

# **2011 Yukon Secondary School Transitions Survey Report**

This report was written by Rachel Westfall at the Yukon Bureau of Statistics, on behalf of the Advanced Education Branch, Department of Education, Government of Yukon. The project was funded by the Government of Yukon and the Government of Canada, through the Canada/Yukon Labour Market Agreement.

For more information, contact [ybsinfo@gov.yk.ca](mailto:ybsinfo@gov.yk.ca).

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## **Introduction**

The Yukon Secondary School Transitions Survey is a multi-year study which was initiated in 2010 by the Department of Education, Government of Yukon. The purpose of the study is to capture information about the high school experiences and post-secondary pursuits of cohorts of individuals who have attended high school in Yukon, and have recently left or graduated. The information is used to inform policy and programming in the Department.

This report details the findings from the second cohort to be initiated into the Transitions Survey. This cohort was surveyed in August and September, 2011 by the Yukon Bureau of Statistics. Each cohort will be surveyed twice: once the year following their expected high school graduation date, and a second time two years after the initial survey. This cohort is due for a follow-up survey in the summer of 2013.

## **Methodology**

The 2011 Transitions Survey was a census of all individuals who are part of a cohort that could potentially have graduated from high school in June, 2010. These individuals were identified from Yukon's high school registration files for the following grades and years: grade 8 students in 2005, grade 9 students in 2006, grade 10 students in 2007, grade 11 students in 2008, and grade 12 students in 2009.

Prior to the start of this year's survey, some modifications were made to the survey form to ensure better flow and to simplify the interview process and the analysis. For instance, some open-ended questions were converted to checklists. Accordingly, the results from this year are not all directly comparable to last year's results.

Current contact information was not available for many of the individuals in the cohort. Contact tracing was undertaken by the Bureau of Statistics to try and find contact information for everyone prior to the start of the survey field work. Still, not all potential respondents could be found, and some individuals chose not to participate in the survey. There is not enough information available about the non-participants to allow us to estimate and correct for non-response bias. Accordingly, the results presented in this report are only indicative of the experiences of those individuals who participated in the survey, and they are not representative of the entire cohort.

The field work took place over a 6 week period. Each interview took approximately 20 minutes to complete. Interviews were conducted over the phone, and data were entered into a computer-assisted telephone interviewing (CATI) platform. The questionnaire included a number of closed-ended and open-ended questions. The questionnaire is appended to this report (Appendix 1).

After the field work was completed, the dataset was extracted and imported into SAS for coding and analysis. The Bureau of Statistics coded the occupational fields using Statistics Canada's National Occupational Classification for Statistics (NOCS-S), and thematically analyzed and coded the open-ended questions.

## **Respondent demographics**

Out of 862 potential respondents, there were 255 completed surveys. Some individuals were out of scope (they had not attended high school in Yukon with the identified cohort), could not be found, or did not want to participate in the survey. Overall, participation was high; the refusal rate was 21%.

Of those who participated in the survey, 45% were male, and 55% were female. While 71% of the respondents were born in 1992 or 1993, 29% were older. Nearly all the respondents (93%) lived in Yukon at the time of the survey. The remainder lived in other parts of Canada.

While 89% of the respondents had first learned English at home as a young child, some respondents had first learned French, an Asian language, an indigenous North American language, or some other language. Sixty-three percent of the respondents did not self-identify as aboriginal. Twenty-six percent said they belonged to a Yukon First Nation, 8% were either part of another First Nation or were Inuit, and 3% were Métis or mixed. Meanwhile, 6% of respondents self-identified as a member of a visible minority.

## **Results and discussion**

This section of the report describes the main findings of the survey. The results are presented in four parts which represent the four sections of the questionnaire:

- Success in high school,
- High school programming,
- Jobs and skills learned in school, and
- Transitioning to post-secondary education and training.

Respondent demographics were used for comparative purposes in the analysis. Wherever the number of respondents was high enough, the data have been broken out by the following sub-groups of respondents:

- Those whose home address in the high school registration file was in Whitehorse, versus those whose home address was in another community;
- Those whose home address in the high school registration file was in a community that has a high school (through grade 12; this included Whitehorse, Dawson City and Watson Lake), versus those whose home address was in another community;

- Males versus females;
- Those who self-identified as aboriginal, versus those who did not.

While the body of this report highlights and illustrates the findings from the 2011 Transitions Survey, not all data points can be included in the text of the report. For further details on any of the survey questions, please refer to Appendix 3, which includes all of the data tables that were produced for this report.

## ***Part A. Success in high school***

This section of the questionnaire included questions about students' learning, difficulties in keeping up with coursework, and whether they would have benefited from a course on learning and studying techniques. There were also questions about the supports and challenges the respondents had while in high school, and they were asked if they had ever dropped out or taken time off from school before graduating.

### **Question A1. In high school, to what extent do you believe that you learned what you needed to succeed in the following subjects?**

Respondents were asked to respond to this question for each subject on a scale of 1 to 5, where 1 meant 'nothing you needed' and 5 meant 'everything you needed.' English was rated a 4 or 5 by 77% of the respondents, while only 36% of respondents gave other languages a 4 or 5. All other courses fell somewhere in between. See Figure 1.

For some subjects, there were notable differences in how some demographic groups rated their learning, compared to other groups. The more striking differences are highlighted here. Full details are provided in the data tables in Appendix 3.

#### **English**

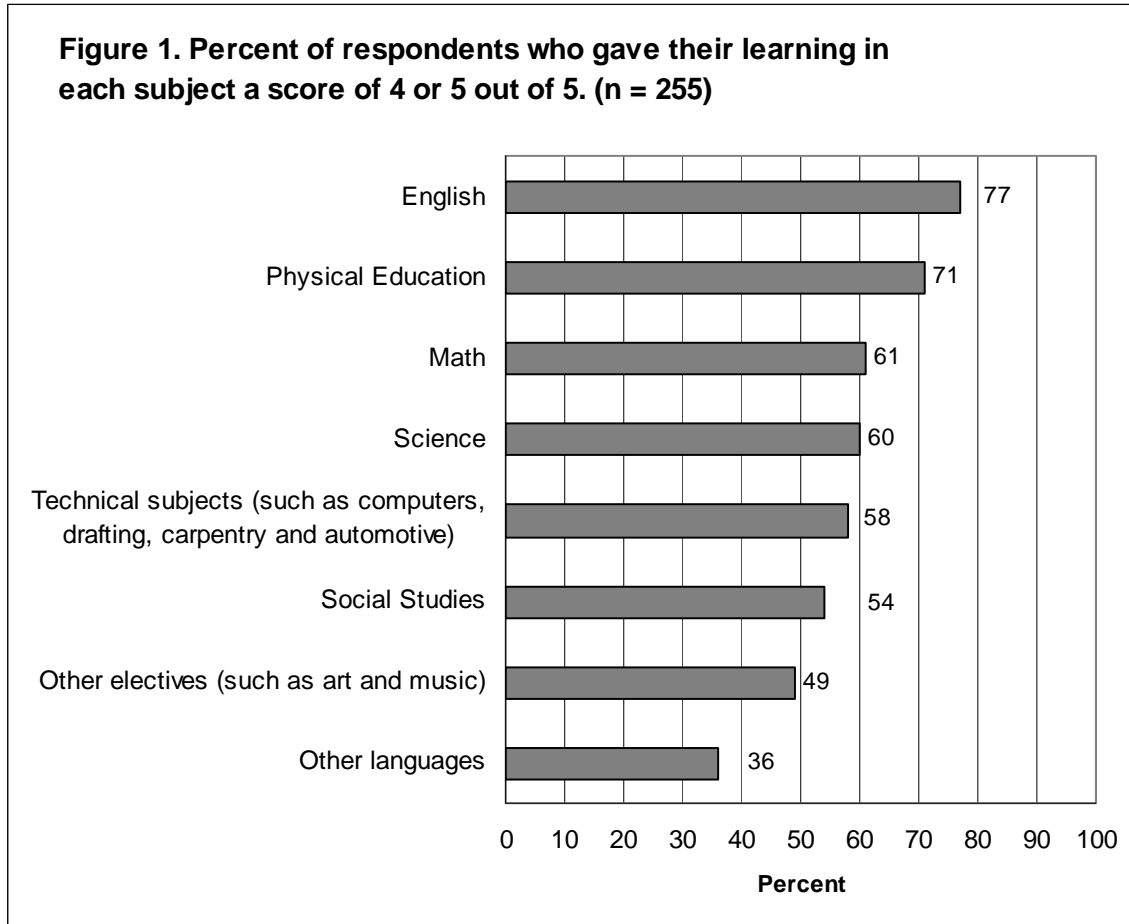
Females (80%) were more likely than males (72%) to give their learning in English a score of 4 or 5. Also, non-aboriginal people (81%) were more likely than those who self-identified as aboriginal (67%) to rate their learning in English with a 4 or 5. There were no notable differences between the geographic groups that were examined in this analysis.

#### **Physical education**

Respondents from Whitehorse (68%) were much less likely than respondents from other communities (79%) to give their learning in Physical Education a 4 or 5. Similarly, people from communities with high schools through grade 12 (69%) were much less likely than others (80%) to rate their learning in Physical Education with a 4 or 5. There were virtually no differences between males and females, or between aboriginal and non-aboriginal respondents.

## Math

There were only small differences between most of the demographic groups that were examined in how the respondents rated their learning in math. However, aboriginal people (66%) were somewhat more likely than non-aboriginal people (57%) to rate their learning in math with a 4 or 5.



## Science

There were large differences between all the demographic groups in how they rated their learning in science. Respondents from Whitehorse (63%) were more likely to give their science learning a score of 4 or 5 than respondents from other communities (53%). Similarly, respondents from communities with high schools (62%) rated their science learning as a 4 or 5 more often than those who came from communities without high schools (50%).

Females (66%) were more likely than males (54%) to rate their science learning as a 4 or 5. Also, non-aboriginal respondents (67%) were more likely to give their science learning a score of 4 or 5 than aboriginal respondents (48%).

## **Technical subjects**

When rating their learning in technical subjects such as computers, drafting, carpentry and automotive, there were moderately large differences between all the demographic groups. Respondents from communities outside Whitehorse (67%) were more likely than respondents from Whitehorse (54%) to rate their learning in technical subjects as a 4 or 5. Similarly, people from communities without high schools (67%) were more likely than others (56%) to give their learning in technical subjects a score of 4 or 5.

Males (62%) were more likely than females (53%) to give their learning in technical subjects a score of 4 or 5. Also, aboriginal respondents (62%) were more likely than non-aboriginal respondents (55%) to rate their learning as a 4 or 5.

## **Social Studies**

There were notable differences between all the demographic groups in how they rated their learning in Social Studies. Respondents from communities outside Whitehorse (60%) were somewhat more likely to rate their learning in Social Studies as a 4 or 5 than those who were from Whitehorse (52%). Similarly, more of the respondents from communities without high schools (58%) rated their Social Studies learning as a 4 or 5 than respondents from communities with high schools (53%).

Females (59%) were more likely than males (48%) to rate their learning in Social Studies as a 4 or 5. Also, non-aboriginal respondents (57%) were more likely than aboriginal respondents (49%) to give their Social Studies learning a score of 4 or 5.

## **Other electives**

For other electives such as art and music, there were only small differences by gender and aboriginal identity. However, there were large regional differences.

Respondents from Whitehorse (43%) were much less likely than respondents from other communities (65%) to rate their learning in other electives as a 4 or 5. Similarly, those who came from communities with high schools (45%) were less likely than others (69%) to give their learning in other electives a score of 4 or 5.

## **Other languages**

For other languages (besides English), there were only small differences between most of the demographic groups that were looked at. Notably, respondents from Whitehorse (34%) were slightly less likely than respondents from other communities (40%) to rate their learning in other languages as a 4 or 5. Similarly, respondents from communities with high schools (35%) were less likely than others (41%) to give their learning in other languages a score of 4 or 5.

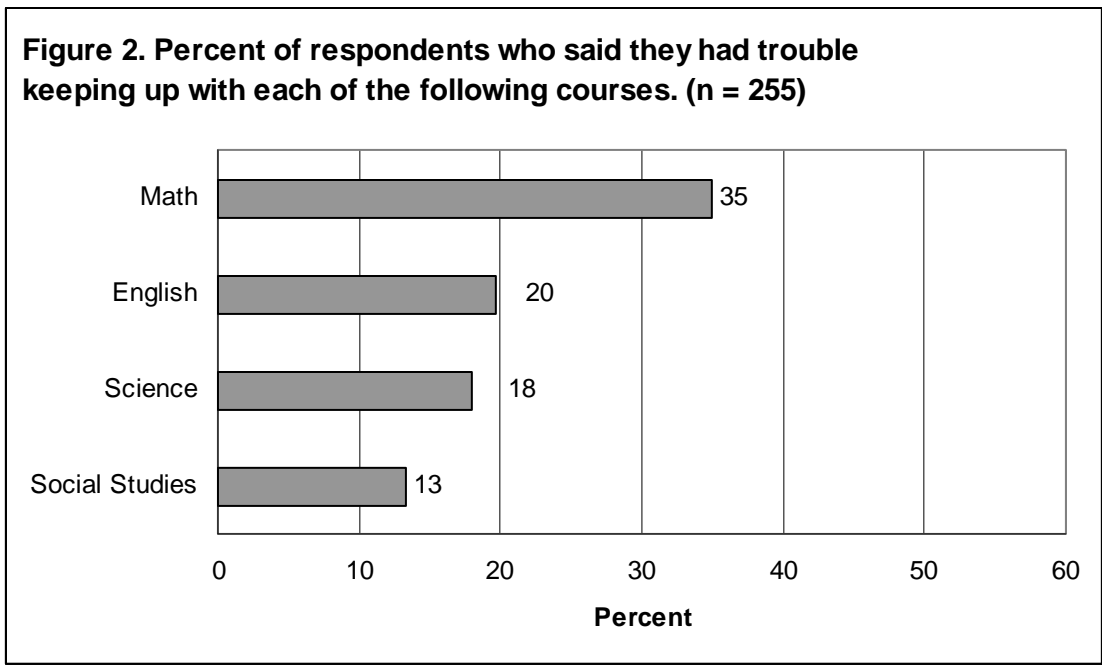


**Question A2. Did you ever have trouble keeping up with course demands in high school?**

Forty-seven percent of the respondents said they had trouble keeping up with course demands in high school at some point in time. Males (51%) were slightly more likely than females (44%) to say they had trouble keeping up with course demands. Those who self-identified as aboriginal (57%) were more likely to say they had trouble than non-aboriginal respondents (41%).

**Question A2.1. Which courses did you have trouble keeping up with during high school?**

All the respondents who said they had trouble keeping up with course demands in high school (Question A2) were asked a follow-up question, where they identified the courses they had trouble keeping up with. Math, English, Science and Social Studies were most commonly identified. See Figure 2. Other languages, technical studies, other electives, and Physical Education were only identified by a very small number of respondents.



**Math**

Most often, respondents said they had trouble keeping up with math. While there were no substantial differences between most of the demographic groups, males (41%) were considerably more likely than females (30%) to say they had trouble keeping up in their math courses.

## **English**

English was the second most likely subject for respondents to say they had trouble keeping up. There were only minor differences between most demographic groups in how likely they were to say they had difficulty keeping up in English classes. Notably, though, aboriginal respondents (29%) were twice as likely as non-aboriginal respondents (14%) to say they had trouble keeping up with English.

## **Science**

The third most commonly named subject that students had difficulty keeping up with was science. There were only small differences between the geographic groups when it came to keeping up with science classes; respondents from Whitehorse, and those from communities with high schools, were slightly more likely than others to say they had trouble keeping up. Females (20%) were slightly more likely than males (16%) to say they had trouble keeping up with science, while aboriginal respondents (23%) were more likely than non-aboriginal respondents (15%) to say they had difficulties keeping up with their science classes.

## **Social Studies**

Social Studies was the fourth most commonly named subject that students said they had trouble keeping up with. There were some demographic differences, but due to the small number of respondents who said they had trouble with Social Studies, the results should be interpreted with caution.

### **Question A3. Do you think a course offering techniques such as preparing for classes, techniques for studying or problem-solving would have helped you succeed in high school?**

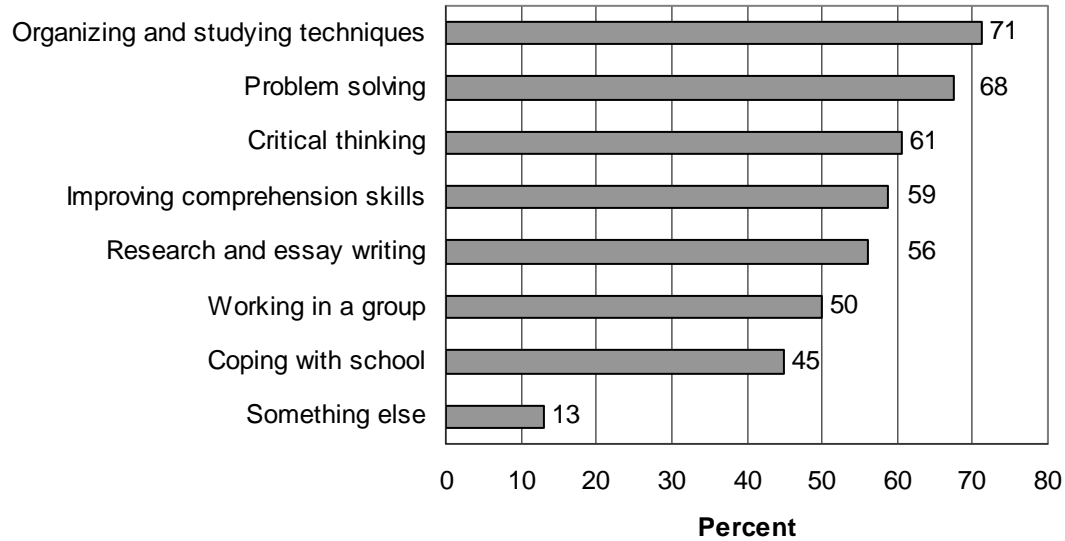
Respondents were asked if they would have benefited from a course that helped them learn how to prepare for their classes, study and problem-solve. The idea had the support of 63% of the respondents.

#### **Question A3.1. What would you have liked to learn in such a course?**

The respondents who answered 'yes' to Question A3 were asked what should be included in such a course. The interviewers read off a list of potential course content, to which respondents could say either yes or no. They were also given the opportunity to make other suggestions.

Organizing and studying techniques came at the top of the list, with 71% support from the 160 respondents who were asked this question. Problem solving came next, at 68%. All the other suggested topics on the list received a fair bit of support. See Figure 3.

**Figure 3. Percent of respondents who said they would have liked to learn each of the following topics in a course to support their learning. (n = 160)**



**Question A4. What, if anything, do you think would have helped you do better in your courses?**

The questionnaire included an open-ended question that asked respondents what would have helped them do better in their courses. They could list up to three factors that they believed would have made a difference. Their responses were coded: first as internal or external factors, then to a more specific level. There were 216 responses in total.

