

THE
UNIVERSITY OF
ILLINOIS
AT
CHICAGO



UIC COVID-19 Institutional Response Student Survey

Office of Institutional
Research
July 2021

Data for this Report

- The UIC COVID-19 Institutional Response Student Survey captured the student experience during the Spring 2021 semester of the COVID-19 crisis.
- The survey was distributed via e-mail between April 19th and May 10th to all enrolled UIC students (N= 30,351; excluding students enrolled in online programs).
- 3,611 students responded to the survey (12% response rate).
- The following report presents results from degree-seeking students. Data for non-degree students are included in the Spring 2021 COVID-19 Interactive Dashboard.

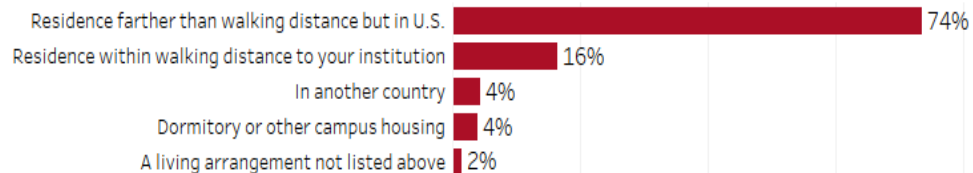


Respondent Profile

College

	N Resp.	% of Resp.	Response Rate
Applied Health Sciences	156	4.32%	9.41%
Architecture, Design, & the Arts	127	3.52%	10.18%
Business Administration	428	11.85%	10.95%
Coll Medicine at Chicago - BS	9	0.25%	10.47%
Coll Medicine at Chicago - CS	56	1.55%	7.24%
Coll of Med Office of the Dean	5	0.14%	10.42%
College of Medicine at Peoria	24	0.66%	9.88%
College of Medicine at Urbana	2	0.06%	8.33%
College of Medicine Rockford	36	1.00%	13.69%
Dentistry	78	2.16%	14.97%
Education	173	4.79%	15.16%
Engineering	622	17.23%	12.14%
Graduate College	35	0.97%	17.50%
John Marshall Law School	169	4.68%	17.04%
Liberal Arts & Sciences	1,040	28.80%	10.06%
Nursing	132	3.66%	11.23%
Pharmacy	129	3.57%	15.30%
School of Public Health	110	3.05%	17.57%
Social Work	151	4.18%	30.51%
UIC Extended Campus	42	1.16%	25.77%
Urban Planning & Public Affairs	87	2.41%	17.90%
VP Academic & Enrollment Svcs	0	0.00%	0.00%
Grand Total	3,611	100.00%	11.90%

Residency



Race/Ethnicity

	N Resp.	% of Resp.	Resp. Rate
Asian	548	15%	10%
Black/African American	249	7%	11%
Hispanic	782	22%	10%
International	533	15%	15%
White	1,289	36%	14%
Other	210	6%	13%
Grand Total	3,611	100%	12%

Student Level

	N Resp.	% of Resp.	Resp. Rate
Undergrad	1,772	49%	9%
Graduate	1,178	33%	20%
Professional	369	10%	12%
Law	166	5%	17%
Graduate Non-Degree	82	2%	18%
Undergrad Non-Degree	44	1%	14%
Grand Total	3,611	100%	12%

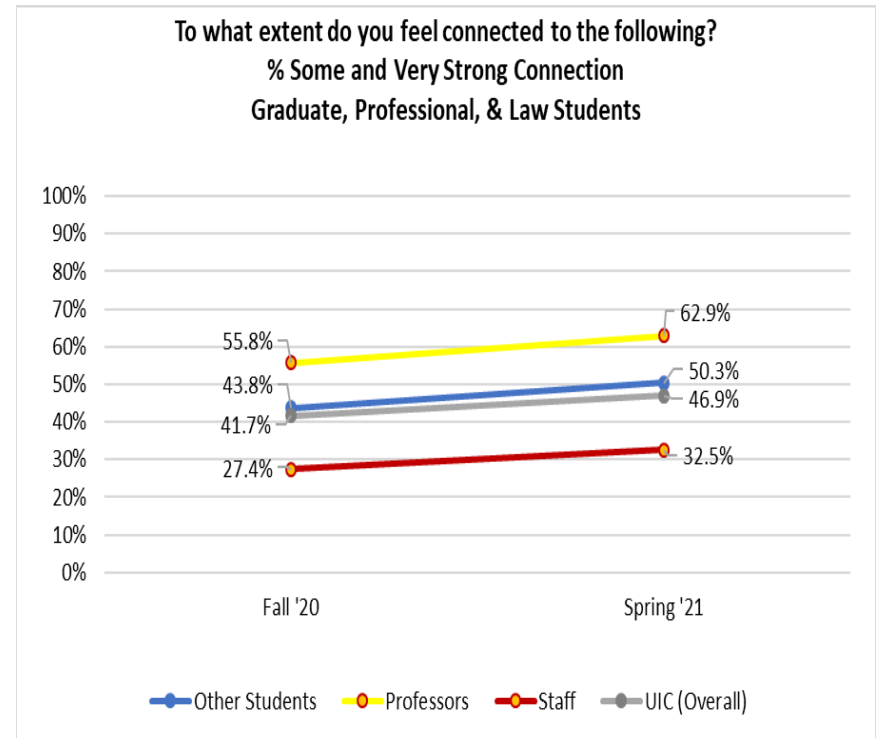
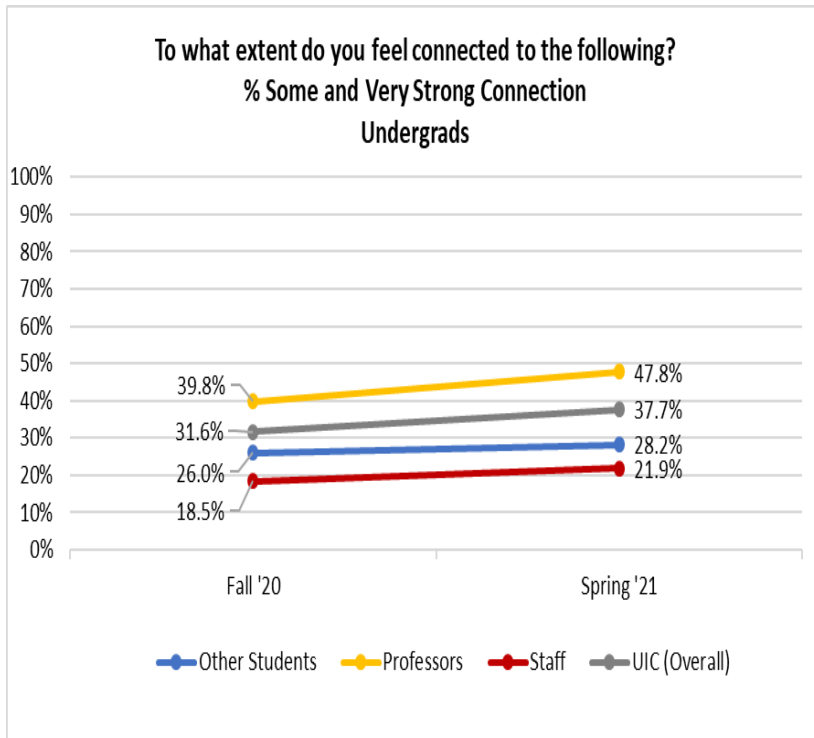
Gender

	N Resp.	% of Resp.	Resp. Rate
Female	2,296	64%	14%
Male	1,314	36%	10%
Not Available	1	0%	3%
Grand Total	3,611	100%	12%



Student Experience*

Overall, undergraduate and graduate/professional/law students feel most connected to professors and least connected to staff. There was an increase in students' connection to other students, professors, staff, and UIC overall between the Fall '20 and Spring '21 survey administrations.



*For Spring 2020, students were asked “How connected do you feel to UIC” (only). Results showed that 64% of undergraduates felt some/strong connection compared to 71% for graduate/professional/law students.



Student Experience

Most students feel cared for and adequately informed by UIC faculty and staff in response to COVID-19. Although these feelings decreased between Spring 2020 and Fall 2020, for the most part we have started to see an increase in these feelings from Fall 2020 to Spring 2021.

Graduate/Professional/Law students feel cared for more than undergraduates. For Spring 2021, Over 55% of graduate/professional/law students and over 40% of 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.

