

U I C F I N D I N G S F R O M

Student Well-being Institutional Support Survey

Administered Spring 2022

D E C E M B E R 2 0 2 3



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Overview

Under the leadership of Campus Recreation and Student Affairs Assessment and Planning, the Student Well-being Institutional Support Survey (SWISS) was disseminated in the Spring 2022 semester to a random sample of half of UIC undergraduate, graduate, and professional students. The survey closed with a 9% response rate, representing 1,301 students. Developed by Butler University, SWISS is a tool used to measure student perceptions around how well their institutions support various aspects of their well-being. In doing so, SWISS measures this at the campus level instead of at the level of the individual student's well-being. This report outlines a summary of each item contained in the SWISS, organized by themes, and presented in an aggregate, as well as disaggregated by racial and ethnic groups.

Demographics

Table 1 shows a presentation of demographics of students who completed the survey. Graduate and professional students are disproportionately represented, making up 48% of respondents, but 36% of the student population. Of the undergraduates, 24% were first-year students and 4% came to UIC as transfer students. For race and ethnicity of the full sample, "less than 1% identify as American Indian or Alaska Native (AIAN), 14% identify as Asian, 8% identify as Black, 22% identify as Latinx, 19% are international students, 3% are multi-race, 33% identify as White, and 1% have an unknown race or ethnicity; this is approximately similar to the campus population. Throughout the report, items will be broken out by Asian, Black, Latinx, international, and White respondents; American Indian or Alaska Native respondents, multi-race respondents, and respondents with an unknown race or ethnicity will be included within the Total. Next, 65% of respondents identify as a woman, 26% as a man, 4% as genderqueer or non-binary, 2% as more than one gender, 1% as unsure, and less than 1% preferred to self-describe. Finally, 65% of respondents identify as heterosexual or straight, 13% as bisexual, 6% as queer, 3% as gay, 1% as lesbian, 3% as questioning or unsure, and 2% preferred to self-describe.

Table 1. Respondent demographics.

Registration Level	%
Undergraduate	52%
Graduate/Professional	48%
n	1301
First-Year Student (undergraduates only)	24%
n	680
Transfer Student (undergraduates only)	34%
n	680
Race/Ethnicity (8 Categories)	
AIAN	<1%
Asian	14%
Black	8%
Latinx	22%
International	19%
Multi-Race	3%
Unknown	1%
White	33%
n	1301
Race/Ethnicity (6 Categories)	
Asian	14%
Black	8%
Latinx	22%
White	33%
International	19%
Other	5%
n	1301
Gender Identity	
Genderqueer or non-binary	4%
Man	26%
Woman	65%
Prefer to self-describe	<1%
Unsure	1%
More than one gender identity	2%
Prefer not to respond	2%
n	689
Sexual Orientation	
Bisexual	13%
Gay	3%
Heterosexual or straight	65%
Lesbian	1%
Queer	6%
Questioning or unsure	3%
Prefer to self-describe	2%
Prefer not to respond	7%
n	616

Student identity

Table 2 shows a breakdown of how students identify as collected by the SWISS. Just under half of respondents (43%) identify as a first-generation college student, with Latinx students (75%) being more likely to identify as such and international students (27%) and White students (29%) being less likely. Only 4% of respondents identify as a student athlete, with Latinx students (1%) being the least likely to identify as one. Nearly one-fourth of respondents (23%) identify as international students. Important to highlight is that in each racial and ethnic category, a percentage of students identify as international, reflecting the limited nature of racial/ethnic data within our data warehouse. Next, 4% of respondents identify as a member of a social fraternity or sorority, with Black students (13%) tending to identify as a member. Further, 35% of respondents identify as a member of a student organization, with Black students (40%) and White students (39%) being more likely to do so, and international students (29%) being least likely. Over one-fifth of respondents (22%) identify as a transfer student, with White students (28%) being most likely and international students (5%) being least likely. Just 3% of respondents identify as a current or former member of US Armed Forces, Reserves, or National Guard, with Black students (5%) tending to identify as such more than other racial and ethnic identities. Moreover, 5% of respondents identify as someone with foster care experience and 3% identify as a refugee. Finally, 10% of respondents identify as a student who is parenting, with Black students (15%) tending to identify as such at the highest rate and Latinx students (5%) at the lowest.

Table 2. Do you identify as:

Race/ Ethnicity	Response	First- generation college student	Student Athlete	International Student	Member of a social fraternity or sorority	Member of a student organization	Transfer Student	Current or former member of US Armed Forces, Reserves, or National Guard	Someone with foster care experience	A refugee	Student who is parenting
Asian	Yes	44%	2%	9%	4%	35%	21%	2%	3%	5%	13%
	No	49%	97%	90%	95%	63%	78%	95%	95%	93%	86%
	Prefer not to respond	7%	1%	1%	1%	2%	1%	2%	1%	2%	1%
	<i>n</i>	89	86	88	86	88	87	87	87	85	88
Black	Yes	49%	3%	3%	13%	40%	13%	5%	8%	3%	15%
	No	51%	97%	97%	87%	60%	87%	95%	92%	97%	85%
	Prefer not to respond	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<i>n</i>	41	39	39	39	38	38	39	38	38	40
Latinx	Yes	75%	1%	3%	4%	32%	24%	2%	4%	1%	5%
	No	25%	97%	97%	95%	65%	75%	97%	93%	96%	92%
	Prefer not to respond	1%	2%	1%	3%	3%	1%	1%	4%	4%	3%
	<i>n</i>	147	141	143	115	143	141	141	142	141	143
White	Yes	29%	5%	4%	3%	39%	28%	3%	4%	3%	11%
	No	69%	93%	95%	95%	60%	70%	95%	94%	96%	86%
	Prefer not to respond	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
	<i>n</i>	240	239	241	239	119	239	239	234	234	236
International	Yes	27%	6%	98%	2%	29%	5%	3%	7%	3%	11%
	No	70%	93%	1%	96%	65%	93%	97%	86%	91%	83%
	Prefer not to respond	3%	1%	2%	3%	6%	2%	1%	8%	6%	6%
	<i>n</i>	114	114	126	115	119	113	114	118	117	118
Total	Yes	43%	4%	23%	4%	35%	22%	3%	5%	3%	10%
	No	54%	94%	76%	94%	62%	77%	95%	92%	94%	87%
	Prefer not to respond	3%	2%	1%	2%	3%	1%	2%	3%	3%	3%
	<i>n</i>	665	653	672	654	655	652	654	652	648	658

Disability or impairment diagnosis

As seen in Table 3, just under one-fifth of respondents (16%) indicated that they had been diagnosed with a disability, with White students (26%) indicating this at the highest rate and Black students (5%) and international students (2%) responding “Yes” at the lowest rates. However, 15% of Black students indicated that they preferred not to respond, higher than the aggregate response of 6%.

Table 3. Have you ever been diagnosed with any disability or impairment?

Race/Ethnicity	Response	%
Asian	Yes	9%
	No	88%
	Prefer not to respond	3%
	<i>n</i>	91
Black	Yes	5%
	No	81%
	Prefer not to respond	15%
	<i>n</i>	41
Latinx	Yes	17%
	No	77%
	Prefer not to respond	7%
	<i>n</i>	150
White	Yes	26%
	No	68%
	Prefer not to respond	6%
	<i>n</i>	245
International	Yes	2%
	No	95%
	Prefer not to respond	2%
	<i>n</i>	128
Total	Yes	16%
	No	78%
	Prefer not to respond	6%
	<i>n</i>	690

Basic Needs Related Questions

Ability to pay for basic needs and school expenses

Table 4 shows respondents' ability to pay for basic needs and school expenses during the school year. Just over three-fourths of respondents (77%) indicated that they often or very often have financial resources to consistently pay for adequate food, with White students (80%) and Asian students (80%) indicating this at the highest rates, and international students (75%), Latinx students (74%), and Black students (73%) at the lowest. Next, 74% of respondents indicated that they often or very often have financial resources to consistently pay for adequate housing, with White students (80%) indicating this at the highest rate and Latinx students (67%) at the lowest. Just over half of respondents (55%) indicated that they often or very often have financial resources to consistently pay for adequate clothing, with Asian students (63%) indicating this at the highest rate and international students (50%) and Latinx students (50%) at the lowest. Moreover, 64% of respondents indicated that they often or very often have financial resources to consistently pay for adequate school supplies, with White students (70%) indicating this at the highest rate and Black students (54%) at the lowest. Finally, 62% of respondents indicated that they often or very often have financial resources to consistently pay for adequate school expenses, with White students (68%) indicating this at the highest rate and Black students (49%) at the lowest.

Table 4. During the academic year, how often do you have financial resources to consistently pay for adequate:

Race/Ethnicity	Consistency to Pay for Expense	Food	Housing	Clothing	School Supplies	School Expenses
Asian	Very Often	49%	44%	35%	35%	31%
	Often	31%	29%	28%	31%	35%
	Sometimes	13%	13%	26%	25%	27%
	Never	8%	15%	11%	9%	8%
	<i>n</i>	146	144	145	146	147
Black	Very Often	37%	35%	27%	27%	22%
	Often	36%	37%	25%	27%	27%
	Sometimes	24%	21%	37%	44%	41%
	Never	4%	7%	11%	2%	9%
	<i>n</i>	84	84	84	85	85
Latinx	Very Often	34%	37%	23%	23%	26%
	Often	38%	30%	27%	38%	32%
	Sometimes	20%	15%	33%	30%	33%
	Never	8%	18%	17%	9%	9%
	<i>n</i>	246	244	242	244	244
White	Very Often	48%	50%	36%	38%	36%
	Often	32%	30%	22%	32%	32%
	Sometimes	17%	12%	32%	24%	27%
	Never	4%	8%	10%	6%	6%
	<i>n</i>	374	373	370	375	374
International	Very Often	30%	35%	24%	26%	32%
	Often	45%	41%	26%	34%	31%
	Sometimes	21%	18%	39%	31%	28%
	Never	4%	6%	11%	9%	9%
	<i>n</i>	218	215	213	216	215
Total	Very Often	41%	42%	30%	31%	31%
	Often	36%	32%	25%	33%	31%
	Sometimes	19%	15%	33%	29%	30%
	Never	5%	11%	12%	7%	8%
	<i>n</i>	1125	1117	1111	1123	1121

Basic needs and financial concerns stress contributions

Table 5 highlights the degree of stress that basic needs and financial concerns contribute to during the academic year. One-third of respondents (34%) indicated that concerns related to their basic needs contribute quite a bit or very much to their stress during the academic year, with international students (51%) and Black students (42%) tending to indicate this at higher rates and White students (28%) at lower rates. Moreover, over half of respondents (55%) indicated that financial concerns contribute to their stress during the academic year, with Latinx students (62%) and Black students (62%) tending to indicate this at higher rates and White students (49%) at lower rates.

Table 5. To what extent do the following contribute to your stress during the academic year:

Race/Ethnicity	Degree of Stress	Concerns Related to Your Basic Needs	Financial Concerns
Asian	Very Much	12%	32%
	Quite a Bit	22%	20%
	Some	26%	28%
	Very Little	29%	13%
	Not Applicable	11%	8%
	<i>n</i>	90	91
Black	Very Much	21%	38%
	Quite a Bit	21%	24%
	Some	29%	26%
	Very Little	24%	12%
	Not Applicable	5%	0%
	<i>n</i>	42	42
Latinx	Very Much	17%	36%
	Quite a Bit	15%	26%
	Some	19%	26%
	Very Little	34%	9%
	Not Applicable	15%	5%
	<i>n</i>	149	149
White	Very Much	14%	27%
	Quite a Bit	14%	22%
	Some	22%	24%
	Very Little	43%	23%
	Not Applicable	8%	8%
	<i>n</i>	245	245
International	Very Much	18%	27%
	Quite a Bit	33%	32%
	Some	26%	26%
	Very Little	17%	12%
	Not Applicable	6%	4%
	<i>n</i>	127	127
Total	Very Much	16%	31%
	Quite a Bit	19%	24%
	Some	22%	25%
	Very Little	33%	16%
	Not Applicable	9%	4%
	<i>n</i>	688	688

Importance of attending courses, workshops, or trainings on financial wellness

As seen in Table 6, 31% of respondents felt that UIC emphasizes the importance of attending courses, workshops, or trainings on financial wellness very much or quite a bit. International students (41%) tend to feel UIC emphasizes this importance at higher rates, while White students (24%) do at lower rates.

Table 6. How much does your institution emphasize the importance of attending courses, workshops, or trainings on financial wellness?

