



Yukon College Student Survey Results

2016-17

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Table of Contents

Yukon College Student Survey 2016 Highlights	3
Purpose and Methods	6
Results	7
Financing for Education	7
Half of students use personal savings	7
One-third are largely self-funded	8
One-third of students have education-related debt.....	9
Half expect to finish with debt	10
Course Delivery	12
Four out of five prefer face to face, and one-quarter prefer blended delivery.....	12
Devices for Learning	13
Most students do not bring laptops or tablets to class, but three-quarters like laptops for learning outside of class.....	13
Most would rather use their own device than one issued by Yukon College.....	14
Media and News.....	16
Radio and social media are the biggest media channels for students.....	16
Posters still rule at school.....	17
Academic Supports.....	18
One out of three students has used the Academic Support Centre.....	18
Students would like more access to the Centres, tutoring for more subjects, and more information about academic supports	18
University Transition.....	19
About half of students are interested in further education in niche programming areas.....	19
The words “Yukon University” make students think of expansion, degree completion, and prestige, but also higher costs and concerns that it is unrealistic.....	20
General Satisfaction.....	23
Ninety-seven percent of students say Yukon College is a good learning environment	23
More than nine out of ten students say Yukon College provides an environment of cultural sensitivity for all.....	23
Three-quarters say Yukon College has increased their knowledge and understanding of Yukon First Nations	24
Ninety-seven percent of students are satisfied with the quality of instruction	25
Ninety-six percent of students are satisfied with course content	26
More than four out of five students are satisfied with support services	26
More than four out of five students are satisfied with opportunities to engage in research	27
Conclusion.....	29
Appendices	31
Appendix A: Included Classes.....	31
Appendix B: Respondent Demographics	32
Enrolment Status.....	32
Gender.....	32
Aboriginal Identity.....	33
Age Distribution	33
Geography of K-12 Schooling	34
Appendix C: Program Weightings.....	35
Appendix D: “Do you have any suggestions to improve academic supports offered at the College?”	37
Appendix E: “When you hear the words “Yukon University”, what do you think?”	44

Yukon College Student Survey 2016 Highlights

The annual in-class Student Survey conducted in 2016 reached 342 students, or 39% of those registered for Fall.

Half of students use personal savings to help finance their education

Students were asked to identify all sources of funding that they are using to finance their current Yukon College education. Half (48%) said that they are using personal savings, and one-quarter (24%) are using income from work. About one-fifth are receiving the Yukon Grant (22%), funding from family and/or friends (21%), funding from a First Nation (20%), and/or the Yukon Government Student Training Allowance (18%).

Among Indigenous students, 58% are receiving funding from a First Nation and 6% are receiving funding from Aboriginal Affairs and Northern Development Canada. Over one-third (36%) are not receiving either of these types of funding.

One out of three students is largely self-funded

When asked to identify the main source of funding, 23% said personal savings and 11% said work. This amounts to 34% who rely mainly on themselves for funding.

One out of three has student debt now, and half expect to have debt when they finish

Two-thirds (66%) of students said that they have not accumulated any education-related debt at this point. Among those with debt, the median amount is less than \$5,000.

Half (50%) of students said that they expect to have some debt by the time they complete their studies at Yukon College. Among those who expect to have some debt, the median amount they are expecting is between five- and ten-thousand dollars.

Four out of five students like face-to-face delivery, and one-quarter like blended

Given a list of different delivery options and asked to choose all those that they prefer, 82% of students opted for face-to-face. As well, 24% said that they prefer a blended delivery format. Other options which were chosen by fewer than 10% of respondents include Fuze, entirely online, and condensed formats.

Most students do not bring laptops or tablets to class, but they do like laptops for learning outside of class

Two-thirds (66%) of students said that they typically do not bring a laptop or tablet to class. However, three-quarters (74%) said that they prefer to use a laptop for learning outside of class, while 10% said they prefer a tablet, and 20% said neither. Most students would rather use their own device than one issued by Yukon College.

Radio and social media are the biggest local media channels for students

Most students (63%) said that they had listened to local radio in the two weeks prior to the survey, and the same proportion (63%) had read local news on social media such as Facebook or Twitter. One-third (34%) had read a local newspaper in its print edition, which is more than the 23% who had read one online. Fewer than one out of five students had read the print edition of *What's Up Yukon* (17%) or watched local or Northern TV programming (16%) in the previous two weeks.

Posters are the main way that students receive information within the College

Nearly two-thirds (64%) of students said that they had read posters at the College within the two weeks prior to the survey. Only a minority had read notifications on Moodle (43%), looked at information for students on the main Yukon College website (28%), read the Student Sway sent to their College email (20%), seen information on screens in the halls (11%), seen notifications from the YC Mobile app (6%), or received information from the Yukon College Student Union in any form (4%) during the previous two weeks.

One out of three students at Ayamdigut has used the Academic Support Centre

Nearly one-third (31%) of students at Ayamdigut said that they had used the Academic Support Centre this year. One out of ten (10%) had used the Lorene Robertson Writing Centre, and 5% had used tutoring.

In the comments, students said that they would like more access to the Academic Support Centre and the Writing Centre – e.g. more appointment times, longer appointments, and more frequent appointments. They would also like to have tutoring available for more specific subjects, and for higher-level classes. Some said that there could be more advertising and outreach to inform students about the supports that are available.

Half of students are interested in further education in niche programming areas

Students were asked about their level of interest in pursuing further education in each of the three niche areas that has been identified for the future Yukon University. About half are interested in climate change and society (55%) or Indigenous self-determination and governance (51%), while 41% are interested in mining and resource development.

The words “Yukon University” make students think of expansion, degree completion opportunities, and prestige, but also raise fears about higher costs and concerns that it is unrealistic

Analysis of open-ended responses indicates that students think “Yukon University” will be bigger and better than Yukon College, with more courses and programs, more students, increased resources, and new opportunities. They foresee greater opportunities for degree completion within the territory, and they note that the University label carries prestige. However, some expressed concern that tuition may go up, fees could increase, and taxpayers might bear a greater burden. In addition, there were concerns that the whole idea is unrealistic given the Yukon’s small population and their perception of the College’s current level of readiness.

Overall satisfaction remains high

Nearly all students agree or strongly agree that Yukon College is a good learning environment (97%), and that Yukon College provides an environment of cultural sensitivity for all (94%). Likewise, more than nine out of ten students are satisfied or very satisfied to the quality of instruction (97%) and with course content (96%).

More than four out of five students are satisfied with support services (86%) and with opportunities to engage in research (85%).

Three-quarters of students say Yukon College has increased their knowledge and understanding of Yukon First Nations

More than three-quarters of students (78%) agree or strongly agree that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations.

Purpose and Methods

The annual *Yukon College Student Survey* is an in-class, pencil-and-paper survey of credit students (and non-credit students in courses of at least four weeks duration at community campuses). It is conducted during the Fall semester between October and November. The content modules vary from year to year, in response to current priorities. This year's focus areas include student finances, course delivery methods, use of devices for learning, media and news consumption, academic supports, and the university transition, along with standard satisfaction and demographic questions.

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

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

A total of 342 students completed the survey. This amounts to 39% of the 869 credit students enrolled during the Fall semester.

Because the student survey is administered in class, it tends to oversample full-time students relative to part-time students. The target population is best thought of as a snapshot of students present in classes during late October and November of 2016, rather than in terms of student headcounts. An overview of the respondent demographics, including full- and part-time status, can be found in Appendix B.

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

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

Results

Financing for Education

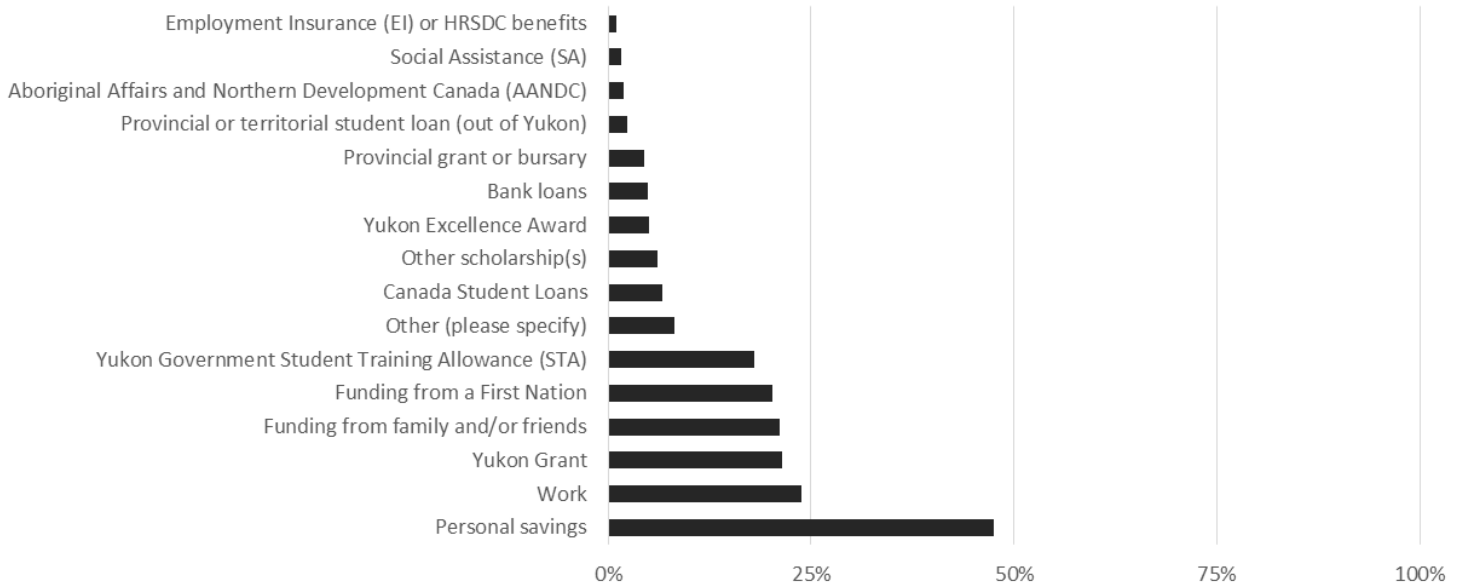
Half of students use personal savings

Students were asked to identify all the sources of funding that they are using for their current Yukon College education. Almost half (48%) said that they are using personal savings, and one-quarter (24%) are using income from work. About one-fifth are receiving the Yukon Grant (22%), funding from family and/or friends (21%), funding from a First Nation (20%), and/or the Yukon Government Student Training Allowance (18%).

Other sources of funding are each used by fewer than 10% of students. These include student loans, bank loans, scholarships, other provincial/territorial grants and bursaries, and funding from AANDC, EI, or SA.

Close to three out five Indigenous students (58%) is receiving funding from a First Nation, and 6% are receiving AANDC funding, but this leaves 36% who are not receiving either of these types of funding aimed at Indigenous students.