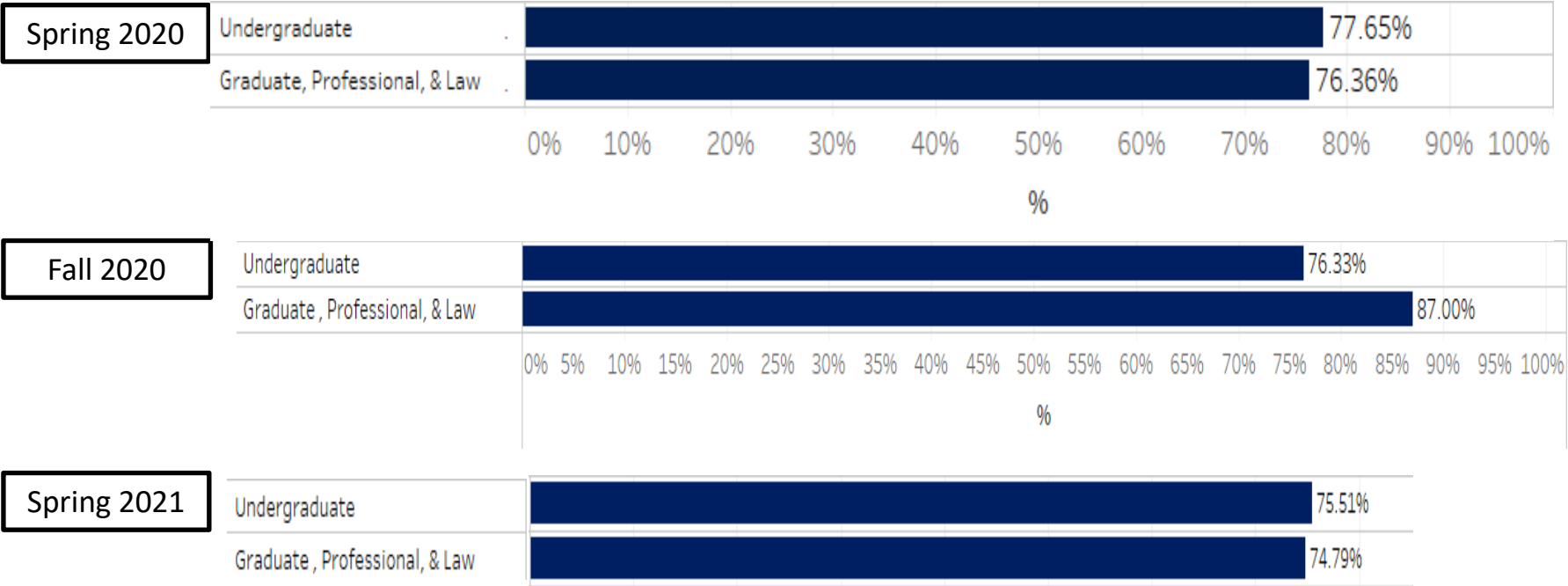
	Student Level	%Somewhat Agree/Strongly Agree				
		Spring 2020	Fall 2020	% Change Fall 2020 vs. Spring 2020	Spring 2021	% Change Spring 2021 vs. Fall 2020
Overall, UIC admin staff have done a good job helping students adapt to the changes at the institution brought on by spread of COVID-19.	Undergrad	75.5	57.0	-18.5	59.2	2.2
	Grad, Prof, & Law	81.3	70.1	-11.2	67.4	-2.7
The support I have gotten from UIC with online classes has been helpful.	Undergrad	54.5	36.6	-17.9	48.5	11.9
	Grad, Prof, & Law	66.6	56.5	-10.1	62.0	5.5
Overall, UIC administrative staff have shown care and concern for me as they respond to the spread of COVID-19.	Undergrad	76.9	61.6	-15.3	62.7	1.1
	Grad, Prof, & Law	81.3	72.6	-8.7	68.5	-4.1
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	70.0	54.4	-15.6	67.4	13.0
	Grad, Prof, & Law	82.2	76.2	-6	80.9	4.7
Overall, professors at UIC have shown care and concern for me as they make changes in their courses in response to COVID-19.	Undergrad	72.6	56.8	-15.8	68.2	11.4
	Grad, Prof, & Law	83.6	76.3	-7.3	82.0	5.7
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	52.1	38.8	-13.3	42.7	3.9
	Grad, Prof, & Law	66.3	57.9	-8.4	55.9	-2.0
UIC has kept me adequately informed about its responses to COVID 19.	Undergrad	75.4	68.8	-6.6	74.7	5.9
	Grad, Prof, & Law	84.0	81.6	-2.4	81.9	0.3

Question wording slightly different for Spring 2020



Student Experience

Around 75% of undergraduate and graduate/professional/law students indicated that they will definitely/probably plan to return to UIC the following semester across all time periods. During the Fall 2020 survey administration, 87% of graduate/professional/law students planned to return to UIC in the Spring.



% Definitely or Probably Plan to Return to UIC



Student Experience

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

"The free saliva tests for students. Demonstrating a potentially new testing protocol that could be used for other diseases like the flu."

"that they let us be at the dining areas for us students who don't have a quiet place to stay at home."

"How willing they were to help students financially, providing us with laptops, and hotspots."

"The emails we regularly get informing of us of new information."

"making classes pass/fail"

"I've enjoyed the relaxation activities and seminars on productivity, studying that were provided."

"My professors and the support that they continued to maintain despite being remote."

"I appreciate the easy transition of classroom learning and exams to all virtual. It's saved a lot of time for those of us who commute."



Worry/Stress

Undergraduate Students

During both Fall and Spring 2020 semesters, undergraduate students had the same level of worry in doing well academically with many classes transitioning to online; however, in Spring 2021 there was a -5.4% decline. In Spring 2021, there was a -7.5% decrease for students that worry about losing out on friendships and social connections. During Spring 2021, undergraduate students were more worried about access to health care and ability to pay bills. Over time, undergraduate students' feelings of stress about the potential consequences of the spread of COVID-19 have decreased by 9.1%.

Given the changes at UIC caused by the spread of COVID-19, how often do you worry about the following?	% Often/Very Often		% Change		% Change
	Spring '20	Fall '20	Fall '20 vs. Spring '20	Spring '21	Spring '21 vs. Fall '20
Doing well in college now that many or all of your classes are online	70.8%	73.3%	2.5%	67.9%	-5.4%
Losing or missing out on friendships and social connections with most classes being online	48.3%	65.4%	17.1%	57.9%	-7.5%
Having access to health care	29.2%	23.4%	-5.8%	50.9%	27.5%
Paying your bills (e.g., tuition, loans, rent, internet access, medical)	57.8%	52.6%	-5.2%	58.1%	5.5%

Overall, how much stress are you feeling about the potential consequences of the spread of COVID-19?	% A lot		% Change		% Change
	Spring '20	Fall '20	Fall vs. Spring '20	Spring '21	Spring '21 vs. Fall '20
	56.4%	53.6%	-2.8%	44.5%	-9.1%



Worry/Stress

Graduate, Professional and Law Students

In Spring 2021 graduate/professional/law students worried less often/very often about doing well now that many classes are online than in the Spring 2021 semester (-17.4%). Worries about losing out on friendships and social connections increased by 16% in comparison to Fall 2020. However, like undergraduates, graduate/professional/law students are slightly more worried about access to health care and their ability to pay bills. Over time, graduate/professional/law students' sense of stress about the potential consequences of the spread of COVID-19 have decreased.

Given the changes at UIC caused by the spread of COVID-19, how often do you worry about the following?	% Often/Very Often		% Change		% Change
	Spring '20	Fall '20	Fall '20 vs. Spring '20	Spring '21	Spring '21 vs. Fall '20
Doing well in college now that many or all of your classes are online	50.6%	49.5%	-1.1%	32.1%	-17.4%
Losing or missing out on friendships and social connections with most classes being online	41.8%	26.1%	-15.7%	42.1%	16.0%
Having access to health care	35.9%	57.3%	21.4%	49.1%	-8.2%
Paying your bills (e.g., tuition, loans, rent, internet access, medical)	52.9%	40.6%	-12.3%	41.9%	1.3%

Overall, how much stress are you feeling about the potential consequences of the spread of COVID-19?	% A lot		% Change		% Change
	Spring '20	Fall '20	Fall '20 vs. Spring '20	Spring '21	Spring '21 vs. Fall '20
	51.4%	45.2%	-17.7%	33.7%	-11.5%



Academic Issues/Concerns

Undergraduate Students

In Spring 2021, the biggest concerns with online instruction for students continue to be grades/performing well in class, not learning the same amount as in person instruction, and quality of instruction although it seems that these concerns may be lessening over time. In Spring 2021, students indicated increased concerns about not being able to interact with classmates outside of class and possible delays in graduation.

<i>What are your biggest concerns with online instruction so far? (check all that apply)</i>	Spring '20	Fall '20	% Change Fall '20 vs. Spring '20	Spring '21	% Change Spring '21 vs. Fall '20
Grades/performing well in class	86.2%	77.4%	-8.8%	63.1%	-14.3%
Not getting the same level of quality instruction	68.5%	67.4%	-1.1%	55.6%	-11.8%
Not learning the same amount	65.2%	65.2%	0.0%	56.1%	-9.1%
Not being able to communicate in-person with instructors	39.3%	56.9%	17.6%	53.7%	-3.2%
Not being able to interact with classmates outside of class	N/A	49.1%	N/A	54.0%	4.9%
Not being able to interact/engage with classmates during classes	50.4%	47.4%	-3.0%	51.4%	4.0%
Missing out on extracurricular/co-curricular/on-campus activities	N/A	48.4%	N/A	47.8%	-0.6%
Security/privacy/accessibility/equity in taking online, proctored timed exams	20.9%	29.3%	8.4%	27.7%	-1.6%
Completing my internship, practicum, or clinical requirements	19.4%	19.7%	0.3%	20.0%	0.3%
Possible delays in graduating/completing my program	32.0%	27.1%	-4.9%	32.0%	4.9%
Online privacy, protection of my personal data	22.2%	19.8%	-2.4%	19.2%	-0.6%
Other (specified on next slide)	3.8%	5.4%	1.6%	3.3%	-2.1%



Academic Issues/Concerns

Graduate, Professional and Law Students

In Spring 2021, students' top two concerns were not being able to interact with classmates outside of and during class. Over time, students indicate less concerns about performing well in class, not getting the same level of quality instruction and not learning the same amount.

