

APPENDIX A: Method

Survey Method

The student quotes and data presented in this report come from The Hope Center Student Basic Needs Survey, administered at 91 colleges between January 2023 and July 2024. The online survey, administered through Qualtrics, was distributed to all students, all undergraduate students (surveying graduate students was optional), or a random sample of undergraduate and graduate students, at each participating college. Students were recruited via emails and reminders. Some colleges opted for additional types of outreach, such as flyers, text messages, or posts on social media or learning management platforms. Some colleges also offered incentives to enhance survey participation. All respondents indicated their informed consent at the beginning of the survey. The study was approved by Temple University’s institutional review board. Below we provide detailed information on the survey sample and measures for the findings presented in the The Hope Center’s 2023-2024 Student Basic Needs Survey Report.

Sample

Of 769,945 recruited students, 79,128 completed the Hope survey (10.3% response rate). 528 respondents were excluded from the analyses because they indicated they did not attend a participating college, and 13 schools (4250 respondents) were excluded because the school did not reach the minimum response rate threshold of 5%, resulting in a final sample of 74,350 students from 91 schools with a response rate of 12.2%. The characteristics of the schools and survey respondents in our sample are detailed below.

Table 1. Sample Characteristics

Student Characteristics (N = 74,350)

Race and Ethnicity (check all that apply)	
African American or Black	12%
American Indian, Alaska Native, or Indigenous	3%
East Asian (e.g., Chinese, Japanese, Korean)	4%
Filipinx / Filipina / Filipino	3%
Hispanic or Latine / Latina / Latino, or Chicane / Chicana / Chicano	29%
Middle Eastern, North African, Arab, or Arab American	2%
Pacific Islander or Native Hawaiian	1%
South Asian or Desi (e.g., Indian, Pakistani, Bengali)	3%
Southeast Asian (e.g., Vietnamese, Cambodian, Laotian)	3%
White or Caucasian	49%
Another Racial or Ethnic Identity	2%
Prefer Not to Answer	4%
Students of Color	55%
Multiracial or Multiethnic	11%
Transgender	

Transgender	3%
Not Transgender	94%
Prefer Not to Answer	3%
Gender (check all that apply)	
Gender Non-Conforming, Genderqueer	2%
Intersex	<1%
Man	27%
Nonbinary, Agender	3%
Questioning	<1%
Woman	67%
Other	<1%
Prefer Not to Answer	2%
Parenting Students	23%
Age > 25	42%
LGBTQIA+	22%
Pell Grant Recipients	35%
First-Generation College Students	53%
Part-Time Students	37%
Students with Disabilities	21%
Employed Students	68%
Students Involved with the Carceral System	2%
Former Foster Youth	3%
Undergraduate Students	75%
STEM Majors	38%
Institutional Characteristics (N =91)	
	N
Public	85
2-Year College	71
Unduplicated 12-month headcount <10,000	67
Unduplicated 12-month headcount 10,000-19,999	18
Unduplicated 12-month headcount 20,000+	6
Minority Serving Institution	51
Rural Serving Institution	31

NOTE: Percentages are rounded to the nearest whole number. Students who did not respond to relevant items or selected “Prefer not to answer” are excluded from the calculation (unless explicitly included as a category in the table). Cumulative percentages may not sum to 100 due to rounding and "check all that apply" items. Measures and definitions are described below.

Survey Measures

Institution Characteristics

Two-Year: Two-year institutions encompass community colleges and technical colleges that

primarily offer associate degrees and certificates. Identification is based on responses to a pre-administration survey item asking, “Is your institution a community college or community college district?” Additionally, colleges that self-identify as technical colleges are included in this category.

Four-Year: Four-year institutions refer to colleges and universities that predominantly confer bachelor’s degrees, as well as graduate degrees.

MSI: Hope Center indicator of whether the student’s school is a minority-serving institution, based on [federal designations](#). MSI stands for “minority serving institution.” Non-MSI stands for “not a minority serving institution.”

RSI: Hope Center indicator of whether the student’s school is a rural-serving institution, based on the Alliance for Research on Regional Colleges’ [RSI Score](#). RSI stands for “rural serving institution”. Non-RSI stands for “not a rural serving institution.”

