

Yukon University Student Survey Results: 2021



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Executive Summary

This year's student survey was conducted online and reached 181 respondents, a response rate of 19%.

One-third of students would have preferred a program YukonU does not offer

More than one-third of students (37%) said there is a program YukonU does not offer that would have been their first choice if available. They are looking for a broad range of programs at various credential levels, from certificates to Masters degrees.

When selecting their YukonU program, two-thirds (67%) said they had all the information they needed to make an informed choice.

Program advising is generally straightforward, but may involve talking to multiple people

More than four out of five students (84%) said that program advising was straightforward. However, two out of five (43%) had to talk to multiple people, and more than one-quarter (29%) said that different people told them different things.

One-third of students are learning even more than they expected

Almost one-third (31%) of students said that, as of late October, they were learning more than they expected in their courses. Three out of five (61%) said their learning matches their expectations, while 8% are not learning as much as expected.

Half (46%) had received enough feedback by late October to understand how well they are doing in their courses, and areas where they may need to improve.

YukonU offers a good learning environment, characterized by acceptance and inclusion

When asked a series of questions about the learning community at YukonU, 97% said that people at YukonU accept them, and the same percentage said that YukonU offers a good learning environment. Almost as many (96%) said that their courses make space for diverse perspectives and viewpoints, and 95% feel that their ideas count in their classes. More than nine out of ten (94%) say that their time at YukonU has increased their knowledge and understanding of Yukon First Nations, and 92% perceive an environment of cultural sensitivity for all.

Four out of five are learning online

Four out of five students (80%) are taking one or more courses fully or partially online. More than four out of five reported positive learning experiences in their online courses, with regards to how well they are grasping the subject matter, their comfort level with asking questions and contributing to discussions, understanding performance criteria, and getting timely feedback. Written comments indicated that students' experiences in online courses vary a lot between different instructors, some of whom have adapted brilliantly to the online environment, while others have not been as successful, and some students struggle with online learning in general.

Half of students are interested in a BYOD program

Half of students (51%) said that they personally would be interested in participating in a “Bring Your Own Device” (BYOD) program at YukonU. Students who like this idea are drawn to the familiarity and ease of using their own devices, and the convenience of having all their files in one place. Concerns centre around the financial barriers posed for students with more constrained resources.

Nine out of ten users are satisfied with student supports

Students were asked about their usage and satisfaction with various support services offered at YukonU. For each of these services, about nine out of ten users were satisfied. In their written comments, students described how these services had helped them to achieve academic success, to make good choices as a student, and to maintain wellness. Students experienced some barriers to accessing services remotely. Some also lacked awareness of available services, and some experienced schedule conflicts or time constraints.

Students face financial pressures and challenges with school-work-life balance, but are supported by a network of family, friends, faculty, and staff

Students were asked open-ended questions about challenges they face, supports that help them succeed, and what success means to them. Many students face financial challenges, often leading to additional challenges balancing school with a work schedule. Students who are parents may also face challenges managing childcare and providing for children.

Family and friends are students’ biggest supporters. Students also receive support from instructors who take time to offer help and encouragement, as well as from services offered by Student Success Division.

Getting good grades and graduating are a big part of what success looks like to students, but these are not the only outcomes that matter. When asked for their own definitions of success, students spoke about the knowledge and understanding they have gained and retained, and the relevancy of knowledge and skills that they hope to be able to apply on the job and in daily life. Trying hard is its own reward, and there is success in persisting despite setbacks and struggles. Students also seek to build positive relationships with instructors and classmates as part of a successful school experience.

One out of five students might not come back in January

One out of five students (19%) might not return to YukonU in January 2022. In some cases, this is because they are finishing their program or courses off-cycle. Other reasons speak to a range of life circumstances, including financial pressures, needing to work, childcare, stress and burnout. Academic or institutional reasons may include a lack of available course options, and not feeling adequately supported to overcome academic challenges. Supports to help these students stay would need to address their individual circumstances.

Nine out of ten would recommend YukonU

More than nine out of ten students (94%) would recommend YukonU to others as a place to study. Small class sizes and a supportive atmosphere are strong reasons to attend.

Introduction

The annual Yukon University Student Survey is conducted each Fall, and is targeted to all students enrolled in credit courses. A total of 181 students responded to this year's survey, a response rate of 19%. The response rate among full-time students was slightly higher, at 24%.

The survey was conducted online using SurveyMonkey. An email invitation was sent to all eligible students' @yukonu.ca email addresses on October 18th, and a reminder was sent on October 26th. The survey was also advertised in the student newsletter, and on Facebook. The survey was closed on October 31, 2021.

The table below shows the number of respondents by full-time/part-time status.

Table 1: Survey Respondents by Full- and Part-time Status

Survey Respondents by Full- and Part-time Status			
	Respondents	Enrolled	Response Rate (%)
Full-time	143	587	24
Part-time	38	357	11
TOTAL	181	944	19

Error due to non-response in a survey of this type cannot strictly be treated as sampling error. However, to the extent that respondents are representative of the population of students, error due to sampling in this survey is +/-7%, 19 times out of 20.

Throughout this survey, chi-squared tests have been performed on dichotomized variables to assess equity for self-identified demographic populations, including gender, age, Indigenous self-identification, International student status, self-identification as belonging to a racialized group in Canada, geographic location of current residence, and geographic location of K-12 schooling history. As noted above, non-response error in this survey cannot strictly be treated as sampling error. Nevertheless, a threshold of $p \leq 0.05$ has been used as the criterion for reporting significant differences between populations. While the concept of statistical significance should be treated with caution due to respondent self-selection, this seems a reasonable threshold for treating a result as potentially meaningful.

Where population differences do not meet the $p \leq 0.05$ criterion, nothing is reported.

Open-ended questions were asked, and comments solicited, throughout this survey. Written responses have been analyzed for themes, and these themes are reported along with illustrative comments. The complete text of all comments (lightly edited as needed to preserve respondent confidentiality) has been compiled in a separate document of appendices to this report.

Results

Program Choice and Program Advising

Students were asked whether they are currently enrolled in a program, or are just taking courses through Open Studies. The 164 students who are enrolled in a program were asked a series of questions about how they chose their program, and about their experiences with program advising. The table below shows the breakdown of respondents by self-reported program area.

Table 2: Self-reported Program Area

Self-reported Program Area		
	Number	Percent (%)
Health, Education and Social	50	30
Business	34	21
Arts and Humanities	28	17
Science and Conservation	22	13
Other certificates and diplomas	10	6
Visual and First Nations Art	7	4
University Access Pathways	5	3
Governance	4	2
Pre-apprenticeship Trades	3	2
Other	1	1
TOTAL	164	100

Two-thirds of students had all the information they needed to choose a program

Students in programs were asked, "Were you able to find the information you needed to make an informed choice about your program at the time when you chose to apply?"

Two-thirds of respondents (67%) said "Yes, definitely." The other one-third includes 29% who said, "Mostly, but there are things I wish I had known about the program," and 4% who said, "No."

Table 3: Were you able to find the information you needed to make an informed choice about your program at the time when you chose to apply?

Were you able to find the information you needed to make an informed choice about your program at the time when you chose to apply?		
	Number	Percent (%)
Yes, definitely	110	67
Mostly, but there are things I wish I had known about the program	48	29
No	6	4
TOTAL	164	100

In their written comments, students articulated a broad spectrum of information needs. Examples include:

- being informed of the date when applications open;
- understanding the distinction between similar-sounding programs as described on the website;
- awareness that there might be turnover in faculty and staff associated with the program, and finding the right person to talk to when turnover leaves key roles vacant;
- awareness that some courses could be taken prior to entering the program, to lighten the future course load;
- detailed information about workload (hours per week outside of class) for courses within a program;
- knowing procedures to re-enroll or re-apply to a program after stopping out;
- clear and consistent information about program laddering, and whether completion of a certificate is a requirement or an option for entry into a longer-duration program;
- information on graduation requirements;
- information on how to apply to graduate; and
- understanding that Campus Housing is not guaranteed for new students.

One-third of students would have preferred to take a program YukonU does not offer

Students in programs were asked, “Yukon University strives to offer a broad range of programming, but due to its size cannot offer as many programs as some larger schools. Is there a program Yukon University does not offer that would have been your first choice if it were available?”

More than one-third of respondents (37%) said yes.

Table 4: Is there a program Yukon University does not offer that would have been your first choice if it were available?

Is there a program Yukon University does not offer that would have been your first choice if it were available?		
	Number	Percent (%)
Yes	61	37
No	103	63
TOTAL	164	100

The table below and on the following pages shows the fields of study that students would have liked to pursue (described in their own words), along with their preferred credentials in those fields. Notably, some of these programs do exist at YukonU (e.g. Diploma of ELCC or General Studies), but the student may not have qualified or may not have been aware of all available program options.

Table 5: First Choice of Program if Available

First Choice of Program if Available					
	Certificate	Diploma	Bachelors	Masters	Post-graduate
Accounting		1	1		
Anthropology			1	1	1
Bachelor of commerce			1	1	
Bookkeeping or accounting certification	2	1			
Computer programming			1		
Computer Science	2	2	2		
Computer Studies		1			
Counselling / any Masters (Arts) program			1	1	1
Counselling and therapy, art therapy				1	
Dental Assistant	1				
Early Learning and Child Care		1			
Education Assistant	1	1			

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First Choice of Program if Available

	Certificate	Diploma	Bachelors	Masters	Post-graduate
Educational Psychology				1	
Educational Psychology (with a specific focus on Indigenous communities/students)				1	
Engineering or any Post Graduate related to Business Administration			1	1	1
Finance		1			
Fine arts degree (did the first year at SOVA but would like option to finish in the Yukon)			1	1	
First Nation experiential learning	1				
FN education on the land	1				
Forensic Science			1		
General studies		3			
Geomatic		1	1	1	
Health			1		
Higher education		1	1		
History			1	1	
HR certification		1			
Interior Design	1				
IT, software support/development/design	1				
Journalism			2		
Kinesiology			2		
Law			1		
Medicine, and health related other than LPN					1
Office admin		1			
Photography				1	

First Choice of Program if Available					
	Certificate	Diploma	Bachelors	Masters	Post-graduate
Practical Nurse (LPN) or RN program should be offered also for International students		1			
Programming	1				
Psychology		1	2	2	
Public Administration-I noticed there is a masters program but not the starting point?			1		
Registered Nurse			4		
Registered Nursing or Nurse Practitioner			1	1	
Registered Nursing Program, Physician Assistant....not just LPN			1	1	
Science			1		

Program advising is generally straightforward, but may involve talking to multiple people

Students in programs were asked a series of questions about their experiences with program advising. While more than four out of five students said that program advising was straightforward (84%), and that they easily got all the information they needed (81%), about two out of five (43%) said that they had to talk to multiple people before they found the right person to give them program advising information. More than one-quarter (29%) of students said that different people told them different things.

Students living outside of Whitehorse were significantly less likely to agree or strongly agree that advising was a straightforward process (67% vs 87%, p=0.02). These students were also significantly less likely to agree or strongly agree that they easily got all the information they needed (67% vs 86%, p=0.03).

Students who self-identified as Indigenous were significantly less likely to say that different people told them different things during the advising process (23% vs 46%, p=0.02).

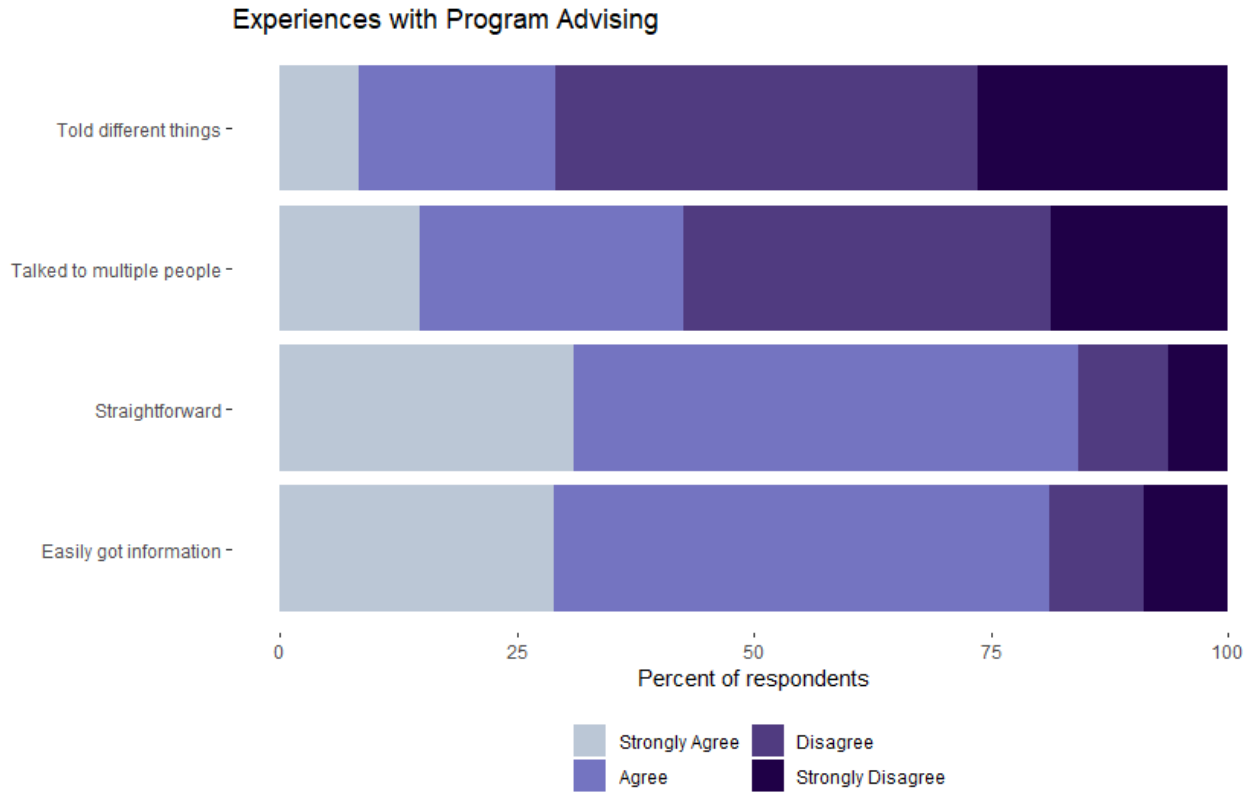


Figure 1: Experiences with Program Advising

More than four out of five students (84%) agree or strongly agree that program advising was a straightforward process.

Table 6: Program advising was a straightforward process.

Program advising was a straightforward process.		
	Number	Percent (%)
Strongly Agree	49	31
Agree	84	53
Disagree	15	9
Strongly Disagree	10	6
TOTAL:	158	100

About four out of five students (81%) agree or strongly agree that they easily got all the information they needed during the process of program advising.

Table 7: I easily got all the information I needed during the process of program advising.

I easily got all the information I needed during the process of program advising.		
	Number	Percent (%)
Strongly Agree	46	29
Agree	83	52
Disagree	16	10
Strongly Disagree	14	9
TOTAL:	159	100

Two out of five students (43%) said that they had to talk to multiple people before they found the right person to give them program advising information.

Table 8: I had to talk to multiple people before I found the right person to give me program advising information.

I had to talk to multiple people before I found the right person to give me program advising information.		
	Number	Percent (%)
Strongly Agree	23	15
Agree	43	28
Disagree	60	39
Strongly Disagree	29	19
TOTAL:	155	100

More than one-quarter of respondents (29%) said that different people told them different things during the program advising process.

Table 9: During program advising, different people told me different things.

