Undergraduate Student Government

COVID-19 Student Input Survey Results
May 2020

<u>About the Survey</u>

This survey represents a USG initiative to gather input from the entire undergraduate student body regarding both experiences from this unprecedented half-semester of remote learning and concerns about the continued impact of COVID-19 on the University into the summer and the fall. Given the severity of this pandemic and the vastly different circumstances in which students have found themselves, we believe it is vitally important to consider the voices and thoughts of the student body. **We received 2,237 responses in total.**

The survey was divided into five sections. The first gathered demographic information, the second asked students for concerns regarding the fall semester, the third covered summer 2020, the fourth collected feedback from this past semester, and the fifth allowed students to freely respond with any overall comments. While many of our questions were geared toward highly specific features of student life this semester and next, we offered ample space (both throughout the survey and in section five) for students to freely express any thoughts they might have about topics not already covered in the survey. All questions were optional, and respondents could choose to remain anonymous.

Note: Because all questions of the survey were optional, each question of the survey has a different number of total respondents.

Undergraduate Student Government

COVID-19 Student Input Survey Results
May 2020

Undergraduate Student Government

COVID-19 Student Input Survey Results

May 2020

Demographics

Total Number of Responses: 2,237

2,219 chose to share their class year:

Value		Percent	Responses
2020		6.8%	150
2021		29.2%	649
2022		31.4%	696
2023		32.6%	724

Totals: 2,219

- 505 respondents indicated that they are FLI (First Generation/Low Income) students.
- 279 respondents indicated that they are international students.
- 323 respondents indicated that they are varsity athletes.

Majors

2,165 respondents chose to share their intended/declared major. All majors in both the AB and BSE program were represented.

African American Studies (12)	French and Italian (5)	Psychology (53)
Anthropology (54)	Geosciences (16)	Religion (3)
Architecture (18)	German (2)	Slavic Languages and Literature (5)
Art and Archaeology (22)	History (90)	Sociology (60)
Astrophysical Sciences (16)	Independent Concentrator (10)	Spanish and Portuguese (16)
Chemistry (48)	Mathematics (57)	Woodrow Wilson School (217)
Classics (13)	Molecular Biology (92)	Chemical and Biological Engineering (70)
Comparative Literature (22)	Music (10)	Civil and Environmental Engineering (64)

COVID-19 Student Input Survey Results
May 2020

Computer Science (AB) (66)	Near Eastern Studies (6)	Computer Science (BSE) (200)
East Asian Studies (10)	Neuroscience (55)	Electrical Engineering (73)
Ecology & Evolutionary Biology (65)	Philosophy (31)	Mechanical and Aerospace Engineering (92)
Economics (185)	Physics (45)	Operations Research & Financial Engineering (96)
English (65)	Politics (90)	Undecided (111)

Plans for Graduate School (Respondents could select all that apply)

Pre-med	285
Pre-law	291
Other graduate school plans	980
None of the above	756

Students were asked to indicate the location where they spent the majority of their time following the University's decision to move to virtual instruction for the remainder of the spring semester (2,220 responses).

Value	Percent	Responses
On-campus	6.1%	136
At home	88.9%	1,973
Other (please describe)	5.0%	111

Totals: 2,220

Students who indicated "Other" were asked to share where they stayed for the second half of the semester; common responses included a friend or relative's house, a significant other's house, and a place rented on their own. A few students reported that they were unable to find permanent arrangements and instead relied on multiple, temporary arrangements.

USG Undergraduate
Student
Government

COVID-19 Student Input Survey Results

May 2020

Fall 2020

Preferences Regarding Fall Semester Format

Students were asked about whether they would prefer an on-campus semester with significant social distancing protocols, a delayed on-campus semester with potentially fewer social distancing protocols, or an online, remote fall semester (2,068 responses).

No preference
0.9%

Online, remote semester
7.2%

Delayed on-campus semester
34.0%

On-campus semester
57.8%
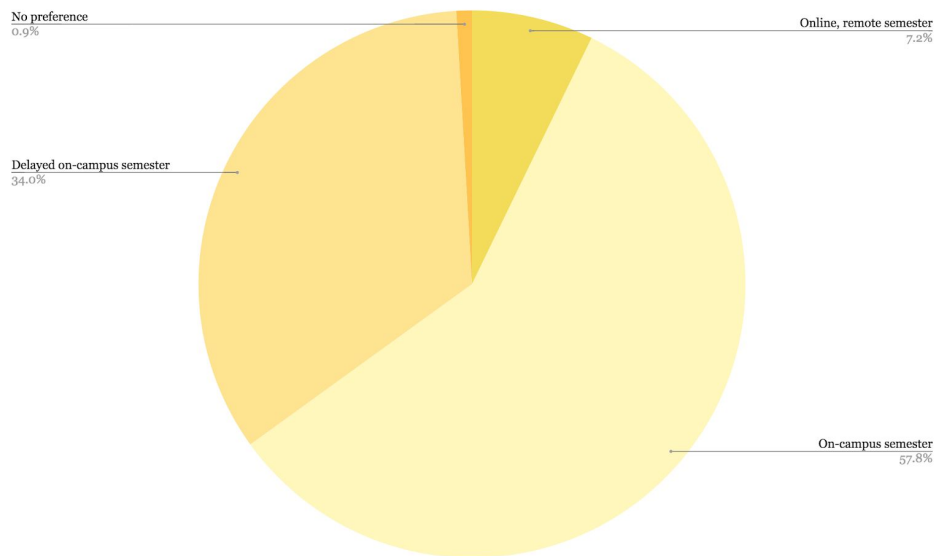
Value		Percent	Responses
I would prefer an online, remote Fall 2020 semester.		7.2%	149
I would prefer an on-campus semester with significant social distancing protocols, barring legal restrictions.		57.8%	1,196
I would prefer a delayed on-campus semester with potentially fewer social distancing protocols.		34.0%	704
I have no preference.		0.9%	19

