YukonCollege

Yukon College Student Survey Results

2018-19

Dawn Macdonald
Institutional Research and Planning Officer
December 13, 2018

Table of Contents

Yukon College Student Survey 2018 Highlights

The annual in-class Student Survey conducted in 2018 reached 314 students. The survey reached 47% of full-time credit students, and 34% of all enrolled credit students.

Students envision Yukon University as having a broad and inclusive mandate with a focus on Yukoners, Canadians, and Indigenous peoples
When asked whom the future Yukon University would serve, 83% of students said that the university would be for Yukoners. Nearly as many (82%) said it would serve Canadians, and 79% said Indigenous peoples (including First Nations, Inuit, Métis, and global Indigenous). Three-quarters (75%) said Yukon First Nations specifically. Almost as many (73%) said the university would serve International students and scholars. Two-thirds (68%) see the university serving Northern Canadians, and 50% see it as being for the Circumpolar North.

In terms of credential offerings, 89% think the university should offer Bachelors degrees. In addition, more than four out of five see the university continuing to offer career program certificates and diplomas (83%), trades certificates (83%), and academic upgrading courses, certificates and diplomas (82%). Three-quarters (76%) think the university should be able to offer post-graduate certificates and diplomas, while 72% see it offering Masters degrees. About half foresee the university offering professional degrees (55%) or PhDs (45%).

Four out of five respondents (80%) agree with the university's mandate including "advancement of learning and dissemination of knowledge for the betterment of society," and 79% think it should include "research and scholarship to support the North." Seven out of ten support the inclusion of "enhancing the economic and social well-being of the North." About two-thirds would like the mandate to include "programs rooted in our Northern and diverse environment" (66%) and "building capacity through education for all Yukon First Nations" (66%).

In response to an open-ended question about the values and principles embodied by the new university, the most common themes were around inclusivity, accessiblity, equality, diversity, respect, safety, and a supportive environment for all.

Students get information about College services mainly through the website or in-person help.
Students were asked how they got information about Yukon College services. More than nine out of ten (93%) got this information from the College website, while three-quarters (74%) got information through in-person help at Admissions, the Welcome Desk, or the Student Services Centre. These were also the two resources that were identified as being the most helpful.

Fewer than one-third got information through Yukon College social media (31%), or print materials like rack cards (29%) or the Viewbook (27%). The Enrolment Services Officer provided information to 25% of students, and 18% got information from the Yukon College mobile app.

Four out of five students always feel safe on campus, but students may not have the information they need to respond to emergencies or to situations requiring First Aid.
When asked how safe they feel on campus, 80% of students said they always feel safe. Another 19% generally feel safe, but not always. Two respondents (1%) said that they often feel unsafe.

Half (50%) of students had not heard of the Emergency Response Plan before this survey, and only 22% believe they have any real knowledge of what's in it.

Fewer than one out of four students (24%) says that they know whom to contact if they require non-emergency First Aid on campus. Those who said they did know whom to contact were asked to identify who that would be; of these, two-thirds (66%) said they would contact Security. The remainder gave other responses such as an instructor or the Welcome Desk.

Half of students said that they would like more information about Safety and Security services provided on campus, and suggested that this could be done through in-person presentations, by email, or on the website.

Only one-quarter (25%) of respondents said that they have the Yukon College mobile app installed, and only 6% use it regularly. Another 7% receives push notifications.

Students' suggestions to improve safety on campus include: having more security staff on duty, increased lighting (especially in parking lots), adding security cameras, and providing campus phones or call buttons to summon Security.

Three-quarters of students have made use of at least one Academic Support Centre service this year.
Three out of four respondents (75%) indicated that they had used at least one of the Academic Support Centre services that were listed on the survey. The most commonly used services are study space (43%), walk-in course assistance (43%), and food resources (31%).

Students' suggestions to improve Academic Support Centre services are focused on extending the service by offering more hours of operation, more available tutors, more assistance with specialized subjects, and more or longer appointments. There is also demand for more quiet study space, more computers, more snacks and food options, and more space in the Centre. Students also suggested doing more advertising to increase awareness of the services.

Overall satisfaction is high.
Overall satisfaction results were consistent with previous years of the survey. Almost all students (97%) say that Yukon College is a good learning environment. Ninety-four percent of students say that Yukon College provides an environment of cultural sensitivity for all, and 83% say that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations.

Ninety-five percent are satisfied with the quality of instruction, 95% are satisfied with course content, 94% are satisfied with support services, and 85% are satisfied with opportunities to engage in research.

Purpose and Methods

The annual *Yukon College Student Survey* is an in-class, pencil-and-paper survey of credit students (and non-credit students in courses of at least four weeks duration at community campuses). It is conducted during the Fall semester between October and November. The content modules vary from year to year, in response to current priorities. This year's focus areas include the mission of the future Yukon University, Safety and Security services, Academic Support Centre services, and use of various information resources to learn about Yukon College services.

At Ayamdigut, the survey was administered in class by staff volunteers. Classes were selected to cover the range of programs offered at the College, and to maximize sample size while minimizing the overlap between class lists. No student was registered in more than two of the selected classes, and students were asked not to complete the survey more than once. Evening and daytime classes were included. For a complete list of included classes, see Appendix A.

A dual online-and-paper approach was piloted this year. Students in face-to-face classes at Ayamdigut were given the option of completing the survey on paper, or online in class using their own device. Remote students in the selected classes were also asked to complete the survey online. Given the choice, students overwhelmingly opted for paper. All in all, 86% of surveys were completed on paper, while 11% were completed online in class, and 3% were complete online while off campus (e.g. from home, from work, in the field, etc.).

A PDF version of the survey was emailed to community campus staff for use with their students. An online version of the survey was also created for those communities who preferred an online format.

A total of 314 students completed the survey. This amounts to 34% of the 920 credit students enrolled during the Fall semester. The number of completed surveys amounts to 67% of all students registered in the selected classes; since students very rarely refuse to complete the survey, this can be taken as an estimate of class attendance on any given day.

Because the student survey is administered in class, it tends to oversample full-time students relative to part-time students. The target population is best thought of as a snapshot of students present in classes during late October and November of 2018, rather than in terms of student headcounts. An overview of the respondent demographics, including full- and part-time status, can be found in Appendix B. All in all, 47% of full-time enrolled students completed the survey.

Results have been weighted to adjust for over- and under-sampling of some program areas. Details of the weighting procedure can be found in Appendix C.

Illustrative written comments are quoted where relevant in this report. The complete text of all written comments, edited where necessary to preserve respondent confidentiality and grouped by thematic analysis, can be found in further appendices to this report.

Results

Yukon University

Students responding to the survey were asked a series of questions to contribute towards shaping the mandate or mission of Yukon University. These questions were asked as part of an internal consultation conducted by Yukon College at the direction of Yukon Government, the results of which will inform the development of University legislation for the territory. A more comprehensive consultation questionnaire was deployed in December, following the conclusion of the annual student survey, and is open to students as well as to faculty and staff.

Students see the University as being for Yukoners, Canadians, and Indigenous peoples
Students were provided with a list of target groups and were asked to select those that they believe Yukon University will serve, and that they would like to see identified in the mission. More than four out of five respondents selected "Yukoners" (83%) and "Canadians" (82%).

"Indigenous peoples" (including First Nations, Inuit, Métis, and global Indigenous) was selected by 79%, slightly ahead of "Yukon First Nations" at 75%.

Nearly three-quarters (73%) also expressed support for identifying "International students and scholars" as a group to be served.

"Who will Yukon University serve?"
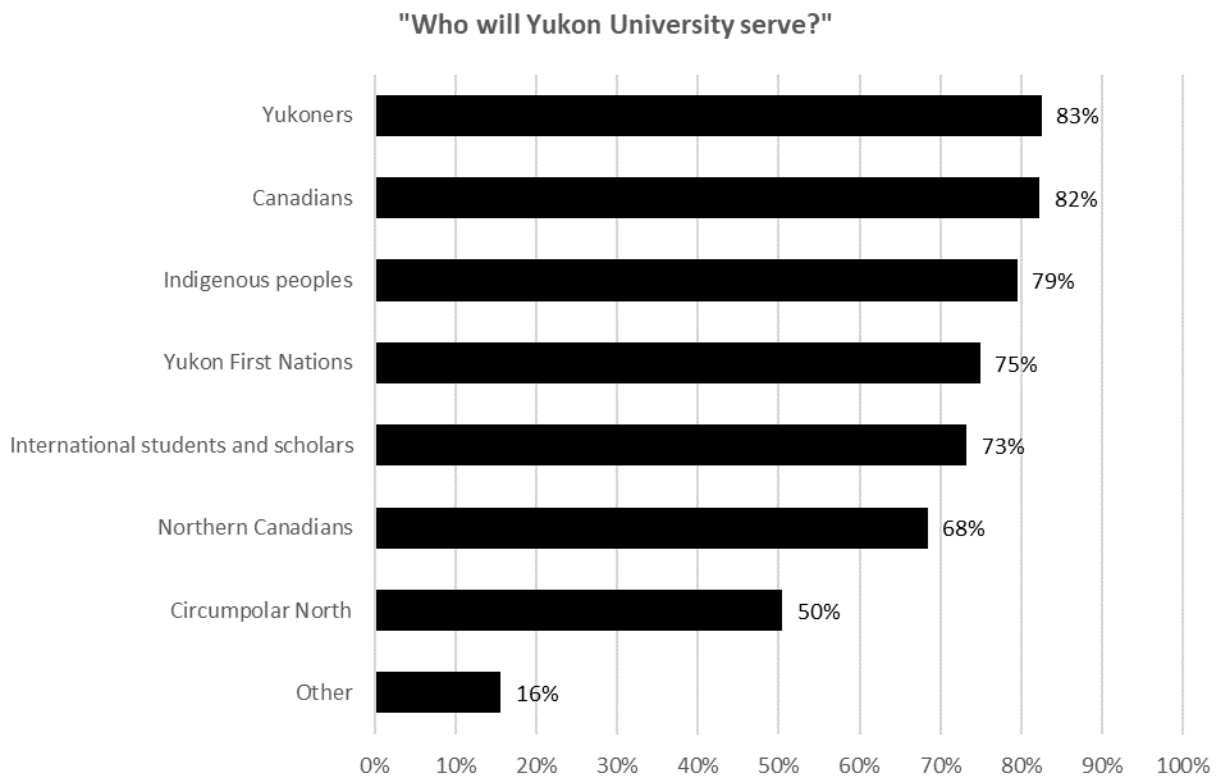
About two-thirds (68%) said that the University would serve "Northern Canadians." There was less support for identifying "Circumpolar North" within the mission; this was supported by half of respondents (50%).

"Other" responses primarily expressed the view that the university should be for everybody – that the mandate should be inclusive rather than singling out specific sub-populations. (Note that responses of "all of the above" were additionally recoded to ensure that all categories were in fact ticked).

"Anyone who wants to learn"

"I think that everyone should be welcome"

Students see the University offering Bachelors degrees, as well as career certificates and diplomas, trades, and academic upgrading.
Almost nine out of ten respondents (89%) said that Yukon University would offer Bachelors degrees. More than four out five also saw the university continuing to offer career program certificates and diplomas (83%), trades certificates (83%), and academic upgrading courses, certificates and diplomas (82%).

About three-quarters of student respondents foresee the University offering post-graduate certificates and diplomas (76%), and 72% envision the University offering Masters degrees.

Just over half (55%) see Yukon University offering professional degrees (such as law, medicine, dentistry, etc.), and fewer than half (45%) think the University will offer doctoral degrees (PhDs).

"What types of credentials will Yukon University offer?"

