



## **Yukon College Student Survey Report**

**2011-12**

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## **Executive Summary**

A total of 340 students were surveyed in classrooms across Ayamdigut and community campuses during November 2011. The survey methodology gives a snapshot of students in classes, 84% of whom were studying full-time (as compared with 56% by headcount). The students surveyed were representative of Yukon College's full-time credit student population in terms of age, gender, and Aboriginal identity. Responses have been weighted to ensure a representative mix of programming areas.

### **Reasons for Going to School**

Most students say they are going to school right now because they are interested in their field of study (72%), to get a better job (62%), to have a better life (61%), and to make more money (56%). Reasons for going to school vary substantially depending on the student's demographics and field of study.

### **Becoming Interested in a Field of Study**

Students reported a wide range of experiences, inspirations, and aspirations that led them to develop an interest in their current field of study. Their responses also varied by program area. Common themes include:

- Needing or wanting to pursue further education in general;
- Employment or self-employment opportunities;
- Previous experiences in life, work and/or education that sparked an interest in a field of study;
- Personal interest in the subject matter;
- Wanting to help others and/or to make the world a better place;
- Influence of family and friends, and
- Personal suitability or talents.

### **Plans for Further Education**

Fewer than one-fifth (18%) of students view their current program as terminal. Almost half (45%) are planning to take another program after this, and 37% are unsure or are keeping their options open. Younger students, Aboriginal students, and those in Arts and Access programs have the strongest intentions to continue pursuing further education.

Students who do intend to pursue another program are fairly evenly split between those who expect to continue at Yukon College, and those who would like to transfer "outside." Students in Arts, Sciences, and Trades programs are most inclined to leave the territory.

### **Plans for Credential Completion and Transfer**

Most students (62%) intend to graduate from Yukon College. One-quarter (25%) intend to graduate from another institution after transferring there. Much smaller numbers are planning to transfer credits to another school without any firm plans to graduate from

anywhere (6%), or are taking specific Yukon College courses but not a whole program (5%). Close to one-sixth (16%) are not yet sure of their plans.

The intent to graduate from Yukon College is strongest among women, older students, and those enrolled in Health, Human Services and Education or in Management, Tourism and Hospitality.

### **Overall Fit with Yukon College**

Almost all students (95%) “agree” or “strongly agree” with the statement, “Yukon College is a good place for people like me.” The fit with Yukon College is best for women, Aboriginal students, older students, and those enrolled in the fields of Health, Human Services and Education, Science, or Management, Tourism and Hospitality.

Even though Yukon College seems like a good place for nearly all students, close to one-fifth (18%) “agree” or “strongly agree” with the statement, “I would really rather be going to a different school right now.” Men, younger students, and those in Arts or Trades programs are the most likely to be feeling the itch to study elsewhere. Reasons include: to take courses or programs that are not available locally, to have more electives, to experience life in another place, feeling homesick for somewhere else, preferring to do an entire program in one place without having to transfer credits, and to go to a bigger school with more students and greater prestige.

### **Currency of Course Material**

Nearly all students (98%) “agree” or “strongly agree” that what they are learning in their courses is current and up-to-date. Nevertheless, one-fifth (20%) “agree” or “strongly agree” with the statement, “Some of my courses seem out of touch with the way the world is now.”

### **Instructional Approaches**

Four-fifths (80%) of students “agree” or “strongly agree” with the statement, “The way I’m being taught suits the way I learn best.”

Nearly everyone (96%) “agrees” or “strongly agrees” with the statement, “I can tell that my instructors really care about what they are teaching,” and 91% “agree” or “strongly agree” with the parallel statement, “I can tell that my instructors really care about my learning.”

### **Self-Development Through Learning**

Over four-fifths (82%) of students “agree” or “strongly agree” with the statement, “My courses challenge me to accomplish more than I knew I could.” Nine-tenths (90%) “agree” or “strongly agree” that their courses have exposed them to new ways of

thinking, and four-fifths (80%) “agree” or “strongly agree” that their courses have helped them to clarify their goals.

### **Relative Course Quality at Yukon College**

Students were asked to respond to the statement, “In my opinion, my courses at Yukon College are as good or better than what’s offered at other universities and colleges.” About one-quarter (23%) were unable to give an opinion on this. Among those who did have opinions, Seven-tenths (72%) “agree” or “strongly agree.” Women, older students, and those in the Sciences are the most confident about how well Yukon College’s courses stack up against other schools’ offerings.

### **Relative Program Quality within Yukon College**

Students were asked to respond to the statement, “Given what I know about the different fields of study here, I think my program is one of Yukon College’s strengths.” One-seventh (14%) didn’t have an opinion on this, but among those with opinions, 84% would “agree” or “strongly agree.” Older students and those in Health, Human Services and Education have the most favourable views of how their programs compare to others offered at the College.

### **Good Learning Environment**

Nearly everybody (96%) “agrees” or “strongly agrees” with the statement, “This is a good learning environment.” Students in the Sciences were especially likely to “strongly agree.”

### **Course Logistics**

Nine-tenths (89%) of students “agree” or “strongly agree” that course scheduling fits their life, and 96% “agree” or “strongly agree” that courses are offered at a convenient location for them. Also, 94% of students “agree” or “strongly agree” with the statement, “Course delivery options suit my needs (e.g. classroom, online, video, etc.)”

### **Educational Technology**

The great majority of students (86%) “agree” or “strongly agree” that technology is used effectively in their courses, while 91% “agree” or “strongly agree” that Yukon College provides good access to the technology they need for their studies.

Students in all programming areas are interested in seeing greater use of multimedia, especially video, in teaching. They are keen to have video lectures or other class resources posted to course websites, so that they can review material from home.

Fast, reliable wireless Internet access is desired by students in all programs. Also, depending on the program, there is demand for particular types of hardware and software

that would enhance learning, such as Adobe products for multimedia and visual arts, or new equipment for the trades.

Students in Access programs have a lot of interest in iPads. Smart Boards and/or better use of classroom projection technologies are of particular interest to students in the Sciences and in Health, Human Services and Education.

Some technology issues that may impede students include slow computers and/or Internet connectivity, too many usernames and passwords, and some lags in videoconference transmission affecting certain classes. Some students also mentioned that PowerPoint lectures are often dull and uninspired.

### **MyYC**

So far, fewer than one-third of students (29%) are using MyYC on a weekly or daily basis. Two-fifths (43%) have logged in a few times at most. The remaining 28% have never used MyYC. Women, older students, and those in the Sciences are most likely to have made use of MyYC. The lowest uptake is in Trades.

Regular users said that they like being able to communicate with instructors and other students, and being able to get course materials (such as assignments or lecture notes) when at home. They also like being able to see their grades, though access to up-to-date grade information seems to vary. The usefulness of the portal depends heavily on instructors, and some students said they want to see all their instructors start using it.

Students who had only used the site a few times liked the same features mentioned by regular users. However, some found it confusing and hard to navigate, and some also had a hard time getting logged in. Several students said that they could not see the purpose of the portal. Also, some feel that they already have more than enough different emails and accounts to deal with.

Students who had never used the site mostly said that they had never heard of it, or that they did not know what it was for.

### **Textbooks**

Nine-tenths (89%) of students in Whitehorse bought their textbooks at the Bookstore. Fewer than one-tenth (8%) bought books online, and 2% did not buy required textbooks for one or more courses. Also, 6% got books in other ways, such as from friends.

Some 15% of students own an e-reader or tablet computer. Most (63%) owners of these devices have never tried using them to read textbooks. Those who have, tend to like it. One-quarter (26%) of all device-owners said “it’s better than reading a regular textbook,” as compared with 4% who said it’s not as good, and 7% with no preference.

### **Student Space at Ayamdigut Campus**

Students were asked an open-ended question about the multi-use technology space at the back left corner of the Library. A lot of students said they had never used it, or didn't know about it. Those who are using the space like it for doing research, studying, and group work. They suggested keeping it quieter and perhaps more closed off from the rest of the Library, giving it a less cluttered look, and letting people know that it is there.

Students were also asked about their general space needs at the Whitehorse campus. Many said that the existing spaces are fine. However, a common suggestion was to create more quiet spaces for studying, and/or to enforce quiet zones in the Library or computer labs. Some students also need more dedicated space for group work, where they can talk amongst themselves without having to shout (which can be a problem in the cafeteria).

Some students expressed interest in a campus pub. Other suggestions include more comfortable seating in existing spaces, more laptop plug-ins at the Library and around campus, and extended hours of access to the Library and to unused classrooms.

### **Evening Services at Ayamdigut Campus**

Most students are aware that the Library and computer labs are open in the evenings. Fewer students know about Distributed Learning support, evening telephone reception, and reception in the First Nations Initiatives office. Students suggested doing more to advertise these services. They also advocated for food and beverage services to be available in the evenings, at least to the extent of hot coffee and healthy snacks.

### **Time Spent on Campus**

About half (54%) of students "agree" or "strongly agree" that they usually just come to class and leave as quickly as possible, without spending any extra time on campus. This is especially true for students in Trades programs, and for those at Ayamdigut.

### **Activities for Students to Enjoy**

A majority of students (56%) would be interested in fitness activities, which especially appeal to women and to younger students. Smaller proportions (19%-31%) are interested in dance classes, presentations and contests.

Students were also asked to provide input as to what types of cultural activities they might enjoy. They suggested a wide range of First Nation activities, along with many other fitness, social, creative and intellectual activities (see the full report for details).

### **Communication with Yukon College**

Students greatly prefer to use their personal email accounts (e.g. hotmail, gmail, etc) to communicate with instructors outside of class (74%) and for important notices and

announcements from Yukon College (42%). In each case, personal email is more than twice as popular as the second-place mode of communication.

Preferences do vary by program and student demographics, but personal email remains in the top spot for nearly every possible grouping of students.

### **Emails from Student Services Reps**

In Fall 2011-12, Yukon College piloted an outreach initiative whereby Student Services representatives sent emails to all credit students with recorded email addresses. One-third (34%) of students remembered receiving these emails, and 27% had read them. All in all, about one-fifth (19%) found the information useful. Put another way, 80% of those who recalled receiving the email had actually read it, and 72% of those who read the email found the information useful.

The impact was greatest in the Sciences, mostly because these students were the most likely to have received and read the emails. Effectiveness was lowest in Trades, mainly because the information was not as useful to them as it was for students in other areas.

### **Yukon College's Strengths**

Students were asked, "From your perspective, what is Yukon College really good at?" According to their responses, Yukon College's supportive and welcoming atmosphere is one of its best features. The College helps students feel "at home." Staff and faculty offer encouragement to students, and help to accommodate their individual needs.

Small class sizes at the College contribute to the welcoming and supportive atmosphere. Students feel that they are "more than just a number."

Knowledgeable and caring instructors contribute greatly to students' learning. Students praised a number of specific courses and programs, and some commented that a good variety of options are available. The tag line, "start here; go anywhere" resonates with students who value the College as a stepping stone to further opportunities. Transfer and upgrading are both key components in this pathway.

Various services, technologies and facilities were singled out for praise. Students also said that they value Yukon College's cultural diversity, and they appreciate that it is local and affordable.

### **Yukon College's Areas for Improvement**

A follow-up question asked, "And what does Yukon College need to start doing better?" One of the most frequent responses was for the College to offer a wider variety of courses and programs. These could include more degrees and advanced courses, more transferable courses, and expansion of the trades, along with other potential areas for growth.



Several suggestions relate to course scheduling. Some courses could be offered more frequently, or run at different times. Students like to have course schedule information available as early as possible.

Students offered many suggestions that speak to enhancing their learning. Good teachers are key, and so is attention to individual learning styles. Some students find that course material goes by too quickly, or that all their courses have assignments due simultaneously. A few students feel that Yukon College should do less “hand holding,” and should take steps to remove disruptive students from the classroom.

The cost of tuition and books poses a challenge for some students.

Technology enhancements were suggested, including more effective use of social media and educational technology, faster wireless Internet, and new equipment for science and trades labs.

Suggestions to improve services include: extended hours of service, sports teams, better fitness equipment, and more activities or social events.

## Background

### Purpose and Methodology

The *Yukon College Student Survey* is conducted annually in selected classes to obtain data on topics of current interest. This year's survey was focused on "student experience and engagement." Previous surveys have examined students' experiences with entering Yukon College, and their use of technology.

The survey is conducted in class with paper and pencil. Classes are selected so as to represent most programs from all areas of the College, while seeking to minimize the number of classes visited and the potential for any one student to receive the survey in multiple classes. (Students who have already completed the survey in another class are excused from doing it a second time).

At Ayamdigut, the survey was administered in the classes by Student Services personnel. The survey was also sent to the Community Campus coordinators, who were asked to administer it for their credit students and to return completed surveys through the mail.

### Representativeness of Sample

The table below shows the breakdown of survey responses by program stream, and by campus location:

**Survey Respondents by Program Stream and Campus**

SOURCE: *Yukon College Student Survey 2011-12*

Program Stream*	Number			Percent	Actual YC	Weight
	Ayamdigut	Community	Total			
Access	43	11	54	16%	20%	1.27
Arts	63	15	78	23%	22%	0.97
Health, Human Services & Education	55	4	59	17%	23%	1.30
Management, Tourism & Hospitality	79	5	84	25%	20%	0.83
Science	25	0	25	7%	9%	1.25
Trades	40	0	40	12%	6%	0.47
<b>TOTAL:</b>	<b>305</b>	<b>35</b>	<b>340</b>	<b>100%</b>	<b>100%</b>	

\* NOTE: Program stream was imputed based on self-reported program information provided by the respondent. Where program information was missing or ambiguous, the program stream was imputed based on the class in which the survey was conducted.

The "Actual YC" column gives the real percentage breakdown of all enrolled credit students by program stream, for comparison with the survey sample. The "weight" for each stream is used to adjust overall responses to be representative of the actual enrolled student population, where necessary.

The program streams are defined as follows, with regards to the self-reported programs of the survey respondents:

- Access includes Skills for Employment and College Preparation;

- Arts includes Yukon School of Visual Art, Arts, Northern Justice/Criminology, General Studies, Multimedia Communication, and miscellaneous courses in the School of Liberal Arts;
- Health, Human Services and Education includes Bachelor of Social Work, Bachelor of Education, Early Childhood Development, Health Care Assistant, and Practical Nursing;
- Management, Tourism and Hospitality includes Business Administration, Office Administration, First Nations Governance, Culinary Arts, and Food and Beverage Operations;
- Science includes Bachelor of Science, Renewable Resources Management, Science, and miscellaneous courses within the sciences; and
- Trades includes Pre-employment Carpentry, Heavy Equipment Technician, Millwright, Welding, and second level Electrical.

The survey methodology tends to oversample full-time students, since they are taking more classes than part-time students and have a proportionately higher chance of being enrolled in one of the classes selected for the survey. The target population is best viewed as a snapshot of students sitting in classrooms at a point in time.

All together, 84% of survey respondents said they were attending on a full-time basis, as compared with 56% in the actual student population for Fall 2011-12.

Daytime and evening classes were selected for the survey. All surveys were carried out between November 1 and December 1, 2011.

### **Respondent Demographics**

Close to two-thirds (65%) of survey respondents were female. This is about the same as the actual ratio seen in Yukon College's credit student population.

<b>Gender of Survey Respondents</b>		
SOURCE: <i>Yukon College Student Survey 2011-12</i>		
	<b>Number</b>	<b>Percent</b>
Female	221	65%
Male	116	34%
Other	1	0%
<b>SUB-TOTAL:</b>	<b>338</b>	<b>99%</b>
No response	2	1%
<b>TOTAL:</b>	<b>340</b>	<b>100%</b>

Just over one-third (35%) of survey respondents said they were Aboriginal. This is about the same as the proportion of all full-time credit students at Yukon College who are identified as First Nation.

**Aboriginal Identity of Survey Respondents**

SOURCE: *Yukon College Student Survey 2011-12*

	<b>Number</b>	<b>Percent</b>
Yes	117	35%
No	216	65%
<b>SUB-TOTAL:</b>	<b>333</b>	<b>98%</b>
No response or multiple responses	7	2%
<b>TOTAL:</b>	<b>340</b>	<b>100%</b>

The table below shows the self-reported age groupings of survey respondents. The proportional representation of each category is about the same as in the actual full-time credit student population.

**Age Range of Survey Respondents**

SOURCE: *Yukon College Student Survey 2011-12*

	<b>Number</b>	<b>Percent</b>
Under 20	55	16%
20 to 29	158	47%
30 to 39	64	19%
40 to 49	37	11%
50 and up	24	7%
<b>SUB-TOTAL:</b>	<b>338</b>	<b>99%</b>
No response	2	1%
<b>TOTAL:</b>	<b>340</b>	<b>100%</b>

## Results

### Reasons for Going to School

Overall, most students agreed that they are going to school right now out of interest in the field (72%), to get a better job (62%), to have a better life (61%), and to make more money (56%).

One-third (32%) want to prove they can do it, while one-quarter each (24%) are attending for fun or to get pre-requisites for a program of interest. About one-fifth (18%-21%) are attending because they have funding, because they are already working in the field they're studying, to figure out what field they might want to study, or for "other reasons" not listed.

Smaller numbers are going to school in order to start their own business (16%), because their family wants or expects them to be in school (15%), to decide if school is for them (7%), or to finish their high school equivalency (7%).

