ASUW/GPSS Student Climate Survey (COVID-19 +), Autumn 2020

Executive Summary

In autumn 2020, 2,248 UW students responded to a survey administered by ASUW/GPSS asking about their experience in regard to COVID-19 and related technical, academic, and personal issues and the degree of disruption these issues had on students' educational experience.

Personal issues (cited by 85% of students) were reported by a greater number of students than technical (69%) and academic issues (65%); personal issues were also rated as more disruptive.

Among personal issues, health issues were primary: 76% of respondents reported emotional or physical burnout, and a third (34%) reported reduced access to physical and/or mental healthcare. At the same time, nearly half (48%) reported experiencing a loss of community. The direct effects of COVID were evident: a third of respondents (34%) experienced being ill themselves or knowing someone who was ill with COVID-19, and 7% had lost someone they knew due to the virus. While all personal issues appeared highly disruptive, most disruptive to students' lives were issues related to financial instability, including loss of income (reported by 23%), a change in financial aid, job loss, housing insecurity, and food insecurity.

The most prevalent technical issue students experienced was internet connectivity, impacting 62% of respondents, or 90% of those who reported a technical issue. The next most common issue – lack of course documents in accessible formats – was reported by 16% of respondents. Most students rated the technical issues they experienced as "somewhat disruptive"; limited access to a computer or laptop was the most disruptive technical issue.

The most prevalent academic issues were mandatory online class-time attendance, reported by 41% of respondents, and assignments due the first week of class (36%). These were also the least disruptive issues. The most disruptive academic issues were delayed professional licensure or certification, increased time to graduation, and postponement of doctoral defense or comprehensive exams.

Analysis of 451 optional write-in comments at the end of the survey provided details about the interconnections between personal, academic, and technical issues in students' lives. Over half (64%) of the comments described concerns with mental and/or physical health, loneliness, dealing with COVID and caregiving responsibilities, and a lack of engagement. The second most prevalent theme (45% of comments) described inflexible instructional policies or practices that students felt hindered their ability to succeed with remote learning.

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Introduction

At the end of autumn quarter 2020, ASUW and GPSS distributed a joint survey to all students on all three UW campuses. The survey was linked from a notice that appeared in MyUW from Dec. 8-18. The survey asked about technical, academic, and personal issues students might have experienced due to the pandemic, as well as the impact of other life-altering events of 2020 (e.g., U.S. election, protests over racial injustice) potentially disruptive to their education. ASUW/GPSS distributed a similar survey to students in spring 2020; that survey focused solely on the impact of COVID-19 and the move to remote instruction. Both surveys were developed with input from the Office of Educational Assessment. Data from the surveys were analyzed and summarized by the research team in Academic Experience Design & Delivery, UW Information Technology. This report focuses primarily on the results of the fall 2020 survey; see the previous report on the spring 2020 survey for a full comparison.

Participants

A total of 2,248 students responded to the survey.
- 99.5% were from UW-Seattle

Degree level:
- Undergraduates comprised 69% of survey respondents
- Master's students: 19%
- PhD/Doctorate/Professional: 11%
- Non-degree/certificate: 1%

Students identified as belonging to the following groups. This item was multi-select; respondents were able to select multiple groups they identified with.

Identification	All survey respondents (%)
International student	7.4
Commuter student	23.2
First-generation student	24.2
Parent of a child under 18 years old	4.2
Caregiver of a family member over 18 years old	2

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Findings

Technical Issues

Students were asked to select what technical issues they experienced during autumn quarter, if any, and then were asked to rate how disruptive these issues were (on the whole) to their educational experiences. Students chose from a list of six issues.

Prevalence

- Over two-thirds (68.9%) of respondents reported experiencing one or more technical issues (up nearly 9% from spring).
- One-quarter (25.3%) of respondents reported experiencing two or more issues.

Among technical issues reported, "Internet connectivity" was by far the most common, impacting 62.1% of students (90.2% of the students who reported at least one technical issue), as shown in Table 1 below.

The next most common technical issue, "Lack of course documents in accessible formats (e.g., not screen reader compatible, requires specific software)," was reported by 16.8% of survey respondents (24.4% of those who selected at least one issue). This percentage is up substantially from the 4.3% who selected it in the spring and may suggest further investigation. (In the spring survey, the issue was worded as "Disability-related accessibility issues with online materials").

Table 1. *Percentage of Respondents Selecting each Technical Issue*

Issue	All survey respondents (%)	Of those who selected at least one issue (%)
Internet connectivity	62.1	90.2
Lack of course documents in accessible formats	16.8	24.4
Limited access to a computer	8.2	12
Two-factor authentication	8.2	12
Zoom bombing	7.4	10.8
Accessing online materials outside of the U.S.	2.7	3.9

In analyzing the results by degree level, we found that "Internet connectivity" affected all students equally (the percentages of students from different degree levels experiencing the issue nearly matches the percentages of students that took the survey). However, undergraduate students were more likely to experience the remaining technical issues; approximately 78% of students reporting each of the other issues were undergraduates.

Level of disruption

Of the students who reported experiencing technical issues, nearly three-quarters (73.8%) rated them as "somewhat disruptive." Another 13.5% rated them as "very disruptive" and 11.9% as "not at all disruptive."

