

LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER

THE IMPACT OF THE CORONAVIRUS PANDEMIC AT LSUHSC (PANCOMM):

**Do students and faculty at Louisiana State University Health Sciences Center -
New Orleans desire to return to the traditional in-person model of instruction and
what are the main factors influencing these decisions?**

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EXECUTIVE SUMMARY

The major goal of this survey was to investigate the impact of the Coronavirus (COVID-19) pandemic on the Louisiana State University Health Sciences Center - New Orleans (LSUHSC) community. Specifically, three major areas of interest were focused on: mental health, financial wellbeing, and educational impact. On Friday, April 9, 2021, the survey was disseminated to the LSUHSC community via the university-wide listserv, and it closed 10 days later. The results of this analysis showed that the majority of both students and faculty desire to return to the traditional in-person model of instruction after the COVID-19 pandemic restrictions are lifted. Students reported feelings of disconnect with peers, instructors, and their coursework in addition to some instructor discomfort with technology as their main reasons. Similarly, almost 70% of faculty reported diminished student learning due to distancing learning as their main concern. It is important to note that several potential biases and errors were present in this survey. In particular the very low response rate and selection bias contribute to both internal and external validity issues. Distance learning as a result of the COVID-19 pandemic, however, has not been all bad. Additional research is needed to identify the most beneficial changes and how to best continue to implement them in the future.

BACKGROUND

For many people, life today looks, feels, and functions very differently than it did only a year ago. In December of 2019 a novel coronavirus was identified in Wuhan, China, and it continued to quickly spread across the globe. In March of 2020, stay-at-home orders were issued in Louisiana in an effort to slow the spread of the disease. Because of lessons learned and measures implemented following Hurricane

Katrina in 2005, LSUHSC was able to quickly and relatively seamlessly pivot from traditional in-person classes to offering remote learning with very little lag time. Policies such as all employees having laptops and access to necessary programs and databases via secure, remote networks proved to be vital. What was initially thought to be a temporary, two week social distancing intervention measure to “flatten the curve” has turned into fourteen months of mostly online classes held via Zoom.

This research study sought to investigate the impact of this pandemic. Son et al. report that “due to the long-lasting pandemic situation and onerous measures such as lockdown and stay-at-home orders, the COVID-19 pandemic brings negative impacts on higher education. The findings of our study highlight the urgent need to develop interventions and preventive strategies to address the mental health of college students.” More than just the mental health of students has been impacted though. Gonzalez et al. explain that “an analysis of students’ learning strategies before confinement shows that students did not study on a continuous basis. Based on these results, we conclude that COVID-19 confinement changed students’ learning strategies to a more continuous habit, improving their efficiency. For these reasons, better scores in students’ assessment are expected due to COVID-19 confinement that can be explained by an improvement in their learning performance.”

Students, however, are not the only ones adapting to a new reality. What about the staff and faculty? What about their families? What about the academic performance of the students? As a health sciences institution, much of the instruction at LSUHSC necessitates hands-on learning. Mahdy explains that “although online education provides an opportunity for self-study, the main challenge that online education

faces...is how to give practical lessons. Since most of the subjects are practical; therefore, it is not easy to learn it online. Online education could be improved by making it more interactive, showing medical procedures in real situations, giving concise information, and providing 3D virtual tools to mimic the real situation.” Has or will LSUHSC implemented such measures? How are the faculty and staff at LSUHSC being supported as they adapt to so many new and sudden changes? Furthermore, what other actions do the students, faculty, and staff feel are necessary to maintain the integrity of this institution of higher learning while continuing to meet the needs of today and preparing for the demands of tomorrow?

Most of the COVID-19 surveys that have been implemented have focused on recent thoughts, feelings, and experiences. A large gap in the data seems to exist regarding any future thoughts, preferences, and predictions. For example, prior to the COVID-19 pandemic LSUHSC primarily offered a traditional, in-person, 9 to 5, Monday through Friday course schedule with few evening/weekend or online/mixed delivery courses, and many of the employment positions have also been forced to find ways of working remotely. What challenges have people faced by studying and/or working from home? What positive developments has COVID ushered in? Can life ever go back to the way things were before or are these changes permanent? Do people want it to? Has COVID-19 had a permanent impact on the way LSUHSC functions? What kind of resistance will institutions face once this pandemic is over? If it has been proven that much of the necessary learning and job tasks can take place virtually, will anyone ever settle for going back to doing things the way we always have? Or, is the pandemic still evolving too much for any kind of future plans to be made?

This survey sought to explore many of these issues in order to provide feedback for LSUHSC as the institution prepares for a post-COVID world. The survey collected basic demographic information and COVID-19 vaccination status of LSUHSC community members in addition to thoughts about COVID-19 impacts on educational issues, daily operations, mental health, loneliness, and financial health. Results regarding demographics, vaccination status, daily operations, and educational issues of both students and faculty are presented in this paper. In this analysis of the survey results, the following research objectives will be addressed:

- **OBJECTIVE #1:** To consider if LSUHSC students desire to return to the traditional in-person model of instruction after the COVID-19 pandemic restrictions are lifted.
- **OBJECTIVE #2:** To identify potential barriers and concerns that may influence the preferences of LSUHSC students regarding a return to the traditional in-person model of instruction after the COVID-19 pandemic restrictions are lifted.
- **OBJECTIVE #3:** To consider if LSUHSC faculty desire to return to the traditional in-person model of instruction after the COVID-19 pandemic restrictions are lifted.
- **OBJECTIVE #4:** To identify potential barriers and concerns that may influence the preferences of LSUHSC faculty regarding a return to the traditional in-person model of instruction after the COVID-19 pandemic restrictions are lifted.

METHODS

This survey (See Appendix B) began with a draft of the study protocol and initial approval by the Institutional Review Board (IRB) at LSUHSC. The study was found to have no conflicts of interest and was granted initial approval. After a literature review and evaluation of other COVID-19 surveys, questions were developed and some were carefully selected from the following seven preexisting sources:

- SurveyMonkey survey questions focused on changes to daily operations as a result of COVID-19 (Pinkus, 2020).
- Educause survey questions focused on technological issues, learning/educational issues, support services, remote work/learning concerns, and accessibility issues for students, faculty, and staff (ECAR, 2020).
- The Phizer General Anxiety Disorder-7 (GAD-7) questionnaire “is useful in primary care and mental health settings as a screening tool and symptom severity measure for the four most common anxiety disorders (Generalized Anxiety Disorder, Panic Disorder, Social Phobia and PostTraumatic Stress Disorder)” (MDCalc). This tool allows for the calculation of a composite score in order to estimate how significant the anxiety disorder(s) may or may not be.
- Phizer’s Patient Health Questionnaire (PHQ-9) is similar to the GAD-7, but it focuses on identifying major and/or other minor depressive disorders. This tool allows for the calculation of a composite score in order to estimate how significant the depressive disorder(s) may or may not be.
- The UCLA 3-item loneliness scale was used to assess social isolation and to generate a composite score (Fetzer Institute).

- Questions from *Eight Ways to Measure Financial Health* (Parker, Castillo, Garon, & Levy, 2016) and the National Financial Well-Being Survey (Consumer Financial Protection Bureau, 2015) were used to obtain information regarding financial health.

Many of these tools have been validated; however, altering the questions in any way and/or self-administering questions that were designed to be administered by trained interviewers might also result in error and/or invalidate the tool and/or individual survey question.

Following the creation and selection of survey questions, the language and formatting were altered to suit the goals of the survey and the LSUHSC audience. Cognitive interviewing was then performed to test the validity and clarity of the questions in an effort to prevent measurement error. Cognitive interviewing test subjects were approximately 30-40 faculty, staff, and students of a variety of ages, genders, education, and employment status in the LSUHSC and Greater New Orleans community that represented the study's target population of the LSUHSC community. Questions were further refined based on the cognitive interviewing feedback and then entered into REDCap (Research Electronic Data Capture). The questions were further refined, and the branching logic and timing were repeatedly tested. Neither cognitive interviewing test subjects nor survey respondents were offered any compensation or other incentives of any kind for participating. A final version of the survey questions were submitted to the IRB and were granted full approval.

The survey went live on Thursday, April 8, 2021 and was disseminated to all current faculty, staff, and students at all six schools within the LSUHSC community via

the university-wide listserv on the morning of Friday, April 9, 2021. The listserv has 2,854 students, 1,061 faculty, and 2,295 staff for a total of 6,210 individuals assuming there are no duplicates and that the list is up to date. The email explained that the survey would take less than 10 minutes, must be completed in one session, and was completely anonymous. Prior to entering the survey, participants provided consent and were determined to be eligible (age ≥ 18 years and current affiliation with LSUHSC). Study data were collected and managed using REDCap electronic data capture tools hosted at LSUHSC. “REDCap is a secure, web-based software platform designed to support data capture for research studies, providing 1) an intuitive interface for validated data capture; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for data integration and interoperability with external sources” (Harris, et al., 2009; 2019). As a part of the LSUHSC community, the survey designers were also invited to submit their responses. Additionally, publicity for the survey was provided by the researchers via word-of-mouth to close contacts within the LSUHSC community.

The survey began with general demographic and COVID-19 vaccination questions. Based on their role at LSUHSC (faculty, staff, or student), the questions then branched into items regarding COVID-19’s impact on daily operations and education tailored separately to each audience. Following this, all respondents completed questions regarding the impact of COVID-19 on their financial health, social interaction, mental health, depression, coping, and anxiety.

The survey was briefly paused on Friday, April 9 at noon to correct a typo. On Monday, April 12 an additional reminder email was sent at about 9 AM. At about 11 AM it was paused again to clarify the role of residents and fellows, and a question was added to distinguish between staff and residents/fellows. An issue was also found regarding Latino benign included as a race instead of an ethnicity, but that error was not able to be corrected once the survey was live. This may cause some misclassification error in the data. A third, and final, reminder email was sent on the morning of Tuesday, April 13, 2021. This email was accidentally sent a day early, and it stated the survey would close in 24 hours.

The survey was finally closed at approximately 9:30 PM on Sunday, April 18, 2021. It was open for approximately 10 days that included two weekends. A total of 846 individuals consented to participate in the survey, and a total of 828 (97.9%) individuals met the inclusion criteria. The number of eligible respondents was determined by the smaller of either number of eligible by age ($n = 831$) or number eligible by role ($n = 828$). The LSUHSC listserv includes 6,027 individuals total, and the survey had an overall response rate of 13.74%, which is particularly low. Individuals self-reported their responses, which might be an opportunity for recall bias. Also, even though some validated instruments were used there is a potential for self-report bias if they were not administered by trained interviewers. The survey did also include some sensitive topics; therefore, social desirability bias was also possible. Finally, 673 of the initial 846 participants completed the survey through to the end ($n = 173$ missing or 20.4%), and in the analysis any missing values were considered item nonresponse.

The LSUHSC target population currently consists of 46% students, 17% faculty, and 37% staff on the listserv. Official classification of residents and fellows into these groups was unable to be obtained, and it is unknown if there may be frame error as a result of some individuals being included in more than one group. Because it may not match the participant self-selected role of our survey, this may be a source of misclassification error. Respondents to our survey consisted of 25% faculty, 38% staff/residents/fellows, and 36% students. Therefore, this is a source of sampling error as the sample population does not fully represent the sampling frame (particularly regarding student and faculty response percentages) and therefore the larger target population. Furthermore, almost half of respondents (43%) were affiliated with the School of Medicine. Population size of each of the six individual schools that make up LSUHSC were not able to be obtained, but this may likely be another source of sampling error. As a result, this survey may potentially have internal (as well as external) validity issues.

Participants with complete responses (no item nonresponse) to each of the GAD-7, PHQ-9, and loneliness scales were calculated and categorized according to the corresponding parameters of the instrument. Respondents were also classified according to the two mental health questions. Basic descriptive statistics (frequencies and percentages) were calculated using STATA 16 software (StataCorp, 2019).

RESULTS

Results regarding demographics, vaccination status, daily operations, and educational issues of both students and faculty are presented in this paper.

DEMOGRAPHIC RESULTS

Survey respondents were mostly 45 years old and above (35.4%), a staff/resident/fellow at LSUHSC (37.7%), female (71.4%), white (75.3%), not hispanic (90.3%), had completed an undergraduate/bachelor's degree (39.6%), employed full time (68.2%), affiliated with the School of Medicine (43.1%), earn an annual income of \$50,000-\$100,000 (28.9%), currently live with family (42.6%), not currently married (53%), have no financial dependents (64.1%), and did self-report an impact on their health/education/finances as a result of the stay-at-home regulations (66.3%). It is unknown to what degree these percentages match those of the sampling frame. Table 1 shows the total number of responses and percentage breakdowns of these demographic questions, and the response with the highest percent from each question is highlighted in light grey.

Table 1. Descriptive Statistics of the General Demographics Responses to "The Impact of the Coronavirus Pandemic at LSUHSC" Survey

Demographic Variable (n = 846)	Total	Percent
Age	833	98
<18 years old*	2	0.2
18-30 years old	275	33
31-45 years old	261	31.3
45+ years old	295	35.4
Role	832	98
Faculty	211	25.4
Staff/Resident/Fellow	314	37.7
Student	303	36.4
None*	4	0.5
Gender	807	95
Female	576	71.4
Male	212	26.3
Race **	801	95
White	603	75.3
Black or African American	104	13
Latino	40	5
Asian	65	8.1
Native American	12	1.5
Native Hawaiian or Other Pacific Islander	1	0.1
Other/Unknown	25	3.1
Hispanic Ethnicity	806	95
Yes	58	7.2
No	728	90.3
Prefer not to say	20	2.5
Highest degree of completed education	805	95
Less than high school	0	0
High School/ GED	52	6.5
Undergraduate/Bachelor's Degree	319	39.6
Master's Degree	201	25
Doctorate (PHD, MD, DVM, DDS, etc.)	233	28.9

Employment Status	807	95
Part-time	93	11.5
Full-time	550	68.2
Unemployed	158	19.6
Prefer not to say	6	0.7
LSUHSC School Affiliation **	801	95
Nursing	104	13
Medicine	345	43.1
Dentistry	83	10.4
Allied Health	107	13.4
Public Health	102	12.7
Graduate Studies	64	8
Other	92	15
Annual Income	806	95
Less than \$25,000	175	21.7
\$25,000-\$50,000	177	22
\$50,000-\$100,000	233	28.9
\$100,000-\$200,000	96	11.9
More than \$200,000	60	7.4
Prefer not to say	65	8.1
Current Living Situation	807	95
Alone	164	20.3
With Family	344	42.6
With partner/significant other only	215	26.6
With roommates	84	10.4
Currently Married	804	95
Yes	378	47
No	426	53
Financial Dependents	806	95
Yes	273	33.9
No	517	64.1
Prefer not to say	16	2
Self-reported impact of stay-at-home regulations on health, education, or finances	804	95
Yes	533	66.3
No	271	33.7

* Respondents who indicated <18 years of age or no role at LSUHSC were not included in the study.

