

## Teaching and Learning 2021-22

### Results from the student survey in Spring 2022

September 2022

In Spring 2022, all UC Berkeley undergraduate students (N = 29,961) were invited to participate in a survey about their academic experience during the pandemic. The survey was modeled after a similar survey conducted by the Student Learning Center at the end of the Fall 2021 semester. The Spring 2022 survey was open from April 20 to May 13, 2022, which spanned the last week of classes, RRR week, and exam week. There were 1,290 responses (4.3% response rate). Detailed response rates are reported in the appendix. Some respondents did not answer all of the questions; the count of responses for each question is included in the analysis.

Respondents were asked about: their educational experiences during remote instruction and how tools and policies affected their learning; their academic behavior in Spring 2022 including in-person attendance and completing reading and assignments; strategies they used when they had academic difficulties; and how COVID affected them.

### Key findings

#### Effects of remote instruction and COVID

- COVID-related isolation and stressors negatively impacted the majority of students.
- After remote instruction, two-thirds of students had a difficult time acclimating or re-acclimating to the academic rigor at UC Berkeley.
- Three-quarters of students had trouble adjusting to in-person, timed assignments or exams after having more flexibility during remote instruction.
- Many students place a higher value on their mental health compared to pre-pandemic.

#### Returning to in-person learning

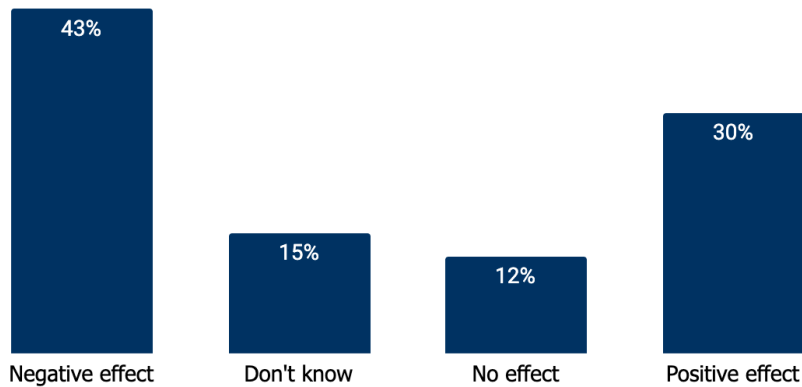
- In-person attendance of lectures and completion of assigned reading in Spring 2022 may have been lower than pre-pandemic.
- 92% of students reported that **extended deadlines** had a positive effect on their learning. About half of students had extended deadlines on assignments.
- 87% of students reported that **recorded lectures** had a positive effect on their learning. Nine out of ten students had access to recorded lectures.
- Most students used **self-reliant strategies** for addressing their questions (reviewing lecture notes, re-reading course material, looking at the syllabus).

## Effects of remote instruction on learning

For many students, learning over Zoom or through recorded lectures had a negative impact on learning. Thirty percent (n = 340) of students reported a positive effect on their learning. Interestingly, 15% (n = 167) did not know what effect remote instruction had on their learning.

How did remote instruction (lectures over Zoom, recorded lectures) affect your learning at UC Berkeley this academic year (Fall 2021 or Spring 2022)?

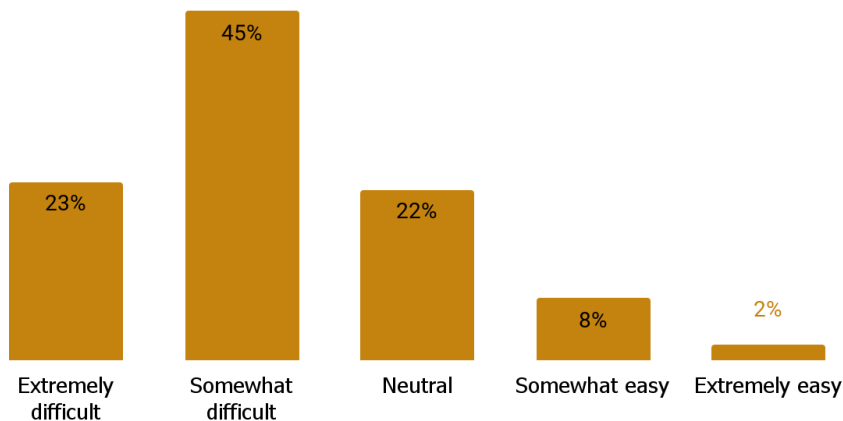
N = 1,123



Close to two-thirds of respondents (68%, n = 787) found it difficult to acclimate or re-acclimate to academic rigor at UC Berkeley.