Among students who reported only one technical issue, 81.6% found it somewhat disruptive to their educational experience. For students reporting two issues, this percentage rises to 96.4%.

Among students reporting three or more technical issues, 40.8% indicated the experience was very disruptive. (The remainder rated their experience somewhat disruptive.)

Because we saw that students reporting a higher number of issues assigned a higher level of disruption to their experience, we analyzed the responses of students reporting only one issue to identify the relative level of disruption of each issue:

- "Limited access to a computer or laptop" proved to be the most disruptive; 21.4% of students reporting this issue rated it very disruptive.
- "Two-factor authentication issues" were the least disruptive; 66.7% of students who said they experienced this issue considered it not at all disruptive.

Technical issues by demographic group

As the chart below shows, internet connectivity issues remain dominent when looking at technical issues reported by students belonging to one or more of the demographic groups on the survey: 50% of respondents identifying as an international student and over 75% of those identifying as caregivers of adult family members reported problems with internet connectivity.

As might be expected, difficulty accessing online materials outside of the U.S. was highest among international students, with nearly 20% reporting this issue. (The overlap in demographic groups is evident in looking at this issue among first generation, commuter, and caregiver groups as well.)

Caregivers and first generation students appeared to struggle more than other groups with a lack of course documents in an accessible format and limited access to a computer or laptop.

Percentage of students for each technical issue by demographic group
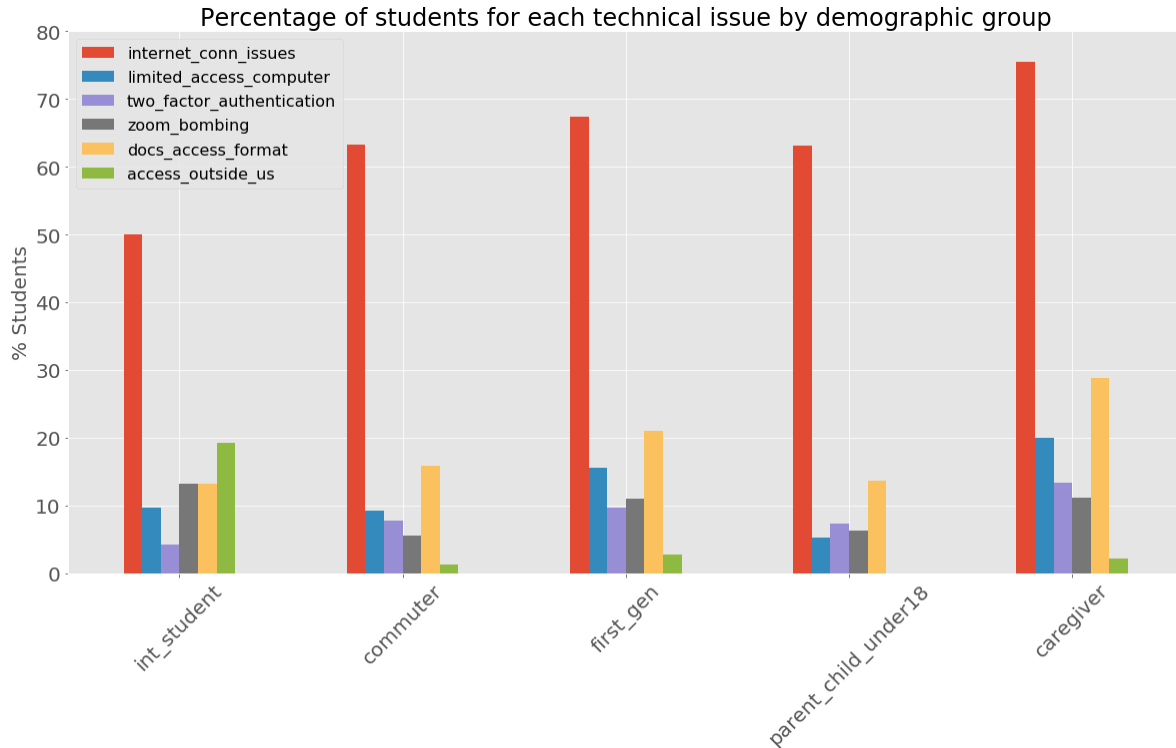
Academic Issues

Students were asked to select what academic issues they experienced during autumn quarter, if any, and then were asked to rate how disruptive these issues were (on the whole) to their educational experiences. Students chose from a list of eight issues.

Prevalence

- Two-thirds (65%) of survey respondents reported experiencing one or more academic issues (up 6% from spring)
- Over one-third (39.5%) of respondents reported experiencing two or more academic issues

"Mandatory online class-time attendance" and "Assignments due the first week of class" were the most commonly reported academic issues, selected by 41% and 36% of survey respondents respectively, as shown in the table below.

"Postponement of doctoral defense or comprehensive exams" was included as an option only for students pursuing a Master's or doctoral degree. The 2% shown in the table below actually represents 6.8% of all graduate students that took the survey.

