

THE
UNIVERSITY OF
ILLINOIS
AT
CHICAGO



UIC COVID-19 Institutional Response Student Survey

Office of Institutional
Research
December 2020

Data for this report

- The UIC COVID-19 Institutional Response Student Survey captured the student experience during the Fall 2020 semester of the COVID-19 crisis.
- The survey was distributed via e-mail between October 7th and October 23rd to all enrolled UIC students (N= 32,220; excluding all students enrolled in online students).
- 7,507 students responded to the survey (23.3% response rate).
- This report contains data from degree-seeking students. Data for non-degree students are included in the Fall 2020 COVID-19 Interactive Dashboard.

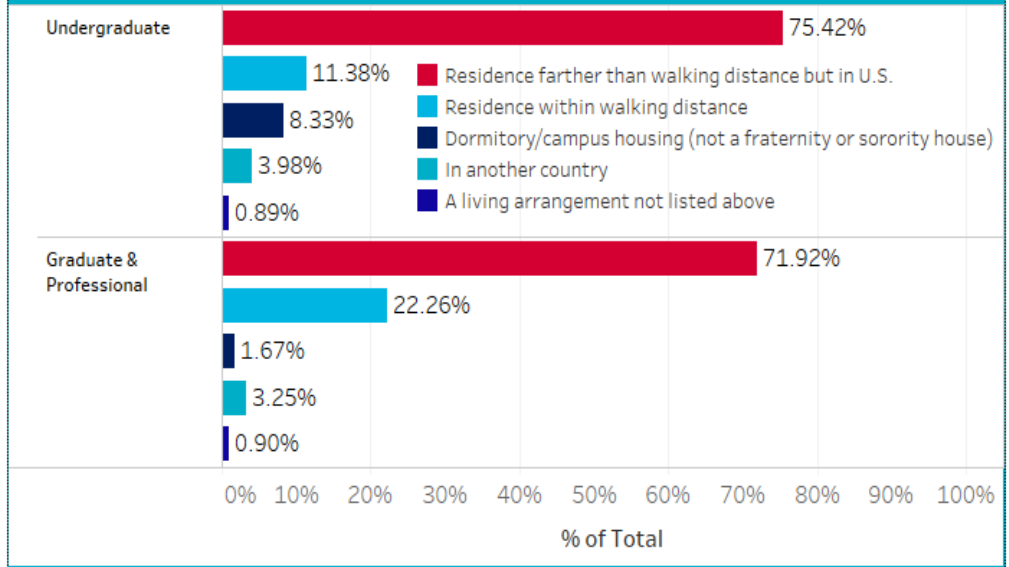


Respondent Profile

College

	N Respondents	% of Total Respondents	Response Rate
Applied Health Sciences	358	4.77%	20.3%
Architecture, Design, & the Arts	331	4.41%	24.6%
Business Administration	893	11.90%	21.9%
College of Medicine	233	3.10%	15.9%
Dentistry	73	0.97%	15.4%
Education	248	3.30%	21.7%
Engineering	1,498	19.95%	27.7%
Graduate College	45	0.60%	21.2%
John Marshall Law School	269	3.58%	26.3%
Liberal Arts & Sciences	2,578	34.34%	22.8%
Nursing	240	3.20%	18.4%
Pharmacy	197	2.62%	23.0%
School of Public Health	193	2.57%	29.5%
Social Work	176	2.34%	35.0%
UIC Extended Campus	24	0.32%	15.4%
Urban Planning & Public Administration	146	1.94%	29.3%
VP Academic & Enrollment	1	0.01%	33.3%
VP for Global Engagement	4	0.05%	12.9%
Grand Total	7,507	100.00%	23.3%

Residency



Race/Ethnicity

	N Respondents	% of Total Respondents	Response Rate
Asian	1,286	17.1%	22.0%
Black/African American	538	7.2%	21.3%
Hispanic	1,909	25.4%	21.8%
International	887	11.8%	25.6%
White	2,508	33.4%	25.3%
Other	379	5.0%	22.2%
Grand Total	7,507	100.0%	23.3%

Gender

	N Respondents	% of Total Respondents	Response Rate
Female	4,646	61.9%	26.6%
Male	2,859	38.1%	19.4%
Not Available	2	0.0%	6.1%
Grand Total	7,507	100.0%	23.3%

Student Level

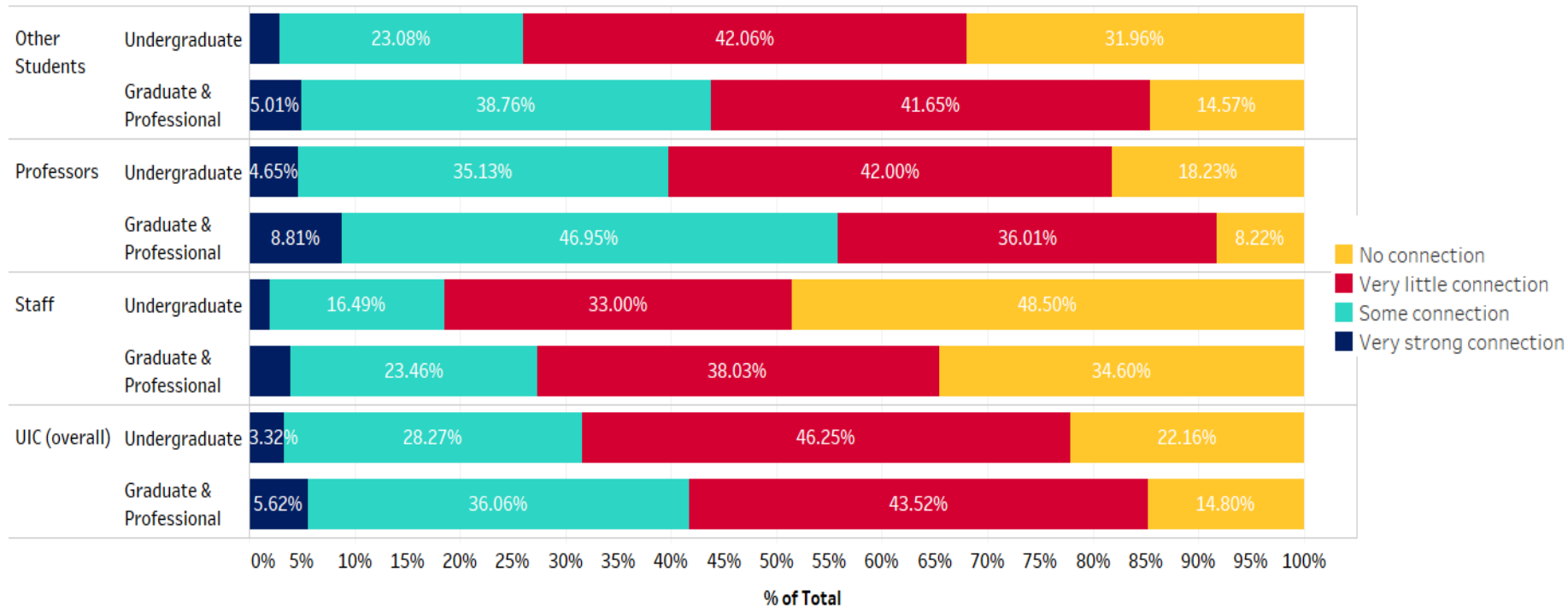
	N Respondents	% of Total Respondents	Response Rate
Undergraduate	5,034	67.1%	23.7%
Graduate & Professional	2,343	31.2%	22.6%
Undergrad Non-Degree	59	0.8%	29.8%
Graduate Non-Degree	67	0.9%	15.5%
Non-Credit	4	0.1%	12.9%
Grand Total	7,507	100.0%	23.3%



Student Experience

Overall, students feel most connected to professors and least connected to staff, although most students feel little or no connection to UIC. Approximately 70% of undergraduate students feel very little or no connection to other students and UIC overall. Between 55%-60% of graduate students feel very little or no connection to other students and UIC overall.

