

# Dickinson's Response to COVID-19

## White Paper

*Jena Blair, Veronica Galban, Jesler Lino, and Drew Yager*

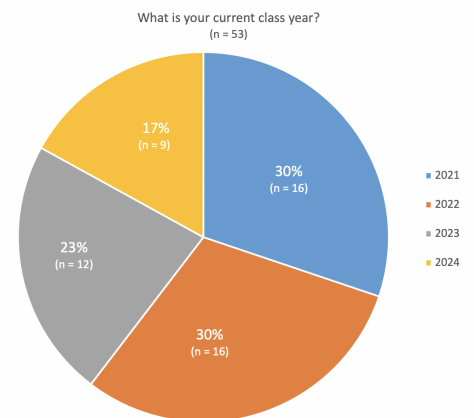
### Methodology

We used Microsoft Forms to send electronic surveys to potential respondents. Every person in our group reached out to a specific group (which was unplanned). These groups were Kappa Alpha Psi, women's lacrosse, Kappa Alpha Theta, and the Class of 2022. We also reached out to any social connections we had. This might include roommates, friends, classmates, et cetera. We had 53 individuals participate in our survey. Once initially distributed, our survey was open for responses for 14 days, from March 19, 2021 to April 2, 2021. Every respondent answered every single question on the survey. Our margin of error is +/- 13.74%

### Demographics

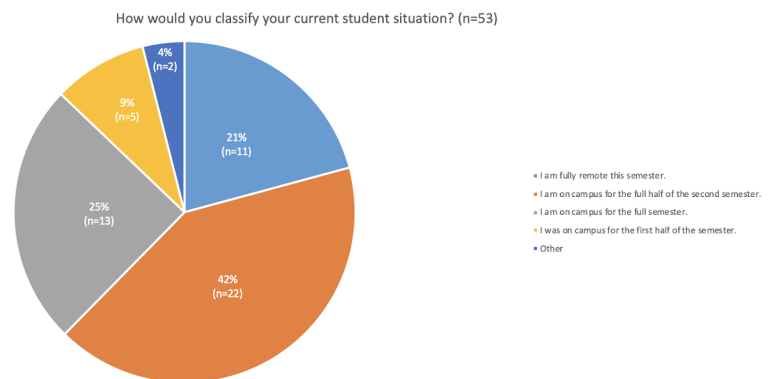
#### **What is your current class year?**

One of our initial demographic questions asked respondents about their class year. 17% of respondents were freshman, 23% were sophomores, 30% were juniors, and 30% were seniors. 60% of our respondents were juniors or seniors. The low number of freshman and sophomore respondents might be attributable to the types of groups we reached out to. Class year can impact responses to questions that are related to experience. First-years may not be as knowledgeable about policies, or seniors might be more jaded about college in general.



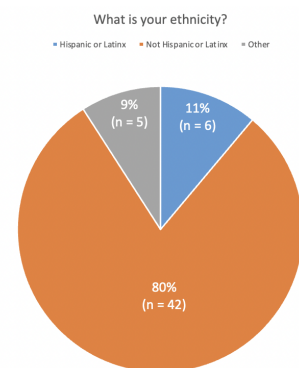
## How would you classify your current student situation?

A majority of the students who responded to the survey, 42%, said they were on campus for the second half of the semester. This is consistent to the class demographics of our respondents as the majority were juniors and seniors who were allowed on campus for the second half of the semester. The second largest group, 25% of respondents, said they are on campus for the full semester. Opposite of this, 21% of respondents were completely remote for the 2021 Spring semester. Following this is 9% who were on campus for the first half of the semester and 4% who choose “other”.



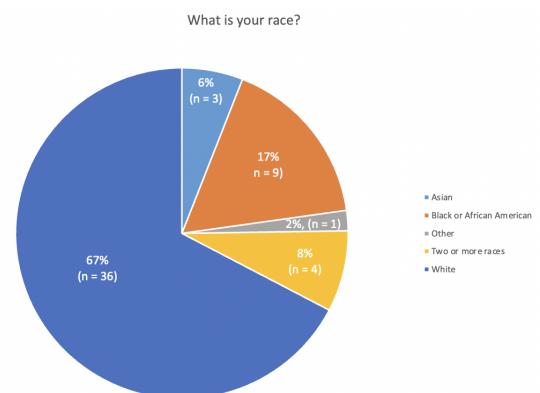
## What is your ethnicity?

