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Impact of Online Learning on Academic Success of College Students

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Abstract

Online learning has become more prominent in higher education institutions due to the recent COVID-19 pandemic and has ultimately impacted the academic success of college students. The purpose of this capstone is to examine the impact of online learning on the academic success of college students. Through the use of literature review and a survey with 20 students at the community college and four-year colleges, the findings reveal that online learning has negatively impacted their attitude, motivation, self-efficacy and accessibility toward learning. This capstone concludes with suggestions on ways to improve their attitudes and acceptance of the adaptation of the online learning modality for their overall academic success.

Introduction and Background

Online learning, or “e-learning” in terms of education is described as distanced learning or learning that does not take place in a physical classroom setting. Online learning is a method in which the educational environment is fully virtual allowing students from all different geographical locations to further their learning and academic growth. The virtual learning environment is most commonly seen in higher education such as community colleges and four-year universities.

Although the concept of online learning was first introduced in the 1990s with the creation of the internet, there has been a significant growth in usage of this instructional method over the last decade. Since the COVID-19 pandemic, online learning has become more prevalent in all schools, universities, and companies as all people across the globe were instructed to stay home to work and learn remotely. To reduce the transmission and spread of COVID-19, the government suggested and, in some places, ordered physical distancing and movement restrictions according to the World Health Organization [WHO]. Teaching and learning shifted from crowded in-person classrooms and halls, to virtual instruction to limit contact between people (WHO, 2020), especially in higher education institutions, in attempts to slow the spread of COVID-19 in lecture halls, dormitories, and common spaces, students, faculty, and staff were instructed to stay home and transition swiftly to remote learning online (WHO, 2020). Although today, online learning is not the dominant method of instruction in schools, online learning courses are still offered and is a popular method of teaching and learning for students and faculty who are not able or comfortable with attending classes in-person.

As restrictions have lifted and become less regulated, the practice of online learning is most popularly used for instruction at the community college and four-year university levels.

These institutions use the internet-based instructional environment in two main forms such as synchronous and asynchronous learning. Synchronous learning is a type of distanced online learning that is attended virtually by students enrolled in the class each week as assigned by the professor or instructor (Heick, 2022). This scheduled synchronous meeting occurs at the same time every week for the duration of the year or the semester and has a similar feel as a traditional classroom; however all classmates, assignments, and instruction is given virtually via programs such as Zoom, Google Classroom, or Canvas. Asynchronous learning is another form of online learning, however unlike synchronous classes, asynchronous classes are not conducted during the same set time. Asynchronous classes usually are led with various forms of online instruction such as prerecorded video lessons, lectures, or online discussion boards for students to complete at an assigned date and time (Sabbott, 2013). Many times, with asynchronous classes, communication between professors and students are conducted via email, online discussion boards, or virtually on Zoom through scheduled office hours held in place by the professor or instructor.

Online learning has been studied and analyzed for decades, especially how to effectively teach and learn online for positive academic outcomes. To effectively teach and learn using the online educational design, careful instructional design and planning is required especially at the higher education levels to ensure the academic success of college students. Due to the COVID-19 pandemic, students around the world were given no choice but to continue their education and learning in an online learning environment in the middle of their semester. During the COVID-19 pandemic, there is some evidence that suggested online learning was beneficial. A study conducted by the Biochemistry Department, Faculty of Medicine of the Universidad of Madrid, Spain, analyzed students' performance during the COVID-19 pandemic improved in

comparison to grade point averages and individual course grades in the previous year (Gonzales, 2020). The analysis was based on specific results from tests designed for students enrolled in traditional face-to-face learning courses and online learning courses to compare if there was a change in score depending on instructional format (Gonzales, 2020). The results of their study found a significant improvement in scores from the base level traditional face-to-face instruction in comparison to online learning (Gonzales, 2020). The increased test scores were reported as a result of students being confined due to COVID-19 restrictions to shelter in place and stay at home orders causing students' focus to become shifted towards online learning and online means of communication (Gonzales, 2020). This forced shift of interest was only reported to last for a limited time as students' information processing capacity began to reach a cognitive overload impacting the ability to sufficiently learn new information during and after the height of the COVID-19 pandemic. Moreover, students who lacked the confidence using technology or did not have access to technology did not feel any sense of cognitive engagement or social connection to the course content or class they were enrolled in which negatively impacted college students' academic successes. In the midst of the endemic stages of COVID-19, large numbers of college students enrolled in online learning have expressed increased stress levels with difficulty completing schoolwork, overall attitudes towards academic studies, poor time management skills, as well as lack of accessibility to coursework and study material to be academically successful.

As a college student who experienced firsthand the abrupt switch to online learning as well as being enrolled in online learning courses myself, my primary research question is: How does online learning impact academic success of college students? My related secondary research questions include:

1. What is online learning? How did online learning come about? How many types of online learning are currently available today?

2. What does research say about the impact of online learning on academic success of college students? Are there pros and cons of online learning? If yes, then what are they?
3. Are there factors that contributed to the momentum of online learning on the academic success of students? How does online learning continue to impact student academic learning at the college level? And to what extent?
4. How does online learning continue to impact student academic learning at the college level? And to what extent? How is online learning being implemented at the college level? How does it impact academic learning and success according to college students? and lastly
5. What will the future hold for online learning for college students and their academic success? (resources)

In order to answer these questions, I will start with a review of the current academic literature.

