

**COVID-19 Student Survey**  
**Spring 2020**  
**Results Summary**  
**June 30, 2020**

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In this unprecedented time of a global pandemic, and Carleton's rapid response to move classes to online instruction, the College needed to understand some of the present and future impacts on our students. The Campus COVID-19 Tech Team developed the COVID-19 Student Survey of all students enrolled on and away from campus during Spring 2020. The survey was launched on June 5, 2020, and data collection closed on June 14, 2020.

The results are organized by use of resources, student concerns, technical challenges, returning students, workload, and a content analysis of open responses. Of the 1,888 students enrolled for Spring 2020, 1,198 responded to the COVID-19 Student Survey for a 63.4% survey response rate. This included 192 seniors, 324 juniors, 334 sophomores, and 348 first-year students. Please see the Appendix A for additional respondent demographic information.

*Summary of findings:*

- *Students appreciate the efforts that their professors made to move classes online and maintain accessible office hours.*
- *Students made use of many resources with varying experiences.*
- *Zoom proved to be a valuable tool for delivering content, and helping students feel connected to professors and classmates.*
- *Some students understood the need to move classes online but felt that the Carleton experience cannot be replicated online.*
- *Most students preferred synchronous instruction, but those in different time zones than Northfield appreciated asynchronous options, and recorded lectures.*
- *The top 3 concerns of students are related to campus activities, maintaining friendships and connections, and emotional well-being.*
- *There were few technical challenges, but when they occurred a small number of students were significantly impacted.*
- *Students want to come back to campus with some understanding that there will be restrictions based on MDH guidelines.*
- *Low income students (federal definition used in determining TRIO program eligibility) are more likely to report concerns about the following:*
  - *Emotional well-being*
  - *Mental well-being*
  - *Completing my internship or practicum requirements*
  - *Successfully using the technology for classes*
  - *Accessing technology for classes*
  - *Paying bills (e.g., tuition, loans, rent, etc.)*
  - *Health care access*
  - *Physical safety*
  - *Having enough to eat*

## Use of Resources

Most of Carleton's employees had very little experience serving students remotely before the pandemic forced many operations online. One of the first things to understand was whether students were able to use campus resources and the extent to which they found these resources beneficial.

Students made use of a number of general, student, and academic support services with respondents reporting varying degrees of helpfulness or usefulness.

**Which of the following have you accessed since the transition to remote learning? (Select all that apply)**

*The final column is the percentage of respondents' assessment on a continuum level of helpfulness from 1 "Not helpful at all" to 5 "Extremely helpful" who indicated 4 or 5.*

*Sorted by count*

Answer	Count	% of total responding	% responding who rated level of helpfulness at 4 or 5
Advising services	273	23%	57%
Financial services	119	10%	46%
Mental health services	110	9%	61%
Carleton Cupboard	59	5%	82%
Emergency funding	48	4%	81%
Health services	40	3%	70%
Other (see Appendix B)	31	3%	65%
Total survey respondents	1198		

**Which of the following support services have you accessed this term? (Select all that apply)**

*The final column is the percentage of respondents' assessment of the level of helpfulness on a 1 "Not helpful at all" to 5 "Extremely helpful" who indicated 4 or 5.*

*Sorted by count*

<b>Answer</b>	<b>Count</b>	<b>%</b>	<b>% responding who rated level of helpfulness at 4 or 5</b>
Student Organization/Clubs	341	28%	64%
Career Center	316	26%	51%
Library Services and Programming	227	19%	75%
Residential Life	196	16%	56%
Office of Intercultural and International Life (OIIL)	80	7%	81%
Student Activities Office (SAO)	63	5%	51%
Disability Services	61	5%	73%
TRIO	56	5%	88%
Center for Community and Civic Engagement (CCCE)	50	5%	70%
Academic Support Center (ASC)	42	4%	84%
Chaplain's Office	30	3%	90%
Office of Health Promotion (OHP)	30	3%	70%
Recreation Center - virtual workouts	17	2%	76%
Gender and Sexuality Center (GSC)	10	1%	70%
Other (see Appendix B)	29	2%	62%
Total survey respondents	1198		

