

U-M student experiences during the Fall 2020 public health-informed semester

Contact information:

*Janel Sutkus, PhD, Director of Student Life Assessment and Research
jsutkus@umich.edu*

UPDATED 10/26/20

INTRODUCTION

This report describes the findings from two data collections designed to support planning and decision-making for the Winter 2021 semester:

- 1) a survey of all degree-seeking students administered October 16-20
- 2) a set of five focus groups of undergraduate housing residents conducted October 13-15

I have organized the report to include a narrative summary of findings that is supported with statistical tables and data visualizations. Given the limited amount of time available to the decision-makers, I have kept the narrative brief, and have used visual aids such as sorting, color-coding, and conditional formatting to draw attention to the patterns found in the data. Focus groups findings are woven in where relevant.

The results are shown first for curricular constructs, then for co-curricular constructs. I disaggregated all results by degree level (undergraduate, Master's, doctoral, and professional), and for several of the curricular constructs I have further disaggregated by respondent college. I created regression models for many constructs in order to understand whether or how students are having differing experiences or have differing needs. Each model considers the relationships between a specific construct and a set of student characteristics. I describe the results as comparisons between students in traditionally underrepresented or marginalized populations and their peers - women compared to men, underrepresented race compared to majority race, first-generation compared to continuing-generation, and students with family incomes below the national median compared to those above the national median. I constructed the median income variable using the estimated family income ranges available in the University's Third Week Count dataset. The model type depends upon the shape of the relevant construct, as many are skewed or even linear. All regression assumptions were met and the determination of statistical significance is consistent with the standards of educational research. Again, in order to facilitate a quick read among decision-makers, I present regression results in narrative form without typical statistical values. I will generally describe patterns of results rather than individual results and will compare and contrast where appropriate. Only statistically-significant results will be presented.

With the exception of the hypothetical items for Winter 2020/21 plans, which were the last items on the survey, the results are shown in survey order and the stem and response options are provided verbatim.

SUMMARY OF FINDINGS

POTENTIAL WINTER 2021 PLANS AMONG ALL U-M STUDENTS

If the Winter 2021 semester is the same format as the Fall 2020 semester, at least 85% of each degree level intends to remain enrolled. Undergraduates are least certain, with 11% unsure of their plans. No more than 4% of any degree level intends to take semester off.

Uncertainty and intent to take the semester off increase if the Winter 2021 is fully remote, with 17% percent of undergraduates uncertain and 8% planning to take the semester off. Doctoral students intend to remain enrolled at nearly the same rate for either scenario - 92% for the same as Fall 2020 and 93% for remote.

These items include response options for remaining enrolled and living in university housing, remaining enrolled and living in A2 or a nearby community, and living elsewhere. Therefore, selecting 'not sure' could be interpreted as either 'not sure of enrollment decision' or 'remaining enrolled but not sure of living situation.' The focus group results provide insight for undergraduates, as those students intend to remain enrolled, but were uncertain of (and had great anxiety around) where they would live. The general sentiment was they would prefer not to go back to their permanent residences, which they described as distracting and not conducive to a positive learning environment.

Women have lower odds than men of taking the semester off in either Winter 2021 scenario. No other student characteristics affect the odds of not enrolling in Winter 2021.

POTENTIAL WINTER 2021 PLANS COMPARED TO FALL 2020 LIVING SITUATION

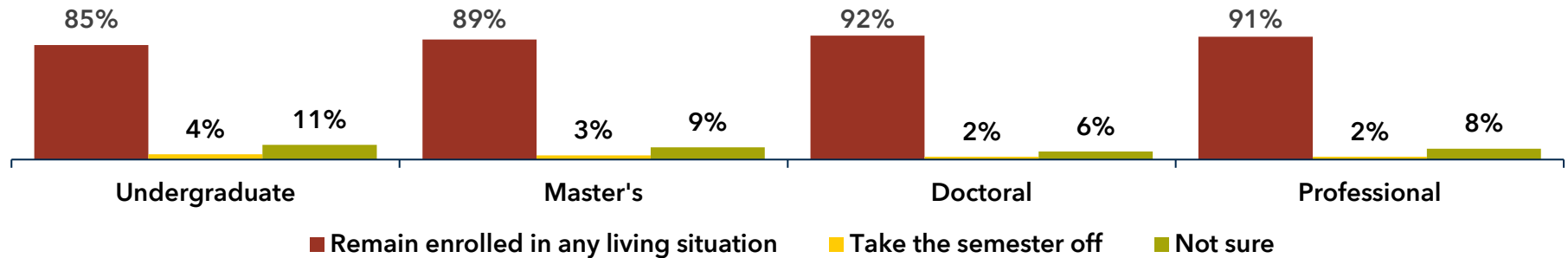
Considering the Fall 2020 living situation in conjunction with their Winter intentions, 21% of undergraduates who live in university housing either plan to move out of housing, take the semester off, or are unsure of what they will do if the Winter 2021 semester is the same as Fall 2020. If Winter 2021 is fully remote, taking the semester off increases by 6 percentage points and uncertainty increases by 14 points.

The differences between a public health-informed and a remote Winter 2021 semester are similar for Master's, doctoral, and professional students. For Master's and doctoral students, the proportion of students who live in housing and intend to remain enrolled drops by 7-8 points from a public health-informed Winter semester to a fully remote winter semester. For professional students it drops by 20 points.

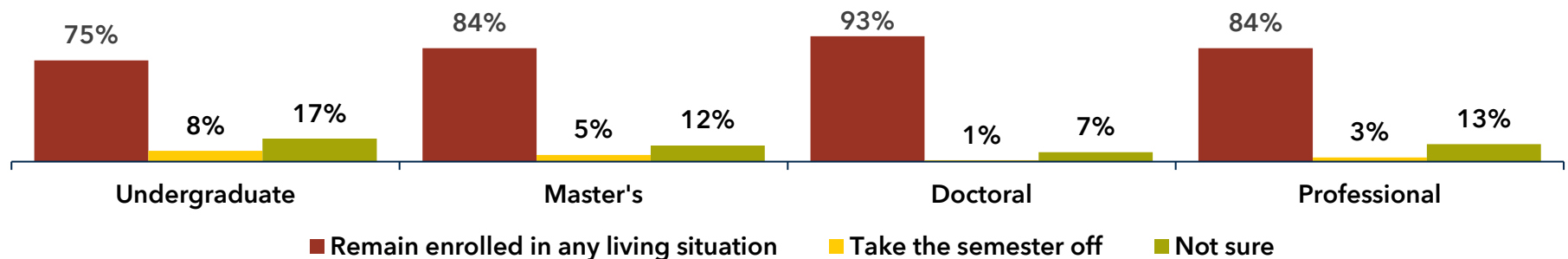
In general, students who already live outside of A2 or nearby communities have the smallest differences between their plans for either format of the Winter semester.

POTENTIAL WINTER 2021 PLANS AMONG ALL U-M STUDENTS

If the format of the Winter 2021 semester is the same as the Fall 2020 semester, what are you most likely to do?					
Degree Level	Remain enrolled and live in University housing	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
Undergraduate	24%	46%	15%	4%	11%
Master's	6%	55%	28%	3%	9%
Doctoral	11%	67%	14%	2%	6%
Professional	9%	57%	25%	2%	8%

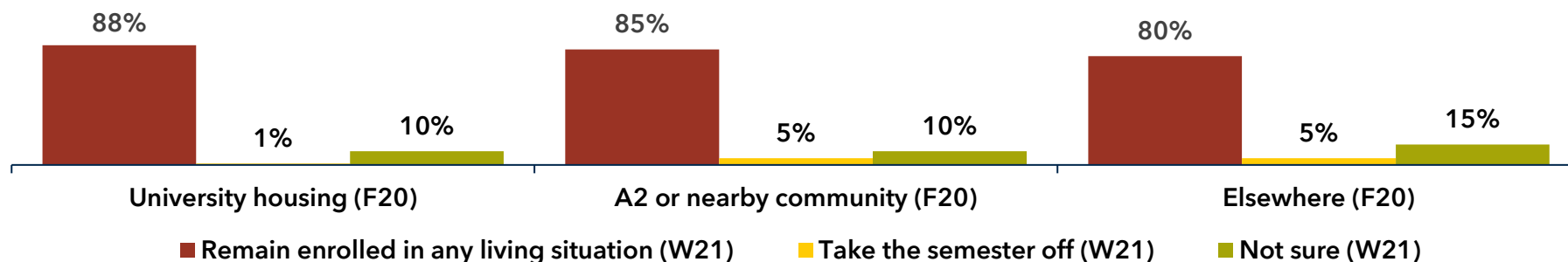


If the format of the Winter 2021 semester is fully remote, what are you most likely to do?				
Degree Level	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
Undergraduate	45%	30%	8%	17%
Master's	50%	34%	5%	12%
Doctoral	73%	20%	1%	7%
Professional	52%	32%	3%	13%

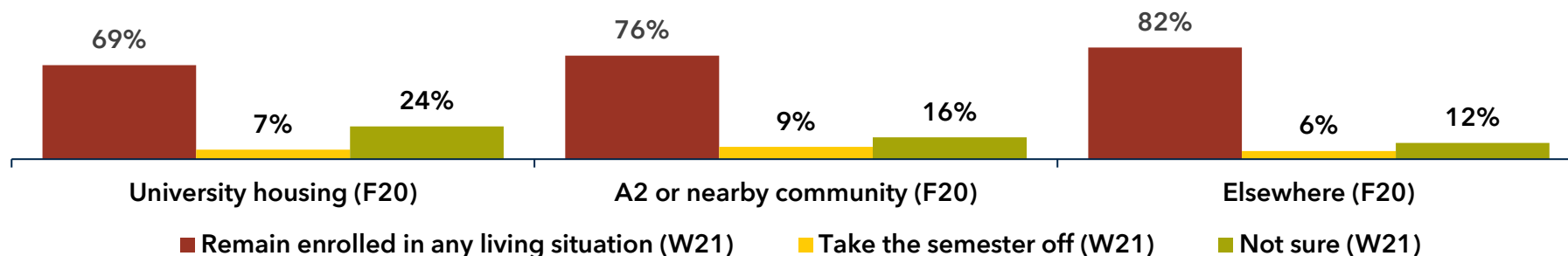


POTENTIAL WINTER 2021 PLANS COMPARED TO FALL 2020 LIVING SITUATION AMONG UNDERGRADUATE STUDENTS

	If the format of the Winter 2021 semester is the same as the Fall 2020 semester, what are you most likely to do?				
Fall 2020 living situation	Remain enrolled and live in University housing	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
University housing	79%	3%	6%	1%	10%
A2 or nearby community	1%	80%	4%	5%	10%
Elsewhere	5%	10%	65%	5%	15%

