

Winter 2021: Student COVID Impact Survey Results

Prepared by: Institutional Research and Planning
April 2021



Summary of findings

Listed below are selected findings from the winter administration of the *Student COVID Impact Survey*. Comparative analysis of results between the fall and winter administrations of the survey indicated two overarching trends:

1. This winter, although students' academic experiences during the pandemic seem to have improved in many areas compared with the fall term, students' perceptions of their online learning experiences suggest that there is still considerable room for improvement. Of note, while the percentage of students who rated their overall online learning experience as excellent or good increased eight percentage points from the fall term, less than half of students (40%) considered their winter online learning experience to be excellent or good.
2. Despite the marginal gains seen in various areas of students' academic experiences, their personal experiences when coping with the COVID-19 situation have largely remained consistent between semesters. A substantial majority of students indicated they had experienced negative impacts in several mental health areas due to the pandemic, with 84% who said their overall mental health had significantly or slightly declined since the pre-COVID-19 period.

Academic experiences during COVID

Sixty per cent of students rated their overall online learning experience in the winter as fair or poor, with 22% who provided a rating of poor.

The percentage of students who said they found it more challenging to learn online compared to classroom-based instruction decreased from 83% in the fall to 72% in the winter.

Between the fall and winter, the percentage of students who said their online courses had provided clear guidance about how to get started in the course increased from 36% to 48%.

In the winter, students were most likely to say their courses had provided clearly stated grading policies (70% very much/quite a bit).

Students were most likely to say that all or most of their online courses included live sessions with their instructor and other students, which increased from 66% in the fall to 74% in the winter.

Compared with the fall, students who said that all or most of their courses included interaction among students in small groups or breakout rooms increased from 29% to 39%.

In their online courses, students were most comfortable accessing MRU's Library resources (78%), and were least comfortable taking proctored exams online (47%) and using learning support services (43%).

This winter, students were slightly more likely to say that their instructors had responded appropriately to the needs of students or had reasonable expectations of students in light of the pandemic than in the fall.

Instructors making (pre-)recorded lectures available (59%) and being understanding and flexible given the COVID-19 situation (51%) were among the most important ways students said their instructors had supported their learning in the winter.

When learning online, students were least likely to agree that the study spaces where they live have been sufficient for their needs (59%).

About one in two students (52%) said they would prefer to have their online courses taught with a hybrid of synchronous and asynchronous delivery methods.

Coping with the COVID-19 pandemic

Eighty-four per cent of students said their mental health had significantly or slightly declined since the pre-COVID-19 period.

Across seven survey items, 96% of students said the pandemic has had at least some negative impact on their mental health. Students were most likely to report they had experienced increased mental or emotional exhaustion and an increased inability to concentrate due to the pandemic.

Due to the pandemic, more than one in two students said their concerns about their ability to socialize (64%), their future opportunities (58%), and the health and safety of family and friends (53%) had substantially increased.

In the winter, at least one in two students said that the pandemic had substantially interfered with their plans to participate in on-campus social activities (63%), their plans to participate in special learning opportunities (59%), and their ability to succeed as a student (51%).

Compared to the pre-pandemic period, students said they spend less time on activities that require them to be outside of their home or in social settings. Specifically, more than half of students said they were spending much less or less time working for pay (57%), engaging in physical exercise (67%), on hobbies (62%), and socializing (88%) than they did before the pandemic.

Ninety-three per cent of students said they thought Mount Royal has kept students safe and healthy to at least some extent. However, only 28% of students agreed they feel connected to Mount Royal.

Concerns about returning to campus in Fall 2021

Assuming a return to campus in Fall 2021, students indicated they were most concerned about being exposed to COVID-19 on campus and spreading it to family members or friends (68%), people on campus following safety measures (69%), and being exposed to COVID-19 by other students (59%).

Survey background and methodology

In October 2020, Provost's Council engaged the Office of Institutional Research and Planning to survey students to understand how the COVID-19 pandemic had impacted them academically and personally. Given the constant changes resulting from the COVID-19 situation, it was agreed students would be surveyed again in the winter term to understand if students' experiences and perceptions had changed.

As much as possible, students were asked the same questions as in the fall *Student COVID Impact Survey* questionnaire. To develop the survey, Mount Royal licenced and adapted two topical modules from the National Survey of Student Engagement (NSSE): Experiences with Online Learning and Coping with COVID. In addition to the NSSE modules, the questionnaire included items about students' concerns about the possible return to campus in Fall 2021 and demographics questions. A mandatory response was required for only one survey item (i.e., plans to graduate before Fall 2021). As a result, the number of students who answered each survey item varies.

A random sample of 4,000 students enrolled in credit winter courses was invited to participate in the survey from March 9 to March 21, 2021.* Three recruitment emails were sent to students requesting their feedback.

Of the students invited to participate in the survey, 1,017 students fully or partially completed the survey, yielding a 25% response rate and $\pm 3.0\%$ margin of error, 19 times out of 20. By faculty, students' representation in the survey data is comparable to their representation in the total student sample except for students in learner access programs.** Students in learner access programs are slightly less represented in the data than in the total sample of students invited to take the survey (see table below).

Representation and response rate of students invited to participate in the survey

Faculty	Invited	% sample	# responded	% responses	Response rate
Arts	928	23%	253	25%	27%
Business and Communication	1,054	26%	274	27%	26%
Health, Community and Education	896	22%	241	24%	27%
Science and Technology	571	14%	138	14%	24%
Learner access programs	551	14%	111	11%	20%
MRU	4,000	100%	1,017	100%	25%

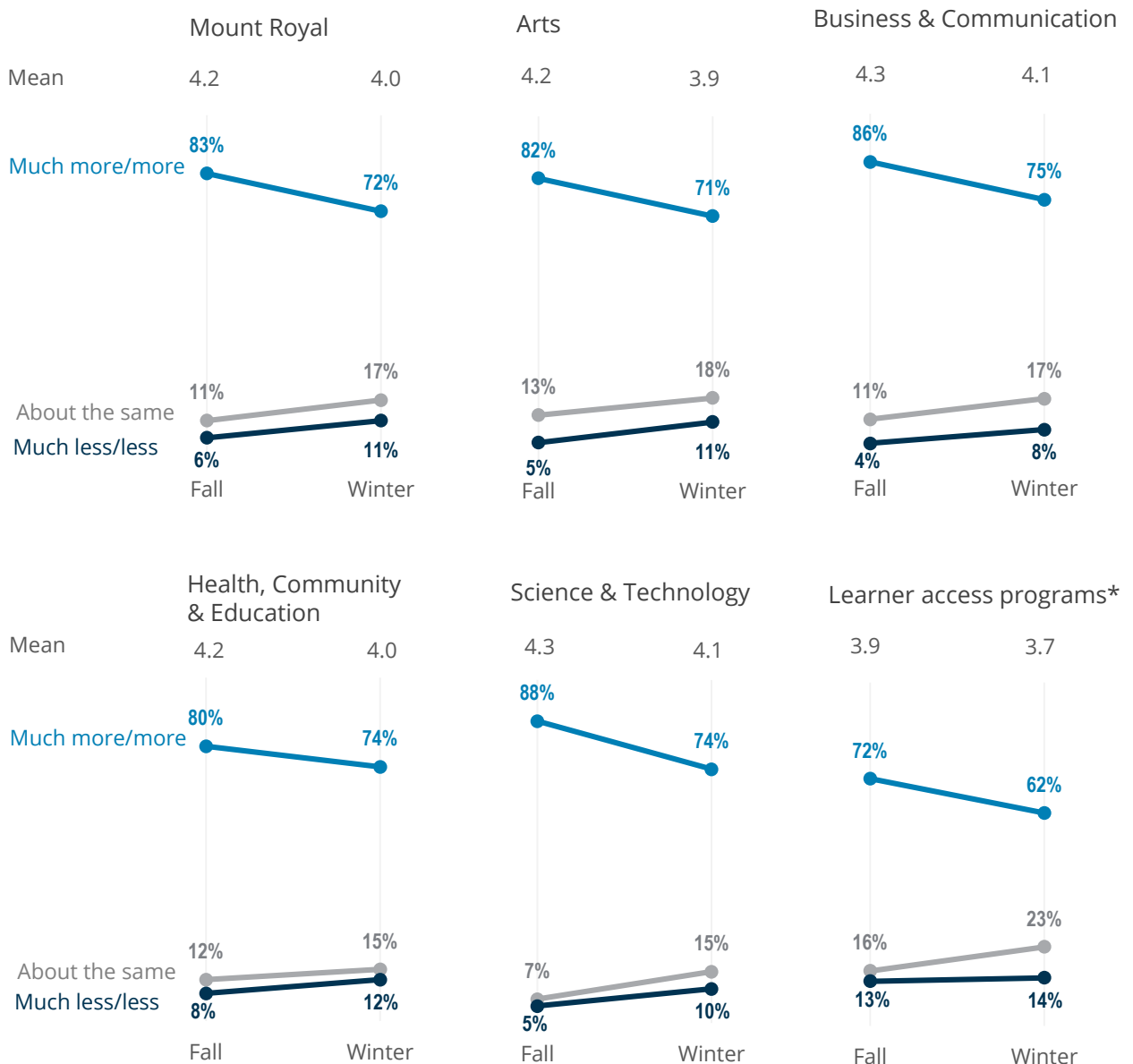
*Students in academic upgrading, FLE generating Continuing Education programs, and English language instruction courses were not surveyed.