**Which of the following academic supports have you accessed this term? (Select all that apply)**

*The final column is the percentage of respondents' assessment of the level of usefulness on a 1 "Not useful at all" to 5 "Extremely useful" who indicated 4 or 5.*

*Sorted by count*

<b>Answer</b>	<b>Count</b>	<b>%</b>	<b>% responding who rated level of usefulness at 4 or 5</b>
Faculty office hours by appointment via video conferencing	682	57%	86%
Faculty drop-in office hours via video conferencing	656	55%	79%
Faculty office hours and support via chat or text (e.g. Slack)	352	29%	64%
Course-based peer support (prefects, teaching assistants)	299	25%	64%
Writing Center	75	6%	77%
Consultations with Reference & Instruction Librarians	54	5%	60%
Math Skills Center	23	2%	74%
Quantitative Resource Center	4	0%	75%
Other (see Appendix B)	10	1%	80%
Total survey respondents	1198		

## Student Concerns

Missing out on activities, maintaining friendships, and emotional well-being were at the top of the list for the 1,198 students responding to questions about their greatest concerns during Spring 2020.

**On a 1 "Not concerned" to 5 "Extremely concerned" scale, how concerned were you during spring term about the following with respect to Carleton's transition to remote learning?**

*Sorted by count of students who indicated level concern at 4 or 5 using the above scale.*

Question	Count rating concern at 4 or 5	% rating concern at 4 or 5	Total
Missing out on co-curricular/on-campus activities	883	79%	1118
Maintaining friendships and social connections	778	70%	1118
Emotional well-being	520	47%	1117
Grades/performing well in class	501	45%	1119
Mental well-being	480	43%	1113
Not being able to communicate with faculty	475	42%	1113
Changes to grading structures (e.g.credit/no-credit)	322	29%	1115
Completing my internship or practicum requirements	220	26%	863
Possible delays in graduating/completing my degree/major	213	20%	1077
Successfully using the technology needed for my classes	210	19%	1114
Accessing technology for my classes	198	18%	1111
Online privacy, protection of my personal data	166	15%	1102
Paying your bills (e.g., tuition, loans, rent, etc.)	149	14%	1079
Health care access	109	10%	1086
Security, privacy in taking online exams	95	10%	990
Physical safety	59	6%	1066
Having enough to eat	36	3%	1057
Having a safe and secure place to sleep every night	35	3%	1057
Other (see Appendix C)	24	39%	62

**Low income students reported a greater level of concern for the following:**

Question	Low income			Non low income		
	Count	% 4-5	Total	Count	% 4-5	Total
Emotional well-being	87	58%	150	433	45%	967
Mental well-being	79	53%	149	401	42%	964
Completing my internship or practicum requirements	39	37%	106	181	24%	757
Successfully using the technology needed for my classes	40	27%	149	158	16%	965
Accessing technology for my classes	40	27%	150	170	18%	965
Paying your bills (e.g., tuition, loans, rent, etc.)	43	30%	145	106	11%	934
Health care access	30	20%	150	79	8%	939
Physical safety	15	11%	145	44	5%	925
Having enough to eat	15	11%	142	21	2%	915

### Technical Challenges

A modest number of students reported technical challenges. Those who experienced technical challenges were mostly related to their professors or their own discomfort with available instructional technology, internet access, and using library resources. Even though challenges were not widespread, those who dealt with them experienced some unfortunate disruptions. There were no statistically significant differences reported for any specific group with respect to technical challenges.

**On a 1 "No challenge" to 5 "Extreme challenge" scale, please indicate the level of challenge that each of the following technological issues posed in your classes?**

*Sorted by count of students who indicated level challenge at 4 or 5 using the above scale.*

Question	Count	% 4-5	Total
The discomfort or lack of familiarity of my professors with required technology or applications	161	15%	1085
My access to reliable Internet service	153	14%	1081
My access to library resources	130	13%	1010
My own discomfort or lack of familiarity with required technologies or applications	99	10%	1085
My access to specialized software (e.g., Adobe products, statistical packages)	95	10%	965
My access to reliable communication software/tools (e.g., Zoom, Google)	44	4%	1079
My access to a reliable digital device (e.g., laptop, mobile device)	41	4%	1078
Other (see Appendix B)	7	14%	51

## Returning Students

One of the important institutional questions to answer is “What is the likelihood that non-graduating students enrolled in Spring term 2020, will enroll in Fall term 2020?” The evidence from the survey points to students wanting to return to campus to be with their classmates and professors. It also seems that there is a possibility that a considerable proportion of students (41%) would take a leave of absence if Carleton starts Fall term with only remote instruction.

