Mission

The Office of Planning & Analysis (OPA) supports data-informed decision making to help UC Berkeley better fulfill its goals of access and excellence through teaching, research, and public service.

We engage with and promote success within our campus community by producing analyses that are objective, actionable, and creative. We strive to convey the Berkeley story in clear, innovative ways by making institutional data accessible and intelligible.
Planning & Decision Support

- Undergraduate Enrollment Management
  - Incoming class size; residency mix
  - Overall undergraduate population
  - Improve graduation rates

- Survey Analysis
  - UC Undergraduate Experience Survey (UCUES) Dept. Report
  - Campus Initiatives (e.g., Advising, Discovery Experience)

- Resource Support
  - Temporary Academic Support Modeling
  - Teaching Metrics and Reporting
Products and Services

- Cal Answers (Data Warehouse) Analytic Support & Consultation
- New Deans/Chairs Cal Answers Training
- Curriculum Planning/Common Good/Temporary Academic Support
- Survey Analysis and Reporting
- Data Visualizations & the Our Berkeley data digest
- Enrollment Modeling
- External Reporting (IPEDS, Common Data Set, WSCUC, FLAS)
- Academic Program Review, Changes to/New Academic Programs
- Recurring Reports (Fall Snapshot, AAUDE Faculty Salaries)
- Task Force and Committee Work (metrics, analysis, measurement)
- Ad Hoc Requests & Custom Analysis
Our Berkeley Data Digest

- Public-facing, interactive, narrative-driven data digest
- More than 20 dashboards (originally 3 releases over 1 year)
- Dashboard subject areas currently include:
  - Admissions
  - Enrollment
  - Faculty & Staff
  - Financial Aid
  - Instruction
  - Maps
  - Outcomes
  - Research
  - Student Experience

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Affordability & Undergrad Cost of Attendance
- The Affordability & Undergrad Cost of Attendance dashboard displays trend data on the Berkeley undergraduate student budget, including housing, food and personal costs.

Class Size
- The Class Size dashboard shows data about UC Berkeley's class sizes from several different perspectives. You can view data for the past three years, within a variety of categories.

Degree Recipients by Major
- The Degree Recipients by Major dashboard displays information on the number of degree recipients by major, degree level, division, entry status, residency, ethnicity, gender, STEM status, and minor program.

First Destination Survey
- The Career Center's First Destination Survey dashboard shows post-graduation plans and career-related activities for the three most recent cohorts of graduating seniors.

GPA by Major
- The GPA by Major dashboard displays aggregate grade point averages (GPAs) for degree recipients in UC Berkeley undergraduate major programs.

Grades by Course
- The Grades by Course dashboard shows the letter grade distribution for a selected course and term. This allows students to provide context for their grades within the overall set of grades awarded for those courses.

Graduation & Retention
- The Graduation & Retention Rates dashboard shows data for undergraduates who entered Berkeley over the last 10 years. You can view this data by several demographic and academic groupings.

Historical Enrollment
- The Historical Enrollment dashboard shows UC Berkeley's enrolled student counts since the university's first class entered in 1869. You can view this data by student level, gender, and (since 1983) ethnicity.

Of Every 100 Students
- Pell Grant Recipients
- Sponsored Project Awards
- Staff Headcount

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Office of the Vice Chancellor of Finance
Office of Planning & Analysis
Of every 100 undergraduate students on campus in Fall 2017...

- 79 were freshman entrants
- 21 were transfer entrants
Teaching Metrics & Resource Support
Teaching Metrics

Course Counts
- How many courses?
- How many sections?

Student Counts
- How many enrollments?
- How many units did those enrolled students earn (SCH or student credit hours)?

Faculty Counts
- How many faculty taught?
- What kind of faculty were teaching?