Race/Ethnicity	Level of emphasis	%
Asian	Very much	11%
	Quite a bit	24%
	Some	27%
	Very little	21%
	I don't know	17%
	<i>n</i>	88
Black	Very much	15%
	Quite a bit	18%
	Some	33%
	Very little	25%
	I don't know	10%
	<i>n</i>	40
Latinx	Very much	10%
	Quite a bit	19%
	Some	30%
	Very little	28%
	I don't know	13%
	<i>n</i>	144
White	Very much	5%
	Quite a bit	19%
	Some	26%
	Very little	34%
	I don't know	17%
	<i>n</i>	233
International	Very much	20%
	Quite a bit	21%
	Some	22%
	Very little	27%
	I don't know	10%
	<i>n</i>	124
Total	Very Much	11%
	Quite a bit	20%
	Some	27%
	Very little	29%
	I don't know	14%
	<i>n</i>	663

Financial literacy support

As seen in Table 7, 41% of respondents agreed or strongly agreed that UIC provides adequate support for financial literacy. Black students (53%) tend to agree or strongly agree at higher rates, while White students (34%) do at lower rates.

Table 7. To what extent do you agree that your institution provides adequate support for financial literacy?

Race/Ethnicity	Level of Agreement	%
Asian	Strongly Agree	10%
	Agree	35%
	Disagree	19%
	Strongly Disagree	10%
	I don't know	25%
	<i>n</i>	88
Black	Strongly Agree	25%
	Agree	28%
	Disagree	23%
	Strongly Disagree	10%
	I don't know	15%
	<i>n</i>	40
Latinx	Strongly Agree	9%
	Agree	36%
	Disagree	23%
	Strongly Disagree	15%
	I don't know	18%
	<i>n</i>	143
White	Strongly Agree	7%
	Agree	27%
	Disagree	22%
	Strongly Disagree	15%
	I don't know	29%
	<i>n</i>	238
International	Strongly Agree	13%
	Agree	29%
	Disagree	24%
	Strongly Disagree	11%
	I don't know	23%
	<i>n</i>	123
Total	Strongly Agree	10%
	Agree	31%
	Disagree	23%
	Strongly Disagree	13%
	I don't know	23%
	<i>n</i>	666

Resources related to learning about finances and money

Table 8 highlights respondents' feelings about the adequacy of UIC's resources related to learning about finances and money. 37% of respondents agree or strongly agree that UIC provides adequate resources to learn about managing money, with Black students (49%), Asian students (45%), and international students (43%) tending to agree at higher rates and Latinx students (33%) and White students (30%) at lower rates. Next, 31% of respondents agree or strongly agree that UIC provides adequate resources to learn about paying bills, with international students (41%), Asian students (41%), and Black students (37%) tending to agree at higher rates and White students (27%) and Latinx students (24%) at lower rates. Nearly two-fifths of respondents (38%) agree or strongly agree that UIC provides adequate resources for them to learn about loan management, with Black students (64%) tending to agree at the highest rates. Moreover, 27% of respondents agree or strongly agree that UIC provides adequate resources to learn about saving and/or investing money, with international students (36%), Black students (34%), and Asian students (32%) tending to agree at higher rates and White students (19%) at lower rates. Regarding salaries or wages, 27% of respondents agree or strongly agree that UIC provides adequate resources to learn about them, with international students (40%) and Asian students (34%) tending to agree at higher rates and White students (21%) and Latinx students (20%) at lower. Finally, 30% of respondents agree or strongly agree that UIC provides adequate resources to learn about benefits that may be included with employment, with international students (46%) tending to agree at higher rates and Latinx students (21%) at lower rates.

Table 8. To what extent do you agree that your institution provides adequate resources for you to learn about:

Race/Ethnicity	Level of agreement	Managing your money	Paying bills	Loan management	Saving and/or investing money	Salaries or wages	Benefits that may be included with employment
Asian	Strongly agree	10%	9%	7%	8%	7%	4%
	Agree	35%	32%	36%	24%	27%	30%
	Disagree	24%	24%	19%	23%	29%	24%
	Strongly disagree	13%	17%	14%	22%	17%	20%
	I don't know	18%	19%	24%	23%	21%	22%
	<i>n</i>	91	91	90	91	90	91
Black	Strongly agree	12%	5%	10%	7%	7%	5%
	Agree	37%	32%	54%	27%	17%	24%
	Disagree	22%	27%	12%	32%	37%	32%
	Strongly disagree	15%	20%	12%	20%	20%	17%
	I don't know	15%	17%	12%	15%	20%	22%
	<i>n</i>	41	41	41	41	41	41
Latinx	Strongly agree	7%	8%	8%	5%	6%	6%
	Agree	26%	16%	29%	22%	14%	15%
	Disagree	31%	35%	24%	27%	30%	28%
	Strongly disagree	18%	22%	20%	26%	27%	29%
	I don't know	18%	19%	18%	20%	23%	22%
	<i>n</i>	149	147	148	149	149	149
White	Strongly agree	4%	6%	6%	3%	3%	5%
	Agree	26%	21%	27%	16%	18%	21%
	Disagree	22%	23%	22%	26%	25%	24%
	Strongly disagree	22%	24%	22%	29%	29%	27%
	I don't know	25%	26%	23%	26%	25%	23%
	<i>n</i>	245	182	245	245	245	245
International	Strongly agree	11%	10%	9%	8%	6%	8%
	Agree	32%	31%	28%	28%	34%	38%
	Disagree	31%	35%	27%	29%	28%	19%
	Strongly disagree	17%	16%	13%	20%	19%	20%
	I don't know	9%	9%	23%	16%	13%	14%
	<i>n</i>	127	126	127	127	125	125
Total	Strongly agree	8%	7%	7%	5%	5%	6%
	Agree	29%	24%	31%	22%	22%	24%
	Disagree	27%	29%	22%	27%	28%	25%
	Strongly disagree	19%	21%	19%	25%	25%	24%
	I don't know	18%	19%	21%	21%	21%	21%
	<i>n</i>	688	685	686	688	685	686

Affordability of housing and food at UIC

Shown in Table 9, one-fifth (20%) of respondents agree or strongly agree that UIC provides adequate affordable housing for students, while nearly two-fifths (39%) were not sure. International students (32%) agree or strongly agree that UIC provides adequate affordable housing at higher rates than all respondents, with White (14%) and Latinx (16%) agreeing the least. Of Black student respondents, 0% strongly agreed, while 21% agreed that UIC provides adequate affordable housing. Further, nearly two-fifths (39%) of students indicated that UIC provides adequate on-campus housing, while 38% indicated they were not sure. International (50%), Black (49%), and Asian (44%) students agreed at higher levels than all other respondents.

42% of respondents indicated that UIC provides dining options that are affordable, while 21% did not know. White students (33%) agree the least compared to all other students. 41% of respondents felt that UIC's dining options provide nutritious food, while 25% did not know. White students (33%) agreed the least, with international (51%) and Asian (47%) students agreeing at the highest rates. Finally, 43% of students indicated that UIC's dining options meet their dietary needs, with 30% not knowing. International students (49%) agreed at the highest levels.

Table 9. Thinking about resources on your campus, to what extent do you agree that your institution provides adequate:

Race/Ethnicity	Level of agreement	Affordable housing for students	On-campus housing options	Dining options that are affordable	Dining options that provide nutritious food	Dining options that meet your dietary needs
Asian	Strongly agree	10%	15%	10%	11%	12%
	Agree	16%	29%	34%	36%	33%
	Disagree	22%	14%	27%	21%	20%
	Strongly disagree	14%	7%	8%	6%	8%
	I don't know	38%	35%	21%	26%	26%
	<i>n</i>	133	133	132	132	133
Black	Strongly agree	0%	13%	5%	12%	8%
	Agree	21%	36%	38%	29%	33%
	Disagree	21%	11%	28%	23%	19%
	Strongly disagree	15%	5%	4%	8%	4%
	I don't know	43%	35%	24%	28%	36%
	<i>n</i>	75	75	74	75	75
Latinx	Strongly agree	3%	5%	4%	6%	8%
	Agree	13%	30%	43%	35%	36%
	Disagree	24%	16%	23%	22%	18%
	Strongly disagree	19%	7%	10%	10%	6%
	I don't know	42%	42%	20%	26%	32%
	<i>n</i>	232	230	232	233	233
White	Strongly agree	3%	7%	5%	6%	10%
	Agree	11%	23%	28%	27%	30%
	Disagree	20%	11%	27%	24%	15%
	Strongly disagree	18%	9%	12%	12%	8%
	I don't know	49%	50%	28%	31%	37%
	<i>n</i>	340	340	340	338	337
International	Strongly agree	6%	10%	11%	13%	12%
	Agree	26%	40%	35%	38%	37%
	Disagree	27%	18%	29%	24%	25%
	Strongly disagree	26%	12%	14%	10%	13%
	I don't know	17%	19%	10%	14%	15%
	<i>n</i>	200	201	201	201	200
Total	Strongly agree	4%	9%	7%	9%	10%
	Agree	16%	30%	35%	32%	33%
	Disagree	23%	14%	26%	24%	19%
	Strongly disagree	19%	9%	11%	10%	8%
	I don't know	39%	38%	21%	25%	30%
	<i>n</i>	1031	1030	1030	1030	1029

Housing

Living situation during the academic year

Displayed in Table 10, the majority of respondents (65%) live off-campus and commute to campus, with international students (36%) tending to least identify in this category. Next, 23% of respondents live off-campus but do not commute, with international students (50%) tending to identify the most in this category. Further, 9% of respondents live on-campus in a residence hall or apartment. Finally, less than 1% of respondents are in transition or homeless, live in fraternity or sorority housing, or are studying abroad in spring 2022, and 2% of respondents indicated that they have a different living situation than the items in the list.

Table 10. Respondent living situation

Living Situation	Asian	Black	Latinx	White	International	Total
On-campus residence hall or apartment	11%	12%	7%	9%	12%	9%
Fraternity or sorority housing	0%	0%	0%	<1%	0%	<1%
Off-campus but not commuter	26%	12%	10%	18%	50%	23%
Off-campus commuting to campus	60%	76%	83%	69%	36%	65%
Studying abroad this semester	0%	0%	0%	0%	0%	<1%
In transition or homeless	0%	0%	0%	0%	0%	<1%
Another living situation	2%	0%	1%	3%	2%	2%
<i>n</i>	91	41	150	245	128	690

Off-campus living and commuting

As seen in Table 11, among respondents who indicated that they live off-campus and commute to campus, 49% of them live in their own home or apartment, 42% live at home with a parent or guardian, and 9% have another living situation. Latinx respondents (63%) and Asian respondents (51%) tend to indicate that they live at home with a parent or guardian, White respondents (66%) tend to indicate that they live in their own home or apartment, Black students tend to indicate living at home with a parent or guardian (48%) or in their own home or apartment (45%), and international students tend to indicate living in their own home or apartment (48%) or another living situation (44%).

Table 11. Respondent off-campus living and commuting situation.

Off-Campus Commuter Living Situation	Asian	Black	Latinx	White	International	Total
At home with parent or guardian	51%	48%	63%	30%	9%	42%
In my home or apartment	36%	45%	35%	66%	48%	49%
Another living situation	13%	7%	2%	4%	44%	9%
<i>n</i>	55	31	124	169	46	448

Housing situation and sleep, access to food, safety, social connection, course preparation, creative and recreational interests, and relaxation

Highlighted in Table 12, 73% of respondents agree or strongly agree that their housing situation allows them to get as much sleep as they need most nights of the week, with Latinx students agreeing at the lowest rates (68%), and Black students agreeing at the highest rates (79%). 82% of respondents agree or strongly agree that their housing situation allows them to make or access nutritious food, with no major differences between racial and ethnic groups. 87% of respondents agree or strongly agree that their housing situation allows them to feel safe, with no major differences between racial and ethnic groups. Just under half (47%) of respondents agree or strongly agree that their housing situation allows them to connect socially with other students, with White students (41%) and Latinx students (42%) indicating this at lower rates, and Black students (52%), international students (56%), and Asian students (61%) at higher rates. Over four-fifths (81%) of respondents indicated that their housing situation allows them to prepare for their courses, with no major differences between racial and ethnic groups. Two-thirds (66%) of respondents agreed or strongly agreed that their housing situation allows them to pursue creative interests, with international students (59%) indicating this at the lowest rates and White students (71%) indicating this at the highest rates. Just over two-thirds (68%) of respondents agreed or strongly agreed that their housing situation allows them to pursue recreation interests, with no major differences between racial and ethnic groups. Three-fourths (75%) of respondents agree or strongly agree that their housing situation allows them to relax, with Latinx (67%) responding this way at the lowest rates, and Black students (81%) at the highest.

