



Yukon College Student Survey Results

2019-20

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Yukon College Student Survey 2019 Highlights

The annual in-class Student Survey conducted in 2019 reached 300 students. The survey reached 43% of full-time credit students, and 39% of all enrolled credit students.

Most students are going to school because of interest in their field of study

When students were asked, “What are your reasons for going to school right now?” more than two-thirds said that they are going to school because they are interested in the field they are studying (69%). A majority also said they are going to school so that they can have a better life (57%), and to get a better job (55%).

Two-thirds of students have accessed the Student Services Centre

Close to two-thirds of students (65%) said that they have accessed the Student Services Centre. In almost all cases, the Student Services Centre was able to assist them at least partially.

One out of six students has had unmet needs

Students were asked, “Have you had any significant needs as a student that the College has not been able to help you with?” One out of six (17%) said yes. Their written responses identified a range of needs, including additional academic supports, housing, help with financial matters, and issues obtaining clear responses to questions.

Fewer than one out of three students would know where to go if they had a concern about being treated fairly

Students were asked, “If you had a concern about whether you were graded fairly, or otherwise treated fairly as a student, would you know where to go?” Fewer than one out of three (30%) said yes. The most common places they would go would be to their instructor, their program coordinator or advisor, the Chair or Dean, or the Student Services Centre.

If they had such a concern, fewer than half of students (40%) feel “very confident” that their concern would be addressed in a fair and equitable manner.

Bookstore hours currently meet the needs of three out of four students

More than three-quarters of students (77%) said that the current operating hours of the Bookstore meet their needs.

Food services currently meets the needs of most students

Most students (55%) said that food services on campus currently meet their needs. One out of six respondents (16%) wants food to be available more hours, with a median closing time of 6 p.m. for obtaining food on campus. Other needs include dietary requirements, and greater affordability.

Students who rent off campus are the least likely to have suitable housing

Over one-third of students (37%) rent accommodations off campus, while 18% live in a home that they own, 25% live with parents or other relatives off campus, and 15% are in campus housing. One out of five students (19%) lives in housing that is not suitable for their needs as a student. Among those who rent off campus, the proportion in unsuitable housing is greater than one out of four (27%). Rental cost is the main reason why housing is not suitable for students' needs.

Students who moved for school are less likely to have suitable housing

Close to one-third of students (30%) had to move in order to attend Yukon College. One-third (33%) of those who moved said that their housing is not suitable for their needs as a student, as compared with 12% of those who did not have to move. Nearly three-quarters (72%) of those who moved said that they experienced difficulty finding suitable housing.

Two out of five (41%) of students who moved for school and who are not living in Campus Housing had applied to live there, and 50% of this group is in housing that they do not consider suitable for their needs.

Three out of five students know that research is happening at Yukon College

When asked how familiar they are with the research that is being conducted at Yukon College, two out of five (39%) said that they did not know we were doing research, while the other 61% were at least aware this was going on. One out of five students (21%) has been involved in research at Yukon College, either as part of a course they were taking (17%), or outside of their classes (8%).

Two-thirds of students are interested in conducting research outside of their coursework

When asked about their involvement in conducting research at Yukon College that is not part of a class, 8% said they had done this and 66% said they had not but would like to. Lack of time is main reason why some students are not interested in this type of activity. Paid research positions are the number one way to involve students who are potentially interested in conducting research – half (50%) said this would help them to be involved. Also helpful would be training on research methods (46%), help with identifying opportunities (44%), and research courses for credit (42%).

Two-thirds of students intended to complete all their course evaluations, but only one-third actually did so

Students were asked on the survey about their likelihood of completing the end-of-term course evaluations for their classes. Over two-thirds (69%) said they would definitely complete all their evaluations. However, the average response rate to online evaluations in the classes that were included in the survey is only 34%. The main reason why some students thought they might not complete their evaluations is that they are too busy to do so.

Students generally hold favorable views about the importance, anonymity, and convenience of course evaluations.

Overall satisfaction with Yukon College is high

Almost all students (98%) agree that “Yukon College is a good learning environment.” More than nine out of ten (93%) agree that “Yukon College provides an environment of cultural sensitivity for all,” and 88% say that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations.

At least nine out of ten are satisfied with the quality of instruction (94%), course content (90%), and support services (92%).

Satisfaction with opportunities to engage in research declined, possibly because of the content of the survey

The proportion of students who are satisfied with their opportunities to engage in research declined from 85% last year, to 71% this year. Since this year’s survey contained an entire section dealing with opportunities to engage in research, students’ expectations may have been raised as to what is possible in this area.

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 reasons for going to school, seeking assistance from Yukon College, Bookstore and food services, students' housing situations, student participation in research, views about course evaluations, student demographics, and overall satisfaction.

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. Remote students in the selected classes were asked to complete the survey online simultaneously with their peers in the classroom. Students in online-only classes received a link to complete the survey online. For a complete list of included classes, see Appendix A.

A total of 300 students completed the survey. This amounts to 39% of the X credit students enrolled during the Fall semester. The number of completed surveys amounts to 63% of all students registered in the selected classes. This reflects attendance in class on any given day, as well as some difficulties obtaining completions from students in online-only classes.

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 2019, 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, 43% 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

Reasons for Going to School

Most students are going to school because of interest in their field of study, to have a better life, and to get a better job

Students responding to the survey were asked, “What are your reasons for going to school right now?” A similar question was asked in 2011-12. Response options covered a range of potential reasons.

More than two-thirds of students indicated that they are going to school because they are interested in the field they are studying (69%). As well, a majority indicated that they are going to school so that they can have a better life (57%), or to get a better job (55%). About two out of five are going to school so that they can make more money (42%).

It is sometimes suggested that some students may attend school because they have funding, or in order to obtain housing on campus. Fewer than one out of five students (18%) gave funding as a reason, and only two students (1%) said they were motivated by the desire to obtain housing.

“Other” reasons that were written in by some students include: to learn and gain knowledge; to make a career change; to complete an educational goal or access another educational program; and for self-improvement or accomplishment. All “other” reasons can be found in Appendix E.

In 2011-12, students checked off more reasons overall. The following are some reasons for going to school that showed particularly large drops between 2011-12 and 2019-20:

- “So that I can make more money” (42% in 2019-20 vs 56% in 2011-12);
- “To get pre-requisites for the program I’m interested in” (11% in 2019-20 vs 24% in 2011-12);
- “To prove that I can do it” (23% in 2019-20 vs 32% in 2011-12); and
- “For fun” (15% in 2019-20 vs 24% in 2011-12).

Different demographic groups had some differences in their motivations for going to school. The following are significant differences¹ that were found on the survey for mature students (over age 25) as compared with those who are traditional-aged (25 and under):

- Mature students are more likely to be going to school because they are already working in the field they are studying (31% vs 17%);
- Mature students are less likely to be going to school because their family wants or expects them to (4% vs 22%);
- Mature students are less likely to be trying to figure out what field they might want to study (8% vs 19%);
- Mature students are less likely to be trying to decide if school is “for me” (2% vs 7%); and
- Mature students are less likely to be seeking to get pre-requisites for the program they are interested in (7% vs 15%).

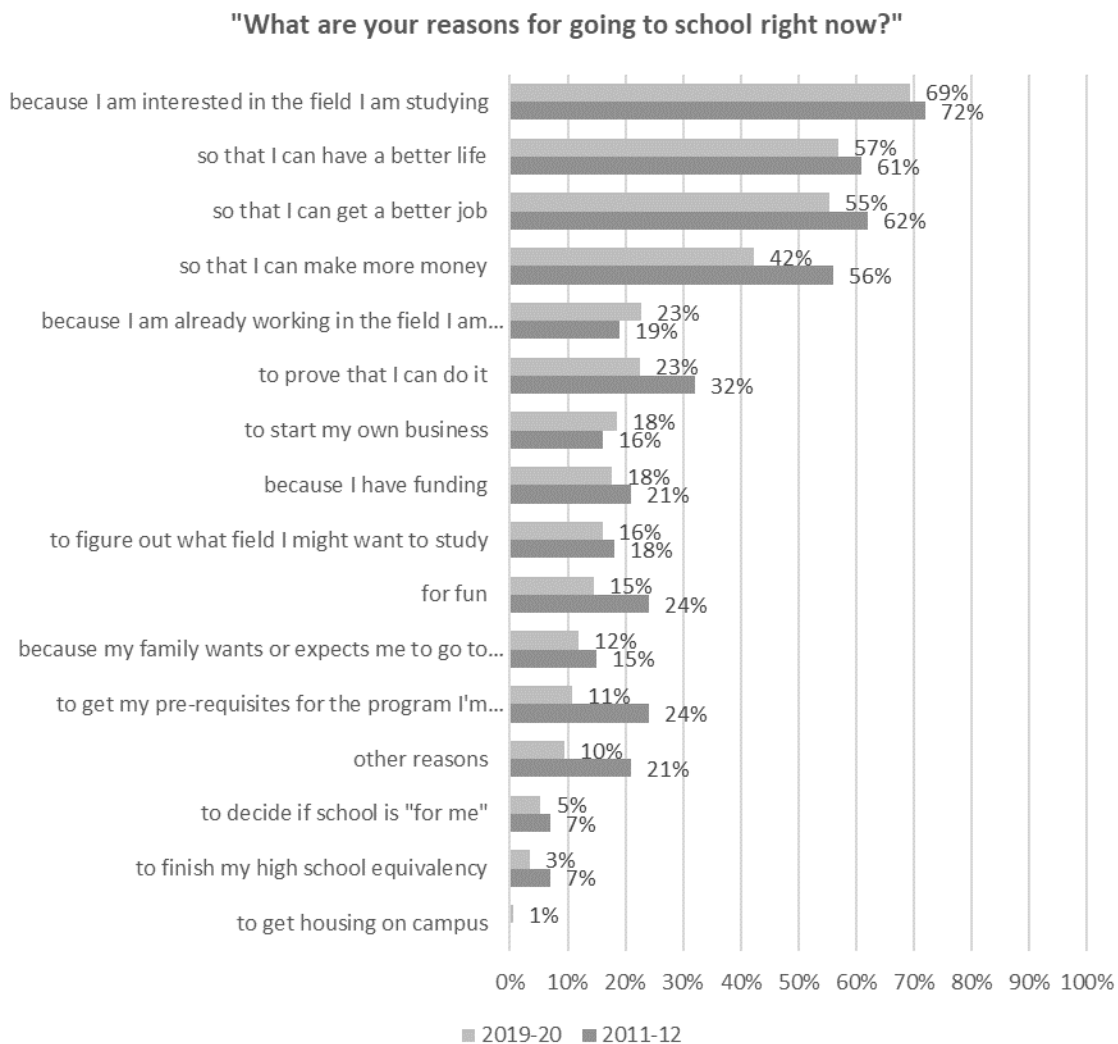
¹ p < 0.05

The following are significant differences between men and women on the survey:

- Women are more likely than men to be going to school so that they can get a better job (63% vs 49%).

The following are significant differences between the motivations of self-identified Indigenous students, as compared with those who self-identified as non-Indigenous:

- Indigenous students are more likely to be going to school because they have funding (25% vs 15%); and
- Indigenous students are more likely to be going to school to prove that they can do it (31% vs 19%).



The following are significant differences between domestic and international students:

- International students are less likely to be going to school because they have funding (8% vs 21%); and

- International students are less likely to be going to school so that they can make more money (37% vs 50%).

The following are significant differences between students who did at least some of their K-12 schooling in the Yukon, as compared with those who did all of their K-12 schooling elsewhere in Canada or internationally:

- Yukon students are more likely to be going to school because their family wants or expects them to (22% vs 4%);
- Yukon students are more likely to be going to school because they have funding (27% vs 10%);
- Yukon students are more likely to be going to school so that they can have a better life (66% vs 52%);
- Yukon students are more likely to be going to school so that they can make more money (57% vs 38%); and
- Yukon students are more likely to be going to school for fun (21% vs 11%).

Seeking Assistance from Yukon College

Two-thirds of students have accessed the Student Services Centre

Nearly two out of three students (65%) said that they had accessed the Student Services Centre, either in person at Ayamdigut or services available remotely. International students were especially likely to have accessed the Student Services Centre: 75% said they had done so, as compared with 58% of domestic students.

The Student Services Centre was able to assist almost everyone at least partially

Students who had accessed the Student Services Centre were asked, "Were the staff able to assist you?" The vast majority (86%) said "yes," and the remaining 14% said "partially." One person (0.4% of responses) answered "no" to this question.

One out of six students has had significant needs that the College has not been able to help them with

Students responding to the survey were asked, "Have you had any significant needs as a student that the College has not been able to help you with?" One out of six respondents (17%) said yes.

Based on their written responses, unmet needs include:

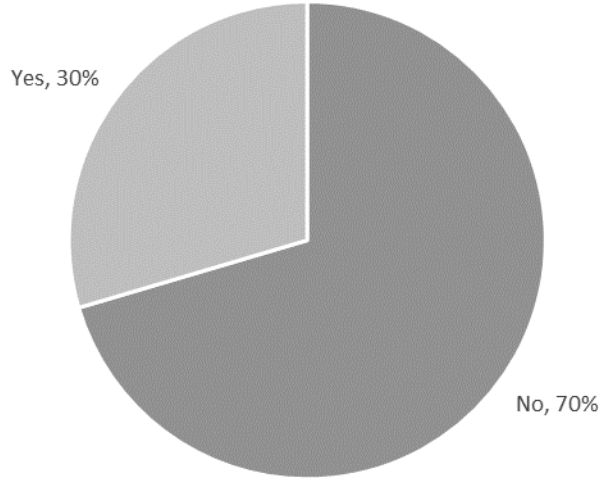
- Academic supports for additional subjects, and/or increased access to academic support staff (6 responses);
- Housing, particularly to be able to get into campus housing (6 responses);
- Help with financial matters (5 responses);
- Communication issues, e.g. not getting clear or consistent responses to queries (5 responses);
- More seats in classes, and/or more course offerings (4 responses);
- Access to counselling services (3 responses);
- Childcare (3 responses);
- Wifi on campus (3 responses);
- Issues experienced by International students with the advising they received (3 responses); and
- Issues with a specific staff or faculty member (2 responses).

As well, there were eight responses identifying additional facilities or services that were needed or wanted by students, and another ten responses that did not fit into any of the categories outlined here. The full text of all needs expressed by students can be found in Appendix F.

