

TRU > IPA
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National Survey of Student Engagement: Aboriginal student subgroup

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EXECUTIVE SUMMARY

This report will examine the 2008 group of Thompson Rivers University Aboriginal respondents to the National Survey of Student Engagement. The unique experience of Aboriginal students in post secondary education necessitates the in-depth examination of this subgroup. The demographics of this group will be examined, and it will be determined that this sample group is statistically representative of all first and fourth year Aboriginal baccalaureate students, with the exception of a higher than expected proportion of female and fourth year students. The report examines overall satisfaction scores, which are derived from two overarching questions on the NSSE.

STUDENT SATISFACTION

On each question of overall satisfaction, Aboriginal and non-Aboriginal students responded similarly, as did first and fourth years:

- 73% of Aboriginal students said that they would rate their overall educational experience at TRU as either “good” or “excellent”
- 81% said that they would attend TRU again if given the chance to start over.

AREAS OF HIGH AND LOW ENGAGEMENT

Highest-scoring questions for Aboriginal students include:

- relationships with students and faculty,
- academic advising,
- intention or completion of community service, and
- examination challenge.

Lowest-scoring questions include:

- hours per week spent working for pay on campus,
- spiritual development and
- participation in elections.

NSSE BENCHMARKS

In general, Aboriginal students responded very similarly to non-Aboriginal students. Each benchmark category was scored similarly, and only minor differences exist for individual questions. As well, first and fourth year Aboriginal students tend to respond similarly, despite the general assumption that fourth year students score higher than first year students. This study concluded that first and fourth year Aboriginal respondents scores similarly on each of the five benchmarks.

INTRODUCTION TO NSSE

The National Survey of Student Engagement was first piloted in 1999, and has grown to be an internationally-recognized method of measuring student engagement, with over 1200 institutions participating throughout its 10-year history (including 47 in Canada in 2008)¹. NSSE was designed to measure items that are not explicitly academic but which research has shown are intrinsically linked to overall student success in post secondary education. After examination of multiple studies on the NSSE, TRU determined that participation in the NSSE would serve the value statements laid out in the Strategic Plan, particularly those that related to learner centeredness, quality of education and service, and accountability.

PURPOSE

The NSSE is not a traditional student satisfaction survey. Rather, it seeks to measure student engagement on multiple levels, as these factors are understood to heavily influence overall student success in post secondary education. The survey asks over 100 questions, ranging from academic practices to demographic information to spiritual health. 34 of these questions can be grouped into five Benchmark categories: 1) Level of Academic Challenge 2) Active and Collaborative Learning 3) Student-Faculty Interaction 4) Enriching Educational Experiences and 5) Supportive Campus Environment. For more information on each benchmark, see Appendix A. Because the desired outcomes for each benchmark differ depending on an institution's mandate and are a subjective measure, the NSSE community does not recommend that they be used for ranking purposes. The survey should be used as a measure for self-reflection that helps stakeholders understand the strengths and weaknesses of each factor at their particular institution.

METHODS

The survey is administered to both 1st year and 4th year baccalaureate students, with the understanding that each group tends to answer the questions very differently. 1061 students were asked to participate in this online survey, resulting in a robust response rate of 41% overall. The questions and structure of the NSSE survey have been validated with multiple analyses across different years.

¹ National Survey of Student Engagement. "Our Origins and Potential." 2008 <http://nsse.iub.edu/html/origins.cfm>

PROCEDURE FOR THE IDENTIFICATION OF ABORIGINAL RESPONDENTS

Aboriginal students were identified through two methods: survey self-identification and institutional student records. All respondents were cross-referenced with ethnic identity information present in the university student information system, and Aboriginal students were identified in this way. Additionally, respondents were asked to identify their ethnicity on the survey, with a choice of 15 cultural groups. Students who self-identified as “First Nations”, “Metis”, or “Inuit” were considered to be Aboriginal students. The combination of these two identification exercises resulted in 42 students being self-identified as Aboriginal. For the remainder of this report, “respondents” will refer to this group of 42 students.

RESPONSE RATE

Aboriginal students comprised 9.6% of all NSSE survey respondents in 2008. This percentage is proportionate to the overall TRU population percentage of 8.6% (based on a count of 542 first and fourth year baccalaureate Aboriginal students in the academic year of 2007-08²). A sample of at least 36 students can be considered representative in this case.

