Fall 2020 Student Experience Survey
Undergraduate Student Initial Results
November 20, 2020

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Fall 2020 Student Experience Survey - Initial Results

UMD - Undergraduate students

November 20, 2020

In October and November 2020, students at the University of Maryland, College Park were invited to complete the Fall 2020 Student Experience Survey. The survey was developed by staff in Academic Technology Experience; the Division of Student Affairs; the Office of Institutional Research, Planning & Assessment; and the Teaching and Learning Transformation Center.

This report provides a summary of survey results. An analysis of students’ open-ended comments is forthcoming. For each survey item, this report presents the percent of respondents who selected each response option and the number of responses for each individual question. Questions are grouped into the following sections:

1. Survey administration........................................................................................................................................... 3
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We removed non-responses from the percentage calculations. Percentages may not always sum to 100%, due to rounding. All percentage figures are rounded to the nearest integer. The number of respondents is displayed either above or below each graphic.
1. Survey administration

**Administration dates:** October 29 - November 6, 2020. The survey was accessed through a link sent out by the Provost on October 29. Reminder emails were sent on November 3, November 5, and November 6.

**Target population:** All students enrolled at UMD during Fall 2020. The survey was administered through a DIT distribution list for students. 40,531 emails were sent. The number of recipients may differ slightly from official student counts.

**Response rate:** 4,593 UMD undergraduate students responded, out of 30,875 UMD undergraduate students enrolled in Fall 2020. The response rate was 15%.

**Completion rate:** Of the respondents, 3,920 (85%) completed the entire survey. In this analysis, all responses are included on a per-question basis; as a result, the n-size per question may vary but is displayed for each item.

**Duration:** The median response time was 13 minutes.

Note: On Thursday, November 5, UMD announced that all courses would transition to online instruction after the Thanksgiving break. Although the university transitioned to remote instruction the week of November 16, this announcement may have influenced students’ responses.
2. Connection to campus and well-being

2.1. Engagement with activities outside the classroom

Where do you typically go to find more information about events or activities happening on campus outside the classroom? Select all that apply.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask my friends</td>
<td>57%</td>
</tr>
<tr>
<td>Keep Connected email</td>
<td>46%</td>
</tr>
<tr>
<td>University social media accounts</td>
<td>34%</td>
</tr>
<tr>
<td>Diamondback</td>
<td>9%</td>
</tr>
<tr>
<td>Stamp’s Calendar of Events</td>
<td>8%</td>
</tr>
<tr>
<td>Ask a university employee</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
</tr>
</tbody>
</table>

N = 4,451
How many online campus events or social activities did you attend this semester that were not related to your academic coursework?

- 0: 51%
- 1 to 3: 36%
- 4 to 6: 9%
- 7 to 9: 2%
- 9+: 3%

This item was only asked of respondents who said they attended at least one online event or activity.

Why did you attend online campus events and social activities? Select all that apply.

- The event complemented my academic studies: 45%
- The event sounded fun: 44%
- I wanted to meet or connect with other students: 42%
- I thought I would learn something useful: 37%
- I wanted a break from my studies: 35%
- I have enjoyed other online events: 15%
- Other: 9%

N = 2,139
This item was only asked of respondents who said they attended 0 or 1-3 events.

Of the reasons listed below, which may have contributed to your not attending virtual events or activities? Select all that apply.

- I already spend too much time on Zoom (67%)
- I do not want to participate in events virtually (44%)
- Not interested in what I saw offered (44%)
- Unaware of what was available (42%)
- I was not clear on how participating would benefit me (30%)
- Other (8%)

N = 3,818
2.2. **Challenges this semester**

Respondents who selected “not applicable” are not shown below.

