

A REVIEW OF LITERATURE ON IMPACT OF COVID-19 ON STUDENTS PURSUING HIGHER EDUCATION

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Abstract:As a result of the COVID-19 pandemic, different states and municipalities have implemented stay-at-home orders, and numerous ancillary companies have been closed. Also, higher education institutions across the country have shifted from in-person class teaching to remote learning. This article focuses on a review of the literature on the stress experienced by students pursuing higher education due to the influence of COVID-19 isolation. This article will also make recommendations to reduce the COVID effect on student mental health and promote social transformation. The literature review suggests that the stress experienced by students is caused by a variety of factors, including a lack of access to physical resources, disruptions in educational routines such as cancelling classes, hybrid and online learning, and changes in grading policies. In addition, the isolation resulting from COVID-19 has created an environment in which many students are struggled to maintain connections with their peers, leading to feelings of loneliness and anxiety. The literature review also found that students are experiencing a heightened sense of financial pressure, both from the economic impacts of COVID-19 and their own personal finances despite these challenges; it is observed that there are several ways in which educational institutions can address student mental health needs during the pandemic. From the review of literature related the study area it is identified that in order to reduce the stress experienced by students, educational institutions should provide more support services, such as mental health counselling and other resources.

Keywords: Covid, higher education, factors, students, Universities

Introduction:

The term "community" describes the feeling being a member of a group and being a member of it (Cheng, 2011; Lin & GAO, 2020). The campus community, according to Cheng (2011), is more than just a place to get an education; it is centred on Collaboration in teaching and learning among all participants (faculty, staff, and students). Expected membership behaviours, membership diversity (varying backgrounds, educational levels, and racial and ethnic identities demographic diversity, & social status), and outside encounters that make up the college experience as a whole are all part of the campus community (Cheng, 2011). Campuses are places where students come to learn, live, and play. The problem that the university community is dealing with is Communities, according to Lin & GAO (2020), are made up of people with various identities who are united by a similar interest

Academic Performance: According to researchers, College students are a diverse group particularly unsafe group (Lisnyj et al., 2020). College students are typically 18–24 years old, a stage about life that is connected with peak mental well-being difficulties for example, anxiousness & sadness (Day et al., 2013). Distress are both common psychological well-being disorders; in 2015 (Balon et al., 2015), 16 present of college students were diagnosed with anxiety, & 23.7 present in 2019. (Busta, 2021). In 2010, 48% reported by college students experiencing extreme fear, while 31% said they had experiencing despair such interfered with their ability to perform a minimum of once the previous year (Albright & Hurd, 2020; Frazier et al., 2019).

It has been shown that there is a connection between academics and sports success & scholarhealth; university stresses for example, academic expectations, community troubles, and monetary concerns may elevate levels of stress. Long-term Stress can cause exacerbate mental well-being problems, include despair and anxiety (Albright & Hurd, 2020). Academic constraints can add to the impression of personal stress when paired with beliefs about insufficient study time & insufficient rest or leisure time (Frazier et al., 2019; Shearer et al., 2016). Prior to universal epidemic, research highlighted the difficulties that college students face concerns about grades, academic failure, and the associated feelings of humiliation, anxiety, and guilt were among the stressors (Whittle et al., 2020). Additional academic pressures included family expectations about grades and the notion of family and friend support (Khallad & Jabr, 2016). (Khallad & Jabr, 2016; Whittle et al., 2020). Additional stressors were highlighted by pupils with disabilities marginalised Minority students, first-generation students, and ethnic minorities are all examples of identities (Frazier et al., 2019), above all in light of every current civic situation (Albright & Hurd, 2020; Frazier et al., 2019).

In Frazier and colleagues published an essay in 2019 called explored different elements specially influenced educational achievement. Students who claimed this stress had a negative impact on they had weaker self-efficacy, self-resilience, and family social support and then pals other scholar which reported such anxiety had no effect on their academic success these students believed they received less outside assistance (Alemany-Arrebola et al., 2020; Zurlo et al., 2020). Women reported higher levels of stress compared to their male counterparts & that had a greater influence on their grades students also stated that stress had a negative impact on their grades students who were first-generation or from ethnic minorities were worse but did not receive any indicate increased levels of stress (Besser et al., 2020).

