SPRING STUDENT SURVEY

We surveyed students to hear about their spring learning environment and to help us prepare for fall term.

38,686 invitations to undergraduate and course-based masters students

21.7% response rate

Response rate was consistent across:
- Undergraduate and masters
- Faculties
- Canadian and international (International is slightly lower at 18.4%)

38,686 invitations to undergraduate and course-based masters students

8,396 responses 21.7% response rate

Response rate was consistent across:
- Undergraduate and masters
- Faculties
- Canadian and international (International is slightly lower at 18.4%)

HOW ARE STUDENTS DOING?

STUDENTS REPORTED THAT...

They were coping quite well
Spring term had “its ups and downs”
Spring term was not going well

21% 8% 22%

REASONS FOR NOT GOING WELL:
- perceived increase in workload
- lack of motivation
- perceived decreased quality of education
- challenges of studying from home
- difficulties communicating with professors

*Same concerns for fall term, with addition of co-op and career development opportunities

Students enrolled full-time were 2X more likely than part-time students to say the term was not going well.

COMFORT WITH ONLINE LEARNING

45.7% still as comfortable or more comfortable
24.4%
28.9% still uncomfortable or less comfortable

WHAT WORKED WELL:
- flexible schedules
- regular assessments
- video-recorded lectures and asynchronous delivery
- consistency and readily available content
- instructor office hours
- Faculty websites
- OH COVID-19 website
- online library support
- academic advisors

WHAT WORKED WELL:
- increased promotion of supports
- streamlining and increasing consistency of information and resources
- acknowledging student concerns e.g., declining motivation (empathy)
- providing opportunities for interaction with other students
- improving academic content
- improving response times

SUPPORTS THAT WOULD BE USEFUL:
- increased promotion of supports
- streamlining and increasing consistency of information and resources
- acknowledging student concerns e.g., declining motivation (empathy)
- providing opportunities for interaction with other students
- improving academic content
- improving response times

HOW ARE WE ADDRESSING STUDENT CONCERNS?

We hired hundreds of co-op students and invested in other supports to help instructors better prepare for and deliver courses in Fall

Faculties established online teaching task forces to properly adjust courses that are hardest to teach remotely

Our Keep Learning Team of online learning and teaching experts is providing updated advice to instructors about issues like:
- keeping students engaged but not overwhelmed
- effectively staying connected with students

We shared learning online resources to help students transition to an online learning environment

We streamlined and updated online resources on the current student pathway demonstrating that we’re here for you online

Updated information to help students transition to ONLINE LEARNING and resources for the CURRENT STUDENT PATHWAY is available to support students