Jennifer Brown, VPDUE

August 11, 2020

EMERGENCY REMOTE TEACHING RETROSPECTIVE

Undergraduate Education's Core Goal

Working with partners to improve retention and graduation

Hub of collaboration and innovation

g with Partners

- Deans & Associate Deans
- Senate leadership
- Department chairs
- Faculty
- ITS
- Library
- Student Affairs
- Graduate division
- Institutional Research
- Procurement

Each provided critical and ongoing support to the emergency remote teaching efforts of Spring 2020.

EVALUATING IMPACT

Data sources

- Faculty survey distributed via associate deans
- University of California Undergraduate Experience Survey (provisional)
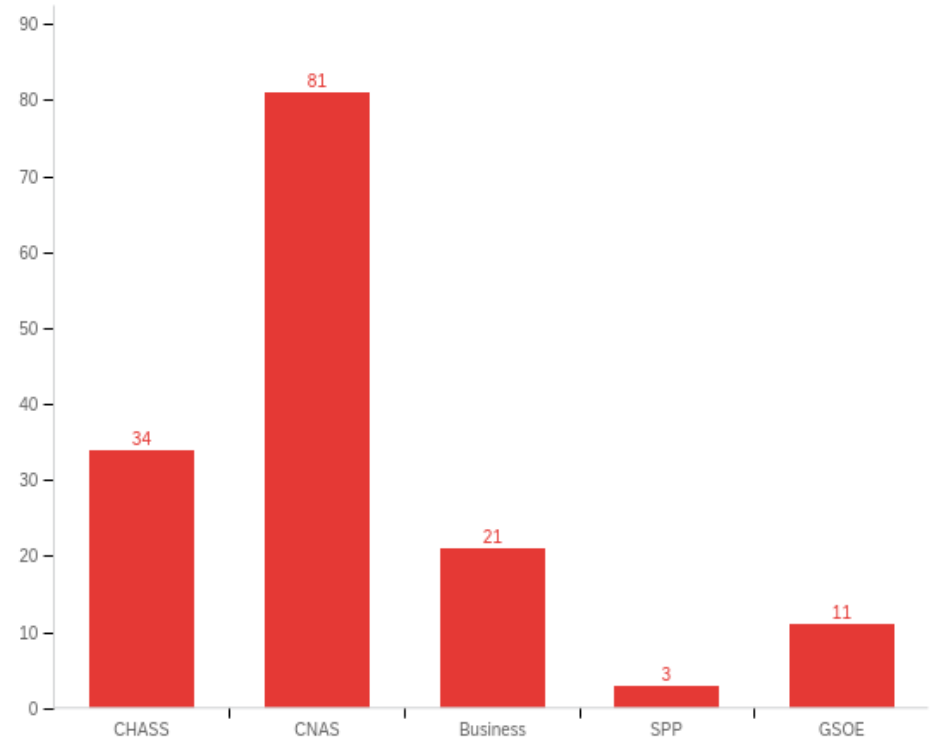- Engagement through UE and partner groups
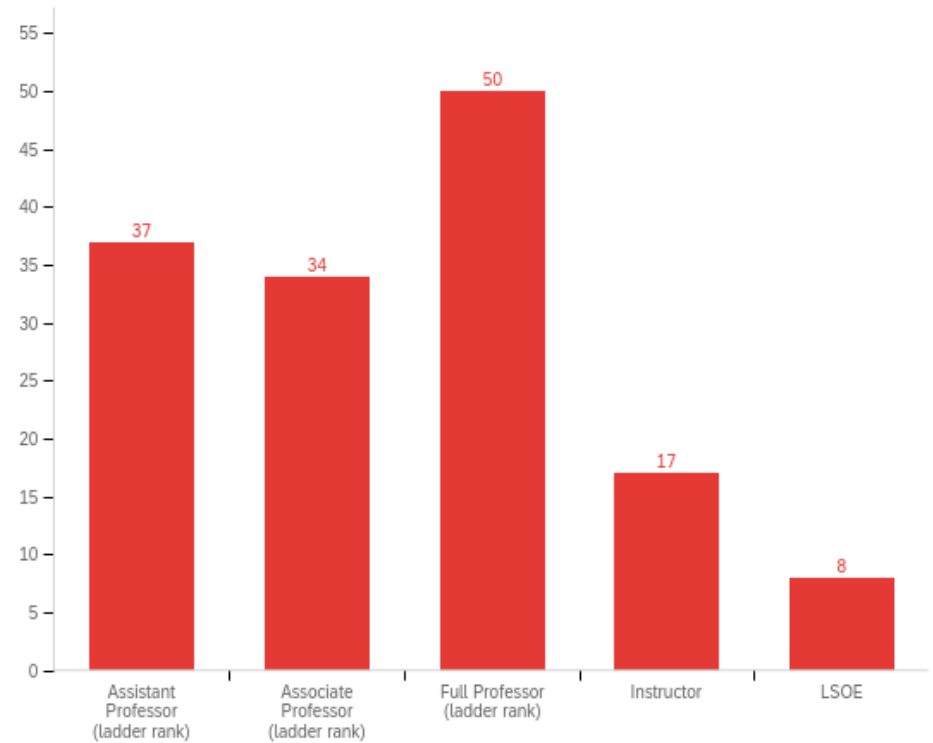
y Experience

FACULTY RESPONSES

Campus Survey

- Distributed via associate deans
- 187 response
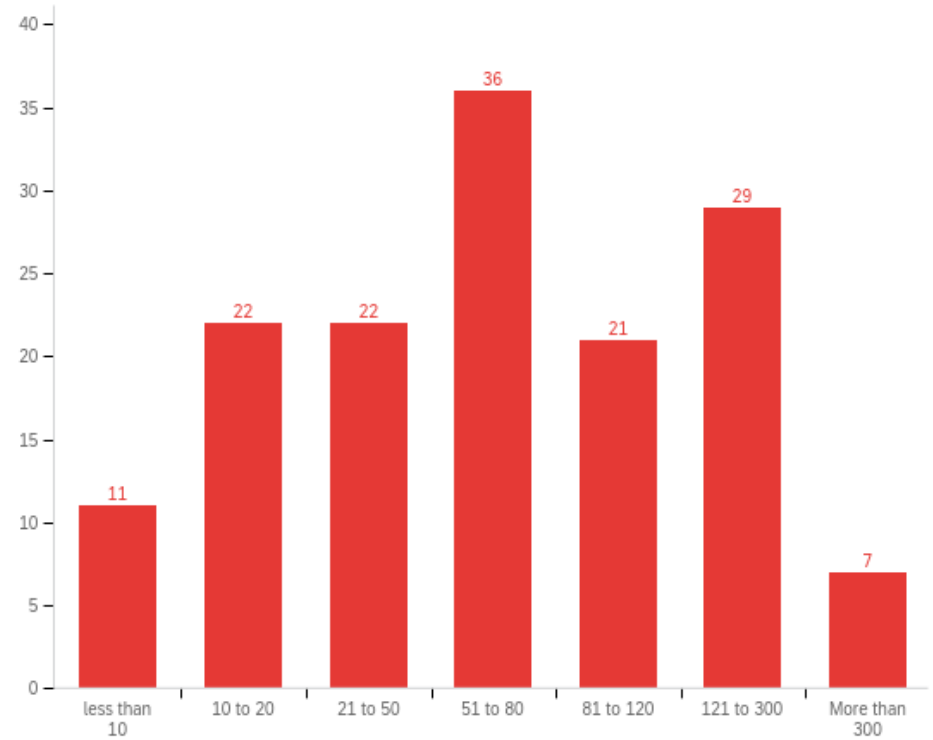- 89% teaching in spring
- 90% indicated college Affiliation

What college/school
do you work in
(majority of your time):

What is your present academic position?

The following items pertain to your experience before the transition to remote instruction.