#### "What are your reasons for going to school right now?"

SOURCE: Yukon College Student Survey 2011-12

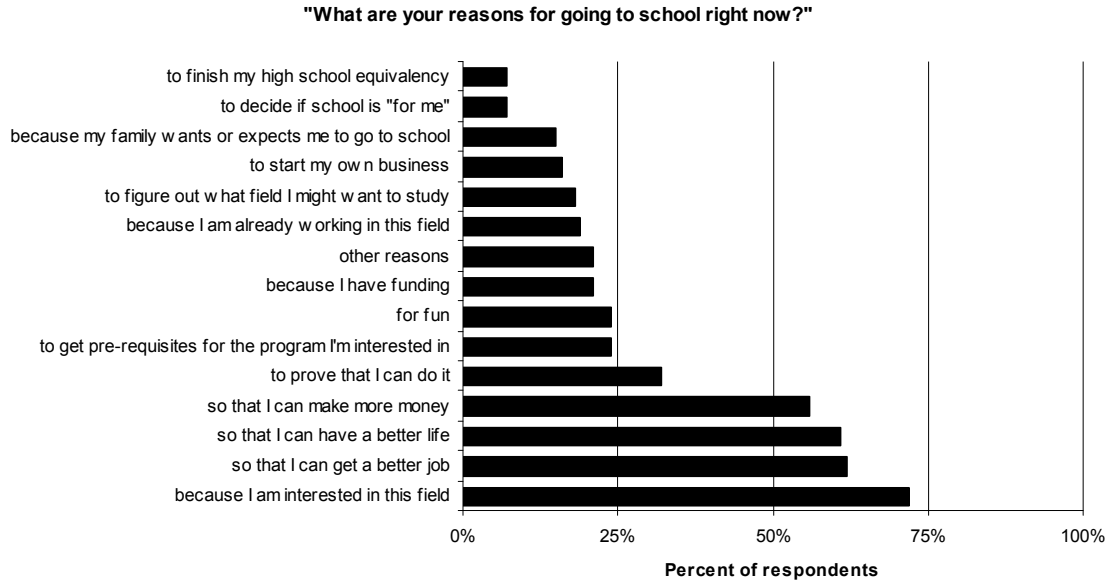
Reason	Weighted Total
because I am interested in this field	72%
so that I can get a better job	62%
so that I can have a better life	61%
so that I can make more money	56%
to prove that I can do it	32%
to get pre-requisites for the program I'm interested in	24%
for fun	24%
because I have funding	21%
other reasons	21%
because I am already working in this field	19%
to figure out what field I might want to study	18%
to start my own business	16%
because my family wants or expects me to go to school	15%
to decide if school is "for me"	7%
to finish my high school equivalency	7%

"Other reasons" include:

- To help others and/or to make the world a better place (11 responses);
- For intellectual challenge or accomplishment (10 responses);
- To improve one's earnings or job prospects, or provide for one's family (8 responses);
- To improve one's marks or complete an educational credential (7 responses);
- To be a role model to one's children, or because one's children inspired a return to schooling (6 responses);

- For enjoyment (5 responses);
- For knowledge and skill development (4 responses);
- Retraining (3 responses); and
- Miscellaneous other reasons (17 responses).

The full text of all “other reasons” can be found in Appendix I.



Responses to this question vary substantially depending on the type of program.

Access students tend to be going to school to have a better life, to get a better job, to make more money, to get pre-requisites, and to prove they can do it.

**Access Program Stream: Reasons for Going to School**

SOURCE: Yukon College Student Survey 2011-12

Reason	Percent
so that I can have a better life	70%
so that I can get a better job	69%
so that I can make more money	63%
to get pre-requisites for the program I'm interested in	52%
to prove that I can do it	50%
because I am interested in this field	43%
to finish my high school equivalency	33%
to figure out what field I might want to study	33%
because my family wants or expects me to go to school	20%
other reasons	19%
for fun	19%
to decide if school is "for me"	15%
because I have funding	13%
to start my own business	11%
because I am already working in this field	11%

Students in Arts programs are mostly going to school out of interest in the field, and to have a better life.

**Arts Program Stream: Reasons for Going to School**

SOURCE: *Yukon College Student Survey 2011-12*

<b>Reason</b>	<b>Percent</b>
because I am interested in this field	79%
so that I can have a better life	50%
so that I can make more money	45%
so that I can get a better job	45%
for fun	44%
to prove that I can do it	29%
to get pre-requisites for the program I'm interested in	28%
because my family wants or expects me to go to school	26%
other reasons	22%
because I have funding	21%
to figure out what field I might want to study	21%
to start my own business	14%
because I am already working in this field	9%
to decide if school is "for me"	6%
to finish my high school equivalency	0%

Most students in Health, Human Services and Education said they are going to school out of interest in the field, to have a better life, to get a better job, or to make more money.

**HHSE Program Stream: Reasons for Going to School**

SOURCE: *Yukon College Student Survey 2011-12*

<b>Reason</b>	<b>Percent</b>
because I am interested in this field	92%
so that I can have a better life	73%
so that I can get a better job	66%
so that I can make more money	56%
because I am already working in this field	32%
because I have funding	25%
to prove that I can do it	24%
other reasons	22%
for fun	17%
to figure out what field I might want to study	8%
to get pre-requisites for the program I'm interested in	8%
because my family wants or expects me to go to school	7%
to start my own business	7%
to decide if school is "for me"	0%
to finish my high school equivalency	0%

Students in Management, Tourism and Hospitality are mostly going to school so they can get a better job, make more money, or have a better life, as well as out of interest in the field.

**MTH Program Stream: Reasons for Going to School**

SOURCE: *Yukon College Student Survey 2011-12*

Reason	Percent
so that I can get a better job	73%
so that I can make more money	68%
so that I can have a better life	62%
because I am interested in this field	60%
to start my own business	39%
because I have funding	33%
to prove that I can do it	29%
because I am already working in this field	24%
other reasons	21%
for fun	13%
to figure out what field I might want to study	12%
because my family wants or expects me to go to school	10%
to get pre-requisites for the program I'm interested in	8%
to decide if school is "for me"	2%
to finish my high school equivalency	0%

Students in the Sciences are overwhelmingly going to school because they are interested in that field. Most are also hoping to get a better job.

**Science Program Stream: Reasons for Going to School**

SOURCE: *Yukon College Student Survey 2011-12*

Reason	Percent
because I am interested in this field	96%
so that I can get a better job	60%
so that I can have a better life	48%
so that I can make more money	40%
to get pre-requisites for the program I'm interested in	36%
to prove that I can do it	28%
for fun	28%
other reasons	24%
to figure out what field I might want to study	16%
to decide if school is "for me"	16%
because I am already working in this field	8%
because my family wants or expects me to go to school	8%
because I have funding	4%
to finish my high school equivalency	4%
to start my own business	4%



Most students in the Trades are going to school out of interest in the field, and to make more money or get a better job.

#### Trades Program Stream: Reasons for Going to School

SOURCE: Yukon College Student Survey 2011-12

Reason	Percent
because I am interested in this field	78%
so that I can make more money	65%
so that I can get a better job	53%
so that I can have a better life	45%
to prove that I can do it	38%
for fun	35%
because I am already working in this field	28%
because I have funding	23%
to start my own business	20%
other reasons	20%
because my family wants or expects me to go to school	15%
to figure out what field I might want to study	15%
to decide if school is "for me"	10%
to get pre-requisites for the program I'm interested in	3%
to finish my high school equivalency	3%

As compared with male students, women are a bit more likely to be seeking pre-requisites (24% vs 15%) and to be aiming for a better life (62% vs 53%). Men, on the other hand, are more likely to be going to school for fun (32% vs 22%).

Aboriginal students are a bit more likely than their non-Aboriginal counterparts to be going to school in order to have a better life (65% vs 56%), to make more money (64% vs 53%), and to prove they can do it (40% vs 29%). They are less likely to be going to school for fun (20% vs 29%).

Younger students (under age 30) are more likely than their older peers to be going to school because of familial expectations (21% vs 4%), to figure out what field they might want to study (24% vs 6%), or to get pre-requisites for a program of interest (25% vs 14%). Older students, on the other hand, are more likely to be planning on starting a business (25% vs 15%).

## Becoming Interested in a Field of Study

Students were asked, "What got you interested in your current field of study?" Their responses tended to vary depending on the type of field they are in. Common themes include:

- A need or desire to pursue further education in general;
- Reasons related to current or future employment or self-employment opportunities;

- Previous experiences in life, work and/or education that sparked an interest;
- Personal interest in the subject matter, and responses that simply list topic areas;
- Desire to help others and/or make the world a better place;
- The influence of family and friends; and
- Personal suitability or talents.

Students in Access programming most often mentioned a need or desire to pursue further education, and future employment opportunities.

Students whose programs are in Arts, Sciences, or Hospitality (Culinary Arts or Food and Beverage) tended to emphasize personal interest in the subject matter.

Within Health, Education and Human Services programs, personal interest in the subject matter was mentioned along with previous experiences in work, life and/or education that sparked an interest.

In the Business and Office Administration programs, reasons related to current or future employment or self-employment opportunities were predominant.

Trades students tended to mention employment opportunities, and personal interest.

See Appendix II for the full text of all responses, grouped by program area and categorized by theme.

## Plans for Further Education

Nearly half (45%) of students said that they are working towards taking another program after their current one, either at Yukon College or at another school. One-sixth (18%) said they are not working towards another program, and the remaining two-fifths (37%) are unsure or are keeping their options open.

"Are you working towards taking another program after this, either at Yukon College or at another school?"

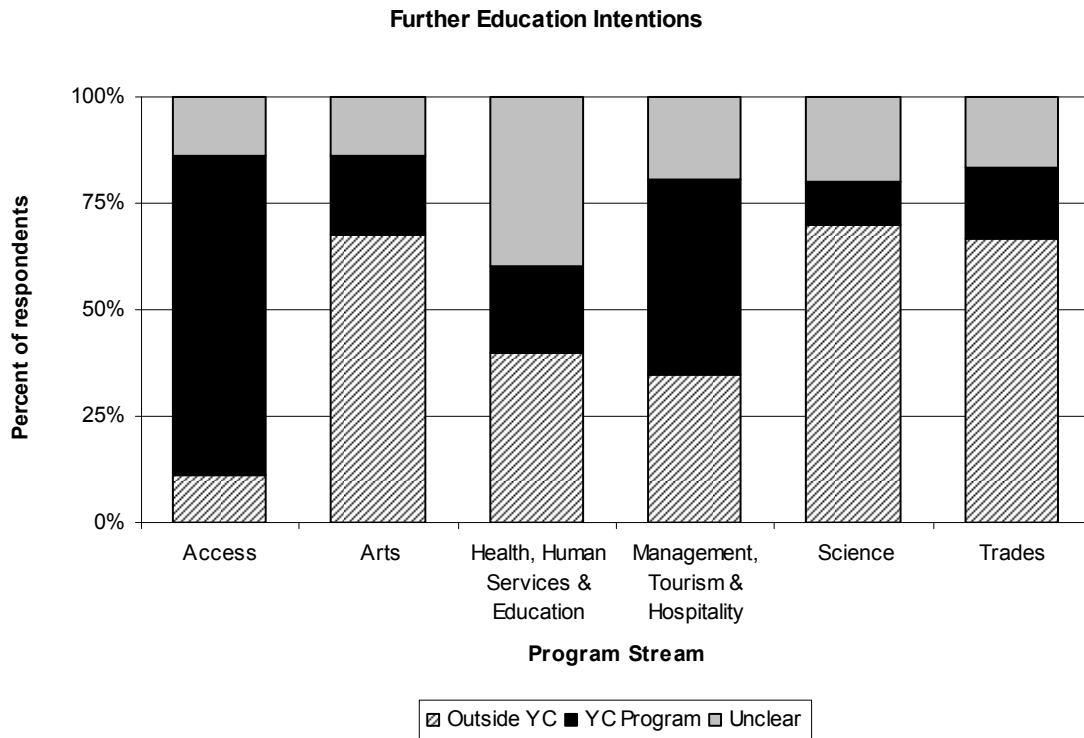
SOURCE: Yukon College Student Survey 2011-12

Program Stream	Yes		No		Not sure		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	36	67%	4	7%	14	26%	54	100%
Arts	43	57%	10	13%	22	29%	75	96%
Health, Human Services & Education	15	26%	19	33%	24	41%	58	98%
Management, Tourism & Hospitality	26	31%	17	20%	40	48%	83	99%
Science	10	43%	3	13%	10	43%	23	92%
Trades	18	45%	5	13%	17	43%	40	100%
<b>Weighted total:</b>		<b>45%</b>		<b>18%</b>		<b>37%</b>		

Most students in Arts and Access program streams see themselves going on to further education. Students in Health, Human Services and Education and those in Management, Tourism and Hospitality are less likely to have definite plans for further education after finishing their current programs.

Men and women have basically the same intentions for further education. Aboriginal students are a little more likely to have plans for taking another program (49% vs 40%). Younger students (under age 30) are also a little bit more likely than older students to have plans for further education (47% vs 39%).

Students who are planning to take another program are fairly evenly split between those planning to continue at Yukon College, and those who would be going outside. However, this varies by program stream. For example, three-quarters (75%) of Access students with future educational plans are looking at continuing at Yukon College. On the other hand, two-thirds (67%-70%) of students in Arts, Science and Trades who plan to take another program are thinking of going outside the Yukon.



**Further Education Intentions**

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Outside YC*		YC Program*		Unclear*		TOTAL
	Number	Percent	Number	Percent	Number	Percent	
Access	4	11%	27	75%	5	14%	36
Arts	29	67%	8	19%	6	14%	43
Health, Human Services & Education	6	40%	3	20%	6	40%	15
Management, Tourism & Hospitality	9	35%	12	46%	5	19%	26
Science	7	70%	1	10%	2	20%	10
Trades	12	67%	3	17%	3	17%	18
<b>Weighted total:</b>		<b>42%</b>		<b>39%</b>		<b>19%</b>	

\* NOTE: "Outside YC" includes responses that mention another institution, as well as responses that list programs not currently available at YC.

\* NOTE: "YC Program" includes responses that mention YC, and responses that do not specify a school but do list a program available at YC.

\* NOTE: "Unclear" includes all ambiguous responses that could not be classified, as well as blanks.

## Plans for Credential Completion and Transfer

Overall, most students (62%) are planning to graduate with a certificate, diploma or degree from Yukon College. One-quarter (25%) plan to graduate with a certificate, diploma or degree from another school after transferring there from Yukon College.

Relatively few students (6%) plan on transferring credits to another school without any firm plans to graduate from anywhere. A similarly small percentage (5%) said they wanted to complete specific Yukon College courses, but not a whole program. Also, 16% indicated that they are not sure of their plans yet.

Intentions for credential completion and transfer vary quite a bit by program stream. Students in Health, Human Services and Education and those in Management, Tourism and Hospitality are by far the most likely to plan on graduating from Yukon College.

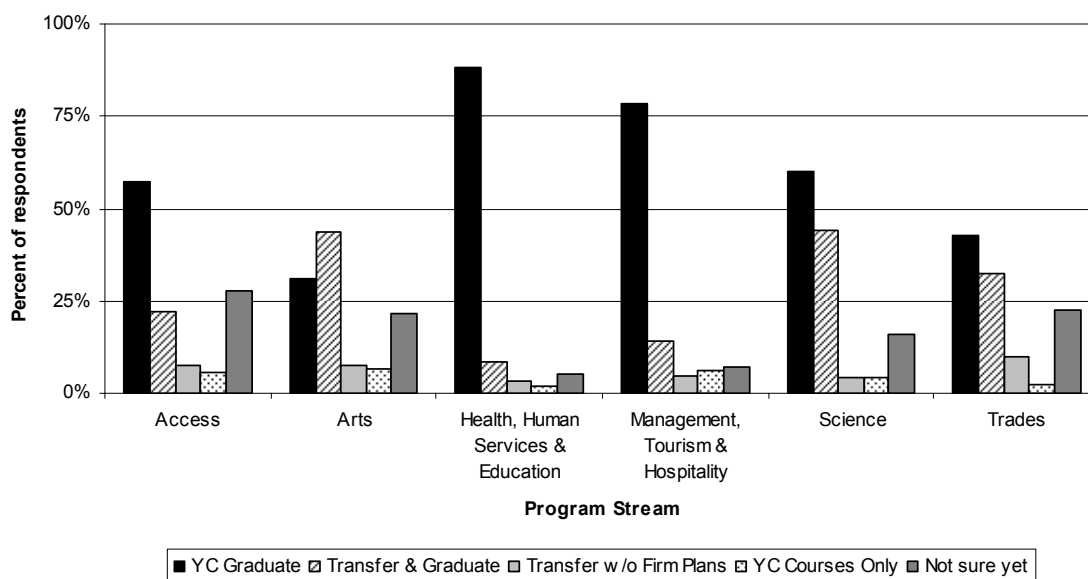
Plans for Credential Completion and Transfer

SOURCE: Yukon College Student Survey 2011-12

Program Stream	YC Graduate		Transfer & Graduate		Transfer w/o Firm Plan		YC Courses Only		Not sure yet		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Access	31	57%	12	22%	4	7%	3	6%	15	28%	54
Arts	24	31%	34	44%	6	8%	5	6%	17	22%	78
Health, Human Services & Education	52	88%	5	8%	2	3%	1	2%	3	5%	59
Management, Tourism & Hospitality	66	79%	12	14%	4	5%	5	6%	6	7%	84
Science	15	60%	11	44%	1	4%	1	4%	4	16%	25
Trades	17	43%	13	33%	4	10%	1	3%	9	23%	40
<b>Weighted total:</b>		<b>62%</b>		<b>25%</b>		<b>6%</b>		<b>5%</b>		<b>16%</b>	

NOTE: Respondents could choose all that apply. Percentages may total to more than 100%.

Plans for Credential Completion and Transfer



Some gender differences are apparent in these results. Women are more likely than men to plan on graduating from Yukon College (68% vs 44%). Men are more likely than women to say they are not sure of their plans yet (24% vs 12%). It should be noted that these differences are also reflected in the two program streams with the greatest gender imbalances, namely Trades and Health, Human Services and Education.

Aboriginal students are less likely to plan on graduating from another institution (17% vs 29%), and more likely to be unsure of their plans (22% vs 13%).

Older students (aged 30 and up) are more likely to plan on graduating from Yukon College (74% vs 52%) as compared with their younger counterparts. The older students are less likely to plan on graduating from another institution (16% vs 31%) and also less likely to say they are not yet sure of their plans (10% vs 19%).

## Overall Fit with Yukon College

### **“Yukon College is a good place for people like me.”**

Almost all students (95%) “agree” or “strongly agree” with the statement, “Yukon College is a good place for people like me.” Half (50%) “agree” and 45% “strongly agree.”

The proportion who “strongly agree” varies somewhat by program stream. The fit with Yukon College is best for students in Health, Human Services and Education (57%), Science (54%), and Management, Tourism and Hospitality (52%).