80% of our respondents (42 individuals) indicated that they were not Hispanic/Latinx. 6 individuals (11%) reported being Hispanic/Latinx. 5 respondents (9%) reported that they were “other”.



## What is your race?

68% of respondents (36 individuals) indicated that they were white. 17% (9 people) identified as Black or African American. 8% (4 people) reported that they were two or more races. 6% (3 respondents)



identified as Asian. 1 respondent (2%) chose “other”.

### **What is/are your major(s)?**

43 respondents listed one major and 10 respondents listed two. The most common major was International Business Management (listed 11 times). The second most common major was Law and Policy (listed 7 times). These pieces of data give us some insight into what kind of students were responding to our survey.

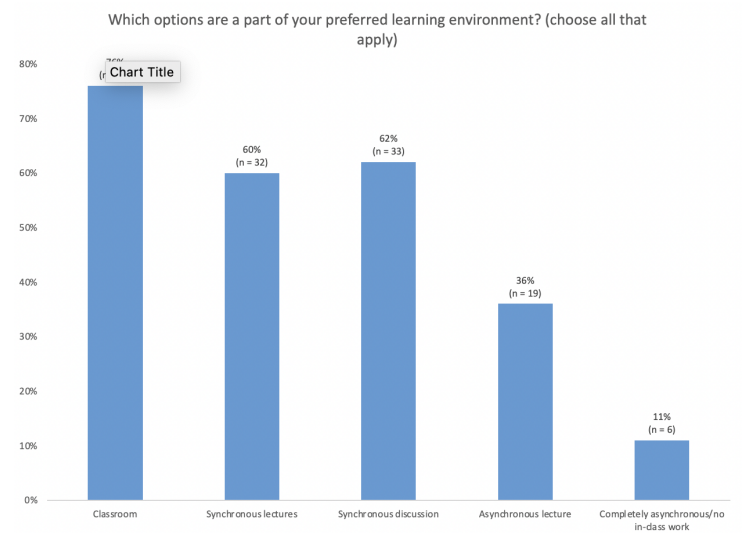
### **Academics**

#### **Which options are a part of your preferred learning environment (choose all that apply):**

**[classroom, synchronous lectures, synchronous discussions, asynchronous lectures, and completely asynchronous/no in-person work]**

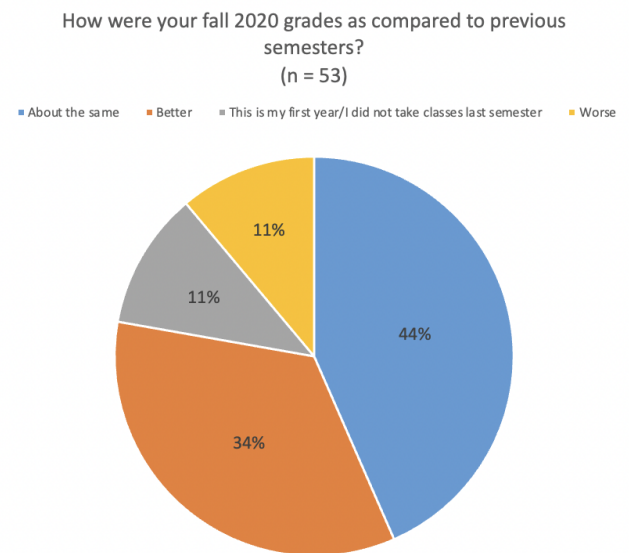
76% of respondents chose “classroom” as a part of their preferred learning environment. 60% of respondents chose “synchronous lectures,” and 62% selected “synchronous discussions.” Only 36% and 11% of respondents chose “asynchronous lecture” and “completely asynchronous/no in-class work.”

Respondents overwhelmingly prefer synchronous options. It is also notable that the “classroom” option was selected most often by respondents, indicating that many respondents wish to return to in-person learning.