Table 12. Thinking about where you live during the academic year, to what extent do you agree that your housing situation allows you to do the following, if you choose:

Race/Ethnicity	Level of Agreement	Get as much sleep as you need most nights of the week	Make or access nutritious Food	Feel Safe	Connect socially with other students	Prepare for your courses	Pursue creative interests	Pursue recreational interests	Relax
Asian	Strongly agree	29%	38%	37%	18%	27%	23%	23%	32%
	Agree	44%	45%	48%	43%	55%	46%	48%	47%
	Disagree	21%	15%	14%	30%	14%	29%	26%	19%
	Strongly disagree	6%	2%	1%	10%	3%	3%	3%	2%
	<i>n</i>	147	147	147	147	147	147	146	146
Black	Strongly agree	31%	30%	39%	15%	29%	25%	23%	30%
	Agree	48%	48%	54%	37%	56%	39%	46%	51%
	Disagree	14%	17%	5%	19%	10%	23%	12%	14%
	Strongly disagree	7%	6%	2%	29%	6%	13%	19%	5%
	<i>n</i>	84	84	84	83	84	84	84	84
Latinx	Strongly agree	25%	27%	33%	11%	20%	14%	16%	23%
	Agree	43%	50%	54%	31%	59%	51%	51%	44%
	Disagree	24%	19%	12%	35%	18%	28%	24%	25%
	Strongly disagree	8%	4%	2%	23%	3%	8%	9%	8%
	<i>n</i>	247	247	246	247	247	247	247	246
White	Strongly agree	38%	37%	45%	14%	32%	25%	29%	36%
	Agree	36%	49%	46%	27%	51%	46%	42%	43%
	Disagree	18%	12%	7%	36%	13%	22%	22%	16%
	Strongly disagree	7%	3%	2%	22%	4%	8%	6%	6%
	<i>n</i>	376	375	375	376	375	375	375	374
International	Strongly agree	29%	30%	34%	19%	27%	20%	19%	27%
	Agree	46%	52%	50%	37%	58%	39%	44%	49%
	Disagree	21%	13%	14%	35%	12%	30%	28%	17%
	Strongly disagree	4%	5%	2%	10%	4%	11%	9%	7%
	<i>n</i>	218	217	217	216	218	218	218	217
Total	Strongly agree	32%	33%	38%	15%	27%	21%	23%	30%
	Agree	41%	49%	49%	32%	54%	45%	45%	45%
	Disagree	20%	15%	11%	34%	14%	25%	24%	19%
	Strongly disagree	7%	4%	2%	19%	4%	8%	8%	7%
	<i>n</i>	1129	1127	1125	1126	1128	1128	1127	1124

Health and Wellness

Stress-related concerns

Displayed in Table 13, just under three-fifths (59%) of respondents indicated that they experience concern for their family members during the academic year quite a bit or very much, with Latinx students (65%), Black students (64%), and international students (64%) experiencing it at the highest rates, and White students (50%) at the lowest. Two-fifths (40%) of respondents indicated that they experience concern for their friends quite a bit or very much during the academic year. Black students (26%) experience this at the lowest rate compared to other racial and ethnic groups. Just over one-fourth (26%) of respondents experience concerns related to their romantic partner quite a bit or very much during the academic year, with international students (40%) experiencing this at the highest rate and White students (22%) and Latinx students (21%) experiencing it at the lowest. Just under half (43%) of respondents indicated that they quite a bit or very much experience concerns related to their physical health during the academic year, with international students (55%) experiencing it at the highest rates and White students (37%) at the lowest. Nearly two-thirds (62%) of respondents shared that they experience mental health concerns quite a bit or very much during the academic year, with Latinx students (69%) experiencing it at the highest rates and Black students (54%) at the lowest. Just over two-thirds (69%) of respondents indicated experiencing academic concerns quite a bit or very much throughout the academic year, with international students (74%) experiencing it at the highest rates and Black students (60%) at the lowest. Finally, just under one-third (31%) of respondents shared that they quite a bit or very much experience concerns related to their safety during the academic year, with international students (44%) and Asian students (40%) experiencing it at the highest rates and White students (22%) at the lowest.

Table 13. To what extent do the following contribute to your stress during the academic year:

Race/Ethnicity	Stress contribution	Concern for your family members	Concern for our friends	Issues with your romantic partner	Physical health concerns	Mental health concern	Academic concerns	Concerns related to your safety
Asian	Very much	30%	13%	13%	17%	35%	38%	17%
	Quite a bit	30%	28%	13%	27%	28%	31%	23%
	Some	26%	42%	23%	29%	21%	18%	29%
	Very little	9%	12%	16%	17%	13%	11%	22%
	Not applicable	6%	6%	34%	10%	3%	2%	9%
	<i>n</i>	91	91	90	89	91	90	90
Black	Very much	38%	12%	10%	26%	33%	41%	17%
	Quite a bit	26%	14%	21%	19%	21%	19%	10%
	Some	24%	45%	12%	19%	33%	29%	31%
	Very little	10%	21%	19%	29%	7%	12%	31%
	Not applicable	2%	7%	38%	7%	5%	0%	12%
	<i>n</i>	42	42	42	42	42	42	42
Latinx	Very much	37%	19%	11%	15%	43%	54%	12%
	Quite a bit	28%	20%	10%	25%	26%	23%	17%
	Some	20%	28%	16%	30%	20%	16%	29%
	Very little	14%	30%	29%	24%	10%	6%	36%
	Not applicable	2%	3%	34%	6%	1%	1%	6%
	<i>n</i>	149	149	149	149	148	149	149
White	Very much	25%	15%	10%	11%	34%	29%	9%
	Quite a bit	25%	26%	12%	26%	25%	35%	13%
	Some	26%	33%	27%	33%	24%	23%	24%
	Very little	22%	22%	34%	27%	14%	12%	49%
	Not applicable	2%	4%	16%	4%	4%	2%	5%
	<i>n</i>	245	245	244	245	245	243	245
International	Very much	31%	15%	19%	21%	23%	33%	18%
	Quite a bit	33%	27%	21%	34%	37%	41%	26%
	Some	21%	36%	23%	28%	28%	20%	32%
	Very little	13%	17%	17%	15%	10%	6%	18%
	Not applicable	2%	5%	21%	3%	2%	1%	6%
	<i>n</i>	127	127	127	127	127	125	127
Total	Very much	31%	16%	12%	16%	34%	38%	13%
	Quite a bit	28%	24%	14%	27%	28%	31%	18%
	Some	23%	34%	22%	30%	24%	21%	27%
	Very little	15%	22%	26%	22%	11%	9%	35%
	Not applicable	3%	4%	25%	5%	3%	2%	7%
	<i>n</i>	689	689	687	687	688	684	688

Courses, workshops, or trainings about health and wellness

Highlighted in Table 14, over one-third of respondents (39%) feel that UIC emphasizes the importance of attending courses, workshops, or trainings on healthy lifestyles and living quite a bit or very much, with international students (48%) indicating this at the highest rate. Further, 40% of respondents feel that UIC emphasizes the importance of attending courses, workshops, or trainings on physical safety quite a bit or very much, with international students (52%) indicating this at the highest rate, and White students (34%) at the lowest. Finally, 39% of respondents feel that UIC emphasizes the importance of attending courses, workshops, or trainings on psychological safety quite a bit or very much, with international students (52%) indicating this at the highest rate, and White students (32%) at the lowest.

Table 14. How much does your institution emphasize the importance of attending courses, workshops, or trainings on the following topics:

Race/Ethnicity	Level of emphasis	Healthy Lifestyles and Living	Physical Safety	Psychological Safety
Asian	Very much	15%	17%	14%
	Quite a bit	24%	28%	32%
	Some	28%	18%	17%
	Very little	18%	21%	22%
	I don't know	15%	16%	15%
	<i>n</i>	87	87	87
Black	Very much	18%	18%	15%
	Quite a bit	25%	25%	20%
	Some	30%	33%	33%
	Very little	15%	15%	18%
	I don't know	13%	10%	15%
	<i>n</i>	40	40	40
Latinx	Very much	13%	13%	13%
	Quite a bit	25%	24%	22%
	Some	30%	30%	29%
	Very little	20%	24%	26%
	I don't know	12%	10%	12%
	<i>n</i>	144	144	144
White	Very much	14%	12%	10%
	Quite a bit	22%	22%	22%
	Some	28%	24%	26%
	Very little	22%	26%	27%
	I don't know	14%	17%	15%
	<i>n</i>	234	233	234
International	Very much	20%	22%	23%
	Quite a bit	28%	30%	29%
	Some	23%	24%	25%
	Very little	20%	18%	17%
	I don't know	8%	7%	7%
	<i>n</i>	124	124	124
Total	Very much	15%	15%	14%
	Quite a bit	24%	25%	25%
	Some	28%	26%	26%
	Very little	21%	22%	23%
	I don't know	12%	13%	12%
	<i>n</i>	663	662	663

Physical and mental health information and services

Displayed in Table 15, 55% of respondents agreed or strongly agreed that UIC provides adequate health services for physical health needs; however, 27% indicated that they did not know. International students (66%) agreed or strongly agreed at the highest rate and White students (46%) agreed or strongly agreed at the lowest rate. 53% of respondents agreed or strongly agreed that UIC provides adequate healthcare information and services, while 25% did not know. Black students (63%) agreed or strongly agreed at the highest rate and White students (44%) at the lowest. Finally, 51% of respondents agreed or strongly agreed that UIC provides adequate counseling services for mental health needs, while 25% did not know. International students (63%) agreed or strongly agreed at the highest rate with White students (43%) at the lowest.

Table 15. Thinking about resources on your campus, to what extent do you agree that your institution provides adequate:

Race/Ethnicity	Level of Agreement	Health services for physical health needs	Healthcare Information and Services	Counseling services for mental health needs
Asian	Strongly agree	17%	11%	14%
	Agree	38%	45%	32%
	Disagree	13%	9%	16%
	Strongly disagree	6%	8%	9%
	I don't know	27%	27%	29%
	<i>n</i>	133	89	133
Black	Strongly agree	13%	15%	12%
	Agree	43%	48%	36%
	Disagree	8%	13%	12%
	Strongly disagree	4%	3%	11%
	I don't know	32%	23%	29%
	<i>n</i>	75	40	75
Latinx	Strongly agree	9%	8%	11%
	Agree	48%	50%	44%
	Disagree	12%	8%	14%
	Strongly disagree	2%	6%	7%
	I don't know	29%	28%	24%
	<i>n</i>	233	144	232
White	Strongly agree	11%	8%	9%
	Agree	35%	36%	34%
	Disagree	14%	18%	13%
	Strongly disagree	7%	12%	15%
	I don't know	33%	26%	29%
	<i>n</i>	340	239	340
International	Strongly agree	18%	11%	15%
	Agree	48%	48%	48%
	Disagree	15%	19%	13%
	Strongly disagree	7%	6%	5%
	I don't know	12%	16%	19%
	<i>n</i>	201	124	201
Total	Strongly agree	13%	10%	12%
	Agree	42%	43%	39%
	Disagree	14%	15%	14%
	Strongly disagree	5%	8%	10%
	I don't know	27%	25%	25%
	<i>n</i>	1033	670	1031

Adequate exercise and/or fitness facilities

Displayed in Table 16, over three-fourths (78%) of respondents agree or strongly agree that UIC provides adequate exercise and/or fitness facilities, with 15% of respondents not knowing. International students (91%) and Asian students (88%) agreed or strongly agreed at the highest rate, while White students (70%) did at the lowest.

Table 16. Thinking about resources on your campus, to what extent do you agree that your institution provides adequate exercise and/or fitness facilities?

Race/Ethnicity	Level of agreement	%
Asian	Strongly agree	36%
	Agree	42%
	Disagree	5%
	Strongly disagree	2%
	I don't know	16%
	<i>n</i>	133
Black	Strongly agree	36%
	Agree	39%
	Disagree	3%
	Strongly disagree	4%
	I don't know	19%
	<i>n</i>	75
Latinx	Strongly agree	37%
	Agree	46%
	Disagree	4%
	Strongly disagree	1%
	I don't know	12%
	<i>n</i>	235
White	Strongly agree	32%
	Agree	38%
	Disagree	6%
	Strongly disagree	4%
	I don't know	21%
	<i>n</i>	340
International	Strongly agree	43%
	Agree	48%
	Disagree	3%
	Strongly disagree	1%
	I don't know	6%
	<i>n</i>	202
Total	Strongly agree	36%
	Agree	42%
	Disagree	4%
	Strongly disagree	2%
	I don't know	15%
	<i>n</i>	1036

Outdoor recreation

Seen in Table 17, just over one-third (34%) of respondents indicated that UIC encourages them to participate in outdoor recreation quite a bit or very much, with international students (44%), Asian students (42%), and Black students (41%) indicating this at the highest rates and White students (26%) at the lowest.

Table 17. To what extent does your institution encourage you to participate in outdoor recreation?

