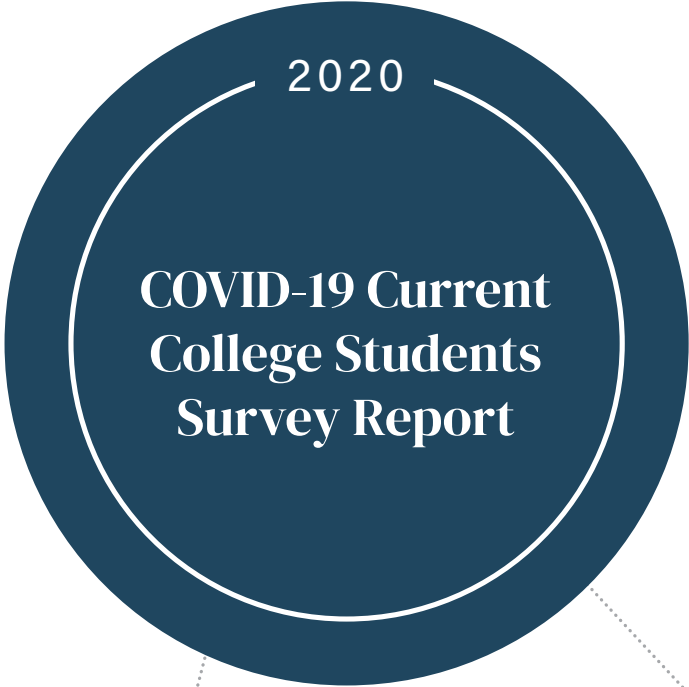


Critical insights from current college students regarding the COVID-19 outbreak and its impact on their college experience.



Research on your side

COVID-19 AND CURRENT COLLEGE STUDENTS

During this unprecedented challenge for the country and world, higher education has been a leader in taking decisive action to go virtual and reduce the threat of on-campus infections. Educators adjusted lesson plans in record time while doing their best to continue to arm students with knowledge. **You stepped up and we're all-in to help.** Carnegie understands the immense impact this will have on higher education institutions around the country. With this report, we hope to provide critical information about current students of higher education. This audience had its courses upended and experience changed in a way that has been unprecedented in recent history. They have stories and concerns.

Through a survey of more than 5,000 current college students, we gathered information about levels of concern, likelihood to delay, financial impact, campus living perceptions, communication and support practices, and evolving student needs. We hope to provide as much insight and timely relevance on this and other topics as possible during this time of uncertainty to serve our clients and the industry in the best way possible. With that in mind, this survey was developed in response to direct questions and concerns from our clients, but the results are available to everyone.

If you don't have the time to read this entire report (and that is reasonable with how quickly things are evolving), please at least consider these key points:

1. Concern about the COVID-19 outbreak is relatively high, and four out of five students are making drastic life changes as a result. Luckily, students are resilient. Very few plan to delay their schooling, with nearly **50% saying nothing will stop them.**
2. So far, the response by the industry has been satisfactory to most students, and **four out of five students see their schools as trustworthy sources of COVID-19 information.** This has led to a greater interest in communications from their schools, as many expressed interest in consistent and transparent situation updates.
3. Although most students are from the digital age, a plurality of students do not feel comfortable taking their classes online. Many miss the connection to campus through events and activities that have been canceled. **Savvy schools are finding ways to continue community engagement even while online.** A majority of students expressed that coursework was not the only thing they needed to stay connected.
4. Students are worried now more than ever about financing their education. **Nearly half of students have lost their jobs either temporarily or permanently** and a third have parents or guardians in the same situation. Financial aid, scholarships, and other assistance will be critical to help retain the most vulnerable student audiences.
5. Despite the situation, **many students remain hopeful.** They need your support.

Direct queries about this report can be sent to our Executive Vice President of Research, Jared Brickman, at jbrickman@carnegiedartlet.com. For rapidly updating information about COVID-19 and its impact on higher education, visit our blog (carnegiedartlet.com/resources/covid-19-resources).

ABOUT OUR SAMPLE

Your Students

Using the nationwide CollegeXpress platform, Carnegie sent an invitation to its userbase currently enrolled in college on Wednesday, March 25, asking for help. In less than 24 hours, **more than 5,000 heeded the call**. But not just the sheer volume was impressive. Students were thoughtful in responses, did not speed through the quantitative selections just for the incentive (really, we checked), and wrote thousands of eye-opening responses to open-ended questions. This report is the result of a current college student audience that wants its voice to be heard.

The Power of 5,213 Voices

Though we did not restrict the survey by demographics in any case, it was important to hear from a variety of voices. Below are the breakouts of the demographics for our survey audience. Importantly, all of the data we present will also include a demographics breakout table at the end of the report so that you can consider results in light of the differences these factors sometimes create. This allows us to compare groups that aren't always even in size but are still large enough to be statistically influential.

GENDER

| | |
|--------------|-----|
| Female: | 65% |
| Male: | 32% |
| Transgender: | 1% |
| Other: | 2% |

SCHOOL TYPE ATTENDING

| | |
|-----------------------|-----|
| Public: | 55% |
| Private (Rel): | 12% |
| Private (Non-Rel): | 13% |
| 2-Year or Vocational: | 20% |

RACE (ALL THAT APPLY)

| | |
|--------------------------------|-----|
| American Indian/Alaska Native: | 2% |
| Asian: | 10% |
| Black or African American: | 9% |
| Hispanic or Latinx: | 19% |
| Middle Eastern/North African: | 2% |
| Pacific Islander: | 1% |

CLASS STANDING

| | |
|-------------|-----|
| First-Year: | 30% |
| Sophomore: | 30% |
| Junior: | 23% |
| Senior: | 17% |

CLASS FORMAT (PRE-COVID)

| | |
|---------------------|-----|
| In Person: | 49% |
| In Person + Hybrid: | 34% |
| Half and Half: | 9% |
| Online: | 7% |

| | |
|--------|-----|
| White: | 58% |
| Other: | 2% |

LOCATION

| | |
|----------------|-----|
| Midwest: | 15% |
| Mountain West: | 10% |
| Northeast: | 25% |
| Heartland: | 15% |
| South: | 18% |
| West Coast: | 17% |

SOCIOECONOMIC STATUS

| | |
|----------------|-----|
| Low: | 18% |
| Below Average: | 13% |
| Average: | 20% |
| Above Average: | 28% |
| High: | 21% |

SCHOOL SIZE ATTENDING

| | |
|----------------|-----|
| <1,000: | 3% |
| 1,000-5,000: | 27% |
| 5,000-15,000: | 28% |
| 15,000-25,000: | 21% |
| >25,000: | 21% |

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For faster reference to the questions and topics you want to know most about.

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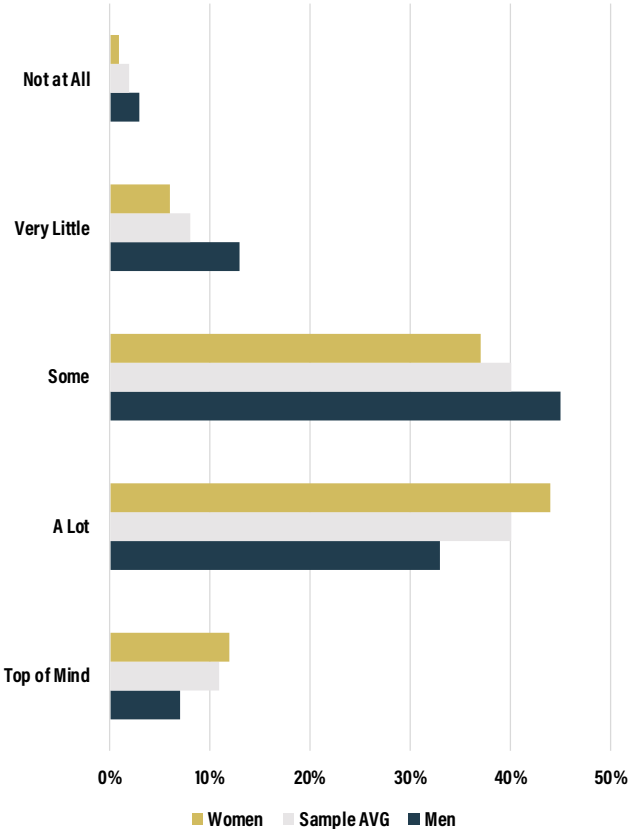
CONCERN ABOUT COVID-19

Changing Lives, Shifting Priorities

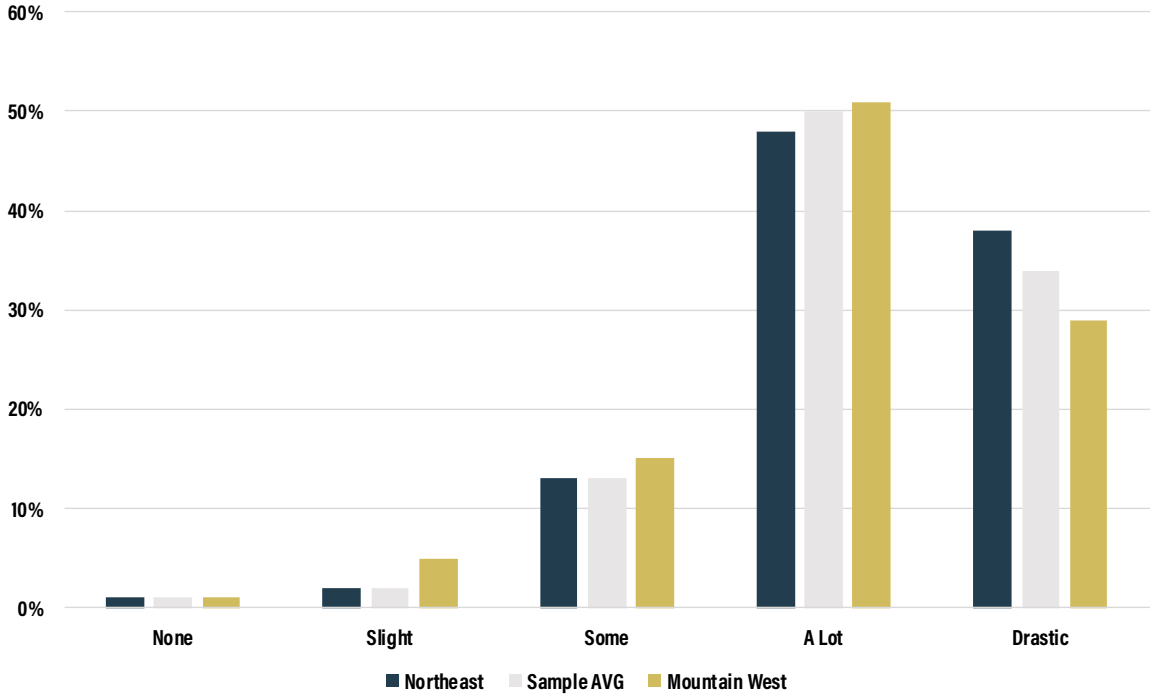
Most current college students have some level of anxiety about COVID-19. In fact, **more than half of our respondents said they were highly concerned** or that it was even the top thing on their mind. This was more true of female respondents, those going to non-religious private schools, and students from lower SES backgrounds. *(full data table pg 20)*

After assessing the general concern, students were also asked to evaluate if their daily life has changed as a result of the outbreak. The answers shifted even farther, with **four out of five students making large or drastic life changes**. Areas of the country with some stricter quarantine rules felt this more than others. Regardless, it is clear the situation has had a major impact on current college students, indicating a need for greater support about the changes caused by COVID-19. *(full data table pg 21)*