During program advising, different people told me different things.		
	Number	Percent (%)
Strongly Agree	13	8
Agree	32	21
Disagree	69	45
Strongly Disagree	41	26
TOTAL:	155	100

In their written comments in this section, many students said that program advisors had been helpful.

"I talked to one instructor for the program I applied to, very informative and helpful. Also answered all my questions."

"The staff I talked to were extremely helpful, knowledgeable, friendly and excited"

However, some indicated that it had not been clear who to talk to. This situation could arise due to staffing vacancies for program coordinator roles, faculty being on leave over the summer, or a general lack of information and clarity about who to approach for program advising.

"The program advising was a bit of a struggle, I was told to talk to many people before registering for the correct classes. Hopefully this can become easier in the future. ..."

In addition, a few people described miscommunication and other issues, such as being given conflicting information by different people, or not being able to get clear answers to questions.

"I had been trying to get into [a specific] ... program for multiple years and everyone told me different information and made it impossible for me to know the correct course of action. It was so frustrating I nearly gave up and went to a different school for a different program."

Learning Experiences

All survey respondents, including those in Open Studies, were asked a series of questions about their learning experiences so far in Fall 2021-22.

Close to one-third of students are learning more than they expected

Students were asked how their learning at this point in the semester matches up to their expectations. Nearly one-third (31%) said that they are learning more than they expected. Three out of five (61%) are learning as much as they expected, and 8% are not learning as much as they expected.

Table 10: At this point in the semester, how does your learning in your courses match up with your expectations overall?

At this point in the semester, how does your learning in your courses match up with your expectations overall?		
	Number	Percent (%)
I am learning more than I expected	55	31
I am learning as much as I expected	109	61
I am not learning as much as I expected	15	8
TOTAL:	179	100

In their written comments, several students said that they have good instructors who are effective in supporting students' learning.

"I am learning more than I expected, my instructor is excellent in teaching her lessons and makes it easier for us students to understand, there may be some hard topics but she made it look easy by introducing different methods."

Others talked about learning a lot in their classes, and feeling challenged in a positive sense.

"I feel very challenged by the courses I take at YU & I appreciate that."

However, some students reported negative experiences with instructors whom they considered ineffective, or believed were using out-dated approaches.

"Professors are outdated with regards to resources and mode of teaching."

Half of students have received enough feedback to know how well they are doing

Students were asked, "At this point in the semester, have you received enough feedback in your courses to understand how well you are doing, and areas where you may need to improve?"

About half (46%) said, "Yes, definitely." Two out of five (41%) said, "Mostly, but I am not sure how I am doing in some areas." The remaining 13% are unsure how they are doing in many areas.

Table 11: At this point in the semester, have you received enough feedback in your courses to understand how well you are doing, and areas where you may need to improve?

At this point in the semester, have you received enough feedback in your courses to understand how well you are doing, and areas where you may need to improve?		
	Number	Percent (%)
Yes, definitely	83	46
Mostly, but I am not sure how I am doing in some areas	73	41
No, I am unsure how I am doing in many areas	24	13
TOTAL:	180	100

Students who self-identified as Indigenous were significantly less likely to say that they are definitely getting all the feedback they need (27% vs 50%, $p=0.03$).

In their written comments, some students said that they are receiving timely and useful feedback.

"My instructor always gives great feedback on how well I do on my assignments and tests which makes me feel happy and motivated to be better."

However, some said that feedback is not returned in a timely fashion.

"Some profs are slow at marking."

Some others indicated that the feedback they may receive is not clear or adequate to help them improve.

"I would benefit from knowing if I'm on track with what is expected of my level of work. They let me know if I pass, but I want to know if I'm taking away the right things from the courses."

A few students said that their assessments are mainly scheduled for later in the semester, such as midterm exams, or larger assignments.

"We are wrapping up some assignments in the coming weeks which will provide me with a better indication of how I am doing."

Finally, a few said that some instructors are not making use of all tools available on Moodle for the purpose of providing feedback to students.

"certain teachers seem to have more compatibility with moodle than others, which is understandable as it is probably relatively new to some."

YukonU offers a good learning environment, where students feel accepted

Students were asked a series of questions about their experiences within the YukonU community of learners.

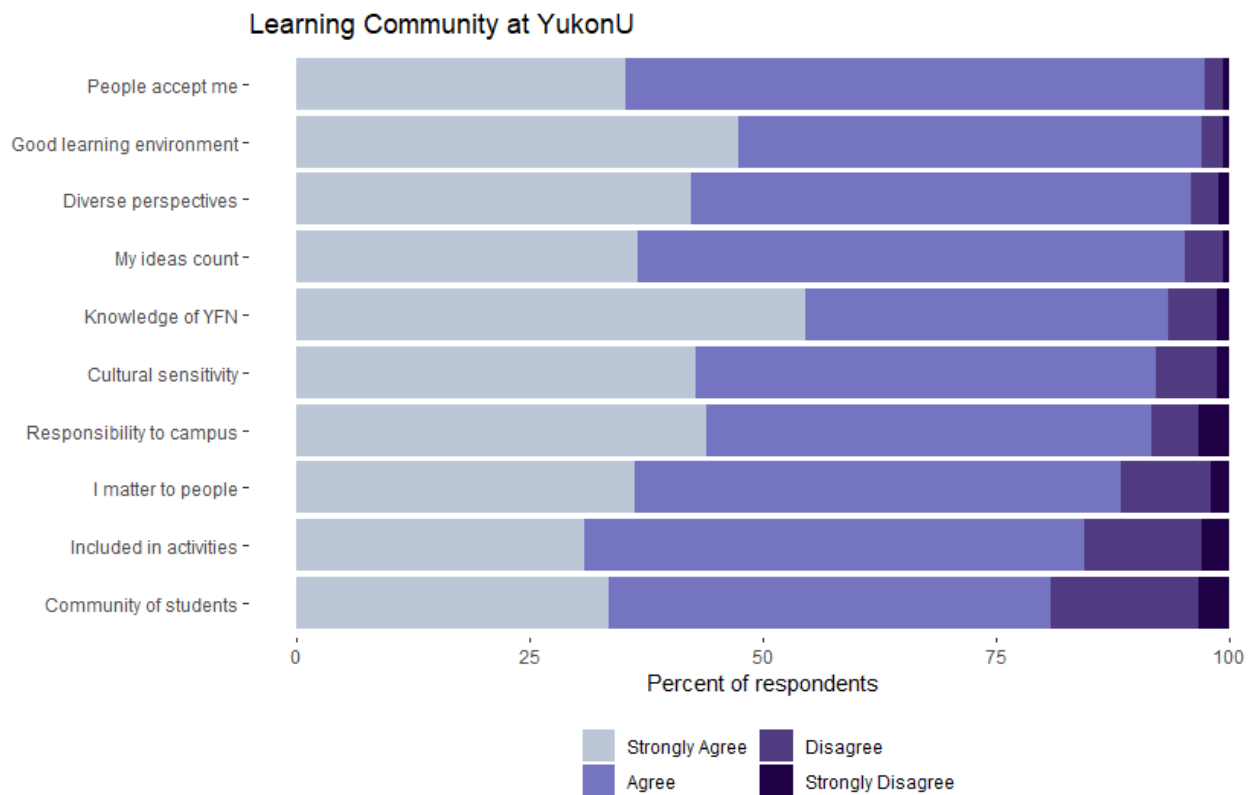


Figure 2: Learning Community at YukonU

Almost all respondents (97%) agree or strongly agree that people at Yukon University accept them.

Table 12: People at Yukon University accept me.

People at Yukon University accept me.		
	Number	Percent (%)
Strongly Agree	57	35
Agree	100	62
Disagree	3	2
Strongly Disagree	1	1
TOTAL:	161	100

Almost all respondents (97%) agree or strongly agree that Yukon University is a good learning environment.

Table 13: Yukon University is a good learning environment.

Yukon University is a good learning environment.		
	Number	Percent (%)
Strongly Agree	83	47
Agree	87	50
Disagree	4	2
Strongly Disagree	1	1
TOTAL:	175	100

More than nine out of ten respondents (96%) agree or strongly agree that their courses make space for diverse perspectives and viewpoints.

Table 14: My courses make space for diverse perspectives and viewpoints.

My courses make space for diverse perspectives and viewpoints.		
	Number	Percent (%)
Strongly Agree	75	42
Agree	95	54
Disagree	5	3
Strongly Disagree	2	1
TOTAL:	177	100

More than nine out of ten respondents (95%) agree or strongly agree that their ideas count in their classes.

Table 15: I feel like my ideas count in my classes.

I feel like my ideas count in my classes.		
	Number	Percent (%)
Strongly Agree	62	37
Agree	99	59
Disagree	7	4
Strongly Disagree	1	1
TOTAL:	169	100

More than nine out of ten respondents agree or strongly agree that their time at Yukon University has increased their knowledge and understanding of Yukon First Nations.

Table 16: My time at Yukon University has increased my knowledge and understanding of Yukon First Nations.

My time at Yukon University has increased my knowledge and understanding of Yukon First Nations.		
	Number	Percent (%)
Strongly Agree	93	55
Agree	66	39
Disagree	9	5
Strongly Disagree	2	1
TOTAL:	170	100

More than nine out of ten respondents (92%) agree or strongly agree that Yukon University provides an environment of cultural sensitivity for all.

Table 17: Yukon University provides an environment of cultural sensitivity for all.

Yukon University provides an environment of cultural sensitivity for all.		
	Number	Percent (%)
Strongly Agree	72	43
Agree	83	49
Disagree	11	7
Strongly Disagree	2	1
TOTAL:	168	100

More than nine out of ten respondents (92%) agree or strongly agree that they feel a sense of responsibility towards their campus and the land on which it resides. (Note that a “N/A” option was available for fully remote students).

Table 18: I feel a sense of responsibility towards my campus and the land on which it resides.

I feel a sense of responsibility towards my campus and the land on which it resides.		
	Number	Percent (%)
Strongly Agree	69	44
Agree	75	48
Disagree	8	5
Strongly Disagree	5	3
TOTAL:	157	100

Close to nine out of ten respondents (88%) agree or strongly agree that they feel like they matter to people at Yukon University.

Table 19: I feel like I matter to people at Yukon University.

I feel like I matter to people at Yukon University.		
	Number	Percent (%)
Strongly Agree	57	36
Agree	82	52
Disagree	15	10
Strongly Disagree	3	2
TOTAL:	157	100

More than four out of five respondents (84%) agree or strongly agree that they feel included in activities at Yukon University. (Note that a “N/A” option was available for students, who for whatever reason, may not feel that activities are relevant to them).

Table 20: I feel included in activities at Yukon University.

I feel included in activities at Yukon University.		
	Number	Percent (%)
Strongly Agree	44	31
Agree	76	54
Disagree	18	13
Strongly Disagree	4	3
TOTAL:	142	100

About four out of five respondents (81%) agree or strongly agree that they feel like they are part of a community of students at YukonU.

Table 21: I feel like I am part of a community of students at YukonU.

I feel like I am part of a community of students at YukonU.		
	Number	Percent (%)
Strongly Agree	53	34
Agree	75	47
Disagree	25	16
Strongly Disagree	5	3
TOTAL:	158	100

Students with a self-reported disability were significantly more likely to strongly agree that their courses make space for diverse perspectives and viewpoints, as compared with those who do not consider themselves as having a disability (64% vs 38%, $p = 0.01$).

Students living in Whitehorse were significantly more likely to strongly agree that their time at Yukon University has increased their knowledge and understanding of Yukon First Nations, as compared with those living in other locations at the time of the survey (58% vs 33%, $p=0.03$). They were also significantly more likely to strongly agree that Yukon University provides an environment of cultural sensitivity for all (46% vs 11%, $p=0.002$).

In their written comments in this section, some students remarked on the welcoming and positive learning environment they have experienced at YukonU.

"I have been to many other universities and am in awe of the community feel Yukon University provides. Everyone from faculty to other students are open and welcoming. I do not feel like another number - rather, I feel like my thoughts and opinions count."

Even though quantitative responses were overwhelmingly positive, some students expressed a variety of concerns in their written comments: that YukonU can do more to advance inclusion and First Nations reconciliation, that communication can at times be unclear and information hard to find, and that students studying online or in communities may feel disconnected from student life.

"... YU definitely need to learn from the First Nations and other Indigenous People to provide the right environment for those People Groups. After all, we are on the First Peoples' Territories and we should not only 'acknowledge' them, we need to 'respect' them, 'empower' them, 'reach out' to them, 'know' them and all their ways."

"To touch on inclusion in activities when I am aware of them I do feel included but communications regarding what's going on aren't the best. Often I only know because I stumbled upon things going when I was on my way to a class."

"Being in a community can be hard to feel integrated into Yukon University life. On top of that, campuses are not available to students during evenings (if there is no class) or during the weekend when I need access to the campus to work for University. There is no real community life on the campus in the communities. Some communities do not even have a campus so there is no sense to belong to any Yukon University community."

Online Learning

Four out of five students are taking courses online

Four out of five students (80%) said that they are taking one or more courses fully or partially online this semester.

Table 22: Are you taking any of your YukonU courses fully or partially online this semester?

Are you taking any of your YukonU courses fully or partially online this semester?		
	Number	Percent (%)
Yes	143	80
No	36	20
TOTAL:	179	100

Survey respondents were asked, "How would you rate the quality of your online learning experience this semester overall?"

Regrettably, an error occurred in survey coding which resulted in the comment box appearing as one of the response options for this question. This means that quantitative ratings were not captured for the 21% of respondents who chose to leave written comments.

Among those who gave quantitative ratings but no comments, 78% rated their experience good or excellent. However, these figures should be treated with caution, as respondents may be more inclined to leave comments if their experiences are more positive or more negative than the average.

Of the comments provided, about one-third (34%) expressed overall positive views about the online learning experience, while 43% tended negative, and 23% were mixed. It should be noted that the tone of a written comment does not always correspond to the rating a respondent might choose, as respondents often use comments to qualify or adjust their rating. Furthermore, some respondents explained that the quality of their experience varies between different online courses, which can make it challenging to distill these experiences into a single rating overall.

Table 23: How would you rate the quality of your online learning experience this semester overall?

How would you rate the quality of your online learning experience this semester overall?*		
	Number	Percent (%)
Excellent	44	40
Good	43	39
Fair	19	17
Poor	5	5
TOTAL:	111	100
<i>*Use with caution</i>		

In their written comments, some students indicated that their instructors and classmates have been effective at teaching and learning online.

"Its just like attending class in person, I expected it to be difficult but I am enjoying it :)"

However, some students find it more challenging to learn online as compared with face-to-face classes.

"Teachers are excellent at providing a good learning environment over Zoom/making the necessary adjustments – but learning (anything) over Zoom is challenging and I wish classes were in person"

Some students said that not all instructors have successfully adapted their course delivery to be effective online.

"Of the 4 online courses I have this semester I would rate one of them good to excellent. 3 out of 4 I have to tune out because of the delivery. One teacher struggles with the technology and can't seem to finish a complete thought while clicking around on their end, Another treats Zoom like a straight 3hour lecture, and one poor teacher who tries to engage but struggles with technology too. I believe there needs to be more teacher training into making online classes engaging because I have one who does it quite well so I know it's doable!"

Technical difficulties such as Internet connectivity can impede the learning process.

"Lots of technical issues"

More than four out of five reported positive online learning experiences

Students taking courses online were asked a series of questions about their learning experiences in these courses.