Credential	Percentage
Bachelors degrees	89%
Career program certificates and diplomas	83%
Trades certificates	83%
Academic upgrading courses, certificates, and diplomas	82%
Post-graduate certificates and diplomas	76%
Masters degrees	72%
Professional degrees (e.g. law, medical, dental, etc.)	55%
Doctoral (PhD) degrees	45%
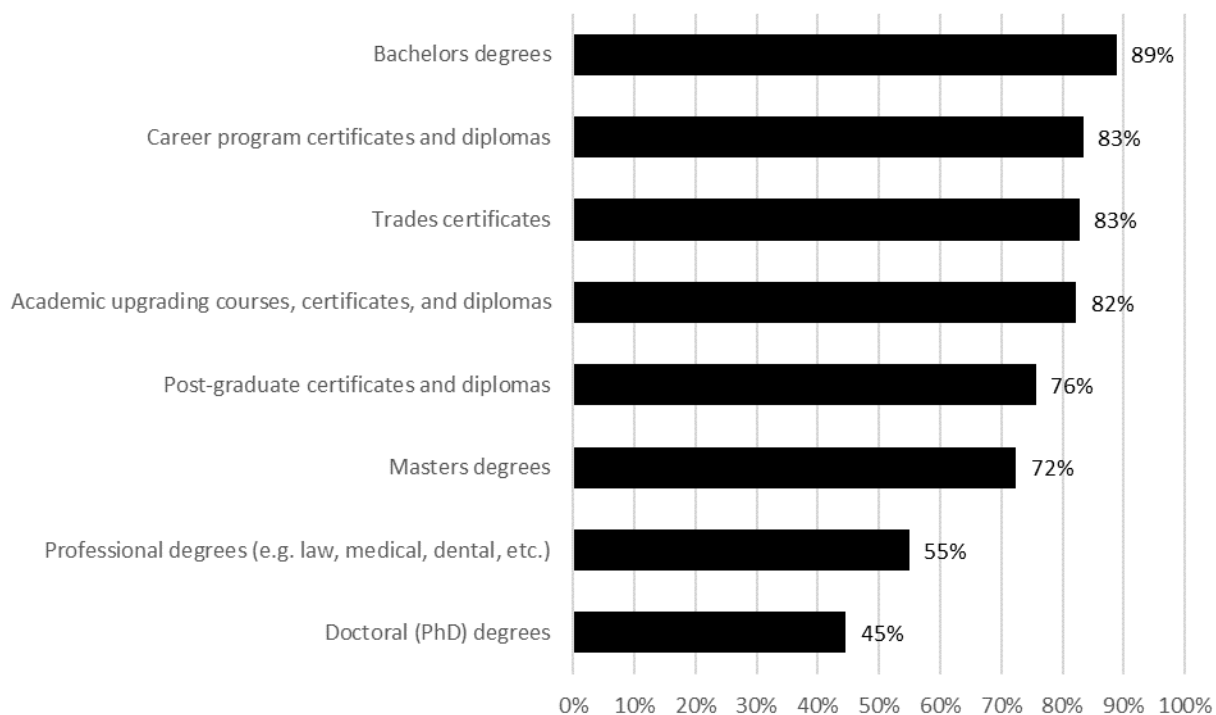
The advancement of learning and dissemination of knowledge, and research and scholarship are seen as core to the University's mission.
Students were presented with a series of ideas, and were asked to check off those that they believed should be part of Yukon University's mission.

Four out of five respondents (80%) identified with the idea of "advancement of learning and dissemination of knowledge for the betterment of society." Nearly as many (79%) identified with the idea of "research and scholarship to support the North."

Seven out of ten respondents (71%) resonated with the idea of "enhancing the economic and social well-being of the Yukon."

Close to two-thirds of respondents (66%) supported the idea of "programs rooted in our Northern and diverse environment," and the same proportion (66%) supported "building capacity through education for all Yukon First Nations."

"Which of the following ideas should be part of Yukon University's mission?"

Category	Percentage
Advancement of learning ...	80%
Research and scholarship ...	79%
Enhancing the economic and social ...	71%
Programs rooted in our Northern and diverse ...	66%
Building capacity ... for all YFNs	66%
Other	5%
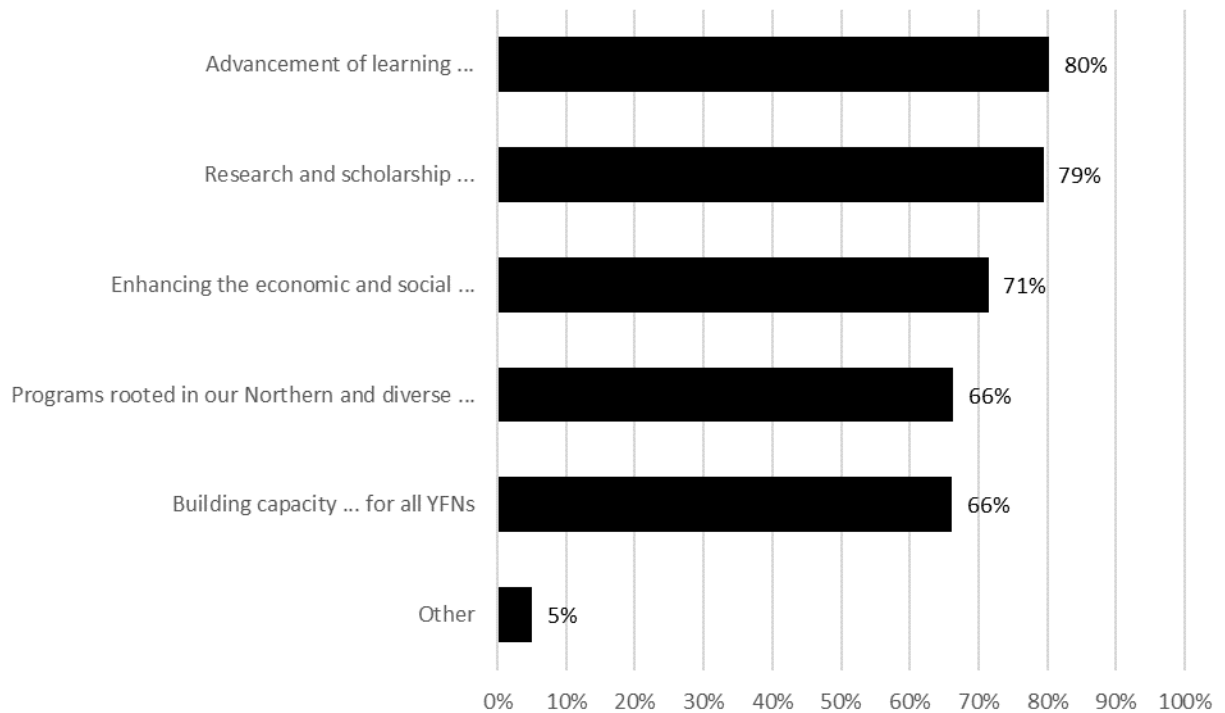
Inclusivity, accessibility, equality and respect are among the key values students see at the heart of the university
Students were asked, "What values or principles do you think should inform or underpin future programming and supports at Yukon University?" Their responses were analyzed for common themes (see Appendix G for all written responses grouped by theme).

Many responses spoke to values of inclusivity, accessibility, equality, diversity, respect, safety, and a supportive environment for all.

> *"- Equal opportunities for every student"*

> *"Values: - respect for diverse learning (alternative ways of knowing) - respect & acknowledgement of different learning challenges faced by students (language, culture, ability)"*

> *"Patience, Understanding, Acceptance, Appreciation, Kindness, No Discrimination, No Racism, Love, Respect, Support"*

> *"- Respect for all genders & sexual orientations, ages, nationalities & religions …"*

> *"respect, diversity, safety, learning assistance"*

A related though less prominent theme was to include values of honesty, integrity, and transparency.

"maintain the highest standards of integrity, honesty, transparency, …"

Another related though less frequent theme was for the institution to be student-centred.

"Student first → supporting students in learning and future careers"

The importance of maintaining the highest quality of education and teaching was identified by some students responding to the survey.

"- highest quality of teachers in the most important aspect of a university."

Some students believe the university should have a focus on Yukon First Nations and/or Indigenous peoples.

"Intrench Yukon First Nation values and culture within the University governing body."

"I think the Yukon University should focus on building capacity especially around First Nations governments. I think Yukon University should work collaboratively with other universities on research but that be its main focus."

On the other hand, some students embrace a more general vision of the University focusing on the needs of the Yukon, or the North.

"needs of the Yukon/present, future of the Yukon"

"To provide better services and opportunities to Yukoners."

"Serving everyone while being rooted in the North"

Environment and sustainability are core values for some students responding to the survey.

"respect for environment"

"- having climate change & "green" initiatives rooted in all aspects of university development"

Affordability is a principle that some students would like to see espoused by the university.

"Affordable education, low tuition/financial aid …"

Other themes that cropped up amongst the responses include:
- Expanded course and program offerings, and/or more choice of times and dates for courses;
- Transferability;
- Maintaining or expanding trades offerings;
- Support for International students; and
- Academic freedom, freedom of expression and a non-partisan approach to education.

There were also comments that did not fall under any of these themes.

Information Resources for College Services

Students get information about services mainly through the website or in-person help. Respondents were shown a list of different information resources, and asked to check off all those that they had used to get information about Yukon College services such as counselling, financial assistance, Safety and Security, the Learning Assistance Centre, campus housing, the bookstore, student life, etc.

More than nine out of ten (93%) said they had gotten information from the Yukon College website. Almost three-quarters (74%) had gotten information through in-person help at Admissions, the Welcome Desk, or the Student Services Centre.

Fewer than one-third of respondents got this type of information from Yukon College social media (31%) or the "rack cards" (one-page brochures and cards found on campus) (29%).

About one-quarter obtained this type of information from the Student Viewbook (27%), or through in-person help from the Enrolment Services Officer (25%).

Fewer than one out of five (18%) got this information from the Yukon College mobile app.

It should be noted that a substantial number of respondents at Ayamdigut said that they had gotten information through in-person help from the campus coordinator at community campuses. This response item may not have been well understood, with Whitehorse respondents interpreting it in different ways. In the data presented below, only community student responses to this item have been included.

When asked to identify which one of these resources was the most helpful, the website was chosen by 60% of respondents who were able to make a single selection, followed by in-person help at Admissions, Welcome Desk, or Student Services Centre at 28%.

Nearly one-third of respondents (31%) did not choose one resource as the most helpful (checking off multiple items, or skipping the question), or made inconsistent selections that were then screened out of the data as presented here (e.g. choosing a resource that they had not identified in the previous question).

"Which of the following resources have you accessed to get information about Yukon College services ...?"

Resource	Percentage
Yukon College website	93%
In-person help at Admissions, Welcome Desk, or SSC	74%
Yukon College social media	31%
One-page brochures and cards found on campus	29%
Student Viewbook	27%
In-person help from Enrolment Services Officer	25%
Yukon College mobile app	18%
Other	14%
In-person help from campus coordinator**	3%

"Which of these resources was the most helpful?"

Resource	Percentage
Yukon College website	60%
In-person help at Admissions, Welcome Desk, or SSC	28%
In-person help from Enrolment Services Officer	3%
Other	3%
In-person help from campus coordinator**	2%
Student Viewbook	1%
One-page brochures and cards found on campus	1%
Yukon College social media	1%
Yukon College mobile app	0%

Campus Safety and Security

Four out of five students always feel safe on campus.
When asked how safe they feel on campus, 80% of respondents said that they always feel safe. Another 19% said that they "generally feel safe, but not always." Two respondents (1%) said that they often feel unsafe.

Women were less likely than men to say that they always feel safe on campus (77% vs 88%).

One-quarter of students have the Yukon College mobile app, but only half of them use it.
One-quarter of students (25%) said that they have the Yukon College mobile app installed. However, only 6% use it regularly, while another 7% receive push notifications but don't use it much otherwise. The remaining 13% of those who have the app installed said that even though it's installed, they don't use it.

Two-thirds (67%) said that they do not have the app installed, while 4% aren't sure if it's installed or not, and the remaining 4% do not have a smartphone or tablet on which to install the app.

Half of students haven't heard of the Yukon College Emergency Response Plan.
Half (50%) of students said that they had not heard of the Yukon College Emergency Response Plan before this survey. Another 29% said that they have heard of it, but aren't sure what's in it. This leaves 19% who have some idea of what's in the plan, and just 3% who believe they thoroughly understand what's in the plan.

Three-quarters of students say they do not know whom to contact for non-emergency First Aid on campus.
When asked if they know who to contact if they need non-emergency First Aid on campus, 76% said "no" and 24% said "yes."

Those who responded "yes" were asked to indicate who they would contact. Two-thirds (66%) of these respondents said that they would contact Security, or gave the correct phone number to call. Another 12% said that they would contact their instructor, while 6% would go to the Welcome Desk, and 16% gave other responses such as "myself" or "RCMP."

Half of students would like more information about Safety and Security services provided on campus.
Respondents were asked if they need more information about Safety and Security services that are provided on campus. Half (50%) said yes. Those who do not feel they need more information are divided between 18% who say they already have this information, and 32% who are not interested.

Students who wanted more information were asked how this would best be provided. Based on their written responses, the preferred methods are in person (e.g. in class, during orientation, etc.), by email, or on the website.

"How would this best be provided?"