Sixty-nine percent of the responses were external factors. These were coded as follows, from most to least frequently mentioned:

- One on one time with teachers (28 responses)
- Better teachers (23 responses)
- Tutoring or assistance with coursework (18 responses)
- Better curriculum (14 responses)
- Different schedule - semester system, breaks, holidays, longer classes, etc. (12 responses)
- Applied learning opportunities (11 responses)
- More personal attention (11 responses)
- Better resources (10 responses)
- Alternative teaching methods (9 responses)
- More time to learn or complete work (8 responses)
- Less distraction in class / smaller classes (5 responses)

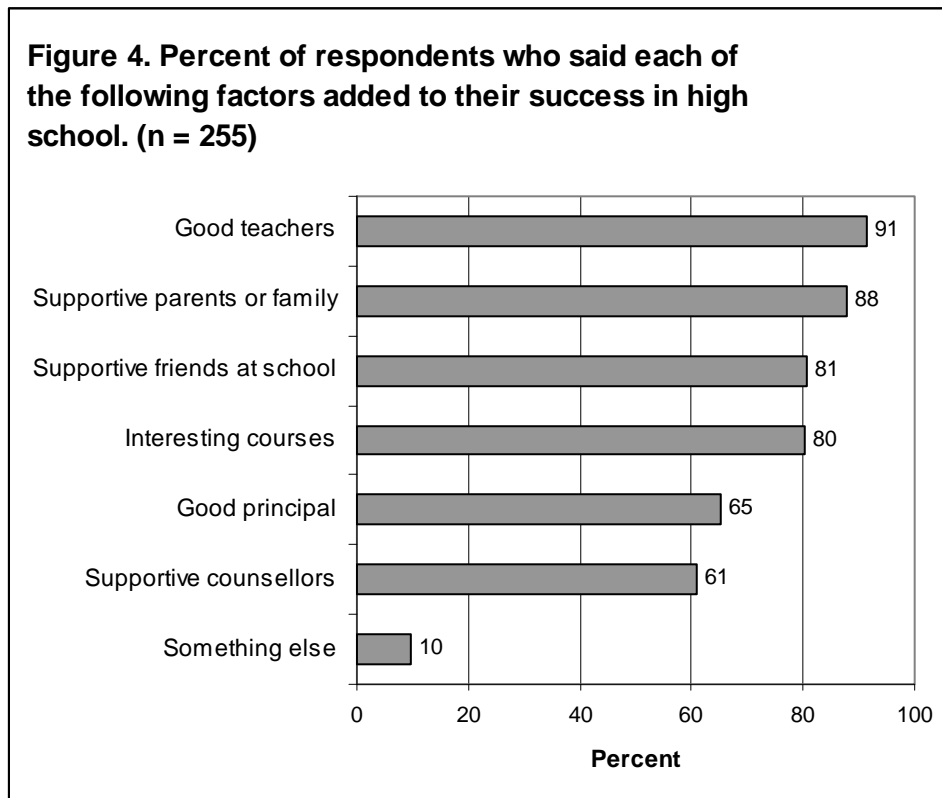
Thirty-one percent of the responses described internal factors. These were coded as follows, from the most to least popular response:

- Studying (15 responses)
- More effort (10 responses)
- Motivation (10 responses)
- Managing personal issues / getting more sleep (8 responses)
- Better attendance (7 responses)
- Paying attention (7 responses)
- Being organized (5 responses)
- Performance skills - study skills, test writing skills, time management etc. (5 responses)

For full details on the breakout of responses, see the data table in Appendix 3.

**Question A5. Did any of the following add to your success during high school?**

This question asked whether any of the following factors contributed to the respondents' success in high school: supportive parents, family, school friends or counsellors; good teachers or principals; interesting courses; or anything else. The results are summarized in Figure 4.



Most respondents said that good teachers or supportive parents or family contributed to their success in high school. Also, more than three quarters of the respondents said that supportive friends at school or interesting courses added to their success. Over 60% of respondents said good principals or supportive counsellors contributed to their success, while 10% of respondents identified something else that wasn't on the list.

In most instances, there were no strong demographic differences in how the respondents answered this question. However, there were a few differences which are highlighted below. For a full demographic breakout, see the tables in Appendix 3.

### **Good teachers**

Respondents from communities without high schools (95%) were slightly more likely than those from communities with high schools (91%) to say that good teachers contributed to their success in high school. Also, aboriginal respondents (93%) were slightly more likely than other respondents (88%) to say that good teachers made a difference for them.

### **Supportive parents or family**

Students from communities without high schools (95%) were more likely than others (86%) to say that supportive parents or family contributed to their success in high school. However, non-aboriginal respondents (91%) were more likely than aboriginal respondents (83%) to say the same.

### **Supportive friends at school**

Non-aboriginal respondents (85%) were more likely than aboriginal respondents (73%) to say that supportive school friends contributed to their success in high school. Eighty-four percent of males and 79% of females said supportive school friends added to their success.

### **Interesting courses**

While there were few demographic differences, males (85%) were more likely than females (76%) to say that interesting courses added to their success at school.

### **Good principal**

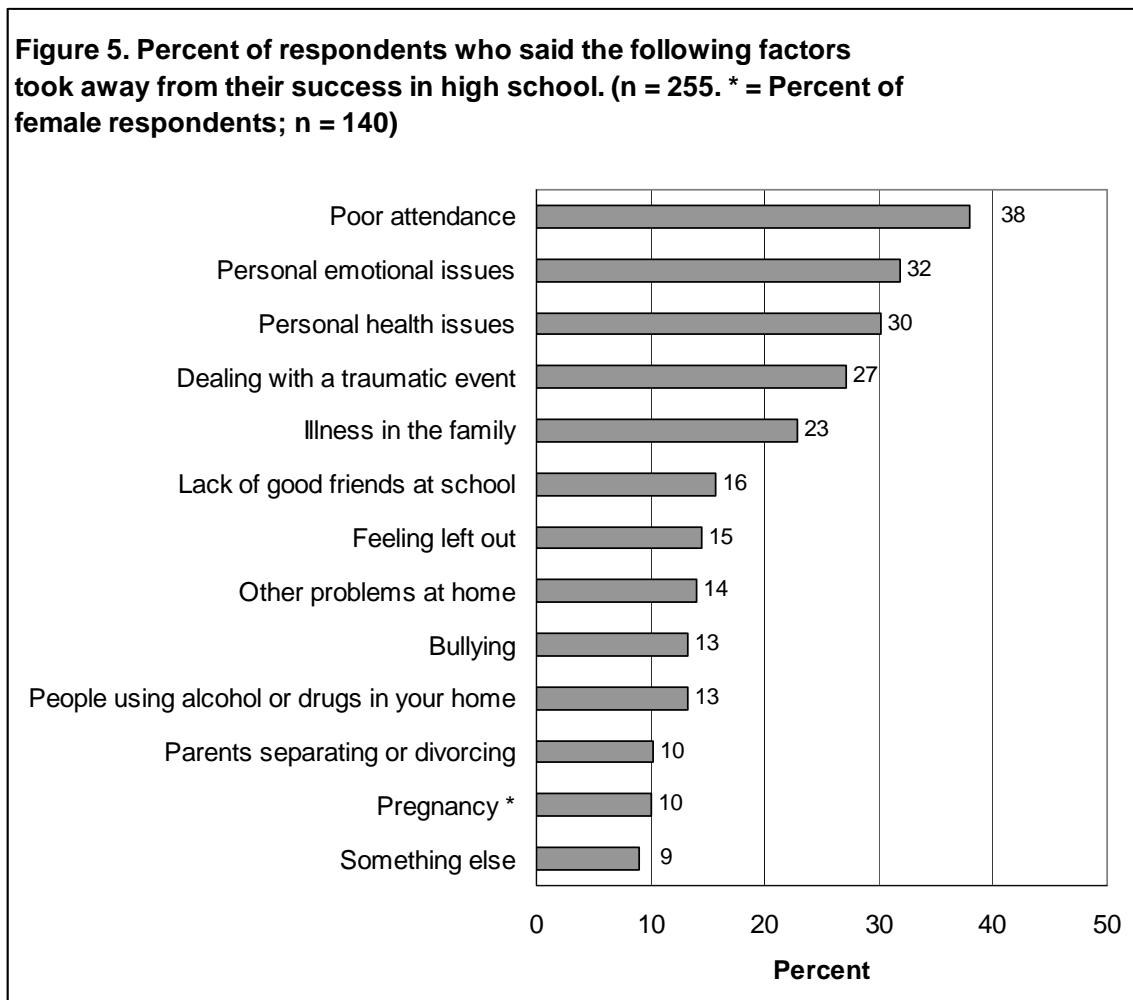
Respondents from communities without high schools (69%) were slightly more likely than others (64%) to say that a good principal contributed to their success at school. Similarly, aboriginal respondents (68%) were more likely than non-aboriginal respondents (63%) to say the same.

## Supportive counsellors

Though there were few demographic differences, males (64%) were slightly more likely than females (59%) to say that supportive counsellors added to their success in high school.

### Question A6. Did any of the following take away from your success during high school?

Respondents were asked whether any of 12 factors had taken away from their success during high school. Poor attendance came out at the top of the list, affecting 38% of respondents. Figure 5 illustrates how the survey participants responded to this question.

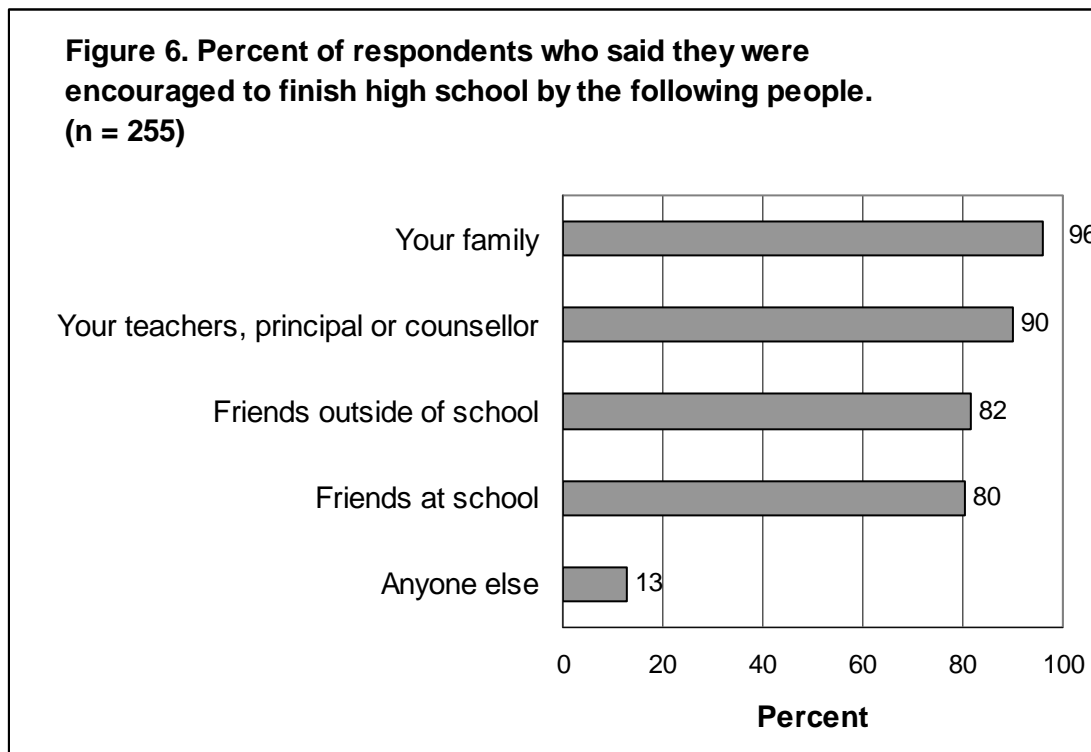


Some respondents had dealt with multiple issues. Thirty percent of the respondents answered 'yes' to four or more items. There were some strong demographic patterns. While no geographic differences were apparent, female respondents (37%) were much more likely than males (22%) to say 'yes' to four or more items on the list. Also,

aboriginal respondents (36%) were more likely than others (27%) to say ‘yes’ to at least four items on the list.

**Question A7. Were you encouraged to finish high school by any of the following people?**

Respondents were asked whether any of the following people had encouraged them to finish high school: family; teachers, principal or counsellor; friends outside of school; friends at school; or anyone else. Almost everyone had been encouraged to finish school by their family, and most respondents at been encouraged by others as well.



There were a few demographic differences which are highlighted below. For full details, see the data tables in Appendix 3.

**Family**

There were very slight regional differences, with 97% of respondents from Whitehorse and 94% of respondents from other communities saying that family members had encouraged them to finish high school. Ninety-seven percent of respondents from communities with high schools and 93% of respondents from communities without high schools said the same.

Aboriginal respondents (92%) were somewhat less likely than non-aboriginal respondents (99%) to say that family members had encouraged them to finish high school.

### **Teachers, principal or counsellor**

While 90% of respondents said they were encouraged by their teachers, principal or counsellor to finish high school, no regional differences were identified in the analysis. However, males (89%) were slightly less likely than females (93%) to say that they had been encouraged by their teachers, principal or counsellor to finish high school. Also, aboriginal respondents (88%) were slightly less likely than non-aboriginal respondents (93%) to say the same.

### **Friends outside of school**

There were some demographic differences in the extent to which friends outside of school had encouraged the respondents to finish high school. While 80% of respondents from Whitehorse said friends outside of school had encouraged them, this was true for 86% of respondents. Eighty percent of respondents from communities with high schools said the same, compared with 88% of respondents from communities without high schools.

Eighty-four percent of non-aboriginal respondents said they had been encouraged to finish high school by friends outside of school, this was true for 78% of aboriginal respondents. There was very little difference between male and female respondents.

### **Friends at school**

While 80% of all respondents said friends at school had encouraged them to finish, this was true for 79% of respondents from Whitehorse and 85% of respondents from other communities. Similarly, it was true for 79% of respondents from communities with high schools, and 86% of respondents from communities without high schools.

Eighty-five percent of non-aboriginal respondents said that friends at school had encouraged them to finish school, compared to 72% of aboriginal respondents. There was very little difference between males and females.

### **Question A8. Did you ever think about taking time off from high school or dropping out at any time before graduating?**

Respondents were asked if they had ever thought about taking time off or dropping out of high school. Altogether, 33% of the respondents said 'yes.' Respondents from communities outside Whitehorse (38%) were more likely than Whitehorse residents (32%) to answer 'yes' to this question. Aboriginal people (50%) were twice as likely as non-aboriginal people (24%) to have answered 'yes.' There were no other strong demographic patterns identified in the analysis.



**Question A9. Did you actually take any time off from high school or drop out before graduating?**

When asked if they had ever taken time off or dropped out of high school before graduating, 27% of the respondents said ‘yes.’ Students from Whitehorse (29%) were slightly more likely than students from other communities (24%) to have dropped out or taken time off. Also, females (29%) were slightly more likely than males (25%) to have taken time off or dropped out. Meanwhile, aboriginal respondents (42%) were more than twice as likely as non-aboriginal respondents (19%) to say they dropped out or took time off from high school before graduating.

**Question A9.1. In which grade(s) did you drop out from high school?**

Of the 70 respondents who had dropped out of high school at least once, half had dropped out of grade 10 (53%), and half had dropped out of grade 11 (50%). Twenty-six percent had dropped out of grade 8 or 9, and 19% had dropped out of grade 12.

**Question A9.2. What were your main reasons for taking time off or dropping out?**

The respondents who had dropped out of high school or taken time off were asked why. They were given a list of possible options, and they could select all that applied to them. Their responses included:

- Personal issues (39%);
- Lack of interest (26%);
- Work (19%);
- A travel or exchange program (9%);
- Problems passing courses or tests (7%);
- Or something else (47%).

A variety of personal issues were described under ‘something else.’ For details, see the data tables in Appendix 3.

**Question A9.3. Did you ever return to high school after leaving?**

Eighty percent of the respondents who had dropped out or taken time off from high school said they eventually returned to high school.

**Question A9.3.1. If yes, why?**

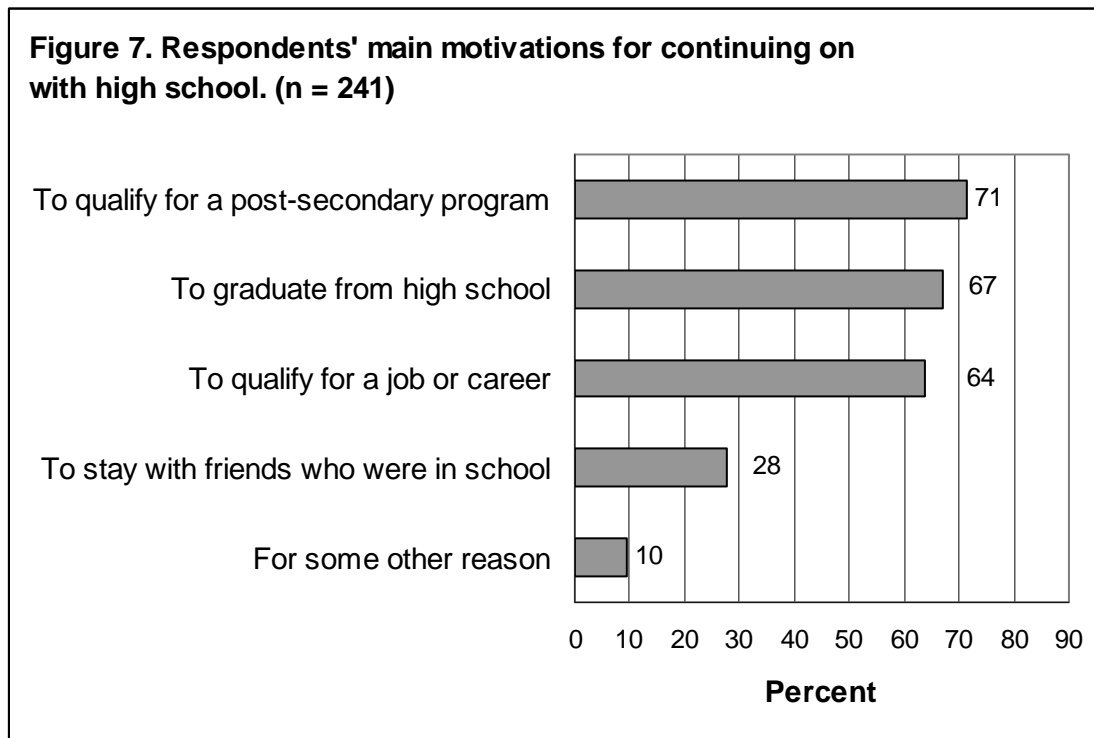
The 56 respondents who dropped out then later returned to high school were asked the reasons for their return. Most said they wanted to graduate, or they had given a different school a try (68%). A few said they went back for family reasons, or because their personal circumstances had changed (16%). The remainder said they went back so they would have better career opportunities (12%).

**Question A9.3.2. What were your main reasons for taking time off or dropping out?**

The 14 respondents who dropped out and did not return to high school were asked why they hadn't gone back. Most cited personal issues or work obligations (64%); a few said they didn't go back due to lack of interest (36%).

**Question A10. What were your main motivations for continuing on with high school?**

The 241 respondents who stayed in school, or who dropped out then later returned to school, were asked what their main motivations were for continuing on with high school. Most said they wished to qualify for a post-secondary program (71%), they wished to graduate from high school (67%) or they wanted to qualify for a job or career (64%). See Figure 7.



There were some demographic differences that are worth examining.

**To qualify for a post-secondary program**

While 71% of all respondents said they stayed in school to qualify for a post-secondary program, those who were from Whitehorse (74%) were more likely than respondents from other communities (62%) to say this. The gap was narrower between respondents from communities with high schools (72%) and respondents from communities without high schools (68%).

Female respondents (77%) were more likely than male respondents (64%) to say they stayed in school to qualify for a post-secondary program. Also, non-aboriginal people (74%) were more likely than aboriginal people (67%) to say the same.

### **To graduate from high school**

Respondents from communities outside Whitehorse (72%) were more likely than respondents from Whitehorse (66%) to say they were motivated to stay in high school so they would graduate. Similarly, respondents from communities without high schools (76%) were more likely than respondents from communities with high schools (66%) to say the prospect of graduation motivated them.

While there were only slight gender differences, aboriginal respondents (71%) were more likely than non-aboriginal respondents (65%) to say they were motivated to stay in school so they would graduate.

### **To qualify for a job or career**

Respondents from outside Whitehorse (76%) were considerably more likely than Whitehorse residents (60%) to say they were motivated to stay in school so they would qualify for a job or career. Similarly, respondents from communities without high schools (73%) were more likely to say the same than respondents from communities with high schools (62%).

Females (69%) were more likely than males (58%) to say they were motivated to stay in high school to qualify for a job or career. Also, aboriginal respondents (67%) were slightly more likely than non-aboriginal respondents (62%) to say the same.

### **To stay with friends who were in school**

Only a minority of respondents (28%) said they were motivated to stay in school by having friends who were in school. However, there were some strong regional differences. While 26% of respondents from Whitehorse said they were motivated to stay with friends who were in school, this was true for 34% of respondents from other communities. It was true for 26% of students from communities with high schools, and 40% of respondents from communities without high schools.

While 25% of females said they were motivated to stay in school by having friends there, this was true of 32% of males. There were no big differences between aboriginal and non-aboriginal respondents.

## ***Part B. High school programming***

The next set of questions asked about the respondents' satisfaction with their high school experience, their interest in correspondence courses, and whether they ever attended a high school outside Yukon.

### **Question B1. Overall, how would you rate your satisfaction with the education you received in high school in the Yukon?**

This question asked the respondents to rate their satisfaction with their high school education in Yukon on a 5-point scale from 'very satisfied' to 'very dissatisfied.' Overall, 71% of the respondents said they were either 'very satisfied' or 'satisfied.'

