

# 2024 International Student Needs Assessment Summary Report

Berkeley International Office

## [Executive Summary](#)

[Survey Duration and Marketing Strategies](#)

[Completion Rate, Response Rate, and Representativeness](#)

[Limitations](#)

[Demographics of Respondents](#)

## [Needs Assessment](#)

[Primary Concerns](#)

[Areas of Support](#)

[Experience at UC Berkeley](#)

[Campus Resources & Support](#)

[Barriers to Support](#)

[Academics](#)

[Wellness & Safety](#)

[Community](#)

[Career & Post-Completion](#)

[Key Takeaways](#)

## [BIO Services](#)

[Experience with BIO](#)

[BIO Email](#)

[BIO Phone](#)

[BIO Front Desk](#)

[BIO Advising](#)

[BIO Document Request Process](#)

[Did Not Use BIO Services](#)

[BIO Programs and Events](#)

[Key Takeaways](#)

# Executive Summary

## Survey Duration and Marketing Strategies

The International Student Needs Assessment was launched by Berkeley International Office (BIO) on February 7, 2024 and closed on March 1, 2024.

This survey was promoted to currently enrolled international students. Three email reminders were sent, along with reminders in the weekly BIO bulletin and on social media during this time period. By completing the survey, participants had a chance to win one of three \$50 Amazon gift cards.

Total enrolled/active students: 6820

## Completion Rate, Response Rate, and Representativeness

**Completion Rate:** The completion rate is the number of surveys filled out and submitted divided by the number of surveys started by respondents. Survey completers may skip questions that are not required. The overall completion rate for this survey is 69%.

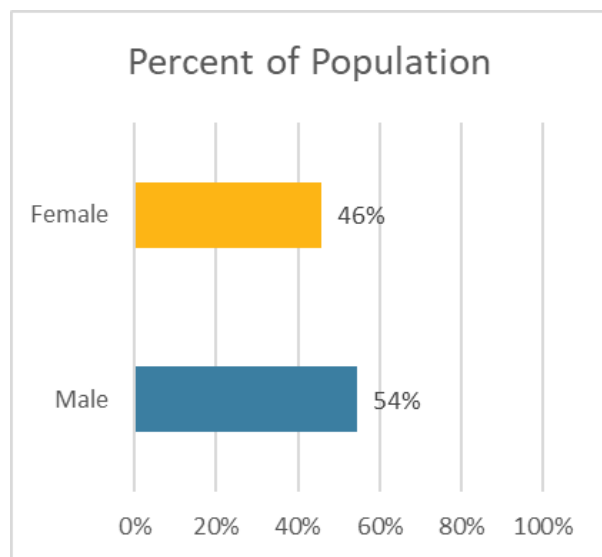
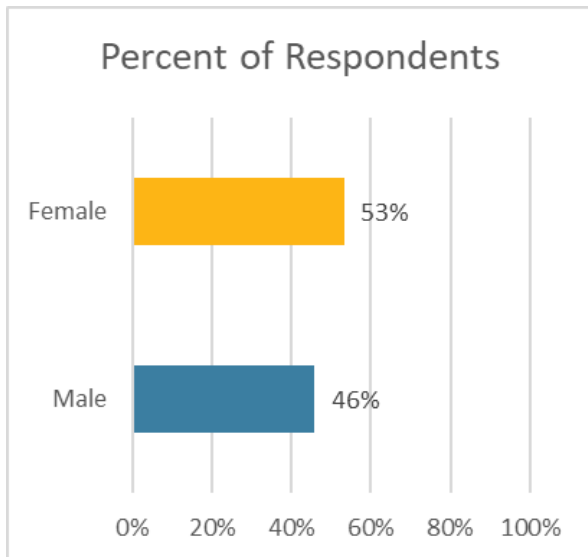
**Response Rate:** The response rate refers to the number of people who completed the survey divided by the number of people who were invited to take the survey (in this case, all currently enrolled international students). The overall response rate is 8.7%.

The individual population response rates based on the level of study are as follows:

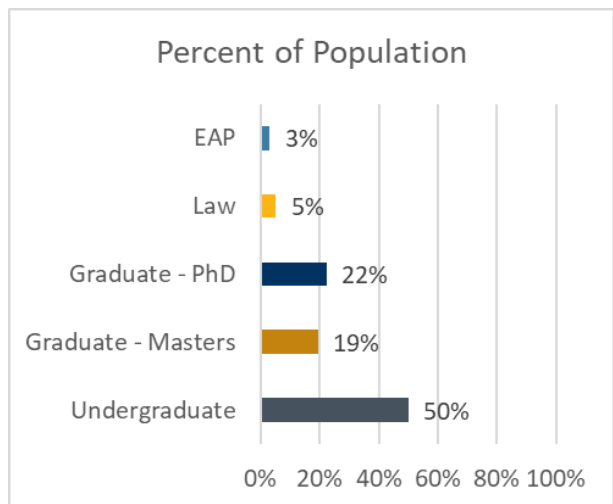
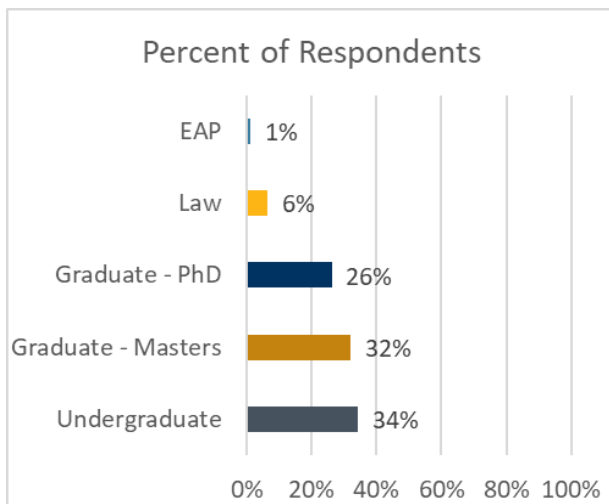
- Undergraduate: 6%
- Graduate - Master's: 14%
- Graduate - PhD: 10%
- Graduate - Law (LLM, JD, JSD): 11%
- Exchange Student (UCEAP, Full-time MBA Exchange Program, or Evening & Weekend MBA Exchange Program): 3%

**Representativeness:** Representativeness measures the degree to which the respondents represent the population invited to take the survey, based on key demographic characteristics such as gender, home country, level of study, etc. See below for a comparison of the percent of respondents to the percent of the total population.

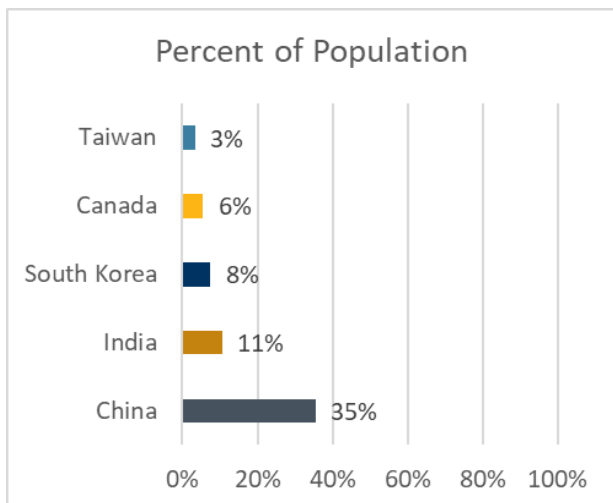
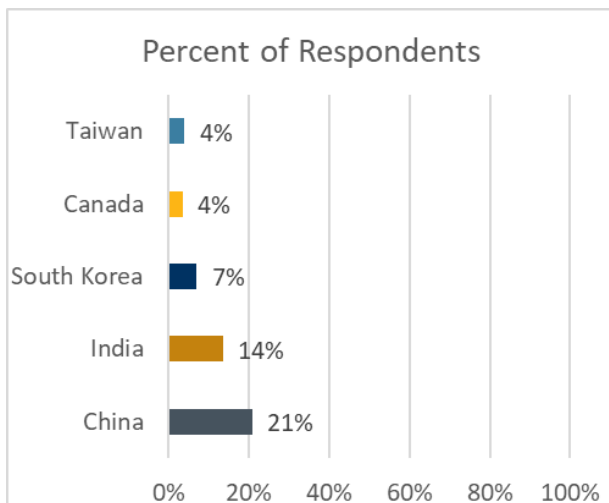
### Gender Representativeness:



### Level of Study Representativeness:



### Home Country Representativeness (using the top five countries of origin among international students at UC Berkeley):



## Limitations

**EAP Exchange Student Sample Size:** The number of responses for EAP exchange students stands at only 8 submissions, which results in a response rate of only 3%. With such a low sample size and response rate, the data provided would not be an accurate representation of that population. Because of this, the data tables and summary report will not separate out EAP students as a stand-alone population. In future surveys, it may be beneficial to promote to EAP students specifically in order to increase the response rate of this population to ensure better data.