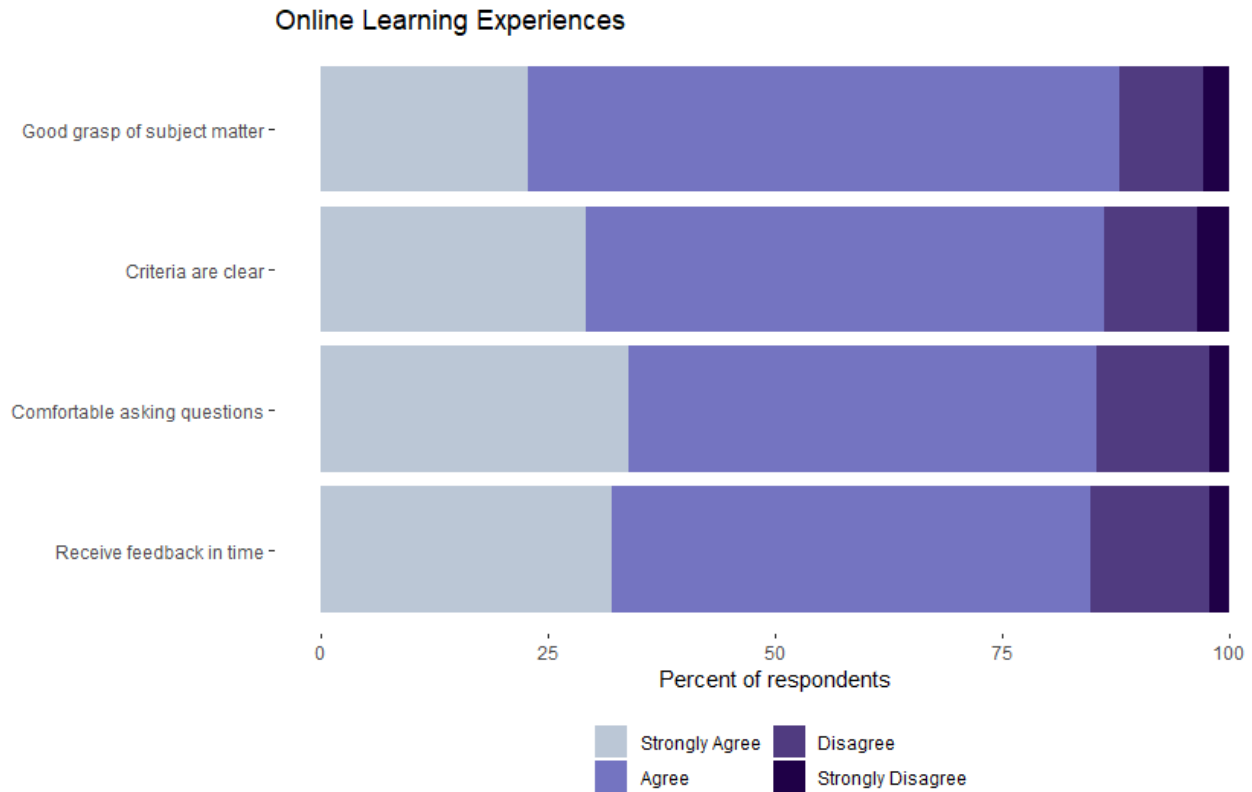


Figure 3: Online Learning Experiences

Close to nine out of ten students (88%) agree or strongly agree that they are getting a good grasp of the subject matter in their online courses.

Table 24: I am getting a good grasp of the subject matter in my online courses.

I am getting a good grasp of the subject matter in my online courses.		
	Number	Percent (%)
Strongly Agree	32	23
Agree	91	65
Disagree	13	9
Strongly Disagree	4	3
TOTAL:	140	100

More than four out of five online learners (86%) agree or strongly agree that the criteria for good performance on assignments and tests is clear to them.

Table 25: The criteria for good performance on assignments and tests is clear to me.

The criteria for good performance on assignments and tests is clear to me.		
	Number	Percent (%)
Strongly Agree	40	29
Agree	78	57
Disagree	14	10
Strongly Disagree	5	4
TOTAL:	137	100

More than four out of five online learners (85%) agree or strongly agree that they feel comfortable asking questions and contributing to discussions online.

Table 26: I feel comfortable asking questions and contributing to discussions online.

I feel comfortable asking questions and contributing to discussions online.		
	Number	Percent (%)
Strongly Agree	46	34
Agree	70	51
Disagree	17	12
Strongly Disagree	3	2
TOTAL:	136	100

More than four out of five online learners (85%) agree or strongly agree that they receive feedback on course work in time to inform their next assignment, test, and/or other required learning activities.

Table 27: I receive feedback on course work in time to inform my next assignment, test, and/or other required learning activities.

I receive feedback on course work in time to inform my next assignment, test, and/or other required learning activities.		
	Number	Percent (%)
Strongly Agree	44	32
Agree	72	53
Disagree	18	13
Strongly Disagree	3	2
TOTAL:	137	100

International students were significantly more likely than domestic students to strongly agree that they receive feedback on course work in time to inform their next assignment, test, and/or other required learning activities (54% vs 24%, $p=0.01$).

Students had the opportunity to provide written comments in response to the above series of statements. Some offered suggestions to improve their experience in online courses. Several reiterated that their experience varies depending on the instructor and the course.

“This is course dependent. In some classes it is very clear, in others it is not.”

Half think online learning is better this year

Students who were taking courses fully or partially online this year were asked whether they also took courses fully or partially online last year, in 2020-21. Three out of five (60%) had done so.

Those who had taken online courses last year as well as this year were asked to compare their overall online learning experience in the two different years. About half (54%) said it was better this year, while only 16% thought it was better last year. The remaining 30% did not perceive any difference overall.

International students were significantly more likely than domestic students to say that their online learning experience this year is better than last year (92% vs 45%, $p=0.005$).

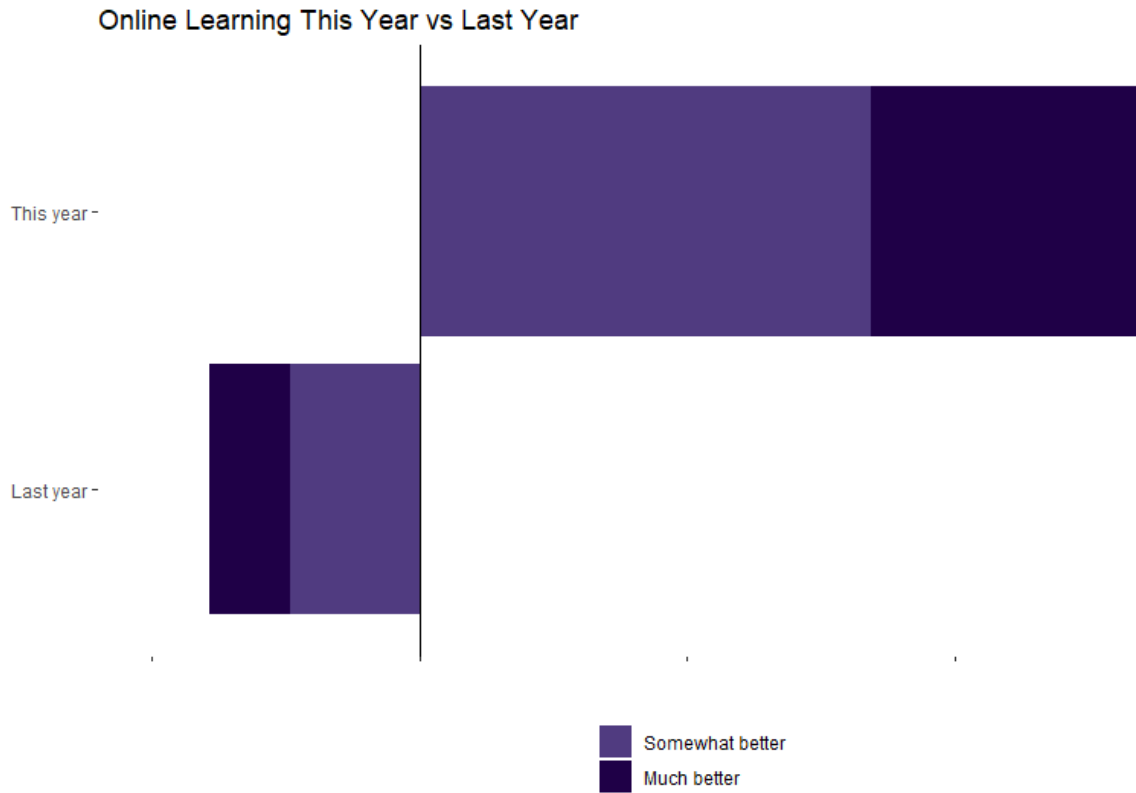


Figure 4: Online Learning This Year vs Last Year

Table 28: How does your overall online learning experience this year compare with your online learning experience last year?

How does your overall online learning experience this year compare with your online learning experience last year?		
	Number	Percent (%)
Much better this year	17	20
Somewhat better this year	28	34
No difference	25	30
Somewhat better last year	8	10
Much better last year	5	6
TOTAL:	83	100

Students' written comments tended to underscore the point that the online learning experience is highly instructor-dependent. Individual students' experiences over time are therefore dependent on which specific instructors they have had in which order.

"Depends on the teacher. I feel some understand and grasp online learning where others don't. For those who don't its harder to learn and understand and concentrate."

Bring Your Own Device (BYOD)

Half of students would like to participate in a BYOD program

Students responding to the survey were given the following definition: "Bring Your Own Device (BYOD) is an approach that both supports and requires students to use their own devices (such as a phone, tablet or laptop) to participate in classes."

Half (51%) of students surveyed said that they would personally like to participate in a BYOD program using their own devices. Another 38% may be interested, while one out of nine (11%) said they would not wish to participate.

Table 29: Would you personally wish to participate in a BYOD program using your own devices?

Would you personally wish to participate in a BYOD program using your own devices?		
	Number	Percent (%)
Yes	89	51
Maybe	66	38
No	20	11
TOTAL:	175	100

In their written comments, some students said that they are already using their own devices, either to connect to Zoom classes, or to bring to the classroom.

"I already use my devices for my classes but would be interested in this program more."

Some students said that they prefer using their own devices as they find them familiar and easy to use. It is also convenient to have all one's files stored in the same place.

"Yes, I find that I have access to all my personal tools and access to my past notes if needed."

"I like using my own devices, everything is organized the way I like it."

On the other hand, some students are concerned that BYOD would pose a barrier to those who do not have up-to-date devices or cannot afford to purchase one.

"I do not think this would be a fair way as there may be students that can not afford to do such things and it would increase a very obvious poverty gap"

"I had to buy a new laptop and that is a big extra expense, even though that is pretty standard for post secondary study now. I feel like for some people that is a big deferral to getting a post secondary education."

Some students also expressed concerns about device compatibility, keeping devices up to date, and/or needing to download specific apps and software.

"I prefer using the campus devices. Also my main computer (which is a mac) is not compatible with my coursework."

A few people said that they need more information to be able to answer the question. In addition, a few were concerned that devices in class could be distracting.

Student Supports

Students were asked a series of questions about their use of various services, and their needs for additional services or supports.

Most students used academic advising, and two out of five used academic support services

Most students (58%) used academic advising, either in person (30%) or remotely (33%) or both. Two out of five students (43%) used academic support services, and more than one-third (37%) used Connect2YukonU. More than one-quarter (28%) accessed student engagement. One out of five used accessibility services (20%), testing services (20%), and learning strategies (19%). Other services, which are targeted to specific populations or to students with particular needs, were used by fewer than one out of five students.

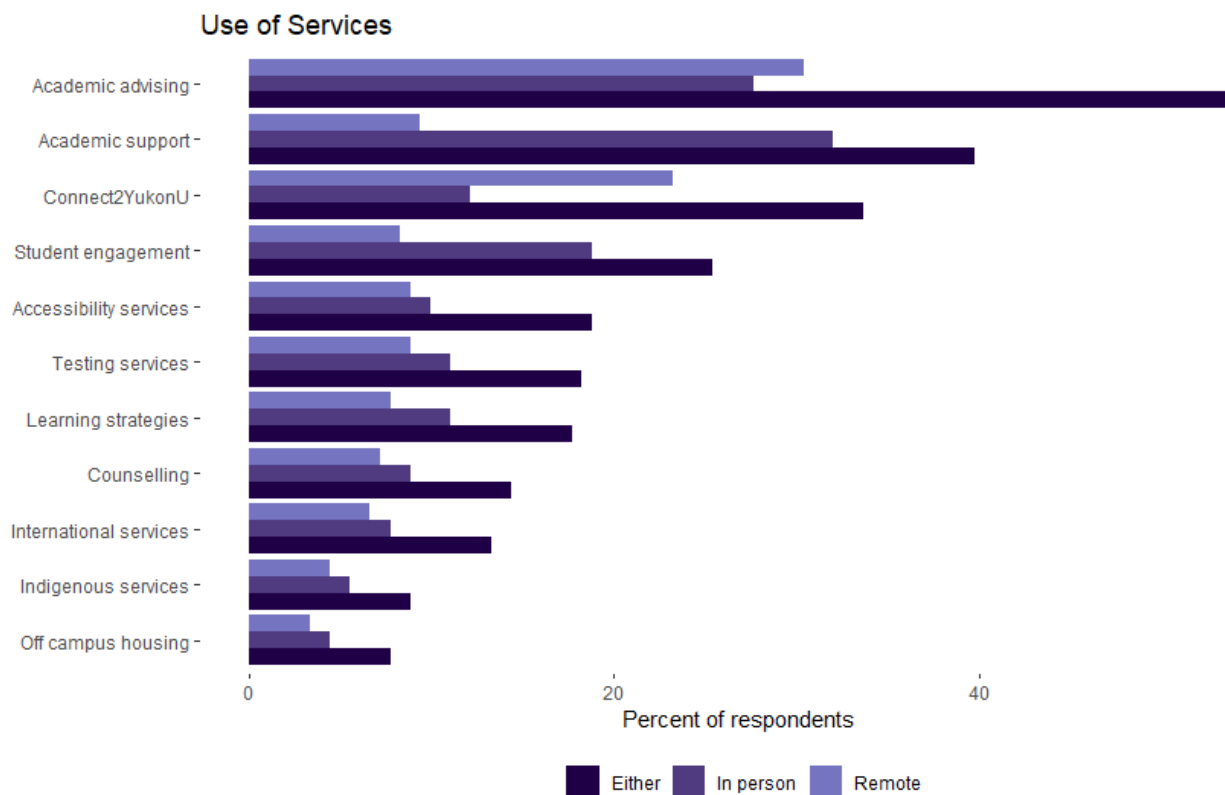


Figure 5: Use of Services

Table 30: Use of Services (% of respondents)

Use of Services (% of respondents)			
	Either	In person	Remote
Academic advising	54	28	30
Academic support	40	32	9
Connect2YukonU	34	12	23
Student engagement	25	19	8
Accessibility services	19	10	9
Testing services	18	11	9
Learning strategies	18	11	8
Counselling	14	9	7
International services	13	8	7
Indigenous services	9	6	4
Off campus housing	8	4	3

There were significant differences in accessing services by the following demographic groupings:

- Students with a self-reported disability were more likely to use accessibility services (41% vs 16%, $p=0.004$), testing services (32% vs 15%, $p=0.05$), and learning strategies (38% vs 12%, $p=0.001$)
- International students were more likely to access academic support (70% vs 34%, $p=0.001$), Connect2YukonU (59% vs 30%, $p=0.01$), and student engagement (52% vs 22%, $p=0.003$)
- Students residing in Whitehorse at the time of the survey were more likely to access academic support (46% vs 17%, $p=0.01$), and Connect2YukonU (40% vs 17%, $p=0.04$)
- Men were more likely than women to access Connect2YukonU (53% vs 32%, $p=0.04$)
- Self-identified Indigenous students were more likely to use testing services (35% vs 11%, $p=0.002$)

(Demographic differences are not reported here for International services or Indigenous services, which are targeted to specific demographic groups.)