There was very little difference between male and female, or aboriginal and non-aboriginal respondents in how they answered this question. However, there were some regional differences. Respondents from Whitehorse (69%) were slightly less likely than respondents from other communities (76%) to say they were satisfied or very satisfied with their high school education. Similarly, respondents from communities with high schools (68%) were less likely to be satisfied or very satisfied with their high school education than respondents from communities without high schools (83%).

### **Question B2. Overall, did you enjoy your high school experience?**

Seventy-three percent of the respondents said 'yes,' they had enjoyed their high school experience. This was true of 68% of respondents from Whitehorse, and 86% of respondents from other communities. These strong regional differences were also apparent when comparing respondents from communities with high schools (69%) to those without (88%).

Males (78%) were more likely than females (68%) to say they enjoyed their high school experience. Also, non-aboriginal people (74%) were slightly more likely than aboriginal people (69%) to say they had enjoyed high school.

### **Question B3. Were there any courses or programs that you would have liked to take that were not available at your high school?**

Forty-one percent of the survey participants said there were courses or programs that they would have liked to take, but weren't available at their high schools. There were strong regional differences. While 37% of respondents from Whitehorse said there were courses they would have liked to take if they had been available at their high schools, this was true for 52% of respondents from other communities. Similarly, it was true for 38% of respondents from communities with high schools, and 52% of respondents from communities without high schools.

While there were only slight differences between male (39%) and female (42%) respondents, aboriginal respondents (34%) were much less likely than non-aboriginal

respondents (45%) to say there were courses that they would have liked to take that weren't available at their high schools.

### **Question B3.1. Which courses or programs were they?**

The 104 respondents who answered 'yes' to Question B3 were then asked to specify which courses or programs they would have liked to take. Their answers were quite diverse. Due to the small number of responses in each category, they had to be amalgamated into broad categories, as follows. For more details, see the data tables in Appendix 3.

- Various electives (27 respondents)
- Career focussed courses - psychology, law etc. (23 respondents)
- Language arts (19 respondents)
- Creative subjects - art, music etc. (19 respondents)
- Science courses (17 respondents)
- Trades courses (15 respondents)
- Physical education (8 respondents)
- Advanced placement courses (7 respondents)
- Outdoor education (6 respondents)
- Math courses (5 respondents)

### **Question B4. Did you take any correspondence courses in high school?**

Thirty percent of the respondents said they took at least one correspondence course in high school. Respondents from Whitehorse (26%) were much less likely than respondents from other communities (41%) to have taken correspondence courses. Similarly, respondents from communities with high schools (28%) were less likely than others (40%) to have taken correspondence courses.

Female respondents (36%) were much more likely than male respondents (22%) to say they took correspondence courses in high school. There was no difference between aboriginal and non-aboriginal respondents.

### **Question B4.1. What correspondence courses did you take?**

The 76 respondents who answered 'yes' to Question B4 were asked what correspondence courses they took in high school. They were most likely to have taken math, social studies, or English courses. Their responses ranged as follows:

- Math (26 respondents)
- Social studies (25 respondents)
- English (16 respondents)
- Various electives (13 responses)
- French (10 respondents)
- Biology (6 respondents)
- Other specific sciences (6 respondents)

- Science (5 respondents)
- Law (5 respondents)
- Other languages / writing (5 respondents)

**Question B5. If they had been available, would you have liked to take any (other) correspondence courses in high school?**

All the respondents were asked if they would have liked to take correspondence courses in high school. Altogether, 33% of the respondents said ‘yes’. This was true of 31% of respondents from Whitehorse, and 38% of respondents from other communities. Thirty-two percent of respondents from communities with high schools said they would have liked to take correspondence courses, compared with 36% of respondents from communities without high schools.

While there were only small differences between male (35%) and female (31%) respondents, aboriginal respondents (37%) were more likely than non-aboriginal respondents (30%) to say they would have liked to take correspondence courses in high school.

**Question B5.1. What correspondence courses would you have liked to take?**

The 84 respondents who answered ‘yes’ to Question B5 were asked what correspondence courses they would have liked to take in high school. Their responses were quite diverse, and due to small numbers, they were broadly categorized as follows:

- Various electives (28 respondents)
- English (14 respondents)
- Math (11 respondents)
- Languages (10 respondents)
- Science (9 respondents)
- Social studies (7 respondents)
- Various sciences (6 respondents)
- Physics (5 respondents)

**Question B6. How well did your high school education inform you about the culture and history of Yukon First Nations?**

Twenty-four percent of the respondents said their high school education informed them ‘very well’ about the culture and history of Yukon First Nations, while 44% of respondents said it did so ‘somewhat well.’

Respondents from communities outside Whitehorse (30%) were more likely than respondents from Whitehorse (21%) to say their high school education informed them ‘very well’ about Yukon First Nations’ culture and history. This was true of 29% of respondents from communities without high schools, and 22% of respondents from communities with high schools.

While there was very little difference between male and female respondents, aboriginal respondents (28%) were more likely than non-aboriginal respondents (21%) to say that their high school education informed them ‘very well’ about the culture and history of Yukon First Nations.

**Question B7. Did you ever attend a high school outside of the Yukon?**

Overall, 22% of respondents said they had attended a high school outside Yukon at some time. There were only small demographic differences, and the numbers should be interpreted with caution due to the small number of responses in each category. For more information, see the data tables in Appendix 3.

**Question B7.1. What are the name and location of the high school?**

The 56 respondents who answered ‘yes’ to Question B7 were asked to provide details about the high school they attended outside Yukon. Due to the small number of responses in each category, specific information cannot be reported. Broadly, the respondents had attended high schools in the following regions:

- British Columbia (28 respondents)
- Prairie provinces (17 respondents)
- Ontario and Quebec (6 respondents)
- Northwest Territories (5 respondents)
- Other locations (11 respondents)

**Question B7.2. What years did you attend that high school?**

The respondents who answered ‘yes’ to Question B7 were asked what years they had attended a high school outside Yukon. Their responses were as follows:

2003 and earlier (7 respondents)  
2004 (6 respondents)  
2005 (15 respondents)  
2006 (20 respondents)  
2007 (21 respondents)  
2008 (14 respondents)  
2009 (12 respondents)  
2010 (6 respondents)

**Question B8. Do you have any other comments you would like to make about your high school experience?**

The respondents were asked an open-ended question about their high school experience. Altogether, 63 comments were received. Forty-one of those comments were positive in nature, while 11 were negative. In addition, 11 speakers made suggestions for how their experience could have been improved.

Positive comments reflected the respondent's general enjoyment of school, recommended it to others, reflected on good, supportive teachers or principals, or talked about special programming that the respondents had enjoyed.

Negative comments tended to talk about how school was not enjoyable, or the respondents hadn't liked their teachers or the school's environment.

Suggestions were made about course options and content, or about additional support and encouragement that the respondents would have liked to receive when they were students.

### ***Part C. Jobs and skills learned in school***

The following section of the survey questionnaire asked about the respondents' recent employment history, as well as any work experience that they may have gained while in high school.

#### **Question C1. Did you ever work at a paid job while you were in high school?**

Altogether, 79% of the respondents said they had worked at a paid job at some point while they were in high school. However, there were some strong demographic differences.

Respondents from Whitehorse (85%) were much more likely than respondents from other communities (64%) to say they had worked at a paid job while in high school. This was true for 83% of respondents from communities with high schools, as compared with 62% of respondents from communities without high schools.

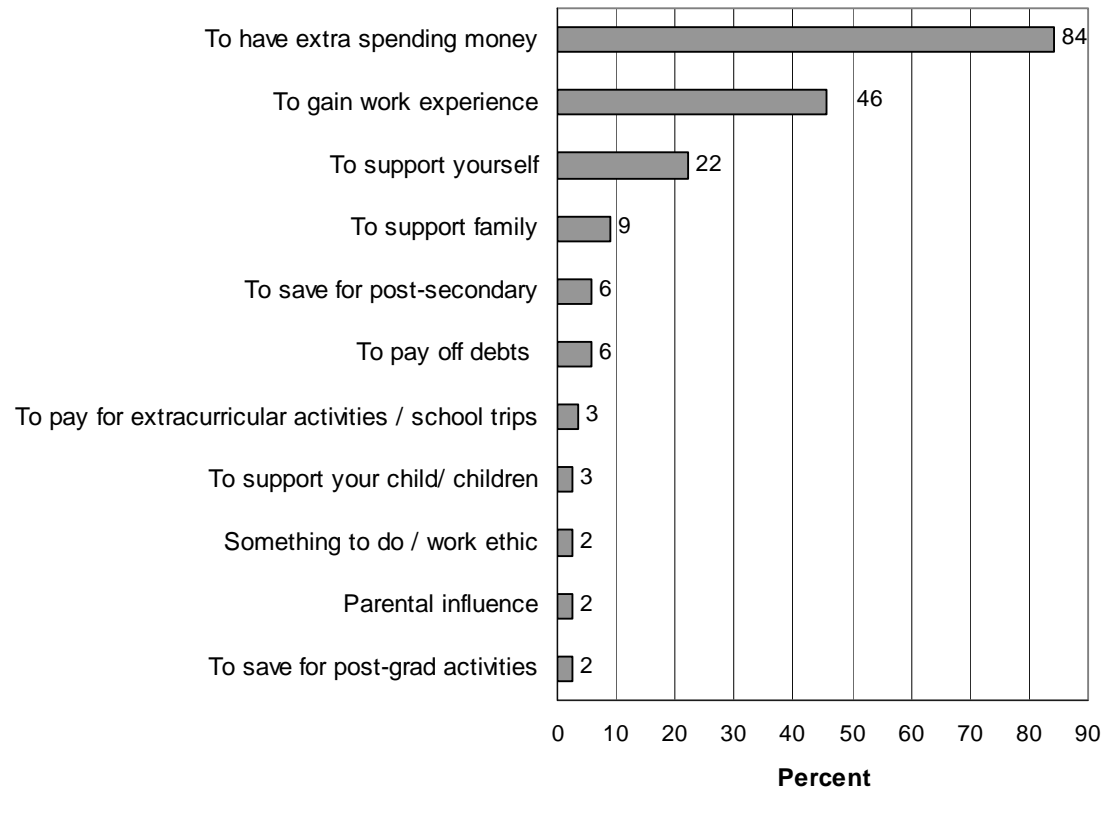
Non-aboriginal people (87%) were much more likely than aboriginal people (66%) to say they had worked at a paid job while they were in high school. There was very little difference between male and female respondents.

#### **Question C1.1. What were your reasons for working during high school?**

The 202 respondents who said they had worked during high school were asked their reasons for working. They were able to provide multiple responses to this question. Most of the respondents (84%) said they worked in order to have extra spending money. Others said they worked to gain work experience, or to support themselves or their families. The full range of responses is illustrated in Figure 8.



**Figure 8. Respondents' reasons for working during high school.**  
(n = 202)



**Question C2. Are you currently employed?**

Seventy-three percent of the respondents were working at the time the survey was conducted.

There were some strong demographic patterns. While there was very little difference in employment status between respondents from Whitehorse and those from other communities, respondents from communities without high schools (83%) were much more likely to be employed than respondents from communities with high schools (70%).

Males (77%) were somewhat more likely to be employed than females (69%). Also, non-aboriginal respondents (83%) were far more likely to be employed than aboriginal respondents (55%).

**Question C2.1. How many hours did you work at a paid job in the past week?**

Of the 185 respondents who were employed, 76% were working full time (31 or more hours a week), and the remainder were working part time, or were employed but hadn't worked in the past week.

Of those who were currently employed, respondents from communities outside Whitehorse (90%) were much more likely than respondents from Whitehorse (71%) to be working full time. Similarly, 91% of respondents from communities without high schools were working full time, as compared with 73% of respondents from communities with high schools.

Males (83%) were more likely than females (67%) to be working full time, and non-aboriginal respondents (78%) were more likely than aboriginal respondents (71%) to be working full time as opposed to part time.

**Question C2.2. After taxes and any other deductions, approximately how much did you make at your job in the past month?**

All respondents were asked how much employment income they had earned in the past month, after taxes. The amounts ranged between \$0 and \$10,000.

- For employed respondents, the mean income was \$2300 in the past month; the median was \$2000.
- For those who were working full time, the mean was \$2391 and the median was \$2000.
- For those who were working part time, the mean was \$1980 and the median was \$1500.

**Question C3. What jobs have you had in the past two years, if any?**

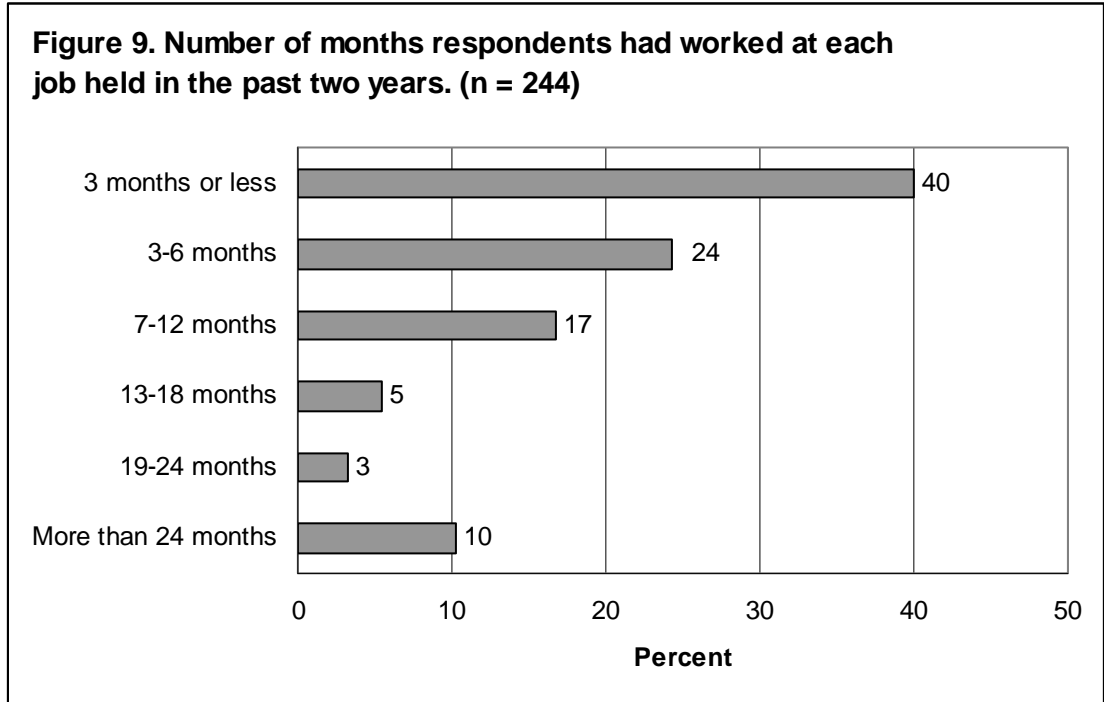
The respondents were asked about their employment history over the past two years. Each respondent could list up to three jobs. The jobs were then broadly classified using NOCS-S (National Occupation Classification for Statistics).

Altogether, 244 of the 255 respondents had held a job at some point in the past two years. The majority of the jobs fell into one of the following two categories: sales and service occupations (52%); or trades, transport and equipment operators and related occupations (20%). A full breakout of the employment categories is as follows:

- Sales and service occupations (288 jobs)
- Trades, transport and equipment operators and related occupations (113 jobs)
- Occupations in social science, education, government service and religion (35 jobs)
- Occupations in art, culture, recreation and sport (31 jobs)
- Natural and applied sciences and related occupations (27 jobs)
- Management occupations (11 jobs)
- Business, finance and administrative occupations (11 jobs)
- Health occupations (11 jobs)
- Occupations unique to primary industry or to processing, manufacturing and utilities (10 jobs)
- Not enough information to classify (14 jobs)

**Question C3.a. For how many months did you work at that job, in total?**

For each job listed in Question C3, respondents were asked how many months they had worked at that job. Forty percent of the jobs had been held for three months or less. See Figure 9.



**Question C3.b. Most recently, was that job full time, part time, or casual / on-call?**

Fifty-eight percent of the jobs listed in Question C3 had most recently been full time jobs. Thirty-four percent were part time jobs, and 8% were casual or on-call positions.

**Question C3.c. What was your most recent hourly wage at that job?**

At the jobs listed in Question C3, the respondents earned a wide range of hourly wages, as follows:

- \$5 to \$8.99 an hour (1% of the listed jobs)
- \$9 to \$12.99 an hour (43% of the listed jobs)
- \$13 to \$16.99 an hour (29% of the listed jobs)
- \$17 to \$20.99 an hour (18% of the listed jobs)
- \$21 to \$24.99 an hour (6% of the listed jobs)
- \$25 to \$28.99 an hour (2% of the listed jobs)
- \$29 to \$36 an hour (1% of the listed jobs)

**Question C4. Thinking back to all the jobs you ever had, have you used any of the skills you learned in your high school classes in any of your job duties?**

All the respondents were asked if they had ever used skills gained in high school in any of their job duties. Sixty-two percent of the respondents said they had.

There were some demographic differences. Respondents from Whitehorse (60%) were less likely than respondents from other communities (70%) to say they had used skills they learned in high school in their jobs. The same was true for 60% of students from communities with high schools, and 76% of students from communities without high schools.

Males (65%) were slightly more likely than females (60%) to say they have used skills they learned in high school in any of their job duties. This was true for 67% of non-aboriginal respondents, and 54% of aboriginal respondents.

***Part D. Transitioning to post-secondary education and training***

In this part of the questionnaire, respondents were asked questions about their plans after high school, their intentions for post-secondary education, upgrading, and whether they had talked to counsellors or teachers about course selection and career planning while they were in high school.

**Question D1. While you were in high school, what did you want to do right after you finished or left?**

Respondents were asked to think back to when they were in high school, and say what their plans had been for when they left school. They were allowed to give several answers if they wished. Their responses broke out as follows:

- Go to college (43% of respondents)
- Get a job (36% of respondents)
- Travel (35% of respondents)
- Go to university (31% of respondents)
- Volunteer (14% of respondents)
- Start an apprenticeship (12% of respondents)
- Do something else (7% of respondents)
- No plans (6% of respondents)

**Question D2. In your opinion, what makes it hard for students to find work after they leave high school?**

The respondents were asked what makes it hard for students to find work after leaving high school. A number of options were read off a list; they could say 'yes' to as many of the options as they saw fit. Their responses were as follows:

- Lack of work experience (67%)
- Being out-competed for jobs by people with more experience (67%)
- Not knowing what kind of job they want (62%)
- Not having graduated from high school (60%)
- Not having the skills employers want (55%)
- Lack of available training (53%)
- Lack of interview experience (51%)
- Lack of resume writing skills (45%)
- Being young (38%)
- Something else (22%)

**Question D3.a. Given your own education and career goals, how important would you say it is for you to get some high school education?**

Eighty-eight percent of respondents said it was very important for them to get some high school education, in light of their own education and career goals.

There were only slight differences between the different geographic groups that were examined in the analysis. However, females (92%) were more likely than males (83%) to say it was very important to them to get some high school education. Also, non-aboriginal respondents (89%) were slightly more likely than aboriginal respondents (85%) to say the same.

**Question D3.b. Given your own education and career goals, how important would you say it is for you to graduate from high school?**

Ninety percent of respondents said it was very important for them to graduate from high school. This was true for 91% of respondents from Whitehorse, and 88% of respondents from other communities. Ninety-one percent of respondents from communities with high schools said the same, as compared with 86% of respondents from communities without high schools.

Female respondents (94%) were more likely than male respondents (85%) to say it was very important to them to graduate from high school. The same was true for 93% of non-aboriginal respondents and 85% of aboriginal respondents.

**Question D3.c. Given your own education and career goals, how important would you say it is for you to get training in trades during high school?**

Twenty-five percent of respondents said it was very important to them to get training in trades during high school. Forty-eight percent said it was somewhat important.

Respondents from communities outside Whitehorse (30%) were more likely than respondents from Whitehorse (24%) to say it was very important for them to get training in trades during high school. The same was true for 26% of respondents from communities with high schools, and 24% of students from communities without high

schools; however, due to low numbers in each category, these results should be interpreted with caution.

Males (32%) were substantially more likely than females (20%) to say it was very important to them to get training in trades during high school. Also, aboriginal respondents (31%) were more likely than non-aboriginal respondents (22%) to say the same.

**Question D3.d. Given your own education and career goals, how important would you say it is for you to get training in trades after high school?**

Thirty-three percent of respondents said it was very important to them to get training in trades after high school; 41% considered it somewhat important.

Respondents from communities outside Whitehorse (45%) were much more likely than respondents from Whitehorse (29%) to say it was very important to them to get trades training after high school. Forty-eight percent of respondents from communities without high schools said the same, as compared with 30% of respondents from communities with high schools.

