Family Science Review

ISSN: 2331-6780
Journal: https://www.familyscienceassociation.org/journal/

FSA family science association

Student Perspectives on Supportive Approaches to Student Learning and Well-Being: A Mixed-Methods Case Study of Lessons Learned Pre- and Post-COVID-19

Adam Clark, Human Development and Family Science, University of Arizona
Darin Knapp, Human Development and Family Science, University of Arizona
Tim Ottusch, Human Development and Family Science, University of Arizona
Linda Pallock, Human Development and Family Science, University of Arizona

Note. The authors are listed in alphabetical order and contributed equally to this work.

ABSTRACT. The COVID-19 pandemic brought unprecedented change to higher education. The current study used a mixed-methods case study design to gather the perspectives of 120 Family Science students on teaching practices and policies they found beneficial to their learning and overall well-being during COVID-19 that they reported wanting to see continued upon the return to in-person classes. The main findings from both the quantitative and qualitative responses were that students liked lectures to be recorded so they could watch them if they missed class or re-watch them when studying, and also liked being able to take exams online with some flexibility around when they took them. Students felt that organized course delivery systems and clear communication from supportive instructors contributed to their learning. Students also stated they felt less stressed when their instructors were aware that they had lives outside the classroom and provided some flexibility in those circumstances.

Keywords: college students, post-pandemic pedagogy, student learning, student well-being, COVID-19

Cite this article (APA 7):

Clark, A., Knapp, D., Ottusch, T., & Pallock, L. (2025). Student perspectives on supportive approaches to student learning and well-being: A mixed-methods case study of lessons learned pre- and post-COVID-19. *Family Science Review, 29*(1). https://doi.org/10.26536/XVVL9539

Published online: July 2025
Submit your article to this journal

Direct correspondence to: Linda Pallock, Ph.D., Human Development and Family Science, University of Arizona, Northon School of Human Ecology, McClelland Park Building, 650 N Park Ave, Tucson, AZ 8572. e-mail: lpallock@arizona.edu

Student Perspectives on Supportive Approaches to Student Learning and Well-being: A Mixed-Methods Case Study of Lessons Learned Pre- and Post-COVID-19

Starting in the spring of 2020, the COVID-19 pandemic influenced how higher education functions. The public health conditions brought on by the pandemic forced faculty to change course delivery modalities, often with short notice, or at least change certain methods of day-to-day instructional practices (Cohn, 2021; Darby, 2020; Evans, 2020). Instructors and departments adapted as best they could, given local conditions, and were highly creative in developing new strategies for teaching in online and hybrid learning environments. As colleges and universities transitioned back to conventional in-person delivery of courses, it was important to examine the adjustments that had been made during the pandemic and determine which practices could be retained to support student learning and engagement in the long term. While the perspectives and experiences of faculty were essential to understanding the successes and challenges of these changes, student perspectives on what worked well—and what did not — provided valuable insights. These insights helped instructors adapt and refine their approaches even as pandemic-related restrictions were lifted. The current study, therefore, focuses on students' perceptions of the changes they found supportive and useful, as well as those they found to be unsupportive to their learning.

The current study follows a case study approach of soliciting structured feedback from students on how their courses have supported learning as a means of course development and improvement (Brickman et al., 2016; Steyn et al., 2018). Doing so allows faculty to respond to the changing needs of students and curricula and is a general means for professional development (Chulkov & van Alstine, 2012; Noel, 2014). While student evaluations alone may be viewed skeptically in terms of their reliability for informing changes (Darwin, 2017), when feedback is "specific, timely, corrective, and positively framed" (Gormally et al., 2014), it can be particularly useful.

Pandemic's Influence on Student Health and Well-Being

Since the changes to remote learning and varying levels of in-person, remote, and other forms of course delivery during the 2020-2022 school years, worries about student health and well-being have been ever-present. This was particularly a focus given that the transition to online learning happened mostly for a group of students (on-campus residential) who had little experience with online learning (Clabaugh et al., 2021). Research from this time has found these concerns have been well-founded. Copeland and colleagues (2020) surveyed University of Vermont students at the beginning and end of the Spring 2020 semester. They found students reported worse moods, less sleep and exercise, poorer diets, and more problems with attention (Copeland et al., 2020). Madrigal and Blevins (2021) found, in a survey of 585 students conducted in Fall 2020, that roughly a third of students reported losing motivation and the ability to focus, and found the loss of regular college activities (clubs and sporting events) and life events (weddings, travel) difficult to manage. Overall, students found the pandemic to be very disruptive to their overall lives, making their learning environments difficult to navigate and leaving many questioning their ability to stay in school (Clabaugh et al., 2021).

In terms of their mental health, in a meta-analysis on college student mental health during the COVID-19 pandemic, Wang et al. (2021) found 30% of students had symptoms of anxiety and 40% had symptoms of depression. Wang et al. (2020) surveyed more than 2000 college students in Spring 2020, finding that about half (48%) reported moderate to severe depressive symptoms and about two in five students reported moderate to severe anxiety. The symptoms were worse for women and for students who were freshmen or sophomores. Seventy-one percent said their stress/anxiety levels increased because of the pandemic. A majority of students had a hard time adapting to distance learning and

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

perceived increased workloads at school. About four in 10 (43%) felt they could cope with their stress (Wang et al., 2020).

Ulrich and colleagues (2021) found that among 631 responding college students, half reported high levels of anxiety, and four in 10 reported poor sleep quality. Among those with high levels of anxiety, nearly three-quarters (71.6%) reported academic progress as being a reason for their stress. Yang and colleagues (2021) also found that stress around academics during the pandemic was associated with stress and health. They found that perceived stress mediated the relationship between academic workload and health, while stress partially mediated the relationship between feeling separated from one's school and health (Yang et al., 2021). Given the stresses brought on by the pandemic, it is important then to understand what instructors did, both in course structure and interactions with students, that students found beneficial for their learning and overall well-being.