Nine out of ten users were satisfied with services

Students were asked to indicate their satisfaction with services that they had accessed.

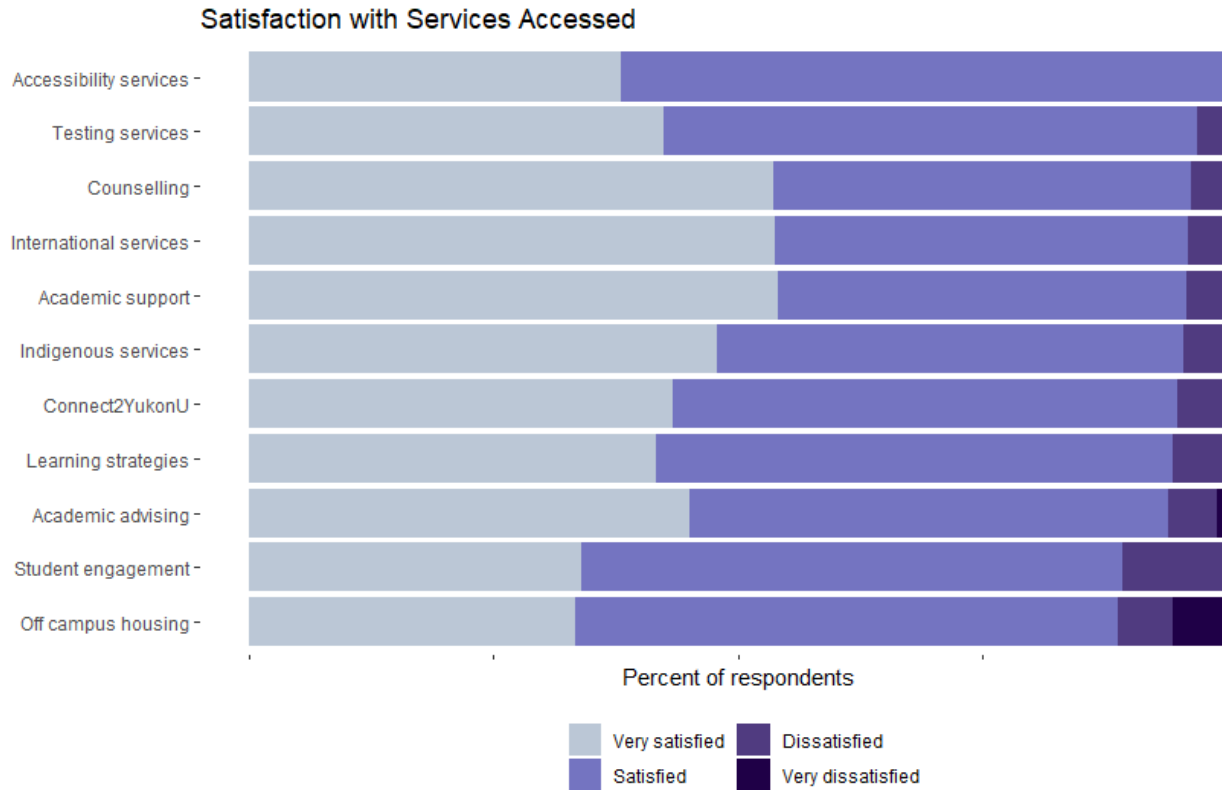


Figure 6: Satisfaction with Services Accessed

All users of accessibility services (100%) were satisfied or very satisfied.

Table 31: Satisfaction with Accessibility Services

Satisfaction with Accessibility Services		
	Number	Percent (%)
Very satisfied	16	38
Satisfied	26	62
TOTAL:	42	100

Almost all users of testing services (97%) were satisfied or very satisfied.

Table 32: Satisfaction with Testing Services

Satisfaction with Testing Services		
	Number	Percent (%)
Very satisfied	14	42
Satisfied	18	55
Dissatisfied	1	3
TOTAL:	33	100

More than nine out of ten users of counselling (96%) were satisfied or very satisfied.

Table 33: Satisfaction with Counselling

Satisfaction with Counselling		
	Number	Percent (%)
Very satisfied	15	54
Satisfied	12	43
Dissatisfied	1	4
TOTAL:	28	100

More than nine out of ten users of International services (96%) were satisfied or very satisfied.

Table 34: Satisfaction with International Services

Satisfaction with International Services		
	Number	Percent (%)
Very satisfied	14	54
Satisfied	11	42
Dissatisfied	1	4
TOTAL:	26	100

More than nine out of ten users of academic support (96%) were satisfied or very satisfied.

Table 35: Satisfaction with Academic Support

Satisfaction with Academic Support		
	Number	Percent (%)
Very satisfied	40	54
Satisfied	31	42
Dissatisfied	3	4
TOTAL:	74	100

More than nine out of ten users of Indigenous services (96%) were satisfied or very satisfied.

Table 36: Satisfaction with Indigenous Services

Satisfaction with Indigenous Services		
	Number	Percent (%)
Very satisfied	11	48
Satisfied	11	48
Dissatisfied	1	4
TOTAL:	23	100

More than nine out of ten users of Connect2YukonU (95%) were satisfied or very satisfied.

Table 37: Satisfaction with Connect2YukonU

Satisfaction with Connect2YukonU		
	Number	Percent (%)
Very satisfied	26	43
Satisfied	31	52
Dissatisfied	3	5
TOTAL:	60	100

More than nine out of ten users of learning strategies (94%) were satisfied or very satisfied.

Table 38: Satisfaction with Learning Strategies

Satisfaction with Learning Strategies		
	Number	Percent (%)
Very satisfied	15	42
Satisfied	19	53
Dissatisfied	2	6
TOTAL:	36	100

More than nine out of ten users of academic advising (94%) were satisfied or very satisfied.

Table 39: Satisfaction with Academic Advising

Satisfaction with Academic Advising		
	Number	Percent (%)
Very satisfied	46	45
Satisfied	50	49
Dissatisfied	5	5
Very dissatisfied	1	1
TOTAL:	102	100

Almost nine out of ten respondents who had accessed student engagement (89%) were satisfied or very satisfied.

Table 40: Satisfaction with Student Engagement

Satisfaction with Student Engagement		
	Number	Percent (%)
Very satisfied	16	34
Satisfied	26	55
Dissatisfied	5	11
TOTAL:	47	100

Close to nine out of ten students who had accessed support navigating off-campus housing (88%) were satisfied or very satisfied.

Table 41: Satisfaction with Off Campus Housing Navigation

Satisfaction with Off Campus Housing Navigation		
	Number	Percent (%)
Very satisfied	6	33
Satisfied	10	56
Dissatisfied	1	6
Very dissatisfied	1	6
TOTAL:	18	100

Services help students to make good choices, to succeed academically, and to maintain wellness
 Students were asked, "Thinking of the services listed above that you have used, how have these impacted your academic journey?"

One common theme in their written responses is that services have helped students to be successful academically, build their confidence as learners, and stay on track with classes. The Academic Support Centre and Learning Assistance Centre were both mentioned often.

"It helped me to study better."

"It gave me confidence in my writing assignments."

"help me to stay on track"

"... The academic services helped me get back into the academic writing! Non-judgmental and support folks!"

Students also spoke frequently about how services like academic advising had helped them to make good choices. Services offered guidance and navigational help to students who were uncertain about their options.

"I felt supported on the things that I was unclear about. It guided me to the right path."

"Strong impact. I waiver on decisions – or jump into them very quickly. Having a knowledgeable and interesting advisor to discuss ideas on education goals and choices is super helpful because I benefit from collegial discussion and make a more informed decision."

"Helps me balance my studies, life and work. Gives me a clearer outlook on goals and possible paths for the future"

Wellness supports such as counselling are instrumental in students' success, as are learning accommodations for those who need them. A few students also mentioned feeling a sense of comfort from knowing that services are available.

"In two previous semesters, I saw a Yukon U counsellor on a regular basis. This was hugely helpful to me, and I really don't think I would have finished all of my courses last semester if it weren't for the mental health support available through Yukon U. ..."

"The Learning Accommodation has helped me immensely throughout my years at YU, and though I require accommodation less and less, the knowledge that it is available and that testing services are available is a big stress relief."

Finally, a few people said that they have benefited from access to study spaces and wifi on campus, although access to these has been more restricted at times due to COVID-19.

"Having the study spaces available in the library has helped quite a bit in my studies. They allow me to focus fully on my course work."

Barriers to accessing services include remote access, lack of awareness, schedules and time constraints

Survey respondents were asked, "If you have not accessed services listed above, are there barriers making it hard for you to get access? Please describe any barriers."

Some students in communities or studying online said that they don't feel like they have access to services. They perceive some services to be unavailable to them, or find it difficult to access services remotely. Some feel that remote services are inadequate in comparison to what is available in person at Ayamdigut campus.

"I study remotely and there aren't a lot of resources reaching out online. Don't really find it anywhere on the website."

"There isn't much engagement or services in the communities. It would be nice to see activities and a community built within the University for individuals studying from their home town. Sometimes it can feel lonely when you are alone studying from a community."

"... Online services need to be more than just a typewritten webpage of information. There needs to be a live component as well."

Some students said that they simply were not aware of all the services available.

"I just didn't know some of them existed"

Some students have difficulty accessing services because of their work schedules, or time differences connecting from remote locations. They would like more service availability outside standard daytime hours.

"... Others can be harder to access due to unmatching schedules between the service and my work hours."

Students have busy lives and some have not had time to get involved in activities or seek out services that may be available to them.

"No, I just haven't had time yet but I will get to it."

Some students experience psychological barriers in asking for help. These may include fear of stigma, a history of 'passing' without disclosing a disability, feeling overwhelmed at the prospect of reaching out directly for help, or being unsure whether the process will be worth the effort.

"I probably still think that if I ask for help I will be labelled and viewed negatively."

"The fact that I had to reach out directly was a bit of a barrier. It was overwhelming for me."

Many students said that they had not encountered any barriers, or that they have not had the need for these services so far in their academic journey.

Students are interested in a variety of additional services

Survey respondents were asked, "Are there services you need as a student that Yukon University does not currently offer? What might these be?"

Many said that they could not think of anything extra that is needed. Nevertheless, a wide variety of suggestions were offered, including the following:

- Student life activities such as clubs, events, wellness classes, and social spaces:
 - cultural festivals and celebrations
 - GSA, LGBTQ2S+ or Pride services, spaces or clubs (2 responses)
 - mental health group
 - music
 - a pub or bar (2 responses)
 - sewing club
 - sports
 - wellness activities
 - yoga or fitness classes
- Childcare (3 responses)
- Career services, e.g. resume and cover letter preparation, professional mentorship, careers navigation (3 responses)
- Enhanced online services (3 responses)
- Extended open hours for facilities (e.g. community campus space, Innovation Commons at Ayamdigut) (2 responses)
- Financial assistance (e.g. free tuition, scholarships) (2 responses)
- Food (e.g. food bank, free meals) (2 responses)
- Health and dental benefits (2 responses)
- Assessment and testing for learning disabilities
- Campus map with service locations highlighted
- Enhanced academic support
- Enhanced inclusion and support
- Enhanced International student services
- Enhanced services in communities
- Evening courses for specific subjects
- Free transportation
- In-person engagement at time of registration
- Laundry services
- Massage
- More study spaces on campus
- Option to declare a minor to appear on transcripts
- Options for students to view class recordings in lieu of attending class due to schedule conflicts
- Proofreading
- Sidewalk clearance to ensure entrances are free of snow and ice
- Social opportunities to connect with classmates

Four out of five residents are satisfied with Campus Housing

Students were asked whether they had applied to live in Campus Housing this year. The 27 respondents (16%) who had done so were asked a series of questions about their experiences.

About three-quarters (74%) were satisfied or very satisfied with the application process.

Table 42: How satisfied are you with the Campus Housing application process?

How satisfied are you with the Campus Housing application process?		
	Number	Percent (%)
Very satisfied	6	22
Satisfied	14	52
Dissatisfied	5	19
Very dissatisfied	2	7
TOTAL:	27	100

A small number of students offered written comments here. It was mentioned that it can be stressful to wait to hear back about one's campus housing application, and to have to reapply each year of one's studies.

"Every single year, applying for and waiting to be approved for campus housing is the most stressful part of my year. ..."

Nineteen of the 27 respondents who had applied to campus housing, or 70%, are currently living in campus housing. These 19 respondents were asked to rate their satisfaction with campus housing. About four out of five (79%) said that they are satisfied or very satisfied.

Table 43: How satisfied are you with Campus Housing?

How satisfied are you with Campus Housing?		
	Number	Percent (%)
Very satisfied	6	32
Satisfied	9	47
Dissatisfied	3	16
Very dissatisfied	1	5
TOTAL:	19	100

A small number of students offered written comments about living in Campus Housing. There were some concerns about staffing, maintenance, noise, and wifi.

Challenges, Supports, and Successes

Survey respondents were asked a series of open-ended questions about challenges they face, supports that help them to succeed, and what success means to them.

Students face challenges with finances, and balancing school with work and parenting

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

One of the most prominent themes in their written responses is around financial challenges.

"It's expensive."

"... lack of financial supports available to mature students"

"Paying rent and tuition through this pandemic"

A closely related theme is the challenge of balancing school with work.

"I have continued working full-time while completing a full-time course load, as well as being a single mother of two, so managing it all has proven difficult. If I could get a bit more student funding I would be able to stop working."

"Financial ability and always having to work full time while in school and then burning out and having to drop classes."

Other challenges that are intertwined with finances and time management, and which arose in a smaller number of responses, include:

- childcare;
- finding affordable housing; and
- transportation.

Another set of challenges relates to students' academic experiences. Some find online learning to be a barrier.

"I found engagement in an all online course load difficult."

The workload can prove daunting, and some courses are more academically challenging.

"So many Assignments."

Other challenges related to coursework include:

- managing mental and physical health considerations and disabilities; and
- personal and internal factors related to motivation, focus, self-confidence, and choosing a path.

A subset of responses dealt with factors internal to Yukon University's systems and functioning. Some students find that their education is limited or delayed by a lack of available courses.

"Lack of availability for core courses, which makes it harder to get my degree done in a timeframe that I can afford."

In addition, some students encountered institutional roadblocks that felt like "being bounced around" or "jumping through hoops" in order to navigate systems and processes.

Finally, a small number of respondents identified challenges related to the following:

- English as a second language;
- COVID-19 considerations; and
- staffing turnover in programs affecting the student experience.

Family and friends, instructors, classmates, and support staff help students to succeed

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

Many students said that they enjoy support from friends, family, and partners. From childcare to financial assistance to general emotional support, these connections are vital to student success.

"My Mother helps around the house to make sure I can get some quality study-time in. ..."

"I am learning online via distance learning so I have my family supports which help me in many ways."

"... Additionally, a supportive spouse has been essential to my success so far."

Instructors at YukonU support students' learning through their dedication, encouragement, and responsiveness to student needs.

"The instructors at this institution are, without question, some of the best in the country."

"The support of teachers/instructors who always guided me."

"Competent instructors. They are supportive and wonderful."

Staff in Student Success Division and other service areas support students with helpful, friendly service. The Academic Support Centre, Learning Assistance Centre, and counselling were all mentioned multiple times.