**What would be your likely action if Carleton were to begin the 2020-21 academic year with online courses for all students, with the intention of bringing as many students back to campus as quickly as possible when public health conditions allow?”**

	Count	%
Stay where I am living away from campus and take classes remotely until I could return to campus.	460	58%
Take a leave of absence for Fall term, until I could return in person.	327	41%
Total responding to item	797	

There were no differences for gender or low income students. There were, however, differences for first-generation (FG) and under-represented minorities (URM). With respect to FG, 67% would stay where they were and take classes online, and 33% would likely take a leave of absence. Similarly, 66% of URM would stay and take classes online, and 34% would likely take a leave of absence.

These same 797 students were asked to rank three preferences with respect to returning to campus in Fall 2020. A majority of those responding indicated a preference to return.

*Public health guidance from Centers for Disease Control (CDC) and the Minnesota Department of Health (MDH) will impact how Carleton needs to go about social distancing for students on campus. While we are still understanding/studying what this might look like, there is a strong likelihood that there will be restrictions, such as:*

- A maximum of 2/3 of the student body may be able to be resident on campus in Northfield each term to facilitate social distancing in the residence halls and classrooms.
- Some courses may need to be offered online to accommodate students and faculty who may be immunocompromised.
- Dining hall capacities may be restricted with longer meal periods.
- Face coverings may be required in public spaces.
- Social gatherings may need to be restricted in size.
- COVID-19 screening may be required.
- Campus activities may be reduced in their capacities or frequencies.

**If Carleton were to open Fall term with the above restrictions on campus life, what would be your preferences, in rank order?**

	1st	2nd	3rd
Return to campus with an opportunity to take classes in person.	85%	13%	2%
Stay where I am living away from campus and take classes remotely until I could return to campus.	9%	42%	50%
Take a leave of absence for Fall term, until I could return in person.	7%	45%	48%

Only 5% of the non-seniors living away from campus anticipated that travel or health issues may preclude them from returning to campus in Fall 2020, with 9% reporting uncertainty.

**Do you anticipate that your ability to travel and/or your personal health conditions may preclude your in-person participation if courses resume on campus in the fall?**

*Sorted by count*

Answer	Count	%
No, I do not anticipate travel or health issues precluding me from coming to campus	685	86%
Uncertain	70	9%
Yes, I anticipate that travel or health issues may preclude me coming to campus	40	5%
Total responding to item	797	

### Student Workload

Students responded in a classic bell curve manner when asked about their workload in online courses compared to Carleton courses they've taken face-to-face.

**On a 1 "Significantly less" to 5 "Significantly more" scale, please indicate how you think your workload in remote courses compares to the workload in Carleton courses you've taken face-to-face.**

	Count	%
1 - Significantly less	83	8%
2	295	27%
3 - About the same	400	36%
4	243	22%
5 - Significantly more	83	8%
Total	1104	100%



## Content Analysis of Open Responses

Content analysis of open response survey items does not constitute a qualitative research study. The primary role of this analysis is to get a sense of themes that appear in the students' responses, highlight representative statements, and try to understand the magnitude of those themes by quantifying them.

In total there were 1965 responses to three prompts about the Spring 2020 term. Responses are organized beginning with the most frequent themes and followed immediately by unedited student statements representative of those themes.