Fewer than one out of three students believes they know where to go if they had a concern about being treated fairly

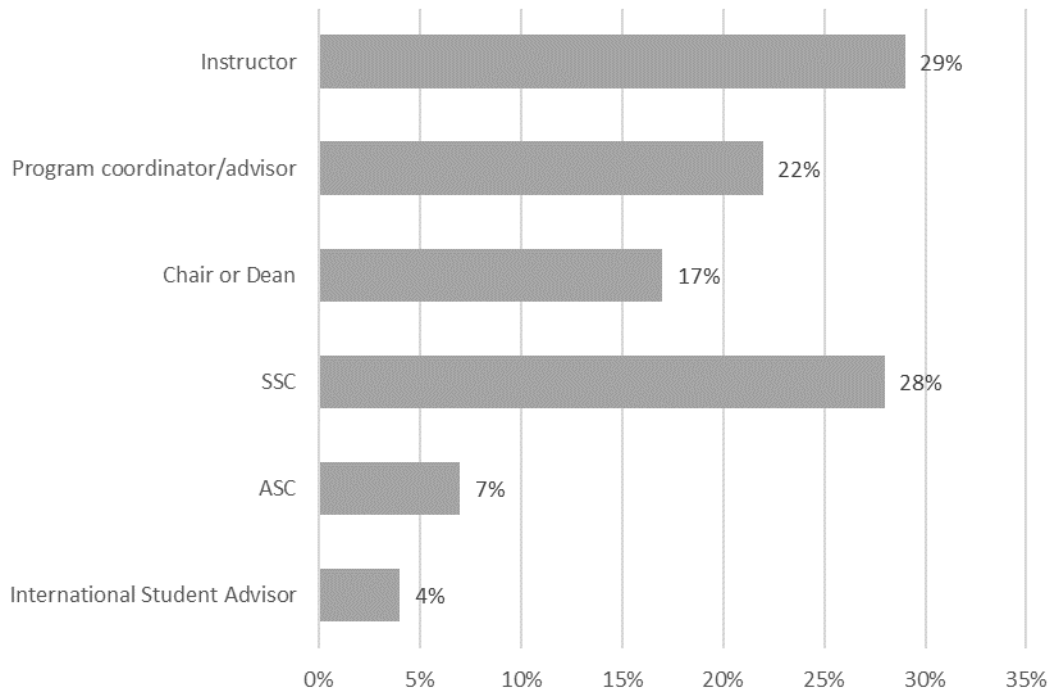
Survey respondents were asked, "If you had a concern about whether you were graded fairly, or otherwise treated fairly as a student at Yukon College, would you know where to go?" Fewer than one out of three (30%) said "yes." International students were less likely than domestic students to say that they would know where to go (18% vs 32%).

"If you had a concern about whether you were graded fairly, or otherwise treated fairly as a student at Yukon College, would you know where to go?"



Students who said "yes" were asked where they would go. Based on their written responses, many students would go to their instructor (29% of responses), their program coordinator or program advisor (22%), the Chair or Dean of their department (17%), the Student Services Centre (28%), the Academic Support Centre (7%), or the International Student Advisor (4%).

Where Students Would Go With a Concern About Fair Treatment



Other options that were mentioned by one or two students include: the administration, the President, the Liberal Arts office, Ayamdigut campus, the Student Union, the First Nations advisor, parents, and an ombudsman.

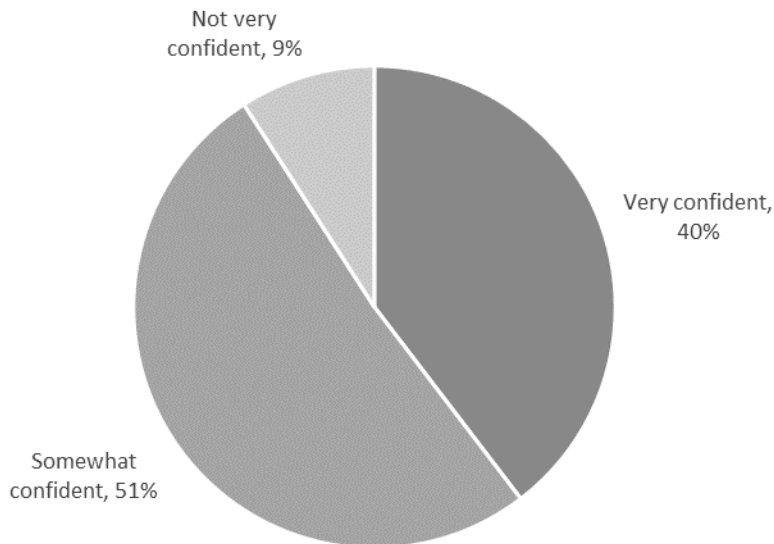
Some students said that they would start by speaking with one of the above people and then “go from there” or have that person direct them where to go next.

Fewer than half of students feel “very confident” that their concerns would be addressed fairly

With reference to the above question, students were asked, “If you had such a concern, do you feel confident that your concern would be addressed in a fair and equitable manner?”

Two out of five (40%) feel “very confident.” About half (51%) feel “somewhat confident.” This leaves 9% who are “not very confident” about having their concern addressed fairly.

“If you had such a concern, do you feel confident that your concern would be addressed in a fair and equitable manner?”



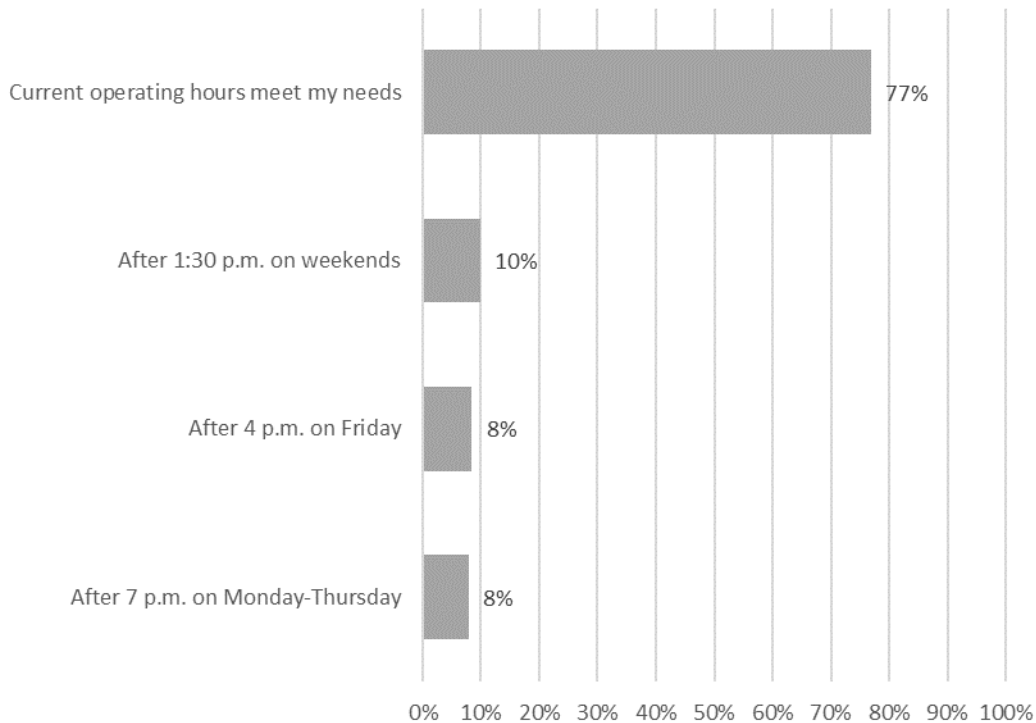
Bookstore and Food Services

Current Bookstore hours meet the needs of over three-quarters of students

Students responding to the survey were told that the Yukon College Bookstore currently operates Monday to Thursday, 8 am to 7 pm; Friday, 8 am to 4 pm; and weekends, 10 am to 1:30 pm. They were then asked, “Do these hours meet your needs as a student?”

More than three-quarters (77%) said yes. For those who wanted longer hours, there was interest in extending hours to after 1:30 pm on weekends (10%), after 4 pm Monday to Thursday (8%), and after 4 pm on Friday (8%).²

Additional Bookstore Hours Needed



The median time that students want the Bookstore to be open on Monday to Thursday is 9 pm, while on Fridays the median time is 7 pm. On weekends, the median closing time requested is 4:30 pm.

Almost all remote students said that they are able to get the services they need from the Bookstore

Survey respondents were informed that community campus and online students can access the Bookstore through the website, or by telephone and email during store operating hours. They were then asked, “If this applies to you, are you able to get the service that you need?”

² Respondents could choose all that apply, but in any case where a “yes” response was combined with a request for longer hours, the “yes” responses was removed.

Half of respondents (50%) checked “N/A” to indicate that this does not apply to them, or skipped the question all together. Among those who gave a “yes” or “no” answer, 95% said yes. This was true for respondents who completed the survey online (95% yes), as well as those who did it on paper (96% yes).

A small number of respondents provided written comments about their remote service needs; these can be found in Appendix G.

Responses to this question should be treated with some caution, as the written responses in particular suggest that some students may not have understood the question.

Food services currently meet the needs of just over half of students

Students responding to the survey were told that students can buy food in the Kaff, the Bistro, and the Bookstore at Ayamdigut campus. They were then asked, “How well do food services currently meet your needs?” They were able to indicate unmet dietary needs, a need for extended hours of service, or any other needs.

A little more than half of respondents (55%) indicated that food services currently meet their needs.³ One out of six respondents (16%) wants food to be available more hours of the day or evening, and 7% have unmet dietary needs.

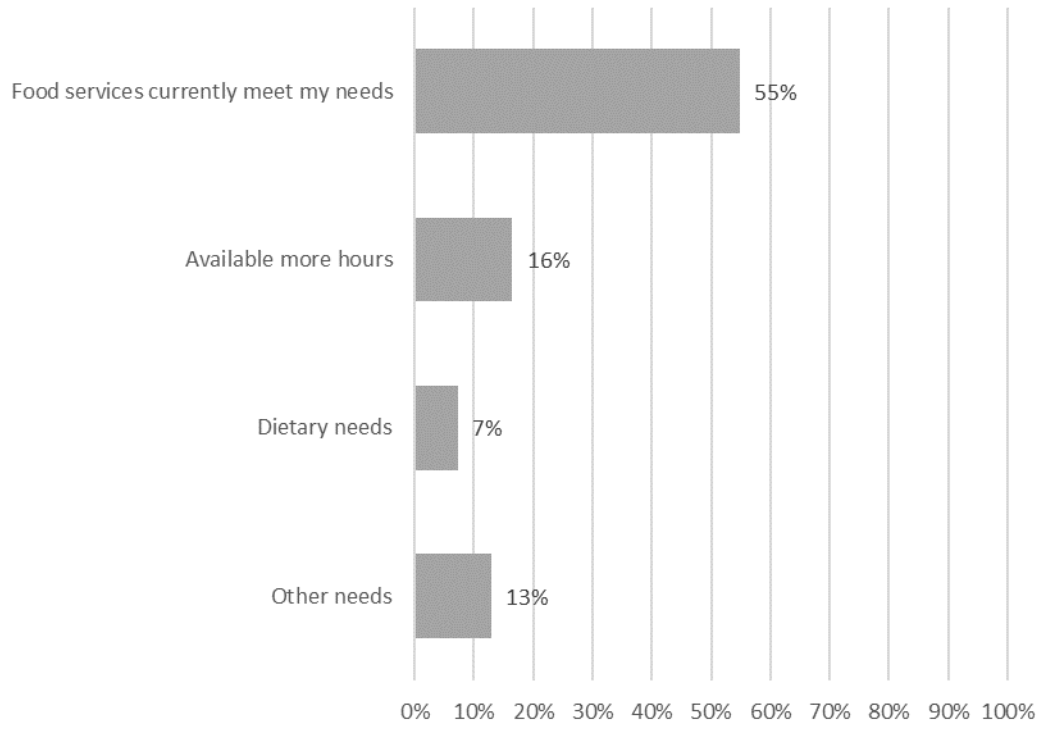
For those who suggested specific hours when food should be available, the median closing time specified was 6 pm. Comments referred to the desire to have “real food” available outside the current cafeteria hours, “not only lunch.” Some students want to eat lunch later; others would like to be able to get dinner when they have night classes; and some are looking for food prior to 8:30 a.m. morning classes. See Appendix H for the text of all comments asking for extended food service hours.

Dietary needs identified by students include: gluten-free (9 responses); more vegan or vegetarian options (6 responses); dairy-free (5 responses); and sugar-free or low-carb (4 responses). There were also a variety of specific allergies and intolerances mentioned, such as eggs, cheese, cabbage/broccoli/cauliflower, peanuts, and white flour. Two respondents asked for Halal meals, and one for “Indian spicy food.” One respondent wants soy milk available.

The most common “other” need identified by students was lower prices. Out of 35 “other” responses, 15 dealt with this issue. See Appendix I for all “other” responses regarding food services.

³ Respondents could choose all that apply, but in any case where a “food services currently meet my needs” response was combined with any identified needs, the “food services currently meet my needs” response was removed.

Food Services Needed

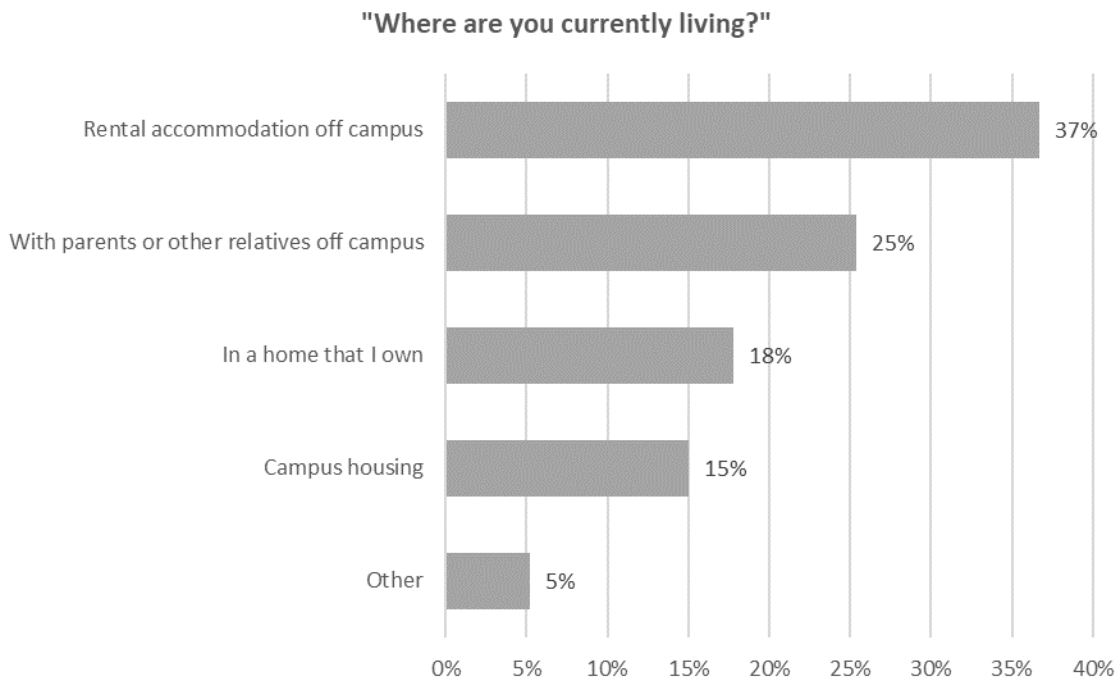


Housing

Half of students rent or own a home off campus

Survey respondents were asked about their current living arrangements. Over one-third (37%) are in rental accommodations off campus, while close to one out of five (18%) lives in a home that they own. Together, these make up 54% of students.

One out of four students (25%) lives with parents or other relatives off campus. Students in campus housing make up 15% of survey respondents.