While 43% of males said it was very important for them to get training in trades after high school, this was true for only 25% of females. The same was true for 46% of aboriginal respondents and 26% of non-aboriginal respondents.

**Question D3.e. Given your own education and career goals, how important would you say it is for you to attend college or university?**

Overall, 71% of respondents said it was very important for them to attend college or university in light of their education and career goals. Twenty-three percent said it was somewhat important.

Seventy-two percent of respondents from Whitehorse said it was very important for them to attend college or university, and this was true for 70% of respondents from communities outside Whitehorse. However, respondents from communities without high schools (79%) were more likely than those from communities with high schools (70%) to say the same.

Females (76%) were more likely than males (65%) to say it was very important for them to attend college or university. Also, non-aboriginal respondents (75%) were more likely than aboriginal respondents (65%) to say the same.

**Question D4. How well do you think high school prepared you for college or university?**

Twenty-seven percent of respondents said they thought high school prepared them very well for college or university. Fifty-three percent said it prepared them somewhat well, and 10% said it did not prepare them well at all.

There were some demographic differences. While only 24% of respondents from Whitehorse said that high school had prepared them very well for college or university, the same was true for 36% of respondents from outside Whitehorse. Similarly, 26% of respondents from communities with high schools and 33% of respondents from communities without high schools said the same.

Males (31%) were more likely than females (24%) to say that high school prepared them well for college or university. Thirty-one percent of aboriginal respondents and 26% of non-aboriginal respondents said the same.

**Question D4.1. In what ways did high school not prepare you well for college or university?**

Those who answered ‘somewhat well’ or ‘not at all well’ to Question D4 were asked a follow-up question about the ways in which high school had not prepared them well for college or university. Altogether, 112 responses were received. The responses were as follows:

- The respondent had inadequate knowledge or skills for college or university (54 responses)
- The respondent wasn’t prepared for the heavier workload in college or university (21 responses)
- College and university have a different learning environment from high school (20 responses)
- Personal reasons, i.e. the respondent had dropped out of high school (12 responses)
- The respondent had financial challenges, or was not prepared for the cost of higher education (5 responses)

**Question D5.1. When you were choosing what classes to take in high school, did you talk to a counsellor about course selection?**

The next few questions looked at whether the respondents had talked to counsellors and teachers about course selection or career planning. Altogether, 64% of the respondents said they had talked to a counsellor about course selection in high school.

Respondents from Whitehorse (66%) were more likely than respondents from other communities (56%) to say they had spoken to a counsellor about course selection in high school. However, there was virtually no difference between respondents from communities with high schools, and those from communities without high schools.

Males (63%) and females (64%) were almost equally likely to have talked to a counsellor about course selection in high school. However, non-aboriginal respondents (67%) were more likely than aboriginal respondents (57%) to have done so.

**Question D5.1.1. Was a counsellor available to talk to you about course selection if you'd wanted?**

Of the 90 respondents who answered 'no' to Question D5.1, 87% said that a counsellor was available for them to talk to about course selection if they had wanted.

**Question D5.2. When you were choosing what classes to take in high school, did you talk to a teacher about course selection?**

Forty-seven percent of respondents said they had talked to a teacher about course selection in high school. While this was true for 42% of respondents from Whitehorse, it was the case for 62% of respondents from other communities. Forty-five percent of students from communities with high schools said they had talked to a teacher about course selection, as compared with 57% of respondents from communities without high schools.

Male (48%) and female (46%) respondents were almost equally likely to say they talked to a teacher about course selection. Non-aboriginal respondents (48%) were slightly more likely than aboriginal respondents (45%) to say the same.

**Question D5.2.1. Was a teacher available to talk to you about course selection if you'd wanted?**

Of the 132 respondents who answered 'no' to Question D5.2, 86% said that a teacher was available for them to talk to about course selection if they had wanted.

**Question D5.3. When you were choosing what classes to take in high school, did you talk to a counsellor about career planning?**

Fifty-nine percent of respondents said they had talked to a counsellor about career planning when they were choosing what classes to take in high school. There were only small demographic differences. Respondents from Whitehorse (58%) were only marginally less likely than respondents from other communities (61%) to say they talked to a counsellor about career planning. The same was true for 58% of respondents from communities with high schools, and 64% of respondents from communities without high schools.

Females (61%) were slightly more likely than males (56%) to say they talked to a counsellor about career planning. Also, non-aboriginal respondents (60%) were slightly more likely than aboriginal respondents (56%) to say the same.

**Question D5.3.1. Was a counsellor available to talk to you about career planning if you'd wanted?**

The 105 respondents who said 'no' to Question D5.3 were asked if a counsellor had been available to discuss career planning if they had wanted; 89% responded 'yes.'



**Question D5.4. When you were choosing what classes to take in high school, did you talk to a teacher about career planning?**

Fifty-four percent of respondents said they talked to a teacher about career planning when they were choosing their courses for high school. This was true for 61% of respondents from communities outside Whitehorse, and 52% of those who were from Whitehorse. The same was true for 60% of respondents from communities without high schools, and 53% of respondents from communities with high schools.

Females (59%) were more likely than males (48%) to say they had talked to a teacher about career planning. There were no differences between aboriginal and non-aboriginal respondents.

**Question D5.4.1. Was a teacher available to talk to you about career planning if you'd wanted?**

Eighty-five percent of those who had answered 'no' to Question D5.4 said that a teacher was available to discuss career planning with them if they had wanted.

**Question D6. Did you develop a career plan in high school?**

Fifty-six percent of respondents said they had developed a career plan in high school. There was virtually no difference between the demographic categories that were examined, with one exception. Sixty percent of non-aboriginal respondents said they had developed a career plan, while this was only true for 50% of aboriginal respondents.

**Question D6. How much has your career plan helped you with your current education and career goals?**

The majority of the 143 respondents who had completed career plans in high school did not find them very helpful. While 26% of the respondents said that their career plan had helped a lot with their current education and career goals, 42% said it had helped a little, and 30% said it hadn't helped at all.

**Question D7. Did you take upgrading or college preparation courses after leaving high school?**

Eighteen percent of the respondents said they took upgrading or college preparation courses after leaving high school.

**Question D7.1. Where did you take your upgrading courses?**

The 46 respondents who said they had taken upgrading or college preparation courses were asked where they had taken those courses. Their responses were as follows:

- Yukon College (36 respondents)
- A high school or other location (8 respondents)
- The Individual Learning Centre in Whitehorse (6 respondents)

**Question D7.2. Did you do any of your upgrading courses online?**

The 46 respondents who said they had taken upgrading or college preparation courses were asked if they had taken any of those courses online. The number of positive responses was too low to be reported.

**Question D8. As of today, would you need high school upgrading before you could attend college or university?**

Thirty-four percent of respondents said they believed they would need high school upgrading before they could attend college or university. This was true for 30% of respondents from Whitehorse, and 45% of respondents from communities outside Whitehorse. Similarly, it was true for 32% of respondents from communities with high schools, and 43% of respondents from communities without high schools.

Thirty-seven percent of males and 31% of females said they needed high school upgrading before they could attend college or university. Aboriginal respondents (52%) were more than twice as likely as non-aboriginal respondents (24%) to say they needed upgrading.

**Question D9. Would you be interested in a program that includes high school upgrades with employment and apprenticeship training?**

Sixty percent of respondents said they would be interested in a program that includes high school upgrades with employment and apprenticeship training. This far exceeded the proportion of respondents who said they needed high school upgrades.

Respondents from communities outside Whitehorse (73%) were more likely than respondents from Whitehorse (55%) to say they were interested in a program that includes high school upgrades with employment and apprenticeship training. The same was true for 74% of respondents from communities without high schools, and 57% of respondents from communities with high schools.

Males (66%) were more likely than females (54%) to say they would be interested in such a program. While 73% of aboriginal respondents said they would be interested in this type of program, the same was true for 52% of non-aboriginal respondents.

**Question D10. What did you do the September after you left or finished high school?**

Respondents were asked what they did the September after they finished high school. They were able to answer ‘yes’ to as many items on the list as they felt were appropriate. Their responses were as follows:

- Get a job (44% of respondents)
- Go to college, university, or another post-secondary school (36% of respondents)
- Look for work (34% of respondents)
- Live outside the Yukon (26% of respondents)
- Travel (15% of respondents)
- Volunteer (9% of respondents)
- Work on an apprenticeship (4% of respondents)
- Do nothing (5% of respondents)
- Do something else (10% of respondents)

A series of follow-up questions was asked, depending on which of the above items the respondents selected. Each is addressed in turn, below.

**Question D10.1. Did you plan to eventually return to work in the Yukon?**

Eighty-nine percent of the 65 respondents who had moved outside the territory said they planned to eventually return to work in Yukon.

**Question D10.2. What was your job title?**

The 111 respondents who said they got a job the September after leaving high school were asked for their job title. Jobs were classified into broad categories using NOCS-S (National Occupation Classification for Statistics). Their responses were as follows:

- Sales and service occupations (59 jobs)
- Trades, transport and equipment operators and related occupations (29 jobs)
- Occupations in social science, education, government service and religion (6 jobs)
- Occupations in art, culture, recreation and sport (5 jobs)
- Natural and applied sciences and related occupations / health occupations (5 jobs)
- Occupations unique to primary industry / not enough information to classify (7 jobs)

**Question D10.3. Was it full time, part time, or casual / on call?**

Seventy-one percent of the 111 respondents who said they got a job the September after leaving high school said it was a full time job. Twenty-three percent had found a part time job, and the remainder were casual, on-call, or they didn’t respond to the question.

#### **Question D10.4. What trade did you apprentice in?**

Nine respondents said they had apprenticed in a trade the September after leaving high school. They were asked what trade they apprenticed in, but the number of responses in each category was too small to be reported.

#### **Question D10.5. What college, university or institute did you attend?**

The 92 respondents who said they attended a college, university or another post-secondary school the September after leaving high school were asked where they went to post-secondary school. As there were small numbers attending many of the institutions that respondents mentioned, they were amalgamated by region where necessary for this report. Their responses were categorized as follows:

- Yukon College (35 respondents)
- A college or institute of technology other than Yukon College (12 respondents)
- University of Victoria (13 respondents)
- Another university in British Columbia (9 respondents)
- A university in Alberta (8 respondents)
- A university in Ontario (7 respondents)
- A university in Quebec, Atlantic Canada, or USA (8 respondents)

#### **Question D10.6. What program did you take?**

The 92 respondents who said they attended a college, university or another post-secondary school the September after leaving high school were asked what program they took. Due to the small number of responses in each category, responses were grouped broadly by subject area for this report. The responses were as follows:

College students (48 in total)

- Academic courses and professional programs (22 respondents)
- Trades and technical programs (11 respondents)
- High school upgrading or college preparation courses (10 respondents)
- Fine arts, communications and cultural programs (5 respondents)

University students (44 in total)

- Sciences (16 respondents)
- Arts – social sciences and humanities (12 respondents)
- Fine arts, trades, engineering and education (6 respondents)
- Commerce, business and economics (5 respondents)
- General studies and college preparation courses (5 respondents)

#### **Question D10.7. Was that full time or part time?**

Eighty-nine percent of the 92 respondents who said they were in a college or university program the September after they left high school said they were full time students.

**Question D10.8. What organization did you volunteer with?**

The 24 respondents who said they had done volunteer work the September after they left high school were asked what organization they volunteered with. As there were too few responses in each category to report on, the organizations were broadly categorized into local (Yukon) organizations, and outside organizations. Fourteen respondents said they had volunteered with local organizations, and 10 had volunteered with outside organizations.

**Question D10.9. What volunteer position did you take?**

The 24 respondents who had done volunteer work the September after they left high school were asked what volunteer position they took. The responses were too varied to collapse into meaningful categories, and there were too few responses in each category to report on.

**Question D11. To confirm, have you ever taken courses at Yukon College?**

Thirty-one percent of the respondents said they have taken courses at Yukon College at some point in time. This was true for 30% of respondents from Whitehorse, and 35% of respondents from other communities. The same was true for 29% of respondents from communities with high schools, and 40% of respondents from communities without high schools.

Male respondents (34%) were slightly more likely than female respondents (29%) to say they have taken courses at Yukon College. Also, 34% of aboriginal and 29% of non-aboriginal respondents had taken Yukon College courses.

**Question D12. Do you plan to take any courses at Yukon College in the future?**

Forty-seven percent of respondents said they plan to take courses at Yukon College at some point in the future. This was true for 42% of respondents from Whitehorse, and 61% of respondents from other communities. The same was true for 43% of respondents from communities with high schools, and 64% of respondents from communities without high schools.

While 47% of males said they expected to take courses at Yukon College in the future, this was true for 36% of females. Sixty-five percent of aboriginal respondents and 36% of non-aboriginal respondents said they expected to take courses at Yukon College.

**Question D12.1. Is that because...?**

The 67 respondents who either had never taken a course at Yukon College, and / or did not plan to take courses at Yukon College in the future, were asked why. They were able to give more than one reason. Their responses were as follows:

- I have chosen another post-secondary institution (47 respondents)
- Yukon College doesn't offer the courses I need (21 respondents)
- I'm not interested (15 respondents)
- Some other reason (8 respondents)

**Question D13. In the past year, have you taken any online college or university courses?**

Five percent of respondents said they have taken online college or university courses in the past year.

**Question D13.1. What college, university or institute did you take online courses with?**

The thirteen respondents who said they have taken online courses in the past year were asked what school they took those courses from. There were too few responses in each category for the information to be reported.

**Question D13.2. What program of study or training did you take online?**

The thirteen respondents who said they have taken online courses in the past year were asked what program of study or training they took online. There were too few responses in each category for the information to be reported.

**Question D14. What is the highest level of education you have completed up to this point in time?**

The respondents were asked about the highest level of education that they had completed at the time of the survey. While most had at least finished high school, some had achieved some post-secondary education. Eighteen percent had less than a high school diploma or equivalent. The responses are summarized in the following table.

<b>Highest level of education completed up to this point in time</b>	<b>Percent</b>
Some university	18
Some trades or technical training, 1 year certificate, or apprenticeship	4
One year college certificate	2
Some college	8
High school diploma, certificate or equivalency	49
Some high school	18

Some demographic groups were more likely than others to have completed high school or to have begun post-secondary studies.

### **Less than high school**

Altogether, 18% of respondents had less than a high school diploma, certificate or equivalent. Responses were similar between Whitehorse (18%) and other communities (17%), and between communities with high schools (17%) and those without (19%).

Males (19%) were slightly more likely than females (16%) to say they had less than a high school education. While only 10% of non-aboriginal respondents had less than high school, the same was true for 31% of aboriginal respondents.

### **High school or equivalent**

High school was the highest level of education achieved by 49% of the respondents. This was true of 44% of respondents from Whitehorse, and 62% of respondents from other communities. While 48% of respondents from communities with high schools had completed high school but no post-secondary education, the same was true of 52% of respondents from communities without high schools.

There was virtually no difference between the proportions of male (49%), female (49%), aboriginal (48%) and non-aboriginal (49%) respondents who said a high school diploma, certificate or equivalent was their highest level of education.

### **Some post-secondary education**

While 33% of respondents said they had some post-secondary education, there were some large differences between the demographic groups that were examined. Thirty-eight percent of respondents from Whitehorse said they had completed some post-secondary studies, as compared with 20% of respondents from other communities. The same was true for 34% of respondents from communities with high schools, and 29% of respondents from communities without high schools.

There were very slight differences in the proportion of males (31%) versus females (34%) who had completed some post-secondary schooling. Meanwhile, non-aboriginal respondents (40%) were almost twice as likely as aboriginal respondents (21%) to have completed some post-secondary education.

### **Question D15. What is the highest level of education you expect to receive in your lifetime?**

The respondents were asked what level of education they expected to receive in their lifetimes. There was a wide range of responses which have been tabulated below.

<b>Highest level of education expected in respondents' lifetimes</b>	<b>Percent</b>
Some high school, high school certificate, diploma or equivalent	4
Some college or a 1 year college certificate	3
2 year college diploma	10
4 year college diploma	3
Trades or technical certificate	2
Trades or technical diploma	4
Apprenticeship	3
Other	4
Some university	2
Bachelor's degree	24
Master's degree	21
Doctorate	5
Don't know / Refuse	15

There were some demographic patterns which are explored in the next few paragraphs.

### **High school or less**

Only ten respondents said they expected to achieve no more than a high school education in their lifetimes. This was an insufficient response to support demographic breakouts.

### **College, apprenticeship, trades or some university**

Thirty-one percent of respondents said they expected college, a trades program, or some university to be their highest educational attainment. This was true for 29% of respondents from Whitehorse, and 38% of respondents from other communities. Similarly, it was true for 30% of respondents from communities with high schools, and 40% of respondents from communities without high schools.

Males (36%) were more likely than females (27%) to say this would be their highest level of education. Also, aboriginal respondents (46%) were more likely than non-aboriginal respondents (23%) to say the same.

### **Bachelor's degree**

Twenty-four percent of respondents said that a bachelor's degree was likely to be their highest level of education. There was virtually no difference between respondents from Whitehorse and respondents from other communities. However, 25% of respondents from communities with high schools said a bachelor's degree was likely to be their highest level of education, as compared with 17% of respondents from communities without high schools.



Females (29%) were more likely than males (17%) to say that a bachelor's degree was likely to be their highest level of education. Non-aboriginal respondents (29%) were more likely than aboriginal respondents (16%) to say the same.

### **Graduate degree**

Twenty-six percent of respondents thought that a graduate degree was likely to be their highest level of education. This was true for 32% of respondents from Whitehorse, and only 11% of respondents from other communities. Similarly, it was true for 28% of respondents from communities with high schools, and 17% of respondents from communities without high schools. Due to the low number of responses from communities outside Whitehorse, these results should be interpreted with caution.

Males (25%) and females (27%) were almost equally likely to say that a graduate degree was their highest expected level of education. While 35% of non-aboriginal respondents said that they expected to attain a graduate degree in their lifetimes, the same was true of 12% of aboriginal respondents.

### **Don't know**

Fourteen percent of respondents said they didn't know what level of education they expected to achieve in their lifetimes. This was true for 11% of respondents from Whitehorse, and 26% of respondents from other communities. Similarly, it was true for 13% of respondents from communities with high schools, and 24% of respondents from communities without high schools.

Males (17%) were more likely than females (12%) to say they didn't know what level of education they expected to achieve in their lifetimes. Twenty-one percent of aboriginal respondents and 11% of non-aboriginal respondents said the same.

### **Question D16. In September 2011, will you be attending high school?**

Twelve respondents (5%) said they would be attending high school in September of this year.

#### **Question D16.1. Will that be in the Yukon, or outside the Yukon?**

The twelve respondents who said they would be attending high school in September were asked if that school was in Yukon or outside. There were too few responses in each category for the data to be reported on.

#### **Question D16.1.1. What is the high school's name?**

The twelve respondents who said they would be attending high school in September were asked to share the name of the high school. There were too few responses in each category for the data to be reported on.

**Question D16.1.2. What province, territory or state is that high school in?**

The twelve respondents who said they would be attending high school in September were asked what province, territory or state that high school is in. There were too few responses in each category for the data to be reported on.

**Question D17. Will you be registered in a post-secondary program in September 2011?**

Forty-nine percent of the respondents said they will be registered in a post-secondary program in September of this year. There were some large demographic differences. Fifty-four percent of respondents from Whitehorse, and 36% of respondents from other communities, said they would be registered in a post-secondary program this September. The same was true for 51% of respondents from communities with high schools, and 43% of respondents from communities without high schools.

Females (53%) were slightly more likely than males (45%) to say they would be registered in a post-secondary program this September. Also, non-aboriginal respondents (56%) were more likely than aboriginal respondents (37%) to say the same.

**Question D17.1. Would that be university, college or an apprenticeship?**

The 126 respondents who said they would be registered in a post-secondary program this September were asked if it was a university, college or apprenticeship program. Fifty-seven percent of these respondents said they would be attending university. The remainder were registering in a college or apprenticeship program; due to small numbers, they cannot be reported separately.