#	Field	Mean
1	I felt comfortable adopting new technology in my classes.	3.68
4	I thought it would be difficult to effectively teach my course content online.	3.56
3	I was reluctant about online teaching and learning.	3.05
2	I was familiar with online teaching and learning in my discipline.	2.54
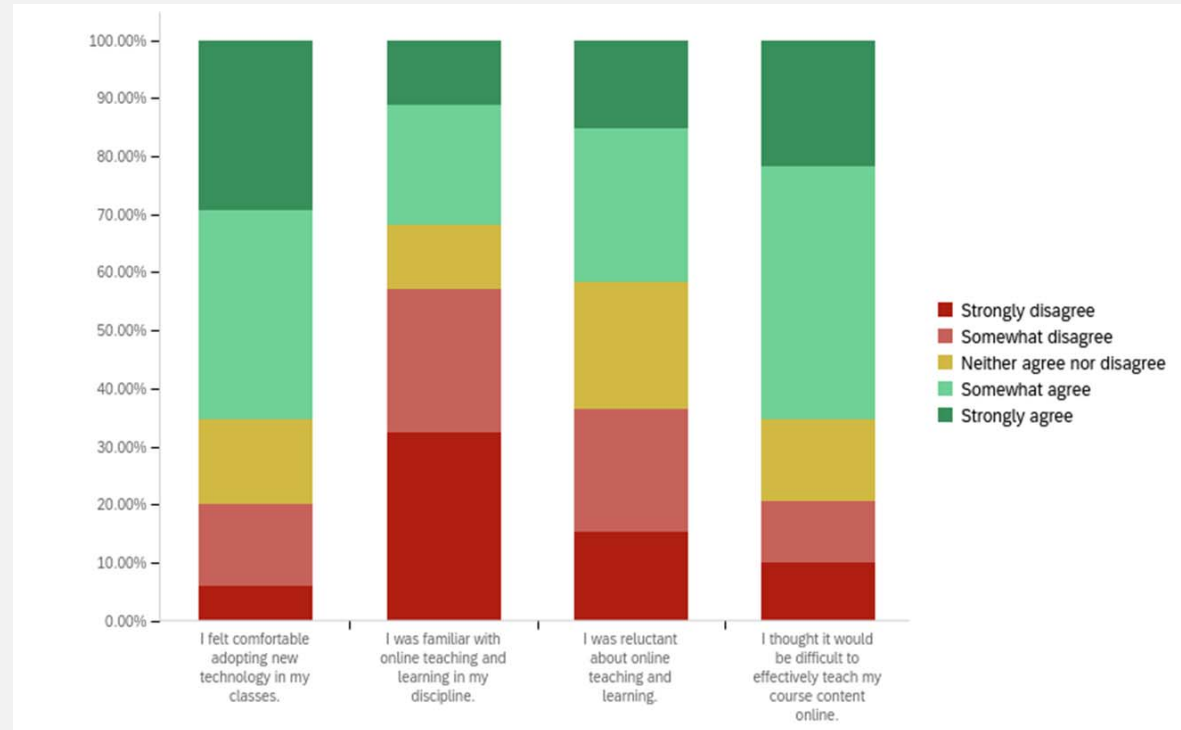
Please indicate your level of concern regarding the following aspects of the transition to remote instruction during spring 2020.

| #	Field	Mean	Count
1	Diminished student learning	3.70	167
3	Suboptimal conditions that prohibited effective communication with my students.	3.52	168
6	Ensuring security, privacy, or academic integrity in exams or other online assessments.	3.49	168
5	Adequately translating existing lessons or activities to a remote environment.	3.16	168
11	Experiencing negative impacts on my student teaching evaluations.	2.87	168
12	Experiencing negative impacts on the merit and promotion process.	2.82	167
9	Posting materials online which might be copied and shared on the internet.	2.82	167
2	Changes to grading structure (e.g., S/NC changes, withdraw deadline changes).	2.71	168
7	Maintaining ownership of the class materials I post online.	2.68	168
10	Managing inappropriate online student behavior (e.g., "Zoombombing").	2.61	168
8	Recording videos with my students from the privacy of my own home.	2.36	168
4	My own comfort with online applications/tools.	2.29	167
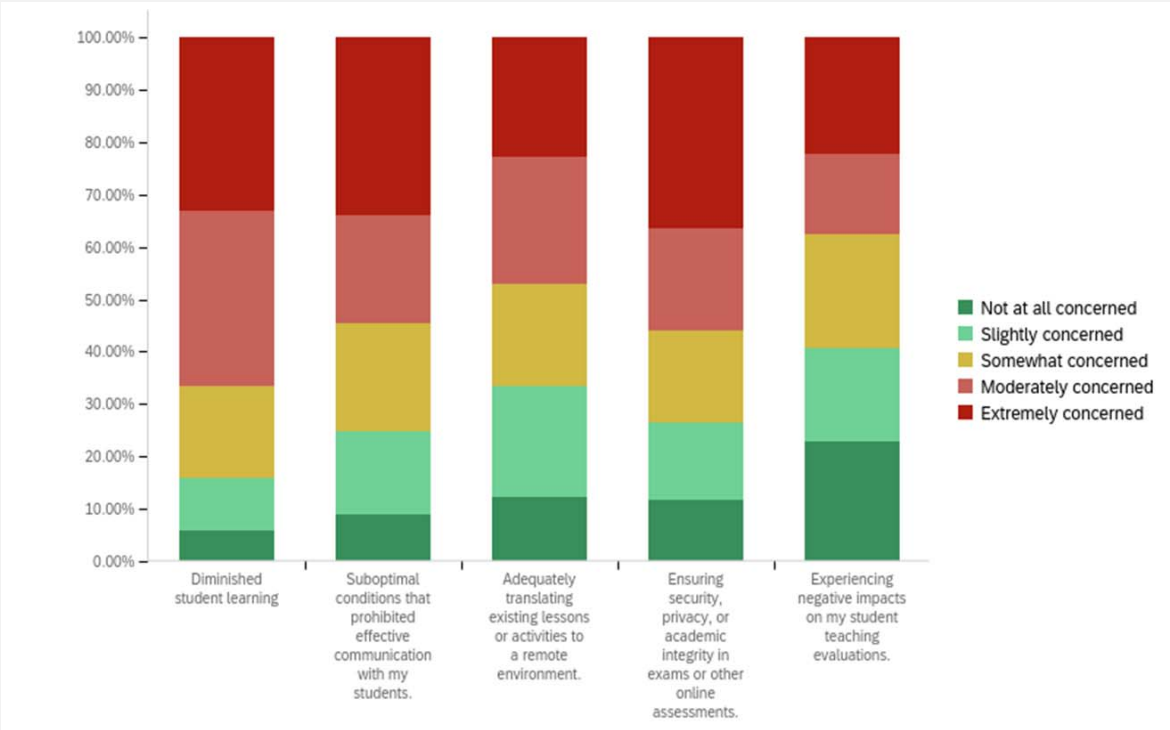
For spring 2020 courses that you taught remotely, please indicate which instructional methods you have used, how they worked, and what you will use in the future.
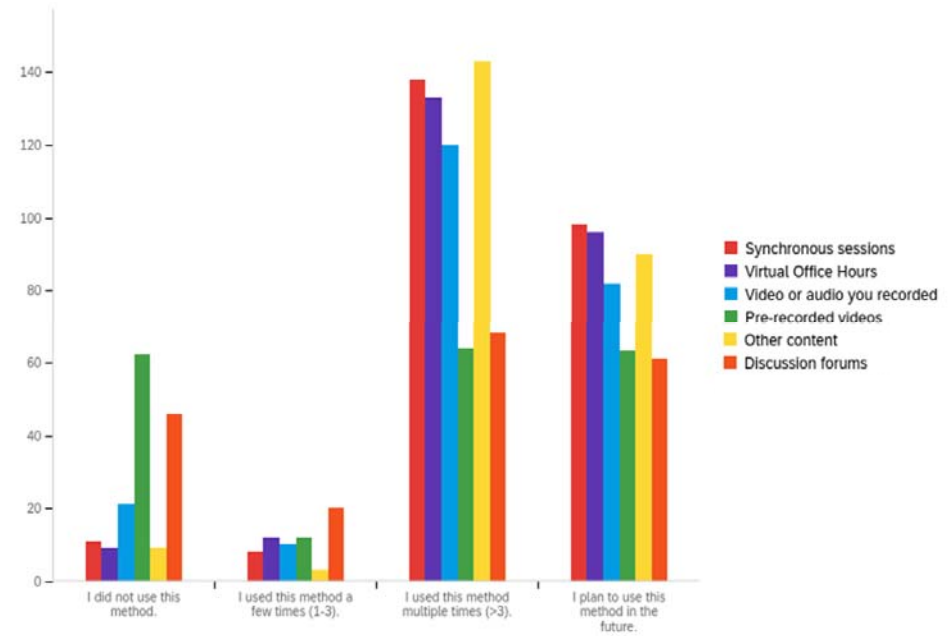
Number of times in a typical class you poll students to check for understanding (using Zoom poll, Poll Everywhere, or similar).
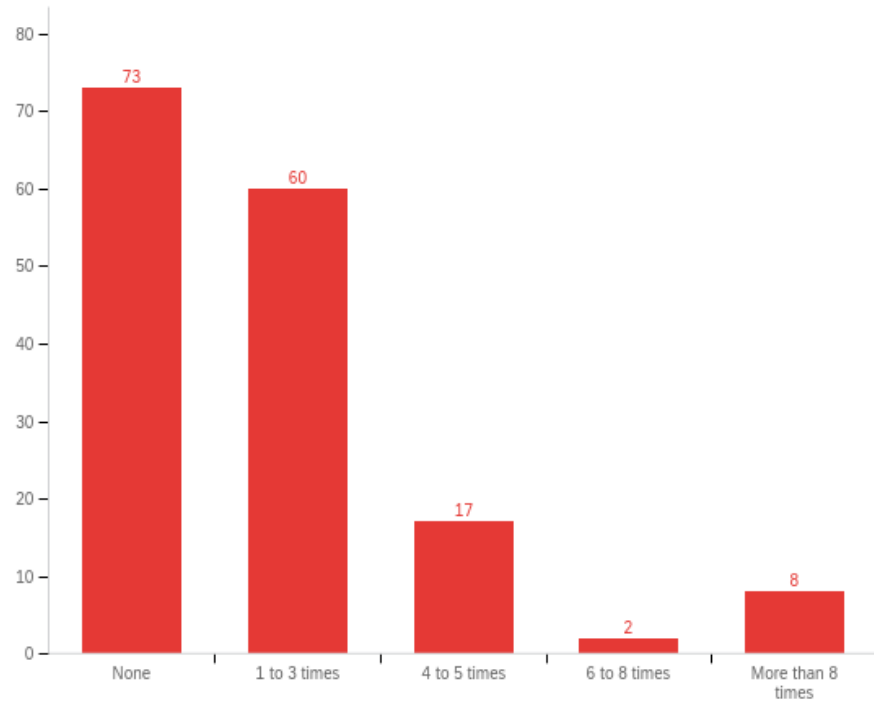
Fraction of class time students are in small group discussions or problem-solving in Zoom breakout rooms (or similar technology)
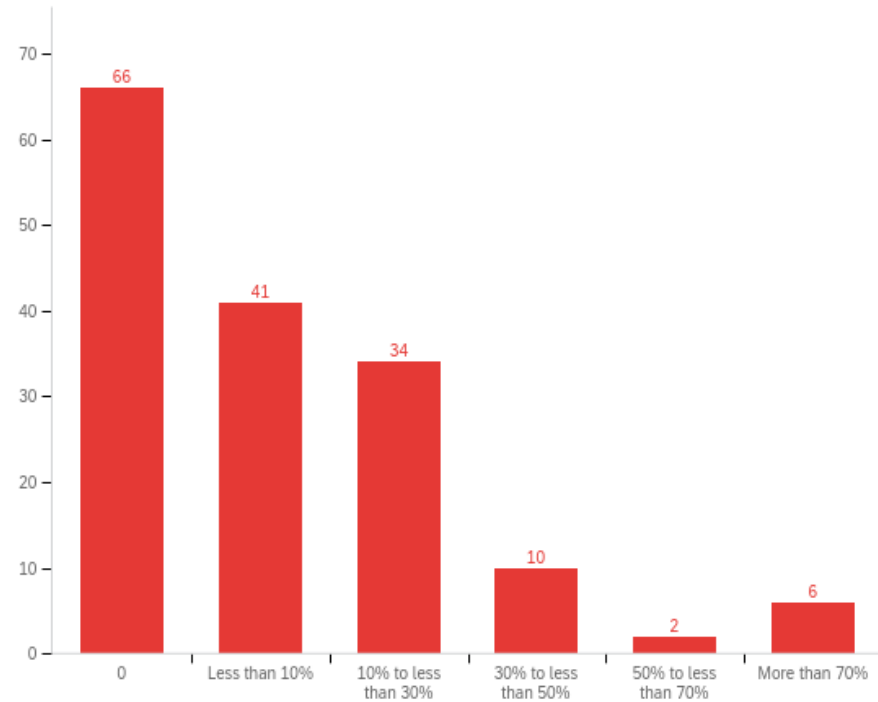
How often did TAs support online class sessions by monitoring and responding to student questions posted in chat box or other question-asking formats including breakout rooms?