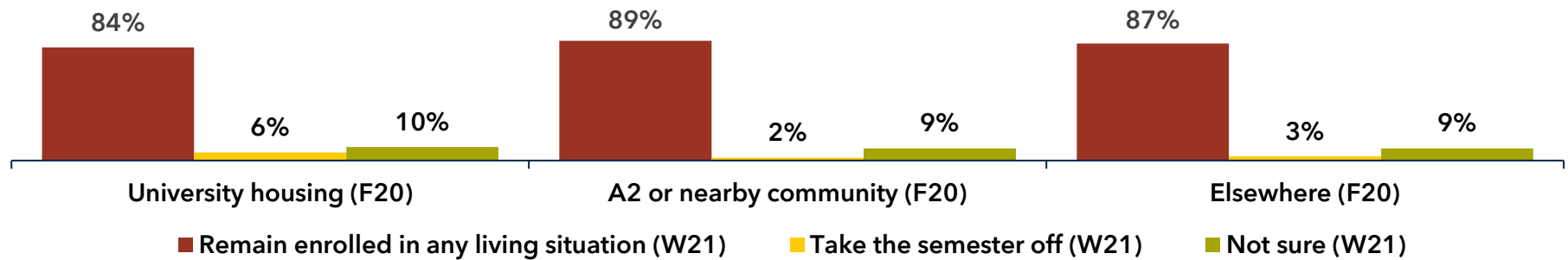


	If the format of the Winter 2021 semester is fully remote, what are you most likely to do?			
Fall 2020 living situation	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
University housing	29%	40%	7%	24%
A2 or nearby community	67%	9%	9%	16%
Elsewhere	6%	76%	6%	12%

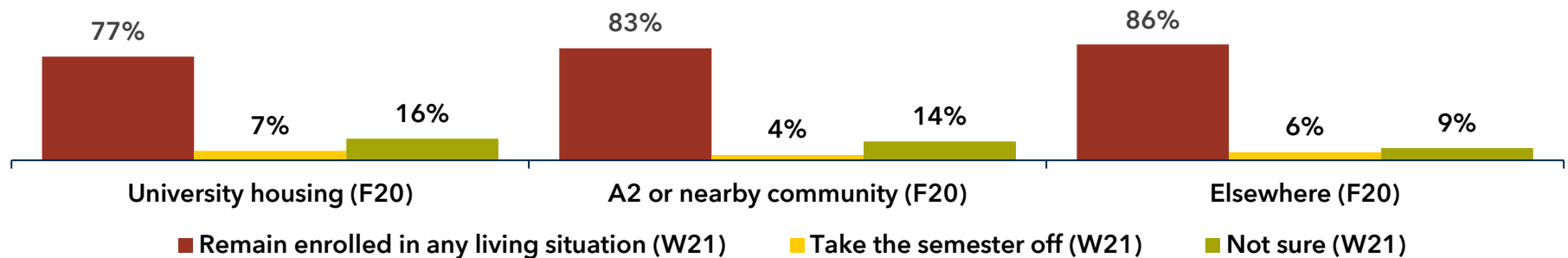


POTENTIAL WINTER 2021 PLANS COMPARED TO FALL 2020 LIVING SITUATION AMONG MASTER'S STUDENTS

	If the format of the Winter 2021 semester is the same as the Fall 2020 semester, what are you most likely to do?				
Fall 2020 living situation	Remain enrolled and live in University housing	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
University housing	75%	3%	6%	6%	10%
A2 or nearby community	0%	82%	7%	2%	9%
Elsewhere	2%	9%	76%	3%	9%

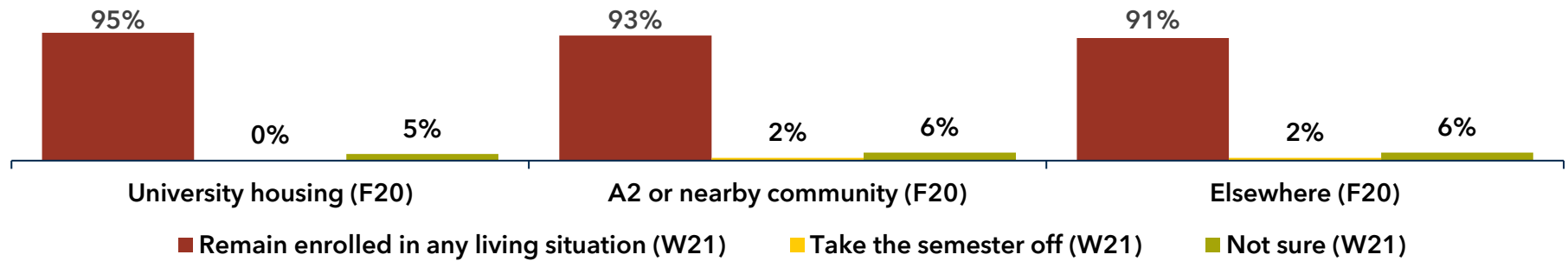


	If the format of the Winter 2021 semester is fully remote, what are you most likely to do?			
Fall 2020 living situation	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
University housing	59%	18%	7%	16%
A2 or nearby community	70%	13%	4%	14%
Elsewhere	6%	80%	6%	9%

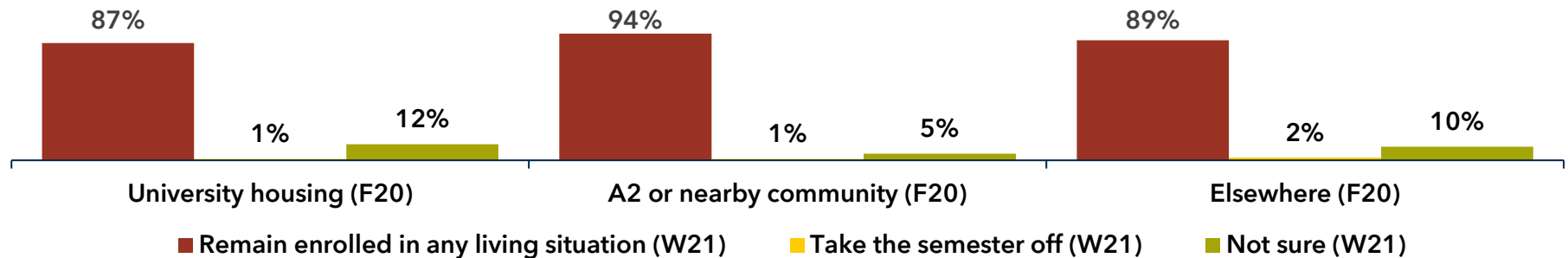


POTENTIAL WINTER 2021 PLANS COMPARED TO FALL 2020 LIVING SITUATION AMONG DOCTORAL STUDENTS

	If the format of the Winter 2021 semester is the same as the Fall 2020 semester, what are you most likely to do?				
Fall 2020 living situation	Remain enrolled and live in University housing	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
University housing	89%	1%	5%	0%	5%
A2 or nearby community	0%	89%	4%	2%	6%
Elsewhere	4%	11%	76%	2%	6%

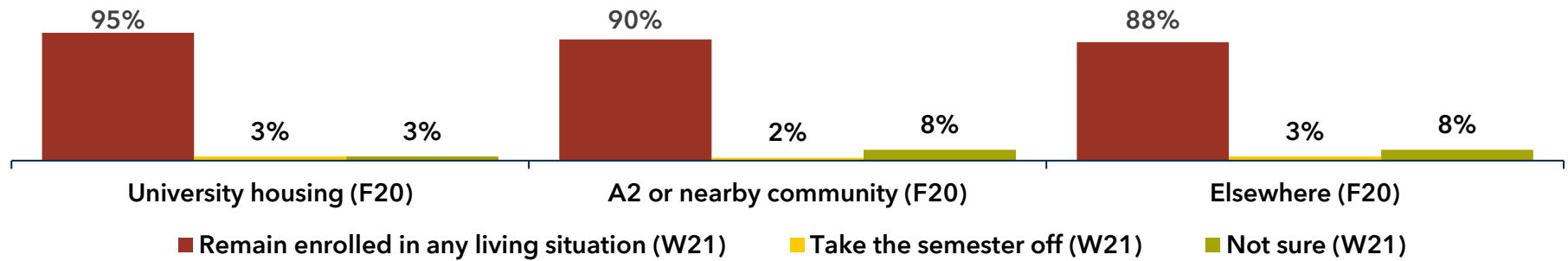


	If the format of the Winter 2021 semester is fully remote, what are you most likely to do?			
Fall 2020 living situation	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
University housing	77%	10%	1%	12%
A2 or nearby community	84%	10%	1%	5%
Elsewhere	10%	79%	2%	10%

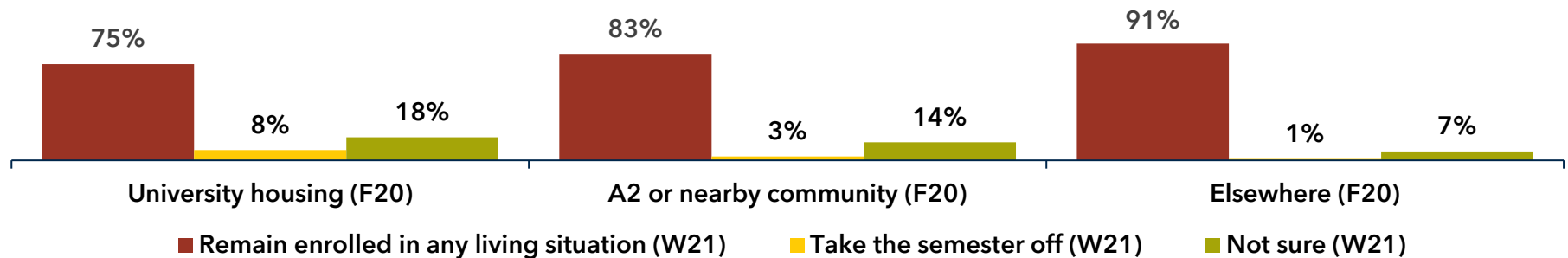


POTENTIAL WINTER 2021 PLANS COMPARED TO FALL 2020 LIVING SITUATION AMONG PROFESSIONAL STUDENTS

	If the format of the Winter 2021 semester is the same as the Fall 2020 semester, what are you most likely to do?				
Fall 2020 living situation	Remain enrolled and live in University housing	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
University housing	80%	5%	10%	3%	3%
A2 or nearby community	0%	85%	5%	2%	8%
Elsewhere	2%	4%	82%	3%	8%



	If the format of the Winter 2021 semester is fully remote, what are you most likely to do?			
Fall 2020 living situation	Remain enrolled and live in A2 or nearby community	Remain enrolled and live elsewhere	Take the semester off	Not sure
University housing	45%	30%	8%	18%
A2 or nearby community	71%	12%	3%	14%
Elsewhere	6%	85%	1%	7%



SUMMARY OF FINDINGS

FALL 2020 IN-PERSON AND REMOTE ACADEMIC EXPERIENCES

Slightly more than half of **undergraduates** have a course that offers an in-person experience in Fall 2020. Among those students, two-thirds had a remote option and used it, and one-quarter had a remote option and did not use it. In-person experiences ranged from 28% for students enrolled in Public Health and 100% for students enrolled in Dental Hygiene. It is important to note that the in-person experiences could be in any college, and should not be assumed to be in the college in which each respondent is enrolled.