<i>What are your biggest concerns with online instruction so far? (check all that apply)</i>	Spring '20	Fall '20	% Change Fall '20 vs. Spring '20	Spring '21	% Change Spring '21 vs. Fall '20
Grades/performing well in class	56.6%	43.4%	-13.2%	34.5%	8.9%
Not getting the same level of quality instruction	52.5%	45.2%	-7.3%	38.2%	7.0%
Not learning the same amount	55.1%	45.9%	-9.2%	41.9%	4.0%
Not being able to communicate in-person with instructors	25.6%	45.6%	20.0%	45.1%	0.5%
Not being able to interact with classmates outside of class	N/A	48.5%	N/A	52.4%	-3.9%
Not being able to interact/engage with classmates during classes	49.2%	45.8%	-3.4%	48.3%	-2.5%
Missing out on extracurricular/co-curricular/on-campus activities	N/A	34.6%	N/A	35.0%	-0.4%
Security/privacy/accessibility/equity in taking online, proctored timed exams	11.8%	16.1%	4.3%	12.8%	3.3%
Completing my internship, practicum, or clinical requirements	39.7%	22.1%	-17.6%	18.5%	3.6%
Possible delays in graduating/completing my program	36.1%	15.8%	-20.3%	12.2%	3.6%
Online privacy, protection of my personal data	16.1%	12.2%	-4.0%	10.8%	1.4%
Other (specified on next slide)	5.8%	7.4%	1.6%	5.6%	1.8%



Academic Issues/Concerns: Other, specified

What are your biggest concerns with online instruction so far?

ACADEMIC

- Excessive amount of work is expected ; making classes harder than in-person (inflexible)
- Missing crucial information and productive conversations that occurred more with in-person classes
- Access to library; printing and scanning
- Lack of access to advisors and administrative staff
- Lack of one-on-one time with professor
- Group work; Grades; Academic failure; delaying graduation
- Limited prospects for dissertation
- Online surveillance
- Not being able to complete labs in-person

PERSONAL

- Networking/Building relationships with faculty
- Mental health
- Distractions at home taking care of family members
- Not having stable internet
- Lack of motivation
- Time zone difference
- The effects of online instruction for people with disabilities
- Physical health; Being forced to stare at a screen for too many hours
- Financial concerns (e.g. bills and tuition)
- Feeling disconnected from UIC

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

Undergraduate Students

Some of 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. Overall, students' challenges in all areas have decreased since Fall 2020.

<i>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)</i>	Spring '20	Fall '20	% Change Fall '20 vs Spring '20	Spring '21	% Change Spring '21 vs Fall '20
Personal motivation/desire to complete coursework	74.8%	60.1%	-14.7%	28.9%	-31.2%
Prioritizing time to complete coursework in asynchronous classes	N/A	62.8%	N/A	25.9%	-36.9%
Trying to balance school and family demands	66.1%	55.2%	-10.9%	24.3%	-30.9%
Unclear expectations around course/assignment requirements	48.6%	48.8%	0.2%	20.3%	-28.5%
Trying to balance school and work demands	28.6%	44.1%	15.5%	24.3%	-19.8%
Having a quiet place to study, take exams, or attend synchronous classes	60.2%	43.8%	-16.4%	20.4%	-23.4%
Course lessons or activities that haven't translated well to an online environment	54.0%	44.3%	-9.7%	19.5%	-24.8%
Finding time to participate in synchronous classes	41.8%	35.3%	-6.5%	16.7%	-18.6%
Loss of income/financial stability	N/A	26.8%	N/A	10.3%	-16.5%
Instructor availability/responsiveness to answer questions on my coursework	20.2%	23.8%	3.6%	11.3%	-12.5%
Competing class meetings and schedules	27.7%	23.2%	-4.5%	10.6%	-12.6%



Academic Issues/Concerns

Graduate, Professional and Law Students

The biggest challenges for students since COVID-19 continue to be personal motivation and balancing school and family demands, although it seems that these concerns may be lessening over time. Overall, students' challenges in all areas have decreased since Fall 2020.

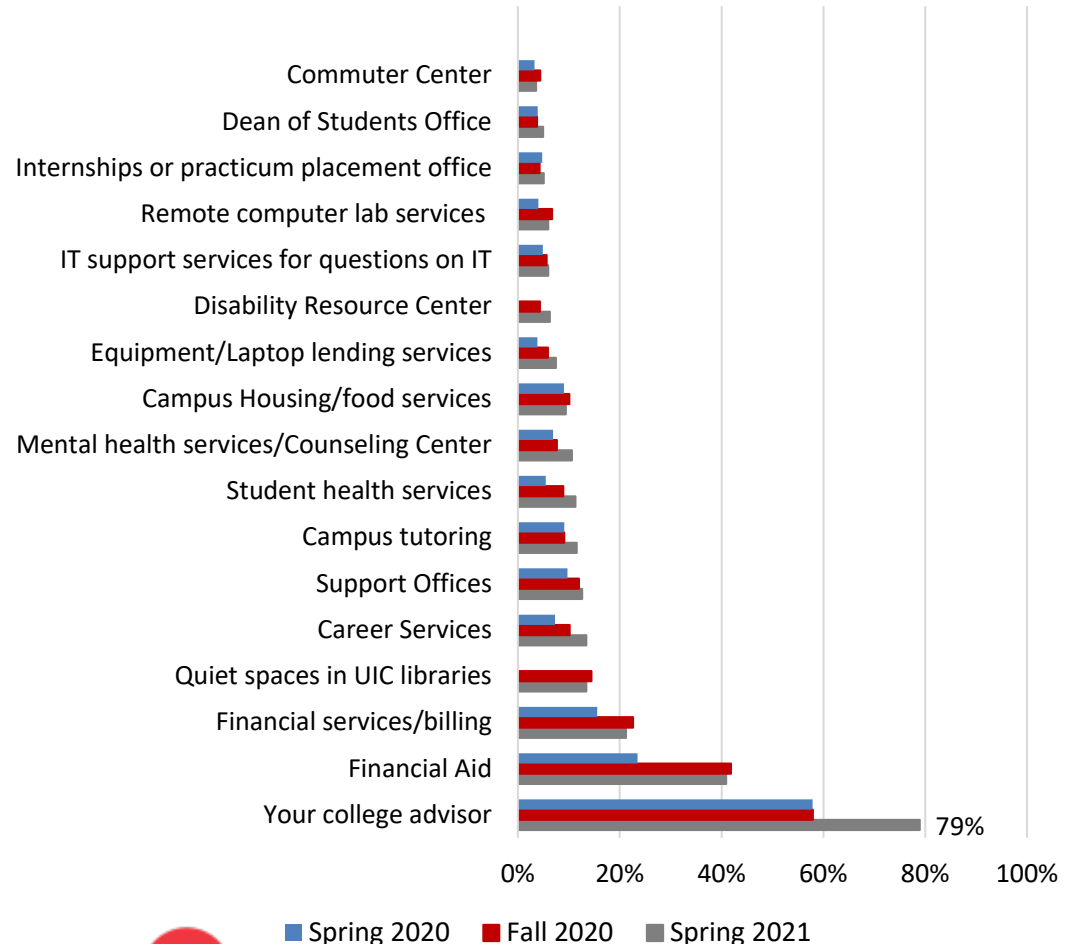
<i>Which of the following (if any) learning/educational/home issues have been a challenge for you since the COVID- 19 health crisis? (Check all that apply)</i>	Spring '20	Fall '20	% Change Fall '20 vs Spring '20	Spring '21	% Change Spring '21 vs Fall '20
Personal motivation/desire to complete coursework	66.7	44.9	-21.8	19.8	-25.1
Prioritizing time to complete coursework in asynchronous classes	N/A	37.3	N/A	13.5	-23.8
Trying to balance school and family demands	52.3	41.6	-10.7	17.6	-24
Unclear expectations around course/assignment requirements	39.7	30.9	-8.8	12.5	-18.4
Trying to balance school and work demands	34.9	39.2	4.3	16.1	-23.1
Having a quiet place to study, take exams, or attend synchronous classes	47.9	34.9	-13	14.6	-20.3
Course lessons or activities that haven't translated well to an online environment	49.8	30.1	-19.7	12.9	-17.2
Finding time to participate in synchronous classes	23.6	19.7	-3.9	9	-10.7
Loss of income/financial stability	N/A	19.7	N/A	8.2	-11.5
Instructor availability/responsiveness to answer questions on my coursework	12.8	14.2	1.4	6.5	-7.7
Competing class meetings and schedules	16.1	13.3	-2.8	6.1	-7.2



