



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

SERU: Organizing Common Interest



**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

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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
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University of Minnesota
University of North Carolina
University of Oregon
University of Pittsburgh
University of Texas
University of Wisconsin-Milwaukee
University of Illinois at Urbana-Champaign
University of Washington



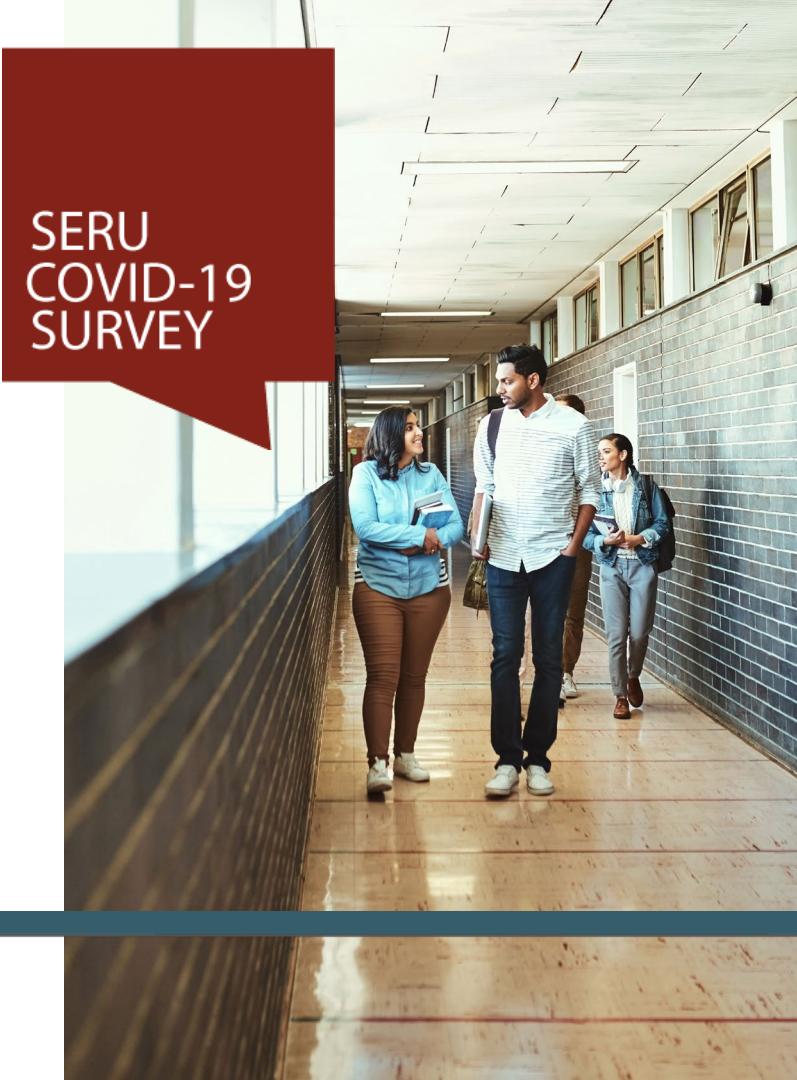
SERU International Division

Lund University
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Hiroshima University
Japan
HSE University Moscow
Russia
Osaka University
Japan
Utrecht University
Netherlands
Bremen University
Germany
University of Göttingen
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China
Nanjing University
China
Tongji University
China
Hunan University
China

