

Results from Pulse Survey #2

UC Berkeley Student Experiences in Spring 2021

March 2021

As we continually adjust to the changes due to the COVID-19 pandemic, UC Berkeley will administer three Pulse Surveys in Spring 2021 to better understand and address student needs. The second survey of the term was during the 6th to 8th week of classes, all undergraduate (N = 28,672) and graduate students (N = 11,359) were invited to take the final Pulse Survey. The response rate was 22% (n = 6,391) for undergraduates and 25% (n = 2,836) for graduate students.

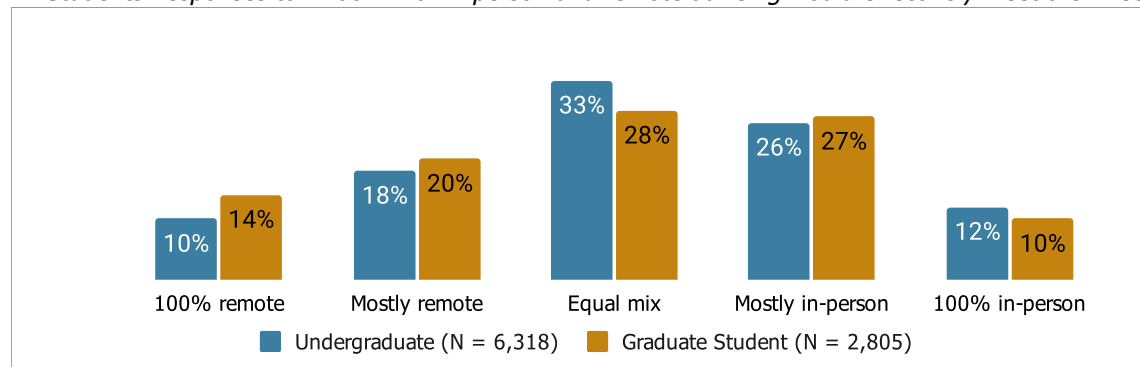
Tools that connect students with Cal Student Central and Financial Aid and Scholarships Office staff

Percent of students who said they used these tools to connect with CSS and FASO staff, and satisfaction with the tool

Undergraduates			Graduate students	
Used	Satisfied		Used	Satisfied
26%	84%	Website	22%	81%
24%	80%	Phone	15%	81%
22%	77%	Online Case	14%	77%
15%	91%	Virtual Front Desk	4%	87%
10%	88%	In-person advising	6%	89%
5%	82%	Callback Queue	4%	80%

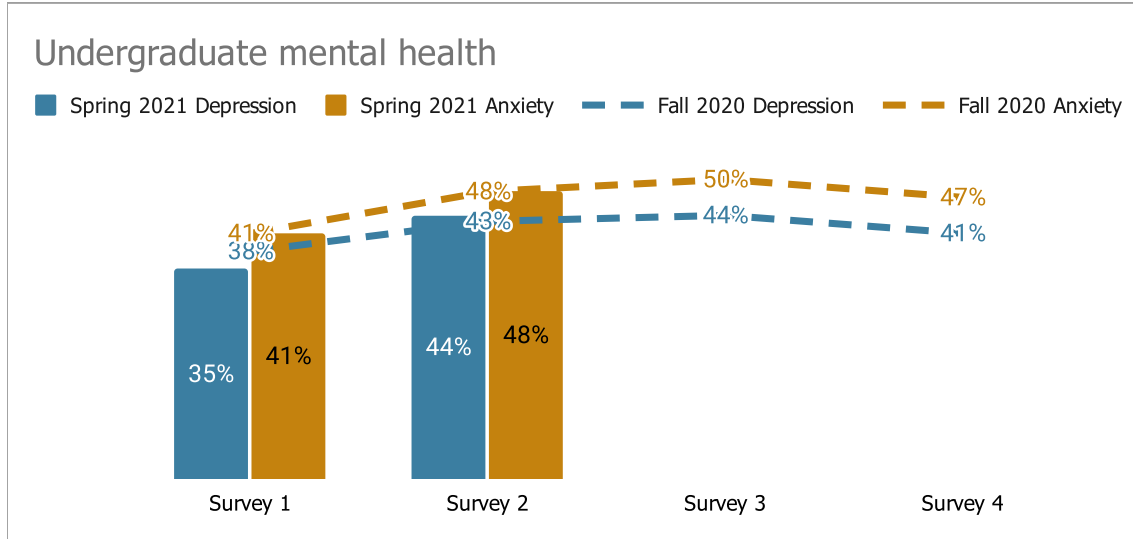
Advising preferences when in-person instruction resumes