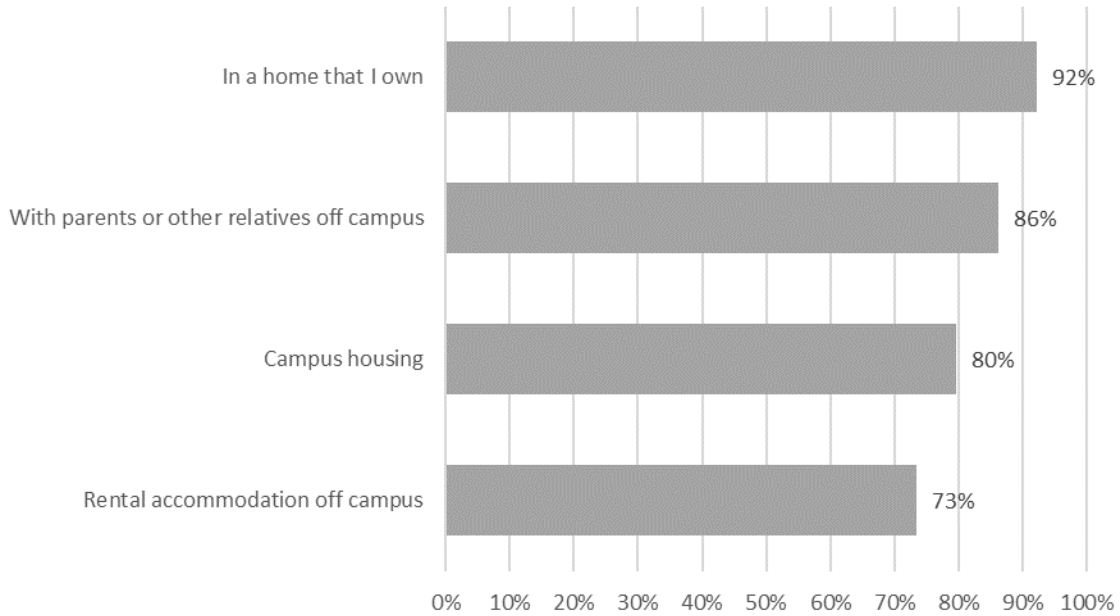


Students who rent are the least likely to have suitable housing

Survey respondents were asked, "Is your current housing suitable for your needs as a student?" Four out of five (81%) said yes, while 19% said no. Over one-quarter of renters (27%) said that their housing is not suitable, making them the least likely to have suitable housing. Women were also significantly⁴ more likely than men to be in unsuitable housing (22% vs 11%).

⁴ $p < 0.05$

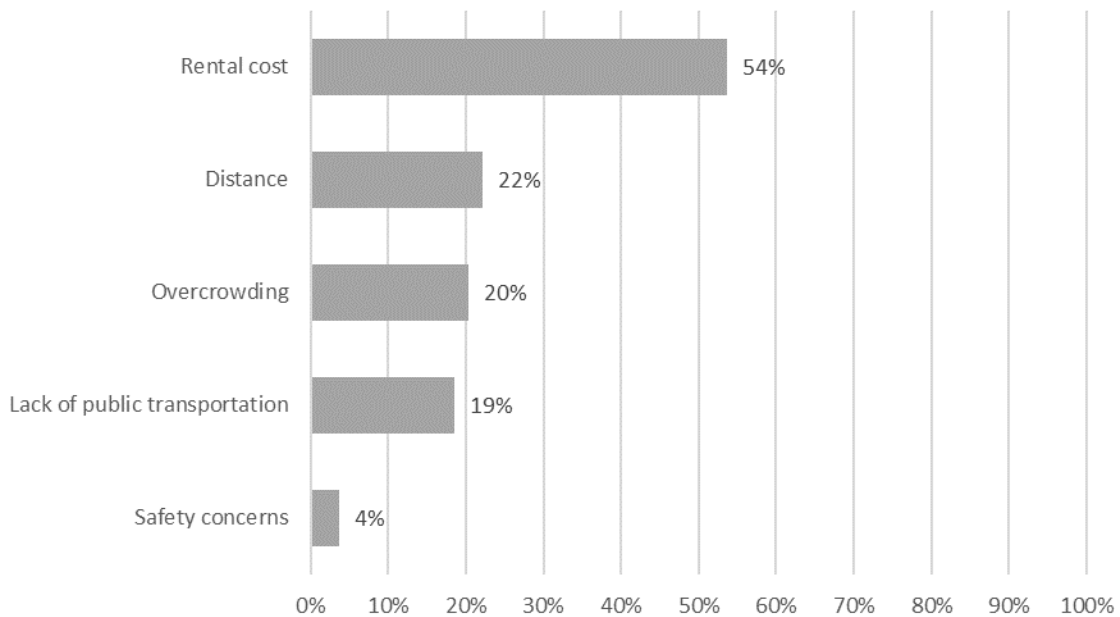
Percent of Students Whose Housing Is Suitable for Their Needs



The main reason that students give for housing being unsuitable is rental cost (54% of those whose housing is unsuitable), followed by distance from the College resulting in long commutes (22%), overcrowding (20%), and lack of access to public transportation (19%).

“Other” problems identified include internet or wifi accessibility, and environments that are not conducive to studying. See Appendix J for all “other” housing suitability issues.

"What aspects of your housing are not meeting your needs?"



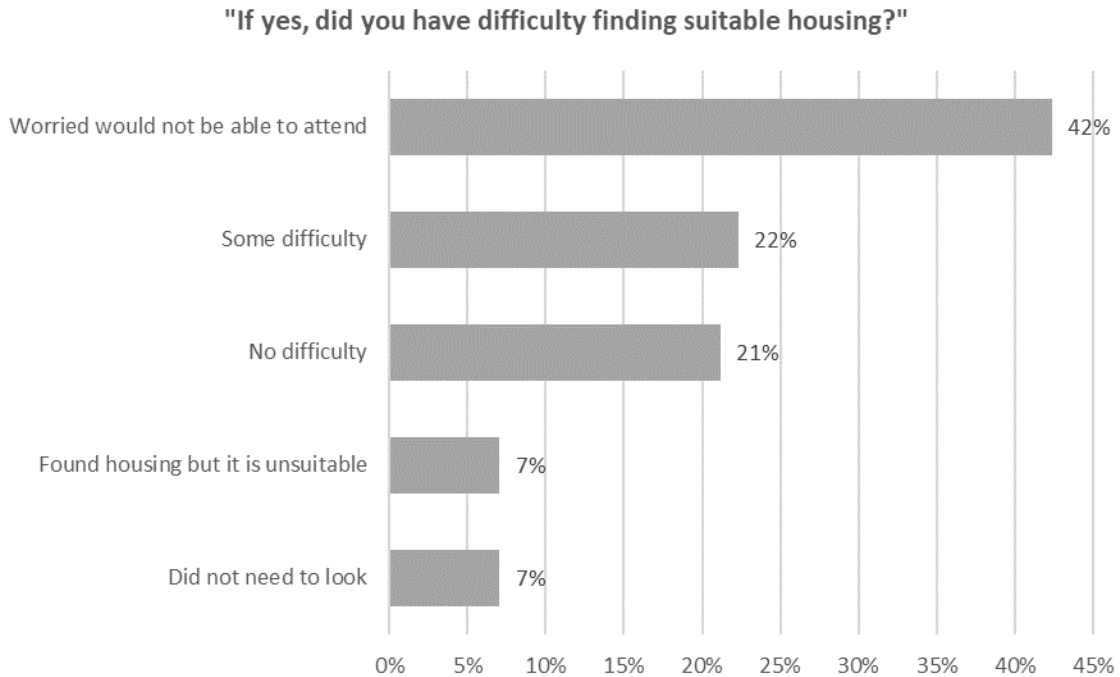
In addition, 10% of those respondents who indicated that their housing is suitable nevertheless checked off one or more items from the list of reasons why their housing might not be suitable, suggesting some ambivalence or grey area. The most common factor identified by these respondents was rental cost.

Close to one out of three students had to move to attend the College, and those who moved are less likely to have suitable housing

Survey respondents were asked, "Did you have to move in order to attend Yukon College?" Close to one-third (30%) said yes, while 70% said no.

One-third (33%) of those who moved are in unsuitable housing, as compared with 12% of those who did not move.

Close to three-quarters (72%) of students who moved experienced difficulty finding suitable housing. This includes 42% who were worried they would not be able to attend school because of difficulty finding suitable housing, 22% who had some difficulty finding suitable housing but were not worried it would prevent them from attending school, and 7% who said that they found housing but it does not meet their needs as a student.



Two out of five students who moved and are not in Campus Housing had applied to live on campus

Among students who moved to attend Yukon College, 36% are living in campus housing and 64% are living off campus. Two out of five (41%) of those who moved and are living off campus had in fact applied to Campus Housing, but either had not gotten in or had found housing elsewhere.

Among students who moved and who had applied to Campus Housing but wound up living off campus, half (50%) are in housing that is not suitable for their needs as a student.

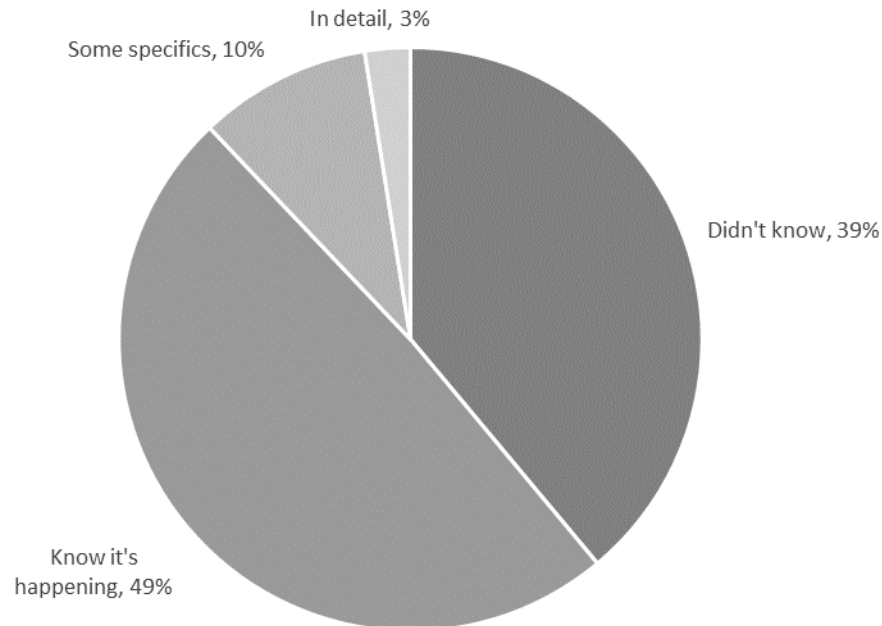
Research

Three out of five students know that research is happening

Students responding to the survey were asked, "How familiar are you with the research that is being conducted at Yukon College?"

Two out of five (39%) did not know that we were doing research. Half (49%) know that research is happening, but not much more about it. One out of ten (10%) could name some specifics about some of the research that is going on (who is doing it, what they are doing), and 3% could explain to others in detail what research is being conducted at Yukon College. In other words, most students are aware that there is research going on, but relatively few know anything beyond that.

"How familiar are you with the research that is being conducted at Yukon College?"



Mature students (age 25 and up) are significantly⁵ more likely than traditional-aged students to be at least aware that research is happening (70% vs 55%). Awareness of research is also quite high among students in science and technical programs (94%).

⁵ $p < 0.05$

One out of six students has taken a course that involved conducting research

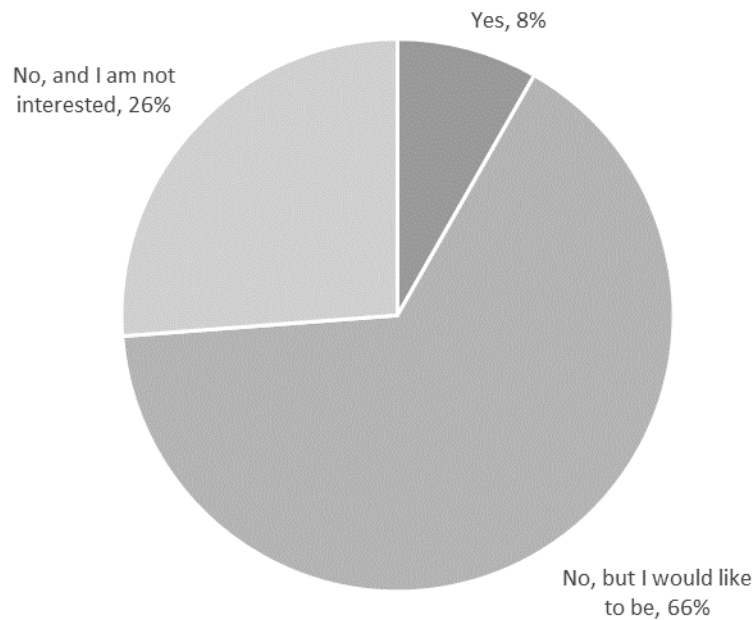
Students were asked if they have ever taken a course that involved conducting research at Yukon College. One out of six (17%) said yes, while two-thirds (68%) said no, and the remaining one out of six (16%) was unsure.

Two-thirds of students are interested in conducting research outside of coursework

Students were asked, "While you've been a student, have you ever been involved in conducting research at Yukon College that was not part of a class you were taking?"

Fewer than one out of ten (8%) said that they had done this. However, two-thirds (66%) said that they had not but would like to. The remaining one-quarter (26%) are not interested.

"While you've been a student, have you ever been involved in conducting research at Yukon College that was not part of a class you were taking?"



International students showed significantly⁶ more interest in research than domestic students. The proportion saying they are not interested is 18% for international, as compared with 31% for domestic.

Combining the responses for research done as part of a course and outside of courses, one out of five students (21%) has participated in research in some way during their time as a student at Yukon College.

⁶ $p < 0.05$

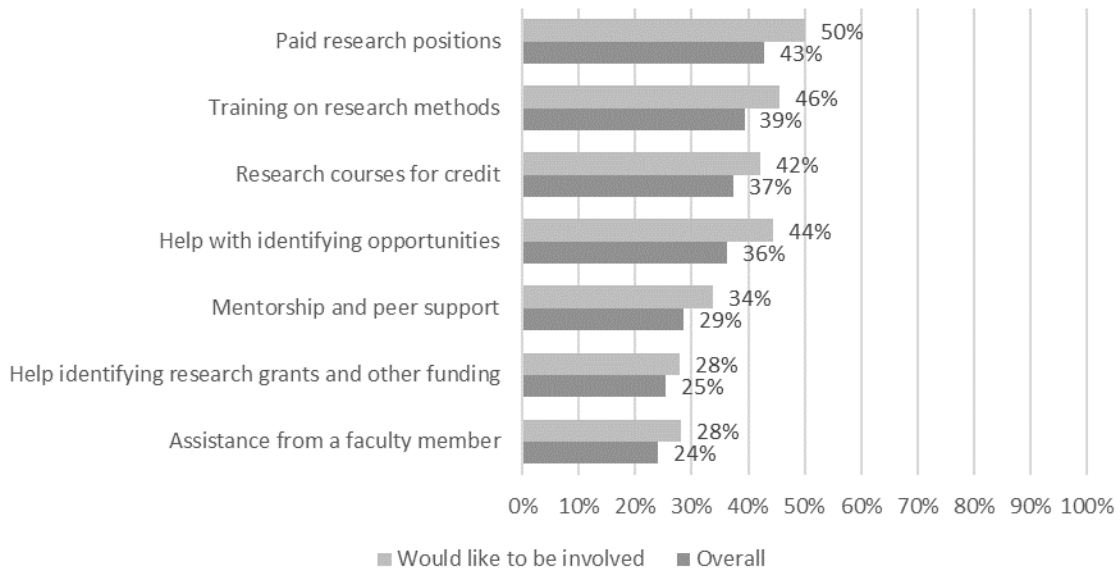
Students who are not interested in being involved in research outside of classes were asked for the main reasons why not. Based on their written responses, lack of time is the most important factor (mentioned in 59% of responses). Other reasons include: research not appearing to be relevant to one’s field of study (10%), not knowing enough about it (10%), and simply not being interested (10%). The full text of all responses to this question can be found in Appendix K.

Paid research positions are the number one way to involve students who would like to participate in research but haven’t yet done so

Students were presented with a list of options and asked which of these would help them to be involved in research at Yukon College. Focusing on those who would like to be involved but have not been so far, half (50%) said that it would help to have paid research positions. Nearly as many (46%) would also benefit from training on research methods, and 44% would like help with identifying research opportunities.