**Learner access programs includes students in Open Studies, University Entrance Option, and unclassified students.

Nearly three in four students said it was more challenging to learn in an online environment than classroom-based instruction.

Although most students said they found it more challenging to learn in an online environment than classroom-based instruction (72%), this sentiment has decreased since the fall term, where 83% of students said they found it more challenging to learn online. This shift was identified across faculties. However, in both semesters, students in learner access programs were less likely than other students to say they found it more challenging to learn in an online environment compared to traditional classroom-based instruction.

In the winter, students were less likely to say they found it much more or more challenging to learn online compared to classroom-based instruction than students in the fall term.



(Fall n=1,664)
(Winter n=1,013)

*Learner access programs includes students in Open Studies, University Entrance Option, and unclassified students.

In Fall 2020 and Winter 2021, students were most likely to say their courses had provided clearly stated grading policies.

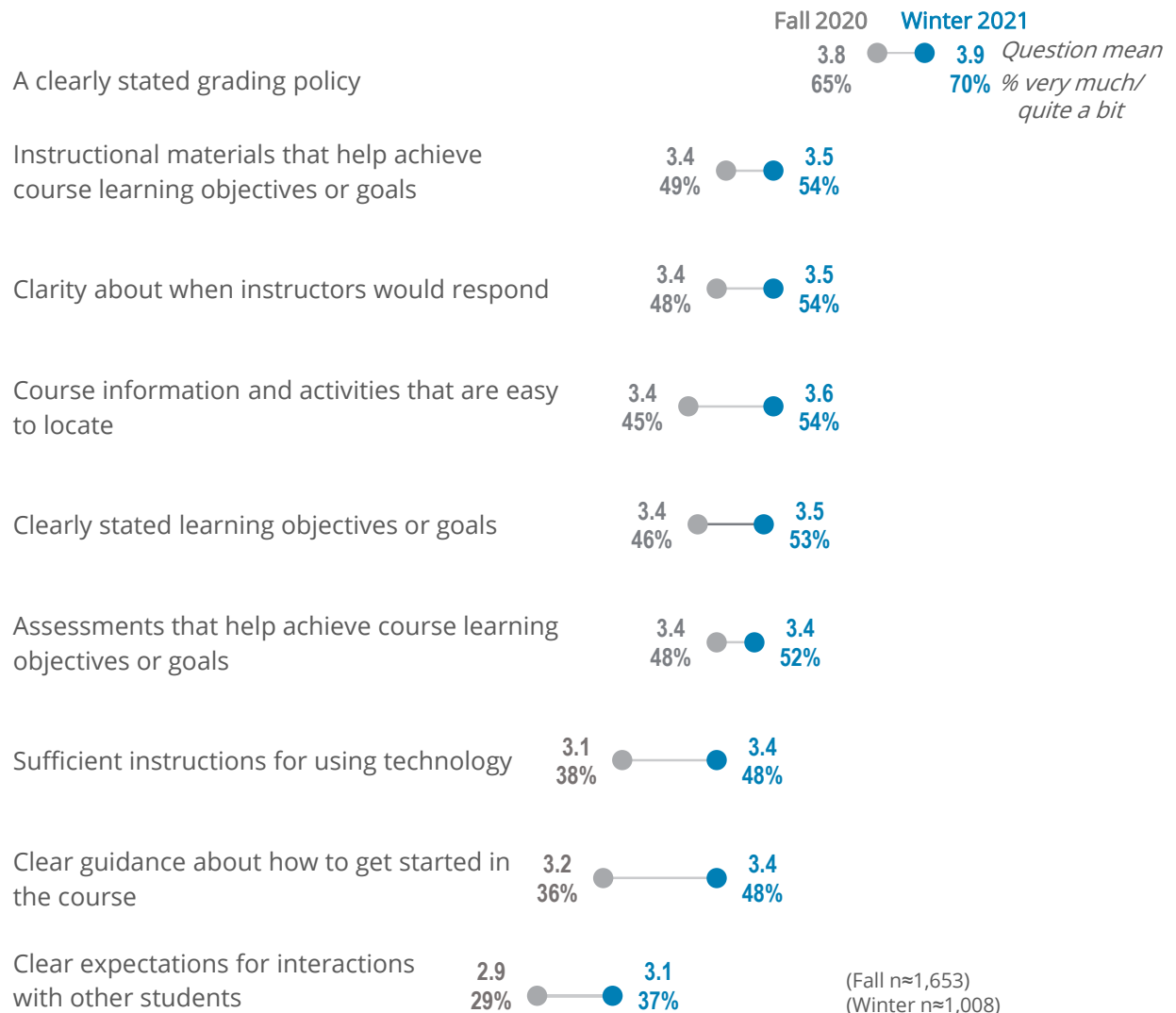
Overall, students were more likely to say that their courses had provided information and activities that helped them be successful and understand course expectations in the winter term than in the fall (see graph below). The greatest gains between semesters were in the percentage of students who said their courses provided the following three activities very much or quite a bit:

- Clear guidance about how to get started in the course (up 12 percentage points),
- Sufficient instructions for using technology (up ten percentage points), and
- Course information and activities that are easy to locate (up nine percentage points).

Students were least likely to say their courses had provided clear expectations for interacting with other students in the winter, with 33% who said their courses provided very little or none of this information.

On average, students' perception that their courses provided instructional materials that helped achieve course learning objects or goals and assessments that helped achieve course learning objectives was similar between fall and winter.

Means are out of 5, where 5 = Very much, 4 = Quite a bit, 3 = Some, 2 = Very little, and 1 = Not at all.



About three in four students said their online winter courses included live sessions with their instructor and other students.

In the fall and winter, six course-related activities were found to have a positive impact on students' overall impression of their online learning experience (see page 11):

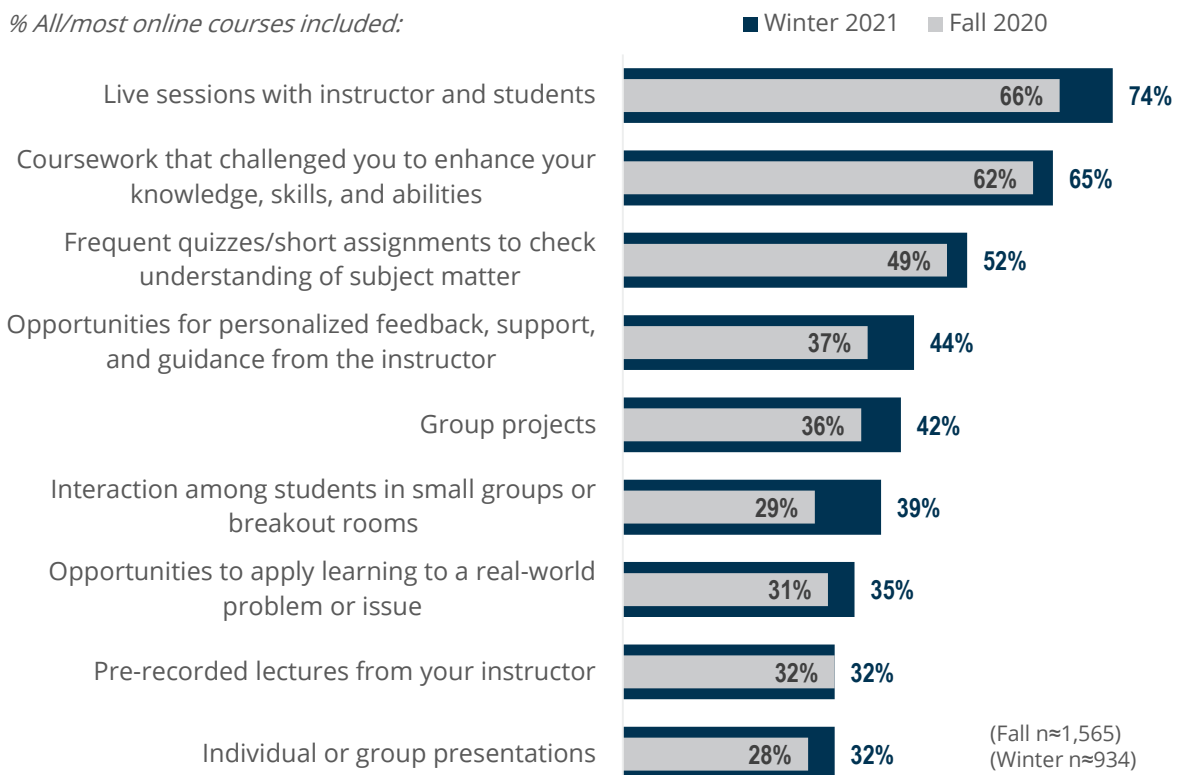
- Opportunities for personalized feedback, support and guidance from the instructor;
- Opportunities to apply learning to real-world problems or issues;
- Coursework that challenged them to enhance their knowledge, skills, and abilities;
- Live sessions with the instructor and other students;
- Frequent quizzes and short assignments that check understanding of the course subject matter; and
- Interaction among students in small groups or breakout rooms.

