

The Lived Experiences of International Students in Higher Education During COVID-19

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Abstract

The arrival of COVID-19 in the spring 2020 semester caused a major upheaval to universities and colleges across the world, and it led to unique challenges for international students and the offices that serve them. These offices contended with ever-changing guidance on the virus issued by various governmental bodies and with evolving directions and restrictions that were issued by USCIS and the federal government regarding international students and scholars. At the same time, international students and scholars faced all the same challenges that American students and scholars did, but these were compounded by problems that were specific to their situations and concerns.

Keywords: international education, COVID-19, lived experience, student affairs

Introduction

This paper presents a preliminary study on how international students fared in the United States during COVID-19. It looks at what happened on “both sides of the desk” for an international student office at a doctoral institution in the deep south during the COVID-19 shutdown of 2020 (hereafter, “the university”). We will begin with a description of the process of going remote, with an emphasis on the challenges the administrative unit faced and the problems it anticipated for the culturally *diverse student* population it served (Cf. Appendix 1). Then a collection of international students’ narratives will be presented and analyzed using qualitative samples from questionnaires. These first-hand accounts will show how students made

sense and meaning of their cross-cultural journey while navigating the complexities of this global pandemic, as well as how they adapted to remote learning in a short period of time. Studying their experience as they navigated through these challenges will help us gain an understanding of their lives in their context and potentially increase our cross-cultural awareness in advancing diversity and inclusion efforts on our campuses. Specifically, we will document both what administrators did in dealing with the plethora of dilemmas they encountered and also what students actually felt and experienced in order to help educators support international student retention and success on our campus especially during times of crisis, such as the COVID-19 pandemic. This paper will show that international students had complex needs that complicated their adaptations during the pandemic (Bartram, 2008).

The international students and scholar services administrative unit in most higher education institutions serves not only as an important resource for international students while they are enrolled in a graduate, undergraduate, or English-language program but also as the administrative unit that has compliance and reporting responsibility to the federal government in relation to hosting international students and scholars on non-immigrant visas at their campuses. In addition, it is also the centralized resource for any student, faculty or staff member seeking to study or engage in academic opportunities abroad.

Ripple Effects of COVID-19 International Travel and Visa Applications

The global pandemic has had a ripple effect on the higher education sector and created many challenges to students and institutions alike. On January 28, 2020, the federal government's Student Exchange Visitors Program (SEVP) sent out a broadcast message to educational institutions in the US that were hosting international students in regard to the Novel Coronavirus and its potential impact on international students studying at our campus on *F-1* and

J-1 student visas (Cf. Appendix 1). This bulletin alerted educational institutions to the following anticipated impacts of COVID-19 to the international students and scholars that we serve:

1. New international students from countries impacted by COVID-19 might not be able to get student visas as US embassies around the world began to shut down their operation and consequently, these students would have to defer their enrollment to the following semester;
2. Continuing international students on our campuses who were exhibiting symptoms of COVID-19 might not be able to maintain their full-time enrollment in classes that is required by their F-1 and J-1 student visa status;
3. Continuing students who travelled temporarily to their home country during the Christmas break might not be able to return to the United States in time for their spring 2020 semester due to COVID-19 travel restrictions or unable to renew their student visas at US embassies around the world that have shut down their operations. (“Coronavirus Critical Responses”)

During this time, this university suspended all travel to China for its faculty, staff and students at the end of January when the Centers for Disease Control and Prevention recommended that travelers avoid all nonessential travel to China.

Meanwhile, the study abroad office was busy finalizing students’ registration for the summer 2020 Faculty-led programs for London, Florence and Costa Rica. The first pre-departure student orientation was on the last Saturday in February and the classroom was packed with students attending our 1st Florence pre-departure orientation, a series of orientation sessions that is used to prepare our students for an exciting 5-week Florence study abroad experience in the summer of 2020. The office was monitoring the outbreaks of the coronavirus flu in Italy and

several students and parents had inquired if this COVID-19 flu would impact the faculty-led study abroad programs in Florence, London and Costa Rica that was to begin mid-May of 2020. The office's response was always that it followed U.S. travel advisories and that the safety and well-being of students and faculty are of utmost importance. Students had paid their deposits for their summer study abroad program and the study abroad provider was in the process of arranging summer group flights that will be departing in mid-May to Florence, London and Costa Rica for our students and faculty. The office contacted the study abroad provider to confirm its refund policy should the U.S. government enact a Level 3 Travel Advisory for Italy.