Literature Review

Online learning, virtual instruction, e-learning, or remote instruction implies that students are physically distant from the instructor through the use of technology. The exchange between student and instructor is facilitated through technology on various virtual learning environments such as Zoom, Google Classroom, and various universities' virtual school databases. This technology if used effectively can allow college students and professors to engage and communicate anywhere and time. These online learning platforms can have a considerable impact on the academic success of college students in particular. This is especially true for college students' who are not confident using technology, do not have access to reliable internet or technological resources, and struggle with self-motivation.

Technology Acceptance. The Technology Acceptance Model or TAM is the most influential model of technology acceptance (Davis, 1989). The first TAM model was based around cognitive theories which explain the process of humans adapting to new behaviors. TAM uses two primary factors that influence a person's acceptance to use new technology, usefulness, and ease of use with technology. Technological acceptance implies a person's willingness and continuous use

of technology. In particular to college students, TAM measures students' perceived usefulness and ease of use which are the two most important factors that can predict a students' intention to use or continue online learning (Aguilera-Hermida, 2020).

Researchers have used TAM to analyze the acceptance of different technology models that affect college students' attitudes towards the use of educational technologies in higher education (Aguilera-Hermida, 2020). The seven categories included: attitude, affect, and motivation; social factors; usefulness and visibility; instructional attributes; perceived behavioral control, cognitive engagement, and system attributes (Aguilera-Hermida, 2020). The results from the TAM research suggested:

If any activity or task were interesting and not difficult enough to cause frustration, there would be a high likelihood of one's total engagement. Flow is regarded as a state that an individual is undertaking an activity for his or her own sake, or one is so satisfied with the activity that he or she wants to repeat the activity continuously. Based on the theory of flow, Guo et al. (2016) developed a structural model and found that the students' continuance intention to learn online was significantly influenced by their perceived usefulness, enjoyment, and satisfaction. Meanwhile, these students' perceived usefulness and enjoyment were predicted by their satisfaction with online learning experiences and the factors of flow antecedents (i.e., a balance between challenges and required skills to accomplish online learning tasks, clear goals and immediate feedback on the tasks, and feeling of presence in the online learning environment) (Zhu, 2020, p. 1487).

One of the common results that impacted and were found in all seven categories pertained to the abrupt transition to online learning during the COVID-19 pandemic. The abrupt transition did not allow instructors and professors to properly plan and design their instruction to ease their students into the different learning environment (Aguilera-Hermida, 2020). The other common result found in all seven categories from the research from TAM suggested that the social distancing caused by COVID-19 created a new found social shift that was not previously a factor in prior research on online learning. The social shift created invisible barriers between college students and professors, between college students, as well as internally impacted college students mentally, emotionally, and in some accounts physically. Zhu (2020) indicated that,

Interaction is regarded as one of the essential components of learning experiences in both traditional and online learning environments. Four types of online interactions have been identified as significant, which are student-content, student-interface, student-teacher, and peer interactions. Thus, students' online learning experiences can be examined from these types of online interactions. It would be necessary to conduct an in-depth examination of how students' overall online learning experiences, together with attitudinal factors, will determine their online learning intention after completing a blended course (p. 1488).

The Test of Online Learning Success (TOOLS) to test the five main structural components of online learning: computer skills, independent learning, need for online learning, dependent learning and academic skills, and assessing strengths and weaknesses with regards to online learning readiness (Kerr, 2006). The implementation of TOOLS was able to predict a college student's attitude, motivation, self-efficacy, and accessibility. Five undergraduate asynchronous online courses provided a sample of students who took a pre-survey, the TOOLS assessment, and a post-survey to address the question of whether TOOLS could predict student success in asynchronous online courses (Kerr, 2006). This research revealed that TOOLS could help impacted student groups better prepare for their online experience and raise students' awareness of helpful behaviors for improving their chances of success in their online courses.

Accessibility to Technology. Accessibility to technology refers to how easily a student can access educational technology. In a previous study done by Aguilera-Hermida (2020), students were asked to report the consistency in which they had access to technology using the following four categories: a reliable digital device (e.g. computer, tablet, mobile device); a reliable internet service; communication software/tools (e.g. Skype, Zoom, Teams, Classroom); and support for solving technical issues.

Available responses were 4 = always, 3 = most of the time, 2 = sometimes, and 1 = never. Another option, "I don't need it for my learning," was selected only by 10 subjects in response to support for solving technical issues, but not for the other three categories. Therefore, these were eliminated, and analyses were conducted on scaled responses. Responses showed acceptable internal consistency (Cronbach's alpha = 0.80). I generated a mean accessibility score. Participants' scores indicated they had access to these technological tools most of the time to always, $t(227) = 10.11, p < 0.001$ (Aguilera-Hermida, 2020, p.5).

Student Attitude, Self-Efficacy, and Motivation. Student attitude and self-efficacy, refers to the positive or negative outcomes from the evaluation of a student's behavior. A student's outlook towards technology use in education directly impacts their academic success (Kerr, 2006). A major aspect that affects a student's attitude towards online learning is a student's enjoyment and satisfaction with prior technology use in their learning environment. A student's attitude directly correlates with a student's emotional state and connection to learning which can negatively or positively impact their academic success.

The negative effect of online course-taking occurs across the distribution of course grades. Taking a course online reduces the probability of earning an A or higher by 12.2 percentage points, a B or higher by 13.5 points, a C or higher by 10.1 points, and a D or higher (passing the course) by 8.5 points. It is also important to note that students' use of online learning technology in university and college classrooms is generally non-volitional. That is, when course activities and requirements are built around online learning technology, students have little choice about whether or not to use the technology. Under these conditions the influence of individual attitudes, perceptions, and beliefs on student use of the technology, learning, or other important outcomes may be substantially amplified (Henry & Stone, 1994, p. 176).