** Respondents were able to select more than one category.

COVID-19 VACCINATION RESULTS

Almost 95% of survey respondents have begun or completed a COVID-19 vaccination series (Table 2). If the sample population of this study accurately represents the target population of LSUHSC as a whole, this would show that LSUHSC has achieved the recommended 70% minimum threshold for COVID-19 herd immunity. Of

those that are vaccinated, most of these individuals were affiliated with the School of Medicine (n = 333), while the School of Dentistry had the lowest total number (n = 72) as well as lowest percentage (87%) of individuals who have begun or completed a COVID-19 vaccination. Additionally, LSUHSC staff members are the largest group to have begun or completed a COVID-19 vaccination, and students are very close behind.

Table 2. COVID-19 Vaccination Status of Respondents to "The Impact of the Coronavirus Pandemic at LSUHSC" Survey				
COVID-19 Vaccination Status (n = 807)		N (%)		
Unvaccinated		46 (5.7%)		
First dose of a 2-dose series		31 (3.8%)		
Complete series (2 doses of a 2-dose series or 1 dose of a single-dose series)		730 (90.5%)		
COVID-19 Vaccination Status by School Within LSUHSC (n = 807)		Total	Unvaccinated	First Dose of 2 Dose Series
Nursing		104	8 (7.69)	2 (1.92)
Medicine		345	12 (3.48)	13 (3.77)
Dentistry		83	10 (12.05)	3 (3.61)
Allied Health		107	7 (6.54)	3 (2.80)
Public Health		102	8 (7.84)	5 (4.90)
Graduate Studies		64	2 (3.13)	1 (1.56)
Other		92	3 (3.26)	6 (6.52)
COVID-19 Vaccination Status by Role at LSUHSC		Total	Unvaccinated	First Dose of 2 Dose Series
Faculty		207	7 (3.38)	6 (2.90)
Staff		304	17 (5.59)	16 (5.26)
Student		296	22 (7.43)	9 (3.04)

STUDY OBJECTIVE RESULTS

Table 3 provides the results of the student daily operations questions while Tables 4 and 5 show the responses regarding educational issues (concerns, barriers, preferences, etc.). Faculty responses regarding daily operations are presented in Table 6, and faculty responses regarding educational issues (concerns, barriers, preferences, etc.) are provided in Table 7. As with the prior tables, the responses to each item with the highest frequency are highlighted in light grey.

STUDENT: INSTRUCTIONAL PREFERENCES AND CONCERNS

Most students report that COVID-19 has been very disruptive to their usual school experience, and they are participating less and interacting with instructors less.

OBJECTIVE #1 RESULTS: Student Desires Regarding Future Instruction

The 255 students who responded to the survey reported the following regarding their desires about future instruction at LSUHSC (with 15.8% missing):

- 22.3% agreed or strongly agreed while 60.0% disagreed or strongly disagreed with the statement “Once COVID-19 restrictions have ended, remote learning should *continue in a similar fashion* (via Zoom at synchronous times, etc.).” (See Appendix A: Figure 1.)
- 29.0% agreed or strongly agreed while 45.1% disagreed or strongly disagreed with the statement “Once COVID-19 restrictions have ended, remote learning should *continue in a different fashion* (asynchronous at your own time, etc.).” (See Appendix A: Figure 2.)
- 70.2% agreed or strongly agreed while 14.5% disagreed or strongly disagreed with the statement “Once COVID-19 restrictions have ended, I prefer to return to the *traditional in-person model* of instruction.” (See Appendix A: Figure 3.)

These results clearly indicate that the majority of students do prefer to return to a traditional model of in-person instructional delivery. However, it is important to note that approximately 1 in 4 students at LSUHSC would like to see more flexible educational options in the form of synchronous and/or asynchronous online course offerings.

Because only 14.5% disagreed with the survey item regarding a “preference for referring to a traditional in-person model of instruction,” it seems that students do still

strongly prefer to attend their courses in the classrooms on campus. However, because this percentage is lower than those that agreed with the prior two questions regarding a “preference for synchronous or asynchronous online courses” (26% on average) students might desire some additional degree of flexibility integrated into their courses going forward.

OBJECTIVE #2 RESULTS: Student Barriers

Students expressed several challenges to their education as a result of COVID. Half of students who responded stated that missing out on extracurricular/on campus activities is very concerning to them, and 44% percent are very concerned about not being able to see classmates. Sixty-five percent find it very challenging to focus and pay attention during remote instruction or activities and half of students find it very challenging to be motivated/have a desire to complete their coursework. It seems likely that their disconnect from campus and peers contribute to these struggles. Students also found instructor discomfort or lack of familiarity with required technologies or applications to be challenging (43%) as well as adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards) (34%). Furthermore, half of students have found it challenging or very challenging to coordinate internships and/or practicum placements.

FACULTY: INSTRUCTIONAL PREFERENCES AND CONCERNS

Most faculty report that COVID-19 has been somewhat disruptive to their usual school experience, and they are interacting with students less. However, almost half do also report that they do think their students seem to be adjusting reasonably well to remote learning.

OBJECTIVE #3 RESULTS: Faculty Desires Regarding Future Instruction

The 158 faculty who responded to the survey reported the following regarding their desires about future instruction at LSUHSC (with 25.1% missing):

- 27.9% agreed or strongly agreed while 52.6% disagreed or strongly disagreed with the statement “Once COVID-19 restrictions have ended, remote learning should *continue in a similar fashion* (via Zoom at synchronous times, etc.).” (See Appendix A: Figure 4.)
- 26.0% agreed or strongly agreed while 45.5% disagreed or strongly disagreed with the statement “Once COVID-19 restrictions have ended, remote learning should *continue in a different fashion* (asynchronous at your own time, etc.).” (See Appendix A: Figure 5.)
- 76.6% agreed or strongly agreed while 8.9% disagreed or strongly disagreed with the statement “Once COVID-19 restrictions have ended, I prefer to return to the *traditional in-person model* of instruction.” (See Appendix A: Figure 6.)

To an even greater extent than the students, these results clearly indicate that the majority of LSUHSC faculty (76.6%) do prefer to return to a traditional model of in-person instructional delivery. Additionally, like the students 1 in 4 faculty members at LSUHSC would like to see more flexible educational options in the form of synchronous and/or asynchronous online course offerings.

Because only 8.9% of faculty disagreed with the survey item regarding a “preference for referring to a traditional in-person model of instruction,” it seems that they do still strongly prefer to attend their courses in the classrooms on campus.

However, because this percentage is lower than those that agreed with the prior two questions regarding a “preference for synchronous or asynchronous online courses” (27% on average) faculty might seek to integrate some additional degree of flexibility into their courses going forward.

OBJECTIVE #4 RESULTS: Faculty Barriers

Sixty-eight percent of faculty are concerned or very concerned regarding diminished student learning as a result of the transition to remote learning. Half of faculty report concerns regarding difficulties with communicating with students and would prefer to be teaching face-to-face.

Table 3. Student-Centered Questions, n (%)

Have any of your classes resumed in-person since the beginning of the COVID-19 restrictions? (n = 284)					
Yes = 108 (38.0%)					Missing 19 (6.3%)
When did in-person classes resume for you? (n = 108)					
	Summer 2020	Fall 2020	Spring 2021		Missing
	28 (25.9%)	31 (28.7%)	49 (45.4%)		195 (64.4%)
Did all of your classes resume in-person? (n = 108)					
	Yes, they have all resumed in-person			11 (10.2%)	Missing
	No, some classes are still remote			97 (89.8%)	195 (64.4%)
No, none of my classes have resumed in-person	169 (59.5)				
In-person classes did not stop	7 (2.5%)				
How disruptive has COVID-19 been to your usual school experience? (n = 284)					
Very disruptive	Somewhat disruptive	Not so disruptive	Not disruptive at all	Missing	
153 (53.9%)	100 (35.2%)	24 (8.5%)	7 (2.5%)	19 (6.3%)	
After the transition to remote learning, how did your class participation in your online classes change? (Participating refers to asking and answering questions either verbally or typed, engaging in discussion, and/or providing comments.) (n = 283)					
My class participation increased	My class participation decreased	My class participation did not change at all	I did not have any online classes	Missing	
19 (6.7%)	197 (69.6%)	59 (20.8%)	8 (2.8%)	20 (6.6%)	
During the time when classes were/are held in an online setting, how often did/do you interact with your instructor/s outside of scheduled class meetings? (Interacting is defined as emailing your instructor/s and speaking with your instructor/s over Zoom, the phone, and in-person.) (n = 283)					
More than I did before COVID-19	Equally as much as I did prior to COVID-19	Less than I did prior to COVID-19	Missing		
31 (11.0%)	74 (26.1%)	178 (62.9%)	20 (6.6%)		
After the transition to online learning, how did your interactions with your instructors change when you contacted them? (n = 284)					
Instructors took less time to respond to me	Instructors took longer to respond to me	There has been no change in the amount of time instructors respond to me	N/A	Missing	
36 (12.7%)	36 (12.7%)	158 (55.6%)	54 (19.0%)	19 (6.3%)	
For the spring 2021 semester, how have your courses been delivered? (Synchronous means live lessons in real-time with an instructor at scheduled times (either in-person or online). Asynchronous means pre-recorded lessons and/or online discussion boards that you complete on your own time. If your classes don't fall neatly into these categories, make your best judgement.) (n = 284)					
100% synchronous, 0% asynchronous	75% synchronous, 25% asynchronous	50% synchronous, 50% asynchronous	25% synchronous, 75% asynchronous	0% synchronous, 100% asynchronous	Missing
93 (32.7%)	130 (45.8%)	39 (13.7%)	16 (5.6%)	6 (2.1%)	19 (6.3%)

Table 4. Student-Centered Questions, n (%)

Which of the following technological issues have been a challenge for you since the transition to remote learning?	N	Very Challenging	Challenging	Not So Challenging	Not Challenging At All	Missing
Instructor discomfort or lack of familiarity with required technologies or applications	269	39 (14.5%)	116 (43.1%)	91 (33.8%)	23 (8.6%)	34 (11.2%)
My own discomfort or lack of familiarity with required technologies or applications	270	12 (4.4%)	45 (16.7%)	126 (46.7%)	87 (32.2%)	33 (10.9%)
Unclear expectations around which technologies and applications I am required to	270	14 (5.2%)	67 (24.8%)	107 (39.6%)	(82 (30.4%))	33 (10.9%)
My access to reliable communication software/tools (e.g., Zoom, Skype, Google)	271	6 (2.2%)	38 (14.0%)	103 (38.0%)	124 (45.8%)	32 (10.6%)
My access to reliable internet/service	271	22 (8.1%)	81 (29.9%)	91 (33.6%)	77 (28.4%)	32 (10.6%)
My access to a reliable digital device (e.g., laptop, mobile device)	270	6 (2.2%)	24 (8.9%)	67 (24.8%)	173 (64.1%)	33 (10.9%)
My access to specialized software (e.g., Adobe products, statistical packages)	269	21 (7.8%)	48 (17.8%)	85 (31.6%)	115 (42.8%)	34 (11.2%)
My access to library resources	270	7 (2.6%)	41 (15.2%)	101 (37.4%)	121 (44.8%)	33 (10.9%)
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	270	50 (18.5%)	93 (34.4%)	65 (24.1%)	62 (23.0%)	33 (10.9%)
Which of the following learning/educational issues have been a challenge for you since the transition to remote learning?	N	Very Challenging	Challenging	Not So Challenging	Not Challenging At All	Missing
Finding time to participate in synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	268	34 (12.7%)	69 (25.7%)	111 (41.4%)	54 (20.1%)	35 (11.6%)
Unclear expectations around course/assignment requirements	268	58 (21.6%)	86 (32.1%)	76 (28.4%)	48 (17.9%)	35 (11.6%)
Competing class meetings and schedules	268	24 (9.0%)	74 (27.6%)	93 (34.7%)	77 (28.7%)	35 (11.6%)
Personal preference for face-to-face learning	268	122 (45.5%)	65 (24.3%)	46 (17.2%)	35 (13.1%)	35 (11.6%)
Course lessons or activities that haven't translated well to a remote environment	268	105 (39.2%)	92 (34.3%)	44 (16.4%)	27 (10.1%)	35 (11.6%)
Difficulty focusing or paying attention to remote instruction or activities	268	175 (65.3%)	49 (18.3%)	27 (10.1%)	17 (6.3%)	35 (11.6%)
Instructor availability/responsiveness	267	15 (5.6%)	53 (19.9%)	121 (45.3%)	78 (29.2%)	36 (11.9%)
Personal motivation/desire to complete coursework	268	132 (49.3%)	70 (26.1%)	42 (15.7%)	24 (9.0%)	35 (11.6%)
What are your biggest concerns with the transition to remote learning so far?	N	Very Concerning	Concerning	Not so Concerning	Not Concerning at all	Missing
Grades/performing well in class	261	70 (26.8%)	77 (29.5%)	70 (26.8%)	44 (16.9%)	42 (13.9%)
Completing my internship or practicum requirements	260	57 (21.9%)	75 (28.8%)	64 (24.6%)	64 (24.6%)	43 (14.2%)
Changes to grading structures (e.g., pass/fail, credit/no-credit)	262	28 (10.7%)	37 (14.1%)	102 (38.9%)	95 (36.3%)	41 (13.5%)
Not being able to see classmates	262	116 (44.3%)	90 (34.4%)	34 (13.0%)	22 (8.4%)	41 (13.5%)
Not being able to communicate with instructors	262	70 (26.7%)	87 (33.2%)	66 (25.2%)	39 (14.9%)	41 (13.5%)
Possible delays in graduating/completing my program	261	58 (22.2%)	57 (21.8%)	67 (25.7%)	79 (30.3%)	42 (13.9%)
Missing out on extracurricular/on-campus activities	262	133 (50.8%)	72 (27.5%)	30 (11.5%)	27 (10.3%)	41 (13.5%)
Online privacy, protection of my personal data	262	31 (11.8%)	52 (19.8%)	92 (35.1%)	87 (33.2%)	41 (13.5%)
Security/privacy in taking online exams	262	32 (12.2%)	52 (19.8%)	88 (33.6%)	90 (34.4%)	41 (13.5%)