Pandemic, Learning, and Courses

Theory has identified several key factors that contribute to successful student learning in higher education and other educational settings. Leo Vygotsky (1978) first theorized what he termed the zone of proximal development, or the area of growth that a learner is capable of with support from an expert or more experienced learner. This support is referred to as scaffolding and is an important part of any successful learning environment. With this scaffolding, learning can be accelerated, while without it, learning progress may be slowed or stopped. In the context of higher education, prior to the COVID-19 pandemic, many in-person courses may have included scaffolded learning in a variety of ways. The onset of the pandemic and the migration to remote learning disrupted not only the delivery modality of courses but also the scaffolding that had been present, potentially creating a much less effective learning environment.

Additionally, the Universal Design for Learning (UDL) approach emphasizes a flexible approach to instruction that can be easily adjusted to the diverse needs of a variety of learners (Connell et al., 1997). Rather than focusing on standard course delivery methods for the expected "typical" student, UDL provides opportunities for learners to engage with course material in a variety of ways to achieve the same learning outcomes. Despite the flexibility of this approach, most UDL educators prior to the pandemic likely based their course design around the assumption of a continuous, uninterrupted delivery modality. The forced migration to online learning that occurred in 2020 for most institutions of higher learning tested, and in some cases may have disrupted, learning designs in such a way that UDL plans were undermined to some degree. The successful implementation of new flexible teaching and learning methods would have taken time to develop.

Since the beginning of the transition from on-campus (for many courses) to remote learning, several research studies have investigated the perspectives of students on how the transition online went, how, in general, they felt about sustained remote learning, and what they hoped for when transitioning (as relevant) back to on-campus courses.

For students, the transition online appeared difficult overall, particularly for courses that were not as effectively migrated to remote learning. Madrigal and Blevins (2021) found that only a third of students felt their online learning experiences were living up to their expectations and needs. Clary et al. (2022) surveyed 362 students and 103 faculty members in the fall of 2020 and reported that 72.4% of students found the transition to online difficult (faculty 42.7%), with comfort levels with online learning increasing more for faculty than students later in the term (64.4% v. 43.4% somewhat to more comfortable respectively). A majority of students overall (76.2%) noted the change as a somewhat negative experience and were less interested in ever taking an online class again. In a focus group with

Turkish college students, Tuman and Akyildz (2020) reported that students particularly struggled when they had little interaction with their instructors online. They noted the lack of responses they received, coupled with increased expectations of students to structure their calendars as a particular issue (Tuman Akyildz, 2020). Alasmari (2021) also found that students felt disconnected from their instructors during this time.

This seems particularly important in light of Armstrong et al. (2022) and their findings that problems with student engagement and motivation were minimized when students perceived that their instructors were willing to connect and get to know them. Kohli et al. (2021) also found that students' engagement and perceived learning were worse when they felt the faculty did not engage with them. Roy and Covelli (2021) similarly found that students who felt supported by their faculty, technical support, and overall institution were more likely to desire to continue with distance learning.

Other research also found that students valued communication, structure, engagement, and flexibility in their courses as important for their learning and well-being. Meredith and colleagues (2021) surveyed an introduction to psychology class on what changes to the course brought increased and decreased stress to them. They found that students' stress decreased when they had more flexibility in when they took exams, when the course and its LMS page were clear and organized, when they received regular communication from instructors, and when course materials (such as lecture videos) were available. Wang et al. (2020) found that student stress was lower when lecture recordings were posted and there was flexibility within the course schedule.

In a survey of 1,203 undergraduate students at a large Mid-Atlantic public university, looking directly at what students found eased their transition online and what they found difficult, Brophy et al. (2021) found that course organization, flexibility, and regular contact from instructors eased their transition to remote learning. They noted disorganization around moving assignments and a lack of course organization made the transition to remote learning harder (Brophy et al., 2021). Murphy and colleagues (2021) surveyed 148 undergraduate students on their preferences for courses during the COVID-19-affected spring 2020 semester. They found students preferred course materials that were updated regularly and communication that happened regularly. They noted that having interactive and engaging components was preferred (i.e., structure and communication).

With these experiences of students during the pandemic, a few studies have examined what students wanted in their courses as they transitioned back to in-person learning. Kelly and Cucculo (2022) surveyed 143 students in Spring 2021 at a mid-sized Midwestern public university about their reflections on what changes they would like to see continued when moving back to in-person, as well as issues they experienced during online learning. Like other research, students reported issues regarding motivation, focus, time management issues, and frustration with course structure during the initial phases of courses during the pandemic. Student frustration was noted around a lack of feedback from faculty, reduced opportunities to interact with teachers and peers, and a general lack of engagement. With the transition back to in-person learning, students expressed a desire to continue to take exams outside of class, which they found less stressful. They also worried about not keeping up with notes in class, compared to the lecture videos they often watched, which could be stopped and rewound. Similar to findings from other research, students also reported that access to lectures, flexibility, and faculty members being understanding and caring were aspects they hoped to see continue after the return to in-person learning (Kelly & Cucculo, 2022). The current study further investigates this topic by using a case study approach to examine what our students found as supporting their learning and well-being, and what instructors did that did not support their learning and well-being.

Methods

Case Study Approach

This case study employs a mixed-methods design, following an explanatory sequential approach in which quantitative survey results informed the development of qualitative interview questions and guided subsequent thematic analysis (Creswell & Plano Clark, 2018). According to Yin (2018), the case study method is appropriate when research questions focus on understanding how and why, when the researchers have little to no control over an event, and the event is contemporary. Because our intent was to learn how we could best support our students as classes returned to an in-person format (a contemporary event we had little control over), we chose to use a mixed-methods case study approach for our study. While we realize our results are not generalizable, we believe that others can use this information to decide whether particular classroom and teaching strategies and policies that our students reported as useful would be helpful for their students in their own programs and institutions.

Participants

Participants included 120 students enrolled in at least one undergraduate Family Science course at a large, public university in the Southwestern United States. Students completed an anonymous online survey, and data were collected at two different times: 74 students in Spring 2021 and 46 students in Spring 2022. The majority of respondents from Spring 2021 were female (93%), White (61%) or Latino/a (19%), juniors (43%), or seniors (32%), and were an average of 21.1 years old (see Table 1). Respondents from Spring 2022 were predominantly female (88%), identified as White (59%) or Latino/a (23%), and mostly juniors (46%) or seniors (30%) with a mean age of 20.8 (see Table 1).

