



## WHITE PAPER SERIES

### **Report of the HEDS Student Survey Concerning the Impact of COVID-19**

Containing Preliminary Information from  
HEDS' National Findings

Decision Support and  
Institutional Research

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## EXECUTIVE SUMMARY

In order to monitor how the institution handled and is currently operating through the changes brought on by the COVID-19 pandemic, APSU administered a survey to students created by the Higher Education Data Service Consortium. The survey was administered to students electronically from April 23<sup>rd</sup> through May 8<sup>th</sup> and a total of 1,157 APSU undergraduate and graduate students completed the survey. Important findings from the survey include:

- Students were appreciative of APSU's communication efforts to help them keep up to date with the COVID-19 changes as well as with their personal and academic wellbeing.
- Students believed that APSU's decision to move to the online-only environment was quick and in the student's best interest.
- Students also believed that APSU's staff, faculty, and administration were caring and helpful during the COVID-19 change transition and throughout the spring semester.
- The majority of the students indicated that, while they understood the need to move to the online-only environment, they did not care for it.
- Many of the students believed they lost interaction and connection to the APSU community during the changes brought on by COVID-19.
- While students were appreciative of faculty, many students believe that some faculty were better than others in delivering material in the online-only environment. Students commented that some faculty needed better training in teaching classes online and that online classes curriculum needed to be coordinated more.
- While gender differences were not apparent throughout most of the study, where it was significant, Females indicated a higher level of concern and worry than Males or Non-Binary students.
- Freshmen and Sophomores indicated a higher level of concern and worry overall than Juniors, Seniors, and Graduate Students.
- In general, APSU student scores on the survey were similar to a nation-wide, preliminary study of all institution participants.
- While APSU will study the survey results to determine the effectiveness of its actions, before the survey was administered, the institution initiated many programs and services to maintain student success during the COVID-19 crisis.

After HEDS collects the survey data from all institutions, they will send out a final report to participating institutions for comparative analysis.

## INTRODUCTION

Shortly after the January publication of an article outlining a severe acute respiratory syndrome coronavirus (SARS-CoV-2), thousands of people world-wide were becoming infected with the deadly disease known as COVID-19. With the first reported US case happening on January 19<sup>th</sup> and in the midst of the disease spreading nation-wide, the White House declared a public health emergency on January 31<sup>th</sup>. Afterward, the concept of social distancing was introduced and people were told to limit gatherings of less than 10 people. On March 13<sup>th</sup>, President Trump declared a national emergency and soon thereafter, international travel was limited while businesses and schools started to close temporarily.

State governors soon followed by issuing “safer-at-home” and “stay-at-home” orders as local businesses, schools, and public office closures became more wide-spread. On March 23<sup>rd</sup>, APSU joined many other colleges and universities changing all face-to-face classes to online deliveries and moved its non-essential employees to a tele-commuting environment.

During such a quickly changing environment, college students were caught off guard by the online-only platform and not being able to see staff, faculty or other students face-to-face. Moreover, some of these students had inadequate technology and limited broadband access to continue their studies. On the personal side, students lost their jobs due to businesses closing and they were fearful of many things including not being able to continue their education.

APSU administrators moved swiftly to create an institutional task force and to keep the lines of communication open to students while, at the same time, working with faculty who were new to or not as comfortable with the online learning platform. The institution quickly initiated housing and dining refunds and, through the generous help of APSU alumni, established a fund to be used for emergency student needs.

While the transition to the new pandemic education plan was successful, it was clearly not without problems and it was also stressful to students, faculty, staff, and administrators. Nation-wide, institutions were soon faced with problems and issues they had seldom before seen. APSU soon announced that all summer classes were to be online and the administration had to closely monitor trends and patterns of the virus in order to decide if classes during the fall could return face-to-face. Gathering federal, state, and local information, APSU announced on May 4<sup>th</sup> that face-to-face classes would return in the fall.

The unprecedented nature and rapidity of the COVID-19 crisis left colleges and universities with many unknowns. For instance, how suc-

*"During such a quickly changing environment, college students were caught off guard by the online-only platform and not being able to see staff, faculty, or other students face-to-face"*

successful was the transition of face-to-face classes to online deliveries? Were communication efforts by institutions to students successful? Were students who needed assistance receiving the help they needed? These and many more questions are baffling higher education administrators. The overarching question seems to be: How will higher education need to change for the immediate future and beyond?

To help answer some of these questions, the Higher Education Data Sharing Consortium (HEDS) created an online survey in which APSU decided to be a participant. The survey was designed to capture important information concerning the educational, financial, physical, and emotional well-being of students.

The initial HEDS COVID-19 survey for students consisted of 25 questions ranging from multiple choice to open-ended responses. Additionally, institutions were allowed to create 10 additional questions – an option of which APSU took full advantage.

When the administration of the survey closed, HEDS sent a raw data file to the institution complete with a variable code book and a separate file of the open-ended questions. These data were used by APSU to run both descriptive and inferential statistics. Additionally, when data from all institutions have been collected, HEDS will supply the institution with an aggregate national report.

Because of the time-sensitive nature of these issues, HEDS has been periodically releasing preliminary reports analyzing available data from the survey. On May 15, HEDS released a preliminary report based on roughly 20,000 students who took the HEDS COVID-19 Institutional Response Student Survey between April 1 and April 30. The latest preliminary report represents 40 institutions, including smaller private colleges and universities, public regional universities, and community colleges. Where appropriate, this report includes comparisons to the results described in HEDS preliminary report from May 15. Overall, the responses of APSU students tracks fairly closely to national results thus far. This paper will be updated when the final aggregate report is available from HEDS.

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## METHODOLOGY

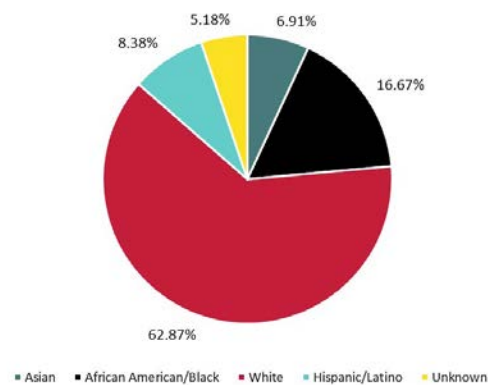
The survey used for this study was created by the Higher Education Data Sharing Consortium (HEDS) and included 25 questions designed to measure satisfaction, stress, and concern of students after the COVID-19 virus forced APSU to move all academic and business operations to a virtual environment. Most of the questions were of Likert-type scales consisting of four to five choice levels such as “Strongly Disagree” to “Strongly Agree.”

In addition to the Likert-type scales, the survey also offered multiple choice questions to determine various demographic factors such as gender, race, and classification. Furthermore, the original HEDS survey consisted of four open-ended questions designed to find out how concerned students were as well as how well APSU responded to the crisis. APSU exercised the option given by HEDS to offer ten additional questions. These added questions address more specific aspects of online learning and student engagement and support. These questions also consisted of Likert-type scale responses with one additional open-ended question. All answers for each open-ended question had to be reviewed and codified in order to create a frequency report for the responses. Additionally, descriptive and inferential calculations were used with SAS 9.4 as the platform.

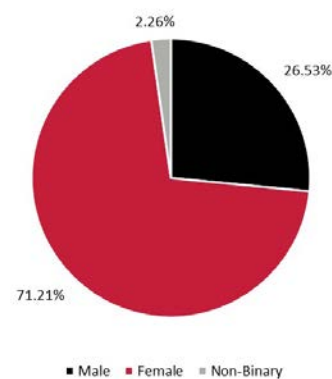
The survey was administered from April 23<sup>rd</sup> through May 8<sup>th</sup>. HEDS sent APSU an electronic link to the survey which was attached in an institutional email to students. Links to the survey were also provided by D2L, the online teaching platform, as well as other methods. Data used in the analysis came from a total of 1,157 APSU undergraduate and graduate students. Responses were originally collected from 1,261 participants; however, 104 participants’ data were excluded because they had completed less than half of the survey.

The demographic variables chosen by HEDS to be part of the data collected in the survey included gender, race/ethnicity, and classification. **Figure 1** depicts the race/ethnicity breakdown of the respondents. These percentages do not significantly differ from the total spring 2020 enrollment. **Figure 2** shows the breakdown of gender within the respondents. It should be noted that there is a higher percentage of female respondents (71%) than there are in the

**Figure 1: Race/Ethnicity**



**Figure 2: Gender**



population (60%). Also, a little over 2% of the responses indicated they were non-binary which is not captured in spring enrollment data.

With classification (**Figure 3**), mostly are in line with total spring enrollment. The last graph, **Figure 4**, indicates where students were staying after the COVID-19 changes were made. There is nothing comparable to these data within Student Information System. With the exceptions mentioned above, the demographic variables are relatively close to the overall spring 2020 student population.

Because the survey was sent to the entire population of APSU students, this method is referred to as a convenience sample rather than the more scientifically supported random sample. A total of 1,157 respondents completed the survey for a response rate of 12% of APSU's spring 2020 enrollment population of 9,820. For a random sample size among the APSU population to be significant at the .05 level, a sample of at least 375 was needed based on the following formula:

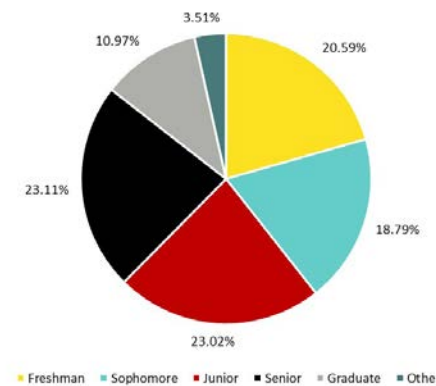
$$s = \frac{x^2 NP(1 - P)}{d^2 (N - 1) + x^2 P(1 - P)}$$

Note: s = sample size required; X<sup>2</sup> = the table value of chi-square for 1 degree of freedom at the desired confidence level; N = the population size; P = the population proportion (assumed to be .50 since this would provide maximum sample size; d = the degree of accuracy expressed as a proportion (Krejcie & Morgan, 1970)

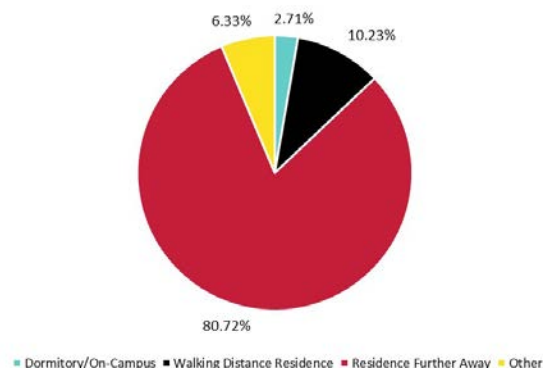
While generalizations from the sample to the overall population can be only formally made with a random sample, an argument for a proxy generalization to the APSU population could be made if the sample is large enough and the comparable demographic characteristics of the sample to the population are similar. In the case of the HEDS COVID-19 Student Survey, the sample size is clearly adequate and the demographic comparisons to the population are very close. Therefore, the results of this survey could be generalized to the overall APSU student population.

To begin the statistical analysis, frequency distributions of each question were computed capturing both the number (count) and the percentage by scale type. The objective of running frequency distributions is to visually review the data in order to observe how the entire sample of students reacted to each question. These types of analyses give researchers a look at the overall respondent impression levels.

**Figure 3: Classification**



**Figure 4: Residence After COVID-19 Changes**



*“While generalizations from the sample to the overall population can be only formally made with a random sample, an argument for a proxy generalization to the APSU population could be made...”*



Along with descriptive statistics, an item analysis was created by looking at each question by gender and classification. This item analysis can be found in the **Appendix**. After these descriptive statistics were used to delineate the responses to each question, various inferential statistical tests were run to determine if members of one group answered questions significantly different than another group. The two statistical difference tests used in this study consisted of the Chi Square and the Analysis of Variance (ANOVA).

