

Report on Fall 2020 Student Survey (October)

The second fall 2020 Student Survey was administered in the window of October 8-13 during the seventh week of the fall semester with the stated goal of providing an optional opportunity for students to provide feedback on their experiences of the first 7 weeks of the fall semester. 1,566 undergraduates started the survey and 1,160 completed the survey. 1,424 undergraduates participated in the survey in September.

The report is divided into two parts. Part 1 provides a brief overview of the characteristics of survey respondents, followed by descriptive summaries of student responses to several of the survey items across 6 areas: pledge to protect; university communications; university services; classroom experiences in the Fall; overall evaluation of SMU currently; and student preferences for Spring 2021. Part 2 provides information on characteristics of student respondents (e.g., gender, race/ethnicity, school affiliation, undergraduate/graduate level, DASS, international, first-year status, etc.) and a summary of how particular groups of students answered on key questions.

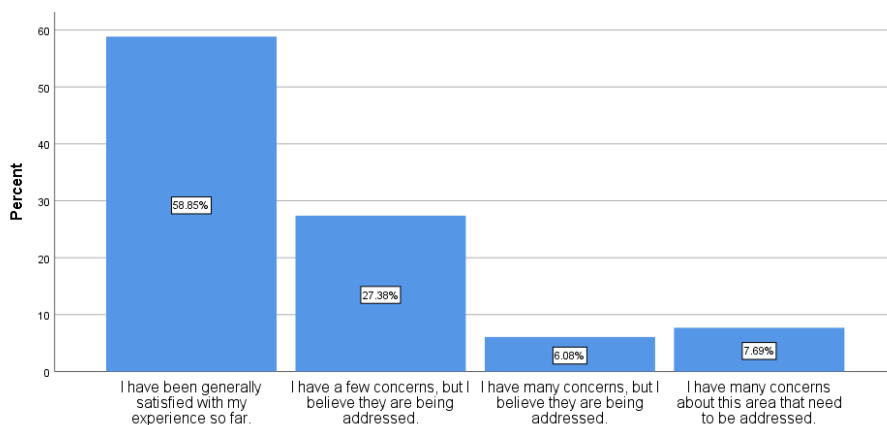
In addition to this analysis, the SAES office is reviewing all open-ended responses as additional context for interpreting these findings. The many suggestions that students provided through their open-ended responses provide a similar picture to the findings presented here by offering additional, more-detailed context that allows for the SAES office to follow up and reach out to students where necessary. SAES will follow up with Athletics, Facilities, Student Affairs, and OIT to provide feedback from the student's qualitative responses as we plan for the spring as many comments focused on what students hope will change in the future if the situation with COVID-19 changes.

PART 1: Descriptive Statistics of Survey Responses

17% of all undergraduates completed the survey. Survey participants were disproportionately women, enrolled in honors programs, and on-campus residents. The survey "under-sampled" students who live off-campus and our Greek affiliated community.

Pledge to Protect

The table below provides results for the following question on the Pledge to Protect: *How have members of the SMU community (students, faculty, and staff) upheld the values of the SMU CAN Pledge to Protect (commitment to social distancing, wearing masks, and maintaining a safe campus)?*



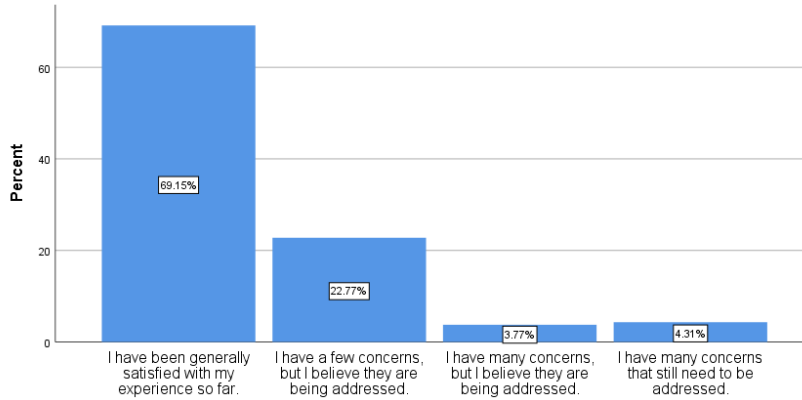
Key Takeaways on the Pledge to Protect

- Almost 6 in 10 students (58.9%) report being generally satisfied with the SMU Community upholding the principles of Pledge to Protect.
 - Women, minority students, Rotunda Scholars, and students in the University Honors Program reported having more concerns.

- Less than 1 in 10 students (7.7%) report having “many concerns” in terms of the Pledge to Protect.

