

Two Pandemics: Racial Disparities in Basic Needs Insecurity Among College Students During the Covid-19 Pandemic

WEB APPENDICES

September 2022

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Appendix A. Student Focus Groups

A total of 23 focus groups were facilitated by team members of the Community College Equity Assessment Lab (CCEAL), a national research laboratory at San Diego State University. Data were collected between 2018-2020, including 19 focus groups conducted in person, and 4 conducted virtually via Zoom. Students were enrolled in credit-bearing courses at one of three community colleges, two of which are in Northern California and the other in South Carolina.

Overall, the purpose of the focus groups was to better understand the experiences of historically underrepresented and underserved students (e.g., African American, Latinx, LGBTQ+, veterans, foster youth alumni). Data were intended to inform campus efforts to redress persistent inequities and outcome disparities that disproportionately impacted students. These three overarching questions guided the qualitative inquiry with students:

1. What are the lived experiences of disproportionately impacted students enrolled in community college?
2. What are salient challenges that disproportionately impacted students experience in community college?
3. What factors (e.g., people, programs, campus services, resources) situated within the campus context enable disproportionately impacted students to persist in college despite the challenges they face?

RECRUITMENT & DATA COLLECTION

Given the emphasis on understanding the lived experiences of disproportionately impacted students, researchers used purposeful sampling to recruit students whose salient identities aligned with the focus of the project. CCEAL worked with campus representatives to schedule focus groups with their respective students. While campuses were responsible for recruitment efforts, they were provided email templates to share with potential participants on how to register for the focus groups. For the virtual focus groups, each recruitment email included a unique registration link to reduce the possibility of individuals who did not meet the study's criteria registering. Once students registered, they were automatically emailed a Zoom meeting invitation that provided the date, time, and Zoom meeting ID. All students were provided a copy of the San Diego State University IRB-approved Informed Consent Form and a demographic form to complete.

Prior to each focus group, participants were informed (both verbally and in writing) that their participation was strictly voluntary. Participants were informed that they could opt out of answering questions they did not feel comfortable answering and could discontinue their involvement in the focus group at any time without consequences. None of the participants discontinued their participation. All participants agreed to have their conversations audio-recorded and were assured that the insights they provided would be treated confidentially by the project team. Virtual participants were given the option of being on or off video during the focus group and were asked to change their screen names to a pseudonym of their choosing. Those who did not were assigned pseudonyms by the project team.

SAMPLE FOCUS GROUP RECRUITMENT EMAIL

Dear Students,

We hope this message finds you and your loved ones healthy and safe. We are pleased to share that XXXX College is partnering with San Diego State University's Community College Equity Assessment Lab (CCEAL) to support our ongoing institutional equity and planning efforts.

A part of this effort involves conducting focus groups with XXXX students who are currently enrolled at XXXX College. The focus groups will enable our college to better understand your experiences, needs, and challenges and to devise strategies to facilitate your success.

The focus groups will last approximately 90 minutes and will take place during the day and time listed below. As compensation for your time, you will receive a \$50 voucher to use at our campus bookstore.

Attached to this message is an informed consent document that provides more details about the focus group and your rights as participants in this project. If you are interested in participating, please email us at XXXX. We will confirm your participation and share with the Zoom link with you. We hope you will take the time to participate.

[insert dates & times]

Thank you for considering this important invitation.

If you have any questions or concerns, please do not hesitate to contact XXXX, TITLE at EMAIL/PHONE NUMBER. If you would like more information about CCEAL and their work, please visit their website at: <https://cceal.org/>

FOCUS GROUP PROTOCOL

The development of the focus group protocol was informed by the project's purpose and goals, which included: (1) Identify factors that impact successful outcomes among disproportionately impacted community college students; and (2) Identify institutional practices that increase persistence, retention, and belonging among disproportionately impacted community college students.

Examples of questions included:

1. To what extent do you feel welcome as [salient identity] at this college?
2. How has [college name] supported your transition into college?
3. What are some key sources of support on-campus that have enabled you to overcome [challenges]?
4. To what extent do you see your salient identity in the curriculum?
5. What are some challenges you experience outside of college (e.g., employment, transportation, housing, and regular access to food, family responsibility)?

The focus groups concluded with a final question asking students to share advice on how institutions could better support their success.

PARTICIPANT DEMOGRAPHICS

A total of 140 students participated in the focus groups. Participants included 66 women, 68 men, and 6 gender non-conforming individuals. With regard to age, 78 were between 18-24 years old, 43 were between 25-34 years old, eight (8) were 35-50, and six (6) were 50 years or older. Five individuals did not disclose their age. African American/Black students comprised the largest racial/ethnic group in the sample (56 students), followed by Mexican/Mexican American (n=34), White (n=19), Multiracial (n=17), and Filipino (n=4). Ten students did not provide information. The majority of students (n=95) reported being enrolled full-time and being employed (n=81). Ninety-six participants indicated “transfer to a 4-year institution” as their primary educational goal.

ANALYSIS

Immediately following each focus group, the facilitators co-constructed research memos to capture the salient aspects and interpersonal dynamics of the conversations that took place. Audio recordings for each focus group were transcribed for data analysis. The audio files of those facilitated via Zoom were transcribed via Temi, an automatic transcription service, for additional accuracy. Once returned, data were coded deductively in three phases (initial, focused, and axial) as prescribed by Charmaz (2014)¹. Initial coding began with basic descriptive codes, which was followed by more focused codes resulting from additional interpretation of emergent patterns. Finally, although a deductive approach was used to analyze the data, concepts and insights that emerged inductively were also noted. The team also engaged in peer debriefing to confirm or redefine the emerging themes.