Race/Ethnicity	Level of agreement	%
Asian	Very much	15%
	Quite a bit	27%
	Some	24%
	Very little	27%
	I don't know	8%
	n	88
Black	Very much	13%
	Quite a bit	28%
	Some	25%
	Very little	28%
	I don't know	8%
	n	40
Latinx	Very much	17%
	Quite a bit	16%
	Some	30%
	Very little	31%
	I don't know	6%
	n	144
White	Very much	7%
	Quite a bit	19%
	Some	29%
	Very little	35%
	I don't know	10%
	n	238
International	Very much	14%
	Quite a bit	30%
	Some	30%
	Very little	21%
	I don't know	6%
	n	122
Total	Very much	12%
	Quite a bit	22%
	Some	28%
	Very little	31%
	I don't know	8%
	n	666

Importance of health and wellness courses, workshops, or trainings

Displayed in Table 18, one-third of respondents (33%) indicated that UIC very much or quite a bit emphasizes the importance of attending courses, workshops, or trainings related to resiliency or grit, with 17% not knowing. International students (44%) indicated very much or quite a bit of emphasis at the highest rates, while White students (23%) do at the lowest rates. 38% of respondents indicated that UIC very much or quite a bit emphasizes the importance of attending courses, workshops, or trainings on self-compassion, with 16% not knowing. International students (48%) and Asian students (47%) indicated very much or quite a bit of emphasis at the highest rate, while Black students (32%) and White students (29%) do at the lowest rates. Half of respondents (50%) indicated that UIC very much or quite a bit emphasizes the importance of attending courses, workshops, or trainings on mindfulness, with 12% not knowing. International students (60%) indicated very much or quite a bit of emphasis at the highest rate, while White students (42%) do at the lowest rate. Two-fifths of respondents (40%) indicated that UIC very much or quite a bit emphasizes the importance of attending courses, workshops, or trainings related to empathy, with 16% not knowing. Again, international students (51%) indicated very much or quite a bit of emphasis at the highest rate, while White students (29%) do at the lowest rate. Finally, just over half of respondents (54%) indicated that UIC very much or quite a bit emphasizes the importance of attending courses, workshops, or trainings related to keeping an open mind to others' worldviews, with 12% not knowing. International students (60%) indicated very much or quite a bit of emphasis at the highest rate, while Black students (44%) do at the lowest rate.

Table 18. How much does your institution emphasize the importance of attending courses, workshops, or trainings on the following topics:

Race/Ethnicity	Level of emphasis	resiliency or grit	self-compassion	mindfulness	empathy	keeping an open mind to others' worldviews
Asian	Very much	17%	20%	23%	22%	28%
	Quite a bit	20%	27%	29%	26%	28%
	Some	31%	28%	27%	29%	25%
	Very little	15%	12%	11%	11%	7%
	I don't know	17%	13%	10%	12%	12%
	<i>n</i>	134	134	133	134	134
Black	Very much	20%	13%	18%	15%	17%
	Quite a bit	15%	19%	32%	27%	27%
	Some	21%	31%	20%	19%	23%
	Very little	15%	16%	12%	18%	15%
	I don't know	29%	21%	18%	22%	19%
	<i>n</i>	75	75	74	74	75
Latinx	Very much	12%	16%	21%	18%	25%
	Quite a bit	21%	23%	28%	24%	28%
	Some	28%	27%	26%	26%	26%
	Very little	20%	21%	15%	18%	12%
	I don't know	20%	13%	10%	14%	9%
	<i>n</i>	232	232	230	232	232
White	Very much	8%	12%	18%	12%	26%
	Quite a bit	15%	17%	24%	17%	25%
	Some	24%	26%	25%	23%	17%
	Very little	30%	24%	16%	27%	15%
	I don't know	22%	21%	17%	22%	16%
	<i>n</i>	339	339	338	338	339
International	Very much	16%	16%	23%	19%	28%
	Quite a bit	28%	32%	37%	32%	32%
	Some	23%	26%	22%	23%	17%
	Very little	14%	16%	11%	17%	13%
	I don't know	19%	11%	7%	9%	9%
	<i>n</i>	201	200	200	201	201
Total	Very much	13%	15%	21%	16%	26%
	Quite a bit	20%	23%	29%	24%	28%
	Some	25%	27%	25%	24%	21%
	Very little	22%	20%	14%	20%	14%
	I don't know	20%	16%	12%	16%	12%
	<i>n</i>	1032	1031	1026	1030	1032

Health and wellness resource knowledge

Highlighted in Table 19, almost half of respondents (45%) agree or strongly agree that they know where to go on campus if they are feeling isolated socially, with international students (52%) agreeing or strongly agreeing at the highest rate and Black students (25%) at the lowest. Further, 55% of respondents agree or strongly agree that they know where to go on campus if they are worried about their physical health, with international students (65%) agreeing or strongly agreeing at the highest rate and Latinx students (46%) at the lowest. Moreover, 61% of respondents agree or strongly agree that they know where to go on campus if they are worried about their mental health, with Black students (54%) agreeing or strongly agreeing at the lowest rate. Finally, 42% of respondents agree or strongly agree that they know where to go on campus if they are interested in better nutrition, with international students (52%) agreeing or strongly agreeing at the highest rate and White students (36%) at the lowest.

Table 19. To what extent do you agree that you know where to go on campus if you are:

Race/Ethnicity	Level of Agreement	Feeling isolated socially	Worried about your physical health	Worried about your mental health	Interested in better nutrition
Asian	Strongly agree	14%	15%	19%	13%
	Agree	33%	41%	44%	34%
	Disagree	38%	36%	27%	42%
	Strongly disagree	16%	8%	10%	12%
	<i>n</i>	95	95	95	95
Black	Strongly agree	4%	14%	4%	14%
	Agree	21%	40%	50%	32%
	Disagree	50%	32%	30%	34%
	Strongly disagree	25%	14%	16%	20%
	<i>n</i>	48	50	50	50
Latinx	Strongly agree	9%	14%	16%	7%
	Agree	38%	32%	47%	35%
	Disagree	35%	42%	25%	41%
	Strongly disagree	18%	12%	12%	17%
	<i>n</i>	164	164	164	164
White	Strongly agree	7%	12%	12%	7%
	Agree	32%	46%	48%	29%
	Disagree	45%	29%	26%	47%
	Strongly disagree	16%	13%	15%	17%
	<i>n</i>	266	266	266	265
International	Strongly agree	13%	18%	15%	12%
	Agree	39%	47%	47%	40%
	Disagree	36%	25%	30%	35%
	Strongly disagree	13%	9%	9%	13%
	<i>n</i>	142	142	142	142
Total	Strongly agree	10%	14%	14%	9%
	Agree	35%	41%	47%	33%
	Disagree	39%	33%	27%	41%
	Strongly disagree	17%	12%	12%	16%
	<i>n</i>	751	753	753	752

Diversity, Equity, and Inclusion

UIC's emphasis of the importance of diversity, equity, and inclusion

Shown in Table 20, 86% of respondents indicate that UIC emphasizes the importance of diversity, equity, and inclusion very much or quite a bit. While there is parity among racial and ethnic groups, Black students (80%) indicate this at the lowest rate. 80% of respondents indicate that UIC emphasizes the importance of engaging with people of different backgrounds very much or quite a bit, and there are no major differences between racial and ethnic groups. Just under two-thirds of respondents (65%) indicate that UIC emphasizes the importance of engaging with people of different backgrounds very much or quite a bit, with Latinx students (70%) indicating this at the highest rate and White students (57%) at the lowest. Just under three-fourths of respondents (73%) indicate that UIC emphasizes the importance of understanding aspects of their own identity very much or quite a bit, with Asian students (78%) indicating this at the highest rate and Black students (68%) at the lowest. 73% of respondents indicate that UIC emphasizes the importance of being open to new ways of thinking very much or quite a bit, with Asian students (77%) indicating this at the highest rate and White students (69%) at the lowest. Finally, 76% of respondents indicate that UIC emphasizes the importance of learning about equity, justice, and privilege very much or quite a bit, with Asian students (80%) indicating this at the highest rate and Black students (67%) at the lowest.

Table 20. How much does your institution emphasize the importance of:

Race/ Ethnicity	Level of Emphasis	Diversity, equity, and inclusion	Engaging with people of different backgrounds	Understanding aspects of your own identity	Understanding aspects of others' identities	Being open to new ways of thinking	Learning about equity, justice, and privilege
Asian	Very much	52%	49%	43%	43%	44%	46%
	Quite a bit	34%	29%	28%	35%	33%	34%
	Some	13%	17%	22%	18%	18%	15%
	Very little	2%	5%	8%	4%	6%	5%
	<i>n</i>	120	120	120	120	120	119
Black	Very much	46%	42%	32%	40%	42%	39%
	Quite a bit	34%	35%	32%	28%	31%	28%
	Some	20%	20%	25%	26%	25%	28%
	Very little	0%	3%	11%	6%	3%	6%
	<i>n</i>	65	65	65	65	65	65
Latinx	Very much	63%	51%	37%	42%	44%	47%
	Quite a bit	25%	29%	33%	32%	30%	32%
	Some	10%	15%	20%	19%	20%	16%
	Very little	1%	5%	10%	8%	7%	6%
	<i>n</i>	214	214	214	214	214	214
White	Very much	58%	49%	29%	37%	33%	47%
	Quite a bit	28%	31%	28%	37%	36%	30%
	Some	11%	15%	30%	20%	20%	17%
	Very little	3%	5%	13%	6%	11%	6%
	<i>n</i>	318	318	317	318	318	317
International	Very much	54%	50%	36%	37%	43%	43%
	Quite a bit	33%	28%	32%	36%	31%	31%
	Some	11%	16%	23%	20%	21%	17%
	Very little	2%	6%	10%	7%	4%	8%
	<i>n</i>	183	183	182	182	182	182
Total	Very much	57%	50%	34%	39%	40%	45%
	Quite a bit	29%	30%	31%	34%	33%	31%
	Some	12%	16%	24%	20%	20%	17%
	Very little	2%	5%	11%	7%	7%	7%
	<i>n</i>	944	944	942	943	943	941

Interacting with diverse people across different experiences

Highlighted in Table 21, just over two-thirds of respondents (68%) indicate that they very often or often have opportunities to interact with a diverse array of people in courses for their major, with Latinx students (75%) indicating this at the highest rate and Black students (58%) at the lowest rate. Just under half of respondents (44%) indicate that they very often or often have opportunities to interact with a diverse array of people in courses outside of their major, with 12% indicating “not applicable.” Asian students (56%) indicate very often or often at the highest rate, while Black students (35%) do at the lowest. Nearly two-fifths of respondents (39%) indicate that they very often or often have opportunities to interact with a diverse array of people in student clubs or organizations, with 19% indicating “not applicable.” International students (43%), Asian students (42%), and Latinx students (41%) indicate very often or often at the highest rates, while Black students (29%) do at the lowest. Just under one-third of respondents (31%) indicate that they very often or often have opportunities to interact with a diverse array of people in their place of residence during the academic year, with 28% indicating “not applicable.” Asian students (42%) indicate very often or often at the highest rate, while Latinx students (26%) do at the lowest. Two-fifths of respondents (40%) indicate that they very often or often have opportunities to interact with a diverse array of people in attendance at campus programs and events, with 18% indicating “not applicable.” Asian students (46%), international students (45%), and Latinx students (43%) indicate very often or often at the highest rates, while White students (34%) and Black students (27%) do at the lowest. Half of respondents (50%) indicate that they very often or often have opportunities to interact with a diverse array of people in campus common spaces, with 9% indicating “not applicable.” While there is largely parity among racial and ethnic groups, Black students (39%) indicate very often or often at the lowest rate. Finally, three-tenths of respondents (30%) indicate that they very often or often have opportunities to interact with a diverse array of people in on-campus employment, with 39% indicating “not applicable.” International students (50%) indicate very often or often at the highest rate, while Black students (26%), Latinx students (25%), and White students (25%) do at the lowest.

