UCLA Student Affairs Information & Research Office

Comparison of COVID Related Concerns for Undergraduate Student Populations

In order to understand how students were faring during the rapid changes to instruction and daily life associated with the COVID-19 pandemic, the Student Affairs Information and Research Office (SAIRO) worked with campus and UC system wide stakeholders to develop questions to be included the 2020 University of California Undergraduate Experience Survey (UCUES). This report includes a summary of key findings from comparative analyses of mean scores on COVID related experience items for various groups conducted using t-tests. Note that mean comparisons show differences in *relative* levels of concern/agreement, etc.; to see how concern with various aspects of the experience rate overall, see the specific means included in the appendix. A total of 7753 students responded to the 2020 survey (a response rate of 25%). For general information about the UCUES survey visit: https://www.sairo.ucla.edu/By-Survey/UCUES.

Key Findings:

Pell Recipients (compared to non-Pell) & First Generation (compared to non-First Generation): *Findings grouped due to similarities.*
- More likely to express concerns and challenges (academic and other) as a result of COVID-19.
- Less concerned about academic integrity in the remote environment.
- Less likely to rate aspects of remote instruction unfavorably (compared to in person classes).
- Less likely to rate isolation/loneliness as a concern.
- Less likely to report missing social and cultural events.
- Less likely to agree that UCLA is committed to student health and wellbeing during the pandemic.

Transfer Students (compared to Direct Entry):
- More likely to express concerns and challenges (academic and other) as a result of COVID-19.
- Less concerned about academic integrity in the remote environment.
- Less likely to rate aspects of remote instruction unfavorably.
- Less likely to report feeling isolated or to be missing access to social and cultural events, but more concerned about their access to research opportunities.

Upper Division (compared to Lower Division):
- More concerned about jobs and employment related to the circumstances of COVID-19
- Somewhat more likely to express concerns and challenges overall, but also more confidence in their ability to navigate remote learning.
- Less likely to report missing on-campus social experiences and resources as well as concern about getting courses needed for their major.

STEM (compared to Non-STEM):
- Less likely to express concerns and challenges (academic and other) as a result of COVID-19.
- More likely to express concern about ability to conduct research.
- More likely to rate aspects of remote instruction and level of course based interaction favorably.
- More concerned about academic integrity in the remote environment.
- More likely to agree that UCLA is committed to student health and wellbeing during the pandemic.

Students Reporting Disabilities[1] (compared to not):

- More likely to express concerns and challenges (academic and other) as a result of COVID-19.
- Less likely to report learning from remote lectures (compared to in-person courses).
- More likely to rate aspects of remote instruction unfavorably.
- Less likely to agree that UCLA is committed to student health and wellbeing during the pandemic.

International Students (compared to Domestic):

- Less likely to report concerns about learning and access to study space.
- More likely to report concern about access to library resources.
- More likely to report concern about barriers to timely degree completion.
- More likely to rate aspects of remote instruction and level of course based interaction favorably.
- Less likely to report feeling lonely/isolated or to be missing access to campus social activities.
- More likely to agree that UCLA is committed to student health and wellbeing during the pandemic.

For more information about the analyses prepared for this report, contact:
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[1] Based on self-reported disabilities from the UCUES survey questions.

Summary of Significant Differences

Gold shading indicates a higher mean for the group listed first; **Blue shading** higher mean for group listed second.

