

# UNCO Fall 2020 Re-Entry Report

Social Research Lab at the  
University of Northern Colorado

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**Social Research Lab**  
UNIVERSITY OF NORTHERN COLORADO

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# Table of Contents

<b>Executive Summary</b>	<b>1</b>
<b>Demographics</b>	<b>3</b>
<b>Objectives</b>	<b>4</b>
<b>Recommendations and Highlights</b>	<b>5</b>
<b>Findings</b>	<b>6</b>
Objective 1: Potential Barriers and Support Needed for Fall 2020	6
Objective 2: Ideal Communication Outlets for Students	9
Objective 3: Student Receptiveness to Variable Learning Environments	11
Objective 4: Mode of learning and Enrollment Decisions	14
<b>Appendices</b>	<b>16</b>
Tables	16

The *Social Research Lab (SRL)* of the *University of Northern Colorado* prepared this report at the request of the *University of Northern Colorado*. All identifying information has been removed and identified data is stored securely at the SRL only. The SRL is dedicated to assisting individuals and organizations in all stages of data collection and analysis.

Any questions about this report and/or inquiries about specific data should be directed to Executive Director Josh Packard at [josh.packard@unco.edu](mailto:josh.packard@unco.edu) or 970-351-3385.

# Executive Summary

## Overview

The following report provides both qualitative and quantitative analyses from the survey administered to students of the University of Northern Colorado. The survey assesses students' potential needs related to COVID-19 for the Fall 2020 semester. This report provides in depth analysis which includes thematic coding from open-ended responses, descriptive data tables, and crosstabulation tables. Further findings from the data will be provided in a separate report. This report is broken down into three primary sections: Executive Summary, Findings, and Appendices.

## How to Read this Report

The Tables section of this report provides tables of descriptive statistics for every question from the UNC Re-entry survey. The tables present how often (frequency) a response was selected, followed by the percentages in parenthesis. The total number of responses are provided for every table and the mean score is provided for tables 4-5. The *N* is the total number of responses and varies due to the number of respondents who answered the individual question.

Tables 4-5 are presented in 4-point Likert Scales. Table 4 provides a scale from "Never" to "Frequently" and Table 5 provides a scale from "Not at all a Problem" to "Serious problem." A high mean score for table 4 indicates that students receive frequent communication; a low mean score indicates a lack of frequent communication. The response "Don't know" for table 4 has been recoded and does not affect the Likert scale, so as not to skew the data. A high mean score for table 5 indicates that specific remote capabilities have been difficult for students, while a low mean score indicates that

remote learning capabilities have not been a problem at all.

Tables 9-18 provide crosstabulations. Independent Sample T-tests were run for every table of crosstabulations to check for validity and statistical significance. Tables 9-18 are statistically significant, indicating that the variables hold a relationship that is not based on chance alone.

One open-ended question was asked at the end of the survey. 2,290 students answered the open-ended question, providing an extensive amount of information. The open-ended responses were transferred to Excel and coded for themes. Qualitative themes are provided for every objective under the sub sections titled "Qualitative Findings."

## Findings

This findings section is an overview of the key findings.

- A little over half (53.6%) of students have never taken an online course through UNC prior to March 2020. Table 2 highlights that many students had to make a transition to online learning due to COVID-19. Undergraduates were less likely to have ever taken an online course in comparison to graduate students.
- Additionally, quantitative and qualitative responses suggest students would like additional support with financial aid, mental health services, and additional resources for technical support.
- Overall, many students receive the most frequent amount of communication regarding new policies and school-wide