University Communications

The table below provides results from a question about university communications: *How useful have university-wide communications been, as provided through newsletters, webpages, and social media campaigns?*

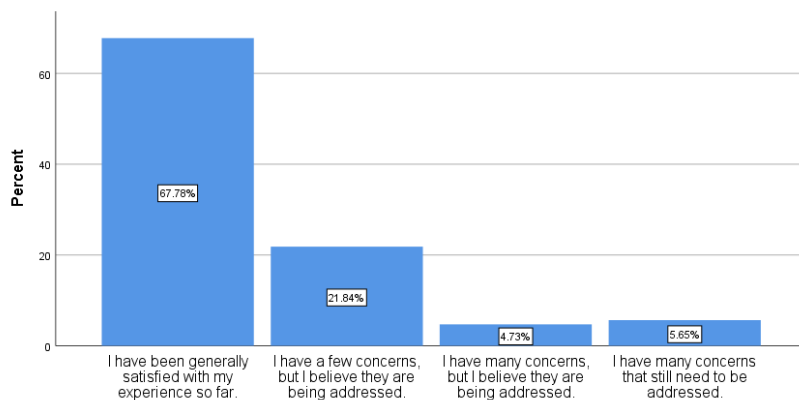


Key Takeaways on University Communications

- Almost 7 in 10 students (69.2%) report being “generally satisfied” with SMU university communications.
 - Women and international students expressed being satisfied more often.
- Less than 1 in 10 students (8%) report having “many concerns”.

University Services

The table below provides results from a question about university services: *How has access to university services such as Zoom Spaces, the libraries, Dr. Bob Smith Health Center, and Dedman Recreation Center been handled in the first two weeks?*



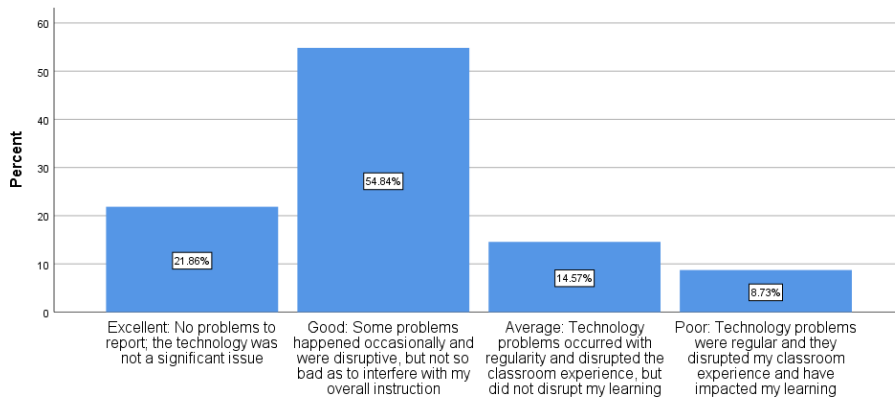
Key Takeaways on University Services

- Almost 7 in 10 students (67.8%) report being “generally satisfied” with campus services this semester.
 - Minority students, student athletes, and our on-campus residents express greater satisfaction overall.
- Approximately 1 in 10 students (10.4%) report having “many concerns”.
- When asked, how we might improve, respondents offered many suggestions related to campus dining, the Dedman recreation center, access to outdoor spaces, and changing some policies within RLSH. While many of these recommendations acknowledged the limitations associated with COVID, many students are clearly using the

number of positive cases on campus as evidence that we should be “opening” up more and providing them with more opportunities to engage in outdoor, in-person activities. Male students in particular expressed a strong desire for intramural sports.

- When asked, what are we doing well, respondents highlighted the creative solutions for virtual engagement and use of the library, A-LEC, the reservation system for Dedman recreation, and a belief that SMU is trying under difficult circumstances.

The table below provides results from a question about instructional technology: *Based on your experiences with instructional technology this semester, how would you rate your overall technology experience?*

