



QUINTILE RANKINGS BY ABORIGINAL/NON-ABORIGINAL PROGRAM

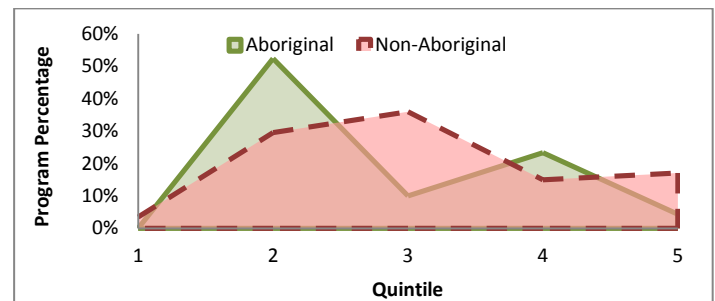
Purpose: To determine if any statistically significant differences exist in quintile assignment between Aboriginal and non-Aboriginal programs.

Assumptions: For the analysis, an Aboriginal program was identified based on a list of various resources affiliated with the university's Aboriginal academic activities (<http://aboriginal.usask.ca/resources/index.php>). Some of these activities, such as SUNTEP, ITEP, and NORTEP, were not individually ranked, but were part of an overall academic program (i.e., B.Ed. in Teacher's Education) that was ranked by the TransformUS taskforce. In these cases, the overall program was considered as an Aboriginal program.

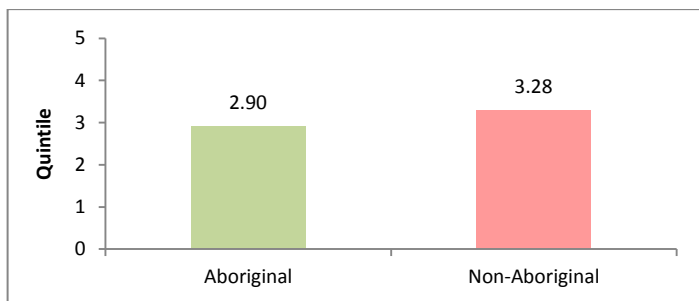
Step One: All academic programs were divided into a dichotomous category of "Aboriginal" and "non-Aboriginal". These categories were then separated by quintile rankings.

Aboriginal							
Quintile	1	2	3	4	5	NA	Total
Count	0	11	1	7	1	1	21
Percentage	0%	52%	10%	23%	4%		
Non-Aboriginal							
Quintile	1	2	3	4	5	NA	Total
Count	16	132	114	100	97	6	465
Percentage	3%	29%	36%	15%	17%		

*NA: Not rated as part of the TransformUS process.



Step Two: On average, Aboriginal programs received a quintile score of 2.90, while non-Aboriginal programs received a score of 3.28. An independent samples t-Test was used to determine if a statistically significant difference exists between mean quintile scores between the two groups. No statistically significant difference was found.



t-Test:	Aboriginal	Non-Aboriginal
Mean	2.90	3.28
Variance	1.07	1.19
Observations	20	459
Pooled Variance	0.38	
df	477	
t-Stat	-1.42	
P-value	0.16	

Conclusion: *Aboriginal programs received lower mean quintile rankings than non-Aboriginal programs (2.90 vs. 3.28). However, the difference is not statistically significant.*

