# Undergraduate Students’ Pandemic Experiences at Hispanic Serving Institutions

**Spring 2021**

<table>
<thead>
<tr>
<th>Instructor practices that helped undergraduate students</th>
<th>n=226</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>20.35%</td>
</tr>
<tr>
<td>clear, consistent, open communication -- how instructors made space available for students to reach out/engage</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments &amp; Testing</strong></td>
<td>15.49%</td>
</tr>
<tr>
<td>adjustments to general course design—grade forgiveness, open note or collaborative exams, extra credit options, adjusted the class curve, reduced amount/difficulty of workload</td>
<td></td>
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<tr>
<td><strong>Flexibility</strong></td>
<td>29.65%</td>
</tr>
<tr>
<td>addressing needs for students--self-pacing, flexible attendance, flexible deadlines, options for different learners in different time zones or on different schedules</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor practices that hindered undergraduate students</th>
<th>n=199</th>
</tr>
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<tbody>
<tr>
<td><strong>Access to Learning</strong></td>
<td>37.19%</td>
</tr>
<tr>
<td>inconsiderate with assignments and testing--using Examity for test proctoring, overburdening assignments, changing too much too often</td>
<td></td>
</tr>
<tr>
<td><strong>Communication &amp; Availability</strong></td>
<td>15.07%</td>
</tr>
<tr>
<td>unclear, limited communication, non-responsive or unavailable, unclear expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Inflexible/Not Changing</strong></td>
<td>18.59%</td>
</tr>
<tr>
<td>addressing needs for students -- harsh deadlines and grading practices, group assignments,</td>
<td></td>
</tr>
</tbody>
</table>
### Student Voices

#### Instructional Practices

<table>
<thead>
<tr>
<th>Helpful</th>
<th>Hindrance</th>
</tr>
</thead>
<tbody>
<tr>
<td>“They were understanding if we needed extra time at some point, forgave a late assignment for example.”</td>
<td>“Still having incredibly long lectures with no engagement, e.g. answering questions, breakout rooms.”</td>
</tr>
<tr>
<td>“If we were unable to make it to the live, online classes, two of my instructors provided ways for us to participate and still get credit. We could do discussion posts or weekly reflections of the material we covered in class.”</td>
<td>“Adding more work to the course than necessary.”</td>
</tr>
<tr>
<td>“More flexible with scheduling tests and quizzes.”</td>
<td>“Not responding to emails.”</td>
</tr>
<tr>
<td>“Communicated clearly through email with any updates.”</td>
<td>“Not allowing make ups for work done in class when I had work that I needed to be at to pay rent.”</td>
</tr>
</tbody>
</table>

*Pope, Franco, & Erbacher; May 2021*

Infographic design by: E.J. Pope

[https://hsicovid.arizona.edu](https://hsicovid.arizona.edu)