### Chi Square Test

In statistical analysis there are essentially two types of data: numerical and categorical. Categorical data are considered nominal and can only show a difference or a presence of something. If males are labeled “1” and females labeled “2,” being female does not mean that this gender determinant is twice as good or twice as bad as males. The numbers are only used to determine difference. Therefore, counts and percentages are used rather than sums, means, and/or standard deviations. A chi square ( $\chi^2$ ) statistic is used to investigate whether distributions of categorical variables differ from one another. Chi Square can be expressed in this intuitive formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where O = the observed value and E = the expected value in one or more categories in a contingency table. Therefore, the Chi-Square statistic is based on the difference between what is actually observed in the data and what would be expected if there was truly no relationship between the variables. Once the Chi Square statistic has been computed, it is compared to the Chi Square distribution table at the appropriate degrees of freedom and level of significance.

In this study, the significance level was set at .05. Comparing the computed statistic to the distribution table indicates whether there is a statistically significant difference between the groups. Due to the amount of statistical tests run and the brevity of the report, results of statistical tests will not be expressed in values or probabilities. Rather, a simple notification will be made as to whether there was a significant difference and what that difference means.

### Analysis of Variance

When data are numerical in nature, the t-test may be used to test significant difference between two groups and the ANOVA is used when there are more than two groups. In this study there were three possibilities for gender and six for classification. Therefore, the ANOVA was used.

*“...various inferential statistical tests were run to determine if members of one group answered questions significantly different than another group.”*

The ANOVA compares the means between groups and determines whether any of those means are statistically significantly different from each other. Specifically, it tests the null hypothesis:

$$H_0 = \mu_1 = \mu_2 = \mu_3 = \dots \mu_k$$

Using the null hypothesis to postulate that there will be no significant difference between group means, analysis from the ANOVA procedure will aid the researcher to determine if the null should be rejected (significance) or accepted (non-significance).

ANOVA is based on the calculation of sum of squares which is a measure of deviation from the mean. In other words, how closely clustered are the individual values about the mean. Based on the sum of squares procedure, the formula for ANOVA is as follows:

$$F = \frac{MST}{MSE}$$

Whereas:

$$MST = \sum_{j=1}^p \sum_{i=1}^{n_j} (x_{ij} - \bar{x})^2$$

and,

$$MSE = \sum_{j=1}^p n_j (x_{ij} - \bar{x})^2$$

Essentially, the F statistic, for which the ANOVA is used to determine significant difference, is computed by the Mean Square Total (MST) divided by the Mean Square Error (MSE). Together, these formulae calculate the F Statistic which at the appropriate degrees of freedom and level of significance will determine if a statistical significance exists.

The ANOVA, however, will only determine whether a significance exists between groups. It will not identify the groups where the significance exists. To complete the determination, a post hoc or follow-up test should be used. Within this study, Tukey's Honestly Significant Difference (HSD) test was used. Again, due to the amount of statistical tests run and the brevity of the report, results of statistical tests will not be expressed in values or probabilities. Rather, a simple notification will be made as to whether there was a significant difference and what that difference means.

## Grouping Categories

Two demographic categories were used to test significant difference. Gender was divided into Male, Female, and Non-Binary. Classification was divided into Freshman, Sophomore, Junior, Senior, Graduate Student, and Other. The Other category includes high school dual-enrolled students and students who are not seeking a degree.

### *Open-Ended Responses*

Some of the questions within the survey were open-ended, meaning that students were able to write their own responses to the question. In some cases, the questions were left blank by respondents while others wrote lengthy prose. While open-ended responses can be more challenging to summarize than quantitative data, these results provide a deeper understanding of student experiences and motivations.

For this study, broad categories were defined for coding that were derived from the open-ended survey questions. Student responses were then reviewed to identify more specific codes within the broad categories. Next, the identified codes were corroboratively defined and narrowed. The codes for each question were then given to designated coders. The designated coders conducted a final round of analysis of the responses, applying the specific codes to each response. In some cases, more than one code could be applied to a single response. When multiple codes were identified for a response, all appropriate codes were assigned to the response. Where written responses did not match any of the pre-designated categories, the response was either coded as "Other" or a new category/code was created if it appeared multiple times throughout the analysis. To identify thematic findings, frequencies of code applications were created for each open-ended question.

*"While open-ended responses can be more challenging to summarize than quantitative data, these results provide a deeper understanding of student experiences and motivations."*

## RESULTS

### Intent to Return

When asked if they intended to return to APSU following the COVID-19 changes, **Figure 5** shows the results. Almost 80% indicate that they probably or definitely would while less than 8% said that they probably or definitely would not. Over 10% indicated that they were graduating or that the question didn't apply to them. On this question, there were no significant differences among either gender or classification.

In the first open-ended question, students were asked to articulate what factors are having the biggest influence on their thoughts about whether or not to return to APSU in the fall. While not many out of the 1,100 respondents answered the question (**Figure 6**), it is clear that the challenge of online learning was the largest factor. Overall feedback from this study indicated that many students struggled with the online-only learning environment. Some challenges included struggling to meet the increased workload in their courses, difficulties understanding and meeting deadlines, and issues connecting with faculty and other students.

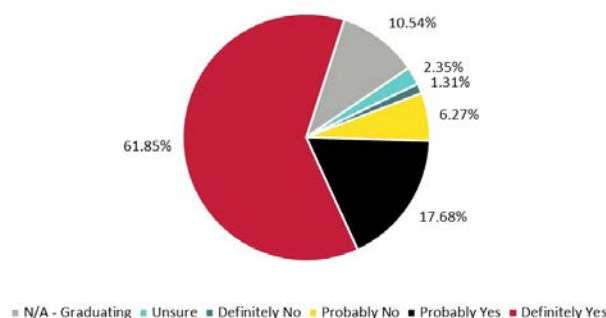
Some students specifically indicated dissatisfaction with the online instruction (course design and delivery) and dissatisfaction with their interaction with faculty after the shift to online (support, frequency of communication, care and concern).

With the concerns of the online environment leading the list, it is not surprising that concerns about grades was another top concern. Many students expressed anxieties about their grades and subsequent academic progress following the spring 2020 semester. The "Other" category included specific personal and individual concerns that could not be grouped.

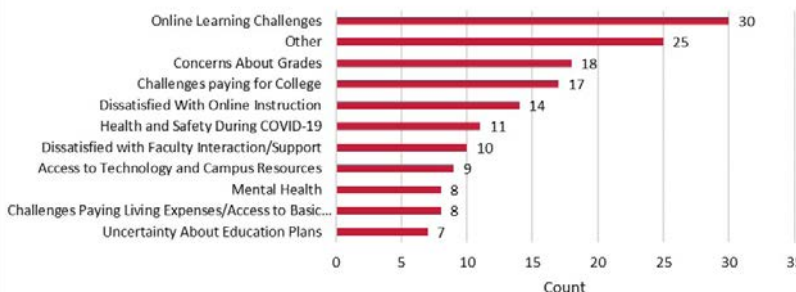
### Institutional Support

In their May 15 preliminary report, HEDS indicated that the factors having the most impact, by far, on students' intent to return to their institutions in the fall are their sense of connection and institutional support. Even when analyzing by student background, support and

**Figure 5: Intent to Return to APSU**



**Figure 6: Factors Influencing Returning to APSU**



connection remained the impactful factors on students' intent to re-turn in the fall (with two exceptions: non-binary students and students who were not U.S. citizens or permanent residents).

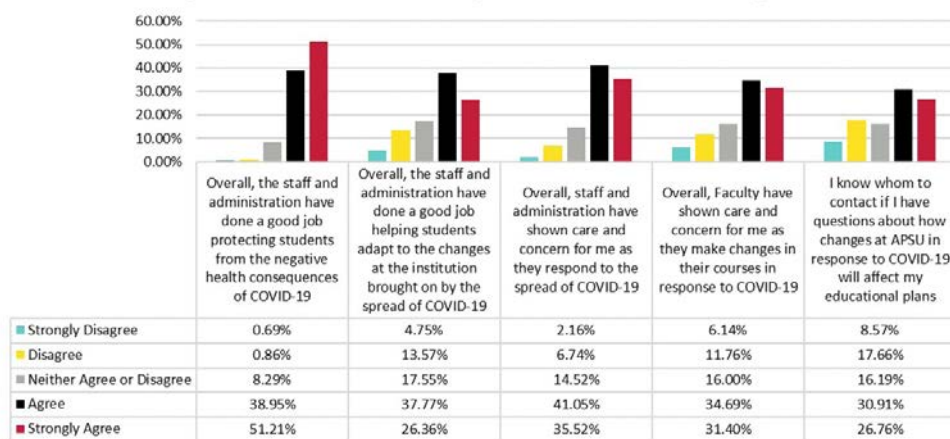
The HEDS student survey included several sets of questions asking students about their perceptions of institutional support during the COVID-19 changes. In the preliminary report of May 15, HEDS combined these questions into a scale of institutional support. The HEDS preliminary aggregate report of May 15 indicated that, in general, students perceive a high level of support from their institutions, administrators, staff, and faculty. Overall, APSU students' perceptions of institutional support track closely with the preliminary national results and are positive.

Students were asked to rank how well APSU responded after the COVID-19 changes. The results are indicated in **Figure 7**. Concerning the statement that APSU did a good job in protecting students, 90% of the respondents either strongly agreed or agreed with the statement. This is a slightly higher proportion of students than the 86% of students responding nationally to the HEDS survey. As to significant difference between APSU's groups:

- Males indicated a significantly higher agreement level than Non-Binary respondents. This was consistent with the HEDS national results.
- Females indicated a significantly higher agreement level than Non-Binary respondents. This was consistent with the HEDS national results.
- There was no significant difference among student classification.

Over 60% of students either strongly agreed or agreed that the staff and administration did a good job in helping students to adapt to the COVID-19 changes, while 18% either disagreed or strongly disagreed with the statement. In the HEDS report, 67% of students strongly agreed or agreed with this statement. As to significant difference between APSU groups:

**Figure 7: Statements Concerning APSU After COVID-19 Changes**



- There was no significant difference among gender.
- Graduate students indicated a significantly higher agreement level than Juniors, Sophomores, or Freshmen. This was consistent with the HEDS national results.
- The Other classification indicated a significantly higher agreement level than Freshmen.

As to whether staff and administrators demonstrated care and concern toward students, close to 76% of the APSU students strongly agreed or agreed to the statement, which is close to the 80% of students nationally who strongly agreed or agreed. At APSU, only 9% strongly disagreed or disagreed with the statement. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Graduate students indicated a significantly higher agreement level than Sophomores or Freshmen.
- The Other classification indicated a significantly higher agreement level than Freshmen.
- Juniors indicated a significantly higher agreement level than Freshmen.

Students were also asked if faculty had shown care and concern during the COVID-19 changes. Over 66% of APSU respondents either strongly agreed or agreed that faculty had shown care and concern and 18% either strongly disagreed or disagreed with the statement. In the national report, 75% of students strongly agreed or agreed with this statement. While the national results are preliminary, the APSU students' responses to this question could indicate a point of departure from the national trend. This result also aligns with concerns about online instruction and faculty interaction noted in APSU student responses to the open-ended questions. As to significant differences between APSU groups:

- There was no significant difference among gender.
- Graduate Students indicated a significantly higher level of agreement than Freshmen, Sophomores, Juniors, and Seniors.
- The Other classification indicated a significantly higher level of agreement than Freshmen.

Concerning the statement that students knew who to contact concerning educational plans or COVID-19 changes, over 57% of the students either strongly agreed or agreed to the statement while 26% either strongly disagreed or disagreed with the statement. In the national results, a similar proportion of students (59%) strongly agreed or agreed that they knew whom to contact about educational plans.

As to significant difference between APSU groups:

- There was no significant difference among gender.
- Graduate students indicated a significantly higher agreement level than Freshmen or Sophomores.
- Juniors indicated a significantly higher agreement level than



Freshmen.

- The Other classification indicated a significantly higher agreement level than Freshmen.

Students were asked their level of satisfaction on various factors concerning APSU's implementation of COVID-19 changes. The results are shown in **Figure 8**.