Respondents could also write in “other” reasons; the main reason given here was to have more information about research. See Appendix L for all “other” responses.

"What opportunities would help you to be involved in research at Yukon College?"



Students who participated in research gained knowledge and had positive experiences

Students who had participated in research within or outside of classes were asked, “What has being involved in research meant to your overall student experience?”

Several students commented that they had learned and gained knowledge from their participation in research.

"It has increased my comprehension and understanding greatly, and has made me interested in continuing my education."

"Priceless: I want to do science research as a career. I was able to gain experience & knowledge through independent directed studies, research jobs @ YRC that do what school has not."

Some others commented that it was a positive experience for them overall.

"It's awesome"

There were also numerous comments that did not fit neatly into either of the above categories. The text of all responses to this question can be found in Appendix M.

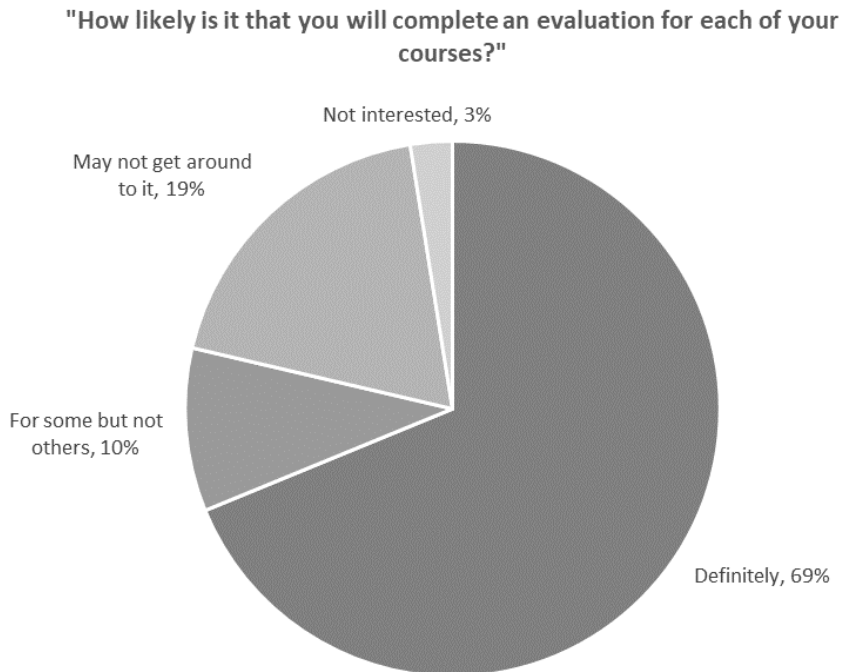
Course Evaluations

Two-thirds of students intend to complete all their course evaluations

Survey respondents were given a brief statement about course evaluations: “At the end of the term, you will be asked to complete a brief evaluation for each of your courses. The evaluations will be completed on Moodle and will ask you about your experiences as a learner, and your satisfaction with the quality of instruction.”

Students were then asked, “How likely is it that you will complete an evaluation for each of your courses?”

Two-thirds of respondents (69%) said that they will definitely complete them for all their courses. One out of five (19%) said that they would like to complete the evaluations, but may not get around to it. One out of ten (10%) said that they will complete them for some courses, but not for others. Only 3% of respondents indicated that they are not interested in completing any evaluations.



As of December 20, 2019 the actual average response rate to course evaluations in the classes included in the survey was 34%, for those classes where an evaluation was administered through EvaluationKit. Even accounting for the fact that not all registered students were in class on the day of the survey, and that the absent students may have been less likely to complete evaluations, it appears that students overestimated their likelihood of completing evaluations when they were responding to the survey.⁷

⁷ Given a 67% attendance rate, and assuming that none of the non-attendees would have completed evaluations, the fraction saying they would “definitely” complete evaluations would be $67\% \times 69\% = 46\%$, which is greater than the actual completion rate of 34%.

Students who did all of their K-12 schooling outside the Yukon are significantly⁸ more likely than Yukon students to say that they will definitely complete all their course evaluations (74% vs 61%).

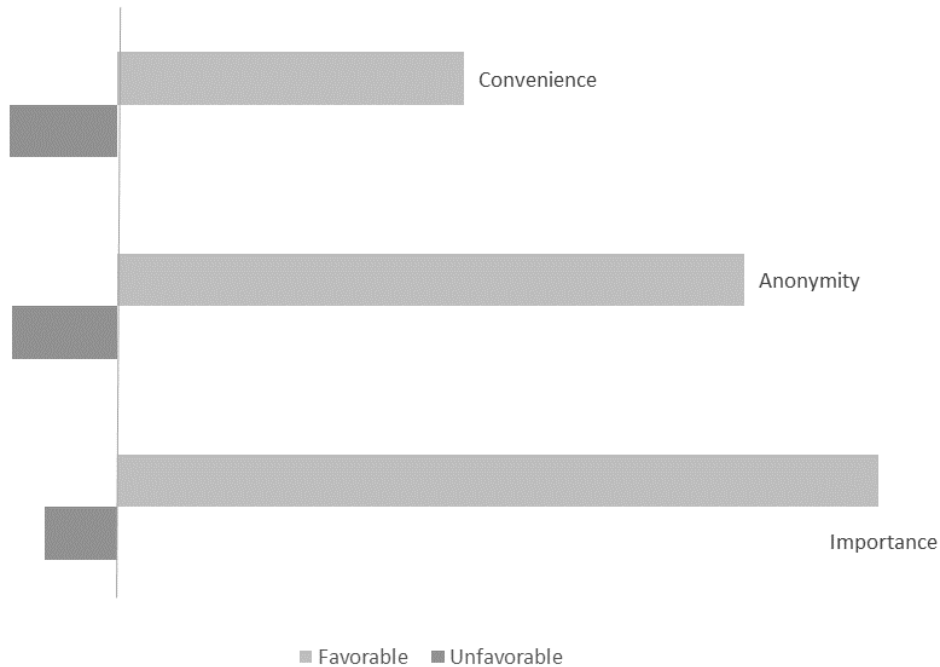
Students generally hold favorable views about the importance, anonymity, and convenience of course evaluations

Students were given a list of different views about course evaluations, and were asked to check all the statements that reflect their views. Overall, their views tended to be favorable. Three-quarters (74%) agree that “Course evaluations are important because instructors use them to improve their teaching.” Conversely, fewer than one out of ten (7%) think that “Course evaluations are not that important because no one really pays attention to the results.”

With regards to the anonymity of course evaluations, three out of five respondents (61%) agree that “Course evaluations are a good way to provide anonymous feedback.” In contrast, one out of ten respondents (10%) says, “I don’t believe that my feedback on course evaluations is truly anonymous.”

Survey respondents were more ambivalent about the convenience of completing course evaluations through Moodle. One-third (34%) agrees that “It is convenient to complete course evaluations online through Moodle,” while one out of ten (10%) says that “It is inconvenient to have to go online to complete course evaluations.”

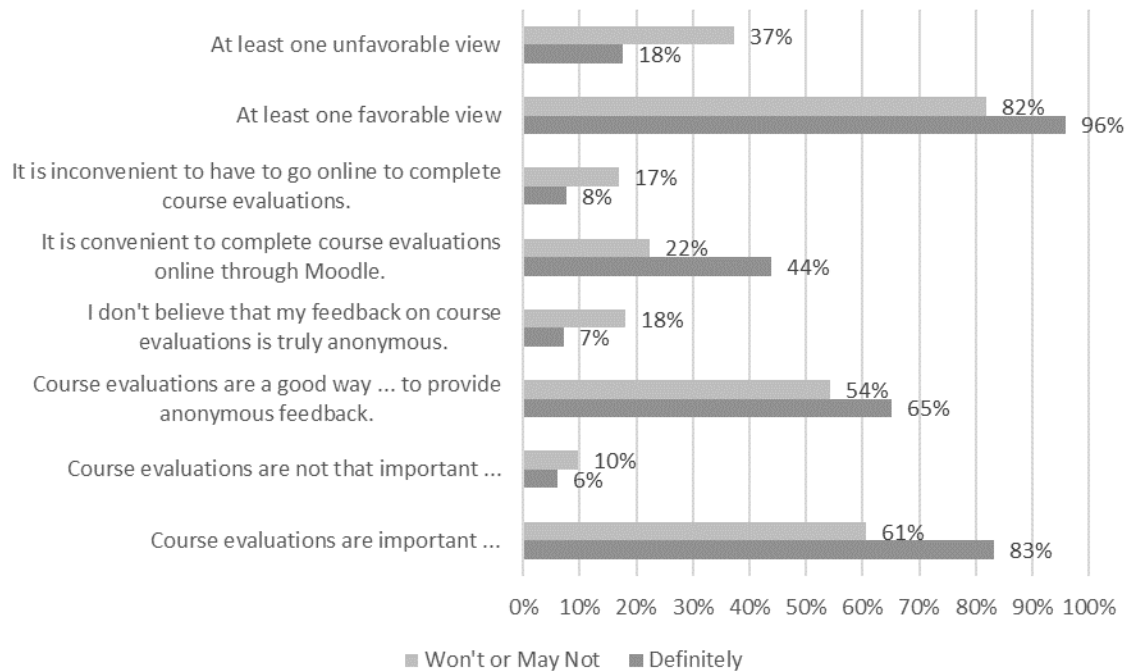
Relative Proportion of Students Expressing Favorable and Unfavorable Views of Course Evaluations



⁸ $p < 0.05$

Students who said they may not complete any course evaluations held somewhat less favorable views, on the whole, than students who said they would definitely complete all their course evaluations. However, views are more positive than negative even among students who don't intend to complete all their evaluations. Whereas 96% of students who intend to complete all evaluations subscribed to at least one favorable view above, the proportion with at least one favorable view among those who may not complete their evaluations was 82%. More than one-third (37%) of students who may not complete their evaluations identified with at least one unfavorable view, as compared with 18% of those who definitely plan to complete them.

Views About Course Evaluations by Likelihood of Completing Them



There are some differences in the proportions of students in different demographic groups who subscribe to various views about course evaluations.

Indigenous students are significantly⁹ more likely than non-Indigenous students to say that “Course evaluations are a good way for students to provide anonymous feedback” (71% vs 57%).

Domestic students are significantly more likely than International students to say that “Course evaluations are a good way to provide anonymous feedback” (64% vs 49%), and also to say that “It is inconvenient to have to go online to complete course evaluations” (13% vs 4%).

⁹ p < 0.05

Being too busy is a major reason why students may not complete course evaluations

Students were asked, "If you think you won't complete all the evaluations, what are the main reasons why you would not do so?"

Based on their written responses, the number one reason is lack of time. Out of 64 comments written, 27 (or 42%) referred to being busy or not having time. A few students said they would rather do them in class, and some said that they might forget or might not get around to it. Technical issues or not seeing email reminders are an issue for some. A few said that the timing is bad for them. Some said that they don't think the evaluations make any difference, and some will only complete evaluations for courses that stand out as particularly good or bad. A few are simply not interested. See Appendix N for the text of all responses.

Indigenous Self-Identification

Students who self-identified as Indigenous on the survey generally also did so on their application to Yukon College

On the survey, 26% of respondents (77 people) self-identified as Indigenous (Yukon First Nations, other First Nations, Inuit, or Métis). Another 68% self-identified as non-Indigenous, leaving 6% who skipped over this question and did not self-identify one way or another.

Students who self-identified as Indigenous on the survey were asked whether they had self-identified as Indigenous on their application to Yukon College. This was an attempt to learn whether some students who will self-identify on an anonymous survey might not self-identify on institutional records. Only 4% of self-identified Indigenous survey respondents (three people) stated that they did not self-identify on their application to Yukon College. Another 13% could not remember whether they had self-identified, or not.

"If yes, did you self-identify as Indigenous on your application to Yukon College?"

SOURCE: Yukon College Student Survey 2019-20

	Number	Percent
Yes	64	83%
No	3	4%
Don't remember	10	13%
N/A, did not submit an application	0	0%
TOTAL:	77	100%

* This question was asked only of the 77 respondents who self-identified on the survey as Yukon First Nations, Other First Nations, Metis, or Inuit.

Indigenous students who said they did not self-identify on the application were asked, "What are the main reasons why you did not choose to self-identify?" Two students said it was because they did not have documentation of their Indigenous identity. The third said that they "don't need the support that comes with being first nations." (See Appendix O for the full text of these responses).

Based on these responses, it would appear that the main reasons why some students may not self-identify include:

- Lacking formal documentation to support Indigenous identity;
- Not wishing to be treated differently or receive additional supports; and
- Not bothering one way or another about self-identification, such that they do not remember whether they would have done so or not.

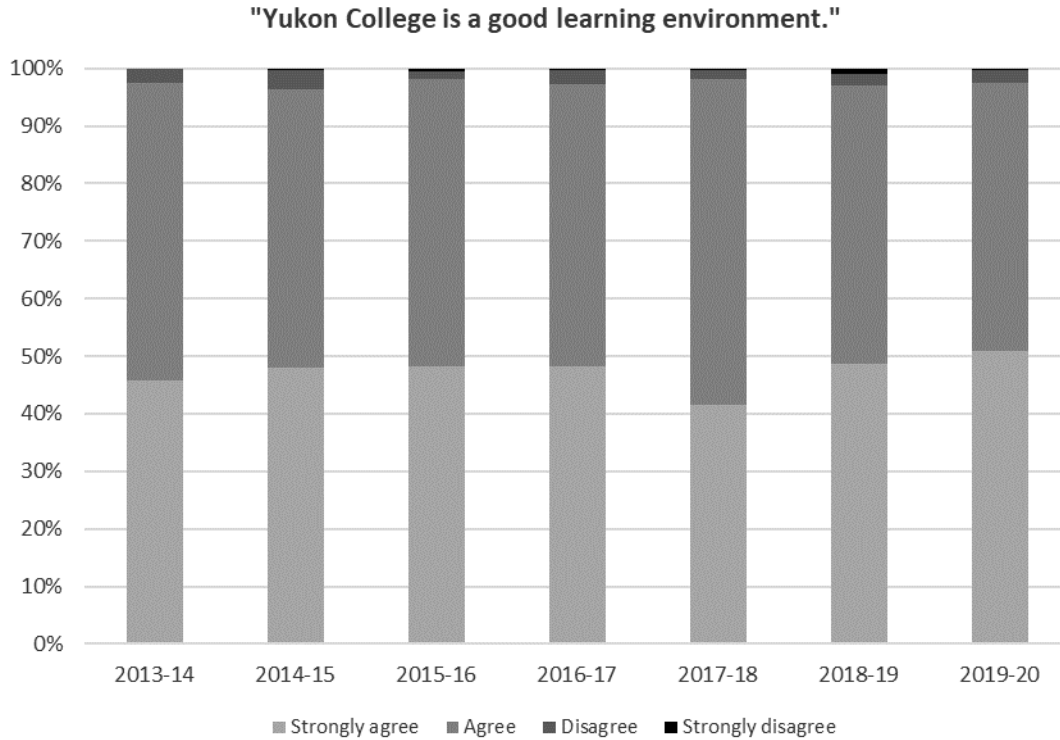
Given that 6% of survey respondents did not self-identify as Indigenous or non-Indigenous on the survey, and that 13% do not remember whether they self-identified on the application, there is a range of possibilities for the proportion of all Indigenous students who may not have self-identified on their application:

- Lower bound: If all those who skipped the survey question are non-Indigenous, and if all those who don't remember whether they self-identified on their application actually did do so, the proportion could be as low as 4%.
- Mid-range: If we assume that 26% of those who did not self-identify on the survey are Indigenous and that none of them self-identified on their application, and that 83% of those who don't remember whether they self-identified on the application actually did so, the proportion would be 11%.
- Upper bound: If all those who skipped the survey question are Indigenous and did not self-identify on their application, and if all those who don't remember whether they self-identified on their application actually did not do so, the proportion could be as high as 33%.

