



INDIANA UNIVERSITY
CENTER FOR SURVEY RESEARCH

Crisis Transition to Online Learning:
Measuring the Impact of Class Suspension due to
COVID-19 on Students and Instructors

Methods Summary

June 2020

This technical report was prepared by the Indiana University Center for Survey Research (CSR) and fulfills the disclosure requirements set forth by the American Association for Public Opinion Research (AAPOR) Transparency Initiative. Ben Motz, Ph.D., Pervasive Technology Institute, contracted with CSR to administer this survey of IU faculty and students in May 2020. For further information, please contact the Center for Survey Research at csr@indiana.edu.

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Summary

Principal Investigator Ben Motz, Ph.D. of the Indiana University Pervasive Technology Institute, contracted with the Center for Survey Research (CSR) to administer surveys aimed at measuring the instructional and educational effects of COVID-19 at Indiana University (IU). This research project was funded by the Indiana University Office of the Vice President for Research and is part of a multi-institutional mega-study of COVID-19 impact in higher education. Besides IU, core collaborators are Ohio State University, University of Florida, and Penn State University.

The survey was developed by Ben Motz in partnership and consultation with Joshua Quick, Julie Wernert, Tonya Miles, CSR, and other IU collaborators. The Crisis Transition to Online Learning Surveys were administered as web surveys, in the English language only, and distributed via email invitation in May 2020 to 74,993 individuals provided in a population list by University Institutional Research and Reporting (UIRR). In total, 1,538 faculty and 6,156 students participated in the web surveys over a field period of approximately one month; the American Association for Public Opinion Research Response Rate (RR2) was 19 percent for the faculty survey and 9 percent for the student survey. A majority of respondents took 15 minutes or less to complete the survey, with the average duration being 14.5 minutes for faculty and 13 minutes for students.

Details regarding survey administration methods and protocols follow.

Sample Design

The target population for the Crisis Transition to Online Learning Survey was all currently enrolled undergraduate students and all undergraduate instructors across all IU campuses. Upon receipt, the population lists were stored in a secure database created and maintained by the CSR. The lists were reviewed and corrected for any errors, including missing or incomplete contact information, and checked against the CSR no-contact list per standard CSR procedures.

Students

UIRR removed individuals with Family Educational Rights and Privacy Act (FERPA) restrictions, those under 18 year of age, and high school/dual credit enrollees. Loss of the target population due to these exclusions was low. The total sample size was 66,826, after removing 646 duplicate records. The sample file included first and last names, email addresses, zip code, class, gender, race, age, first generation college student identifier, and campus.

Faculty

UIRR provided a list of instructors whose roles were primary, secondary, associate, or supervisory instructor, teaching at least one undergraduate level course in Spring 2020 with at least one enrolled student for > 0 credit hours. Since instructor lists can be incomplete, the faculty sample list was supplemented through a download of Canvas data. The total sample size was 8,167, after removing 884 duplicate records, 60 records with no email addresses, and one individual on the IU “no contact” list. The sample file included first and last names, email addresses, zip code, race, age, and IU service years.

Table 1a. Sample Counts by Campus and Sample Type for the Crisis Transition to Online Learning Survey

Campus	Sample Type			
	Faculty n	Percent of Sample	Student n	Percent of Sample
Campus unavailable	81	1.0%	0	0.0%
IU Bloomington	3,986	48.8%	31,328	46.9%
IU East	301	3.7%	3,052	4.6%
IU Fort Wayne	129	1.6%	706	1.1%
IU Kokomo	327	4.0%	2,492	3.7%
IU Northwest	349	4.3%	3,062	4.6%
IUPUC	165	2.0%	1,123	1.7%
IUPUI	1898	23.2%	17,190	25.7%
IU Southeast	455	5.6%	3,871	5.8%
IU South Bend	476	5.8%	4,002	6.0%
Total	8,167	100.0%	66,826	100.0%

Table 1b. Faculty Sample Counts by Demographics for the Crisis Transition to Online Learning Survey

Sample Type	Demographics	n	Percent of Sample	
Faculty	Race/Ethnicity	Other*	1,784	21.8%
		Asian	368	4.5%
		Black/African American	337	4.1%
		Hispanic/Latino	248	3.0%
		NR-Alien	348	4.3%
		White	5,082	62.2%
		Total	8,167	100.0%
	Age (years)	Age 21-30	715	8.8%
		Age 31-40	1,482	18.1%
		Age 41-50	1,393	17.1%
		Age 51-60	1,246	15.3%
		Age 61+	1,137	13.9%
		No data	2,194	26.9%
		Total	8,167	100.0%
	IU Service Years	0 ≤ IU Service Years < 5	1,248	15.3%
		10 ≤ IU Service Years < 15	571	7.0%
		15 ≤ IU Service Years < 20	391	4.8%
		5 ≤ IU Service Years < 10	779	9.5%
IU Service Years ≥ 20		677	8.3%	
No data		4,501	55.1%	
Total		8,167	100.0%	

*American Indian/Alaska Native, Native Hawaiian/Pacific Island, Two or More Races, and No data

Table 1c. Student Sample Counts by Demographics for the Crisis Transition to Online Learning Survey

Sample Type	Demographics		n	Percent of Sample
Student	Race/Ethnicity	Other*	3,605	5.4%
		Asian	3,431	5.1%
		Black/African American	4,443	6.7%
		Hispanic/Latino	5,844	8.8%
		NR-Alien	3,465	5.2%
		White	46,038	68.9%
		Total	66,826	100.0%
	Age (years)	Age 18-25	59,513	89.1%
		Age 26+	7,313	10.9%
		Total	66,826	100.0%
	Class	Freshman	11,311	16.9%
		Sophomore	14,953	22.4%
		Junior	15,432	23.1%
		Senior	23,408	35.0%
		Other**	1,722	2.6%
Total		66,826	100.0%	

*American Indian/Alaska Native, Native Hawaiian/Pacific Island, Two or More Races, and No data

**Associate, Certificate, PB Certificate, and Undergrad Special

Data Collection Methodology

Questionnaire and Email Message Development

Questionnaire development for the Crisis Transition to Online Learning Survey was completed in March – April 2020. The two questionnaires, 61 items for student and 67 items for faculty, were developed by Ben Motz and internal and external collaborators, including representatives from the IU regional campuses, with input and guidance from CSR.

After the informed consent statement, the student survey began with a question asking if the student participant agreed to release some of their student records for research purposes. Declining this release did not preclude students from proceeding and participating in the survey. Both student and faculty surveys had a geographic screener so only residents of the US would participate. The first few questions asked background questions such as gender, living situation (student), and teaching experience (faculty). The core survey items asked about learning and teaching experiences before and during the transition to remote instruction in Spring 2020. Finally, both the student and faculty surveys included five open-ended items asking for feedback about negative and positive outcomes, ways IU could improve experiences and provide support, and overall comments.

