

2019–20 National Postsecondary Student Aid Study (NPSAS:20)

First Look at the Impact of the Coronavirus (COVID-19)
Pandemic on Undergraduate Student Enrollment, Housing,
and Finances (Preliminary Data)

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Introduction

This First Look report presents basic findings about undergraduate student experiences during the coronavirus pandemic (referred to in this report as COVID-19) in spring 2020. These findings are based on preliminary data from the 2019–20 National Postsecondary Student Aid Study (NPSAS:20), a national survey of undergraduate and graduate students enrolled any time between July 1, 2019, and June 30, 2020, in institutions that can participate in federal financial aid programs.

The findings in this report provide the first national estimates of the COVID-19 pandemic’s impact on postsecondary students. Researchers have previously collected and reported data at institution, state, and international levels (Aristovnik et al. 2020; Aucejo et al. 2020; California Student Aid Commission 2020). The Census Household Pulse Survey also collects limited data on postsecondary experiences but is not designed to be representative of students.

The main purpose of NPSAS:20 is to measure how students and their families pay for postsecondary education at Title IV eligible institutions, with a focus on federal student aid given through Title IV of the Higher Education Act. NPSAS:20 student surveys started in March 2020, just as the pandemic began affecting students’ educational experiences. Items about COVID-19 were added in April to collect information about these effects on students between January 1 and June 30, 2020. Because these items were based on effects seen early in the pandemic, they likely do not reflect all possible student experiences.

Data used in this report are from 61,000 NPSAS undergraduate respondents who completed the survey after the COVID-19 items were added.¹ Data from students who answered before the COVID-19 items were added are not included; however, the data for those who answered after the items were added are weighted to represent all undergraduates in the United States enrolled between January and June 2020. This report presents estimates using preliminary data because of the urgency of the issues surrounding the pandemic. As such, estimates in this report

¹ The NPSAS:20 student survey sample included 145,490 undergraduate students, 80,760 of whom were survey respondents. Respondents not included in this report were excluded due to issues such as not being enrolled in postsecondary education between January and June 2020. For further details on the total NPSAS:20 sample, please see the Sample Design section of appendix B.

may differ from those that will be available in the full NPSAS:20 sample and dataset released in 2022, which will address missing data in these findings.²

Topics about COVID-19 and postsecondary education covered in this report are

- Enrollment—withdrawing or taking a leave of absence, extended school breaks, changes to study-abroad programs, and classes being canceled or moved online;
- Housing—moving and difficulty finding safe and stable housing;
- Finances—getting emergency financial assistance from the postsecondary institution, losing a job or losing income due to reduced hours, and difficulty accessing or paying for food;
- Institutional response—student reports about how helpful their postsecondary institution was at communicating COVID-19 information; and
- Other—receiving technical services from the postsecondary institution, difficulty finding safe and stable child care, and receiving tuition or room-and-board refunds.

When these items were added to the NPSAS:20 survey, many students and institutions were in a period of flux and uncertainty because of the pandemic. Changes to how students were accessing and paying for education began in March: Institutions closed or moved to online instruction; new rules about how student aid could be used were released (Office of Postsecondary Education 2020); and Congress enacted the Coronavirus Aid, Relief, and Economic Security (CARES) Act. The CARES Act suspended federal student loan payments, paused collections on defaulted loans, and waived interest on federal loans through September 30, 2020.³

These developments and guidance from a wide range of education experts were the basis for the COVID-19 items in the NPSAS:20 student survey. These experts also shared ideas about the types of students who might be more likely to experience challenges because of COVID-19. The information shared in this report about institutions and students—control and level of institution, institution

² For further details on how final NPSAS:20 data may differ from the estimates in this report, please see the Cautions for Analysts section of appendix B.

³ As of this report's publication, these CARES Act emergency relief measures have been extended through September 30, 2021.

region, Pell Grant recipient status,⁴ race/ethnicity, citizenship, gender, age, dependency and family status, and veteran status—are based on this expert input.

Selected findings shown below are drawn from detailed estimate tables in appendix A, which also includes standard error tables. Appendix B describes how NPSAS:20 was designed and conducted and includes the references section for this report. Appendix C defines the variables used in this report.

Results shown in this report are not causal. Many of the variables in the report relate to one another, but only simple comparisons are presented, which do not account for all possible relationships. The variables in this report are just a few of the several hundred that will be available in the full NPSAS:20 datafile to be released in summer 2022.

⁴ Because federal Pell Grants are given based on student financial need, Pell Grant recipient status functions in this report as a proxy for student income.

Selected Findings

- Overall, 87 percent of students experienced a disruption or change in their enrollment, with 84 percent having some or all classes moved to online-only instruction (table A-1).
- Unmarried students with or without dependents withdrew from their institution at higher rates (7 to 8 percent) than dependent students, married students with no dependents, and married students with dependents (3 to 4 percent) (table A-1).
- Twenty-two percent of students at private for-profit less-than-2-year institutions took a leave of absence, in contrast to students at other types of institutions (2 to 10 percent) (table A-1).
- Students without Pell Grants moved back to their permanent address at higher rates (26 percent) than students with Pell Grants (16 percent) (table A-2).
- Students who identified as genderqueer, gender nonconforming, or a different identity had difficulty finding safe and stable housing at three times the rates (9 percent) of students who identified as male or female (3 percent each) (table A-2).
- Students with Pell Grants received emergency financial assistance from their institution at over twice the rate (22 percent) of students without Pell Grants (9 percent) (table A-3).
- Black students, Hispanic or Latino students, American Indian or Alaska Native students, and students of two or more races had difficulty accessing food or paying for food at higher rates (10 to 14 percent) than either White or Asian students (7 percent) (table A-3).
- Students who identified as female had difficulty finding safe and stable child care at higher rates (24 percent) than students who identified as male (14 percent) (table A-3).
- Students who were U.S. citizens or resident aliens received tuition refunds from their institutions at higher rates (28 percent) than foreign or international students (19 percent) (table A-4).

- Overall, students agreed that their institutions gave helpful communication on academic impacts (70 percent on access to coursework and 58 percent on degree program progress) at higher rates than on financial impacts (45 percent on financial aid and 39 percent on employment at the institution). They also agreed that their institutions gave helpful communication on coursework at higher rates than on on-campus or college-owned housing (56 percent) (table A-5).
- Two-fifths of students attending public 2-year (43 percent) and public 4-year institutions (39 percent) agreed that their institution gave information needed to access food assistance. Students at public less-than-2-year institutions, private nonprofit 4-year institutions, and all levels of private for-profit institutions had lower rates of agreement (20 to 29 percent) (table A-6).

Appendix A—Estimate and Standard Error Tables

Table A-1. ENROLLMENT IMPACTS OF COVID-19: Percentage of undergraduates who experienced various enrollment disruptions or changes at their institution due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020

| Institution and student characteristics | Enrollment disruptions or changes | | | | | | | Received technology or technical services from institution ² |
|--|---|---------------------------|--|------------------------------|-----------------------|---|---|---|
| | Experienced enrollment disruption or change | Withdrew from institution | Took leave of absence from institution | Some or all classes canceled | School break extended | Study-abroad program canceled or modified | Some or all in-person classes moved to online only ¹ | |
| Total | 87.5 | 4.4 | 3.8 | 9.5 | 35.0 | 2.7 | 84.1 | 34.3 |
| Control and level of institution | | | | | | | | |
| Public | | | | | | | | |
| Less-than-2-year | 88.6 | 6.9 | 9.3 | 31.7 | 25.1 | 0.8 ! | 73.2 | 46.7 |
| 2-year | 87.8 | 6.8 | 4.1 | 9.8 | 31.7 | 0.9 | 81.5 | 32.3 |
| 4-year | 92.2 | 2.7 | 2.5 | 9.1 | 39.9 | 3.2 | 89.2 | 31.5 |
| Non-doctorate-granting | | | | | | | | |
| Primarily subbaccalaureate | 88.3 | 4.3 | 4.2 | 9.4 | 34.7 | 1.5 | 84.1 | 30.3 |
| Primarily baccalaureate | 87.5 | 5.7 | 5.5 | 9.8 | 28.9 | 1.2 ! | 81.9 | 29.8 |
| Doctorate-granting | 89.7 | 2.2 | 2.1 | 8.9 | 43.8 | 2.0 | 87.7 | 30.9 |
| Private nonprofit | | | | | | | | |
| Less-than-4-year | 93.9 | 2.0 | 1.7 | 9.0 | 42.3 | 3.9 | 91.4 | 32.0 |
| 4-year | 82.6 | 6.3 | 5.0 ! | 13.6 | ‡ | 1.5 ! | 75.2 | 57.3 |
| Non-doctorate-granting | 85.7 | 2.9 | 2.7 | 9.1 | 40.4 | 5.4 | 84.8 | 38.8 |
| Doctorate-granting | 81.8 | 3.2 | 3.3 | 9.4 | 37.9 | 3.7 | 85.0 | 43.9 |
| Private for-profit | | | | | | | | |
| Less-than-2-year | 88.1 | 2.7 | 2.4 | 8.9 | 41.8 | 6.4 | 84.7 | 36.1 |
| 2-year | 84.8 | 9.4 | 22.4 | 23.2 | 11.4 | 1.7 | 76.6 | 70.2 |
| 4-year | 88.1 | 7.7 | 9.7 | 16.4 | 16.1 | 1.6 | 82.5 | 51.7 |
| | 47.1 | 7.2 | 10.3 | 4.4 | 3.0 | 0.5 ! | 45.6 | 49.0 |
| Institution region ³ | | | | | | | | |
| New England | 80.8 | 3.9 | 3.4 | 7.4 | 32.3 | 3.4 | 76.8 | 35.0 |
| Mideast | 92.4 | 3.2 | 2.5 | 8.7 | 36.7 | 2.9 | 89.8 | 34.9 |
| Great Lakes | 87.8 | 3.7 | 3.4 | 9.3 | 37.6 | 2.8 | 83.0 | 32.9 |
| Plains | 87.2 | 4.1 | 2.6 | 8.5 | 50.2 | 3.7 | 83.0 | 35.6 |
| Southeast | 87.0 | 4.1 | 3.4 | 10.2 | 39.2 | 2.9 | 83.4 | 33.9 |
| Southwest | 85.5 | 4.4 | 4.7 | 6.9 | 48.4 | 1.8 | 79.3 | 35.6 |
| Rocky Mountains | 75.4 | 5.8 | 4.9 | 10.4 | 25.0 | 2.0 | 79.5 | 31.9 |
| Far West | 90.2 | 6.2 | 5.2 | 11.7 | 18.2 | 2.6 | 88.0 | 33.8 |
| Pell Grant recipient status | | | | | | | | |
| Did not receive Pell Grant | 88.1 | 3.9 | 3.3 | 9.2 | 36.7 | 3.2 | 85.2 | 32.5 |
| Received Pell Grant | 86.6 | 5.1 | 4.5 | 9.8 | 32.6 | 2.1 | 82.7 | 36.8 |
| Race/ethnicity | | | | | | | | |
| White, not Hispanic or Latino | 86.3 | 3.4 | 3.1 | 8.7 | 39.1 | 3.1 | 83.4 | 31.4 |
| Black or African American, not Hispanic or Latino | 83.6 | 7.2 | 5.6 | 11.1 | 31.2 | 1.9 | 77.9 | 40.4 |
| Hispanic or Latino, of any race | 89.4 | 5.5 | 4.5 | 9.3 | 30.5 | 2.1 | 85.9 | 36.1 |
| Asian, not Hispanic or Latino | 93.0 | 2.9 | 2.3 | 9.8 | 29.7 | 2.7 | 91.1 | 37.2 |
| American Indian or Alaska Native, not Hispanic or Latino | 90.3 | 11.7 ! | 10.1 ! | 13.1 | 33.6 | ‡ | 83.1 | 41.3 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 87.5 | 4.3 ! | 5.3 ! | 14.2 | 20.1 | ‡ | 79.8 | 39.3 |
| Two or more races, not Hispanic or Latino | 88.0 | 4.3 | 4.9 | 11.9 | 36.5 | 3.7 | 84.0 | 31.9 |

See notes at end of table.

Table A-1. ENROLLMENT IMPACTS OF COVID-19: Percentage of undergraduates who experienced various enrollment disruptions or changes at their institution due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Enrollment disruptions or changes | | | | | | | Received technology or technical services from institution ² |
|--|---|---------------------------|--|------------------------------|-----------------------|---|---|---|
| | Experienced enrollment disruption or change | Withdrew from institution | Took leave of absence from institution | Some or all classes canceled | School break extended | Study-abroad program canceled or modified | Some or all in-person classes moved to online only ¹ | |
| Citizenship | | | | | | | | |
| U.S. citizen or resident alien | 87.2 | 4.4 | 3.8 | 9.5 | 35.0 | 2.7 | 83.9 | 33.9 |
| Foreign or international student | 95.3 | 2.6 | 4.4 | 9.8 | 34.8 | 4.1 | 93.3 | 45.9 |
| Gender ⁴ | | | | | | | | |
| Male | 89.3 | 4.1 | 3.6 | 10.3 | 34.8 | 2.3 | 86.7 | 33.8 |
| Female | 86.2 | 4.4 | 3.8 | 8.9 | 34.9 | 2.9 | 82.5 | 34.6 |
| Genderqueer, gender nonconforming, or a different identity | 91.1 | 9.5 | 8.0 | 12.4 | 44.9 | 4.2 | 85.8 | 34.4 |
| Age | | | | | | | | |
| 15–23 | 94.5 | 3.4 | 3.0 | 10.0 | 42.7 | 3.6 | 91.7 | 35.0 |
| 24–29 | 80.0 | 6.4 | 5.0 | 9.5 | 24.4 | 1.3 | 75.5 | 33.5 |
| 30 or older | 69.1 | 6.1 | 5.5 | 7.7 | 17.1 | 0.9 | 63.4 | 31.4 |
| Dependency and family status | | | | | | | | |
| Dependent | 95.3 | 3.3 | 2.8 | 9.9 | 43.8 | 3.7 | 92.6 | 34.7 |
| Independent | 75.4 | 6.1 | 5.3 | 8.8 | 21.5 | 1.3 | 70.6 | 33.4 |
| Unmarried, no dependents | 82.0 | 6.9 | 5.1 | 9.6 | 25.0 | 1.7 | 76.9 | 33.5 |
| Married, no dependents | 72.7 | 3.4 | 4.1 | 9.2 | 21.0 | 1.2 | 69.1 | 32.0 |
| Unmarried with dependents | 73.3 | 7.7 | 6.6 | 8.8 | 17.1 | 1.0 | 67.2 | 37.0 |
| Married with dependents | 65.6 | 4.0 | 4.9 | 6.7 | 19.5 | 0.6 | 61.5 | 29.5 |
| Veteran status | | | | | | | | |
| Veteran | 75.7 | 5.6 | 5.4 | 8.4 | 23.7 | 2.0 | 73.7 | 31.9 |
| Not a veteran | 87.9 | 4.3 | 3.7 | 9.5 | 35.4 | 2.7 | 84.5 | 34.3 |

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or because there were too few cases for a reliable estimate.