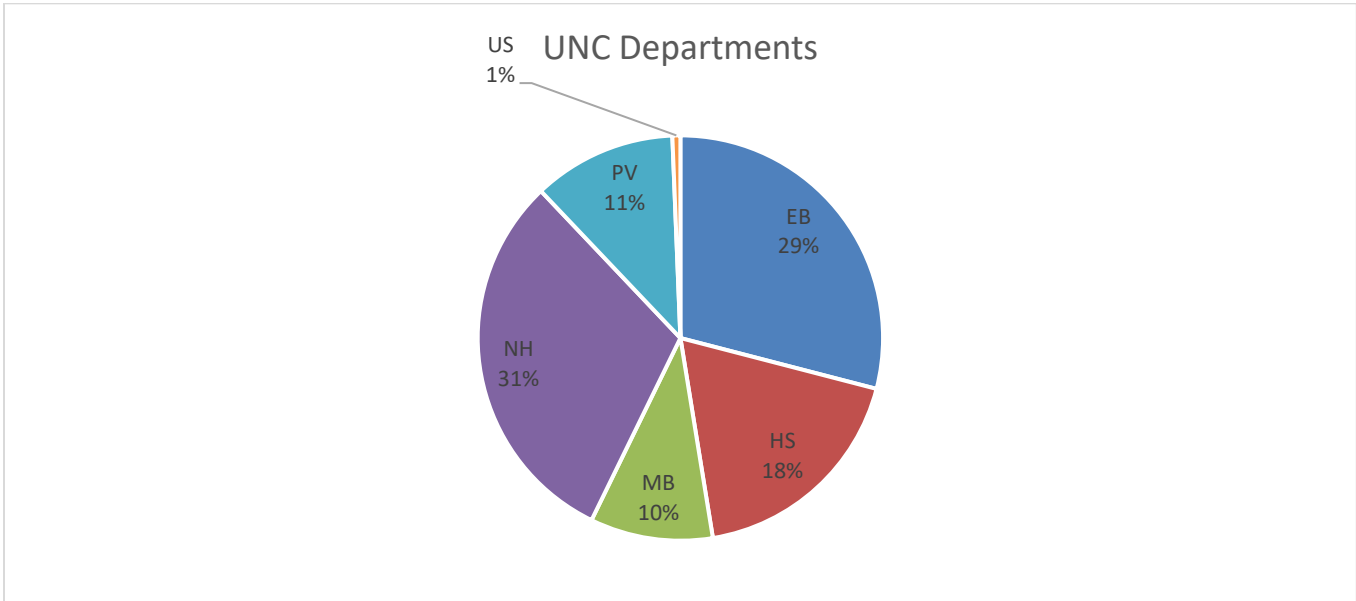
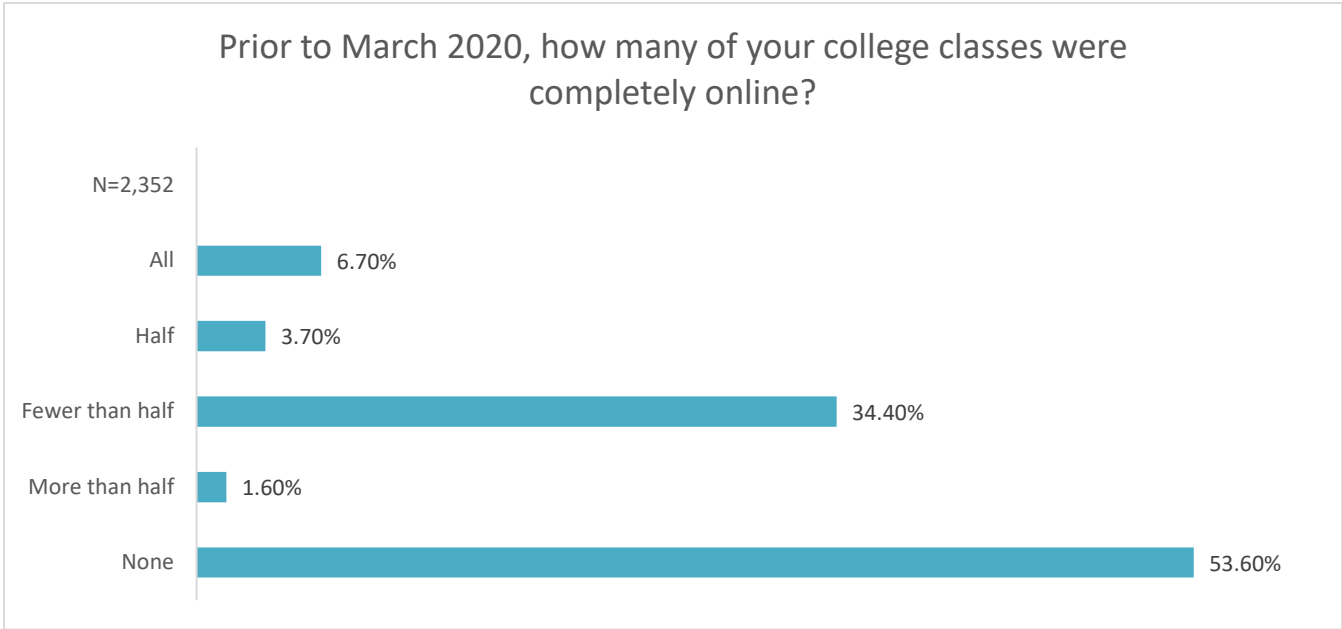
procedures from the president's office (64.3%).

- In the open-ended comment section, many students indicated that they would like more consistent communication, specifically from faculty and staff.
- Overall, responses suggest that many students would prefer a hybrid model for learning. Additionally, 43.2% of students would enroll no matter how classes were offered. When broken down by department, undeclared students and Visual and Performing Arts students had the lowest level of agreement with enrolling at UNC no matter how classes were offered.
- Open-ended responses suggest student need flexibility with online coursework and that they prefer a hybrid model of learning over being fully remote.
- Overall, half of students (59.6%) state they would make the transition successfully if UNC were forced to move online halfway through the semester. Open-ended responses indicate that students would like UNC to remain consistent with the decisions they make during Fall 2020 and to maintain proper health and safety standards on campus for COVID-19.

# Demographics

The survey was first administered on 06/09/2020 via email to currently enrolled students at UNC for fall of 2020. The survey was sent to 8,339 students. Data collection was completed on 06/17/2020 with 2,352 responses. Participants responded at a 28.2% rate, which is a relatively standard response rate.

## Demographics Charts



# Objectives

The following objectives were defined by the client and sent to the Social Research Lab during the development of the project scope. The survey was created to address the objectives and asked multiple questions to assess each objective. The recommendations and highlights are based on the objectives and the finding section is organized by the objectives, with a subsection for each objective.