Appendix A contains the finalized questionnaires.

An email invitation and reminder messages were developed by Ben Motz with feedback from Julie Wernert and Tonya Miles. The messages included a brief description of the project including the survey's purpose and intended participants. All messages contained a unique hyperlink to the web instrument, allowing each case number to be tracked in CSR databases. The messages were formatted for html using Arial Campaign software.

Appendix B contains the text of the email invitation and reminder messages.

Data Collection

The field period for the Crisis Transition to Online Learning Survey was May 7, 2020 through June 8, 2020. An email invitation and four reminders were sent to maximize participation.

The survey invitation was sent to all sample records with a valid email address. Reminder messages were sent to non-respondents and partials (those who had started the survey but had not yet completed it). The dates and total numbers sent for the email messages are detailed below in Table 2.

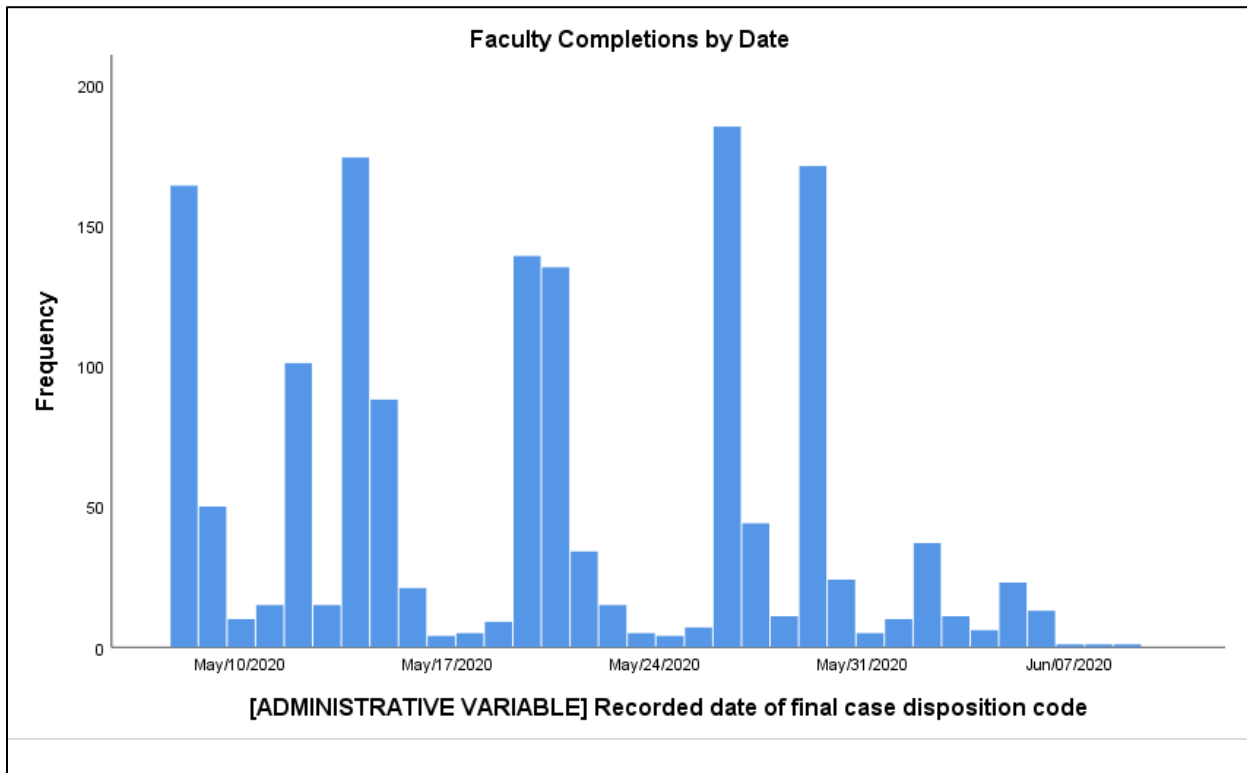
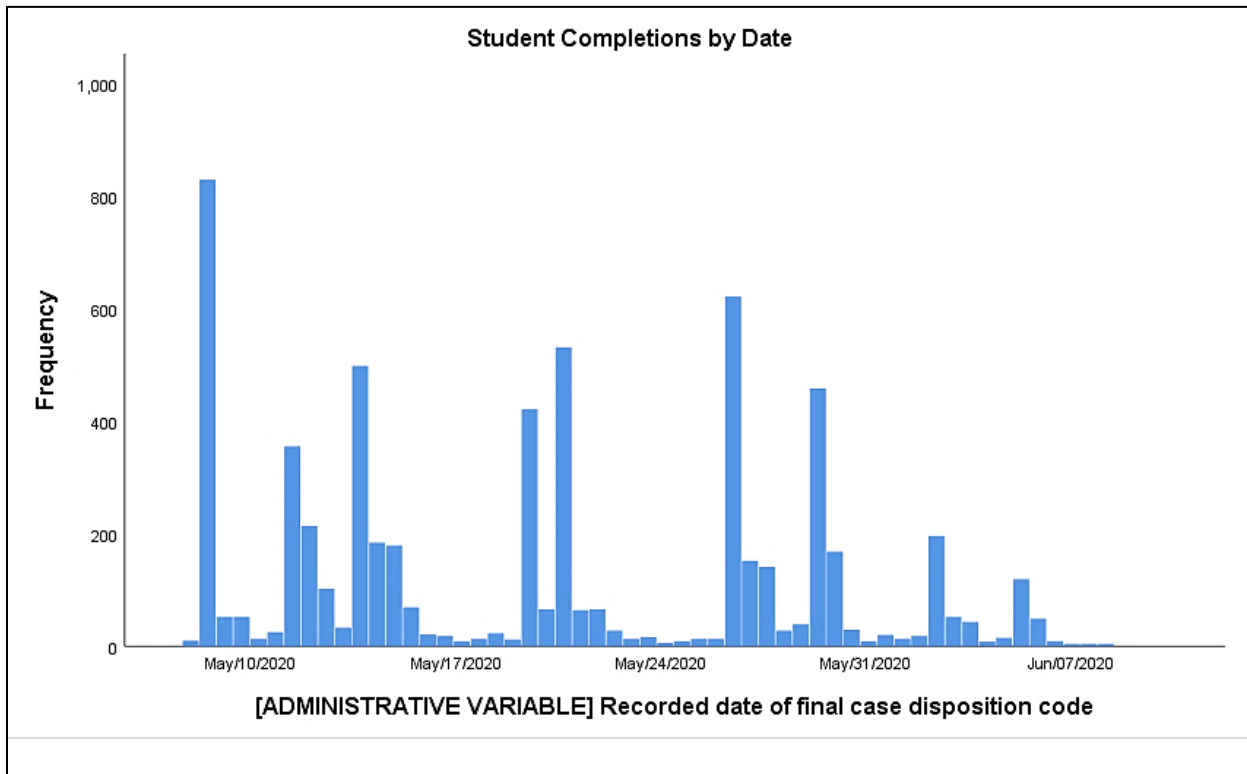
Table 2. Email Message Schedule and Number of Messages Sent for the Crisis Transition to Online Learning Survey

