Student life at CSUEB during a pandemic: Findings from a Spring 2020 survey

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CSU East Bay: Back to the Bay 2020
13 August 2020
A ROADMAP TO GUIDE OUR DISCUSSION

• Student Concerns and Challenges: The COVID-19 Student Survey

• Compounding Stressors: Black Student Lives Matter Survey

• Moving Forward as A Community: Pedagogy in the Present Moment
• **MAR 16** - Csueb goes online
• **MAY 18** - Survey distributed
• **MAY 25** - Murder of George Floyd
• **JUN 10** - Responses collected (*link remains open for student feedback anytime*)
• **JUN 22** - Black Student Lives Matter Survey begins
Student Covid-19 Survey

- CSUEB undergraduates
- May 18, 2020 through June 1, 2020
- Students received several emails and text messages asking them to participate
- N = 1806 completed surveys (15% response rate)
- Range of questions on study conditions, academic performance, financial stress, family conditions, psychological distress, resilience, social resilience, perceived support, views on online teaching.
- Fixed choice and two open-ended questions

  o What did you find most difficult or what caused you the most problems in your online courses this semester?

  o What would you like to tell professors as they are preparing their courses to be online courses for the Fall semester?
## Student Covid-19 Survey: Sample Characteristics

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
<th>(N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>59%</td>
<td>(1070)</td>
</tr>
<tr>
<td>Male</td>
<td>39%</td>
<td>(700)</td>
</tr>
<tr>
<td>Non-binary</td>
<td>1%</td>
<td>(25)</td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>38%</td>
<td>(689)</td>
</tr>
<tr>
<td>Business/Economics</td>
<td>18%</td>
<td>(331)</td>
</tr>
<tr>
<td>Education and Allied Sciences</td>
<td>8%</td>
<td>(140)</td>
</tr>
<tr>
<td>Letters, Arts and Social Sciences</td>
<td>35%</td>
<td>(639)</td>
</tr>
<tr>
<td>Freshmen and Sophomores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen and Sophomores</td>
<td>22%</td>
<td>(402)</td>
</tr>
<tr>
<td>Juniors and Seniors</td>
<td>78%</td>
<td>(1404)</td>
</tr>
<tr>
<td>First generation college students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First generation college students</td>
<td>59%</td>
<td>(1063)</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>9%</td>
<td>(154)</td>
</tr>
<tr>
<td>Asian American and Pacific Islander</td>
<td>23%</td>
<td>(414)</td>
</tr>
<tr>
<td>Latinx</td>
<td>32%</td>
<td>(573)</td>
</tr>
<tr>
<td>Middle Eastern, Arab, Central/Southern Asian</td>
<td>5%</td>
<td>(90)</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>(7)</td>
</tr>
<tr>
<td>White</td>
<td>18%</td>
<td>(333)</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>12%</td>
<td>(225)</td>
</tr>
<tr>
<td>Born outside the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Born outside the U.S.</td>
<td>19%</td>
<td>(334)</td>
</tr>
</tbody>
</table>
Findings Report: Student Concerns and Challenges

The Impact of COVID-19
Disagree: Had reliable internet

- African American: 24%
- Asian American: 17%
- Latinx: 28%
- Middle Eastern: 15%
- White: 17%
- Multi-racial: 26%
- All: 22%
Disagree: Had a working computer whenever needed to do schoolwork

- African American: 19%
- Asian American: 6%
- Latinx: 12%
- Middle Eastern: 9%
- White: 6%
- Multi-racial: 11%
- All: 10%
Disagree: Usually had a quiet place to read and study

- African American: 43%
- Asian American: 34%
- Latinx: 55%
- Middle Eastern: 44%
- White: 36%
- Multi-racial: 42%
- All: 44%
Lack of Study Space

“I have 2 siblings at home and it’s super loud, I don’t have my own room so it’s always difficult to study in a quiet place or do homework.”