Table 5. Student-Centered Questions, n (%)

Table 3: Student-Centered Questions, n (%)								
Which of the following student support services have been challenging to access since the transition to remote learning?	N	Very Challenging	Challenging	Not So Challenging	Not Challenging	N/A	Missing	
Internships or practicum placements	264	62 (23.5%)	71 (26.9%)	41 (15.5%)	21 (8.0%)	69 (26.1%)	39 (12.9%)	
Health services	264	24 (9.1%)	51 (19.3%)	86 (32.6%)	34 (12.9%)	69 (26.1%)	39 (12.9%)	
Mental health services	264	32 (12.1%)	46 (17.4%)	51 (19.3%)	28 (10.6%)	107 (40.5%)	39 (12.9%)	
Emergency financial aid	263	24 (9.1%)	27 (10.3%)	48 (18.3%)	33 (12.5%)	131 (49.8%)	40 (13.2%)	
Housing/food services	262	11 (4.2%)	26 (9.9%)	51 (19.5%)	62 (23.7%)	112 (42.7%)	41 (13.5%)	
Career services	264	16 (6.1%)	31 (11.7%)	45 (17.0%)	36 (13.6%)	136 (51.5%)	39 (12.9%)	
Financial services	264	20 (7.6%)	34 (12.9%)	60 (22.7%)	53 (20.1%)	97 (36.7%)	39 (12.9%)	
Advising services	264	18 (6.8%)	36 (13.6%)	64 (24.2%)	57 (21.6%)	89 (33.7%)	39 (12.9%)	
Which of the following technical accessibility issues have been challenging for you since the transition to remote learning?	N	Very Challenging	Challenging	Not So Challenging	Not Challenging	N/A	Missing	
Availability of live captioning on video conferencing. (Live captioning means that subtitles are not able to be turned off by viewers)	257	18 (7.0%)	27 (10.5%)	28 (10.9%)	30 (11.7%)	154 (59.9%)	46 (15.2%)	
Availability of closed captioning. (Closed captioning means that subtitles are able to be turned off by viewers)	260	17 (6.5%)	27 (10.4%)	28 (10.8%)	33 (12.7%)	155 (59.6%)	43 (14.2%)	
Access to ASL interpreters	260	5 (1.9%)	3 (1.2%)	17 (6.5%)	33 (12.7%)	202 (77.7%)	43 (14.2%)	
Test proctoring	259	14 (5.4%)	39 (15.1%)	36 (13.9%)	66 (25.5%)	104 (40.2%)	44 (14.5%)	
Time on tests	259	20 (7.7%)	42 (16.2%)	46 (17.8%)	70 (27.0%)	81 (31.3%)	44 (14.5%)	
File converting	257	11 (4.3%)	30 (11.7%)	45 (17.5%)	56 (21.8%)	115 (44.7%)	46 (15.2%)	
Access to assistive technology hardware	260	6 (2.3%)	17 (6.5%)	32 (12.3%)	47 (18.1%)	158 (60.8%)	43 (14.2%)	
Which of the following teaching-related accessibility issues have been challenging for you since the transition to remote learning?	N	Very Challenging	Challenging	Not So Challenging	Not Challenging	N/A	Missing	
Instructors only holding synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	256	30 (11.7%)	56 (21.9%)	81 (31.6%)	67 (26.2%)	22 (8.6%)	47 (15.5%)	
Instructors only holding asynchronous classes (e.g., lectures given that students are able to view on their own time)	254	27 (10.6%)	40 (15.7%)	57 (22.4%)	58 (22.8%)	72 (28.3%)	49 (16.2%)	
Timed tests	256	29 (11.3%)	56 (21.9%)	59 (23.0%)	85 (33.2%)	27 (10.5%)	47 (15.5%)	
Instructors not using LMS (e.g. Moodle)	256	14 (5.5%)	37 (14.5%)	55 (21.5%)	79 (30.9%)	71 (27.7%)	47 (15.5%)	
For each statement below, please select the choice that applies to you the most. When mentioned, covid-19 restrictions entail social distancing, limited occupancy in a setting, mask mandates etc.	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing
Once COVID-19 restrictions have ended, remote learning should continue in a similar fashion (via Zoom at synchronous times, etc.).	255	82 (32.2%)	71 (27.8%)	40 (15.7%)	35 (13.7%)	22 (8.6%)	5 (2.0%)	48 (15.8%)
Once COVID-19 restrictions have ended, remote learning should continue in a different fashion (asynchronous at your own time, etc.).	255	59 (23.1%)	56 (22.0%)	59 (23.1%)	48 (18.8%)	26 (10.2%)	7 (2.7%)	48 (15.8%)
Once COVID-19 restrictions have ended, I prefer to return to the traditional in-person model of instruction.	255	17 (6.7%)	20 (7.8%)	33 (12.9%)	54 (21.2%)	125 (49.0%)	6 (2.4%)	48 (15.8%)
Once COVID-19 restrictions have ended, it would be beneficial for instructors to continue holding virtual office hours	255	13 (5.1%)	9 (3.5%)	45 (17.6%)	113 (44.3%)	60 (23.5%)	15 (5.9%)	48 (15.8%)
COVID-19 delayed my immediate future plans (within 1 year) for seeking additional education opportunities (estimated time of graduation, graduate school, research opportunities, certification or testing, etc.).	254	72 (28.3%)	61 (24.0%)	22 (8.7%)	26 (10.2%)	25 (9.8%)	48 (18.9%)	49 (16.2%)
As a result of COVID-19, I am no longer currently pursuing further educational opportunities after graduation.	255	107 (42.0%)	58 (22.7%)	20 (7.8%)	7 (2.7%)	7 (2.7%)	56 (22.0%)	48 (15.8%)
COVID-19 delayed my immediate future plans (within 1 year) for seeking full time job opportunities.	255	83 (32.5%)	63 (24.7%)	18 (7.1%)	13 (5.1%)	11 (4.3%)	67 (26.3%)	48 (15.8%)
COVID-19 accelerated my immediate future plans (within 1 year) for seeking full time job opportunities.	254	88 (34.6%)	61 (24.0%)	17 (6.7%)	12 (4.7%)	13 (5.1%)	63 (24.8%)	49 (16.2%)

Table 6. Faculty-Centered Questions, n (%)

Have you resumed teaching any of your classes in-person since the beginning of COVID-19 restrictions? (n = 184)					Missing
Yes = 98 (53.3%)					27 (12.8%)
When did you resume teaching in-person classes? (n = 97)					
	Summer 2020	Fall 2020	Spring 2021		Missing
	39 (40.2%)	33 (34.0%)	25 (25.8%)		114 (54.0%)
Did you resume teaching all of your classes in-person? (n = 96)					
	Yes. I resumed teaching all of my classes in-person.		28 (29.2%)		Missing
	No. Some classes are still remote.		68 (70.8%)		115 (54.5%)
No. I have not resumed teaching any of my classes in-person.		74 (40.2%)			
In person classes did not stop		6 (3.3%)			
I have not been teaching since the beginning of COVID-19 restrictions.		6 (3.3%)			
How disruptive has COVID-19 been to your usual school experience? (n = 181)					
Very disruptive	Somewhat disruptive	Not so disruptive	Not disruptive at all		Missing
50 (27.6%)	96 (53.0%)	29 (16.0%)	6 (3.3%)		30 (14.2%)
During the time when classes were/are held in an online setting, how often did/do you interact with your students outside of scheduled class meetings?					
More than I did prior to COVID-19	Equally as much as prior to COVID-19	Less than I did prior to COVID-19		Missing	
41 (22.9%)	51 (28.5%)	87 (48.6%)		32 (15.2%)	
After the transition to online learning, how did your interactions with your students change when you contacted them? (n = 181)					
Students took less time to respond to me	Students took more time to respond to me.	There has been no change in the amount of time students take to respond to me.	N/A		Missing
24 (13.3%)	24 (13.3%)	95 (52.5%)	38 (21.0%)		30 (14.2%)
For the Spring 2021 semester, how have you delivered your courses? (Synchronous means live lessons in real-time with an instructor at scheduled times (either in-person or online). Asynchronous means pre-recorded lessons and/or online discussion boards that you complete on your own time. If your classes don't fall neatly into these categories, make your best judgement.) (n = 172)					
100% synchronous, 0% asynchronous	75% synchronous, 25% asynchronous	50% synchronous, 50% asynchronous	25% synchronous, 75% asynchronous	0% synchronous, 100% asynchronous	Missing
110 (64.0%)	31 (18.0%)	22 (12.8%)	6 (3.5%)	3 (1.7%)	39 (18.5%)
How would you say your students have adapted to remote learning, from your experiences and observations as an instructor? (n = 166)				N	Missing
My students seem to be struggling a great deal with adapting to remote learning.				14 (8.4%)	45 (21.3%)
My students seem to be struggling somewhat with adapting to remote learning.				47 (28.3%)	
My students seem to be adapting reasonably well to remote learning.				80 (48.2%)	
My students seem to be adapting extremely well to remote learning.				25 (15.1%)	

Table 7. Faculty-Centered Questions, n (%)

Which of the following technological issues have been a challenge for you since the transition to remote learning?								
	N	Very Challenging	Challenging	Not So Challenging	Not Challenging At All	Missing		
Student discomfort or lack of familiarity with required technologies or applications	171	6 (3.5%)	36 (21.1%)	84 (49.1%)	45 (26.3%)	40 (19.0%)		
My own discomfort or lack of familiarity with required technologies or applications	174	13 (7.5%)	49 (28.2%)	82 (47.1%)	30 (17.2%)	37 (17.5%)		
My access to reliable communication software/tools (e.g., Zoom, Skype, Google)	174	4 (2.3%)	20 (11.5%)	84 (48.3%)	66 (37.9%)	37 (17.5%)		
My access to reliable internet/service	174	4 (2.3%)	24 (13.8%)	76 (43.7%)	70 (40.2%)	37 (17.5%)		
My access to a reliable digital device (e.g., laptop, mobile device)	174	2 (1.1%)	7 (4.0%)	70 (40.2%)	95 (54.6%)	37 (17.5%)		
My access to specialized software (e.g., Adobe products, statistical packages)	171	6 (3.5%)	29 (17.0%)	66 (38.6%)	70 (40.9%)	40 (19.0%)		
My access to library resources	172	4 (2.3%)	16 (9.3%)	69 (40.1%)	83 (48.3%)	39 (18.5%)		
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	168	14 (8.3%)	53 (31.5%)	61 (36.3%)	40 (23.8%)	43 (20.4%)		
Which of the following have been challenging for you in adapting course design and/or assignments to remote learning?								
	N	Very Challenging	Challenging	Not So Challenging	Not Challenging At All	Missing		
I am not familiar or comfortable with online applications/tools.	160	7 (4.4%)	43 (26.9%)	77 (48.1%)	33 (20.6%)	51 (24.2%)		
I have limited knowledge of options for online course delivery.	160	12 (7.5%)	46 (28.8%)	79 (49.4%)	23 (14.4%)	51 (24.2%)		
I have limited personal time or energy to effectively adapt.	157	23 (14.6%)	45 (28.7%)	60 (38.2%)	29 (18.5%)	54 (25.6%)		
My personal preference is for face-to-face learning.	160	32 (20.0%)	54 (33.8%)	46 (28.8%)	28 (17.5%)	51 (24.2%)		
Course lessons or activities haven't translated well to a remote environment.	155	21 (13.5%)	52 (33.5%)	64 (41.3%)	18 (11.6%)	56 (26.5%)		
I am uncertain about how to best assess student learning in this environment.	158	25 (15.8%)	58 (36.7%)	59 (37.3%)	16 (10.1%)	53 (25.1%)		
Students have not been adequately available/responsive.	159	17 (10.7%)	44 (27.7%)	75 (47.2%)	23 (14.5%)	52 (24.6%)		
What are your biggest concerns with the transition to remote learning so far?								
	N	Very Concerning	Concerning	Not so Concerning	Not Concerning At All	Missing		
Diminished student learning	156	37 (23.7%)	70 (44.9%)	42 (26.9%)	7 (4.5%)	55 (26.1%)		
Changes to grading structures (e.g., pass/fail, credit/no-credit)	155	16 (10.3%)	36 (23.2%)	61 (39.4%)	42 (27.1%)	56 (26.5%)		
Not being able to communicate with my students	152	14 (9.2%)	60 (39.5%)	56 (36.8%)	22 (14.5%)	59 (28.0%)		
Online privacy, protection of student data	154	7 (4.5%)	26 (16.9%)	77 (50.0%)	44 (28.6%)	57 (27.0%)		
Online privacy, protection of my personal data	154	11 (7.1%)	24 (15.6%)	71 (46.1%)	48 (31.2%)	57 (27.0%)		
Evaluations of my teaching effectiveness	153	20 (13.1%)	54 (35.3%)	63 (41.2%)	16 (10.5%)	58 (27.5%)		
Impacts to tenure eligibility	149	11 (7.4%)	21 (14.1%)	39 (26.2%)	78 (52.3%)	62 (29.4%)		
Security/privacy in proctoring online exams	150	29 (19.3%)	37 (24.7%)	48 (32.0%)	36 (24.0%)	61 (28.9%)		
For each statement below, please select the choice that applies to you the most. When mentioned, COVID-19 restrictions entail social distancing, limited occupancy in a setting, mask mandates etc.								
	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Missing
Once COVID-19 restrictions have ended, remote learning should continue in a similar fashion (via Zoom at synchronous times, etc.).	158	35 (22.2%)	48 (30.4%)	29 (18.4%)	33 (20.9%)	11 (7.0%)	2 (1.3%)	53 (25.1%)
Once COVID-19 restrictions have ended, remote learning should continue in a different fashion (asynchronous at your own time, etc.).	158	31 (19.6%)	41 (25.9%)	43 (27.2%)	36 (22.8%)	5 (3.2%)	2 (1.3%)	53 (25.1%)
Once COVID-19 restrictions have ended, I prefer to return to the traditional in-person model of instruction.	158	3 (1.9%)	11 (7.0%)	18 (11.4%)	64 (40.5%)	57 (36.1%)	5 (3.2%)	53 (25.1%)
COVID-19 delayed my immediate future plans (within 1 year) for seeking additional education opportunities (estimated time of graduation, graduate school, research opportunities, certification or testing, etc.).	161	27 (16.8%)	19 (11.8%)	21 (13.0%)	13 (8.1%)	13 (8.1%)	68 (42.2%)	50 (23.7%)
As a result of COVID-19, I am no longer currently pursuing further educational opportunities.	160	42 (26.3%)	26 (16.3%)	19 (11.9%)	4 (2.5%)	3 (1.9%)	66 (41.3%)	51 (24.2%)
COVID-19 delayed my immediate future plans (within 1 year) for seeking full time job opportunities.	161	38 (23.6%)	25 (15.5%)	15 (9.3%)	3 (1.9%)	6 (3.7%)	74 (46.0%)	50 (23.7%)
COVID-19 accelerated my immediate future plans (within 1 year) for seeking full time job opportunities.	161	37 (23.0%)	26 (16.1%)	18 (11.2%)	3 (1.9%)	2 (1.2%)	75 (46.6%)	50 (23.7%)

