

Examining the University of Regina First-Year Student Experience Use and Satisfaction with General Facilities and Services

Completed in Spring 2016, the 2016 CUSC First-Year Student Survey focused on undergraduate university students who started during the 2015–2016 academic year. The survey was distributed to almost 58,000 students at 34 universities across Canada. In total, 14,886 first-year students from across Canada completed the survey, including 657 from the University of Regina.

The reports focus on responses from the University of Regina’s students, comparing them to students nationally and to students attending institutions comparable to the University of Regina (see final page for a listing).

This fifth report in a series of six examines students' use and satisfaction with a variety of academic and general facilities and services, such as library electronic resources and athletic facilities, as well as academic advising and tutoring. Also examined are a variety of specialized services geared towards meeting the needs of specific students, among these are financial aid services, study skills and learning support services, services for students with disabilities, career counseling, and services for First Nations students.

General facilities and services

At the national level, the most commonly used resources are *on-campus bookstores* (76%), *food services* (66%), and *library electronic resources* (62%), while few students reported using the *computing services help desk* (9%). At the University of Regina, the most commonly used resources are *on-campus bookstores* (77%), *parking* (59%), *food services* (57%), and *library electronic resources* (57%), as shown in the following table. Our students are much more likely to use parking services.

Use of general facilities and services	National (n=14,886)	Comparable universities (n=6,176)	University of Regina (n=657)
On-campus bookstores	76%	77%	77%
Parking	26%	24%	59%
Food services	66%	68%	57%
Library electronic resources	62%	61%	57%
Online campus bookstores	33%	35%	46%
On-campus library	45%	41%	44%
Athletic facilities	37%	40%	33%
University residences	34%	40%	25%
Other recreational facilities	17%	20%	18%
Facilities for university-based social activities	14%	14%	9%
Campus medical services	18%	20%	8%
Facilities for student associations	11%	10%	7%
Computing services help desk	9%	10%	6%

The following table shows the level of satisfaction among those who used each general service or facility:

Satisfaction with general facilities and services (% satisfied or very satisfied)	National (n=14,886)	Comparable universities (n=6,176)	University of Regina (n=657)
On-campus library	96%	96%	98%
Library electronic resources	95%	95%	97%
Other recreational facilities	95%	95%	97%
Athletic facilities	93%	93%	97%
Computing services help desk	93%	94%	97%
Facilities for student associations	94%	94%	96%
Online campus bookstores	91%	92%	96%
Facilities for university-based social activities	95%	94%	95%
On-campus bookstores	90%	90%	93%
Campus medical services	84%	85%	91%
Food services	71%	70%	84%
University residences	82%	80%	68%
Parking	53%	52%	53%

Note: Percentages are based on those who have used the service.

The table below shows a comparison over the years of the three areas among general facilities and services with the lowest rating of satisfaction in 2016 at the University of Regina:

	University of Regina				
	2016 (n=657)	2013 (n=668)	2010 (n=612)	2007 (n=460)	2004 (n=265)
Food services	84%	83%	85%	91%	91%
University residences	68%	76%	85%	92%	92%
Parking	53%	53%	43%	57%	55%

Academic services

At the national level, between 7% and 14% used the academic services shown in the table below, with the exception of *academic advising*, which 38% have used. Similar results were reported at the University of Regina and at comparable universities, except that our students are more likely to use academic advising.

Use of academic services	National (n=14,886)	Comparable universities (n=6,176)	University of Regina (n=657)
Academic advising	38%	36%	49%
Tutoring	14%	14%	15%
Study skills and learning supports	14%	17%	15%
Writing skills	10%	11%	15%
Co-op offices and supports	7%	8%	2%

Among those who have used each academic service, students reported high levels of satisfaction, as presented in the following table:

Satisfaction with academic services (% satisfied or very satisfied)	National (n=14,886)	Comparable universities (n=6,176)	University of Regina (n=657)
Tutoring	88%	86%	94%
Study skills and learning supports	92%	92%	93%
Academic advising	86%	86%	90%
Writing skills	88%	87%	87%
Co-op offices and supports	89%	88%	75%

Note: Percentages are based on those who have used the service.

Special services

As the name implies, special services are those that tend to be created for specific groups of students, and some may not be accessible to all students. University of Regina students are less likely to use *Financial aid* (11%), compared to students nationally (25%) and at comparable universities (28%). All results are shown in the table below:

Use of special services	National (n=14,886)	Comparable universities (n=6,176)	University of Regina (n=657)
Financial aid	25%	28%	11%
Personal counselling	9%	9%	8%
Career counselling	8%	8%	8%
Services for First Nations students	1%	1%	6%
Advising for students who need financial aid	7%	7%	4%
Services for international students	6%	4%	4%
Employment services	6%	7%	3%
Services for students with disabilities	5%	5%	3%

Satisfaction with special services is also very high, with levels of satisfaction ranging from 77% to 91% at the national level, and 82% to 100% at the University of Regina, where satisfaction is higher for most services. Results are presented in the following table:

Satisfaction with special services (% satisfied or very satisfied)	National (n=14,886)	Comparable universities (n=6,176)	University of Regina (n=657)
Career counselling	88%	89%	100%
Services for international students	88%	87%	100%
Services for students with disabilities	88%	85%	94%
Employment services	85%	85%	89%
Advising for students who need financial aid	77%	74%	89%
Services for First Nations students	91%	87%	88%
Personal counselling	81%	82%	87%
Financial aid	83%	82%	82%

Note: Percentages are based on those who have used the service.

About CUSC

The 2016 CUSC survey is the 22nd cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 17th 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 first-year students and compares results to previous surveys conducted in 2013, 2010, and 2007. The survey involved 34 participating universities and almost 15,000 students from across Canada, yielding an overall response rate of 25.7%. Participating students from the University of Regina numbered 657, which represents a 43.8% 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 2016, 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. 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.