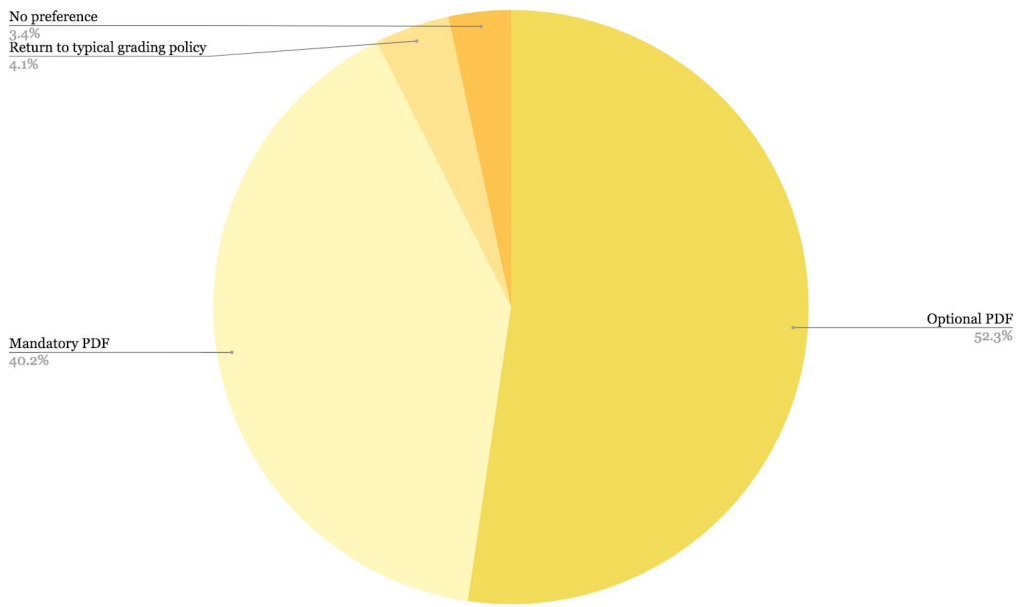Totals: 2,068

USG Undergraduate Student Government

COVID-19 Student Input Survey Results
May 2020

Preferences Regarding Fall Semester Grading (if Remote and Online)

We asked students about whether they would prefer an optional PDF policy, a university-wide mandatory PDF policy, or a return to the typical grading policy if the fall semester were to be remote (2,070 responses).

Value		Percent	Responses
Optional PDF		52.3%	1,083
Mandatory PDF		40.2%	833
Return to typical grading policy		4.1%	84
I have no preference		3.4%	70
		Totals : 2,070	

In the free response sections for additional feedback throughout the survey, proponents of a university-wide mandatory PDF policy cited equity concerns such as inconsistent Wi-Fi access, lack of an adequate workspace, and family situations or emergencies as reasons for supporting mandatory PDF. Some of these concerns are captured in the *Spring 2020: Academics* section of this survey. Additionally, students expressed concern about how graduate programs (most commonly medical schools with course requirements) will perceive an elected PDF under an optional PDF policy.

Those in favor of optional PDF also cited graduate program admissions as a reason for supporting optional PDF, describing the need to improve grades before graduate program applications, and indicating that having the choice to PDF classes this spring significantly reduced stress.

Impact of Uncertainty on Fall Course Selection

Students were asked whether uncertainty surrounding the fall semester impacted the way they selected courses (2,070 responses): **939** (**45.4%** of respondents) indicated it did while **1,131** (**54.6%** of respondents) indicated that it did not.

Considerations of Leaves of Absences

We asked students about whether they would seriously consider taking a leave of absence or a gap year if the Fall 2020 semester were online and remote (2,063 responses). **1,308** (**63.4%** of respondents) said that if Fall 2020 were online and remote, they would consider taking a leave of absence or a gap year.

While some students expressed uncertainty about what their plans would be if they were to take a gap year or leave of absence, many students also shared potential gap year plans that include: continuing summer internships or finding internships during the academic year, paid work, remote research, independent study or online courses at other institutions, preparing for graduate school entrance exams such as the GRE and MCAT, volunteering, continuing or starting personal projects (including but not limited to independent research, startups, and personal development), hiking, biking, and other recreational activities, and travelling or visiting family abroad (if legal restrictions allow).