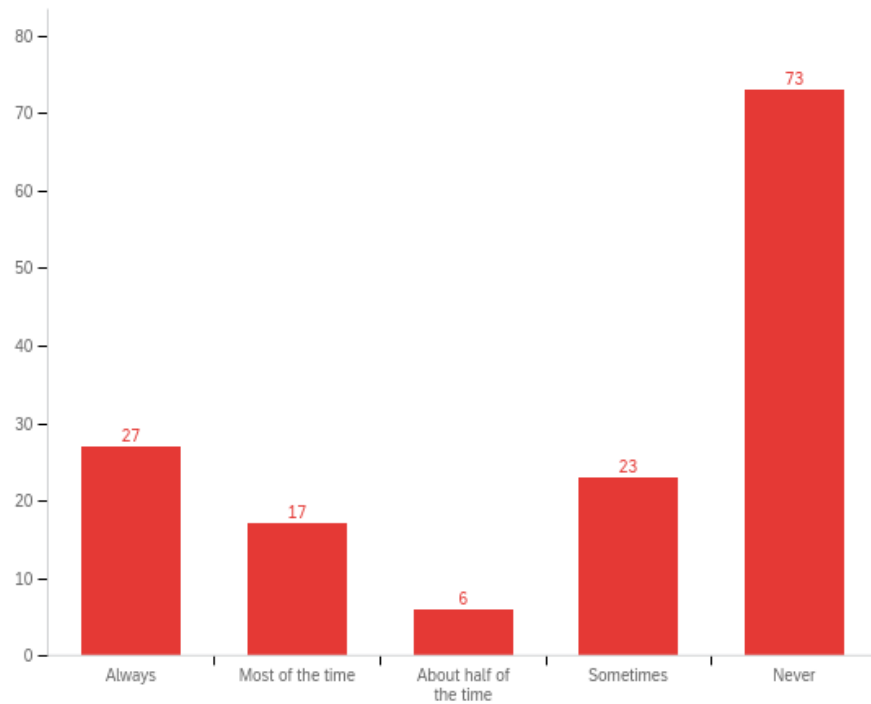| #	Field	Mean	Count
1	The time I invested in teaching this course increased.	4.55	158
9	My students disclosed more struggles in terms of non-academic challenges and concerns.	4.32	158
5	My students had more struggles in terms of time management.	3.93	157
4	I felt more disconnected from my students.	3.79	158
12	I was able to stay true to my usual teaching values and objectives.	3.73	158
13	I am now comfortable teaching this course online.	3.61	158
6	My students had more struggles in terms of accessing and using required technologies.	3.57	157
14	I would prefer not to have teach this course online in the future.	3.51	153
8	My students achieved the original course learning outcomes.	3.51	156
2	I was able to maintain good track of how my students were doing.	3.39	158
11	My students received a lower quality learning experience.	3.26	158
7	My students had more struggles in terms of understanding and applying the material.	3.20	158