Compound Counts
- What percentage of each kind of faculty taught what kind of students?
Data Comes from the Departments

![Course Information Screen](image)

- **Course ID**: 110141
- **Academic Institution**: UC Berkeley
- **Term**: 2018 Spring
- **Subject Area**: HISTORY
- **Catalog Nbr**: R1B
- **Course Offering Nbr**: 1
- **Component**: Seminar
- **Units**: 4.00
- **Meeting Pattern**:
  - **Facility ID**: DWIN262
  - **Pat**: MWF1
  - **Mtg Start**: 1:00PM
  - **Mtg End**: 1:59PM
- **Instructors**:
  - Shannon, Kerry S.: Teaching but Not In Charge
  - Vernon, James: In Charge but Not Teaching
Berkeley Measures Teaching Two Ways

**By Listing Department**
- Doesn’t matter who is teaching
- Used for curriculum planning
- Based on a student’s perspective
- Useful for demand estimation

**By Credited Department**
- Doesn’t matter what the faculty teach
- Used for financial and workforce planning
- Based on a department or faculty member’s perspective
Teaching by Credited Department
Uses of the Teaching Data

Campus Resource Allocation
- Approval for new faculty FTE lines
- TAS budget for GSIs, readers and visiting faculty
- Divisional and departmental budget decisions

Broader Reporting
- Reporting to UCOP and the legislature for:
  - Capital projects funding requests
  - Faculty workload discussions
  - Systemwide Union disputes and resolutions
- Federal Reporting
Uses of the Data

Campus Resource Allocation
- Approval for new faculty FTE lines
- TAS budget for GSIs, readers and visiting faculty

Broader Reporting
- Reporting to UCOP and the legislature
- Federal Reporting (FLAS)
Faculty FTE Call Data

Used for decisions regarding new Senate Faculty FTE lines

- Decisions are *metrics informed* (not formulaic)
- *If we are only going to hire so many new faculty this year, which ones need it by the numbers?*
- Specific questions we help answer include:
  - How many majors and degrees is a department supporting?
  - How many faculty do they have to do that?
  - How do faculty leaves impact this?
  - How much of that teaching do the senate faculty do?
  - How much is being done by other instructors?
  - How many classes are the departments faculty teaching a year?
  - How has this all changed over time?
  - And how does this all compare to UC Berkeley’s and the Division’s average?
Faculty FTE Call Data

- To answer these questions we report on raw data and comparative ratios:
  - **Faculty Resources**
    - Incumbent faculty FTE
    - Payroll faculty FTE
    - % on leave
  - **Student Demand**
    - Major headcount
    - Degree recipient headcount
    - SCH taught by all instructors
  - **Instructional Workload**
    - SCH per actual (available) faculty FTE
    - Classes per actual faculty FTE
    - % of SCH Taught by Non-Regular Faculty
EVCP TAS Allocation

Metrics used as part of a **formula** in combination with financial data

- *How do we equitably support the growth in enrollment on campus?*
EVCP TAS Allocation

Metrics used as part of a formula in combination with financial data

– How do we equitably support the growth in enrollment on campus?

The formula attempts to answer the question at the department level (which is then summed to the divisional level):

• What did it cost to teach the total SCH (units) taught in the most recent year available?
• How many more or fewer SCH do we expect to teach next year?
• How much would we expect those to cost?
• And how much do we have to adjust the baseline to account for increased expenses?
EVCP TAS Allocation Formula
UCOP Reporting

Our data allows UCOP to conduct and report cross campus analyses

- Ex. Instructional Activities Report
  - Categories of faculty teaching specific courses
  - Measures of students who take those courses
  - Measures of kinds of courses
Federal Reporting

Reporting is Required for Funding
- $3-6 million per year
- How many students concentrate our Area Studies classes?
- How many do study abroad?
- How many degrees do our students get out of the Area Studies departments?

Program Office: International and Foreign Language Education
CFDA Number: 84.015B
Program Type: Fellowships
Also Known As: FLAS
Survey Data Reporting & Analysis at UC Berkeley’s IR Office
Signature Student Surveys

• OPA manages two signature campus-wide surveys whose data is used to support Academic Program Review and select campus initiatives.
  ○ UCUES (UC Undergraduate Experience Survey)
  ○ SONS (Survey of New Students)

• OPA periodically provides consultation, random or stratified samples, and select reporting in support of other campus surveys.
  ○ Career Destinations Survey
  ○ Campus Climate Survey
  ○ Cost of Attendance Survey
  ○ National College Health Assessment
SONS Key Facts

• Administered yearly at the start of every Fall semester
  • SONS remains open during the first six - eight weeks of the students’ first semester

