

“Getting the Most Out of It” versus “Just Getting Through It”:

Exploring Socioeconomic Background and Perceived Course Effectiveness in a Remote Learning Context

Nayelie Aguirre, Emily Chang, Natan Santos, Emily Stehr
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Introduction and Significance

The Covid-19 pandemic and resultant shift to remote learning has brought pre-existing structural inequities in educational access into even sharper relief. Though this trend has been the subject of great scrutiny, such analyses have overwhelmingly focused on K-12 education, with relatively little attention paid to colleges and universities. Therefore, we sought to investigate how socioeconomic background shapes college students' experiences with remote learning. Our research question is as follows: "How do Dartmouth undergraduate students' socioeconomic backgrounds affect their perceptions of remote course effectiveness?" We hypothesized that what Dartmouth students perceived to be effective in a remote course would differ by their socioeconomic background. In other words, the aspects of a remote course a first-generation low income student perceived to be effective would differ from the aspects a non-first generation high-income student perceived to be effective. Furthermore, we hypothesized that Dartmouth students' socioeconomic background shapes their perceived course effectiveness as a function of their cultural capital, access to resources, and external obligations.

Background

Our hypotheses are supported by the following background literature. First, structural inequalities impinge upon and influence individual educational experiences and outcomes through a number of overlapping processes. We have chosen to focus on three of these mechanisms of social reproduction that operate on and through education: cultural capital, access to resources, and external obligations. Lareau (2002; 2015) posits that children are inculcated into distinctive class-based modes of interacting with social institutions, including schools and universities. Middle- and upper-class youth are socialized to navigate these spaces with a sense of familiarity and entitlement, while working-class children with less exposure to the implicit "rules of the game" tend to adopt a sense of constraint. These dispositions go on to affect individuals' educational outcomes based on their ability to self-advocate and marshal resources in order to facilitate their academic achievement. Jack (2016) further expounds upon this dynamic as it manifests for low-income students at elite universities, identifying the degree of ease and comfort with which they engage authority factors as the distinguishing factor between those with cultural capital and those without. Low-income students who attended elite schools prior to college—the *privileged poor*—are able to "catch up" to their better-resourced peers, for they have learned to emulate their strategic leveraging of human and social resources. Conversely, those coming from mainstream schools—the *doubly disadvantaged*—fall behind, unable to fulfill the tacit expectations that rely on a classed cultural knowledge base. These and other contributions to the literature suggest that cultural capital already plays a role in education, an effect that can be expected to continue when education is rocked by a force as momentous as a global pandemic.

Secondly, a number of robust national data sets identify a significant disparity in computer usage and broadband internet access by household income—the *digital divide* (Ryan 2018). The Pew Research Center expands on that data and suggests that students who lack access to technological resources at home are at an academic disadvantage called the *homework gap* (Anderson & Perrin 2020). Additionally, other recent studies have shown that low-income individuals often lack other non-technological resources related to their home environment such as safety, space, peace, and quietness (A. Baugh, F. Baugh, and Vanderbilt 2019). This literature informs our argument that access to resources affects educational experiences.

Finally, the Georgetown University Center on Education and the Workforce (2018) addresses student work obligations and their educational implications. Low-income students who are both enrolled in college and working a job because it is a necessity—also known as *low-income working learners*—were found to work on average more hours in jobs that do not offer career-building experience. To inform our argument on caregiving obligations, the AARP (2020) supports that most student caregivers felt their caregiving duties "impacted their ability to handle academic commitments." This literature serves as the basis for our theory that external obligations impact an individual's educational experience.

Data and Methods

Using purposive sampling, we recruited eight members of the Dartmouth College class of 2021 across multiple demographics including, first-generation status, income level, gender, and race/ethnicity. We conducted hour-long interviews based on our interview guide, which is divided into sections that respectively address the components of our conceptual model (**See Appendix A**). Then, our participants completed a Demographic Questionnaire which addresses our independent variable, "Socioeconomic Background" (**See Appendix H**).

For our data analysis, we developed a coding scheme using both theory-generated, deductive codes and inductive codes based on novel patterns that emerged from our subjects' own lived experiences (**See Appendix H**).

Our coding scheme is divided into four categories, that address our three mediators and our dependent variable. Our independent variable does not require a more nuanced analysis as our Demographic Questionnaire resulted in clear responses (See Appendix E).

Results¹

The ‘What’

In sum, our study confirmed our hypotheses: perceived course effectiveness differs by socioeconomic background, and the relationship between socioeconomic background and perceived course effectiveness is mediated by cultural capital, access to resources, and external obligations.

For non-first generation high- and upper-middle income participants and the first-generation middle income participant, remote learning was effective if their courses had: a structured agenda and clear course requirements; lively Zoom discussions, especially in smaller class settings; opportunities for peer interaction; and opportunities to build a personal relationship with the professor. They perceived barriers to these aspects as least effective. For instance, they expressed frustration with difficulties in forming meaningful personal relationships with their professors in the remote learning environment. Primarily, these results reflect their sense of entitlement and their accumulation of cultural capital from their pre-college experiences.

For first-generation low-income participants, remote learning was effective if their courses provided opportunities to build a personal relationship with the professor, especially as such relationship-building does not come naturally, and allowed them flexibility given their access to resources and external obligations often interfered with their schoolwork. They perceived remote learning to be ineffective if their courses lacked opportunities for meaningful student engagement because they lack an academic peer network in their homes, and if it had barriers to participation as their access to resources and external obligations have already prevented them from being able to fully participate.

The ‘Why’: Cultural Capital

Cultural capital played a role in participants’ perceptions of course effectiveness, especially with regard to the attitudes our they held toward college authority figures, institutions, and peers. These attitudes proceeded from their class-based socialization into a sense of entitlement, or a sense of constraint. Our high- and upper-middle income students reported interacting with professors with comfort and ease. They were accustomed to mobilizing these relationships to facilitate their own achievement, academically and professionally. For this reason, they preferred classes that enabled them to engage in this kind of instrumental relationship-building. Our low-income students, in contrast, reported discomfort, insecurity, and unease in their interactions with professors, likely due to their relative inexperience with such encounters. They were also less likely to self-advocate in the face of obstacles to their engagement. For these reasons, these students prioritized more basic access to participation and flexibility in their ratings of effectiveness. However, they also longed for meaningful professor engagement, but for a different reason than their better-resourced peers. They needed professors who were actively attentive and responsive to their particular needs, who made the first move to establish trust and empathy. The first-generation middle income student seemed to have internalized some of each other group’s attitudes through his proximity to both worlds, perhaps suggesting his membership in Jack’s categorization of the *privileged poor*. His inexperience with authority figures made him indifferent to professor relationship-formation, but he does seem to have had some practice forming productive relationships with peers, making meaningful student engagement his top priority in his course ratings. Taken together, this evidence shows how cultural capital can impact perceptions of course effectiveness.