<b>Obj. 1</b>	The University of Northern Colorado would like to assess potential barriers and support needs for Fall 2020.
<b>Obj. 2</b>	The University of Northern Colorado would like to identify ideal communication outlets for students
<b>Obj. 3</b>	The University of Northern Colorado would like to assess how receptive students are to variable learning environments
<b>Obj. 4</b>	The University of Northern Colorado would like to assess how mode of instructional delivery may impact enrollment decisions for students



# Recommendations and Highlights

1

A little over half (53.6%) of students have never taken an online course through UNC prior to March 2020, and students would like supplementary support for the Fall semester. The survey results suggest students would like additional support with financial aid, mental health services, and additional resources for technical support for Fall 2020 semester. (Addresses Objective 1)

2

Overall, many students receive the most frequent amount of communication regarding new policies and school-wide procedures from the president's office (64.3%). (Addresses Objective 2)

3

In the open-ended comment section, many students indicated that they would like more consistent communication, specifically from faculty and staff. (Addresses Objective 2)

4

Responses suggest that many students would prefer a hybrid model for learning. Additionally, 43.2% of students would enroll no matter how classes were offered. When broken down by department, undeclared students and Visual and Performing Arts students had the lowest level of agreement with enrolling at UNC no matter how classes were offered. (Addresses Objective 3)

5

Open-ended responses suggest students need flexibility with online coursework from instructors and that they prefer a hybrid model of learning over being fully remote. (Addresses Objective 3)

6

Over half of students (59.6%) state they would make the transition successfully if UNC were forced to move online halfway through the semester. Open-ended responses suggest that they would like UNC to remain consistent with the decisions they make during Fall 2020 and to maintain proper health and safety standards on campus for COVID-19. (Addresses Objective 4)

# Findings

## Objective 1: Potential Barriers and Support Needed for Fall 2020

Tables 2-3, table 5, and table 13 provide responses regarding enrolled UNC students' needs for Fall 2020. Specifically, open-ended responses, tables 2-3 and table 5 reflect students' responses regarding potential barriers they may face during the Fall semester, as well as what additional support they will need due to COVID-19.

Regarding the statement, "Prior to March 2020, how many of your college classes were completely online" in table 2, over half (53.6%) selected "None" as their answer. The second most selected answer for table 2 was "Fewer than half" at 34.4%. Table 2 highlights that the majority of students have taken no online classes prior to remote learning due to COVID-19. This is important to note, as it may explain barriers and additional resources students may need in order to be successful for online learning.

Additionally, table 13 provides data from the crosstabulation of students' college level and how many college classes students have taken completely online prior to March 2020. When broken down by college level, undergraduate were more likely to have never taken an online course at 56% compared to graduate students at 40.3%. Graduate students were also more likely to select the option indicating that they having taken all courses online at 20.2% compared to undergraduates at 4.3%. Data from table 13 demonstrates that more undergraduates have never taken an online course, which is important to note when analyzing what support students' may need depending on the college level they are at.

Table 3 provides data in regards to the survey question, "Which of the following services do you anticipate needing more than usual from UNC due to the impact of COVID-10 (Select all that apply)." Responses suggest that financial aid (52.4%), academic advising-professional advisor (32.2%), and mental health services (32.2%) will be the most needed services for Fall 2020.

Table 5 provides data for the survey question, "Rate the following aspects of remote learning based on the level of difficulty you experienced after UNC moved to online learning in March 2020." Table 5 is a Likert scale that ranges from "Not at all a problem" to "Serious problem." For table 5, the lower the mean score is, the less likely it is a problem for a majority of students.

The lowest mean score for table 5, at 1.31, is for the statement "Access to assistive technology (issues related to close captioning or ASL interpreters, etc.) with 79.7% of students' selecting that it is not a problem at all. The statements, "Virtual capabilities (reliable/stable internet connection on your end, requirements to have video on, your ability to use videoconference software or other technologies for class, etc.)" and "Attending class meetings as scheduled (due to family or others needing to use shared technology, due to competing responsibilities, due to time zone differences, etc.)" both had mean score of 1.92. 39.2% of students stated that virtual capabilities were not at all a problem, and 42% of students said that attending class meetings as scheduled was not a problem at all.

The two highest mean scores for table 5 were for the statements, "Coursework (managing time, ability to access or use course materials, etc.)" at 2.35 and "Feeling connected (to instructors, to classmates, etc.)" at 2.87. 36.5% of students selected that feeling connected was a serious problem they were facing with remote learning, and 16.7% stated that maintaining coursework was a serious problem. Table 5 data suggest that students struggle with feeling connected and



managing coursework during remote learning, and are important to note moving into Fall 2020.

### **Qualitative Finding 1: Potential Barriers and Support Needs**

For the open-ended question, “What are your recommendations for UNC to enhance student success if COVID-19 impacts the fall 2020 semester,” students discussed specific barriers they were concerned with for Fall 2020. Specifically, students were concerned about barriers with online learning and made comments regarding having resources provided like Wi-Fi, internet, and technology services. Student’s also noted the need for having access to both online and in-person tutoring during Fall 2020 as well. The comments provided below reflect many students’ concern about accessing additional resources for online learning to ensure that they can be successful for Fall 2020.

***“A way to access more academic help online.”***

***“Allowing students tutoring services online would help those who normally need help in a regular class setting.”***

***“Access to monitored computer labs for those without reliable internet.”***

Additionally, some students discussed concerns over having access to professional staff for specific student needs. Many comments stated that having available career counseling is a resource they will need to be successful for Fall 2020. The comments below highlight many students’ comments regarding additional access to professional staff.

***“Have or plan to have available support systems, including but perhaps not limited to academic, emotional, and financial supports.”***

***“I’ve spent a lot of time at career services, but even they have limits to what they can do to help me get to where I want to be.”***

### **Qualitative Finding 2: Support with Financial Aid**

An overwhelming amount of students discussed needing additional financial support to be successful for Fall 2020. Specific financial support that students discussed in the open-ended section include support with housing and addressing new policies, contracts, and cost. Many students also discussed deferment or assistance with student bill payments as well. The comments below highlight many student’s thoughts when it comes to needing additional support financially for Fall 2020.