In person	28%
Email	27%
Online	26%
Brochure	10%
Posters	10%
Other	15%
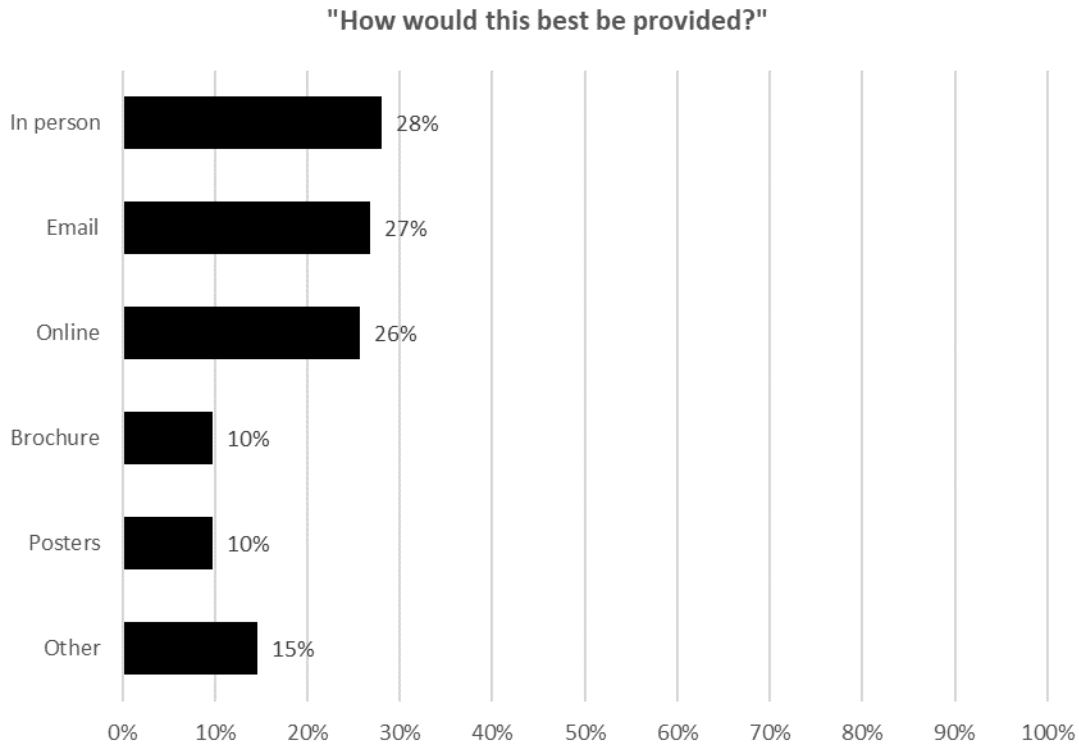
Students were asked if they had any suggestions to improve safety on campus. Based on their written responses, the most frequent suggestions are:
- To have more security staff on duty;
- To increase the amount of lighting in the parking lots, or in general;
- To add security cameras; and
- To provide campus phones or call buttons to summon Security.

In addition, a few students suggested doing more sanding or de-icing to prevent slips and falls outside in Winter. There were also some issues identified with prevention and handling of incidents in Campus Housing.

The full text of all suggestions and comments on safety and security can be found in Appendix H.

Academic Support Centre

Three-quarters of students have made use of at least one of the Academic Support Centre's services so far this year.

Students were asked to indicate any of the Academic Support Centre services that they had used so far this year. Three-quarters (75%) of respondents checked at least one item from the list.

The most commonly used services were study space (43%) and walk-in course assistance (43%). As well, nearly one-third of respondents (31%) had used food resources.

About one out of five respondents (19%) had used appointments in the Lorene Robertson Writing Centre. As well, 12% used eLearning mentor assistance, 7% used case management assistance, and 5% had Math Centre appointments.

"Which of the following Academic Support Centre services have you used so far this year?"

Service	Percentage
Study space with student computers/printers	43%
Walk-in course assistance in the main ASC	43%
Food resources	31%
Lorene Robertson Writing Centre appointments	19%
eLearning mentor assistance	12%
Case management assistance	7%
Math Centre appointments	5%
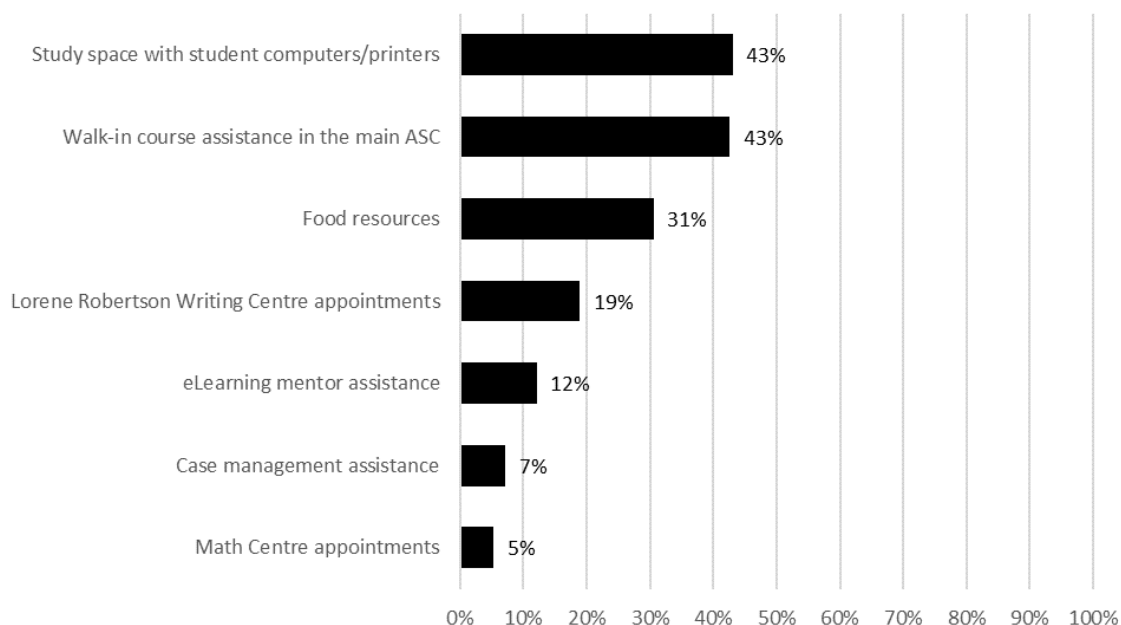
Students were given the opportunity to provide their suggestions to improve the Academic Support Centre services. Based on their written responses, some common suggestions are:
- To offer extended hours of service;
- To have more tutors and teachers available to help;
- To offer assistance with specialized subjects and higher-level courses;
- To offer more and/or longer appointments;
- To provide more quiet study space;
- To have more computers available;
- To have more snacks and food options available;
- To advertise the Academic Support Centre services so that more students are aware of them; and
- To have more space.

Some students offered suggestions pertaining to other College services. In particular, there were several suggestions pertaining to the Innovation Commons.

The complete text of all written responses regarding the Academic Support Centre can be found in Appendix I.

Overall Satisfaction with Yukon College

Almost all students say that Yukon College is a good learning environment.
Ninety-seven percent of students surveyed agree or strongly agree that Yukon College is a good learning environment. In fact, nearly half of students (49%) strongly agree. This is consistent with previous years.

"Yukon College is a good learning environment."
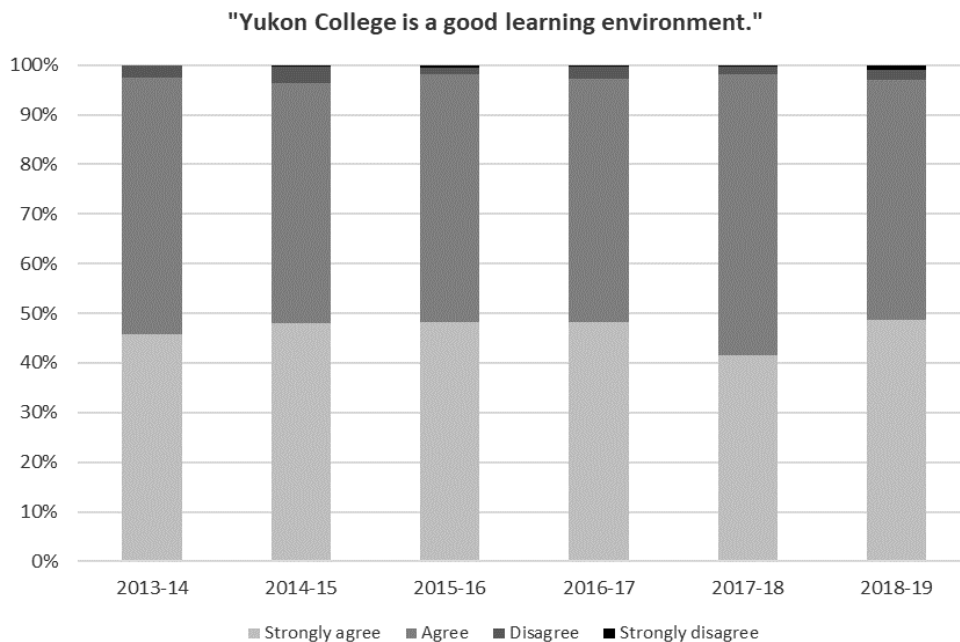
International students are more likely than domestic students to strongly agree (63% vs 45%). Students for whom English is a second language are also more likely than first-language English speakers to strongly agree (60% vs 42%).

More than nine out of ten students say that Yukon College provides an environment of cultural sensitivity for all
Ninety-four percent of students (and 90% of self-identified Indigenous students) agree or strongly agree that Yukon College provides an environment of cultural sensitivity for all. This is similar to previous years.

"Yukon College provides an environment of cultural sensitivity for all."
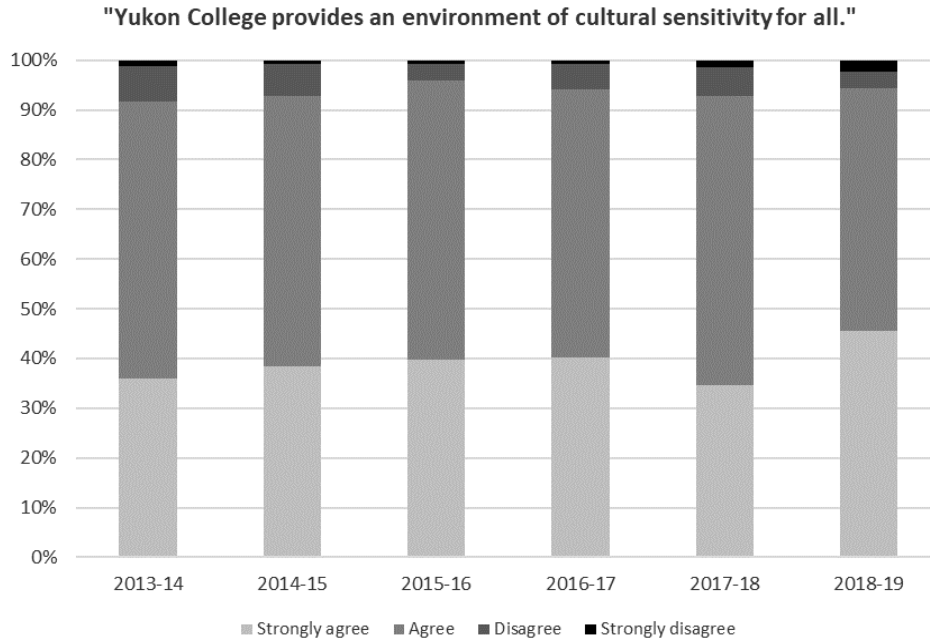
Students for whom English is a second language are more likely than first-language English speakers to say that they strongly agree (50% vs 37%).

More than four out of five students say that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations.
Eighty-three percent of respondents agree or strongly agree that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations. This is up slightly from 78% in the previous two years, and the percentage who strongly agree is up from 30% in prior years to 46% this year.

Students who did not attend K-12 in the Yukon, who speak English as a second language, and International students are especially likely to strongly agree that their time at Yukon College increased their knowledge and understanding of Yukon First Nations. This may be due to students whose origins are outside the Yukon having a lower baseline level of knowledge in this area (though recognizing that some who learned English as a second language did grow up here as well).

The relative proportions who strongly agree are:
- Attended K-12 in Yukon vs those who did not: 27% vs 50%;
- English as a second language vs English as a first language: 49% vs 33%;
- International vs Domestic student: 54% vs 35%.