Student Support Services

Undergraduate Students

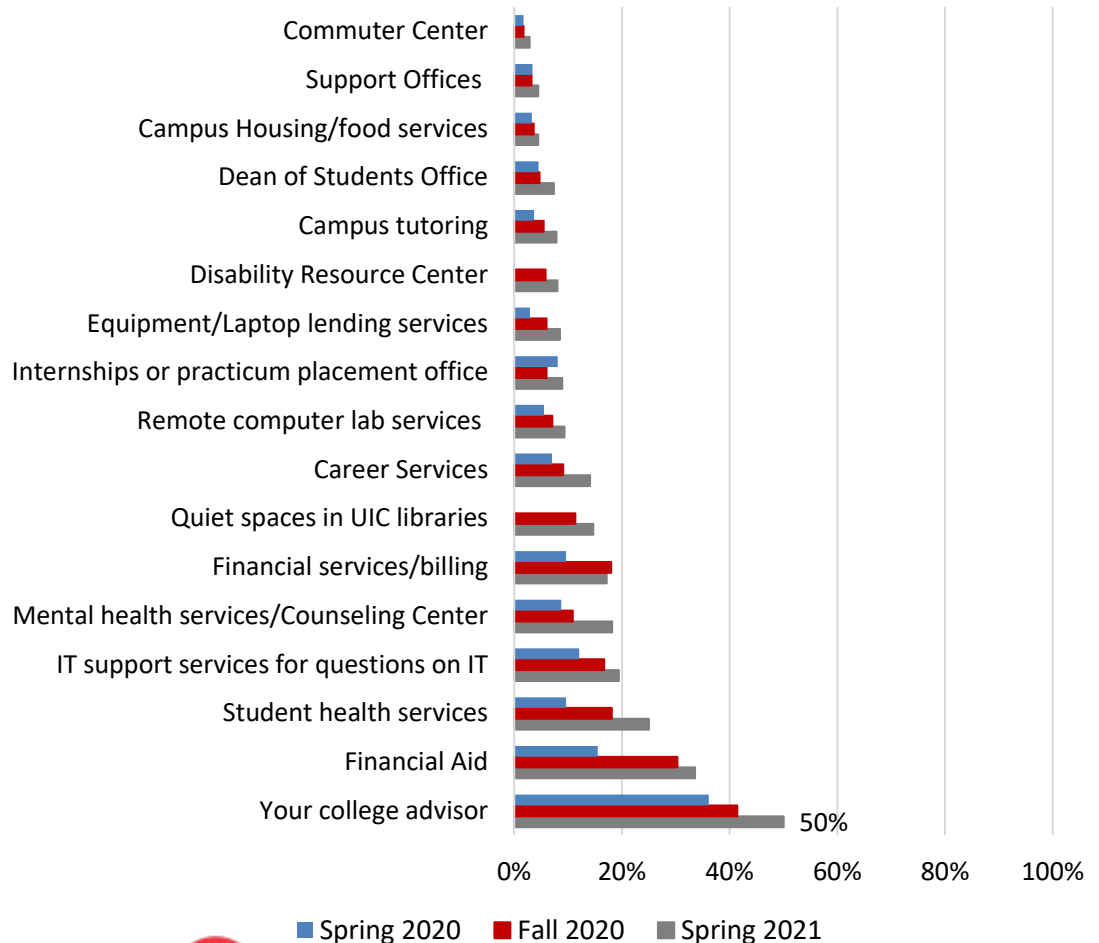
College advisors were the highest accessed student support service during spring 2021, fall 2020 and spring 2021 semester. It was also rated the most helpful service by undergraduate students. The percentage of students accessing their advisor jumped by 21% from fall 2020 to spring 2021. Financial Aid was the second most accessed student service followed by Financial Services/Billing.



Student Services

Graduate, Professional and Law Students

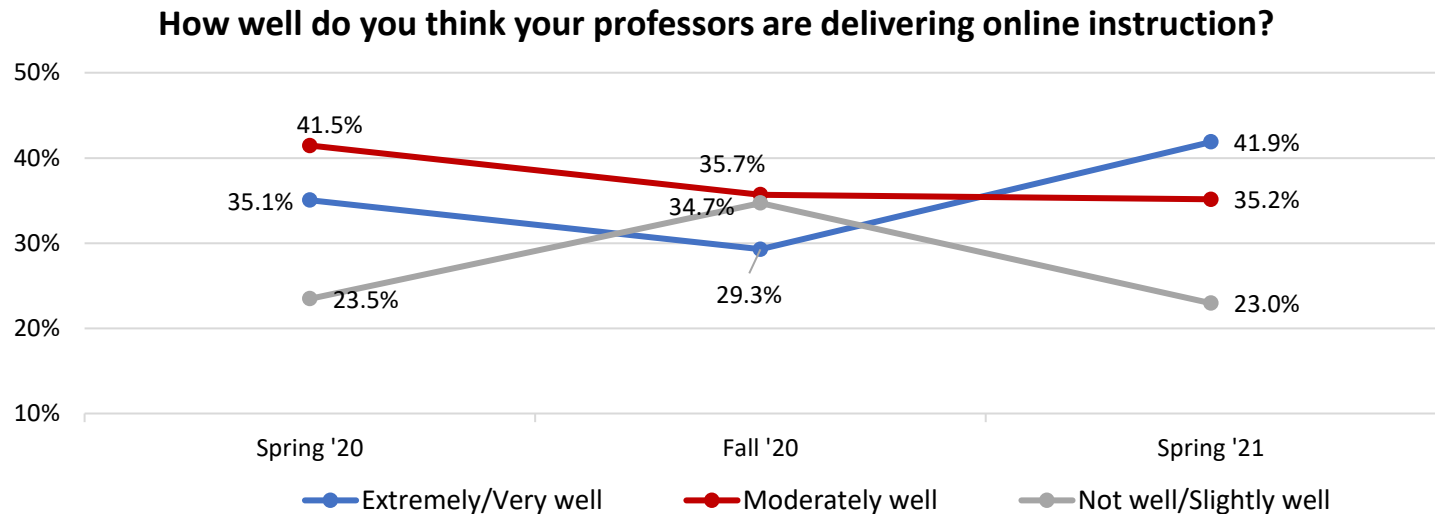
College advisors remained the highest accessed student service in Spring 2021 and had the highest percentage increase in access (8.6%) among graduate, professional and law students. The second highest percentage increase was in Mental Health Services and the Counseling Center (7.3%).



Adapting to Online Learning

Undergraduate Students

The percentage of undergraduate students rating their professors as having delivered online instruction extremely or very well during the spring 2021 semester has increased by 12.6%. The percentage of undergraduate students rating online instruction as not well/slightly well has decreased by 11.8%.



Rating	Spring '20	Fall '20	% Change Fall '20 vs Spring '20	Spring '21	% Change Spring '21 vs Fall '20
Extremely Well & Very well	35.1%	29.3%	-5.8%	41.9%	12.6%
Moderately well	41.5%	35.7%	-5.8%	35.2%	-0.5%
Not well at all & Slightly well	23.5%	34.7%	11.2%	23.0%	-11.8%

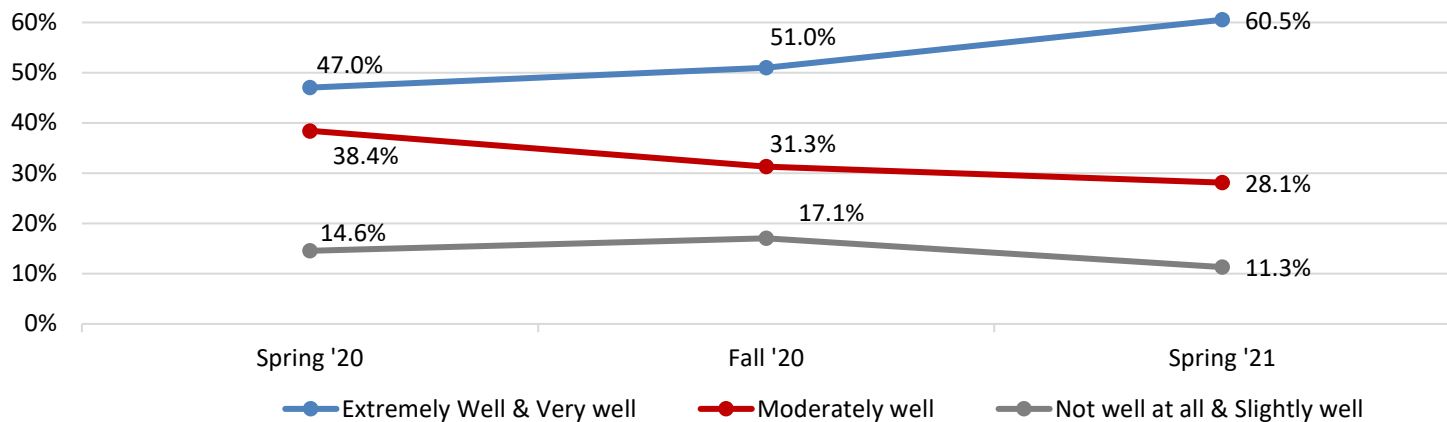


Adapting to Online Learning

Graduate, Professional and Law Students

The percentage of graduate, professional and law students rating their professors as having delivered online instruction extremely or very well during the spring 2021 semester has increased by 9.6%. The percentage of undergraduate students rating online instruction as not well/slightly well has decreased by 5.7%.

How well do you think your professors are delivering online instruction?



