end of each meeting, a facilitator for the next meeting will be appointed from within the committee and by consensus to work with a student mentee/support person to prepare for the next meeting. During each meeting, the designated facilitator keeps a speakers list and provides guidance for productive discussion. In the absence of a volunteer to serve as facilitator, one of the Registrar/Director Student and Enrolment Services, Aboriginal Services Liaison, or the Student Access and Support Department Head will serve as facilitator with a student.



Bottom row: Elders Joanie Holmes, Gerry Remple, Ganishka Silverfox-Dann. Top row: Selkirk's Aboriginal Services Liaison Jessica Morin

There will be a minimum of two meetings per calendar year. Participants can attend the meeting via face-to-face, videoconference, or teleconference.

Minutes of meetings will be filed with the office of the Vice President Education and Students of Selkirk College.

The Executive Assistant to the Vice President Education and Students will support this committee by issuing notices of meetings, making necessary arrangements, preparing agendas, recording minutes, distributing minutes, and maintaining accurate and complete records of all meetings.

Agenda: To facilitate the gathering of advice on key areas requiring advice, reporting, and/or consultation, Selkirk College will provide an agenda for the Circle.

The broad goal of each meeting is to provide a forum for the college to receive advice and ideas for programming and projects that serve Aboriginal learners; for the college to report on initiatives, plans and progress on serving Aboriginal learners; and when appropriate to develop joint initiatives between the college and community organizations.

General Objectives of the Programming Circle:

1. To advise on the development of Aboriginal program and service plans that establish priorities and details for achieving the above objectives, and to review annually the progress made;
2. To provide a safe and inclusive forum for receiving input from the Aboriginal community regarding all program and course initiatives (including CE), and student services and supports;
3. To make recommendations on ensuring that the cultural, support, education and training needs of Aboriginal students are being addressed respectfully, and in terms of both content and delivery;
4. To advise the college on the development of respectful and appropriate cultural and ceremonial activities, including respectful and appropriate engagement with Elders;
5. To help identify the professional development needs of the College and employees in the areas of indigenization, decolonization, cultural safety and awareness, and instructional skills related to working successfully with Aboriginal learners and to recommend strategies for addressing those needs.
6. To raise the profile of Aboriginal education within the College's communities, internal and external, informed of developments and achievements in this area.
7. To advise Human Resources staff in developing plans and initiatives to recruit and develop Aboriginal staff and faculty to the College.
8. Be available on an on-going basis to the Aboriginal Services team for related consultation.
9. Annually review the terms of reference and provide recommendations to the Vice President Education and Students.

SELKIRK COLLEGE PERFORMANCE MEASURES

2013/2014 PERFORMANCE MEASURES RESULTS¹⁵

Selkirk College’s efforts to support Aboriginal learners are articulated each year in the College’s Accountability Plan and Report under Performance Measures and Targets. Below are excerpts as they pertain to Aboriginal learners.

2013/2014 Performance Measure Results				
	2012/13 Actual	2013/14 Target	2013/14 Actual	Assessment
Aboriginal student spaces¹⁶				
Total Aboriginal student spaces	156	N/A	175	Not Assessed
Ministry	129		133	
Industry Training Authority	27		42	

Priority 1.2: Improve Recruitment and Enrolment in Key Areas: Aboriginal learners from across Canada, strategic international markets, and learners experiencing barriers to access and success.

- ❖ Performance Measure a): Strategic focus on recruitment and retention.
- ❖ Target: Domestic student enrolments have increased by five percent.
- Status:** Substantially achieved.

Priority 2.1: Strengthen existing programs and develop new responsive and innovative programs, curricula and support services; forge and strengthen program partnerships that respond to distinctive niche markets, workforce development needs and funding opportunities.

- ❖ Performance Measure a): Review and evaluate our program profile, partnerships and program opportunities against this Priority and with regard to Ministry of Advanced Education priorities.
- ❖ Target: Review and evaluation completed.
- Comments: Developing new strategic partnerships, eg. En’owkin Centre
- Status:** Substantially achieved.

¹⁵ 2013/2014 Reporting Cycle, Accountability Plan and Report, Page 45-52

¹⁶ Results are from the 2012/13 reporting year are based on data from the 2011/12 fiscal year; results from the 2013/14 reporting year are based on the 2012/13 fiscal year. A descriptive measure only.

2014/2015 PERFORMANCE MEASURES AND TARGETS¹⁷

Selkirk College's efforts to support Aboriginal learners are articulated each year in the College's Accountability Plan and Report under Performance Measures and Targets.

Strategic Direction 1: Increase Enrolments

Strategic Priority 1.2: Improve recruitment and enrolment in key areas: Aboriginal learners; learners from across Canada; strategic international markets; and learners experiencing barriers to access and success.

❖ *Performance Measure:* Develop a strategic plan for recruiting and supporting Aboriginal learners; identify specific enrolment improvements for Aboriginal learners.