## Demographics of Respondents

### Gender:

- Female: 53%
- Male: 46%
- Non-Binary/Other: 1%

### Age:

- 16-20: 16%
- 21-25: 40%
- 26-30: 29%
- 31-35: 10%
- 36-40: 3%
- 41+: 2%

### Level of Study:

- Undergraduate: 34%
- Graduate - Masters: 32%
- Graduate - PhD: 26%
- Graduate - Law: 6%
- EAP Exchange Student: 1%

### Transfer Students:

- Transferred mid-program from another higher education institution: 8%

### Home Country (top 5 largest populations):

- China: 21%
- India: 14%
- South Korea: 7%
- Canada: 4%
- Taiwan: 4%

### Location of Residence:

- Reside off-campus, in housing not affiliated with UC Berkeley: 74%
- Reside on-campus: 14%
- Reside off-campus, in housing affiliated with UC Berkeley: 12%

### Dependents:

- Have dependent(s) (spouse and/or children): 12%
- Do not have dependents: 88%

### Years Studying at UC Berkeley:

- Less than 1 year: 47%
- Between 1 and 2 years: 21%
- Between 2 and 3 years: 13%
- Between 3 and 4 years: 9%
- More than 4 years: 9%

# Needs Assessment

For each question, this report will review the overall data for the total population of respondents, and then also look at notable trends based on demographics, if there are any major differences from the overall population. These demographics include:

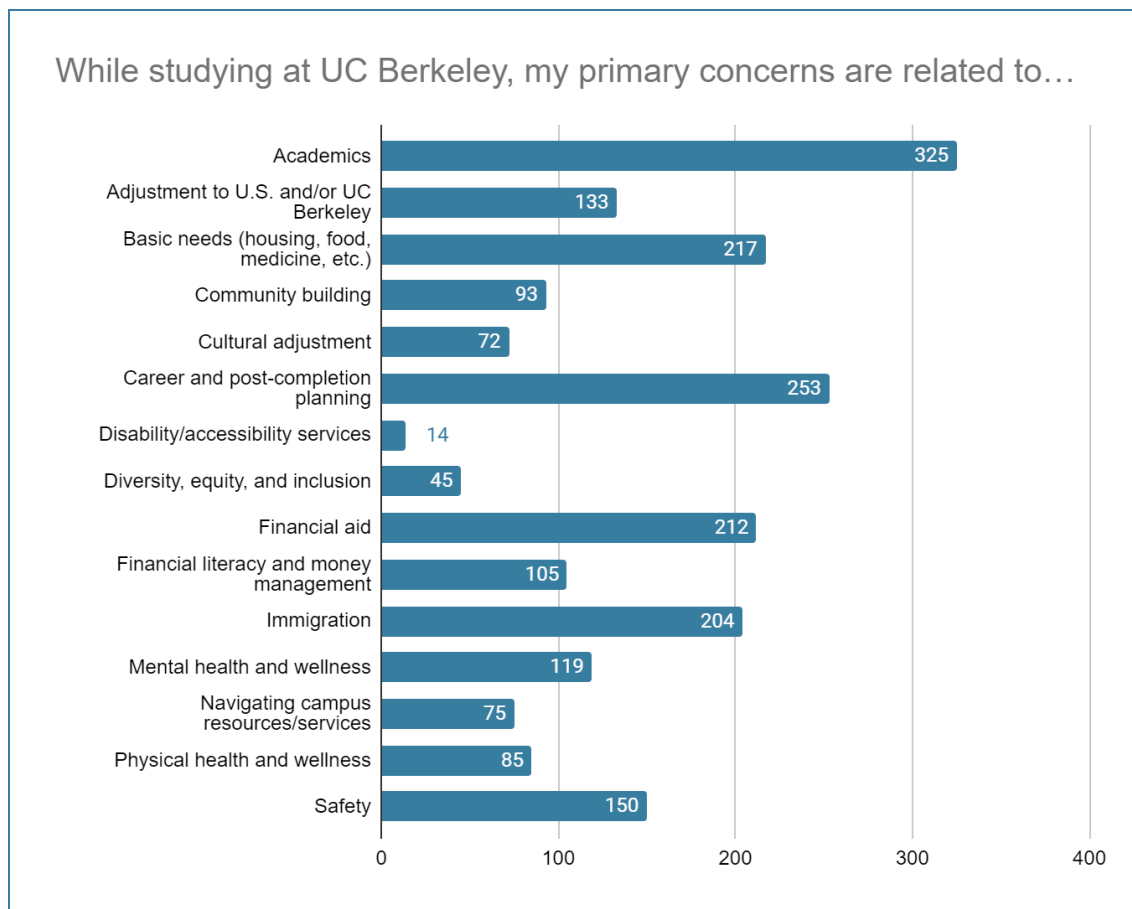
- Level of study
- Years of study
- Transfer student (y/n)
- Gender identity
- Age
- Have dependents (y/n)
- Living on/off campus

## Primary Concerns

### Primary Concerns - Total Population

Respondents were asked to indicate their top primary concern(s). The overall international student population chose the following as their top primary concerns:

- Academics (61%)
- Career and post-completion planning (48%)
- Basic needs (housing, food, medicine, etc.) (41%)
- Financial aid (40%)
- Immigration (38%)



## Notable Trends

### **Level of Study**

The primary concerns of undergraduate students were ranked in similar orders, but with a difference of immigration concerns ranking slightly higher than financial aid and basic needs concerns. Academic and career/post-completion planning were the most common primary concerns by far.

- Academics (56%)
- Career and post-completion planning (44%)
- Immigration (30%)
- Financial aid (29%)
- Basic needs (housing, food, medicine, etc.) (28%)

Among graduate international students, the top five primary concerns were fairly similar in the frequency of selection. Academics was still most common as the primary concern, but career/post-completion planning, basic needs, financial aid, and immigration were all within a close range.

- Academics (54%)
- Career and post-completion planning (42%)
- Basic needs (housing, food, medicine, etc.) (42%)
- Financial aid (40%)
- Immigration (37%)

### **Transfer Students**

Safety was the third most common primary concern for transfer students (37%), as compared to the sixth most common primary concern for the overall population.

### **Age**

Looking at the ages of international students, older students more commonly listed financial aid and basic needs as primary concerns. For students 30 years and older, financial aid (47%) surpassed academics (46%) as the most commonly selected primary concern, while basic needs (46%) was tied with academics (46%).

### **Students with Dependents**

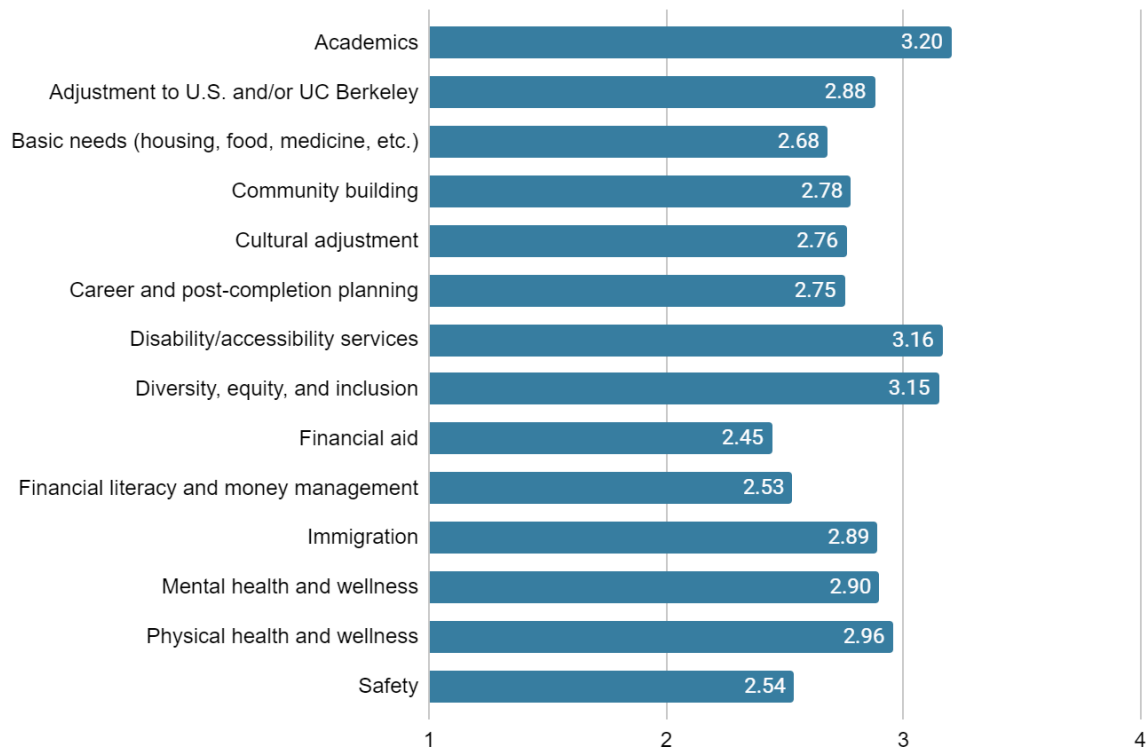
Students with dependents also most commonly selected basic needs (52%) and financial aid (52%) as their primary areas of concern.

## Areas of Support

### Areas of Support - Total Population

Respondents were asked to rate how supported they feel in the same categories as the previous question, in a weighted scale of “not at all supported” (1) to “very supported” (4). Notably, international students indicated feeling most supported in the area of Academics (3.2), which was also the most commonly selected primary concern. The areas that respondents felt least supported were Financial aid (2.45) and Financial literacy and money management (2.53), followed closely by Safety (2.54).

