



Yukon College Student Survey Results

2014-15

Dawn Macdonald
Institutional Research and Planning Officer
December 24, 2014

TABLE OF CONTENTS

HIGHLIGHTS..... 3

PURPOSE AND METHODS..... 5

RESULTS..... 6

 STUDENT SATISFACTION 6

More than nine out of ten would recommend their program or courses 6

Nearly everyone is satisfied with the quality of instruction..... 7

More than nine out of ten are satisfied with course content..... 7

Nine out of ten are satisfied with support services..... 8

Nine out of ten are satisfied with program advising and library resources 9

Satisfaction with spaces for group work lags behind satisfaction with social spaces and study spaces..... 10

Three out of four are satisfied with student computing/technology support..... 10

Close to nine out of ten are satisfied with laboratory equipment 11

Close to nine out of ten Trades students are satisfied with shop equipment 12

Four out of five are satisfied with work placement opportunities 13

Close to nine out of ten are satisfied with experiential learning opportunities..... 13

The vast majority agree that Yukon College has the programs and credentials that meet their needs..... 14

More than nine out of ten agree that Yukon College is a good learning environment 15

More than nine out of ten agree that they feel inspired to achieve at Yukon College..... 15

Close to nine out of ten agree that Yukon College encourages creativity and innovation . 16

About four out of five agree that technology is used effectively in their courses 17

More than nine out of ten agree that Yukon College provides an environment of cultural sensitivity for all..... 18

About three-quarters of respondents agree that they can see their own culture reflected at Yukon College 18

 PREVIOUS EDUCATION 20

More than one-third already possess post-secondary credentials 20

 EDUCATIONAL ASPIRATIONS 21

Close to two-thirds aspire to a university degree 21

Half intend to transfer credits..... 22

Four out of five intend to graduate from Yukon College..... 24

 PROGRAM AND COURSE QUALITY 26

Students like their instructors, class activities, and gaining knowledge..... 26

Students want to see expanded course and program offerings, slower paced courses, more hands-on and experiential learning, and better instructional quality 29

APPENDICES..... 32

 APPENDIX A: CLASSES INCLUDED IN THE SURVEY SAMPLE 32

 APPENDIX B: RESPONDENT DEMOGRAPHICS 33

 APPENDIX C: WEIGHTING OF RESULTS BY PROGRAM AREA..... 36

 APPENDIX D: DETAILED DATA TABLES 37

 APPENDIX E: PROGRAMS TO WHICH STUDENTS INTEND TO TRANSFER..... 44

Highlights

This year's student survey reached 328 students, or 37% of the Fall 2014-15 class.

Student Satisfaction

Almost all respondents (97%) were satisfied with the quality of instruction at Yukon College, and (96%) agreed that Yukon College is a good learning environment.

More than nine out of ten respondents (93%) said that they would recommend their current Yukon College program or courses to others interested in the same field. In their written comments, they often mentioned good course content and good teachers as reasons for making such a recommendation.

About nine out of ten respondents agree that they feel inspired to achieve at Yukon College (93%), and that Yukon College encourages creativity and innovation (88%). According to 86% of respondents, Yukon College has the programs and credentials that meet their needs.

About nine out of ten were satisfied with course content (94%), support services (90%), program advising (91%), and Library resources (89%). Close to nine out of ten respondents (88%) were satisfied with laboratory equipment. Among Trades students, 88% were satisfied with shop equipment.

Three-quarters (76%) were satisfied with student computing/technology support, while 82% agree that technology is used effectively in their classes. Satisfaction with spaces for group work (77%) was a bit lower than for study spaces (81%) and social spaces (84%).

Half (52%) of respondents did not feel that a question about work placement opportunities applied to them, and one-third (35%) felt the same way about experiential learning opportunities. Among those who rated their satisfaction with these opportunities, 80% were satisfied with work placements and 87% with experiential learning.

More than nine out of ten respondents (93%) agree that Yukon College provides an environment of cultural sensitivity for all. About three-quarters (77%) agree that they can see their own culture reflected at Yukon College.

Program and Course Quality

Students were asked, "What do you like most about your current Yukon College program and/or courses?" Based on an analysis of their written responses, students especially value good teachers who are knowledgeable and who are willing to go the extra mile to help students learn. Some students also mentioned the benefits of small classes, and said that they enjoy their classmates.

Many students commented positively on class activities, particularly those that involve hands-on work and group work, such as labs, field trips, practicum placements, class discussions, and various types of assignments.

Students also made favorable mention of specific courses and topics, the value of learning, potential job opportunities, congenial class schedules, having a variety of courses and programs offered locally, Northern content in course material, preparation for further post-secondary education, and program resources such as equipment, facilities and technology.

Students were also asked, “What could be done to improve the quality of your current Yukon College program and/or courses?” Many students suggested expanding course and program offerings by adding electives, creating new programs, or offering existing courses and programs more frequently.

Some students said that their courses are too fast paced or intense. Some expressed a desire for more hands-on and experiential learning in their courses, and some identified issues with instructional quality.

Other suggested improvements include offering more help with coursework, improving technology at the College, adjusting course schedules, extending hours of operation, and improving the quality and availability of equipment and materials. However, many respondents indicated that no changes are required as far as they are concerned.

Previous Education

More than one-third (36%) of respondents said that they already have post-secondary credentials, including 12% who have university degrees. Another 22% have some prior college or university experience falling short of graduation. Only 6% said that they had not finished high school or equivalency. Based on written information about their previous fields of study, the majority (63%) had studied in areas unrelated to their current Yukon College program.

Educational Aspirations

Close to two-thirds (64%) of respondents said that they hope one day to achieve a Bachelors degree (29%) or a graduate degree (35%). Another 31% hope to earn a college certificate or diploma, or a journeyman trades designation. Only 5% do not aspire to earn any post-secondary credentials. Based on written information about the fields of study in which students hope to achieve their highest credential, almost nine out of ten (89%) are aiming at something related to their current Yukon College program.

Four out of five respondents (80%) said that they intend to graduate from Yukon College.

Half (53%) of respondents intend to transfer Yukon College credits to another post-secondary institution. About half (48%) of these are planning to transfer to a university.

Purpose and Methods

The annual *Yukon College Student Survey* is an in-class, pencil-and-paper survey of credit students conducted at Ayamdigut and community campuses during the Fall semester. This year's survey has a focus on program quality. The survey also collects data required for Strategic Performance Indicators for the *2013-2016 Strategic Plan*. In addition, some questions from last year's survey were repeated to verify results pertaining to previous education, and educational goals.

At Ayamdigut, the survey was administered in class by staff volunteers from Student Infrastructure Support and Office of the Registrar. 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. The survey was successfully conducted in 29 of the 32 selected classes. For a complete list of included classes, see Appendix A.

A PDF version of the survey was emailed to community campus staff, who were invited to print the survey and administer it with their credit students and with non-credit students in courses of at least four weeks duration. The completed surveys were to be returned by mail. An online version of the survey was also provided as an alternative for the convenience of community campuses, though none used it. Two community campuses responded to the survey, totaling ten students. Because this number is relatively small, community student results have not been broken out separately in this report.

A total of 328 students completed the survey, amounting to 37% of the 867 credit students registered at Yukon College during Fall 2014-15 (as of December 10). The 318 students surveyed at Ayamdigut account for 76% of the 417 students registered in the selected classes. This 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 2014, rather than in terms of student headcounts. An overview of the respondent demographics, including full- and part-time status, can be found in Appendix B.

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

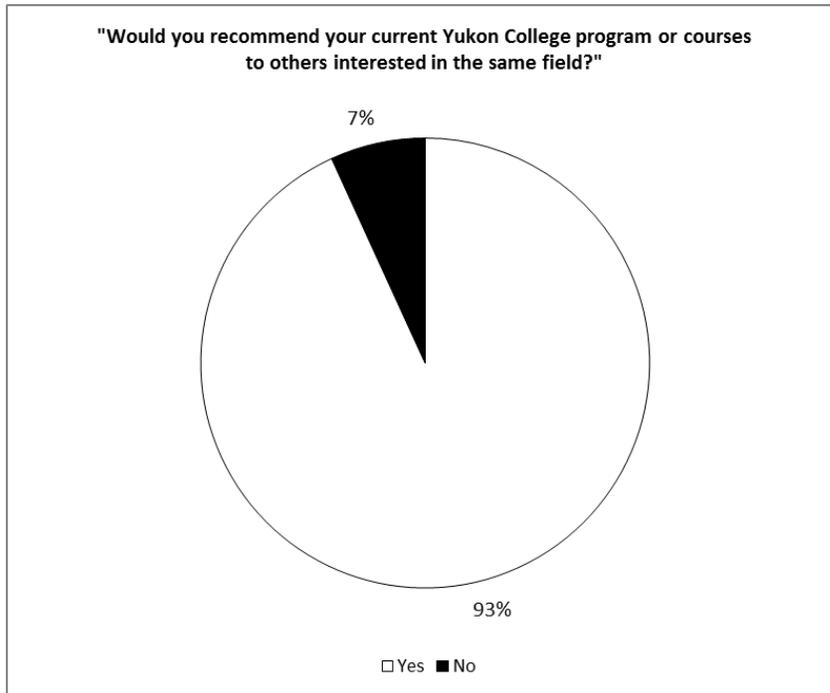
Illustrative comments are quoted where relevant in this report. Because the open-ended questions asked about program quality, many responses tend to identify specific instructors and may also be potentially identifying for the respondent. For this reason, the complete text of all written comments has not been attached to this report.

Results

Student Satisfaction

More than nine out of ten would recommend their program or courses

More than nine out of ten respondents (93%) said that they would recommend their current Yukon College program or courses to others interested in the same field.



In their written comments, students frequently mentioned good course content and good teachers as reasons why they would recommend their Yukon College program or courses to others.

"Great knowledge for anyone!"

"There is lots of content, and hands on work is great. Learning opportunities are endless and extremely useful for everyday things."

"This instructor makes learning math fun, confidence building in regards to Mathematics."

"Plenty of support from instructors for courses, more than in a larger university, which is great."

*"... Instructors are very qualified, helpful, understanding, and knowledgeable.
..."*

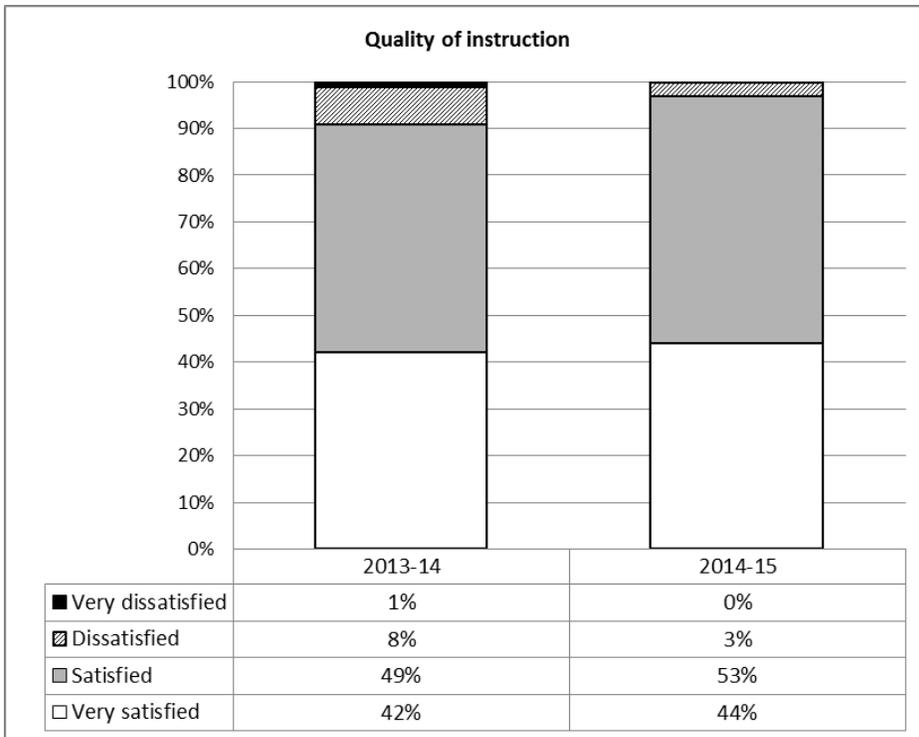
However, some respondents did mention issues with faculty or instruction, and there were also a few organizational issues affecting course delivery and scheduling.

