

## Examining the University of Regina Student Experience

### Goal Development

Completed in Spring 2017, the *2017 CUSC Middle Years Student Survey* focused on undergraduate students who had earned between 25 and 101 credits at the time of the survey. The survey was distributed to over 56,000 students at 24 universities across Canada. In total, 15,248 students from across Canada completed the survey, including 1,065 from the University of Regina.

This report focuses on the University of Regina's middle-years students, comparing them to students nationally and to students attending institutions comparable to the University of Regina (see final page for a listing). Where possible, this report also compares results with the 2014 CUSC Middle Years Survey and the 2011 and 2008 CUSC All Undergraduates surveys. Unless stated otherwise, all differences reported are not statistically significant.

This fourth report in a series of six explores the goal development and perception of professors of middle-years students who completed the survey.

#### Goal development

By their middle years at the University of Regina, 9 in 10 students said they have chosen a major or discipline, although 40% have changed their major or program of study since they began their post-secondary studies.

After completing their undergraduate studies at the University of Regina, students' plans include the following:

- About 27%, *intend to apply to graduate school*, while 40% are unsure.
- About 22% *intend to apply to a professional program*, while 28% are unsure.

Post-graduation plans	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Apply to graduate school:				
Yes	34%	33%	27%	24%
No	27%	27%	33%	36%
Unsure	39%	40%	40%	40%
Apply to professional program:				
Yes	24%	24%	22%	23%
No	48%	47%	50%	50%
Unsure	28%	29%	28%	26%

Given that these are University of Regina middle-years students, it is not surprising that many have not formed concrete career plans. Results show the following:

- Students were somewhat knowledgeable about their career options, with 22% saying they know their career options very well. Another 48% said they know them fairly well.

- About 1 in 4 said they have a *specific career in mind* (23%), while about twice as many *have some general ideas but need to clarify them* (45%). Conversely, in 2014, 46% said they *have a specific career in mind*, while 20% said they *have some general ideas but need to clarify them*. Perhaps changes in the job market are making students rethink their career options.

Career plans	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
<b>Description of career plans</b>				
I have a specific career in mind	26%	28%	23%	46%
I have several possible careers in mind	29%	30%	23%	32%
I have some general ideas but I need to clarify them	33%	28%	45%	20%
I am unsure, but I want to develop a career plan	11%	12%	8%	n/a
I am not thinking about a career at this stage of my studies	2%	2%	2%	2%
<b>How well students know career options</b>				
Very well	20%	17%	22%	28%
Fairly well	48%	48%	48%	45%
Only a little	29%	31%	26%	24%
Not at all	3%	3%	4%	3%

Overall, 94% of middle-years students at the University of Regina have taken at least one step to prepare for employment or their career after graduation. Most commonly, preparation might be considered casual — that is, they have *talked with parents or family about employment or their career* (73%), *talked with friends about employment or their career* (69%), or *talked with professors about employment or their career* (36%). Of the more concrete steps taken, 47% have *created a resume or curriculum vitae*, while 35% have *volunteered in their chosen field of employment*, and 33% have *worked in their chosen field of employment*. U of R students have more likely volunteered in their chosen field of employment and less likely to have created a resume or curriculum vitae than their peers.

Steps taken to prepare for employment or career after graduation	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Talked with parents/family about employment/career	76%	75%	73%	74%
Talked with friends about employment/career	76%	75%	69%	74%
Created resume or curriculum vitae	57%	56%	47%	50%
Talked with professors about employment/career	39%	35%	36%	44%
Volunteered in chosen field of employment	31%	29%	35%	37%
Worked in chosen field of employment	31%	28%	33%	40%
Attended an employment fair	29%	29%	34%	41%
Met with a career counsellor	23%	24%	25%	24%
Created an e-portfolio	17%	17%	15%	15%
I have a career mentor	7%	6%	7%	7%
None	5%	6%	6%	5%

Note: Respondents could provide more than one answer, therefore columns will not sum to 100%.

## Perception of professors

Students rated their level of agreement with a series of statements about their professors. Most students reported having had positive experiences with university faculty.