Table 2. *Percentage of Respondents Selecting each Academic Issue*

Issue	All survey respondents (%)	Of those who selected at least one issue (%)
Mandatory online class-time attendance	41	62.9
Assignments due the first week of class	36	55.4
Inability to connect with instructors for support	14.6	22.5
Change in the number of hours enrolled this quarter compared to previous quarters	13.6	20.9
Inability to connect with TAs for support	10.3	15.9
Increased time to graduation	10.2	15.7
Postponement of doctoral defense or comprehensive exams*	2	3.1
Delayed professional licensure or certification	1.9	2.9

*Only asked of PhD and Master's students

As might be expected, academic issues related to a class environment ("Mandatory online class-time attendance," "Assignments due the first week of class," "Inability to connect with instructors for support," "Inability to connect with TAs for support," and "Change in the number of hours enrolled") were more likely to be reported by undergraduates. PhD/Doctoral/Professional degree students were more likely to select "Increased time to graduation" and "Delayed professional licensure or certification."

Level of disruption

Of the students that reported experiencing academic issues, nearly half (48.4%) rated them as somewhat disruptive; 26.1% felt the issues were very disruptive, 24.3% not at all disruptive.

Among students who reported experiencing two or three academic issues, 82% felt that they were either "somewhat" or "very disruptive."

Among students reporting four or more academic issues, 73% considered them "Very disruptive" to their educational experience.

As with the technical issues, because we saw that students reporting a higher number of academic issues assigned a higher level of disruption to their experience, we analyzed the responses of students reporting only one issue to identify the relative level of disruption of each issue:

- "Assignments due the first week of class" and "Mandatory online class-time attendance" were the least disruptive academic issues; 47% of students reporting these experiences rated them not at all disruptive.
- Unsurprisingly, the most disruptive issues were "Delayed professional licensure or certification," "Increased time to graduation," and "Postponement of doctoral defense or comprehensive exams." When looking at undergraduates alone, "Increased time to graduation" was still the most disruptive.

Academic issues by demographic group

Students identifying as caregivers of adult family members appeared to experience higher rates of academic issues that were more disruptive (see chart below). Nearly one-third of caregivers reported increased time to graduation, and they were more likely than any other group to report difficulty connecting with an instructor.
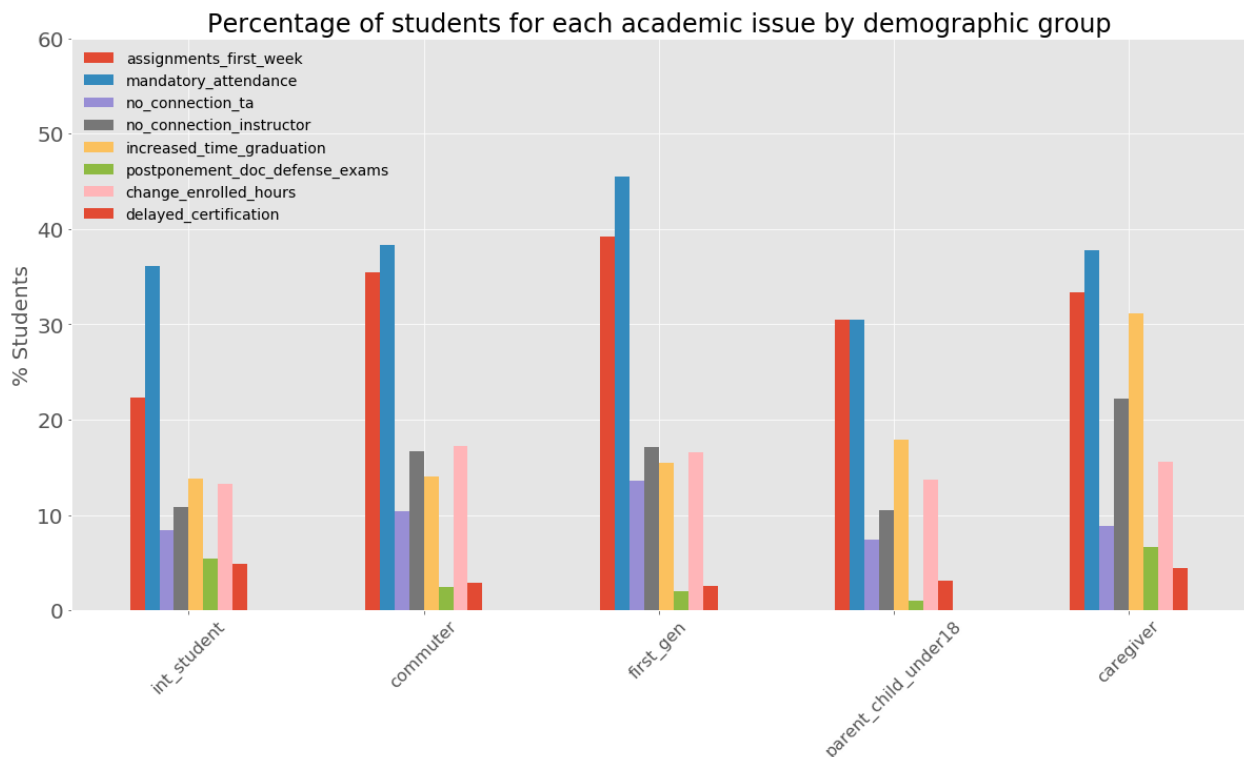
Additional Issues Related to Academics

The survey included two additional questions related to academics. One asked students, **"Compared to other terms or academic experiences you have had, how academically engaged do you feel in your courses this quarter?"**

- Of the 1998 students that answered this question, 80% reported feeling "somewhat less engaged" or "far less engaged" in their courses this quarter compared to previous quarters (up 7% from spring). As shown in the chart above, respondents selected these options in nearly equal numbers, with "far less engaged" being slightly higher.
- Undergraduate respondents were more likely to answer "Far less engaged" than other students; they made up 75% of those who selected this option, which is greater than the percentage of undergraduates that answered this question (67.9%).

