



Yukon College Student Survey Results

2013-14

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Highlights

This year's survey was completed by 272 students in credit programs at Ayamdigut and at community campuses. The survey was conducted in class during October and November of 2013.

One-third of students did not attend K-12 in the Yukon

About one-third (31%) of students indicated that they had done all of their K-12 schooling outside the Yukon Territory. About half (56%) had attended school in Whitehorse, and 10% done at least part of their schooling in a rural Yukon community.

Half of students have no more than a high school education, but 30% already have post-secondary credentials

Half (52%) of students have no more than a high school education, including 13% without a high school diploma, and 39% who have completed high school or equivalency. On the other hand, 30% already have a post-secondary certificate, diploma, degree, or journeyperson trades certification. The remaining 19% have some post-secondary education but no credential.

Students with previous post-secondary education tended to have studied in fields that were unrelated to their current Yukon College program (based on a comparison of written information about previous programs with current program information).

Half of students want to go beyond the college level

Half (51%) of students indicated that they ultimately hope to obtain a Bachelors degree (23%) or a graduate degree (28%). More than one-third (36%) of students aspire to a college certificate or diploma or a journeyperson trades designation as their highest level of education.

Half of students are currently studying in the same field to which they aspire

Students were asked to specify in writing the field(s) in which they hope to achieve their highest level of education. Comparison of this written information with students' current Yukon College program indicates that about half are already studying in their desired field. Another one-third 35% appear to be studying something that is related to their desired field. The remaining 13% are interested in fields that are not related to their current program in any obvious way.

Educational aspirations would not be greatly changed if programs were available in the Yukon

If all the education they might need could be made available in the Yukon, then a few more students would aspire to a Bachelors or graduate degree, but the difference is not great (58% if available locally vs 51% currently).

More than two-fifths of students plan on transferring

More than two-fifths of students (44%) said that they intend to transfer Yukon College credits to another post-secondary institution.

Three-quarters of students intend to earn a credential at Yukon College

Three-quarters of students (75%) said that they want to graduate from Yukon College, including 28% who want to earn a Yukon College certificate, 31% who want a Yukon College diploma, and 16% who want to earn a degree at Yukon College from a partner university.

Half of students have a definite career plan

About half of students (48%) said that they have a career plan. Another two-fifths (42%) said that “it’s still evolving,” leaving 7% who do not have a career plan at all.

Many students see their Yukon College education as leading more or less directly into employment, while many others see further education as the next step. A smaller number of students are on an entrepreneurial path. Some students envision complicated pathways whereby Yukon College education leads to immediate employment to gain money with which to finance further education and/or entrepreneurship.

Money issues are challenging for many students

Students were asked, “What are the biggest challenges that you have faced in pursuing your education?” Their written responses were analyzed into categories. Issues relating to finances, funding and money issues were very prominent in their responses.

Other issues that were mentioned by substantial numbers of students include school-life balance (including childcare responsibilities), a range of academic challenges, issues with procrastination, motivation, inspiration, focus, and needing to apply oneself, and uncertainty about what field of study to pursue or what courses to take.

Family and friends are a major source of support for students

Students were asked, “What supports do you have that are helping you to succeed in your education?” Their written responses were analyzed into categories. Family and friends were cited in a great many of their responses; they provide encouragement, emotional support, financial support, patience and understanding, and practical assistance such as rides to school.

Other frequently mentioned supports include: sources of funding, Yukon College instructors and coordinators, and academic supports such as tutoring, the Drop-In Centre, the Learning Assistance Centre, and the Writing Centre.

Satisfaction with Yukon College services is generally good among those who have used them

Students were asked to rate their satisfaction with various services that they had used. Based on their responses, 27% of students had used the Writing Centre, and 83% of these users were “satisfied” or “very satisfied.” Almost half (48%) of students had used the Drop-In Centre, with 93% satisfaction. The Learning Assistance Centre was used by 27% of students, 90% of whom were “satisfied” or “very satisfied.” First Nations support was used by 15% of students, with a satisfaction rate of 89%. The First Nations elder-in-residence had contact with 12% of students, 87% of whom expressed satisfaction. About one-third (34%) of students accessed education and career planning, 93% of whom were “satisfied” or “very satisfied.”

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

Nine out of ten students (91%) said that they are “satisfied” or “very satisfied” with the quality of instruction at Yukon College, while 92% are “satisfied” or “very satisfied” with course content.

Almost all students agree that Yukon College is a good learning environment

Almost all students (97%) “agree” or “strongly agree” with the statement, “Yukon College is a good learning environment.”

More than four out of five students are satisfied with support services

More than four out of five students (86%) said that they are “satisfied” or “very satisfied” with support services at Yukon College.

More than four out of five students agree that Yukon College has the programs and credentials that meet their needs

More than four out of five students (86%) “agree” or “strongly agree” with the statement, “Yukon College has the programs and credentials that meet my needs.”

Nine out of ten students say that Yukon College encourages creativity and innovation, and that they feel inspired to achieve

Almost nine out of ten students (89%) “agree” or “strongly agree” with the statement, “Yukon College encourages creativity and innovation.” As well, 90% “agree” or “strongly agree” with the statement, “At Yukon College, I feel inspired to achieve.”

Four out of five students say that technology is used effectively in their courses

More than four out of five students (82%) “agree” or “strongly agree” with the statement, “Technology is used effectively in my courses at Yukon College.” This is similar to last year, when 84% expressed agreement with the same statement.

Nine out of ten students say that Yukon College provides an environment of cultural sensitivity for all, but one-quarter do not see their own culture reflected at the College

Nine out of ten students (92%) “agree” or “strongly agree” with the statement, “Yukon College provides an environment of cultural sensitivity for all.” However, when asked to respond to the statement, “I can see my own culture reflected at Yukon College,” one-fifth (20%) did not know how to respond, and 29% of those who did respond chose to “disagree” or “strongly disagree.” Based on their responses, Aboriginal students are more likely to see their culture reflected at Yukon College than non-Aboriginal students.

Purpose and Methods

The 2013 *Yukon College Student Survey* has an enrolment management focus. Topics include educational background and aspirations, transfer and graduation intentions, career planning, satisfaction with Yukon College services, and barriers and supports for education. Additional questions provide data for Yukon College Board of Governors' Strategic Performance Indicators aligned to the *2013-2016 Strategic Plan*.

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

Community campus staff were provided with a PDF version of the survey by email, and were invited to print the survey, administer it with their credit students, and mail back the completed surveys. An online version of the survey was also provided as an alternative for the convenience of community campuses, though none used it.

A total of 272 students completed the survey, amounting to 34% of the 809 credit students registered at Yukon College during Fall 2013-14 (as of October 1). The 255 students surveyed at Ayamdigut represent 68% of the 374 students registered in the selected classes, which reflects the fraction of registered students present in class on the days when our surveyors visited.

Because the student survey is administered in class, it tends to oversample full-time students relative to part-time students. The target population is best thought of as a snapshot of students present in classes during late October and November of 2013, rather than in terms of student headcounts.

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

Respondent Demographics

The survey oversamples full-time students relative to headcount, reflecting their enrolment in a larger number of classes as compared to part-time students. All told, 82% of survey respondents identified themselves as full-time students, whereas 46% of actual Fall 2013-14 enrolments are full-time. The survey captured responses from 58% of all full-time students, but only 11% of part-time students.

Enrolment Status of Survey Respondents

SOURCE: Yukon College Student Survey, 2013-14

	Survey		Actual Enrolment		Sampling Fraction
	N	%	N	%	
Full-time	217	82%	373	46%	58%
Part-time	47	18%	436	54%	11%
SUB-TOTAL:	264	97%	809	100%	
Unknown	8	3%			
TOTAL:	272	100%			

About half (56%) of respondents had gone to school (any of the grades K-12) in Whitehorse, and 10% in a rural Yukon community. More than two-fifths (43%) of those who'd attended school in a rural community had also done part of their schooling in Whitehorse.

Close to two-fifths (38%) of respondents had gone to school outside the Yukon. This includes 7% who'd gone to school both in the Yukon and outside, and 31% who had never attended public school in the Yukon.

Location of Public Schooling of Survey Respondents

SOURCE: Yukon College Student Survey, 2013-14

	Number	Percent
Whitehorse	152	56%
Rural Yukon community	28	10%
Outside Yukon	103	38%
No response	21	8%
Total Respondents:	272	

NOTE: Respondents could choose all that apply.

Survey respondents were asked to provide their gender in an open-response format on the survey, and these responses were then coded as "Male," "Female," or "Other." Males accounted for 32% of survey responses, and females for 60%, while 1% gave responses outside the gender binary. By comparison, 29% of all enrolled students are male, while 67% are female.

Gender of Survey Respondents

SOURCE: Yukon College Student Survey, 2013-14

	Number	Percent	Actual %
Male	88	32%	29%
Female	163	60%	67%
Other	2	1%	N/A
No response	19	7%	4%
TOTAL:	272	100%	100%

More than one-third (36%) of survey respondents self-identified as Aboriginal. By comparison, 28% of all enrolled students are identified as First Nations.

Aboriginal Identity of Survey Respondents

SOURCE: Yukon College Student Survey, 2013-14

	Number	Percent
Yes	93	36%
No	166	64%
SUB-TOTAL:	259	95%
No response	13	5%
TOTAL:	272	100%

Almost two-thirds (66%) of survey respondents were under the age of 30, as compared with 57% of actual enrolled students. Since younger students are more likely than older students to be studying full-time, and the survey oversamples full-time students, the younger age group tends to be correspondingly over-represented in the results.

Age Groups of Survey Respondents

SOURCE: Yukon College Student Survey, 2013-14

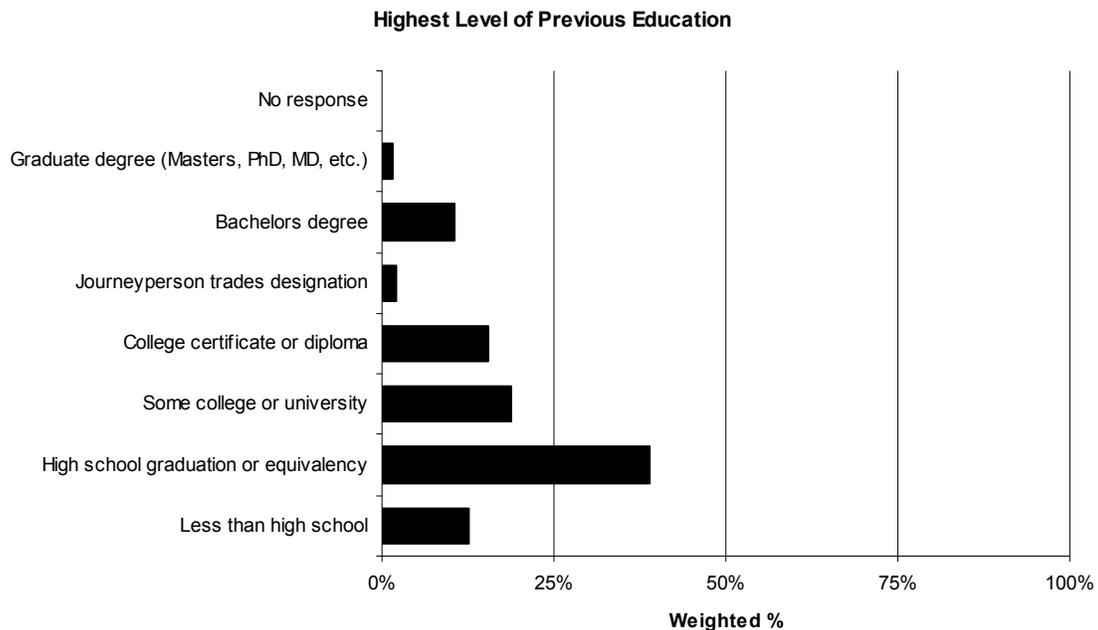
	Number	Percent	Actual %
Under 20	42	16%	12%
20 to 29	132	50%	45%
30 to 39	42	16%	19%
40 to 49	27	10%	14%
50 and up	21	8%	9%
SUB-TOTAL:	264	97%	
No response	8	3%	
TOTAL:	272	100%	

Results

Educational Background and Goals

Half of students have no more than a high school education, but 30% already hold post-secondary credentials

About half (52%) of respondents started their current Yukon College program or courses with no more than a high school education. About one-fifth (19%) had some prior college or university, but had not completed a credential. Close to one-third (30%) already had a certificate, diploma, degree or journeyperson trades designation before starting their program.



"What is the highest level of education that you had achieved before starting your current Yukon College program or courses?"

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Less than high school	30%	2%	8%	8%	5%	13%	33%	13%
High school graduation or equivalency	35%	26%	53%	40%	50%	47%	17%	39%
Some college or university	16%	25%	14%	20%	15%	20%	22%	19%
College certificate or diploma	14%	21%	12%	17%	10%	10%	22%	15%
Journeyperson trades designation	3%	0%	0%	5%	5%	0%	0%	2%
Bachelors degree	3%	25%	8%	9%	15%	7%	0%	11%
Graduate degree (Masters, PhD, MD, etc.)	0%	2%	4%	2%	0%	3%	0%	2%
No response	0%	0%	0%	0%	0%	0%	6%	0%

Students in Access (30%) and at community campuses (33%) are the least likely to have finished high school. However, more than one-third (35%) of Access students had completed high school, and almost one-fifth (19%) had previously completed a post-secondary credential.

Almost half (47%) of students in Health, Education and Human Services already had a post-secondary credential when they started their current program or courses.

Students were asked to specify in writing the names of any institutions they had previously attended. Based on their written responses, close to one-fifth (18%) had attended a university or a university college. The same percentage had attended a college or technical institute, including Yukon College. A few (4%) had attended private institutions, and 1% had attended a religious institution.

