



Executive Summary

LE, NONET Project:
[Interim Evaluation Report]



**Published in 2008 by
The Canada Millennium Scholarship Foundation**

1000 Sherbrooke Street West, Suite 800
Montreal, QC, Canada
H3A 3R2

Toll Free: 1-877-786-3999

Fax: (514) 985-5987

Web: www.millenniumscholarships.ca

E-mail: millennium.foundation@bm-ms.org

National Library of Canada
Cataloguing in Publication

Millennium Pilot Projects Series (Print)

Graphic Design: Luz design + communications

The opinions expressed in this research document are those of the authors and do not represent official policies of the Canada Millennium Scholarship Foundation or other agencies or organizations that may have provided support, financial or otherwise, for this project.

The University of Victoria

LE,NONET Project:

A Pilot Research Project to Support the Success
of Aboriginal Post-Secondary Students

[Interim Evaluation Report]

: LE,NONET (pronounced
: le-non-git) means
: "success after enduring
: many hardships"
: in SENĆOŦEN
: (sen-chaw-then), the
: language of the local
: Straits Salish people.

EXECUTIVE SUMMARY



What is LE,NONET?

The LE,NONET Project was developed by the Canada Millennium Scholarship Foundation in partnership with the University of Victoria to determine what program models are most effective in supporting the success and retention of Aboriginal students in post-secondary education.

It is widely known that Aboriginal students in Canada are under-represented in post-secondary education. The 2006 Canadian Census reported that 30% of people with Aboriginal ancestry have some post-secondary education, compared with 51% of the general Canadian population. While these figures have risen significantly over the past ten years, up from only 20% in 1996, Aboriginal people continue to attend post-secondary institutions at a much lower rate than other Canadians. As a result Aboriginal people are under-represented in most occupations, including teaching, research, university instruction, and other professions that require post-secondary training.

The LE,NONET Project was designed to address post-secondary educational barriers faced by Aboriginal students, and to test accessible, responsive and culturally-sensitive approaches to supporting the success of Aboriginal students. Two questions at the heart of LE,NONET are "what does success mean for Aboriginal university students and communities?" and "how can post-secondary institutions better support Aboriginal student success, given these definitions?"

THE OVERALL GOALS OF THE LE,NONET PROJECT ARE TO:

- change the reality of the experience of Aboriginal students attending post-secondary institutions to a more visibly positive one, and
- increase accessibility to the university through an effective and readily available program of support services that will enhance student success.



The LE,NONET Project includes six interventions or program components, as well as the research to evaluate the impact of those interventions. The LE,NONET programs are aimed at addressing barriers encountered by Aboriginal students:

- Bursaries and Emergency Relief Funds
- Preparation Seminar
- Research Apprenticeships
- Community Internships
- Peer Mentoring
- Staff and Faculty Aboriginal Cultural Training



The LE,NONET Project was established to evaluate the impact of these interventions (on their own and combined with each other) on the success of Aboriginal students. Both qualitative and quantitative research methods are being used, and the findings may be used to develop future programs to increase success rates of Aboriginal students at other post-secondary institutions.

Over the course of the project, retention and graduation rates (along with other measures of academic performance) will be tracked for students who take part in LE,NONET program components as well as for Aboriginal students who elect not to participate. We will also compare the performance of current students to that of Aboriginal students who attended the University of Victoria in the 5-year period prior to the start of the LE,NONET Project. These data will be used to determine whether or not participation in LE,NONET program components enhances retention and graduation rates. Although final data on the performance of LE,NONET participants will not be available until well after the project ends, interim qualitative and quantitative data for the first 2.5 years suggest that the interventions are already having an impact. LE,NONET program components will continue to run until July 2009, with a final evaluative report to follow.

Qualitative research is being conducted to explore the experiences of LE,NONET participants in order to learn from their stories of success, their challenges, and their recommendations for making the program models stronger for future use. Short-term and interim impacts have been assessed through interviews and questionnaires conducted with student participants, and this qualitative research will continue through to the completion of the pilot project. Additionally, interviews and focus groups will be conducted with others involved in the project, including research apprenticeship and community internship advisors and project advisory members.



How did LE,NONET get started?

The Millennium Research Program of the Canada Millennium Scholarship Foundation was set up to investigate barriers to post-secondary education. The Foundation also intended to use “rigorous analysis and empirical evidence” to examine the impact of policies and programs designed to alleviate such barriers and it created a new branch within its research program, the Millennium Pilot Projects. LE,NONET is one of six projects that fall under the umbrella of the Millennium Pilot Projects.