CONCLUSIONS

Overall, student and faculty respondents to this survey report feeling disconnected and desire to return to in-person classes as soon as possible. Several people also provided written appreciation that LSUHSC was conducting a study regarding these matters, and they felt the questions asked were very comprehensive. These findings, however, should be carefully examined. Some potential sources of sampling, frame, nonresponse, measurement, and misclassification error specific to this research survey have been previously mentioned, particularly in the methods section of this paper. Each of these may lead to internal and external validity issues with this survey.

Additionally, as with all cross-sectional studies, causal relationships between the exposure variables and outcomes cannot be established. This survey also had three errors that were identified during production. Two were able to be corrected and the one regarding race/ethnicity was not. It is also possible that this survey grouped residents and fellows with staff while the sampling frame (LSUHSC listserv) did not. One individual did also contact us that they did not complete the survey as a result of confusion regarding their role classification because they are a resident; others may have dropped out for similar reasons. Others wrote in at the end of the survey (Appendix C) that as a doctoral student who had completed coursework, they were uncertain about how to classify their role. While misclassification bias was a possible result of these design issues, it is unlikely that these issues impacted the results to a significant degree, especially if stratified analyses were not performed.

The low response rate of approximately 14% and associated selection bias identified within the demographics (resulting in a sample that does not match the frame or target population) are also particularly concerning. For example, many courses at both the dental and medical schools are hands-on and absolutely must be held in person. These two groups combined account for 53.5% of the responses, which is several times greater than the responses from any of the schools within LSUHSC. Due to the nature of the coursework, it is logical that these populations would also report greater challenges and barriers to education as a result of COVID-19 and a stronger desire to return to fully in-person classes as soon as possible to a greater extent than students and faculty in some of the other schools might.

RECOMMENDATIONS

Such a low response rate makes it very difficult to identify valid recommendations as a result of this survey. In general, both faculty and students encountered many barriers to education as a result of COVID-19 and the associated public health intervention measures. Connecting and collaborating with classmates, TAs, instructors, and colleagues were significant concerns. These will likely be alleviated simply by returning to in-person classes. However, there were also some positive changes that occurred that both students and faculty would like to remain. Once social distancing measures are fully lifted, for example, students and faculty have enjoyed the convenience of meeting virtually and having recorded lectures and would like to see that continue. Overall, the majority of both students and faculty want to return to in-person classes as soon as possible. It is important to keep in mind though that approximately one in four would like online instruction in some manner to continue. Therefore,

LSUHSC should intentionally seek ways to continue some of the distance learning practices and flexibility measures they have implemented as a result of the COVID-19 pandemic. While not analyzed for here, much of the written feedback to the very last question of the survey did address many of these thoughts. These open-ended responses might also provide valuable information as future decisions are being made. Additional study regarding beneficial educational practices that developed as a result of remote learning is also needed.

There are students who were previously unable to enroll at LSUHSC due to scheduling conflicts and/or proximity issues who were then able to enroll due to the distance learning and flexibility measures implemented as a result of COVID. These students should not be discounted. Instead, changes should be implemented to facilitate their continued enrollment and to seek ways to continue to draw in these students. LSUHSC should also examine enrollment rates within each of the six schools and compare them to numbers prior to COVID. They should also survey students to determine who was or was not able to enroll at LSUHSC as a result of course offering schedule/format changes, what resulted in these changes, how to keep them enrolled and/or get more to enroll, etc. Admissions interest/application/acceptance records from the past two years might be a good place to start building this survey population.

Also, an additional followup study to this research effort that specifically focuses on what practices current students and faculty want to keep and how to meet the needs of those that desire distance learning is recommended to better inform the LSUHSC decision making stakeholders for future academic terms. This research could also explore if there were any cost-savings as a result of distance learning (such as by

continuing to live at home). It could also seek information regarding what barriers people might face as the transition begins (such as having to move to the New Orleans area) in an effort to help to smooth the transition however possible. The study should intentionally seek higher response rates from all six schools within the LSUHSC community with percentages that much better match the sampling frame. Increasing the length of the data collection as well as varying the means of publicity would also provide more valid results.

Many people may also fit into multiple roles such as faculty/staff, student/staff, etc., but respondents were instructed to respond to this survey based on their primary role only. Confounding as a result of these dualities is possible. Future surveys might want to allow respondents to complete as many sections of the survey as are applicable to them. This might increase the response rate and provide more information, but it might also increase frame/duplication error. One solution might be to group the roles as faculty, staff, student, faculty and student, faculty and staff, staff and student, faculty and staff and student, etc. in order to get a more complete picture of the respondents. Furthermore, a stratified analysis based on LSUHSC School affiliation as well as role at LSUHSC is also strongly encouraged with both the data from this study as well from any future studies.

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APPENDIX A: FIGURES

Figure 1:

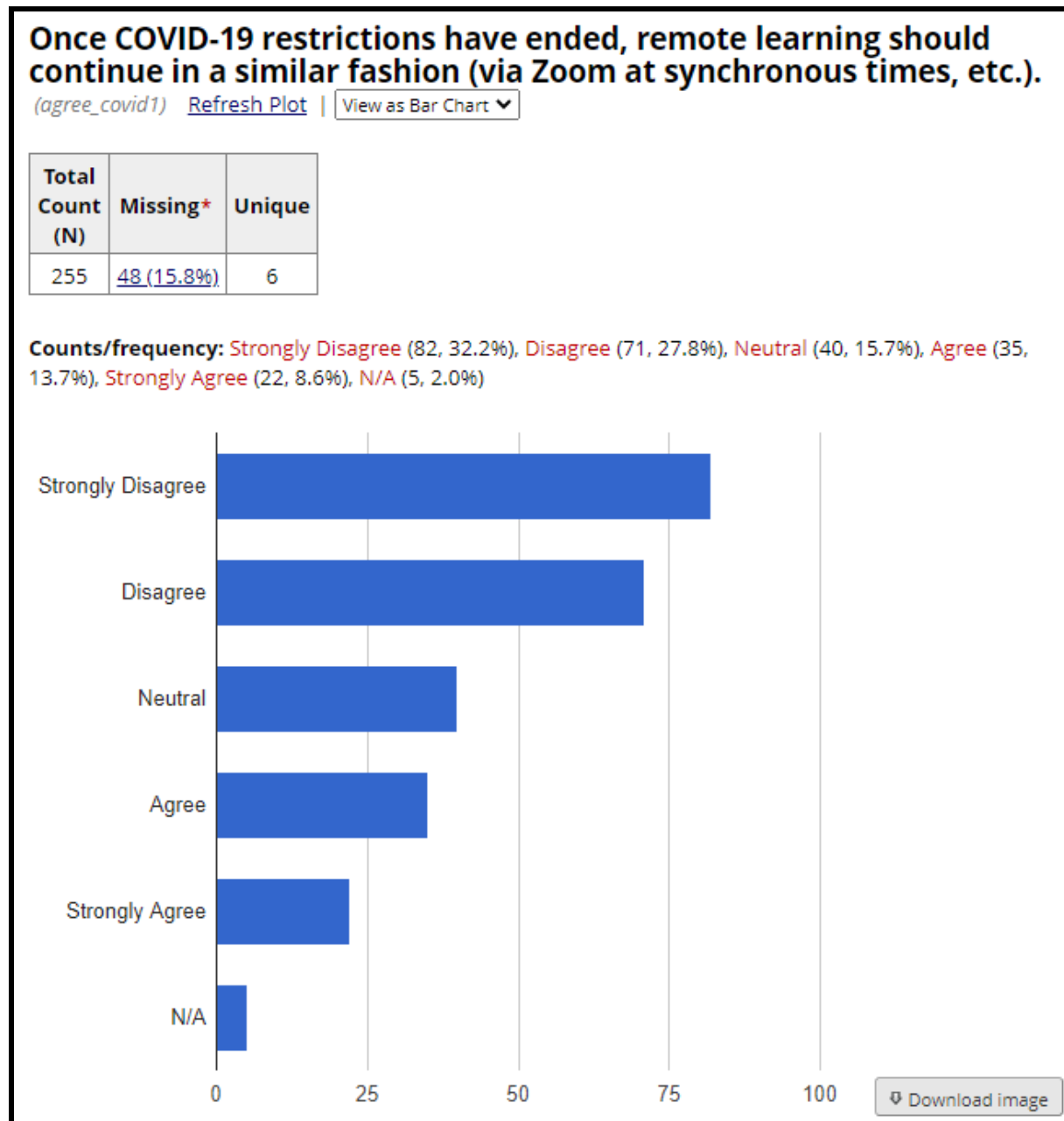


Figure 2:

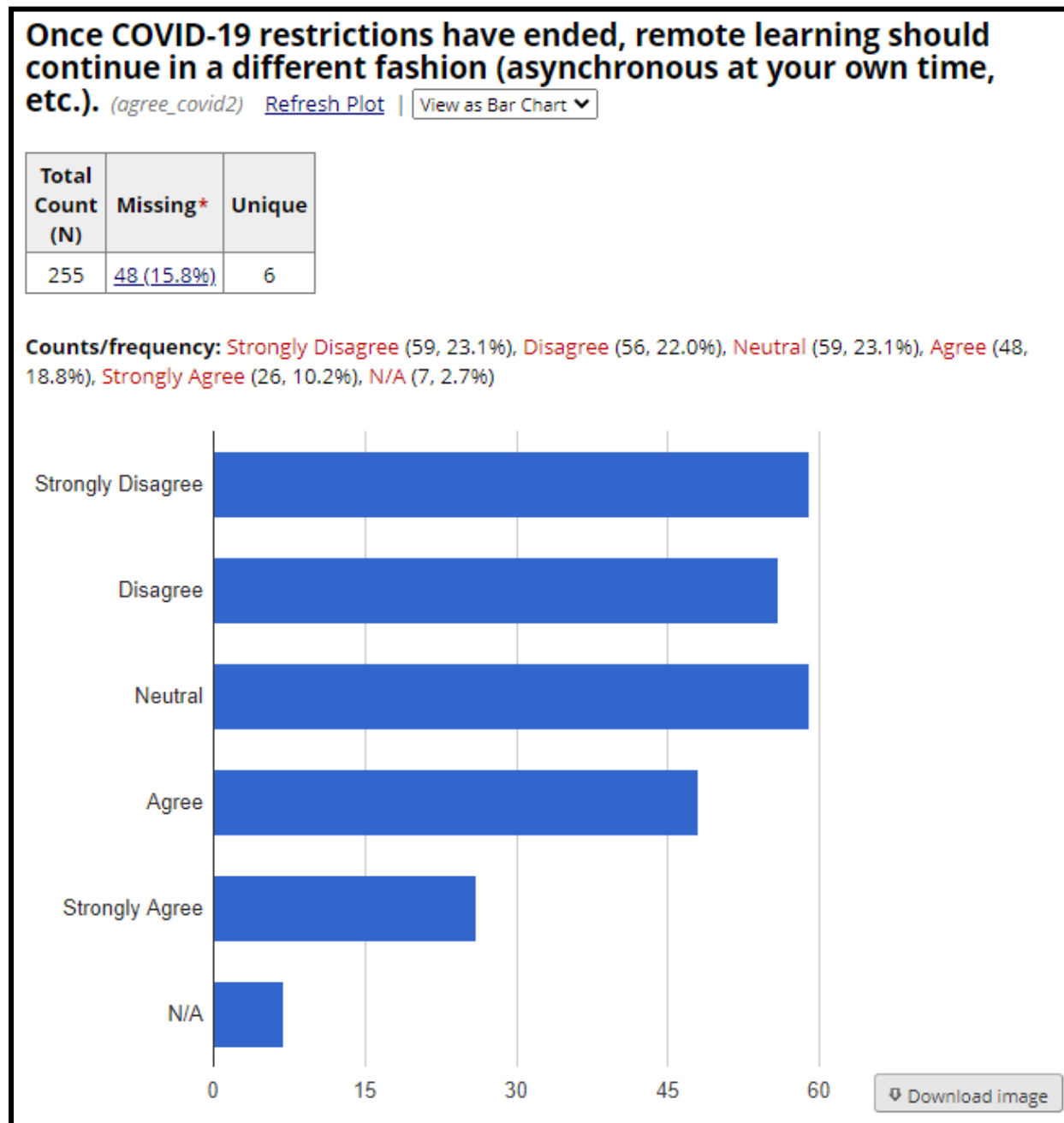


Figure 3:

