

Examining the University of Regina Student Experience

Growth and 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 fifth report in a series of six explores the growth and development achieved by middle-years students who completed the survey.

Contribution to life skills

The 10 skills classified as “life skills” vary in terms of students’ perceptions of the contribution their university made to each. Nationally, at the upper end, more than half of students said their university contributed much or very much to several skills, most notably in the *ability to interact with people from backgrounds different than their own* (22% very much). On the lower end, fewer than 2 in 10 said their university contributed much or very much to their *spirituality* (6% very much).

Contribution to life skills (% much or very much)	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Ability to interact with people from backgrounds different from your own	60%	58%	58%	55%
Dealing successfully with obstacles to achieve an objective	55%	54%	52%	52%
Persistence with difficult tasks	54%	53%	48%	47%
Time management skills	53%	53%	52%	50%
Ability to evaluate your own strengths and weaknesses	53%	52%	54%	52%
Moral and ethical judgement	48%	46%	50%	46%
Self-confidence	43%	42%	45%	46%
Ability to lead a group to achieve an objective	42%	39%	40%	40%
Appreciation of the arts	35%	33%	33%	32%
Spirituality	18%	17%	22%	18%

Difference by gender. At the national level, female (62%) students were more likely than male (56%) students to say that universities contributed much or very much to their development in *ability to interact with people from backgrounds different than your own*. At the University of Regina, the proportion was 62% of female students compared to 51% of male students.

Contribution to analytical and learning skills

Among the eight analytical and learning skills for which students assessed their university's contribution, students nationally indicated that universities contributed most to *ability to find and use information* (23% very much) and *thinking logically and analytically* (22% very much). Students rated their university as contributing least (among the analytical and learning skills) to *mathematical skills* (10% very much).

Contribution to analytical and learning skills (% much or very much)	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Ability to find and use information	66%	64%	61%	65%
Thinking logically and analytically	65%	64%	63%	62%
Understanding abstract concepts	59%	58%	53%	50%
Listening to others to absorb information accurately	58%	56%	54%	49%
Reading to absorb information accurately	55%	54%	50%	47%
Thinking creatively to find ways to achieve an objective	55%	53%	52%	52%
Effective study and learning skills	51%	50%	48%	45%
Mathematical skills	31%	32%	27%	26%

Difference by gender. At the national level, male (42%) students were more likely than female (26%) students to say that universities contributed much or very much to their *mathematical skills*. At the University of Regina, the proportion was 39% of male students compared to 21% of female students.

Contribution to working skills

At the University of Regina, students' perceptions of their university's contribution to their working skills varied greatly depending on the skills. For instance, about 6 in 10 said the U of R contributed much or very much to *working independently* (23% very much), while about 3 in 10 said the U of R contributed much or very much to *computer literacy skills* (8% very much). Just 4% said the U of R contributed very much to their development of *entrepreneurial skills*.

Contribution to work skills (% much or very much)	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Working independently	67%	67%	63%	64%
Cooperative interaction in groups	53%	51%	52%	51%
Skills for planning and completing projects	50%	48%	46%	49%
Skills and knowledge for employment	39%	37%	40%	40%
Knowledge of career options	39%	37%	41%	40%
Computer literacy skills	36%	36%	32%	33%
Entrepreneurial skills	20%	19%	17%	18%

Difference by gender. At the national level, male (42%) students were more likely than female (33%) students to say that universities contributed much or very much to their development in *computer literacy skills*. At the University of Regina, the proportion was 39% of male students compared to 21% of female students.

Contribution to communication skills

Among the four communication skills rated, the University of Regina contributed most to students' growth and development in *writing clearly and correctly* (18% very much) and *speaking to small groups* (17% very much). The U of R contributed least to the development of *second or third language skills* (4% very much).

Contribution to communication skills (% much or very much)	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Writing clearly and correctly	59%	58%	61%	60%
Speaking to small groups	54%	52%	54%	51%
Speaking to a class or audience	44%	41%	47%	44%
Second or third language skills	19%	19%	16%	18%

Difference by gender

Contribution to communication skills (% much or very much)	National (n=15,248)		Comparable universities (n=7,365)		University of Regina (n=1,065)	
	Male	Female	Male	Female	Male	Female
Writing clearly and correctly	54%	61%	52%	61%	58%	63%
Speaking to small groups	50%	57%	47%	55%	45%	58%
Speaking to a class or audience	42%	46%	37%	43%	41%	50%
Second or third language skills	19%	19%	19%	19%	18%	14%

Perception of staff

Nationally, about 9 in 10 middle-years students agreed that *most university support staff are helpful*, including 26% who strongly agreed. About 8 in 10 students agreed that *most teaching assistants are helpful*, including 20% who strongly agreed. At the University of Regina, also about 9 in 10 middle-years students agreed that *most university support staff are helpful*, including 25% who strongly agreed. About 7 in 10 students agreed that *most teaching assistants are helpful*, including 10% who strongly agreed.

Perception of staff (% agree or strongly agree)	National (n=15,248)	Comparable universities (n=7,365)	University of Regina	
			2017 (n=1,065)	2014 (n=941)
Most university support staff are helpful	88%	89%	88%	85%
Most teaching assistants are helpful	81%	79%	68%	67%

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

About CUSC

The 2017 CUSC survey is the 23rd cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires (CUSC/CCREU)* and the 18th 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.