

COVID-19 ON CAMPUS

THE FUTURE OF LEARNING

A College Pulse & Charles Koch Foundation Study



 COLLEGE PULSE

Charles Koch
CHARLES KOCH FOUNDATION

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COVID-19 ON CAMPUS

TABLE OF CONTENTS

KEY FINDINGS

1

2

ABOUT US

I. ASSESSING UNIVERSITY
RESPONSE

3

5

II. STUDENT PERSPECTIVES
ON ONLINE LEARNING

III. WHAT STUDENTS VALUE
IN HIGHER EDUCATION

9

14

CONCLUSION

METHODOLOGY

15

16

SURVEY TOPLINE

Key Findings

Most college students believe their college or university has done a good job in responding to the coronavirus outbreak.

- Nearly seven in ten students say their school did an excellent (23%) or a good (46%) job responding to the global pandemic.

There is near-universal agreement among students that they should not have to pay full tuition if schools are only offering online classes and distance learning options.

- More than nine in ten students say students should pay much less (63%) or a little less (30%) in tuition if only online learning options are available.

Most students have experience taking online classes, but there are significant variations between students.

- A majority (55%) of current college students report having taken an online course at some point in their academic career.
- However, experiences vary considerably among students by university type. Roughly two-thirds (66%) of state-school students say they have taken an online course at some point, while only 36% of students at private colleges or universities say the same.

The credentialing function of higher education is mentioned by more students as the most important reason to go to college.

- Nearly six in ten (59%) students say getting the credentials they need for their future career is one of the most important reasons they decided to attend college.
- Fewer students say helping them decide on a career (42%), exposure to different ideas and perspectives (34%), developing specific skills (32%), or learning how to live and work with different types of people (23%) were critical considerations.

Few students believe schools should make online and distance learning a priority. Rather, students identify other areas at their schools that should be a greater focus for the administration.

- Six in ten students say that working on new ways of helping students identify internships and job opportunities (60%) and no longer requiring the purchase of expensive textbooks (57%) should be among the highest priorities for their college or university.
- Only 21% of students say incorporating more online learning tools and courses should be one of the highest priorities for their school.

Despite some pessimism about online learning, most students say it could be improved through technological refinements.

- More than six in ten (63%) students say online learning could be improved by using a better technology platform.

About Us

About COLLEGE PULSE

College Pulse is a survey research and analytics company dedicated to understanding the attitudes, preferences and behaviors of today's college students. College Pulse offers custom data-driven marketing and research solutions, utilizing its unique *American College Student Panel*™ that includes over 300,000 undergraduate college student respondents from more than 1,000 four-year colleges and universities in all 50 states.

For more information, visit <https://collegepulse.com/> or College Pulse's official Twitter account [@CollegeInsights](https://twitter.com/CollegeInsights).

About CHARLES KOCH FOUNDATION

The Charles Koch Foundation supports students and scholars at hundreds of colleges and universities across the country. The Foundation provides grants to support a wide range of inquiry on issues including the future of postsecondary education, criminal justice reform, free expression, immigration, economic opportunity, among others.

For more information, visit <https://www.charleskochfoundation.org/>

I. Assessing University Response: Faculty Transition, Returning to Campus and Major Changes to the College Experience

Campus Response to Coronavirus

Overall, college students give their schools positive marks when it comes to their response to the coronavirus outbreak. Nearly seven in ten say their school did an excellent (23%) or a good (46%) job responding to the global pandemic. Less than one-third (31%) report that their school did only a fair or poor job.

Views among college students are fairly consistent across lines of race, gender and political affiliation. Seniors are slightly less likely than other students to give their school top marks on their response, while freshman report being most supportive of how their school is coping. Only 19% of seniors rate their school's response as excellent, compared to 26% of freshman.

Despite the positive assessments of the overall response, most students express more negative views about how well their professors were able to adapt to online learning environments after many campuses shut down. Less than half (46%) of students say most of their professors were able to effectively transition from in-person classes to online instruction. A majority (54%) of students feel the faculty at their school did not handle the transition well.

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Three out of four of my professors had never taught in an online setting. One transitioned very well, but not the other two. The biggest obstacle is the technology. One professor had us email our assignments because they didn't know how to create assignments on Canvas.