Please rate how supported you feel in the following areas at UC Berkeley:  
Weighted Average, 1 = Not at all supported, 4 = Very supported



## Notable Trends

### Level of Study

Undergraduate students felt most supported in the area of Diversity, equity, and inclusion (3.12), followed by a tie for Academics (3.06) and Disability/accessibility services (3.06). Like the overall population, they felt least supported in Financial aid (2.26) and Financial literacy and money management (2.4).

Graduate students indicated a higher level of perceived support in *all* areas in comparison to undergraduate students, with their highest area of support being Academics (3.27), and lowest being Financial aid (2.55) and Safety (2.58).

### Gender Identity

Male respondents indicated a slightly higher level of perceived support in *all* areas in comparison to the overall total population, while female respondents indicated a slightly lower level of support in *all* areas in comparison to the average.

### Off- vs. On-Campus

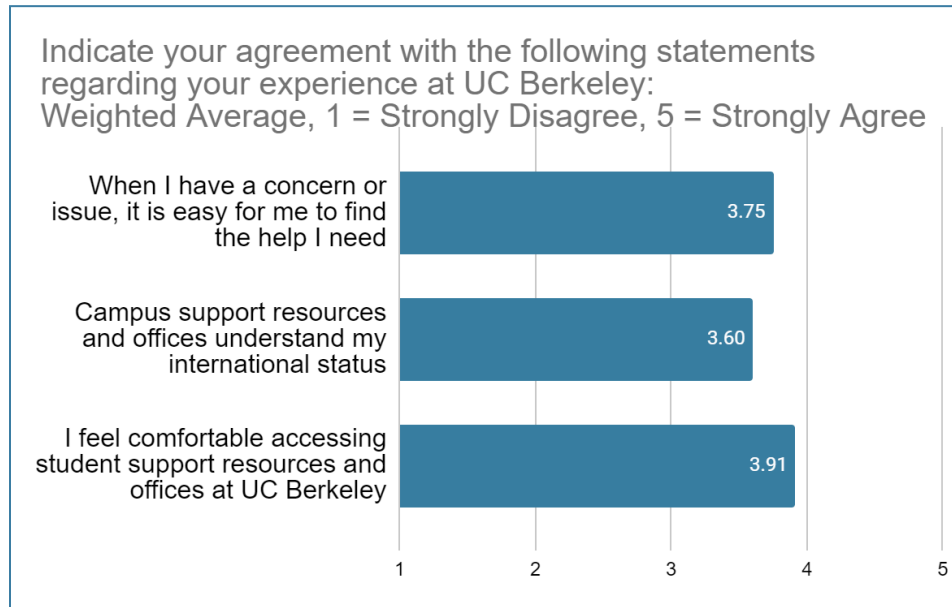
Respondents that live on-campus indicated a significantly higher level of support in the area of Safety (2.66) than those that live off-campus (2.52).

## Experience at UC Berkeley

### Experience at UC Berkeley - Total Population

Respondents were asked to rate how strongly they agree with a series of statements regarding their overall experience at UC Berkeley, in a weighted scale of “Strongly disagree” (1) to “Strongly agree” (5). The total population generally agreed that it was easy for them to find help

when they have a concern (3.75), that campus resources and offices understand their international status (3.6), and that they feel comfortable accessing student support resources and offices (3.91)



## Notable Trends

### Level of Study

Compared to the total population, undergraduate students had less agreement with the statement that campus resources and offices understand their international status (3.46), as well as less agreement with feeling comfortable accessing student support resources and offices at UC Berkeley (3.85). Comparatively, graduate students felt more agreement with campus resources and offices understanding their international status (3.66) and feeling comfortable accessing student support resources and office (3.94).

### Off- vs. On-Campus

While it may be expected that students living on-campus might be more familiar with the campus resources and be more comfortable accessing those resources, respondents that live off-campus did not indicate significantly lower agreement to the statements regarding being able to find the help they need (3.72), or feeling comfortable accessing student support resources and offices (3.91), both of which were quite close to the total population agreement.

### Transfer Students

Transfer students had slightly lower overall agreement with all three statements, with the largest difference from the total population being that they felt significantly less comfortable accessing student support resources and offices at UC Berkeley (3.64).

### Students with Dependents

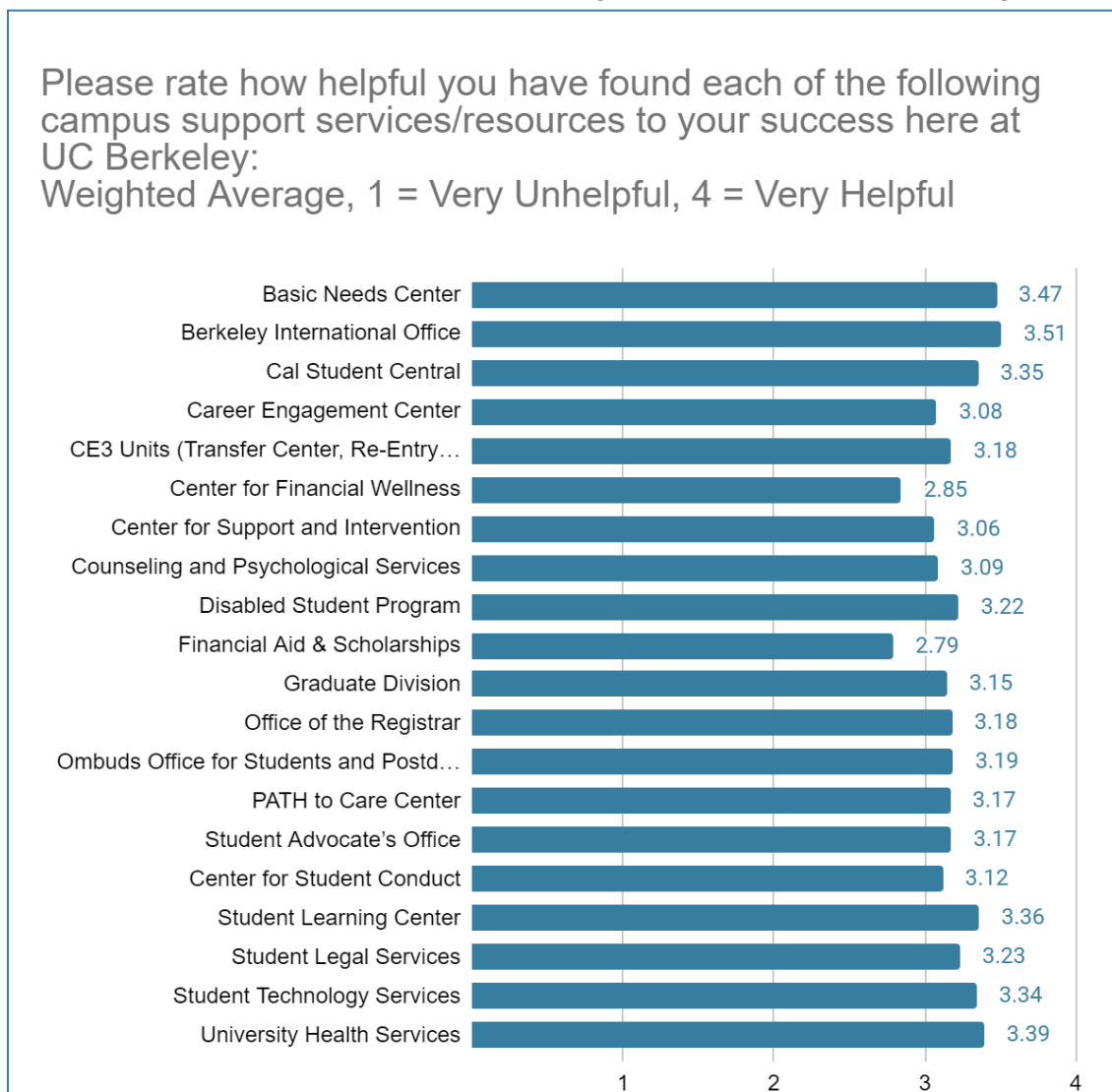
Students with dependents had higher agreement with all statements, in comparison to the total population, indicating they were more familiar with and comfortable with accessing campus resources than those without dependents.



## Campus Resources & Support

### Campus Resources & Support - Total Population

Respondents ranked a list of campus support services and resources on a weighted scale of “Very unhelpful” (1) to “Very helpful” (4). The total population found Berkeley International Office (3.51) and Basic Needs Center (3.47) to be the most helpful. They found Financial Aid and Scholarship (2.79) and Center for Financial Wellness (2.85) to be the least helpful. The majority of support services/resources were rated an average of 3 (somewhat helpful) or higher.



### Notable Trends

#### Level of Study

Undergraduate students generally had similar rankings to the total population, but ranked the Student Learning Center (3.43) as their second most helpful support service/resource.

On average, graduate students gave slightly higher “helpfulness” ratings than undergraduate students.

#### Transfer Students

Transfer students rated University Health Services (3.6) as the most helpful support service/resource.

#### Off- vs. On-Campus

Students living on-campus found Student Legal Services (3.59) to be the most helpful support service/resource.