T-Test Comparisons (**p<.01; *p<.05)

Concerns due to COVID-19 *Higher mean = greater concern*	Pell (2595)/ Not Pell (5158) Pell Recipient /Not Pell Recipient	1st Gen (2250)/ Not (5330) First Gen/ Not First Gen	Transfer (1571)/ Direct Entry (6182) Transfer/ Direct Entry	UD (5588)/ LD (2165) Upper Division/ Lower Division	STEM (4918)/ Non (2775) STEM/ Non STEM	Disability (1010)/ None (6682) Disability/ No Disability	International (623)/ Domestic (7070) Intrntl/ Domestic
Having reliable access to the Internet	**	**	**		**	**	
Learning effectively in the remote instruction environment	**	**			**	**	**
Having access to an appropriate study space	**	**	**	**	**	**	**
Accessing the learning support services I need (e.g., tutoring)	**	**	**	**	**	**	
Accessing library resources and services	**	**	**		**	**	*
Doing well on tests and assignments in online courses	**	**				**	**
Missing classes	**	**	**		**	**	**
Ability to conduct research		*	**	**	**		
Getting the courses I need for my major	**	**		**		*	**
Interacting with faculty outside of class	*	*			**	**	
Not graduating on time	**	**	**		**	**	**
Not attending my commencement	**	**	**	**	**		
Losing my job	**	**	**	**	**	**	
Not getting a job after graduation	**	**	**	**	**	**	
Paying bills	**	**	**	**	**	**	**
Being isolated from friends	**	**	**			**	**
Accessing healthcare	**	**	**	**	**	**	
Meeting basic needs (e.g., food, housing, etc.)	**	**	**	**	**	**	*

Compared to in-person classes, how much have you learned from the following methods of remote instruction?
Higher mean = more favorable rating

	Pell Recipient /Not Pell Recipient	First Gen/Not First Gen	Transfer/Direct Entry	Upper Division/Lower Division	STEM/ Non STEM	Disability/No Disability	Intrntl/ Domestic
Recorded remote lectures					**	**	**
Live remote lectures					**	**	**
My labs	*	**	**				**
Performance/studio-based courses		**	**		**		**

Compared to in-person classes, how concerned have you been about the following aspects of remote instruction?
Higher mean = greater concern

	Pell Recipient /Not Pell Recipient	First Gen/Not First Gen	Transfer/Direct Entry	Upper Division/Lower Division	STEM/ Non STEM	Disability/No Disability	Intrntl/ Domestic
The fairness of the tests I took	**	*	**		**		
Academic dishonesty (e.g., cheating) on tests and homework assignments	**	**	**		**	**	

Please rate the following aspects of remote instruction compared to in-person classes.
Higher mean = more favorable rating

	Pell Recipient /Not Pell Recipient	First Gen/Not First Gen	Transfer/Direct Entry	Upper Division/Lower Division	STEM/ Non STEM	Disability/No Disability	Intrntl/ Domestic
The quality of interaction with faculty	*	**	**			**	**
The amount of interaction with faculty	*	**	**		**		**
The quality of interaction with GSI/TA(s)	**	**	*		**	*	**
The amount of interaction with GSI/TA(s)	**	**	*		**		**
The quality of interaction with other students in your classes	**	**	**				**
The amount of interaction with other students in your classes	**	**	**				**
The quality of feedback on course work							**
The timeliness of feedback on course work	*						
Communication about course expectations							
Level of intellectual engagement	**	**	**		**	**	**
My feelings of loneliness	**	**	**		**	**	**

Please select your level of agreement or disagreement with the following statements.

Higher mean = greater agreement

	Pell Recipient /Not Pell Recipient	First Gen/Not First Gen	Transfer/Direct Entry	Upper Division/Lower Division	STEM/ Non STEM	Disability/No Disability	Intrntl/ Domestic
Remote learning is harder than learning in person.	**		**	**	*		**
My remote learning experience in this period is worse than previous online learning experiences that I have had.		**			**	**	**
My remote learning experience would have been better if I had taken only one remote class.		**			*		*
My remote learning experience would have been better if the transition to remote learning had been less rushed.	**	**			*	**	**
I miss having access to on-campus social and cultural events.	**	**	**	**			**
I miss having access to on-campus resource centers.			**	**	**	**	**