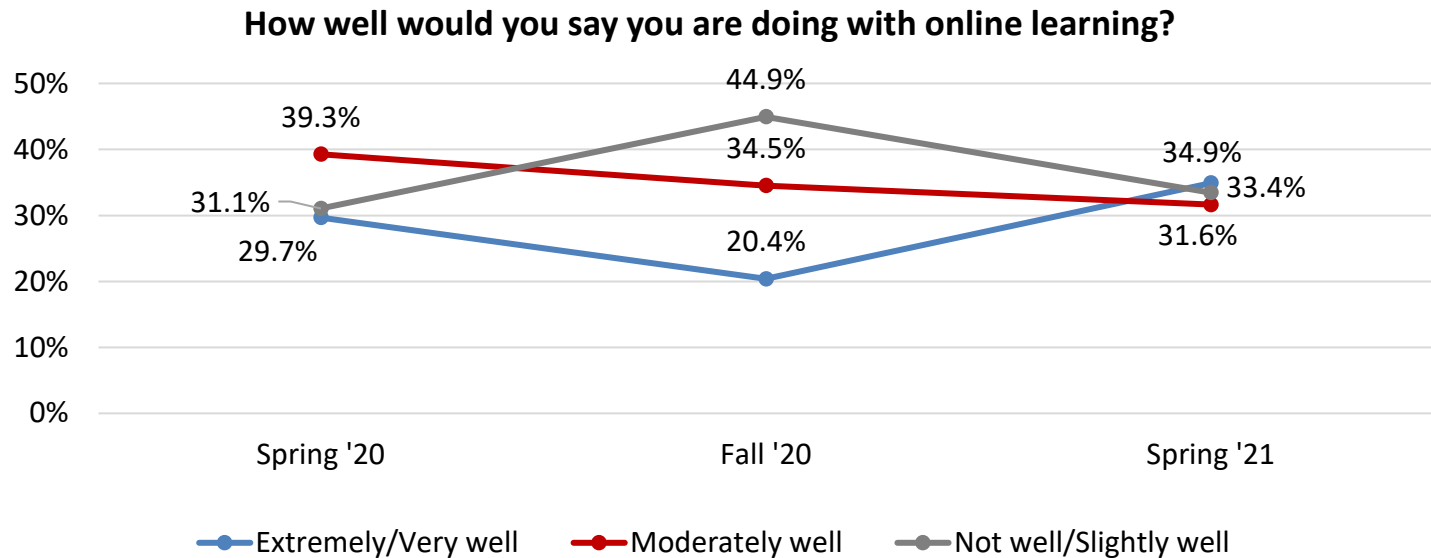
Rating	Spring '20	Fall '20	% Change Fall '20 vs Spring '20	Spring '21	% Change Spring '21 vs Fall '20
Extremely Well & Very well	47.0%	51.0%	4.0%	60.5%	9.6%
Moderately well	38.4%	31.3%	-7.1%	28.1%	-3.2%
Not well at all & Slightly well	14.6%	17.1%	2.5%	11.3%	-5.7%



Adapting to Online Learning

Undergraduate Students

The percentage of undergraduate students indicating that they are doing extremely or very well adapting to online learning increased by 14.5%. However, the percentage indicating that they adapted moderately or not well/slightly well hovers around the same percentage.



Rating	Spring '20	Fall '20	% Change Fall '20 vs Spring '20	Spring '21	% Change Spring '21 vs Fall '20
Extremely Well & Very well	29.7%	20.4%	-9.3%	34.9%	14.5%
Moderately well	39.3%	34.5%	-4.7%	31.6%	-2.9%
Not well at all & Slightly well	31.1%	44.9%	13.9%	33.4%	-11.5%

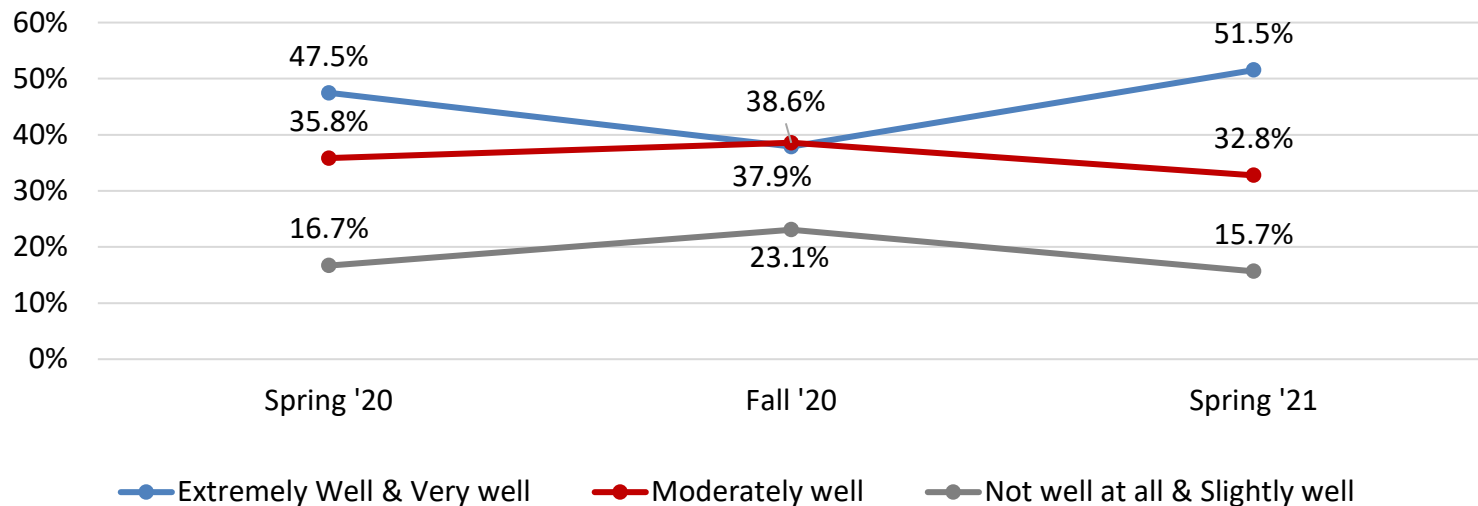


Adapting to Online Learning

Graduate, Professional and Law Students

The percentage of graduate, professional and law students who felt that they are doing extremely or very well with online learning increased by 13.6% while the percentages for those who felt they were doing moderately or not well/slightly well decreased by 6 to 7%.

How well would you say you are doing with online learning?



Rating	Spring '20	Fall '20	% Change Fall '20 vs Spring '20	Spring '21	% Change Spring '21 vs Fall '20
Extremely Well & Very well	47.5%	37.9%	-9.6%	51.5%	13.6%
Moderately well	35.8%	38.6%	2.7%	32.8%	-5.8%
Not well at all & Slightly well	16.7%	23.1%	6.4%	15.7%	-7.4%



Satisfaction with Remote Learning

Students this semester (Spring 2021) are more satisfied with their online experience than they were in previous terms. However, undergraduate students are less satisfied with their online experience than graduate/professional/law students. The majority of undergraduate and graduate/professional/law students believe in-person instruction is much better than online.

Overall, considering the COVID-19 crisis, are you satisfied with your experience with online instruction?	%Satisfied					
	Class Standing	Spring 2020	Fall 2020	Fall 2020 vs. Spring 2020	Spring 2021	Spring 2021 vs. Fall 2020
	Undergraduate	24.1%	25.6%	1.5%	38.8%	13.2%
Graduate/Professional/Law	35.9%	49.3%	13.4%	57.6%	8.3%	

Overall, how does online instruction compare to the in-person instruction you received at UIC?	%Much Better					
	Class Standing	Spring 2020	Fall 2020	Fall 2020 vs. Spring 2020	Spring 2021	Spring 2021 vs. Fall 2020
	Undergraduate	2.9%	3.9%	1.0%	7.7%	3.8%
Graduate/Professional/Law	3.0%	4.4%	1.4%	7.7%	3.3%	



Satisfaction with Remote Learning

What have you appreciated about online instruction?

Undergraduate Students

- The course material/resources are easy to find
- Commute time /being safe at home
- “Asynchronous courses are extremely helpful for those who also work full time ”
- “The professors have been flexible about deadlines and timed quizzes/tests..”
- “Not a lot. I appreciate in-person learning much more. Online instruction proved difficult to me along side other issues due to the pandemic.”

Graduate/Professional/Law Students

- Ease and convenience of recorded lectures/course resources
- Professors who are communicative and flexible with expectations
- Scheduling around my own time
- Commute time
- Less time spent teaching so I can focus on my research.
- “It allows me to pursue this degree while working full-time, living in the suburbs, and raising a family.”
- “Nothing as it is impersonal and not engaging.”
- Greater accessibility to faculty and tutors

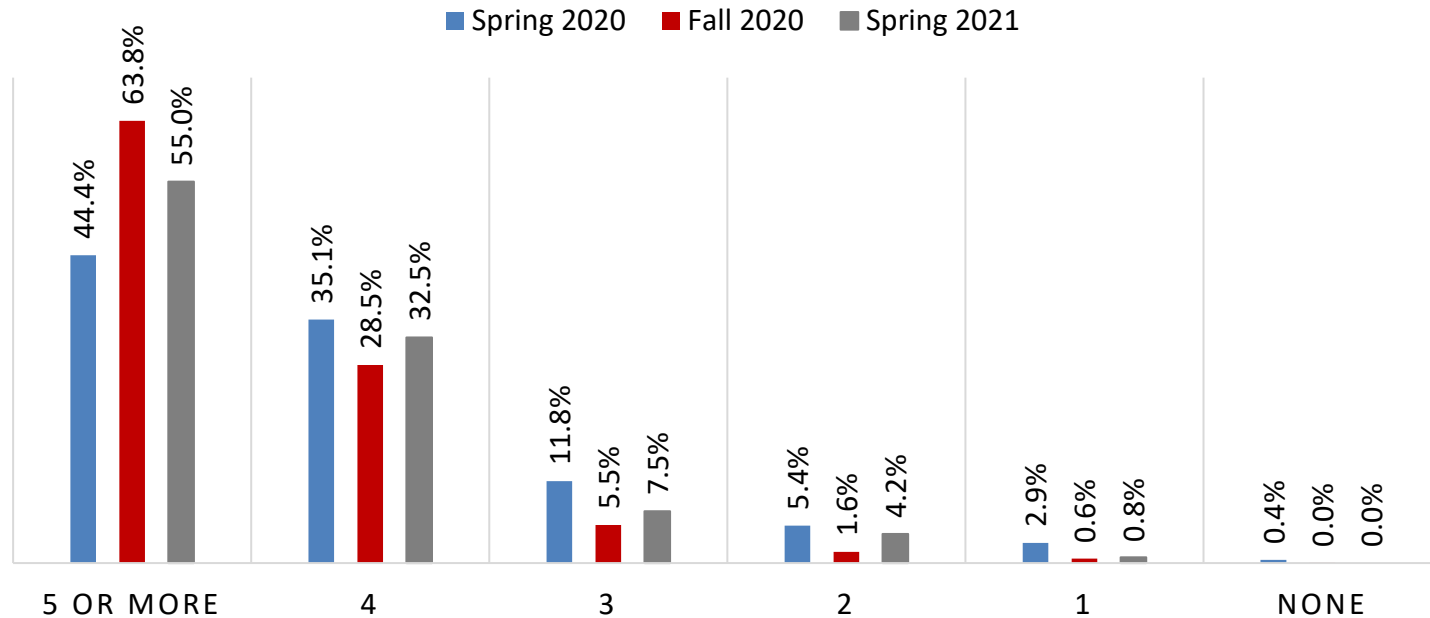


Technology

Undergraduate Students

The percentage of undergraduate students having 5+ courses on Blackboard decreased by 8.8%. However, the percentages from fall 2020 to spring 2021 increased for students having 1-4 courses online.