Covid-19 impact on local campuses: The 2021 semester began with discussions among teachers and administrative personnel through various forums about education and learning difficulties. This get-together was held through Zoom online. Lessons Learned for Teaching, Learning, Working, and Staying Healthy was the title of the final presentation conversation students are in charge and student leadership. Concerns and observations from the 2020 fall semester were mentioned by present students. Lack of confidence connection with your classmates, staff, and the content sum up the comments shared. The moreover, students discussed their difficulties the use of video conferencing and online literacy needs, as well as feeling overwhelmed by the amount of required academic work. Isolation was also mentioned by the students.

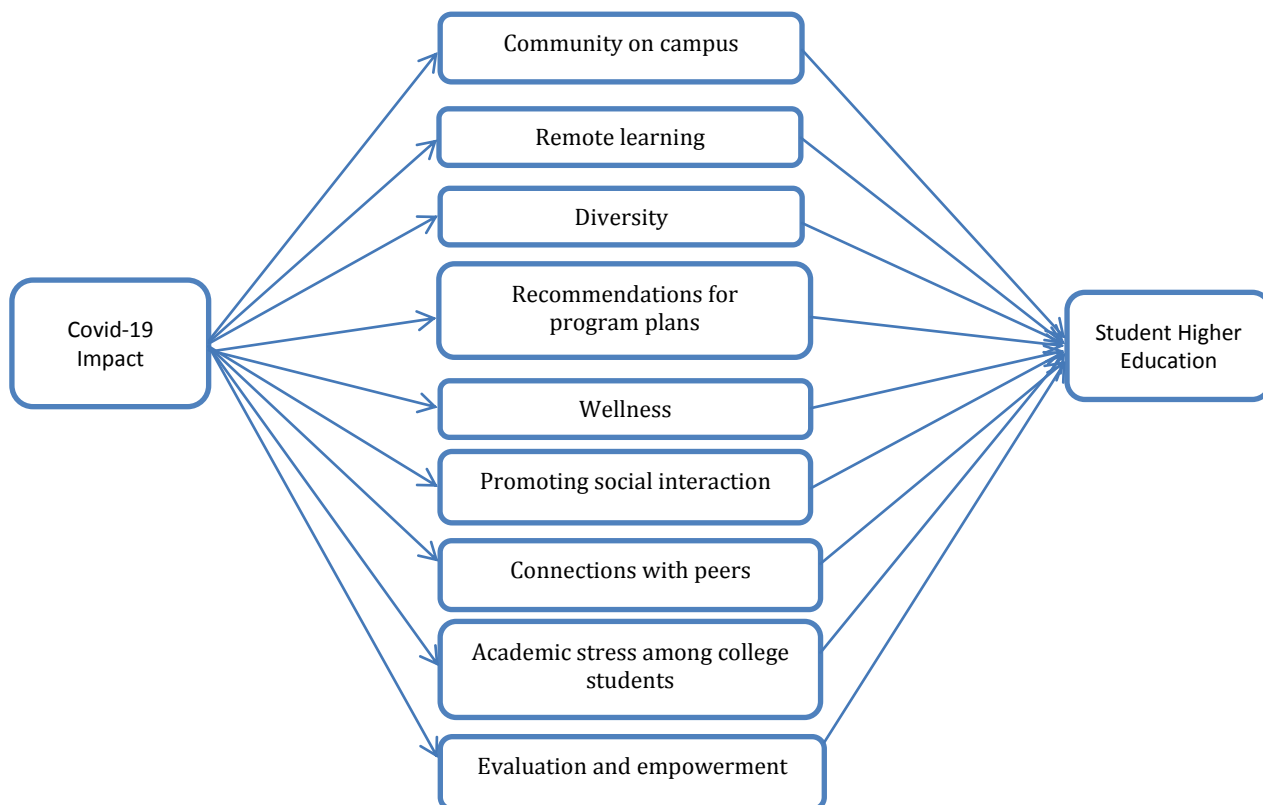
Covid's Effect on Student Health: Covid mitigation methods were deployed worldwide in March of 2020 There are numerous higher education institutions have switched direct communication instruction to emergency wired instruction. Different majority about studies on Covid effects are restricted to research in higher education undertaken in 2020 and summer, when emergency teaching and learning will be in effect. In addition, between March and May 2020, a significant amount of The present influence on higher education research has been concluded (e.g., Cao et al., 2020; Chen et al., 2020; Li et al., 2020; Lin & Gao, 2020; Mishra et al., 2020; Sahu, 2020) and Europe (e.g., Alemany-Arrebola et al., 2020; Bess Due to the time of this work, few papers analyse the Covid mitigation elements' long-term impact on higher education on a population for a period beyond 2020.