Higher means indicate more agreement/endorsement

	Pell Recipient /Not Pell Recipient	First Gen/Not First Gen	Transfer/Direct Entry	Upper Division/Lower Division	STEM/ Non STEM	Disability/No Disability	Intrntl/ Domestic
Due to COVID-19, do you now have additional family care responsibilities (e.g. caring for children, elders, etc.)?	**	**	**		**	**	**
UCLA is committed to student health and wellbeing during the COVID-19 pandemic.	**	*		**	**	**	**
I know how to protect myself from COVID-19.	**	**		**	**		
My confidence using tools for remote learning	**	**		**	**	**	**

Appendix I. Group Means

Concerns due to COVID-19 *Scale: (1) Not concerned to (4) Very concerned*	Pell Recipient		Upper/Lower Division		Entry Status		First Gen		Disability		STEM/Non STEM		International	
Having reliable access to the Internet	No	2.00	LD	2.05	Transfer	2.32	Yes	2.44	No	2.11	Non	2.19	Yes	2.21
	Yes	2.39	UD	2.16	Direct	2.08	No	1.99	Yes	2.26	STEM	2.09	No	2.12
Learning effectively in the remote instruction environment	No	3.18	LD	3.21	Transfer	3.21	Yes	3.33	No	3.20	Non	3.26	Yes	3.07
	Yes	3.30	UD	3.23	Direct	3.22	No	3.18	Yes	3.35	STEM	3.20	No	3.23
Having access to an appropriate study space	No	2.57	LD	2.60	Transfer	2.84	Yes	3.08	No	2.70	Non	2.82	Yes	2.56
	Yes	3.05	UD	2.78	Direct	2.70	No	2.58	Yes	2.91	STEM	2.68	No	2.75
Accessing the learning support services I need (e.g., tutoring)	No	2.45	LD	2.63	Transfer	2.71	Yes	2.86	No	2.54	Non	2.61	Yes	2.60
	Yes	2.78	UD	2.53	Direct	2.52	No	2.44	Yes	2.70	STEM	2.54	No	2.56
Accessing library resources and services	No	2.51	LD	2.59	Transfer	2.77	Yes	2.85	No	2.58	Non	2.77	Yes	2.70
	Yes	2.78	UD	2.60	Direct	2.56	No	2.49	Yes	2.71	STEM	2.50	No	2.59
Doing well on tests and assignments in online courses	No	3.21	LD	3.28	Transfer	3.29	Yes	3.44	No	3.25	Non	3.27	Yes	3.13
	Yes	3.40	UD	3.27	Direct	3.27	No	3.20	Yes	3.43	STEM	3.27	No	3.28
Missing classes	No	2.26	LD	2.33	Transfer	2.47	Yes	2.52	No	2.33	Non	2.45	Yes	2.56
	Yes	2.50	UD	2.35	Direct	2.31	No	2.27	Yes	2.46	STEM	2.29	No	2.32
Ability to conduct research	No	2.85	LD	2.78	Transfer	2.93	Yes	2.90	No	2.85	Non	2.61	Yes	2.90
	Yes	2.88	UD	2.89	Direct	2.84	No	2.84	Yes	2.92	STEM	2.99	No	2.85
Getting the courses I need for my major	No	2.41	LD	2.63	Transfer	2.47	Yes	2.65	No	2.45	Non	2.47	Yes	2.62
	Yes	2.57	UD	2.39	Direct	2.46	No	2.38	Yes	2.53	STEM	2.45	No	2.45
Interacting with faculty outside of class	No	2.95	LD	2.95	Transfer	3.01	Yes	3.01	No	2.95	Non	3.01	Yes	2.98
	Yes	3.00	UD	2.97	Direct	2.96	No	2.95	Yes	3.06	STEM	2.94	No	2.97
Not graduating on time	No	1.86	LD	1.92	Transfer	2.23	Yes	2.17	No	1.91	Non	2.05	Yes	2.15
	Yes	2.08	UD	1.94	Direct	1.86	No	1.83	Yes	2.06	STEM	1.87	No	1.91
Not attending my commencement	No	2.39	LD	1.75	Transfer	2.97	Yes	2.80	No	2.50	Non	2.70	Yes	2.41
	Yes	2.75	UD	2.74	Direct	2.37	No	2.39	Yes	2.58	STEM	2.40	No	2.52
Losing my job	No	2.36	LD	2.11	Transfer	2.81	Yes	2.83	No	2.48	Non	2.72	Yes	2.43
	Yes	2.82	UD	2.65	Direct	2.44	No	2.38	Yes	2.72	STEM	2.39	No	2.52
Not getting a job after graduation	No	2.93	LD	2.48	Transfer	3.46	Yes	3.28	No	3.01	Non	3.24	Yes	3.07
	Yes	3.22	UD	3.22	Direct	2.91	No	2.92	Yes	3.15	STEM	2.90	No	3.03
Paying bills	No	2.50	LD	2.40	Transfer	3.20	Yes	3.24	No	2.71	Non	2.98	Yes	2.61
	Yes	3.20	UD	2.86	Direct	2.62	No	2.52	Yes	2.96	STEM	2.60	No	2.76
Being isolated from friends	No	3.31	LD	3.25	Transfer	3.18	Yes	3.17	No	3.26	Non	3.30	Yes	3.00
	Yes	3.21	UD	3.29	Direct	3.30	No	3.33	Yes	3.38	STEM	3.27	No	3.30