To what extent do you feel connected to the following:



Student Experience

Fall 2020 vs. Spring 2020

Most students feel cared for and adequately informed by UIC faculty and staff in response to COVID-19, however, these feelings have decreased since Spring 2020. Graduate/Professional students feel cared for more than undergraduates. Only 6 of every 10 graduate and professional students and 4 out of every 10 undergraduates agreed that they have gotten helpful support with online classes and that they know whom to contact to ask questions about university changes in response to COVID-19.

		%Agree*		Fall 2020 vs Spring 2020
		Fall 2020	Spring 2020	
Overall, UIC admin staff have done a good job helping students adapt to the changes at the institution brought on by spread of COVID-19.	Undergrad	57.0	75.5	-18.5
	Grad & Prof	70.1	81.3	-11.2
The support I have gotten from UIC with online classes has been helpful.	Undergrad	36.6	54.5	-17.9
	Grad & Prof	56.5	66.6	-10.1
Overall, UIC administrative staff have shown care and concern for me as they respond to the spread of COVID-19.	Undergrad	61.6	76.9	-15.3
	Grad & Prof	72.6	81.3	-8.7
Overall, UIC professors have done a good job helping students adapt to the changes at the institution brought on by spread of COVID-19.	Undergrad	54.4	70.0	-15.6
	Grad & Prof	76.2	82.2	-6.0
Overall, professors at UIC have shown care and concern for me as they make changes in their courses in response to COVID-19.	Undergrad	56.8	72.6	-15.8
	Grad & Prof	76.3	83.6	-7.3
I know whom to contact if I have questions about how changes at UIC in response to COVID-19 will affect my educational plans.	Undergrad	38.8	52.1	-13.3
	Grad & Prof	57.9	66.3	-8.4
UIC has kept me adequately informed about its responses to COVID 19.	Undergrad	68.8	75.4	-6.6
	Grad & Prof	81.6	84.0	-2.4

Question wording slightly different from Spring 2020



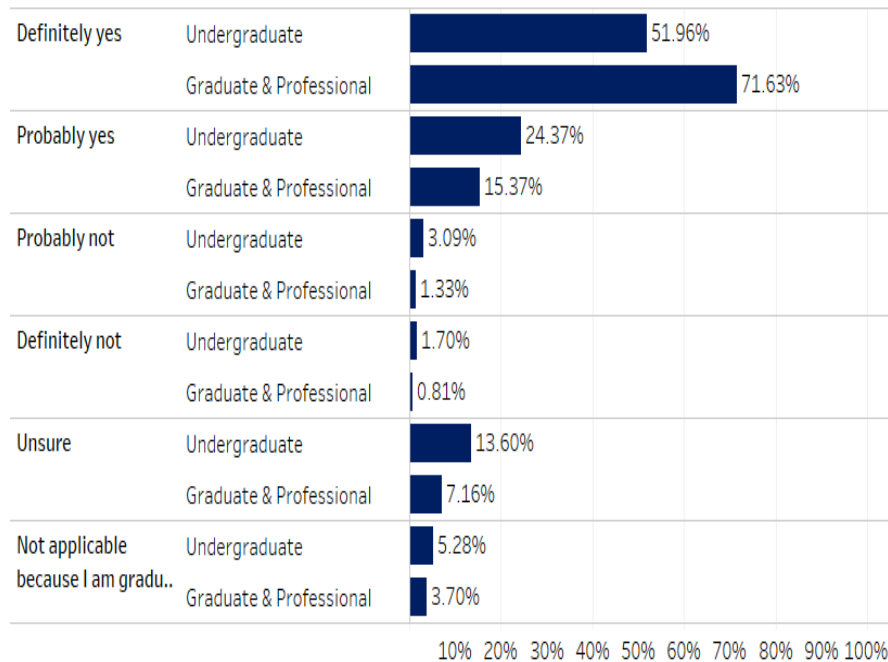
*Strongly Agree & Somewhat Agree

Student Experience

Fall 2020 vs. Spring 2020

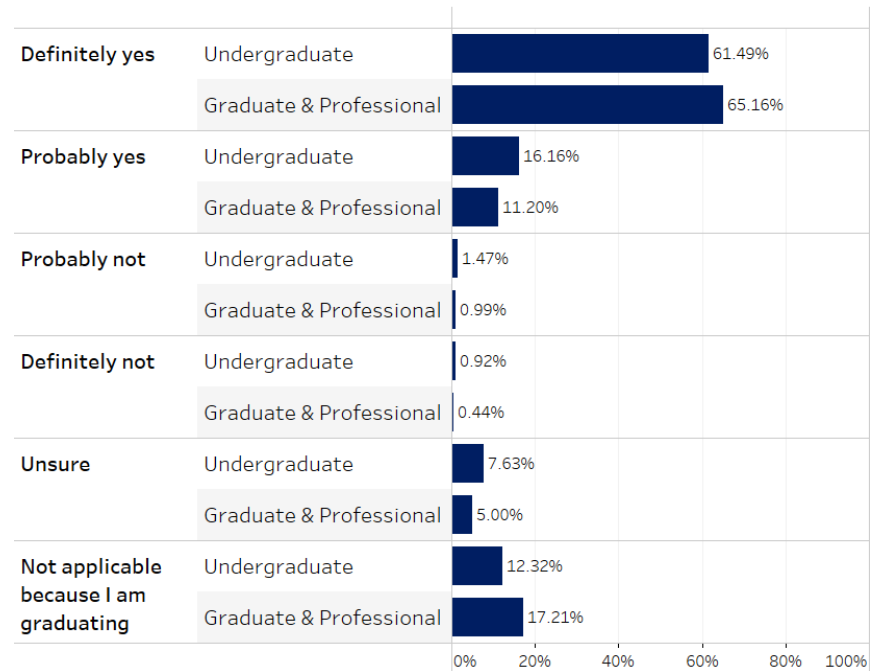
A higher proportion of graduate/professional students from Fall 2020 indicated that they definitely/probably plan to return to UIC next semester compared to Spring 2020 (87% vs. 76%). Undergraduate figures remain consistent at around 77% between Spring and Fall 2020.

Do you intend to return to UIC next semester to continue and/or complete your education?



Fall 2020

Do you intend to return to UIC next fall to continue and/or complete your education?



Spring 2020



Student Experience

What have you appreciated most about UIC's response to COVID-19?

"Professors and staff are far more flexible and understanding of non school related commitments than before."

"Saliva based testing, providing masks, and social distancing measures & hand sanitizers provided on campus."

"The university's response was swift, prudent, and erred on the side of caution so that the tens of thousands of students, staff, and professors could be safe."

"I appreciate that UIC offered WiFi hotspots and laptops to students."

"Quick and efficient transition to remote learning"

"Transferring the classes to online has been very helpful for me given my children are also remote learning this fall, and I would not be able to have taken courses if they were in person due to lack of childcare."

