

San Francisco State University - Summer 2020 Remote Internship Collaborative
Examining First-Year Student Retention During COVID-19



The Summer 2020 Remote Internship was a collaboration between First-Year Experience (FYE), Institutional Research (IR), and the Center for Equity and Excellence in Teaching and Learning (CEETL).

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Key Findings

- The purpose of the study was to examine first-year student retention during COVID-19. This included the following:
 - Check-in with first-year students and show them that SF State cares;
 - Gather information about their experience during the COVID-19 disruption;
 - Offer support and assess needs to better prepare the campus for fall 2020.
- The population of interest was San Francisco State University fall 2019 first-year students (n = 3,694).
- The survey instrument was 11 items in length and measured the following: student intent to re-enroll in fall 2020; identify **why** students were **not** planning to return in fall 2020 (where applicable); learn about first-year student **experiences** during the pandemic; identify areas of student **worry** about the upcoming fall 2020 semester; and assess **resources** that students do and do not have access to for remote learning.
- Data was collected via a telephone survey hosted on the Qualtrics platform. Data collection was possible with the assistance of 52 student interns during the summer 2020 semester.
- The survey yielded a total response rate of **35%**, which allows us to better generalize the findings of the survey to the overall fall 2019 first-year student population.
- A total of **83%** of student respondents indicated that they **definitely** plan to re-enroll at SF State in fall 2020.
- As a result of COVID-19, our first-year student respondents have experienced many difficulties, including: family members/romantic partners losing their job (59%), job loss themselves (45%), and increased difficulty meeting their basic needs (40%).
- Student respondents indicated multiple areas of worry about the upcoming fall 2020 semester. The top three areas of concern were: being academically successful in their online classes, juggling family expectations, school, work, and other responsibilities, and being directly affected by COVID-19.

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- The majority of student respondents reported access to technology resources at home, including: a smartphone (99%), laptop/computer (98%), and adequate wifi/internet access (95%). While less student respondents reported having access to ergonomic supports at home, including: a comfortable chair (79%), quiet study space (71%), and a designated study space (68%). Only 42% of student respondents have access to a tablet.
 - Nearly one in two student respondents (48%) reported needing to share their quiet study space with others.
 - Over one in three student respondents (36%) indicated needing to share their study chair with others.
 - Nearly one in four student respondents (23%) reported needing to share their laptop/computer with others - one of the most crucial tools for online learning.
 - Student respondents planning to return to SF State in fall 2020 noted multiple areas for improvement that would help them to be successful during remote learning, including: increased communication from faculty; faculty understanding & flexibility; and availability of support services.
 - Students who are unsure about returning to SF State in fall 2020 noted that they are uncertain about returning due to: financial reasons, preference for in-person classes, taking a gap semester, and personal/family issues.
 - Students who do not plan to return to SF State in fall 2020 noted that they are not returning due to: financial reasons, plans to enroll in a community college, taking a gap semester, preference for in-person classes, and plans to enroll at another 4-year University.
 - The Undergraduate Advising Center (UAC) and/or Basic Needs Services (BNS) followed-up with students who requested additional supports.
 - Key recommendations include: improving support around financial resources & literacy; continuing faculty development around remote instruction, and continuing to communicate with students about available virtual supports.

Introduction

The first-year freshmen cohort retention rate at San Francisco State University typically hovers around 80% (ir.sfsu.edu/content/student-outcome). This essentially equates into one in five students departing the university prior to the start of their 2nd year. The added complexities of the COVID-19 disruption in the spring 2020 semester, and an online fall 2020 semester, highlighted the need to survey our fall 2019 first-year students' intentions to return in the fall. The First-Year Experience team (FYE), Institutional Research (IR), and the Center for Equity and Excellence in Teaching and Learning (CEETL) collaborated in summer 2020 to conduct this research.

In order to maximize the response rate for this important research, a telephone survey methodology was selected and employed. Previous research has suggested that telephone surveys typically yield response rates above and beyond that of online surveys. For example, Woo, Kim, and Couper (2015) randomly assigned undergraduate students in South Korea to an online or telephone survey. Their response rates were 21% for the online survey and 81% for the telephone survey. Additionally, in a study conducted by Lee, Kim, Couper, and Woo (2019), researchers randomly assigned undergraduate students to a PC web survey, a smartphone web survey, and a computer assisted telephone interviewing (CATI) survey. Results showed that the CATI survey yielded a higher response rate and better representation of the student population than the two web surveys. Finally, in a study conducted by Yoo, Shindlecker, Trudell, Brosnan, and Nauk (2020) on fall 2017 first-year students who left San Francisco State University prior to the start of their 2nd year, results showed significantly higher response rates to the telephone outreach (85%) compared with the online outreach (15%).

Telephone survey methodology does not come without its limitations. One such limitation is social desirability bias, or the tendency of survey respondents to answer questions in a manner that will be viewed more favorably by others. Previous studies have also found higher rates of disclosure in online surveys for items rated as highly sensitive by respondents (Milton, Ellis, Davenport, Burns, and Hickie, 2017). Another limitation of telephone survey methodology is the resources associated with data collection (e.g., potential cost of hiring interviewers). However, the researchers believed that the opportunity to reach a higher number of students during this time far outweighed the potential limitations.