At about this time also, a small group of engineering students and two university employees were getting ready to travel to Paris, France during mid-March through a grant awarded by the French embassy. The purpose of this grant was to promote educational exchange between American and French university students. This group was going to participate in seminars at two French partner universities in France. They were still allowed to travel to Paris when the office consulted administration at the end of February since there were no travel restrictions to France at the time. However, as it closely monitored the situation daily and as the pandemic spread through Europe, it had no choice but to cancel the trip to Paris two days before the scheduled departure. This was devastating for students as this would have been their first time in France but this decision was made not only for the safety and wellbeing of students and employees traveling with them but also because both French Universities that they were scheduled to visit were no longer allowing any visitors to enter their campus due to the rapid spread of the pandemic in Europe. The decision to cancel all Summer 2020 Faculty-Led Study Abroad programs in Italy, England and Costa Rica was also made at this time and full refunds were given to students who were scheduled to travel with the study abroad programs.

Anxiety amidst uncertainty

One international student organization had a Lunar New Year gathering on campus in late January 2020 and there were concerns among these students about the evolving situation in Wuhan, China and several reported cases in the United States. To help address students' growing concerns the Office of Public Health, Student Health Services office and the international office organized an information session in February 2020 for all international students. The discussion centered on symptoms of the Novel Coronavirus, tips on actions to preventing transmitting viruses such as the flu, and using resources available on the Centers for Disease Control website.

The international office realized that students were feeling fearful and anxious during this uncertain time. When the university transitioned to remote instruction, the international office informed students through email about the university's counseling center that was offering remote services and the campus health clinic that was offering telehealth sessions to ensure that all students had access to mental and physical healthcare. All Coronavirus COVID-19 testing was covered for students enrolled in the international student insurance plan.

Maintaining full-time enrollment remotely

As COVID-19 spread throughout the United States and higher education institutions began to switch to remote instruction and operations, the university also began remote course delivery to mitigate public health concerns related to COVID-19 on Wednesday, March 18. This public health decision was made to minimize large gatherings on campus and to reduce the time students, faculty and staff spend in close proximity to each other in classrooms and office spaces. This herculean task to educate and support 18,000 students remotely was made in one week as faculty and staff frantically created a comprehensive plan and technological infrastructure to limit the potential spread of COVID-19 to the campus community. The international student

office sent communications to all international students to assure them that this temporary transition to remote instruction would not impact their F-1 or J-1 visa status for the Spring 2020 and Summer 2020 semesters. International students were also reminded that during this time, they were required to maintain a full-course load (undergraduate students – 12 credits, graduate students – 9 credits) in order to maintain F-1 or J-1 status, unless a student had already received an Authorized Reduced Course Load at the beginning of the semester. Classes for the Intensive English Program (IEP) were also changed to remote instruction.

Returning Home Mid-Semester

The university remained open and all business operations continued even when course delivery changed to remote. However, when the governor issued a statewide stay-at-home order, students living in dormitories across campus were encouraged to return home to protect themselves from the spread of COVID-19. International students who lived in the dorms were able to remain and had access to on-campus dining services in order to complete their spring 2020 semester. The majority of international students and scholars lived off-campus and most of them chose to remain in the United States to complete the semester.

Some international students faced tough decisions about whether to go home or stay in the United States. Those international students who decided to fly home expressed that their families wanted them to return home as they were concerned for their health and well-being as the number of COVID-19 infections began to rise in our state and throughout the United States. Around 10% of the international student population began to travel home in March as their government encouraged them to return home. The French Consulate emailed or called French students to return home to France while there were still limited flights that were flying from the

US to France. Students from Saudi Arabia, Oman and Poland were also encouraged to return home on government-sponsored flights.

Many visiting scholars from China were not able to secure flights to return home because of travel restrictions and so were concerned about their J-1 immigration status. Fortunately, the US Department of State supported hosting institutions to extend the stay for visiting scholars while they were waiting to secure flights to return home (“COVID-19 Resources”).