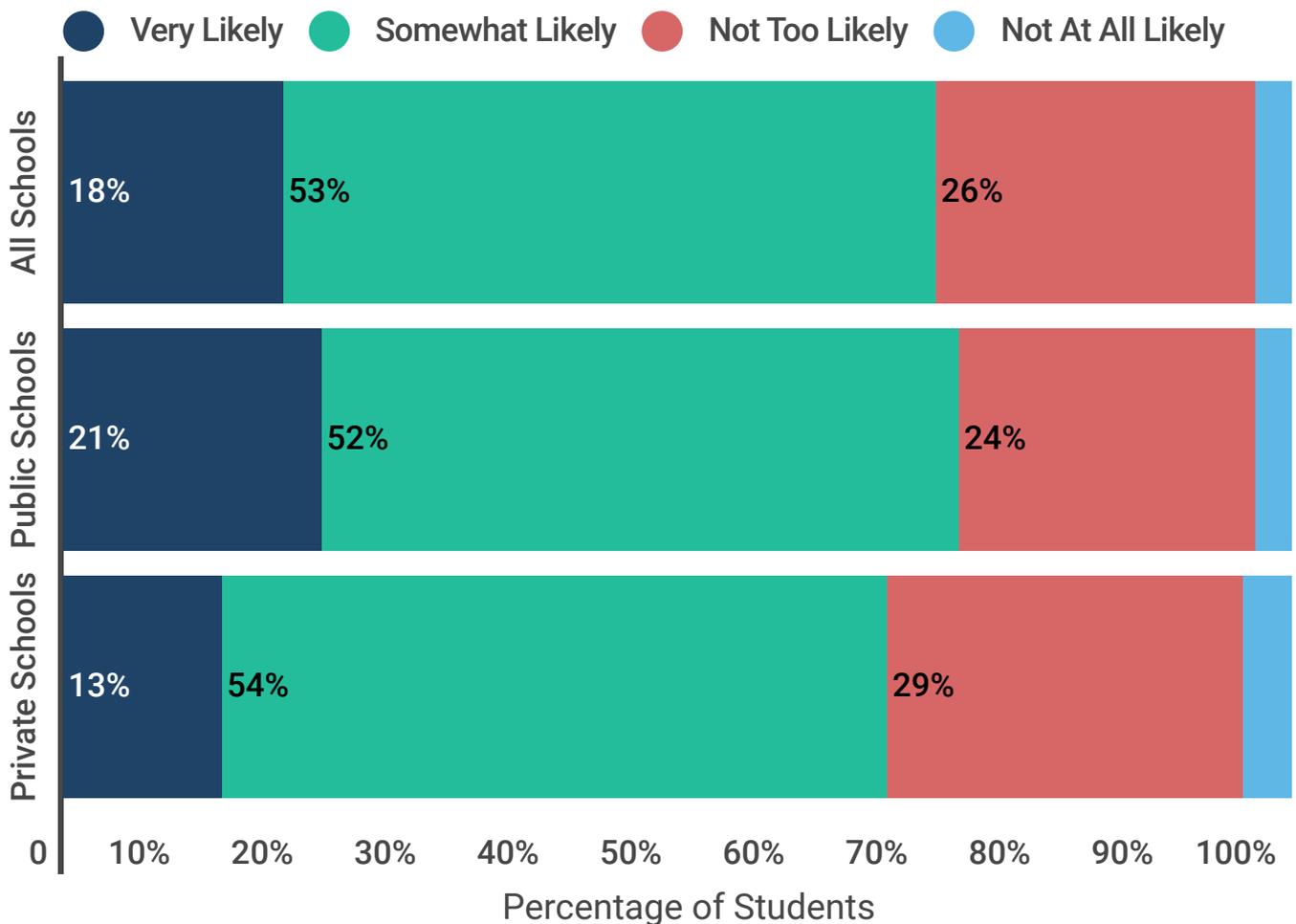
–Wesleyan University, Class of 2021

Coming Back to Campus in the Fall?

With uncertainty still dominating the discussion, most students are entertaining the possibility that classes could be conducted partially or completely online in the fall. A majority (71%) of students say it is at least somewhat likely that their school will hold classes primarily online in the fall; however, only about one in five (18%) say this is a “very likely” outcome. About one-third (29%) of students say this possibility is unlikely.

Public University Students are More Likely to Expect Online Classes in the Fall

How likely is it that your school will offer classes primarily online in the fall?



Students attending public colleges and universities are somewhat more likely than those attending private institutions to believe there is a high probability that classes will move online for the fall. More than one in five (21%) students who attend a public college or university say this eventuality is very likely, compared to 13% of students at a private college or university.

Major Changes Coming

Most students believe the coronavirus will usher substantial changes on campus that will profoundly change their college experience. More than two-thirds (68%) of students say the coronavirus outbreak will lead to major changes in their college experience. About one-third (32%) say things are likely to return to the way they were before the outbreak.

Female students are more likely than their male classmates to say their college experience is going to be irrevocably altered. Seventy-three percent of female students believe coronavirus will lead to major changes to their time on campus, while 62% of male students say the same. Nearly four in ten (38%) male students expect things to return back to the way they were.

There are profound political differences in views about the likelihood of student experiences changing. Close to half (45%) of Republican students believe their college experience will not be much different after the pandemic, a view shared by only 25% of Democratic students. About two-thirds (66%) of politically independent students are expecting major changes to their college experience.

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I have too many engineering labs left in my major to switch to online classes. I don't know if I will even stay in the program at this point. Maybe I will just take a gap year.

—Clarkson University, Class of 2021

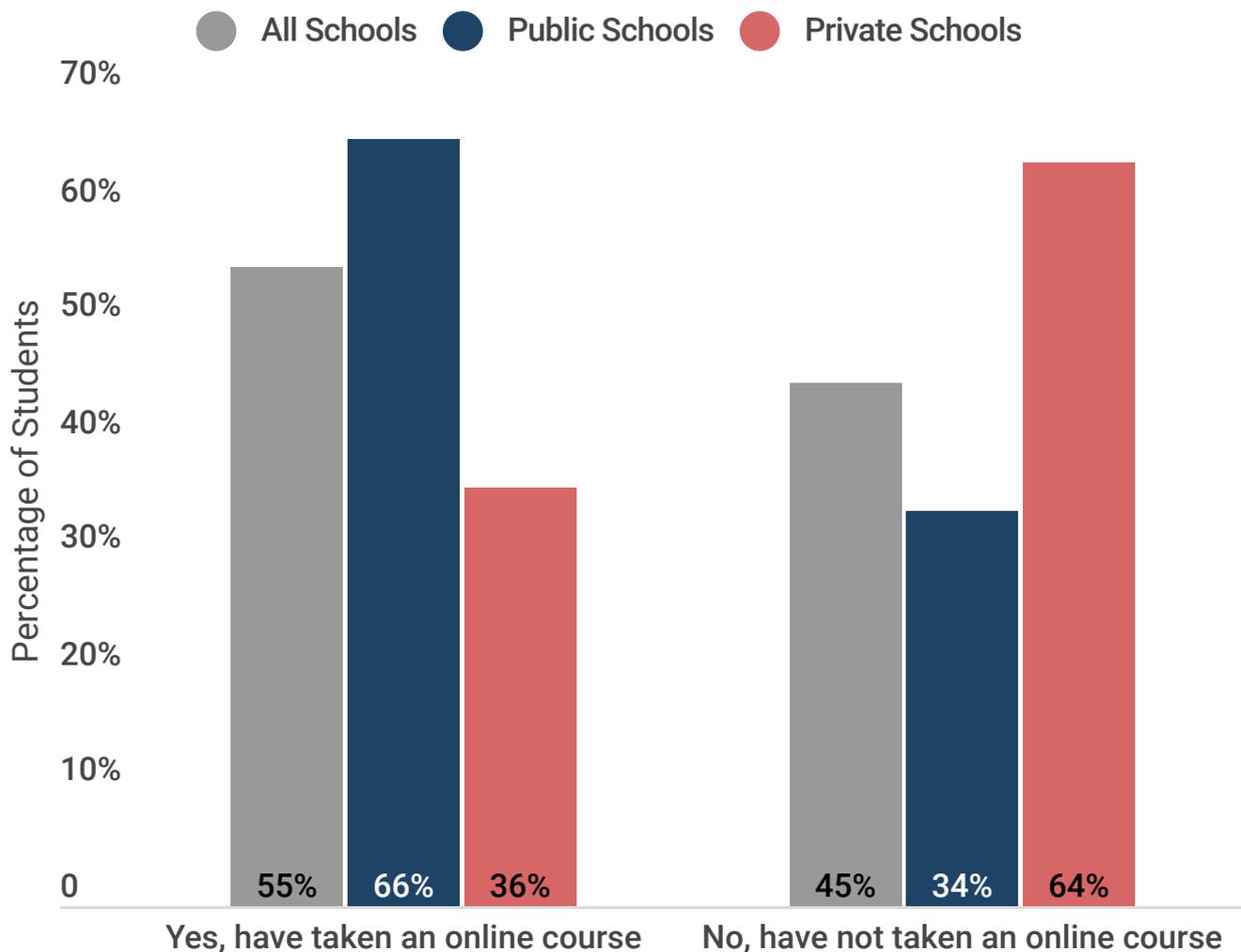
II. Student Perspectives on Online Learning: Experience, Efficacy and Value

A majority (55%) of current college students report having taken an online course at some point in their academic career. Forty-five percent of students say they have never done this.

