



Fall 2020 Student Experiences During Remote Instruction

Introduction

The StayConnected2UCSC Survey #2 collected information about students' experiences during remote learning and their awareness of health services in Fall quarter 2020. This was the second of a series of brief surveys throughout the 2020-2021 academic year, aiming to understand student needs and circumstances so the campus can better support student learning and plan services related to student health and wellness and other needs.

This survey was sponsored by multiple units, including the Center for Innovations in Teaching and Learning (CITL), Division of Student Affairs and Success, and Student Health Services.

Institutional Research, Assessment, and Policy Studies (IRAPS) staff worked with these units to design the survey. IRAPS administered the online survey, analyzed the results, and prepared this report that covers Part 1 of the survey.¹

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¹ If you have any questions about this report or the survey, please contact IRAPS surveys@ucsc.edu .



Executive Summary

Concerns during the Fall quarter of remote instruction

- 7 in 10 undergraduates and 6 in 10 graduate students were concerned about maintaining their motivation to perform well in classes and their motivation to study outside of class.
- Compared to Spring quarter, the proportion of undergraduate students worried about learning and doing well on tests in Fall quarter has dropped from about 80% to 66%.
- First-generation undergraduate students had significantly higher levels of concern than continuing generation students about doing well on tests (70% vs. 64%), high levels of stress due to the impact of the pandemic on themselves or their family (58% vs. 51%), and having an appropriate study space (46% vs. 37%). The gap between the first-generation students and their peers has decreased compared to Spring-Summer, but the largest gap remains in first-gen students' concern with access to an appropriate study space.

Attendance in classes with live Zoom sessions

- During Fall 2020, almost all undergraduates and graduate students were taking classes with regularly scheduled live Zoom meetings with the instructor.
- Two-thirds (66%) of undergraduates and the majority (79%) of graduate students have missed zero or only one live online class meeting.
- Very few, 8% of undergraduates and 4% of graduate students, have missed half or more of their Zoom class meetings.

Obstacles to undergraduates' attendance of live Zoom sessions or completion of work in asynchronous courses

- Among undergraduates who missed at least a few live meetings, 50-60% of students did so because of difficulty staying motivated, difficulty focusing during live Zoom classes, or mental or physical health-related reasons.
- Poor Internet connection was cited as a reason for missing live classes by 44% of students who live on or off campus and missed more than one live class.
- Among students whose classes did not have live sessions, the vast majority (81%) of students struggled to keep up with course work due to difficulty staying motivated; two-thirds (65%) indicated mental or physical health-related reasons.

Obstacles to graduate students' attendance of live Zoom sessions

- 60% of graduate students who live on campus who missed at least a few live classes cited poor internet as a reason, compared with 28% of graduate students who live off campus.
- At least 4 in 10 graduate students reported having missed classes due to difficulty focusing during live Zoom sessions, difficulties staying motivated or engaged with course content, and mental or physical health-related reasons.

Class type preferences for Winter 2021

- Half (51%) of undergraduates prefer a mix of classes with live sessions and classes without any live sessions.
- Nearly half (47%) of graduate students prefer all classes with some live sessions.



Response Rates

The StayConnected2UCSC survey opened on October 30 and closed on November 11, 2020. Students received an initial emailed invitation and two reminders; the survey was also promoted on the Canvas learning management system, campus social media, and messages sent by International Student and Scholar Services. Overall, 13% of undergraduate students and 16% of graduate students responded to the survey. See Table 1.

Table 1. Response rates by student's program of study

	Undergraduates	Graduate Students
Invited (N)	17250	1884
Responded (N)	2319	299
Response rate (%)	13%	16%

Among undergraduates, response rates for first-generation students were similar to continuing generation students (both 13%).

Results

Part 1. Levels of concern during the fall quarter among undergraduate and graduate students

Undergraduate students rated their level of concern about various aspects of their learning and wellbeing during Fall quarter. Most students were enrolled in courses with live Zoom class meetings and some without (asynchronous classes). We also included UCSC students' responses about their experiences in Spring/Summer 2020, collected by the UC Undergraduate Experience Survey (UCUES).²

In Fall Quarter undergraduate students expressed the most concern about maintaining motivation and their academic success, as well as pandemic-related issues.

- Around 70% of undergraduates were *concerned* or *very concerned* about maintaining their motivation to perform well in classes and/or motivation to study outside of class.
- 64-66% of undergraduates were *concerned* or *very concerned* about doing well on tests and assignments, and about learning effectively in the remote instruction environment. Compared to Spring quarter, the proportion of undergraduate students worried about learning and doing well on tests in Fall quarter has dropped from about 80% to 66%.
- One in two undergraduate students were *concerned* or *very concerned* about experiencing high levels of stress due to the impact of the pandemic on themselves or their family.

² Comparisons with spring-summer 2020 come from UCUES, with a question worded: "How concerned are you about the possible effects of COVID-19 on your learning in the following ways?"

- Concerns with physical infrastructure issues remain high in Fall quarter. This fall, access to an appropriate study space was an issue about which 40% of undergraduates were either *concerned* or *very concerned*, but this is a notable improvement from spring/summer of 2020, when 65% of students were *concerned* or *very concerned*.
- Similar to Spring/Summer, about a third of undergraduates were *concerned* or *very concerned* about having reliable Internet access in fall 2020 (32% vs. 37% in spring/summer). See Figures 1-2, as well as Table 2. For more information about bad Internet’s impact on students’ attendance of live classes, see next section.

