



Yukon College Student Survey Results

2017-18

Dawn Macdonald
Institutional Research and Planning Officer
December 18, 2017

Table of Contents

Yukon College Student Survey 2017 Highlights	3
Purpose and Methods	5
Results	6
Student Diversity	6
Two-thirds of Indigenous students are Yukon First Nations	6
One out of five students did all K-12 schooling outside Canada, and one out of four did not learn English as a first language	6
Student Retention.....	8
Four out of five say they will definitely return for the Winter term	8
The main reasons why students may not return include finances, finishing one’s program or courses, and personal or family reasons.....	8
Finances are a major area where students could use help to stay in school.....	9
Sense of Belonging.....	11
Nearly all students feel accepted at Yukon College	11
One out of five students sometimes feels like they don’t belong when things become challenging.....	11
Nine out of ten students say they know how to do well at Yukon College	11
Transfer Intentions	12
More than 40% of students are undecided about transfer	12
Most students who intend to transfer are unclear on the different types of transfer credit	12
Half of students who intend to transfer say they don’t have all the information they need	13
Students want to know how to transfer, and which courses will transfer	14
Future Programming.....	15
Students are interested in Bachelors degrees in a variety of fields.....	15
Student Financial Awards	16
More than one out of four students has applied for Student Financial Awards or scholarships	16
Half of students who didn’t apply didn’t think they were eligible.....	16
Academic Support Centre.....	17
Three out of four students used at least one of the services of the Academic Support Centre.....	17
Students suggest having more access to assistance in the ASC, and larger and quieter study space	17
Yukon College Student Union	19
Most students agree that YCSU promotes an active student life	19
Almost half of full-time students at Ayamdigt use the free bus pass	19
Overall Satisfaction	21
Nearly everyone agrees that Yukon College is a good learning environment	21
More than nine out of ten students say that Yukon College provides an environment of cultural sensitivity for all	21
More than three out of four students say their time at Yukon College has increased their knowledge and understanding of Yukon First Nations.....	22
More than nine out of ten students are satisfied with the quality of instruction and course content	22
Nine out of ten students are satisfied with support services	23
Students are satisfied overall with opportunities to engage in research	24
Conclusion	25
Appendices	26
Appendix A: Included Classes	26
Appendix B: Respondent Demographics	27
Appendix C: Program Weightings	29
Appendix D: Data Tables.....	31
Appendix E: “Is there anything Yukon College could do to help you stay in school?”	43
Appendix F: “What unanswered questions do you have about transfer?”	49
Appendix G: “Do you have any suggestions to improve the Academic Support Centre?”	53

Yukon College Student Survey 2017 Highlights

The annual in-class Student Survey conducted in 2017 reached 259 students. This amounts to 32% of all enrolled credit students, and 44% of full-time students.

Yukon College has a diverse student population

One-third (31%) of Yukon College students are Indigenous, and two-thirds (64%) of Indigenous students are Yukon First Nations. This leaves 36% of Indigenous students, or 11% of all students, who are Inuit, Métis, or First Nations from outside the Yukon.

International students account for 11% of enrolment, but many more students have ties to countries outside Canada. One out of five students (21%) did all of their K-12 schooling outside the country, and one out of four (27%) does not have English as a first language. Tagalog, which is spoken as a first language by 12% of students, is the most common after English.

Students cite finances and personal reasons as to why they may not return in January, but those at risk also show lower satisfaction on a variety of indicators

One out of five students (21%) said that they “might or might not” or would “definitely not” return in January after the break. About one-quarter of these students (28%) said that they would be finished their program or courses at that time. Other common reasons for not returning include “finances/need to work” (26%) and “personal or family reasons (e.g. caring for children or elders, etc.)” (23%). Finances also came up relatively often in response to an open-ended question asking if there is anything Yukon College could do to help people stay in school.

Although relatively few respondents cited dissatisfaction with the College or feeling out of place as reasons why they might leave, this group did show evidence of lower satisfaction and sense of belonging on a variety of other questions across the survey.

Students do not understand transfer very well, and many are undecided as to whether and where they will transfer credits

About one out of four students (23%) said that they intend to transfer Yukon College credits to another post-secondary institution, while another 43% are undecided. Among those who do plan to transfer, 29% did not name a specific institution that they have in mind. In other words, many students who are interested in transfer have not fully planned for it in advance.

Even among those with definite intentions to transfer, most (58%) say they do not understand the different types of transfer credit, and another 16% say they understand but don't know which type(s) they will receive. Half (49%) say that they do not have all the information they need about transfer. This is reflected in their unanswered questions about transfer, which can be summarized as, “How do I do it?” and “Will my courses transfer?”

Students are interested in Bachelors degrees in a variety of fields

When asked about programming they would like to see offered at Yukon College, students identified Bachelors degrees in nursing, business administration, and various fields in the liberal arts, social sciences, and sciences. There is also interest in new certificates and diplomas.

The main reason why students don't apply for Student Financial Awards or scholarships is because they don't think they are eligible

One out of four respondents (28%) said they had applied for Yukon College Student Financial Awards or scholarships. Half (52%) of those who did not apply said that they didn't think they were eligible. Close to one out of five (18%) didn't know about them, and one out of seven (14%) said that the application process is too complicated. "Other" reasons, given by 29%, include already having sufficient funds, and not having time to complete applications.

Three out of four students used at least one of the services of the Academic Support Centre

Three out of four students (78%) indicated that they had used at least one of the services of the Academic Support Centre so far this year, including study space (46%), food resources (31%), walk-in course assistance (28%), Lorene Robertson Writing Centre appointments (9%), or case management assistance (8%). Suggestions include having more access to assistance through expanded appointment options or staffing, and having larger and quieter study areas available.

Overall satisfaction is high

Almost all respondents (98%) agree or strongly agree that Yukon College is a good learning environment. More than nine out of ten are satisfied or very satisfied with course content (95%) and the quality of instruction (93%). All these results have been consistently high over a five-year period.

In addition, 90% are satisfied or very satisfied with support services, and 83% are satisfied with opportunities to engage in research.

The sense of belonging is also strong, with 98% agreeing or strongly agreeing that people at Yukon College accept them, and 94% agreeing or strongly agreeing that Yukon College feels like a good place for people like themselves.

A few may struggle with academic challenges

One out of ten students (11%) disagrees or strongly disagrees with the statement, "I know how to do well at Yukon College." For one out of five students (21%), academic challenges may threaten the sense of belonging – these students agree or strongly agree with the statement, "When I face challenges at school, I feel that maybe I don't belong at Yukon College."

Yukon College provides an environment of cultural sensitivity and helps many students learn about Yukon First Nations

More than nine out of ten respondents (93% overall, and 91% among Indigenous respondents) agree or strongly agree that Yukon College provides an environment of cultural sensitivity for all.

Three out of four respondents (78%) agree or strongly agree that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations. Agreement is especially high among students who are non-Indigenous, who did not grow up in the Yukon, or whose first language is something other than English.

Purpose and Methods

The annual *Yukon College Student Survey* is an in-class, pencil-and-paper survey of credit students (and non-credit students in courses of at least four weeks duration at community campuses). It is conducted during the Fall semester between October and November. The content modules vary from year to year, in response to current priorities. This year's focus areas include retention, transfer, desired programming, student financial awards, the Yukon College Student Union, the Academic Support Centre, and more detailed demographic information including International student status and first language.

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

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

A total of 259 students completed the survey. This amounts to 32% of the 812 credit students enrolled during the Fall semester. The number of completed surveys amounts to 69% of all students registered in the selected classes; since students very rarely refuse to complete the survey, this can be taken as an estimate of class attendance on any given day.

Because the student survey is administered in class, it tends to oversample full-time students relative to part-time students. The target population is best thought of as a snapshot of students present in classes during late October and November of 2017, rather than in terms of student headcounts. An overview of the respondent demographics, including full- and part-time status, can be found in Appendix B. All in all, 44% of full-time enrolled students completed the survey.

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

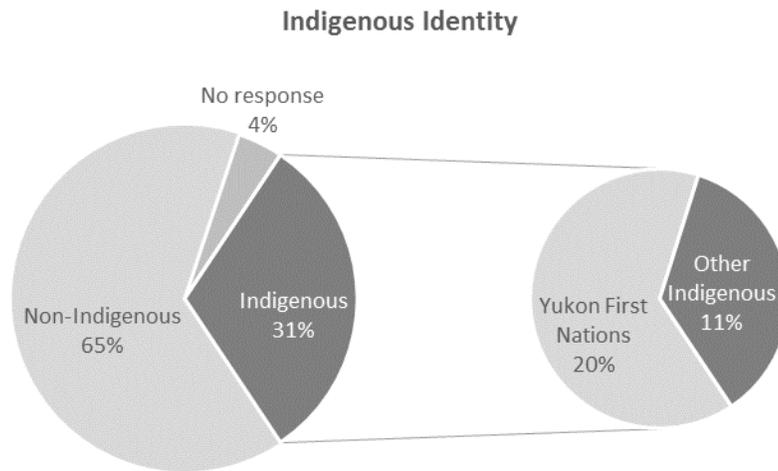
Illustrative written comments are quoted where relevant in this report. The complete text of all written comments, edited where necessary to preserve respondent confidentiality and grouped by thematic analysis, can be found in further appendices to this report.

Results

Student Diversity

Two-thirds of Indigenous students are Yukon First Nations

About one-third of Yukon College credit students are Indigenous (31% on this survey). Among those who identified as Indigenous, close to two-thirds (64% of Indigenous students, or 20% of all students) identified as Yukon First Nations. The remaining one-third (36% of Indigenous students, or 11% of all students) identified as other First Nations, Inuit, or Métis.

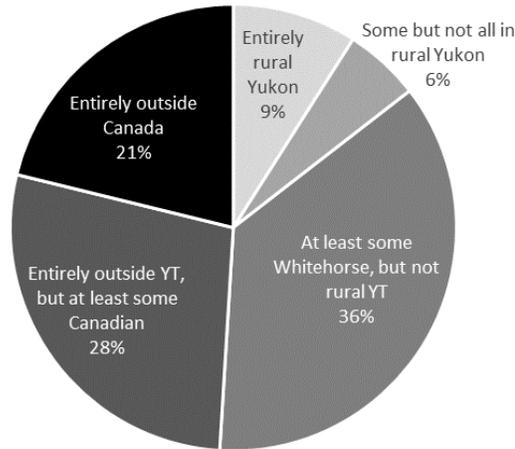


One out of five students did all K-12 schooling outside Canada, and one out of four did not learn English as a first language

Yukon College's student population reflects the territory's changing linguistic and cultural diversity. The most recent 2016 Census figures indicate that 16% of the Yukon's population does not have English as a mother tongue, up from 14% in 2006. The francophone population accounts for about 4%, with the remaining 12% speaking non-official languages. The 2016 Census also found that 14% of Yukoners were born outside Canada, up from 10% in 2006.

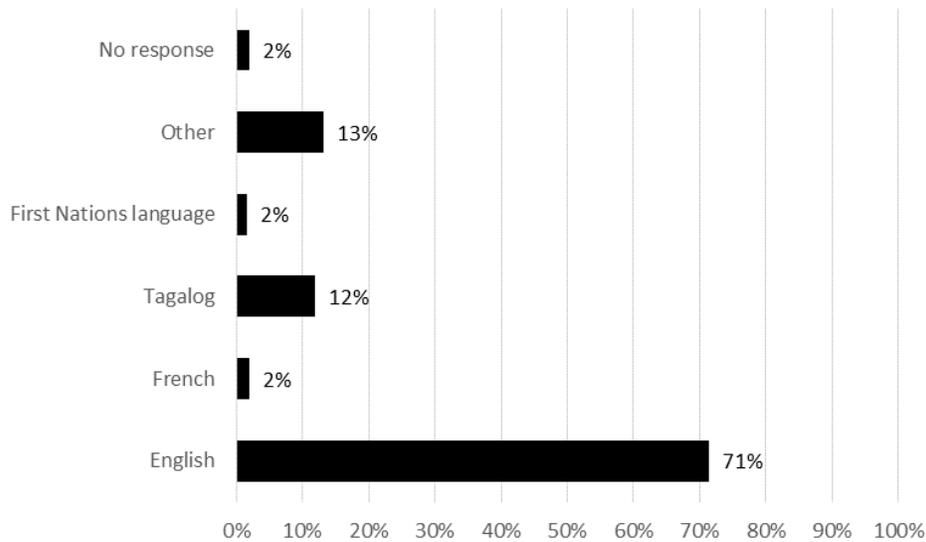
Yukon College serves a diverse population that includes International students, immigrants and their families, migrants from other parts of Canada, and Yukon-born residents. According to the survey data, International students account for 11% of the student body. However, nearly twice as many students (21%) indicated that they had done all of their K-12 schooling outside of Canada. Another 28% had done all their K-12 education outside the Yukon but within Canada, while the remaining 51% had done at least some of their schooling within the territory. This includes 15% who had attended rural Yukon schools at some point in their youth.