"My time at Yukon College has increased my knowledge and understanding of Yukon First Nations."
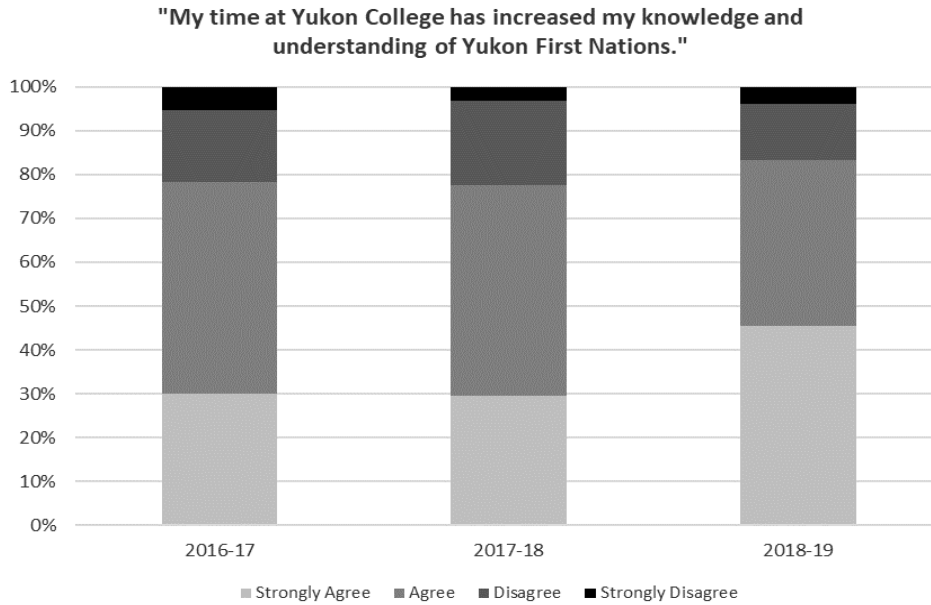
More than nine out of ten students are satisfied with the quality of instruction
Ninety-five percent of respondents said that they are satisfied or very satisfied with the quality of instruction, including 45% who are very satisfied. This is consistent with previous years.

Students who did all of their K-12 education outside of the Yukon are more satisfied overall than their Yukon-raised peers (51% vs 39% very satisfied).

Quality of instruction
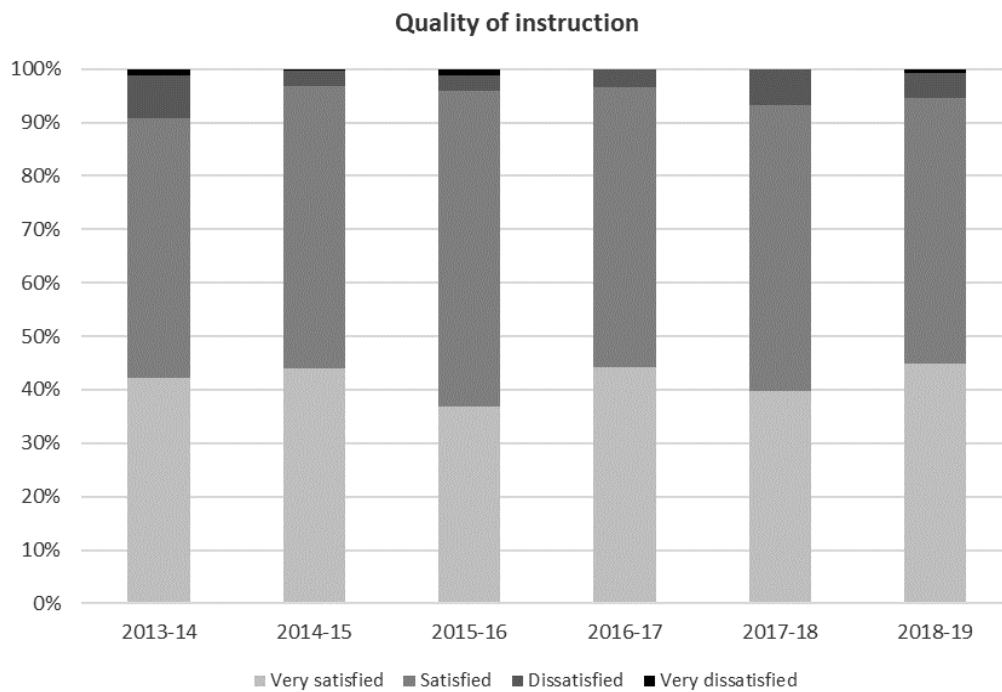
More than nine out of ten students are satisfied with course content
Ninety-five percent of respondents said that they are satisfied or very satisfied with course content, including 36% who are very satisfied. This is similar to previous years.

Students who learned English as a second language are more satisfied overall than their peers who speak English as a first language (46% vs 32% very satisfied).

Satisfaction with course content
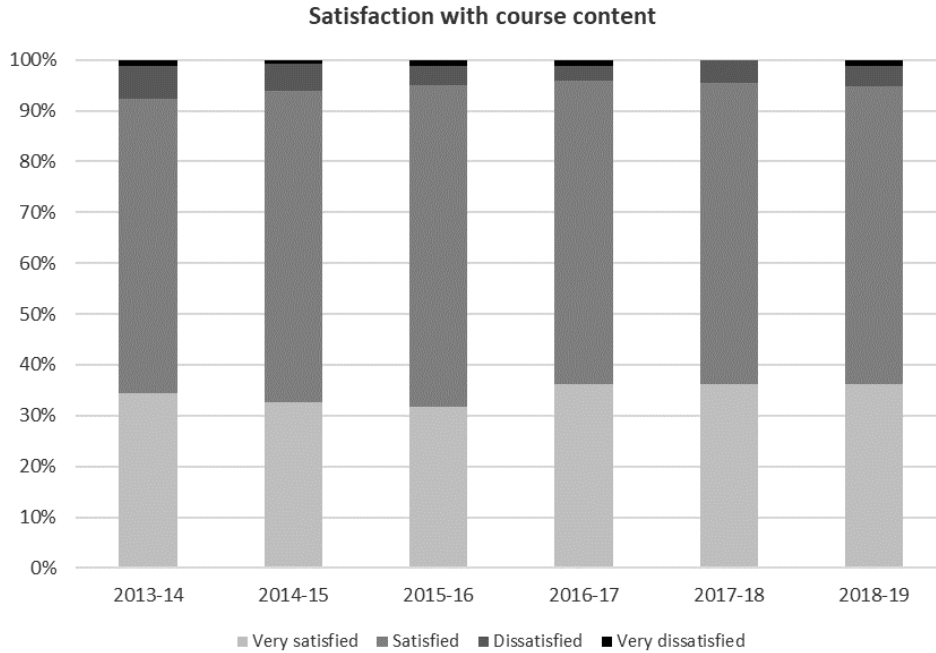
More than nine out of ten students are satisfied with support services.
Ninety-four percent of respondents said that they are satisfied or very satisfied with support services, including 38% who are very satisfied. This is slightly higher than in previous years surveyed, where the overall fraction who are satisfied has averaged 89%.

Students who speak English as a second language are more satisfied overall than their peers who learned English as their first language (46% vs 33% very satisfied).

Satisfaction with support services
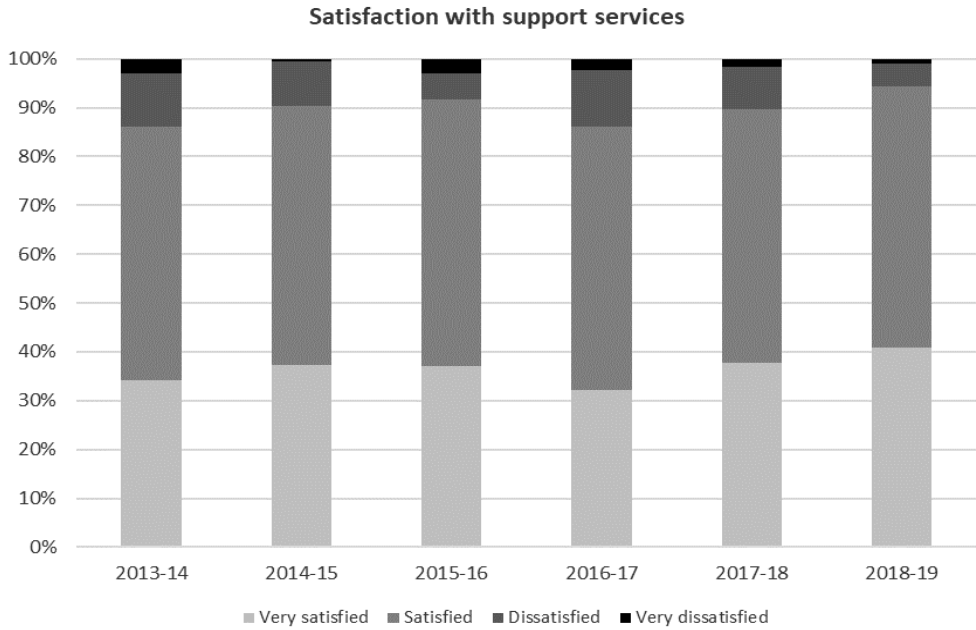
Eighty-five percent of respondents are satisfied with opportunities to engage in research.
Students were asked whether they are satisfied with their opportunities to engage in research.
Among those who felt this question applied to them, 85% said they are satisfied or very
satisfied, including 30% who are very satisfied. This is similar to previous years surveyed. These
proportions do not include 15% of respondents who skipped the question or marked it "not
applicable."

Satisfaction with opportunities to engage in research
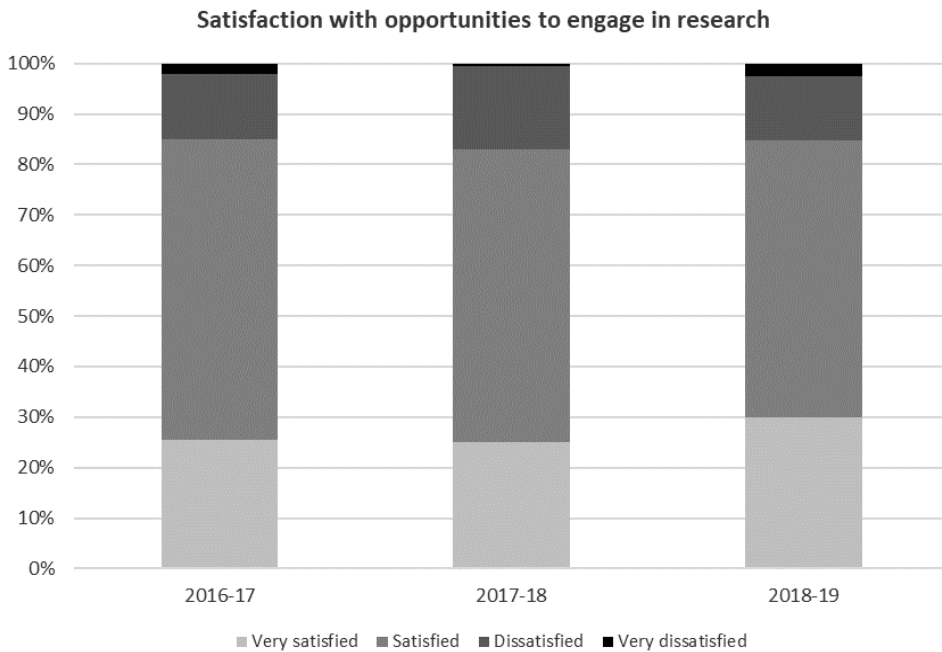
Conclusion

Student satisfaction continues to be high at Yukon College, and is especially high among students who are diverse in their linguistic backgrounds, or who have come to the Yukon from outside the territory.

Students feel quite safe on campus. However, the survey revealed some major gaps in students' knowledge of how to respond to situations requiring First Aid, as well as a lack of familiarity with the Emergency Response Plan.

Relatively few students have the Yukon College mobile app installed, and only about half of those who have the app installed are actually using it in any way. Other modalities will likely be required to get information out to students, unless the uptake of the app can be increased substantially.

The website is one of the main ways that students get information about College services, although in-person contacts are also significant. Social media and the mobile app are currently playing a smaller role, at least for this type of information.

Looking ahead to 2020 and the future Yukon University, students tend to support a broad and inclusive mandate. There is support for identifying Yukoners, Canadians, and Indigenous peoples as groups to be served by the university, although some say the university should be for "everyone who wants to learn."

It is commonly understood that the university will offer Bachelors degrees, and will continue to support career programs, trades, and academic upgrading. Post-graduate certificates or diplomas and Masters degrees are also fairly commonly seen as part of the university's offerings. Students are less certain about professional degrees and PhDs.

Students resonate fairly strongly with the idea of the university supporting the "advancement of learning and dissemination of knowledge for the betterment of society," and "research and scholarship to support the North." Other focus ideas, relating to the economy, the Northern context, and capacity-building for Yukon First Nations, all had majority support as well.