3	I was able to maintain a sufficient level of interpersonal interaction with students (using Zoom or other tools).	2.95	158
10	I think students committed more academic misconduct.	2.87	158
15	I feel the time and effort I spent teaching this quarter will be valued in merits and promotions.	2.63	157
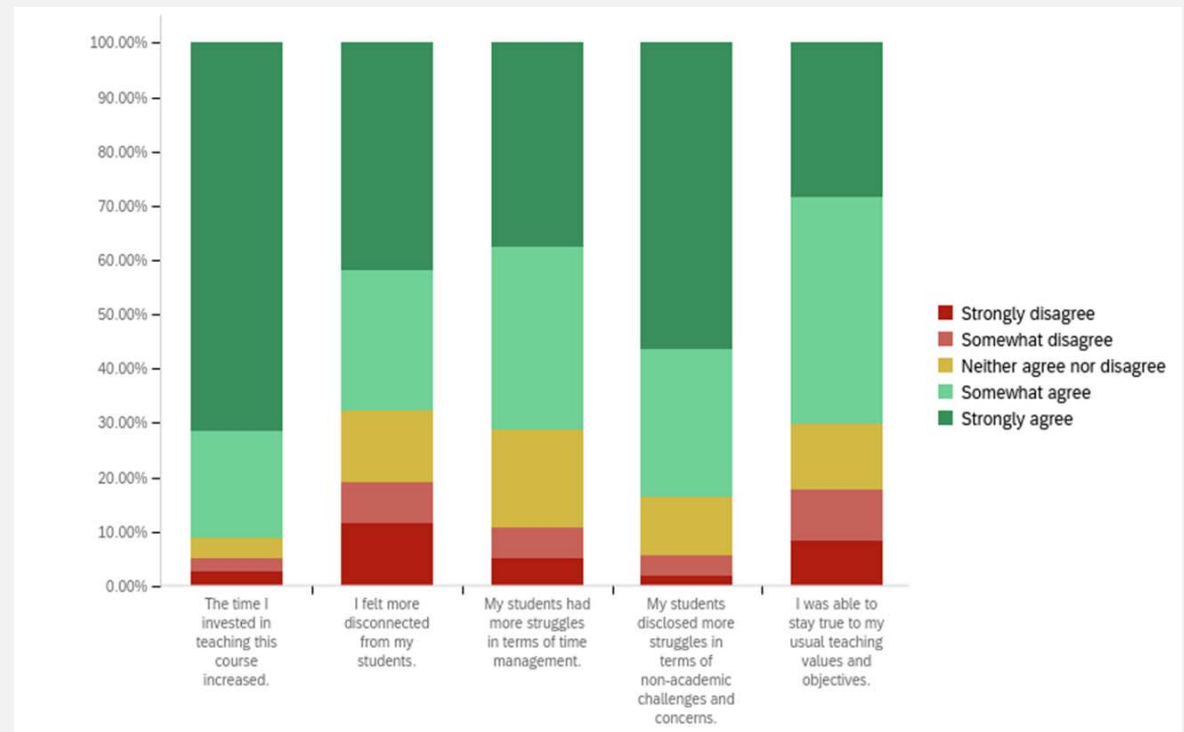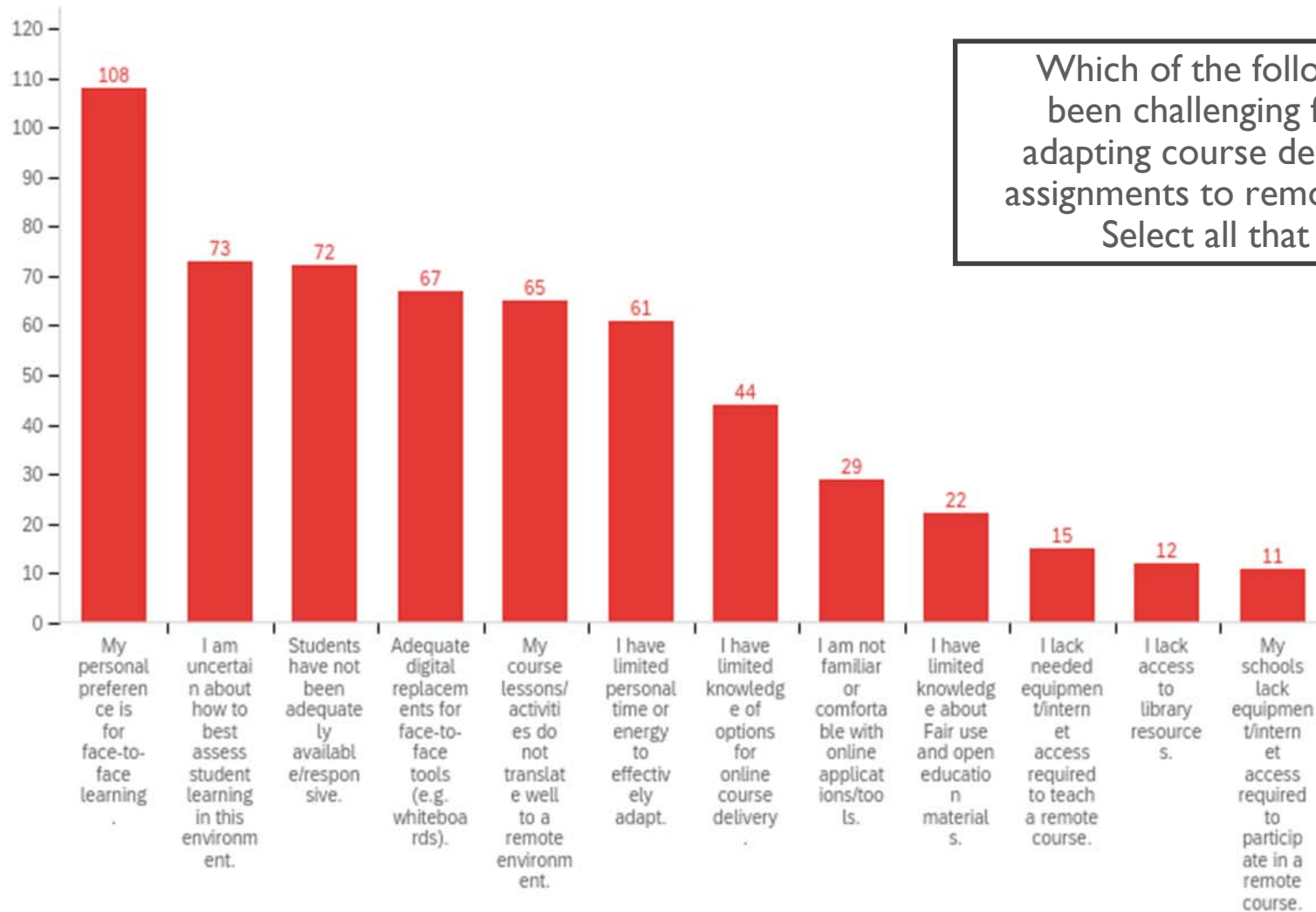
Which of the following have been challenging for you in adapting course design and/or assignments to remote learning? Select all that apply.
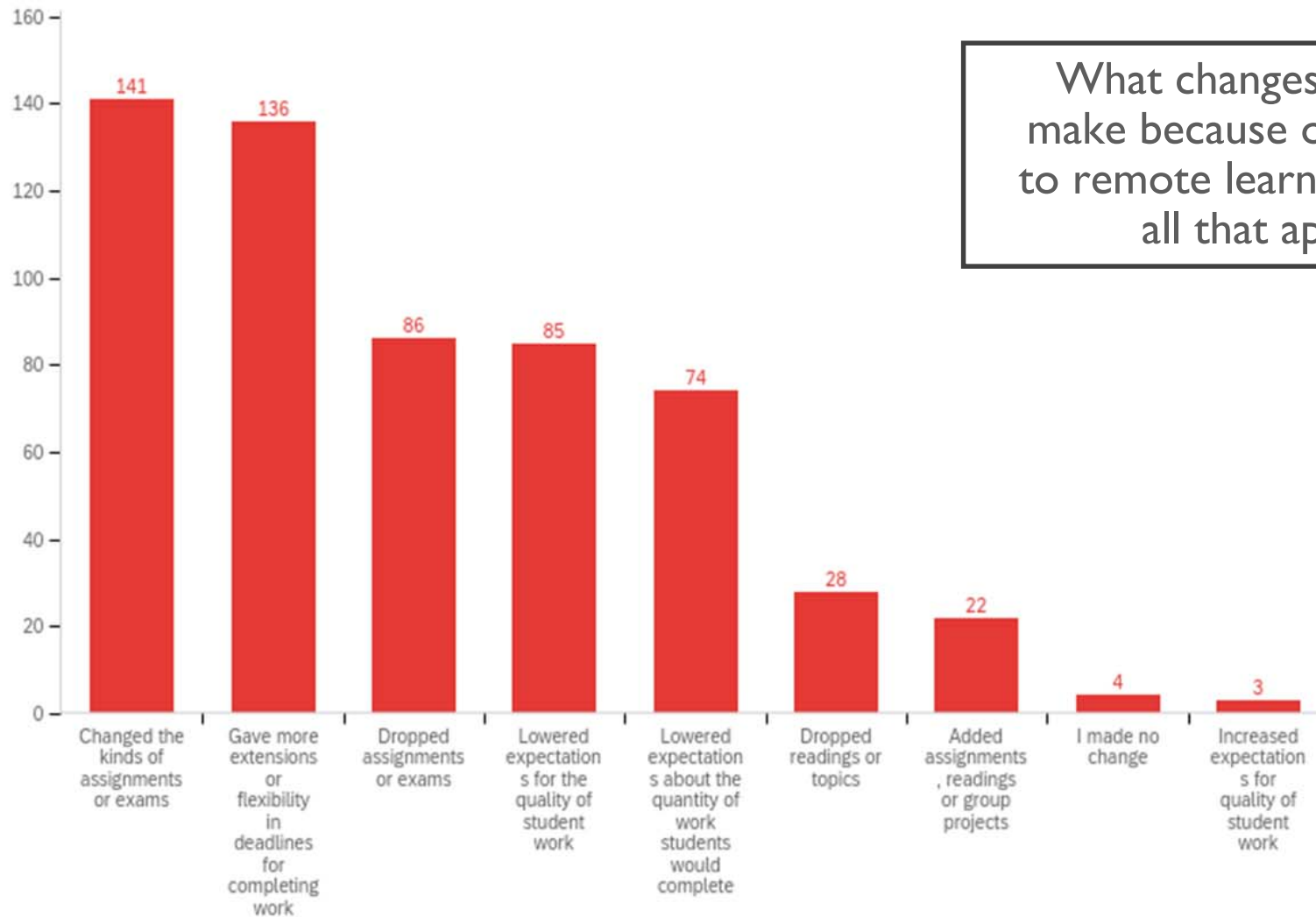
Did students receive the original course learning outcomes of your course given the changes made to accommodate remote instruction?
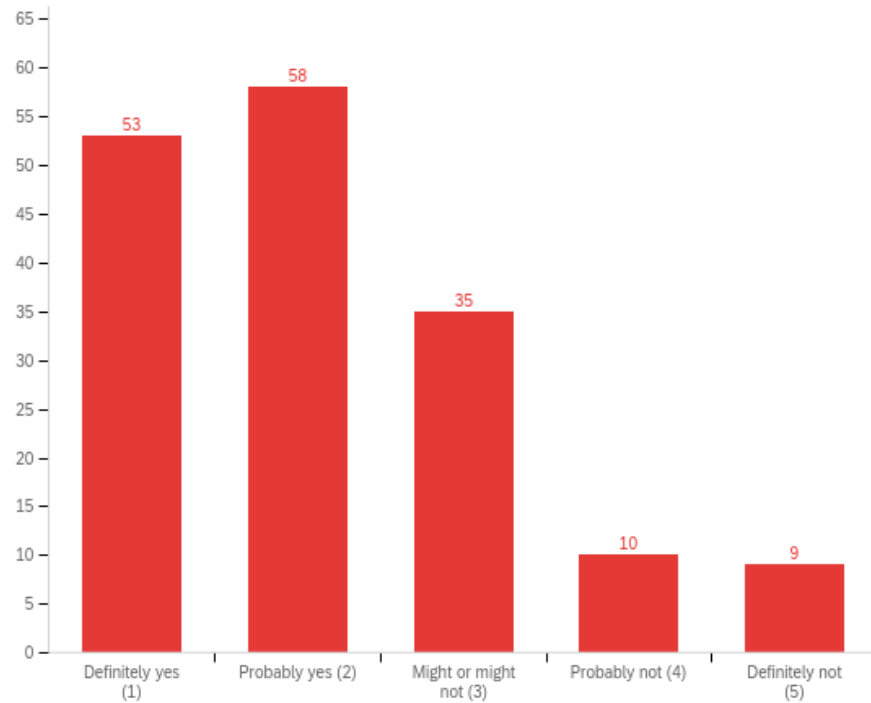
If you believe the course learning outcomes were changed, what would have helped to achieve the original course learning outcomes with a remote format?