Table 21. We all have many aspects to our identities. How often do you have opportunities to interact with a diverse array of people in:

Race/Ethnicity	Level of Opportunity	Courses for your major	Courses outside your major	Student clubs or organizations	Place of residence during the academic year	Attendance at campus programs/events	Campus common spaces	On-Campus employment
Asian	Very often	36%	23%	18%	14%	14%	18%	13%
	Often	32%	33%	24%	28%	32%	32%	19%
	Sometimes	27%	32%	30%	19%	29%	32%	19%
	Never	3%	9%	13%	16%	11%	10%	14%
	Not applicable	3%	4%	15%	23%	14%	8%	35%
<i>n</i>	120	120	120	120	120	120	120	119
Black	Very often	39%	20%	17%	17%	12%	22%	14%
	Often	19%	15%	12%	11%	15%	17%	12%
	Sometimes	35%	26%	35%	25%	35%	31%	20%
	Never	3%	19%	14%	23%	19%	19%	14%
	Not applicable	5%	20%	22%	25%	19%	12%	40%
<i>n</i>	65	65	65	65	65	65	65	65
Latinx	Very often	35%	19%	19%	9%	14%	21%	10%
	Often	30%	25%	22%	17%	29%	31%	15%
	Sometimes	28%	32%	26%	25%	29%	31%	19%
	Never	5%	15%	15%	17%	10%	8%	12%
	Not applicable	2%	10%	19%	33%	18%	10%	44%
<i>n</i>	213	210	212	212	213	213	213	212
White	Very often	39%	22%	16%	12%	13%	24%	13%
	Often	33%	19%	19%	16%	21%	24%	12%
	Sometimes	19%	24%	28%	19%	30%	27%	16%
	Never	3%	16%	11%	16%	11%	11%	11%
	Not applicable	6%	19%	26%	37%	26%	13%	48%
<i>n</i>	317	316	314	316	315	316	316	316
International	Very often	32%	16%	18%	17%	18%	20%	20%
	Often	32%	30%	25%	21%	27%	33%	30%
	Sometimes	28%	32%	34%	32%	42%	32%	24%
	Never	7%	18%	14%	19%	8%	13%	11%
	Not applicable	1%	4%	10%	12%	6%	2%	14%
<i>n</i>	182	181	182	181	182	180	181	181
Total	Very often	37%	20%	18%	13%	15%	22%	13%
	Often	31%	24%	21%	18%	25%	28%	17%
	Sometimes	25%	29%	29%	23%	32%	30%	19%
	Never	5%	15%	13%	18%	11%	11%	12%
	Not applicable	4%	12%	19%	28%	18%	9%	39%
<i>n</i>	941	936	937	938	939	938	938	937

Diversity, equity, and inclusion resource knowledge

Displayed in Table 22, 64% of respondents agree or strongly agree that they know where to go on campus if they are interested in learning more about diversity, equity, and inclusion. Black students tend to agree at lesser rates, with 54% agreeing or strongly agreeing, while international students (71%) agree or strongly agree at the highest rate. Moreover, just under half of respondents (48%) agree or strongly agree that they know where to go on campus if they are feeling discriminated against, harassed, or unsafe, with international students (57%) agreeing or strongly agreeing at the highest rate, and White students (44%), Latinx students (44%), and Black students (42%) at the lowest rate.

Table 22. To what extent do you agree that you know where to go on campus if you are:

Race/Ethnicity	Level of Agreement	Interested in learning more about diversity, equity, and inclusion?	Feeling discriminated against, harassed, or unsafe
Asian	Strongly agree	20%	13%
	Agree	45%	40%
	Disagree	26%	35%
	Strongly disagree	8%	13%
	n	95	95
Black	Strongly agree	12%	10%
	Agree	42%	32%
	Disagree	38%	36%
	Strongly disagree	8%	22%
	n	50	50
Latinx	Strongly agree	15%	9%
	Agree	48%	35%
	Disagree	31%	43%
	Strongly disagree	7%	13%
	n	164	164
White	Strongly agree	17%	12%
	Agree	45%	32%
	Disagree	28%	41%
	Strongly disagree	10%	15%
	n	267	266
International	Strongly agree	18%	20%
	Agree	53%	37%
	Disagree	19%	35%
	Strongly disagree	10%	9%
	n	142	142
Total	Strongly agree	17%	13%
	Agree	47%	35%
	Disagree	27%	38%
	Strongly disagree	9%	13%
	n	753	752

Cultural events

Displayed in Table 23, almost one-third of respondents (32%) indicated that UIC encourages them to attend cultural events that represent their own background very much or quite a bit and nearly two-fifths (38%) indicated the same for events that represent a different background from their own. Latinx students (43%) tend to respond that UIC encourages them to attend events representing their own background at the highest rates, and White students (23%) tend to indicate this at the lowest rates. For cultural events representing a background different than their own, there tends to be parity amongst racial and ethnic groups, with Asian students (41%) indicating the highest level of encouragement.

Table 23. How much does your institution encourage you to attend cultural events that represent:

Race/Ethnicity	Level of encouragement	your own background	a background different from your own
Asian	Very much	17%	16%
	Quite a bit	19%	25%
	Some	27%	30%
	Very little	28%	18%
	I don't know	8%	10%
	<i>n</i>	88	87
Black	Very much	10%	15%
	Quite a bit	23%	23%
	Some	38%	33%
	Very little	23%	25%
	I don't know	8%	5%
	<i>n</i>	40	40
Latinx	Very much	14%	15%
	Quite a bit	29%	24%
	Some	28%	29%
	Very little	26%	28%
	I don't know	4%	5%
	<i>n</i>	144	144
White	Very much	5%	9%
	Quite a bit	18%	31%
	Some	24%	24%
	Very little	37%	23%
	I don't know	16%	13%
	<i>n</i>	239	238
International	Very much	13%	13%
	Quite a bit	22%	25%
	Some	30%	28%
	Very little	26%	26%
	I don't know	9%	7%
	<i>n</i>	122	122
Total	Very much	11%	12%
	Quite a bit	21%	26%
	Some	27%	27%
	Very little	31%	25%
	I don't know	11%	10%
	<i>n</i>	667	665

Accessibility

Displayed in Table 24, nearly one-fifth of respondents indicated that lack of accessibility prevents them from engaging in all UIC has to offer across mobility (22%), visual (21%), and auditory (19%) accessibility often or very often. For mobility accessibility, international students (37%) and Asian students (30%) indicated that they are often or very often prevented from fully engaging in UIC at the highest rates, while Black student (18%), Latinx students (14%), and White students (13%) indicate this at lower rates. A similar trend is seen for visual accessibility, in which international students (35%) and Asian students (28%) indicate this impediment at the highest rates, and Black students (20%), Latinx students (18%), and White students (14%) indicate this at the lowest rates. Finally, international students (35%) tend to respond with the highest level of disruption due to auditory accessibility, while Latinx students (14%) and White students (13%) respond this way at the lowest rates.

Table 24. How often does lack of accessibility prevent you from engaging in all your institution has to offer:

Race/Ethnicity	Level of occurrence	Mobility accessibility	Visual accessibility	Auditory accessibility
Asian	Very often	12%	9%	9%
	Often	18%	19%	13%
	Sometimes	14%	10%	14%
	Never	31%	31%	33%
	I don't know	26%	30%	31%
	<i>n</i>	96	96	96
Black	Very often	12%	12%	16%
	Often	6%	8%	4%
	Sometimes	12%	6%	6%
	Never	54%	58%	57%
	I don't know	16%	16%	16%
	<i>n</i>	50	50	49
Latinx	Very often	7%	8%	9%
	Often	7%	10%	5%
	Sometimes	9%	11%	11%
	Never	56%	50%	50%
	I don't know	20%	22%	25%
	<i>n</i>	167	167	167
White	Very often	8%	6%	5%
	Often	7%	8%	8%
	Sometimes	7%	9%	11%
	Never	57%	56%	54%
	I don't know	20%	22%	22%
	<i>n</i>	271	270	269
International	Very often	15%	13%	14%
	Often	22%	22%	21%
	Sometimes	15%	12%	14%
	Never	32%	34%	31%
	I don't know	16%	19%	21%
	<i>n</i>	142	142	141
Total	Very often	10%	8%	9%
	Often	12%	13%	10%
	Sometimes	10%	10%	11%
	Never	48%	47%	46%
	I don't know	21%	23%	24%
	<i>n</i>	764	763	760

Student Affairs

Cocurricular opportunities

Shown in Table 25, nearly three-fifths of respondents (58%) indicated that they agree or strongly agree that UIC offers adequate opportunities for learning outside of the classroom, with Latinx students (55%) responding in this way the least and Black students (67%) the most. Moreover, 70% of students indicated that they agree or strongly agree that UIC offers opportunities for them to meet other students, with international students (76%) responding this way the most and White students (64%) the least. Almost two-thirds of respondents (64%) indicated that they agree or strongly agree that UIC offers activities for students on or close to campus, with Latinx students (72%) responding this way the most and White students (56%) the least. Further, 57% of respondents indicated that they agree or strongly agree that UIC offers opportunities for them to pursue non-academic interests, with 49% of White students responding this way and Black students at 71%. Just about half of respondents (48%) indicated that UIC offers ways to connect with the local community, with Asian students (58%) indicating this at the highest levels and White students (39%) at the lowest. Over three-fifths of respondents (63%) indicated that they agree or strongly agree that UIC offers volunteer service opportunities, with 18% not knowing. Latinx students (69%), Asian students (69%), and Black students (67%) agreed or strongly agreed at the highest rates, while White students (55%) did at the lowest rates. White students (21%) also indicated that they did not know about volunteer or service opportunities at the highest levels. Finally, 41% of respondents indicated that they agreed or strongly agreed that UIC offers campus traditions that unite all students, while 22% did not know. International students (61%) agreed or strongly agreed at the highest rates, while White students (25%) did at the lowest rates. White students (29%) also indicated that they did not know about campus traditions that unite all students at the highest levels.

Table 25. To what extent do you agree that your institution offers:

Race/Ethnicity	Level of agreement	Adequate opportunities to learn outside of the classroom	Opportunities for you to meet other students	Activities for students on or close to campus	Opportunities for you to pursue non-academic interests	Ways for you to connect with the local community	Volunteer or service opportunities	Campus traditions that unite all students
Asian	Strongly agree	22%	24%	25%	21%	15%	24%	11%
	Agree	36%	47%	43%	47%	43%	45%	36%
	Disagree	18%	22%	15%	15%	21%	11%	17%
	Strongly disagree	7%	4%	5%	9%	10%	5%	19%
	I don't know	18%	3%	13%	8%	12%	15%	18%
	n	108	96	96	96	95	95	95
Black	Strongly agree	18%	22%	22%	18%	12%	18%	12%
	Agree	49%	49%	47%	53%	35%	49%	29%
	Disagree	16%	14%	12%	14%	28%	18%	22%
	Strongly disagree	4%	8%	6%	6%	12%	6%	16%
	I don't know	13%	8%	14%	10%	14%	10%	22%
	n	55	51	51	51	51	51	51
Latinx	Strongly agree	16%	23%	24%	20%	14%	21%	13%
	Agree	39%	50%	48%	38%	36%	48%	31%
	Disagree	21%	18%	13%	20%	21%	11%	17%
	Strongly disagree	5%	6%	5%	5%	11%	3%	16%
	I don't know	19%	4%	11%	17%	18%	16%	23%
	n	187	165	166	166	165	166	166
White	Strongly agree	13%	14%	15%	13%	10%	15%	6%
	Agree	45%	50%	41%	36%	29%	41%	19%
	Disagree	18%	22%	17%	25%	25%	18%	22%
	Strongly disagree	9%	7%	5%	9%	15%	5%	24%
	I don't know	15%	7%	23%	17%	21%	21%	29%
	n	289	272	271	272	272	272	272
International	Strongly agree	16%	19%	18%	19%	13%	15%	17%
	Agree	44%	57%	51%	44%	37%	49%	44%
	Disagree	23%	17%	18%	24%	30%	15%	20%
	Strongly disagree	8%	6%	4%	6%	12%	6%	9%
	I don't know	10%	2%	9%	8%	8%	15%	10%
	n	160	143	144	144	144	144	144
Total	Strongly agree	16%	19%	19%	17%	13%	18%	11%
	Agree	42%	51%	45%	40%	35%	45%	30%
	Disagree	19%	20%	15%	22%	25%	15%	20%
	Strongly disagree	7%	6%	5%	8%	12%	5%	18%
	I don't know	15%	5%	15%	14%	16%	18%	22%
	n	839	765	766	767	765	766	766

Career exploration and internships

Highlighted in Table 26, 73% of respondents indicated that they agreed or strongly agreed that UIC provides adequate opportunities for career exploration, with 9% of students not knowing. Generally, there is racial and ethnic parity in levels of agreement, with the exception of Black students (88%) indicating that they agreed or strongly agreed at the highest rates. Moreover, 71% of respondents indicated that UIC provides adequate opportunities for internships, with 12% indicating that they were not sure. Black students (93%) agreed or strongly agreed at the highest rates, with Latinx students (82%) agreeing or strongly agreeing at higher levels as well. White students (64%) and international students (64%) agreed or strongly agreed about opportunities for internships at the lowest rates.

