

Examining the University of Regina Student Experience Students' Satisfaction with University Experiences

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 fifth report examines students' satisfaction with their overall university experience as well as specific aspects of their university experiences (such as personal safety on campus and quality of education). This report also examines students' assessment of faculty and the value of their education relative to how much they have spent on it, and the likelihood that they would recommend their university to others.

Students' Perceptions of Teaching

Overall, University of Regina respondents are positive about their interactions with faculty. For almost all aspects tested, more than 8 in 10 agree with statements about faculty. Table 1 shows the proportion of respondents who agree (agree or strongly agree) with each statement. Table 2 shows those who strongly agree. These results show the following:

- ▶ University of Regina students tend to rate (agree and strongly agree) statements about faculty in much the same way as students nationally and at comparable universities. In each aspect, however, the number of University of Regina respondents who strongly agreed with statements about faculty tends to be lower than students nationally or at comparable institutions.

Faculty:	National (n=18,144)	Comparable universities (n=7,916)	University of Regina			
			2015 (n=461)	2012 (n=430)	2009 (n=557)	2006 (n=551)
Seemed knowledgeable in their field	97%	97%	97%	97%	96%	96%
Were reasonably accessible outside of class	93%	93%	94%	94%	92%	90%
Encouraged participation in class discussions	91%	90%	93%	87%	86%	85%
Communicated well in their teaching	85%	84%	83%	87%	86%	87%
Were well-organized in their teaching	85%	84%	82%	88%	90%	89%
Were intellectually stimulating	79%	78%	80%	84%	80%	81%
Provided useful feedback	72%	73%	75%	82%	81%	75%

- ▶ While overall University of Regina respondents tend to rate statements about faculty at levels similar to previous surveys, there has been a marked decline in the number of students who strongly agree in favour of those who agree. This same trend is also apparent among students nationally and at comparable institutions.
- ▶ University of Regina students, students nationally, and students at comparable universities are most likely to strongly agree that *faculty are knowledgeable in their field* and least likely to strongly agree that *faculty provided useful feedback on academic performance*.

Faculty...	National (n=18,144)	Comparable universities (n=7,916)	University of Regina			
			2015 (n=461)	2012 (n=430)	2009 (n=557)	2006 (n=551)
Seemed knowledgeable in their field	43%	42%	37%	54%	41%	32%
Encouraged participation in class discussions	31%	30%	31%	34%	29%	24%
Were reasonably accessible outside of class	23%	22%	20%	38%	29%	25%
Communicated well in their teaching	18%	17%	14%	26%	20%	18%
Were well-organized in their teaching	16%	16%	13%	26%	20%	19%
Were intellectually stimulating	17%	16%	12%	25%	20%	17%
Provided useful feedback	13%	13%	12%	22%	16%	15%

Students' positive interactions with faculty are likely part of the reason why roughly 9 in 10 University of Regina students agree that they are satisfied with *the overall quality of teaching* they received. This includes 15% who strongly agree. Although the proportion of students who agree is similar to that reported by students nationally and at comparable universities, students nationally (21%) and at comparable universities (19%) are more likely to strongly agree with this statement.

Students' satisfaction with university experiences

Among their universities, students generally report high levels of satisfaction.

- ▶ At the high end, about 9 in 10 University of Regina students are satisfied with their *personal safety on campus*, the *overall quality of their education*, and their *decision to attend the University of Regina*. These results are similar to those among students nationally and at comparable universities.
- ▶ University of Regina students are least satisfied with the *concern shown by the university for students as individuals*, as slightly fewer than 6 in 10 students are satisfied. Although overall it garners the lowest satisfaction rate among each of the aspects tested, the proportion of University of Regina respondents who are satisfied is similar to that reported by students nationally and at comparable universities.

Table 3: Students' satisfaction with aspects of university experiences (*satisfied or very satisfied*)

	National (n=18,144)	Comparable universities (n=7,916)	University of Regina			
			2015 (n=461)	2012 (n=430)	2009 (n=557)	2006 (n=551)
Personal safety on campus	92%	91%	95%	96%	96%	Not asked
Decision to attend	89%	88%	92%	90%	90%	92%
The overall quality of education	86%	85%	87%	90%	90%	94%
Opportunity to develop lasting friendships	80%	80%	85%	88%	88%	88%
Opportunity to become involved in campus life	77%	77%	81%	81%	Not asked	Not asked
Opportunity to enhance education beyond the classroom	70%	70%	78%	76%	Not asked	Not asked
Commitment to environmental sustainability	81%	79%	76%	74%	81%	Not asked
Concern shown by university for students as individuals	58%	58%	59%	64%	57%	59%

Value for money

As with most services, a major driver of satisfaction is the value people believe they receive. Among University of Regina students, only about 6 in 10 agree that they *receive good value for their money*, this includes only 7% who strongly agree. Students nationally (15%) and at comparable institutions (12%) were more likely to strongly agree.

Table 4: Agreement that students feel they receive good value for their money

	National (n=18,144)	Comparable universities (n=7,916)	University of Regina			
			2015 (n=461)	2012 (n=430)	2009 (n=557)	2006 (n=551)
Strongly agree	15%	12%	7%	14%	7%	8%
Agree	53%	51%	50%	55%	54%	58%
Disagree	24%	27%	33%	24%	30%	27%
Strongly disagree	9%	10%	10%	6%	10%	6%

Meeting students' expectations

Overall, the vast majority (82%) of University of Regina respondents say that their experiences *met or exceeded their expectations*, including 12% who say their university experience *exceeded their expectations*. Few (17%) say their experiences *fell short*. Students nationally (23%) and at comparable institutions (24%) were more likely than University of Regina students to say their university *exceeded their expectations*, although as likely to say their experiences *fell short of their expectations*.

Table 5: Meeting students' expectations						
	National (n=18,144)	Comparable universities (n=7,916)	University of Regina			
			2015 (n=461)	2012 (n=430)	2009 (n=557)	2006 (n=551)
Exceeded	23%	24%	12%	13%	16%	18%
Met	59%	59%	70%	69%	70%	69%
Fell short	18%	17%	17%	18%	14%	13%

Would recommend the university to others

Another indicator of students' satisfaction with their university experiences is whether they would recommend their university to others. Over time, about 9 in 10 University of Regina students would recommend the university to others. This is on par with results nationally and at comparable universities.

Table 6: Students who would recommend university to others						
	National (n=18,144)	Comparable universities (n=7,916)	University of Regina			
			2015 (n=461)	2012 (n=430)	2009 (n=557)	2006 (n=551)
Would recommend university to others	88%	87%	87%	88%	89%	92%

About CUSC

The 2015 CUSC survey is the 21st cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 16th 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.