However, experiences with online learning vary widely among students. Students at public colleges or universities are far more likely to have taken an online class than those at private schools. Roughly two-thirds (66%) of state-school students say they have taken an online course at some point, while only 36% of students at private colleges or universities say the same. Sixty-four percent of students at private colleges and universities have never taken an online course.

Public University Students are More Likely to Have Taken an Online Class Before

Before the coronavirus outbreak, had you ever taken an online course, or have you never done this?



The increasing prevalence of online learning is apparent in the different levels of experience by class year. Sixty-eight percent of seniors and a similar number of juniors (64%) say they have taken an online course before, compared to about half (53%) of sophomores and only 42% of freshmen. There are stark differences between private and public schools in terms of different levels of experience by class year. While students across both types of universities and colleges are more likely to have taken an online class the further along they are, students at private universities are less likely across the board. For instance, while half (50%) of freshmen at public universities have taken an online class, less than half (45%) of seniors at private colleges and universities report the same.

Importantly, there are no differences in online learning experiences between students of different racial and ethnic backgrounds. Similarly, students on financial aid are not any more or less likely to have taken an online course than those not receiving financial assistance.

Despite the prevalence and popularity of online courses and the considerable experience students have with them, they are largely viewed as inferior to in-person learning. Only about one in five students say online classes are as effective (18%) or more effective (4%) than traditional in-person classes as a way to gain knowledge in a field and acquire specific skills. Seventy-eight percent of students say online classes are a less effective way to learn.

However, at least some of these perceptions may be driven by lack of experience with online education. Students who have never taken an online course are much more likely to say they are less effective than those who have taken an online class at some point (84% vs. 73%, respectively). Still, even among those who have taken an online class before, most say they are less effective ways to learn.

There is near universal agreement among students that they should not expect to pay full tuition if schools are only offering online classes and distance learning options. More than nine in ten students say students should pay much less (63%) or a little less (30%) in tuition if only online learning options are available. This view is widespread among students across lines of race, class, political identity and school type.

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Universities should lower tuition since online classes have way less overhead, but I think the big low hanging fruit is not charging fees. At Clemson, for example, they charge so many fees and a lot has to do with facilities that they probably won't leave open.

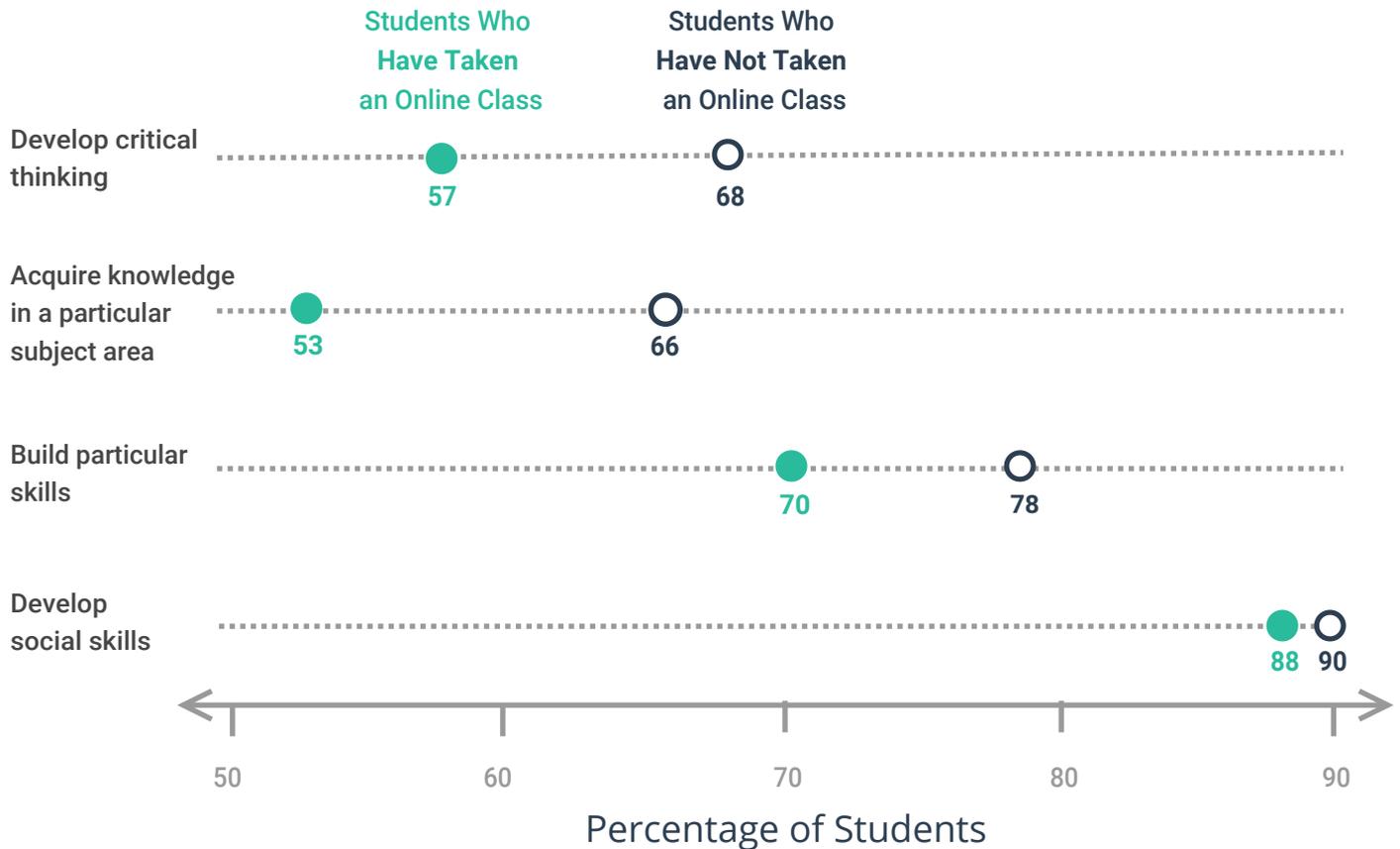
—Clemson University, Class of 2021

The Limits of Online Education

Compared to traditional classroom instruction, students are more negative in their views about the efficacy of online learning. Nearly nine in ten (89%) students say online classes are less effective in helping students develop social skills. Sixty-two percent of students say online courses are less effective than in-person classes in helping students develop critical thinking. Roughly as many students (59%) say virtual courses are a less effective way to acquire knowledge of a particular subject area. Even in areas where online courses are expected to excel — such as skill building — few students believe online instruction is as effective. Nearly three-quarters (73%) say online learning is a less effective way to develop specific skills than in-person instruction. Students who had never before taken an online class (78%) are more likely than students who had (70%) to say this is true, but strong majorities of both say online classes are less effective for developing specific skills.