Students' Experiences During the COVID-19 Pandemic

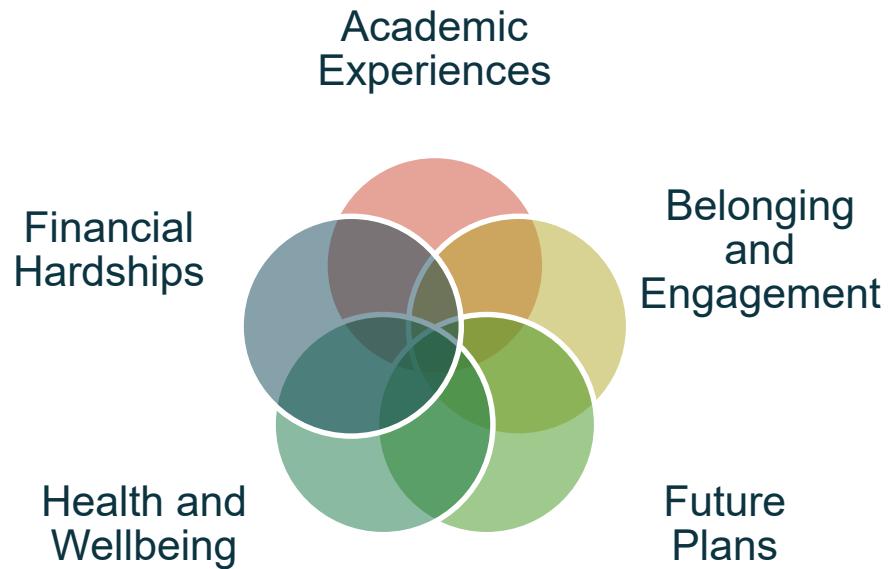
Igor Chirikov, PhD (he/him)
University of California, Berkeley

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



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

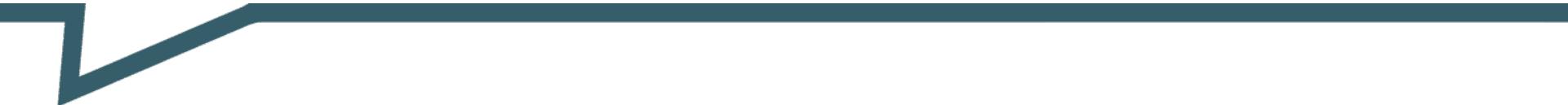
Key Takeaways from the SERU COVID-19 Survey

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



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



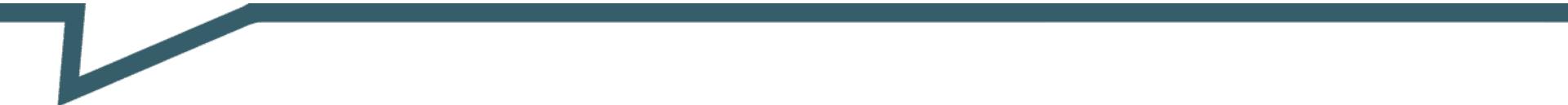
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3. Students' mental and physical health, wellbeing, and safety were negatively impacted by the pandemic
4. Undergraduates' experiences are very similar to graduate and professional students' experiences