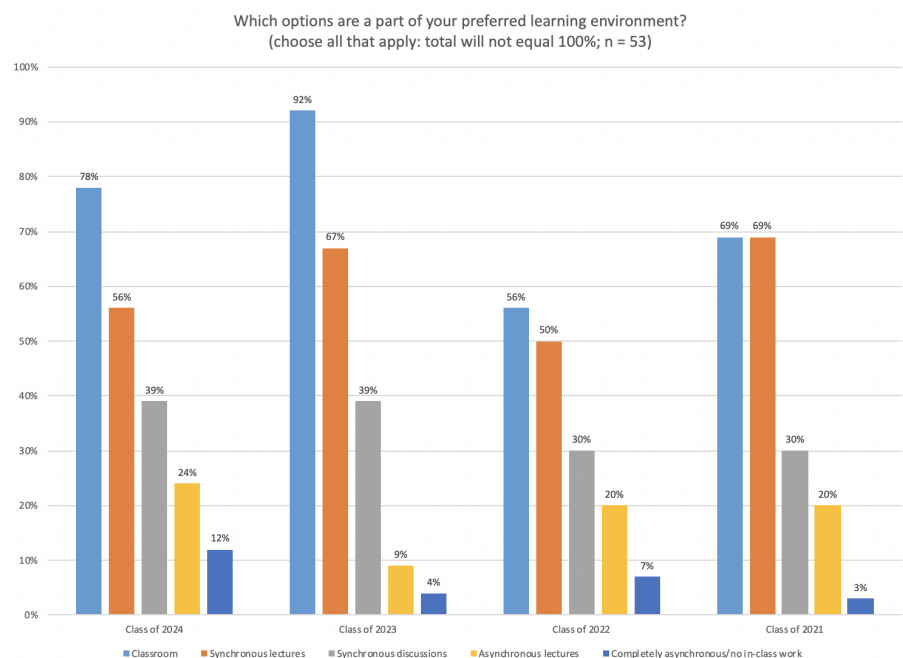
## How were your Fall 2020 semester grades as compared to previous semesters?

43% of respondents reported that their Fall 2020 semester grades were about the same as previous semester. 34% said their grades improved, and 11% said their grades were worse. 11% answered that they either did not take classes or were a first year (and therefore no grades to compare with). This was an important question to ask because working in a completely virtual environment could change some people's study habits, effectiveness, or efficiency. This question might provide context for other questions and their responses, such as preferred learning environment. Someone with improved grades might favor virtual study experiences over a classroom, for instance.



## Does class year impact preferred learning environment?

Every class year preferred classroom learning over asynchronous learning methods. The highest rate of preference of classroom learning was 92% in the sophomore class. The lowest rate was 56% in the junior class. The junior class was, in fact, more hesitant to choose any of these options. The percentages of their preferences were lower than the other class year for classroom learning (56%) and synchronous lectures (50%). They were tied with the senior class for lowest percentage



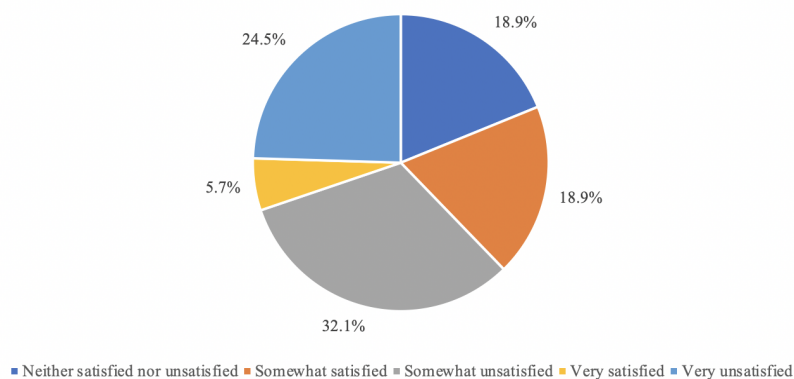
for synchronous lectures (30%). The senior class was also the least interested in completely asynchronous classes at 3%. The highest was 12% with the first-year class. This could be attributable to the fact that first-years have never experienced a “normal” college semester. This would have made for an easier transition between online high school and online college, making them more comfortable with choosing “completely asynchronous” as a part of their preferred learning environment.