“would not recommend one class because of teacher”

“Lacks organization”

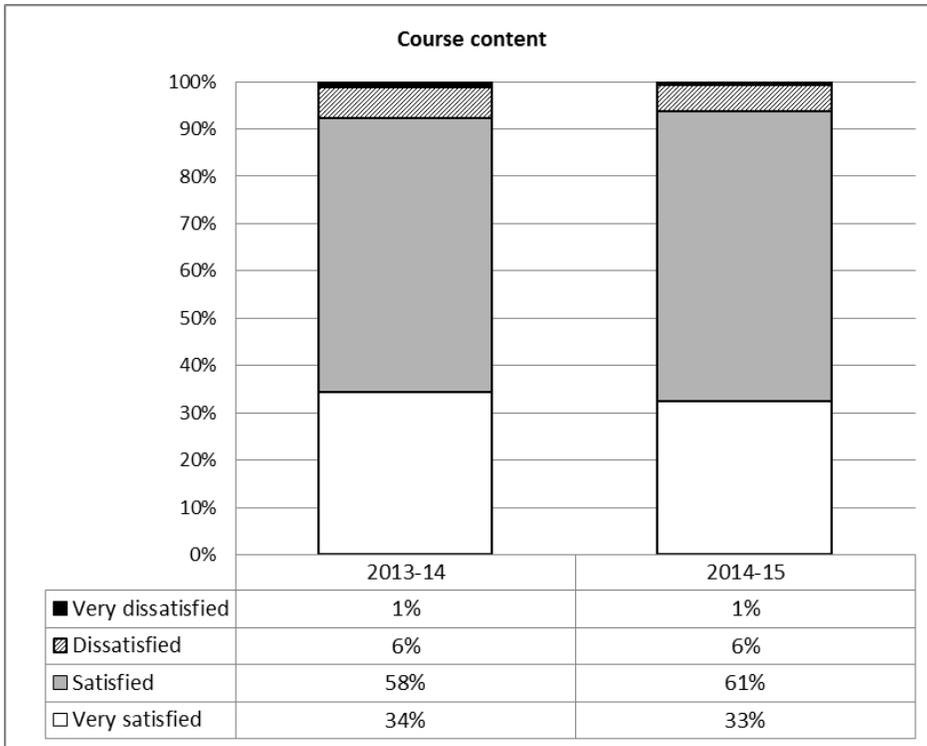
Nearly everyone is satisfied with the quality of instruction

Almost all respondents (97%) said that they were “satisfied” or “very satisfied” with the quality of instruction at Yukon College. This is up from 91% last year.



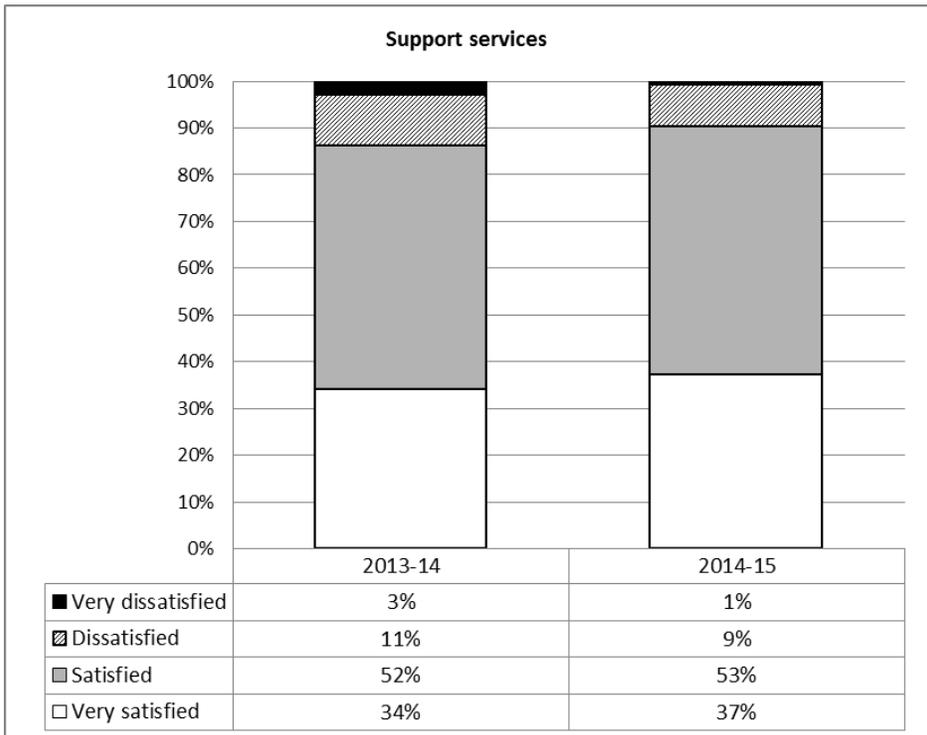
More than nine out of ten are satisfied with course content

More than nine out of ten respondents (94%) said that they are “satisfied” or “very satisfied” with course content. This is similar to last year, when the figure was 92%.



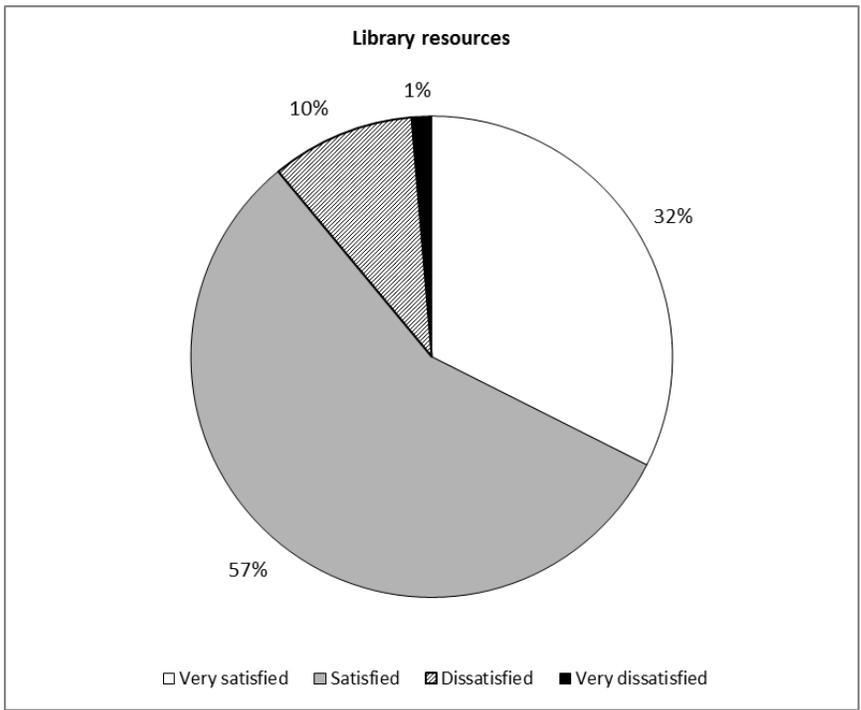
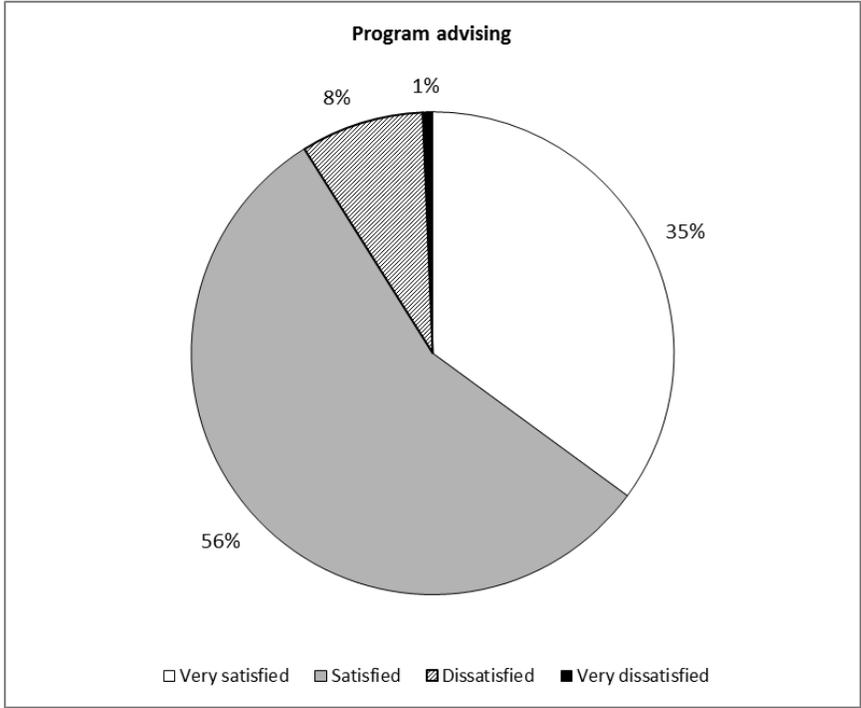
Nine out of ten are satisfied with support services

Nine out of ten respondents (90%) said that they are “satisfied” or “very satisfied” with support services at Yukon College, up from 86% last year.



Nine out of ten are satisfied with program advising and library resources

About nine out of ten respondents (91%) said that they are “satisfied” or “very satisfied” with program advising. A similar proportion (89%) were “satisfied” or “very satisfied” with Library resources.



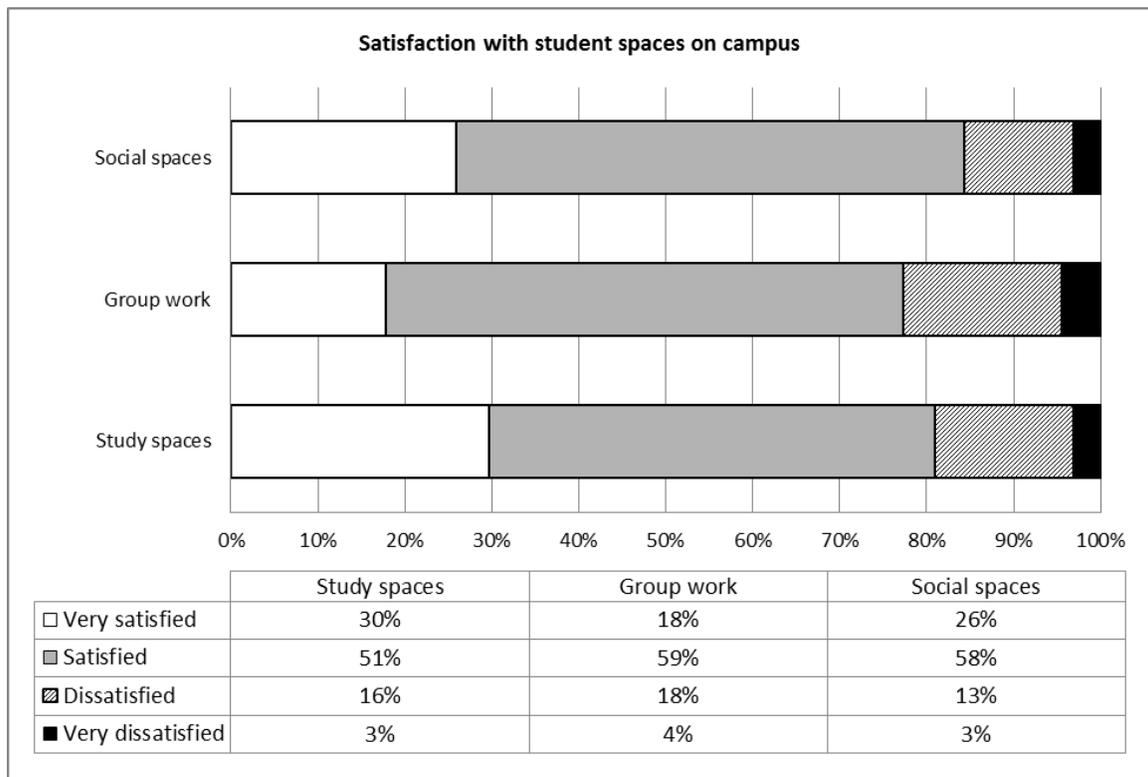
Satisfaction with spaces for group work lags behind satisfaction with social spaces and study spaces

Overall, 77% of respondents said that they are “satisfied” or “very satisfied” with spaces for group work, as compared with 81% who were satisfied with study spaces on campus, and 84% who were satisfied with social spaces on campus.

Study spaces were deemed more satisfactory by Aboriginal students (88% satisfied) than by their non-Aboriginal peers (77% satisfied).

Students in Science and Technology programs expressed relatively low satisfaction with study spaces, at 64%, and with spaces for group work, at 66%.

Social spaces were considered satisfactory by a relatively high proportion of students in Management, Tourism and Hospitality (95%) and by a relatively low proportion of students in Access programs (74%).