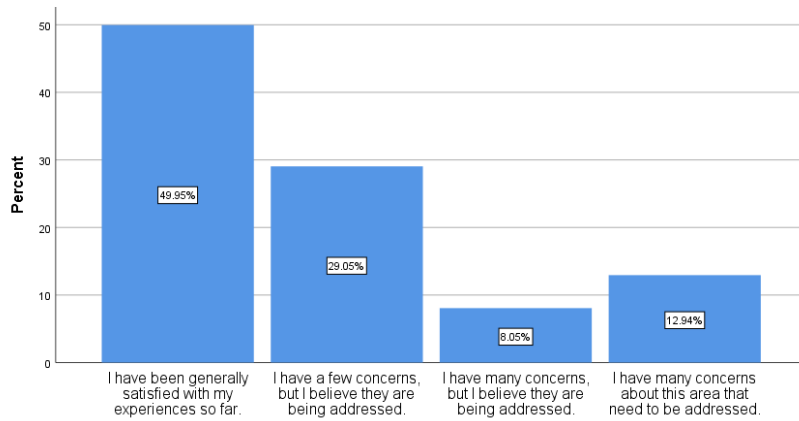


Key Takeaways on Instructional Technology

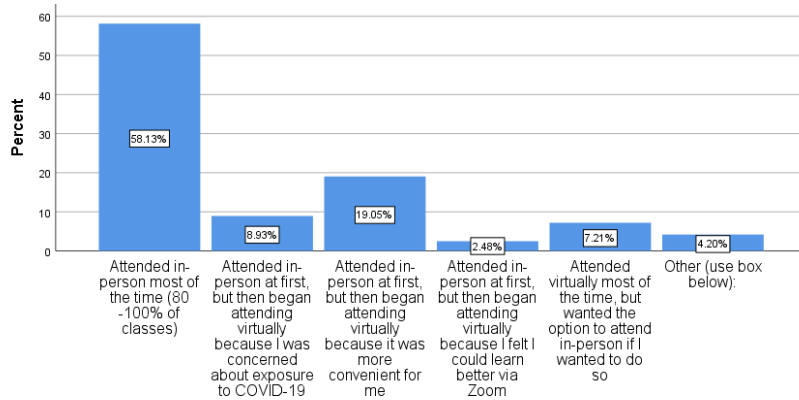
- Almost 1 in 8 (76.7) students rated instructional technology as Excellent or Good.
- Students who rated experiences as Average or Poor (24%) were offered a free response box to input additional information to describe specifically what technologies they recommend improving for next semester. Of those 24% of respondents, 14% submitted free responses which were categorized into the following targets for overall improvement:
 - Zoom Specific (18%)
 - Teaching & Instruction (18%)
 - Classroom Technology Specific (17%)
 - General/Other (16%)
 - Connectivity (15%)
 - Online Testing Specific (9%)
 - Canvas Specific (6%)
 - Lecture Recording Specific (1%)
- With these target themes OIT can immediately transition to new action plans for both faculty improvement and training as well as for fine-tuning of support resources and technical infrastructure. Students demand high-quality instructional experiences both from campus technology systems (Zoom, Classrooms, Connectivity, Canvas, etc.). Students also demand improved instructional capability, competency and consistency from their faculty across modalities (Teaching & Instruction, Online Testing, Assignments, etc.) Campus faculty and academic support agencies (OIT, Academic Technology Services, Online Production Services, the Center for Teaching Excellence and the SMU Libraries, etc.) are currently in the process of developing and will be scheduling faculty and technology-centric improvement initiatives in advance of the Winter | Spring 2020 terms.

SMUFlex Classroom Experiences in the Fall

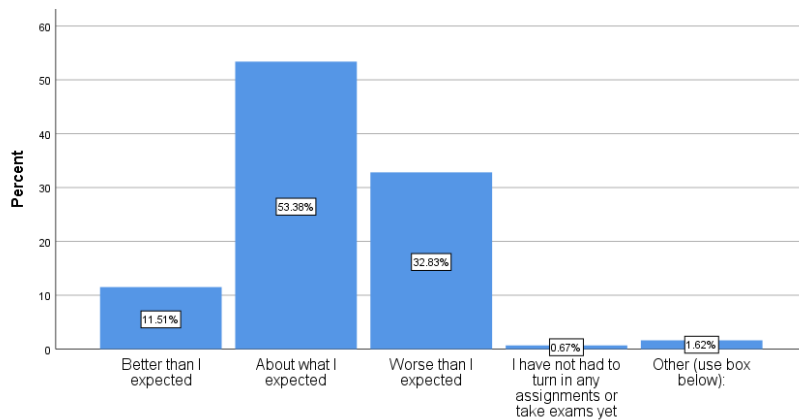
How has your overall experience in the SMUFlex classroom been?



In my SMUFlex classes this semester, on my assigned rotation days, I:



How have you performed on assignments and exams in your SMUFlex courses?



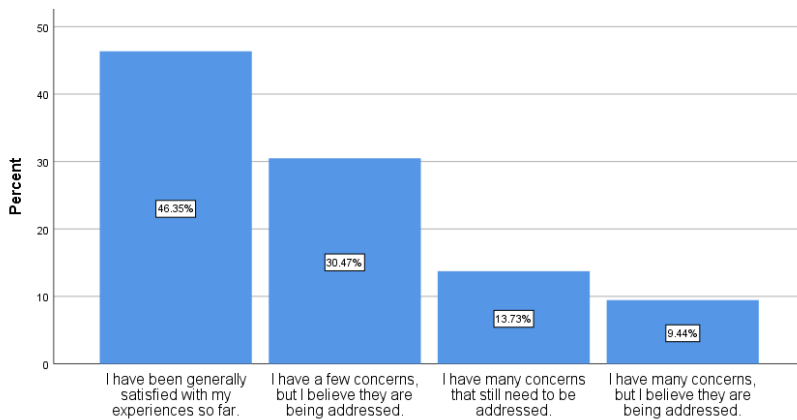
Key Takeaways for SMUFlex Experience

- 1 in 5 students (49.9%) are generally satisfied with the SMUFlex experience by the 7th week in the semester.