Students' responses to what mix of in-person and remote advising would effectively meet their needs

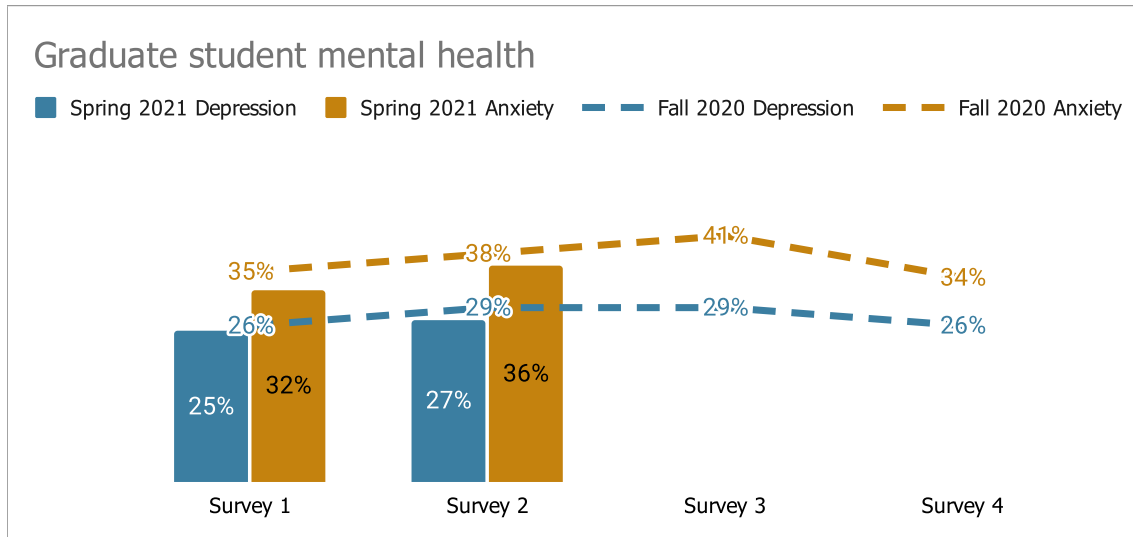


Student mental health

As with Fall 2020, rates of depression and anxiety among undergraduates are increasing as Spring 2021 progresses.

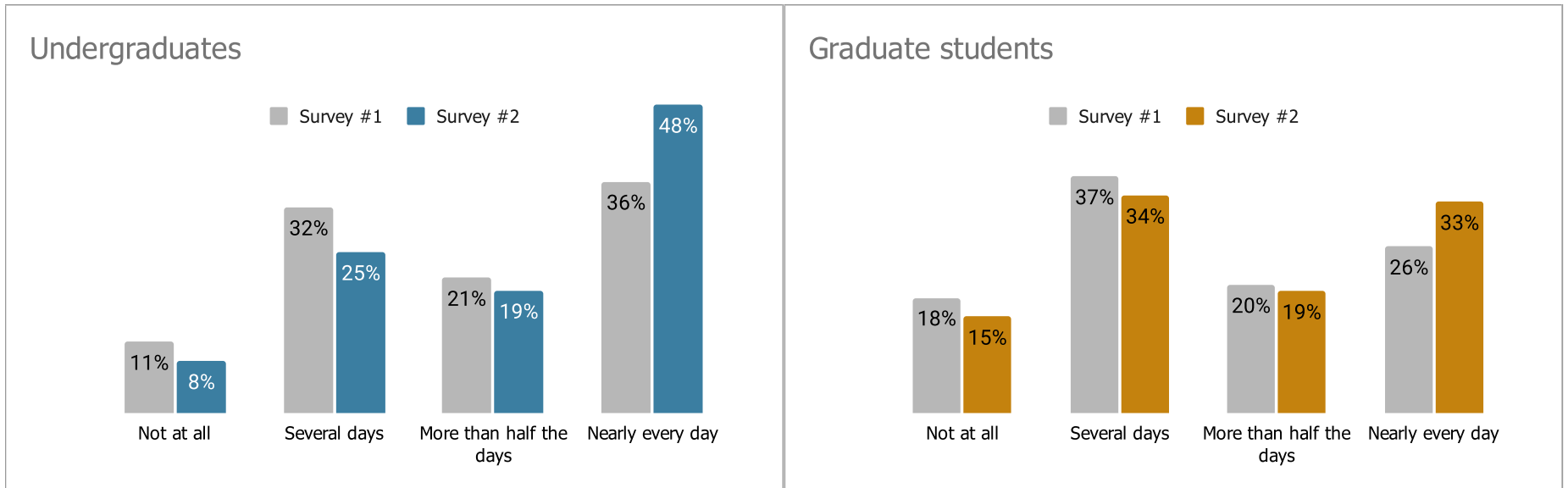


Rates of depression and anxiety among graduate students have increased since the first pulse survey of this term, similar to the trend in Fall 2020.