COVID-19 Student Input Survey Results
May 2020

Student Employment

We asked students about their plans for student employment in Fall 2020. **1,384** (**67.3%** of the 2,055 respondents) said that if the Fall semester were **on campus**, they intended to pursue some form of student employment and **1,332** students (**65.2%** of the 2,044 respondents) commented that if the Fall semester were to be **online** they would be interested in virtual employment opportunities through the University.

Regardless of the format of the fall semester, **1,380** (**67.9%** of 2,031 respondents) indicated that they intend to hold some form of student employment in Fall 2020, **either through the University or through an external provider.**

Among these respondents, 1,366 shared how many hours a week they anticipate working:

Value		Percent	Responses
0-5		34.2%	467
5-10		49.0%	670
10-15		12.0%	164
15+		4.8%	65

Totals: 1,366

Overall Feedback on Fall 2020 Semester

Students expressed a number of opinions and concerns about the format of Fall 2020 beyond those captured earlier in the survey; the following themes were identified among the responses. **Overall, a majority of students shared that they would strongly prefer to be on campus (in any form).**

Most students advocated strongly for an on-campus semester, even if being on-campus would require substantial social distancing restrictions; students indicated that they would be willing to follow social distancing regulations outlined by the University in order to return to campus.

COVID-19 Student Input Survey Results
May 2020

A number of students also raised concerns about the health risks of returning to campus, specifically for vulnerable populations and professors, and suggested an "optional-remote" semester in which students could choose to take classes remotely (if they prefer) and professors can opt to teach classes virtually.

In the event that the fall semester is remote, students with lab theses advocated for the possibility of receiving permission to stay on campus to complete their independent work.

Student opinions on a delayed start varied. Some students suggested a delayed start to the fall semester in order to allow a full semester on campus should COVID-19 remain a threat in the early fall. A number of students shared that, if returning to campus in the fall is not possible, their second preference would be a delayed on-campus semester. However, other students cited concerns about a delayed start including the potential impact on summer plans as well as concerns about the period of inactivity that would result before the start of the semester.

Summer 2020

Summer 2020 Plans

We asked students how COVID-19 affected their plans for Summer 2020 (2,205 responses). When asked to explain how plans were disrupted, every student respondent shared that their summer opportunity was impacted in some way, whether it was cancelled, postponed, or went remote.

Value		Percent	Responses
I did not have any plans for Summer 2020.		9.8%	217
My plans for Summer 2020 were not cancelled and are still being offered (including virtually).		36.1%	796
My plans for Summer 2020 were cancelled, and I have not arranged new plans.		35.3%	779
My plans for Summer 2020 were cancelled, but I was able to arrange new plans.		18.7%	413
		Totals: 2,205	

Summer Thesis Research

We also asked students if COVID-19 had disrupted any plans to do summer thesis research, and many rising seniors indicated that it had and thus would need to either rethink or abandon their planned topic. Many students expressed concerns about significant impacts on their theses, particularly those whose topics required lab or field work that is impossible to replicate virtually. Some students are able to conduct their research remotely, although many mentioned that the research would be of lower quality.

COVID-19 Student Input Survey Results
May 2020

Income Loss

About half of respondents **(48.5% of 2,127 respondents)** indicated that COVID-19 caused them to lose income they were expecting to gain over the summer.

Value		Percent	Responses
Yes		48.5%	1,031
No		51.5%	1,096

Totals: 2,127

Overall Feedback on Summer 2020

Beyond the opinions expressed above, there were a number of other concerns consistent throughout the free response feedback.

Financial loss is a significant concern for many students, as the cancellation of Reunions, opportunities with stipends, and internships reduce otherwise expected income. Some of these students expressed how financial burdens may transfer onto their families or may impact their ability to pay tuition. There were also a few comments from students remaining on-campus about their inability to secure any paid opportunities to cover the summer housing fee.

Additionally, many students are worried about how the inability to gain work or research experience this summer may impact their post-college career and graduate school plans.

Lastly, a notable portion of the student body shared uncertainty regarding their summer plans. Some expressed worry about mental health issues arising as a result of long, unstructured periods of time, including apprehensions about adjusting back to the pace of Princeton in the fall after an unstructured summer. Students requested the creation of content—both programmatic and to support personal development—to fill free time this summer.

COVID-19 Student Input Survey Results
May 2020

Spring 2020

Spring 2020: Academics
Virtual Learning

When asked to compare this semester's overall learning experience with that of previous semesters, 2,198 respondents expressed:

Value		Percent	Responses
No change		2.2%	49
Learning was somewhat impaired but I was able to overcome most challenges		30.2%	664
Learning was generally impaired		48.9%	1,075
Learning was significantly impaired and I wasn't able to overcome most challenges		18.7%	410

Totals: 2,198

We also asked students which of their learning settings were most severely affected by the transition online. Students were asked to select all that apply. It is important to note that these numbers are proportionate to the number of students who enroll in those types of courses, so fewer students reporting impaired learning does not necessarily mean there were fewer disruptions in a particular course format.

|	
Lecture	1,237
Precepts	1,271
Seminars	793
Lab Sessions	756
Independent Work	482
Studio Courses	227
Performance Courses	224

COVID-19 Student Input Survey Results
May 2020

Students noted particular learning-related challenges, including time-zone differences, eye strain and other screen-time-related afflictions, unstable internet connection, disruptive or distracting home environments, and impaired interpersonal interactions and opportunities for collaboration.