In the bar chart above, and others like it in this report, the percent on the left indicates the percent of responses depicted in the dark and light red bars (“very difficult” plus “somewhat difficult” in this case) and the percent on the far right indicates the percent of responses depicted in the light and dark blue bars (in this case, “somewhat easy” plus “very easy”).
Please rate the extent to which you agree or disagree with the following statements. This semester:

- I feel isolated from the university community. 18%
- I have adequate quiet space to engage in course activities. 30%
- I find it easy to think of myself as a UMD student. 28%
- I feel well-informed about what policies and guidelines are in effect on campus outside of the classroom this semester (e.g., reservations needed to use STAMP and RecWell). 31%
- Someone I live with, including myself, is more likely than others to become very ill from COVID-19 (e.g., over 65 years old and/or with chronic illness). 52%
- I frequently connect with members of the university community for non-academic purposes. 51%

N = 4,303 - 4,313
3. Academic experience

3.1. Course modality

Note: On Tuesday, November 3, this item was edited to read: Are you taking any regular courses, either online or in-person, with an instructor this semester (not individual instruction, research credits, etc.)? The survey team changed this wording because students were interpreting the question differently than how it was intended.

Are you taking any regular courses with an instructor this semester?

- Yes 85%
- No 15%

N = 4,314

The remaining items in this section were only asked of respondents who said they are taking regular courses with an instructor this semester.
Overall, how would you describe the delivery of your course content this semester?

- Entirely or almost entirely online: 89%
- Both face-to-face and online: 10%
- Entirely or almost entirely face-to-face: 1%

The two items below were only asked of respondents who reported that their coursework had an online component.

While engaging in online instruction this semester, were you asked by your instructors to enable web-based audio or video connections?

- Both audio and video: 66%
- Neither audio nor video: 13%
- Video: 11%
- Audio: 9%
- Not applicable: 1%

N = 3,648
N = 3,488
For the courses offered online, in general, are your courses held synchronously (where all students were required to log-in at the same time) or asynchronously (where students could log-in and complete coursework on at different times)?

- A mix of both: 78%
- Synchronously: 16%
- Asynchronously: 6%

3.2. Overall experience

Overall, my experience in my courses this semester has been:

- Negative: 31%
- Somewhat negative: 33%
- Somewhat positive: 28%
- Positive: 8%

N = 3,491

N = 3,527
Items with an asterisk (*) were only asked of respondents who said they had in-person classes.
Respondents who selected “I did not talk to an instructor about this” are not shown below.

Please indicate the extent to which you disagree or agree with the following statements.

If I talked to an instructor about an academic concern or challenge, they were able to help me.

- Strongly disagree: 23%
- Somewhat disagree: 16%
- Neutral: 61%

If I talked to an instructor about a personal concern or challenge, they were able to help me.

- Strongly disagree: 34%
- Somewhat disagree: 23%
- Neutral: 43%

N = 1,531 - 2,438
Overall, please indicate which aspect(s) of instruction, if any, seemed to present the greatest challenges for you this semester. Select all that apply.

- Managing distractions: 75%
- Learning in a digital environment: 75%
- Perceived increased workload: 66%
- Creating study skills and habits: 53%
- Forming study groups: 50%
- Keeping track of deadlines: 50%
- Group work: 50%
- Viewing videos and lectures online: 49%
- Finding a place to study because my normal study locations are closed: 43%
- Completing course assessments: 35%
- Keeping track of exam times: 32%
- Understanding assignment guidelines: 32%
- Understanding feedback from my instructor: 22%
- Gaps in content knowledge: 20%
- Using course technology: 19%
- Other: 7%
- None of the above: 1%

N = 3,478
3.3. Experience compared to previous semesters

Did you take at least one course at UMD in Spring 2020?

- Yes: 73%
- No: 27%

N = 3,491

This item was only asked of respondents who said they took at least one course at UMD in Spring 2020.

I find my coursework to be more challenging now than it was last semester.

- Strongly disagree: 3%
- Somewhat disagree: 8%
- Neutral: 13%
- Somewhat agree: 26%
- Strongly agree: 49%

N = 2,534
Did you take at least one course at UMD in Fall 2019?

- Yes: 70%
- No: 30%

N = 3,490

These two items were only asked of respondents who said they took at least one course at UMD in Fall 2019.

Compared to last fall, my academic experience this semester is:

- Worse: 79%
- About the same: 14%
- Better: 7%

N = 2,451
3.4. Technology needs

Thinking specifically about your academic experience, how much do you feel you are learning in your classes this semester compared to last fall?