Grades are an unbiased measure of what students learn in a course. Although grades can be an imperfect system for judging the quality and full effectiveness of a student's knowledge, a students' grades give some acknowledgement towards the impact of online learning on a students' overall academic success and performance.

Methods and Procedures

In the beginning of this semester, I felt strongly about researching and drawing attention to the importance of online learning but I needed to find a focus for my topic. Reflecting upon my journey at California State University Monterey Bay and meeting with Dr. Thao, I was able to refine the focus and audience of my topic and I became more enveloped in my research and survey. To answer my primary and secondary research questions I obtained a number of peer-reviewed scholarly research and journal articles that were related and contributed to my topic and research questions. Through the conduction of a library database search as well as

searching on Google Scholar, I was also able to gather current information in literature that related to my research questions. I found a plethora of literature along the way pertaining to the increased usage of online learning in higher education institutions due to the COVID-19 pandemic as well as how the abrupt change to online learning due to the COVID-19 pandemic impacted college students' academic success.

In order to truly understand the continued impact of online learning on the academic success of college students I knew I had to also further interview some of the college students I had emailed the survey to. For the last two years following the beginning of the COVID-19 pandemic, I have heard many of my classmates' complaints and stressors about online learning through outside of the classroom conversations and reading discussion board reflections in some classes during the initial switch to online learning. This gave me the perfect basis and opportunity to use their firsthand knowledge and personal experiences for my topic and research. I sent out my survey questions to my selected twenty college students on October 10, 2022. I selected a healthy mix of students from community colleges as well as four-year universities to ensure I had a sufficient sample size of college students from different stages of college. I decided to send out the survey questions sooner rather than later to allow enough time for the college students to respond back to my questions as well as contact me if they had any questions. The main reason I decided to send out my survey questions early in the month was to allow time for me to further interview some college students if I needed further explanation or wanted to hone in on particular college students' experiences with online learning.

The majority of the college students I interviewed were friends or family friends and the rest were classmates I had kept in touch with from previous or current courses through my own college journey. The only criteria I had for the college students I interviewed was they must have had experience with online learning for a minimum of a semester. All of the college students that

I surveyed were college students during the COVID-19 pandemic, although at different stages in college and at different institutions, the results all alluded to a similar negative experience with online learning.

I wanted to come up with questions that would be thought provoking as well as provide enough information for a solid foundation for my topic and support my research. I also wanted to keep the college students I surveyed anonymous so I did not require their names (See Appendixes 1-1 to 1-20 and Appendixes 2.1, 2.2, 2.3, 2.4 and 2.5). The first set of questions were introductory questions to the main idea focus of my research: What level of college are you currently in? What institution do you/did you attend? (optional question). Have you ever enrolled in and taken online classes during your college career? The next set of questions I came up with were asked to create a timeline of when the college student experienced online learning both during the COVID-19 pandemic and outside of the COVID-19 pandemic with classes strictly offered in an online format: Did you experience the abrupt switch to online learning during the COVID-19 pandemic? What level in college were you in during this time? (optional question). Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures? What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes? On a scale from 1-10, how difficult were the online classes you enrolled in? What was the most difficult part of online learning in these strictly virtually classes? And the last section of my survey questions I wanted to gather information that I could turn into data I could depict on a graph or chart. To make the data easier to translate into a visual representation of my findings, I created questions that could be answered using a scale from 1-10 where “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Instructions were provided to the interviewee stating the 1-10 scaling as well as this statement:

Please select a specific online class to base the following questions off of and state the general name of the class in the space provided below. Proceeding these instructions, the following were questions asked using the previously described scale: On a scale from 1-10, how was the instruction and directions of your online class? On a scale from 1-10, how difficult was the workload of your online class? On a scale from 1-10, how was your time management skills when completing assignments for your online learning course? On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic? On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken? On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class? On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class? On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course? On a scale from 1-10, how likely are you to select an online learning class versus an in-person class? Lastly, the final question section of the survey was labeled as optional for the college student to write and reflect on in short answer form, the following question was asked as follows: Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Throughout the course of gathering college students' surveys and personal experiences with online learning, I slowly began to put together my own graphical data. I instructed all of the interviewees that their responses were due by October 31, 2022 to give all the college students I emailed the survey enough time to reflect upon their answers in a timely manner. I was able to talk more in depth to five of the college students who elected to speak more about their personal experiences with online learning via text messages or phone calls. This allowed

me to gather a more thorough idea of the impact of online learning on their academic success in college. The one-on-one interviews were equally important as the surveys that were sent to the selected

college students as this allowed some of the college students to better express and explain the impact online learning had on their academic successes. (To see initial college student survey questions and responses view Appendixes 1.1 through 1.20 and Appendixes 2.1, 2.2, 2.3, 2.4 and 2.5). To view one-on-one interview questions and responses, see Appendix 2). I am grateful to have had pre-existing relationships with each college student I contacted, as it was reassuring for my own experiences with the impact of online learning had on my own academic success to have others relate or have similar experiences. Between the extensive amounts of literary research I conducted, the survey I created, the one-on-one interviews and the graphical data I collected, I strongly feel that my approach has helped me to thoroughly answer all of my research questions leading up to the results.