When asked how many classes were recorded or pre-recorded to be watched on students' own time, 2,174 respondents reported:
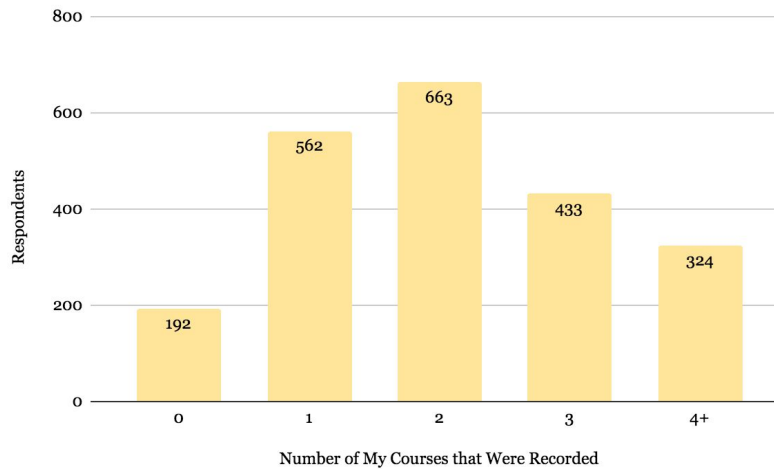
We then asked which of their classes were recorded, and students were asked to select all that apply.

Lectures	1,974
Precepts	513
Lab Courses	181
Seminars	92
Independent Work	8
Studio Courses	11
Performance Courses	8

Respondents also shared creative ways in which their professors adapted to virtual learning. Overall, students appreciated pre-recorded lectures, the use of Zoom breakout rooms, and videos that explained practice or precept problems. In seminars, students appreciated when professors shortened or split up the longer period, while for language classes, successful modifications included pairing students to practice the language and using chat platforms to converse. Other creative adaptations included virtual tours of locations being studied and the inclusion of guest lecturers.

Assignments and Grading

We asked respondents several questions about how their courses' assignment and grading policies were altered during the Spring 2020 semester. Students were asked how many of their courses were being graded on a PDF-only scale (2,164 respondents):
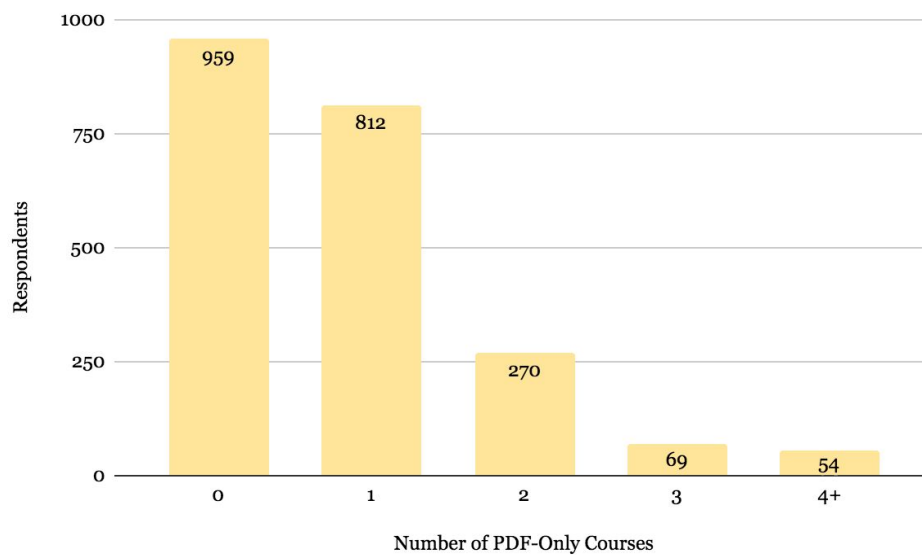
COVID-19 Student Input Survey Results