Table 1 refers to the demographic information of respondents. There is a slight over-representation of fourth year students in this sample, as well as an over-representation of female students³ (for a table of expected frequencies, see Appendix B). Therefore, the following analysis has been conducted with a sizably representative sample that is slightly weighted with female and fourth year students.

Table 1: Respondent Characteristics

	Male	Female	Grand Total
First Year	7	19	26
Fourth Year	6	10	16
Grand Total	13	29	42

² Counts of Aboriginal students who self-identified in K-12 and/or post secondary: Central Data Warehouse, “CDW Oct 2008 Program Level” 2008.

³ *ibid*

Table 2 gives the respondent count by division. The largest group of respondents was enrolled in the Faculty of Arts (14 of whom were in first year) and was followed by 13 respondents from the Faculty of Science (7 of whom were in fourth year). The Schools of Tourism, Education and Social Work and Human Services were not represented in this sample.

Table 2: Respondents by Year and Division

Division	First Year	Fourth Year	Grand Total
Faculty of Arts	14	4	18
Faculty of Science	6	7	13
School of Advanced Technology & Mathematics	-	1	1
School of Business & Economics	6	2	8
School of Nursing	-	2	2
Grand Total	26	16	42

Table 3 gives the age breakdown of respondents by age groups. The largest group of respondents (16) was aged 18 and under, all of whom were in the first year of their baccalaureate programs. Six students were aged 19 & 20 (all in first year as well) and 10 students were aged 21 to 24 (3 students in first year, 7 students in fourth year). A total of 10 students were aged 25 or older.

Table 3: Respondents by Year and Age Group

Age Group	First Year	Fourth Year	Grand Total
18 and under	16	-	16
19 & 20	6	-	6
21 to 24	3	7	10
25 to 29	-	5	5
30 to 39	1	2	3
40 and over	-	2	2
Grand Total	26	16	42

MEASURES OF OVERALL SATISFACTION

Two questions on the Canadian NSSE instrument are commonly considered as indicating overall satisfaction: “How would you evaluate your entire education experience at this institution” and “If you could start over again, would you go to the same institution you are now attending”? Frequency results for these two questions are displayed in Table 4 and Table 5.

Table 4: Frequencies for Satisfaction with Entire Educational Experience

How would you evaluate your entire educational experience at this institution?

Answer	Aboriginal Respondents		All Respondents
	Frequency	Valid Percent	Valid Percent
Excellent	11	26.8	22.9
Good	19	46.3	57.9
Fair	10	24.4	17.5
Poor	1	2.4	1.7
Total	41	100.0	100
Missing	1		
Grand Total	42		

Table 5: Frequencies for Choosing this Institution Again

If you could start over again, would you go to the *same institution* you are now attending?

Answer	Aboriginal Respondents		All Respondents
	Frequency	Valid Percent	Valid Percent
Definitely Yes	11	26.8	31.8
Probably Yes	22	53.7	49.6
Probably No	4	9.8	14.4
Definitely No	4	9.8	4.2
Total	41	100.0	100
Missing	1		
Grand Total	42		

The standardized average scores of each satisfaction question (i.e. 4=100, 1=25) are displayed in Table 6 and are compared to those scores of all TRU NSSE respondents in 2008. Although some slight variation does exist, Mann-Whitney U tests indicate that Aboriginal students answer similarly to other students, and that no statistically significant differences exist between the scores of each group.

Table 6: Standard Satisfaction Comparison for Aboriginal and All Students

Question	Sub Group	N	Score	Stat. Sig. Difference?
How would you evaluate your entire education experience at this institution?	Aboriginal	41	74.4	-
	Non-Aboriginal	36 5	75.6	
If you could start over again, would you attend the <i>same institution</i> you are now attending?	Aboriginal	41	74.4	-
	Non-Aboriginal	36 8	77.6	

HIGH AND LOW SCORES

FIRST YEAR

Table 7 displays the top ten standard scores for first year respondents in this sample. These scores have been compared to those of non-Aboriginal respondents (using Mann-Whitney U to guard against Type 1 error) and significant differences between the two scores have been noted. In the case where no statistically significant difference has been noted, there may be slight differences in the standard scores, but these differences will not necessarily remain consistent on future surveys.

