



SERU
Consortium

Being a Student During the Pandemic

- Results from SERU undergraduate and graduate surveys
- Discussion and Q&A with university leadership

June 18, 2020 | 10am PDT

YouTube **LIVE** CSHE Berkeley

Berkeley Center for Studies in
Higher Education



UNIVERSITY OF MINNESOTA
Driven to Discover[®]

SERU: Organizing Common Interest

The logo for the SERU Consortium is a green speech bubble shape. Inside the bubble, the text "SERU" is written in a large, bold, white sans-serif font, and the word "Consortium" is written below it in a smaller, white sans-serif font.

SERU
Consortium

SERU Consortium is a group of top tier research-intensive universities who collaborate by:

- Administering SERU surveys (census, online, customized, longitudinal) for policy and scholarly purposes
- Sharing SERU benchmark data and best practices
- Seeking paths for institutional self-improvement and collaborations

SERU Consortium Members

SERU North American Division

- UC Berkeley
- UC Davis
- UC Irvine
- UC Los Angeles
- UC Merced
- UC Riverside
- UC San Diego
- UC Santa Barbara
- UC Santa Cruz
- CU Boulder
- Michigan State University
- Purdue University
- Rutgers University Texas
- A&M University
- University of Connecticut
- University of Toronto
- University of Virginia
- University of Delaware
- University of Florida
- University of Iowa
- University of Kansas
- University of Maryland
- University of Michigan
- University of Minnesota
- University of North Carolina
- Carolina
- University of Oregon
- University of Pittsburgh
- University of Texas
- University of Wisconsin-Milwaukee
- University of Illinois at Urbana-Champaign
- University of Washington

SERU International Division

- Lund University
 -  Sweden
- HSE University Moscow
 -  Russia
- Hiroshima University
 -  Japan
- Osaka University
 -  Japan
- Lancaster University
 -  UK
- Utrecht University
 -  Netherlands
- Bremen University
 -  Germany
- University of Göttingen
 -  Germany
- Victoria University Wellington
 -  New Zealand
- Peking University
 -  China
- Nanjing University
 -  China
- Tongji University
 -  China
- Hunan University
 -  China



Students' Experiences During the COVID-19 Pandemic

Igor Chirikov, PhD (he/him)
University of California, Berkeley

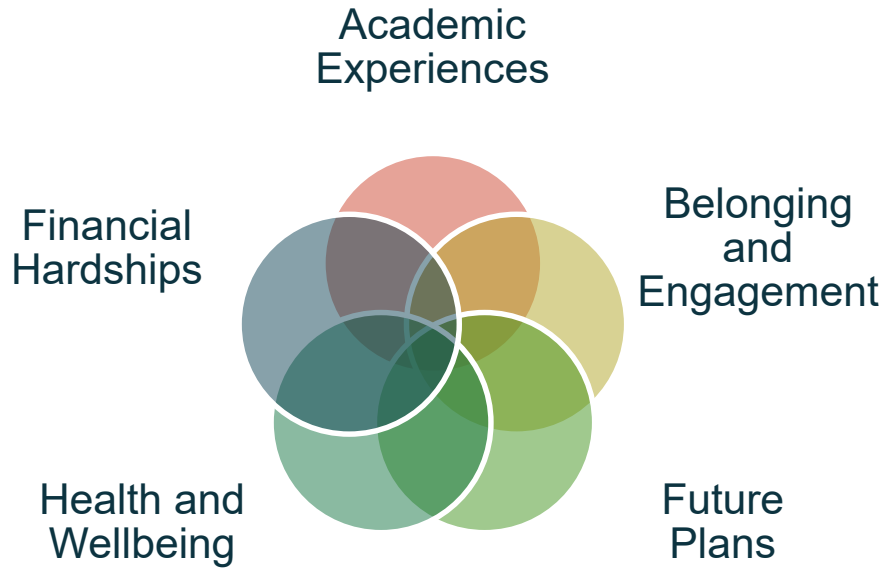
Krista M. Soria, PhD (she/her)
University of Minnesota

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SURVEY



SERU COVID-19 Survey Design


Content areas:



Survey development principles:

1. Actionable
2. Short
3. Mobile friendly
4. Cost-effective
5. Allows benchmarking

Sample

- **Ten** U.S. institutions and **15** international institutions will administer the survey by the end of the summer
 - For this presentation, we used preliminary data from **five** U.S. institutions (May to mid-June)
 - Undergraduate students, 7-20%, $n = 22,516$
 - Graduate and professional students, 9-22%, $n = 7,690$
- 

KEY TAKEAWAYS

Key Takeaways from the SERU COVID-19 Survey

1. There are disparities in students' experiences and outcomes based upon their social identity, prior experience with online learning, and life responsibilities



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1. There are disparities in students' experiences and outcomes based upon their social identity, prior experience with online learning, and life responsibilities
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3. Students' mental and physical health, wellbeing, and safety were negatively impacted by the pandemic




Key Takeaways from the SERU COVID-19 Survey

1. There are disparities in students' experiences and outcomes based upon their social identity, prior experience with online learning, and life responsibilities
2. Students experienced more obstacles to learning than positive benefits to transitioning online
3. Students' mental and physical health, wellbeing, and safety were negatively impacted by the pandemic
4. Undergraduates' experiences are very similar to graduate and professional students' experiences




Key Takeaways from the SERU COVID-19 Survey

1. There are disparities in students' experiences and outcomes based upon their social identity, prior experience with online learning, and life responsibilities
 2. Students experienced more obstacles to learning than positive benefits to transitioning online
 3. Students' mental and physical health, wellbeing, and safety were negatively impacted by the pandemic
 4. Undergraduates' experiences are very similar to graduate and professional students' experiences
 5. Most students will re-enroll next year (unless graduating)
- 

UNDERGRADUATE STUDENTS' EXPERIENCES

Undergraduate Students Sample

- 0.8% transgender, 0.9% non-binary, 34.7% male, **63.1% female**
 - 8.2% low-income or poor, 18.9% working-class, **42.1% middle-class**, 28.5% upper-middle class, 2.2% wealthy
 - 0.1% American Indian or Alaskan Native, 29.0% Asian, 7.5% Black or African American, 21.6% Latinx, 3.7% multiracial, 0.2% Hawaiian or Pacific Islander, **36.2% White**, 1.7% unknown (IPEDS definitions, only reported from two schools so far)
 - 25.1% first-generation, **74.9% continuing generation**
 - 0.8% asexual, 1.4% questioning, 1.3% pansexual, 1.1% queer, 3.4% gay or lesbian, 8.0% bisexual, 5.0% prefer not to answer or self-describe, **79.1% straight**
 - 2.1% physical disability, 3.1% learning disability, 5.0% cognitive or neurological disability, **27.4% emotional or mental health disorder or disability**
 - **8.8% international students**
- 