Overall Satisfaction

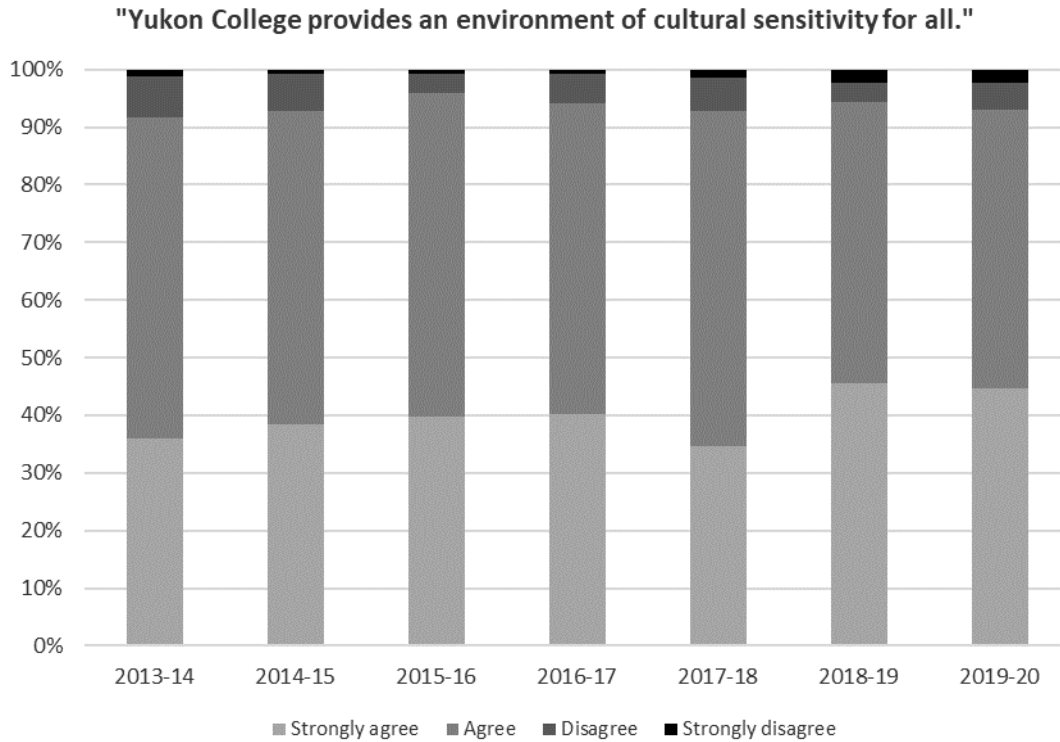
Almost everyone agrees that Yukon College is a good learning environment

Ninety-eight percent of students surveyed agree or strongly agree with the statement, "Yukon College is a good learning environment." This is consistent with previous years' results.



More than nine out of ten students agree that Yukon College provides an environment of cultural sensitivity for all

Ninety-three percent of all students surveyed (and 92% of self-identified Indigenous students) agree or strongly agree with the statement, "Yukon College provides an environment of cultural sensitivity for all." These results are consistent with previous years.



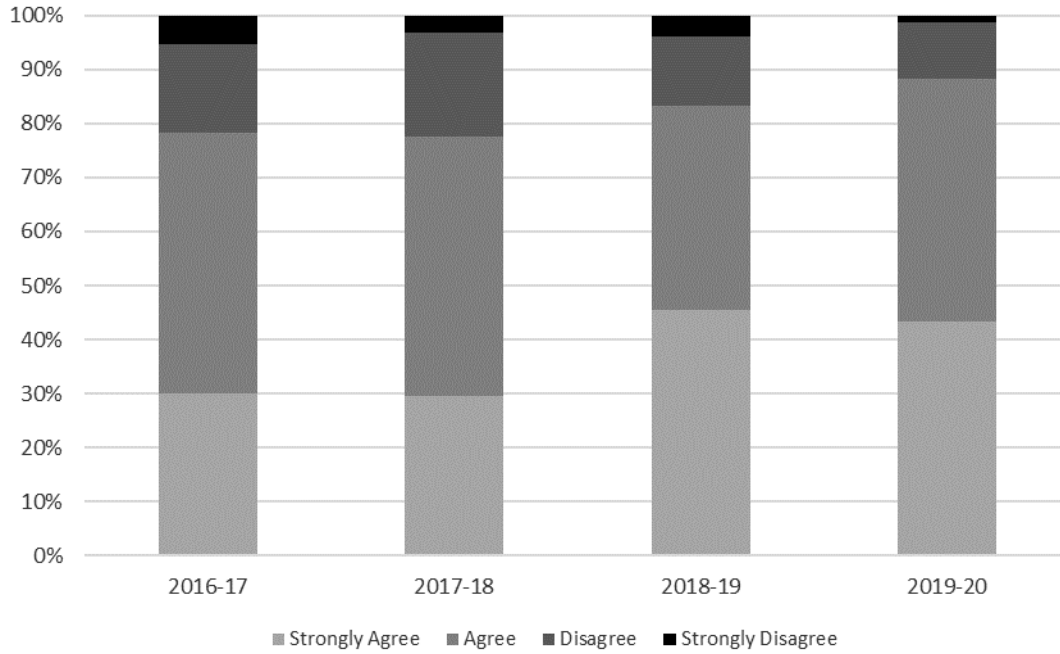
Nearly nine out of ten students say that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations

Eighty-eight percent of survey respondents agree or strongly agree with the statement, “My time at Yukon College has increased my knowledge and understanding of Yukon First Nations.” This is an increase of ten percentage points from two years ago.

Mature students (aged 25 and older) are significantly¹⁰ more likely than traditional-aged students to “strongly agree” with this statement (50% vs 32%).

¹⁰ p < 0.05

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



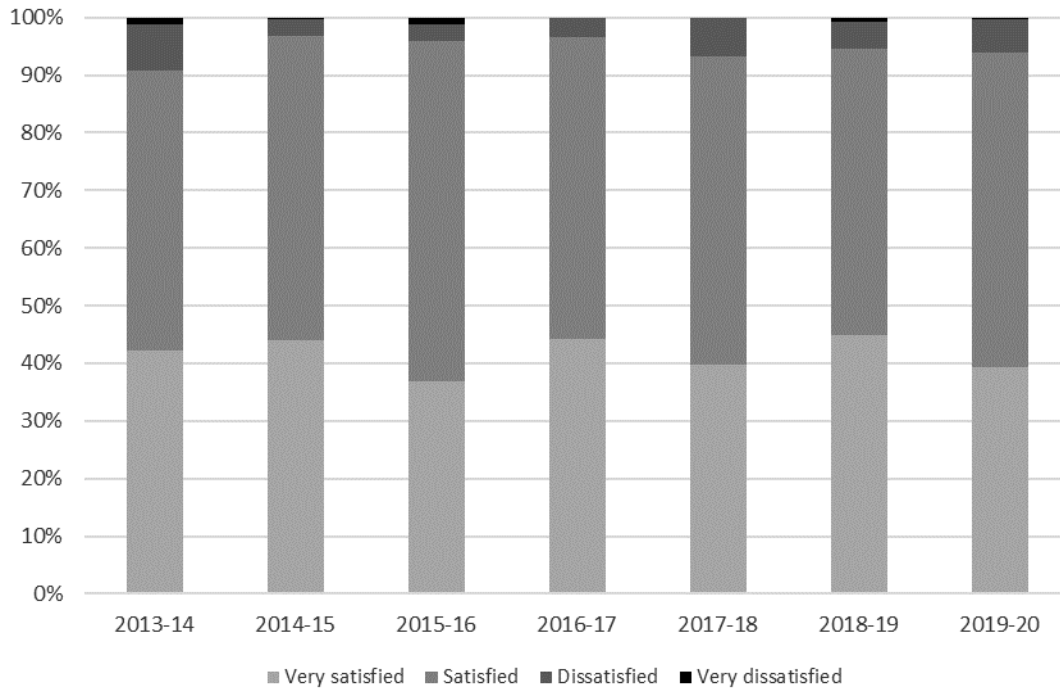
Nine out of ten students are satisfied with the quality of instruction, course content, and support services

Ninety-four percent of students surveyed are satisfied or very satisfied with the quality of instruction, 90% are satisfied or very satisfied with course content, and 92% are satisfied or very satisfied with support services. These results are generally consistent with previous years.

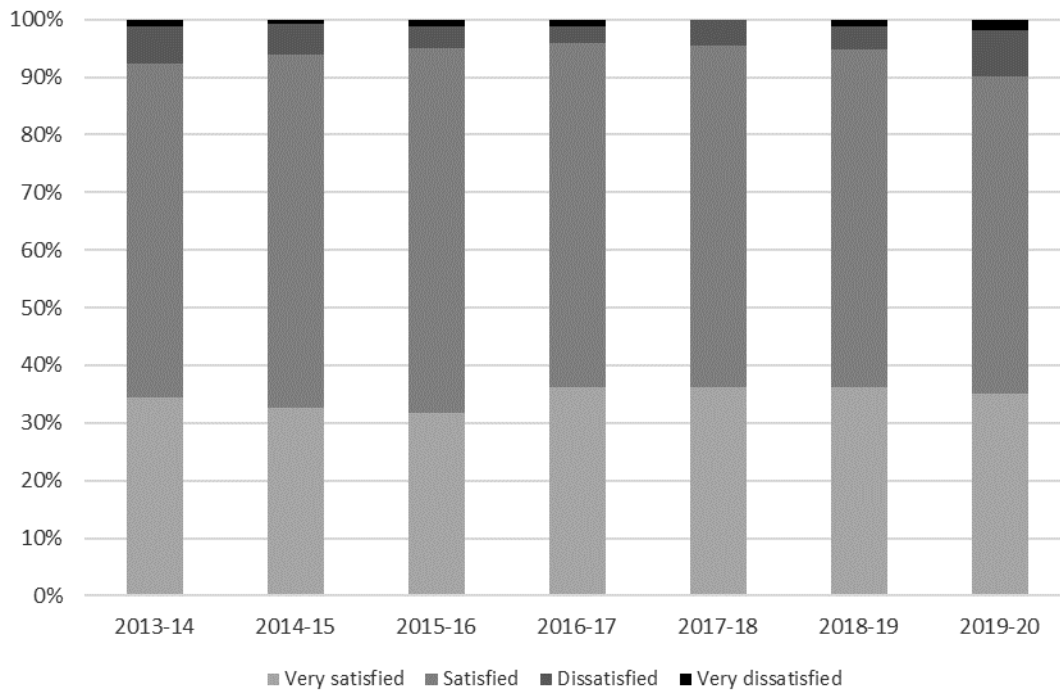
International students are significantly¹¹ more likely than domestic students to say they are "very satisfied" with support services (46% vs 32%).

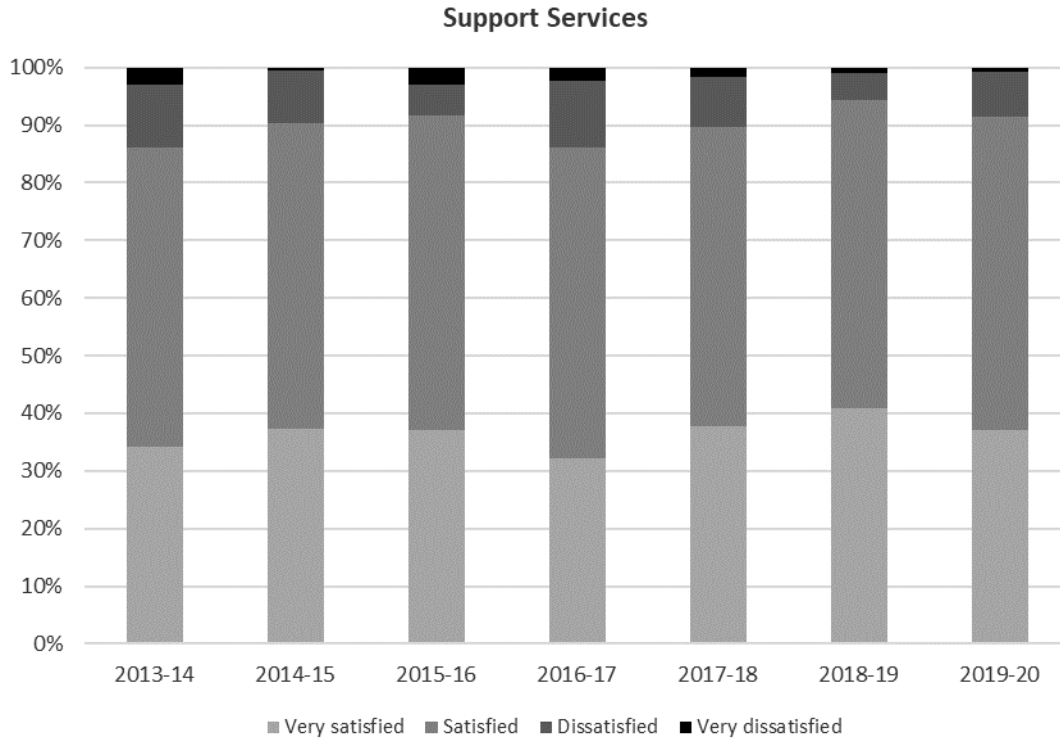
¹¹ $p < 0.05$

Quality of Instruction



Course Content





Seven out of ten students are satisfied with opportunities to engage in research

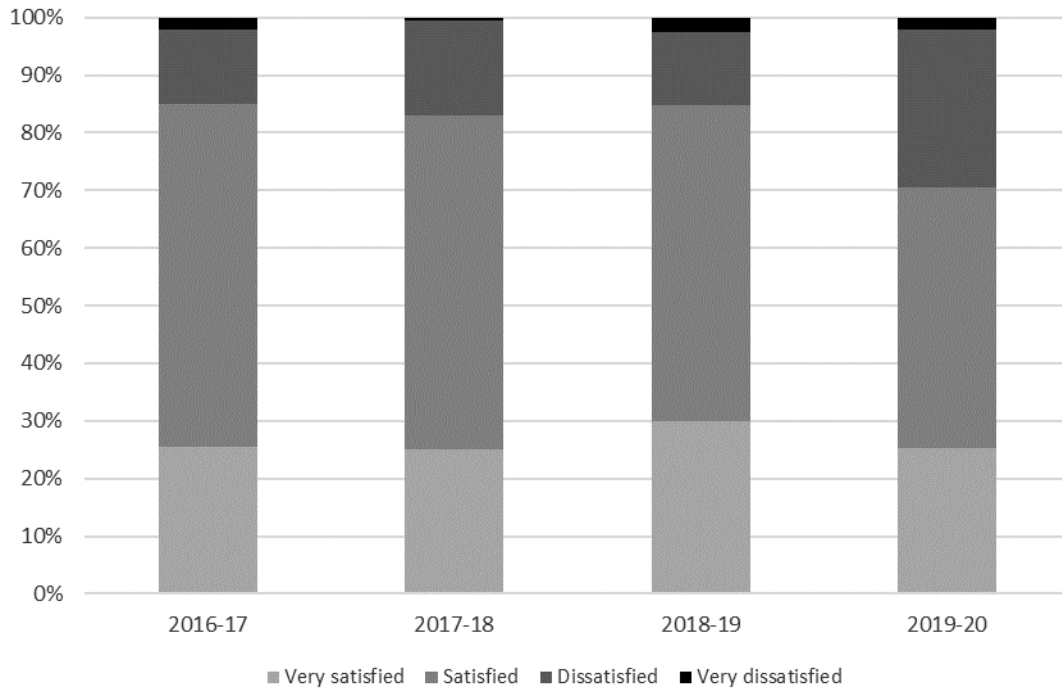
Seventy-one percent of students surveyed said that they are satisfied or very satisfied with opportunities to engage in research. This is down fourteen percentage points from last year.