¹ Applies only to students whose sampled institution did not exclusively offer online instruction prior to COVID-19.

² Applies only to students who had some or all in-person classes moved to online only as a result of COVID-19 and whose sampled institution did not exclusively offer online instruction prior to COVID-19. Technology or technical services include receiving a laptop or tablet, internet access or hotspot, training or learning materials on using new software, free access to digital textbooks, and other technology or technical services to assist with online instruction. Students who responded that none of these items were needed are not included.

³ This variable is based on the 2019–20 IPEDS Institutional Characteristics Header file. Office of Business Economics region codes come from the Bureau of Economic Analysis. The New England region includes CT, MA, ME, NH, RI, and VT. The Mideast region includes DC, DE, MD, NJ, NY, and PA. The Great Lakes region includes IL, IN, MI, OH, and WI. The Plains region includes IA, KS, MN, MS, ND, NE, and SD. The Southeast region includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV. The Southwest region includes AZ, NM, OK, and TX. The Rocky Mountains region includes CO, ID, MT, UT, and WY. The Far West region includes AK, CA, HI, NV, OR, and WA.

⁴ Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different identity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-2. HOUSING IMPACTS OF COVID-19: Percentage of undergraduates who experienced various housing disruptions or changes due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020

| Institution and student characteristics | Experienced housing disruption or change | Housing disruptions or changes | | |
|--|--|---------------------------------|-----------------------------------|--|
| | | Moved back to permanent address | Moved to another living situation | Had difficulty finding safe and stable housing |
| Total | 27.5 | 22.0 | 5.3 | 3.0 |
| Control and level of institution | | | | |
| Public | | | | |
| Less-than-2-year | 11.0 ! | ‡ | 1.9 | 1.0 ! |
| 2-year | 8.3 | 3.6 | 3.6 | 2.5 |
| 4-year | 34.7 | 29.3 | 5.6 | 2.8 |
| Non-doctorate-granting | 18.5 | 12.8 | 5.0 | 2.9 |
| Primarily subbaccalaureate | 10.4 | 4.6 | 4.7 | 3.0 |
| Primarily baccalaureate | 31.3 | 25.7 | 5.4 | 2.7 |
| Doctorate-granting | 41.9 | 36.6 | 5.8 | 2.8 |
| Private nonprofit | | | | |
| Less-than-4-year | 6.9 | 3.9 ! | 2.5 ! | 2.4 ! |
| 4-year | 50.1 | 43.1 | 7.6 | 4.2 |
| Non-doctorate-granting | 47.7 | 40.3 | 7.8 | 4.2 |
| Doctorate-granting | 51.5 | 44.8 | 7.5 | 4.2 |
| Private for-profit | | | | |
| Less-than-2-year | 10.7 | 3.6 ! | 4.7 | 5.9 |
| 2-year | 11.3 | 3.5 | 5.3 | 5.5 |
| 4-year | 9.8 | 3.7 | 4.6 | 2.7 |
| Institution region ¹ | | | | |
| New England | 38.5 | 31.8 | 6.0 | 4.3 |
| Mideast | 33.1 | 28.3 | 5.3 | 3.0 |
| Great Lakes | 30.8 | 25.8 | 5.0 | 2.8 |
| Plains | 35.5 | 29.4 | 6.3 | 2.6 |
| Southeast | 27.5 | 22.2 | 5.1 | 2.7 |
| Southwest | 21.5 | 16.3 | 4.8 | 2.6 |
| Rocky Mountains | 22.9 | 16.5 | 6.0 | 2.6 |
| Far West | 20.5 | 14.3 | 5.3 | 3.8 |
| Pell Grant recipient status | | | | |
| Did not receive Pell Grant | 30.6 | 26.0 | 5.0 | 2.2 |
| Received Pell Grant | 23.1 | 16.4 | 5.6 | 4.2 |
| Race/ethnicity | | | | |
| White, not Hispanic or Latino | 31.6 | 26.1 | 5.6 | 2.6 |
| Black or African American, not Hispanic or Latino | 23.4 | 17.0 | 5.0 | 4.1 |
| Hispanic or Latino, of any race | 18.2 | 13.3 | 4.3 | 3.1 |
| Asian, not Hispanic or Latino | 30.4 | 25.8 | 4.4 | 2.4 |
| American Indian or Alaska Native, not Hispanic or Latino | 21.2 | 15.5 | 5.4 ! | 4.2 ! |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 15.9 | 9.8 | 3.6 ! | 5.7 ! |
| Two or more races, not Hispanic or Latino | 31.9 | 23.9 | 8.0 | 4.6 |

See notes at end of table.

Table A-2. HOUSING IMPACTS OF COVID-19: Percentage of undergraduates who experienced various housing disruptions or changes due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Experienced housing disruption or change | Housing disruptions or changes | | |
|--|--|---------------------------------|-----------------------------------|--|
| | | Moved back to permanent address | Moved to another living situation | Had difficulty finding safe and stable housing |
| Citizenship | | | | |
| U.S. citizen or resident alien | 27.4 | 22.0 | 5.2 | 2.9 |
| Foreign or international student | 31.3 | 20.8 | 8.3 | 6.5 |
| Gender² | | | | |
| Male | 27.6 | 22.7 | 4.6 | 2.8 |
| Female | 27.3 | 21.5 | 5.5 | 3.0 |
| Genderqueer, gender nonconforming, or a different identity | 33.9 | 22.1 | 11.9 | 9.1 |
| Age | | | | |
| 15–23 | 37.8 | 32.3 | 5.8 | 3.1 |
| 24–29 | 11.0 | 4.0 | 5.3 | 3.9 |
| 30 or older | 5.5 | 1.1 | 3.3 | 2.1 |
| Dependency and family status | | | | |
| Dependent | 39.3 | 34.1 | 5.8 | 2.9 |
| Independent | 9.2 | 3.3 | 4.5 | 3.2 |
| Unmarried, no dependents | 12.9 | 5.7 | 5.6 | 4.1 |
| Married, no dependents | 6.1 | 2.4 | 3.5 | 1.3 |
| Unmarried with dependents | 8.9 | 1.7 | 5.1 | 4.3 |
| Married with dependents | 3.9 | 0.7 | 2.0 | 1.4 |
| Veteran status | | | | |
| Veteran | 9.0 | 2.4 | 4.7 | 3.1 |
| Not a veteran | 28.2 | 22.7 | 5.3 | 3.0 |

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or because there were too few cases for a reliable estimate.

¹ This variable is based on the 2019–20 IPEDS Institutional Characteristics Header file. Office of Business Economics region codes come from the Bureau of Economic Analysis. The New England region includes CT, MA, ME, NH, RI, and VT. The Mideast region includes DC, DE, MD, NJ, NY, and PA. The Great Lakes region includes IL, IN, MI, OH, and WI. The Plains region includes IA, KS, MN, MS, ND, NE, and SD. The Southeast region includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV. The Southwest region includes AZ, NM, OK, and TX. The Rocky Mountains region includes CO, ID, MT, UT, and WY. The Far West region includes AK, CA, HI, NV, OR, and WA.

² Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different identity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-3. FINANCIAL AND PERSONAL IMPACTS OF COVID-19: Percentage of undergraduates who experienced various financial and personal disruptions or changes due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020

| Institution and student characteristics | Financial disruptions or changes | | | | |
|--|--|--|--|--|--|
| | Experienced financial disruption or change | Received emergency financial assistance from institution | Lost a job or lost income because of reduced hours | Had difficulty accessing food or paying for food | Had difficulty finding safe and stable child care ¹ |
| Total | 39.6 | 14.6 | 28.6 | 9.1 | 21.7 |
| Control and level of institution | | | | | |
| Public | | | | | |
| Less-than-2-year | 25.2 | 7.4 ! | 18.6 | 8.0 ! | 26.0 |
| 2-year | 35.4 | 10.3 | 26.4 | 8.7 | 21.6 |
| 4-year | 43.0 | 17.6 | 31.0 | 9.1 | 22.9 |
| Non-doctorate-granting | | | | | |
| Primarily subbaccalaureate | 39.3 | 13.8 | 28.3 | 10.0 | 23.0 |
| Primarily baccalaureate | 37.5 | 11.6 | 28.1 | 10.9 | 19.9 |
| Doctorate-granting | 42.2 | 17.3 | 28.6 | 8.7 | 30.7 |
| Private nonprofit | | | | | |
| Less-than-4-year | 44.7 | 19.2 | 32.2 | 8.7 | 22.7 |
| 4-year | 39.0 | 16.2 | 23.4 | 11.7 ! | 21.8 ! |
| Non-doctorate-granting | | | | | |
| Doctorate-granting | 40.4 | 16.2 | 28.8 | 7.9 | 19.0 |
| Private for-profit | 40.4 | 17.4 | 28.2 | 7.9 | 15.0 |
| Less-than-2-year | 40.4 | 15.5 | 29.1 | 8.0 | 23.4 |
| 2-year | 40.7 | 14.8 | 25.7 | 14.6 | 25.8 |
| 4-year | 39.0 | 14.0 | 25.3 | 14.7 | 26.6 |
| | 32.1 | 8.9 | 21.5 | 12.4 | 19.3 |
| Institution region ² | | | | | |
| New England | 40.8 | 15.4 | 28.8 | 9.8 | 25.8 |
| Mideast | 38.8 | 11.7 | 28.5 | 9.8 | 20.0 |
| Great Lakes | 38.3 | 13.9 | 28.1 | 7.3 | 22.6 |
| Plains | 40.7 | 14.5 | 31.6 | 8.5 | 23.1 |
| Southeast | 40.9 | 15.7 | 29.9 | 7.8 | 18.6 |
| Southwest | 39.3 | 15.5 | 27.7 | 9.1 | 19.9 |
| Rocky Mountains | 39.7 | 14.2 | 27.8 | 10.4 | 21.8 |
| Far West | 35.0 | 9.2 | 26.7 | 10.6 | 16.0 |
| | 40.8 | 15.4 | 28.8 | 9.8 | 25.8 |
| Pell Grant recipient status | | | | | |
| Did not receive Pell Grant | 33.8 | 9.0 | 26.8 | 5.9 | 16.8 |
| Received Pell Grant | 47.7 | 22.5 | 31.0 | 13.5 | 24.2 |
| Race/ethnicity | | | | | |
| White, not Hispanic or Latino | 37.5 | 11.7 | 29.4 | 7.3 | 18.7 |
| Black or African American, not Hispanic or Latino | 44.1 | 20.0 | 27.5 | 13.5 | 24.5 |
| Hispanic or Latino, of any race | 41.7 | 17.0 | 29.0 | 9.9 | 24.2 |
| Asian, not Hispanic or Latino | 36.5 | 15.8 | 23.7 | 7.3 | 22.1 |
| American Indian or Alaska Native, not Hispanic or Latino | 46.7 | 18.1 | 28.2 | 12.6 | 17.8 ! |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 29.9 | 14.5 | 20.0 | 11.8 | 19.1 ! |
| Two or more races, not Hispanic or Latino | 45.0 | 15.9 | 31.9 | 13.8 | 26.7 |

See notes at end of table.

Table A-3. FINANCIAL AND PERSONAL IMPACTS OF COVID-19: Percentage of undergraduates who experienced various financial and personal disruptions or changes due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Financial disruptions or changes | | | | |
|--|--|--|--|--|--|
| | Experienced financial disruption or change | Received emergency financial assistance from institution | Lost a job or lost income because of reduced hours | Had difficulty accessing food or paying for food | Had difficulty finding safe and stable child care ¹ |
| Citizenship | | | | | |
| U.S. citizen or resident alien | 39.9 | 14.8 | 28.9 | 9.1 | 21.7 |
| Foreign or international student | 26.7 | 8.8 | 16.4 | 8.9 | 17.3 ! |
| Gender ³ | | | | | |
| Male | 33.3 | 12.0 | 23.8 | 7.3 | 14.1 |
| Female | 43.3 | 16.2 | 31.4 | 10.1 | 23.7 |
| Genderqueer, gender nonconforming, or a different identity | 50.8 | 17.3 | 38.3 | 14.3 | ‡ |
| Age | | | | | |
| 15–23 | 42.3 | 16.8 | 30.9 | 7.8 | 25.9 |
| 24–29 | 40.1 | 12.7 | 28.9 | 11.7 | 25.5 |
| 30 or older | 29.6 | 8.6 | 20.0 | 11.4 | 18.8 |
| Dependency and family status | | | | | |
| Dependent | 42.5 | 16.9 | 31.1 | 7.4 | † |
| Independent | 35.0 | 11.1 | 24.6 | 11.6 | † |
| Unmarried, no dependents | 39.2 | 12.0 | 28.9 | 11.3 | † |
| Married, no dependents | 26.5 | 7.2 | 20.0 | 5.7 | † |
| Unmarried with dependents | 40.8 | 14.8 | 26.0 | 17.5 | 25.9 |
| Married with dependents | 25.0 | 7.3 | 16.7 | 9.1 | 17.0 |
| Veteran status | | | | | |
| Veteran | 27.7 | 7.4 | 18.0 | 12.5 | 19.5 |
| Not a veteran | 40.0 | 14.9 | 28.9 | 8.9 | 21.9 |

† Not applicable.