Geography of K-12 Schooling



Survey respondents were also asked about their first language. (Multilingual respondents could choose all that apply). While 71% indicated that English is a first language for them, more than one-quarter (27%) listed only languages other than English.

First Language



The most common first language other than English is Tagalog, at 12%. The francophone population accounts for 2% of responses, while 2% listed First Nations languages (always in conjunction with English, i.e. a bilingual upbringing). Other languages account for 13%, including Japanese, Punjabi, Chinese, German, Korean, Polish, Russian, Bisaya, Czech, Hungarian, Malayalam, Marathi, Pampango, Papiamentu, Spanish, and Vietnamese.

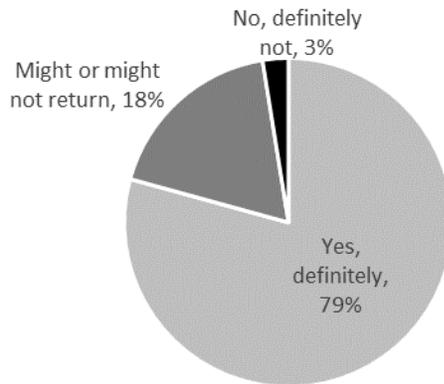
Student Retention

Four out of five say they will definitely return for the Winter term

Nearly four out of five respondents (79%) said that they would definitely return to Yukon College in January after the break, while 18% said they might or might not return, and 3% said they would definitely not return. When the analysis is restricted to full-time students, 87% said they would definitely return, versus 10% who might or might not return, and 2% who will definitely not return.

Yukon College's actual full-time student retention rates are typically around 75%-80% between Fall and Winter. It should be noted that students who had already disengaged from Fall classes by the time of the survey would be less likely to be in class on the day when it was administered, and the sample may therefore be biased towards students who are more likely to persist.

"Do you think you will return to Yukon College in January after the break?"



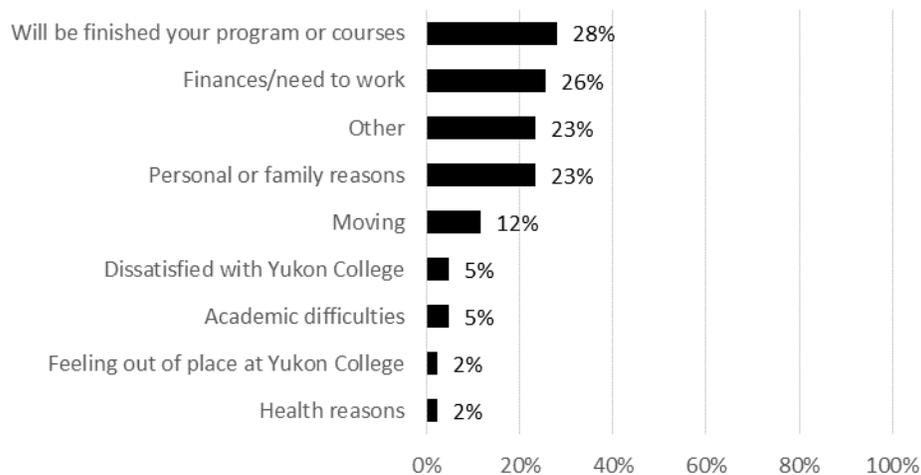
The main reasons why students may not return include finances, finishing one's program or courses, and personal or family reasons

Survey respondents were asked to choose from a list of possible reasons why they might not return, or to add their own. Among those who had indicated that they "might or might not" or would "definitely not" return, the most common reasons are that they will be finished their program or courses (28%), finances or needing to work (26%), or personal or family reasons such as caring for children or elders (23%).

Less common reasons include moving (12%), academic difficulties (5%), being dissatisfied with Yukon College (5%), feeling out of place at Yukon College (1%), or health reasons (1%).

Other reasons given by respondents include: desired courses not being offered, lack of time, receiving a job offer, and other issues with school or life.

Reasons Given by Students Who Might Not or Will Not Return



Finances are a major area where students could use help to stay in school

Survey respondents were asked, "Is there anything Yukon College could do to help you stay in school?" Finances were mentioned most often, in terms of reducing costs (tuition, books, and supplies) and in providing financial aid.

"More access to funding and scholarships/bursaries. More advertisements about them as I always miss out."

"Keep costs down"

"Give money away"

Some students asked for more on-campus, affordable housing.

"More housing options for long term students. ..."

Campus space also came up in the context of providing more study areas, access to the Library, and computer labs.

"Have a study space like the library"

Course and exam scheduling create issues for some students, either because the schedule does not work for them, or because they do not know about it in time to adequately plan.

"Class schedules don't work well if you have a job as well."

Some students would be more inclined to stay if the College could offer the programs and courses that they need for the next level of their education.

"- Become a university - Offer more degree/diploma programs. ..."

Academic and learning supports would help some students, along with means to address issues involving teaching and learning.

"more help with tutors, Im struggling with my course and need more help"

"Feedback mechanism for students regarding issues with instructors & course delivery"

On the other hand, some students said that their Yukon College experience is already fully meeting their needs.

"I plan on staying. Everything is great. I had difficulties throughout highschool and attending Yukon College has changed my view of education. It's been a very positive experience for me."

Students at risk of not returning may have lower satisfaction and sense of belonging

The survey included questions to assess students' sense of belonging at Yukon College (see next section) and overall satisfaction (see pages 21-24). Full-time students who indicated on this survey that they "might or might not" return or would "definitely not" return are considered to be at risk of not returning in January. This group of students gave systematically lower satisfaction and engagement ratings on a variety of questions throughout this survey, although most of these differences are not statistically significant given the small number of respondents in the "at risk" category. These areas include:

- feeling accepted at Yukon College;
- feeling that Yukon College is a good place for people like themselves;
- feeling like maybe they don't belong when they face challenges at school;
- knowing how to do well at Yukon College;
- being very satisfied with the quality of instruction and course content;
- being satisfied with opportunities to engage in research; and
- agreeing that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations.

Of all of these differences, only the last is statistically significant. This may partially reflect the underlying demographics of the at-risk group, which contains proportionately more students who speak English as a first language – this being correlated with lower ratings on the "knowledge and understanding of Yukon First Nations" question, most likely because of a higher baseline level of knowledge before entering Yukon College. However, it is also possible that this correlation reflects a deeper connection with engagement and learning during one's College journey.

Sense of Belonging

Nearly all students feel accepted at Yukon College

Nearly all survey respondents (98%) agree or strongly agree with the statement, “People at Yukon College accept me.” In addition, 94% agree or strongly agree with the statement, “Yukon College feels like a good place for people like me.”

Students who are at risk of not returning in January (i.e. full-time students who indicated on this survey that “might or might not return” or would “definitely not” return) are somewhat less likely to “strongly agree” with these two statements, although the differences are not statistically significant given the small number of students in the higher-risk category.

One out of five students sometimes feels like they don’t belong when things become challenging

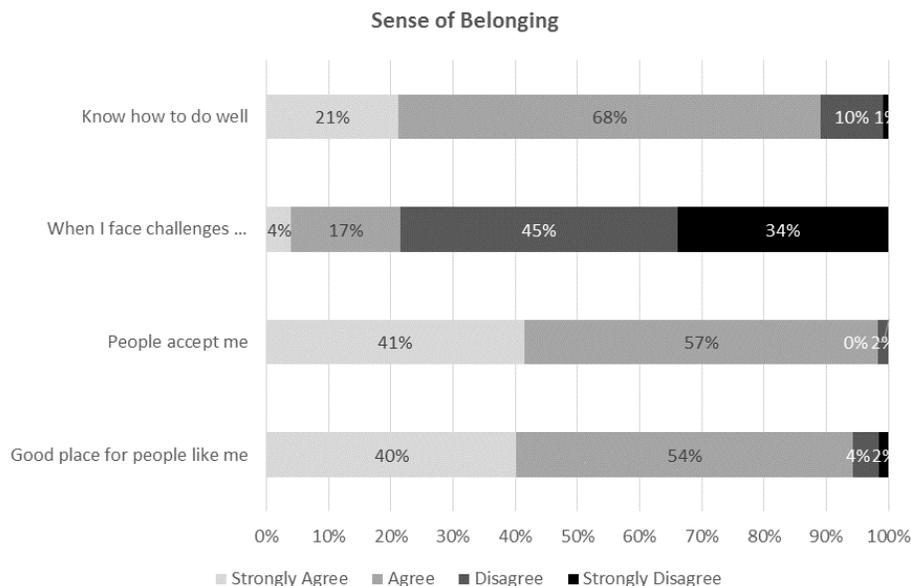
Survey respondents were presented with the statement, “When I face challenges at school, I feel that maybe I don’t belong at Yukon College.” One out of five respondents (21%) agrees or strongly agrees with this statement.

Indigenous students are significantly more likely than non-Indigenous students to agree that they may feel this way (29% vs 17%). Students who are at risk of not returning in January are also somewhat more likely to express agreement, although this difference is not statistically significant.

Nine out of ten students say they know how to do well at Yukon College

Approximately nine out of ten students (89%) agree or strongly agree with the statement, “I know how to do well at Yukon College.”

Male students are significantly more confident in their abilities than female students – 32% of men “strongly agree” with the above statement, as compared with 19% of women. Students who are at risk of not returning in January are somewhat less likely to “strongly agree,” although this difference is not statistically significant.



Transfer Intentions

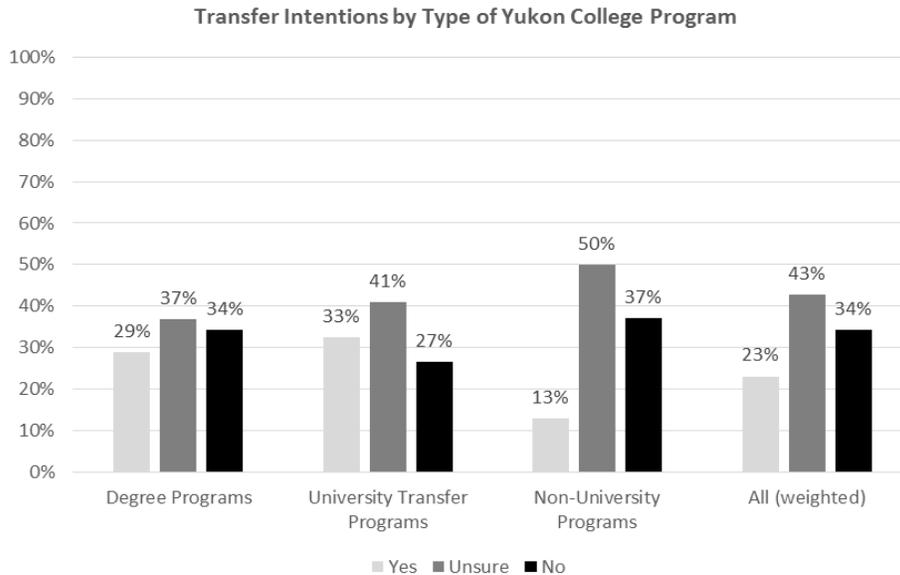
More than 40% of students are undecided about transfer

Yukon College offers a variety of university transfer courses and programs, and is part of the British Columbia and Alberta transfer systems. Certain degree programs can be completed entirely at Yukon College in conjunction with a partner university; some students may view this as “transfer” while others in the same situation may not see it that way. The College also offers career-focused certificate and diploma programs that do not, in general, allow for transfer into other post-secondary institutions.

Overall, nearly one out of four students (23%) said that they intend to transfer Yukon College credits to another post-secondary institution, while one out of three (34%) does not intend to do so.