Sources of Funding for Yukon College Education

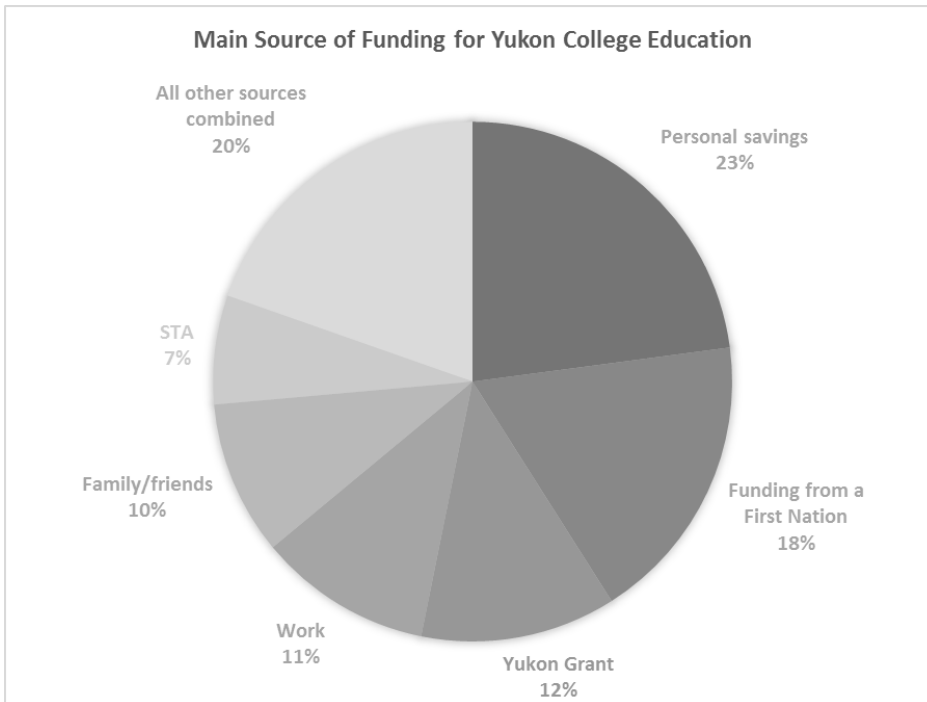


"What sources of funding are you using for your current Yukon College education?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Personal savings	15%	63%	61%	43%	74%	46%	5%	48%
Work	9%	26%	31%	16%	40%	23%	32%	24%
Yukon Grant	3%	23%	33%	26%	23%	34%	0%	22%
Funding from family and/or friends	15%	23%	35%	18%	17%	11%	5%	21%
Funding from a First Nation	39%	18%	4%	19%	11%	26%	53%	20%
Yukon Government Student Training Allowance (STA)	30%	25%	8%	15%	15%	17%	11%	18%
Other (please specify)	12%	10%	6%	9%	4%	9%	5%	8%
Canada Student Loans	0%	11%	4%	6%	23%	0%	0%	7%
Other scholarship(s)	3%	10%	4%	3%	19%	6%	0%	6%
Yukon Excellence Award	3%	4%	8%	5%	6%	6%	0%	5%
Bank loans	0%	8%	4%	5%	13%	0%	0%	5%
Provincial grant or bursary	6%	1%	4%	5%	8%	11%	0%	5%
Provincial or territorial student loan (out of Yukon)	0%	5%	0%	0%	9%	0%	5%	2%
Aboriginal Affairs and Northern Development Canada (AANDC)	6%	0%	0%	4%	2%	0%	0%	2%
Social Assistance (SA)	3%	0%	2%	3%	0%	3%	0%	2%
Employment Insurance (EI) or HRSDC benefits	0%	0%	2%	3%	0%	3%	0%	1%

NOTE: Respondents could choose all that apply. Percentages will sum to over 100%. Where possible, "Other" responses were recoded to the existing categories based on information provided.
In cases where the "main source" specified in Question 4 was not marked in Question 3, it has been added to the Question 3 responses above.

One-third are largely self-funded

Students were asked to identify which of the above is the single main source of funding. Close to one-quarter (23%) said it is personal savings, and another 11% said it is income from work. Combining these figures, 34% are largely self-funded. (It should be noted that, if a student has several sources of funding, the main source might amount to less than half of the total).



Funding from a First Nation is the main source for close to one-fifth (18%) of respondents, while 12% rely mainly on the Yukon Grant, 10% mainly on family and/or friends, and 7% mainly on the Student Training Allowance (STA). This leaves one out of five (20%) who rely mainly on sources other than these.

"And which of the above is the main source?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Personal savings	9%	29%	27%	26%	33%	21%	0%	23%
Funding from a First Nation	33%	13%	4%	20%	10%	18%	59%	18%
Yukon Grant	3%	10%	22%	16%	8%	15%	0%	12%
Work	9%	13%	6%	5%	20%	12%	29%	11%
Funding from family and/or friends	12%	10%	16%	5%	4%	3%	0%	10%
Yukon Government Student Training Allowance (STA)	9%	4%	6%	9%	0%	12%	12%	7%
Other (please specify)	12%	3%	6%	7%	2%	6%	0%	6%
Canada Student Loans	0%	9%	2%	0%	8%	0%	0%	3%
Bank loans	0%	1%	4%	3%	6%	0%	0%	2%
Aboriginal Affairs and Northern Development Canada (AANDC)	6%	0%	0%	4%	2%	0%	0%	2%
Provincial or territorial student loan (out of Yukon)	0%	6%	0%	0%	4%	0%	0%	2%
Other scholarship(s)	3%	0%	2%	1%	2%	0%	0%	1%
Provincial grant or bursary	0%	1%	0%	4%	0%	9%	0%	1%
Social Assistance (SA)	3%	0%	2%	0%	0%	0%	0%	1%
Employment Insurance (EI) or HRSDC benefits	0%	0%	2%	0%	0%	3%	0%	1%
Yukon Excellence Award	0%	0%	0%	0%	2%	0%	0%	0%
SUB-TOTAL:	100%	95%	100%	95%	96%	94%	89%	97%
No response or multiple responses	0%	5%	0%	5%	4%	6%	11%	3%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

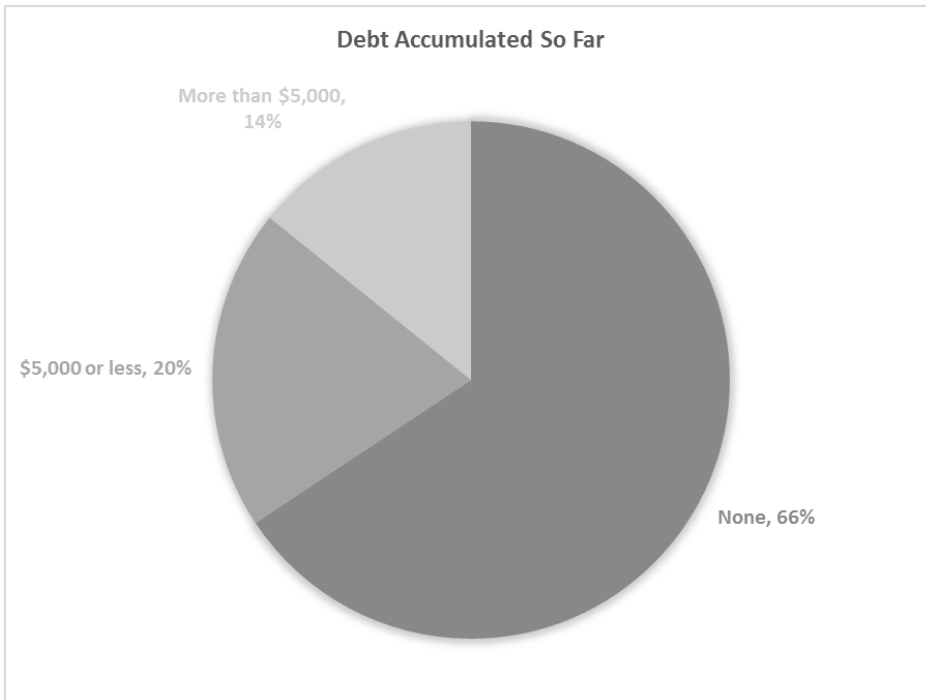
One-third of students have education-related debt

When asked how much education-related debt they have accumulated during their studies so far, two-thirds (66%) of students said, "None." For those who have debt, the median amount is less than \$5,000.

Non-Indigenous students are more likely to have debt than Indigenous students (39% vs 29%). Students who did all of their K-12 schooling outside the Yukon are also more likely to have debt than those who went to school in the territory (43% vs 32%).

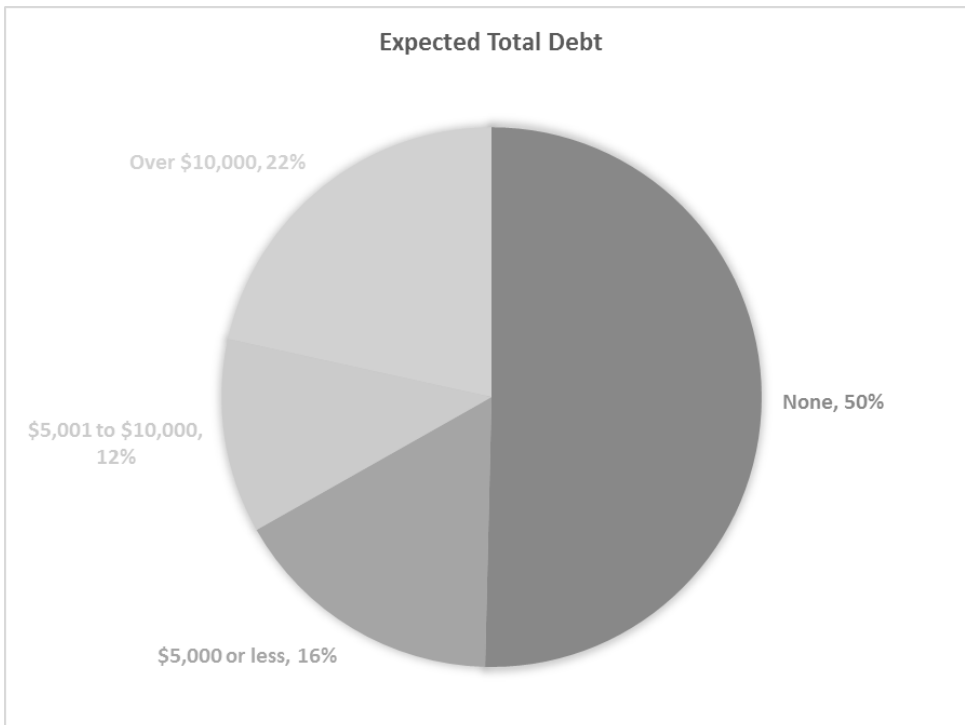
"How much education-related debt (student loan or other related loans/debts) have you accumulated during your studies so far?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
None	79%	57%	65%	70%	49%	59%	93%	66%
\$5,000 or less	18%	19%	26%	19%	16%	30%	7%	20%
\$5,001 to \$10,000	4%	6%	2%	5%	12%	11%	0%	5%
\$10,001 to \$15,000*	0%	10%	0%	1%	4%	0%	0%	3%
\$15,001 to \$30,000	0%	3%	4%	0%	12%	0%	0%	3%
Over \$30,000	0%	4%	2%	4%	8%	0%	0%	3%
SUB-TOTAL:	85%	92%	94%	91%	96%	77%	74%	90%
Don't know, no response, or multiple responses	15%	8%	6%	9%	4%	23%	26%	10%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

*NOTE: This typo ("10,0001" instead of "10,001") appeared in the survey instrument, but does not appear to have caused significant confusion for respondents.



Half expect to finish with debt

Even though two-thirds have yet to accumulate any education-related debt, half (50%) expect to have some debt by the time they complete their studies at Yukon College. The median anticipated debt is between five- and ten-thousand dollars.



"How much education-related debt (student loan or other related loans/debts) do you expect to accumulate, in total, by the time you finish your studies at Yukon College?"

SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
None	67%	40%	50%	53%	29%	42%	100%	50%
\$5,000 or less	5%	10%	19%	32%	14%	25%	0%	16%
\$5,001 to \$10,000	14%	21%	7%	6%	14%	17%	0%	12%
\$10,0001 to \$15,000*	14%	7%	10%	4%	10%	13%	0%	8%
\$15,001 to \$30,000	0%	17%	10%	0%	20%	0%	0%	8%
Over \$30,000	0%	5%	5%	4%	12%	4%	0%	5%
SUB-TOTAL:	64%	79%	86%	85%	92%	69%	74%	80%
Don't know, no response, or multiple responses	36%	21%	14%	15%	8%	31%	26%	20%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

*NOTE: This typo ("10,0001" instead of "10,001") appeared in the survey instrument, but does not appear to have caused significant confusion for respondents.

Comparing responses for current debt levels and anticipated debt levels, one-third (33%) are expecting their debt level to increase by at least one category. A few people (3%) expect their debt level to decrease by one or more categories by the time they have finished their studies at the College, and 64% are expecting to stay within the same category.