"Academic Supports, Student Services (financial, counselling, etc)"

"everyone here helped a lot"

Other people who form part of students' support networks include:

- classmates;
- employers and co-workers; and
- academic advisors.

Some students mentioned the financial support they have received from Yukon Grant, Student Training Allowance, their First Nation, and other funding sources.

"Some Funding has helped to decrease some financial stress and pressure and allowing me to concentrate on my studies ..."

Other supports that were mentioned by a smaller number of students include:

- wellness supports and strategies outside of those provided by YukonU (e.g. outside counselling, medications, etc.); and
- one's personal motivation and strengths.

Success is more than grades and credentials

Students were asked, "How do you define success, when it comes to your education? What accomplishments or experiences would show that you have succeeded in a way that is meaningful to you?"

The traditional markers of success that are officially recognized by the institution are the completion of courses, getting good grades, and graduating with a certificate, diploma, or degree. Certainly many students cited these accomplishments as important to their definitions of success.

"graduating with a 3.5 GPA"

"getting good grades. So far the accomplishments are my A and A- in two of my courses, really proud of those"

"I feel the odds are against me, but I want to graduate with honors. I look at the plates on the wall of those who have and imagine my name on a future plate. If I don't graduate with honors, just the fact that I have gone to university as an older student and graduated my program will be a huge accomplishment."

However, success is far more than grades and credentials. Students talked about the importance of gaining and retaining knowledge and understanding – getting a true grasp of the subject matter.

"For me, getting more and more knowledge is success. I just want to be knowledgeable."

Relevant learning that can be applied in the workplace or in daily life is particularly valuable, and is considered a success.

"Having localized knowledge and skills relevant to the real world."

Regardless of outcome, students can experience personal success if they try hard, do their best, persist, and show up to do the work.

"Success to me means that we build ourselves up through triumphs and failures and keep pushing towards our goals. No matter how much you fail a course keep trying, things will get better bit by bit, it might not be today but it can be tomorrow as its a new day to try again. Success to me is someone who will not give up on themselves."

Social and relational success can be seen when students have built strong connections with classmates and instructors.

"I would define success as having a positive and engaging relationship with the instructor and my fellow students. ..."

Other dimensions of success that were mentioned by a smaller number of students include:

- getting a job or establishing oneself in a career;
- having a positive impact in the community, engaging with things that matter, and engaging with social justice issues;
- self-development, life skills, and personal growth;
- opening doors to future educational opportunities; and
- maintaining balance and wellness as a student.

Retention

One out of five students might not return in January

Survey respondents were asked whether they thought they would be returning in January after the break. Those who intend to return were asked about supports that are helping them to stay in school, while those who thought they might not return were asked about their reasons for leaving, and supports that might help them stay.

Four out of five respondents (81%) said that they would definitely return in January. This leaves one out of five (19%) who might not return.

Table 44: Do you think that you will return to Yukon University in January after the break?

Do you think that you will return to Yukon University in January after the break?		
	Number	Percent (%)
Yes, definitely	130	81
Might or might not return	26	16
No, definitely not	4	2
TOTAL:	160	100

There were no significant demographic differences in who might not return. Looking at responses to other items across the survey, students who might not or will not return in January were significantly less likely to have accessed the following services:

- Testing Services (3% vs 22%, $p=0.04$)
- Academic Advising (40% vs 62%, $p=0.04$)
- Student Engagement (10% vs 31%, $p=0.04$)

There were no other statistically significant differences found in this survey, using a threshold of $p \leq 0.05$. It should be noted that lack of significant difference does not mean there is no association between intentions to return, and any of the other variables on this survey – a survey with a larger number of respondents might be able to detect differences that could not be confirmed with this sample size.

The following are some differences that, while not statistically significant, may be suggestive avenues for further investigation. These differences have $p \leq 0.15$, with those who might not or will not return being more likely to:

- agree that, during the program advising process, different people told them different things (44% vs 27%, $p=0.15$);

- say that they have received enough feedback in their courses to understand how well they are doing, and areas where they may need to improve (60% vs 42%, $p=0.10$);
- strongly agree that Yukon University provides an environment of cultural sensitivity for all (54% vs 36%, $p=0.14$); and
- say they have not accessed academic support services (73% vs 55%, $p=0.10$).

Some of these results may be counter-intuitive, particularly the result that those who are at risk of leaving would strongly agree that YukonU provides an environment of cultural sensitivity for all. This may be a spurious result, meaning that it would not be reproduced if the survey were repeated. It may connect to some underlying construct that was not directly probed in the survey, and which is not obvious on the surface. The result that students who have received adequate feedback in their courses are more likely to leave may be another spurious result, or may be indicative of some students being aware that they are not doing well in their courses.

Reasons for leaving are diverse

Students who said that they might not or will not return in January were asked, "What are the main reasons why you might not return?"

The most common reason is because some students are finishing their planned course-work off-cycle and will be done in December.

"Done with diploma in December"

Other reasons that were each mentioned by a few (3-5) people include: financial reasons and/or balancing school with work; lack of course options; not succeeding and not receiving enough support; and other school-life balance issues such as child-care, stress and burnout.

"My employment and school load, I'm not sure if I can carry the extra work load."

"There are not much second year courses for second or third year students so it's difficult to keep continuing in this great university."

"I am just not receiving the support that I was seeking, and if I am not getting the help and support, I don't see myself succeeding."

"I need a break, mostly that I have a child and this covid19 making us stressful."

There were also a number of individual reasons that did not fit into the above categories.

Supports to help these students stay would need to address individual circumstances

Students who might not or will not return in January were also asked, "Is there anything Yukon University could do to help you stay in school?"

Some said that there was not. However, some (3 or 4 each) would find themselves better able to continue given more course options; more flexible scheduling or a different schedule; help with finances; or better access to services like counselling, education assessments, and academic accommodations.

"Yes. The university really needs more second and third year science courses and some for IT also."

"Flexible scheduling. Although I understand its not always possible. Online studying has really benefited me though!"

"financing"

"I should use the counseling that's on campus but they always have no availability when I'm available."

There were also a few individual responses that did not fit into the above categories.

Half of returning students say there are supports offered by YukonU that are helping them to stay in school

About half (48%) of those who intend to return in January said that there are supports offered by Yukon University that are helping them to stay in school.

Table 45: Are there any supports offered by Yukon University that are helping you to stay in school?

Are there any supports offered by Yukon University that are helping you to stay in school?		
	Number	Percent (%)
Yes	60	48
No	66	52
TOTAL:	126	100

Students who plan to return in January were given the opportunity to comment on their response to the above question. Several people identified financial supports that are helping them to stay in school. Some of these supports come from Yukon Government or other sources outside Yukon University, such as the Student Training Allowance. A few students also mentioned in-kind supports such as grocery cards, the discounted bus pass, and affordable rent in Campus Housing.

“Student allowance helps financially”

Several people mentioned academic supports and services offered through the Academic Support Centre. Counseling services were also mentioned by a few people as a key component in their ability to persist with school.

“Tutoring, writing centre, accessibility services, academic accommodations. Even just knowing that these and other supports such as counselling are available when and if I need them is a huge help for my mental health.”

Students who indicated that YukonU is not offering any supports that are helping them to stay in school could also offer written comments. There was only a small number of responses from this group of students, but some themes (expressed by 2-3 people each) include: needing more financial support; supports coming mainly from outside YukonU; persisting despite institutional roadblocks; and not being able to think of anything in particular.

Overall Satisfaction

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

Survey respondents were asked a series of questions to gauge their overall satisfaction with their Yukon University experience.

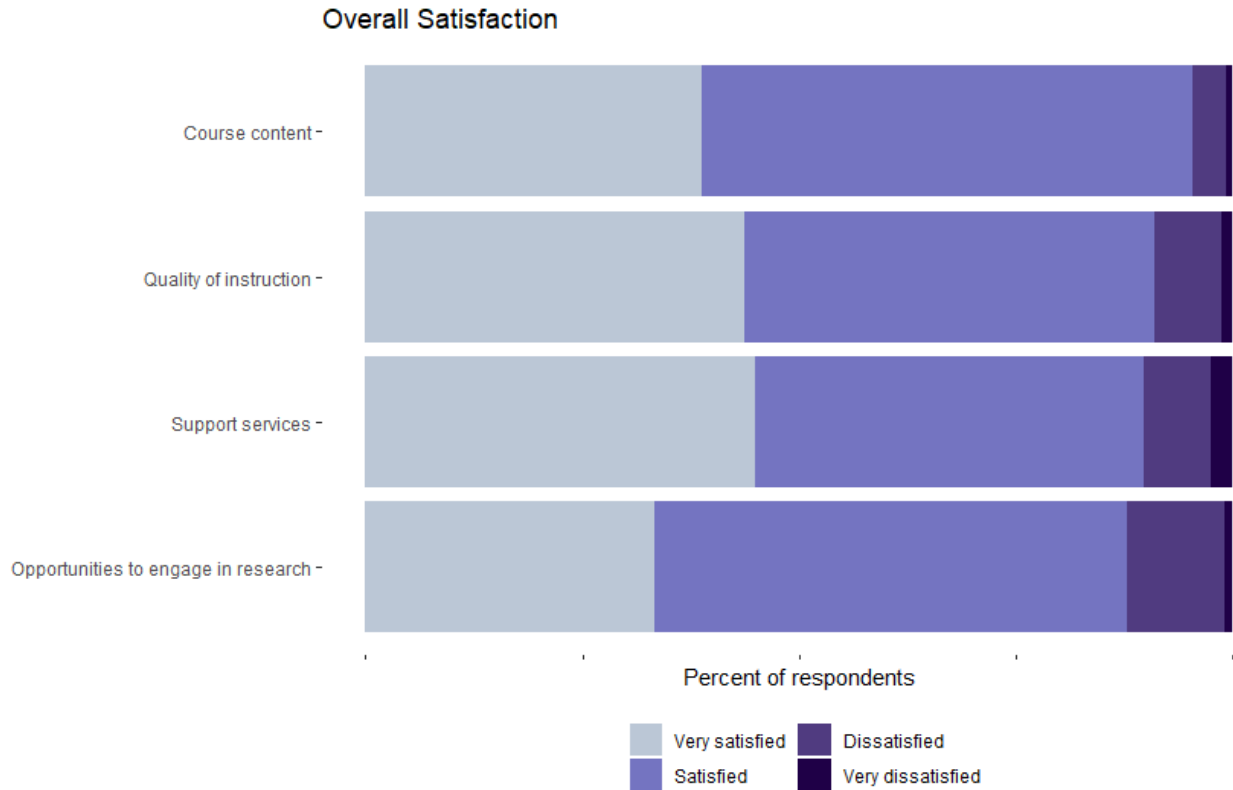


Figure 7: Overall Satisfaction

Nine out of ten respondents (91%) are satisfied or very satisfied with the quality of instruction.

Table 46: Satisfaction with Quality of Instruction

Satisfaction with Quality of Instruction		
	Number	Percent (%)
Very satisfied	69	44
Satisfied	75	47
Dissatisfied	12	8
Very dissatisfied	2	1
TOTAL:	158	100

More than nine out of ten respondents (96%) are satisfied or very satisfied with course content.

Table 47: Satisfaction with Course Content

Satisfaction with Course Content		
	Number	Percent (%)
Very satisfied	61	39
Satisfied	89	57
Dissatisfied	6	4
Very dissatisfied	1	1
TOTAL:	157	100

Nine out of ten respondents (90%) are satisfied or very satisfied with support services.

Table 48: Satisfaction with Support Services

Satisfaction with Support Services		
	Number	Percent (%)
Very satisfied	57	45
Satisfied	57	45
Dissatisfied	10	8
Very dissatisfied	3	2
TOTAL:	127	100

Almost nine out of ten respondents (88%) are satisfied or very satisfied with opportunities to engage in research.

Table 49: Satisfaction with Opportunities to Engage in Research

Satisfaction with Opportunities to Engage in Research		
	Number	Percent (%)
Very satisfied	36	33
Satisfied	59	55
Dissatisfied	12	11
Very dissatisfied	1	1
TOTAL:	108	100

Students with a self-reported disability were significantly more likely to be very satisfied with support services, as compared with those who did not report a disability (64% vs 40%, $p=0.05$).

More than nine out of ten would recommend YukonU

Survey respondents were asked, "Would you recommend Yukon University to others as a place to study?"

More than nine out of ten (94%) said yes.

Table 50: Would you recommend Yukon University to others as a place to study?

Would you recommend Yukon University to others as a place to study?		
	Number	Percent (%)
Yes	147	94
No	10	6
TOTAL:	157	100

In their written comments, several students highlighted the supportive atmosphere they have encountered at YukonU. Small class sizes, individual attention, and accessible services contribute to a positive student experience.

"I tell people I know that if they are looking for an education that feels personalized in a small setting they need to come here!"

"I learned early on what was available as support to me from Yukon University, and it was presented in a way that was warm and welcoming. My friends at other institutions have not learned of their supports, and do not feel as comfortable in accessing them as a result. Yukon University gives the impression it wants its students to excel, and whatever issue is presented, there is help."

Some said that it depends on the program – they might recommend the institution but not the program they are taking, or it would depend on whether the person's interests matched to the programs available.

"I would recommend Yukon University to others as a place to study, but unfortunately, I would not currently recommend [my] ... program based on my recent experiences."

"YukU is an excellent little university with limitless potential. Although the scope of programs offered does not necessarily meet my interests, YukU offers excellent education."

Information Channels

Survey respondents were asked a series of questions about various information channels used to communicate with students.

Email is by far the preferred information channel

More than nine out of ten respondents (94%) prefer to get information via emails to their @yukonu.ca account. The next-most-popular ways of getting information, all chosen by about one-third of respondents, are from instructors in class (36%), on Moodle course pages (36%), or on the yukonu.ca website (34%).

One-quarter (25%) prefer to receive information by word of mouth from other students. About one-fifth like to see information on posters at campus locations (19%), in the student newsletter (18%), or on TV screens at Ayamdigut campus (18%).

Social media channels are preferred by about one out of ten students (11% for Facebook, and 8% for Instagram).