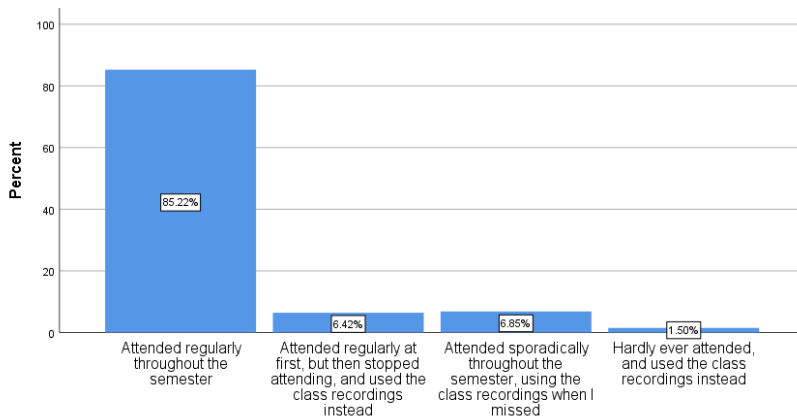
- Minority students, Pell eligible, student athletes, and those living on campus expressed more satisfaction with SMUFlex in comparison to their reference group, while Greek affiliated students expressed less satisfaction.
- Almost 1 in 6 students (58.1%) report attending in-person on their assigned rotation days
 - Students reported that the Red-Blue rotation system had the most negative effects on their motivation to attend in-person on their assigned days and on their ability to have social contact with fellow students. It does positively impact their feeling about campus safety and provides flexibility with respect to work and or their schedule
- 1 and 5 students (53.4%) report they are doing about what they expected on assignments and exams
 - 32.8% report they are doing worse than expected.
- Open-ended responses indicate that students are frustrated by lost time associated with technological transitions, differences in faculty practices with respect to Canvas and Zoom, and lack of clarity around safety practices within the class and campus on the days they are on campus.
- Students also expressed their appreciation for the in-person opportunities Red-Blue rotation provided and requested changes to the attendance policies with some wanting more opportunities to attend in-person and some asking for faculty to continue to be flexible

Virtual Classroom Experiences in the Fall

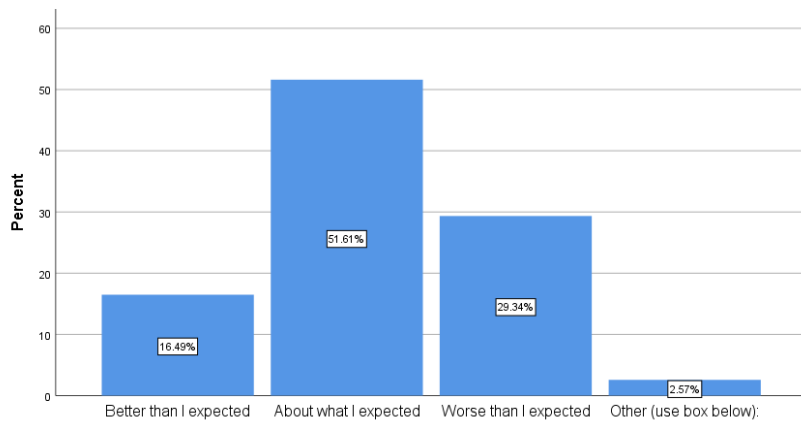
How has your overall experience in the Virtual classroom been?



How did you approach taking your Virtual classes?



How have you performed on assignments and exams in your Virtual courses?



Key Takeaways for Virtual Experience

- Almost 1 in 5 students (46.4%) are generally satisfied with the virtual experience by the 7th week in the semester.
 - Students in the university honors program expressed greater satisfaction with virtual courses while Greek affiliated students expressed less satisfaction
- Almost 1 in 9 students (85.2%) report attending virtual courses regularly throughout the semester
- 1 and 5 students (51.6%) report they are doing about what they expected on assignments and exams
 - 29.3% report they are doing worse than expected.
- Open-ended responses indicate that students are frustrated by problems associated with Zoom, the amount of out of class work assigned in virtual courses, and faculty failing to find ways to build student engagement during the synchronous content.
 - Remote students indicated their biggest challenge was maintaining a schedule and a routine to help them manage an all virtual schedule.
- Students expressed that they sincerely appreciated the opportunity to enroll in virtual courses and that some of their faculty had adopted creative ways that they enjoyed. They also expressed that they hope other faculty adopt similar practices. They appreciate having recorded materials to access on their own schedule and the ability to work on exams over longer periods of time (e.g. 24 hours).
 - Remote students positively commented on virtual access to the library and A-LEC.

Overall Evaluation of SMU Currently

This survey administration included several questions from the National Survey of Student Engagement (NSSE) which is administered every three years on campus. The last year of administration was Spring of 2019. Three different types of comparisons were conducted with the data from these questions.

1. Matched Longitudinal Sample – comparing students who responded to both surveys (n=110)
2. Longitudinal Matched-Items, Independent Samples
 - a. First-year students in 2019 vs. first-year students in 2020
 - b. Senior students in 2019 vs. senior students in 2020
3. Composite score for overall satisfaction and perceptions of SMU

Matched Longitudinal Sample

147 students who responded to NSSE as first-year students in 2019 also responded to the Fall 2020 survey as juniors; 104-110 of those students responded to the matched survey items of interest displayed below.

Question: How would you evaluate your entire educational experience at this institution so far?