**Question D17.1.1. What college, university or institute will you attend?**

The 126 respondents who said they would be registered in a post-secondary program this September were asked what institution they will be attending. Due to the small number of responses for many of the institutions, the responses were combined as necessary by region. The responses were as follows:

- Yukon College (33 respondents)
- A college or institute of technology other than Yukon College (21 respondents)
- University of Victoria (15 respondents)
- University of British Columbia (7 respondents)
- Another university in British Columbia (13 respondents)
- A university in Ontario (13 respondents)
- A university in Alberta (11 respondents)
- A university in Quebec, Atlantic Canada or USA (11 respondents)

### **Question D17.1.2. What program will you be taking?**

The 126 respondents who said they would be registered in a post-secondary program this September were asked what program they would be taking; 121 individuals answered this question. There were a small number of responses for each type of program, so the responses were combined into broad program areas. The responses were as follows:

College students (51 in total)

- Academic courses and professional programs (22 respondents)
- Trades and technical programs (11 respondents)
- High school upgrading or college preparation courses (11 respondents)
- Fine arts, communications and cultural programs (7 respondents)

University students (70 in total)

- Sciences (22 respondents)
- Arts – social sciences and humanities (22 respondents)
- Fine arts, trades, engineering and education (13 respondents)
- Commerce, business and economics (8 respondents)
- General studies and college preparation courses (5 respondents)

### **Question D17.1.3. Will you be a full time or part time student?**

Of the 126 respondents who said they would be registered in a post-secondary program this September, 95% said they would be full time students.

## **Conclusion**

This concludes the discussion of the main findings from the 2011 Yukon Secondary School Transitions Survey.

For reference, the survey questionnaire is included as Appendix 1. The Operations Report can be found as Appendix 2; it details the field work, operational procedures and response rates. Appendix 3 includes data tables to support all the findings that are reported in the body of this document.

# Appendix 1. 2011 Yukon youth secondary school transitions survey questionnaire

## SECTION A: SUCCESS IN HIGH SCHOOL

**A1. In high school, to what extent do you believe that you learned what you needed to succeed in the following subjects? For each subject, please answer on a scale of one to five, where one is ‘nothing you needed’ and five is ‘everything you needed’.**

	1	2	3	4	5	DK	R	N/A
a) Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Other languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Technical subjects (such as Computers, Carpentry, Drafting and Automotive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Other electives (such as Art and Music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A2. Did you ever have trouble keeping up with course work demands in high school?**

- Yes
- No → *Go to A3*
- Don't Know → *Go to A3*
- Refuse → *Go to A3*

**A2.1 Which courses did you have trouble keeping up with during high school? (Check all that apply)**

- Math
- Science
- English
- Other languages
- Social Studies
- Technical subjects (such as Computers, Carpentry, Drafting and Automotive)
- Other electives (such as Art and Music)
- Physical Education

**A3. Do you think a course offering techniques such as preparing for classes, techniques for studying, or problem-solving would have helped you succeed in high school?**

- Yes
   
  Don't Know  
 No → **Go to A4**
   
  Refuse

**A3.1 What would you have liked to learn in such a course?** *(Check all that apply)*

- |   |   |
|---|---|
| <input type="checkbox"/> Working in a group             | <input type="checkbox"/> Organizing & Studying Techniques |
| <input type="checkbox"/> Critical thinking              | <input type="checkbox"/> Other <i>(Specify)</i> _____     |
| <input type="checkbox"/> Problem solving                | <input type="checkbox"/> Don't Know                       |
| <input type="checkbox"/> Improving comprehension skills | <input type="checkbox"/> Refuse                           |
| <input type="checkbox"/> Research and essay writing     |   |
| <input type="checkbox"/> Coping with school             |   |

**A4. What, if anything, do you think would have helped you do better in your courses?**  
*(for example, more 1 on 1 time with teachers, extra homework, more encouragement etc)*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- Nothing   
  Don't Know   
  Refuse

**A5. Did any of the following add to your success during high school?** *(Mark all that apply)*

- |   |  |
|---|--|
| <input type="checkbox"/> Supportive parents or family | <input type="checkbox"/> Interesting courses                   |
| <input type="checkbox"/> Supportive counsellors       | <input type="checkbox"/> Anything else? <i>(Specify)</i> _____ |
| <input type="checkbox"/> Good teachers                | <input type="checkbox"/> None of the above                     |
| <input type="checkbox"/> Good principal               | <input type="checkbox"/> Don't know                            |
| <input type="checkbox"/> Supportive friends at school | <input type="checkbox"/> Refuse                                |

**A6. Did any of the following take away from your success during high school?**  
*(Mark all that apply)*

- |   |  |
|---|--|
| <input type="checkbox"/> Personal health issues                     | <input type="checkbox"/> Bullying                              |
| <input type="checkbox"/> Pregnancy                                  | <input type="checkbox"/> Feeling left out                      |
| <input type="checkbox"/> Personal emotional issues                  | <input type="checkbox"/> Lack of good friends at school        |
| <input type="checkbox"/> Dealing with a traumatic event             | <input type="checkbox"/> Poor attendance                       |
| <input type="checkbox"/> Parents separating or divorcing            | <input type="checkbox"/> Anything else? <i>(Specify)</i> _____ |
| <input type="checkbox"/> Illness in the family                      | _____  |
| <input type="checkbox"/> People using alcohol or drugs in your home | <input type="checkbox"/> None of the above                     |
| <input type="checkbox"/> Other problems at home                     | <input type="checkbox"/> Don't know                            |
|   | <input type="checkbox"/> Refuse                                |

**A7. Were you encouraged to finish high school by any of the following people (check all that apply):**

- Your family?
- Your teachers, principal or counsellor?
- Friends at school?
- Friends outside of school?
- Anyone else? (Specify): \_\_\_\_\_
- Nobody?
- Don't Know
- Refuse

**A8. Did you ever think about taking time off from high school or dropping out at any time before graduating?**

- Yes
- No
- Don't Know
- Refuse

**A9. Did you actually take any time off from high school or drop out before graduating?**

- Yes
- No → *Skip to A10*
- Don't Know → *Skip to A10*
- Refuse → *Skip to A10*

**A9.1 In which grade(s) did you take time off or drop out from high school? (Check all that apply)**

- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Don't Know
- Refuse

**A9.2 What were your main reasons for taking time off or dropping out? (Mark all that apply)**

- Work
- Travel
- Exchange program
- Wanting to get into college early
- Problems passing courses or tests
- Personal issues
- Lack of interest
- ...Or something else? (Specify): \_\_\_\_\_
- Don't Know
- Refuse

**A9.3 Did you ever return to high school after leaving?**

- Yes → **A9.3.1 What prompted you to return?**

\_\_\_\_\_

- Don't Know     Refuse

→ **Go to A10**

- No → **A9.3.2 Why did you not return to high school?**

\_\_\_\_\_

- Don't Know     Refuse

→ **Go to section B**

- Don't Know    → **Go to Section B**

- Refuse        → **Go to Section B**

**A10. What were your main motivations for continuing on with high school?**  
(Check all that apply)

- To graduate from high school
- To qualify for a post-secondary program
- To qualify for a job or career
- To stay with friends who were in school
- ...Or something else? (Specify): \_\_\_\_\_
- Don't Know
- Refuse

## SECTION B: HIGH SCHOOL PROGRAMMING

**B1. Overall, how would you rate your satisfaction with the education you received in high school in the Yukon ?**

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Don't Know
- Refuse

**B2. Overall, did you enjoy your high school experience?**

- Yes
- No
- Somewhat
- Don't Know
- Refuse

**B3. Were there any courses or programs that you would have liked to take that were not available at your high school?**

- |   |                                     |                   |
|---|-------------------------------------|-------------------|
| <input type="checkbox"/> Yes                  | <input type="checkbox"/> Don't Know | → <i>Go to B4</i> |
| <input type="checkbox"/> No → <i>Go to B4</i> | <input type="checkbox"/> Refuse     | → <i>Go to B4</i> |

**B3.1 What courses or programs were they?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- Don't Know     Refuse



**B4. Did you take any correspondence courses in high school?**

- Yes
- No → *Go to B5*
- Don't Know → *Go to B5*
- Refuse → *Go to B5*

**B4.1 What correspondence courses did you take?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- Don't Know     Refuse

**B5. If they had been available, would you have liked to take any (other) correspondence courses in high school?**

- Yes
- No → *Go to B5*
- Don't Know → *Go to B5*
- Refuse → *Go to B5*

**B5.1 What correspondence courses would you have liked to take?**

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

- Don't Know     Refuse

**B6. How well did your high school education inform you about the history and culture of Yukon First Nations?**

- Very well
- Somewhat well
- Not at all well
- Don't Know
- Refuse

**B7. Did you ever attend a high school outside of the Yukon?**

- Yes
- No → *Go to B8*
- Don't Know → *Go to B8*
- Refuse → *Go to B8*

**B7.1 What are the name and location of the high school?**

**School 1:** Name: \_\_\_\_\_

Province/State: \_\_\_\_\_

Country \_\_\_\_\_

- Don't Know    Refuse

**School 2:** Name: \_\_\_\_\_

Province/State: \_\_\_\_\_

Country \_\_\_\_\_

- Don't Know    Refuse

**B7.2 What year(s) did you attend that high school?**

**School 1:** 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

- Don't Know    Refuse

**School 2:** 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

- Don't Know    Refuse

**B8. Do you have any other comments you would like to make about your high school experience?**

- No

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## SECTION C: Jobs & Skills Learned in School

**C1. Did you ever work at a paid job while you were in high school?**

- Yes
- No → **Go to C2**
- Don't Know → **Go to C2**
- Refuse → **Go to C2**

**C1.1 What were your reasons for working during high school? (Mark all that apply)**

- To gain work experience
- To have extra spending money (*i.e. to buy clothes, games, to eat out, etc.*)
- To support yourself (*i.e. pay rent, food, bills*)
- To support family (*i.e. contribute to family household*)
- To support your child/children
- To pay off debts (*Specify type of 'debt'.*) \_\_\_\_\_
- Other (*Specify*): \_\_\_\_\_
- Don't Know
- Refuse

**C1.2 Thinking back to the work experience you got in high school, did you gain any skills from that work that have been useful for: Mark all that apply)**

- Your volunteer job duties after high school
- Your paid job duties after high school
- An apprenticeship program
- A college course or program
- A university course or program
- None of the above
- Don't Know
- Refuse

**C2. Are you currently employed (either full-time or part-time)?**

- Yes
- No → **Go to C3**
- Don't Know → **Go to C3**
- Refuse → **Go to C3**

**C2.1 How many hours did you work at a paid job in the past week?**

- 1-10 hours a week
- 11-20 hours a week
- 21-30 hours a week
- 31- 40 hours a week
- More than 40 hours a week
- Other (*Specify*): \_\_\_\_\_
- Don't Know
- Refuse

**C2.2 After taxes and any other deductions, approximately how much did you make at your job in the past month?**

\$ \_\_\_\_\_  Don't know  Refuse

**C3. What jobs have you had in the past two years, if any? Please start with your most recent job title, and list up to three jobs in total.**

- None → *Go to C4*
- Don't know → *Go to C4*
- Refuse → *Go to C4*

**a) Job 1 Title:**

\_\_\_\_\_

***Job 1.***

**a) For how many months did you work at that job, in total?** \_\_\_\_\_  D/K  R

**b) Most recently, was that job full time, part time or casual/ on call?**

- Full time  Part time
- Casual/ on call  D/K  R

**c) What was your most recent hourly wage at that job?** \$ \_\_\_\_\_ per hr

- D/K  R  N/A

b) Job 2 Title: \_\_\_\_\_

**Job 2.**

a) For how many months did you work at that job, in total? \_\_\_\_\_  D/K  R

b) Most recently, was that job full time, part time or casual/ on call?

Full time  Part time

Casual/ on call  D/K  R

c) What was your most recent hourly wage at that job? \$ \_\_\_\_\_ per hr

D/K  R  N/A

c) Job 3 Title: \_\_\_\_\_

**Job 3.**

a) For how many months did you work at that job, in total? \_\_\_\_\_  D/K  R

b) Most recently, was that job full time, part time or casual/ on call?

Full time  Part time

Casual/ on call  D/K  R

c) What was your most recent hourly wage at that job? \$ \_\_\_\_\_ per hr

D/K  R  N/A

**C4. Thinking back to all the jobs you have ever had, have you used any of the skills you learned in your high school classes in any of your job duties?**

- Yes
- No
- Never had a job
- Don't Know
- Refuse

## SECTION D: Transitioning to Post Secondary Education & Training

**D1. While you were in high school, what did you want to do right after you finished or left?  
Did you plan to:** *(Mark all that apply)*

- Get a job
- Go to college
- Go to university
- Start an apprenticeship
- Volunteer
- Travel
- Do something else *(Specify)* \_\_\_\_\_
- No plans
- Don't know
- Refuse

**D2. In your opinion, what makes it hard for students to find work after they leave high school?  
(Check all that apply)**

- Not having graduated from high school
- Lack of available training
- Not knowing what kind of job they want
- Lack of work experience
- Lack of interview experience
- Lack of resume writing skills
- Not having the skills employers want
- Being out-competed for jobs by people with more experience
- Being young
- Or anything else? *(Specify)*: \_\_\_\_\_
- Don't know
- Refuse

**D3. Given your own education and career goals, how important would you say it is for you. . .**

	Very Important	Somewhat important	Not important	D/K	R
a) to get some high school education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) to graduate from high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) to get training in trades during high school <i>(e.g. mechanics, carving, hairdressing, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) to get training in trades after high school <i>(e.g. mechanics, carving, hairdressing, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) to attend college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D4. How well do you think high school prepared you for college or university?**

- Very well → **Go to D5**
- Somewhat well
- Not at all well
- Don't Know → **Go to D5**
- Refuse → **Go to D5**

**D4.1 In what ways did high school not prepare you well for college or university?**

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- Don't Know
- Refuse

**D5. When you were choosing what classes to take in high school, did you.....**

**D5.1 ... talk to a counsellor about course selection?**

- Yes
- No ----->
- Don't Know
- Refuse

**D5.1.1 Was a counsellor available to talk to you about course selection if you'd wanted?**

- Yes
- No
- Don't Know
- Refuse

**D5.2 ... talk to a teacher about course selection?**

- Yes
- No ----->
- Don't Know
- Refuse

**D5.2.1 Was a teacher available to talk to you about course selection if you'd wanted?**

- Yes
- No
- Don't Know
- Refuse

**D5.3 ... talk to a counsellor about career planning?**

- Yes
- No ----->
- Don't Know
- Refuse

**D5.3.1 Was a counsellor available to talk to you about career planning if you'd wanted?**

- Yes
- No
- Don't Know
- Refuse

**D5.4 ... talk to a teacher about career planning?**

- Yes
- No ----->
- Don't Know
- Refuse

**D5.4.1 Was a teacher available to talk to you about career planning if you'd wanted?**

- Yes
- No
- Don't Know
- Refuse

**D6. Did you develop a career plan in high school?**

- Yes
- No -----> Skip to D7
- Don't Know -----> Skip to D7
- Refuse -----> Skip to D7



**D6.1 How much has your career plan helped you with your current education and career goals?**

- A lot
- A little
- Not at all
- Don't Know
- Refuse

**D7. Did you take upgrading or College preparation courses after leaving high school?**

- Yes
- No → **Go to D8**
- Don't Know → **Go to D8**
- Refuse → **Go to D8**

**D7.1 Where did you take your upgrading courses? (Mark all that apply)**

- Individual Learning Centre
- Yukon College
- High School (*Specify*) Name: \_\_\_\_\_

Province/Territory: \_\_\_\_\_

Country: \_\_\_\_\_

Don't Know     Refuse

- Other (*Specify*): \_\_\_\_\_
- Don't Know
- Refuse

**D7.2 Did you do any of your upgrading courses online?**

- Yes
- No
- Don't Know
- Refuse

**D8. As of today, would you need high school upgrading before you could attend college or university?**

- Yes
- No
- Don't Know
- Refuse

**D9. Would you be interested in a program that includes high school upgrades with employment and apprenticeship training?**

- Yes
- No
- Don't Know
- Refuse

**D10. Think back to the September after you left high school. What did you do that September?  
Did you:** (Mark all that apply)

Live outside the Yukon? → **D10.1 Did you plan to eventually return to work in the Yukon?**

- Yes (Specify why) \_\_\_\_\_
- No (Specify why not) \_\_\_\_\_
- Don't Know       Refuse

Look for work?

Get a job? →

**D10.2 What was your job title?**

- \_\_\_\_\_
- Don't Know     Refuse

**D10.3 Was it full time, part time, or casual/ on call?**

- Full-time                       Don't know
- Part-time                       Refuse
- Casual/ on call

Work on an apprenticeship? → **D10.4 What type of apprenticeship program did you take?**

- \_\_\_\_\_
- Don't Know     Refuse

Go to a college, university or other post-secondary institution?

→ **D10.5 What college, university or institute did you attend?**

- \_\_\_\_\_
- Don't Know     Refuse

**D10.6 What program did you take?**

- \_\_\_\_\_
- Don't Know     Refuse

**D10.7 Was it full time or part time?**

- Full-time                       Don't know
- Part-time                       Refuse

Volunteer? →

**D10.8 What organization did you volunteer with?**

\_\_\_\_\_

Don't Know     Refuse

**D10.9 What volunteer position did you take? Specify title:**

\_\_\_\_\_

Don't Know     Refuse

Travel?

Other (Specify) \_\_\_\_\_

Nothing

Don't Know

Refuse

**D11. To confirm, have you ever taken courses at Yukon College?**

Yes

No

Don't Know

Refuse

**D12. Do you plan to take any courses at Yukon College in the future?**

Yes

No

Don't Know

Refuse

**SKIP PATTERN: If the answer to both D11 and D12 was 'NO', then proceed to D12.1. Otherwise, skip to D13.**

**D12.1 Is that because.... (check all that apply)**

Yukon College doesn't offer the courses or programs that you need?

You aren't interested?

You can't afford to?

You don't have the courses you need to get in?

You have chosen another post-secondary institution?