Concern Regarding COVID-19



Change to Daily Life



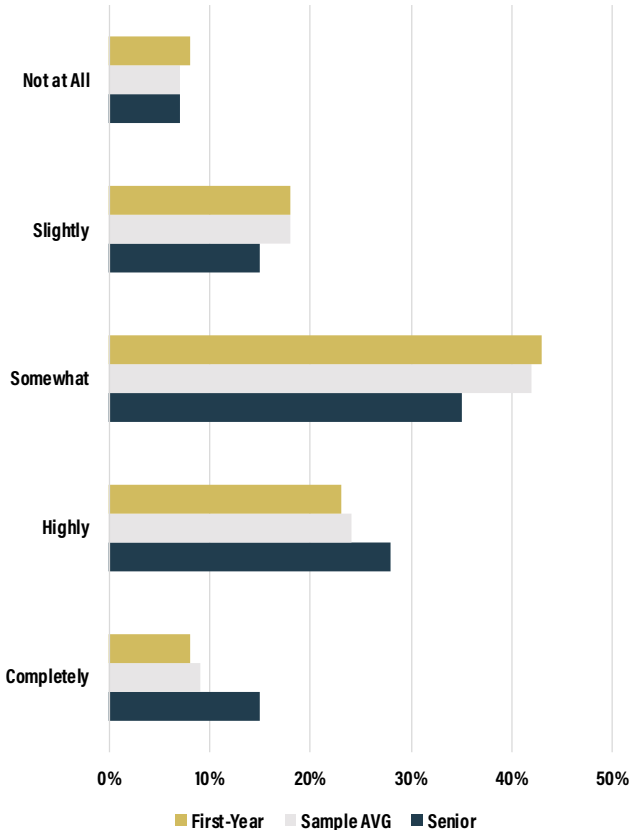
HIGHER EDUCATION IMPACT

Compounding Concerns

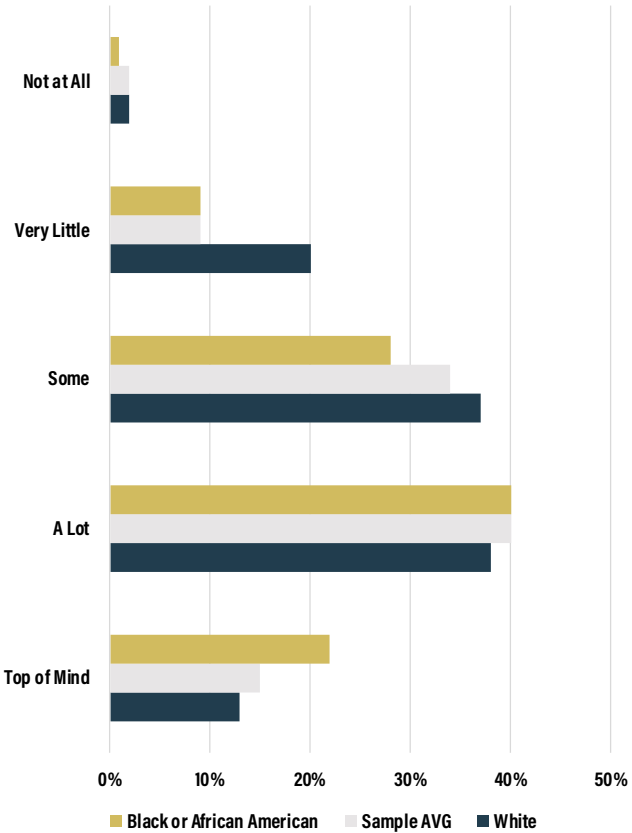
Considering both the general concern and daily impact, it's no surprise that current students also see COVID-19 as detrimental to their education. Just more than half evaluated the outbreak as having a major impact, with **only 2% seeing COVID-19 as having no impact on their education**. Students from traditionally underrepresented backgrounds feel this shift more than others, as do students from the West Coast and Northeast. Institutions that best support their students will find ways to effectively pivot and reassure their displaced students (and staff). Very little of the data and information on impact paint a positive outlook from a student's perspective on the outbreak.

(full data table pg 22)

Confidence About Degree Completion Path



Impact on Education



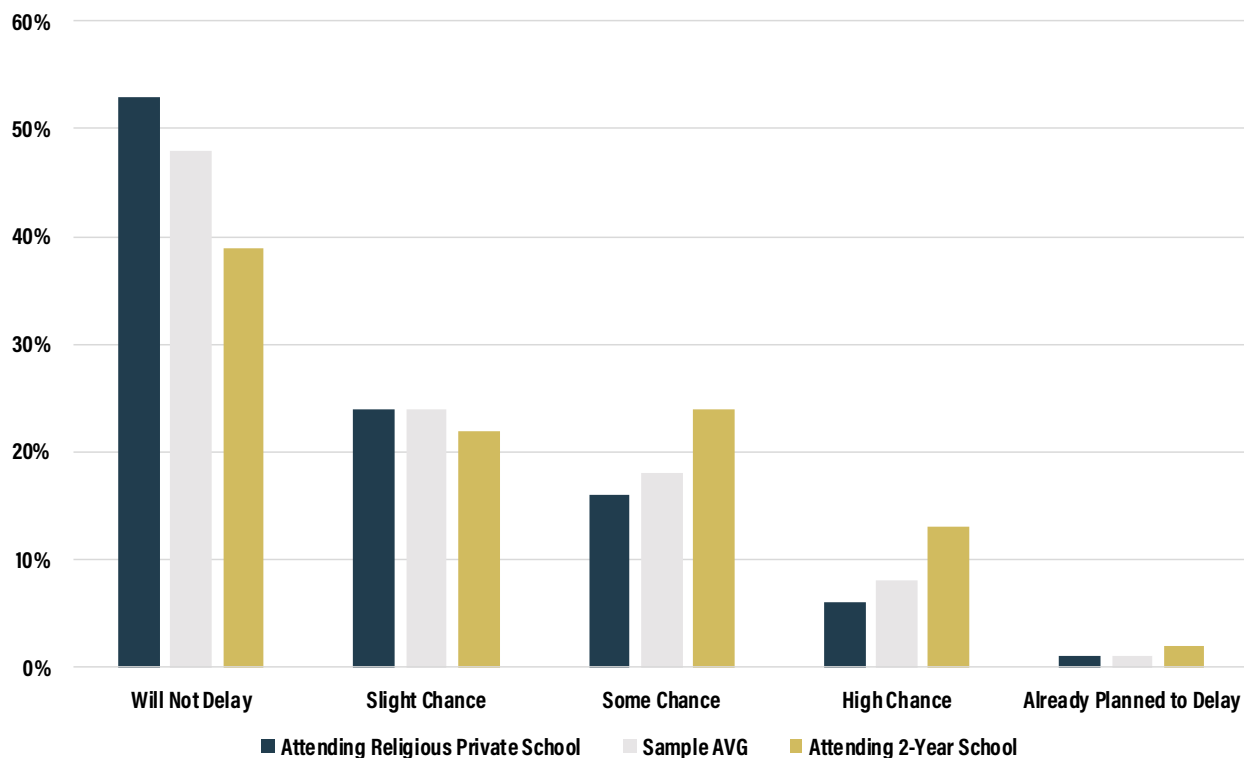
Eroding Confidence

The confidence students feel toward the next steps in their degree were mixed. Seniors had the most confidence, but that is typically seen in this type of data. What is telling is the fact that **this confidence level is nearly a point lower than what is typically seen for students** in a current status survey. Usually students, especially junior and senior students, have supreme confidence in next steps (slightly over a 4 on a 5-point scale), but the average here is just a 3.1. Male students and those at religious private schools have significantly more confidence but are still lagging behind numbers seen traditionally. There is no doubt COVID-19 has eroded confidence in many students. *(full data table pg 23)*

DOES CONCERN LEAD TO BEHAVIOR CHANGE?

Although there is clear concern from current students about the impact of COVID-19, retention may not be as problematic as it could indicate. In fact, nearly **half of current students say COVID-19 will not cause them to delay their education under any circumstance**. And another quarter say there's only a slight chance of delay. Only 1% of students already have plans to delay. This likelihood is slightly higher in some audiences like those attending two-year schools or those on the West Coast. *(full data table pg 24)*

Considering Delay of Education if COVID-19 is Not Resolved by Fall



A Model to Predict Likelihood to Delay

Though demographic breakouts are helpful, statistics can be even more powerful with predictive modeling that accounts for all variables in relation to each other. This is commonly referred to as linear regression. The predictor table to the right shows the impact of each statistically significant factor in order of most impact to least in the prediction. If a score is negative, that means as one factor goes up, the other goes down (e.g., as confidence goes up, delay likelihood goes down). The overall model explained about 23% of the variance in decision to delay. In social sciences, that amount is quite significant. Addressing concerns, especially among those seeking at two-year degree, will be the best chance to lower the overall number of students seeking to delay.

PREDICTORS (STANDARDIZED BETA)

| | |
|-------------------------|-------|
| Confidence to Degree: | -0.25 |
| Overall Concern: | 0.13 |
| Attends 2-Year College: | 0.12 |
| Female: | -0.10 |
| Higher Ed Impact: | 0.09 |
| Northeast: | -0.08 |

Nonsignificant factors: race, daily changes, SES, institution size

STUDENT STORIES: THE GREATEST CONCERN

Some thoughtful and powerful quotes from our sample audience.

"All classes have moved online. I am worried because in the past, I have not done well with online classes. We were also given notice on a monday afternoon to be moved out of our dorms by 9am on the friday of the same week, unless there were extenuating circumstances that had to be approved. Both my jobs are still open so I was worried about my living situation. I have figured it out, but it is not ideal. I am also an out of state student." ~ female respondent, Heartland

"All of the events that the class of 2020 is being robbed of. Especially commencement, which means a lot to everyone. I'm first-generation, and it really does hurt that all of our hard work might not get the ceremony that I have always dreamed of." ~ male respondent, Northeast

"As things continue to get worse, I really don't want COVID-19 to delay school for a semester, say, if classes in the fall needed to be postponed because things get worse. If that were to happen, I would be fine, but I would prefer things to proceed as normal... I'm just really close to graduating and don't want to delay that any more than necessary for a lot of reasons." ~ female respondent, Mountain West

"BFA in dance. No classes, loss of technique, unable to continue whats required in my small apartment. Have been assured graduation as I am an A student, but without the work I feel I did not earn that as my last semester cut short at an extremely important time." ~ female respondent, Northeast

"Considering I need to take a lab in the summer, I am concerned that it may push my schooling back furthur, if I am not able to attend these labs. Plus I learn better in class, so I am hoping my grades aren't affected due to the online schooling environment." ~ female respondent, Midwest

"I attend college about 500 miles from home. It's not easy to make unplanned changes, like moving home at Spring break. I'm concerned that the fall semester will begin, and I'll suddenly have to leave again. I'm also concerned that the fall semester will begin VIRTUALLY, as opposed to in person, and I really want to go back to school." ~ male respondent, Northeast

"I began my first year of college six weeks ago and I was really getting a feel for it. I had a great daily routine going, I was developing relationships with the people around campus, I was doing well in all my classes however with the news of COVID-19, I frankly don't know what to expect in the near future seeing as how the situation only seems to grow worse. That's my greatest concern, not knowing whether I'll be able to keep pursuing my higher education the way I was doing so." ~ male respondent, West Coast