The ‘Why’: Access to Resources

Our data revealed a disparity in access to resources between the high to middle-income respondents and the first-generation, low-income respondents. The high to middle-income respondents generally had living conditions that were suitable for online learning. They often chose to live in alternative housing such as renting a house with friends. In doing so, they had access to a social and educational network, much like they would have on campus. These students had reliable access to the internet. When faced with obstacles, they found it easy to troubleshoot and find quick solutions. Meanwhile, the first-generation low-income students generally lacked resources. These respondents lacked a social and educational network as they lived with their families. This has a direct correlation to their perceived course efficacy such that they found courses with opportunities for student engagement to be

¹ For a visual summary of our key findings, see Appendix B : Theme Table. For illustrative quotes pertaining to each variable and mediator, see Appendix C: Quote Table.

more effective. The first-generation low income students also lacked consistency in quietness and space to work and often felt their home was a source of stress. One of the most salient issues that they faced was their lack of reliable internet access which caused them to use their cellphone data, hotspot or public wifi. If they did not have access to those alternatives, they would have trouble turning in assignments and miss class. They also dealt with poor neighborhood infrastructure that includes having faulty electricity or lack of public wifi and study spaces. Lastly, we found that they lacked the time, money and social capital to troubleshoot issues related to access to resources. Given their lack of access to quietness, space, and internet, it is logical that they saw barriers to participation as a key aspect of what makes an ineffective course.

The ‘Why’: External Obligations

Though all the participants worked, their reasoning for working differed based on socioeconomic background. The high to middle-income students worked to gain professional skills. In contrast, the low-income students worked out of necessity, either to financially support themselves or their families. In most cases, the low-income students worked long hours and multiple jobs, which interfered with their schoolwork and often led them to miss their classes. The caregiving responsibilities of the high- and upper-middle income students were short-term obligations. However, the first-generation low-income students had long-term family obligations— from caregiving to assisting their parents with their job search—that interfered with their schoolwork. Given their work and caregiving responsibilities, the first-generation low-income students preferred courses with flexibility, especially in the form of empathy from their professors.

Conclusions, Implications, and Limitations

Summary: “Getting the Most Out of It” versus “Just Getting Through It”

Our findings reveal two distinct approaches to distance learning: “getting the most out of it” and “just getting through it.” Our higher-income participants were able to “figure out” the rules of this new game and apply their existing cultural dispositions to confront it, emerging relatively unscathed. The low income students, in contrast, seemed resigned to enduring yet another set of challenges posed by their SES, accepting the fact that, as always, they just had to “get through it.”

The strengths of our research lie in our methods, especially our comprehensive measure of socioeconomic background, our purposive sampling technique (which allowed us to directly tap our populations of interest), and our qualitative interview strategy (which facilitated the necessary rapport to elicit detailed and nuanced responses to our sensitive topics of interest). Additionally, rather than defining course effectiveness outright, we let our participants tell us what effectiveness meant to them and used those definitions to find patterns among different groups. Some of the limitations of our research are that we did not interview enough students to generalize our data. We were also not able to better consider how race, department or major might affect perceived course effectiveness. Therefore, we suggest that further research be done to fill in those gaps.

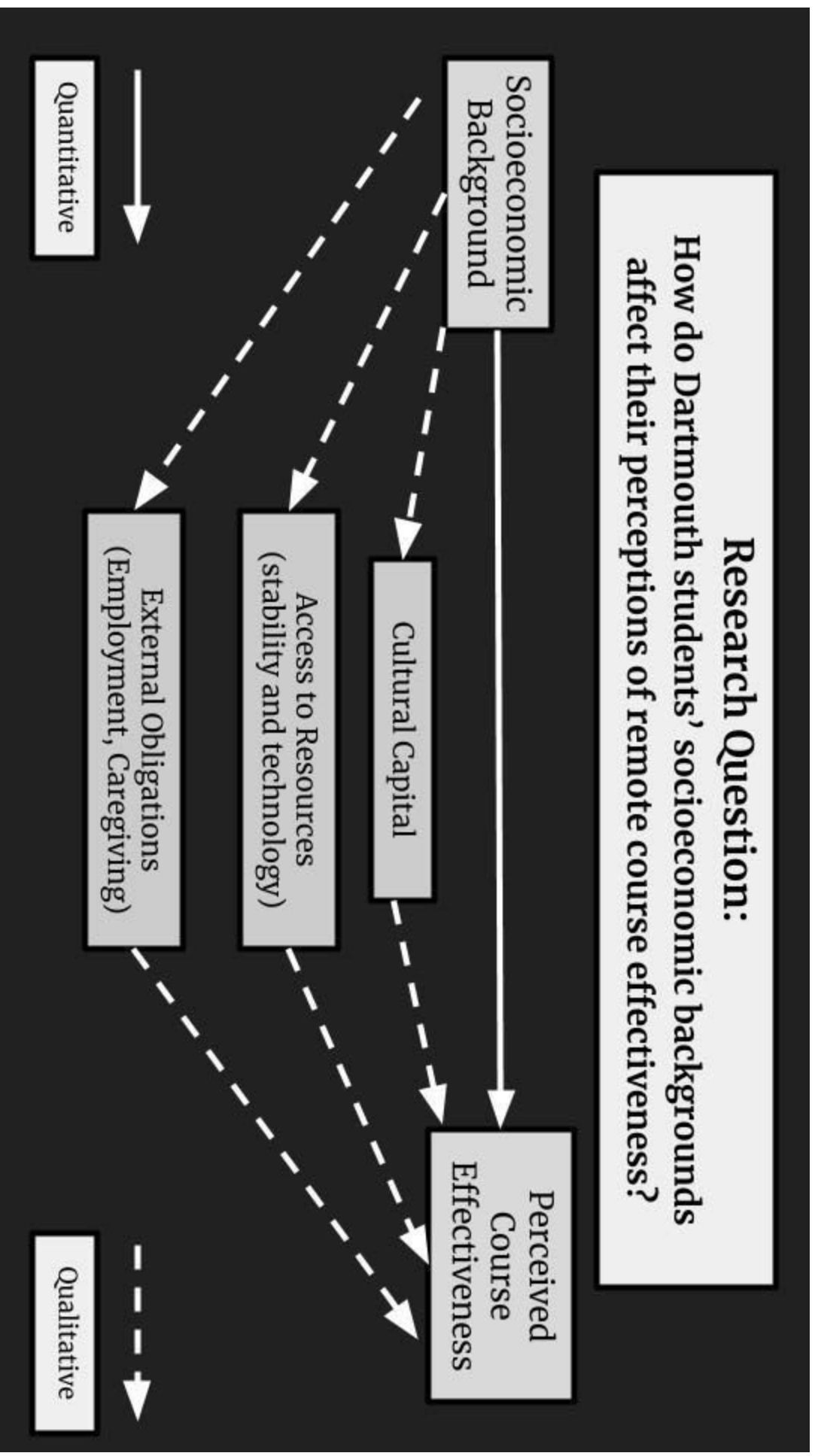
After nearly four terms of remote learning, many of the supply-side technical kinks seem to be ironed out. Professors have learned the ropes, and students have, for the most part, adapted to this new format—contingent on their socioeconomic background. Therefore, DCAL could begin to investigate more complex dimensions of course effectiveness, such as intellectual engagement, as well as work toward specifying or reconceptualizing those questions that might occlude critical differences in socioeconomic background (**See Appendix D**). Moreover, data collection should aim to reach those most vulnerable to the challenges posed by remote learning, and energy and resources should be directed toward those struggling the most—particularly, low-income, *doubly disadvantaged* students.