Satisfaction with Remote Instruction



64%

**Are Satisfied with
the Quality of their
Courses**



81%

**Are Satisfied with
Support from
Instructors**



49%

**Adapted Well or Very
Well to Online
Instruction**

Academic Experience

Health, Wellbeing and Safety

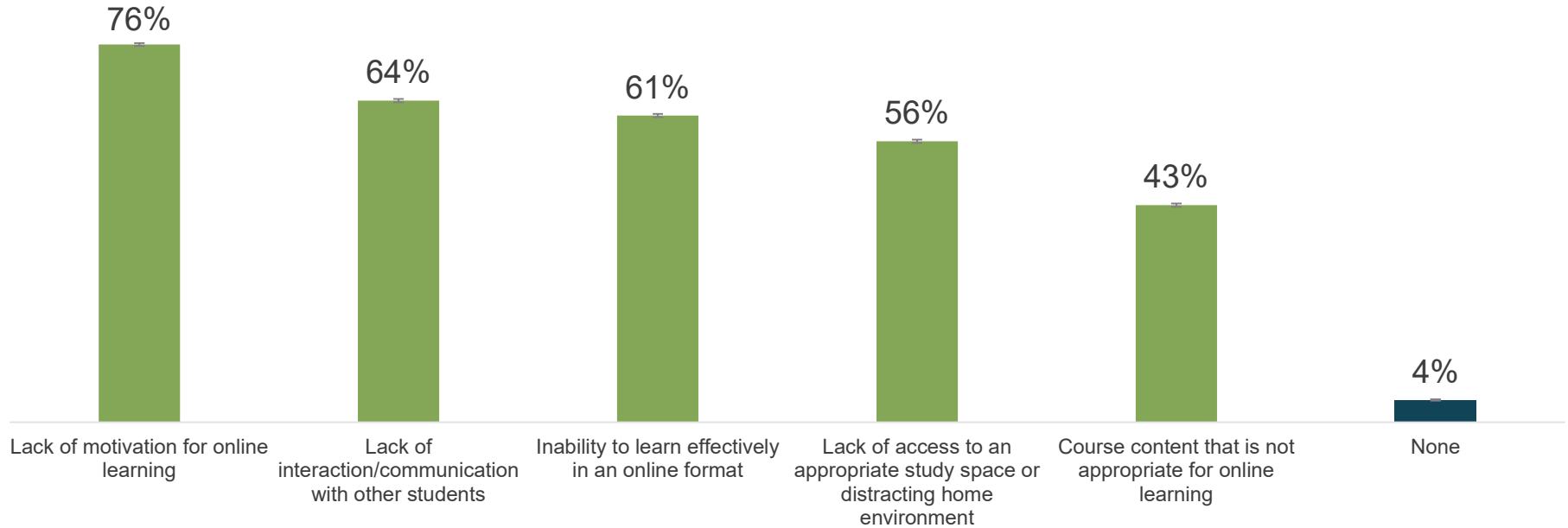
Plans

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These groups were significantly more likely to struggle in **adapting to online instruction** compared to their peers:

- Black or African American students, Latinx students
- Low-income and working-class students
- Students majoring in physical sciences, social sciences, humanities and performing arts
- Transgender and non-binary students
- Gay, lesbian, bisexual, queer, and pansexual students
- Students with a learning disability, cognitive disability, or emotional/mental health disability or disorder
- Students responsible caring for children or other adults
- Students who had never taken an online course before the pandemic

Top Five Obstacles to Remote Learning



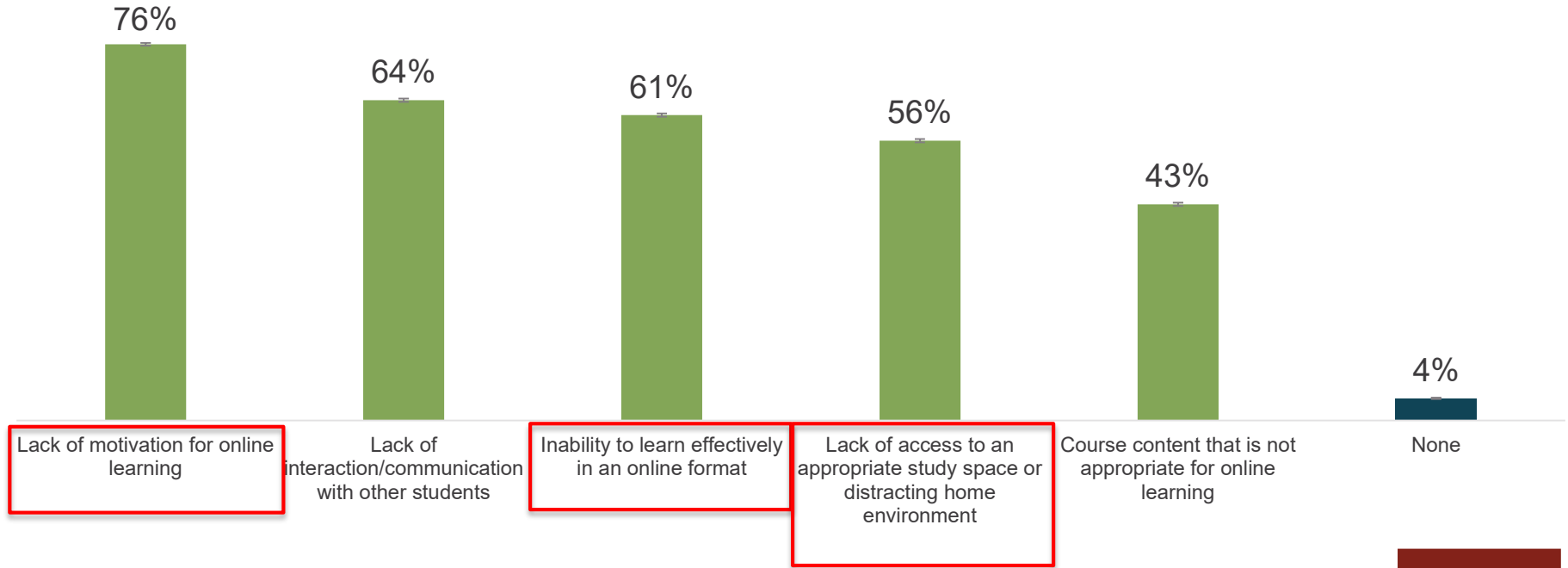
Academic Experience

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Top Five Obstacles to Remote Learning