May 2020

Students were also asked how many of their optional PDF courses they were planning to PDF (2,163 respondents):
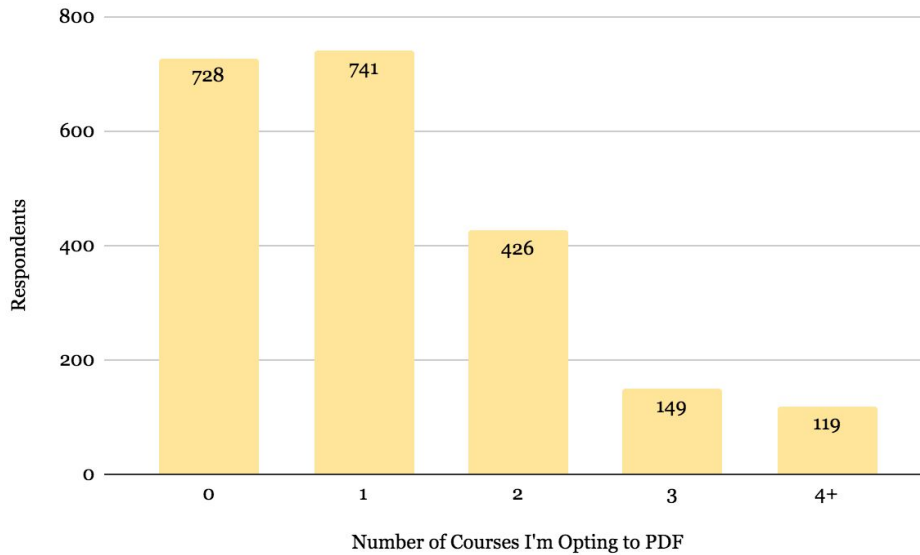
Additionally, in regards to PDF choices for **independent work,** students responded the following (2,080 responses):

Value		Percent	Responses
My senior thesis		1.5%	31
My junior independent work		7.8%	162
My senior comprehensive exam, oral defense, or equivalent		1.2%	24
I am not planning to PDF any of my independent work		20.9%	434
Not applicable		68.7%	1,429

Totals: 2,080

COVID-19 Student Input Survey Results

May 2020

We also asked students how many extensions they requested during the second half of the semester, not including class-wide extensions, and **46.1% of students reported that they asked their professors for at least one personal extension** on an assignment (2,069 responses).

Value		Percent	Responses
Did not ask for an extension this semester		47.3%	978
None		6.6%	136
1		23.0%	476
2		12.2%	252
3		6.0%	124
4+		5.0%	103

Totals: 2,069

We also asked respondents about changes in the way coursework was administered. When asked how many courses changed the way in which end-of-term work was administered and assessed, 2,134 respondents responded:

Value		Percent	Responses
None		15.7%	334
1		20.8%	443
2		26.2%	559
3		18.2%	389
4+		19.2%	409

Totals: 2,134

COVID-19 Student Input Survey Results

May 2020

More specifically, when asked how many courses changed the actual grading rubric/scale for end-of-term work, excluding a mandatory PDF system, 2,117 respondents indicated:

Value		Percent	Responses
None		37.6%	797
1		26.5%	560
2		20.2%	428
3		9.7%	205
4+		6.0%	127

Totals: 2,117

Finally, when asked to select all types of end-of-term work they were assigned this semester, respondents reported the following assignments:

Final Paper	1,723
Timed Take-Home Exam (comparable to in-class)	1,498
Project	1,239
Open-Note Take-Home Exam	1,156
Closed-Book Take-Home Exam	973
Other (typically oral exams or presentations)	52

Undergraduate Student Government

COVID-19 Student Input Survey Results
May 2020

Access to University Academic Resources

Our survey asked a number of questions surrounding how students' experiences using these resources changed after moving online this semester.

When asked how many courses still offered virtual office hours with a frequency comparable to the frequency of office hours on campus, 2,075 students responded:

Value		Percent	Responses
None		5.6%	116
1		9.2%	190
2		18.1%	376
3		21.5%	447
4+		45.6%	946

Totals: 2,075

When asked how many of their courses *did not* offer virtual versions of resources such as regularly scheduled office hours, group study halls, problem set sessions, etc., 1,934 students responded:

Value		Percent	Responses
None		72.5%	1,403
1		13.5%	261
2		8.1%	157
3		2.9%	57
4+		2.9%	56

Totals: 1,934

COVID-19 Student Input Survey Results
May 2020

When asked about how their experience using **the McGraw Center for Teaching and Learning** changed with remote learning, 2,032 responses yielded the following results:

Value		Percent	Responses
I used the McGraw Center's resources less than I previously did.		30.4%	617
There was no change in my use of McGraw Center resources.		67.9%	1,380
I used the McGraw Center's resources more than I previously did.		1.7%	35

Totals: 2,032

In response to a free response question surrounding the student experience associated with accessing the **Princeton Library resources** remotely, some students reported that they had no difficulty with Library access and stated that personal librarians and subject-specific librarians were very helpful with finding resources while away from campus. However, other students reported that they had difficulty accessing the Library's resources and described the following specific issues:

- Being unable or slow to connect and log into the Library website and associated resources
- Lack of availability of digital versions for print books that were required for class, to complete coursework, and for independent work
- Being unable to access the senior thesis archives digitally
- Short, inefficient appointment slots for the Data and Statistical Services center that complicated the completion of independent research

Many first years that were enrolled in spring writing seminars also stated that they were concerned that they would not know how to navigate the Library in the future because they were unable to complete the hands-on navigation experiences typically required in writing seminars.