Table 7 demonstrates that Aboriginal respondents answered their top ten questions similarly to non-Aboriginal respondents. However, Aboriginal students returned a lower score than non-Aboriginal students on the quality of their relationships with faculty members, despite this question being in the top ten of the Aboriginal respondents' scores.

Table 7: Top Scores, First Year

Question	Aboriginal	Non-Aboriginal	Stat. Sig. Difference?
Quality of your relationships with other students?	72.6	78.2	-
The extent to which your examinations during the current school year challenged you to do your best work?	71.4	74.3	-
Quality of your relationships with faculty members?	69.3	77.9	yes
Quality of your relationships with administrative personnel and offices?	63.7	66.6	-
Hours per week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?	50.5	47.8	-
Hours per week spent relaxing and socializing (watching TV, partying, etc.)?	45.3	49.7	-
Number of assigned textbooks, books, or book-length packs of course readings?	64.0	66.4	-
How often have you worked on a paper or project that required integrating ideas or information from various sources?	78.0	77.7	-
Have you done, or do you plan to do, community service or volunteer work?	77.0	75.1	-
Overall, how would you evaluate the quality of academic advising you have received at your institution?	77.0	75.8	-

Table 8 displays the lowest ten standard scores for first year respondents in this sample. Aboriginal students returned similar scores to non-Aboriginal students for these questions.

Table 8: Low Scores, First Year

Question	Aboriginal	Non-Aboriginal	Stat. Sig. Difference?
Hours per week spent working for pay on campus?	12.5	14.4	-
How often have you participated in a community-based project (e.g. service learning) as part of a regular course?	29.8	35.0	-
Hours per week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)?	17.3	20.8	-
How often have you participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)?	35.5	42.8	-
How often have you worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)?	39.5	38.9	-
Institutional contribution to your knowledge, skills, and personal development in developing a deepened sense of spirituality	39.5	40.2	-
Number of written papers or reports of 20 pages or more?	33.6	31.4	-
How often have you tutored or taught other students (paid or voluntary)?	42.3	41.8	-
Institutional contribution to your knowledge, skills, and personal development in voting in local, provincial, or federal elections	43.3	42.5	-
Institutional contribution to your knowledge, skills, and personal development in contributing to the welfare of your community?	44.0	52.6	-

FOURTH YEAR

An identical comparison process was applied to the high and low standard scores of fourth year Aboriginal respondents.

Table 9 shows that Aboriginal fourth year students answered these top ten questions similarly to non-Aboriginal students. One exception that shows significant statistical difference is a question relating to the extent to which examinations challenged the students to do their best work. Aboriginal students scored this question significantly lower than non-Aboriginal students.

Table 9: Top Scores, Fourth Year

Question	Aboriginal	Non-Aboriginal	Stat. Sig. Difference?
Quality of your relationships with other students?	83.9	78.8	-
Quality of your relationships with faculty members?	77.1	78.0	-
Quality of your relationships with administrative personnel and offices?	68.6	67.5	-
The extent to which your examinations during the current school year challenged you to do your best work?	61.6	75.8	yes
Hours per week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?	50.9	46.6	-
Number of assigned textbooks, books, or book-length packs of course readings?	70.0	64.0	-
Number of assigned textbooks, books, or book-length packs of course readings?	68.0	72.4	-
Worked on a paper or project that required integrating ideas or information from various sources?	83.3	79.5	-
Institutional contribution to you knowledge, skills, and personal development in thinking critically and analytically?	80.0	75.2	-
How often have you used e-mail to communicate with an instructor?	79.8	75.2	-

Table 10 displays the lowest ten scores for fourth year Aboriginal respondents, and also compares them to the standard scores that non-Aboriginal students gave to each question. The two groups answered equivalently for each question.