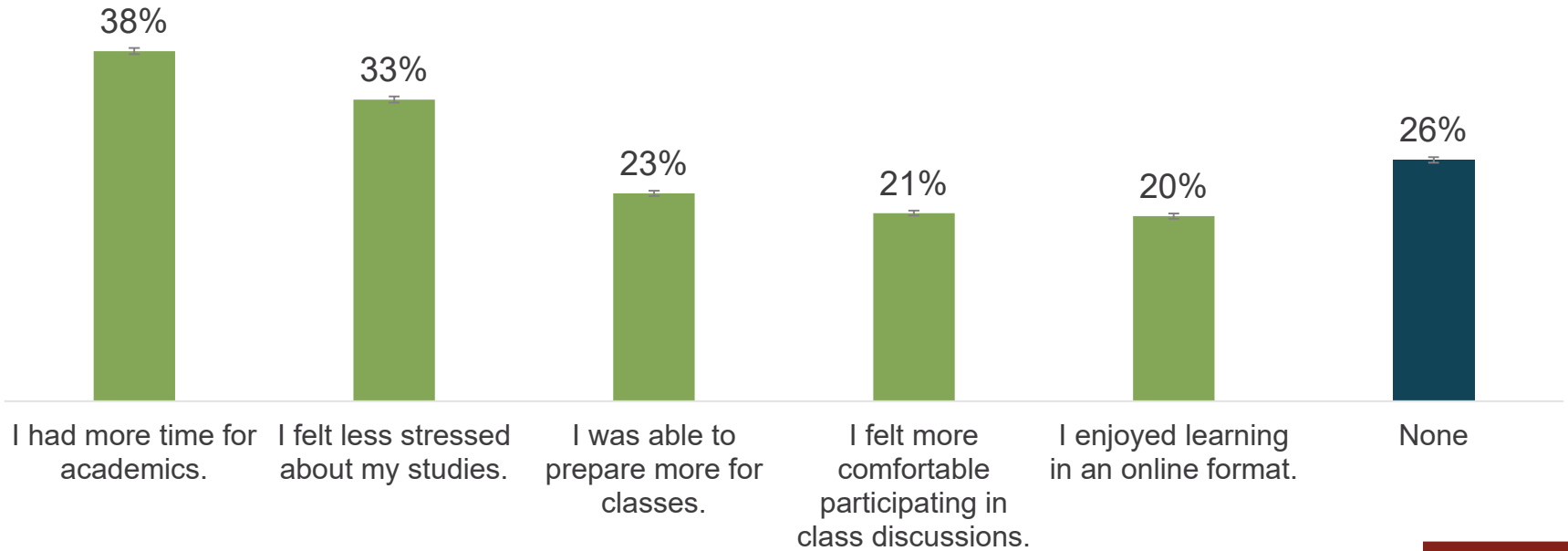
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Top Five Positive Experiences with Remote Learning



Academic Experience

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Health & Wellbeing



36%

Clinically Significant Major Depressive Disorder Symptoms



38%

Clinically Significant Generalized Anxiety Disorder Symptoms



23%

Worried Their Food Would Run Out Before They Had Money to Buy More



37%

Worried They Would Not Have Enough Money to Cover the Cost of Housing



These groups were significantly more likely to experience clinically significant **major depressive disorder symptoms** compared to their peers:

- Black or African American students (43%), Latinx students (41%)
- Low-income or poor students (49%)
- Performing arts and humanities majors (42-49%)
- Non-binary students (66%)
- Transgender students (63%)
- Gay or lesbian (46%), bisexual (51%), queer (60%), asexual (55%), pansexual (56%) students
- Caregivers of children (41%) or other adults (46%)

These groups were significantly more likely to experience clinically significant **generalized anxiety disorder symptoms** compared to their peers:

- Latinx students (43%)
- Women (43%)
- Low-income or poor students (51%), working class students (44%)
- Performing arts and humanities majors (48-53%)
- Non-binary students (67%)
- Transgender students (67%)
- Gay or lesbian students (49%)
- Bisexual (55%) and queer students (64%)
- Caregivers of children (49%) or other adults (44%)

Did you relocate during the COVID-19 pandemic?