### Years of Study

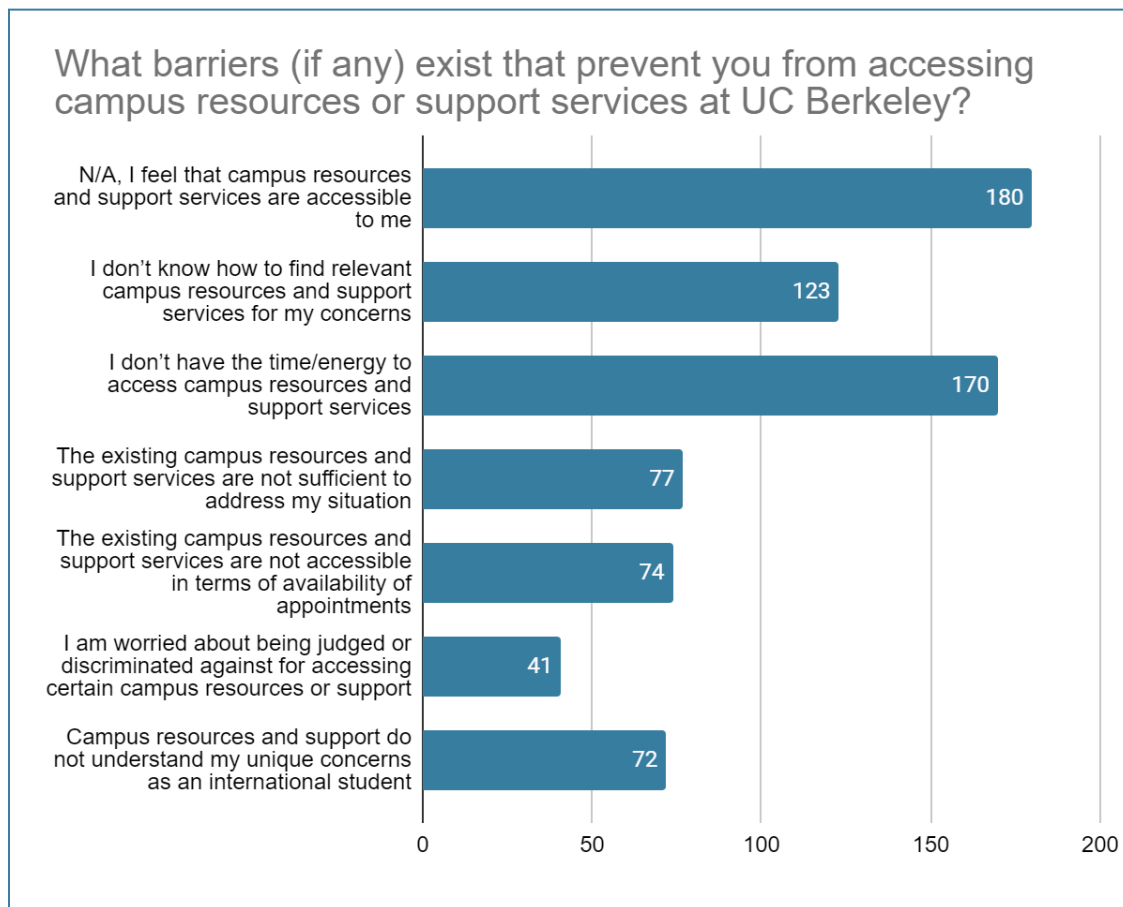
Students who have completed less than 2 years of study rated the Basic Needs Center (3.49) as the most helpful support service/resource.

## Barriers to Support

### Barriers to Support - Total Population

When asked what barriers (if any) exist that prevent you from accessing campus support resources/services, 22% of respondents indicated that they did not feel there were barriers, while 78% indicated that they did feel there were barriers.

Of those that did feel there were barriers, the most common was that students felt they did not have the time or energy to access campus resources and support services (30.5%), or did not know how to find the relevant resources/services (22%). The least common barrier on average was worrying about feeling judged or discriminated against (7.4%)



### Notable Trends

#### Gender Identity

Female respondents (81%) were significantly more likely to experience barriers to accessing support services/resources in comparison to male respondents (69%).

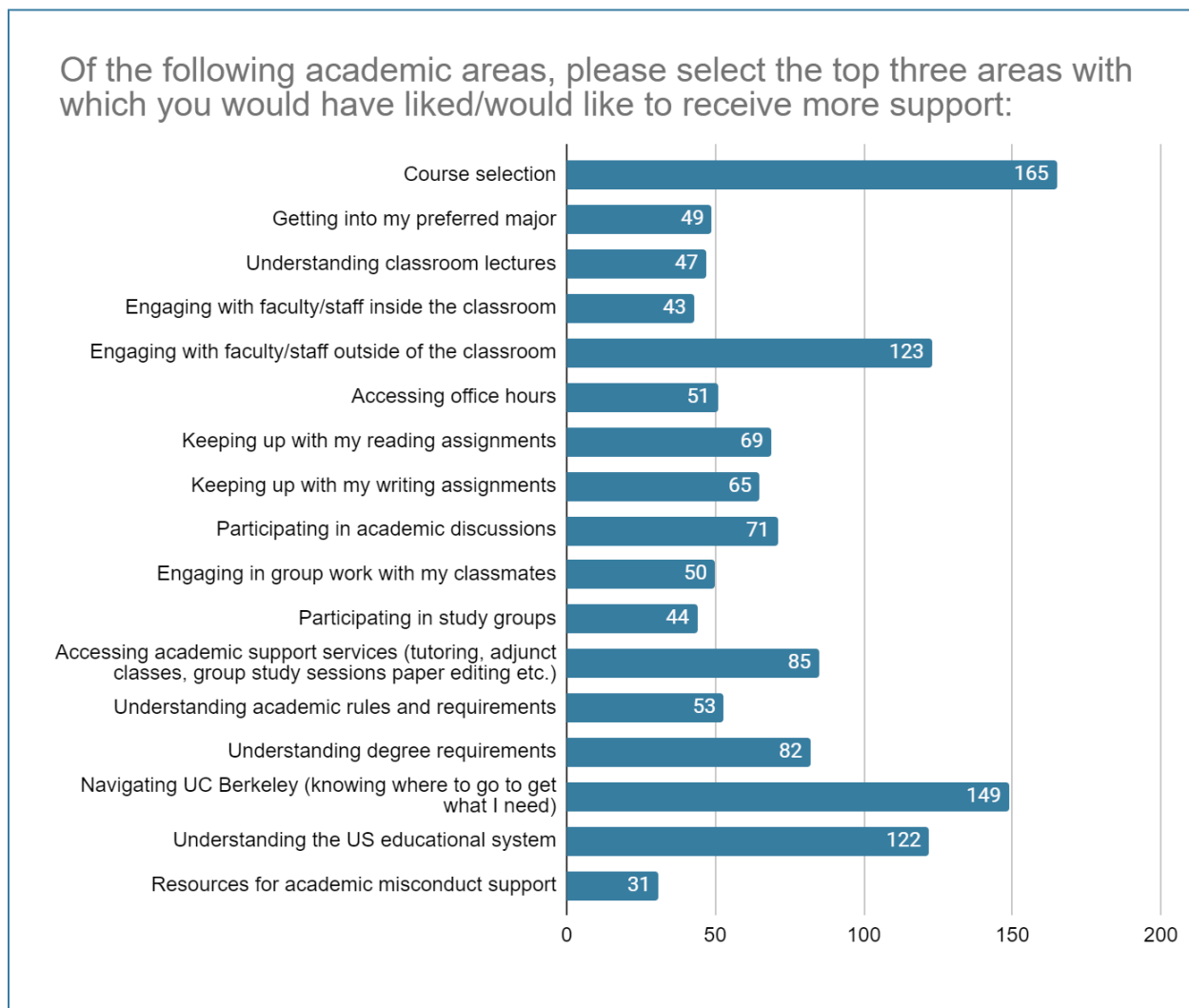
#### Off- vs. On-Campus

Surprisingly, students living on-campus (78%) more commonly indicated that they experience barriers in accessing support services/resources in comparison to students living off-campus (75%) .

## Academics

### Academic Support - Total Population

We asked respondents to select the top three areas in which they would have liked/would like to receive more support, from a list of academic topics. The most commonly indicated need for academic support was the area of “Course selection” (28%). The three next most commonly selected areas were “Navigating UC Berkeley” (25%), “Engaging with faculty/staff outside of the classroom” (21%), and “Understanding the US educational system” (20%). Beyond those four, other areas scored significantly lower.



Students also had the opportunity to write in their own areas where they would like more academic support. Of those that wrote in, some areas included:

- English language support
- Taking classes in other departments
- Academic mentorship
- Finding research opportunities

## Notable Trends

### **Level of Study**

Graduate students indicated that their highest academic area of concern is “Navigating UC Berkeley” (27%). Their lowest area of concern is “Getting into my preferred major” (4%). Undergraduate students’ top area requiring more academic support, by far, was “Course selection” (36%).