The University of Victoria set out to undertake such an examination with Aboriginal students, submitting a proposal to the Foundation for interventions starting in 2005 and extending to 2009.

Planning for the LE,NONET Project came at a time when the University of Victoria had already demonstrated a significant commitment to increasing Aboriginal presence on campus and improving relations with surrounding Aboriginal communities and organizations. One of the key objectives in the University of Victoria’s Strategic Plan (2002) was to increase Aboriginal enrolment and success, and to acknowledge and consult local Aboriginal communities.

LE,NONET interventions were developed in partnership with Aboriginal communities and other key stakeholders. Extensive research and broad-based consultations were conducted with several groups and organizations, including service providers and administrators at other universities, University of Victoria faculty, staff and students, representatives from First Nations communities, and staff at Aboriginal organizations. One of the major findings of this consultation process was that the pilot project should include an emphasis on exploring what "success" means to Aboriginal students, rather than focusing exclusively on retention and graduation rates. This included affirming the students as people, acknowledging and reinforcing Aboriginal identity, fostering a sense of community, and valuing traditional cultural practices and knowledge production. These areas of priority informed the development of the LE,NONET program components, ensuring the Project was created in response to expressed community needs.

The LE,NONET Project has been guided by an Advisory group, comprised of representatives from various local First Nations communities, representatives from local urban Aboriginal organizations, local Aboriginal educators, and Aboriginal faculty and students from the university. Over time the Advisory's role has shifted to more of a consultative and supportive, rather than directive, capacity.





Who are the LE,NONET participants?

Aboriginal undergraduate students in full-time studies are eligible to participate in LE,NONET program components. Legislation of the Canada Millennium Scholarship Foundation also requires that all participants be Canadian Citizens, or have landed immigrant status. Each LE,NONET intervention has its own eligibility requirements, many of which were established primarily to support the research requirements of the project. The Bursary program, for example, requires that first time applicants be in their first year of study at the university, and the Preparation Seminar, Community Internship and Research Apprenticeship programs give priority to students in first to third year. Both of these requirements increase the probability that the retention and success of participants can be tracked over a longer period of time. Additional eligibility requirements are designed to support the implementation and operation of each program component, as outlined in the program descriptions in the section that follows.

For the purpose of determining eligibility, the term Aboriginal includes Status (Registered) and Non-Status First Nations, Métis, and Inuit students. Eligibility guidelines refer to Aboriginal ancestry, rather than the more problematic concept of identity. Students may support their claim of Aboriginal ancestry by providing a First Nation or Métis status card, letters of support to demonstrate their active and ongoing participation in an Aboriginal community, or a narrative of their family history. In at least one instance, a student provided copies of adoption records indicating the First Nation Status of the student’s birth parents.

Between September 2005 and December 2007, 867 University of Victoria students were identified as Aboriginal (139 LE,NONET participants and 728 non-participants). Aboriginal ancestry was determined by self-identification within the University of Victoria’s Student Information System (ISIS), the BC Ministry of Education’s Provincial Education Number (BC-PEN), or a combination of the two (see table below). Additionally, a number of LE,NONET participants were not identified as Aboriginal in either tracking systems, but self-identified as Aboriginal and met project criteria for Aboriginal ancestry. Over the first 2.5 years of the Project, students were recruited through awareness-raising and liaison activities across campus and more broadly within Aboriginal communities in British Columbia.

Number of students identified as Aboriginal (by Group and Data Source)

Group	Data Source				Total
	Self-ID only	BC-PEN only	Both	Neither	
Historical Cohort	499	345	153	0	997
Participants	1	8	106	24 *	139
Non-Participants	0	174	554	0	728

* These LE,NONET participants had not self-identified at registration and did not appear in the BC-PEN files, but were determined to be "Aboriginal" by project criteria..

From August 2005 to December 2007, a total of 139 students participated in LE,NONET program components. Although the majority of participants have taken part in only one program, the design of the Project allows for (and actively encourages) participation in multiple interventions. Additionally, 24 community internship advisors and 16 research apprenticeship advisors have been involved in the project.

The average age of student participants is 29.9 years old (males are slightly older than females), and the majority of participants are female (69.8%).