Table 10: Low Scores, Fourth Year

Question	Aboriginal	Non-Aboriginal	Stat. Sig. Difference?
Hours per week spent working for pay on campus?	15.0	18.3	-
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)?	18.4	22.3	-
Number of written papers or reports of 20 pages or more?	30.0	31.0	-
How often have you participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)?	39.0	40.7	-
How often have you participated in a community-based project (e.g. service learning) as part of a regular course?	40.8	35.1	-
Institutional emphasis on providing the support you need to thrive socially?	41.8	52.0	-
How often have you worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)?	42.3	38.8	-
How often have you tutored or taught other students (paid or voluntary)?	42.3	42.4	-
Institutional contribution to your knowledge, skills, and personal development in developing a deepened sense of spirituality?	43.3	50.2	-
Institutional emphasis on helping you cope with your non-academic responsibilities (work, family, etc.)?	43.3	43.3	-

BENCHMARK SCORES

INTRODUCTION TO BENCHMARK SCORES

Benchmarks are summary measures that focus on each of five themes in of the NSSE survey: Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. For more information on the constitution of each benchmark category, please see Appendix A. The following paragraphs will outline the theoretical framework for each benchmark, as described in “Benchmarks of Effective Educational Practice” by the Center for Postsecondary Research.

ACADEMIC CHALLENGE

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

The Academic Challenge category measures the students’ required academic activities, with questions such as “How many textbooks or book-length course packs were you required to read?” and “How much time do you spend preparing for class?” This section also explores how many and what kind of assignments students are asked to complete, which mental activities are emphasized (i.e. memorizing, analyzing, etc) and how much time they need to spend on homework.

ACTIVE AND COLLABORATIVE LEARNING

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

The Active and Collaborative Learning category measures the students’ engagement in academic activities, with questions such as “How often do you ask questions in class?” and “How often have you discussed ideas from your readings or classes with others outside of class?” This section also measures the amount of community projects (i.e. service learning) and group projects in which the students are engaged.

STUDENT – FACULTY INTERACTION

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

The Student-Faculty Interaction category measures the amount and quality of interaction between students and faculty. It asks questions such as “How often have you received prompt oral or written feedback from your instructor?” and “How often have you worked with faculty members on activities other than coursework?” This area also explores advising on career and future plans or in discussion of ideas from class – outside of class time.

ENRICHING EDUCATIONAL EXPERIENCES

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

The Enriching Educational Experiences category measures the students' involvement in extra-academic activities, asking questions such as "How often have you exercised or participated in physical fitness activities?" and "How often have you participated in activities to enhance your spirituality?" This section also explores the broadening of intellectual and social boundaries with questions such as "How often have you had serious conversation with students of a different race or ethnicity of your own?"

SUPPORTIVE CAMPUS ENVIRONMENT

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

The Supportive Campus Environment category measures the students' overall experiences with the institution, asking questions such as "What is the quality of your relationships with administration personnel and offices?" and "Overall, how would you rate the quality of academic advising you have received?" This section also explores the campus' role in promoting social development.

FIRST YEAR

Because first and fourth year students tend to score differently on each benchmark index, scores have been separately reported for first year and fourth year respondents.

Table 11 gives the overall first year Aboriginal and non-Aboriginal standard scores for each benchmark category, and compares the scores of these two groups.

According to the standard significance measure used throughout NSSE analysis, there are no statistically significant differences between benchmark scores for first year Aboriginal and non-Aboriginal respondents. However, if a slightly more liberal level is applied (.10 rather than .05) it can be said that this group of Aboriginal students scored TRU significantly lower in the area of enriching educational experiences. When more years of data are collected, the certainty of this relationship can be determined.

Table 11: First Year Benchmark Scores

Category	First Year Subgroup	N	Mean	Stat. Sig. Difference?
Level of Academic Challenge	Aboriginal	25	50.5	-
	Non Aboriginal	236	51.7	
Active and Collaborative Learning	Aboriginal	26	39.4	-
	Non Aboriginal	239	44.2	
Student – Faculty Interaction	Aboriginal	26	28.7	-
	Non Aboriginal	237	34.5	
Enriching Educational Experiences	Aboriginal	24	22.7	-
	Non Aboriginal	229	29.2	
Supportive Campus Environment	Aboriginal	24	52.5	-
	Non Aboriginal	226	58.0	

FOURTH YEAR

Table 12 displays the same data as Table 11, for fourth year students. There are no significant differences in the standard benchmark scores for each fourth year group. Unlike the first year comparison, all of these scores are very clearly statistically equivalent.