How academically engaged do you feel in your courses this quarter?
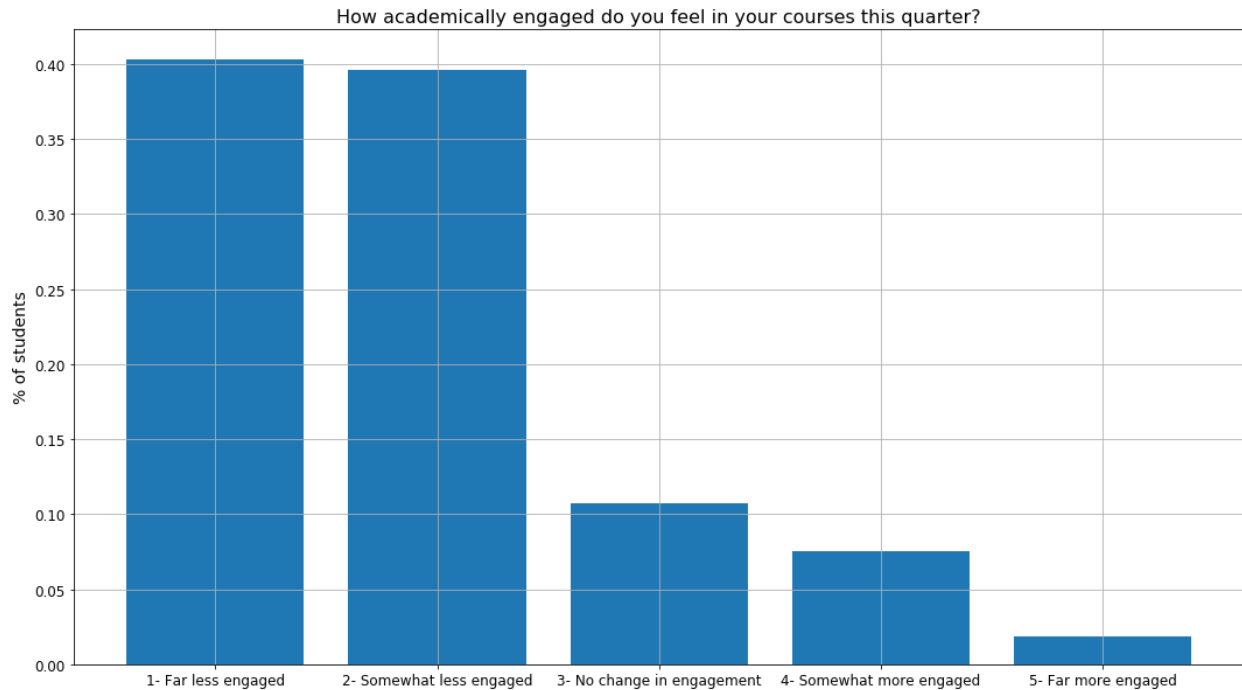
Another survey question related to funding. Only graduate students were asked, **"Do you anticipate needing more time or funding to complete your research as a result of the move to remote instruction?"**

- Of the 486 students who responded, 58.7% were students in doctoral or professional programs.
- More students in total answered either "probably yes" or "definitely yes" than answered "probably not" or "definitely not" (43.4% vs. 39.9%; see chart below). The remainder (16.7%) were unsure. In the spring survey, 52.9% of respondents believed they would need more time or funding to finish their research.