COVID-19 mitigation methods were deployed worldwide in March of 2020 several colleges and universities have switched direct communication instruction to an online emergency instruction. The majority of studies on COVID-19's Higher education effects are restricted to research undertaken in 2020 and summer, when emergency teaching and learning will be in effect. In addition, between March and May 2020, a significant amount of The present influence on higher education research has been concluded (e.g., Cao et al., 2020; Chen et al., 2020; Li et al., 2020; Lin & Gao, 2020; Mishra et al., 2020; Sahu, 2020) and Europe (e.g., Alemany-Arrebola et al., 2020; Several academics departments have improved the number of online grade-related projects and assessments, putting more pressure on students Grade-related stress and self-efficacy feelings, as

well as motivation and academic achievement, have been impacted by increased academic work (Alemany-Arrebola et al., 2020) Furthermore, students are concerned about COVID-19's economic influence on their present living conditions and employment prospects (CCMH, 2021; Marchini et al., 2020; Son et al., 2020) the first large-scale Impact of Covid study on college students in the universities, and it looks at mental health of students over the pandemic's first eleven months The majority about earlier studies were carried out at the only during the 2020 semester will the outbreak begin provided a flying insight toward Covidimpact regarding student mental health.

Effects about Social Isolation & Quarantine: Because of everyshift that occur throughout this stage of development, young adults frequently experience feelings of loneliness (Danneel et al., 2018; Moeller & Seehuus, 2019). It's important intodistinguish in the middle of "loneliness" & "social isolation." Social isolation defined as having infrequent social contact, whereas loneliness is an emotional, subjective state (Holt-Lunstad et al., 2015). Lockdowns, closures & a lack of social interaction as a result of Covid mitigation methods have left people feeling lonely and alone. According to research, 61 present of higher education students (CCMH, 2021a) to 86 present (Son et al., 2020) feel lonely and isolated. The 2020-2021 academic years for many higher education institutions begin with 14-day quarantine and pivot betweenIndividuals are subject to campus-wide quarantines diagnoses, & continuous social isolation techniques, various colleges and universities will begin 14-day quarantine and a swing between virtual and face-to-face training for the 2020-2021 school yearthose who suffered self-isolating periods owing to place in quarantine had greater various mental health levels disorders, as well as signs stress, worry, and emotional distress weariness, according to a holistic study of quarantine's impact (Brooks et al., 2020). Brooks (2020) examined the creative writing on quarantine & effects the negative effects of social isolation on mental health

Framework



Community on Campus: A sense of group is a sense that members of a group belong to one another, that they concern one another & that they wish aid when one another is in need (Blake et al., 1975) people who reside in the same location, share common values or interests, or work together make up a community McMillian and Chavis (1986) developed a conceptual framework for a sense of belonging, stating that it provides individuals with personal feelings significance, acceptance, common ideals, and requirements fulfilment (Cope et al., 2021; Coulombe & Krzesni, 2019) people from all walks of life gather on college campuses to celebrate shared traditions, academic pursuit goals, and campus life ideals Students can join academic organisations, social clubs, and interest groups both on and off campus participate with it the larger yard community Scholar who engage participate in university events and feel welcomed do choice in class & are less likely to abandon ship (Cope et al., 2021) Smaller institutions (like this one) have a stronger sense of community than larger ones (like this one) (Cope et al., 2021). Boyd and colleagues (2020) revealed a high correlation between student happiness and retention, as well as a sense of belonging the inability to participate in campus experiences and less social connection, according to the research, may have harmed the on college campuses; there is a sense of belonging. Students reported reduced degrees about relationship & significantly lesser levels of importance and belonging early months of the epidemic, according to Besser et al. (2020) according to Parks and Taylor (2021), increased anxiety and isolation have led to a decrease in social ties and a strong sense of belonging on yard According to poll carried out in April–May, less More than 40% of students felt linked to their classmates, which influenced their sense of community and desire to return to school (Frederick & Wolff-Eisenberg, 2020).