***“Keep financial burden and access to online capabilities in mind for students who may not be fully prepared.”***

***“Make sure there are a lot of resources and plans that cover mental health, financial aid, classwork, housing, dining, online for students, that are very thoughtfully and are improved upon from last semester.”***

***“Doing something to help students financially. Even though having to stay online isn’t entirely UNC’s decision, I don’t believe it would be fair to make students pay the price of an in-person education if classes are online.”***

Additionally, students also discussed increasing student staff pay as a way to alleviate financial barriers. Another concern that students discussed was discomfort around paying full tuition if remote learning was enforced. Some

students made comments stating if remote learning were to be enforced, they would like to see discounted tuition or a reimbursement of tuition. Comments below highlight students' comments regarding higher student pay and discounted tuition.

***“Student staff employees should be compensated for longer if this is the case. As the money we received after we lost our jobs was not enough and is forcing some difficult choices in everyday life to be made.”***

***“Increase student staff pay.”***

***“Give out refunds, lower tuition rates for '2020 and '2021 so students can financially recover from COVID and still get an education. It would make UNC look good as well, and be more competitive against other schools if UNC is concerned about retention rates.”***

### **Qualitative Finding 3: More Mental Health Services**

Another theme that arose from the open-ended comment section was specifically about having more access to mental health services. Many students made comments requesting an increased availability of counselors and support services. Similarly, many students also asked for continual understanding from professional staff and professors as they learn to navigate returning for Fall 2020. The comments below highlight student need for more mental health services.

***“More mental health services. Everyone has had a major change in their lives and in order to be successful, we need to have these service.”***

***“Increase the availability of mental health resources.”***

### **Qualitative Finding 4: Stability for Staff and Faculty**

Many students noted that a potential barrier they see for Fall 2020 is having a decreased amount of staff in administrative roles to help with transitioning back from remote learning to in-person learning. Students discussed the impact of the decision during Spring 2020 to move forward with decreasing staff due to budget cuts. Some students fear that additional faculty will be let go, affecting the amount of support they may receive in specific departments/programs. Comments below address this qualitative finding.

***“Don't fire a bunch of employees that assist us like the department secretaries.”***

***“Don't lay off more faculty and staff.”***

***“Rehire the administrative support staff because they're the reason the university is successful.”***

**A little over half (53.6%) of students had never taken an online course through UNC prior to March 2020. Table 2 highlights that many students had to make a transition to online learning due to COVID-19. Undergraduates were less likely to have ever taken an online course in comparison to Graduate students.**

**Additionally, quantitative and qualitative responses suggest students would like additional support with financial aid, mental health services, and additional resources for technical support.**

## Objective 2: Ideal Communication Outlets for Students

Table 4 presents responses from participants concerning the communication they received regarding new policies and school-wide updates. Similarly, open-ended responses also captured student's feelings regarding communication about learning structure during COVID-19. Specifically, the data from the survey provides insightful information about where students receive the most amount of communication about new policies and school-wide updates.

Table 4 provides responses regarding the statement, "Rate the following statements about how frequently you have received communication regarding new policies and school-wide updates." Table 4 provides mean scores for every statement, with a high mean score indicating that students frequently receive communication, and a low mean score indicating that they never or very rarely receive communication.

The highest mean score in table 4 is 3.58 for the statement, "I have received communication about new policies and and university-wide updates from the president's office." 64.3% of students indicated that they frequently receive communication from the president's office. The lowest mean score at 2.08 was for the statement, "I received communication about new policies and university-wide updates from non-faculty advisors (athletic advisor, financial advisor, etc.)." Only 12.2% of students stated that they frequently receive communicated from non-faculty advisors.

Table 4 highlights that a majority of students are receiving communication from the president's office. This is important to note when strategically planning mode of communication for Fall 2020.

## Qualitative Finding 1: Consistent Communication

In the open-ended response section for the survey, many students discussed wanting quick and consistent communication throughout the entire semester, moving forward. Students also discussed wanting UNC administration to be as clear and transparent with plans regarding COVID-19 for Fall semester so they can prepare accordingly. Some students mentioned how helpful it would be for regular weekly updates about decisions being made for Fall semester. Comments below highlight students concerns over communication and what they would like to see implemented for Fall 2020.

***"Constant communication and updates.***

***"Continue to be transparent as we face changes as a campus. Students need to stay in the know to plan for shifts in course delivery and changes in campus services."***

## Qualitative Finding 2: Communication from Faculty Advisors and Staff

Many students noted in the open-ended section how they struggled with receiving communication regarding COVID-19 and course changes during Spring 2020. Many comments expressed wanting clearer communication from their advisors or faculty when it comes to courses and university wide changes for Fall 2020. Students also noted that for online courses, they would like to have instructors provide more interactive ways to feel connected and stay engaged. The comments below highlight students' statements regarding additional communication from advisors and faculty.

*“Encourage teachers to communicate with their students more. Some teachers were very good at communicating while others were not. It makes a huge difference to have teachers that are easy to get a hold of when you need help.”*

*“Encouraging better communication from faculty to students. I know that often times faculty don't know any more details than the students do, but it feels as though they often forget to tell us about things or keep us updated for very long periods of time.”*

Overall, many students receive the most frequent amount of communication regarding new policies and school-wide procedures from the president's office (64.3%).