However, in the winter, students were more likely to say that all or most of their courses included interaction among students in small groups or breakout rooms (+10%), live sessions with the instructor and other students (+8%), and opportunities for personalized feedback, support and guidance from the instructor (+7%) than in the fall.

Among the 85% of students who said their courses included group projects, 62% said they found it very challenging or challenging to get this work done in an online environment. Of the 78% of students who said they had individual or group class presentations in their winter courses, 49% said they found it challenging to do in an online environment.

Compared with the fall, students who said that all or most of their courses included interaction among students in small groups or breakout rooms increased ten percentage points.

% All/most online courses included:

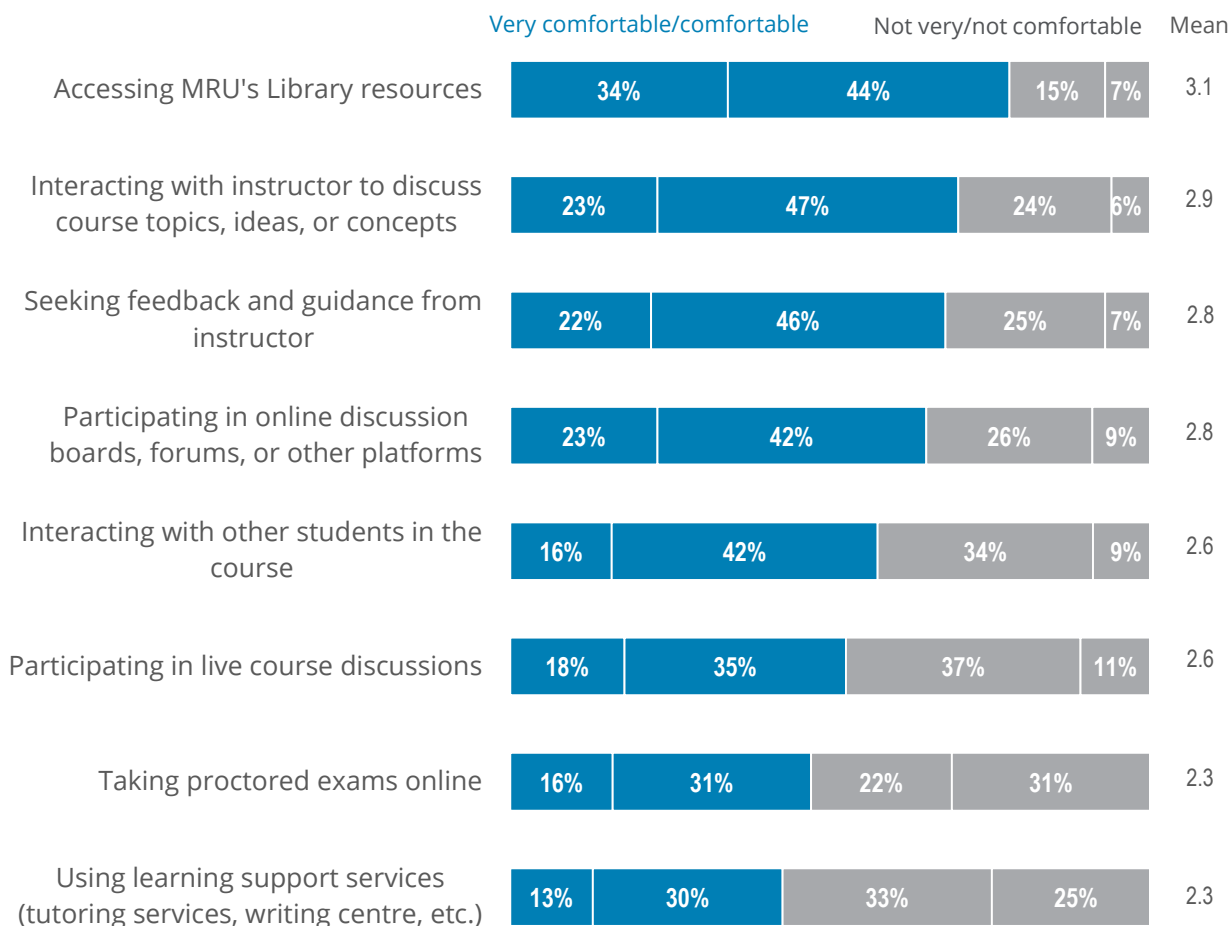


At least seven in ten students said they felt comfortable accessing Library resources and interacting with their instructors to discuss course topics, ideas, or concepts in their online courses.

Students were asked how comfortable they were engaging in eight different course-related activities. Students were most comfortable accessing MRU's Library resources (78%); interacting with their instructors to discuss course topics, ideas or concepts (70%); seeking feedback and guidance from their instructors (68%); and participating in online discussion boards, forums, or other discussion platforms (65%).

Although the percentage of students who said they felt comfortable taking proctored exams online increased marginally from the fall term (42% to 47%), this was one of two activities students were least comfortable engaging in. Despite this marginal gain, students in Science and Technology were considerably less likely than other students to say they felt comfortable taking proctored exams online (33% vs. 49%).

Less than one in two students reported being very comfortable or comfortable taking proctored exams online or using learning support services in their online courses.*



(n≈881)

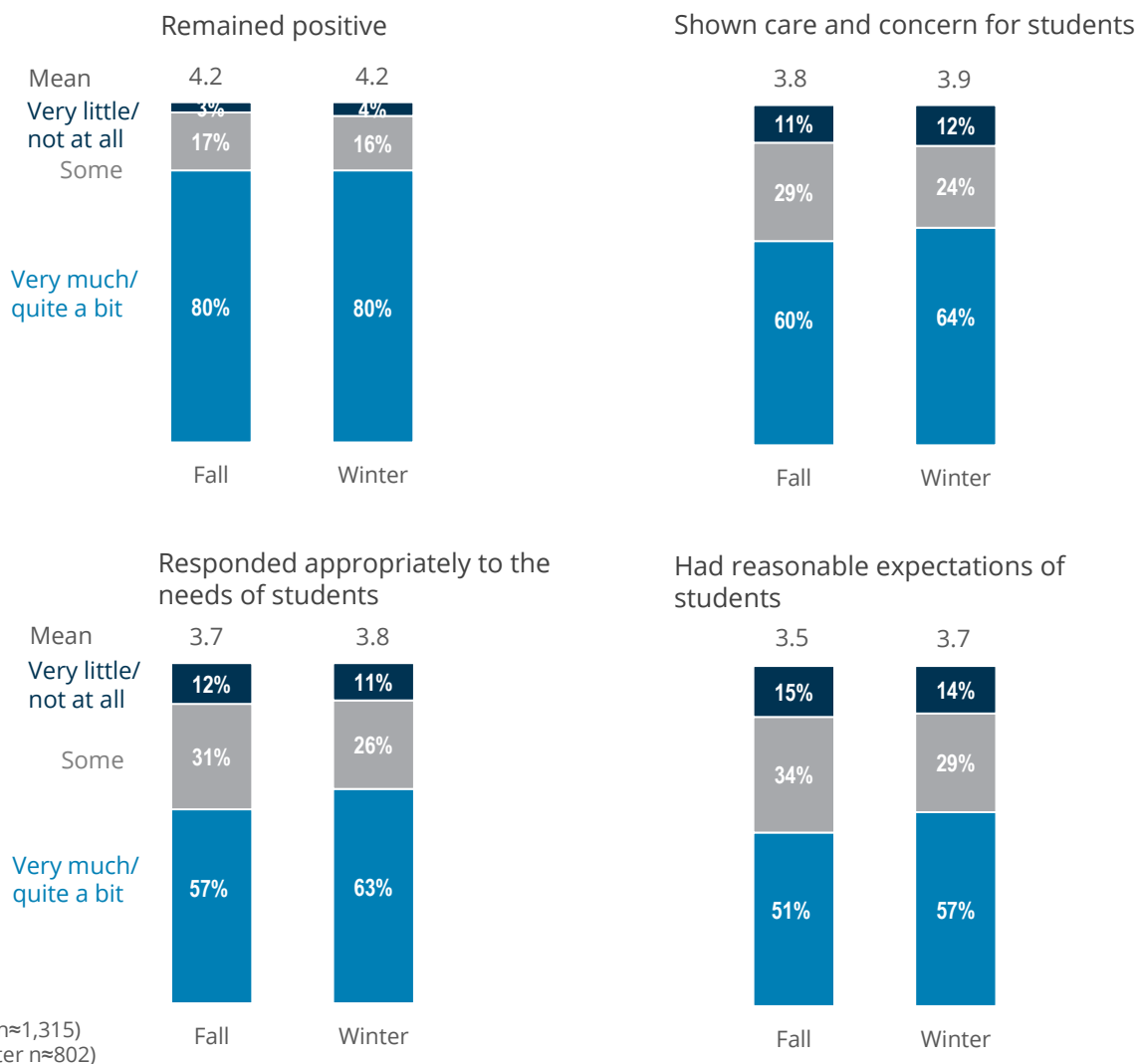
*Respondents who answered 'Not applicable' for each item have been removed from calculations.