<i>Message</i>	<i>Date sent</i>	<i>Number sent (Faculty)</i>	<i>Number sent (Student)</i>
Invitation (B)	5/7/2020 – 5/8/2020	3,985	31,326
Invitation (R)	5/11/2020	1,908	16,479
Reminder 1 (B)	5/13/2020	3,695	30,317
Reminder 1 (R)	5/14/2020	1,807	15,861
Reminder 2 (B & R)	5/19/2020	5,090	44,577
Invitation (IFC)	5/20/2020	2,273	19,019
Reminder 1 (IFC)	5/26/2020	2,036	18,452
Reminder 3 (B & R)	5/26/2020	4,951	44,537
Reminder 2 (IFC)	5/29/2020	1,932	18,133
Final reminder (B & R)	5/29/2020	4,795	43,847
Reminder 3 (IFC)	6/2/2020	1,855	17,905
Final reminder (IFC)	6/5/2020	1,795	17,608

B = Bloomington, R = Regionals (IUE, IUK, IUS, IUSB, IUN),
IFC = IUPUI, Fort Wayne, Columbus

The dates on which the surveys were completed closely followed the schedule of emails sent, which is typical for web surveys. Survey responses were submitted steadily over the course of the administration period. The largest one-day total for student responses was when the invitation was sent (14% of total responses), and for faculty it corresponded with the third reminder (11% of total responses).

Figure 1a – 1b. Survey Completions by Date for the Crisis Transition to Online Learning Survey



Final Disposition and Response Rates

Final dispositions for all cases were classified according to The American Association for Public Opinion Research. 2016. *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys*. 8th edition. AAPOR. The codes and definitions that were used for the Crisis Transition to Online Learning Survey are listed in Table 3.

Table 3. AAPOR Codes and Disposition Definitions for the Crisis Transition to Online Learning Survey

AAPOR Code	Disposition Definition
Interview (I)	Complete: Respondent completed the survey.
Partial (P)	Partial: Partial or break-off with sufficient information (answered at least one survey item).
Refusal (R)	Refusal: Sample member declined to participate, either via email or the web instrument. Implicit Refusal: Sample member consented to participate in the survey but did not answer any items. Break-off with Insufficient Information: Sample member left the survey without providing enough information to qualify as a partial
Unknown Eligibility, Non-Interview (UH)	Nothing Returned: Respondent did not respond to the survey; unknown if any email messages were read.
Mailing returned/undeliverable (UO)	Mailing Returned: Recruitment message was not received by intended recipient due to email returns.
Not eligible	Not eligible: Sample member responded to recruitment message with information indicating they were no longer eligible to participate.

Tables 4a and 4b itemize final dispositions for the surveys overall, with Response Rate 2 (RR2) noted on the right. The AAPOR Response Rate 2 is calculated as follows:

$$RR2 = \frac{(I+P)}{(I+P) + (R+NC+O) + (UH+UO)}$$

Table 4a – 4b. Final Dispositions and Response Rates for the Crisis Transition to Online Learning Survey

Faculty Survey:

Disposition (AAPOR Code in parentheses)	Count	AAPOR Response Rate 2
Interview (I)	1,437	19.0%
Partial (P)	102	
Refusal (R)	187	
Implicit Refusal and Break-off (R)	43	
Nothing Returned (UH)	6,203	
Mailing Returned (UO)	143	
Not Eligible	52	
Total	8,167	

Student Survey:

Disposition (AAPOR Code in parentheses)	Count	AAPOR Response Rate 2
Interview (I)	5,371	9.2%
Partial (P)	785	
Refusal (R)	636	
Implicit Refusal and Break-off (R)	1,194	
Nothing Returned (UH)	57,944	
Mailing Returned (UO)	892	
Not Eligible	4	
Total	66,826	

Post-Survey Data Processing

Final data preparation involved exporting the survey data from Qualtrics to the SQL server and running queries to audit and update final dispositions. Survey data were compiled with sample data variables as well as survey paradata and exported to SPSS.

SPSS data files and codebooks were delivered as separate files.

All tables and graphs were produced using SPSS and Excel.

Appendix A
Final Questionnaires

Faculty Survey

INDIANA UNIVERSITY INFORMED CONSENT STATEMENT FOR RESEARCH

Crisis Transition to Online Learning: Measuring the Impact of Class Suspension due to COVID-19 on
Students and Instructors

Principal Investigator Benjamin Motz, Ph.D.

Indiana University Pervasive Technology Institute Protocol 2004157166A001

ABOUT THIS RESEARCH

You are being asked to participate in a research study. Scientists do research to answer important questions which might help change or improve the way we do things in the future. This consent form will give you information about the study to help you decide whether you want to participate. Please read this statement and ask any questions you have before agreeing to be in the study.

TAKING PART IN THIS STUDY IS VOLUNTARY You may choose not to take part in the study or may choose to leave the study at any time. Deciding not to participate or deciding to leave the study later will not result in any penalty or loss of benefits to which you are entitled and will not affect your relationship with Indiana University or the Indiana University Pervasive Technology Institute.

You must currently reside in the United States.

WHY IS THIS STUDY BEING DONE?

The COVID-19 pandemic has caused Indiana University, like many colleges across the United States, to suspend in-person classes, transitioning fully and abruptly to remote learning. It is important to understand how this transition has affected course instruction and student learning. This understanding will inform the university community's efforts to recover from the current crisis, and to develop more robust continuity plans for future disasters or pandemics. You were selected as a possible participant because you were you were an instructor enrolled in at least one credit-bearing, SIS-provisioned Canvas course site with an active "Instructor" role at the time of file creation.

The study is being conducted by Principal Investigator Benjamin A. Motz, Ph.D., Indiana University Pervasive Technology Institute. It is funded by the Indiana University Office of the Vice President for Research.

HOW MANY PEOPLE WILL TAKE PART?

If you agree to participate, you will be one of potentially up to 20,000 Indiana University instructors taking part in this study.

WHAT WILL HAPPEN DURING THE STUDY?

If you agree to be in the study, you will take an online survey about your experiences related to Indiana University's spring 2020 transition to an online learning environment. The survey should not take more than 12 minutes to complete. After receipt of the initial invitation, non-respondents, including those who have not proactively opted out of the study population, will receive up to four reminders via email.

Information about your activity within the Canvas learning management system will be summarized and appended to your survey responses.