In planning for an eventual return to “normal,” it is crucial to remember that “normal” was not a universally positive experience. The Covid-19 pandemic and resultant shift to remote learning has brought pre-existing structural inequities in educational access into even sharper relief. Our findings overwhelmingly suggest that professors should continue to be attentive and responsive to students’ lives outside of the classroom. Whether this is accomplished through the institution via a new policy or a culture shift, we firmly believe that greater understanding and empathy between both students and professors will create a more caring, inclusive climate for all.

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Appendix A: Conceptual Model



Appendix B: Theme Table¹

	Non-First Generation, High and Upper-Middle Income	First Generation, Middle Income	First Generation, Low Income
Cultural Capital	Socialized to recruit, deploy, and rely on peers and professors as resources to facilitate academic achievement. Accustomed to intensive, often personalized academic engagement.	Attended under-resourced public school and had to learn independently. Struggled with asking for help and building relationships with professors.	Socialized to work primarily independently with few resources. Struggled with advocating for themselves, particularly as it relates to building relationships with professors.
Access to Resources	Generally reliable access to technological infrastructure; any obstacles that emerge are promptly ameliorated. Students choose to live somewhere other than home to secure a social network.	Had access to a peer network living in the same household and generally reliable access to technology and the internet.	Living conditions are not suitable for remote learning; lack access to reliable internet, working space, quietness, neighborhood resources, and a social network. Has interfered with their schoolwork and solutions to issues are not easy to come by.
External Obligations	Any employment is undertaken primarily for career exploration and does not interfere with schoolwork. Any caregiving responsibilities are temporary responses to non-Covid-related family illnesses.	Part-time employment undertaken for skill and resume building. Did not interfere with schoolwork.	Employment is a necessity out of financial obligations to self and/or family. Caregiving responsibilities are part of everyday routine. Interfered with schoolwork.
Perceived Course Effectiveness	Perceive opportunities for meaningful student and professor engagement and relationship-building as most effective, and barriers to this engagement as least effective.	Perceive opportunities for meaningful student and professor engagement and relationship-building as most effective, and barriers to this engagement as least effective.	Perceive opportunities for flexibility and professor engagement as most effective, and barriers to participation as least effective. Overall, socioeconomic status has interfered with their schoolwork.
Attitude Toward Remote Learning	“Getting the most out of it”	“Getting the most out of it”	“Just getting through it”

¹ The results showed no significant differences in the non-first Generation high-income and non-first generation upper-middle income interviewees’ pre-college cultural capital, access to resources, and external obligations, or perceived course effectiveness. Therefore, we grouped our non-first generation high income and non-first generation upper-middle income interviewees in one independent variable category. The following theme table summarizes the overarching themes we detected in our interview data results and addresses each component of our conceptual model, including cultural capital (Mediator 1), access to resources (Mediator 2), external obligations (Mediator 3), and perceived course effectiveness (Dependent Variable). The themes reflect the patterns shown by our independent variable (Socioeconomic Background) categories: “Non-First Generation, High and Upper-Middle Income,” “First Generation, Middle Income,” and “First Generation, Low Income.”

Appendix C: Quote Table

	High and Upper-Middle Income, Non-First Generation	Middle Income, First Generation	Low Income, First Generation
Cultural Capital	<p>"This is a time in my life where I'm trying to get to know professors [because] I want law school recommendations. In the past I've just sort of run into a professor and then had a 10-minute conversation with them. Obviously that can't happen anymore. So it takes a more conscious effort to be able to do so." –Bradley Elmwood</p> <p>"...I'd be like, 'Oh, like I'd love to chat over office hours or something, or get like coffee from KAF'...I've done that with my professors a few times..." –Phoebe Miller</p>	<p>"I'd work on problem sets in groups and stuff. I really don't have a great reason for why I never went to office hours, I really just didn't want to. Since everyone's remote, it's a lot harder to form study groups, and that has kind of forced me to go to more professor office hours and ask questions to professor directly." – Jack Green</p>	<p>"...At the end of the day, I've just learned going to a predominantly white Ivy League institution that professors already have their own bias before the class even starts... [but] she [a specific professor] made it really clear that she understands we're in a pandemic. Like, you know, people are experiencing different things. Like if you come from a different background or different family, whatever you might be experiencing, that's different from your peer who you're sitting across from Zoom on." –Lauren Cooper</p>
Access to Resources	<p>"We also had a little bit of wifi issues at the start which was annoying, but that was totally fine. It kind of worked itself out. We got a booster. One of my roommates went to Best Buy and bought the thing" –Bradley Elmwood</p>	<p>"I'd say a very large amount. Um, if I was in a worse position, I think it'd be a lot harder to have Internet and a computer and things like that. If I was in a far better, I think I could, you know, be in a very nice house in some nice equatorial country." Jake Green</p>	<p>"I feel like a lot of times I wanted to participate but I didn't want to be that person with like an unstable connection where like you cut off and no one can understand what you're saying because the audio's so- so terrible... in general, I just didn't want like people to hear like the background noise of my house, whether it be my dog barking, my mom cooking, or just like music going on from my neighborhood..." –Jose Ochoa</p>
	<p>"So, I'm like a big 'get tutored' person. [Since Covid] I have not been able to get a Dartmouth one-on-one tutor. Instead they wanna do group tutoring... I don't really want that. So I've had to find tutoring elsewhere. My parents are really upset</p>		

because usually the Dartmouth one-on-one is free but also they do prioritize academics almost over anything so they are kind of like, 'If you need a tutor, then you need a tutor.'"—Ashlyn Jones

"Actually, at first, our WiFi just kept like going on and off...So pretty quickly my parents were able to just like switch providers- ...and it was good from there."
—Sarah Ackerman

External Obligations

"I'd say [DALI] was my biggest commitment, but otherwise, you know, just non-stop grinding...I was more doing it for my resume at that point...trying to get involved in something that would help me grow as a CS or software engineer."—Sarah Ackerman

"Um, recently, I got this part-time job because I had called back the people I worked for in the spring, looking, looking around for summer jobs for this summer. Um, they were like, "We could use you now too if you wanna work part time." - Jake Green