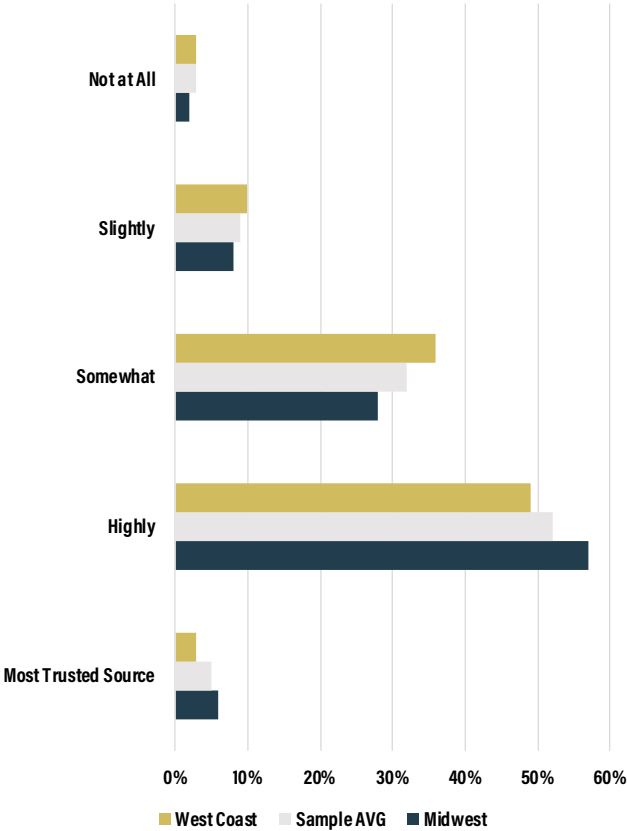
REACTION TO RESPONSE

Trust and Satisfaction

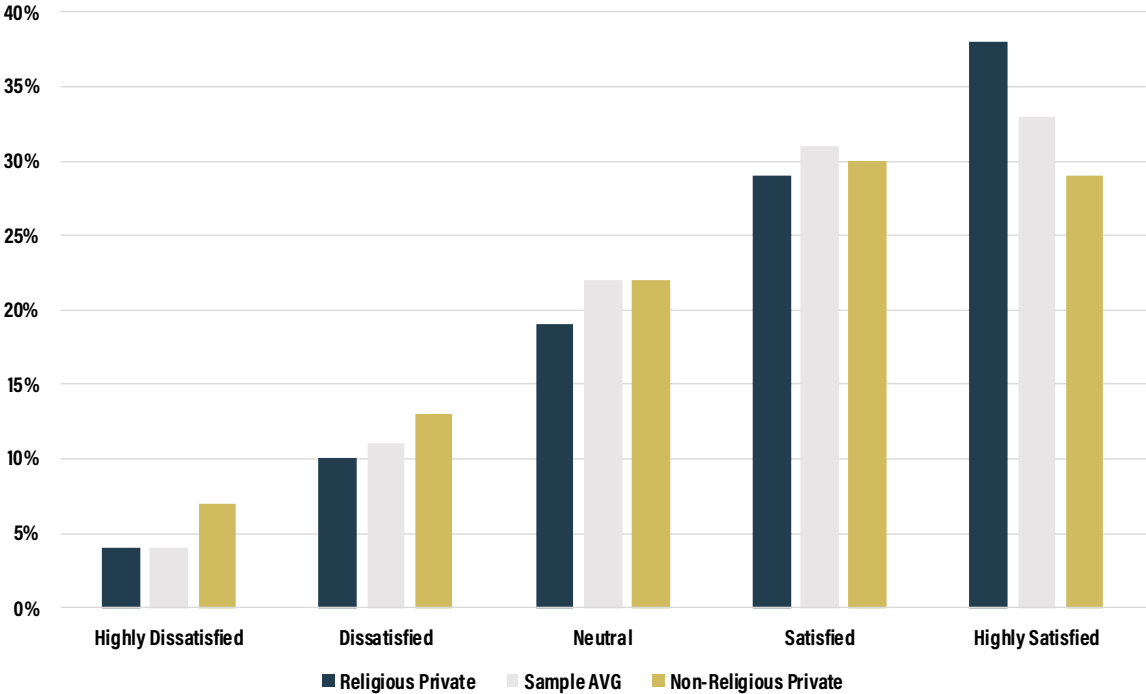
Part of improving potential confidence for students is providing accurate information that an audience can trust. Luckily, **colleges and universities are seen as highly trustworthy in regards to COVID-19** by more than half of their students. This trust is higher in some regions but is generally a good indicator that information sent to students will be taken seriously. *(full data table pg 25)*

In addition to being a trustworthy source, many institutions also received positive feedback about their response. However, there is still **about 15% of students not being served to any level of satisfaction**, and a quarter feel apathetic. It will be important to attempt to meet student needs in communication and other support as the situation unfolds to keep students in the highly satisfied category. *(full data table pg 26)*

Trust of College Information About COVID-19



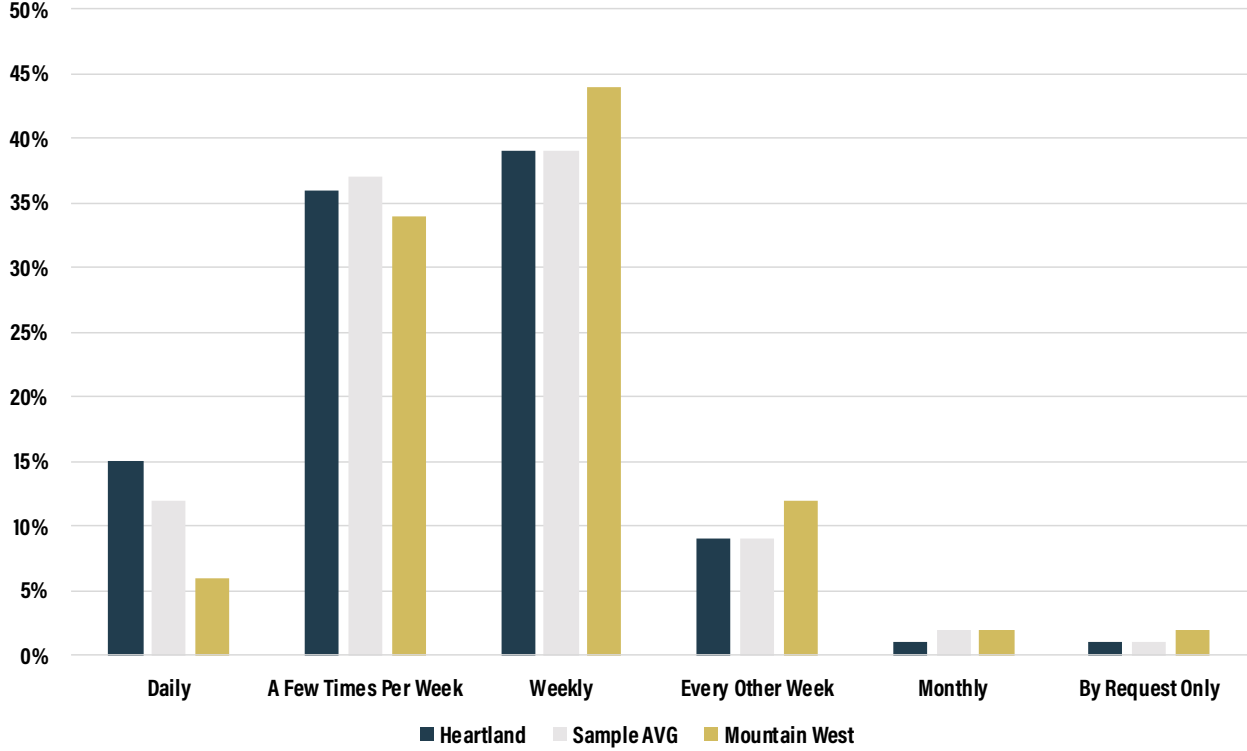
Satisfaction With Response From Respondent’s College or University



DOES THIS RESULT IN A GREATER DESIRE FOR COMMUNICATION?

Students are often wary of being overwhelmed by communications. However, the situation with COVID-19 has shifted those values some, as **nearly 15% of students want a daily update** and nearly 90% want at least a weekly notice. Some regional differences persist, as seen in this chart comparing Heartland to Mountain West students, but overall this level of frequency is higher than what is typically seen from college students. *(full data table pg 27)*

Preferred Communication Frequency About COVID-19



A Model to Predict Acceptable Communication Frequency

One important factor of regression models is that it holds constant the variables in a prediction to see what differences are based solely on a variable and which are remnants of interactions. The findings here show that while Heartland audiences were more likely to say they needed higher levels of communication, this fact was actually caused by their other demographic and confidence factors, like overall concern and trust of source. The model confirms that overall concern is the most driving factor for wanting more communication. Similarly, those who trust their college or university in spreading truthful information are more accepting of increased communication frequency. Focusing on transparency can help. *(full data table pg 25)*

PREDICTORS (STANDARDIZED BETA)

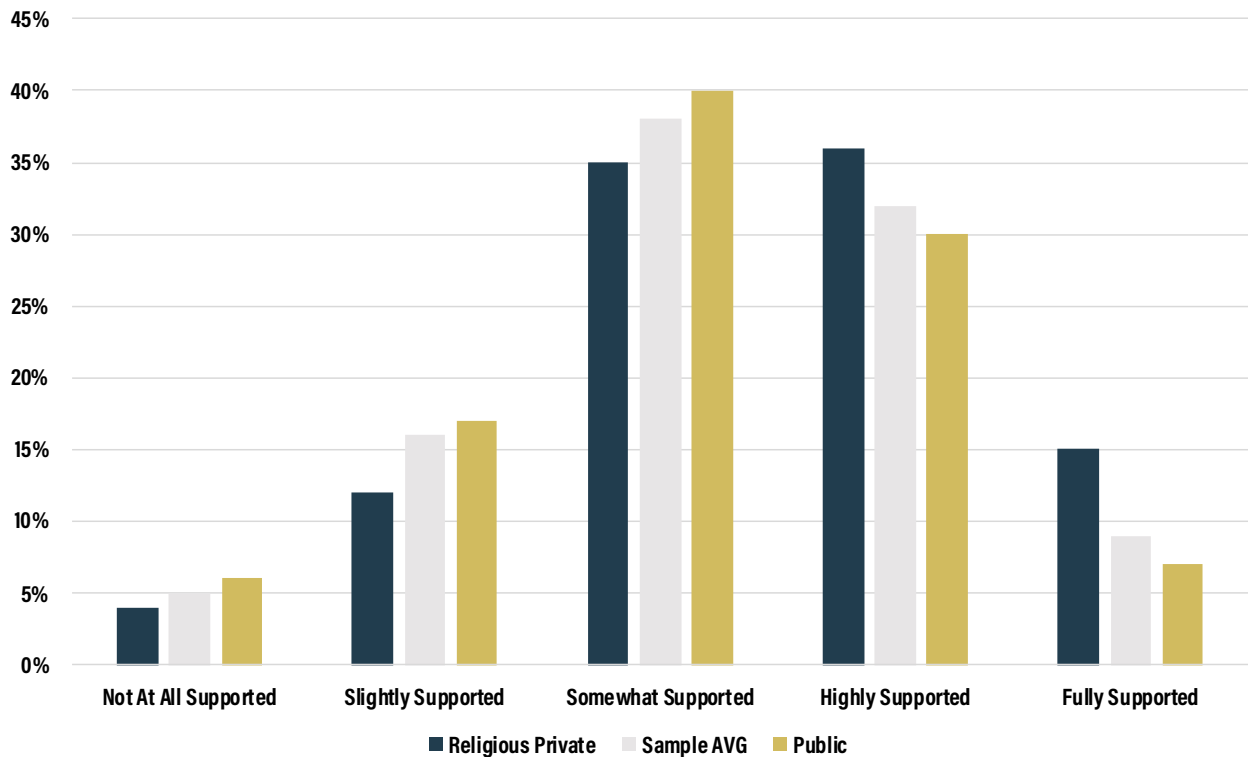
| | |
|--------------------|-------|
| Overall Concern: | 0.10 |
| Higher Ed Impact: | 0.04 |
| Information Trust: | 0.04 |
| Female: | 0.04 |
| Community College: | -0.03 |
| Daily Change: | 0.03 |

Nonsignificant factors: race, region, SES, institution size

SUPPORTING STUDENTS IN A TIME OF NEED

In general, colleges and universities appear to be doing a good job of supporting their students. However, **a quarter of students still feel not supported or only very slight support.** This is more true of public school students and those at large institutions. Both need a more human connection. *(full data table pg 28)*

Feelings of Support From Respondent's College or University



"They could delay the deadlines for next semester's registration, so that the student population can transition to getting online advice from counselors. In addition, they could reopen up some services on campus virtually such as by hosting the Language Success Center's workshops and tutoring through video conferencing instead of just closing those resources." ~ female respondent, West Coast

"I wish my school had told us the plan they had or decided their plan sooner. They told us to move out by Monday, on a Friday. So I feel bombarded with having to have my mom immediately get a truck and drive 12 hours there and back to get me." ~ male respondent, Mountain West

"They're having some issues with whether they can still maintain their counseling services online or by phone and if they can't that would be a shame because a lot of students are going through a hard time in isolation or other mental health problems in general." ~ female respondent, Northeast

STUDENT STORIES: OTHER COMMUNICATION CONCERNS

Some thoughtful and powerful quotes from our sample audience.