Interruption to Employment

The university employs around 660 graduate students and 247 of those are international graduate students. They play an important role in providing support for the teaching and research that is at the core of the university’s mission. With the governor’s Stay-At-Home Order, not only teaching had to be switched to remote but research work had to be suspended. Fortunately, the university was able to preserve the students’ on-campus employment by having students working remotely. This included graduate students who were employed as graduate assistants and graduate fellows who continued to receive their monthly stipends and tuition or fee waivers. Meanwhile there were approximately 70 international students on internships (*CPT/OPT*) whose employers transitioned them to work remotely due to COVID-19 (Cf. Appendix 1). The international office informed each one that the USCIS (United States Customs and Immigration Services) was allowing authorized remote work for international students currently on CPT or OPT for the Spring 2020 semester and that they would need to update their employer address in the SEVP (Student and Exchange Visitor Program) portal.

Financial concerns

As many businesses across our nation and globally had to close their doors as a result of the widespread of COVID-19, the university recognized that students and their families were

impacted financially and many were experiencing financial hardships as a result of the COVID-19 pandemic. To provide financial assistance to students during this pandemic, the university disbursed much needed financial assistance through the *CARES Act* grants and the Student Emergency Fund (Cf. Appendix 1). This limited financial assistance helped students to take care of immediate living and academic expenses. In addition, the university food pantry remained open to provide essential food sustenance especially to students who remained in town to complete their academic semester. The university food pantry offered socially-distanced, pick-up services three days a week to minimize contact with students.

After the transition to remote instruction in the spring semester was in place and all international students and scholars were safe as they managed remote learning, financial concerns and social isolation, nothing could have prepared them for the turmoil experienced in the month of July when the Department of Homeland Security (DHS) banned nonimmigrant F-1 students from remaining in the US while enrolled full-time at schools that are operating entirely online for the fall 2020 semester (“Rescinded Fall 2020 SEVP Covid-19 Guidance”). This guidance was based on the Department of Homeland Security’s established policy which permits students on F-1 visas to enroll only in one online course per term toward their degree. The entire international student population nationwide (more than 1 million international students) faced the threat of having to leave the US abruptly should their institution turned to completely remote instruction for the fall semester. The international student office spent countless hours researching the implications of this announcement and wrote lengthy communications to the international student population. Fortunately, the university chose hybrid instruction for the fall 2020 semester and the Department of Homeland Security rescinded the July 6,

2020 policy which permits international students to take multiple remote classes during COVID-19 (“Rescinded Fall 2020 SEVP Covid-19 Guidance”).

Student Perspectives

In order to understand the lived experience of international students during the COVID-19 pandemic, we began a qualitative study with international students that were enrolled full-time during the spring 2020 academic semester. It focused on the participants’ narrative experiences during the first months of COVID-19 as they navigated the complex and challenging task of continuing their education remotely. Our theoretical perspective was based on Bruner (1991, 1995), who developed the idea of how people use narrative to organize their everyday experience of the world.

Sixty students were randomly chosen and contacted by email to ask for volunteers who might share what they went through with regard to their class experiences, their health, their concerns, and how they managed in general. Twenty students agreed to take part in the study, and they were sent a questionnaire containing six questions that encouraged them to respond in a narrative form (Appendix 2), and a consent form, which they returned before filling out the questionnaire. Before they gave consent, participants were informed that their written response would be used for research purposes, and that no names, email addresses, or other protected items would be used that would identify the participant. All students have been assigned a pseudonym in this paper to protect their identity. Our goal was to hear students tell their story by answering the questionnaire at a time close to the events of the spring, when everything was fresh in their minds. Though their experiences and thoughts were far from uniform, overall they give us a snapshot of how international students fared during this crisis time, a time whose

challenges were compounded because of their unique circumstance of studying in a foreign country.

We analyzed the responses for themes, and we present four of them here: 1) adapting to remote instructions, 2) health issues, 3) challenges unique to international students, and 4) experiences in seeking assistance.

Adapting to Remote Instruction

We asked students about their experience with online instruction and received a lot of feedback. Some students missed the interaction of face-to-face classrooms. Harry wrote,

“The good thing about [remote instruction] was the saving time and effort to walk about 25 min to reach the campus. The bad thing was the losing of human interaction between student/teacher and student/advisor.”

Scott wrote,

“As my classes changed to online mode due to the COVID-19, my experience was good in terms of safe protection against the virus, but I was not happy as usual. The reason for this is because as a result of the COVID-19, I could not meet and interact with professors, friends, family members, and other people.”