"Looking for jobs for my dad and my uncle... was time consuming. I just never thought about making my dad and my uncle resumes, so starting from that, and constantly looking jobs or helping my other family members apply for unemployment just 'cause, not everyone knows how to use the internet, and the website for, like, city stuff is just super bad."—Sandra Smith

Perceived Course Effectiveness

"I think probably attending live class sessions, it feels more like in-person learning...interacting with like classmates and stuff like that...I think synchronous, like live online sessions that like makes it effective is that your camera's on, so you have to kind of like, like, look like you're listening...And I think that's probably why they're like more effective."—Phoebe Miller

"I think, I think the c- the scope of a lot of courses has been cut down, um, and there's less, um, like, kind of... I mean, I guess the example I'm thinking of is, like, labs. Um, you would, like, see things happen versus now, labs are just, or like, "This, this would happen," you

write a report about why.” - Jake Green

“Getting The Most Out Of It” vs. “Just Getting Through It”

“I also think my high school, although it was mentorship based...also tried to push us to take responsibility for your own education too. **So I think I was ready to kind of like dive in and just see how I could get the most out of it.**” -Ashlyn Jones

“I think it's really nice to have a remote setting, like, office hours for the professor and TA hours, I think it's a lot easier to get to them.” - Jake Green

“I feel like since this is such a sudden transition, no one was expecting this. Everyone likes the old Dartmouth. Whereas this Dartmouth feels like a ... like a fake Dartmouth. Like time will pass. **Let's just get over this hump.**” -Jose Ochoa

Appendix D: Annotated Remote Learning Survey

Sex (*We suggest framing this as "Gender Identity"*)

Hispanic Status

Ethnicity

First Generation Status

Annual Household Income

Parental Educational

Parental Occupation

Class Division

Course

Course



For the income question, we recommend making it optional in the event that respondents are unaware of their household income, as occurred in our own study. We also recommend structuring these questions in a way that is attentive to those without two parents or guardians.

Attainment



Anecdotal evidence from the past year of distance learning and before suggests that professors in certain departments tend to be more responsive and flexible than others. We would be interested in pursuing this line of inquiry further to better identify and address these variances across academic disciplines.

Category/Department

- The requirements for earning credit in this course are clear
- I am able to access the course materials (lectures, readings, assignments, etc.)

What barriers might prevent you from accessing course materials?

- *Course materials are unorganized and/or difficult to find*
- *Course materials must be purchased*
- *Connectivity and/or technological Concerns*
- *Other: _____*
- *None*

- There are opportunities to engage with other students

What barriers might prevent you from engaging with other students?

- *Lack of opportunity*
- *Connectivity and/or technological concerns*
- *Personal discomfort and/or intimidation*
- *Reluctance to turn camera on*
- *Background noise/distractions*
- *Other: _____*
- *None*

d. There are opportunities to engage with my instructor(s)

What barriers might prevent you from engaging with other students?

- Lack of opportunity
- Connectivity and/or technological concerns
- Personal discomfort and/or intimidation
- Reluctance to turn camera on
- Background noise/distractions
- Other: _____
- None

e. I know where to get help if I need assistance with my coursework

What barriers might prevent you from seeking assistance with your coursework?

- Lack of opportunity
- Unsure of options
- Lack of time
- Personal discomfort and/or intimidation
- Other: _____
- None

f. I am confident I can reach my instructor(s) if I have questions

What barriers might prevent you from reaching out to your professor(s) with questions?

- Lack of opportunity
- Unsure how
- Professor has not responded in the past
- Personal discomfort and/or intimidation
- Other: _____
- None

What factors do you consider most in selecting and/or evaluating your remote courses? Rate in order of importance.

- Interest
- Distributive Requirement
- Major/Minor Requirement
- Opportunity to work with a particular Professor
- Opportunities for Meaningful Engagement with Other Students
- Opportunities for Meaningful Engagement with the Professor

- *Anticipated workload*
- *Course format (synchronous vs. asynchronous)*
- *Schedule Flexibility*

Please elaborate: _____

Which of these learning tools did you find most effective?

- Real time discussions on Zoom
- Virtual office hours with instructor(s)
- Pre-recorded lectures
- Asynchronous discussion board conversations
- In-person class periods
- In-person office hours
- Other in-person activities
- Real time discussions on Zoom
- Virtual office hours with instructor(s)
- Pre-recorded lectures
- Asynchronous discussion board conversations
- In-person class periods
- In-person office hours
- Other in-person activities

If you were completely confident in your access to internet and technology and you had no other obligations interfering with your schoolwork, would your answer to the above question change?

- *Yes*
- *No*

Why or why not? _____

Effective Questions from the termly Dartmouth Student Course Assessments:

- Comment on 1-3 things that the professor did well and should continue to do in the future

- Comment on 1-3 things that the professor should focus on to improve his or her classroom effectiveness
- Add any specific recommendations on how the professor is assessing the course work and giving feedback to students that you believe would be useful

Other suggestions:

- Compensate participants so that those most in need of institutional support are incentivized to ask for it via the survey
- Offer interviews for representatives of key demographics (i.e. low-income students of color) to paint a more comprehensive picture of what is and is not working
- Strive for synergy with other campus organizations, like FYSEP, to recruit participants, reduce redundancy, identify problems, and implement solutions

Appendix E: Socioeconomic Background (Independent Variable) Table

	Bradley Elmwood	Ashlyn Jones	Phoebe Miller	Sarah Ackerman	Jack Green	Sandra Smith	Jose Ochoa	Lauren Cooper
<i>Gender Identity</i>	Male	Female	Female	Female	Male	Female	Male	Female
<i>Race/Ethnicity</i>	White	Black	Asian	Asian	White	Hispanic/ Latinx	Hispanic/ Latinx	Black
<i>Household Income</i>	\$200,001 or more	Unknown	\$75,000-\$100,000	\$100,001-\$200,000	\$75,000-\$100,000	\$20,001-\$50,000	\$50,001-\$75,000	\$5,001-\$20,000
<i>Parental Occupation(s)</i>	Doctor; lawyer	Retired; marketing consultant	Pastor; professor	Business owners	Fire department captain; N/A	Seamstress; currently unemployed, former cook	Seamstress; construction worker	Pharmacy driver; N/A
<i>Parental Educational Attainment</i>	Graduate/professional school	Graduate/professional school	Graduate/professional school	College	High school	High school; some high school	Elementary school; middle school	High school
<i>Receives Financial Aid</i>	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<i>Subjective Social Status</i>	Upper class	Upper-middle class	Middle class	Upper-middle class	Middle class	Working class	Working class	Working class
<i>Generational Status</i>	Non-First Generation	Non-First Generation	Non-First Generation	Non-First Generation	First Generation	First Generation	First Generation	First Generation
<i>Legacy Status</i>	No	Yes	No	No	No	No	No	No
<i>Childhood Opportunity Index* (0-100)</i>	69; High	92; Very High	81; Very High	93; Very High	31; Low	13; Very Low	20; Very Low	3; Very Low