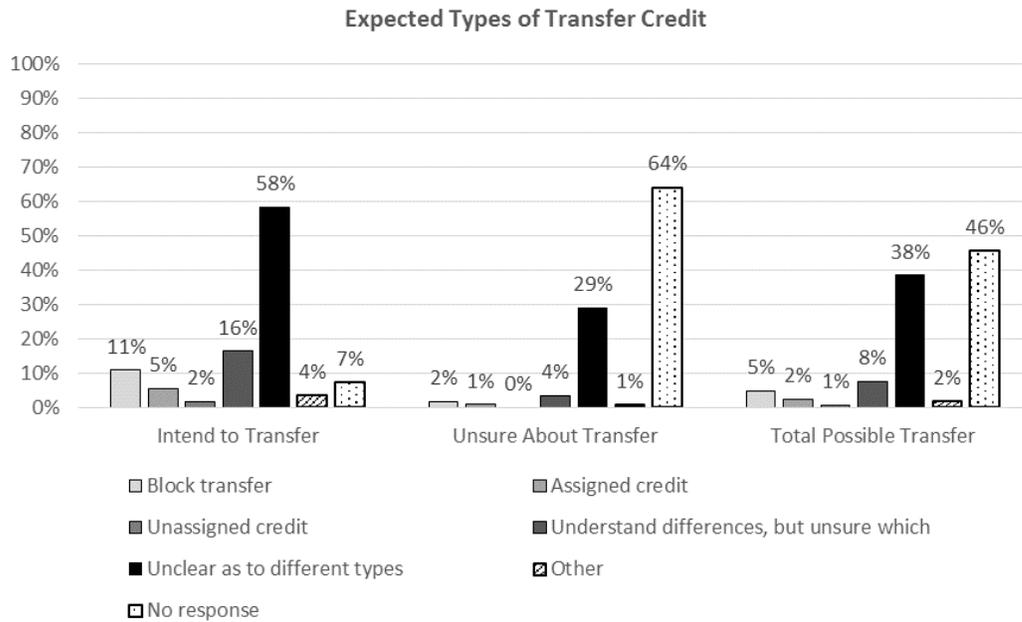
This leaves 43% who are unsure of their plans. Even among those who said that they do intend to transfer, 29% did not name a specific institution as a destination. Successful transfer requires advance planning, and many students may therefore face surprises and setbacks in their educational journey.

The data also suggest that many students are unclear on the transferability of different types of Yukon College courses and programs. Among students in programs that do not generally transfer, 13% have a definite intention to transfer, and 50% describe themselves as undecided.

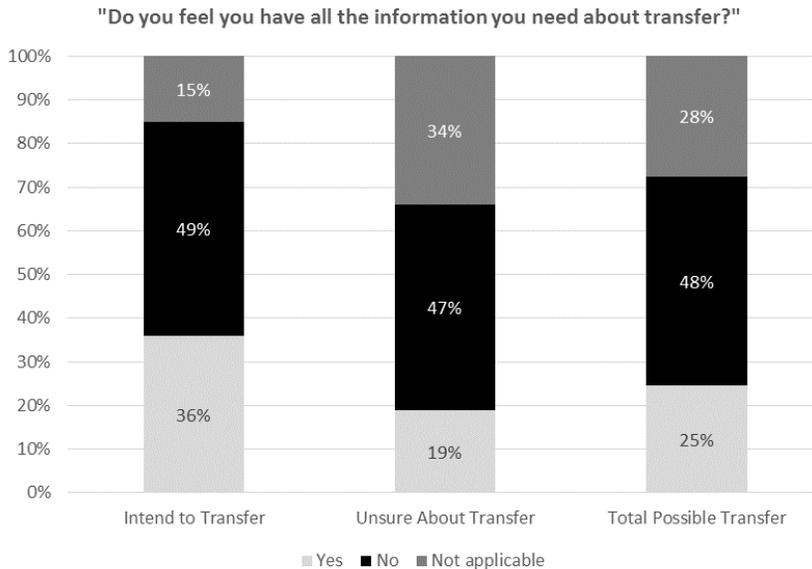


Most students who intend to transfer are unclear on the different types of transfer credit

Among students who have definite intentions to transfer, nearly three out of five (58%) admit to being unclear on the different types of transfer credit, while 16% said that they understand the differences but are unsure which type(s) they will receive. One out of ten (11%) is expecting block transfer, 5% expect assigned credit, and only 2% expect to receive unassigned credit.



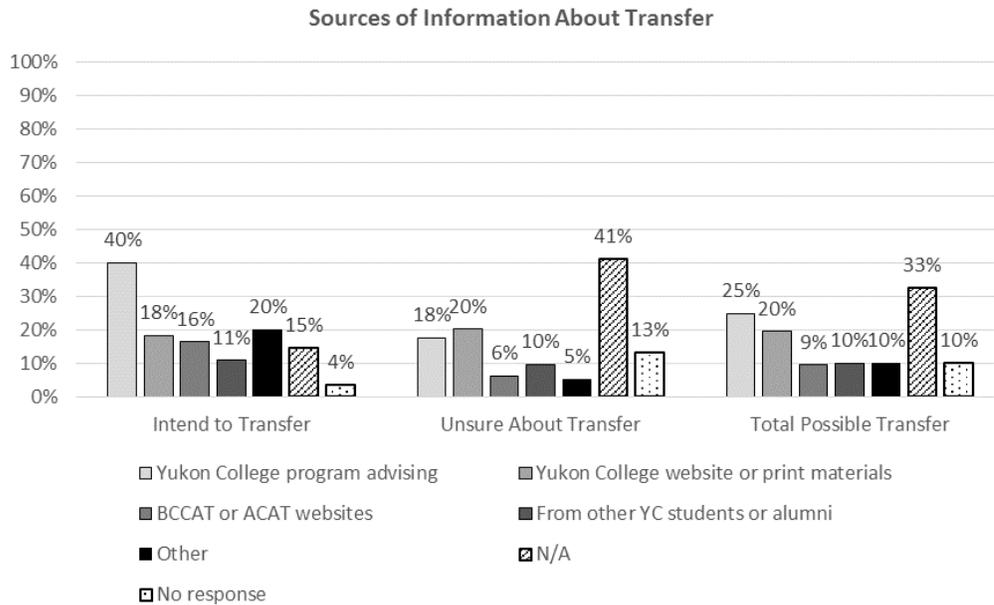
Half of students who intend to transfer say they don't have all the information they need
 Among students with a definite intention to transfer, half (49%) said that they do not have all the information they need about transfer. One out of three (36%) indicated that they feel adequately informed, while the remaining 15% checked "not applicable."



Among students who definitely intend to transfer, two out of five (40%) said that they had gotten information about transfer from Yukon College program advising. This contrasts with 18% of those who are unsure about transfer.

About one out of five students who has a definite or possible intention to transfer has gotten information from the Yukon College website or print materials, and about one out of ten has gotten information from other Yukon College students or alumni. The BCCAT and ACAT websites have been a source of information for 16% of students who definitely intend to transfer, and for 6% of those who are unsure.

“Other” responses include: from Yukon College instructors, at high school, and from the receiving institution.



Students want to know how to transfer, and which courses will transfer

Survey respondents were asked, “What unanswered questions do you have about transfer?” Their responses could be summed up as, “How do I do it?”, “Which of my courses will transfer in general?”, and “Will my courses transfer to the specific program or institution that I have in mind?”

“How does it work? What do I need to do to get credits transferred?”

“often vague about what will transfer and how it will work”

“will my credits even transfer or is the school im interested in not accept them.”

Other questions include: “What are the different types of transfer credit?”, and “When do I do it?” Several respondents indicated that they “haven’t really looked into it” at this point.

Future Programming

Students are interested in Bachelors degrees in a variety of fields

Survey respondents were asked, “Are there any programs you wish Yukon College would offer, that are not currently available?” They were asked to specify both the field of study, and the level of credential, although not all respondents complied with both aspects of this instruction. Three examples were given, which may have primed respondents towards repeating these specific examples, as each of these was written word-for-word by at least some respondents. The examples were: “e.g. Psychology Diploma, Business Administration Bachelors, Carpentry Apprenticeship Level 4, etc.”.

The table below summarizes the most frequently cited programs and credentials, with others grouped into broader fields of study. There was definite interest in Bachelors degrees for Nursing, Business Administration, and various fields in the liberal arts, social sciences, and sciences.

Programming Desired by Yukon College Current Students

SOURCE: *Yukon College Student Survey 2017-18*

<u>Type of Programming</u>	<u>Number</u>
Business Administration Bachelors	14
Other Business and Administrative	13
Culinary Arts Apprenticeship Level 2	7
Other Culinary and Hospitality	4
Education, Early Learning, and Human Services	12
Engineering	6
Fine Arts	12
Nursing Bachelors	15
Other Health Care	16
Indigenous Programming	5
IT and Computer Science	5
Liberal Arts and Social Sciences Bachelors (various)	11
Liberal Arts and Social Sciences other credentials	12
Media	12
Other	15
Science Bachelors (various)	11
Science other credentials	12
Automotive Mechanic	6
Other Trades	9

Student Financial Awards

More than one out of four students has applied for Student Financial Awards or scholarships

More than one out of four respondents (28%) said that they had applied for Yukon College Student Financial Awards or scholarships (other than Yukon Grant or Student Training Allowance). The remaining 72% had not applied. According to the Awards Committee, a total of 65 students applied for awards in 2017-18, amounting to only 12% of the full-time student population. The discrepancy may be due to some survey respondents having applied for awards in previous years, or due to the question being interpreted more broadly to cover other types of scholarships, loans, grants, and/or bursaries from other sources. This should be kept in mind when considering the results of this section.

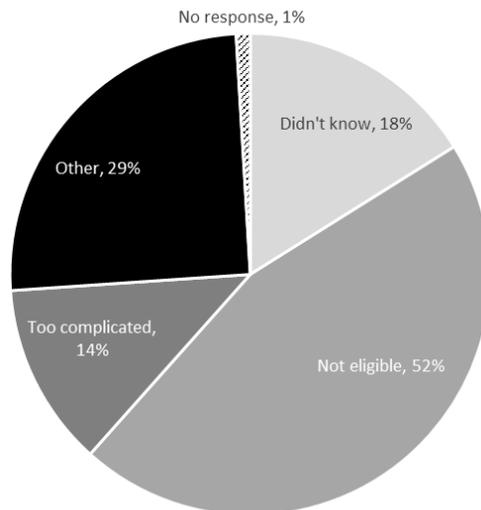
Indigenous students are significantly less likely to say they had applied for Student Financial Awards or scholarships (20%, as compared with 32% of non-Indigenous students). This may be in part because some Indigenous students already have other sources of funding. Students in science and technology programs (42%) are relatively more likely to have applied for Student Financial Awards or scholarships.

Half of students who didn't apply didn't think they were eligible

Students who said they did not apply for any awards were asked to indicate the main reasons why they did not do so. Half (52%) said that they did not think there were any awards for which they were eligible. Nearly one out of five (18%) didn't know about Yukon College Student Financial Awards or scholarships, while one out of seven (14%) said that they application process is too complicated.

More than one-quarter (29%) gave "other" responses, mainly that they already have secured sufficient funding from other sources, or that they did not have time to fill out the applications.

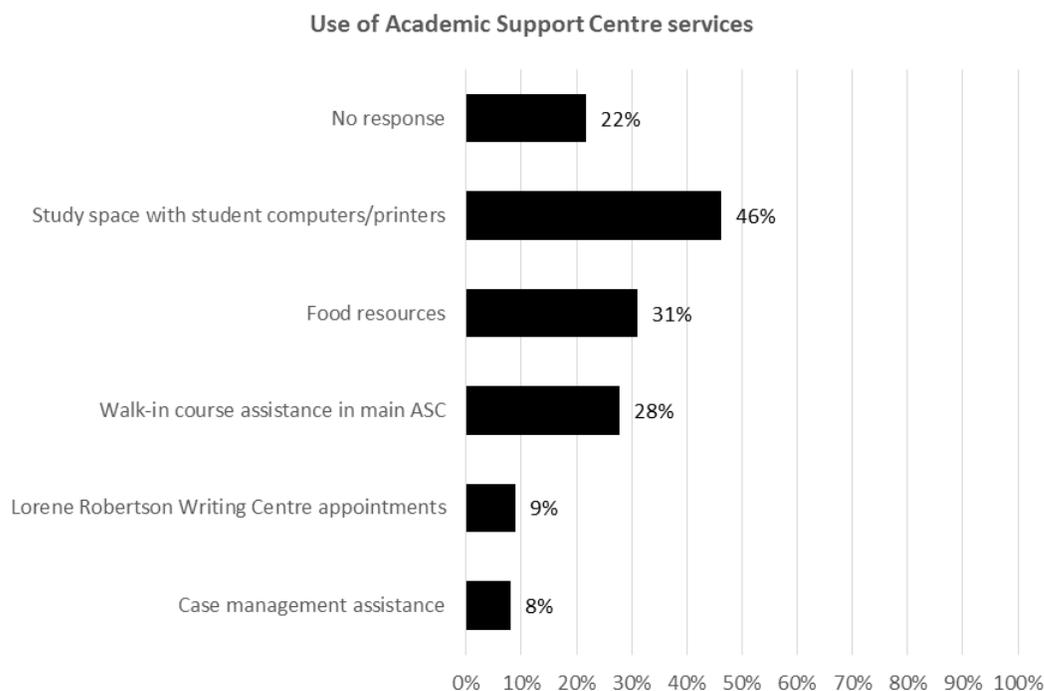
Reasons for Not Applying for Student Financial Awards or Scholarships



Academic Support Centre

Three out of four students used at least one of the services of the Academic Support Centre

More than three out of four students (78%) indicated that they had used at least one of the services of the Academic Support Centre so far this year. Close to half (46%) had used the study space in Room A2309, nearly one-third (31%) had taken advantage of food resources, and more than one-quarter (28%) had used walk-in course assistance in the main Academic Support Centre. Fewer than one out of ten had used Lorene Robertson Writing Centre appointments (9%) or case management assistance (8%).