This year’s survey was different from previous years, in that it included a section asking students about their involvement in research within and outside of class. This section of the survey may have raised students’ expectations about what type of involvement is possible, causing some to then evaluate their opportunities to date in a more critical light.

On the survey, students who did at least some of their K-12 schooling in the Yukon were significantly¹² more likely than students from outside the territory to state that they are satisfied or very satisfied with opportunities to engage in research (74% vs 61%).

¹² p < 0.05

Opportunities to Engage in Research



Conclusion

Overall, student satisfaction continues to be high, with 98% saying that Yukon College is a good learning environment, and at least 90% being satisfied with the quality of instruction, course content, and support services.

However, the survey identified a number of areas where students may have unmet needs.

The Student Services Centre does a good job of helping students. Nevertheless, one out of six students has had a significant need that the College has not been able to help them with, and relatively few would know where to go if they had a concern about being treated fairly as a student. As well, fewer than half are “very confident” that such a concern would be addressed in a fair and equitable manner.

One out of five students (19%) feels that their current housing situation is not suitable for their needs as a student, primarily because of cost. Fully half of students who applied to Campus Housing but wound up living elsewhere are in housing that is not suitable for them.

Not so much an unmet need but a potential pool of untapped interest, two-thirds of students (66%) have not yet been involved in conducting research outside of their classes but are interested in doing so. Paid research positions, training on research methods, help identifying opportunities, and research courses for credit are some of things that would help these students to get involved.

Course evaluation response rates continue to be a challenge, and apparently despite the good intentions of students. While 69% of survey respondents said they would definitely complete their course evaluations, only 34% actually did so. Students hold generally favorable views about the importance and anonymity of course evaluations. As for the convenience of completing them online, more say this is convenient than inconvenient – but the balance is closer than for importance or anonymity, suggesting some ambivalence on this aspect. The main reason why some students thought they might not complete their evaluations is that they are too busy to get them done. It may be worth experimenting with other methods of encouraging students to complete evaluations despite their busy schedule, such as providing time in class, or emailing a reminder to students once their last exam is over.

This year’s survey experienced some challenges in obtaining survey completions from students in online-only courses. In future years, the sample size may need to be increased in both face-to-face and online courses, to ensure completions by students across the full range of Yukon College programs.

Appendices

Appendix A: Included Classes

The following classes were included in the survey:

- ACCT 101, Intro Financial Accounting 1
- ACCT 213, Finance 1
- ALES 391, Critical Thinking & Comm
- ANAT 1101, Anatomy & Physiology
- BUS 051, Managing Your Art Career
- CCPC 500, Climate Change & Policy Literacy (online only)
- CHEM 110, The Structure of Matter
- COMP 050, Computer Fundamentals
- ELCC 100, Cultural Competency in ELCC (includes Zoom students)
- ELCC 200, Program Planning-Science (includes Zoom students)
- ENVS 100, Environmental Science I
- ERDG 310, Literacy for a Better World
- FNGA 100, FN Governance & Public Admin (includes Zoom students)
- HCA 111, Health 2 Lifestyle/Choices
- KEY 100, Keyboarding (online only)
- LEAD 300, Multi-Juris Business (includes Zoom students)
- MMC 110, Theories of Communication (online only)
- POLI 101, The Government of Canada (online only)
- PRMA 100, Redefining Case Mgmt (online only)
- PSYC 100, Intro to Psychology 1
- SOCI 203, Sociology of the Family
- SW 390, Comm Skills in Social Work

Culinary Arts was also included, along with the Carpentry and Electrical pre-apprenticeship trades classes.

Appendix B: Respondent Demographics

More than 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 2019-20*

	Number	Percent
Yes	281	94%
No, taking pre-requisites	5	2%
No, just taking courses	14	5%
TOTAL:	300	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, 87% of students said that they are studying full-time, while 13% are part-time. The actual proportion of credit students who are full-time in Fall 2019 is 78%, while 22% are part-time.

"Are you currently taking courses full-time, or part-time?"

SOURCE: *Yukon College Student Survey 2019-20*

	Number	Percent
Full-time	257	87%
Part-time	40	13%
SUB-TOTAL:	297	99%
No response or multiple responses	3	1%
TOTAL:	300	100%

Half of survey respondents are at the certificate level.

Based on their self-reported program and/or the level of the class in which they were surveyed, 52% of respondents were at the certificate level (including pre-apprenticeship trades). Close to one-quarter (23%) were at the diploma level, 19% were in degrees, 2% were in a post-graduate certificate, and 4% were in College Access Pathways.

Respondents by Credential Level*

SOURCE: Yukon College Student Survey 2019-20

	Number	Percent
College Access Pathways	11	4%
Certificate	157	52%
Diploma	70	23%
Degree	57	19%
Postgraduate	5	2%
TOTAL:	300	100%

*Based on self-reported program and/or level of class surveyed

Fifteen percent completed the survey online, and 13% were in Yukon communities.

Fifteen percent of respondents completed the survey online, while 85% did it on paper in their classroom.

Paper vs Online Survey Completion

SOURCE: Yukon College Student Survey 2019-20

	Number	Percent
Paper	255	85%
Online, while on campus	18	6%
Online, while off campus (at home, at work, etc.)	25	8%
Online, location not specified	2	1%
TOTAL:	300	100%

Online survey respondents were asked about their physical location where they were studying. Most (64%) were in Whitehorse, with 13% in Yukon communities, 16% outside the territory, and 7% giving “other” responses.

Location of Online Survey Respondents

SOURCE: Yukon College Student Survey 2019-20

	Number	Percent
Dawson City	1	2%
Haines Junction	1	2%
Mayo	1	2%
Old Crow	1	2%
Teslin	1	2%
Watson Lake	1	2%
Whitehorse Correctional Centre	1	2%
Whitehorse (Ayamdigut, or connecting from home/work/etc.)	28	62%
Outside Yukon	7	16%
Other	3	7%
TOTAL:	45	100%

More than three out of five respondents identify as female.

On this year's survey, 62% of respondents identified as female, 36% identified as male, and four people (1%) identified as gender diverse.

"What is your gender identity?"

SOURCE: Yukon College Student Survey 2019-20

	Number	Percent
Female	179	62%
Male	104	36%
Gender diverse	4	1%
SUB-TOTAL:	287	96%
No response or multiple responses	13	4%
TOTAL:	300	100%

More than one-quarter of respondents identify as Indigenous.

More than one-quarter (26%) respondents self-identified as Indigenous, including 15% who self-identified as Yukon First Nations.

"Are you an Indigenous person?"

SOURCE: Yukon College Student Survey 2019-20

	Number	Percent*
Yukon First Nations	44	15%
Other First Nations	16	5%
Métis	6	2%
Inuit	13	4%
No Indigenous identity indicated	223	74%
Total Respondents:	300	

*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 2019-20

	Number	Percent
Under 20	48	16%
20 to 24	79	26%
25 to 29	57	19%
30 to 39	67	22%
40 to 49	25	8%
50 and up	14	5%
SUB-TOTAL:	290	97%
No response or multiple responses	10	3%
TOTAL:	300	100%

More than one-quarter of respondents learned English as a second language.

More than one-quarter of respondents (28%) indicated that English was not their first language.

"What is your first language?"

SOURCE: Yukon College Student Survey 2019-20

	Number	Percent*
English	203	68%
French	11	4%
Tagalog	15	5%
First Nations language	2	1%
Other language	66	22%
<i>Only non-English languages indicated</i>	83	28%
Total Respondents:	300	

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

One out of five respondents is an International student.

"Are you an International student?"

SOURCE: Yukon College Student Survey 2019-20

	Number	Percent
Yes	61	21%
No	227	79%
SUB-TOTAL:	288	96%
No response or multiple responses	12	4%
TOTAL:	300	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 2019-20

	Number	Percent*
Whitehorse	118	39%
Rural Yukon community	31	10%
Elsewhere in Canada	96	32%
Outside Canada	84	28%
<i>All schooling outside the Yukon</i>	151	50%
Total Respondents:	300	

*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
 - Yukon First Nations Arts
- 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)
 - Northern Science
 - Renewable Resource Management
 - Science
- Trades:
 - Pre-Apprenticeship Carpentry
 - Pre-Apprenticeship Electrical

The table below shows the number and percentage of survey respondents in each programmatic area, the actual number and percentage of Fall 2019 credit students in each area, and the resulting weights.

Respondents by Program Area, and Program Weights

SOURCE: Yukon College Student Survey 2019-20 and Data Warehouse

Program Area	Survey		Actual Enrolment		Sampling Fraction	Weights
	N	%	N	%		
ASD	18	6%	115	15%	16%	2.48
HEHS	82	27%	180	23%	46%	0.85
LA	74	25%	215	28%	34%	1.13
MTH	71	24%	163	21%	44%	0.89
ST	36	12%	69	9%	52%	0.74
TR	19	6%	32	4%	59%	0.65
TOTAL	300		774		39%	

For example, ASD was undersampled by the survey, so each response from an ASD student is given a weight of 2.48 responses in the survey results – their responses count more than double. By contrast, Trades was oversampled, so each response from a Trades student counts as 0.65 responses in the survey results – their responses count about two-thirds. 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

Reasons for Going to School

"What are your reasons for going to school right now?"							
SOURCE: <i>Yukon College Student Survey 2019-20</i>							
	ASD	HEHS	LA	MTH	ST	Trades	Total
because I am interested in the field I am studying	56%	78%	69%	63%	83%	74%	69%
because I am already working in the field I am studying	11%	46%	11%	28%	17%	0%	23%
because my family wants or expects me to go to school	11%	7%	18%	10%	14%	11%	12%
because I have funding	22%	16%	14%	23%	17%	16%	18%
to figure out what field I might want to study	33%	4%	24%	10%	14%	5%	16%
to decide if school is "for me"	17%	0%	5%	3%	8%	0%	5%
to get my pre-requisites for the program I'm interested in	11%	5%	16%	6%	22%	5%	11%
to finish my high school equivalency	11%	0%	4%	3%	0%	0%	3%
so that I can have a better life	56%	56%	54%	65%	53%	53%	57%
so that I can make more money	17%	51%	35%	54%	50%	58%	42%
so that I can get a better job	50%	56%	54%	61%	61%	42%	55%
to start my own business	28%	15%	9%	30%	11%	26%	18%
to prove that I can do it	33%	21%	18%	28%	17%	11%	23%
to get housing on campus	0%	1%	0%	1%	0%	0%	1%
for fun	11%	13%	12%	18%	14%	32%	15%
other reasons	22%	11%	3%	7%	14%	5%	10%

Seeking Assistance from Yukon College

"Have you accessed the Student Services Centre (located across from the Bookstore at Ayamdigut campus, or services available remotely)?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Yes	82%	56%	62%	65%	69%	58%	65%
No	18%	44%	38%	35%	31%	42%	35%
SUB-TOTAL:	94%	99%	100%	100%	100%	100%	99%
No response or multiple responses	6%	1%	0%	0%	0%	0%	1%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"If yes, were the staff able to assist you?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Yes	79%	87%	85%	89%	88%	91%	86%
Partially	21%	11%	15%	11%	12%	9%	14%
No	0%	2%	0%	0%	0%	0%	0%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"Have you had any significant needs as a student that the College has <u>not</u> been able to help you with?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Yes	18%	20%	12%	19%	22%	5%	17%
No	82%	80%	88%	81%	78%	95%	83%
SUB-TOTAL:	94%	98%	99%	99%	100%	100%	98%
No response or multiple responses	6%	2%	1%	1%	0%	0%	2%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"If you had a concern about whether you were graded fairly, or otherwise treated fairly as a student at Yukon College, would you know where to go?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Yes	35%	26%	32%	26%	28%	39%	30%
No	65%	74%	68%	74%	72%	61%	70%
SUB-TOTAL:	94%	99%	99%	97%	100%	95%	98%
No response or multiple responses	6%	1%	1%	3%	0%	5%	2%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"If you had such a concern, do you feel confident that your concern would be addressed in a fair and equitable manner?"							
SOURCE: <i>Yukon College Student Survey 2019-20</i>							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Very confident	44%	38%	38%	43%	33%	42%	40%
Somewhat confident	44%	51%	58%	45%	53%	58%	51%
Not very confident	11%	11%	4%	12%	14%	0%	9%
SUB-TOTAL:	100%	98%	97%	97%	100%	100%	98%
No response or multiple responses	0%	2%	3%	3%	0%	0%	2%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

Bookstore and Food Services

Additional Bookstore Hours Needed							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
After 7 p.m. on Monday-Thursday	0%	9%	16%	4%	6%	0%	8%
After 4 p.m. on Friday	0%	12%	15%	4%	6%	0%	8%
After 1:30 p.m. on weekends	0%	13%	11%	8%	19%	5%	10%
Current operating hours meet my needs	100%	70%	61%	85%	81%	95%	77%
N/A or no response	0%	7%	14%	1%	0%	0%	6%
Total Respondents:	100%	100%	100%	100%	100%	100%	100%

Remote Access to Bookstore Services: "Are you able to get the service that you need?"			
SOURCE: Yukon College Student Survey 2019-20			
	Paper	Online	Total
Yes	95%	96%	95%
No	5%	4%	5%
SUB-TOTAL:	49%	58%	50%
N/A, I am at Ayamdigt campus	47%	27%	44%
No response	4%	16%	5%
TOTAL:	100%	100%	100%

Food Services Needed							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Available more hours	17%	17%	18%	13%	25%	5%	16%
Dietary needs	6%	9%	7%	4%	11%	16%	7%
Other needs	17%	12%	14%	11%	8%	16%	13%
Food services currently meet my needs	56%	46%	50%	65%	61%	68%	55%
N/A or no response	6%	17%	18%	10%	0%	0%	12%
Total Respondents:	100%	100%	100%	100%	100%	100%	100%

Housing

"Where are you currently living?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Campus housing	6%	9%	23%	21%	17%	5%	15%
Rental accommodation off campus	33%	46%	31%	35%	39%	37%	37%
With parents or other relatives off campus	28%	17%	31%	22%	28%	37%	25%
In a home that I own	17%	22%	14%	21%	11%	21%	18%
Other	17%	6%	1%	1%	6%	0%	5%
SUB-TOTAL:	100%	99%	96%	96%	100%	100%	98%
No response or multiple responses	0%	1%	4%	4%	0%	0%	2%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"Is your current housing suitable for your needs as a student?"						
SOURCE: Yukon College Student Survey 2019-20						
	Campus	Rental	Family	Own Home	Other*	Total
Yes	80%	73%	86%	92%	83%	81%
No	20%	27%	14%	8%	17%	19%
SUB-TOTAL:	98%	99%	99%	96%	63%	96%
No response or multiple responses	2%	1%	1%	4%	37%	4%
TOTAL:	100%	100%	100%	100%	100%	100%
<i>**Other" also includes non-response and multiple responses</i>						

"If not, what aspects of your housing are not meeting your needs?" - All Students							
SOURCE: Yukon College Student Survey 2019-20							
	Campus	Rental	Family	Own Home	Other*	Total	
Distance from the College resulting in long commutes	0%	7%	10%	4%	17%	7%	
Lack of access to public transportation	0%	12%	4%	4%	8%	7%	
Safety concerns	5%	2%	0%	0%	0%	1%	
Overcrowding	0%	3%	11%	4%	0%	5%	
Rental cost making it difficult to pay for tuition, books, or other expenses	16%	25%	4%	0%	25%	14%	
Other	16%	5%	0%	8%	0%	6%	
Total Respondents:	100%	100%	100%	100%	100%	100%	

"Did you have to move in order to attend Yukon College?"		
SOURCE: Yukon College Student Survey 2019-20		
	Number	Percent
Yes	88	30%
No	205	70%
SUB-TOTAL:	293	98%
No response or multiple responses	7	2%
TOTAL:	300	100%

Housing Suitability for Those Who Had to Move			
SOURCE: Yukon College Student Survey 2019-20			
	Moved	Did not move	Total
Suitable housing	58	175	233
Unsuitable housing	29	24	53
SUB-TOTAL:	87	199	286
No response or multiple responses	1	6	7
TOTAL:	88	205	293

Housing Suitability for Those Who Had to Move			
SOURCE: Yukon College Student Survey 2019-20			
	Moved	Did not move	Total
Suitable housing	67%	88%	81%
Unsuitable housing	33%	12%	19%
SUB-TOTAL:	99%	97%	98%
No response or multiple responses	1%	3%	2%
TOTAL:	100%	100%	100%

"If yes, did you have any difficulty finding suitable housing?"		
SOURCE: Yukon College Student Survey 2019-20		
	Number	Percent
I was worried I would not be able to attend school ...	36	42%
I had some difficulty ...	19	22%
I had no difficulty ...	18	21%
I did not need to look for housing ...	6	7%
I found housing but it is not suitable ...	6	7%
SUB-TOTAL:	85	97%
No response	3	3%
TOTAL:	88	100%

NOTE: This question was asked only of the 88 students who moved to attend YC.