Table 26. Thinking about resources on campus, to what extent do you agree that your institution provides adequate opportunities for:

Race/Ethnicity	Level of Agreement	career exploration	internships
Asian	Strongly agree	25%	26%
	Agree	46%	45%
	Disagree	15%	12%
	Strongly disagree	6%	7%
	I don't know	9%	10%
	n	89	89
Black	Strongly agree	45%	45%
	Agree	43%	48%
	Disagree	5%	3%
	Strongly disagree	3%	0%
	I don't know	5%	5%
	n	40	40
Latinx	Strongly agree	19%	25%
	Agree	56%	57%
	Disagree	12%	9%
	Strongly disagree	5%	1%
	I don't know	8%	8%
	n	144	144
White	Strongly agree	22%	21%
	Agree	48%	43%
	Disagree	14%	14%
	Strongly disagree	7%	4%
	I don't know	10%	18%
	n	238	238
International	Strongly agree	23%	22%
	Agree	53%	42%
	Disagree	11%	16%
	Strongly disagree	7%	12%
	I don't know	7%	8%
	n	123	122
Total	Strongly agree	23%	24%
	Agree	50%	47%
	Disagree	13%	12%
	Strongly disagree	6%	5%
	I don't know	9%	12%
	n	668	667

Student Affairs resources

Displayed in Table 27, just over three-fifths of respondents (63%) indicated that they agreed or strongly agreed that UIC provides adequate commuter services, with 15% not knowing. International students (73%) tended to agree or strongly agree at the highest rates, while White students (58%) did at the lowest rates. Nearly one-fourth of respondents (24%) indicated that they agreed or strongly agreed that UIC provides adequate legal support, with 51% not knowing. International students (49%) tended to agree or strongly agree at the highest rates, while Latinx students (19%) and White students (15%) did at the lowest rates. Moreover, 28% of respondents indicated that UIC provides adequate off-campus housing information, with 36% not knowing. International students (47%) tended to agree or strongly agree at the highest rates, while White students (22%) and Black students (18%) did at the lowest. Regarding childcare for ages 0 – 2 years old, 7% of respondents agreed or strongly agreed that UIC’s services were adequate, while 75% did not know. International students (17%) agreed or strongly agreed at the highest rates, and Black students (3%) did at the lowest. A similar trend is apparent regarding childcare for ages 3 to 5 years old, where 8% of respondents agreed or strongly agreed that UIC’s services were adequate and 75% did not know. Again, international students (18%) agreed or strongly agreed at the highest rates, while Black students (3%) did at the lowest.

Table 27. Thinking about resources on campus, to what extent do you agree that your institution provides adequate:

Race/ Ethnicity	Level of Agreement	Commuter Services	Legal Support	Off-campus housing information	Childcare (for ages 0 – 2 years old)	Childcare (for ages 3 – 5 years old)
Asian	Strongly agree	20%	6%	8%	1%	1%
	Agree	43%	23%	23%	6%	8%
	Disagree	17%	12%	23%	14%	13%
	Strongly disagree	11%	11%	12%	6%	8%
	I don't know	9%	48%	35%	74%	71%
	<i>n</i>	89	89	89	87	88
Black	Strongly agree	23%	8%	13%	0%	0%
	Agree	45%	15%	5%	3%	3%
	Disagree	13%	15%	23%	13%	13%
	Strongly disagree	5%	8%	18%	5%	5%
	I don't know	15%	55%	43%	80%	80%
	<i>n</i>	40	40	40	40	40
Latinx	Strongly agree	18%	3%	4%	2%	2%
	Agree	45%	16%	22%	4%	4%
	Disagree	14%	16%	15%	10%	9%
	Strongly disagree	8%	6%	13%	8%	8%
	I don't know	15%	59%	45%	77%	77%
	<i>n</i>	144	144	144	144	144
White	Strongly agree	15%	3%	3%	1%	1%
	Agree	43%	12%	19%	4%	4%
	Disagree	14%	16%	19%	8%	7%
	Strongly disagree	6%	10%	16%	12%	12%
	I don't know	22%	59%	42%	76%	77%
	<i>n</i>	240	238	239	238	239
International	Strongly agree	20%	12%	12%	6%	5%
	Agree	53%	37%	35%	11%	13%
	Disagree	12%	17%	29%	7%	6%
	Strongly disagree	5%	4%	11%	5%	4%
	I don't know	10%	31%	13%	73%	73%
	<i>n</i>	124	121	123	124	124
Total	Strongly agree	18%	5%	6%	2%	2%
	Agree	45%	19%	22%	5%	6%
	Disagree	15%	16%	21%	9%	9%
	Strongly disagree	7%	8%	15%	8%	8%
	I don't know	15%	51%	36%	75%	75%
	<i>n</i>	671	666	669	667	669

Purpose, legacy, and institutional support

As seen in Table 28, just over half of respondents (52%) indicated that UIC encourages them quite a bit or very much to meaningfully connect their co-curricular activities to their purpose and values. Asian students (60%), Latinx students (59%), and international students (59%) tend to respond in this way at higher levels, while White students (42%) do at the lowest. Further, 42% of respondents indicated that UIC encourages them quite a bit or very much to leave a meaningful connection on campus, with international students (56%) indicate this at the highest rates and White students (32%) at the lowest. Finally, nearly half of respondents (49%) feel that UIC encourages them to support UIC after they graduate, with Black students (57%) and international students (55%) indicating this at higher levels, and White students (45%) at the lowest.

Table 28. To what extent does your institution encourage you to:

Race/Ethnicity	Level of Encouragement	Meaningfully connect your co-curricular activities to your purpose and values	Leave a meaningful legacy on campus	Support the institution after you graduate
Asian	Very much	20%	14%	19%
	Quite a bit	40%	34%	29%
	Some	22%	27%	25%
	Very little	18%	25%	27%
	n	90	92	92
Black	Very much	24%	9%	20%
	Quite a bit	26%	35%	37%
	Some	22%	22%	17%
	Very little	28%	35%	26%
	n	46	46	46
Latinx	Very much	24%	20%	22%
	Quite a bit	35%	23%	28%
	Some	22%	26%	24%
	Very little	19%	31%	27%
	n	153	153	152
White	Very much	17%	12%	17%
	Quite a bit	25%	20%	28%
	Some	31%	26%	24%
	Very little	27%	43%	32%
	n	250	250	247
International	Very much	19%	21%	19%
	Quite a bit	40%	35%	36%
	Some	22%	21%	23%
	Very little	19%	23%	23%
	n	129	129	129
Total	Very much	20%	16%	19%
	Quite a bit	32%	26%	30%
	Some	25%	25%	23%
	Very little	23%	33%	28%
	n	703	705	700

Student knowledge about where to go to join a student club or organization

Shown in Table 29, 61% of respondents agree or strongly agree that they know where to go on campus if they are interested in joining a student club or organization, with international students (66%) and Asian students (66%) agreeing or strongly agreeing at the highest rates and White students (55%) at the lowest.

Table 29. To what extent do you agree that you know where to go on campus if you are:

Race/Ethnicity	Level of Agreement	Interested in joining a student club or organization
Asian	Strongly agree	22%
	Agree	44%
	Disagree	21%
	Strongly disagree	13%
	<i>n</i>	95
Black	Strongly agree	8%
	Agree	53%
	Disagree	29%
	Strongly disagree	10%
	<i>n</i>	49
Latinx	Strongly agree	17%
	Agree	46%
	Disagree	28%
	Strongly disagree	10%
	<i>n</i>	163
White	Strongly agree	14%
	Agree	41%
	Disagree	35%
	Strongly disagree	10%
	<i>n</i>	267
International	Strongly agree	18%
	Agree	48%
	Disagree	26%
	Strongly disagree	8%
	<i>n</i>	141
Total	Strongly agree	16%
	Agree	45%
	Disagree	29%
	Strongly disagree	10%
	<i>n</i>	750

Leadership development

Highlighted in Table 30, just over two-thirds of respondents (67%) agreed or strongly agreed that UIC encourages them to develop leadership skills, while 12% did not know. Moreover, 63% of respondents indicated that they agree or strongly agree that UIC provides adequate opportunities to develop leadership skills, with Black students (75%) and Latinx students (70%) responding this way at higher rates and White students (58%) at the lowest.

Table 30. To what extent do you agree that your institution:

Race/Ethnicity	Level of agreement	Encourages you to develop leadership skills	Provides adequate opportunities to develop leadership skills
Asian	Strongly agree	23%	24%
	Agree	48%	43%
	Disagree	13%	8%
	Strongly disagree	5%	10%
	I don't know	12%	16%
	<i>n</i>	87	89
Black	Strongly agree	35%	30%
	Agree	45%	45%
	Disagree	5%	8%
	Strongly disagree	3%	5%
	I don't know	13%	13%
	<i>n</i>	40	40
Latinx	Strongly agree	18%	16%
	Agree	52%	54%
	Disagree	13%	13%
	Strongly disagree	3%	5%
	I don't know	14%	12%
	<i>n</i>	142	143
White	Strongly agree	19%	14%
	Agree	42%	44%
	Disagree	17%	16%
	Strongly disagree	6%	7%
	I don't know	16%	20%
	<i>n</i>	237	237
International	Strongly agree	16%	17%
	Agree	48%	47%
	Disagree	17%	15%
	Strongly disagree	7%	7%
	I don't know	13%	14%
	<i>n</i>	122	123
Total	Strongly agree	20%	17%
	Agree	47%	46%
	Disagree	15%	13%
	Strongly disagree	5%	7%
	I don't know	14%	16%
	<i>n</i>	662	666

Campus and community impact

Displayed in Table 31, just over half of respondents (52%) indicated that UIC encourages them quite a bit or very much to make an impact on campus, with international students (61%) and Asian students (59%) responding this way at the highest levels, and White students (43%) at the lowest. Regarding UIC's encouragement to make an impact in student's communities, 58% of respondents felt that UIC encourages them quite a bit or very much, with White students (51%) responding this way at the lowest rate.

Table 31. To what extent does your institution encourage you to:

Race/Ethnicity	Level of extent	Make an impact on campus	Make an impact in your community
Asian	Very much	19%	23%
	Quite a bit	40%	39%
	Some	27%	25%
	Very little	14%	13%
	<i>n</i>	92	92
Black	Very much	11%	17%
	Quite a bit	46%	44%
	Some	22%	28%
	Very little	22%	9%
	<i>n</i>	46	46
Latinx	Very much	28%	29%
	Quite a bit	27%	34%
	Some	29%	28%
	Very little	16%	9%
	<i>n</i>	153	153
White	Very much	21%	23%
	Quite a bit	22%	28%
	Some	32%	30%
	Very little	25%	19%
	<i>n</i>	251	251
International	Very much	23%	24%
	Quite a bit	38%	39%
	Some	27%	23%
	Very little	12%	14%
	<i>n</i>	128	127
Total	Very much	22%	24%
	Quite a bit	30%	34%
	Some	29%	27%
	Very little	19%	15%
	<i>n</i>	705	704

Outreach about events, programs, or services

Highlighted in Table 32, regular campus email blasts (49%) are the most common way that respondents learn about events, programs, or services, followed by campus list-serv messages (15%), student organization social media (10%), word of mouth (7%), printed fliers or posters (6%), campus newspaper print or online (6%), announcements in courses (3%), administration-sponsored social media (2%), and a campus app (1%).

Table 32. How do you most often learn about events, programs, or services on your campus?

Mode	%
Regular campus email blasts	49%
Campus list-serv messages	15%
Student organization social media	10%
Word of mouth	7%
Printed fliers or posters	6%
Campus newspaper print or online	6%
Announcements in your courses	3%
Administration-sponsored social media	2%
Campus app	1%
Other	2%
<i>n</i>	754

Personal, Religious, and Spiritual Questions

Exploration of religion, spirituality, and life purpose

As seen in Table 33, just over one-third of students felt that UIC encourages them to explore their religious or spiritual views quite a bit or very much. International students (50%) and Asian students (48%) responded this way at the highest rates, and White students (26%) did at the lowest. Further, almost half of respondents (45%) felt that UIC encourages them to reflect on their purpose in life quite a bit or very much. Asian students (57%) and international students (56%) responded this way at the highest rate and Black students (39%) and White students (35%) did at the lowest.

Table 33. To what extent does your institution encourage you to:

Race/Ethnicity	Level of frequency	Explore your religious or spiritual views	Reflect on your purpose in life
Asian	Very much	16%	19%
	Quite a bit	32%	38%
	Some	25%	20%
	Very little	27%	24%
	n	92	92
Black	Very much	11%	13%
	Quite a bit	26%	26%
	Some	15%	28%
	Very little	48%	33%
	n	46	46
Latinx	Very much	13%	21%
	Quite a bit	23%	25%
	Some	31%	27%
	Very little	33%	28%
	n	152	153
White	Very much	11%	15%
	Quite a bit	15%	20%
	Some	27%	33%
	Very little	47%	33%
	n	247	249
International	Very much	18%	19%
	Quite a bit	32%	37%
	Some	23%	22%
	Very little	28%	22%
	n	129	129
Total	Very much	13%	18%
	Quite a bit	23%	27%
	Some	26%	27%
	Very little	38%	29%
	n	701	703

Knowledge about opportunities to explore religious or spiritual interests

Displayed in Table 34, nearly half of respondents (46%) agree or strongly agree that UIC provides opportunities to pursue spiritual or religious interests, with 33% indicating they did not know. Asian students (57%) and international students (54%) tended to agree or strongly agree at the highest rates and White students (35%) did at the lowest. Moreover, 48% of respondents agree or strongly agree that they know where to go on campus if they are interested in exploring religious/spiritual interests, with international students (53%) and Asian students (53%) agreeing or strongly agreeing at the highest rates and Black students (38%) at the lowest.

