1

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2018 (N=7859); 2020 (N=4269)

Key Findings:

Response patterns seem to have changed slightly between 2018 and 2020 administrations of UCUES. We assume this difference is driven at least somewhat by students' experiences with COVID-19 and remote instruction. Current circumstances seem to have had greater influence on the interactional components of the learning environment related to course content, with students reporting, for example, that they were less often participating in class discussions. In contrast, students' level of engagement in intellectual tasks required for robust learning, such as key components of critical thinking, have remained steady or slightly increased in 2020. In addition, measures of overall interation between faculty and students in the classroom, have improved somewhat. Similarly, global ratings of overall quality of instruction by faculty and TA's do not appear to have been influenced by the transition to remote instruction.





3