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or because there were too few cases for a reliable estimate.

¹ Applies only to students with dependent children under the age of 12.

² This variable is based on the 2019–20 IPEDS Institutional Characteristics Header file. Office of Business Economics region codes come from the Bureau of Economic Analysis. The New England region includes CT, MA, ME, NH, RI, and VT. The Mideast region includes DC, DE, MD, NJ, NY, and PA. The Great Lakes region includes IL, IN, MI, OH, and WI. The Plains region includes IA, KS, MN, MS, ND, NE, and SD. The Southeast region includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV. The Southwest region includes AZ, NM, OK, and TX. The Rocky Mountains region includes CO, ID, MT, UT, and WY. The Far West region includes AK, CA, HI, NV, OR, and WA.

³ Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different identity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-4. REFUNDS DUE TO COVID-19: Percentage of undergraduates who received a tuition refund or a room-and-board refund from their institution due to COVID-19, by selected institution and student characteristics in spring 2020

| Institution and student characteristics | Received tuition refund ¹ | Received room-and-board refund ² |
|--|---|---|
| Total | 27.3 | 38.3 |
| Control and level of institution | | |
| Public | | |
| Less-than-2-year | 13.3 | 8.2 ! |
| 2-year | 26.3 | 6.1 |
| 4-year | 30.6 | 45.5 |
| Non-doctorate-granting | 30.1 | 27.9 |
| Primarily subbaccalaureate | 25.0 | 7.7 |
| Primarily baccalaureate | 36.3 | 47.1 |
| Doctorate-granting | 30.7 | 51.2 |
| Private nonprofit | | |
| Less-than-4-year | 28.7 ! | ‡ |
| 4-year | 24.0 | 60.3 |
| Non-doctorate-granting | 26.7 | 56.8 |
| Doctorate-granting | 22.5 | 62.3 |
| Private for-profit | | |
| Less-than-2-year | 20.7 | 3.5 ! |
| 2-year | 16.3 | 4.1 ! |
| 4-year | 15.7 | 5.7 |
| Institution region ³ | | |
| New England | 24.5 | 51.9 |
| Midwest | 33.7 | 49.6 |
| Great Lakes | 24.4 | 40.2 |
| Plains | 26.7 | 47.7 |
| Southeast | 31.1 | 39.8 |
| Southwest | 23.7 | 25.3 |
| Rocky Mountains | 16.5 | 22.6 |
| Far West | 24.4 | 24.3 |
| Pell Grant recipient status | | |
| Did not receive Pell Grant | 23.7 | 42.5 |
| Received Pell Grant | 32.9 | 32.1 |
| Race/ethnicity | | |
| White, not Hispanic or Latino | 24.5 | 42.3 |
| Black or African American, not Hispanic or Latino | 36.5 | 31.3 |
| Hispanic or Latino, of any race | 28.4 | 25.3 |
| Asian, not Hispanic or Latino | 28.9 | 51.2 |
| American Indian or Alaska Native, not Hispanic or Latino | 31.9 | 22.3 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 26.6 | 20.3 |
| Two or more races, not Hispanic or Latino | 25.6 | 40.7 |

See notes at end of table.

Table A-4. REFUNDS DUE TO COVID-19: Percentage of undergraduates who received a tuition refund or a room-and-board refund from their institution due to COVID-19, by selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Received tuition refund ¹ | Received room-and-board refund ² |
|--|---|---|
| Citizenship | | |
| U.S. citizen or resident alien | 27.5 | 38.2 |
| Foreign or international student | 19.3 | 44.4 |
| Gender ⁴ | | |
| Male | 27.0 | 41.2 |
| Female | 27.5 | 36.2 |
| Genderqueer, gender nonconforming, or a different identity | 27.6 | 49.4 |
| Age | | |
| 15–23 | 29.6 | 49.0 |
| 24–29 | 25.2 | 7.0 |
| 30 or older | 18.0 | 2.6 |
| Dependency and family status | | |
| Dependent | 29.7 | 50.8 |
| Independent | 22.4 | 7.2 |
| Unmarried, no dependents | 24.6 | 12.3 |
| Married, no dependents | 16.0 | 5.4 |
| Unmarried with dependents | 25.1 | 2.7 |
| Married with dependents | 18.1 | 3.0 ! |
| Veteran status | | |
| Veteran | 17.9 | 3.5 ! |
| Not a veteran | 27.6 | 39.1 |

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or because there were too few cases for a reliable estimate.

¹ Response options for this item in the student survey included full refund, partial refund, credit for future enrollment costs, no refund, refund status unknown, and not applicable. Students who received a full or partial refund are categorized as receiving a refund. Students who received credit for future enrollment costs or received no refund are categorized as not receiving a refund. Students who did not know their refund status or for whom this item was not applicable are not included.

² Housing refunds are considered not applicable to students who did not live on campus or in college-owned housing (e.g., a dorm or residence hall) during the 2019–20 academic year. Response options for these items in the student survey included full refund, partial refund, credit for future enrollment costs, no refund, refund status unknown, and not applicable. Students who received a full or partial refund are categorized as receiving a refund. Students who received credit for future enrollment costs or received no refund are categorized as not receiving a refund. Students who did not know their refund status or for whom neither item was applicable are not included.

³ This variable is based on the 2019–20 IPEDS Institutional Characteristics Header file. Office of Business Economics region codes come from the Bureau of Economic Analysis. The New England region includes CT, MA, ME, NH, RI, and VT. The Mideast region includes DC, DE, MD, NJ, NY, and PA. The Great Lakes region includes IL, IN, MI, OH, and WI. The Plains region includes IA, KS, MN, MS, ND, NE, and SD. The Southeast region includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV. The Southwest region includes AZ, NM, OK, and TX. The Rocky Mountains region includes CO, ID, MT, UT, and WY. The Far West region includes AK, CA, HI, NV, OR, and WA.

⁴ Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different identity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-5. INSTITUTION PROVIDED HELPFUL COMMUNICATION: Percentage of undergraduates who agreed that their institution provided helpful communication about various impacts of COVID-19, by selected institution and student characteristics in spring 2020

| Institution and student characteristics | Institution provided helpful communication about how COVID-19 would impact: ¹ | | | | |
|--|--|---|-------------------------|---------------|--|
| | Access to coursework | Housing (on campus or college owned) ² | Degree program progress | Financial aid | Employment at institution ³ |
| Total | 69.6 | 55.6 | 57.5 | 44.6 | 39.1 |
| Control and level of institution | | | | | |
| Public | | | | | |
| Less-than-2-year | 70.2 | 69.5 | 60.8 | 47.5 | 45.9 |
| 2-year | 69.8 | 33.9 | 56.3 | 48.8 | 37.2 |
| 4-year | 69.0 | 56.3 | 56.5 | 41.9 | 38.4 |
| Non-doctorate-granting | 68.6 | 50.0 | 55.9 | 44.8 | 36.1 |
| Primarily subbaccalaureate | 68.9 | 28.3 | 55.4 | 46.0 | 34.8 |
| Primarily baccalaureate | 68.2 | 58.5 | 56.6 | 43.2 | 37.9 |
| Doctorate-granting | 69.2 | 57.8 | 56.7 | 40.8 | 39.3 |
| Private nonprofit | | | | | |
| Less-than-4-year | 72.4 | 47.9 ! | 65.7 | 50.6 | 49.8 |
| 4-year | 72.7 | 60.2 | 61.7 | 44.2 | 44.1 |
| Non-doctorate-granting | 71.8 | 60.7 | 60.3 | 46.4 | 47.0 |
| Doctorate-granting | 73.1 | 59.9 | 62.5 | 42.9 | 42.3 |
| Private for-profit | | | | | |
| Less-than-2-year | 59.9 | 31.6 | 50.7 | 43.5 | 33.7 |
| 2-year | 59.6 | 36.8 | 51.7 | 41.1 | 33.7 |
| 4-year | 66.5 | 38.1 | 61.5 | 48.0 | 34.9 |
| Institution region ⁴ | | | | | |
| New England | 69.6 | 55.4 | 60.7 | 43.6 | 41.8 |
| Midwest | 69.2 | 55.8 | 57.4 | 42.1 | 38.2 |
| Great Lakes | 70.1 | 60.1 | 58.5 | 43.9 | 41.8 |
| Plains | 70.3 | 58.5 | 58.2 | 45.8 | 43.7 |
| Southeast | 70.2 | 55.6 | 58.5 | 45.6 | 38.6 |
| Southwest | 71.8 | 55.9 | 58.1 | 46.5 | 39.3 |
| Rocky Mountains | 71.2 | 54.0 | 57.8 | 41.2 | 36.8 |
| Far West | 67.3 | 47.8 | 54.4 | 44.7 | 36.5 |
| Pell Grant recipient status | | | | | |
| Did not receive Pell Grant | 70.4 | 56.2 | 58.4 | 40.2 | 39.0 |
| Received Pell Grant | 68.5 | 54.4 | 56.3 | 49.2 | 39.1 |
| Race/ethnicity | | | | | |
| White, not Hispanic or Latino | 69.3 | 57.0 | 57.7 | 42.7 | 38.4 |
| Black or African American, not Hispanic or Latino | 71.8 | 56.7 | 60.1 | 50.7 | 41.5 |
| Hispanic or Latino, of any race | 68.3 | 49.1 | 54.3 | 46.4 | 37.7 |
| Asian, not Hispanic or Latino | 72.1 | 58.8 | 61.5 | 43.5 | 42.9 |
| American Indian or Alaska Native, not Hispanic or Latino | 69.7 | 52.4 | 60.9 | 47.5 | 37.2 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 72.6 | 33.2 ! | 57.4 | 50.3 | 41.0 |
| Two or more races, not Hispanic or Latino | 67.2 | 51.6 | 53.7 | 40.6 | 36.5 |

See notes at end of table.

Table A-5. INSTITUTION PROVIDED HELPFUL COMMUNICATION: Percentage of undergraduates who agreed that their institution provided helpful communication about various impacts of COVID-19, by selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Institution provided helpful communication about how COVID-19 would impact: ¹ | | | | |
|--|--|---|-------------------------|---------------|--|
| | Access to coursework | Housing (on campus or college owned) ² | Degree program progress | Financial aid | Employment at institution ³ |
| Citizenship | | | | | |
| U.S. citizen or resident alien | 69.5 | 55.4 | 57.3 | 44.6 | 38.8 |
| Foreign or international student | 71.9 | 60.0 | 63.9 | 41.5 | 47.9 |
| Gender⁵ | | | | | |
| Male | 68.2 | 56.3 | 56.9 | 44.4 | 39.0 |
| Female | 70.7 | 55.1 | 58.1 | 44.9 | 39.2 |
| Genderqueer, gender nonconforming, or a different identity | 62.1 | 52.9 | 49.9 | 35.7 | 34.3 |
| Age | | | | | |
| 15–23 | 68.7 | 57.7 | 55.5 | 42.2 | 38.5 |
| 24–29 | 71.3 | 32.9 | 59.9 | 48.4 | 40.4 |
| 30 or older | 71.6 | 26.1 | 63.1 | 51.0 | 41.1 |
| Dependency and family status | | | | | |
| Dependent | 69.0 | 58.2 | 55.7 | 41.9 | 38.5 |
| Independent | 70.6 | 34.8 | 60.5 | 49.3 | 40.2 |
| Unmarried, no dependents | 70.9 | 38.0 | 59.4 | 47.8 | 39.9 |
| Married, no dependents | 70.7 | 41.2 | 62.2 | 47.4 | 44.8 |
| Unmarried with dependents | 68.3 | 22.3 | 58.0 | 49.8 | 36.4 |
| Married with dependents | 72.9 | 33.0 | 65.0 | 53.0 | 43.4 |
| Veteran status | | | | | |
| Veteran | 69.7 | 29.4 | 58.6 | 48.5 | 38.7 |
| Not a veteran | 69.6 | 55.8 | 57.5 | 44.5 | 39.1 |

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

¹ Response options for these items in the student survey included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not applicable. Students who somewhat or completely agreed are categorized as agreeing. Students who somewhat or completely disagreed or neither disagreed nor agreed are categorized as not agreeing. Students for whom this item was not applicable are not included.

² Applies only to students who lived on campus or in college-owned housing (e.g., a dorm or residence hall) during the 2019–20 academic year.

³ Includes federal work-study and assistantships.

⁴ This variable is based on the 2019–20 IPEDS Institutional Characteristics Header file. Office of Business Economics region codes come from the Bureau of Economic Analysis. The New England region includes CT, MA, ME, NH, RI, and VT. The Mideast region includes DC, DE, MD, NJ, NY, and PA. The Great Lakes region includes IL, IN, MI, OH, and WI. The Plains region includes IA, KS, MN, MS, ND, NE, and SD. The Southeast region includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV. The Southwest region includes AZ, NM, OK, and TX. The Rocky Mountains region includes CO, ID, MT, UT, and WY. The Far West region includes AK, CA, HI, NV, OR, and WA.

