

Course Delivery at Canadian Universities in 2021/22

Prepared by: Institutional Research and Planning

As part of the *CUSC 2022 Survey of First-year Students*, institutions were given the option to add a module of questions about students' course delivery experiences during the COVID-19 pandemic in 2021/22.

This report compares the responses of first-year students at MRU to those of students nationally and at comparator universities (i.e., primarily undergraduate and publicly-funded universities) for these questions. The table below shows the response rate of first-year students in each group who participated in the module.

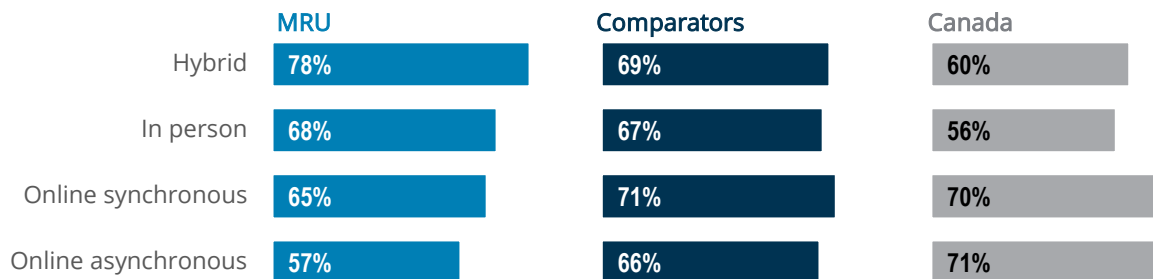
	Invited	Surveys completed	Response rate
MRU	1,338	383	28.6%
Comparators	10,760	3,394	31.5%
Canada	42,152	12,682	30.1%

Satisfaction with COVID safety measures on campus

About nine in ten (91%) first-year students at MRU reported they were very satisfied or satisfied with the measures MRU had taken to limit the spread of COVID-19 on campus.

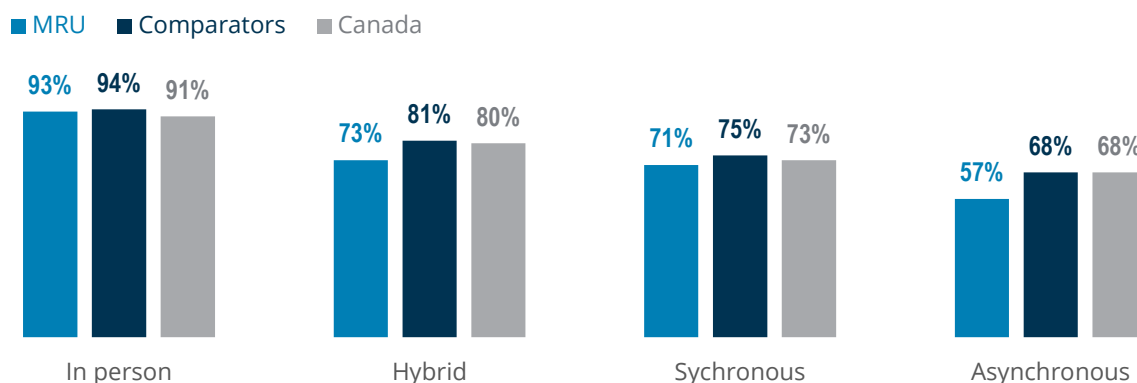
Delivery of academic courses

First-year students at MRU were most likely to report they took academic courses using hybrid delivery (78%), more than students at comparator universities (69%) and nationally (60%).



Satisfaction with academic course delivery methods

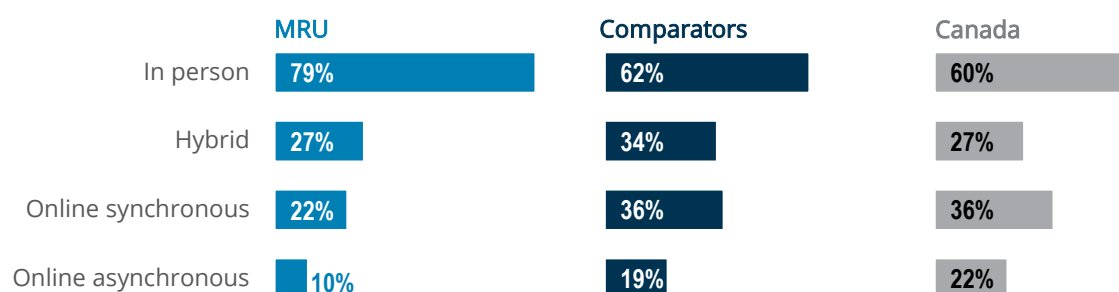
In their academic courses, students were most satisfied with in-person instruction. MRU students were less satisfied with hybrid and online asynchronous delivery in their academic courses than students at comparator institutions and nationally.



Note: Percentages are of those who said received instruction with each method of course delivery.