Table 1

Sample Demographics From Spring 2020 and Spring 2022 Courses

Characteristic	Spring 2020 (n = 74)	Spring 2022 (n = 46)
	%	%
Gender		
Female	93.3	86.7
Male	5.4	6.7
Non-binary	1.4	4.4
Class		
Freshman	9.5	9.3
Sophomore	14.9	14.0
Junior	43.2	46.5
Senior	32.4	30.2
Race/Ethnicity		
White	60.8	57.8
Hispanic/Latino/a/x	18.9	22.2
African American	6.8	4.4
Asian or Asian American	1.4	6.7
Other	12.2	6.4

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

Materials and Procedures

Spring 2021

In Spring 2021, students enrolled in Family Science classes were encouraged to complete a survey on their perspectives of course design and delivery during the pandemic and what instructors should keep or change after the return to in-person classes. The four authors worked to identify items for which we wanted feedback in regards to our students' experiences with online and hybrid learning from Spring 2020 to Spring 2021. Like most higher education institutions, our courses in March 2020 moved online. For the most part, courses at the authors' institution remained online for the 2020-2021 academic year as well. Exceptions included courses with 30 students or fewer. The 2021-2022 school year returned more on-campus offerings, though many courses remained online or were delivered with a flexible hybrid approach. The goal for the Spring 2021 survey was to gather information about teaching practices students had experienced during online/remote course delivery to inform teaching practices during the following academic year and beyond, when courses were expected to return to a schedule similar to before the pandemic. Please see Appendix B for a complete list of questions.

The survey consisted of eight closed-ended items that students answered on a Likert scale from Strongly Agree (5) to Strongly Disagree (1). The items were developed in response to practices used by faculty within the program in the prior year, such as having office hours on Zoom, using the chat function in Zoom during live classes, recording live sessions and posting the recordings to the course LMS, and using a flipped classroom approach. Students also answered seven open-ended questions regarding what instructors did that they found beneficial, both on Zoom and off.

The intention was for us to gain knowledge from our students about what they found particularly supportive of their learning. For example, two of the authors modified courses with a twice-per-week meeting pattern into flipped hybrid modalities, replacing one in-person class session per week with PlayPosit video lectures and other online content, and only meeting once per week live on Zoom. Others used the chat function in the LMS as a way to connect with students. The authors of the current study wanted feedback on what students would keep and let go of as the classes adjusted to the next phase of learning in the pandemic.

Spring 2022

In Spring 2022, students completed a survey that focused on instructor practice in terms of course design, teaching strategies, policies, and resources that influenced levels of stress and overall well-being. We were interested, given the focus on mental health and well-being of college students in the landscape of the pandemic, in what the students in our program found helpful in supporting their learning and overall well-being. For the most part, courses were back in-person during the 2021-2022 school year, with a mask mandate for all but the final part of the Spring 2022 semester. However, COVID cases were still high, and we observed absences and general stress from students in navigating their education and personal lives. The intention of this survey was to help inform teaching practices of the four authors and our colleagues within our program.

After responding to demographic questions, students were given a list of 11 strategies and asked to select those they felt lowered their stress/anxiety related to their Family Science courses. The list was generated based on student responses to our Spring 2021 survey, results of published studies that also examined what students found useful, and conversations among the four authors regarding strategies they had implemented in their own teaching. For example, one author provided opportunities for students to revise major assignments, while another began using more frequent class announcements.

All authors had experience supporting students navigating distressing personal, medical, or financial circumstances, and one specifically increased the frequency of announcements to offer both logistical updates and personal check-ins. Some specific examples include "Attending class on Zoom when you could not make it to class" and "Accommodations for illness and family emergencies." Following the closed-ended questions, students answered open-ended questions about instructional efforts that could affect their stress levels and learning. These questions were again generated from conversations among the authors, our previous survey, and recently published studies. See Appendix C for a complete list of questions.

Data Analysis

Descriptive statistics were run on the quantitative data for each survey. For the first survey, Spring 2021, data on the demographics of the participants were reported, and responses from the eight closed-ended, Likert scale items on what students would like to see kept post-pandemic were used to inform the construction of the second survey. For demographic data, frequencies were obtained for class standing, gender, and race/ethnicity. For age, range, mean, and standard deviation were obtained for both surveys. Frequencies were obtained on strongly disagree to strongly agree items related to what students would keep. When the majority of students answered agree or strongly agree on an item, we included this as a strategy in the survey given in Spring 2022.

For the data from the Spring 2022 survey, descriptive statistics on the demographics of the participants were reported. Again, frequencies were obtained for major, gender, and race/ethnicity. For age, range, mean, and standard deviation were obtained. In addition, percentages were calculated for each of the 11 items students could select from to indicate which strategies they felt lowered their stress/anxiety. Students were also given the option of "Other" where they could write in a response. No students chose this response.

The four authors analyzed the qualitative data using a phenomenological approach, focusing on the actual experiences of students. We each reviewed data independently, guided by our research questions, until each individual had identified unique themes that emerged in their analysis. Then, we met as a team to triangulate data and determine commonalities in our analysis. We collectively identified major themes, and then individually reviewed the data to code for subthemes. We met as a team again, solidified our themes and subthemes, and provided example quotes that justify and explain each of our main findings.

Results

Our review of both quantitative and qualitative data provides insightful information about student views on how educators best supported their learning during the COVID-19 pandemic. The results offer integral student-based data about which practices should be integrated into supportive teaching that emphasizes holistic student well-being beyond the COVID-19 pandemic and could potentially be incorporated into general best practices for teaching and learning at the college level.

Our quantitative findings provide a list of specific teaching practices that students found to be most beneficial in decreasing their stress (see Table 2). Students indicated that flexible strategies seemed to be most supportive of their learning, highlighting online exams/quizzes, recorded lectures/course periods, flexible time-scheduling, and flex/distance learning models as ways they felt supported by instructors. In addition, students reported that empathic faculty responses, including communications and accommodations for emergencies and life events outside of the classroom, were particularly supportive of their learning.