Figure 1. Undergraduate students’ concerns about academic and stress-related aspects of remote learning in Spring/Summer and Fall 2020

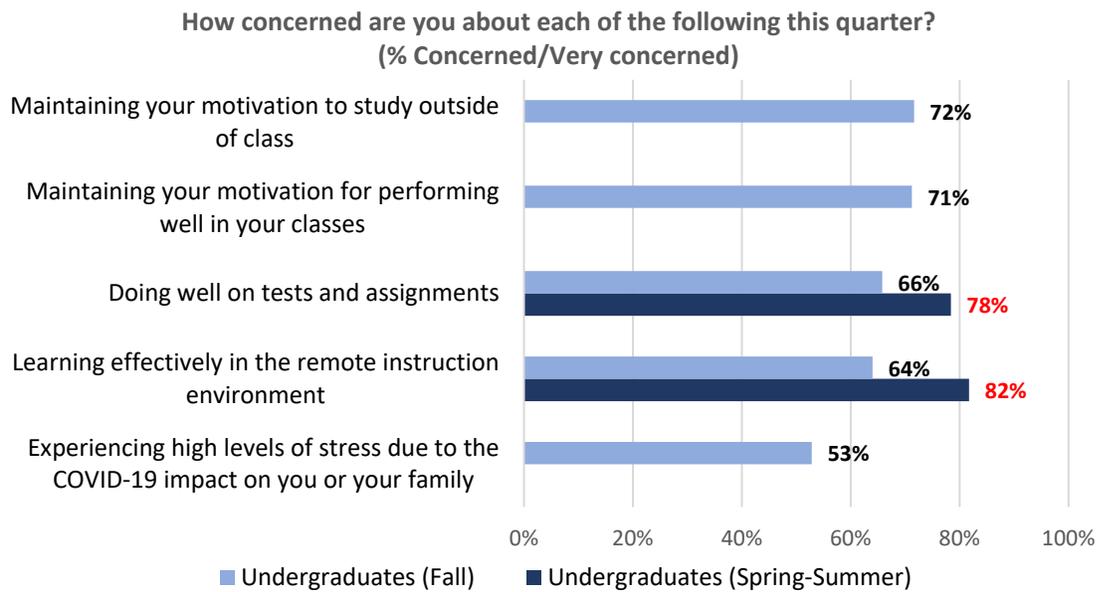
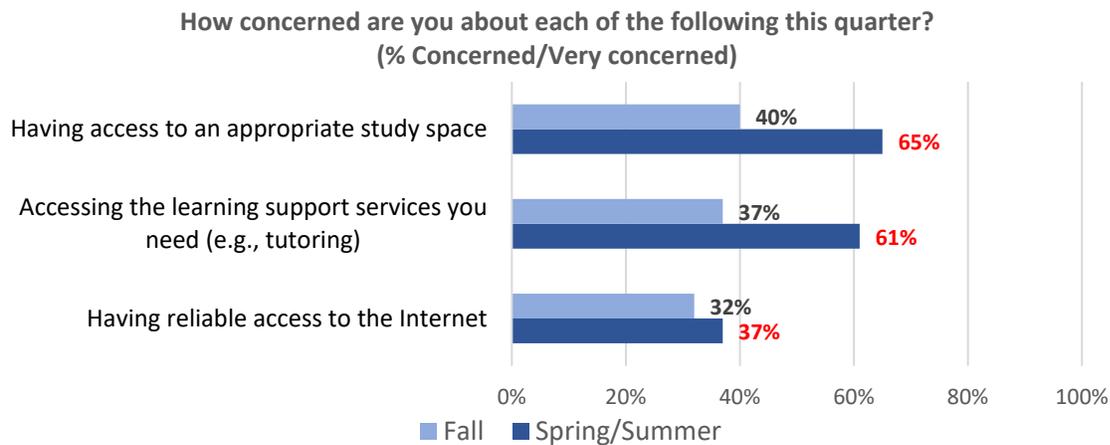


Figure 2. Undergraduate students’ concerns about access to study spaces, learning support services, and the Internet in Spring/Summer and Fall 2020



This is the first campus survey of **UCSC graduate students'** experiences during the pandemic. In Fall quarter, graduate students that were taking classes reported the following:

- 6 in 10 graduate students were *concerned* or *very concerned* about maintaining their motivation to perform well in classes and/or motivation to study outside of class.
- 4 in 10 graduate students were *very concerned* or *concerned* about doing well on tests and assignments, and about learning effectively in the remote instruction environment.
- One in 2 graduate students were *concerned* or *very concerned* about experiencing high levels of stress due to the impact of the pandemic on themselves or their family.
- A substantial proportion (40-44%) of graduate students reported being concerned about having access to an appropriate study space and to reliable Internet. See next section about poor Internet connection being an obstacle to attending live Zoom classes.
- Over one-third (36%) of students are *concerned* or *very concerned* about accessing learning support services during remote instruction. See Figures 3-4 and Table 2.

Figure 3. Graduate students' concerns about academic and stress-related aspects of remote learning in Fall 2020

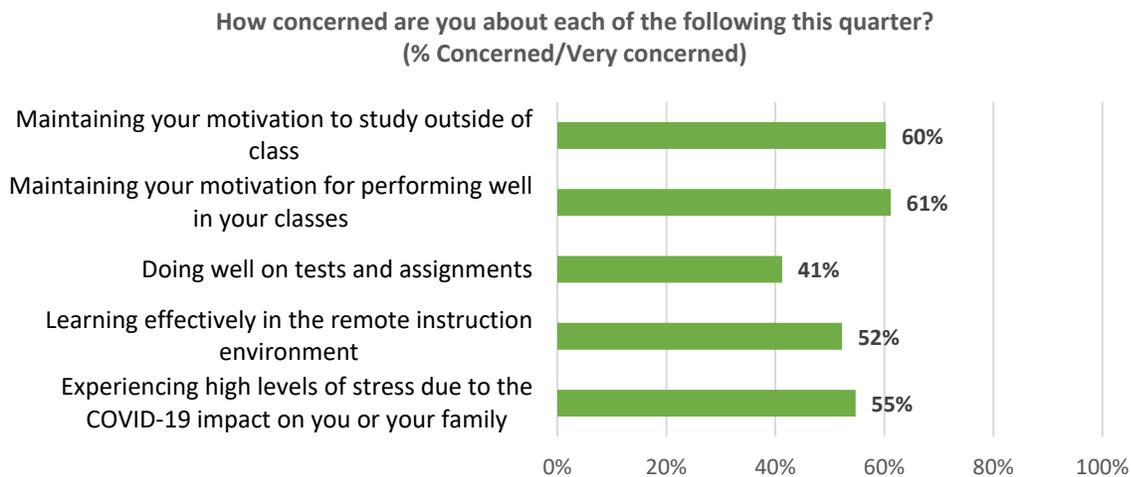


Figure 4. Graduate students' concerns about access to study spaces, learning support services, and the Internet in Fall 2020