The Academic Support Centre services listed above are used by 84% of students whose first language is not English, as compared with 69% of anglophones.

The Lorene Robertson Writing Centre is more heavily used by women than by men (14% vs 2%), as well as by students whose first language is not English (17% vs 7%). Case management services are accessed most by older students – 13% of those aged 30 and older had used these services, as compared with 3% of students under 30.

Students suggest having more access to assistance in the ASC, and larger and quieter study space

Survey respondents were asked, “Do you have any suggestions to improve the Academic Support Centre?” A common theme in the responses was to have more access to assistance through longer or more frequent appointments, drop-in options for the Lorene Robertson Writing Centre, greater staff availability, and more tutoring support for specific subjects.

"More appointments available at Lorene Robertson Writing Centre – 1 student might have to write 2 essays in 1 week for 2 different courses."

"more tutoring"

"Yes, have someone there. It's a challenge finding someone."

With the Learning Commons construction being delayed through the Fall 2017 term, many students are seeking quiet places to study, and the available spaces can become crowded.

"More quiet study space areas!"

"Have a rule made so that people stay somewhat quiet in there."

"A larger room so more people can study would be great"

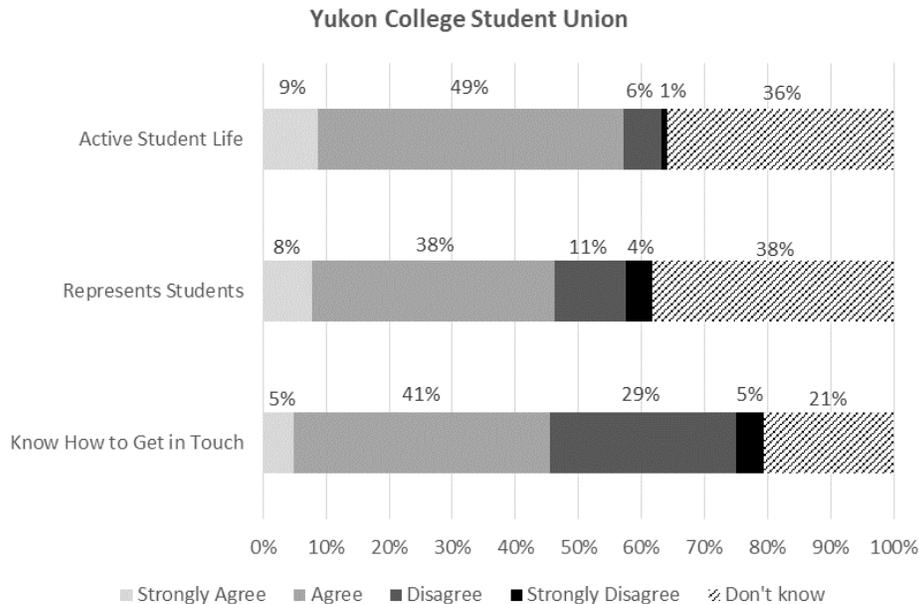
Other suggestions include having longer open hours, more computers, more food, and increased advertising and awareness of ASC services.

Yukon College Student Union

Most students agree that YCSU promotes an active student life

The survey included a series of questions regarding YCSU, the Yukon College Student Union. Elections for YCSU positions took place during the survey period, meaning that some students completed the survey before the 2017-18 YCSU executive was in place, while others completed it during or after the election process. New students may not have had any experience with prior years' YCSU, whereas returning students could be reflecting on history. Results in this section should therefore be treated with caution. The large number of "Don't Know" responses likely reflects this ambiguity.

Close to half (46%) of respondents said that they know how to get in touch with the YCSU, while one-third (34%) disagreed with this statement, and 21% did not know how to respond. Again, close to half (46%) agreed that YCSU represents students like themselves, whereas 15% disagreed and 38% did not know. A majority (57%) agreed that YCSU promotes an active student life, while 7% disagreed, and 36% did not know.

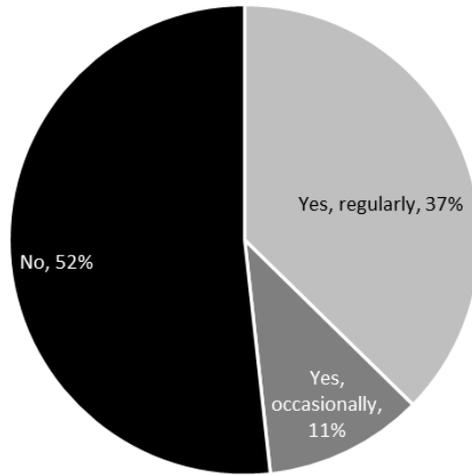


Students whose first language is not English were significantly more likely to say that YCSU represents students like them (64% vs 44%) and that YCSU promotes an active student life (75% vs 53%).

Almost half of full-time students at Ayamdigut use the free bus pass

Nearly half (48%) of full-time students at Ayamdigut campus said that they use the free bus pass, either regularly (37%) or occasionally (11%).

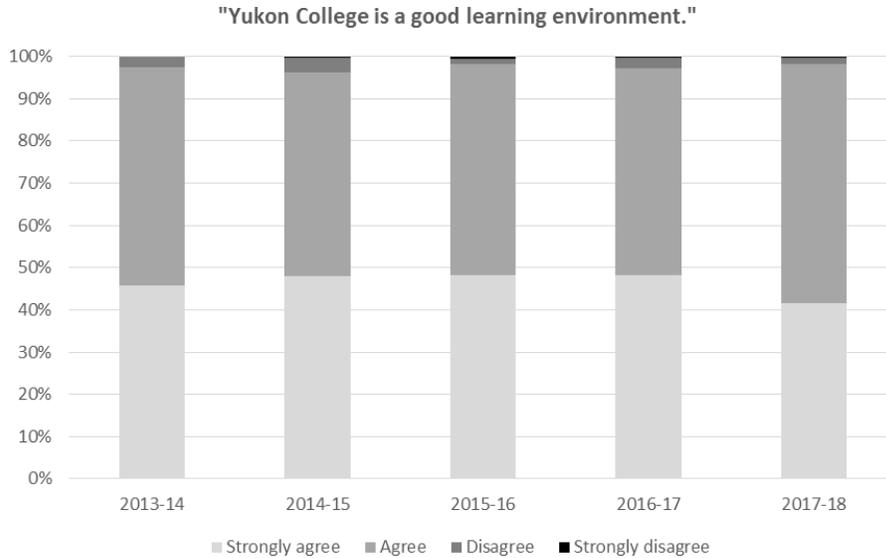
Use of Free Bus Pass by Full-time Students



Overall Satisfaction

Nearly everyone agrees that Yukon College is a good learning environment

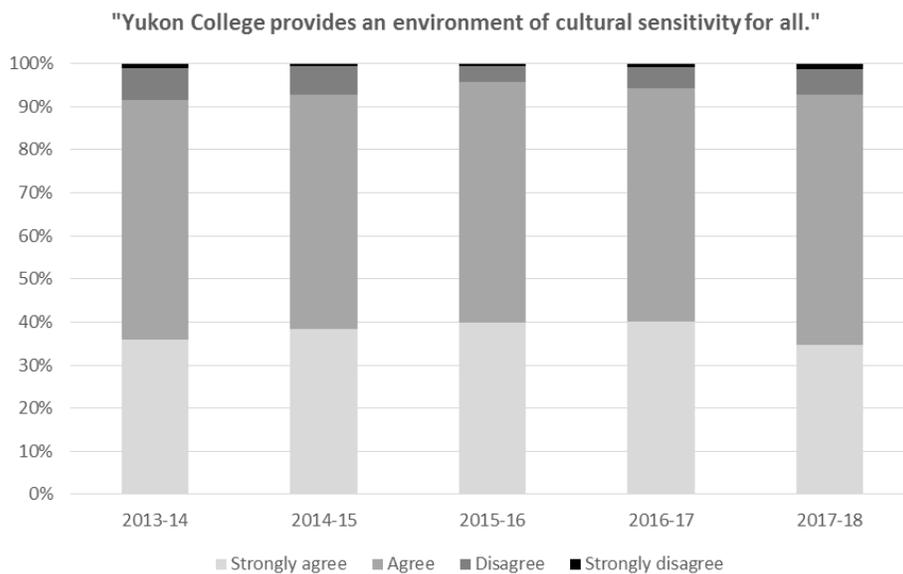
Almost all respondents (98%) agree or strongly agree with the statement, “Yukon College is a good learning environment.” This is consistent with previous years of survey data.



More than nine out of ten students say 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 consistent with previous years of survey data.

Among Indigenous students, the overall rate of agreement is 91%, compared with 95% for non-Indigenous students. Notably, students whose first language is not English are significantly more likely to agree with this statement as compared with anglophone students (98% vs 90%).

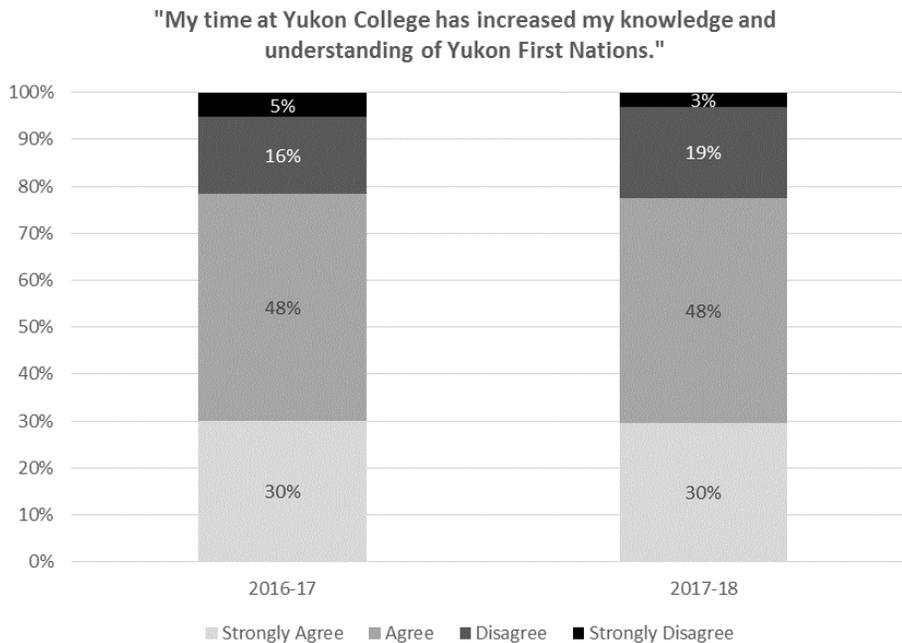


More than three out of four students say their time at Yukon College has increased their knowledge and understanding of Yukon First Nations

More than three out of four respondents (78%) agree or strongly agree with the statement, “My time at Yukon College has increased my knowledge and understanding of Yukon First Nations.” These results are essentially identical to last year.

The following groups were significantly more likely to agree with the above statement: non-Indigenous students (84% vs 72%), students whose K-12 education was entirely outside the Yukon (89% vs 72%), and students whose first language is not English (92% vs 76%). In all these cases, it is likely that these groups of students had more to learn in this area when they first arrived at the College, as compared with their local and Indigenous peers.