When asked about the level of support APSU gave students in the

transition to online-only classes, 52% of the respondents were either very satisfied or satisfied while 22% were either very dissatisfied or dissatisfied. The preliminary national results indicated that 59% of students were very satisfied or

satisfied with their institutions' support, while 19% were very satisfied or dissatisfied. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Graduate Students indicated a significantly higher level of satisfaction than Freshmen, Sophomores, or Juniors.
- Juniors indicated a significantly higher level of satisfaction than Freshmen.
- The Other classification indicated a significantly higher level of satisfaction than Freshmen.

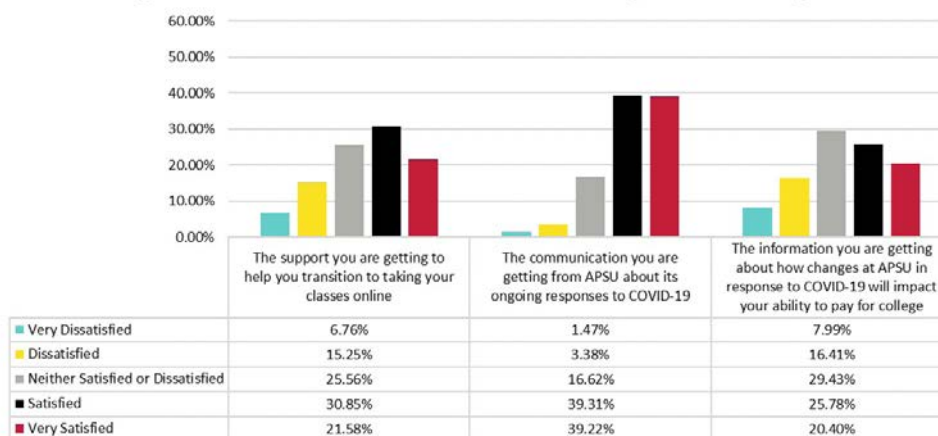
Concerning the communication students were getting from APSU about the ongoing changes as a result of COVID-19, over 78% of the respondents were either very satisfied or satisfied while under 5% were either very dissatisfied or dissatisfied. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Graduate Students indicated a higher level of satisfaction than Freshmen.

In relation to how effective communication was pertaining to students' ability to pay for college, 46% of respondents were either very satisfied or satisfied while 24% were either very dissatisfied or dissatisfied. These results are close to the national results (44% satisfied and 27% dissatisfied). As to significant difference between APSU groups:

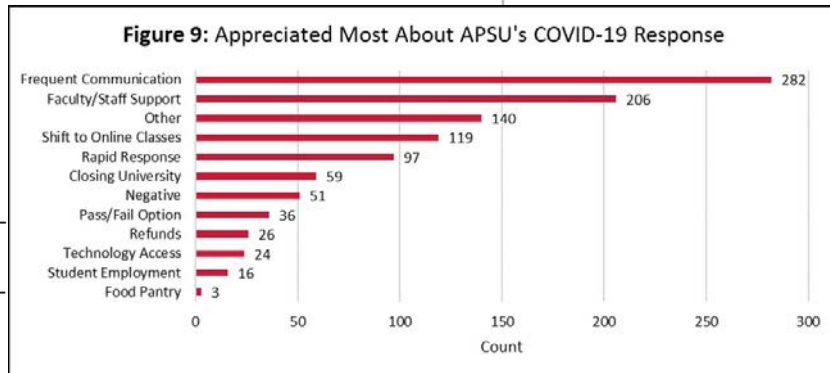
- There was no significant difference among gender.

**Figure 8: Level of Satisfaction with APSU Concerning COVID-19 Changes**



- Graduate Students indicated a higher level of satisfaction than Freshmen or Juniors.

When students were asked in an open-ended question what they appreciated most about APSU's response to the COVID-19 crisis (**Figure 9**), frequent communication from the institution was clearly the one factor most cited. A close second was the faculty and staff support they witnessed. In fact, many students named individual staff and faculty members who helped them through the COVID-19 changes. While students in general did not particularly care for the online-only environment, they cited that they appreciated the institution converting to online so that they could complete their studies. Furthermore, according to the chart, many students were appreciative that APSU was able to make the changes quickly.

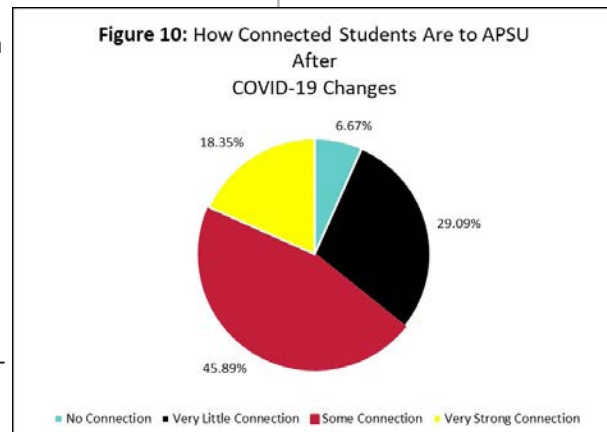


## Connection to APSU

When APSU implemented the COVID-19 changes, all classes were converted to online-only deliveries during the middle of the spring semester and closed down the physical campus while maintaining virtual administrative offices, advisor meetings, and study resources. Concern quickly developed as to whether students believe they were still connected to the APSU community even though they were not on campus. Respondents were then asked how connected they were with APSU. The results are shown in **Figure 10**.

Over 64% of the respondents indicated that they had some connection or a very strong connection with APSU while almost 36% indicated that they had very little to no connection with APSU. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Freshmen indicated a stronger connection to APSU than Seniors or Graduate Students.
- Sophomores indicated a stronger connection to APSU than Graduate Students.





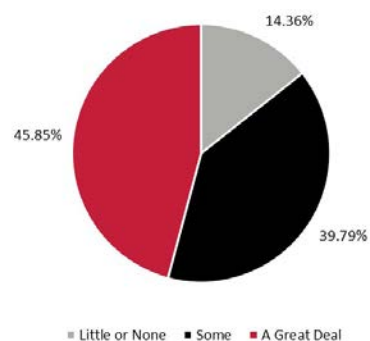
## Student Concerns

The survey also included a set of questions regarding students' stress and worries as a result of the COVID-19 pandemic. HEDS indicated in their preliminary report that, even taking into account student background, the greater students' satisfaction with institutional support, the lower their levels of stress and worry. Students' levels of stress and worry are also lower the more they report satisfaction with communication from their institution, that they have received help adapting to changes, and they perceive individuals at the institution have shown them care and concern.

When asked about their level of stress concerning the potential consequences of the spread of COVID-19, the results are indicated in **Figure 11**. Clearly, almost 86% indicated that they were somewhat to very worried. In the HEDS preliminary national report, 92% of students indicated they were feeling a great deal or some stress. As to significant difference between APSU groups:

- Females indicated a higher level of stress than Males. This was consistent with the HEDS national results.
- There was no significant difference among classification. Nationally, first-year students reported slightly less stress than upperclassmen.

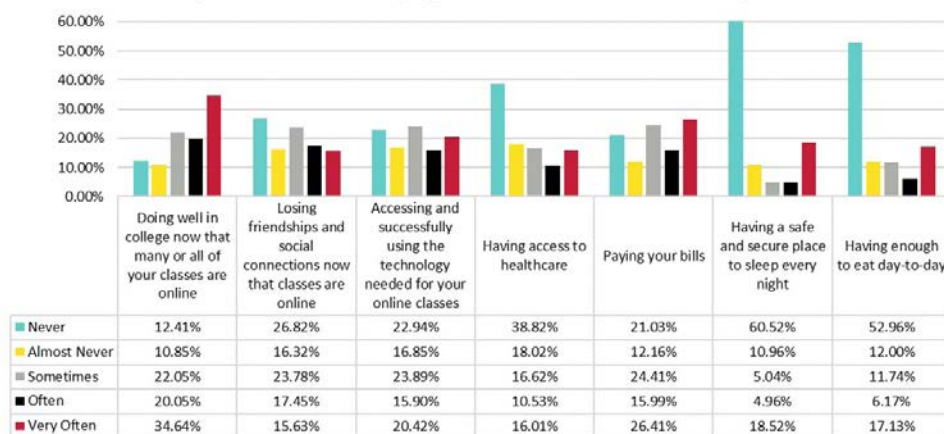
**Figure 11: Stress Concerning the Potential Consequences of the Spread of COVID-19**



Students were then asked to indicate how much they worry about specific factors concerning the COVID-19 changes. The results are shown in **Figure 12**. When asked about their ability to do well in college, over half of respondents (55%) indicated that they often or very often worried about doing well. 23% said that they never or almost never worried.

Doing well in college was also the top concern of students in the national results, with 60% worrying often or very often. As to significant difference between APSU groups:

**Figure 12: Issues Worrying Students After COVID-19 Changes**



- There was no significant difference among gender.
- Freshmen indicated a higher level of worry than Seniors or Graduate Students.
- Sophomores indicated a higher level of worry than Seniors or Graduate Students.
- Juniors indicated a higher level of worry than Graduate Students.

The national results on worries about losing friendships and social connections were quite different than those reported by APSU students. Nationally, 45% of students indicated they worried often or very often about losing friendships and social connections. At APSU, 33% of respondents indicated that they worried often to very often worried, while 43% said that they never or almost never worried. As to significant difference between APSU groups:

- Females indicated a significantly higher level of worry than Males.
- Freshmen indicated a significantly higher level of worry than Seniors and Graduate Students
- Sophomores indicated a higher level of worry than Graduate Students.
- Juniors indicated a higher level of worry than Graduate Students.

APSU student respondents worried slightly more than respondents nationally about: accessing and successfully using technology for online classes; their ability to pay their bills; and having a safe and secure place to sleep every night.

When asked about accessing and successfully using technology for online classes, 36% indicated that they often or very often worried while 40% indicated that they never or almost never worried. A slightly smaller proportion of students in the national results (31%) indicated they often or very often worry about accessing and successfully using technology for online courses. As to significant difference between APSU groups:

- Freshmen indicated a higher level of worry than Seniors and Graduate Students
- Juniors indicated a higher level of worry than Graduate Students.
- Sophomores indicated a higher level of worry than Graduate students.

When respondents were asked about their ability to pay bills, 42% said that they often or very often worried while 33% said that they never or almost never worried. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Freshmen indicated a higher level of worry than the Other classification.
- Sophomores indicated a higher level of worry than the Other classification.
- Juniors indicated a higher level of worry than the Other classification.

Concerning having a safe and secure place to sleep every night, 23% of the respondents indicated that they often or very often worried while 71% said that they never or almost never worried. As to significant difference between APSU groups:

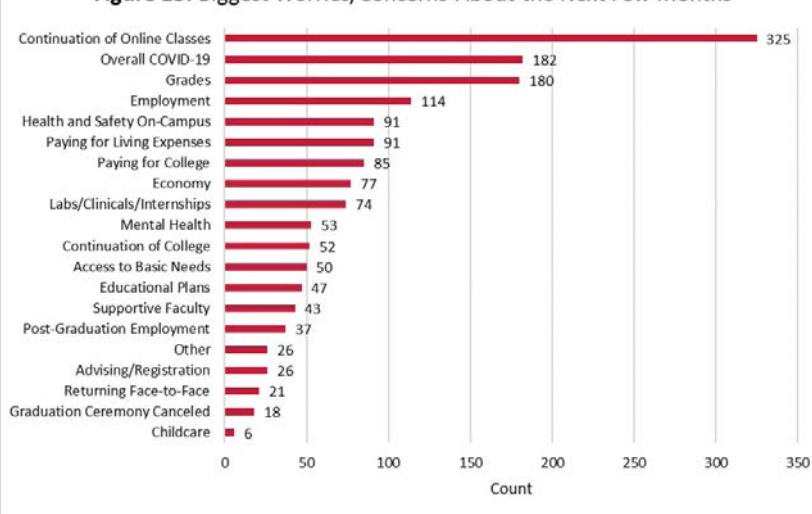
- There was no significant difference among gender.
- Freshmen indicated a higher level of worry than Seniors or Graduate Students.