"We have received a lot of emails, but they have not answered a lot of questions. I understand there is a lot to do, but I would prefer to hear some information about what progress they have made in terms of decisions for refunds, housing, and lost wages for student workers instead of a single email a week ago saying nothing more than that they are working on it with no further communication." ~ female respondent, Midwest

"I just wish their initial communication had been more open. They delayed in shutting down campus and now I'm not allowed to go pack up my dorm room. Most of my stuff is now locked away and I have no idea when I'll be able to get it back. I think that students need more mental health resources during this time, it's a stressful time for everyone." ~ female respondent, Heartland

"I think they send out too much information I don't need every single day I would prefer emails every other day with info I actually need instead of the same thing every single day." ~ male respondent, Northeast

"Giving consistent updates to students. Right now, we randomly get emails from the Chancellor about it but I'd rather have a determined day we get emails every week so we can expect it." ~ female respondent, South

"I think it would be good if they sent out weekly updates to check in. I also think it would be good to collect questions from students about all their concerns and post the relevant ones to a Q&A and distribute it because someone may have a question I was wondering about or something I didn't even think of that could still be useful to me or others." ~ male respondent, Northeast

"I wish that the school and my professors have contacted their students with more information. Only 2 of my professors have contacted their students before we contacted them. The school has posted information about prevention, but that's about it." ~ female respondent, Midwest

"No. They have honestly done enough. But if they choose to, they can send out updates on the situation and when they expect things to be a bit better. They could also tell us any plans they have if an approved vaccination takes too long time to be created." ~ female respondent, West Coast

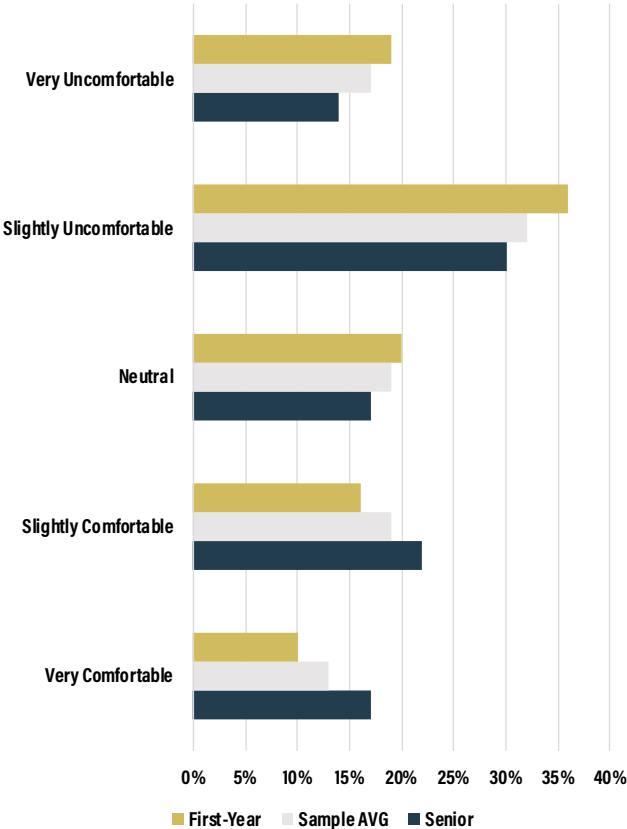
"Offering other options to contact closed offices (email, social media, etc.), reinforce their counseling teams with a call center of trained professionals, explain how teachers can give lectures online. (several of my professors still don't know the best way to deliver lectures because my university has students all over the country. right now it's facebook video lectures!)" ~ female respondent, South

IMPACT ON CAMPUS PERCEPTIONS AND ACTIVITIES

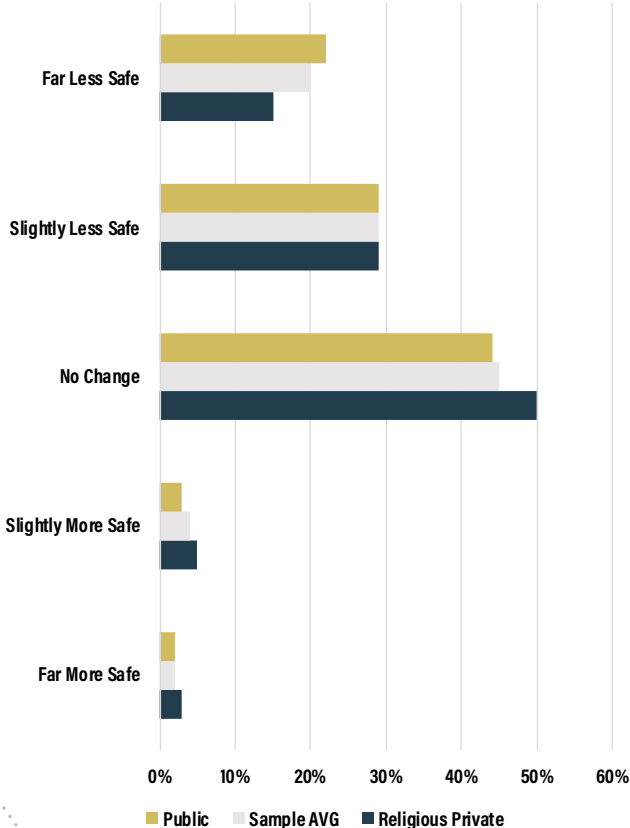
Going Digital

As a result of mandated social distancing, many courses have gone online. But **a plurality of students do not feel comfortable with the online format**. This changes some over time, with seniors being the most able to navigate their courses this way. Additionally, many students are unsure about lab courses and other classes that are difficult to replicate in a virtual environment. Simultaneously, even those with great online confidence have noted that not all instructors were prepared, nor are they giving students time to adjust or the benefit of the doubt. Depending on the longevity of the required format, training of faculty and staff for proper online instruction and capability will become critical. *(full data table pg 29)*

Comfort With Online Courses



Health-Related Safety of Campus Living



Living on Campus

Undoubtedly, the outbreak has shaken some confidence in residence halls. About half of students perceive living on campus as less safe. This scoring was consistent across almost all demographic groups, except for slightly less concern from those at private religious schools. About 40% of our sample lived on campus during 2020, and many of **the most difficult realities students cited in their qualitative feedback were struggles in moving out, having lost items or items locked in their dorm indefinitely, and attempting to receive refunds for housing costs**. Schools with mandatory live-in requirements might consider some flexibility in the coming semester to reduce backlash. *(full data table pg 30)*

CAMPUS ACTIVITIES AND THE IMPORTANCE OF EXTRACURRICULARS

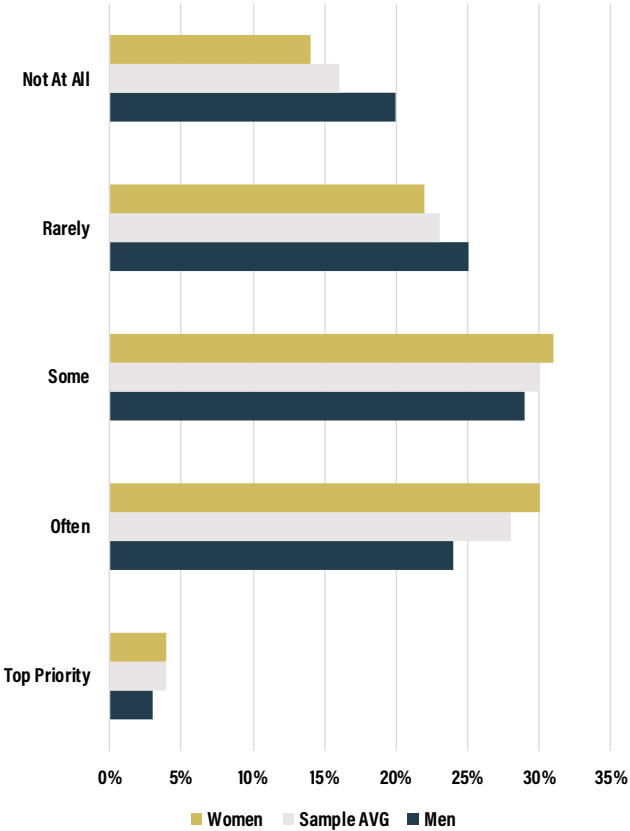
Involvement Outside the Classroom

One factor cited often in our work on retention has been campus engagement beyond the classroom. With campus shutdowns, these activities and events have been lost for most students. About two-thirds of students in our sample were involved in at least some consistent event and activity engagement. Women are more engaged than men, as are groups at four-year institutions compared to two-year colleges.

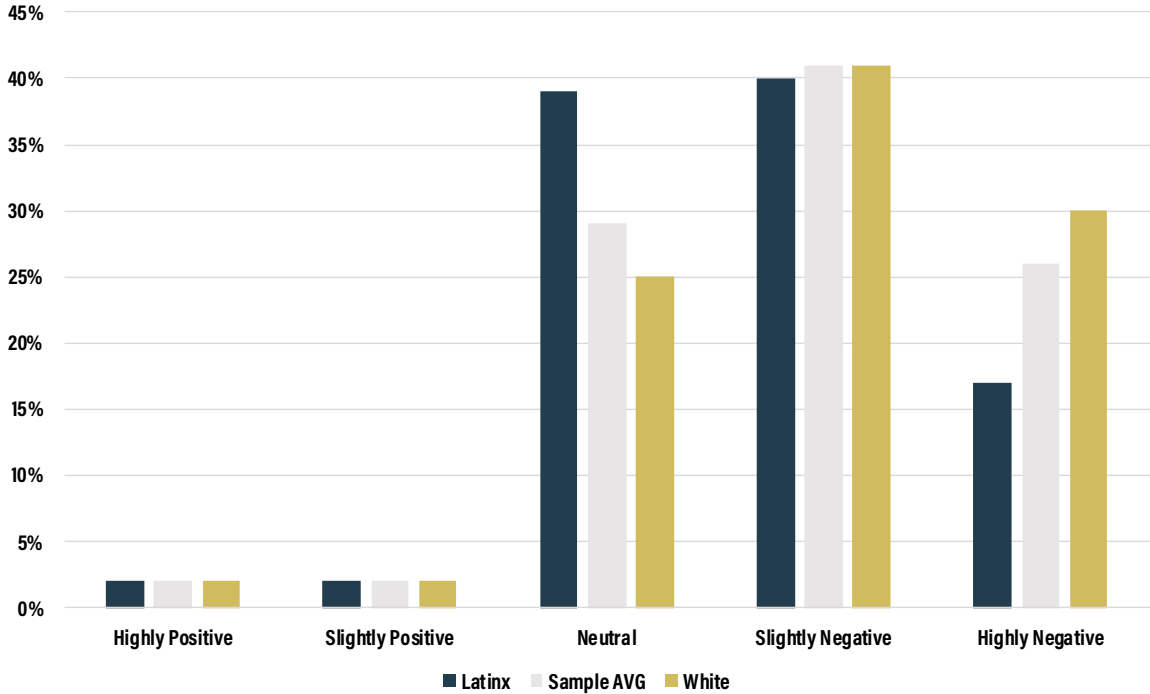
(full data table pg 31)

The lost engagement is leading to a negative impact on a similar number (two out of three) of students. In fact, about **a quarter of students say this loss has been highly negative for them**. Indeed, notes about lost commencement and intramural sports were incredibly common in the qualitative data. Creative engagement opportunities with students will be vital to keep students connected. *(full data table pg 32)*

