

Examining the University of Regina Student Experience

Students' employment plans

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 final report in a series of six examines students' career planning, including work and learning program experiences and how well students know their career options. It also reports on the steps students have taken to prepare for employment, and explores the kinds of jobs students have arranged for after graduation.

Work and learning program experience

More than 7 in 10 University of Regina respondents said they have been involved in some type of work and learning program experience. This is higher than reported by students nationally (56%) or at comparable institutions (61%).

- ▶ University of Regina respondents were more likely to report *practicum* and *unpaid internships* (36% and 25% respectively) as their work and learning experiences, and least likely to report a *paid internship* (4%).
- ▶ Students nationally (18%) and at comparable institutions (19%) were more likely to say they had *work experience* than students at the University of Regina (7%).

Table 1: Working and learning program experience	National (n=14,760)	Comparable universities (n=6,238)	University of Regina	
			2018 (n=372)	2015 (n=461)
Any experience	56%	61%	73%	72%
- Work experience	18%	19%	7%	9%
- Co-op	17%	24%	11%	13%
- Practicum	15%	14%	36%	25%
- Service learning	13%	12%	13%	20%
- Internship (paid)	9%	10%	4%	4%
- Internship (unpaid)	8%	9%	25%	25%

Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.



Among University of Regina respondents who said they have been involved in work and learning programs, female students (78%) were much more likely than male students (66%) to report having participated in such a program. Female students were much more likely to report taking part in a *practicum* or *unpaid internship* than their male counterparts, while male students were as likely to report experience with *co-ops* and *paid internship*. The difference is likely due to female students enrolled in disciplines where they are overrepresented.

Students' career planning

Over 8 in 10 graduating student respondents from the University of Regina reported having some career prospects in mind. Almost 8 in 10 also said they know their career options at least *fairly well*.

- ▶ Almost half of University of Regina respondents (48%) reported that they have a *specific career in mind*, a much higher proportion than found nationally (35%) or at comparable institutions (33%).
- ▶ University of Regina students (28%) were also more likely to report they know their career options *very well* compared to students nationally (23%) or those at comparable institutions (23%).

Table 2: Career plans	National (n=14,760)	Comparable universities (n=6,238)	University of Regina	
			2018 (n=372)	2015 (n=461)
Description of career plans				
I have a specific career in mind	35%	33%	48%	52%
I have several possible careers in mind	37%	37%	34%	30%
I have some general ideas but I need to clarify them	20%	21%	15%	17%
I am unsure, but I want to develop a career plan	7%	8%	3%	N/A
I am not thinking about a career at this stage of my studies	<1%	1%	<1%	<1%
How well students know career options				
Very well	23%	23%	28%	35%
Fairly well	47%	49%	51%	41%
Only a little	26%	25%	19%	22%
Not at all	4%	4%	3%	2%

University of Regina students who participated in some form of work and learning program experience were much more likely than students who did not to report that they *know their career options* at least fairly well.

Steps taken to prepare for employment or career after graduation

Almost all graduating students have taken at least one step to prepare for employment or a career after graduation; most often these steps are informal such as talking to *friends*, *parents* or *professors* as well as *created resume/curriculum vitae*. Examining steps students have taken to prepare for employment shows the following:



- ▶ At over 8 in 10, University of Regina students have most commonly *talked with friends* or with *parents/family* about their employment or career after graduation.
- ▶ University of Regina students (44%) were much more likely to have *attended an employment fair* than students nationally and at comparable universities (35% at both). University of Regina respondents were also more likely to have *talked with professors about employment/career* and to have *worked in a chosen field of employment*.
- ▶ Female students were more likely than male students to report that they have *volunteered in their chosen field of employment*. Female students were also more likely than males to report they have *worked in their chosen field of employment*.

Table 3: Steps taken to prepare for employment or career after graduation	National (n=14,760)	Comparable universities (n=6,238)	University of Regina	
			2018 (n=372)	2015 (n=461)
Talked with friends about employment/career	79%	79%	82%	80%
Created resume/curriculum vitae	78%	79%	80%	78%
Talked with parents/family about employment/career	77%	77%	80%	80%
Talked with professors about employment/career	49%	47%	53%	60%
Worked in chosen field of employment	48%	50%	59%	56%
Volunteered in chosen field of employment	37%	35%	44%	37%
Attended an employment fair	35%	35%	44%	57%
Created an e-portfolio	26%	28%	26%	16%
Met with a career counsellor	22%	23%	17%	19%
I have a career mentor	10%	10%	10%	10%
None	3%	3%	2%	1%

Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.

Profile of arranged employment post-graduation

Among University of Regina graduating students, 27% said that, at the time of the survey in the spring, they had a job arranged for after graduation. This proportion is somewhat lower than that reported by students nationally (34%) and at comparable universities (33%).

Table 4 shows a profile of those students who reported having arranged employment.

- ▶ University of Regina students who have arranged for employment after graduation were slightly more likely (59%) than students nationally (57%) and similar to students at comparable universities (59%) to report that their job *required a degree*. This included almost half of University of Regina students who reported that it required their *specific degree*, a proportion much higher than students nationally (36%) and at comparable institutions (37%).



- ▶ When asked if their job was at least moderately related to the skills and knowledge they acquired in university, 76% of University of Regina students agreed with the statement. This compares to 63% nationally and 65% at comparable institutions. University of Regina respondents were more likely to report that skills and knowledge learned were *strongly* related to their job than students nationally or at comparable institutions.

Table 4: Profile of post-graduation employment	National (n=14,760)	Comparable universities (n=6,238)	University of Regina	
			2018 (n=372)	2015 (n=461)
Have employment arranged				
Yes	34%	33%	27%	28%
No, looking for work	56%	58%	67%	64%
No, not looking for work	10%	9%	6%	8%
Degree requirements*				
Requires specific degree	36%	37%	48%	49%
Requires any degree	21%	22%	11%	12%
Degrees help, but not required	21%	20%	22%	21%
Does not require degree	23%	21%	20%	18%
Relations to skills and knowledge learned*				
Strongly	40%	41%	50%	51%
Moderately	23%	24%	26%	18%
Slightly	16%	17%	12%	17%
Not at all	20%	18%	11%	14%
Not sure	<1%	<1%	<1%	N/A

* Out of those who have employment arranged (May not total 100% due to rounding).



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.