According to face-to-face communication is important for every fostering feeling of belonging in the neighbourhood classroom Academic interactions mid staff & students, according to Cheng (2011), are at the heart of the campus community Dawson (2006) discovered a link between the frequency of student contacts and satisfaction levels; these interactions comprised communication with instructors and peers (Dawson, 2006) students' involvement, learning, and well-being improve when they feel part of a community (Lin & Gao, 2020) student motivation, engagement, and cooperation are critical components of both face-to-face and online training, since they increase erudition & foster a feeling of community (Chatterjee & Correia, 2020; Shin & Hickey, 2020) because of the Covid epidemic and prevention methods, Students do not have the same opportunities as adult's possibilities for mentoring and one-on-one meetings interaction. Students, however, haven't got the same possibilities about develop adviser connections & one-on-one encounters with instructors because to the Covid epidemic and its prevention (Parks & Taylor, 2021).

Remote learning: In the early months of the epidemic, emergency remote instruction was used to reduce social distance and help communities shift more smoothly. Only a few faculty members were prepared and had little time to prepare for the in-person experience, which was switched to an emergency online learning style the normal online learning environment, which is often planned to be totally online with a focus on technology and greater chances for participation, is distinct from emergency online teaching (Shin & Hickey, 2020) there is a wealth of knowledge in the pedagogical literature on how to develop social connections that can boost motivation and engagement (see Berry, 2019; Chatterjee & Correia, 2020; Lin & Gao, 2020) after all, the majority of research on students' covid-19 educational experiences took conducted during emergency online learning (Besser et al., 2020; Carrillo & Flores, 2020; Dawson, 2006) however, the majority of research on pandemic student opportunities for education took done online learning in an emergency (Besser et al., 2020; Carrillo & Flores, 2020; Dawson, 2006; Mishra et al., 2020; Shin & Hickey, 2020) furthermore, when this was written study, the general public was even so exposed to social isolation strategies, and that hampered participation in both on-yard and off-yard activities & increased sensations of isolation

Diversity: yard is a place where people from various walk of life come together to engage in dialogues that foster a diversity of viewpoints that benefits the academic atmosphere. Diverse viewpoints can result in student involvement that extends beyond the classroom (Lichty & Palamaro-Munsell, 2017). Individual diversity is valued and encouraged, and multiple perspectives are brought together in a community the Covid

outbreak and response techniques did not affect all children equally as previously noted, children with marginalised identities face academic demands that the majority of students do not face, especially in the setting of a divided political environment (Albright & Hurd, 2020; Frazier et al., 2019). The influence of being a majority student was the lowest (CCMH, 2021b). BIPOC students, regardless of academic class, have a diminished sense of kinship most students and possibly require extra possibilities to interact along classmates who share their identity (Coulombe & Krzesni, 2019). The areas with the highest levels of anxiety and mental health issues Vulnerable groups may be impacted by the migration to online learning environments Recognizing disparities that pupils may experience is critical. Barriers might be technological, such as a steady internet connection, or physical, such as a disability. Many learning management systems and teaching and learning centres provide help for building courses that take into account students with impairments using Universal Design. One student reported creating a project on the back of their skateboard during the Fall 2020 semester since They didn't have access to a desk or any other office supplies acceptable Technology and courses should be integrated adaptive into allow all pupils, regardless of ethnicity, gender, or economic status, to participate. Background, or ability, to participate in remote learning.

Recommendations for Program Plans:The Centre for Collegiate Mental Health (2021) results about the influence of pandemic on student health recommend treatments aimed by enhancing health, assisting with motivation, developing social interaction, & reducing academic anxiety (CCMH, 2021a) because of the period of this item and the dearth of current prevention programme research specifically focused on suggestions for higher education during COVID-19 are based on past research programmes.