Purpose of the Study

The purpose of the study was to examine first-year student retention during COVID-19. The following were also outcomes of this study:

- Check-in with students and show them that SF State cares;
- Gather information about their experiences during the COVID-19 disruption;
- Offer support and assess needs to better prepare the campus for fall 2020.

The study was an opportunity to conduct check-ins with our first-year students (i.e., rising second year students) during COVID-19. We sought to assess student intent to return in fall 2020 semester, learn about first-year experiences during the pandemic, identify worries students were having about the upcoming semester, assess the resources students do and not have access to, and to follow-up with students who may need assistance with advising and/or other support services.

Student interns from the Summer 2020 Remote Internship Collaborative were trained to conduct telephone surveys through Google Voice and to understand the needs of first-year students as related to remote learning and completing their first-year in the midst of COVID-19. They also completed training and certifications through the [Family Educational Rights and Privacy Act](#) and [CITI Human Research Social/Behavioral Research](#).

Methodology

The study was approved for exemption by the San Francisco State University, Institutional Review Board (IRB). Once approved, the survey was administered during the summer 2020 term, from June 24th through July 29th through the Qualtrics Survey Platform. A qualitative and quantitative mixed methodology approach was utilized for this survey. A total population sampling method was selected, as we reached out to the entire fall 2019 first-year student cohort (n = 3,694). Data were collected through the assistance of 52 SF State student interns. The survey instrument was 11 items in length as was intended to measure the following five areas:

- Intent to return in fall 2020;
- Identify **why** students are **not** planning to return in fall 2020 (where applicable);
- Learn about first-year student **experiences** during the pandemic;
- Identify areas of student **worries** about the upcoming fall 2020 semester;
- Assess **resources** that students do and do not have access to for remote learning.

Results

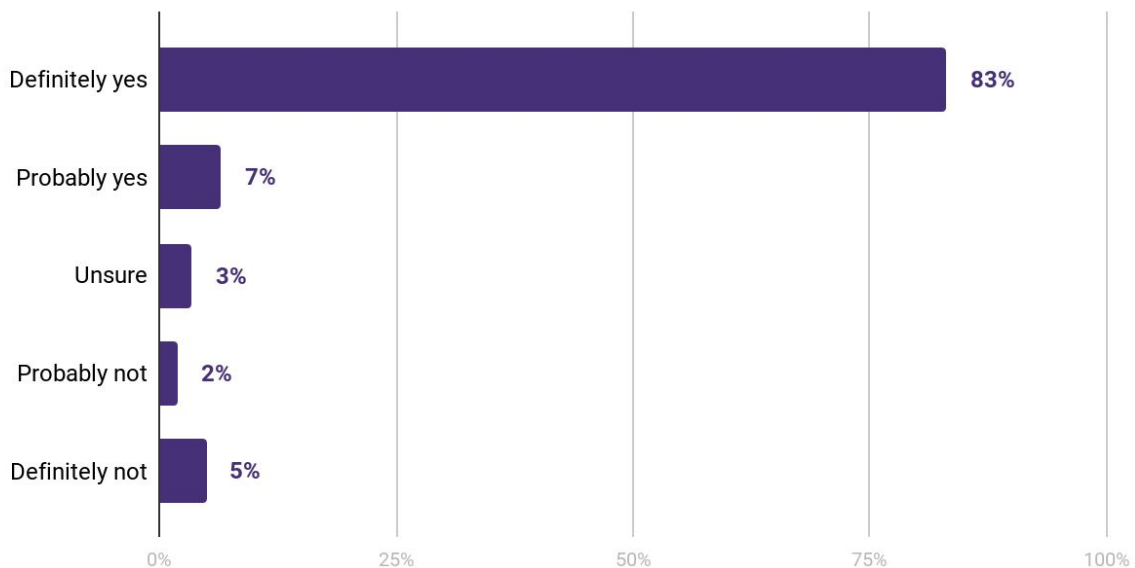
Response Rate

After cleaning the survey data, usable responses to the survey items were obtained from 1,297 students (survey response rate: $1,297/3,694 = 35\%$). We met our target of a 30%+ response rate, which allows us to better generalize our results to the overall first-year student population. Validation confirmed that the survey sample's demographic and academic characteristics data closely aligns with the overall fall 2019 first-year student population¹. The section below includes frequency charts for responses to the quantitative items and the top themes that emerged from the open-ended qualitative data.

Quantitative Results

Do you plan to re-enroll at SF State in fall 2020?

The majority of respondents are definitely planning to return to SF State in fall 2020. (n = 1,297).