Appendix F: Childhood Opportunity Indices

	Bradley Elmwood	Ashlyn Jones	Phoebe Miller	Sarah Ackerman	Jack Green	Sandra Smith	Jose Ochoa	Lauren Cooper
<i>Overall COI</i> (0-100)	69; High	92; Very High	81; Very High	93; Very High	31; Low	13; Very Low	20; Very Low	3; Very Low
<i>Education</i> (Advanced Placement course enrollment, Adult educational attainment, Third grade math/reading proficiency, School poverty, High-quality early childhood education centers, etc.)	95; Very High	89; Very High	95; Very High	87; Very High	42; Moderate	18; Very Low	30; Low	15; Very Low
<i>Health and Environment</i> (Access to healthy food, Access to green space, Walkability, Health insurance coverage, Industrial pollutants in air, water, or soil, etc.)	43; Moderate	54; Moderate	52; Moderate	90; Very High	28; Low	13; Very Low	13; Very Low	28; Low
<i>Social and Economic</i> (Poverty rate, Homeownership rate, High-skill employment, Median household income, Public assistance rate)	52; Moderate	94; Very High	70; High	94; Very High	30; Low	13; Very Low	21; Very Low	2; Very Low

Appendix G: Interview Guide

Introduction:

For this study, we are interested in learning about how students' backgrounds and experiences have shaped their perceptions of remote learning.

You are the expert, I am the learner. I have a list of questions to ask you, but if you find yourself wanting to share something that I haven't asked but you feel is important to understanding your experiences please do so. If you have questions as we go, need clarification, or want to take a minute to think, just let me know. If at any point you are uncomfortable answering a question I have asked you, want to remove a response from the record, or want to stop the interview altogether, please let me know.

Your privacy is important to me, so let's make up a name for you - we will use this name in our research instead of your real name. If you don't mind, I am going to record this conversation so that I can listen to you rather than take notes. Is that okay? If there are any questions that you feel uncomfortable answering, it is fine to skip them. Or if you would feel comfortable answering a question but would like it to be off the record, we can turn off the tape recorder for a moment and turn it back on when you are ready. Do you have any questions for me? Are you ready to get started?

Ultimately we hope to learn about the aspects of remote learning that have been the most effective for you so we can gain a full understanding of how your personal background and experiences have affected your perceptions of remote learning.

Section 1: Cultural capital based on history of learning experiences

To set the stage for the rest of our conversation, let's talk about your educational experiences before COVID-19.

- What did your schedule look like in high school? Middle school?
- What was your high school like academically? Did you receive a lot of mentorship/individualized attention, or did your learning happen primarily independently?
- What did your schedule look like during a typical Dartmouth term?
- How comfortable are you interacting with professors or asking for help in your classes?
- What are some potential issues that prevent you from reaching out to your professors or peers for support?
- What did you enjoy the most about in-person classes?

Now, let's shift gears and talk about your personal and educational experiences during COVID-19. First we would like to talk a bit about your access to different resources during the pandemic.

Section 2: Access to Resources

• **Access to Safety and Stability:**

- Could you describe what your home/living situation has been like since the shift to remote learning?
 - Do you have reliable housing?
 - Do you have your own room or a place where you can work alone in your house?

- Do you have a quiet space at home where you can work?
- Do you believe that your home/living situation has interfered with your schoolwork?
- **Technology Access:**
 - Do you have reliable access to a computer or laptop at home?
 - Have you ever had to miss class because you did not have access to a computer or laptop at home?
 - Have you ever had trouble turning in assignments because you did not have access to a computer or laptop at home?
 - Do you have reliable internet access at home?
 - Did you ever have to use public WiFi to complete your homework or attend class?
 - Have you ever had to miss class because you did not have access to the internet?
 - Have you ever had trouble turning in assignments because you did not have access to the internet?
 - Do you believe that your access to the internet has interfered with your schoolwork?

Now we would like to hear about what kind of external obligations you have faced during the pandemic.

Section 3: External Obligations

- **Work Obligations:**
 - Do you currently have a job on or off campus?
 - What prompted you to get a job?
 - Do you have to support your family financially?
 - If you work, does your job ever interfere with your schoolwork?
- **Caregiving Obligations:** *For some clarification, caregiving obligations may include—but is not limited to—regularly looking after a child, an elderly family member, someone with a disability, among other things.*
 - Did you have caregiving responsibilities (as broadly defined above) when you were either at home or on campus while taking online classes?
 - Do you believe that your caregiving responsibilities have ever interfered with your schoolwork?
 - Do you have any other obligations—at home or on campus—that I haven't asked about?

Again, ultimately we hope to learn about the aspects of remote learning that have been the most effective or ineffective for you. Now, I'm hoping to talk with you about your remote learning experiences at Dartmouth.

Section 4: Perceived Course Effectiveness

- Can you describe a course(s) that was particularly effective *for you*? What made it effective?
- Can you describe a course(s) that was particularly *INEffective for you*? What made it ineffective?
- What is your ideal remote learning environment (in terms of delivery, assessment, professor availability, etc.)?
- What do you feel you have gained from the shift to remote learning? What have you lost?
 - What, if any, new barriers did remote learning present? What, if any, barriers did it remove or mitigate?
- Do you feel you have learned as much from your remote courses as your in-person classes at Dartmouth? Why or why not?
- Are there any dimensions of remote learning that you would want to incorporate into a “post-COVID” Dartmouth experience?

Thank you so much for being so open and honest about your experiences. We are almost finished, but I have a few closing reflective questions about your experience in this interview.

Closing Questions:

- How much/to what extent has your socioeconomic background affected your responses to the previous questions?
- In your experience, do you think socioeconomic background and perceptions of course effectiveness are related? How so?
- Is there anything I didn't ask you or you weren't able to fully elaborate on about that you would like to mention/speak about?
 - o If "yes," encourage the interviewee to answer their own question
- Did you find any of my questions hard to answer? If so, which ones, and why?

*Before we end our conversation today, we have one final thing to complete. In the Zoom chat, I have just sent over a Google Survey for you to fill out (See **Demographic Information Survey** below). The purpose of this form is to collect your demographic information as part of our study.*

*I want to reassure you that everything you shared with us today will be handled with the utmost care. **Before you fill out the form, let me explain a bit about what the research process looks like for interviews like the one you took part in today. We will use the recording of our conversation today to create a written transcript for analysis by the research team. Both the transcript and the recording of our conversation will be stored securely on a drive to which only the research team has access, and all written and audio records of our conversation will be marked only with the nickname you gave us today, not your real name. Any summary of what we discussed or direct quotations from the interview used in our research will be anonymized so that you cannot be identified, and care will be taken to make sure that other information in the interview that could potentially identify you is not revealed. In the same vein, your demographic information will be kept confidential and anonymized within our research; care will be taken to make sure that other information in the interview that could potentially identify you is not revealed. We will not make any exceptions to these conditions without reaching out to you to obtain further explicit approval.***

Lastly, do you have any questions or concerns about the study? Do you have any questions or concerns about how we plan to use your data? Would you like to be contacted when we analyze our results to know what we find? Would you be interested in hearing from us if we do studies like this in the future?