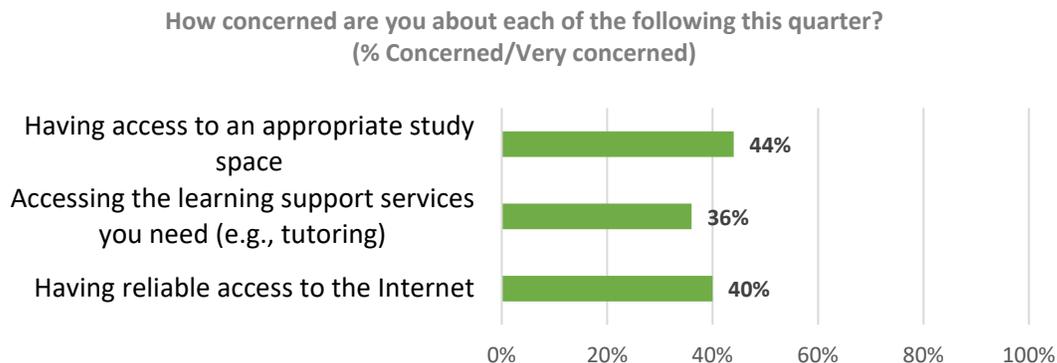


Table 2. Levels of concern about various aspects of learning, health, physical infrastructure, and access to support services in Fall 2020 and Spring/Summer 2020 (UCUES)

		Undergraduate (Spring/Summer)	Undergraduate (Fall)	Graduate students (Fall)
		N = 4908-4912	N = 2156-2172	N = 223-224
Maintaining your motivation to study outside of class	Very concerned/Concerned	-	72%	60%
	Somewhat concerned	-	18%	19%
	Not concerned	-	9%	18%
	Not applicable*	-	2%	2%
Maintaining your motivation for performing well in your classes	Very concerned/Concerned	-	71%	61%
	Somewhat concerned	-	19%	21%
	Not concerned	-	8%	17%
	Not applicable	-	1%	1%
Doing well on tests and assignments	Very concerned/Concerned	78%	66%	41%
	Somewhat concerned	15%	23%	22%
	Not concerned	7%	11%	30%
	Not applicable	-	1%	7%
Learning effectively in the remote instruction environment	Very concerned/Concerned	82%	64%	52%
	Somewhat concerned	13%	25%	29%
	Not concerned	5%	11%	18%
	Not applicable	-	0%	0%
Experiencing high levels of stress due to the COVID-19 impact on you or your family	Very concerned/Concerned	-	53%	55%
	Somewhat concerned	-	27%	25%
	Not concerned	-	18%	18%
	Not applicable	-	2%	2%
Having access to an appropriate study space	Very concerned/Concerned	65%	40%	44%
	Somewhat concerned	19%	24%	20%
	Not concerned	16%	36%	34%
	Not applicable	-	1%	1%
Accessing the learning support services you need (e.g., tutoring)	Very concerned/Concerned	61%	37%	36%
	Somewhat concerned	24%	30%	20%
	Not concerned	16%	32%	44%
	Not applicable**	-	2%	9%
Having reliable access to the Internet	Very concerned/Concerned	37%	32%	40%
	Somewhat concerned	31%	31%	28%
	Not concerned	32%	36%	30%
	Not applicable	-	1%	1%

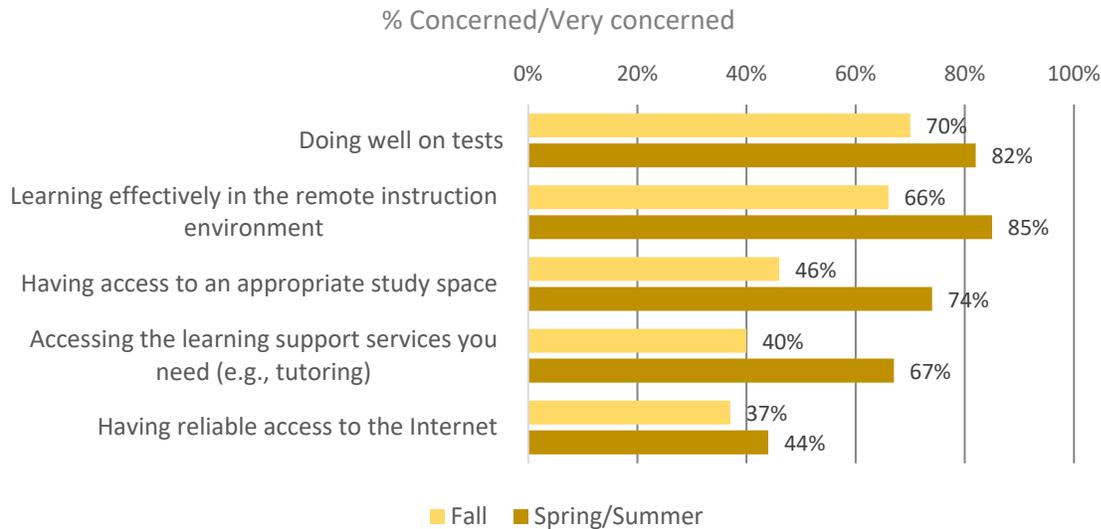
*"Not applicable" was not a response option in UCUES (spring-summer).

**For the item on accessing learning support services, percentages for items other than "Not applicable" are based on the percent among those who chose an option other than "Not applicable".

Part 2. First-generation undergraduate students' concerns

Compared to Spring/Summer responses (UCUES survey), first-generation students are doing better in Fall. There was a notable decline in the proportion of first-generation students reporting concerns across various aspects except having reliable access to the Internet. See Figure 5.

Figure 5. First-generation students' concerns in Fall 2020 vs. Spring/Summer 2020



In Fall quarter first-generation undergraduate students continued to report somewhat higher concerns across all aspects compared to their continuing generation peers. For example, 70% of first-generation students were *concerned* or *very concerned* about doing well on tests and assignments (vs. 64% of continuing generation). Nearly 6 in 10 (58%) first-generation students are experiencing high levels of stress due to the impact of COVID-19 on themselves or their families (vs. 51% of continuing generation). See Table 3a (next page).