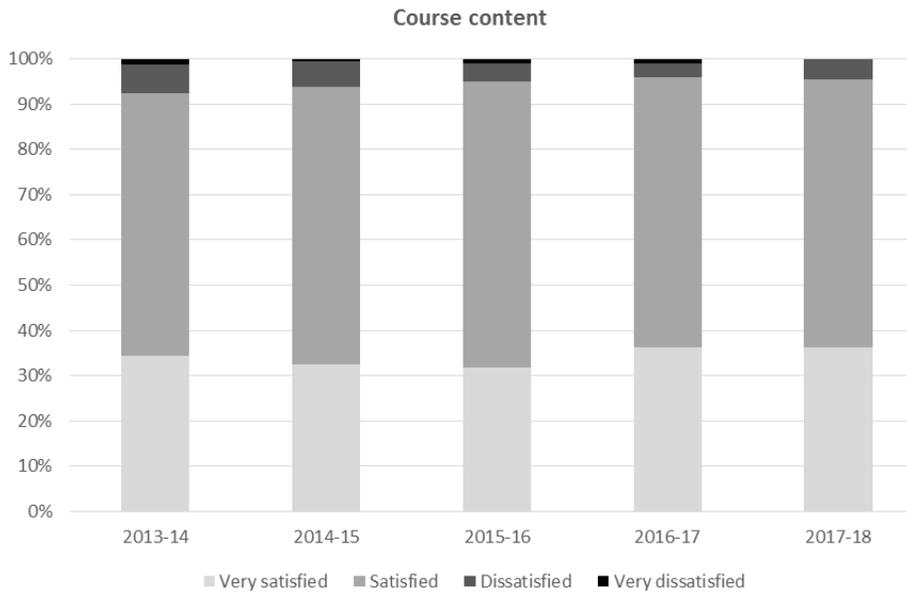
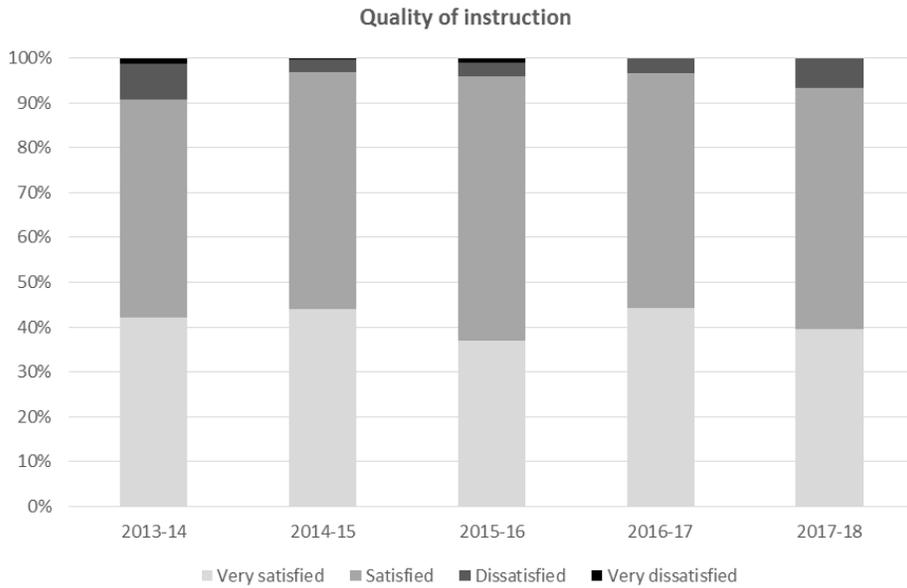
Students who are at risk of not returning in January are significantly less likely to agree with this statement (63% vs 83%). It is not clear what is behind this correlation – it may be partly to do with the demographics of the at-risk group (which has proportionately somewhat more anglophone students), or may involve a deeper connection with engagement and learning.



More than nine out of ten students are satisfied with the quality of instruction and course content

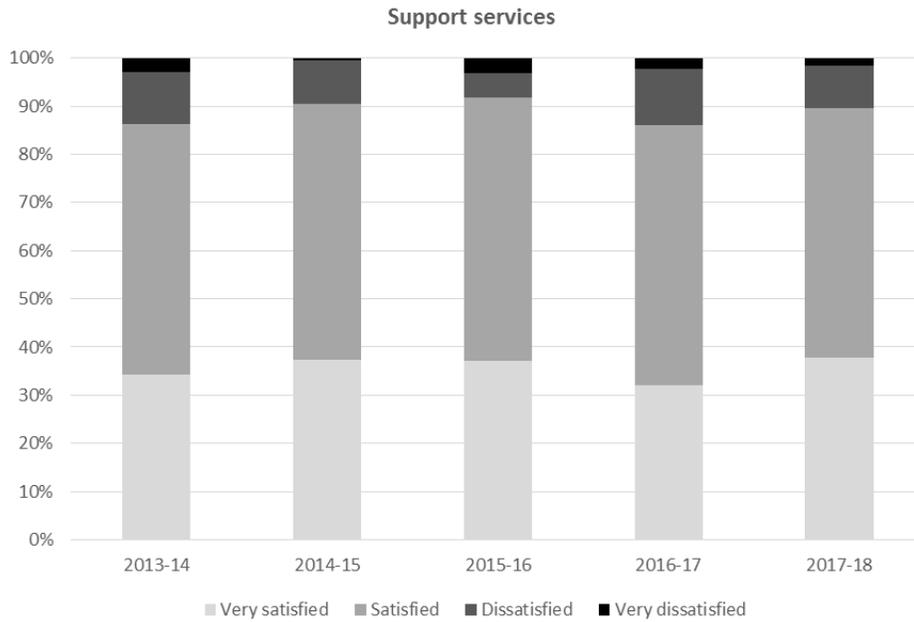
More than nine out of ten respondents (93%) are satisfied or very satisfied with the quality of instruction at Yukon College, and 95% are satisfied or very satisfied with course content. These results are generally consistent with previous years of survey data.

Students for whom English is not a first language are more likely to be “very satisfied” with course content (48%, as compared with 31% of anglophone students). Students who may be at risk of not returning in January are somewhat less likely to be “very satisfied” with either instruction or course content, though these differences are not statistically significant.



Nine out of ten students are satisfied with support services

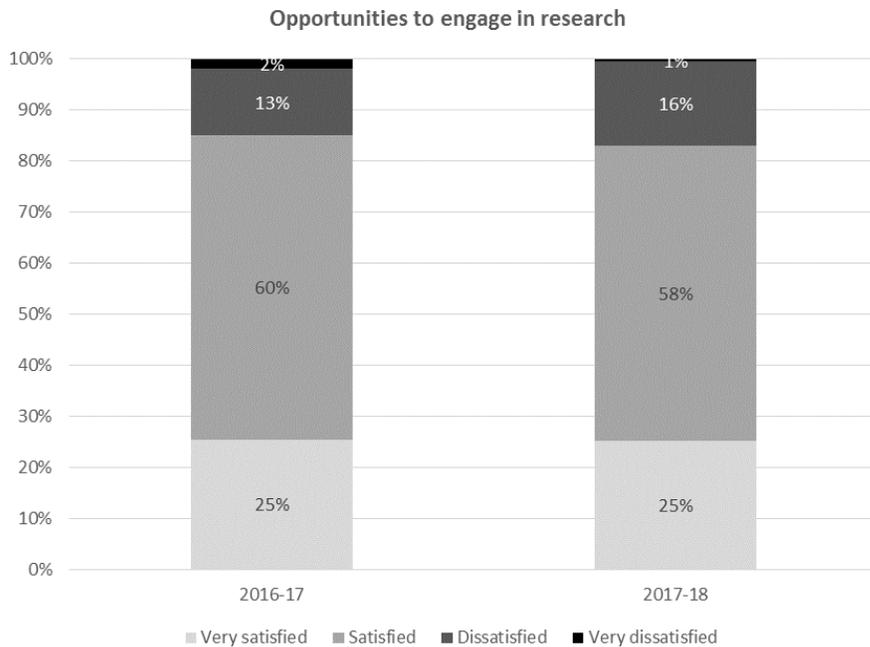
Nine out of ten respondents (90%) are satisfied or very satisfied with support services. This is similar to previous years of survey data.



Students are satisfied overall with opportunities to engage in research

When asked about their satisfaction with opportunities to engage in research, nearly one out of five students (19%) said this was not applicable to them, or chose to skip the question. However, among those who did give a rating, more than four out of five (83%) said that they are satisfied or very satisfied. This is consistent with last year’s results.

Students who are at risk of not returning in January are somewhat less likely to be satisfied with these opportunities, although the difference was not statistically significant.



Conclusion

Yukon College has an increasingly diverse student population. More than one out of four students has a first language other than English, and one out of five did all their K-12 schooling outside of Canada. About 40% of this diversity is accounted for by the College's International students. The remaining 60% is attributable to immigration and diversity within the Yukon's resident populace.

Linguistic diversity in particular is connected with some positive student experiences at the College. Students whose first language is not English expressed higher levels of satisfaction on a range of indicators, as compared with their anglophone peers. These include: satisfaction with course content, agreement that Yukon College provides an environment of cultural sensitivity for all, agreement that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations, and agreement that the Yukon College Student Union represents students like themselves. They also had positive differences that were not individually statistically significant on indicators such as: their likelihood of returning in January, strongly agreeing that people at Yukon College accept them, and satisfaction with support services.

Overall, student satisfaction remains high. Overwhelmingly large proportions of students agree that Yukon College is a good learning environment, that people accept them at the College, and that course content is of good quality.

Some students may face specific challenges in continuing their education at Yukon College and beyond. Finances can pose a barrier to some students in persisting from the Fall to the Winter term. As well, students who are at risk of not returning in January expressed lower levels of satisfaction and belonging on a variety of indicators, even though they did not typically say that "dissatisfaction with Yukon College" was a reason for leaving.

Transfer to institutions outside the Yukon can also be a challenge. Successful transfer requires advance planning. Many students are undecided as to whether they will want to transfer, and even among those with definite plans, more than one-quarter haven't necessarily chosen a specific institution as their destination. Relatively few believe they understand the differences between the various types of transfer credit, and many would agree that they still need more information about transfer. Some students in non-university transfer programs say that they intend to transfer or are undecided, which suggests a lack of understanding about which courses and programs are transferable. Overall, the responses to questions about transfer suggest a significant amount of confusion, misinformation, and lack of information or planning.

Yukon College has an opportunity to better support student success through a focus on retention, and attention to preparing students for the possibility of transferring credits in the future.

Appendices

Appendix A: Included Classes

The following classes were included in the survey:

- BUS 281, Human Resource Management
- BUSC 100, Business Communications
- ECCU 200, Introduction to Cross-Cultural Education
- ECON 100, Introduction to Macroeconomics
- ELCC 100, Cultural Competency in Early Learning and Child Care
- HCA 140, Healing 3A – Personal Care and Assistance
- GEOL 102, Geomorphology
- MATH 030, Basic Mathematics
- MMC 110, Theories of Communication
- NOST 201, Natural History of the North
- NURS 2303, Nursing Trends and Issues
- PHYS 101, Elementary Physics I
- PSYC 100, Introduction to Psychology I
- PSYC 204, Abnormal Psychology
- RENR 322 (laboratory section), Renewable Resources
- SW 451, Social Work Research

The pre-apprenticeship trades classes were also included: Carpentry, Electrical, Heavy Equipment Technician, and Welding.

In addition, the following community campuses participated in the survey:

- Dawson City

Four remote Fuze students also participated online from their communities.

Appendix B: Respondent Demographics

Nearly all survey respondents (95%) identified themselves as being enrolled in a program at Yukon College, while 2% said they are “just taking courses” and 3% said that they are taking pre-requisites or upgrading to meet program entrance requirements. Respondents who did not identify a program were assigned to the program area corresponding to the class in which they took the survey, for the purposes of constructing program weightings.

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

SOURCE: *Yukon College Student Survey 2017-18*

	Number	Percent
Yes	247	95%
No, taking pre-requisites	7	3%
No, just taking courses	5	2%
SUB-TOTAL:	259	100%
No response or multiple responses	0	0%
TOTAL:	259	100%

Almost nine out of ten survey respondents (89%) said that they are studying full-time, as opposed to part-time. On a headcount basis, only 64% of enrolled students in Fall 2017-18 credit programming are full-time, while the remaining 36% are part-time. The survey sampling methodology tends to oversample full-time students relative to part-time students, as the sampling unit is the class rather than the student. Full-time students are enrolled in a greater number of classes, and therefore have a higher probability of being in one of the classes that is selected for the survey. The target population is best thought of as a snapshot of students present in classes during October and November of 2017, rather than in terms of student headcounts.

"Are you currently studying full-time, or part-time?"