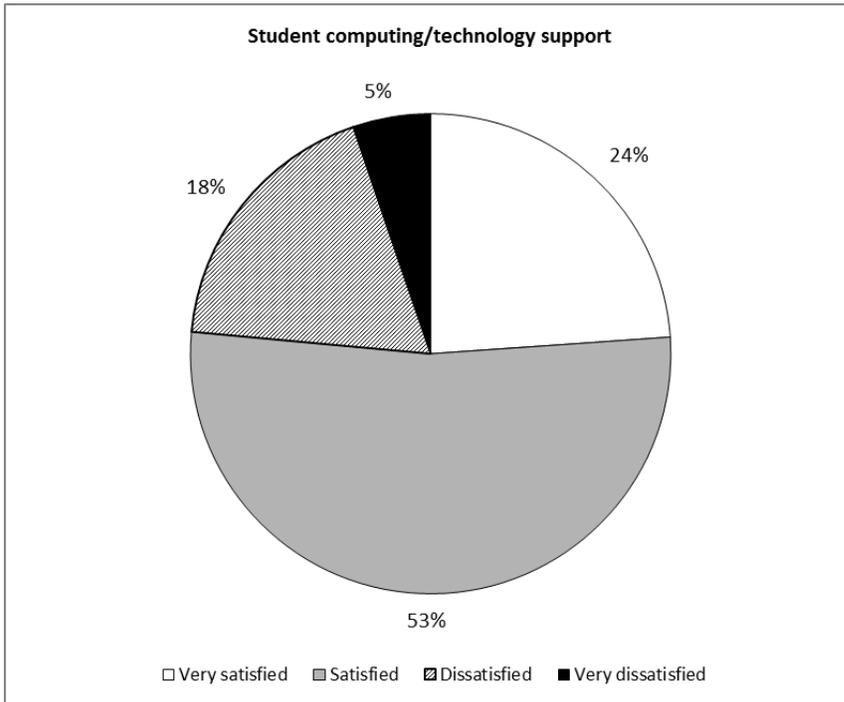


Three out of four are satisfied with student computing/technology support

About three-quarters of respondents (76%) said that they are “satisfied” or “very satisfied” with student computing/technology support.

Women and older students were more satisfied with student computing/technology support than were men and younger students. Specifically, the satisfaction rates were 80% for women versus 70% for men, and 83% for students aged 30 and up versus 71% for students under the age of 30.

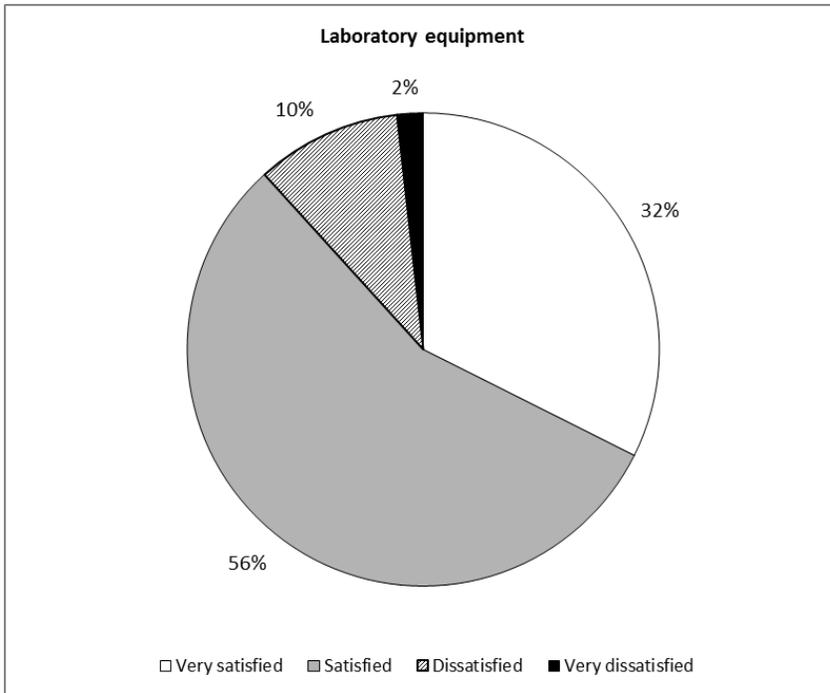
Students in Science and Technology programs expressed relatively low satisfaction, at 47%.



Close to nine out of ten are satisfied with laboratory equipment

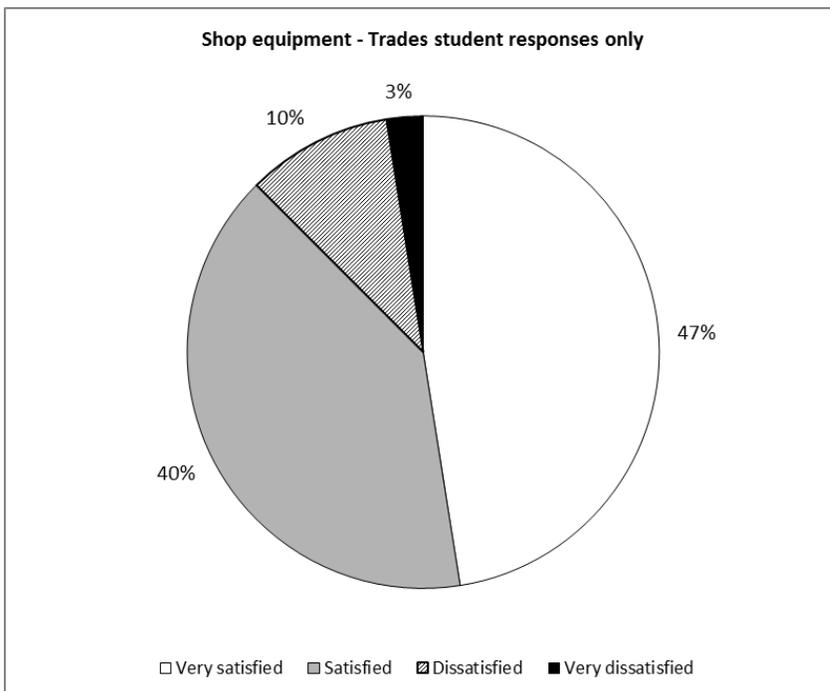
Overall, 88% of respondents said that they are “satisfied” or “very satisfied” with laboratory equipment. However, overall ratings on this question may be unreliable, as the “not applicable” option was selected by only about one-third of respondents – even in programs that do not typically have a laboratory component. Therefore, many respondents may have been giving ratings based on second-hand knowledge, past experience from earlier years, or misapprehensions as to what constitutes “laboratory equipment.”

That said, satisfaction levels were similar across most program areas: 89% in Science and Technology programs; 89% in Health, Education and Human Services; 88% in Liberal Arts; 91% in Access; and 92% in Trades. Only Management, Tourism and Hospitality came in lower at 81% satisfaction.



Close to nine out of ten Trades students are satisfied with shop equipment

Close to nine out of ten respondents from the Trades programs (88%) said that they are “satisfied” or “very satisfied” with shop equipment. (Some students in other program areas also gave answers to this question, but their responses have been excluded from the chart below).

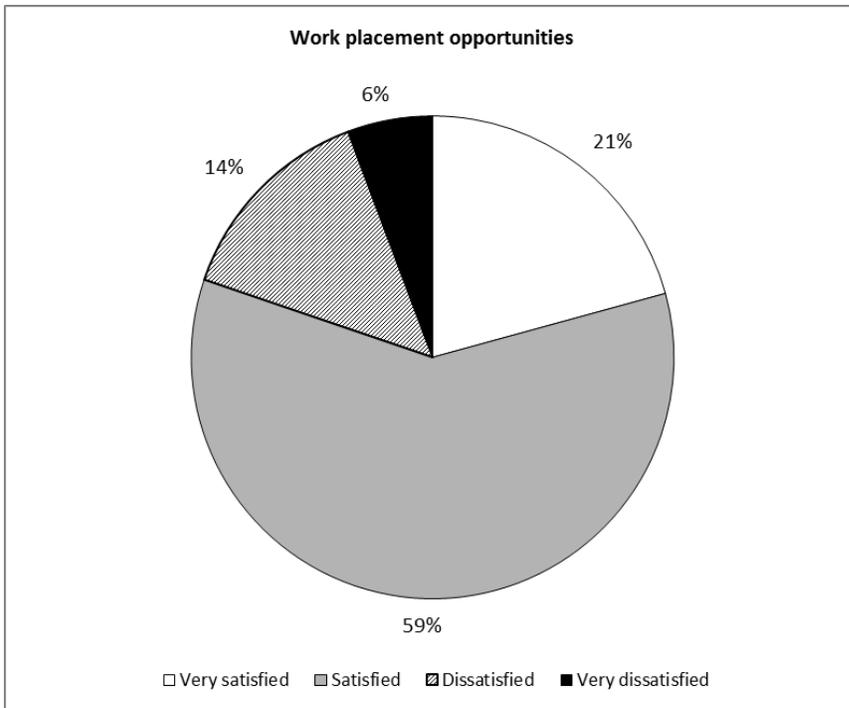


Four out of five are satisfied with work placement opportunities

About half of respondents (52%) chose “not applicable” or skipped the question about their satisfaction with work placement opportunities. Among the 48% giving their opinions, four out of five (80%) said that they are “satisfied” or “very satisfied.”

Students who had done all of their K-12 schooling outside the Yukon were less satisfied with work placement opportunities, as compared with those who had gone to school in the territory. Their satisfaction rates were 67% and 90% respectively.

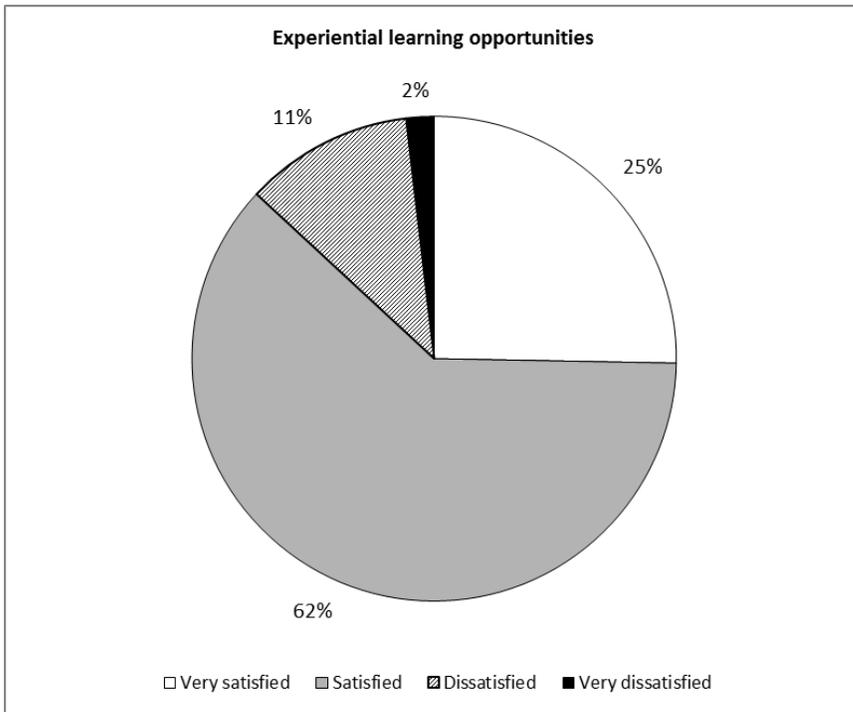
Satisfaction with work placement opportunities was relatively high for students in Trades (96%) and in Health, Education and Human Services (95%). By contrast, satisfaction was relatively low in Liberal Arts (61%).



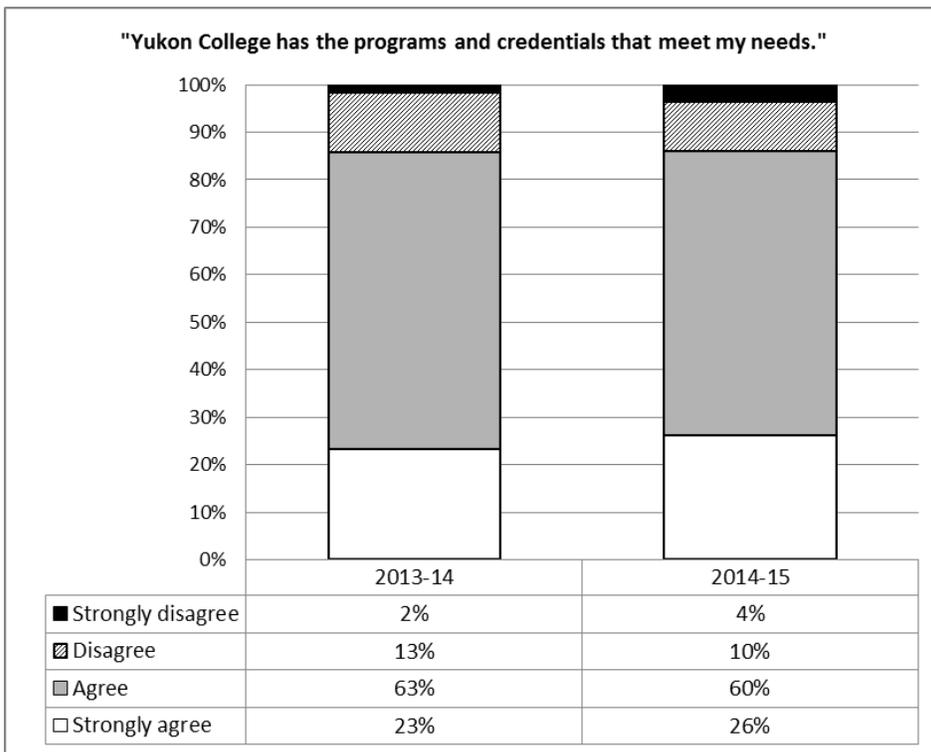
Close to nine out of ten are satisfied with experiential learning opportunities

About one-third of respondents (35%) chose “not applicable” or skipped the question about their satisfaction with experiential learning opportunities. Among the 65% giving their opinion, close to nine out of ten (87%) said that they are “satisfied” or “very satisfied.”