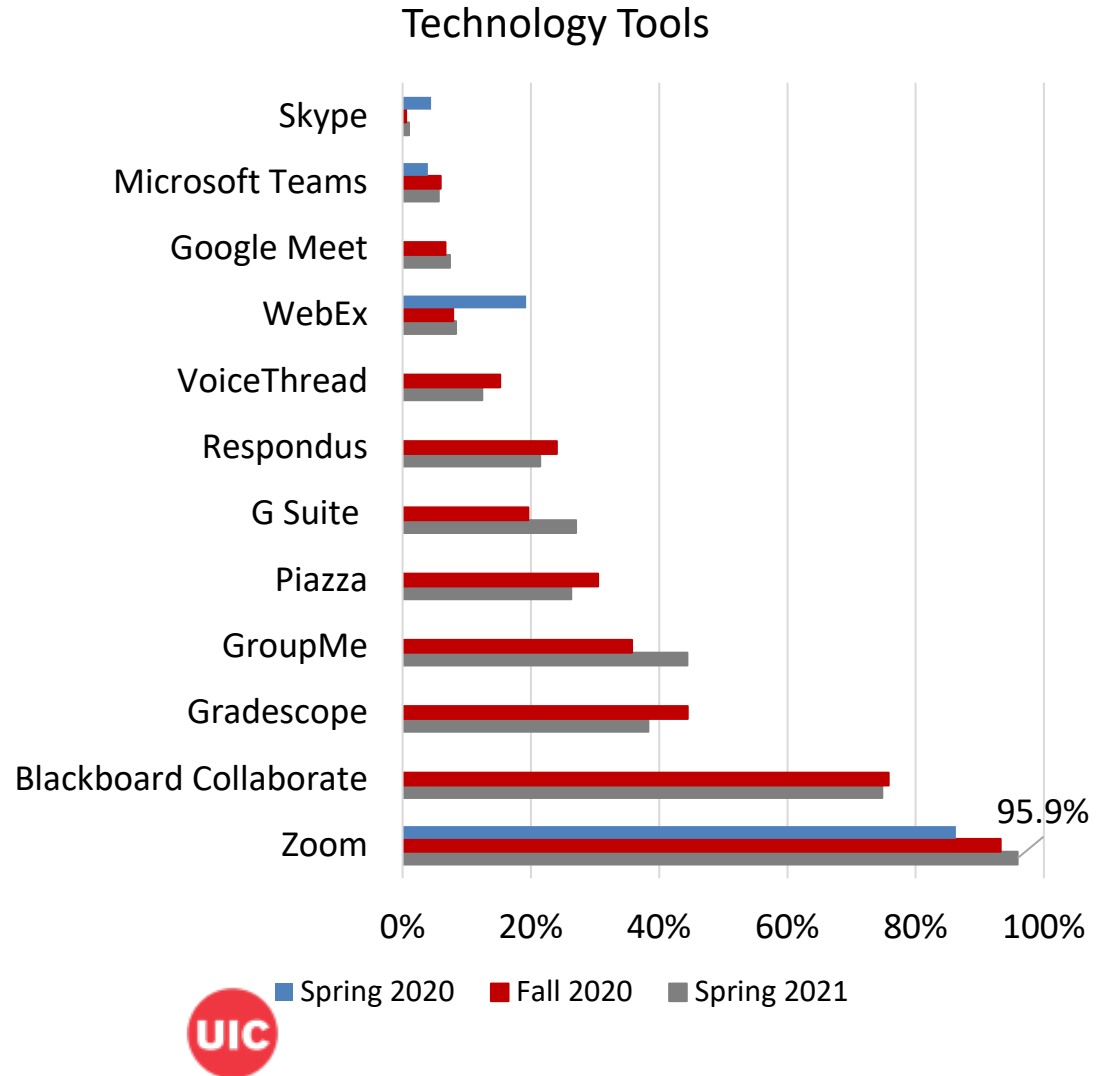
HOW MANY OF YOUR COURSES ARE ON BLACKBOARD?



Technology

Undergraduate Students

Zoom usage in online instruction has continued to increase reaching 96% in spring 2021. GroupMe had the highest percentage increase in usage while Gradescope had the highest percentage decrease from fall 2020 to spring 2021.

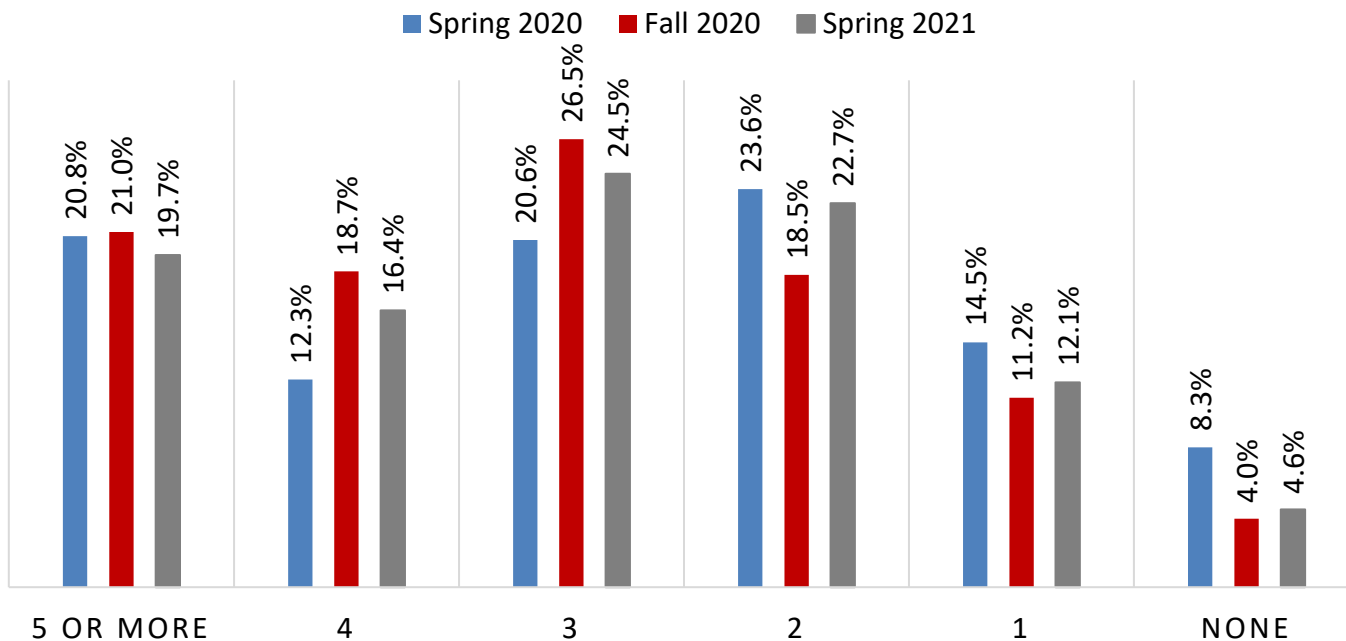


Technology

Graduate, Professional and Law Students

The percentage of graduate, professional and law students having 5+ courses on Blackboard decreased slightly from fall 2020 (-1.4%). The majority of students at this level have between 2-3 courses on Blackboard.