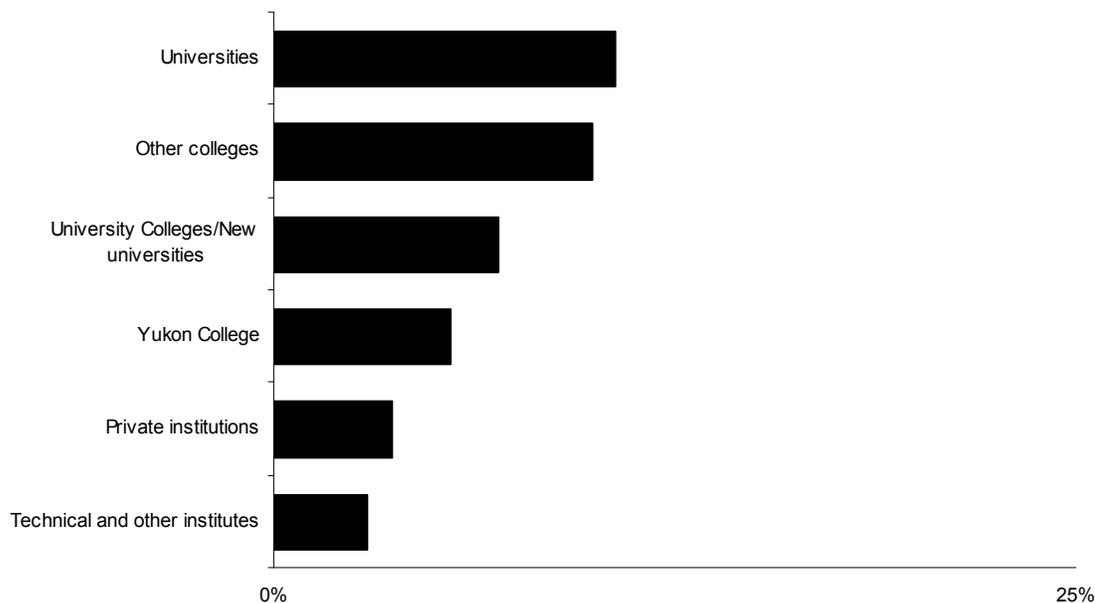
Types of Institutions Previously Attended

SOURCE: Yukon College Student Survey, 2013-14

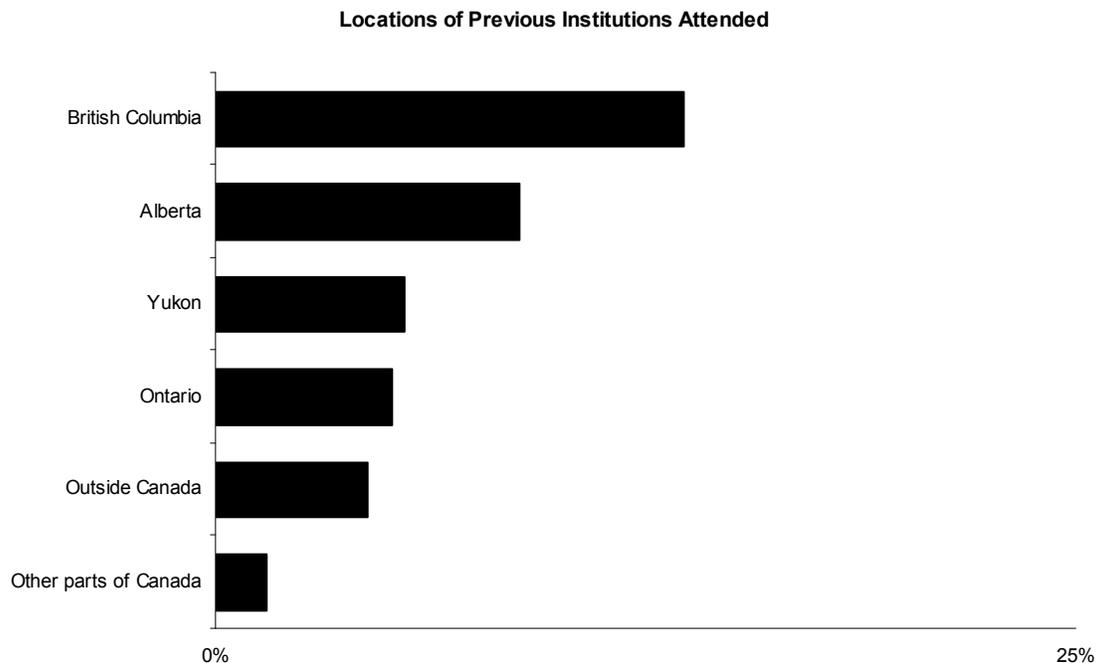
	Number	Percent
Religious institutions	2	1%
Technical and other institutes	8	3%
Private institutions	10	4%
Yukon College	15	6%
University Colleges/New universities	19	7%
Other colleges	27	10%
Universities	29	11%
Other or no response	175	64%
Total Respondents:	272	

NOTE: Based on written responses specifying institutions attended; some respondents indicated multiple institutions.

Types of Previous Institutions Attended



Most of the post-secondary institutions that students had previously attended were in British Columbia or Alberta.



Locations of Institutions Previously Attended

SOURCE: Yukon College Student Survey, 2013-14

	Number	Percent
Other parts of Canada	4	1%
Outside Canada	12	4%
Ontario	14	5%
Yukon	15	6%
Alberta	24	9%
British Columbia	37	14%
Other or no response	182	67%
Total Respondents:	272	

NOTE: Based on written responses specifying institutions attended; some respondents indicated multiple institutions.

Students' previous fields of study were generally unrelated to their current Yukon College program

Students were asked to specify their previous field(s) of study in writing. Comparison of their written responses with their current program suggests that it is more common for students to be starting fresh in a new field, rather than building on previous education.

Of the 96 students who specified a previous field of education other than upgrading, 28% had studied something related to their current program, while 72% had studied in unrelated fields. (As well, 11 people mentioned upgrading as a previous field). These figures are approximate as the relatedness of fields can be debated (e.g. is Early

Childhood Education related to Psychology?) and all data is self-reported. Examples of related fields include Business Administration and Commerce, or Renewable Resources Management and Conservation Science. Examples of unrelated fields include Office Administration and Cosmetology, or Electrical and Film Production.

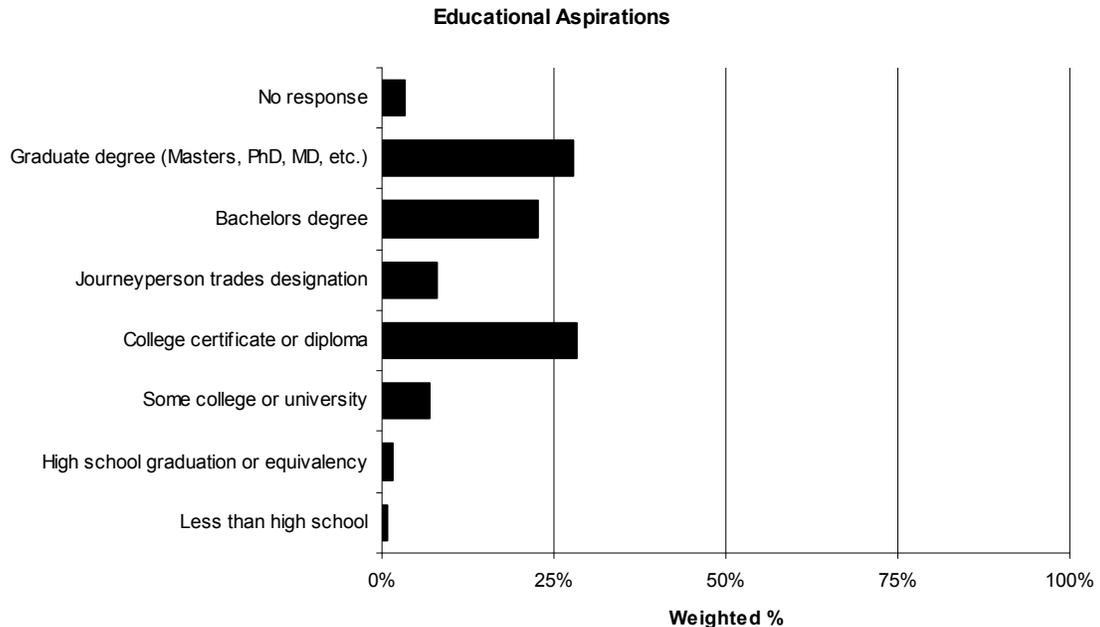
Relatedness of Previous Fields of Education to Current Yukon College Program

SOURCE: Yukon College Student Survey, 2013-14

	Number	Percent
Related	27	28%
Unrelated	69	72%
TOTAL:	96	100%

Half of students want to go beyond college

Students were asked, “What is the highest level of education that you hope one day to achieve?”¹ Just 2% were content to stop at or below the high school level, while 7% wanted some college or university. More than one-third (36%) wanted a college certificate or diploma, or a journeyman trades designation. Half (51%) of students aspired to a degree at the Bachelors or graduate level.



¹ Some students checked off multiple levels; in these cases, only the highest was counted.

"What is the highest level of education that you hope one day to achieve?"

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Less than high school	3%	0%	0%	0%	0%	0%	6%	1%
High school graduation or equivalency	8%	0%	0%	0%	0%	0%	0%	2%
Some college or university	22%	4%	4%	0%	5%	0%	12%	7%
College certificate or diploma	30%	28%	18%	45%	15%	0%	47%	28%
Journey person trades designation	8%	0%	2%	11%	0%	84%	6%	8%
Bachelors degree	19%	30%	29%	20%	20%	6%	18%	23%
Graduate degree (Masters, PhD, MD, etc.)	11%	32%	45%	20%	55%	6%	6%	28%
No response	0%	0%	0%	0%	0%	0%	6%	3%

Half of students are currently studying in the same field to which they aspire

Students were asked to specify in writing the field(s) in which they hope to achieve the above credentials. Comparison of their written responses to their current programs at Yukon College suggests that half (51%) of students who provided both pieces of information are interested in obtaining a credential in the same field they are currently studying (although they may wish to go beyond the number of years offered at Yukon College).

Another one-third (35%) described desired fields that may build upon their current studies (whether or not formal pathways exist), such as going from Business Administration to Accounting or from Health Care Assistant to Registered Physiotherapist. This also includes all students who are currently doing general upgrading and who specified any desired program.

The remaining 13% are interested in fields that are unrelated to their current program, such as Office Administration and Teaching, or Carpentry and Automotive.

These figures are approximate, as there is some gray area between fields that may conceivably build upon one another, and those that are unrelated.

See Appendix C for a complete list of desired fields of education by type of credential.

Relatedness of Desired Field of Education to Current Yukon College Program

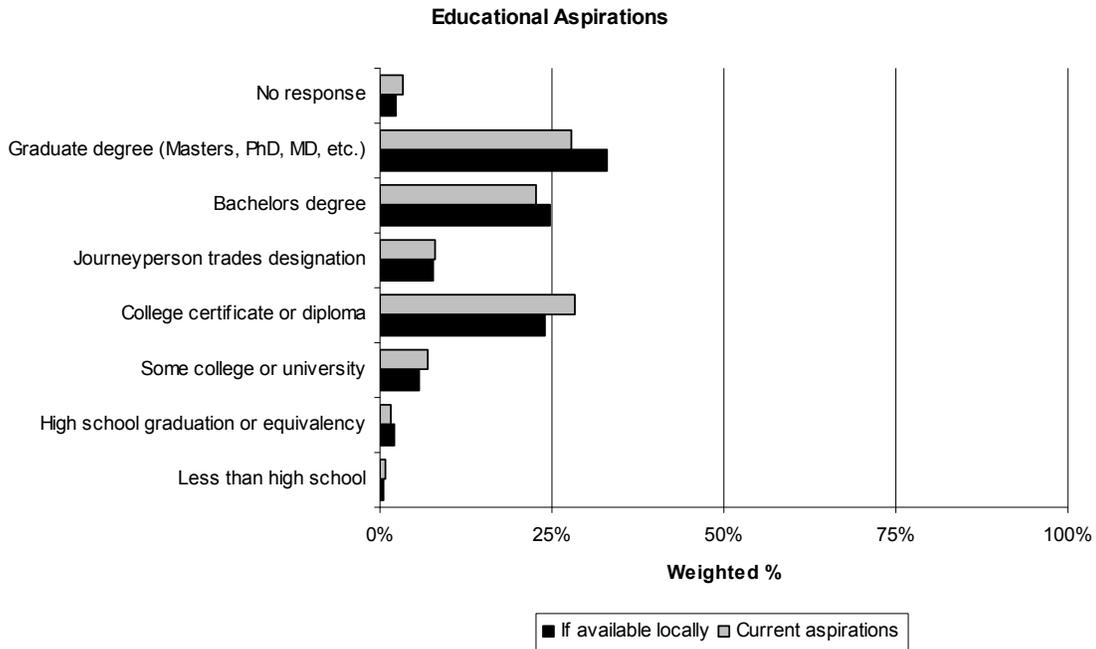
SOURCE: Yukon College Student Survey, 2013-14

	Number	Percent
Identical	107	51%
Desired field builds upon current program*	73	35%
Unrelated	28	13%
SUB-TOTAL:	208	76%
Current or desired field not specified	64	24%
TOTAL:	272	100%

*NOTE: Transfer and articulation pathways may or may not exist; includes all desired fields for students who are currently doing general upgrading programs.

Educational aspirations would not be greatly changed if programs were available in the Yukon

Relatively few students are curtailing their aspirations based on limited local availability of programming, at least as regards the level of credentials they might wish to achieve. If all the education they might need could be made available in the Yukon, then a few more students (58% vs 51%) would aspire to a Bachelors or graduate degree.



"Would your answer change if all the education you might need could be made available in the Yukon? If so, please indicate what your answers would be:

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Less than high school	0%	0%	2%	0%	0%	0%	0%	0%
High school graduation or equivalency	8%	0%	0%	0%	5%	0%	0%	2%
Some college or university	19%	2%	4%	2%	0%	0%	6%	6%
College certificate or diploma	19%	25%	18%	32%	25%	3%	41%	24%
Journeyman trades designation	14%	0%	0%	9%	0%	71%	6%	8%
Bachelors degree	27%	36%	22%	26%	5%	13%	29%	25%
Graduate degree (Masters, PhD, MD, etc.)	14%	36%	51%	28%	60%	10%	12%	33%
No response	0%	0%	0%	0%	0%	0%	6%	2%

NOTE: Educational aspirations from the previous question have been substituted wherever this question was left blank; i.e. aspirations remain unchanged.

Students were also asked to specify in writing the field(s) they would wish to pursue if all the education they might need could be made available in the Yukon. Relatively few

(9%) indicated that they would aspire to pursue a different field, or a higher level or specialization in their desired field.

These figures are approximate, as they are based on comparisons of written responses and some degree of judgment as to which fields are unrelated, versus those that represent a higher level or a specialization.

Relatedness of Desired Field of Education to Desired Field if Available in Yukon

SOURCE: *Yukon College Student Survey, 2013-14*

	Number	Percent
No new field specified if in Yukon	105	50%
Desired field unchanged	87	41%
Desired field would be a higher level or specialization	8	4%
Unrelated	11	5%
SUB-TOTAL:	211	78%
Desired field not specified	61	22%
TOTAL:	272	100%

More than two-fifths of students plan on transferring

More than two-fifths (44%) of students said that they intend to transfer Yukon College credits to another post-secondary institution.

"Do you intend to transfer Yukon College credits to another post-secondary institution?"

SOURCE: *Yukon College Student Survey, 2013-14*

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Yes	35%	40%	59%	35%	75%	32%	24%	44%
No or No response	65%	60%	41%	65%	25%	68%	76%	56%

Students in the program areas of Science (75%) and Liberal Arts (59%) are the most likely to have plans for transfer.

Students were asked to specify in writing where they intend to transfer, and what field. Institutions in Alberta topped the list, including University of Alberta (11 students), Athabasca University (8), unspecified institutions in Alberta (7), SAIT (6) and NAIT (5). UBC (6), University of Victoria (5), SFU (4), UNBC (4) and unspecified institutions in BC (3) also appeared in several students' lists. (See Appendix D for a complete list of institutions).

Several students intended to transfer into a Business Administration program (7), a Registered Nursing program (5), or an apprenticeship trade program such as Electrical (3), Welding (3), or Culinary (2). (See Appendix E for a complete list of fields).

Three-quarters of students intend to earn a credential at Yukon College

Three-quarters (75%) of students indicated that they want to graduate from Yukon College. This includes 28% who want to earn a Yukon College certificate, 31% who want a Yukon College diploma, and 16% who want to earn a degree at Yukon College from a partner university such as University of Regina or University of Alberta.

"Do you intend to graduate from Yukon College? If so, what credential(s) do you hope to earn?"

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Yukon College certificate	32%	28%	18%	43%	5%	52%	18%	28%
Yukon College diploma	24%	36%	24%	45%	30%	3%	41%	31%
Degree earned at YC from a partner university	11%	26%	22%	5%	25%	3%	6%	16%
Do not intend to graduate from YC or No response	32%	9%	35%	8%	40%	42%	35%	25%

NOTE: In cases where multiple credentials were indicated, only the highest has been counted.

Even in program areas such as Science and Liberal Arts where a majority of students intend to transfer, most students expressed an intention to earn a Yukon College credential. In other more applied program areas like Health, Education and Human Services, or Management, Tourism and Hospitality, more than 90% of students plan on graduating from the College.

Career Plans

Half of students have a definite career plan, while two-fifths say it's still evolving

About half (48%) of students said that they have a career plan. Another two-fifths (42%) said "it's still evolving." Just 7% said that they do not have a career plan, while 2% gave mixed responses.