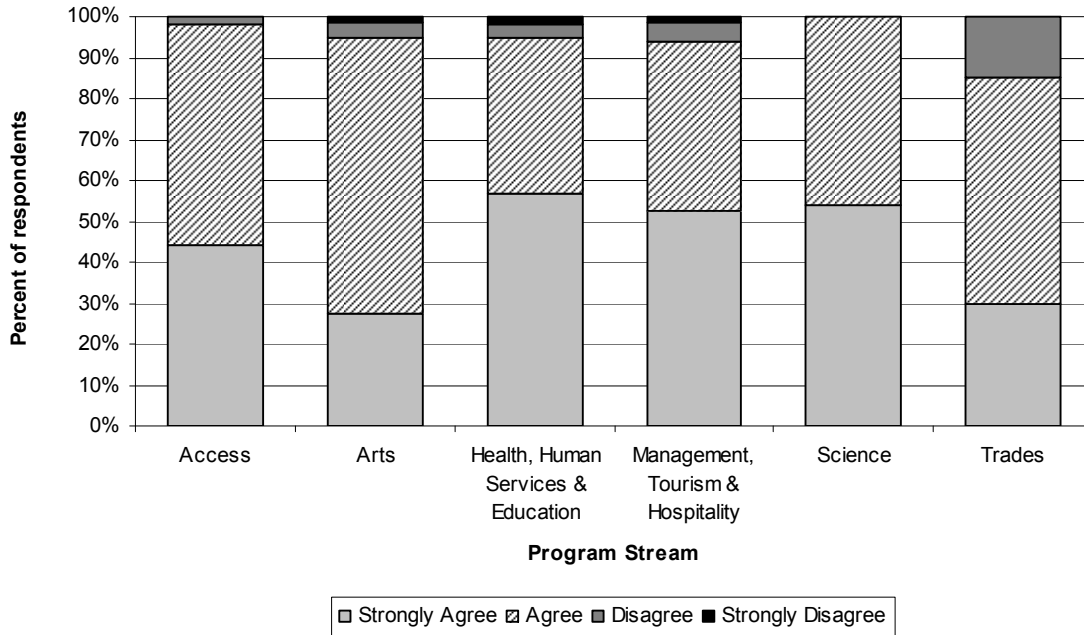
Fewer students express strong agreement in the Trades (30%), where 15% actually disagree. In Arts programs, 27% strongly agree that Yukon College is a good place for people like them.

**“Yukon College is a good place for people like me.”**

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	23	44%	28	54%	1	2%	0	0%	52	96%
Arts	21	27%	52	68%	3	4%	1	1%	77	99%
Health, Human Services & Education	33	57%	22	38%	2	3%	1	2%	58	98%
Management, Tourism & Hospitality	44	52%	35	42%	4	5%	1	1%	84	100%
Science	13	54%	11	46%	0	0%	0	0%	24	96%
Trades	12	30%	22	55%	6	15%	0	0%	40	100%
<b>Weighted total:</b>		<b>45%</b>		<b>50%</b>		<b>4%</b>		<b>1%</b>		

**"Yukon College is a good place for people like me."**



Overall, the fit is a bit better for women, Aboriginal students, and older students. Women are more likely than men to “strongly agree” (48% vs 35%), a difference that is also reflected in the two program streams with the greatest gender imbalances (Trades, and Health, Human Services and Education). Aboriginal students are a little more likely than their non-Aboriginal peers to “strongly agree” that Yukon College is a good place for people like them (49% vs 40%). Older students (aged 30 and up) are more likely than their younger counterparts to “strongly agree” (53% vs 38%).

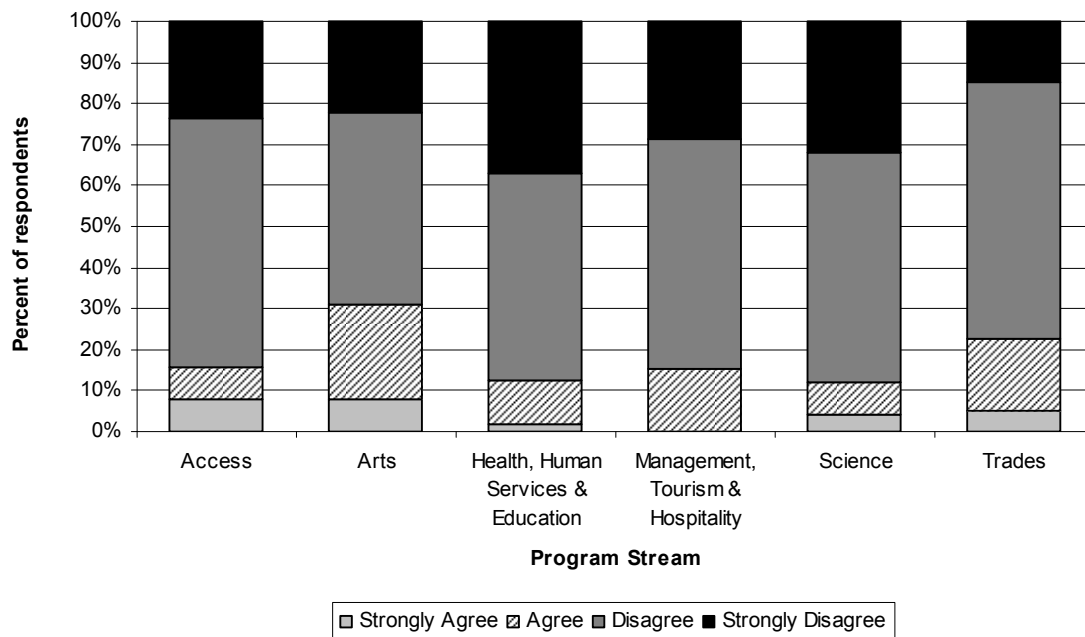
Space was provided for students to write short comments amplifying their responses. Their remarks can be found in Appendix III.

**“I would really rather be going to a different school right now.”**

Close to one-fifth (18%) of students “agree” or “strongly agree” that they would really rather be going to a different school right now. Agreement with this idea is greatest among students in the Arts (31%) and Trades (23%).

Men are more likely than women to prefer going to another school (28% vs 15%). Younger students (under age 30) are also more likely than their older peers to say they would rather be going to a different school right now (25% vs 10%).

**"I would really rather be going to a different school right now."**



**"I would really rather be going to a different school right now."**

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	4	8%	4	8%	31	61%	12	24%	51	94%
Arts	6	8%	18	23%	36	47%	17	22%	77	99%
Health, Human Services & Education	1	2%	6	11%	29	51%	21	37%	57	97%
Management, Tourism & Hospitality	0	0%	13	15%	47	56%	24	29%	84	100%
Science	1	4%	2	8%	14	56%	8	32%	25	100%
Trades	2	5%	7	18%	25	63%	6	15%	40	100%
<b>Weighted total:</b>		<b>4%</b>		<b>14%</b>		<b>54%</b>		<b>27%</b>		

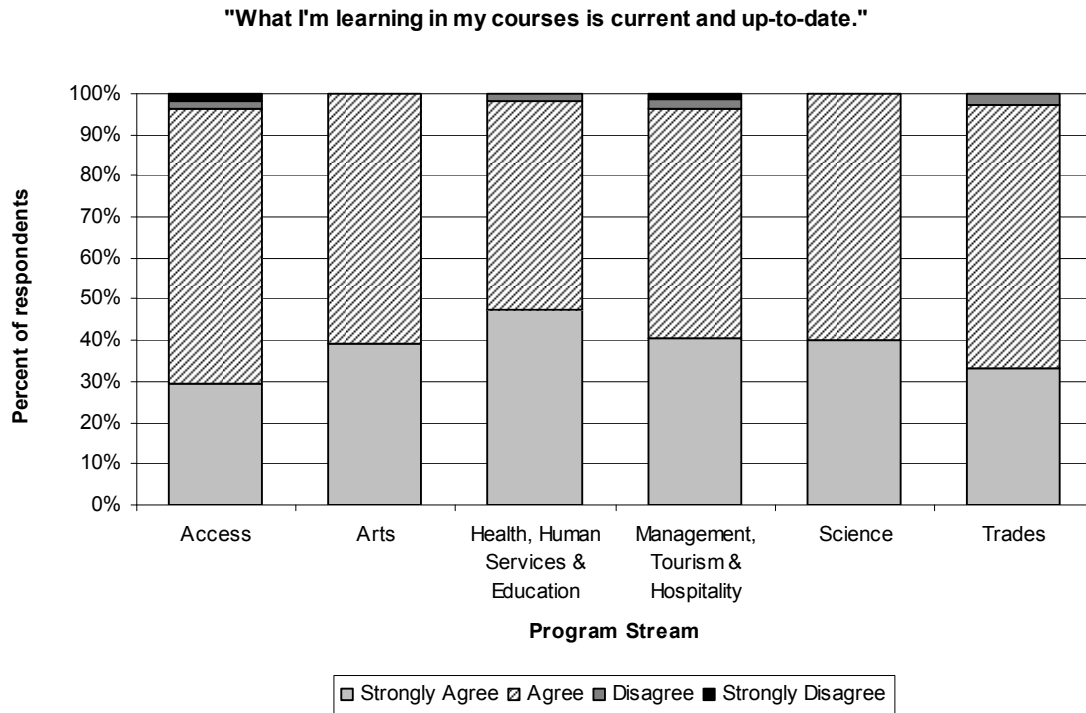
Space was provided for students to write short comments amplifying their responses. Their remarks can be found in Appendix IV. Some of the reasons why students might rather be going to a different school include: to take specific programs and courses that are not available locally, to have more electives available, to experience living in another place, to return to somewhere else that was ‘home’ originally, to do one’s entire program in one place rather than having to transfer, and to attend a larger university or polytechnic with more students and greater prestige.

## Student Experience and Engagement

### Currency of Course Material

Virtually everyone (98%) “agrees” or “strongly agrees” with the statement, “What I’m learning in my courses is current and up-to-date.” The proportion who “strongly agree”

varies from a high of 47% in Health, Human Services and Education to a low of 30% in Access programs.



**"What I'm learning in my courses is current and up-to-date."**

SOURCE: Yukon College Student Survey 2011-12

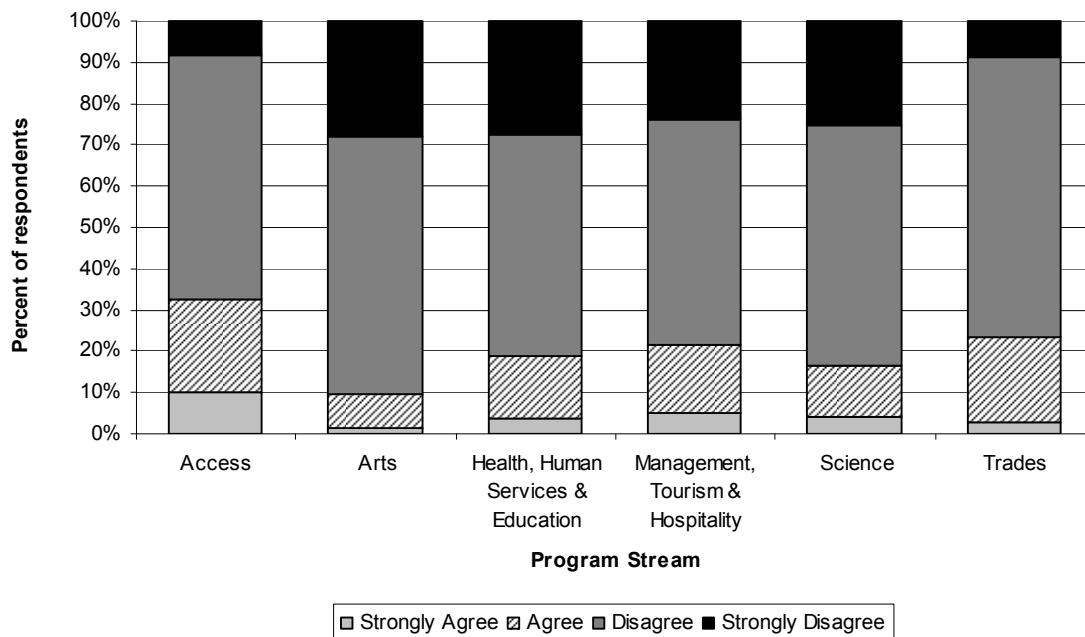
Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	16	30%	36	67%	1	2%	1	2%	54	100%
Arts	30	39%	47	61%	0	0%	0	0%	77	99%
Health, Human Services & Education	28	47%	30	51%	1	2%	0	0%	59	100%
Management, Tourism & Hospitality	34	40%	47	56%	2	2%	1	1%	84	100%
Science	10	40%	15	60%	0	0%	0	0%	25	100%
Trades	13	33%	25	64%	1	3%	0	0%	39	98%
<b>Weighted total:</b>		<b>39%</b>		<b>59%</b>		<b>1%</b>		<b>1%</b>		

Older students (age 30 and up) are more likely than their younger peers to “strongly agree” that what they’re learning is current and up-to-date (47% vs 34%).

On the other hand, one-fifth (20%) of students “agree” or “strongly agree” with the statement, “Some of my courses seem out of touch with the way the world is now.” The proportion in agreement with this statement ranges from a high of 33% in Access programs, to a low of 10% in the Arts.



**"Some of my courses seem out of touch with the way the world is now."**



**"Some of my courses seem out of touch with the way the world is now."**

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	5	10%	11	22%	29	59%	4	8%	49	91%
Arts	1	1%	6	8%	44	62%	20	28%	71	91%
Health, Human Services & Education	2	3%	9	16%	31	53%	16	28%	58	98%
Management, Tourism & Hospitality	4	5%	13	16%	43	54%	19	24%	79	94%
Science	1	4%	3	13%	14	58%	6	25%	24	96%
Trades	1	3%	7	21%	23	68%	3	9%	34	85%
<b>Weighted total:</b>		<b>5%</b>		<b>16%</b>		<b>58%</b>		<b>22%</b>		

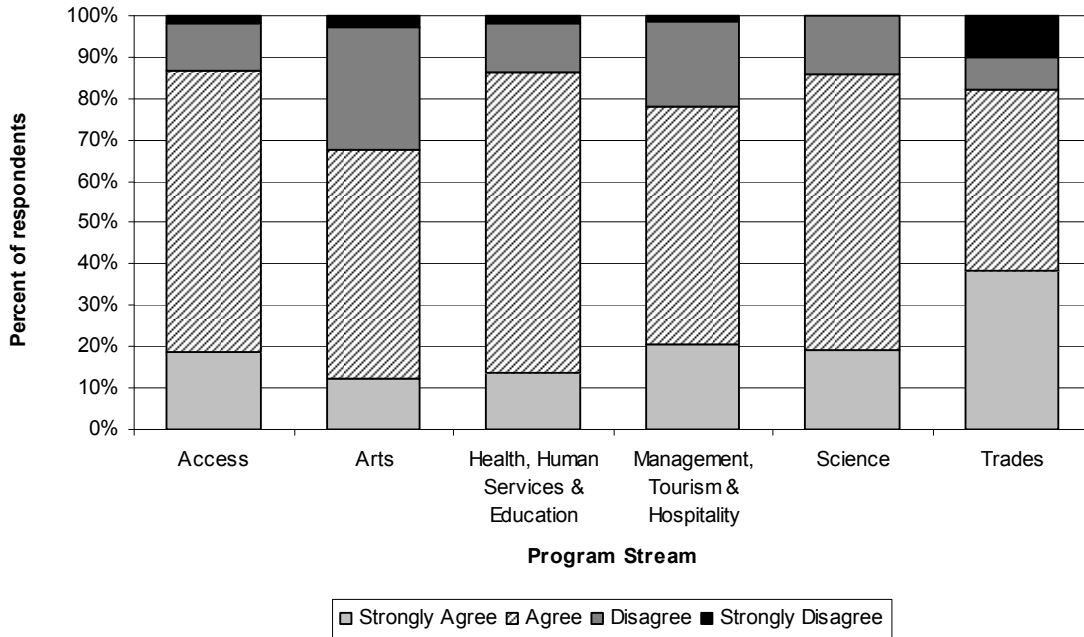
There are no major differences in responses to this question based on gender, age, or Aboriginal identity.

**Instructional Approaches**

Four-fifths (80%) of students “agree” or “strongly agree” with the statement, “The way I’m being taught suits the way I learn best.” The proportions in each category vary by the type of program taken, but not in a straightforward way. For example, Trades programs have the highest percentage who “strongly agree” (38%), but also the highest percentage who “strongly disagree” (10%).

There are no obvious differences in responses to this question based on age, gender, or Aboriginal identity.

**"The way I'm being taught suits the way I learn best."**



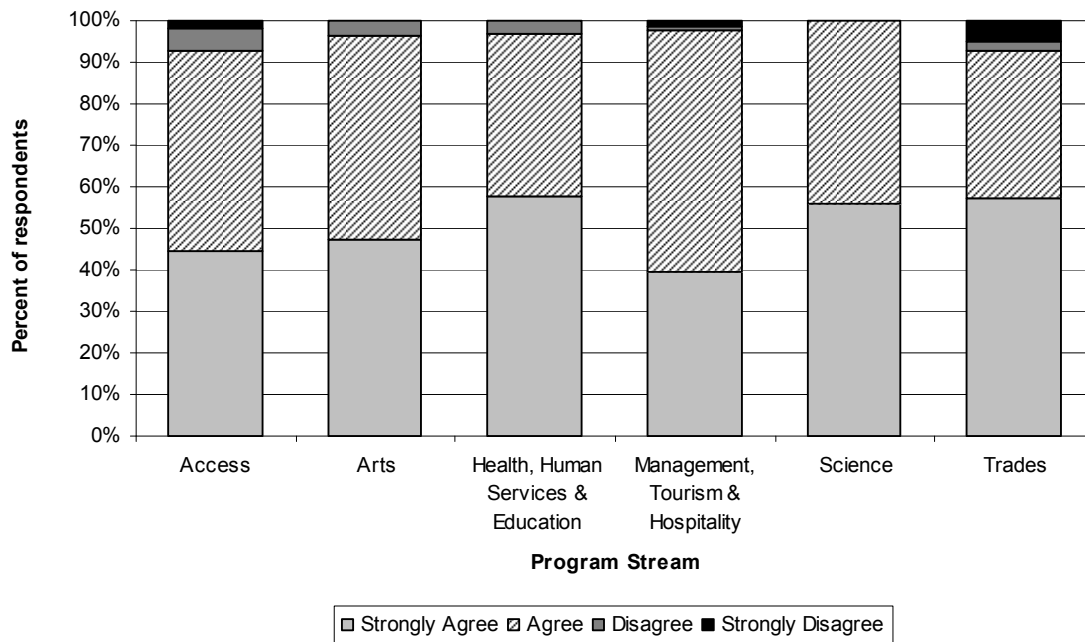
**"The way I'm being taught suits the way I learn best."**

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	10	19%	36	68%	6	11%	1	2%	53	98%
Arts	9	12%	41	55%	22	30%	2	3%	74	95%
Health, Human Services & Education	8	14%	42	72%	7	12%	1	2%	58	98%
Management, Tourism & Hospitality	17	21%	47	57%	17	21%	1	1%	82	98%
Science	4	19%	14	67%	3	14%	0	0%	21	84%
Trades	15	38%	17	44%	3	8%	4	10%	39	98%
<b>Weighted total:</b>		<b>18%</b>		<b>62%</b>		<b>17%</b>		<b>2%</b>		

Almost everyone (96%) “agrees” or “strongly agrees” with the statement, “I can tell that my instructors really care about what they are teaching.” There are no notable differences between men and women, older and younger students, or Aboriginal and non-Aboriginal students in this regard.