	Pell Recipient		Upper/Lower Division		Entry Status		First Gen		Disability		STEM/Non STEM		International	
Accessing healthcare	No	2.27	LD	2.26	Transfer	2.86	Yes	2.91	No	2.45	Non	2.63	Yes	2.56
	Yes	2.90	UD	2.56	Direct	2.38	No	2.29	Yes	2.67	STEM	2.39	No	2.47
Meeting basic needs (e.g., food, housing, etc.)	No	1.82	LD	1.90	Transfer	2.58	Yes	2.73	No	2.08	Non	2.30	Yes	2.21
	Yes	2.68	UD	2.19	Direct	1.99	No	1.85	Yes	2.30	STEM	2.01	No	2.10

Please select your level of agreement or disagreement with the following statements.
Scale: (1) Strongly disagree to (6) Strongly agree"

	Pell Recipient		Upper/Lower Division		Entry Status		First Gen		Disability		STEM/Non STEM		International	
UCLA is committed to student health and wellbeing during the COVID-19 pandemic.	No	4.02	LD	4.13	Transfer	4.09	Yes	3.93	No	4.00	Non	3.92	Yes	4.29
	Yes	3.91	UD	3.92	Direct	3.95	No	4.00	Yes	3.84	STEM	4.02	No	3.95
I know how to protect myself from COVID-19	No	4.89	LD	4.94	Transfer	4.90	Yes	4.81	No	4.87	Non	4.82	Yes	4.87
	Yes	4.80	UD	4.83	Direct	4.85	No	4.88	Yes	4.82	STEM	4.88	No	4.86

Compared to in-person classes, how much have you learned from the following methods of remote instruction?
Scale: (1) Much less to (5) Much more

	Pell Recipient		Upper/Lower Division		Entry Status		First Gen		Disability		STEM/Non STEM		International	
Recorded remote lectures	No	2.71	LD	2.69	Transfer	2.73	Yes	2.76	No	2.75	Non	2.59	Yes	3.10
	Yes	2.76	UD	2.74	Direct	2.73	No	2.71	Yes	2.61	STEM	2.80	No	2.70
Live remote lectures	No	2.50	LD	2.48	Transfer	2.54	Yes	2.52	No	2.52	Non	2.42	Yes	2.79
	Yes	2.51	UD	2.51	Direct	2.49	No	2.49	Yes	2.40	STEM	2.54	No	2.48
My labs	No	2.08	LD	2.12	Transfer	2.26	Yes	2.22	No	2.12	Non	2.14	Yes	2.47
	Yes	2.17	UD	2.10	Direct	2.07	No	2.06	Yes	2.05	STEM	2.10	No	2.08
Performance/studio-based courses	No	2.11	LD	2.10	Transfer	2.27	Yes	2.28	No	2.17	Non	2.04	Yes	2.60
	Yes	2.21	UD	2.17	Direct	2.11	No	2.08	Yes	2.04	STEM	2.22	No	2.09