Students Who Have Not Taken an Online Class are More Likely to Say They are Less Effective

Percentage of students who say online classes are less effective than in-person classes in helping students...



Another perceived benefit of online learning is that it offers greater flexibility for students who need to engage with the material at their own pace. But few students regard this as an upside to online courses. Only about one-third (33%) of students say that moving to online instruction is helpful because it allows students to learn at their own pace. Two-thirds (67%) of students reject this idea. Here too there are differences based on previous experience with online courses. Only about one-quarter (24%) of those who had not taken online classes, compared to 39% of those who had previously taken online classes, say the move to online helped by allowing students to work at their own pace.

However, students remain more optimistic that online learning could be improved through technological refinements. More than six in ten (63%) students say online learning could be improved by using a better technology platform. Students attending a public college or university are somewhat more optimistic about improving online learning than those attending a private college or university (65% vs. 58%).

There may be other limitations of online learning strategies outside the classroom. If colleges and universities move to online learning models in response to coronavirus, many students say other aspects of campus life could be negatively affected. Nearly seven in ten (69%) students say moving to an online learning environment at their school would make it very difficult to participate in extracurricular activities, such as activity clubs and sports. More than six in ten (62%) students say schools adopting distance learning and online classes would make it very difficult to develop close friendships with other students. Finally, a majority (55%) of students say that a shift to online instruction would make it much more difficult to feel like they were part of a campus community.

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The effectiveness of online learning depends on the class. The classes that try to mimic exactly how normal classes were run end up being really unenjoyable and ineffective. But the classes that change their format and allow me to work at my own pace were actually somewhat better than in-person classes.

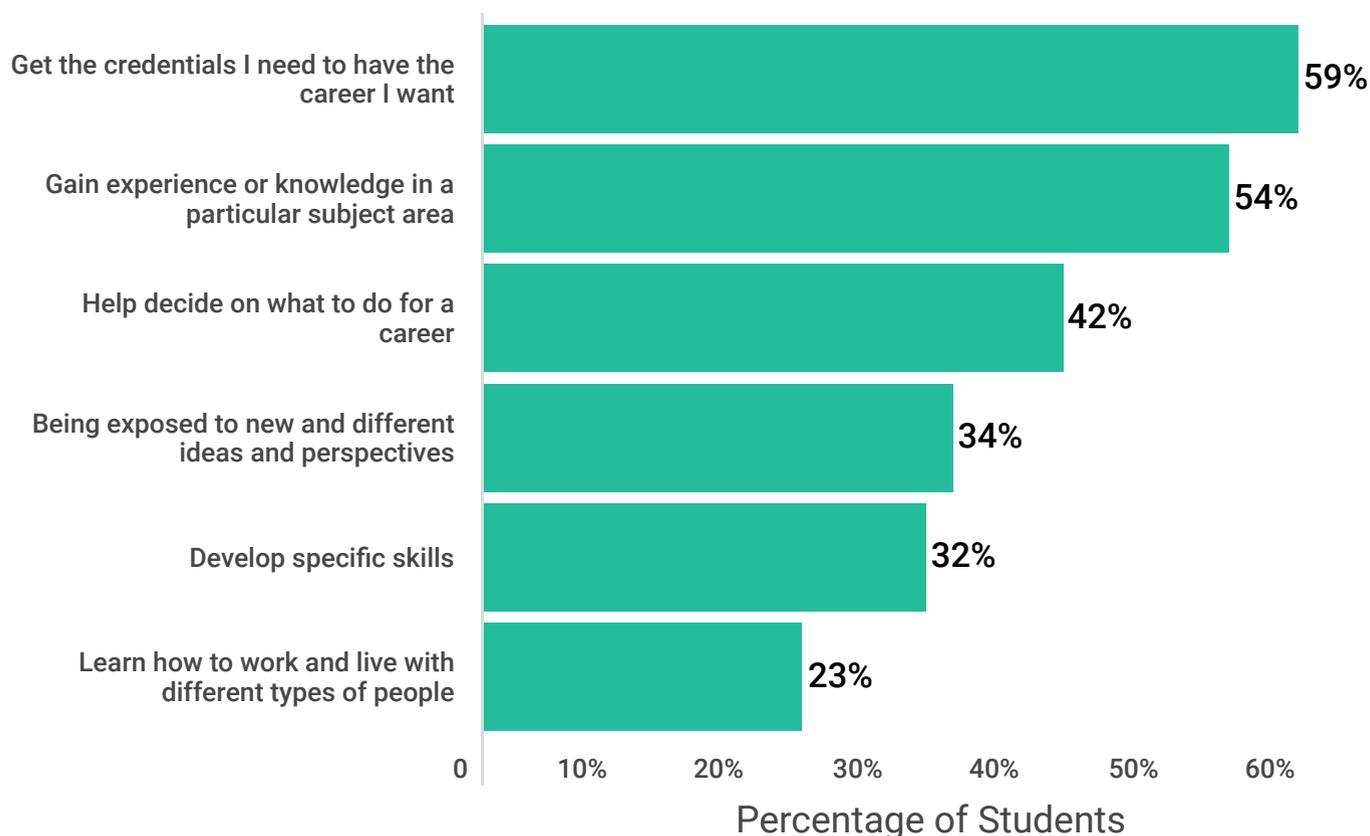
–Skidmore College, Class of 2020

III. What Students Value in Higher Education

Despite the lofty reasons that are often discussed about why pursuing higher education is important, students are more likely to mention the credentialing function than any other reason. Nearly six in ten (59%) students say getting the credentials they need for their future career is one of the most important reasons they decided to attend college. More than half (54%) of students say gaining experience or knowledge in a particular subject area was a critical factor in their decision-making. Fewer students say helping them decide on a career (42%), exposure to different ideas and perspectives (34%), developing specific skills (32%) or learning how to live and work with different types of people (23%) were critical considerations.