⁵ Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different identity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-6. INSTITUTION PROVIDED NEEDED INFORMATION: Percentage of undergraduates who agreed that their institution provided the information needed to navigate various issues due to COVID-19, by selected institution and student characteristics in spring 2020

| Institution and student characteristics | Institution provided information needed to: ¹ | | | | |
|--|--|--|--------------------------------------|------------------------------------|---|
| | Access food assistance | Move off campus or out of college-owned housing ² | Find alternative living arrangements | Obtain physical/mental health care | Access emergency financial assistance from any source |
| Total | 37.0 | 51.6 | 24.1 | 40.8 | 40.8 |
| Control and level of institution | | | | | |
| Public | | | | | |
| Less-than-2-year | 27.0 | 65.5 | 15.9 | 26.8 | 32.3 |
| 2-year | 42.7 | 25.8 | 20.2 | 37.4 | 41.7 |
| 4-year | 39.2 | 54.9 | 25.2 | 42.6 | 43.1 |
| Non-doctorate-granting | | | | | |
| Primarily subbaccalaureate | 41.1 | 51.1 | 24.6 | 39.6 | 44.3 |
| Primarily baccalaureate | 42.5 | 33.3 | 21.9 | 38.5 | 45.0 |
| Doctorate-granting | | | | | |
| Primarily baccalaureate | 39.1 | 57.9 | 27.9 | 41.0 | 43.4 |
| Doctorate-granting | 38.4 | 55.7 | 25.4 | 43.7 | 42.6 |
| Private nonprofit | | | | | |
| Less-than-4-year | 24.7 ! | ‡ | 18.9 ! | 32.2 ! | 33.3 |
| 4-year | 29.3 | 53.7 | 28.0 | 45.2 | 37.9 |
| Non-doctorate-granting | | | | | |
| Doctorate-granting | 30.9 | 54.3 | 30.3 | 43.8 | 39.8 |
| Doctorate-granting | 28.4 | 53.3 | 26.7 | 46.0 | 36.8 |
| Private for-profit | | | | | |
| Less-than-2-year | 19.6 | 19.5 | 16.8 | 23.9 | 31.9 |
| 2-year | 19.9 | 25.2 | 15.7 | 22.4 | 28.5 |
| 4-year | 21.7 | 35.0 | 19.1 | 32.8 | 31.7 |
| Institution region ³ | | | | | |
| New England | 28.9 | 54.3 | 27.0 | 41.4 | 33.4 |
| Mideast | 34.1 | 51.2 | 23.8 | 40.4 | 36.9 |
| Great Lakes | 35.2 | 57.3 | 23.9 | 41.0 | 43.0 |
| Plains | 35.9 | 55.1 | 26.2 | 41.5 | 41.1 |
| Southeast | 33.8 | 49.3 | 25.0 | 38.9 | 40.3 |
| Southwest | 37.9 | 51.3 | 23.6 | 39.0 | 43.8 |
| Rocky Mountains | 36.0 | 46.9 | 21.6 | 43.6 | 38.1 |
| Far West | 46.7 | 47.2 | 22.5 | 43.3 | 43.3 |
| Pell Grant recipient status | | | | | |
| Did not receive Pell Grant | 36.4 | 53.3 | 24.6 | 41.9 | 37.8 |
| Received Pell Grant | 37.6 | 48.6 | 23.4 | 39.5 | 44.0 |
| Race/ethnicity | | | | | |
| White, not Hispanic or Latino | 33.4 | 53.8 | 23.5 | 40.4 | 37.3 |
| Black or African American, not Hispanic or Latino | 37.0 | 50.1 | 25.4 | 37.0 | 43.9 |
| Hispanic or Latino, of any race | 42.5 | 47.4 | 23.2 | 41.4 | 44.5 |
| Asian, not Hispanic or Latino | 39.1 | 52.3 | 25.6 | 46.3 | 43.4 |
| American Indian or Alaska Native, not Hispanic or Latino | 42.4 | 47.8 | 27.8 | 40.4 | 51.0 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 45.0 | 41.7 | 25.0 | 37.4 | 45.8 |
| Two or more races, not Hispanic or Latino | 36.5 | 46.3 | 24.9 | 39.7 | 38.2 |

See notes at end of table.

Table A-6. INSTITUTION PROVIDED NEEDED INFORMATION: Percentage of undergraduates who agreed that their institution provided the information needed to navigate various issues due to COVID-19, by selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Institution provided information needed to ¹ | | | | |
|--|---|--|--------------------------------------|------------------------------------|---|
| | Access food assistance | Move off campus or out of college-owned housing ² | Find alternative living arrangements | Obtain physical/mental health care | Access emergency financial assistance from any source |
| Citizenship | | | | | |
| U.S. citizen or resident alien | 36.6 | 51.7 | 23.8 | 40.5 | 40.6 |
| Foreign or international student | 48.2 | 48.6 | 30.9 | 51.6 | 46.0 |
| Gender ⁴ | | | | | |
| Male | 34.8 | 50.3 | 24.9 | 39.1 | 39.1 |
| Female | 38.3 | 52.7 | 23.7 | 42.1 | 41.9 |
| Genderqueer, gender nonconforming, or a different identity | 39.5 | 42.9 | 18.5 | 34.2 | 36.7 |
| Age | | | | | |
| 15–23 | 36.5 | 53.6 | 25.0 | 41.3 | 40.8 |
| 24–29 | 39.2 | 29.4 | 22.0 | 39.3 | 42.2 |
| 30 or older | 36.9 | 20.2 | 20.1 | 40.0 | 39.1 |
| Dependency and family status | | | | | |
| Dependent | 36.6 | 54.3 | 25.2 | 41.9 | 41.0 |
| Independent | 37.7 | 29.7 | 21.4 | 38.7 | 40.5 |
| Unmarried, no dependents | 39.7 | 34.1 | 23.5 | 39.6 | 42.1 |
| Married, no dependents | 38.7 | 29.0 | 22.8 | 44.0 | 43.7 |
| Unmarried with dependents | 35.8 | 18.8 | 18.2 | 34.0 | 37.4 |
| Married with dependents | 35.1 | 26.1 | 19.9 | 40.3 | 39.4 |
| Veteran status | | | | | |
| Veteran | 35.5 | 18.4 | 22.7 | 35.8 | 37.0 |
| Not a veteran | 37.0 | 51.8 | 24.1 | 41.0 | 40.9 |

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or because there were too few cases for a reliable estimate.

¹ Response options for these items in the student survey included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not needed. Students who somewhat or completely agreed are categorized as agreeing. Students who somewhat or completely disagreed or neither disagreed nor agreed are categorized as not agreeing. Students for whom this information was not needed are not included.

² Applies only to students who lived on campus or in college-owned housing (e.g., a dorm or residence hall) during the 2019–20 academic year.

³ This variable is based on the 2019–20 IPEDS Institutional Characteristics Header file. Office of Business Economics region codes come from the Bureau of Economic Analysis. The New England region includes CT, MA, ME, NH, RI, and VT. The Mideast region includes DC, DE, MD, NJ, NY, and PA. The Great Lakes region includes IL, IN, MI, OH, and WI. The Plains region includes IA, KS, MN, MS, ND, NE, and SD. The Southeast region includes AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, and WV. The Southwest region includes AZ, NM, OK, and TX. The Rocky Mountains region includes CO, ID, MT, UT, and WY. The Far West region includes AK, CA, HI, NV, OR, and WA.

⁴ Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different identity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-S1. Standard errors for table A-1: ENROLLMENT IMPACTS OF COVID-19: Percentage of undergraduates who experienced various enrollment disruptions or changes at their institution due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020

| Institution and student characteristics | Enrollment disruptions or changes | | | | | | | Received technology or technical services from institution |
|--|---|---------------------------|--|------------------------------|-----------------------|---|--|--|
| | Experienced enrollment disruption or change | Withdrew from institution | Took leave of absence from institution | Some or all classes canceled | School break extended | Study-abroad program canceled or modified | Some or all in-person classes moved to online only | |
| Total | 0.57 | 0.14 | 0.17 | 0.20 | 0.54 | 0.11 | 0.48 | 0.39 |
| Control and level of institution | | | | | | | | |
| Public | | | | | | | | |
| Less-than-2-year | 2.99 | 1.40 | 2.71 | 6.69 | 4.68 | 0.41 | 7.96 | 5.85 |
| 2-year | 0.47 | 0.29 | 0.23 | 0.33 | 0.66 | 0.10 | 0.53 | 0.57 |
| 4-year | 0.34 | 0.17 | 0.17 | 0.30 | 0.67 | 0.18 | 0.40 | 0.51 |
| Non-doctorate-granting | | | | | | | | |
| Primarily subbaccalaureate | 0.65 | 0.38 | 0.39 | 0.53 | 1.16 | 0.27 | 0.70 | 1.01 |
| Primarily baccalaureate | 0.88 | 0.58 | 0.59 | 0.78 | 1.51 | 0.41 | 1.00 | 1.54 |
| Doctorate-granting | 0.96 | 0.27 | 0.30 | 0.56 | 1.44 | 0.26 | 0.85 | 1.02 |
| Private nonprofit | | | | | | | | |
| Less-than-4-year | 0.40 | 0.17 | 0.17 | 0.36 | 0.84 | 0.23 | 0.47 | 0.58 |
| 4-year | 7.26 | 1.90 | 1.99 | 1.47 | † | 0.63 | 10.19 | 9.35 |
| Non-doctorate-granting | 2.12 | 0.32 | 0.30 | 0.46 | 1.68 | 0.37 | 1.12 | 0.87 |
| Doctorate-granting | 4.89 | 0.54 | 0.55 | 0.85 | 3.13 | 0.54 | 1.37 | 1.51 |
| Private for-profit | | | | | | | | |
| Less-than-2-year | 1.45 | 0.40 | 0.33 | 0.56 | 1.81 | 0.49 | 1.54 | 1.02 |
| 2-year | 2.08 | 1.30 | 3.01 | 3.43 | 1.61 | 0.46 | 1.71 | 4.36 |
| 4-year | 1.81 | 1.33 | 1.99 | 1.56 | 4.52 | 0.37 | 2.22 | 4.40 |
| | 5.18 | 1.13 | 1.33 | 0.83 | 0.70 | 0.14 | 7.33 | 5.61 |
| Institution region | | | | | | | | |
| New England | 3.91 | 0.69 | 0.62 | 0.70 | 2.77 | 0.43 | 4.38 | 1.54 |
| Mideast | 0.65 | 0.30 | 0.29 | 0.48 | 1.29 | 0.31 | 0.74 | 0.98 |
| Great Lakes | 1.54 | 0.37 | 0.32 | 0.51 | 1.50 | 0.30 | 1.69 | 0.87 |
| Plains | 1.59 | 0.53 | 0.41 | 0.60 | 2.06 | 0.49 | 1.62 | 1.19 |
| Southeast | 0.69 | 0.28 | 0.31 | 0.41 | 0.90 | 0.24 | 0.67 | 0.84 |
| Southwest | 1.42 | 0.36 | 0.55 | 0.47 | 1.59 | 0.27 | 1.76 | 1.12 |
| Rocky Mountains | 6.08 | 0.74 | 0.71 | 1.51 | 2.48 | 0.43 | 1.64 | 1.54 |
| Far West | 0.94 | 0.39 | 0.53 | 0.50 | 0.91 | 0.23 | 0.59 | 1.03 |
| Pell Grant recipient status | | | | | | | | |
| Did not receive Pell Grant | 0.56 | 0.17 | 0.16 | 0.24 | 0.61 | 0.16 | 0.41 | 0.44 |
| Received Pell Grant | 0.76 | 0.25 | 0.30 | 0.30 | 0.66 | 0.13 | 0.80 | 0.62 |
| Race/ethnicity | | | | | | | | |
| White, not Hispanic or Latino | 0.74 | 0.18 | 0.19 | 0.27 | 0.66 | 0.17 | 0.55 | 0.46 |
| Black or African American, not Hispanic or Latino | 1.06 | 0.52 | 0.53 | 0.54 | 0.91 | 0.22 | 1.19 | 0.94 |
| Hispanic or Latino, of any race | 0.51 | 0.32 | 0.39 | 0.35 | 0.80 | 0.17 | 0.55 | 0.82 |
| Asian, not Hispanic or Latino | 0.67 | 0.35 | 0.34 | 0.61 | 1.18 | 0.30 | 0.62 | 1.05 |
| American Indian or Alaska Native, not Hispanic or Latino | 2.42 | 3.82 | 3.96 | 2.52 | 3.92 | † | 5.10 | 4.27 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 3.25 | 1.58 | 2.04 | 3.31 | 3.65 | † | 4.20 | 5.04 |
| Two or more races, not Hispanic or Latino | 1.19 | 0.64 | 0.66 | 0.96 | 1.48 | 0.54 | 1.28 | 1.32 |

See notes at end of table.

