More than 20% of the undergrad population responded to our fall 2020 student experience survey, providing feedback about MSU's student success efforts: 3,101 faculty were named as significantly helping students, and 4,374 suggestions for driving student success in spring 2021 were provided by students. Findings to keep in mind:

- 43% of students reported difficulty finding a safe/quiet space to study at least some of the time.
- 83% of students experienced slow or not working internet last semester.
- 50% of Pell recipients and first generation students had trouble finding a safe/quiet place to study.
- 52% of students reported spending “slightly” or “significantly” more money on apps, software, or other technology.
- 65% of students said instructors that are organized, available, and accommodating are ‘extremely important’ to success.
- Over half of students reported spending ‘slightly’ or ‘significantly’ more time on coursework and communicating for courses.
- 33%+ of students are providing care for a loved one ‘sometimes’ or ‘often’. Rates are much higher for international students (48%); first generation students (45%), students who receive a Pell Grant (44%), and students from marginalized race and ethnicity (42%).

### Learning and Technology

- 30% of students reported limited or no access to internet or course software. International students had the highest rates at 48%.
- 83% of students experienced slow or not working internet last semester.

### Personal Experiences

- 65% feeling sad
- 80% stressed and anxious
- 25% meeting basic food/housing needs

25% of students reported difficulty paying bills, meeting basic food/housing needs; over a third of first generation, Pell Grant recipients, and marginalized race and ethnicity students.
Student Learning and Success Suggestions

A checklist of recommendations to instructors from students

On classes:
- Explain why you are assigning work so it is not perceived as busy work
- Reduce amount of course content if we struggle with pace of course
- Consider length of videos, assignment completion time
- Consider flexible assignment due dates, attendance, student participation
- Make sure we understand material before moving on
- Ask us for ways to make online courses more interactive, engaging
- Designate a time during, before, after class when we can ask you questions
- Consider ratio of instructor teaching and support videos; instructor and TA teaching
- Consider possibility of political, racist bias in course material
- Record and post closed caption lectures

On communication and connection:
- Ask us what the best way for you to connect with us is [text, email, D2L, other]
- Facilitate opportunities for us to meet each other (GroupMe, Gather, other)
- Invite us to contact you; ask us how we are doing
- Send encouraging and hopeful messages that remind us we belong at MSU
- Respond to our emails
- Frequently invite us to office hours
- Explain what office hours are, how to make appointment
- Provide a course suggestion box

On course materials:
- Use one, free, learning management system
- Low/no cost books, course materials; let us know which books are optional
- Organize course so it is easy to navigate; show us how to navigate course
- Provide clear course materials: syllabus, expectations, grading, due dates
- Remind us what is due until we have mastered LMS navigation

On needed resources:
- keeplearning.msu.edu
- nssc.msu.edu/clc
- caps.msu.edu
- student.msu.edu
- urca.msu.edu
- careernetwork.msu.edu
- foodbank.msu.edu

On exams and assessment:
- Offer flexible test times; additional time to take tests
- Provide exam preparation questions
- Offer assessment options beyond exams; less exams
- Provide ‘change answer options’ before submission
- Show us correct quiz answers
- Offer option if technology fails during exam; we can’t take exam because of an extenuating circumstance
- Consider whether test security measures impact test taking/stress

On grading:
- Offer an opportunity to drop a score(s)
- Return graded assignments in reasonable amount of time
- Include grades in D2L or let us know our grades in another way

Start with small changes:
- Ask students for mid-semester feedback
- Share encouraging and hopeful messages often
- Review how to navigate your D2L or other course software
- Ask students for input “How should we...”
- Invite and encourage students to meet with you/ask questions
- Ask students how they are doing
- Learn about Kognito, an interactive tool that helps instructors notice signs of student distress, discuss concerns, and, if necessary, refer students to appropriate resources