In the open-ended comment section, many students indicated that they would like more consistent communication, specifically from faculty and staff.

## Objective 3: Student Receptiveness to Variable Learning Environments

Tables 6-7 presents responses related to students' receptiveness to variable learning environments. Specifically, tables 6-7 gauge students' comfort levels regarding remote learning and what variable learning environment may impact enrollment status. Both tables 6-7 are scenario-based questions and capture information regarding what students predict they will do in Fall 2020.

Table 6 provides responses from the question, "Take a minute to think back to the first week of online learning. Comparing how you feel now to how you felt then, how has your experience of learning in a remote environment changed?" The most commonly selected answer was "About the same" at 29.3%, followed by "A little more comfortable" at 23.2%. This indicates that many students have the same level of comfort now as they did before transitioning to online learning in Spring 2020.

Table 7 captures responses from the question, "Imagine classes at UNC for Fall 2020 are delivered partly in-person and partly online. Which of the following best indicates your enrollment decision?" The most commonly selected answer was "I would enroll in courses no matter how they are offered" at 43.2%. The second most selected answer was "I would enroll only in courses that are offered fully in-person" at 23.6%. Table 7 highlights that slightly less than half of students are comfortable in any learning environment for Fall 2020.

Tables 9, 11, 14, 16, and 17 are crosstabulation tables that add additional insight to students' receptiveness to variable learning environments. The crosstabulation tables help provide further breakdown of which students may be struggling more with variable learning environments.

Table 9 provides responses from GPA categories and the statement regarding comfortability about learning in a remote environment. It is important to note the subgroup "N" for table 9, and the variability between frequency rates due to GPA category, which potentially skews the data presented. Important to note from table 9 is that students' who have a GPA that falls between a 1.01-2.00 had higher levels of discomfort learning online (36.4%), and students with GPA's that range between a 2.01-3.00 had the second highest discomfort level (18.5%).

Table 11 is a crosstabulation of college level and comfortability about learning in a remote environment. Many responses highlighted that students at the undergraduate-level have a higher discomfort level of learning online at 15.2% compared to the 8% of graduate-level students who experienced discomfort. This is important to note when providing additional resources for students at different college levels.

Table 14 is a crosstabulation of college level and predicted enrollment decision in relation to the delivery method of courses. Graduate-level students were more likely to agree that they would enroll in courses no matter how they are offered at 55.5% compared to 41% of undergraduate students. This highlights the different comfort levels of variable learning environments between undergraduates and graduates.

Table 16 is a crosstabulation of department and comfortability about learning in a remote environment. In table 16, students that are much less comfortable learning online are Performing and Visual arts majors (20.1%), Humanities and Social Sciences majors (18%), and Natural and Health Sciences majors (15%). Departments that were much more comfortable learning online are Undeclared students (26.7%), Monfort College of Business (25%), and Education and Behavioral Sciences. Table 16 highlights that not all departments are equally comfortable when it comes to online learning.

Table 17 is a crosstabulation of department and predicted enrollment decision in relation to the delivery method of courses. Out of the departments in table 17, undeclared students had a low level of agreement with enrolling in courses no matter how they are offered at 13.3%, and Performing and Visual Arts had the second lowest agreement level at 35.9%. Humanities and Social Sciences had a higher level of students that would enroll only if courses were offered fully in-person at 27.2%, followed closely by Performing and Visual Arts at 26.3% and Natural and Health Sciences at 24.5%. Table 17 highlights that students in different departments may make different enrollment decisions for Fall 2020.

### **Qualitative Finding 1: Flexibility with Students**

In the open-ended comments section, many students acknowledged their discomfort with online courses. To help alleviate the added discomfort, many students' made comments suggesting additional flexibility with policies regarding grading, attendance, and graduation requirements. Comments below highlight students concern with online learning and their suggestions regarding flexibility with policies about courses.

***“Flexibility in assessment and use of more interactive problem-based learning.”***

***“Flexibility on due dates for course work.”***

***“I think it will be important for instructors to practice flexibility in a reasonable manner.”***

Students also discussed needing consistency from instruction across platforms. Students discussed having different models and policies for different online courses and how that created additional confusion and stress. Having consistent platforms for online courses and regulated policies may

help alleviate some of the additional stress with remote learning.

***“Decide to either open and stay open or just remain online completely for the fall semester. The switching mid way is difficult to adjust to.”***

***“Definitely have a portion in-person and a portion online. Allow for social distancing but also some normal unless state recommends otherwise.”***

### **Qualitative Finding 2: Hybrid Learning Model**

One of the most prevalent themes that has emerged from the open-ended section was students requesting a hybrid model to be implemented for Fall 2020. Although many students noted that it was important for online courses to be available for those that are not capable or comfortable with in-person learning, many also stated that in order to successfully finish their degree, they need in-person classes. Specifically, Performing and Visual arts students discussed the difficulty with online learning, along with students that have lab-oriented majors, such as nursing, health fields, art, education, etc. The comments below highlight student's discussions about implementing a hybrid learning model.