• All new students (both freshmen and transfer) are invited to complete the survey

• Takes ~20 minutes to complete; Recent response rate: 62% students

• Designed to capture students’ academic, co-curricular, and social experiences during their transition.
UCUES Key Facts

• University of California system-wide survey
• Historically administered every year at Berkeley, now every other year
• All undergraduates invited to complete the survey
• Takes ~30 minutes to complete; Recent response rate: 39% students
  ○ Administered from April until July of the spring semester, UCUES responses are matched with institutional data to provide a detailed portrait of:
    • students' background
    • academic and co-curricular activities
    • goals and aspirations
    • experiences with academic and administrative units
    • self-assessments of gains in academic and social skills
UCUES Wild Card Module

- The majority of UCUES consists of shared, standardized items that are negotiated system-wide. However each campus has the option to develop a Wild Card Module that focuses on topics specific to their campus.

- UC Berkeley has used this option to explore campus initiative and concerns such as:
  - Co-curricular advising
  - Discovery learning experiences
  - Affordability & accessibility of course readings
UCUES in Decision-Making

Campus Climate
  o Measures how welcoming and inclusive the campus environment is for students of various backgrounds

Affordability
  o Captures perceptions regarding how manageable the cost of attendance is
  o Measures housing and food security (e.g., homelessness & hunger)

Co-curricular & Research Experiences
  o Captures hours spent on different activities, including work and research with faculty

Advising
  o Helps assess students’ satisfaction with advising, as well as students’ perception of the personal value and impact of advising
OPA Survey Resources
2019 SONS Freshmen - Part 1: Early Experiences

Transition into UC Berkeley

Please rate the start of your Berkeley experience by completing the following statement. Overall, I am off to ...

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a great start</td>
<td>861</td>
<td>21%</td>
</tr>
<tr>
<td>a very good start</td>
<td>1,057</td>
<td>26%</td>
</tr>
<tr>
<td>a good start</td>
<td>1,504</td>
<td>37%</td>
</tr>
<tr>
<td>just an OK start</td>
<td>514</td>
<td>13%</td>
</tr>
<tr>
<td>not a good start</td>
<td>89</td>
<td>2%</td>
</tr>
</tbody>
</table>
UCUES Results and Summary

Time Allocation

During this academic year, how many hours do you spend in a typical week (7 days) on the following activities?

- Paid employment (including internships) on campus: 3,404 hours, median: 10 hours
- Paid employment (including internships) off campus: 2,487 hours, median: 12 hours

Of your total hours spent working for pay, about how many hours were related to your academic interests?

Number of Responses: 2,465
Median Hours: 8
**Dashboards Incorporating Survey Data: Student Experience**

**Explore the Data**

**ALL responses to Agreement with: I feel valued as an individual at this campus**

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>31%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69%</td>
<td>62%</td>
<td>62%</td>
</tr>
</tbody>
</table>

**Responses by Residency**

<table>
<thead>
<tr>
<th>Residency</th>
<th>N</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Resident</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>32%</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68%</td>
<td>61%</td>
<td>60%</td>
</tr>
<tr>
<td>Nonresident</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>27%</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>73%</td>
<td>64%</td>
<td>66%</td>
</tr>
</tbody>
</table>
A similar proportion of new freshman and transfer respondents reported that they would best describe their social class when growing up as being “Middle-class” (34% versus 36%).

A greater proportion of new transfer respondents, as compared to new freshman respondents, would describe their social class when growing up as being either “Working-class” or “Low-income/poor” (48% versus 28%, respectively).
Presentations & Reports: First Year Undergraduate Experience

Percent agreement with “Students of my race/ethnicity are respected on this campus” by race/ethnicity

- **White (SONS)**: 93% (n = 347)
- **White (UCUES)**: 89% (n = 347)
- **Asian (SONS)**: 95% (n = 439)
- **Asian (UCUES)**: 91% (n = 439)
- **Chicano/Latino (SONS)**: 85% (n = 156)
- **Chicano/Latino (UCUES)**: 64% (n = 156)
- **African American (SONS)**: 77% (n = 35)
- **African American (UCUES)**: 54% (n = 35)
Select Survey Data Highlights