## **Administration**

### **How satisfied were Dickinson students with the administration’s decision to split the semester?**

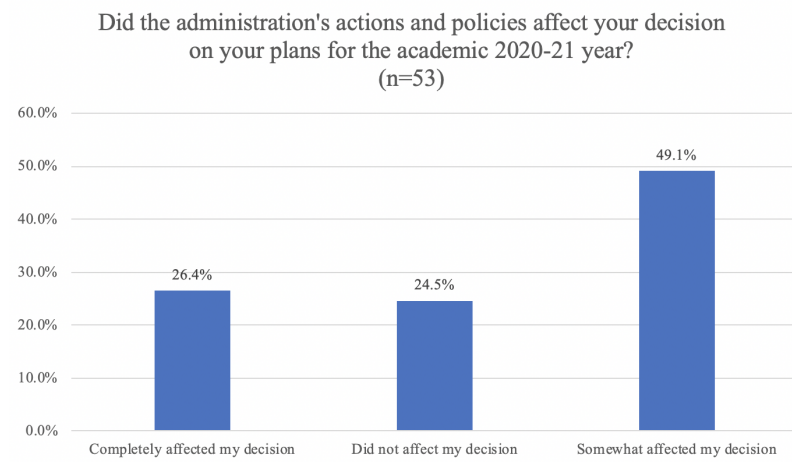
The question above is asking for the satisfaction of students based on the decision the administration made in the spring 2021 to split the semester up, welcoming the class of 2023 and 2024 for the first half of the semester and welcoming the class of 2021 and 2022 for the second half of the semester. The data collected shows that 56.6%, were either somewhat unsatisfied or very unsatisfied. Only 24.5% of respondents were somewhat satisfied or very satisfied. Lastly, 18.9% of Dickinson students were neither satisfied nor dissatisfied.

How satisfied are you the the decision the administration made to split the semester?  
(n=53)



## Did the administration's decision to split the Spring 2021 semester affect student's plans?

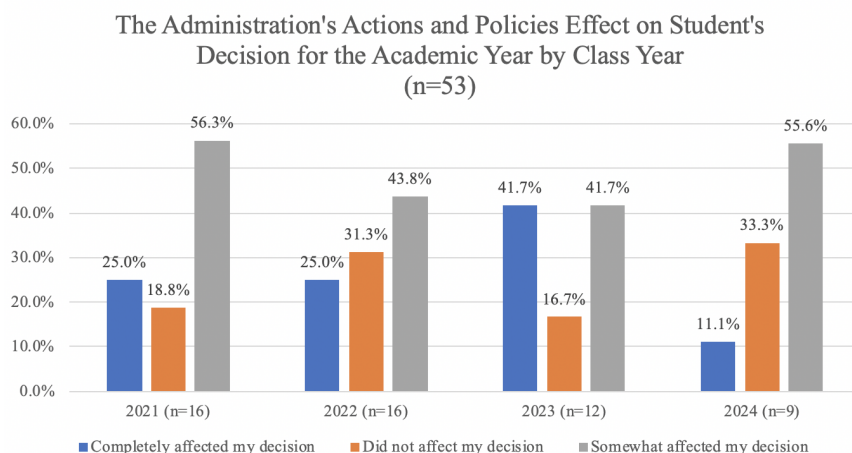
The majority of students, 75.5%, stated that the administration actions and policies affected their plans either somewhat or completely. Only 24.5% of students responded that the administration's actions or policies did not affect their plans for the academic year. This demonstrates that the majority of Dickinson students were affected by the split semester.



## Did the administration's decision to split the Spring 2021 semester have different effects student's plans based on class year?

Data showed that the administration's decision to split the Spring 2021 semester somewhat affects student's academic plans. First, the class of 2023 was most affected as they were the largest class that had 41.1% say "Completely affected my decision". The class of 2023 had an equal percentage of respondents say "Somewhat affected my decision" and the lowest percentage of respondents, 16.7%, say "Did not affect my decision".