Do you anticipate needing more time or funding?
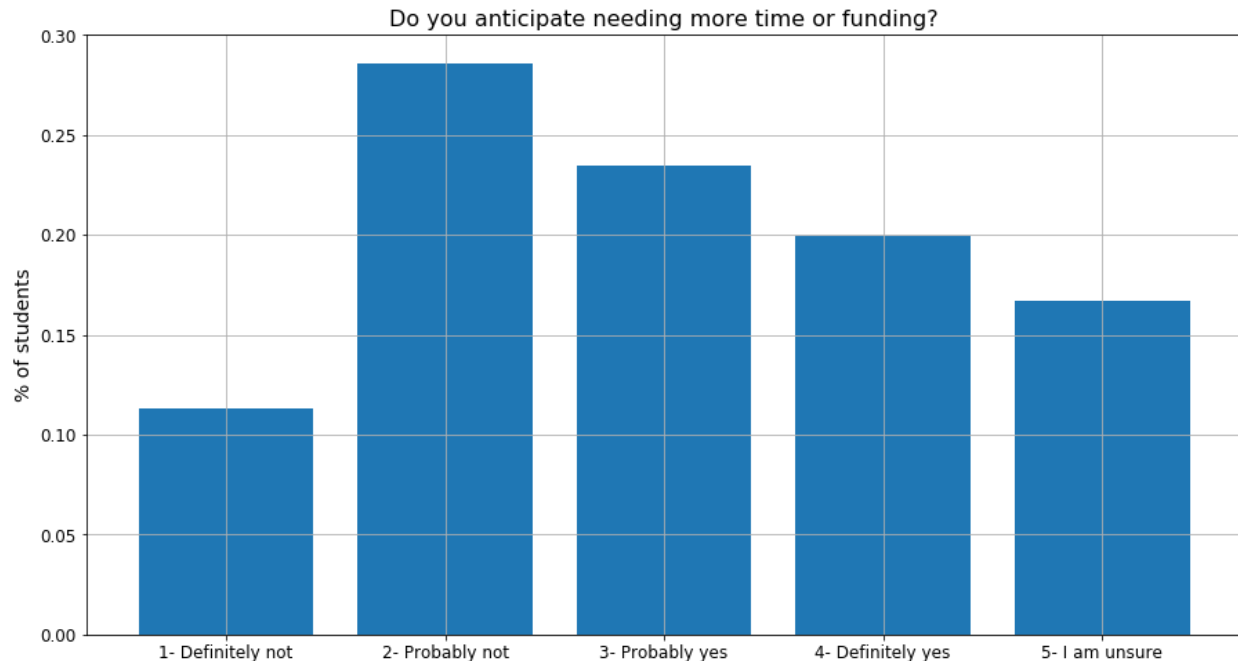
Personal Issues

Along with technical and academic issues, students were asked to select what personal issues they experienced during autumn quarter, if any, and then they were asked to rate how disruptive these issues were (on the whole) to their educational experiences. Students chose from a list of fourteen personal issues.

Prevalence

- Nearly 85% (84.6%) of survey respondents reported experiencing one or more personal issues. This percentage is considerably higher than the percentage of respondents who reported technical (68.9%) or academic (65%) issues. Unfortunately, it nearly matches the percentage who reported one or more personal issues in the spring survey (83%).
- Nearly three-quarters of respondents (73.7%) reported experiencing two or more personal issues. This percentage is much higher than the percentage of respondents who reported multiple technical (25.3%) or academic (39.5%) issues.

Issues related to health and well-being were among the top issues reported by students, as shown in Table 3. "Emotional and physical burnout" was selected by over three-quarters (76.2%) of survey respondents (or 90.1% of students that selected one or more issues) while "reduced access to physical and/or mental healthcare" affected a full third (33.7%) of students.

In addition, the direct impact of COVID-19 on the UW community is evident in the survey results, with one third of respondents (33.5%) selecting as an issue "You or someone you know being ill

with COVID-19." Unfortunately, 7% of respondents also reported that they had lost someone they knew due to the virus.

Table 3. *Percentage of Respondents Selecting each Personal Issue*

Issue	All survey respondents (%)	Of those who selected at least one issue (%)
Emotional or physical burnout	76.2	90.1
Loss of community	47.6	56.3
Reduced access to physical and/or mental healthcare	33.7	39.8
You or someone you know being ill with COVID-19	33.5	39.7
A living situation that negatively impacts your wellbeing	23.4	27.7
Loss of income	22.6	26.7
Living in a different city than intended this quarter as a result of COVID-19	20	23.6
A change in financial aid amount	12.5	14.8
Job loss	12.1	14.3
Housing insecurity	8.5	10
Food insecurity	7.6	8.9
Losing someone you know due to COVID-19	7	8.2
Increased parenting responsibilities for a child under 18 years old	6.6	7.8
Increased caregiving responsibilities for a family member over 18 years old	6.4	7.5
Xenophobia in a UW course	1.6	1.9

In regard to issues related to financial instability, "Loss of income" was the most common, with nearly a quarter (22.6%) of respondents reporting this experience. The rest of the issues in this group ("A change in financial aid amount," "Job loss," "Housing insecurity," and "Food insecurity") were selected by 7.6% to 12.5% of respondents.

The remaining issues relate to changes in social and/or living situations. The most commonly reported was "Loss of community," experienced by nearly half of respondents (47.6%), followed by "A living situation that negatively impacts your wellbeing" that affected nearly a quarter (23.4%). In addition, 20% of respondents selected "Living in a different city than intended this quarter as a result of COVID-19."

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Some personal issues were more prevalent among certain groups of students. Graduate students, for example, were more likely to report experiencing "Increased parenting responsibilities for a child under 18 years old" and "Increased caregiving responsibilities for a family member over 18 years old." On the other hand, undergraduates were slightly more likely to experience "Living in a different city than intended this quarter as a result of COVID-19," "A change in financial aid amount," "Food insecurity," "Housing insecurity," "A living situation that negatively impacts your wellbeing," "Job loss," and "Xenophobia in a UW course."

Level of disruption

- In addition to being more prevalent, personal issues were rated much more disruptive by survey respondents than technical or academic issues. Of the students that selected at one or more personal issues, over half (54.6%) felt the issues were very disruptive, 41.5% somewhat disruptive, and 3.2% not at all disruptive.
- Out of the 3.2% of students that found personal issues to be not at all disruptive, most (65.6%) selected only one issue.
- While all personal issues had the potential to be highly disruptive to respondents, those who reported issues related to financial instability were slightly more likely to rate their experiences as highly disruptive than others.