- No: 33%
- Yes, to a location within the same state: 50%
- Yes, to a different state: 13%
- Yes, to a different country: 3%
- Other: 1%

Safety



10-15%

Reported it was “never true” or “sometimes true” that they had a place to live:

- that was free from physical/emotional violence or abuse
- that was free from drug or alcohol abuse
- where their identity was respected (e.g., gender, sexual orientation, race/ethnicity)
- where they felt safe and protected

Safety



24%

of international students reported that instances of xenophobia, harassment, or discrimination has been a concern for them

Academic Experience

Health, Wellbeing and Safety

Plans

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Plans for Fall 2020 (if not graduating):

Domestic Students

- Will continue: 91%
- Will not return: 1%
- Undecided: 8%

International Students

- Will continue: 85%
- Will not return: 2%
- Undecided: 13%

Do you expect the COVID-19 pandemic to **delay the semester or term you intended to graduate?**

- No: 52%
- Yes: 12%
- I don't know: 36%

GRADUATE AND PROFESSIONAL STUDENTS' EXPERIENCES

Land Acknowledgement

The University of Minnesota, Twin Cities is located on traditional, ancestral, and contemporary lands of Indigenous people. The University resides on Dakota land ceded in the Treaties of 1837 and 1851.

Today, the state of Minnesota is home to twelve federally and non-federally recognized indigenous nations including five Dakota Nations and seven Ojibwe Nations. Those nations include the Prairie Island Indian Community, Shakopee Mdewakanton Indian Community, Lower Sioux Indian Community, Upper Sioux Community, Mendota Mdewakanton Tribal Community, Bois Forte Band of Chippewa, Red Lake Nation, Leech Lake Band of Ojibwe, Mille Lacs Band of Ojibwe, White Earth Nation, Fond du Lac Band of Ojibwe, and Grand Portage Band of Lake Superior Chippewa.

Equity in Assessment Practices

In addition, I live six blocks from where George Floyd was murdered and two blocks south of Lake Street/Hiawatha in South Minneapolis, where many of our community shops, restaurants, and buildings were destroyed. George Floyd's final words force us to confront the undeniable evidence of systemic racism and violence against Black communities. As researchers, policymakers, administrators, and faculty in higher education, we cannot look away.

We must listen, learn, support, and advocate members of Black communities, Indigenous communities, and communities of color who continue to experience the damaging effects of historical trauma, oppression, and systemic racism.

We must also embed equity-minded practices within our assessment of students' experiences. I encourage you to view a recent webinar offered by ACPA on this topic: <https://www.myacpa.org/acpa2go>

Graduate and Professional Students Sample

- 0.6% transgender, 1.0% non-binary, 37.9% male, **59.2% female**
- 0.6% asexual, 0.7% questioning, 1.1% pansexual, 2.2% queer, 4.2% gay or lesbian, 5.6% bisexual, 6.0% prefer not to answer or self-describe, **79.6% straight**
- 25.6% first-generation, **74.4% continuing generation**
- 7.8% low-income or poor, 21.7% working-class, **42.6% middle-class**, 26.5% upper-middle or professional-middle class, 1.4% wealthy
- 2.3% learning disability, 2.7% physical disability, 4.5% cognitive or neurological disability, **23.2% emotional or mental health disorder or disability**
- Only reported from two schools so far: 0.4% American Indian or Alaskan Native, 5.6% Asian, 2.3% Black or African American, 11.4% Latinx, 4.6% multiracial, 0.4% Hawaiian or Pacific Islander, **74.1% White**, 1.5% unknown
- **18.5% international students**