Table A-S1. Standard errors for table A-1: ENROLLMENT IMPACTS OF COVID-19: Percentage of undergraduates who experienced various enrollment disruptions or changes at their institution due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Enrollment disruptions or changes | | | | | | | Received technology or technical services from institution |
|--|---|---------------------------|--|------------------------------|-----------------------|---|--|--|
| | Experienced enrollment disruption or change | Withdrew from institution | Took leave of absence from institution | Some or all classes canceled | School break extended | Study-abroad program canceled or modified | Some or all in-person classes moved to online only | |
| Citizenship | | | | | | | | |
| U.S. citizen or resident alien | 0.58 | 0.15 | 0.17 | 0.20 | 0.54 | 0.11 | 0.49 | 0.39 |
| Foreign or international student | 0.78 | 0.64 | 0.89 | 1.09 | 2.05 | 0.77 | 0.90 | 1.92 |
| Gender | | | | | | | | |
| Male | 0.56 | 0.20 | 0.19 | 0.31 | 0.62 | 0.14 | 0.50 | 0.50 |
| Female | 0.67 | 0.19 | 0.23 | 0.25 | 0.62 | 0.14 | 0.60 | 0.51 |
| Genderqueer, gender nonconforming, or a different identity | 2.96 | 1.64 | 1.41 | 1.61 | 2.80 | 0.84 | 3.03 | 2.39 |
| Age | | | | | | | | |
| 15–23 | 0.23 | 0.13 | 0.15 | 0.21 | 0.55 | 0.15 | 0.26 | 0.40 |
| 24–29 | 1.04 | 0.48 | 0.47 | 0.54 | 0.87 | 0.20 | 0.95 | 0.99 |
| 30 or older | 1.41 | 0.42 | 0.43 | 0.44 | 0.72 | 0.13 | 1.32 | 1.00 |
| Dependency and family status | | | | | | | | |
| Dependent | 0.19 | 0.14 | 0.14 | 0.22 | 0.57 | 0.16 | 0.23 | 0.41 |
| Independent | 1.11 | 0.28 | 0.31 | 0.34 | 0.61 | 0.11 | 0.94 | 0.71 |
| Unmarried, no dependents | 0.99 | 0.52 | 0.45 | 0.51 | 0.85 | 0.21 | 0.97 | 0.86 |
| Married, no dependents | 1.85 | 0.59 | 0.68 | 0.92 | 1.31 | 0.35 | 1.55 | 1.72 |
| Unmarried with dependents | 1.53 | 0.63 | 0.63 | 0.66 | 0.92 | 0.18 | 1.61 | 1.46 |
| Married with dependents | 1.88 | 0.44 | 0.54 | 0.61 | 1.06 | 0.14 | 1.56 | 1.49 |
| Veteran status | | | | | | | | |
| Veteran | 2.18 | 0.91 | 0.88 | 1.05 | 1.59 | 0.45 | 2.00 | 2.04 |
| Not a veteran | 0.54 | 0.15 | 0.17 | 0.20 | 0.54 | 0.11 | 0.47 | 0.39 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-S2. Standard errors for table A-2: HOUSING IMPACTS OF COVID-19: Percentage of undergraduates who experienced various housing disruptions or changes due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020

| Institution and student characteristics | Experienced housing disruption or change | Housing disruptions or changes | | |
|--|--|---------------------------------|-----------------------------------|--|
| | | Moved back to permanent address | Moved to another living situation | Had difficulty finding safe and stable housing |
| Total | 0.45 | 0.43 | 0.14 | 0.11 |
| Control and level of institution | | | | |
| Public | | | | |
| Less-than-2-year | 4.88 | † | 0.52 | 0.36 |
| 2-year | 0.29 | 0.19 | 0.21 | 0.17 |
| 4-year | 0.57 | 0.56 | 0.21 | 0.17 |
| Non-doctorate-granting | 0.76 | 0.67 | 0.35 | 0.31 |
| Primarily subbaccalaureate | 0.68 | 0.43 | 0.51 | 0.47 |
| Primarily baccalaureate | 1.31 | 1.22 | 0.42 | 0.31 |
| Doctorate-granting | 0.67 | 0.66 | 0.25 | 0.19 |
| Private nonprofit | | | | |
| Less-than-4-year | 1.83 | 1.43 | 0.78 | 1.02 |
| 4-year | 1.75 | 1.65 | 0.43 | 0.29 |
| Non-doctorate-granting | 3.77 | 3.49 | 0.73 | 0.41 |
| Doctorate-granting | 1.54 | 1.51 | 0.54 | 0.39 |
| Private for-profit | | | | |
| Less-than-2-year | 1.66 | 1.42 | 0.58 | 1.31 |
| 2-year | 1.30 | 0.82 | 0.96 | 0.93 |
| 4-year | 1.08 | 0.86 | 0.54 | 0.61 |
| Institution region | | | | |
| New England | 2.78 | 2.94 | 0.71 | 0.61 |
| Mideast | 1.37 | 1.29 | 0.38 | 0.29 |
| Great Lakes | 1.25 | 1.22 | 0.37 | 0.32 |
| Plains | 1.75 | 1.59 | 0.67 | 0.37 |
| Southeast | 0.74 | 0.74 | 0.25 | 0.20 |
| Southwest | 1.16 | 1.09 | 0.36 | 0.27 |
| Rocky Mountains | 2.35 | 2.03 | 0.76 | 0.46 |
| Far West | 0.88 | 0.78 | 0.34 | 0.28 |
| Pell Grant recipient status | | | | |
| Did not receive Pell Grant | 0.55 | 0.52 | 0.18 | 0.12 |
| Received Pell Grant | 0.48 | 0.44 | 0.22 | 0.19 |
| Race/ethnicity | | | | |
| White, not Hispanic or Latino | 0.56 | 0.54 | 0.21 | 0.15 |
| Black or African American, not Hispanic or Latino | 0.72 | 0.68 | 0.33 | 0.32 |
| Hispanic or Latino, of any race | 0.58 | 0.50 | 0.26 | 0.21 |
| Asian, not Hispanic or Latino | 1.18 | 1.13 | 0.43 | 0.27 |
| American Indian or Alaska Native, not Hispanic or Latino | 3.13 | 2.64 | 1.76 | 1.44 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 3.22 | 2.32 | 1.27 | 2.35 |
| Two or more races, not Hispanic or Latino | 1.41 | 1.18 | 0.82 | 0.60 |

See notes at end of table.

Table A-S2. Standard errors for table A-2: HOUSING IMPACTS OF COVID-19: Percentage of undergraduates who experienced various housing disruptions or changes due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Experienced housing disruption or change | Housing disruptions or changes | | |
|--|--|---------------------------------|-----------------------------------|--|
| | | Moved back to permanent address | Moved to another living situation | Had difficulty finding safe and stable housing |
| Citizenship | | | | |
| U.S. citizen or resident alien | 0.45 | 0.44 | 0.14 | 0.11 |
| Foreign or international student | 1.89 | 1.53 | 1.02 | 0.87 |
| Gender | | | | |
| Male | 0.52 | 0.49 | 0.21 | 0.17 |
| Female | 0.53 | 0.51 | 0.19 | 0.15 |
| Genderqueer, gender nonconforming, or a different identity | 2.27 | 2.06 | 1.44 | 1.33 |
| Age | | | | |
| 15–23 | 0.52 | 0.49 | 0.17 | 0.12 |
| 24–29 | 0.56 | 0.32 | 0.42 | 0.38 |
| 30 or older | 0.35 | 0.15 | 0.26 | 0.23 |
| Dependency and family status | | | | |
| Dependent | 0.52 | 0.50 | 0.18 | 0.13 |
| Independent | 0.31 | 0.19 | 0.22 | 0.19 |
| Unmarried, no dependents | 0.56 | 0.36 | 0.38 | 0.35 |
| Married, no dependents | 0.74 | 0.42 | 0.53 | 0.29 |
| Unmarried with dependents | 0.60 | 0.23 | 0.48 | 0.40 |
| Married with dependents | 0.48 | 0.18 | 0.33 | 0.32 |
| Veteran status | | | | |
| Veteran | 1.09 | 0.50 | 0.76 | 0.64 |
| Not a veteran | 0.46 | 0.44 | 0.14 | 0.11 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-S3. Standard errors for table A-3: FINANCIAL AND PERSONAL IMPACTS OF COVID-19: Percentage of undergraduates who experienced various financial and personal disruptions or changes due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020

| Institution and student characteristics | Financial disruptions or changes | | | | |
|--|--|--|--|--|---|
| | Experienced financial disruption or change | Received emergency financial assistance from institution | Lost a job or lost income because of reduced hours | Had difficulty accessing food or paying for food | Had difficulty finding safe and stable child care |
| Total | 0.34 | 0.25 | 0.32 | 0.21 | 0.77 |
| Control and level of institution | | | | | |
| Public | | | | | |
| Less-than-2-year | 3.89 | 2.55 | 3.17 | 2.47 | 5.09 |
| 2-year | 0.53 | 0.33 | 0.48 | 0.32 | 1.07 |
| 4-year | 0.52 | 0.36 | 0.50 | 0.32 | 1.47 |
| Non-doctorate-granting | | | | | |
| Primarily subbaccalaureate | 1.22 | 0.71 | 1.15 | 0.85 | 2.35 |
| Primarily baccalaureate | 1.11 | 0.85 | 1.05 | 0.54 | 3.51 |
| Doctorate-granting | 0.64 | 0.46 | 0.62 | 0.38 | 2.18 |
| Private nonprofit | | | | | |
| Less-than-4-year | 3.77 | 2.99 | 3.32 | 3.63 | 6.65 |
| 4-year | 0.85 | 0.69 | 0.80 | 0.46 | 1.92 |
| Non-doctorate-granting | | | | | |
| Doctorate-granting | 1.46 | 1.31 | 1.18 | 0.69 | 2.18 |
| Private for-profit | 1.04 | 0.77 | 1.06 | 0.62 | 2.73 |
| Private for-profit | | | | | |
| Less-than-2-year | 1.99 | 1.51 | 1.30 | 1.41 | 2.70 |
| 2-year | 1.67 | 1.93 | 2.03 | 1.15 | 3.57 |
| 4-year | 2.70 | 2.40 | 1.81 | 1.66 | 3.20 |
| Institution region | | | | | |
| New England | 1.54 | 1.19 | 1.56 | 1.20 | 4.14 |
| Mideast | 0.78 | 0.63 | 0.73 | 0.38 | 1.93 |
| Great Lakes | 0.98 | 0.71 | 0.95 | 0.49 | 2.33 |
| Plains | 1.19 | 0.93 | 1.13 | 0.68 | 2.42 |
| Southeast | 0.66 | 0.43 | 0.64 | 0.42 | 1.37 |
| Southwest | 1.19 | 0.70 | 0.88 | 0.76 | 2.14 |
| Rocky Mountains | 1.66 | 0.78 | 1.39 | 1.08 | 2.23 |
| Far West | 0.79 | 0.65 | 0.76 | 0.47 | 1.90 |
| Pell Grant recipient status | | | | | |
| Did not receive Pell Grant | 0.41 | 0.25 | 0.37 | 0.21 | 1.17 |
| Received Pell Grant | 0.53 | 0.45 | 0.49 | 0.35 | 0.99 |
| Race/ethnicity | | | | | |
| White, not Hispanic or Latino | 0.47 | 0.29 | 0.44 | 0.26 | 1.15 |
| Black or African American, not Hispanic or Latino | 0.93 | 0.70 | 0.84 | 0.60 | 1.65 |
| Hispanic or Latino, of any race | 0.65 | 0.47 | 0.59 | 0.41 | 1.49 |
| Asian, not Hispanic or Latino | 0.98 | 0.88 | 0.86 | 0.64 | 3.67 |
| American Indian or Alaska Native, not Hispanic or Latino | 3.75 | 3.35 | 4.06 | 2.24 | 5.60 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 4.36 | 3.78 | 3.81 | 2.55 | 8.64 |
| Two or more races, not Hispanic or Latino | 1.48 | 1.07 | 1.39 | 1.08 | 3.47 |

See notes at end of table.

Table A-S3. Standard errors for table A-3: FINANCIAL AND PERSONAL IMPACTS OF COVID-19: Percentage of undergraduates who experienced various financial and personal disruptions or changes due to COVID-19, by type of disruption or change and selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Financial disruptions or changes | | | | |
|--|--|--|--|--|---|
| | Experienced financial disruption or change | Received emergency financial assistance from institution | Lost a job or lost income because of reduced hours | Had difficulty accessing food or paying for food | Had difficulty finding safe and stable child care |
| Citizenship | | | | | |
| U.S. citizen or resident alien | 0.35 | 0.26 | 0.33 | 0.21 | 0.78 |
| Foreign or international student | 1.78 | 1.15 | 1.38 | 1.11 | 7.58 |
| Gender | | | | | |
| Male | 0.49 | 0.33 | 0.43 | 0.28 | 1.28 |
| Female | 0.44 | 0.33 | 0.42 | 0.27 | 0.89 |
| Genderqueer, gender nonconforming, or a different identity | 2.39 | 1.86 | 2.36 | 1.67 | † |
| Age | | | | | |
| 15–23 | 0.38 | 0.29 | 0.37 | 0.21 | 2.22 |
| 24–29 | 0.93 | 0.60 | 0.83 | 0.60 | 1.36 |
| 30 or older | 0.76 | 0.43 | 0.71 | 0.51 | 0.97 |
| Dependency and family status | | | | | |
| Dependent | 0.40 | 0.30 | 0.38 | 0.22 | † |
| Independent | 0.58 | 0.37 | 0.50 | 0.37 | † |
| Unmarried, no dependents | 0.87 | 0.56 | 0.77 | 0.58 | † |
| Married, no dependents | 1.37 | 0.78 | 1.23 | 0.72 | † |
| Unmarried with dependents | 1.23 | 0.80 | 1.03 | 0.82 | 1.14 |
| Married with dependents | 1.02 | 0.58 | 0.90 | 0.68 | 0.99 |
| Veteran status | | | | | |
| Veteran | 1.76 | 0.96 | 1.45 | 1.45 | 3.15 |
| Not a veteran | 0.35 | 0.25 | 0.32 | 0.21 | 0.79 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-S4. Standard errors for table A-4: REFUNDS DUE TO COVID-19: Percentage of undergraduates who received a tuition refund or a room-and-board refund from their institution due to COVID-19, by selected institution and student characteristics in spring 2020