Expected Debt vs Debt So Far

SOURCE: Yukon College Student Survey 2016		
Anticipated Change	Number	Percent
No change	168	64%
Increased debt	87	33%
Decreased debt	9	3%
SUB-TOTAL:	264	77%
Not applicable*	78	23%
TOTAL:	342	100%

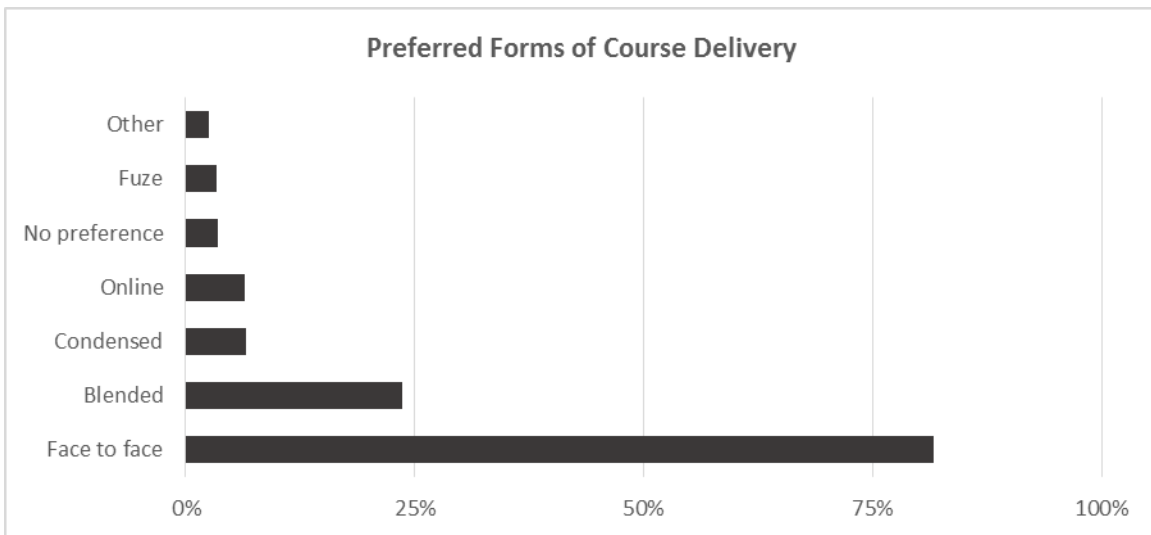
*NOTE: "Not applicable" includes all "Don't know," no response, or multiple responses to either question

Course Delivery

Four out of five prefer face to face, and one-quarter prefer blended delivery

Students were given a list of different ways that courses can be delivered, and were asked to indicate those that they prefer. They could choose more than one preferred delivery method. Students were asked to take their current life situation into consideration when choosing their preferences; e.g. someone might ideally prefer face to face but have work commitments that make it preferable to study online.

Four out of five respondents (82%) said that they prefer face to face in a classroom. Blended learning (partly online and partly in a classroom) is preferred by one out of four respondents (24%). Other options are preferred by fewer than 10% each. These include Fuze, entirely online, and condensed formats.



"Considering your current life situation, how do you prefer to access courses?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Face to face in a classroom	88%	73%	88%	79%	91%	71%	74%	82%
Blended learning (partly online and partly in a classroom)	9%	27%	29%	28%	26%	9%	32%	24%
Condensed, with several weeks of class time covered in 2 or 3 days	0%	12%	8%	3%	15%	3%	0%	7%
Entirely online	3%	7%	8%	8%	6%	3%	11%	6%
No preference	9%	0%	4%	0%	2%	11%	5%	4%
Fuze (web-conferencing technology)	0%	5%	0%	5%	4%	0%	16%	3%
Other (please specify)	0%	1%	2%	4%	4%	14%	0%	2%

NOTE: Respondents could choose all that apply. Percentages will sum to over 100%. Where possible, "Other" responses were recoded to the existing categories based on information provided.

“Other” preferred delivery methods consist mainly of “hands-on” types of learning.

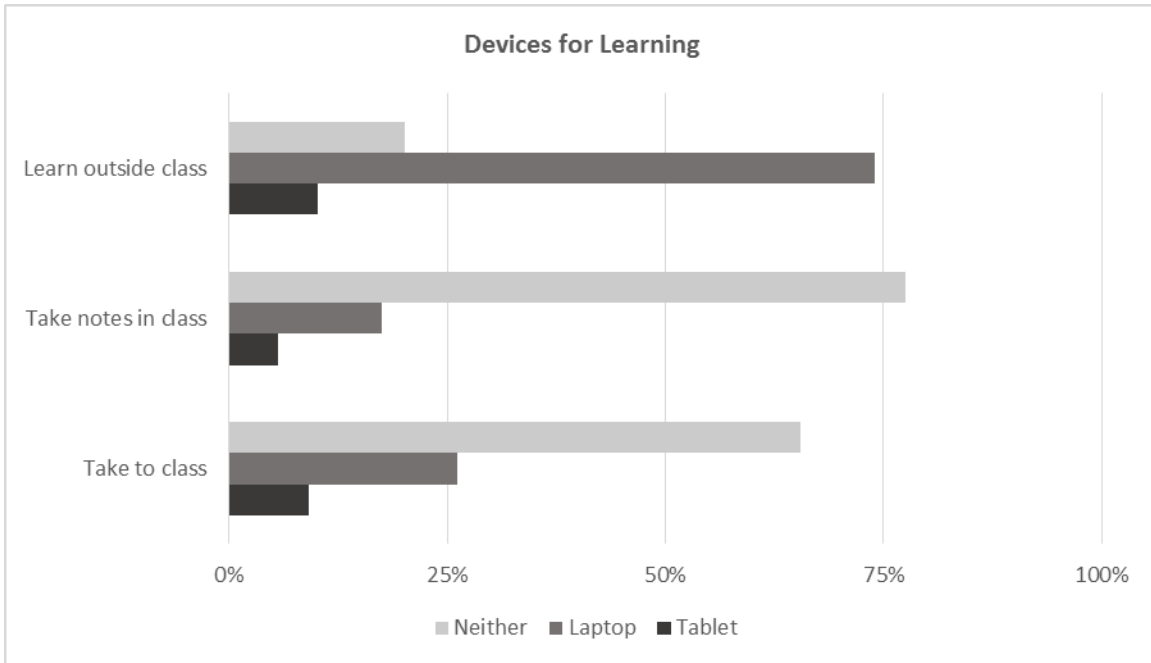
Devices for Learning

Most students do not bring laptops or tablets to class, but three-quarters like laptops for learning outside of class

Two-thirds of students (66%) said that they typically do not bring either a laptop or a tablet to class. About one-quarter (26%) bring a laptop, and 9% bring a tablet.

Even fewer students use these devices for taking notes, etc. during class. More than three-quarters (78%) said they do not use either device this way, while 17% use a laptop and 6% use a tablet.

Outside of class, it is a different story. Three-quarters of students (74%) said that they prefer to use a laptop for learning outside of class, while 10% like using a tablet. Only 20% of students said that they prefer neither of these devices for learning outside of class.



"What devices do you typically bring to class?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Tablet	9%	7%	12%	8%	6%	11%	16%	9%
Laptop	18%	38%	27%	24%	34%	9%	11%	26%
Neither or no response	73%	55%	63%	69%	62%	83%	74%	66%

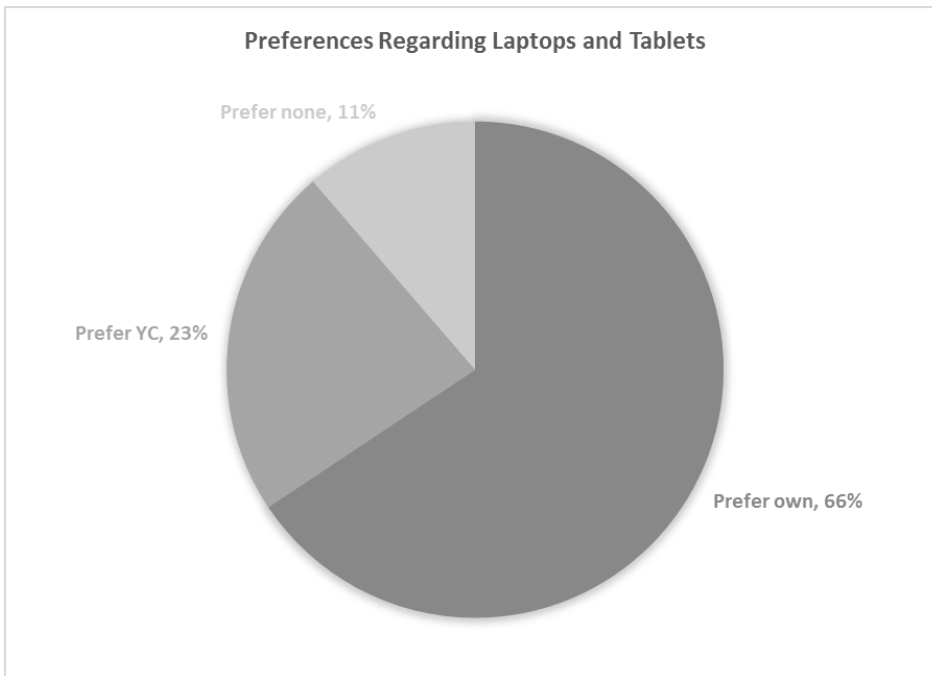
NOTE: Respondents could choose all that apply. Percentages will sum to over 100%.

"What devices do you prefer for taking notes, etc. in class?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Tablet	9%	3%	2%	8%	2%	6%	21%	6%
Laptop	15%	23%	14%	18%	11%	11%	32%	17%
Neither or no response	76%	75%	84%	75%	89%	86%	47%	78%
NOTE: Respondents could choose all that apply. Percentages will sum to over 100%.								

"What devices do you prefer for learning outside of class?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Tablet	6%	7%	8%	14%	8%	17%	32%	10%
Laptop	79%	86%	76%	64%	79%	46%	53%	74%
Neither or no response	18%	12%	22%	26%	15%	40%	21%	20%
NOTE: Respondents could choose all that apply. Percentages will sum to over 100%.								

Most would rather use their own device than one issued by Yukon College

Students were asked whether they would prefer to use their own laptop/tablet, or to be issued one by Yukon College that they would return at the end of their program. Two-thirds (66%) would prefer to use their own device. One-quarter (23%) would prefer to be issued one by Yukon College. The remaining 11% would rather not be using laptops or tablets at all.



"Given the choice, would you prefer to use your own laptop/tablet, or to be issued one by Yukon College that you would return at the end of the program?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Prefer to use my own laptop/tablet	69%	74%	64%	61%	64%	41%	71%	66%
Prefer to use a Yukon College laptop/tablet	23%	18%	20%	28%	23%	37%	24%	23%
Prefer not to use laptops/tablets at all	8%	8%	16%	11%	13%	22%	6%	11%
SUB-TOTAL:	79%	89%	90%	89%	89%	77%	89%	87%
Don't know, no response, or multiple responses	21%	11%	10%	11%	11%	23%	11%	13%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

Media and News

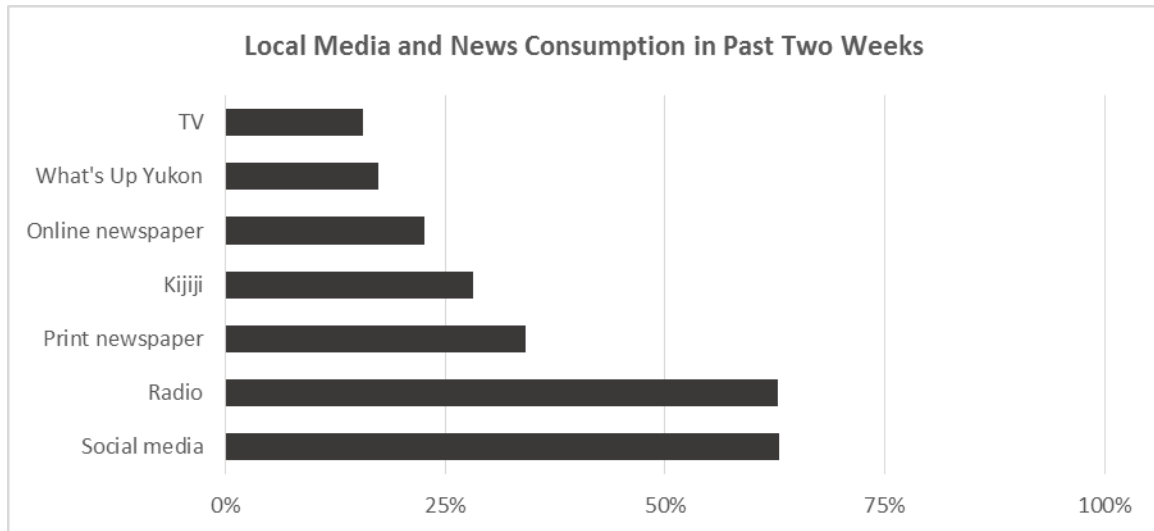
Radio and social media are the biggest media channels for students

Students were asked about various media channels and sources of local news, and were asked to identify those they had used in the two weeks prior to the survey. Most (63%) had listened to local radio, and the same proportion (63%) had read local news on social media such as Facebook or Twitter.