Again, thank you so much for being so open and honest about your experiences. I really enjoyed speaking with you today and learning about your experiences! You are welcome to contact me at any point if you have any remaining questions or concerns about the study. Thank you so much for taking the time to participate in our study.

Appendix H: Codebook

Socioeconomic Background (IV)

Our independent variable, “Socioeconomic Background” does not require further deductive analysis given that respondents reported this through their responses to our **Demographic Multiple-Choice and Short-Text Information Survey**:

1) Please indicate your identified gender: (Multiple-Choice)

- Female
- Male
- Genderqueer/non-binary
- Other

2) Please indicate your racial/ethnic identification: (Multiple-Choice)

- American Indian or Alaska Native
- East or South Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White or Caucasian
- Hispanic or Latina/Latino
- Other

3) Please report your parents’ combined annual household income: (Multiple-Choice)

- \$5,000 or less
- \$5,001 - \$20,000
- \$20,001 - \$50,000
- \$50,001 - \$75,000
- \$75,001 - \$100,000
- \$100,001 - \$200,000
- \$200,001 or more
- Not Applicable (Financially Independent)

4) What do your parent(s)/guardian(s) do for a living? (Short-Text)

5) Do you receive financial aid from Dartmouth? (Multiple-Choice)

- Yes

No

6) Would you consider yourself working class, middle class, upper-middle class, or upper class? (Short Text)

7) What is Parent or Guardian 1's highest level of education? (If not applicable, please put N/A)

- Elementary School
- Middle school/Jr. High
- Some high school
- Completed high school
- Some college
- Completed college
- Some graduate or professional school
- Completed graduate or professional school (e.g., MA, MS, PhD, JD, MD)
- Unknown
- Other:
- N/A

8) What is Parent or Guardian 2's highest level of education? (If not applicable, please put N/A)

- Elementary School
- Middle school/Jr. High
- Some high school
- Completed high school
- Some college
- Completed college
- Some graduate or professional school
- Completed graduate or professional school (e.g., MA, MS, PhD, JD, MD)
- Unknown
- Other:
- N/A

9) Do you consider yourself a first-generation college student?

- Yes
- No

- 10) Do you consider yourself to be a legacy student (one or both parents or family member(s) have also attended Dartmouth College)?
- Yes
 No

Cultural Capital (Mediator 1)

- **PCORG:** Pre-College Organization of Daily Life—*adapted from Annette Lareau's "Invisible Inequality" and "Cultural Knowledge and Social Inequality"*
 - **CC:** Concerted Cultivation: Respondent reports a highly-structured daily schedule with several extracurricular activities. Social activities often take place in organized/institutional contexts (i.e. sports teams, student groups, etc.)
 - Example: *"I was super busy;" "My schedule was packed"*
 - **NG:** Natural Growth: Respondent reports a less-structured daily schedule with few or no extracurricular activities. Social activities do not take place in organized/institutional contexts (i.e. getting dinner with friends, "hanging out," going to parties with no explicit institutional affiliation).
 - Example: *"I would go to school, come home, do homework, help out around the house and with my siblings, and go to bed, then do it again the next day;" "Most of the time, we just sorta hung out around town;" "School, work, homework, sleep."*
- **CORG:** College Organization of Daily Life—*adapted From Annette Lareau's "Invisible Inequality" and "Cultural Knowledge and Social Inequality"*
 - **CC:** Concerted Cultivation: Respondent reports a highly-structured daily schedule with several extracurricular activities. Social activities often take place in organized/institutional contexts (i.e. sorority/fraternity meetings, DOC trips, etc.).
 - Example: *Same examples as above, but look out for references to particular Dartmouth organizations/institutions*
 - **NG:** Natural Growth: Respondent reports a less-structured daily schedule with few or no extracurricular activities. Social activities do not take place in organized/institutional contexts (i.e. getting dinner with friends, "hanging out," going to parties with no explicit institutional affiliation).
 - Example: *Similar examples as above, perhaps with reference to a job as well.*
- **PCL:** Pre-College Learning
 - **SCAF:** Scaffolding: Respondent reports significant individualized attention, mentorship, and/or support from instructors and other authority figures in their educational experiences. May cite strong personal relationships with particular teachers, or emphasize effectiveness of intensive, "hands-on" approaches to learning. This student goes to school in part out of obligation, but is ultimately enriched and stimulated by the experience. Student may also reference being placed in a particular accelerated "track" (i.e. IB program, AP program, "gifted" program)
 - Example: *"That experience really sparked my intellectual curiosity;" "I was encouraged to pursue my own research on the topic;" "We did lots of projects;" "Small classes"*
 - **INDEP:** Independence: Respondent reports an educational experience marked by little individualized attention, mentorship, and/or support from instructors or other authority figures; for the most part, their learning happened independently. May cite few, if any, strong personal relationships with particular teachers. May also characterize their attitude as disengaged, or the coursework as unengaging and/or unchallenging. This student goes to school primarily out of obligation and/or to achieve some future goal (e.g. getting into a school like Dartmouth.)