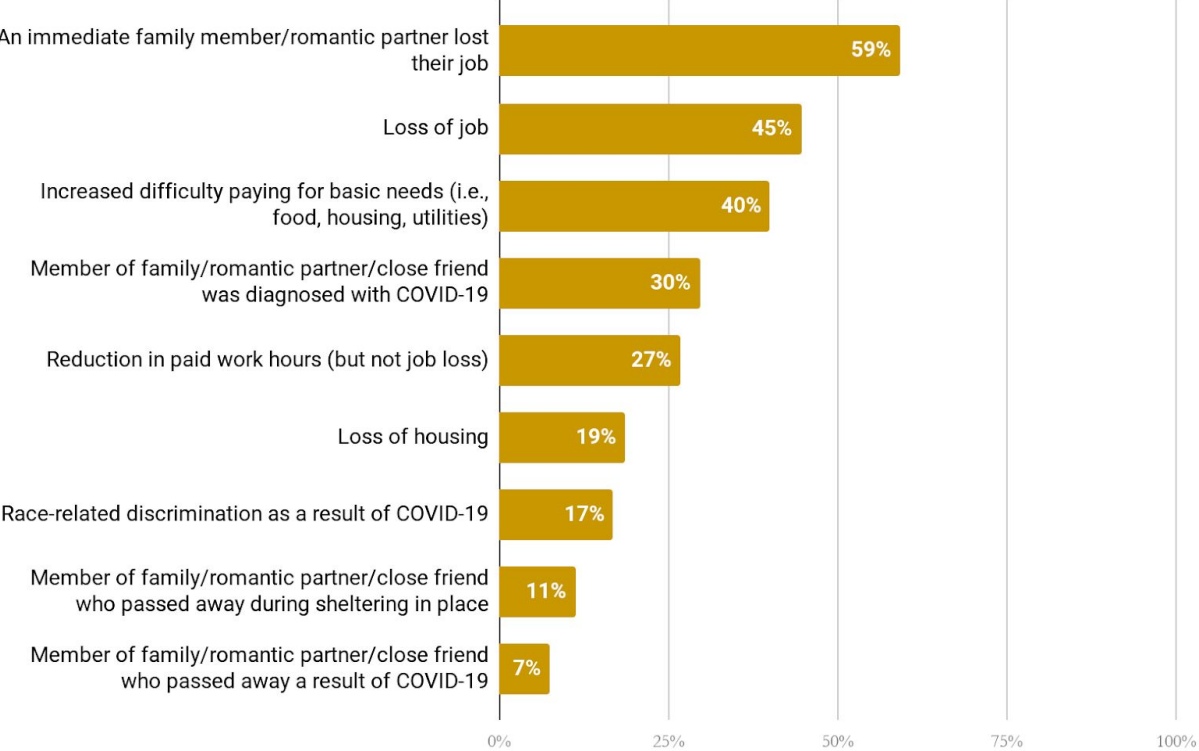


Note: Of the students who indicated that they were **definitely** planning to return to SF State, 1,007 students (93%) have registered as of 7/31/2020.

¹ There was a slight overrepresentation of full-time students in the sample (98%) compared with the population (95%). There was a slight overrepresentation of Pell-Eligible students in the sample (49%) compared with the population (46%).

As a result of COVID-19, have you experienced the following? (check all that apply):

As a result of COVID-19, student respondents have experienced many difficulties, including:



Finding: Student respondents have experienced many difficulties as a result of the pandemic. The top areas of disruption revolve around financial issues, including: a family member or romantic partner losing their job, a job loss themselves, and difficulties paying for basic needs (i.e., food, housing, and utilities).

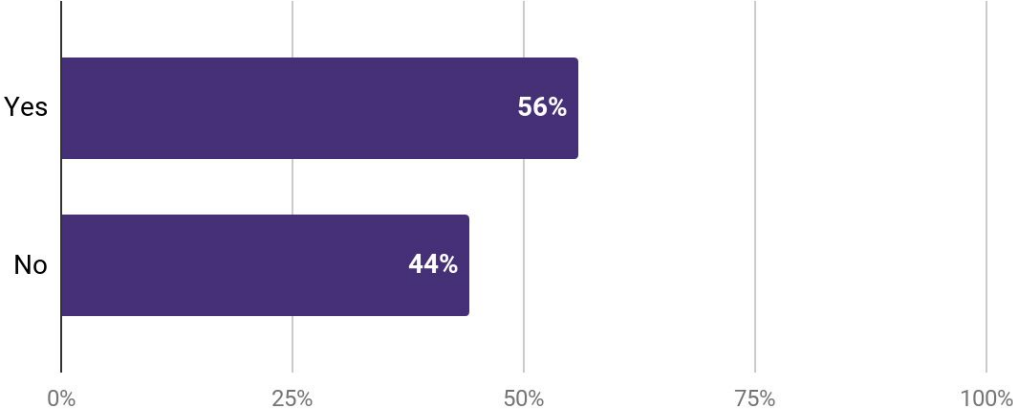
Given that we are going online in fall 2020 as a result of COVID-19, how much do you worry about the following? (Scale: 1 = rarely, 2 = sometimes, 3 = frequently)