"Multiple ways to change to online classes (zoom, blackboard, depending on how the class is structured)"

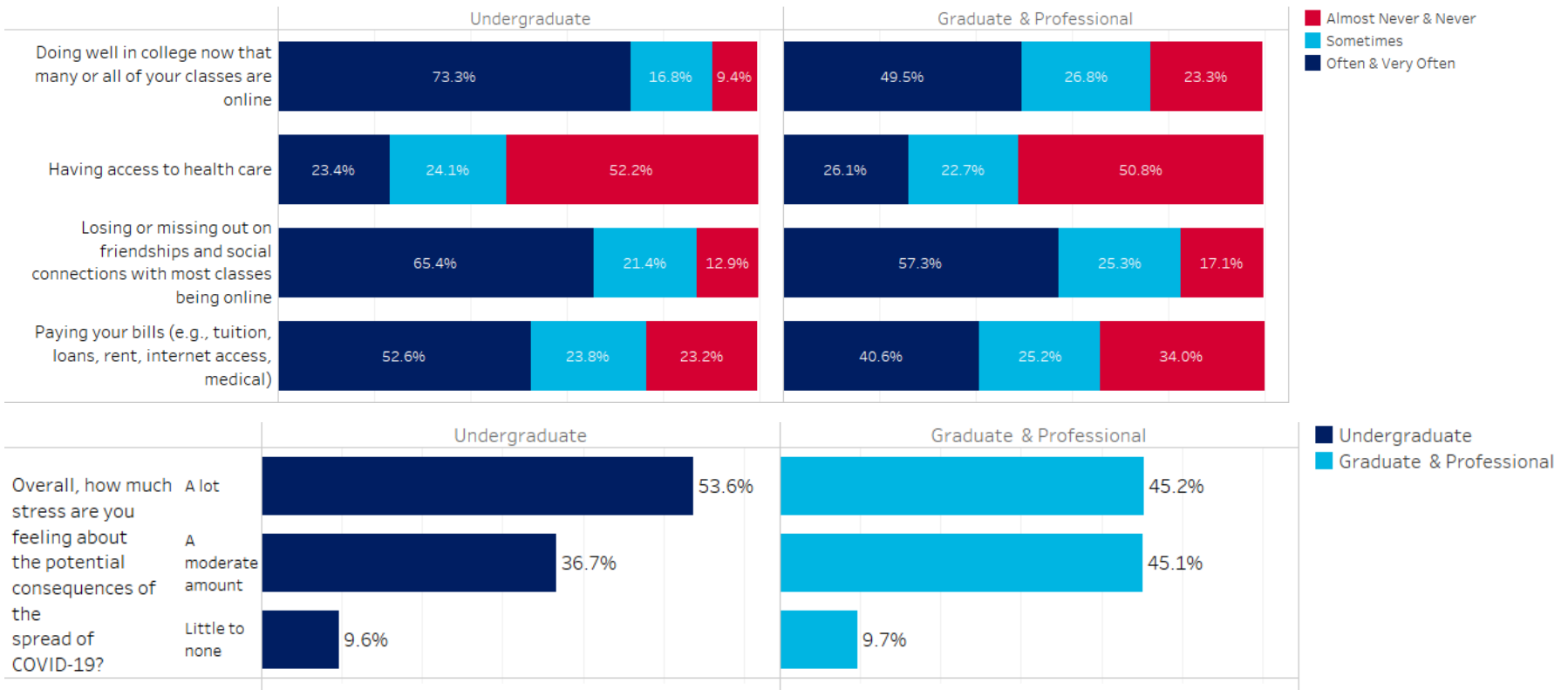
"I appreciated the Credit/No Credit option provided for students last year and hope that it is implemented this year as well"



Worry/Stress

Undergraduate students worry often about their academic performance with the transition to online. Nearly, more than half of both undergraduate (UG) and grad/prof. students reported feeling a lot of stress, and an additional 37% (UG) and 45% (grad/prof) report feeling some stress.

Given the changes at UIC caused by the spread of COVID-19, how often do you worry about the following?



Worry/Stress

Fall 2020 vs. Spring 2020

Comparing both Fall and Spring 2020 semesters, undergraduate and graduate/professional students have worried about the same on doing well now that many classes are online. There is a significant decline from Spring 2020 for students that worry about losing out on friendships and social connections. However, both undergraduate and graduate/professional students are slightly more worried about access to health care and ability to paying bills.

Given the changes at UIC caused by the spread of COVID-19, how often do you worry about the following?	Class Standing	% Almost Never/ Never*		% Change
		Fall 2020	Spring 2020	Fall vs. Spring 2020
Doing well in college now that many or all of your classes are online	Undergraduate	9.4%	9.3%	0.1%
	Graduate & Professional	23.3%	21.6%	1.7%
Losing or missing out on friendships and social connections with most classes being online	Undergraduate	12.9%	25.7%	-12.8%
	Graduate & Professional	17.1%	31.7%	-14.6%
Having access to health care	Undergraduate	52.2%	46.5%	5.7%
	Graduate & Professional	50.8%	42.5%	8.3%
Paying your bills (e.g., tuition, loans, rent, internet access, medical)	Undergraduate	23.2%	19.7%	3.5%
	Graduate & Professional	34.0%	24.4%	9.6%

Overall, how much stress are you feeling about the potential consequences of the spread of COVID-19?	Class Standing	% A moderate amount		% Change
		Fall 2020	Spring 2020	Fall vs. Spring 2020
	Undergraduate	36.7%	37.0%	-0.3%
	Graduate & Professional	45.1%	42.3%	2.8%



Academic Issues/Concerns

Fall 2020 vs. Spring 2020

In Fall 2020, the biggest concerns with online instruction for students continue to be performing well in class, quality of instruction, and learning the same amount as in person instruction, although it seems that these concerns may be lessening over time. In Fall 2020, Students indicated increasing concerns about not being able to communicate in-person with instructors and issues related to taking online, proctored exams.

<i>What are your biggest concerns with online instruction so far? (check all that apply)</i>		Fall 2020	Spring 2020	Fall 2020 vs Spring 2020
Grades/performing well in class	Undergrad	77.4	86.2	-8.8
	Grad & Prof	43.4	56.6	-13.2
Not getting the same level of quality instruction	Undergrad	67.4	68.5	-1.1
	Grad & Prof	45.2	52.5	-7.3
Not learning the same amount	Undergrad	65.2	65.2	0.0
	Grad & Prof	45.9	55.1	-9.2
Not being able to communicate in-person with instructors*	Undergrad	56.9	39.3	17.6
	Grad & Prof	45.6	25.6	20.0
Not being able to interact with classmates outside of class	Undergrad	49.1	n/a	n/a
	Grad & Prof	48.5	n/a	n/a
Not being able to interact/engage with classmates during classes	Undergrad	47.4	50.4	-3.0
	Grad & Prof	45.8	49.2	-3.4
Missing out on extracurricular/co-curricular/on-campus activities	Undergrad	48.4	n/a	n/a
	Grad & Prof	34.6	n/a	n/a
Security/privacy/accessibility/equity in taking online, proctored timed exams*	Undergrad	29.3	20.9	8.4
	Grad & Prof	16.1	11.8	4.3
Completing my internship, practicum, or clinical requirements	Undergrad	19.7	19.4	0.3
	Grad & Prof	22.1	39.7	-17.6
Possible delays in graduating/completing my program	Undergrad	27.1	32.0	-4.9
	Grad & Prof	15.8	36.1	-20.3
Online privacy, protection of my personal data	Undergrad	19.8	22.2	-2.4
	Grad & Prof	12.1	16.1	-4.0
Other (specified on next slide)	Undergrad	5.4	3.8	1.6
	Grad & Prof	7.4	5.8	1.6



*Question wording slightly different from Spring 2020

Academic Issues/Concerns: Other, specified

What are your biggest concerns with online instruction so far?