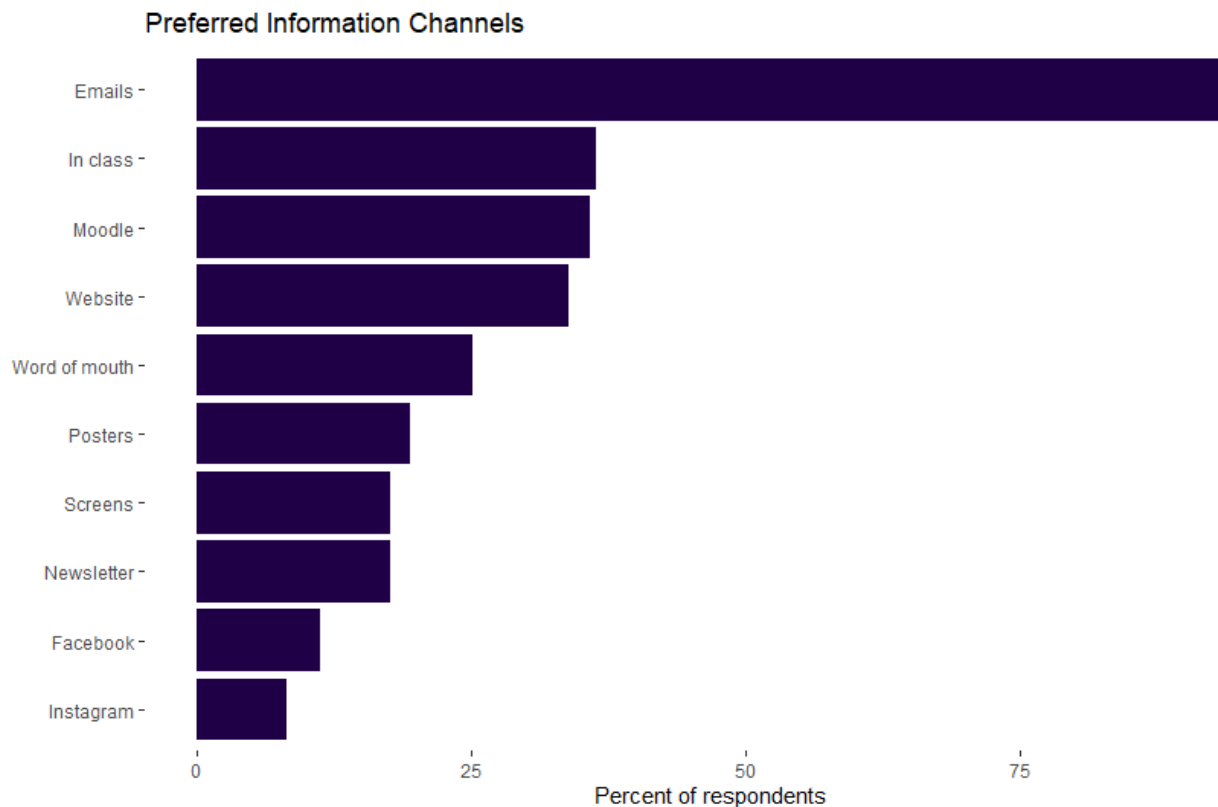


Figure 8: Preferred Information Channels

Table 51: How do you prefer to get information about services and activities that are available to you at Yukon University?

How do you prefer to get information about services and activities that are available to you at Yukon University?		
	Number	Percent (%)
Emails	149	94
In class	58	36
Moodle	57	36
Website	54	34
Word of mouth	40	25
Posters	31	19
Newsletter	28	18
Screens	28	18
Facebook	18	11
Instagram	13	8
Total Respondents:	159	

As compared with domestic students, International students were significantly more likely to prefer to use the website (59% vs 28%, $p=0.004$).

Traditional-aged students (under 25) were significantly more likely to look at posters, as compared with mature students (34% vs 14%, $p=0.01$).

Students with a self-reported disability expressed a significantly greater preference for TV screens at Ayamdigut campus (35% vs 12%, $p=0.005$), and as might be expected, screens were also more highly preferred by students living in Whitehorse as opposed to those living elsewhere.

“Other” information channels identified by students include personal email (4 responses), posters in bathrooms, and “pizza.” One student commented that the inclusion of “TV screens on campus” in the above list can be read as indicative of a lack of consideration for remote students.

Three out of four students use Facebook

Students were asked to identify all social media channels that they had used, for any purpose, during the past 30 days. Three-quarters (77%) had used Facebook. Two-thirds (69%) had used Youtube. A majority (58%) had also used Instagram.

About one-third (31%) used Snapchat, and one-quarter (26%) used TikTok. Approximately one out of ten used LinkedIn (12%) and Twitter (11%).

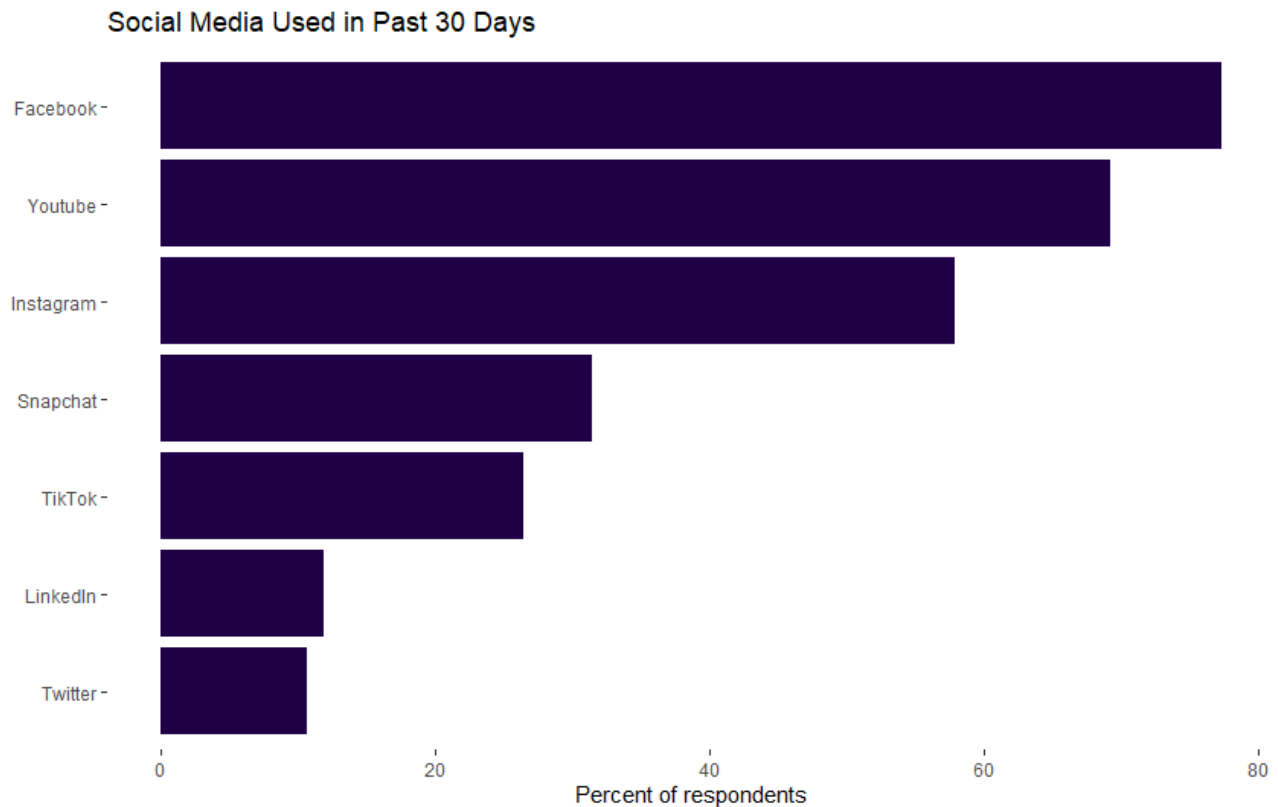


Figure 9: Social Media Used in Past 30 Days

“Other” social media responses include:

- Discord
- Google
- Pinterest
- Reddit
- Tiktok
- Whatsapp
- YukonU website

Table 52: Which of the following have you used, for any purpose, during the past 30 days?

Which of the following have you used, for any purpose, during the past month (30 days)?		
	Number	Percent (%)
Facebook	123	77
Youtube	110	69
Instagram	92	58
Snapchat	50	31
TikTok	42	26
LinkedIn	19	12
Twitter	17	11
Total Respondents:	159	

Usage of Facebook was significantly higher among domestic students than among International students (82% vs 59%, $p=0.02$).

Instagram usage was significantly higher among traditional-aged students (under 25) than among mature students (85% vs 48%, $p=0.00004$), and among students who self-identified as racialized (80% vs 56%, $p=0.03$).

Snapchat usage was significantly higher among traditional-aged students (53% vs 23%, $p=0.0005$), and among students who did at least some of their K-12 schooling in the Yukon, as compared with those from outside the territory (42% vs 25%, $p=0.04$).

Students who did at least some of their K-12 schooling in the Yukon were also significantly more likely to have used TikTok (40% vs 18%, $p=0.004$).

Twitter usage was higher among men than among women (25% vs 6%, $p=0.005$), and among students who self-identified as racialized (27% vs 7%, $p=0.007$), although the small number of Twitter users overall means that these statistics should be treated with caution.

About half of students follow YukonU on Facebook

Students were asked to indicate social media platforms where they follow or subscribe to YukonU. About half (46%) said that they follow YukonU on Facebook.

About one-quarter (28%) follow YukonU on Instagram. Fewer than one out of ten follows YukonU on other social media platforms such as Youtube (7%), LinkedIn (5%), or Twitter (3%).

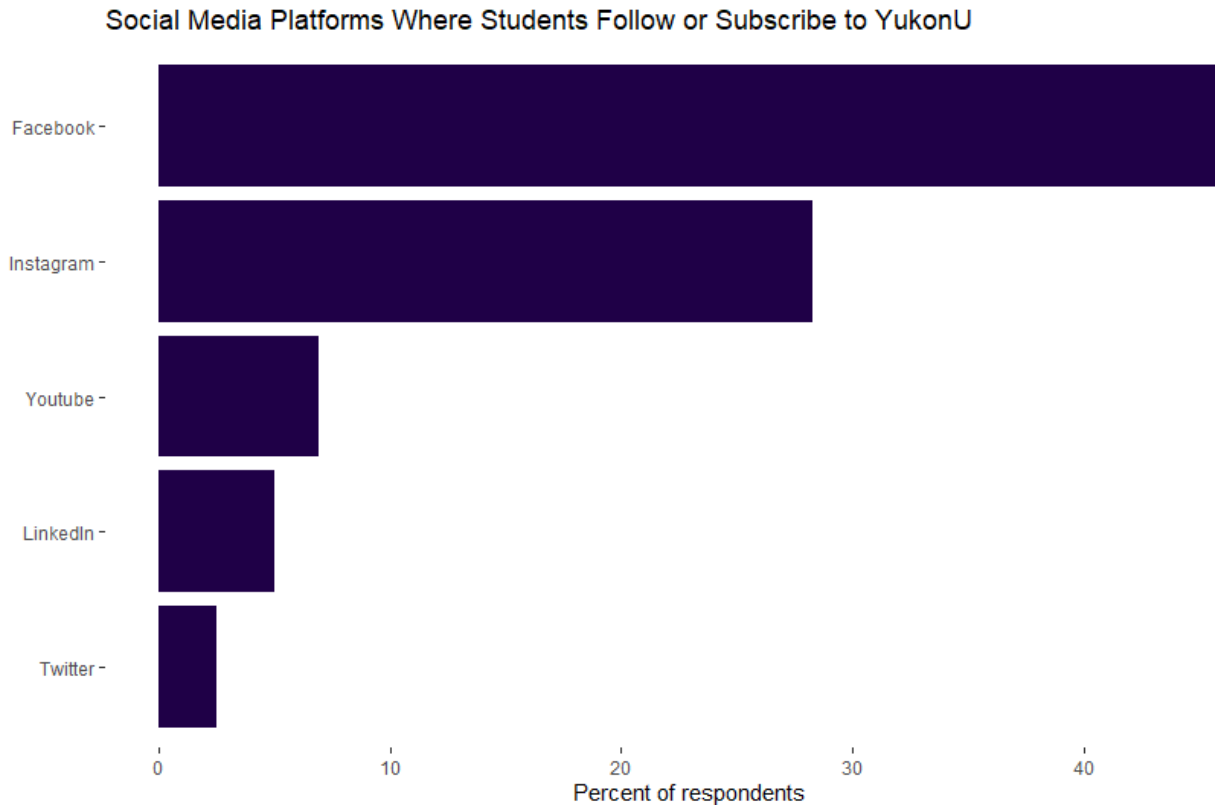


Figure 10: Social Media Platforms Where Students Follow or Subscribe to YukonU

The following groups were significantly more likely to follow YukonU on Instagram:

- Traditional-aged students (under 25) as compared with mature students (53% vs 18%, $p=0.00002$);
- International students as compared with domestic students (56% vs 23%, $p=0.001$); and
- Students who self-identified as racialized, as compared with those who self-identified as not being racialized (47% vs 24%, $p=0.03$).

Table 53: Do you follow or subscribe to YukonU on any of the following platforms?

Do you follow or subscribe to YukonU on any of the following platforms?		
	Number	Percent (%)
Facebook	73	46
Instagram	45	28
Youtube	11	7
LinkedIn	8	5
Twitter	4	3
Total Respondents:	159	

Student life is the most popular theme for proposed social media accounts

Survey respondents were asked if they would follow YukonU Facebook or Instagram accounts with various content themes. About half (46%) said that they would follow an account devoted to student life.

About one-third would follow accounts dedicated to research (31%) or Continuing Studies (30%), and one out of five (21%) would follow an account for Campus Housing. One out of six (17%) would follow an account for Presidential or institutional messages.

One out of nine (11%) does not use Facebook or Instagram, and so would not follow any of these accounts.

One-quarter (25%) of respondents said that they prefer to follow one account with a variety of information listed.

The idea of a student life-themed account was significantly more popular with traditional-aged students (under 25) than with mature students (67% vs 46%, p=0.03).

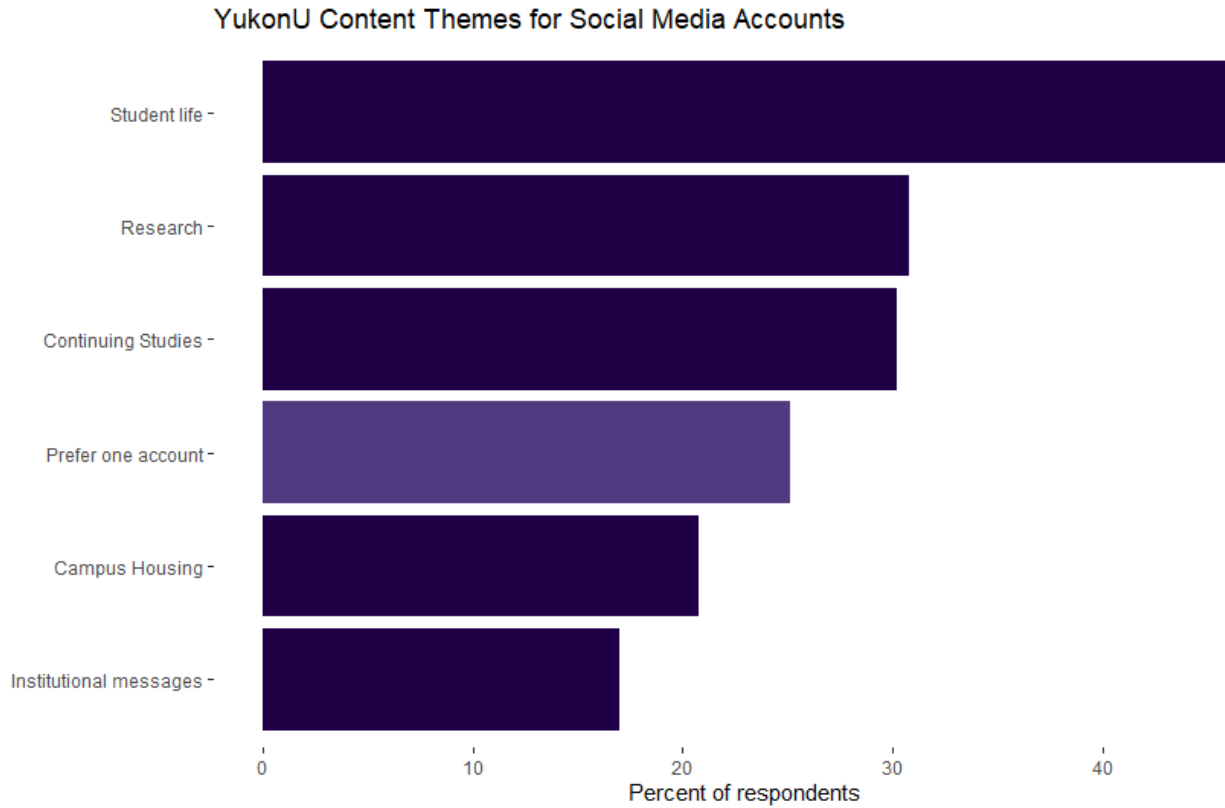


Figure 11: YukonU Content Themes for Social Media Accounts

Table 54: Would you follow YukonU Facebook or Instagram accounts with any of the following specific content themes?