Results and Discussion

Through my research, my results indicate that the impact of online learning negatively affects the academic success of college students in a number of ways. The impact of online learning has been researched for many years, however after the past couple of years following the COVID-19 pandemic the impact of online learning is being researched from new and different perspectives. There are more student reflections and student studies being conducted leading to institutions finding ways to address the impact on college students' attitudes, acceptance, and overall academic success with the growing adaptation of the online learning format.

It is important to address the impact of online learning in order for future and current college students to be more academically successful with the increase in technology and online learning present in classes today prior to the COVID-19 pandemic. "In short, one of the key

challenges for online learning system research and practice will be understanding how to match appropriate kinds of instructor support with the breadth and difficulty of the subject matter, learning tasks, learner characteristics, and the level of achievement desired” (Bates, 2007). Online learning provides thousands of students the opportunity to expand their knowledge despite their geographical location. However, with the concept of online learning comes factors such as accessibility of technology, sufficient class structure to ensure student success, and consistent communication between instructors and students to maintain positive student attitudes, self-efficacy, and motivation.

Through the conduction of my student survey (See Appendix 1), based upon the answers of the twenty college students from both community college and four-year universities, I have found that ninety-five percent (95%) of college students reflected that the workload of their online classes was at least a “6” or higher, meaning they found their class workload to be more than an average in-person class workload. This also showed in the results from the college students motivation survey where only twenty percent (20%) of students believed they had above average time management skills to complete their online learning coursework by selecting a “6” on the 1-10 grading scale. The reverse of that shows that eighty percent (80%) of college students had average or below average time management skills by selecting a “5” or below on the 1-10 grading scale. Twenty percent (20%) of college students surveyed believed they had average self motivation with completing work from their online learning classes by selecting a “5” on the 1-10 grading scale. While thirty-five percent (35%) of college students surveyed reflected that their self-motivation was below average with self motivation to complete their online coursework. And lastly, forty-five (45%) of college students surveyed believed that their self-motivation skills were above average with completing their online coursework despite having setbacks from access to technology and internet reliability.

I believe that through discussing the impact of online learning on the academic success of college

students, institutions and instructors can better assist students who select to take virtual courses. Although students are not currently briefed on the difficulties of online learning, they should be properly supported by their instructors and their universities to have a better chance of being academically successful while pursuing their higher education. In my opinion, it is not ideal to continue expecting students to enroll in online classes or perhaps not properly prepare instructors for another online learning adjustment in case of emergency in the future.

The need for higher education is evermore necessary in today's competitive world. By not discussing the impact of online learning on the academic success of college students, I believe that universities and colleges are not staying up to date with the supportive measures institutions should provide to their students for them to become well rounded successful individuals.

Problems and Limitations

Finding information to seek the answers to my research questions was not difficult to find as there were a lot of resources available pertaining to online learning. There were a lot of literary references especially pertaining to the impact of online learning on the academic success of college students during the COVID-19 pandemic. However, there were so many resources strictly analyzing the impact of academic success of college students *during* the COVID-19 pandemic. There were not as many literary resources available after the years of 2020 or 2021 and future years to come. The resources I did find were not scholarly resources so I had to adjust how to still use these articles in my paper because the resources supported my research topic.

I ran into a few minor roadblocks along the way in obtaining information of the impact of online learning on the academic success of college students during more recent times of the

endemic stages of the COVID-19 pandemic. However, after continued research and a very determined demeanor, I spoke with fellow current community college students and four-year university students to ask for articles and scholarly journals they may have come across or read in their own research. Aside from gathering more resources, reading, and obtaining new knowledge, I spent many hours creating a survey to send to the same community college students and four-year university students for their personal accounts on the continued impact of online learning on their academic success.

After completing my project, I feel like my method and procedures could have been more thorough or conducted differently. I would have liked to interview more college students one-on-one because a lot of the results I gathered from the surveys were interesting free responses that could have supported my research topic to make for a more solid paper. However, after the completion of my project and soon to graduate, I feel like I have properly drawn attention to the impact online learning can have on the academic success of college students for future generations of college students in hopes they will have success on all platforms of learning.

Recommendation

Therefore, I recommend that universities should implement the Test of Online Learning Success (TOOLS) to test the five main structural components of online learning: computer skills, independent learning, need for online learning, dependent learning and academic skills, and assessing strengths and weaknesses with regards to online learning readiness (Kerr, 2006). The implementation of TOOLS is able to predict a college student's attitude, motivation, self-efficacy, and accessibility. By predicting these main impacts of online learning on the academic success of college students, administrative measures can be taken to ensure a more positive academic success rate. A large misconception highlighted from the COVID-19 pandemic was how ill prepared

instructors were to teach online classes. Therefore, community colleges and universities should provide its faculty with instructional courses to make the transition to teaching online learning classes smoother and more effective in case of emergency circumstances as well as having a standard of online teaching instruction set in stone. These orientation courses will teach professors and instructors how to properly design characteristics in their courses to promote student success and satisfaction with online learning. One of the most important design characteristics should include how to promote professor-student communication and feedback. The consistent and constructive feedback and guidance provided by professors gives college students a sense of structure and positively influences college students' overall attitude, motivation, and self-efficacy to be academically successful.

Conclusion

Higher education institutions have always provided a steady stream of knowledge transmission through face-to-face instruction methods and virtual instruction. While the COVID-19 pandemic transformed the traditional forms of teaching from in-person lecture and classwork to technologically advanced online learning. Online learning provides students the opportunity to pursue a higher level of education no matter where they are located. However, with the transition to online learning new challenges have arised impacting the academic success of college students.