Worry Scale	n	Min.	Max.	Mean	Std. Deviation
Being academically successful in online classes.	1,232	1	3	2.46	0.679
Juggling family expectations, school, work, and other responsibilities.	1,237	1	3	2.35	0.736
Being directly affected by COVID-19.	1,234	1	3	2.18	0.754
Paying your bills (e.g., tuition, loans, rent, internet access, medical, etc.).	1,233	1	3	1.94	0.787
Maintaining friendships and social networks.	1,239	1	3	1.88	0.765
Accessing technology (e.g., wifi, computers, etc.) needed for your online classes.	1,231	1	3	1.51	0.717
Having access to basic needs (e.g., food, healthcare, a place to live, etc.).	1,227	1	3	1.46	0.684

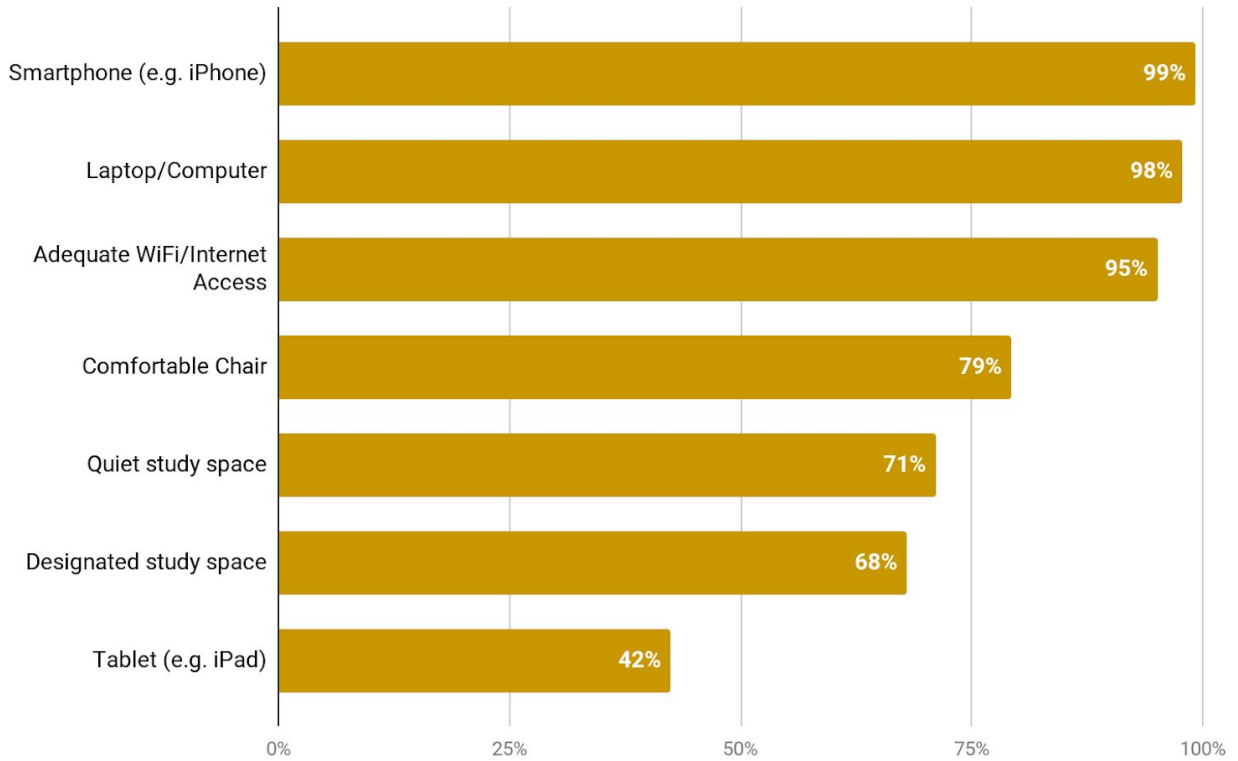
Finding: Students are facing many worries as a result of the pandemic. Student respondents' top concerns for the fall 2020 semester revolve around being academically successful in their online classes and juggling/balancing their family expectations, school, work, and other responsibilities. Also, many of our student respondents often worry about being directly affected by COVID-19.

Based on your responses on the worry scale above, can we forward your name and email to someone who can provide you with support?

Over half of student respondents (56%) requested follow-up support (n = 1,246).