Table 2

Instructional strategies that students reported as decreasing stress

Instructional strategies	*n*	*%*
Quizzes or exams taken online (instead of in-person)	25	54
Empathic response of faculty and teaching team members	23	50
Classroom sessions records on Zoom	23	50
Multiple days to complete an online quiz or exam	22	48
Accessibility of the instructor and TA (in-person and online)	*22*	*48*
Attending class on Zoom when unable to attend in person	22	48
Accommodations for illnesses and family emergencies	20	44
Weekly announcements that described the week ahead	19	41
Flexible deadlines	17	38
Allowing revisions on assignments	13	29
Office hours on Zoom	13	29

In analyzing the qualitative data, three major themes emerged that illustrated what instructors did that affected student stress levels and supported their learning. Those three themes are as follows: 1) *Recognizing Life Outside the Classroom*, 2) *Instructors as Connectors to Resources*, and 3) *Course Delivery*, which contains three sub-themes. Each of these themes will be explained in depth below. A table summarizing each theme with exemplary quotes is provided in Appendix A.

Theme 1: Recognizing Life Outside the Classroom

Our analysis revealed that student stress and learning were strongly influenced by how instructors responded to challenges students faced outside the classroom, such as family responsibilities and health issues. or work obligations. Students reported feeling less stressed when instructors showed empathy and acknowledged that these life events, although not directly related to coursework, still impacted their performance in the course or their overall academic performance.

For example, one student explained that it was helpful when instructors "remember that we are humans too. We are not just solely students and understanding that things may come up in our lives that affect our abilities to be students is helpful." Multiple students used terms such as "compassionate teaching" and/or "being understanding" to describe how instructors supported them by acknowledging and responding to life events, including health issues or financial stressors, that affected their academic performance. They elaborated by explaining that in courses where instructors acknowledged these out-of-class events, it helped them feel less stressed and made them feel supported as holistic students. A different student offered, "I think my [department name] professors were extremely warm and supportive during the pandemic which was helpful to both my learning and my mental health. Additionally, a lot of them were very flexible with the situations of individuals in regards to [outside events' impact on] the class work." Another reported that being "flexible to each person's situation" was an important contributor to their sense of well-being, even though it "might be hard to do." Students realized that professors cannot accommodate every individual circumstance or provide infinite options for students, but they valued the understanding professors demonstrated when they recognized that students' personal lives impacted their academics.

Additionally, 15 students reported that instructors used "check-ins" about student well-being, and accordingly, they felt supported and less stressed. These faculty members overtly reached out to students to ask how they were doing in their lives—not just how they were doing in their coursework—and to find out what supports students needed. In general, students responded to these practices in an overwhelmingly positive way, noting that feeling valued as a person and not just as a student supported their learning process and overall stress levels.

Not only did students report that understanding, empathic instructors increased their support during the immediate impact of COVID-19, but they hoped faculty would continue to explicitly direct students toward resources even after the pandemic had decreased in severity, noting that "continuing to be understanding an [sic] empathetic" will help students' overall well-being and learning. Furthering this point, another student added that they hoped faculty continued to be "understanding of how [life events] impacted students."

Theme 2: Instructors as Connectors to Resources

One theme repeated across student responses was that the students viewed instructors as connectors to resources that were provided by a larger campus support system or even within the community. Students felt that their learning was supported and their stress decreased when instructors deliberately advertised, mentioned, or directly connected students to accessible and available support resources. Instructors who freely shared this information helped decrease student stress levels in their courses.

A student explained that they felt supported in their learning by instructors who made "mention of mental health resources and food insecurity resources in course content via [learning management system] and also in person." Another reported that "during COVID, it seemed most professors would discuss it at the beginning of class and offer resources," which was also perceived as beneficial to holistic well-being. Multiple students explained that their instructors took on a role as the primary communicator about on-campus and community-based resources, and that this felt supportive and learner-focused.

One aspect of this theme that emerged relates to the absence of student knowledge about on-campus or community-based resources, particularly if information about those resources is communicated from non-instructor/faculty sources. For example, many students felt that the only way they came across information about resources was through faculty, despite college- and university-level messaging, communications from academic advisors, and institutional web- and social media-based tools. One student reported that "I dot [sic] know of resources for stress/anxiety in the college," while at least 24 others responded that they lacked awareness of campus-based resources available to help support them with any difficulties they reported. This supports the central tenets of the theme *Instructors as Connectors to Resources*, as students viewed their course instructors as the bridges between their needs and the resources available to support those needs.

This finding is particularly noteworthy for instructors, as sometimes it is difficult to know how students find out about resources that are available to them. Different institutions vary widely in how students are connected to support services; for example, some institutions rely on academic advisors, student cultural centers, or student life administrative teams to spread awareness about student resources. However, this data made it clear that students viewed instructors as the primary communicators about resources available to them.

Theme 3: Course Delivery

In general, students expressed preferences for how a course was conducted and delivered, noting that the delivery affected their learning and stress levels. Much of this was instructor-dependent; students described feeling decreased stress and increased learning support when instructors were engaging, organized, and flexible, regardless of the course modality (hybrid, asynchronous online, in-person, etc.). Negative student responses also indicated that stress increased and learning decreased when instructors did not use best practices in teaching and learning, such as providing clear expectations, offering timely feedback, or maintaining consistent communication.. While this finding is not entirely surprising, as foundational elements of high-quality teaching are essential for any course, it illustrates the importance of retaining vital building blocks of teaching even when implementing new or adaptive strategies into practice.

Many students indicated that having organized LMS pages, which provide clarity about due dates and course policies, reminding students to stay on track with assignments, and allowing for flexibility in some aspects of coursework were helpful practices in reducing their feelings of stress and increasing their sense of support.

Within the *Course Delivery* theme, three sub-themes also became evident. Each sub-theme is part of the larger aspect of effective course delivery, but focuses more on specific elements that students perceived to be especially supportive of their learning. Those three sub-themes include A) *Communication*, B) *Organization*, and C) *Flexibility*. Each of these critical elements of instruction and course structure factored into student perceptions of support in the learning process.