"Do you have a career plan?"

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Yes	57%	62%	35%	42%	45%	52%	35%	48%
It's still evolving	32%	28%	55%	52%	45%	45%	41%	42%
No or No response	8%	4%	10%	5%	10%	0%	18%	7%
Multiple responses	3%	6%	0%	2%	0%	3%	6%	2%

Students were asked, "If you have a career plan, what is it, and how does your Yukon College education factor in?" Their written responses have been analyzed into categories (content analysis). Sample quotations are provided below; see Appendix F for all responses to this question, grouped into categories.

Many students see their Yukon College education leading more or less directly into employment.

“Work after getting a diploma.”

“My diploma will boost my resumé to aid me in a substantial career.”

“I hope to teach in the Yukon.”

“My goal is to become a electrician and the college will help me go to that pathway.”

“Yukon College education will serve me with foundation that I need in order to achieve my career.”

Others envision pursuing further education as their next step.

“To go to a university & Yukon College as a start for it.”

“Yukon College is my stepping stone to get back into school and pursue a career in Engineering.”

“The program I’m currently in is halfway to what I’m trying to achieve.”

“Prerequisites.”

“I plan on becoming a doctor; Yukon College offers affordable quality credits that will help me get accepted.”

Quite a few students see their Yukon College education as a step towards starting a business or some other entrepreneurial activity.

“The knowledge and skill learned will help understand more about the business world and allow me to succeed at running my own business or partnering in an existing business.”

“Be my own Boss and work as a carpenter”

“I would like to learn early childhood programs level III and start child care learning center in Yukon.”

Some students see themselves on a more complicated pathway whereby their Yukon College education will lead into immediate, temporary employment that will serve as a source of income to support further education. This may involve taking courses through distance education while working, or saving up money over a period of one or more years in order to afford to go back to school in a field that may or may not be related to their

current studies. A couple of students planned to use their Yukon College education to get a job that would earn them money while they prepared to open a business.

“The culinary arts will get me working in a treatment center kitchen in Alberta as I take my 1 year addiction services courses, as they are all online”

“Right now, I am going for the practical nurse program. I hope to work after graduation, make some money and go back to school.”

“Get a govy job, get a house with that job and get my salon going in my home.”

Yukon College education can also serve as a means to better employment or earnings, or a change of career.

“Because of health reasons, I would like to pursue a career change, and gain the skills needed to access better employment opportunities.”

“I currently work for ... Gov. of Yukon, this degree will help me apply for higher level positions.”

Challenges and Supports in Pursuing Education

Money issues are challenging for many students

Students were asked, “What are the biggest challenges that you have faced in pursuing your education?” Their written responses have been analyzed into categories (content analysis). Sample quotations are provided below; see Appendix G for all responses to this question, grouped into categories.

Finances, funding and money issues were prominent in many of the responses.

“The 3 biggest challenges are: \$ \$ \$”

“Funding and saving \$\$ to survive!!”

“No money while in school. ...”

“Financial → need to do it part time”

School-life balance is a challenge for many students. Issues here include time pressures, lack of sleep, difficulty balancing school with home and family life, and the stress of working and going to school at the same time.

“Currently, a heavy workload takes all my time.”

“Finding time to go to school because I work full time.”

“Just everyday life that interferes.”

“finding enough time to eat, sleep & see family & friends while working enough to pay my rent.”

Some students have childcare responsibilities and must deal with the impacts of their schooling on their families:

“Being a single mom with 3 children.”

“Had to move away from home with my family. Hard when we have to juggle events and bring children or partners to their events.”

Academic challenges are present for many students. These include high workloads, taking challenging subjects, maintaining good grades, the need for help and tutoring, readjusting to school after time away, and language barriers in the classroom:

“... getting back into the groove of school work after being out of school for a few years.”

“need more tutoring”

“Maintaining good grades in full course load is the most challenging.”

“Math courses.”

“The pace is fast and the work load is very heavy.”

“The classes in my second language.”

Some students struggle with issues of procrastination, motivation, inspiration, focus, and the need to apply oneself:

“Becoming inspired enough to go back to post-secondary.”

“Finishing my homework and not watching T.V. ...”

“getting up to face school another day.”

For some students, uncertainty about what field of study to pursue or what courses to take presents a challenge:

“Knowing what I really want and pursuing it.”

“knowing what I wanna do!”

Other challenges mentioned by some students include: issues with course content or instructional methods, issues in dealing with Student Services, advising, and/or transfer, insufficient choice of courses, programs or delivery times, technological barriers, issues relating to personal health or disability, housing issues, being on one’s own, and problems arising within a program (e.g. related to staffing or public perception).

Family and friends are a major source of support for students

Students were asked, “What supports do you have that are helping you to succeed in your education?” Their written responses have been analyzed into categories (content analysis). Sample quotations are provided below; see Appendix H for all responses to this question, grouped into categories.

The most commonly mentioned sources of support are family and friends. These people provide many forms of support, such as encouragement, emotional support, financial support, patience and understanding, and practical assistance such as rides to school.

“Family at home who show that they’re proud. ...”

“Boyfriend drives me to school.”

“My parents are helping me”

“my 15 yr old daughter & husband”

“understanding partner who is working her butt off while I study”

“My mom telling me I can do it.”

“My friends who I study with”

Many students cited sources of funding as supports for their education:

“Student Training Allowance”

“Yukon grant!”

“Financial support from the government.”

“Financially: - my first nation’s band - parents - my job ...”

Yukon College instructors and coordinators were frequently mentioned as sources of support:

“course instructors are allways helpful and understanding”

“... Experienced and friendly faculty.”

“... good, patient instructor and friendly helpful people around the college.”

Some students mentioned academic supports such as tutoring, the Drop-In Centre, the Learning Assistance Centre, and the Writing Centre:

“The Drop-in centre is my biggest support.”

“The learning centre”

“... - Writing Centre. It’s not enough to use once a week. I’m hoping more help in writing.”

“... Tutoring – provided through Yukon College.”

Other sources of support mentioned by some students include: work and/or employers who may encourage education or provide flexibility in work hours, oneself, one’s classmates, having access to technology at home or at school, counsellors, and Yukon College generally. A few students said that they have little or no support.

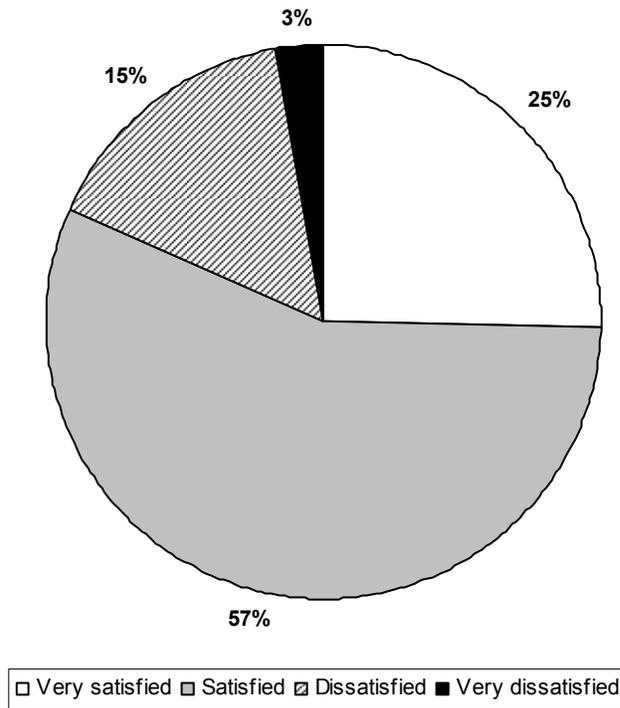
Satisfaction with Services

One-quarter of students have used the Writing Centre, and four out of five users are satisfied

About one-quarter of students (27%, or 70 respondents) indicated that they had used the Writing Centre. Of these, four-fifths (83%) reported being “satisfied” or “very satisfied” with this service.

Satisfaction with Writing Centre	
SOURCE: Yukon College Student Survey, 2013-14	
	Weighted %
Very satisfied	25%
Satisfied	56%
Dissatisfied	15%
Very dissatisfied	3%

Satisfaction with Writing Centre



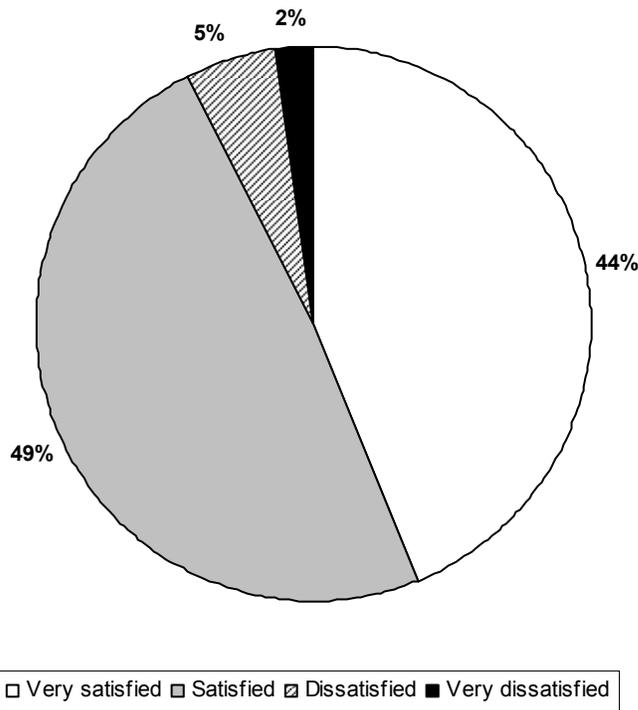
Half of students have used the Drop-in Centre, and nine out of ten users are satisfied
 About half of students (48%, or 129 respondents) indicated that they had used the Drop-in Centre. Of these, more than nine out of ten (93%) are “satisfied” or “very satisfied.”

Satisfaction with Drop-in Centre

SOURCE: *Yukon College Student Survey, 2013-14*

	Weighted %
Very satisfied	44%
Satisfied	49%
Dissatisfied	5%
Very dissatisfied	2%

Satisfaction with Drop-in Centre



One out of every four students has used the Learning Assistance Centre, and nine out of ten are satisfied

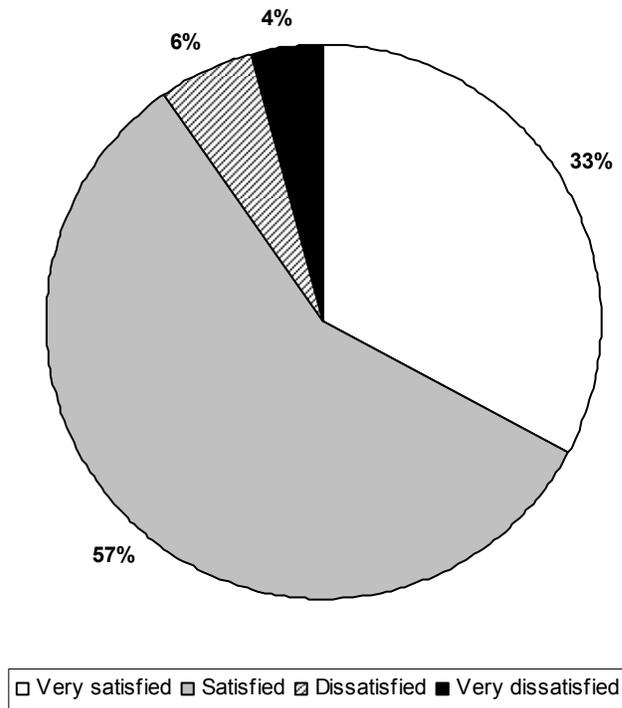
One-quarter of students (27%, or 67 respondents) indicated that they have used the Learning Assistance Centre. Of these, nine out of ten (90%) reported being “satisfied” or “very satisfied” with the service.

Satisfaction with Learning Assistance Centre

SOURCE: Yukon College Student Survey, 2013-14

	Weighted %
Very satisfied	33%
Satisfied	57%
Dissatisfied	6%
Very dissatisfied	4%

Satisfaction with Learning Assistance Centre



Fifteen percent of students have used First Nation support, and nine out of ten are satisfied

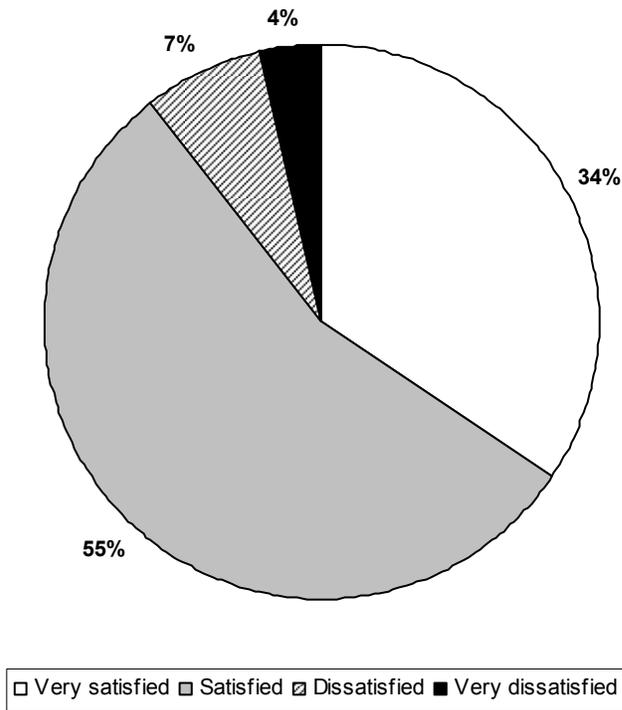
Fifteen percent of students (15%, or 38 respondents) indicated that they had used First Nation support services at Yukon College. Of these, about nine-tenths (89%) are “satisfied” or “very satisfied.”

Satisfaction with First Nation Support

SOURCE: *Yukon College Student Survey, 2013-14*

	Weighted %
Very satisfied	34%
Satisfied	55%
Dissatisfied	7%
Very dissatisfied	4%

Satisfaction with First Nation Support



One out of every eight students has had contact with the First Nation elder-in-residence, and close to nine-tenths are satisfied

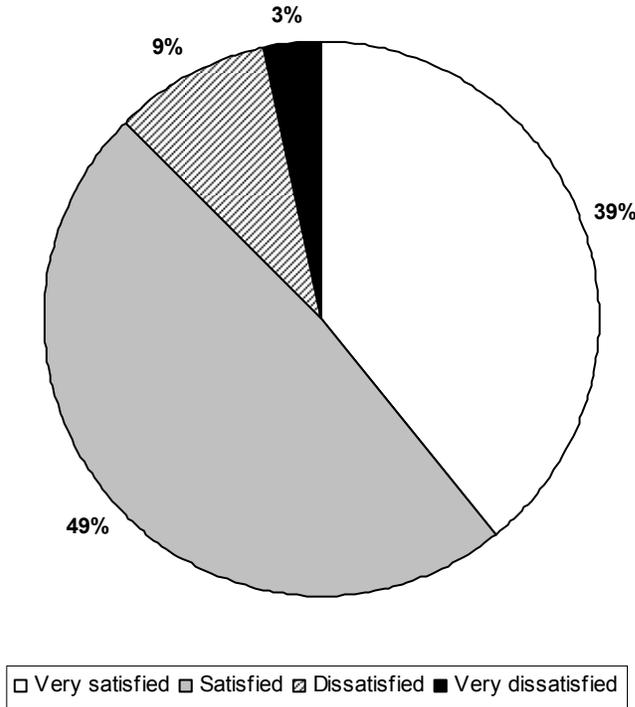
About one-eighth of students (12%, or 29 respondents) indicated that they have had contact with the First Nation elder-in-residence. Of these, close to nine-tenths (87%) are “satisfied” or “very satisfied.”