How would you describe the process of acclimating to or re-acclimating to academic rigor at UC Berkeley this academic year (Fall 2021 or Spring 2022)?

N = 1,152



Respondents who said it was difficult to acclimate to academic rigor were asked about factors that contributed to the difficulty. Seventy-six percent (n = 444) had trouble adjusting to the less-flexible environment of in-person learning.

You said that acclimating to or re-acclimating to academic rigor at UC Berkeley was difficult for you. Which of the following were factors that contributed to the difficulty? Select all that apply. (N = 582)

- 76%** I had **trouble adjusting to in-person**, timed assignments or exams after having more flexibility during remote instruction.
- 45%** **I didn't have the opportunity to learn collaboratively** with my peers during remote instruction.
- 34%** I was **not able to practice skills in-person** during remote instruction (e.g., lab skills) that are required for course
- 25%** **I wasn't able to access resources** (e.g., library) during remote instruction.

There was a space for respondents to share other factors that contributed to their difficulty acclimating, and students mentioned: lack of accommodating class policy and campus resources (n = 36), difficulty paying attention (n = 19), and mental health issues (n = 18).

## Tools and effectiveness

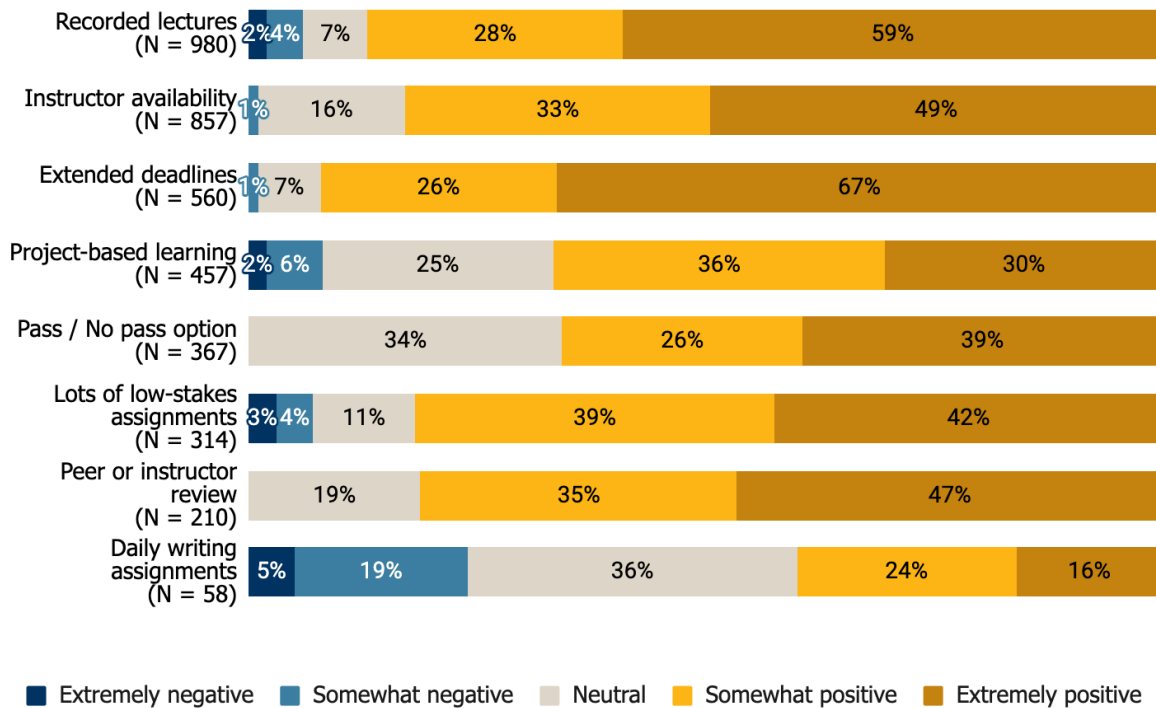
Several resources and strategies were available to students during the 2021-22 academic year. The majority of students had access to recorded lectures, interactions with their instructors, and extended deadlines.