⇒ Target One: By 2015/16 strategic recruitment and support plans will be developed for Aboriginal students.

⇒ Target Two: By 2017/18 at least two initiatives from this plan will be implemented.

¹⁷ 2013/2014 Reporting Cycle, Accountability Plan and Report, Page 38

SECONDARY SCHOOL INFORMATION

There are four school districts in the Selkirk College region:

- School District 8: Kootenay Lake
- School District 10: Arrow Lakes
- School District 20: Kootenay-Columbia
- School District 51: Boundary



*Youth Conference Visioning Day
October 2014*

NUMBER OF GRADE 12 GRADUATES¹⁸

The number of Grade 12 Aboriginal students eligible to graduate fluctuates each year. In 2012/13, 81 Aboriginal students were eligible to graduate from Grade 12.

Number of Eligible Aboriginal Grade 12 Graduates Selkirk College Region				
	2012/13	2011/12	2010/11	2009/10
Kootenay Lake	41	34	60	47
Arrow Lakes	<i>msk¹⁹</i>	<i>Msk</i>	<i>msk</i>	<i>msk</i>
Kootenay Columbia	18	25	18	24
Boundary	22	27	21	26
Aboriginal students eligible to grad	81	86	99	97

¹⁸ Six-Year Completion and Grade 12 Graduation Rates – 2011/2012, October 2012, BC Ministry of Education, http://www.bced.gov.bc.ca/reporting/district_data_summary.php

¹⁹ msk: numbers of a population below ten are suppressed or masked under FOIPA

Aboriginal Graduates as a Percentage of All Graduates

Over the four-year time period presented, the percent of eligible Aboriginal graduates represented 10% to 11% of the overall student body eligible to graduate.

College Region Eligible Graduates Aboriginal Graduates as a % of All Graduates				
	2012/13	2011/12	2010/11	2009/10
All students eligible to graduate	763	832	866	913
Aboriginal students eligible to graduate	81	86	99	97
% of overall study body eligible to graduate	11%	10%	11%	11%

SECONDARY SCHOOL COMPLETION RATES²⁰

A Six-Year Completion Rate is used to assess graduation rates and is calculated by using the percentage of students who graduate within six years from the time they first enroll in Grade 8. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12. This percentage is adjusted for migration in and out of BC.

In 2012/13, an average of 71 Aboriginal students from the College region graduated within six years from the first time they enrolled in Grade 8.

6-Year Completion Rates, Selkirk College Region				
	2012/13	2011/12	2010/11	2009/10
Kootenay Lake	60%	78%	70%	60%
Arrow Lakes	<i>msk</i> ²¹	<i>msk</i>	<i>msk</i>	<i>msk</i>
Kootenay Columbia	72%	50%	55%	65%
Boundary	82%	93%	87%	72%
Avg. Aboriginal Student 6-Year Completion Rate	71%	74%	71%	66%

²⁰ Six-Year Completion and Grade 12 Graduation Rates – 2011/2012, October 2012, BC Ministry of Education
http://www.bced.gov.bc.ca/reporting/district_data_summary.php

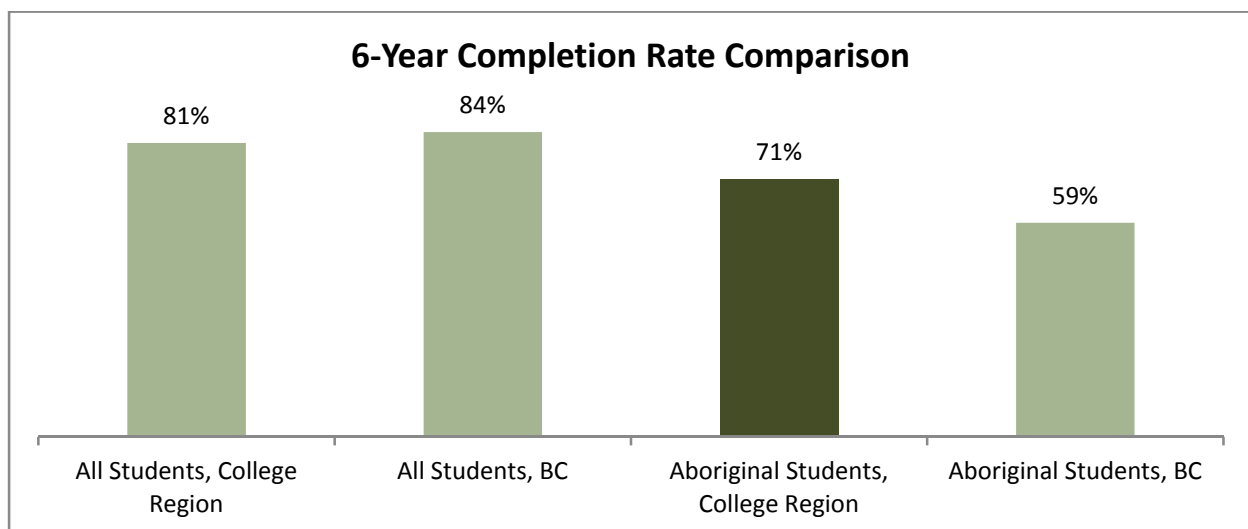
²¹ msk: numbers of a population below ten are suppressed or masked under FOIPA

Comparing Completion Rates

The table below shows 6-year completion rates for Aboriginal students in the College region and in BC, as well as completion rates for all students in the College region and in BC.