### **What aspects of this current remote learning environment have allowed things to still feel like Carleton?** (748/1198 students responded)

- Professors (by far the top response with 258)
  - *Professors' demonstration of care and understanding through creation of spaces to understand diverse experiences during this unusual term*
  - *Enthusiastic and supportive professors and students. Rigorous courses.*
  - *Honestly the professors have made remote learning feel like Carleton. They were so thoughtful and kind and dedicated so much time to students and our lessons. They tried to make it as best of a class as they possibly could.*
  - *I appreciate my professors so much. They worked incredibly hard during incredibly difficult circumstances, and I appreciated their attitudes, accommodations, and perseverance.*
  - *I appreciated when professors took time to check in with students, or made space in Zoom discussions for people to reflect on the current situation in the world. Talking to others in real time was the best way I found to still feel connected.*
  - *I still am able to stay in contact with great, receptive professors and have class discussions. I feel like I still learned and grew as a student, which I value a lot.*
  - *I was surprised by the degree to which I still got a lot out of my Zoom classes. Maybe I was just lucky enough to be with other students who had the time and energy to put in a lot of effort, but class discussions were fruitful and engaging. My professors were overall really great. In that sense, things still felt like Carleton.*
  - *One of my professors online lectures felt very similar to how they'd be on campus; it was really nice to have. He used a clear whiteboard with a black curtain behind and recorded himself behind it so we could see him write while still seeing the text. Another class had frequent zoom calls because it was a language class and so the course still felt like a Carleton course.*
- Classes were mentioned 145 times and classmates 151 times. Students who responded felt as though the academic rigor, instructional quality, lively discussions, and breakout rooms felt like Carleton.
  - *Lectures have still been engaging and exciting like they would be at Carleton.*
  - *Interaction with the community in general and the coursework has still felt in line with Carleton standards of rigor*
  - *Rigorous academic work, excellent professors, small group work with peers, (some) synchronous class meetings*
  - *The academic rigor and group discussions in the Zoom breakout rooms have allowed things to still feel like Carleton.*
  - *The rigor of classes still seem to be on the level of usual Carleton classes*
  - *The subject matter of classes remained extremely interesting and engaging.*
- Zoom proved to be an important tool for synchronous classes and helping students maintain some semblance of social connections as 113 mentioned Zoom by name.

- *Breakout rooms in zoom are beneficial for small group discussion, generally online format works best for solely reading/discussion based classes. Synchronous classes were by far the most effective.*
- *Being able to do Zoom class meetings and breakout into small discussions helped to create some of that interpersonal interaction that is really important. Additionally, having office hours over Zoom helped to still connect in some way with my professors.*
- It is important to note that 68 students said that nothing felt like Carleton. There was not a disproportionate representation of any particular student group among the 68.

**What issues associated with remote learning would you want addressed by the college? (619/1198 students responded)**

- Heavy workload (53)
  - *WORKLOAD!! It is absolutely unacceptable for the college to expect students to do the same amount of work at home (where they have familial responsibilities in addition to being a student) as we do at school. On campus, kids are ONLY students, but at home we have to fulfill multiple roles at once.*
  - *We are able to do the workload that Carleton asks of us because we can turn studying and doing work into a social gathering. This was not possible with remote learning. I was extremely starved for social interaction while being pelted with work that did not allow me to take the mental breaks that I needed.*
- Engagement, focus, motivation (47)
  - *It's just really hard to feel connected and engaged with all the Zoom calls They're exhausting, frustrating, and hard to pay attention to. No matter how amazing my profs are, a lot of the synchronous classes were frustrating. I was taking three major-related classes on topics I was interested in and I still felt this way.*
  - *It's hard to focus on school work and not be distracted. Honestly the classes and professors do fairly well with the remote learning. What's missing is being surrounded by other students and being in a highly academic environment.*
- Cost, value, tuition (46)
  - *Tuition is way too high for the quality of this type of learning. Carleton is about community and my family worked hard so I could have that PRIVILEGE. The tuition is too high to spring term and I believe we should be reimbursed for the lack of opportunity presented by the college.*
  - *The tuition should be lowered for any/all terms that don't provide the on-campus experience of Carleton College. Also, access to professors, classmates, and other learning resources is much more impersonal and limited, not to the fault of the college, but because there are many aspects of life on campus that it is impossible to replicate through a screen. Cost. I simply can't afford to pay \$50,000 for 3 courses that aren't made to be online. I pay that amount to be on campus, to work a campus job, to eat in a dining hall, not to sit with my computer for 9 hours day.*
  - *I think that, all circumstances considered, Carleton is doing its best in these unprecedented times. I am wondering how tuition would be affected by the online. It's difficult to put a price on the value of a Carleton education, but students pay the tuition they pay because of the residential college experience at Carleton and all that encompasses, and the tuition paid is not just for the in-classroom education at Carleton, and the tuition should be adjusted to reflect that change.*