| Institution and student characteristics | Received tuition refund | Received room-and-board refund |
|--|----------------------------|--------------------------------------|
| Total | 0.38 | 0.67 |
| Control and level of institution | | |
| Public | | |
| Less-than-2-year | 2.64 | 3.98 |
| 2-year | 0.66 | 0.43 |
| 4-year | 0.55 | 0.80 |
| Non-doctorate-granting | 0.99 | 1.44 |
| Primarily subbaccalaureate | 1.32 | 1.01 |
| Primarily baccalaureate | 1.42 | 1.85 |
| Doctorate-granting | 0.66 | 0.90 |
| Private nonprofit | | |
| Less-than-4-year | 9.88 | † |
| 4-year | 0.86 | 1.42 |
| Non-doctorate-granting | 1.50 | 2.83 |
| Doctorate-granting | 1.11 | 1.50 |
| Private for-profit | | |
| Less-than-2-year | 2.07 | 1.59 |
| 2-year | 2.25 | 1.26 |
| 4-year | 2.09 | 1.68 |
| Institution region | | |
| New England | 1.75 | 2.99 |
| Midwest | 1.04 | 1.65 |
| Great Lakes | 0.85 | 1.63 |
| Plains | 1.23 | 2.29 |
| Southeast | 0.78 | 1.16 |
| Southwest | 1.14 | 1.77 |
| Rocky Mountains | 1.25 | 3.19 |
| Far West | 0.93 | 1.58 |
| Pell Grant recipient status | | |
| Did not receive Pell Grant | 0.45 | 0.78 |
| Received Pell Grant | 0.57 | 0.83 |
| Race/ethnicity | | |
| White, not Hispanic or Latino | 0.51 | 0.79 |
| Black or African American, not Hispanic or Latino | 0.99 | 1.16 |
| Hispanic or Latino, of any race | 0.77 | 0.99 |
| Asian, not Hispanic or Latino | 1.13 | 1.83 |
| American Indian or Alaska Native, not Hispanic or Latino | 6.85 | 4.94 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 5.37 | 5.74 |
| Two or more races, not Hispanic or Latino | 1.53 | 2.20 |

See notes at end of table.

Table A-S4. Standard errors for table A-4: REFUNDS DUE TO COVID-19: Percentage of undergraduates who received a tuition refund or a room-and-board refund from their institution due to COVID-19, by selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Received tuition refund | Received room-and-board refund |
|--|----------------------------|--------------------------------------|
| Citizenship | | |
| U.S. citizen or resident alien | 0.39 | 0.67 |
| Foreign or international student | 1.84 | 2.76 |
| Gender | | |
| Male | 0.55 | 0.87 |
| Female | 0.48 | 0.78 |
| Genderqueer, gender nonconforming, or a different identity | 2.84 | 3.92 |
| Age | | |
| 15–23 | 0.42 | 0.65 |
| 24–29 | 1.07 | 0.81 |
| 30 or older | 0.88 | 0.46 |
| Dependency and family status | | |
| Dependent | 0.44 | 0.66 |
| Independent | 0.67 | 0.50 |
| Unmarried, no dependents | 0.98 | 0.96 |
| Married, no dependents | 1.46 | 1.21 |
| Unmarried with dependents | 1.23 | 0.48 |
| Married with dependents | 1.40 | 0.90 |
| Veteran status | | |
| Veteran | 1.80 | 1.08 |
| Not a veteran | 0.38 | 0.67 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-S5. Standard errors for table A-5: INSTITUTION PROVIDED HELPFUL COMMUNICATION: Percentage of undergraduates who agreed that their institution provided helpful communication about various impacts of COVID-19, by selected institution and student characteristics in spring 2020

| Institution and student characteristics | Institution provided helpful communication about how COVID-19 would impact: | | | | |
|--|---|--------------------------------------|-------------------------|---------------|---------------------------|
| | Access to coursework | Housing (on campus or college owned) | Degree program progress | Financial aid | Employment at institution |
| Total | 0.31 | 0.62 | 0.36 | 0.35 | 0.42 |
| Control and level of institution | | | | | |
| Public | | | | | |
| Less-than-2-year | 2.90 | 4.50 | 5.04 | 4.40 | 3.63 |
| 2-year | 0.59 | 1.96 | 0.65 | 0.65 | 0.75 |
| 4-year | 0.44 | 0.88 | 0.49 | 0.50 | 0.60 |
| Non-doctorate-granting | 0.82 | 1.97 | 0.86 | 0.97 | 1.10 |
| Primarily subbaccalaureate | 1.18 | 4.31 | 1.27 | 1.49 | 1.56 |
| Primarily baccalaureate | 1.05 | 1.67 | 1.11 | 1.10 | 1.43 |
| Doctorate-granting | 0.52 | 0.98 | 0.59 | 0.58 | 0.71 |
| Private nonprofit | | | | | |
| Less-than-4-year | 3.99 | 19.31 | 3.92 | 7.42 | 7.30 |
| 4-year | 0.62 | 0.93 | 0.87 | 0.78 | 1.01 |
| Non-doctorate-granting | 0.81 | 1.24 | 1.19 | 1.01 | 1.48 |
| Doctorate-granting | 0.87 | 1.29 | 1.20 | 1.09 | 1.35 |
| Private for-profit | | | | | |
| Less-than-2-year | 2.17 | 9.00 | 2.77 | 1.99 | 2.66 |
| 2-year | 1.66 | 6.14 | 1.62 | 2.07 | 2.24 |
| 4-year | 2.12 | 7.70 | 2.35 | 2.55 | 2.52 |
| Institution region | | | | | |
| New England | 1.56 | 2.40 | 2.07 | 1.89 | 2.48 |
| Midwest | 0.78 | 1.32 | 0.89 | 0.75 | 1.03 |
| Great Lakes | 0.88 | 1.63 | 1.07 | 1.01 | 1.11 |
| Plains | 0.98 | 1.94 | 1.16 | 1.04 | 1.53 |
| Southeast | 0.62 | 1.18 | 0.63 | 0.72 | 0.83 |
| Southwest | 0.85 | 2.53 | 1.05 | 1.05 | 1.28 |
| Rocky Mountains | 1.21 | 2.92 | 1.96 | 1.74 | 2.20 |
| Far West | 0.73 | 1.76 | 0.82 | 0.88 | 0.92 |
| Pell Grant recipient status | | | | | |
| Did not receive Pell Grant | 0.39 | 0.74 | 0.44 | 0.47 | 0.56 |
| Received Pell Grant | 0.47 | 0.99 | 0.51 | 0.50 | 0.64 |
| Race/ethnicity | | | | | |
| White, not Hispanic or Latino | 0.44 | 0.77 | 0.45 | 0.50 | 0.66 |
| Black or African American, not Hispanic or Latino | 0.78 | 1.57 | 0.96 | 0.98 | 1.04 |
| Hispanic or Latino, of any race | 0.66 | 1.58 | 0.71 | 0.68 | 0.83 |
| Asian, not Hispanic or Latino | 0.99 | 2.00 | 0.99 | 1.17 | 1.33 |
| American Indian or Alaska Native, not Hispanic or Latino | 4.03 | 7.84 | 4.47 | 5.16 | 5.81 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 4.20 | 10.21 | 5.00 | 5.51 | 6.22 |
| Two or more races, not Hispanic or Latino | 1.40 | 2.59 | 1.53 | 1.67 | 1.80 |

See notes at end of table.

Table A-S5. Standard errors for table A-5: INSTITUTION PROVIDED HELPFUL COMMUNICATION: Percentage of undergraduates who agreed that their institution provided helpful communication about various impacts of COVID-19, by selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Institution provided helpful communication about how COVID-19 would impact: | | | | |
|--|---|--------------------------------------|-------------------------|---------------|---------------------------|
| | Access to coursework | Housing (on campus or college owned) | Degree program progress | Financial aid | Employment at institution |
| Citizenship | | | | | |
| U.S. citizen or resident alien | 0.31 | 0.62 | 0.36 | 0.35 | 0.43 |
| Foreign or international student | 1.86 | 3.20 | 1.98 | 2.58 | 2.54 |
| Gender | | | | | |
| Male | 0.50 | 0.92 | 0.55 | 0.54 | 0.65 |
| Female | 0.38 | 0.79 | 0.44 | 0.45 | 0.54 |
| Genderqueer, gender nonconforming, or a different identity | 2.40 | 4.38 | 2.54 | 2.82 | 3.16 |
| Age | | | | | |
| 15–23 | 0.35 | 0.62 | 0.37 | 0.38 | 0.46 |
| 24–29 | 0.89 | 3.18 | 0.89 | 1.01 | 1.41 |
| 30 or older | 0.81 | 3.36 | 0.99 | 1.00 | 1.23 |
| Dependency and family status | | | | | |
| Dependent | 0.35 | 0.62 | 0.38 | 0.39 | 0.48 |
| Independent | 0.53 | 1.98 | 0.64 | 0.64 | 0.84 |
| Unmarried, no dependents | 0.80 | 2.65 | 0.84 | 0.94 | 1.28 |
| Married, no dependents | 1.54 | 6.60 | 1.76 | 2.18 | 2.54 |
| Unmarried with dependents | 0.98 | 3.54 | 1.28 | 1.18 | 1.49 |
| Married with dependents | 1.08 | 5.92 | 1.23 | 1.29 | 1.81 |
| Veteran status | | | | | |
| Veteran | 1.74 | 6.64 | 1.94 | 2.24 | 2.67 |
| Not a veteran | 0.31 | 0.61 | 0.35 | 0.35 | 0.43 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Table A-S6. Standard errors for table A-6: INSTITUTION PROVIDED NEEDED INFORMATION: Percentage of undergraduates who agreed that their institution provided the information needed to navigate various issues due to COVID-19, by selected institution and student characteristics in spring 2020

| Institution and student characteristics | Institution provided information needed to: | | | | |
|--|---|---|--------------------------------------|------------------------------------|---|
| | Access food assistance | Move off campus or out of college-owned housing | Find alternative living arrangements | Obtain physical/mental health care | Access emergency financial assistance from any source |
| Total | 0.49 | 0.65 | 0.45 | 0.43 | 0.44 |
| Control and level of institution | | | | | |
| Public | | | | | |
| Less-than-2-year | 2.99 | 5.94 | 2.79 | 3.92 | 5.48 |
| 2-year | 0.83 | 1.91 | 0.79 | 0.77 | 0.76 |
| 4-year | 0.70 | 0.90 | 0.66 | 0.61 | 0.64 |
| Non-doctorate-granting | 1.36 | 2.06 | 1.24 | 1.28 | 1.07 |
| Primarily subbaccalaureate | 2.07 | 5.12 | 1.94 | 2.00 | 1.54 |
| Primarily baccalaureate | 1.45 | 1.87 | 1.39 | 1.35 | 1.40 |
| Doctorate-granting | 0.81 | 1.01 | 0.77 | 0.68 | 0.78 |
| Private nonprofit | | | | | |
| Less-than-4-year | 8.61 | † | 8.18 | 9.81 | 8.05 |
| 4-year | 1.05 | 1.03 | 1.06 | 0.89 | 1.03 |
| Non-doctorate-granting | 1.51 | 1.47 | 1.43 | 1.26 | 1.41 |
| Doctorate-granting | 1.43 | 1.42 | 1.47 | 1.23 | 1.43 |
| Private for-profit | | | | | |
| Less-than-2-year | 1.97 | 5.50 | 1.86 | 2.39 | 2.30 |
| 2-year | 2.61 | 4.63 | 2.37 | 2.36 | 3.24 |
| 4-year | 2.13 | 10.04 | 2.33 | 2.61 | 2.71 |
| Institution region | | | | | |
| New England | 2.61 | 2.32 | 2.86 | 1.91 | 2.59 |
| Midwest | 1.13 | 1.57 | 0.94 | 1.05 | 1.08 |
| Great Lakes | 1.36 | 1.67 | 1.12 | 1.15 | 1.20 |
| Plains | 1.65 | 2.10 | 1.74 | 1.74 | 1.66 |
| Southeast | 0.90 | 1.31 | 0.89 | 0.84 | 0.82 |
| Southwest | 1.44 | 2.35 | 1.48 | 1.21 | 1.43 |
| Rocky Mountains | 2.02 | 3.69 | 1.97 | 2.05 | 1.88 |
| Far West | 1.36 | 1.74 | 1.02 | 1.11 | 1.03 |
| Pell Grant recipient status | | | | | |
| Did not receive Pell Grant | 0.63 | 0.84 | 0.55 | 0.54 | 0.57 |
| Received Pell Grant | 0.68 | 1.04 | 0.68 | 0.65 | 0.66 |
| Race/ethnicity | | | | | |
| White, not Hispanic or Latino | 0.70 | 0.88 | 0.63 | 0.61 | 0.67 |
| Black or African American, not Hispanic or Latino | 1.06 | 1.64 | 1.01 | 1.05 | 0.97 |
| Hispanic or Latino, of any race | 0.96 | 1.65 | 0.88 | 0.85 | 0.79 |
| Asian, not Hispanic or Latino | 1.61 | 2.03 | 1.34 | 1.50 | 1.38 |
| American Indian or Alaska Native, not Hispanic or Latino | 4.89 | 8.88 | 5.25 | 5.35 | 4.77 |
| Native Hawaiian/other Pacific Islander, not Hispanic or Latino | 5.36 | 10.61 | 5.05 | 5.45 | 5.19 |
| Two or more races, not Hispanic or Latino | 1.90 | 2.73 | 1.88 | 1.89 | 1.89 |

See notes at end of table.