With the exception of Dental Hygiene and Nursing, both substantially enhanced by an in-person experience, at least half of students who had the option to attend an in-person session remotely did so.

Reasons for attending remotely rather than in person had similar patterns across colleges. The most influential reasons for doing so were concern for peer and instructors' health and concern for one's own health. The least influential reason by far was feeling pressured by others to avoid in-person courses. The survey results are very much in line with the undergraduate focus group results, particularly the low instances of feeling pressured to avoid the in-person experiences.

Women are more influenced to attend remotely than men by all reasons related to health, concern for potentially triggering a university shutdown, and concern the university does not have enough safety measures in place.

Students of underrepresented races are more influenced to attend remotely than students of majority races by concern for peer, instructor, and family health, concern for potentially triggering a university shutdown, and concern the university does not have enough safety measures in place.

First-generation students more influenced to attend remotely than continuing-generation students by the convenience of the remote option, concern for family health, and concern the university does not have enough safety measures in place.

Students with family incomes below the national median are more influenced to attend remotely than students with family incomes above the national median by concern for their own health, concern for family health, and concern the university does not have enough safety measures in place.

Nearly 60% of **Master's students** have a course that offers an in-person experience in Fall 2020. Among those students, 81% had a remote option and used it, and 16% had a remote option and did not use it. In-person experiences ranged from 22% for students enrolled in Education and Information and 89% in Public Policy.

With the exception of Music, Theatre, and Dance, substantially enhanced by an in-person experience, at least 60% of students who had the option to attend an in-person session remotely did so.

The pattern of reasons for attending remotely rather than in person are similar across colleges and similar to undergraduate students.

Women are more influenced to attend remotely than men by all reasons related to health, concern for potentially triggering a university shutdown, and concern the university does not have enough safety measures in place.

Students of underrepresented races are more influenced to attend remotely than students of majority races by concern the university does not have enough safety measures in place.

Students with family incomes below the national median are more influenced to intend remotely than students with family incomes above the national median by concern for potentially triggering a university shutdown and concern the university does not have enough safety measures in place.

Only one-quarter of **doctoral students** have a course that offers an in-person experience, but 82% had a remote option that they used. In-person experiences ranged from 6% for students enrolled in Education to 45% for students enrolled in Kinesiology. Most colleges had too few respondents to allow for individual analysis.

Women are more influenced to attend remotely than men by concern for their own, peer and instructor health, concern for potentially triggering a university shutdown, and concern the university does not have enough safety measures in place.

Students with family incomes below the national median are more influenced to attend remotely than students with family incomes above the national median by pressure from others to avoid in-person courses.

Three-quarters of **professional students** have a course that offers an in-person experience in Fall 2020. Among those students, two-thirds had a remote option and used it, and 14% had a remote option and did not use it. At least two-thirds of students in each college had a course with an in-person experience. Unlike other degree levels, it is reasonable to assume that in-person courses for professional students are in their schools.

Women are more influenced to attend remotely than men by all reasons related to health, concern for potentially triggering a university shutdown, and concern the university does not have enough safety measures in place.

Students of underrepresented races are more influenced to attend remotely than students of majority races by concern for family health, and less influenced by concern the university does not have enough safety measures in place.

Students with family incomes below the national median are less influenced than students with family incomes above the national median by concern for their own health and concern for potentially triggering a university shutdown.

FALL 2020 IN-PERSON AND REMOTE ACADEMIC EXPERIENCES AMONG UNDERGRADUATE STUDENTS

Respondent College	Do any of your Fall 2020 courses offer an in-person experience?			
	Yes	Yes, and I have attended remotely	Yes, but I have not attended remotely	No
All Undergraduate Students	54%	66%	24%	10%
Architecture and Urban Planning	31%	92%	8%	0%
Dental Hygiene	100%	33%	0%	67%
Education	34%	80%	20%	0%
Engineering	60%	69%	26%	5%
Information	31%	93%	7%	0%
Kinesiology	77%	63%	23%	14%
Literature, Science, and the Arts	45%	64%	25%	11%
Music, Theatre, and Dance	79%	59%	31%	10%
Nursing	72%	44%	17%	38%
Pharmacy	67%	71%	29%	0%
Public Health	28%	100%	0%	0%
Public Policy	68%	86%	14%	0%
Ross School of Business	74%	78%	19%	3%
Stamps School of Art and Design	80%	70%	17%	14%

FALL 2020 REMOTE ACADEMIC EXPERIENCES AMONG UNDERGRADUATE STUDENTS

How influential was each of these reasons in deciding to attend remotely rather than in person?							
Respondent College	Concern about possible impact on health of your peers or instructors	Concern about possible impact on your own health	Concern that being in groups could spread infection and shut down the campus	Remote is more convenient	Concern that the univ does not have enough measures in place that make it safe to be in groups	Concern about possible impact on health of your family	Feeling pressured by others to avoid in-person courses
All Undergraduate Students	2.06	1.95	1.93	1.85	1.82	1.75	0.57
Architecture and Urban Planning	2.20	1.80	1.90	0.90	1.30	1.80	0.70
Dental Hygiene	2.83	2.83	2.67	2.83	1.50	2.67	0.67
Education	2.67	2.50	2.50	1.67	2.50	2.50	1.00
Engineering	2.00	2.00	1.90	1.96	1.79	1.86	0.47
Information	2.14	2.00	1.86	1.79	1.36	0.93	0.43
Kinesiology	1.69	1.77	1.73	1.82	1.69	1.60	0.55
Literature, Science, and the Arts	2.13	1.96	1.95	1.78	1.89	1.72	0.61
Music, Theatre, and Dance	2.11	1.84	2.12	1.64	1.95	1.65	0.60
Nursing	2.04	1.90	2.06	2.08	1.69	1.85	0.46
Pharmacy	2.11	2.00	2.22	1.78	1.56	1.89	0.56
Public Health	2.36	2.45	2.36	1.64	2.36	2.00	0.82
Public Policy	2.05	2.05	1.68	1.86	2.14	1.50	0.73
Ross School of Business	1.90	1.81	1.81	2.04	1.61	1.72	0.65
Stamps School of Art and Design	2.10	2.10	2.00	1.79	1.97	1.89	0.48

Scale = 0 = not at all, 1 = a little, 2 = somewhat, 3 = very

FALL 2020 IN-PERSON AND REMOTE ACADEMIC EXPERIENCES AMONG MASTER'S STUDENTS

Respondent College	Do any of your Fall 2020 courses offer an in-person experience?			
	Yes	Yes, and I have attended remotely	Yes, but I have not attended remotely	No
All Master's Students	59%	82%	16%	2%
Architecture and Urban Planning	39%	71%	25%	4%
Dentistry	*	*	*	*
Education	22%	73%	20%	0%
Engineering	43%	86%	26%	5%
Environment and Sustainability	68%	82%	14%	4%
Information	22%	82%	7%	0%
Information and Public Health	*	*	*	*
Kinesiology	*	*	*	*
Law	*	*	*	*
Literature, Science, and the Arts	46%	85%	10%	5%
Medicine	64%	61%	33%	6%
Music, Theatre, and Dance	81%	41%	55%	5%
Nursing	62%	62%	24%	14%
Pharmacy	*	*	*	*
Public Health	43%	87%	8%	5%
Public Policy	89%	91%	7%	2%
Rackham	*	*	*	*
Ross School of Business	82%	81%	19%	0%
Social Work	70%	94%	6%	0%
Stamps School of Art and Design	*	*	*	*

* N too small for analysis

FALL 2020 REMOTE ACADEMIC EXPERIENCES AMONG MASTER'S STUDENTS

How influential was each of these reasons in deciding to attend remotely rather than in person?							
Respondent College	Concern about possible impact on health of your peers or instructors	Concern about possible impact on your own health	Remote is more convenient	Concern that being in groups could spread infection and shut down the campus	Concern about possible impact on health of your family	Concern that the univ does not have enough measures in place that make it safe to be in groups	Feeling pressured by others to avoid in-person courses
All Master's Students	2.06	2.04	1.98	1.97	1.81	1.74	0.57
Architecture and Urban Planning	2.26	2.26	1.74	2.26	1.89	2.11	0.32
Dentistry	*	*	*	*	*	*	*
Education	2.67	2.67	2.00	1.67	2.67	2.00	0.33
Engineering	2.18	2.11	2.14	2.03	1.89	1.70	0.54
Environment and Sustainability	2.19	2.16	1.95	2.03	1.77	1.70	0.54
Information	2.53	2.68	2.42	2.58	2.11	2.47	1.00
Information and Public Health	2.40	2.40	2.20	1.60	2.20	1.60	0.40
Kinesiology	1.50	1.50	2.50	1.50	1.50	1.50	1.50
Law	*	*	*	*	*	*	*
Literature, Science, and the Arts	1.70	1.70	2.10	1.73	1.63	1.60	1.00
Medicine	2.55	2.09	1.91	2.36	2.18	1.82	0.27
Music, Theatre, and Dance	2.56	2.33	1.00	2.33	2.22	2.44	1.33
Nursing	2.06	1.63	2.38	1.94	2.00	0.94	0.56
Pharmacy	*	*	*	*	*	*	*
Public Health	2.38	2.40	2.29	2.25	2.35	2.04	0.73
Public Policy	2.10	2.22	1.76	1.94	1.72	1.98	0.34
Rackham	*	*	*	*	*	*	*
Ross School of Business	1.62	1.66	1.93	1.63	1.41	1.31	0.34
Social Work	2.60	2.46	1.86	2.44	2.35	2.20	0.83
Stamps School of Art and Design	*	*	*	*	*	*	*