Personal issues by demographic group

While the chart displaying personal issues by demographic group quickly gets complicated, there are a few findings to point out. A lower percentage of international students appear to have reported personal issues in comparison to other groups overall. The exceptions are two issues – living in a different city than intended and xenophobia in a UW course – where international students represent the highest percentage reporting.

In addition, nearly one-quarter of students who identified as first generation reported a change in financial aid amount. And while high for all students, first generation students represent the greatest percentage of respondents who reported emotional or physical burnout.

Caregivers of an adult family member represent the top percentages on several issues – loss of community, reduced access to healthcare, being ill/knowing someone who was ill with COVID, income loss, a negative living situation, and housing insecurity. Most extreme is the percentage of caregivers who reported losing someone to COVID – twice the percentage of any other group reporting this issue.

Percentage of students for each personal issue by demographic group
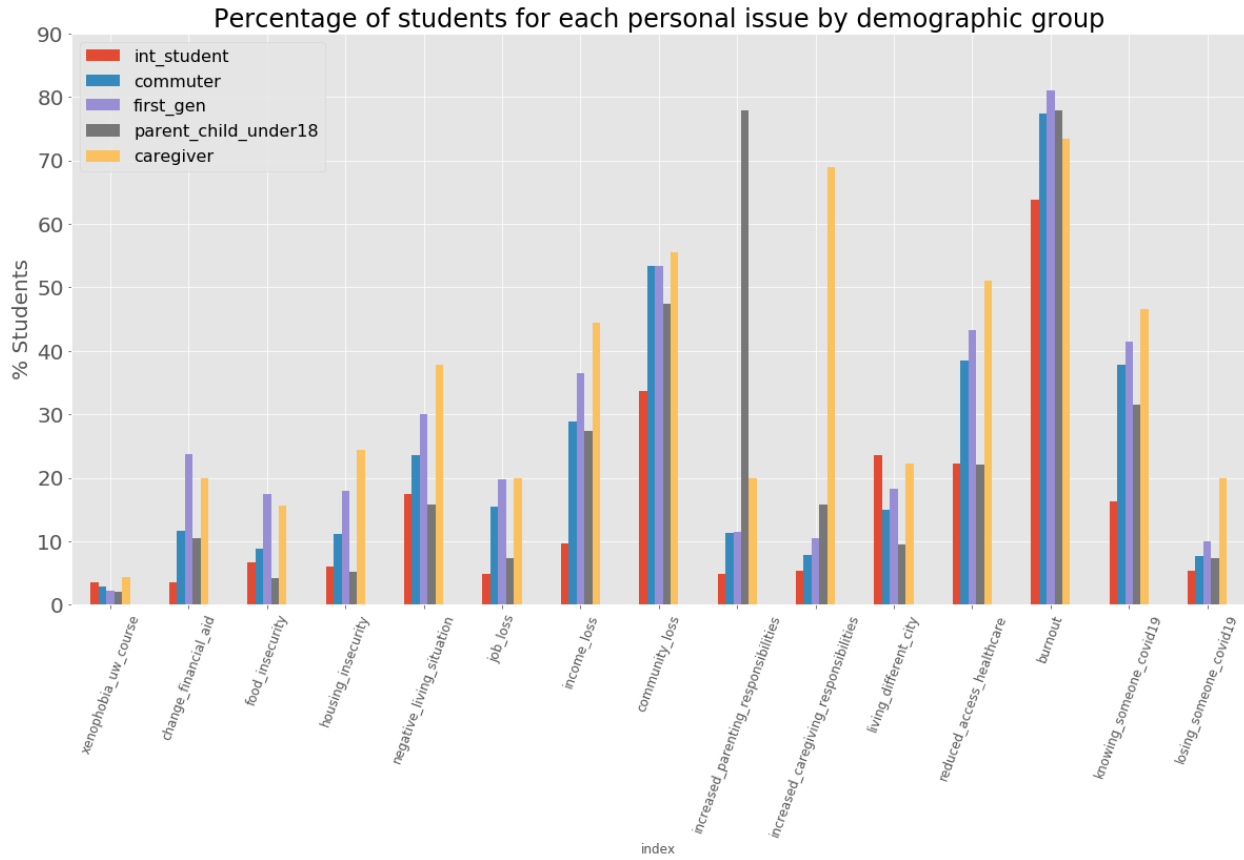
Impact of 2020 Events

In addition to the questions about personal issues respondents may have experienced, the survey included a question about the impact of a number of events that occurred during 2020: **"The UW community has experienced many life altering events in 2020. How has each of these impacted your day-to-day life this quarter?"**

The list of events included:
- Covid-19 pandemic quarantine and limitations
- Protests over racial injustice and policing in America
- U.S. election cycle
- 2020 Western U.S. wildfire season
- 2020 Atlantic hurricane season and Midwest Derecho
- 2020 Pacific typhoon season and flooding

Respondents were asked to indicate whether the event had "not at all," "somewhat," or "severely" impacted their day-to-day life.

Of all the students that took the survey, 2000 students (89%) answered this question for at least one of the life-altering events that happened in 2020. A similar number (1983) of the students answered the question affirmatively for all six events.