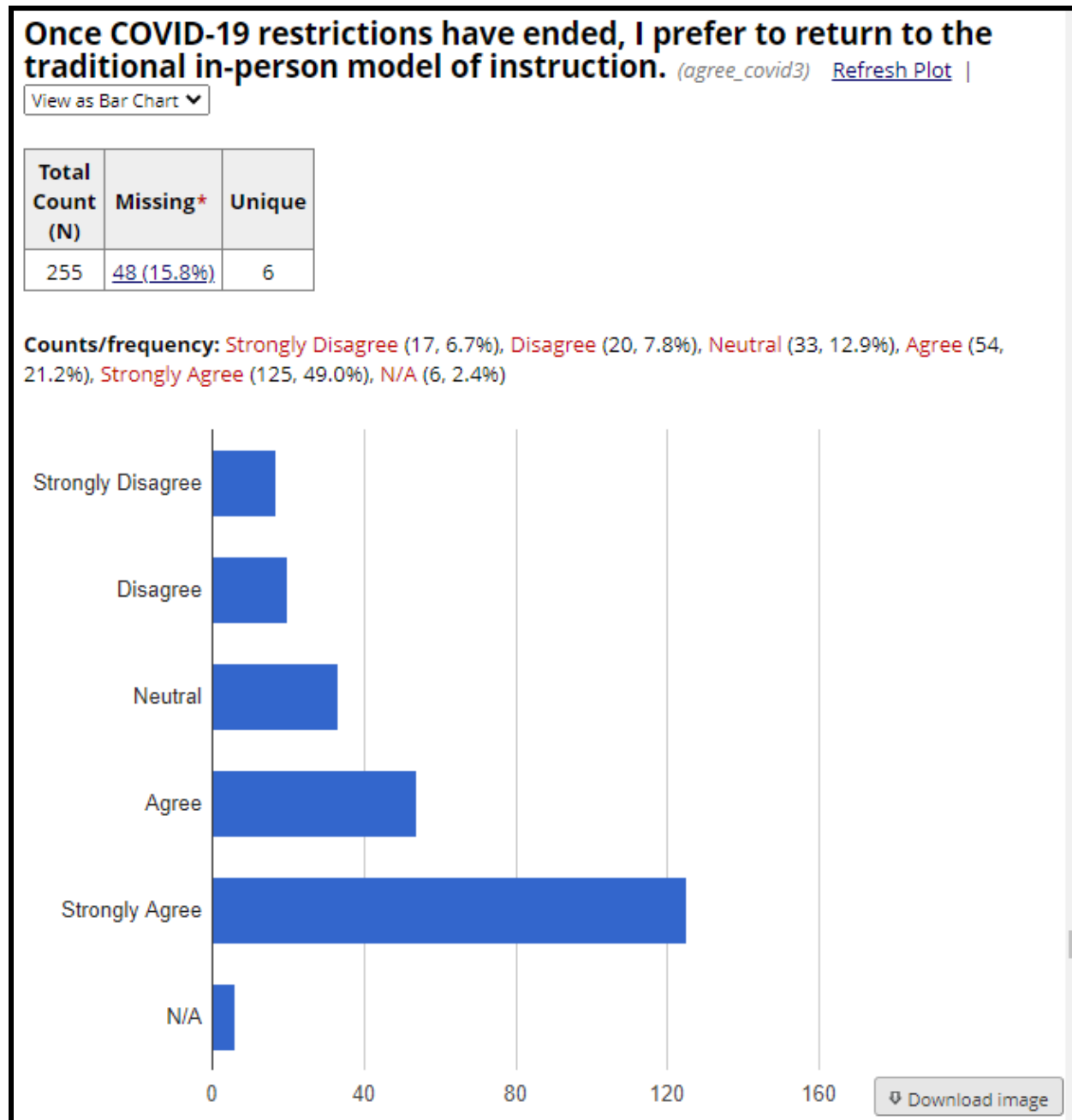


Figure 4:

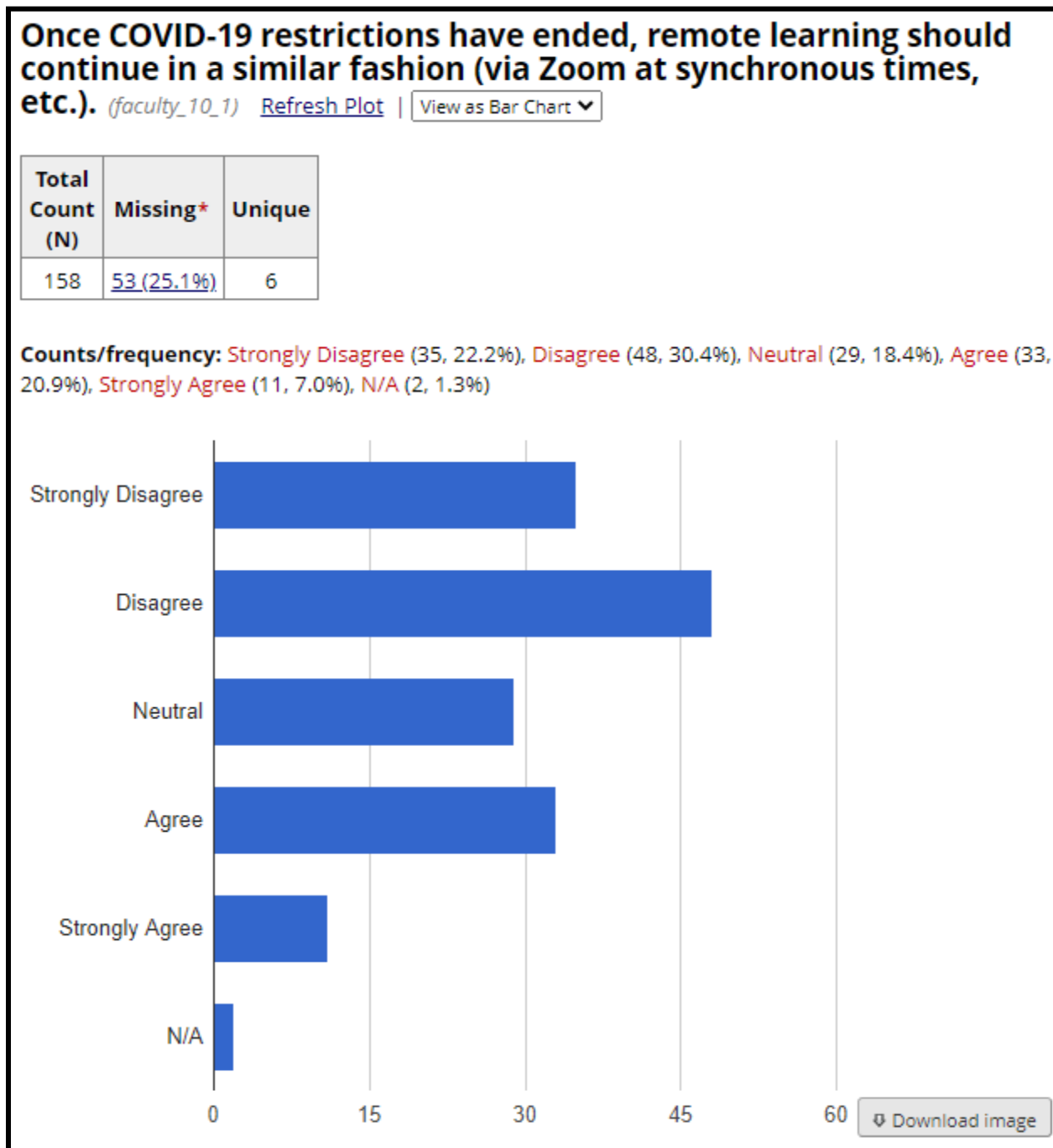


Figure 5:

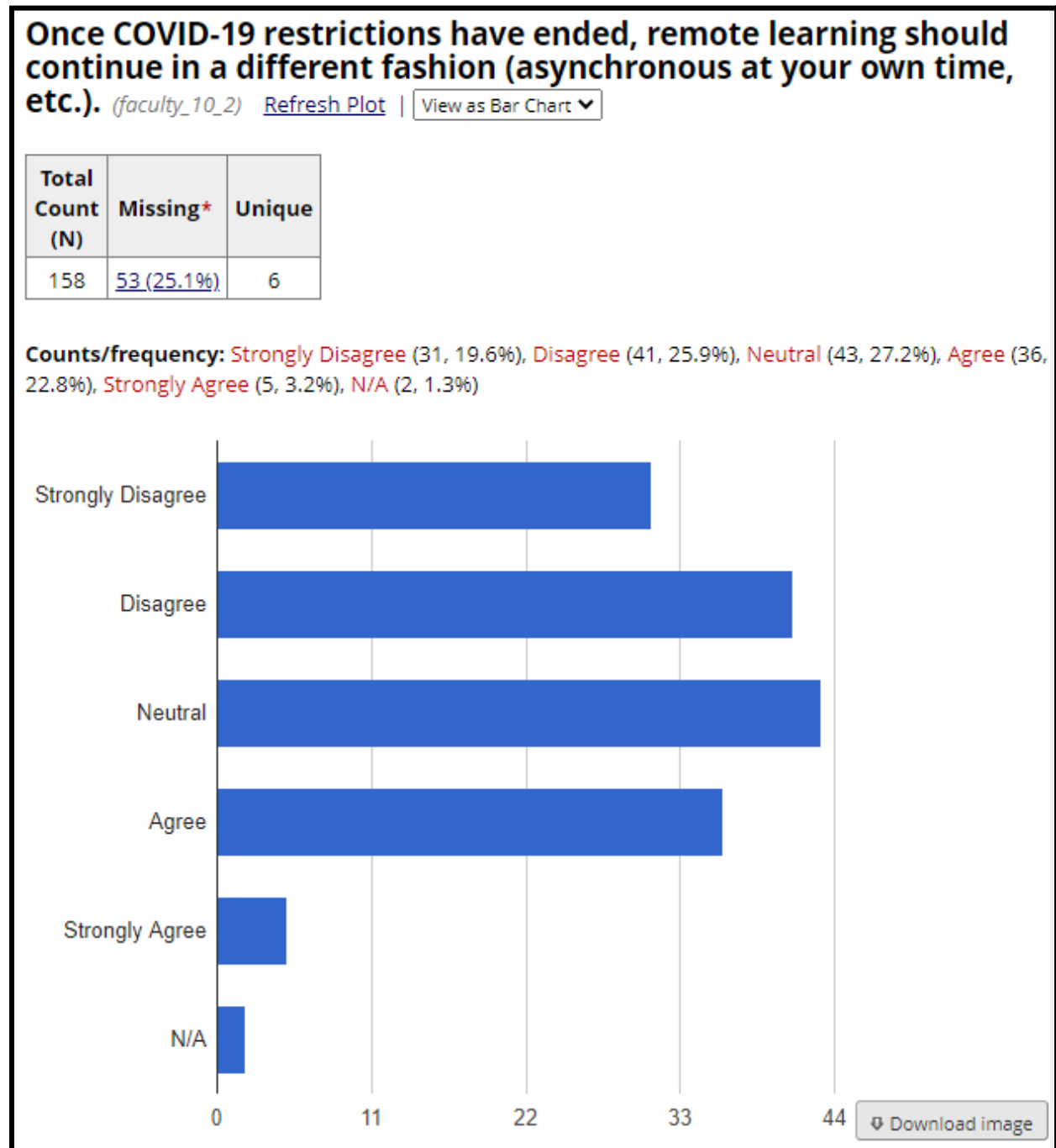
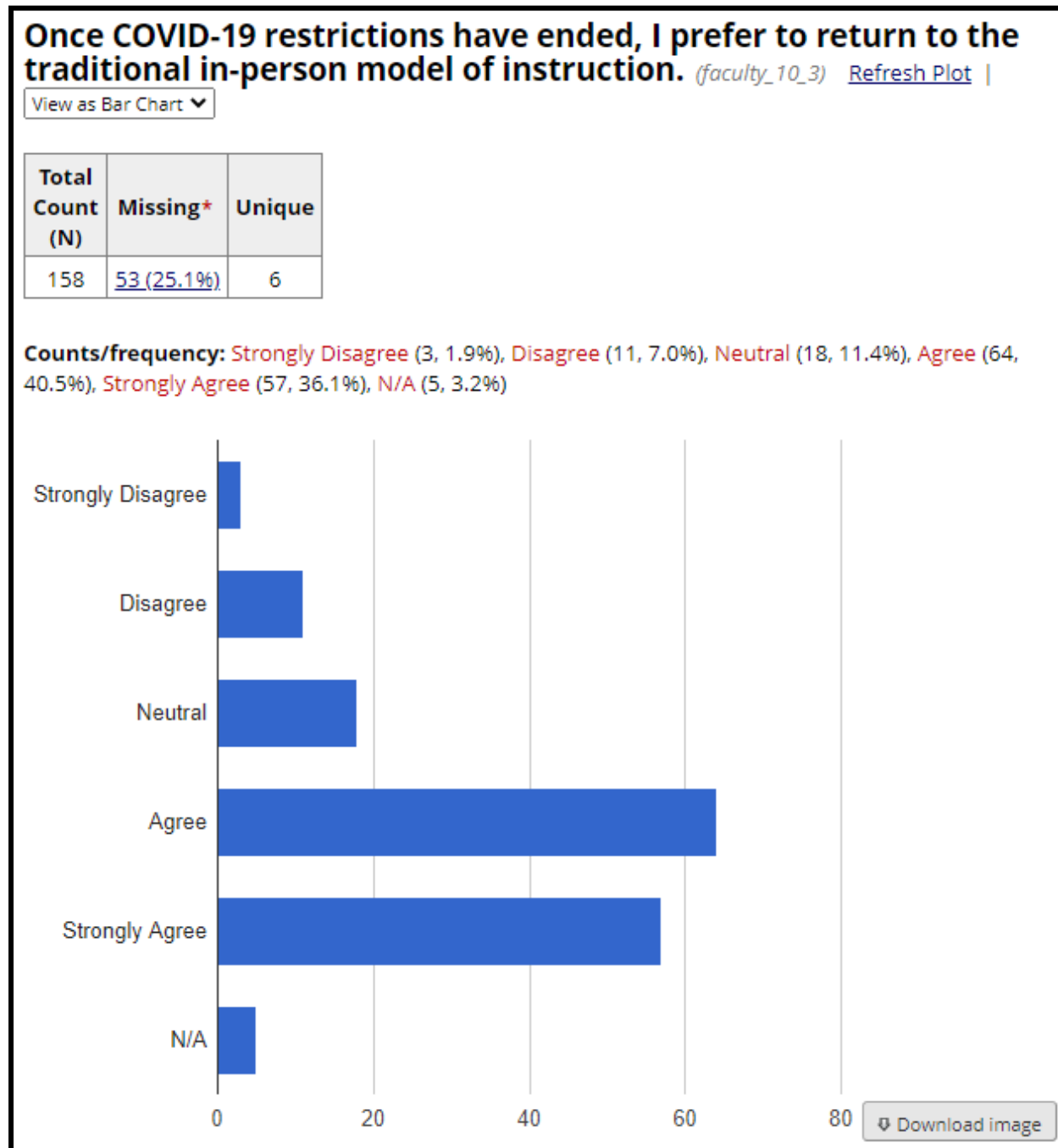


Figure 6:



APPENDIX B: SURVEY QUESTIONS

Please answer the following questions to determine your eligibility to participate in this study.