The *Communication* sub-theme centers on the effectiveness, frequency, and quality of communication and feedback provided by instructors to students. In general, students felt less stressed when instructors clearly communicated about course progress and expectations on a regular basis, and felt increases in stress when communication was infrequent, unprofessional, or lacking in quality. For example, one student explained the following:

> My professor this semester made it clear vocally and in our [LMS] announcements what exactly he was willing to be flexible on, and it helped a lot to know it right off the bat. I also know that teachers are busy, but providing quality feedback means so much to a student.... [In a different class] my quality of work declined over the semester because I was discouraged by feeling like I don't understand the material at all. Yet, the teacher continued to give no feedback other than 'good job' (not even capitalized or punctuated) on every single assignment. But for a teacher to pick out something interesting that I wrote or a point I made, or point out something I could do better in their feedback, even if it's only a couple of sentences, is really helpful.

Additionally, several students noted that it was stressful and unhelpful to their learning and course performance when instructors did not reply to emails or responded ineffectively. Maintaining responsive communication is something students want from instructors.

The *Organization* sub-theme reflects the idea that students noted increases in stress and felt less supported in their learning when courses were disorganized, poorly structured or sequenced, and when they did not know what instructor expectations were broadly or for specific projects and assignments. They wanted clearly structured courses with concrete expectations, and this is something they want to continue experiencing in future classes. Several students mentioned that an organized course website or LMS landing page is very helpful. One student noted, "I just think when professors would not have a set plan, it would stress me out because I did not know what was coming and what to look out for."

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

Organized courses were seen as more supportive of student learning compared to those that had unclear expectations, routines, and policies.

The *Flexibility* sub-theme relates to student reports of feeling supported in their learning when instructors had built-in flexibility within the course structure and delivery. The inverse was also found: students noted increased stress and less support in learning when instructors were inflexible in policy, attitude, or practice. Many comments about flexibility related to attendance policies and making content available for students who had challenges making it to class for any reason. For example, multiple students noted how valuable it was to have lecture recordings available in case they had to miss class, particularly if the absence was illness-related due to COVID-19 symptoms or exposures. Along the same lines, several students noted how helpful it was when instructors opened up remote-attendance possibilities for students to join class virtually, especially if the instructor made that option available for everyone and not only upon individual request. One student noted, "allowing students to join on zoom [sic] has been helpful without requiring explanations."

Several other students reported that flexibility with assignment formats, deadlines, and due dates was very helpful and made them feel supported in their classes. For example, one student noted that when instructors "made exams online and open for multiple days," it was very supportive, with another even noting that "involving student input on course timeline and assignment deadline" was also particularly beneficial. Students also stated they felt supported in their learning when courses allowed for "revisions and extended deadlines" and when instructors were "flexible with due dates" and allowed students to turn in assignments not only at one specific time.

Discussion

Flexibility in Course Design

These findings are consistent with previous research that has been done both before (e.g., Brickman, et al., 2016; Steyn et al., 2018) and during the pandemic (e.g., Armstrong et al., 2021; Brophy et al., 2021; Wang et al., 2020). One of our strongest themes was that students valued flexibility in course delivery and struggled when professors failed to acknowledge or provide adequate accommodations for unusual circumstances. This is represented both in the survey responses, wherein students reported that policies and practices such as delivering quizzes online and providing lecture recordings decreased their stress, as well as in the qualitative data, wherein students expressed a strong desire for flexibility in course delivery and assignment completion. Additionally, our first theme, "recognizing life outside of the classroom," implies that successful learning during the COVID-19 pandemic was supported when instructors recognized and honored the stressors students were experiencing in other areas of their lives and accommodated students' needs appropriately. Given that so many students were struggling in many ways, mental health concerns not the least among these, it makes sense that students felt more supported in their learning when instructors communicated a willingness to be flexible in a variety of ways from course attendance to due dates and even the format in which assignments were completed.

The pandemic was a highly non-normative stressor that impacted everyone, though to varying degrees. Recognizing this variability in students' experiences and making adjustments to meet the needs of as many students as possible is consistent with universal design for learning practices, which advocates for flexibility in the ways that students access and engage with course content (Connell et al., 1997).

Supportive Learning Environments

Our findings support those from previous studies and support the idea that students value and benefit from organized learning environments where they feel connected with their instructors and fellow classmates; in other words, a community of learning. Despite the belief that the traditional modern college student is digitally native with a high degree of technological proficiency (Creighton, 2018), learning in online environments, particularly those that were hastily pieced together, proved a barrier to learning and increased the overall stress of the students in our study.

According to Vygotsky's (1978) sociocultural theory of development and learning, individuals require support as they push the boundaries of what they are capable of, extending beyond the skills they have already acquired and attempting new skills with the "scaffolding" of expert instructors, teaching assistants, preceptors, or more advanced peers to guide their learning. The rapid shift to online instruction may have created a learning environment in which much of the scaffolding that had existed was stripped away. Students in this study expressed a strong and consistent desire to remain connected to their instructors through frequent digital communication, perhaps because this connection represents a tangible form of support that is necessary for a successful learning environment. Other elements of course design and delivery that impacted students' experience of stress, such as the organization of course websites, clarity of assignment instructions, and the accessibility of instructors and teaching assistants, further highlight the value of creating digital learning environments that provide support for learning and minimize barriers.

Additionally, the theme *Instructors as Connectors to Resources* highlights the value of creating a supportive environment for learning. Many of the students in our study were connected to resources available to them at our institution, primarily because we provided that information to them in our lecture slides and through LMS announcements. Providing this information to students early in the semester and then providing reminders throughout the semester sends the message that the instructor cares about the well-being of their students, not just as students, but as people. While not assessed in this study, one might theorize that this kind of holistically supportive environment helps to alleviate some stress that students are experiencing, thus leading to better learning outcomes overall.