***“I think partly in-person, partly online classes would be great. Especially if they are coordinated by day, so that commuters have a fully online day (versus a fully in-person day of class.)”***

***“I think that all classes should be available online and in-person.”***

***“I think that we should have some classes online and some in-person.”***

**Overall, responses suggest that many students would prefer a hybrid model for learning. Additionally, 43.2% of students would enroll no matter how classes were offered. When broken down by department, undeclared students and Visual and Performing Arts students had the lowest level of agreement with enrolling at UNC no matter how classes were offered.**

**Open-ended responses suggest student need flexibility with online coursework and that they prefer a hybrid model of learning over being fully remote.**



## Objective 4: Mode of Learning and Enrollment Decisions

Table 8 provides responses regarding how mode of learning may impact students' enrollment decisions for Fall 2020. Specifically, table 8 captures information regarding if students are prepared for the potential government orders of moving fully online.

When asked the statement, "Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response," 59.6% said they could make the transition successfully and are prepared, and 32.2% said they would need significant support during the transition. It is important to note that 8.2% of students stated they would withdraw from courses if UNC is forced to go fully online.

Additional crosstabulation tables 10, 12, 15 and 18 provide further insight about how mode of learning may impact students' decisions related to enrollment. The additional information will be useful when strategically planning how to help students if UNC is required to go fully online for part of the Fall 2020 semester.

Table 10 is a crosstabulation of GPA and predicted enrollment decision if UNC were to move fully online for part of Fall 2020. It is important to note the differences in the "N" for the subgroups, which may cause for some of the data to be skewed. Students' with a GPA of 1.00 or below stated they are prepared for the transition (note the low N) at 80%, and 62% of students with a 3.01 or above also agreed that they could make the transition successfully. Half of students (51%) with a GPA between 2.01 and 3.00 said they were fully prepared, and 27.3% of students with a GPA between 1.01 and 2.00 agreed that they were fully prepared.

Table 12 is a crosstabulation of college level and predicted enrollment decision if UNC has to move fully online. When broken down by college level, 77.7% of graduate students are prepared to move fully online versus 56.3% of undergraduate students. This indicates that different college levels will need different levels of support if UNC were to move fully online at some point through the Fall semester.

Table 15 is a crosstabulation of Underrepresented minority (URM) and predicted enrollment decision if UNC were to move fully online halfway through the Fall semester. Students who selected "no" to being URM classification had a higher level of agreement when it comes to being fully prepared for the possibility at 61.3% compared to 55% of students who selected "yes" for URM.

Table 18 is a crosstabulation of department and predicted enrollment decision if UNC were to go fully online during the fall semester. When broken down by department, 26.7% of undeclared students stated they would withdraw from courses, although it is important to note the low "N" for this subgroup. Additionally, 13.1% of Performing and Visual arts students stated that they would withdraw, and 10.9% of Humanities and Social Sciences said that they would withdraw. It is important to note the differing rates of potential withdrawal by department when strategically planning for the Fall 2020 semester.

### Qualitative Finding 1: Returning to UNC for Fall 2020

Many students shared in the open-ended comment section being uneasy with returning to in-person classes for Fall 2020. Although answers were rather split, a majority of students requested a hybrid model of learning in order to return for Fall 2020. Many students shared their discomfort with online learning, and even



students that indicated they would be willing to have online classes discussed preferring in-person classes. Comments below highlight students' feelings about returning in the fall and what mode of learning may impact their decision with enrollment.

***“I will take a gap year if classes have to go online again. Online learning is horrible.”***

***“I, like many other students, have serious concerns about the 2020 semester going online. I realize that it is a possibility and that these are unprecedented times, but transitioning online last semester was excruciatingly difficult.”***

***“If classes are not offered in-person next semester I will be taking the semester off and graduating a semester late.”***

### **Qualitative Finding 2: Consistency with mode of learning**

Many students stated in their open-ended responses that whatever choice UNC makes in terms of mode of learning, they would like for UNC to stay consistent and maintain the semester with that mode of learning. Many students indicated that they would like UNC to make a decision for Fall 2020 promptly and maintain that decision. Many students also noted that mid-semester transitions are too difficult and will ultimately impact their enrollment decision. Comments below highlight students concerns with consistency as well as suggestions.

***“Just stay consistent in the learning environment. If classes will be online, then be all online.”***

***“Make a decision quickly and stick to it. Since moving online and the lack of***

***information about returning to campus I have been unable to find a place to live off campus. This is extremely concerning and would put my education for my final semester at risk as I live in another state.”***

### **Qualitative Finding 3: Maintaining Clean and Safe learning spaces**

Students also discussed that in order to feel comfortable with returning in-person to UNC, they would like to see measures taken in terms of maintaining clean and safe campus spaces. Specifically, students noted wanting additional hand sanitizing and washing stations, requiring and promoting the use of face masks, and to offer accessible COVID-19 testing. Comments below reflect students' comments regarding certain policies they would like to see implemented before they return to campus.

