

Examining the University of Regina Student Experience

Student Study Patterns and the Impact of Employment on Academic Performance

Completed in Spring 2018, the 2018 CUSC Survey of Graduating University Students focused on undergraduate university students deemed eligible to graduate in 2018. The survey was distributed to close to 51,000 students at 32 universities across Canada. In total, 14,760 graduating students from across Canada completed the survey, including 372 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 2015, 2012, and 2009 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.

Students 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 multiple prior years are not available as this question was added in 2015.

- ▶ University of Regina respondents reported spending an average of 14.6 hours per week on academic work in class. This is similar to the amount of time spent in class by students nationally (14.4) and equal to those at comparable institutions (14.6).

Table 1: Time spent on academic work	National (n=14,760)	Comparable universities (n=6,238)	University of Regina	
			2018 (n=372)	2015 (n=461)
Hours spent per week in scheduled classes and labs				
10 or fewer	33%	31%	43%	38%
11 to 15	37%	37%	27%	35%
16 to 20	16%	18%	10%	11%
21 to 30	9%	10%	8%	6%
More than 30	4%	4%	13%	10%
Hours spent per week on academic work outside of classes and labs				
10 or fewer	39%	37%	44%	44%
11 to 15	16%	15%	11%	15%
16 to 20	17%	16%	13%	16%
21 to 30	17%	18%	16%	14%
More than 30	12%	13%	17%	11%



- ▶ University of Regina respondents were more likely to report spending fewer than 10 hours on average (43%) in class than their peers nationally (33%) or at comparable institutions (31%). U of R respondents, however, were also more likely to report spending more than 30 hours per week in class on average (13%) than their peers at comparable institutions (4%) or nationally (4%).
- ▶ University of Regina respondents reported spending an average of 18.2 hours per week on academic activities outside of class. This is similar than that reported by students nationally (18.1) and slightly less than that reported by students at comparable institutions (18.7). 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 (37%).
- ▶ Collectively, the amount of time University of Regina respondents spent doing academic work (either in class or outside of class) was 32.8 hours per week, This was similar to the number of hours reported by students nationally (32.4) and slightly fewer than those at comparable institutions (33.4).
- ▶ Students with lower grades spent less time on academic work outside of class. Nationally, students with an A- or higher spent 20.3 hours per week compared to 15.7 hours for those with a C+ or lower. University of Regina respondents with an A- or higher spent 20.1 hours per week on academic activities outside of class, compared to 17.7 hours for those with a B-, B, or B+ average and 17.5 hours for those with a C+ or lower average.

Impact of employment on academic performance

Table 2 shows that over 5 in 10 U of R graduating respondents were currently employed. U of R students were somewhat less likely to be currently working (56%) than students nationally (60%) but with very similar results to students at comparable institutions (57%). U of R respondents were somewhat less likely to report themselves currently employed off-campus (44%) than students nationally (45%) but more likely than those at comparable institutions (41%). The percentage of U of R graduating students who were not working has increased since 2009 from 33% to 44%.

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

- ▶ Of those that reported current employment, the typical University of Regina respondent worked approximately 18 hours per week, which is equal to students nationally and at comparable institutions. Roughly, 7 in 10 reported working 20 hours per week or fewer which is also very similar to their peers nationally and at comparable universities.
- ▶ University of Regina respondents (13%) were more likely to report working 30 or more hours per week on average, compared to those nationally (11%) or at comparable institutions (10%). The percentage of U of R students reporting working over 30 hours per week has decreased significantly over the years, ranging from 24% in 2009 and 2012 to 13% in 2018.
- ▶ Nationally, students' grades decreased as the hours worked per week increased, ranging from 16 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. At the U of R, those with an average grade of A- or higher said they worked 15 hours per week, compared to 20 hours per week for those with an average grade of C+ or lower.



Table 2: Employment status and hours worked	National (n=14,760)	Comparable universities (n=6,238)	University of Regina			
			2018 (n=372)	2015 (n=461)	2012 (n=430)	2009 (n=557)
Currently employed (all respondents)						
Yes, both on and off campus	5%	5%	6%	4%	6%	5%
Yes, on campus	10%	11%	6%	7%	6%	10%
Yes, off campus	45%	41%	44%	49%	56%	52%
No, not working	40%	43%	44%	40%	32%	33%
Number of hours worked per week						
10 hours or less	31%	32%	33%	27%	18%	25%
11 to 20 hours	41%	41%	39%	41%	40%	29%
21 to 30 hours	17%	17%	15%	13%	18%	21%
Over 30 hours	11%	10%	13%	19%	24%	24%

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

- ▶ U of R respondents were more likely to say their employment had a negative (37%) impact than a positive (28%) impact on their academic performance, although 35% said their work had no impact. These results are largely similar to that of students nationally and at comparable universities. However, there was a decrease in the percentage of U of R students saying their employment had either a somewhat negative or very negative impact (37%) over the 2015 survey of graduating students (45%).
- ▶ U of R respondents who reported their work had a negative impact, reported working more hours than those who said their work had a positive or no impact. For those who said their work had a positive impact, students reported working about 12 hours on average per week. This compares to about 20 hours per week for those who said it had a *somewhat negative impact* and 22 hours on average per week for those who said it had a *very negative impact*. These results are very similar to that reported by students nationally and at comparable institutions.

Table 3: Impact of employment on academic performance	National (n=8,922)	Comparable universities (n=3,558)	University of Regina			
			2018 (n=127)	2015 (n=277)	2012 (n=292)	2009 (n=373)
Very positive	6%	6%	10%	9%	14%	13%
Somewhat positive	15%	15%	18%	12%	20%	21%
No impact	36%	35%	35%	33%	32%	33%
Somewhat negative	39%	40%	35%	42%	32%	29%
Very negative	3%	3%	2%	3%	2%	4%



About CUSC

The 2018 CUSC survey is the 24th cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 19th 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 2018 survey was directed to students deemed to graduate in 2018; this report compares results to the previous surveys conducted in 2015, 2012 and 2009. The 2018 survey involved 32 participating universities and almost 15,000 graduating university students from across Canada, yielding an overall response rate of 29.1%. Participating students from the University of Regina numbered 372, representing a 37.7% 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 2018, ten Group 2 universities participated in the survey. Along with the University of Regina, they included Carleton, Lakehead, Ryerson, Simon Fraser, Moncton, New Brunswick (Fredericton), Victoria, Waterloo, 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.