Appendix B. Survey Methodology

SURVEY ELIGIBILITY AND PARTICIPATING COLLEGES

Together with administrators, The Hope Center fielded the fall 2020 #RealCollege Survey at 202 participating colleges and universities located in 42 states. Each institution administered the survey online in fall 2020. They fielded the survey early in the fall term, as students enduring basic needs insecurity are at greater risk for dropping out of college later in the year. To boost response rates, a limited number of \$100 incentives were offered to randomly selected survey participants at each college. Additionally, incentives valued at \$150 were offered to 133 parenting students randomly selected across all participating colleges. Institution staff sent a series of invitations and follow-up reminders to all enrolled students encouraging them to participate.

The Hope Center provided the email invitation language as well as hosted the survey as shown below. Upon opening the survey, students were presented with a consent form in compliance with Institutional Review Board standards. To take the survey, the student had to click "continue" as a record of consent and complete a minimum of the first page of the survey. Participating colleges were asked to use only the provided invitation language to ensure consistency across colleges. In order to boost survey response rates, some colleges also spread the word about the survey using text messages and social media. In these cases, they used language and materials provided by The Hope Center.

Subject: College and you, during a pandemic
From email address: [someone students "know" at YOUR COLLEGE]

[COLLEGE LETTERHEAD FOR EMAIL]

Dear [STUDENT FIRST NAME],

Let's get real. Life is a lot right now. You're the expert when it comes to what's happening with your college experience. So we need your help supporting [COLLEGE OR UNIVERSITY NAME] with information it can use to help.

Share your story in the #RealCollege Survey. We asked the Hope Center for College, Community, and Justice at Temple University to help us do this because we value you. You were chosen simply because you are one of our students. In appreciation, you can win \$100 for completing the survey.

[STUDENT FIRST NAME], please get started now.

Click here to begin:
[LINK]

If the link is not working, try to copy and paste it into your web browser.

Be honest—everything you say is confidential. If you have questions about the survey,

send a note to the Hope Center at hopesrvy@temple.edu.

Thank you.

[NAME AND EMAIL SIGNATURE OF PERSON SENDING EMAIL]

COLLEGE SURVEY PARTICIPANTS

In 2020, 202 postsecondary colleges and universities fielded the survey. Information about participating colleges is available in Table B-1.

TABLE B-1 | CHARACTERISTICS OF PARTICIPATING COLLEGES (WEIGHTED BY SURVEY RESPONDENTS)²

	Two-Year Colleges	Four-Year Colleges	Overall
N (colleges)	130	72	202
N (survey respondents)	112,204	83,425	195,629
	%	%	%
Sector			
Public	98	94	97
Private, not-for-profit	2	6	3
Region			
West	41	32	37
Midwest	15	20	17
South	35	29	32
Northeast	9	20	14
Setting			
City	64	70	66
Suburb	24	9	18
Town	5	18	11
Rural	6	2	5
Size			
Under 5,000	6	7	7
5,000 - 9,999	11	6	9
10,000 - 19,9999	23	21	22
20,000 or more	60	65	62
Percent Pell			
Below 25%	30	21	26
25% - 49%	55	68	61
50% - 74%	13	10	12
75% or above	2	1	1
Endowment Per Pupil			
Less than \$1,200	n/a	11	11
Between \$1,200 and \$25,500	n/a	73	73
Over \$25,500	n/a	16	16

Source | [Integrated Postsecondary Education Data System \(2019\)](#), #RealCollege 2020 Survey.
 Notes | The information above reflects the characteristics of 202 colleges as of the end of 2019. San Diego Continuing Education is missing all IPEDS information and is not included in the above table. One four-year institution did not provide endowment information in the IPEDS data system. Cumulative percentages may not add up to 100 due to rounding error.

STUDENT SURVEY PARTICIPANTS

Most students who were sent the #RealCollege Survey did not answer it. Participating colleges sent survey invitations to an estimated 1.8 million students³ and 195,629 students participated, yielding an estimated response rate of 10.6%.⁴ Participating two-year colleges sent survey invitations to an estimated 1.0 million students, and 112,204 students participated, yielding an estimated response rate of 10.8%. Participating four-year colleges and universities sent survey invitations to an estimated 0.8 million students, and 83,425 students participated, yielding an estimated response rate of 10.5%.

Colleges were asked to distribute the survey to all actively enrolled students in the fall of 2020. Response rates were computed using the number of survey participants divided by the number students invited to take the survey. The survey completion rate reflects the percent of questions survey respondents answered.

TABLE B-2 | STATISTICS ON RESPONSE AND COMPLETION RATES, BY SECTOR

	Average	Standard Deviation	Minimum	First Quartile	Second Quartile	Third Quartile	Maximum
Two-Year Colleges							
Response rate	13	7	1	8	12	18	37
Completion rate	82	3	76	81	82	85	89
Four-Year Colleges							
Response rate	12	7	0	8	12	15	45
Completion rate	82	4	68	80	83	85	88
Overall							
Response rate	13	7	0	8	12	17	45
Completion rate	82	3	68	80	83	85	89

Source | 2020 #RealCollege Survey
 Notes | Participating colleges provided the number of students invited to complete the survey, two colleges fielded the survey to a random sample of students. Averages shown in the table are unweighted average response rates across all colleges.

Participating institutions sent the survey to all students rather than draw a sample. The results may be biased—overstating or understating the problem—depending on who answered and who did not. As readers ponder this issue, consider that the survey was emailed to students, and thus students had to have electronic access to respond. The incentives provided were negligible and did not include help with their challenges. Finally, the survey was framed as being about college life, not about hunger or homelessness. Characteristics of survey respondents are listed in Table B-3.