Student Characteristics

Race & Ethnicity. Race and ethnicity were measured with a single item so as not to create a hierarchy among these interrelated identities. Students were provided with all 10 of the options listed in Table 1, as well as “another option not listed here” and “prefer not to respond.” Students were also given the option to “please specify, if desired” for each option they selected. The multiracial or multiethnic category includes students who selected more than one of the options (including “another option not listed here”). Those who selected multiple options are included in the multiracial or multiethnic group and in each race/ethnicity category they selected. Students are considered non-White if they selected any of the following race and ethnicity options: (a) African American or Black; (b) American Indian, Alaska Native, or Indigenous; (c) East Asian; (d) Filipinx; (e) Hispanic or Latine or Chicane; (f) Middle Eastern or North African, Arab, or Arab American; (g) Pacific Islander or Native Hawaiian; (h) South Asian or Desi; or (i) Southeast Asian. Students who selected “prefer not to answer” are considered as missing data.

Transgender. Students were asked “Do you identify as transgender?” and could respond yes, no, or prefer not to answer. The Hope Center believes it is important to ask students whether they are transgender to honor their full identities but ultimately decided to accept the request of some of our partners in Texas to remove gender identity items (including transgender identity) entirely from their surveys. As such, 701 students in our sample did not get this question.

Gender. Students were asked “What gender do you identify as? (Please check all that apply.)” Response options were gender non-conforming, genderqueer; intersex; man; nonbinary, agender; questioning; woman; another option not listed here (please specify); and prefer not to answer. The Hope Center is unwilling to include only a binary measure of gender (e.g. exclusively man/woman) in our survey, but ultimately decided to accept the request of some of our partners in Texas to remove gender identity items entirely from their surveys. As such, 701 students in our sample did not get this question.

Parenting Students: Students were asked “Are you the parent, primary caregiver, or guardian

(legal or informal) of any children?” Response options were yes and no.

Age. Students were asked “In what year were you born?” Options were the birth years for individuals 18-92 years old, 93 or older, and prefer not to answer. Students who selected “prefer not to answer” are considered as missing data.

LGBTQIA+: Students were asked “Do you identify with the LGBTQIA+ community?” As written in the survey instrument: “By LGBTQIA, we mean individuals who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, agender, and asexual. We add the + signify inclusion of the full diversity of gender identities and sexual orientations, which cannot be described by this (or any) combination of letters.” Students who selected “prefer not to answer” are considered as missing data.

Pell Grant Recipient: Students who selected “Pell Grant” for “Which of the following do you use to pay for expenses associated with attending [COLLEGE NAME] this term? (Please check all that apply.)” are identified as Pell Grant recipients.

First-Generation College Students: Students were asked “What is the highest level of education completed by any of your parents and/or guardians?” in the survey instrument. Students are categorized as first-generation college students if their parents or guardians have not attained a bachelor's degree or any graduate degree. Students who selected “I don't know” or “prefer not to answer” are considered as missing data.

Part-Time Students: In Spring 2023, students were asked “As of today, how many credits are you taking during the current academic term” in the survey instrument. In Fall 2023, the question was changed to “What is your enrollment status? (“Full-time” is defined as being enrolled in at least 12 credits for undergraduates or at least 6 credits for graduate students.)” Students who selected “1 to 11 credits (part-time)” or “Part-time” are identified as part-time students. Students who selected “12 or more credits (full-time)” or “Full-time” are identified as full-time students. Students who selected “Enrolled but taking 0 credits” or “I'm not sure” are considered as missing data.

Students with Disabilities: Students were asked “Are you registered on your campus (e.g., with an office for disability services) as having a documented and diagnosed disability?” in the survey instrument. Students who selected “yes” or “I have a diagnosed disability but have not registered with an office on campus” are categorized as disabled. Students who selected “no” are categorized as not disabled. Students who selected “prefer not answer” are considered as missing data. Those who indicated they had a disability were also asked to, “Please indicate which category of disability. (Please check all that apply.)” Options were attention deficit/hyperactivity disorders, deaf or hard of hearing, learning disorders or disabilities, mobility or dexterity disabilities, neurological disorders, physical/health related disabilities or chronic illness, psychological or psychiatric conditions, blind or low vision, other, or prefer not to answer. Students were also given the option to “please specify, if desired” for each option they selected. Students who selected “prefer not to answer” are considered as missing data.