One-third (34%) had read a local newspaper in its print edition – which is more than the 23% who read it online.

Fewer than one out of five students had read the print edition of *What's Up Yukon* (17%) or watched local or Northern TV programming (16%).

About one-quarter (28%) had looked at or posted classified ads on Kijiji in the previous two weeks.



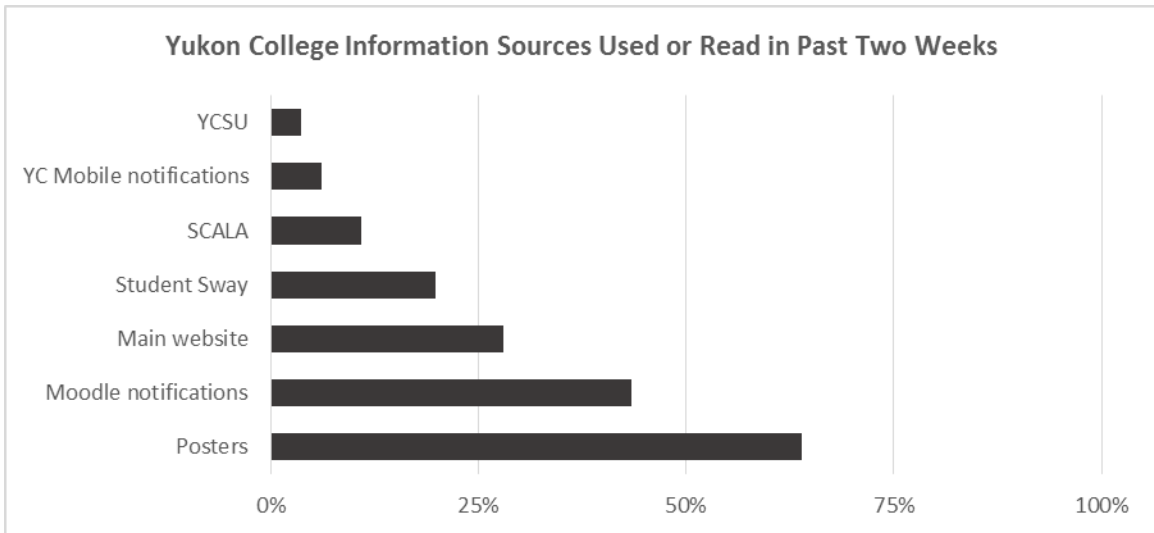
"Which of the following have you done in the past two weeks (14 days)?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Read local news on social media (Facebook, Twitter, etc.)	58%	71%	61%	60%	62%	60%	68%	63%
Listened to local radio (CHON-FM, CKRW, CBC, etc.)	64%	60%	53%	60%	79%	60%	89%	63%
Read a local newspaper in its print edition (<i>Yukon News</i> , <i>Whitehorse Star</i>)	12%	41%	43%	28%	45%	29%	47%	34%
Looked at or posted classified ads on Kijiji	12%	30%	24%	33%	43%	43%	32%	28%
Read a local newspaper online (<i>Yukon News</i> , <i>Whitehorse Star</i>)	12%	27%	20%	21%	38%	6%	37%	23%
Read the print edition of <i>What's Up Yukon</i>	6%	21%	24%	11%	25%	14%	21%	17%
Watched local or Northern TV programming (CBC North, WHTV)	12%	29%	12%	13%	8%	3%	26%	16%

NOTE: Respondents could choose all that apply. Percentages will sum to over 100%.

Posters still rule at school

Students were given a list of various sources of information within the College, and asked to identify those that they had read or used within the two weeks prior to the survey. Most (64%) said that they had seen posters. By comparison, fewer than half (43%) had read notifications on Moodle, and only about one-quarter (28%) had looked at information for students on the main Yukon College website. One out of five (20%) had seen the Student Sway sent to their email.

About one out of ten (11%) had seen information on the screens in the halls (which were identified as “SCALA” on the survey although technically they have been running with a different software system). Fewer than 10% had seen notifications from the YC Mobile app, or received information from the Yukon College Student Union in any form.



"Now thinking about sources of information within the College, which have you used or read within the past two weeks (14 days)?"								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Posters	64%	56%	73%	58%	75%	54%	63%	64%
Notifications on Moodle	30%	60%	49%	43%	55%	9%	11%	43%
Information for students on the main Yukon College website at y	24%	30%	33%	30%	32%	26%	0%	28%
Student Sway sent to your Yukon College email	18%	27%	16%	16%	34%	3%	11%	20%
Screens in the halls, a.k.a. SCALA (Ayamdigut only)	12%	11%	8%	9%	17%	20%	5%	11%
Notifications from YC Mobile, the Yukon College app on your sm	3%	14%	2%	8%	4%	0%	11%	6%
Information from your Student Union (provided by any means)	3%	4%	4%	1%	8%	0%	5%	4%

NOTE: Respondents could choose all that apply. Percentages will sum to over 100%.

Academic Supports

One out of three students has used the Academic Support Centre

Close to one-third (31%) of students indicated that they had used the Academic Support Centre so far this year. Usage is particularly high in Academic and Skill Development (61%).

The Lorene Robertson Writing Centre has been used by 10% of students, and is patronized most heavily by students in Liberal Arts (16%) and Health, Education and Human Services (14%).

Five percent of students said that they had used tutoring.

These percentages are based on students at Ayamdigut only, which is where the support centres are physically located.

"Which of the following have you used so far this year?" - Ayamdigut only							
SOURCE: Yukon College Student Survey 2016							
	ASD	HEHS	LA	MTH	ST	Trades	Total
Academic Support Centre (formerly called the Drop-in Centre)	61%	27%	18%	33%	15%	17%	31%
Lorene Robertson Writing Centre	9%	14%	16%	6%	6%	0%	10%
Tutoring	3%	5%	8%	4%	4%	6%	5%
NOTE: Respondents could choose all that apply. Percentages will sum to over 100%.							

Students would like more access to the Centres, tutoring for more subjects, and more information about academic supports

Students were asked, "Do you have any suggestions to improve academic supports offered at the College?" Common themes in their responses include: providing more access to the Writing Centre and the Academic Support Centre, offering tutors for more specific subjects, providing students with more information about academic supports, and providing more quiet study spaces on campus. There were also suggestions for things other than academic supports (such as IT, student finances, courses and teaching).

"more flexibility of the writing centre meeting times. Maybe hour-long meetings instead of only a half hour."

"- be able to use the Writing Centre more than once per week."

"more time slots in drop-in"

"More tutors during school days that have more knowledge about university-level courses"

"Advertise the academic support offered because many students don't know about them."

"- Need more quiet space to study. Library is too loud. ..."

The complete text of all written responses can be found in Appendix D.

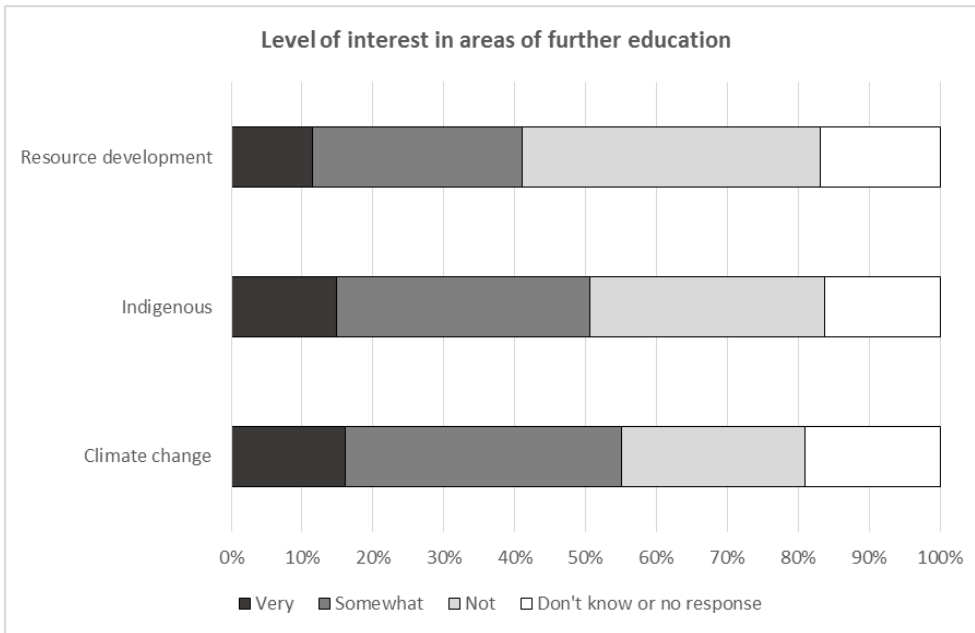
University Transition

About half of students are interested in further education in niche programming areas

Students were told that, “The following are some of the areas in which the future Yukon University plans to develop degrees,” and were asked to indicate how interested they are in pursuing further education in the following areas:

- Climate change and society
- Indigenous self-determination and governance
- Mining and resource development

Although the wording of each of these continues to evolve, these are three niche areas that have been identified for programming.



More than half (55%) indicated some interest in climate change and society, including 16% who are very interested. Interest is especially high among students currently taking science and technology programs.

Climate change and society								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very interested	12%	11%	16%	9%	49%	14%	11%	16%
Somewhat interested	36%	40%	49%	33%	26%	29%	58%	39%
Not interested	12%	33%	22%	40%	17%	40%	16%	26%
Don't know, no response, or multiple responses	39%	16%	12%	19%	8%	17%	16%	19%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

About half (51%) are at least somewhat interested in Indigenous self-determination and governance, including 15% who are very interested. Interest is especially high at community campuses. Close to one-third (30%) of Indigenous students are very interested.

Indigenous self-determination and governance								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very interested	9%	21%	14%	13%	15%	9%	26%	15%
Somewhat interested	45%	34%	31%	34%	34%	34%	42%	36%
Not interested	9%	33%	45%	39%	38%	46%	26%	33%
Don't know, no response, or multiple responses	36%	12%	10%	15%	13%	11%	5%	16%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

Two out of five students (41%) are interested in mining and resource development, including 12% who are very interested. Students in Trades and at community campuses are especially interested.

Mining and resource development								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very interested	12%	4%	4%	18%	19%	29%	21%	12%
Somewhat interested	42%	29%	18%	25%	34%	43%	32%	30%
Not interested	15%	47%	69%	43%	38%	17%	26%	42%
Don't know, no response, or multiple responses	30%	21%	8%	15%	9%	11%	21%	17%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

The words “Yukon University” make students think of expansion, degree completion, and prestige, but also higher costs and concerns that it is unrealistic

Students were asked, “When you hear the words “Yukon University”, what do you think?” Their written responses were analyzed for common themes.

Overall, much of the response was positive. Students thought of expansion – Yukon College growing into something “bigger and better” with more courses and programs, more students, increased resources, and increased opportunities for students. They saw the change in terms of progress and improvement – “moving on up.”

“That the college will get bigger (more teachers, students, classrooms).”

“I think it’s good. Usually University has big campus, flexible programs, high-level education system.”

“More opportunities”

“changes and progress”

Many students look forward to increased opportunities for degree completion in the Yukon, and enhanced transferability. A few said that the institution would have a Northern focus and offer Northern expertise.

"I get to stay in the Yukon."

"Awesome! And about time we can finish degrees here!"

"Transferable"

"Expanding northern knowledge with northern expertise."

Some students indicated that the university name carries prestige.

"I like the sound of it! It sounds more official."

"Pride for the development of post secondary education in the Yukon."

"BIG TIME!!!"

There were also many comments that were generally supportive of the Yukon University concept, including some from students who would like the transition to take place as soon as possible.

"Finally!"

"AWESOME!!!"

"I like it! ☺"

Some respondents, perhaps taking the question rather literally, said that "Yukon University" makes them think of a place of higher education.

"Sounds like a school"

"main university in the Yukon."

Although many of the responses were positive, some expressed ambivalence, or held to the view that the transition will not really change anything at Yukon College.

"meh."

“Doesnt change anything”

Quite a few people expressed concern that the new institution will be expensive – in terms of tuition, fees, and taxpayer dollars. A couple of respondents worried that they would lose the Yukon Grant.

“No Thanks if it means more tuition costs”

“expensive for students.”