The responses you provide in this study will be analyzed, in part, using biographical and demographic data that you have previously supplied to Indiana University. Institutional data that the Principal Investigator and members of the study team have requested from Indiana University institutional sources include:

Age Race Ethnicity Home ZIP/postal code Length of service Years of experience

At the end of the online survey, you will have an option to indicate your willingness to continue in the study through participation in possible future interviews or focus groups not lasting more than 90 minutes conducted via teleconference or in person. Participating in future interviews is completely optional.

WHAT ARE THE RISKS OF TAKING PART IN THE STUDY?

As with any research study, there is potential risk for the loss of confidentiality. Further, participants may experience a mild degree of discomfort with some questions.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THE STUDY?

While there are no tangible or financial benefits from participating in this study, respondents may realize a sense of satisfaction in contributing to the general body of knowledge related to the impact of COVID-19 on higher education.

HOW WILL MY INFORMATION BE PROTECTED?

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. No information which could identify you will be shared in publications about this study. Your personal information may be disclosed if required by law. Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Indiana University Institutional Review Board or its designees, the Office of the Vice President for Research, and state or federal agencies who may need to access the research records (as allowed by law). All collected data will be stored on secure university systems and/or databases (e.g., the Qualtrics survey platform, Box-encrypted files, or similar.) Only anonymized data will be reported in papers, presentations, and reports, or made publicly available. Only anonymized data will be archived (e.g., in Indiana University ScholarWorks) or made publicly accessible.

WILL MY INFORMATION BE USED FOR RESEARCH IN THE FUTURE?

Information collected in this study may be used for future research studies or shared with other researchers for future research. If this happens, information that could identify you will be removed before any information is shared. Since identifying information will be removed, we will not ask for your additional consent.

WILL I BE PAID FOR PARTICIPATION?

You will not be paid for participating in this study.

WHO SHOULD I CALL WITH QUESTIONS OR PROBLEMS?

For questions about the study, contact Principal Investigator Benjamin Motz, Ph.D., at bmotz@indiana.edu. For questions about your rights as a research participant; to discuss problems, complaints, or concerns about a research study; or to obtain information or to offer input, please contact the IU Human Subjects Office at 800-696-2949 or at irb@iu.edu.

CAN I WITHDRAW FROM THE STUDY?

If you decide to participate in this study, you can change your mind and leave the study at any time. You can withdraw your consent to participate by contacting Principal Investigator Benjamin Motz, Ph.D., at bmotz@indiana.edu.

Form date: May 7, 2020

- In consideration of all of the above, I give my consent to participate in this research study. I am able to print a copy of this informed consent document to keep for my records. I agree to take part in this study. Take me to the survey. (1)
- I do not consent to participate. (2)

Where do you currently reside?

- In the United States (1)
- Outside of the United States (2)

Page 1

We hope you are safe and well. We appreciate your willingness to provide information about how the transition to remote instruction has been for you.

Instructions: This set of questions will ask you some basic background information.

- What is your academic post at {Indiana University}?
 - Tenured faculty
 - Pre-tenure faculty
 - Full-time teaching faculty (non-tenure track)
 - Full-time clinical/research faculty (non-tenure track)
 - Part-time adjunct faculty
 - Graduate student associate instructor
 - Other: {open-ended}
 - How many years of experience do you have teaching at the college level?
 - {Numeric response}
 - In general, how would you describe your level of comfort in adopting new technology in your classes?
 - Very uncomfortable
 - Uncomfortable
 - Neither comfortable nor uncomfortable
 - Comfortable
 - Very comfortable
 - **Excluding the classes that transitioned to remote instruction during the Spring 2020 semester**, how many years of experience do you have teaching 100% online classes?
 - 0 - I have not previously taught any 100% online courses
 - 1
 - 2-4
 - More than 4
 - How many of your classes during the Spring 2020 semester transitioned from in-person (or hybrid) to remote instruction?
 - 0
 - 1
 - 2-4
 - More than 4
- [IF > 0]
- Think about your classes that transitioned to remote instruction this semester. Approximately how many semesters had you taught these courses before this semester?
 - 0 - This was my first time teaching the course
 - 1
 - 2-4
 - More than 4

[IF = 0:]

Many of the questions in this survey pertain to the experience of transitioning from an in-person teaching environment to remote instruction due to COVID-19. You indicated that you did NOT have any courses undergo this transition. If that is incorrect, please use the back button to return to the previous screen to change your answer.

- Which of the following apply?
 - I was not teaching at all during the Spring 2020 semester **{end survey}**
 - I was only teaching 100% online courses, which were already remote (experienced no transition).
 - I was only teaching service learning, independent study, or independent research courses, which did not undergo a transition.
 - Other, please specify: {open-ended}

[IF respondent selects options {2,3, or 4}, above, display the following message:]

Even though you did not experience a transition from an in-person teaching environment to remote instruction during the Spring 2020 semester, your responses are still meaningful for comparison with those who did undergo a transition. Understanding that remote instruction due to COVID-19 may not have significantly impacted your teaching activities, please respond to the remaining items to the best of your ability.

Page 2

The following items ask about your experience *before* the transition to remote instruction.

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

{Response options for all questions of this type throughout the survey are: Strongly disagree 1, Disagree 2, Neither agree or disagree 3, Agree 4, Strongly agree 5, Not applicable}

Before the transition to remote instruction ...

Online teaching conflicted with my personal identity as an instructor.
I resisted learning about online teaching and learning.
I was familiar with technology for online teaching and learning in my discipline.
I was familiar with strategies for online teaching in my discipline.

The following items ask about your experience *during* the transition to remote instruction.

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

During the transition to remote instruction...

I knew where to go for technical support for online teaching.

I knew where to go for instructional support for online teaching.
My department offered sufficient resources for online teaching.
My university offered sufficient resources for online teaching.
I was able to find sufficient resources for online teaching.
I felt like my university was well-prepared.
I personally felt well-prepared.
I am now more willing to teach a 100% online course.

Page 3

Please indicate your level of agreement with the following statements about the transition to remote instruction during the Spring 2020 semester on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

When answering the following items, please consider only **one undergraduate course** that you taught in Spring 2020. If there is more than one, please consider the one undergraduate course that would be **most typical** for you to teach in a normal semester. For the single course you have in mind, after courses transitioned to remote instruction...

It was easier to keep track of how my students were doing.
It was easier to resolve my students’ challenges.
I missed more emails from students than usual.
I felt disconnected from my students.
I felt like my students needed more motivational support.

Page 4

Please indicate your level of agreement with the following statements about the transition to remote instruction during the Spring 2020 semester on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

I am concerned about whether I maintain ownership of the class materials I post online.
I am concerned that the material I post online might be copied and shared on the internet.
I am concerned about others perceiving me as technologically illiterate.
I asked others to share their instructional materials with me.
Others were willing to share their instructional materials with me.
I created my own instructional materials.

[IF = Agree OR Strongly agree for “I created my own instructional materials”]

I was willing to freely share the materials I created with others.