Whereas 92% of students who had attended any of the K-12 grades in the Yukon were satisfied with experiential learning opportunities, the satisfaction rate was only 80% for those whose K-12 education took place entirely outside the territory.



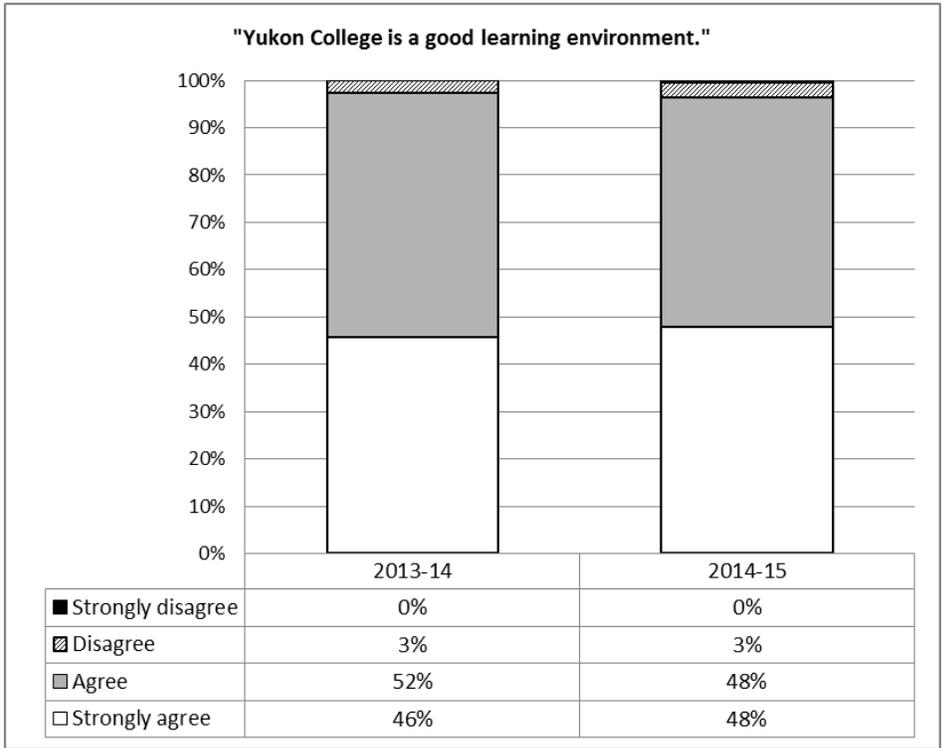
The vast majority agree that Yukon College has the programs and credentials that meet their needs



A large majority of respondents (86%) “agree” or “strongly agree” with the statement, “Yukon College has the programs and credentials that meet my needs.” This is unchanged from last year’s results.

More than nine out of ten agree that Yukon College is a good learning environment

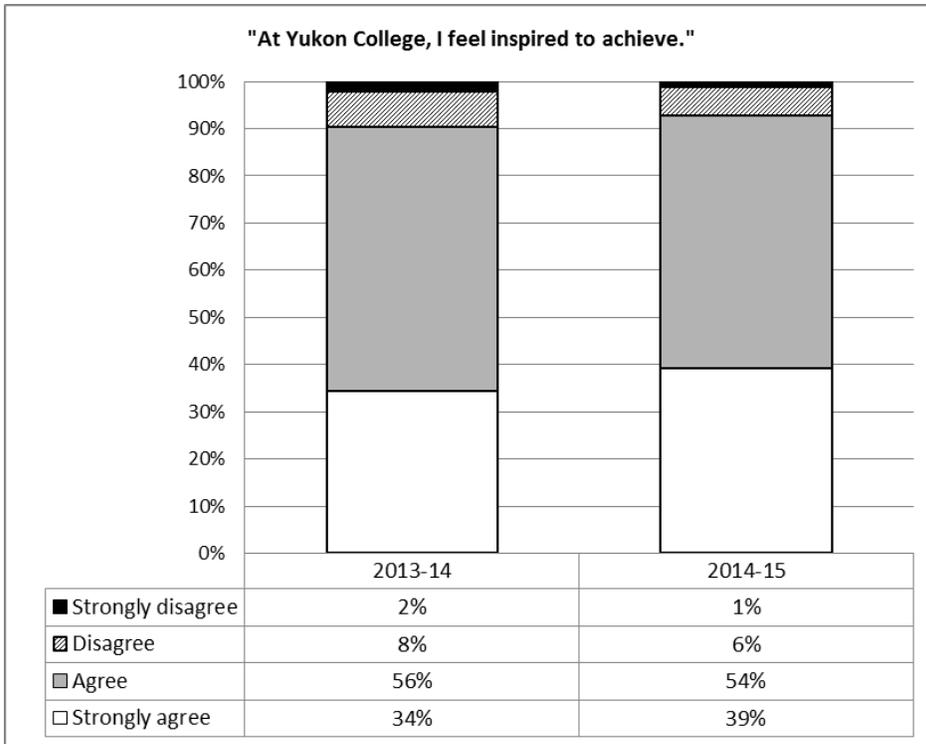
More than nine out of ten respondents (96%) “agree” or “strongly agree” with the statement, “Yukon College is a good learning environment.” This is similar to last year, when the figure was 97%.



More than nine out of ten agree that they feel inspired to achieve at Yukon College

More than nine out of ten respondents (93%) “agree” or “strongly agree” with the statement, “At Yukon College, I feel inspired to achieve.” This is up slightly from last year, when the figure was 90%.

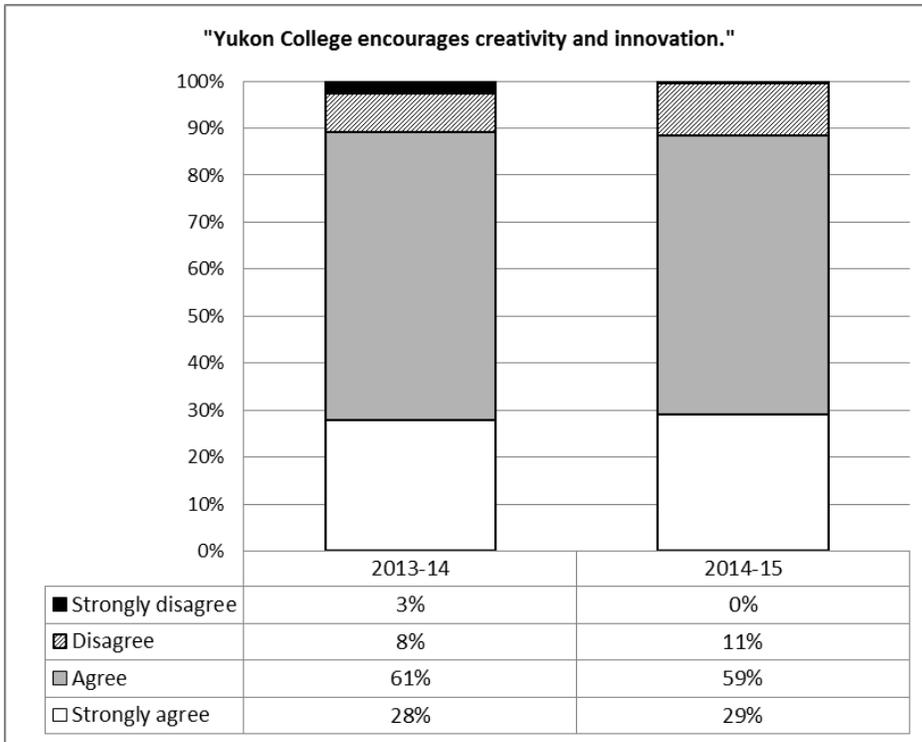
Inspiration was lowest for students in Science and Technology programs, where 80% agreed with the above statement.



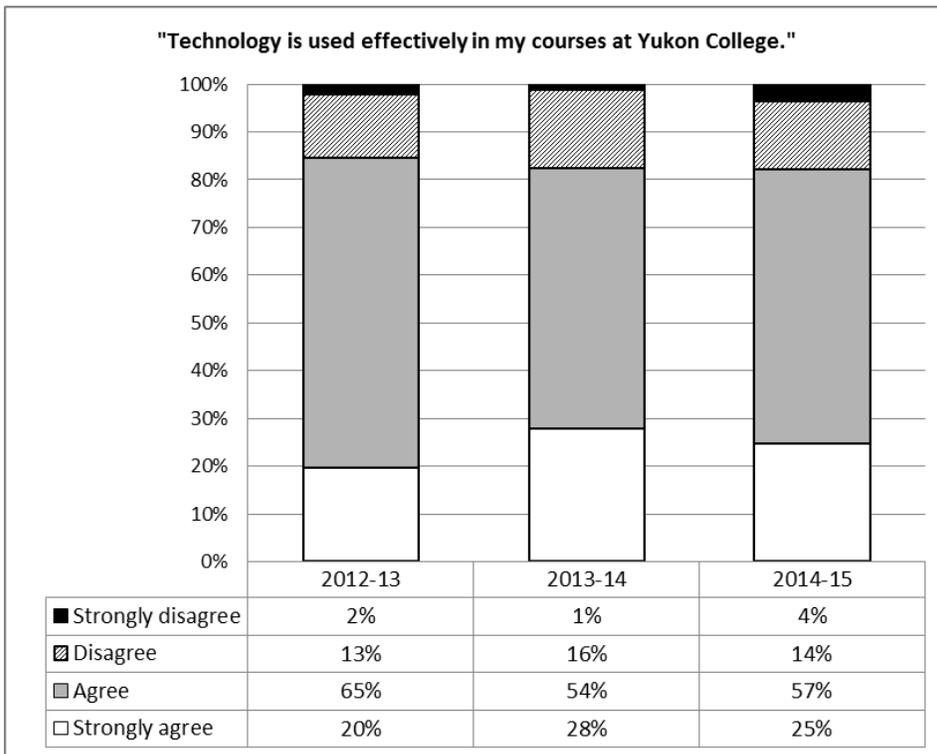
Close to nine out of ten agree that Yukon College encourages creativity and innovation

Close to nine out of ten respondents (88%) “agree” or “strongly agree” with the statement, “Yukon College encourages creativity and innovation.” This is very similar to last year, when the figure was 89%.

Students who had attended any K-12 grades in the Yukon were relatively more likely to agree with the above statement, as compared with those whose K-12 education took place entirely outside the territory. Specifically, the satisfaction rates were 93% for Yukon-schooled students versus 80% for students from Outside.



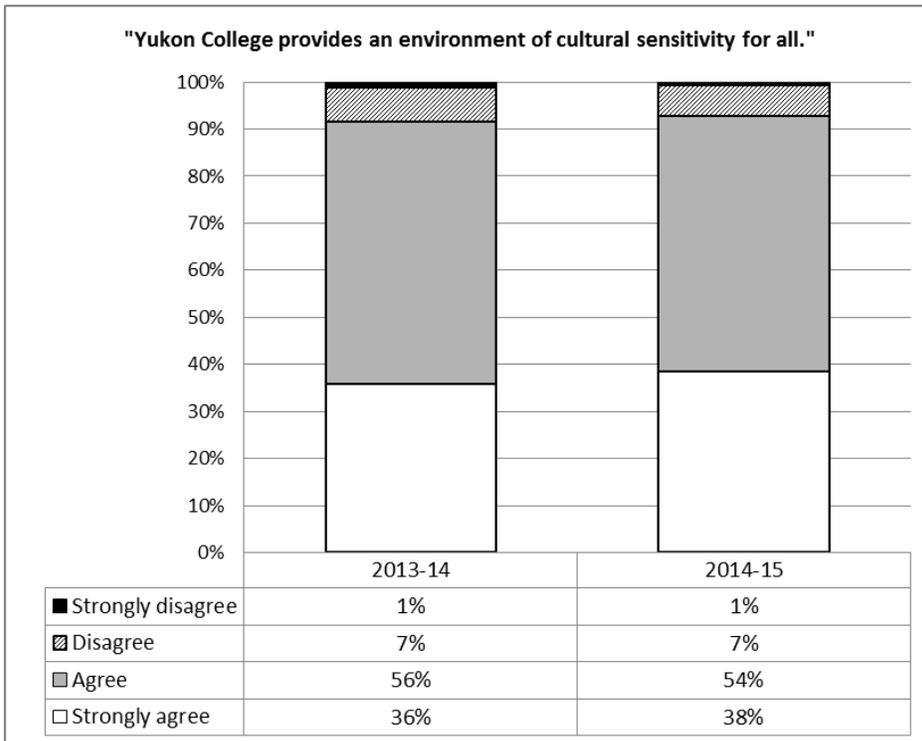
About four out of five agree that technology is used effectively in their courses



About four out of five respondents (82%) “agree” or “strongly agree” with the statement, “Technology is used effectively in my courses at Yukon College.” This is the same proportion as was found last year.