LAB/FIELDWORK ONLINE

STUDENT TECHNOLOGY ACCESS

SYNCHRONOUS ATTENDANCE

UNSURE

The effects of the COVID-19 pandemic have been different for different groups of people. What issues of equity and inclusion have you become more aware of with the shift to remote teaching? How did/will this impact your teaching?

CLASS DISPARITIES

BLACK LIVES MATTER

HOME OR LIFE CHALLENGES

BRING EMPATHY

What type of resources can XCITE offer that will help with remote teaching for the summer or fall term?

MORE
WORKSHOPS

TA TRAINING
AND SUPPORT

FACILITATE
COLLABORATION
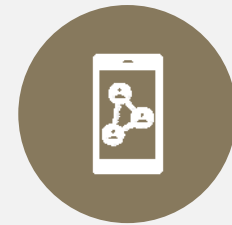
TECHNOLOGY
IMPROVEMENTS
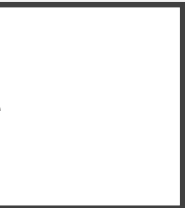
[UCUES COVID19 DASHBOARD - VPDUES](#)

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Respondent profile

Record Date
3/10/2020 to 7/13/2020

	Population	Respondents	% Response rate	% Share of respondents	% Share of population
Grand Total	216,893	60,784	28.0%	100.0%	100.0%
UC Berkeley	29,459	11,507	39.1%	18.9%	13.6%
UC Davis	29,455	6,697	22.7%	11.0%	13.6%
UC Irvine	29,323	7,554	25.8%	12.4%	13.5%
UC Merced	7,601	2,440	32.1%	4.0%	3.5%
UC Riverside	21,580	8,717	40.4%	14.3%	9.9%
UC San Diego	29,423	7,787	26.5%	12.8%	13.6%
UC Santa Barbara	22,570	6,669	29.5%	11.0%	10.4%
UC Santa Cruz	16,945	3,838	22.6%	6.3%	7.8%
UCLA	30,537	5,575	18.3%	9.2%	14.1%

Student characteristics
Residency

Campus
UC Riverside

	Population	Respondents	% Response rate	% Share of respondents	% Share of population
Grand Total	21,580	8,717	40.4%	100.0%	100.0%
CA Resident	20,036	8,188	40.9%	93.9%	92.8%
Non-Resident Domestic	784	317	40.4%	3.6%	3.6%
Non-Resident International	760	198	26.1%	2.3%	3.5%
Unknown		14		0.2%	

Data source: 2020 UC Undergraduate Experience Survey (UCUES). Data refreshed on July 13, 2020

UCUES STUDENT CHARACTERISTICS

- Residency
- Ethnicity
- Gender
- Age Group
- First Generation

- Pell
- Discipline
- Student Level
- Application Type
- Family Care Responsibility

Respondent profile

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UCLA	30,537	5,575	18.3%	9.2%	14.1%