What did you create? {open-ended}

When answering the following items, please consider only **one undergraduate course** that you taught in Spring 2020. If there is more than one, please consider the one undergraduate course that would be **most typical** for you to teach in a normal semester.

For the single course you have in mind, please indicate whether the following activities were a **significant component** of your course during remote instruction.

{ No, it was not my intention to make this a significant component.; No, it was not a significant component but I wanted it to be.; Yes, it was a significant component.; Not applicable to my course.}

Answering practice questions
Taking online quizzes or exams
Working on projects independently
Working on projects with other students
Participating in live video class meetings
Creating original artwork
Practicing performing
Giving presentations
Watching short instructional videos
Watching long instructional videos
Reading a textbook
Reading source material (books, articles, etc.)
Discussing course topics with other students
Writing essays, reflections, analyses, etc., independently
Writing essays, reflections, analyses, etc., with other students
Interacting with online laboratories/simulations
Making a portfolio

For the activities that you assigned to your students during remote instruction, where did you get the materials? *Please select up to three.*

- I had already made them during a previous semester
- I made them myself during the Spring 2020 semester
- From the internet
- From my textbook's publisher
- From my university colleagues/peers
- From my colleagues/peers at another university
- From a professional society
- From library resources

For the activities that you would have liked to assign to your students but didn't, what were the limitations that prevented you from doing so? *Please select up to three.*

- Lack of familiarity with technology.
- Lack of a technology for implementing the activity.
- Lack of time.

- I didn't know where to find materials.
- Lack of knowledge of instructional design in an online environment.
- I didn't know that it was an option at the time.
- Concern about overburdening my students.
- Concern that students might cheat.
- Other (please specify): {Open-ended}

Page 6

Please indicate your level of agreement with the following statements about the transition to remote instruction during the Spring 2020 semester on a scale of 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

When answering the following items, please consider only **one undergraduate course** that you taught in Spring 2020. If there is more than one, please consider the one undergraduate course that would be **most typical** for you to teach in a normal semester.

For the single course you have in mind, after courses transitioned to remote instruction...

It was more difficult to teach.

I was more motivated to teach.

Teaching became a more important aspect of my job.

As a percent of my total professional responsibilities, the time I invested in teaching increased overall.

My students' learning outcomes became less important.

My students got higher grades than they would have under normal circumstances.

The quality of my students' work decreased.

I was able to stay true to my original teaching values and objectives.

I think students committed more academic misconduct.

My students received a lower-quality learning experience.

I think my students will struggle in their future courses or future employment because my course had to be offered remotely.

I think my students will be more comfortable learning via remote instruction in the future.

Page 7

Instructions: These open-ended questions are intended to gather information on specific details and experiences of your transition to remote instruction. Please provide as much detail as you want.

Reflecting on your transition to remote instruction, what was the most negative outcome?

Reflecting on your transition to remote instruction, what was the most positive outcome?

What one thing could Indiana University have done to improve your experience after the transition to remote instruction?

What can Indiana University do to provide continuing support for remote instruction?

Is there anything else regarding your experience with the transition to remote instruction that you would like to share?

Page 8

Instructions: We would like to gather more details and information regarding your experience with {Indiana University}'s transition to remote instruction. Please indicate whether you would like to participate in an interview or focus group administered through Zoom. This is entirely voluntary and you are not obligated to participate in an interview.

Are you willing to participate in future interviews or focus groups about your experience of remote instruction? By selecting "yes," you are agreeing to be contacted at a later date by phone or email. Please note that your responses may be shared with interviewers.

- Yes
- No [Go to end of survey]

[If Yes is Selected]

Please provide your preferred email and/or phone number.

- Email [Text Entry]
- Phone number [Text Entry]

End of Survey Messages

[End Message for Interview/Focus Group]

Thank you for agreeing to participate in an interview or focus group. You will be contacted soon for scheduling an interview/focus group. If you have any questions or concerns, please contact Ben Motz at ptieval@iu.edu.

[End Message for Completion/Non-interview]

Thank you for agreeing to participate in this study. If you have any questions or concerns, please contact Ben Motz at ptieval@iu.edu.

Student Survey

INDIANA UNIVERSITY INFORMED CONSENT STATEMENT FOR RESEARCH

Crisis Transition to Online Learning: Measuring the Impact of Class Suspension due to
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Principal Investigator Benjamin Motz, Ph.D.
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Protocol 2004157166A001

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The COVID-19 pandemic has caused Indiana University, like many colleges across the United States, to suspend in-person classes, transitioning fully and abruptly to remote learning. It is important to understand how this transition has affected course instruction and student learning. This understanding will inform the university community's efforts to recover from the current crisis and to develop more robust continuity plans for future disasters or pandemics.

You were selected as a possible participant because you were an undergraduate student enrolled for the spring 2020 semester in at least one credit-bearing, SIS-provisioned Canvas course site with an active "Student" role at the time of file creation.

The study is being conducted by Principal Investigator Benjamin A. Motz, Ph.D., Indiana University Pervasive Technology Institute. It is funded by the Indiana University Office of the Vice President for Research.

HOW MANY PEOPLE WILL TAKE PART?

If you agree to participate, you will be one of potentially up to 100,000 Indiana University undergraduate students taking part in this study.

WHAT WILL HAPPEN DURING THE STUDY?

If you agree to be in the study, you will take an online survey about your experiences related to Indiana University's spring 2020 transition to an online learning environment. The survey should not take more than 12 minutes to complete. After receipt of the initial invitation, non-respondents, including those who have not proactively opted out of the study population, will receive up to four reminders via email. Information about your activity within the Canvas learning management system will be summarized and appended to your survey responses.

The responses you provide in this study will be analyzed, in part, using biographical and demographic

data that you have previously supplied to Indiana University. Institutional data that the Principal Investigator and members of the study team have requested from Indiana University institutional sources include:

Age Race Ethnicity Home ZIP/postal code Academic status (e.g., freshman, sophomore, etc.) First-generation college student status (i.e., does at least one parent or guardian have a four-year college degree)

Requested data related to course enrollment, assignment submissions, and grades is covered in a separate **Release of Academic Information** authorization that follows this informed consent statement.

At the end of the online survey, you will have an option to indicate your willingness to continue in the study through participation in possible future interviews or focus groups not lasting more than 90 minutes conducted via teleconference or in person. Participating in future interviews is completely optional.

WHAT ARE THE RISKS OF TAKING PART IN THE STUDY?

As with any research study, there is potential risk for the loss of confidentiality. Further, participants may experience a mild degree of discomfort with some questions.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THE STUDY?

While there are no tangible or financial benefits from participating in this study, respondents may realize a sense of satisfaction in contributing to the general body of knowledge related to the impact of COVID-19 on higher education.

HOW WILL MY INFORMATION BE PROTECTED?