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

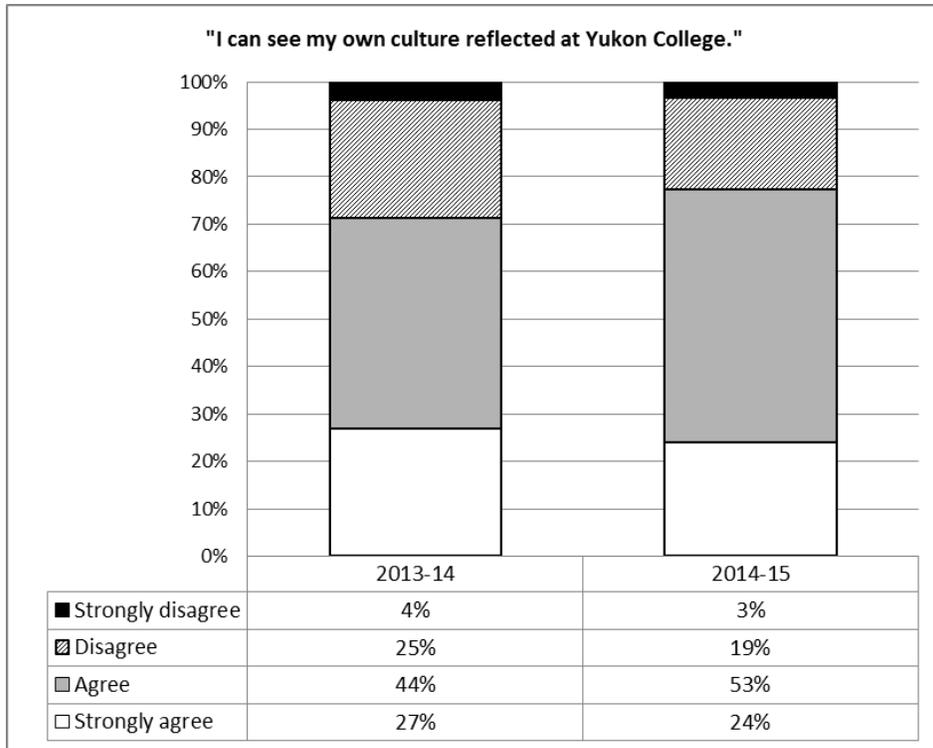
More than nine out of ten respondents (93%) “agree” or “strongly agree” with the statement, “Yukon College provides an environment of cultural sensitivity for all.” This is similar to last year, when the figure was 92%.



About three-quarters of respondents agree that they can see their own culture reflected at Yukon College

About three-quarters (77%) of respondents “agree” or “strongly agree” with the statement, “I can see my own culture reflected at Yukon College.” This is up from 71% last year.

Students who had attended any K-12 grades in the Yukon showed stronger agreement than their peers from outside the territory. Specifically, 86% of students from the Yukon school system agreed with the above statement, as compared with 66% of those from Outside.



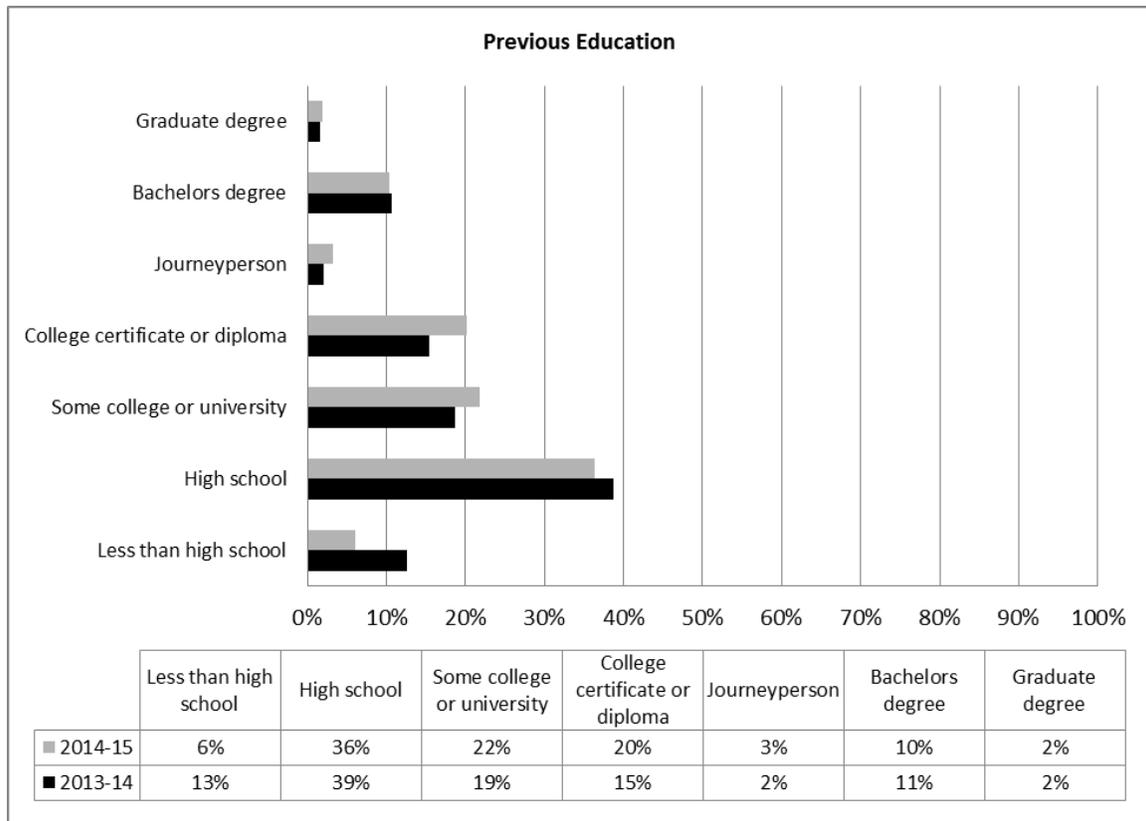
Previous Education

More than one-third already possess post-secondary credentials

More than one-third (36%) of respondents said that they already have post-secondary credentials, including 12% who are in possession of university degrees. This reinforces last year's results, which were similar.

An additional one out of five respondents (22%) claimed some prior college or university experience, short of graduation. Thus, the majority of respondents (58%) had some type of post-secondary experience – either at Yukon College or elsewhere – before they started their current program or courses.

Only 6% of respondents said that they had not completed high school or equivalency. This is down from 13% who said this last year.



Among those respondents who gave clear information about their previous fields of study, only 37% had studied something that was clearly related to their current Yukon College program. The remaining 63% had studied in unrelated areas in the past.

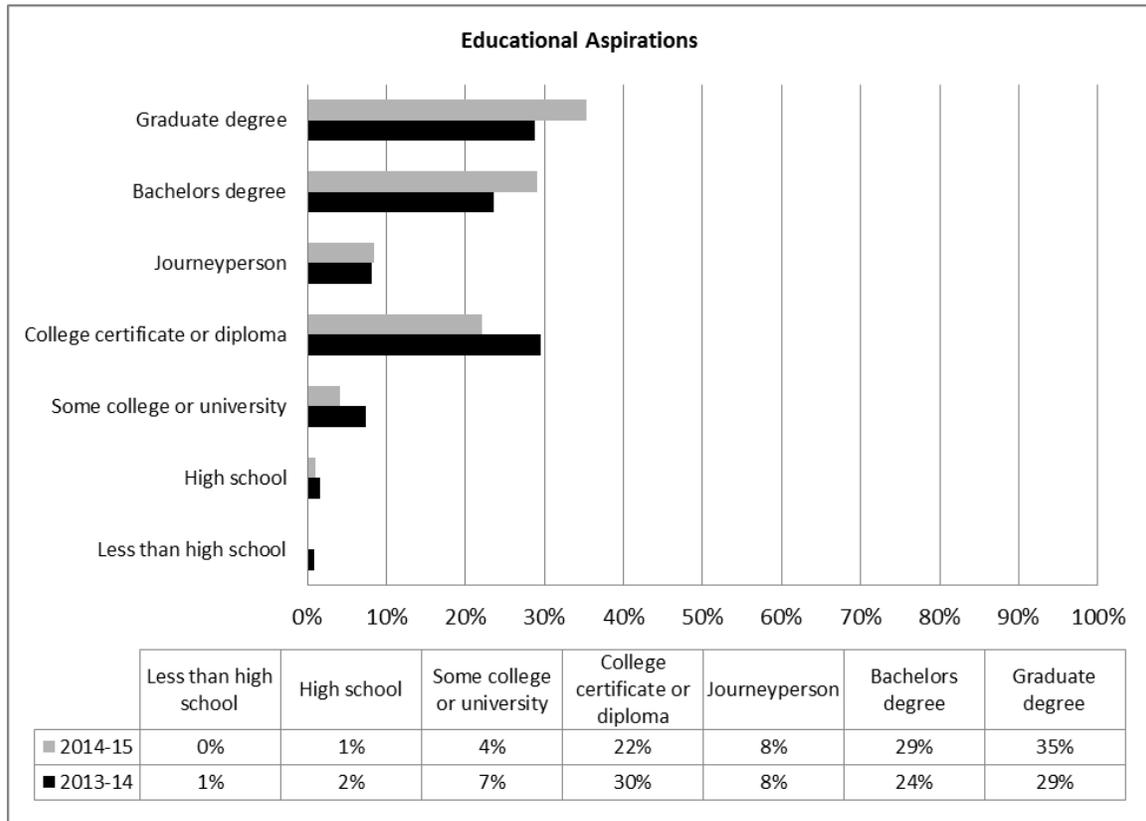
Educational Aspirations

Close to two-thirds aspire to a university degree

Close to two-thirds of respondents (64%) said that they hope one day to achieve a Bachelors degree (29%) or a graduate degree (35%). This is up from last year's 52% figure.

Another 31% aspire to earn a college certificate or diploma, or a journeyman trades designation. This is down from 38% last year.

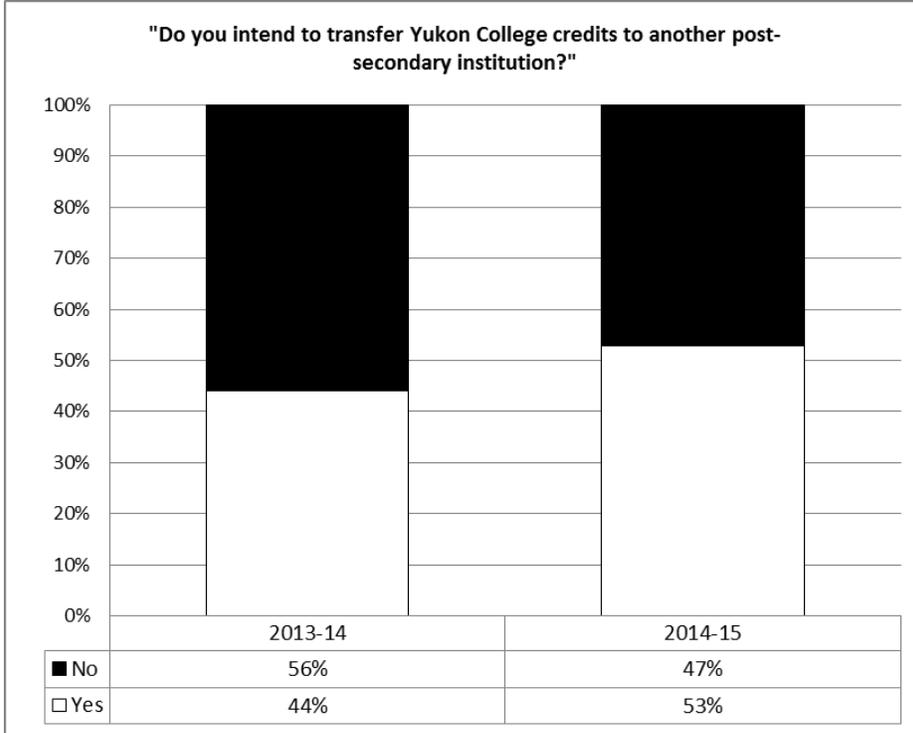
Only 5% do not aspire to earn any post-secondary credentials, down from 10% last year.