Which of the following were available to you at UC Berkeley during this academic year (Fall 2021 or Spring 2022)? Check all that apply. (N = 1,089)

- 91%** Recorded lectures
- 80%** Instructor availability during office hours, through email, and discussion platforms (e.g., Piazza)
- 52%** Extended deadlines on assignments
- 43%** Project-based learning
- 35%** Pass / No pass option
- 29%** Having a lot of low-stakes assignments rather than a few high-stakes assignments
- 20%** Peer or instructor review of assignments before grading
- 5%** Daily writing assignments

When a respondent said a resource or strategy was available, there was a follow-up question about the effect on their learning. All of the resources and strategies were helpful to the majority of students, with the exception of daily writing assignments, which was not a common strategy (available to 5% [n = 59] of respondents). Extended deadlines (92% [n = 517] reported a positive effect), recorded lectures (87%, n = 851), instructor availability (82%, n = 703), and lots of low-stakes assignments (82%, n = 257) were rated positively by high percentages of respondents.

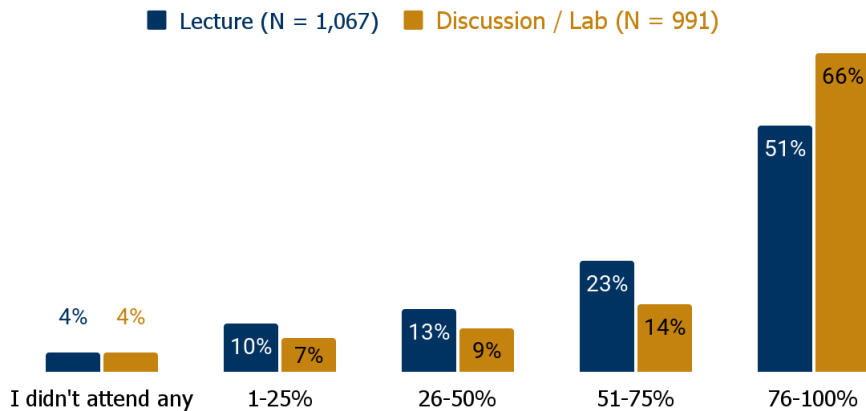
How did each of the following affect your learning at UC Berkeley this academic year (Fall 2021 or Spring 2022)?



## Student engagement

The majority of students attended at least half of their lectures (73%, n = 782) and discussion or lab sections (80%, n = 796).

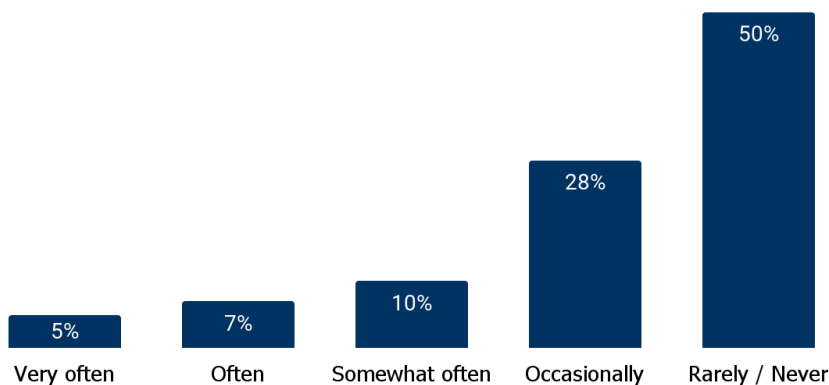
This semester (Spring 2022), what percent of classes did you attend in-person



As a comparison, a pre-pandemic administration of the University of California Undergraduate Experience Survey (UCUES) from 2018 asked about skipping lectures. Pre-pandemic, 78% (n = 2,975) of students skipped class occasionally, rarely, or never. If this is comparable to the 51% of survey respondents who said they attended lecture 76-100% of the time, then lecture attendance in Spring 2022 was less frequent than pre-pandemic. About half of respondents reported attending lecture 76-100% of the time; however, the question specified "in-person" attendance and students may have viewed lectures remotely or asynchronously.