In Fall quarter first-generation undergraduates had higher concerns about the physical infrastructure and learning support, compared with continuing generation students, specifically about having access to an appropriate study space (46% vs. 37%), accessing learning support services (40% vs. 35%), and reliable Internet access (37% vs. 30%). See Table 3b (next page).

Did the gap between first-gen and their peers reduce in Fall compared to Spring/Summer? When we compared the differences in the proportion of concerned/very concerned on the same questions in Fall and Spring/Summer, we found that in Fall the gap ranged from 3% to 9% whereas in Spring/Summer - from 5% to 14%. In both quarters, the largest gap has been about access to an appropriate study space. (For Spring UCUES results, please see a separate report).

Table 3a. Undergraduate students' concerns about academic and stress-related aspects in FALL 2020, by college generation status

Fall 2020		First-generation	Continuing generation	Difference
		N = 669-673	N = 1487-1498	
Maintaining your motivation to study outside of class	Very concerned/Concerned	75%	70%	5%
	Very concerned	49%	46%	3%
	Concerned	26%	24%	
	Somewhat concerned	18%	18%	
	Not concerned	6%	10%	
	Not applicable	1%	2%	
Maintaining your motivation for performing well in your classes	Very concerned/Concerned	73%	70%	3%
	Very concerned	49%	44%	5%
	Concerned	24%	26%	
	Somewhat concerned	19%	19%	
	Not concerned	6%	9%	
	Not applicable	1%	1%	
Doing well on tests and assignments	Very concerned/Concerned	70%	64%	6%
	Very concerned	41%	36%	5%
	Concerned	29%	28%	
	Somewhat concerned	20%	24%	
	Not concerned	9%	11%	
	Not applicable	0%	1%	
Learning effectively in the remote instruction environment	Very concerned/Concerned	66%	63%	3%
	Very concerned	36%	33%	3%
	Concerned	30%	30%	
	Somewhat concerned	23%	26%	
	Not concerned	11%	10%	
	Not applicable	0%	0%	
Experiencing high levels of stress due to the COVID-19 impact on you or your family	Very concerned/Concerned	58%	51%	7%
	Very concerned	32%	26%	6%
	Concerned	26%	24%	
	Somewhat concerned	26%	28%	
	Not concerned	14%	20%	
	Not applicable	2%	2%	

Table 3b. Undergraduate students' concerns about physical infrastructure and learning support in FALL 2020, by college generation status

Fall 2020		First-generation	Continuing generation	Difference
		N = 669-673	N = 1487-1498	
Having access to an appropriate study space	Very concerned/Concerned	46%	37%	9%
	Very concerned	25%	18%	7%
	Concerned	21%	18%	
	Somewhat concerned	23%	24%	
	Not concerned	29%	39%	
	Not applicable	1%	1%	
Accessing the learning support services you need (e.g., tutoring)	Very concerned/Concerned	40%	35%	5%
	Very concerned	15%	13%	2%
	Concerned	25%	22%	
	Somewhat concerned	27%	31%	
	Not concerned	31%	32%	
	Not applicable	2%	2%	
Having reliable access to the Internet	Very concerned/Concerned	37%	30%	7%
	Very concerned	18%	14%	4%
	Concerned	19%	16%	
	Somewhat concerned	30%	31%	
	Not concerned	32%	37%	
	Not applicable	1%	1%	

Part 3. Attendance of live online sessions

During Fall quarter, almost all (97%) undergraduates and three-quarters (78%) of graduate students took classes with regularly scheduled live Zoom meetings with the instructor. The graduate students without classes with live Zoom meetings were doing research. See Table 4.

Table 4. Type of classes taken in Fall Quarter

	Undergraduate	Graduate students	Total
What kind of classes are you currently taking in <u>Fall Quarter</u> ?	N = 2319	N = 299	N = 2618
At least one of my classes has regularly scheduled live Zoom meetings with the instructor (synchronous)	97%	78%	95%
None of my classes have regularly scheduled live Zoom meetings with the instructor (asynchronous)	2%	1%	2%
I am not taking classes, only doing research	0%	21%	2%
I am not taking classes but currently on a leave of absence	0%	0%	0%

Among students with at least one course with regularly scheduled live Zoom meetings with the instructor, two-thirds (66%) of undergraduates and four-fifths (79%) of graduate students have missed no or only one Zoom class meeting.

Very few, 8% of undergraduate and 4% of graduate students, have missed half or more of their Zoom class meetings. See Table 5.

Table 5. Attendance of classes with live Zoom sessions

How frequently have you missed live (synchronous) Zoom class meetings since the start of Fall quarter?	Undergraduate students	Graduate students	Total
	N = 2212	N = 234	N = 2446
Missed no or one meeting	66%	79%	68%
Did not miss any	48%	65%	50%
One meeting	18%	14%	18%
A few meetings	26%	16%	25%
Half of meetings	4%	3%	4%
Most or all meetings	4%	1%	3%

Part 4. Obstacles to undergraduate students' attendance of live online class meetings

Students who missed a few or more Zoom class meetings were asked to select their reasons for missing Zoom meetings.

