

Understanding The Impact of COVID-19 on College Student Academic and Social Lives

Alan R. Hamlin, Ph.D.
Southern Utah University

Steve T. Barney, Ph.D.
Southern Utah University

ABSTRACT:

The coronavirus has caused major disruptions in the lives of people around the world in 2020. The academic world is no exception. The spread and severity of the virus has resulted in major academic changes in university class availability and content delivery; the use of technology for administrative, faculty and student meetings; how clubs and organizations conduct their affairs; student housing and dining; attendance at athletic, theater and other events; and many other areas. These changes have resulted in a great deal of stress and uncertainty among this demographic group.

A 56 question survey was created to measure the perceptions of college students about the impact of COVID-19 on various aspects of their lives, including academic, financial, social, emotional and physical impacts. It was also designed to assess the impact of the pandemic on their attitudes about the future of their studies, careers and personal lives. 823 students completed the anonymous survey during Summer and Fall Semesters of 2020. This paper addresses the impact of the virus on the academic and social lives of college students, including coursework, study habits, communication with other students and faculty members, campus life, social interactions and how the virus has affected their perceptions about their future plans after graduation. It also provides some guidelines on how college teachers and administrators should consider these changes when making decisions that affect them.

Keywords: Covid-19, College Student, Effects, Academic Life, Social Life

INTRODUCTION.

COVID-19 is an acronym that means “Coronavirus Disease 2019” (Kaplan, 2020). The name was defined by the World Health Organization and the U.S. Center for Disease Control to “enable discussion on disease prevention, spread, transmissibility, severity and treatment.” (ibid).

Coronaviruses were first identified in humans in 1965, and derive their name from the crown-like appearance of the cells. There are many variations, affecting both humans and animals. Of the seven that affect humans, the one that causes the current version, COVID-19, is Severe Acute Respiratory Syndrome, or SARS (CoV-2), which emerged in China in 2002. Experts currently believe it originated from bats, and quickly spread from China to 28 other countries. About 8000 people were infected by July 2003, and 774 died. MERS (Middle East Respiratory Syndrome), another coronavirus, also began from bats. It originated in Saudi Arabia in 2012 and killed 858 people.

The pandemic of 2020 had its origins in Wuhan, China in late 2019. The rapid diffusion of this respiratory tract infection has surprised experts and the general public alike, and resulted in many efforts to contain the spread, including masks, social distancing and quarantine. As of July 28, 2020 over 16,540,000 cases have been documented throughout the world, with 655,300 deaths and 10,346,125 recovered. In the United States, the world’s most infected nation, 4,323,693 cases have been confirmed, with 148,669 deaths (Johns Hopkins University, 2020). Many countries experienced a high initial wave of infections (e.g. China and Europe) and reacted quickly and severely, requiring masks, social distancing and even quarantine of certain metro areas. The result is that by July, 2020 their cases declined markedly, while the U.S. has become the global hotspot for the virus (Interactive Coronavirus Map, July 20, 2020). As of mid-summer 2020, 33 countries are banning travel by U.S. citizens to their countries (Sternlicht, 2020).

REVIEW OF LITERATURE.

Our research focuses on how the virus has affected the academic lives of college students in five areas: academic, financial, social, emotional and physical. The focus of this paper will be on academic and social issues, and the Review of Literature will focus on this area.

Academic Impacts:

Effect on Institutions and Communities:

The effects of the virus on academic institutions has been dramatic. As of August 19, many colleges and universities are still debating what courses and programs to offer, and how to offer them. According to a study published by Yale University School of Public Health and Harvard Medical School on July 31, 2020, computer simulations of a hypothetical campus of 5000 students show that infections “can be controlled at universities this fall if students are tested for the virus every two days.” (Moyer, 2020). The article estimated that the cost to the college for this level of testing would be \$470 per student per semester, and that “logistical challenges such as the availability of tests or isolation dormitories may be beyond the reach” of some institutions. (ibid). At least one college, Elon College of North Carolina, is requiring any student coming to campus in the fall to “take an at-home test for \$129...The test is administered by nearby LabCorp and will be billed to students in September” (Fowler, 2020). This could have an

adverse effect on enrollment at Elon for Fall Semester. The University of Notre Dame has cancelled live classes, Brown University and the University of Maryland have pushed back start dates for Fall semester, and the entire California State University system has “scrapped in-person learning plans (Smith, 2020). As of August 14, nearly a quarter of colleges were conducting their classes either primarily or entirely in-person, and 32% of schools were primarily or entirely online (Chronicle of Higher Education, 2020).

There is also the issue of financial hardship on the university itself, including the loss of revenue from possible declining student enrollments, attendance at athletic and cultural events, and cuts to education budgets from cash-starved state coffers. For example, Kent State University, along with two other Cleveland-area colleges, has been categorized as “perish” in an analysis by a New York University professor (Miller, 2020). Athletic budgets alone present many problems for American universities which rely on gate receipts, TV deals and NCAA participation to offset the massive costs of stadiums, staff, training facilities, scholarships and travel expenses. Duke basketball coach Mike Krzyzewski was quoted as saying that the cancellation of the 2020 NCAA basketball tournament alone “cost the organization more than \$375 million” (Medcalf, 2020). In addition to these concerns, many colleges decided to refund room, board and parking for students who left Spring Semester early due to the virus. The University of Pittsburgh assigned students “a move out date the week after Spring Break...and the amount refunded was based on the percent of the semester remaining on the day they moved out.” (Haefner, 2020). COVID-19 is therefore causing academic institutions to be “squeezed” by higher costs (testing centers, providing alternative classroom experiences, technology improvement, advisement and counseling, etc.) and lower revenues.