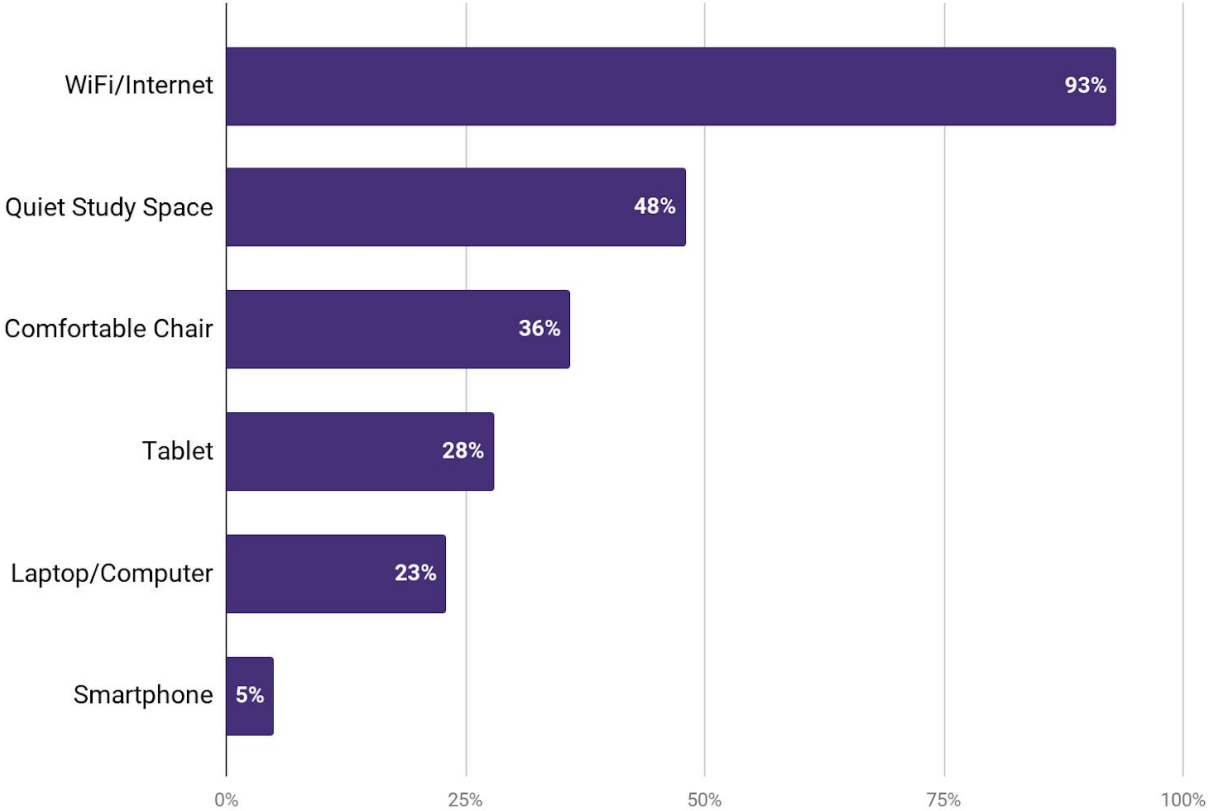


Do you have access to the following supports for learning? (check all that apply)



Finding: The majority of student respondents reported access to **technology resources** at home (with the exception of a tablet) including: a smartphone (99%), laptop/computer (98%), and adequate wifi/internet access (95%). While less student respondents reported access to **ergonomic supports** at home, including: a comfortable chair (79%), quiet study space (71%), and a designated study space (68%).

Do you share any of the following supports for learning with others (e.g. family members, roommate, significant other)? (check all that apply)



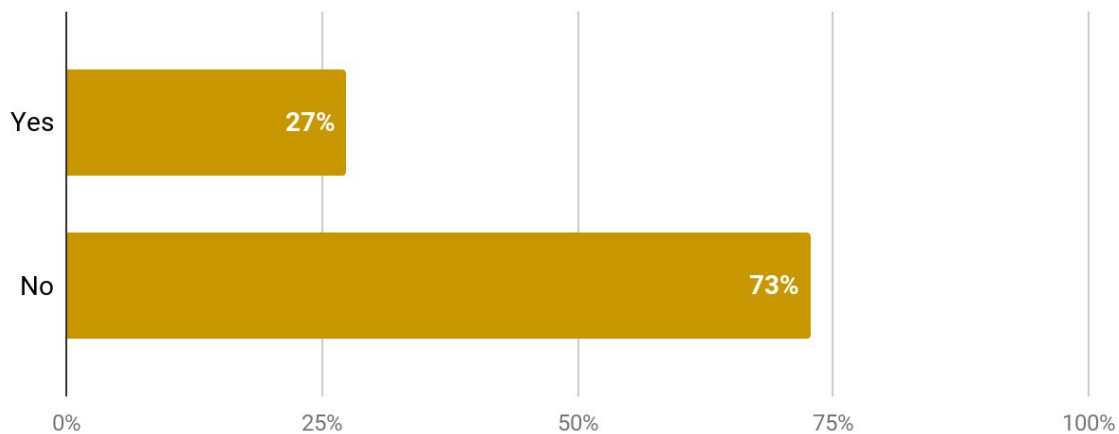
Finding: Nearly half of student respondents (48%) who have access to a quiet study space share this space with others. And nearly four in ten student respondents (36%) share their comfortable chair for studying with others. Less student respondents share their tablet (28%), laptop/computer (23%), and smartphone (5%) with others.

Of the students who reported that they were unsure or were not planning to re-enroll at SF State in fall 2020, were prompted with the following script:

“We hope you will consider enrolling for fall 2020. SF State is providing support for faculty around online teaching as well as additional resources to support student learning online. Additionally, our academic advisors are ready to support students who are thinking about not returning to school in the fall and help them explore their options. They can also help you enroll for fall classes if you decide to return.”

Afterwards, students were asked: Would you like to speak with an academic advisor to help enroll in fall 2020 classes?