Table 4 displays the percentages of students selecting each impact level by event. As shown here, nearly three-quarters of respondents (73.4%) indicated that their day-to-day lives were "severly impacted" by COVID-19 and restrictions imposed by the pandemic. In addition to impacts from the pandemic, between 63% and 84% of students reported having their daily lives impacted either "somewhat" or "severely" in the fall by three other significant events: protests over racial injustice and policing, the U.S. election, and by the western U.S. wildfires. These results suggest that most students attending the UW in the fall were trying to learn under conditions in which their day-to-day lives were impacted by not one, but potentially several, significant, concurrent events that occurred in 2020.

Table 4. *Percentage of Respondents Selecting each Impact Level by Event*

Impact level	pandemic	protests	election	wildfires	hurricane	typhoon
Not at all	2.00	24.97	15.45	36.13	93.86	93.09
Somewhat	24.60	55.72	51.48	46.65	4.93	5.65
Severely	73.40	19.31	33.07	18.22	1.21	1.26

Write-In Responses

Write-in responses from the survey help us to understand in greater detail just how the various challenges students experienced disrupted their education. At the end of the survey, respondents had the option of answering an open-ended question that asked simply, **"Is there anything else about your student experience this quarter that you would like to share with your student government representatives?"**

Of the 2,248 students who responded to the survey, 451 wrote in answers to this question. The research team reviewed all responses and generated a coding scheme using the constant comparative method to identify significant themes in the responses. The team further reduced the thrity-two codes to eight code categories to increase intercoder reliability and efficiency in coding.

Table 5. *Code Categories and Descriptions*

Code	Description: *Response describes...*
Stress	Mental or physical health; personal experiences with COVID; competing obligations; lack of disability resources; lack of engagement
Performance	Concern about academic performance
Inflexibility	Inflexible instructors or policies re: coursework, grading, attendance, etc.; lack of empathy from instructors or TAs
Quality	Inferior quality of remote learning or online instruction relative to in-person
Campus	Difficulty connecting with or accessing resources normally associated with campus life (faculty/TAs; classmates; mental health resources; libraries; labs; wifi, etc.)
Jobs/Finances	Concern about current or future job market, funding, or finances
Administration	Dissatisfaction with administrative response (to COVID, racism, LGBTQ+, international students, support for TAs teaching remotely)
Positive	Positive experiences with remote learning

Because the question was optional, responses provided may be viewed as emphasizing particular issues students are experiencing that may or may not have been addressed earlier in the survey. Table 6 shows the relative frequency of themes as they appeared in the data.

Table 6. *Percentage of Comments in each Code Category by Degree Level*

Code	Undergraduate	Graduate/Certificate	All respondents
Stress	69%	54%	64%
Inflexibility	47%	39%	45%
Campus	26%	27%	26%
Jobs/Finances	21%	29%	24%
Administration	13%	19%	15%
Positive	7%	12%	9%
Performance	8%	3%	6%
Quality	7%	5%	6%

Multiple, compounding events

The greatest number of responses—more than half of the responses from undergraduate (69%) and graduate (54%) students—fell under the category of "Stress." The write-in comments highlight how the technical, academic, and personal issues addressed earlier in the survey are interconnected in students' lives. Comments that fell under the theme of "stress" included a wide variety of issues but particularly how the pandemic has affected students' mental and physical health and, in turn, their academic performance or feelings about themselves. This student's response succinctly captures the sentiment reflected in many comments and demonstrates how, over time, the social isolation imposed by coronavirus restrictions impacts students' educational experiences:

> Social isolation has led to a poor mental state and hopelessness. **As the feelings of isolation increased throughout the quarter, my academic performance decreased at the same rate**.

> I was a super-strong student all throughout high school, who loved school. However, I can not describe how much I struggle with completely remote education. I grew to hate zoom and my email. **I lost so much motivation, and school became the most stress-inducing thing in my life, as I wanted to succeed but struggled to find the motivation to do so.**

In many comments, it is evident that students are overwhelmed by the stressors they are experiencing:

> **This quarter has been extremely stressful and has made me question my existence and goals.** I feel resigned after having almost lost my mom to an unexplainable illness and incurring unexpected bills in the thousands. I feel that my failure in one class this year was due to the instability in my life at the moment. Failing this one class has made me question whether or not I actually belong at the UW….

> I have to work full time to make ends meet, I had to manage my family who got sick with coronavirus, the pandemic is causing me anxiety, etc. With everything going on, my education has taken a backseat. **As I have been doing my homework assignments, I would think "I have more important things to deal with than this."**

> It's been exceptionally difficult. Especially for me being blind. Simple resources such as getting my Husky ID replaced have become much more difficult due to things being closed in person, phone lines being busy or all automated, and websites just not being helpful in directing me where to go. It also has been difficult dealing with professors who keep the same pace of work. **Even though I'm disabled, [I'm] working part time to support my mom who got laid off, and my fifteen and 13 year old siblings while being a full time student.**

Even when they were directly impacted by COVID, students seemed unsure of what they could ask for from their instructors:

When I got Covid-19 my teachers didn't seem to have a concrete plan to accommodate me. *I also am currently dealing with the lasting side effects of the virus and although I am no longer contagious I am still having difficulty with my courses and feel uncomfortable asking for accommodations two weeks later.*

My grandmother died due to Covid eight days ago. *I can hardly get any school work done because I miss her so much and am so sad. And because I am taking only science classes **there is no way for the professors to give me extra time with finals this close.***

Academic "If only…"

The second most prevalent code, "Inflexibility," was used for comments that described instructional policies or practices that students felt hindered their ability to succeed with remote learning. These included policies around coursework, due dates, grading, mandatory attendance, recorded lectures, discussion posts, and timed or proctored exams. Many of these comments suggest that with other things going on in their lives that are out of students' control, greater flexibility with online instruction would at least alleviate some of their anxiety or frustration.