- Limited social connection/group activities (32)
  - *Learning feels impersonal, peer-to-peer communications/socializing are extremely limited. There is not the same access to resources as in person.*
  - *The issue of community, of a liberal arts experience that feels very fragmented and the lack of communication with professors.*
  - *For some students, all their classes ended up being entirely asynchronous and lacked the sense of community provided by Zoom classes*
  - *Creating community virtually -- 24/7 access to voice chat/video chat rooms. Replicate Sayles online, essentially.*
- Internet/WiFi issues (25)
  - *The college MUST ensure that all students have access to reliable WiFi and devices. Over the summer there needs to be a review or survey that students will fill out regarding technology and PEPs or whoever else has got to remedy this whether it's sending out laptops or hotspots for people. Some professors need more zoom training. The college needs to step up and amp up its mental health support to for students.*
  - *Internet access can be unreliable, although my internet is generally quite good, there were a couple of instances which kept me from attending class.*
- Carleton classes cannot be replicated online (25)
  - *There is no way for remote learning to be like the real thing no matter how hard we try*
  - *There are few ways to improve it. It is fundamentally flawed and I don't see any way of making it significantly better if we were to go online for another term.*
  - *The college has handled remote learning extremely well and I am happy with the quality of instruction I've received but there is simply no way to replicate the social connections and discussions that occur in in-person classes remotely.*
- Online pedagogy (18)
  - *It doesn't feel like real school. Profs don't know how to organize classes in ways that work remotely. I feel like I'm not learning anything.*
  - *Help professors better structure lessons. Obtain better and more accurate feedback about classes, change the way online and pass/fail classes are approached. Make sure professors are well informed in online technology. Assign ITS workers/students to professors who feel like they have problems or are identified by students as having problems. Not all professors provide recordings of lectures for students who miss class (even though it's online, stuff happens. students miss class. it shouldn't be a reason for them to miss out on education, especially when it is so difficult to attend office hours or drop in for help). Make sure professors understand how to stream video. Try to get them computers with Ethernet connections. Understand that assigning a forum post and a reading is actually MUCH MORE work than the typical assign a reading and discuss in class assignment would be. GIVE FEEDBACK ON ASSIGNMENTS. I really wish I didn't have to attend office hours every week just to have any clue how I'm doing in class.*
  - *Remote learning is very different from taking classes in person. It would be nice to have more flexibility in types of assignments we have. For example, giving alternates to large exams or essays, such as in more, smaller assignments; or give the alternative to complete one big project instead of many homework assignments.*

- Time zone issues (18)
  - *Even if classes are online to protect faculty and staff, I think it will be best to have students on campus because doing quality schoolwork in a home environment is really difficult, and I know many classmates who have it worse than me. Having quiet study spaces available to students and having everyone in the same time zone will be hugely beneficial.*
  - *Time zones have been a huge challenge this term. Possibly shifting the school day later would be really helpful for people trying to learn in the West, or coming up with some other solutions like having multiple sessions of classes would help a lot. Technology problems have also been hard to overcome and everything takes so much longer when computers are old or internet is slow, if there were ways to use online platforms that do not require as much bandwidth that might help.*
- Mental health/stress (16)
  - *I don't think you can create a mentally healthy environment for me in my remote location*
  - *I've noticed mental health among students declining very rapidly, especially people who are in asynchronous classes because they get absolutely no conversation with their peers.*
  - *Mental health related issues. For example, there was no work-life balance this term. I felt that I had so much work that I could ALWAYS be working and still not get it all done. This is also an issue with Faculty assigning much more work than in in-person classes in order to compensate for the distance learning.*
- No issues (16)
  - *Nothing, I think it's going pretty well for what it is*
  - *None that I can really think of. I thought remote learning worked well with my classes.*
- Professors need technical training with online tools (16)
  - *Remote learning has gone fairly well for me overall, but especially if this continues in the fall, I think it could be helpful to students and hopefully professors to get more feedback from students about what remote learning technologies have worked well for them/they would prefer to use in continued online learning. We've had to switch between several different video conference tools/ways of communicating/online tools for class activities in each of my classes, which can get confusing and be a challenge.*
  - *Providing more extensive training for faculty on effective use of zoom and other technologies would be useful, as it would reduce errors and interruptions caused by professor's lack of fluency with the zoom platform.*
  - *I'd want every professor to get training on how to use all of zoom's features. More frequent use of breakout rooms, zoom polls, and other interactive activities would be great.*
- Inequity concerns, mostly for others (13)
  - *Unequal access to internet. Just hugely varied experiences in general making this not standard for anyone. What do do when people get sick.*
  - *More support for lower-income students/students of color who are disproportionately affected by this pandemic*
  - *just how difficult, if not impossible, it is for most students, especially low-income students and students of color who are disproportionately impacted by COVID-19, to put in the same energy and concentration into their academic work as they would be able to on campus.*