The questions asking students about disabilities were added in March 2023, after the survey had

already been administered at some institutions. This was in response to feedback from a student who had taken our survey that we needed to measure and account for intersectionality between disability and basic needs insecurity.

Employment. Students' employment experiences were captured several ways. First, students were asked, "This academic term, do you have..." and provided options of one job, two jobs, more than two jobs, and I am not currently working for pay. For those students who indicated they had at least one job, we asked about challenges associated with balancing work and school: "Sometimes students experience challenges related to working while taking classes. Which of the following have you experienced in the last 12 months? (Please check all that apply.)" Response options were conflicts between job and class schedules, conflicts between job and other school-related activities (besides classes), unreliable work schedule, getting scheduled for too few hours, getting scheduled for too many hours, losing a job, and other (please specify).

Finally, students were asked "Thinking about a typical week this academic term, how much time do you spend on the following activities?" Students responded to a list of 16 activities; their responses to "Working for pay, on campus" and "Working for pay, off campus" were combined to create an estimate to the number of hours students worked per week. Students were then categorized as working more than 20 hours or 20 hours or less.

Students Involved with the Carceral System. Students were asked "Have you ever been sentenced to incarceration following a conviction?" Students who answered "Yes" are identified as involved with the carceral system. Students who selected "prefer not to answer" are considered as missing data.

Former Foster Youth: Students were asked "Have you ever been in foster care?" in the survey instrument. Students who answered "Yes" are identified as former foster youth. Students who selected "prefer not to answer" are considered as missing data.

Undergraduate Students. Students were asked "What type of credential(s) are you pursuing at [school name]?" (Please check all that apply.)" Options were high school equivalency / GED; undergraduate degree: associate's (AA/AS/other technical degree); undergraduate degree: bachelor's (BA/BS/other bachelor's degree); master's degree (MA/MS/MBA/MPH/MSW/other Master's degree); professional degree (JD/MD/other professional degree); doctoral degree (PhD/other doctoral degree); short-term certificate or license (program fewer than 15 weeks); long-term certificate or license (program 15 weeks or longer); and no credential / no degree. Students who selected undergraduate degree: associate's or undergraduate degree: bachelor's were classified as undergraduates.

STEM Majors. Undergraduate students were asked "What is your major? If you are pursuing more than one major, please provide your primary major." Options were business; computer sciences and technology; education; engineering, manufacturing, and skilled trades; general education or liberal arts; health professions or pre-health (e.g., nursing, pre-medical); humanities (e.g., languages and literatures, the arts, history, philosophy, religious studies, area and ethnic studies, gender studies); mathematics and statistics; natural sciences (e.g., physical sciences, biological sciences); social sciences (e.g., sociology, anthropology, economics, political science,

psychology); other; and undecided. Students were also given the option to “please specify” for the option they selected. Students were also asked to self-identify whether they were a STEM major: “Do you consider yourself to be in a STEM (science, technology, engineering, or math) major/field?” (yes, no, undecided).

Students were classified as a STEM major if they either (a) self-identified as a STEM major or (b) selected computer sciences and technology; engineering, manufacturing, and skilled trades; mathematics and statistics; or natural sciences.

Basic Needs Measures

Food Insecurity: We assessed food security over the prior 30 days using the U.S. Department of Agriculture’s (USDA) 18-item [Adult Food Security Survey Module](#) which classifies students as having high, marginal, low, or very low levels of food security. We used the USDA standard practice and classified people with “low” and “very low” food security as experiencing food insecurity, which is defined as the limited or uncertain availability of nutritionally adequate and safe food, or the limited or uncertain ability to acquire such food in a socially acceptable manner. The questions regarding food insecurity are described below. A student’s food security level is determined by the total number of items for which a student’s response indicated potential food insecurity. Parenting students are asked additional items about their children’s food security, so the cutoffs differ for non-parenting students and parenting students:

