

Orientation, Registration and Transition to university

Completed in Spring, the 2019 *First-Year Student Survey* focused on undergraduate university students who started at the University of Regina during the 2018 – 2019 academic year. The survey was distributed to over 53,000 students at 46 universities across Canada. In total, 18,092 first-year university students completed the survey, including 444 from the University of Regina.

This report focuses on the University of Regina’s first-year 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 2016, 2013, and 2010 CUSC surveys of first-year students. Unless stated otherwise, all differences reported are not statistically significant.

This third report in a series of six examines students' experiences with orientation, registration, and transition to university.

Orientation

About 69% of first-year students participated in orientation at universities across Canada compared to 75% at the University of Regina and 72% at comparable universities. The proportion of University of Regina students who participated in an orientation program before or after arriving on campus decreased from 2016 to 2019. Results are shown in the table below:

Orientation	National (n=18,092)	Comparable universities (n=6,712)	University of Regina			
			2019 (n=444)	2016 (n=657)	2013 (n=668)	2010 (n=612)
Participated in an orientation program before or after arriving on campus	69%	72%	75%	82%	74%	66%

Among those who participated in orientation at universities across Canada and at comparable universities, most seemed to be satisfied with aspects related to orientation, being most satisfied with orientation making them *feel welcome at their university* (91%) and least satisfied with orientation *building their confidence* (78%). For University of Regina students, the most satisfying aspect of orientation was that it made them *feel welcome at their university* (91%), followed by *providing information about student services* (85%). Unlike other universities across Canada and at comparable universities, the least satisfying aspect of orientation was *helping your personal and social transition to university* (77%). Results are shown in the following table.

Satisfaction with aspects of orientation	National (n=12,406)	Comparable universities (n=4,832)	University of Regina			
			2019 (n=332)	2016 (n=538)	2013 (n=494)	2010 (n=404)
Feeling welcome at the university	91%	91%	91%	94%	92%	94%
Providing information about campus life	86%	85%	83%	82%	83%	85%
Providing information about student services	86%	86%	85%	84%	85%	85%
Helping you understand the university's academic expectations	80%	79%	81%	87%	84%	87%
Helping your personal and social transition to university	79%	80%	77%	81%	73%	79%
Building your confidence	78%	78%	79%	75%	75%	79%

* Only those who participated in an orientation program were asked how satisfied they were.

Registration

At the national level, students seemed to be satisfied with registration, including 85% who were very or somewhat satisfied with *getting into all the courses they wanted* and 80% very or somewhat satisfied with the *process of registering for their courses*. At the University of Regina, 81% of first-year students said that they were very or somewhat satisfied with *getting into all the courses they wanted* and 82% said they were very or somewhat satisfied with the *process of registering for their courses*, as shown in the table below:

Satisfaction with registration (% very or somewhat satisfied)	National (n=18,092)	Comparable universities (n=6,712)	University of Regina	
			2019 (n=444)	2016 (n=657)
Getting into all the courses you wanted	85%	86%	81%	89%
Process of registering for courses	80%	79%	82%	89%

Transition to university

First-year students rated their success in transitioning to university through 18 aspects of university life. Students found success in many aspects, with more than 7 in 10 students saying they have had “some” or “very much” success. Nationally, the two areas where students have found less success are *finding career information* (69% very much less) and *becoming involved in campus activities* (50% very much less).

For University of Regina students and also at the national level, the three areas where they have found “some” or “very much” success are *finding your way around campus* (95%), *understanding the course material* (94%), and *choosing a program of study* (89%).

The table below shows the proportion that rated their success as “some” or “very much” success (top two ratings on a four-point scale), with answers from those who said “no basis for opinion” removed:

Success transitioning to university (% some or very much)	National (n=varies)	Comparable universities (n=varies)	University of Regina	
			2019 (n=varies)	2016 (n=varies)
Finding your way around campus	95%	95%	95%	95%
Understanding the course material	93%	93%	94%	95%
Finding information about academic integrity	91%	91%	88%	91%
Choosing a program of study	90%	90%	89%	88%
Meeting academic demands	89%	89%	87%	90%
Performing well in written assignments	87%	87%	87%	88%
Commuting to campus	85%	84%	87%	84%
Feeling like I belong to this university	82%	83%	79%	N/A
Managing your time	79%	78%	77%	73%
Dealing with new living arrangements	79%	80%	75%	77%
Performing well in courses that require math	75%	74%	76%	69%
Managing your finances	75%	74%	72%	73%
Finding suitable housing	74%	75%	79%	80%
Using the library	74%	70%	64%	71%
Getting academic advice	73%	73%	72%	75%
Making friends	73%	75%	67%	66%
Finding career information	69%	70%	64%	63%
Becoming involved in campus activities	50%	52%	45%	36%

Results on the national level show that as students’ grades increase, students are more likely to report having “some” or “very much” success transitioning to the following: *meeting academic demands, performing well in courses that require math, understanding course material, and managing their time*

About CUSC

The 2019 CUSC survey is the 25th cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 20th 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 2016, 2013, and 2010. The survey involved 46 participating universities and over 18,000 students from across Canada, yielding an overall response rate of 34.1%. Participating students from the University of Regina numbered 444, which represents a 29.6% 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 2019, 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.