APSU student respondents worried significantly more than respondents in the preliminary national report about their ability to access health care and about having enough to eat on a day-to-day basis. These concerns are not as prevalent as other concerns in the responses to the open-ended questions. This may be attributable to the fact that students are less comfortable discussing their inability to access basic needs like healthcare and food, than they are about dissatisfaction with, say, online courses.

Concerning their ability to access healthcare, over 26% of the respondents indicated that they often or very often worried; nationally, only 15% of students indicated they worried about access to healthcare often or very often. Juniors indicated a higher level of worry than Seniors. 57% of APSU students said that they never or almost never worried. When asked about having enough to eat on a day-to-day basis, 23% of the respondents indicated that they often or very often worried, compared to 15% of national respondents. 65% of APSU students said that they never or almost never worried. Freshmen indicated a higher level of worry than Seniors or Graduate Students.

In an open-ended question, students were asked to describe their biggest worries or concerns as they think about what will come up in the next few months. The results are indicated in **Figure 13**. As supported throughout this study, students' primary concerns

**Figure 13: Biggest Worries/Concerns About the Next Few Months**



were the continuation of online-only classes, concerns about their grades, and overall concern about COVID-19. Since many students lost jobs or had reduced work hours due to many businesses being ordered by the government to shut down, it is not surprising to see that employment was also a top concern.

While not shown within the graph, students had other issues about which they were worried. For example, students expressed stress and concern of meeting coursework demands while raising an essentially quarantined family. While many lost or saw decreases in their incomes, they were also worried about the long-term effects of their employment prospects.

Those APSU students who were considered "essential" employees such as nurses, paramedics, and certain retail workers were faced with having to tackle school work while giving assistance to the public, while military affiliated students struggled with the new learning environment while worrying about their VA and GI Bill benefits.

Other students expressed concern and disappointment over the loss of the graduation ceremony as well as the overall loss of the college experience while others expressed worry about maintaining their career path and securing internships.

In general, however, most students worried how long the online-only environment would continue especially in programs where face-to-face instruction is important as in music, art, nursing clinicals, and student teaching.

In addition to the original questions in the survey the Higher Education Data Sharing Consortium allow institutions to include additional questions. As part of APSU's additions were questions regarding how concerned students were about certain factors. The results are shown in **Figure 14**.

When asked about the ability to care for family members, 43% of the respondents said they were somewhat to very concerned while 57% said that they had little to no concern. On this question, there were no significant differences among either gender or classification.

Concerning how COVID-19 will impact students' health, 63% indicated they were somewhat or very concerned while 37% indicated they had little to no concern. As to significant difference between APSU groups:

- Females indicated a significantly higher level of concern than Males.
- There was no significant difference among classification.

When asked how concerned they were about the health of family and friends, 52% indicated that they were somewhat to very concerned

*"...students expressed stress and concern of meeting coursework demands while raising an essentially quarantined family. While many lost or saw decreases in their incomes, they were also worried about the long-term effects of their employment prospects."*

while 48% said that they had little to no concern. As to significant difference between APSU groups:

- Females indicated a significantly higher level of concern than Males
- There was no significant difference among classification.

Student were then asked how concerned they were with social isolation. Over 73% of the respondents indicated that they were somewhat to very concerned while 27% indicated they had little to no concern.

As to significant difference between APSU groups:

- Females indicated a significantly higher level of concern than Males.
- Freshmen indicated a significantly higher level of concern than Seniors.

On their ability to develop and maintain healthy relationships, there was a somewhat equal split among respondents with 51% indicating they were somewhat to very concerned while 49% indicate they had little to no concern.

On this question, there were no significant differences among either gender or classification.

Concerning their concern over the potential lack of emotional support, 39% indicate they were somewhat to very concerned while 61% of the respondents indicated they had little or no concern. As to significant difference between APSU groups:

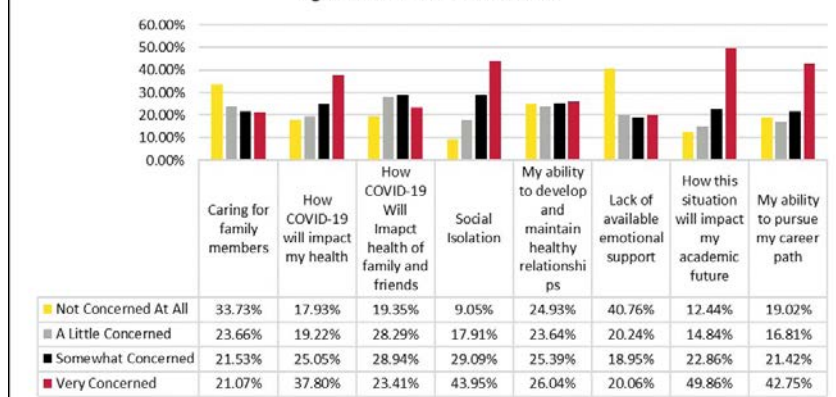
- Non-Binary indicated a significantly higher level of concern than Males.
- Females indicated a significantly higher level of concern than Males.
- There was no significant difference among classification.

When asked how the COVID-19 situation will impact their academic future, 73% were somewhat to very concerned while 27% said that they had little to no concern. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Freshmen indicated a significantly higher level of concern than Juniors, Seniors, and Graduate Students.
- Sophomores indicated a significantly higher level of concern than Seniors and Graduate Students.

On their ability to pursue their career path, 64% indicated they were somewhat or very concerned while 36% said they had little to no con-

**Figure 14: Areas of Concern**



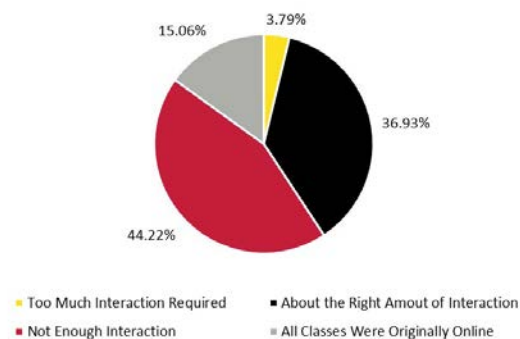
cern. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Freshmen indicated a significantly higher level of concern than Graduate Students or the Other classification.

## Online Learning

Of the APSU students responding to the question about influences on their intent to return to APSU in the fall, a significant number indicated that online learning challenges, dissatisfaction with online instruction, and dissatisfaction with faculty interaction as important factors in whether or not they would return. The survey included questions about specific aspects of the shift to online learning, including several supplemental questions added by APSU.

**Figure 15: Amount of Interaction After Face-To-Face Converted to Online**



Over half of respondents indicated that their workload in courses increased or slightly increased after the shift to online. About 80% of students indicated they preferred either an asynchronous or mixed approach to online instruction. When asked about the amount of interaction with faculty and other students after the move to online, 44% indicated there was not enough interaction.

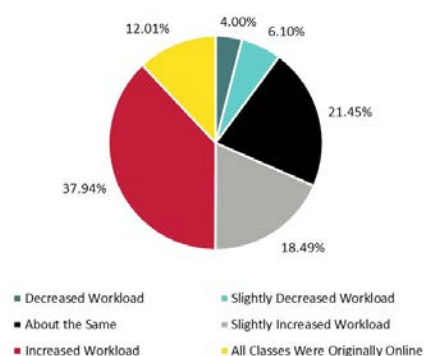
Concerning the amount of interaction with faculty and other students after all classes were converted to online (**Figure 15**), 44% indicated that there was not enough interaction while 37% said that the level of interaction was about the right amount. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Freshmen desired more interaction than all the other classifications.

Students were asked how class workload was affected after the face-to-face classes converted to online. The results are indicated in **Figure 16**. Over 56% indicated that the workload increased or slightly increased while 10% said that their workload had decreased or slightly decreased. As to significant difference between APSU groups:

- There was no significant difference among gender.
- Both Graduate Students and the Other classification indicated a more decreased workload than the other classifications.

**Figure 16: Class Workload After Face-To-Face Classes Converted to Online**

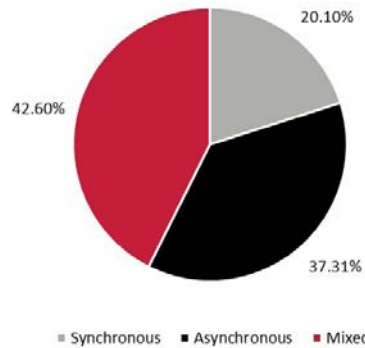




While online education continues to grow in popularity and accessibility, it can still be grouped broadly into two categories. Synchronous learning is online or distance education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction. Many hybrid or mixed learning models will include a blend of both asynchronous and synchronous online learning.

When asked which method they liked better, 63% indicated that they preferred synchronous or mixed learning (**Figure 17**). On this question, there were no significant differences among either gender or classification.

**Figure 17: Which Type of Online Learning is Better**



Students were then asked to list all of the online or virtual services used since the COVID-19 changes. Due to students being able to indicate more than one service, the total count is higher than the total respondents of the survey.

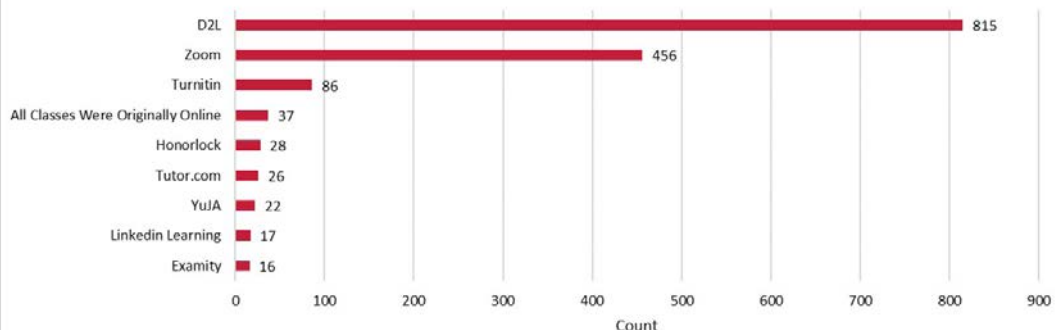
As shown in **Figure 18**, Virtual Office Hours/Meetings significantly exceeded the other selections with Virtual Physical Fitness Workouts and Yoga coming in next.

**Figure 18: Online or Virtual Services Utilized**



Concerning which technologies were most beneficial to them during the COVID-19 changes (**Figure 19**), APSU's online teaching platform (D2L) and Zoom were significantly higher than other forms of technology.

**Figure 19: Which Technologies Were Most Beneficial**



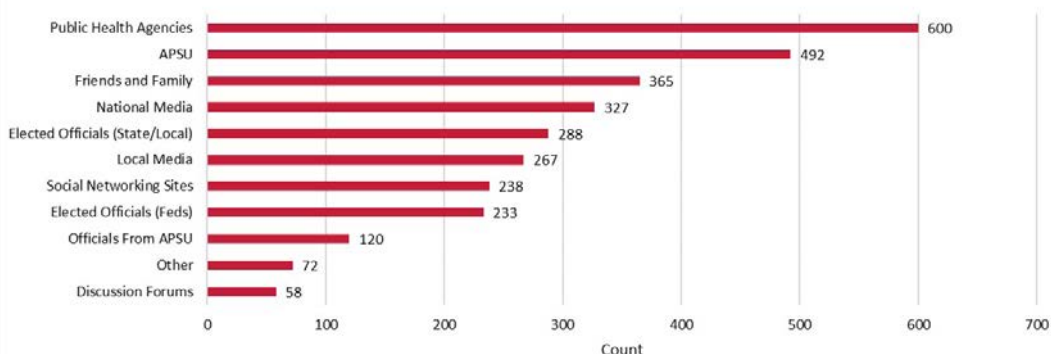
When students were asked their most trusted sources of information since the COVID-19 changes (shown in **Figure 20**), the Public Health Agencies, APSU, and Friends/Family were the top choices.

