

Examining the University of Regina First-Year Student Experience Registration and admission

Completed in April 2013, the *2013 CUSC Survey of First-Year Students* focused on undergraduate university students who started at the University of Regina during the 2012–2013 academic year. The survey was distributed to more than 41,000 students at 35 universities across Canada. In total, 15,218 undergraduate students from across Canada completed the survey, including 668 from the University of Regina.

This report focuses on the University of Regina’s students, comparing them to students nationally and to students attending institutions comparable to the University of Regina. Where possible, this report also compares results with the 2010, 2007, and 2004 CUSC surveys of first-year students. Unless stated otherwise, all differences reported are not statistically significant.

This third report examines students' experiences with applying for admission, program and course selection, registration and orientation.

Satisfaction with application for admission

Over 9 in 10 first-year University of Regina students are satisfied with the *how the university handled their application for admission*, including 67% who are very satisfied. These results are very similar to the past three surveys, as well as to results nationally and at comparable universities.

Table 1: Satisfaction with how university handled application for admission

	National (n = 14,550)	Comparable universities (n = 6,205)	University of Regina			
			2013 (n = 668)	2010 (n = 612)	2007 (n = 460)	2004 (n = 265)
Very satisfied	63%	64%	67%	66%	70%	66%
Somewhat satisfied	32%	32%	28%	25%	25%	29%
Somewhat dissatisfied	4%	4%	4%	4%	4%	3%
Very dissatisfied	1%	1%	1%	5%	2%	2%

Assistance with course selection

Table 2 shows that the proportion of first-year University of Regina students who report *receiving advice or help from the university with program or course selection* is much higher (57%) than the proportion of students who received assistance nationally (45%) or at comparable universities (42%). With that being said, the proportion of first-year University of Regina students who report this reached its lowest point in 2013, down from 65% to 70% of students in previous years. Since 2010, similar declines have occurred among students nationally (from 54%) and at comparable universities (from 53%).

Even with a higher proportion of University of Regina students receiving advice or help, satisfaction with such advice or help is similar among universities (at about 95%). Among those students, University of Regina respondents (57%) are more likely than students nationally (53%) to report being very satisfied with the assistance they received.

	National (n = 14,550)	Comparable universities (n = 6,205)	University of Regina			
			2013 (n = 668)	2010 (n = 612)	2007 (n = 460)	2004 (n = 265)
Received advice or help from university	45%	42%	57%	70%	71%	65%
Satisfaction among those who received advice or help						
Very satisfied	53%	55%	57%	53%	54%	52%
Somewhat satisfied	43%	41%	39%	39%	41%	42%
Somewhat dissatisfied	4%	3%	4%	6%	4%	4%
Very dissatisfied	1%	1%	0%	2%	1%	2%

Method of registering

Table 3 shows that, among the various methods students use to register for courses, *online* is the most common method for students at the University of Regina, nationally, and at comparable universities. The major difference between the University of Regina and other institutions appears to be that a fair number of students still do some registration *in person*, as 49% report registering in person in 2013. This compares to 23% of students nationally and 19% at comparable universities. Open responses to this question suggests that University of Regina students will seek help in person or by phone if they run into complications with the online process, sometimes as a result of course restrictions or classes filling up.

	National (n = 14,550)	Comparable universities (n = 6,205)	University of Regina			
			2013 (n = 668)	2010 (n = 612)	2007 (n = 460)	2004 (n = 265)
Online	91%	91%	87%	89%	84%	5%
In person	23%	19%	49%	48%	38%	61%
By mail	16%	17%	20%	22%	24%	34%
By phone	15%	14%	19%	17%	10%	11%

Note: respondents could provide more than one answer; columns will not sum to 100.

Looking at students' satisfaction with each method of registration, results show that University of Regina has seen a growth in the proportion of students who are very satisfied with registering *in person* (43% in 2007 to 67% in 2013) and *by phone* (33% in 2007 to 44% in 2013). In addition, University of Regina students are more likely to be very satisfied with each method than students nationally and students at comparable universities (with the exception of registration *by mail*, where students at comparable universities are slightly more likely to be very satisfied).

	National (n = 14,550)	Comparable universities (n = 6,205)	University of Regina		
			2013 (n = 668)	2010 (n = 612)	2007 (n = 460)
Online	41%	38%	51%	59%	51%
In person	53%	52%	67%	65%	43%
By mail	34%	36%	28%	38%	30%
By phone	36%	40%	44%	39%	33%

* Proportions shown are only out of those students who used the method for registering.

Satisfaction with getting into courses

When asked how satisfied they were with *being able to get into all of the courses they wanted*, almost 9 in 10 University of Regina first-year students say they are satisfied, including 44% who are very satisfied. The

results are on par with those nationally and at comparable universities, although slightly more students nationally (49%) and at comparable universities (49%) report being very satisfied.

