Overall, students faced many challenges in the transition to distance learning in spring 2020:

- Preference for face-to-face learning
- Difficulty paying attention
- Personal motivation
- Not able to keep regular schedule 86%, no quiet place to study 82%, and expectations about having to help at home 78%
- Having to care for children, siblings, or other relatives was a concern for more than half of the students and a major concern for 29% of students
- Instructor inexperience with technology 70%
- Access to reliable internet 61%
- Access to library resources 57%
- Grades, loss of peer interaction, and possibility of delays in graduation or program completion
- Unemployment 61%, housing 42%, and food security 38%
- 75% Female
- 24% Male
- 1% Non-Binary

Still, 90% of students said at least some of their faculty took the following supportive actions:
- Flexible deadlines and course requirements
- Consistent communication

Survey administered by the Office of Inclusive Excellence and Undergraduate Research Opportunities Center

For more information, go to csumb.edu/diversity
Institutional Support & Resources

• COVID-19 **Campus Communications** (news and updates)
• COVID-19 **Campus and Community Resources**
  (food, housing, internet, financial support and more)
• **Admissions**
• **Financial Aid**
• **Advising**
• **Personal Growth & Counseling Center**
• Tips for students to be successful in distance learning environment
  • **Keep Calm and Otter Online**
• Instructional/course design resources for faculty
  • **Teaching, Learning & Assessment**
  • **Center for Academic Technologies**
  • **CAT/TLA Summer Institute Resources**
  • **CSU Teaching Remotely During Disruption**
  • **Chris Beem’s Online Teaching Crash Course**

For more information on survey data, go to [csumb.edu/diversity](http://csumb.edu/diversity)