In response to a free response question that asked students whether they were able to **remotely access all of the computing resources and programs** they needed for academic work this semester, most students reported that they were able to access resources with few difficulties. However, other students also mentioned that they experienced the following issues:

- Slow internet connections at home made it difficult and time-consuming to run certain computer programs and connect to Princeton's VPN.
- Personal computers were unable to handle computing demands from specific programs.
- Personal computers did not have enough storage space to download specific programs and complete certain tasks for courses.
- Confusing instructions on the OIT website made it difficult to connect to Princeton's VPN and to troubleshoot specific issues.
- Lack of a personal printer and the cost of printing at home deterred students from completing class assignments that required printed resources.

In response to a free response question that asked students about their experience using **Zoom** as a remote learning platform, many students stated that Zoom functioned as a decent platform for remote learning but was unable to come close to replicating the in-class experience. Students reported that they **liked** the following aspects of Zoom:

- Breakout room feature, reactions, and private chatting
- Ability to integrate with iPads and other digital drawing resources for professors to use as virtual "boards" during class

Students also reported that they **disliked** the aspects and/or experienced the following issues with Zoom:

- Burnout associated with being on Zoom/looking at a screen for multiple hours a day
- Significant concerns surrounding Zoom's security and privacy settings, especially in the context of "Zoom bombing" and lack of personal data encryption
- Lagging and glitching issues due to slow internet connectivity and lack of available WiFi bandwidth on family internet connections
- Less active participation in seminars, precepts, and lectures as a function of being online
- Focus issues associated with using an online platform for extended periods of time
- Difficulty with asking questions during large lectures
- Difficulty with conducting more interactive classes online, including foreign language courses and private music instruction

COVID-19 Student Input Survey Results
May 2020

Academic Stress

In response to a question surrounding how stressed students felt about academics after transitioning to remote learning relative to past semesters, 2,095 responses yielded the following results:

Value		Percent	Responses
Substantially less stressed than average		3.6%	75
Less stressed than average		13.6%	285
Average amount of stress		19.6%	410
Somewhat more stressed		35.1%	735
Substantially more stressed		28.2%	590

Totals: 2,095

Logistics and Academics

We also asked students several questions surrounding the logistics associated with transitioning to online learning. In response to a question regarding the percentage of classes that were **disrupted by technology or internet issues**, 2,093 responses yielded the following results:

Value		Percent	Responses
Less than 20% (including no disruptions)		55.8%	1,168
20%		26.5%	555
40%		10.1%	212
60%		4.7%	98
80%+		2.9%	60

Totals: 2,093

COVID-19 Student Input Survey Results

May 2020

When asked whether they used **emergency funds** from Princeton to gain access to internet, 3.2% of students reported that they utilized this resource (2,062 responses):

Value		Percent	Responses
Yes		3.2%	66
No		96.8%	1,996

Totals: 2,062

Several students also reported that their requests to access emergency funds for internet use were denied. Some students also noted that they were unaware of the emergency funds.

We also asked students how **time zone differences** impacted their learning this semester. In response to this free-response question, students that were not located in the eastern time zone reported experiencing the following issues:

- Negative impacts on sleep schedules and overall decreases in total amount of sleep, sometimes resulting in deleterious mental and physical health effects
- Significant focus issues and productivity losses associated with irregular sleep schedules and class times for both domestic and international students
- Difficulty finding convenient times to work on group assignments and partner projects
- Lost learning opportunities because of frequent missed or recorded classes
- Difficulty accessing office hours, group study halls, problem set sessions, or review sessions
- Negative impacts on participation grades in precepts and seminars because of grogginess associated with time zone differences
- Confusion and issues coordinating time zone differences when scheduling meetings with professors, classmates, and extracurricular groups
- Missed deadlines associated with course registration and room draw
- Family conflict associated with shared living spaces and irregular class times and meals

COVID-19 Student Input Survey Results

May 2020

Overall Feedback on Spring 2020 and Academics

Students expressed a number of opinions about their experiences with academics after the University transitioned to remote learning in response to an open-ended question. The following themes were identified in these responses:

Overall, students reported that their learning experience was significantly impacted in a negative way this semester, and strongly expressed their desire to return to on-campus academic activities in the fall. Many students reported that their mental and physical health (e.g. headaches, eye strain) was substantially negatively impacted by the transition to remote learning, and expressed that they did not believe they would be able to cope with an additional semester of online classes. A significant portion also stated that they believe tuition should be reduced in the fall if courses are online to reflect lost learning opportunities, poorer class quality, and lack of access to campus resources into account; many stated that they do not believe online courses are as rigorous nor as beneficial as in-person classes.

Students also commented frequently on the University's grading policy for this semester, and expressed both support and opposition for the optional PDF policy. However, students from diverse opinions on the overall PDF policy expressed significant concern surrounding inequities between grading policies adopted by different classes and departments and felt frustrated by this lack of consistency; they also reported experiencing a substantial amount of anxiety associated with perceptions of alleged academic dishonesty perpetrated by their peers. Numerous students also stated that they believed the PDF deadline should have been moved later to a date after all final exams were submitted in order to eliminate discrepancies between classes with exams and classes with Dean's Date assignments.