- Less: 70%
- About the same: 23%
- More: 7%

$N = 2,456$

Is there any essential software that you need access to while learning remotely this semester to which you do not have access?

- No: 95%
- Yes: 5%

$N = 3,486$
4. Access to technology and use of the ELMS-Canvas platform
Items in this section were only asked of respondents who said they are taking regular courses with an instructor this semester.

4.1. Resources

While engaging in online learning, have you used any of the following resources? Select all that apply.

- Peers: 56%
- Instructors: 54%
- Tutoring or guided study sessions: 21%
- Knowledge base articles: 20%
- Did not need resources: 12%
- Resources were not applicable: 8%
- Did not know about resources: 8%
- Departmental IT: 7%
- Individual consultations: 7%
- DIT Service Desk: 4%

N = 3,309
### 4.2. Instructional practices

**How many of your instructors are using the instructional practices listed below this semester?**

<table>
<thead>
<tr>
<th>Practice</th>
<th>None of my instructors</th>
<th>Some instructors</th>
<th>Most or all instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting a syllabus</td>
<td>91%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Posting assignments in ELMS</td>
<td>89%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>Using ELMS announcements to communicate</td>
<td>73%</td>
<td>27%</td>
<td>10%</td>
</tr>
<tr>
<td>Posting grades in ELMS</td>
<td>72%</td>
<td>28%</td>
<td>10%</td>
</tr>
<tr>
<td>Posting due dates on all the assignments in ELMS</td>
<td>70%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>ELMS grading features</td>
<td>64%</td>
<td>36%</td>
<td>10%</td>
</tr>
<tr>
<td>Customizing the ELMS-Canvas welcome page</td>
<td>45%</td>
<td>55%</td>
<td>10%</td>
</tr>
<tr>
<td>Using modules to organize the course space</td>
<td>42%</td>
<td>58%</td>
<td>10%</td>
</tr>
<tr>
<td>Open-book/open-notes assignments</td>
<td>42%</td>
<td>58%</td>
<td>10%</td>
</tr>
<tr>
<td>Posting office hours in the ELMS calendar</td>
<td>38%</td>
<td>62%</td>
<td>10%</td>
</tr>
<tr>
<td>Communicating a clear rhythm for when I should complete readings/assignments over the week</td>
<td>37%</td>
<td>63%</td>
<td>10%</td>
</tr>
<tr>
<td>Asynchronous video lectures in Panopte</td>
<td>24%</td>
<td>76%</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion boards</td>
<td>20%</td>
<td>80%</td>
<td>10%</td>
</tr>
<tr>
<td>Multiple low-stakes assessments</td>
<td>19%</td>
<td>81%</td>
<td>10%</td>
</tr>
<tr>
<td>Flexibility on deadlines</td>
<td>12%</td>
<td>88%</td>
<td>10%</td>
</tr>
<tr>
<td>Introduction boards in ELMS where students can meet each other</td>
<td>6%</td>
<td>94%</td>
<td>10%</td>
</tr>
<tr>
<td>Live annotation on a tablet device</td>
<td>9%</td>
<td>91%</td>
<td>10%</td>
</tr>
<tr>
<td>Conversations in ELMS-Canvas</td>
<td>8%</td>
<td>92%</td>
<td>10%</td>
</tr>
<tr>
<td>Group spaces</td>
<td>8%</td>
<td>92%</td>
<td>10%</td>
</tr>
<tr>
<td>Honorlock proctoring</td>
<td>8%</td>
<td>92%</td>
<td>10%</td>
</tr>
<tr>
<td>Video captioning</td>
<td>7%</td>
<td>93%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*N = 3,344 - 3,355*
The items below were only asked of respondents for each instructional practice they said some or all their instructors used.

Of the instructional practices your instructors have used this semester, are there any that you hope they keep doing in future courses?