SOURCE: *Yukon College Student Survey 2017-18*

	Number	Percent
Full-time	231	89%
Part-time	28	11%
SUB-TOTAL:	259	100%
No response or multiple responses	0	0%
TOTAL:	259	100%

Close to two-thirds (65%) of survey respondents identified as female, while 35% identified as male, and one respondent (0%) identified as gender variant/non-binary. Gender information captured on Banner indicates that 66% of enrolled credit students in Fall 2017-18 are female, while 26% are male, and 8% do not have gender information recorded in the system. Men appear to be somewhat over-represented in the survey, probably because of the oversampling of Trades programs (which is corrected for by weighting in the overall survey results).

"What is your gender identity?"

SOURCE: *Yukon College Student Survey 2017-18*

	Number	Percent
Female	163	65%
Male	88	35%
Gender variant/non-binary	1	0%
SUB-TOTAL:	252	97%
No response or multiple responses	7	3%
TOTAL:	259	100%

The table below shows the age distribution of survey respondents. The actual age distribution of enrolled credit students in Fall 2017-18 is: 19% under age 20, 22% aged 20 to 24, 17% aged 25 to 29, 24% aged 30 to 39, 13% aged 40 to 49, and 5% aged 50 and up. The survey is broadly representative in terms of age, with slightly fewer respondents under age 19 but slightly more aged 20 to 24 within the younger age groups.

"What is your age?"

SOURCE: *Yukon College Student Survey 2017-18*

	Number	Percent
Under 20	35	14%
20 to 24	64	25%
25 to 29	42	17%
30 to 39	71	28%
40 to 49	33	13%
50 and up	9	4%
SUB-TOTAL:	254	98%
No response or multiple responses	5	2%
TOTAL:	259	100%

Additional demographic variables (Indigeneity, International student status, geography of K-12 schooling, and first language) are reported in the body of this report under the heading, "Student Diversity."

Appendix C: Program Weightings

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

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

Programs are then grouped into broad program areas, as follows:

- ASD (Academic and Skill Development):
 - College Access Pathways
- HEHS (Health, Education and Human Services):
 - Bachelor of Education
 - Bachelor of Social Work
 - Early Learning and Child Care
 - Health Care Assistant
 - Practical Nursing
- LA (Liberal Arts):
 - General Studies
 - Heritage and Culture
 - Liberal Arts
 - Multimedia Communications
 - Northern First Nations Studies
 - Northern Justice/Criminology
- MTH (Management, Tourism and Hospitality):
 - Aviation Management
 - Business Administration
 - Culinary Arts
 - Office Administration
- ST (Science and Technology):
 - Bachelor of Science (Northern Environmental and Conservation Sciences)
 - Geological Technology
 - Northern Science
 - Renewable Resource Management
 - Science
- Trades:
 - Pre-Apprenticeship Carpentry

- Pre-Apprenticeship Electrical
- Pre-Apprenticeship Heavy Equipment Technician
- Pre-Apprenticeship Welding

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

The table below shows the number and percentage of survey respondents in each programmatic area, the actual number and percentage of Fall 2017 credit students in each area, and the resulting weights. Community campus students are not weighted (i.e. assigned a default weight of 1.00).

Respondents by Program Area, and Program Weights

SOURCE: Yukon College Student Survey 2017-18 and Data Warehouse

Program Area	Survey		Actual Enrolment		Sampling Fraction	Weights
	N	%	N	%		
ASD	12	5%	130	16%	9%	3.31
HEHS	65	26%	205	25%	32%	0.96
LA	27	11%	183	23%	15%	2.07
MTH	66	27%	161	20%	41%	0.75
ST	52	21%	97	12%	54%	0.57
TR	26	10%	36	4%	72%	0.42
SUB-TOTAL	248	96%	812	100%	31%	
Community Campus	11	4%				1.00
TOTAL:	259	100%	812		32%	

For example, ASD was undersampled by the survey, so each response from an ASD student is given a weight of 3.31 responses in the survey results – their responses count more than triple. By contrast, Trades was oversampled, so each response from a Trades student counts as 0.42 responses in the survey results – their responses count a little less than half. This serves to adjust for the sampling errors, on the assumption that students in different types of programs are different from one another in some systematic ways and give characteristically different types of responses.

Appendix D: Data Tables

Student Diversity

"Are you an Indigenous person?"

SOURCE: Yukon College Student Survey 2017-18

	Number	Percent*
Yukon First Nations	52	20%
Other First Nations	14	5%
Métis	9	3%
Inuit	8	3%
<i>Any Indigenous identity</i>	<i>81</i>	<i>31%</i>
None of the above	167	64%
No response	11	4%
Total Respondents:	259	

*NOTE: Respondents could choose all that apply. Percentages will exceed 100%.

"Are you an International student?"

SOURCE: Yukon College Student Survey 2017-18

	Number	Percent
Yes	28	11%
No	226	89%
SUB-TOTAL:	254	98%
No response or multiple responses	5	2%
TOTAL:	259	100%

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

SOURCE: Yukon College Student Survey 2017-18

	Number	Percent
Entirely rural Yukon	23	9%
Some but not all in rural Yukon	14	5%
At least some Whitehorse, but not rural YT	93	36%
Entirely outside YT, but at least some Canadian	71	28%
Entirely outside Canada	54	21%
SUB-TOTAL:	255	98%
No response	4	2%
TOTAL:	259	100%

"What is your first language?"

SOURCE: Yukon College Student Survey 2017-18

	Number	Percent*
English	185	71%
English not a first language	69	27%
French	5	2%
Tagalog	31	12%
First Nations language	4	2%
Other	34	13%
No response	5	2%
Total Respondents:	259	

*NOTE: Respondents could choose all that apply. Percentages will exceed 100%.

Retention

"Do you think you will return to Yukon College in January after the break?"

SOURCE: Yukon College Student Survey 2017-18

	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Yes, definitely	67%	78%	74%	94%	84%	92%	64%	79%
Might or might not return	33%	15%	26%	6%	10%	8%	27%	18%
No, definitely not	0%	6%	0%	0%	6%	0%	9%	3%
SUB-TOTAL:	100%	100%	100%	100%	98%	100%	100%	100%
N/A, no response, or multiple responses	0%	0%	0%	0%	2%	0%	0%	0%
TOTAL:	100%							

"If you think you might not return, what are the main reasons?"

SOURCE: Yukon College Student Survey 2017-18

Reason	Might Not/Will Not Return		Will Return		All	
	Number	Percent*	Number	Percent*	Number	Percent*
Will be finished your program or courses	12	28%	10	5%	22	9%
Finances/need to work	11	26%	17	8%	28	11%
Personal or family reasons	10	23%	8	4%	18	7%
Other	10	23%	8	4%	18	7%
Moving	5	12%	2	1%	7	3%
Academic difficulties	2	5%	3	1%	5	2%
Dissatisfied with Yukon College	2	5%	3	1%	5	2%
Health reasons	1	2%	4	2%	5	2%
Feeling out of place at Yukon College	1	2%	2	1%	3	1%
Total Respondents:	43		215		258	

*NOTE: Respondents could choose all that apply. Percentages will exceed 100%.

Sense of Belonging

"People at Yukon College accept me."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	44%	37%	31%	63%	22%	36%	70%	41%
Agree	56%	59%	69%	35%	78%	60%	20%	57%
Disagree	0%	3%	0%	2%	0%	4%	10%	2%
Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%
SUB-TOTAL:	75%	91%	96%	94%	87%	96%	91%	90%
DK, no response, or multiple responses	25%	9%	4%	6%	13%	4%	9%	10%
TOTAL:	100%							

"Yukon College feels like a good place for people like me."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	36%	38%	42%	52%	18%	40%	60%	40%
Agree	55%	57%	50%	45%	76%	56%	40%	54%
Disagree	9%	3%	4%	2%	6%	4%	0%	4%
Strongly Disagree	0%	2%	4%	2%	0%	0%	0%	2%
SUB-TOTAL:	92%	94%	96%	98%	94%	96%	91%	95%
DK, no response, or multiple responses	8%	6%	4%	2%	6%	4%	9%	5%
TOTAL:	100%							

"When I face challenges at school, I feel that maybe I don't belong at Yukon College."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	0%	7%	4%	4%	4%	8%	0%	4%
Agree	18%	20%	20%	16%	11%	17%	10%	17%
Disagree	36%	43%	48%	43%	60%	38%	40%	45%
Strongly Disagree	45%	30%	28%	38%	24%	38%	50%	34%
SUB-TOTAL:	92%	92%	93%	85%	87%	92%	91%	90%
DK, no response, or multiple responses	8%	8%	7%	15%	13%	8%	9%	10%
TOTAL:	100%							

"I know how to do well at Yukon College."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	0%	21%	25%	32%	19%	25%	36%	21%
Agree	82%	63%	75%	59%	65%	63%	64%	68%
Disagree	18%	16%	0%	8%	13%	13%	0%	10%
Strongly Disagree	0%	0%	0%	2%	4%	0%	0%	1%
SUB-TOTAL:	92%	97%	89%	95%	92%	92%	100%	94%
DK, no response, or multiple responses	8%	3%	11%	5%	8%	8%	0%	6%
TOTAL:	100%							

Transfer

"Do you intend to transfer Yukon College credits to another post-secondary institution?"								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Yes	9%	19%	44%	15%	35%	8%	0%	23%
Unsure	45%	41%	33%	42%	46%	64%	70%	43%
No	45%	41%	22%	43%	19%	28%	30%	34%
SUB-TOTAL:	92%	98%	100%	98%	100%	96%	91%	98%
N/A no response, or multiple responses	8%	2%	0%	2%	0%	4%	9%	2%
TOTAL:	100%							

"Do you intend to transfer Yukon College credits to another post-secondary institution?"								
SOURCE: Yukon College Student Survey 2017-18								
	Degree Programs		University Transfer		Non-University Programs		All (unweighted)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	11	29%	27	33%	17	13%	55	22%
Unsure	14	37%	34	41%	66	50%	114	45%
No	13	34%	22	27%	49	37%	85	33%
SUB-TOTAL:	38	97%	83	100%	132	97%	254	98%
Non/multiple response	1	3%	0	0%	4	3%	5	2%
TOTAL:	39	100%	83	100%	136	100%	259	100%

"If yes, which of the following types of transfer credit do you expect to receive?"

SOURCE: Yukon College Student Survey 2017-18							
	Intend to Transfer		Unsure About Transfer		Total Possible Transfer		
	Number	Percent*	Number	Percent*	Number	Percent*	
Block transfer	6	11%	2	2%	8	5%	
Assigned credit	3	5%	1	1%	4	2%	
Unassigned credit	1	2%	0	0%	1	1%	
Understand differences, but unsure which	9	16%	4	4%	13	8%	
Unclear as to different types	32	58%	33	29%	65	38%	
Other	2	4%	1	1%	3	2%	
No response	4	7%	73	64%	77	46%	
Total Respondents:	55		114		169		

*NOTE: Respondents could choose all that apply. Percentages will exceed 100%.

"Do you feel you have all the information you need about transfer?"

SOURCE: Yukon College Student Survey 2017-18						
	Intend to Transfer		Unsure About Transfer		Total Possible Transfer	
	Number	Percent*	Number	Percent*	Number	Percent*
Yes	19	36%	20	19%	39	25%
No	26	49%	50	47%	76	48%
Not applicable	8	15%	36	34%	44	28%
SUB-TOTAL	53	96%	106	93%	159	94%
Non/multiple response	2	4%	8	7%	10	6%
TOTAL:	55	100%	114	100%	169	100%

*NOTE: Respondents could choose all that apply. Percentages will exceed 100%.

"Where have you gotten information about transfer?"

SOURCE: Yukon College Student Survey 2017-18

	Intend to Transfer		Unsure About Transfer		Total Possible Transfer	
	Number	Percent*	Number	Percent*	Number	Percent*
Yukon College program advising	22	40%	20	18%	42	25%
Yukon College website or print materials	10	18%	23	20%	33	20%
BCCAT or ACAT websites	9	16%	7	6%	16	9%
From other YC students or alumni	6	11%	11	10%	17	10%
Other	11	20%	6	5%	17	10%
N/A	8	15%	47	41%	55	33%
No response	2	4%	15	13%	17	10%
Total Respondents:	55		114		169	

*NOTE: Respondents could choose all that apply. Percentages will exceed 100%.