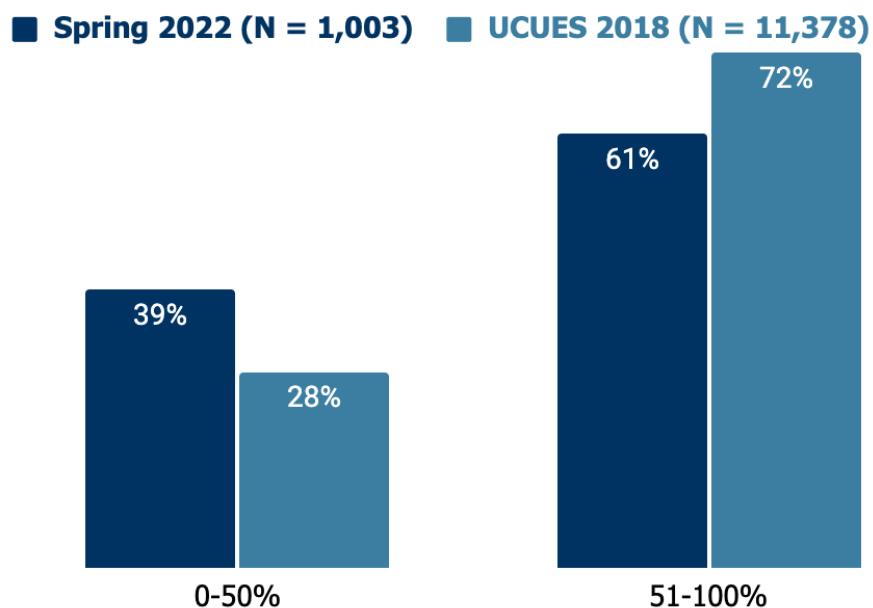
UCUES 2018: How frequently did you skip class during this academic year?

N = 3,807



When asked about assigned reading, the majority of Spring 2022 respondents (61%, n = 611) reported completing more than half of their reading. In the pre-pandemic comparison, a higher percentage of the UCUES 2018 respondents (72%, n = 8,236) said they completed more than half of their assigned reading.

### How much of your assigned reading did you complete?



### Learning strategies

Respondents were asked what strategies they used if they didn't understand a concept in class. Three-quarters (n = 797) of students said they would review their lecture notes. Other common strategies were reviewing material, watching a recording of the lecture, and asking an instructor or a peer. Eight percent (n = 86) of respondents wrote in the strategy of using online resources such as Google or YouTube. A very small proportion of students (2%, n = 24) said they wouldn't do anything if they didn't understand a concept in class.

What would you do if you didn't understand a concept in class? Select all that apply. (N = 1,061)

**75%** Review lecture notes

**69%** Read or re-read the relevant course materials

**65%** Watch or re-watch a recording of the lecture

- 61%** Ask an instructor (professor, lecturer, GSI, UGSI) outside of class, such as in office hours, over email, etc.
- 61%** Ask a peer or classmate
- 14%** Attend a study group
- 11%** Go to the Student Learning Center or other on-campus resource

When students had a logistical question about class, most looked on the syllabus. Other common strategies were to ask an instructor or a peer. In addition, 2% of respondents wrote in that they would ask over Piazza.

What would you do if you had a logistical question about a class? For example, how to submit an assignment, when an assignment is due, or where the midterm is located. Select all that apply. (N = 1,055)

- 82%** Look on the syllabus
- 71%** Ask an instructor (professor, lecturer, GSI, UGSI) outside of class, such as in office hours, over email, etc.
- 62%** Ask a peer or classmate
- 35%** Ask a question during lecture or section

## Effects of COVID

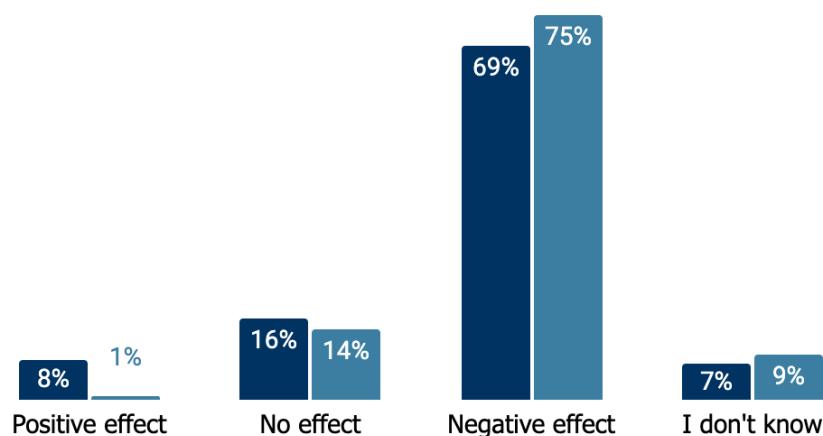
Students were asked how isolation and stressors related to COVID affected their learning. The majority of respondents reported a negative effect. While a small proportion said there was no effect, very few mentioned a positive effect. There were also some respondents who experienced isolation or stressors and didn't know how it affected their learning.