Table 12: Fourth Year Benchmark Scores

Category	Fourth Year Subgroup	N	Mean	Stat. Sig Difference?
Level of Academic Challenge	Aboriginal	16	46.6	-
	Non Aboriginal	150	49.2	
Active and Collaborative Learning	Aboriginal	16	38.4	-
	Non Aboriginal	151	40.3	
Student – Faculty Interaction	Aboriginal	16	32.3	-
	Non Aboriginal	150	32.1	
Enriching Educational Experiences	Aboriginal	16	28.0	-
	Non Aboriginal	148	27.5	
Supportive Campus Environment	Aboriginal	16	49.3	-
	Non Aboriginal	147	56.5	

CONCLUSION

This report has summarized the results of the National Survey of Student Engagement for Aboriginal respondents. The survey includes on campus, baccalaureate students in first or fourth year. 73% of the respondent group of 44 students, which is weighted towards females and fourth year students, stated that they considered their overall educational experience at TRU to be either good or excellent. 81% stated that, given a chance to start over, they would either probably or definitely attend TRU again.

When the responses of Aboriginal first year students were compared to those of Aboriginal fourth year students, this study found that first year students felt TRU placed a stronger emphasis on providing them with the help they needed to thrive socially.

When the responses of Aboriginal students were compared to those of non-Aboriginal students, this study found that non-Aboriginal students reported a higher quality of faculty relationships and also reported that exams challenged them more to do their best work.

With only one year of survey data available, this study is limited to comparisons between different respondent groups. When more years of data are available, an additional, chronological dimension will be added to this analysis.

APPENDIX A: DETAILED COMPOSITION OF BENCHMARK SCORES

Table 13: Benchmark Components- Level of Academic Challenge

Question	Year	N	Mean	Stat. Sig. Difference?
Number of assigned textbooks, books, or book-length packs of course readings?	First Year	25	64.0	-
	Fourth Year	16	70.0	
Number of written papers or reports of 20 pages or more?	First Year	25	33.6	-
	Fourth Year	16	30.0	
Number of written papers or reports between 5 and 19 pages?	First Year	25	48.8	-
	Fourth Year	16	48.8	
Number of written papers or reports of fewer than 5 pages?	First Year	25	56.0	-
	Fourth Year	16	52.5	
Coursework emphasis on analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components?	First Year	25	69.0	-
	Fourth Year	16	78.1	
Coursework emphasis on synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	First Year	25	61.0	-
	Fourth Year	16	70.3	
Coursework emphasis on making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions?	First Year	25	63.0	-
	Fourth Year	16	70.3	
Coursework emphasis on applying theories or concepts to practical problems or in new situations?	First Year	25	74.0	-
	Fourth Year	16	75.0	
Times you have worked harder than you thought you could to meet an instructor's standards or expectations?	First Year	26	61.5	-
	Fourth Year	16	62.5	
Hours per week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, and other academic activities)?	First Year	26	50.5	-
	Fourth Year	15	50.8	
Institutional emphasis on spending significant amounts of time studying and on academics?	First Year	26	76.0	-
	Fourth Year	15	71.7	

Table 14: Active and Collaborative Learning

Question	Year	N	Mean	Stat. Sig. Difference?
How often have you asked questions in class or contributed to class discussions?	First Year	26	71.2	-
	Fourth Year	15	66.7	
How often have you made a class presentation?	First Year	26	56.7	-
	Fourth Year	15	58.3	
How often have you worked with other students on projects during class?	First Year	26	55.8	-
	Fourth Year	15	55.0	
How often have you worked with classmates outside of class to prepare class assignments ?	First Year	26	59.6	-
	Fourth Year	15	63.3	
How often have you tutored or taught other students (paid or voluntary)?	First Year	26	42.3	-
	Fourth Year	16	42.2	
How often have you participated in a community-based project (e.g. service learning) as part of a regular course?	First Year	26	29.8	-
	Fourth Year	16	40.6	
How often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?	First Year	25	67.0	-
	Fourth Year	16	65.6	