“that my yukon grant will be taken away”

“More taxes”

Students who were against the idea suggested that it is unrealistic, that the Yukon’s population is too small to support a university, and that Yukon College is not ready.

“That it is crazy.”

“I don’t think the institution is ready to be a university. The staff seems to struggle with college. Being a university requires a lot of organisation.”

“I think of a college that isn’t quite there yet.”

“Silly – Yukon College is not a university – huge growth needs to happen first – both #s, docters, class size, class options and daytime classes”

“How can Yukon have a University. There is a total population in the Yukon that most big Universities have.”

“I think we don’t need another mediocre university, a top-level community college is a better idea with some university-level courses.”

There were also suggestions to improve current operations, as well as suggestions for new programs and courses.

Due to ambiguity in the wording of the question, some respondents answered based on their impression of the name “Yukon University” rather than the idea of a transition to university status. Those who answered in this way suggested other names such as “University of Yukon” or “University of the Yukon,” or commented on the abbreviations “YU” and “Yuk U.”

The full text of all written comments can be found in Appendix E.

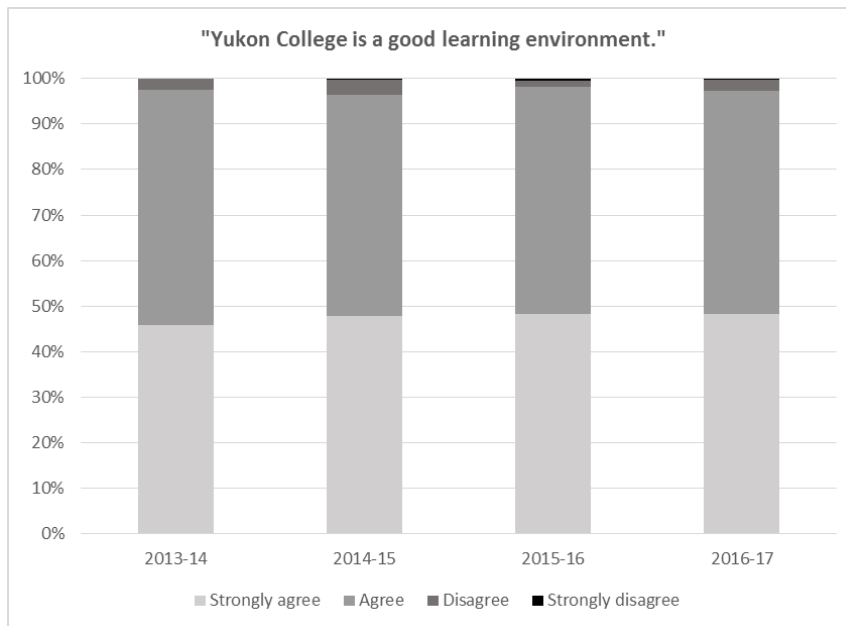
General Satisfaction

Ninety-seven percent of students say Yukon College is a good learning environment

Almost all students (97%) agree or strongly agree that Yukon College is a good learning environment, including almost half (48%) who strongly agree.

"Yukon College is a good learning environment."								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	68%	45%	51%	39%	51%	32%	24%	48%
Agree	32%	52%	47%	53%	49%	62%	76%	49%
Disagree	0%	3%	2%	6%	0%	6%	0%	2%
Strongly Disagree	0%	0%	0%	1%	0%	0%	0%	0%
SUB-TOTAL:	94%	97%	100%	99%	100%	97%	89%	97%
Don't know, no response, or multiple responses	6%	3%	0%	1%	0%	3%	11%	3%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

These results have been highly consistent each year.

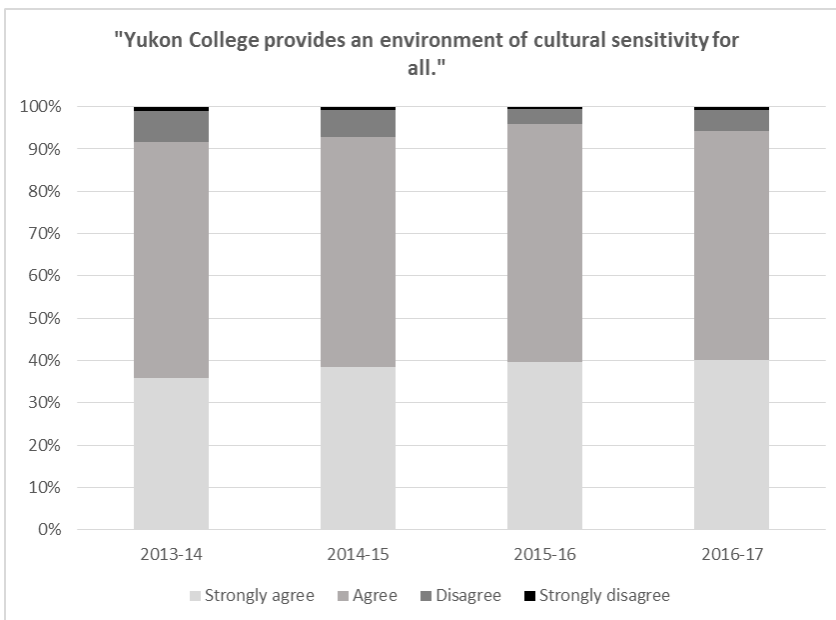


More than nine out of ten students say Yukon College provides an environment of cultural sensitivity for all

More than nine out of ten students (94%) agree or strongly agree that Yukon College provides an environment of cultural sensitivity for all. Among Indigenous students, the proportion is even higher at 97%.

"Yukon College provides an environment of cultural sensitivity for all."								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	59%	36%	36%	40%	38%	29%	28%	40%
Agree	38%	59%	60%	49%	52%	71%	67%	54%
Disagree	3%	5%	4%	6%	10%	0%	6%	5%
Strongly Disagree	0%	0%	0%	4%	0%	0%	0%	1%
SUB-TOTAL:	88%	90%	96%	96%	98%	80%	95%	93%
Don't know, no response, or multiple responses	12%	10%	4%	4%	2%	20%	5%	7%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

These results have been quite consistent from year to year.



Three-quarters say Yukon College has increased their knowledge and understanding of Yukon First Nations

More than three-quarters of students (78%) agree or strongly agree that their time at Yukon College has increased their knowledge and understanding of Yukon First Nations.

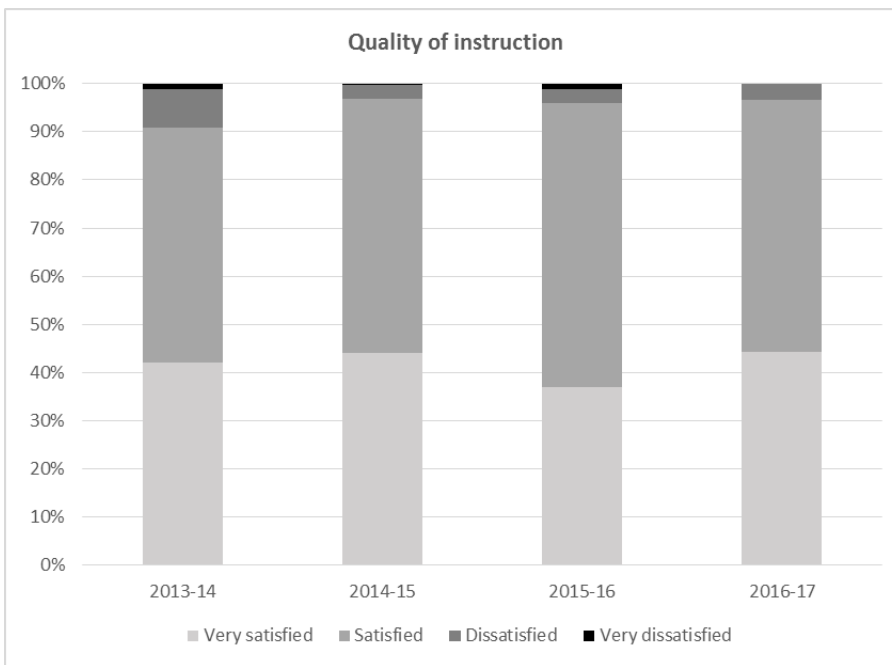
Women are more likely to say this than men (81% vs 71%), and students whose K-12 schooling was all outside the Yukon are more likely to say this than students who went to Yukon schools (84% vs 72%). Non-Indigenous students are also a bit more likely to say this than Indigenous students (78% vs 69%), perhaps because the latter more often come with a high level of prior knowledge. Those over the age of 30 are also a bit more likely to say this than younger students (83% vs 74%).

This question was not asked in previous years.

"My time at Yukon College has increased my knowledge and understanding of Yukon First Nations."								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Strongly Agree	29%	45%	27%	21%	39%	21%	6%	30%
Agree	54%	49%	45%	40%	51%	39%	65%	48%
Disagree	14%	6%	20%	27%	8%	32%	18%	16%
Strongly Disagree	4%	0%	7%	11%	2%	7%	12%	5%
SUB-TOTAL:	85%	89%	90%	78%	92%	80%	89%	86%
Don't know, no response, or multiple responses	15%	11%	10%	23%	8%	20%	11%	14%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

Ninety-seven percent of students are satisfied with the quality of instruction

Nearly all respondents (97%) said that they are satisfied or very satisfied with the quality of instruction. These results have been fairly consistent across the past four years.

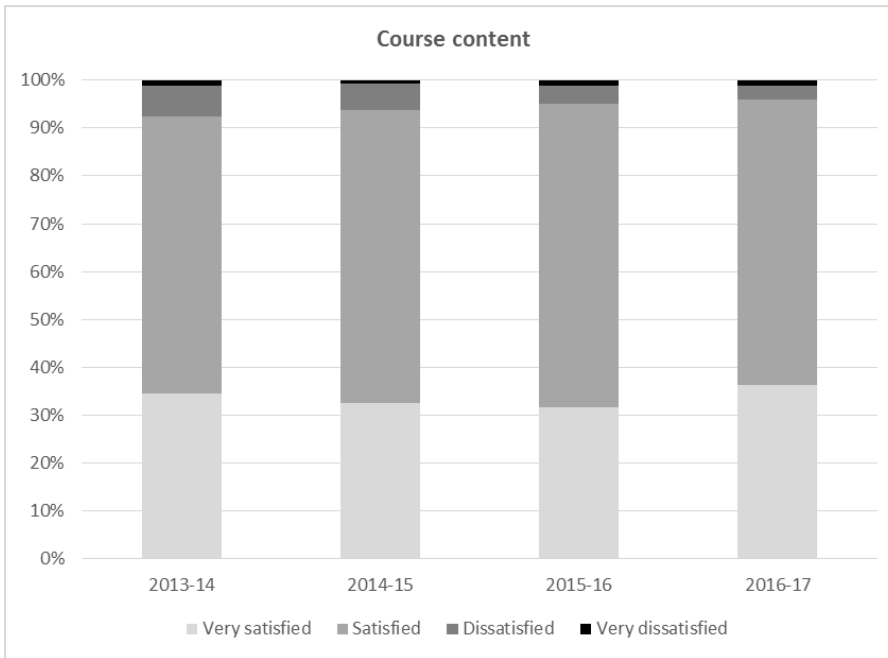


Quality of instruction								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	53%	44%	51%	36%	33%	41%	39%	44%
Satisfied	47%	51%	47%	60%	60%	53%	56%	52%
Dissatisfied	0%	4%	2%	4%	8%	6%	6%	3%
Very dissatisfied	0%	0%	0%	0%	0%	0%	0%	0%
SUB-TOTAL:	97%	96%	100%	100%	98%	97%	95%	98%
N/A, no response, or multiple responses	3%	4%	0%	0%	2%	3%	5%	2%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

The quality of instruction was rated especially highly by students in Academic and Skill Development, and in Liberal Arts.

Ninety-six percent of students are satisfied with course content

More than nine out of ten respondents (96%) said that they are satisfied or very satisfied with course content. These results have shown a very small but steady increase of a percentage point or two each year, from 92% in 2013-14.