Not only does research point towards the impact of online learning on college student success, but so do survey responses from college students from community colleges and universities. COVID-19 changed the dispersion of learning and teaching in college, however college students' overall attitude, motivation, and self-efficacy to be academically successful are impacted causing mental, physical, and emotional strain on college students further affecting their academic success and other personal areas.

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Appendix

Appendix 1.1

College Student #1 Survey Questions/Answers: October 10, 2022

1. What level of college are you currently in?
Senior, 5th year
2. What institution do you/did you attend? (optional question). California State University Monterey Bay
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Junior, 4th year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Liberal Studies classes, History, Geology, Spring 2018, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
8
9. What was the most difficult part of online learning in these strictly virtually classes?
The most difficult part of online learning was just staying motivated to complete the work. I needed a like schedule or something to stay on top of my work, something I wish I would’ve discovered much sooner than when I did. COVID put a lot of stress on me because I really lack motivation and the way things happened was not it.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 5
2. On a scale from 1-10, how difficult was the workload of your online class? 7
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course? 6
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic? 9
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken? 7
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class? 8
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class? 5
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course? 5
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class? 4

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.2

College Student #2 Survey Questions/Answers: October 11, 2022

1. What level of college are you currently in?
Junior, 3rd year
2. What institution do you/did you attend? (optional question).
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Sophomore, 2nd year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Sociology, Psychology, Human Development, Child Development, Liberal Studies
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
6
9. What was the most difficult part of online learning in these strictly virtually classes?
I like seeing people’s faces so I can connect with them and put a face to the name but that wasn’t really a thing in my online classes. I don’t feel like online classes really helped me grow or retain the information like a traditional class allowed me to.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 6

2. On a scale from 1-10, how difficult was the workload of your online class?
2
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
2
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
10
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
7
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
5
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
5
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
5
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
5

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.3

College Student #3 Survey Questions/Answers: October 11, 2022

1. What level of college are you currently in?
Graduated (for now)
2. What institution do you/did you attend? (optional question). Monterey Peninsula College
3. Have you ever enrolled in and taken online classes during your college career?
Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Freshman, 1st year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
General Education classes, Fall 2020, Spring 2021, Fall 2021, Spring 2022
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
8
9. What was the most difficult part of online learning in these strictly virtually classes? Everything: homework, lecture video quality and instruction, workload

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 4
2. On a scale from 1-10, how difficult was the workload of your online

class? 8

3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?

4

4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?

9

5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?

8

6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?

6

7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?

6

8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?

5

9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?

4

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.4

College Student #4 Survey Questions/Answers: October 11, 2022

1. What level of college are you currently in?
Senior, 4th year
2. What institution do you/did you attend? (optional question).
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question)
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Political Studies classes, History Classes, Human Studies classes
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
8
9. What was the most difficult part of online learning in these strictly virtually classes?
I have terrible internet connection so I only did online class work on campus since they had better internet access. But during COVID this wasn't an option for the longest time and my ability to complete my work was nonexistent.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 5

2. On a scale from 1-10, how difficult was the workload of your online class? 8
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course? 5
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic? 9
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken? 7
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class? 6
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class? 1
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course? 4
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class? 5

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Maybe

Appendix 1.5

College Student #5 Survey Questions/Answers: October 11, 2022

1. What level of college are you currently in?
Senior, 6th year
2. What institution do you/did you attend? (optional question). California State University Monterey Bay
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Junior, 5th year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?

Liberal Studies classes, Spring 2018, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2022
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?

10
9. What was the most difficult part of online learning in these strictly virtually classes?

I mean what wasn't difficult would be a better question. I really had to buckle down and focus on any online class I have ever taken more than I have had to work on any other non-virtual class. It honestly felt at times there was no teacher, like I was my own teacher and a student trying to complete the work. I'm trying to be a teacher so I guess it was good practice but I actively try to avoid online classes because they're just not a reliable way to learn in my opinion.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class

in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 1
2. On a scale from 1-10, how difficult was the workload of your online class? 10
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
10
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
10
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
10
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
10
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
10
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
10
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
1

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

No

Appendix 1.6

College Student #6 Survey Questions/Answers: October 12, 2022

1. What level of college are you currently in?
Senior, 4th year
2. What institution do you/did you attend? (optional question).
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question)
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Human Development classes
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
7
9. What was the most difficult part of online learning in these strictly virtually classes?
I didn't like how self-automated the online classes I've taken have been. I feel like it's a lot for a student to have to teach and do themselves with little to no teacher instruction.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 1

2. On a scale from 1-10, how difficult was the workload of your online class? 8
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
6
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
9
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
6
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
9
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
7
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
7
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
7

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.7

College Student #7 Survey Questions/Answers: October 12, 2022

1. What level of college are you currently in?
Senior, 4th year
2. What institution do you/did you attend? (optional question).
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Junior, 3rd year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Film Study classes, History classes, Fall 2018, Spring 2019, Spring 2020, Fall 2020
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
6
9. What was the most difficult part of online learning in these strictly virtually classes?
I have ADD so it is very difficult for me to stay focused on a task especially school work. Online learning was super difficult for me to be successful because I could never completely focus on my classes. I would always get distracted and do something else in my room or on my computer.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online

class? 6

2. On a scale from 1-10, how difficult was the workload of your online class? 7

3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?

6

4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?

10

5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?

7

6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?

7

7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?

6

8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?

7

9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?

