



Native Student Online/Remote Classroom Experience & Learning Survey
Week 3 Results – September 2020

This summary describes Native American student experiences with online learning based on responses to select questions from the UA Student Online/Remote Classroom Experience and Learning Survey, which was sent to main campus graduate and undergraduate students in early September 2020 and received a response rate of 14%. Native students were identified by the Inclusive Race/Ethnicity flag 'American Indian or Alaska Native' from UAnalytics Student Academic Profile and represented 3% (n=122) of the undergraduate and 4.2% (n=50) of graduate/professional responses in the weighted samples. Direct questions to AssessmentResearch@arizona.edu.

Findings:

- 30% of Native American undergraduate and 49% of Native graduate/professional students personally know at least one student at the university without adequate internet or technology.
- Over 4 in 10 report limited internet access impeded their own ability to learn online.
- About 3 in 4 Native American undergraduate and graduate students report physical-environment distractions that reduce their ability to participate/perform in remote classes.
- Native graduate students report high levels of health-related stress (72%).
- Over one-third of Native students felt isolated or lonely all or most of the time in the weeks preceding the survey (37% undergraduate and 35% graduate/professional).

Do you personally know any University of Arizona students who do not have access to reliable internet, or the technology needed to do coursework?

Table with 3 columns: Response, Native Undergraduate, Native Graduate/Professional. Rows include No, Yes, one person, Yes, 2-4 people, Yes, 5 or more people.

There were no statistically significant differences between native and non-native students.

The following factors reduced my ability to participate/perform in remote courses<sup>1</sup>

Table with 3 columns: Undergraduate (% agree/strongly agree), Native Undergrad, Not Native Undergrad. Rows list factors like Limited internet access, Lack of access to appropriate technology/software, etc.

<sup>1</sup> Note: \* indicates statistically significant Pearson's chi-square (p<.05)

**The following factors reduced my ability to participate/perform in remote courses<sup>2</sup>**

Graduate/Professional (% agree/strongly agree)	Native Grad/Prof.	Not Native Grad/Prof
Limited internet access	46%	32%
Lack of access to appropriate technology/software	29%	21%
Lack of familiarity with required technology/applications	27%	26%
Uncertainty about which technologies/applications I am required to use	29%	25%
Health-related stress (mine, family member's, roommate's)	72%*	47%
Distractions from my physical environment	76%*	58%
Distractions from my personal technology (phone, computer)	52%	50%

**In the past 2 weeks, have you felt isolated or lonely?**

37% of Native undergraduate students reported feelings of isolation or loneliness all or most of the time in the past few weeks, which was not significantly different from the rate reported by non-Native students. The combined rate was higher for Native graduate/professional students than non-Native peers (35% vs. 27%\*).

	Native Undergrad	Native Grad/Prof
Almost all of the time	14%	6%
Most of the time	23%	29%
Some of the time	41%	57%
None of the time	23%	8%

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Methods Overview: The Fall 2020 Student Survey was sent to all enrolled main campus undergraduate and graduate/professional students (n = 37,608) between September 4 to 13. The overall response rate was 14%, with a breakdown of 13.3% for undergraduates (n=4,100) and 17.5% among graduate/professional students (n=1,185). Students were asked to provide feedback on their experience with campus instruction during the first three weeks of fall 2020. Surveys with <25% completed responses were eliminated from the analyses. Data were weighted to match university demographics by gender, class standing, and race/ethnicity for undergraduates and gender and international student status for graduate/professional students.

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<sup>2</sup> Note: \* indicates statistically significant Pearson's chi-square ( $p < .05$ )