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



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COVID-19
SURVEY

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

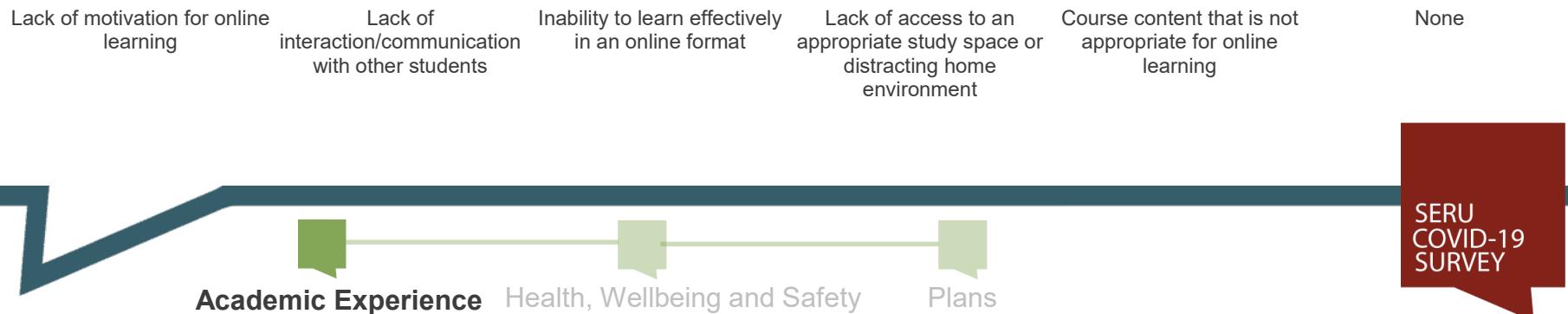
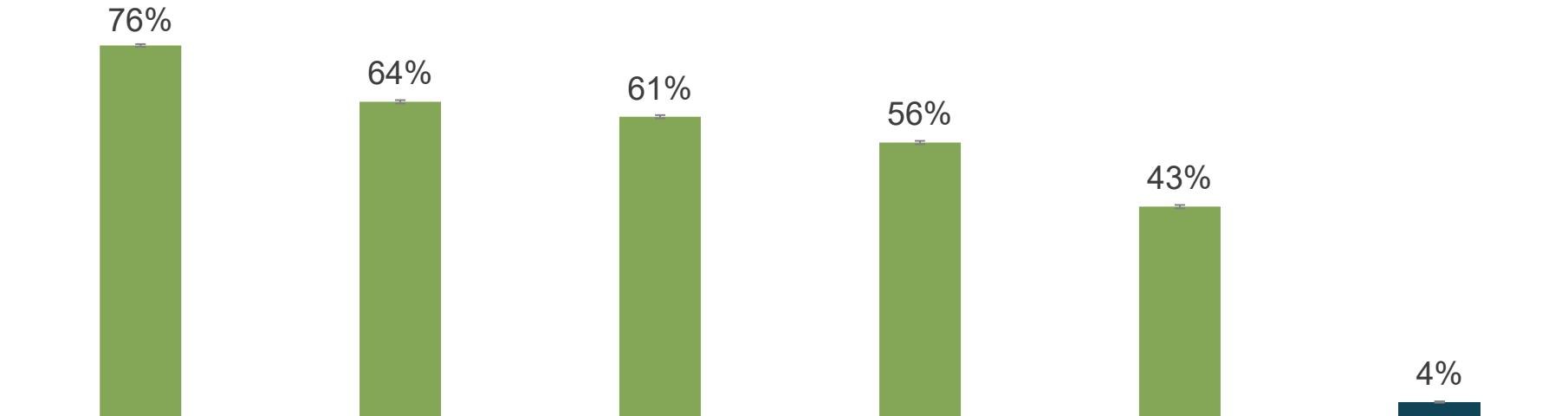
Academic Experience