- Posting a syllabus: 1% Yes, 99% Unsure, 99% No
- Posting grades in ELMS: 1% Yes, 99% Unsure, 99% No
- Posting due dates on all the assignments in ELMS: 1% Yes, 99% Unsure, 99% No
- Posting assignments in ELMS: 1% Yes, 99% Unsure, 99% No
- ELMS grading features: 1% Yes, 99% Unsure, 99% No
- Communicating a clear rhythm for when I should complete readings/assignments over the week: 1% Yes, 99% Unsure, 99% No
- Flexibility on deadlines: 1% Yes, 99% Unsure, 99% No
- Using ELMS announcements to communicate: 2% Yes, 98% Unsure, 96% No
- Open-book/open-note assignments: 2% Yes, 98% Unsure, 96% No
- Posting office hours in the ELMS calendar: 2% Yes, 98% Unsure, 96% No
- Using modules to organize the course space: 3% Yes, 97% Unsure, 96% No
- Customizing the ELMS-Canvas welcome page: 3% Yes, 98% Unsure, 96% No
- Multiple low-stakes assessments: 6% Yes, 96% Unsure, 84% No
- Video captioning: 5% Yes, 99% Unsure, 77% No
- Live annotation on a tablet device: 6% Yes, 99% Unsure, 74% No
- Asynchronous video lectures in Panopto: 18% Yes, 99% Unsure, 66% No
- Conversations in ELMS-Canvas: 13% Yes, 98% Unsure, 59% No
- Group spaces: 18% Yes, 99% Unsure, 51% No
- Discussion boards: 20% Yes, 97% Unsure, 47% No
- Introduction boards in ELMS where students can meet each other: 20% Yes, 97% Unsure, 47% No
- Honorlock proctoring: 43% Yes, 29% Unsure, 28% No

N = 1,146 - 3,271
4.3. Accessibility in ELMS-Canvas

Which compliance tools did you or your instructors use to enhance the accessibility of your courses? Select all that apply.

- Accessible PDF: 41%
- Accessible ELMS-Canvas: 38%
- Accessible MS Word: 34%
- Quiz moderations: 26%
- Alternative format: 23%
- Quiz extensions: 21%
- Video captioning: 18%
- Not sure: 17%
- Other: 1%
- None of the above: 14%

N = 3,210
4.4. ELMS-Canvas Literacy

Please select which statement best reflects your level of ELMS-Canvas literacy after having the experience of remote learning:

- **Expert** 31%
- **Advanced** 43%
- **Average** 25%
- **Beginner** 1%
- **Newcomer** <1%
- **Unfamiliar** <1%
- **I do not use ELMS-Canvas** <1%

*N = 3,257

5. Impact of COVID-19

5.1. Daily online symptom monitoring questionnaire

How often do you complete the daily online symptom monitoring questionnaire?

- **I don’t come to campus** 53%
- **Always (every day I’m on campus OR every day)** 27%
- **Sometimes (some but not all days I’m on campus)** 16%
- **Never (I come to campus but don’t complete the survey)** 4%

*N = 3,976
This item was only asked of respondents who said they sometimes or never complete the questionnaire.

What are the primary reasons you do not always complete the questionnaire? Select all that apply.

- I forget: 73%
- There appears to be no consequence for not completing it: 29%
- I am unsure of when I should complete it: 23%
- I do not check my email: 16%
- I do not think it is important: 14%
- Other: 14%

N = 780
5.2. Experience with COVID testing
Overall 2,839 respondents said they were tested for COVID-19, either on campus, off campus, or both.

I have been tested for COVID-19 on campus.

Yes 52%
No 48%
N = 3,923

I have been tested for COVID-19 off campus.

Yes 57%
No 43%
N = 3,870
This item was only asked of respondents who said they had been tested for COVID-19 on campus, off campus, or both.

**Did you report your results on return.umd.edu?**

- Yes: 81%  
- No: 19%  

*N = 2,827*

**I find it easy to make a testing appointment on campus.**

- Disagree: 10%  
- Agree: 47%  
- Not applicable: 43%  

*N = 3,941*
The four items below were only asked of respondents who said they had been tested for COVID-19 on campus.