Attendance at football games does not just affect the university, but the local community as well. For example, in a normal year the Florida Gators football program “has a direct economic impact of \$71 million on the city of Gainesville...and brings in approximately 520,000 people (74,000 per game) each year, who in addition to buying game tickets, purchase 422,475 hotel days of lodging, and spend \$168 per day each for food, beverages and rooms... (Titus, 2020). Any cutbacks in the scheduling of games, seating or other aspects of the football program will have a direct economic impact on the host city and participating universities.

Some states have banned travel from other “hotbed” states, in order to minimize exposure to the virus. For example, Massachusetts Governor Charlie Baker recently signed “a new executive order requiring people from outside the state to fill out a travel form and comply with a 14 day quarantine..which applies to all students, faculty and staff.” A few low-risk states are exempted (Candanosa, 2020). This could depress enrollment for live classes in that state, as well as make it more difficult for recruiting prospective students to campus. As a result, many universities are now using virtual interviews and campus tours (msn.com, 2020).

Lastly, the coronavirus has affected university financing in areas as diverse as lower endowments due to financial market uncertainty; reduced funds for student loans and scholarships as donors dwindle; cutbacks to faculty, staff and administration; cuts in state higher education budgets; reductions in full-tuition paying international students; increased need for technology resources and manpower; and many others (DePietro, 2020)

Effects on students, faculty, and learning:

Many, if not most, colleges and universities are considering a range of options from complete campus closure to regular, live classes. On March 6, 2020 the University of

Washington became the first major American college to shut down campus operations. In just 10 days, over 250 colleges followed (Dennon, 2020). The University of North Carolina recently announced that they are cancelling live classes for the entire Fall semester (Diep and Thomason, 2020). Many are still, as of the end of July, considering options in between those two extremes, including putting restrictions on class and non-class activities, and offering online, hybrid or other options in addition to the regular live-class format. Just as teachers in the K-12 age groups are having to adapt, the virus requires changes to student learning rubrics for both faculty members and students at the college level as well, and has uncertain effects on student motivation, comprehension and retention of information. According to a recent UN study, “as of mid-July, schools were closed in some 160 countries, affecting more than 1 billion students...” (United Nations, 2020). UN Secretary-general Antonio Guterres warns that “the world faces a generational catastrophe because of school closures...and only a quarter of secondary school students in developing countries are leaving with basic skills.” (ibid). Further, many students lack sufficient technological resources to succeed in off-campus learning (Moxley, 2020). These unprepared students will be entering college soon, and will require additional resources to succeed.

College students have complained that, since the cancellation of classes in spring, course content has been reduced or drastically changed; time to interact with professors has declined; that Zoom office hours are very “awkward” to call into; laboratory and field sections of classes have been stopped completely; and generally the changes have been difficult to adjust to (Haefner, 2020).

It is not surprising that many study abroad programs have been cancelled, thus depriving U.S. students the opportunity of having rich cultural and learning experiences overseas. When the virus became an acute problem for Italy, for example, “Elon University, Fairfield University, Florida International University, Gonzaga University, the University of Tampa, Miami-University-Ohio, Penn State University, Stanford University, Syracuse University...University of Miami and Villanova University all wrote..their students would leave Italy and return to the U.S.” (McCarthy, 2020). Many made their students go into quarantine upon their return (ibid).

Regarding the virus threat to faculty members at colleges, many are concerned about how safe the teaching environment will be once live classes begin in Fall Semester. Teachers at some colleges are mobilizing to demand flexibility and more online options until at least December, and “an increased voice in formulating plans” (Cherney and Hao, 2020). The aging of college professors has been a concern to administrators for decades. The median age of the civilian workforce is 42 years, while the median for tenure-track college professors is 49. Those 55 and older represent 37% of the college faculty (Flaherty, 2020). Since COVID-19 disproportionately affects older citizens, there is concern among this group about returning to teach live classes. Lastly, this concern is happening at colleges all around the world. In the U.K. for example, those most at risk are lecturers, researchers and support staff with insecure contracts (Batty, 2020).

Social Impacts:

College students are, as a demographic group, very social in nature. Though some prefer isolation and remote study, the majority of resident students on college campuses look forward to socializing in many venues, including artistic and athletic events, dorm experiences, classes and labs, and even cafeteria mingling. Due to the pandemic, all of these have been drastically

altered, with social distancing and mask requirements dealing heavy blows to the social networking and college experience most wish to have. As one educator said, “15-to-24 year olds need to be together. Their brains require socialization, and the impact of extended periods of isolation is as deadly to them as exposure to the COVID-19 is to the 65-plus demographic...so please, for their health, let these young people participate in class, athletics, band, choir, debate and student government with appropriate protective equipment and social distancing...” (Bullock, 2020).

SURVEY ANALYSIS:

In March, 2020, due to the impact of the Covid-19 virus on the state of Utah, the Administration at Southern Utah University, along with those of all public institutions of higher education in the state, was forced to convert all live classes to remote delivery, stop all live artistic and athletic events, and severely restrict student and employee access to campus sites such as the bookstore and cafeteria. Like many universities nationwide, after Spring Break very few students (many of which were international) stayed on campus. Student academic and social lives were completely turned upside down.

To assess the impact of Covid-19 on college student academic lives at Southern Utah University, the authors constructed a self-report survey with questions about their classes (content and availability), progress toward graduation, communication with faculty and other students, satisfaction with the change to remote learning, and many other aspects of academic life. We also assessed their perceptions about how the virus has affected their social life, desire to attend collegiate events, interactions with other students, etc. We used a 1-5 Likert-type scale for each, with larger numbers reflecting more pronounced levels. We asked 10 students to review the survey for clarity, readability, and face validity.