ACADEMIC

- Taking exams/quizzes more stressful due to inflexibility and insufficient time allowed
- Missing crucial information and productive conversations that occurred more with in-person classes
- Professors' assigning too much work; making classes harder than in-person; inconsistent methods of instruction
- Access to library; printing and scanning
- Lack of personal interaction with asynchronous classes
- Lack of one-on-one time with professor
- Group work; Grades; Academic failure; delaying graduation
- Limited prospects for dissertation research and lab activities; attending lab during a pandemic
- Online surveillance while taking exams remotely is stressful/Problems with Respondus
- Juggling multiple deadlines; afraid of unintentionally missing assignments

PERSONAL

- Networking/Building relationships with faculty
- Personal and Mental health
- Family members battling COVID
- Not having stable internet/technological mishaps
- Access to campus jobs very limited
- Time zone difference
- Not getting an internship/job
- Too many distractions at home
- The effects of online instruction for people with disabilities
- Being forced to stare at a screen for too many hours
- Financial concerns (e.g. bills and tuition)
- Feeling disconnected from the school
- Time Management

This analysis was guided by the first three phases of Braun and Clarke's "thematic analysis," being (1) familiarization with data, (2) generation of initial codes, and (3) searching for themes. Analysts collaborated by reviewing the identified codable themes among the data set and completed the final two phases of thematic analysis: (4) defining/naming themes and extracting an "overall story" and (5) report (Braun & Clarke, p. 87).



Academic Issues/Concerns

Fall 2020 vs. Spring 2020

The biggest challenges for students since COVID-19 continue to be personal motivation, prioritizing time to complete coursework, and balancing school and family demands, although it seems that these concerns may be lessening over time. Students indicated increasing concerns about balancing school and work demands as well as instructor availability/ responsiveness.

Which of the following (if any) learning/educational/home issues have been a challenge for you since the COVID-19 health crisis? (Check all that apply)

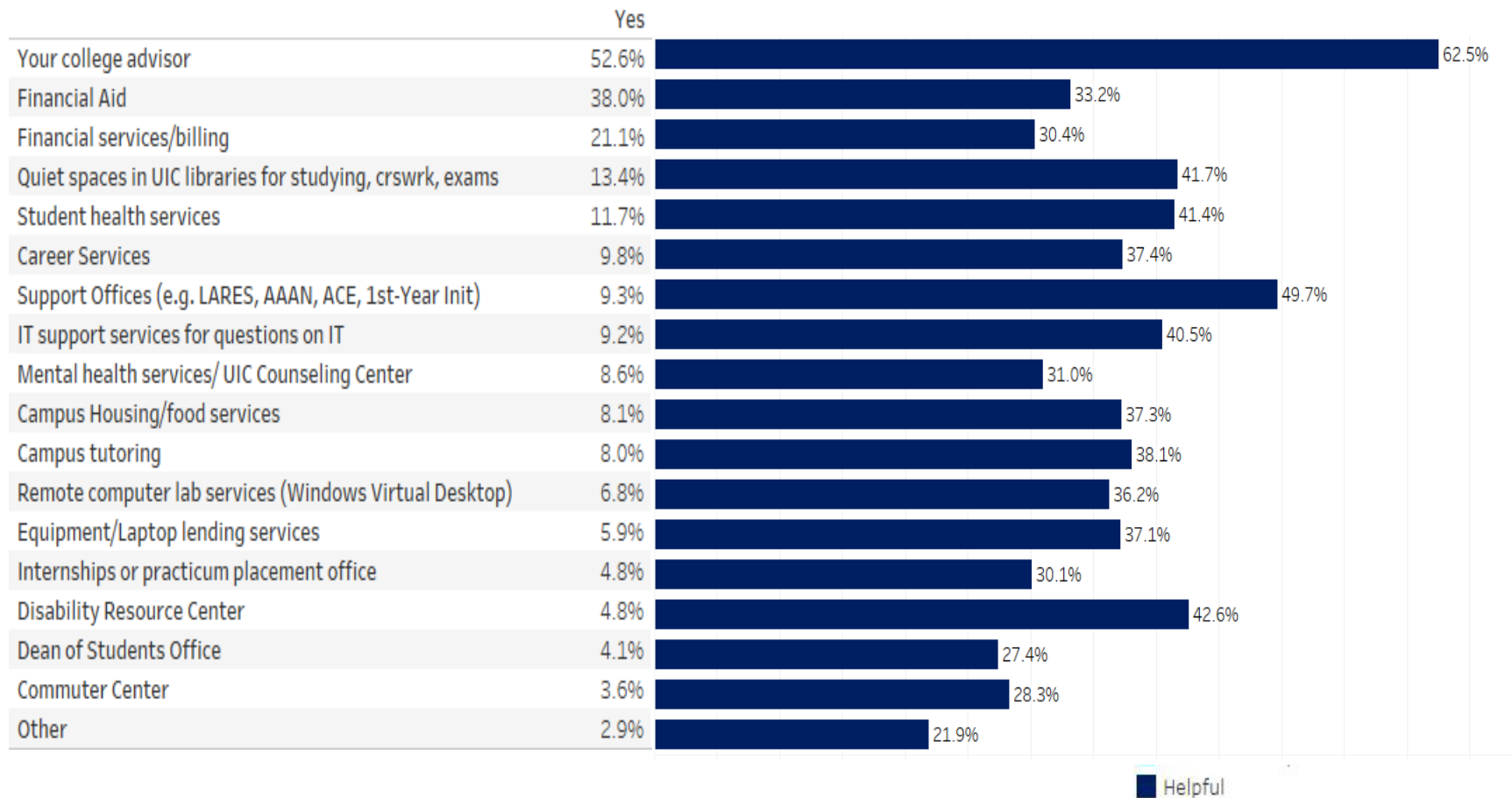
		Fall 2020	Spring 2020	Fall 2020 vs Spring 2020
Personal motivation/desire to complete coursework	Undergrad	60.1	74.8	-14.7
	Grad & Prof	44.9	66.7	-21.8
Prioritizing time to complete coursework in asynchronous classes	Undergrad	62.8	n/a	n/a
	Grad & Prof	37.3	n/a	n/a
Trying to balance school and family demands	Undergrad	55.2	66.1	-10.9
	Grad & Prof	41.6	52.3	-10.7
Unclear expectations around course/assignment requirements	Undergrad	48.8	48.6	0.2
	Grad & Prof	30.9	39.7	-8.8
Trying to balance school and work demands	Undergrad	44.1	28.6	15.5
	Grad & Prof	39.2	34.9	4.3
Having a quiet place to study, take exams, or attend synchronous classes*	Undergrad	43.8	60.2	-16.4
	Grad & Prof	34.9	47.9	-13.0
Course lessons or activities that haven't translated well to an online environment	Undergrad	44.3	54.0	-9.7
	Grad & Prof	30.1	49.8	-19.7
Finding time to participate in synchronous classes*	Undergrad	35.3	41.8	-6.5
	Grad & Prof	19.7	23.6	-3.9
Loss of income/financial stability	Undergrad	26.8	n/a	n/a
	Grad & Prof	19.7	n/a	n/a
Instructor availability/responsiveness to answer questions on my coursework	Undergrad	23.8	20.2	3.6
	Grad & Prof	14.2	12.8	1.4
Competing class meetings and schedules	Undergrad	23.2	27.7	-4.5
	Grad & Prof	13.3	16.1	-2.8

*Question wording slightly different from Spring 2020



Student Services

College advisors were the highest accessed student support service during the fall 2020 semester. It was also the most helpful service by all students at all levels. Financial Aid was the second most accessed student service.