Satisfaction with First Nation Elder in Residence

SOURCE: *Yukon College Student Survey, 2013-14*

	Weighted %
Very satisfied	39%
Satisfied	48%
Dissatisfied	9%
Very dissatisfied	3%

Satisfaction with First Nation Elder-in-residence



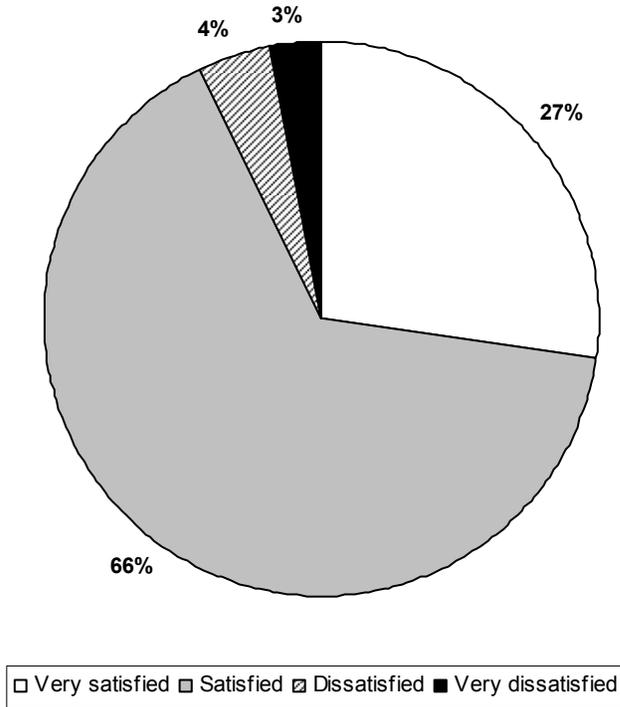
Over one-third of students have used education and career planning, and more than nine out of ten are satisfied

Over one-third of students (34%, or 87 respondents) indicated that they had used education and career planning services at Yukon College. Of these, more than nine-tenths (93%) are “satisfied” or “very satisfied.”

Satisfaction with Education and Career Planning

SOURCE: Yukon College Student Survey, 2013-14	
	Weighted %
Very satisfied	27%
Satisfied	66%
Dissatisfied	4%
Very dissatisfied	3%

Satisfaction with Education and Career Planning



Board of Governors Strategic Performance Indicators

Several questions were asked in order to provide data for Strategic Performance Indicators linked to the *2013-2016 Strategic Plan*. These results will be reported to the Yukon College Board of Governors.

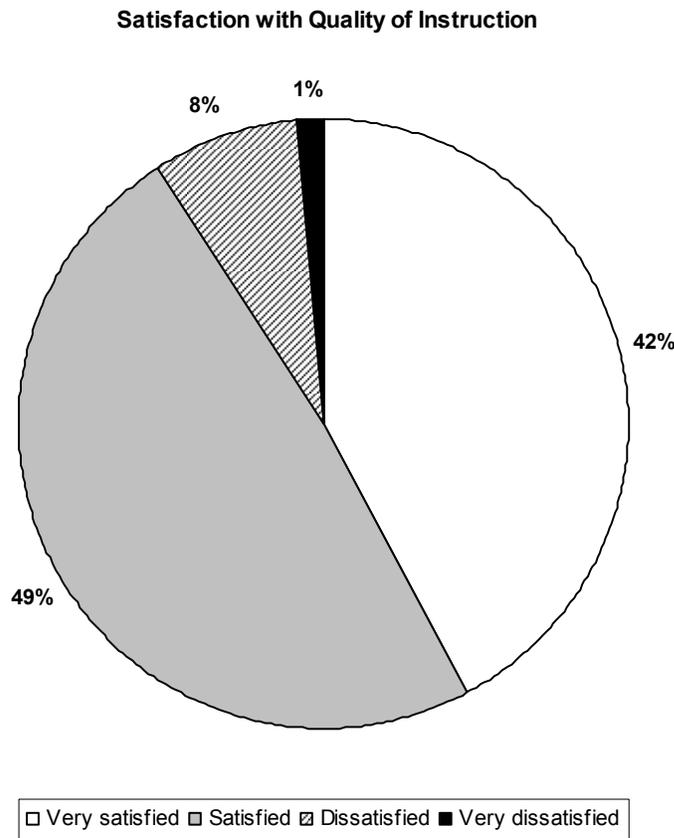
Nine out of ten students are satisfied with the quality of instruction

Nine out of ten students (91%) indicated being “satisfied” or “very satisfied” with the quality of instruction.

Satisfaction with Quality of Instruction

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Very satisfied	46%	34%	38%	35%	56%	47%	65%	42%
Satisfied	46%	62%	55%	44%	33%	47%	35%	49%
Dissatisfied	5%	4%	4%	19%	11%	7%	0%	8%
Very dissatisfied	3%	0%	2%	2%	0%	0%	0%	1%
SUB-TOTAL:	100%	100%	96%	97%	90%	97%	100%	97%
Don't know, No response or Multiple responses	0%	0%	4%	3%	10%	3%	0%	3%
TOTAL:	100%							



Students in Management, Tourism and Hospitality displayed somewhat lower satisfaction with quality of instruction (79%) than students in other program areas. Specifically, several students in Business Administration and Office Administration expressed dissatisfaction.

Nine out of ten students are satisfied with course content

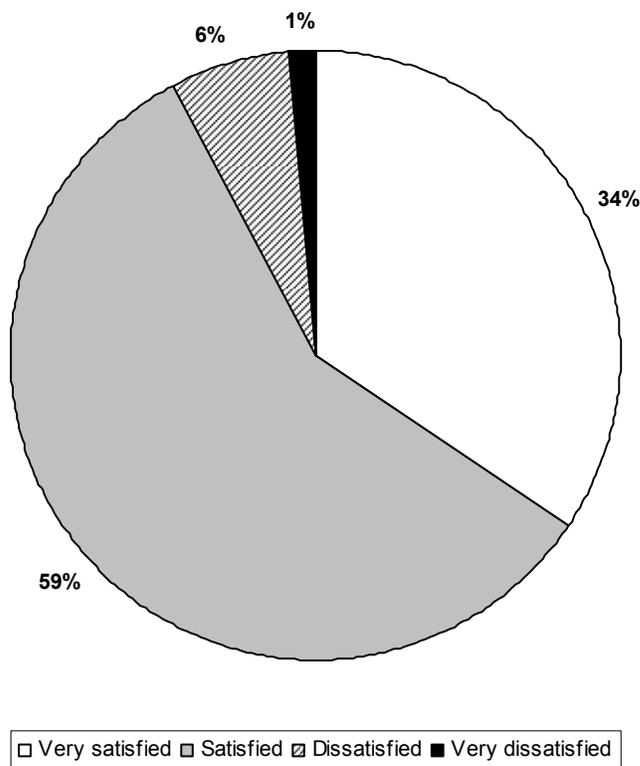
Nine out of ten students (92%) indicated being “satisfied” or “very satisfied” with course content.

Satisfaction with Course Content

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Very satisfied	50%	31%	21%	30%	44%	27%	44%	34%
Satisfied	44%	65%	73%	52%	56%	63%	50%	58%
Dissatisfied	3%	4%	4%	17%	0%	10%	6%	6%
Very dissatisfied	3%	0%	2%	2%	0%	0%	0%	1%
SUB-TOTAL:	97%	98%	98%	98%	90%	97%	94%	97%
Don't know, No response or Multiple responses	3%	2%	2%	2%	10%	3%	6%	3%
TOTAL:	100%							

Satisfaction with Course Content



Students in Management, Tourism and Hospitality expressed somewhat lower satisfaction with course content (81%) than students in other program areas. Specifically, several students in Business Administration and Office Administration expressed dissatisfaction.

More than four out of five students are satisfied with support services

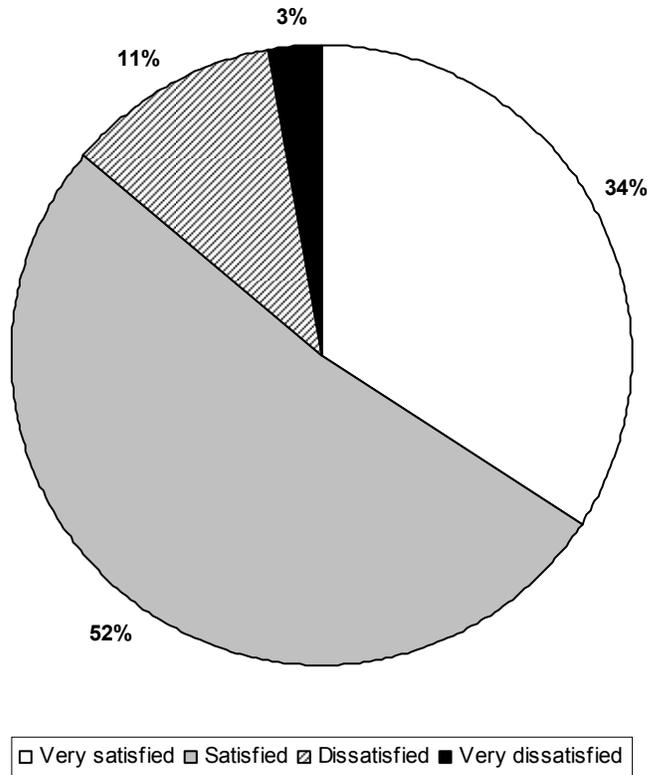
More than four-fifths (86%) of students indicated being “satisfied” or “very satisfied” with support services.

Satisfaction with Support Services

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Very satisfied	41%	36%	23%	27%	26%	37%	75%	34%
Satisfied	46%	49%	58%	62%	58%	48%	25%	52%
Dissatisfied	11%	11%	16%	10%	11%	11%	0%	11%
Very dissatisfied	3%	4%	2%	2%	5%	4%	0%	3%
SUB-TOTAL:	145%	89%	94%	77%	144%	31%	94%	92%
Don't know, No response or Multiple responses	0%	11%	13%	6%	8%	5%	6%	8%
TOTAL:	100%							

Satisfaction with Support Services



More than four-fifths of students say that Yukon College has the programs and credentials that meet their needs

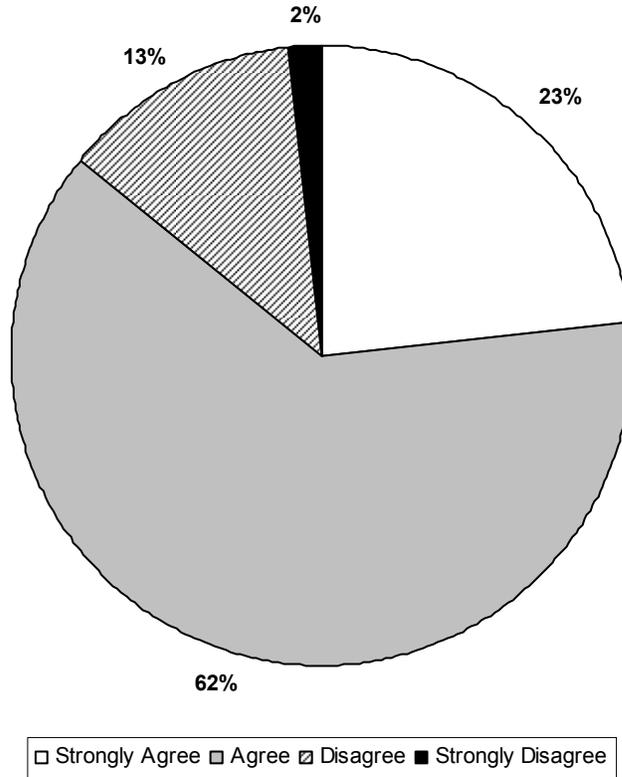
More than four-fifths (86%) of students “agree” or “strongly agree” with the statement, “Yukon College has the programs and credentials that meet my needs.”

“Yukon College has the programs and credentials that meet my needs.”

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Strongly Agree	22%	33%	10%	22%	17%	23%	53%	23%
Agree	64%	58%	75%	54%	72%	68%	40%	63%
Disagree	11%	10%	15%	19%	11%	6%	7%	13%
Strongly Disagree	3%	0%	0%	5%	0%	3%	0%	2%
SUB-TOTAL:	97%	98%	98%	97%	90%	100%	88%	96%
Don't know, No response or Multiple responses	3%	2%	2%	3%	10%	0%	12%	4%
TOTAL:	100%							

"Yukon College has the programs and credentials that meet my needs."



Almost all students agree that Yukon College is a good learning environment

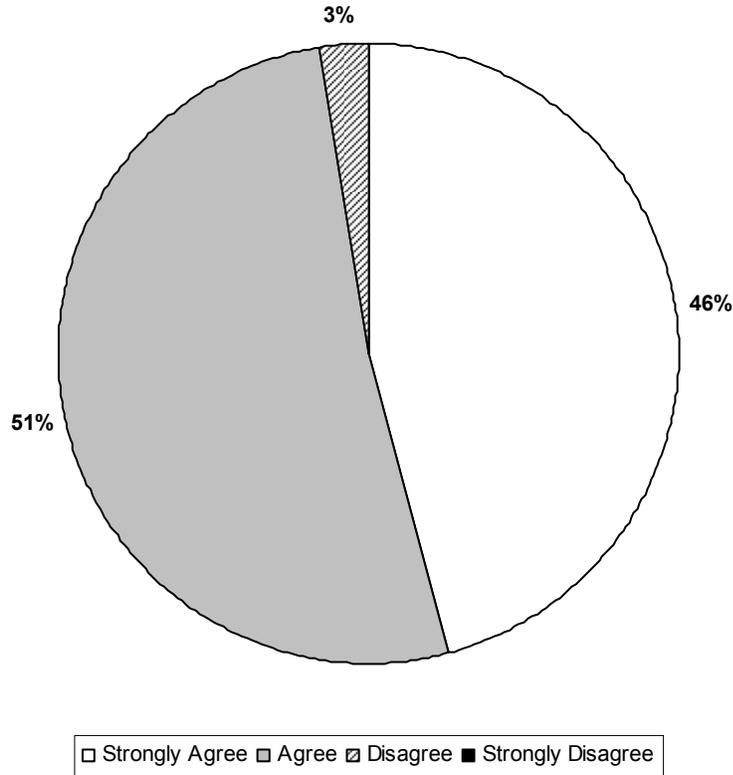
Almost all students (97%) “agree” or “strongly agree” with the statement, “Yukon College is a good learning environment.”

"Yukon College is a good learning environment."

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Strongly Agree	51%	46%	44%	43%	30%	34%	76%	46%
Agree	49%	52%	50%	55%	65%	62%	24%	52%
Disagree	0%	2%	6%	2%	5%	3%	0%	3%
Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%
SUB-TOTAL:	100%	98%	98%	100%	100%	94%	100%	99%
Don't know, No response or Multiple responses	0%	2%	2%	0%	0%	6%	0%	1%
TOTAL:	100%							

"Yukon College is a good learning environment."