Campus Activity Involvement Pre-COVID-19



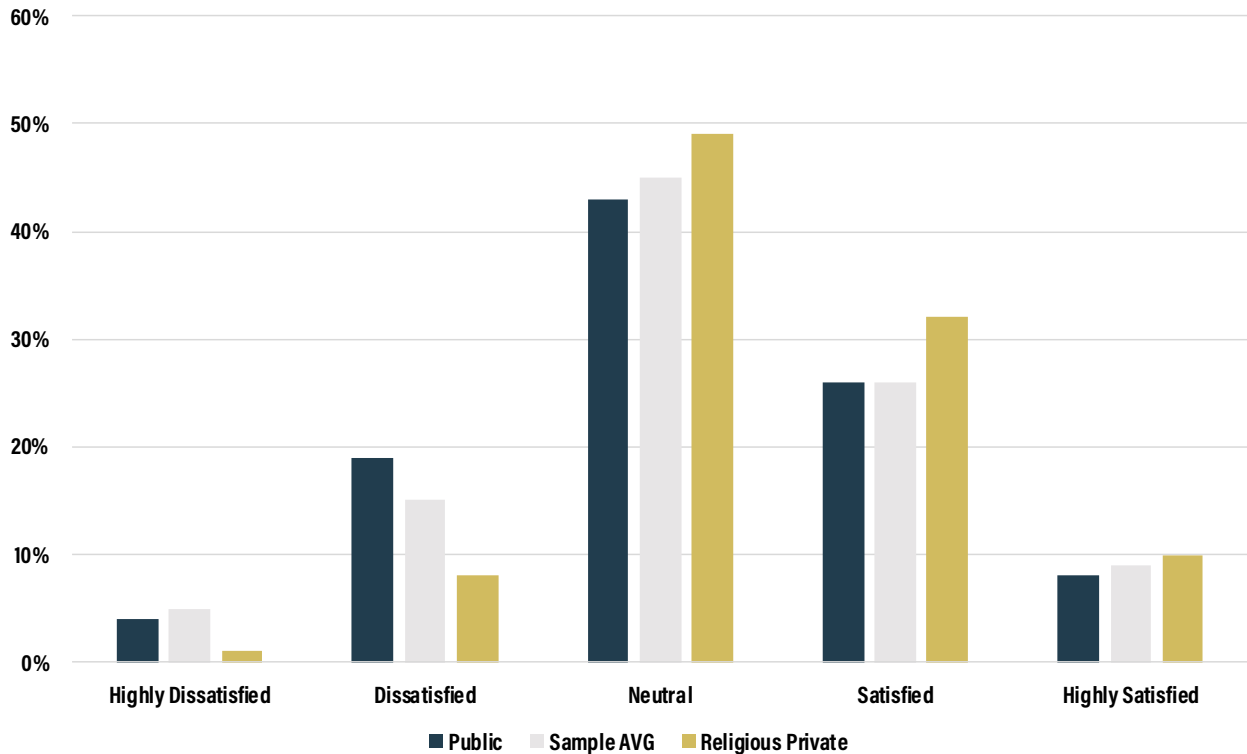
Impact of Lost Campus Activities on College Experience



INTEGRATING CAMPUS ACTIVITIES ONLINE

Only 18% of students said their school was trying to shift events and activities online, with another 45% who were unsure. As a result, many students **are apathetic about the integration of non-class-related facets of their education** to the online format. *(full data table pg 33)*

Satisfaction About Integration of Campus Activities to Online



"I feel for the seniors - they will not be able to say impactful goodbyes and thank yous to classmates and professors. Maybe hold a 'mini' reunion for them later this summer?" ~ female respondent, South

"I like that my school continuously tries to imitate in person musical collaborations through various recording software." ~ female respondent, Northeast

"They made the international coffee hour to online via zoom, and it's an interesting take on it and I think they're really trying their hardest to create a parallel college experience online." ~ female respondent, Northeast

"I would love for chapel speakers to make videos of their talks so we could still feel connected to the university spiritually." ~ female respondent, Mountain West

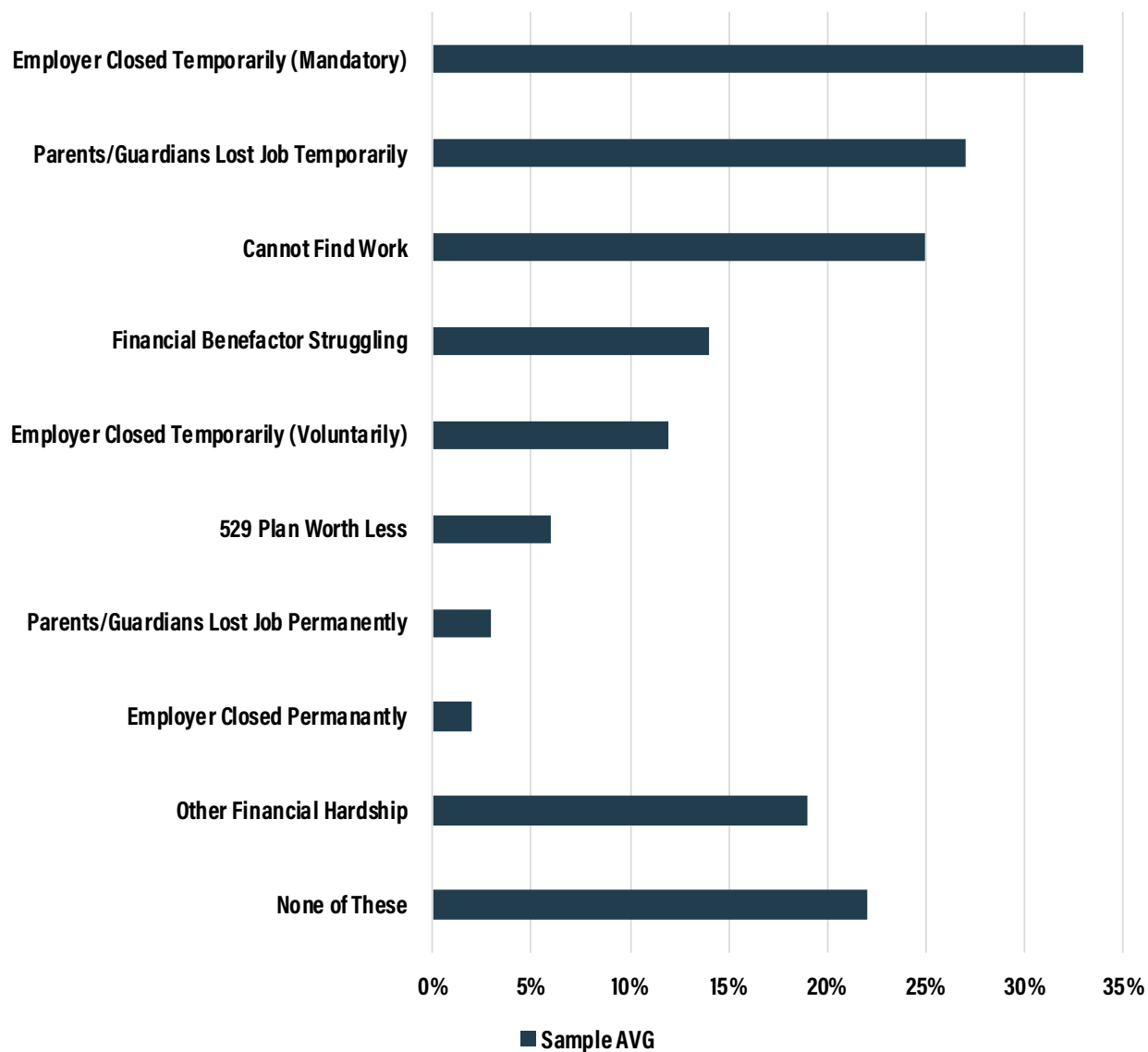
"They had a virtual smash bros competition and continue to have events online. I don't engage because I am trying to figure out how to reach myself online." ~ male respondent, South

FINANCIAL IMPACT

Paying for College Continues to Be a Concern

With record unemployment claims in recent weeks, it is no surprise that COVID-19 is negatively impacting confidence in the affordability of college. Respondents were first asked to select all the situations that applied to them from a list of things that can influence financial security. **On average, people selected one to two impact statements**, with women and Latinx respondents having a higher rate. Even a single selection from this list indicates potential loss of financial stability. As such, the results should be used to better recognize the types of money struggles for many current students. *(full data tables pgs 34-35)*

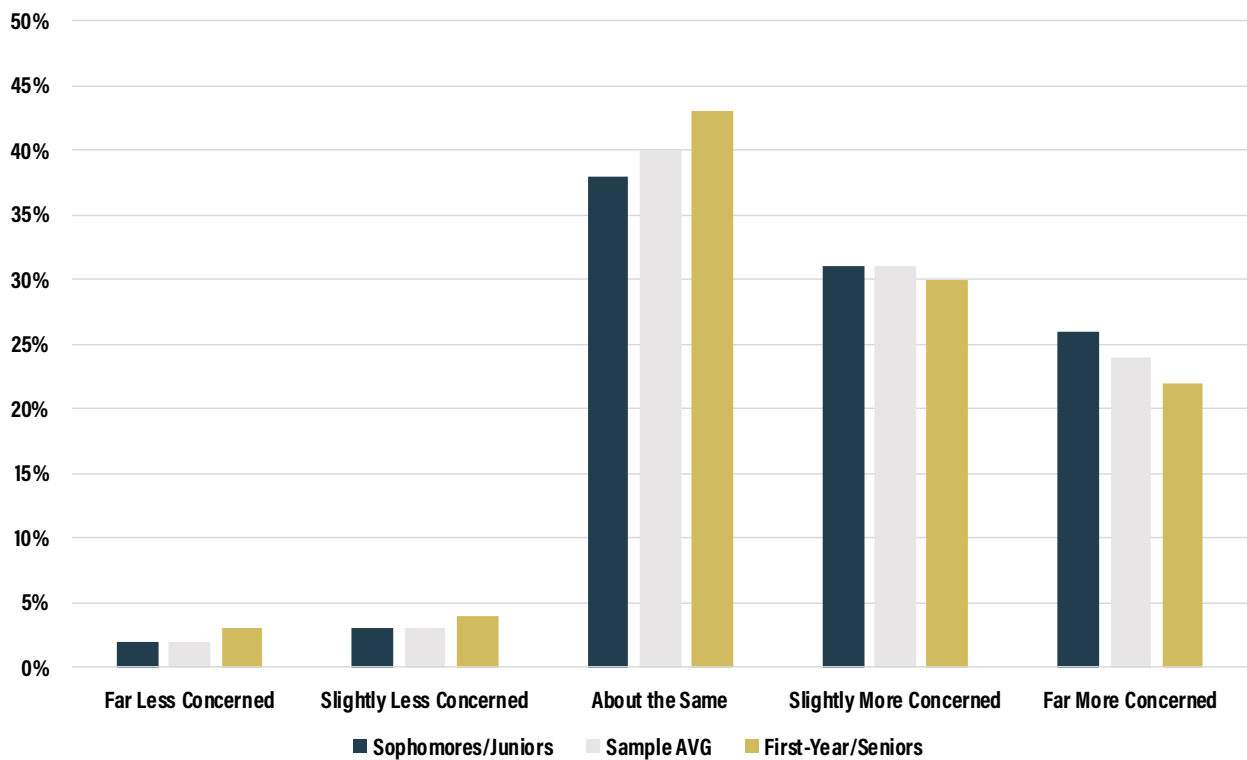
Financial Impact Situations (All That Apply)



PAYING FOR COLLEGE

As a result of the many situations outlined surrounding the impact of COVID-19, more than half of students are more concerned than they were before about paying for college. In fact, **nearly a quarter say they are far more concerned**. This is most true of those in the middle of their program of study. *(full data table pg 36)*

Impact of COVID-19 on Financial Concerns About Paying for College



"Full refunds of housing and dining, plus partial refunds for tuition would make a world of difference, not just to me, but to other graduating seniors and students who will return in the fall." ~ female respondent, Northeast

"Refunding some of our tuition and all of our housing bills for the rest of the semester. College is so expensive and we were forced off campus and I'm not paying thousands of dollars for online school. Or all the bills we still get for utility rental fees or something when we aren't even there to use them or I've never gotten to use them." ~ female respondent, Mountain West

"It would be helpful if the university was working to release financial burdens on students who have lost jobs because of the outbreak. Our endowment can certainly provide such aid." ~ male respondent, Northeast

"I got laid off from my job & I'm hoping that I can keep paying for my education after this. Please consider refunds!" ~ female respondent, West Coast

STUDENT STORIES: ADVICE TO FORMER SELF

Some thoughtful and powerful quotes from our sample audience.

At the end of the survey, we asked students what advice they would give to themselves if they could go back to the time they started college. Only about half of the respondents said any of that advice was influenced by COVID-19, with **only 5% saying the COVID-19 situation would have actually changed their choice in selecting a college.**

"I don't think I would change any decisions I made. Although COVID-19 has had a lot of impact on the ending of my 1st year, I am still happy with my decision. I think I would tell myself I made a good choice and to not doubt it in the beginning." ~ female respondent, Midwest

"I transferred in January, so I paid thousands of dollars for 2 months of my new college experience. I might have said stay at home and just work a semester and pick it up again in the fall. Or perhaps get my CNA liscence so I could work in hospitals at least a little during the coronavirus." ~ female respondent, Heartland

"I would tell myself that my four years here would be difficult at times, but ultimately very rewarding in the end. Considering how my last semester has been impacted, I would maybe think about another major, but I would be okay with letting myself make the same decision." ~ female respondent, Northeast

"I wouldn't change anything. I am happy with my college choice and Covid-19 would not have an affect if I could change anything." ~ transgender respondent, Northeast

"I would tell myself to take less ambitious classes for my first semester after transferring. My financial aid rides on my ability to perform and I risked that. I am at even greater risk of losing it now that I have to adapt to taking these challenging classes in a poorly prepared online environment." ~ male respondent, South

"Go somewhere you want to go, not somewhere that's easy to go. The only reason I'm at my college is I had housing set up with family. I wish I would have considered other options, as I don't particularly enjoy my University's culture." ~ male respondent, Heartland

"Choosing the cheaper and closest college was the best move you can make, given what happens over the next 4 years. Playing it safe financially and academically will be your best asset, since it minimizes risk overall and the specific advantages of your college of choice makes it easy to stay flexible." ~ female respondent, West Coast

Data Tables

Depth of Information

Although this report covers a great deal of the information we found critical to the COVID-19 outbreak and its impact on current college students, we recognize that some audiences who are particularly data-driven may be interested in seeing more breakouts and raw data than was in our summary. This section of the report includes data from each of our questions, broken out by demographic groupings for your consideration and highlighted when statistically significant.