When asked to write about the values and principles that they would like to see inform future programming and supports at Yukon University, many students spoke to values such as inclusivity, accessibility, equality, diversity, respect, safety, and a supportive environment for all.

Appendices

Appendix A: Included Classes

The following classes were included in the survey:
- BUS 281, Human Resource Management
- BUSC 100, Business Communications (both face-to-face and distance offerings)
- CHEM 110, The Structure of Matter
- CRIM 210, Law, Youth and Young Offenders
- ECS 110, Self and Other
- ELCC 112, Introduction to Early Learning and Child Care
- ELCC 221, Ecology of the Family
- ENGL 060, Introduction to Literature
- ERDG 310, Teaching Literacy for a Better World
- FNGA 100, Introduction to First Nations Governance and Public Administration
- GEOL 203, Underground and Surface Mining Methods
- HCA 140, Healing 3A - Personal Care and Assistance
- MATH 030, Basic Mathematics - Independent Study
- MMC 111, Image Editing Fundamentals
- NURS 1202, Nursing Foundations I
- POLI 230, Indigenous Political Thought
- RENR 480, Experimental Design and Data Analysis in Environmental Sciences
- RRMT 223, Wildlife Management
- SOCI 100, Introduction to Sociology
- SW 448, Social Work Practicum II

Culinary Arts was also included, along with the pre-apprenticeship trades classes: Carpentry, Electrical, Heavy Equipment Technician, and Pipefitting.

In addition, the following community campuses participated in the survey:
- Pelly Crossing

Students who completed the survey online in Zoom-enabled classes, and who identified themselves as studying in a community, were included in the community campus results reported in the data tables in this report.

Appendix B: Respondent Demographics

Nine out of ten respondents say they are taking programs, rather than just courses.

"Are you enrolled in a program at Yukon College?"		
SOURCE: *Yukon College Student Survey 2018-19*		
	Number	**Percent**
Yes	289	92%
No, taking pre-requisites	9	3%
No, just taking courses	15	5%
SUB-TOTAL:	**313**	**100%**
No response or multiple responses	1	0%
TOTAL:	**314**	**100%**

Almost nine out of ten respondents say they are studying full-time.
The survey methodology oversamples full-time students. Since the unit of selection is the class, rather than the student, students who are enrolled in a larger number of classes have a higher probability of being selected.

On this year's survey, 88% of students said that they are studying full-time, while 12% are part-time. The actual proportion of credit students who are full-time in Fall 2018 is 64%, while 36% are part-time.

"Are you currently taking courses full-time, or part-time?"		
SOURCE: *Yukon College Student Survey 2018-19*		
	Number	**Percent**
Full-time	274	88%
Part-time	38	12%
SUB-TOTAL:	**312**	**99%**
No response or multiple responses	2	1%
TOTAL:	**314**	**100%**

Forty percent of survey respondents identify as male.
On this year's survey, 59% of respondents identified as female, 40% identified as male, and three people (1%) identified as gender diverse.

"What is your gender identity?"

SOURCE: *Yukon College Student Survey 2018-19*

	Number	Percent
Female	183	59%
Male	124	40%
Gender diverse	3	1%
SUB-TOTAL:	310	99%
No response or multiple responses	4	1%
TOTAL:	314	100%

Thirty percent of respondents identify as Indigenous.

Thirty percent of respondents self-identified as Indigenous, including 18% who self-identified as Yukon First Nations.

"Are you an Indigenous person?"

SOURCE: *Yukon College Student Survey 2018-19*

	Number	Percent*
Yukon First Nations	56	18%
Other First Nations	22	7%
Métis	4	1%
Inuit	12	4%
No Indigenous identity indicated	224	71%
Total Respondents:	314	

NOTE: Respondents could choose all that apply. Percentages sum to over 100%.

The median age of survey respondents is between 25-29.

"What is your age?"

SOURCE: *Yukon College Student Survey 2018-19*

	Number	Percent
Under 20	45	14%
20 to 24	93	30%
25 to 29	61	20%
30 to 39	68	22%
40 to 49	33	11%
50 and up	12	4%
SUB-TOTAL:	312	99%
No response or multiple responses	2	1%
TOTAL:	314	100%

One out of three respondents learned English as a second language.
One-third (32%) of survey respondents indicated that their first language is not English. One-half (51%) of these students for whom English is a second language are currently International students at Yukon College, while 49% are domestic students. One out of six students who learned English as a second language (17%) did at least some of their K-12 schooling in the Yukon. These figures are reflective of the increasing diversity of Canada and of the territory.

"What is your first language?"

SOURCE: *Yukon College Student Survey 2018-19*

	Number	Percent*
English	211	67%
French	9	3%
Tagalog	24	8%
First Nations language	4	1%
Other language	73	23%
Only non-English languages indicated	*101*	*32%*
Total Respondents:	**314**	

*NOTE: Respondents could choose all that apply. Percentages sum to over 100%.

Almost one out of five respondents is an International student.

"Are you an International student?"

SOURCE: *Yukon College Student Survey 2018-19*

	Number	Percent
Yes	59	19%
No	251	81%
SUB-TOTAL:	**310**	**99%**
No response or multiple responses	4	1%
TOTAL:	**314**	**100%**

Half of survey respondents did all their K-12 schooling outside the Yukon.
Survey respondents were asked to indicate where they did their K-12 schooling: in Whitehorse, in a rural Yukon community, elsewhere in Canada, or outside Canada (and could check all that apply). Half of respondents (50%) indicated that they did all their schooling elsewhere in Canada, or outside Canada.

"Where did you go to school (kindergarten through Grade 12)?"

SOURCE: *Yukon College Student Survey 2018-19*

	Number	Percent*
Whitehorse	130	41%
Rural Yukon community	42	13%
Elsewhere in Canada	98	31%
Outside Canada	104	33%
All schooling outside the Yukon	*156*	*50%*
Total Respondents:	**314**	

*NOTE: Respondents could choose all that apply. Percentages sum to over 100%.

Appendix C: Program Weightings

The classes selected for the survey are intended to cover the range of credit programs offered at the College, as well as to include both daytime and evening classes. In some program areas, such as Trades, it is relatively easy to reach almost all enrolled students by this method. In other areas, such as Liberal Arts, it is much more challenging to select classes in a way that will reach a large proportion of students, as students do not share a common core of courses nor move through in a cohort model. Inevitably, some program areas are oversampled and others are undersampled by the survey.

To correct for this over- and under-sampling, weights are applied to broad program areas. Programs are self-reported by the students completing the survey. If no program information is provided, then the program area hosting the class is taken to be the student's program. For example, a student in MATH 050 who self-reports that her program is "Business Administration" will be included in Business Administration. Another student in the same class who does not indicate his program will be included in Access Pathways.

Programs are then grouped into broad program areas, as follows:
- ASD (Academic and Skill Development):
    - College Access Pathways
- HEHS (Health, Education and Human Services):
    - Bachelor of Education
    - Bachelor of Social Work
    - Early Learning and Child Care
    - Health Care Assistant
    - Practical Nursing
- LA (Liberal Arts):
    - Bachelor of Indigenous Governance
    - General Studies
    - Heritage and Culture
    - Liberal Arts
    - Northern Justice/Criminology
- MTH (Management, Tourism and Hospitality):
    - Business Administration
    - Culinary Arts
    - Multimedia Communications
    - Office Administration
- ST (Science and Technology):
    - Bachelor of Science (Northern Environmental and Conservation Sciences)
    - Geological Technology
    - Northern Science
    - Renewable Resource Management
    - Science
- Trades:
    - Pre-Apprenticeship Carpentry
    - Pre-Apprenticeship Electrical

    o Pre-Apprenticeship Heavy Equipment Technician
    o Pre-Apprenticeship Pipefitter

Community campus respondents cannot accurately be assigned to a program if they do not self-report this information, as it is unknown what classes they are taking. They are grouped together under a "CC (Community Campus)" category.

The table below shows the number and percentage of survey respondents in each programmatic area, the actual number and percentage of Fall 2018 credit students in each area, and the resulting weights. Community campus students are not weighted (i.e. assigned a default weight of 1.00).

Respondents by Program Area, and Program Weights

SOURCE: *Yukon College Student Survey 2018-19* and Data Warehouse

| Program Area | Survey | | Actual Enrolment | | Sampling | |
	N	%	N	%	Fraction	Weights
ASD	19	6%	159	17%	12%	2.74
HEHS	78	26%	239	26%	33%	1.00
LA	48	16%	199	22%	24%	1.36
MTH	90	30%	202	22%	45%	0.73
ST	36	12%	91	10%	40%	0.83
TR	30	10%	30	3%	100%	0.33
SUB-TOTAL	**301**	**96%**	**920**	**100%**	**33%**	
Community Campus	13	4%				1.00
TOTAL:	**314**	**100%**	**920**		**34%**	

For example, ASD was undersampled by the survey, so each response from an ASD student is given a weight of 2.74 responses in the survey results – their responses count close to triple. By contrast, Trades was oversampled, so each response from a Trades student counts as 0.33 responses in the survey results – their responses count about one-third. This serves to adjust for the sampling errors, on the assumption that students in different types of programs are different from one another in some systematic ways and give characteristically different types of responses.

Appendix D: Data Tables

Yukon University

"Who will Yukon University serve?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	**HEHS**	**LA**	**MTH**	**ST**	**Trades**	**CC**	**Total**
Yukon First Nations	74%	85%	73%	67%	81%	53%	77%	**75%**
Indigenous peoples	79%	87%	77%	72%	83%	47%	100%	**79%**
Yukoners	79%	90%	75%	78%	89%	83%	100%	**83%**
Northern Canadians	74%	76%	56%	66%	72%	60%	77%	**68%**
Circumpolar North	37%	55%	50%	48%	69%	33%	62%	**50%**
Canadians	89%	83%	83%	81%	75%	67%	77%	**82%**
International students and scholars	68%	78%	81%	73%	61%	37%	77%	**73%**
Other	21%	18%	6%	17%	11%	17%	31%	**16%**
NOTE: Respondents could choose all that apply. Percentages will exceed 100%.								

"What types of credentials will Yukon University offer?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	**HEHS**	**LA**	**MTH**	**ST**	**Trades**	**CC**	**Total**
Trades certificates	89%	86%	75%	73%	89%	97%	100%	**83%**
Career program certificates and diplomas	84%	91%	77%	78%	81%	83%	100%	**83%**
Academic upgrading courses, certificates, and dipl	95%	92%	69%	67%	89%	87%	100%	**82%**
Bachelors degrees	89%	90%	81%	89%	100%	80%	100%	**89%**
Masters degrees	79%	74%	63%	70%	81%	53%	92%	**72%**
Doctoral (PhD) degrees	53%	44%	40%	39%	42%	37%	85%	**45%**
Professional degrees (e.g. law, medical, dental, et	68%	58%	50%	49%	42%	37%	85%	**55%**
Post-graduate certificates and diplomas	84%	78%	75%	66%	75%	63%	92%	**76%**
NOTE: Respondents could choose all that apply. Percentages will exceed 100%.								

"Which of the following ideas should be part of Yukon University's mission?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	**HEHS**	**LA**	**MTH**	**ST**	**Trades**	**CC**	**Total**
Advancement of learning ...	74%	87%	77%	84%	75%	63%	85%	**80%**
Research and scholarship ...	84%	86%	67%	70%	97%	70%	100%	**79%**
Building capacity ... for all YFNs	79%	69%	58%	53%	75%	40%	100%	**66%**
Enhancing the economic and social ...	63%	83%	65%	70%	64%	70%	92%	**71%**
Programs rooted in our Northern and diverse ...	68%	78%	52%	57%	81%	53%	85%	**66%**
Other	0%	3%	4%	11%	0%	10%	23%	**5%**
NOTE: Respondents could choose all that apply. Percentages will exceed 100%.								