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. No information which could identify you will be shared in publications about this study. Your personal information may be disclosed if required by law.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Indiana University Institutional Review Board or its designees, the Office of the Vice President for Research, and state or federal agencies who may need to access the research records (as allowed by law).

All collected data will be stored on secure university systems and/or databases (e.g., the Qualtrics survey platform, Box-encrypted files, or similar.) Only anonymized data will be reported in papers, presentations, and reports, or made publicly available. Only anonymized data will be archived (e.g., in Indiana University ScholarWorks) or made publicly accessible.

WILL MY INFORMATION BE USED FOR RESEARCH IN THE FUTURE?

Information collected in this study may be used for future research studies or shared with other researchers for future research. If this happens, information that could identify you will be removed before any information is shared. Since identifying information will be removed, we will not ask for your additional consent.

WILL I BE PAID FOR PARTICIPATION?

You will not be paid for participating in this study.

WHO SHOULD I CALL WITH QUESTIONS OR PROBLEMS?

For questions about the study, contact Principal Investigator Benjamin Motz, Ph.D., at

bmotz@indiana.edu.

For questions about your rights as a research participant; to discuss problems, complaints, or concerns about a research study; or to obtain information or to offer input, please contact the IU Human Subjects Office at 800-696-2949 or at irb@iu.edu.

CAN I WITHDRAW FROM THE STUDY?

If you decide to participate in this study, you can change your mind and leave the study at any time. You can withdraw your consent to participate by contacting Principal Investigator Benjamin Motz, Ph.D., at bmotz@indiana.edu.

Form date: May 7, 2020

- In consideration of all of the above, I give my consent to participate in this research study. I am able to print a copy of this informed consent document to keep for my records. I agree to take part in this study. Take me to the survey. (1)
- I do not consent to participate. (2)

Where do you currently reside?

- In the United States (1)
- Outside of the United States (2)

INDIANA UNIVERSITY RELEASE OF ACADEMIC INFORMATION Study #2004157166 **Crisis Transition to Online Learning: Measuring the Impact of Class Suspension due to COVID-19 on Students and Instructors** I hereby authorize the release of information contained in my academic record as specified above to the parties listed below. This authorization is specific to records from the academic year in which I complete this form. I understand that this authorization, unless altered in writing by me, will remain in effect until December 31, 2023.

INFORMATION TO BE RELEASED INCLUDES THE FOLLOWING: Age Race Home Zip/postal code Academic status (e.g., freshman, sophomore, etc.) First-generation college student status (i.e., does at least one parent or guardian have a four-year college degree) Enrollment status in my courses Date and time when content is accessed in Canvas Assignment submission details in Canvas (submission status, time of submission, and grades)

I AM GRANTING ACCESS TO THE ABOVE INFORMATION TO THE FOLLOWING PARTIES:

Benjamin Motz, PhD,
1101 E. 10th Street, Bloomington IN, 47405, 812-855-0118
(Principal Investigator)

The research associates of Dr. Motz, the Indiana University Institutional Review Board or its designees, and, as allowed by state or federal law, the office for Human Research Protections (OHRP).

In consideration of all the above, I give my consent to participate in this research study and consent to the release and disclosure of these education records.

- Yes, I grant access to my records. (1)
- No, I do not grant access to my records. (You DO NOT have to grant access to your records to participate in this survey). (2)

If you would like a copy of this form, please print this page now before advancing to the next page of the survey.

Page 1

We hope you are safe and well. We appreciate your willingness to provide information about how the transition to remote instruction has been for you. We also know that this is a hard time for many students. If you need emotional help or support, please contact the counseling services that are available on your campus.

Instructions: This section will ask you some basic background information.

With which gender do you identify?

- Female
- Male
- Non-binary
- Not listed (please specify):
- Prefer not to answer

Which best describes your employment during Spring 2020?

- Employed throughout the Spring 2020 semester
- Employed prior to COVID, but then unemployed due to COVID
- None (not employed)
- Prefer not to answer

Please select which situation best describes your living arrangement during the Spring 2020 semester ***prior to the transition to remote instruction:***

- On-campus residence hall
- On-campus apartment
- Greek house
- Off-campus with roommates
- Off-campus with parent/s
- Off-campus with spouse/partner and/or children
- Studying abroad
- Other (please specify): {Open-ended}

- Prefer not to answer

Which best describes your living situation **after the transition to remote instruction?**

- Lived alone
- Lived with friends
- Lived with roommates
- Lived with parent/s
- Lived with spouse/partner and/or children
- No change
- Other (please specify):
- Prefer not to answer

Page 2

When the semester first started, you may have been enrolled in fully-online courses (100% online), hybrid courses (with some face-to-face and some online sessions), or face-to-face courses (with all sessions physically face-to-face).

Prior to the transition to remote learning, how many courses of each type were you taking?
(N/a-None, 1, 2, 3, 4, 5, 6)

- Originally 100% online class(es)
- Originally hybrid class(es)
- Originally face-to-face class(es)

Do any of your enrollments during the Spring 2020 semester fall into the following categories? (*Select all that apply.*)

- Lab section(s)
- Discussion section(s)
- Performance Art (Music/Theater) section(s)
- Studio Art section(s)
- Internship enrollment(s)
- Service Learning enrollment(s)
- Independent Study enrollment(s)
- Independent Research enrollment(s)
- Other (please specify): {Open-ended}

Which of these best describes your primary area of study?

- Applied Health Science
- Arts & Humanities
- Business & Management
- Communication, Media, Journalism
- Education
- Science, Technology, Engineering, Math (STEM)
- Social Science

This section will ask some details about your access, reactions, and circumstances of technology needed for remote instruction.

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

{Response options for all questions of this type throughout the survey are: Strongly disagree 1, Disagree 2, Neither agree or disagree 3, Agree 4, Strongly agree 5, Not applicable}

I had adequate access to the internet connectivity necessary to participate in remote instruction.

I had adequate access to computer hardware necessary to participate in remote instruction.

I was prepared for remote instruction.

My personal situation made it difficult to attend remote classes due to: *(Please select up to three.)*

- *It was not difficult for me to attend remote classes. {exclusive response}*
- No internet access
- Slow/limited internet access
- Lack of adequate hardware/devices
- Too much noise
- Too many people
- Caring for children
- No dedicated study space
- Living with relatives who required care
- I became too ill to attend class remotely
- Lack of stable or consistent housing
- My work schedule interfered with schoolwork
- Inconsistent access to food
- Emotional/mental/physical health concerns

After Indiana University suspended in-person instruction, what kind(s) of device(s) did you use to complete your online coursework? *(Please select up to three.)*

- I did not use any devices **{exclusive response}**
- My own mobile phone
- My own tablet
- My own laptop
- My own desktop
- Someone else’s mobile phone
- Someone else’s tablet
- Someone else’s laptop
- Someone else’s desktop
- Other (please specify): **{Open-ended}**

After Indiana University suspended in-person instruction, what was your primary method of connecting to the internet to complete your online coursework?