Continued Need for Flexibility

These findings additionally highlight students' desires for continued flexibility in course delivery, in the application of instructional methods, and in providing accommodations to the needs of students. The onset of the COVID-19 pandemic forced institutions of higher education to adjust rapidly to online course delivery methods. As the pandemic continued and federal, state, and local restrictions and recommendations changed, universities adapted to these demands, often resulting in a patchwork of courses being delivered in-person, live online, asynchronously online, and in various hybrid formats. As students and instructors were gradually allowed to return to physical classrooms, expectations regarding in-person attendance vs. remote participation, masking, testing, and other institutional policies were in a state of flux, which likely caused a high degree of confusion and stress for students. In this context, course policies that continue to provide flexibility for the reality of students' experiences outside the classroom demonstrate care for students' learning as well as their overall well-being. At the time this article was written, most universities had transitioned back to regular in-person instruction with minimal restrictions. However, as suggested earlier, course design, policy, and practice that incorporates principles of universal design will likely be more effective in meeting students' needs, whatever those may be, and student learning will be less disrupted by whatever tragedies, natural disasters, or social upheaval that may occur.

Department Teaching Culture

It is important to acknowledge that teaching and learning environments are not created in a vacuum. Instructors adopt policies and teaching strategies that they saw in courses they took as students themselves, that they hear about in conversations with peers, and that they learn about through books, podcasts, workshops, and other presentations. The conversations that instructors have with one another can create a culture of teaching and learning within an academic department that either fosters learner-centered teaching practices or does not. Additionally, students may perceive instructors more or less positively depending on the practices that they do or do not implement in their courses. If one instructor stands out as more flexible in their practices, students may rate their courses more highly in comparison to their other instructors, while if another instructor implements practices that are less flexible, then students may perceive this instructor more negatively in comparison to their colleagues.

Limitations

The present study collected data from students within a single academic program at one institution. It may therefore not be generalizable to other institutions, particularly those with different student demographics and needs. The majority of our students were White, traditional-aged college students. Additionally, this data is cross-sectional in nature. Follow-up studies, including longitudinal data, would be beneficial to examine the degree to which flexibility, communication, and recognizing students' lives outside of the classroom continue to be salient features of course design and delivery in the future. It may be that as routines become established in the absence of pandemic-related restrictions, other course delivery strategies will become more salient for reducing student stress. Or it may be that the experience of the pandemic has sensitized students and instructors to the need for and benefits of flexible teaching practices such that these practices become a new standard for course delivery.

Conclusion

Refining teaching practices is an ongoing process, and the COVID-19 pandemic provided unique opportunities to solicit feedback from students about strategies that they found helpful to their learning, particularly as instructors may have adopted new strategies or adapted prior ones. We conducted this study to understand specific strategies that may be beneficial to adopt, adapt, or discontinue even after courses resume more normative operation. Overall, it seems that students found it useful when instructors were aware of student circumstances and life events outside of academic work, actively facilitated student connection to support resources for academic and personal concerns, communicated clearly and regularly with students, maintained an organized style and course delivery, and approached students with flexibility. These findings are in line with the literature on best practices in teaching and learning. As instructors reflect on their use of these strategies, it is important to consider how they may be applied in course design and delivery moving forward, and not only as "one-off" strategies used during extraordinary circumstances.

References

Alasmari, T. (2021). Learning in the COVID-19 era: Higher education students and faculty's experience with emergency distance education. International Journal of Emerging Technologies in Learning (iJET), 16(09), 40–62. https://doi.org/10.3991/ijet.v16i09.20711

Armstrong, K. E., Goodboy, A. K., & Shin, M. (2021). Pandemic pedagogy and emergency remote instruction: Transitioning scheduled in-person courses to online diminishes effective teaching

and student learning outcomes. *Southern Communication Journal*, *87*(1), 56-69. https://doi.org/10.1080/1041794x.2021.2011954

Brophy, N., Broeckelman-Post, M., Nordin, K., Miller, A., Buehl, M., & Vomund, J. (2021). Pandemic pedagogy: Elements of online supportive course design. *Journal of Communication Pedagogy*, *5*, 95-114. https://doi.org/10.31446/jcp.2021.2.12

Clabaugh, A., Duque, J. F., & Fields, L. J. (2021). Academic stress and emotional well-being in United States college students following onset of the COVID-19 pandemic. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.628787

Clary, G., Dick, G., Yagmur Akbulut, A., & Van Slyke, C. (2022). The after times: College students' desire to continue with distance learning post pandemic. *Communications of the Association for Information Systems*, *50*(1), 122-142. https://doi.org/10.17705/1cais.05003

Cohn, J. (2021, July 12). How to prepare for the next phase of hybrid teaching. *The Chronicle of Higher Education*. https://www.chronicle.com/article/how-to-prepare-for-the-next-phase-of-hybrid-teaching

Connell, B. R., Jones, M., Mace, R., Mueller, J., Mullick, A., Ostroff, E., Sanford, J., Steinfeld, E., Story, M., & Vanderheiden, G. (1997). *Principles of universal design*. North Carolina State University, Center for Universal Design.

Copeland, W. E., McGinnis, E., Bai, Y., Adams, Z., Nardone, H., Devadanam, V., Rettew, J., & Hudziak, J. J. (2021). Impact of COVID-19 pandemic on college student mental health and wellness. *Journal of the American Academy of Child & Adolescent Psychiatry*, *60*(1), 134-141.e2. https://doi.org/10.1016/j.jaac.2020.08.466

Creighton, T. B. (2018). Digital natives, digital immigrants, digital learners: An international empirical integrative review of the literature. *Education Leadership Review*, *19*(1), 132–140.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (2nd ed.). Sage Publications.