5

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Maybe

Appendix 1.8

College Student #8 Survey Questions/Answers: October 13, 2022

1. What level of college are you currently in?
Senior, 5th year (took time off)
2. What institution do you/did you attend? (optional question).
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Junior, 4th year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Geography classes, Science classes, History classes
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
6
9. What was the most difficult part of online learning in these strictly virtually classes?
I just didn’t care for online learning like I do in person learning. I just kinda got through my online classes more than I did my normal classes.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 6
2. On a scale from 1-10, how difficult was the workload of your online class? 7
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
6
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
9
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
8
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
6
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
7
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
6
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
4

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.9

College Student #9 Survey Questions/Answers: October 14, 2022

1. What level of college are you currently in?
Sophomore, 2nd year
2. What institution do you/did you attend? (optional question). Hartnell College
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question)
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
No
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
General Education classes like Math, Science, English, History, and a Language class
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
7
9. What was the most difficult part of online learning in these strictly virtually classes?
I think the most difficult part of online learning was feeling like I didn’t have the in-class support I was so used to feeling in in-person classes. I didn’t ever “click” with anyone in my online learning classes because we didn’t have any group work; it was all individual work. So when I had questions I could only ask my professor but sometimes I didn’t feel like I got an answer fast enough or my question wouldn’t get answered in a way I could really understand so I wish I had a classmate I could’ve asked or texted. I just like the in-person class feeling more I guess, I work better that way.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class

in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 5

2. On a scale from 1-10, how difficult was the workload of your online class? 7

3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
6

4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
10

5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
4

6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
6

7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
5

8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
4

9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
3

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

No

Appendix 1.10

College Student #10 Survey Questions/Answers: October 15, 2022

1. What level of college are you currently in?
Dropped out; Sophomore, 2nd year
technically
2. What institution do you/did you attend? (optional question).
Hartnell College
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Sophomore, 2nd year (I've been in college off and on)
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
No
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
General education classes, Spring 2020, Fall 2020
8. On a scale from 1-10 ("1" being easy and "10" being extremely difficult), how difficult were the online classes you enrolled in?
10
9. What was the most difficult part of online learning in these strictly virtually classes?
The hardest part of online learning was I didn't have access to a computer and I always had problems logging in to my school email so I didn't see the technology assistance program until the whole next semester so I did all my school work on my phone for the first semester during COVID. I didn't do a lot of the work because I couldn't open it on my phone or I didn't have the right apps so I just failed out of most of my classes and I had to withdraw from a lot of my classes and I dropped out of college.

Please answer the following questions using a scale from 1-10. "1" represents poor or non-existent, a "5" would represent satisfactory, and "10" represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class

in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 1
2. On a scale from 1-10, how difficult was the workload of your online class? 10
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
1
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
10
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
10
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
1
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
1
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
1
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
1

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

No

Appendix 1.11

College Student #11 Survey Questions/Answers: October 15, 2022

1. What level of college are you currently in?
Graduated
2. What institution do you/did you attend? (optional question). Cal Poly
3. Have you ever enrolled in and taken online classes during your college career?
Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Junior, 3rd year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Health classes, Human Studies classes, Child Development classes, Psychology classes, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021
8. On a scale from 1-10, how difficult were the online classes you enrolled in? 7
9. What was the most difficult part of online learning in these strictly virtually classes?
I get distracted very easily so that makes it really difficult to stay focused or focus on what the professor was saying during class because I'd be on my phone or watching something else on the screen instead of what I should be doing. Like when I'm in a class I have the same problem but I don't do it as bad or as often because the teacher would be walking around or we wouldn't be allowed to bring laptops into class so I wouldn't be as tempted to use any technology and get distracted.

Please answer the following questions using a scale from 1-10. "1" represents poor or non-existent, a "5" would represent satisfactory, and "10" represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 6
2. On a scale from 1-10, how difficult was the workload of your online class? 7
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
5
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
9
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
5
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
10
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
7
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
2
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
3

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.12

College Student #12 Survey Questions/Answers: October 16, 2022

1. What level of college are you currently in?
Graduated
2. What institution do you/did you attend? (optional question). Hartnell College
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Freshman, 1st year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Photography classes, Theater classes, Performing Arts classes, Spring 2019, Fall 2019, Spring 2020, Fall 2020
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
8
9. What was the most difficult part of online learning in these strictly virtually classes?
I didn't like how often I was in front of a screen. I got really bad headaches and eye strain but what could I have done? I can't not go to my classes or do the work.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 3

2. On a scale from 1-10, how difficult was the workload of your online class? 8
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course? 3
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic? 9
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken? 7
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class? 8
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class? 9
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course? 6
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class? 6

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

No

Appendix 1.13

College Student #13 Survey Questions/Answers: October 18, 2022

1. What level of college are you currently in?
Junior, 4th year
2. What institution do you/did you attend? (optional question).
Monterey Peninsula College and California State University Monterey Bay
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question)
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Science classes, Spring 2020, Fall 2020, Spring 2021, Fall 2021
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
8
9. What was the most difficult part of online learning in these strictly virtually classes?
I have OCD and I don't like having a lot of tabs open, but with online classes you pretty much have to have a lot of tabs open to do any task so it was really stressful for me to do all my work. I just kind of did all my work super fast because I had to like cram getting all my work done so I wouldn't have like panic attacks throughout the week.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online

class? 6

2. On a scale from 1-10, how difficult was the workload of your online

class? 8

3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?

8

4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?

9

5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?

8

6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?

8

7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?

8

8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?

8

9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?