SONS & UCUES Results
- UCUES 2018 Results
- SONS 2019 Results - Freshman & Transfer

Our Berkeley – Interactive Dashboards
- Student Experience
- Class Size
- Career Destinations Survey

Reports & Presentations
- Fall 2019 Snapshot of Berkeley Undergraduates
- Opinions on Free Speech (2017)
- Where Berkeley Students Live (2016)
- Using Institutional Survey Data to Understand the First Year Undergraduate Experience (2017)
- The Intersection of Campus Climate and the Student Experience (2014)
Additions to 2020 UCUES and SONS

• In response to COVID-19 and the switch to remote learning new items were created for the 2020 UCUES and SONS Surveys

• Topics include:
  – Attitudes and concerns about COVID-19 and remote learning
  – Fall 2020 Enrollment and Housing Plans
  – Experiences with remote learning

• In addition to the creation of new items, we also conducted preliminary analyses of the UCUES COVID-19 items as the survey was out in the field in order to help inform campus decision making.
Preliminary Analysis of UCUES COVID-19 Questions
Overview

Research Questions:
1. What are the experiences of undergraduate students dealing with issues related to COVID-19 including remote learning in Spring 2020?

2. How do these experiences vary across affinity groups? Are there particularly salient issues for specific groups that should be addressed?

Research Approach:
The Spring 2020 administration of UCUES includes 37 extra questions that relate to COVID-19.

The current analysis reported here focuses on concerns students have about remote learning and personal issues relating to COVID-19. Findings are based on responses as of April 27. Respondents are not weighted to match the campus, so variations in response rates are a potential confound.
Summary of Findings for Minoritized Groups

● Students report moderate to high levels of concern about both remote learning and their personal experiences. Marginalized groups have higher levels of concern on all questions.
  ○ Marginalized groups with higher levels of concern include women, transgender/gender non-conforming, LGBQ+, Pacific Islander, URM, low SES, disabled, and first generation college.
  ○ Areas of highest concern include doing coursework/tests, learning effectively, and being isolated from friends.

● Gaps between marginalized students and their less marginalized peers vary across experiences.
  ○ Areas with the largest gaps include access to healthcare, libraries, and internet; finding study spaces and learning support services; and paying bills and meeting basic needs.
  ○ The largest gaps reflect broader inequities in society that existed prior to COVID-19 but have been exacerbated by the pandemic.
Summary of Findings for Divisions

- Experiences relating to COVID-19 vary across divisions -- though less so than across demographic groups
  - Most of the variation across units for many COVID-19 questions is driven by demographics
  - Some of the variation across units is driven by varying numbers of survey respondents who plan to graduate prior to Fall 2020

- Discipline-specific patterns emerge around the resources available under remote learning
  - Lab sciences -- particularly Chemistry and Bio Sciences -- show the highest levels of concern about the ability to do research as a result of COVID-19
  - Non-lab disciplines -- particularly Social Sciences and Humanities -- show the highest levels of concern about the ability to access libraries

- After excluding students who planned to graduate prior to Fall 2020, most respondents (ranging from 85% in MPS to 91% in Arts & Humanities) plan to enroll in Fall 2020.
Learning Concerns
Learning Concerns Questions

• How concerned are you about the possible effects of COVID-19 on your learning in the following ways?
  ○ Q1.1 Having reliable access to the Internet
  ○ Q1.2 Learning effectively in the remote instruction environment
  ○ Q1.3 Having access to an appropriate study space
  ○ Q1.4 Accessing the learning support services I need (e.g., tutoring)
  ○ Q1.5 Accessing library resources and services
  ○ Q1.6 Doing well on tests and assignments in online courses
  ○ Q1.7 Missing classes
  ○ Q1.8 Ability to conduct research
  ○ Q1.9 Getting the courses I need for my major
  ○ Q1.10 Interacting with faculty outside of class
  ○ Q1.11 Other learning concerns (please specify)

Respondents can select Not concerned, Somewhat concerned, Concerned, or Very concerned as response options. For analysis, these variables are dichotomized with the former two responses as 0 and the latter two as 1. This analysis shows percentages with higher concern.
## Learning Concerns Summary