The vast majority of participants lived in BC prior to attending the university, with the remainder coming from across Canada and a few from the United States. 103 participants lived in BC, 11 in Alberta, 8 in Saskatchewan, 6 in Ontario, 4 in Manitoba, 2 in Northwest Territories, 1 in Yukon, 1 in Newfoundland and 3 in the United States.

While most participants (55.4%) have First Nations status, 32.4% are Métis, 11.5% are non-status First Nations, and less than 1% (1 student) is Inuit.

The majority of participants attended another post-secondary institution prior to entering the University of Victoria: 54% had attended college, 20% had attended another university, and 26% entered as high school graduates.



LE,NONET Program Components: Implementation



BURSARY AND EMERGENCY RELIEF FUNDS

A total of 150 bursaries were provided to students between August 2005 and December 2007, providing recipients with a total of \$574,152 in financial aid. Initially, the maximum bursary amount available to students was \$2,000, but the amount was increased to \$5,000 given the apparent levels of need. Financial need was assessed using guidelines developed by the Office of Student Awards and Financial Aid.

An additional 19 students received grants from the Emergency Relief Funds (ERF), providing a further \$13,300 in financial support to students. While this was not included in the initial project design, the emergency relief fund component was developed after it became apparent that unexpected, short-term financial crises can greatly impact the ability of Aboriginal students to stay in school. Students can receive a maximum of \$750 if their application for ERF funds is accepted.

PREPARATION SEMINAR

The Preparation Seminar was designed to prepare students for participation in the Community Internship and Research Apprenticeship Programs. Students must achieve a minimum B grade in the course and 80% attendance in order to be eligible for the Internship and Apprenticeship Programs. As of December 2007, 42 students have successfully completed the seminar. The course provides a supportive learning environment, with both the course content and format designed to speak specifically to the learning objectives of Aboriginal students. For many participants, the course is a rare opportunity to learn alongside other Aboriginal people, in a culturally responsive and respectful space.

RESEARCH APPRENTICESHIPS

The Research Apprenticeship Program was designed to provide opportunities for Aboriginal students to participate in academic research with faculty and graduate student advisors in an area of common interest. In the process, students become familiar with the process of conducting academic research, as well as the broader academic research community. Upon completion of a 200-hour internship, students receive 1.5 units of university credit and a stipend of \$3,500. As of December 2007, a total of 15 students had completed an apprenticeship, and an additional 8 students had started an apprenticeship but had not yet completed the program. Sixteen faculty members and graduate students completed the required online Staff and Faculty Aboriginal Cultural Training (see SFACT section below) and supervised a total of 23 students.



COMMUNITY INTERNSHIPS

The Community Internship Program was designed to provide Aboriginal students with a bridge between the university and Aboriginal communities and organizations, as well as to benefit the communities and organizations. As much as possible the internships have provided opportunities to combine Aboriginal and Euro-Western modes of learning and producing knowledge, in ways that benefit both students and Aboriginal communities. As with the Research Apprenticeship program, upon completion of the 200-hour internship, participants receive 1.5 units of university course credit and a stipend of \$3,500. Twenty-two students completed Community Internships in the first 2.5 years of the project, and an additional 2 students had started an internship but had not yet completed the program.

PEER MENTORING

The main objective of the Peer Mentoring Program is for trained peer helpers to be a key resource in assisting new students to gain access to the university's Aboriginal community and services. Additionally, upper level Aboriginal students who serve as mentors gain experience working in a supportive role with Aboriginal students new to the university. Both mentors and mentored students strengthen relationships on campus, through the social components of the program. The mentors receive approximately \$200 per week for their role in the program. As of December 2007, 28 peer mentors and 41 mentored students have participated in the program. Overall, students are satisfied with the support they receive from their mentor and many of the participants intend to keep in touch with their mentor or consider them a close friend. The program has also involved student activities which are open to all Aboriginal students, including movie nights and other social activities, both on- and off-campus.

STAFF AND FACULTY ABORIGINAL CULTURAL TRAINING (SFAC T)

The main objective of SFAC T is to increase faculty and staff awareness of Aboriginal historical and contemporary realities in order to create a more respectful and culturally safe environment for students. By providing information to faculty and staff on Aboriginal peoples' diverse cultural, historical, and contemporary realities, the program aims to change the university experience for students by working toward raising the level of knowledge across the university environment. The initial program development has involved the creation of an online module for faculty and graduate students who wish to work with students in the Research Apprenticeship Program, but the intention is to develop further modules that will be available for all faculty and staff on campus. During the first 2.5 years of the project, a total of fifteen faculty members and three graduate students have completed the SFAC T online module. A needs assessment was initiated in May 2007 to inform the development of future training modules.