Among those respondents who gave clear information about the field in which they hope to attain their highest educational credential, almost nine out of ten (89%) are aiming at something clearly related to their current Yukon College program. The remaining 11% have aspirations that are unrelated to their current program. (Note that this includes some whose highest educational credential was achieved in the past, and who are not aiming to surpass it in the future).

Half intend to transfer credits

Half (53%) of respondents said that they intend to transfer Yukon College credits to another post-secondary institution. This is up from 44% last year. Transfer intentions were highest in Science and Technology programs (72%) and lowest in Trades (25%).



Students who intend to transfer credits were asked to provide written information about where they intend to transfer. Based on their written responses¹, about half (48%) plan to transfer to a university. Another 15% plan to transfer credits to a college or institute. About two out of five respondents (38%) did not know or did not provide enough information to make a classification.

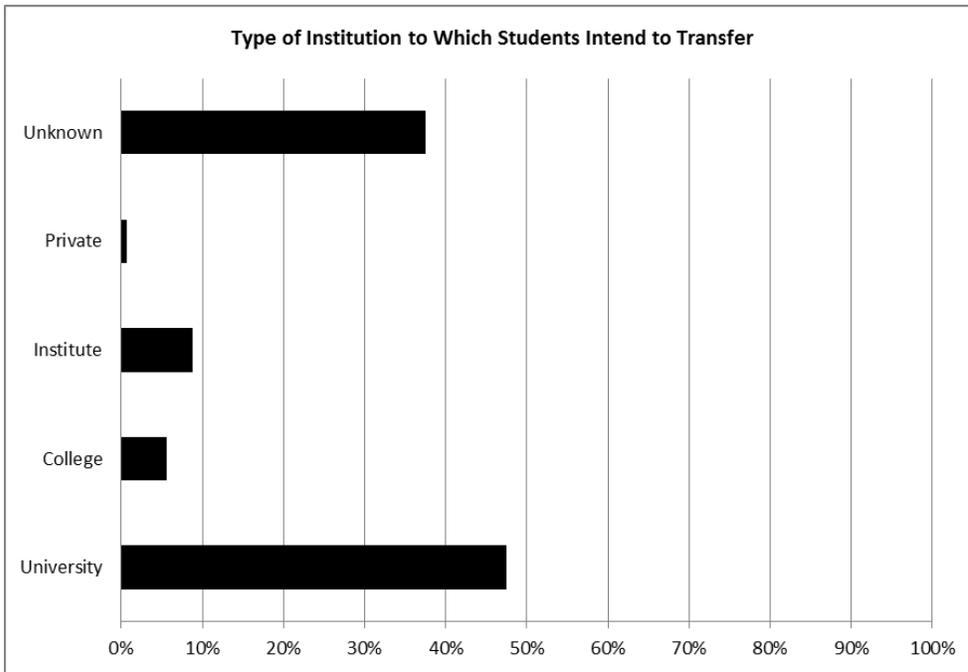
Type of Institution to Which Students Intend to Transfer

SOURCE: Yukon College Student Survey 2014

	Number	Percent
University	76	48%
College	9	6%
Institute	14	9%
Private	1	1%
Unknown	60	38%
TOTAL:	160	100%

NOTE: Coded from written responses

¹ Coded from free-response information including names of institutions and/or general descriptions of institution type as provided by the respondents. Where multiple responses were given, only the first response is included in this analysis.



Again based on written responses², close to one-third (31%) of respondents intend to transfer to an institution in British Columbia. A similar fraction (28%) are planning to go to Alberta.

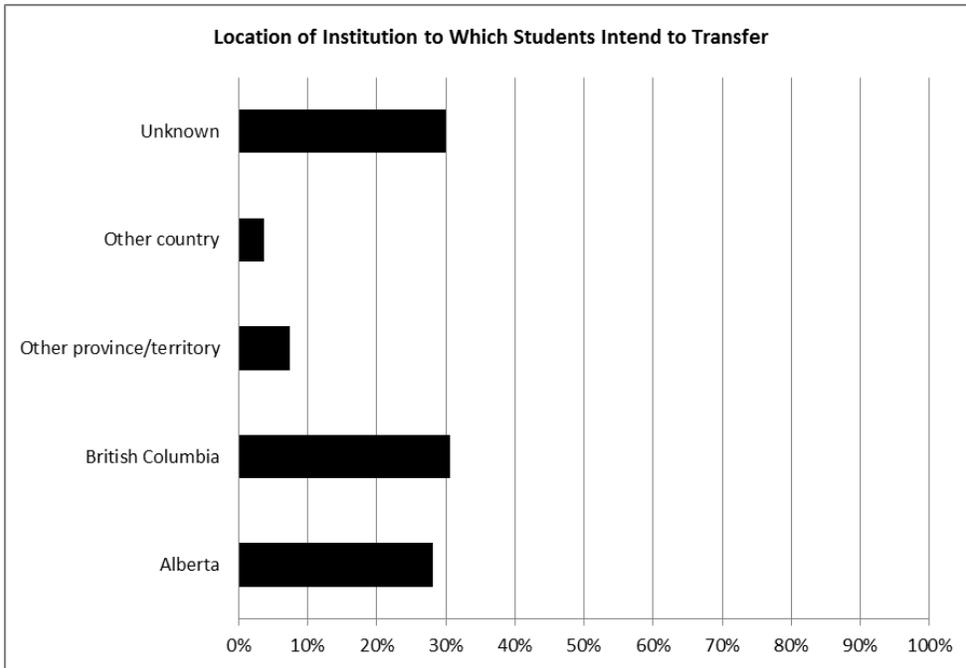
Location of Institution to Which Students Intend to Transfer

SOURCE: Yukon College Student Survey 2014

	Number	Percent
Alberta	45	28%
British Columbia	49	31%
Other province/territory	12	8%
Other country	6	4%
Unknown	48	30%
TOTAL:	160	100%

NOTE: Coded from written responses

² Coded from free-response information including names of institutions, province or city information as provided by the respondents. Where multiple responses were given, only the first response is included in this analysis.

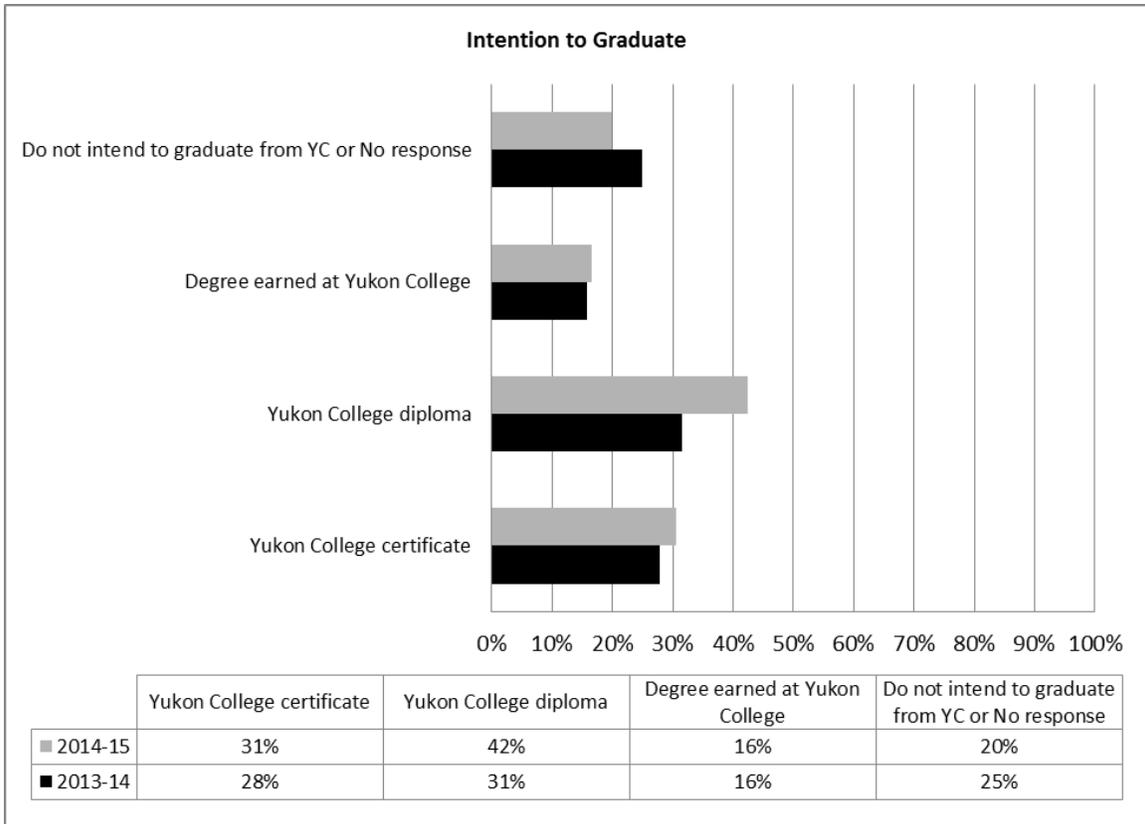


Students also provided written information about which programs they intend to take when they transfer. See Appendix E for detailed transfer program information, broken down by current Yukon College program area.

Four out of five intend to graduate from Yukon College

Four out of five respondents (80%) indicated that they intend to graduate with a Yukon College certificate or diploma, or a degree earned at Yukon College from a partner university. This is up slightly from 75% last year.

Intentions to graduate were highest in Management, Tourism and Hospitality (94%), and lowest for students in Access programming (58%).



Program and Course Quality

Students like their instructors, class activities, and gaining knowledge

Survey respondents were asked, “What do you like most about your current Yukon College program and/or courses?” Their written responses were analyzed to identify common themes.

A very prominent theme in the responses was the quality of instructors. Many students said that they have good teachers who are knowledgeable and who are willing to go the extra mile to help students learn.

“Great teachers. Friendly and willing or often bend over backwards to go and help with resources/info/help”

“I think the teachers are so wonderful and extremely helpful to me and my fellow students 😊 ...”

“... - Instructors genuinely care about me as a person ... - All my instructors are helpful and caring ...”

“The knowledge that my instructors have on their subjects, not only that but the time they devote to students outside of class.”

“The dedicated instructors and coordinator. It is very apparent that they are dedicated to making the program the best it can be.”

“... The teachers are awesome. They always have time for questions & help.”

Though it was not mentioned as often, a related idea was that small classes are beneficial to students, who are able to have more contact with their instructors and receive more one-on-one help with their studies.

“The small class size makes it more intimate. Instructors have more time to work with students one on one.”

“... The small class sizes allow for a lot of interaction and participation. ...”

“I like the small class sizes which allow for a greater degree of communication between students and the teacher as well as a better sense of community between everyone.”

Some students also commented that they enjoy their classmates. This theme was not as prominent as some of the others in the data, but was closely intertwined with ideas about smaller classes and helpful instructors.

“... All class-mates treat each other as real people”

“I enjoy my classmates ...”

Many students commented positively on class activities, particularly those that involve hands-on work and group work, such as labs, field trips, practicum placements, class discussions, and various types of assignments.

“... It is so fun having lab time and being taught hands on skills.”

“Some of the assignments are like what you need to do on the job. – Hands on work.”

“- Getting field experience ...”

“... working on projects with my peers.”

“The outdoor activities/experiments. You get to see the work you do from a different perspective, why it’s important for research later on.”

Some students responded to the question by citing specific courses and topics. Others spoke about the value of learning, gaining knowledge, and encountering interesting material.

“It’s very interesting. I ... am learning a lot of things I haven’t known.”

“It is interesting and engaging, and teaches concepts that can be directly applied or used to interpret everyday happenings.”

“Interesting and good information”

“... - Course content is stimulating and relevant ...”

“The knowledge”

Potential job opportunities and applicability of skills to the workplace were top of mind for some students.

“... I like the fact that this course is preparing me for a job with pre-school children.”

“... This program has a wide variety of career opportunities.”

“Will get a piece of paper that helps get fair pay and job”

Some students mentioned that the class schedule fits well with their lives, particularly with their paid employment.

“... The way my courses were scheduled this semester worked well with my life.”

“Able to take the course while working fulltime. ...”

Some responses dealt with the value of having a variety of local offerings available.

“... - growth (in terms of new programs offered at the college)”

“I like the variety of courses available in the Liberal Arts Program.”

“It is a good jump start. Being born and raised in the Yukon I find the Yukon College to be easy to go to when you don’t necessarily know or want to go out of the Territory.”

“It is a very important trade in the Yukon, and its great to have this course offered close to home.”

A few students mentioned the value of Northern content.

“Strong focus on working in the North. → course material relevant to working in North.”

“... Understanding the diversity of life & geography of Yukon is important to me personally and also professionally.”

For a few students, the best thing about their current program is that it is preparing them for further post-secondary education.

“I am learning on regaining the math skills I need for future courses. I hate math, but I’m actually doing quite well.”

“What I like most about this program is that it is helping me to get my marks higher for my next program.”