Student Services

Fall 2020 vs. Spring 2020

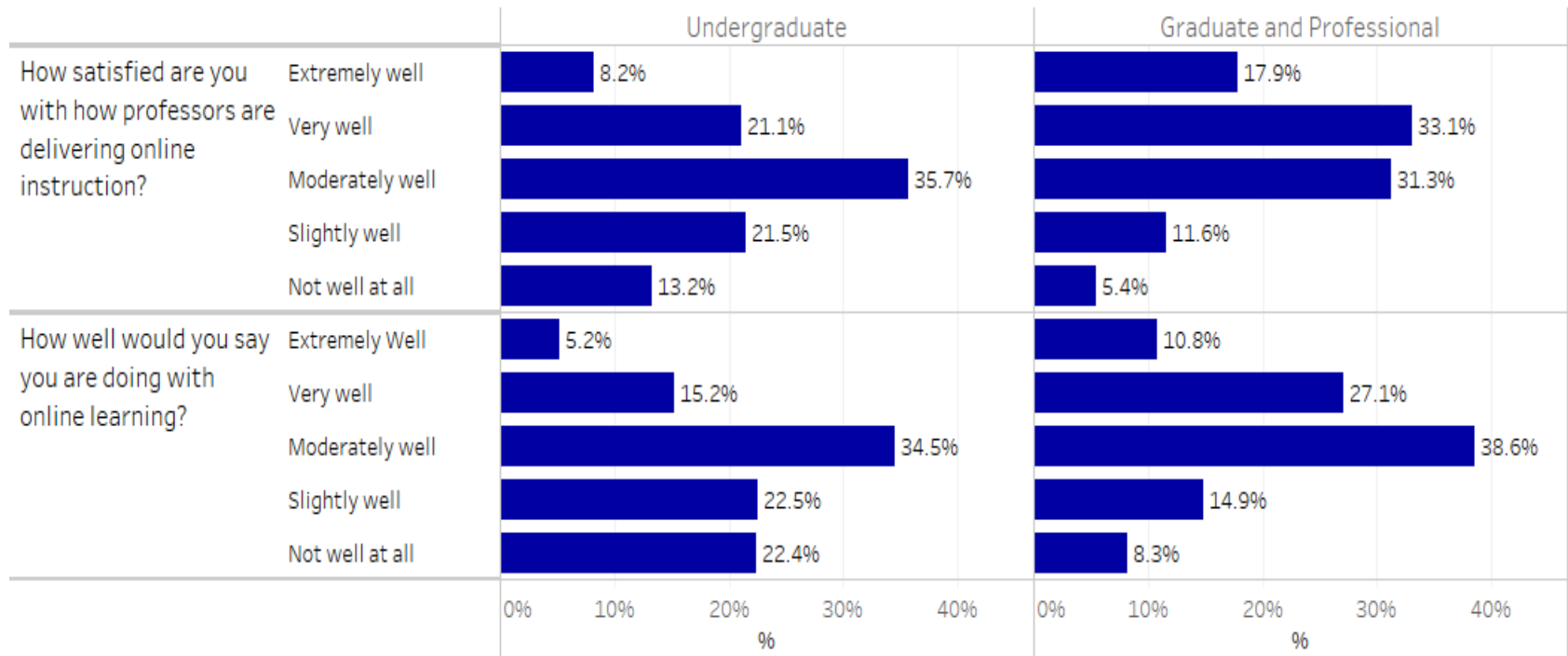
Although college advisors remained the highest accessed student service in Fall 2020, financial aid had the highest percentage increase (+17.7%) in usage when compared to Spring 2020.

Have you tried to access any of the following student support services since the start of the COVID-19 health crisis?	Fall '20 % Yes	Spring '20 % Yes	% Change Fall '20 vs. Spring '20
Financial Aid	38.0%	20.3%	17.7%
Financial services/billing	21.1%	13.4%	7.7%
Student health services	11.7%	7.3%	4.4%
Your college advisor	52.6%	49.3%	3.2%
Career Services	9.8%	7.3%	2.5%
Equipment lending services	5.9%	3.5%	2.4%
Remote computer lab services (Windows Virtual Desktop)	6.8%	4.6%	2.1%
Support Offices (e.g. LARES, AAAN, Academic Center for Excellence, or Office of First-Year Initiatives)	9.3%	7.5%	1.8%
IT support services for questions on IT	9.2%	7.7%	1.5%
Campus Housing/food services	8.1%	7.1%	1.0%
Mental health services/Counseling center	8.6%	7.7%	0.9%
Commuter Center	3.6%	2.9%	0.8%
Campus tutoring	8.0%	7.3%	0.7%
Dean of Students Office	4.1%	4.2%	-0.2%
Internships or practicum placement office	4.8%	6.1%	-1.3%



Adapting to Online Learning

51% of graduate/professional students were extremely or very well satisfied with how professors delivered online instruction while only 29% of undergraduate students were extremely or very well satisfied. Furthermore, 38% of graduate/professional students felt that they are doing extremely or very well with online learning while only 20% of undergraduates felt that they are doing extremely or very well.



Adapting to Online Learning

Fall 2020 vs. Spring 2020

A comparison of Spring to Fall 2020 survey results shows the percentage of undergraduate students indicating their faculty as having adapted extremely or very well to online instruction has decreased while graduate/professional students ratings increased. Both undergraduate and graduate/professional student ratings decreased when rating their ability to adapt to online instruction.

Item	Rating	Fall '20		Spring '20		% Change Fall '20 vs. Spring '20	
		Undergraduate	Graduate and Professional	Undergraduate	Graduate & Professional	Undergraduate	Graduate and Professional
How well do you think your faculty have adapted to online instruction?	Extremely Well & Very well	29.3%	51.0%	35.1%	47.0%	-5.8%	4.0%
	Moderately well	35.7%	31.3%	41.5%	38.4%	-5.8%	-7.1%
	Not well at all & Slightly well	34.7%	17.1%	23.5%	14.6%	11.2%	2.5%
How well do you think you have adapted to online instruction?	Extremely Well & Very well	20.4%	37.9%	29.7%	47.5%	-9.3%	-9.6%
	Moderately well	34.5%	38.6%	39.3%	35.8%	-4.7%	2.7%
	Not well at all & Slightly well	44.9%	23.1%	31.1%	16.7%	13.9%	6.4%



Satisfaction with Remote Learning

Fall 2020 vs. Spring 2020

Overall, students this semester are slightly more satisfied with their online experience than they were in Spring 2020. However, undergraduate students are less satisfied with their online experience (a difference of 23.7%) than graduate/professional students. Similar to last semester, 3.9% of undergraduate students expressed that on-line instruction was ‘much better’.

Overall, considering the COVID-19 crisis, are you satisfied with your experience with online instruction?	Class Standing		%Satisfied	% Change	
			Fall 2020	Spring 2020	Fall vs. Spring 2020
	Undergraduate	25.6%	24.1%	1.5%	
Graduate & Professional	49.3%	35.9%	13.4%		

Overall, how does online instruction compare to the in-person instruction you received at UIC?	Class Standing		%Much Better	% Change	
			Fall 2020	Spring 2020	Fall vs. Spring 2020
	Undergraduate	3.9%	2.9%	1.0%	
Graduate & Professional	4.4%	3.0%	1.4%		



Satisfaction with Remote Learning

What have you appreciated most about changing to online instruction?