“Roommates are too loud it’s hard to focus on material”

* I had no place to study at home. I relied on the Library and my breaks between classes to get work done. At home I had no private place to study.

“I have a a lot of responsibility at home and before COVID I would do all my work load on campus knowing I wouldn’t be able to do it at home.”
Family member(s) contracted a serious illness from Covid 19

- African American: 12%
- Asian American: 4%
- Latinx: 9%
- Middle Eastern: 9%
- White: 3%
- Multi-racial: 6%
- All: 6%
Had children home from school or daycare

- African American: 28%
- Asian American: 18%
- Latinx: 37%
- Middle Eastern: 22%
- White: 19%
- Multi-racial: 23%
- All: 26%
Agree: Caring for family members made it difficult to complete school work

- African American: 36%
- Asian American: 38%
- Latinx: 46%
- Middle Eastern: 44%
- White: 30%
- Multi-racial: 34%
- All: 39%
Caregiving during COVID

“I have children at home. I needed to focus on their schooling before my own, cooking and cleaning. Could only mainly do schoolwork on the weekend.”

“We don’t have all the time in the world just because we’re at home. Most of us have to help around the house or help with younger siblings. This things take away so much time from our studies.”

“When I’m on campus my time is entirely devoted to school. When I’m at home I have to balance family, work and school, and unfortunately school is the lowest priority of the three”
Agree: After Covid, it was harder to focus on schoolwork

- African American: 84%
- Asian American: 76%
- Latinx: 86%
- Middle Eastern: 80%
- White: 80%
- Multi-racial: 85%
- All: 82%
"Motivation to do my work. I often wondered why should I even do this when it feels like it doesn’t matter anymore”

“My anxiety increased, which made it more difficult to concentrate and have motivation to get work done.”

“There were a lot more distractions at home and it is a lot more easy to become distracted than when attending classes on campus”
Knew I could reach out to professor(s) for help if I was struggling academically

- Strongly disagree: 9%
- Somewhat disagree: 7%
- Neither: 18%
- Somewhat agree: 36%
- Strongly agree: 29%
Disagree: Knew I could reach out to professor(s) for help if I was struggling academically

- African American: 15%
- Asian American: 15%
- Latinx: 22%
- Middle Eastern: 17%
- White: 10%
- Multi-racial: 17%
- All: 16%
PHQ-9 Depression Screener (9-Item), Range: 0-27

- 0-4: None, 25%
- 5-9: Mild, 26%
- 10-14: Moderate Depression, 18%
- 15-19: Moderately Severe, 16%
- 20-27: Severe, 15%
Central finding in our multivariate analysis:

Depression (PHQ-9*) \(\rightarrow\) Difficulty Concentrating \(\rightarrow\) Lower Academic Performance

\[ R^2 = .31 \quad R^2 = .29 \]
Black Student Lives Matter

Compounding Stressors in COVID-19 Times
How has your mental health been since COVID-19? (scale 1-5)

n=22

<table>
<thead>
<tr>
<th>Very bad</th>
<th>Doing well</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (13.6%)</td>
<td>1 (4.5%)</td>
</tr>
<tr>
<td>7 (31.8%)</td>
<td></td>
</tr>
<tr>
<td>9 (40.9%)</td>
<td></td>
</tr>
<tr>
<td>3 (13.6%)</td>
<td></td>
</tr>
</tbody>
</table>

“It’s made my anxiety and PTSD trigger more often. Feelings of being unsafe come up more often. I have been emotional about a lot of things.”

“I already experience depression and anxiety. Recently, I have experienced crying spells as a result of the numerous police brutality incidents. I am overwhelmed with sadness, fear, and stress.”

“I feel as if the world is coming to an end.”
Anxiety and Fear: School, Work, and Family

“I am on edge of snapping, feeling like I have no sense of control over my life, current circumstance, or environment….I am constantly in survival mode, even if I don’t look like it (i.e. smiling/laughing). Sometimes my response to over stimulation has been to drop all my courses to relieve some stress and responsibility, which is why it has taken me forever to graduate.”