Health, Wellbeing and Safety

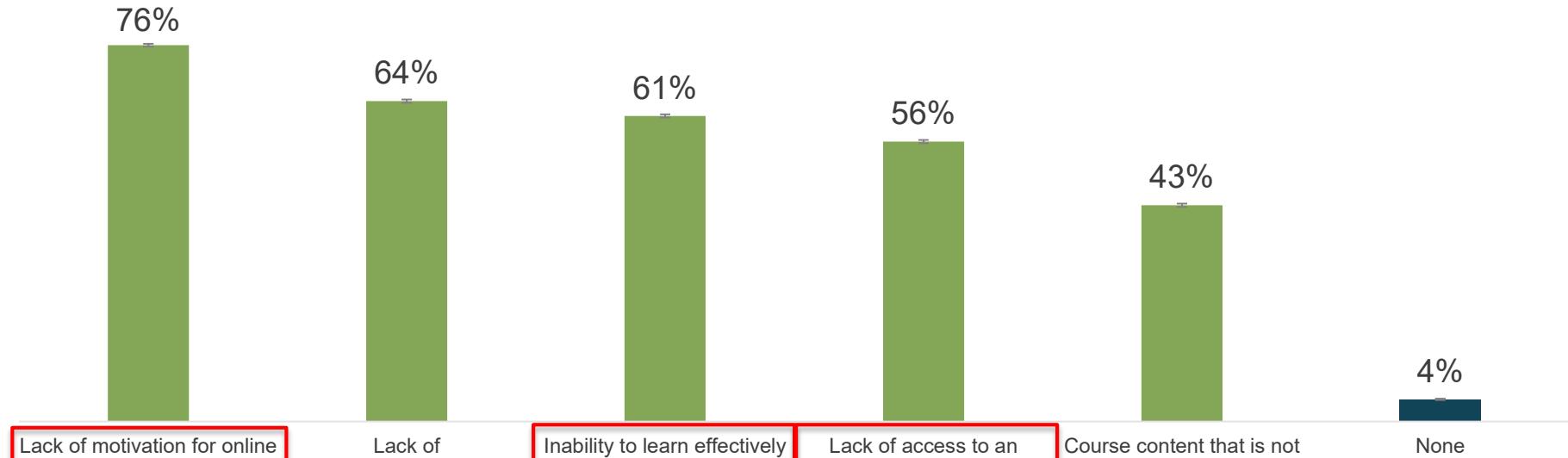
Plans

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SURVEY

Top Five Obstacles to Remote Learning



Top Five Obstacles to Remote Learning



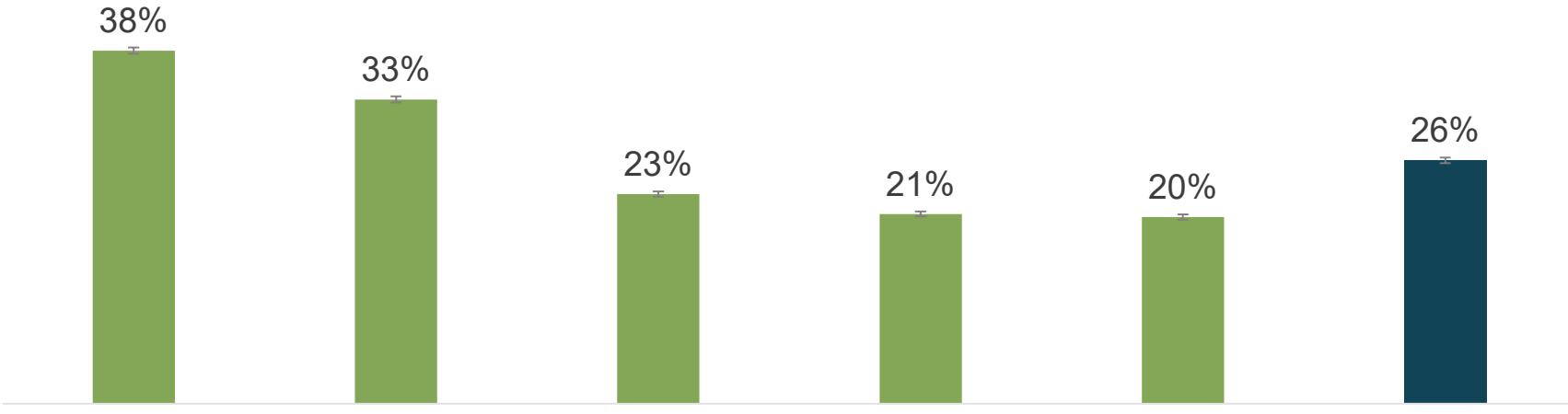
Academic Experience

Health, Wellbeing and Safety

Plans

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COVID-19
SURVEY

Top Five Positive Experiences with Remote Learning



I had more time for
academics.

I felt less stressed
about my studies.

I was able to
prepare more for
classes.

I felt more
comfortable
participating in
class discussions.

I enjoyed learning
in an online format.