Credentials are the Top Reason Students Attend College

Percentage of students who say the following were one of the most important reasons they decided to attend college...



Most college students believe that a college degree is the only way they will have an opportunity to work at a prestigious company. Only about one-third (34%) of students believe employers at prestigious companies would hire employees without a four-year college degree. Approximately two in three students (66%) say prestigious companies would not bring on someone without a degree from a four-year college or university.

Unsurprisingly, there are significant differences in the views of students at two-year and four-year schools. Half (50%) of students at two-year colleges say employers would consider hiring someone without a degree from a four-year institution. Only 34% of students at four-year schools say the same.

At the same time, more students say pursuing a college degree was personally important to them rather than something that was expected of them. More than six in ten (63%) students say getting a college education was personally important, while 37% say it was expected that they would go.

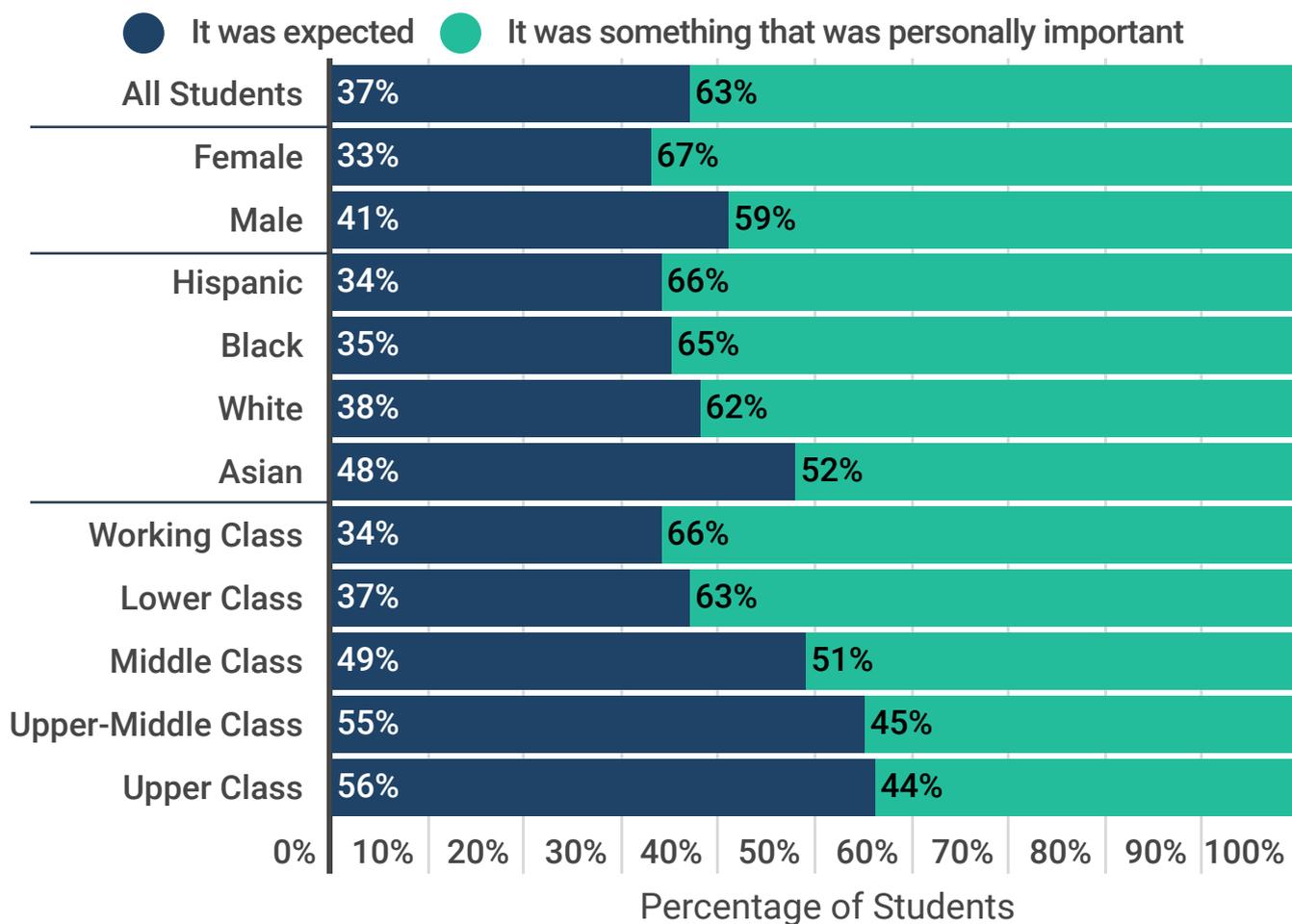
Male students are more likely than female students to say going to college was something expected of them (41% vs. 33%) rather than a personal goal. Two-thirds (67%) of female students say attending college was personally important to them.

There is a yawning divide between students with different class backgrounds. A majority of students from upper-income households say going to college was more an expectation than a personal desire (55% vs 45%). In contrast, only 34% of students from a working-class background say a college education was something that was expected of them. Sixty-six percent of working-class students say going to college was a personal goal.

Asian and Pacific Islander students are also far more likely than other students to say expectations played a more important role than personal ambition. Nearly half (48%) of Asian students say it was expected they would attend college, compared to 38% of white students, 35% of black students and 34% of Hispanic students.

A Majority of Students Say Attending College Was Personally Important to Them

Percentage of students who say they went to college more because...