Please rate the following aspects of remote instruction compared to in-person classes.
Scale: (1) Much worse to (5) Much better

	Pell Recipient		Upper/Lower Division		Entry Status		First Gen		Disability		STEM/Non STEM		International	
The quality of interaction with faculty	No	2.30	LD	2.32	Transfer	2.38	Yes	2.38	No	2.33	Non	2.29	Yes	2.54
	Yes	2.36	UD	2.32	Direct	2.30	No	2.29	Yes	2.24	STEM	2.33	No	2.30
The amount of interaction with faculty	No	2.25	LD	2.29	Transfer	2.37	Yes	2.36	No	2.29	Non	2.24	Yes	2.48
	Yes	2.34	UD	2.27	Direct	2.26	No	2.25	Yes	2.23	STEM	2.30	No	2.26
The quality of interaction with GSI/TA(s)	No	2.39	LD	2.44	Transfer	2.48	Yes	2.50	No	2.43	Non	2.35	Yes	2.58
	Yes	2.48	UD	2.41	Direct	2.40	No	2.38	Yes	2.36	STEM	2.45	No	2.40
The amount of interaction with GSI/TA(s)	No	2.36	LD	2.42	Transfer	2.45	Yes	2.49	No	2.40	Non	2.34	Yes	2.55
	Yes	2.47	UD	2.39	Direct	2.38	No	2.36	Yes	2.38	STEM	2.42	No	2.38
The quality of interaction with other students in your classes	No	1.92	LD	1.95	Transfer	2.07	Yes	2.09	No	1.97	Non	1.97	Yes	2.20
	Yes	2.05	UD	1.97	Direct	1.93	No	1.90	Yes	1.91	STEM	1.95	No	1.94