**The campus has enough testing appointments.**

- Disagree: 25%
- Agree: 31%
- Not applicable: 45%

*N = 3,935*

**I find it easy to access the testing sites on campus.**

- Yes: 91%
- No: 7%
- Not applicable: 2%

*N = 1,984*
I feel safe getting tested on campus at the Maryland Stadium.

- Yes: 93%
- No: 5%
- Not applicable: 2%

N = 1,988

I feel safe getting tested on campus at the Stamp Student Union.

- Yes: 53%
- No: 9%
- Not applicable: 38%

N = 1,986
Note: After the survey launched, the university stopped using MyPortfolio to share test results. Students now access test results through the University Health Center portal.

The five items below were only asked of respondents who said they had been tested for COVID-19 off campus.

**I know how to access my test results through MyPortfolio.**

- Yes: 83%
- No: 15%
- Not applicable: 2%

*N = 1,986*

**Do you feel more safe, the same, or less safe getting a test off campus, compared to on campus?**

- Less safe: 10%
- The same: 68%
- More safe: 22%

*N = 2,175*
I find it easy to get tested off campus.

Yes 78%

No 22%  

N = 2,177

I know I am supposed to report positive test results to the HEAL Line.

Yes 70%

No 30%  

N = 2,177
I know how to report my test results online.

- Yes: 72%
- No: 28%

N = 2,172

I do report my off-campus test results online.

- Yes: 73%
- No: 27%

N = 2,167
5.3. **Negative impacts of COVID-19**

Please indicate the level of negative impact the COVID-19 pandemic has had on each of the following aspects of your life:

- **The level of discrimination I am treated with on a daily basis**
  - Extremely: 10%
  - Quite a bit: 9%
  - Moderately: 9%
  - Slightly: 10%
  - Not at all: 81%

- **My access to housing**
  - Extremely: 17%
  - Quite a bit: 10%
  - Moderately: 15%
  - Slightly: 6%
  - Not at all: 73%

- **My access to medical care**
  - Extremely: 19%
  - Quite a bit: 15%
  - Moderately: 6%
  - Slightly: 6%
  - Not at all: 67%

- **My access to food**
  - Extremely: 20%
  - Quite a bit: 14%
  - Moderately: 6%
  - Slightly: 6%
  - Not at all: 67%

- **My access to mental health care**
  - Extremely: 33%
  - Quite a bit: 18%
  - Moderately: 6%
  - Slightly: 4%
  - Not at all: 48%

- **My financial situation**
  - Extremely: 41%
  - Quite a bit: 23%
  - Moderately: 6%
  - Slightly: 4%
  - Not at all: 35%

- **My physical health (e.g., exercise, sleep, or contracting COVID-19)**
  - Extremely: 74%
  - Quite a bit: 15%
  - Moderately: 12%
  - Slightly: 8%
  - Not at all: 8%

- **My mental health (e.g., worry and stress levels)**
  - Extremely: 82%
  - Quite a bit: 10%
  - Moderately: 8%
  - Slightly: 8%
  - Not at all: 8%

*N = 3,867 - 3,879*
This item was only asked of respondents who said their mental health had been negatively impacted by COVID.

You indicated that the COVID-19 pandemic has affected your mental health and well-being. Have you considered seeking mental health treatment or support in response to this?

- Yes, I started seeking mental health support services or treatment as a result of the COVID-19 pandemic: 12%
- Yes, I have considered it, but I have not started seeking mental health support services or treatment: 35%
- No, I do not need mental health support services or treatment: 41%
- No, I was already receiving mental health support services or treatment before the pandemic: 12%

N = 3,546
This item was only asked of respondents who said they had considered seeking mental health resources as a result of the COVID-19 pandemic but have not yet.

Please indicate if any of the following barriers have influenced your ability or willingness to seek mental health support services or treatment.