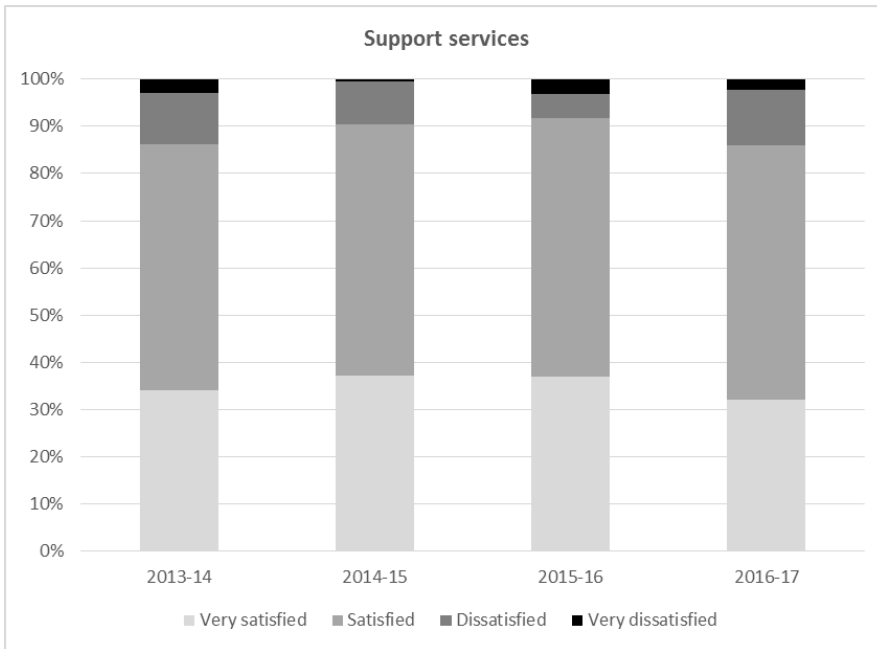


Course content								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	44%	36%	46%	28%	31%	26%	22%	36%
Satisfied	56%	57%	52%	69%	63%	63%	72%	60%
Dissatisfied	0%	6%	0%	3%	6%	9%	6%	3%
Very dissatisfied	0%	1%	2%	1%	0%	3%	0%	1%
SUB-TOTAL:	97%	95%	98%	100%	98%	100%	95%	97%
N/A, no response, or multiple responses	3%	5%	2%	0%	2%	0%	5%	3%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

Course content was rated especially highly by students in Academic and Skill Development, and in Liberal Arts.

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

More than four out of five students (86%) said that they are satisfied or very satisfied with support services. This is down about five percentage points from the last two years, and the same as in 2013-14.



Support services								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	48%	23%	32%	38%	29%	15%	13%	32%
Satisfied	39%	68%	58%	44%	49%	77%	63%	54%
Dissatisfied	13%	9%	5%	15%	18%	8%	19%	12%
Very dissatisfied	0%	0%	5%	3%	4%	0%	6%	2%
SUB-TOTAL:	94%	90%	78%	89%	85%	74%	84%	86%
N/A, no response, or multiple responses	6%	10%	22%	11%	15%	26%	16%	14%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

Students in Academic and Skill Development were the most likely to be “very satisfied,” while those at community campuses and in Trades were the least likely to give such high ratings to support services.

More than four out of five students are satisfied with opportunities to engage in research

Students were asked to rate their satisfaction with opportunities to engage in research at Yukon College. Close to one-quarter (22%) said that this was not applicable to them, or skipped the question. Among those who answered the question, 85% said that they are satisfied or very satisfied.

Students in Science and Technology programs are the least satisfied (72%), perhaps because of higher expectations in these fields.

This question was not asked in previous years.

Opportunities to engage in research								
SOURCE: Yukon College Student Survey 2016								
	ASD	HEHS	LA	MTH	ST	Trades	CC	Total
Very satisfied	47%	21%	16%	23%	20%	23%	18%	25%
Satisfied	47%	63%	69%	57%	52%	73%	76%	60%
Dissatisfied	7%	14%	13%	20%	20%	5%	6%	13%
Very dissatisfied	0%	2%	3%	0%	9%	0%	0%	2%
SUB-TOTAL:	91%	77%	65%	76%	87%	63%	89%	78%
N/A, no response, or multiple responses	9%	23%	35%	24%	13%	37%	11%	22%
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

Conclusion

The survey found that although Yukon College students are carrying fairly low levels of debt, about half expect to have debt by the time they finish, typically at least a few thousand dollars.

Many sources of funding are available to Yukon students, including the Yukon Grant which is used by 22%, Student Training Allowance used by 18%, and funding from a First Nation which is used by 20% of all students and by 58% of Indigenous students. However, half are contributing personal savings towards their education, and one-quarter are using income from work. Furthermore, one-third of students say that either personal savings or work is the single main source of funding for their education. Another 10% are relying mainly on family and friends.

Students are somewhat traditionalists in that 82% continue to prefer face-to-face delivery for their courses, and two-thirds (66%) don't normally bring laptops or tablets with them into the classroom. On the other hand, one-quarter (24%) expressed a preference for blended delivery that combines online and face-to-face components, and 80% like to use either a laptop or a tablet for learning outside of class. Options like Fuze and all-online courses are still seen as less of a preference by most students, perhaps more a reality that one must live with in order to access courses.

In their media habits, most students (63%) listen to local radio, and the same percentage (63%) check out local news through their social media channels. They are not big readers of local newspapers in any format. Within the College, they are more likely to see posters (64%) than any other form of notification that may come in a technological form.

The Academic Support Centre plays an important role in serving close to one-third (31%) of students, while 10% have used the Writing Centre. The main complaint about these services is that students want to use them more – more often, for longer at a time, and at alternative times. More advertising and outreach is also warranted to ensure students are aware of these services.

Looking ahead to the future Yukon University, there is a fair amount of interest in the identified “niche” areas for programming. About half of students expressed interest in climate change and society, or in Indigenous self-determination and governance. Two out of five expressed interest in mining and resource development.

When they hear the words “Yukon University,” students react with a mixture of enthusiasm and skepticism (but mainly enthusiasm). They envision the College expanding and progressing – becoming bigger, better, more. They expect to see new programs (especially degrees) and new courses, a larger student body, enhanced resources, and new opportunities for students. The University label carries a certain prestige – it's the “BIG TIME!!!” On the other hand, the change raises fears that tuition could increase, fees could go up, and taxpayers could bear a larger burden for post-secondary education in the territory. The whole idea seems unrealistic to some students

who see a small college in a remote territory with a small population, and who feel that there are issues hampering current operations. These concerns will need to be addressed in order to build on the excitement of the larger group of students who think that Yukon University will be “AWESOME!!!”

The College benefits from very high levels of student satisfaction that have been consistent year after year. As the College seeks to Indigenize, it is valuable to learn that three-quarters of students feel their time here has enhanced their knowledge and understanding of Yukon First Nations. Students also feel overall positive about opportunities to engage in research, which sets a high bar going forward – as research is further integrated throughout the institution, the College may wish to focus on shifting responses from “agree” to “strongly agree” and on increasing satisfaction in the scientific and technical program areas where expectations may be highest.

Appendices

Appendix A: Included Classes

The following classes were included in the survey:

- ACCT 101, Introductory Financial Accounting
- ANAT 1101, Anatomy and Physiology
- BIOL 101, Principles of Biology I
- BIOL 220, Ecology
- BUS 281, Human Resource Management
- BUSC 100, Business Communications
- CHEM 210, Organic Chemistry I
- EAES 310, Introduction to Arts Education
- ELCC 112, Introduction to Early Learning and Child Care
- ENGL 230, A Survey of First Nations Literature in English
- GEOL 201, Ore Deposits
- HCA 111, Health 2 - Lifestyle and Choices
- MATH 020, Fundamental Mathematics
- MATH 030, Basic Math
- MMC 112, Web Design
- PSYC 100, Introduction to Psychology
- RENR 480, Experimental Design and Data Analysis in Environmental Sciences
- SW 200, Introduction to Social Work
- SW 417, Substance Abuse: Impacts and Interventions
- WORK 020, Workplace Readiness
- Pre-apprenticeship Carpentry
- Pre-apprenticeship Electrical
- Pre-apprenticeship Heavy Equipment Technician
- Pre-apprenticeship Welding
- Culinary Arts

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

- Carcross
- Haines Junction
- Pelly Crossing
- Teslin

Appendix B: Respondent Demographics

Enrolment Status

The vast majority (87%) of respondents considered themselves to be taking a program, as opposed to completing pre-requisites or just taking courses.

"Are you enrolled in a program at Yukon College?"		
SOURCE: <i>Yukon College Student Survey 2016</i>		
	Number	Percent
Yes	297	87%
No, taking pre-requisites	27	8%
No, just taking courses	16	5%
SUB-TOTAL:	340	99%
No response or multiple responses	2	1%
TOTAL:	342	100%

More than four out of five survey respondents (84%) said that they were studying full-time. By comparison, 62% of Fall 2016 credit students were actually full-time. The survey oversamples full-time students because it is conducted in class. Full-time students are taking more classes than part-time students, and therefore have a higher probability of being in one of the selected classes.

The survey is best thought of as a snapshot of students in classes, rather than a random sample of students by headcount.

"Are you currently studying full-time, or part-time?"		
SOURCE: <i>Yukon College Student Survey 2016</i>		
	Number	Percent
Full-time	285	84%
Part-time	53	16%
SUB-TOTAL:	338	99%
No response or multiple responses	4	1%
TOTAL:	342	100%

Gender

Three out of five survey respondents (60%) were female, while 35% were male, 1% gave other responses outside the gender binary, and 4% did not provide gender information. By comparison, 65% of all Fall 2016 credit students are female, while 30% are male, and 5% are either unidentified or outside the binary. The slightly oversampled male students, and undersampled female students. This may be due in part to the inclusion of all current Pre-Apprenticeship Trades classes in the survey.

Gender of Survey Respondents

SOURCE: Yukon College Student Survey 2016

	Number	Percent
Female	204	60%
Male	121	35%
Other responses	3	1%
No response	14	4%
TOTAL:	342	100%

Aboriginal Identity

One-third (33%) of survey respondents identified themselves as Indigenous. By comparison, 30% of Fall 2016 credit students are identified as First Nations, Inuit, or Metis.

Indigenous Identity of Survey Respondents

SOURCE: Yukon College Student Survey 2016

	Number	Percent
Indigenous	108	33%
Non-Indigenous	224	67%
SUB-TOTAL:	332	97%
No response or multiple responses	10	3%
TOTAL:	342	100%

Age Distribution

The table below shows the age distribution of survey respondents. The results are fairly well matched to the actual age distribution of the Fall 2016 credit student population: 12% under 20, 27% aged 20-24, 20% aged 25-29, 23% aged 30-39, 12% aged 40-49, and 6% aged 50 and up. There was some slight oversampling of students under age 20, and undersampling of students aged 40 and up, which may be related to the oversampling of full-time students.

Age of Survey Respondents

SOURCE: Yukon College Student Survey 2016

	Number	Percent
Under 20	47	14%
20 to 24	90	27%
25 to 29	68	20%
30 to 39	88	26%
40 to 49	34	10%
50 and up	9	3%
SUB-TOTAL:	336	98%
No response or multiple responses	6	2%
TOTAL:	342	100%

Geography of K-12 Schooling

Two out of five survey respondents (41%) indicated that they had done all of their K-12 schooling outside the Yukon Territory. A similar percentage (45%) had done at least some of their schooling in Whitehorse, though not in any of the rural Yukon communities. The remaining 14% had done at least some of their schooling in a rural Yukon community.

Geography of K-12 Schooling of Survey Respondents

SOURCE: *Yukon College Student Survey 2016*

	Number	Percent
At least some rural Yukon	45	14%
Whitehorse but not rural YT	147	45%
Outside YT only	132	41%
SUB-TOTAL:	324	95%
No response	18	5%
TOTAL:	342	100%

Appendix C: Program Weightings

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

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

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

- ASD (Academic and Skill Development):
 - College Access Pathways
 - Workplace Readiness
- HEHS (Health, Education and Human Services):
 - Bachelor of Education
 - Bachelor of Social Work
 - Early Learning and Child Care
 - Health Care Assistant
 - Practical Nurse
- LA (Liberal Arts):
 - General Studies
 - Liberal Arts
 - Multimedia Communications
 - Northern Justice and Criminology
 - Northern Outdoor and Environmental Studies
- MTH (Management, Tourism and Hospitality):
 - Business Administration
 - Culinary Arts
 - Office Administration
- ST (Science and Technology):
 - Bachelor of Science
 - Geological Technology
 - Northern Science
 - Renewable Resources Management
 - Science
- Trades:
 - Pre-Apprenticeship Carpentry

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

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

The table below shows the number and percentage of survey respondents in each programmatic area, the actual number and percentage of Fall 2016 credit students in each area, and the resulting weights. Community campus students are not weighted (i.e. assigned a default weight of 1.00).