TABLE B-3 | CHARACTERISTICS OF SURVEY RESPONDENTS

	Two-Year Colleges %	Four-Year Colleges %	Overall %
Gender Identity			
Female	72	70	71
Male	26	28	27
Non-binary/Third gender	2	2	2
Prefer to self-describe	1	1	1
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	<i>85,957</i>	<i>66,086</i>	<i>152,043</i>
<i>Non-reporting respondents (N)</i>	<i>26,247</i>	<i>17,339</i>	<i>43,586</i>
Transgender Identity			
Transgender	1	1	1
Non-transgender	97	98	98
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	<i>86,462</i>	<i>66,293</i>	<i>152,755</i>
<i>Non-reporting respondents (N)</i>	<i>25,742</i>	<i>17,132</i>	<i>42,874</i>
Sexual Orientation			
Heterosexual or straight	77	76	77
Gay or lesbian	4	4	4
Bisexual	10	12	11
Prefer to self-describe	3	3	3
Prefer not to answer	6	4	5
<i>Total respondents (N)</i>	<i>85,782</i>	<i>66,212</i>	<i>151,994</i>
<i>Non-reporting respondents (N)</i>	<i>26,422</i>	<i>17,213</i>	<i>43,635</i>
Racial or Ethnic Background			
White or Caucasian	49	69	58
Black or African American	14	13	14
Hispanic or Latinx or Chicanx	34	13	25
American Indian	3	3	3
Indigenous	2	2	2
Middle Eastern	2	2	2
Southeast Asian	4	4	4
Pacific Islander	2	1	1
Other Asian or Asian-American	7	7	7
Another Race	3	2	2
Prefer not to answer	2	2	2
<i>Total respondents (N)</i>	<i>85,651</i>	<i>65,941</i>	<i>151,592</i>
<i>Non-reporting respondents (N)</i>	<i>26,553</i>	<i>17,484</i>	<i>44,037</i>
Student is a U.S. Citizen or Permanent Resident			
Yes	94	95	95
No	4	4	4
Prefer not to answer	1	0	1
<i>Total respondents (N)</i>	<i>86,620</i>	<i>66,385</i>	<i>153,005</i>
<i>Non-reporting respondents (N)</i>	<i>25,584</i>	<i>17,040</i>	<i>42,624</i>
Highest Level of Parental Education			

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No diploma	14	6	11
High school diploma	21	13	17
Some college	34	26	31
Bachelor's degree or greater	25	52	37
Don't know	4	1	3
Prefer not to answer	2	1	1
<i>Total respondents (N)</i>	<i>86,323</i>	<i>66,240</i>	<i>152,563</i>
<i>Non-reporting respondents (N)</i>	<i>25,881</i>	<i>17,185</i>	<i>43,066</i>
Age			
18 to 20	33	38	35
21 to 25	23	36	29
26 to 30	14	11	13
Over 30	29	16	23
Prefer not to answer	<1	<1	<1
<i>Total respondents (N)</i>	<i>84,691</i>	<i>65,542</i>	<i>150,233</i>
<i>Non-reporting respondents (N)</i>	<i>27,513</i>	<i>17,883</i>	<i>45,396</i>
Parenting Student Status			
Parenting Student	27	12	20
Non-parenting Student	73	88	80
<i>Total respondents (N)</i>	<i>91,977</i>	<i>69,631</i>	<i>161,608</i>
<i>Non-reporting respondents (N)</i>	<i>20,227</i>	<i>13,794</i>	<i>34,021</i>
Relationship Status			
Single	47	50	48
In a relationship	27	32	30
Married or domestic partnership	20	14	17
Divorced	3	1	2
Widowed	<1	<1	<1
Prefer not to answer	3	2	2
<i>Total respondents (N)</i>	<i>86,160</i>	<i>66,132</i>	<i>152,292</i>
<i>Non-reporting respondents (N)</i>	<i>26,044</i>	<i>17,293</i>	<i>43,337</i>
Student is Foster Care-Involved			
Yes	3	1	2
No	96	98	97
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	<i>85,953</i>	<i>65,969</i>	<i>151,922</i>
<i>Non-reporting respondents (N)</i>	<i>26,251</i>	<i>17,456</i>	<i>43,707</i>
Student Served in the Military			
Yes	4	3	4
No	95	96	96
Prefer not to answer	1	<1	1
<i>Total respondents (N)</i>	<i>86,479</i>	<i>66,297</i>	<i>152,776</i>
<i>Non-reporting respondents (N)</i>	<i>25,725</i>	<i>17,128</i>	<i>42,853</i>
Employment Status			
Employed	61	63	62
Not employed, looking	20	16	18