Students who thought their instructors were positive, caring and responsive to students in light of the COVID-19 situation tended to be more positive about their online learning experience.

Students were asked to what extent their instructors had displayed four different behaviours in light of the pandemic. These four qualities (see below graph) were positively related to how students viewed their online learning experience and their likelihood to rate their overall experience as excellent or good (see page 11).

In the fall, students in Business and Communication and Science and Technology were less likely than other students to say that their instructors had had reasonable expectations of students. However, this was not the case in the winter, as the percentage of students who provided a positive rating for this item increased in both faculties. Students in Business and Communication who said their instructors had had reasonable expectations of students very much or quite a bit increased from 42% to 54%, and ratings increased from 46% to 58% among Science and Technology students.

Compared with the fall term, in Winter 2021, students were more likely to say their instructors had responded appropriately to students' needs and had had reasonable expectations of students in light of the pandemic.



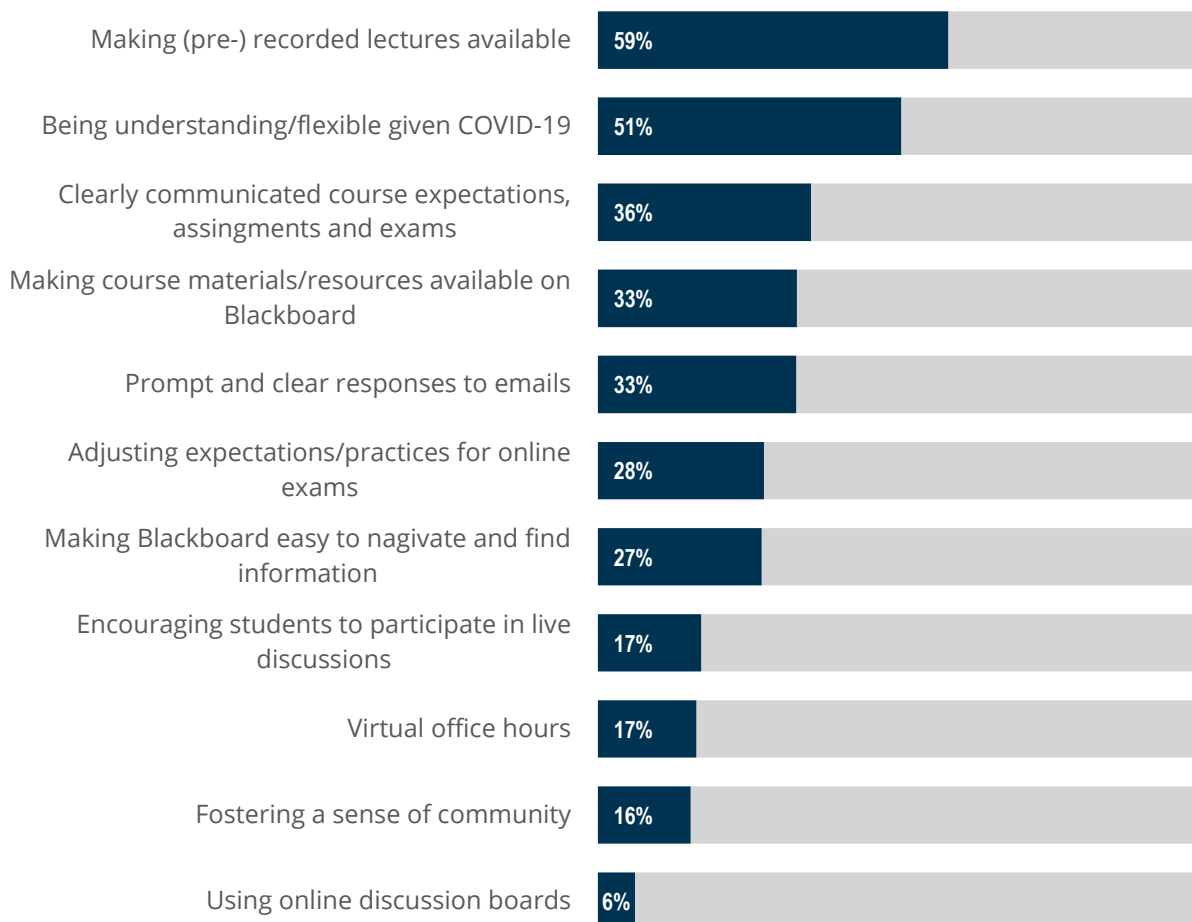
Nearly three in five students said making recorded lectures available was among the most important ways their instructors had supported them.

In Winter 2021, students identified five traits or actions their instructors took that most supported their learning, listed below. For each of the five items, at least one in three students said it was among the most important ways their instructors had supported them:

- Making recordings of lectures (live or pre-recorded) available (59%);
- Being understanding and flexible given the COVID-19 situation (51%);
- Clearly communicating course expectations, including expectations for assignments and exams (36%);
- Making course materials and other resources available on Blackboard (33%); and
- Prompt and clear responses to emails (33%).

Compared with the fall, the percentage of students who said their instructors being understanding and flexible given the COVID-19 situation was important increased slightly from 46% to 51%. Despite this increase, this remained the second most important way students thought their instructors had supported them when learning online.

Students said their instructors providing prompt and clear responses to emails was more important in supporting them than providing virtual office hours.



(n=848)

About nine in ten students agreed Google Meet was user-friendly and the hardware and software at home were sufficient to participate in their online courses.

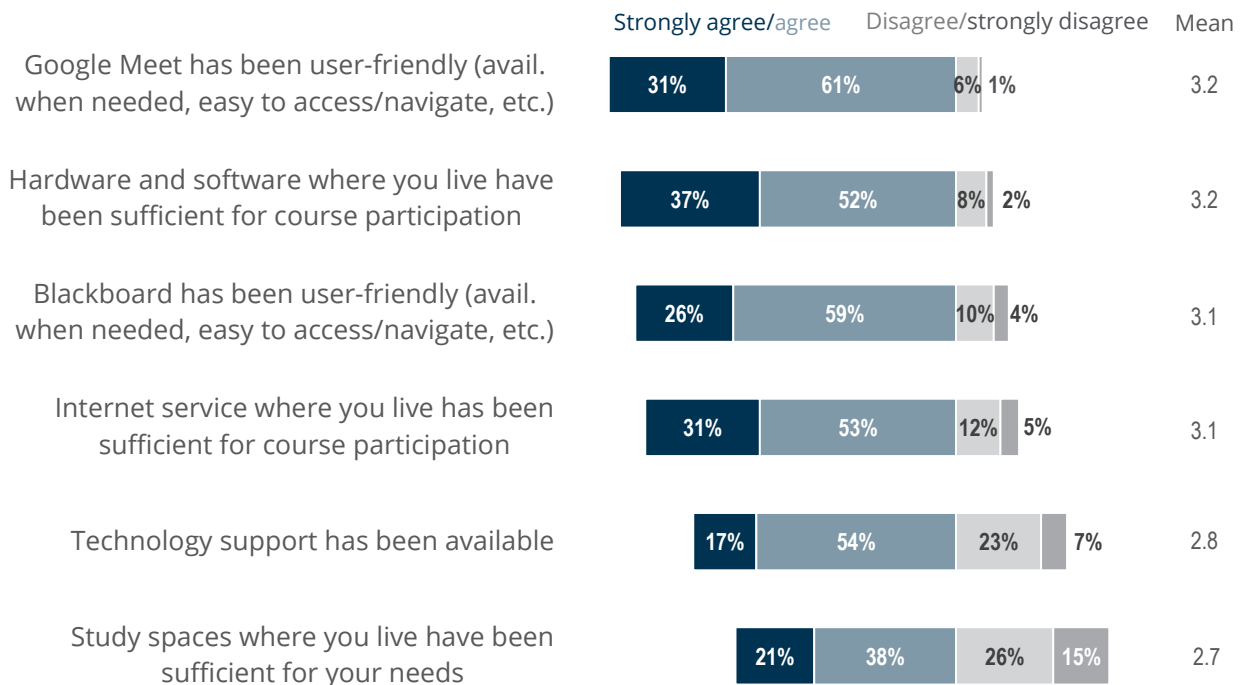
Students' perceptions of the technological resources and study space available to them were consistent between the fall and winter semesters. Overall, in the winter, at least four in five students strongly agreed or agreed that:

- Google Meet has been user-friendly (92%),
- Hardware and software where they live has been sufficient to participate in the course (89%),
- Blackboard has been user-friendly (85%), and
- Internet service where they live was sufficient to participate in the course (84%).