Information Resources for College Services

"Which of the following resources have you accessed to get information about Yukon College services ...?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	**HEHS**	**LA**	**MTH**	**ST**	**Trades**	**CC**	**Total**
Student Viewbook	26%	28%	38%	22%	17%	17%	31%	**27%**
One-page brochures and cards found on campus	32%	29%	29%	29%	22%	30%	31%	**29%**
Yukon College website	95%	94%	94%	91%	92%	87%	92%	**93%**
Yukon College social media	32%	19%	42%	36%	25%	20%	38%	**31%**
Yukon College mobile app	26%	18%	21%	11%	8%	13%	31%	**18%**
In-person help at Admissions, Welcome Desk, or	89%	77%	73%	70%	64%	67%	38%	**74%**
In-person help from Enrolment Services Officer	37%	28%	21%	18%	17%	17%	46%	**25%**
In-person help from campus coordinator**	0%	0%	0%	0%	0%	0%	62%	**3%**
Other	5%	21%	10%	13%	22%	3%	15%	**14%**
NOTE: Respondents could choose all that apply. Percentages will exceed 100%.								
**NOTE: "In-person help from campus coordinator" responses counted for community students only.*								

"Which of these resources was the most helpful?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	**HEHS**	**LA**	**MTH**	**ST**	**Trades**	**CC**	**Total**
Student Viewbook	0%	2%	3%	0%	0%	0%	0%	**1%**
One-page brochures and cards found on campus	0%	2%	0%	2%	0%	0%	0%	**1%**
Yukon College website	45%	65%	62%	69%	59%	45%	44%	**60%**
Yukon College social media	0%	0%	3%	0%	0%	0%	0%	**1%**
Yukon College mobile app	0%	2%	0%	0%	0%	0%	0%	**0%**
In-person help at Admissions, Welcome Desk, or	45%	24%	30%	26%	22%	55%	0%	**28%**
In-person help from Enrolment Services Officer	9%	2%	3%	2%	6%	0%	0%	**3%**
In-person help from campus coordinator**	0%	0%	0%	0%	0%	0%	56%	**2%**
Other	0%	4%	0%	2%	13%	0%	0%	**3%**
SUB-TOTAL:	**58%**	**65%**	**77%**	**64%**	**89%**	**73%**	**69%**	**69%**
No response, multiple responses, or inconsistent r	42%	35%	23%	36%	11%	27%	31%	31%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Campus Safety and Security

"How safe do you feel on campus?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Always feel safe	78%	77%	87%	80%	72%	90%	100%	**80%**
Generally feel safe, but not always	17%	23%	13%	20%	25%	10%	0%	**19%**
Often feel unsafe	6%	0%	0%	0%	3%	0%	0%	**1%**
SUB-TOTAL:	**95%**	**99%**	**96%**	**99%**	**100%**	**100%**	**69%**	**96%**
No response, multiple responses, or off-campus o	5%	1%	4%	1%	0%	0%	31%	4%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

"Do you currently use the Yukon College mobile app?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Use it regularly	16%	9%	2%	1%	0%	0%	0%	**6%**
Receive push notifications but don't use it much otl	0%	4%	13%	7%	11%	3%	8%	**7%**
Have the app installed but don't use it	16%	13%	17%	10%	14%	7%	0%	**13%**
Do not have the app installed	63%	64%	60%	73%	69%	77%	83%	**67%**
Not sure if it's installed or not	5%	7%	2%	3%	3%	7%	0%	**4%**
N/A - do not have a smartphone or tablet	0%	3%	6%	6%	3%	7%	8%	**4%**
SUB-TOTAL:	**100%**	**97%**	**98%**	**99%**	**100%**	**100%**	**92%**	**98%**
No response or multiple responses	0%	3%	2%	1%	0%	0%	8%	2%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

"How familiar are you with the Yukon College Emergency Response Plan?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Had not heard of it before this survey	63%	47%	54%	38%	47%	31%	67%	**50%**
Have heard of it, but are not sure what's in it	21%	29%	22%	43%	22%	38%	17%	**29%**
Have some idea of what's in the plan	11%	18%	24%	16%	31%	24%	17%	**19%**
Thoroughly understand what's in the plan	5%	5%	0%	3%	0%	7%	0%	**3%**
SUB-TOTAL:	**100%**	**100%**	**96%**	**100%**	**100%**	**97%**	**92%**	**99%**
No response or multiple responses	0%	0%	4%	0%	0%	3%	8%	1%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

"Do you know who to contact if you need non-emergency First Aid on campus?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Yes	21%	26%	27%	22%	19%	28%	38%	**24%**
No	79%	74%	73%	78%	81%	72%	63%	**76%**
SUB-TOTAL:	**100%**	**97%**	**94%**	**99%**	**100%**	**97%**	**62%**	**96%**
No response, multiple responses, or off-campus o	0%	3%	6%	1%	0%	3%	38%	4%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

"Do you need more information about Safety and Security Services that are provided on campus?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Yes, would like more information	47%	51%	57%	58%	33%	14%	38%	**50%**
No, already have this information	5%	21%	17%	22%	22%	31%	13%	**18%**
No, not interested	47%	28%	26%	20%	44%	55%	50%	**32%**
SUB-TOTAL:	**100%**	**96%**	**96%**	**96%**	**100%**	**97%**	**62%**	**96%**
No response, multiple responses, or off-campus o	0%	4%	4%	4%	0%	3%	38%	4%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

"How would this [Safety and Security information] best be provided?"

SOURCE: *Yukon College Student Survey 2017-18*

	Number	Percent*
Presented in person (in class, during orientation, etc.)	23	28%
Email	22	27%
Website/online	21	26%
Brochure or information sheet	8	10%
Posters or signage	8	10%
Other	12	15%
Total Respondents:	**82**	

NOTE: Based on open-ended responses. Responses could include more than one category.

Percentages sum to over 100%.

Academic Support Centre

"Which of the following Academic Support Centre services have you used so far this year?"								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	**HEHS**	**LA**	**MTH**	**ST**	**Trades**	**CC**	**Total**
Walk-in course assistance in the main ASC	74%	35%	50%	44%	19%	7%	0%	**43%**
Lorene Robertson Writing Centre appointments	53%	14%	17%	16%	0%	0%	0%	**19%**
Math Centre appointments	21%	3%	2%	3%	0%	0%	0%	**5%**
Case management assistance	21%	4%	6%	7%	0%	0%	0%	**7%**
eLearning mentor assistance	21%	6%	15%	8%	6%	7%	38%	**12%**
Study space with student computers/printers	42%	55%	46%	40%	44%	7%	0%	**43%**
Food resources	32%	37%	33%	24%	31%	37%	0%	**31%**
NOTE: Respondents could choose all that apply. Percentages will exceed 100%.								

Overall Satisfaction with Yukon College

"Yukon College is a good learning environment."								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	47%	47%	58%	53%	19%	43%	62%	**49%**
Agree	47%	50%	40%	45%	75%	57%	38%	**48%**
Disagree	0%	3%	2%	2%	6%	0%	0%	**2%**
Strongly Disagree	5%	0%	0%	0%	0%	0%	0%	**1%**
SUB-TOTAL:	**100%**	**100%**	**100%**	**99%**	**100%**	**100%**	**100%**	**100%**
Don't know, no response, or multiple responses	0%	0%	0%	1%	0%	0%	0%	0%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

"Yukon College is a good learning environment."						
SOURCE: *Yukon College Student Surveys 2013-14 to 2017-18*						
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Strongly agree	46%	48%	48%	48%	41%	49%
Agree	52%	48%	50%	49%	57%	48%
Disagree	3%	3%	1%	2%	1%	2%
Strongly disagree	0%	0%	1%	0%	0%	1%

"Yukon College provides an environment of cultural sensitivity for all."								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	63%	45%	45%	45%	32%	35%	38%	**46%**
Agree	31%	49%	53%	47%	62%	58%	62%	**49%**
Disagree	0%	5%	0%	7%	3%	4%	0%	**3%**
Strongly Disagree	6%	1%	2%	1%	3%	4%	0%	**2%**
SUB-TOTAL:	**84%**	**100%**	**98%**	**94%**	**94%**	**87%**	**100%**	**95%**
Don't know, no response, or multiple responses	16%	0%	2%	6%	6%	13%	0%	5%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

"Yukon College provides an environment of cultural sensitivity for all."						
SOURCE: *Yukon College Student Surveys 2013-14 to 2017-18*						
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Strongly agree	36%	38%	40%	40%	35%	46%
Agree	56%	54%	56%	54%	58%	49%
Disagree	7%	7%	4%	5%	6%	3%
Strongly disagree	1%	1%	1%	1%	1%	2%

"My time at Yukon College has increased my knowledge and understanding of Yukon First Nations."								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	47%	51%	60%	37%	29%	12%	42%	**46%**
Agree	18%	40%	36%	44%	54%	23%	50%	**38%**
Disagree	24%	8%	2%	15%	17%	46%	8%	**13%**
Strongly Disagree	12%	1%	2%	4%	0%	19%	0%	**4%**
SUB-TOTAL:	**89%**	**99%**	**94%**	**88%**	**97%**	**87%**	**92%**	93%
Don't know, no response, or multiple responses	11%	1%	6%	12%	3%	13%	8%	7%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

"My time at Yukon College has increased my knowledge and understanding of Yukon First Nations."

SOURCE: *Yukon College Student Surveys 2013-14 to 2017-18*

	2016-17	2017-18	2018-19
Strongly Agree	30%	30%	46%
Agree	48%	48%	38%
Disagree	16%	19%	13%
Strongly Disagree	5%	3%	4%

Quality of Instruction								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	47%	40%	49%	51%	19%	57%	67%	**45%**
Satisfied	47%	53%	49%	45%	67%	37%	33%	**50%**
Dissatisfied	5%	6%	0%	3%	14%	7%	0%	**5%**
Very dissatisfied	0%	0%	2%	1%	0%	0%	0%	**1%**
SUB-TOTAL:	**100%**	**99%**	**98%**	**99%**	**100%**	**100%**	**92%**	99%
N/A, no response, or multiple responses	0%	1%	2%	1%	0%	0%	8%	1%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Quality of Instruction

SOURCE: *Yukon College Student Surveys 2013-14 to 2017-18*

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Very satisfied	42%	44%	37%	44%	40%	45%
Satisfied	49%	53%	59%	52%	54%	50%
Dissatisfied	8%	3%	3%	3%	7%	5%
Very dissatisfied	1%	0%	1%	0%	0%	1%

Course Content

SOURCE: *Yukon College Student Survey 2017-18*	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	37%	36%	40%	38%	17%	50%	42%	**36%**
Satisfied	58%	59%	55%	57%	75%	47%	58%	**59%**
Dissatisfied	0%	5%	4%	4%	8%	3%	0%	**4%**
Very dissatisfied	5%	0%	0%	1%	0%	0%	0%	**1%**
SUB-TOTAL:	**100%**	**100%**	**98%**	**100%**	**100%**	**100%**	**92%**	**99%**
N/A, no response, or multiple responses	0%	0%	2%	0%	0%	0%	8%	1%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Course Content

SOURCE: *Yukon College Student Surveys 2013-14 to 2017-18*	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Very satisfied	34%	33%	32%	36%	36%	36%
Satisfied	58%	61%	63%	60%	59%	59%
Dissatisfied	6%	6%	4%	3%	5%	4%
Very dissatisfied	1%	1%	1%	1%	0%	1%

Support Services

SOURCE: *Yukon College Student Survey 2017-18*	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	59%	44%	40%	38%	6%	32%	55%	**41%**
Satisfied	41%	46%	57%	56%	82%	57%	45%	**54%**
Dissatisfied	0%	8%	2%	5%	9%	11%	0%	**5%**
Very dissatisfied	0%	1%	0%	1%	3%	0%	0%	**1%**
SUB-TOTAL:	**89%**	**91%**	**98%**	**96%**	**92%**	**93%**	**85%**	**93%**
N/A, no response, or multiple responses	11%	9%	2%	4%	8%	7%	15%	7%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Support Services

SOURCE: *Yukon College Student Surveys 2013-14 to 2017-18*	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Very satisfied	34%	37%	37%	32%	38%	41%
Satisfied	52%	53%	55%	54%	52%	54%
Dissatisfied	11%	9%	5%	12%	9%	5%
Very dissatisfied	3%	1%	3%	2%	2%	1%

Opportunities to engage in research								
SOURCE: *Yukon College Student Survey 2017-18*								
	ASD	**HEHS**	**LA**	**MTH**	**ST**	**Trades**	**CC**	**Total**
Very satisfied	35%	32%	29%	28%	15%	33%	42%	**30%**
Satisfied	59%	51%	59%	51%	58%	61%	50%	**55%**
Dissatisfied	0%	15%	12%	16%	27%	6%	8%	**13%**
Very dissatisfied	6%	2%	0%	5%	0%	0%	0%	**3%**
SUB-TOTAL:	**89%**	**76%**	**85%**	**90%**	**92%**	**60%**	**92%**	**85%**
N/A, no response, or multiple responses	11%	24%	15%	10%	8%	40%	8%	15%
TOTAL:	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Opportunities to engage in research			
SOURCE: *Yukon College Student Surveys 2013-14 to 2017-18*			
	2016-17	**2017-18**	**2018-19**
Very satisfied	25%	25%	30%
Satisfied	60%	58%	55%
Dissatisfied	13%	16%	13%
Very dissatisfied	2%	1%	3%

Appendix E: "Other" responses to "Who will Yukon University serve?"