***“Make sure that we are safe before going back to normal class room environments.”***

***“I also think the due to this pandemic we should have all the safety requirements for students and staff. Whether it's wearing masks and taking all precautions necessary.”***

**Overall, over half of students (59.6%) state they would make the transition successfully if UNC were forced to move online halfway through the semester. Open-ended responses suggest that they would like UNC to remain consistent with the decisions they make during Fall 2020 and to maintain proper health and safety standards on campus for COVID-19.**



# Appendices

## Tables

**Table 1: Have you already registered for Fall 2020 classes?**

Item	Frequency	Percent
Yes	2201	93.6%
No	151	6.4%

**N=2,352**

**Table 2: Prior to March 2020, how many of your college classes were completely online?**

Item	Frequency	Percent
None	1261	53.6%
More than half	36	1.6%
Fewer than half	810	34.4%
Half	88	3.7%
All	157	6.7%

**N=2,352**



**Table 3: Which of the following services do you anticipate needing more than usual from UNC due to the impact of Covid-19? (Select all that apply).**

Item	Frequency	Percent
Health services	480	20.4%
Mental health services	757	32.2%
Financial aid	1232	52.4%
Housing services	337	14.3%
Food services	357	15.2%
Career Services	444	18.9%
Financial services/bursar's office	576	24.5%
Academic advising-professional advisor	759	32.2%
Academic advising-faculty	718	30.5%
Tutoring services	502	21.3%
IT support-obtaining loaner equipment such as a laptop	149	6.3%
IT support-support in using technology to complete coursework or attend class	350	14.8%
Disability services	176	7.5%
Other (please specify)	188	7.9%

**N=2,352 \*Select all that apply, does not add up to 100%**

**Table 4: Rate the following statements about how frequently you have received communication regarding new policies and school-wide updates.**

	Mean	Never (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Don't know (0)
I have received communication about new policies and university-wide updates from my department faculty.	2.86	11.5%	20.1%	34.6%	30.0%	3.8%
I have received communication about new policies and university-wide updates from my faculty advisor.	2.38	24.0%	28.0%	27.4%	16.5%	4.1%
I have received communication about new policies and university-wide updates from a non-faculty advisor (athletic advisor, financial advisor, etc.).	2.08	37.7%	22.9%	21.1%	12.2%	6.1%
I have received communication about new policies and university-wide updates from the president's office.	3.58	1.0%	5.5%	27.3%	64.3%	1.9%

**N=2,292**



**Table 5: Rate the following aspects of remote learning based on the level of difficulty you experienced after UNC moved to online learning in March 2020.**

	Mean	Not at all a problem	Minor problem	Moderate problem	Serious problem
Virtual capabilities (reliable/stable internet connection on your end, requirements to have video on, your ability to use videoconference software or other technologies for class, etc.).	1.92	39.2%	35.5%	20.0%	5.3%
Attending class meetings as scheduled (due to family or others needing to use shared technology, due to competing responsibilities, due to time zone differences, etc.).	1.94	42.0%	30.4%	19.6%	8.0%
Availability of quiet or private place to attend class or study.	2.14	35.9%	27.6%	22.9%	13.6%
Communications from instructors about completing your classes.	2.02	35.6%	34.6%	21.6%	8.2%
Access to assistive technology (issues related to close captioning or ASL interpreters, etc.).	1.31	79.7%	12.1%	5.3%	2.9%
Coursework (managing time, ability to access or use course materials, etc.).	2.35	26.0%	29.3%	28.0%	16.7%
Feeling connected (to instructors, to classmates, etc.).	2.87	14.9%	19.3%	29.3%	36.5%

**N=2,262**

**Table 6: Take a minute to think back to the first week of online learning. Comparing how you feel now to how you felt then, how has your experience of learning in a remote environment changed?**

Much more comfortable	A little more comfortable	About the same	Less comfortable	Much less comfortable
18.6%	23.2%	29.3%	14.7%	14.2%

**N=2,262**

**Table 7: Imagine classes at UNC for Fall 2020 are delivered partly in-person and partly online. Which of the following best indicates your enrollment decision?**

Item	Frequency	Percent
I would enroll in courses no matter how they are offered.	971	43.2%
I would enroll only in courses that are offered fully in-person.	530	23.6%
I would enroll only in courses that are offered fully online.	238	10.6%
I would enroll in courses that are offered partly in-person and partly online.	508	22.6%

**N=2,247**

**Table 8: Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response?**

Item	Frequency	Percent
I am fully prepared for this possibility and would be able to transition successfully.	1340	59.6%
I would need significant support from UNC to be successful during this transition.	724	32.2%
I would withdraw from courses if this happened.	183	8.2%

**N=2,247**

**Table 9: GPA and Take a minute to think back to the first week of online learning. Comparing how you feel now to how you felt then, how has your experience of learning in a remote environment changed?**  
Crosstabulation

	Take a minute to think back to the first week of online learning. Comparing how you feel now to how you felt then, how has your experience of learning in a remote environment changed?					
GPA	I am much more comfortable learning online	I am a little more comfortable learning online	I feel about the same	I am less comfortable learning online	I am much less comfortable learning online	Total
<b>Below 1.00</b> N=5	40.0%	20.0%	40.0%	0.0%	0.0%	100%
<b>1.01-2.00</b> N=22	13.6%	13.6%	22.8%	13.6%	36.4%	100%
<b>2.01-3.00</b> N=416	17.8%	21.2%	26.2%	16.3%	18.5%	100%
<b>3.01 and Above</b> N=1,804	18.8%	23.8%	30.1%	14.4%	12.9%	100%

**N=2,247**

**Table 10: GPA and Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response?**  
Crosstabulation

	Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response?			
GPA	I am fully prepared for this possibility and would be able to transition successfully.	I would need significant support from UNC to be successful during this transition.	I would withdraw from courses if this happened.	Total
<b>Below 1.00</b> N=5	80.0%	20.0%	0.0%	100%
<b>1.01-2.00</b> N=22	27.3%	40.9%	31.8%	100%
<b>2.01-3.00</b> N=416	51.0%	37.0%	12.0%	100%
<b>3.01 and above</b> N=1,804	62.0%	31.0%	7.0%	100%