A total of 36 students (27%), who previously reported that they did not plan to re-enroll at SF State in fall 2020 asked to speak with an advisor following the prompt (n = 132).



Follow-up: Advising Services followed-up with these 36 students, who previously indicated that they were unsure or did not plan to re-enroll at SF State. Of these 36 students, 14 (39%) have enrolled in fall 2020 courses as of July 31st, 2020.

Qualitative Results

Open-Ended Question #1:

For students who responded that they are “**Definitely**” or “**Probably**” planning to return to SF State in fall 2020, the following question was asked: “What would help you to be most successful in your online classes in fall 2020?”

Key themes emerged for each of the following categories: 1. More frequent communication about course expectations from faculty, 2. Faculty understanding & flexibility in assignments, deadlines, and grading, 3. Frequency/quality of interaction with faculty, 4. Quality/availability of support services & resources, 5. Faculty tailoring structure of lectures based on class needs, and 6. Faculty organization and preparation for online teaching.

Example comments of the top themes are presented below:

Theme 1: More frequent communication about course expectations from faculty:

- “Better communication from teachers from the start of the semester, set deadlines and schedules offered to students at the beginning of the semester, and more alerts via email from the teachers.”
- “If professors set more reminders and emails. My professors were good about updating but I felt we needed better navigating. I just didn't know how online classes work. I felt lost on how to handle the transfer to online. Me and my classmates were confused. I still feel this way a little bit.”
- “Just better communication between students and teachers, because last semester, I had teachers who were struggling to communicate with their students.”

Theme 2: Faculty Understanding & flexibility in assignments, deadlines & grading:

- “Last semester teachers lacked empathy with everything going on. I would appreciate it if teachers understand what we're going through and having human connection.”
- “I had a good experience with online classes in spring but would like to see teachers continuing to be open and frequently communicate, I liked having an understanding teacher because they were also going through the same things as me and I also I want to make sure teachers understand that everything is not going to back to normal in the fall semester and aid may still be needed.”
- “I've had to work more and more consistently, so flexibility with class times/work. Flexibility with assignments and deadlines. I work until midnight so it can be hard to meet an 11:59 deadline. I have so many responsibilities.”

Theme 3: Frequency & quality of interaction with Faculty (i.e. regular, frequent & extra office hours):

- “All professors must stay in contact. Maybe do 1:1 check-ins to make sure everyone is on the same page. It establishes familiarity and allows students to ask more questions.”
- “More office hours, sometimes when a teacher is online it is hard to grasp everything. Sometimes that extra support is really useful.”
- “Class time plus time to meet up for individual zoom meetings to catch up or talk about things you're not understanding. Continued time for one-on-one support from professors in the fall would be helpful.”

Theme 4: Quality & availability of support services & resources:

- “Constant support from different offices. Have easy access to resources available to students to support their learning. Have a wide array of availability and office hours. Offices must have phone numbers available for students to talk to advisors/representatives on the spot.”
- “More guidance than is usually offered, more hand holding. Make sure everything is easy to follow, not towards curriculum, but towards what help is available such as counselors and make it easy to contact them and who to contact. easier to and making links allowing us to talk to guidance counselors and majors, just because when I was signing up I found it difficult to make sure I was signing up for everything properly.”
- “I think if we could have resources that would help us have a greater access to wifi and lead to doing our zoom calls effectively that would be very useful. There were a lot of times where class had to be cut short because of zoom technical difficulties.”

Theme 5: Faculty tailoring structure of lectures based on class needs (i.e. active learning; asynchronous v. synchronous):

- “Last semester I only had one class on Zoom so having the rest of them not was challenging. Having regular check ins and lectures with Zoom is more helpful. It was difficult to not be able to ask questions directly to the teacher. That was the main challenge, because emailing doesn't get back right away there's a delay. So if I had questions I would have to wait a while.”
- “More interactive lectures over zoom, some breaks in between, it's really hard to retain information while only listening to a teacher lecture and not active learning through activities or note-taking.”
- “The hardest part for me last semester was the meeting times. I would like teachers to be more flexible and more understanding in terms of time and if they could record the class session so I could watch the video later.”

Theme 6: Faculty organization and preparation for online teaching:

- “The professors being taught or guided through how to work online and work remotely - they really struggled with the technology (Zoom). They struggled with the transition to online learning. It lowered the quality of the education.”
- “Would like a better understanding of how teachers operate and how they are expected to run their class, having better options for teachers (specifically based on ratings on rate my professor), knowing teachers teaching style and having notes from previous students “
- “Teachers need to have a better understanding using iLearn and have better organization for remote instruction and uploading assignments.”

Open-Ended Question #2:

For students who responded that they were “**Unsure**” about returning to SF State in fall 2020, the following question was asked: “Why are you uncertain about returning to SF State in Fall 2020?”

Key themes emerged for each of the following categories: 1. Financial reasons, 2. Preference for in-person classes, 3. Gap semester, 4. Personal/family issues, and 5. Uncertainty.