Students also commented on significant departmental and class discrepancies associated with faculty willingness to accommodate students on time zones and assignment deadlines. While many students thanked their professors for their flexibility, others reported that faculty were unwilling to offer extensions or to adjust deadlines/grading standards in light of COVID-19, which caused significant anxiety and negatively impacted student performance. Most concerningly, a number of students also stated that their professors increased the amount of work required in certain classes (particularly written work) after the transition to remote learning because they believed their students would have

more time to concentrate on academics at home and did not believe the live virtual learning experience was as beneficial as completing external assignments. Some students also stated that they believe professors need more training to develop more familiarity with online resources in order to improve class experiences.

Many students also reported that their home circumstances significantly impacted their ability to learn effectively this semester. Family conflict, lack of available quiet and peaceful spaces, internet connectivity issues, health issues, and increased familial responsibility were all listed as detrimental circumstances that interfered with students' abilities to complete quality academic work and focus in class this semester.

Multiple students also stated that their academic experience was negatively impacted by a lack of availability and shortened hours associated with the McGraw Center for Teaching and Learning's online resources, particularly in regard to the shortened duration of individual tutoring appointments.

COVID-19 Student Input Survey Results
May 2020

Spring 2020: Student Life

This section of the survey asked a number of questions about applying to stay on-campus, virtual community building programming, mental health services, and other concerns.

Staying on Campus

Students were asked if they applied to stay on campus. **247** students (12% of 2,119 respondents) reported that they applied to stay on campus for the remainder of the semester. **167** responded that they were successful in getting approved to stay on campus.

Out of **229** responses, a majority of students reported no difficulties in applying to stay on campus. However, **42** students (18.3% of respondents) reported difficulties, and they were asked to elaborate in the free response section. The following trends were identified. Students reported that they:

- Experienced financial loss from the last-minute purchase of flight tickets, as applications were initially rejected and later approved
- Faced inconsistent rulings
- Found it difficult to figure out who to contact about the application
- Experienced anxiety regarding the decision of the application
- Were not given an explanation or further details about the ruling
- Had been initially approved to stay for thesis research and then were later rejected

Regarding difficulties associated with the University's decision about staying on campus (231 responses), **158** students reported experiencing no difficulties. However, **73** students stated they faced difficulties and were asked to elaborate. These students described the following difficulties:

- Returning home to find themselves as the primary caretaker of family members
- Experiencing emotional turmoil in the home that caused debilitating mental health and negatively impacted academics and ability to focus
- Facing the financial burden of purchasing a last-minute flight
- Facing hardships acquiring last-minute storage
- Having to do work with unstable Wi-Fi network connections
- Finding that their senior thesis research was cancelled
- Scrambling to find an alternative living option

COVID-19 Student Input Survey Results
May 2020

110 students responded yes to the question asking if they remained on campus for any period of time after March 19th. These students were asked to **rate the quality/diversity of the food offered** on a scale from 1 to 5 (5 being the best).

Value		Percent	Responses
1		23.6%	26
2		25.5%	28
3		31.8%	35
4		12.7%	14
5		6.4%	7
			Totals: 110

59 students responded that they were asked to move to a different building on campus during their stay. When asked whether they felt they were **provided adequate support to move:**
- **36** students responded they felt supported in the move.
- **23** students reported difficulties, most of which centered around the extreme time crunch in moving (24 hours) and the lack of support in moving (students had to move alone).

Out of the students who were approved to stay on campus, **18 students shared that they elected to move off campus** for the rest of the semester, due to reasons including loneliness due to on-campus social distancing guidelines, mental health issues, and the desire to keep the housing refund.

We offered a space for students to respond with other concerns about staying on campus they experienced that were not covered in the questions above. Students reported that they:
- Experienced anxiety due to increased Public Safety presence on campus
- Faced hardships due to the closing of kitchen spaces and other common areas
- Found a lack of diverse food options and ability to provide input to Dining
- Were concerned about students who weren't approved to stay on campus residing in friends' rooms

COVID-19 Student Input Survey Results
May 2020

Finding Storage

For students who were not approved to stay on campus or did not apply to stay on campus, we asked about storage options (1,941 responses). **1,775 students (91.4%) found no difficulty in acquiring storage, while 166 students (8.6%) reported concerns**, including the high costs of storing items, even with the $150 storage fund the University provided to all students. Students resorted to finding alternative storage options with nearby friends or family, shipping items home, paying for a storage unit off campus, using a campus vendor (CampusStorage or StorageSquad), or discarding items by leaving them behind in their room.

International Students

As the semester moved online, **80** international student respondents cited **concerns about their visa status.** Students were concerned about renewing their F-1 visa, the minimum amount of months required to stay in the States for their green card, applying for OPT, travel bans, uncertainty about their status if they elect to take a gap year, and overall anxiety about being able to return to Princeton.

Virtual Community Building

We asked what types of virtual community building students participated in after the transition off-campus, and students were encouraged to check all that applied:

Student Organizations Gatherings/Programs	877
Departmental or Academic Programs	276
Athletic Team Programming	256
Programming Found via Residential College Listservs	157
Programming Found via winter.princeton.edu/virtual	90
Programming Found via Campus Life Listservs	77
Other Virtual Community Building	118
None	692

COVID-19 Student Input Survey Results
May 2020

Students also elaborated on "Other Virtual Community Building," sharing that they participated in events hosted by eating clubs, Campus Recreation yoga and workout classes, and informal Zoom calls hosted by friends.