Of those who answered the question about COVID-related isolation (N = 1,049), 37% (n = 385) did not experience COVID-related isolation. Of those who answered the question about COVID-related stressors (N = 1,046), 12% (n = 128) did not experience COVID-related stressors. These respondents were excluded from the graph.



## How did this COVID-related experience affect your learning at UC Berkeley?

■ COVID-related isolation (N = 664) ■ COVID-related stressors (N = 918)



Many respondents (59%, n = 557) said their ability to use technology, including online learning tools and social media, increased as a result of the pandemic. More than half of students (53%, n = 498) said they place a higher value on their mental health compared to pre-pandemic.

Which of the following have you gained at UC Berkeley as a result of the COVID pandemic? Select all that apply. (N = 940)

- 59%** Improved ability to use technology
- 53%** I place a higher value on my mental health than before the pandemic
- 47%** Improved ability to work independently
- 36%** Improved ability to navigate a rapidly-changing world
- 32%** I have new hobbies and interests
- 24%** Knowledge of academic resources at UC Berkeley
- 20%** Knowledge of health and well-being resources at UC Berkeley
- 2%** I started a new business

Appendix: Response rates

Students were able to respond anonymously, so 25 responses are missing academic and demographic information.

Race/ethnicity	Count of respondents	Percent of respondents	Percent of population
African American	47	3.7%	3.8%
Asian	447	35.3%	39.3%
Chicano/Latino	250	19.8%	18.8%
International	127	10.0%	12.7%
Native American/Alaska Native	6	0.5%	0.4%
Pacific Islander	2	0.2%	0.2%
White	335	26.5%	20.7%
Decline to State	51	4.0%	4.0%
Total	1,265	100.0%	100.0%

Education Level	Count of respondents	Percent of respondents	Percent of population
1	231	18.3%	23.0%
2	277	21.9%	19.8%
3	375	29.6%	30.1%
4	382	30.2%	27.1%
Total	1,265	100.0%	100.0%

School/College/Division	Count of respondents	Percent of respondents	Percent of population
Clg of Chemistry	58	4.6%	3.3%
Clg of Engineering	119	9.4%	12.3%
Clg of Environmental Design	24	1.9%	2.1%
Haas School of Business	13	1.0%	3.3%
L&S Administered Programs	125	9.9%	14.2%
L&S Arts & Humanities Division	88	7.0%	5.3%
L&S Biological Sciences Div	57	4.5%	4.8%
L&S Math & Phys Sciences Div	61	4.8%	4.1%

L&S Social Sciences Division	237	18.7%	18.5%
L&S Undeclared	327	25.8%	29.9%
L&S Undergrad Studies Division	35	2.8%	2.3%
Other EVCP Programs	1	0.1%	0.0%
Rausser Clg Natural Resources	120	9.5%	8.1%
Total	1,265	100.0%	100.0%

Entry Status	Count of respondents	Percent of respondents	Percent of population
Transfer student	309	24.4%	20.1%
Freshman entrant	955	75.5%	79.8%
Unknown	1	0.1%	0.0%
Total	1,265	100.0%	100.0%

Sex/Gender	Count of respondents	Percent of respondents	Percent of population
Decline to State	9	0.7%	0.5%
Female	826	65.3%	54.6%
Male	426	33.7%	44.5%
Nonbinary	4	0.3%	0.4%
Total	1,265	100.0%	100.0%

Residency	Count of respondents	Percent of respondents	Percent of population
Nonresident	263	20.8%	24.1%
Pending	1	0.1%	0.1%
Resident	1,001	79.1%	75.8%
Total	1,265	100.0%	100.0%