Future Programming

Programming Desired by Yukon College Current Students

SOURCE: Yukon College Student Survey 2017-18

Program	Credential	Count
<i>Business and Administrative</i>		
Accounting		1
Business Administration	Bachelors	14
Business Administration	Masters	2
Commerce	Bachelors	2
Finance		1
Human Resources		1
Medical Office Administration		2
Office Administration expanded offerings		1
Startup Business		1
Third Party Mediation	Diploma	1
Tourism	Bachelors	1
<i>Total Business and Administrative</i>		27
<i>Culinary and Hospitality</i>		
Baking and Pastry		1
Culinary Arts	Apprenticeship	7
Hospitality		1
Hotel and Restaurant Management		1
Restaurant Operations	Diploma	1
<i>Total Culinary and Hospitality</i>		11

<i>Education, Early Learning, and Human Services</i>		
Chemical Addictions Worker	Diploma	1
Child and Youth Care	Bachelors	2
Education	Masters	1
Education Assistant	Diploma	1
Education Assistant		1
Education Certificate in Curriculum	Graduate certificate	1
Educational Counselling	Masters	1
Social Work	Masters	2
Special Education for exceptional children	Diploma	1
Speech Language	Cert/Dipl/Bachelors	1
<i>Total Education, Early Learning, and Human Services</i>		<i>12</i>
<i>Engineering</i>		
Engineering	Bachelors	1
Engineering	Diploma	2
Engineering		2
Geotechnical Engineering		1
<i>Total Engineering</i>		<i>6</i>
<i>Fine Arts</i>		
Art/Jewellery		1
Dance	Diploma	1
Fine Arts	Diploma	1
Interior Design	Diploma	1
Interior Design		1
Music Composition		1
Music Theory		1
Photography		1
Sewing		2
Theatre	Diploma	1
Visual Art offered in Whitehorse		1
<i>Total Fine Arts</i>		<i>12</i>
<i>Health Care</i>		
Audiology	Cert/Dipl/Bachelors	1
Emergency Medical Responder		1
HCA to LPN bridging program		1
Laboratory Technician		1
Medical Field	Diploma	1
Midwifery		1
Nursing	Bachelors	15
Nursing		3
Nursing offered annually	Diploma	4
Pharmacy Technology		2
X-Ray Technician	Diploma	1
<i>Total Health Care</i>		<i>31</i>

<i>Indigenous Programming</i>		
Education and Native Studies blended program	Bachelors	1
First Nations Cooking		1
First Nations Governance offered full-time		1
Kaska Language		1
Traditional or Cultural Teachings (protocols, language)		1
<hr/> <i>Total Indigenous Programming</i>		<hr/> 5
 <i>IT and Computer Science</i>		
Computer Programming	Diploma	1
Computer Science		1
Computer Support Technician offered face-to-face		1
Computer Technician		2
<hr/> <i>Total IT and Computer Science</i>		<hr/> 5
 <i>Liberal Arts and Social Science</i>		
Arts	Bachelors	1
Crime History		1
English	Bachelors	1
French	Certificate	1
History		1
Linguistics		1
Philosophy	Bachelors	3
Political Science	Bachelors	1
Psychology	Bachelors	4
Psychology	Certificate	1
Psychology	Diploma	6
Psychology	Masters	1
Sociology	Bachelors	1
<hr/> <i>Total Liberal Arts and Social Sciences</i>		<hr/> 23
 <i>Media</i>		
Audio Engineering		1
Broadcast Communications	Diploma	1
Cinema	Diploma	1
Communications/Media	Bachelors	2
Computer Gaming Design	Diploma	1
Costume Design		1
Filmmaking		2
Journalism	Diploma	1
Sound Design		1
Special Effects for Cinematography		1
<hr/> <i>Total Media</i>		<hr/> 12

<i>Other</i>		
Aesthetics	Certificate	1
Aesthetics		2
Architecture	Diploma	1
Fitness		1
Funeral Service Studies		1
Hair Stylist		1
Kinesiology		2
Land	Bachelors	1
Land Leasing	Diploma	1
Law		1
Physical Trainer		1
Wilderness Survival		1
	Bachelors	1
<hr/> <i>Total Other</i>		<hr/> 15
 <i>Science</i>		
Astronomy	Diploma	1
Astronomy		1
Biochemistry	Bachelors	2
Biology	Bachelors	2
Botany	Bachelors	1
Chemistry	Bachelors	1
Entomology		1
Environmental Assessment and Reclamation		1
Forensic Science		1
Fungi		1
Geology	Bachelors	1
Geology	Diploma	1
Geology	Masters	1
Marine Biology		1
Science	Bachelors	3
Science	Masters	2
Theoretical Physics	Bachelors	1
Veterinarian		1
<hr/> <i>Total Science</i>		<hr/> 23
 <i>Trades</i>		
Automotive Mechanic		6
Carpentry	Apprenticeship	2
Carpentry		1
Heavy Equipment Technician	Apprenticeship	1
HVAC	Apprenticeship	1
Millwright	Pre-Apprentice	1
Plumbing/Heating	Pre-Apprentice	2
Welding offered annually	Apprenticeship	1
<hr/> <i>Total Trades</i>		<hr/> 15

Student Financial Awards

"Have you applied for any Yukon College Student Financial Awards or scholarships (other than Yukon Grant/Student Training Allowance)?"								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Yes	25%	20%	37%	24%	42%	35%	18%	28%
No	75%	80%	63%	76%	58%	65%	82%	72%
SUB-TOTAL:	100%							
N/A, no response, or multiple responses	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL:	100%							

Reasons for Not Applying for Student Financial Awards or Scholarships

SOURCE: Yukon College Student Survey 2017-18		
Reason	Number	Percent*
Didn't know about YC Student Financial Awards/scholarships	34	18%
Didn't think there were any awards for which I might be eligible	96	52%
Application process is too complicated	26	14%
Other	53	29%
No response	2	1%
Total Respondents:	184	

*NOTE: Respondents could choose all that apply. Percentages will exceed 100%.

Academic Support Centre

"Which of the following Academic Support Centre Services have you used so far this year?"								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Walk-in course assistance in main ASC	42%	23%	26%	26%	37%	27%	0%	28%
Lorene Robertson Writing Centre appointments	0%	11%	11%	14%	12%	0%	0%	9%
Case management assistance	8%	5%	11%	12%	2%	0%	18%	8%
Study space with student computers/printers	75%	55%	33%	41%	48%	4%	18%	46%
Food resources	17%	31%	44%	27%	40%	31%	9%	31%
No response	0%	22%	15%	29%	27%	50%	64%	22%

*NOTE: Respondents could choose all that apply. Percentages will exceed 100%.

Yukon College Student Union

"I know how to get in touch with the YCSU."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	0%	6%	7%	8%	2%	0%	0%	5%
Agree	33%	38%	41%	42%	44%	38%	73%	41%
Disagree	33%	30%	26%	27%	38%	27%	18%	29%
Strongly Disagree	0%	8%	7%	5%	0%	4%	0%	5%
Don't know	33%	19%	19%	18%	15%	31%	9%	21%
SUB-TOTAL:	100%	98%	100%	100%	100%	100%	100%	100%
N/A, no response, or multiple responses	0%	2%	0%	0%	0%	0%	0%	0%
TOTAL:	100%							

"YCSU represents students like me."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	8%	9%	11%	8%	0%	0%	9%	8%
Agree	25%	42%	26%	47%	44%	50%	64%	38%
Disagree	25%	14%	0%	15%	12%	0%	0%	11%
Strongly Disagree	0%	5%	7%	2%	8%	4%	0%	4%
Don't know	42%	30%	56%	29%	37%	46%	27%	38%
SUB-TOTAL:	100%	98%	100%	100%	100%	100%	100%	100%
N/A, no response, or multiple responses	0%	2%	0%	0%	0%	0%	0%	0%
TOTAL:	100%							

"YCSU promotes an active student life."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	0%	11%	11%	14%	4%	4%	9%	9%
Agree	42%	50%	44%	53%	52%	42%	64%	49%
Disagree	8%	8%	0%	8%	12%	4%	0%	6%
Strongly Disagree	0%	3%	0%	0%	0%	0%	0%	1%
Don't know	50%	28%	44%	26%	33%	50%	27%	36%
SUB-TOTAL:	100%	98%	100%	100%	100%	100%	100%	100%
N/A, no response, or multiple responses	0%	2%	0%	0%	0%	0%	0%	0%
TOTAL:	100%							

Overall Satisfaction

"Yukon College is a good learning environment."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	45%	30%	44%	56%	25%	36%	64%	41%
Agree	55%	66%	56%	42%	71%	64%	36%	57%
Disagree	0%	3%	0%	2%	4%	0%	0%	1%
Strongly Disagree	0%	2%	0%	0%	0%	0%	0%	0%
SUB-TOTAL:	92%	98%	100%	100%	100%	96%	100%	98%
DK, no response, or multiple responses	8%	2%	0%	0%	0%	4%	0%	2%
TOTAL:	100%							

Yukon College Student Survey Results: 2017

"Yukon College provides an environment of cultural sensitivity for all."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	27%	32%	36%	45%	27%	26%	50%	35%
Agree	55%	59%	64%	47%	71%	61%	50%	58%
Disagree	18%	5%	0%	6%	2%	9%	0%	6%
Strongly Disagree	0%	3%	0%	2%	0%	4%	0%	1%
SUB-TOTAL:	92%	91%	93%	94%	87%	88%	91%	91%
DK, no response, or multiple responses	8%	9%	7%	6%	13%	12%	9%	9%
TOTAL:	100%							

"My time at Yukon College has increased my knowledge and understanding of Yukon First Nations."								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	8%	48%	22%	32%	27%	22%	44%	30%
Agree	33%	48%	65%	39%	57%	48%	44%	48%
Disagree	58%	3%	9%	22%	16%	17%	11%	19%
Strongly Disagree	0%	2%	4%	7%	0%	13%	0%	3%
SUB-TOTAL:	100%	97%	85%	89%	85%	88%	82%	91%
DK, no response, or multiple responses	0%	3%	15%	11%	15%	12%	18%	9%
TOTAL:	100%							

Quality of instruction								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	42%	39%	41%	42%	17%	54%	64%	40%
Satisfied	50%	53%	56%	55%	67%	46%	27%	54%
Dissatisfied	8%	8%	4%	3%	15%	0%	9%	7%
Very dissatisfied	0%	0%	0%	0%	0%	0%	0%	0%
SUB-TOTAL:	100%	98%	100%	100%	100%	100%	100%	100%
N/A, no response, or multiple responses	0%	2%	0%	0%	0%	0%	0%	0%
TOTAL:	100%							

Course content								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	33%	31%	37%	50%	15%	38%	64%	36%
Satisfied	58%	66%	63%	45%	73%	62%	27%	59%
Dissatisfied	8%	3%	0%	5%	12%	0%	9%	5%
Very dissatisfied	0%	0%	0%	0%	0%	0%	0%	0%
SUB-TOTAL:	100%							
N/A, no response, or multiple responses	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL:	100%							

Support services								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	33%	31%	44%	40%	25%	42%	82%	38%
Satisfied	58%	56%	48%	52%	54%	50%	18%	52%
Dissatisfied	0%	13%	8%	8%	19%	8%	0%	9%
Very dissatisfied	8%	0%	0%	0%	2%	0%	0%	2%
SUB-TOTAL:	100%	95%	93%	94%	92%	92%	100%	95%
N/A, no response, or multiple responses	0%	5%	7%	6%	8%	8%	0%	5%
TOTAL:	100%							

Opportunities to engage in research								
SOURCE: Yukon College Student Survey 2017-18								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	27%	16%	26%	32%	2%	40%	64%	25%
Satisfied	73%	55%	53%	54%	71%	55%	27%	58%
Dissatisfied	0%	29%	21%	14%	21%	5%	9%	16%
Very dissatisfied	0%	0%	0%	0%	5%	0%	0%	1%
SUB-TOTAL:	92%	75%	70%	86%	81%	77%	100%	81%
N/A, no response, or multiple responses	8%	25%	30%	14%	19%	23%	0%	19%
TOTAL:	100%							

Appendix E: "Is there anything Yukon College could do to help you stay in school?"

Finances:

"more student finance services. lower book cost, maybe make books electronic and students just need a tablet"

"... - more funding"

"Help make government funding more well known (eg. Federal funding)"

"Finance"

"Financial support/bursaries for part-time students – students who have families. Staggered training allowance depending on how many courses and not full time only support – but none for part-time."

"Process my loan faster. Be more familiar with loans outside territory!"

"More access to funding and scholarships/bursaries. More advertisements about them as I always miss out."

"... Easier to get loans."

"Accept my scholarship application"

"international students financial support"

"more financial aid. ..."