Respondents by Program Area, and Program Weights

SOURCE: Yukon College Student Survey 2016-17 and Data Warehouse

Program Area	Survey		Actual Enrolment		Sampling Fraction	Weights
	N	%	N	%		
ASD	33	10%	163	19%	20%	1.84
HEHS	73	23%	194	22%	38%	0.99
LA	49	15%	208	24%	24%	1.58
MTH	80	25%	165	19%	48%	0.77
ST	53	16%	96	11%	55%	0.67
Trades	35	11%	43	5%	81%	0.46
SUB-TOTAL	323	94%	869	100%	37%	
Community Campus	19	6%				1.00
TOTAL:	342	100%	869		39%	

For example, ASD was undersampled by the survey, so each response from an ASD student is given a weight of 1.84 responses in the survey results – their responses count close to double. By contrast, Trades was oversampled, so each response from a Trades student counts as 0.46 responses in the survey results – their responses count about half. This serves to adjust for the sampling errors, given that students in different types of programs are different from one another in some systematic ways and give characteristically different types of responses.

Appendix D: "Do you have any suggestions to improve academic supports offered at the College?"

More access to Writing Centre:

"It would be nicer if appointment opportunities (date/time) of Writing Center increase more. I'd like to book the writing center twice a week."

"more flexibility of the writing centre meeting times. Maybe hour-long meetings instead of only a half hour."

"I tried accessing The Writing Centre and it was always closed. I think you need to have more availability & staffing. I'm paying lots for my education and feel entitled to more support."

"... - ESL students may want to have more opportunity of using Writing Centre. Once a week is too short for full time students (30 minutes) 3 courses = 3 assignments"

"more support on writing term papers – 0 [not] just half hour session at writing lab please. ..."

"Writing centre needs more available appointments, longer appointments; and services for more advanced writers."

"The writing centre needs to have more appointment times."

"We should be allowed to have more than 1 appointment per week at the Writing Centre (I needed one for completely different course and couldn't book one)."

"- be able to use the Writing Centre more than once per week."

"have availability to Writing Centre more often. Not once a week."

More access to Academic Support Centre:

"Have drop-in sessions on the lunch break"

"more time slots in drop-in"

"- More time slots would be nice for the A.S.C. ..."

"Need more teachers available in Drop-in for correcting essay work, because sometimes booking is full. And essay work need to hand in."

"The Drop-in instructors need to help more there is usually like 3 but two of them cant so get left with one for everyone. They are always to busy, why are they in there then. Help us not just tell us to reread & think about it."

“... - More drop-in hours.”

More tutors for more subjects:

“More tutors during school days that have more knowledge about university-level courses”

“Have math tutors available that help in the drop-in for higher level math (e.g. Calculus).”

“Tutors for statistics & MATH. ...”

“Tutoring in specific subjects. TRU had economics, math, all sciences offered. Not enough here.”

“More tutors for Math, accounting, statistics,”

““Too direct of a subject.” This is the answer when I went to Learning assistance centre. Should tutor with any subject”

“More one on one tutors”

“Have more tutoring for higher year course (ex. Ecology or Organic Chemistry)”

“Excel tutors ~ don't even know who to ask.”

More information and outreach regarding academic support services:

“make them more noticeable”

“Short videos online that present information about these services.”

“More awareness – especially near the beginning of the year.”

“Talk about them in class, and offer opportunities.”

“- Make the Learning Assistance Centre better known as a valuable resource”

“... - Posters about tutoring (I didn't know the school provided that) - Having better directions to finding the writing centre & ASC”

“Advertise the academic support offered because many students don't know about them.”

“Having them more publicized”

“- More information presented about tutoring. I had no idea it was offered.”

“- More outreach for tutoring for students”

“I never know when “study help” seminars are provided.. ex: Exam prep.”

“- More info for the support centre. ...”

“Have a meet and greet so student connect with these people.”

“It might be useful to have an inclass presentation provided by each centre so students are more aware of the purpose and intent of each centre, and know who/why/what can access the support.”

More quiet study spaces:

“- Need more quiet space to study. Library is too loud. ...”

“... Library be a quiet place – tell staff to be quiet please! They talk very loudly. Move the IT support desk out of library they are too loud!”

“more dedicated quiet spaces for independent study”

*“... * BETTER QUIET study spaces in library & group study spaces where noise won't interfere with others.”*

“- Quieter work areas.”

Other suggestions for academic supports:

“To be more accessible. Have online help pages related to work.”

“Starting support for Corospondance Courses.”

“Teachers Assistants”

“Hugely lacking in mature/distance – No evening support/all sessions currently middle of the day”

“online chatting program”

“need more support – team”

“ more support for ESL students, especially in the sciences.”*

“-inclass note-takers – better Access to teachers notes/slides – on time.”

“Could you please have more tutor to support international student in academic? (like improve writing skill or speaking etc).”

“Specific study times for more people to help each other do the same things.”

“LAC is Great! ESL Help”

“A wellness poster board where permanent resource information can be posted.”

“Online classes offer little to no help when struggling with a subject and no response from instructors for days is frustrating then results in lower grades than expected.”

“More possibilities for proof reading and more support for English Second Language students.”

“More online resources available. More textbooks available for borrowing from library.”

Technology/IT and technical support:

“The technical support is awful! They do not know how different softwares or hardwares work. They cannot fix nothing. Would be a good idea to have a technician.”

“Yes. Give more funding to community campuses and fix the shitty computers and fuze. I’m really upset I have to pay tech fees and can’t even print at my campus, no evening support and the videoconference equipment uses up all our class time malfunctioning. It’s pathetic when we pay 350-400/course ☹ (Not campuses fault but YC as a whole – Community campuses are very underfunded and staffed)”

“I have problems login on to my laptop.”

“Need to improve wifi and computer technology. Half the time, our teachers are unable to lecture to their full potential due to the necessity of wifi to connect their tablets to the “Smart” t.v. projector. Doing homework at night (from residence) is also a nightmare.”

“Better internet connections”

“have more computers available during class time. 8-3. Library is always full and labs are being used.”

“The computers at the lab worked very bad.”

“Collaborate student mail/moodle more effectively. I use moodle regularly, but do not check my student mail as often (where messages from moodle tend to be directed.....)”

“Fix your login system. To log in to the internet I need first.lastname. To log on to college website I need first.last@yukoncollege.yk.ca THIS IS NOT VERY HARMONIOUS”

“More open computer labs. too much conflict w/ Bus. & Office admin programs.”

Help with finances:

“More grants over \$100.00 and more changes to scholarships or grants towards education, especially for students with children to raise.”

“Do fund available for PR or citizenship of Canadian who immigrated recently.”

“Need more funding for small community campus and funding for people taking the course offer payment plans.”

“More Info on funding fourth year electrical”

“if yukon college could have a chance could do something about EI on full time students that are not on apprentice program but taking their own expenses for schooling”

Other suggestions for non-academic supports and services:

“Go to a real University and learn. The administrative staff is terrible, non customer service.”

“I was told at the start of the year while selecting a locker that I couldn't have a locker close to my class because the only lockers were downstairs. This was wrong, and there is a locker room for my class specifically. This information should be delivered to new students.”

“- off campus job fair - job fair in Yukon - helps for Immigration.”

“More registrars @ registrars office ...”

“Having a way to contact all instructors at once to inform them of missing class. Calling, email, finding them in person is very difficult when you are Very sick.”

“... MORE microwaves”

Academic suggestions related to courses and/or teaching:

“I think if there were more sway in the offering of courses or more options of courses. If I miss this course due to health reasons, I cannot take it again for two years?! No Insect or mammal health courses.”

“Some instructors have conflicting office hours.”

“Make carpentry more hands on.”

“Not much assignment in every courses”

“To support stronger education in politics, Quantum mechanics, metaphysical/frequency/vibration research, and music classes (guitar, and piano).”

“Bring back the ESL program...”

“We need more courses in computer field.”

“Do credit courses/subjects taken and was assessed by Canada’s credited Education Evaluator such as ICES as not to duplicate subjects, save money and time.”

“I like to upgrade my level like level up to Diploma for ELCC. So I need full support from Yukon College. I love Yukon College.”

Other comments/suggestions:

“surveys shouldn’t be completed during class time.”

“Go see your teacher”

“No, but I’d suggest the coffee to be \$1.75 instead.”

“Watch “Where there’s a will, there’s a way. Put terms on a CD and listen to it while doing dishes, in morning, in evening.”

No/Don’t know/Not applicable/All is good

“Nope.” [x3]

“Nope!”

“nope”

“No” [x6]

“no” [x3]

“No!”

“So far No!”

“None” [x4]

“None, for now”

“none for now”

“Nil.”

“0”

“No suggestions ...”

“N/A” [x5]

“N/A, very good”

“Not at this time.”

“Don’t know”

“Dont know yet”

“Not sure, as I’ve not participated in any so far.”

“none. Is there tutoring now? At the college. I don’t think there is.”

“Honestly, I did not use any of the above support so far.”

“Nothing really, I preffer the mobile courses as to living at the dorm in Whrs.”

“Nope All seems well”

“No, everythings all good”

“I am very satisfied with the way of studying here at YC.”

“I have hear they are very helpful – will be using soon when I have time.”

Appendix E: "When you hear the words "Yukon University", what do you think?"

Bigger, better, more:

"Yukon College Developing into a Bigger Institution."

"I think Yukon College is expanding."

"More courses offered. More programs."

"Increase in Yukon's population"

"Larger, more expanded College. More resources."

"More programs, bigger school"

"Bigger"

"More variety of classes"

"More programs will be established or will be opened"

"More options for Yukoners; wider variety of course offerings,"

"That the college will get bigger (more teachers, students, classrooms)."

"A Bigger school with more courses."

"- More students. – More programs"

"Bigger school"

"a bigger school"

"More courses is opening"

"It will have more courses provide to students, and the education system become better."

"Exchange students and more options for courses"

"The scale and varieties of departments would be bigger than now, I think."

"good; need to expand"

"bigger, better, broader education – and fancy looking building, bigger residence, outdoor activities. better workout facilities. Student discounts in a lot more places around town ex. pizza/subway"

“- More options will be offered. ... - Big size: (accepting more students)”

“I think more courses that can become available and bigger and credit courses.”

“Bigger, more advance school with more/improved facilities – (Better work out room)”

“Keep growing”

“That Yukon College is growing and wanting to offer more programs to students.”

“There will be more courses offer. Hope will have more course or program option for part-time student like study at night.”

“I think it’s good. Usually University has big campus, flexible programs, high-level education system.”

“I think it’s good, thinking about wider and more available programs”

“building extension”

Increased opportunities for students:

“More opportunity.”

“More possibilities – hopefully.”

“More educational opportunities.”

“more opportunity – degree/diploma”

“More opportunities”

“oppourtunities/”

“more education oppourtunities”

“I hope to hear it soon for the place I am studying in and I think it will be great for the establishment of opportunities for people in Yukon.”

Progress and improvement:

“the Yukon trying to upgrade the education levels”

“Basically a sort of upgrade to the Yukon College. “Y.U.””

“changes and progress”

“Upgrade of campus and courses. More options for programs & accessibility. i.e. LPNP this is why people leave.”

“Stronger infrastructure. Mature. ...”

“Moving on up.”

“I think upgrade.”

“Something cool & new.”

“Higher than college”

Degree completion (in the Yukon):

“Nursing degree in the Yukon, awesome!”

“I think it is a good opportunity for those students who wants to get a degree and don't want to leave the Yukon. I like the idea too!”

“- Depending on what changes are provided. Will it have more post-secondary degrees to be picked on? ...”

“Hopefully degree programs so, we don't need to leave the territory for several years.”

“... - More degree programs ...”

“Awesome! I would like to continue to study in the Yukon, but unfortunately I have to transfer to UNBC next year to start my degree in Wildlife Conservation.”

“I hope we get more course option and degree options either online or in territory.”

“... 2. I hope it broadens the range of classes and degrees available.”

“I get to stay in the Yukon”

“... University degrees.”

“More opportunities in town for students to get degrees they would otherwise need to go down South for.”

“I think it is great and hope it will provide a variety of degree programs recognized across Canada.”

“- Granting Liberal Arts degrees (Associate of Arts) ...”

“The Yukon offering a select few degree programs.”