- **Very low food security:** 6-10 responses indicating potential food insecurity (or 8-18 for parenting students)
- **Low food security:** 3-5 responses indicating potential food insecurity (or 3-7 for parenting students)
- **Marginal food security:** 1-2 responses indicating potential food insecurity
- **High food security:** 0 responses indicating potential food insecurity

Table 2. Food Insecurity Items		
	Not indicating potential food insecurity	Indicating potential food insecurity
In the last 30 days, were the following situations often true, sometimes true, or never true for you?		
a) “I worried whether my food would run out before I got money to buy more.”	Never true	Sometimes true, Often true
b) “The food that I bought just didn’t last, and I didn’t have money to get more.”	Never true	Sometimes true, Often true
c) “I couldn’t afford to eat balanced meals.”	Never true	Sometimes true, Often true
If any responses to items a-c indicated potential food insecurity:		
d) “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?”	No	Yes
e) “In the last 30 days, did you ever eat less than	No	Yes

you felt you should because there wasn't enough money for food?"		
f) "In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?"	No	Yes
g) "In the last 30 days, did you lose weight because there wasn't enough money for food?"	No	Yes
If response to item d indicated potential food insecurity:		
h) "In the last 30 days, how many days did this happen?" (cutting the size of meals or skipping meals)	Once, Twice	Three times, Four times, Five times, More than five times
If any responses to items d-g indicated potential food insecurity:		
i) "In the last 30 days, did you ever not eat for a whole day because there wasn't enough money for food?"	No	Yes
If response to item i indicated potential food insecurity:		
j) "In the last 30 days, how many days did this happen?" (not eating for a whole day)	Once, Twice	Three times, Four times, Five times, More than five times
For parenting students only:		
Were the following statements never, sometimes, or often true for you in the last 30 days?		
k) "I relied on only a few kinds of low-cost food to feed my child/children because I was running out of money to buy food."	Never true	Sometimes true, Often true
l) "I couldn't feed my child/children a balanced meal because I couldn't afford that."	Never true	Sometimes true, Often true
m) My child/children were not eating enough because I just couldn't afford enough food.	Never true	Sometimes true, Often true
If any responses to items k-m indicated potential food insecurity:		
n) In the last 30 days, did you ever cut the size of your child/children's meals because there wasn't enough money for food?	No	Yes
o) In the last 30 days, were your child/children ever hungry but you just couldn't afford more food?	No	Yes
p) In the last 30 days, did your child/children ever skip a meal because there wasn't enough money for food?	No	Yes
q) In the last 30 days, did your child/children ever not eat for a whole day because there wasn't enough money for food?	No	Yes
If response to item p indicated potential food insecurity:		
r) In the last 30 days, how often did your child/children skip meals due to lack of money or food?	Once, Twice	Three times, Four times, Five times, More than five times

Housing Insecurity: Housing insecurity over the previous year was assessed using nine questions adapted from the national Survey of Income and Program Participation (SIPP) [Adult Well-Being Module](#). Students are considered housing insecure if they reported experiencing any of the following in the last 12 months: (a) been unable to pay or underpaid rent or mortgage, (b) received a summons to appear in housing court, (c) not paid the full amount for utilities (such as gas, oil, electric, water, internet, phone), (d) had an account default or go into collections, (e) moved in with other people, even for a little while, because of financial problems, (f) lived with others beyond the expected capacity of the house or apartment, (g) had a rent or mortgage increase that made it difficult to pay, (h) moved three or more times, including for college, (i) left your household because you felt unsafe.

Homelessness: Homelessness means not having a fixed, regular, and adequate place to live. Students are considered homeless if in the previous year they self-identified as homeless or experienced the signs of homelessness, measured with items developed by [Crutchfield & Maguire \(2017\)](#). We use this inclusive definition (which aligns with the [McKinney-Vento Homeless Assistance-Act](#)) because students who are experiencing homelessness and signs of homelessness face comparable challenges. Students are identified as experiencing homelessness over the previous year if they (a) responded “Yes” to the question “In the past 12 months, have you ever been homeless?” or reported sleeping in any of the following places in the last 12 months: (b) temporarily stayed with relatives, friends, or couch surfing until I found other housing, (c) temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel), (d) at a shelter, (e) in transitional housing or independent living program, (f) at a group home such as a halfway house or residential program for mental health or substance abuse, (g) at a treatment center (such as detox, hospital, etc.), (h) in a camper or RV (not on vacation), (i) an outdoor location such as a street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass, (j) in a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, encampment or tent, or unconverted garage, attic, or basement.