**Percentage of respondents who are Concerned or Very Concerned about the possible effects of COVID-19**

<table>
<thead>
<tr>
<th>Prompt</th>
<th>All</th>
<th>No low factors</th>
<th>4 + low factors</th>
<th>Concern Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>4,746</td>
<td>717</td>
<td>666</td>
<td></td>
</tr>
</tbody>
</table>
| Q1.6 Doing well on tests and assignments in online courses
| Q1.2 Learning effectively in the remote instruction environment
| Q1.10 Interacting with faculty outside of class
| Q1.8 Ability to conduct research
| Q1.3 Having access to an appropriate study space
| Q1.7 Missing classes
| Q1.4 Accessing the learning support services I need
| Q1.5 Accessing library resources and services
| Q1.11 Other learning concerns (please specify)
| Q1.9 Getting the courses I need for my major
| Q1.1 Having reliable access to the Internet

Note: Number of low factors is how many marginalizations a student reported. Marginalizations include women; URM; LGBTQ+; low-income/poor/working class growing up; disabled; and first generation college. The number of marginalizations can range from zero to six.

Deeper shades of gold indicate **higher** levels of concern

Deeper shades of red indicate **higher** concern gaps

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Source: UC Berkeley, UCUES 2020

Preliminary Results as of April 2020
Personal Concerns
Personal Concerns Questions

• How concerned are you about the possible effects of COVID-19 on you in the following ways?
  ○ Q2.1 Not graduating on time
  ○ Q2.2 Not attending my commencement
  ○ Q2.3 Losing my job
  ○ Q2.4 Not getting a job after graduation
  ○ Q2.5 Paying bills
  ○ Q2.6 Being isolated from friends
  ○ Q2.7 Accessing healthcare
  ○ Q2.8 Meeting basic needs (e.g., food, housing, etc.)
  ○ Q2.9 Other (please specify)

Respondents can select Not concerned, Somewhat concerned, Concerned, or Very concerned as response options. These variables are dichotomized with the former two responses as 0 and the latter two as 1. This analysis shows percentages with higher concern.
## Personal Concerns Summary

**Percentage of respondents who are Concerned or Very Concerned about the possible effects of COVID-19**

<table>
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<th>4 + low factors</th>
<th>Concern Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>4,746</td>
<td>717</td>
<td>666</td>
<td></td>
</tr>
<tr>
<td>Q2.6 Being isolated from friends</td>
<td>78%</td>
<td>73%</td>
<td>82%</td>
<td>9%</td>
</tr>
<tr>
<td>Q2.4 Not getting a job after graduation</td>
<td>63%</td>
<td>51%</td>
<td>72%</td>
<td>21%</td>
</tr>
<tr>
<td>Q2.5 Paying bills</td>
<td>55%</td>
<td>34%</td>
<td>79%</td>
<td>46%</td>
</tr>
<tr>
<td>Q2.3 Losing my job</td>
<td>47%</td>
<td>35%</td>
<td>66%</td>
<td>31%</td>
</tr>
<tr>
<td>Q2.7 Accessing healthcare</td>
<td>47%</td>
<td>30%</td>
<td>72%</td>
<td>42%</td>
</tr>
<tr>
<td>Q2.9 Other (please specify)</td>
<td>42%</td>
<td>25%</td>
<td>73%</td>
<td>48%</td>
</tr>
<tr>
<td>Q2.2 Not attending my commencement</td>
<td>41%</td>
<td>32%</td>
<td>50%</td>
<td>18%</td>
</tr>
<tr>
<td>Q2.8 Meeting basic needs (e.g., food, housing, etc.)</td>
<td>34%</td>
<td>20%</td>
<td>64%</td>
<td>44%</td>
</tr>
<tr>
<td>Q2.1 Not graduating on time</td>
<td>29%</td>
<td>18%</td>
<td>48%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Note: Number of low factors is how many marginalizations a student reported. Marginalizations include women; URM; LGBTQ+; low-income/poor/working class growing up; disabled; and first generation college. The number of marginalizations can range from zero to six.

Deeper shades of **gold** indicate **higher** levels of concern

Deeper shades of **red** indicate **higher** concern gaps

Source: UC Berkeley, UCUES 2020 Preliminary Results as of April 2020
Thank you!