Table 15: Student – Faculty Interaction

Question	Year	N	Mean	Stat. Sig. Difference?
How often have you discussed grades or assignments with an instructor?	First Year	26	57.7	-
	Fourth Year	15	63.3	
How often have you talked about career plans with a faculty member or advisor?	First Year	26	51.0	-
	Fourth Year	16	54.7	
How often have you discussed ideas from your readings or classes with faculty members outside of class?	First Year	26	49.0	-
	Fourth Year	16	51.6	
How often have you received prompt written or oral feedback from faculty on your academic performance?	First Year	26	67.3	-
	Fourth Year	16	65.6	
How often have you worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)?	First Year	26	39.4	-
	Fourth Year	16	42.2	
Have you, or do you plan to, work(ed) on a research project with a faculty member outside of course or program requirements?	First Year	26	45.0	-
	Fourth Year	15	55.0	

Table 16: Enriching Educational Experiences

Question	Year	N	Mean	Stat. Sig. Difference?
How often have you used an electronic medium (listserv, chat group, Internet, IM, etc.) to discuss or complete an assignment?	First Year	26	65.4	-
	Fourth Year	16	64.1	
How often have you had serious conversations with students of a different race or ethnicity than your own?	First Year	26	66.3	-
	Fourth Year	16	62.5	
How often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?	First Year	26	60.6	-
	Fourth Year	16	67.2	
Have you, or do you plan to, participate(d) in a practicum, internship, field experience, co-op experience, or clinical assignment?	First Year	26	64.4	-
	Fourth Year	15	61.7	
Have you, or do you plan to, participate(d) in community service or volunteer work?	First Year	26	76.9	-
	Fourth Year	15	78.3	
Have you, or do you plan to, participate(d) in a learning community or some other formal program where groups of students take two or more classes together?	First Year	26	49.0	-
	Fourth Year	15	56.7	
Have you, or do you plan to, take(n) coursework in a foreign or additional language?	First Year	26	58.7	-
	Fourth Year	15	65.0	
Have you, or do you plan to, study/ied abroad?	First Year	26	50.0	-
	Fourth Year	15	63.3	
Have you, or do you plan to, participate(d) in an Independent study or self-designed major	First Year	26	54.8	-
	Fourth Year	15	55.0	
Have you, or do you plan to, participate(d) in a culminating senior experience (capstone course, senior project or thesis, etc.)?	First Year	26	53.8	-
	Fourth Year	15	51.7	
Hours per week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority or intramural sports, etc.)?	First Year	26	34.6	-
	Fourth Year	15	36.7	
Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds?	First Year	26	65.4	-
	Fourth Year	15	53.3	

Table 17: Supportive Campus Environment

Question	Year	N	Mean	Stat. Sig. Difference?
Institutional emphasis on providing you with the support you need to thrive socially?	First Year	26	56.7	Yes
	Fourth Year	15	41.7	
Institutional emphasis on providing the support you need to help you succeed academically?	First Year	26	74.0	-
	Fourth Year	15	63.3	
Institutional emphasis on helping you cope with your non-academic responsibilities (work, family, etc.)?	First Year	26	51.0	-
	Fourth Year	15	43.3	
Quality of your relationships with other students?	First Year	26	72.4	-
	Fourth Year	15	83.6	
Quality of your relationships with faculty members?	First Year	26	69.1	-
	Fourth Year	15	77.0	
Quality of your relationships with administrative personnel and offices?	First Year	26	63.6	-
	Fourth Year	15	68.4	

APPENDIX B: EXPECTED FREQUENCIES

Table 18 displays the demographic frequencies that were collected from the Central Data Warehouse Program Level pivot table, filtered for baccalaureate Aboriginal students who identified in K-12 and/or identified in post secondary school.

Table 18: Aboriginal Demographics, ALL 1st & 4th Year Baccalaureates, TRU

Gender	First Year		Fourth Year		Total
Female	150	69%	50	89%	200
Male	66	31%	6	11%	72
Grand Total	216	100%	56	100%	272

Table 19 lists the expected survey sample frequencies that were calculated using the Central Data Warehouse Program Level pivot table,

Table 19: Expected Survey Sample Frequencies

Gender	First Year		Fourth Year		Total
Female	18	69%	14	89%	32
Male	8	31%	2	11%	10
Grand Total	26	100%	16	100%	42

Table 20: Actual Survey Sample Frequencies

Gender	First Year		Fourth Year		Total
Female	19	73%	10	63%	29
Male	7	27%	6	38%	13
Grand Total	26	100%	16	100%	42