The class that was least affected by the administration's decision was the class of 2024. The class of 2024 had the lowest percentage of respondents, 11.1% say "Completely affected my decision". As well, only 33.3% of respondents said "Did not affect my decision" which was the highest out of all four class years. Lastly, they had the



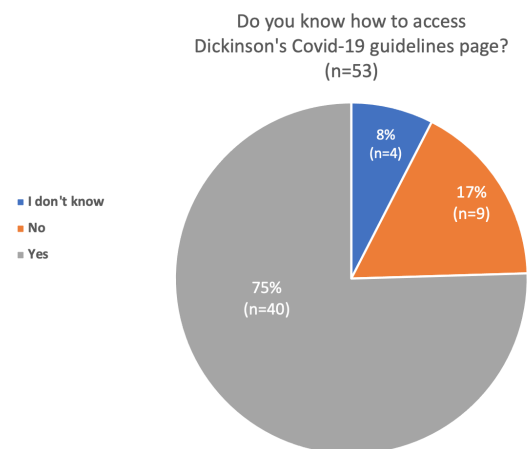
second highest, however only less than 1% from the highest percentage of respondents say “Somewhat affected my decision” with 55.6% agreeing with this statement.

Lastly, the class that had the most evenly distributed results between complete, somewhat, and did not affect my decision was the class of 2022. 25% of the class said the administration’s action completely affected their decision, 31.1% said it did not affect their decision, and 43.8% said the administration’s action somewhat affected their decision.

## **Protocol**

### **Do students know how to access Dickinson’s Covid-19 guidelines page?**

Data shows the respondent’s level of knowledge in regards to how to access Dickinson College’s guidelines page. This page contains all the protocol, changes in format of the college and the dashboard in which to see the COVID levels on campus for both students and faculty and staff. According to the results of the survey, it shows that 75% of the respondents did know how to access the page. Less than 20% of the respondents did not know how to access it and less than 10% were unclear on how to access it.

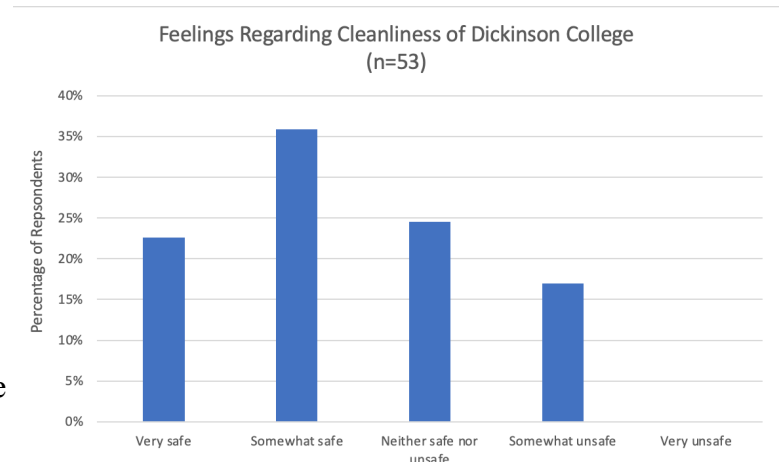


This means that Dickinson has been taking the correct measures in informing the students on how to access this page which contains important information regarding Covid-19. This also means that it is important to the students to keep themselves informed on Dickinson’s Covid-19 policy since the majority of the respondents showed their knowledge regarding their access levels.

**How safe do students feel on a scale of 1-5 about Dickinson's cleanliness? (1-unsafe 5-extremely safe)**

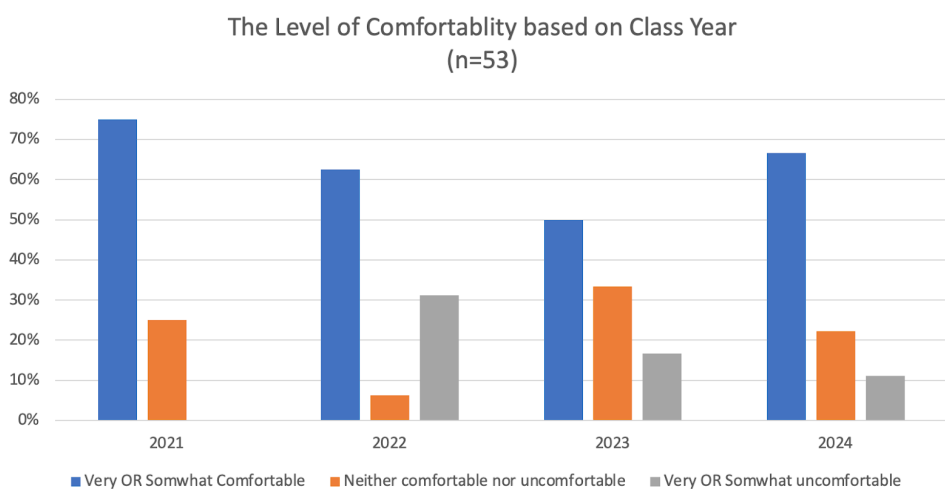
In this graphic, it shows the respondents feelings regarding the cleanliness of the college during Covid-19. I wanted to see if students felt safe because Dickinson has made a point this semester to clean public spaces more regularly. They have even closed