Academic Experiences



43%

**Had Never
Taken an Online
Class Before
the Pandemic**



76%

**Are Satisfied
with their Online
Experience**



88%

**Are Satisfied
with Support
from Instructors**



64%

**Adapted Well to
Online
Instruction**

Academic Experiences

Health, Wellbeing, & Safety

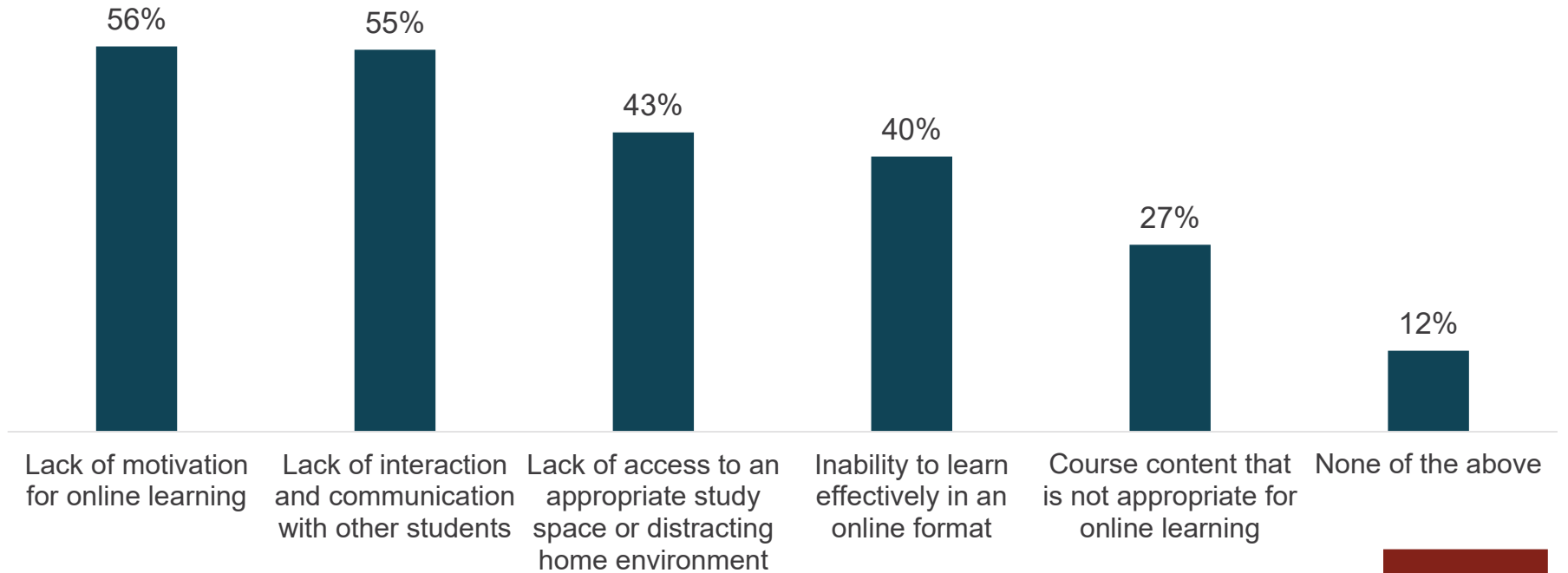
Future Plans

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COVID-19
SURVEY

These groups were significantly more likely to struggle in **adapting to online instruction** compared to their peers:

- Students who had never taken an online course before the pandemic
- Transgender and non-binary students
- Bisexual, queer, and pansexual students
- Students with a learning disability, cognitive disability, or emotional/mental health disability or disorder
- Low-income and working-class students
- Students of color