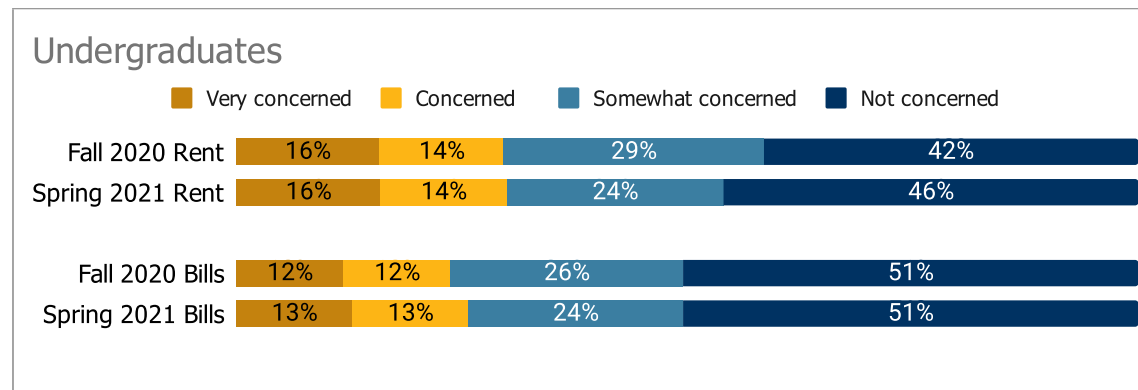
Remote instruction over Zoom

The proportion of students reporting Zoom burnout "nearly every day" increased for all students from Survey #1 to Survey #2. Undergraduates continue to report higher rates of Zoom burnout than graduate students.



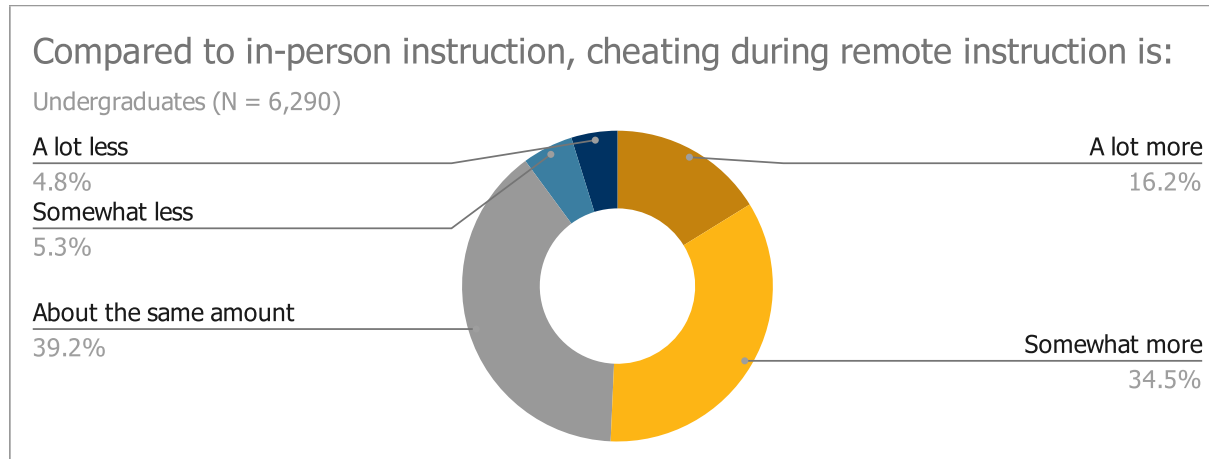
Basic needs

Trends in concerns about paying for rent or other bills in Spring 2021 were similar to Fall 2020. Results for graduate students (not shown) were also similar to Fall 2020.



Academic dishonesty

About half of undergraduates believe that there has been more cheating during remote instruction. Thirty-nine percent say there has been the same amount as during in-person instruction.



Undergraduates believe more frequent, lower-stakes assessments and clearly communicated expectations are effective strategies to mitigate cheating. Modifications to exams, such as randomization of questions and more open-ended questions could also be effective.