Scale = 0 = not at all, 1 = a little, 2 = somewhat, 3 = very

* N too small for analysis

FALL 2020 IN-PERSON AND REMOTE ACADEMIC EXPERIENCES AMONG DOCTORAL STUDENTS

Respondent College	Do any of your Fall 2020 courses offer an in-person experience?		Of those responding 'Yes': Do any of your in-person courses also offer the option to attend remotely?		
	Yes		Yes, and I have attended remotely	Yes, but I have not attended remotely	No
All Doctoral Students	25%		82%	16%	2%
Architecture and Urban Planning	36%		*	*	*
Dentistry	*		*	*	*
Education	6%		*	*	*
Engineering	26%		73%	16%	11%
Environment and Sustainability	18%		*	*	*
Information	24%		*	*	*
Kinesiology	45%		*	*	*
Literature, Science, and the Arts	23%		76%	14%	10%
Medicine	34%		*	*	*
Music, Theatre, and Dance	50%		33%	42%	25%
Nursing	*		*	*	*
Pharmacy	39%		*	*	*
Public Health	23%		*	*	*
Rackham	15%		*	*	*
Ross School of Business	20%		*	*	*

* N too small for analysis

FALL 2020 REMOTE ACADEMIC EXPERIENCES AMONG DOCTORAL STUDENTS

How influential was each of these reasons in deciding to attend remotely rather than in person?							
Respondent College	Concern about possible impact on health of your peers or instructors	Concern about possible impact on your own health	Concern that being in groups could spread infection and shut down the campus	Concern that the univ does not have enough measures in place that make it safe to be in groups	Remote is more convenient	Concern about possible impact on health of your family	Feeling pressured by others to avoid in-person courses
All Doctoral Students	2.45	2.38	2.13	2.12	1.93	1.91	0.48
Architecture and Urban Planning	3.00	3.00	2.25	2.75	1.50	1.75	0.50
Dentistry	*	*	*	*	*	*	*
Education	3.00	1.00	3.00	1.00	2.00	1.00	0.00
Engineering	2.07	2.04	1.78	1.67	2.13	1.74	0.59
Environment and Sustainability	2.50	2.50	2.50	3.00	2.00	2.50	0.00
Information	2.14	2.43	2.00	2.14	1.57	2.57	0.00
Kinesiology	2.00	2.00	2.50	0.50	2.50	1.50	0.50
Literature, Science, and the Arts	2.56	2.50	2.32	2.38	1.78	2.17	0.47
Medicine	2.62	2.47	2.15	2.18	2.20	1.65	0.32
Music, Theatre, and Dance	2.50	2.50	2.25	2.00	0.25	1.75	0.75
Nursing	*	*	*	*	*	*	*
Pharmacy	2.67	2.67	2.50	2.00	2.33	2.00	1.00
Public Health	2.63	2.38	2.13	2.00	1.86	1.25	0.88
Rackham	2.50	2.38	1.57	2.38	1.88	2.13	0.50
Ross School of Business	2.00	3.00	0.00	2.00	3.00	3.00	0.00

Scale = 0 = not at all, 1 = a little, 2 = somewhat, 3 = very

* N too small for analysis

FALL 2020 IN-PERSON AND REMOTE ACADEMIC EXPERIENCES AMONG PROFESSIONAL STUDENTS

Respondent College	Do any of your Fall 2020 courses offer an in-person experience?			
	Of those responding 'Yes': Do any of your in-person courses also offer the option to attend remotely?			
	Yes	Yes, and I have attended remotely	Yes, but I have not attended remotely	No
All Professional Students	75%	65%	14%	21%
Dental Hygiene	95%	32%	0%	68%
Law	64%	78%	22%	0%
Medicine	90%	41%	2%	57%
Nursing	79%	58%	38%	4%
Pharmacy	94%	69%	0%	31%

FALL 2020 REMOTE ACADEMIC EXPERIENCES AMONG PROFESSIONAL STUDENTS

How influential was each of these reasons in deciding to attend remotely rather than in person?							
Respondent College	Remote is more convenient	Concern about possible impact on your own health	Concern about possible impact on health of your peers or instructors	Concern about possible impact on health of your family	Concern that being in groups could spread infection and shut down the campus	Concern that the univ does not have enough measures in place that make it safe to be in groups	Feeling pressured by others to avoid in-person courses
All Professional Students	2.16	1.87	1.80	1.71	1.70	1.63	0.42
Dentistry	2.43	2.43	1.71	2.14	2.29	1.86	1.86
Law	2.04	1.70	1.69	1.52	1.55	1.66	0.32
Medicine	2.13	2.25	2.44	2.13	2.44	1.88	0.56
Nursing	2.57	2.14	2.29	2.57	2.14	1.14	0.14
Pharmacy	2.42	1.81	1.68	1.74	1.58	1.58	0.52

Scale = 0 = not at all, 1 = a little, 2 = somewhat, 3 = very

SUMMARY OF FINDINGS

PERCEPTION OF FALL 2020 ACADEMIC WORKLOAD

Nearly three-quarters of **undergraduates** report their workload is more than what they expected or experienced in the past, with 24% indicating it is the same and 5% indicating it is less. The patterns are similar across respondent colleges with students enrolled in Education and Public Policy reporting the largest gaps and students enrolled in Information reporting the smallest gap.

Women, students of underrepresented races, and first-generation students are more likely to report their current workload is more than expected or experienced than men, students of majority races, and continuing-generation students.

There was broad agreement in the undergraduate focus groups that the workload is far more than they expected and that they are struggling under its weight. Student comments centered around two themes - 1) that the sum of the synchronous and asynchronous content they are required to watch is greater than the total in-class hours described by the course schedule, and 2) among upperclass students, the number and difficulty of assignments per course is more than what they had experienced in the past.

Three-quarters of **Master's students** report their workload is more than what they expected or experienced in the past, with 14% indicating it is the same and 12% indicating it is less. The patterns are similar across respondent colleges with students enrolled in Information and Public Health and Medicine reporting the largest gaps and students enrolled in Kinesiology and the Business reporting the smallest gap.

Students of underrepresented races are more likely to report their current workload is more than expected or experienced than students of majority races.

Doctoral students are different, with 42% reporting a higher workload and 48% reporting the same level of workload, with a high among students enrolled in Music, Theatre, and Dance, and a low among students enrolled in Public Health and Environment and Sustainability.

Professional student patterns are closer to undergraduates and Master's students, with 59% reporting a higher workload and one-third reporting the same level of workload. Dentistry students are unique as 27% of them report a lesser workload than expected or experienced in the past.

PERCEPTION OF FALL 2020 ACADEMIC WORKLOAD AMONG UNDERGRADUATE STUDENTS

How would you describe your current overall academic workload compared to your expectations or your past experiences?						
Respondent College	Current is much less (-2)	Current is less (-1)	Current is about the same (0)	Current is more (1)	Current is much more (2)	MEAN
All Undergraduate Students	1%	4%	24%	41%	31%	0.96
Architecture and Urban Planning	3%	5%	35%	35%	22%	0.68
Dental Hygiene	0%	0%	29%	41%	29%	1.00
Education	0%	0%	11%	33%	56%	1.44
Engineering	1%	4%	23%	39%	34%	1.01
Information	2%	6%	44%	27%	21%	0.58
Kinesiology	0%	4%	27%	42%	28%	0.92
Literature, Science, and the Arts	1%	4%	23%	42%	31%	0.98
Music, Theatre, and Dance	2%	9%	29%	36%	24%	0.74
Nursing	0%	4%	22%	44%	30%	0.99
Pharmacy	0%	5%	30%	35%	30%	0.90
Public Health	0%	8%	26%	37%	29%	0.87
Public Policy	3%	3%	16%	32%	47%	1.18
Ross School of Business	1%	6%	27%	43%	24%	0.83
Stamps School of Art and Design	1%	6%	31%	36%	27%	0.82

PERCEPTION OF FALL 2020 ACADEMIC WORKLOAD AMONG MASTER'S STUDENTS

How would you describe your current overall academic workload compared to your expectations or your past experiences?						
Respondent College	Current is much less (-2)	Current is less (-1)	Current is about the same (0)	Current is more (1)	Current is much more (2)	MEAN
All Master's Students	3%	9%	14%	38%	37%	0.66
Architecture and Urban Planning	0%	6%	33%	33%	28%	0.83
Dentistry	*	*	*	*	*	*
Education	0%	4%	38%	29%	29%	0.83
Engineering	1%	7%	39%	35%	19%	0.63
Environment and Sustainability	1%	5%	40%	33%	21%	0.68
Information	2%	7%	30%	35%	25%	0.75
Information and Public Health	5%	5%	5%	38%	48%	1.19
Kinesiology	9%	9%	36%	36%	9%	0.27
Law	*	*	*	*	*	*
Literature, Science, and the Arts	1%	8%	43%	29%	19%	0.57
Medicine	0%	0%	35%	31%	35%	1.00
Music, Theatre, and Dance	4%	7%	37%	22%	30%	0.67
Nursing	5%	5%	36%	36%	18%	0.59
Pharmacy	*	*	*	*	*	*
Public Health	1%	4%	29%	36%	30%	0.89
Public Policy	2%	7%	31%	31%	30%	0.80
Rackham	*	*	*	*	*	*
Ross School of Business	1%	8%	45%	34%	12%	0.49
Social Work	1%	7%	34%	40%	18%	0.67
Stamps School of Art and Design	*	*	*	*	*	*

* N too small for analysis

PERCEPTION OF FALL 2020 ACADEMIC WORKLOAD AMONG DOCTORAL STUDENTS

How would you describe your current overall academic workload compared to your expectations or your past experiences?						
Respondent College	Current is much less (-2)	Current is less (-1)	Current is about the same (0)	Current is more (1)	Current is much more (2)	MEAN
All Doctoral Students	2%	6%	48%	28%	16%	0.51
Architecture and Urban Planning	*	*	*	*	*	*
Dentistry	*	*	*	*	*	*
Education	0%	12%	56%	20%	12%	0.32
Engineering	2%	7%	53%	24%	14%	0.42
Environment and Sustainability	9%	0%	64%	18%	9%	0.18
Information	4%	4%	33%	33%	25%	0.71
Kinesiology	0%	10%	40%	30%	20%	0.60
Literature, Science, and the Arts	0%	5%	47%	30%	17%	0.58
Medicine	2%	8%	49%	28%	12%	0.41
Music, Theatre, and Dance	0%	5%	10%	52%	33%	1.14
Nursing	*	*	*	*	*	0.40
Pharmacy	0%	0%	63%	25%	13%	0.50
Public Health	6%	12%	53%	21%	9%	0.15
Rackham	4%	4%	48%	28%	15%	0.46
Ross School of Business	*	*	*	*	*	*

* N too small for analysis

PERCEPTION OF FALL 2020 ACADEMIC WORKLOAD AMONG PROFESSIONAL STUDENTS

How would you describe your current overall academic workload compared to your expectations or your past experiences?