**"I can tell that my instructors really care about what they are teaching."**



**"I can tell that my instructors really care about what they are teaching."**

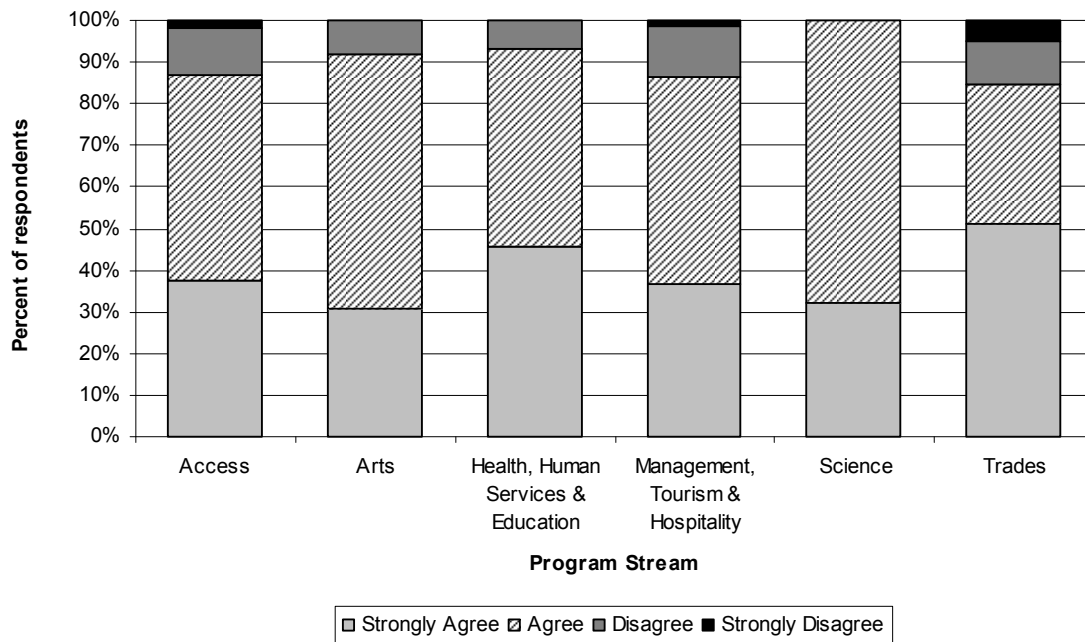
SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	24	44%	26	48%	3	6%	1	2%	54	100%
Arts	37	47%	38	49%	3	4%	0	0%	78	100%
Health, Human Services & Education	34	58%	23	39%	2	3%	0	0%	59	100%
Management, Tourism & Hospitality	33	40%	48	58%	1	1%	1	1%	83	99%
Science	14	56%	11	44%	0	0%	0	0%	25	100%
Trades	23	58%	14	35%	1	3%	2	5%	40	100%
<b>Weighted total:</b>		<b>49%</b>		<b>47%</b>		<b>3%</b>		<b>1%</b>		

More than nine-tenths (91%) of students “agree” or “strongly agree” with the statement, “I can tell that my instructors really care about my learning.” The percentage who “strongly agree” ranges from over half (51%) in the Trades, to below one-third in the areas of Arts (31%) and Science (32%).

There are no obvious differences in the responses to this question based on the respondent’s gender, age, or Aboriginal identity.

**"I can tell that my instructors really care about my learning."**



**"I can tell that my instructors really care about my learning."**

SOURCE: Yukon College Student Survey 2011-12

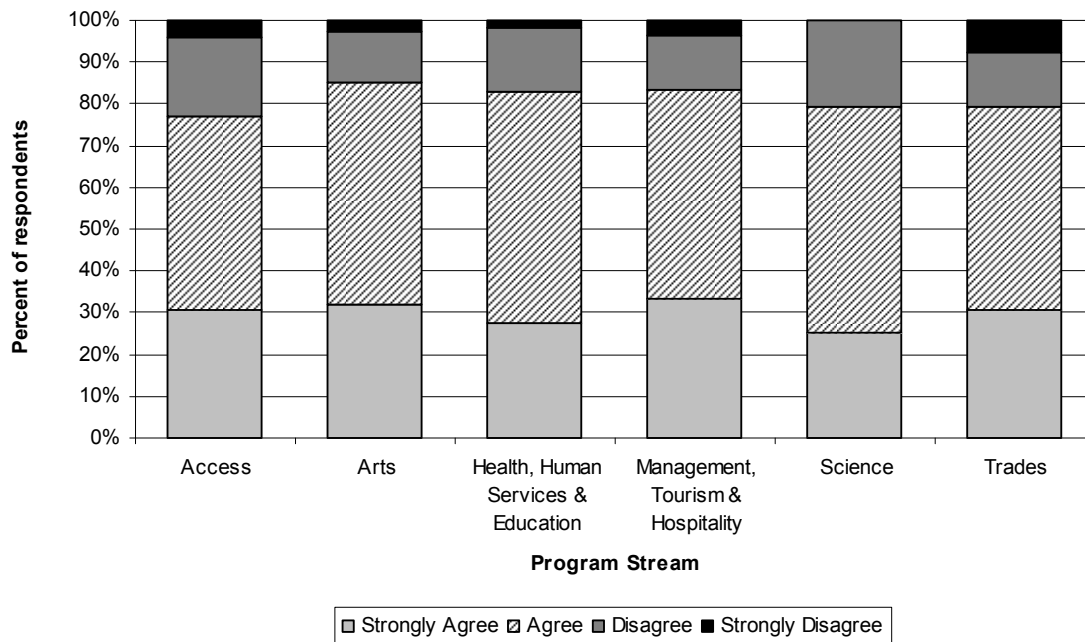
Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	20	38%	26	49%	6	11%	1	2%	53	98%
Arts	23	31%	46	61%	6	8%	0	0%	75	96%
Health, Human Services & Education	27	46%	28	47%	4	7%	0	0%	59	100%
Management, Tourism & Hospitality	30	37%	41	50%	10	12%	1	1%	82	98%
Science	8	32%	17	68%	0	0%	0	0%	25	100%
Trades	20	51%	13	33%	4	10%	2	5%	39	98%
<b>Weighted total:</b>		<b>38%</b>		<b>53%</b>		<b>9%</b>		<b>1%</b>		

**Self-Development Through Learning**

About four-fifths (82%) of students “agree” or “strongly agree” with the statement, “My courses challenge me to accomplish more than I knew I could.” Overall agreement is fairly consistent across all types of programs at the College.

Aboriginal students are a bit more likely than their non-Aboriginal peers to express agreement with this statement (88% vs 79%).

**"My courses challenge me to accomplish more than I knew I could."**



**"My courses challenge me to accomplish more than I knew I could."**

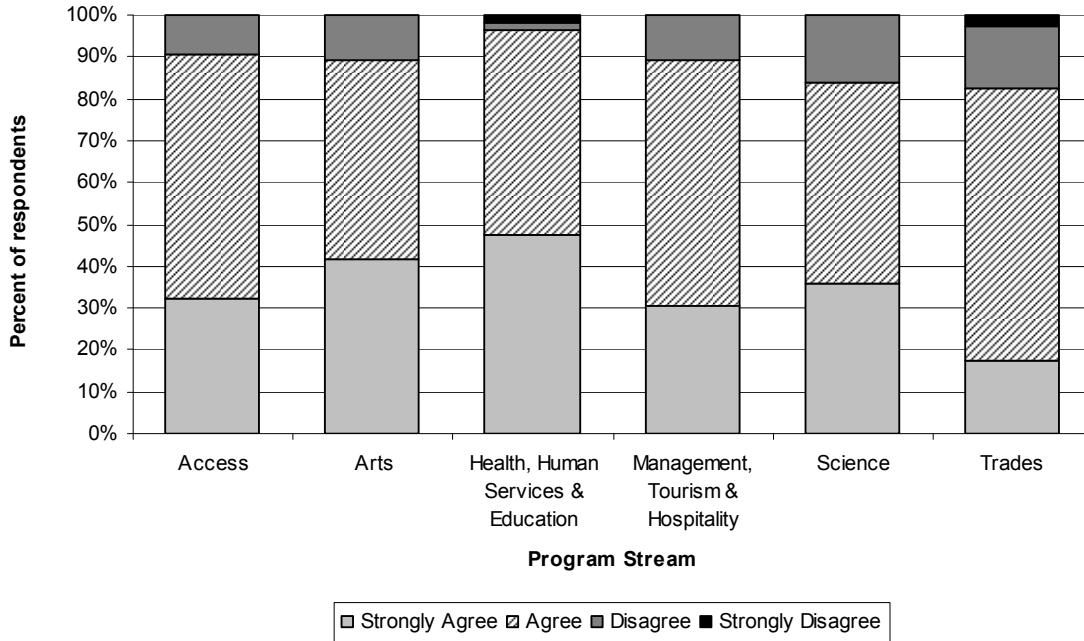
SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	16	31%	24	46%	10	19%	2	4%	52	96%
Arts	24	32%	40	53%	9	12%	2	3%	75	96%
Health, Human Services & Education	16	28%	32	55%	9	16%	1	2%	58	98%
Management, Tourism & Hospitality	28	33%	42	50%	11	13%	3	4%	84	100%
Science	6	25%	13	54%	5	21%	0	0%	24	96%
Trades	12	31%	19	49%	5	13%	3	8%	39	98%
<b>Weighted total:</b>		<b>30%</b>		<b>51%</b>		<b>15%</b>		<b>3%</b>		

Nine-tenths (90%) of students “agree” or “strongly agree” that their courses have exposed them to new ways of thinking. The proportion who “strongly agree” ranges from nearly half (47%) in Health, Human Services and Education to under one-fifth (18%) in Trades.

Students of all ages, genders and Aboriginal or non-Aboriginal backgrounds responded much the same way to this item.

**"My courses have exposed me to new ways of thinking."**



**"My courses have exposed me to new ways of thinking."**

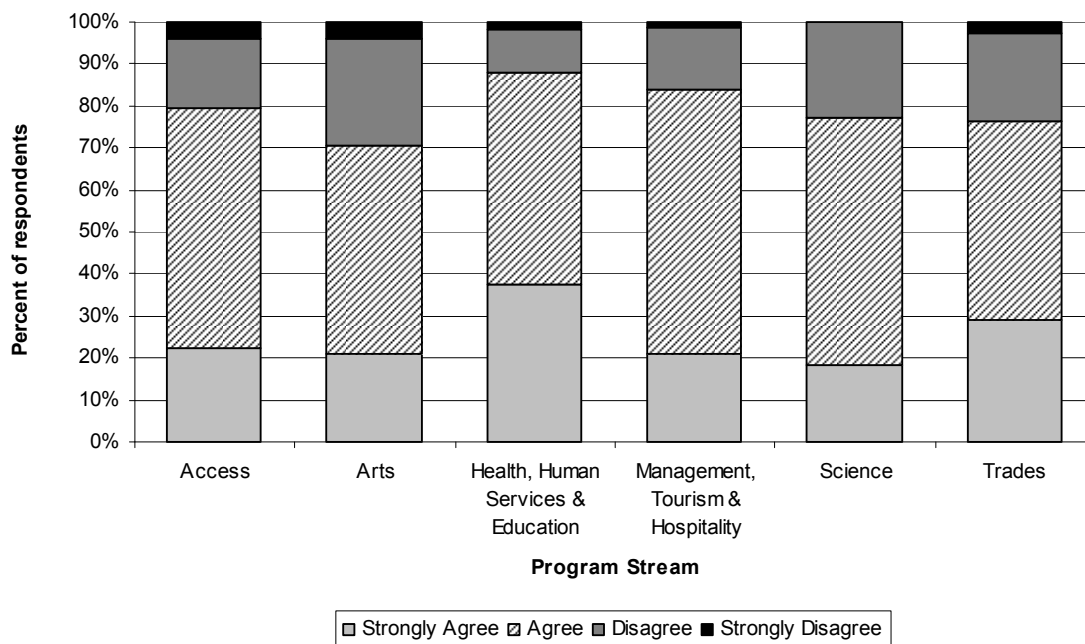
SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	17	32%	31	58%	5	9%	0	0%	53	98%
Arts	31	42%	35	47%	8	11%	0	0%	74	95%
Health, Human Services & Education	28	47%	29	49%	1	2%	1	2%	59	100%
Management, Tourism & Hospitality	25	30%	48	59%	9	11%	0	0%	82	98%
Science	9	36%	12	48%	4	16%	0	0%	25	100%
Trades	7	18%	26	65%	6	15%	1	3%	40	100%
<b>Weighted total:</b>		<b>37%</b>		<b>53%</b>		<b>9%</b>		<b>1%</b>		

Four-fifths (80%) of students “agree” or “strongly agree” that their courses have helped them to clarify their goals. Overall agreement with this statement is highest in Health, Human Services and Education (88%) and lowest in the Arts (70%).

Older students (age 30 and up) are more likely than their youthful peers to “agree” or “strongly agree” that their courses have helped them to clarify their goals (88% vs 75%).

**"My courses have helped me to clarify my goals."**



**"My courses have helped me to clarify my goals."**

SOURCE: Yukon College Student Survey 2011-12

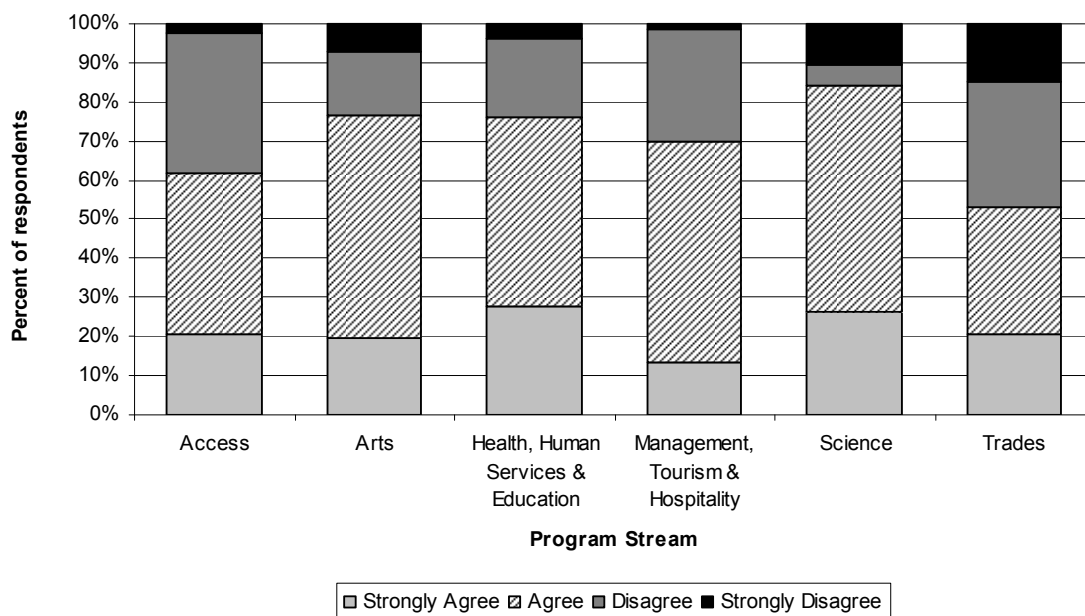
Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	11	22%	28	57%	8	16%	2	4%	49	91%
Arts	15	21%	35	49%	18	25%	3	4%	71	91%
Health, Human Services & Education	22	37%	30	51%	6	10%	1	2%	59	100%
Management, Tourism & Hospitality	17	21%	51	63%	12	15%	1	1%	81	96%
Science	4	18%	13	59%	5	23%	0	0%	22	88%
Trades	11	29%	18	47%	8	21%	1	3%	38	95%
<b>Weighted total:</b>		<b>25%</b>		<b>55%</b>		<b>17%</b>		<b>3%</b>		

**Relative Course Quality at Yukon College**

Close to one-quarter (23%) of students were unable to make any comparison between the quality of courses at Yukon College versus other institutions. Among those who did give an assessment, though, more than seven-tenths (72%) “agree” or “strongly agree” with the statement, “In my opinion, my courses at Yukon College are as good or better than what’s offered at other universities and colleges.”

Overall agreement with this statement was highest in the Sciences (84%) and lowest in the Trades (53%). Women are more confident in the relative quality of Yukon College courses than men (74% vs 63% “agree” or “strongly agree”). Older students (age 30 and up) also have more favourable views of Yukon College’s relative course quality than teens and twenty-somethings (81% vs 65%).