What is your age?	<input type="radio"/> Less than 18 years <input type="radio"/> 18-30 years <input type="radio"/> 31-45 years <input type="radio"/> 45+ years
What is your role at LSUHSC?	<input type="radio"/> Faculty <input type="radio"/> Staff/ Resident/ Fellow <input type="radio"/> Student <input type="radio"/> None of the above
Are you a resident or fellow?	<input type="radio"/> Yes <input type="radio"/> No
What gender do you identify with?	<input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Non-binary <input type="radio"/> Prefer not to say
What race are you? Please select all that apply.	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Latino <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Other/ Unknown
Are you Hispanic?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Prefer not to say
What is the highest degree or level of education you have completed?	<input type="radio"/> Less than high school <input type="radio"/> High School/ GED <input type="radio"/> Undergraduate/ Bachelor's Degree <input type="radio"/> Master's Degree <input type="radio"/> Doctorate (PhD, MD, DVM, DDS, etc.)
What is your employment status?	<input type="radio"/> Part-time <input type="radio"/> Full-time <input type="radio"/> Unemployed <input type="radio"/> Prefer not to say
Which school are you affiliated with? Please select all that apply.	<input type="checkbox"/> Nursing <input type="checkbox"/> Medicine <input type="checkbox"/> Dentistry <input type="checkbox"/> Allied Health <input type="checkbox"/> Public Health <input type="checkbox"/> Graduate Studies ((MSc Biomedical Science, Interdisciplinary, PhD in Biochemistry, Genetics, Neuroscience, or Physiology) <input type="checkbox"/> Other
What is your annual income? Please include any academic financial aid you have received in the past year.	<input type="radio"/> Less than \$25,000 <input type="radio"/> \$25,000 - \$50,000 <input type="radio"/> \$50,000 - \$100,000 <input type="radio"/> \$100,000 - \$200,000 <input type="radio"/> More than \$200,000 <input type="radio"/> Prefer not to say.

Which of the following options best reflects your current living situation?

- ☐ Alone
☐ With family
☐ With partner/ significant other only
☐ With roommate(s)

Are you currently married?

- ☐ Yes
☐ No

Do you have any financial dependents?

- ☐ Yes
☐ No
☐ Prefer not to say

How many dependents currently live with you?

Have you received your COVID 19 vaccine?

- ☐ No
☐ Yes, first dose of a 2-dose series.
☐ Yes, a complete series (2 doses of a 2-dose series (Pfizer or Moderna), or the single Johnson and Johnson dose)

Why have you not received the COVID-19 vaccine? (optional)

Has your state's stay-at-home regulation impacted your life in terms of health, education, or finances? Stay-at-home regulations include any order that limits your ability to go to work or social settings due to the COVID-19 outbreak.

- ☐ Yes
☐ No

Have any of your classes resumed in-person since the beginning of the COVID-19 restrictions?

- ☐ Yes
☐ No, none of my classes have resumed in-person
☐ In-person classes did not stop

When did in-person classes resume for you?

- ☐ Summer 2020
☐ Fall 2020
☐ Spring 2021

Did all of your classes resume in-person?

- ☐ Yes, they have all resumed in-person
☐ No, some classes are still remote

How disruptive has COVID-19 been to your usual school experience?

- ☐ Very disruptive
☐ Somewhat disruptive
☐ Not so disruptive
☐ Not disruptive at all

After the transition to remote learning, how did your class participation in your online classes change? (Participating refers to asking and answering questions either verbally or typed, engaging in discussion, and/or providing comments.)

- ☐ My class participation increased
☐ My class participation decreased
☐ My class participation did not change at all
☐ I did not have any online classes

During the time when classes were/are held in an online setting, how often did/do you interact with your instructor/s outside of scheduled class meetings?

(Interacting is defined as emailing your instructor/s and speaking with your instructor/s over Zoom, the phone, and in-person.)

- ☐ More than I did before COVID-19
- ☐ Equally as much as I did prior to COVID-19
- ☐ Less than I did prior to COVID-19

After the transition to online learning, how did your interactions with your instructors change when you contacted them?

- ☐ Instructors took less time to respond to me
- ☐ Instructors took longer to respond to me
- ☐ There has been no change in the amount of time instructors respond to me
- ☐ N/A

For the spring 2021 semester, how have your courses been delivered?

(Synchronous means live lessons in real-time with an instructor at scheduled times (either in-person or online). Asynchronous means pre-recorded lessons and/or online discussion boards that you complete on your own time. If your classes don't fall neatly into these categories, make your best judgement.)

- ☐ 100% synchronous, 0% asynchronous
- ☐ 75% synchronous, 25% asynchronous
- ☐ 50% synchronous, 50% asynchronous
- ☐ 25% synchronous, 75% asynchronous
- ☐ 0% synchronous, 100% asynchronous

Which of the following technological issues have been a challenge for you since the transition to remote learning?

	Very Challenging	Challenging	Not So Challenging	Not Challenging At All
Instructor discomfort or lack of familiarity with required technologies or applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own discomfort or lack of familiarity with required technologies or applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unclear expectations around which technologies and applications I am required to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to reliable communication software/tools (e.g., Zoom, Skype, Google)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to reliable internet service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to a reliable digital device (e.g., laptop, mobile device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to specialized software (e.g., Adobe products, statistical packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate digital replacements for face- to-face collaboration tools (e.g., whiteboards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following learning/educational issues have been a challenge for you since the transition to remote learning?

	Very Challenging	Challenging	Not So Challenging	Not Challenging At All
Finding time to participate in synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unclear expectations around course/assignment requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflicting class meetings and schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal preference for face-to-face learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course lessons or activities that haven't translated well to a remote environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty focusing or paying attention to remote instruction or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor availability/responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal motivation/desire to complete coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following student support services have been challenging to access since the transition to remote learning?

	Very Challenging	Challenging	Not So Challenging	Not Challenging At All	N/A
Internships or practicum placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing/food services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What are your biggest concerns with the transition to remote learning so far?

	Very Concerning	Concerning	Not so Concerning	Not Concerning at all
Grades/performing well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing my internship or practicum requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes to grading structures (e.g., pass/fail, credit/no-credit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to see classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to communicate with instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possible delays in graduating/completing my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missing out on extracurricular/on-campus activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online privacy, protection of my personal data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security/privacy in taking online exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following technical accessibility issues have been challenging for you since the transition to remote learning? Technical accessibility refers to the availability of information to those with disabilities.

	Very Challenging	Challenging	Not So Challenging	Not Challenging At All	N/A
Availability of live captioning on video conferencing. (Live captioning means that subtitles are not able to be turned off by viewers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of closed captioning. (Closed captioning means that subtitles are able to be turned off by viewers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to ASL interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test proctoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time on tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
File converting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to assistive technology hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following teaching-related accessibility issues have been challenging for you since the transition to remote learning? Teaching-related accessibility describes products and programs used by instructors to aid them in their curriculum.

	Very Challenging	Challenging	Not So Challenging	Not Challenging At All	N/A
Instructors only holding synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors only holding asynchronous classes (e.g., lectures given that students are able to view on their own time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timed tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors not using the LMS (e.g., Moodle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each statement below, please select the choice that applies to you the most. When mentioned, Covid-19 restrictions entail social distancing, limited occupancy in a setting, mask mandates etc.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Once COVID-19 restrictions have ended, remote learning should continue in a similar fashion (via Zoom at synchronous times, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once COVID-19 restrictions have ended, remote learning should continue in a different fashion (asynchronous at your own time, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once COVID-19 restrictions have ended, I prefer to return to the traditional in-person model of instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once COVID-19 restrictions have ended, it would be beneficial for instructors to continue holding virtual office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 delayed my immediate future plans (within 1 year) for seeking additional education opportunities (estimated time of graduation, graduate school, research opportunities, certification or testing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of COVID-19, I am no longer currently pursuing further educational opportunities after graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 delayed my immediate future plans (within 1 year) for seeking full time job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 accelerated my immediate future plans (within 1 year) for seeking full time job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Since the transition to remote work, have you been able to maintain necessary connections, such as work related communication, with colleagues?

- ☐ Completely
- ☐ Somewhat
- ☐ Not so much
- ☐ Not at all

How disruptive has COVID-19 been to your usual work experience?

- ☐ Very disruptive
- ☐ Somewhat disruptive
- ☐ Not so disruptive
- ☐ Not disruptive at all

Due to COVID-19, how has your participation in activities outside of work with co-workers (e.g., social activities such as lunch, volunteering, etc.) changed?

- ☐ Increased significantly
- ☐ Increased
- ☐ No change
- ☐ Decreased
- ☐ Decreased significantly

After the start of COVID-19 in March 2020, on general, how quickly did you receive a response to your work communication (e.g., emails, phone calls, etc.)

- ☐ Responses were quicker than they were prior to COVID-19
- ☐ Responses took about the same time as they were prior to COVID-19
- ☐ Responses were slower than they were prior to COVID-19

Since January 2021, in what setting have you been working? 'In person' indicates being present physically and working at the workplace. 'Remote' indicates working at a location outside of the workplace. If your work schedule does not fall neatly into these categories, make your best judgement.

- ☐ 100% in-person, 0% remote
- ☐ 75% in-person, 25% remote
- ☐ 50% in-person, 50% remote
- ☐ 25% in-person, 75% remote
- ☐ 0% in-person, 100% remote

For each of the items below, how strongly do you agree or disagree with the statement?						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
My institution provided me with adequate laptop/desktop(s) to carry out my work remotely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution provided me with adequate copier/scanner/printer(s) to carry out my work remotely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution provided me with adequate communication equipment (headset, microphone, camera) to carry out my work remotely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution provided me with adequate access to a meeting/communication application (e.g., Zoom, Skype) to carry out my work remotely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution provided me with adequate access to or reimbursement for internet service to carry out my work remotely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each of the items below, how strongly do you agree or disagree with the statement?						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
My institution communicated their expectations for remote work hours and schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution provided me with flexible work schedules to accommodate my needs for dependent care (e.g., caring for children, parents, or other relatives at home) during remote work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution communicated any changes to paid sick time for staff who are ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution made necessary adjustments to work goals and timelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution provided regular updates on status and plans for COVID-19 responses (e.g., State mandated guidelines for Covid-19 for place of employment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following technological issues have been a challenge for you since the transition to remote work?				
	Very Challenging	Challenging	Not So Challenging	Not Challenging At All
My own discomfort or lack of familiarity with remote technologies or applications (e.g., Zoom, Skype, Google)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to reliable telephone service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to reliable internet service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to a reliable digital device (e.g., laptop, mobile device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downloading/running my normal work-related software or application(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each statement below, please select the choice that applies to you the most. When mentioned, covid-19 restrictions entail social distancing, limited occupancy in a setting, mask mandates etc.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Once COVID-19 restrictions have ended, working remotely should continue in a similar fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once COVID-19 restrictions have ended, working partially remotely and partially in-person should continue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once COVID-19 restrictions have ended, I prefer to return to the traditional in-person model of working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 delayed my immediate future plans (within 1 year) for seeking additional education opportunities (estimated time of graduation, graduate school, research opportunities, certification or testing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of COVID-19, I am no longer currently pursuing further educational opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 delayed my immediate future plans (within 1 year) for seeking full time job opportunities .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 accelerated my immediate future plans (within 1 year) for seeking full time job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you resumed teaching any of your classes in-person since the beginning of COVID-19 restrictions?

- ☐ Yes
☐ No. I have not resumed teaching any of my classes in-person.
☐ In person classes did not stop
☐ I have not been teaching since the beginning of COVID-19 restrictions.

When did you resume teaching in-person classes?

- ☐ Summer 2020
☐ Fall 2020
☐ Spring 2021

Did you resume teaching all of your classes in-person?

- ☐ Yes. I resumed teaching all of my classes in-person.
☐ No. Some classes are still remote.

How disruptive has COVID-19 been to your usual teaching experience?

- ☐ Very disruptive
 - ☐ Somewhat disruptive
 - ☐ Not so disruptive
 - ☐ Not disruptive at all
-

During the time when classes were/are held in an online setting, how often did/do you interact with your students outside of scheduled class meetings?

(Interacting is defined as emailing your students and speaking with your students over Zoom, the phone, and in-person.)

- ☐ More than I did prior to COVID-19
 - ☐ Equally as much as prior to COVID-19
 - ☐ Less than I did prior to COVID-19
-

After the transition to online learning, how did your interactions with your students change when you contacted them?