Or for some other reason? \_\_\_\_\_

Don't Know

Refuse

**D13. In the past year, have you taken any online college or university courses?**

- Yes
- No → *Go to D14*
- Don't Know → *Go to D14*
- Refused → *Go to D14*

**D13.1 What college, university or institute did you take online courses with?**

\_\_\_\_\_  Don't Know  Refuse

**D13.2 What program of study or training did you take online?**

\_\_\_\_\_  Don't Know  Refuse

**D14. What is the highest level of education have you completed up to this point in time?**

- |   |   |
|---|---|
| <input type="checkbox"/> Some High School                         | <input type="checkbox"/> Some university        |
| <input type="checkbox"/> High School diploma or certificate       | <input type="checkbox"/> Bachelor's Degree      |
| <input type="checkbox"/> GED ( <i>General Education Diploma</i> ) | <input type="checkbox"/> Master's degree        |
| <input type="checkbox"/> Some College                             | <input type="checkbox"/> Doctorate (PhD) degree |
| <input type="checkbox"/> 1-Year College Certificate               |   |
| <input type="checkbox"/> 2-Year College Diploma                   | <input type="checkbox"/> Don't Know             |
| <input type="checkbox"/> 4-Year College Diploma                   | <input type="checkbox"/> Refuse                 |
| <input type="checkbox"/> Some trades or technical training        |   |
| <input type="checkbox"/> Trades or technical certificate          |   |
| <input type="checkbox"/> Trades or technical diploma              |   |
| <input type="checkbox"/> Apprenticeship                           |   |
| <input type="checkbox"/> Other ( <i>Specify</i> ) _____           |   |

**D15. What is the highest level of education you expect to receive in your lifetime? (*Select one*)**

- |   |   |
|---|---|
| <input type="checkbox"/> Some High School                         | <input type="checkbox"/> Some university        |
| <input type="checkbox"/> High School diploma or certificate       | <input type="checkbox"/> Bachelor's Degree      |
| <input type="checkbox"/> GED ( <i>General Education Diploma</i> ) | <input type="checkbox"/> Master's degree        |
| <input type="checkbox"/> Some College                             | <input type="checkbox"/> Doctorate (PhD) degree |
| <input type="checkbox"/> 1-Year College Certificate               |   |
| <input type="checkbox"/> 2-Year College Diploma                   | <input type="checkbox"/> Don't Know             |
| <input type="checkbox"/> 4-Year College Diploma                   | <input type="checkbox"/> Refuse                 |
| <input type="checkbox"/> Some trades or technical training        |   |
| <input type="checkbox"/> Trades or technical certificate          |   |
| <input type="checkbox"/> Trades or technical diploma              |   |
| <input type="checkbox"/> Apprenticeship                           |   |
| <input type="checkbox"/> Other ( <i>Specify</i> ) _____           |   |

**D16. In September 2011, will you be attending high school?**

- Yes
- No → **Go to D17**
- Don't Know → **Go to D17**
- Refuse → **Go to D17**

**D16.1 Will that be . .**

- In the Yukon → **Go to D17**
- Outside the Yukon
- Don't Know → **Go to D17**
- Refuse → **Go to D17**

**D16.1.1 What is the high school's name?**

\_\_\_\_\_ Don't Know  Refuse

**D16.1.2 What province, territory or state is that high school in?**

\_\_\_\_\_ Don't Know  Refuse

**D17. Will you be registered in a post secondary program in September 2011? (Mark all that apply)**

- Yes
- No → **Go to E1**
- Don't Know → **Go to E1**
- Refuse → **Go to E1**

**D17.1 Would that be ...**

- University
- College
- Apprenticeship → **Go to E1**
- Don't Know → **Go to E1**
- Refuse → **Go to E1**

**D17.1.1 What college, university or institute will you attend?**

\_\_\_\_\_  Don't Know  Refuse

**D17.1.2 What program will you be taking?**

\_\_\_\_\_  Don't Know  Refuse

**D17.1.3 Will you be a full time or part time student?**

- Full-time                       Don't know  
 Part-time                       Refuse

**SECTION E: Demographics**

**E1. Are you:** *(Interviewer note: please complete without reading if possible)*

- Male  
 Female  
 Refuse

**E2. What year were you born?** 19 \_\_\_\_\_  Don't Know  Refuse

**E3. Do you currently live in the Yukon?**

- Yes → **Go to E5**                       Don't Know  
 No     Refuse

**E4. In what province, territory or state and country do you currently live?**

Province/ Territory/ State: \_\_\_\_\_ Country: \_\_\_\_\_  
 Refuse

**E5. When you were a young child, what was the first language that you learned to speak at home?**

- English  
 French  
 Other \_\_\_\_\_  
 Don't Know  
 Refuse

**E6. Are you Aboriginal?**

- No  
 Yes: Yukon First Nation → **Go to E6.1**  
 Yes: Other First Nation  
 Yes: Métis or mixed  
 Yes: Inuit  
 Don't Know  
 Refuse

**E6.1 Which Yukon First Nation?**

- Carcross Tagish FN  
 Champagne & Aishihik FN  
 Kluane FN  
 Kwanlin Dun FN  
 Liard FN  
 Little Salmon/Carmacks FN  
 Nacho Nyak Dun  
 Ross River Dena Council  
 Selkirk FN  
 Ta'an Kwach'an Council  
 Teslin Tlingit Council  
 Tr'ondek Hwech'in FN  
 Vuntut Gwitchin FN  
 White River FN  
88  Don't Know  
99  Refuse

**E7.** **Are you a member of a visible minority?** (*The national definition of a visible minority is anyone, other than an aboriginal person, who is non-Caucasian in race or non-white in colour.*)

- Yes
- No
- Don't Know
- Refuse

**THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION!**

## Appendix 2. Operations Report

The Yukon Youth Secondary School Transitions Survey was conducted by the Yukon Bureau of Statistics on behalf of the Advanced Education Branch of the Yukon Government. The information from this survey will help give a better understanding of what students have or have not learned in high school and whether or not the skills, education and career goals they developed are being applied in their work and school lives after they leave high school.

The survey asks about experiences in high school as well as education and career goals during and after leaving or finishing high school, including any plans for post secondary studies, apprenticeship and a job.

The data collection method for the Yukon Youth Secondary School Transitions Survey was a telephone survey. The survey sample being the second cohort for this continuing project included students registered in Grade 8 at a Yukon High School in September 2005 and any students who registered at a Yukon High School between September 2005 and June 2010.

The dataset of student names and contact information we received to conduct the Yukon Youth Secondary School Transition Survey contained 862 student names.

Prior to the commencement of the survey, we traced all students and contacts for additional phone numbers. This took approximately 2 weeks but saved time during the collection period.

Four interviewers were trained by the Operations Manager on Monday, August 1<sup>st</sup> 2011 to administer the survey. The telephone data collection started on Tuesday, August 2<sup>nd</sup> and continued to Wednesday August 24<sup>th</sup>, 2011. One interviewer continued work on the survey until Thursday, September 8<sup>th</sup> leaving messages and contacting students who were unavailable during the month of August.

Interviewing took place between the following hours:

Telephone:	Monday - Thursday:	12:00 p.m. to 8:00 p.m.
	Friday	8:30 a.m. to 4:30 p.m.

The survey questionnaire took approximately 15 minutes to complete. The interviewers completed an average of 4 surveys each per shift.



## Operational Breakdown of Survey Results

### a) Summary of results

<b>Number of Selected Respondents</b>		<b>Total</b>
		862
<b>Invalid Contact Information:</b>		
02	Incorrect phone number	61
03	Non-working number	59
04	Fast busy signal, strange noise, dead silence	12
Total		<u>132</u>
<b>No contact:</b>		
11	No Contact / No Answer	35
12	Regular Busy Signal	4
13	Answering machine or service: <i>No message left</i>	67
14	Answering Machine or Service: <i>Message left</i>	108
Total		<u>214</u>
<b>Contact Made - Non-interview</b>		
08	Cell phone	5
19	No forwarding phone number	59
20	Information unavailable for duration of survey	73
22	Language Barrier	1
23	No contact with selected respondent	27
31	Hang up	3
56	Out of scope	15
90	Unusual/special circumstances	10
Total		<u>193</u>
<b>70</b>	<b>Completed Surveys</b>	255
<b>80</b>	<b>Refusals</b>	68
	Refusal Rate:	21%

b) Results by code

<u>Results</u>	<u>Code</u>	<u>Description</u>
61	02	Incorrect phone number
59	03	Non-working number
12	04	Fast busy signal, strange noise, dead silence
5	08	Cell Phone
35	11	No contact / No answer
4	12	Regular Busy Signal
67	13	Answering machine or service: <i>No message left</i>
108	14	Answering Machine or Service: <i>Message left</i>
59	19	No forwarding phone number or address
73	20	Information unavailable for duration of survey
1	22	Language Barrier
27	23	No contact with selected respondent
3	31	Hang Up
15	56	Out of Scope
255	70	Complete
68	80	Refusal
10	90	Unusual/Special circumstances
<hr/> <hr/>		
862		Total Sample

**Reason for Refusal:** *(Code 80)*

Do not want to participate	23
Not interested in the survey	21
Too busy / No time	3
No reason given	4
Completed survey last year	11
Won't do it unless it is mandatory	<u>6</u>
	68

**Reasons for Unusual/Special Circumstances:** *(Code 90)*

Disability	7
Medical	2
Deceased	<u>1</u>
	10

**Reasons for Out of Scope:** *(Code 56)*

Moved outside of Yukon/Canada	7
Outside of cohort registration dates	7
<i>Graduated in 2009 /Expected to graduate in 2011</i>	
Didn't attend high school in the Yukon	<u>1</u>
	15

## Appendix 3. Data tables

### Question A1.

In high school, to what extent do you believe that you learned what you needed to succeed in the following subjects? For each subject, please answer on a scale of one to five, where one is 'nothing you needed' and five is 'everything you needed.'

#### a. Math

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	99	39.4	152	60.6
Respondents from Whitehorse	75	40.5	110	59.5
Respondents from other communities	24	36.4	42	63.6
Respondents from communities with high schools	83	39.7	126	60.3
Respondents from communities without high schools	16	38.1	26	61.9
Males	47	41.2	67	58.8
Females	52	38	85	62
Aboriginal people	31	33.7	61	66.3
Non-aboriginal people	68	42.8	91	57.2

*n* = 251; *missing* = 4

#### b. Science

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	99	39.8	150	60.2
Respondents from Whitehorse	69	37.3	116	62.7
Respondents from other communities	30	46.9	34	53.1
Respondents from communities with high schools	79	37.8	130	62.2
Respondents from communities without high schools	20	50	20	50
Males	53	46.1	62	53.9
Females	46	34.3	88	65.7
Aboriginal people	46	52.3	42	47.7
Non-aboriginal people	53	32.9	108	67.1

*n* = 249; *missing* = 6

**c. English**

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	59	23.4	193	76.6
Respondents from Whitehorse	43	23	144	77
Respondents from other communities	16	24.6	49	75.4
Respondents from communities with high schools	49	23.2	162	76.8
Respondents from communities without high schools	10	24.4	31	75.6
Males	32	27.8	83	72.2
Females	27	19.7	110	80.3
Aboriginal people	30	32.6	62	67.4
Non-aboriginal people	29	18.1	131	81.2

*n* = 252; *missing* = 3

**d. Other languages**

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	132	64.4	73	35.6
Respondents from Whitehorse	101	66	52	34
Respondents from other communities	31	59.6	21	40.4
Respondents from communities with high schools	113	65.3	60	34.7
Respondents from communities without high schools	19	59.4	13	40.6
Males	56	64.4	31	35.6
Females	76	64.4	42	35.6
Aboriginal people	46	63	27	37
Non-aboriginal people	86	65.2	46	34.8

*n* = 205; *missing* = 50

**e. Social Studies**

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	114	46.2	133	53.8
Respondents from Whitehorse	88	18.4	94	51.6
Respondents from other communities	26	40	39	60
Respondents from communities with high schools	97	47.1	109	52.9
Respondents from communities without high schools	17	41.5	24	58.5
Males	59	51.8	55	48.2
Females	55	41.4	78	58.6
Aboriginal people	46	51.1	44	48.9
Non-aboriginal people	68	43.3	89	56.7

*n* = 247; *missing* = 8

**f. Technical subjects (such as computers, drafting, carpentry and automotive)**

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	94	42.5	127	57.5
Respondents from Whitehorse	74	46	87	54
Respondents from other communities	20	33.3	20	66.7
Respondents from communities with high schools	82	44.3	103	55.7
Respondents from communities without high schools	12	33.3	24	66.7
Males	41	38	67	62
Females	53	46.9	60	53.1
Aboriginal people	30	37.5	50	62.5
Non-aboriginal people	64	45.4	77	54.6

*n* = 221; *missing* = 34

**g. Other electives (such as art and music)**

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	110	51.4	104	48.6
Respondents from Whitehorse	91	57.2	68	42.8
Respondents from other communities	19	34.6	36	65.4
Respondents from communities with high schools	99	55.3	80	44.7
Respondents from communities without high schools	11	31.4	24	68.6
Males	50	55	41	45
Females	60	48.8	63	51.2
Aboriginal people	37	49.3	38	50.7
Non-aboriginal people	73	52.5	66	47.5

*n* = 214; *missing* = 41

**h. Physical Education**

Response	1, 2, or 3		4 or 5	
	Number	Percent	Number	Percent
All respondents	71	29	174	71
Respondents from Whitehorse	58	31.7	125	68.3
Respondents from other communities	13	21	49	79
Respondents from communities with high schools	63	30.6	143	69.4
Respondents from communities without high schools	8	20.5	31	79.5
Males	32	28.1	82	71.9
Females	39	29.8	92	70.2
Aboriginal people	25	28.7	62	71.3
Non-aboriginal people	46	29.1	112	70.9

*n* = 245; *missing* = 10

## Question A2.

Did you ever have trouble keeping up with course demands in high school?

Response	Yes	
	Number	Percent
All respondents	120	47.1
Respondents from Whitehorse	87	46
Respondents from other communities	33	50
Respondents from communities with high schools	101	47.4
Respondents from communities without high schools	19	45.2
Males	59	51.3
Females	61	43.6
Aboriginal people	54	57.4
Non-aboriginal people	66	41

*n* = 255

## Question A2.1.

Which courses did you have trouble keeping up with during high school?

*n* = 120; missing = 135

### a. Math

Response	Yes		
	Number	Percent of those saying "Yes" to QA1	Percent of all respondents
All respondents	89	74.2	34.9
Respondents from Whitehorse	64	73.6	33.9
Respondents from other communities	25	75.8	37.9
Respondents from communities with high schools	73	72.3	34.3
Respondents from communities without high schools	16	84.2	38.1
Males	47	79.7	40.9
Females	42	68.9	30.0
Aboriginal people	32	59.3	34.0
Non-aboriginal people	57	86.4	35.4

**b. Science**

Response	Yes		
	Number	Percent of those saying "Yes" to QA1	Percent of all respondents
All respondents	46	38.3	18.0
Respondents from Whitehorse	35	40.2	18.5
Respondents from other communities	11	33.3	16.7
Respondents from communities with high schools	40	39.6	18.8
Respondents from communities without high schools	6	31.6	14.3
Males	18	30.5	15.7
Females	28	45.9	20.0
Aboriginal people	22	40.7	23.4
Non-aboriginal people	24	36.4	14.9

**c. English**

Response	Yes		
	Number	Percent of those saying "Yes" to QA1	Percent of all respondents
All respondents	50	41.7	19.6
Respondents from Whitehorse	38	43.7	20.1
Respondents from other communities	12	36.4	18.2
Respondents from communities with high schools	43	42.6	20.2
Respondents from communities without high schools	7	36.8	16.7
Males	25	42.4	21.7
Females	25	40.1	17.9
Aboriginal people	27	50	28.7
Non-aboriginal people	23	34.8	14.3

**d. Other languages**

Response	Yes		
	Number	Percent of those saying "Yes" to QA1	Percent of all respondents
All respondents	10	8.3	3.9

*Note: The number of respondents selecting 'yes' was too low to support demographic breakouts.*



**e. Social Studies**

Response	Yes		
	Number	Percent of those saying "Yes" to QA1	Percent of all respondents
All respondents	34	28.3	13.3
Respondents from Whitehorse	27	31	14.3
Respondents from other communities	7	21.2	10.6
Respondents from communities with high schools	-	-	-
Respondents from communities without high schools	-	-	-
Males	19	32.2	16.5
Females	15	24.6	10.7
Aboriginal people	16	29.6	17.0
Non-aboriginal people	18	27.3	11.2

**f. Technical subjects**

Response	Yes		
	Number	Percent of those saying "Yes" to QA1	Percent of all respondents
All respondents	7	5.8	2.7

*Note: The number of respondents selecting 'yes' was too low to support demographic breakouts.*

**g. Other electives**

Response	Yes		
	Number	Percent of those saying "Yes" to QA1	Percent of all respondents
All respondents	5	4.2	2.0

*Note: The number of respondents selecting 'yes' was too low to support demographic breakouts.*

**h. Physical education**

Response	Yes		
	Number	Percent of those saying "Yes" to QA1	Percent of all respondents
All respondents	7	5.8	2.7

*Note: The number of respondents selecting 'yes' was too low to support demographic breakouts.*

### Question A3.

**Do you think a course offering techniques such as preparing for classes, techniques for studying or problem-solving would have helped you succeed in high school?**

Response	Yes	
	Number	Percent
All respondents	160	62.8
Respondents from Whitehorse	121	64
Respondents from other communities	39	59.1
Respondents from communities with high schools	136	63.8
Respondents from communities without high schools	24	57.1
Males	79	68.7
Females	81	57.9
Aboriginal people	60	63.8
Non-aboriginal people	100	62.1

*n* = 255

### Question A3.1.

**What would you have liked to learn in such a course?**

Response	Yes	
	Number	Percent
Working in a group	80	50
Critical thinking	97	60.6
Problem solving	108	67.5
Improving comprehension skills	94	58.8
Research and essay writing	90	56.2
Coping with school	72	45
Organizing and studying techniques	114	71.2
Other	21	13.1

*n* = 160; *missing* = 95

*Other topics could not be described due to the small number of responses in each category.*

## Question A4.

**What, if anything, do you think would have helped you do better in your courses?**

*This was an open-ended question. Respondents named between zero and three factors.*

*Responses were coded as either internal or external factors, then they were coded to a more detailed level.*

	Number	Percent of responses
External factors	149	69.0
one on one time with teachers	28	13.0
better teachers	23	10.6
tutoring or assistance with coursework	18	8.3
better curriculum	14	6.5
different schedule (semester system, breaks, holidays, longer classes etc.)	12	5.6
applied learning opportunities	11	5.1
more personal attention	11	5.1
better resources	10	4.6
alternative teaching methods	9	4.2
more time to learn or complete work	8	3.7
less distraction in class / smaller classes	5	2.3
Internal factors	67	31.0
studying	15	6.9
more effort	10	4.6
motivation	10	4.6
managing personal issues / getting more sleep	8	3.7
better attendance	7	3.2
paying attention	7	3.2
being organized	5	2.3
performance skills (study skills, test writing skills, time management etc.)	5	2.3
Total number of responses	216	100.0

## Question A5.

Did any of the following add to your success during high school?

### a. Supportive parents or family

Response	Yes	
	Number	Percent
All respondents	224	87.8
Respondents from Whitehorse	164	86.8
Respondents from other communities	60	90.9
Respondents from communities with high schools	184	86.4
Respondents from communities without high schools	40	95.2
Males	103	89.6
Females	121	86.4
Aboriginal people	78	83
Non-aboriginal people	146	90.7

*n* = 255

### b. Supportive counsellors

Response	Yes	
	Number	Percent
All respondents	155	60.8
Respondents from Whitehorse	115	60.8
Respondents from other communities	40	60.6
Respondents from communities with high schools	129	60.6
Respondents from communities without high schools	26	61.9
Males	73	63.5
Females	82	58.6
Aboriginal people	59	62.8
Non-aboriginal people	96	59.6

*n* = 255

### c. Good teachers

Response	Yes	
	Number	Percent
All respondents	233	91.4
Respondents from Whitehorse	173	91.5
Respondents from other communities	60	90.9
Respondents from communities with high schools	193	90.6
Respondents from communities without high schools	40	95.2
Males	106	92.2
Females	127	90.7
Aboriginal people	83	88.3
Non-aboriginal people	150	93.2

*n* = 255

**d. Good principal**

Response	Yes	
	Number	Percent
All respondents	166	65.1
Respondents from Whitehorse	122	64.6
Respondents from other communities	44	66.7
Respondents from communities with high schools	137	64.3
Respondents from communities without high schools	29	69
Males	82	71.3
Females	84	60
Aboriginal people	64	68.1
Non-aboriginal people	102	63.4

*n = 255***e. Supportive friends at school**

Response	Yes	
	Number	Percent
All respondents	206	80.8
Respondents from Whitehorse	153	80.1
Respondents from other communities	53	80.3
Respondents from communities with high schools	173	81.2
Respondents from communities without high schools	33	78.6
Males	96	83.5
Females	110	78.6
Aboriginal people	69	73.4
Non-aboriginal people	137	85.1

*n = 255***f. Interesting courses**

Response	Yes	
	Number	Percent
All respondents	205	80.4
Respondents from Whitehorse	152	80.4
Respondents from other communities	53	80.3
Respondents from communities with high schools	171	80.3
Respondents from communities without high schools	34	80.1
Males	98	85.2
Females	107	76.4
Aboriginal people	76	80.8
Non-aboriginal people	129	80.1

*n = 255***g. Something else**

Response	Yes	
	Number	Percent
All respondents	25	9.8

*n = 255*

## Question A6.

Did any of the following take away from your success during high school?

Response	Yes	
	Number	Percent
Poor attendance	97	38
Personal emotional issues	81	31.8
Personal health issues	77	30.2
Dealing with a traumatic event	69	27.1
Illness in the family	58	22.8
Lack of good friends at school	40	15.7
Feeling left out	37	14.5
Other problems at home	36	14.1
People using alcohol or drugs in your home	34	13.3
Bullying	34	13.3
Parents separating or divorcing	26	10.2
Something else	23	9
Pregnancy	14	10 *

*n* = 255

\* Percent of female respondents. (n=140)

Number of items to which respondents answered 'yes'	Number	Percent
zero	70	27.5
1 to 3	108	42.4
4 to 6	55	21.6
7 or more	22	8.6

*n* = 255

Answered 'yes' to 4 or more items in Question A6	Number	Percent
All respondents	77	30.2
Respondents from Whitehorse	58	30.1
Respondents from other communities	19	28.9
Respondents from communities with high schools	64	30
Respondents from communities without high schools	13	31
Males	25	21.7
Females	52	37.1
Aboriginal people	34	36.2
Non-aboriginal people	43	26.7

*n* = 255

## Question A7.

Were you encouraged to finish high school by any of the following people?