Nine out of ten students feel inspired to achieve at Yukon College

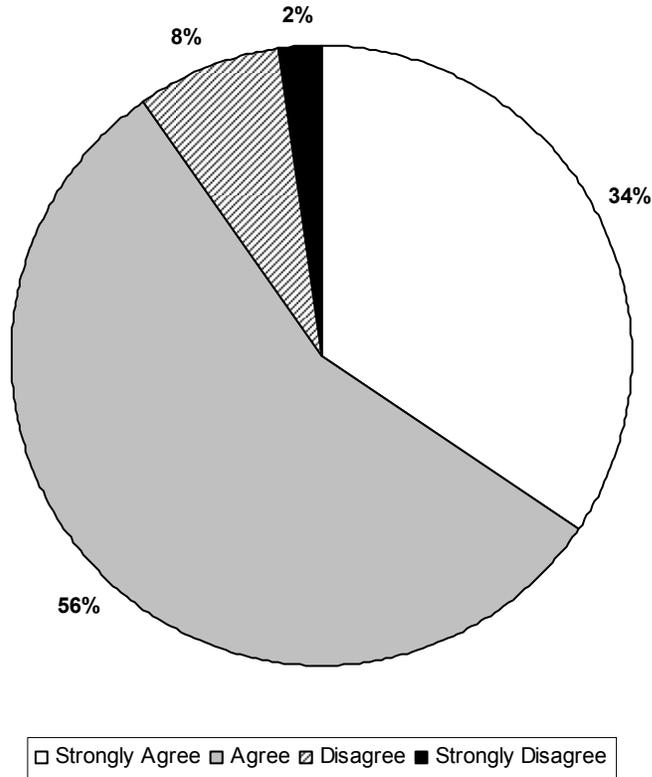
Nine out of ten students (90%) “agree” or “strongly agree” with the statement, “At Yukon College, I feel inspired to achieve.”

"At Yukon College, I feel inspired to achieve."

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Strongly Agree	49%	40%	29%	24%	16%	21%	63%	34%
Agree	46%	58%	58%	63%	63%	69%	31%	56%
Disagree	5%	2%	7%	8%	21%	10%	6%	8%
Strongly Disagree	0%	0%	7%	5%	0%	0%	0%	2%
SUB-TOTAL:	100%	94%	92%	95%	95%	94%	94%	95%
Don't know, No response or Multiple responses	0%	6%	8%	5%	5%	6%	6%	5%
TOTAL:	100%							

"At Yukon College, I feel inspired to achieve."



Students in the program area of Science expressed somewhat less agreement (79%) with this statement, relative to students in other program areas.

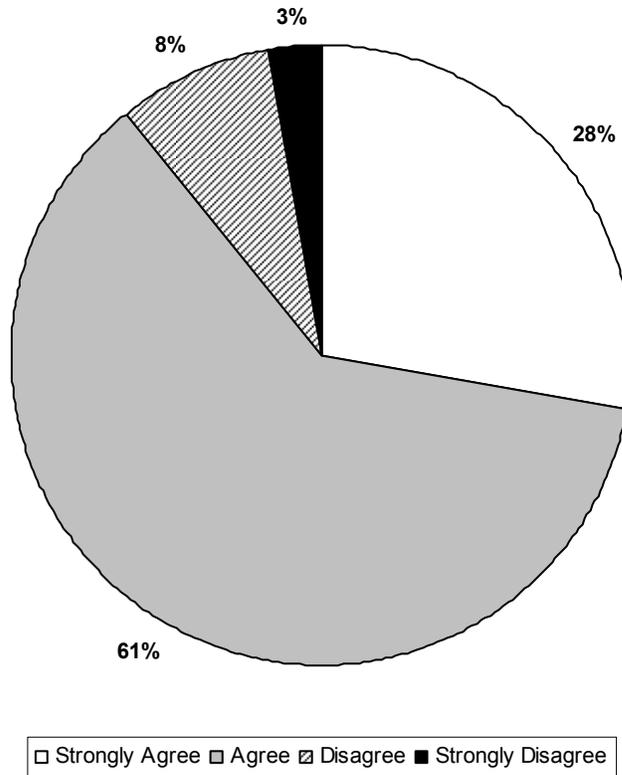
Nine out of ten students say that Yukon College encourages creativity and innovation
 About nine out of ten students (89%) “agree” or “strongly agree” with the statement, “Yukon College encourages creativity and innovation.”

"Yukon College encourages creativity and innovation."

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Strongly Agree	42%	38%	21%	17%	6%	18%	50%	28%
Agree	55%	50%	65%	69%	76%	68%	50%	61%
Disagree	3%	10%	9%	7%	18%	14%	0%	8%
Strongly Disagree	0%	2%	5%	7%	0%	0%	0%	3%
SUB-TOTAL:	89%	94%	88%	89%	85%	90%	82%	89%
Don't know, No response or Multiple responses	11%	6%	12%	11%	15%	10%	18%	11%
TOTAL:	100%							

"Yukon College encourages creativity and innovation."



Four out of five students say that technology is used effectively in their courses at Yukon College

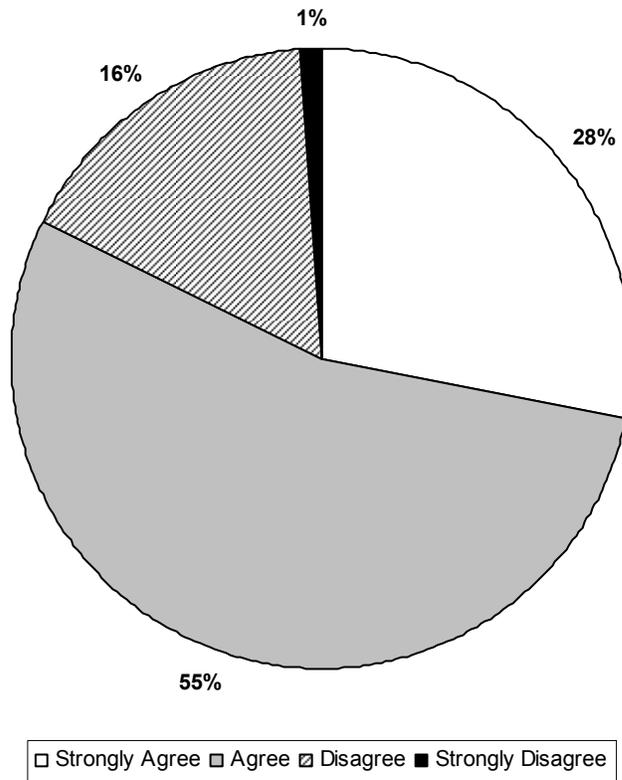
More than four out of five students (82%) “agree” or “strongly agree” with the statement, “Technology is used effectively in my courses at Yukon College.” This is similar to last year, when 84% agreed or strongly agreed.

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

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Strongly Agree	27%	30%	24%	28%	25%	21%	41%	28%
Agree	64%	42%	62%	55%	55%	59%	41%	54%
Disagree	9%	25%	13%	15%	20%	17%	18%	16%
Strongly Disagree	0%	4%	0%	2%	0%	3%	0%	1%
SUB-TOTAL:	89%	100%	92%	92%	100%	94%	100%	94%
Don't know, No response or Multiple responses	11%	0%	8%	8%	0%	6%	0%	6%
TOTAL:	100%							

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



Students in Health, Education and Human Services were somewhat less likely (72%) to agree or strongly agree that technology is used effectively in their courses, as compared with students in other program areas.

Nine out of ten students say that Yukon College provides an environment of cultural sensitivity for all

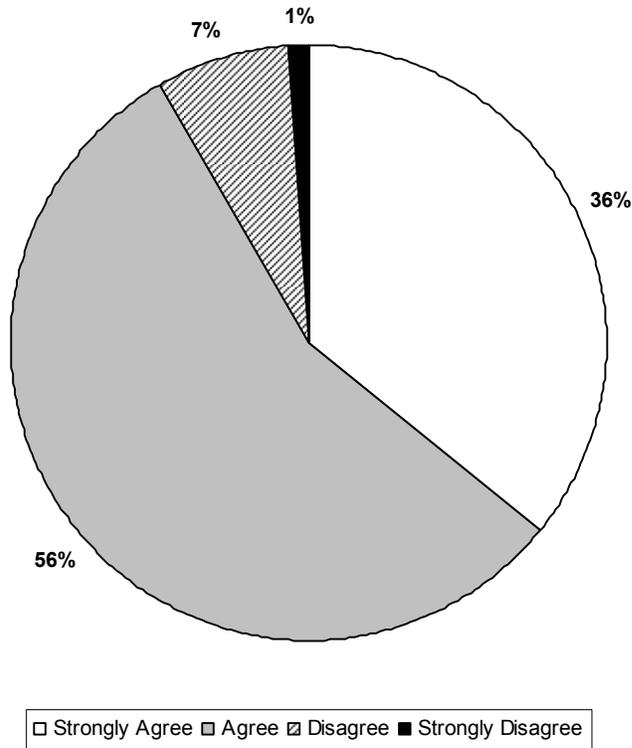
Nine out of ten students (92%) “agree” or “strongly agree” with the statement, “Yukon College provides an environment of cultural sensitivity for all.”

"Yukon College provides an environment of cultural sensitivity for all."

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Strongly Agree	31%	43%	41%	28%	33%	23%	50%	36%
Agree	63%	39%	55%	66%	56%	69%	50%	56%
Disagree	3%	18%	2%	7%	11%	4%	0%	7%
Strongly Disagree	3%	0%	2%	0%	0%	4%	0%	1%
SUB-TOTAL:	95%	96%	90%	94%	90%	84%	94%	93%
Don't know, No response or Multiple responses	5%	4%	10%	6%	10%	16%	6%	7%
TOTAL:	100%							

"Yukon College provides an environment of cultural sensitivity for all."



Students in Health, Education and Human Services were somewhat less likely (82%) to agree or strongly agree that Yukon College provides an environment of cultural sensitivity for all, relative to students in other program areas.

About one-quarter of students do not see their culture reflected at Yukon College

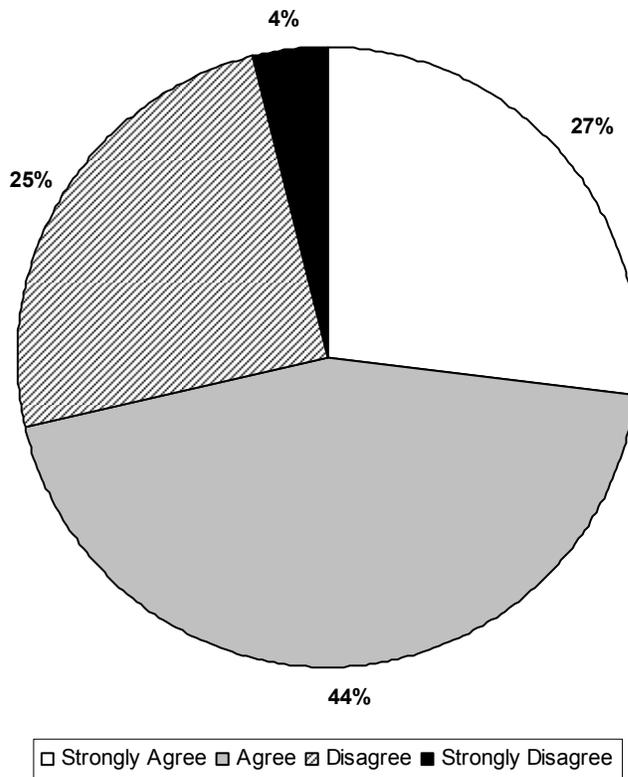
Students were given the statement, "I can see my own culture reflected at Yukon College." One-fifth (20%) did not know how to respond. Of those who did respond, 71% "agree" or "strongly agree" while 29% "disagree" or "strongly disagree."

"I can see my own culture reflected at Yukon College."

SOURCE: Yukon College Student Survey, 2013-14

	Access	HEHS	LA	MTH	Science	Trades	CC	Weighted %
Strongly Agree	39%	28%	33%	17%	19%	12%	17%	27%
Agree	35%	30%	54%	53%	50%	40%	67%	44%
Disagree	26%	40%	8%	23%	25%	32%	17%	25%
Strongly Disagree	0%	2%	5%	6%	6%	16%	0%	4%
SUB-TOTAL:	84%	89%	80%	72%	80%	81%	71%	80%
Don't know, No response or Multiple responses	16%	11%	20%	28%	20%	19%	29%	20%
TOTAL:	100%							

"I can see my own culture reflected at Yukon College."



Responses varied substantially by program area. Students in Trades (52%) and Health, Education and Human Services (57%) were relatively less likely to agree or strongly agree. Conversely, agreement was high among students in Liberal Arts (87%) and at community campuses (83%).

Notably, 79% of Aboriginal students said that they could see their own culture reflected at Yukon College, as compared with 65% of non-Aboriginal students. This may be reflective of increasing diversity in the Yukon and at Yukon College. Individuals may also vary in the extent to which they perceive themselves as “having a culture” at all.

Demographic Differences

Between Full-time and Part-time Students

The following are some notable differences between students who indicated they were studying full-time, and those who indicated they were studying part-time (not weighted):

- Full-time students had less previous educational attainment than part-time students: 54% of full-time students and 43% of part-time students had no more than a high school diploma; 26% of full-time students and 43% of part-time students already had a post-secondary credential.
- Full-time students are more likely to plan on transferring: 44% of full-time and 32% of part-time students intend to transfer Yukon College credits to another post-secondary institution.
- Full-time students are more likely to plan on graduating from Yukon College: 81% of full-time students and 56% of part-time students said that they intend to earn a certificate, diploma or degree at Yukon College.
- Full-time students are less likely than part-time students to see their own culture reflected at Yukon College (68% vs 78%).

Between Men and Women

The following are some notable differences between male and female students responding to the survey (not weighted):

- Men had less previous educational attainment than women: 64% of men and 46% of women had no more than a high school diploma when they started their current Yukon College program or courses; 13% of men and 20% of women had some college or university; 23% of men and 31% of women already had a post-secondary credential.
- Women are more likely than men to aspire to a degree: 54% of women and 35% of men aspire to a Bachelors or graduate-level degree; 37% of women and 53% of men aspire to a college certificate or diploma or a journeyperson trades designation. This difference is partly driven by the high proportion of men (30%) aspiring to journeyperson status, which may be an artifact of the oversampling of trades classes for the survey.
- Men are more likely than women to be satisfied with the programs and credentials offered: 96% of men and 81% of women “agree” or “strongly agree” with the statement, “Yukon College has the programs and credentials that meet my needs.”

Between Aboriginal and non-Aboriginal Students

The following are some notable differences between students self-identifying as Aboriginal vs those self-identifying as non-Aboriginal (not weighted):

- Aboriginal students had less previous educational attainment than non-Aboriginal students: 18% of Aboriginal students and 7% of non-Aboriginal students had less

- than a high school education; 47% of Aboriginal students and 37% of non-Aboriginal students had a high school diploma only; 18% of Aboriginal students and 35% of non-Aboriginal students already had a post-secondary credential.
- Aboriginal students are less likely than non-Aboriginal students to aspire to a graduate degree (18% vs 31%).
 - Aboriginal students are more likely than non-Aboriginal students to see their own culture reflected at Yukon College (79% vs 65%).

Between Students from Rural Yukon, Whitehorse, and non-Yukon Public School Backgrounds

The following are some notable differences between students who had ever attended public school (grades K-12) in a rural Yukon community, those who had ever attended in Whitehorse (but not in a rural community), and those who had not attended public school in the Yukon (not weighted):

- Yukon students had less previous educational attainment than non-Yukon students: 29% of rural students, 13% of Whitehorse students, and 6% of non-Yukon students had less than a high school education; 32% of rural students, 50% of Whitehorse students, and 29% of non-Yukon students had a high school diploma only; 29% of rural students, 19% of Whitehorse students, and 42% of non-Yukon students already had a post-secondary credential.
- Rural students are more likely than other students to be content to stop their education without a post-secondary credential (18% of rural students, 5% of Whitehorse students, and 7% of non-Yukon students). They are less likely than other students to aspire to a graduate degree (11% of rural students, 31% of Whitehorse students, and 22% of non-Yukon students).
- Yukon students are more likely to plan on transferring: 43% of rural students, 49% of Whitehorse students, and 34% of non-Yukon students intend to transfer Yukon College credits to another post-secondary institution.
- Rural students are less likely to plan on graduating from Yukon College: 64% of rural students, 75% of Whitehorse students, and 82% of non-Yukon students said that they intend to earn a certificate, diploma or degree at Yukon College.
- Yukon students are less likely to have a definite career plan: 39% of rural students, 44% of Whitehorse students, and 57% of non-Yukon students said that they have a career plan, as opposed to not having one or having a plan that is still evolving.