buildings to prevent the spread of germs on surfaces. In the graph above, it shows that 0% of the 53 respondents felt very unsafe regarding the cleanliness. The plurality of the respondents (36%) find the campus to be somewhat safe. However, about ¼ of the respondents felt indifferent about the cleanliness. This means that regarding Covid-19 and the school's cleanliness, the majority of the respondents do feel safe being on campus which is positive for the college since the changes to their cleaning policy.



**How comfortable are the students in explaining the Covid-19 protocol to others based on class year?**

The graphic below illustrates the relationship between class years in regards to the respondent's comfortability in explaining the Covid-19 protocol to others. Class Years 2021, 2022, and 2023 all technically have experienced campus since they know what Dickinson was like





pre-Covid-19 so their range of comfortability might be different from the Class of 2024 since they have only experienced the Covid-19 protocol. Having to remember a new set of rules within a short time frame presents its own challenges which is why it was important to see if there were differences.

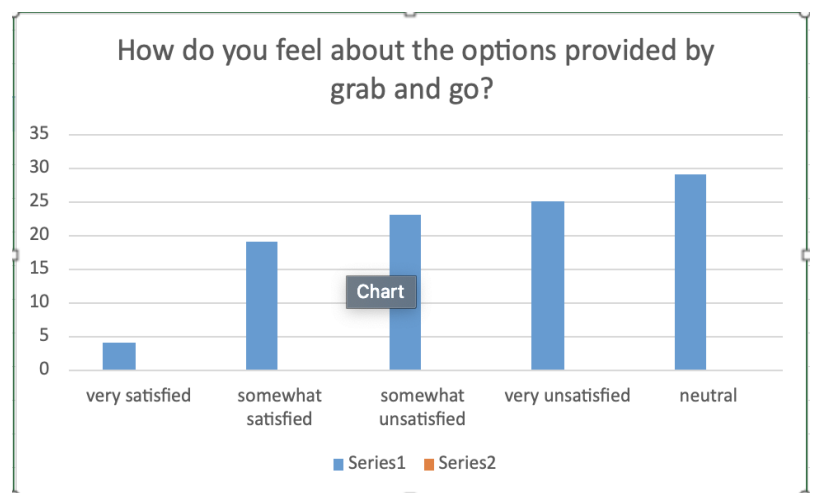
Those belonging to the Class of 2021 showed zero signs of uncomfortability while Class of 2022 experienced the most sense of uncomfortability at about 30% in relation to the other class years. The graph shows that as the class year raises, the level of uncomfortability is decreasing. From Class of 2022 which is about 30% to Class of 2023 then drops to lower than 20% and then drops even further to a little over 10% in Class of 2024. However, due to the lack of equal respondents between the classes may have contributed to less conclusive results which may have contributed to the results involving comfortability levels.

### **Student Life/ Dining**

Another aspect of the data collected revolves around student life and dining. We decided to ask questions about how students from different class years felt about food options and living situations and if they felt there was a sense of community on campus. We chose to focus on these areas because these were some of the many factors of students that changed due to Covid 19.