Students were least likely to agree that the study space where they live was sufficient for their needs (59%). By self-reported demographics, accessing suitable study space was more challenging for students who identified as living with a disability. Fifty per cent of disabled students agreed that the study space at home was sufficient compared with 61% of non-disabled students.

By faculty, while most business students agreed Blackboard was user-friendly (79%), they were less likely to agree than other students (88%).

In Winter 2021, technology support and study space were the resources least available to students when learning online.



(n=843)

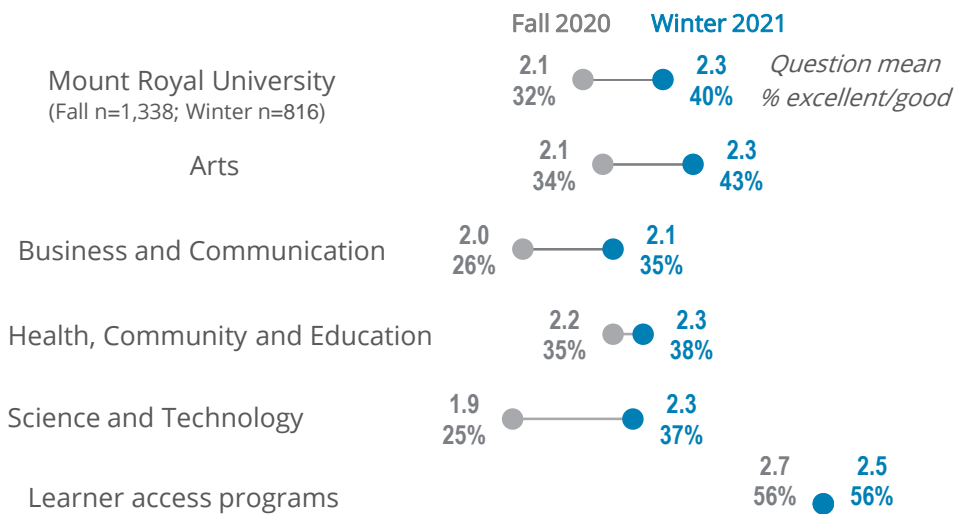
In Winter 2021, 60% of students rated their overall online learning experience as fair or poor—22% rated their experience as poor.

Compared with Fall 2020, students taking courses in the winter were more likely to rate their overall online learning experience as excellent or good (32% compared with 40%). Despite this gain, just 12% of students rated their overall experience as excellent in Winter 2021.

Students' overall evaluation of their online learning experience was consistent between the fall and winter semesters for students in Health, Community and Education and learner access programs but increased in the other three faculties.

Students in Arts, Business and Communication, and Science and Technology were more likely to rate their experience as excellent or good in the winter than in the fall.

Means are out of 4, where, 4 = Excellent, 3 = Good, 2 = Fair, and 1 = Poor.

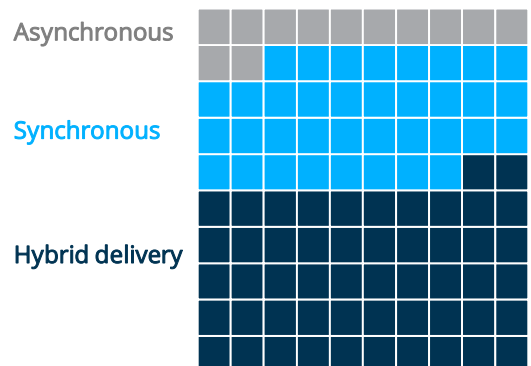


Only 3% of students said their courses were typically delivered with asynchronous instruction in the winter semester.

Forty per cent of students said their winter courses were a mixture of synchronous, asynchronous and hybrid delivery. Slightly more than one in three students (36%) said their courses were typically taught with a hybrid delivery, and 21% said their courses were mostly taught synchronously.

When asked how they would prefer to have online courses taught, about one in two students (52%) said they would prefer hybrid delivery (i.e., a blend of synchronous and asynchronous), followed by synchronous (37%) and asynchronous instruction (12%).

Fifty-two per cent of students said they would prefer their instructors taught online courses with hybrid delivery.



(n=831)

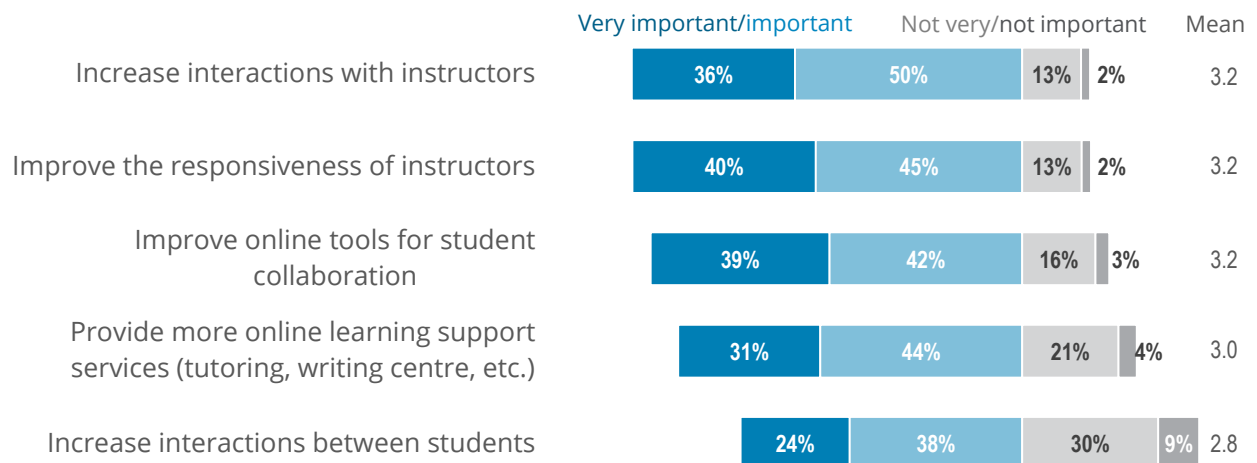
More than four in five students said increasing interactions with their instructors and improving the responsiveness of instructors would improve their online course-taking experience.

Students were asked how important it was for MRU to make changes in five areas to improve their online course-taking experience. Overall, students thought it was most important for Mount Royal to:

- Increase their interactions with instructors (86%),
- Improve the responsiveness of instructors (85%), and
- Improve online tools for student collaboration (81%).

Although important to most students, students were slightly less likely to say it was important for MRU to provide more online learning support services in the winter than in the fall (75% compared with 80%). Of note, by faculty, the percentage of students in Science and Technology who said it was important for MRU to provide more online learning services decreased from 83% in the fall to 72% in the winter. Institutionally, for the remaining four areas of improvement, students' responses were consistent between the fall and winter.

Students were considerably more likely to say increasing interactions with instructors was important to improving their online course-taking experience than increasing interactions between students.



(n≈865)

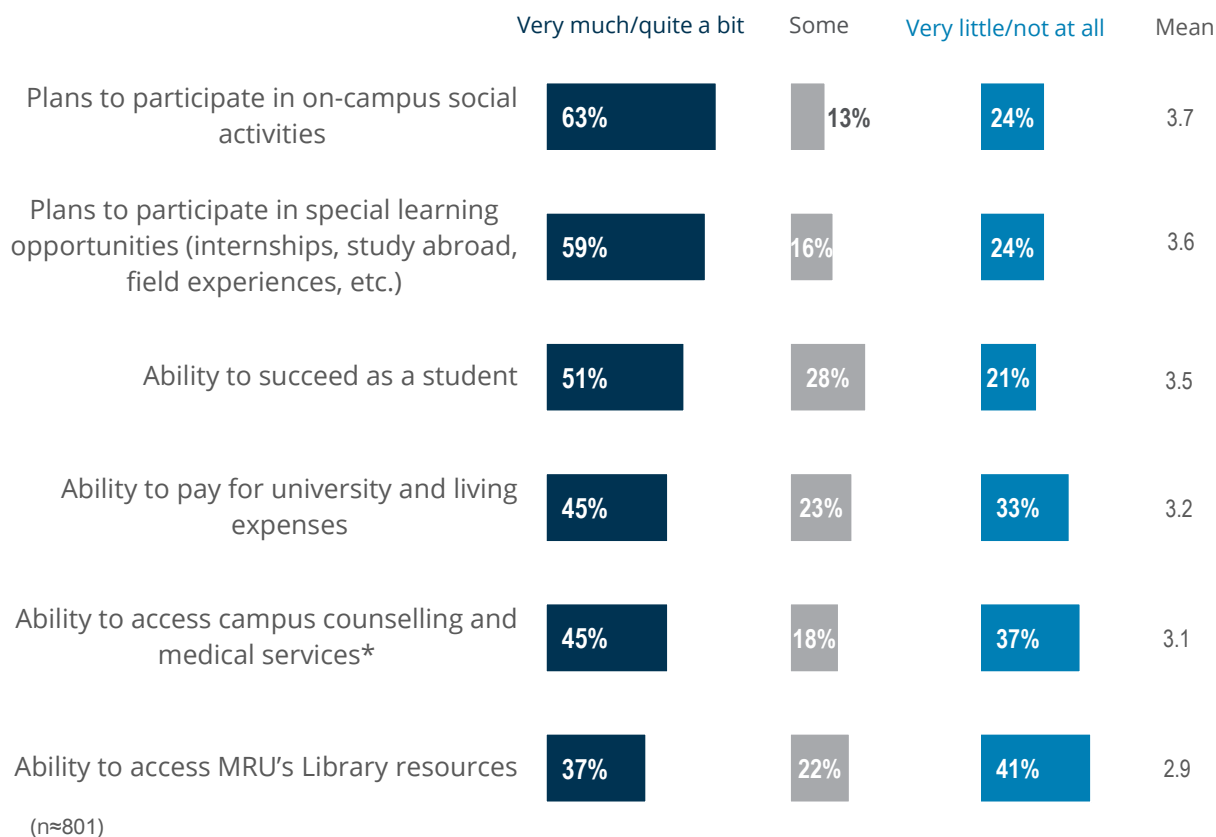
In the winter, about three in five students said that the pandemic had substantially interfered with their plans to participate in on-campus social activities.