Between Younger and Older Students

The following are some notable differences between students under the age of 30, and those aged 30 and up (not weighted):

- Younger students had less previous educational attainment than older students: 63% of younger students and 30% of older students had no more than a high

- school diploma; 20% of younger students and 47% of older students already had a post-secondary credential.
- Younger students are more likely than older students to aspire to a graduate degree (30% vs 17%). They are also more likely than older students to aspire to a journeyman trades designation (18% vs 8%), but less likely to wish to stop at a college certificate or diploma (23% vs 37%).
 - Younger students are more likely to plan on transferring: 49% of younger students and 28% of older students intend to transfer Yukon College credits to another post-secondary institution.
 - Younger students are less likely to have a definite career plan, and more likely to have one that is still evolving: 44% of younger students and 57% of older students said that they have a career plan; 48% of younger students and 34% of older students said “it’s still evolving.”

Appendices

Appendix A: Classes Included in Survey Sample

Surveys were completed in mid-to-late October and throughout November of 2013. The following classes were surveyed at Ayamdigut:

- ACCT 101, Intro Financial Accounting I
- BUS 311, Commercial Law
- BUSC 100, Business Communications
- Pre-employment Carpentry
- CHEM 110, The Structure of Matter
- CRWR 201, Creative Writing
- Culinary Arts
- EAES 215, Intro to Arts Education
- ECD 112, Intro to Early Childhood
- Electrical
- HCA 111, Lifestyle/Choices
- HOSP 101, Food and Beverage Service I
- MATH 030, Mathematics
- MATH 040, Introductory Algebra
- MMC 112, Web Design
- PRNR 156, Maternity Nursing
- PSYC 100, Intro to Psychology I
- PSYC 204, Abnormal Psychology
- SKIL 030, Skills for Employment (two sections)
- THEA 200, Intro to Acting
- Welding

As well, two classes that were selected for the survey were unable to be completed due to scheduling difficulties and/or miscommunications. These were SW 412 (Mental Health Services) and RRMT 137 (Professional Practices in RRMT).

Surveys were received from Carcross, Dawson City, Teslin, and Whitehorse Correctional Centre community campuses.

Appendix B: Weighting of Results by Program Area

Survey respondents were asked to self-identify by writing in their program. In cases where no program information was provided, the program area is assumed to be that associated with the class in which the survey took place.

Program areas are grouped as follows:

- Access: Skills for Employment, College Preparation/Access Pathways
- Liberal Arts (LA): Arts, General Studies, Northern Justice/Criminology, Northern Studies, Heritage and Culture, Multimedia Communication, and related student responses such as “psychology” or specific courses in this area
- Health, Education and Human Services (HEHS): Bachelor of Social Work, Early Childhood Development, Health Care Assistant, and Bachelor of Education
- Management, Tourism and Hospitality (MTH): Business Administration, Culinary Arts, Food and Beverage Operations, and Office Administration
- Science: Renewable Resource Management, Mineral Resources, Science, and Bachelor of Science
- Trades: Carpentry, Electrical, Welding
- Community Campus (CC): to reflect the unique nature of community campuses, all community campus students are presented in a separate, unweighted group regardless of their program identification.

The table below shows the number of students surveyed from each program area, the number of actual Fall 2013-14 enrolments (headcounts as of October 1) within each program area, the sampling fractions, and the weightings that were applied throughout this report in calculating “weighted percentages.”

Respondents by Program Area, and Program Weights

SOURCE: Yukon College Student Survey 2013-14 and Data Warehouse

Program Area	Survey		Actual Enrolment		Sampling Fraction	Weights
	N	%	N	%		
Access	37	15%	170	21%	22%	1.45
Liberal Arts	49	19%	167	21%	29%	1.07
HEHS	53	21%	168	21%	32%	1.00
MTH	65	25%	173	21%	38%	0.84
Science	20	8%	96	12%	21%	1.51
Trades	31	12%	35	4%	89%	0.36
SUB-TOTAL:	255	100%	809	100%	32%	
CC (unweighted)	17	6%				1.00
TOTAL:	272	100%	809	100%	34%	

For example, the above table shows that Trades was the most heavily sampled (89% of all students were surveyed) while Science was least sampled (21% of all students were surveyed). Trades receives a relatively low weight of 0.36, making each Trades student’s

responses account for a little over one-third of one response in the overall results. Science, by comparison, has a weight of 1.51, so that each Science student's responses count as one-and-a-half responses in the overall results. This is necessary to adjust for the non-representativeness of the sample that results from program-level sampling disparities.

Appendix C: Desired Fields of Education by Type of Credential

Students were asked to specify the highest level of education they hope one day to achieve, and also to state in writing the field in which they hope to achieve that credential. Their responses are summarized here, grouped by the type of credential desired. Some clustering, paraphrasing, explanation of acronyms, and spelling corrections have been applied to their responses for clarity.

“Some college or university”:

- Aboriginal Feminism
- High school diploma
- ICT (Information and Communications Technology)
- Liberal Arts
- Medical Lab Technician
- Office Administration

“College certificate or diploma”:

- Accounting
- Administrative Assistant [x2]
- Biology
- Business Administration [x8]
- Carpentry
- Child Care
- Culinary Arts [x3]
- Early Childhood Development [x5]
- Education/Teacher Education [x2]
- Flight Attendant
- Graphic Arts/Graphic Design [x2]
- Health Care Assistant
- Human Resources
- ICT (Information and Communications Technology)
- Liberal Arts
- LPN (Licensed Practical Nurse)/Nursing [x4]
- Medical
- Mining
- MMC/Multimedia [x2]
- Office Administration [x9]
- Physical Therapy
- Public Administration
- Renewable Resource Management
- Restaurant Management
- Sociology
- Support Worker for First Nation

- Tourism
- Trades (not otherwise specified)
- Veterinarian
- Veterinarian Assistant/Vet Tech [x2]
- Web Design and Development

“Journey person trades designation”:

- Automotive/Mechanic [x2]
- Carpentry [x8]
- Culinary Arts/Cooking [x8]
- Electrical [x9]
- Heavy Equipment Mechanic
- Trades (not otherwise specified) [x2]
- Welding [x6]

“Bachelors degree”:

- Aboriginal Studies
- Accounting [x3]
- Art
- Business/Business Administration [x8]
- Commerce/Finance [x3]
- Children and Youth Development
- Conservation and Environmental Science [x3]
- Criminology/Forensics [x2]
- Ecology
- Education/Teaching [x9]
- Engineering
- English
- Hospitality Management
- Kinesiology
- Law
- Liberal Arts/Arts and Science [x2]
- Nursing [x7]
- Pharmacy
- Physical Education
- Physiotherapy/Therapy Assistant [x2]
- Psychology/Counselling [x2]
- Science
- Social Work [x3]

“Graduate degree (Masters, PhD, MD, etc.)”:

- Accounting/Financial Accounting/Forensic Accounting [x4]
- Alternative Energy
- Arts

- Aviation
- Biology
- Business/Business Administration [x7]
- Civil Engineering
- Computers
- Criminology/CSI/Social and Criminal Justice [x3]
- Dance
- Early Childhood Development
- Economics
- Education/Teaching [x10]
- Engineering [x2]
- Environmental Science [x2]
- Finance
- Forestry
- Geology
- Geomorphology
- International Politics and Globalization
- Law
- Literature
- Nursing [x6]
- Medicine [x2]
- Midwifery
- Natural Resource Preservation
- Nutrition
- Physical Therapist
- Psychology/Counselling/Addiction Services and Womens' Counselling [x6]
- Public Administration
- Science [x3]
- Social Welfare
- Social Work [x2]

Appendix D: Institutions Where Students Intend to Transfer

Institutions to Which Students Intend to Transfer

SOURCE: *Yukon College Student Survey, 2013-14*

Institution	Number
University of Alberta	11
Athabasca University	8
Institutions in Alberta (not specified)	7
SAIT	6
UBC	6
NAIT	5
University of Victoria	5
Simon Fraser University	4
University of Northern British Columbia	4
Institutions in BC (not specified)	3
BCIT	2
Red Deer College	2
Royal Roads University	2
Thompson Rivers University	2
University of Alaska	2
University of Calgary	2
Brock University (collaborative program)	1
Camosun College	1
Carleton University	1
Douglas College	1
Grande Prairie Regional College	1
Memorial University	1
Mount Royal University	1
Northern Lights College	1
Okanagan College	1
Sheraton College	1
UBC Okanagan	1
University of Lethbridge	1
University of Lund	1
University of Saskatchewan	1
Vancouver Island University	1
Yellowhead Tribal College	1

NOTE: Some students indicated multiple institutions

Appendix E: Fields Into Which Students Intend to Transfer

Fields into Which Students Intend to Transfer	
<i>SOURCE: Yukon College Student Survey, 2013-14</i>	
Field	Number
Business Administration	7
Registered Nurse (RN)	5
Electrical	3
Science	3
Welding	3
Culinary	2
Education	2
Engineering	2
Accounting	1
Agriculture, Life and Environmental Sciences (ALES)	1
Auto Mechanics	1
Bachelor in Management in First Nations Governance	1
Biology	1
Carpentry	1
Conservation Biology (Masters)	1
Counselling	1
Criminology	1
Digital Design and Development	1
Early Childhood Development	1
Ecology	1
General Studies	1
Geography	1
Geology	1
Heavy Equipment Mechanic	1
Hospitality Management	1
Justice Studies	1
Kinesiology	1
Midwifery	1
Pharmacy	1
Physical Therapy	1
Psychology	1
Social Work	1
Special Education	1
Support Worker	1
Tourism	1
Trades	1
Youth Program	1

NOTE: Some students indicated multiple fields

Appendix F: Career Plans

Students were asked, “If you have a career plan, what is it, and how does your current Yukon College education factor in?”

Their written responses were analyzed into categories. Responses are shown below, grouped into these categories. Some responses include potentially identifying details, such as the names of employers, that have been redacted to protect the confidentiality of the respondents.

Yukon College education will lead into further education:

“Right now [this course]. Next semester: continue in [subject area]. Future: Public Administration (Human Resources)”

“To go to a university & Yukon College as a start for it.”

“Planing to transfer credits to university. Yukon College transfer agreement (helps). Good teachers [four specifically] The best teachers I’ve ever had in my life. ...”

“I will likely get a MBA, working for indigenous organizations in Canada and the US as well as globally. “Start here go anywhere” not really a tag line that insighs a very serious level of acadimia or service to Yukon’s economy. I do not intend to continue my education here, however can approve the upgrading options.”

“it factors in for the required Bachelors”

“I need to upgrade my first year courses in order to get into pharmacy.”

“Yukon College is my stepping stone to get back into school and pursue a career in Engineering.”

“finish 2 years here transfer for Bachelors or maybe masters”

“The program I’m currently in is halfway to what I’m trying to achieve”

“Continue in Architecture. Perhaps PhD in Arch or MBA.”

“Work towards getting a red seal in Cooking.”

“Gets my first 2 yrs of cooking towards my red seal.”

“I am currently enrolled at Yukon College in the Culinary Arts Program. My goal after school is to work in a kitchen with a certified chef to get my hours, then transfer to NAIT or SAIT for my level 3.”

“I want to be a journeyman electrician. My current education at Yukon College will help get my schooling and career started. But I’d like to go elsewhere to finish up the rest of my schooling. Just for change in environment!”

“Use Electrical Pre-Employment course as a lead into an Electrician apprenticeship.”

“Vet tech or hair dresser + business = upgrading my courses”

“Currently planning to transfer to Okanagan College to do the social & criminal justice program. I may decide to go back and do a teaching program.”

“Do courses this year (2013) that will help me get into the program I want to be in.”

“For now, Office Admin, then Business in future”

“get high school equivalency, get courses to be accepted into university, go to Calgary university to pursue Medical Lab Technician”

“I’m still unsure, just upgrading at the moment and trying to pick the course I’m going to take next. But I would like to get a diploma or degree in something.”

“Working towards Business Admin.”

“Upgrading and finishing courses I didn’t take or need a better grade in from high school and possibly taking college courses to get myself started before university.”

“Prerequisites.”

“Doing my high school upgrading in hopes of getting into a engineering program”

“Yukon College is a great starting point, but would be even better if I could do all my studies here.”

“LPN diploma program @ Yukon College → RN bachelors program at Athabaska → med school PhD”

“Extend my further education. Being able to transfer my credits to another university or college.”

“LPN program and then transfer into the RN bridging program at Athabasca after graduating from Yukon College & gaining work experience.”

“Continue with Bachelor/Registered Nurse or Pharmacy”

“Northern Justice and Criminology diploma @ Y.C. → transfer to a Canadian university (maybe BC U) → look for work/educational opportunities internationally (heard about program in Hawaii) → work in crime field as carrier in Canada (probably BC)”

“I plan on becoming a doctor; Yukon College offers affordable quality credits that will help me get accepted.”

“I plan on taking the Practical Nursing program in the fall of 2014 and then taking a bachelor of science in Nursing program to become a registered nurse.”

“I will have my 1st yr done by the time I leave next summer.”

“College – 3rd year of BA Geography (electives) 2 years left at VIU of geog. courses.”

“Upgrading & taking 1st year classes before moving on to university”

“One day I would like to be a play therapist, and Yukon College helps me by giving me a BSW, so I can get a masters in counseling at UVic. Getting a masters of counseling is a credential for becoming a play therapist.”

“Hoping for diploma – Northern Justice + BSW credentials here + eventually Masters”

“Get my nursing degree then after achieving that & travelling for a couple years go on to pursue my interest in psychology at an institution down south.”

“Get Degree in SW. Go to get Masters from another university.”

“Library Science, therefore the accrument of certain credits at a far [indecipherable] cost to myself is significant.”

“I want to start at YC college, and also attend university.”

“To apprentice somewhere in the whole wide world as a witch doctor & shaman & tattoo artist. The traditional & cultural crafts in [Yukon College program] is an excellent source of knowledge towards my apprenticeship.”

“My career plan is to receive a Bachelor of Education, but I intend on doing 2 years liberal arts to explore my options, then pursue a degree in teaching.”

“Teach, get my education in the Yukon through the YNTEP Program. I would like to take a couple years Special Ed. training outside the territory as well.”

“Finish pre-employment program & stay here to apprentice, or go back to Alberta to apprentice if none are available here.”

“I do have a career plan but it depends if I pass this class. Move to Alberta continue school – Welding”

“Renewable resource management in biology. I would need upgrading at the college for credits.”

Yukon College education will lead into employment:

“I plan to get a job with the Yukon Government after graduating with a business admin diploma.”

“To maintain Sr. mgmt level of employment with YFN governance and/or YFN Bus Corporation(s).”

“Work after getting a diploma”

"My diploma will boost my resumé to aid me in a substantial career"

"be an office administrative."

"To get continue career in carpentry. YC Pre-employment course is giving me the skills needed for this."

"diploma can help me find a job in mining industry."

"work outdoors make money, party."

"I hope to teach in the Yukon."

"Obtain my B.A. in Education and teach in Yukon/NWT/Nunavut"

"Working in Education"

"- Teacher – need Bachelor of Ed. from Yukon College"

"Work as teacher in elementary school with degree earned at YC with U or R."

"I plan to become a teacher. Working around the world."

"I plan to work (continue) in the Childcare field. The E.C.D. course will help me acheive that."

"Get a trade. Get a job. Get money. Retire fat and paid."