Breakout Variables Glossary

- + All: overview reporting of all completed responses, regardless of breakout.
- + Female/Male: respondent-selected gender collapsed into a dichotomous outcome. Please note that respondents were allowed to select other options, but the volume was so low that the breakouts are of just female (inclusive of transgender female) and male (inclusive of transgender male).
- + Asian/Black/Latinx/White: respondent-selected race. Please note that other race categories were present for selection but were not selected frequently enough for comparative analysis. Also, race is a "select all that apply" category, meaning that not all respondents in two particular race breakouts are always distinct. A person could be both "Asian" and "White," for example, and would be included in both results averages.
- + Region: respondent-selected current living location based on regional selection map. States for each are Midwest (OH, IL, IN, IA, MI, MN, WI); Mountain West (AZ, CO, ID, MT, ND, NE, NM, NV, SD, UT, WY); Northeast (CT, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VA, VT, WV); Heartland (AR, KS, LA, MO, OK, TX); South (AL, FL, GA, KY, MS, NC, SC, TN); and West Coast (AK, CA, HI, OR, WA).
- + Public/Rel Private/NR Private/2-YearVocat: respondent-selected institutional type they currently attend.
- + First-Year/Sophomore/Junior/Senior: respondent-selected class standing, based on credits toward degree conferral.
- + School Size and Socioeconomic Status (SES): these variables are roughly continuous (those which have real values rather than categories), and as such are not breakouts. However, both will be listed with a brief note if there are differences based on linear relationships (e.g., as SES increases, so does confidence to pay).

DATA TABLES AND BREAKOUTS

In general, how concerned are you about the COVID-19 outbreak?

| AUDIENCE | NOT AT ALL | VERY LITTLE | SOME | A LOT | TOP OF MIND | AVG |
|---------------|------------|-------------|------|-------|-------------|------|
| All | 2% | 8% | 40% | 40% | 11% | 3.50 |
| Women | 1% | 6% | 37% | 44% | 12% | 3.61 |
| Men | 3% | 13% | 45% | 33% | 7% | 3.29 |
| Asian | 2% | 3% | 36% | 48% | 12% | 3.64 |
| Black | 3% | 10% | 39% | 36% | 13% | 3.46 |
| Latinx | 2% | 6% | 37% | 42% | 14% | 3.61 |
| White | 2% | 9% | 42% | 39% | 9% | 3.45 |
| Midwest | 2% | 8% | 44% | 38% | 8% | 3.43 |
| Mountain West | 1% | 14% | 45% | 33% | 7% | 3.31 |
| Northeast | 1% | 6% | 37% | 42% | 13% | 3.59 |
| Heartland | 2% | 8% | 37% | 41% | 11% | 3.51 |
| South | 2% | 9% | 41% | 40% | 9% | 3.46 |
| West Coast | 1% | 6% | 39% | 41% | 13% | 3.59 |
| Public | 1% | 8% | 39% | 41% | 11% | 3.52 |
| Rel Private | 2% | 9% | 45% | 37% | 8% | 3.40 |
| NR Private | 1% | 4% | 39% | 44% | 12% | 3.63 |
| 2-Year/Vocat | 3% | 9% | 41% | 35% | 13% | 3.46 |
| First-Year | 2% | 11% | 44% | 35% | 9% | 3.39 |
| Sophomore | 1% | 8% | 40% | 40% | 11% | 3.52 |
| Junior | 2% | 7% | 37% | 42% | 12% | 3.56 |
| Senior | 1% | 5% | 37% | 44% | 13% | 3.62 |

School Size As institutional size attended increases, concern also increases.

SES As SES increases, concern decreases.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How much has the COVID-19 outbreak changed your daily life?

| AUDIENCE | NOT AT ALL | VERY LITTLE | SOME | A LOT | DRASTICALLY | AVG |
|---------------|------------|-------------|------|-------|-------------|------|
| All | 1% | 2% | 13% | 50% | 34% | 4.15 |
| Women | 0% | 1% | 11% | 49% | 38% | 4.23 |
| Men | 1% | 4% | 17% | 51% | 27% | 3.99 |
| Asian | 1% | 2% | 17% | 53% | 27% | 4.03 |
| Black | 1% | 2% | 20% | 46% | 31% | 4.03 |
| Latinx | 0% | 2% | 15% | 50% | 32% | 4.11 |
| White | 1% | 2% | 11% | 50% | 36% | 4.19 |
| Midwest | 0% | 2% | 11% | 51% | 36% | 4.19 |
| Mountain West | 1% | 5% | 15% | 51% | 29% | 4.04 |
| Northeast | 1% | 2% | 13% | 48% | 38% | 4.20 |
| Heartland | 0% | 4% | 14% | 50% | 31% | 4.09 |
| South | 1% | 2% | 14% | 50% | 34% | 4.15 |
| West Coast | 1% | 2% | 14% | 50% | 34% | 4.15 |
| Public | 0% | 2% | 14% | 50% | 34% | 4.16 |
| Rel Private | 1% | 3% | 8% | 51% | 38% | 4.23 |
| NR Private | 0% | 1% | 10% | 47% | 41% | 4.27 |
| 2-Year/Vocat | 1% | 4% | 17% | 50% | 29% | 4.02 |
| First-Year | 1% | 3% | 16% | 48% | 32% | 4.07 |
| Sophomore | 0% | 2% | 14% | 49% | 35% | 4.16 |
| Junior | 0% | 2% | 10% | 54% | 34% | 4.19 |
| Senior | 1% | 2% | 11% | 47% | 40% | 4.24 |

School Size Differences by institutional size were not significant.

SES As SES increases, daily life impact decreases.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How concerned are you about COVID-19's impact on your higher education specifically?

| AUDIENCE | NOT AT ALL | VERY LITTLE | SOME | A LOT | TOP OF MIND | AVG |
|---------------|------------|-------------|------|-------|-------------|------|
| All | 2% | 9% | 34% | 40% | 15% | 3.58 |
| Women | 1% | 7% | 33% | 42% | 17% | 3.67 |
| Men | 3% | 13% | 37% | 36% | 12% | 3.41 |
| Asian | 1% | 7% | 37% | 42% | 13% | 3.59 |
| Black | 1% | 9% | 28% | 40% | 22% | 3.74 |
| Latinx | 2% | 6% | 27% | 45% | 19% | 3.73 |
| White | 2% | 10% | 37% | 38% | 13% | 3.52 |
| Midwest | 2% | 9% | 37% | 39% | 14% | 3.53 |
| Mountain West | 2% | 12% | 36% | 36% | 13% | 3.45 |
| Northeast | 1% | 8% | 32% | 42% | 17% | 3.66 |
| Heartland | 2% | 9% | 32% | 42% | 16% | 3.61 |
| South | 3% | 10% | 35% | 38% | 15% | 3.53 |
| West Coast | 1% | 8% | 34% | 42% | 16% | 3.64 |
| Public | 2% | 8% | 34% | 41% | 14% | 3.58 |
| Rel Private | 1% | 11% | 37% | 37% | 13% | 3.50 |
| NR Private | 1% | 8% | 35% | 38% | 18% | 3.65 |
| 2-Year/Vocat | 3% | 9% | 31% | 39% | 18% | 3.60 |
| First-Year | 2% | 10% | 37% | 38% | 13% | 3.49 |
| Sophomore | 2% | 9% | 33% | 41% | 16% | 3.61 |
| Junior | 1% | 7% | 34% | 43% | 15% | 3.64 |
| Senior | 3% | 9% | 31% | 39% | 19% | 3.63 |

School Size Differences by institutional size were not significant.

SES As SES increases, higher education impact decreases.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How confident are you in the next steps you need to take to stay on track amid the outbreak?

| AUDIENCE | NOT AT ALL | SLIGHTLY | SOMEWHAT | HIGHLY | COMPLETELY | AVG |
|---------------|------------|----------|----------|--------|------------|------|
| All | 7% | 18% | 42% | 24% | 9% | 3.10 |
| Women | 7% | 20% | 44% | 22% | 8% | 3.04 |
| Men | 7% | 16% | 39% | 29% | 11% | 3.21 |
| Asian | 7% | 22% | 42% | 18% | 11% | 3.05 |
| Black | 8% | 20% | 37% | 25% | 10% | 3.08 |
| Latinx | 9% | 22% | 43% | 19% | 7% | 2.95 |
| White | 7% | 16% | 42% | 26% | 9% | 3.16 |
| Midwest | 6% | 15% | 42% | 27% | 10% | 3.19 |
| Mountain West | 6% | 16% | 43% | 28% | 7% | 3.16 |
| Northeast | 8% | 19% | 41% | 22% | 10% | 3.07 |
| Heartland | 9% | 18% | 40% | 24% | 9% | 3.06 |
| South | 6% | 18% | 43% | 24% | 9% | 3.11 |
| West Coast | 8% | 22% | 42% | 21% | 7% | 2.97 |
| Public | 7% | 18% | 43% | 24% | 9% | 3.10 |
| Rel Private | 5% | 14% | 41% | 31% | 10% | 3.26 |
| NR Private | 8% | 16% | 41% | 26% | 10% | 3.14 |
| 2-Year/Vocat | 9% | 24% | 41% | 18% | 8% | 2.93 |
| First-Year | 8% | 18% | 43% | 23% | 8% | 3.04 |
| Sophomore | 7% | 19% | 44% | 22% | 8% | 3.06 |
| Junior | 7% | 20% | 42% | 25% | 7% | 3.05 |
| Senior | 7% | 15% | 35% | 28% | 15% | 3.31 |

School Size Differences by institutional size were not significant.

SES As SES increases, graduation confidence increases.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

Would you consider delaying/leaving school if the outbreak was not resolved by fall classes?

(Note: 2% of sample said they were considering delay for reasons unrelated to COVID-19)

| AUDIENCE | WILL NOT | SLIGHT | SOME | HIGH | PLANNED | AVG |
|---------------|----------|--------|------|------|---------|------|
| All | 48% | 24% | 18% | 8% | 1% | 1.91 |
| Women | 50% | 24% | 17% | 7% | 1% | 1.86 |
| Men | 45% | 24% | 20% | 9% | 1% | 1.98 |
| Asian | 48% | 27% | 17% | 7% | 1% | 1.85 |
| Black | 50% | 17% | 22% | 10% | 2% | 1.98 |
| Latinx | 42% | 22% | 23% | 11% | 2% | 2.08 |
| White | 50% | 25% | 17% | 7% | 1% | 1.85 |
| Midwest | 50% | 26% | 16% | 7% | 1% | 1.83 |
| Mountain West | 47% | 26% | 18% | 8% | 1% | 1.91 |
| Northeast | 50% | 24% | 16% | 8% | 1% | 1.84 |
| Heartland | 47% | 24% | 19% | 8% | 2% | 1.94 |
| South | 49% | 23% | 18% | 10% | 1% | 1.93 |
| West Coast | 42% | 25% | 24% | 8% | 1% | 2.02 |
| Public | 49% | 25% | 18% | 8% | 1% | 1.88 |
| Rel Private | 53% | 24% | 16% | 6% | 1% | 1.76 |
| NR Private | 53% | 24% | 16% | 6% | 1% | 1.79 |
| 2-Year/Vocat | 39% | 22% | 24% | 13% | 2% | 2.17 |
| First-Year | 43% | 27% | 19% | 9% | 1% | 1.98 |
| Sophomore | 44% | 25% | 21% | 9% | 1% | 1.98 |
| Junior | 49% | 24% | 18% | 8% | 1% | 1.88 |
| Senior | 61% | 18% | 14% | 7% | 1% | 1.70 |

School Size Differences by institutional size were not significant.