At least one in two students in Winter 2021 said that the pandemic had substantially interfered with their plans to participate in on-campus social activities (63%), their plans to participate in special learning opportunities (59%), and their ability to succeed as a student (51%).

Since the fall, however, students were slightly less likely to say that the pandemic had substantially impacted their ability to succeed as a student to at least some extent, decreasing six percentage points from 85% to 79%. Students were also slightly less likely to say the pandemic had impacted their ability to access MRU's Library resources to at least some extent in the winter than in the fall semester (59% compared with 65%).

By demographics, students who identified as living with a disability were more likely than non-disabled students to say that the pandemic had substantially interfered with their ability access campus counselling and medical services (55% vs. 42%) and their ability to succeed as a student (67% vs. 48%).

The pandemic was least likely to have interfered with students' ability to access campus counselling and medical services, their ability to pay for their university and living expenses, and their ability to access MRU's Library resources.



Note: 'Substantially' is a rating of very much/quite a bit.

*Item is new in the Winter 2021 survey and replaced 'Ability to access services that support your overall well-being' item asked in the fall.

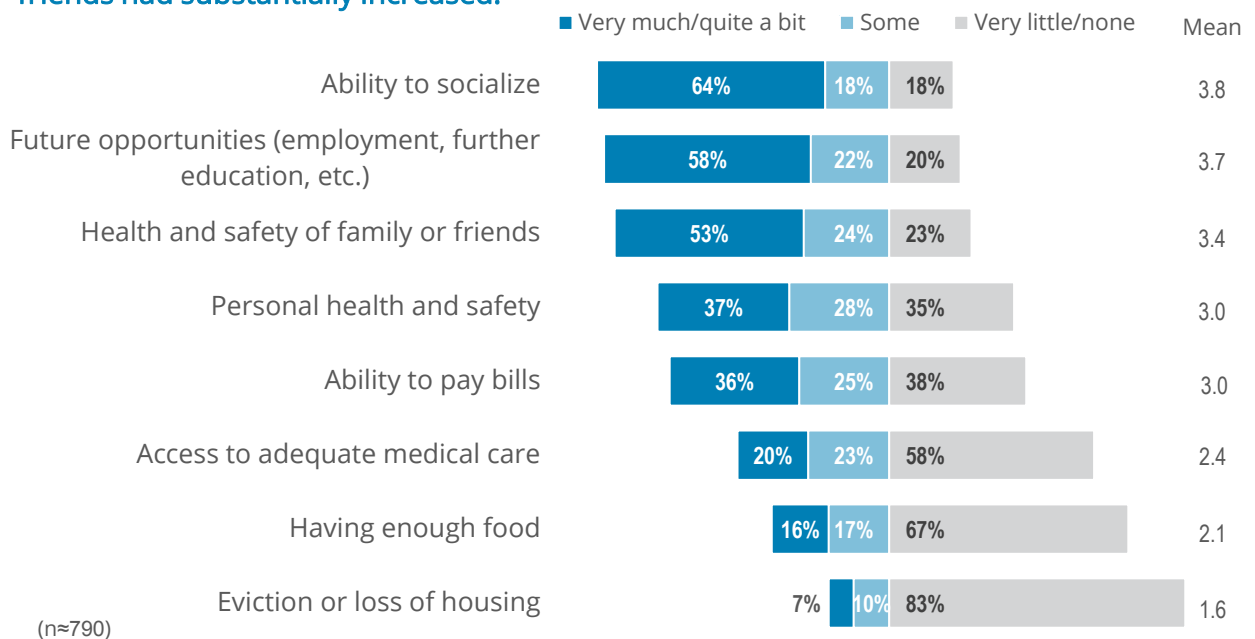
Nearly two in three students said their concerns about their ability to socialize had substantially increased due to the pandemic.

Students expressed similar increased concerns about how the pandemic had impacted their daily lives in both the fall and winter. More than half of students said their concerns about their ability to socialize, their future opportunities, the health and safety of family or friends, their health and safety, and their ability to pay bills had increased to at least some extent as a result of the pandemic.

Although students were least likely to have experienced increased concerns about their access to adequate medical care, having enough food, or eviction or loss of housing, important differences were identified among four demographic groups:*

- Disabled students were more likely than non-disabled students to say they had experienced increased concerns about having access to adequate medical care (62% vs. 38%), having enough food (42% vs. 29%), and eviction or loss of housing (31% vs. 14%).
- Students who identified as LGB2sQ+ were more likely than heterosexual students to say they had experienced increased concerns about having enough food (41% vs. 30%) and eviction or loss of housing (23% vs. 15%).
- Visible minority students were more likely to report increased concerns about access to adequate medical care than non-minority students (49% vs. 40%).
- Students who identified as a minority gender identity (trans*, non-binary, two-spirit, etc.) were more likely to report increased concerns about eviction or loss of housing than men and women (37% vs. 16%).

Due to the pandemic, more than one in two students said their concerns about their ability to socialize, their future opportunities, and the health and safety of family and friends had substantially increased.



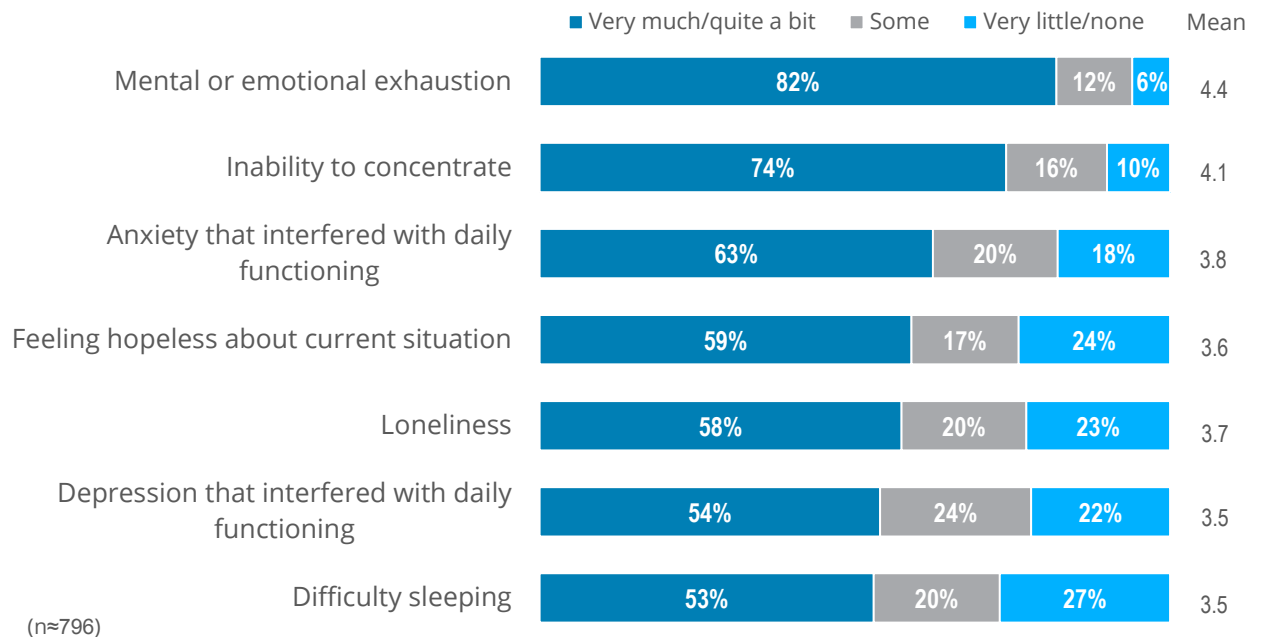
Note: 'Substantially' is a rating of very much/quite a bit.

*Percentages by demographics are of those who reported at least some increased concern for each item.

A sizable majority of students reported increased negative impacts on their mental health as a result of the pandemic.

Students were asked if they experienced changes to their mental health in seven areas as a result of the pandemic. Collectively, 96% of respondents said they had experienced at least some negative impact on their mental health across these seven items. Of note, students were most likely to report having experienced increased mental or emotional exhaustion and an inability to concentrate due to the pandemic (see graph below).