Wellness:If scholar needs aren't satisfied, they struggle to stay engaged and motivated the pandemic's long-term mental health effects and feelings of isolation are still unknown as a result, having mental health choices is critical although many campuses include counselling centres, the rising needs of the campus community have put a burden on numerous health services. "Getting an appointment can take a long time," says one local faculty member online self-help programmes and physical activity may help students relieve some of the burden on existing services looked at how successful online self-help programmes for university students were the results show that self-help online-based cognitive behaviour therapy is effective. In comparison to the control group, the researchers discovered a 67% reduction in sadness, a 79% reduction in anxiety, and a 52% reduction in stress. (Day et al, 2013). Yusoff and Esa (2015) investigated distinguishable impact of a web-based intervention depressive Symptoms, stresses, and coping mechanisms methods. The intervention consisted of there are four modules gave detail on coping with stress techniques & could be finished in less than 240 minutes distant intervention group had notably fewer depression indication and perceived academic stress, according to the findings (Yusoff & Esa, 2015). Morr and colleagues (2020) looked at how effective a 12-module system was. Morr and his associates (2020) investigated diverse effectiveness of a web-based mindfulness intervention with 12 modules for undergraduate students into reduce academic stress, anxiety, and depression. The therapies reduced sadness and anxiety scores and boosted mindfulness scores, but they had no effect on stress levels (el Morr et al., 2020). At COVID-19, the internet Classes may be beneficial several areas of health difficulties other research has looked into the function of walking programmes in reducing stress perception. Fischer (2019) investigated the impact of walking on perceived stress levels in a university context and discovered a significant from pre- to post-intervention, there was a decrease in reported stress. This intervention could lower stress if it could be done in a safe atmosphere given the existing COVID-19 constraints.

Promoting social interaction: During the pandemic, students reported feeling lonely or alone in the sensation of belonging to a learning community, interactions with classmates and instructors are essential (Luo et al., 2017). Students experienced a lack of connectedness to their surroundings professors but particularly to their peers, when emergency instruction migrated to online learning (Frederick & Wolff-Eisenberg, 2020; Zurlo et al., 2020). Many options for involvement existed before the pandemic; students might go into neighbouring

dorms, hold meetings in the student union, eat together, or join social clubs. However, societal division techniques have limited options for social participation.

Connections with Peers: Students' relationships with their peers in the classroom and on campus provide a sense of belonging and alleviate isolation and loneliness. The sentiments about higher among first-year students (CCMH, 2021b) this group of students will have a greater need for making friends than seniors who have already established themselves in school. Student leaders have a unique ability to engage with students and form student communities. They are far better positioned than faculty and staff to relate to students and share their experiences. Researchers discovered that focusing on shared experiences created organically rather than through prescribed laws was advantageous for marginalised groups (Howarth & Andreouli, 2016). Students can communicate with one another via the internet. Students can communicate using a variety of chat systems and social media sites used by the institution's students. According to a professor colleague, students play games like "Among Us" and make use of Discord communication. Leaders among students must help establish and implement a promotion plan that encourages student engagement during moments of social exclusion. Learning is a mental process that benefits from communal interaction & teamwork (Lin & Gao, 2020). Collaboration and regular communication can promote a sense of community, resulting in a strong social visibility (Berry, 2019; Chatterjee & Correia, 2020). These social situations encounters as well provide an opportunity for students to discuss their incident & provide hold up to each other (Shin & Hickey, 2020). According to one study (Lin & Gao, 2020), interactions took place deemed critical in building a feeling in terms of community both online learning environments, both synchronous and asynchronous. As a result, professors should think about creating a sense of community in their classes.

Despite this, research focuses on COVID's effects on students in university education; the epidemic has affected all members of the campus community. A lack of student participation has caused faculty colleagues to become more stressed and frustrated. These suggestions aren't meant to add to the workload of professors. Instead, the ideas are to boost student participation, which could help relieve some of the pressure on professors. Collaboration learning opportunities, equally employing Breakout groups can use video conferencing to work on group projects, talks, study groups, or feedback sessions, are suggested as ways to increase course engagement (Chatterjee & Correia, 2020). Despite the fact that many learning management systems provide facilities for facilitating conversation, professors have indicated that using chat software such as GroupMe or Discord, such as GroupMe or Discord, has been more effective. Despite the fact that many learning management systems provide facilities for facilitating discussion, instructors have indicated. Because of the casual nature of chats, adopting software like GroupMe or Discord has increased and boosted discussion participation (Abramson, 2021; Bell & Thomas, 2020).