"Did you apply to live in Campus Housing?"			
SOURCE: Yukon College Student Survey 2019-20			
	In CH	Not in CH	Total
Yes	28	22	50
No	2	32	34
SUB-TOTAL:	30	54	84
No response or multiple responses	3	1	4
TOTAL:	33	55	88

"Did you apply to live in Campus Housing?"			
SOURCE: <i>Yukon College Student Survey 2019-20</i>			
	In CH	Off Campus	Total
Yes	93%	41%	60%
No	7%	59%	40%
SUB-TOTAL:	91%	98%	95%
No response or multiple responses	9%	2%	5%
TOTAL:	100%	100%	100%

Suitability of Housing for Students Who Applied to Campus Housing But Are Living Off Campus		
SOURCE: <i>Yukon College Student Survey 2019-20</i>		
	Number	Percent
Suitable housing	11	50%
Unsuitable housing	11	50%
TOTAL:	22	100%

Research

"How familiar are you with the research that is being conducted at Yukon College?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Didn't know we were doing research	53%	36%	44%	39%	6%	47%	39%
Know that research is happening ...	33%	48%	46%	52%	75%	53%	49%
Could name some specifics ...	13%	13%	7%	7%	14%	0%	10%
Could explain to others in detail ...	0%	4%	3%	1%	6%	0%	3%
SUB-TOTAL:	83%	98%	95%	97%	100%	100%	95%
No response or multiple responses	17%	2%	5%	3%	0%	0%	5%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"Have you ever taken a course that involved conducting research at Yukon College?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Yes	18%	16%	11%	21%	28%	5%	17%
No	65%	65%	75%	68%	53%	79%	68%
I am unsure	18%	19%	14%	11%	19%	16%	16%
SUB-TOTAL:	94%	99%	96%	100%	100%	100%	98%
No response or multiple responses	6%	1%	4%	0%	0%	0%	2%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"While you've been a student, have you ever been involved in conducting research at Yukon College that was <u>not</u> part of a class you were taking?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Yes	13%	5%	1%	13%	19%	11%	8%
No, but I would like to be	75%	62%	70%	58%	64%	68%	66%
No, and I am not interested	13%	33%	28%	30%	17%	21%	26%
SUB-TOTAL:	89%	99%	96%	100%	100%	100%	97%
No response or multiple responses	11%	1%	4%	0%	0%	0%	3%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"What opportunities would help you to be involved in research at Yukon College?" - Students Who Would Like To Be Involved But Have Not							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Training on research methods	42%	40%	46%	51%	52%	46%	46%
Research courses for credit	33%	40%	48%	37%	65%	23%	42%
Paid research positions	33%	56%	48%	41%	87%	54%	50%
Assistance from a faculty member	33%	22%	30%	22%	43%	23%	28%
Help with identifying opportunities	42%	44%	42%	49%	57%	31%	44%
Help identifying research grants and other funding	25%	34%	20%	20%	52%	46%	28%
Mentorship and peer support	17%	40%	34%	37%	43%	31%	34%
Other	8%	2%	0%	7%	4%	0%	4%
N/A or no response	17%	10%	10%	17%	4%	0%	11%

"What opportunities would help you to be involved in research at Yukon College?" - Overall							
SOURCE: <i>Yukon College Student Survey 2019-20</i>							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Training on research methods	44%	34%	36%	42%	47%	37%	39%
Research courses for credit	28%	41%	42%	28%	58%	21%	37%
Paid research positions	22%	49%	42%	35%	78%	53%	43%
Assistance from a faculty member	22%	23%	24%	18%	42%	26%	24%
Help with identifying opportunities	28%	38%	36%	35%	53%	26%	36%
Help identifying research grants and other funding	17%	32%	20%	18%	50%	37%	25%
Mentorship and peer support	17%	30%	30%	30%	39%	26%	29%
Other	6%	4%	1%	4%	8%	0%	4%
N/A or no response	22%	18%	23%	28%	11%	16%	22%

Course Evaluations

"How likely is it that you will complete an evaluation for each of your courses?"							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Will definitely complete them for all my courses	76%	68%	69%	69%	64%	63%	69%
Will complete them for some courses, but not for others	6%	13%	10%	10%	8%	11%	10%
Would like to complete the evaluations, but may not get around to it	18%	18%	19%	17%	25%	26%	19%
Not interested in completing any evaluations	0%	3%	3%	4%	3%	0%	3%
SUB-TOTAL:	94%	98%	95%	99%	100%	100%	97%
No response or multiple responses	6%	2%	5%	1%	0%	0%	3%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

Views About Course Evaluations							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Course evaluations are important ...	72%	76%	76%	70%	72%	79%	74%
Course evaluations are not that important ...	6%	9%	11%	1%	11%	0%	7%
Course evaluations are a good way ... to provide anonymous feedback.	72%	63%	58%	51%	67%	63%	61%
I don't believe that my feedback on course evaluations is truly anonymous.	11%	9%	9%	10%	17%	11%	10%
It is convenient to complete course evaluations online through Moodle.	11%	45%	38%	27%	50%	21%	34%
It is inconvenient to have to go online to complete course evaluations.	11%	7%	14%	8%	8%	21%	10%

Views About Course Evaluations by Likelihood of Completing Them		
SOURCE: Yukon College Student Survey 2019-20		
	Definitely 't or May Not	
Course evaluations are important ...	83%	61%
Course evaluations are not that important ...	6%	10%
Course evaluations are a good way ... to provide anonymous feedback.	65%	54%
I don't believe that my feedback on course evaluations is truly anonymous.	7%	18%
It is convenient to complete course evaluations online through Moodle.	44%	22%
It is inconvenient to have to go online to complete course evaluations.	8%	17%
At least one favorable view	96%	82%
At least one unfavorable view	18%	37%

Overall Satisfaction

"Yukon College is a good learning environment."							
SOURCE: <i>Yukon College Student Survey 2019-20</i>							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Strongly Agree	59%	46%	46%	59%	44%	58%	51%
Agree	35%	49%	53%	41%	56%	42%	47%
Disagree	6%	5%	0%	0%	0%	0%	2%
Strongly Disagree	0%	0%	1%	0%	0%	0%	0%
SUB-TOTAL:	94%	98%	92%	96%	100%	100%	95%
Don't know, no response or multiple responses	6%	2%	8%	4%	0%	0%	5%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"Yukon College is a good learning environment."							
SOURCE: <i>Yukon College Student Surveys 2013-14 to 2017-18</i>							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Strongly agree	46%	48%	48%	48%	41%	49%	51%
Agree	52%	48%	50%	49%	57%	48%	47%
Disagree	3%	3%	1%	2%	1%	2%	2%
Strongly disagree	0%	0%	1%	0%	0%	1%	0%

"Yukon College provides an environment of cultural sensitivity for all."							
SOURCE: <i>Yukon College Student Survey 2019-20</i>							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Strongly Agree	50%	48%	35%	53%	37%	41%	45%
Agree	44%	44%	63%	34%	54%	59%	48%
Disagree	0%	6%	0%	12%	6%	0%	5%
Strongly Disagree	6%	1%	2%	1%	3%	0%	2%
SUB-TOTAL:	89%	96%	85%	96%	97%	89%	92%
Don't know, no response or multiple responses	11%	4%	15%	4%	3%	11%	8%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"Yukon College provides an environment of cultural sensitivity for all."							
SOURCE: <i>Yukon College Student Surveys 2013-14 to 2017-18</i>							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Strongly agree	36%	38%	40%	40%	35%	46%	45%
Agree	56%	54%	56%	54%	58%	49%	48%
Disagree	7%	7%	4%	5%	6%	3%	5%
Strongly disagree	1%	1%	1%	1%	1%	2%	2%

"My time at Yukon College has increased my knowledge and understanding of Yukon First Nations."							
SOURCE: <i>Yukon College Student Survey 2019-20</i>							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Strongly Agree	53%	53%	36%	41%	44%	6%	43%
Agree	35%	43%	52%	44%	44%	56%	45%
Disagree	12%	1%	11%	13%	12%	38%	10%
Strongly Disagree	0%	3%	2%	2%	0%	0%	1%
SUB-TOTAL:	94%	90%	86%	89%	94%	84%	90%
Don't know, no response or multiple responses	6%	10%	14%	11%	6%	16%	10%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

"My time at Yukon College has increased my knowledge and understanding of Yukon First Nations."				
SOURCE: <i>Yukon College Student Surveys 2013-14 to 2017-18</i>				
	2016-17	2017-18	2018-19	2019-20
Strongly Agree	30%	30%	46%	43%
Agree	48%	48%	38%	45%
Disagree	16%	19%	13%	10%
Strongly Disagree	5%	3%	4%	1%

Quality of Instruction							
SOURCE: <i>Yukon College Student Survey 2019-20</i>							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	47%	36%	33%	48%	23%	58%	39%
Satisfied	53%	55%	61%	45%	69%	42%	55%
Dissatisfied	0%	9%	5%	7%	9%	0%	6%
Very dissatisfied	0%	0%	2%	0%	0%	0%	0%
SUB-TOTAL:	94%	98%	89%	94%	97%	100%	94%
N/A, no response or multiple responses	6%	2%	11%	6%	3%	0%	6%
TOTAL:	100%	100%	100%	100%	100%	100%	100%

Quality of Instruction							
SOURCE: <i>Yukon College Student Surveys 2013-14 to 2017-18</i>							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Very satisfied	42%	44%	37%	44%	40%	45%	39%
Satisfied	49%	53%	59%	52%	54%	50%	55%
Dissatisfied	8%	3%	3%	3%	7%	5%	6%
Very dissatisfied	1%	0%	1%	0%	0%	1%	0%

Quality of Course Content							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	47%	34%	32%	35%	17%	53%	35%
Satisfied	41%	50%	60%	60%	74%	32%	55%
Dissatisfied	6%	15%	6%	3%	9%	16%	8%
Very dissatisfied	6%	1%	1%	1%	0%	0%	2%
SUB-TOTAL:	94%	98%	92%	96%	97%	100%	95%
N/A, no response or multiple responses	6%	2%	8%	4%	3%	0%	5%
TOTAL:	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	2019-20
Very satisfied	34%	33%	32%	36%	36%	36%	35%
Satisfied	58%	61%	63%	60%	59%	59%	55%
Dissatisfied	6%	6%	4%	3%	5%	4%	8%
Very dissatisfied	1%	1%	1%	1%	0%	1%	2%

Quality of Support Services							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	47%	32%	33%	44%	22%	53%	37%
Satisfied	41%	59%	63%	41%	75%	47%	55%
Dissatisfied	12%	9%	5%	11%	3%	0%	8%
Very dissatisfied	0%	0%	0%	3%	0%	0%	1%
SUB-TOTAL:	94%	96%	86%	89%	89%	89%	91%
N/A, no response or multiple responses	6%	4%	14%	11%	11%	11%	9%
TOTAL:	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	2019-20
Very satisfied	34%	37%	37%	32%	38%	41%	37%
Satisfied	52%	53%	55%	54%	52%	54%	55%
Dissatisfied	11%	9%	5%	12%	9%	5%	8%
Very dissatisfied	3%	1%	3%	2%	2%	1%	1%

Opportunities to Engage in Research							
SOURCE: Yukon College Student Survey 2019-20							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	47%	13%	19%	29%	18%	33%	25%
Satisfied	47%	48%	48%	42%	32%	53%	45%
Dissatisfied	7%	37%	31%	23%	50%	13%	27%
Very dissatisfied	0%	2%	2%	6%	0%	0%	2%
SUB-TOTAL:	83%	63%	70%	68%	78%	79%	71%
N/A, no response or multiple responses	17%	37%	30%	32%	22%	21%	29%
TOTAL:	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	2019-20
Very satisfied	25%	25%	30%	25%
Satisfied	60%	58%	55%	45%
Dissatisfied	13%	16%	13%	27%
Very dissatisfied	2%	1%	3%	2%

Appendix E: "Other" reasons for going to school

To learn, to gain knowledge:

"I like knowledge"

"To learn" [x2]

"learn new skills"

"learning is cool."

"to acquire more knowledge"

To change careers:

"career shift"

"injury – different job. Need more opportunities"

"To get a job that aligns better with my values"

"Changing careers"

Self-improvement, sense of accomplishment:

"Accomplish a personal goal"

"to accomplish this 10 mnth prg. & feel good inside w accomplishments"

"step in life plan fulfillment"

"Re-inventing myself."

To complete an educational goal or access another educational program:

"To challenge CPA Program"

"up grading"

"To get into the office admin program"

"Get education, eventually red seal before I get my Engineering"

Other reasons:

"relate to my previous study"

"I was bored / nothing better to do / I feel I've already outgrown my field"

"always have a passion for this field <3"

"to provide for my family & fund my travels"

"I worked in this field before applying into the program"

"To change our country to be more inclusive of all rights"

"to help the community"

Appendix F: Unmet Needs

Survey respondents were asked, "Have you had any significant needs as a student that the College has not been able to help you with?" Students who answered "yes" were then asked, "Please briefly describe what you needed."

Academic support for additional subjects, and/or increased access to academic support staff:

"Scientific writing centre → The regular writing centre has no Science instructors"

"I need help with my math and English. I am struggling with both subjects."

"Academic help with science related questions."

"More staff in Academic Centre because whenever I need help its hard for me to take appointment because its already full and if there is more staff they can help easily whenever the child want. ..."

"Academic Help Centre – No staff was qualified to help me with Accounting lol, I failed it my first year. My teacher was limited because of time."

"For some courses, I need assist but there is quite less of tutoring hours and some courses are not available."

Housing:

"As always, campus housing is not given easily as it's very tough for me being an international student to afford living out in the town."

"I could not get campus housing"

"I had a problem with living I am not sure that I will get housing in this college or not."

"Housing ..." [x2]

"- I would have liked campus housing, but was put on a waitlist, so needed to find alternative accommodations. ..."