**"In my opinion, my courses at Yukon College are as good or better than what's offered at other universities and colleges."**



**"In my opinion, my courses at Yukon College are as good or better than what's offered at other universities and colleges."**

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	8	21%	16	41%	14	36%	1	3%	39	72%
Arts	11	20%	32	57%	9	16%	4	7%	56	72%
Health, Human Services & Education	15	28%	26	48%	11	20%	2	4%	54	92%
Management, Tourism & Hospitality	8	13%	34	57%	17	28%	1	2%	60	71%
Science	5	26%	11	58%	1	5%	2	11%	19	76%
Trades	7	21%	11	32%	11	32%	5	15%	34	85%
<b>Weighted total:</b>		<b>22%</b>		<b>50%</b>		<b>23%</b>		<b>5%</b>		

**Relative Program Quality within Yukon College**

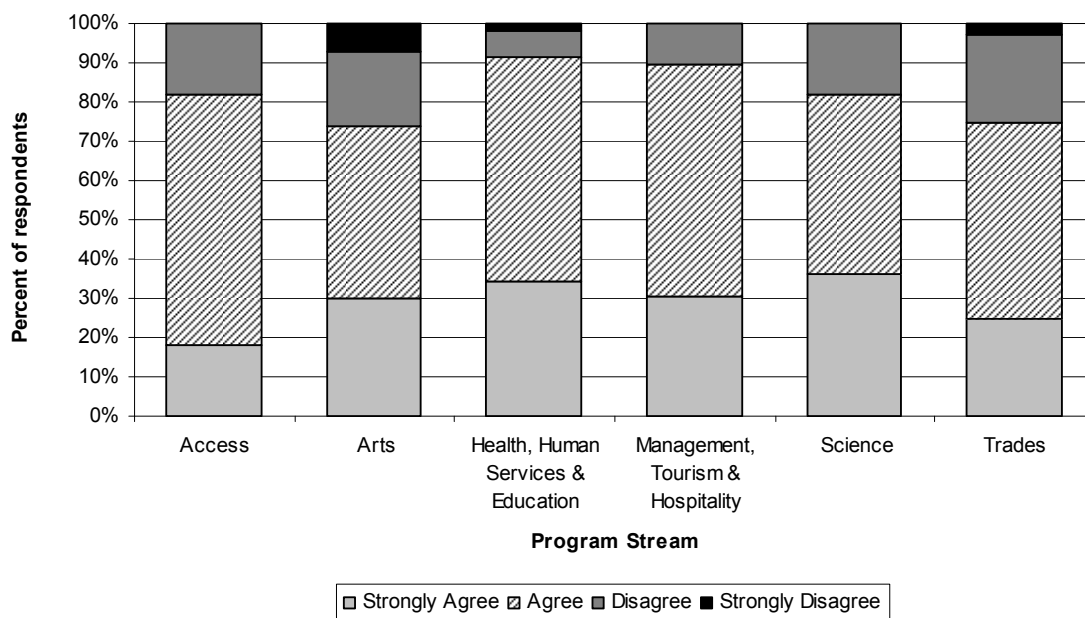
One-seventh (14%) of students were unable to assess how their program compares to others at Yukon College. Among those who did give their opinions, more than four-fifths (84%) “agree” or “strongly agree” with the statement, “Given what I know about the different fields of study here, I think my program is one of Yukon College’s strengths.”

Overall agreement with this statement (“agree” or “strongly agree”) ranges from over nine-tenths (91%) in Health, Human Services and Education to just under three-quarters (74%) in Arts programs.

Older students (age 30 and up) are a bit more likely than their younger peers to “agree” or “strongly agree” that their program is a strength of the College (89% vs 80%).



**"Given what I know about the different fields of study here, I think my program is one of Yukon College's strengths."**



**"Given what I know about the different fields of study here, I think my program is one of Yukon College's strengths."**

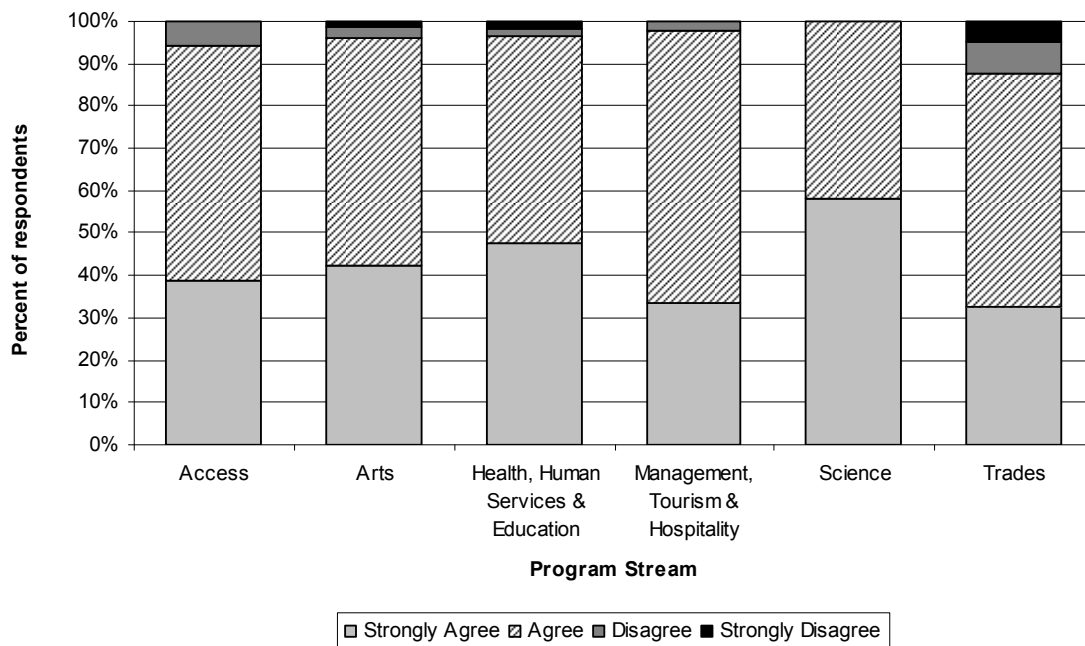
SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	8	18%	28	64%	8	18%	0	0%	44	81%
Arts	17	30%	25	44%	11	19%	4	7%	57	73%
Health, Human Services & Education	20	34%	33	57%	4	7%	1	2%	58	98%
Management, Tourism & Hospitality	23	31%	44	59%	8	11%	0	0%	75	89%
Science	8	36%	10	45%	4	18%	0	0%	22	88%
Trades	9	25%	18	50%	8	22%	1	3%	36	90%
<b>Weighted total:</b>		<b>29%</b>		<b>55%</b>		<b>14%</b>		<b>2%</b>		

### Good Learning Environment

Almost everyone (96%) “agrees” or “strongly agrees” with the statement, “This is a good learning environment.” The percentage who “strongly agree” ranges from a majority (58%) in Science programs, to one-third (33%) in Trades and in Management, Tourism and Hospitality. Responses to this question are consistent for students of all ages, genders, and Aboriginal or non-Aboriginal backgrounds.

**"This is a good learning environment."**



**"This is a good learning environment."**

SOURCE: Yukon College Student Survey 2011-12

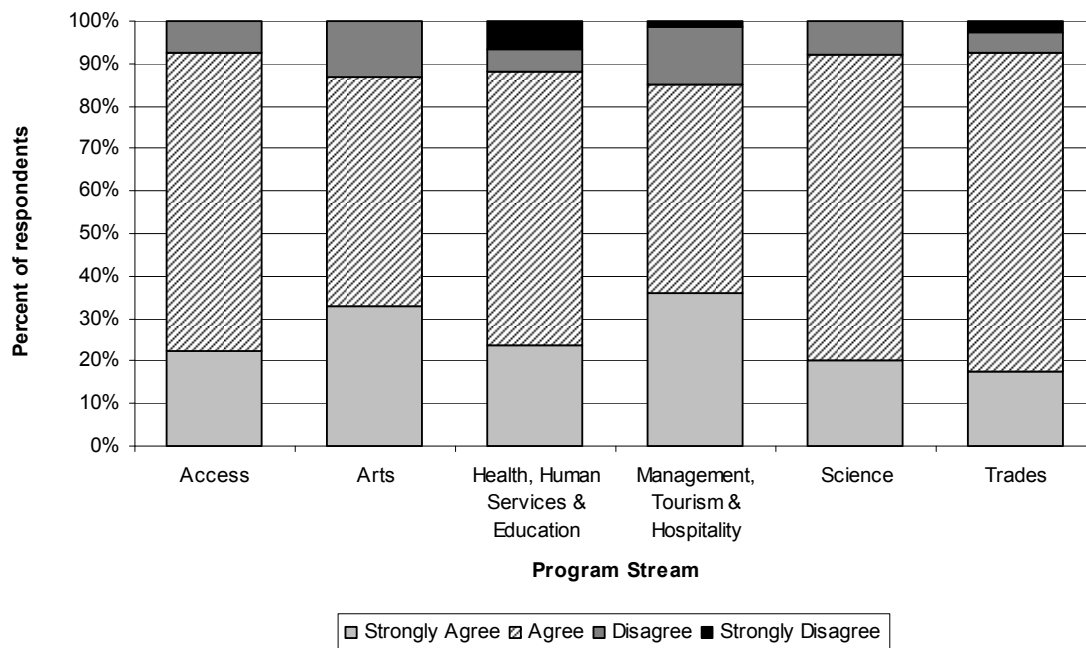
Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	21	39%	30	56%	3	6%	0	0%	54	100%
Arts	33	42%	42	54%	2	3%	1	1%	78	100%
Health, Human Services & Education	28	47%	29	49%	1	2%	1	2%	59	100%
Management, Tourism & Hospitality	28	33%	54	64%	2	2%	0	0%	84	100%
Science	14	58%	10	42%	0	0%	0	0%	24	96%
Trades	13	33%	22	55%	3	8%	2	5%	40	100%
<b>Weighted total:</b>		<b>42%</b>		<b>54%</b>		<b>3%</b>		<b>1%</b>		

## Course Logistics

### Course Scheduling

About nine-tenths (89%) of students “agree” or “strongly agree” with the statement, “Course scheduling fits my life.” Compared with younger students, learners aged 30 and up are more likely to “strongly agree” (38% vs 22%).

**"Course scheduling fits my life."**



**"Course scheduling fits my life."**

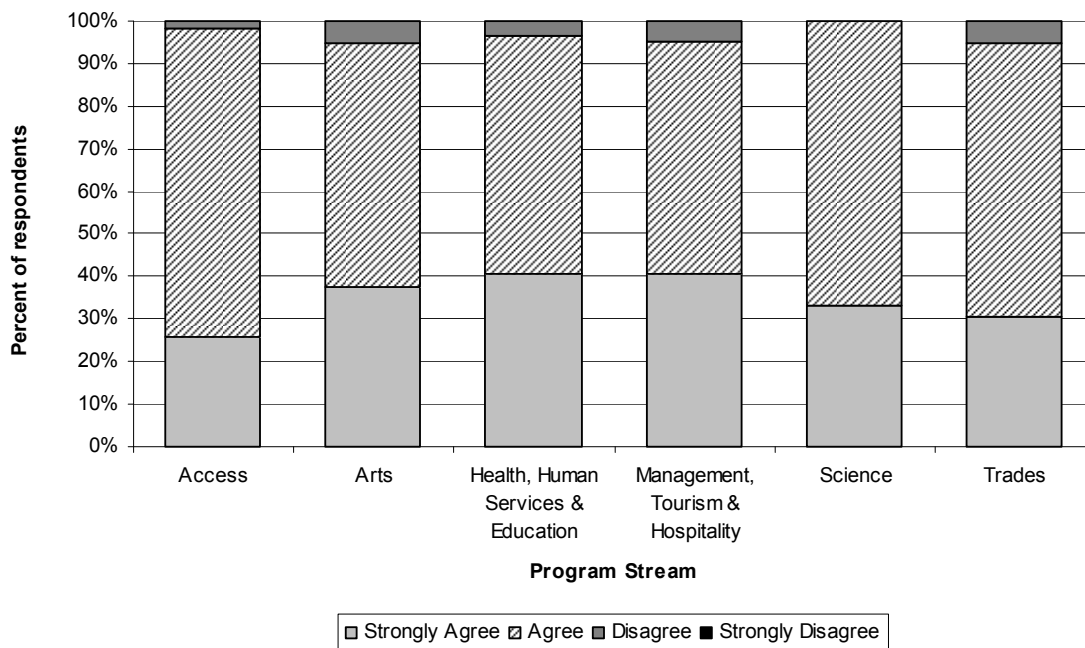
SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	12	22%	38	70%	4	7%	0	0%	54	100%
Arts	25	33%	41	54%	10	13%	0	0%	76	97%
Health, Human Services & Education	14	24%	38	64%	3	5%	4	7%	59	100%
Management, Tourism & Hospitality	29	36%	40	49%	11	14%	1	1%	81	96%
Science	5	20%	18	72%	2	8%	0	0%	25	100%
Trades	7	18%	30	75%	2	5%	1	3%	40	100%
<b>Weighted total:</b>		<b>27%</b>		<b>62%</b>		<b>9%</b>		<b>2%</b>		

**Location**

Almost everyone (96%) “agrees” or “strongly agrees” with the statement, “Courses are offered at a convenient location for me.” This is true for students of all ages, genders, and Aboriginal or non-Aboriginal backgrounds. It also holds for students in community campus locations as well as in Whitehorse.

**"Courses are offered at a convenient location for me."**



**"Courses are offered at a convenient location for me."**

SOURCE: Yukon College Student Survey 2011-12

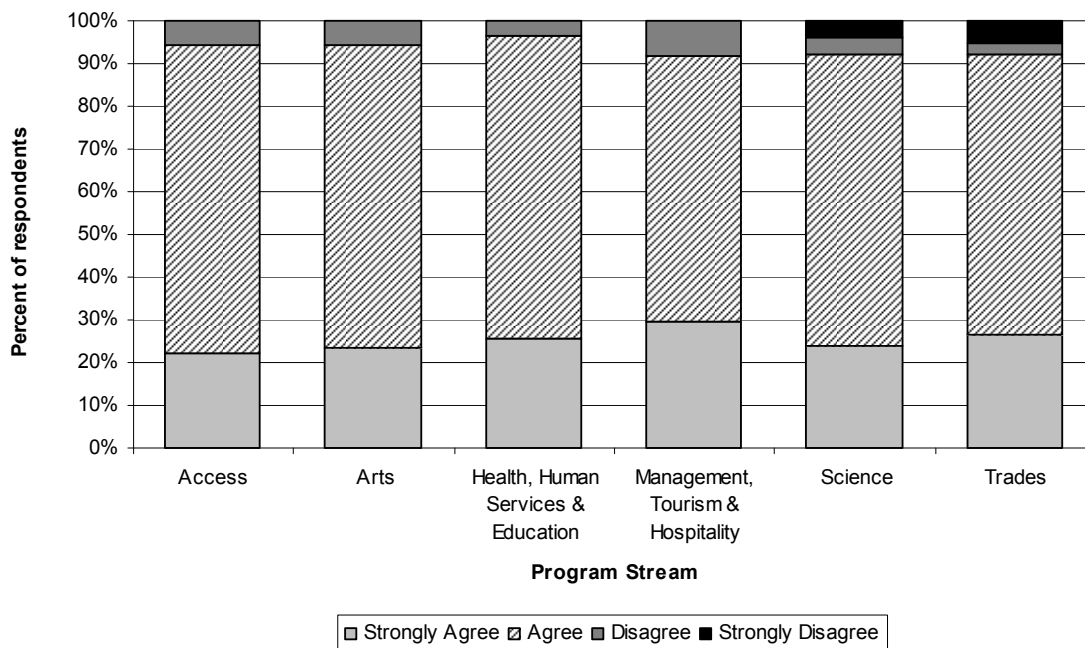
Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	14	26%	39	72%	1	2%	0	0%	54	100%
Arts	29	38%	44	57%	4	5%	0	0%	77	99%
Health, Human Services & Education	24	41%	33	56%	2	3%	0	0%	59	100%
Management, Tourism & Hospitality	34	40%	46	55%	4	5%	0	0%	84	100%
Science	8	33%	16	67%	0	0%	0	0%	24	96%
Trades	12	31%	25	64%	2	5%	0	0%	39	98%
<b>Weighted total:</b>		<b>36%</b>		<b>61%</b>		<b>4%</b>		<b>0%</b>		

**Course Delivery Options**

The vast majority (94%) of students “agree” or “strongly agree” with the statement, “Course delivery options suit my needs (e.g. classroom, online, video, etc.)”

Agreement is strong across the board for students in Whitehorse and at community campuses, as well as for students of different ages, genders, or Aboriginal/non-Aboriginal backgrounds.

"Course delivery options suit my needs (e.g. classroom, online, video, etc.)"



"Course delivery options suit my needs (e.g. classroom, online, video, etc.)"

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	12	22%	39	72%	3	6%	0	0%	54	100%
Arts	17	23%	52	71%	4	5%	0	0%	73	94%
Health, Human Services & Education	15	26%	41	71%	2	3%	0	0%	58	98%
Management, Tourism & Hospitality	25	30%	52	62%	7	8%	0	0%	84	100%
Science	6	24%	17	68%	1	4%	1	4%	25	100%
Trades	10	26%	25	66%	1	3%	2	5%	38	95%
<b>Weighted total:</b>		<b>25%</b>		<b>69%</b>		<b>5%</b>		<b>1%</b>		

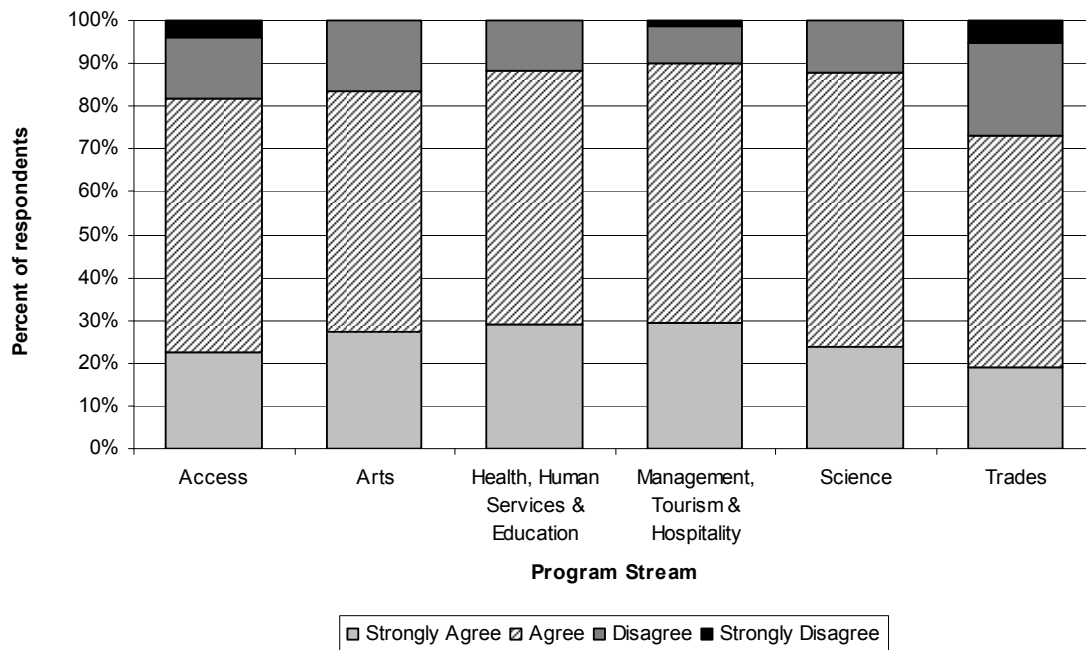
## Educational Technology

### Effective Use of Technology in Courses

A large majority (86%) of students “agree” or “strongly agree” with the statement, “Technology is used effectively in my courses at Yukon College.” The percentage in agreement varies from nine-tenths (90%) in Management, Tourism and Hospitality to just under three-quarters (73%) in Trades.