Example comments of the top themes are presented below:

Theme 1: Financial reasons:

- “There is a lot of difficulty paying for tuition, and I am uncertain about online classes. I feel like there is just a lot going on right now.”
- “Maybe taking classes at community college instead to save money and because online instruction is taking place in the fall.”
- “Financial worries and does not know whether or not to consider taking a gap year.”

Theme 2: Preference for in-person classes:

- “He may come back but he personally did not like everything that went on Zoom. He says he **STRONGLY** disliked doing classes on zoom. He was only able to pass three of his classes and the whole learning environment for him was just a complete mess. So he is planning to work instead until SF state returns back to normal operations. He also mentioned how Zoom had a lot of issues and there were just a lot of technical issues. He failed to understand the material due to the dramatic change. Which led him to making his decision to take a gap semester and wait for normal operations to come back.”
- “If it is in person yes, but online no.”
- “It depends on if classes or online or not online, depends on if we can go back to school.”

Theme 3: Gap semester:

- “Planning on taking a gap semester till it gets back to normal.”
- “Financial worries would be a lot easier if she took a gap semester.”
- “Considering taking a gap semester until remote learning is over; prefer in-person classes.”

Theme 4: Personal/family issues:

- “Really hard the first 2 semester. has a family business to run - will return if he needs to.”
- “I wasn't going to return. Family issues. I plan on returning not within the next year.”
- “pay full tuition for online classes. She says she had no idea what to do as soon as classes went online. She didn't want to attend. She was going through personal stuff that impacted online classes.”

Theme 5: Uncertainty:

- “Last semester, failed online classes. Don't want to fail online classes.”
- “Not sure when it comes to future plans.”
- “Still planning whether or not it would be the right move for her to pursue.”

Open-Ended Question #3:

For students who responded that they were “**Definitely not**” or “**Probably not**” returning to SF State in fall 2020, the following question was asked: “Why will you probably or definitely not be returning in Fall 2020?” Key themes emerged for each of the following categories: 1. Financial reasons, 2. Transferring to community college, 3. Gap semester, 4. Preference for in-person classes, and 5. Transferring to another 4-year institution.

Example comments of the top themes are presented below:

Theme 1: Financial reasons:

- “Unable to go because tuition is too costly.”
- “I am going to go to a community college to finish your second year. It is financially motivated, I wanted to save some money, I wanted to avoid some debt.”
- “Because everything will be online and remote. Tuition is too expensive and I can just go to my cc.”
- “I don't feel like the money for classes is worth the online experience. I'd rather go to class or go to school when I can attend school in person. This year really showed me that because online wasn't good for me so I'm going to go to a community college and get my associates after this.”

Theme 2: Transferring to Community College:

- “She will go to community college in San Jose, because it's cheaper. She may plan to go back if she finishes with general education.”
- “Since all instruction is online, I decided to go to JC for the semester and plan to return to SFSU Spring 2021.”
- “I just enrolled in Community College near my house. I wanted to stay near my house.”

Theme 3: Gap semester:

- “Harder to learn online than in person. Will take a break until classes start in person.”
- “Wants to sit out this year and see how it goes during times like this.”
- “I'm not returning for Fall but will return in Spring semester.”

Theme 4: Preference for in-person classes:

- "Because classes will not be in person."
- "When classes in person are available again I will attend SFSU."
- "Does not want to take online classes, they prefer to take in person classes, they have a short attention span. They were not happy at the school, the vibe did not feel right. A combination of the teachers, students, lack of school spirit. The person is a biology major and felt that it was very lecture based and they felt the faculty did not care about them. The class lacked active learning and student and teacher relationships."

Theme 5: Transferring to another 4-year University:

- "She is transferring out of SFSU."
- "Transferring to UC."
- "Planning to transfer to UC Riverside."

Intervention

All students were emailed a COVID-19: Coping Resources packet compiled by SFSU Counseling and Psychological Services in late July 2020. This [resource packet](#) was provided by Stephen Chen, Director of Counseling and Psychological Services.

In the survey, we were able to identify areas of student worries about the upcoming fall 2020 semester and wanted to connect these students with various support services on campus that would help alleviate some of their worries. For those the requested support, follow-up phone calls were conducted by the following offices:

- Trained advisors worked with Kimberly Altura, Associate Dean of Undergraduate Education, to reach out to students who reported that they would like help registering for classes.
- A set of trained Health Education Interns worked with Jewlee Gardner, Assistant Director of Basic Needs Initiatives, to deliver information about food and housing security resources via follow-up phone calls and emails to students who indicated they would like resources related to basic needs.

Recommendations

Financial Resources & Literacy

A major theme uncovered in the open-ended comments about why students were not planning to return to SF State in fall 2020 revolved around financial issues. It may be beneficial to look into the following options for students:

- Provide students with financial aid resources and literacy options (e.g., financial well-being workshops).

Faculty & Courses

Another theme that was uncovered in the open-ended comments was the suggestion for increased communication from faculty. The following options could be further explored:

- Increase faculty awareness of needing to communicate with students more often than they typically would during face-to-face courses, help build safe spaces & community in the classroom, and provide more social support (e.g., additional office hours, 10-15 minute check-ins with students during the beginning of class).
- Continue to provide professional development for faculty on remote teaching & learning.