Isabella gave a detailed description of how the abruptness of going remote in the middle of the semester affected everyone:

“I remember the last week before the university was closed last semester due to COVID-19. There was so much uncertainty, whether its staff, faculty or students. It seemed like everyone was completely clueless. Though some professors were thinking ahead and already discussed what will be the strategy “if we go online.” Rest is history! I personally never took an online class before, so I was very

anxious. Then we heard the news about [the university] going online for the whole semester. Honestly, it was a mess. Mess because it was a new learning experience for everyone. In the middle of semester assignments were changed, syllabus renewed, and we learned about technology which we haven't heard before. It was extremely stressful. I had a full semester taking five classes and Honors seminar. I remember at first it seemed like I was on my computer the whole time, reading, writing, working on assignments, checking Moodle again and again, and barely any sleep."

Fortunately for this student, she reported that the university did a good job of adapting to the sudden change.

"The good thing was that [the university] really stepped up its game when it comes to communications. Everyone was extremely alert; A lot of information was constantly sending to students via emails. Teachers extremely flexible and understanding. I was very impressed with university's response to the whole situation. In the end we all came out strong and resilient because of the sudden situation we were put into. I was also very impressed and happy with the kindness and empathy showed by my professors during that time."

Various other challenges arose too. Christopher mentioned how they weren't able to cover all the needed material online in a programming class.

"I also liked the lecturer's delivery method and the way he was taking his time to explain the lesson. However, when classes went online, we were only receiving sheets with lecture notes for us to study.... we weren't doing any programming

and we didn't have our lecturer's explanations. As a result, we didn't cover all the material in the curriculum."

David described a number of challenges he faced.

"As classes went to remote during the Spring 2020 semester, it became a little bit hard for me to adjust to the remote classes—I am an in-person person and adjusting to online classes was relatively difficult. I remember times that I missed online classes because I slept off or there were other matters calling for attention. My biggest challenge was the poor internet connectivity in my apartment—I could barely use it for anything."

Fiona described her struggle staying motivated.

"Bad part was due to this pandemic lots of home staying, mental stress kind hard to find motivation. So, it was all the time find yourself busy with something new, so you won't get demotivated or sleepy."

Two students were graduate teaching assistants who also had to struggle with teaching remotely.

Grace wrote,

"Last semester I was tasked as a graduate teaching assistant, and the most challenging part during the transition was to keep the communication going with my students. Most of my students had part-time jobs at the time, and most of them lost focus on their academic progress since they had difficulties in managing their time between work and school. Many of them missed their assignment deadlines, resulting in bad grades at the end of the semester."

Patricia, another graduate assistant, had the following challenge,

“But I was teaching a freshman Biology lab which had to transition online. These labs are very hands on and it was difficult to simulate that experience. The timing of labs also had to be adjusted to fit into one Zoom session with free accounts available to us. Students were given more assignments who had a difficult time sticking to deadlines in the wake of the pandemic. We were expected to be lenient but a lot of students took advantage of the situation. That made fair grading even tougher.”

Not everyone had a bad experience. Tina wrote,

“The good thing of having remote class is that it is more efficient. And I feel more comfortable having class in my own place. I don’t see much bad side about it. I was surprised that all the faculty and staff on campus could react to the new situation and got ready in such a short time.”

Health Issues

Given the commitment to family in many cultures (Flaitz, 2003), it is not surprising that many students talked about both mental and physical health issues ~~for~~ not only for themselves and their families living with them, but also the families back home. Talking about his family back home, Adam described the following situation:

“I came from a family that is always having financial worries because of my mother having cancer and diabetic while my father was unemployed. My parent’s physical and mental health has been affected by being socially isolated and not being able to cope without my physical presence for supporting them.... One of my siblings got exposed to COVID-19-infected people in the hospital where he

works. Another sibling lost business due to loss of clients during COVID-19 shutdown. Their physical and mental health are affected by COVID-19.”

Olivia described similar concerns for her family back home.

“My family in [*home country*] is other different case, they were and still are very scared because the health system has collapsed, and they are worried to get sick and not be able to get a bed in the hospital. This concern is also mine, this is one of the things that sometimes stresses me out and makes it difficult to be focused in my work or thesis.”

Patricia’s concern for family was exacerbated by the travel restrictions enacted.

“... me and my family at opposite ends of the world were constantly worried about each other.... My family has been specifically worried about me since I’ve had a stroke in the recent past and neither of us know if I am more susceptible to COVID. Being an international student, we are aware we cannot meet our families as often as we would want to.... With travel bans in place and a specific visa restriction in my case, not knowing when I will be able to visit my family makes me even more anxious.”