### a. Your family

Response	Yes	
	Number	Percent
All respondents	245	96.1
Respondents from Whitehorse	183	96.8
Respondents from other communities	62	93.9
Respondents from communities with high schools	206	96.7
Respondents from communities without high schools	39	92.9
Males	111	96.5
Females	134	95.7
Aboriginal people	86	91.5
Non-aboriginal people	159	98.8

*n* = 255

### b. Your teachers, principal or counsellor

Response	Yes	
	Number	Percent
All respondents	232	90.1
Respondents from Whitehorse	173	91.5
Respondents from other communities	59	89.4
Respondents from communities with high schools	194	91.1
Respondents from communities without high schools	38	90.5
Males	102	88.7
Females	130	92.9
Aboriginal people	83	88.3
Non-aboriginal people	149	92.6

*n* = 255

### c. Friends at school

Response	Yes	
	Number	Percent
All respondents	205	80.4
Respondents from Whitehorse	149	78.8
Respondents from other communities	56	84.8
Respondents from communities with high schools	169	79.3
Respondents from communities without high schools	36	85.7
Males	92	80
Females	113	80.7
Aboriginal people	68	72.3
Non-aboriginal people	137	85.1

*n* = 255

**d. Friends outside of school**

Response	Yes	
	Number	Percent
All respondents	208	81.6
Respondents from Whitehorse	151	79.9
Respondents from other communities	57	86.4
Respondents from communities with high schools	171	80.3
Respondents from communities without high schools	37	88.1
Males	93	80.9
Females	115	82.1
Aboriginal people	73	77.7
Non-aboriginal people	135	83.8

*n* = 255**e. Anyone else**

Response	Yes	
	Number	Percent
All respondents	33	12.9

*n* = 255**Anyone else included:**

Response category	Number	Percent
Co-workers or employer	7	21.2
Society	6	18.2
One's self	6	18.2
Coaches and other role models	6	18.2
Other family or friends	5	15.2

*Includes those who selected 'Anyone else' in Question A7. (n=33)***Question A8.**

**Did you ever think about taking time off from high school or dropping out at any time before graduating?**

Response	Yes	
	Number	Percent
All respondents	86	33.7
Respondents from Whitehorse	61	32.3
Respondents from other communities	25	37.9
Respondents from communities with high schools	71	33.3
Respondents from communities without high schools	15	35.7
Males	39	33.9
Females	47	33.6
Aboriginal people	47	50
Non-aboriginal people	39	24.2

*n* = 255



### Question A9.

**Did you actually take any time off from high school or drop out before graduating?**

Response	Yes	
	Number	Percent
All respondents	70	27.4
Respondents from Whitehorse	54	28.6
Respondents from other communities	16	24.2
Respondents from communities with high schools	59	27.7
Respondents from communities without high schools	11	26.2
Males	29	25.2
Females	41	29.3
Aboriginal people	39	41.5
Non-aboriginal people	31	19.2

*n* = 255

### Question A9.1.

**In which grade(s) did you drop out from high school?**

Response	Yes	
	Number	Percent
Grade 8 or 9	18	25.7
Grade 10	37	52.9
Grade 11	35	50.0
Grade 12	13	18.6

*Includes those who answered 'yes' to Question A9. (n=70)*

*Multiple responses were allowed.*

### Question A9.2.

**What were your main reasons for taking time off or dropping out?**

Reason given	Number	Percent
Personal issues	27	38.6
Lack of interest	18	25.7
Work	13	18.6
Travel / Exchange program	6	8.6
Problems passing courses or tests	5	7.1
Something else	33	47.1

*Includes those who answered 'yes' to Question A9. (n=70)*

**Something else' included:**

Reason given	Number	Percent
Working / choice / poor attendance / expelled / moved away	11	33.3
Accident / illness / death or illness in family	6	18.2
Pregnancy	5	15.2
Drugs / alcohol / poor home environment	5	15.2
Bad experience at school / bullying / couldn't get classes	5	15.2

*Includes those who answered 'something else' to Question A9.2.  
(n=33)*

**Question A9.3.**

**Did you ever return to high school after leaving?**

Response	Number	Percent
Yes	56	80
No	14	20

*Includes those who answered 'yes' to Question A9. (n=70)*

**Question A9.3.1.**

**If yes, why?**

Reason given	Number	Percent
To graduate / to try a different school	38	67.9
For family reasons / personal circumstances have changed	9	16.1
For better career opportunities	7	12.5

*Includes those who answered 'yes' to Question A9.3. (n=56)*

**Question A9.3.2.**

**If no, why not?**

Reason given	Number	Percent
Personal issues / Work	9	64.3
Lack of interest	5	35.7

*Includes those who answered 'no' to Question A9.3. (n=14)*

## Question A10.

What were your main motivations for continuing on with high school?

### a. To graduate from high school

	Number	Percent
All respondents	162	67.2
Respondents from Whitehorse	120	65.6
Respondents from other communities	42	72.4
Respondents from communities with high schools	134	65.7
Respondents from communities without high schools	28	75.7
Males	70	65.4
Females	92	68.7
Aboriginal people	59	71.2
Non-aboriginal people	103	64.8

*Includes those who stayed in school, or who dropped out then re-enrolled (n=241)*

### b. To qualify for a post-secondary program

	Number	Percent
All respondents	172	71.4
Respondents from Whitehorse	136	74.3
Respondents from other communities	36	62.1
Respondents from communities with high schools	147	72.1
Respondents from communities without high schools	25	67.6
Males	69	64.5
Females	103	76.9
Aboriginal people	55	67.1
Non-aboriginal people	117	73.6

*Includes those who stayed in school, or who dropped out then re-enrolled (n=241)*

### c. To qualify for a job or career

	Number	Percent
All respondents	154	63.9
Respondents from Whitehorse	110	60.1
Respondents from other communities	44	75.9
Respondents from communities with high schools	127	62.2
Respondents from communities without high schools	27	73
Males	62	57.9
Females	92	68.7
Aboriginal people	55	67.1
Non-aboriginal people	99	62.3

*Includes those who stayed in school, or who dropped out then re-enrolled (n=241)*

**d. To stay with friends who were in school**

	Number	Percent
All respondents	67	27.8
Respondents from Whitehorse	47	25.7
Respondents from other communities	20	34.5
Respondents from communities with high schools	52	25.5
Respondents from communities without high schools	15	40.5
Males	34	31.8
Females	33	24.6
Aboriginal people	24	29.3
Non-aboriginal people	43	27

*Includes those who stayed in school, or who dropped out then re-enrolled (n=241)*

**e. For some other reason**

	Number	Percent
All respondents	23	9.5

*Includes those who stayed in school, or who dropped out then re-enrolled (n=241)*

**Question B1.**

**Overall, how would you rate your satisfaction with the education you received in high school in the Yukon?**

Response	Very satisfied/ satisfied	
	Number	Percent
All respondents	181	71
Respondents from Whitehorse	131	69.3
Respondents from other communities	50	75.8
Respondents from communities with high schools	146	68.5
Respondents from communities without high schools	35	83.3
Males	98	70
Females	83	72.2
Aboriginal people	67	71.3
Non-aboriginal people	114	70.8

*n = 255*

## Question B2.

Overall, did you enjoy your high school experience?

Response	Yes	
	Number	Percent
All respondents	185	72.6
Respondents from Whitehorse	128	67.7
Respondents from other communities	57	86.4
Respondents from communities with high schools	148	69.5
Respondents from communities without high schools	37	88.1
Males	90	78.3
Females	95	67.9
Aboriginal people	65	69.2
Non-aboriginal people	120	74.5

*n* = 255

## Question B3.

Were there any courses or programs that you would have liked to take that were not available at your high school?

Response	Yes	
	Number	Percent
All respondents	104	40.8
Respondents from Whitehorse	70	37
Respondents from other communities	34	51.5
Respondents from communities with high schools	82	38.5
Respondents from communities without high schools	22	52.4
Males	45	39.1
Females	59	42.1
Aboriginal people	32	34
Non-aboriginal people	72	44.7

*n* = 255

### Question B3.1.

What courses or programs were they?

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Courses wanted	Number of respondents
<b>Science courses</b>	<b>17</b>
Science	-
Biology	-
Geology	-
Physics	-
Chemistry	-
Geography	-
Botany	-
<hr/>	
<b>Language arts</b>	<b>19</b>
Languages	-
Writing	-
<hr/>	
<b>Math courses</b>	<b>5</b>
Math 12	-
Calculus	-
<hr/>	
<b>Trades courses</b>	<b>15</b>
Mechanics	-
Shop	-
Esthetics	-
Automotive	-
Drafting	-
Welding	-
<hr/>	
<b>Career focused courses</b>	<b>23</b>
Psychology / Counselling	9
Business and economics	-
Finance and accounting	-
Law	-
Criminology	-
Forestry	-
Journalism	-
Medicine	-

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<b>Creative subjects</b>	19
Art	6
Music	5
Photography	5
Film	-
Production	-
<b>Other electives</b>	27
Miscellaneous electives / unspecified	19
Computer courses	-
Cooking	-
Life skills / Organizational skills	-
<b>Outdoor education</b>	6
<b>Physical education</b>	8
<b>Advanced Placement courses</b>	7

*Includes those who answered 'yes' to Question B3. (n=104)*

*Multiple responses were allowed.*

Note: suppression was required in the above tables, as some values were less than 5.

## Question B4.

### Did you take any correspondence courses in high school?

Response	Yes	
	Number	Percent
All respondents	76	29.8
Respondents from Whitehorse	49	25.9
Respondents from other communities	27	40.9
Respondents from communities with high schools	59	27.7
Respondents from communities without high schools	17	40.5
Males	25	21.7
Females	51	36.4
Aboriginal people	28	29.8
Non-aboriginal people	48	29.8

*n = 255*

## Question B4.1

What correspondence courses did you take?

Correspondence course taken	Number of respondents
Math	26
Social studies	25
English	16
French	10
Biology	6
Science	5
Law	5
Other sciences	6
Other languages / writing	5
Other electives	13

*Includes those who answered 'yes' to Question B4. (n=76)*

*Multiple responses were allowed.*

## Question B5.

If they had been available, would you have liked to take any (other) correspondence courses in high school?

Response	Yes	
	Number	Percent
All respondents	84	32.9
Respondents from Whitehorse	59	31.2
Respondents from other communities	25	37.9
Respondents from communities with high schools	69	32.4
Respondents from communities without high schools	15	35.7
Males	40	34.8
Females	44	31.4
Aboriginal people	35	37.2
Non-aboriginal people	49	30.4

*n = 255*



## Question B5.1.

What correspondence courses would you have liked to take?

Type of correspondence course desired	Number of respondents
English	14
Math	11
Languages	10
Science	9
Social studies	7
Physics	5
Other sciences	6
Other electives	28

*Includes those who answered 'yes' to Question B5. (n=84)  
Multiple responses were allowed.*

## Question B6.

How well did your high school education inform you about the culture and history of Yukon First Nations?

Response	Very well		Somewhat well		Not at all well	
	Number	Percent	Number	Percent	Number	Percent
All respondents	60	23.5	111	43.5	81	31.8
Respondents from Whitehorse	40	21.2	76	40.2	70	37
Respondents from other communities	20	30.3	35	53	44	16.7
Respondents from communities with high schools	48	22.5	90	42.2	72	33.8
Respondents from communities without high schools	12	28.6	21	50	9	21.4
Males	26	22.6	50	43.5	38	33
Females	34	24.3	61	43.6	43	30.7
Aboriginal people	26	27.7	38	40.4	28	29.8
Non-aboriginal people	34	21.1	73	45.3	53	32.9

*n = 255*

## Question B7.

Did you ever attend a high school outside of the Yukon?

Response	Yes	
	Number	Percent
All respondents	56	22
Respondents from Whitehorse	44	23.3
Respondents from other communities	12	18.2
Respondents from communities with high schools	50	23.5
Respondents from communities without high schools	6	14.3
Males	23	20
Females	33	23.6
Aboriginal people	23	24.5
Non-aboriginal people	33	20.5

*n* = 255

## Question B7.1.

What are the name and location of the high school?

### High school's name

Response	Number	Percent
All respondents	56	100

*Specific details cannot be released due to small numbers in each category.*

### High school's province, state or territory

Response	Number	Percent
British Columbia	28	50.0
Prairie provinces	17	30.4
Ontario and Quebec	6	10.7
Northwest Territories	5	8.9
Other	11	19.6

*Includes those who answered 'yes' to Question B7. (n=56)*

*Multiple responses were allowed.*

## Question B7.2.

What years did you attend that high school?

Response	Number	Percent
2003 and earlier	7	12.5
2004	6	10.7
2005	15	26.8
2006	20	35.7
2007	21	37.5
2008	14	25.0
2009	12	21.4
2010	6	10.7

*Includes those who answered 'yes' to Question B7. (n=56)  
Multiple responses were allowed.*

## Question B8.

Do you have any other comments you would like to make about your high school experience?

Type of comment	Number	Percent
Positive comments	41	65.1
Negative comments	11	17.5
Suggestions	11	17.5
Total comments	63	100

## Question C1.

Did you ever work at a paid job while you were in high school?

Response	Yes	
	Number	Percent
All respondents	202	79.2
Respondents from Whitehorse	160	84.7
Respondents from other communities	42	63.6
Respondents from communities with high schools	176	82.6
Respondents from communities without high schools	26	61.9
Males	92	80
Females	110	78.6
Aboriginal people	62	66
Non-aboriginal people	140	87

*n = 255*

## Question C1.1.

**What were your reasons for working during high school?**

Reason given	Number	Percent
To gain work experience	92	45.5
To have extra spending money	170	84.2
To support yourself	45	22.3
To support family	18	8.9
To support your child/ children	5	2.5
To pay off debts	12	5.9
Some other reason	34	16.8
<b>Other' reasons given:</b>		
save for post-secondary	12	5.9
pay for extracurricular activities / school trips	7	3.5
save for post-grad activities	5	2.5
parental influence	5	2.5
something to do / work ethic	5	2.5

*Includes those who answered 'yes' to Question C1. (n=202)*

*Multiple responses were allowed.*

## Question C 1.2.

**Thinking back to the work experience you got in high school, did you gain any skills from that work that have been useful for:**

Response	Yes	
	Number	Percent
Your volunteer job duties after high school	94	46.5
Your paid job duties after high school	142	70.3
An apprenticeship program	36	17.8
A college course or program	52	25.7
A university course or program	38	18.8
None of the above	38	18.8
Don't know	5	2.5

*Includes those who answered 'yes' to Question C1. (n=202)*

*Multiple responses were allowed.*

## Question C2.

### Are you currently employed?

Response	Yes	
	Number	Percent
All respondents	185	72.6
Respondents from Whitehorse	136	72
Respondents from other communities	49	74.2
Respondents from communities with high schools	150	70.4
Respondents from communities without high schools	35	83.3
Males	89	77.4
Females	96	68.6
Aboriginal people	52	55.3
Non-aboriginal people	133	82.6

*n* = 255

## Question C2.1.

### How many hours did you work at a paid job in the past week?

Response	Number	Percent
1-10 hours a week	8	4.3
11-20 hours a week	8	4.3
21-30 hours a week	22	11.9
31-40 hours a week	77	41.6
more than 40 hours a week	64	34.6
employed, but wasn't working in the past week	5	2.7

*Includes those who answered 'yes' to Question C2. (n=185)*

Response	Worked full time (31+ hours) last week		Worked part time (1-30 hours) last week	
	Number	Percent	Number	Percent
All respondents	141	76.2	38	20.5
Respondents from Whitehorse	97	71.3	33	24.3
Respondents from other communities	44	89.8	5	10.2
Respondents from communities with high schools	109	72.7	-	-
Respondents from communities without high schools	32	91.4	-	-
Males	74	83.1	13	14.6
Females	67	69.8	25	26.0
Aboriginal people	37	71.2	13	25.0
Non-aboriginal people	104	78.2	25	18.8

*Includes those who answered 'yes' to Question C2. (n=185)*

*Note: some suppression was required in the above table, as some values were less than 5.*

### Question C2.2.

After taxes and any other deductions, approximately how much did you make at your job in the past month?

After-tax monthly income	All respondents		Worked full time (31+ hours) last week		Worked part time (1-30 hours) last week	
	Number	Percent	Number	Percent	Number	Percent
\$0	70	27.4	0	0	0	0
\$1-1000	25	9.8	15	10.6	8	21
\$1001-2000	60	23.5	51	36.2	9	23.7
\$2001-3000	41	16.1	36	25.5	5	13.2
\$3001-4000	15	5.9	14	9.9	-	-
more than \$4000	11	4.3	9	6.4	-	-
don't know / refuse	33	12.9	16	11.4	13	34.2
Total	255	99.9	141	100	35	92.1

*n* = 255

Note: some suppression was required in the above table, as some values were less than 5.

Monthly income statistics (\$)	Minimum	Maximum	Mean	Median
All employed respondents (n=185)	200	10000	2300	2000
Those working full time (31 or more hours in the past week; n=141)	300	10000	2391	2000
Those working part time (1-30 hours in the past week; n=38)	200	7000	1980	1500

### Question C3.

What jobs have you had in the past two years, if any?

Employment category	Number	Percent
Sales and service occupations	288	52.3
Trades, transport and equipment operators and related occupations	113	20.5
Occupations in social science, education, government service and religion	35	6.4
Occupations in art, culture, recreation and sport	31	5.6
Natural and applied sciences and related occupations	27	4.9
Management occupations	11	2.0
Business, finance and administrative occupations	11	2.0
Health occupations	11	2.0
Occupations unique to primary industry or to processing, manufacturing and utilities	10	1.8
Not enough information to classify	14	2.5
Total	551	100.0

Note: Respondents could list up to 3 jobs each.

Jobs were broadly classified using NOCS-S (National Occupation Classification for Statistics).

**a. For how many months did you work at that job, in total?**

Response	Number	Percent
3 months or less	219	40.0
3-6 months	133	24.3
7-12 months	92	16.8
13-18 months	30	5.5
19-24 months	18	3.3
more than 24 months	56	10.2
Total	548	100.0

*Note: Respondents could list up to 3 jobs each.*

*Three respondents opted not to answer this question.*

**b. Most recently, was that job full time, part time, or casual / on call?**

Employment type	Number	Percent
Full time	317	57.5
Part time	189	34.3
Casual / on call	45	8.2
Total	551	100.0

*Note: Respondents could list up to 3 jobs each.*

**c. What was your most recent hourly wage at that job?**

Hourly wage	Number	Percent
\$5 - \$8.99 an hour	6	1.2
\$9 - \$12.99 an hour	216	43.0
\$13 - \$16.99 an hour	145	28.9
\$17 - \$20.99 an hour	89	17.7
\$21 - \$24.99 an hour	28	5.6
\$25 - \$28.99 an hour	11	2.2
\$29 - \$36 an hour	7	1.4
Total	502	100.0

*Note: Respondents could list up to 3 jobs each.*

*Forty-nine respondents opted not to answer this question.*

#### Question C4.

**Thinking back to all the jobs you ever had, have you used any of the skills you learned in your high school classes in any of your job duties?**

Response	Yes	
	Number	Percent
All respondents	159	62.4
Respondents from Whitehorse	113	59.8
Respondents from other communities	46	69.7
Respondents from communities with high schools	127	59.6
Respondents from communities without high schools	32	76.2
Males	75	65.2
Females	84	60
Aboriginal people	51	54.3
Non-aboriginal people	108	67.1

*n = 255*

#### Question D1.

**While you were in high school, what did you want to do right after you finished or left?**

Response	Number	Percent
Get a job	93	36.5
Go to college	110	43.1
Go to university	80	31.4
Start an apprenticeship	31	12.2
Volunteer	37	14.5
Travel	89	34.9
Do something else	18	7.1
No plans	16	6.3

*n=255*

*Multiple responses were allowed.*



## Question D2.

**In your opinion, what makes it hard for students to find work after they leave high school?**

Response	Number	Percent
Not having graduated from high school	152	59.6
Lack of available training	136	53.3
Not knowing what kind of job they want	158	62
Lack of work experience	172	67.4
Lack of interview experience	130	51
Lack of resume writing skills	115	45.1
Not having the skills employers want	140	54.9
Being out-competed for jobs by people with more experience	172	67.4
Being young	97	38
Something else	55	21.6

*n=255. Multiple responses were allowed.*

## Question D3.

**Given your own education and career goals, how important would you say it is for you...**

### a. To get some high school education

Response	Number	Percent
Very important	224	87.8
Somewhat important	28	11
Not important	-	-

Response	Very important	
	Number	Percent
All respondents	224	87.8
Respondents from Whitehorse	165	87.3
Respondents from other communities	59	89.4
Respondents from communities with high schools	186	87.3
Respondents from communities without high schools	38	90.5
Males	95	82.6
Females	129	92.1
Aboriginal people	80	85.1
Non-aboriginal people	144	89.4

*n = 255*

**b. To graduate from high school**

Response	Number	Percent
Very important	230	90.2
Somewhat important	20	7.8
Not important	5	2

Response	Very important	
	Number	Percent
All respondents	230	90.2
Respondents from Whitehorse	172	91
Respondents from other communities	58	87.9
Respondents from communities with high schools	194	91.1
Respondents from communities without high schools	36	85.7
Males	98	85.2
Females	132	94.3
Aboriginal people	80	85.1
Non-aboriginal people	150	93.2

*n* = 255

**c. To get training in trades during high school**

Response	Number	Percent
Very important	65	25.5
Somewhat important	123	48.2
Not important	65	25.5

Response	Very important	
	Number	Percent
All respondents	65	25.5
Respondents from Whitehorse	45	23.8
Respondents from other communities	20	30.3
Respondents from communities with high schools	55	25.8
Respondents from communities without high schools	10	23.8
Males	37	32.2
Females	28	20
Aboriginal people	29	30.8
Non-aboriginal people	36	22.4

*n* = 255

**d. To get training in trades after high school**

Response	Number	Percent
Very important	84	32.9
Somewhat important	105	41.2
Not important	62	24.3

Response	Very important	
	Number	Percent
All respondents	84	32.9
Respondents from Whitehorse	54	28.6
Respondents from other communities	30	45.4
Respondents from communities with high schools	64	30
Respondents from communities without high schools	20	47.6
Males	49	42.6
Females	35	25
Aboriginal people	43	45.7
Non-aboriginal people	41	25.5

*n = 255*

**e. To attend college or university**

Response	Number	Percent
Very important	182	71.4
Somewhat important	59	23.1
Not important	11	4.3

Response	Very important	
	Number	Percent
All respondents	182	71.4
Respondents from Whitehorse	136	72
Respondents from other communities	46	69.7
Respondents from communities with high schools	149	70
Respondents from communities without high schools	33	78.6
Males	75	65.2
Females	107	76.4
Aboriginal people	61	64.9
Non-aboriginal people	121	75.2

*n = 255*

### Question D4.

How well do you think high school prepared you for college or university?