What impact has the project had so far?

A logic model and evaluation framework were defined for the LE,NONET Project as a means of articulating the underlying assumptions giving rise to program activity streams, and of describing the links between activities and anticipated outcomes. This evaluation model includes overall project goals, as well as formative (implementation) goals, and summative (program delivery) goals for each of the program components. The qualitative and quantitative research methods described in the previous section are being used to evaluate how well LE,NONET interventions meet the goals outlined in the framework.

The interim evaluation draws upon the 139 student participants who took part in one or more LE,NONET program components over the first 2.5 years of the Project. In total, qualitative data was collected from 32 participants for the interim report. Data collection methods included semi-structured interviews and online questionnaires with students. The table below shows the sample rates by program component for the qualitative research to December 2007 (data collection will continue to 2009, so results are preliminary).

Data Source and Sampling Rate by Program Component

Program Component	N	Interview	Online	Total	Sampling Rate
Bursary	87	10	8	18	20.7%
Mentor	17	4	2	6	35.3%
Mentored	35	5	1	6	17.1%
Preparation Seminar	44	7	1	8	18.2%
Community Internships	24	5	1	6	25.0%
Research Apprenticeships	17	2	1	3	17.6%
Program Participation	224	33	14	47	21.0%
Individual Participants	139	21	11	32	22.1%

Nearly without exception, the sample of students who were interviewed for the interim report said that their participation in LE,NONET interventions had contributed to their success. The majority of participants (77%) also reported that their participation in LE,NONET program components contributed to the development of their sense of self as an Aboriginal person. Similarly, 71% said that LE,NONET contributed to their understanding of Aboriginal culture and traditions. A strong majority (87%) agreed that their participation in the programs contributed to their sense of connection to the on-campus Aboriginal community. Just over half (54%) said that their involvement with LE,NONET also contributed to their sense of belonging at the university, and about an equal number indicated that the programs had contributed to their decision to return to school the following year. Additionally, interim results from the quantitative analysis of retention and graduation rates indicate that LE,NONET participants may be more likely to stay in school than non-participants.

MEANING OF SUCCESS FOR ABORIGINAL STUDENTS

One of the main goals of the qualitative research has been to explore the notion of "success" through the eyes of LE,NONET student participants. Although about 1 in 5 research participants defined "success" only in terms of completing their degree, the majority conceptualized success in multi-faceted ways. Moreover, for the majority of research participants, success was defined as having both academic and cultural components. Additionally, several participants spoke of the importance of maintaining a balance between their academic endeavours and other areas of life, including spirituality.

At the same time, a number of students defined success in terms of academic achievement (i.e., graduating and getting good grades; graduating with distinction). Success also meant completing their degree and then finding a job in their chosen area of study. Some of these comments still reflected a cultural dimension, in that participants spoke of their desire to achieve good grades or get a good job in order to improve living conditions for their families and their communities.

I think success is being able to offer an example that can be done, to be a living representation of what can be done and what should be done for your family, for your community at large, for your family essentially. For Aboriginal people, the family is core, key.

A very strong theme in participants' definitions of success was the desire to be able to contribute or give something back to families and communities, in order to bring knowledge and skills to Aboriginal communities and "make a difference" for Aboriginal people in ways that were relevant to communities. Embedded in these definitions was the idea of "sharing success with others" and developing one's own abilities in order to facilitate other people's capacity building and community development. Additionally, success for some students meant being seen as a role model for younger family members, such as their own children, or in their own community or Nation. Success was also seen as integrally linked to strengthening relationships and connections with Aboriginal communities both on and off campus, and the university at large. Participants indicated that their relationships and engagement in activities, including LE,NONET, were meaningful and enriched their university experiences.

It's just being here and participating, and participating at a level that's equal to the other students. That's where I see myself succeeding, being able to understand and engage in those discussions and class work and just be able to do it.

Financial support also contributed to student success, as the students found that funding provided by the Project allowed them to focus more intensively on their studies. For other participants, their success was heightened by the relationships they developed through participation in LE,NONET program components. These new connections included program staff, other Aboriginal students, university faculty and staff, and members of the broader Aboriginal community.