In 2012/13, Aboriginal students in the College region had an average 6-year completion rate of 71%, well above the 59% completion rate for Aboriginal students in BC, but below the completion rates of all students in the College Region and in BC.

6-Year Completion Rates Comparison				
	2012/13	2011/12	2010/11	2009/10
All Students, College Region	81%	86%	86%	83%
All Students, BC	84%	82%	81%	80%
Aboriginal Students, College Region	71%	74%	71%	66%
Aboriginal Students, BC	59%	56%	54%	50%



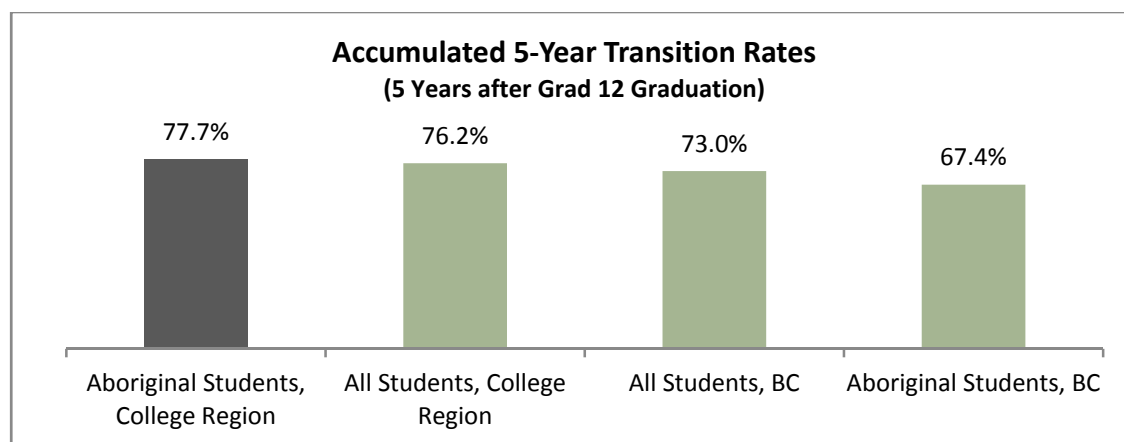
TRANSITION RATES TO BC POST-SECONDARY²²

Accumulated Transition Rates – 5 Years After Grade 12 Graduation

The table below shows the percent of 2007/08 Grade 12 graduates who transitioned into a BC post-secondary institution in each of the five years after graduation up to 2012/13. Also shown is the accumulative transition rate.

By 2012/13, almost 78% of Aboriginal Grade 12 graduates from the Selkirk College region had transitioned into a BC public post-secondary institution, representing a higher transition rate than their BC counterparts (67%).

	# of Graduates 2007/08	Year of Transition to PSE					Accumulated Transition Rate
		First Transition 2008/09	2009/10	2010/11	2011/12	2012/13	
Aboriginal Students, College Region	94	46.8%	18.1%	3.2%	3.2%	6.4%	77.7%
All Students, College Region	880	51.8%	14.5%	4.3%	2.8%	2.8%	76.2%
All Students, BC	44,527	52.1%	11.7%	4.6%	2.7%	1.9%	73.0%
Aboriginal Students, BC	2,850	40.2%	13.8%	6.5%	4.0%	2.9%	67.4%



²² BC Ministry of Education, Student Transitions to BC Public Post-Secondary Institutions, April 8, 2014
<http://www.bced.gov.bc.ca/reporting/district.php>

In looking at only Aboriginal graduates from the College Region by School District, School District #51 - Boundary had the highest five-year accumulative transition rate amongst the four school districts.

Aboriginal Graduates	# of Graduates 2007/08	Year of Transition to PSE					Accumulated Transition Rate
		First Transition 2008/09	2009/10	2010/11	2011/12	2012/13	
SD #51 - Boundary	26	34.6%	26.9%	3.8%	3.8%	11.5%	80.6%
SD #20 - Kootenay-Columbia	32	62.5%	6.3%	0.0%	6.3%	3.1%	78.2%
College Region	94	46.8%	18.1%	3.2%	3.2%	6.4%	77.7%
SD #8 - Kootenay Lake	25	40.0%	24.0%	4.0%	0.0%	8.0%	76.0%
SD #10 - Arrow Lakes	11	45.5%	18.2%	9.1%	0.0%	0.0%	72.8%