Respondent College	Current is much less (-2)	Current is less (-1)	Current is about the same (0)	Current is more (1)	Current is much more (2)	MEAN
All Professional Students	1%	6%	34%	34%	25%	0.75
Dentistry	10%	17%	45%	10%	17%	0.07
Law	1%	3%	30%	37%	30%	0.91
Medicine	2%	10%	52%	23%	13%	0.33
Nursing	0%	6%	35%	29%	29%	0.81
Pharmacy	0%	6%	35%	47%	12%	0.65

SUMMARY OF FINDINGS

PERCEPTION OF FALL 2020 CONNECTION WITH REMOTE INSTRUCTORS

The dominant response among **undergraduates** about how well they've connected with remote instructors is 'a little.' Connection is strongest among students enrolled in Education and Public Policy and least strong among students enrolled in Information.

Women are more able to connect with remote instructors than men, and students whose family income is below the national median are more able to connect with remote instructors than students whose family income is above the national median.

The majority of focus group participants, especially the first-year students, described great difficulty getting to know instructors in the remote setting. While they expect this for larger courses, their experience in smaller courses was surprising to them. They perceive both technical challenges and lack of effort on the part of the instructors as the source of their lack of connection. Office hours are a particular disappointment to them, as they describe limited hours and many students logging on at the same time. Many students described this lack of connection as the thing that bothers them the most about this semester. Upperclass students were also concerned about missing the opportunity to cultivate faculty who could serve as future references for scholarships, internships, graduate school, etc..

Master's student experiences are a bit better, as their dominant response is 'somewhat.' Connection is strongest among students enrolled in Nursing and least strong among students enrolled in Public Health, Business, and Environment and Sustainability.

Doctoral student experiences are similar to Master's students, with a dominant response of 'somewhat.' Connection is strongest among students enrolled in Environment and Sustainability and least strong in Architecture and Urban Planning.

Students of underrepresented races are more able to connect with remote instructors than students of majority races.

Professional students' dominant response is split between 'a little' and 'somewhat.' Connection is strongest among students enrolled in Nursing and least strong in students enrolled in Medicine.

PERCEPTION OF FALL 2020 CONNECTION WITH REMOTE INSTRUCTORS AMONG UNDERGRADUATE STUDENTS

How well have you been able to connect with your remote instructors?

Respondent College	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
All Undergraduate Students	13%	44%	34%	10%	1.41
Architecture and Urban Planning	3%	19%	43%	35%	0.68
Dental Hygiene	6%	0%	35%	59%	1.00
Education	15%	30%	41%	15%	1.44
Engineering	16%	46%	31%	7%	1.01
Information	8%	50%	31%	10%	0.58
Kinesiology	13%	49%	27%	10%	0.92
Literature, Science, and the Arts	12%	44%	34%	10%	0.98
Music, Theatre, and Dance	5%	38%	36%	22%	0.74
Nursing	9%	37%	38%	15%	0.99
Pharmacy	15%	55%	20%	10%	0.90
Public Health	5%	50%	42%	3%	0.87
Public Policy	8%	58%	34%	0%	1.18
Ross School of Business	15%	45%	32%	8%	0.83
Stamps School of Art and Design	5%	32%	47%	16%	0.82

PERCEPTION OF FALL 2020 CONNECTION WITH REMOTE INSTRUCTORS AMONG MASTER'S STUDENTS

How well have you been able to connect with your remote instructors?

Respondent College	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
All Master's Students	7%	35%	39%	19%	1.70
Architecture and Urban Planning	4%	23%	52%	20%	1.88
Dentistry	*	*	*	*	*
Education	10%	25%	42%	23%	1.77
Engineering	7%	31%	45%	17%	1.72
Environment and Sustainability	7%	43%	36%	14%	1.57
Information	7%	38%	41%	15%	1.64
Information and Public Health	0%	52%	33%	14%	1.62
Kinesiology	0%	27%	45%	27%	2.00
Law	*	*	*	*	*
Literature, Science, and the Arts	6%	30%	44%	20%	1.78
Medicine	0%	50%	23%	27%	1.77
Music, Theatre, and Dance	11%	11%	41%	37%	2.04
Nursing	5%	14%	43%	39%	2.16
Pharmacy	*	*	*	*	*
Public Health	9%	45%	29%	17%	1.55
Public Policy	5%	33%	44%	18%	1.75
Rackham	*	*	*	*	*
Ross School of Business	10%	41%	36%	14%	1.55
Social Work	6%	25%	42%	27%	1.90
Stamps School of Art and Design	*	*	*	*	*

* N too small for analysis

PERCEPTION OF FALL 2020 CONNECTION WITH REMOTE INSTRUCTORS AMONG DOCTORAL STUDENTS

How well have you been able to connect with your remote instructors?

Respondent College	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
All Doctoral Students	4%	24%	42%	29%	1.96
Architecture and Urban Planning	11%	44%	22%	22%	1.56
Dentistry	*	*	*	*	*
Education	0%	16%	48%	36%	2.20
Engineering	5%	27%	43%	26%	1.89
Environment and Sustainability	0%	0%	30%	70%	2.70
Information	0%	4%	67%	29%	2.25
Kinesiology	0%	20%	50%	30%	2.10
Literature, Science, and the Arts	4%	22%	46%	28%	1.99
Medicine	9%	33%	28%	31%	1.81
Music, Theatre, and Dance	0%	10%	52%	38%	2.29
Nursing	*	*	*	*	*
Pharmacy	13%	38%	25%	25%	1.63
Public Health	3%	32%	50%	15%	1.76
Rackham	0%	24%	33%	42%	2.18
Ross School of Business	*	*	*	*	*

* N too small for analysis

PERCEPTION OF FALL 2020 CONNECTION WITH REMOTE INSTRUCTORS AMONG PROFESSIONAL STUDENTS

How well have you been able to connect with your remote instructors?

Respondent College	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
All Professional Students	10%	38%	36%	16%	1.58
Dentistry	10%	38%	34%	17%	1.59
Law	9%	41%	40%	10%	1.51
Medicine	17%	40%	25%	19%	1.46
Nursing	10%	23%	26%	42%	2.00
Pharmacy	8%	29%	37%	27%	1.82

SUMMARY OF FINDINGS

PERCEPTION OF FALL 2020 TECHNOLOGICAL ACCESS TO REMOTE COURSES

In general, students in all degree levels have little difficulty accessing their remote courses due to internet connectivity or lack of needed technology.

Among undergraduates, women and first-generation students are more likely to report difficulty in accessing their remote courses than men and continuing-generation students.

Undergraduates in the focus groups did not indicate much difficulty with remote course access. They did, however describe technology as a barrier to success during their remote exams in STEM and language courses. When taking exams in-person and using blue books, they can easily and quickly write equations or non-English text. On remote exams, however, they report running out of time because they need to search for and type in symbols, Greek letters, superscripts, subscripts, and diacritical marks to properly format their work.

PERCEPTION OF FALL 2020 ACCESS TO REMOTE COURSES AMONG UNDERGRADUATE STUDENTS

How difficult has it been to access your remote courses, for example, lacking needed hardware/software or having limited internet connectivity?					
Respondent College	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
All Undergraduate Students	34%	39%	22%	5%	0.98
Architecture and Urban Planning	35%	35%	27%	3%	0.97
Dental Hygiene	47%	18%	29%	6%	0.94
Education	26%	37%	33%	4%	1.15
Engineering	36%	40%	19%	5%	0.92
Information	27%	27%	40%	6%	1.25
Kinesiology	36%	40%	21%	4%	0.93
Literature, Science, and the Arts	33%	40%	22%	5%	0.99
Music, Theatre, and Dance	32%	35%	28%	5%	1.07
Nursing	28%	39%	28%	4%	1.08
Pharmacy	45%	45%	5%	5%	0.70
Public Health	16%	45%	34%	5%	1.29
Public Policy	26%	42%	29%	3%	1.08
Ross School of Business	38%	37%	19%	6%	0.93
Stamps School of Art and Design	36%	33%	25%	7%	1.03

PERCEPTION OF FALL 2020 ACCESS TO REMOTE COURSES AMONG MASTER'S STUDENTS

How difficult has it been to access your remote courses, for example, lacking needed hardware/software or having limited internet connectivity?					
Respondent College	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
All Master's Students	43%	34%	18%	4%	0.84
Architecture and Urban Planning	29%	36%	26%	9%	1.14
Dentistry	*	*	*	*	*
Education	40%	29%	21%	10%	1.02
Engineering	44%	33%	20%	4%	0.85
Environment and Sustainability	37%	40%	18%	4%	0.90
Information	42%	37%	19%	2%	0.80
Information and Public Health	43%	33%	14%	10%	0.90
Kinesiology	64%	18%	0%	18%	0.73
Law	*	*	*	*	*
Literature, Science, and the Arts	40%	39%	18%	4%	0.85
Medicine	50%	27%	15%	8%	0.81
Music, Theatre, and Dance	30%	30%	26%	14%	1.26
Nursing	64%	23%	14%	0%	0.50
Pharmacy	*	*	*	*	*
Public Health	44%	34%	20%	2%	0.80
Public Policy	36%	41%	18%	5%	0.92
Rackham	*	*	*	*	*
Ross School of Business	46%	34%	16%	4%	0.78
Social Work	47%	31%	19%	3%	0.79
Stamps School of Art and Design	*	*	*	*	*