SES As SES increases, likelihood to delay decreases.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How much do you trust your school's information about COVID-19?

| AUDIENCE | NOT AT ALL | SLIGHTLY | SOME | HIGHLY | MOST TRUST | AVG |
|---------------|------------|----------|------|--------|------------|------|
| All | 3% | 9% | 32% | 52% | 5% | 3.47 |
| Women | 2% | 9% | 32% | 52% | 5% | 3.48 |
| Men | 4% | 8% | 32% | 51% | 6% | 3.47 |
| Asian | 2% | 9% | 39% | 45% | 5% | 3.41 |
| Black | 5% | 12% | 35% | 41% | 7% | 3.33 |
| Latinx | 2% | 9% | 35% | 50% | 5% | 3.46 |
| White | 2% | 8% | 30% | 55% | 5% | 3.53 |
| Midwest | 2% | 8% | 28% | 57% | 6% | 3.58 |
| Mountain West | 3% | 7% | 27% | 58% | 5% | 3.55 |
| Northeast | 3% | 9% | 34% | 49% | 5% | 3.43 |
| Heartland | 3% | 9% | 32% | 52% | 6% | 3.49 |
| South | 3% | 9% | 33% | 50% | 5% | 3.46 |
| West Coast | 3% | 10% | 36% | 49% | 3% | 3.41 |
| Public | 3% | 9% | 34% | 50% | 5% | 3.46 |
| Rel Private | 3% | 7% | 26% | 56% | 8% | 3.59 |
| NR Private | 4% | 10% | 31% | 51% | 4% | 3.41 |
| 2-Year/Vocat | 2% | 10% | 32% | 53% | 4% | 3.47 |
| First-Year | 3% | 8% | 31% | 53% | 5% | 3.51 |
| Sophomore | 3% | 10% | 32% | 51% | 5% | 3.46 |
| Junior | 4% | 8% | 33% | 52% | 5% | 3.46 |
| Senior | 2% | 10% | 34% | 49% | 5% | 3.44 |

School Size Differences by institutional size were not significant.

SES As SES increases, evaluation of trust of school increases.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How satisfied are you with you school's communication about COVID-19?

| AUDIENCE | HIGHLY DISSATISFIED | DISSATISFIED | NEUTRAL | SATISFIED | HIGHLY SATISFIED | AVG |
|---------------|---------------------|--------------|---------|-----------|------------------|------|
| All | 4% | 11% | 22% | 31% | 33% | 3.79 |
| Women | 4% | 11% | 22% | 31% | 33% | 3.78 |
| Men | 4% | 9% | 21% | 32% | 34% | 3.84 |
| Asian | 5% | 10% | 23% | 31% | 31% | 3.74 |
| Black | 5% | 14% | 24% | 28% | 29% | 3.62 |
| Latinx | 3% | 9% | 25% | 32% | 31% | 3.78 |
| White | 3% | 11% | 20% | 32% | 35% | 3.84 |
| Midwest | 3% | 9% | 20% | 29% | 39% | 3.93 |
| Mountain West | 4% | 8% | 20% | 31% | 38% | 3.91 |
| Northeast | 5% | 12% | 23% | 29% | 31% | 3.69 |
| Heartland | 3% | 9% | 21% | 34% | 33% | 3.86 |
| South | 4% | 11% | 20% | 32% | 33% | 3.80 |
| West Coast | 3% | 13% | 23% | 30% | 31% | 3.72 |
| Public | 4% | 11% | 20% | 32% | 33% | 3.80 |
| Rel Private | 4% | 10% | 19% | 29% | 38% | 3.88 |
| NR Private | 7% | 13% | 22% | 30% | 29% | 3.62 |
| 2-Year/Vocat | 3% | 9% | 26% | 29% | 34% | 3.81 |
| First-Year | 4% | 9% | 22% | 30% | 35% | 3.84 |
| Sophomore | 3% | 11% | 22% | 32% | 32% | 3.78 |
| Junior | 4% | 12% | 20% | 30% | 35% | 3.82 |
| Senior | 6% | 12% | 22% | 31% | 30% | 3.68 |

School Size Differences by institutional size were not significant.

SES Difference by SES were not significant.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How often do you wish to hear from your school about COVID-19 and its response to the situation?

| AUDIENCE | DAILY | FEW TIMES/ WEEK | WEEKLY | EVERY OTHER WEEK | MONTHLY | BY REQUEST ONLY |
|---------------|-------|--------------------|--------|---------------------|---------|--------------------|
| All | 12% | 37% | 39% | 9% | 2% | 1% |
| Women | 11% | 36% | 41% | 9% | 2% | 1% |
| Men | 13% | 38% | 37% | 9% | 2% | 2% |
| Asian | 12% | 40% | 39% | 8% | 1% | 0% |
| Black | 13% | 35% | 37% | 10% | 3% | 1% |
| Latinx | 14% | 34% | 39% | 10% | 2% | 1% |
| White | 10% | 37% | 41% | 9% | 1% | 2% |
| Midwest | 9% | 35% | 42% | 11% | 2% | 2% |
| Mountain West | 6% | 34% | 44% | 12% | 2% | 1% |
| Northeast | 13% | 36% | 38% | 10% | 2% | 1% |
| Heartland | 15% | 36% | 39% | 9% | 1% | 1% |
| South | 13% | 39% | 39% | 6% | 1% | 2% |
| West Coast | 11% | 41% | 37% | 9% | 2% | 1% |
| Public | 12% | 39% | 38% | 8% | 2% | 1% |
| Rel Private | 12% | 34% | 40% | 11% | 2% | 1% |
| NR Private | 12% | 36% | 41% | 9% | 1% | 1% |
| 2-Year/Vocat | 11% | 34% | 41% | 11% | 2% | 2% |
| First-Year | 11% | 36% | 41% | 9% | 2% | 1% |
| Sophomore | 11% | 37% | 40% | 9% | 2% | 1% |
| Junior | 12% | 38% | 38% | 9% | 2% | 2% |
| Senior | 14% | 39% | 37% | 9% | 1% | 1% |

School Size As size of institution increased, needs for communication were also rated more often.

SES Differences by SES were not significant.

DATA TABLES AND BREAKOUTS

How well are you being supported by your school amid the outbreak?

| AUDIENCE | NOT AT ALL | SLIGHTLY | SOME | HIGHLY | FULLY | AVG |
|---------------|------------|----------|------|--------|-------|------|
| All | 5% | 16% | 38% | 32% | 9% | 3.24 |
| Women | 5% | 15% | 38% | 33% | 9% | 3.26 |
| Men | 5% | 17% | 38% | 31% | 9% | 3.22 |
| Asian | 6% | 14% | 43% | 30% | 7% | 3.17 |
| Black | 8% | 18% | 34% | 30% | 10% | 3.18 |
| Latinx | 4% | 16% | 37% | 33% | 10% | 3.28 |
| White | 4% | 15% | 39% | 33% | 9% | 3.28 |
| Midwest | 5% | 14% | 38% | 35% | 9% | 3.29 |
| Mountain West | 5% | 16% | 35% | 34% | 10% | 3.29 |
| Northeast | 5% | 17% | 38% | 31% | 9% | 3.23 |
| Heartland | 6% | 17% | 39% | 31% | 8% | 3.19 |
| South | 5% | 17% | 38% | 29% | 12% | 3.27 |
| West Coast | 5% | 15% | 41% | 32% | 7% | 3.20 |
| Public | 5% | 17% | 40% | 30% | 8% | 3.19 |
| Rel Private | 4% | 12% | 35% | 36% | 15% | 3.46 |
| NR Private | 6% | 16% | 36% | 34% | 8% | 3.22 |
| 2-Year/Vocat | 6% | 15% | 36% | 33% | 9% | 3.25 |
| First-Year | 4% | 15% | 37% | 34% | 10% | 3.31 |
| Sophomore | 5% | 16% | 38% | 32% | 9% | 3.25 |
| Junior | 5% | 16% | 38% | 32% | 9% | 3.24 |
| Senior | 6% | 19% | 40% | 28% | 7% | 3.12 |

School Size As institutional size increases, feelings of support decreases.

SES Differences by SES were not significant.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How comfortable are you with taking courses online?

| AUDIENCE | VERY UNCOMFORT. | SLIGHTLY UNCOMFORT. | NEUTRAL | SLIGHTLY COMFORT. | VERY COMFORT. | AVG |
|---------------|-----------------|---------------------|---------|-------------------|---------------|------|
| All | 17% | 32% | 19% | 19% | 13% | 2.79 |
| Women | 17% | 34% | 17% | 20% | 13% | 2.78 |
| Men | 17% | 30% | 21% | 18% | 14% | 2.83 |
| Asian | 14% | 33% | 22% | 18% | 13% | 2.83 |
| Black | 19% | 29% | 25% | 15% | 12% | 2.71 |
| Latinx | 19% | 33% | 22% | 16% | 10% | 2.67 |
| White | 17% | 33% | 17% | 20% | 14% | 2.82 |
| Midwest | 14% | 35% | 19% | 19% | 13% | 2.83 |
| Mountain West | 16% | 32% | 14% | 22% | 16% | 2.92 |
| Northeast | 18% | 32% | 21% | 18% | 11% | 2.71 |
| Heartland | 16% | 33% | 18% | 17% | 16% | 2.83 |
| South | 18% | 32% | 17% | 19% | 14% | 2.79 |
| West Coast | 18% | 31% | 19% | 20% | 13% | 2.78 |
| Public | 16% | 33% | 18% | 20% | 13.20% | 2.81 |
| Rel Private | 15% | 34% | 19% | 21% | 12% | 2.82 |
| NR Private | 19% | 35% | 20% | 19% | 8% | 2.61 |
| 2-Year/Vocat | 19% | 29% | 20% | 16% | 17% | 2.83 |
| First-Year | 19% | 35% | 20% | 16% | 10% | 2.62 |
| Sophomore | 17% | 32% | 19% | 19% | 13% | 2.79 |
| Junior | 16% | 31% | 18% | 21% | 15% | 2.89 |
| Senior | 14% | 30% | 17% | 22% | 17% | 2.99 |

School Size Differences by institutional size were not significant.

SES As SES increases, comfort in taking online classes increases.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How does COVID-19 change your perception of health-related safety of living on-campus?

| AUDIENCE | FAR LESS SAFE | SLIGHTLY LESS SAFE | NO CHANGE | SLIGHTLY MORE SAFE | FAR MORE SAFE | AVG |
|---------------|---------------|--------------------|-----------|--------------------|---------------|------|
| All | 20% | 29% | 45% | 4% | 2% | 2.38 |
| Women | 21% | 29% | 44% | 4% | 2% | 2.38 |
| Men | 19% | 28% | 48% | 3% | 2% | 2.41 |
| Asian | 25% | 30% | 41% | 3% | 2% | 2.29 |
| Black | 25% | 27% | 38% | 6% | 5% | 2.39 |
| Latinx | 21% | 29% | 43% | 5% | 3% | 2.40 |
| White | 19% | 29% | 48% | 3% | 2% | 2.41 |
| Midwest | 16% | 29% | 49% | 4% | 3% | 2.49 |
| Mountain West | 22% | 31% | 43% | 3% | 0% | 2.28 |
| Northeast | 19% | 26% | 48% | 4% | 3% | 2.46 |
| Heartland | 22% | 31% | 42% | 3% | 2% | 2.32 |
| South | 20% | 27% | 48% | 3% | 2% | 2.40 |
| West Coast | 24% | 31% | 40% | 3% | 1% | 2.26 |
| Public | 22% | 29% | 44% | 3% | 2% | 2.36 |
| Rel Private | 15% | 29% | 50% | 5% | 3% | 2.52 |
| NR Private | 17% | 28% | 49% | 4% | 2% | 2.47 |
| 2-Year/Vocat | 23% | 29% | 44% | 3% | 2% | 2.33 |
| First-Year | 17% | 29% | 48% | 4% | 2% | 2.44 |
| Sophomore | 20% | 29% | 44% | 4% | 2% | 2.39 |
| Junior | 22% | 28% | 44% | 4% | 2% | 2.37 |
| Senior | 23% | 28% | 45% | 2% | 2% | 2.32 |

School Size As institutional size increases, feelings of safety decrease.