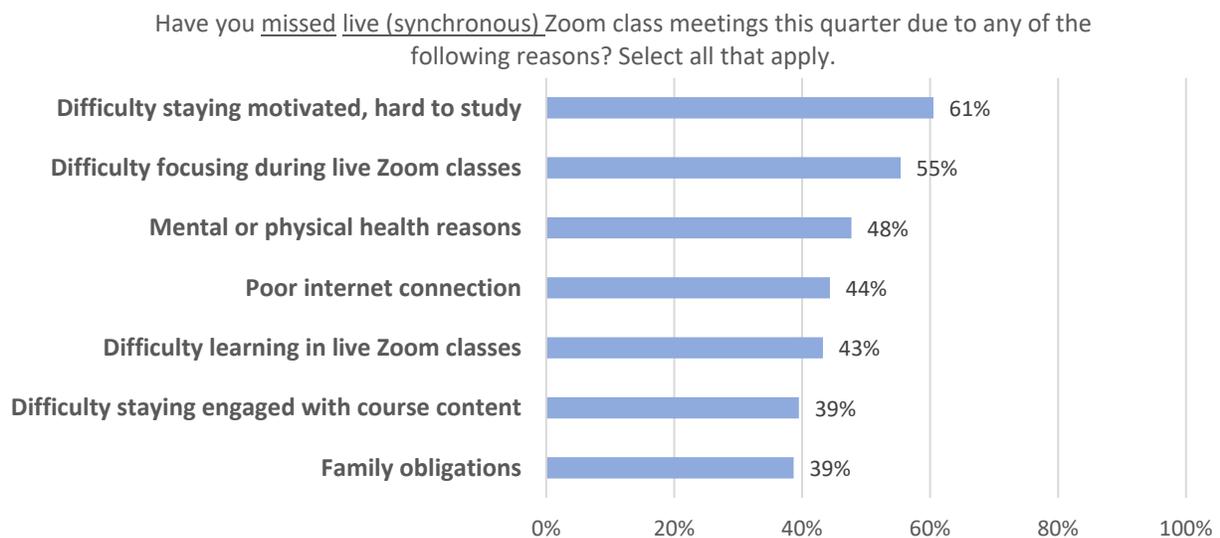
Undergraduate students' top reasons were related to low motivation, difficulty focusing, difficulty staying engaged (low interest), and health. See Figure 6.

- About 60% of undergraduates who missed Zoom classes did so because they had difficulty staying motivated.
- Over half of students (55%) missed live classes because they had difficulty focusing during live Zoom classes. Fewer students (43%) missed live classes because of difficulty learning during live Zoom sessions.
- About half (48%) had mental or physical health-related reasons.

Missing classes due to a poor internet connection was also common.

- 44% undergraduates who missed classes did so because of a poor Internet connection. This means that among all students who have any Zoom-based classes, including students who only missed zero or one meeting, poor internet connections led one-fifth (20%) of undergraduates overall to miss class meetings.
- Undergraduate students residing on-campus or off-campus cited a poor Internet connection at similar rates (both 44%).
- Almost 2 in 5 students (39%) who missed a few or more meetings did so because of family obligations.

Figure 6. Relatively more common challenges of undergraduate students who missed a few or more Zoom classes



Among less common reasons were job obligations (22%) and emergency situations such as power outages (25%). Other reasons included challenges with a Zoom connection due to other members of the household using Zoom (19%), being in a different time zone (14%). Very few students had difficulties with access to a computer (4%), and data privacy restrictions (2%). See Figure 7 and Table 6.

Very few undergraduate (5%) students indicated that none of the listed reasons were a factor.

Figure 7. Relatively less common challenges of undergraduate students who missed a few or more Zoom classes

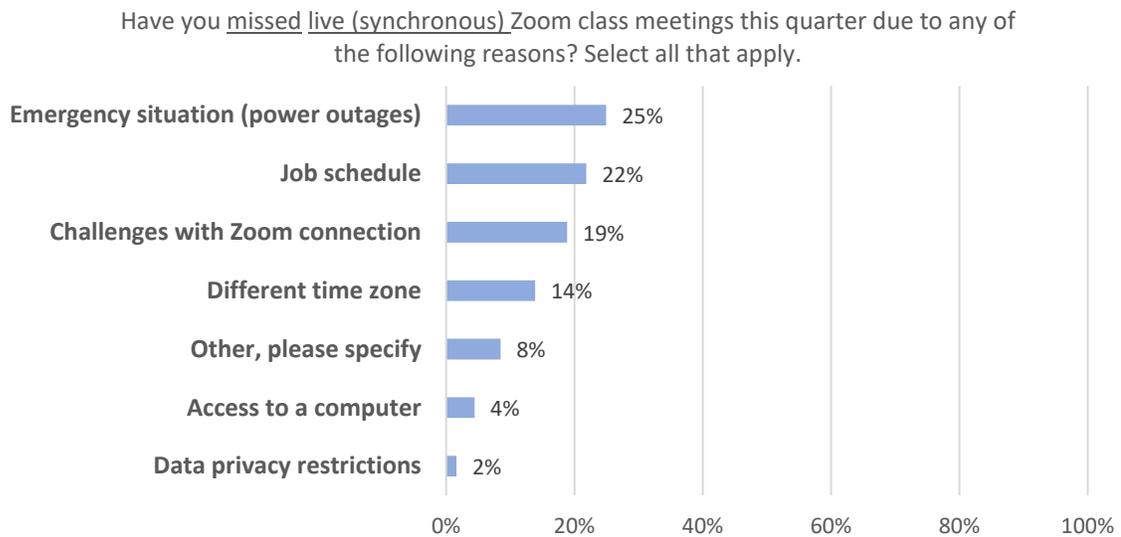


Table 6. Undergraduate students’ reasons for missing live (synchronous) Zoom class meetings (missed a few or more meetings)

Have you <u>missed live (synchronous)</u> Zoom class meetings this quarter due to any of the following reasons? Select all that apply.	Undergraduate N = 742
<i>None of the reasons listed below</i>	5%
Difficulty staying motivated, hard to study	61%
Difficulty focusing during live (synchronous) Zoom classes	55%
Mental or physical health reasons	48%
Poor internet connection (e.g., unstable, freezes, drops connection)	44%
Difficulty learning in live (synchronous) Zoom classes	43%
Difficulty staying engaged with course content, low or no interest in your courses	39%
Family obligations	39%
Emergency situation (e.g., power outages)	25%
Job schedule	22%
Challenges with Zoom connection due to other members of your household also using Zoom	19%
Different time zone	14%
Access to a computer (due to sharing the same computer with other members of your household)	4%
Data privacy restrictions (when accessing course materials)	2%

In addition to the reasons listed above, some undergraduate students specified other reasons such as oversleeping or forgetting the time of the class. See Table 8a in the Appendix.