Campus
UC Riverside

Student characteristics
First generation

	Population	Respondents	% Response rate	% Share of respondents	% Share of population
Grand Total	21,580	8,717	40.4%	100.0%	100.0%
First generation	11,814	4,747	40.2%	54.5%	54.7%
Not first generation	9,766	3,970	40.7%	45.5%	45.3%
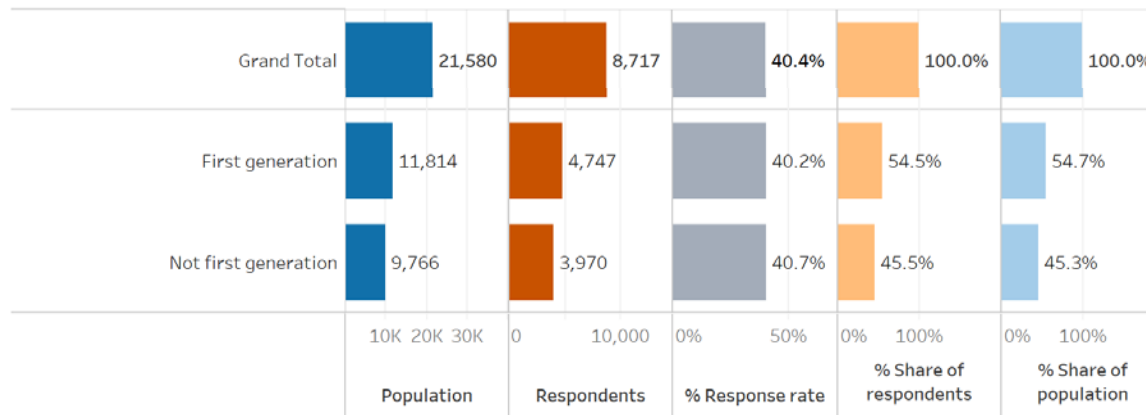
Data source: 2020 UC Undergraduate Experience Survey (UCUES). Data refreshed on July 13, 2020

How concerned are you about the possible effects of COVID-19 on your learning in the following ways?

Student characteristics
Ethnicity

Learning factor
Having reliable access to the Internet

Campus
UC Riverside

Having reliable access to the Internet

	Very concerned	Concerned	Somewhat concerned	Not concerned
Grand Total	19%	18%	32%	32%
Unknown	15%	15%	32%	38%
African American	21%	17%	31%	30%
American Indian	17%	17%	33%	33%
Asian/Pac Isl	16%	17%	33%	34%
Chicano/Latino	22%	18%	32%	27%
International	22%	22%	25%	31%
White	14%	17%	30%	39%

- Not concerned
- Somewhat concerned
- Concerned
- Very concerned

	Number of respondents	% Respondents	% share of weighted respondents
Very concerned	1,613	18.6%	18.5%
Concerned	1,540	17.8%	17.7%
Somewhat concerned	2,773	32.0%	31.8%
Not concerned	2,736	31.6%	32.0%
Grand Total	8,662	100.0%	100.0%

Data source: 2020 UC Undergraduate Experience Survey (UCUES). Data refreshed on July 13, 2020

COVID Effects on Learning
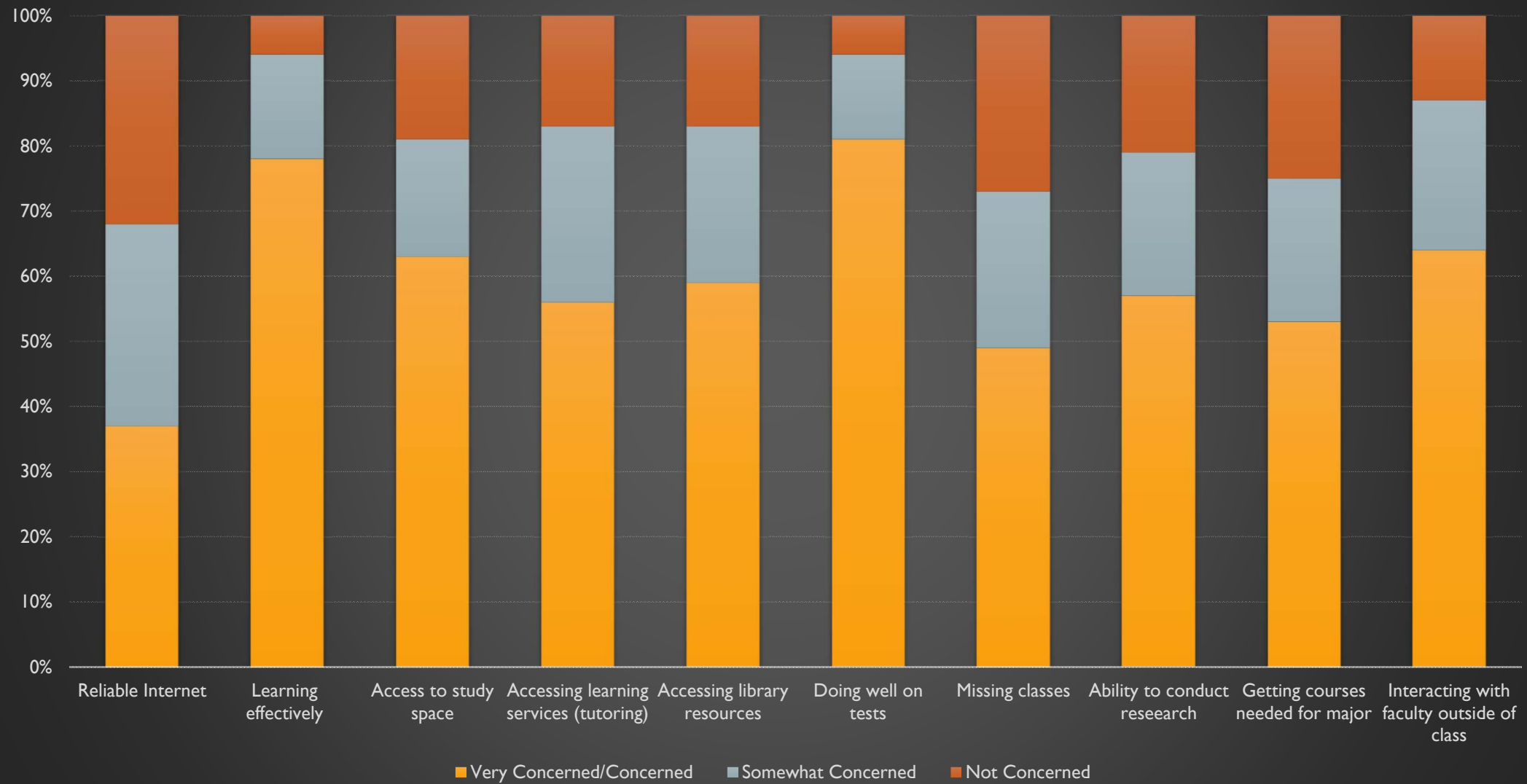
DIFFERENCES IN EFFECTS ON LEARNING

- Age 51 to 60
  - Accessing learning support services (tutoring) (+26 percentage points)
  - Reliable access (+10)
  - Doing well on tests (+11)
  - Interacting with faculty outside of class (+11)
- Pell
  - Accessing library (+5)
  - Study spaces (+6)
- 1st Gen
  - Study spaces (+5)
- Family care responsibilities
  - (+5 or more on every category)

How concerned are you about the possible effects of COVID-19 on you in the following ways?

Student characteristics
Ethnicity

Possible effect
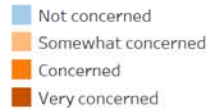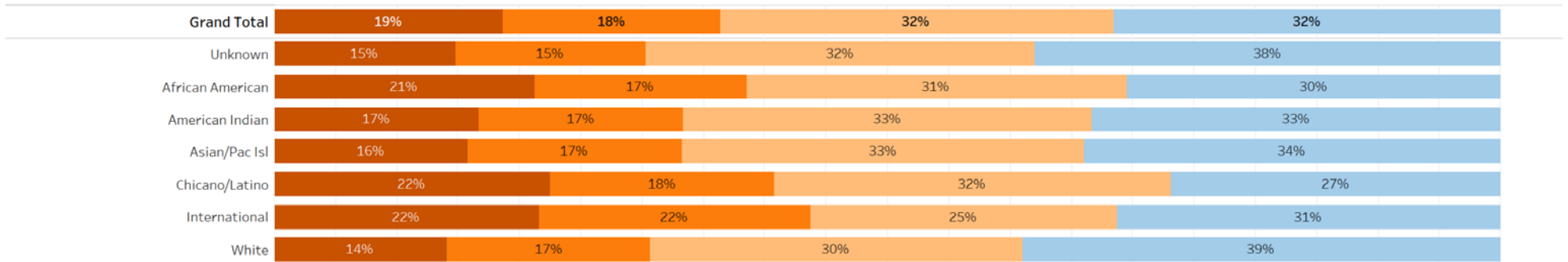Not graduating on time