	Pell Recipient		Upper/Lower Division		Entry Status		First Gen		Disability		STEM/Non STEM		International	
The amount of interaction with other students in your classes	No	1.85	LD	1.89	Transfer	2.03	Yes	2.04	No	1.91	Non	1.92	Yes	2.17
	Yes	2.00	UD	1.90	Direct	1.87	No	1.84	Yes	1.85	STEM	1.89	No	1.88
The quality of feedback on course work	No	2.61	LD	2.61	Transfer	2.61	Yes	2.64	No	2.61	Non	2.61	Yes	2.75
	Yes	2.61	UD	2.61	Direct	2.61	No	2.60	Yes	2.58	STEM	2.61	No	2.60
The timeliness of feedback on course work	No	2.73	LD	2.71	Transfer	2.70	Yes	2.70	No	2.72	Non	2.71	Yes	2.74
	Yes	2.68	UD	2.72	Direct	2.72	No	2.72	Yes	2.70	STEM	2.72	No	2.71
Communication about course expectations	No	2.74	LD	2.75	Transfer	2.72	Yes	2.77	No	2.74	Non	2.73	Yes	2.81
	Yes	2.74	UD	2.74	Direct	2.75	No	2.73	Yes	2.73	STEM	2.75	No	2.74
Level of intellectual engagement	No	2.39	LD	2.42	Transfer	2.52	Yes	2.52	No	2.44	Non	2.38	Yes	2.69
	Yes	2.49	UD	2.43	Direct	2.40	No	2.39	Yes	2.34	STEM	2.45	No	2.40
My feelings of loneliness	No	2.00	LD	1.99	Transfer	2.16	Yes	2.17	No	2.05	Non	1.98	Yes	2.38
	Yes	2.09	UD	2.04	Direct	1.99	No	1.97	Yes	1.92	STEM	2.05	No	2.00
Please select your level of agreement or disagreement with the following statements. Scale: (1) Strongly disagree to (6) Strongly agree	**Pell Recipient**		**Upper/Lower Division**		**Entry Status**		**First Gen**		**Disability**		**STEM/Non STEM**		**International**	
Remote learning is harder than learning in person.	No	4.69	LD	4.73	Transfer	4.53	Yes	4.61	No	4.65	Non	4.70	Yes	4.27
	Yes	4.59	UD	4.63	Direct	4.69	No	4.68	Yes	4.72	STEM	4.63	No	4.69
My remote learning experience in this period is worse than previous online learning experiences that I have had.	No	3.93	LD	3.90	Transfer	3.97	Yes	4.06	No	3.91	Non	4.07	Yes	3.70
	Yes	4.00	UD	3.97	Direct	3.95	No	3.91	Yes	4.16	STEM	3.89	No	3.98
My remote learning experience would have been better if I had taken only one remote class.	No	3.83	LD	3.83	Transfer	3.93	Yes	3.94	No	3.85	Non	3.92	Yes	3.72
	Yes	3.91	UD	3.86	Direct	3.84	No	3.82	Yes	3.90	STEM	3.82	No	3.87
My remote learning experience would have been better if the transition to remote learning had been less rushed.	No	4.16	LD	4.19	Transfer	4.24	Yes	4.42	No	4.21	Non	4.28	Yes	4.00
	Yes	4.38	UD	4.25	Direct	4.23	No	4.16	Yes	4.37	STEM	4.20	No	4.25
I miss having access to on-campus social and cultural events.	No	5.39	LD	5.46	Transfer	4.98	Yes	5.18	No	5.34	Non	5.32	Yes	4.90
	Yes	5.22	UD	5.28	Direct	5.42	No	5.40	Yes	5.32	STEM	5.34	No	5.37
I miss having access to on-campus resource centers.	No	5.05	LD	5.15	Transfer	5.01	Yes	5.11	No	5.06	Non	5.16	Yes	4.80
	Yes	5.11	UD	5.04	Direct	5.09	No	5.06	Yes	5.16	STEM	5.03	No	5.09

Compared to in-person classes, how concerned have you been about the following aspects of remote instruction? Scale: (1) Much less concerned to (5) Much more concerned	Pell Recipient		Upper/Lower Division		Entry Status		First Gen		Disability		STEM/Non STEM		International	
The fairness of the tests I took	No	3.72	LD	3.71	Transfer	3.54	Yes	3.65	No	3.70	Non	3.52	Yes	3.67
	Yes	3.64	UD	3.68	Direct	3.73	No	3.71	Yes	3.66	STEM	3.78	No	3.69
Academic dishonesty (e.g., cheating) on tests and homework assignments	No	3.72	LD	3.66	Transfer	3.38	Yes	3.46	No	3.66	Non	3.40	Yes	3.61
	Yes	3.47	UD	3.63	Direct	3.70	No	3.71	Yes	3.53	STEM	3.75	No	3.64
Due to COVID-19, do you now have additional family care responsibilities (e.g. caring for children, elders, etc.)? Scale: (0) No (1) Yes	No	0.33	LD	0.42	Transfer	0.45	Yes	0.56	No	0.39	Non	0.44	Yes	0.22
	Yes	0.54	UD	0.39	Direct	0.39	No	0.33	Yes	0.49	STEM	0.38	No	0.42
My confidence using tools for remote learning is… Scale: (1) very low to (6) very high	No	4.15	LD	4.01	Transfer	4.06	Yes	3.93	No	4.11	Non	3.99	Yes	4.26
	Yes	3.93	UD	4.11	Direct	4.09	No	4.14	Yes	3.90	STEM	4.13	No	4.07