## Further Comments

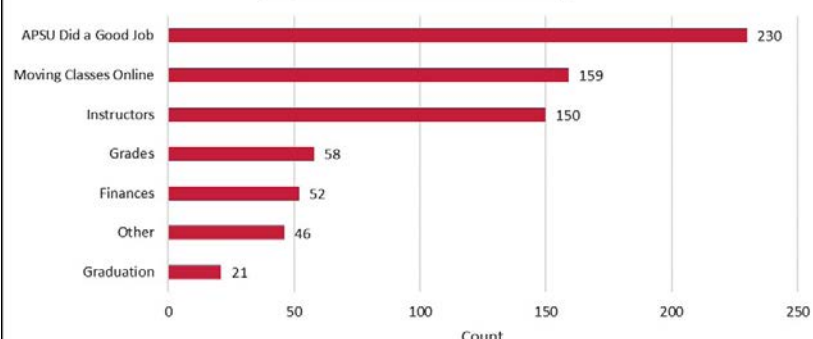
Students were then given the opportunity to make other comments about APSU's response to the COVID-19 crisis that would either elaborate on or did not directly relate to the previous open-

ended questions. The results are indicated in **Figure 21**. Most students indicated that APSU did a good job making the changes and they were appreciative of the institution moving quickly to convert all classes to online. Students also commented on the support they received from their instructors. Students also indicated that they did not like the online-only environment and that some faculty were better at it than others.

**Figure 20: Trusted Sources of Information Since COVID-19 Changes**



**Figure 21: Further Comments**





### CONCLUSIONS

Clearly the COVID-19 crisis caused disruption within the APSU community and created worry and concern among its students, faculty, and staff. While APSU was forced to make sweeping changes in a rapidly changing environment, it was able to keep students on their academic track by ensuring the completion of the spring semester. While this was not an easy task, APSU quickly implemented changes, programs, and support services to help students succeed during this unprecedented semester. Below is a listing of changes implemented by APSU during the COVID-19 crisis:

#### *Student Affairs:*

- The SOS Food Pantry moved to online orders for students to encourage social distancing and filled 123 online orders from in April through mid-May. The pantry staff also provided quarantine bags for students that were ill or had been exposed to someone who was ill.
- Emergency funds totaling \$37,000 were granted to 104 students in need between March – May 14. Staff members from the Center for Service-Learning and Community Engagement (CSLCE) contacted each student who applied for funds to discuss financial plans and other resources for assistance. On average each student received three emails and phone calls from CSLCE staff and a resource document with financial literacy, job leads, and community resources. Funds were raised through assistance from University Advancement.
- Student Counseling and Health Services moved to a triage and telehealth model, while still allowing the ability for more high need students to receive in-person services. By the end of March, 100% of counseling operations had shifted to telehealth.
- Career Services hosted their first ever virtual career fair, which included 71 recruiters, 139 students and 280 log-ons.
- Graduation and awards ceremonies were held virtually including: the Wilbur N. Daniel African American Cultural Center's Graduate Recognition Ceremony, the Student Organization and Leader Awards and the Greek Awards.
- University Recreation moved to virtual wellness programming such as Gobs Outdoor Bingo and Virtual Zumba. There were also virtual gaming competitions and an opportunity to explore U.S. National Parks.
- Housing, Residence Life, and Dining Service maintained over 365 students in the residence halls and dining services was shifted to provide a safer delivery method. Housing staff also set up quarantine rooms and moved students to single rooms if necessary.
- The Adult, Nontraditional and Transfer Student Center offered support groups and tutoring assistance, and directly emailed students who had visited the center to offer assistance.

- The Hispanic Cultural Center hosted social hours and maintained an engagement rate of close to the on-campus rate.
- Student Life and Engagement hosted “Afternoon Tea with SLE”, which discussed resources for students to use while non-face to face.
- Disability Services supported students on ground through testing accommodations and additional technical assistance, and provided a place to print for students who would normally use the Library to print.
- Student Affairs Programs sent out urgent and regular communications to parent and family members via email, social media and the Parent Portal with a consistently high engagement.
- Student Affairs Programs directly contacted students who requested assistance through submission of the HEDS survey, and connected these students to appropriate staff for help.
- The Office of the Vice President for Student Affairs remained open during normal business hours to provide assistance to students.
- Student Affairs staff worked with Student Success staff and called 500 at risk students to follow up and discuss the transition to online courses, related challenges, and to provide additional guidance and resources.
- Student Affairs partnered with Enrollment Management and called 1,000 prospective students to encourage them to register for an upcoming ROW session.
- Little Goves Child Learning Center held weekly Zoom meetings with the families. Weekly interactive activities were held via Zoom in conjunction with Human Resources.
- The Hispanic Cultural Center and the Adult, Nontraditional and Transfer Student Center reached out to their students and conducted virtual meetings.
- The Military Student Center remained open to assist students.
- Dining Services remained open with reduced dining hours to serve the remaining on-campus residential student population.
- VetSuccess on Campus conducted all services via tele-counseling by phone.

### *Finance and Administration, Academic Affairs and Enrollment Management:*

- Finance and Administration and Financial Aid distributed CARES Act funding to eligible students.
- Distance Education provided MiFi tablets for students in rural areas with limited or no internet access at no cost to APSU students. Students were able to check out tablets from the Woodward Library lobby or request shipment to their homes.
- The Woodward Library lobby remained open on Mondays and Thursdays from 10 a.m. – 2 p.m. to check out physical resources to students such as books and laptops.

- Library staff provided access to journal articles that were not available online by scanning and emailing the articles.
  - Research assistance was provided by librarians via email, text or chat.
- Student Account Services provided assistance with payment and account inquiries by phone and email.
- Finance and Administration; Student Account Services; and Housing, Residential Life, and Dining Services calculated and administered pro-rated housing and dining credits to students.
- A form was created for students to fill out if they had been diagnosed with COVID-19 or exposed to the new coronavirus, so the University could provide them with care resources and protect other members of the campus community from potential exposure.
- The Laptop Loan Program provided laptops to students without computer access through an online request form.
- APSU implemented mandatory campus-wide social distancing known as, "Have a heart, stay six feet apart."
- The Provost's office adopted a pass/fail grading option for students on a voluntary, opt-in, course-by-course basis.
- Deans and Chairs conducted outreach to students and provided resources if needed.
- Both the Registrar's office and Financial Aid supported students and assisted with concerns and issues.
- The Office of Student Success office provided outreach to freshmen who reported concerns and challenges.
- Faculty created videos and virtual interactions shared with students.
- The University offered a virtual graduation ceremony due to spring commencement being postponed.

### *University Advancement:*

- Established the Gobs Give Back Fund (now part of the S.O.S. Emergency Funds) to provide urgent financial assistance for students, faculty and staff who suffer from economic, medical or similar hardships.
- Utilized social media and other outreach to alumni to provide support for students and graduates.

### *Auxiliary Support Services:*

- The bookstore moved all services online, offered free access to eTextbooks through their partnership with VitalSource, and offered free return labels for all rental books.
- The APSU Post Office window remained open daily with limited hours.
- The Post Office served as a drop off for book rentals for the bookstore.

## **Appendix**

### **Item Analysis of Each Question By Gender and Classification.**

## The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, THE STAFF AND ADMINISTRATION HAVE DONE A GOOD JOB PROTECTING STUDENTS FROM THE NEGATIVE HEALTH CONSEQUENCES OF COVID-19										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER											
MALE	3	1.02	4	1.37	16	5.46	102	34.8	168	57.3	293
FEMALE	5	.634	4	.507	69	8.75	314	39.8	397	50.3	789
NON-BINARY	.	.	1	4.00	6	24.0	12	48.0	6	24.0	25
All	8	.723	9	.813	91	8.22	428	38.7	571	51.6	1107
CLASS											
FRESHMAN	2	.881	2	.881	15	6.61	104	45.8	104	45.8	227
SOPHOMORE	2	.957	3	1.44	20	9.57	77	36.8	107	51.2	209
JUNIOR	2	.784	2	.784	20	7.84	96	37.6	135	52.9	255
SENIOR	1	.391	.	.	24	9.38	101	39.5	130	50.8	256
GRADUATE	1	.826	1	.826	9	7.44	34	28.1	76	62.8	121
OTHER	.	.	1	2.56	3	7.69	16	41.0	19	48.7	39
All	8	.723	9	.813	91	8.22	428	38.7	571	51.6	1107

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALLL, THE STAFF AND ADMINISTRATION HAVE DONE A GOOD JOB HELPING STUDENT ADAPT TO THE CHANGES AT THE INSTITUTION BROUGHT ON BY THE SPREAD OF COVID-19										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	21	7.17	31	10.6	47	16.0	111	37.9	83	28.3	293
FEMALE	31	3.93	112	14.2	133	16.9	300	38.1	212	26.9	788
NON-BINARY	1	4.00	6	24.0	7	28.0	7	28.0	4	16.0	25
All	53	4.79	149	13.5	187	16.9	418	37.8	299	27.0	1106
CLASS											
FRESHMAN	21	9.25	39	17.2	52	22.9	75	33.0	40	17.6	227
SOPHOMORE	12	5.74	32	15.3	34	16.3	74	35.4	57	27.3	209
JUNIOR	9	3.53	33	12.9	41	16.1	109	42.7	63	24.7	255
SENIOR	9	3.52	33	12.9	38	14.8	103	40.2	73	28.5	256
GRADUATE	2	1.67	7	5.83	18	15.0	40	33.3	53	44.2	120
OTHER	.	.	5	12.8	4	10.3	17	43.6	13	33.3	39
All	53	4.79	149	13.5	187	16.9	418	37.8	299	27.0	1106

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, STAFF AND ADMINISTRATION HAVE SHON CARE AND CONCERN FOR ME AS THEY RESPOND TO THE SPREAD OF COVID-19										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	8	2.73	16	5.46	46	15.7	114	38.9	109	37.2	293
FEMALE	15	1.90	53	6.72	107	13.6	329	41.7	285	36.1	789
NON-BINARY	1	4.00	5	20.0	3	12.0	8	32.0	8	32.0	25
All	24	2.17	74	6.68	156	14.1	451	40.7	402	36.3	1107
CLASS											
FRESHMAN	7	3.08	18	7.93	46	20.3	98	43.2	58	25.6	227
SOPHOMORE	5	2.39	19	9.09	28	13.4	86	41.1	71	34.0	209
JUNIOR	5	1.96	11	4.31	37	14.5	109	42.7	93	36.5	255
SENIOR	4	1.56	20	7.81	35	13.7	101	39.5	96	37.5	256
GRADUATE	3	2.48	5	4.13	7	5.79	41	33.9	65	53.7	121
OTHER	.	.	1	2.56	3	7.69	16	41.0	19	48.7	39
All	24	2.17	74	6.68	156	14.1	451	40.7	402	36.3	1107

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	OVERALL, FACULTY HAVE SHOWN CARE AND CONCERN FOR ME AS THEY MAKE CHANGES IN THEIR COURSES IN RESPONSE TO COVID-19										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	21	7.17	25	8.53	43	14.7	101	34.5	103	35.2	293
FEMALE	44	5.59	99	12.6	124	15.8	268	34.1	252	32.0	787
NON-BINARY	4	16.0	2	8.00	4	16.0	10	40.0	5	20.0	25
All	69	6.24	126	11.4	171	15.5	379	34.3	360	32.6	1105
CLASS											
FRESHMAN	21	9.29	34	15.0	38	16.8	88	38.9	45	19.9	226
SOPHOMORE	20	9.57	26	12.4	31	14.8	65	31.1	67	32.1	209
JUNIOR	12	4.71	24	9.41	49	19.2	87	34.1	83	32.5	255
SENIOR	12	4.69	30	11.7	40	15.6	89	34.8	85	33.2	256
GRADUATE	4	3.31	9	7.44	7	5.79	36	29.8	65	53.7	121
OTHER	.	.	3	7.89	6	15.8	14	36.8	15	39.5	38
All	69	6.24	126	11.4	171	15.5	379	34.3	360	32.6	1105