- The mean response has dropped from 3.4 to 3.0 (statistically sig. @ $p < .001$)
- 44% (46 of 104) students' ratings remained the same from 2019
- 43% (45 of 104) students' ratings have declined since 2019
- 13% (13 of 104) students' ratings have improved 2019

- Avg. change by student= -0.42

Question: Based on your experiences so far this fall, how much does SMU emphasize: Providing support to help students succeed academically

- The mean response among this has dropped from 3.14 to 2.7 (statistically sig. @ $p < .001$)
- 38% (42 of 110) students' ratings remained the same from 2019
- 44% (48 of 110) students' ratings have declined since 2019
- 18% (20 of 110) students' ratings have improved 2019
- Avg. change by student= -0.42

Question: Based on your experiences so far this fall, how much does SMU emphasize: Providing opportunities to be involved socially

- The mean response has dropped from 3.02 to 2.58 (statistically sig. @ $p < .001$)

Analysis Approach: Longitudinal Matched-Items, Independent Samples

Sample: The samples are drawn from 2019 NSSE data and the 2020 survey and limited to participants who responded to the following matched subsets of survey items

- ~460 first-year students in 2019 (NSSE)
- ~430 first-year student in 2020 (SAES survey)
- ~410 seniors in 2019 (NSSE)
- ~210 seniors in 2020 (SAES survey)

Limitations: Data collection periods are not perfectly matched (i.e., 2019 data was collected in spring and 2020 data was collected in fall)

Based on your experiences so far this fall, how much does SMU emphasize: Providing support to help students succeed academically.

	Very Little	Some	Quite a Bit	Very Much	Mean	Δ
2019 First-year students	3% (14)	22% (103)	43% (205)	33% (151)	3.04	+0.11*
2020 First-year students	1% (3)	21% (92)	40% (172)	38% (164)	3.15	
2019 Seniors	5% (19)	26% (107)	45% (186)	24% (99)	2.89	-0.16*
2020 Seniors	7% (15)	34% (71)	38% (79)	21% (45)	2.73	
2019 Combined	4%	24%	44%	28%	2.97	+0.05
2020 Combined	3%	25%	39%	33%	3.02	

2019 first-year n=473; 2020 first-year n=431; 2019 senior n= 411; 2020 senior n=210
* $p < .05$; ** $p < .01$; *** $p < .001$

First Years

NSSE reports on this by combining “Quite a bit” and “Very much” and comparing those scores to benchmarks. During the last administration the combined score was 76%. During this administration it was 78% which could be seen as a negligible improvement however the **average mean score increased significantly**. Previously, we were four percentage points ahead of our peer/aspirational cohort as well as our Carnegie and size cohort but the same as the general NSSE cohort. This score still keeps us well above all peer groups for first years.

Additionally, a significant difference in means found in perceived level of academic support on average between first-year students and all other cohorts of other class years ($p < .05$).

Seniors

During the last administration the combined score was 59%. During this administration it was 69% which is **lower by 10% and a statistically significant mean reduction**. Previously we were eight percentage points ahead of our peer/aspirational cohort, two percentage points ahead of our Carnegie and size cohort but one percentage point behind the general NSSE cohort. This score would put us slightly below our peer and aspirant group, but well below our Carnegie cohort and the general NSSE administration.

Overall

There is a statistically significant increase in the mean scores between first year cohorts of .11 and a statistically significant decrease of .05 in the mean scores between seniors. Our positive and negative distributions (by percentages) are identical when combining class cohorts and comparing October's survey to NSSE of 2019. There is a non-significant mean difference of .05 higher during this administration of this question meaning the **overall opinion of support to help students succeed academically is not different than in previous years**.

Additionally, when looking at cohorts, Greek students rated the level of SMU support for academic success (mean = 2.08) lower than their non-Greek peers (mean=2.28) (p<.05).

Based on your experiences so far this fall, how much does SMU emphasize: Providing opportunities to be involved socially.

	Very Little	Some	Quite a Bit	Very Much	Mean	Δ
2019 First-year students	3% (15)	25% (117)	39% (184)	33% (153)	3.01	-0.34***
2020 First-year students	13% (54)	30% (128)	36% (156)	22% (94)	2.67	
2019 Seniors	7% (29)	26% (108)	39% (158)	28% (114)	2.87	-0.31***
2020 Seniors	15% (31)	33% (68)	34% (72)	18% (38)	2.56	
2019 Combined	5%	26%	39%	30%	2.95	-0.32***
2020 Combined	13%	31%	36%	21%	2.63	

2019 first-year n=469; 2020 first-year n=432; 2019 senior n= 409; 2020 senior n=209
*p<.05; **p<.01; ***p<.001

First Years

NSSE reports on this by combining “Quite a bit” and “Very much” and comparing those scores to benchmarks. During the last administration the combined score was 72%. During this administration it was 74% which is actually an **overall increase** using this method however, **the mean score is significantly lower than the previous administration**. Previously we were two percentage points ahead of our peer/aspirational cohort as well as our Carnegie and size cohort but one percentage point ahead of the general NSSE cohort. This decrease would put us well below all cohort groups if they were to score the same now.

Seniors

During the last administration the combined score was 67%. During this administration it was 52% which is **significantly lower by 15%** also reflected by a **significant mean reduction**. Previously we were three percentage points ahead of our peer/aspirational cohort, two percentage points ahead of our Carnegie and size cohort, and three percentage points ahead of the general NSSE cohort. This decrease would put us well below all cohort groups if they were to score the same now.

Overall

There is a **statistically significant decrease** in the mean scores between first year cohorts of -0.34 and a statistically significant decrease of -0.31 in the mean scores between seniors. Our positive and negative distributions (by percentages) show an increase in negative scores and a decrease in positive scores when combining class cohorts and comparing October's survey to NSSE of 2019. There is a significant mean difference of 0.32 lower during this administration of this question meaning the **overall opinion on opportunities to be involved socially has decreased since the last administration corroborated by a statistically significant mean reduction**. This finding is not surprising as we've had to severely limit the amount of traditional social opportunities due to COVID.