Due to the pandemic, about four in five students said their mental or emotional exhaustion had increased very much or quite a bit.

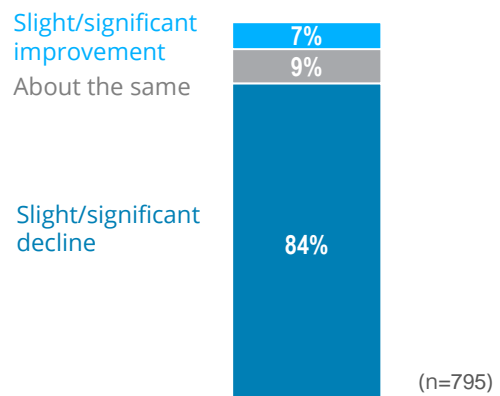


More than four in five students said their mental health has declined since the pandemic began in March 2020.

When asked to evaluate how their overall mental health had been affected compared with the pre-pandemic period, 84% of students said their mental health had slightly or significantly declined, with 44% who reported it had significantly declined.

Only 7% of students said they had experienced improved mental health, and 9% said it was about the same as before the pandemic.

Less than one in five students said their mental health had improved or stayed the same since the pre-COVID-19 period.



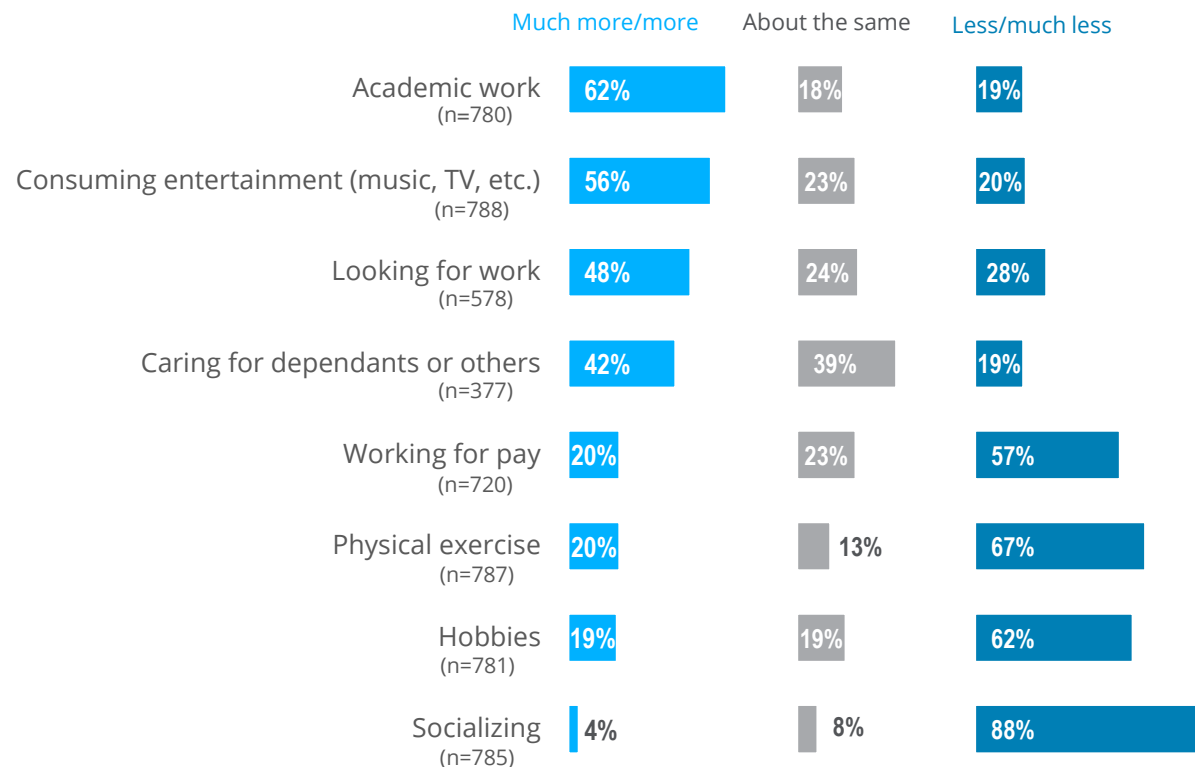
Almost nine in ten students said they spend less time socializing than before the pandemic, with 55% who said they are spending much less time socializing.

Co Students said they now spend less time on activities that require them to be outside of their home or in social settings compared to before the pandemic. Specifically, more than half of students said they were spending much less or less time working for pay (57%), engaging in physical exercise (67%), on hobbies (62%), and socializing (88%) than they did before the pandemic.

Since the pandemic began, students who said they have children under age 18 were considerably more likely to say they were spending more time caring for dependants than students who do not have children (77% vs. 36%).

Between the fall and winter semesters, more students in the winter said they were spending more time consuming entertainment (+10%), looking for work (+7%), and on hobbies (+5%) than they did before the pandemic. The shift in responses related to the amount of time students said they were spending looking for work may be related to students seeking post-graduation employment or summer employment.

In the winter term, a majority of students reported spending more time on their academic work and consuming entertainment than they did prior to the pandemic.



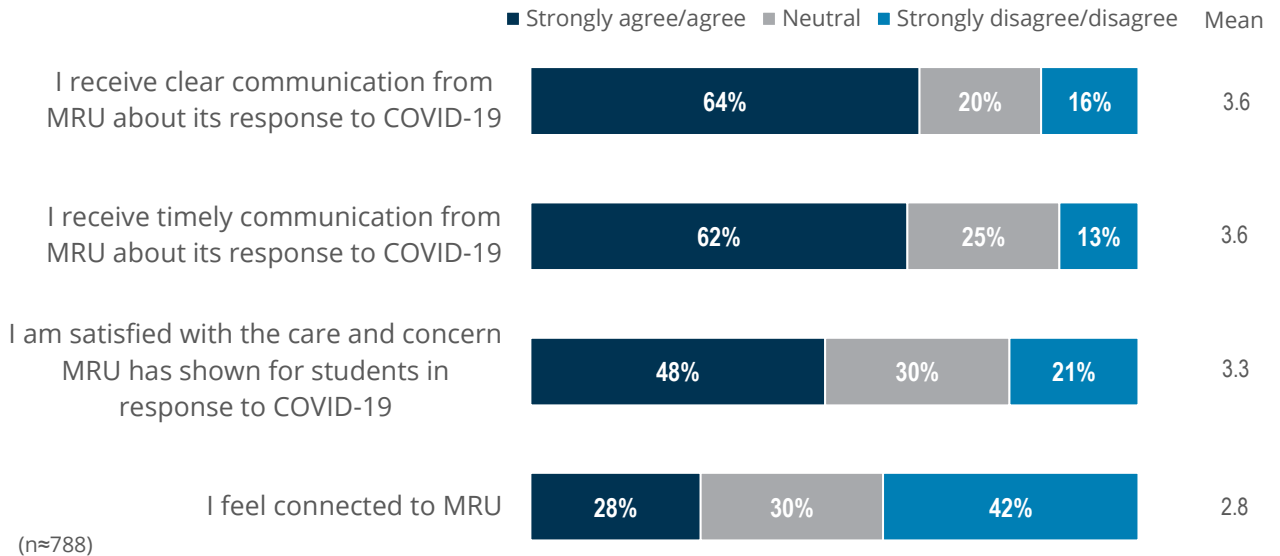
Note: Respondents had the option to answer 'Not applicable' for the above items. There are strong indications of respondent error for some items, where respondents should have selected not applicable but instead chose a countable response. Survey items most likely impacted by respondent error include caring for dependants or others, working for pay, and looking for work. Results should be interpreted conservatively for these items.

About two in five students disagreed they have felt connected to MRU during the pandemic.

Although more than half of students agreed they receive clear (64%) and timely (62%) communication from MRU about its response to the pandemic, relatively few students agreed they feel connected to the University. Only 28% of students agreed they feel connected to Mount Royal.

Between Fall 2020 and Winter 2021, students' perceptions of how MRU has handled the pandemic and their sense of connection to Mount Royal were consistent.

Nearly two in three students agreed they receive clear and timely communication from MRU about its response to the COVID-19 pandemic.



Only 2% of students said they did not think MRU has kept students safe and healthy during the pandemic.

Ninety-three per cent of students said they thought Mount Royal has kept students safe and healthy to at least some extent during the COVID-19 pandemic.



81%

of students said Mount Royal has kept students safe and healthy during the pandemic very much or quite a bit.