- Example: “Big classes;” “School wasn’t super interesting,” “We’d just sort of read from the textbook and take a test once and awhile”
- **PCAUTH:** Pre-College Relationship with School Authority Figures—*adapted from Anthony Abraham Jack’s* “(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University”
 - **POS:** Positive: Respondent reports frequent contact with school authority figures. These interactions were encouraged and evaluated as generally positive. seen as facilitators of long-term goals vs. generally distant, less personal, more deferential
 - Example: “(Name) was my favorite teacher;” “Teachers held office hours every day where we could go get extra help;” “(Name) really cared about me as a person”
 - **NEG:** Negative: Respondent reports little contact with school authority figures before college. The interactions they do have are generally distant, less personal, and reveal a more deferential attitude toward adults.
 - Example: “We didn’t mess around with (Name);” “They were pretty strict, no-nonsense;” “I never really got to know any of them”
- **CAUTH:** College Relationship with Authority Figures—*adapted from Anthony Abraham Jack’s* “(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University”
 - **POS:** Positive: Respondent conveys a sense of ease and comfort in interacting with college authority figures. They proactively reach out to their professors and expect their engagement as an essential part of the college experience. These students see authority figures as partners in their intellectual endeavors.
 - Example: “(Name) has been a really important mentor for me;” “I try to go to office hours to get to know my professors;” “It’s cool to see profs outside of class and just strike up a conversation”
 - **NEG:** Negative: Respondent conveys a sense of anxiety and unease in interacting with college authority figures. Presumed status differential provokes discomfort and fear of judgement. Student is reluctant to engage with professors, especially outside of class material. Student may also exhibit feelings of guilt associated with help-seeking (i.e. doesn’t want to burden the instructor, feels compelled to handle challenges on their own). dissonance fosters anxiety, withdraws from interactions and engagement, especially outside of class material, feelings of guilt associated with help-seeking, reluctance to engage)
 - Example: “I don’t want to go to office hours because I don’t want to be seen as a burden;” “It’s embarrassing sometimes to ask for an extension;” “I’ve been given enough, I can handle it on my own;” “I’m not an ‘office hours’ person”
- **ENT:** Sense of Entitlement—*adapted from Annette Lareau’s* “Invisible Inequality” and “Cultural Knowledge and Social Inequality”
 - Respondent mentions making individualized requests for accommodations (apart from those guaranteed by Student Accessibility Services), expresses frustration with professor’s lack of availability, resents distance learning for not living up to the “Dartmouth” standard, actively intervenes and asserts oneself in the face of authority figures/institutional constraints when presented with challenges, inconveniences, or frustrations
 - Example: “I prefer office hours where I just get to ask my own questions;” “Dartmouth shut down tutoring so I went and got my own;” “If I don’t understand something, I’ll just email the prof to set up a meeting;” “I was feeling really stressed, so I got an extension”
- **CNST:** Sense of Constraint—*adapted from Annette Lareau’s* “Invisible Inequality” and “Cultural Knowledge and Social Inequality”
 - Respondent communicates a sense of powerlessness in the face of institutional constraints/authority figures, hesitates to intervene and advocate for themselves, names challenges, inconveniences, and frustrations posed by institutions as inevitabilities that must be endured instead of working to find solutions; may be hindered or unable to intervene due to lack of knowledge about student resources on campus (RWIT, Tutor Clearinghouse, etc.)

- Example: “There’s nothing I could do about it. I just had to deal with it;” “You don’t want to look bad to the prof so you just have to push through;” “(Event) happened, and I just had to figure out what to do about it on my own”

Access to Resources (Mediator 2)

- **COMP-REL:** Respondent has had reliable access to a computer or laptop
 - **COMP-REL-NMC:** respondent has NOT missed class because they had reliable access to a computer or laptop
 - **COMP-REL-NTA:** respondent has NOT had trouble turning in assignments because they had reliable access to a computer or laptop
- **COMP-NREL:** Respondent does NOT have reliable access to a computer or laptop
 - **COMP-NREL-MC:** Respondent has missed class because they did NOT have reliable access to a computer or laptop
 - **COMP-NREL-TA:** respondent has had trouble turning in assignments because they did NOT have reliable access to a computer or laptop
 - Example: “I took forever for me to submit my paper on canvas through my phone.”
 - **COMP-NREL-NMC:** respondent has NOT missed class although they did NOT have reliable access to a computer or laptop
 - **COMP-NREL-NTA:** respondent has NOT had trouble turning in assignments although they did NOT have reliable access to a computer or laptop
- **PHON:** respondent had to use phone to turn in assignment or attend class
- **INT-REL:** Respondent has had reliable access to the internet
 - **INT-REL-NPUB:** respondent has NOT used public WiFi to complete homework or attend class because they have had reliable access to the internet
 - **INT-REL-NMC:** respondent has NOT missed class because they have had reliable access to the internet
 - **INT-REL-NTA:** respondent has NOT had trouble turning in assignments because they have had reliable access to the internet
- **INT-NREL:** Respondent has NOT had reliable access to the internet
 - **INT-NREL-HOT:** respondent has had to use their Hot-spot to complete homework/attend class because they did NOT have reliable access to the internet
 - **INT-NREL-PUB:** respondent has used public WiFi to complete homework/attend class because they did NOT have reliable access to the internet
 - Example: “I have been going to the McDonald’s across the street to submit my assignments.”
 - **INT-NREL-MC:** respondent has missed class because they did NOT have reliable access to the internet
 - **INT-NREL-TA:** respondent has had trouble turning in assignments because they did NOT have reliable access to the internet
 - **INT-NREL-NOPUB:** respondent has NOT used public WiFi to complete homework/attend class although they did NOT have reliable access to the internet
 - **INT-NREL-NMC:** respondent has NOT missed class although they did NOT have reliable access to the internet
 - **INT-NREL-NTA:** respondent has NOT had trouble turning in assignments although they did NOT have reliable access to the internet
- **TECH-IS:** Respondent’s overall access to technology has interfered with their schoolwork
- **TECH-NIS:** Respondent’s overall access to technology has NOT interfered with their schoolwork
- **HOUSE-REL:** Respondent has had reliable housing
- **HOUSE-NREL:** Respondent has NOT had reliable housing

- **HOUSE-CHOICE:** Respondent chose to live somewhere other than their home and/or campus housing (ex. Off-campus house in Upper Valley or elsewhere)
- **HOUSE-SOC:** Respondent has access to a peer network in their living space
- **HOUSE-NSOC:** Respondent has NOT had access to a peer network in their living space
- **RW:** Respondent has had their own room or a place to work alone in their home
- **NRW:** Respondent has NOT had their own room or a place to work alone in their home
- **QS:** Respondent has had a quiet or productive space to work in their home
- **NQS:** Respondent has NOT had access to quiet or productive space to work in their home
- **LIVE-IS:** Respondent's overall living situation has interfered with their schoolwork
- **LIVE-NIS:** Respondent's overall living situation has NOT interfered with their schoolwork
- **STRESS-IS:** Respondent has been in a stressful environment that has interfered with their schoolwork
- **TRBL:** Respondent has had access to quick troubleshooting
- **NTRBL:** Respondent has not had access to quick troubleshooting
- **PNL:** Respondent has general poor neighborhood infrastructure
 - **PNL-IS:** Respondent's poor neighborhood infrastructure has interfered with their schoolwork

External Obligations (EO) (Mediator 3)

- **NWO:** Respondent does not have work obligations
- **WO:** Respondent does have work obligations
 - **WO-MC:** Respondent missed class because of work obligations
 - **WO-IS:** Respondent work obligations did interfere with their schoolwork
 - **WO-NMC:** Respondent did NOT miss class because of work obligations.
 - **WO-NIS:** Respondent work obligations did not interfere with schoolwork
 - **WO_NEED:** Respondent worked in large part to earn money, either for themselves or their families.
 - **WO_WANT:** Respondent worked primarily as a career-exploration and/or personal development opportunity. Money earned was extra but not necessarily critical to their financial survival.
- **NCR:** Respondent does not have caregiving responsibilities
 - **NCR-NMC:** Respondent did not miss class because of caregiving responsibilities
 - **NCR-NIS:** Respondent schoolwork was not interfered with caregiving.
- **CR:** Respondent has caregiving responsibilities
 - **CR-MC:** Respondent missed class because of caregiving responsibilities
 - Example: *"I find it hard to make to every class because I am helping out a younger sibling with their zoom class."*
 - **CR-IS:** Respondent caregiving responsibilities interfered with schoolwork
 - Example: *"I fell behind on assignments and due dates because I spend a lot of time doing day to day errands for my grandmother."*
- **FR:** Respondent had Financial Responsibilities
 - **FR-FS:** Family Support: Respondent has to support their family financially
 - Example: *"Due to Covid I have had to take more of a financial load for my family."*

- **FR-PS:** Personal Responsibility: Respondents have to maintain their own personal responsibilities.
 - Example: "I have to work in order to buy textbooks and other things I need."