Would you follow YukonU Facebook or Instagram accounts with any of the following specific content themes?		
	Number	Percent (%)
Student life	73	46
Research	49	31
Continuing Studies	48	30
Prefer one account	40	25
Campus Housing	33	21
Institutional messages	27	17
Do not use FB/Instagram	17	11
Total Respondents:	159	

Equity, Diversity, and Inclusion

Survey respondents were asked a series of questions about their identities and demographic groupings. These responses are used to better understand the diversity of the student population, and to assess the representativeness of the survey sample.

Through an equity lens, throughout the survey, significant differences ($p \leq 0.05$) have been reported where they may arise for the following self-identified populations:

- Female and Male
- Traditional-aged (under 25) and Mature (25 and over)
- International and Domestic students
- Self-identified Indigenous (First Nations, Inuit or Métis), and self-identified non-Indigenous
- Residing in Whitehorse, and residing elsewhere
- Those who did at least some K-12 schooling in the Yukon, and those who did not
- Self-identified as belonging to a racialized group in Canada, and self-identified as not belonging to such a group
- Self-identified as a person with a disability, and self-identified as not being a person with a disability

The above comparisons all involve binaries, for the purposes of applying a chi-squared test. This means that non-binary identities and identities at a more granular scale are not included in the statistical comparisons. In general there are not enough responses in each of these more fine-grained categories to apply statistical tests, nor to report details about these groups without compromising respondent confidentiality. It is recognized that identities are complex and intersectional, and that our statistical tools form a blunt instrument for assessing equity.

Where statistically significant differences have been found, these are noted throughout the report. Where differences are not statistically significant, nothing is noted.

Age

The median age range of survey respondents is 25 to 29. Less than one-third of respondents (30%) are under age 25, often considered to be the traditional student age range.

In terms of actual enrolment, traditional-aged students make up 45% of the Fall 2021 student body. This indicates that the survey tended to oversample mature students.

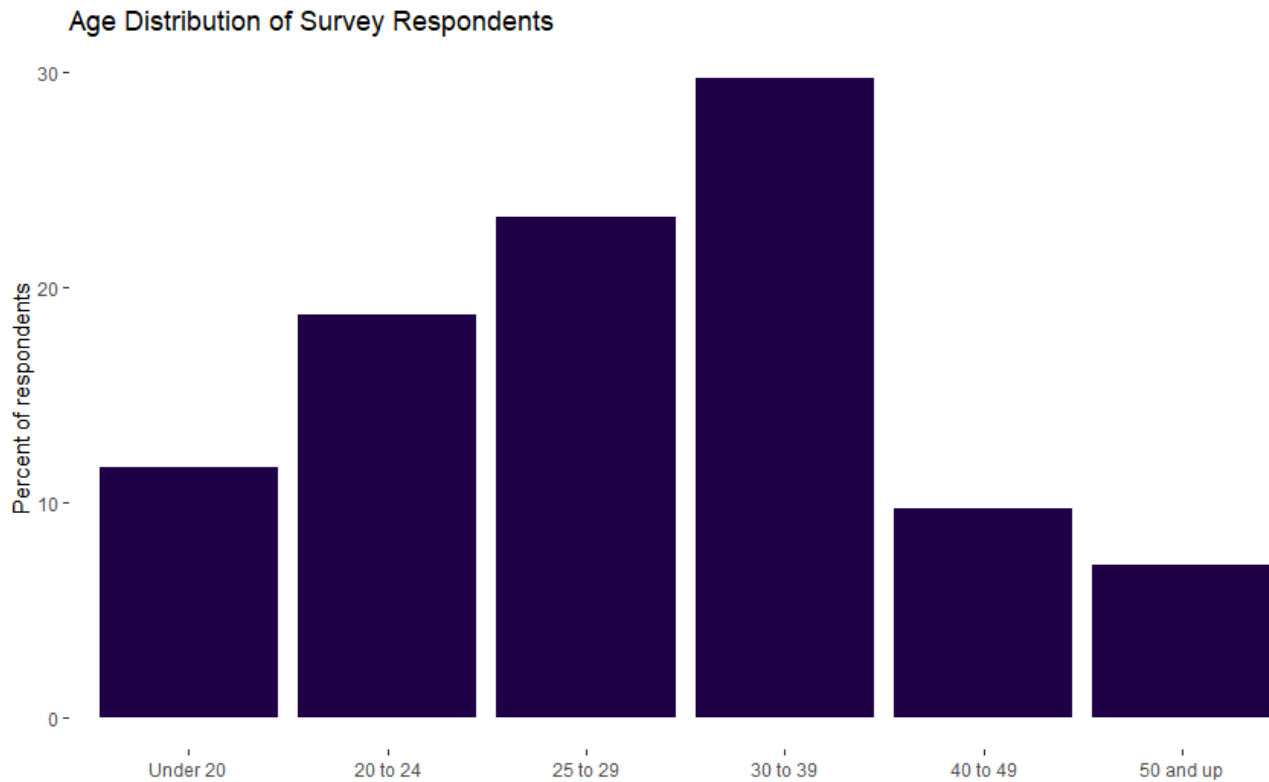


Figure 12: Age Distribution of Survey Respondents

Table 55: Age Distribution of Survey Respondents

Age Distribution of Survey Respondents		
	Number	Percent (%)
Under 20	18	12
20 to 24	29	19
25 to 29	36	23
30 to 39	46	30
40 to 49	15	10
50 and up	11	7
TOTAL:	155	100

Gender

Three-quarters (76%) of respondents identified as female, while one-fifth (21%) identified as male, and 3% identified as gender diverse.

In terms of actual enrolment, female-identified students make up 60% of the student population, while male-identified students account for 27%, and 12% are either gender diverse or have not specified a gender at the time of admission. Because the latter category includes multiple groups, these percentages are not directly comparable to the survey responses. However, it would appear that the survey tended to oversample female-identified students. This is known to be a common pattern in survey research generally.

Table 56: Gender Identity of Survey Respondents

Gender Identity of Survey Respondents		
	Number	Percent (%)
Female	117	76
Male	32	21
Gender diverse	4	3
TOTAL:	153	100

International Students

One out of six survey respondents (17%) is an International student.

In terms of actual enrolments, International students make up 13% of the Fall 2021 student body. This indicates that the survey slightly oversampled International students.

Table 57: International Students Responding to Survey

International Students Responding to Survey		
	Number	Percent (%)
Yes	27	17
No	128	83
TOTAL:	155	100

Indigenous Self-identification

One out of four survey respondents (26%) self-identified as Indigenous, including 11% who self-identified as Yukon First Nations. (Respondents could select multiple categories).

In terms of actual enrolments, self-identified Indigenous students make up 27% of the Fall 2021 student body. The survey was therefore representative with regards to Indigenous self-identification.

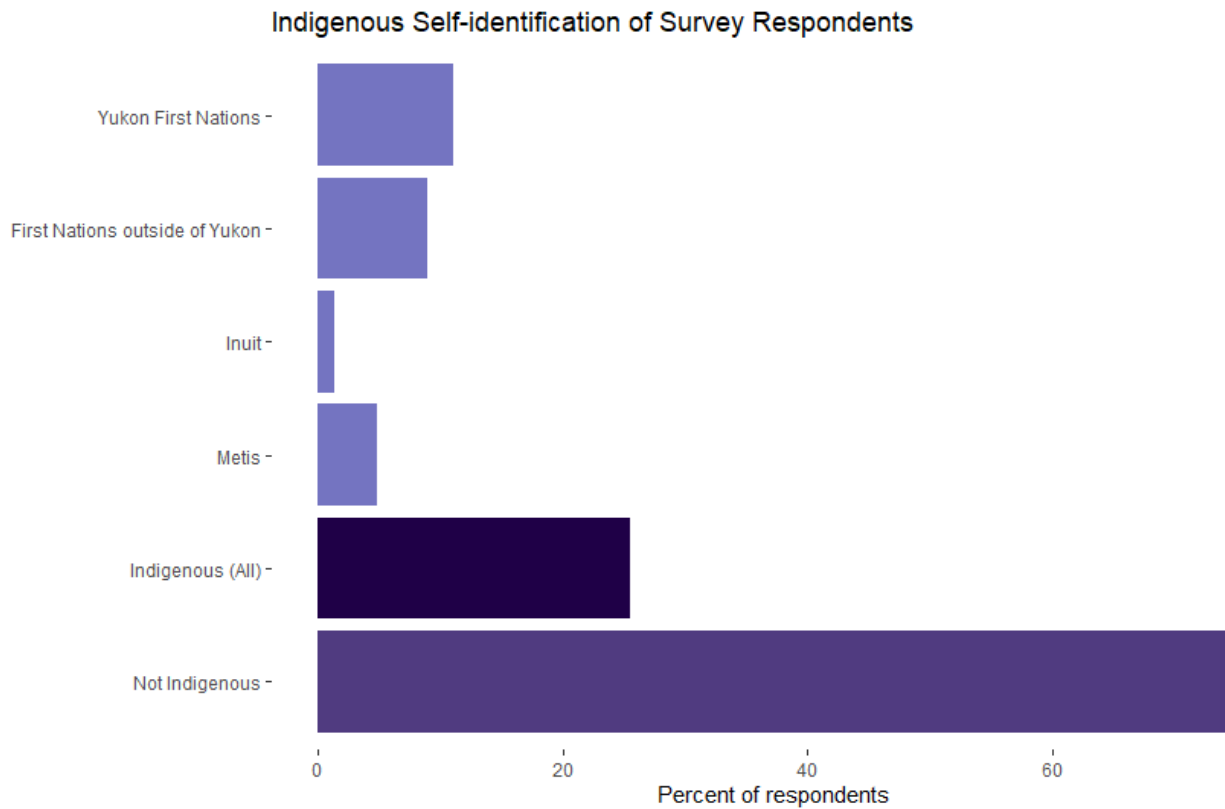


Figure 13: Indigenous Self-identification of Survey Respondents

Table 58: Indigenous Self-identification of Survey Respondents

Indigenous Self-identification of Survey Respondents		
	Number	Percent (%)
Yukon First Nations	16	11
First Nations outside of Yukon	13	9
Inuit	2	1
Metis	7	5
Indigenous (All)	37	26
Not Indigenous	108	74
Total Respondents:	145	

Place of Residence

Four out of five survey respondents (81%) were primarily residing in Whitehorse while studying in Fall 2021. One out of eight (12%) was living in a rural Yukon community. Fewer than one out of ten were living elsewhere in Canada (6%) or outside Canada (1%).

Table 59: Place of Residence of Survey Respondents

Place of Residence of Survey Respondents		
	Number	Percent (%)
Whitehorse	127	81
Rural Yukon community	18	12
Elsewhere in Canada	10	6
Outside Canada	2	1
Total Respondents:	156	

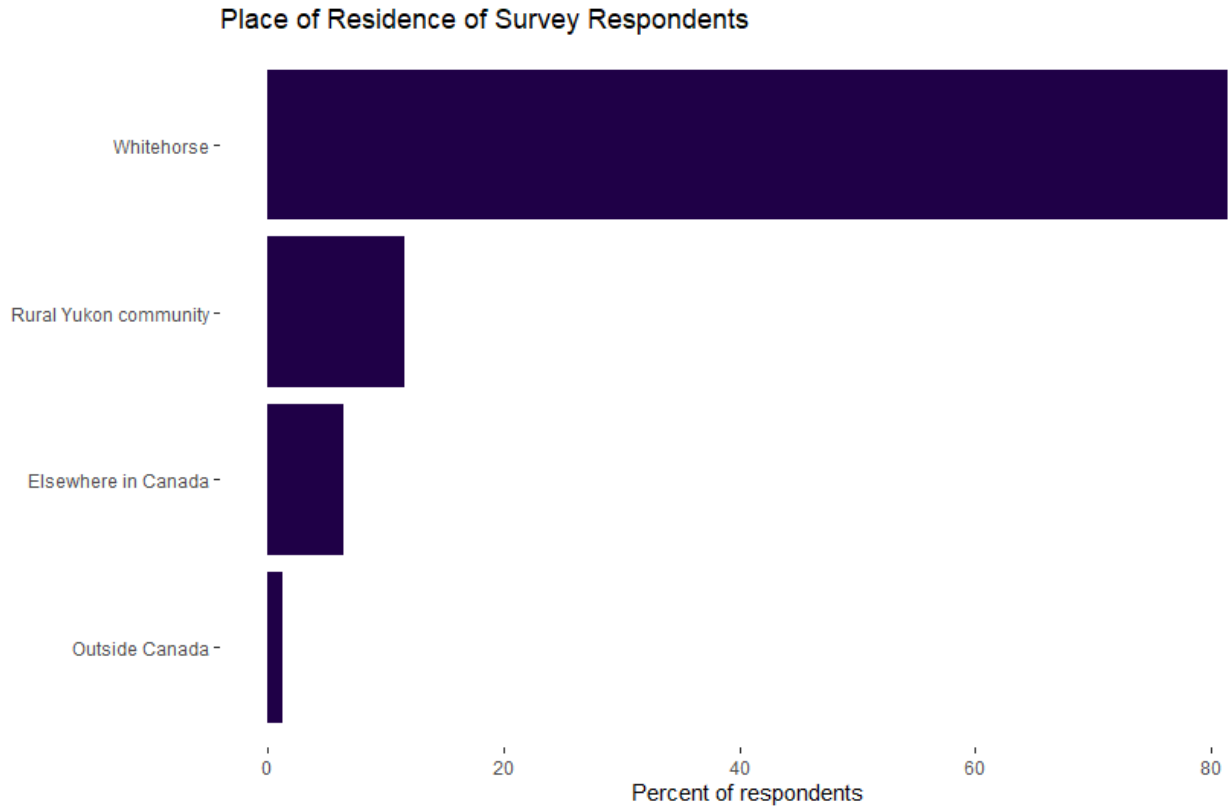


Figure 14: Place of Residence of Survey Respondents

Location of K-12 Schooling

Three out of five respondents (61%) did all of their K-12 schooling outside the Yukon. One-third of respondents (32%) did at least some of their schooling in Whitehorse, and one out of ten (10%) attended at least some grades in a rural Yukon community.