- ☐ Students took less time to respond to me
 - ☐ Students took more time to respond to me.
 - ☐ There has been no change in the amount of time students take to respond to me.
 - ☐ N/A
-

For the Spring 2021 semester, how have you delivered your courses?

(Synchronous means live lessons in real-time with an instructor at scheduled times (either in-person or online). Asynchronous means pre-recorded lessons and/or online discussion boards that you complete on your own time. If your classes don't fall neatly into these categories, make your best judgement.)

- ☐ 100% synchronous, 0% asynchronous
- ☐ 75% synchronous, 25% asynchronous
- ☐ 50% synchronous, 50% asynchronous
- ☐ 25% synchronous, 75% asynchronous
- ☐ 0% synchronous, 100% asynchronous

How challenging have each of the following technological issues been for you since the transition to remote learning?

	Very Challenging	Challenging	Not So Challenging	Not Challenging At All
Student discomfort or lack of familiarity with required technologies or applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own discomfort or lack of familiarity with required technologies or applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to reliable communication software/tools (e.g., Zoom, Skype, Google)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to reliable internet service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to a reliable digital device (e.g., laptop, mobile device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to specialized software (e.g., Adobe products, statistical packages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My access to library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you say your students have adapted to remote learning, from your experiences and observations as an instructor?

- ☐ My students seem to be struggling a great deal with adapting to remote learning.
☐ My students seem to be struggling somewhat with adapting to remote learning.
☐ My students seem to be adapting reasonably well to remote learning.
☐ My students seem to be adapting extremely well to remote learning.

How challenging have each of the following been for you in adapting course design and/or assignments to remote learning?

	Very Challenging	Challenging	Not So Challenging	Not Challenging At All
I am not familiar or comfortable with online applications/tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have limited knowledge of options for online course delivery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have limited personal time or energy to effectively adapt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal preference is for face-to-face learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course lessons or activities haven't translated well to a remote environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am uncertain about how to best assess student learning in this environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have not been adequately available/responsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How concerning have each of the following issues been for you with the transition to remote learning?

	Very Concerning	Concerning	Not so Concerning	Not Concerning at all
Diminished student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes to grading structures (e.g., pass/fail, credit/no-credit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to communicate with my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online privacy, protection of student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online privacy, protection of my personal data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations of my teaching effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impacts to tenure eligibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security/privacy in proctoring online exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each statement below, please select the choice that applies to you the most. When mentioned, COVID-19 restrictions entail social distancing, limited occupancy in a setting, mask mandates etc.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Once COVID-19 restrictions have ended, remote learning should continue in a similar fashion (via Zoom at synchronous times, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once COVID-19 restrictions have ended, remote learning should continue in a different fashion (asynchronous at your own time, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once COVID-19 restrictions have ended, I prefer to return to the traditional in-person model of instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 delayed my immediate future plans (within 1 year) for seeking additional education opportunities (estimated time of graduation, graduate school, research opportunities, certification or testing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of COVID-19, I am no longer currently pursuing further educational opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 delayed my immediate future plans (within 1 year) for seeking full time job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID-19 accelerated my immediate future plans (within 1 year) for seeking full time job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions ask about your financial situation.

On average over the past 12 months, how would you describe your spending patterns?

- ☐ Spending is less than income/savings.
- ☐ Spending and income/saving are about equal.
- ☐ Spending is more than income/savings.

How well do each of the following statements describe you or your situation since the COVID-19 pandemic started?

	Does not describe me at all	Describes me very little	Describes me somewhat	Describes me very well	Describes me completely
I could handle a major unexpected expense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am securing my financial future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of my money situation, I feel like I will never have the things I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can enjoy life because of the way I'm managing my money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am just getting by financially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned that the money I have or will save won't last.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following statements describe your situation since the COVID-19 pandemic started?

	Never	Seldom	Sometimes	Frequently	Always
I am afraid that my income will decrease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about having money to celebrate holidays and other special occasions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about financial matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions are about your social interactions with others. Please answer based on your feelings during the last 12 months.

	Hardly Ever	Some of the Time	Often
How often do you feel you lack companionship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you feel left out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you feel isolated from others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions are about your mental health.

Has a medical provider diagnosed you with an anxiety disorder since the pandemic started? ☐ Yes
☐ No

Do you have a current diagnosis of an anxiety disorder? ☐ Yes
☐ No

Has a medical provider diagnosed you with depression since the pandemic started? ☐ Yes
☐ No

Do you have a current diagnosis of depression? ☐ Yes
☐ No

Over the last 2 weeks, how often have you been bothered by any of the following problems?

	Not at all	Several Days	More than half the days	Nearly everyday
Little interest or pleasure doing things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed, or hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble falling, staying asleep, or sleeping too much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling tired or having little energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor appetite or overeating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling bad about yourself- or that you are a failure or have let yourself or your family down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble concentrating on things, such as reading the newspaper or watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving or speaking so slowly that other people could have noticed? Or the opposite- being so fidgety or restless that you have been moving around a lot more than usual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoughts that you would be better off dead or of hurting yourself in some way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Over the last 2 weeks, how often have you been bothered by any of the following problems?				
	Not at all	Several days	More than half the days	Nearly everyday
Feeling nervous, anxious, or on edge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to stop or control worrying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worrying too much about different things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble relaxing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being so restless that it is hard to sit still	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming easily annoyed or irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling afraid as if something awful might happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any feedback you may have about the survey.

APPENDIX C: OPEN ENDED RESPONSES

"Please provide any feedback you may have about the survey." (n = 114)

- Faculty, n = 29 (13.7%)
- Students, n = 32 (10.6%)
- Staff/Residents/Fellows, n = 53 (16.9%)

RESPONSES: FACULTY

1. covid has affected our ability to train our residents, especially in surgical procedures
2. Good luck with survey
3. Great survey!
4. I am clinical faculty - not teaching, seeing patients. I left out all the questions referring to students and their curriculum.
5. I have gained weight and resumed smoking since the pandemic began. :(I hoped that the pandemic turning around would motivate me to lose weight and quit smoking, but the current lack of improvement in the world make it feel endless and very frustrating.
6. i think it would need to be more specific to individual happenings. more place for comments
7. I think the university is doing more segregation between races with their adoption of diversity, inclusion, and equity. This adds to the stress of conforming that punishes those who do not agree and those who would voice opposition (Cancel culture). Case in point: requiring faculty, students, and staff to attend "diversity workshop trainings." When you force someone to do something, you tell them to sacrifice something. It's not voluntary to change behavior, it is mandated by the university and weak willed leaders. A few behaviors are unacceptable, others are borderline, some are frowned upon, while a vast majority are ok. Understand that the majority of stress that comes from academia is not the schooling nor the pandemic lockdowns. It is by individuals who do not know how to behave and treat each other. This is largely the leadership and faculty who are teaching the students. Seclusion is self induced. Ostracism is caused by the community and those around you. Ostracism is a greater stress and it is on the rise at this time. Put your survey into that and you will get a much greater response of what the real stresses are.
8. I was hoping the survey would ask whether we felt supported by LSUHSC or had the resources we needed as faculty to immediately transition from in-person to online teaching- so I will offer my comments here. Zoom is a fine platform for this and I appreciate that we are not expected to use multiple platforms. But our "training" for transitioning to online teaching was totally inadequate (1 hr) , we have had to learn most things on our own. It was very tone-deaf of the HSC to make us log and submit proof of work-from-home hours and take ANNUAL leave at times if we couldn't put in 8 hours per day between mid-March through the end of May 2020. Isn't adapting to online education, testing, and progressing our students in the midst of a pandemic enough (especially when I suddenly had 2 young children out of school at the same time)? Based on my informal poll of

colleagues at other institutions, we are the ONLY HSC that was made to do this and I felt devalued as a faculty member.

9. Interesting
10. Interesting questions.
11. Last section wasn't so good. There's a wide range between NOT AT ALL and SEVERAL DAYS. MY answers for SEVERAL DAYS would have probably been better stated as A FEW DAYS, but given choice between SEVERAL DAYS and NOT AT ALL, I chose SEVERAL DAYS.
12. longer than I expected.
13. My teaching is to residents and students in hospital setting mainly so some of the teaching questions were not so pertinent. In-person and zoom are options available for all of my teaching, but regardless myself and my residents went to work every day during the pandemic and were not affected by stay at home mandates.
14. Neutral, I believe that I weathered the pandemic quite well
15. none
16. On some pages the scale did not match the statement that we were being asked to respond to.
17. Personally, I felt secure in my job as a SON faculty member, and felt lucky in being able to work from home and not losing any income. However, my husband was out of work for 8 months and we lost \$40,000 in his annual income. Despite the drop in income we did not experience financial strain due to decreased expenses (ie. eating out, travel, activities outside the home). I was also lucky in that I did not experience personal loss in reference to family death due to COVID-19. I had actually been able to wean myself off of my anxiety/depression SSRI medication prior to the pandemic at the end of 2019, however, I decided to start taking it again after I had to quarantine with my special needs son for the second time in two months after my husband went back to work and have continued taking it since the start of 2021. Academically, I have seen more students struggling in my course since moving to the distance learning format. It is extremely difficult to get students to engage while in the zoom classroom during lectures and I have found it difficult to adapt my lectures to be a more engaging and interactive format while online.
18. Post Covid I felt that students and myself adapted well to online class and the ability to work from home was nice. I have had post-covid palpitations and migraines. I had Covid in June 2020.
19. Relationship issues were not assessed. The hardest aspect of the pandemic aftermath was on interpersonal relations with my partner, which resulted in separation.
20. Should have included questions about alcohol/substance use.
21. Some options didn't apply completely to me regarding students and probably would have been better to have a N/A option available.
22. Teaching questions not quite geared to medical faculty.
23. Thank you , for this opportunity.

24. Thank you for taking the time to do this; however, I feel that my concerns are probably different than my peers. I am isolated due to my opinions about the pandemic.
25. The pandemic has been very challenging mentally. Also lost a family member (close) due to COVID. It's been a devastating experience. Hope things get better.
26. The preferences for teaching online or not are not easy to answer for the SON -- Undergraduate do better face to face; challenging to get them to interact online etc. Graduate students (DNP; DNS/PhD), however, have done quite well online interacting and participating in class activities... online; and I think they appreciate the flexibility of not having to come to a classroom.
27. The transitions in the beginning of the pandemic and currently have been the most stressful as faculty had to move from campus to home and then home back to campus. Asking faculty to return to campus towards the end of the semester was abrupt and difficult, since home work environments and schedules have been in place for the entire semester and past year. It would have been less stressful if we could have made the transition to 75% at the end of the semester and began the summer semester with that requirement.
28. This survey does not apply to Research Faculty that do NOT teach, so I skipped a LOT of questions.
29. too long

RESPONSES: STUDENTS

30. An online learning environment is absolutely not suitable for medical school and I worry my education has been subpar compared to in-person education in the past. I worry my future patients will believe the same and lack faith in my skills.
31. Asynchronous vs synchronous classes did not define my situation completely. I greatly appreciate the hybrid of these, that I am currently receiving in the DNP-NA (Synchronous classes with the option to rewatch the recording). In the future I believe classes should be live, with the ability to rewatch the live class via a recording at my convenience.
32. Covid caused many issues with online learning but now that a lot of the glitches have been figured out I think it would be unfair and cause lots of anxiety to jump right back into in person classes after being remote learning for so long. I think jumping back into in person classes too quickly could cause a lot of emotional distress if done abruptly.
33. Great survey.
34. Having a "required" answer to the question about whether I've been diagnosed with depression/anxiety without a "prefer not to respond" option felt invasive, especially since almost none of the other questions required a response.
35. I have LOVED being online. I especially like when lectures are recorded and feel like I can learn better. This is because I can stop the recording, take notes, rewind whenever needed, and really grasp the material before moving on. This has helped tremendously! I noticed a big difference right away, while some people focused on how they didn't like the change, others have capitalized on it by taking the time to learn more than what we would inside the classroom during a live lecture. I also feel like the instructors are even more deliberate in making

sure we are equipped for clinical skills. We get to learn about the clinical world both online and on our lab days, and the Simucases have been beneficial. In-person labs have always felt rushed to me, so I really appreciate having recorded information that I can listen to any time. I also love the flexibility of recorded sessions because I've been able to work around a personal schedule to some extent. I also like when the instructors have the choice to work from home, because they can tailor their day if needed as well. Though most of my classes have been synchronous/live, my strong preference is when I can listen to pre-recorded classes on my own time. I see my learning as my own responsibility. If I am in grad school, I should be expected to be able to learn the same material whether in person or online. If I can't, the issue is with my personal organization and accountability rather than someone else who would teach the same material whether in person or online. My instructors have all done a FABULOUS job in making sure we have everything we need to succeed.

36. I have never in my 15 years of schooling had such bad grades in almost every class. I also have never been so worried that if I have to end up re-taking classes, that I would not afford them. This pandemic has affected me in ways that in unspeakable and finishing my first semester here with ALL online classes will be a miracle if accomplished.
37. I prefer not to ans a mental health exam.... thanks
38. I think there should be more emphasis on a new, modified normal post COVID. A hybrid model would be the most beneficial to me. Basic classes going over definitions and foundation learning can easily be done online. I think this model would reduce burn out of students. Being on campus from 8am-5pm 5 days a weeks is exhausting and usually unnecessary. I hope LSUHSC can work to find a balance between long hours we are required to be in class, and the option for home learning for classes better suited for that. This is most likely a case by case thing that would be decided by each department head.
39. I thought it was good. Since I have more of a commute to school, I would much rather stay online with classes in the future and take remote exams because it allows me to feel more comfortable being in my own home
40. In some categories it might be interesting to consider positive effects of the pandemic. For example, with Zoom lectures, I've been able to keep up with chores better by multitasking, and in the process discovered that I'm an auditory learner. My retention has improved by not being as distracted with slides. Additionally I have more time to study by getting housework done more efficiently. As another example, at the beginning of the pandemic I was working independently on a big project that really didn't require me to be in the office. I was able to make much better use of my time by not spending 30 minutes traveling to and from the office, and as a bonus I was more focused without the social distraction of other people at work. Additionally, without extracurricular activities as a distraction, I have also made better use of my study time. And, my financial situation has improved with stimulus money and fewer expenses due to social obligations and transit. Some of these things might be a good argument for continuing some of the educational strategies that we've developed during the pandemic.