Table A-S6. Standard errors for table A-6: INSTITUTION PROVIDED NEEDED INFORMATION: Percentage of undergraduates who agreed that their institution provided the information needed to navigate various issues due to COVID-19, by selected institution and student characteristics in spring 2020—Continued

| Institution and student characteristics | Institution provided information needed to: | | | | |
|--|---|---|--------------------------------------|------------------------------------|---|
| | Access food assistance | Move off campus or out of college-owned housing | Find alternative living arrangements | Obtain physical/mental health care | Access emergency financial assistance from any source |
| Citizenship | | | | | |
| U.S. citizen or resident alien | 0.49 | 0.67 | 0.45 | 0.43 | 0.45 |
| Foreign or international student | 2.58 | 3.40 | 2.25 | 2.43 | 2.52 |
| Gender | | | | | |
| Male | 0.71 | 1.01 | 0.66 | 0.69 | 0.66 |
| Female | 0.62 | 0.89 | 0.57 | 0.55 | 0.54 |
| Genderqueer, gender nonconforming, or a different identity | 3.39 | 4.24 | 2.94 | 2.87 | 3.03 |
| Age | | | | | |
| 15–23 | 0.51 | 0.68 | 0.47 | 0.46 | 0.48 |
| 24–29 | 1.37 | 3.26 | 1.40 | 1.20 | 1.20 |
| 30 or older | 1.35 | 3.50 | 1.25 | 1.28 | 1.17 |
| Dependency and family status | | | | | |
| Dependent | 0.52 | 0.69 | 0.48 | 0.47 | 0.49 |
| Independent | 0.89 | 1.95 | 0.88 | 0.80 | 0.79 |
| Unmarried, no dependents | 1.29 | 2.53 | 1.24 | 1.22 | 1.16 |
| Married, no dependents | 2.59 | 6.29 | 2.96 | 2.57 | 2.65 |
| Unmarried with dependents | 1.43 | 3.67 | 1.43 | 1.65 | 1.37 |
| Married with dependents | 1.96 | 6.18 | 1.95 | 1.94 | 1.86 |
| Veteran status | | | | | |
| Veteran | 2.70 | 5.32 | 2.87 | 2.55 | 2.41 |
| Not a veteran | 0.49 | 0.65 | 0.45 | 0.42 | 0.44 |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20, preliminary data).

Appendix B—Technical Notes and Methodology

Overview

Developed by the U.S. Department of Education (ED), National Center for Education Statistics (NCES), the 2019–20 National Postsecondary Student Aid Study (NPSAS:20) includes a cross-sectional, nationally representative sample of undergraduate and graduate students enrolled in postsecondary education in the United States. The estimates presented in this report represent undergraduate students who were enrolled in spring 2020 in NPSAS-eligible institutions and met NPSAS eligibility requirements. The data used to create these estimates are preliminary in nature but will be included in the final NPSAS:20 release. Final data will be fully imputed and include final weights that have undergone further adjustments. In addition to the COVID-19-specific items, the larger dataset will include data on aid related to COVID-19. The early release of this report provides estimates of the COVID-19 impact on postsecondary students. The final data will be released to the public in 2022.

Information about COVID-19 issues was collected from both undergraduate and graduate students; however, graduate students are not represented in this report to expedite its release. Graduate student data and related details will be included with the full NPSAS:20 data release in 2022.

To be eligible for NPSAS:20, institutions had to

- offer an educational program designed for persons who have completed secondary education;
- offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer courses that were open to more than the employees or members of the company or group (e.g., union) that administers the institution;
- be located in the 50 states, the District of Columbia, or Puerto Rico;
- not be a U.S. service academy institution; and

- have signed a Title IV participation agreement with ED.¹

Although the estimates presented in this report represent undergraduate students enrolled in spring 2020, eligible students in the full NPSAS:20 data release were enrolled at any time between July 1, 2019, and June 30, 2020, in eligible postsecondary institutions in the United States and were

- enrolled in either (1) an academic program; (2) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; (3) exclusively noncredit remedial coursework but determined by the institution to be eligible for Title IV aid; or (4) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other type of formal award;
- not currently enrolled in high school; and
- not solely enrolled in a high school completion program.

Data Sources

Information for NPSAS:20 used to create the estimates presented in this report came from multiple sources.

- **Student survey:** NPSAS:20 respondents provided information through a self-administered web survey or a computer-assisted telephone interview.
- **Student records:** Institutions were asked to provide student information from financial aid records and other institutional sources.
- **Central Processing System (CPS):** CPS is an ED database that consolidates data from the Free Application for Federal Student Aid (FAFSA) forms submitted by students.
- **National Student Loan Data System (NSLDS):** NSLDS is an ED database containing student-level data on federal Pell Grants and federal student loans.
- **Integrated Postsecondary Education Data System (IPEDS):** IPEDS is the NCES database of descriptive information about every postsecondary institution that participates in federal student financial aid programs.

¹ A Title IV eligible institution has a written program participation agreement with the U.S. Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs other than the State Student Incentive Grant and the National Early Intervention Scholarship and Partnership programs.

- **ACT:** These administrative records from ACT, Inc., contain survey data on students' high school courses and grades and the highest ACT admissions test score of each student between the 2013–14 and 2019–20 academic years.
- **National Student Clearinghouse (NSC):** These administrative records provide enrollment and completion data for institutions that participate in NSC collections.
- **Veterans Benefits Administration (VBA):** These administrative records identify veterans and other recipients of most categories of federal veterans' education benefits, amounts of federal veterans' education benefits, and military service information.

Sample Design

NPSAS:20 used a two-stage sampling design. The first stage involved the selection of institutions. In the second stage, students were selected from within sampled institutions.

The institution sampling frame was constructed from the IPEDS 2018–19 Institutional Characteristics Header, 2018–19 Institutional Characteristics, 2017–18 12-Month Enrollment, and 2017 Fall Enrollment files. NPSAS statisticians selected 3,110 institutions, which included all public 2-year and all public 4-year institutions, as well as a sample of 1,370 institutions of other institution types. Institutions of other types were selected using stratified random sampling with probabilities proportional to a composite measure of size. Composite measures of size were determined using full-year enrollment data from the most recent IPEDS 12-month and Fall Enrollment files.

Institutions were considered respondents if they provided a student enrollment list from which an undergraduate student was sampled for the NPSAS:20 survey. Of the 3,110 institutions that were selected, 3,040 were undergraduate-enrolling institutions from which undergraduate students were sampled for the survey. The overall weighted institution response rate was 78 percent for undergraduate-enrolling institutions and ranged from 40 percent to 86 percent by control and level of institution. For purposes of this preliminary release, a formal nonresponse bias analysis was not conducted. One will be provided with the full data release in 2022 (Seastrom 2014).

In stage two of the sampling design, each sampled institution verified as NPSAS eligible was asked to provide a list of all students who satisfied all eligibility

conditions. The NPSAS:20 student survey sample included 145,490 undergraduate students.

The following two undergraduate student sampling strata were identified for NPSAS:20:

- first-time beginning students (FTBs) and
- other undergraduate students.

Before sampling, the students on the enrollment lists were matched to two administrative data sources, the VBA and NSLDS, to identify veterans and students receiving financial aid, respectively, for student implicit stratification.

Additionally, students who were identified on the enrollment lists as potential FTBs were matched to the CPS, NSLDS, and NSC to determine whether any students were previously enrolled in postsecondary education and thus not FTBs.

After matching was completed, students were sampled by means of stratified systematic sampling with predetermined sampling rates that varied by student stratum. FTBs were oversampled to obtain enough FTBs for the 2020 cohort of the Beginning Postsecondary Students Longitudinal Study.

The weighted undergraduate student survey response rate overall was 61 percent and ranged from 47 percent to 71 percent by control and level of institution. As mentioned above for institutions, nonresponse bias analysis was not done for this preliminary release but will be available for the full data release.

Weighting

Estimates presented in this report were generated using a preliminary weight that was computed for undergraduate survey respondents to allow for early analysis of COVID-19-related information collected from the subset of students enrolled in spring 2020. This weight is referred to as the COVID-19 weight. The COVID-19 weight was calculated so that it can be used for undergraduate-level preliminary analyses of the COVID-19 pandemic survey items at the national level and within each category of control and level of institution.

The institution sampling weight was first computed and adjusted and then used as a component of the student weight. The institution sampling weight compensates for the unequal probability of selection of institutions in the NPSAS:20 sample. This institution sampling weight is adjusted for nonresponse and noncoverage (poststratification). The institution nonresponse and poststratification adjustments

incorporate student enrollment at the institution level because all NPSAS inferences are at the student level and not at the institution level.

The student sampling weight compensates for the unequal probability of selection of students in the NPSAS:20 sample. This student sampling weight is adjusted for students attending more than one institution during the 2019–20 academic year (student multiplicity) and poststratification. Control totals for financial aid (amounts and number of recipients) and student enrollment were obtained from NSLDS data and preliminary IPEDS data, respectively. The IPEDS data were adjusted for student multiplicity and dual-enrolled high school students (high school students taking courses at postsecondary institutions).

The prior two paragraphs describe the weight computation process for the COVID-19 weight used to produce estimates in this report. The final NPSAS:20 undergraduate student survey weight in the released data will include additional weight adjustments, including adjustments for unknown student eligibility and survey nonresponse. Also, student multiplicity may be updated to incorporate information from additional data sources, and the IPEDS data may be updated from the preliminary version used to create the COVID-19 weight. Additional control totals may be included.

Perturbation

To protect the confidentiality of information about specific individuals, NPSAS:20 data were subject to perturbation procedures to minimize disclosure risk. Perturbation procedures, which have been approved by the NCES Disclosure Review Board, preserve central tendency estimates but may result in slight increases in nonsampling errors.

Imputation

For demographic variables used in this report, missing values have been imputed using a weighted sequential hot deck (Cox 1980), whereby missing data were replaced with valid data from other students with similar characteristics. Weighted item response rates were calculated for all variables, or source variables for derived variables, for all variables listed in appendix C. Response rates ranged from 90 percent to 100 percent, indicating a low potential for nonresponse bias and that a nonresponse bias analysis is not required for this report under NCES Statistical Standards (Seastrom 2014). Undergraduate student respondents whose spring 2020 enrollment status was unknown or who responded to the survey prior to the addition of the COVID-19 survey questions are considered item

nonrespondents for these questions. Response rates will be recalculated on final data for all variables, including derived variables, and reported in the Data File Documentation, along with full details of any required item nonresponse bias analyses.

Variance Estimation

Analysis of NPSAS:20 data requires computation of standard errors that account for the complex sampling design used to select the institutions and students for the study. The standard errors for the estimates in this report were calculated with the Taylor-series linearization procedure. This procedure used analysis strata, primary sampling units, and secondary sampling units, and accounted for the finite population correction. Replicate weights will be produced and made available for variance estimation for the full data release to occur in 2022.

Comparisons of means and proportions were tested using the Student's t statistic. Differences between estimates were tested against the probability of a Type I error² or significance level. The statistical significance of each comparison was determined by calculating the Student's t value for the difference between each pair of estimates and comparing the t value with published tables of significance levels for two-tailed hypothesis testing.³ Student's t values were computed to test differences between independent estimates using the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

Cautions for Analysts

Data used in this report are preliminary in nature, and there is not a separate data file release for this analysis. Although the demographic variables were imputed prior to this analysis, the COVID-19-related items are not imputed. The final data on the Restricted Use File will be fully imputed and include final weights that have undergone more adjustments. When final estimates are beyond a standard deviation from these preliminary analyses, we will note these differences. As

² A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

³ When testing whether an estimate was statistically different from 50 percent, to make statements like "More than half of the students ...," a one-tailed hypothesis test was used.

noted, these estimates use the Taylor-series linearization procedure while the final data will include 200 replicate weights, as is traditional in NCES studies.

References

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Appendix C—Estimate Tables

Glossary

This glossary includes descriptions of the variables used to produce estimates for this report. All institution and student characteristics variables will be available in the 2019–20 National Postsecondary Student Aid Study (NPSAS:20) data release. The COVID-19 pandemic effects variables included in this report are preliminary; final versions of these variables will be available in the NPSAS:20 data release.

Variables are listed in the glossary index below by general topic area and, within topic area, the order in which they appear in the tables. Each entry in the glossary index consists of a brief descriptive label on the left side and the corresponding variable name, in all capital letters, on the right side. The glossary that follows is organized alphabetically by variable label.

Glossary Index

Institution Characteristics

Control and level of institution..... SECTOR11
Institution regionOBEREG

Student Characteristics

Federal Pell Grant..... PELLAMT
Race/ethnicity..... RACE
Citizenship..... CITIZEN2
Gender GENDER
Age group..... AGEGROUP
Dependency and marital status (separated is unmarried) DEPEND5B
Veteran status VETERAN

COVID-19 Pandemic Effects

Enrollment disruptions/changes COVENRDIS
Withdrew from sampled institution..... COVEXPWIT
Took leave of absence from sampled institution COVEXPABS
Some or all classes canceled COVEXPCAN
School break extended..... COVEXPBRK
Study-abroad program canceled or modified COVEXPSAP
Some or all in-person classes moved to online only..... COVEXPONL
Received assistance from sampled institution in the form of technology or
technical services COVTECHSER
Housing disruptions/changes..... COVHOUDIS
Moved back to permanent address COVEXPPAD
Moved to another living situation..... COVEXPMOT

| | |
|---|---------------|
| Had difficulty finding safe and stable housing..... | COVEXPHM |
| Financial disruptions/changes | COVFINDIS |
| Received emergency financial assistance from sampled institution..... | COVEXPFIN |
| Lost a job or lost income because of reduced hours..... | COVEXPJOB |
| Had difficulty accessing food or paying for food..... | COVEXPFOOD |
| Had difficulty finding safe and stable child care | COVEXPCC |
| Received tuition refund from sampled institution | COVREFTUITION |
| Received room-and-board refund from sampled institution..... | COVROOMREF |
| Helpful communication from sampled institution: Access to coursework | COVCOMMCWRK |
| Helpful communication from sampled institution: Housing (on campus or college owned) | COVCOMMHOUS |
| Helpful communication from sampled institution: Degree program progress | COVCOMMPROG |
| Helpful communication from sampled institution: Financial aid | COVCOMMFAID |
| Helpful communication from sampled institution: Employment at institution | COVCOMMEMP |
| Information provided from sampled institution: Access food assistance | COVINFOFAST |
| Information provided from sampled institution: Move out of college-owned housing..... | COVINFOMOV |
| Information provided from sampled institution: Find alternative living arrangements | COVINFOALTLV |
| Information provided from sampled institution: Obtain physical/mental health care..... | COVINFOHLTH |
| Information provided from sampled institution: Access emergency financial aid from any source..... | COVINFOE Aid |

Age group

Student's age (in years) as of December 31, 2019, by group.