Table 60: Location of K-12 Schooling of Survey Respondents

Location of K-12 Schooling of Survey Respondents		
	Number	Percent (%)
Whitehorse	51	32
Rural Yukon community	15	10
Yukon (any)	62	39
Elsewhere in Canada	62	39
Outside Canada	41	26
Total Respondents:	157	

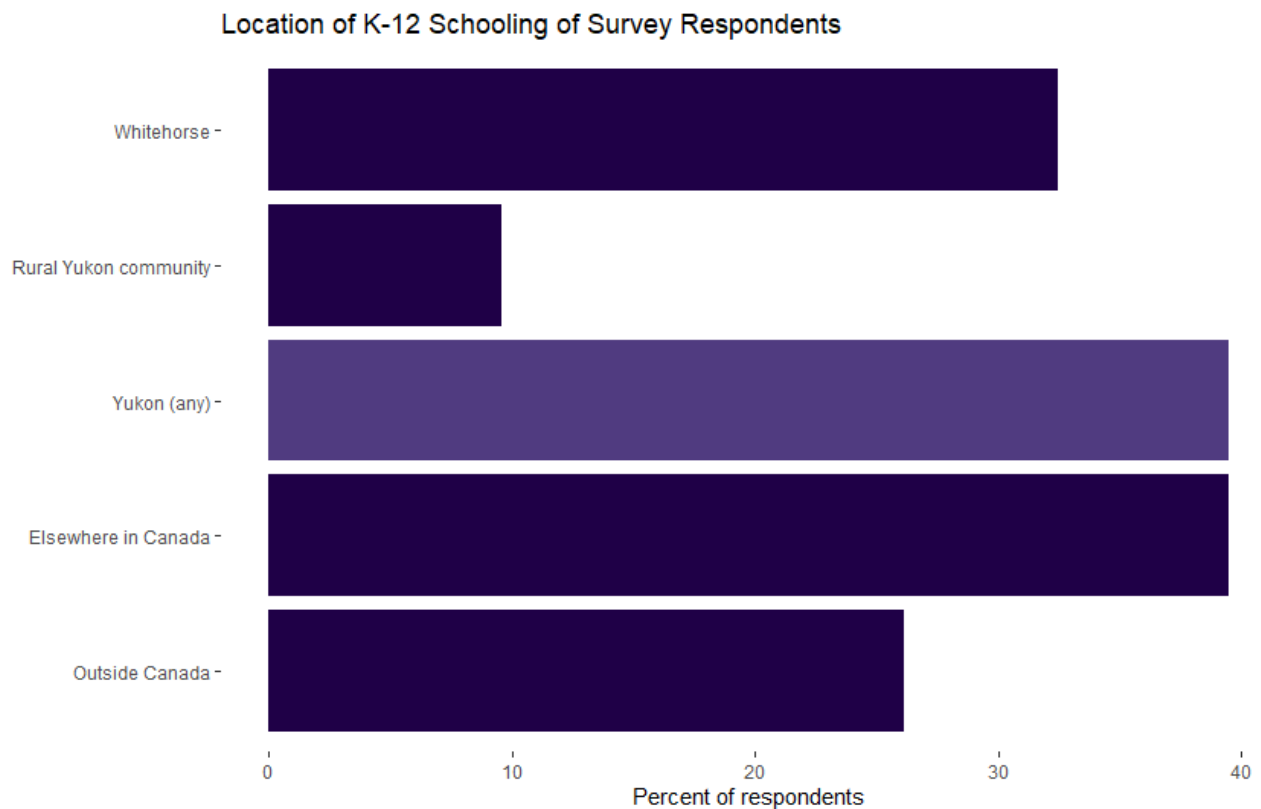


Figure 15: Location of K-12 Schooling of Survey Respondents

Racialized Identities

One out of five students responding to the survey (21%) identified as belonging to a racialized group in Canada.

Table 61: Racialized Identities of Survey Respondents

Racialized Identities of Survey Respondents		
	Number	Percent (%)
Yes	30	21
No	113	79
TOTAL:	143	100

While there is some overlap between racialized identities and International students, most International students (74%) did not identify as racialized. Conversely, International students accounted for 23% of those who identified as racialized, while the other 77% of racialized students are not International.

Indigenous students may have complex identities involving non-Indigenous heritage, and may or may not consider their Indigeneity as placing them in a racialized category. On this survey, 19% of students who self-identified as Indigenous also identified as belonging to a racialized group, while the other 81% did not. Conversely, 23% of racialized students identified as Indigenous, while the other 77% of racialized students did not identify as Indigenous.

It should be considered that the language of “racialized group” is relatively new, and sits alongside other terminology such as BIPOC. This survey provides an indication of the percentage of students who identify with this specific terminology. This should be kept distinct from any conception of the number or percentage of students who may have various types of ethnic ancestry, or who might identify with related terminology or under different circumstances.

The survey also asked students whether they identified with various population groups. Students could select all that apply, and also had options of “Other” and “Prefer not to say.”

A majority of students (57%) identified as White. However, fewer than half (46%) identified only as White, i.e. indicated White and none of the other listed population groups.

The next-most-common population group identity is Indigenous (15%). The proportion identifying here as Indigenous is lower than it was in the question specifically asking about Indigenous identity, indicating that some students who self-identify as Indigenous may have skipped this question, or not have identified as such when the question is phrased in terms of a list of population groupings.

About one out of ten students identified as Filipino (12%), or as South Asian (10%). The remaining listed population groupings each account for 5% or less of students.

“Other” responses include:

- Indian
- North Indian
- Indian, Sikh
- Jewish
- Doukhobor
- Heiltsuk
- Pacific Islanders
- Human
- The Human population
- human of the planet earth
- Race is a social construct

Further complicating the narrative, we find that 40% of those who said “no” to the question of belonging to a racialized group did select one or more population groupings other than “White.” Among those who did not identify as belonging to a racialized group in Canada, 11% identified as Indigenous, 9% as South Asian, 7% as Filipino, and 5% or fewer as each of Chinese, Japanese, Korean, Latin American, Southeast Asian, Arab, Black, or West Asian.

Table 62: Population Group Identities of Survey Respondents

Population Group Identities of Survey Respondents		
	Number	Percent (%)
White	77	57
White - single identity	63	46
Indigenous	21	15
Filipino	16	12
South Asian	14	10
Other	11	8
Chinese	7	5
Japanese	5	4
Latin American	5	4
Korean	3	2
Southeast Asian	3	2
Arab	2	1
Black	2	1
West Asian	1	1
Total Respondents:	136	

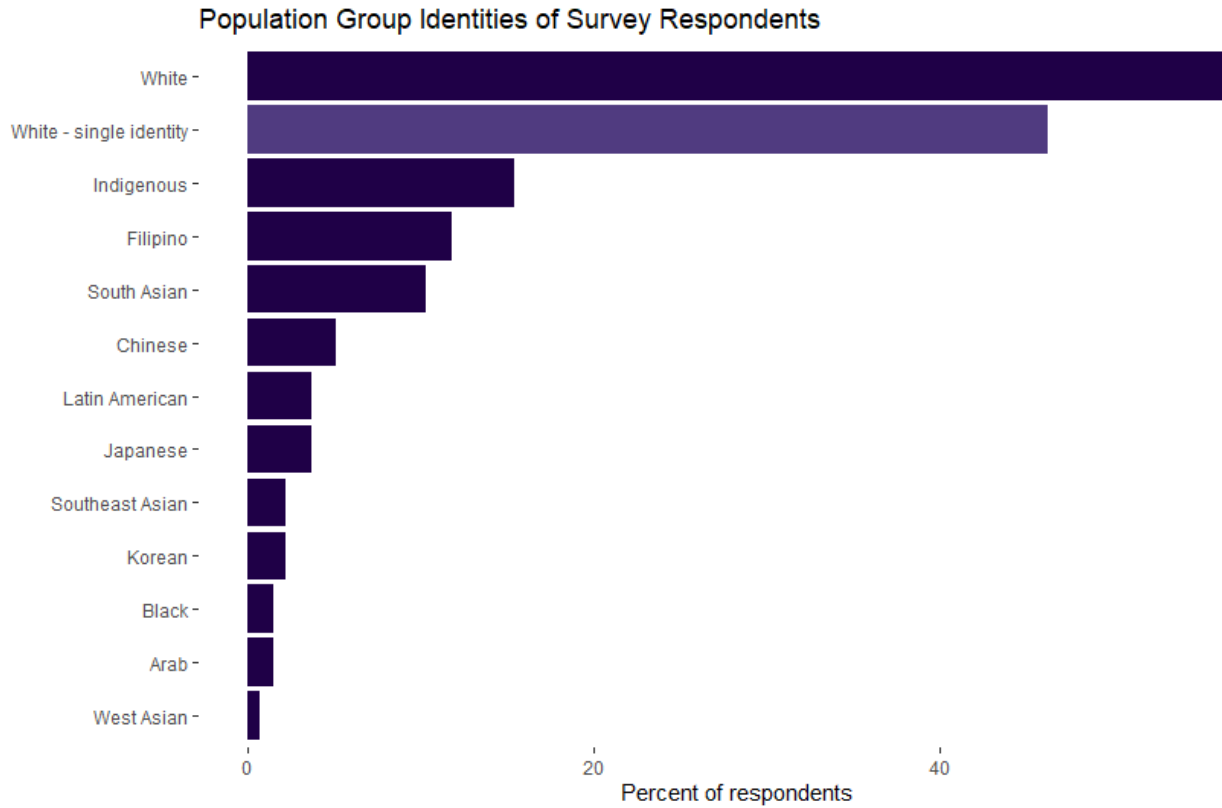


Figure 16: Population Group Identities of Survey Respondents

Disability

Nearly one out of four respondents (23%) identified as a person with a disability.

Table 63: Self-identification as a Person with a Disability

	Self-identification as a Person with a Disability	
	Number	Percent (%)
Yes	34	23
No	113	77
TOTAL:	147	100

Students were also asked to indicate the type(s) of disability that may apply to them. Students could select multiple options, and also had options for “Other” and for “Prefer not to say.”

The most commonly reported types of disability are learning disabilities (12%), and mental health (12%). Each of these was reported by about one out of eight students.

About one out of eleven students (9%) reported a disability involving memory, and one out of twelve (8%) experiences disabling pain. Each of the remaining listed types of disabilities was reported by fewer than one out of fifteen students.

“Other” types of disability identified by students include:

- ADD (3 respondents)
- ADHD (2 respondents)
- Recovering addict/alcoholic
- Arthritis
- Severe COPD
- Executive function (but prefer not to self-identify)
- Multiple chronic illness (autoimmune disease)

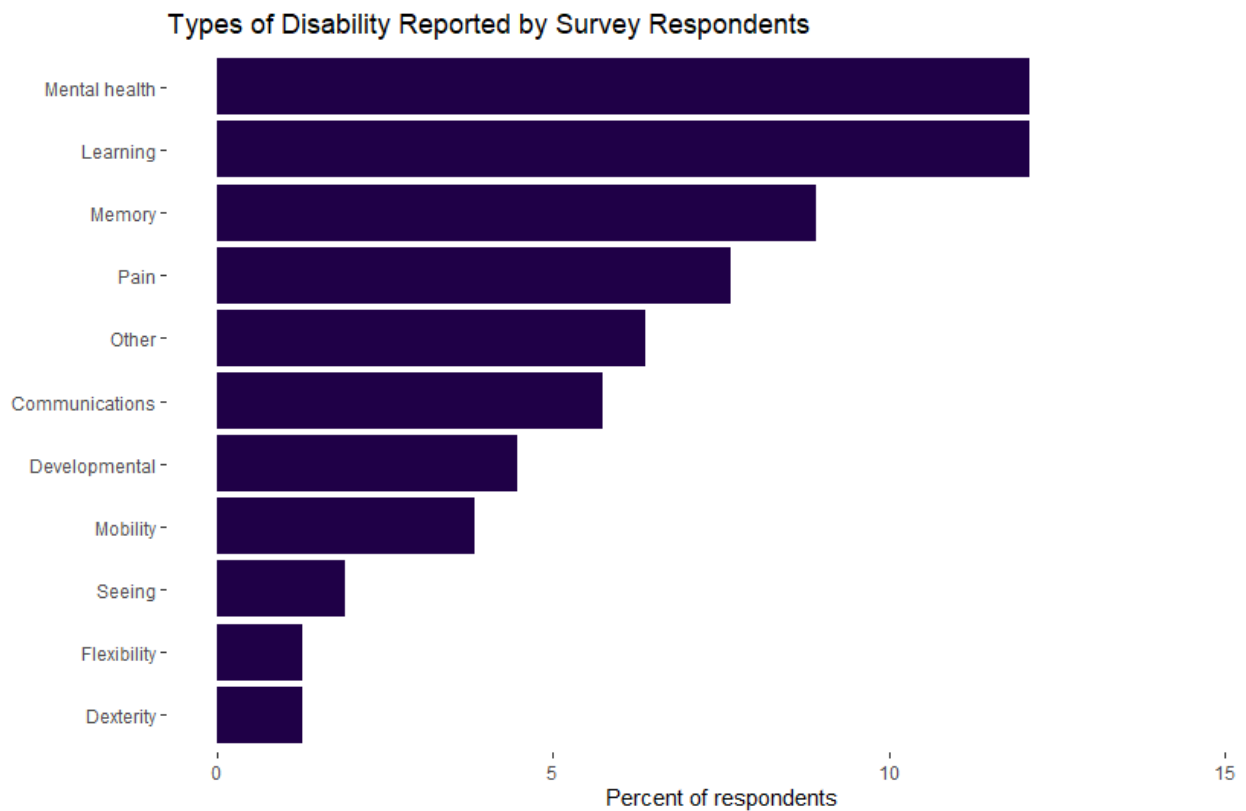


Figure 17: Types of Disability Reported by Survey Respondents

Table 64: Types of Disability Reported by Survey Respondents

Types of Disability Reported by Survey Respondents		
	Number	Percent (%)
Learning	19	12
Mental health	19	12
Memory	14	9
Pain	12	8
Communications	9	6
Other	10	6
Developmental	7	4
Mobility	6	4
Seeing	3	2
Dexterity	2	1
Flexibility	2	1
Total Respondents:	157	

Conclusion

YukonU offers a welcoming and inclusive learning environment where students feel accepted. Classes make space for diverse viewpoints, and students feel like their ideas matter. YukonU is a culturally sensitive space in which students gain knowledge and understanding of Yukon First Nations as part of their learning. Most students' learning meets or even exceeds their expectations. Students also benefit from a range of services to support their learning, decision-making, and wellness. More than nine out of ten students would recommend YukonU.

Online learning has been a challenge for some students during the COVID-19 pandemic, while others prefer it for its flexibility and convenience. Students' written comments make clear that some instructors are doing a stellar job of delivering courses in an online format that engages and informs. Students who have had variable course experiences say that their best instructors set a benchmark and could provide a model for other instructors who've not had as much success teaching in an online environment.

Students overcome many challenges to pursue their academic journeys. Financial pressures create stress and push many students to work a full-time or demanding part-time schedule while going to school. Most of our students are older (age 25 and up), and many have full lives as parents, employees, and community members. These networks of connections also form students' greatest source of support—they report that friends and family are there for them with encouragement and practical assistance to help them succeed. Instructors also provide lots of help and encouragement with students' learning, and YukonU services support the whole student across academic, social, and personal domains.

Students have multi-dimensional views of their own success—it's about getting good grades and graduating, but also about the knowledge and understanding they have gained and will retain long after their studies are over. They feel successful when they can put knowledge and skills to use. Trying hard is its own reward, and many students value the successes they have achieved by persevering through obstacles, even if their grades aren't the best. Students also value the connections they have built with instructors and classmates as part of a successful academic journey.

Not all students will complete their journey with YukonU. One out of five said that they might not come back after the holiday break. In some cases, this is because they are completing their courses or program off-cycle; in other cases, they are unable to complete everything they would like here because their next set of courses or program is not offered. Others are beset by life circumstances that make it too challenging to continue at this time.

Students are diverse in their identities and characteristics. One out of four is Indigenous, and one out of five identifies as belonging to a racialized group in Canada. Four out of five are living in Whitehorse during their studies, but three out of five did not grow up in the Yukon (or at least did not do any of their K-12 grades here).

This survey explored a broad range of topics to gather data that will better inform student supports, retention, and academic success, as well as important initiatives under the banner of equity, diversity and inclusion (EDI). Students told us about our strengths as a small, inclusive, and supportive learning environment, and also helped us understand the challenges they face as learners with complex lives and histories. There is much here to celebrate, and much to be done.