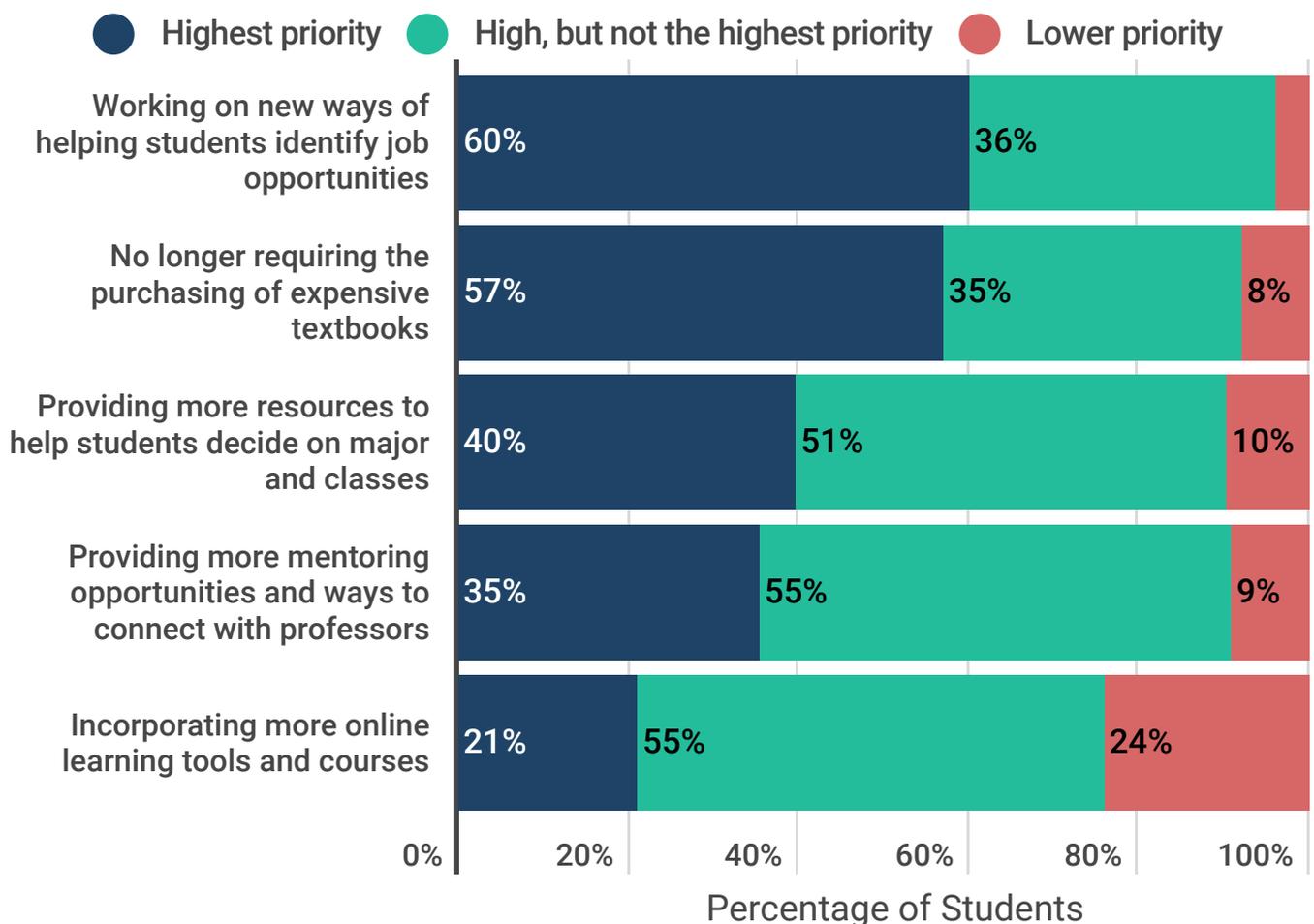


Priorities in Higher Education

Although a majority of students (55%) feel that online and distance learning should be made a high priority, few students believe their schools should make it the highest priority. Rather, students identify other areas at their schools that should be a greater focus for the administration. Six in ten students (60%) say working on new ways of helping students identify internship and job opportunities should be the highest priority for their college or university. Nearly as many students (57%) say no longer requiring the purchase of expensive textbooks should be the highest priority. Four in ten (40%) students say one of the highest priorities at their school should be providing more resources to help students to make decisions about major and class selection. More than one-third (35%) of students say one of the highest priorities should be providing more mentoring opportunities and ways to connect with professors other than office hours. Only 21% of students say incorporating more online learning tools and courses should be one of the highest priorities for their school.

Most Students Say Schools Should Find Alternatives to Expensive Textbooks and Provide More Help with the Job Search

How much of a priority should your college or university make the following...



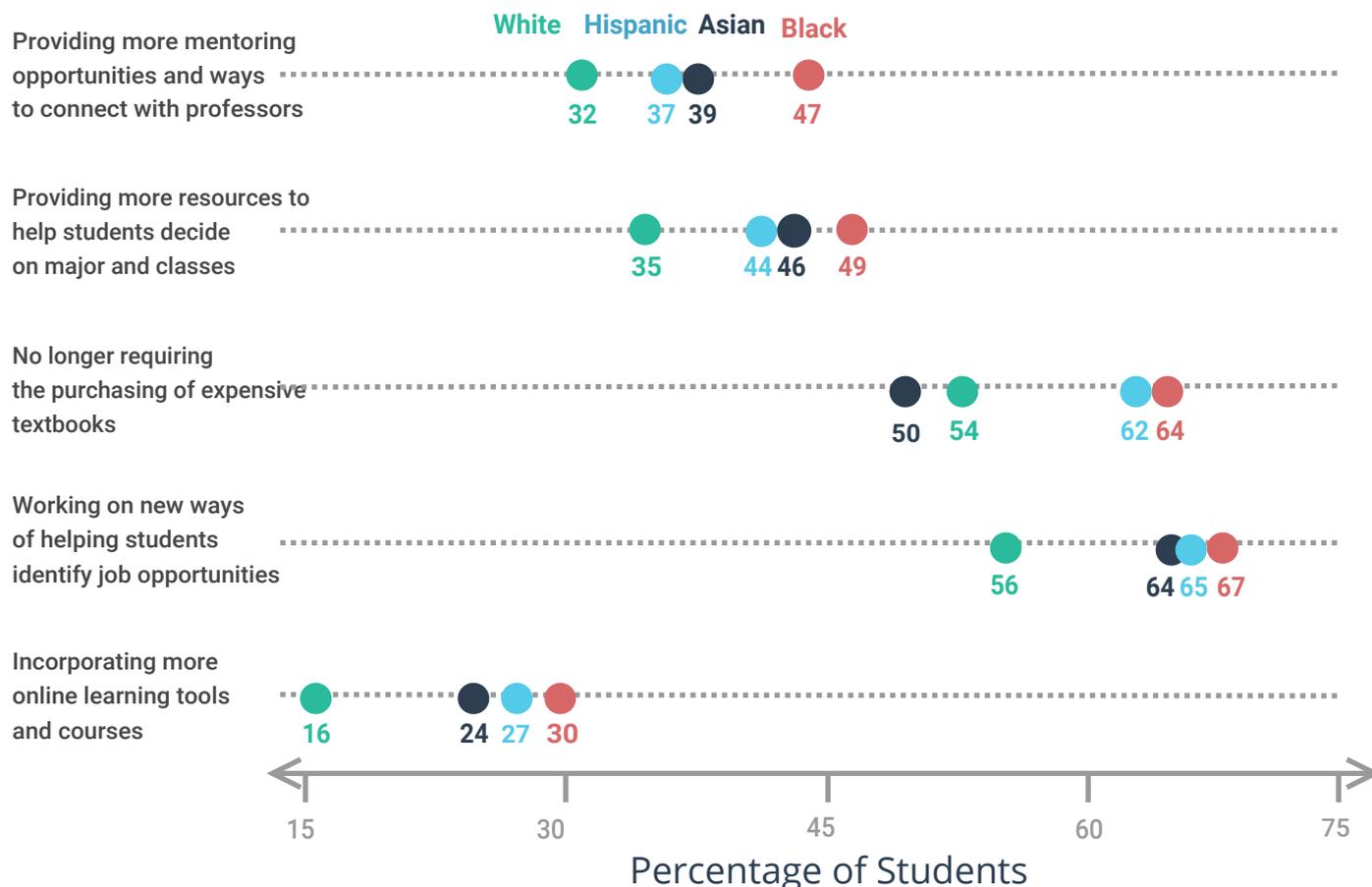
Priorities vary among students by racial and ethnic background, gender and financial aid status. For instance, students on financial aid are significantly more likely than those who are not to say removing the requirement to purchase textbooks should be one of the highest priorities at their school (59% vs. 49%).