AGEGROUP**Citizenship**

Student's citizenship status during the 2019–20 academic year.

CITIZEN2**Control and level of institution**

Control and level of the sampled institution attended by a student during the 2019–20 academic year, based on the classification in the 2020 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics file. Control refers to the source of revenue and control of operations (public, private nonprofit, private for-profit), and level refers to the highest degree or award offered by the institution in any program. Doctorate-granting institutions awarded a doctoral research/scholarship or professional practice degree in one or more programs; 4-year, non-doctorate-granting institutions awarded at least a bachelor's degree; 2-year institutions awarded at least an associate's degree; and less-than-2-year institutions awarded certificates or other credentials in vocational programs. Public 4-year, non-doctorate-granting institutions were further subdivided by whether the institutions primarily conferred subbaccalaureate awards (certificates and associate's degrees) or bachelor's degrees. The 11 types of institutions consisting of combinations of control and level were used as the sampling strata for the NPSAS sample.

SECTOR11**Dependency and marital status (separated is unmarried)**

Student's dependency status, including dependents, and marital status during the 2019–20 academic year. This variable combines information on whether the student was married and whether the student had dependents. Students who were married but separated during the 2019–20 academic year are classified as unmarried. Students were considered to be financially independent of their parents for federal financial aid purposes during the 2019–20 academic year if they were age 24 or older on December 31, 2019, or if they were under 24 and met any of the following criteria: were married; had legal dependents; were veterans of the U.S. armed forces or on active duty; were orphans or wards of the court; or were homeless or at risk of being homeless.

DEPEND5B**Enrollment disruptions/changes**

Composite variable indicating whether the student experienced any of a selected set of enrollment disruptions or changes: whether they withdrew from their sampled institution, took a leave of absence from their sampled institution, had some or all in-person classes moved to online-only instruction, had some or all classes canceled, had school breaks extended, or had their study-abroad program canceled or modified between January 1, 2020, and June 30, 2020, as a result of COVID-19. Each component item is also featured individually in this report. All component items were added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

COVENRDIS**Federal Pell Grant**

Total amount of federal Pell Grants received by a student at all institutions attended during the 2019–20 academic year. Pell Grants are need-based grants awarded to undergraduates who have not yet received a bachelor's degree and for students in teaching certificate programs. The Pell Grant amount depends on the expected family contribution, the price of attendance, and attendance status (i.e., full-time or part-time, full-year or part-year). PELLAMT was used in this report to generate a binary variable indicating whether the student received Pell Grants.

PELLAMT

Financial disruptions/changes**COVFINDIS**

Composite variable indicating whether the student experienced any of a selected set of financial disruptions or changes: whether they received emergency financial assistance from their sampled institution, lost a job or lost income because of reduced hours, or had difficulty accessing food or paying for food between January 1, 2020, and June 30, 2020, as a result of COVID-19. Each component item is also featured individually in this report. All component items were added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Gender**GENDER**

Student's gender. Gender identity categories provided for self-identification in the NPSAS:20 survey included male; female; transgender, male-to-female; transgender, female-to-male; genderqueer or gender nonconforming; and a different gender identity. Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different identity (except students who selected multiple responses within the same gender binary, who are classified within that binary—e.g., students who selected both male and transgender, female-to-male, are classified as male).

Had difficulty accessing food or paying for food**COVEXPFOOD**

Student's response to the NPSAS:20 survey item: "Did you have difficulty accessing food or paying for food between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Had difficulty finding safe and stable child care**COVEXPCC**

Student's response to the NPSAS:20 survey item: "Did you have difficulty finding safe and stable child care between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This variable applies only to students with dependent children under the age of 12. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Had difficulty finding safe and stable housing**COVEXPHM**

Student's response to the NPSAS:20 survey item: "Did you have difficulty finding safe and stable housing arrangements between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Helpful communication from sampled institution: Access to coursework**COVCOMMCWRK**

Student's response to the NPSAS:20 survey item: "Please indicate how much you disagree or agree that [student's sampled institution] provided helpful communication about how COVID-19 would impact your coursework." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not applicable. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and was set to missing for students for whom this item was not applicable. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Helpful communication from sampled institution: Degree program progress

COVCOMMPROG

Student's response to the NPSAS:20 survey item: "Please indicate how much you disagree or agree that [student's sampled institution] provided helpful communication about how COVID-19 would impact your degree program progress at the institution." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not applicable. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and was set to missing for students for whom this item was not applicable. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Helpful communication from sampled institution: Employment at institution

COVCOMMEMP

Student's response to the NPSAS:20 survey item: "Please indicate how much you disagree or agree that [student's sampled institution] provided helpful communication about how COVID-19 would impact your employment at the institution (including federal work-study, assistantships, etc.)." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not applicable. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and was set to missing for students for whom this item was not applicable. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Helpful communication from sampled institution: Financial aid

COVCOMMFAID

Student's response to the NPSAS:20 survey item: "Please indicate how much you disagree or agree that [student's sampled institution] provided helpful communication about how COVID-19 would impact your financial aid." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not applicable. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and was set to missing for students for whom this item was not applicable. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Helpful communication from sampled institution: Housing (on campus or college owned)

COVCOMMHOUS

Student's response to the NPSAS:20 survey item: "Please indicate how much you disagree or agree that [student's sampled institution] provided helpful communication about how COVID-19 would impact your housing (on campus or college owned)." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not applicable. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and was set to missing for students for whom this item was not applicable. The variable applies only to students who lived on campus or in college-owned housing (e.g., a dorm or a residence hall) during the 2019–20 academic year. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Housing disruptions/changes**COVHOUDIS**

Composite variable indicating whether the student experienced any of a selected set of housing disruptions or changes: whether they moved to another living situation, moved back to their permanent address, or had difficulty finding safe and stable housing arrangements between January 1, 2020, and June 30, 2020, as a result of COVID-19. Each component item is also featured individually in this report. All component items were added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Information provided from sampled institution: Access emergency financial aid from any source**COVINFOEAID**

Student's response indicating how much they disagree or agree with the NPSAS:20 survey item: "As part of the response to COVID-19, [student's sampled institution] provided the information you needed to access emergency financial assistance from any source." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not needed. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and set to missing for students for whom the information provided was not needed. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Information provided from sampled institution: Access food assistance**COVINFOFAST**

Student's response indicating how much they disagree or agree with the NPSAS:20 survey item: "As part of the response to COVID-19, [student's sampled institution] provided the information you needed to access food assistance (e.g., food pantries, vouchers, etc.)." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not needed. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and set to missing for students for whom the information provided was not needed. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Information provided from sampled institution: Find alternative living arrangements**COVINFOALTLV**

Student's response indicating how much they disagree or agree with the NPSAS:20 survey item: "As part of the response to COVID-19, [student's sampled institution] provided the information you needed to find alternative living arrangements." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not needed. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and set to missing for students for whom the information provided was not needed. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Information provided from sampled institution: Move out of college-owned housing**COVINFOMOV**

Student's response indicating how much they disagree or agree with the NPSAS:20 survey item: "As part of the response to COVID-19, [student's sampled institution] provided the information you needed to move off campus or out of college-owned housing." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not needed. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and set to missing for students for whom the information provided was not needed. The variable applies only to students who lived on campus or in college-owned housing (e.g., a dorm or a residence hall) during the 2019–20 academic year. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Information provided from sampled institution: Obtain physical/mental health care**COVINFOHLTH**

Student's response indicating how much they disagree or agree with the NPSAS:20 survey item: "As part of the response to COVID-19, [student's sampled institution] provided the information you needed to obtain physical or mental health care." Response options included completely disagree, somewhat disagree, neither disagree nor agree, somewhat agree, completely agree, and not needed. This variable was set to 1 for students who somewhat or completely agreed, 0 for students who somewhat or completely disagreed or neither disagreed nor agreed, and set to missing for students for whom the information provided was not needed. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Institution region**OBEREG**

Indicates the geographic region where the sampled institution is located. This variable is based on the 2019–20 IPEDS Institutional Characteristics Header file. Office of Business Economics region codes come from the Bureau of Economic Analysis. The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mideast region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington.

Lost a job or lost income because of reduced hours**COVEXPJOB**

Student's response to the NPSAS:20 survey item: "Did you lose a job or lose income because of reduced hours (e.g., moved away from job near [student's sampled institution], nonessential job ended as result of stay-at-home orders, etc.) between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Moved back to permanent address**COVEXPPAD**

Student's response to the NPSAS:20 survey item: "Did you move back to your permanent address between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Moved to another living situation**COVEXPMOT**

Student's response to the NPSAS:20 survey item: "Did you move to another living situation between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Race/ethnicity**RACE**

Student's race/ethnicity. Race/ethnicity is based on the Census Bureau race categories, with an additional category added for students of Hispanic or Latino origin.

| | |
|---|--|
| White, not Hispanic or Latino | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |
| Black or African American, not Hispanic or Latino | A person having origins in any of the Black racial groups of Africa. |
| Hispanic or Latino, of any race | A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin regardless of race. |
| Asian, not Hispanic or Latino | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. |
| American Indian or Alaska Native, not Hispanic or Latino | A person having origins in any of the original peoples of North America and who maintains tribal affiliation or community attachment. |
| Native Hawaiian or other Pacific Islander, not Hispanic or Latino | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Island. |
| Two or more races, not Hispanic or Latino | A person who identifies with two or more races. |

Received assistance from sampled institution in the form of technology or technical services

COVTECHSER

Composite variable indicating whether the student received any of a selected set of technology/technical services from their sampled institution: a laptop or tablet, internet access or internet hot spot, training or learning materials on using new software, free access to digital textbooks, or other technology or technical services to assist with online instruction between January 1, 2020, and June 30, 2020, as a result of COVID-19. This variable applies only to students who had some or all in-person classes moved to online only as a result of COVID-19 and whose sampled institution did not exclusively offer online instruction prior to COVID-19. Students who responded that none of these items were needed were set to missing. All component items were added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Received emergency financial assistance from sampled institution

COVEXPFIN

Student's response to the NPSAS:20 survey item: "Did you receive emergency financial assistance from [student's sampled institution] between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Received room-and-board refund from sampled institution

COVROOMREF

Composite variable indicating whether the student received or expected to receive a full or partial refund for housing (on campus or college owned) or campus meal plan from their sampled institution between January 1, 2020, and June 30, 2020, as a result of COVID-19. Students who received or expected to receive credit for future enrollment costs or did not receive a refund are classified as not receiving refunds. This variable was set to missing for students who were unsure of their refund status or indicated that neither item applied to them. Housing refunds are considered not applicable to students who did not live on campus or in college-owned housing (e.g., a dorm or a residence hall) during the 2019–20 academic year. All component items were added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Received tuition refund from sampled institution

COVREFTUITION

Composite variable indicating whether the student received or expected to receive a full or partial refund for tuition and/or fees from their sampled institution between January 1, 2020, and June 30, 2020, as a result of COVID-19, or left their sampled institution due to COVID-19 and received a full refund of their tuition. Students who received or expected to receive credit for future enrollment costs or did not receive a refund are classified as not receiving refunds. This variable was set to missing for students were unsure of their refund status or indicated that this item did not apply to them. All component items were added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

School break extended

COVEXPBRK

Student's response to the NPSAS:20 survey item: "Were your school breaks extended (e.g., longer spring break, additional break after winter quarter, etc.) between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Some or all classes canceled**COVEXPCAN**

Student's response to the NPSAS:20 survey item: "Were some or all of your classes canceled between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Some or all in-person classes moved to online only**COVEXPONL**

Student's response to the NPSAS:20 survey item: "Did some or all of your in-person classes move to online-only instruction between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This variable applies only to students whose sampled institution did not exclusively offer online instruction prior to COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Study-abroad program canceled or modified**COVEXPSAP**

Student's response to the NPSAS:20 survey item: "Was your study-abroad program canceled or modified between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Took leave of absence from sampled institution**COVEXPABS**

Student's response to the NPSAS:20 survey item: "Did you take a leave of absence from [student's sampled institution] between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.

Veteran status**VETERAN**

Student's veteran status during the 2019–20 academic year. Veteran status is based on data from the Veterans Benefits Administration. Students who were on active duty during the 2019–20 academic year but who completed this term of service before the end of the 2019–20 academic year are included as veterans in this variable.

Withdrew from sampled institution**COVEXPWIT**

Student's response to the NPSAS:20 survey item: "Did you withdraw from [student's sampled institution] between January 1, 2020, and June 30, 2020, as a result of COVID-19?" This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended their sampled institution at any time between January 1, 2020, and June 30, 2020.