

Examining the UR Student Experience

Goal Development

The 2020 *Middle-Years Student Survey* marks the 26th cooperative study undertaken by the Canadian University Survey Consortium/*Consortium canadien de recherche sur les étudiants universitaires* (CUSC-CCREU) and the 21st study in which the University of Regina has participated. The survey was distributed to over 71,000 students at 29 universities across Canada. In total, 20,449 middle-years university students completed the survey, including 1,158 from the University of Regina.

This report focuses on the University of Regina's middle-years students who had earned between 25 and 101 credit hours at the time of the survey, comparing them to students nationally and to students attending institutions comparable to the University of Regina (see final page for a listing of universities and definitions of middle-years students). Where possible, this report also compares results with the 2017, 2014, and 2011 CUSC surveys of middle-years students.

This fourth report in a series of six explores the goal development and perception of professors of middle-years students who completed the survey.

Goal Development

By their middle years at the University of Regina, 90% of students said they have chosen a major or discipline, compared to 92% nationally and 91% at comparable universities.

After completing their undergraduate studies at the University of Regina, students' plans include the following:

- ▶ About 30%, *intend to apply to graduate school*, while 39% are unsure.
- ▶ About 28% *intend to apply to a professional program*, while 27% are unsure.

Post-graduation plans	National (n=20,449)	Comparable universities (n=5,582)	University of Regina		
			2020 (n=1,158)	2017 (n=1,065)	2014 (n=941)
Apply to graduate school					
Yes	34%	33%	30%	27%	24%
No	25%	24%	31%	33%	36%
Unsure	41%	43%	39%	40%	40%
Apply to professional program					
Yes	28%	26%	28%	22%	23%
No	41%	41%	45%	50%	50%
Unsure	31%	33%	27%	28%	26%

Given that these are University of Regina middle-years students, it is not surprising that many have not formed concrete career plans. Results show the following:

Career plans	National (n=20,449)	Comparable universities (n=5,582)	University of Regina		
			2020 (n=1,158)	2017 (n=1,065)	2014 (n=941)
Description of career plans					
I have a specific career in mind	32%	27%	42%	23%	46%
I have several possible careers in mind	35%	35%	34%	23%	32%
I have some general ideas but I need to clarify them	23%	26%	17%	45%	20%
I am unsure, but I want to develop a career plan	9%	10%	7%	8%	n/a
I am not thinking about a career at this stage of my studies	2%	2%	<1%	2%	2%
How well students know career options					
Very well	20%	17%	23%	22%	28%
Fairly well	49%	50%	50%	48%	45%
Only a little	28%	29%	22%	26%	24%
Not at all	4%	4%	4%	4%	3%

Overall, 93% of middle-years students at the University of Regina have taken at least one step to prepare for employment or their career after graduation. Most commonly, preparation might be considered casual — that is, they have *talked with parents or family about employment or their career* (74%), *talked with friends about employment or their career* (73%), or *talked with professors about employment or their career* (42%). Of the more concrete steps taken, 49% have *created a resume or curriculum vitae*, while 32% have *volunteered in their chosen field of employment*, and 35% have *worked in their chosen field of employment*. U of R students have more likely volunteered in their chosen field of employment and less likely to have created a resume or curriculum vitae than their peers.

Steps taken to prepare for employment or career after graduation	National (n=20,449)	Comparable universities (n=5,582)	University of Regina		
			2020 (n=1,158)	2017 (n=1,065)	2014 (n=941)
Talked with parents/family about employment/career	78%	77%	74%	73%	74%
Talked with friends about employment/career	78%	78%	73%	69%	74%
Created resume or curriculum vitae	58%	59%	49%	47%	50%
Talked with professors about employment/career	40%	37%	42%	36%	44%
Volunteered in chosen field of employment	32%	28%	32%	35%	37%
Worked in chosen field of employment	30%	30%	35%	33%	40%
Attended an employment fair	30%	31%	33%	34%	41%
Met with a career counsellor	23%	24%	22%	25%	24%
Created an e-portfolio	18%	19%	16%	15%	15%
I have a career mentor	7%	6%	7%	7%	7%
None	5%	6%	7%	6%	5%

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

Perception of professors

Students rated their level of agreement with a series of statements about their professors. Most students reported having had positive experiences with university faculty.