SENSE OF SELF AS AN ABORIGINAL PERSON

...this has allowed me to work with Elders and work with other Aboriginal students all the time, and it's really made me sort of come into who I am more as an Aboriginal person, which may not have happened as fast without the internship.

The majority of research participants said that their participation in LE,NONET interventions helped them to develop a sense of who they are as an Aboriginal person. For some students, LE,NONET introduced them to new information about Aboriginal history and culture. Many of these participants were Preparation Seminar students, and they found that the class provided them with valuable information about First Nations, Métis and Inuit culture and history, through readings, lectures, discussions, and guest speakers. The Research Apprenticeships and Community Internships also contributed significantly to many students' sense of self, through connecting them with their home community or the Aboriginal community at large. Participants felt empowered by the increased connections, new opportunities, and opportunity to make a difference through their community or research placements.

Participants also mentioned that being surrounded by other Aboriginal students was comforting, and seeing other Aboriginal students achieving success was empowering and encouraging. Having LE,NONET as a "home base" from which classes, practicum placements, student events, and gatherings all originated provided these students with a rich pool of people from which to draw on in the development of their own sense of self.

UNDERSTANDING OF ABORIGINAL CULTURE AND TRADITIONS

While some LE,NONET program components, such as the bursary and emergency relief funds, do not have cultural components, traditional and cultural knowledge is at the heart of many of the programs. The majority of research participants said that their participation in LE,NONET strengthened their understanding of Aboriginal culture and traditions in a number of ways. Several participants noted that learning and practicing respect for the Aboriginal people and land of Vancouver Island, especially during the Preparation Seminar, were important contributions. Participants pointed out the benefit of learning about Aboriginal cultures other than their own, and discussing contemporary Indigenous issues. A common theme expressed by participants was the significance of interacting or learning directly from other Aboriginal people—learning by "doing" rather than reading about a particular cultural teaching.

I especially appreciate the guest speakers that came in. I think that really added to the meaningfulness of the knowledge that we were learning.... because we weren't co-opting what Coast Salish culture was in a classroom, which I think happens all too often, but we were having people speak it for themselves from their own identities.

Overall, the qualitative research findings indicated that those participants who were interested in furthering their understanding of tradition and culture experienced an increase in their understanding of culture and traditions which they attributed at least in part to LE,NONET.

CONNECTION TO THE COMMUNITY

Prior to taking the seminar I didn't really feel like I had a connection to Victoria. And at school, I only thought of it as school, as the place where I go to school. But after that I was able to connect with other Aboriginal students, which was really nice. And form some good friendships and it really made me feel like I belonged at the school.

A strong majority of research participants said that LE,NONET interventions helped them to feel part of the Aboriginal community on campus through the new connections they made with other students. LE,NONET's various activities and social functions were identified by numerous participants as being their entry point to accessing the Aboriginal community. Participants noted how welcoming LE,NONET staff were during activities, and said that it was wonderful to have events to attend as new Aboriginal students. Seminar participants also noted that they developed a strong sense of community being in an exclusively Aboriginal learning environment. The LE,NONET office space served as a base where students might run into each other outside of their classes or practicum placements, as well as a comfort zone for students to stop by during the course of their busy days. Staff were readily available for assistance in academic matters as well as for conversation. The participants noted that the everyday encounters at LE,NONET added to their feeling of community.

CONNECTION TO THE UNIVERSITY

About half of the research participants said that their involvement in LE,NONET strengthened their overall sense of connection to the University. Students said that LE,NONET programs had increased their integration in the university community through making them aware of services and other aspects of university life, such as research.

I haven't really joined a lot of clubs at UVic, so this is one of the things that I was involved [in]. Besides regular study groups and things, I haven't joined any clubs at UVic, so in that way, it sort of felt like something that I would belong to and that I would stay outside of classes for. So I like it in that way.

However, for some students, being connected to the larger University community was not a goal nor a desired outcome of their participation, while for others (such as Community Internship participants), the program itself was not developed with this goal in mind.

DECISION TO RETURN TO SCHOOL

Overall, about half of the research participants said that LE,NONET had contributed to their decision to return to school the following year. For some students, the financial support they received through the Project made it financially viable for them to afford their tuition and living expenses. Other students said they looked forward to participating in LE,NONET programs from year-to-year, particularly those students who had completed the Preparation Seminar and were hoping to start Community Internship or Research Apprenticeship placements. Other respondents said that returning to school was made easier by the emotional support and sense of community provided by LE,NONET.