After determining that the content of the survey was clear, we recruited 823 respondents (25.8% male, 46.4% female, 26% non-binary, preferred to not disclose, or did not complete this information) from various synchronous remote, or asynchronous remote courses during the 2020 summer and fall semesters, and spring semester 2021 at a medium-sized (12000) university. The majority (93%) were from USA, with students from China, France, Republic of Korea, Italy, the Netherlands, Germany, Argentina, and the UAE included in the sample. The mean age of our sample was 22.58 years ($SD = 5.9$). Respondents identified academic majors from across the campus, representing all five academic colleges. During the two semesters prior to the pandemic, 91% of our respondents' courses were face to face, with the remainder comprising half-term on-line, full-term on-line, and hybrid classes. For our sample, 328 (42%) were classified as Seniors, 193 (25%) were Juniors, 137 (17%) were Sophomores, and 116 (15%) were Freshmen. Forty nine students did not respond to this question. Most, (66%) were single, 26% were married, and 8% were cohabitating with a partner.

Academic Effects:

Regarding the academic experiences of our sample, since the University responded to the COVID-19 pandemic by moving courses to remote synchronous or remote asynchronous, most of our respondents (64%) had found no change in their ability to find courses they need to graduate. However, 47% reported the quality of their classroom instruction has been reduced

(see Figure 1- Appendix 1). Much of this dissatisfaction was due to the conversion of live classes to online or hybrid delivery systems.

In addition to the expressed dissatisfaction students had toward the quality of their classroom instruction due to the virus, 59% of the 823 respondents noted their ability to learn class material had become Worse or Much Worse, as shown in Figure 2 (Appendix 1).

When the seriousness of the Covid-19 threat became generally known in Spring, 2020, college students had their classes changed, cancelled or morphed into new delivery systems some were not familiar with. This happened in the middle of Spring Semester, while classes were continuing. In many cases, faculty members had to change to a completely new method of teaching using new technologies. Some had to teach both remotely and live simultaneously. Many colleges cancelled the semester entirely, throwing students behind in their graduation pursuits, while others quickly added cameras and microphones to existing classrooms so that teachers could reach students in classes who could no longer come to campus. The class changes continued into the summer and fall 2020, when this survey was taken. At the time of this writing, classes in 2021 are also affected and the virus is still spreading. This chaos affected college student ability to study effectively off-campus. As illustrated in Figure 3 (Appendix 1) for 39% of our sample, students indicated that their study habits had become Worse or Much Worse, where 38% noted their study habits had not changed, and 22.5% had actually gotten better.

In addition to the changes that the virus has required in the academic area, it has also affected how college students communicate with their peers, teachers and even loved ones. Fortunately many students are used to communicating remotely with friends and others due to social media. Regarding their ability to communicate with instructors, only 28.5% noted the situation had gotten Worse or Much Worse (see Figure 4- Appendix 1).

As shown in Figure 5 (Appendix 1), 68.7% noted that their ability to communicate with fellow students had gotten Worse or Much Worse. This is largely due to the changes forced on the students when live classes and campus events were cancelled, and pushed to remote delivery. Instead of having live group assignments, discussions and projects, everything now became converted to tech-driven communication, using Zoom, chat questions, online breakout rooms and other more impersonal methods of conveying ideas and thoughts. This may have particularly adversely affected international students, where English is a second language and body language and close proximity are important in understanding the sender's message.

Overall, relying more on technology for learning and comprehension has produced Negative or Very Negative results for 46.7% of our sample, while 32% noticed no change, and 21% have actually noticed positive changes. Finally, if delivery methods remained remote synchronous or remote asynchronous over the next several semesters, 30% of our respondents would be Less Likely or Much Less Likely to continue their educational pursuits, while just under 60% would be just as likely, and nearly 20% would be More Likely or Much More Likely.

Social Effects:

For respondents who reported being single, over 80% reported that the pandemic has changed the way they socialize with friends (see Figure 6- Appendix 1). As shown in Figure 78 (Appendix 1), since the advent of Covid-19 in 2020, nearly 72% of our respondents have used technology more frequently in the past year for social interactions with friends. Yet even though many students are using technology more than before Covid-19 to socialize with friends, over

78% Disagreed or Strongly Disagreed that these types of interactions lead to stronger relationships than in-person contact (see Figure 8- Appendix 1).

These concerns spill over into other areas in students' lives that involve social interaction. For example, 76% of our respondents reported reductions in their attendance at both on and off-campus social events, such as social activities, parties and/or dating events. Over a third of respondents indicated they were going to be less likely to attend social and sporting activities (35%), plan to have less involvement with clubs and organizations (35%), and will be less likely to use campus facilities, like the bookstore (38.5%) once campus opens for regular activities. Of the respondents who are married or cohabitating, over 80% noted the pandemic has changed the way they socialize with friends.

Over 45% of our respondents indicated that the pandemic has changed the way they interact with their partners. Fortunately, 53% noted their partner has been more supportive of their educational pursuits since the pandemic started. In our sample of married or cohabitating students, nearly 85% reported COVID-related restrictions has reduced how often they and their partner attend social events, parties, or dating activities. Nearly half will be less likely to attend social or sporting events (49%), be involved in clubs and organizations (47%), and use college facilities like the bookstore (41%) after the university reopens for regular business.

Lastly, 70% of our respondents were generally satisfied with the university's efforts to communicate about changes to classes and procedures in response to Covid-19. However, only 32% felt confident in the information they were getting from the federal government about the pandemic, and 81% reported feeling under more stress than before the pandemic began in early 2020.

CONCLUSIONS AND RECOMMENDATIONS:

The current pandemic brings myriad challenges and stresses to the lives of college and university students. Because their role as student often permeates virtually every aspect of their identity, those challenges that impact students' academic life also have the potential to produce broad reaching complications in functioning. Based on the responses to the survey instrument, college students are struggling with learning; they are socially distant and separated from peers and fellow students; their study habits have declined; and the quality of course instruction is not as good as it was pre-pandemic. These young people are often employed with families to support, yet working more hours and are more prone to food and housing insecurities. As those invested in the educational health of our students, college administrators, faculty and staff are in an advantageous position to help them successfully navigate these trying times. Below we offer some recommendations.