Not employed, not looking	19	20	20
<i>Total respondents (N)</i>	<i>100,460</i>	<i>75,864</i>	<i>176,324</i>
<i>Non-reporting respondents (N)</i>	<i>11,744</i>	<i>7,561</i>	<i>19,305</i>
Student Has Been Justice System-Involved			
Yes	4	2	3
No	94	97	95
Prefer not to answer	2	1	2
<i>Total respondents (N)</i>	<i>88,662</i>	<i>67,665</i>	<i>156,327</i>
<i>Non-reporting respondents (N)</i>	<i>23,542</i>	<i>15,760</i>	<i>39,302</i>
Disabilities and/or Medical Conditions			
Learning disability	15	14	15
Physical disability	5	4	5
Chronic illness	16	15	16
Psychological disorder	33	35	34
Other	3	2	3
No disability	52	51	52
Prefer not to answer	2	1	2
<i>Total respondents (N)</i>	<i>86,753</i>	<i>66,485</i>	<i>153,238</i>
<i>Non-reporting respondents (N)</i>	<i>25,451</i>	<i>16,940</i>	<i>42,391</i>
College Enrollment Status			
Full-time	41	74	55
Part-time	55	25	42
Don't know	4	2	3
<i>Total respondents (N)</i>	<i>109,592</i>	<i>82,459</i>	<i>192,051</i>
<i>Non-reporting respondents (N)</i>	<i>2,612</i>	<i>966</i>	<i>3,578</i>
Years in College			
Less than 1	26	20	24
1 to 2	38	23	31
3 or more	36	57	45
<i>Total respondents (N)</i>	<i>108,755</i>	<i>81,491</i>	<i>190,246</i>
<i>Non-reporting respondents (N)</i>	<i>3,449</i>	<i>1,934</i>	<i>5,383</i>
Student is Considered a Dependent			
Yes	25	44	33
No	59	43	52
Don't know	14	13	13
Prefer not to answer	2	1	1
<i>Total respondents (N)</i>	<i>85,919</i>	<i>65,993</i>	<i>151,912</i>
<i>Non-reporting respondents (N)</i>	<i>26,285</i>	<i>17,432</i>	<i>43,717</i>
Student is a Pell Recipient			
Yes	52	38	46
No	48	62	54
<i>Total respondents (N)</i>	<i>101,425</i>	<i>75,703</i>	<i>177,128</i>
<i>Non-reporting respondents (N)</i>	<i>10,779</i>	<i>7,722</i>	<i>18,501</i>
Level of Study			
High school equivalency/GED	5	1	3

Undergraduate degree: Associate	66	3	39
Undergraduate degree: Bachelor's	15	74	40
Graduate degree	2	20	10
Certificate or license	8	1	5
Non-degree	4	1	2
<i>Total respondents (N)</i>	<i>111,648</i>	<i>82,950</i>	<i>194,598</i>
<i>Non-reporting respondents (N)</i>	<i>556</i>	<i>475</i>	<i>1,031</i>
Student is a Varsity Athlete			
Yes	1	2	2
No	98	97	98
Prefer not to answer	1	<1	1
<i>Total respondents (N)</i>	<i>84,631</i>	<i>65,026</i>	<i>149,657</i>
<i>Non-reporting respondents (N)</i>	<i>27,573</i>	<i>18,399</i>	<i>45,972</i>

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity, racial and ethnic background, and disability or medical condition are not mutually exclusive. Students could self-identify with multiple classifications. The group 'American Indian' includes students who identified as Alaska Native. The group 'Middle Eastern' includes students who identified as North African, Arab, or Arab American. Percentages of mutually exclusive groups may not add up to 100 due to rounding error. Justice system-involved is defined by whether a student has been convicted of a crime. Foster care-involved is defined by a student who is or was placed in the home of a state-certified caregiver or a family member approved by the state. A dependent is a student who does not earn sufficient income to be an independent student or who must report parental income when qualifying for federal student aid.

Appendix C. Three Survey Measures of Basic Needs Insecurity

FOOD SECURITY

To assess food *security* in the fall of 2020, we used questions from the 18-item Household Food Security Survey Module (shown below) from the U.S. Department of Agriculture (USDA).⁵ It is important to note that while we mainly discuss *insecurity*, the standard is to measure the level of *security*, referring to those with low or very low security as “food insecure.”

Food Security Module

Adult Stage 1

1. “In the last 30 days, I worried whether my food would run out before I got money to buy more.” (Often true, Sometimes true, Never true)
2. “In the last 30 days, the food that I bought just didn’t last, and I didn’t have money to get more.” (Often true, Sometimes true, Never true)
3. “In the last 30 days, I couldn’t afford to eat balanced meals.” (Often true, Sometimes true, Never true)

If the respondent answers “often true” or “sometimes true” to any of the three questions in Adult Stage 1, then proceed to Adult Stage 2.

Adult Stage 2

4. “In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn’t enough money for food?” (Yes/No)
5. *[If yes to question 4, ask]* “In the last 30 days, how many days did this happen?” (Once, Twice, Three times, Four times, Five times, More than five times)
6. “In the last 30 days, did you ever eat less than you felt you should because there wasn’t enough money for food?” (Yes/No)
7. “In the last 30 days, were you ever hungry but didn’t eat because there wasn’t enough money for food?” (Yes/No)
8. “In the last 30 days, did you lose weight because there wasn’t enough money for food?” (Yes/No)

If the respondent answers “yes” to any of the questions in Adult Stage 2, then proceed to Adult Stage 3.

Adult Stage 3

9. “In the last 30 days, did you ever not eat for a whole day because there wasn’t enough money for food?” (Yes/No)
10. *[If yes to question 9, ask]* “In the last 30 days, how many days did this happen?” (Once, Twice, Three times, Four times, Five times, More than five times)

If the respondent has indicated that children under 18 are present in the household, then proceed to Child Stage 1.

Child Stage 1

11. “In the last 30 days, I relied on only a few kinds of low-cost food to feed my children because I was running out of money to buy food.” (Often true, Sometimes true, Never true)
12. “In the last 30 days, I couldn’t feed my children a balanced meal, because I couldn’t afford that.” (Often true, Sometimes true, Never true)

13. "In the last 30 days, my child was not eating enough because I just couldn't afford enough food."
(Often true, Sometimes true, Never true)

If the respondent answers "often true" or "sometimes true" to any of the three questions in Child Stage 1, then proceed to Child Stage 2.