8

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Maybe

Appendix 1.14

College Student #14 Survey Questions/Answers: October 19, 2022

1. What level of college are you currently in?
Junior, 3rd year
2. What institution do you/did you attend? (optional question). San Jose State University
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Freshman, 1st year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Math classes, English classes, General Education classes; Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
10
9. What was the most difficult part of online learning in these strictly virtually classes?
Everything. Terrible internet connection, I didn’t have my own computer or laptop to use. I had to share one so half the time I just didn’t go to my classes, and my teachers didn’t help me at all or understand my situation even though COVID wasn’t my fault.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online

class? 1

2. On a scale from 1-10, how difficult was the workload of your online class? 10

3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?

1

4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?

10

5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?

10

6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?

3

7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?

1

8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?

1

9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?

1

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

No

Appendix 1.15

College Student #15 Survey Questions/Answers: October 21, 2022

1. What level of college are you currently in?
Graduated
2. What institution do you/did you attend? (optional question). California State University Monterey Bay
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Junior, 4th year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Sociology classes, History classes, Human Development classes, Psychology classes, Language classes; Fall 2017, Fall 2018, Spring 2020, Fall 2020, Spring 2021
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
10
9. What was the most difficult part of online learning in these strictly virtually classes?
The instructions and video lectures were terribly lead. I could never get a hold of my teachers to get more information on assignments which just caused me so much

unnecessary stress on top of my normal stress with school. It was like the teachers for my online classes never were present during the semester; they just uploaded all the forums and videos and expected us to complete everything with little to no guidance. Like half the classes online I took, the professor had videos from years ago and clearly never updated their lesson plans or syllabus and did not care about answering any questions from students but would grade so harshly at the end of the semester and wonder why no one did well on assignments. I hated all my online classes. Do not recommend it to ANYONE.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class?
1
2. On a scale from 1-10, how difficult was the workload of your online class?
10
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
7
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
10
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
10
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
9
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
10
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
8

9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?

1

Please describe a specific example of your personal experience with online learning. State if this class was taken before, during, or after the time of the COVID-19 pandemic.

1. Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.16

College Student #16 Survey Questions/Answers: October 24, 2022

1. What level of college are you currently in?
Graduate
2. What institution do you/did you attend? (optional question). California State University Monterey Bay
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question)
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
History classes, Fall 2019, Spring 2020, Fall 2020, Spring 2022
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
6
9. What was the most difficult part of online learning in these strictly virtually classes?

I didn't feel as connected to my class like I have in normal classes where they're in person. I don't know if it was because I was taking virtual classes in my own home or because there wasn't a classroom feel to those classes online.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 5

2. On a scale from 1-10, how difficult was the workload of your online class? 6
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course? 5
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic? 10
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken? 6
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class? 7
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class? 6
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course? 6
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class? 5

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.17

College Student #17 Survey Questions/Answers: October 26, 2022

1. What level of college are you currently in?
Sophomore, 2nd year
2. What institution do you/did you attend? (optional question). Hartnell College
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Freshman, 1st year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Psychology, Sociology, History, English, Fall 2020, Spring 2021, Fall 2021, Spring 2022
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
6
9. What was the most difficult part of online learning in these strictly virtually classes?

There wasn't a class to actually go to so it was hard to stick with it. I didn't know what to expect with college but I didn't decide to go to college and take everything online or I would've gone somewhere where it was all online already.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a

specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 3
2. On a scale from 1-10, how difficult was the workload of your online class? 5
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
1
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
10
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
10
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
9
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
7
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
1
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
1

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Maybe

Appendix 1.18

College Student #18 Survey Questions/Answers: October 29, 2022

1. What level of college are you currently in?
Graduate
2. What institution do you/did you attend? (optional question). California State University Monterey Bay
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Junior, 3rd year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Science classes, Fall 2018, Fall 2019, Spring 2020, Spring 2021
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
6
9. What was the most difficult part of online learning in these strictly virtually classes?

I think the most difficult part was the type of classes I took online because they were science based classes. It was hard to complete and turn in the work sometimes because it all had to be turned in virtually.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 4

2. On a scale from 1-10, how difficult was the workload of your online class?

10

3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?

8

4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?

10

5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?

9

6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?

8

7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?

5

8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?

8

9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?

1

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.19

College Student #19 Survey Questions/Answers: October 31, 2022

1. What level of college are you currently in?
Sophomore, 2nd year
2. What institution do you/did you attend? (optional question).
Hartnell College
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question) Freshman, 1st year
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
English, math, science, psychology; Fall 2020, Spring 2021, Fall 2022
8. On a scale from 1-10 (“1” being easy and “10” being extremely difficult), how difficult were the online classes you enrolled in?
8
9. What was the most difficult part of online learning in these strictly virtually classes?

The most difficult part of online classes was trying to understand the lectures and stay on top of my work. I started college during the pandemic and it was already really stressful so taking classes online made it a lot harder to understand what I would read or need to know. I don't really feel like I've remembered anything from the classes I've taken online because I was just so stressed out.

Please answer the following questions using a scale from 1-10. “1” represents poor or non-existent, a “5” would represent satisfactory, and “10” represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 4
2. On a scale from 1-10, how difficult was the workload of your online class? 7
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course?
5
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic?
10
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken?
8
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class?
5
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class?
5
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course?
5
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class?
9

Please describe a specific example of your personal experience with online learning. State if this class was taken before, during, or after the time of the COVID-19 pandemic.

1. Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

Yes

Appendix 1.20

College Student #20 Survey Questions/Answers: October 31, 2022

1. What level of college are you currently in?
Senior, 5th year
2. What institution do you/did you attend? (optional question). St. Mary's
3. Have you ever enrolled in and taken online classes during your college career? Yes
4. Did you experience the abrupt switch to online learning during the COVID-19 pandemic? Yes
5. What level in college were you in during this time? (optional question)
6. Have you enrolled in and taken online classes outside of the COVID-19 pandemic and college campus closures?
Yes
7. What were the general names of the online classes you were enrolled in and took? Please include what semester and year did you take these online classes?
Psychology classes every semester, English Fall 2019
8. On a scale from 1-10 ("1" being easy and "10" being extremely difficult), how difficult were the online classes you enrolled in?
5
9. What was the most difficult part of online learning in these strictly virtually classes?
Staying motivated to do my work and the teacher not actually doing their job to tell us what to do or what they expected from our work or us

Please answer the following questions using a scale from 1-10. "1" represents poor or non-existent, a "5" would represent satisfactory, and "10" represents exemplary or high. Select a specific online class to base the following questions off of and state the general name of the class in the space provided below.

1. On a scale from 1-10, how was the instruction and directions of your online class? 2

2. On a scale from 1-10, how difficult was the workload of your online class? 10
3. On a scale from 1-10, how was your time management skills when completing assignments for your online learning course? 5
4. On a scale from 1-10, how overwhelming was the switch to online learning during the COVID-19 pandemic? 10
5. On a scale from 1-10, how overwhelming was your online class compared to other in-person classes you have taken? 10
6. On a scale from 1-10, how accessible was the technology needed to attend or complete work for your online learning class? 9
7. On a scale from 1-10, how reliable was your internet connection to attend or complete work for your online class? 7
8. On a scale from 1-10, how motivated were you to complete all the assigned work and attend any necessary class sessions for your online course? 3
9. On a scale from 1-10, how likely are you to select an online learning class versus an in-person class? 5

Would you be willing to be interviewed more in-depth to share your personal experience with online learning and or how online learning during the COVID-19 pandemic affected your academic success?

No

Appendix 2.1

One-On-One Interviews with Selected College Students

College Student #1 Interview Questions/Answers: November 2, 2022

Please describe a specific example of your personal experience with online learning. State if this class was taken before, during, or after the time of the COVID-19 pandemic.

During COVID-19. I remember my professor didn't have us return to class for like three weeks after they first announced the school was closed because of COVID. It wasn't an important class, it was one of my last general education required classes so I just cared if I passed the class, but there were already so many unanswered questions because of the pandemic I didn't even know if I was going to have to drop out of my class or not. Once we started classes again for my GE course we only wrote reflections of how the pandemic was affecting us. Every week that was like the only thing due so I felt like that whole semester was just a waste of time. I liked the idea that classes were canceled for a while and I liked that the classwork was easy during the whole sh*tshow of COVID but I don't think it helped me feel as accomplished as I wish I would have taking my last GE class.

Appendix 2.2

College Student #2 Interview Questions/Answers: November 4, 2022

Please describe a specific example of your personal experience with online learning. State if this class was taken before, during, or after the time of the COVID-19 pandemic.

After COVID-19. I really liked being able to stay at home and learn online without it affecting my graduation date but I have ADD so the distractions of online classes are endless for me. In particular I took a film studies class where we would have to watch a film from a different decade every week then write a one-page review/critique of the film. I really liked the concept and it seemed like it was going to be an easy class because it was just watching movies. But i cant sit still that long and the class was *just* watching movies and writing reflections. Was it an easy A? Yes. But for someone like me with ADD, I would clean my room, fall asleep, make some food, fold laundry, or be on my phone all the time while I was supposed to be watching a movie. If it were an in person class I think it would've been better because I wouldn't have had all these distractions around me.

Appendix 2.3

College Student #3 Interview Questions/Answers: November 4, 2022

Please describe a specific example of your personal experience with online learning. State if this class was taken before, during, or after the time of the COVID-19 pandemic.

Before COVID-19. This history class in particular I absolutely HATED. The professor clearly was using lecture videos he made from like the 2000s so they were old and outdated, and his syllabus had old dates so I never knew when things were due. I tried emailing him immediately, like after the first day of “class” because I didn’t want to just think he had it under control and I’m glad I did because he clearly didn’t. I never received an email back so the whole class I was teaching myself. I complained to the dean even though I passed the class because what even is the point of this guy’s class? He clearly isn’t actively teaching it.

Appendix 2.4

College Student #4 Interview Questions/Answers: November 5, 2022

Please describe a specific example of your personal experience with online learning. State if this class was taken before, during, or after the time of the COVID-19 pandemic.

During COVID-19. All of my classes like everyone else's classes turned virtual because of the COVID-19 pandemic. I know it was hard on a lot of people for different reasons; for me in particular, it was hard because I am a science major. My classes rely heavily on lab work and field studies and during the COVID-19 pandemic I couldn't do any of those requirements for my classes I was enrolled in. I had to make up those labs after the campus opened up and I think it only opened up at first because of the science courses requiring labs. It was just a super stressful time and I would never want to relive it.

Appendix 2.5

College Student #5 Interview Questions/Answers: November 6, 2022

Please describe a specific example of your personal experience with online learning. State if this class was taken before, during, or after the time of the COVID-19 pandemic.

During COVID-19. I'm a business major so one of the classes I had to take was a statistics and analysis class. And let me tell you, trying to take this class online right out of high school was not easy. I didn't think it was gonna be but there was a big difference between high school statistics class and college statistics class. This was all online too and I have to share a computer with my little sister so it's not like I could stare at my homework trying to understand it for hours.