**What are some things that have gone well for you with respect to remote learning? (598/1198 students responded)**

- Professors (67)
  - *I think the professors have for the most part done a great job communicating the material. I definitely have learned things this term.*
  - *My professors generally made very good online lectures and were open and communicative with students*
  - *The profs are still amazing and passionate. They're the reason I came to Carleton.*
  - *My professors mostly utilized Zoom and Moodle in our classes, which I think both helped improve communication and helped me stay engaged. Office hours were really helpful for me in developing relationships with my professors and Zoom breakout rooms often helped me get to know my classmates in ways that bigger discussions couldn't. Lastly, being in a safe environment without distractions was vitally important to supporting my education this term.*
  - *my professors have done an amazing job transitioning to online teaching, and have been very accessible and open to students' needs.*
  - *Professors and TAs are as helpful and engaged as ever! You can tell they really care and that they want to do their best. And I think it was a really good decision to make classes mandatory SCRUNCH, because students are still working hard and there is less fear of failing or ruining our gpas during these crazy circumstances.*
- Nothing (63)
  - *Nothing has really gone well...it's just...gone. I take it day by day. I miss being on campus, but I'm a senior, so I guess I'll just have to move on.*
  - *Nothing, the classes have been incredibly frustrating and I feel like I am not learning anything.*
  - *Very limited success, learning was hindered by online format*
- Classes (58)
  - *I thought classes would be less engaged, there would be less motivation, but my classes were awesome. My peers and I had great discussions and I found myself talking with my family on what I learned.*
  - *I have been lucky in that my classes moved onto online well. I would have been pretty upset if I was taking mostly labs or art classes*
  - *Most of my classes have been well-organized with clear expectations, as they would be in person*
- Learning (56)
  - *I learned a lot about how I learn and what teaching methods/studying methods work the best for me.*
  - *I learned more than I thought I would.*
  - *I loved my teachers and courses! I learned a lot but under a lot of stress.*
  - *I really feel like for the majority of my classes I was learning almost as much or even as much as I would in a classroom setting*
  - *I think I have still learned many new things. Mostly, I have gained an even greater appreciation for the Carleton campus and community.*