Child Stage 2

14. "In the last 30 days, did you ever cut the size of your children's meals because there wasn't enough money for food?" (Yes/No)
15. "In the last 30 days, did your children ever skip meals because there wasn't enough money for food?" (Yes/No)
16. [If yes to question 15, ask] "In the last 30 days, how often did this happen?" (1, 2, 3, 4, 5, 6, 7, 8 or more times)
17. "In the last 30 days, were your children ever hungry but you just couldn't afford more food?" (Yes/No)
18. "In the last 30 days, did any of your children ever not eat for a whole day because there wasn't enough money for food?" (Yes/No)

To calculate a raw score for food security, we counted the number of questions to which a student answered affirmatively.

- a. "Often true" and "sometimes true" were counted as affirmative answers.
- b. Answers of "Three times" or more were counted as a "yes." We translated the raw score into food security levels as follows:

Food security level	Raw Score	
	18-item (children present)	18-item (no children present)
High	0	0
Marginal	1–2	1–2
Low	3–7	3–5
Very Low	8–18	6–10

HOUSING INSECURITY

To assess housing insecurity, we used a series of survey questions adapted from the national Survey of Income and Program Participation (SIPP) Adult Well-Being Module to measure students' access to and ability to pay for safe and reliable housing.⁶ In the fall of 2020, we asked students the following questions:

Housing Insecurity Module

1. "In the past 12 months, was there a rent or mortgage increase that made it difficult to pay?" (Yes/No)
2. "In the past 12 months, have you been unable to pay or underpaid your rent or mortgage?" (Yes/No)

3. "In the past 12 months, have you received a summons to appear in housing court?" (Yes/No)
4. "In the past 12 months, have you not paid the full amount of a gas, oil, or electricity bill?" (Yes/No)
5. "In the past 12 months, did you have an account default or go into collections?" (Yes/No)
6. "In the past 12 months, have you moved in with other people, even for a little while, because of financial problems?" (Yes/No)
7. "In the past 12 months, have you lived with others beyond the expected capacity of the house or apartment?" (Yes/No)
8. "In the past 12 months, did you leave your household because you felt unsafe?" (Yes/No)
9. "In the past 12 months, how many times have you moved?" (None, Once, Twice, 3 times, 4 times, 5 times, 6 times, 7 times, 8 times, 9 times, 10 or more times)

Students were considered housing insecure if they answered "yes" to any of the first eight questions or said they moved at least *three* times (question #9).

HOMELESSNESS

To measure homelessness, we asked a series of survey questions that align with the definition of homelessness dictated by the McKinney Vento Homeless Assistance Act. Please refer to pp. 31–32 in Crutchfield and Maguire (2017) for further discussion of this measure.⁷

In the fall of 2020, students were considered homeless if they answered affirmatively to question #1 OR any part of question #2 (parts e through m) in the Homelessness Module (below).

Homelessness Module

1. "In the past 12 months, have you ever been homeless?"
2. "In the past 12 months, have you slept in any of the following places? Please check all that apply."
 - a. Campus or university housing
 - b. Sorority/fraternity house
 - c. In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)
 - d. In a rented or owned house, mobile home, or apartment with my family (parent, guardian, or relative)
 - e. At a shelter
 - f. In a camper or RV
 - g. Temporarily staying with a relative, friend, or couch surfing until I find other housing
 - h. Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)
 - i. In transitional housing or independent living program
 - j. At a group home such as halfway house or residential program for mental health or substance abuse
 - k. At a treatment center (such as detox, hospital, etc.)
 - l. Outdoor location (such as street, sidewalk, or alley; bus or train stop; campground or woods, park, beach, or riverbed; under bridge or overpass; or other)
 - m. In a closed area/space with a roof not meant for human habitation (such as abandoned building; car, truck, or van; encampment or tent; unconverted garage, attic, or basement; etc.)

Appendix D. Measures of Anxiety and Depression

ANXIETY

Students' anxiety levels were assessed using a validated seven-item instrument called the Generalized Anxiety Disorder Scale (GAD-7).⁸ In the #RealCollege 2020 survey instrument, the items were separated into two sections (items 1-2 and items 3-7). The student needed to cross a certain score threshold in the first two items to progress to the remaining items. The assessment asked students about the number of times in the last two weeks – 0 days (0), 1-6 days (1), 7-12 days (2), or 13-14 days (3) – they were bothered by any of the following items:

Generalized Anxiety Disorder Scale (GAD-7) Module

1. Feeling nervous, anxious, or on edge
2. Not being able to stop or control worrying
3. Worrying too much about different things
4. Trouble relaxing
5. Being so restless that it's hard to sit still
6. Becoming easily annoyed or irritable
7. Feeling afraid as if something awful might happen

To calculate a raw score for anxiety, we counted the response score (0 to 3) for each of the questions to which a student answered. Those who indicated that they felt bothered at least some of the days were considered moderately to severely anxious.

Anxiety level	Raw Score
	Seven-item
None to minimal	0–4
Mild	5–9
Moderate	10–14
Severe	15+

DEPRESSION

Students' depression levels were assessed using a validated nine-item instrument, called the Patient Health Questionnaire (PHQ-9). In the #RealCollege 2020 survey instrument, the items were separated into two sections (items 1-2 and items 3-9). The student needed to reach a certain response threshold in the first two items to progress to the remaining items. The assessment asked students about the number of times in the last two weeks – 0 days (0), 1-6 days (1), 7-12 days (2), or 13-14 days (3) – they were bothered by any of the following items:

Patient Health Questionnaire (PHQ-9) Module

1. Little interest or pleasure in doing things
2. Feeling down, depressed, or hopeless
3. Trouble falling asleep, staying asleep, or sleeping too much
4. Feeling tired or having little energy
5. Poor appetite or overeating
6. Feeling bad about yourself—or that you’re a failure or have let yourself or your family down
7. Trouble concentrating on things, such as reading the newspaper or watching television
8. Moving or speaking so slowly that other people could have noticed; or the opposite—being so fidgety or restless that you have been moving around a lot more than usual
9. Thought that you would be better off dead or hurting yourself in some way

To calculate a raw score for depression, we counted the response score (0 to 3) for each of the questions to which a student answered. Those who indicated that they felt bothered at least some of the days were considered moderately to severely depressed.