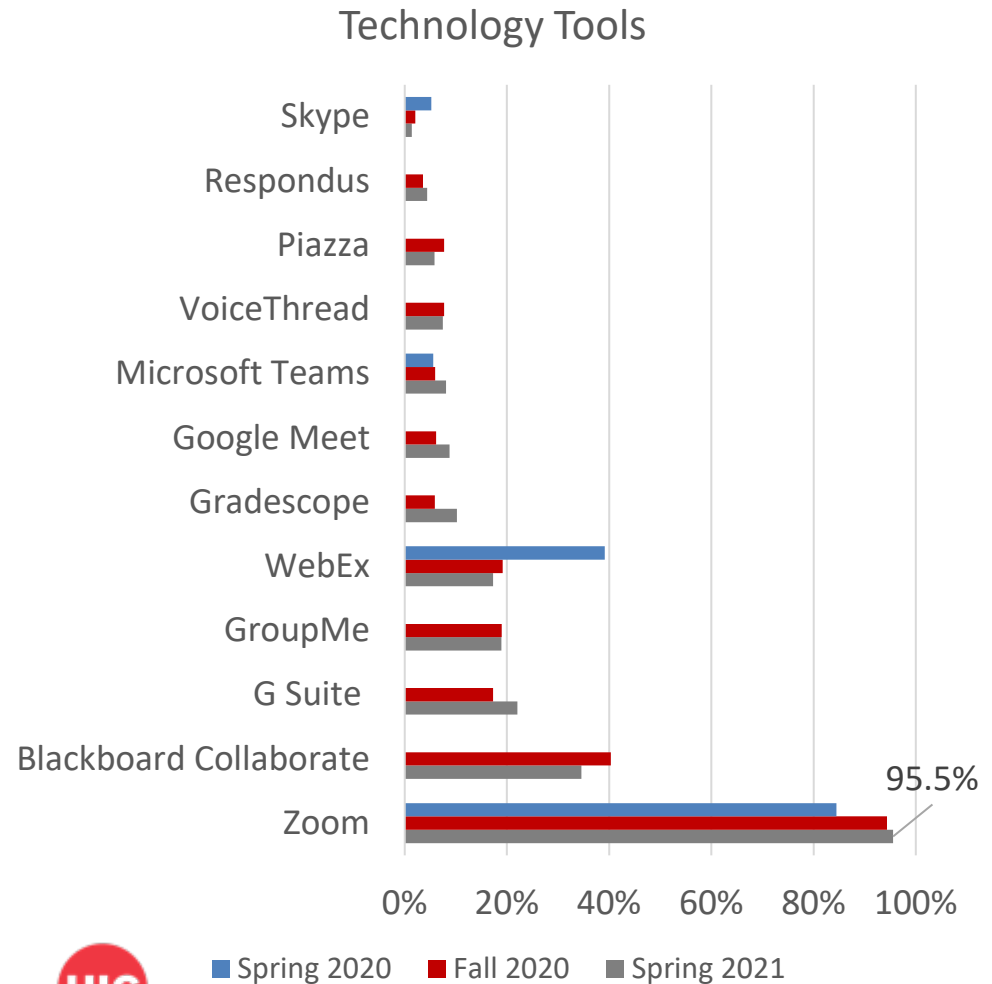
HOW MANY OF YOUR COURSES ARE ON BLACKBOARD?



Technology

Graduate, Professional and Law Students

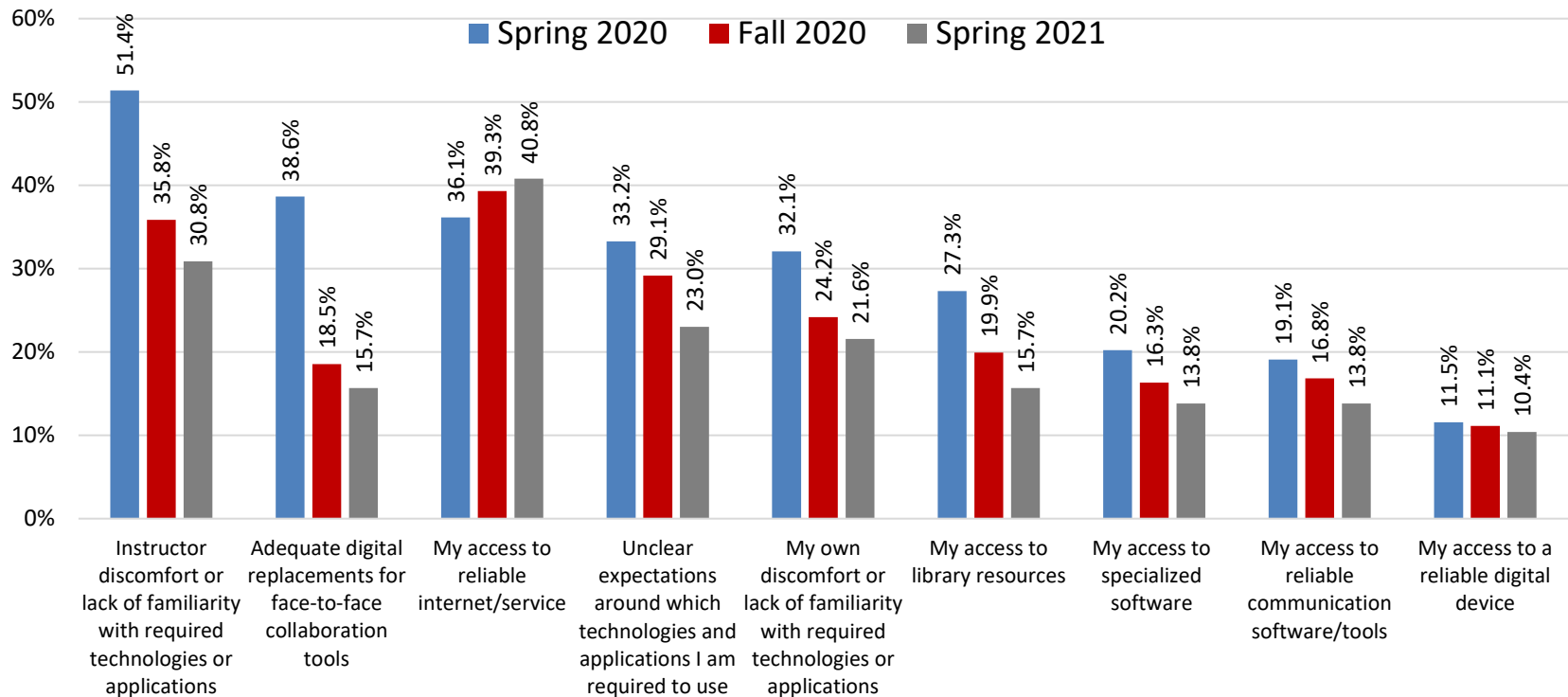
Zoom usage in online instruction has continued to increase reaching 95.5% in spring 2021. G Suite had the highest percentage increase in usage while Blackboard Collaborate had the highest percentage decrease from fall 2020 to spring 2021.



Technological Issues

Undergraduate Students

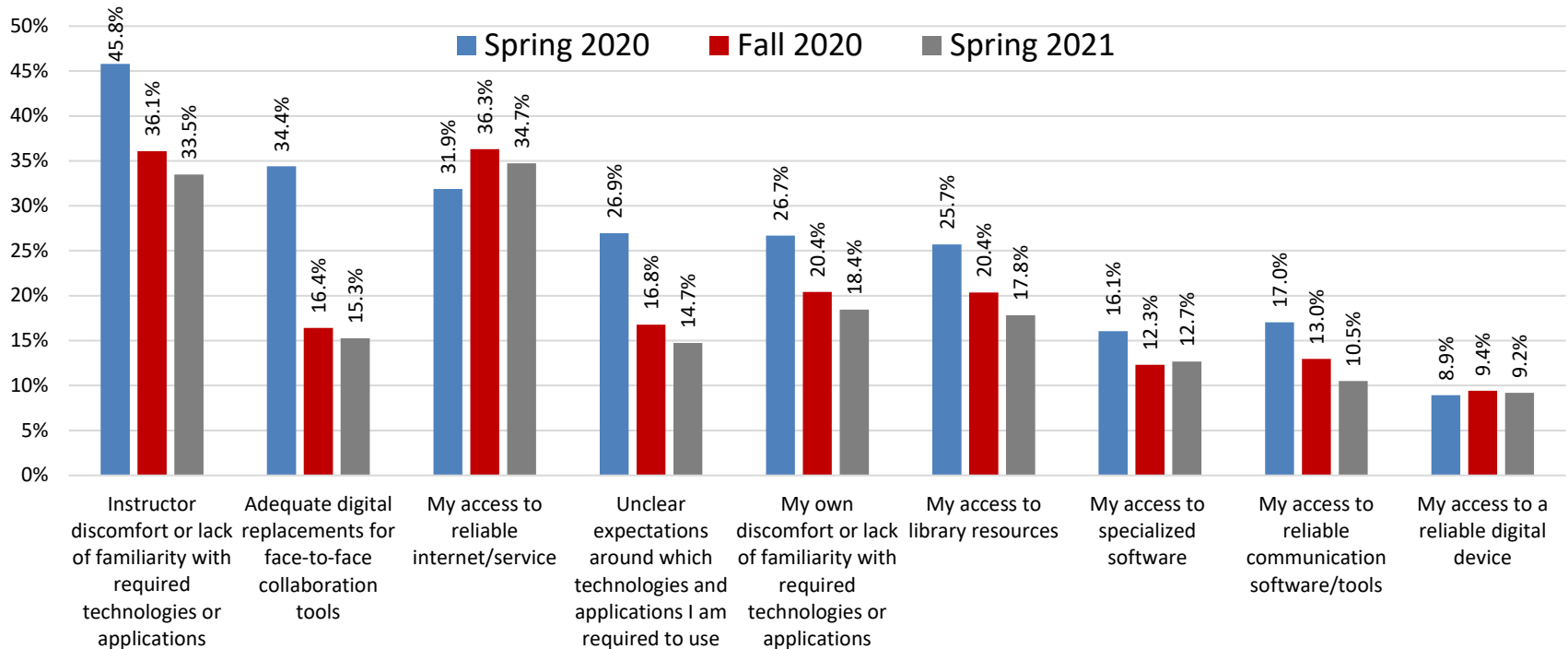
Access to reliable internet/service has remained the top technological issue among undergraduate students in spring 2021. Instructor discomfort or lack of familiarity with technologies was the second highest reported technological issue; however, the percentage of students reporting this as an issue has declined by 20% since spring 2020.