Perceived Course Effectiveness (DV)

Main Code: Effectiveness - Positive Response (E-PR): pertains to student responses that perceived their course(s) to have been effective

Example: "Converting this course to the flipped classroom model is extremely effective, and has made this a much more positive experience than I thought it would be remotely."

- **Sub-Code: Effectiveness - Access to Participation (E-ATP):** student perceived the course to be effective because they had accessible means of participating in class; includes examples related to course size
 - Example: "Both of these classes encourage discussion amongst students in a way that is very accessible due to small class size."
- **Sub-Code: Effectiveness - Organized Course Structure (E-OCS):** student perceived the course to be effective because the course structure (as defined by the Canvas Page, syllabus, and/or course materials) was organized; student had a clear understanding of how they would be assessed and the requirements of the course
 - Example: "Professor XXX has the nicest, most organized Canvas page I have ever seen. Everything about the class is incredibly well done and I'm learning just as much as I would have in person."
- **Sub-Code: Effectiveness - Effective Course Assessment (E-ECA):** student perceived the course to be effective because they felt the way they were assessed (like how they were graded) was fair and effective in the remote learning environment
 - Example: "The flipped classroom set up in addition to prerecorded and live lectures helps me learn effectively. The take home exam takes so much stress off, and I find myself learning the material well!"
- **Sub-Code: Effectiveness - Opportunity for Meaningful Student Engagement (E-OMSE):** student perceived the course to be effective because they had opportunities for meaningful engagement with fellow students, whether this be via real-time Zoom discussions, more intimate breakout sessions, and/or in-person group work (if on campus), among other things
 - Example: "A14 uses breakout rooms for us to work through problem sets with other students in the class. It helps us learn by explaining to each other, and lets us make friends in the class."
- **Sub-Code: Effectiveness - Opportunity for Meaningful Professor Engagement (E-OMPE):** student perceived the course to be effective because they had opportunities for meaningful engagement with the professor, whether this be via office hours, and/or real-time discussions in class, among other things; professors provided flexibility, and empathy when responding to students' personal situations during the COVID-19 crisis
 - Example: "The most important aspect of these classes that made them effective was the professors constant availability for questions and office hours."
- **Sub-Code: Effectiveness - Alignment of Course Content and Course Delivery (E-ACCD):** the course delivery mode (like asynchronous lecture, synchronous discussion, among other modes) allowed students to effectively and productively engage with the course content; as such, student had opportunities to engage with the material and engage with the course itself
 - Example: *lecture-based intro course as most effective*
- **Sub-Code: Effectiveness - Opportunity for Flexibility (E-FLEX):** student perceived the course to be effective because they had opportunities to manage their course engagement on their own terms; student could schedule their coursework around external obligations or extracurricular activities

Main Code: Effectiveness - Negative Response (E-NR): pertains to student responses that perceived their course(s) to have NOT been effective

Example: “Remote learning is horrible.”

- **Sub-Code: Effectiveness - Barrier to Participation (E-BtP):** student did NOT perceive the course to be effective because they faced barriers to participating in class; includes examples related to course size
 - Example: “Large class size makes asking questions or participating in lecture more challenging....”
- **Sub-Code: Effectiveness - Disorganized Course Structure (E-DCS):** student did NOT perceive the course to be effective because the course structure (as defined by the Canvas Page, syllabus, and/or course materials) was unorganized; student did NOT have a clear understanding of how they would be assessed and the requirements of the course
 - Example: “The course material is messy, complicated, and very difficult to follow...I am discouraged from critically engaging in this course and I am very disappointed with the structure of this class.”
- **Sub-Code: Effectiveness - Ineffective Course Assessment (E-ICA):** student did NOT perceive the course to be effective because they felt the way they were assessed (like how they were graded) was unfair and ineffective in the remote learning environment
 - Example: “I explained the structure of this course under the last question, with a COVID-19 journal due each Monday, a discussion each Wednesday, and a reading response paper due each Friday. However, the class is just a lot of reading and writing and I think it can be improved with more interaction/discussion.”
- **Sub-Code: Effectiveness - Absence of Meaningful Student Engagement (E-AMSE):** student did NOT perceive the course to be effective because they did NOT have opportunities for meaningful engagement with fellow students, whether this be via real-time Zoom discussions, more intimate breakout sessions, and/or in-person group work (if on campus), among other things
 - Example: “Both courses were not bad in any way, I just felt a little disengaged because of the lack of opportunities to connect with other students. I found it difficult to find a partner to collaborate on a dialogue with in AAA.”
- **Sub-Code: Effectiveness - Absence of Meaningful Professor Engagement (E-AMPE):** student did NOT the course to be effective because they did NOT have opportunities for meaningful engagement with the professor, whether this be via office hours, and/or real-time discussions in class, among other things; professors failed to provide flexibility, and empathy when responding to students’ personal situations during the COVID-19 crisis
 - Example: “We have had two zoom sessions total which I think is ridiculous for a seminar. Furthermore, there are materials on the syllabus which are not on Canvas - we’ve emailed the professor but it was never posted...It feels like the professor has put minimal effort into virtual teaching.”
- **Sub-Code: Effectiveness - Misalignment of Course Content and Course Delivery (E-MCCCD):** the course delivery mode (like asynchronous lecture, synchronous discussion, among other modes) did NOT allow students to effectively and productively engage with the course content; as such, student did NOT have opportunities to engage with the material and engage with the course itself
 - Example: *lecture-based TMY or seminar course as least effective*
- **SES-IS:** respondent’s SES has overall interfered with their schoolwork; students self-report this interference when asked about whether they think there is a relationship between their socioeconomic status and perceived course effectiveness
- **SES-ADV:** respondent’s SES has given them an advantage or privilege with their schoolwork; how students perceived the relationship between their socioeconomic status and perceived course effectiveness when asked
- **SUG-DCAL:** pertains to suggestions for DCAL; what worked for respondents when they were asked “What elements of remote learning would you like to keep/see in a post-COVID learning environment?”