Part 5. Obstacles to undergraduate students' completion of work in asynchronous classes

Some undergraduate students (n=54) indicated having all classes without live Zoom sessions in Fall quarter. They were asked to select from a list of reasons that may have negatively affected their ability to keep up with the work assigned in those courses.

The vast majority (81%) of students indicated difficulty staying motivated; in addition, almost two-thirds (64%) indicated mental or physical health-related reasons, and half mentioned difficulty learning when watching recorded classes (53%) or difficulty staying engaged with course content (51%). See Figures 8-9 and Table 7.

Figure 8. Relatively more common challenges of undergraduate students in asynchronous classes

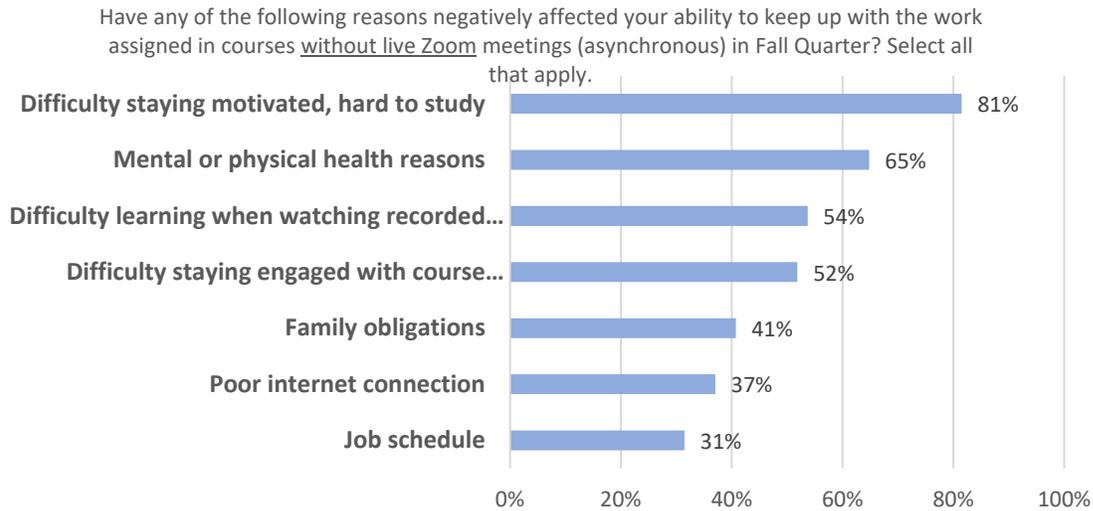
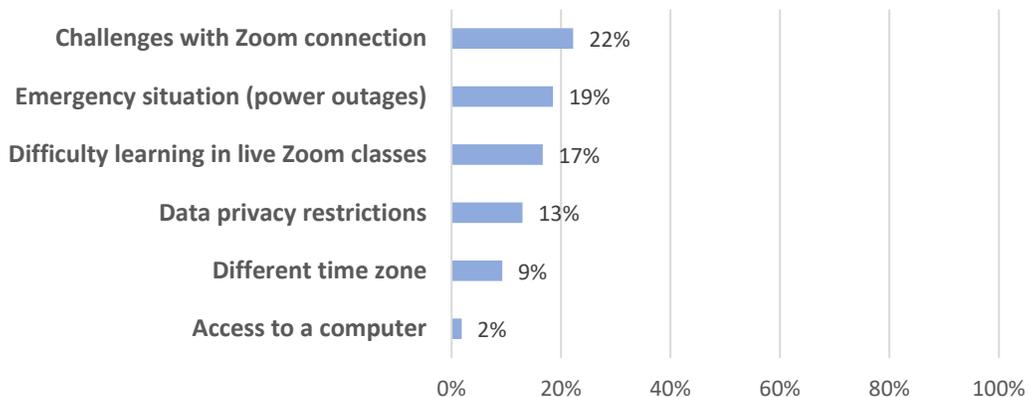


Figure 9. Relatively less common challenges of undergraduate students in asynchronous classes



Several students whose classes had no live Zoom meetings provided additional reasons for not being able to keep up with work in courses. See Table 7a (next page).

Table 7. Reasons negatively affecting undergraduate students' ability to keep up with work in courses without live Zoom meetings (asynchronous)

Have any of the following reasons negatively affected your ability to keep up with the work assigned in courses <u>without live Zoom</u> meetings (asynchronous) in Fall Quarter? Select all that apply.	Total N = 54
Difficulty staying motivated, hard to study	81%
Mental or physical health reasons	65%
Difficulty learning when watching recorded classes	54%
Difficulty staying engaged with course content, low or no interest in your courses	52%
Family obligations	41%
Poor internet connection (e.g., unstable, freezes, drops connection)	37%
Job schedule	31%
Challenges with Zoom connection due to other members of your household also using Zoom (or a web conference software) at the same time	22%
Emergency situation (e.g., power outages)	19%
Difficulty learning in live (synchronous) Zoom classes	17%
Data privacy restrictions (when accessing course materials)	13%
Different time zone	9%
Access to a computer (due to sharing the same computer with other members of your household)	2%

Table 7a. Other reasons affecting students' ability to keep up with courses

COVID-19 Coronavirus Pandemic Stress / Election Politics Stress
difficulty providing work through computer
Had a break-in, rather skyrocketed my anxiety levels
having to balance doctor's appointments with School work, especially when commuting on the bus.
I really wish that my classes were live zoom discussions. It makes it next to impossible to keep up with work because my workload is so much denser. It doesn't feel like I'm going to class, it feels like I just have extra hw
I've never been in a living situation/mental space so difficult to learn...I miss campus
Procrastinating with asynchronous classes

Although the sample of students who only had asynchronous classes was relatively small (n=54), it is important to note some findings, namely:

- a high proportion of these students (81%) struggled to keep up with the work due to difficulties staying motivated;
- mental and physical health reasons were also cited by more students with asynchronous classes than by students who missed live Zoom classes (65% vs. 48%);
- over half (52-54%) of students who took only asynchronous classes reported difficulties learning when watching recorded classes and/or staying engaged with the course content/having low/no interest in their courses;
- family obligations were similarly common obstacles for students who needed to keep up with work in asynchronous classes and for students taking live Zoom classes (41% vs. 39%).