Undergraduate Students

- Pre-recorded lectures
- No need to commute and being safe at home
- “Asynchronous classes allow me to complete tasks on my own schedule”
- Having more time to study
- “Something I have appreciated was for professors to understand how hard it is to learn during this difficult time.”
- “Nothing, it’s been hard in-person is better”

Graduate/Professional Students

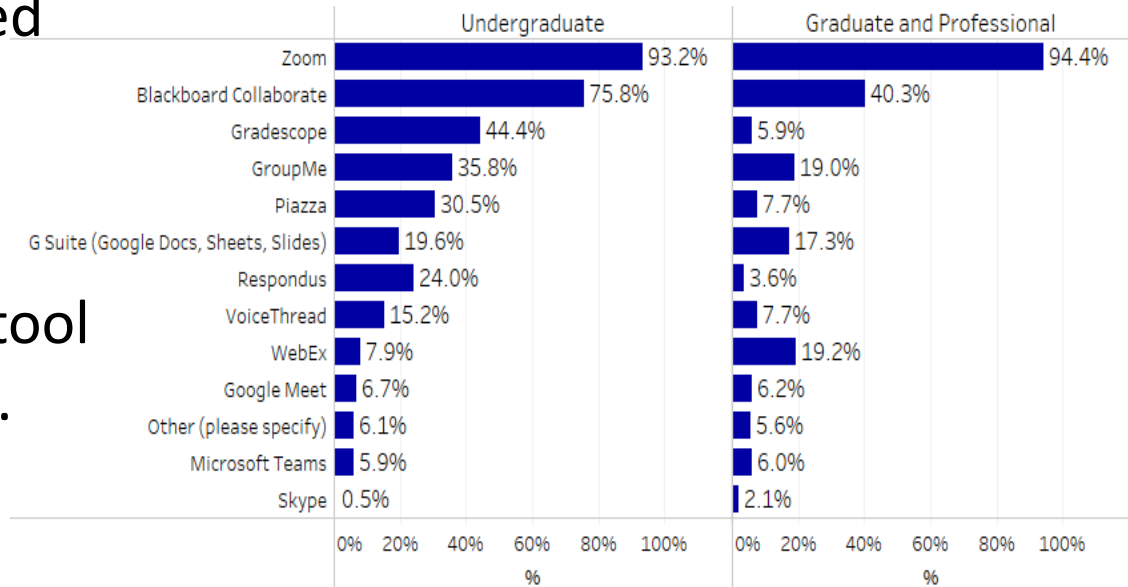
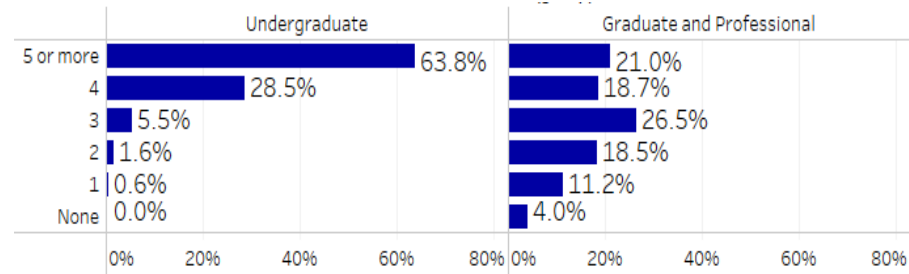
- “It's mostly in person for us medical students.”
- The amount of resources that make teaching easier
- Ability to create own schedule and routine
- Not having to commute
- More time at home and being around family
- Ability to work more hours
- Collaborating with other classmates via Zoom
- Faculty and instructors trying to do their best despite circumstances



Technology

93% of undergraduates had between 4 to 5+ courses on Blackboard whereas most grad/professional students had about 3 courses on Blackboard. Both reported being comfortable using Blackboard (~86%).

Zoom was a highly used tool during online instruction.



Technology

Fall 2020 vs. Spring 2020

The percentage undergraduate students having 5+ courses on Blackboard increased by 19%. Zoom usage in online instruction has increased for both undergraduate and graduate/professional students while WebEx decreased.

How many of your courses are on Blackboard?

	Fall 2020		Spring 2020		% Change Spring '20 vs. Fall '20	
	Undergraduate	Graduate and Professional	Undergraduate	Graduate & Professional	Undergraduate	Graduate and Professional
5 or more	63.8%	21.0%	44.4%	20.8%	19.4%	0.2%
4	28.5%	18.7%	35.1%	12.3%	-6.6%	6.4%
3	5.5%	26.5%	11.8%	20.6%	-6.3%	6.0%
2	1.6%	18.5%	5.4%	23.6%	-3.8%	-5.1%
1	0.6%	11.2%	2.9%	14.5%	-2.3%	-3.3%
None	0.0%	4.0%	0.4%	8.3%	-0.4%	-4.2%

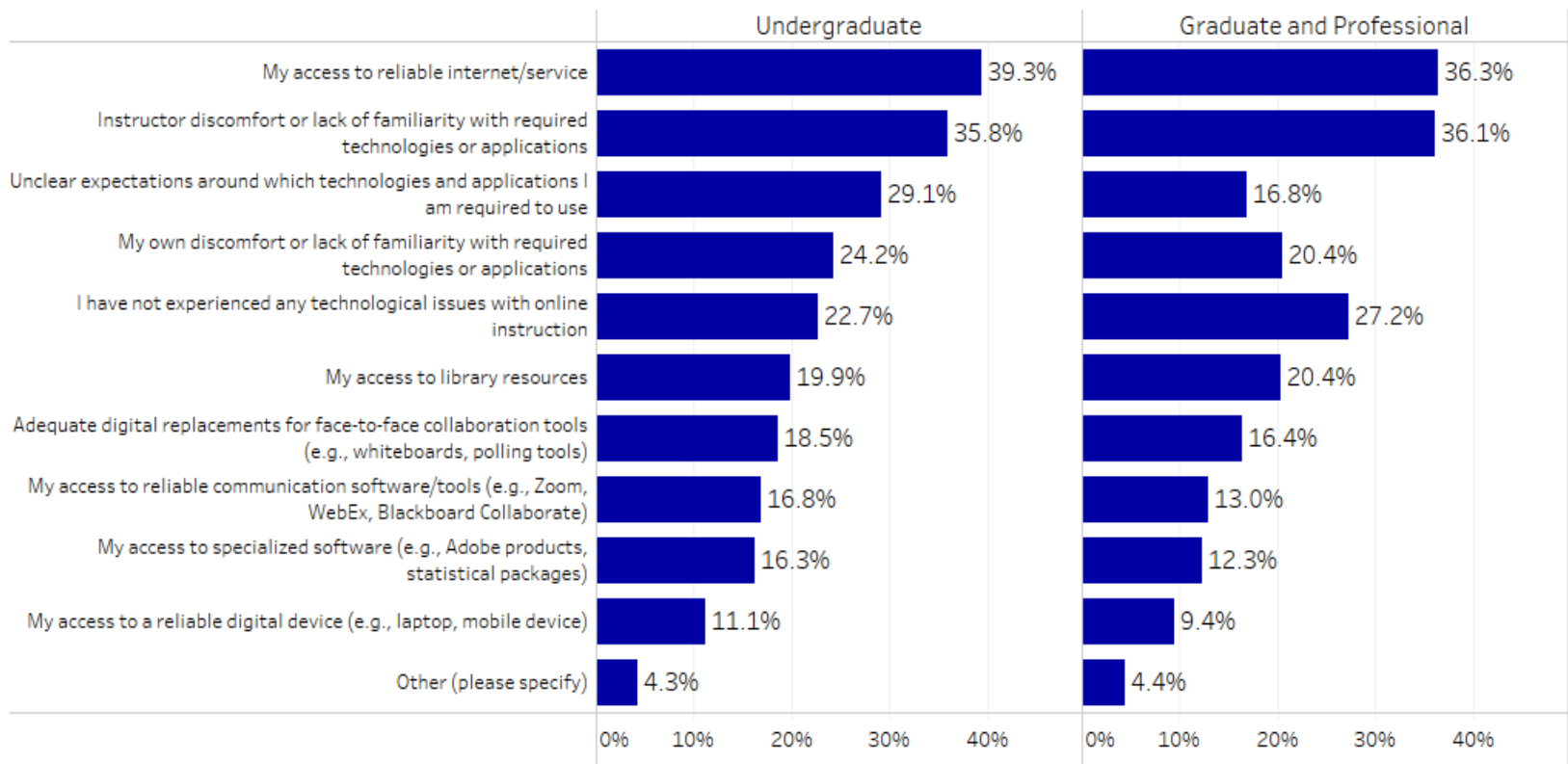
What other technologies are being used in your course(s)? (check all that apply)

	Fall 2020		Spring 2020		% Change Spring '20 vs. Fall '20	
	Undergraduate	Graduate and Professional	Undergraduate	Graduate & Professional	Undergraduate	Graduate and Professional
Zoom	93.2%	94.4%	86.3%	84.5%	7.0%	9.9%
WebEx	7.9%	19.2%	19.2%	39.1%	-11.4%	-19.9%
Microsoft Teams	5.9%	6.0%	3.9%	5.6%	2.0%	0.4%
Skype	0.5%	2.1%	4.4%	5.2%	-3.9%	-3.1%



Technological Issues

Access to reliable internet/service and instructors' discomfort or lack of familiarity with technologies were the highest reported technological issues among both undergraduate and graduate/professional students.