- *This term has required me to become familiar with a lot of new kinds of technology and adjust how I work as a student. However, this adjustment to how I do things has encouraged me to try a lot of different methods for reading texts, writing, and preparing for exams and projects. Not all of these methods have been successful, but some of them have allowed me to approach my coursework in interesting new ways, and I may continue to use them when I return to campus; I am not sure if I would have experimented with these new ideas and approaches if it was not for remote learning this trimester.*
- **Focus on Academics (31)**
  - *Because I haven't been on campus, and all of my activities were cancelled, I've had plenty of time to dig deeper into my readings, freeing me up to spend way more time on my homework than I normally would have been able to*
  - *Deeper dive into topics that interest me because of more time on my hands.*
  - *My professor was extremely technologically savvy and did a wonderful job. I was lucky enough to be able to spend a lot more time on his class and got more out of it than I would have if I had been busy with extracurriculars and friends.*
  - *I feel like making time for readings is easier when I do not have the busy life I have on campus, and I think I am doing well with readings and class discussions. I also feel like I have taken advantage of close relationships with professors and attended virtual office hours when necessary.*
  - *I love the time I have to process things and the freedom and innovation this time is allowing me and I like that I get to accompany that with open discussion with my peers and a genuine care for how everyone's doing--building communities of care shouldn't just happen when we're all in a pandemic.*
- **SCRNC (28)**
  - *Having the ability to conduct conversations with professors has been helpful, additional the pass/fail helped with being in a non-academic environment and with all the stressors of the current social and political reality we live in.*
  - *Having this term be pass/fail was amazing. I would not have SCRNCed any of my courses probably this term, and cannot imagine the stress that would have come with it. I didn't realize how exhausting and anxious this term would be just surviving, and am grateful the school decided to go pass/fail in terms of my physical and mental well-being.*
  - *I really appreciated the pass/fail system. It gave me a bit of leeway to deal with the unexpected challenges that came up this term (running out of supplies/food, deaths of family members, recent events/protests, supporting my friends) and I felt like I could cut myself a bit of slack. I am glad I got to be with my family during this time, it was important to me to have my loved ones nearby.*
- **Time management (16)**
  - *I got better at dealing with procrastination.*
  - *I think my time management has gotten better and I've been getting more sleep.*
  - *I've been able to establish a daily routine and focus on other aspects of my life I may not have had time for on campus*
- **Office hours (16)**
  - *I think I was more likely to go to office hours when all I had to do was click on a link to get there.*
  - *Drop-in office hours are extremely accessible and I've actually found myself spending more time in office hours than usual as a result. Pre-recorded lectures are very helpful because they're permanent and I can pause and re-play portions at will.*

- Family time (10)
  - *I have been able to be with my family and eat my cultural food everyday*
  - *I've been lucky to have reliable internet access, and not worry about a digital device. it's been nice to spend time with my family!*

## APPENDIX A: Respondent Demographics

### Class Year

	Count	%
2020	192	16%
2021	324	27%
2022	334	28%
2023	348	29%
Total	1198	100%

### Gender (Federal Sex)

	Count	%
F	676	56.%
M	522	44%
Total	1198	100%

### Federal Ethnicity

	Count	%
Asian	104	9%
Black	45	4%
Hispanic	84	7%
International	118	10%
Multiracial	88	7%
Unknown	18	2%
White	741	62%
Total	1198	100%

### URM 4 Group

	Count	%
URM	145	12%
Non-URM	917	77%
International	118	10%
Unknown	18	2%
Total	1198	100%

### Low Income\*

	Count	%
LI	164	14%
Not LI	1034	86%
Total	1198	100%

*\*Federal definition of low income used to determine TRIO eligibility*



**First Generation**

	Count	%
FG	107	9%
Not FG	1091	91%
Total	1198	100%

## Appendix B: Other

This a collection of “Other” responses organized by survey question.

Which of the following have you accessed since the transition to remote learning?

Academic Extension (2)

CAPS Program

Career Center (2)

CARLETON U BETTER F\_ TAKEN ANTI-RACISM ACTION NOW!!!

Chapel

Disability services (4)

Internet hotspot

ITS (4)

Need to access emergency funding

Off campus mental health services (2)

Office of Residential Life (3)

OIIL paid for my spring break housing and meal costs

Postal Services, Dining Hall, Sayles Cafe, Reslife, Career Center, TRIO

Technology services (having a computer mailed to my residence)

TRiO

Writing center

Your health & mental health services fail to approach basic adequacy for my needs, and due to my experiences with them before moving towards remote learning, I have avoided them.

Which of the following support services have you accessed this term?

CAPS

Carleton Cross Country

Class Dean

DO IT!!

FOCUS

I am an RA, so I've been involved in Res Life remotely, but haven't accessed it.

ITS (2)

Library

Major advisor

OCS (3)

Posse

Professors

SHAC (2)

Sustainability Office

Title IX/Sexual Misconduct (2)

Writing Center (5)

**Which of the following academic supports have you accessed this term?**

Asked librarian for help finding sources, via email, without consultation.

CS lab hours

Emailed with profs

Faculty office hours by phone

Google

R-Lab Help

Stats Lab (2)

Writing assistants (specific to a course)