Table 5: Satisfaction with getting into all the courses they wanted				
	National (n = 14,550)	Comparable universities (n = 6,205)	University of Regina	
			2013 (n = 668)	2010 (n = 612)
Very satisfied	49%	49%	44%	46%
Somewhat satisfied	42%	41%	45%	43%
Somewhat dissatisfied	8%	8%	9%	8%
Very dissatisfied	2%	2%	2%	3%

Orientation

Overall, 74% of first-year University of Regina students reported attending orientation, which is the highest proportion recorded to date. In fact, the proportion is higher than among students nationally (65%).

Table 6 shows students' satisfaction with various aspects of orientation.

- ▶ Generally, University of Regina students' satisfaction with aspects of orientation appear to be increasing over time, with the highest recorded proportion of students being very satisfied with orientation *providing information about campus life* (48% in 2013) and *helping them understand the university's academic expectations* (41% in 2013).
- ▶ Although University of Regina students are more likely to have attended orientation and their satisfaction in many areas appears to be increasing, their satisfaction levels tend to be lower than those reported by students nationally and at comparable universities (typically about 5 to 10 percentage points below those reported at other universities).

Table 6: Orientation outcomes						
	National (n=14,550)	Comparable universities (n=6,205)	University of Regina			
			2013 (n=668)	2010 (n=612)	2007 (n=460)	2004 (n=265)
Attended orientation	65%	72%	74%	66%	70%	68%
Very satisfied*						
Feeling welcome at the university	61%	64%	58%	58%	46%	44%
Providing information about campus life	47%	49%	42%	44%	32%	26%
Providing information about student services	45%	46%	48%	44%	33%	40%
Helping understand the university's academic expectations	41%	42%	41%	39%	19%	22%
Helping personal and social transition to university	40%	42%	30%	32%	21%	14%
Building confidence	36%	38%	29%	34%	23%	14%

* These questions were only asked of students who attended orientation.

Results on the national level (including students from the University of Regina) show that younger students were more likely to have participated in orientation than older students (decreasing from 74% of those 18 and younger to 37% of those 21 and older); however, both groups tend to be equally satisfied with their orientation experiences and outcomes.

About CUSC

The 2013 CUSC survey is the 19th cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 14th study in which the University of Regina has participated. Since 1996, the survey has run in a three-year cycle, with different student populations targeted each year: all undergraduates, first-year undergraduates, or graduating students.

This study focuses on undergraduate university students who started in the Fall 2012 term and compares results to previous first-year surveys conducted in 2010, 2007, and 2004. The survey was distributed to more than 41,000 students at 35 universities across Canada. In total, 15,218 undergraduate students from across Canada completed the survey, yielding an overall response rate of 37.0%. Participating students from the University of Regina numbered 668, which represents a 49.2% rate of response.

University comparisons

For comparison purposes, CUSC categorizes the participating universities into three groups:

- ▶ Group 1 consists of universities that offer primarily undergraduate studies and have smaller student populations.
- ▶ Group 2 consists of universities that offer both undergraduate and graduate studies and tend to be of medium size in terms of student population.
- ▶ Group 3 consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest institutions in terms of student population.

The University of Regina is included in Group 2. In 2013, twelve Group 2 universities participated in the survey. Along with the University of Regina, they included Brock, Carleton, Lakehead, Ryerson, Simon Fraser, Thompson Rivers, Moncton, New Brunswick (Fredericton), Victoria, Waterloo and Wilfred Laurier. This reflects a higher number of participating Group 2 institutions as compared to earlier surveys of graduating students.

In this report, the University of Regina is not included in either the *National* category (all three Groups) or the *Comparable Universities* category (Group 2 institutions).

Because different universities participate each year, differences in results among similar surveys from earlier years may result from the inclusion of different universities rather than changes over time.

Statistically significant differences

In order to term an association as statistically significant, the Pearson's chi-square must have probability of a type 1 error of less than .001 and either the Phi coefficient or Cramer's V must have a value of .150 or greater.

Non-response

Non-responses have not been included in the analysis. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results do not include those who did not respond to a particular question. However, for questions where "don't know" is a valid response, overall results include those who selected "don't know" to a particular question.

Weighting

In order to compensate for the discrepancies between the population of first-year students among participating institutions and the sample population, the combined (national and comparator) data in this report have been weighted.

Note: Tables in this report might not add up to one hundred percent due to rounding errors and/or because some categories (such as "Other") are not reflected in the table.

For more information about CUSC/CCREU, visit the website at www.cusc-ccreu.ca.