Financial matters:

"Help with books. Books are so expensive. I can understand the free food but I need help with the books as in the college I am for study, not for food (not in restaurant). College Bookstore sell double the amount as compare to online which is not acceptable."

"... + I was very disapointed by financial aid services"

"Financial ..."

"Scholarships/Awards I can only apply to 4 and they are all first semester. None are in my area of study."

"would love more funding ☺"

Communication issues; not getting clear or consistent response to queries:

"technical help – some staff didn't understand program so wasn't able to help"

"I didn't know if I could take the course for ELCC from the next semester (next winter semester). But, some people said "you can't" or "I don't know"."

"I ask about buy a computer long time ago and they told me to wait for 1 or 3 weeks. Has been 2 months without answer."

"I tried to do Yukon FN Core Competency course but wasn't able to do it through one of the webpages (not YC webpage) because the further steps were not communicated to me."

"Clarification in regards to construct & organization of parts of program"

More seats in classes, and/or more offerings of courses:

"... - due to courses only happening so often & me only needing certain courses due to lots of transfer credit, I am forced to take a 8 month break in the middle of my program."

"More classes and seats. More staff."

"... More seats in classes."

"more seats in the online courses"

Access to counselling services:

"Counselling"

"Even though there is counseling avail for students, I found it difficult to access. Being able to make appts. by email would be helpful."

*"... * I would like to attend counselling but the only available times are between 8:30-4:30 and I am in class during that time."*

Childcare:

"DAYCARE. I was set to move this fall, but the lack of on campus daycare was not available. (I don't drive, so this is vital)."

"Childcare at the College campus is and will be too full to provide care for my child while I attend."

"Childcare! When we moved here so that I could attend school, I assumed my children would be able to attend the child care facility. This is not so. It is VERY difficult for me to take any classes in the evenings, that end after 3:20 pm, or field courses. I have no family here."

Wifi on campus:

"Wifi went to IT and they were not helpful"

"Wifi is horrible"

"Wifi at Campus housing 520 College Drive"

Advising for International students:

"When I first came here, pressure from the International coordinator was to take less courses as a result I faced a huge problem to get my studies done in time. Do not misguide new students."

"for International students College should provide proper guidance from the beginning. For example: Before starting the programme student should be aware about the courses."

"Need better International Student Advisor"

Issues with a specific staff or faculty member:

"... concerns about a staff's conduct"

"Disputes with instructor(s), due to YTA Code of Ethics"

Other facilities and services needed:

"I would like to have a second microwave in the cafeteria to reduce the time we have to wait in line to warm up our lunch. I thought we could move one from the hallway (where not that many people eat their lunch) and bring it in the cafeteria (where many people eat their lunch). ..."

"... Food – special diet for health - health issues"

"- more buses to and from the institution - sell cigarettes - Health snack options in the bookstore @ cheaper prices - More apple computers needed."

"A quiet study area other than the privately booked rooms. I need an individual quiet study area."

"A quiet space to study and read"

"We need library to stay open for longer hours on weekends. We need two microwaves in the cafe."

"I would like to use the bouldering wall in the gym but it is open only 12:00-1:00 which is not my class's lunch break, and too short. I wanna access it 17:00-20:00."

" I would like access to a basketball in the gym for break times. * I would like more recreational activities – specifically floor hockey offered @ the college, either before 8:30 am or after 4:30 pm. ..."*

Other needs:

"I say yes & no, as I have limited knowledge of computer skills – e-mail – cut/paste. I would have loved to learn this before this class started, wasn't aware that I'd need computers."

"As we are international students so English is our 2nd language so college should not fail students due to this reason. I was failed with .5 marks in my course which is not good."

"Registering online for courses. It is very inconvenient to miss hours at work to come here and enroll."

"I want to know why I was not on the Dean's List even though I met all criteria?"

"US Federal Funding Accrediation"

"For my program we work ... [with] tools. I feel I'd be more confident if I had someone watching me more closely. I have [a neurodiversity diagnosis] ... and my mind processes things slower. I was told I could bring someone to supervise me, but that college couldn't provide me with someone."

"I find moodle/multiple choice Modulus a terrible way to learn its not engaging and its hard to retain the info. I also find having to take Math Class frustrating I think that there should be an option for self study."

"Dorms are a joke."

"... employment security and opportunity; support with accessing higher, or continued educational opportunities, and/or employment opportunities"

"Time"

Appendix G: Remote Service Needs From Bookstore

Survey respondents were told, "Community campus and online students can access the Bookstore through the website, or by telephone and email during store operating hours." They were then asked, "If this applies to you, are you able to get the service that you need?" Those who answered "No," were asked, "What do you need?"

Their written responses are as follows:

"Haven't tried"

"It can be hard to find the book you are looking for on website"

"Better textbook inventory"

"More reasonable prices in food."

"It doesn't matter to me"

"more training on computer"

"Difficult to access library if you're not on campus."

"The website was very difficult to actually find things on"

Appendix H: Additional Food Service Hours

"Afternoon"

"2 pm in kaff"

"10:00 am – 3:00 pm"

"morning → class usually start 8:30 am"

"Almost anytime, when opened"

"5"

"After 5 pm, no food during night classes"

"6 or 7"

"until 18:00"

"evening"

"Between 4 pm and 8 pm"

"Till 4 pm or 5 pm"

"After 5 pm"

"Mon-Fri 8:00 am – 6:00 pm"

"dinner"

"real food available late afternoon/early evening"

"In the evening"

"Evening/Late Afternoon"

"All day. → modified service, but food is not very accessible on campus."

"8-8"

"till 5 pm"

"Kaff until 8:00 pm."

"evening – all other food options now"

"dinner time"

"more in mornings"

"s/b open between 2-4"

"Sat & Sun after 1:30 pm"

"evening 4-8 pm"

"5-7 pm"

"evening"

"longer than 1:30 – 3 pm – I like to eat lunch @ 2ish"

"All day, not only lunch"

"Mornings & afternoons"

"until 9 pm"

"Real meals 4-7 pm"

"evening for night classes"

"7pm"

"Between 5 and 6pm"

"Afternoon and evening"

"Afternoon"

"None"

"In the evening"

Appendix I: "Other" food service needs

Lower prices:

"very expensive"

"Less expensive; healthier options; a pub."

"Portion size vs price (portions in the Kaff are small compared to cost)"

"more affordable food options"

"Affordability"

"It's expensive for me"

"Price needs to be student friendly"

"More reasonable prices in everything"

"Prices too high for students."

"The prizes are not affordable for students w/ financial challenges."

"The food is too expensive"

"Good But expensive as heck"

"cheaper options"

"Too expensive"

"more snacks – Healthy/Cheap"

Other needs:

"No onions on sandwiches / or some salads"

"The food commonly uses mangos – I am allergic"

"more selection"

"More "meals" like food like sandwiches and such"

"Need more variety."

"Indian Food"

"Meal pass"

"A meal plan would be great"

"A vending machine with sandwiches & salads, fruit & veggies"

"It would be nice to have more healthy food options – salads etc"

"Healthier food options, local produce, organic options"

"Indian food must be there. As we know it is so popular."

"somewhat tasteless, haven't bought a meal since 2018"

Other comments:

"I cook my own food"

"I rarely eat on campus"

"I don't eat here"

"N/A I prepare and eat my food at home. I have never bought food at Yukon College"

"I did not try yet."

"I do not use food services"

"haven't tried"

Appendix J: "Other" housing suitability issues

Internet and wifi accessibility:

"no Internet, electricity or running water"

"Wifi"

"Wifi"

"Internet Problems"

"Internet access availability"

Environment not conducive to studying:

"Not comfortable for studying but is not an issue, I love studying in campus."

"Too much noise very late into the early morning"

"Hard to study"

"small house, no separate space for studying"

Other issues:

"no closets to keep clothes, we have to hang on the rod."

"Get a Security Guard in the 520 Building 24/7"

"mortgage cost high even with commute"

"waiting list makes it impossible to live on campus"

"Kitchen"

Appendix K: Main reasons for not being interested in research

Lack of time:

"Too busy with school & work"

"Too Busy"

"I'm a full time student who also works part time ..."

"Too busy @ school & work"

"Too busy" [x2]

"Don't have time"

"Busy schedule."

"I do not have the time for extra work outside my classes"

"I'm working full-time"

"I am too busy with school, work and personal life"

"lack of time"

"I don't have time"

"- Heavy workload already."

"Busy life"

"Too heavy of a work/school load"

"I have too much to do outside of school and no desire to help Yukon College w/ research"

"Time management would be difficult as I already have so much on the go"

"Busy with school & work"

"I am very busy"

"No time – school 35 hours a week work 20 hours+ a week + homework"

"Busy busy!"

"Busy."

"not enough time available to participate"

"No extra time"

"It is time consuming"

"It is hard to get time fomr work and course assignments."

"... Busy mom of 2, don't need more on my plate."

"Far too busy with courses."

"busy"

Research does not appear to be relevant to one's field of study:

"From what I know about the research being conducted it was not specific to the courses/program I am enrolled in. Seemed like lots of engineering/space projects or community social research not specific to environment."

"I'm in different class"

"Well, probably doesn't pay & have anything to do with the course I'm taking."

"Because, I want to be a daycare staff here, that's why. It is not relevant to me."

"little opportunity/relevance to my field."

Do not know enough about it:

"Depends on what it is"

"Don't know what it is"

"I would like to know what the research is for."

"unsure what kinda research it involves ..."

"I don't know what it is."

Simply not interested:

"Because that sounds boring."

"not interested"

"Don't want to"

"... also lack of interest"

"I have no such interests."

Other reasons:

"Not here enough as I am only taking one class."

"Would rather focus solely on my schooling so I can move back to Alberta asap."

"Researchers alienate undergrads, in some circumstances."

"First Nations issues"

"I'm not located in Whitehorse, nor am I a Yukon resident"

Other comments:

"IDK"

"If I need research something or personal stuff I would use our personal wifi or Internet at home. Though I could but I prefer Yukon College as for studying purpose only."

"I like turtles"

Appendix L: "Other" opportunities that would help students to be involved in research

More information about research:

"Knowing what other research is happening"

"Awareness of the research being done"

"need more info – already work Ft (might not be feasible for me – not sure)"

"awareness of details of research collection being done."

Other comments:

"All of them"

"Laboratory for ELCC"

"Additional marks for participating in research in courses."

"Something interesting, and not busy-work and excel"

"Program specific/course specific research."

"I would like the College to set up mentorship programs for distance students too."

Appendix M: "What has being involved in research meant to your overall student experience?"

Learned and gained knowledge:

"more knowledge about the community"

"improved my understanding of the process"

"- It has increased my comprehension and understanding greatly, and has made me interested in continueing my education."

"Huge learning opportunity, very valuable!!! Good as income support as well."

"gives a variety of accesible knowledge om a variety of topics/courses"

"Priceless: I want to do science research as a career. I was able to gain experience & knowledge through independent directed studies, research @ YRC that do what school has not"

"My research was to interview Indigenous elders, though I switched gears to a different project, I still felt their knowledge was valuable in other areas."

*** Brief knowledge, information. * More Resources."*

"I learned about many new ways to research."

"Computer work, books, talking to people. It's helped to find more value in subjects being taught."

Overall positive experience:

"good."

"Excellent experience. Need more study-cubbies & apple Macs."

"It was awesome experience"

"It has been good."

"Its awesome"

"In the research we found artifacts, and flakes in the course of Anthropology 144. I had a wonderful and unique experience."

Other comments:

"The opportunity gave me a chance to see research outside of "normal" college research."

"added to my experience as a student & future researcher. Also being paid a fair wage helped to manage financial burden of school costs"

"None"

"Better sense of involvement at the college"

"Group report mostly"

"Researching for me is you'll dig deeper. You need more resources/references to validate your study."

"Collecting data for specific purpose and reasons. Using the data to ameliorate the existing situation."

"Backup info. for English Essay."

"Placement"

"It was a student summer job. Not in my background."

"- It is the entire reason I came to YC compared to a research uni down south, i.e. reasonable amount of opportunity to participate in research @ undergrad level"

"More union support Better extra curriculans More study areas Better communication through technology upgrades"

"Not sure"

"stastatic for environment change"

Appendix N: "If you think you won't complete all the evaluations, what are the main reasons why you would not do so?"

Too busy:

"Time is the biggest problem."

"Not enough time – working full time & school full time"

"Taking lots of courses, time restraints, other commitments"

"- on a busy schedule"

"No time"

"Because some of course have a lot of assignments to do"

"Lack of time"

"Sometimes I am busy and may not get around to it."

"Just b/c my main concern is homework."

"Lack of time ..."

"Busy" [x2]

"Time ..."

"No time!"

"I feel like I don't have the time"

"time is money"

"takes too long"

"busy"

"If I have time to do it or not"

"takes too long"

"Very busy schedule"

"Too Busy, not a priority"

"Too Busy"

"Too busy"

"Limited time available outside of class"

"if i missed doing an evaluation it means I couldn't find time in between my busy mom life."

"Maybe lack of time. I'm not sure but I'm doing my best to complete them all."

Issues with locating, accessing or completing the evaluations online:

"If I didn't complete them it would be because I was having technical difficulties but if they were don't the old-fashioned way by writing on paper that would be so much easier for me. I have a lot of problems with moodle. I do not like moodle & moodle does not like me."

"I am not as interactive with my school e-mail as my personal g-mail."

"I'm not sure where to find the evaluations – should be online rate your teacher/course option"

"clicked cloud links in emails, hard to find on website."

"... I don't always check moodle."

"Don't want to be on the computer, after all the computer time class requires."

"They're apparently in our Yukon College email. I haven't been in my email or know how to access it?"

Would prefer to do evaluations in class:

"I'd rather paper copies to complete in class during class time."

"Might not get around to it. I think it is good when professors make you do the evaluations in class on our computers."

Likely to forget to do evaluations, or just not get around to it:

"Forgetfulness"

"Lazy"

"Usually I would forget."

"Tend to be down once I have the presence of mind to do so – too late."

"I have problems following through with plans, plus I'm forgetful as of lately"

"I am lazy and might forget"

The timing of the evaluations is poor:

"The timing is terrible. I want to evaluate the class after it is finished."

"Evaluations are offered at middle of semester for limited time! conflicts with my practicum please offer them at end of semester!"

"University of Alberta course evaluations have to be completed during finals – no time for those"

Don't think they make any difference:

"I think nobody care about our evaluations. Because some instructors are still same."

"... or think they are irrelevant, not good representation of actual knowledge being transmitted"

"Confusion over UR & YC evaluations. Concerns that it doesn't matter."

"→ if instructors are not willing to change & improve then it is redundant to do an evaluation"

Don't feel it is necessary to do evaluations unless there is specific feedback to give:

"I will fill out the evaluations where I think the course/instructor has either done really awesome, or has a lot of improvement needs. Less likely to if the class was in the middle/went as smooth as possible."

"No issues with course materials or the instructor."

"Most instructors are very good. So far!"

"Don't have much feedback for some."

Simply not interested in completing evaluations:

"don't overly care"

"eh don't care"

"I've got better things to do"

Other comments:

"Maybe I have to extend my visa (study visa) to continue studying in college."

"1. To evaluate my learning. 2. To conclude information. 3. To set goals for the next courses & learning."

"I like turtles"

"This is too long. I would only want to talk about the food and the bookstore"

"- unsure of repercussions."

"Not sure"

"Because I don't get to do so"

"Because I have no idea about the questions."

"only 1 class"

"I'm not sure"

Appendix O: "What are the main reasons why you did not choose to self-identify?"

"I don't have documentation to prove any status"

"I did not self-identify because I do not have all documents to support my culture"

"Because I don't need the support that comes with being first nations."

"Can't remember if I did"

"I like turtles"