I was unable to watch class lectures, because Panopto (or maybe Panopto via Canvas?) is quite buggy when accessing through a slow internet connection*….[T]he real problem was that the instructor was unwilling to provide download links or an alternate way to access class lectures. I'd love to see advocacy for [accommodations for] poor internet connectivity during remote learning, in a similar way as instructors are usually required to handle disability accommodations.*

Mandatory group work is difficult if not impossible to organize effectively over zoom*. Every single for-credit class I took this quarter had group work worth at least 20% of the final grade, and in only one class was every group member able to consistently meet to do the work. This definitely impacted my grades.*

Parents/caregivers and international students were especially affected by mandatory attendance policies:

It's really frustrating to have to attend class during class hours….Many of my classes occur at the same time my child's classes do. *While we don't have any struggles with having enough devices for all of us, it's really difficult to leave my child unattended during school hours and to stay engaged during class. I wish more professors would be willing to record their lectures and let us view them on our own time….*

*The biggest issue is the time zone difference since I can't get visa in China. **I have to stay up all night to attend class and it's hard for me to sleep during daytime.** So I kind of suffered from insomnia the whole season. What's worse, the sleeping issue causes many complication both mentally and physically…*

Campus matters

Comments describing the loss of campus resources or lack of access to community made up about a quarter of the write-in responses. Students were mindful of the ways in which they benefitted socially and academically from connections with classmates and instructors, and how loss of these relationships also affected their career prospects. New students in particular noted the difficulties in starting out remotely.

> *Missed opportunity to participate and access UW campus and extracurricular activities.* ***It's harder to develop educational and professional relationships.***

> *As a first quarter student, the lack of connection has been difficult. I do feel like I'm missing out socially, but **it also feels like a missed learning opportunity when I can't connect with my classmates to share ideas**.*

For some students, it was the lack of access to campus facilities—in particular, access to reliably quiet spaces to study—that caused hardship:

> ***I have a disruptive and difficult home environment (roommates, neighbors, live near train tracks and JBLM bombing range). I also have ADHD and sensory processing disorders where I really need a quiet space to work**, which is why I was delighted to have my own office on campus at the end of last year. After the pandemic hit, I couldn't use my office because my work isn't critical.*

> ***Very difficult to make sure environment at home is quiet**. I am noise sensitive and I had construction being done in the apartment next to me for this whole quarter...Very aggravating during tests without any access to a library or coffee shops.*

Financial catch-22s

Financial concerns or concerns about the current or future job market were also reflected in a quarter of the write-in responses from students. As noted earlier in this report, students reporting issues related to financial instability were more likely to rate their experiences as "severely disruptive."

> ***Job insecurity was by far my biggest difficulty this quarter but I hardly see the school discussing it.** The job market in my city was hit by the pandemic so badly that I had to resort to taking two jobs with unreliable hours, both an hour away from me (and 45 minutes away from each other). I felt unsupported in acquiring the funding I needed to both earn enough to live and to succeed in classes, especially since my classes both had groupwork components that were almost impossible to coordinate due to my wildly unpredictable schedule. I haven't been able to get unemployment either because of my student status, and haven't been able to get other funding due to both my class standing and more complex reasons.*

Housing has been a financial burden for international students as we couldn't return to our campus apartments and had to keep paying full rent. We have to pay full rent for the quarter and a heavy cancellation fee if we quit housing in the middle of the academic year. I hope HFS can be understanding this year for our situation.

I will most likely not finish my doctorate due to financial constraints from COVID 19.

Many students complained of having to pay the same fees despite being in a pandemic and not being on campus:

I also think the university has not done enough reducing the financial toll of the pandemic on students—to pay for building fees and so many services we are not accessing feels completely unjust and uncalled for. The explanations the university gives are not sufficient.

The Good

While it is not possible to describe all of the topics students wrote about in their final comments, it may be encouraging to note that 9% of these voluntary comments were coded as "Positive." Students wrote in praise of instructors who acknowledged the potential impact of the pandemic and other world events on students' lives and who made changes to coursework or teaching practices and/or who regularly checked in with students as a result. In addition, some students commented on how much better they learn through online instruction and how they hope it continues. One student wrote:

Remote learning is a more accessible form of education for MANY non-traditional students (disabled students, commuter students, student parents, and more). I want to emphasize that even when we are back in person, it is critical that UW remains to be remote-accessible (panopto recordings, Zoom live streams, etc) for those continuing to be impacted by in-person learning.

It is this data—data on lessons learned, data on how both instructors and students have benefitted from an extended experiment in remote teaching and learning—that is especially valuable for proposing what should happen when COVID-19 restrictions are lifted.