Table 34. To what extent do you agree that:

Race/Ethnicity	Level of agreement	Your institution provides opportunities to pursue spiritual or religious interests	You know where to go on campus if you are interested in exploring religious/spiritual interests
Asian	Strongly agree	17%	14%
	Agree	40%	39%
	Disagree	11%	38%
	Strongly disagree	8%	10%
	I don't know	24%	-
	n	95	95
Black	Strongly agree	14%	8%
	Agree	35%	30%
	Disagree	14%	50%
	Strongly disagree	14%	12%
	I don't know	24%	-
	n	51	50
Latinx	Strongly agree	13%	16%
	Agree	38%	34%
	Disagree	10%	41%
	Strongly disagree	8%	10%
	I don't know	32%	-
	n	166	163
White	Strongly agree	9%	8%
	Agree	26%	35%
	Disagree	15%	39%
	Strongly disagree	7%	17%
	I don't know	43%	-
	n	271	263
International	Strongly agree	15%	13%
	Agree	39%	42%
	Disagree	17%	34%
	Strongly disagree	7%	11%
	I don't know	23%	-
	n	144	142
Total	Strongly agree	12%	12%
	Agree	34%	36%
	Disagree	13%	39%
	Strongly disagree	8%	13%
	I don't know	33%	-
	n	765	748

Academic Success

Knowledge about where to go if having trouble academically

Displayed in Table 35, just over two-thirds of respondents (67%) agreed or strongly agreed that they know where to go on campus if they are having trouble academically. Black students (72%) agreed or strongly agreed at the highest rate, while international students (51%) did at the lowest.

Table 35. To what extent do you agree that you know where to go on campus if you are:

Race/Ethnicity	Level of Agreement	Having trouble academically
Asian	Strongly agree	22%
	Agree	45%
	Disagree	23%
	Strongly disagree	10%
	n	95
Black	Strongly agree	18%
	Agree	54%
	Disagree	20%
	Strongly disagree	8%
	n	50
Latinx	Strongly agree	18%
	Agree	51%
	Disagree	25%
	Strongly disagree	7%
	n	164
White	Strongly agree	12%
	Agree	53%
	Disagree	26%
	Strongly disagree	9%
	n	266
International	Strongly agree	18%
	Agree	43%
	Disagree	31%
	Strongly disagree	9%
	n	142
Total	Strongly agree	17%
	Agree	50%
	Disagree	26%
	Strongly disagree	8%
	n	752

Instructor engagement

Displayed in Table 36, nearly three-fourths of respondents (73%) responded that their instructors have challenged their thinking about a topic often or very often, with Latinx students (77%) responding this way at the highest rate. Moreover, 76% of respondents felt that their instructors have encouraged them to explore new ideas often or very often, with Latinx students (79%) responding this way at the highest rate and Black students (71%) and Asian students (71%) at the lowest. Nearly two-thirds (63%) of respondents felt that their instructors provide them with multiple ways to learn about a topic often or very often, with Asian students (72%) indicating this at the highest rates and White students (58%) at the lowest. Just about half of respondents (51%) indicated that their instructors assess the students' individual needs as learners, with international students (64%) responding this way at the highest rate and White students (43%) at the lowest. Finally, 48% of respondents indicated that their instructors have discussed their academic goals with them, with international students (57%) indicating this at the highest rates and White students (41%) at the lowest.

Table 36. Thinking about your experiences with course instructors/faculty at this institution, how often have your instructors:

Race/Ethnicity	Degree of occurrence	Challenged your thinking about a topic	Encouraged you to explore new ideas	Provided you with multiple ways to learn about a topic	Assessed your individual needs as a learner	Discussed your academic goals with you
Asian	Very often	34%	32%	28%	28%	19%
	Often	38%	39%	44%	28%	36%
	Sometimes	23%	21%	22%	33%	33%
	Never	6%	8%	6%	12%	12%
	<i>n</i>	109	109	109	109	109
Black	Very often	38%	36%	31%	22%	24%
	Often	35%	35%	35%	27%	26%
	Sometimes	22%	24%	27%	27%	24%
	Never	6%	6%	7%	24%	27%
	<i>n</i>	55	55	55	55	55
Latinx	Very often	37%	36%	29%	24%	21%
	Often	40%	43%	34%	27%	25%
	Sometimes	19%	19%	32%	33%	30%
	Never	3%	2%	6%	16%	24%
	<i>n</i>	188	188	188	187	187
White	Very often	38%	38%	26%	19%	19%
	Often	34%	37%	32%	24%	22%
	Sometimes	24%	21%	32%	32%	35%
	Never	5%	4%	10%	25%	24%
	<i>n</i>	289	287	288	288	289
International	Very often	34%	39%	34%	31%	25%
	Often	39%	36%	33%	33%	32%
	Sometimes	24%	24%	28%	27%	28%
	Never	3%	1%	6%	9%	15%
	<i>n</i>	160	160	160	160	160
Total	Very often	36%	37%	29%	24%	21%
	Often	37%	39%	34%	27%	27%
	Sometimes	23%	21%	29%	31%	31%
	Never	4%	4%	7%	18%	21%
	<i>n</i>	841	839	839	839	840

Academic advising, tutoring and study skills, and preparatory courses

As seen in Table 37, nearly three-fourths of respondents (72%) agree or strongly agree that UIC offers adequate academic advising services, with 6% indicating that they did not know. Asian students (80%) tend to agree or strongly agree at the highest rates, while White students (64%) do at the lowest rate. Regarding tutoring services for a variety of subjects, 62% of respondents agree or strongly agree that they are adequate, while 22% did not know. Black students (73%) tend to agree or strongly agree at the highest rate, while White students (56%) do at the lowest. Moreover, 61% of respondents agree or strongly agree that UIC offers adequate opportunities to learn effective study skills, while 16% do not know. Black students (71%) tend to agree or strongly agree at the highest rate, while White students (56%) do at the lowest. Finally, 65% of respondents agree or strongly agree that UIC offers adequate preparatory or prerequisite courses, with 19% indicating that they did not know. International students (72%) and Asian students (70%) tend to agree or strongly agree at higher rates, while White students (58%) do at the lowest.

Table 37. To what extent do you agree that your institution offers adequate:

Race/Ethnicity	Level of agreement	Academic advising services	Tutoring services for a variety of subjects	Opportunities to learn effective study skills	Preparatory or prerequisite courses
Asian	Strongly agree	31%	24%	22%	24%
	Agree	49%	39%	39%	46%
	Disagree	8%	9%	17%	11%
	Strongly disagree	6%	6%	6%	6%
	I don't know	6%	22%	16%	14%
	<i>n</i>	109	109	109	109
Black	Strongly agree	26%	24%	16%	20%
	Agree	42%	49%	55%	47%
	Disagree	7%	11%	18%	13%
	Strongly disagree	18%	2%	4%	2%
	I don't know	7%	15%	7%	18%
	<i>n</i>	55	55	55	55
Latinx	Strongly agree	30%	22%	20%	21%
	Agree	47%	45%	42%	46%
	Disagree	10%	9%	21%	11%
	Strongly disagree	9%	5%	4%	4%
	I don't know	4%	19%	12%	18%
	<i>n</i>	188	188	187	188
White	Strongly agree	19%	16%	14%	15%
	Agree	45%	40%	42%	43%
	Disagree	17%	11%	16%	14%
	Strongly disagree	11%	4%	7%	3%
	I don't know	8%	29%	22%	25%
	<i>n</i>	288	289	288	289
International	Strongly agree	23%	18%	21%	20%
	Agree	54%	48%	41%	52%
	Disagree	11%	14%	19%	11%
	Strongly disagree	5%	5%	7%	5%
	I don't know	7%	15%	13%	13%
	<i>n</i>	160	160	160	160
Total	Strongly agree	24%	19%	18%	19%
	Agree	48%	43%	43%	46%
	Disagree	12%	11%	18%	12%
	Strongly disagree	9%	5%	6%	4%
	I don't know	6%	22%	16%	19%
	<i>n</i>	840	841	839	841

Academic goal-setting, connections, and encouragement

Displayed in Table 38, over four-fifths of respondents (84%) agree or strongly agree that UIC encourages them to set meaningful academic goals. Just over two-thirds of respondents (69%) agree or strongly agree that UIC encourages them to set meaningful personal goals, with Asian students (76%) tending to agree at the highest rate and White students (62%) at the lowest. Moreover, 73% of respondents agree or strongly agree that UIC encourages them to connect their coursework to experiences outside the classroom, with general racial and ethnic parity in agreement. Just over half of respondents (57%) agree or strongly agree that UIC encourages them to weigh whether or not to change their major based on their experiences at UIC, with Asian students (64%) and international students (63%) tending to agree at the highest rates, and Black students (48%) at the lowest. Respondents also generally agree or strongly agree (70%) that UIC encourages them to explore a variety of academic interests, with Asian students (75%) tending to agree or strongly agree at the highest rate and White students (66%) at the lowest. Finally, 88% of respondents agree or strongly agree that UIC encourages them to graduate from this institution, with Latinx students (93%) agreeing or strongly agreeing at the highest rate and Black students (77%) at the lowest.

Table 38. To what extent do you agree that your institution encourages you to:

Race/Ethnicity	Level of Agreement	Set meaningful academic goals	Set meaningful personal goals	Connect your coursework to experiences outside the classroom	Weigh whether or not to change your major based on your experiences at the institution	Explore a variety of academic interests	Graduate from this institution
Asian	Strongly agree	29%	23%	27%	27%	24%	36%
	Agree	54%	53%	49%	37%	51%	48%
	Disagree	11%	18%	19%	25%	17%	9%
	Strongly disagree	5%	7%	5%	11%	8%	8%
	<i>n</i>	92	91	92	92	92	92
Black	Strongly agree	30%	20%	30%	11%	17%	33%
	Agree	52%	48%	46%	37%	50%	44%
	Disagree	17%	30%	22%	44%	30%	17%
	Strongly disagree	0%	2%	2%	9%	2%	7%
	<i>n</i>	46	46	46	46	46	46
Latinx	Strongly agree	29%	23%	25%	16%	20%	44%
	Agree	58%	48%	48%	40%	50%	49%
	Disagree	11%	24%	22%	31%	24%	5%
	Strongly disagree	3%	6%	5%	13%	6%	3%
	<i>n</i>	153	153	153	153	153	153
White	Strongly agree	29%	18%	25%	14%	24%	41%
	Agree	50%	44%	45%	37%	42%	48%
	Disagree	16%	30%	22%	35%	26%	8%
	Strongly disagree	5%	8%	8%	14%	9%	4%
	<i>n</i>	252	252	252	249	251	252
International	Strongly agree	20%	20%	25%	20%	25%	33%
	Agree	61%	54%	48%	43%	47%	57%
	Disagree	7%	21%	25%	29%	23%	8%
	Strongly disagree	4%	5%	2%	8%	5%	2%
	<i>n</i>	130	130	130	130	129	130
Total	Strongly agree	29%	21%	26%	18%	23%	38%
	Agree	55%	48%	47%	39%	47%	50%
	Disagree	12%	25%	22%	32%	24%	8%
	Strongly disagree	4%	7%	6%	12%	7%	4%
	<i>n</i>	708	707	708	705	706	708

Life-long learning

Highlighted below in Table 39, two-thirds of respondents (67%) feel that UIC encourages them to appreciate the value of being a life-long learner quite a bit or very much, with international students (74%) indicating this at the highest rate and White students (61%) at the lowest. Further, 63% of respondents feel that UIC encourages them to develop a set of personal, life-long values quite a bit or very much, with Asian students (71%) indicating this at the highest rate and Black students (52%) at the lowest. Finally, 59% of respondents indicate that UIC encourages them to meaningfully connect their coursework to their purpose and values quite a bit or very much, with international students (65%) and Asian students (64%) indicating this at the highest rates and White students (52%) at the lowest.