- Mobile phone network data
- My residence’s internet service (e.g., cable, fiber, DSL, etc.)
- A friend or neighbor’s internet service

- Public WiFi
- Public WiFi made available specifically during the crisis

Excluding the classes that transitioned to remote instruction this semester, how many 100% online college classes have you ever taken?

- 0 - I have not previously taken any 100% online courses
- 1
- 2-4
- More than 4

Did you graduate in Spring 2020?

- Yes
- No

[If Did you graduate in Spring 2020 = No]

I will register for classes at IU in Fall 2020.

{Strongly disagree 1, Disagree 2, Neither agree or disagree 3, Agree 4, Strongly agree 5, Not applicable}

[If I will register for classes at IU in Fall 2020 = Neither agree or disagree, Disagree, Strongly disagree, or Not applicable]

Which of the following factors influence whether you will return to IU this fall? (*Please select up to three.*)

Financial concerns

Change in my employment

Health/wellness concerns for me or my family

Uncertainty with what the future holds

My academic experience after the transition to remote instruction

Desire to be closer to home

Other (please specify): {Open-ended}

Page 4

These questions will ask you about how the shift to remote instruction impacted your engagement at Indiana University and your courses.

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

Compared with the first part of the semester, after courses transitioned to remote instruction...

I still found it easy to think of myself as a college student.

I became less concerned about what my classmates and instructors thought of me.

I felt like I lost touch with the Indiana University community.

My academic goals became less important to me.
I felt I was successful as a college student.

When answering the following items, please consider only **one** of your courses from Spring 2020. Please consider the one course that is **most similar** to other courses you normally take.

For the single course you have in mind, after courses transitioned to remote instruction...

What were the primary aspects of the class after the transition to remote instruction? (*Please select up to three.*)

Live online class meetings (e.g., Zoom)
Pre-recorded lecture videos
Lecture notes or slides (not recordings)
Readings
Online discussions
Short quizzes or online activities
Assignments
Other (Please specify):{Open-ended]

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being "Strongly disagree" and 5 being "Strongly agree."

For the single course you have in mind, after courses transitioned to remote instruction...

I found my coursework more challenging.
My instructor was more available for support.
I interacted with my classmates more.
I missed more course announcements than usual.
I earned lower grades than I expected.
It took more effort to complete my coursework.
It was harder to meet deadlines.
I had a better understanding of the learning goals.
I spent more time on my schoolwork overall.

Page 5

These questions will ask you some details about how you reacted to the transition to remote instruction and your beliefs about yourself as a student.

When I first learned about the transition to remote instruction, I felt... (*Please select up to three.*)

- Panicked
- Afraid
- Happy
- Sad

- Surprised
- Curious
- Worried
- Frustrated
- Optimistic
- Excited
- Stressed
- Relieved
- Angry
- Apathetic (Nothing)
- Disappointed
- Other (please specify):{Open-Ended}

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

I do not have the self-discipline to be successful in a completely online environment.
 During the period of remote learning, I feel that I experienced personal growth.
 I have the inner drive to achieve my goals.
 I sometimes let others limit my success.
 I am diligent and will finish what I start.
 I believe I will be rewarded for my hard work.
 I cope well with stress.

Page 6

These questions will ask you for some details about how you felt the transition impacted the standards and outcomes of your courses.

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

When answering the following items, please consider only **one** of your courses from Spring 2020. Please consider the one course that is *most similar* to other courses you normally take.

For the single course you have in mind, after courses transitioned to remote instruction...

Academic misconduct increased among my classmates.
 My instructor was not as concerned about cheating.
 My instructor relaxed his/her standards (e.g., for grading, participation, deadlines, attendance, etc.)
 My instructor should have been more concerned about cheating.
 The grades I received accurately reflected how much I had learned.

Page 7

[Branch If Did you graduate in Spring 2020 = No]

We would like to ask how you believe the transition to remote instruction impacted your academic progress and future plans.

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

In terms of my academic progress, I feel that I am still on pace to meet my academic goals as scheduled.

I will be a better student than I was before the transition to remote instruction.

I am more likely to enroll in a 100% online course now than I was before the transition to remote instruction.

I anticipate being behind in my academic progress upon return to the classroom.

I will have to delay graduation or employment opportunities because I was not able to complete essential coursework or practical experiences (e.g., student teaching, clinical rotations, recitals, etc.) during the spring 2020 semester.

[End Branch]

Page 8

We would like to ask how you believe the transition to remote instruction impacted your ability to learn.

Please indicate your level of agreement with the following statements on a scale of 1 to 5, with 1 being “Strongly disagree” and 5 being “Strongly agree.”

I had access to the same software that I was using on campus.

I benefited from being able to replay video lectures.

I struggled with the use of online discussions.

I was able to focus more clearly on the lectures without the distraction of other people.

Page 9

These open-ended questions are intended to gather information on specific details and experiences of your transition to remote instruction. Please provide as much detail as you want.

Reflecting on your transition to remote instruction, what was the most negative outcome?

Reflecting on your transition to remote instruction, what was the most positive outcome?

What one thing could Indiana University have done to improve your experience after the transition to remote instruction?

What one thing could your instructors have done to improve your experience after the transition to remote instruction?

Is there anything else that you feel is important regarding your experience with the transition to online learning that you would like to share?

Page 10

We would like to gather more details and information regarding your experience with Indiana University's transition to remote instruction. Please indicate whether you would like to participate in an interview or focus group administered through Zoom. This is entirely voluntary and you are not obligated to participate in an interview.

Are you willing to participate in future interviews or focus groups about your experience of remote instruction? By selecting "yes," you are agreeing to be contacted at a later date by phone or email. Please note that your responses may be shared with interviewers.

- Yes
- No

[If Yes is Selected]

Please provide your preferred email and/or phone number.

- Email [Text Entry]
- Phone number [Text Entry]

End of Survey Messages

[End Message for Interview/Focus Group]

Thank you for agreeing to participate in an interview or focus group. You will be contacted soon for scheduling an interview/focus group. If you have any questions or concerns, please contact Ben Motz at ptieval@iu.edu.

[End Message for Completion/Non-interview]

Thank you for agreeing to participate in this study. If you have any questions or concerns, please contact Ben Motz at ptieval@iu.edu.

Appendix B

Recruitment Messages

Faculty Invitation

From: CSR

Subject: How has COVID-19 affected your teaching?

Dear Professor {lastname}:

The Indiana University community has been deeply affected by COVID-19 and the transition to remote instruction. It is particularly important to learn how these events have impacted teaching and learning in IU's courses.

You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were an instructor of an IU undergraduate course during the Spring 2020 semester. This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab. If you choose to participate, you will complete a 12-minute survey and agree to release some records from your activity in Canvas.