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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	I KNOW WHOM TO CONTACT IF I HAVE QUESTION ABOUT HOW CHANGES AT APSU IN RESPONSE TO COVID-19 WILL AFFECT MY EDUCATIONAL PLANS										All
	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE OR DISAGREE		AGREE		STRONGLY AGREE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	27	9.25	45	15.4	37	12.7	95	32.5	88	30.1	292
FEMALE	66	8.39	142	18.0	134	17.0	239	30.4	206	26.2	787
NON-BINARY	2	8.00	2	8.00	5	20.0	8	32.0	8	32.0	25
All	95	8.61	189	17.1	176	15.9	342	31.0	302	27.4	1104
CLASS											
FRESHMAN	27	11.9	42	18.5	37	16.3	74	32.6	47	20.7	227
SOPHOMORE	19	9.13	39	18.8	36	17.3	62	29.8	52	25.0	208
JUNIOR	21	8.27	51	20.1	45	17.7	74	29.1	63	24.8	254
SENIOR	21	8.20	39	15.2	31	12.1	84	32.8	81	31.6	256
GRADUATE	4	3.33	13	10.8	21	17.5	35	29.2	47	39.2	120
OTHER	3	7.69	5	12.8	6	15.4	13	33.3	12	30.8	39
All	95	8.61	189	17.1	176	15.9	342	31.0	302	27.4	1104

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE SUPPORT YOU ARE GETTING TO HELP YOU TRANSITION TO TAKING YOUR CLASSES ONLINE										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	21	7.19	40	13.7	65	22.3	91	31.2	75	25.7	292
FEMALE	51	6.49	122	15.5	204	26.0	243	30.9	166	21.1	786
NON-BINARY	3	12.0	4	16.0	8	32.0	7	28.0	3	12.0	25
All	75	6.80	166	15.0	277	25.1	341	30.9	244	22.1	1103
CLASS											
FRESHMAN	28	12.3	52	22.9	55	24.2	63	27.8	29	12.8	227
SOPHOMORE	18	8.65	36	17.3	50	24.0	62	29.8	42	20.2	208
JUNIOR	13	5.10	34	13.3	72	28.2	87	34.1	49	19.2	255
SENIOR	12	4.72	37	14.6	56	22.0	74	29.1	75	29.5	254
GRADUATE	4	3.33	4	3.33	31	25.8	41	34.2	40	33.3	120
OTHER	.	.	3	7.69	13	33.3	14	35.9	9	23.1	39
All	75	6.80	166	15.0	277	25.1	341	30.9	244	22.1	1103

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE COMMUNICATION YOU ARE GETTING FROM APSU ABOUT ITS ONGOING RESPONSES TO COVID-19										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	6	2.05	8	2.73	49	16.7	110	37.5	120	41.0	293
FEMALE	10	1.27	28	3.56	118	15.0	318	40.5	312	39.7	786
NON-BINARY	1	4.00	2	8.00	7	28.0	8	32.0	7	28.0	25
All	17	1.54	38	3.44	174	15.8	436	39.5	439	39.8	1104
CLASS											
FRESHMAN	4	1.76	11	4.85	42	18.5	97	42.7	73	32.2	227
SOPHOMORE	3	1.44	10	4.81	34	16.3	86	41.3	75	36.1	208
JUNIOR	4	1.57	3	1.18	40	15.7	104	40.9	103	40.6	254
SENIOR	3	1.17	11	4.30	41	16.0	93	36.3	108	42.2	256
GRADUATE	3	2.50	2	1.67	12	10.0	37	30.8	66	55.0	120
OTHER	.	.	1	2.56	5	12.8	19	48.7	14	35.9	39
All	17	1.54	38	3.44	174	15.8	436	39.5	439	39.8	1104

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	THE INFORMATION YOU ARE GETTING ABOUT HOW CHANGES AT APSU IN RESPONSE TO COVID-19 WILL IMPACT YOUR ABILITY TO PAY FOR COLLEGE										All
	VERY DISSATISFIED		DISSATISFIED		NEITHER SATISFIED OR DISSATISFIED		SATISFIED		VERY SATISFIED		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER											
MALE	23	7.93	40	13.8	84	29.0	65	22.4	78	26.9	290
FEMALE	62	7.89	135	17.2	229	29.1	207	26.3	153	19.5	786
NON-BINARY	3	12.0	3	12.0	9	36.0	8	32.0	2	8.00	25
All	88	7.99	178	16.2	322	29.2	280	25.4	233	21.2	1101
CLASS											
FRESHMAN	23	10.1	37	16.3	75	33.0	59	26.0	33	14.5	227
SOPHOMORE	19	9.13	33	15.9	70	33.7	47	22.6	39	18.8	208
JUNIOR	23	9.06	54	21.3	64	25.2	63	24.8	50	19.7	254
SENIOR	17	6.67	35	13.7	70	27.5	66	25.9	67	26.3	255
GRADUATE	5	4.24	15	12.7	32	27.1	31	26.3	35	29.7	118
OTHER	1	2.56	4	10.3	11	28.2	14	35.9	9	23.1	39
All	88	7.99	178	16.2	322	29.2	280	25.4	233	21.2	1101

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	DOING WELL IN COLLEGE NOW THAT MANY OR ALL OF YOUR CLASSES ARE ONLINE										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER											
MALE	37	12.7	35	12.0	72	24.7	58	19.9	89	30.6	291
FEMALE	98	12.5	82	10.4	174	22.1	157	20.0	275	35.0	786
NON-BINARY	1	4.00	4	16.0	3	12.0	6	24.0	11	44.0	25
All	136	12.3	121	11.0	249	22.6	221	20.1	375	34.0	1102
CLASS											
FRESHMAN	15	6.67	28	12.4	49	21.8	37	16.4	96	42.7	225
SOPHOMORE	14	6.73	19	9.13	52	25.0	36	17.3	87	41.8	208
JUNIOR	30	11.8	27	10.6	51	20.0	56	22.0	91	35.7	255
SENIOR	35	13.7	28	11.0	65	25.5	58	22.7	69	27.1	255
GRADUATE	34	28.3	16	13.3	28	23.3	23	19.2	19	15.8	120
OTHER	8	20.5	3	7.69	4	10.3	11	28.2	13	33.3	39
All	136	12.3	121	11.0	249	22.6	221	20.1	375	34.0	1102

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	LOSING FRIENDSHIPS AND SOCIAL CONNECTIONS NOW THAT CLASSES ARE ONLINE										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	92	31.6	51	17.5	65	22.3	47	16.2	36	12.4	291
FEMALE	199	25.3	122	15.5	192	24.4	144	18.3	129	16.4	786
NON-BINARY	7	28.0	3	12.0	5	20.0	3	12.0	7	28.0	25
All	298	27.0	176	16.0	262	23.8	194	17.6	172	15.6	1102
CLASS											
FRESHMAN	41	18.2	36	16.0	64	28.4	39	17.3	45	20.0	225
SOPHOMORE	46	22.1	36	17.3	45	21.6	44	21.2	37	17.8	208
JUNIOR	67	26.3	44	17.3	58	22.7	43	16.9	43	16.9	255
SENIOR	85	33.3	31	12.2	57	22.4	49	19.2	33	12.9	255
GRADUATE	48	40.0	23	19.2	29	24.2	12	10.0	8	6.67	120
OTHER	11	28.2	6	15.4	9	23.1	7	17.9	6	15.4	39
All	298	27.0	176	16.0	262	23.8	194	17.6	172	15.6	1102

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	ACCESSING AND SUCCESSFULLY USING THE TECHNOLOGY NEEDED FOR YOUR ONLINE CLASSES										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER											
MALE	78	26.8	53	18.2	59	20.3	49	16.8	52	17.9	291
FEMALE	171	21.8	124	15.8	205	26.1	121	15.4	164	20.9	785
NON-BINARY	6	24.0	10	40.0	2	8.00	3	12.0	4	16.0	25
All	255	23.2	187	17.0	266	24.2	173	15.7	220	20.0	1101
CLASS											
FRESHMAN	35	15.6	33	14.7	66	29.3	43	19.1	48	21.3	225
SOPHOMORE	42	20.3	29	14.0	59	28.5	34	16.4	43	20.8	207
JUNIOR	57	22.4	41	16.1	54	21.2	44	17.3	59	23.1	255
SENIOR	68	26.7	48	18.8	61	23.9	34	13.3	44	17.3	255
GRADUATE	44	36.7	31	25.8	14	11.7	14	11.7	17	14.2	120
OTHER	9	23.1	5	12.8	12	30.8	4	10.3	9	23.1	39
All	255	23.2	187	17.0	266	24.2	173	15.7	220	20.0	1101

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## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	HAVING ACCESS TO HEALTHCARE										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER											
MALE	122	41.9	46	15.8	46	15.8	30	10.3	47	16.2	291
FEMALE	294	37.5	148	18.9	133	17.0	82	10.5	127	16.2	784
NON-BINARY	11	44.0	5	20.0	4	16.0	2	8.00	3	12.0	25
All	427	38.8	199	18.1	183	16.6	114	10.4	177	16.1	1100
CLASS											
FRESHMAN	81	36.0	38	16.9	39	17.3	30	13.3	37	16.4	225
SOPHOMORE	75	36.2	33	15.9	39	18.8	27	13.0	33	15.9	207
JUNIOR	85	33.3	56	22.0	38	14.9	20	7.84	56	22.0	255
SENIOR	114	44.9	44	17.3	49	19.3	19	7.48	28	11.0	254
GRADUATE	57	47.5	20	16.7	13	10.8	14	11.7	16	13.3	120
OTHER	15	38.5	8	20.5	5	12.8	4	10.3	7	17.9	39
All	427	38.8	199	18.1	183	16.6	114	10.4	177	16.1	1100



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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	PAYING YOUR BILLS										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER											
MALE	76	26.1	30	10.3	62	21.3	55	18.9	68	23.4	291
FEMALE	151	19.2	102	13.0	194	24.7	123	15.6	216	27.5	786
NON-BINARY	5	20.0	3	12.0	9	36.0	2	8.00	6	24.0	25
All	232	21.1	135	12.3	265	24.0	180	16.3	290	26.3	1102
CLASS											
FRESHMAN	41	18.2	23	10.2	64	28.4	41	18.2	56	24.9	225
SOPHOMORE	39	18.8	23	11.1	48	23.1	32	15.4	66	31.7	208
JUNIOR	50	19.6	28	11.0	61	23.9	43	16.9	73	28.6	255
SENIOR	64	25.1	39	15.3	53	20.8	37	14.5	62	24.3	255
GRADUATE	23	19.2	16	13.3	30	25.0	25	20.8	26	21.7	120
OTHER	15	38.5	6	15.4	9	23.1	2	5.13	7	17.9	39
All	232	21.1	135	12.3	265	24.0	180	16.3	290	26.3	1102

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	HAVING A SAFE AND SECURE PLACE TO SLEEP EVERY NIGHT										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER											
MALE	178	61.2	34	11.7	15	5.15	15	5.15	49	16.8	291
FEMALE	469	59.7	82	10.4	41	5.22	39	4.97	154	19.6	785
NON-BINARY	18	75.0	3	12.5	.	.	1	4.17	2	8.33	24
All	665	60.5	119	10.8	56	5.09	55	5.00	205	18.6	1100
CLASS											
FRESHMAN	118	52.4	20	8.89	9	4.00	18	8.00	60	26.7	225
SOPHOMORE	125	60.4	19	9.18	15	7.25	11	5.31	37	17.9	207
JUNIOR	149	58.7	34	13.4	13	5.12	7	2.76	51	20.1	254
SENIOR	164	64.3	31	12.2	11	4.31	15	5.88	34	13.3	255
GRADUATE	82	68.3	12	10.0	7	5.83	3	2.50	16	13.3	120
OTHER	27	69.2	3	7.69	1	2.56	1	2.56	7	17.9	39
All	665	60.5	119	10.8	56	5.09	55	5.00	205	18.6	1100