Everyone:

"All of the above" [x5]

"All of the above."

"All of above"

"above"

"All" [x2]

"everyone"

"Everyone"

"Everybody"

"This is a strange question. Wouldn't you serve your clients? Regardless of their demographic?"

"Anyone who is interested in studying in the North/for the North"

"the WORLD"

"Students"

"everyone/disabilities/challenged/"

"Anyone not included in the groups above"

"All the people!"

"Every student who are willing to learn"

"anyone who wants to study"

"Anyone who wants to learn"

"I think that everyone should be welcome"

Other responses:

"students preparing to transfer down south"

"Researchers"

"colaboration with other universities"

"ppl in rural communities"

"All communities"

"Any kind of connection with South Pole"

"Immigrant students"

"Imigrated students"

"Aliens & Zombies"

"Visions for land use in Yukon +100 years from now"

"Seniors/Elders; Summer Students/Summer Courses; Adults --> ↑ CE programming"

"not just first nations Its getting racist"

"R.N. Degree"

"Disable, challenged"

"Northerners"

"On International Students, I see no benefit for Canada (the country) as a whole to bring in more International Students for the reasons; (1) they export money to their native countries most of the time which is bad for Canada and her citizens economically. (2) Many International students are coming into Canada with the expectation and goal to afford to bring more of their native people's in (i.e. their family, their extended family, their friends). This results in a halted development of these often poor countries by removal of the richer, intelligent, and developed peoples; the very people's who could have improved their own countries through positive growth. In addition International Students set examples by coming to Canada that it is cool to leave these countries enrouraging not as prepared people's to also come to Canada. Other than that the student population is fine. I see Yukon First Nations and Indigenous people's as the same so I only marked Indigenous people's, the benefits different Indigenous group's receive for most things should be a discussion by Indigenous governments and then shared with Yukon University as different Indigenous groups make different choices regarding their own people's benefits in University."

"more financial aid for out of province students, more student housing"

"LGBTQ"

"homeless; students who need education, who want to finish school no matter what age ... Drop-out students, etc..."

"not familiar with the mandate"

Appendix F: "Other" responses to "Which of the following ideas should be part of Yukon University's mission?"

"All"

"All of the above" [x2]

"First Nations and Aboriginal people in general"

"Transferable/Comparable to est. universities Outside. [Modified option 3 to read, "Building capacity through education for all Yukon First Nations & all Yukoners"]"

"for more universal knowledge and wisdom"

"Providing innovation to improve upon Canada"

"Everything"

"All listed above should include the rest of Canada"

"To integrate traditional/cultural Yukon Programs"

"More support for small communities eduction."

"Cultural understanding of Indigenous Peoples"

"programs offered inside of the Yukon"

"Affordable education for Yukoners. Going to school outside is hard."

"Native Language, Native Traditional Pursuits"

"remember the arts, Yukon has a rich art community and a need to have a space for art creation."

"not familiar with the plan"

Appendix G: "What <u>values</u> or <u>principles</u> do you think should inform or underpin future programming and supports at Yukon University?"

Inclusivity, accessibility, equality, diversity, respect, safety, supportive environment for all:

"- Equal opportunities for every student"

"Access to education for students of all learning styles – of different learning challenges."

"… Human Rights …"

"equality for all. …"

"- Accessibility for everyone. – Culturally competent"

"Patience, Kindness, Encouragement, Motivation, Accessibility, Family Orientated"

"Respect, promote social justice & equality, Diversity …"

"Values: - respect for diverse learning (alternative ways of knowing) - respect & acknowledgement of different learning challenges faced by students (language, culture, ability)"

"- recognizing that learning isnt all about your ability to write a good paper, that it also comes from lived experiences. …"

"- respect - diversity - education for all - flexible learning for mature students"

"- Values of camaraderie"

"Patience, Understanding, Acceptance, Appreciation, Kindness, No Discrimination, No Racism, Love, Respect, Support"

"Respect, helping one another, basically all the college has now, but in a larger scheme."

"freedom, diversity, equality, equity, individuals"

"Diversity. …"

" Diversity * Discrimination * Equality * Open-minded"*

*"… * Provide opportunities for students from all cultures and backgrounds to express and reflect on culture and their social location"*

"… Inclusiveness"

"… help each other, value tradition as well as technology and science, respect difference …"

"Will educate all students from all aspects of life; gender; race"

"Respect for our land and our people, esp. elders"

"… Equality for all students & staff."

"Respect, dignity, independence & safety"

"Respecting everyone"

"Zero tolerance for any type of abuse, such as physical, lateral, verbal, etc…"

"Inclusive of everyone …"

"Cultural Diversity – understanding and respect & acceptance of all"

"Respect, Non-discrimination …"

"- Diversity, respect, support"

"- Respect for all genders & sexual orientations, ages, nationalities & religions …"

"inclusion"

"- Inclusivity - Educational practices that don't allow those w/ disabilities to slip threw the cracks."

"Inclusivity, accountability, support"

"Fairness and equality for all Yukoners, regardless of race. Equal opportunity"

"> cultural diversity, focussing on a more traditional way of teaching"

"- Supportive learning experience"

"→ differents kinds of learners →having differents approach to succes →not just academic and writing papers and do exams."

"respect, diversity, safety, learning assistance"

"Respect for individual people not just a whole."

"- value of effort - safety - empathy - support"

"Inclusive Environment …"

"Inclusivity for all people"

"Same values and principles we have already. Be curtious, friendly, respect each another or one-another."

"Equality"

"… Respect …"

"… equal rights for everyone in the University."

"… inclusivity, respect …"

"Equality for all people"

"… communication, care, respect …"

"A strong and diverse education for all."

Honesty, integrity, accountability, transparency:

"Integrity …"

"Values of integrity, transparency …"

"maintain the highest standards of integrity, honesty, transparency, …"

"Transparent management even in a small and closed environment."

"Honesty, Integrity …"

" Hard work * Honesty"*

"→ Integrity …"

"Integrity"

Student centred:

"Student first → supporting students in learning and future careers"

"Students are important. Friendly environment."

"Yukon University's instructors should be even more accessible like now."

"To help student to become better, learn new, improve skills, find passion."

"A university for the students, focused (as it is now) on exceln' said students not receiving a paycheck."

"- student centred … - involvement (Activities) - daycare need more spots - counselor need more spots"

High quality of education and teaching:

"Better standards of education"

"- quality - ethic - research"

"… high quality of instruction"

"- We need university instructors for university level courses. – We (degree/university) students should not be in combined classes with college students. It brings the quality of the course down for degree students while we pay more $"

"- Quality of education …"

" Promote quality education * Uphold standards of cources …"*

"Good instructors"

"- highest quality of teachers in the most important aspect of a university."

"- specific/thorow/explicit teaching"

Focus on Yukon First Nations and/or Indigenous peoples:

"In the north by the north, empowerment of northern indigenous peoples, empowerment of youth, … connecting students to the land, self-sustainability, mental health."

"I am not sure.   I think future programming show value indigenous worldview and everyone should learn traditional language from the Yukon First Nation."

"Continue to be focussed on the Yukon, and creation of Indigenous Programming."

"Intrench Yukon First Nation values and culture within the University governing body."

"Yukon and Northern values, First Nation values, Professional principles"

"… Support Focus on Yukon First Nations' culture."

"I think the Yukon University should focus on building capacity especially around First Nations governments. I think Yukon University should work collaboratively with other universities on research but that be its main focus."

"… FN values/principals, well-being, self determination, capacity development"

"… Reconciliation/Indigenization …"

Focus on the needs and values of the North/Yukon (social, cultural, and economic):

"… Northern Research/Investigation"

"- local northern values"

"→ life-long learning → providing educational opportunities for a thriving North."

"Yukon."

"Creating education opportunity inline with labour market locally."

"living North …"

"needs of the Yukon/present, future of the Yukon"

"… - Yukon based research initiatives"

"It should be Northern Focused and for Northern students, minimizing international students enrollment in favor of Yukoners whenever possible."

"Focus on the North (climate, First Nations, business sector, Politics)"

"Culturally responsive approach for the Yukon."

"Value placed on ALL Northern Canadians equal opportunity to obtain Degrees. The focus should NOT be specifically directed & more inclusive for YFN members. This will be a valuable opportunity for every northern Canadian, including Inuit from West coast to East coast."

"Educate Yukoners first. There are more foreigners taking advantage of learning resources then locals. Get lazy people off of welfare and provide schooling/training needed to aquire jobs/make it mandatory. Effort!"

"To provide better services and opportunities to Yukoners."

"-northern-ness. programmes that support book learning and kinetic, land-based learning - intergenerational and intercultural connections - mutual growth and non-competition"

"Serving everyone while being rooted in the North"

Environment, sustainability:

"… green initiatives, conservation of environment and biodiversity …"

"Caring for the land. Respecting elders"

"… Sustainability"

"to protect our wild spaces and natural resources, a climate change course or a similar course should be mandatory in order to graduate from Yukon University, to value Yukon Nature, biodiversity and the health of the planet. The school should be as ecofriendly as possible."

"respect for environment"

"… sustainability"

"- having climate change & "green" initiatives rooted in all aspects of university development"

"As the Yukon is a part of a Northern Circumpolar environment being negatively impacted by climatical change we should focus on Climate Change & environmental impacts."

Affordability:

"- Affordability …"

"… - Continue with policy of free tuition for those over 65 enrolled in full-time credit courses. …"

"Getting a decent education (certified) for reasonable prices. ☺ …"

"… should not increase much of their fees for International student because now the fees are so reasonable and we are happy with Yukon College."

"Students do not need to go outside the territory to find/take the course that they are interested in. Yukon University should have these courses that can assure students/parents that its affordable."

"Lower tuition fees for International students"

"Affordable & Easy access to all programs for everyone"

"… - better flexibility when attaining funding for first Nation students"

"… - Financially (scholarship) …"

"Affordable education, low tuition/financial aid …"

"Equality in tuition fees among Canadians and international students. …"

More courses or programs offered, and/or offered at a wider range of times and dates:

"… - larger variety of electives for programs …"

"- more programs or courses, too limited - more courses that is not over lap the time"

"Flexible courses in Fall and Winter. So, students can take whenever they like."

"Adaptive learning. Provide courses in both fall and winter. ☹ …"

"Provide the courses to the students when they wants. ☹"

"→ Make sure all instructors are available. → The [specific course] teacher never come to college. → Provide the courses whenever the student wants."

"Provide every subjects in winter and fall."

"More supports for students. Offer every subjects in every semester, winter, fall and summer."

"Diversity courses"

"Evening and summer courses to support mostly work and school person's need"

"Yukon University should provide classes in Summer …"

" flexibility in starting time for class, 9:00 is great to start. Others prefer 8:30. This allows family to organize kids, etc."*

"The more programs the better."

Transferability:

"… - Transferability of Education …"

"… - Transferability …"

"… - work toward transferability to Ontario and eastern universities."

Academic freedom, freedom of expression, non-partisan approach to education:

"- freedom of thought   - intellectual diversity …"

"- Open mindedness, a proper set of pride for Canada. – reflection of the past across all spectrums. – Consistency & a strong work ethic, provide actual substance. – No particular bias to one side of the political spectrum."

"focusing less on political correctness and more on required education."

"… academic freedom"

Support for International students:

"… More help for international students because of the change in education system and environment."

"Scholarship of International students as well"

"It should consider the international students as well while planning the curriculum, because english is not their first language."

Continue or expand trades programs:

"… Trade to practice profession"

"Being able to do a few things well. Trades programs start to end. Course upgrades, intro courses for University. I don't need or want a limited selection of undeveloped Bachelors programs that are run poorly."

"… - Continue to provide educational & training opportunities for trades & apprentice programs. … - Expand online learning opportunities."

"Strong focus on trades with a wider selection of trades offered."

Other comments:

"Professional competency …"

"… academic support. Job creation."

"… Provid more Campus Accomodation."

"Scholarship"

"Globalization and shared future, International cooperation, Native identity in the modern world"

"How to be effective in the community. Consider "Effective Altruism" ethics. Animal welfare, understanding an organism's ability to suffer."

"Naturalism"

"To provide a wide range of opportunities for learning ie on-line, part-time, etc. All courses available on line in programs to support mature students that have some experience but need to complete degree."

"natives should not be paid to attend school"

"To have guidance in the programs. To know what courses are up ahead and to be prepared."

"Surveys like this are a great tool to learn what student want."

"Showing up to every class & on time"

"- Pride - Purpose - Passion"

"There all good"

"Being able to study in the Yukon without having to move away. …"

"quite study areas please."

"the current College structure should stay the same. YC turning into YU shouldn't change how it operates as an entity."