To learn more about the study, and to participate, please click or paste the following link into your browser:

<<LINK>>

Please help Indiana University learn from and adapt to the current situation by completing this survey.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

Reference ID:

[opt-out link]

Faculty Reminder1

From: CSR

Subject: How has COVID-19 affected your teaching?

Dear Professor {lastname}:

Subject: Reminder: How has COVID-19 affected your teaching?

We wanted to reach out again to ask whether you might be willing to share how COVID-19 has affected your teaching.

You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were an instructor of an IU undergraduate course during the Spring 2020 semester. If you choose to participate, you will complete a 12-minute survey and agree to release some records from your activity in Canvas.

This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab. To learn more about the study, and to participate, please click or paste the following link into your browser:

<<LINK>>

Please help Indiana University learn from and adapt to the current situation by completing this survey.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

Reference ID:

[opt-out link]

Faculty Reminder2

From: CSR

Subject: Reminder to share how COVID-19 has affected your teaching

Dear Professor {lastname}:

Subject: Reminder: How has COVID-19 affected your teaching?

We wanted to reach out again to ask whether you might be willing to share how COVID-19 has affected your teaching. You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were an instructor of an IU undergraduate course during the Spring 2020 semester.

If you choose to participate, please click or paste the following link into your browser to access the survey:

<<LINK>>

The survey will take about 12 minutes to complete and will ask you to release some records from your activity in Canvas. This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

Reference ID:

[opt-out link]

Faculty Reminder3

From: CSR

Subject: Last Chance: How has COVID-19 affected your teaching?

Dear Professor {lastname}:

We wanted to reach out one last time to ask whether you might be willing to share how COVID-19 has affected your teaching. You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were an instructor of an IU undergraduate course during the Spring 2020 semester. This is the final reminder and the survey will close within 1 week.

If you choose to participate, please click or paste the following link into your browser to access the survey:

<<LINK>>

The survey will take about 12 minutes to complete and will ask you to release some records from your activity in Canvas. This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

Reference ID:

[opt-out link]

Faculty Final Reminder

From: CSR

Subject: Closing Today: How has COVID-19 affected your teaching?

Dear Professor {lastname}:

We wanted to reach out one last time to ask whether you might be willing to share how COVID-19 has affected your teaching. You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were an instructor of an IU undergraduate course during the Spring 2020 semester. This is the final reminder and the survey will close at the end of the day.

If you choose to participate, please click or paste the following link into your browser to access the survey:

<<LINK>>

The survey will take about 12 minutes to complete and will ask you to release some records from your activity in Canvas. This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

Reference ID:

[opt-out link]

Student Invitation

From: CSR

Subject: How has COVID-19 affected your education at IU?

Dear {firstname}:

The Indiana University community has been deeply affected by COVID-19 and the transition to remote instruction. It is particularly important to find out how these events have impacted your educational experience.

You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were enrolled in an undergraduate course during the Spring 2020 semester. If you choose to participate, you will complete a 12-minute survey and will agree to release some aspects of your student records for anonymous analysis.

This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab. To learn more about the study, and to participate, please click or paste the following link into your browser:

<<LINK>>

Please help Indiana University learn from and adapt to the current situation by completing this survey.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

P.S. We hope you are safe and well. We appreciate your willingness to provide information about how the transition to remote instruction has been for you. We also know that this is a hard time for many students. If you need emotional help or support, please contact [the counseling services that are available on your campus](#).

Reference ID:

[opt-out link]

Student Reminder1

From: CSR

Subject: Reminder: How has COVID-19 affected your education at IU?

Dear {firstname}:

We wanted to reach out again to ask whether you might be willing to share how COVID-19 has affected your education at IU.

You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were enrolled in an undergraduate course during the Spring 2020 semester. If you choose to participate, you will complete a 12-minute survey and will agree to release some aspects of your student records for anonymous analysis.

This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab. To learn more about the study, and to participate, please click or paste the following link into your browser:

<<LINK>>

Please help Indiana University learn from and adapt to the current situation by completing this survey.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

P.S. We hope you are safe and well. We appreciate your willingness to provide information about how the transition to remote instruction has been for you. We also know that this is a hard time for many students. If you need emotional help or support, please contact [the counseling services that are available on your campus](#).

Reference ID:

[opt-out link]

Student Reminder2

From: CSR

Subject: Reminder: Reminder to share how COVID-19 has affected your education at IU

Dear {firstname}:

We wanted to reach out again to ask whether you might be willing to share how COVID-19 has affected your education at IU. You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were enrolled in an undergraduate course during the Spring 2020 semester.

If you choose to participate, please click or paste the following link into your browser to access the survey:

<<LINK>>

The survey will take about 12 minutes to complete and will ask you to agree to release some aspects of your student records for anonymous analysis. This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

P.S. We hope you are safe and well. We appreciate your willingness to provide information about how the transition to remote instruction has been for you. We also know that this is a hard time for many students. If you need emotional help or support, please contact [the counseling services that are available on your campus](#).

Reference ID:

[opt-out link]

Student Reminder3

From: CSR

Subject: Final Reminder: How has COVID-19 affected your education at IU?

Dear {firstname}:

We wanted to reach out one last time to ask whether you might be willing to share how COVID-19 has affected your education at IU. You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were enrolled in an undergraduate course during the Spring 2020 semester. This is the final reminder and the survey will close shortly.

If you choose to participate, please click or paste the following link into your browser to access the survey:

<<LINK>>

The survey will take about 12 minutes to complete and will ask you to agree to release some aspects of your student records for anonymous analysis. This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

P.S. We hope you are safe and well. We appreciate your willingness to provide information about how the transition to remote instruction has been for you. We also know that this is a hard time for many students. If you need emotional help or support, please contact [the counseling services that are available on your campus](#).

Reference ID:

[opt-out link]

Student Final Reminder

From: CSR

Subject: Closing Today: How has COVID-19 affected your education at IU?

Dear {firstname}:

We wanted to reach out one last time to ask whether you might be willing to share how COVID-19 has affected your education at IU. You are eligible to participate in a university-wide research study (IRB #2004157166A001) because you were enrolled in an undergraduate course during the Spring 2020 semester. This is the final reminder and the survey will close at the end of the day.

If you choose to participate, please click or paste the following link into your browser to access the survey:

<<LINK>>

The survey will take about 12 minutes to complete and will ask you to agree to release some aspects of your student records for anonymous analysis. This study is conducted by Dr. Benjamin Motz in the Indiana University eLearning Research and Practice Lab.

Appreciatively,

Erica Moore
Study Director
Indiana University Center for Survey Research

P.S. We hope you are safe and well. We appreciate your willingness to provide information about how the transition to remote instruction has been for you. We also know that this is a hard time for many students. If you need emotional help or support, please contact [the counseling services that are available on your campus](#).

Reference ID:

[opt-out link]