"Help financially. Fee structures for international students is too high. Reduce this so we have less stress of studies."

"Give money away"

"Financially"

"financial support (tuitions)"

"- Funding"

"Funding for non-aboriginal (Yukon First Nations) students"

"cheaper tuition"

"- funding for [equipment required for program]"

"Give out more bursarys."

"Keep costs down."

"Help me to avail of grants or student loans to go to [a specific program] next year."

"Funding, a little bit of help in allowance"

"Have more time to get funding with FN bands."

"Financing"

"Money is a big issue, to help pay for rent, food, warm clothes, bills, childcare"

Housing:

"Provide accommodations for international students should be the first priority as it is like a new world for them."

"Provide more reliable housing. Not Just for 1st Year"

"More housing options for long term students. ..."

"... Better access to affordable housing (more apt)"

"More hostel rooms"

"kindly increase the apts. to stay in campus there are many students in waiting lists and many don't apply because there are not enough Apt. please make available more apartment in campus. please"

"Provide accommodations to the international student because we don't know someone here. I know they are helping us but if we want single room then it is very expensive for a student."

Study space, Library, and computer labs:

"Have a study space like the library"

"Finish the construction. ..."

"... More options for study areas that are quiet."

"Provide larger study space with computers"

"... - quiet place to study"

"More computer rooms."

"Need more quiet study place"

"A larger study space, like the drop in centre."

"Sometimes there is not heating in the Lab 2408, it is cold there"

"... 24-hour open study place."

"Finish the library"

"It is my first year at Yukon College and not having a library is very difficult."

"Provide more quiet spaces. Listen to instructors needs."

Course and exam scheduling issues:

"Do not break up the class. One class = one day not 2 x a week"

"I have some conflicts that are core courses. I wish there aren't."

"Changing to morning class"

"- less early morning classes → setting students up for failure."

"... Have exam/course schedules when promised."

"... I also didn't receive a finalized schedule until just before classes started, whereas other schools have started sending me back to school emails and mail by early August or even in July – its nice to know the school is organized and wants you there but I didn't get that impression from Yukon College."

"Flexible class timings."

"Flexible class hours"

"Night classes are tough for me. I have a ... baby."

"Class schedules don't work well if you have a job as well."

"Class times during the day"

"make the exam schedule available way earlier – it helps to plan for the future/makes life less stressful."

"More breaks"

Expand program and course offerings:

"see last question" [No more courses available at the level I need]

"- Become a university - Offer more degree/diploma programs. ..."

"Maybe in my course or field im a nursing back in [my country]. Want to enroll"

"Last course of [my diploma program] will happen next semester so I have no option but to choose an online school or move out of Territory to go past this."

"Finalize the Bachelors of Business Admin."

"Offer more programs that are transferable and able to be used outside Canada."

"If Yukon College offer more programs"

"Offer safety tickets"

"offering more degree programs"

Academic and learning supports, issues relating to teaching and learning:

"Reduce course load in [my program] ..."

"If instructors were able to teach more & help with what they expect more for assignments, it might make it easier."

"Make [this specific] program less soul destroying. ..."

"Feedback mechanism for students regarding issues with instructors & course delivery"

"Have instructors/professors who have strong expertise in what they teach, not only in academic aspects also in experience-wise."

"Tutors"

"more help with tutors, Im struggling with my course and need more help"

"Offer tutoring."

"Offer one on one tutoring services."

"Cancelling Support. Academic Support."

"Provide cheaper Tutors, for personal one on one tutor sessions."

"tutors"

Support generally:

"more support w/ Education"

"Have good supports"

"More support on knowing where to get support"

"offer more support services"

Nothing needed:

"No" [x4]

"No."

"no"

"N/A" [x6]

"n/a"

"Nothing"

"Not sure" [x2]

"Nothing the College can do"

"Not at the moment, I just miss home – but hope to be coming back."

"it's all good!"

"Thank you for asking"

"No, I am satisfied with my experience here."

"Things seem good now"

"I plan on staying. Everything is great. I had difficulties throughout highschool and attending Yukon College has changed my view of education. It's been a very positive experience for me."

"Keep doing what you are doing."

"No, my stay at this college fits my educational needs & journey nicely!"

Other:

"make there be more hours in a day"

"... more job opportunities @ school ie research"

"Credit international subjects to enrolled subjects/programs for me to lessen my school years studying."

"Maybe send a support letter explaining that I am in school and making a positive change in life!"

"Make the courses available online [for a specific program]"

"- sport activities (volleyball) ..."

"This may not fit here, but I found the enrollment process for my program very confusing and time consuming. ..."

"Offer ..."

"More transparent, sincere and fair service. ..."

"Health insurance"

"There is too much for this little box. This survey was rushed and I don't have enough time."

"once my four years are up I'll be done with school I can't stay forever."

"to finish my course"

"part-time job"

"Perhaps."

Appendix F: "What unanswered questions do you have about transfer?"

How do I do it?

"How does this process work if I were to look into this?"

"Transfer credit process."

"How to, which are transferrable etc. The more info the better"

"Don't know how."

"I just don't understand how it works & what I have to do."

"How do I go about transferring to another college?"

"Do I make the application directly to [the partner institution] or do Y.C. do it on my behalf?"

"- How to go about transferring ..."

"How to go about it."

"How does it work? What do I need to do to get credits transferred?"

"Transfer Process."

"What will I have to do to transfer credits or if I even need to because the College offers the courses at the College."

"how to do it"

Which courses will transfer in general?

"don't understand why some courses transfer and others don't"

"How do I find out if credits are transferable to or from YC to other colleges or vice versa?"

"Creditable courses that I can apply or transfer credit in other post-secondary institution"

"What program does [a specific Yukon College career-focused certificate program] lead into?"

"I just need to do more research as to which credits are transferable."

"often vague about what will transfer and how it will work"

"Having done next to no research, I'm wondering what can be transferred from different institutions."

"What courses transfer to other institutions"

"How does it work. Will I actually get the credits"

"Not sure if its completely transferable"

"Is it only specific programs? Is it only after two years?"

Will courses transfer to a specific program or institution?

"I still have to look at places that I can do my [next program]. As I heard it is hard to do so."

"It is difficult for [graduates of a specific diploma program] to transfer – limited options"

"What ... courses [from a specific Yukon College career-focused certificate program] are transferable to [a specific Bachelors degree] program"

"- Can I transfer credits I have achieved in [a specific Yukon College career-focused diploma program] to [a specific university and specific Bachelors degree program]?"

"Can it be used towards [a specific private institution]."

"[A specific Yukon College diploma program] to [a specific Bachelors degree program] → are they (other institution) able to credit my courses to their program? So that means I only have to study for a short period of time to be [a graduate of the Bachelors program]?"

"Whether my credit are transferrable to a university in [Ontario]"

"... - If there is a way to transfer to a non- BC. school or like to a school that my classes are not transferable to."

"Why only certain schools are transferable, which schools are transferable"

"will my credits even transfer or is the school im interested in not accept them."

What are the different types of transfer credit?

"What are the types of credits"

"Still don't understand the difference between these types of transfer credit"

"Will all courses transfer equally? How many courses will I have to make up for [a specific institution and Bachelors program]?"

When do I do it?

"When I can do it, how easy/hard it is."

"The time duration to get admission from the other institution"

"The time limit, like up to what time my credits are valid."

"Can I still transfer if I'm taking the pre-req in the spring (Jan-May) semester?"

"How it happens, when"

Haven't really looked into it:

"I haven't asked about transfer."

"I haven't looked into it, so no questions so far."

"I haven't taken the time to really look into it/understand which classes may transfer to what."

"Haven't looked into it yet"

"Have not looked into it."

"N/A, I haven't started preparing for transfer"

"In general but I haven't looked into much yet."

Other questions:

"All of the details and must be in place in Yukon College website."

"Transfer credits is too complicated. The sites are not very user friendly. As a result, I have repeated classes that I did not have to."

"All info"

"Can Yukon College consider international subject to transfer or credit?"

"Who do I talk to about transfer?"

"I have zero info about transfer"

"Requirements" [x2]

"Nobody has explained any of this to me so unsure (Except [a specific instructor] who explained [a specific Yukon College course] credit transfers for [a specific field of study] only)"

"Whether or not I need to do 60 or 90 credits. Will need to contact [the receiving institution]."

"When I transfer, will I still have my diploma and will it be equivalent to a diploma at [the receiving institution]?"

No questions:

"N/A" [x14]

"n/a" [x3]

"none" [x3]

"None" [x6]

"No"

"Not sure..."

"none, I plan to stay here."

"I don't even think to get transfer from Yukon College to somewhere else because I like here."

"n/a I wouldn't transfer"

"I've never had to transfer before besides highschool and had no problem."

"I can ask at Student Services. Thank you."

"0 at this time ..."

"I don't know"

"Whats the point in transferring? I came here."

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

More access to assistance (appointments, drop-in assistance, tutoring, etc.):

"I find the writing centre hard to find an appointment that works for me."

"More drop in for writing help w/ papers. Hard to book appt."

"I approached the Learning Centre @ the beginning the semester & it wasn't set up yet. I needed support writing a research paper as it has been [many] years. It was very disappointing that no one could help & I became discouraged & chose not to write the paper as a result (something that I had been looking forward to)"

"More Tutors – especially for [a specific course]."

"more tutors, more snack, but overall great job!"

"I need a specific course's instructor who teach me my course."

"Maybe at least another half hour/hour extra for those who need it?"

"More appointments available at Lorene Robertson Writing Centre – 1 student might have to write 2 essays in 1 week for 2 different courses."

"... A little bit more support in there. Sometimes there is no one to help sometimes hours."

"More time when student an appointment"

"staff available anytime"

"Yes, have someone there. It's a challenge finding someone."

"More support for academice writing."

"Maybe we can make App. more frequence. We only able to make app. once a week."

"I think there should be some teachers for international students."

"help with [a specific program]"

"more tutoring"

Quiet study space:

"More quiet space study areas!"

"More quiet space to study 😊"

"Have rule made so that people stay somewhat quiet in there."

"Provide better work areas – quieter"

"- Provide more quiet study/work locations"

"Have more quiet spaces because it sucks not having a library"

"should have sign board to indicate please dont use your cell phone in this area"

"Sometimes staff speak loudly when students are studying. For example, they talk loudly in front of students about their vacation plans or trips they have taken. I feel they should be more respectful of students who are working and have conversations in their offices."

"I heard it can get too noisy, otherwise, not really."

More space:

"more space/areas to study. Finish the library/learning commons"

"More space"

"A larger room so more people can study would be great"

"Recently there are too many people, I wish there more tables and chairs."

"open the library students need a study space"

"More study space"

"It would be really great to have a library again. Trying to study in the hall is challenging. I miss the tables by the window 😊"

"more spacious space"

"The Room should be bigger & it often remains full."

Longer open hours:

"Don't know where it is. Is it open at night?"

"... - 24 hours access to the drop in centre."

"I hope it open 24-hour everyday"

"- more open times for students ..."

"More support evening after 4 pm – 7 pm"

More computers:

"More computers"

"Need more computer"

"No, maybe more computers."

More food:

"Free access to food (currently locked) ..."

"More Pizza! :D"

"more solid food for students to eat. ..."

"More food."

"Serve flavored cream for your coffee."

Increased information, advertising, and awareness:

"A centralized card or paper with brief but clear explanations of who to go to or what to do."

"More info about tutoring"

"make it more known, advertising"

"Well I didn't know they exist"

"Awareness to some other student."

"Advertise more"

Other suggestions or comments:

"Who feeds the fish?"

"Make more centralized. Not the edge"

"Please provide a coin box. I used to donate money last year, but I can't see it now."

"Closer to a bathroom."

"Library, Food, Gym – physical exercise = [higher] grades"

"Yes, there should be more course related books like [a specific subject]."

"Change staff"

"... - more games"

"Accessible textbooks"

"try to make this available for all students its very oriented to international students & students living on campus"

"A sign up list for writing centre completed by students, not the admin. assistant."

"dogs ☺"

"Yes. For International students. We need English teacher to get proof-read our assignments. However, qualities of proof-reading are different even they are assigned as writting teachers"

"lessen the assignment"

No suggestions:

"No" [x8]

"No."

"no"

"None" [x3]

"None."

"Nope!" [x2]

"Nope."

"N/A" [x9]

"Not sure"

"Not right now"

"Not really."

"N/A I don't use any"

"Nothing"

"Don't use it enough to have meaningful insight/suggestions"

"I've had no dealing with them to my knowledge."

"I live in [a rural community], so not sure how it looks like."