Students of color are substantially more likely to prioritize other aspects of their school's operations. Nearly half (47%) of black students say connecting students with faculty for mentoring should be one of the highest priorities at their school, a view shared by significantly fewer (32%) white students. Students of color are also more likely to want their school to prioritize providing guidance to students in class and major selection. More than four in ten Hispanic (44%), Asian (46%) and black students (49%) say their school should make providing more academic guidance to students one of the highest priorities. Only about one-third (35%) of white students say this should be one of the highest priorities at their school.

There is also a modest gender divide. Female students are significantly more likely than male students to say providing greater resources to help students make academic decisions should be a top priority (43% vs. 36%).

Black Students More Likely to Say Mentorship and Academic Guidance Should be Priorities

Percentage of students who say their school should make the following one of the highest priorities.



Conclusion

Across the U.S. colleges and universities are grappling with public health and economic questions as they decide whether to bring students back to campus or offer primarily online instruction in the fall. As administrators weigh their options it is important for them to know what students value in a college education.

First, most college students spend four or more years of their life and a considerable amount of money because attending a college or university is personally important to them rather than something that they believe is expected of them. Further, college students believe higher education will provide them knowledge and experience in a particular subject area and the credentials that are required to have a successful career.

College students are savvy consumers and most understand the limits of online learning. By almost every metric, students say that online education is not as effective as traditional in-person teaching. Whether it is the acquisition of knowledge in a given subject, building specific skills, helping develop critical thinking or developing social skills, remote or online learning is viewed as a less effective method. Despite these reservations, students are open to engaging in online learning activities. More than half of college students say they have taken an online course, a figure that only increases over a college career. Moreover, students who have actually taken an online course view them as much more effective learning tools than those who have not. Finally, most students believe online learning can be improved through the use of new technologies or tools.

It's unclear at this point what will happen in the fall. Most students believe there is at least a possibility that the fall semester will be primarily online. Administrators have to weigh many competing interests and concerns, but they should remain open to the potential that online learning offers while being aware of its limitations.

Methodology

The survey was designed and conducted by College Pulse and made possible through funding from the Charles Koch Foundation. Results of the survey are based on interviews conducted between May 26-28, 2020. Interviews were conducted in English among a sample of 5,000 undergraduates who are currently enrolled full-time in two- and four-year degree programs in the U.S. Two-hundred-and-fifteen universities are represented in this sample. The margin of error for the U.S. undergraduate population is +/- 1 percentage points, and the margin of error for college student sub-demographics range from 2-5 percentage points.

The initial sample was drawn from College Pulse's *American College Student Panel*[™] that includes more than 385,000 verified undergraduate students representing more than 1,000 different two- and four-year colleges and universities in all 50 states. Panel members are recruited by a number of methods to help ensure student diversity in the panel population, including web advertising, permission-based email campaigns, and partnerships with university-affiliated organizations. To ensure the panel reflects the diverse backgrounds and experiences of the American college population, we recruit panelists from a wide variety of different institutions. The panel includes students attending large public universities, small private colleges, online universities, historically black colleges like Howard University and religiously-affiliated schools such as Brigham Young University.

College Pulse uses a two-stage validation process to ensure that all its surveys include only students currently enrolled in four-year colleges or universities. Students are required to provide an .edu email address to join the panel and verify that they are currently enrolled either part-time or full-time in a two- or four-year degree program. All invitations to complete surveys are sent using the student's .edu email address or through notification in the College Pulse App that is available on iOS and Android platforms.

We apply a post-stratification adjustment based on demographic distributions from multiple data sources, including the 2017 Current Population Survey (CPS), the 2016 National Postsecondary Student Aid Study (NPSAS) and the 2017-18 Integrated Postsecondary Education Data System (IPEDS). The post-stratification weight rebalances the sample based on a number of important benchmark attributes, such as race, gender, class year, voter registration status and financial aid status. The sample weighting is accomplished using an iterative proportional fitting (IPF) process that simultaneously balances the distributions of all variables. Weights are trimmed to prevent individual interviews from having too much influence on the final results.

The use of these weights in statistical analysis ensures that the demographic characteristics of the sample closely approximate the demographic characteristics of the target populations. Even with these adjustments, surveys may be subject to error or bias due to question wording, context and order effects.

For further information on the methodology, please visit <https://collegepulse.com/methodology>.

SURVEY TOPLINE

N=5,000 COLLEGE STUDENTS

Q.1 How well did your school respond to the coronavirus outbreak in terms of getting students the support and resources they needed to finish their classes and coursework? Would you say your school did a(n)...

23%	Excellent job
46%	Good job
26%	Fair job
5%	Poor job
0%	Refused

Q.2 How likely is it that your school will offer classes primarily online in the fall?

18%	Very likely
53%	Somewhat likely
26%	Not too likely
3%	Not at all likely
0%	Refused

Q.3 All in all, do you think your educational experience at your college or university will go back to the way it was before the coronavirus outbreak, or will there be major changes to your college experience?

32%	Largely be the same
68%	Major changes
0%	Refused

Q.4 In general, do you think that online courses are more effective, less effective or about as effective as in-person classes as a way to gain knowledge in a field and acquire specific skills?

4%	More effective
18%	About as effective
78%	Less effective
0%	Refused

Q.5 Before the coronavirus outbreak, had you ever taken an online course, or have you never done this?