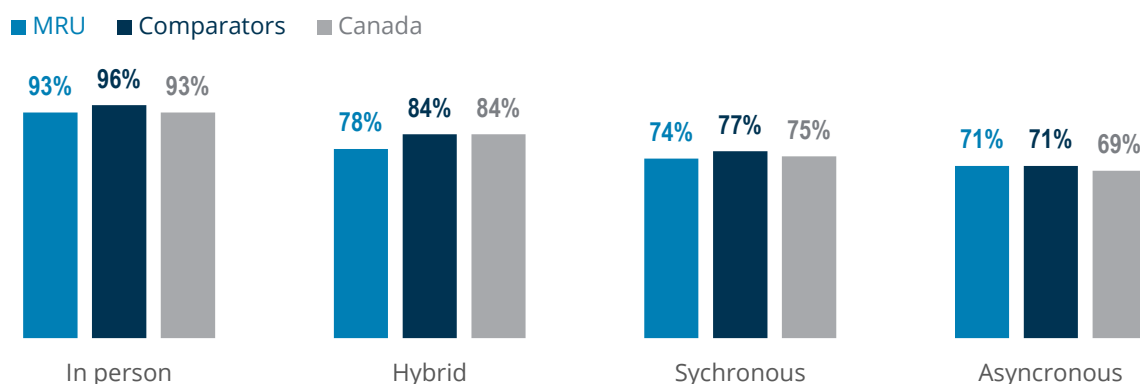
Delivery of courses with internal experiential learning components

About two in five students reported they were enrolled a course or program that included an internal experiential learning component. Most first-year students at MRU said the internal experiential learning component of their program was delivered in person (79%), more than students at comparator institutions (62%) and nationally (60%).



Satisfaction with courses with internal experiential learning components

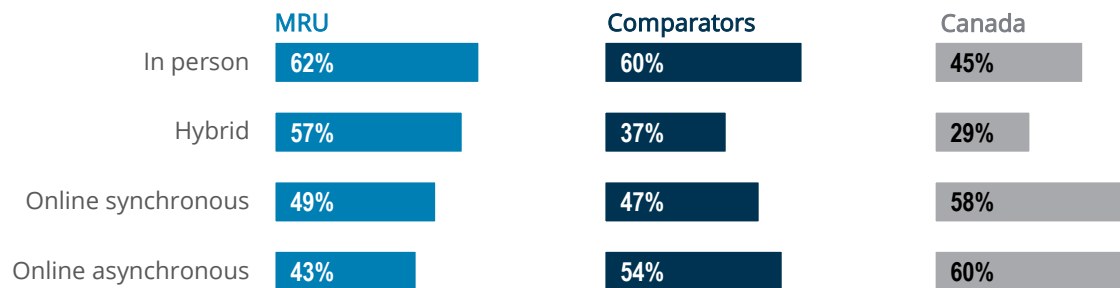
First-year students with an internal experiential learning component in their 2021/22 courses were most satisfied with in-person instruction. Mount Royal students' satisfaction ratings were comparable to students at comparator institutions and nationally.



Note: Percentages are of those who said received instruction with each method of course delivery

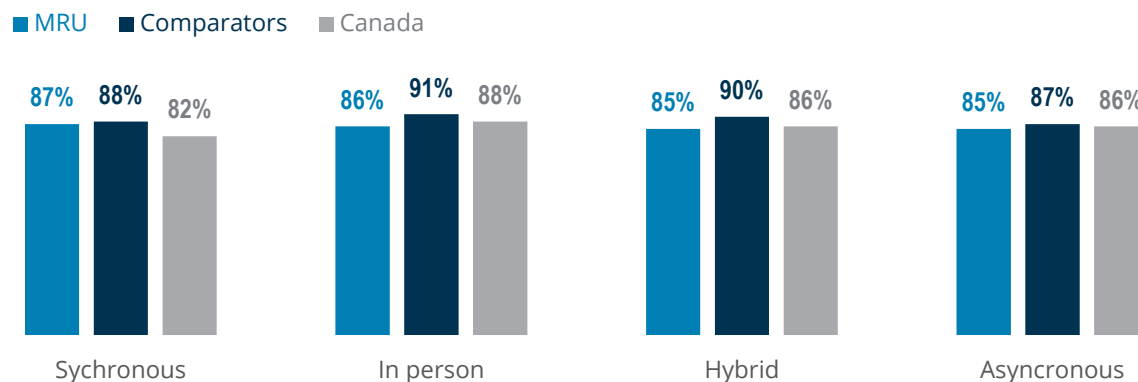
Experiences with course assessment methods

First-year students at MRU were more likely to say hybrid delivery was used to administer assessments in their courses (exams, final papers/essays, presentations) than students at comparator institutions and nationally.



Satisfaction with course assessment methods

Most first-year students were satisfied with assessment practices in their courses regardless of how they were delivered. Compared with national results, MRU first-year students were slightly more likely to be satisfied with online synchronous assessment methods (87% MRU vs. 82% Canada).



Note: Percentages are of those who said assessments were delivered with a each method of delivery.

Conclusion

First-year students at MRU were most likely to report they took courses using hybrid and in-person instruction in 2021/22. Compared with students at comparator institutions and nationally, MRU students were generally less likely to report that their courses were delivered using only online synchronous or asynchronous instruction.

Across groups, first-year students were most satisfied with in-person course delivery and least satisfied with online asynchronous methods. However, compared with students at comparator institutions and nationally, MRU students were much less likely to report they were satisfied with academic courses that used online asynchronous delivery (57% MRU vs. 68% comparators and Canada).

Overall, results suggest that institutions are best able to deliver satisfying course-taking experiences to students using in-person delivery. Further, results suggest if MRU added more online course-taking opportunities for students the instructional standards for these courses must be improved to ensure students receive a satisfactory learning experience.