Basic Needs Insecurity Related to Food and/or Housing: Students are identified as experiencing basic needs insecurity related to food and/or housing if they reported experiencing food insecurity, housing insecurity, and/or homelessness.

Depression or Anxiety: Depression and anxiety were measured using the nine-item Patient Health Questionnaire (PHQ-9) and 7-item Generalized Anxiety Disorder Scale (GAD-7), respectively. Respondents were asked to indicate the frequency of various symptoms during the past 2 weeks. Students were identified as experiencing clinically significant symptoms of depression or anxiety if they met the clinical cutoff for moderate, moderately severe, or severe levels of depression and/or moderate or severe levels of anxiety. These screeners have been validated as highly correlated with diagnoses by clinicians in a [variety of populations](#), including [young adults](#).

Childcare Challenges: Parenting students were experiencing childcare challenges if they missed three or more days of class due to childcare issues. Specifically, parenting students (who reported that they are a parent, primary caregiver, or guardian—legal or informal—of any children) were

asked “Approximately how many days last term did you miss class because of problems with childcare arrangements?” Those who selected “3-5 days” or “6 or more days” were classified as having childcare challenges. Those who selected “none” or “1-2 days” were classified as not having childcare challenges. Those who indicated “I wasn’t enrolled and/or didn’t use child care last term” were considered as missing data.

Internet/Technology Challenges: Students were asked to report “since the start of this academic term, how often have you missed assignments or been unable to fully participate in academic activities due to a lack of internet or technology access?” Students who selected “sometimes”, “often” and “very often” were classified as having internet/technology challenges, whereas students who indicated “never” or “rarely” were not.

Transportation Challenges: Students were asked to report “since the start of this academic term, how often have you missed class or work because of a transportation problem?” Students who selected “sometimes”, “often” and “very often” were classified as experiencing transportation challenges, whereas students who indicated “never” or “rarely” were not.

At Least One Type of Basic Needs Insecurity: Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges.

Access to Benefits, Services, and Supports.

Use of Campus Supports: Use of and familiarity with campus supports was assessed by asking students if they had used, heard of but not used, or not heard of each of the following supports: (a) emergency grant, (b) campus food pantry, (c) help obtaining food stamps/SNAP (Supplemental Nutrition Assistance Program), (d) help applying for other public supports, such as unemployment benefits, WIC (Special Supplemental Nutrition Program for Women, Infants, and Children), TANF (Temporary Assistance for Needy Families), etc., (e) food scholarships, meal vouchers, or another source of free food, (f) emergency housing, (g) help finding affordable housing, (h) transportation resources, such as a bus pass, (i) a campus health clinic and/or counseling, (j) loaned or free Wi-Fi hotspot or laptop.

Barriers to Use of Campus Supports: Students were asked to report which factors caused them to receive fewer campus resources than they would have otherwise received (checking all that apply). The answers included (a) I didn’t know these resources existed on my campus, (b) I don’t think I am eligible, (c) I don’t know how to get access to these resources, (d) I don’t need these resources, (e) I faced no barriers, (f) other people need these resources more than I do, (g) I tried to access these resources and had difficulty with the process or application, (h) not enough time, (i) I have class, work, or other obligations when these services are available, (j) transportation challenges, (k) I am concerned about how others might view me if I use these resources, (l) fear of being mistreated due to my identity/identities, (m) the resources would not help me and my specific situation, (n) privacy concerns (I don’t want to disclose my personal information), and (o) lack of childcare.