Depression level	Raw Score
	Nine-item
None to minimal	0–4
Mild	5–9
Moderate	10–14
Moderately Severe	15–19
Severe	20+

Appendix E. Detailed Tables on Data Referenced in Full Report

TABLE E-1 | EXPERIENCED PROBLEMS WITH INTERNET OR COMPUTER ACCESS, BY RACE AND ETHNICITY, AND SECTOR (FIGURE 1)

	Two-Year Colleges		Four-Year Colleges		Overall	
	N	%	N	%	N	%
Racial or Ethnic Background						
Overall	36,463	67	35,897	80	72,360	73
White or Caucasian	17,518	68	25,514	82	43,032	75
Black or African American	4,811	62	4,365	75	9,176	68
Middle Eastern	801	65	617	75	1,418	69
Southeast Asian	1,369	67	1,254	77	2,623	72
American Indian	1,173	73	1,014	82	2,187	77
Indigenous	719	77	580	83	1,299	80
Hispanic or Latinx or Chicax	13,353	69	4,740	82	18,093	72
Pacific Islander	649	74	437	84	1,086	78
Other Asian or Asian American	2,544	64	2,365	74	4,909	68
Another Race	994	68	653	74	1,647	70
Prefer to Not Answer	904	68	605	76	1,509	71

Source | 2020 #RealCollege Survey

Notes | Results are limited to problems with internet or computer access in spring 2020. For sectors, 'four year' includes private and public universities. Classifications of racial and ethnic groups are not mutually exclusive. The group Middle Eastern includes students who identified as North African, Arab, or Arab American. Overall rates only include those who are not missing information on racial or ethnic background. Percentages were rounded to the nearest whole number.

TABLE E-2 | BASIC NEEDS INSECURITY, BY RACE AND ETHNICITY (FIGURE 2)

	Experienced Food Insecurity		Experienced Housing Insecurity		Experienced Homelessness		Experienced Any BNI	
	N	%	N	%	N	%	N	%
Racial or Ethnic Background								
Overall	51,841	34	72,714	48	21,466	14	87,835	58
White or Caucasian	25,918	30	38,296	44	12,460	14	47,054	54
African American or Black	9,742	47	12,375	59	3,773	18	14,507	70

Middle Eastern	1,094	37	1,551	53	509	17	1,834	62
Southeast Asian	1,926	35	2,402	44	778	14	3,096	57
American Indian	2,100	47	2,671	60	1,011	23	3,126	70
Indigenous	1,297	52	1,626	65	632	25	1,872	75
Hispanic or Latinx or Chicax	15,039	40	20,542	54	4,944	13	24,211	64
Pacific Islander	918	43	1,168	55	441	21	1,406	66
Other Asian or Asian American	3,381	31	4,447	41	1,389	13	5,686	53
Another Race	1,413	41	1,888	55	654	19	2,223	64

Source | 2020 #RealCollege Survey

Notes | Classifications of racial and ethnic groups are not mutually exclusive. Students could self-identify with multiple groups. The group Middle Eastern includes students who identified as North African, Arab, or Arab American. Students who experienced 'any BNI' include those who experienced food insecurity in the past 30 days, or housing insecurity or homelessness in the last year. Overall rates only include those who are not missing information on racial or ethnic background. Percentages were rounded to the nearest whole number.

TABLE E-3 | BASIC NEEDS INSECURITY AMONG EMPLOYED STUDENTS AND PELL RECIPIENTS, BY RACE AND ETHNICITY (FIGURE 3)

	BNI Among Employed Students		BNI Among Pell Recipients	
	N	%	N	%
Racial or Ethnic Background				
Overall	52,899	58	43,859	68
White or Caucasian	30,000	54	21,133	66
African American or Black	8,427	71	9,120	74
Middle Eastern	928	63	935	67
Southeast Asian	1,595	59	1,316	62
American Indian	1,732	69	1,850	78
Indigenous	1,031	74	1,112	83
Hispanic or Latinx or Chicax	14,009	66	13,542	68
Pacific Islander	801	68	760	74
Other Asian or Asian American	3,018	56	2,430	62
Another Race	1,160	65	1,106	73
Prefer to Not Answer	1,164	65	1,006	76

Source | 2020 #RealCollege Survey

Notes | Classifications of racial and ethnic groups are not mutually exclusive. Students could self-identify with multiple groups. The group Middle Eastern includes students who identified as North African, Arab, or

Arab American. Overall rates only include those who are not missing information on racial or ethnic background. Percentages were rounded to the nearest whole number.