1,909 students reported **connecting virtually with peers informally throughout the semester,** while **143** students reported that they did not connect informally with their peers (2,052 responses).

We asked for **suggestions on improving virtual community building**. A majority of students felt virtual community building could not resemble the quality and breadth of on-campus resources, citing low participation numbers, the difficulty to foster small group interactions in video calls, and overall decreased number of offerings. The following themes were identified among student suggestions:
- Finding more ways they could meet their peers informally on Zoom (similar to programming such as the USG/Letters to Strangers' "Buds at a Distance" program)
- Offering more programming at varied times to accommodate time zone differences
- Offering more online speaker events, online game nights, and online formals/dances
- Facilitating live conversations/discussions with faculty members
- Shipping students workout gear and equipment, physical copies of books for book clubs, etc.
- Offering residential college trivia competitions
- Creating centralized virtual libraries (for students to study together)
- Increasing the number of Instagram giveaways

COVID-19 Student Input Survey Results
May 2020

Mental Health

We asked students how they would rate their mental health in comparison to before the semester became remote (2.087 responses):

Value		Percent	Responses
Significantly better		2.8%	59
Somewhat better		6.9%	144
About the same		21.1%	441
Somewhat worse		42.2%	881
Significantly worse		26.9%	562

Totals: 2,087

Students were asked to select all that apply to share the virtual support services they used during the second half of the semester: **180 respondents used CPS telehealth services, 29 used Princeton Peer Nightline, 9 used SHARE virtual appointments and resources, and 88 used other support services.** Students were also asked to name other support services, and responses included off-campus therapists, residential college staff, and programming through religious organizations. Students also shared the following suggestions for virtual support systems:

- Offering text chat therapy sessions
- Increasing the number of CPS support groups
- Acquiring licensing across more state lines for CPS providers

Overall Feedback on Spring 2020 and Student Life

Students reported enjoying the social media programming and Zoom sessions hosted by student organizations, and many stated how group calls with friends helped their mental health. Some students indicated going home alleviated their stress and allowed them reprieve from University life, while many others reported experiencing anxiety and nervousness at the decreased social interaction with friends and peers and stated that virtual programming cannot bridge the gap created by the lack of physical proximity. **Both socially and academically, many students felt virtual learning and programming could not compare to the on-campus experience.**

Page 29 of 32

COVID-19 Student Input Survey Results
May 2020

Spring 2020: Student Employment

We asked students to tell us how their student employment was affected by the transition to remote learning this Spring. **1,017** students indicated that they had held on-campus employment during the first-half of the Spring 2020 semester, and **537** students responded that they had continued employment offered by the University in some capacity since classes went virtual.

We offered a space for the students who continued their University jobs to elaborate on their experiences in adjusting to remote employment. Students indicated that **responsibilities remained largely the same** for jobs such as McGraw/Writing Center, note-taking, TA, and grader jobs, although noted with varying degrees of difficulty in adjusting to using Zoom for teaching and collaboration. Others indicated that their jobs involved **significant adjustments to accommodate an online format**, such as Orange Key tour guides who did one-on-one calls with prospective students, and TigerCall employees who began making personalized videos for alumni instead of calls.

Some students who lost their jobs sought out new remote employment opportunities. Additionally, several students explained that they had originally held multiple on-campus jobs, only some of which were offering remote employment.

Some students whose work could not be moved online indicated that they were **still receiving compensation** for the hours they would have worked if the semester had been on campus. Other students expressed concern that although they had kept their employment in some capacity, they were being **given less work and fewer hours** than they had on campus. Reasons cited for this included fewer tasks they could perform remotely, services they provided were not being used as frequently, or changes in personal circumstances forced them to work fewer hours. Respondents expressed concern that reduced hours and workload were not eligible for accommodative pay.

COVID-19 Student Input Survey Results

May 2020

We gave students a space to give additional thoughts about student employment and financial aid. Below are some common sentiments that were expressed:

- Appreciation for still receiving pay when employment was not able to transition online
- Concerns that students not receiving financial aid were not given compensation when employment could not be transitioned online
- Desire for additional virtual employment opportunities from the University and clear information as to how to apply for those opportunities when they are available
- Increased clarity on how to receive funding
- Gratitude for the Housing and Meal Plan Refund

Additional Questions and Concerns From Students

At the end of the survey, we asked students if they had any additional concerns. Of those responses, themes in students' responses to this question that were not already covered in other portions of this report included:

Fall Housing

Students are concerned about whether on-campus housing will be available in the fall should the semester be online and remote. A number of students indicated that due to factors such as unwelcoming home environments or housing insecurity, they would need to stay on campus in the fall regardless of the format of the semester.

Burden of Tuition Costs

A number of students expressed concern about whether financial aid will be able to meet increasing need for the next academic year. Students also raised concerns about the cost of tuition if Fall 2020 is remote; a number of students indicated that they would not feel justified in paying full tuition for a completely remote semester.