Top Five Obstacles to Remote Learning



Academic Experiences

Health, Wellbeing, & Safety

Future Plans

SERU
COVID-19
SURVEY

Obstacles to Degree Progress



51%

Lack of Access to an Appropriate Study Space or Distracting Home Environment



40%

Inability to Conduct Research



33%

Inability to Attend Professional Conferences



25%

Need to Provide Additional Care for Yourself or a Family Member

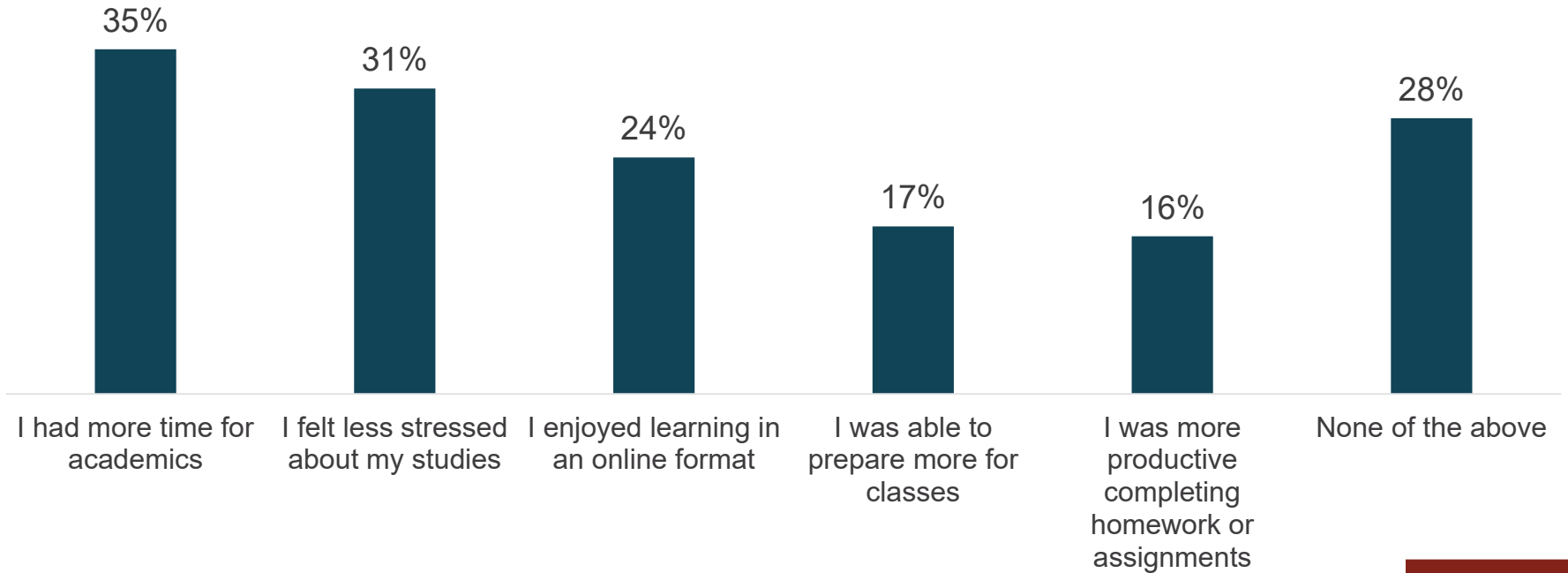
Academic Experiences

Health, Wellbeing, & Safety

Future Plans

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COVID-19
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Top Five Positive Experiences with Remote Learning



