Key quantitative and qualitative data was collected during the spring quarter to understand the impact of COVID-19 on student learning.

**Adopt these successful approaches:**

- Setting clear expectations from the start
- Reducing lecture time in favor of student discussion
- Sharing class materials and recordings asynchronously
- Organizing course resources and making them easy to find online
- Conducting more frequent, lower-stakes assessments
- “Chunking” course content into more manageable pieces
- Sharing class materials and recordings asynchronously
- Setting clear expectations from the start

**Here’s why:**

- For 53.6% of respondents, **internet connectivity** was the most prevalent technical issue.
- Mandatory online class-time attendance was most commonly reported academic issue.
- Being in different time zones
- Harder to focus on material than in in-person classes.
- 73.6% of respondents cited emotional or physical burnout as an issue.
- Over a quarter of respondents reported financial instability such as loss of income, job loss and housing/food insecurity.

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1 UW mid and end quarter course evaluations from spring 2020, compiled by UW Information Technology and Office of Educational Assessment
2 UW’s COVID-19 Climate Student Survey, conducted by ASUW/GPSS to all UW students (graduate, professional, undergraduate, and certificate) during the third week of spring quarter 2020. 3588 responses, 98% of responses were from Seattle (only UW-S findings reported here). 57% of respondents were undergraduates.