The proportion in overall agreement is similar for men and women, older and younger students, and students of either Aboriginal and non-Aboriginal backgrounds.

**"Technology is used effectively in my courses at Yukon College."**



**"Technology is used effectively in my courses at Yukon College."**

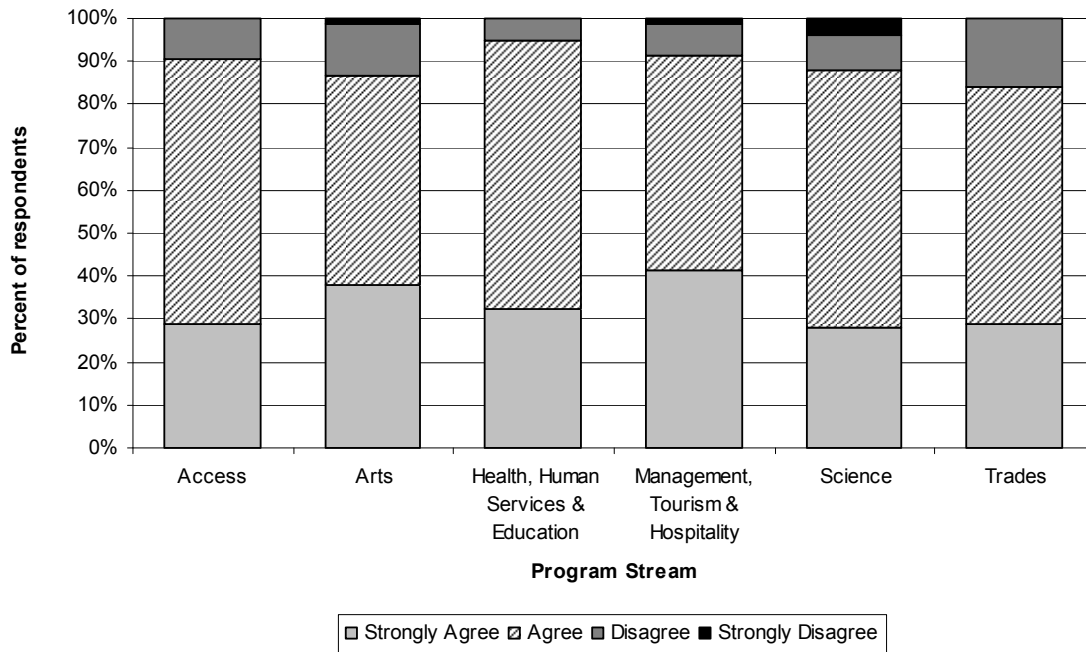
SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	11	22%	29	59%	7	14%	2	4%	49	91%
Arts	20	27%	41	56%	12	16%	0	0%	73	94%
Health, Human Services & Education	17	29%	35	59%	7	12%	0	0%	59	100%
Management, Tourism & Hospitality	24	29%	50	61%	7	9%	1	1%	82	98%
Science	6	24%	16	64%	3	12%	0	0%	25	100%
Trades	7	19%	20	54%	8	22%	2	5%	37	93%
<b>Weighted total:</b>		<b>26%</b>		<b>59%</b>		<b>13%</b>		<b>1%</b>		

**Access to Technology**

About nine-tenths (91%) of students “agree” or “strongly agree” that Yukon College provides good access to the technology they need for their studies. Older students (age 30 and up) are a bit more likely than their younger peers to “strongly agree” that this is the case (40% vs 31%).

**"Yukon College provides good access to the technology I need for my studies."**



**"Yukon College provides good access to the technology I need for my studies."**

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	15	29%	32	62%	5	10%	0	0%	52	96%
Arts	28	38%	36	49%	9	12%	1	1%	74	95%
Health, Human Services & Education	19	32%	37	63%	3	5%	0	0%	59	100%
Management, Tourism & Hospitality	33	41%	40	50%	6	8%	1	1%	80	95%
Science	7	28%	15	60%	2	8%	1	4%	25	100%
Trades	11	29%	21	55%	6	16%	0	0%	38	95%
<b>Weighted total:</b>		<b>34%</b>		<b>56%</b>		<b>9%</b>		<b>1%</b>		

**Desirable Technologies**

Students were asked, "What kinds of technologies could we be using more of in your courses, or at the College generally?"

Interest in iPads is especially strong within Access programs. A few students mentioned using them for reading e-texts, but most are simply expressing interest in having access to tablet technology.

There is some interest across all programming areas in having more use of multimedia (especially video) in teaching, and in having video lectures and other class resources posted to course websites so that students can review from home.

Smart Boards and/or improved classroom projection technology were mentioned most often by students in Science programs, and in Health, Human Services and Education. This appears to be an area where some instructors are using the technology much more effectively than others (e.g. connecting a laptop to the projector or using a Smart Board to display teaching materials that could not be presented otherwise, or that can be accessed later from the course website). Also, some classrooms are better equipped than others.

Fast and reliable wireless Internet access is desirable across the College and in the student residence buildings.

Other types of hardware that students would find useful include cameras and high-quality printers for visual art students, newer laboratory equipment for science students, and newer mechanical and electrical equipment in trades shops.

Additional software that was mentioned includes Adobe products (e.g. Photoshop, Illustrator or Creative Suite) for multimedia and visual arts students, and CAD software for the trades. Expanded journal access through the library was also mentioned by some students in university-level programming.

A few students would like expanded distributed learning options, such as more online courses to provide flexibility for learners.

The full text of all responses, grouped by program stream, can be found in Appendix V.

### **Troublesome Technologies**

Students were also asked, “Are there any technologies you wish you didn’t have to deal with at the College? Please tell us what’s wrong.”

Slow computers and Internet/network access cause frustration for some students, as does the proliferation of usernames and passwords for those using a variety of Yukon College’s web-based tools.

There have been issues with the videoconferencing system in some classes, such as long lag times between communities or poor auditory transmission.

PowerPoint lectures can be uninspired and ineffective at times.

A variety of other issues and annoyances were also mentioned. The full text of all responses can be found in Appendix VI.

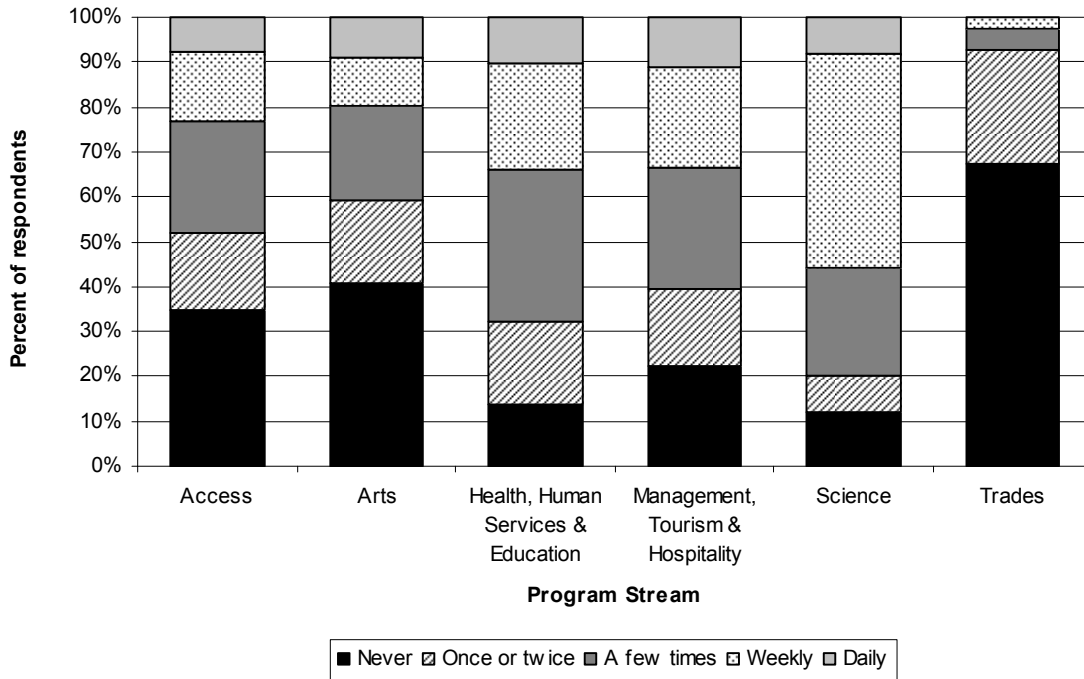
### **MyYC**

More than one-quarter (28%) of students say they have never used MyYC, the Yukon College student portal on the web. Another two-fifths (43%) have logged in no more than a few times in total. One-fifth (20%) are weekly users, and about one-tenth (9%) use the portal on a daily basis.



The most avid users are found Science programs, where most students (56%) use the portal at least weekly. By contrast, only 3% of Trades students use MyYC that often, and two-thirds (68%) have never used it at all.

How much have you used MyYC, the Yukon College student portal on the web?



How much have you used MyYC, the Yukon College student portal on the web?

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Never		Once or twice		A few times		Weekly		Daily		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	18	35%	9	17%	13	25%	8	15%	4	8%	52	96%
Arts	31	41%	14	18%	16	21%	8	11%	7	9%	76	97%
Health, Human Services & Education	8	14%	11	19%	20	34%	14	24%	6	10%	59	100%
Management, Tourism & Hospitality	18	22%	14	17%	22	27%	18	22%	9	11%	81	96%
Science	3	12%	2	8%	6	24%	12	48%	2	8%	25	100%
Trades	27	68%	10	25%	2	5%	1	3%	0	0%	40	100%
<b>Weighted total:</b>		<b>28%</b>		<b>17%</b>		<b>25%</b>		<b>20%</b>		<b>9%</b>		

Whereas 72% of students at Ayamdigut have logged in at least once, only 39% have done so at community campuses (including SoVA).

More than three-quarters (77%) of women have logged in at least once, compared with 53% of men. One-third (33%) of women use the portal weekly or daily, compared with 17% of men.

Aboriginal students are a little bit less likely than their non-Aboriginal peers to have used the portal at all (62% vs 71%). However, Aboriginal students who have used the portal tend to use it as much or more than non-Aboriginal users.

Older students (age 30 and up) are more likely than younger students to have used the portal at least once (79% vs 63%).

Regular users (daily or weekly) said that they like being able to communicate with instructors and with other students, and being able to access course material from home. They particularly like being able to get assignments and/or lecture notes from home if they have had to miss a class. Being able to see one's grades is also a desirable feature. The usefulness of MyYC for all these purposes does depend heavily on instructors utilizing it for their courses, and several students said they would like all their instructors to start making use of the portal. Some of the regular users find the interface unattractive or difficult to navigate.

Students who used the site infrequently (once or twice, or a few times only) had mixed reactions to the portal. Some liked the ability to check grades, communicate with instructors and classmates, or access online journals. However, some found it confusing and difficult to navigate, and some also had difficulty logging into the site. Several students indicated that they don't understand the purpose of the portal, and therefore don't see why they should use it. Some students feel that they already have enough different email addresses and online accounts without adding another for school.

The responses of those who have never used MyYC are perhaps best summarized by the comment, "the only thing that isn't working is that I don't know what that is." Quite a few had never heard of it, or didn't know what it was for. A couple had been stymied by login issues that were never resolved.

The full text of all responses can be found in Appendix VII.

## Textbooks

### **Textbook Purchasing**

About nine out of every ten students at Ayamdigut (89%) reported buying their textbooks at the Yukon College bookstore. Fewer than one-tenth (8%) bought some of all of their books online, and 2% said that they omitted to purchase one or more required textbooks for the term. As well, 6% obtained books in other ways, such as buying or borrowing them used from other students, or through band funding arrangements.

**Means of Procuring Required Textbooks**

SOURCE: Yukon College Student Survey 2011-12

	Number	Percent*
Bought all at Yukon College bookstore	271	89%
Bought some or all online	23	8%
Did not purchase the required textbooks for one or more courses	6	2%
Some other way	17	6%
<b>Total respondents:</b>	<b>305</b>	

\* NOTE: Respondents could choose all that apply. Percentages add to more than 100%.

Excludes students at community campuses.

A few students remarked that books are expensive, or that they can be found for a lower price online.

**Use of E-Readers and E-Texts**

About 15% of respondents reported owning an e-reader or tablet computer such as a Kindle or an iPad.

**"Do you own an e-reader or tablet computer (e.g. iPad, Kindle, etc.)?"**

SOURCE: Yukon College Student Survey 2011-12

	Number	Percent
Yes	50	15%
No	288	85%
<b>SUB-TOTAL:</b>	<b>338</b>	<b>99%</b>
No response	2	1%
<b>TOTAL:</b>	<b>340</b>	<b>100%</b>

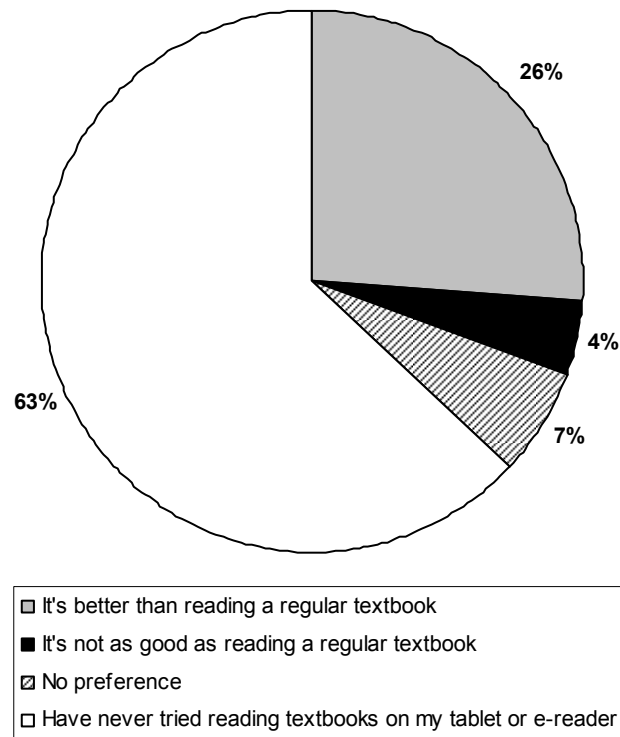
Most (63%) of the owners of these devices have never tried using them to read textbooks. However, those who have done so tend to say that it's better than reading a regular textbook (26%, vs 4% who say it's not as good and 7% with no preference).

**If you have read textbooks on your tablet or e-reader, how did you like it?**

SOURCE: Yukon College Student Survey 2011-12

	Number	Percent
It's better than reading a regular textbook	12	26%
It's not as good as reading a regular textbook	2	4%
No preference	3	7%
Have never tried reading textbooks on my tablet or e-reader	29	63%
<b>SUB-TOTAL:</b>	<b>46</b>	<b>92%</b>
No response	4	8%
<b>TOTAL:</b>	<b>50</b>	<b>100%</b>

If you have read **textbooks** on your tablet or e-reader, how did you like it?



## Student Space at Ayamdigut Campus

### Multi-Purpose Technology Space in the Library

Students responding to the survey were told, “The Library at the Whitehorse campus has a new multi-purpose technology space in the back left corner.” They were then asked, “How do you see yourself using this space, and does it need to be re-arranged in any way?”

Suggestions for this space include keeping it quieter, making it less cluttered in appearance, having it more closed off from the rest of the Library, and letting people know that it is there.

Some of the ways students like to use the space include doing research, studying, and working in groups.

A very large number of responses indicated that students had never used the space and/or did not know of its existence. Some said that they would probably not have any use for the space in the future.

There were also positive comments on the space (e.g. “It’s good,”) and it was described as a comfortable environment.

It was not clear that all respondents had the same space in mind. Some may have been visualizing other areas of the Library as they responded to the question, especially since not everyone seems to be aware of the existence of the space in question.

The full text of all responses can be found in Appendix VIII.

### **Needs for Student Space**

The survey included an open-ended question about student space at Ayamdigut campus, as follows: “There are spaces at the Whitehorse campus where students can study quietly, socialize, or work in groups. Do you need more, different, or other kinds of space at your campus to study or socialize? Please describe what you’d like to see:”

Many students said that the existing space is fine, and some stated that they do not use the spaces on campus.

One of the most common suggestions was to provide more quiet spaces for studying, and/or to enforce quiet zones in places like the Library or computer labs.

Another suggestion made by several students is to provide more dedicated spaces for group work. There needs to be a balance between quiet and noisy in these spaces, so that groups can discuss together without having to shout.

There is some interest in having a campus pub to facilitate casual social interactions. Some suggestions were made for more comfortable seating in existing spaces, as well as for more laptop plug-ins in the Library and around campus. Some students would like extended hours of access to facilities like the Library or unreserved classrooms.

The full text of all responses can be found in Appendix IX.

### **Evening Services at Ayamdigut Campus**

Services offered after 4 p.m. at Ayamdigut campus include: evening reception in the First Nation Initiatives (FNI) office, Library services, computer labs, Distributed Learning support, and telephone reception. Students were asked whether they were aware of each of these services, and also which services they had actually used.

Half (49%) had used the Library, and another one-third (35%) were aware of it. Two-fifths (40%) had used the Computer labs, and almost as many (37%) again were aware that the labs are available. Other evening services were lower on students’ radar. One-tenth (10%) had used Distributed Learning support, and another 30% were aware of it. Only one student out of every fourteen (7%) had used evening telephone reception, and another one-fifth (22%) were aware of it. Very few students (2%) had used evening reception in the First Nation Initiatives offices, though another 22% were aware of it.