“Will help me to later enter a ... program at another post-secondary school”

Program resources, such as equipment, facilities, and technology, came in for favorable mention in some of the comments.

“... - the mobile trailer is a good setting ...”

“... lab equipment & smart boards in each class room.”

“- Study spaces”

“... - Our specialized lab space”

“Nice equipment in the shop ...”

There were also a variety of other comments that could not be classified into the above categories.

Students want to see expanded course and program offerings, slower paced courses, more hands-on and experiential learning, and better instructional quality

Survey respondents were asked, “What could be done to improve the quality of your current Yukon College program and/or courses?” Their written responses were analyzed to identify common themes.

Many students suggested expanding course and program offerings by offering more electives, creating new programs, or offering existing courses and programs more frequently.

“- more choice in classes - classes offered more often (some only every two or more years)”

“I want to earn a Bachelors degree of Liberal arts at the college. Distance/on-line learning is not a good option for me.”

“more electives”

“... Needs more transferable credits.”

Some students said that they find their courses too fast paced or too intense.

“Slow down the algebra”

“There is way too much reading, tone it down. Give options to write a term paper or not. ...”

“Slow down to understand the content. ... Course content should be given more time to learn. More time on tests.”

“Longer classes would be better, as at times the pace is very fast.”

Some students expressed a desire for more hands-on and experiential learning in their Yukon College classes.

“More experiential learning, more practical and hands on. Field trips and outdoor work. Less term papers.”

“Layer in more experiential learning. There is a lot of lecture time, which is important, but information is grounded ‘in the field’.”

“More co-op jobs in the summer so that when we graduate we have experience as well.”

“- More practical experience in the shop needed. More free time in shop. – Less theory. ...”

Issues with instructional quality came up in some of the students' comments.

"Teachers who can teach. Knowledge on the subject doesn't always mean that individual can teach it!"

"The quality of instruction varies so greatly across the board had excellent teaching & v. poor also. ..."

"The written assignment are not very clear and the instructor wasn't that knowledgeable with course content."

"- Less sessionals; they come in very ambitious and heavy work loads. Sometimes un-prepared"

Some students indicated that they could use more help with their coursework through tutoring support, the Drop-in Centre, and the Writing Centre.

"The Drop-in Centre is VERY busy. Sometimes there is no room left to sit because there are so many students working there. The staff are very helpful, but they are stretched thin. More one-on-one support would be very helpful, for math students especially."

"... I hope the writing lab can be extended for an hour appointment, rather than ½ hour."

"Tutoring availability"

Some of the students asked for improvements to technology, such as better wifi, faster computers, and up-to-date software.

"The computers @ the college are very slow to turn on. Very slow."

"Perhaps update the software to 2013 or shift computer programs to more updated software."

"... wifi that works and is not so cumbersome to use ..."

A few of the comments related to course schedules – daytime vs evening classes, lengthening classes to provide more time for learning, and so forth.

"... - class during the daytime ..."

"... I would also prefer longer class days 8-5 to have more time to learn."

"More night class for busy person with full time job."

A few students requested longer hours of operation for the College building, the library, the cafeteria, and/or the bookstore.

“- increased college hours for students looking to study. – increased library hours. – ideally 24/7 access for studying students.”

“... - Increase building hours on weekends (6 pm is way too early and completely arbitrary) ...”

Requests for better equipment and/or materials appeared in a few of the students' comments.

“I think it would help if we had newer equipment in the labs to practice with. ...”

“... have supplies for hands on work abundant and available (that is not broken).”

“... more tools so we don't have to cut corners to get job done”

Finally, many students indicated that no changes are required as far as they are concerned.

“I am happy with everything 😊”

There were also some additional comments that did not fit into any of the above categories.

Appendices

Appendix A: Classes Included in the Survey Sample

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

- ACCT 101, Introductory Financial Accounting
- ANTH 140, Introduction to the Fields of Anthropology
- BIOL 220, Ecology
- BUS 311, Commercial Law
- Carpentry Pre-employment
- CHEM 050, Introduction to Chemistry I
- COMP 042, Introduction to Keyboarding
- CRIT 040, Critical Issues
- Culinary Arts
- ECD 112, Introduction to Early Childhood
- ECS 200, Constructions of the Student, Learner and the School
- Electrical Pre-employment
- ENGL 206, Introduction to the Short Story
- FOOD 040, Food Security and Sustainability
- Food and Beverage Operations
- Heavy Equipment Technician Pre-employment
- HHCO 323, Adult Health Assessment
- FNGA 108, Human Resource Management
- GEOL 201, Ore Deposits
- MATH 040, Introductory Algebra
- MATH 100, Single Variable Calculus
- MMC 111, Image Editing Fundamentals
- NOST 201, Natural History of the North
- PSYC 100, Introduction to Psychology I
- SKIL 030, Skills for Employment
- SW 421, Human Development in a Social Context
- Welding Pre-employment
- WP 120, Beginning Word Processing

Three classes were selected for the survey but did not complete it, due to miscommunications and/or scheduling difficulties. These were:

- ENV5 100, Introduction to Environmental Science
- HCA 111, Health 2 – Lifestyle and Choices
- RENR 473, Topics in Northern Resource Management

Surveys were also received from the Mayo and Whitehorse Correctional Centre campuses.

Appendix B: Respondent Demographics

Full- and Part-time Enrolment Status

Because the survey is conducted in class, it tends to oversample full-time students (who take more classes and have a higher chance of being in a class selected for the survey) relative to part-time students (who take fewer classes). Whereas full-time students account for 64% of Fall 2014-15 enrolment, they made up 86% of the survey respondents. The survey reached 50% of all full-time students, but only 14% of all part-time students.

Enrolment Status of Survey Respondents

SOURCE: Yukon College Student Survey 2014

	Survey		Actual Enrolment		Sampling Fraction
	N	%	N	%	
Full-time	279	86%	554	64%	50%
Part-time	45	14%	313	36%	14%
SUB-TOTAL:	324	99%	867	100%	37%
Unknown	4	1%			
TOTAL:	328	100%			

Self-Identification with a Program

Four out of five respondents (82%) identified themselves as being enrolled in a program at Yukon College. About one out of ten (11%) said that they are currently taking pre-requisites/upgrading to meet program entrance requirements. Another 8% said that they are just taking courses.

"Are you currently enrolled in a program at Yukon College?"

SOURCE: Yukon College Student Survey 2014

	Number	Percent
Yes	266	82%
No, currently taking pre-req's ...	35	11%
No, just taking courses	25	8%
SUB-TOTAL:	326	99%
No response	2	1%
TOTAL:	328	100%

Gender

The survey oversampled male respondents and undersampled female respondents by about seven percentage points each. This may be a reflection of the fact that the sample included full coverage of the predominantly male Trades programs. The predominantly female Health Care Assistant students missed being surveyed due to scheduling difficulties.

Gender of Survey Respondents

SOURCE: Yukon College Student Survey 2014

	Survey		Actual Enrolment		Sampling Fraction
	N	%	N	%	
Male	125	41%	289	34%	43%
Female	182	59%	562	66%	32%
SUB-TOTAL:	307	94%	851	98%	36%
Unknown	21	6%	16	2%	
TOTAL:	328	100%	867	100%	

Aboriginal Identity

About one-third (32%) of survey respondents identified themselves as Aboriginal. Looking at all credit students, 29% have been identified as First Nation, either through self-identification on the Application Form or by the nature of their funding source.

Aboriginal/First Nation Identification of Survey Respondents

SOURCE: Yukon College Student Survey 2014

	Survey		Actual Enrolment		Sampling Fraction
	N	%	N	%	
Aboriginal/First Nation	106	32%	248	29%	43%
Non-Aboriginal/FN or Unknown	222	68%	619	71%	36%
TOTAL:	328	100%	867	100%	38%

Age

The survey oversampled students aged 20 to 24, and undersampled students aged 40 and up. This is a reflection of the oversampling of full-time students, who are younger on average than part-time students at the College.

Age Distribution of Survey Respondents

SOURCE: Yukon College Student Survey 2014

	Survey		Actual Enrolment		Sampling Fraction
	N	%	N	%	
Under 20	52	17%	159	18%	33%
20 - 24	91	29%	206	24%	44%
25 - 29	58	18%	155	18%	37%
30 - 39	68	22%	175	20%	39%
40 - 49	28	9%	95	11%	29%
50 and up	17	5%	73	8%	23%
SUB-TOTAL:	314	96%	863	100%	36%
Unknown	14	4%	4	0%	
TOTAL:	328	100%	867	100%	

Geography of K-12 Schooling

Two out of five respondents (40%) indicated that they had attended all of their K-12 schooling outside the Yukon Territory. A similar proportion (42%) had done at least some of their K-12 education in Whitehorse, though not in a rural Yukon community. The remaining 17% had attended at least some K-12 grades in a rural Yukon community.

Geography of K-12 Schooling

SOURCE: *Yukon College Student Survey 2014*

	Number	Percent
Rural Yukon	53	17%
Whitehorse but not rural YT	129	42%
Outside Yukon only	123	40%
SUB-TOTAL:	305	93%
Unknown	23	7%
TOTAL:	328	100%

Appendix C: 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, Essential Skills programming in communities, College Preparation/Access Pathways
- Liberal Arts (LA): Arts, Northern Justice/Criminology, General Studies, Heritage and Culture, Multimedia Communications, Northern Environmental Studies, Northern First Nations Studies, Northern Studies, Women's and Gender Studies
- Health, Education and Human Services (HEHS): Bachelor of Social Work, Early Childhood Development, Practical Nursing, Bachelor of Education
- Management, Tourism and Hospitality (MTH): Business Administration, Culinary Arts, First Nations Governance Program, Food and Beverage Operations, and Office Administration
- Science and Technology (ST): Renewable Resource Management, Mineral Resources, Science, Northern Science, Bachelor of Science
- Trades: Carpentry, Electrical, Heavy Equipment Technician, Welding

The table below shows the number of students surveyed from each program area, the number of actual Fall 2014-15 enrolments (headcounts as of December 10) 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	66	20%	188	22%	35%	1.08
HEHS	40	12%	167	19%	24%	1.58
LA	62	19%	205	24%	30%	1.25
MTH	80	24%	170	20%	47%	0.80
ST	39	12%	86	10%	45%	0.83
Trades	41	13%	51	6%	80%	0.47
TOTAL:	328	100%	867	100%	38%	

For example, the above table shows that Trades was the most heavily sampled (80% of all students were surveyed) while HEHS was the least sampled at 24%. Trades receives a relatively low weight of 0.47, making each Trades student's responses account for less than half of one response in the overall results. HEHS, by comparison, has a weight of 1.58, so that each HEHS student's responses count as about one-and-a-half responses in the overall results. This is necessary to adjust for the non-representativeness of the sample resulting from program-level sampling disparities.

Appendix D: Detailed Data Tables

Student Satisfaction

"Would you recommend your current Yukon College program or courses to others interested in the same field?"

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Yes	84%	95%	95%	96%	100%	90%	93%
No	16%	5%	5%	4%	0%	10%	7%
SUB-TOTAL:	97%	100%	95%	99%	100%	100%	98%
No response	3%	0%	5%	1%	0%	0%	2%
TOTAL:	100%						

Quality of instruction

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	43%	58%	42%	45%	31%	32%	44%
Satisfied	52%	40%	55%	51%	69%	66%	53%
Dissatisfied	3%	3%	3%	4%	0%	2%	3%
Very dissatisfied	2%	0%	0%	0%	0%	0%	0%
SUB-TOTAL:	98%	100%	100%	100%	100%	100%	100%
N/A or No response	2%	0%	0%	0%	0%	0%	0%
TOTAL:	100%						

Course content

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	33%	38%	31%	33%	23%	39%	33%
Satisfied	53%	60%	65%	64%	74%	51%	61%
Dissatisfied	11%	3%	5%	4%	3%	10%	6%
Very dissatisfied	3%	0%	0%	0%	0%	0%	1%
SUB-TOTAL:	97%	100%	100%	100%	100%	100%	99%
N/A or No response	3%	0%	0%	0%	0%	0%	1%
TOTAL:	100%						

Support services

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	39%	47%	33%	37%	26%	36%	37%
Satisfied	50%	50%	51%	53%	68%	56%	53%
Dissatisfied	10%	3%	16%	8%	5%	8%	9%
Very dissatisfied	2%	0%	0%	1%	0%	0%	1%
SUB-TOTAL:	94%	95%	89%	91%	97%	88%	92%
N/A or No response	6%	5%	11%	9%	3%	12%	8%
TOTAL:	100%						

Program advising

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	34%	32%	39%	36%	36%	26%	35%
Satisfied	58%	59%	53%	56%	53%	57%	56%
Dissatisfied	8%	8%	7%	7%	11%	17%	8%
Very dissatisfied	0%	0%	2%	1%	0%	0%	1%
SUB-TOTAL:	97%	93%	95%	91%	92%	85%	93%
N/A or No response	3%	8%	5%	9%	8%	15%	7%
TOTAL:	100%						