"… Housing is an issue for those with pets. ☹ so more support for pet owners would be great."

"All things good."

"Better interenet system."

"… - Growing new portable industries in Computer Programming. … - In person, local education - Internet is the future. Have access that actually works"

"Support – health benefits"

"unsure"

"A more internal look at the student body will help us in creating better programs."

"To further expand our knowledge to find out where our strong and weak points when it comes to work related activies"

"Not sure!"

"… Promoting Knowledge, Impact"

"not much different from now, because its already pretty nice. don't change it too much"

"Innovation, Accommodation, Opportunity"

"Pass"

Appendix H: "Do you have any suggestions to improve safety on campus?"

More security guards/staff on duty:

"Security staff at night especially by the gym"

"I think the campus is pretty safe, but always have security in campus or the office just in case would be great."

"Not sure if there are some security patrollers but that would help."

"Security Guard at night in the family unit. Sometimes lots of shouting & violence happens without security finding out. Glass door was cracked."

"security officers"

"Have more security walking around campus."

"Only 1 security at night should be 2 or 3 at night"

"… more security guards around"

"hourly walk around checks by security"

"Gym location. Should have a staff member around so people don't feel so alone down there …"

"- more security workers. As a woman, I feel there needs to be more than one security worker working a shift."

"More security at night"

"security guards"

Increased lighting in parking lots:

"… More lighting in parking lot."

"Perhaps increased lighting in parking lots."

"Increase lighting in parking lot …"

"better lighting in parking lot/outdoors"

"More lighting in parking lots especially in the winter."

"more lighting outside"

"better lighting in the parking lots, including archives."

"Better lighting in the parking lot"

"brighter street light"

"Better lighting in parking lot for students who has an evening class"

More lighting generally:

"More lighting"

"- Ensure adequate lighting in all campus areas …"

"No, not really, more lighting perhaps"

Security cameras:

"Cameras → parking lot areas → or inside"

"Security cameras everywhere"

"Outside security cameras …"

"Cameras, not sure if there are some."

"Cameras in student residence."

"Camera's for parking lot"

"have security cameras out in parking lot for late night classes."

Campus emergency phones or buttons to summon security:

"Idk, maybe those outdoor security alarm phone things?"

"Maybe little phones that can directly access to security or even to call 9-1-1"

"… Also if student housing is closed and you don't have a phone, how do you call security?"

"… Maybe emergency poles/phones in parking lots."

"Rape buttons – similar to Ottawa Carleton campus. Emergency buttons stationed around the school, press if in danger, security alerted, have cameras on those buttons at all times."

"… → security direct lines throughout campus & visible (like direct line phones for taxis but for campus security)."

Sanding or de-icing in winter:

> *"… clear ice to avoid falls"*

> *"More sand on parking lot (slippery in winter)"*

> *"→ increase sanding/deicing …"*

> *"Winter is coming, meaning it will be very slippery. It will be much helpful if the College fix the stairs by the student parking lot where the ENTRANCE 2 and 3 are located."*

> *"in Winter the stair walk up to the College is very danger need do something to improve the safety"*

Address issues in Campus Housing:

> *"More that I live in housing. Campus I feel safe. …"*

> *"More campus housing students drink alcohol and use drug sometimes, and behave badly. Also some people stay campus housing illigally. You should more concern about that."*

> *"Campus housing is the only place where I feel unsafe sometimes. Strangers who are drunk and violent come into the main entrance at night and on weekends and hit doors, get into the community kitchen, and the laundromat. In addition, the owners from Yukon Government can come in at any time without notice. This happened once while I was in bed during the day napping, and they didn't identify themselves or respond to my shouts. They came right outside my bedroom door, and I was naked at the time. I find this very unacceptable, and an invasion of privacy. I don't feel safe in campus housing."*

Other suggestions or concerns:

> *"Provide more apartments for students."*

> *"martial art training options"*

> *"Talk about it at start of semesters. …"*

> *"- strong student union. – need to have open conversation opportunities - engagement from the president!! - more statements!!"*

> *"Metal detector"*

> *"1) Provide more safety activities."*

> *"Provide more safety activities."*

> *"Gender specific washrooms (Girl & Boy not both in one)"*

"Diversity Awareness"

"Conduct more advocacy to encourage students bring up the issue"

"Heated bus stop"

"I think the campus is safe. Having a gun check is always an option."

"it's a bit creepy when it's dark outside & there's nobody in the campus left. Maybe lock the doors except the main one after 2100?"

"More student lounge"

"Tell people to follow speed limits"

"Upgrade the YC App to be more useful."

"Good health insurance for international students with reasonable price."

"Maybe having a schedule posted what time people are allowed to stay in specific areas"

"Scents free – I am sometimes sick because of smell."

"… - Ensure ongoing training for all security staff"

"more updates on the mobile App and possibly more general information"

"Alertus system/Drills"

"have phone number posted – to call Security Personnel"

"more information about muster points – during a fire drill many people didn't know where to go – they were not in the usual wing that their classes are held."

"More knowledge about how to mediate with teachers who you have conflict with"

"Security team must have better equipments, as it transition to university standards."

"is there any security on campus?"

"I heard of schools that give people whistles for when on campus etc."

"First aid training"

"Textable # to reach Campus Security. The App doesn't always work for me. I received a threat from an intoxicated individual on campus & could not email – NOT comfortable calling."

"I think all students should wear an ID card, stating their actual students."

"play-ground for children of the students/Day Care facility. Elders facility. More gardens with Rose."

"Housing."

"Lock class room doors during class!"

"→ Student Housing → Student Supports/Tutoring"

"Stop being so crazy safety conscious. It attracts more wrongdoing because the rules are so over the top."

No suggestions:

"No" [x13]

"No." [x4]

"no"

"no."

"- No"

"Nope"

"nope."

"N/A"

"Nothing really"

"Nope! Perfect the way it is!"

"got none that comes to mind"

"None so far."

"None so far"

"I don't have any good idea! Sorry"

"It's always very safe"

"Safety is pretty good around the college haven't had any issues or seen any."

"No all is good. I seem them on college site, but don't seem to friendly but good to seem them. (them seem grouchy!)"

"No, I'm pretty satisfied"

"No, I'm comfortable on campus"

"Campus is well maintained and I like it a lot."

"No comment, I think it is safe enough."

"Nothing, I think the campus is safe."

"No, I think it's pretty good"

"I don't live on campus."

"No I don't"

"Nope, it's why I attend here :-)"

"All good"

"I am not living on campus."

"I am not living in campus, I am living in hotel. From last 11 months so I don't know."

"No, it's good."

"No, I am happy with safety that provide on campus."

"- Keep doin what you do 😊"

"No suggestions. Everything is up to mark."

Appendix I: "Do you have any suggestions to improve the Academic Support Centre services?"

Extended service hours:

> *"The eLearning assistance for assistance with writing does not fit my schedule, possibly having some evening appointments available for distance students would be good."*

> *"More easy drop in times. …"*

> *"Later hours …"*

> *"more tutoring – more tutors/weekends"*

> *"more hours for tutors"*

> *"It should be available during the night for everyone. Most of my courses are night schedules. No time to go to the college during the day."*

> *"to be open late at night"*

> *"Yes Please, It should have services after regular hours and also on weekends because students are busy in work & classes till 7. After that they do not have services available."*

> *"Sometimes closes earlier than informed. Why?"*

> *"… more flexible timing for help. Not only on particular day & time."*

More tutors/teachers available to help:

> *"More teachers, and students should also give the chance to help each other by too."*

> *"I think more teachers available during the time."*

> *"provide more supporting staff for writing."*

> *"Provide more staff in writing. …"*

> *"… More people that can help when needed."*

> *"more available help for drop in, most of the time when I go there is no one there to help unless I have an apt"*

> *"Available teacher, because sometimes their only one teacher, & can't accommodate other student."*

Specialized subject help:

"Have more available instructors for specific backgrounds with higher levels of education."

"There needs to be a science based writing centre instructor, The writing centre does not cater to science students."

"Walk-in assistance for higher academic help."

"- Need more help for Nursing students"

"- need ecology support staff in ASC."

"… It would be great if there were some more teachers who can teach statistics, accounting."

"Specialized teachers on certain days. Accounting would be helpful. My first year no one knew anything about accounting. I failed the class, my own fault, but any help besides the teacher would have been great."

"have more people on hand to help with math"

"… We need assistance in other courses like geology."

"Have more "course connected" help."

More or longer appointments:

"… - more writing centre appointment spot …"

"longer timings for students"

"… longer appointments for the writing centre."

"Give more time to students and should have a deep interest in understanding the problem of student"

"Longer writing center appointments"

Quiet study space:

"more quite"

"more quiet space for study"

"Not to have so many people talking when people are working."

"- need more quiet space w/ computer …"

"Have dedicated/silent study space with computer access available throughout the semester"

"Quiet study area, please"

"Quiet signs!"

More computers:

"More computers"

"Probably more computers …"

"There should be more computers there. …"

"More computers …"

More snacks and food options:

"Increased access to healthier foods during off season/time (etc. after lunch, weekends, summers)"

"Snacks, more snacks"

"Make a donation box so we can get better coffee and snacks"

"- More snacks. …"

"Offer more options for food on Campus."

"… - Have a smoothie bar/Booster Juice on campus"

More advertising and outreach so students are aware of services:

"- Include the academic support centre in the O-week tours - Email all students the tutor schedule (?) for the academic support centre and explain how to access these resources."

"Accessability and Information dissimination"

"reach out more to international students"

"should advertise more about the help/support centre."

"I have not accessed but hope to be able to access the still space. → better info on these resources for all students."

"Place the bulletin board information to the A.S.C.; or make duplicate, i.e. exam study help"

"Increased Exposure"

More space:

"More space …"

"larger area, or more rooms dedicated to the services"

"More space. …"

"… multiple study rooms available during the day. – I am constantly getting kicked out of the 'quiet study space' for classes. ☹"

Other suggestions for the Academic Support Centre services:

"Photocopier!"

"Yes. Allow campus wide help via modile instructres, the room is too small"

"not at moment"

"… Get all writing centre helpers on same page, I received feedback that contradicted what my teacher wanted on my english essay"

"Give lunch-time couselling at the pit or somewhere easily accessible"

"—Services to Campuses in Communities"

"All teacher helpers to have read materials for English → to help students with assignments and they can help better → providing feedback."

"Make survey's for the instructors there."

"Computer time limits? Mostly when all the other labs are booked for classes. Like one or two that are monitored."

"… - staff should have cultural competency training."

"Tutorials"

Comments pertaining to the Innovation Commons:

"More desks in the innovative commons"

"Longer library hours on weekend open before 1 or 11 or whatever its @ now."

"… a whole day access to the library on the weekends not just a 1300-1700"

"… - Replace chairs & tables at library w/ chairs that have backs and Adult size tables."

"EXTEND LIBRARY HOURS. It is ridiculous that on weekends, especially, it is only open 1-5 pm"

"More books in the Library"

"Keep noise level down in library so that space is user friendly for studying/homework"

"Have staplers in library."

Comments pertaining to other College services:

"Better signage for when classes are in computer labs. It's hard to tell sometimes. The iPad need to be fixed and shes the schedules"

"The LAC is a great place where I have received a great deal of help during my time here and I wish more people would know they can go there for help with anything school related. I am very disorganized and become distracted easily however I have received help with my time management, organization and prioritizing my goals with [LAC staff] and I wish more people knew they could go see her and everyone else who work there. It is a great place and I wish I too would remembered to see [LAC staff] more often. If there was a way to have bi-weekly meetings or something of the sort just to talk and reorganize everything to help me stay on track would be great."

"Specific dating/meeting people on app for phone or website. Could call College Connections"

"Have a dance hall for events, society to get together for a party."

"Graded could be uploaded to moodle throughout the course."

"I always have difficulty accessing wifi @ the college. It can be very frustrating especially when everything is posted on Moodle. …"

"Make accessing student log-ins easier by eliminating multiple accounts (banner, student email etc.)"

No suggestions:

"No" [x13]

"No."

"No!"

"None" [x2]

"none"

"Nope"

"nope"

"No this team is very good & help students lots"

"N/A its good 😊"

"n/a I havent used them"

"It's good. It is improving each year."

"No, I like how it is; they're very helpful."

"It's good how it is"

"Keep on providing support"

"No, I think it's well organized, there are always people there to help."

"No. I was very happy with the help I received."

"They are doing well their job and they are excellent."

"No suggestions"

"It is good"

"Not at this time."

"No comment"

"No, they are doing great."

"its nice 😊"

"All good."

"None so far"

Other comments:

"Great instructors!"

"Have universities in this campus. Lots of students Bachelor's degree"