Darby, F. (2020, June 26). 5 ways to connect with online students. *Chronicle of Higher Education*. https://www.chronicle.com/article/5-ways-to-connect-with-online-students

Evans, J. (2020, November 11). *Embracing change without breaking stride: Seven strategies to be an adaptive instructor*. Faculty Focus | Higher Ed Teaching & Learning. https://www.facultyfocus.com/articles/philosophy-of-teaching/embracing-change-without-breaking-stride-seven-strategies-to-be-an-adaptive-instructor

Kelly, A. E., & Cuccolo, K. (2022). Supporting college students during times of transition: Pedagogical recommendations based on pandemic learning data. *College Teaching*, *72*(1), 15-27. https://doi.org/10.1080/87567555.2022.2071825

Kohli, H., Donna Wampole, & Amarpreet Kohli. (2021). Impact of online education on student learning during the pandemic. *Studies in Learning and Teaching*, *2*(2), 1-11. https://doi.org/10.46627/silet.v2i2.65

Madrigal, L., & Blevins, A. (2022). "I hate it, it's ruining my life": College students' early academic year experiences during the COVID-19 pandemic. *Traumatology*, *28*(3), 325-335. https://doi.org/10.1037/trm0000336

Meredith, L., Liu, Y., & Frazier, P. (2021). Student perceptions of instructor behaviors that impact stress. *Scholarship of Teaching and Learning in Psychology, 7*(4), 243-252. https://doi.org/10.1037/stl0000268

Murphy, L., Eduljee, N. B., & Croteau, K. (2020). College student transition to synchronous virtual classes during the COVID-19 pandemic in Northeastern United States. *Pedagogical Research*, *5*(4), em0078. https://doi.org/10.29333/pr/8485

Roy, S., & Covelli, B. (2020). COVID-19 induced transition from classroom to online mid semester: Case study on faculty and students' preferences and opinions. *Higher Learning Research Communications*, *11*(0). https://doi.org/10.18870/hlrc.v11i0.1197

Tümen Akyıldız, S. (2020). College students' views on the pandemic distance education: A focus Group discussion. *International Journal of Technology in Education and Science*, *4*(4), 322–334. https://doi.org/10.46328/ijtes.v4i4.150

Ulrich, A. K., Full, K. M., Cheng, B., Gravagna, K., Nederhoff, D., & Basta, N. E. (2021). Stress, anxiety, and sleep among college and university students during the COVID-19 pandemic. *Journal of American College Health*, *71*(5), 1–5. https://doi.org/10.1080/07448481.2021.1928143

Vygotsky, L. (1978). *Mind in society: the Development of Higher Psychological Processes*. Harvard University Press.

Wang, X., Son, C., Sasangohar, F., Hegde, S., Keller, B., & Smith, A. (2020). Investigating Mental Health of US College Students During the COVID-19 Pandemic: Cross-Sectional Survey Study. *Journal of Medical Internet Research*, *22*(9), e22817. https://doi.org/10.2196/22817

Wang, C., Wen, W., Zhang, H., Ni, J., Jiang, J., Cheng, Y., Zhou, M., Ye, L., Feng, Z., Ge, Z., Luo, H., Wang, M., Zhang, X., & Liu, W. (2021). Anxiety, depression, and stress prevalence among college students during the COVID-19 pandemic: A systematic review and meta-analysis. *Journal of American College Health*, *71*(7), 2123–2130. https://doi.org/10.1080/07448481.2021.1960849

Yang, C., Chen, Y., & Chen, A. (2021). College students' stress and health in the COVID-19 pandemic: The role of academic workload, separation from school, and fears of contagion. *PLOS ONE*, *16*(2), e0246676. https://doi.org/10.1371/journal.pone.0246676

Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). Sage Publications.

Appendix A: Qualitative themes, subthemes, explanations, and examples

Themes	Subthemes	Description	Example quotations
Recognizing life outside the classroom		Students voiced decreased stress when instructors were empathic and understood that life events not directly related to a specific course still impacted student performance in the course or their general performance as students.	"Remember that we are humans too. We are not just solely students and understanding that things may come up in our lives that affect our abilities to be students is helpful."
Instructors as connectors to resources		Students identified instructors as the primary communicators about resources available not only for a specific course, but also about resources available campus-wide. Instructor providing access to resources/information decreased stress.	[my learning was supported when] "Instructors mention of mental health resources and food insecurity resources in course content via [campus LMS] and also in person"
Course delivery		Students expressed preferences for course modalities. Additionally, the way an instructor delivered content, engaged students with course material, and provided accommodations increased or decreased stress depending on how it was handled.	[what stressed me out was] "teachers' lack of engagement in the course…for example, I have a… class that is fully asynchronous where we read between 30-200 pages every week and the teacher does not do video lectures, does not explain the readings, does not participate in class discussion boards, and does not give feedback on the assignments."
	Communication	Students felt less stressed when instructors clearly communicated to them about course progress and expectations, and stress increase when communication was lacking or unprofessional.	"My professor this semester made it clear vocally and in our D2L announcements what exactly he was willing to be flexible on, and it helped a lot to know it right off the bat. I also know that teachers are busy, but providing quality feedback means so much to a student.... My quality of work declined over the semester because I was discouraged by feeling like I don't understand the material at all. Yet, the teacher continued to give no feedback other than "good job" (not even capitalized or punctuated) on every single assignment. But for a teacher to pick out something interesting that I wrote or a point I made, or point out something I could do better in their feedback, even if it's only a couple of sentences, is really helpful."

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

Themes	Subthemes	Explanation	Example quotations
Course delivery	Organization	Students felt increased stress when a course was disorganized and/or when they did not know instructor expectations. Conversely, students appreciated it when a course was clearly structured.	"I just think when professors would not have a set plan, it would stress me out because I did not know what was coming and what to look out for. "
	Flexibility	Students reported decreased stress when instructors had flexible practices (remote attendance, lecture recordings, offered quizzes over multiple days, etc.). They felt stress increase when instructors were not flexible in policy, attitude, or practice.	[it helped] "having multiple days to complete a quiz or exam and to be able to take it in a safe comfortable space on your own time" "I think inflexibility in attitudes or policies is what has increased my stress the most"

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

Appendix B: Spring 2021 Survey

Consent Question (Details masked to protect identities and location).

- ☐ Yes, I consent to participate in this study
- ☐ No, I do not consent to participate in this study*

*If no, sent to end of survey.

Are you currently enrolled in at least 1 FSHD course this semester (Spring, 2021)?

- ☐ Yes
- ☐ No*

*If no, sent to end of survey.

What is your age? (Please write your exact age) _____

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Non-Binary
- ☐ Other _____

What is your race/ethnicity?