* N too small for analysis

PERCEPTION OF FALL 2020 ACCESS TO REMOTE COURSES AMONG DOCTORAL STUDENTS

How difficult has it been to access your remote courses, for example, lacking needed hardware/software or having limited internet connectivity?					
Respondent College	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
All Doctoral Students	46%	34%	16%	3%	0.77
Architecture and Urban Planning	*	*	*	*	*
Dentistry	*	*	*	*	*
Education	52%	24%	20%	4%	0.76
Engineering	50%	33%	14%	2%	0.68
Environment and Sustainability	50%	40%	10%	0%	0.60
Information	42%	46%	13%	0%	0.71
Kinesiology	40%	30%	20%	10%	1.00
Literature, Science, and the Arts	43%	34%	19%	4%	0.84
Medicine	51%	35%	12%	3%	0.66
Music, Theatre, and Dance	38%	48%	5%	10%	0.86
Nursing	*	*	*	*	*
Pharmacy	43%	43%	13%	0%	0.69
Public Health	56%	24%	18%	3%	0.68
Rackham	44%	31%	20%	4%	0.84
Ross School of Business	*	*	*	*	*

* N too small for analysis

PERCEPTION OF FALL 2020 ACCESS TO REMOTE COURSES AMONG PROFESSIONAL STUDENTS

How difficult has it been to access your remote courses, for example, lacking needed hardware/software or having limited internet connectivity?

Respondent College	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
All Professional Students	37%	38%	20%	5%	0.75
Dentistry	28%	28%	31%	14%	1.31
Law	35%	43%	17%	5%	0.92
Medicine	35%	40%	23%	2%	0.92
Nursing	58%	26%	16%	0%	0.58
Pharmacy	45%	27%	24%	4%	0.88

SUMMARY OF FINDINGS

COMPARISON OF FALL 2020 REMOTE AND IN-PERSON ACADEMIC EXPERIENCES

Eighty-three percent of **undergraduates** indicate the in-person experience is better than the remote experience. With the exception of Dental Hygiene, the patterns are very similar across all colleges.

First-generation students and students with family incomes below the national median are less likely to indicate in-person is better than continuing-generation students and students with family incomes above the national median.

Undergraduates were exceedingly clear in the focus groups that they do not enjoy remote learning. They describe lack of ability to concentrate, difficulty retaining material, and great concern that they will not be prepared for subsequent courses that depend upon the content they are currently learning. At the same time, they report overall poor engagement, for example, they frequently watch their courses while lying on their beds with their cameras off. They realize they are not actively engaging, but they also say they are having great difficulty finding the needed motivation. They are aware that the Winter semester will have at least as much remote learning as the Fall and they are extremely concerned about the effect of a full academic year of remote learning on their overall education.

Master's, doctoral, and professional students also have the majority reporting that in-person is better than remote, but there are larger percentages reporting in-person and remote are the same or remote is better than in-person.

COMPARISON OF FALL 2020 REMOTE AND IN-PERSON ACADEMIC EXPERIENCES AMONG UNDERGRADUATE STUDENTS

In general, how would you compare your remote learning experience to your in-person learning experience?						
Respondent College	Remote is much better than in person (-2)	Remote is better than in person (1)	Remote and in-person are the same (0)	In-person is better than remote (1)	In-person is much better than remote (2)	MEAN
All Undergraduate Students	2%	6%	9%	33%	50%	1.23
Architecture and Urban Planning	0%	0%	24%	41%	35%	1.11
Dental Hygiene	24%	6%	6%	47%	18%	0.29
Education	4%	15%	7%	26%	48%	1.00
Engineering	2%	6%	9%	35%	49%	1.23
Information	2%	4%	13%	40%	42%	1.15
Kinesiology	1%	7%	7%	27%	57%	1.32
Literature, Science, and the Arts	2%	7%	8%	32%	51%	1.22
Music, Theatre, and Dance	0%	4%	8%	36%	53%	1.38
Nursing	2%	8%	6%	39%	45%	1.18
Pharmacy	0%	5%	25%	35%	35%	1.00
Public Health	0%	0%	8%	42%	50%	1.42
Public Policy	0%	0%	5%	29%	66%	1.61
Ross School of Business	1%	8%	9%	29%	52%	1.22
Stamps School of Art and Design	3%	6%	12%	35%	44%	1.13

COMPARISON OF REMOTE AND IN-PERSON FALL 2020 ACADEMIC EXPERIENCES AMONG MASTER'S STUDENTS

In general, how would you compare your remote learning experience to your in-person learning experience?						
Respondent College	Remote is much better than in person (-2)	Remote is better than in person (1)	Remote and in-person are the same (0)	In-person is better than remote (1)	In-person is much better than remote (2)	MEAN
All Master's Students	3%	9%	14%	38%	37%	0.97
Architecture and Urban Planning	1%	12%	6%	33%	48%	1.14
Dentistry	*	*	*	*	*	*
Education	2%	4%	11%	52%	32%	1.06
Engineering	5%	8%	17%	38%	33%	0.86
Environment and Sustainability	2%	6%	9%	45%	38%	1.12
Information	3%	8%	21%	38%	29%	0.82
Information and Public Health	5%	14%	10%	33%	38%	0.86
Kinesiology	0%	0%	27%	45%	27%	1.00
Law	*	*	*	*	*	*
Literature, Science, and the Arts	4%	13%	14%	35%	35%	0.85
Medicine	4%	12%	8%	35%	42%	1.00
Music, Theatre, and Dance	0%	0%	15%	41%	44%	1.30
Nursing	11%	7%	11%	36%	34%	0.75
Pharmacy	*	*	*	*	*	*
Public Health	1%	12%	11%	39%	37%	0.99
Public Policy	2%	8%	7%	36%	47%	1.19
Rackham	*	*	*	*	*	*
Ross School of Business	2%	8%	13%	37%	41%	1.07
Social Work	4%	9%	21%	35%	31%	0.80
Stamps School of Art and Design	*	*	*	*	*	*

* N too small for analysis

COMPARISON OF FALL 2020 REMOTE AND IN-PERSON ACADEMIC EXPERIENCES AMONG DOCTORAL STUDENTS

In general, how would you compare your remote learning experience to your in-person learning experience?						
Respondent College	Remote is much better than in person (-2)	Remote is better than in person (1)	Remote and in-person are the same (0)	In-person is better than remote (1)	In-person is much better than remote (2)	MEAN
All Doctoral Students	6%	9%	20%	39%	27%	0.72
Architecture and Urban Planning	*	*	*	*	*	*
Dentistry	*	*	*	*	*	*
Education	8%	0%	4%	64%	24%	0.96
Engineering	3%	9%	21%	39%	28%	0.81
Environment and Sustainability	10%	10%	0%	50%	30%	0.80
Information	8%	4%	33%	33%	21%	0.54
Kinesiology	10%	20%	10%	10%	50%	0.70
Literature, Science, and the Arts	6%	9%	21%	37%	27%	0.71
Medicine	6%	10%	22%	39%	24%	0.66
Music, Theatre, and Dance	10%	10%	14%	48%	19%	0.57
Nursing	*	*	*	*	*	*
Pharmacy	7%	20%	13%	33%	27%	0.53
Public Health	3%	6%	24%	21%	45%	1.00
Rackham	9%	9%	23%	43%	16%	0.48
Ross School of Business	*	*	*	*	*	0.67

* N too small for analysis

COMPARISON OF FALL 2020 REMOTE AND IN-PERSON ACADEMIC EXPERIENCES AMONG PROFESSIONAL STUDENTS

In general, how would you compare your remote learning experience to your in-person learning experience?						
Respondent College	Remote is much better than in person (-2)	Remote is better than in person (1)	Remote and in-person are the same (0)	In-person is better than remote (1)	In-person is much better than remote (2)	MEAN
All Professional Students	5%	9%	13%	29%	44%	0.97
Dentistry	7%	21%	14%	21%	38%	0.62
Law	2%	7%	11%	26%	55%	1.25
Medicine	2%	8%	17%	52%	21%	0.81
Nursing	13%	13%	26%	23%	26%	0.35
Pharmacy	19%	15%	10%	33%	23%	0.27

SUMMARY OF FINDINGS

FALL 2020 USE OF ACADEMIC RESOURCES AND WINTER 2021 DESIRES

As expected, **undergraduates** are accessing remote resources at greater rates than in-person resources. Greater percentages of them are interested in, but unable to find, in-person and remote research experiences. For Winter 2021, their greatest desires are opening study spaces and the libraries.

The need for additional study spaces were brought up at each of the five focus group sessions. As most students have roommates, and most of the common spaces in residence halls are closed, students are looking for quiet, non-distracting places they can go to attend class, study, or take an exam. While they appreciated the canopies throughout campus, they found them unsuitable for much of their work because of the noise from nearby traffic or passersby.

Master's students are also accessing remote resources at greater rates than in-person resources, and greater percentages of them are interested in finding remote research experiences and remote employment. For Winter 2021, their greatest desires are opening study spaces and the libraries, along with employment.

Doctoral students are generally able to access what they need in Fall 2020, and in Winter 2021, their greatest desire is research experiences.

Professional students are also generally able to access what they need in Fall 2020, and in Winter 2021, their greatest desires are opening libraries and study spaces.

FALL 2020 USE OF ACADEMIC RESOURCES AND WINTER 2021 DESIRES AMONG UNDERGRADUATE STUDENTS

Have you been participating in any of these experiences or using any of these resources?

