



UC Berkeley – Office
of Planning & Analysis

What do students think about their RRR week experience?

Background

Reading-Review-Recitation (or RRR) week is the last week of instruction on the Berkeley campus. It is intended to provide more time for students to study between the end of formal class instruction and the beginning of final exams and to serve as a time of active engagement between instructors and students for consultations, reviews, and feedback. Instructors are expected to be in attendance as during other days of instruction and to interact with students through individual consultations and/or optional activities that may vary depending on the nature of the course.

The Spring 2011 University of California Undergraduate Experience Survey (UCUES) included a module to get the undergraduate student perspective on Fall 2010 RRR week. Below is a summary of responses from the over 2,000 students who responded (a 33% response rate). Data were collected for each academic course that the student completed, up to four courses. Overall, there was a relatively even split of undergraduate courses that students reported completing in Fall 2010, with 48% at the lower division level, 51% upper division and 1% at the graduate level. Further, the majority of courses (89%) were lecture, followed by seminar and other (both at 5.5% each).

Satisfaction with Instructor Contact & Use of Personal Time

The majority of students were satisfied with both their instructor contact (84%) and personal use of time (81%) during RRR week.

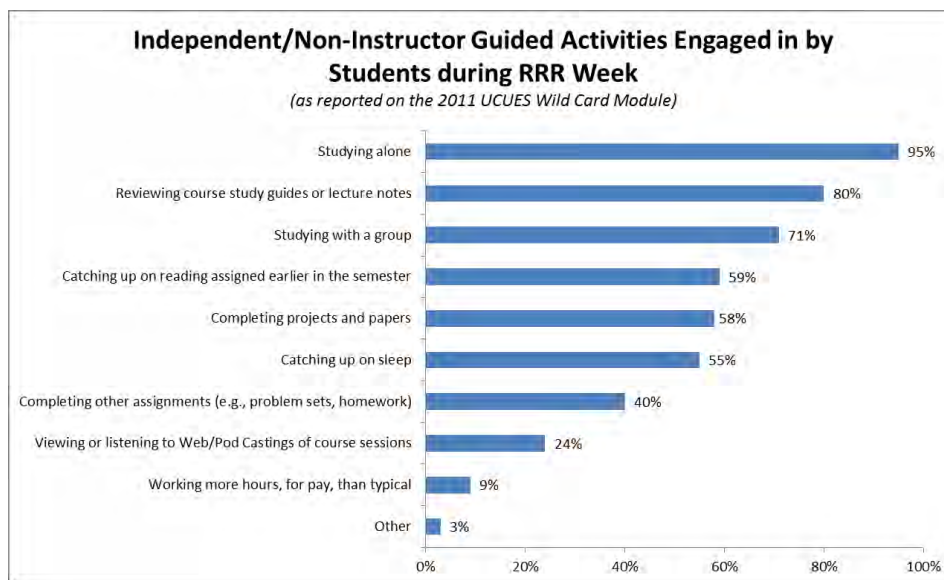
The primary ways in which students interacted with their instructors are presented below in the table:

REPORTED INSTRUCTOR CONTACT DURING FALL 2010 RRR WEEK			
Attended review sessions held by the GSI/secondary instructor	57%	Email/Web contact with primary instructor	42%
In person Office Hours with GSI/secondary instructor	51%	Email/Web contact with GSI/secondary instructor	38%
In person Office Hours with primary instructor	49%	Research Presentation or Poster/Project Session	12%
Attended review sessions held by the primary instructor	47%	The class was held as regularly scheduled with new course material presented	10%

The most frequent responses included attending review sessions or office hours. A smaller proportion of students (not reported in this table) participated in studio/performance activities (4%), made phone contact with a primary instructor or GSI (2%), or participated in speech or debate activities (1%) as part of RRR week.

Lastly, approximately 10% of respondents reported they participated in a regularly scheduled class where new course material was presented during RRR week, a practice contrary to Academic Senate policy, which prohibits the introduction of new material during the final week of instruction.

Outside of instructor-related contact, the most frequently reported activities that students engaged in during their personal time included studying alone (95% of respondents), reviewing course study guides or lecture notes (80%), studying with a group (71%), catching up on reading assigned earlier in the semester (59%), completing projects and papers (58%), and catching up on sleep (55%).



Only a small percentage of students (3%) indicated that they used RRR week for “other” activities, to include relaxing, exercising, and traveling.

Final Assessment Methods by Course Type

Students were asked to report the type of final course assessment that was completed. As seen in the table below, variations in the assessment methods were seen by course type.

Final Assessment Methods by Course Type		
	Lecture	Seminar
Regularly scheduled final exam during exam week	78%	21%
Final paper or project in lieu of final due during exam week	8%	29%
Final paper or project in lieu of final due before exam week	4%	19%
Take-home final due during exam week	4%	4%
Final exam held before exam week	3%	4%
My course did not have a final assessment	1%	20%
Take-home final due before exam week	1%	1%
Other	1%	2%

While lectures primarily used final exams (78%), seminars relied on multiple assessment methods. Almost 50% of the seminars taken by students had a final paper/project in lieu of a final exam, due before or during exam week. Twenty-one percent (21%) of seminars held a regularly scheduled exam and an additional 20% did not have a final assessment at all.

Lastly, students reported that in 3% of their lecture courses and in 4% of their seminars, final exams were held before exam week. Students also indicated that in 4% of their lecture courses and 19% of their seminars, a final paper or project in lieu of a final was due before exam week. Importantly, both of these reported activities are in violation of Academic Senate policy.