- 1) Become proficient in best practices for remote delivery. As institutions have moved to on-line asynchronous or remote synchronous course delivery, many faculty have been ill-prepared to transition smoothly. In the firestorm of delivery mode adjustments, many faculty members have been doing whatever they can to survive, let alone undertaking efforts to become proficient at new technologies and pedagogical practices. We recommend examining best practices for tips and practical suggestions. Most universities have teaching centers, where networks for helping faculty sprang up spontaneously as COVID-19 began. All faculty should be trained in new delivery technologies and be made aware of the needs of the students they teach.

- 2) Reexamine course curricula and adjust accordingly. Students are taxed for time, emotionally stressed, and socially disconnected at a time in their lives when social networking helps promote long-term identity formation. Ensure that class activities are worth the time investment demanded they make of students. The last thing students need in these troubling times are assignments and tasks that are not conducive to long-term retention of information, growth and enhancement of their skill-set. This pandemic provides faculty a unique opportunity to carefully examine the content of their curriculum and refine their learning goals and objectives for courses.
- 3) Help students recognize the value of self-care. We recommend faculty take class time to invite a dialogue about students' experience of COVID-19. Using chat functions, or break out rooms in the electronic meeting platforms may facilitate student participation in remote synchronous class settings. Encourage them to share ideas and coping strategies with each other. As this builds options for growth and resilience, it also contributes to opportunities for social connections sorely needed during this pandemic. Encourage students to attend to their own personal needs. Faculty should familiarize themselves with available mental health and other resources students may need. Distributing messages or electronic announcements with these resources could be extremely helpful.
- 4) Administrators must provide resources for faculty, advisors and staff to be trained as to how to help students in the short-term to deal with these problems. This will be difficult, given that enrollment has dropped at many universities in the U.S. and administrators are struggling with budget issues. Nonetheless, until a vaccine is widely distributed, and the public health is restored, students will have great need of help and understanding in their academic and social lives. Faculty members, advisors, coaches and staff are the front line personnel in helping their students to succeed through this pandemic.
- 5) Finally, faculty members should make conscious efforts to approach their positions with high expectations for academic success and excellence, along with a high level of compassion and tolerance. This balance will ensure that this generation of students continue to progress intellectually and academically, and build the resilience they need to thrive emotionally. Some have speculated that while the physical aspects of COVID-19 are becoming more apparent, the academic and social impacts of the virus are also taking an emotional and mental toll on our youth which lies beneath the surface. Taking time to recognize the impact of this situation on students, taking time to provide a safe-space for them to express their challenges and share coping strategies with each other, and helping them build resilience and adaptive functioning could prove very helpful as the full scope of mental consequences of the pandemic begin to emerge.

College faculty, staff and administrators are, like their K-12 counterparts, a devoted and dedicated group. Many willingly committed to a professional career in education, destined to lower pay, longer hours, and often inadequate recognition for their efforts. Covid-19 has made the effort even harder. It is important that teachers and staff members be trained, and resources be provided, so that excellence in the classroom is maintained while providing the necessary support to students who are struggling in many areas of their lives.

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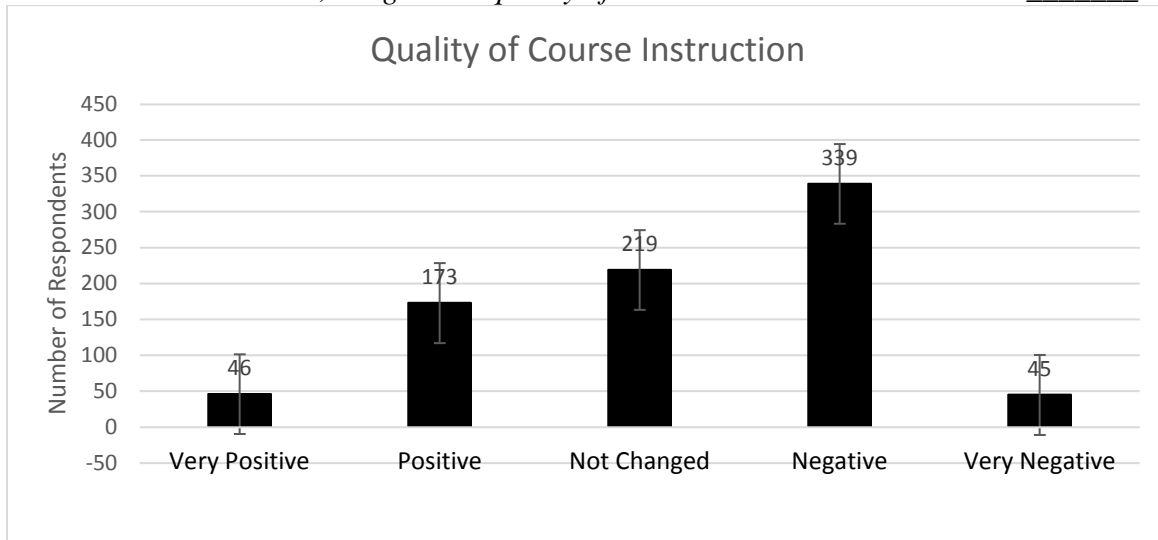
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APPENDIX 1: FIGURES AND CHARTS

Figure 1.