Laura was also concerned for her family that was living with her.

“Being with my kids makes me feel more anxious, but it also reminds me that I must be stronger.”

Eric commented that his family had stayed healthy:

“It could get a bit frustrating to be at home for a long time, but we feel blessed that we’ve been in good physical health through it all.”

However, there were also mentions of the mental health challenges that international students faced. One somber description from Grace was the following:

“The global pandemic has affected mostly my mental health since we have to adapt to the bizarre situation during the outbreak. At the beginning of the online class period, I had an issue adjusting to the new lifestyle, including staying at home most of the time and limiting interactions with other people. As an international student being far away from family during the crisis, I would consider the experience as “unbearable mental pain.” I had to take care of my physical health, do my work, study, and maintain the stress level without coming into contact with others. I tried my best not to get sick since I had no relatives in [town] Lafayette. It was extremely challenging since I was staying on-campus with other students whom I was not sure if they were obeying the safety protocols.”

Jennifer was ill at the beginning of remote instruction, which led to challenges:

“I got sick during the first week of remote instruction, and the lack of testing and uncertainty about the proper rules of behavior with the virus created a very stressful [situation].... Having to do schoolwork from home was very difficult, and I had trouble focusing on the tasks at hand. My thoughts would inevitably go to concerns over health, the future, graduate school, and all kinds of other things. Not having a dedicated studying space, a routine, and interactions with other people also made it much more difficult to focus. My sleep quality deteriorated greatly, and making time for healthy meals was also difficult.”

Kingston also mentioned his mental health and sleeplessness.

“My family as a whole was really worried at this time. Being international students, we passed many sleepless nights because of our sense of loneliness. We don’t know how to seek help and where. Our mental health was really deteriorating. Sometimes, at some point, we stopped doing anything, even studying!”

Additional Issues Facing International Students

A number of students talked about the unique challenges internationals face, from visa and travel hurdles to possibility of racial discrimination. Grace identified this as her biggest worry.

“Currently, my biggest worry would be the discrimination that has been happening to the community of people of color, especially Asian. Even though I have not had any experience with discrimination in [town], the cases that occurred across the United States about Asians being harassed do affect me. It creates anxiety as I believe that this phenomenon would stay for a long time. In the long term, I am worried that I would not get the opportunity to utilize my OPT [Optional Practical Training] after I graduate since the outbreak has affected the country’s economy so severely.”

Melissa, an Asian student was also quite concerned about potential discrimination.

“I feel apprehensive about my future career in the U.S. for there are a lot of negative news about OPT [optional practical training], H1 visa, particularly to Chinese students. I am worried that I would be discriminated, though so far I haven’t experienced anything. I am particularly worried about my career

opportunities would be harmed or even destroyed about the policies and potential misconception about Chinese people.”

Eric was distressed by the U.S. government’s aborted policies regarding international students.

“Currently, the biggest concern would be the cancellation of my student status before the completion of my degree, or deportation simply because of my nationality. It’s such [a] pity that international students work so hard to get research going, but then the entire group was met with proposals like those. One of my colleagues says he “just doesn’t feel appreciated.” It’s kind of true....

Over the long run, it could set an underlying tone to international scholars that they may not be welcomed here and even discourage more potential talents from coming to the U.S. for higher education, who are valuable for pushing the research development....My future concern would be it might get even harder for internationals to develop their career here in the U.S. in the future.”

Another student, Scott, was worried about the medical care.

“My biggest worry or concern during this time is getting medical cures and services in Louisiana because since I am an international person, I cannot obtain and receive any medical treatments.”

He was not aware that the insurance policy international students are required to purchase would cover all these expenses.

Finally, Grace summed up well what it meant to be an international student during the crisis, an example of the challenges in finding social support (Bhochhibhoya et al, 2017):

“I found that the challenges multiplied during the pandemic if you were an international student in a foreign country without any family members around. It

would be helpful if you have a supporting international student community from your own country. Still, I do not have that big of student community from my home country in [town] that it makes things more difficult. You can always find support from other people, but I think the most effective is receiving support from fellow students who face the same situation as you do.”

Seeking Assistance

A number of students described how they sought help and sometimes received it during remote operations. Adam gave a rundown of the help he received from many different campus entities.