55%	Yes, have taken an online course
45%	No, have not taken an online course
0%	Refused

Q.6 If your school is only offering online classes and distance learning options for the Fall do you think students should be required to pay the same tuition as normal, pay more or should they pay less in tuition and fees?

1%	Pay much more in tuition
1%	Pay a little more in tuition
6%	Pay the same in tuition
30%	Pay a little less in tuition
63%	Pay much less in tuition
0%	Refused

Q.7 Are you currently planning on enrolling in the Fall as a full-time student, a part-time student or taking a year to try something different?

86%	Full-time student
4%	Part-time student
9%	Not planning on enrolling
0%	Refused

Q.8 Are you planning on getting a full-time job somewhere to earn some money, doing part-time work, doing an internship, or looking into other educational opportunities, such as taking online courses not through your school?

56%	Getting a full-time job
20%	Getting a part-time job
11%	Getting an internship
14%	Pursuing other educational opportunities
0%	Refused

Q.9 How important are each of the following as reasons you decided to attend college:

a. Develop specific skills

32%	One of the most important
53%	Very important
13%	Somewhat important
1%	Not too important
<1%	Not at all important
0%	Refused

b. Learn how to work and live with different types of people

23%	One of the most important
45%	Very important
7%	Somewhat important
2%	Not too important
0%	Not at all important
0%	Refused

c. Help you decide on what you want to do for your career

42%	One of the most important
37%	Very important
14%	Somewhat important
4%	Not too important
2%	Not at all important
0%	Refused

d. Gain experience or knowledge in a particular subject area

54%	One of the most important
39%	Very important
6%	Somewhat important
1%	Not too important
<1%	Not at all important
0%	Refused

- e. Being exposed to new and different ideas and perspectives
- 34% One of the most important
 - 43% Very important
 - 18% Somewhat important
 - 4% Not too important
 - 1% Not at all important
 - 0% Refused

- f. Get the credentials I need to have the career I want
- 59% One of the most important
 - 31% Very important
 - 8% Somewhat important
 - 1% Not too important
 - <1% Not at all important
 - 0% Refused

Q.10 Do you think employers at prestigious companies would hire employees without a four-year college degree even if they had the skills to do the job?

- 34% Yes, would still hire
- 66% No, would not hire
- 0% Refused

Q.11 Would you say you went to college more because it was generally expected of you or because it was something that was personally important to you?

- 37% More because it was expected
- 63% More because it was something that was personally important
- 0% Refused

Q.12 If more colleges and universities incorporate distance learning and online classes due to the coronavirus outbreak, how difficult or easy would it be to do the following...

- a. Feel like you are part of a campus community

- 55% Very difficult
- 31% Somewhat difficult
- 10% Somewhat easy
- 4% Very easy
- 0% Refused

- b. Develop close friendships with other students

- 62% Very difficult
- 25% Somewhat difficult
- 8% Somewhat easy
- 4% Very easy
- 0% Refused

- c. Acquire specific skills

- 22% Very difficult
- 52% Somewhat difficult
- 21% Somewhat easy
- 5% Very easy
- 0% Refused

d. Participate in extracurricular activities, such as clubs, sports etc.

69%	Very difficult
18%	Somewhat difficult
8%	Somewhat easy
4%	Very easy
0%	Refused

e. Develop time management skills

24%	Very difficult
35%	Somewhat difficult
29%	Somewhat easy
11%	Very easy
0%	Refused

Q.13 In general, do you think online classes are more effective, less effective or just as effective as in-person classes in helping students...

a. Develop critical thinking

11%	More effective
62%	Less effective
27%	As effective
0%	Refused

b. Build particular skills

8%	More effective
73%	Less effective
19%	As effective
0%	Refused

c. Acquire knowledge in a particular subject area

9%	More effective
59%	Less effective
32%	As effective
0%	Refused

d. Develop social skills

5%	More effective
89%	Less effective
6%	As effective
0%	Refused

Q.14 Prior to the coronavirus outbreak, how would you rate the job your school is doing in the following areas:

a. Allow students to develop specific skills

33%	Excellent job
49%	Good job
16%	Fair job
2%	Poor job
<1%	Not at all important
0%	Refused

b. Teach students how to work and live with different types of people

33%	Excellent job
41%	Good job
18%	Fair job
5%	Poor job
2%	Not at all important
0%	Refused

c. Help students decide on what you want to do for your career

29%	Excellent job
44%	Good job
21%	Fair job
5%	Poor job
1%	Not at all important
0%	Refused

d. Provide opportunities for students to gain experience or knowledge in a particular subject area

43%	Excellent job
41%	Good job
13%	Fair job
3%	Poor job
1%	Not at all important
0%	Refused

e. Expose students to new and different ideas and perspectives

36%	Excellent job
42%	Good job
17%	Fair job
4%	Poor job
1%	Not at all important
0%	Refused

Q.15 Should colleges and universities make changes in the following areas? [Select up to 6 options]

31%	How students obtain textbooks and learning materials
30%	How students attend classes, either online or in-person
21%	How colleges and universities credential students
18%	The residential nature of colleges
0%	Refused

Q.16 How much of a priority should your college or university make the following...

a. Incorporating more online learning tools and courses

21%	Highest priority
55%	High, but not the highest priority
24%	Lower priority
0%	Refused

b. Providing more mentoring opportunities and ways to connect with professors other than office hours

35%	Highest priority
55%	High, but not the highest priority
9%	Lower priority
0%	Refused

c. No longer requiring the purchasing of expensive textbooks

57%	Highest priority
35%	High, but not the highest priority
8%	Lower priority
0%	Refused

d. Working on new ways of helping students identify internships and job opportunities

60%	Highest priority
36%	High, but not the highest priority
4%	Lower priority
0%	Refused

e. Providing more resources to help students to make decisions about major and class selection

40%	Highest priority
51%	High, but not the highest priority
10%	Lower priority
0%	Refused

Q.17 Do you agree or disagree with the following statements?

a. Moving to online classes was helpful because it allowed me to learn at my own pace

9%	Completely agree
24%	Mostly agree
35%	Mostly disagree
32%	Completely disagree
0%	Refused

b. Online learning could be improved by using a better technology platform

21%	Completely agree
42%	Mostly agree
30%	Mostly disagree
8%	Completely disagree
0%	Refused

c. Most of my professors were not able to effectively transition from in- person classes to online instruction

15%	Completely agree
31%	Mostly agree
41%	Mostly disagree
13%	Completely disagree
0%	Refused



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