SES Differences by SES were not significant.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

Prior to COVID-19, how involved were you with campus activities and events beyond the classroom?

| AUDIENCE | NOT AT ALL | SLIGHTLY | SOMEWHAT | HIGHLY | TOP PRIORITY | AVG |
|---------------|------------|----------|----------|--------|--------------|------|
| All | 16% | 23% | 30% | 28% | 4% | 2.81 |
| Women | 14% | 22% | 31% | 30% | 4% | 2.88 |
| Men | 19% | 25% | 29% | 24% | 3% | 2.68 |
| Asian | 18% | 25% | 29% | 26% | 3% | 2.71 |
| Black | 16% | 27% | 27% | 26% | 4% | 2.76 |
| Latinx | 22% | 24% | 31% | 20% | 3% | 2.56 |
| White | 13% | 21% | 31% | 31% | 4% | 2.92 |
| Midwest | 11% | 22% | 32% | 31% | 4% | 2.95 |
| Mountain West | 16% | 25% | 33% | 23% | 4% | 2.73 |
| Northeast | 12% | 21% | 30% | 33% | 4% | 2.95 |
| Heartland | 19% | 23% | 27% | 26% | 4% | 2.73 |
| South | 16% | 22% | 29% | 29% | 4% | 2.81 |
| West Coast | 21% | 27% | 30% | 19% | 4% | 2.58 |
| Public | 14% | 23% | 33% | 27% | 4% | 2.85 |
| Rel Private | 6% | 20% | 30% | 39% | 5% | 3.16 |
| NR Private | 6% | 15% | 32% | 43% | 5% | 3.26 |
| 2-Year/Vocat | 34% | 29% | 24% | 11% | 3% | 2.19 |
| First-Year | 18% | 24% | 33% | 23% | 3% | 2.70 |
| Sophomore | 18% | 24% | 30% | 26% | 4% | 2.74 |
| Junior | 14% | 22% | 28% | 32% | 5% | 2.93 |
| Senior | 11% | 23% | 30% | 32% | 5% | 2.99 |

School Size Differences by institutional size were not significant.

SES Differences by SES were not significant.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How much has the loss of campus activities beyond the classroom impacted your college experience?

| AUDIENCE | HIGHLY POSITIVE | SLIGHTLY POSITIVE | NEUTRAL | SLIGHTLY NEGATIVE | HIGHLY NEGATIVE | AVG |
|---------------|-----------------|-------------------|---------|-------------------|-----------------|------|
| All | 2% | 2% | 29% | 41% | 26% | 3.87 |
| Women | 2% | 2% | 28% | 42% | 27% | 3.89 |
| Men | 2% | 3% | 33% | 37% | 25% | 3.81 |
| Asian | 3% | 3% | 30% | 39% | 25% | 3.81 |
| Black | 3% | 3% | 34% | 39% | 22% | 3.75 |
| Latinx | 2% | 2% | 39% | 40% | 17% | 3.66 |
| White | 2% | 2% | 25% | 41% | 30% | 3.96 |
| Midwest | 2% | 2% | 24% | 43% | 29% | 3.95 |
| Mountain West | 1% | 2% | 31% | 43% | 23% | 3.85 |
| Northeast | 2% | 2% | 25% | 39% | 33% | 4.00 |
| Heartland | 3% | 3% | 34% | 40% | 21% | 3.75 |
| South | 2% | 3% | 32% | 40% | 23% | 3.80 |
| West Coast | 2% | 2% | 34% | 40% | 22% | 3.78 |
| Public | 2% | 2% | 26% | 43% | 27% | 3.90 |
| Rel Private | 2% | 3% | 20% | 44% | 32% | 4.02 |
| NR Private | 3% | 1% | 17% | 39% | 41% | 4.14 |
| 2-Year/Vocat | 2% | 2% | 52% | 32% | 12% | 3.50 |
| First-Year | 2% | 2% | 30% | 41% | 25% | 3.85 |
| Sophomore | 2% | 2% | 33% | 40% | 23% | 3.82 |
| Junior | 2% | 3% | 28% | 42% | 25% | 3.86 |
| Senior | 2% | 2% | 23% | 38% | 34% | 4.00 |

School Size As institutional size increases, negative impact increases.

SES Differences by SES were not significant.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

How satisfied are you with how well your school has integrated on-campus activities to online?

| AUDIENCE | HIGHLY DISSATISFIED | DISSATISFIED | NEUTRAL | SATISFIED | HIGHLY SATISFIED | AVG |
|---------------|---------------------|--------------|---------|-----------|------------------|------|
| All | 5% | 15% | 45% | 26% | 9% | 3.18 |
| Women | 4% | 17% | 44% | 27% | 8% | 3.18 |
| Men | 7% | 12% | 47% | 25% | 9% | 3.18 |
| Asian | 1% | 23% | 44% | 27% | 5% | 3.13 |
| Black | 8% | 12% | 38% | 25% | 18% | 3.33 |
| Latinx | 6% | 11% | 48% | 25% | 10% | 3.21 |
| White | 4% | 16% | 45% | 27% | 8% | 3.20 |
| Midwest | 6% | 16% | 38% | 30% | 10% | 3.23 |
| Mountain West | 5% | 14% | 42% | 31% | 8% | 3.24 |
| Northeast | 4% | 15% | 44% | 28% | 9% | 3.22 |
| Heartland | 7% | 13% | 43% | 27% | 10% | 3.18 |
| South | 4% | 14% | 51% | 24% | 7% | 3.16 |
| West Coast | 4% | 17% | 50% | 20% | 9% | 3.13 |
| Public | 4% | 19% | 43% | 26% | 8% | 3.14 |
| Rel Private | 1% | 8% | 49% | 32% | 10% | 3.42 |
| NR Private | 8% | 13% | 44% | 26% | 9% | 3.15 |
| 2-Year/Vocat | 7% | 12% | 49% | 24% | 8% | 3.15 |
| First-Year | 6% | 15% | 43% | 29% | 8% | 3.19 |
| Sophomore | 5% | 16% | 48% | 26% | 6% | 3.12 |
| Junior | 5% | 14% | 47% | 22% | 12% | 3.23 |
| Senior | 4% | 17% | 42% | 27% | 10% | 3.23 |

School Size Differences by institutional size were not significant.

SES Differences by SES were not significant.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

DATA TABLES AND BREAKOUTS

In which of the following ways has your financial security been impacted by COVID-19?

| AUDIENCE | MY JOB CLOSED | MY JOB CLOSED | MY JOB CLOSED | PARENTS LOST | PARENTS LOST |
|---------------|---------------|---------------|---------------|--------------|--------------|
| | MANDATORILY | VOLUNTARILY | PERMANENTLY | JOB TEMP | JOB PERM |
| All | 33% | 12% | 2% | 26% | 3% |
| Women | 37% | 12% | 3% | 27% | 3% |
| Men | 26% | 11% | 2% | 25% | 2% |
| Asian | 24% | 11% | 2% | 28% | 3% |
| Black | 34% | 13% | 4% | 22% | 3% |
| Latinx | 34% | 12% | 2% | 39% | 4% |
| White | 34% | 12% | 2% | 23% | 2% |
| Midwest | 40% | 12% | 3% | 25% | 4% |
| Mountain West | 28% | 12% | 3% | 24% | 3% |
| Northeast | 36% | 12% | 3% | 30% | 2% |
| Heartland | 31% | 12% | 1% | 25% | 3% |
| South | 30% | 14% | 2% | 23% | 3% |
| West Coast | 32% | 11% | 2% | 29% | 2% |
| Public | 33% | 12% | 2% | 26% | 3% |
| Rel Private | 33% | 11% | 2% | 22% | 3% |
| NR Private | 31% | 11% | 3% | 23% | 2% |
| 2-Year/Vocat | 35% | 12% | 3% | 33% | 4% |
| First-Year | 26% | 11% | 2% | 28% | 3% |
| Sophomore | 35% | 12% | 3% | 29% | 3% |
| Junior | 37% | 12% | 2% | 24% | 2% |
| Senior | 36% | 13% | 3% | 23% | 3% |

Notes: Typically, respondents selected 1 to 2 impact statements. Women and Latinx respondents selected significantly more impact statements, while men and Asian respondents selected fewer.

DATA TABLES AND BREAKOUTS

In which of the following ways has your financial security been impacted by COVID-19? (CONTINUED)

| AUDIENCE | CANNOT FIND WORK | 529 PLAN WORTH LESS | BENEFACTOR WITH SETBACKS | OTHER | NONE OF THESE |
|---------------|---------------------|------------------------|-----------------------------|-------|---------------|
| All | 25% | 6% | 14% | 19% | 22% |
| Women | 26% | 5% | 14% | 18% | 20% |
| Men | 22% | 8% | 14% | 18% | 26% |
| Asian | 24% | 3% | 12% | 15% | 29% |
| Black | 30% | 3% | 12% | 19% | 21% |
| Latinx | 29% | 1% | 12% | 17% | 17% |
| White | 22% | 9% | 14% | 19% | 23% |
| Midwest | 23% | 8% | 13% | 16% | 22% |
| Mountain West | 24% | 7% | 12% | 22% | 23% |
| Northeast | 25% | 8% | 13% | 17% | 21% |
| Heartland | 27% | 4% | 17% | 20% | 20% |
| South | 23% | 4% | 15% | 22% | 23% |
| West Coast | 27% | 5% | 13% | 18% | 23% |
| Public | 25% | 6% | 13% | 18% | 23% |
| Rel Private | 23% | 7% | 12% | 20% | 21% |
| NR Private | 27% | 10% | 15% | 17% | 26% |
| 2-Year/Vocat | 25% | 3% | 15% | 20% | 20% |
| First-Year | 24% | 6% | 13% | 17% | 26% |
| Sophomore | 25% | 6% | 14% | 19% | 21% |
| Junior | 26% | 7% | 15% | 19% | 20% |
| Senior | 25% | 6% | 14% | 19% | 21% |

Notes: Typically, respondents selected 1 to 2 impact statements. Women and Latinx respondents selected significantly more impact statements, while men and Asian respondents selected fewer.

DATA TABLES AND BREAKOUTS

How much more or less concerned are you about paying for college as a result of COVID-19?

| AUDIENCE | FAR LESS | SLIGHTLY LESS | ABOUT THE SAME | SLIGHTLY MORE | FAR MORE | AVG |
|---------------|----------|---------------|----------------|---------------|----------|------|
| All | 2% | 3% | 40% | 31% | 24% | 3.70 |
| Women | 2% | 3% | 38% | 31% | 26% | 3.78 |
| Men | 3% | 5% | 44% | 29% | 18% | 3.54 |
| Asian | 3% | 4% | 42% | 31% | 21% | 3.64 |
| Black | 3% | 4% | 36% | 26% | 31% | 3.79 |
| Latinx | 2% | 4% | 28% | 33% | 33% | 3.92 |
| White | 2% | 3% | 44% | 30% | 20% | 3.63 |
| Midwest | 2% | 4% | 42% | 30% | 23% | 3.67 |
| Mountain West | 2% | 2% | 40% | 34% | 22% | 3.71 |
| Northeast | 2% | 4% | 41% | 30% | 23% | 3.69 |
| Heartland | 3% | 3% | 37% | 31% | 26% | 3.75 |
| South | 2% | 3% | 40% | 30% | 25% | 3.73 |
| West Coast | 3% | 4% | 37% | 33% | 24% | 3.71 |
| Public | 2% | 3% | 40% | 31% | 23% | 3.69 |
| Rel Private | 2% | 3% | 43% | 29% | 22% | 3.66 |
| NR Private | 2% | 4% | 43% | 28% | 23% | 3.67 |
| 2-Year/Vocat | 2% | 4% | 35% | 31% | 28% | 3.80 |
| First-Year | 2% | 4% | 40% | 32% | 22% | 3.66 |
| Sophomore | 2% | 3% | 37% | 32% | 26% | 3.77 |
| Junior | 2% | 3% | 39% | 30% | 26% | 3.76 |
| Senior | 3% | 4% | 46% | 27% | 22% | 3.61 |

School Size As institutional size increases, concern for paying for college increases.

SES As SES increases, concern for paying for college decreases.



Average scores colored in red indicate statistically significantly high scores by a group in the demographic breakout.

2020

COVID-19 Current College Students Survey Report

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