None

Academic Experience

Health, Wellbeing and Safety

Plans

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COVID-19
SURVEY

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

Academic Experience

Health, Wellbeing and Safety

Plans

SERU
COVID-19
SURVEY

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%)

Academic Experience

Health, Wellbeing and Safety

Plans

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COVID-19
SURVEY

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%)

Academic Experience

Health, Wellbeing and Safety

Plans

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SURVEY

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%

Academic Experience

Health, Wellbeing and Safety

Plans

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COVID-19
SURVEY

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

Academic Experience

Health, Wellbeing and Safety

Plans

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COVID-19
SURVEY

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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COVID-19
SURVEY

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%

Academic Experience

Health, Wellbeing and Safety

Plans

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COVID-19
SURVEY

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%

Academic Experience

Health, Wellbeing and Safety

Plans

SERU
COVID-19
SURVEY

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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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

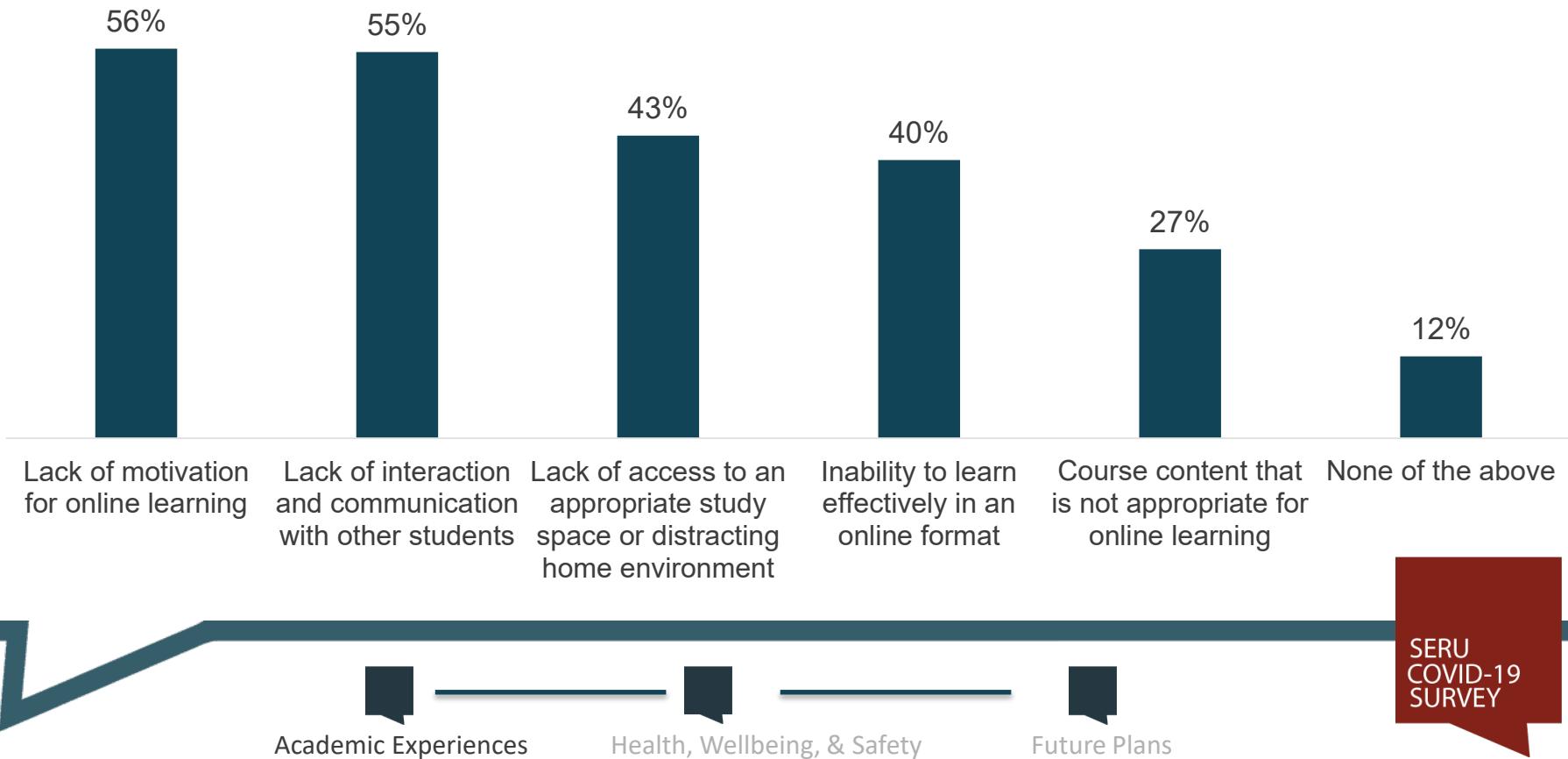
Academic Experiences

Health, Wellbeing, & Safety

Future Plans

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COVID-19
SURVEY

Top Five Obstacles to Remote Learning



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



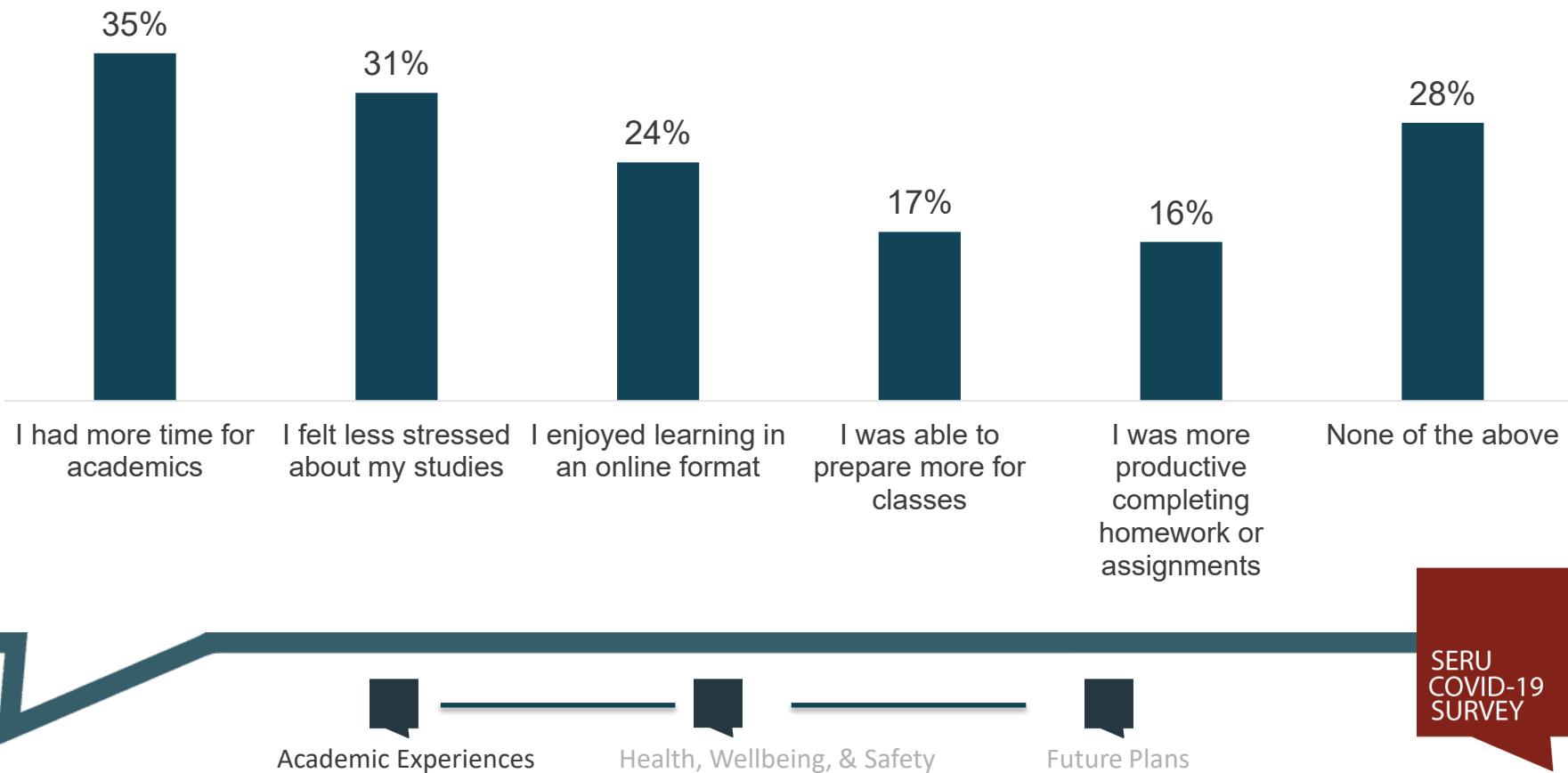
25%

Need to Provide
Additional Care
for Yourself or a
Family Member

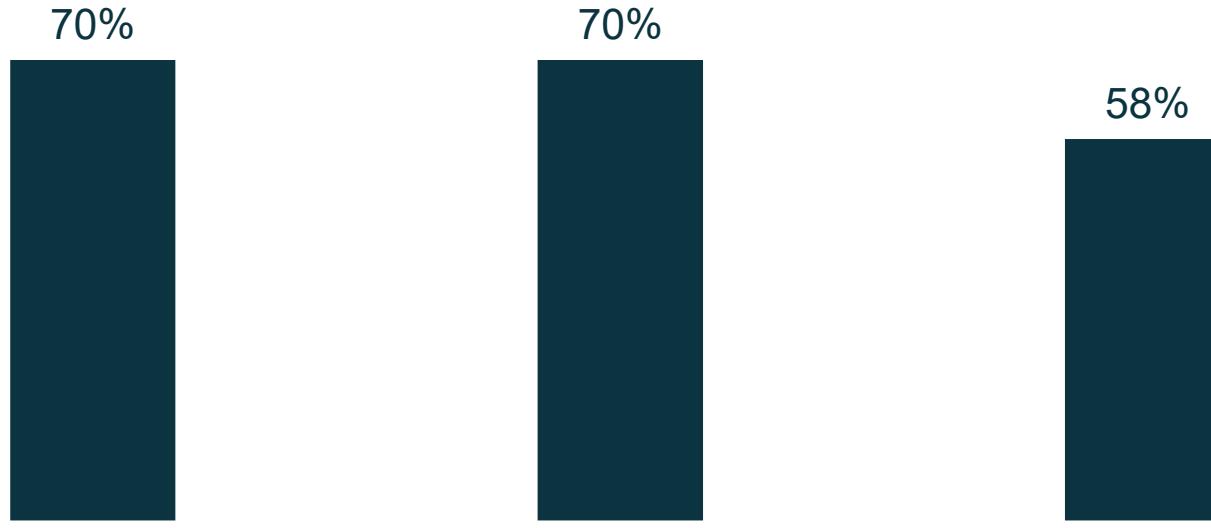


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SURVEY

Top Five Positive Experiences with Remote Learning



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



Seeking funding to financially support your continued education

Conducting your research during the campus closure

Preparing for your career or the job market



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



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%)

Academic Experiences

Health, Wellbeing, & Safety

Future Plans

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%)

Academic Experiences

Health, Wellbeing, & Safety

Future Plans

SERU
COVID-19
SURVEY

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%

Academic Experiences

Health, Wellbeing, & Safety

Future Plans

SERU
COVID-19
SURVEY

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

Academic Experiences

Health, Wellbeing, & Safety

Future Plans

SERU
COVID-19
SURVEY

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%

Academic Experiences

Health, Wellbeing, & Safety

Future Plans

SERU
COVID-19
SURVEY

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%

Academic Experiences

Health, Wellbeing, & Safety

Future Plans

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COVID-19
SURVEY

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!