**Presenters** (in order of presentation):

Sereeta Alexander, OPA
Kira Blaisdell-Sloan, OPA
Beatriz Brando, OPA
Andrew Eppig, E&I, aeppig@berkeley.edu

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Appendix
Definitions

**Respondent:** UC Berkeley undergraduates who responded to UCUES 2020 as of Monday, April 27, 2020 and who consented to the survey conditions.

**Trans/GNC:** students who selected a gender identity that is *not* man or woman or who selected *intersex/non-binary* as their sex.

**LGBQ+:** students who selected a sexual orientation that is *not* heterosexual.

**SES While Growing Up:** students could indicate what their SES was while growing up. Options include: *Upper-class/wealthy, Middle-class, Working-class, Low-income/poor*.

**Disabled:** students who reported that they had a *physical, learning, cognitive, emotional/mental health,* or another *disability*.

**Parental Education:** students could indicate if one or more parents had the following education levels *Graduate Degree, 4-Year Degree, Some College, No College*.

**Number of Low Factors:** how many marginalizations a student reported. Marginalizations include women; URM; LGBTQ+; low-income/poor/working class growing up; disabled; and first generation college. The number of marginalizations can range from zero to six.

Note: Gender and race/ethnicity are sourced from Cal Answers while all other demographics are sourced from UCUES.
# Learning Concerns Detailed Responses

## Percentage of respondents who are Concerned or Very Concerned about the possible effects of COVID-19

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Reliable Internet</th>
<th>Remote Instructor</th>
<th>Study Space</th>
<th>Support Services</th>
<th>Library Access</th>
<th>Course Tests</th>
<th>Missing Classes</th>
<th>Conduct Research</th>
<th>Courses for Major</th>
<th>Faculty Interact</th>
<th>Other Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkeley</td>
<td>4,746</td>
<td>27%</td>
<td>83%</td>
<td>59%</td>
<td>56%</td>
<td>54%</td>
<td>83%</td>
<td>57%</td>
<td>61%</td>
<td>46%</td>
<td>62%</td>
<td>53%</td>
</tr>
<tr>
<td>Freshman Entrant</td>
<td>3,706</td>
<td>24%</td>
<td>83%</td>
<td>57%</td>
<td>55%</td>
<td>52%</td>
<td>83%</td>
<td>57%</td>
<td>60%</td>
<td>45%</td>
<td>61%</td>
<td>50%</td>
</tr>
<tr>
<td>Transfer Entrant</td>
<td>1,039</td>
<td>39%</td>
<td>82%</td>
<td>67%</td>
<td>58%</td>
<td>61%</td>
<td>82%</td>
<td>60%</td>
<td>66%</td>
<td>48%</td>
<td>66%</td>
<td>60%</td>
</tr>
<tr>
<td>Men</td>
<td>1,619</td>
<td>26%</td>
<td>78%</td>
<td>54%</td>
<td>53%</td>
<td>51%</td>
<td>78%</td>
<td>53%</td>
<td>61%</td>
<td>42%</td>
<td>61%</td>
<td>46%</td>
</tr>
<tr>
<td>Women</td>
<td>3,075</td>
<td>28%</td>
<td>85%</td>
<td>62%</td>
<td>58%</td>
<td>56%</td>
<td>86%</td>
<td>60%</td>
<td>61%</td>
<td>48%</td>
<td>63%</td>
<td>57%</td>
</tr>
<tr>
<td>Trans/GNC</td>
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<td>35%</td>
<td>90%</td>
<td>70%</td>
<td>67%</td>
<td>68%</td>
<td>87%</td>
<td>74%</td>
<td>70%</td>
<td>51%</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>3,613</td>
<td>26%</td>
<td>81%</td>
<td>56%</td>
<td>55%</td>
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*Deeper shades of gold indicate higher levels of concern*

Source: UC Berkeley, UCUES 2020, Preliminary as of April 2020
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<th>Group</th>
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<td>78%</td>
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</tbody>
</table>

Deeper shades of gold indicate higher levels of concern.