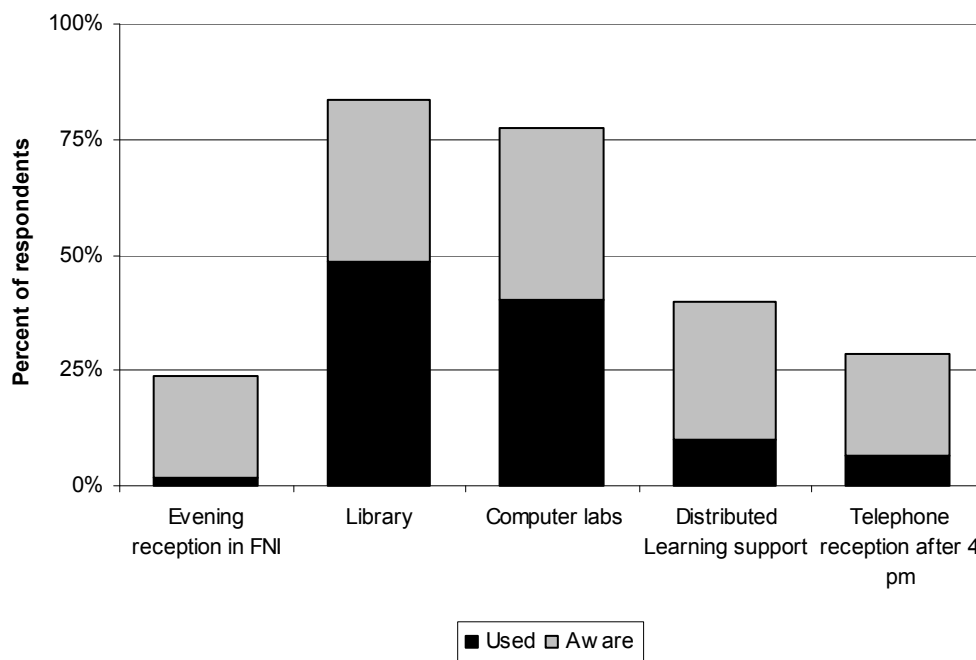
**Use and Awareness of Evening Services at Ayamdigut Campus**

SOURCE: Yukon College Student Survey 2011-12

Service	Used		Aware but Haven't Used		Unaware/No Response		TOTAL
	Number	Percent	Number	Percent	Number	Percent	
Evening reception in FNI	5	2%	68	22%	232	76%	305
Library	148	49%	107	35%	50	16%	305
Computer labs	123	40%	113	37%	69	23%	305
Distributed Learning support	30	10%	92	30%	183	60%	305
Telephone reception after 4 pm	20	7%	67	22%	218	71%	305

NOTE: Excludes students at community campuses

**Use and Awareness of Evening Services at Ayamdigut Campus**



In their comments, students suggested that evening services could be more widely advertised through posters, email, or other means of increasing awareness.

One of the most common suggestions was to provide food and beverages for purchase in the evenings. This need was especially acute during the Fall 2011-12 term, because the vending machine in the Student Union remained empty until late in November. Even when the vending machine is available, a demand remains for hot coffee and for healthy snacks.

Other suggestions include extended hours in the Library and computer labs, evening tutorial/drop-in services, access to the gymnasium after hours, extended bus service, and increased illumination on campus.

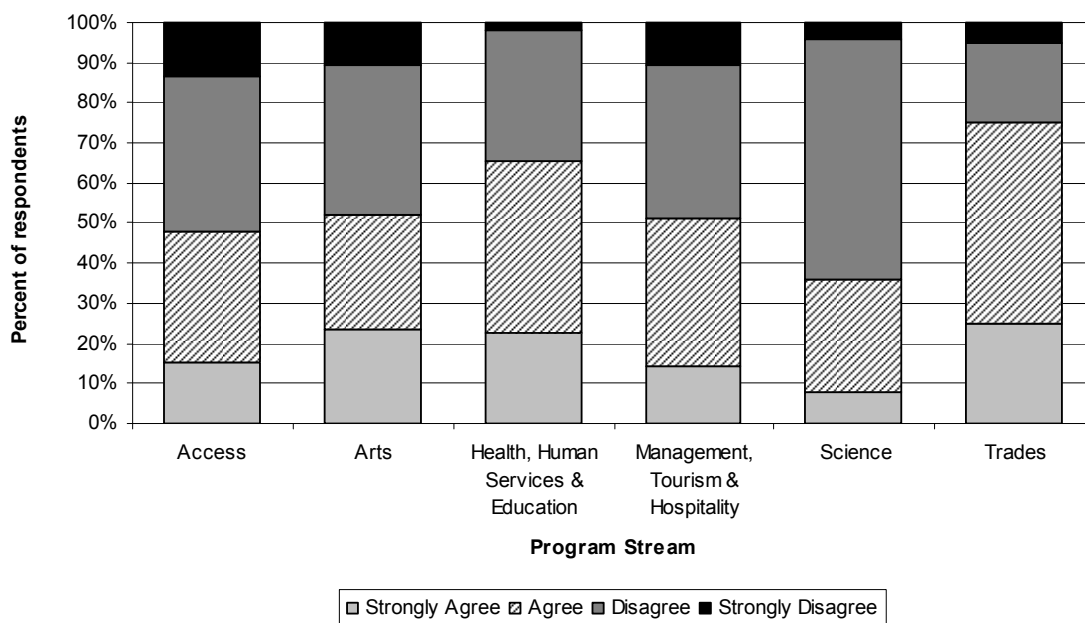
The full text of all responses can be found in Appendix X.

## Cultural and Fun Activities

### Time Spent on Campus

About half (54%) of students “agree” or “strongly agree” with the statement, “I usually just come to class and leave as quickly as possible, without spending any extra time on campus.” These students tend to have less time to participate in extra-curricular activities on campus. The proportion who say they spend just the minimum amount of time on campus is highest in the Trades (75%) and lowest in Science programs (36%).

**"I usually just come to class and leave as quickly as possible, without spending any extra time on campus."**



**"I usually just come to class and leave as quickly as possible, without spending any extra time on campus."**

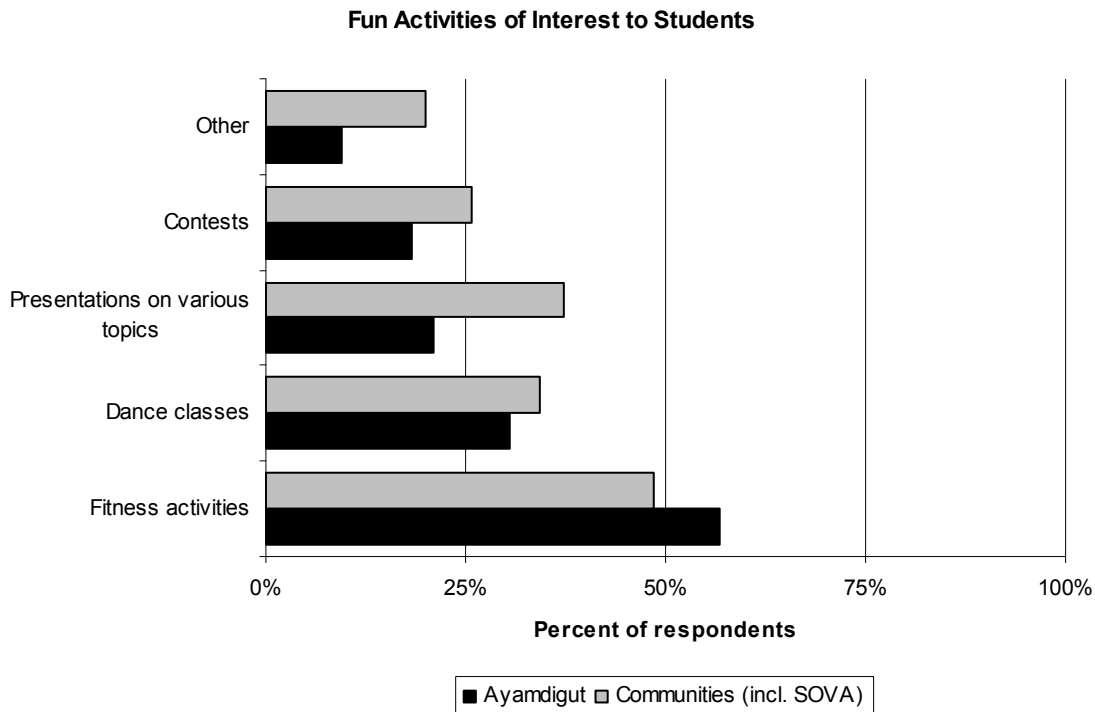
SOURCE: Yukon College Student Survey 2011-12

Program Stream	Strongly Agree		Agree		Disagree		Strongly Disagree		SUB-TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Access	8	15%	17	33%	20	38%	7	13%	52	96%
Arts	18	23%	22	29%	29	38%	8	10%	77	99%
Health, Human Services & Education	13	22%	25	43%	19	33%	1	2%	58	98%
Management, Tourism & Hospitality	12	14%	31	37%	32	38%	9	11%	84	100%
Science	2	8%	7	28%	15	60%	1	4%	25	100%
Trades	10	25%	20	50%	8	20%	2	5%	40	100%
<b>Weighted total:</b>		<b>18%</b>		<b>35%</b>		<b>38%</b>		<b>8%</b>		

Students at Ayamdigut are more likely than those in the communities to “agree” or “strongly agree” that they come to class and leave as quickly as possible, without spending any extra time on campus (57% vs 38%). Age, gender, and Aboriginal identity make very little difference to a students’ propensity to spend time on campus outside of class.

### Activities Students Would Enjoy

Students are most interested in fitness activities (56% could see themselves participating). There is also some interest in dance classes, presentations, and contests (19%-31% interested).



**Which of the following types of fun activities do you see yourself wanting to participate in at Yukon College?**

SOURCE: Yukon College Student Survey 2011-12

	Ayamdigut		Communities (incl SOVA)		TOTAL	
	Number	Percent*	Number	Percent*	Number	Percent*
Fitness activities	173	57%	17	49%	190	56%
Dance classes	93	30%	12	34%	105	31%
Presentations on various topics	64	21%	13	37%	77	23%
Contests	56	18%	9	26%	65	19%
Other	29	10%	7	20%	36	11%
<b>Total respondents:</b>	<b>305</b>		<b>35</b>		<b>340</b>	

\* NOTE: Respondents could choose all that apply. Percentages add to more than 100%.



As compared with men, women express more interest in fitness activities (62% vs 47%) and dance classes (42% vs 9%).

Aboriginal students are bit more interested in dance classes (37% vs 29%) as compared with their non-Aboriginal peers, and somewhat less interested in presentations (16% vs 26%).

Younger students (under age 30) show more interest than their elders in fitness activities (60% vs 50%).

“Other” activities suggested include team sports, creative activities, social events, traditional pursuits, and family activities, as well as a variety of different suggestions. The full text of all “other” responses can be found in Appendix XI.

There was also an open-ended question on the survey that asked about cultural activities. The question was as follows: “Yukon College offers various cultural activities, such as drumming, beading, snowshoing, sweatlodges, etc. What types of cultural activities would you like to have at your campus?”

Responses included a variety of First Nation and other cultural activities, as well as many suggestions for other fitness, social, creative and intellectual activities.

Suggestions for First Nation and other cultural activities include: dancing (6), beading (5), sweatlodges (4), language learning (4), snowshoing (4), drumming (4), tanning hides (3), stick gambling (3), stew and bannock lunches (3), walks (3), increased elder involvement (3), storytelling (2), sewing (2), natural medicine (2), sharing circles (2), meditation (2), traditional cooking/foods (2), multicultural sharing of food (2), multicultural sharing of music (1), potlatches (1), smudging (1), spiritual healing (1), morning prayers (1), hand games (1), cross-country skiing (1), dogsledding (1), Scottish Highland games (1), carving (1), bannock making (1), snowshoe making (1), making vests (1) and button blankets (1).

Other fitness, social, creative and intellectual activities that were suggested include: music (5), sports (5), yoga (4), art activities (3), socials/meet and greets (2), social drinking (2), dance classes (2), hockey (2), soccer (2), cross-country skiing (2), Christian activities (2), film festivals/movie nights (2), skijoring (1), dodge ball (1), basketball (1), more access to climbing wall (1), outdoor pursuits (mountain climbing, canoeing, fishing, hiking, etc) (1), running (1), martial arts (1), meditation (1), self-help/motivation (1), singing (1), writing contests (1), student newspaper (1), student clubs (1), family activities (1), felting (1), pottery (1), chess (1), science discussion groups (1), cooking (1), gardening (1), skating (1), boxing (1), aerobics (1), pilates (1), and LGBT pride activities (1).

Quite a few students commented that the present suite of activities is fine, or that they like the sound of those listed in the question. A few commented that they were unaware of these activities and would like to see more advertising. Evening activities would work

better for some students who have class throughout the day; however, many just do not have time to fit activities into their lives. Three people commented that they wish to see activities representing other cultures and ethnicities, alongside the First Nation activities that are currently offered.

The full text of all responses to this question can be found in Appendix XII.

## Communication with Yukon College

### Preferred Modes of Communication

Students' personal email accounts (e.g. Hotmail, Gmail, etc.) are by far the preferred way for them to communicate with Yukon College. Three-quarters (74%) want to use their personal email to communicate with instructors outside of class, beating out the use of their official @yukoncollege email by more than forty percentage points. More than two-fifths (42%) of students want to receive important notices and announcements from Yukon College on their personal email, making it the favorite means of communication for this purpose as well.

#### "What is the best way for your instructors to communicate with you outside of class?"

SOURCE: Yukon College Student Survey 2011-12

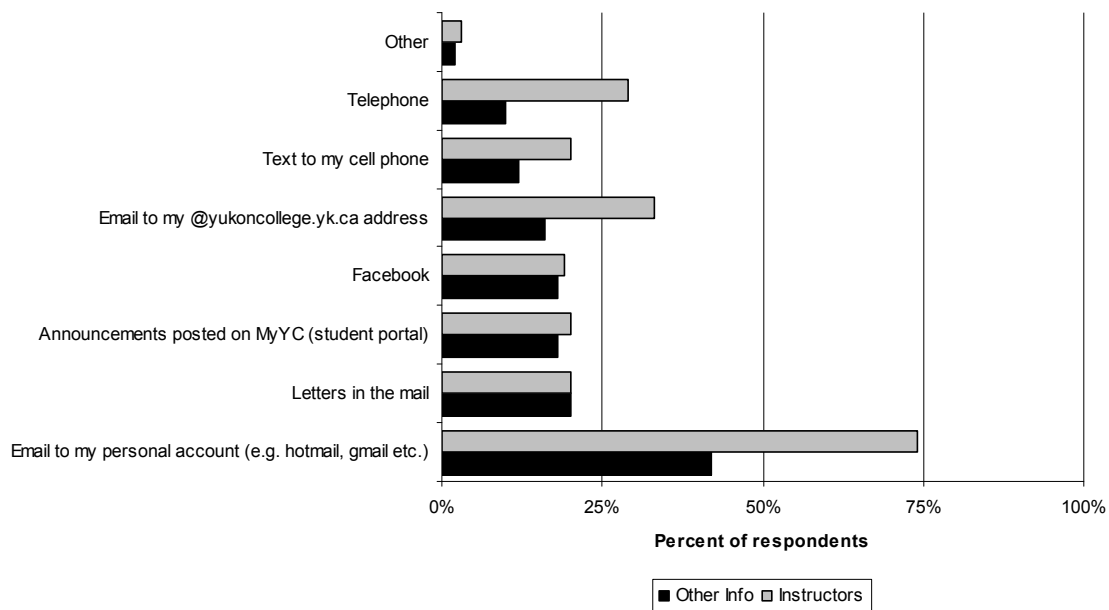
Communication Method	Weighted Total
Email to my personal account (e.g. hotmail, gmail etc.)	74%
Email to my @yukoncollege.yk.ca address	33%
Telephone	29%
Letters in the mail	20%
Text to my cell phone	20%
Announcements posted on MyYC (student portal)	20%
Facebook	19%
Other	3%

#### "What is the best way for you to receive other kinds of communication from Yukon College, like announcements and important notices?"

SOURCE: Yukon College Student Survey 2011-12

Communication Method	Weighted Total
Email to my personal account (e.g. hotmail, gmail etc.)	42%
Letters in the mail	20%
Announcements posted on MyYC (student portal)	18%
Facebook	18%
Email to my @yukoncollege.yk.ca address	16%
Text to my cell phone	12%
Telephone	10%
Other	2%

**Preferred Modes of Communication with Instructors, and for Other Communication from Yukon College**



Men as compared to women are a bit more open to speaking with instructors on the telephone (38% vs 29%).

Compared to non-Aboriginal students, those who identify themselves as Aboriginal are a bit more willing to communicate with instructors through the mail (26% vs 18%) but less interested in receiving important notices and announcements from Yukon College in this way (16% vs 25%). They are more open to communicating with instructors on Facebook (26% vs 16%), but have a bit less interest in using their personal email for the same purpose (68% vs 77%).

Older students (age 30 and up) are less interested than their younger peers in hearing important announcements and notices from Yukon College over the phone (6% vs 15%). They are also less open to using Facebook to communicate with instructors (12% vs 24%) or to receive other communications from Yukon College (12% vs 21%).

Preferred modes of communication also vary by program stream, though personal email is still at or near the top of the list for every area.

Students in the Trades are open to communicating with their instructors through a variety of means, including telephone, texting, Facebook, and letters in the mail, as well as the ever-popular personal email.

Students in the Sciences show a strong preference for their personal email when communicating with instructors, but are also the most open to using MyYC.

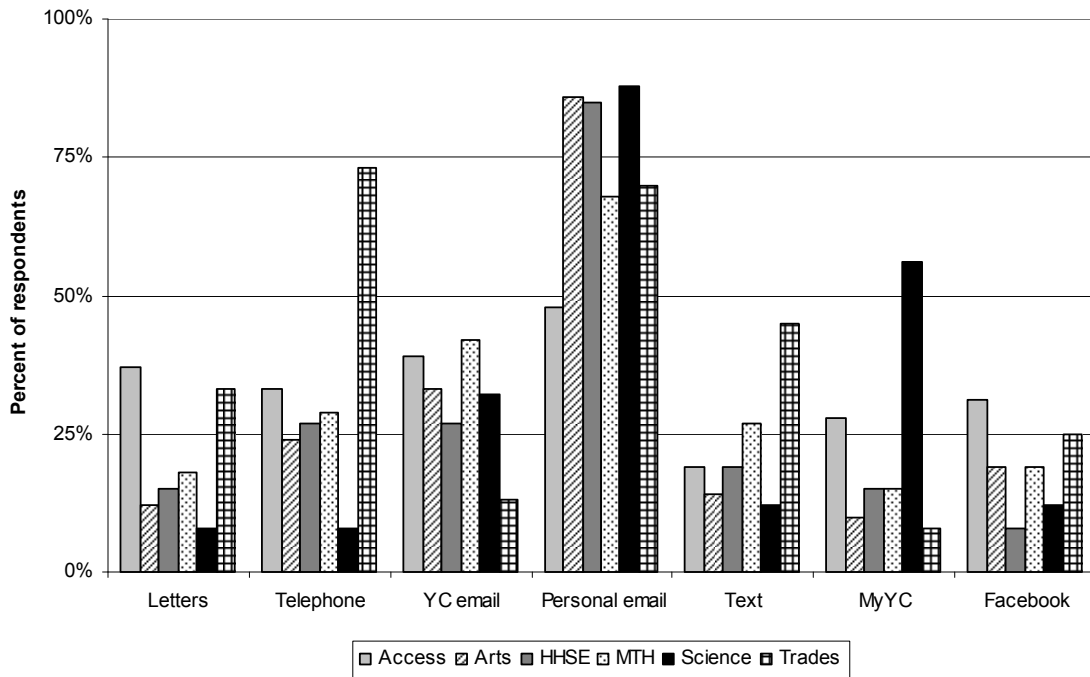
Students in Management, Tourism and Hospitality still prefer their personal email, but they are more willing than others to use their Yukon College email to communicate with instructors.