RETENTION AND GRADUATION RATES

As previously stated, quantitative analysis is being used to show the impact of LE,NONET on the retention and graduation rates of participants. This analysis will create a set of "retention curves" that chart the number of students who return to continue their studies at the university, graduate, transfer to other institutions or withdraw. These retention curves will be created both for students participating in one or more program components of the LE,NONET Project, as well as for two comparison groups: The historical cohort is made up of 997 students who attended the university in the five years prior to the start of LE,NONET, while the non-participant cohort is comprised of 728 Aboriginal students who attended during the implementation period of the LE,NONET Project, but did not participate.

Although a complete set of retention and graduate data is available for the Historical Cohort, only preliminary retention and graduation data can be reported for current Aboriginal students because the project is ongoing. However, interim term-on-term retention data shows that LE,NONET participants are somewhat less likely to withdraw from school and more likely to be continuing with classes at the University of Victoria.

Registration Status (Number by Group)

Registration Status	Group		
	Historical Cohort (Sept 2005)	Participants (Dec 2007)	Non-Participants (Dec 2007)
Continuing	476 (47.7%)	87 (62.6%)	349 (47.9%)
Graduated	231 (23.2)	37 (26.6)	225 (30.9)
Unknown	59 (5.9)	1 (0.7)	1 (0.1)
Withdrawn	231 (23.2)	14 (10.1)	153 (21.0)
Total	997 (100)	139 (100)	728 (100)

As shown in the above table, non-participants are somewhat (but not statistically) more likely to have graduated within this reporting period. It should be remembered, however, that the selection criteria for LE,NONET participants are biased toward those who are earlier in their academic career (e.g., only first year students are eligible for bursaries). In terms of withdrawals, the rates for the Historical Cohort and Non-Participant groups are roughly equivalent, while the withdrawal rate for LE,NONET participants is less than half that of the other groups and reliably lower than that of their non-participating peers. The number of observed and expected withdrawals in the two groups of current students is shown in the table below.

Number of Observed and Expected "Withdrawals" (by Group)

Group	Number of Withdrawals	
	Observed	Expected
Participants	14	26.64
Non-Participants	153	140.35

OVERALL IMPACTS

It's more LE,NONET in general here. It's more of a place to go to whenever I have questions or stuff like that.

At the mid-way point of its implementation, the initial findings presented in the interim report speak to gains that have been made in achieving early outcomes. Thus far, the program models seem to be having a positive impact, although it is too soon to claim that they're actually meeting the overall goals of the Project, in terms of retention rates, strengthening student success, identity and connectedness. Through the qualitative research, participants' stories of their own success illustrate the ways in which the cultural and the academic aspects of success are intertwined. Of particular importance to a number of students was how their own skill development enabled them to be a role model in, and to contribute to strengthening, Aboriginal communities. Several students who had completed a Research Apprenticeship or Community Internship spoke of the positive outcomes they had experienced and the ways in which their experiences led to both personal development, including strengthened identity and self-esteem, and to community development and relationship building. Students also spoke of developing ongoing, supportive relationships with other Aboriginal students, particularly through the mentor program in which mentors and mentored students alike valued the friendships and informal support that developed.

Nearly without exception, research participants had highly positive views of the project and expressed appreciation for its existence. Several students indicated that it filled an important niche at the university and stated that they hoped it would continue on an ongoing basis. Participants especially liked the accessibility of the program, the "personalized" nature of the relationships they had with program staff, and the friendly office environment.

However, it has to be recognized that the overall rate of participation is less than was anticipated at the outset. It is hard to determine why that is the case. This issue will be further explored in the final report.

Improving Aboriginal student success over the long-term

LE,NONET program components will run until July 2009. A final report will be submitted to the Millennium Scholarship Foundation after the LE,NONET Pilot Project has been completed. This report will include quantitative data about the success and retention rates of LE,NONET participants, as compared to the two comparative cohorts. The report will also include findings from the qualitative research, further exploring the meaning of success among Aboriginal students, their experiences participating in the interventions, the impact of the program components on their identity as Aboriginal people and on their sense of connectedness and relationships with the campus's Aboriginal community and the larger university community.

The final report will also make recommendations as to how the program models could be implemented in future, whether at the University of Victoria or at other post-secondary institutions across Canada. Recommendations for program development and delivery will also be made, based on the experiential knowledge gathered through interviews, focus groups and questionnaires administered to those involved in the project.