Based on your experiences so far this fall, how much does SMU emphasize: Providing support for your overall wellbeing (recreation, healthcare, counseling, etc.).

	Very Little	Some	Quite a Bit	Very Much	Mean	Δ
2019 First-year students	4% (21)	22% (104)	42% (194)	32% (148)	3.00	-0.04
2020 First-year students	4% (17)	24% (107)	43% (185)	28% (123)	2.96	
2019 Seniors	10% (42)	24% (98)	44% (175)	23% (93)	2.78	-0.23**
2020 Seniors	14% (29)	34% (72)	34% (72)	17% (36)	2.55	
2019 Combined	7%	23%	42%	28%	2.90	-0.07
2020 Combined	7%	28%	40%	25%	2.83	

2019 first-year n=467; 2020 first-year n=432; 2019 senior n= 408; 2020 senior n=209
*p<.05; **p<.01; ***p<.001

First Years

NSSE reports on this by combining "Quite a bit" and "Very much" and comparing those scores to benchmarks. During the last administration the combined score was 74%. During this administration it was 71% which is actually slight decrease (**3%**) using this method however the **mean difference is not statistically significant**. Previously we were nine percentage points ahead of our peer/aspirational cohort, 8 percentage points ahead of our Carnegie and size cohort and five percentage points ahead of the general NSSE cohort. This decrease would still rank us well above all cohort groups if they were to score the same now.

Seniors

During the last administration the combined score was 67%. During this administration it was 51% which is **significantly lower by 16%** corroborated by a **significant mean reduction**. Previously we were ten percentage points ahead of our peer/aspirational cohort, five percentage points ahead of our Carnegie and size cohort, and six percentage points ahead of the general NSSE cohort. This decrease would drop us well below all other cohort groups.

Overall

There is a not-significant decrease in the mean scores between first year cohorts of -0.04 and a statistically significant decrease of $-.23$ in the mean scores between seniors. Our positive and negative distributions (by percentages) show an increase in negative scores and a decrease in positive scores when combining class cohorts and comparing October's survey to NSSE of 2019 – the changes were primarily due to senior scores. There is a non-significant mean difference of 0.07 lower during this administration of this question meaning the **overall opinion on providing support for overall wellbeing has not changed**.

Based on your experiences so far this fall, how much does SMU emphasize: Helping you manage your non-academic responsibilities (work, family, etc.).

	Very Little	Some	Quite a Bit	Very Much	Mean	Δ
2019 First-year students	24%	37%	26%	13%	2.27	

	(113)	(174)	(119)	(61)		+0.13*
2020 First-year students	18% (79)	40% (171)	26% (112)	16% (70)	2.40	
2019 Seniors	35% (142)	37% (151)	21% (85)	8% (31)	2.01	-0.01
2020 Seniors	33% (70)	45% (93)	11% (23)	11% (23)	2.00	
2019 Combined	29%	37%	23%	11%	2.15	+0.12
2020 Combined	23%	41%	21%	15%	2.27	
2019 first-year n=467; 2020 first-year n=432; 2019 senior n= 409; 2020 senior n=209 *p<.05; **p<.01; ***p<.001						

First Years

NSSE reports on this by combining “Quite a bit” and “Very much” and comparing those scores to benchmarks. During the last administration the combined score was 39%. During this administration it was 42% which is an **overall decrease (of 10%)** using this method. However, there is a **statistically significant difference in means with a positive change in mean score**. Previously we were four percentage points ahead of our peer/aspirational cohort, one percentage points ahead of our Carnegie and size cohort, and three percentage points behind the general NSSE cohort. This decrease would put us well below all cohort groups if they were to score the same now.

Seniors

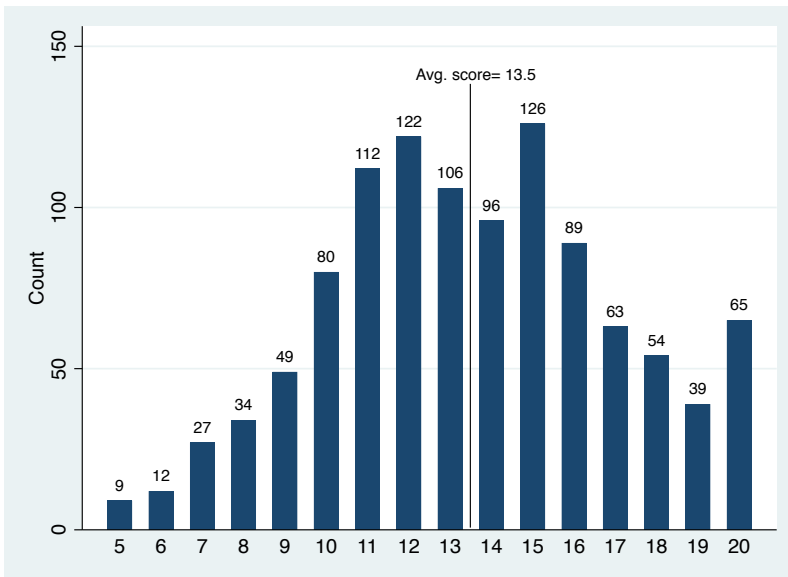
During the last administration the combined score was 29%. During this administration it was 22% which is **lower by 6%** however there was **no statistically significant mean difference**. Previously we were six percentage points ahead of our peer/aspirational cohort, one percentage points ahead of our Carnegie and size cohort, and two percentage points behind the general NSSE cohort. This decrease would drop us to be even with our peer and aspirants, slightly below our Carnegie cohort, and well below the general cohort.