## BIO Support

We asked respondents to share what BIO could do to best support their academic success, beyond immigration advising. Many responses were unrelated to academics, but out of the ones that were related, they fell under the following topics:

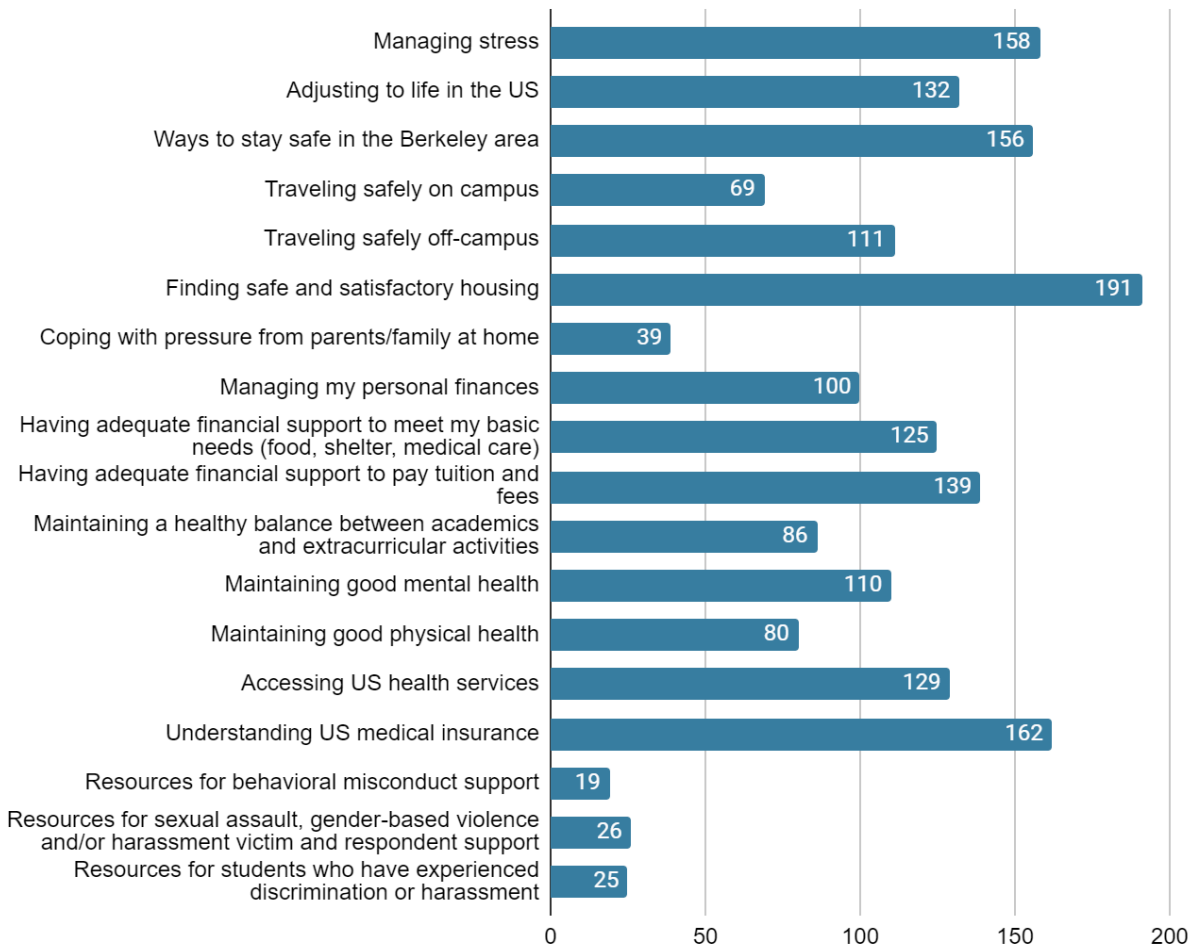
- Providing academic networking and mentorship opportunities (11)
- Educating on the U.S. education system/culture
- Connecting students to academic support/resources (6)
- Advocating for international students’ academic needs (2)
- Tutoring (2)
- English language support (1)

## Wellness & Safety

### Wellness & Safety Support - Total Population

We asked respondents to select the top three areas in which they would have liked/would like to receive more support, from a list of wellness and safety topics. In comparison to the academic topics, which had only a few areas indicating high need for support, the wellness and safety topics showed a fairly high desire for more support in many different areas, with only a few areas indicating low need for support. Out of all areas, “Finding safe and satisfactory housing” (32%) was the most common need for more support, followed by “Understanding US medical insurance” (27%), “Managing stress” (26%), and “Ways to stay safe in the Berkeley area” (26%). The area least commonly selected as an area needing more support was “Resources for behavioral misconduct support” (3%).

Of the following wellness and safety topics, please select the top three areas with which you would have liked/would like to receive more support:



Students also had the opportunity to write in their own areas where they would like more wellness and safety support. Few students wrote in options in this section, but one did mention bike safety as an area they would like more support.

### Notable Trends

#### Age

Older respondents of ages 30 or older indicated that the most common wellness/safety area where they would like more support is “Having adequate financial support to meet my basic needs” (33%), followed by “Having adequate financial support to pay tuition and fees” (29%).

#### BIO Support

We asked respondents to share what Berkeley International Office could do that would be most helpful in supporting their wellness and safety. Their responses fell under the following topics:

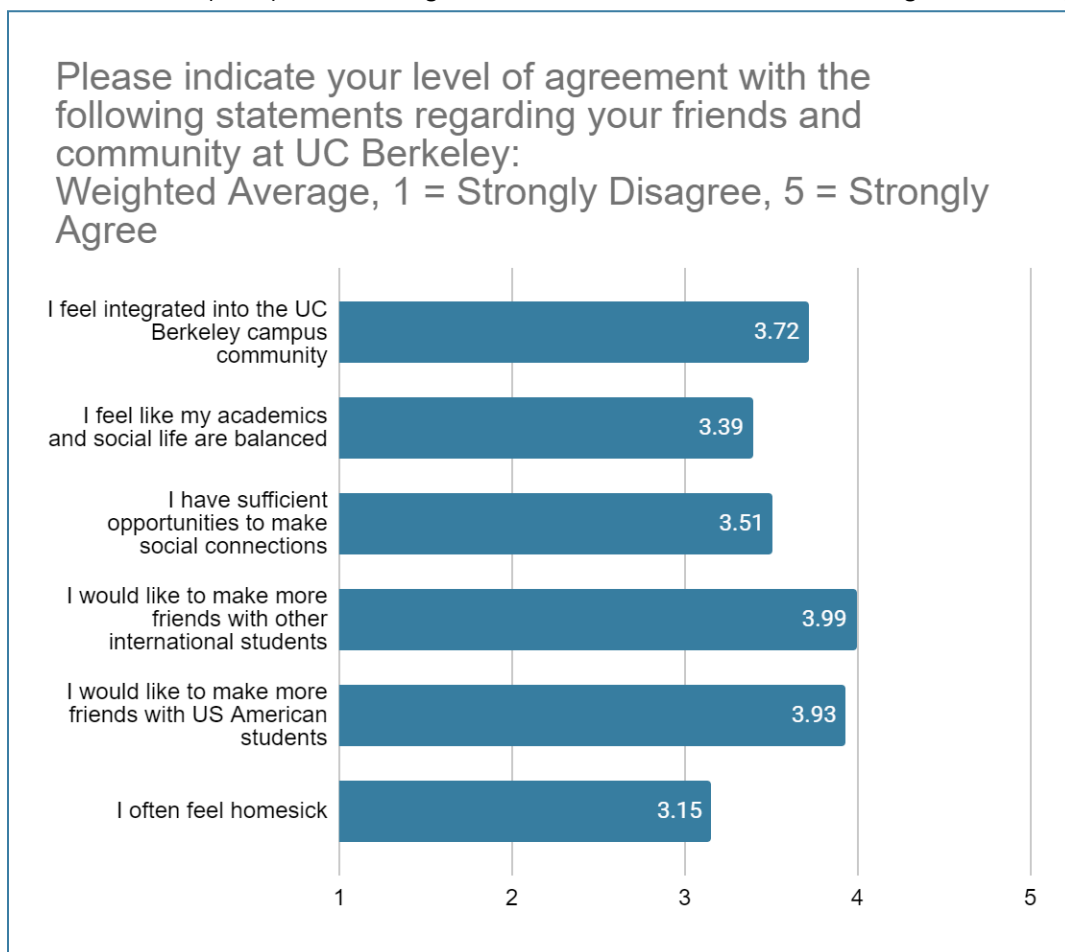
- Mental health support (counseling, work/life balance, meditation, stress-management, support groups, mental health fund) (10)
- Financial support (8)
- Community building and culture sharing (5)
- Safety support (provide pepper spray, advise on safety measures/awareness) (5)

- Housing support/assistance (4)
- Transportation support (advise on safe routes, transportation options) (3)
- Health/medical support (2)
- Basic needs support (food, medicine, etc.) (2)
- Health insurance support/assistance (2)

## Community

### Experience with Community - Total Population

Respondents were asked to rate how strongly they agree with a series of statements regarding their experience with friends and community at UC Berkeley, in a weighted scale of “Strongly disagree” (1) to “Strongly agree” (5). All responses averaged between “Neutral” and “Somewhat Agree”, with respondents most strongly agreeing with wanting to make more friends with other international students (3.99), and feeling closest to neutral about often feeling homesick (3.15).



### Notable Trends

#### Level of Study

Compared to the overall population, undergraduate students agreed more strongly with feeling they are integrated into the UC Berkeley campus community (3.77), but had less agreement with feeling like their academics and social life are balanced (3.31). They also had less agreement with often feeling homesick (3.05).

Conversely, graduate students felt less integrated into the UC Berkeley campus community (3.68), had stronger agreement with feeling that their academics and social life are balanced (3.43), and had strong agreement with often feeling homesick (3.21).