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The SAS System

## FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION

	HAVING ENOUGH TO EAT DAY-TO-DAY										All
	NEVER		ALMOST NEVER		SOMETIMES		OFTEN		VERY OFTEN		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER											
MALE	152	52.2	43	14.8	29	9.97	24	8.25	43	14.8	291
FEMALE	420	53.5	84	10.7	95	12.1	41	5.22	145	18.5	785
NON-BINARY	15	62.5	3	12.5	3	12.5	2	8.33	1	4.17	24
All	587	53.4	130	11.8	127	11.5	67	6.09	189	17.2	1100
CLASS											
FRESHMAN	108	48.0	17	7.56	27	12.0	20	8.89	53	23.6	225
SOPHOMORE	106	51.0	18	8.65	37	17.8	13	6.25	34	16.3	208
JUNIOR	131	51.6	38	15.0	24	9.45	13	5.12	48	18.9	254
SENIOR	144	56.5	35	13.7	30	11.8	15	5.88	31	12.2	255
GRADUATE	73	61.3	17	14.3	8	6.72	4	3.36	17	14.3	119
OTHER	25	64.1	5	12.8	1	2.56	2	5.13	6	15.4	39
All	587	53.4	130	11.8	127	11.5	67	6.09	189	17.2	1100

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**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION**  
**OVERALL, HOW MUCH STRESS ARE YOU FEELING ABOUT THE POTENTIAL CONSEQUENCES OF THE**  
**SPREAD OF COVID-19?**

	LEVEL OF STRESS						All
	LITTLE OR NONE		SOME		A GREAT DEAL		
	N	PctN	N	PctN	N	PctN	N
GENDER							
MALE	66	22.6	120	41.1	106	36.3	292
FEMALE	93	11.8	310	39.3	386	48.9	789
NON-BINARY	3	12.0	9	36.0	13	52.0	25
All	162	14.6	439	39.7	505	45.7	1106
CLASS							
FRESHMAN	33	14.5	82	36.1	112	49.3	227
SOPHOMORE	24	11.5	83	39.7	102	48.8	209
JUNIOR	42	16.5	95	37.4	117	46.1	254
SENIOR	40	15.6	105	41.0	111	43.4	256
GRADUATE	15	12.4	55	45.5	51	42.1	121
OTHER	8	20.5	19	48.7	12	30.8	39
All	162	14.6	439	39.7	505	45.7	1106

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**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
HOW CONNECTED DO YOU FEEL TO APSU?**

	LEVEL OF CONNECTION								All
	NO CONNECTION		VERY LITTLE CONNECTION		SOME CONNECTION		VERY STRONG CONNECTION		
	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER									
MALE	18	6.16	80	27.4	127	43.5	67	22.9	292
FEMALE	54	6.84	225	28.5	370	46.9	140	17.7	789
NON-BINARY	2	8.00	8	32.0	15	60.0	.	.	25
All	74	6.69	313	28.3	512	46.3	207	18.7	1106
CLASS									
FRESHMAN	24	10.6	75	33.0	93	41.0	35	15.4	227
SOPHOMORE	12	5.74	65	31.1	97	46.4	35	16.7	209
JUNIOR	12	4.72	73	28.7	123	48.4	46	18.1	254
SENIOR	18	7.03	64	25.0	122	47.7	52	20.3	256
GRADUATE	7	5.79	25	20.7	60	49.6	29	24.0	121
OTHER	1	2.56	11	28.2	17	43.6	10	25.6	39
All	74	6.69	313	28.3	512	46.3	207	18.7	1106

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
DO YOU INTEND TO RETURN TO APSU NEXT FALL TO CONTINUE AND/OR COMPLETE YOUR  
EDUCATION?**

	RETURN												All
	NOT APPLICABLE - GRADUATING		UNSURE		DEFINITELY NO		PROBABLY NO		PROBABLY YES		DEFINITELY YES		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER													
MALE	32	10.9	5	1.71	7	2.39	14	4.78	55	18.8	180	61.4	293
FEMALE	82	10.4	20	2.54	6	.762	54	6.86	134	17.0	491	62.4	787
NON-BINARY	1	4.00	1	4.00	.	.	2	8.00	6	24.0	15	60.0	25
All	115	10.4	26	2.35	13	1.18	70	6.33	195	17.6	686	62.1	1105
CLASS													
FRESHMAN	.	.	10	4.41	6	2.64	21	9.25	42	18.5	148	65.2	227
SOPHOMORE	1	.483	7	3.38	3	1.45	8	3.86	44	21.3	144	69.6	207
JUNIOR	4	1.57	3	1.18	3	1.18	20	7.84	48	18.8	177	69.4	255
SENIOR	78	30.5	3	1.17	1	.391	9	3.52	42	16.4	123	48.0	256
GRADUATE	32	26.4	1	.826	.	.	5	4.13	12	9.92	71	58.7	121
OTHER	.	.	2	5.13	.	.	7	17.9	7	17.9	23	59.0	39
All	115	10.4	26	2.35	13	1.18	70	6.33	195	17.6	686	62.1	1105

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
SINCE THE COVID-19 CHANGES AT APSU, WHERE HAVE YOU SPENT MOST OF YOUR TIME LIVING?**

	RESIDENCE												All
	DORMITORY/ON-CAMPUS		FRATERNITY/SORORITY		WALKING DISTANCE RESIDENCE		RESIDENCE FURTHER AWAY		IN OTHER COUNTRY		OTHER LIVING ARRANGEMENT		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER													
MALE	6	2.07	1	.345	34	11.7	232	80.0	1	.345	16	5.52	290
FEMALE	23	2.93	1	.128	78	9.95	633	80.7	.	.	49	6.25	784
NON-BINARY	1	4.00	.	.	.	.	23	92.0	.	.	1	4.00	25
All	30	2.73	2	.182	112	10.2	888	80.8	1	.091	66	6.01	1099
CLASS													
FRESHMAN	9	4.00	1	.444	13	5.78	183	81.3	.	.	19	8.44	225
SOPHOMORE	7	3.38	.	.	27	13.0	161	77.8	.	.	12	5.80	207
JUNIOR	7	2.77	1	.395	28	11.1	202	79.8	.	.	15	5.93	253
SENIOR	6	2.34	.	.	25	9.77	215	84.0	1	.391	9	3.52	256
GRADUATE	1	.833	.	.	16	13.3	94	78.3	.	.	9	7.50	120
OTHER	.	.	.	.	3	7.89	33	86.8	.	.	2	5.26	38
All	30	2.73	2	.182	112	10.2	888	80.8	1	.091	66	6.01	1099

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**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	ACCESS TO CONSISTENT EDUCATION								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	72	25.0	73	25.3	76	26.4	67	23.3	288
FEMALE	217	28.3	157	20.5	209	27.2	184	24.0	767
NON-BINARY	4	16.0	6	24.0	8	32.0	7	28.0	25
All	293	27.1	236	21.9	293	27.1	258	23.9	1080
CLASS									
FRESHMAN	45	20.1	42	18.8	73	32.6	64	28.6	224
SOPHOMORE	50	24.6	44	21.7	56	27.6	53	26.1	203
JUNIOR	67	27.0	50	20.2	73	29.4	58	23.4	248
SENIOR	78	31.3	58	23.3	60	24.1	53	21.3	249
GRADUATE	44	37.0	35	29.4	17	14.3	23	19.3	119
OTHER	9	24.3	7	18.9	14	37.8	7	18.9	37
All	293	27.1	236	21.9	293	27.1	258	23.9	1080



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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	ACCESS TO CONSISTENT FOOD								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	186	65.5	51	18.0	28	9.86	19	6.69	284
FEMALE	538	70.2	116	15.1	74	9.66	38	4.96	766
NON-BINARY	14	56.0	7	28.0	2	8.00	2	8.00	25
All	738	68.7	174	16.2	104	9.67	59	5.49	1075
CLASS									
FRESHMAN	161	72.5	27	12.2	22	9.91	12	5.41	222
SOPHOMORE	131	65.2	34	16.9	23	11.4	13	6.47	201
JUNIOR	177	71.7	33	13.4	22	8.91	15	6.07	247
SENIOR	162	64.8	49	19.6	27	10.8	12	4.80	250
GRADUATE	83	70.3	22	18.6	7	5.93	6	5.08	118
OTHER	24	64.9	9	24.3	3	8.11	1	2.70	37
All	738	68.7	174	16.2	104	9.67	59	5.49	1075

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	ACCESS TO CONSISTENT HOUSING								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	200	70.4	39	13.7	25	8.80	20	7.04	284
FEMALE	576	75.0	94	12.2	47	6.12	51	6.64	768
NON-BINARY	17	68.0	3	12.0	3	12.0	2	8.00	25
All	793	73.6	136	12.6	75	6.96	73	6.78	1077
CLASS									
FRESHMAN	166	74.1	32	14.3	12	5.36	14	6.25	224
SOPHOMORE	141	70.5	27	13.5	19	9.50	13	6.50	200
JUNIOR	180	72.9	33	13.4	20	8.10	14	5.67	247
SENIOR	187	74.8	25	10.0	18	7.20	20	8.00	250
GRADUATE	91	76.5	17	14.3	3	2.52	8	6.72	119
OTHER	28	75.7	2	5.41	3	8.11	4	10.8	37
All	793	73.6	136	12.6	75	6.96	73	6.78	1077

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	CONCERN_FAM								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	107	37.5	72	25.3	55	19.3	51	17.9	285
FEMALE	248	32.3	178	23.2	171	22.3	171	22.3	768
NON-BINARY	7	28.0	6	24.0	6	24.0	6	24.0	25
All	362	33.6	256	23.7	232	21.5	228	21.2	1078
CLASS									
FRESHMAN	87	39.0	44	19.7	50	22.4	42	18.8	223
SOPHOMORE	68	33.7	40	19.8	44	21.8	50	24.8	202
JUNIOR	81	32.8	59	23.9	46	18.6	61	24.7	247
SENIOR	81	32.5	68	27.3	50	20.1	50	20.1	249
GRADUATE	32	26.7	37	30.8	29	24.2	22	18.3	120
OTHER	13	35.1	8	21.6	13	35.1	3	8.11	37
All	362	33.6	256	23.7	232	21.5	228	21.2	1078

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	FINANCIAL IMPACT ON MY LIFE								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	53	18.7	51	18.0	86	30.3	94	33.1	284
FEMALE	137	17.8	151	19.6	178	23.1	303	39.4	769
NON-BINARY	3	12.0	6	24.0	6	24.0	10	40.0	25
All	193	17.9	208	19.3	270	25.0	407	37.8	1078
CLASS									
FRESHMAN	38	17.1	43	19.4	53	23.9	88	39.6	222
SOPHOMORE	41	20.3	36	17.8	43	21.3	82	40.6	202
JUNIOR	43	17.4	42	17.0	61	24.7	101	40.9	247
SENIOR	46	18.4	50	20.0	63	25.2	91	36.4	250
GRADUATE	17	14.2	27	22.5	39	32.5	37	30.8	120
OTHER	8	21.6	10	27.0	11	29.7	8	21.6	37
All	193	17.9	208	19.3	270	25.0	407	37.8	1078

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	HOW COVID-19 WILL IMPACT MY HEALTH								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	73	25.5	76	26.6	83	29.0	54	18.9	286
FEMALE	126	16.4	225	29.2	226	29.4	193	25.1	770
NON-BINARY	9	36.0	5	20.0	4	16.0	7	28.0	25
All	208	19.2	306	28.3	313	29.0	254	23.5	1081
CLASS									
FRESHMAN	51	22.8	63	28.1	60	26.8	50	22.3	224
SOPHOMORE	39	19.2	55	27.1	59	29.1	50	24.6	203
JUNIOR	48	19.4	72	29.0	66	26.6	62	25.0	248
SENIOR	39	15.7	74	29.7	75	30.1	61	24.5	249
GRADUATE	20	16.7	30	25.0	42	35.0	28	23.3	120
OTHER	11	29.7	12	32.4	11	29.7	3	8.11	37
All	208	19.2	306	28.3	313	29.0	254	23.5	1081