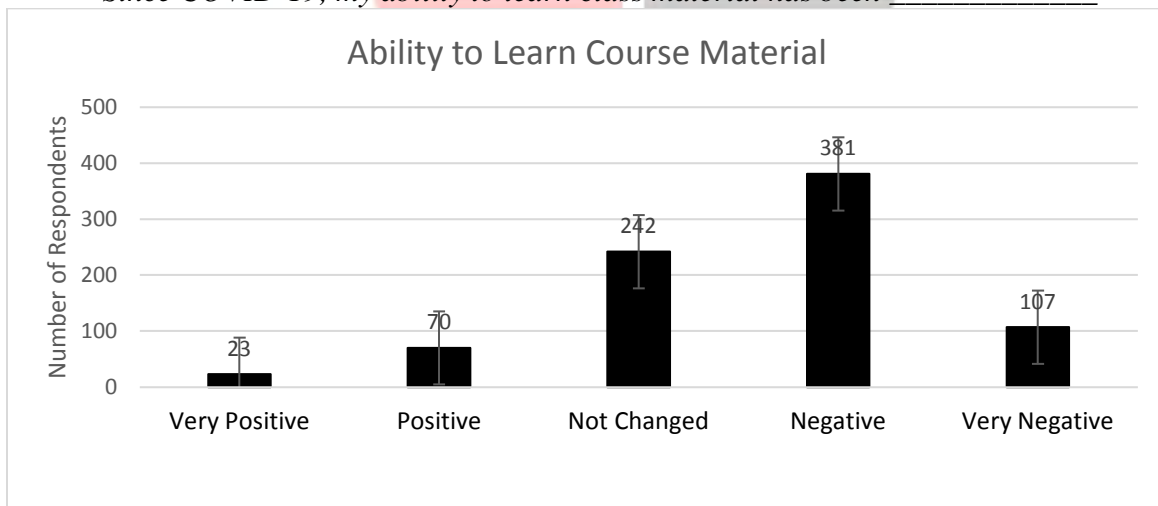
Since COVID-19, the general quality of classroom instruction has been _____