Part 6. Obstacles to graduate students' attendance of live online class meetings

At least 4 in 10 graduate students reported having missed at least a few classes due to:

- difficulty focusing during live Zoom sessions,
- difficulties staying motivated or engaged with course content, and
- mental or physical health-related reasons. See Table 8.

Almost one-third (31%) of graduate students who missed at least a few classes reported poor internet connection as a reason for missing classes. Graduate students living on campus reported poor internet connection at much higher rates: 60% vs. 28% of graduate students who live off-campus. As one graduate student explained, "The internet at family student housing is very unreliable and cuts out often during Zoom meetings/classes."

In addition, one in five (19%) graduate students missed Zoom classes because of living in a different time zone. Graduate students' list of additional reasons for missing a class are in Table 8a in the Appendix.

Very few graduate students (8%) indicated that none of the listed reasons was a factor.

Table 8. Graduate students' reasons for missing live (synchronous) Zoom class meetings (missed a few or more meetings)

	Graduate Students
	N = 48
<i>None of the reasons listed below</i>	8%
Difficulty focusing during live (synchronous) Zoom classes	46%
Difficulty staying engaged with course content, low or no interest in your courses	44%
Difficulty staying motivated, hard to study	42%
Mental or physical health reasons	40%
Poor internet connection (e.g., unstable, freezes, drops connection)	31%
Difficulty learning in live (synchronous) Zoom classes	27%
Family obligations	25%
Different time zone	23%
Emergency situation (e.g., power outages)	19%
Job schedule	19%
Challenges with Zoom connection due to other members of your household also using Zoom (17%
Data privacy restrictions (when accessing course materials)	4%
Access to a computer (due to sharing the same computer with other members of your household)	2%

Part 7. Preference of class types for Winter Quarter

Students were asked to indicate what format of classes they would prefer to take in Winter quarter. Among undergraduates, half (51%) preferred a mix of classes with some having regularly scheduled live Zoom meetings and some without any live meetings. About one-third (34%) of undergraduates preferred having all classes with some regularly scheduled live Zoom meetings with the instructor.

Among all graduate students, almost half (47%) preferred all classes with some regularly scheduled live Zoom meetings. The rest were split between preferring a mix of classes with some live sessions and some classes without any live sessions (24%), and conducting research with no classes at all (25%). See Table 9.

Table 9. Current preferences on format of classes for Winter quarter 2021

	Undergraduate	Graduate students
	N = 2160	N = 286
Some classes with some regularly scheduled live Zoom meetings with the instructor and some classes without any live meetings	51%	24%
All classes with some regularly scheduled live Zoom meetings with the instructor	34%	47%
All classes without any regularly scheduled live Zoom meetings with the instructor	13%	3%
I won't be taking classes, only doing research	0%	25%
I will take a leave of absence	2%	1%

Appendix

Table 2. FULL RESULTS: Levels of concern about academic and stress-related aspects of remote learning

		Undergraduate (Spring- Summer)	Undergraduate (Fall)	Graduate students (Fall)
		N = 4908-4912	N = 2156-2172	N = 223-224
Maintaining your motivation to study outside of class	Very concerned/Concerned	-	72%	60%
	Very concerned	-	47%	37%
	Concerned	-	25%	23%
	Somewhat concerned	-	18%	19%
	Not concerned	-	9%	18%
	Not applicable	-	2%	2%
Maintaining your motivation for performing well in your classes	Very concerned/Concerned	-	71%	61%
	Very concerned	-	46%	35%
	Concerned	-	26%	26%
	Somewhat concerned	-	19%	21%
	Not concerned	-	8%	17%
	Not applicable	-	1%	1%
Doing well on tests and assignments	Very concerned/Concerned	78%	66%	41%
	Very concerned	55%	37%	23%
	Concerned	24%	28%	18%
	Somewhat concerned	15%	23%	22%
	Not concerned	7%	11%	30%
	Not applicable*	-	1%	7%
Learning effectively in the remote instruction environment	Very concerned/Concerned	82%	64%	52%
	Very concerned	58%	34%	29%
	Concerned	24%	30%	23%
	Somewhat concerned	13%	25%	29%
	Not concerned	5%	11%	18%
	Not applicable	-	0%	0%
Experiencing high levels of stress due to the COVID-19 impact on you or your family	Very concerned/Concerned	-	53%	55%
	Very concerned	-	28%	28%
	Concerned	-	25%	27%
	Somewhat concerned	-	27%	25%
	Not concerned	-	18%	18%
	Not applicable	-	2%	2%

Note: Spring-summer comparisons are shown for the items included in UCUES.

*"Not applicable" was not a response option for these items in UCUES.

Table 2 (Cont). FULL RESULTS: Levels of concern about physical infrastructure and learning support

		Undergraduate (Spring-Summer)	Undergraduate (Fall)	Graduate students (Fall)
		N = 4855-4909	N = 2156-2162	N = 223-224
Having access to an appropriate study space	Very concerned/Concerned	65%	40%	44%
	Very concerned	40%	20%	25%
	Concerned	25%	19%	20%
	Somewhat concerned	19%	24%	20%
	Not concerned	16%	36%	34%
	Not applicable*	-	1%	1%
Accessing the learning support services you need (e.g., tutoring)	Very concerned/Concerned	61%	37%	36%
	Very concerned	34%	14%	20%
	Concerned	27%	23%	16%
	Somewhat concerned	24%	30%	20%
	Not concerned	16%	32%	44%
	Not applicable**	-	2%	9%
Having reliable access to the Internet	Very concerned/Concerned	37%	32%	40%
	Very concerned	18%	15%	21%
	Concerned	19%	17%	19%
	Somewhat concerned	31%	31%	28%
	Not concerned	32%	36%	30%
	Not applicable	-	1%	1%

* "Not applicable" was not a response option in UCUES (spring-summer).

** For the item on accessing learning support services, percentages for items other than "Not applicable" are based on the percent among those who chose an option other than "Not applicable".