- Academic demands: 66%
- Too many non-academic/personal time commitments: 50%
- Lack of private space for teletherapy: 39%
- Mental health stigma: 35%
- Financial barriers: 33%
- Did not know about resources: 15%
- Lack of technological or other resources that would facilitate participation: 3%
- Other: 8%
- Not applicable: 11%

$N = 1,215$
6. **Demographic information**

Demographic information about student respondents is presented here. Student demographic data on class standing, race/ethnicity, and college of primary major come from the UMD Frozen Warehouse. When applicable, we also present the UMD undergraduate population statistics for comparison so that it is possible to see how representative the survey sample is to the population. For instance, for student class standing, we display the number and percentage of respondents in each class (e.g., Freshman) in addition to the percentage of all UMD undergraduate students who were in each class during the same academic year. The purpose of this information is to compare the percentages of the survey sample with the UMD undergraduate population, with the hope that the survey percentages are similar to those in the population. Note that there may be some categories in the survey sample for which no population information exists, and vice versa, and will be represented by a blank cell in the graph. The population information was pulled from the UMD’s Office of Institutional Reporting, Planning, and Assessment at reports.umd.edu. Student population information is for Fall 2020.

6.1. **Class standing**

The lighter blue bars represent the percentage of all UMD undergraduate students in each class standing, while the darker blue bars represent the percentage of students who completed the survey in each class standing. If the darker and lighter blue bars are generally the same length, then the survey respondents represent, or mirror, the UMD undergraduate students in terms of class standing. If a darker blue bar is longer than a lighter blue bar, then the survey respondents *over represented* that class standing. If the darker blue bar is shorter than the lighter blue bar, then the survey respondents *under represented* that class standing. Students who are “non-credit” are excluded from this graph.

![Class standing chart](chart.png)

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*N = 4,593*
6.2. Race/ethnicity

Race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percent UMD Students</th>
<th>Percent survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Two or More</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Foreign</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

N = 4,593
6.3. Age

What is your current age?

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22</td>
<td>89%</td>
</tr>
<tr>
<td>23-27</td>
<td>7%</td>
</tr>
<tr>
<td>28-32</td>
<td>2%</td>
</tr>
<tr>
<td>33-37</td>
<td>1%</td>
</tr>
<tr>
<td>38-42</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>43-47</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>48-52</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>53-57</td>
<td>0%</td>
</tr>
<tr>
<td>58-62</td>
<td>0%</td>
</tr>
<tr>
<td>63-69</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>70+</td>
<td>1%</td>
</tr>
</tbody>
</table>

N = 3,641

6.4. Gender

UMD currently reports only Male and Female as gender categories. In Fall 2020, 48% of UMD undergraduate students were female and 52% were male.

What is your gender identity? This question is optional. Select all that apply.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>56%</td>
</tr>
<tr>
<td>Man</td>
<td>43%</td>
</tr>
<tr>
<td>Non-binary</td>
<td>2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>1%</td>
</tr>
</tbody>
</table>

N = 3,805
6.5. Living-learning and other special programs participation

Are you currently part of a living-learning program (e.g., Honors, College Park Scholars, FIRE, bioFIRE, etc.)

- No: 73%
- Yes: 27%

N = 3,865

6.6. Current location

Where do you live?

- Off-campus with family-guardian(s): 47%
- Off-campus with friends/roommates (including Courtyards): 26%
- In a residence hall (including South Campus Commons): 20%
- I live alone off campus: 4%
- Other (please specify): 2%
- In a sorority or fraternity house: 1%

N = 3,862
Are you in a different time zone than the University of Maryland, College Park (UMD) while completing the majority of your coursework? UMD is in Eastern Standard Time (EST).

No  97%

Yes  3%

N = 3,863
6.7. College or School of primary major

Primary college of major

<table>
<thead>
<tr>
<th>College</th>
<th>Percent UMD students</th>
<th>Percent survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Computer, Math &amp; Natural Sciences</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>A. James Clark School of Engineering</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>College of Behavioral &amp; Social Sciences</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Robert H. Smith School of Business</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>College of Arts &amp; Humanities</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>College of Agriculture &amp; Natural Resources</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Office of Extended Studies</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Philip Merrill College of Journalism</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>College of Information Studies</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>School of Architecture, Planning, &amp; Preservation</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>College of Education</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>School of Public Policy</td>
<td>&lt;1%</td>
<td></td>
</tr>
</tbody>
</table>

N = 4,593