At the high end, more than 9 in 10 middle-years students at the University of Regina agreed with the following:

- *Most of my professors seem knowledgeable in their fields* (39% strongly agreed)
- *Most of my professors treat students the same regardless of gender* (47% strongly agreed)
- *Most of my professors treat students the same regardless of race* (44% strongly agreed)

At the lower end, fewer than 7 in 10 middle-years students agreed with the following:

- *Most of my professors provide prompt feedback on my academic work* (10% strongly agreed)
- *Most of my professors take a personal interest in my academic progress* (10% strongly agreed)

Results are shown in the following table:

Perception of professors (% agree or strongly agree)	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Seem knowledgeable in their fields	97%	96%	95%	96%
Treat students the same regardless of gender*	96%	96%	95%	95%
Treat students the same regardless of race*	95%	95%	92%	93%
Are reasonably accessible outside of class	92%	91%	89%	91%
Encourage students to participate in class discussions	90%	88%	89%	89%
Are fair in their grading	87%	86%	85%	85%
Communicate well in their teaching	86%	84%	81%	83%
Are consistent in their grading	85%	84%	80%	83%
Are well-organized in their teaching	85%	84%	81%	84%
Look out for students' interests*	84%	83%	81%	80%
Treat students as individuals, not just numbers	83%	80%	81%	82%
Are intellectually stimulating in their teaching	80%	78%	77%	77%
Provide useful feedback on academic work	73%	72%	71%	73%
Provide prompt feedback on academic work	68%	67%	66%	70%
Take a personal interest in academic progress	67%	64%	67%	68%

\*These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.

Overall, almost all students said they *were given the chance to evaluate the quality of teaching in their courses*, including 60% who said they were able to evaluate the teaching in all their courses.

Ability to evaluate teaching	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
All courses	67%	67%	60%	59%
Most courses	21%	23%	26%	27%
Some courses	10%	9%	12%	12%
No courses	2%	2%	2%	1%

Among middle-years students at the University of Regina, about 84% agreed that they are *generally satisfied with the quality of teaching they received*, including 10% who strongly agreed.

Satisfaction with the quality of teaching received	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Strongly agree	18%	15%	10%	11%
Agree	69%	71%	74%	73%
Disagree	10%	12%	13%	12%
Strongly disagree	2%	2%	3%	4%

***Difference by university grades.*** As students' university grades decrease, they are less likely to strongly agree that *generally, they are satisfied with the quality of teaching they received*:

At the national level, about 26% of those with an average university grade of A- or higher strongly agreed, compared with 16% of those with a B-, B, or B+ average and just 11% of those with a C-, C, or C+ average.

At comparable universities, about 23% of those with an average university grade of A- or higher strongly agreed, compared with 14% of those with a B-, B, or B+ average and only 8% of those with a C-, C, or C+ average.

At the University of Regina, about 17% of those with an average university grade of A- or higher strongly agreed, compared with 9% of those with a B-, B, or B+ average and also 9% of those with a C-, C, or C+ average.

## Satisfaction with concern shown by university

Nationally, about 7 in 10 middle-years students say they are satisfied with the *concern shown by the university for them as an individual*, although just 8% are very satisfied. Among the approximately 3 in 10 who are dissatisfied, just 6% are very dissatisfied.

Satisfaction with concern shown by university for student as an individual	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Very satisfied	8%	6%	6%	4%
Satisfied	64%	65%	62%	62%
Dissatisfied	23%	23%	24%	25%
Very dissatisfied	6%	6%	8%	9%

## About CUSC

The 2017 CUSC survey is the 23<sup>rd</sup> cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires (CUSC/CCREU)* and the 18<sup>th</sup> study in which the University of Regina has participated. Prior to 2014, the surveys ran in a three-year cycle, targeting first year, graduating, and all undergraduate students in separate years. In 2014, the All Undergraduate student survey was changed to a survey of Middle-Years students (i.e., students in the second or third year of a four-year program, second year of a three-year program, or second to fourth year of a five-year program, or, as in the case of the University of Regina, students who have earned between 25 and 101 credits).

The 2017 survey was directed to middle-years students; this report compares results to the previous surveys conducted in 2014, 2011 and 2008. The 2017 survey involved 24 participating universities and over 15,000 students from across Canada, yielding an overall response rate of 27.2%. Participating students from the University of Regina numbered 1,065, representing a 35.5% 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 2017, eight Group 2 universities participated in the survey. Along with the University of Regina, they included Carleton, Simon Fraser, Thompson Rivers, Moncton, New Brunswick (Fredericton), Victoria, and Wilfred Laurier.

## 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.

**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](http://www.cusc-ccreu.ca).