At the high end, more than 9 in 10 middle-years students at the U of R agreed with the following:

- ▶ *Most of my professors seem knowledgeable in their fields* (31% strongly agreed)
- ▶ *Most of my professors treat students the same regardless of gender* (45% strongly agreed)
- ▶ *Most of my professors treat students the same regardless of race* (43% strongly agreed)

At the lower end, less than 7 in 10 middle-years students agreed with the following:

- ▶ *Most of my professors provide prompt feedback on my academic work* (9% strongly agreed)
- ▶ *Most of my professors take a personal interest in my academic progress* (12% strongly agreed)

Results are shown in the following table:

Perception of professors (% agree or strongly agree)	National (n=20,449)	Comparable universities (n=5,582)	University of Regina		
			2020 (n=1,158)	2017 (n=1,065)	2014 (n=941)
Seem knowledgeable in their fields	97%	96%	94%	95%	96%
Treat students the same regardless of gender*	96%	96%	94%	95%	95%
Treat students the same regardless of race*	95%	95%	92%	92%	93%
Are reasonably accessible outside of class	90%	90%	88%	89%	91%
Encourage students to participate in class discussions	88%	86%	89%	89%	89%
Are fair in their grading	87%	84%	83%	85%	85%
Are well-organized in their teaching	85%	84%	82%	81%	84%
Communicate well in their teaching	84%	82%	82%	81%	83%
Are consistent in their grading	83%	81%	80%	80%	83%
Look out for students' interests*	82%	80%	80%	81%	80%
Treat students as individuals, not just numbers	82%	79%	80%	81%	82%
Are intellectually stimulating in their teaching	79%	76%	77%	77%	77%
Provide useful feedback on academic work	76%	73%	75%	71%	73%
Provide prompt feedback on academic work	71%	68%	68%	66%	70%
Take a personal interest in academic progress	57%	54%	57%	67%	68%

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

Overall, almost all students said they *were given the chance to evaluate the quality of teaching in their courses*, including 66% who said they were able to evaluate the teaching in all their courses.

Ability to evaluate teaching	National (n=20,449)	Comparable universities (n=5,582)	University of Regina		
			2020 (n=1,158)	2017 (n=1,065)	2014 (n=941)
All courses	71%	70%	66%	60%	59%
Most courses	18%	19%	18%	26%	27%
Some courses	7%	7%	11%	12%	12%
No courses	4%	4%	4%	2%	1%

Among middle-years students at the University of Regina, about 81% agreed that they are *generally satisfied with the quality of teaching they received*, including 13% who strongly agreed.

Satisfaction with the quality of teaching received	National (n=20,449)	Comparable universities (n=5,582)	University of Regina		
			2020 (n=1,158)	2017 (n=1,065)	2014 (n=941)
Strongly agree	15%	13%	13%	10%	11%
Agree	71%	71%	68%	74%	73%
Disagree	12%	14%	15%	13%	12%
Strongly disagree	2%	3%	4%	3%	4%

Difference by university grades. As students' university grades decrease, they are less likely to strongly agree that *generally, they are satisfied with the quality of teaching they received*:

At the national level, about 22% of those with an average university grade of A- or higher strongly agreed, compared with 13% of those with a B-, B, or B+ average and just 9% of those with a C-, C, or C+ average.

At comparable universities, about 18% of those with an average university grade of A- or higher strongly agreed, compared with 12% of those with a B-, B, or B+ average and only 8% of those with a C-, C, or C+ average.

At the University of Regina, about 20% of those with an average university grade of A- or higher strongly agreed, compared with 13% of those with a B-, B, or B+ average and also 8% of those with a C-, C, or C+ average.

Satisfaction with concern shown by university

Nationally, less than 7 in 10 middle-years students say they are satisfied with the *concern shown by the university for them as an individual*, although just 7% are very satisfied. Among the 34% who are dissatisfied, just 9% are very dissatisfied.

Satisfaction with the quality of teaching received	National (n=20,449)	Comparable universities (n=5,582)	University of Regina		
			2020 (n=1,158)	2017 (n=1,065)	2014 (n=941)
Very satisfied	7%	6%	4%	6%	4%
Satisfied	59%	57%	60%	62%	62%
Dissatisfied	25%	28%	27%	24%	25%
Very dissatisfied	9%	9%	9%	8%	9%

About CUSC

The 2020 CUSC survey is the 26th cooperative study undertaken by the *Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) and the 21st 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 2020 survey was directed to middle-years students; this report compares results to the previous surveys conducted in 2017, 2014, and 2011. The 2020 survey involved 29 participating universities and over 20,000 students from across Canada, yielding an overall response rate of 28.5%. Participating students from the University of Regina numbered 1,158, which represents a 38.6% 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 2020, seven Group 2 universities participated in the survey. Along with the University of Regina, they included Carleton, Lakehead, Simon Fraser, Thompson Rivers, 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. Unless stated otherwise, all differences reported are not statistically significant.

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.