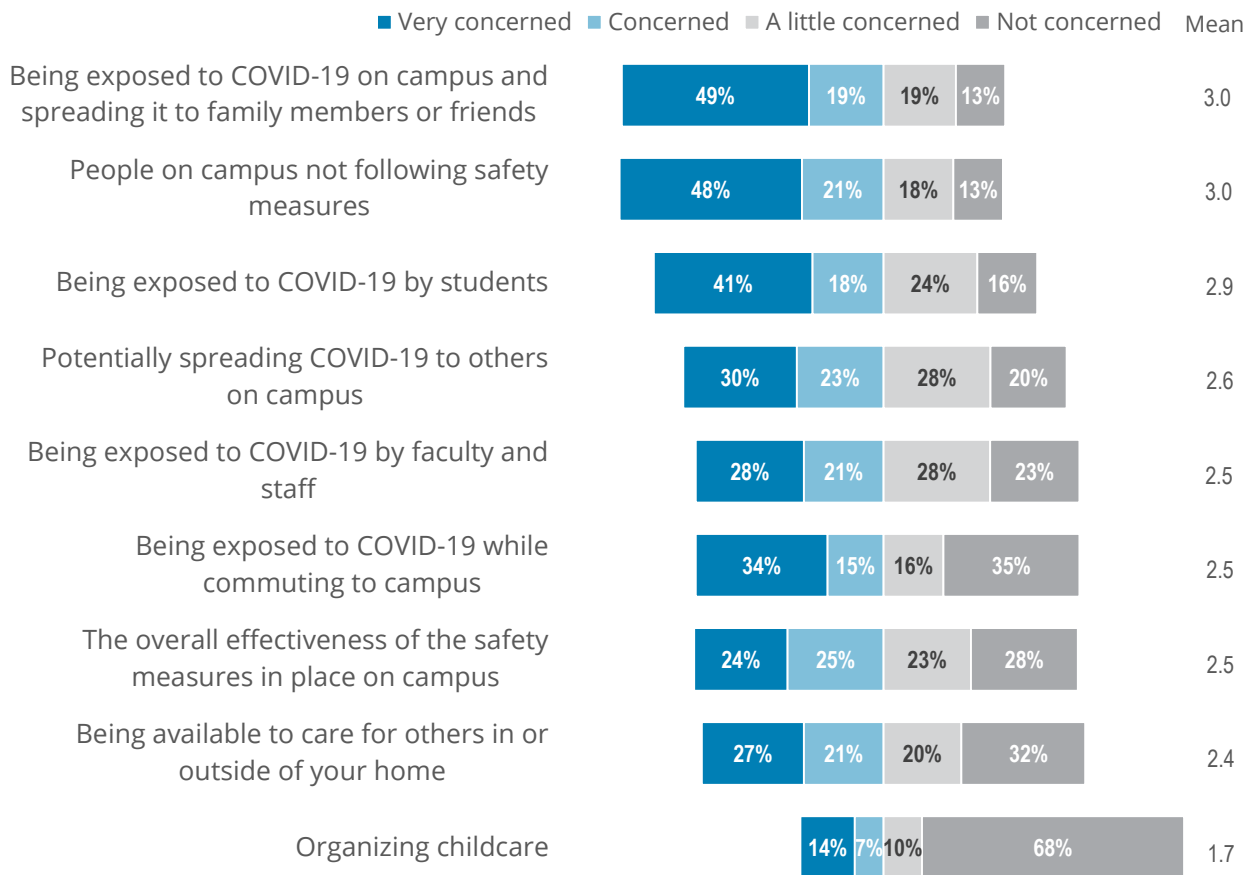
Image: srip at Flaticon.com

Students were equally concerned about people on campus not following safety measures and being exposed to COVID on campus, and spreading it to family members or friends if they returned to campus in Fall 2021.*

On March 4, 2021, Mount Royal announced plans to offer as many courses and services as possible on campus in Fall 2021. With these tentative plans in mind, students were asked how concerned they would be about nine different factors if they were able to return to campus for the fall. Overall, students indicated they were most concerned about people on campus following safety measures (69%), being exposed to COVID-19 on campus and spreading it to family members or friends (68%), and being exposed to COVID-19 by other students (59%).

Although students reported being least concerned about organizing childcare, 47% of students who said they had children under 18 (6% of all respondents) were concerned about organizing childcare for Fall 2021. Students who identified as belonging to a visible minority were also more likely than other students to say they would be concerned about organizing childcare for the fall (32% compared with 13%).

If they were able to return to campus in Fall 2021, students were least concerned about needing to organize childcare.**



(n≈705)

*Students who said they planned to graduate before Fall 2021 (10%) were not asked these questions.

**Respondents who answered 'Not applicable' for each item have been removed from calculations.

Appendix A: Selected results by student demographics

The following section looks at results from the winter survey for students who self-identified as belonging to demographic groups that have traditionally experienced barriers to participation socially, economically, or academically. Groups were identified based on responses to survey demographic questions. Students had the option to select the 'Prefer not to answer' or skip past each demographic question.

The differences listed below focus on areas where each student group may have experienced more significant negative impacts to their learning or personal lives while coping with the pandemic than other students.

Women (72% of respondents)

Students who self-identified as women were *more likely* than men to:

- Say it was important for MRU to provide more online learning support services to improve their online course-taking experience (77% vs. 66%).
- Report they had experienced increased mental or emotional exhaustion (84% vs. 78%), depression that interfered with daily functioning (56% vs. 44%), anxiety that interfered with daily functioning (65% vs. 53%), feeling hopeless about their current situation (62% vs. 48%), difficulty sleeping (56% vs. 45%), and loneliness (60% vs. 52%) due to the pandemic.*
- Indicate their overall mental health had declined slightly or significantly compared with the pre-pandemic period (86% vs. 80%).
- Say their concerns about their health and safety (39% vs. 27%) and the health and safety of family and friends (56% vs. 45%) had increased very much or quite a bit due to the pandemic.
- Spend more time caring for dependants or others than they had before the pandemic (46% vs. 30%).

Minority gender identities (trans*, two-spirit, non-binary, etc.) (2% of respondents)

Students who identified as a minority gender identity were *more likely* than men and women (combined) to:

- Report the pandemic had interfered with their ability to succeed as a student very much or quite a bit (63% vs. 51%).
- Experience increased depression that interfered with daily functioning as a result of the pandemic (84% vs. 53%).*
- Say their concerns about their ability to socialize (64% vs. 84%), and eviction or loss of housing (26% vs. 7%) had increased very much or quite a bit as a result of the pandemic.

Have children under the age of 18 (6% of respondents)

Students who self-identified as having children under 18 *more likely* than students without (younger) children to:

- Say they were spending more time caring for dependants or others than before the pandemic (77% vs. 36%).

*Percentages are of students who selected "Very much" or "Quite a bit".

LGB2sQ+ sexual identities (25% of respondents)

Students who self-identified as LGB2sQ+ were *more likely* than heterosexual students to:

- Report feeling increased depression that interfered with daily functioning as a result of the pandemic (68% vs. 50%).*
- Say their concerns about having enough food (24% vs. 13%) and eviction or loss of housing (13% vs. 5%) had increased very much or quite a bit due to the pandemic.

Visible minority (25% of respondents)

Students who self-identified as belonging to a visible minority were *more likely* than non-minority students to:

- Indicate it was important for MRU to improve instructors' responsiveness (92% vs. 83%) and provide more online learning support services (83% vs. 71%) to improve their online course-taking experience.
- Say that their concerns about their health and safety (47% vs. 34%) had increased very much or quite a bit due to the pandemic.

Indigenous (6% of respondents)

Students who self-identified as Indigenous were *more likely* than other non-Indigenous students to:

- Say it was important for MRU to provide more online learning support services (tutoring services, writing centre, etc.) to improve their online course-taking experience (87% vs. 74%).

Students who self-identified as Indigenous were *less likely* than other students to:

- Agree that technology support was available in their online courses (57% vs. 71%).

Living with a disability (16% of respondents)

Students who identified as disabled were *more likely* than non-disabled students to:

- Find it more difficult to learn online than in the classroom (77% vs. 72%).
- Say it was challenging to get group work done in an online environment (73% vs. 60%) or do class presentations in an online environment (60% vs. 47%).
- Think that pandemic had substantially impacted their ability to succeed as a student (67% vs. 48%) and their ability to access campus counselling and medical services (55% vs. 42%).*
- Report having experienced increased negative impacts on their mental health in all seven areas asked about by seven to 18 percentage points per item (see page 15).
- Say their concerns about having enough food (25% vs. 13%), eviction or loss of housing (14% vs. 5%), access to adequate medical care (30% vs. 17%), and their health and safety (50% vs. 34%) had increased very much or quite a bit due to the pandemic.

*Percentages are of students who selected 'Very much' or 'Quite a bit.'

Students who self-identified as living with a disability were *less likely* than non-disabled students to:

- Feel comfortable interacting with their instructors to discuss course topics, ideas or concepts (57% vs. 74%) or seeking feedback and guidance from their instructors (54% vs. 71%).
- Agree that study spaces at home have been sufficient for their needs (50% vs. 61%), technology support was available when learning online (58% vs. 74%), Blackboard has been user-friendly (78% vs. 88%), or Google Meet has been user-friendly (87% vs. 93%).
- Say their instructors had had reasonable expectations of students (46% vs. 60%), responded appropriately to the needs of students (50% vs. 66%), or had shown care and concern for students (51% vs. 67%) in light of the pandemic.*