41. In the School of Graduate Studies, work from home and virtual learning never occurred, so coursework and lab work did not change due to the COVID-19 pandemic. However, because of the lack of following CDC and LSUHSC COVID-19 guidelines, many students in the School of Graduate Studies experienced increased stress and anxiety throughout the pandemic.
42. It is nice that some meetings can be online, however, I feel as though I would learn more in school if I were in person.
43. It's a great survey! Thank you!
44. jet fuel can't melt steel beams
45. Keep remote learning!
46. n/a
47. On the questions that I think ya'll are trying to get on depression and anxiety symptoms in the last two weeks, I think you should have an option between several days and not at all, most weeks I might feel down once or twice a week but that's not several days or not at all. There's too much of a jump between those two categories
48. Professors have kept their in-person grading structures. There hasn't been much leeway this semester and we are all still struggling. I feel like my grades have gone downhill and I can't concentrate to save my life. The kids have gotten sick, I've gotten sick. I email the professors and get, "Well, the syllabus says it's 5 points per day late." or "I don't accept late assignments, even 1 minute late, and everything is due before class even starts." It brings down morale and makes some of us wonder what the point is.
49. Some of the questions may not be suitable for students who are in clinicals or doctoral students who are no longer in the classroom setting and are only conducting prospectus or disseration research.
50. Survery was great! Definitely important to address these things. I was diagnosed with GAD and MDD in 2018, so keep that in mind with my answers as I don't want that to sway the data.
51. Thank you for creating this and hearing our input as a student body. It means so much to know that you care and are looking at how this pandemic has impacted us professionally and personally.
52. Thanks for the survey
53. The survey could have taken into account grad students. Especially those of us forced to continue working in person/lab during pandemic. I think many were constantly on edge about contracting covid or seeing others in labs getting sick
54. The survey encompassed all assets appropriately
55. The survey should have included more questions regarding readiness and concerns about preparedness for hands-on or practical applications of medical training. Virtual learning is not problematic for pre-clinical information and in many ways is better; however, the true weakness lies in the inability to convert knowledge to real world application.
56. The survey was a bit tricky to answer sometimes especially with how some of the questions or statements were stated.
57. This is a great study that will provide some insight into how COVID has affected students. Thank you!

- 58. This is a great survey, but I would have liked a comments section dedicated to any specific aspects that were not asked. I am not sure what the percentages are of the students and staff that are vaccinated but I know it is plenty enough to stop having to worry about restrictions. We have let the virus control our actions for far too long and it has become a sickness itself to use these restrictions to stay away from others. This virus has polarized people to the point where others are condemned for not feeling compelled to comply to unscientific restrictions. This virus has created a sense of superiority in those that "correct" others if they are not wearing a mask or say they are unsure about getting the vaccine. I have experienced this first hand and it is alienating. I do not wish for others to get sick from this virus but the cure cannot be worse than the disease, and so far it has been.
- 59. This pandemic has shown me that I don't need to attend campus everyday to get a good education. There are several of my classes that can be taught over zoom instead of sitting in class. Having online class has saved me so much money when it comes to driving to campus everyday. I do feel there are certain classes that we need to be on campus for to do hands on learning, but some classes are just lectures and those can be taught on zoom. However I do feel the university should reduce our tuition severely since we aren't on campus full time.
- 60. This survey was too long
- 61. This was a very insightful survey. I am glad they are getting feedback from everyone about how COVID is impacting so many people.

RESPONSES: STAFF / FELLOW / RESIDENT

- 62. Based on the crime during the pandemic is the reason for the last answer.
- 63. Because some questions are asking about depression, etc., there should be a link that a person who may be going through something, has access to seek help, even if it's anonymously.
- 64. Best of luck.
- 65. Big issue I have, being the Asian becomes the source of hate. You cannot hide the skin color, you cannot choose where you are born on the earth. Covid-19 is the pandemic disaster, few and few people here believe science, instead they believe whatever the former president said. It is so sad, today our society becomes so bi-polarized.
- 66. Covid changed our life dramatically,
- 67. I am glad this data is being collected. Hope the results will be shared.
- 68. I am more stressed about having to be in the office 75% of the time than any time during the pandemic. I was much less stressed coming in on my own schedule when I had work I couldn't do remotely. For example when everyone was staying home I would come in to get signatures and route paperwork. I'd say nearly all of my work can be performed remotely. I was happy before the mandated in-office appearance, and my supervisor was pleased with my work. I was more willing to work after hours. Now I am unhappy and have much less job satisfaction with the mandated 75% presence.
- 69. I am technically faculty, but when I went to answer the questions they were all about teaching and classes, things that I am not responsible for. I changed my

status to staff, and there were definitely more questions that were applicable to me. I would also like to point out that for some people they never transitioned to any remote work; I've been coming in each week this entire time or taking leave occasionally, so the questions about provision of adequate technology to work from home were not applicable.

70. I answered the survey based on my experiences, but I believe my responses won't accurately display what you are trying to capture. For example, I am experiencing acute heightened anxiety, but it is because of personal matters and not at all related to covid-19. Also, several questions sought to capture the transition to remote work and finances relative to working during covid-19 times, but I was unemployed during the entire 2020 and did not begin working at LSUHSC until Feb 2021. Last, I do not know if the "in the past 2 weeks" scale was the most relevant; to me, "several days" and "half of the days" is pretty much the same. There was no option for, what is to me, "a couple of days". Good luck with the survey!
71. I feel as if I actually work more (longer hours) with remote work. This is fine with me! I commute about 2 hours round trip, so I much prefer being productive with work as opposed to driving/sitting in traffic. I hope remote work remains an option as the pandemic comes to an end.
72. I feel like there were some noticeable holes in the information this survey asks for; for example, I feel that many of the questions were crafted under the assumption that I was able to participate in remote working -- I wasn't -- and I found it curious that the last section specifically referred to occurrences within the last two weeks, when it seems like many of the issues listed would be more long-term. (Also, there is a fairly wide gap between something happening "several days" during that time period and it happening "not at all.")
73. I have more anxiety as to how I will balance my health, work, and home obligations with spending 8-10 hours on campus and 1.5 hours on the road while having family demands that require my attention during work hours; but without work from home status; I can't manage my schedule outside of the normal 8 hour day.
74. I hope this is anonymous.
75. I hope working from home will be an option (at least part-time) after COVID restrictions relax.
76. I personally am able to work at my location every day. However, I think it is important for many of our faculty and staff to have the option to work remotely when needed. Prior to the pandemic, we did not take our colleagues home situations into consideration. Many people would benefit from having some sort of work from home option when things such as sick children or caring for aging parents come up. We now know as an institution we have the ability to make this happen and should treat working family members with respect instead of a burden.
77. I think I've experienced a normal amount of stress and anxiety given the circumstances.
78. I understand the questions but a little to personal.

79. I wish LSUHSC stopped assuming that working from home = being lazy, not working. It feels like they are more concerned with returning to an outdated system than with their employees actual needs. Think of us as people not producers.
80. If this information is provided to the administration, I would like them to know that they made me feel like I was not valued when they forced me my fill out a form at the beginning of the pandemic explaining why I should be allowed to work from home. Not everyone works in an office building. I work at one of the area hospitals where people were (and still are) coming into the building with COVID. In non-COVID times, I regularly feel undervalued and unappreciated, but COVID really amplified these feelings. The only administrative people that are appreciated are those that work in the dean's office. They continue to have parties and raises while the rest of us peons should just feel lucky to still have a job.
81. i'm getting close to retirement so some of my answers are reflective of that.
82. I'm surprised the survey didn't ask if I or a family member got sick with COVID-19.
83. In my personal opinion, I think more people are more productive with job duties in a non traditional 9-5 work schedule. Having flexibility is very important. A increase in pay should also be considered as the cost of living continues to increase but wages remain the same.
84. It doesn't ask: Did you had COVID? If so, Did we suspect that we caught it at work? if we had COVID, how long were we sick? Did related medical expenses create a financial burden? Did the disease cause the problems mentioned in the survey?
85. It touch the main points what we are going through, a lot of things we can relate to we must take care of our mental health.
86. It was a decent survey. Best wishes with the analyses. Please share the results with us once you are done.
87. It was informative about how we feel and discern thing thing that happening and emotional and physical well being.
88. It would have been helpful to talk about campus policies regarding COVID mitigation efforts at some point. There is no uniform enforcement regarding wearing masks on campus. Conversely, if a child is brought to the school it was made clear this could result in disciplinary action up to dismissal.
89. My responses to the last few questions (the depression scale questions) are not covid-related, in case that's helpful. In fact, being able to continue working remotely has actually helped those symptoms be less severe than i believe they otherwise would.
90. My work performance and requirements are both much higher now than pre-COVID. Working remotely/meeting remotely has led to an increase in productivity rather than a detraction. Even though I have experienced a lot of the COVID related mental health burdens over the last year, I've also never been healthier--being allowed more time at home has helped me to strengthen my relationships, exercise, lose weight, eat healthier and have greater job satisfaction because I know I put in a hard day's work every day.

- 91. N/A
- 92. no
- 93. Pretty extensive...
- 94. Question about percent of time working remotely/on campus since January 2021 does not differentiate between those still doing a hybrid remote/in-person schedule and shift in percent of time on campus since January (i.e., Some worked remotely some days until February, then returned to 100% in person)
- 95. Question about spending doesn't consider potential decrease in income during COVID for example - I may be overspending in relation to income/ savings not because I am spending more than before COVID, but because spouse lost employment thus, overall household income lowered.
- 96. Remote work should continue for the people able and willing to do it. People shouldn't be forced back to work too quickly if they can accomplish their job remotely, even if restrictions are lifted. More social activities should be brought to the attention of the people who miss the social interactions, like LSU Health Toastmasters (toastmasters@lsuhsc.edu) who meet virtually via Zoom.
- 97. Should ask how we feel about our department's overall handling of COVID-19 and how we feel about our jobs accordingly.
- 98. Some of the questions were too broad and did not really fit my situation. I tried to answer as best I could.
- 99. Straight forward and quick
- 100. Thank you for sending out this survey. I hope those on campus will take the time to complete/submit this survey. I am 100% working from home in my current position as Student Clerkship Coordinator and similar positions. I believe that is very feasible to work 100% from home or have a hybrid of being remote and in person. We could definitely be remote if each person had either access to a copy machine and the alike or have a multifunctional printer/copier at home. Thank you LSUHSC for all of the resources and flexibility that was provided throughout the pandemic. it made a true difference with easing anxiety of being quarantined.
- 101. Thank you for taking time to explore these important questions.
- 102. Thank you for this survey. I have a couple of comments. We heard very little, if any, guidance from the School of Public Health during the past year. It seemed like the only communication was from the School of Medicine. I mention this because the term Public Health was heard every day through the news, but in our institution, the name was almost silent. Also, the frequent unprofessional and bully-type of communication sent by the Chancellor's Office, probably written by Leslie Capo, was more upsetting than feelings of isolation or engaging in less activity throughout the pandemic. This survey should have asked participants about these types of communications we received which had a negative impact on many and our organizational culture. I wish this survey talked about the varying leadership levels and the lack of ability to lead during this pandemic. Work life did take a toll on me more than the questions asked in this survey.
- 103. The in person 40-hour work week should not resume beyond COVID. Flex schedules have proven to work well, allowing for lower overhead costs and happier employees.

- 104.** The institution has been working as if COVID-19 doesn't exist. The patient load and amount of workers really didn't change in the clinic setting. This has brought on so much stress and fear for us, the workers. But we needed and need our jobs.
- 105.** The mental health questions assume that respondents have seen a health care provider in the last 12 months to be diagnosed with anxiety or depression.
- 106.** The option to work from home (at least part-time) should continue. Our department continued to thrive during covid while everyone worked from home. People are more productive at home when they are not distracted by others at the office.
- 107.** The survey did not take into account many concerns 1: Some people such as myself never transitioned to remote work 2: Some people had pre existing conditions 3: The scales were not best for measuring the indicated result.
- 108.** The survey was very detailing. It made me think about my feelings during the pandemic and my disconnect to my co-workers and others.
- 109.** The work from home flexibility honestly improved my mental health, even with all of the hardships of the pandemic and social unrest. Being back at the office more the last few months has brought it back down a bit - I am more stressed about getting everything done at work and at home, more exhausted at the end of the day but not sleeping as well at night, and generally grumpier.
- 110.** There are some restrictions with the pandemic, but not many that can't be overcome. I enjoy just being with my family and spending quality time. When life hands you lemons, you make lemonade (corny but true).
- 111.** This may actually help.
- 112.** We were not given enough notice on the demand of 75% on campus work. Told on a Monday to start that Thursday was inconsiderate. Also, why did they start April 1, a Thursday when the next day was a holiday? I thought it was stupid. At least wait until Monday April 5. Anyway, most of my work can be performed remotely. I live close enough to campus to be there in short notice. I resent the mandate of 75% being in the office. The Dean of Medicine even "patrols" the different sections seeing how many bodies are around. It is insulting, especially for me being an exempt salaried employee. BTW, I also resent the way HR treats us; how are we exempt, salaried employees but we have to take leave if we have to go to a doctor's appointment or any reason we have to take a couple of hours away from the office? THAT is NOT the definition of exempt and on salary.
- 113.** Well designed survey. Thank you for putting effort into these questions. I would have been happy to answer questions related to changes in dietary patterns as well as participation in vices (ie smoking frequency, alcohol consumption, etc.). I feel like these two areas could be quite telling about an individual's mental health throughout the pandemic.
- 114.** Working remotely worked great for me. I got so much done. It worked well for me and my supervisor. Being back at 75% is stressful. I feel overwhelm. However, I comply and I am at work in-person 75-100%.