“My fears is that my son will become a target just because of the color of his skin. My son is very respectable he works full-time and attends school. He is actually a good kid. But here in America that just seems to not be enough.”

“I fear that I will fail all my classes this summer, won’t graduate this summer, my gpa decrease, I won’t get a promotion (which depends on me graduating), I’ll be struggling financially forever, there won’t be any tangible or impactful changes in our society, police terrorism will continue, I’m going to get COVID-19, the pandemic will continue to spread, having an encounter with the police (or someone I know).”

“I have fear for my bf every day that he won’t make it home, I have fear that just going to work someone will try to attack me for simply working for the police. I’m worried that we still haven’t gotten through this racial divide and my children could be at risk in the future.”
Anxiety and Fear: Government and Society

“[I fear the]...govt will become more fascist and come after antifa and anti-racist activists. they will continue to murder people trying to give support Black communities in substantial ways.”

“I fear that we [people of color] may be retaliated against.”

“...violence against communities of color in all realms (physical, mental, emotional, spiritual, environmental)...”

“I fear that I will never experience the same equal rights and equal opportunities as white people in this American society. Something as simple as walking down the street is now threatened for people like me.”
School: Lack of Support and Allies

“[it is difficult]...finding community in this time. Feeling community without touch in the time of covid...”

“I’m having trouble feeling as if no one truly understands me...”

“Teachers are not open minded or considerate when it comes to African American students. The education most received was not up to par. So teachers should not just assume students should know certain things because most of our previous education was totally different from our white counterparts and this was because we only could get into schools from neighborhoods in which you live in which were more than likely a poor neighborhood and the education was not where it needed to be.”
What Students Find Helpful

“My two professors made themselves available to talk during office hours and were very flexible with their availability. They constantly informed us of resources that we could seek if we wished to.”

“Always checking in with us! Keeping us in conversations.”

“...more advocacy from non-Black faculty members on behalf of Black students...”

“Being more attentive like they would do for other students....tell us about the different activities and help we can get around the campus.”

“Treating every student equal. This includes being attentive to a person's needs in the classroom...”
Moving Forward as a Community:

Pedagogy in the Present Moment
A Need for Understanding and Leniency

- To not be too hard on your students we are also struggling not only with school but also with anxiety and depression because of the current situation.
- Be aware that we are going through a lot mentally and more free time doesn’t mean that they should assign more work or expect more out of us.
- Please still listen to your students and be understanding. Everyone is still adjusting, struggling, and may need extra support.

- Think about the workload and if it’s doable in a time let manner while students have responsibilities at home like teaching siblings.
- What we are going through is not normal and a little bit more leniency would be nice as majority are dealing with major problems at home that is affecting school work.
- Be more lenient with guidelines or attendance because sometimes it’s out of our hands.
Need for Organization

Have an outline of the class. Should things change, send an updated version asap. Be prepared.

Please communicate with your students early and often, we need to know what you are doing in order to make our own decisions as efficiently as possible.

Let the class know beforehand what the week is looking like so we can prioritize what is due and what needs to be turned in.

* 

Have material for the week labeled so it’s easy to navigate through blackboard.

Organization of blackboard is really important to understand expectations

Please keep blackboard as organized as possible, also make full use of the calendar feature. It is extremely helpful to access the calendar and find all my due dates in one place for several classes
<table>
<thead>
<tr>
<th>Preferred mode of online instruction by class standing</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
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<tbody>
<tr>
<td>Mostly synchronous</td>
<td>34%</td>
<td>29%</td>
<td>26%</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>Half synchronous and half asynchronous</td>
<td>41%</td>
<td>42%</td>
<td>41%</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>Mostly asynchronous</td>
<td>24%</td>
<td>29%</td>
<td>34%</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

N= 217  182  525  572  1496
THANK YOU

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