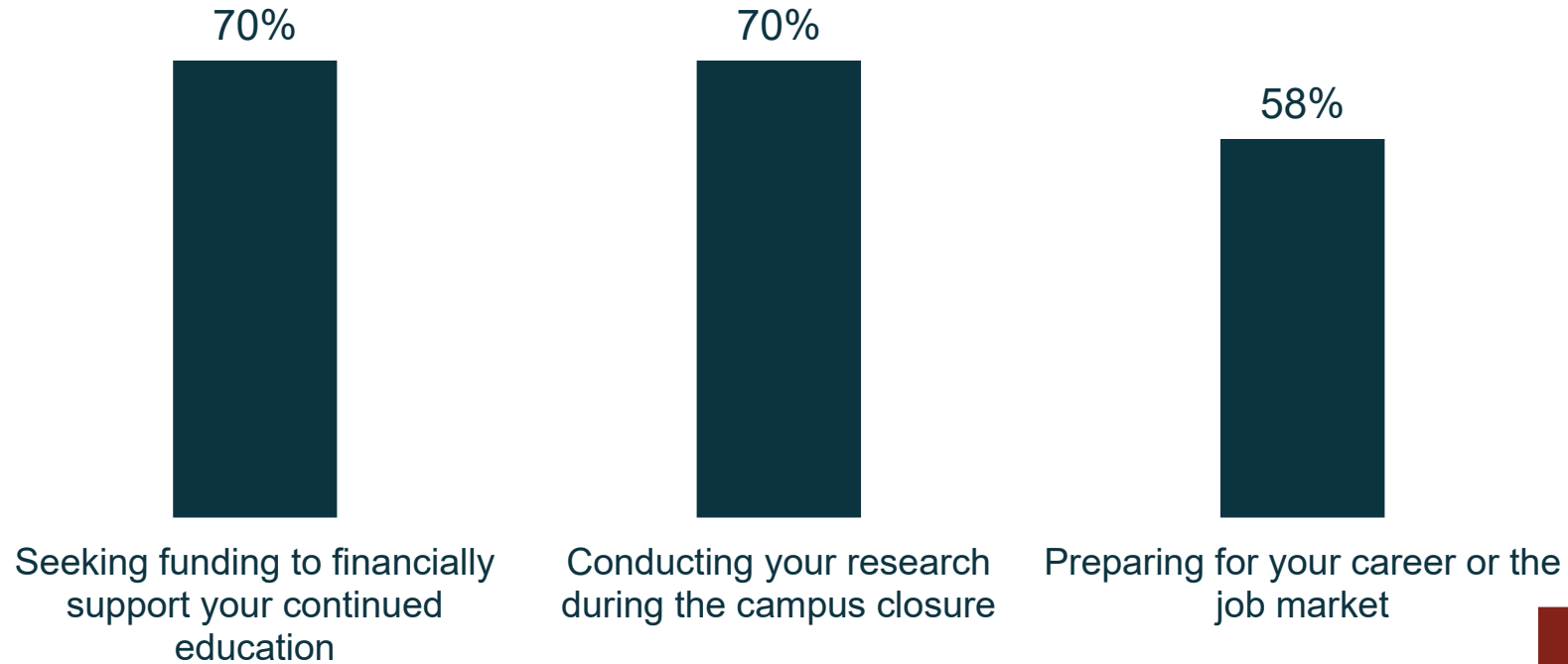
Academic Experiences

Health, Wellbeing, & Safety

Future Plans

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SURVEY

Satisfaction with Advisor or Faculty Mentor's Support...



Academic Experiences

Health, Wellbeing, & Safety

Future Plans

SERU
COVID-19
SURVEY

Health & Wellbeing



31%

Clinically Significant Major Depressive Disorder Symptoms



38%

Clinically Significant Generalized Anxiety Disorder Symptoms



20%

Worried Their Food Would Run Out Before They Had Money to Buy More



36%

Worried They Would Not Have Enough Money to Cover the Cost of Housing



Academic Experiences



Health, Wellbeing, & Safety



Future Plans

These groups were significantly more likely to experience clinically significant **major depressive disorder symptoms** compared to their peers:

- International students (36%)
- Non-binary students (54.8%)
- Transgender students (53.5%)
- Bisexual students (45.2%)
- Queer students (51.55%)
- Low-income or poor students (40.2%)

These groups were significantly more likely to experience clinically significant **generalized anxiety disorder symptoms** compared to their peers:

- Women (41.2%)
- Non-binary students (63.5%)
- Transgender students (67.5%)
- Gay or lesbian students (46.5%)
- Bisexual and queer students (60.5% each)
- Caregivers of other adults (44.2%)
- Low-income or poor students (46.3%)

Did you relocate during the COVID-19 pandemic?

- No: 77%
- Yes, to a location within the same state: 10%
- Yes, to a different state 10%
- Yes, to a different country 1%
- Other: 1%

Safety



~10%

Reported it was “never true” or “sometimes true” that they had a place to live

- that was free from physical/emotional violence or abuse
- that was free from drug or alcohol abuse
- where their identity was respected (e.g., gender, sexual orientation, race/ethnicity)
- where they felt safe and protected

Safety



29%

of international students reported that instances of xenophobia, harassment, or discrimination has been a concern for them

Plans for Fall 2020 (if not graduating):

Domestic Students

- Will continue: 95%
- Will not return: 1%
- Undecided: 4%

International Students

- Will continue: 96%
- Will not return: 1%
- Undecided: 4%

Do you expect the COVID-19 pandemic to **delay the semester or term you intended to graduate?**

- No: 42%
- Yes: 23%
- I don't know: 35%

Forthcoming SERU COVID-19 Survey Policy Briefs:

- Students' financial concerns
- Students' safety in their current housing situation
- International students' experiences
- Health and wellbeing analyses (e.g., mental health, food and housing insecurity)
- Overall disparate impacts
- Engagement and belonging
- Students' volunteerism and community engagement

THANK YOU!