Library resources

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	38%	24%	39%	34%	24%	20%	32%
Satisfied	52%	62%	49%	60%	63%	67%	57%
Dissatisfied	8%	14%	11%	4%	11%	13%	10%
Very dissatisfied	2%	0%	2%	1%	3%	0%	1%
SUB-TOTAL:	91%	93%	92%	84%	97%	73%	90%
N/A or No response	9%	8%	8%	16%	3%	27%	10%
TOTAL:	100%						

Study spaces on campus

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	34%	26%	30%	30%	18%	39%	30%
Satisfied	47%	55%	52%	53%	46%	55%	51%
Dissatisfied	19%	13%	16%	14%	26%	3%	16%
Very dissatisfied	0%	5%	2%	3%	10%	3%	3%
SUB-TOTAL:	97%	95%	90%	91%	100%	93%	94%
N/A or No response	3%	5%	10%	9%	0%	7%	6%
TOTAL:	100%						

Spaces for group work

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	21%	16%	19%	17%	5%	32%	18%
Satisfied	52%	66%	54%	65%	61%	65%	59%
Dissatisfied	23%	11%	25%	18%	18%	3%	18%
Very dissatisfied	3%	8%	2%	0%	16%	0%	4%
SUB-TOTAL:	92%	95%	84%	89%	97%	90%	91%
N/A or No response	8%	5%	16%	11%	3%	10%	9%
TOTAL:	100%						

Social spaces on campus

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	26%	22%	27%	30%	18%	32%	26%
Satisfied	48%	67%	55%	64%	63%	56%	58%
Dissatisfied	23%	6%	14%	4%	16%	12%	13%
Very dissatisfied	3%	6%	4%	1%	3%	0%	3%
SUB-TOTAL:	92%	90%	90%	91%	97%	100%	92%
N/A or No response	8%	10%	10%	9%	3%	0%	8%
TOTAL:	100%						

Student computing/technology support

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	27%	31%	20%	28%	8%	18%	24%
Satisfied	56%	54%	52%	51%	39%	64%	53%
Dissatisfied	10%	9%	26%	19%	39%	13%	18%
Very dissatisfied	6%	6%	2%	3%	13%	5%	5%
SUB-TOTAL:	94%	88%	87%	86%	97%	95%	90%
N/A or No response	6%	13%	13%	14%	3%	5%	10%
TOTAL:	100%						

Laboratory equipment

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	33%	37%	30%	33%	24%	40%	32%
Satisfied	58%	52%	58%	48%	65%	52%	56%
Dissatisfied	9%	4%	12%	17%	11%	8%	10%
Very dissatisfied	0%	7%	0%	2%	0%	0%	2%
SUB-TOTAL:	68%	68%	69%	53%	95%	61%	67%
N/A or No response	32%	33%	31%	48%	5%	39%	33%
TOTAL:	100%						

Shop equipment (trades)

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	19%	57%	18%	36%	29%	48%	31%
Satisfied	50%	29%	65%	50%	71%	40%	50%
Dissatisfied	22%	14%	12%	14%	0%	10%	15%
Very dissatisfied	8%	0%	6%	0%	0%	3%	4%
SUB-TOTAL:	55%	18%	27%	35%	18%	98%	36%
N/A or No response	45%	83%	73%	65%	82%	2%	64%
TOTAL:	100%						

Work placement opportunities

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	24%	16%	17%	31%	8%	22%	21%
Satisfied	53%	79%	44%	53%	63%	74%	59%
Dissatisfied	12%	5%	28%	13%	25%	0%	14%
Very dissatisfied	12%	0%	11%	2%	4%	4%	6%
SUB-TOTAL:	52%	48%	29%	56%	62%	56%	48%
N/A or No response	48%	53%	71%	44%	38%	44%	52%
TOTAL:	100%						

Experiential learning opportunities

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Very satisfied	22%	32%	21%	25%	18%	38%	25%
Satisfied	56%	61%	59%	67%	74%	51%	62%
Dissatisfied	20%	7%	17%	6%	6%	10%	11%
Very dissatisfied	2%	0%	3%	2%	3%	0%	2%
SUB-TOTAL:	62%	70%	47%	65%	87%	95%	65%
N/A or No response	38%	30%	53%	35%	13%	5%	35%
TOTAL:	100%						

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

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Strongly agree	35%	31%	17%	26%	16%	34%	26%
Agree	49%	51%	66%	65%	76%	58%	60%
Disagree	11%	15%	10%	8%	8%	5%	10%
Strongly disagree	5%	3%	7%	1%	0%	3%	4%
SUB-TOTAL:	95%	98%	95%	98%	97%	93%	96%
Don't know or No response	5%	3%	5%	3%	3%	7%	4%
TOTAL:	100%						

"Yukon College is a good learning environment."

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Strongly agree	45%	55%	46%	54%	36%	44%	48%
Agree	50%	39%	51%	44%	62%	54%	48%
Disagree	5%	5%	2%	3%	3%	3%	3%
Strongly disagree	0%	0%	2%	0%	0%	0%	0%
SUB-TOTAL:	97%	95%	95%	98%	100%	95%	96%
Don't know or No response	3%	5%	5%	3%	0%	5%	4%
TOTAL:	100%						

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

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Strongly agree	39%	50%	31%	47%	17%	49%	39%
Agree	53%	50%	60%	47%	63%	43%	54%
Disagree	5%	0%	7%	5%	20%	6%	6%
Strongly disagree	3%	0%	2%	0%	0%	3%	1%
SUB-TOTAL:	94%	90%	94%	95%	90%	85%	92%
Don't know or No response	6%	10%	6%	5%	10%	15%	8%
TOTAL:	100%						

"Yukon College encourages creativity and innovation."

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Strongly agree	32%	28%	28%	36%	9%	39%	29%
Agree	58%	59%	60%	57%	74%	45%	59%
Disagree	9%	13%	12%	7%	17%	15%	11%
Strongly disagree	2%	0%	0%	0%	0%	0%	0%
SUB-TOTAL:	86%	98%	92%	88%	90%	80%	90%
Don't know or No response	14%	3%	8%	13%	10%	20%	10%
TOTAL:	100%						

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

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Strongly agree	25%	29%	25%	31%	8%	22%	25%
Agree	63%	51%	58%	54%	66%	54%	57%
Disagree	11%	14%	14%	14%	18%	22%	14%
Strongly disagree	2%	6%	4%	1%	8%	3%	4%
SUB-TOTAL:	85%	88%	92%	93%	97%	90%	90%
Don't know or No response	15%	13%	8%	8%	3%	10%	10%
TOTAL:	100%						

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

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Strongly agree	35%	45%	32%	49%	25%	42%	38%
Agree	60%	42%	61%	46%	69%	55%	54%
Disagree	5%	13%	5%	4%	6%	3%	7%
Strongly disagree	0%	0%	2%	1%	0%	0%	1%
SUB-TOTAL:	86%	95%	90%	93%	92%	76%	90%
Don't know or No response	14%	5%	10%	8%	8%	24%	10%
TOTAL:	100%						

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

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Strongly agree	26%	19%	16%	36%	18%	37%	24%
Agree	46%	56%	59%	47%	65%	44%	53%
Disagree	26%	22%	18%	14%	15%	15%	19%
Strongly disagree	2%	3%	6%	3%	3%	4%	3%
SUB-TOTAL:	82%	90%	79%	83%	87%	66%	82%
Don't know or No response	18%	10%	21%	18%	13%	34%	18%
TOTAL:	100%						

Previous Education

"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 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Less than high school	18%	0%	5%	5%	0%	0%	6%
High school graduation or equivalency	40%	25%	40%	29%	46%	54%	36%
Some college or university	23%	18%	27%	18%	23%	22%	22%
College certificate or diploma	15%	35%	11%	25%	15%	17%	20%
Journey person trades designation	2%	3%	2%	6%	8%	0%	3%
Bachelors degree	2%	18%	10%	16%	8%	7%	10%
Graduate degree (Masters, PhD, MD, etc.)	0%	3%	5%	1%	0%	0%	2%
SUB-TOTAL:	98%	100%	100%	100%	100%	100%	100%
No response	2%	0%	0%	0%	0%	0%	0%
TOTAL:	100%						

Relatedness of Previous Education to Current Yukon College Program

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Related	N/A	29%	52%	29%	67%	0%	37%
Unrelated	N/A	71%	48%	71%	33%	100%	63%
SUB-TOTAL:	0%	60%	34%	44%	38%	29%	34%
Unknown	0%	15%	21%	20%	13%	17%	14%
Not applicable	100%	25%	45%	36%	49%	54%	52%
TOTAL:	100%						

NOTE: Relatedness was coded from written responses about previous field of study.

Educational Aspirations

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

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Less than high school	0%	0%	0%	0%	0%	0%	0%
High school graduation or equivalency	5%	0%	0%	0%	0%	0%	1%
Some college or university	11%	3%	3%	3%	0%	0%	4%
College certificate or diploma	22%	18%	22%	33%	18%	10%	22%
Journey person trades designation	12%	0%	0%	5%	0%	80%	8%
Bachelors degree	20%	36%	28%	37%	36%	5%	29%
Graduate degree (Masters, PhD, MD, etc.)	31%	44%	47%	22%	46%	5%	35%
SUB-TOTAL:	98%	98%	97%	98%	100%	98%	98%
No response	2%	3%	3%	3%	0%	2%	2%
TOTAL:	100%						

Relatedness of Educational Aspirations to Current Yukon College Program

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Related	N/A	84%	89%	90%	94%	92%	89%
Unrelated	N/A	16%	11%	10%	6%	8%	11%
SUB-TOTAL:	0%	78%	85%	78%	90%	90%	65%
Unknown	0%	20%	15%	23%	10%	10%	13%
Not applicable	100%	3%	0%	0%	0%	0%	22%
TOTAL:	100%						

NOTE: Relatedness was coded from written responses about desired field of study.

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

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Yes	47%	51%	60%	51%	72%	25%	53%
No	53%	49%	40%	49%	28%	75%	47%
SUB-TOTAL:	97%	93%	94%	94%	100%	98%	95%
No response	3%	8%	6%	6%	0%	2%	5%
TOTAL:	100%						

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

SOURCE: Yukon College Student Survey 2014

	Access	HEHS	LA	MTH	ST	Trades	Total
Yukon College certificate	26%	15%	31%	48%	5%	79%	31%
Yukon College diploma	37%	48%	38%	48%	57%	17%	42%
Degree earned at Yukon College	2%	28%	20%	13%	36%	0%	16%
Do not intend to graduate from YC or No response	42%	10%	23%	6%	16%	10%	20%
TOTAL:	106%	102%	111%	116%	115%	107%	109%

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

Appendix E: Programs to Which Students Intend to Transfer

Students who intend to transfer credits were asked to provide written information about the programs to which they wish to transfer. Detailed information from their responses is given below, grouped by program (for some larger programs) or by program grouping (where multiple programs have been clustered to preserve respondent confidentiality).

The numbers in square brackets indicate the number of students giving each response within the program grouping.

Access:

- Arts [3]
- Biology [1]
- Construction Engineering Technology [1]
- Culinary Arts [1]
- Dietetics [1]
- Mechanics [2]
- Nursing [3]
- Psychology [1]
- Trades [1]
- Ultrasound Technician [1]
- X-ray Technologist [1]
- Unknown [14]

Business Administration:

- Accounting – CPA [3]
- Business Administration [5]
- Unknown [15]

Degree programs:

- Education [1]
- Social Work [2]
- Unknown [3]

Early Childhood Development:

- Nursing Access program [1]

First Nations Governance:

- Public Administration (Masters) [1]
- Unknown [5]

Culinary and Food/Beverage:

- Culinary Arts [3]
- Meat Cutting and Merchandising [1]
- Unknown [2]

Liberal Arts:

- Addiction Counselling [1]
- Anthropology [1]
- Arts [2]
- Conflict Analysis (Masters) [1]
- Creative Writing [1]
- Economics [1]
- Education [2]
- Environmental Science [2]
- Health Science [1]
- International Development [2]
- Justice [1]
- Neuroscience [1]
- Political Science [1]
- Psychology [1]
- Unknown [12]

Multimedia:

- Arts [1]
- Digital Arts and New Media [1]
- Film [1]
- Visual Art [1]
- Unknown [1]

Office Administration:

- Accounting [1]
- Unknown [2]

Practical Nursing:

- Nursing [6]
- Unknown [7]

Science and Technology (certificate & diploma):

- Arts (Masters) [1]
- Biology [1]
- Computer Science [2]
- Engineering [1]
- Northern Conservation and Environmental Science [6]
- Petroleum Engineering [1]
- Science [1]
- Unknown [14]

Trades:

- Architecture [1]

- Electrical [2]
- Heavy Equipment Technician [1]
- Petroleum Engineering [1]
- Welding [2]
- Unknown [3]