### **Transfer Students**

Transfer students agreed much more strongly with wanting to make more friends with US American students (4.0), ahead of wanting to make more friends with other international students (3.95). They were less likely to often feel homesick (3.0), and more strongly disagreed that their academic and social life are balanced (3.31) and that they have sufficient opportunities to make social connections (3.18).

### **Years of Study**

Students in their first year of study generally more strongly agreed with feeling integrated into the UC Berkeley campus community (3.74), having balanced academics and social life (3.43), and having sufficient opportunities to make social connections (3.55). However, they also had much stronger agreement with wanting to make more international friends (4.09) and US friends (4.06).

### **Off- vs. On-Campus**

Students that live on-campus felt stronger agreement with feeling integrated into the UC Berkeley campus community (3.8), and significantly stronger agreement with feeling like their academics and social life are balanced (3.62). They also had much stronger agreement with wanting to make other international friends (4.24).

## BIO Support

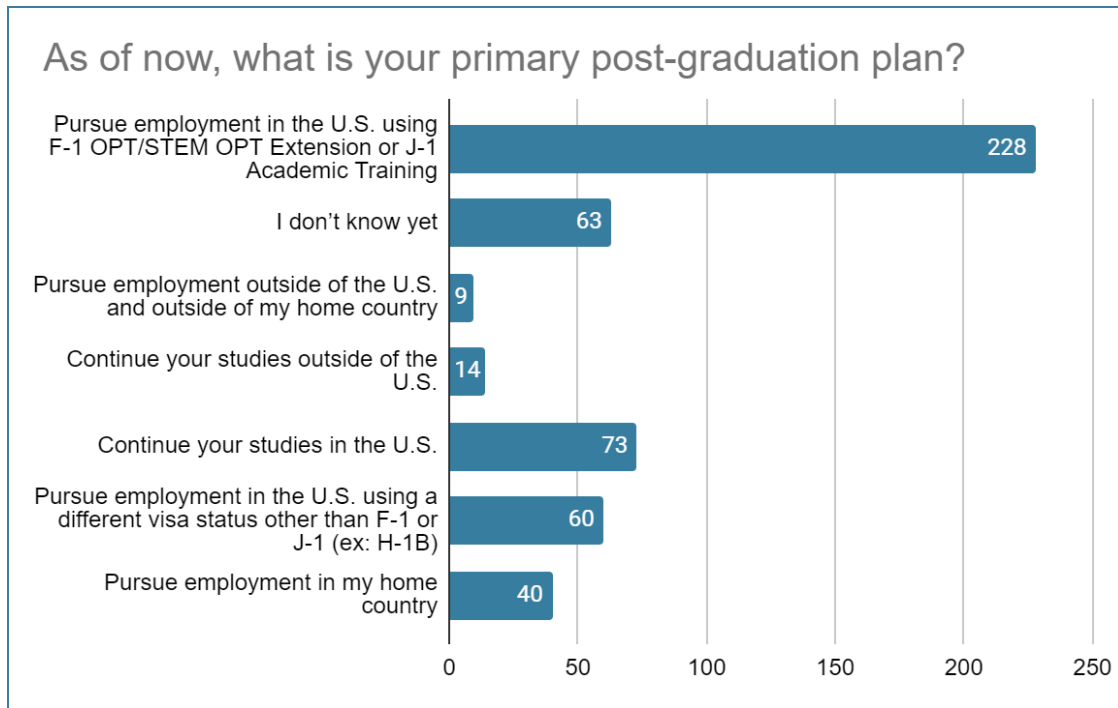
We asked respondents to share what Berkeley International Office could do that would be most helpful in supporting their community building and social opportunities on campus. Their responses fell under the following topics:

- Host social events (13)
- Connect students/peers of similar backgrounds, i.e. same country, majors, etc. (8)
- Connect students/peers of different backgrounds, i.e. U.S. and international (5)
- Host cultural events (5)

## Career & Post-Completion

### Post-Completion Plans - Total Population

Respondents were asked to indicate their primary post-graduation plans. By far, the majority of respondents planned to pursue employment in the U.S. using F-1 OPT/STEM OPT Extension or J-1 Academic Training (all employment authorizations that extend their current F-1 or J-1 student visa status) (38%). The next most common plan was to continue their studies in the U.S. (12%). The least common post-completion plan was to pursue employment outside of the U.S. and outside of their home country (2%).



#### Notable Trends

##### **Level of Study**

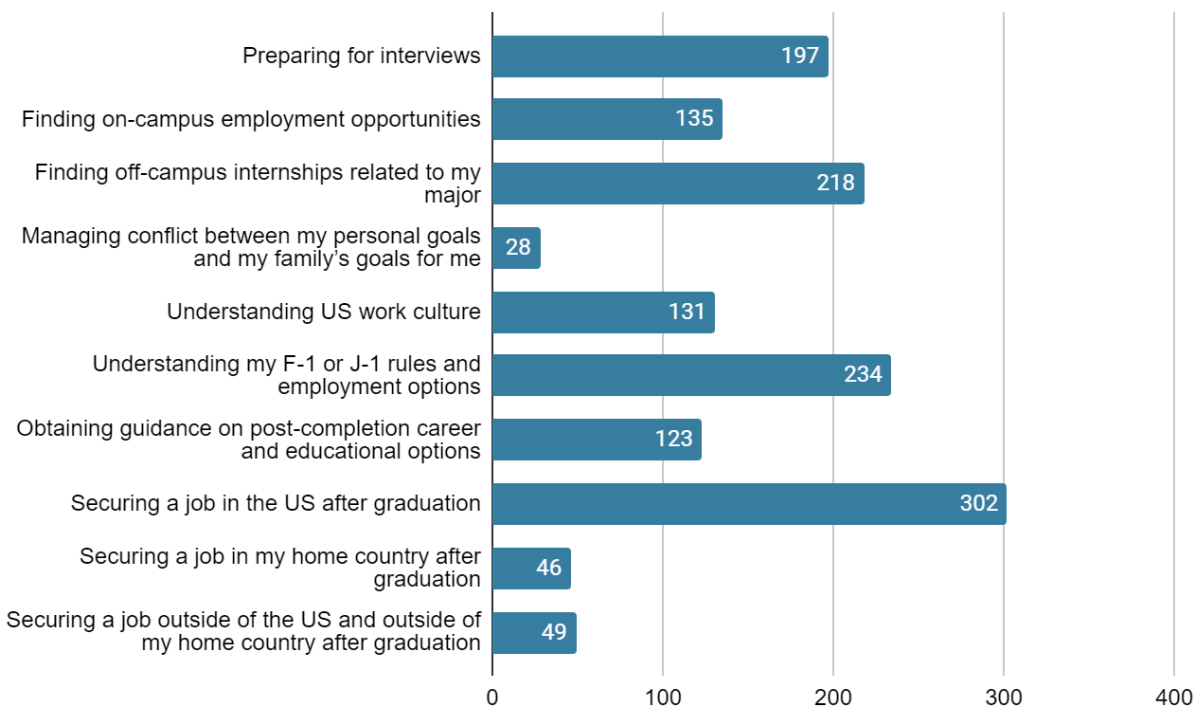
As expected, graduate students were much more likely to plan to pursue employment (61%) rather than continue studies (9%) in comparison to undergraduate students. Undergraduates still favored pursuing employment (34%), but had a larger contingent that was planning to continue their studies upon graduation (25%).

#### Career and Post-Completion Support - Total Population

We also asked respondents to select the top three areas in which they would have liked/would like to receive more support, from a list of career and post-completion topics. The largest number of respondents wanted more support in “Securing a job in the US after graduation” (51%), followed by “Understanding my F-1 or J-1 rules and employment options” (40%). The fewest number of respondents selected “Managing conflict between my personal goals and my family’s goals for me” (5%).



Of the following career and employment topics, please select the top three areas with which you would have liked/would like to receive...



Students also had the opportunity to write in their own areas where they would like more career and post-completion support. Of those that wrote in, some areas included:

- Connecting with alumni
- Understanding other employment visa rules and employment options
- Startups and founding a business
- Resume review

## Notable Trends

### Level of Study

Undergraduate students indicated a much higher need for support in the area of “Finding off-campus internships related to my major” (48%) in comparison to graduate students (31%). On the other hand, graduate students had slightly higher need for “Understanding US work culture” (25%) in comparison to undergraduate students (16%). “Securing a job in the US after graduation” continued to be a high-need area for support for both graduates (48%) and undergraduates (53%).

### Transfer Students

Compared to the total population, transfer students showed a higher desire for support in most post-completion and employment areas, but especially “securing a job in the US after graduation” (57%), “Finding off-campus internships related to my major” (51%), and “Preparing for interviews” (50%).

### Years of Study and Age

Newer students (0-2 years of study) generally showed lower need for support in all employment and post-completion areas than students with more years of study at UC Berkeley (2+ years of study). This was also true for younger students (23 or younger) showing lower need for support, versus older students (24+).

### Students with Dependents

Students that have dependents indicated more often that they would like support in “Understanding US work culture” (31%) than the total population (21%).