Overall

There is a significant decrease in the mean scores between first year cohorts of 0.13 and a not-significant decrease of – 0.01 in the mean scores between seniors. Our positive and negative distributions (by percentages) show a **decrease** in negative scores and **an increase** in positive scores when combining class cohorts and comparing October’s survey to NSSE of 2019. There is a non-significant mean difference of 0.12 higher during this administration of this question meaning the **overall opinion on helping managing non-academic responsibilities has not changed**.

Composite score of following items (scale= 5-20)

- Overall educational experience
- Academic support
- Social involvement opportunities
- Overall wellbeing support
- Non-academic support



The number of students who scored within 2 points (11-15) of the average score is 562 (52%, n=1083 for composite) of the responding students. While there is a relatively normal distribution, there is a slightly positive skew to the data. This data is important because it helps us determine high-risk students. The students scoring a 5 would be considered the ones with the most negative view of the institution and should be prioritized for intervention. Students' average survey item response= 2.7 (scale= 1-4)

Preferences for the Spring

We asked students to tell us how they would like to attend different types of courses in the spring. From these responses we were also able to determine how consistent responses were across format.

Student Preferences for Course Types in Spring:	Count	Percentage
Having all classes virtually all the time	133	11%
Having all classes in person all the time	162	14%
Having a mix of classes virtually and in person	865	75%
Total	1160	100%

We asked students to tell us how important it is to engage in seven different activities in-person during the semester (class, office hours, campus athletic events, student activities, university services, research activities, community engagement). From these responses we were also able to determine the consistency of their preference for attending in person.

Count of Activities that are Very or Fairly Important in Person	Remote		On-Campus		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
7	19	8%	176	19%	195	17%
6	16	7%	123	13%	139	12%
5	16	7%	157	17%	173	15%
4	19	8%	155	17%	174	15%
3	30	13%	118	13%	148	13%
2	21	9%	95	10%	116	10%
1	31	14%	52	6%	83	7%
0	74	33%	58	6%	132	11%

Total	226	100%	934	100%	1160	100%
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Key Takeaways for Spring Expectations

- 75% of students expressed a desire for a mix of in-person and virtual courses based on the format.
 - They want their applied classes and classes with less than 25 students to be held in person while their courses with more than 25 students to be virtual.
- Almost 20% of students who expect to be on-campus in the spring indicated it was “very or fairly important” to them that all of the 7 identified activities be in person during the semester.
 - 47% of students said it was very important to attend class in person
 - 40% of students said it was very important to use campus services in person
 - 33% of students said it was very important to participate in student activities in person
 - Greek students’ average level of placed importance on the ability to participate in student activities in-person (mean= 3.47) was significantly greater than that of their non-Greek peers (mean= 3.12) at the p<.05 level.
 - 32% of students said it was very important to attend athletic events in person
 - 29% of students said it was very important to engage in office hours with professors
 - 25% of students said it was very important to participate in service learning and community engagement in person
 - 20% of students said it was very important to participate in research activities in person
- When asked “how can we improve your experiences for the spring” student responses clustered around four broad themes. The specific examples provided below had multiple references
 - Campus Policies
 - Ability for other SMU students to visit them in their dorm rooms
 - More enforcement of pledge to protect, many expressed a belief that “students are getting away with violations”
 - Greater clarity around the course attendance policies and when masks need to be worn in spaces across campus
 - Ability to remove mask in Zoom space if you are the only one present
 - Requested “days off”
 - Campus Services
 - Expanding dining hours and opportunities for eating in spaces such as Fondren Library
 - Expanded access to Dedman Recreation Center and intramural fields
 - Increased awareness of how to access virtual services such as Dr. Bob Smith Health Center, libraries, A-LEC, Dedman Recreation Center
 - Small number of references to Financial Aid, Bursar, DASS indicate isolated concerns but severe
 - Campus Activities
 - More planned outdoor events where students can meet other people
 - More planned small in person events so they can meet students beyond their residence halls
 - More opportunities for students to meet others in their major
 - Expectations of Faculty and Courses
 - Many faculty still need to improve their comfort with technology and using some of the advanced features. It appears that when students have a faculty member or a classroom that is working well it makes other experiences seem even more problematic
 - They want more choices across virtual courses and the ability to attend a specific SMUFlex course as a virtual student rather than attending in person on the assigned day
 - More flexibility with respect to assignment due dates and testing options; many express frustration with online exams as the only option
 - Less “busy work”; they highlighted creative assignments some faculty have adopted

- More support in courses where once you are lost you are really lost (courses referenced include economics, math, statistics, finance, accounting)
- More empathy for students having a bad week or struggling to focus on school
- Better use of faculty office hours some really like virtual just want more opportunities some want a return to in person office hours