Campus
UC Riverside

Not graduating on time

	Very concerned	Concerned	Somewhat concerned	Not concerned
Grand Total	22%	18%	24%	35%
African American	27%	16%	23%	34%
American Indian			18%	82%
Asian/Pac Isl	19%	19%	24%	38%
Chicano/Latino	27%	18%	24%	31%
International	29%	22%	19%	30%
White	17%	18%	24%	42%
Unknown	14%	25%	21%	40%
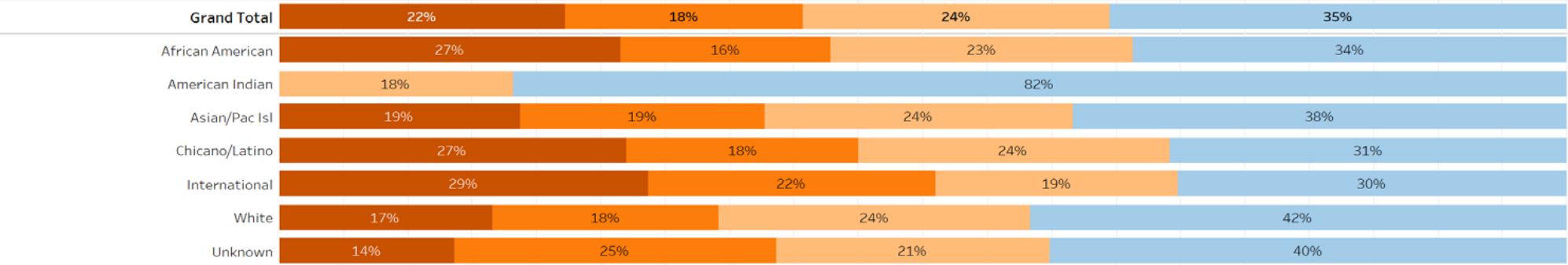
■ Very concerned
■ Concerned
■ Somewhat concerned
■ Not concerned

	Number of respondents	% Share of respondents	% share of weighted respondents
Very concerned	1,846	22.2%	22.2%
Concerned	1,534	18.5%	18.6%
Somewhat concerned	1,980	23.8%	23.8%
Not concerned	2,946	35.5%	35.4%
Grand Total	8,306	100.0%	100.0%

Possible Effects of COVID

	Very concerned/concerned	Somewhat concerned	Not concerned
Not graduating on time	41	24	35
Not attending commencement	53	14	33
Losing my job	57	12	31
Not getting a job after graduation	72	13	15
Paying bills	70	16	14
Being isolated from friends	75	17	8
Accessing healthcare	57	23	20
Meeting basic needs	47	25	28

DIFFERENCES BASED ON COVID

- Family care provider and Pell (+5 points or higher on each item)
- 1st Gen (+5)
  - Paying bills
  - Meeting basic needs

Student feedback on remote learning experience during the COVID-19 pandemic

Student characteristics
Ethnicity

Campus
UC Riverside

My confidence using tools for remote learning is

	Very Low	Low	Somewhat Low	Somewhat High	High	Very High
Grand Total	7%	9%	23%	32%	18%	11%
African American	9%	9%	24%	34%	17%	8%
American Indian	8%		17%	42%	33%	
Asian/Pac Isl	6%	8%	24%	33%	19%	10%
Chicano/Latino	8%	9%	23%	33%	17%	10%
International	4%	8%	17%	35%	21%	17%
White	7%	10%	20%	27%	21%	15%
Unknown	9%	9%	17%	38%	19%	9%

- Very Low
- Low
- Somewhat Low
- Somewhat High
- High
- Very High

Compared to in-person classes, how much have you learned from the following methods of remote instruction?
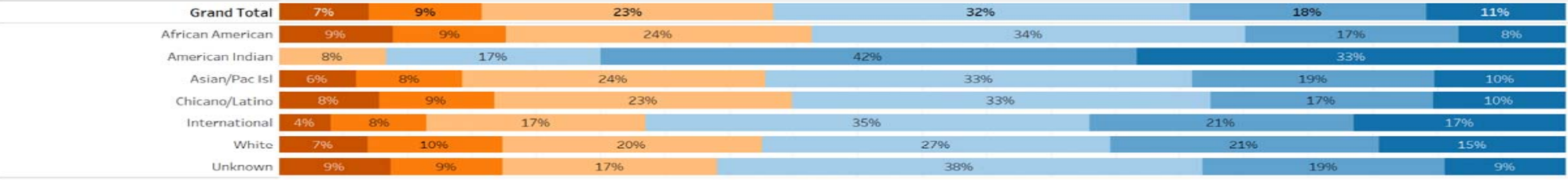
Method of remote instruction
My labs

My labs

	Much Less	Less	About the Same	More	Much More
Grand Total	34%	32%	24%	6%	4%
African American	39%	29%	22%	7%	3%
American Indian	40%	20%	20%	20%	
Asian/Pac Isl	32%	32%	25%	7%	4%
Chicano/Latino	34%	34%	23%	4%	4%
International	19%	32%	29%	13%	7%
White	43%	29%	22%	4%	3%
Unknown	36%	34%	22%	6%	2%
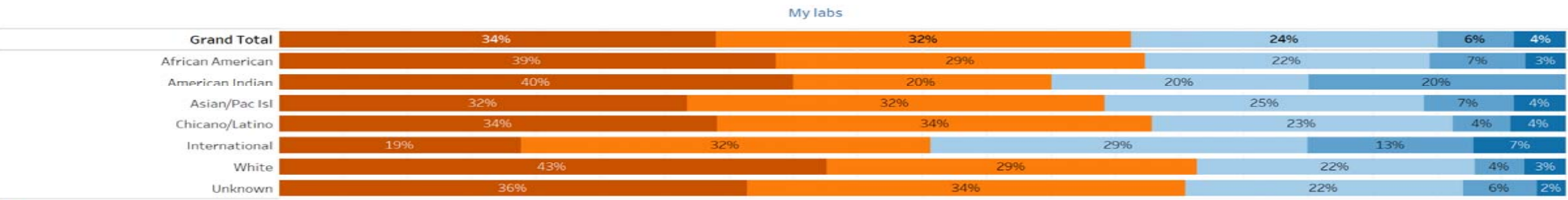
- Much Less
- Less
- About the Same
- More
- Much More

Data source: 2020 UC Undergraduate Experience Survey (UCUES). Data refreshed on July 13, 2020

CONFIDENCE IN REMOTE

- Differences by:
  - Ethnicity (American Indian +22, International +6)
  - Age – 29% (very high/high)
    - 11% very high
      - 51 to 60 (+33)
      - Surprisingly 21 to 25 lowest in very high category (-2 points)

COMPARED TO IN-PERSON CLASSES, HOW MUCH HAVE YOU LEARNED…

- Recorded remote – 51%
  - By ethnicity (+6 African American)
- Live remote- 52%
  - By ethnicity (+7 American Indian)
- My labs – 66%
  - By ethnicity (+6 American Indian, +9 White)
- Performance/studio classes – 64%
  - By ethnicity (American Indian +19)

* Percentage are totals of much less/less categories.

Student feedback on remote learning concerns and quality

Campus
UC Riverside

Student characteristics
Ethnicity

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

Remote instruction concern
- ⦿ The fairness of the tests I took
- ⦾ Academic dishonesty (e.g., cheating) on tests and homework assignments

The fairness of the tests I took

	Much More Concerned	More Concerned	About the Same	Less Concerned	Much Less Concerned
Grand Total	24%	28%	36%	8%	4%
African American	23%	27%	37%	10%	4%
American Indian	18%	27%	27%	27%	
Asian/Pac Isl	23%	29%	37%	7%	4%
Chicano/Latino	25%	28%	36%	7%	3%
International	16%	26%	47%	9%	
White	27%	29%	33%	7%	4%
Unknown	26%	31%	31%	6%	6%

- Much More Concerned
- More Concerned
- About the Same
- Less Concerned
- Much Less Concerned

Please rate the following aspects of remote instruction compared to in-person classes.