Table A. Undergraduate students' "other" reasons for missing Zoom meetings

All of my lectures are pre recorded and I can watch on my own time, but the above still applies.
all of the above and more
Burnout, Sleep, etc,
Classes are often poorly organized and it's hard to find the correct Zoom link.
Confusion of class time/scheduling
CSE 20 [...] - Other students were very disrupting, the professor didn't seem to notice or care that the students were acting in an immature, disruptive way. This is why I don't attend her lecture often anymore.
Did not make it on time and opted to watched the recorded lecture
Different instructors schedule live zooms at same time.
Difficulty staying awake for morning classes.
Doctors
Doctors appointments/Dentist appointments
Early class time
Easier to watch recordings
Exhaustion
Falling asleep during live Zoom classes

Feeling too tired due to having a midterm that day, and I also missed one because my alarm didn't go off.
forgetting the time or day of the week.
forgot
forgot that there was lecture that day (just the one time)
Forgot there was a plenary
had to do other class work
Harrasment contributed to the reasons above
Have a class where the labs are very difficult to complete with the amount of resources that are available. I am trying my best to reach out to all those extra resources, but sometimes office hours and my live zoom class overlap in time.
I am not waking up for an 8 am
I am unable to find the link to the zoom without going back into the schedule / emails since canvas doesn't have it on the calander.
I find it easier to watch the recordings
I forgot I had class
I forgot when my classes were because I don't have much of a structure for knowing what day it is
I get light sensitivity and migraines, some days I'm unable to look at my screen for long periods of time
I got kicked out of my house and didn't have a stable place to go to my Zoom meetings for a couple weeks
I have two live zoom classes scheduled at the same time
I just skipped it to focus on assignments for another class, possible because I knew the session would be recorded
I love my classes it's just hard to overcome the overwhelming depression from a lack of natural human interaction
I often don't find myself needing to watch the lectures in real time, or even, at all. I don't watch my Physics 5A lectures anymore since I can do just fine with reading and doing practice problems from my textbook. On occasion, I will go an talk to a TA.
I prefer to watch the recording after, at 1.5 speed or greater
I simply forgot.
I slept past my alarm 3 times
I was focusing on my other classes and it completely breezed past me
In all reality I'm able to adjust, but I recently came down with the common cold which was mistaken for covid-19, and therefore I was super restricted to do anything really, and it set behind with class assignments.
It was a plenary section that is normally asynchronous, and I forgot that it was synchronous that day.
it was the first meeting and I confused section meetings with full class lecture meetings.
Lack of quiet, uninterrupted study space. Living with 5 other students while mostly staying home is difficult. Constant distractions and noises make it difficult to focus. I miss the library and coffee shops, those were perfect work environments for me.
lecture was not helpful
Live zoom meetings are heavy on participation and worsen my social anxiety.
Medical appointments
Missed half of a class once because I overslept
Misunderstanding about timing of classes.
moving
Much faster to read slides than watch lecture
My audio fails and I end up not hearing anything or miss what the teacher said because the audio delays and everyone has allready move on. I found this extremely frustrating and opt for reviewing lecture later on, on my own but it is not the same.
my fault, i woke up late from my nap ;_;
My grandpa was on hospice so it was hard to focus and motivate

needed time to study for other class
New father. Very difficult to get uninterrupted time to study and attend lectures.
Not having any place to physically be makes me forget I have meetings at all even though I never missed class for this reason before and am a very good student
One of my classes has zoom lectures it also allows you to go back and watch the lectures after. I tend to do that because otherwise I'd be in class from 10am to 7pm on Mondays. This way I can spread it out over the week a little better.
overslept
Overslept
Overslept, lack of schedule
Overwhelmed with work and what is going on in real life
participation not mandatory
Poor sleep schedule
Power Outages
power outages, fire evacuation
Professors don't always explain things properly, and use easy barebone examples while our homework/quizzes are way harder. Also my other Professor is very hard to understand, and doesn't slow down lectures, because he wants to cover all the content.
Professors scheduled their optional live meetings at the same time
Scheduling conflicts with other classes and knowing the course material beforehand making the lecture pointless
Second class scheduled at same time
sleeping in because I no longer have to wake up early to commute
slept in too late.
So much homework to do that even going to class will severely limit ability to finish the work and get it turned in.
Soccer game
Some times, I attend a lecture, and then I miss ten minutes of it due to some internet problem and then I can't understand the rest of the lecture, or a majority of it, so I have to rewatch the recording
Sometimes if zoom or the internet boots me off, I don't make much effort to connect back.
Sometimes the live version is distracting with students in the chat etc so I watch the recorded lecture instead.
The already meaningless-feeling pursuit for a degree now has all of its physical manifestations stripped away from it, leaving just a wispy abstraction to draw motivation from.
the class I miss the live zoom classes aren't helpful to me, I teach myself with other resources
The TA said it was not mandatory.
The zoom meetings in one of my classes are stated to be completely optional.
To catch up on other courses' homework assignments and study obligations.
Too many assignments causing early burnout.
took a nap instead
Two simultaneous classes
Uncomfortable and low interest/indifference with the content/discussion relating to religion/the Bible. Also, my other class is hard to focus because it's almost all lecture and a lot to memorize.
was asleep, partially due to depression (related to above reasons)
Was studying for the class
Wi-fi went out once for a whole day, otherwise stable
wrong schedule
Zoom is so fucking bad. This is the worst fucking quarter.
Zoom music classes are a sad excuse for in-person. And having no studios to practice or work in makes the aural nature of the work exceedingly difficult.



Table B. Graduate students' "other" reasons for missing Zoom meetings

argue with my mom
Friend passed away, was attending a memorial
I prefer watching recordings at high speed playback
I registered late and didn't have the link to access the first two classes
I'm working ~75 hours a week and I fell asleep between classes
needed more time to work on an assignment
professors are not primed to lead virtual instruction, especially on such short notice
Realizing the value of the course has decreased in a virtual format
The internet at family student housing is very unreliable and cuts out often during Zoom meetings/classes
The professor changed the original class schedule posted when I enrolled. I can attend some of his classes, but sometimes is hard to organize.
Too focused on doing homework / studying for midterms, and forgot about the meeting completely
zoom is spyware