Technological Issues

Fall 2020 vs. Spring 2020

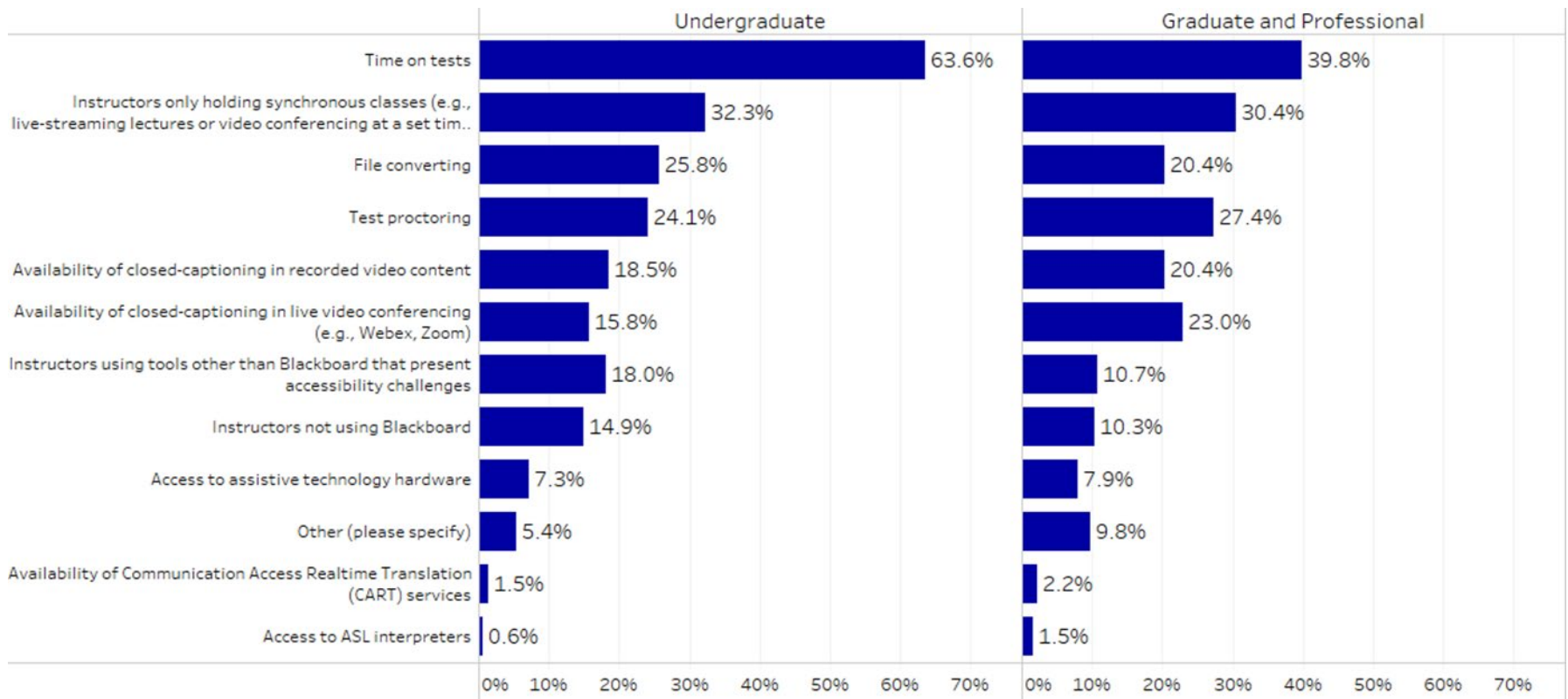
Technological issue percentages decreased across all items except for access to reliable internet/service.

Which of the following technological issues have been a challenge for you since the transition to online instruction? (Check all that apply)	Fall 2020		Spring 2020		% Change Fall '20 vs. Spring '20	
	Undergraduate	Graduate & Professional	Undergraduate	Graduate & Professional	Undergraduate	Graduate and Professional
Instructor discomfort or lack of familiarity with required technologies or applications	35.8%	36.1%	51.4%	45.8%	-15.5%	-9.7%
Adequate digital replacements for face-to-face collaboration tools (e.g. whiteboards)	18.5%	16.4%	38.6%	34.4%	-20.1%	-18.0%
My access to reliable internet/service	39.3%	36.3%	36.1%	31.9%	3.2%	4.5%
Unclear expectations around which technologies and applications I am required to use	29.1%	16.8%	33.2%	26.9%	-4.1%	-10.2%
My own discomfort or lack of familiarity with required technologies or applications	24.2%	20.4%	32.1%	26.7%	-7.9%	-6.3%
My access to library resources	19.9%	20.4%	27.3%	25.7%	-7.4%	-5.4%
My access to specialized software (e.g. Adobe products statistical packages)	16.3%	12.3%	20.2%	16.1%	-3.9%	-3.7%
My access to reliable communication software/tools (e.g. Zoom, WebEx, Blackboard Collaborate)	16.8%	13.0%	19.1%	17.0%	-2.3%	-4.1%
My access to a reliable digital device (e.g. laptop mobile device)	11.1%	9.4%	11.5%	8.9%	-0.4%	0.5%



Technical Accessibility Issues

Of the students requiring technical accessibility accommodations, time on tests was the most challenging issue this fall followed by instructors only holding synchronous classes.



Technical Accessibility Issues

Fall 2020 vs. Spring 2020

Time on tests was the most challenging accessibility issue once again this fall. However, the percentage reporting this as an issue has decreased by 12% for undergraduate students and 19% for graduate/professional students.