Response	Number	Percent
Very well	70	27.4
Somewhat well	136	53.3
Not at all well	25	9.8
Don't know	24	9.4

Response	Very well	
	Number	Percent
All respondents	70	27.4
Respondents from Whitehorse	46	24.3
Respondents from other communities	24	36.4
Respondents from communities with high schools	56	26.3
Respondents from communities without high schools	14	33.3
Males	36	31.3
Females	34	24.3
Aboriginal people	29	30.8
Non-aboriginal people	41	25.5

*n* = 255

### Question D4.1.

In what ways did high school not prepare you well for college or university?

Response	Number
Respondent had inadequate knowledge or skills for college / university	54
The respondent wasn't prepared for the heavier workload in college / university	21
College/ university have a different learning environment from high school	20
Personal reasons (i.e. The respondent dropped out of high school)	12
Respondent had financial challenges / was not prepared for the cost of schooling	5
Total number of responses	112

*This question was asked of those who responded 'somewhat well' or 'not at all well' to Question D4. (n = 161). Not all respondents provided comments.*

### Question D5.1.

**When you were choosing what classes to take in high school, did you talk to a counsellor about course selection?**

Response	Yes	
	Number	Percent
All respondents	162	63.5
Respondents from Whitehorse	125	66.1
Respondents from other communities	37	56.1
Respondents from communities with high schools	135	63.4
Respondents from communities without high schools	27	64.3
Males	72	62.6
Females	90	64.3
Aboriginal people	54	57.4
Non-aboriginal people	108	67.1

*n* = 255

### Question D5.1.1.

**Was a counsellor available to talk to you about course selection if you'd wanted?**

Response	Yes	
	Number	Percent
All respondents	78	86.7

*Includes those who answered 'no' to Question D5.1. (n=90)*

### Question D5.2.

**When you were choosing what classes to take in high school, did you talk to a teacher about course selection?**

Response	Yes	
	Number	Percent
All respondents	120	47.1
Respondents from Whitehorse	79	41.8
Respondents from other communities	41	62.1
Respondents from communities with high schools	96	45.1
Respondents from communities without high schools	24	57.1
Males	55	47.8
Females	65	46.4
Aboriginal people	42	44.7
Non-aboriginal people	78	48.4

*n* = 255

### Question D5.2.1.

**Was a teacher available to talk to you about course selection if you'd wanted?**

Response	Yes	
	Number	Percent
All respondents	113	85.6

*Includes those who answered 'no' to Question D5.2. (n=132)*

### Question D5.3.

**When you were choosing what classes to take in high school, did you talk to a counsellor about career planning?**

Response	Yes	
	Number	Percent
All respondents	150	58.8
Respondents from Whitehorse	110	58.2
Respondents from other communities	40	60.6
Respondents from communities with high schools	123	57.8
Respondents from communities without high schools	27	64.3
Males	64	55.6
Females	86	61.4
Aboriginal people	53	56.4
Non-aboriginal people	97	60.2

*n = 255*

### Question D5.3.1.

**Was a counsellor available to talk to you about career planning if you'd wanted?**

Response	Yes	
	Number	Percent
All respondents	93	88.6

*Includes those who answered 'no' to Question D5.3. (n=105)*

### Question D5.4.

**When you were choosing what classes to take in high school, did you talk to a teacher about career planning?**

Response	Yes	
	Number	Percent
All respondents	138	54.1
Respondents from Whitehorse	98	51.8
Respondents from other communities	40	60.6
Respondents from communities with high schools	113	53
Respondents from communities without high schools	25	59.5
Males	55	47.8
Females	83	59.3
Aboriginal people	51	54.3
Non-aboriginal people	87	54

*n = 255*

### Question D5.4.1.

**Was a teacher available to talk to you about career planning if you'd wanted?**

Response	Yes	
	Number	Percent
All respondents	97	85.1

*Includes those who answered 'no' to Question D5.4. (n=114)*

### Question D6.

**Did you develop a career plan in high school?**

Response	Yes	
	Number	Percent
All respondents	143	56.1
Respondents from Whitehorse	106	56.1
Respondents from other communities	37	56.1
Respondents from communities with high schools	120	56.3
Respondents from communities without high schools	23	54.8
Males	64	55.6
Females	79	56.4
Aboriginal people	47	50
Non-aboriginal people	96	59.6

*n = 255*

### Question D6.1.

How much has your career plan helped you with your current education and career goals?

Response	Number	Percent
A lot	37	25.9
A little	60	42
Not at all	43	30.1

*Includes those who answered 'yes' to Question D6. (n=143)*

### Question D7.

Did you take upgrading or college preparation courses after leaving high school?

Response	Yes	
	Number	Percent
All respondents	46	18

*n = 255*

### Question D7.1.

Where did you take your upgrading courses?

Response	Number	Percent
Yukon College	36	78.3
High School or Other	8	17.4
Individual Learning Centre	6	13

*Includes those who answered 'yes' to Question D7. (n=46)*

### Question D7.2.

Did you do any of your upgrading courses online?

Response	Yes	
	Number	Percent
All respondents	-	-

*Includes those who answered 'yes' to Question D7. (n=46)*

Note: suppression was required in the above table, as values were less than 5.



### Question D8.

**As of today, would you need high school upgrading before you could attend college or university?**

Response	Yes	
	Number	Percent
All respondents	87	34.1
Respondents from Whitehorse	57	30.2
Respondents from other communities	30	45.4
Respondents from communities with high schools	69	32.4
Respondents from communities without high schools	18	42.9
Males	43	37.4
Females	44	31.4
Aboriginal people	49	52.1
Non-aboriginal people	38	23.6

*n* = 255

### Question D9.

**Would you be interested in a program that includes high school upgrades with employment and apprenticeship training?**

Response	Yes	
	Number	Percent
All respondents	152	59.6
Respondents from Whitehorse	104	55
Respondents from other communities	48	72.7
Respondents from communities with high schools	121	56.8
Respondents from communities without high schools	31	73.8
Males	76	66.1
Females	76	54.3
Aboriginal people	69	73.4
Non-aboriginal people	83	51.6

*n* = 255

### Question D10.

**What did you do the September after you left or finished high school?  
Did you...**

Response	Number	Percent
Get a job	111	43.5
Go to college, university, or another post-secondary school	92	36.1
Look for work	87	34.1
Live outside the Yukon	65	25.5
Travel	38	14.9
Do something else	26	10.2
Volunteer	24	9.4
Do nothing	12	4.7
Work on an apprenticeship	9	3.5

*n = 255*

### Question D10.1.

**Did you plan to eventually return to work in the Yukon?**

Response	Yes	
	Number	Percent
All respondents	58	89.2

*Includes those who answered 'Live outside the Yukon' to Question D10. (n=65)*

### Question D10.2.

**What was your job title?**

Employment category	Number	Percent
Sales and service occupations	59	53.2
Trades, transport and equipment operators and related occupations	29	26.1
Occupations in social science, education, government service and religion	6	5.4
Occupations in art, culture, recreation and sport	5	4.5
Natural and applied sciences and related occupations / Health occupations	5	4.5
Occupations unique to primary industry / Not enough information to classify	7	6.3
Total	111	100.0

*Includes those who answered 'Get a job' to Question D10. (n=111)*

*Jobs were broadly classified using NOCS-S (National Occupation Classification for Statistics).*

### Question D10.3.

Was it full time, part time, or casual / on call?

Response	Number	Percent
Full time	79	71.2
Part time	26	23.4
Casual / on call, don't know, or refuse	6	5.4

*Includes those who answered 'Get a job' to Question D10. (n=111)*

### Question D10.4.

What trade did you apprentice in?

Response category	Number	Percent
All respondents	9	100

*Includes those who answered 'Work on an apprenticeship' to Question D10. (n=9)*

Specific information is suppressed due to the low number of responses in each category.

### Question D10.5.

What college, university or institute did you attend?

Response category	Number	Percent
Yukon College	35	38.0
Another college or institute of technology	12	13.0
University of Victoria	13	14.1
Another university in British Columbia	9	9.8
A university in Alberta	8	8.7
A university in Ontario	7	7.6
A university in Quebec, Atlantic Canada or USA	8	8.7

*Includes those who answered 'Go to college, university, or other post-secondary' to Question D10. (n=92)*

### Question D10.6.

What program did you take?

Response category	Number	Percent
College students		
Academic courses and professional programs	22	45.8
Trades and technical programs	11	22.9
High school upgrading or college prep courses	10	20.8
Fine arts, communications and cultural programs	5	10.4
Total college programs	48	100.0

Response category	Number	Percent
University students		
Sciences	16	36.4
Arts (social sciences and humanities)	12	27.3
Fine arts, trades, engineering, and education	6	13.6
Commerce, business and economics	5	11.4
General studies and college prep courses	5	11.4
Total university programs	44	100.0

*Includes those who answered 'Go to college, university, or other post-secondary' to Question D10. (n=92)*

### Question D10.7.

Was that full time or part time?

Response	Number	Percent
Full time	82	89.1
Part time	10	10.9

*Includes those who answered 'Go to college, university, or other post-secondary' to Question D10. (n=92)*

### Question D10.8.

What organization did you volunteer with?

Response category	Number	Percent
Local organization (Yukon)	14	58.3
Outside organization	10	41.7

*Includes those who answered 'Volunteer' to Question D10. (n=24)*

### Question D10.9.

What volunteer position did you take?

Response category	Number	Percent
All respondents	24	100

*Includes those who answered 'Volunteer' to Question D10. (n=24)*

Specific information is suppressed due to the low number of responses in each category.

### Question D11.

To confirm, have you ever taken courses at Yukon College?

Response	Yes	
	Number	Percent
All respondents	79	31
Respondents from Whitehorse	56	29.6
Respondents from other communities	23	34.8
Respondents from communities with high schools	62	29.1
Respondents from communities without high schools	17	40.5
Males	39	33.9
Females	40	28.6
Aboriginal people	32	34
Non-aboriginal people	47	29.2

*n* = 255

### Question D12.

Do you plan to take any courses at Yukon College in the future?

Response	Yes	
	Number	Percent
All respondents	119	46.7
Respondents from Whitehorse	79	41.8
Respondents from other communities	40	60.6
Respondents from communities with high schools	92	43.2
Respondents from communities without high schools	27	64.3
Males	54	47
Females	51	36.4
Aboriginal people	61	64.9
Non-aboriginal people	58	36

*n* = 255

### Question D12.1.

Is that because...

Response	Number	Percent
Yukon College doesn't offer the courses you need	21	31.3
You aren't interested	15	22.4
You can't afford to	0	0.0
You don't have the courses you need to get in	0	0.0
You have chosen another post-secondary institution	47	70.1
Some other reason	8	11.9

*Includes those who answered 'No' to both Question D11 and D12. (n=67)*

*Multiple responses were allowed.*

### Question D13.

In the past year, have you taken any online college or university courses?

Response	Yes	
	Number	Percent
All respondents <i>n</i> = 255	13	5.1

### Question D13.1.

What college, university or institute did you take online courses with?

Response	Number	Percent
All respondents	13	100.0

*Includes those who answered 'Yes' to Question D13 (n = 13).*

Specific information is suppressed due to the low number of responses in each category.

### Question D13.2.

What program of study or training did you take online?

Response	Number	Percent
All respondents	13	100.0

*Includes those who answered 'Yes' to Question D13 (n = 13).*

Specific information is suppressed due to the low number of responses in each category.

### Question D14.

What is the highest level of education you have completed up to this point in time?

Response	Number	Percent
Some high school	45	17.6
High school diploma, certificate or equivalency	124	48.6
Some college	21	8.2
One year college certificate	6	2.4
Some trades or technical training, 1 year certificate, or apprenticeship	10	3.9
Some university	47	18.4

*n* = 255

Response	Some high school		High school or equivalent		Some post secondary	
	Number	Percent	Number	Percent	Number	Percent
All respondents	45	17.6	124	48.6	84	32.9
Respondents from Whitehorse	34	18	83	43.9	71	37.6
Respondents from other communities	11	16.7	41	62.1	13	19.7
Respondents from communities with high schools	37	17.4	102	47.9	72	33.8
Respondents from communities without high schools	8	19	22	52.4	12	28.6
Males	22	19.1	56	48.7	36	31.3
Females	23	16.4	68	48.6	48	34.3
Aboriginal people	29	30.8	45	47.9	20	21.3
Non-aboriginal people	16	9.9	79	49.1	64	39.8

*n* = 255

### Question D15.

What is the highest level of education you expect to receive in your lifetime?

Response	Number	Percent
Some high school, high school certificate, diploma or equivalent	10	3.9
Some college or a 1 year college certificate	7	2.7
2 year college diploma	25	9.8
4 year college diploma	7	2.7
Trades or technical certificate	6	2.4
Trades or technical diploma	11	4.3
Apprenticeship	8	3.1
Other	11	4.3
Some university	5	2.0
Bachelor's degree	61	23.9
Master's degree	54	21.2
Doctorate	13	5.1
Don't know / Refuse	37	14.5

*n* = 255

Response	High school or less		College, apprenticeship, trades or some university		Bachelor's degree		Graduate degree		Don't know	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All respondents	10	3.9	80	31.4	61	23.9	67	26.3	37	14.5
Respondents from Whitehorse	-	-	55	29.1	45	23.8	60	31.8	20	10.6
Respondents from other communities	-	-	25	37.9	16	24.2	7	10.6	17	25.8
Respondents from communities with high schools	-	-	63	29.6	54	25.4	60	28.2	27	12.7
Respondents from communities without high schools	-	-	17	40.5	7	16.7	7	16.7	10	23.8
Males	-	-	42	36.5	20	17.4	29	25.2	20	17.4
Females	-	-	38	27.1	41	29.3	38	27.1	17	12.1
Aboriginal people	5	5.3	43	45.7	15	16	11	11.7	20	21.3
Non-aboriginal people	5	3.1	37	23	46	28.6	56	34.8	17	10.6

*n* = 255

### Question D16.

In September 2011, will you be attending high school?

Response	Yes	
	Number	Percent
All respondents	12	4.7

*n* = 255



## Question D16.1.

Will that be...

	Number	Percent
In the Yukon	-	-
Outside the Yukon	-	-

*Includes those who answered 'Yes' to Question D16 (n = 12).*

Specific information is suppressed due to the low number of responses in each category.

## Question D16.1.1.

What is the high school's name?

Response	Number	Percent
All respondents	12	4.7

*Includes those who answered 'Yes' to Question D16 (n = 12).*

Specific information is suppressed due to the low number of responses in each category.

## Question D16.1.2.

What province, territory or state is that high school in?

Response	Number	Percent
All respondents	12	4.7

*Includes those who answered 'Yes' to Question D16 (n = 12).*

Specific information is suppressed due to the low number of responses in each category.

## Question D17.

Will you be registered in a post secondary program in September 2011?

Response	Yes	
	Number	Percent
All respondents	126	49.4
Respondents from Whitehorse	102	54
Respondents from other communities	24	36.4
Respondents from communities with high schools	108	50.7
Respondents from communities without high schools	18	42.9
Males	52	45.2
Females	74	52.9
Aboriginal people	35	37.2
Non-aboriginal people	91	56.5

*n = 255*

## Question D17.1.

### Would that be...

Response	Yes	
	Number	Percent
University	72	56.7
College or Apprenticeship	55	43.3

*Includes those who answered 'Yes' to Question D17 (n = 126).*

College and Apprenticeship were combined due to the low number of responses in some categories.

## Question D17.1.1.

### What college, university, or institute will you attend?

Response category	Number	Percent
Yukon College	33	26.2
Another college or institute of technology	21	16.7
University of Victoria	15	11.9
University of British Columbia	7	5.6
Another university in British Columbia	13	10.3
A university in Alberta	11	8.7
A university in Ontario	13	10.3
A university in Quebec, Atlantic Canada or USA	11	8.7

*Includes those who answered 'Yes' to Question D17 (n = 126; 2 missing).*

## Question D17.1.2.

### What program will you be taking?

#### College students

Response category	Number	Percent
Academic courses and professional programs	22	43.1
Trades and technical programs	11	21.6
High school upgrading or college prep courses	11	21.6
Fine arts, communications and cultural programs	7	13.7
Total college programs	51	100.0

#### University students

Response category	Number	Percent
Sciences	22	31.4
Arts (social sciences and humanities)	22	31.4
Fine arts, trades, engineering, and education	13	18.6
Commerce, business and economics	8	11.4
General studies and college prep courses	5	7.1
Total university programs	70	100.0

*Includes those who answered 'Yes' to Question D17 (n = 126; 5 missing).*

### Question D17.1.3.

Will you be a full time or part time student?

Response	Number	Percent
Full time	120	95.2
Part time / Don't know	5	4.0

*Includes those who answered 'Yes' to Question D17 (n = 126; 1 missing).*

### Question E1.

Are you:

Response	Number	Percent
Male	115	45.1
Female	140	54.9

*n = 255*

### Question E2.

What year were you born?

Response	Number	Percent
Before 1990	17	6.7
1990-1991	56	22.0
1992-1993	181	71.0

*n = 255; missing = 1*

### Question E3.

Do you currently live in the Yukon?

Response	Number	Percent
Yes	238	93.3
No	17	6.7

*n = 255*

### Question E4.

In what province, territory or state and country do you currently live?

Response	Number	Percent
Western or Northern Canada	11	64.7
Central or Eastern Canada	6	35.3

*Includes those who answered 'No' to Question E3 (n = 17).*

### Question E5.

**When you were a young child, what was the first language that you learned to speak at home?**

Response	Number	Percent
English	226	88.6
French	13	5.1
Other (broken out below)	20	7.8
An Asian language	7	2.7
An indigenous North American language	6	2.4
Some other language	7	2.7

*n = 255; multiple responses were allowed*

### Question E6.

**Are you aboriginal?**

Response	Number	Percent
No	160	62.7
Yes- Yukon First Nation	66	25.9
Yes- Other First Nation or Inuit	21	8.2
Yes- Métis or mixed	7	2.7

*n = 255; missing = 1*

### Question E6.1.

**Which First Nation?**

Response	Number	Percent
Carcross Tagish FN	6	9.1
Kwanlin Dun FN	6	9.1
Liard FN	6	9.1
Little Salmon Carmacks FN	5	7.6
Ross River Dena Council	5	7.6
Selkirk FN	5	7.6
Ta'an Kwach'an Council	5	7.6
Tr'ondek Hwech'in FN	10	15.2
Vuntut Gwichin FN	6	9.1
Other Yukon FN	12	18.2

*Includes those who answered 'Yukon First Nation' to Question E6 (n = 66).*

### Question E7.

**Are you a member of a visible minority?**

Response	Number	Percent
All respondents	15	5.9

*n = 255*