"Get my red seal and work in the trade. Maybe one day run my own place."

"I'm planning to work in a continuing care facility that's why I enrolled in this program (HCA)"

"To be a successful Health Care Assistant later"

"HCA course that I'm in will allow me to get the job I want. Certificate program, then job searching. The course also allows me to work in more than one job setting."

"Would love to work with palitive care patients"

"nursing, I hope to work at the hospital doing music therapy"

"To become a Teacher."

"Nursing/LPN in Paleative Care/Geriatrics or Hospice"

"I want to design video game &/or animated movie graphics, hopefully for a larger company."

"Hope to work in a long term care center here in Whitehorse once I have finished my LPN diploma at Yukon College."

"Work as LPN in Yukon for a few years, then maybe move"

"Yukon College education will serve me with foundation that I need in order to achieve my career."

"Criminal Justice Profession, Polices Service or a governments Dept of Justice career."

"I want to work in the mine. but I'm always changing my mind."

"My goal is to become a electrician and the college will help me go to that pathway."

"want to work for the city"

"Being social worker."

"I plan on teaching in the Yukon, so getting my education here should aid me in finding work. However, I think there should be a program btwn gov't & YC to guarantee jobs for Yukon College graduates over other institution graduates."

"I would like to become a elementary school teacher and possibly a child psychologist."

"Gain skills knowledge and education to move on into the career field of Social Work."

"To become a certified welder and make a living off it."

"ECD will contribute to my working w/ children in language."

"Support Worker for First Nation at the hospital in Whse. Liason Worker."

Yukon College education will lead into entrepreneurial activity:

"I want to get my pilots license and be able to take my business admin. training to start a few small businesses with it."

"The knowledge and skill learned will help understand more about the business world and allow me to succeed at running my own business or partnering in an existing business."

"I hope to one day partner in opening a fine arts high school. I currently work full time and I am a home own which means I am unable to stop working to attend school full time. I would like to get my teaching certificate so I can teach dance as part of the school system."

"Use business/finance training to gain experience in bookkeeping & administration. Use that training to take over administration of my partner's business."

“To open an art collective/not-for-profit bar/lounge to fund the art collective. To amalgamate my Make Up Artist skills, my art and my business knowledge to make a successful venture.”

“Be my own Boss and work as a carpenter”

“Plan to spend the next 4 to 5 years working through apprenticeship levels to become a journey level carpenter, then to one day be self-employed in a still-to-be-determined specialty.”

“Become a journeyman carpenter, find an area to do specialized contracting in.”

“Jump in the carpentry trade and learn a few different aspects over a good period of time. My big goal is to start up my own company in the trade by continuing school in the future. Profit.”

“Sports Bar helping me cook for it”

“might be open my own daycare (ECD)”

“I would like to learn early childhood programs level III and start child care learning center in Yukon.”

“dayhome owner”

“Maybe open own business. Montessori daycare”

“Become a journeyman electrician and start own business. Yukon College is a great place to start.”

“Complete education and training needed to become a Red Seal Baker. Then have a catering business and/or bakery.”

“I hope to open my own business in the Hospitality sector here in the Yukon one day”

“Start my own business. Yukon College education is helping prepare me for that.”

“own my own craft business”

“welding on my own”

“I want to be a welder. To teach it and instruct it to my students in the future one day. I want my own company and Red seal in welding then maybe learn a new trade”

Yukon College education will lead into temporary employment while earning money to pursue further education or to open a business:

“I’m starting in Electrical as a job/income. But would like to further my education to some form of doctor or something else involving the hospital.”

“My plan is to earn money so that I can take another course like Culinary. My current course will help me if I’m gonna past the course.”

“Right now I am going for the practical nurse programe. I hope to work after graduation, make some money and go back to school.”

“Graduate LPN program @ Yukon College. Join workforce, gain experience. Distance education through Athabasca to gain RN. Work as RN in acute, maternity or homecare until funds reached to work on Masters. Work through public health as Sexual Educator and Communicable Disease Ed/Nurse”

“Finish LPN program at the college, work for 1 year and then take RN bridging program through correspondants. Work as RN 1 year then do an ICU specialty.”

“Finish PN program, work for a few years, go on to midwifery education, return to the Yukon & help with policy, regulation and licensing of midwives in the territory”

“The culinary arts will get me working in a treatment center kitchen in alberta as I take my 1 year addiction services courses, as they are all online”

“I am currently changing careers. I hope to find stable employment upon graduating and then will take part-time or on-line courses to better educate myself. If money were not an option I would stay in school full-time and achieve my desired goal.”

“weld for 3 years, save 25 thou, so I can get my Heavy Equipment operatings license. OR do reilty ☺”

“My 5-10 year plan is to get [an Office Administration] certificate from YC, find a job with a perk package and work my way to self-employment. Then once my daughter is ready for high school I will decide if I want to make a career change or go back to school or travel.”

“Get a govy job, get a house with that job and get my salon going in my home.”

Yukon College education will lead to a better job, more money, or a change of career:

“I am trying to change the field to accounting. I hope it works when I get Yukon College certification.”

“I’m an older student who has already had a career. Options for a second were limited because I didn’t want to leave the Yukon. Consequently I’m in a course that is geared toward employment.”

“Because of health reasons, I would like to pursue a career change, and gain the skills needed to access better employment opportunities.”

“I currently work for ... Gov. of Yukon, this degree will help me apply for higher level positions.”

“Yukon College provides the opportunity to gain higher education which may result in a career path that includes a more senior position in Canada’s civil service”

“Establish a higher paying career through electrical apprenticeship; obtain the sword in the stone, rule Camelot, rub the magic lamp, wish to be young again, do it a second time.”

“I want to study so I could get my certificate and find a better and more stable job.”

“I’m doing a career change after [more than twenty] years working in [a health field] for office admin courses or/and accounting”

Other responses:

“I can get my diploma from Yukon College.”

“Exploration.”

“I am at the end of my career. If I choose to go back to work a certificate will better the chance of an interview.”

“I will continue to attend Yukon College.”

“- become Journey level mechanic. Current education doesn’t fit into my life goal, taking the course to learn something new and keep me in school. If Yukon College offered any kind of automotive course I’d be right on track for my career plan.”

“Retiree – take interesting courses”

“writer supporting the process”

“Still processing”

“I enjoy & love working with children/families/co-workers/director/instructor & students in [ECD] courses. I have always wanted to go towards accounting and still would like to. I think I will eventually pursue my goals but I’m not sure of when.”

“Finish ECD course”

“Go with it!”

“Trades courses here. Enter work force. Apprenticeship, completion, perhaps be a private contractor.”

“HCA/Home Care Attendant. maybe in a few yrs become Physo therapist/therapy Asstant”

“To graduate as a Health Care Assistant or maybe continue my Bachelor in Education.”

“To make my way up to an LPN”

“To do my nursing.”

“I have completed [one Yukon College program] & now I’m taking [another Yukon College program] in order to have education in the whole [area of interest] ...”

“don’t know yet working on it.”

“Still not sure! Thinking still.”

“By studying in Whitehorse, I stay in tune with my future work place”

“Helping out international student at Yukon College or Whitehorse”

“Bring more skills to what I currently do.”

“1) Finding a job in Yukon (Nursing) 2) Continue my education”

“Current – no plans”

“Police Officer →”

“Trades”

“The training I need to learn about welding and to train in automotive.”

“I want to get my diploma in Early Childhood. By continuing on with courses.”

“I was planning to work in [a certain job setting]. But the ... course for [that field] is not what I had it made out to be. So I think I should get into [a different field]. It probably is a better program.”

“Act a fool will get me there follow my footsteps. Think of how I got here.”

“I would like to try and be a real estate agent”

Appendix G: Challenges Faced

Students were asked, “What are the biggest challenges that you have faced in pursuing your education?”

Their written responses were analyzed into categories. Responses are shown below, grouped into these categories. Some responses include potentially identifying details that have been redacted to protect the confidentiality of the respondents.

Some comments touch upon multiple themes. In cases where the comment can be broken up without losing its essence, partial comments are shown under the different categories in which the pieces fit. In other cases, an entire comment is shown under one category even though it touches other categories as well; this procedure has been followed where the whole of the comment is more than the sum of its parts.

Finances, funding and money issues:

“It’s a struggle financially, though the Yukon Grants & Loans are very helpful ...”

“- Funding eligibility - having to work too much to afford school.”

“Finances and needing to move to achieve serious education.”

“\$ funding is always an issue”

“financial challenges”

“- money while going to school ...”

“money” [x2]

“Managing finances”

“Money.” [x2]

“Poverty, substance use, lack of support”

“Funding ...” [x2]

“Money to be able to go to school”

“Financial needs”

“... Getting money, getting around, trying to survive on no income.”

“Putting up with jackasses at [a food services employer] to save up enough money.”

“... financial stressors”

“... - No funding. ...”

“Financial Assistance ...”

“... Tuition/Rent \$”

“The 3 biggest challenges are: \$\$\$”

“No money while in school. ...”

“Money management.”

“financial aspects”

“Financial allowance because you can't work full-time”

“Financial”

“having enough money ...”

“Funding”

“Money for funding and living.”

“Quit my job and try to get funding, manage my family life (2 kids). I still don't have access to much funding so it is stressful at times, 5 different classes and I find them too far apart. (Not enough practice in each class.)”

“financial”

“Financial → need to do it part time”

“Financial – buying books, paying tuition”

“- cost”

“financial ...”

“- financial strain (unable to work & attend school full-time due to disability) ...”

“Lack of money to support & sustain living in Whitehorse & attending college at the same time.”

“Cost ...”

“... - finding money for school”

“Money ...”

“Funding and saving \$\$ to survive!!”

“Homeless street life, the cost of an education, finding living arrangements in the city”

“Supporting self, food, clothing, etc.”

“making money”

“- being non-FN, I feel like I have less bursary/grant opportunities so financially I struggle.”

“-Funding ...”

“... Funding – if funder/sponsor is able to fund for the years to come.”

“MONEY”

“look for funding & do school & homework”

“... funding ...”

“... - Expense living away from home. ...”

School-life balance, including time pressures, lack of sleep, difficulty balancing school with home and family life, and stress of working and going to school at the same time:

“Finding a good time in life to register and attend college. re: work, family, bills, etc.”

“Work & School”

“Finding the time at home to do my homework. ...”

“Currently, a heavy workload takes all my time.”

“No enough time.”

“Balancing course work”

“balancing work (full time) & college”

“none – as an adult/continuing education student, it is sometimes hard to fit courses/assignments into my work schedule, but that isn't the College's fault.”

“Simply adjusting and balancing school life and home life.”

“Finding time to go to school because I work full time.”

“... Always was working weird hours so couldn't make time for a routine class.”

“... working and going to school; time (the usual for lots of students)”

"... 2. having time to study ie – time away from work. 3."

"finding enough time to eat, sleep & see family & friends while working enough to pay my rent"

"... Trying to manage my time."

"Managing time and stress, balancing home life. Finding time to do assignments were you get no class time to do them."

"Managing my time, with school assignments and all my household chores. Luckily I am currently unemployed or it would be even harder."

"- Need time to study"

"Having time."

"Not really any significant problem. Time management!"

"Making time to get all my assignments done and time to study for test"

"... balancing school and family."

"not enough sleep"

"Time" [x2]

"Time for homework as I am also working."

"Just everyday life that interferes."

"Balancing education, personal & work life."

"... -time"

" Working full time while going to school full-time"*

"- balancing work & school ..."

"... balancing other things in life"

"Time structure, Too much homework, Not enough time"

"Time management. ..."

"Working full time with the amount of school work given outside of class. No sleep."

"WORK and SCHOOL"

"Time ..."

Childcare responsibilities and impacts of schooling on family:

“Had to move away from home with my family. Hard when we have to juggle events and bring children or partners to their events.”

“Being a single mother and a full-time student simultaneously”

“Trying to find affordable child care for my very young daughter.”

“Being a single mom with 3 children”

“- Moving my family to Whitehorse (from [a Yukon community])”

“Balancing learning w/ family responsibilities”

“ ... being distant from my daughter & family, which causes stress & anxiety”

“time management, going back to school with young children, night classes are difficult with a young family”

“Taking care of my family. Having appropriate time to do homework.”

“ ... - childcare”

“I have four children and also recently diagnosed with arthritis.”

“Time & Kids”

“Children. ...”

Academic challenges including workload, challenging subjects, maintaining grades, need for help and tutoring, readjusting to school after time away, and language barrier:

“... getting back into the groove of school work after being out of school for a few years.”

“need more tutoring”

“Maintaining good grades in full course load is the most challenging.”

“Language barrier (communicating with other people)”

“The pace is fast and work load is very heavy.”

“- Don't have enough time for work load. – Not enough instructions on how things are to be done. – Stressful!!”

"The classes in my second language."

"Recharging my brain. The first month was the most difficult. Also, I suffer from anxiety when I'm being tested. It is only when I'm confused by a question, time is running out etc. generally."

"- computer skills - need more tutors."

"trying to learn how to apply myself to my work after not being in school for a little bit"

"English"

"Study help & tutors"

"... doing well in classes. ..."

"my science course"

"math & measurement (conversions) ..."

"Short semesters, lots of work."

"Assignments ..."

"... getting too far ahead of myself by taking more advanced courses in Business Admin. ..."

"Assignments. Should be reduce the number of assignments. It will give good result of education, give importance to the quizzes."

"Language Barrier"

"Writing ..."

"In making my assignments/projects."

"Trying to get all my homework done in the allotted time given"

"Going back to school after being out for 30+ "

"Math courses."

"Homework"

"grammar in english, processing biology"

"Math [course]"

"preparing written assignments (English is my second language)"

"writing essays and studying."

“The first semester – it was stressful transferring from high school to college.”

“Writing ...”

“math”

“- it is reading – spelling”

“reading assessment but I’m getting there”

“My biggest challenge is that I need help a lot of the time”

“Find latter hours for help with specific subjects and tutors or help that fits in with a work and school schedule.”

“... Too much confusing paper work (repetitive).”

“Just starting out, and confused. So many things are challenging. Wish we could focus on one topic at a time, or maybe 2, but it be for 3-5 weeks straight.”

“Math, and getting one on one help with it.”

“The amount of work given to work on before each class.”

“Starting at the College ... at [a community campus]. I haven’t been in school for [several] years. – having to interview a Elder, an assignment in [a course]. I’m a very shy person.”

“Meeting the deadlines and completing my essays. Writing is another challenge for me because English is my second language.”

“The proper schooling in upgrading. I enjoy my school setting it’s good. I really need hands on to learn – (writing) – (paper work) – (short videos) online learning.”

“Lack of computer skills”

“Study help & tutors”

Issues of procrastination, motivation, inspiration, focus, and needing to apply oneself:

“- inspiration.”

“mental roadblocks and procrastination”

“Becoming inspired enough to go back to post-secondary.”

“Staying focused with my studies”

“staying motivated”

“... Staying motivated to achieve.”

“being motivated & decisive enough to commit to persuing a specific program”

“Distractions”

“Finishing my homework and not watching T.V. ...”

“getting up to face school another day.”

“I. staying motivated ...”

“Staying focused & homework”

“Waking up in the morning”

“Keeping motivation”

“staying motivated during clinical”

“... - motivation after going to school for 14 months with no break.”

“I find all my courses uninteresting, and a waste of time. I can't focuse on such boring things.”

“My own laziness.”

“Motivation!”

“Getting up in the morning”

“... procrastinating.”

“Getting distracted”

Uncertainty about what field of study to pursue or what courses to take:

“Trying to decide what to do. Still not sure”

“Knowing what field and courses to try”

“I don't know what field I want to presue”

“Knowing what I really want and persuing it.”

“- Deciding what to take. ...”

"Finding out what course I am interested in and what I need to do to get into it."