Academic Stress among College Students: Prior to every epidemic, but the pandemic has had an impact detrimental influence regarding academic stress. The covid has reportedly harmed students' intellectual learning motivation (CCMH, 2021; Son et al., 2020; Zurlo et al., 2020). Throughout the pandemic, pupils having significant amounts of anxiousness demonstrated lower reason, severely impacting their feelings of academic self-assurance (Alemany-Arrebola et al., 2020). According to studies, a sense of community motivates and engages students in the environment for learning (Chatterjee & Correia, 2020; Shin & Hickey, 2020). Furthermore, Students must state a well-known instability increases in deadlines, expectations, and workload harmed their internet encounters throughout pandemic. Students must recently express their dissatisfaction with an instructor's apparent enthusiasm for a subject in recent chats. In recent discussions, Students must state that the professor's apparent enthusiasm for a topic has influenced May willingness to turn. Even if professors own complete authority over it is their courses essential so they take into account the workload and expectations. As example, different upgrading attitude helps students change their attention from grades to learning (Kohn, 2011; Pollock, 2021). Faculty should as well communicate about the teaching materials with their students approaches used smart their and courses keep consistent due dates in their courses.

Evaluation and Empowerment: This document emphasises the importance of adopting and evaluating COVID-19-related issues on campus using a community-based approach. During the assessment process, the goal into develop a society that values evaluation used to build Community members' knowledge, abilities, and attitudes. Community-based research focuses on research that is relevant to the community led through the community equal involvement in programme create & implementation (Janzen et al., 2017). The campus community is made up of the administration, faculty, staff, and students.

- Identifying target (student) populations' goals and measurable outcomes.
- Choosing the best method for gathering evaluation data.
- Choosing how to evaluate the programme impact on to analyse the results.
- The four steps of the evaluation are estimating the desired impact finding out how it will be measured (Janzen et al., 2017; Linney & Wandersman, 1991).

Members in every community determine the program's tactics every community is aware of the campus culture, which has an impact on the program's ability to address the demands of the campus. The preceding suggestions were intended for a broad audience in higher education. Based on campus expertise, such as specific academic programmes or student populations, the community may identify more specific needs or goals administrators, faculty, staff, and students should all be represented. Each member should play equal participation in decision-making and strategy ownership students, as an example, more likely to comprehend their specific requirements while covid, but instructors or employees may be implicated putting measures in place. It's also critical that the programmes that have been implemented are effective. It's also critical to remember that the adopted programmes may need to be tweaked using evidence-based methodologies to meet the campus's changing needs. For long-term solutions, the strategies incorporate updating programmes based on data, feedback, experimentation, and valuation. The Empowerment Evaluation Principles in Practice were used to develop these strategies (Fetterman, 2005).

Collaboration with all parts of the campus community will guarantee that student achievement is at the forefront of decision-making and is dependent on students' ability to convey their requirements and share their experiences the forum 2021, for example, permitted students to speak up in front of a big academic audience about their challenges as a result, developing Concerns that academics may have worried about is important as developing programmes that can alleviate pandemic-related issues. Possibilities for students to talk about their experiences with the general public are beneficial for developing programmes capable of resolving pandemic-related difficulties these chances for participation enable certain groups about students' right to be considered, such as underrepresented kids, academic coursework requirements (i.e., first-year versus senior), programme wish & so on Further more such possibilities may arise give kids the feeling of being heard as community members.

Conclusion: Closures, social isolation (distancing) practises, economic crises, and mask mandates have all resulted from the COVID-19 epidemic. The pandemic has impacted everyone in society. This paper reviewed the literature related to this concept and developed a conceptual framework that indicates the impact of COVID-19 on various factors influencing students pursuing higher education, including feelings of social isolation and community. The length of mitigating strategies may be affected by COVID-19 infection rates, vaccinations, and novel variations The crisis's long-term consequences are still uncertain as a result, depending on how the virus evolves Higher education students have been particularly affected by the pandemic, as they are generally isolated from friends and family, with reduced access to physical resources and extracurricular activities Many of these students are transitioning to online learning and remote work, which can cause feelings of isolation, stress, and loss of motivation In order to help students manage these feelings, universities are providing mental health services and student counselling while also introducing a range of digital activities to help students maintain their physical and mental wellbeing The overall impact of the pandemic on higher

education students is significant, as it requires them to make a sudden transition to an unfamiliar learning and work environment.

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