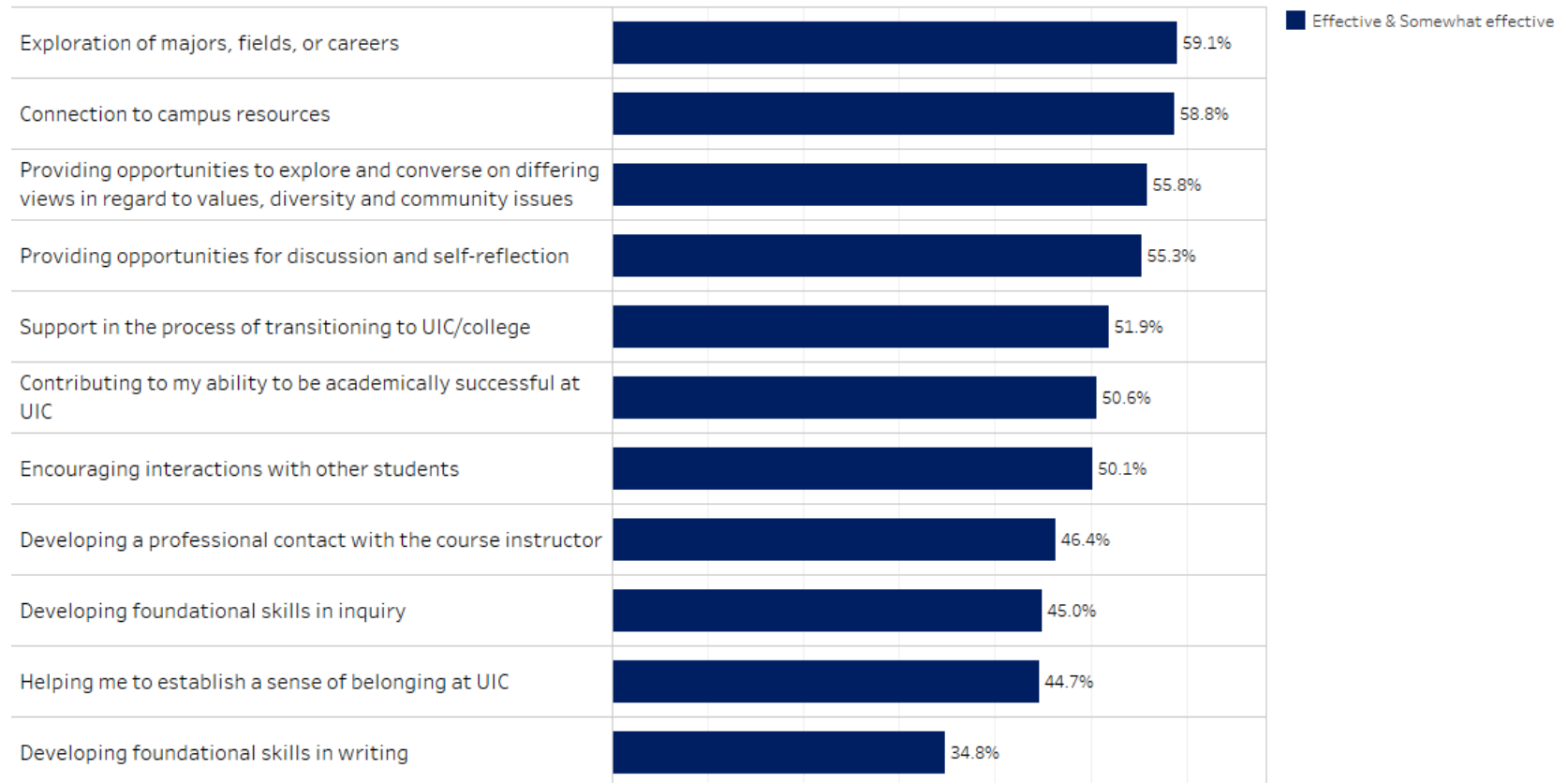
Which of the following accessibility issues have been challenging for you with online instruction? (Check all that apply)	Fall 2020		Spring 2020		% Change Fall '20 vs. Spring '20	
	Undergraduate	Graduate and Professional	Undergraduate	Graduate & Professional	Undergraduate	Graduate and Professional
Time on tests	63.6%	39.8%	75.8%	58.8%	-12.3%	-19.0%
File converting	25.8%	20.4%	30.4%	23.5%	-4.7%	-3.1%
Test proctoring	24.1%	27.4%	21.8%	23.5%	2.4%	3.9%



First-Year Initiatives

Undergraduate students found that the strongest component to the First-Year Initiatives was the effectiveness to explore majors, fields, or careers (59.1%) and least effective was developing skills in writing (34.8%)

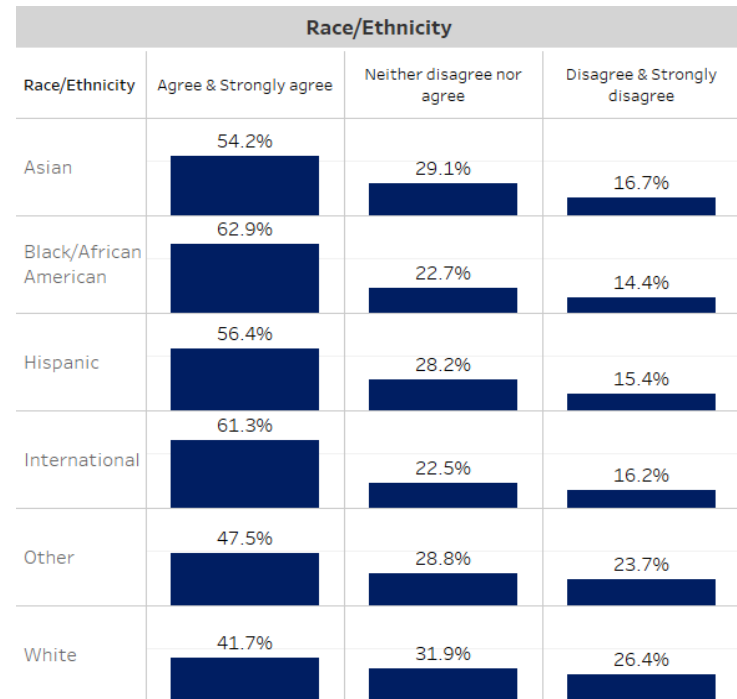
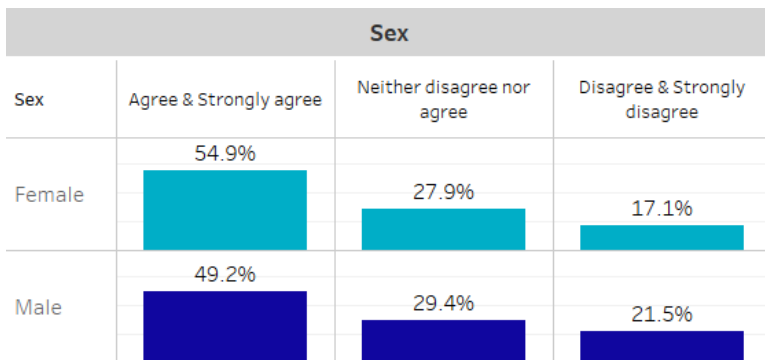
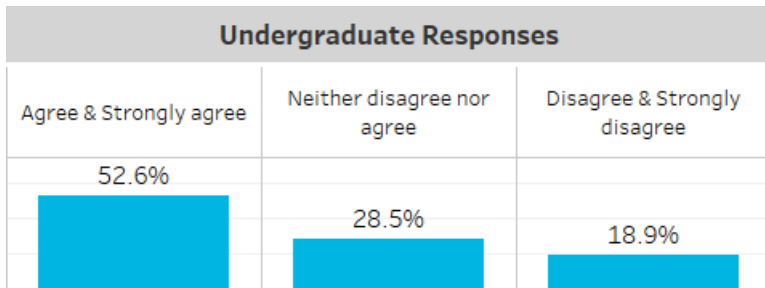
How effective has your enrollment in a First-Year Seminar contributed to your experiences in the following areas?
Please rate each item below.



First-Year Initiatives

Overall, 33.1% of first-year students “agree” to recommend the First-Year Seminar to other first-year students and 19.5% “strongly agree” Black/African American and International students were more likely to recommend enrolling in the First-Year Seminar. For Black/Afr.Am. students, 33% “agree” and an additional 29.9% “strongly agree”. For International students, 39.7% “agree” and an additional 21.6% “strongly agree”.

I would recommend enrolling in the First-Year Seminar to other first-year students



Questions and Additional Resources

An interactive dashboard of the results from the COVID-19 Institutional Response Student Survey can be accessed on the OIR website here:

<https://oir.uic.edu/surveys/student-surveys/covid-survey/>

The dashboard includes college filters, thus enabling access to college level results. It includes a variety of other filters that allow one to explore the data interactively.

Please note that the link requires UI NetID authentication to access the dashboard.

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