	No	Want to, but do not know how to find	Yes
On-campus study spaces	51%	12%	37%
In-person research experiences	79%	17%	4%
In-person employment	77%	8%	15%
In-person tutoring or other academic support	89%	10%	1%
In-person academic advising	88%	11%	2%
Remote research experiences	69%	15%	16%
Remote employment	69%	12%	19%
Remote tutoring or other academic support	62%	9%	30%
Remote academic advising	37%	8%	55%

How important is it that each of these academic resources or services be open or available in person in Winter 2021?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Study spaces	12%	13%	18%	57%	2.19
Libraries	12%	13%	24%	52%	2.16
Employment	17%	18%	26%	39%	1.87
Tutoring or other academic support	18%	20%	25%	37%	1.82
Academic advising	19%	19%	23%	39%	1.82
Research experiences	21%	21%	26%	32%	1.69
Computer labs	23%	23%	24%	30%	1.61
Museums	42%	28%	16%	14%	1.02

FALL 2020 USE OF ACADEMIC RESOURCES AND WINTER 2021 DESIRES AMONG MASTER'S STUDENTS

Have you been participating in any of these experiences or using any of these resources?

	No	Want to, but do not know how to find	Yes
On-campus study spaces	73%	10%	17%
In-person research experiences	86%	10%	4%
In-person employment	84%	6%	10%
In-person tutoring or other academic support	92%	6%	1%
In-person academic advising	92%	6%	1%
Remote research experiences	62%	15%	23%
Remote employment	55%	12%	34%
Remote tutoring or other academic support	63%	10%	27%
Remote academic advising	42%	9%	49%

How important is it that each of these academic resources or services be open or available in person in Winter 2021?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Libraries	25%	18%	23%	33%	1.65
Study spaces	28%	18%	22%	32%	1.58
Employment	30%	16%	22%	33%	1.57
Academic advising	31%	20%	22%	27%	1.45
Tutoring or other academic support	32%	20%	24%	25%	1.42
Research experiences	34%	18%	23%	26%	1.41
Computer labs	35%	19%	22%	24%	1.35
Museums	49%	26%	15%	10%	0.87

FALL 2020 USE OF ACADEMIC RESOURCES AND WINTER 2021 DESIRES AMONG DOCTORAL STUDENTS

Have you been participating in any of these experiences or using any of these resources?

	No	Want to, but do not know how to find	Yes
On-campus study spaces	85%	7%	9%
In-person research experiences	66%	3%	31%
In-person employment	83%	1%	16%
In-person tutoring or other academic support	96%	2%	1%
In-person academic advising	95%	2%	3%
Remote research experiences	27%	5%	68%
Remote employment	41%	3%	56%
Remote tutoring or other academic support	68%	4%	29%
Remote academic advising	38%	3%	59%

How important is it that each of these academic resources or services be open or available in person in Winter 2021?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Research experiences	26%	14%	17%	43%	1.77
Libraries	30%	20%	22%	28%	1.47
Employment	38%	17%	16%	29%	1.35
Study spaces	43%	18%	18%	20%	1.15
Computer labs	42%	22%	18%	18%	1.13
Academic advising	49%	19%	13%	19%	1.02
Tutoring or other academic support	48%	22%	13%	17%	0.99
Museums	62%	23%	9%	7%	0.60

FALL 2020 USE OF ACADEMIC RESOURCES AND WINTER 2021 DESIRES AMONG PROFESSIONAL STUDENTS

Have you been participating in any of these experiences or using any of these resources?

	No	Want to, but do not know how to find	Yes
On-campus study spaces	65%	9%	26%
In-person research experiences	90%	8%	2%
In-person employment	87%	4%	9%
In-person tutoring or other academic support	93%	5%	2%
In-person academic advising	92%	6%	1%
Remote research experiences	74%	8%	18%
Remote employment	79%	6%	15%
Remote tutoring or other academic support	73%	5%	22%
Remote academic advising	55%	6%	39%

How important is it that each of these academic resources or services be open or available in person in Winter 2021?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Libraries	20%	10%	17%	53%	2.02
Study spaces	23%	11%	15%	51%	1.94
Academic advising	37%	13%	18%	32%	1.45
Tutoring or other academic support	38%	15%	18%	29%	1.38
Employment	41%	16%	16%	27%	1.29
Research experiences	45%	17%	18%	21%	1.15
Computer labs	49%	16%	16%	19%	1.04
Museums	53%	25%	12%	10%	0.78

SUMMARY OF FINDINGS

FALL 2020 CONCERN ABOUT CO-CURRICULAR EXPERIENCES AND WINTER 2021 DESIRES

The level of comfort **undergraduates** feel attending in-person activities and events or accessing support or resources is almost evenly distributed across the four response options.

Students in each of the underrepresented or traditionally marginalized populations (women, underrepresented races, first-generation, and below median income) feel lesser comfort than their peers who are men, majority races, continuing-generation, and above median income.

The items measuring the influences on comfort level were the same as for attending remote courses instead of in-person courses, and the results were very similar. The most influential reasons for their comfort level are concern about peer, staff/facilitators, and own health, and the least influential reason by far was feeling pressured by others to avoid in-person experiences. Again, these results are very much in line with the undergraduate focus group results, particularly the low instances of feeling pressure to avoid the in-person experiences.

Half of undergraduates believe it is 'very' important that there be stronger enforcement of safety measures in Winter 2021. This was a very emotional topic during the focus groups, as many students described seeing multiple situations in which safety measures were not followed but ResStaff or professional staff did nothing to enforce them.

Sixty-two percent believe it is 'not at all' important that they have in-person dining on campus. This is the one area in which the focus group results and the survey results do not align. Students in the focus groups, particularly the first-year students, expressed a definite desire to have a place to eat with friends once the weather becomes colder.

The level of comfort **Master's students** feel attending in-person activities and events or accessing support or resources is almost evenly distributed across the four response options.

Women and students of underrepresented races feel lesser comfort than their peers who are men and students of majority races.

As with undergraduates, the most influential reasons for their comfort level are concern about peer, staff/facilitators, and own health, and the least influential reason by far was feeling pressured by others to avoid in-person experiences.

More than half of them believe it is 'very' important that there be stronger enforcement of safety measures in Winter 2021 and 60% believe it is 'not at all' important that they have in-person dining on campus.

Doctoral students' level of comfort is very different than the other degree levels, with more than half indicating 'not at all' and only 8% indicating 'very.' It is possible that those who are GSI's are considering their instructional activities within this section.

Women and students of underrepresented races feel lesser comfort than their peers who are men and students of majority races.

As with undergraduates and Master's students, the most influential reasons for their comfort level are concern about peer, staff/facilitators, and own health, and the least influential reason by far was feeling pressured by others to avoid in-person experiences.

Nearly three-quarters believe it is 'very' important that there be stronger enforcement of safety measures in Winter 2021 and 71% believe it is 'not at all' important that they have in-person dining on campus.

The level of comfort **professional students** feel attending in-person activities and events or accessing support or resources is almost evenly distributed across the four response options.

Women feel lesser comfort than men.

As with all other degree levels, the most influential reasons for their comfort level are concern about peer, staff/facilitators, and own health, and the least influential reason by far was feeling pressured by others to avoid in-person experiences.

Half believe it is 'very' important that there be stronger enforcement of safety measures in Winter 2021 and 62% believe it is 'not at all' important that they have in-person dining on campus.

FALL 2020 CONCERN ABOUT CO-CURRICULAR EXPERIENCES AND WINTER 2021 DESIRES AMONG UNDERGRADUATE STUDENTS

How comfortable are you attending in-person activities and events, or accessing support or resources?

Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
20%	24%	28%	29%	1.65

Among those who are less than 'very' comfortable:

How much does each of these reasons affect your comfort in attending in-person activities and events, or accessing support or resources?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Concern about possible impact on health of your peers or staff/facilitators	1%	7%	23%	69%	2.60
Concern that being in groups could spread infection and shut down the campus	3%	8%	22%	68%	2.54
Concern about possible impact on your own health	2%	10%	21%	67%	2.52
Concern about possible impact on health of your family	7%	9%	16%	69%	2.46
Concern that the univ does not have enough measures in place that make it safe to be in groups	4%	11%	22%	63%	2.43
The same or similar experience is available remotely	19%	25%	32%	23%	1.60
Feeling pressured by others to avoid in-person experiences	43%	25%	19%	12%	1.01

How important is it that each of these happen for Winter 2021?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Stronger enforcement of safety measures	11%	14%	21%	54%	2.17
Greater access to in-person university support services and resources	17%	22%	24%	37%	1.82
Greater access to in-person social and co-curricular activities and programs	21%	22%	20%	37%	1.72
Access to in-person dining on campus	44%	19%	14%	23%	1.17

FALL 2020 CONCERN ABOUT CO-CURRICULAR EXPERIENCES AND WINTER 2021 DESIRES AMONG MASTER'S STUDENTS

How comfortable are you attending in-person activities and events, or accessing support or resources?

Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
28%	25%	27%	20%	1.39

Among those who are less than 'very' comfortable:

How much does each of these reasons affect your comfort in attending in-person activities and events, or accessing support or resources?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Concern about possible impact on health of your peers or staff/facilitators	1%	8%	23%	67%	2.57
Concern about possible impact on your own health	2%	9%	23%	66%	2.54
Concern that being in groups could spread infection and shut down the campus	3%	12%	22%	63%	2.45
Concern about possible impact on health of your family	10%	8%	15%	67%	2.39
Concern that the univ does not have enough measures in place that make it safe to be in groups	8%	15%	22%	54%	2.22
The same or similar experience is available remotely	17%	23%	34%	27%	1.71
Feeling pressured by others to avoid in-person experiences	49%	21%	16%	13%	0.93

How important is it that each of these happen for Winter 2021?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Stronger enforcement of safety measures	10%	12%	22%	56%	2.24
Greater access to in-person university support services and resources	27%	25%	22%	26%	1.48
Greater access to in-person social and co-curricular activities and programs	31%	21%	19%	29%	1.46
Access to in-person dining on campus	60%	19%	11%	10%	0.71

FALL 2020 CONCERN ABOUT CO-CURRICULAR EXPERIENCES AND WINTER 2021 DESIRES AMONG DOCTORAL STUDENTS

How comfortable are you attending in-person activities and events, or accessing support or resources?					
	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
	52%	25%	15%	8%	0.78

Among those who are less than 'very' comfortable:	How much does each of these reasons affect your comfort in attending in-person activities and events, or accessing support or resources?				
	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Concern about possible impact on health of your peers or staff/facilitators	1%	3%	14%	82%	2.77
Concern about possible impact on your own health	1%	5%	16%	78%	2.72
Concern that the univ does not have enough measures in place that make it safe to be in groups	3%	9%	14%	74%	2.59
Concern that being in groups could spread infection and shut down the campus	4%	7%	16%	74%	2.58
Concern about possible impact on health of your family	10%	9%	12%	70%	2.41
The same or similar experience is available remotely	17%	22%	32%	30%	1.75
Feeling pressured by others to avoid in-person experiences	58%	20%	13%	9%	0.72

How important is it that each of these happen for Winter 2021?					
	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Stronger enforcement of safety measures	6%	8%	14%	72%	2.52
Greater access to in-person university support services and resources	50%	23%	13%	13%	0.90
Greater access to in-person social and co-curricular activities and programs	60%	20%	9%	11%	0.70
Access to in-person dining on campus	71%	15%	8%	6%	0.50

FALL 2020 CONCERN ABOUT CO-CURRICULAR EXPERIENCES AND WINTER 2021 DESIRES AMONG PROFESSIONAL STUDENTS

How comfortable are you attending in-person activities and events, or accessing support or resources?

Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
28%	21%	22%	29%	1.52

Among those who are less than 'very' comfortable:

How much does each of these reasons affect your comfort in attending in-person activities and events, or accessing support or resources?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Concern about possible impact on health of your peers or staff/facilitators	2%	6%	18%	74%	2.64
Concern about possible impact on your own health	1%	9%	16%	74%	2.62
Concern that being in groups could spread infection and shut down the campus	4%	10%	22%	64%	2.47
Concern about possible impact on health of your family	10%	7%	13%	70%	2.42
Concern that the univ does not have enough measures in place that make it safe to be in groups	7%	11%	18%	64%	2.38
The same or similar experience is available remotely	18%	21%	30%	31%	1.73
Feeling pressured by others to avoid in-person experiences	60%	19%	11%	10%	0.71

How important is it that each of these happen for Winter 2021?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Stronger enforcement of safety measures	17%	13%	20%	50%	2.04
Greater access to in-person university support services and resources	32%	21%	22%	25%	1.40
Greater access to in-person social and co-curricular activities and programs	36%	17%	17%	29%	1.39
Access to in-person dining on campus	62%	15%	9%	14%	0.76

SUMMARY OF FINDINGS

FALL 2020 WELL-BEING AND BELONGING

Undergraduate students are very concerned about several facets of their well-being, most notably their mental/emotional well-being and their social well-being.

Women have greater concern than men about all six facets of their well-being. Students of underrepresented races have greater concern than students of majority races about the spiritual, intellectual, and financial well-being. First-generation students have greater concern than continuing-generation students about their physical, spiritual, and financial well-being. Students with family incomes below the national median have greater concern than students with family incomes above the national median about their mental/emotional, spiritual, intellectual, and financial well-being.

Students in the focus groups described many ways in which their well-being is challenged - they are not sleeping enough or well, they have little motivation to exercise, they are feeling extreme stress, they are lonely and feeling isolated, and they are not eating well. One student summed it up by saying, "we're just done," despite the term being barely half over.

The belonging results are mixed, such that students feel like they belong and are part of the U-M community much more than they feel valued as an individual at U-M.

Women feel more a part of the community than men, and students of underrepresented races and first-generation students feel less a part of the community and less like they belong than students of majority races and continuing-generation students.

Belonging was also brought up by the students at the focus groups, specifically the idea of feeling valued. Students very pointedly connected the format of the semester as the university leadership not valuing them, and the way their remote courses were taught as some instructors not valuing them.

Master's students are also very concerned about several facets of their well-being, most notably their mental/emotional well-being and their social well-being.

The difference in belonging results is less stark than for undergraduates, although they still feel less valued than they feel they belong or are part of the community.

Doctoral students are also very concerned about several facets of their well-being, most notably their mental/emotional well-being and their physical well-being.

The belonging results are more similar to those of undergraduates, with a large gap between the feeling of being valued and the feeling they belong or are part of the community.

First-generation students feel less like they belong than continuing-generation students.

Professional students are also very concerned about several facets of their well-being, most notably their mental/emotional well-being and their social well-being.

Their belonging results are nearly identical to those of doctoral students, such that their feeling of being valued is lesser than their feeling they belong or are part of the community.

First-generation students feel more valued as individuals than continuing generation students.

FALL 2020 WELL-BEING AND BELONGING AMONG UNDERGRADUATE STUDENTS

How concerned are you about these facets of your well-being?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Mental/emotional	4%	9%	24%	63%	2.45
Social	5%	14%	31%	49%	2.24
Intellectual	10%	15%	33%	43%	2.09
Physical	10%	21%	34%	35%	1.94
Financial	18%	20%	26%	35%	1.79
Spiritual	44%	20%	18%	18%	1.12

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
How valued do you feel as an individual at U-M?	23%	37%	32%	8%	1.26
How much do you feel you belong at U-M?	9%	25%	37%	30%	1.86
How much do you see yourself as a part of the U-M community?	12%	28%	37%	23%	1.70

FALL 2020 WELL-BEING AND BELONGING AMONG MASTER'S STUDENTS

How concerned are you about these facets of your well-being?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Mental/emotional	6%	10%	26%	58%	2.37
Social	7%	16%	32%	45%	2.16
Physical	10%	15%	32%	43%	2.07
Financial	16%	18%	24%	43%	1.94
Intellectual	14%	18%	32%	37%	1.91
Spiritual	39%	21%	20%	20%	1.21

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
How valued do you feel as an individual at U-M?	19%	33%	35%	13%	1.41
How much do you feel you belong at U-M?	11%	33%	33%	22%	1.67
How much do you see yourself as a part of the U-M community?	16%	35%	32%	17%	1.51

FALL 2020 WELL-BEING AND BELONGING AMONG DOCTORAL STUDENTS

How concerned are you about these facets of your well-being?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Mental/emotional	4%	10%	27%	59%	2.41
Physical	7%	18%	35%	40%	2.09
Social	9%	22%	32%	37%	1.97
Intellectual	14%	19%	32%	35%	1.87
Financial	20%	25%	25%	30%	1.65
Spiritual	46%	19%	17%	19%	1.08

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
How valued do you feel as an individual at U-M?	28%	28%	31%	12%	1.28
How much do you feel you belong at U-M?	16%	29%	35%	21%	1.60
How much do you see yourself as a part of the U-M community?	17%	35%	30%	18%	1.50

FALL 2020 WELL-BEING AND BELONGING AMONG PROFESSIONAL STUDENTS

How concerned are you about these facets of your well-being?

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
Mental/emotional	6%	11%	25%	58%	2.35
Social	8%	14%	32%	46%	2.15
Physical	12%	19%	31%	38%	1.95
Financial	18%	17%	24%	40%	1.85
Intellectual	17%	19%	25%	38%	1.84
Spiritual	49%	19%	14%	19%	1.03

	Not at all (0)	A little (1)	Somewhat (2)	Very (3)	MEAN
How valued do you feel as an individual at U-M?	27%	31%	31%	11%	1.28
How much do you feel you belong at U-M?	13%	29%	34%	23%	1.60
How much do you see yourself as a part of the U-M community?	16%	33%	32%	19%	1.50

RESPONSE RATES (Source: U-M Third Week Count Dataset)

	POPULATION	RESPONDENTS	RESPONSE RATE
	47,549	9,210	19.4%
COLLEGE OR SCHOOL	POPULATION	RESPONDENTS	RESPONSE RATE
Architecture and Urban Planning	570	123	21.6%
Dental Hygiene	83	19	22.9%
Dentistry	586	56	9.6%
Education	434	113	26.0%
Engineering	10,178	1,622	15.9%
Environment and Sustainability	473	134	28.3%
Information	1,276	208	16.3%
Information and Public Health	73	22	30.1%
Kinesiology	1,092	207	19.0%
Law	1,024	277	27.1%
Literature, Science, and the Arts	20,345	4,072	20.0%
Medicine	1,433	211	14.7%
Music, Theatre, and Dance	1,098	199	18.1%
Nursing	1,120	271	24.2%
Pharmacy	515	92	17.9%
Public Health	1,105	222	20.1%
Public Policy	368	104	28.3%
Rackham	263	67	25.5%
Ross School of Business	4,141	861	20.8%
Social Work	742	195	26.3%
Stamps School of Art and Design	630	135	21.4%

BIRTH SEX	POPULATION	RESPONDENTS	RESPONSE RATE
Female	23,915	5,805	24.3%
Male	23,634	3,405	14.4%

Note: Third Week Count dataset limited to binary birth sex.

RACE	POPULATION	RESPONDENTS	RESPONSE RATE
Underrepresented	6,265	968	15.5%
Majority	34,659	7,272	21.0%

Note: Third Week Count dataset defines underrepresented students as those who select Hispanic or Latino; Native American; Black or African American; Native Hawaiian or Other Pacific Islander. International students are excluded.

CITIZENSHIP	POPULATION	RESPONDENTS	RESPONSE RATE
US Citizen	39,795	8,050	20.2%
US Permanent Resident	1,129	190	16.8%
International	6,625	970	14.6%

GENERATIONAL STATUS	POPULATION	RESPONDENTS	RESPONSE RATE
First generation	4,646	829	17.8%
Continuing generation	36,278	7,411	20.4%

Note: Third Week Count dataset excludes international students from this measure.

RESIDENCY	POPULATION	RESPONDENTS	RESPONSE RATE
Michigan	24,392	4,879	20.0%
Other	23,157	4,331	18.7%

DEGREE LEVEL	POPULATION	RESPONDENTS	RESPONSE RATE
First-year undergraduate	6,874	1,826	26.6%
Upperclass undergraduate	24,275	4,070	16.8%
Master's	8,196	1,672	20.4%
Doctoral	5,558	1,179	21.2%
Professional	2,646	463	17.5%

ESTIMATED GROSS FAMILY INCOME	POPULATION	RESPONDENTS	RESPONSE RATE
Less than \$25,000	1,904	344	18.1%
\$25,000 to \$49,999	2,823	534	18.9%
\$50,000 to \$74,999	2,540	486	19.1%
\$75,000 to \$99,999	2,438	410	16.8%
\$100,00 to \$149,999	5,006	980	19.6%
\$150,000 to \$199,000	3,146	612	19.5%
More than \$200,000	9,311	1,675	18.0%
Not reported	20,381	4,169	20.5%

Note: gross family income is self-reported by the student on the application for admission.