Note Mean = 3.2, SD = .72

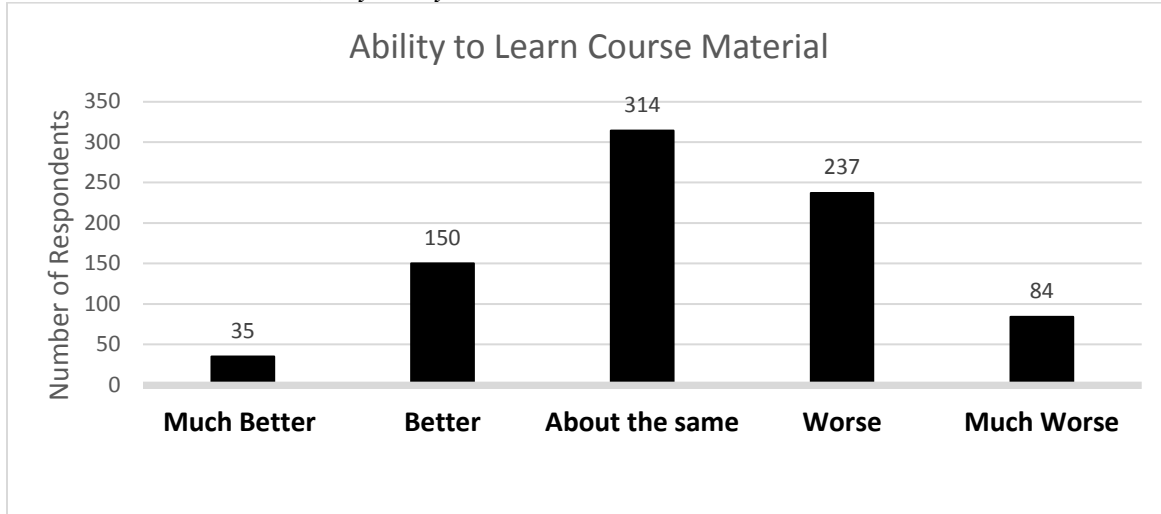
Figure 2

Since COVID-19, my ability to learn class material has been _____



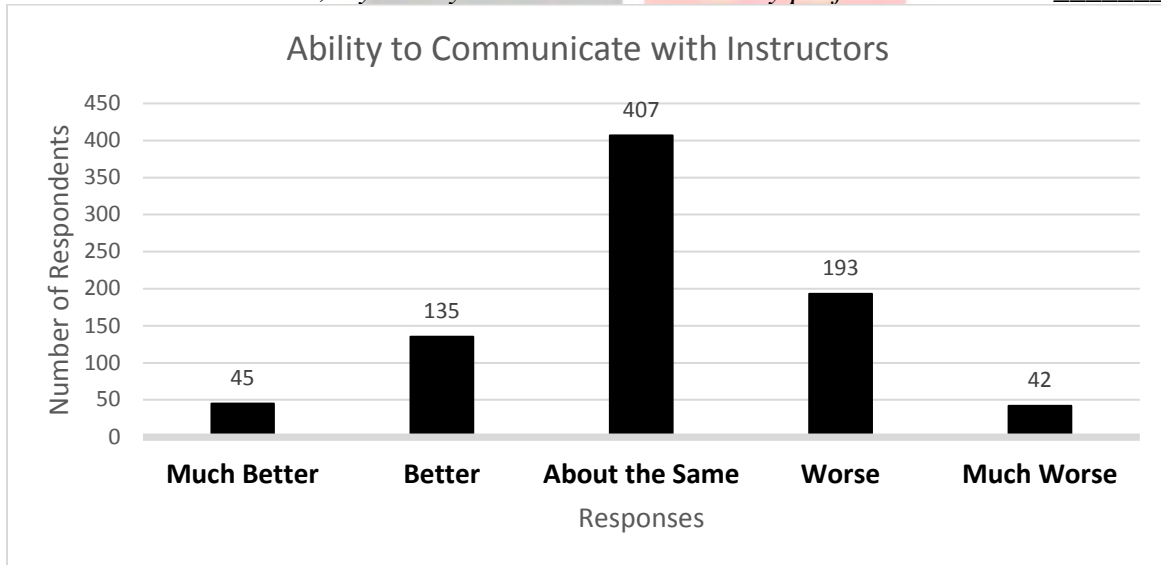
Note. Mean = 3.58, SD = .92

Figure 3.
Since COVID-19, my study habits have become _____



Note, Mean = 3.23, SD = 1.0

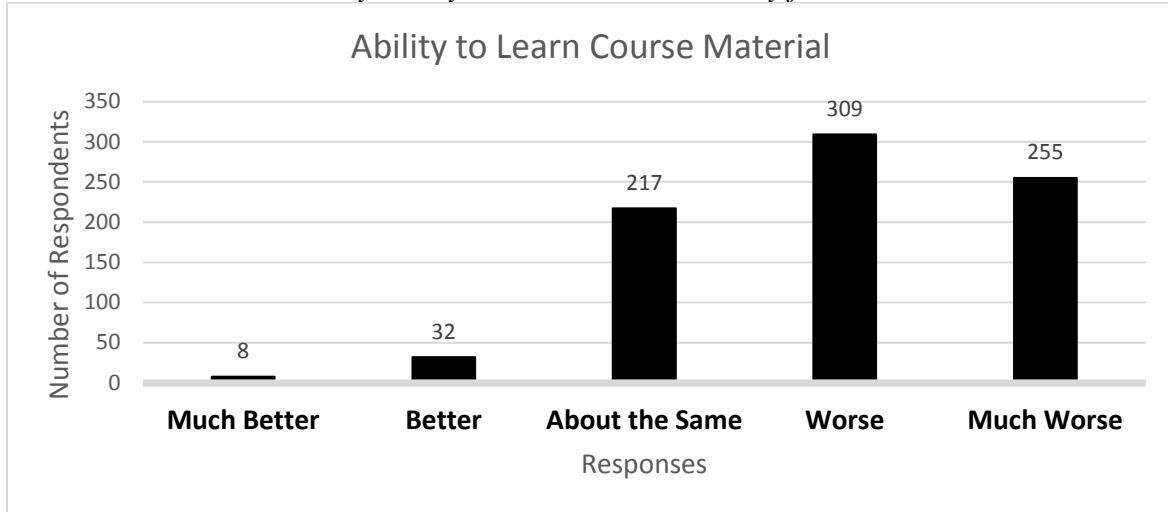
Figure 4.
Since COVID-19, my ability to communicate with my professors has been _____



Note, Mean = 3.06, SD = .91

Figure 5.

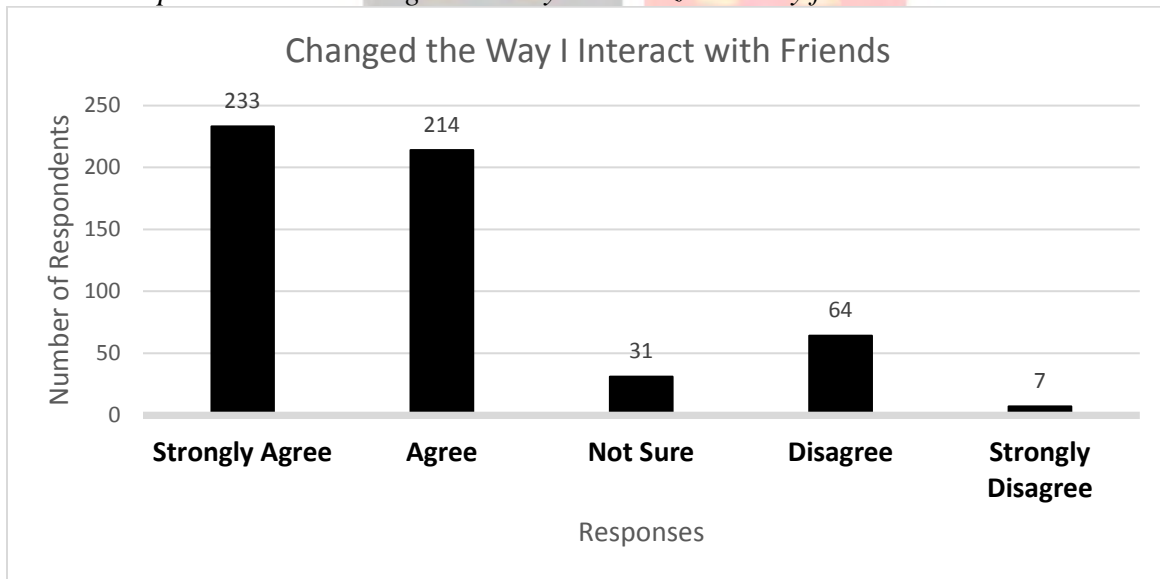
Since COVID-19, my ability to communicate with my fellow students has been



Note, Mean = 3.94, SD = .90

Figure 6.

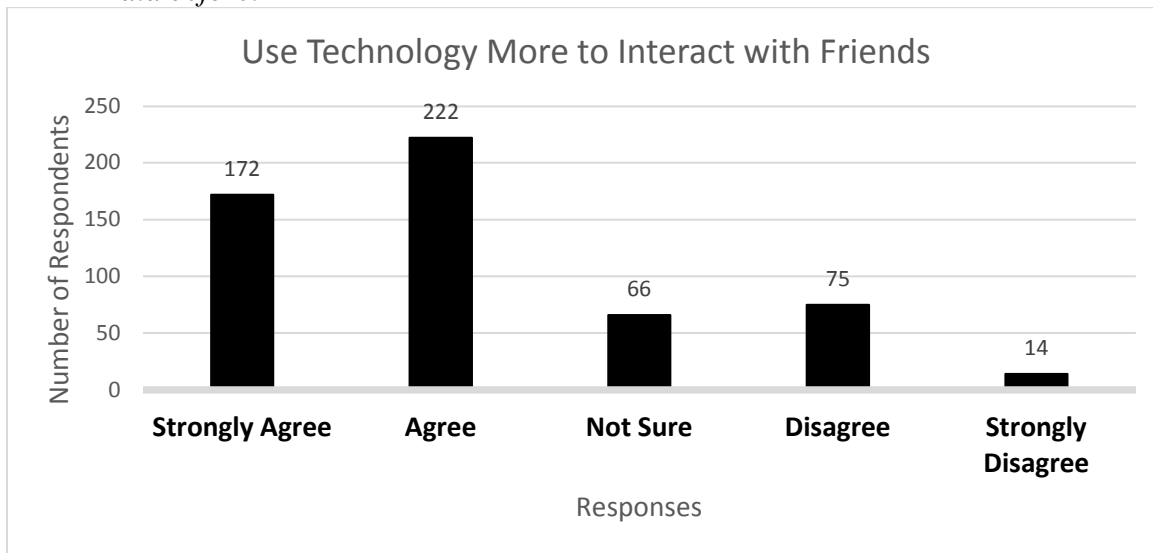
The pandemic has changed the way I socialize with my friends



Note, Mean = 1.9, SD = 1.03

Figure 7.