#### **How do you feel about the options provided by grab and go?**

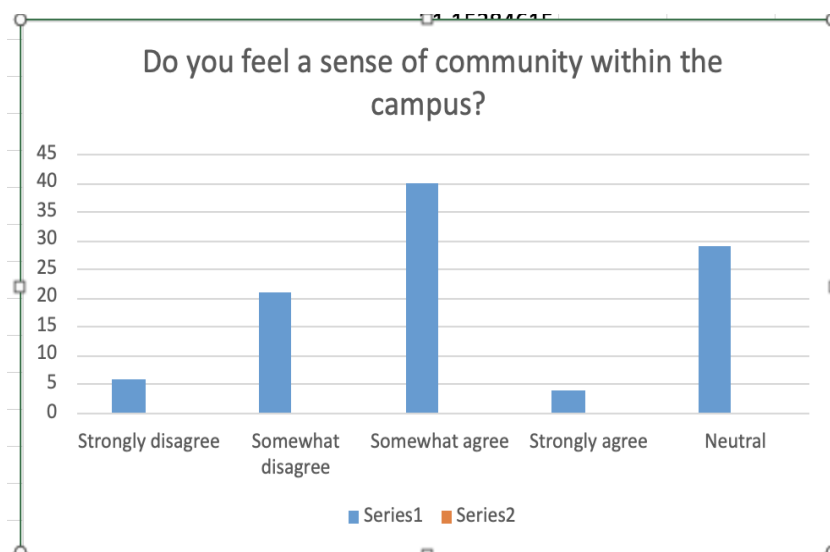
Food options were at its peak and grab and go became more prevalent to many students. The results showed different thoughts and emotions surrounding how students felt about food provided and if they felt there was a sense of community



on campus. Many Students. When asked how comfortable students were eating in the cafe given the amount of people that were there, people had different opinions. We had those who felt that they were comfortable while others not so much. How they felt about grab and go options also was a balance of different thoughts and opinions. As you can see below, there was a big number of students who felt neutral about the options grab and go provided while most (60%) students felt somewhat unsatisfied or very unsatisfied.

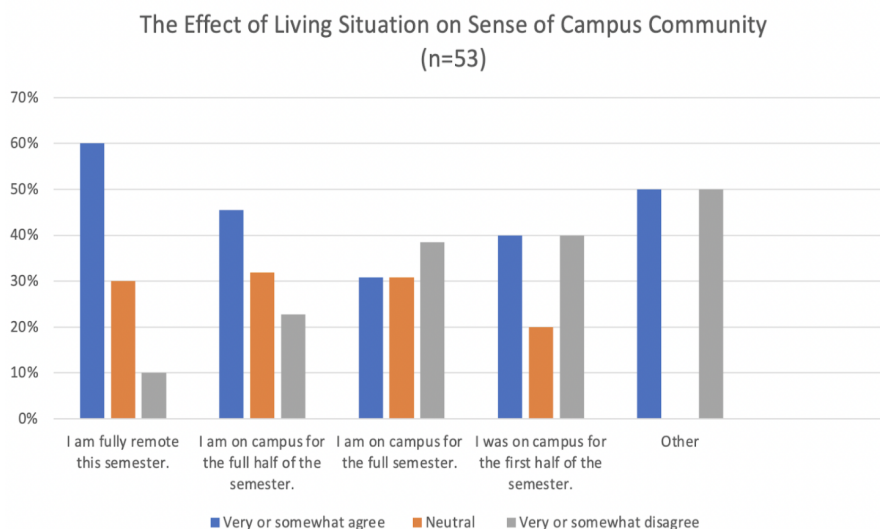
### Do you feel a sense of community within the campus?

In regard to the sense of community on campus, There were more students who felt there were some levels of community within the campus. While there were small levels of those who felt there wasn't, other students felt neutral about the sense of community on campus.



### Did living situation effect the sense on campus community?

In addition to the sense of community on campus As a univariate graph we decided to calculate the difference in students' living situation and if they felt a sense of community while being in the living situation they were in.



From students who were here for half of the semester, second half of the semester, or those who were here the entire semester. There were students who felt a sense of community regardless of whether they were here for the first or second semester, and there were high numbers of those who stayed for the entire semester. All in all, Covid 19 made many changes to the lives of students on campus. There were different thoughts and opinion about the changes that happened

All in all, Covid 19 made many changes to the lives of students on campus. There were different thoughts and opinions about the changes that happened but overall, not only did students find ways of coping with the changes but students didn't have much trouble with the changes that happened.