Students in Health, Human Services and Education show a very strong preference for their personal email over all other forms of communication with instructors.

Arts students also very much prefer to use their personal email to talk with instructors outside of class.

Access students are open to a variety of communication methods with instructors, including personal email, Yukon College email, letters through the mail, telephone calls, Facebook, and MyYC.

**Preferred Modes of Communication with Instructors Outside of Class**



Students marked more choices overall for communicating with instructors than they did for receiving other types of communication from Yukon College, such as announcements and important notices.

Trades students prefer their personal email for these announcements, but are also interested in receiving them through written letters. They are more open than students in other programs to receiving announcements over the phone or via text message.

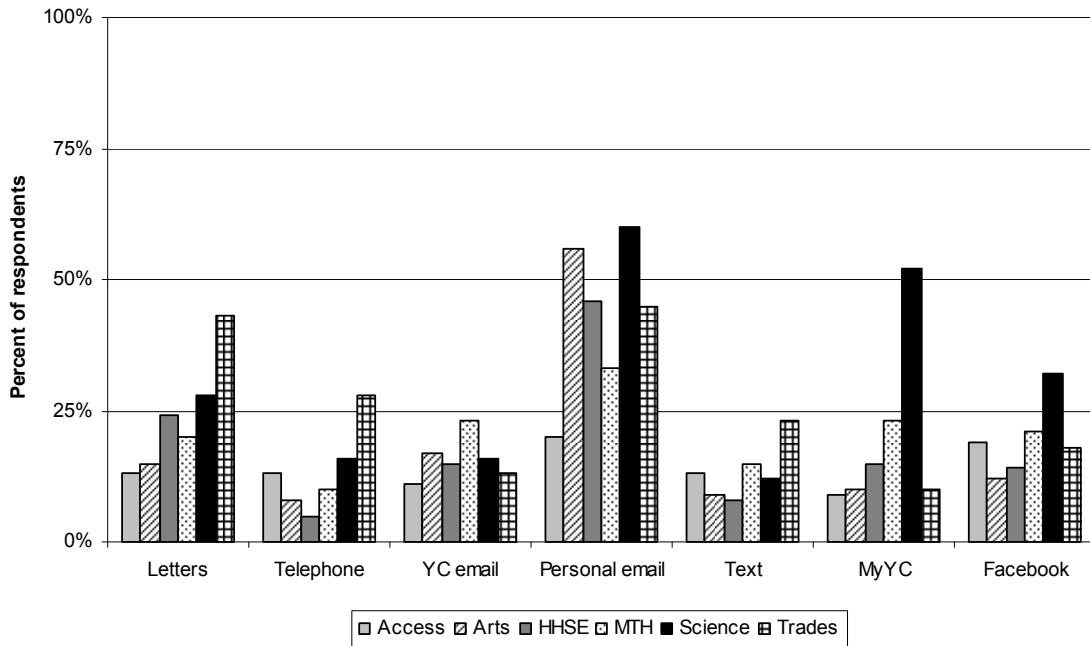
Students in the Sciences like their personal email for Yukon College announcements, but are also interested in getting announcements through MyYC. They are more open than students in other programs to receiving announcements through Facebook.

Management, Tourism and Hospitality students prefer their personal email for important announcements, but they are more willing than other students to use their Yukon College email for this purpose.

Students in Health, Human Services and Education quite strongly prefer their personal email for all communication with Yukon College, as do Arts students.

Access students do not exhibit very strong preferences about the means of receiving announcements and notices from Yukon College. About one-fifth prefer their personal email and a similar proportion likes using Facebook for this purpose; other modes of communication drew in even lower percentages of students in this programming area.

**Preferred Modes of Communication with Yukon College for Important Announcements, Notices, etc.**



See Appendix XIII for tables of communication preferences by programming area.

**Emails from Student Services Reps**

Student Services representatives sent emails to all credit students enrolled in Fall 2011-12 whose email addresses (personal or institutional) were listed on Banner. In total, 565 emails were sent, potentially reaching almost two-thirds (66%) of enrolled credit

students. (The remaining one-third either did not have an email address recorded on Banner, or registered after September 15).

One-third (34%) of students surveyed said they could remember receiving an email from their Student Services rep. This would indicate that about half of the sent emails reached the recipient and remained in memory 6-10 weeks later when the surveys were conducted.

Over one-quarter (27%) of all students surveyed said that they had read the email. (In other words, 80% of those who remembered receiving the email had actually read it).

About one-fifth (19%) in total said that the information was useful to them. (In other words, 72% of those who actually read the email found the information useful).

#### Response to Emails from Student Services Reps

SOURCE: Yukon College Student Survey 2011-12

Program Stream	Remember Receiving		Read		Information Was Useful		Total Respondents
	Number	Percent	Number	Percent	Number	Percent	
Access	14	26%	11	20%	10	19%	54
Arts	24	31%	18	23%	12	15%	78
Health, Human Services & Education	23	39%	17	29%	9	15%	59
Management, Tourism & Hospitality	29	35%	26	31%	21	25%	84
Science	11	44%	9	36%	8	32%	25
Trades	12	30%	10	25%	5	13%	40
<b>Weighted total:</b>		<b>34%</b>		<b>27%</b>		<b>19%</b>	

The emails were most effective for students in the Sciences, mainly because they were the most likely to have received and read them. Trades students got the least out of the email campaign, mainly because those who read the email did not find the information as useful as did students in other programming areas.

## Yukon College's Strengths

Students responding to the survey were asked an open-ended question reading, "From your perspective, what is Yukon College really good at?"

According to students, one of the best things about Yukon College is its supportive and welcoming atmosphere. They said that the College has "a comfortable environment," and makes them feel "at home." They spoke highly of the help and support that they receive from staff and faculty to encourage them in their studies and to accommodate their individual needs.

*"making you feel like your at home. Very welcoming and understanding. Always there to help."*

*"Making everyone feel equal and important."*

*“-great teaching, really helpful and wanting you to succeed, this more personal approach separates the YC from other colleges/unis, and makes it a great place for people like me.”*

*“Relaxed friendly atmosphere with a sense of community”*

*“YC is really good at helping their students accomplish the best.”*

Yukon College’s relatively small class sizes contribute to the welcoming and supportive atmosphere described above. Students commented on the benefits of receiving individualized attention from instructors, and being “more than just a number.”

*“The smaller classes offer a relationship with instructors that students otherwise wouldn’t be privy to.”*

*“I love the little classes because offers the opportunity to get help when we need it.”*

*“Personalizing my education. I love not being a number and that most of the faculty I deal with know me on a first name basis.”*

Students also praised instructors who demonstrate knowledge, caring, and good teaching skills.

*“I feel my instructors take an active interest in my studies”*

*“Recruiting teachers with experience in the field they are teaching.”*

*“has passionate teachers who make themselves available to the students.”*

Various types of courses and programs were singled out for positive comment by some respondents to the survey. Some also felt that a good variety is offered.

*“offering a variety of classes”*

*“Providing a Yukon relevant education.”*

*“Offering practical courses”*

The “start here; go anywhere” idea resonates with students who see Yukon College as a great place to start one’s post-secondary education, and/or as a stepping stone to future opportunities. Academic upgrading and university transfer are important components of this pathway.

*“... -Helping us upgrade and do well at something we might NOT have before.”*

*“The college is really good at giving first time students a real taste of what higher education really is without the hassle of leaving home.”*

*“Offering programs that lead to transfers to other schools which I am interested in.”*

A few students mentioned Yukon College’s cultural diversity as a strength of the institution.

*“Good with multicultural”*

Services, technologies, and facilities were praised in some comments. The Drop-in Centre, Library, and computer labs were specifically mentioned, along with the activities that are provided for students. Facilities at Ayamdigut and at the Yukon School of Visual Arts were mentioned favorably. A few comments mentioned “keeping up with technology” in general.

*“They are really good at trying to provide ‘big campus’ services”*

*“events for all!! ☺”*

*“... -has a nice campus”*

*“-Supporting the right technologies ...”*

Some comments speak to the fact that Yukon College provides local post-secondary opportunities.

*“Being close to home.”*

Yukon College is seen as an affordable option by some survey respondents.

*“Providing a good education at good prices.”*

There were also general positive responses (e.g. “Everything!”) as well as a handful of negative or sarcastic answers to the question of what Yukon College does well.

The full text of all responses can be found in Appendix XIV.



## Areas for Improvement

Students were also asked, “And what does Yukon College need to start doing better?” Their open-ended responses were analyzed for common themes and ideas.

One of the most frequent responses was that Yukon College could offer a wider variety of courses and programs. This includes more degrees, advanced courses, and transferable courses, as well as more support for the trades and other areas of programming.

*“More post graduate diplomas for those with Undergraduate degrees”*

*“More degree & graduate options. It would be nice if we had more choices”*

*“Offering a wider range of transferrable university courses.”*

*“-offers more elective courses for Business Administration. ...”*

*“Quality trade’s program’s with a focus on mine related trade’s”*

Suggestions for course scheduling include offering courses at more or different times, offering courses more frequently, and providing schedule information earlier.

*“offering multiple time slots for some courses.”*

*“It would be nice if you could time classes to be closer to the busses, but the busses are silly so it’s okay. ...”*

*“\* better schedules \* courses should be offered each semester rather than every second semester”*

*“-class schedule needs to be posted earlier for easy access. ...”*

There are a number of ways that the learning experience could be improved for some students. Having good teachers is important, and so is attention to students’ individual learning styles. Some students find that material goes by too quickly in certain classes, or that all their courses have assignments due at the same time. A few students feel that Yukon College should do less “hand holding,” and should take steps to remove disruptive students from the classroom.

*“getting more teachers like [one particular instructor]!!!”*

*“... -quality of teaching from sessional instructors is inconsistent (some bad)”*

*“helping people with learning disabilities”*

*“Needs to start asking the students who are currently in class how they learn, and then cater to the response.”*

*“MORE HANDS ON INSTRUCTION SOME CLASSES ZOOM THROUGH STUFF WAY TO FAST.”*

*“-Due dates in programs for assignments could be further apart”*

*“Raise their standards of academia, stop hand holding & prepare students for ‘the real world’ & real jobs.”*

*“Let teachers (and encourage them to) kick out students who are failing, have lousy attendance and are generally disruptive to the class. Otherwise everybody suffers.”*

The cost of tuition and books poses a challenge for some students.

*“stop raising tuition! }:( ”*

*“I think textbooks are way way overpriced!”*

Various suggestions were offered for improvements to the use of technology at the College. These include enhanced use of social media and educational technology, as well as faster wireless and new equipment in science and trades labs.

*“Getting in touch w/ online social media. You use facebook sometimes but most are on 5+ times a day.”*

*“-use of technology in teaching -ex. store class lectures on-line”*

*“-SLOW internet -better overhead projectors in classes”*

*“... better website, faster computers”*

*“... -Better Labs”*

*“leaving funding for the proper machinery and training devices needed to properly train every [trades] class”*

Numerous suggestions were made for services available to students. Extended hours were suggested for the cafeteria, library, and some other services. For some cost-and-health-conscious consumers, the cafeteria could offer better value for their money. Some students would like to see sports teams, better fitness equipment, and more activities and social events. A range of other suggestions were made for various service enhancements.

*“Opening services later and earlier”*

*“The college needs to improve their cafeteria services as the cost is too high.”*

*“Need to put more funding into fitness and the weight room.”*

*“Making more activities”*

Some students indicated that Yukon College needs no improvement, or said that they do not have any concrete suggestions for how the institution might improve.

## **Conclusion**

Students’ top reasons for going to school – interest in their field, a better job, a better life, and more money – all speak to an active effort to improve one’s lot in life, as compared with the less commonly chosen reasons such as familial expectations, or trying to decide what to do. Written responses to the question of how people became interested in their current field of study echoed these same themes – a desire for further education, employment prospects, personal interest and past experiences that sparked those interests, and the desire to make the world a better place.

Students commonly view their current program as one step in an ongoing journey. Almost half have definite plans to continue their education after finishing with their current program, whether at Yukon College or somewhere “outside.” Most of the rest are keeping their options open; fewer than one out of five is planning to stop their education with their current program.

Most students do intend to graduate, either from Yukon College (62%) or from another institution (25%).

Almost all students agree that Yukon College is a good place for people like them. Still, close to one-fifth would “really rather be going to a different school right now,” mainly because of larger opportunities that might be available elsewhere.

Practically all students think that their course material is current and up-to-date. However, one-fifth would also say that some of their courses are out of touch with the way the world is now, so there is still some room for improvement.

Instructional approaches work well for most, but not all, students. Four-fifths say that the way they are being taught suits the way that they learn best, leaving one-fifth who might prefer a different pedagogy. Instructors themselves are overwhelmingly perceived as being passionate about their subject matter, and caring about their students’ learning.

Gains from coursework go beyond subject matter competence. A high proportion (90%) of students say their courses have exposed them to new ways of thinking, while 82% say they’ve been challenged to accomplish more than they knew they could, and 80% agree that their courses have helped them to clarify their goals.

Not all students were able to evaluate how Yukon College's courses might stack up against other schools, nor how their program compares to others at the College. Those who did have opinions on these matters were generally positive that our courses compare favourably, and that their programs are among the College's strengths. Finally, almost everyone agrees that Yukon College is a good learning environment.

Course logistics work for large majorities of students: scheduling (89%), location (96%) and course delivery options (94%) are generally suitable.

Large majorities of students think that technology is used effectively in their courses (86%) and that the College provides good access to the technology they need for their studies (91%). Nevertheless, they have many constructive suggestions for technology enhancement. Educational multimedia, online class resources, and faster wireless Internet have cross-program appeal. Access students are particularly interested in iPads, Science students are keen on Smart Boards and better use of classroom projection technologies, and a variety of software and hardware tools would be useful in different programs. Technology issues include slow computers, slow wireless, too many usernames and passwords, lags in videoconference transmission, and the risks of uninspired teaching when PowerPoint is involved.

At this point, fewer than one-third of students are regular users of MyYC, and a similar proportion has yet to log on. Regular users like being able to communicate with instructors and classmates, access course resources from home, and see grades, but all these benefits are highly dependent on uptake by instructors. Infrequent users liked these same features, but some found it confusing and hard to navigate, and some had login issues. Students who've never used MyYC are unaware of it, or aren't sure what it's for.

Nine-tenths of students at Ayamdigut bought their books at the Bookstore, but 8% got their textbooks online. Ownership of e-readers and tablets is still at a low level (15%), and most device owners haven't tried using them to read textbooks, but those who have tried it tend to like it better than reading traditional texts.

Students are fairly satisfied with the spaces available at Ayamdigut for studying, group work and socializing. However, some do perceive a need for more dedicated quiet spaces for studying, as well as additional dedicated spaces for group work.

Other than the Library and computer labs, awareness and use of evening services at Ayamdigut is limited. Students suggested advertising these services more widely. They would also like to be able to buy coffee and healthy snacks in the evenings.

Half of students say that they usually just come to class and leave as quickly as possible, without spending any extra time on campus. However, slightly more than half of students would potentially be interested in fitness activities on campus, and students had a wide range of suggestions for cultural, social, fitness, creative and intellectual activities.

Students greatly prefer to use their personal email (e.g. hotmail, gmail, etc) to communicate with Yukon College. Three-quarters chose this as a preferred way to communicate with instructors outside of class, and two-fifths like it as a means of receiving important notices and announcements. In both cases, this makes personal email more than twice as popular as the runner-up selection.

Yukon College tried an outreach program in Fall 2011-12 whereby Student Services representatives sent emails to all credit students that they could reach. These ultimately were helpful to one-fifth of students. One-third of students remembered receiving the email; four-fifths of those who received it actually read it, and seven-tenths of those who read it thought it was useful information.

Students say that Yukon College is really good at creating a supportive and welcoming atmosphere where students feel comfortable, encouraged, and “at home.” Small classes provide for individual attention. Knowledgeable and caring instructors support students’ learning, and some students feel that their particular courses and programs are among the things the College is “really good at.” For students who see the College as a valuable stepping stone to future opportunities, the tag line “start here; go anywhere,” rings true. Students also appreciate a range of services, facilities and technologies. Some students feel that the College does a good job at cultural diversity. Finally, the College represents an affordable, local post-secondary option.

Suggestions for improvement focused on expanding what the College already does well. A common suggestion was to offer a wider variety of courses and programs, especially advanced options, transferable courses, degrees, and more in the trades. Other suggestions dealt with enhancement of learning: good teachers, attention to individual learning styles, a manageable pace, not having everything due at the same time, but also doing a bit less “hand holding.” Changes to course scheduling would help some students, such as offering courses more frequently and having schedules out early. The cost of tuition and books is challenging for some students. Possible technology enhancements include more effective use of social media and educational technology, faster wireless Internet, and new equipment in science and trades labs. Finally, some students would like extended hours of service, and more fitness and social activities.

The overall picture is one of students who are fairly happy with their learning, feel very much “at home” at Yukon College, and have long-range educational goals with the College as a key step along the way. Improvement involves building on our strengths by increasing the variety of programs, maintaining instructional excellence, continuing to accommodate individual student needs, and keeping up with the potential of new technologies. MyYC, in particular, is beneficial mainly to the extent that instructors embrace it and use it to communicate, post course materials, and update grades. Students retain a preference for their personal email accounts, and have some resistance to the proliferation of different usernames, passwords, email addresses, and account logins. Half of students spend just the minimum amount of time on campus, but the other half are interested in activities that help them socialize, keep fit, and connect with their own and other cultures.