TABLE E-4 | PERSONAL EXPERIENCES WITH ANXIETY OR DEPRESSION, BY RACE AND ETHNICITY, AND GENDER (FIGURE 4)

	Female		Male	
	N	%	N	%
Students experiencing at least moderate anxiety				
Overall	40,563	38	10,910	27
White or Caucasian	25,973	42	6,836	29
Black or African American	5,018	32	1,032	22
Middle Eastern	764	41	314	30
Southeast Asian	1,288	37	438	24
American Indian	1,339	42	367	32
Indigenous	803	47	237	35
Hispanic or Latinx or Chicanx	9,870	36	2,646	27
Pacific Islander	601	42	196	31
Other Asian or Asian American	2,489	35	857	26
Another Race	789	37	336	29
Prefer to Not Answer	654	35	202	25
Students experiencing at least moderate depression				
Overall	38,100	36	12,454	31
White or Caucasian	22,680	37	7,610	32
Black or African American	5,316	34	1,248	27
Middle Eastern	750	41	335	32
Southeast Asian	1,354	39	565	32
American Indian	1,279	40	404	35
Indigenous	799	46	247	37
Hispanic or Latinx or Chicanx	10,059	37	3,079	31
Pacific Islander	612	43	235	37
Other Asian or Asian American	2,560	36	1,050	31
Another Race	804	37	361	31
Prefer to Not Answer	639	34	248	31

Source | 2020 #RealCollege Survey

Notes | Students “experienced anxiety” if they experienced moderate to severe levels of anxiety in the last two weeks; while students “experienced depression” if they experienced moderate, moderately severe, or

severe levels of depression in the last two weeks. Classifications of racial and ethnic groups are not mutually exclusive. Students could self-identify with multiple groups. The group Middle Eastern includes students who identified as North African, Arab, or Arab American. Overall rates only include those who are not missing information on racial or ethnic background. Percentages were rounded to the nearest whole number.

TABLE E-5 | STUDENTS EXPERIENCING BASIC NEEDS INSECURITY AND USING CAMPUS SUPPORTS, BY RACE AND ETHNICITY (FIGURE 5)

Racial or Ethnic Background	Experiencing BNI		Using Supports (Among Those Experiencing BNI)	
	N	%	N	%
Overall	87,835	58	25,723	29
White or Caucasian	47,054	54	11,750	25
Black or African American	14,507	70	5,681	39
Middle Eastern	1,834	62	579	32
Southeast Asian	3,096	57	845	27
American Indian	3,126	70	1,130	36
Indigenous	1,872	75	650	35
Hispanic or Latinx or Chicanx	24,211	64	7,858	33
Pacific Islander	1,406	66	447	32
Other Asian or Asian American	5,686	53	1,525	27
Another Race	2,223	64	730	33
Prefer to Not Answer	2,064	66	617	30

Source | 2020 #RealCollege Survey

Notes | Classifications of racial and ethnic groups are not mutually exclusive. Students could self identify with multiple groups. The group Middle Eastern includes students who identified as North African, Arab, or Arab American. Rates of using supports are among students experiencing any basic needs insecurity: students who experienced food insecurity in the prior 30 days, or housing insecurity or homelessness within the last year. The list of campus based supports includes help obtaining food stamps/SNAP, help finding affordable housing, emergency housing, and emergency financial aid. Some students may have used multiple campus supports. Overall rates only include those who are not missing information on racial or ethnic background. Percentages were rounded to the nearest whole number.

TABLE E-6 | REASONS WHY STUDENTS EXPERIENCING BASIC NEEDS INSECURITY DID NOT USE CAMPUS SUPPORTS, BY RACE AND ETHNICITY (FIGURE 6)

	N	%
I do not think I am eligible.		
Overall	68,770	73

White or Caucasian	34,707	76
Black or African American	9,679	71
Middle Eastern	1,165	68
Southeast Asian	2,238	75
American Indian	2,167	73
Indigenous	1,388	78
Hispanic or Latinx or Chicanx	16,415	71
Pacific Islander	1,020	76
Other Asian or Asian American	4,085	75
Another Race	1,559	74
Prefer to Not Answer	1,430	74
Other people need those programs more than I do.		
Overall	64,312	69
White or Caucasian	34,797	77
Black or African American	7,353	55
Middle Eastern	1,115	65
Southeast Asian	2,105	71
American Indian	2,060	70
Indigenous	1,225	69
Hispanic or Latinx or Chicanx	15,043	66
Pacific Islander	942	71
Other Asian or Asian American	3,829	71
Another Race	1,347	65
Prefer to Not Answer	1,239	65
I do not know how to apply.		
Overall	48,107	52
White or Caucasian	22,717	50
Black or African American	6,886	51
Middle Eastern	975	57
Southeast Asian	1,723	58
American Indian	1,575	53
Indigenous	1,026	58
Hispanic or Latinx or Chicanx	12,623	55
Pacific Islander	734	55

Other Asian or Asian American	3,122	58
Another Race	1,154	56
Prefer to Not Answer	1,020	53
I did not know they existed or were available.		
Overall	47,369	51
White or Caucasian	21,559	48
Black or African American	7,237	54
Middle Eastern	973	57
Southeast Asian	1,657	56
American Indian	1,564	53
Indigenous	989	56
Hispanic or Latinx or Chicax	12,469	54
Pacific Islander	700	52
Other Asian or Asian American	3,068	56
Another Race	1,163	56
Prefer to Not Answer	1,066	55

Source | 2020 #RealCollege Survey

Notes | Students shared reasons why they did not use campus supports. Some students may list more than one reason why they did not use supports. Classifications of racial and ethnic groups are not mutually exclusive. Students could self-identify with multiple groups. The group Middle Eastern includes students who identified as North African, Arab, or Arab American. Overall rates only include those who are not missing information on racial or ethnic background. Percentages were rounded to the nearest whole number.