Table 39. To what extent does your institution encourage you to:

Race/Ethnicity	Level of encouragement	Appreciate the value of being a life-long learner	Develop a set of personal, life-long values	Meaningfully connect your coursework to your purpose and values
Asian	Very much	33%	26%	23%
	Quite a bit	37%	45%	41%
	Some	17%	16%	19%
	Very little	13%	13%	17%
	<i>n</i>	92	92	92
Black	Very much	24%	15%	24%
	Quite a bit	41%	37%	35%
	Some	17%	37%	20%
	Very little	17%	11%	22%
	<i>n</i>	46	46	46
Latinx	Very much	28%	28%	21%
	Quite a bit	40%	37%	40%
	Some	21%	20%	24%
	Very little	11%	15%	15%
	<i>n</i>	153	153	153
White	Very much	30%	25%	21%
	Quite a bit	31%	32%	31%
	Some	26%	26%	30%
	Very little	14%	16%	18%
	<i>n</i>	251	251	251
International	Very much	27%	26%	22%
	Quite a bit	47%	43%	43%
	Some	19%	21%	21%
	Very little	8%	11%	15%
	<i>n</i>	129	129	129
Total	Very much	30%	26%	22%
	Quite a bit	37%	37%	37%
	Some	21%	22%	24%
	Very little	12%	15%	17%
	<i>n</i>	706	706	706

Graduate or professional school

As seen in Table 40, over two-thirds of respondents (68%) agree or strongly agree that UIC encourages them to explore graduate or professional school, with general racial and ethnic parity across agreement.

Table 40. To what extent do you agree that your institution encourages you to explore graduate or professional school?

Race/Ethnicity	Level of Agreement	%
Asian	Strongly Agree	24%
	Agree	42%
	Disagree	13%
	Strongly Disagree	6%
	I don't know	17%
	<i>n</i>	89
Black	Strongly Agree	35%
	Agree	35%
	Disagree	5%
	Strongly Disagree	3%
	I don't know	23%
	<i>n</i>	40
Latinx	Strongly Agree	22%
	Agree	44%
	Disagree	10%
	Strongly Disagree	4%
	I don't know	20%
	<i>n</i>	144
White	Strongly Agree	26%
	Agree	41%
	Disagree	9%
	Strongly Disagree	5%
	I don't know	19%
	<i>n</i>	238
International	Strongly Agree	17%
	Agree	50%
	Disagree	12%
	Strongly Disagree	3%
	I don't know	17%
	<i>n</i>	122
Total	Strongly Agree	24%
	Agree	44%
	Disagree	10%
	Strongly Disagree	4%
	I don't know	19%
	<i>n</i>	667

Arts, Entertainment, and Chicago

UIC encouragement to engage in arts and entertainment, political events, Chicago, and professional sporting events

Highlighted in Table 41, one-third of respondents (34%) feel that UIC encourages them to engage in arts and entertainment quite a bit or very much, with 9% indicating that they do not know. Asian students (43%) tend to feel this encouragement quite a bit or very much at the highest rate and White students (28%) did at the lowest. Next, 24% of respondents feel that UIC encourages them to engage in political events, with 17% indicating that they do not know. Asian students (32%) tend to feel this encouragement quite a bit or very much at the highest rate. Moreover, 39% of respondents feel that UIC encourages them to engage in the city of Chicago quite a bit or very much, with 8% indicating that they do not know. Asian students (49%) and international students (46%) tend to feel this encouragement quite a bit or very much at the highest rate and Black students (30%) do at the lowest. Finally, 27% of respondents feel that UIC encourages them to attend professional sporting events, with 10% indicating that they did not know. International students (38%) and Asian students (37%) tend to feel this encouragement quite a bit or very much at the highest rates and White students (17%) do at the lowest.

Table 41. To what extent does your institution encourage you to:

Race/Ethnicity	Level of emphasis	Engage in arts and entertainment	Engage in political events	Engage in the city of Chicago	Attend professional sporting events
Asian	Very much	16%	15%	22%	14%
	Quite a bit	27%	17%	27%	23%
	Some	28%	26%	24%	25%
	Very little	21%	26%	21%	30%
	I don't know	8%	16%	7%	9%
	<i>n</i>	88	88	88	88
Black	Very much	8%	13%	15%	10%
	Quite a bit	25%	10%	15%	20%
	Some	25%	30%	38%	28%
	Very little	23%	30%	20%	25%
	I don't know	20%	18%	13%	18%
	<i>n</i>	40	40	40	40
Latinx	Very much	15%	12%	20%	12%
	Quite a bit	22%	12%	18%	13%
	Some	30%	24%	32%	34%
	Very little	28%	35%	24%	35%
	I don't know	6%	17%	6%	6%
	<i>n</i>	144	144	144	144
White	Very much	8%	7%	8%	6%
	Quite a bit	20%	15%	27%	11%
	Some	31%	26%	28%	27%
	Very little	30%	36%	26%	43%
	I don't know	11%	16%	11%	13%
	<i>n</i>	238	239	239	238
International	Very much	12%	10%	16%	12%
	Quite a bit	25%	15%	30%	26%
	Some	25%	25%	32%	28%
	Very little	30%	30%	17%	26%
	I don't know	7%	20%	5%	7%
	<i>n</i>	122	122	122	122
Total	Very much	11%	10%	14%	10%
	Quite a bit	23%	14%	25%	17%
	Some	29%	26%	30%	28%
	Very little	28%	34%	23%	36%
	I don't know	9%	17%	8%	10%
	<i>n</i>	666	667	667	666

Opportunities to experience artistic performances/exhibitions

Shown in Table 42, just over half of respondents (52%) agree or strongly agree that UIC provides opportunities to experience artistic performances or exhibitions, while 19% do not know. Black students (65%) tend to agree or strongly agree at the highest rate and White students (44%) do at the lowest.

Table 42. To what extent do you agree that your institution provides opportunities to experience artistic performances/exhibitions?

Race/Ethnicity	Level of agreement	%
Asian	Strongly agree	18%
	Agree	35%
	Disagree	14%
	Strongly disagree	13%
	I don't know	21%
	<i>n</i>	95
Black	Strongly agree	14%
	Agree	51%
	Disagree	16%
	Strongly disagree	6%
	I don't know	14%
	<i>n</i>	51
Latinx	Strongly agree	15%
	Agree	41%
	Disagree	16%
	Strongly disagree	7%
	I don't know	22%
	<i>n</i>	165
White	Strongly agree	10%
	Agree	34%
	Disagree	21%
	Strongly disagree	12%
	I don't know	23%
	<i>n</i>	270
International	Strongly agree	15%
	Agree	45%
	Disagree	24%
	Strongly disagree	10%
	I don't know	6%
	<i>n</i>	144
Total	Strongly agree	13%
	Agree	39%
	Disagree	19%
	Strongly disagree	10%
	I don't know	19%
	<i>n</i>	763

Space

Adequate physical spaces where students can feel welcome, safely spend time outdoors, socialize informally, relax, and engage with students who have similar interests and/or backgrounds

Displayed in Table 43, four-fifths of respondents (80%) agree or strongly agree that UIC provides adequate physical spaces where all students can feel welcome, with 6% indicating that they did not know. International students (88%) and Latinx students (88%) tended to agree or strongly agree at the highest rates, while Black students (65%) did at the lowest. Further, 73% of respondents agree or strongly agree that UIC provides adequate physical spaces where all students can safely spend time outdoors, with 6% indicating that they did not know. International students (80%) tended to agree or strongly agree at the highest rate, while White students (68%) did at the lowest. Nearly three-fourths of respondents (72%) agree or strongly agree that UIC provides adequate physical spaces where all students can socialize informally, with 8% indicating that they did not know. Black students (79%) tended to agree at the highest rate, while White students (67%) did at the lowest. Moreover, 63% of respondents agree or strongly agree that UIC provides adequate physical spaces where all students can relax, with 8% indicating that they did not know. International students (74%) tended to agree or strongly agree at the highest rate and White students (54%) did at the lowest. Over two-thirds of respondents (69%) agree or strongly agree that UIC provides adequate physical spaces where all students can engage with students who have similar interests, with 11% indicating that they did not know. Latinx students (75%) and Black students (75%) tended to agree or strongly agree at the highest rates, while White students (65%) did at the lowest. Finally, 65% of respondents agree or strongly agree that UIC provides adequate physical spaces where all students can engage with students who have similar backgrounds, with 15% indicating that they did not know. Latinx students (75%) and Black students (73%) tended to agree or strongly agree at the highest rates, while international students (62%) and White students (60%) did at the lowest.

Table 43. To what extent do you agree that your institution provides adequate physical spaces where all students can:

Race/Ethnicity	Level of agreement	Feel welcome	Safely spend time outdoors	Socialize informally	Relax	Engage with students who have similar interests	Engage with students who have similar backgrounds
Asian	Strongly agree	28%	27%	30%	25%	30%	24%
	Agree	52%	45%	43%	39%	41%	42%
	Disagree	15%	19%	18%	26%	20%	14%
	Strongly disagree	2%	5%	3%	5%	4%	3%
	I don't know	3%	3%	6%	5%	5%	18%
<i>n</i>	96	95	94	94	95	89	
Black	Strongly agree	20%	20%	20%	18%	24%	23%
	Agree	45%	57%	59%	49%	51%	50%
	Disagree	16%	10%	12%	14%	8%	13%
	Strongly disagree	10%	6%	4%	8%	4%	0%
	I don't know	10%	8%	6%	12%	14%	15%
<i>n</i>	51	51	51	51	51	40	
Latinx	Strongly agree	28%	27%	24%	22%	27%	19%
	Agree	60%	50%	51%	45%	48%	56%
	Disagree	6%	13%	15%	18%	11%	12%
	Strongly disagree	2%	4%	2%	8%	3%	4%
	I don't know	4%	7%	8%	7%	11%	9%
<i>n</i>	166	166	166	166	166	144	
White	Strongly agree	23%	22%	20%	17%	16%	12%
	Agree	51%	46%	47%	37%	49%	48%
	Disagree	13%	19%	17%	29%	17%	15%
	Strongly disagree	4%	7%	4%	7%	4%	7%
	I don't know	9%	6%	12%	10%	15%	18%
<i>n</i>	271	270	270	270	269	239	
International	Strongly agree	35%	32%	24%	26%	24%	19%
	Agree	53%	48%	52%	48%	46%	43%
	Disagree	7%	15%	16%	15%	20%	20%
	Strongly disagree	3%	4%	6%	6%	5%	4%
	I don't know	3%	1%	3%	5%	6%	15%
<i>n</i>	142	143	142	142	143	123	
Total	Strongly agree	27%	25%	23%	21%	22%	17%
	Agree	53%	48%	49%	42%	47%	48%
	Disagree	11%	16%	16%	22%	16%	15%
	Strongly disagree	4%	6%	4%	8%	5%	5%
	I don't know	6%	5%	8%	8%	11%	15%
<i>n</i>	764	763	761	760	762	669	

Adequate access to reliable internet

As seen in Table 44, nearly three-fourths of respondents (74%) agree or strongly agree that UIC provides adequate access to reliable internet, with 6% indicating that they were not sure. International students (86%) tended to agree or strongly agree at the highest rate, while Black students (66%) did at the lowest.

Table 44. Thinking about resources on campus, to what extent do you agree that your institution provides adequate access to reliable internet?

Race/Ethnicity	Level of agreement	%
Asian	Strongly agree	32%
	Agree	39%
	Disagree	17%
	Strongly disagree	7%
	I don't know	6%
	<i>n</i>	133
Black	Strongly agree	27%
	Agree	39%
	Disagree	15%
	Strongly disagree	7%
	I don't know	13%
	<i>n</i>	75
Latinx	Strongly agree	19%
	Agree	58%
	Disagree	15%
	Strongly disagree	3%
	I don't know	5%
	<i>n</i>	233
White	Strongly agree	21%
	Agree	50%
	Disagree	16%
	Strongly disagree	6%
	I don't know	8%
	<i>n</i>	341
International	Strongly agree	39%
	Agree	47%
	Disagree	9%
	Strongly disagree	4%
	I don't know	2%
	<i>n</i>	201
Total	Strongly agree	26%
	Agree	48%
	Disagree	14%
	Strongly disagree	5%
	I don't know	6%
	<i>n</i>	1034

Conclusion

The spring 2022 SWISS provides many important insights around institutional support and resources related to student wellbeing. Several key takeaways are provided in this section. First, respondents generally indicated that they typically have financial resources to consistently pay for adequate food and housing, but were less consistently able to pay for clothing, school supplies, and school expenses. Second, respondents generally experience stress during the academic year, especially related to financial concerns, family, friends, physical health, mental health, and academic concerns. Among these stresses, respondents indicate that financial concerns, mental health, and academic concerns contribute to their stress at the highest rates. Third, across the survey, students have different report rates of knowledge of UIC resources. For example, students generally are more knowledgeable about where to go if they were interested in joining a club or organization than they would be if they were feeling isolated or were being discriminated against. Fourth, nearly one-fifth of respondents indicated that lack of mobility, visual, and/or auditory accessibility prevents them from engaging in all UIC has to offer often or very often. Fifth, students generally did not agree that UIC offers campus traditions that unite all students or feel that UIC encourages them to leave a meaningful connection on campus. Lastly, less than two-fifths of respondents feel that UIC encourages them to engage in arts and entertainment, political events, the city of Chicago, or professional sporting events.



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