## BIO Support

We asked respondents to share what Berkeley International Office could do that would be most helpful in supporting their career and post-completion plans. Their responses fell under the following topics:

- Host career events (7)
- Connect students to employers who sponsor or often hire international students (6)
- Support in applying for jobs, and the US application process (6)
- Support in finding a job (5)
- Connect students with alumni/mentors (2)
- Support students in finding internships or getting job experience while they are current students (2)
- Share information on startups (1)
- Educate students in how to speak with employers about sponsorship (1)
- Educate students on US work culture (1)

## Key Takeaways

Looking at the needs assessment data as a whole, there are some recurring trends in the data that speak a few big picture conclusions:

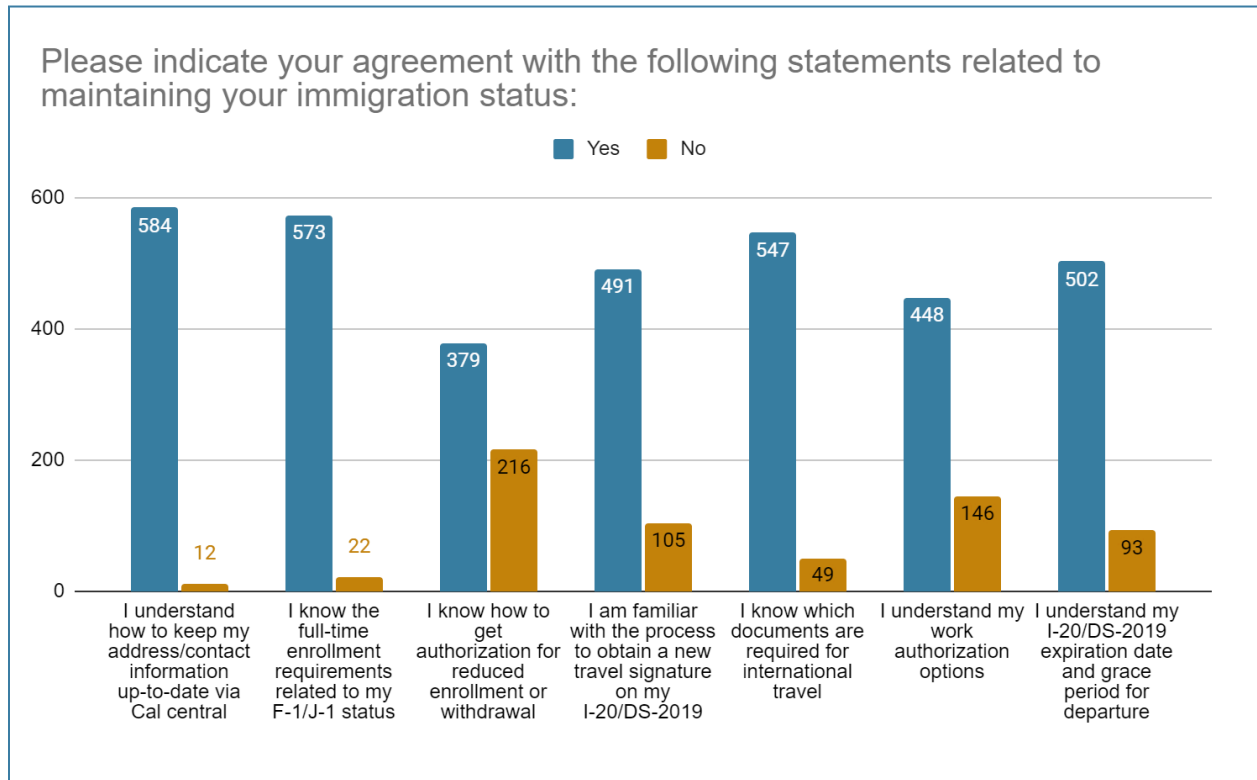
- **High need for financial support, financial aid, and basic needs:** Respondents consistently indicated high concern around finances and meeting their basic needs. Campus support services and resources related to finances were also ranked lowest in terms of “helpfulness”. While not all international students face financial hardship, if they do then it can be very difficult to obtain support, as many financial support resources are not available to them due to their international status.
- **Academic concerns and support:** Respondents ranked “Academics” as their number one area of concern, but it was also rated highest as the area they felt most supported. Similarly, respondents found campus academic support services, such as the Student Learning Center, to be among the most helpful. While academics may be an area of high concern and stress for international students, it is also an area they feel well-supported in. When looking at the individual academic areas of concern, most areas were ranked relatively low, outside of “Course selection”, “Navigating UC Berkeley”, “Understanding the US educational system”, and “Engaging with faculty/staff inside the classroom”. If UC Berkeley seeks to support international students in academic success, it would be most impactful to focus on these four areas.
- **High interest in employment and career:** Respondents identified career and post-completion planning as an area of high concern, second only to academics. Throughout the survey, they demonstrated high interest in this area, while not feeling very supported. In the section looking at career and employment topics, there were many areas where students would like more support (in comparison to the academic section, which had only a few areas of high concern), with the most common being “Securing a job in the U.S. after graduation”. The campus support services/resources related to career and employment were also ranked relatively lower, just above the ones related to financial support/aid.

# BIO Services

## Experience with BIO

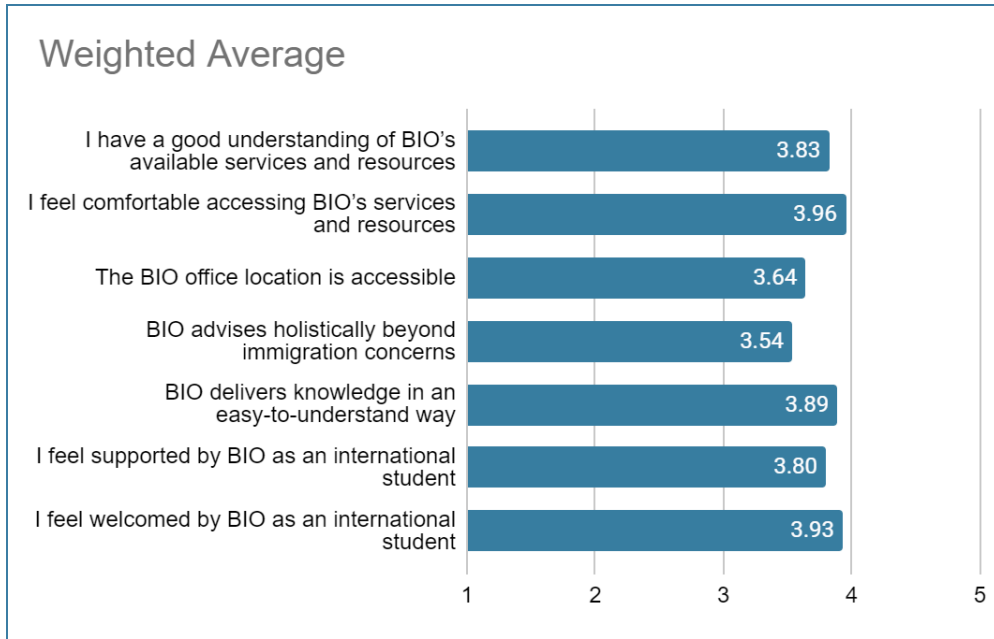
### Maintaining Status

Respondents were asked to rate their agreement with a number of statements related to maintaining their immigration status, in order to understand if there were any large gaps in knowledge that should be addressed. Respondents generally showed high agreement with most of the statements, but there was a large portion that indicated they did not understand their work authorization (25%) and did not know how to get authorization for reduced enrollment or withdrawal (36%).



### Experience with BIO

Respondents were asked to rate their agreement with statements related to their experience with BIO:



### Rating of BIO Services

When asked to rate BIO services from a scale of 1-100, respondents gave an average score of 77%.

### BIO Description

We asked respondents to choose a single word to describe BIO. Here are the results visualized in a word cloud:

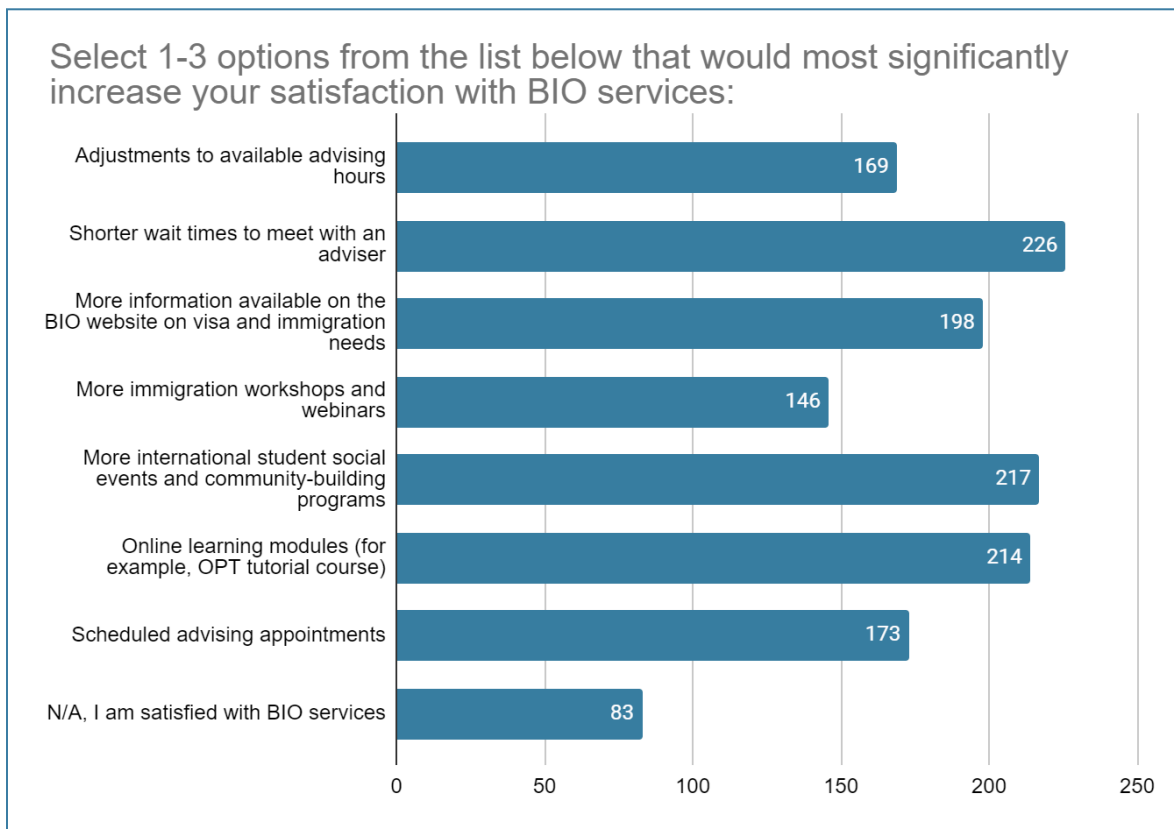


## Increasing Satisfaction of BIO Services

We asked respondents to select 1-3 items that would most significantly increase their satisfaction with BIO services. All options were fairly popular, but the leading options were:

- Shorter wait time to meet with an adviser (38%)
- More international student social events and community-building programs (36%)
- Online learning modules (for example, an OPT tutorial course) (36%)

The least popular option was “More immigration workshops and webinars” (25%). This was somewhat surprising since providing immigration information and advising is a primary purpose of BIO.



Students also had the opportunity to write in other suggestions. Of those that wrote in, the main areas included:

- More information/support on employment (10)
- More information/support on tax filing (10)
- More support for financial aid (5)
- Faster response time (3)
- Faster processing time (2)
- More accurate/helpful/holistic advising (4)
- Better communication of information (website improvement, email blasts, etc.) (4)
- On-campus location (4)

## BIO Email

### Experience with BIO Email

Respondents were asked to rate their agreement with statements related to their experience with BIO Email. The majority of respondents strongly agreed or agreed that they received all the

information they needed to completely resolve their question/issue, received a response in an adequate time frame, and felt the email from BIO was professional and friendly.

### Email Response Time

Of the respondents that have recently emailed with BIO, they most commonly received a response from BIO via email within 2-3 business days (66%), or 4-5 business days (21%).

### Auto-Response

When asked about their experience with BIO's auto-response email, most respondents felt that it contained helpful information, but did not answer their initial question (49%). A fairly large amount of respondents either did not read the auto-response (36%) or felt that it did not contain helpful information (34%).

### BIO Phone

#### Experience with BIO Phone

Respondents were asked to rate their agreement with statements related to their experience communicating with BIO via phone. The majority of respondents strongly agreed or agreed that they received all the information they needed to completely resolve their question/issue, and that the person they spoke with was friendly and professional.

### BIO Front Desk

#### Experience with BIO Front Desk

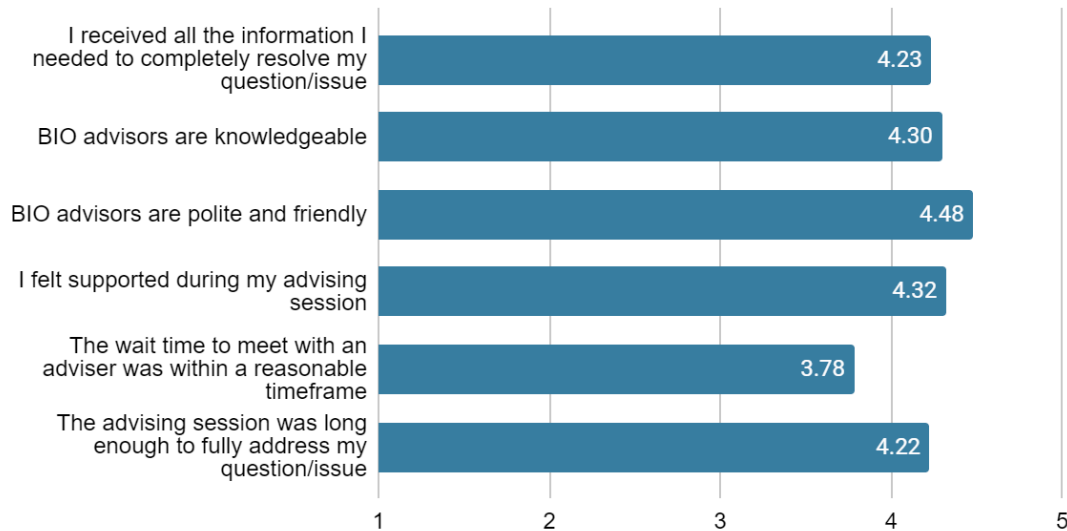
Respondents were asked to rate their agreement with statements related to their experience with BIO's front desk. The majority of respondents strongly agreed or agreed that BIO's front desk staff is professional/courteous, efficient, and knowledgeable, as well as that they felt comfortable communicating their needs to BIO's front desks staff.

### BIO Advising

#### Experience with BIO Advising

Respondents were asked to rate their agreement with statements related to their experience with BIO advising. Respondents ranked most quite highly, but had the lowest overall average agreement with the statement "The wait time to meet with an adviser was within a reasonable amount of time" (3.78).

Indicate your agreement with the following statements regarding your experience with BIO's in-person or virtual advising: Weighted Average, 1 = Strongly disagree, 2 = Somewhat disagree, 3 = Neutral, 4 = Somewhat agree, 5 = Strongly agree



### In-person vs. Virtual Advising

Respondents did not show a strong preference for in-person (30%) versus virtual (31%) advising. The largest group of respondents liked both in-person and virtual advising equally (39%).

### Wait Time

We asked respondents how long they waited before meeting with an adviser. Most Respondents waited 10-20 minutes (26%), followed by 20-30 minutes (23%) and 5-10 minutes (21%).

We also asked respondents to indicate the maximum amount of time they would be willing to wait to speak with a BIO adviser. The largest number of respondents would wait a maximum of 10-20 minutes (37%) or 20-30 minutes (25%).

## BIO Document Request Process

### Experience with BIO Document Request Process

Respondents were asked to rate their agreement with statements related to their experience with BIO's document request process. Most respondents strongly agreed or agreed that they were able to easily complete the request process on their own, filling out the request form took a reasonable amount of time, and the confirmation notification they received upon submitting the request form provided helpful information.

## Did Not Use BIO Services

Of the respondents that indicated they have not used BIO services in the past year, the most common reason for not accessing those services was that they did not need any immigration help during this time period (33%). The next most common reasons were that they were able to find the information they needed on the BIO website (19%), they asked their friends (13%), or were a new student and have not yet needed BIO's assistance (13%).

## BIO Programs and Events

### Type of Events

Respondents found “Employment workshops & webinars” to be the most important type of event that Berkeley International Office can provide to international students (301), followed by “Immigration workshops & webinars” (290). They found “Physical health/wellness workshops & webinars” to be the least important (65).



Respondents were also able to write-in any other types of events that they thought would be important. The “other” responses included the following types of events:

- Tax workshops/webinars (9)
- Housing workshops/webinars (1)
- Legal workshops/webinars (1)

### Level of Engagement

We asked respondents to indicate their level of engagement with BIO events. The large majority of respondents were aware of BIO events (83%), but only 29% of respondents attend BIO events regularly or occasionally. Other respondents do not attend BIO events for a variety of reasons:



- They had schedule conflicts (26%)
- The events/programs did not interest them (14%)
- They felt the events/programs were not relevant/helpful (14%)
- They were not aware of them (17%)

### In-person vs. Virtual Programs/Events

The most popular format for immigration-related events was indicated to be virtual (44.8%) rather than in-person (24.5%). 30.7% of respondents did not have a preference one way or the other.

### Suggestions

We asked respondents to provide suggestions related to BIO Programs and events. Out of those that answered, the most common topics were:

- More events related to career/employment (7)
- More peer to peer and mentorship events (4)
- Make events more accessible (offer varied timing, greater diversity of programs, etc) (4)
- Events for dependents (2)
- Better promotion of events (2)
- More cultural events (2)
- More financial events (2)

### Key Takeaways

Looking at the data collected about respondents' experience with BIO services, there are a few notable trends and takeaways:

- **Overall good experience:** Respondents generally had a positive experience with BIO email, phone, front desk, advising services, and document processing. They perceive BIO services to be helpful, professional, knowledgeable, and supportive.
- **Concerns around wait time, response time, and processing time:** There was a repetitive trend of respondents being unhappy with the current wait times to see an adviser, and indicating a desire for shorter advising wait times, response times to emails, and processing times for documents. International students would like BIO to be quicker in its processes and services.
- **High interest in employment support:** The trend of high interest in employment information and support continued from the needs assessment data. International students showed a high interest in BIO providing more employment-related information, support, and events. They have some knowledge gap in their understanding of employment authorization, and want more support in
- **High interest in tax information and support:** Respondents indicated a high desire for more tax information and support. They were interested in more events on this topic.