“The campus cupboard [food assistance] was also helpful in providing free food at a pick-up time that is requested through their website. Meals at the dining hall and campus cupboard provided food when I was busy writing and compiling all the information I needed for my research towards my dissertations. The graduate school dean also had an open forum in a zoom meeting for graduate students to ask questions the specific actionable plans for the reopening of campus. The Student Health center was very accommodating for me after the week of shutdown to come to get checked that my coughing and breathing problems are not due to COVID-19 but by seasonable allergies I regularly experience. The Counseling Center was also accommodating in talking to me remotely during the stay-at-home orders to help me deal with a friend who wants to stay in apartment while doing a job outside the university campus—a situation that would place us in a risk of spreading COVID-19. The graduate school office was also good at reaching out to students by email about our signed vouchers for our graduate

assistant jobs, to ensure that we get paid our monthly stipend on time without signing a lot of paperwork. I tapped all the available university resources to cope with campus shutdown due to COVID-19.”

Summary & Implications

For those who work with international students, it is crucial to see what is happening on “both sides of the desk” (Olivas et al, 2006). As our narrative shows, the administrative side was deluged by the many crises that arose from the pandemic. It worked around the clock to cancel existing programs (study abroad, university-sponsored international travel) and to adapt to the ever-changing guidance and directives put out by the federal government. All the while, it was still tasked with providing services that now had to be remote to international students and scholars. Yet each crisis of the minute made it impossible to “hold everyone’s hand.”

The student narratives showed a diversity of experience, both good and bad during COVID-19. They also described a high level of resilience that many international students reached in the face of the many challenges and stresses they faced. They went through the same problems that American students faced, only theirs were compounded by being in a foreign country far away from their strongest support systems. They also faced unique problems regarding visas and travel and the potential for U.S. government policies that threatened their continuing education.

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Appendix 1

Glossary of Terms

Diverse students: Students from different racial, ethnic, religious and linguistic backgrounds, but we also focus on students who are citizens of other countries that are studying in the United States on a student visa and who bring a different culture into the university community.

Remote course delivery: Remote course delivery refers to standard face-to-face classes that were taught virtually during the pandemic. This includes having classes via video conference during class time as well as various types of asynchronous activities.

F-1 immigration status: International students on F-1 student visa must maintain their immigration status by complying with United States Customs and Immigration guidelines. This includes entering the United States for the sole purpose of enrolling as a full-time student at an accredited college, university, seminary, conservatory, academic high school, or other academic institution or in a language training program. F-1 visa holders must be enrolled in a program or course of study that culminates in a degree, diploma, or certificate and the school must be authorized by the U.S. government to accept international students. These students are limited to on-campus employment and are not allowed to engage in unauthorized off-campus employment.

J-1 immigration status: International students on J-1 student visas come to the U.S. as non-degree seeking exchange students for an academic semester or year or as degree-seeking students with the goal of promoting cultural and educational exchange between the United States and other countries.

CPT/Curricular Practical Training: International students on an F-1 student visa may be authorized by their campus designated school official (DSO) to engage in curricular practical training. This practical training is an integral part of their academic program which may include internships or cooperative education (optional or required).

OPT/Optional Practical Training: International students on an F-1 student visa may be approved by US Customs and Immigration Services (USCIS) to engage in optional practical training. The goal of optional practical training is to gain valuable work experience in a student's field of study.

CARES Act: The Coronavirus Aid, Relief and Economic Security was a two trillion-dollar relief package passed on March 27, 2020. It included emergency financial aid grants for students in higher education that were administered through their institutions.

Appendix 2

QUESTIONNAIRE

Please provide your thoughtful answers in 1-2 paragraphs to the following questions. There are no right or wrong answers. Your honest response will help us provide support and services to international students in the future during times of crisis. We thank you for volunteering to participate in this research.

1. Describe your experience as your classes went to remote as a result of the Covid-19 pandemic. What was good? What was bad? What did you think? How did you feel? Were you surprised by anything that you experienced during this time?
2. Describe you and your family's physical and mental health during this global pandemic.
3. Describe your biggest worry or concern throughout Covid-19, currently and moving forward.
4. Describe the ways that you and your family have managed your wellbeing and your education during the time you sheltered at home.
5. During the campus shutdown due to Covid-19, did you seek any academic assistance (advisor, professor, the library, the Learning Center, or the Writing Center) or help from student support services such as the Dean of Students, the Student Health Center, the Counseling Center, the International office, the Graduate School office, the Ombudsman office, the Campus Cupboard or anything like this?
If you did, please describe your experience.
6. What would you like others to know about your experiences during Covid-19?