Appendix 1: Completed Survey Responses vs. Survey Population (All Enrolled Students)

Student Characteristics	Complete Responses		Survey Population		Difference
	Count	Percentage	Count	Percentage	Percentage
Female	678	58%	3312	49%	10%
Minority	351	30%	2022	30%	1%
International	66	6%	342	5%	1%
Remote	226	19%	1135	17%	3%
Pell Eligible Students	134	12%	760	11%	0%
Student Athletes	72	6%	460	7%	-1%
Hilltop Scholars	168	14%	704	10%	4%
University Honors Program	201	17%	717	11%	7%
Rotunda Scholars	48	4%	177	3%	2%
On-Campus Residence	519	45%	2518	37%	8%
Greek	266	23%	2043	30%	-7%
Total	1160	100%	6814	100%	0%

Appendix 2: Differences across Student Groups on Main Topics


	Pledge to Protect	University Communications	Campus Services	Instructional Technology	SMU Experience
Female	**	*			**
Minority	***		*		
International		*		***	
Remote	**				
Pell Eligible Students					
Student Athletes			**		
Hilltop Scholars					*
University Honors Program	***				
Rotunda Scholars	***	**			
On-Campus Residence			***	***	*
Greek			***	***	


Difference between means for students in group vs. not in group is statistically significant

* $p < 0.10$

** $p < 0.05$

*** $p < 0.01$

 students in the group responded more favorably than students not in the group

 students in the group responded less favorably than students not in the group


	Overall SMUFlex Experience	Assignments in Flex	Overall Virtual Experience	Assignments in Virtual
Female		**		
Minority	***	***		
International				
Remote				**
Pell Eligible Students	*			
Student Athletes	*			
Hilltop Scholars				
University Honors Program			**	
Rotunda Scholars		***		*
On-Campus Residence	***	***		
Greek	***	***	***	***


Difference between means for students in group vs. not in group is statistically significant

* $p < 0.10$

** $p < 0.05$

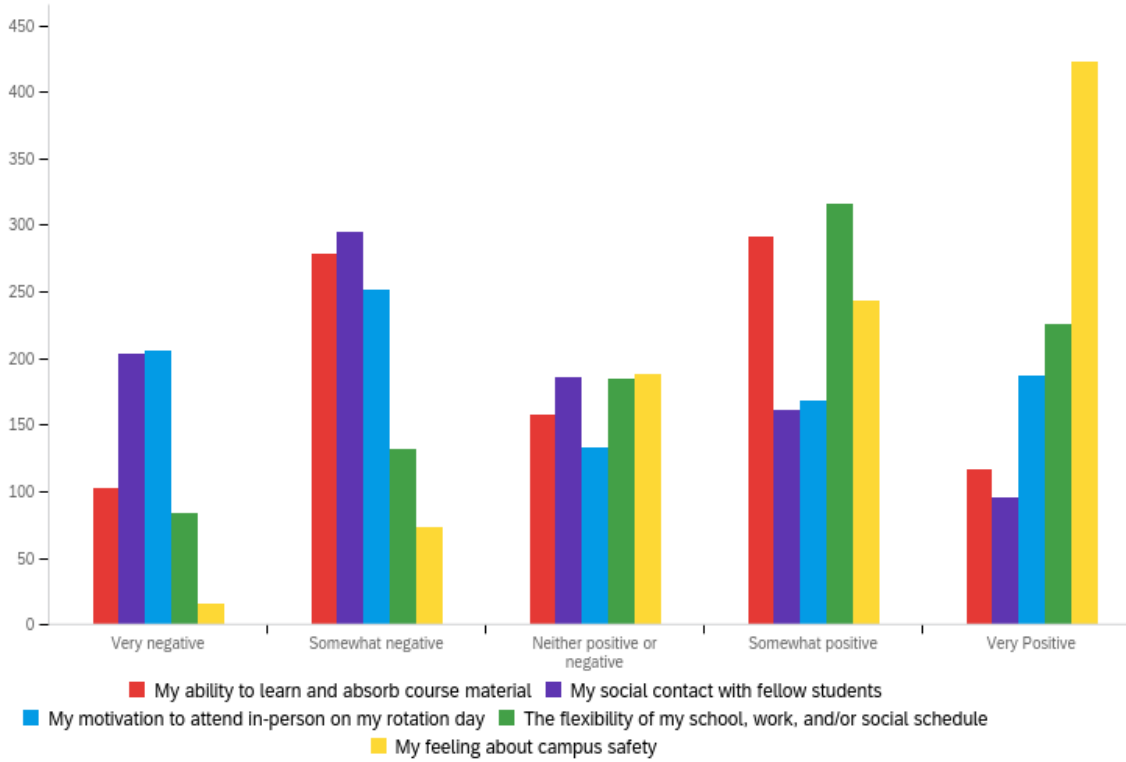
*** $p < 0.01$

 students in the group responded more favorably than students not in the group

 students in the group responded less favorably than students not in the group

Appendix 3: Impact of Red/Blue Rotation on Several Outcomes

For SMUFlex classes, please rate the impact of the Red/Blue rotation on the following:



Appendix 4: Student Responses on Attending Activities in Person