Technological Issues

Graduate, Professional and Law Students

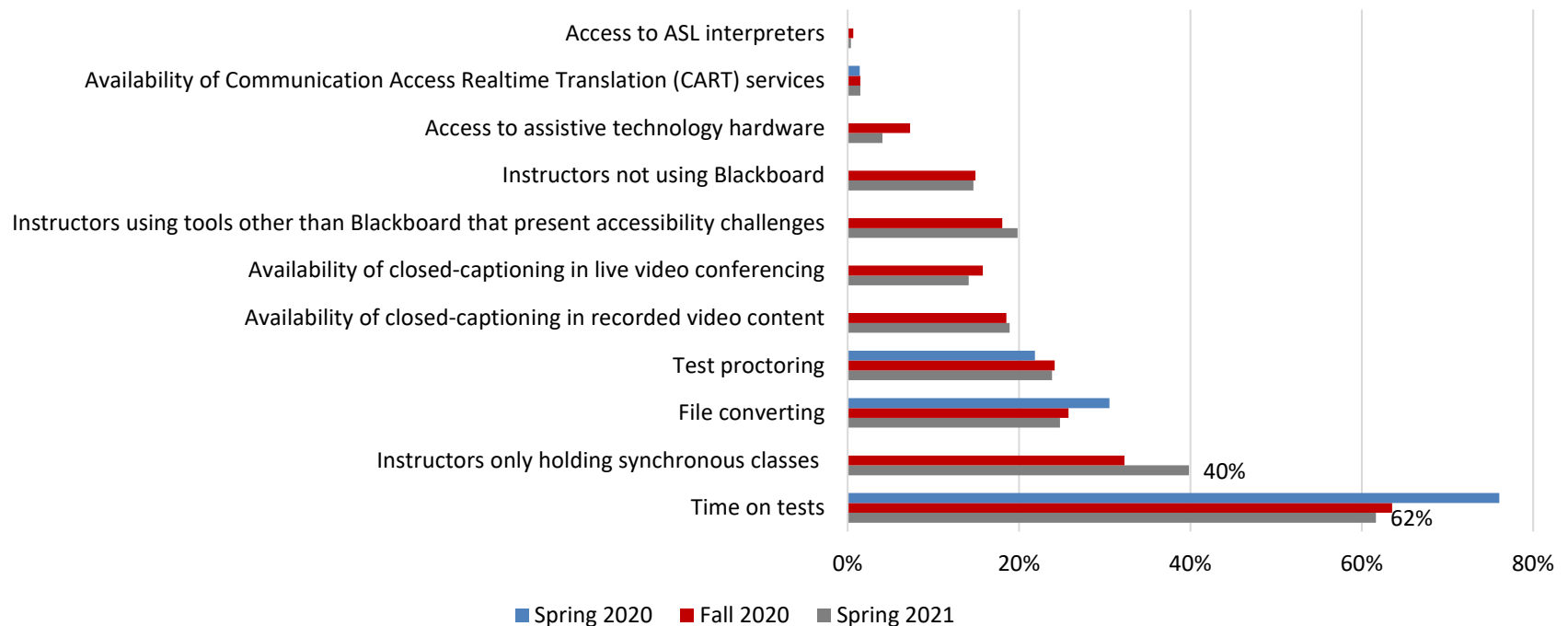
Access to reliable internet/service has remained the top technological issue among graduate, professional and law students in spring 2021. Instructor discomfort or lack of familiarity with technologies was the second highest reported technological issue; however, the percentage of students reporting this as an issue has declined by 12% since spring 2020.



Technical Accessibility Issues

Undergraduate Students

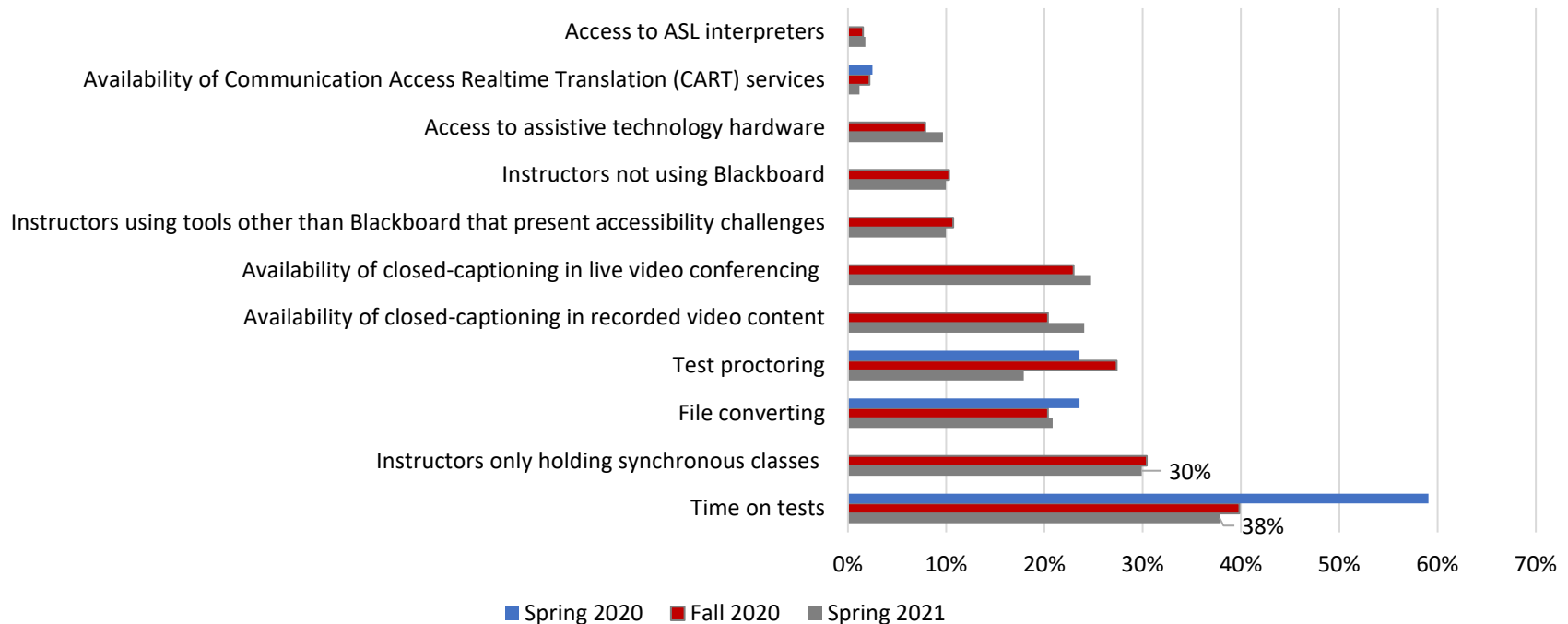
Of the undergraduate students requiring technical accessibility accommodations, time on tests remained the most challenging issue during the spring 2021 semester. However, the percentage reporting this as an issue has decreased by 14% since spring 2020. Instructors only holding synchronous classes is the second highest reported issue and increased by 8% from fall 2020.



Technical Accessibility Issues

Graduate, Professional and Law Students

Of the graduate, professional and law students requiring technical accessibility accommodations, time on tests remained the most challenging issue during the spring 2021 semester. However, the percentage reporting this as an issue has decreased by 21% since spring 2020. Instructors only holding synchronous classes is the second highest reported issue and decreased slightly from fall 2020 (-0.5%).



First-Year Seminar Experience

Overall, 57.2% of first-year students “agree/strongly agree” to recommend the First-Year Seminar to other first-year students which is 3.6% decrease than in Fall 2020. In Spring 2021 undergraduate students found that the strongest component to the First-Year Seminar was the effectiveness to explore majors, fields, or careers (60.8%) and least effective was helping in establishing a sense of belonging at UIC (40.4%)

<i>I would recommend enrolling in in a First-Year Seminar to other first-year students</i>	Agree/Strongly Agree		Fall '20 vs. Spring '21
	Fall '20	Spring '21	
	60.8%	57.2%	-3.6%

<i>How effective has your enrollment in a First-Year Seminar contributed to your experiences in the following areas? Please rate each item below.</i>	Effective & Somewhat effective		Fall '20 vs. Spring '21
	Fall '20	Spring '21	
Exploration of majors, fields, or careers	59.1%	60.8%	-1.7%
Providing opportunities for discussion and self-reflection	55.3%	55.8%	-0.5%
Support in the process of transitioning to UIC/college	51.9%	54.7%	-2.8%
Connection to campus resources	58.8%	54.3%	4.5%
Providing opportunities to explore and converse on differing views in regard to values, diversity and community	55.8%	53.3%	2.5%
Contributing to my ability to be academically successful at UIC	50.6%	50.9%	-0.3%
Encouraging interactions with other students	50.1%	50.1%	0.0%
Developing a professional contact with the course instructor	46.4%	46.8%	-0.4%
Developing foundational skills in inquiry	45.0%	45.4%	-0.4%
Developing foundational skills in writing	43.8%	43.1%	0.7%
Helping me to establish a sense of belonging at UIC	44.7%	40.4%	4.3%



Questions and Additional Resources

An interactive dashboard of the results from the Spring 2021 COVID-19 Institutional Response Student Survey can be accessed on the OIR website here:

<https://oir.uic.edu/surveys/student-surveys/covid-survey/sp21-dashboard/>

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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