Learning Concerns Summary

- Student levels of concern about learning range widely from low concern (having reliable internet) to high concern (learning effectively online and doing well on coursework). Marginalized groups have higher levels of concern about learning on all questions.

  - Marginalized groups with higher levels of concern include women, transgender/gender non-conforming, LGBQ+, Pacific Islander, URM, low SES, disabled, and first generation college.

  - Areas of low concern (<33%) include: reliable internet access (27%)

  - Areas of moderate concern (33-67%) include: interacting with faculty (62%); ability to conduct research (61%); access to study space (59%); missing classes (57%); access to support services (56%); accessing the library (54%); other concerns (53%); and getting required major courses (46%).

  - Areas of high concern (>67%) include: doing well in tests/assignments (83%) and learning effectively remotely (83%)

- Most questions have high variation across groups with the most marginalized students having much higher levels of concern compared to their least marginalized peers.

  - The questions with the highest concern gaps were other learning concerns (+43%); access to study spaces (+42%); accessing support services (+35%); accessing the library (+31%); having reliable access to the internet (+30%); missing classes (+30%); and getting required major courses (+29%)
## Percentage of respondents who are Concerned or Very Concerned about the possible effects of COVID-19

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Graduate on Time</th>
<th>Attend Comm.</th>
<th>Losing my Job</th>
<th>No Job</th>
<th>After</th>
<th>Paying my Bills</th>
<th>Isolated</th>
<th>Friends</th>
<th>Access Health</th>
<th>Basic Needs</th>
<th>Other Concern</th>
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</thead>
<tbody>
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<td>UC Berkeley</td>
<td>4,746</td>
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<td>47%</td>
<td>63%</td>
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Deeper shades of gold indicate higher levels of concern.

Source: UC Berkeley, UCUES 2020, Preliminary as of April 2020
## Personal Concerns Detailed Responses

### Percentage of respondents who are Concerned or Very Concerned about the possible effects of COVID-19

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<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Graduate on Time</th>
<th>Attend Comm.</th>
<th>Losing my Job</th>
<th>No Job</th>
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<tr>
<td>Upper/wealthy</td>
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<td>18%</td>
<td>32%</td>
<td>35%</td>
<td>51%</td>
<td>34%</td>
<td>73%</td>
<td>30%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>1 low factor</td>
<td>1,314</td>
<td>20%</td>
<td>38%</td>
<td>38%</td>
<td>56%</td>
<td>44%</td>
<td>77%</td>
<td>36%</td>
<td>22%</td>
<td>34%</td>
</tr>
<tr>
<td>2 low factors</td>
<td>1,156</td>
<td>29%</td>
<td>43%</td>
<td>47%</td>
<td>66%</td>
<td>56%</td>
<td>79%</td>
<td>47%</td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td>3 low factors</td>
<td>893</td>
<td>35%</td>
<td>45%</td>
<td>55%</td>
<td>73%</td>
<td>69%</td>
<td>79%</td>
<td>55%</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>4+ low factors</td>
<td>666</td>
<td>48%</td>
<td>50%</td>
<td>66%</td>
<td>72%</td>
<td>79%</td>
<td>82%</td>
<td>72%</td>
<td>64%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Deeper shades of gold indicate higher levels of concern.

Source: UC Berkeley, UCUES 2020, Preliminary as of April 2020
Personal Concerns Summary

• Student levels of personal concern range widely from low concern (not graduating on time) to high concern (being isolated from friends). Marginalized groups have higher levels of personal concerns on all questions.

○ Marginalized groups with higher levels of concern include women, transgender/gender non-conforming, LGBQ+, Pacific Islander, URM, low SES, disabled, and first generation college.

○ Areas of low concern (<33%) include: not graduating on time (29%)

○ Areas of moderate concern (33-67%) include: not getting a job after graduation (63%); paying bills (55%); losing job (47%); accessing healthcare (47%); other concern (42%); not attending commencement (41%); and meeting basic needs (34%)

○ Areas of high concern (>67%) include: being isolated from friends (78%)

• Most questions have high variation across groups with the most marginalized students having much higher levels of concern compared to their least marginalized peers.

○ The questions with the highest concern gaps were other concern (+48%); paying bills (+46%); meeting basic needs (+44%); and accessing healthcare (+42%)