"Deciding what to choose for my trade education."

"Figuring out what I'm going to do once I graduated & how I want to use my degree. I am furthering my education but am not feeling overly challenged in my current program."

"... figuring out what feild I want to get into."

"I really don't know what program I should go into. So undecided!"

"I don't know exactly what I want"

"knowing what I wanna do!"

"Trying to decide on which courses to take."

"... what I truly want to pursu in"

"... just figuring out what I want out of life."

"... - not sure what to do"

Issues with course content or instructional methods:

"Courses at Yukon College seem to be outdated in technological and course content. [One course in the Business Administration program] was information and handouts from early 1990s."

"The marking systems used to grade students are NOT reflective of the students actual knowledge of the material. Losing ... marks ... for [formatting] ... does not reflect the students knowledge of the material. ... It merely serves to demoralize the students. – I've heard intimidation tactics used, such as "I could mark a lot harder." - I've heard instructors tell students to "read the book" when they go to the instructor with questions."

"The biggest challenge is the instructor not having enough time to teach the course to understand it."

"Teachers do not prepare for their material and that affect student because they can't answers some questions or not even sure how to answer them."

"Changing learning style because instructor changed."

"... - unsuitable substitute"

Issues with Student Services, advising and/or transfer:

“career counsellor not aware of what I need to take and getting me to take the same course twice. Insisting that I would need to do that to get my diploma. Waste of time and money.”

“Student Services, communication w/ upper admin.”

“Transferring your credits from another country is complicated and takes so long.”

“Having to pick up an additional course cause the three I was enrolled in didn't add up to 9 credits. You need 9 when you getting funded. This happened a month into studys. ☹”

“- utilizing credits (US) already obtained. ...”

“Organizing transfers to different institutions”

“- Transferring credit from different institution. Very slow and they were not helpful at all. I was very discouraged by instructors.”

Yukon College does not offer enough choice of courses, programs, or delivery times:

“The fact that the Yukon College doesn't offer a degree program in my field.”

“- not having the course I need to take readily available here in the Yukon, going to need to move down south to achive goal.”

“Not enough general interest university level courses”

“Whether enough writing courses are held at the college”

“... Taking ECE not in order as they should be but what is available.”

“... - Not enough degree programs. – No summer courses. ...”

“Not wanting to move away from the Yukon. So being limited in the fields of education I can do.”

“- Community Commutining ... - Community programs”

“- Finding classes that work around my schedule. – Very limited time slots. ...”

“finding something I want in the Yukon”

“... night classes ...”

Technological barriers:

"... It is hard to accomplish all comp based programming tasks when I do not have an accurate program."

"Don't have a computer @ home. ..."

"Having compatibility (technology) at home to complete assignments & practice skills."

"... using MyYC effectively, difficult to use."

"... Taking courses in the community via video conference, picture, voice quality not working, not feeling very comfortable, included or able to fully experience. ..."

Health and disability-related issues:

"Not having my psychological disorder recognized for extra help."

"Eye problems, fitting in due to age"

"Dislexic"

"Health"

Housing/accommodations:

"Finding affordable accommodations near/at learning institution."

"- affordable Housing"

"Accommodation ..."

Being on one's own/away from home:

"being on my own."

"Getting used of being away from home. Nothing big though."

"Being on my own, that's about it"

Problems within a program:

"- The public perception of my program were negatively affected by statements made by staff at the YC. As students in the program I did not feel supported by the dean of arts or the institution."

"Problems within my program (staffing, partner university)"

“... Problems within program (staffing).”

Other barriers and comments:

“none”

“After a death in the family – went to Student Services. Continue without going to fly to funeral. Attend classes, do homework (among family members)”

“The change of going to work everyday to going to school everyday and have more responsibility now.”

“I would like to take more courses by corespondance, have more access to funding for schooling, be able to get a teaching certificate in the Yukon and be able to work full time.”

“Choice, knowledge about careers, changing workplaces”

“Knowing the job prospects and the security (financial reliability) of the positions.”

“Home life.”

“class room is like a dungeon, also every time a car drives into the shop our class fills with exhaust and becomes hard to breath. Also food is too expensive and since most of it is prepared by students paying to cook it, I think it should subsadise the cost to students buying it.”

“None”

“Making it to school on time.”

“... - No ECD supplies in classroom.”

“asking questions.”

“Not sure yet”

“personal issues”

“Personal Development in First Nations management ...”

“I have not succeeded yet.”

“- Not enough available hours in the Writing Centre. ... - No sensitivity to New Immigrants. Look at the list of services on previous page. Nothing! ...”

“Climate”

"Finding good schools"

"Doing this alone."

"None so far."

"mobility"

"No challenge"

"Deciding where, and how far my transfer credits will go, & the best route for me to follow."

"Wait lists for programs (specifically nursing) all over Canada."

"... Moving to another territory"

"someone stolen all my book"

"I'm not so sure"

"Doing things I never thought I'd do or achieve."

"... - No advisors"

"Attendace"

"None."

"Dealing with classmates"

"Lack of resource speakers for [First Nation] language."

"I've never attempted to pursue my education yet"

"Transportation"

"Transportation → pursuing education without a car is difficult. There may be transit but they only run once in a blue moon. I just wish the College has more class scheduled hours rather than just ONE."

"Drugs and Alcohol"

Appendix H: Supports for Success

Students were asked, “What supports do you have that are helping you to succeed in your education?”

Their written responses were analyzed into categories. Responses are shown below, grouped into these categories. Some responses include potentially identifying details that have been redacted to protect the confidentiality of the respondents.

Some comments touch upon multiple themes. In cases where the comment can be broken up without losing its essence, partial comments are shown under the different categories in which the pieces fit. In other cases, an entire comment is shown under one category even though it touches other categories as well; this procedure has been followed where the whole of the comment is more than the sum of its parts.

Family and friends:

“Family, friends ...”

“- family/friends ...”

“Family support. ...”

“... Family, friends”

“My girlfriend ... who is also taking ... [my] program.”

“Family encouragement. ...”

“family, sometimes to help me.”

“Family/Friends”

“... - family”

“friends/family” [x2]

“... supportive family ...”

“My family and friends”

“family & friends ...”

“Family” [x8]

“... family”

“Amazing friends & family”

“Supportive family & friends ...”

“Family at home who show that they’re proud. ...”

“- Friends and family in trades feild, giving me someone to talk to about all the different things I’ve learnt which is good revue.”

“My parents”

“friends, relationships ...”

“my parents ...”

“Supportive family & community”

“family ...” [x2]

“... peer support”

“family” [x3]

“My Mothe”

“parents, friend”

“Friends and family encourage me ...”

“Family ...” [x3]

“Boyfriend drives me to school”

“... my parents”

“[Someone] transports me to school”

“friends ...”

“... family (telling me I can do this).”

“Family, ... peers.”

“- Family support. ...”

“supportive family & friends ...”

“- Family” [x2]

“friends & family, my children, my fiancé ...”

“... Family ...”

"- Great husband ..."

"My family" [x4]

"- Parents ..."

"understanding partner who is working her butt off while I study"

"a friend of mine has provided a place to live within city limits for a reasonable monthly rent"

"- my parents for money, housing, food, ect. ..."

"I'd like to thank God for all (s)he's given me, my teachers and friends for all their help. I'd also like to thank the college for always being there, and most importantly my parents for helping me through all the bad decisions I've made."

"... Have a friend who has Elec Ticket and he helps. ..."

"Support of friends & family ..."

"my 15 yr old daughter & husband"

"support from my husband – emotional, financial"

"My family and friends"

"My mom telling me I can do it."

"My family is my biggest support."

"my family and boyfriend"

"family, friends ..." [x2]

"very supportive family"

"Friends & family ..."

"My family has always been very encouraging with taking courses for educational & personal skill development."

"Mom, Dad, kids, husband ..."

"... family ..."

"... family ☺"

"- family ..."

"... Moral Support: - parents - friends"

“home, ... family”

“... my parents live here ...”

“support from family & friends to stay motivated during clinical”

“- family & friends ...”

“parents”

“Very supporting spouse ...”

“... Family”

“... A supportive girlfriend.”

“Parents ...”

“My friends who I study with”

“My family & friends”

“- Parental support ...”

“My family ...”

“Supportive relatives and friends”

“my family ...”

“My parents are helping me”

“family/friends”

“... Family. Boyfriend.”

“... Partner.”

“my family, friends ...”

“... family & friends”

Sources of funding:

“-S.T.A.”

“Government. ...”

"YFN Eduaction Program"

"Student financial support program"

"... Yukon Grant."

"First Nation funding, scholarships"

"Student Allowance"

"scholarships"

"Yukon College Grant."

"Education Savings Fund, Yukon Grant ..."

"Training allowance ..."

"\$ → YTG ..."

"- I have received funding from Yukon Advanced Education, for Tuition, Books and supplies, as well as training funds."

"Funding"

"... Yukon grant"

"Yukon grant!"

"Student Financial Assistance checks ..."

"Student Training Allowance"

"... - Financial support from YG. ..."

"... Grants to help pay my parents back."

"... Kwanlin Dun First Nation."

"Student training allowance."

"Yukon government give us Financial student allowance every week, that's help"

"Financial support from the government."

"My First Nations Band"

"... LTD."

"funding ..."

“... - financial support ...”

“Financially: - my first nation’s band - parents - my job ...”

“... Yukon Grant” [x3]

“Yukon Gov’t through Service Canada.”

“Yukon grant ...”

“- Training allowance \$”

“ Yukon grant ...”*

“Yukon Grant \$\$”

“First Nation ...”

“Student loans. ...”

“Living in the Yukon offers lots of grants”

“aandc funding”

“Good, personal, self-reliant conservative organization and a few grants, bursaraies and FN scholarships.”

“... FNation”

“The right to a funded education ...”

“Band payed for schooling”

“First Nations band Vuntut Gwitchin”

“... NWT SFA. Inuvialuit Education Foundation ...”

“limited funding. ...”

“TH, my band for funding and support”

“... - [A certain individual], she paid for my courses and my daycare fees ...”

“- Funding. – Being a statistic”

Yukon College instructors and coordinators:

“... teachers.” [x2]

"Instructors ..."

"... Experienced & friendly faculty."

"[The instructor] knows what he is doing and takes the time to go through what courses you need and explain options."

"- teachers ..."

"good instructors ..."

"Emailing/asking instructors is very easily accessible."

"Instructors"

"... good, patient instructor and friendly helpful people around the college."

"instructors' help"

"... great instructors"

"Instr."

"Teacher ..."

"... my instructors are able to answer any questions that I have."

"... instructors."

"... my teacher ..."

"... Faculty Advisors ..."

"... - Excellent support from program faculty and teachers. ... - Small class sizes."

"... supportive teacher – some of who are flexible on deadlines"

"→ Instructors ..."

"... Good instructors"

"... - teachers for teaching me what I need to learn. ..."

"- Good advice from faculty, family, & friends on choosing a program. – Offers of help from faculty on course workload."

"Trades staff at Yukon College. ..."

"... Some faculty member as well"

"... - teachers"

"... Instructor help with their patience with my sometimes late assignment"

"... YC course instructor"

"course instructors are allways helpful and understanding"

"- Teachers"

"Great instructors."

"... - instructors ..."

*"... * Interesting instructor ..."*

"... Good teachers."

"... – Faculty and staff provide a lot of support for working students with families"

"... - my instructor"

"... I find that most of my instructors are easily aprochable for questions and concerns for course knowledge and content."

"Yukon college YNTEP staff (Excellent!) ..."

"proper teaching"

"- online teacher ... - local college dudes [coordinator and instructor] ..."

"Instructors work around my medical needs"

"... - [Campus coordinator] he is a good teacher and helps me when I don't understand something."

"I have a lot of support from our instructor here in [the community]. She has give me confidence that I can actually write stories. [She] is the best instructor."

"I have my Teacher She's a great instructor ..."

"- [campus coordinator]"

Tutoring, Drop-in Centre, Learning Assistance Centre, and/or Writing Centre:

"... Drop In access"

"Dropin center ..."

"... Tutoring – provided through Yukon College."

"- The drop-in centre is good to have. The room is bright & conducive to getting work done, in a home-like atmosphere. (you can eat your lunch there). ..."

"The Drop-in centre is my biggest support."

"[Two of the instructors] in the dropin center"

"... Writing Centre"

"Drop in Center!!! ..."

"... LAC ..."

"drop in Centre"

"The learning centre"

"using drop in daily"

"Drop in center"

"Tutoring ..."

*"... * Drop-in centre ..."*

"... - LAC ..."

"The learning Center ☺"

"Dropin center ..."

"... - Writing Centre. It's not enough to use once a week. I'm hoping more help in writing."

"... tutors ..."

"... Drop In"

Work and employers:

"... - work"

"... Employer encouragement. ..."

"... flexible work arrangement"

"... some work"

“My boss encouraging me to go to class and allowing me to leave early. The classes are available at night.”

“... Work.”

“work colleagues ...”

“... I work part-time”

“... Job ...”

“work ...”

“WORK & MONEY”

“... work ...”

Oneself:

“Me, myself, and I”

“my own devices”

“... Myself, who gets up everyday to face the days. ...”

“Motivation”

“myself ...”

“my own personal support & determination”

“... myself enjoy learning.”

“... strong drive to do well.”

“... the want to make a good life for myself”

“... trying my best.”

“... Myself ...”

Classmates:

“... friends in class ...”

“... class-mates.”

“My fellow students teach me what the instructors don’t have time for.”

“fellow class-mates”

“classmates ...”

“... interaction with fellow students.”

“... - classmates”

“I have a great group of students in my classes. ...”

“... classmates”

Access to technology:

“... Good to have access to the computer lans, on the weekends.”

“... home computer”

“... Comp. Lab ...”

“Comp”

“sumtime I use da ipad”

“... I have a computer that is available every day.”

Counsellors:

“college counsellors”

“councillors”

“... counsellors ...”

“Councillor ...”

“Counselling”

Yukon College support services not already mentioned, or Yukon College generally:

“... the (School) → support that are providing by the College”

“Skills & Development ...”

“... Student Services ...”

"A few things @ Yukon college ..."

"... the yukon college"

Little or no support:

"financial. Besides that, nothing."

"None really"

"None" [x3]

"Little support, other than family"

"None ☹"

"No support"

"none? My friend maybe?"

"?! none that I know of."

"No much"

"None besides YNTEP coordinators"

"nothing"

"NONE"

Other supports and other comments:

"My own experience in the workforce is more of an asset than some of the content."

"... I know I can get support here at the college, but I haven't really thought about it."

"good education esp in logical thinking. ... [My former] math teacher Kingston Ont"

"my previous education"

"This course ..."

"... → Passed-out students → Daycare workers"

"For my education there are lots of assignments so I don't get the time to learn anything. Reduce the assignments and teach the course properly."

"... F.N. help ..."

"... - On-call babysitters - Evening classes make ALL the difference - New evening bus service"

"... - Saved lots of money ..."

"A woodstove. A clock. Hortons."

"an alarm clock"

"... doctor ..."

"... church."

"... - church ..."

*"... * Resources and handouts * videos/powerpoint ... * logical course layout and delivery (progressive) * College website"*

"A wide variety of courses. ..."

"Credits need to be transferable to provinces across Canada, not just BC!"

"... - clear career/education path"

"- Yukon College is priced reasonably ..."

"... google"

"Residence in the Yukon itself"

"not sure"

"... Employment Central reference, free bus pass ..."

"- Needs more passionated instructor. ..."

"More class time, 3 hours class are great, I feel we as the student loss out cause of the class being so long, and late or night class are hard time a day"

"Access to materials required for my education."

"[A certain individual]. She help me with getting my children into daycare, so I can go to college. ..."

"Some upgrading at the College."