Instruction quality aspect
Level of intellectual engagement

	Much More Concerned	More Concerned	About the Same	Less Concerned	Much Less Concerned
Grand Total	24%	28%	36%	8%	4%
African American	23%	27%	37%	10%	4%
American Indian	18%	27%	27%	27%	
Asian/Pac Isl	23%	29%	37%	7%	4%
Chicano/Latino	25%	28%	36%	7%	3%
International	16%	26%	47%	9%	
White	27%	29%	33%	7%	4%
Unknown	26%	31%	31%	6%	6%

■ Much More Concerned   ■ About the Same   ■ Much Less Concerned
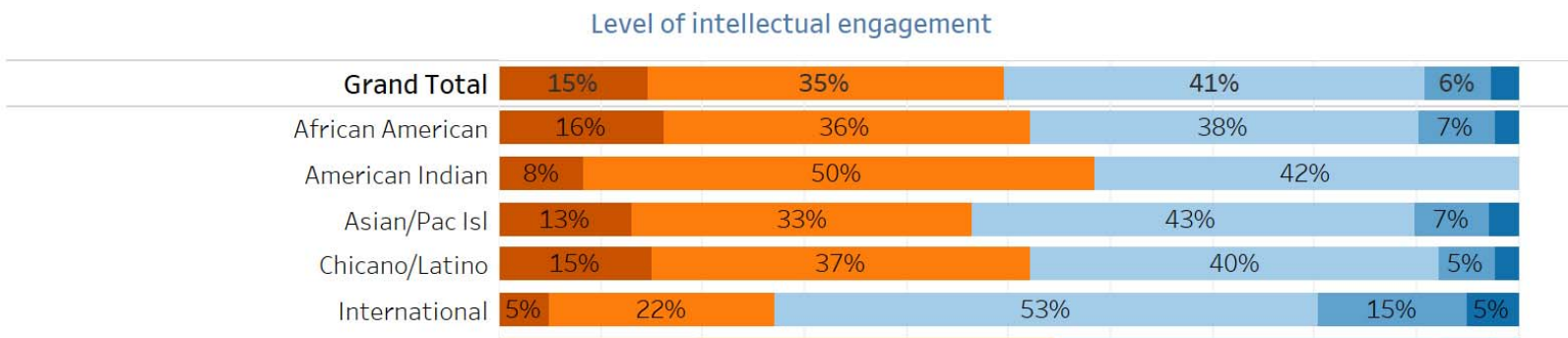
■ More Concerned   ■ Less Concerned

Please rate the following aspects of remote instruction compared to in-person classes.

Instruction quality aspect
Level of intellectual engagement

Level of intellectual engagement

	Much More Concerned	More Concerned	About the Same	Less Concerned	Much Less Concerned
Grand Total	15%	35%	41%	6%	
African American	16%	36%	38%	7%	
American Indian	8%	50%	42%		
Asian/Pac Isl	13%	33%	43%	7%	
Chicano/Latino	15%	37%	40%	5%	
International	5%	22%	53%	15%	5%

REMOTE INSTRUCTION QUALITY

- Fairness of tests
  - More students concerned (52%)
  - 36% of students felt tests were about the same
  - Age Group (+33 point difference in much worse)
- Academic Dishonesty
  - 45% of students thought academic dishonesty was about the same
  - 40% thought it was much worse or worse
  - American Indian (+28 difference in much worse)
  - By discipline, (+6 Eng, +8 Life Sciences, +5 Physical Sciences- much worse)

* Percentage are totals of much worse/worse categories.

PLEASE RATE THE ASPECTS OF REMOTE COMPARED TO IN-PERSON INSTRUCTION

- Quality of interaction with faculty – **58%**
- Amount of interaction with faculty- **58%**
  - Age group 51 to 64 (+24 in much worse)
- Quality of interaction with TAs – **47%**
  - American Indian (+18), 51 to 60 (much worse +45 only- then same)
- Amount of interaction with TAs – **49%**
- Quality of interactions with other students – **69%**

* Percentages are totals of much worse/worse categories

PLEASE RATE THE ASPECTS OF REMOTE COMPARED TO IN-PERSON INSTRUCTION

- Amount of interaction with other students – 72%

- Quality of feedback in courses – 39%

- Timeliness on course – 32%

- Communication about course expectations- 31%

- Level of intellectual engagement – 50%

- Feelings of loneliness- 68%

* Percentages are totals of much worse/worse categories

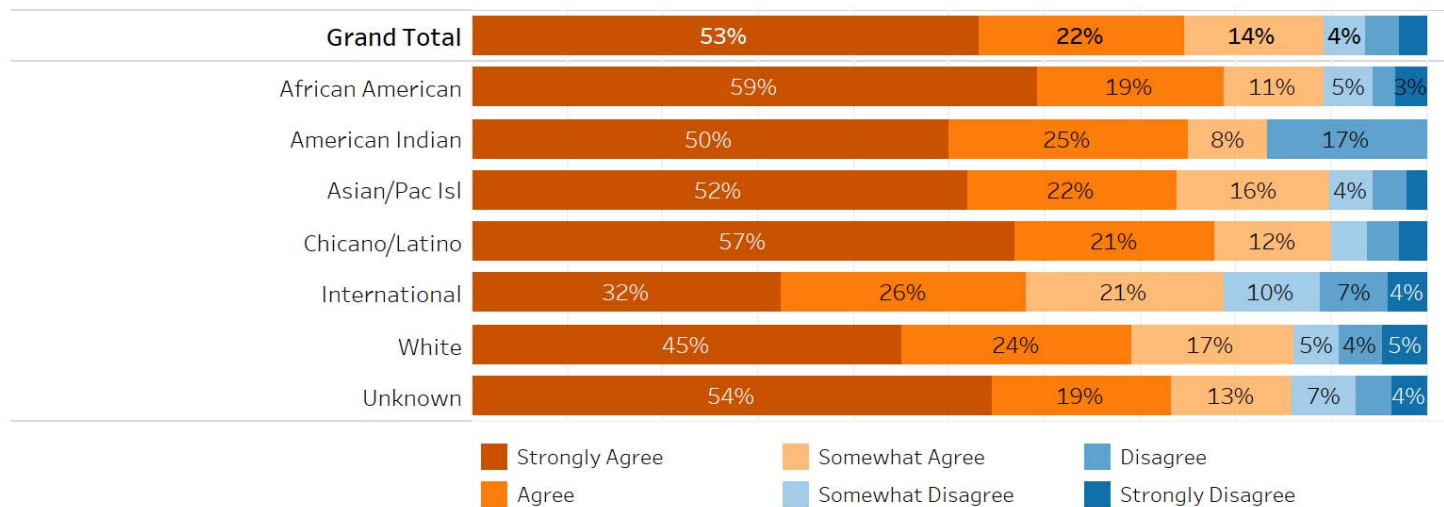# Student feedback on their remote learning experience

Campus
UC Riverside

Student characteristics
Ethnicity

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

○ Remote learning is harder than learning in person.
○ My remote learning experience in this period is worse than previous online learning experiences that I have had.
○ My remote learning experience would have been better if the transition to remote learning had been less rushed.
○ I miss having access to on-campus social and cultural events.
● I miss having access to on-campus resource centers.

I miss having access to on-campus resource centers.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Grand Total	53%	22%	14%	4%		
African American	59%	19%	11%	5%		3%
American Indian	50%	25%	8%		17%	
Asian/Pac Isl	52%	22%	16%	4%		
Chicano/Latino	57%	21%	12%			
International	32%	26%	21%	10%	7%	4%
White	45%	24%	17%	5%	4%	5%
Unknown	54%	19%	13%	7%		4%

Legend:
- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

STUDENT FEEDBACK ON REMOTE LEARNING

- Majority of students thought remote learning was harder than in person learning (66%)
  - International students (-14-point difference)
  - Family responsibility (+6 difference)
- 47% of students thought spring term's remote was worse than previous online experiences
- 44% of students thought their remote learning experience would have been better if spring term wasn't rushed

STUDENT FEEDBACK ON REMOTE

- Students strongly agreed or agreed (42%) they missed access to on campus social on campus resources and cultural events

  - American Indian (-20 point difference); African-American (+8 difference)

- Students miss access to on campus resources (75%)

  - International students (-19 percentage point difference)