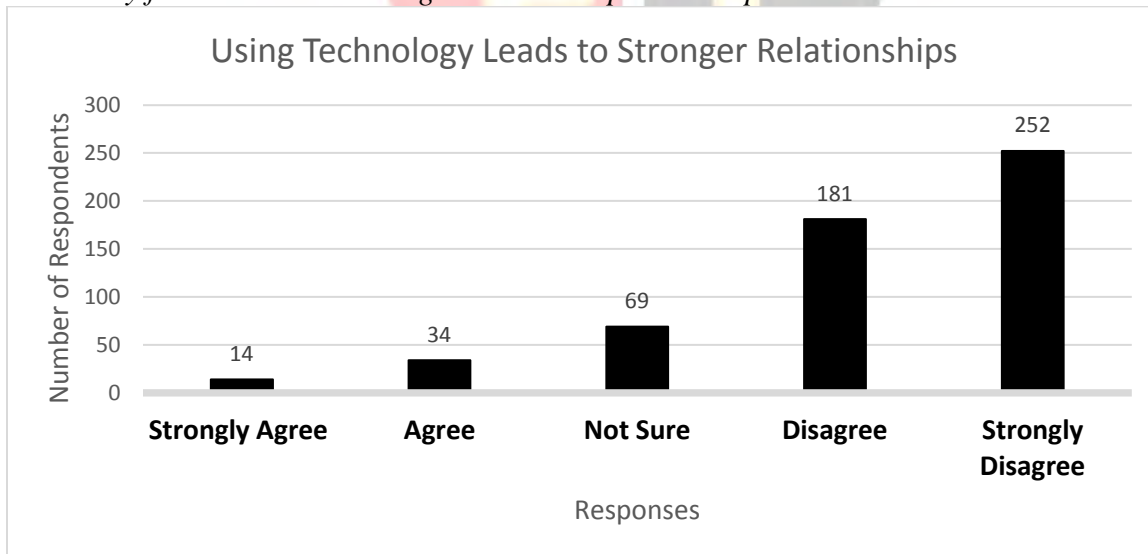
Due to recent changes associated with the pandemic, I now use technology more frequently for social interactions and communication with my friends than I did before.



Note, Mean = 2.16, SD = 1.09

Figure 8.

Using technology more frequently for social interactions and communication with my friends leads to stronger relationships than in-person interactions.



Note, Mean = 4.13, SD = 1.02

APPENDIX 2: SURVEY INSTRUMENT

The coronavirus has caused major disruptions in the lives of people around the world in 2020. The academic world is no exception. The virus has caused major changes in university class and content delivery; the use of technology for administrative, faculty and student meetings; how clubs and organizations conduct their affairs; student housing and many other areas. The purpose of this survey is to assess the impact of the pandemic on college student lives, and their attitudes about the future of their studies, careers, relationships, financial health, and emotional well-being.

Participation in this study is voluntary, and your responses are anonymous. The questions should take approximately 15 minutes of your time. You may skip any question you do not wish to answer, and you may discontinue your participation at any time with no penalty. You may ask questions at any time (barney@suu.edu). If you experience emotional distress by participating in this survey, please contact the Southern Utah University Counseling and Psychological Services Center (<https://www.suu.edu/caps/>) or 435-865-8621. Results from the survey will be available by December 2020, Please contact Dr. Alan Hamlin (hamlin@suu.edu) or Dr. Steve Barney (barney@suu.edu) for details, or if you have any concerns about the survey.

The Institutional Review Board of Southern Utah University (irb@suu.edu) has reviewed this study for the protection of the rights of human subjects in research studies, in accordance with federal and state regulations.

FOR THE FOLLOWING STATEMENTS PLEASE USE THE FOLLOWING RESPONSES:

1= Very positively 2= positively 3= no change 4= negatively 5= very negatively

A) IMPACT ON ACADEMIC PURSUITS: Please respond to the following statements about the impact of COVID-19 on your college experience, and the University’s responses to the pandemic.

- 1) My access to classes needed to graduate has been affected: 1 2 3 4 5
- 2) The quality of my instruction in 2020 has changed: 1 2 3 4 5
- 3) The quality of my learning of class material has been affected: 1 2 3 4 5
- 4) My study habits have been affected: 1 2 3 4 5
- 5) The ability to communicate with my instructor has changed: 1 2 3 4 5
- 6) My ability to communicate with my fellow students has changed: 1 2 3 4 5
- 7) Relying more on technology has affected my learning and comprehension: 1 2 3 4 5
- 8) Cancelling live classes has resulted in more time flexibility and my studying and classwork has been affected: 1 2 3 4 5
- 9) Recent changes have affected my attitude about continuing my education:
 - Emotionally 1 2 3 4 5
 - Intellectually 1 2 3 4 5
 - Socially 1 2 3 4 5
- 10) If the delivery of class content were to be permanently changed to hybrid (part live, part video-conferencing) or online, it would affect my desire to continue my education. I would perceive this change: 1 2 3 4 5

FOR THE FOLLOWING STATEMENTS PLEASE USE THE FOLLOWING RESPONSES:

1=strongly agree, 2=agree, 3=not sure, 4= disagree, 5=strongly disagree

B) IMPACT ON IMMEDIATE FINANCIAL CONDITION (Answer 11-13 ONLY IF CURRENTLY EMPLOYED):

- 11) The pandemic has caused my employer to reduce my wage or hourly pay. 1 2 3 4 5
- 12) The pandemic has caused my employer to reduce my hours worked weekly. 1 2 3 4 5
- 13) The stresses of 11 and 12 above will increase the need for me to rely on government aid, grants and/or student loans for my future education. 1 2 3 4 5
- 14) I believe I will have to work more hours in the future while going to college because of the changes caused by COVID-19. 1 2 3 4 5
- 15) I worry about my ability to pay for the following in the future more than I did at the beginning of the year.
 - Rent or Housing payments 1 2 3 4 5
 - Food 1 2 3 4 5
 - Health Care 1 2 3 4 5

C) IMPACT ON COLLEGE SOCIAL LIFE (for married students, or those in a long-term cohabiting

relationship (greater than one year), please skip to Question 22)

For Single Students:

- 16) The COVID-19 virus has changed the way I socialize with my friends. 1 2 3 4 5
- 17) The government response to the virus (masks, social distancing, travel restrictions) has changed my attitude about attending social events, parties and dating activities. 1 2 3 4 5
- 18) Due to the recent changes, I now use technology more frequently for social interactions and communication with my friends. 1 2 3 4 5
- 19) The recent events have changed my likelihood of attending college social and sporting activities when the university re-opens for regular activities. 1 2 3 4 5
- 20) My involvement in college clubs and organizations will be more limited once the university opens again for regular activities. 1 2 3 4 5
- 21) My use of college facilities (bookstore, cafeteria etc.) will be more limited once the university opens again for regular activities. 1 2 3 4 5

For Married or Long-Term Cohabiting Students:

- 22) The pandemic has changed the way my partner and I socialize with our friends. 1 2 3 4 5
- 23) The recent changes caused by the virus have affected the way my partner and I communicate and socialize with each other for the better. 1 2 3 4 5
- 24) My partner has been more supportive and encouraging of my educational pursuits since the pandemic started. 1 2 3 4 5
- 25) The government response to the virus (masks, social distancing, travel restrictions) has negatively changed how my partner and I view attending social events, parties and dating activities. 1 2 3 4 5
- 26) The recent events have changed our likelihood of attending college social and sporting activities when the university re-opens for regular activities. 1 2 3 4 5
- 27) My involvement in college clubs and organizations will be more limited in the future when the university re-opens for regular activities. 1 2 3 4 5
- 28) My use of college facilities (bookstore, cafeteria etc.) will be more limited when the university re-opens for regular business. 1 2 3 4 5

D) IMPACT ON EMOTIONAL WELL-BEING:

- 29) Overall, I am under more stress now than I was before the pandemic in early 2020. 1 2 3 4 5
- 30) The closure of day care centers and schools due to COVID-19 has caused 1 2 3 4 5

emotional and stress-related problems in my family.

- 31) My partner, family and/or friends provide the emotional support I need to succeed through the challenges the virus has caused. 1 2 3 4 5
- 32) I feel emotionally able to deal with the challenges in my academic pursuits at this point in my life. 1 2 3 4 5
- 33) I feel emotionally able to deal with the financial pressures I am feeling at this point in my life. 1 2 3 4 5
- 34) I have healthy outlets to deal with life’s stresses (exercise, reading, etc) in spite of the virus-caused changes. 1 2 3 4 5
- 35) My partner, friends and/or roommates help me with the additional household responsibilities that have happened since the COVID-19 changes, including child care, household work, home schooling, etc. 1 2 3 4 5

E) IMPACT ON PHYSICAL HEALTH:

- 36) I have gained weight (over 10 lbs.) since the COVID-19 virus started. 1 2 3 4 5
- 37) I am sleeping less than I was at the beginning of the year. 1 2 3 4 5
- 38) I am getting less “deep sleep” than I was at the beginning of the year. 1 2 3 4 5
- 39) My eating patterns (type and amount of food) have changed significantly for the worse since the virus began. 1 2 3 4 5
- 40) My attitude about staying healthy and in shape has deteriorated in the past 6 months. 1 2 3 4 5
- 41) I do not exercise as much as I did last year at this time. 1 2 3 4 5
- 42) I feel confident in the information and recommendations of the federal government about the spread of the virus, and what to do about it. 1 2 3 4 5
- 43) I am happy with the efforts and communication of the university to the students regarding changes to classes, events and scheduling. 1 2 3 4 5

FOR JUNIOR AND SENIOR STUDENTS ONLY:

F) IMPACT ON PERCEPTIONS ABOUT CAREER PLANNING AND POST-GRADUATE GOALS:

- 44) I believe the recent changes have negatively affected my ability to obtain a job after graduation. 1 2 3 4 5
- 45) The recent changes have negatively impacted my desire to graduate. 1 2 3 4 5
- 46) The recent changes have negatively impacted my desire to go to graduate school. 1 2 3 4 5
- 47) The recent changes have negatively changed my financial ability to continue my education in graduate school. 1 2 3 4 5
- 48) The recent changes have negatively affected my desire to succeed in school and my career. 1 2 3 4 5

We would appreciate any other comments you may wish to include in your responses. For example, there may be other areas of your life that have been affected by the recent virus that are not on this survey. Perhaps you have insight or ideas on ways the faculty, staff and administrators at the university can better communicate with you and meet your needs. Please feel free to give us your additional feedback here:



RESPONDENT INFORMATION:

Class level:	Freshman	_____
	Sophomore	_____
	Junior	_____
	Senior	_____
Gender:	Male	_____
	Female	_____
Country of Origin:	USA	_____
	Other (specify)	_____
Age:		_____
Status:	Single	_____
	Married or L/T Rel.	_____