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Native Hawaiian or Pacific Islander
- ☐ Latino/Latina
- ☐ Other _____

Are you the first in your family to attend college (first-generation college student)?

- ☐ No
- ☐ Yes

What is your major?

- ☐ Family Studies and Human Development
- ☐ Psychology
- ☐ Other _____

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

What is your class standing?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

Are you a transfer student?

- ☐ No
- ☐ Yes

As you answer questions in this section, please think about only your FSHD classes after the move to online due to the COVID-19 pandemic.

How many of your FSHD classes were labeled "live online" during the Pandemic?

- ☐ 0
- ☐ 1-2
- ☐ 3-4
- ☐ 5+

How many of your FSHD classes were labeled "flex" during the Pandemic?

- ☐ 0
- ☐ 1-2
- ☐ 3-4
- ☐ 5+

Where did you complete your coursework the majority of the time during the Pandemic?

None at all		A little		A moderate amount		A lot		A great deal	
10	20	30	40	50	60	70	80	90	100

- ☐ Family residence _____
- ☐ Apartment - alone _____
- ☐ Apartment with roommates _____
- ☐ Dorm room _____
- ☐ In car on campus _____
- ☐ Other _____

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

As you answer questions in this section, please think about only your FSHD classes after we return to campus and classes are back in-person.

I would keep all faculty office/drop-in hours being via Zoom
- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

I would keep some faculty office/drop-in hours being via Zoom
- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

I would keep the ability to chat/instant message with instructors during class
- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

I would keep the ability to chat/instant message with other students during class
- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

I would keep having instructors record class/lectures in the event that I miss a class and want to catch up.
- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

I would keep having reviews for exams live on Zoom.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

I would keep the use of shared content (Google slides, Google Docs., etc).

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

*For those of you that enrolled in a class that used a flipped classroom model (i.e. watched lecture videos before class and then did primarily active learning within it) I would keep that for normal semester sessions (attending 1 day a week rather than 2 with the second class being completed via lecture videos and readings)

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not applicable (I did not enroll in a flipped class model during the Pandemic)

In thinking about the changes to your classes as a result of the COVID-19 Pandemic, what changes would you continue?

In thinking about the changes to your classes as a result of the COVID-19 Pandemic, what changes would you NOT continue?

Without naming specific instructors, what did instructors do when they taught on Zoom that you found beneficial?

Without naming specific instructors, what did instructors do when they taught on Zoom that you found did not work well for you?

Without naming specific instructors, what did instructors do outside of Zoom sessions (e.g., the D2L course site, non-live features of the courses) that you found beneficial?

Without naming specific instructors, what did instructors do outside of Zoom sessions (e.g., the D2L course site, non-live features of the courses) that did not work for you?

Please write any additional comments you have on the courses you have experienced during the Pandemic (again, please do not use specific instructor names).

Thank you for your participation in this study.

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

Appendix C: Spring 2022 Survey

Consent Question (Details masked to protect identities and location).

- ☐ Yes, I consent to participate in this study
- ☐ No, I do not consent to participate in this study*

*If no, sent to end of survey.

Are you currently enrolled in at least 1 FSHD course this semester (Spring, 2021)?

- ☐ Yes
- ☐ No*

*If no, sent to end of survey.

What is your age? (Please write your exact age) _____

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Non-Binary
- ☐ Other _____

What is your race/ethnicity?

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Native Hawaiian or Pacific Islander
- ☐ Latino/Latina
- ☐ Other _____

Are you the first in your family to attend college (first-generation college student)?

- ☐ No
- ☐ Yes

What is your major?

- ☐ Family Studies and Human Development
- ☐ Psychology
- ☐ Other _____

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

What is your class standing?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

Are you a transfer student?

- ☐ No
- ☐ Yes

As you answer questions in this section, please think about only your FSHD/FCSC classes and instructors.

How many of your FSHD/FCSC classes were in-person (at least one session was in-person) this semester?

- ☐ 0
- ☐ 1-2
- ☐ 3-4
- ☐ 5+

How many of your FSHD/FCSC classes were fully online this semester?

- ☐ 0
- ☐ 1-2
- ☐ 3-4
- ☐ 5+

We are interested in learning more about teaching practices and policies that have influenced your stress and overall well-being since the start of the Fall 2021 semester (August 2021). Thinking about your FSHD/FCSC classes this semester, please answer the following questions. Please do not name specific instructors.

Which strategies below did you find lowered your stress/anxiety related to your courses (select all that apply):

- ☐ Class sessions recorded on Zoom
- ☐ Attending class on Zoom when you could not make it to in-person sessions
- ☐ Office hours on zoom
- ☐ Multiple days to complete an online quiz or exam
- ☐ Quizzes or exams taken online (instead of in-person)
- ☐ Flexible deadlines
- ☐ Allowing for revisions on submissions
- ☐ Accommodations for illnesses and family emergencies
- ☐ Empathic responses of faculty and teaching team members
- ☐ Accessibility of the instructor and TA (in-person or online)
- ☐ Having weekly announcements that described the week ahead
- ☐ Other _____

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025

Please explain how the items you selected in the previous question decreased your levels of stress/anxiety.

What are teaching strategies or course policies that increased your levels of stress/anxiety since the start of the Fall 2021 semester?

What could instructors do inside or outside of their classes that would contribute to your overall sense of well-being?

What have your FSHD/FCSC instructors done since Fall 2021 with how they have structured their courses that has supported your learning?

What have your FSHD/FCSC instructors done since Fall 2021 with how they have structured their courses that have not supported your learning?

Is there anything faculty did during the Fall 2020 and Spring 2021 semesters, when most classes were largely online only, that you wish faculty continued to do or do more of during the Fall 2021 and Spring 2022 semesters?

Are there resources within the college that you use to help reduce stress/anxiety? If so, please list.

Are there resources at the University level that you use to help reduce stress/anxiety? If so, please list.

Please write any additional comments about the support or lack of support received from instructors and the course structure that influenced your well-being during the Fall 2021 and Spring 2022 semesters.

Thank you for your participation in this study.

https://doi.org/10.26536/XVVL9539
Family Science Review, Volume 29, Issue 1, 2025