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	HOW COVID-19 WILL IMPACT THE HEALTH OF MY FAMILY OR FRIENDS								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	36	12.7	54	19.0	83	29.2	111	39.1	284
FEMALE	58	7.53	138	17.9	221	28.7	353	45.8	770
NON-BINARY	3	12.0	2	8.00	9	36.0	11	44.0	25
All	97	8.99	194	18.0	313	29.0	475	44.0	1079
CLASS									
FRESHMAN	23	10.3	36	16.1	62	27.8	102	45.7	223
SOPHOMORE	24	11.8	32	15.8	53	26.1	94	46.3	203
JUNIOR	22	8.87	49	19.8	67	27.0	110	44.4	248
SENIOR	14	5.62	51	20.5	73	29.3	111	44.6	249
GRADUATE	12	10.1	20	16.8	40	33.6	47	39.5	119
OTHER	2	5.41	6	16.2	18	48.6	11	29.7	37
All	97	8.99	194	18.0	313	29.0	475	44.0	1079

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	SOCIAL ISOLATION								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	86	30.2	73	25.6	64	22.5	62	21.8	285
FEMALE	174	22.6	180	23.4	204	26.5	211	27.4	769
NON-BINARY	8	32.0	2	8.00	6	24.0	9	36.0	25
All	268	24.8	255	23.6	274	25.4	282	26.1	1079
CLASS									
FRESHMAN	49	21.9	47	21.0	51	22.8	77	34.4	224
SOPHOMORE	52	25.6	48	23.6	46	22.7	57	28.1	203
JUNIOR	57	23.1	55	22.3	70	28.3	65	26.3	247
SENIOR	70	28.1	65	26.1	58	23.3	56	22.5	249
GRADUATE	30	25.2	33	27.7	36	30.3	20	16.8	119
OTHER	10	27.0	7	18.9	13	35.1	7	18.9	37
All	268	24.8	255	23.6	274	25.4	282	26.1	1079

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	MY ABILITY TO DEVELOP AND MAINTAIN HEALTH RELATIONSHIPS								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	99	34.6	66	23.1	68	23.8	53	18.5	286
FEMALE	222	28.9	176	22.9	201	26.1	170	22.1	769
NON-BINARY	6	24.0	6	24.0	4	16.0	9	36.0	25
All	327	30.3	248	23.0	273	25.3	232	21.5	1080
CLASS									
FRESHMAN	65	29.1	41	18.4	57	25.6	60	26.9	223
SOPHOMORE	58	28.6	50	24.6	49	24.1	46	22.7	203
JUNIOR	78	31.5	54	21.8	61	24.6	55	22.2	248
SENIOR	83	33.3	59	23.7	59	23.7	48	19.3	249
GRADUATE	35	29.2	36	30.0	33	27.5	16	13.3	120
OTHER	8	21.6	8	21.6	14	37.8	7	18.9	37
All	327	30.3	248	23.0	273	25.3	232	21.5	1080



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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	LACK OF AVAILABLE EMOTIONAL SUPPORT								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	140	49.1	69	24.2	41	14.4	35	12.3	285
FEMALE	293	38.2	143	18.6	158	20.6	174	22.7	768
NON-BINARY	6	24.0	6	24.0	6	24.0	7	28.0	25
All	439	40.7	218	20.2	205	19.0	216	20.0	1078
CLASS									
FRESHMAN	85	37.9	46	20.5	42	18.8	51	22.8	224
SOPHOMORE	79	38.9	34	16.7	47	23.2	43	21.2	203
JUNIOR	105	42.5	46	18.6	42	17.0	54	21.9	247
SENIOR	104	42.1	54	21.9	41	16.6	48	19.4	247
GRADUATE	54	45.0	27	22.5	22	18.3	17	14.2	120
OTHER	12	32.4	11	29.7	11	29.7	3	8.11	37
All	439	40.7	218	20.2	205	19.0	216	20.0	1078

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	HOW THIS SITUATION WILL IMPACT MY ACADEMIC FUTURE								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	N
GENDER									
MALE	43	15.0	44	15.3	75	26.1	125	43.6	287
FEMALE	86	11.2	114	14.8	166	21.6	403	52.4	769
NON-BINARY	5	20.0	3	12.0	5	20.0	12	48.0	25
All	134	12.4	161	14.9	246	22.8	540	50.0	1081
CLASS									
FRESHMAN	13	5.80	17	7.59	50	22.3	144	64.3	224
SOPHOMORE	18	8.91	26	12.9	51	25.2	107	53.0	202
JUNIOR	31	12.5	35	14.1	46	18.5	136	54.8	248
SENIOR	41	16.4	44	17.6	62	24.8	103	41.2	250
GRADUATE	24	20.0	35	29.2	27	22.5	34	28.3	120
OTHER	7	18.9	4	10.8	10	27.0	16	43.2	37
All	134	12.4	161	14.9	246	22.8	540	50.0	1081

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	MY ABILITY TO SUCCEED IN AN ONLINE ACADEMIC ENVIRONMENT								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	65	22.6	39	13.6	52	18.1	131	45.6	287
FEMALE	147	19.1	109	14.2	127	16.5	386	50.2	769
NON-BINARY	4	16.0	4	16.0	1	4.00	16	64.0	25
All	216	20.0	152	14.1	180	16.7	533	49.3	1081
CLASS									
FRESHMAN	18	8.04	18	8.04	31	13.8	157	70.1	224
SOPHOMORE	29	14.3	20	9.85	32	15.8	122	60.1	203
JUNIOR	45	18.1	37	14.9	48	19.4	118	47.6	248
SENIOR	61	24.4	46	18.4	45	18.0	98	39.2	250
GRADUATE	52	43.7	27	22.7	19	16.0	21	17.6	119
OTHER	11	29.7	4	10.8	5	13.5	17	45.9	37
All	216	20.0	152	14.1	180	16.7	533	49.3	1081

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
TO WHAT EXTENT ARE YOU CONCERNED ABOUT:?**

	MY ABILITY TO PURSUE MY CAREER PATH								All
	NOT CONCERNED AT ALL		A LITTLE CONCERNED		SOMEWHAT CONCERNED		VERY CONCERNED		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	61	21.3	55	19.2	66	23.0	105	36.6	287
FEMALE	140	18.3	122	15.9	160	20.9	345	45.0	767
NON-BINARY	5	20.0	3	12.0	6	24.0	11	44.0	25
All	206	19.1	180	16.7	232	21.5	461	42.7	1079
CLASS									
FRESHMAN	28	12.5	32	14.3	52	23.2	112	50.0	224
SOPHOMORE	33	16.3	30	14.8	53	26.1	87	42.9	203
JUNIOR	50	20.2	48	19.4	42	17.0	107	43.3	247
SENIOR	53	21.3	40	16.1	45	18.1	111	44.6	249
GRADUATE	31	26.1	23	19.3	31	26.1	34	28.6	119
OTHER	11	29.7	7	18.9	9	24.3	10	27.0	37
All	206	19.1	180	16.7	232	21.5	461	42.7	1079

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**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION**  
**HOW WOULD YOU COMPARE YOUR CLASS WORKLOAD WHEN YOUR FACE-TO-FACE CLASSES**  
**CONVERTED TO REMOTE TEACHING?**

	LEVEL OF WORKLOAD?												All
	DECREASED WORKLOAD		SLIGHTLY DECREASED WORKLOAD		ABOUT THE SAME		SLIGHTLY INCREASED WORKLOAD		INCREASED WORKLOAD		ALL CLASSES WERE ORIGINALLY ONLINE		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER													
MALE	13	4.71	20	7.25	71	25.7	44	15.9	96	34.8	32	11.6	276
FEMALE	26	3.49	41	5.50	148	19.9	144	19.3	295	39.6	91	12.2	745
NON-BINARY	3	12.0	2	8.00	5	20.0	5	20.0	7	28.0	3	12.0	25
All	42	4.02	63	6.02	224	21.4	193	18.5	398	38.0	126	12.0	1046
CLASS													
FRESHMAN	11	5.09	11	5.09	44	20.4	46	21.3	101	46.8	3	1.39	216
SOPHOMORE	11	5.61	10	5.10	37	18.9	33	16.8	91	46.4	14	7.14	196
JUNIOR	6	2.48	10	4.13	51	21.1	52	21.5	98	40.5	25	10.3	242
SENIOR	6	2.45	18	7.35	53	21.6	45	18.4	82	33.5	41	16.7	245
GRADUATE	5	4.39	12	10.5	32	28.1	10	8.77	16	14.0	39	34.2	114
OTHER	3	9.09	2	6.06	7	21.2	7	21.2	10	30.3	4	12.1	33
All	42	4.02	63	6.02	224	21.4	193	18.5	398	38.0	126	12.0	1046

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
WHICH TYPE OF ONLINE LEARNING WORKS BETTER FOR YOU?**

	WHICH TYPE OF ONLINE LEARNING WORKS BETTER FOR YOU?						All
	SYNCHRONOUS		ASYNCHRONOUS		MIXED		
	N	PctN	N	PctN	N	PctN	N
GENDER							
MALE	59	21.6	112	41.0	102	37.4	273
FEMALE	142	19.2	268	36.2	330	44.6	740
NON-BINARY	7	29.2	8	33.3	9	37.5	24
All	208	20.1	388	37.4	441	42.5	1037
CLASS							
FRESHMAN	56	26.0	73	34.0	86	40.0	215
SOPHOMORE	34	17.5	74	38.1	86	44.3	194
JUNIOR	46	19.2	97	40.6	96	40.2	239
SENIOR	46	19.0	91	37.6	105	43.4	242
GRADUATE	21	18.4	45	39.5	48	42.1	114
OTHER	5	15.2	8	24.2	20	60.6	33
All	208	20.1	388	37.4	441	42.5	1037

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION**  
**IN GENERAL, HOW WOULD YOU RATE THE AMOUNT OF INTERACTION YOU HAVE HAD WITH OTHER STUDENTS AND YOUR INSTRUCTOR WHEN YOUR FACE-TO-FACE CLASS CONVERTED TO REMOTE TEACHING?**

	INTERACTION								All
	TOO MUCH INTERACTION REQUIRED		ABOUT THE RIGHT AMOUNT OF INTERACTION		NOT ENOUGH INTERACTION		ALL CLASSES WERE ORIGINALLY ONLINE		
	N	PctN	N	PctN	N	PctN	N	PctN	
GENDER									
MALE	13	4.83	104	38.7	113	42.0	39	14.5	269
FEMALE	26	3.54	268	36.5	327	44.6	113	15.4	734
NON-BINARY	.	.	8	33.3	13	54.2	3	12.5	24
All	39	3.80	380	37.0	453	44.1	155	15.1	1027
CLASS									
FRESHMAN	7	3.30	73	34.4	126	59.4	6	2.83	212
SOPHOMORE	9	4.69	74	38.5	92	47.9	17	8.85	192
JUNIOR	11	4.58	102	42.5	97	40.4	30	12.5	240
SENIOR	9	3.72	90	37.2	96	39.7	47	19.4	242
GRADUATE	2	1.80	31	27.9	30	27.0	48	43.2	111
OTHER	1	3.33	10	33.3	12	40.0	7	23.3	30
All	39	3.80	380	37.0	453	44.1	155	15.1	1027

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The SAS System

**FREQUENCY DISTRIBUTION ON GENDER AND CLASS STATUS BY QUESTION  
ARE YOU, OR ANYONE YOU KNOW, WAITING TO REGISTER FOR FALL 2020 CLASSES AT APSU  
BECAUSE APSU HAS NOT ANNOUNCED YET WHETHER IT WILL OFFER FACE-TO-FACE CLASSES IN  
THE FALL?**

	REGISTER						All
	YES		NO		UNSURE		
	N	PctN	N	PctN	N	PctN	
GENDER							
MALE	98	35.8	112	40.9	64	23.4	274
FEMALE	209	28.3	371	50.3	158	21.4	738
NON-BINARY	8	32.0	9	36.0	8	32.0	25
All	315	30.4	492	47.4	230	22.2	1037
CLASS							
FRESHMAN	83	39.0	79	37.1	51	23.9	213
SOPHOMORE	67	34.7	79	40.9	47	24.4	193
JUNIOR	68	28.3	123	51.3	49	20.4	240
SENIOR	67	27.5	124	50.8	53	21.7	244
GRADUATE	23	20.2	73	64.0	18	15.8	114
OTHER	7	21.2	14	42.4	12	36.4	33
All	315	30.4	492	47.4	230	22.2	1037