**N=2,247**

**Table 11: College level and Take a minute to think back to the first week of online learning. Comparing how you feel now to how you felt then, how has your experience of learning in a remote environment changed? Crosstabulation**

	Take a minute to think back to the first week of online learning. Comparing how you feel now to how you felt then, how has your experience of learning in a remote environment changed?					
College Level	I am much more comfortable learning online	I am a little more comfortable learning online	I feel about the same	I am less comfortable learning online	I am much less comfortable learning online	Total
<b>Graduate N=346</b>	22.0%	24.6%	34.7%	10.7%	8.0%	100%
<b>Undergraduate N=1,901</b>	18.0%	23.0%	28.4%	15.4%	15.2%	100%

**N=2,247**

**Table 12: College level and Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response? Crosstabulation**

	Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response?			
College Level	I am fully prepared for this possibility and would be able to transition successfully.	I would need significant support from UNC to be successful during this transition.	I would withdraw from courses if this happened.	Total
<b>Graduate N=346</b>	77.7%	19.7%	2.6%	100%
<b>Undergraduate N=1901</b>	56.3%	34.5%	9.2%	100%

**N=2,247**

**Table 13: College level and Prior to March 2020, how many of your college classes were completely online? Crosstabulation**

College level	Prior to March 2020, how many of your college classes were completely online?					
	None	More than half	Fewer than half	Half	All	Total
<b>Graduate N=357</b>	40.3%	3.1%	29.1%	7.3%	20.2%	100%
<b>Undergraduate N=1,995</b>	56.0%	1.3%	35.4%	3.0%	4.3%	100%

**N=2,352**

**Table 14: College level and Imagine classes at UNC for Fall 2020 are delivered partly in-person and partly online. Which of the following best indicates your enrollment decision? Crosstabulation**

College level	Imagine classes at UNC for Fall 2020 are delivered partly in-person and partly online. Which of the following best indicates your enrollment decision?				
	I would enroll in courses no matter how they are offered.	I would enroll only in courses that are offered fully in-person.	I would enroll only in courses that are offered fully online.	I would enroll in courses that are offered partly in-person and partly online.	Total
<b>Graduate N=346</b>	55.5%	12.2%	17.3%	15.0%	100%
<b>Undergraduate N=1,901</b>	41.0%	25.6%	9.4%	24.0%	100%

**N=2,247**

**Table 15: URM and Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response? Crosstabulation**

URM	Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response?			Total
	I am fully prepared for this possibility and would be able to transition successfully.	I would need significant support from UNC to be successful during this transition.	I would withdraw from courses if this happened.	
<b>No N=1,640</b>	61.3%	30.9%	7.8%	100%
<b>Yes N=607</b>	55.0%	35.9%	9.1%	100%

**N=2,247**



**Table 16: Department and Take a minute to think back to the first week of online learning. Comparing how you feel now to how you felt then, how has your experience of learning in a remote environment changed? Crosstabulation**

	Take a minute to think back to the first week of online learning. Comparing how you feel now to how you felt then, how has your experience of learning in a remote environment changed?					
Department	I am much more comfortable learning online	I am a little more comfortable learning online	I feel about the same	I am less comfortable learning online	I am much less comfortable learning online	Total
EB N=652	21.5%	23.5%	33.6%	12.6%	8.8%	100%
HS N=412	14.8%	22.8%	28.6%	15.8%	18.0%	100%
MB N=216	25.0%	23.6%	25.9%	12.5%	13.0%	100%
NH N=693	17.2%	22.8%	28.3%	16.7%	15.0%	100%
PV N=259	15.8%	25.1%	25.5%	13.5%	20.1%	100%
US N=15	26.7%	6.7%	26.7%	33.2%	6.7%	100%

**N=2,247**

**Table 17: Department and Imagine classes at UNC for Fall 2020 are delivered partly in-person and partly online. Which of the following best indicates your enrollment decision? Crosstabulation**

	Imagine classes at UNC for Fall 2020 are delivered partly in-person and partly online. Which of the following best indicates your enrollment decision?				
Department	I would enroll in courses no matter how they are offered.	I would enroll only in courses that are offered fully in-person.	I would enroll only in courses that are offered fully online.	I would enroll in courses that are offered partly in-person and partly online.	Total
EB N=652	46.8%	19.6%	14%	19.6%	100%
HS N=412	40.5%	27.2%	9%	23.3%	100%
MB N=216	40.3%	21.3%	15.7%	22.7%	100%
NH N=693	45.7%	24.5%	8.4%	21.4%	100%
PV N=259	35.9%	26.3%	5.8%	32%	100%
US N=15	13.3%	40%	20%	26.7%	100%

**N=2,247**

**Table 18: Department and Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response? Crosstabulation**

Imagine classes at UNC are forced to move entirely online in the middle of the semester because of government orders. Which of the following best indicates your likely response?				
Department	I am fully prepared for this possibility and would be able to transition successfully.	I would need significant support from UNC to be successful during this transition.	I would withdraw from courses if this happened.	Total
<b>EB</b> N=652	64.4%	30.4%	5.2%	100%
<b>HS</b> N=412	53.9%	35.2%	10.9%	100%
<b>MB</b> N=216	69.9%	23.6%	6.5%	100%
<b>NH</b> N=693	57.9%	34.6%	7.5%	100%
<b>PV</b> N=259	53.3%	33.6%	13.1%	100%
<b>US</b> N=15	53.3%	20.0%	26.7%	100%
<b>N=2,347</b>				