Support & Resources

Students reported multiple areas of worry or concern about the upcoming fall 2020 semester. Some of these worries could be mitigated through the following:

- Continue to stay in communication with our students citing virtual resource supports (e.g., Academic Technology, Advising Services, Basic Need programs, Tutoring, and Counseling & Psychological Services).
- Partner with Strategic Marketing and Communications to develop a social media outreach plan to advertise virtual resources & students organizations offered during fall 2020.

Appendix A - Acknowledgements

The Summer 2020 Remote Internship Collaborative is grateful for the contributions of numerous members of the San Francisco State community. Their efforts and collegial support have made it possible for us to administer a thoughtful survey that included as many fall 2019 first-year students as possible.

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We would like to thank our campus partners, who provided us with information about their services, Counseling and Psychological Services who provided a Coping Resources packet to students via email, and Advising Services and Basic Needs who followed-up with phone calls to students who requested additional support.

Academic Technology: Andrew Roderick, Associate Vice President of Academic Technology

Advising Services: Kimberly Altura, Associate Dean, Undergraduate Education

Basic Needs: Jewlee Gardner, Assistant Director of Basic Needs Services

Counseling and Psychological Services: Stephen Chen, Director of Counseling and Psychological Services

Financial Aid: Charles S. Bailey-Gates, Assistant Director of Federal Student Aid & Compliance Officer & Mark Bounpraseuth-Hao, Student Services Professional

Tutoring and Academic Support: Michelle Montoya, Executive Director of Tutoring and Academic Support

Appendix B - Survey Instrument

Q1. Intern Name (drop-down)

Q2. Student ID Number

Q3. Do you plan to re-enroll at SF State in Fall 2020?

- Definitely Yes
- Probably Yes
- Unsure
- Probably Not
- Definitely Not

Q4A. If a student responds: “Definitely Yes” or “Probably Yes” above, the following question was asked: “What would help you to be most successful in your online classes in fall 2020?”

Q4B. If a student responds: “Unsure” above, the following question was asked: “Why are you uncertain about returning to SF State in Fall 2020?”

Q4C. If a student responds: “Probably Not” or “Definitely Not” above, the following question was asked: “Why will you probably or definitely not be returning in Fall 2020?”

Q5. We will now be asking you questions about your experience in the pandemic. As a result of COVID-19, have you experienced the following? (check all that apply):

- Loss of job
- Reduction in paid work hours (but not job loss)
- An immediate family member or romantic partner lost their job or significant pay
- Increased difficulty paying for basic needs (i.e., food, housing, utilities)
- Loss of housing
- Member of family, romantic partner or close friend was diagnosed with COVID-19
- Member of family, romantic partner or close friend who passed away a result of COVID-19
- Member of family, romantic partner or close friend who passed away during sheltering in place
- Race-related discrimination as a result of COVID-19

Q6. We will now ask you questions regarding how much you worry about certain things in your life. Given that we are going online in Fall 2020 as a result of COVID-19, how much do you worry about the following? Students respond on a 3-point scale: Rarely, Sometimes, Frequently

- Maintaining friendships and social networks.
- Juggling family expectations, school, work, and other responsibilities.
- Being affected by COVID-19.
- Being academically successful in online classes.
- Accessing the technology (e.g., wifi, computers, etc.) needed for your online classes.
- Paying your bills (e.g., tuition, loans, rent, internet access, medical, etc.).
- Having access to basic needs (e.g., food, healthcare, a place to live, etc.).

Q7. Thank you. Based on your responses to the previous question, can we forward your name and email to someone who can provide you support? Read the two choices out to the student (Yes/No). If the student responds "Yes" say: "Thank you, someone will be contacting you through your SF State email."

Q8. We would like to know what resources you have available to help support your learning. Do you have access to the following supports for learning? Students respond on a 3-point scale: Yes, No, or N/A

- Laptop/Computer
- Tablet (e.g. iPad)
- Smartphone (e.g. iPhone)
- Adequate WiFi/Internet Access
- Quiet study space
- Designated study space
- Comfortable Chair

Q9. We would like to know if you share any of these resources with other people. Do you share any of the following supports for learning with others (e.g. family members, roommates, significant others)? Students respond on a 3-point scale: Yes, No, or N/A

- Laptop/Computer
- Tablet (e.g. iPad)
- Smartphone (e.g. iPhone)
- Adequate WiFi/Internet Access
- Quiet study space
- Comfortable Chair

Q10. For students who responded that they were “Unsure” or “Probably Not” or “Definitely Not” returning to SF State, the following prompt/question was asked: "We hope you will consider enrolling for Fall 2020. SF State is providing support for faculty around online teaching as well as additional resources to support student learning online. Additionally, our academic advisors are ready to support students who are thinking about not returning to school in the fall and help them explore their options. They can also help you enroll for fall classes if you decide to return."

Q11. Would you like to speak with an academic advisor?

- Yes
- No