TABLE E-7 | STUDENTS EXPERIENCING BASIC NEEDS INSECURITY AND USING PUBLIC BENEFITS, BY RACE AND ETHNICITY (FIGURE 7)

Racial or Ethnic Background	Experiencing BNI		Using Benefits (Among Those Experiencing BNI)	
	N	%	N	%
Overall	87,835	58	48,011	55
White or Caucasian	47,054	54	24,879	53
Black or African American	14,507	70	8,855	61
Middle Eastern	1,834	62	1,060	58
Southeast Asian	3,096	57	1,552	50
American Indian	3,126	70	2,027	65
Indigenous	1,872	75	1,243	66

Hispanic or Latinx or Chicanx	24,211	64	13,720	57
Pacific Islander	1,406	66	828	59
Other Asian or Asian American	5,686	53	2,831	50
Another Race	2,223	64	1,375	62
Prefer to Not Answer	2,064	66	1,200	58

Source | 2020 #RealCollege Survey

Notes | Classifications of racial and ethnic groups are not mutually exclusive. Students could self-identify with multiple groups. The group Middle Eastern includes students who identified as North African, Arab, or Arab American. Rates of using supports are among students experiencing any basic needs insecurity: students who experienced food insecurity in the prior 30 days, or housing insecurity or homelessness within the last year. Overall rates only include those who are not missing information on racial or ethnic background. Percentages were rounded to the nearest whole number.

Appendix F. Questions Used to Capture Student Background Characteristics in The Hope Center's #RealCollege Survey

1. What is your gender? (Mark Yes or No for each item.)
 - a. Female
 - b. Male
 - c. Non-binary/third gender
 - d. Prefer to self-describe
 - e. Prefer not to answer
2. Do you identify as transgender?
 - a. Yes
 - b. No
 - c. Prefer not to answer
3. What is your sexual orientation?
 - a. Heterosexual or straight
 - b. Gay or lesbian
 - c. Bisexual
 - d. Prefer to self-describe
 - e. Prefer not to answer
4. In what year were you born? (answers by dropdown starting with 2002)
5. Are you a U.S. citizen or permanent resident?
 - a. Yes
 - b. No
 - c. Prefer not to answer
6. Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?
 - a. Yes
 - b. No
 - c. Prefer not to answer
7. How do you usually describe your race and/or ethnicity? (Select "Yes" to all that apply if you identify with multiple groups)
 - a. White or Caucasian
 - b. African American or Black
 - c. Middle Eastern or North African or Arab or Arab American
 - d. Southeast Asian
 - e. American Indian or Alaska Native
 - f. Indigenous
 - g. Hispanic or Latinx/Latina/Latino or Chicanx/Chicana/Chicano
 - h. Pacific Islander or Native Hawaiian
 - i. Other Asian or Asian American
 - j. Other (please specify)
 - k. Prefer not to answer
8. What is the highest level of education completed by either of your parents/guardians?
 - a. Eighth grade or lower
 - b. Between 9th and 12th grade (but no high school diploma)
 - c. High school diploma

- d. GED
 - e. Some college (but no college degree)
 - f. College or trade/vocational certificate
 - g. Associate degree
 - h. Bachelor's degree
 - i. Graduate degree
 - j. I don't know
 - k. Prefer not to answer
9. In the last year, did a parent or guardian claim you as a "dependent" for tax purposes?
- a. Yes
 - b. No
 - c. I don't know
 - d. Prefer not to answer
10. How would you describe your current relationship status?
- a. Single
 - b. In a relationship
 - c. Married or domestic partnership
 - d. Divorced
 - e. Widowed
 - f. Prefer not to answer
11. Do you have a spouse or partner that lives with you?
- a. Yes
 - b. No
 - c. Prefer not to answer
12. Have you ever been in foster care?
- a. Yes
 - b. No
 - c. Prefer not to answer
13. Are you the parent, primary caregiver, or guardian (legal or informal) of any children?
- a. Yes
 - b. No
14. Have you ever been convicted of a crime? (Felony and misdemeanor convictions only. Don't include violations or traffic infractions.)
- a. Yes
 - b. No
 - c. Prefer not to answer
15. Do you have any of the following disabilities or medical conditions? (Mark Yes or No for each item.)
- a. Cognitive, learning, or neurological disorders/disabilities (dyslexia, ADHD, autism spectrum disorder, epilepsy, etc.)
 - b. Physical disability (speech, sight, mobility, hearing, etc.)
 - c. Chronic illness (asthma, diabetes, autoimmune disorders, cancer, etc.)
 - d. Psychological disorder (depression, anxiety, PTSD, etc.)
 - e. Other: (fill in)
16. Are you a varsity student-athlete on a team sponsored by your college or university's athletics department?
- a. Yes

- b. No
- c. Prefer not to answer

¹ Charmaz, K. (2014). [Constructing grounded theory](#). SAGE Publications.

² Responses to the 2020 #RealCollege Survey were collected in Qualtrics. The Hope Center team organized, cleaned, and merged survey data with other sources (IPEDS and internal databases) using Stata. Tables and figures produced for these appendices and their accompanying report were constructed in Stata.

³ This count is based on institution-based self-reports of how many students were sent invitations to take the survey.

⁴ For most participating institutions, the number of survey invitations sent is based on the total number of students at each institution, aged 18 or above, in the fall of 2020, as reported by each institution. Two four-year colleges sent invitations to a sample of students.

⁵ U.S. Department of Agriculture, Economic Research Service. (2012). [U.S. adult food security survey module: Three-stage design, with screeners](#).

⁶ See https://www.census.gov/programs-surveys/sipp/about/sipp-content-information.html#par_textimage_5

⁷ Crutchfield, R. M., & Maguire, J. (2017). [Researching basic needs in higher education: Qualitative and quantitative instruments to explore a holistic understanding of food and housing insecurity](#). Long Beach, California: Basic Needs Initiative, Office of the Chancellor, California State University.

⁸ Spitzer, R.L., Kroenke, K., Williams, J.B., & Löwe, B. (2006). [A brief measure for assessing generalized anxiety disorder](#). *Archives of Internal Medicine*, 166(10), 1092–1097.