

## Examining the University of Regina Student Experience Student Study Patterns and the Impact of Employment on Academic Performance

Completed in Spring 2015, the 2015 CUSC Survey of Graduating University Students focused on undergraduate university students deemed eligible to graduate in 2015. The survey was distributed to more than 57,000 students at 36 universities across Canada. In total, 18,144 undergraduate students from across Canada completed the survey, including 461 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 2012, 2009, and 2006 CUSC surveys of graduating students. Unless stated otherwise, all differences reported are not statistically significant.

This second of six reports focuses on graduating students' study patterns inside and outside of the classroom, as well as examining the impact of employment on their academic performance.

### Student study patterns

Students were asked to estimate how much time they spent on academic activities during an average week in their current term both in class (including scheduled classes, labs, seminars and tutorials) and outside of class time. Data for prior years are not available as this is a new question on the survey.

- ▶ University of Regina respondents reported spending an average of 14.4 hours per week on academic work in class. This is largely identical to the amount of time spent in class by students nationally (14.5) and those at comparable institutions (14.4).

**Table 1: Time spent on academic work**

	National (n=18,144)	Comparable universities (n=7,916)	University of Regina (n=461)
<b>Hours spent per week in scheduled classes and labs</b>			
10 of fewer	30%	31%	38%
11 to 15	39%	38%	35%
16 to 20	18%	18%	11%
21 to 30	10%	10%	6%
More than 30	4%	4%	10%
<b>Hours spent per week on academic work outside of classes and labs</b>			
10 of fewer	39%	38%	44%
11 to 15	17%	16%	15%
16 to 20	17%	17%	16%
21 to 30	16%	16%	14%
More than 30	12%	13%	11%

- ▶ University of Regina respondents were more likely to report spending fewer than 10 hours on average (38%) in class than their peers nationally (30%) or at comparable institutions (31%). University of Regina respondents, however, were also more likely to report spending more than 30 hours per week in class on average (10%) than their peers at comparable institutions (4%) or nationally (4%).
- ▶ University of Regina respondents reported spending an average of 16.7 hours per week on academic activities outside of class. This is somewhat less than that reported by students nationally (17.9) and by students at comparable institutions (18.4). As with time spent in class, University of Regina students were somewhat more likely to report 10 hours or fewer (44%) spent on academic activities outside of class than students nationally (39%) or at comparable institutions (38%).
- ▶ Collectively, the amount of time University of Regina respondents spent doing academic work (either in class or outside of class) was 31.1 hours per week, This was slightly fewer than the number of hours spent reported by students nationally (32.4) and those at comparable institutions (32.8).
- ▶ On average, the lower a students' university grade, the less time they spend on academic activity overall. Specifically, University of Regina respondents with an A- or higher average spend 35.9 hours per week on academic activities (in and out of class) compared to 31.6 hours for those with a B-, B, or B+ average and 30.6 hours for those with a C+ or lower average. This difference is largely due to a difference in time spent on academic activities outside of class, as time spent decreases as grade decreases – from 21.4 hours for those with an A- or higher average down to 16.4 hours for those with a C+ or lower average.

## Impact of employment on academic performance

Table 2 shows that over 6 in 10 University of Regina graduating respondents are currently employed, with about 11% being employed on campus (7% exclusively on campus and 4% both on and off campus). University of Regina students are somewhat more likely to be currently working (60%) than students nationally (59%) but with results very similar to students at comparable institutions (55%). University of Regina respondents were somewhat more likely to report themselves currently employed off-campus (49%) than students nationally (44%) and those at comparable institutions (41%) and less likely to report exclusively on-campus employment than those nationally.

Among those who are currently employed, results show the following:

- ▶ Of those that reported current employment, the typical University of Regina respondent works approximately 20 hours per week, which is slightly higher than students nationally (18 hours) or their peers at comparable institutions (18 hours). Roughly, 7 in 10 report working 20 hours per week or fewer which is also very similar to students nationally and at comparable institutions.

	National (n=18,144)	Comparable universities (n=7,916)	University of Regina			
			2015 (n=461)	2012 (n=430)	2009 (n=557)	2006 (n=551)
<b>Currently Employed (all respondents)</b>						
Yes, both on and off campus	5%	4%	4%	6%	5%	3%
Yes, on campus	10%	10%	7%	6%	10%	10%
Yes, off campus	44%	41%	49%	56%	52%	49%
No, not working	41%	45%	40%	32%	33%	38%
<b>Number of hours worked per week</b>						
10 hours or less	32%	33%	27%	18%	25%	25%
11 to 20 hours	39%	39%	41%	40%	29%	37%
21 to 30 hours	16%	15%	13%	18%	21%	20%
Over 30 hours	12%	13%	19%	24%	24%	15%

- ▶ While similar to students nationally and at comparable institutions, University of Regina respondents are more likely to report working 30 or more hours per week on average. This may in part be explained by the high proportion of University of Regina students reporting work and learn experience as part of their current term compared to those nationally or at comparable institutions, as noted in the first report in this series.
- ▶ As the average time University of Regina respondents worked increases, their grades decreased, from 17.8 hours per week for those with an average grade of A- or higher to 21 hours per week for those with an average grade of C+ or lower.

Table 3 displays the results of University of Regina respondents who reported working in their current term and where asked to self-report how their employment impacted their academic performance on a scale ranging from “very positive” to “very negative”.

- ▶ University of Regina respondents are more likely to say their employment has a negative (45%) impact than a positive (21%) impact on their academic performance, although 33% say it has no impact. These results are largely similar to that of students nationally and at comparable universities, however, University of Regina students were less likely to report it had no impact. However, there has been a marked increase in the percentage of University of Regina students saying their employment had either a somewhat negative or very negative impact (45%) over the previous survey of graduating students (34%).
- ▶ University of Regina respondents who report their work has a negative impact, report working more hours than those who say work has a positive or no impact. For those who say their work has a positive impact, students report working about 15 hours on average per week. This compares to about 23 hours per week for those who say it has a *somewhat negative impact* and 27 hours on average per week for those who say it has a *very negative impact*. These results are very similar to that reported by students nationally and at comparable institutions.

	National (n=18,144)	Comparable universities (n=7,916)	University of Regina			
			2015 (n=461)	2012 (n=430)	2009 (n=557)	2006 (n=551)
Very positive	7%	7%	9%	14%	13%	Not Asked
Somewhat positive	15%	15%	12%	20%	21%	--
No impact	37%	36%	33%	32%	33%	--
Somewhat negative	39%	39%	42%	32%	29%	--
Very negative	3%	3%	3%	2%	4%	--

**About CUSC**

The 2015 CUSC survey is the 21<sup>st</sup> cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 16<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 students in separate years. In 2014, the All Students survey was changed to a survey of middle-year 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).

This study focuses on undergraduate students who will be graduating from their program of study in 2015 and compares results to previous surveys conducted in 2012, 2009, and 2006. The survey involved 36 participating universities and over 18,000 students from across Canada, yielding an overall response rate of 31.5%. Participating students from the University of Regina numbered 461, which represents a 46.1% 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 2015, 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 compared to earlier surveys of graduating students, with eleven in 2012 and seven in 2009.

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.

**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).**