“Awesome! And about time we can finish degrees here!”

“A place where Yukoners (and others) go get degrees.”

“Helpful for a variety of degree programs available so people don’t necessarily have to leave the North to earn a degree.”

“More social degree programs, possibility of graduate degrees”

“In house accredited degrees”

“Potential to get a degree without leaving the north”

“- Easier access to students not having to go to different schools out of the yukon.”

“It is a good idea that Yukon gives possibility to study in the territory.”

Enhanced transferability:

“I think that it will offer more programs/opportunity to go other places (ie transfer credits)”

“... - Better organization of transferrable courses”

“Transferable”

“Start Here. Go Anywhere.”

Northern focus/expertise:

“Northern focused”

“Finally. As a student in a degree program offered through U of Regina, I feel that our program is somewhat limited in that it has to follow the agenda of a southern institution. A northern University will benefit both the north and Canada overall by increasing educational opportunity and research.”

“Expanding northern knowledge with northern expertise.”

“The only university in the Yukon. Probably will only have a handful of degree programs – mostly related to subjects in the North.”

“I think of a place that is a lot more like a place that is home grown education instead of leaving somewhere else in Canada/world.”

“It will be a great idea if the college could become a University as it will help people from different parts of the world to know more about Yukon and will be a good source of income to Yukon government.”

“small, Northern”

“I think it implies a level of learning that is of a high degree, but with a focus on the reality of Yukon.”

Prestige:

“I like the sound of it! It sounds more official.”

“Sounds good. I’d be happier to say I went to uni over college.”

“Pride for the development of post secondary education in the Yukon.”

“Sounds very professional, I like it”

“BIG TIME!!!”

“Pride. ...”

“Sounds better than “colledge””

“It is much better than Yukon College.”

“... - good reputation. ...”

“Sounds better”

“Better for people’s resume. Yukon University > Yukon College”

“Would be good to change Yukon College to Yukon University. Sounds better.”

“Sophisticated”

“Better than Yukon College, it sounds more professional.”

“Some people will think more highly of a university. Could be a good change in name.”

“I feel proud to live here ☺I feel excited”

“Sounds much more official/impressive.”

Should take place soon:

“Finally!”

“I heard it two years ago. Please go for it.”

“About time”

"I can't wait."

"Think that Kool but wish was sooner."

"Finally a University in Yukon"

General support for the idea of Yukon University:

"Awesome" [x3]

"AWESOME!!!"

"Awesome!! ☺"

"awesome idea!!"

"Wow. Awesome!"

"It is awesome!"

"Good!"

"Good idea"

"good idea"

"cool" [x2]

"cool!"

"cool ☺"

"It's cool"

"Really cool ☺"

"Sounds good, would be willing to see how it turns out."

"Love it, Go for it."

"That's great"

"It's great"

"Exciting"

"Sounds good"

“sweetness”

“Usefull I guess”

“Yay!”

“Thumbs up”

“think this would be great”

“Sounds very well”

“good for them!”

“I like it! ☺”

A place of higher learning generally:

“Higher learning”

“A University”

“Sounds like a school”

“higher education”

“time to learn, lol”

“This is the place where you study and learned more knowledge.”

“school”

“Learning. I want to be come someone”

“Edification of Western Society”

“A Place where I could further my academic career.”

“- A University being built in the Yukon. – University for Yukon Students.”

“A well-known University.”

“main university in the Yukon.”

Ambivalent responses:

“I like that name although whether it is called a college or university does not make a huge difference to me.”

"Nothing different than Yukon College. Possibly more diverse courses offered more often."

"meh."

"You want to sound special – it probably won't change course content."

"Yukon College"

"Yukon College."

"Different variant of the Yukon College"

"Doesnt change anything"

"Ambiguous"

"young adults, partying, unknown what "university" will actually change."

"It may not be easy to convince Yukoners of its value."

"Its really a university..?"

"Okay"

"Why was the change necessary?"

Expensive (tuition, fees, taxes, and impact on Yukon Grant):

"... Will the tuition fees be affected?"

"- Higher tuition fees ..."

"Is it going to be expensive?"

"Going to cost more money, thats why you are asking about finances"

"Higher tuition costs ..."

"More expensive. – Free Medical, Dental?"

"No Thanks if it means more tuition costs"

"Expensive. Questions about what types of programs would be available"

"... increased tuition unfortunately ☹ but with more Advanced learning."

"It sounds really good to me, but it should be affordable for the poor people as well."

"Lots and lots of money. Everyone who is serious about education just goes down south."

"It sounds expensive"

"More taxes"

"money, costs going up"

"Higher Debt"

"There go the tuition fees! AND it would be great to have more options without leaving the territory"

"that my yukon grant will be taken away"

"Not worth it. Bad idea. Means the Yukon Grant will no longer be available which isn't fair for those getting degrees that aren't available here."

"expensive for students."

"Expensive"

Bad or unrealistic idea; population too small; Yukon College not ready:

"I think that we will go from being a fantastic college in the North to being a poor university that will be laughed at and not be taken seriously."

"We are good enough as a College there's no need to make it into a University."

"There is still a very long way to go..."

"That it is crazy."

"Waste of money. Don't call yourself a University if you're not going to provide a quiet place to study a better gym better transportation, comfortable classroom"

"Ridiculous. You're trying to run before you walk. Its not what Yukoners want or need, its just politics."

"I don't believe the facility has the capability to be a university."

"Are we big enough to have an university?"

"unrealistic – too small community base"

"Convenient, but doesn't make much sense with such a small population."

“How realistic is it? Even now some required classes in my program aren’t offered, and TRU costs are triple”

“Yukon has little amount of people. how the College can be university”

“I don’t think the institution is ready to be a university. The staff seems to struggle with college. Being a university requires a lot of organisation.”

“It sounds odd. I don’t think this college should be a university.”

“Too soon. Are they ready? How can they get the instructors since we have already short of them.”

“... - May be better to remain a college.”

“Bad idea”

“I think of a college that isn’t quite there yet.”

“we are not ready. Somewhat sad ... ↑ in fees, ↑ in class size (teacher:student = ratio). I believe it’s political. Keep it small, grow with the population here in the Yukon. Timing is not right.”

“Were a trades school, not a university. If the school has enough funding etc to become a university, then they should have enough to support classes year round at different levels with diff start dates. Ex lvl 1 in fall and lvl 1 starting in spring or summer, while a lvl 2 happens at the same time.”

“- Way too many support staff - Absolutely not necessary. – Total waste of resources”

“I think of a college that wants to be a university solely so that they can pat themselves on the back and call it a university. Try fixing the pot holes on the road first.”

“Weird, seems to small. The word university makes me think of less 1 on 1 time & less interactive.”

“sounds silly”

“sound funny, in a bad way ... It’s barely a place to start. – charge for lockers - internet always slow or crashing - textbook with typo’s that instructors forget to tell you – afterwards (wish I knew before I enrolled)”

“Silly – Yukon College is not a university – huge growth needs to happen first – both #s, docters, class size, class options and daytime classes”

“I think the college has a long way to go in becoming a university. So few programs actual help one find a desired job when done. Ex Mineral Resources → No work!”

“How can Yukon have a University. There is a total population in the Yukon that most big Universities have.”

“Waste of tax payers money. its a joke. Yukon College is barely a college, let alone a university.” Its laughable.”

“I think we don’t need another mediocre university, a top-level community college is a better idea with some university-level courses”

“not a real university”

Suggestions for improvement in current operations:

“up to date material in Library. Faster and up to date computers and internet.”

“Need more professional teachers with experiences.”

“I think of more developed resources, permanent subject-specific staff, further funding and health benefits provided for students.”

“Sounds great! Perhaps we could work on improving our current degrees → not a lot of Phd.’s in certain areas.”

“You need a bigger facility!!”

“Cheap. SMALL class. Good instructors. Bad/disorganized Admission department. Website that “looks nice” but IS ALWAYS OUT OF DATE or the INFO IS INCORRECT.”

“I think that might be reality sooner than later. However, regardless the positive experience with instructors, materials, and resources, some aspects should be improved, such as those regarding to some administrative procedures, mostly those focused on international students.”

“hopefully healthcare benefits included or optional like other university’s.”

“Need for increase access to computers for students who work on school work & better access to quiet study areas. The Library is the worst place for studying!”

Suggestions for new programs and courses:

“We need Renewable energy and helicopter pilot programs.”

“We should have more courses to offer and be run more often if were a university.”

“Maybe provide all professions for upgrading. So that student not to go down south to study. Some professions have no upgrading.”

“I think culinary art program should be 2 year program. And have Strickly Baking Program”

“There needs to be more resources and course selection than there currently is at the college or degree program.”

“I think it has the potential to be great, but I think YU will need to look beyond First Nations/Indigenous programs & those related to mining/climate. I also think it sound expensive & like it will be harder to get into. Why are you not looking at our nursing situation? We already have problems w/ staffing. We are opening a huge continuing care facility, and are not offering decent programming to support it. If you had an RN degree you could have people coming from the communities/going to the communities better equipped to serve them. The LPN program isn't enough, I have to leave the Yukon to pursue an RN, I'd rather not, but I do not want to get an LPN. I already have a degree, so getting lesser credentials doesn't interest me.”

“Different subjects/careers from outside of Yukon is held in Yukon College in Whitehorse.”

“... I could be a teacher of Solid Mech, 3D Modeling, FEMA.”

“That they should have a registered nursing bridge program for the YC PN grads.”

Comments on the name:

““Yuk U” that can be altered to refer to another inappropriate name.”

“I think of how cool a hoodie that says U of Y would look I haven't had coffee yet.”

“I think a better name is in play. Are we not Yukon Territory?”

“The abbreviation YuU or YukU When? Seems a ways off”

“Name is wired. University of Yukon is better.”

“Lame should be University of Yukon U of Y”

“It's not a very good name. Abbreviated, it sounds like “Why You?””

“I think I would like University of the Yukon more.”

“Why U! Why not ME! LOL I don't know.”

“It sounds stupid. It's embarrassing. University of Yukon sounds more professional.”

““Why you?” – YU”

“Sounds funny, should be like Northern University”

“Norther light University is what I would use.”

“... - University of Yukon would be better ...”

"it feels clunky to say"

"That its just going to be a thing Eventually → Could have a better name."

"Exciting! However, "Yukon College" has a better ring to it in my opinion!"

"Yuk You! University of Whitehorse sounds better."

"- great idea, but do not like the name"

Unsure/no thoughts:

"unsure."

"Not to sure what to think."

"I have no thoughts."

"n/a"

"N/A"

"Not much"

"Don't know"

"x"

"Not sure"

Other comments:

"It sounds odd, just because it has been Yukon College for so long."

"Establishing a university in the Yukon will be a very complex process."

"I went to UCC in Kamloops when it became TRU and the biggest difference was that profs. felt they were having to split between teaching and pumping out articles."

"Im intrigued. I would like for our degrees to be recognized across Canada. Often when I say I have a B.Ed. from YC people say its not as good as a degree from a "real" university."

"That Yukon College is far away to be a University."

"Bunch of scabs takin school. lol."

"A better education than a college but harder."

"Whitehorse."

"In Canada YUKON UNIVERSITY is the first i start my first course. So I like it"

"It is good facilities for my daughter"

"Cold"

"- Should offer unique programs ... - Needs to be a place to draw international/students from around Canada. ..."

"... - Continuing support to Trades & Vocational areas - Enhanced research capacity in all faculties"

"less oriented on the community"

"I am wondering why someone is calling the college a university actually"

"stress"

"SUCCESS"

"I think it's quite interesting"

"Web Site or news"

"I heard from friends in 2015. I think it's good to have Yukon University in Yukon, can be increase populations and economic. And Yukoner are get better education in Local."

"It sounds like an interesting place."

"Well established College"

"You mean Yukon College?! But university would be cool!"

"It's gonna take long to be university maybe?"

"... more student diversity."

"Two Thoughts: 1. I hope the efficacy of the institution doesn't get hampered by following a set of protocols reflecting southern universities such as UVic, UBC (Needless beauracracy, red tape, impersonal instruction, inflated class sizes, etc). ..."

"a surprise for the small population"

"interested to know what I will be able to learn"

"Interesting ..."

*“It makes it sound harder to get into, Yukon College makes it sound more ‘hip’.
Seriousness in the name doesn’t affect students seriousness in learning.”*

*“I am hopeful the programs offered will support students learning & staying to work in
the Yukon.”*