Students were classified as experiencing barriers related to **lack of awareness** if they selected (a) I didn't know these resources existed on my campus, (b) I don't think I am eligible, and/or (c) I don't know how to get access to these resources. Students were classified as having **concerns about scarcity** if they selected (f) other people need these resources more than I do. Students were classified as experiencing barriers related to **availability** if they selected (h) not enough time and/or (i) I have class, work, or other obligations when these services are available. Students were classified as experiencing barriers related to **social stigma** if they selected (k) I am concerned about how others might view me if I use these resources and/or (l) fear of being mistreated due to my identity/identities. Students were classified as having **difficulty accessing resources** if they selected (g) I tried to access these resources and had difficulty with the process or application. Students were classified as experiencing **transportation barriers** if they selected (j) transportation challenges. Students were classified as having **privacy concerns** if they selected (n) privacy concerns (I don't want to disclose my personal information). Students were classified as experiencing barriers related to **fit** if they selected (m) the resources would not help me and my specific situation. Students were classified as experiencing barriers related to **lack of child care** if they selected (o) lack of childcare. Students were classified as having **no need** if they selected (d) I don't need these resources. Finally, students were classified as experiencing **no barriers** if they selected (e) I faced no barriers.

Ways Students Prefer to Hear About Available Resources: Students were asked to report how they would prefer that their school reach out to them about resources that are available to them as a student: (a) email, (b) text, (c) social media, (d) messages on an online platform, such as Canvas, Blackboard, or Moodle, (e) through conversations with faculty or staff members, (f) through conversations with my peers, and/or (g) through information on a syllabus. Students could select all categories that applied to them.

Use of Public Benefits: Use of public benefits was assessed by asking students "In the past 12 months, from which of the following programs did you receive assistance?" Students could select all categories that applied to them. "**Food**" displays the proportion of survey respondents who selected (a) SNAP (food stamps) and/or (b) WIC (nutritional assistance for pregnant women and children). "**Direct financial**" displays the proportion of survey respondents who selected (a) TANF (public cash assistance; formerly called ADC or ADCF), (b) SSI (supplemental security income), (c) SSDI (social security disability income), (d) unemployment compensation/insurance, and/or (e) tax refunds (including Earned Income Tax Credit/EITC and Child Tax Credit/CTC). "**Healthcare**" displays the proportion of survey respondents who selected (a) Medicaid or public health insurance and/or (b) health services from an income-based organization or community health center. "**Transportation**" displays the proportion of survey respondents who selected (a) transportation assistance. "**Community**" displays the proportion of survey respondents who selected (a) services or support from a local nonprofit/nongovernmental agency. "**Veterans**" displays the proportion of survey respondents who selected (a) Veterans benefits (including federal or state benefits for military veterans and their families, such as the GI Bill education benefits, disability compensation, or VA health care). "**Housing or utility**" displays the proportion of survey respondents who selected (a) LIHEAP (Low Income Housing Energy Assistance Program), (b) utility assistance (e.g., help paying for heat or water), (c) housing assistance (e.g., housing choice voucher, subsidized site-based housing, public or non-

profit owned housing, income-based housing or rent, rental or homeowner assistance) and/or (d) services or support from a housing community-based organization or nonprofit including emergency shelters or domestic violence shelters.

Barriers to Mental Health Service Use: Students were asked “In the past 12 months, which of the following factors have caused you to receive fewer services (counseling, therapy, or medications) for your mental or emotional health than you would have otherwise received?”. The answer options included (a) no need for services, (b) financial reasons (too expensive, not covered by insurance), (c) transportation challenges, (d) not sure where to go, (e) difficulty finding an available appointment, (f) I tried to access these services and had difficulty with the process, (g) I have class, work, or other obligations when these services are available, (h) not enough time, (i) other people need these resources more than I do, (j) I haven’t had the chance to go but I plan to, (k) prefer to deal with issues on my own or with support from family/friends, (l) privacy concerns, (m) I am concerned about how others might view me if I use these services, (n) people providing services don’t understand me, (o) fear of being mistreated due to my identity/identities, (p) lack of childcare, (q) other, and (r) I face no barriers.

Students were classified as experiencing barriers related to **availability** if they selected (e) difficulty finding an available appointment, (g) I have class, work, or other obligations when these services are available, and/or (h) not enough time. Students were classified as experiencing barriers related to **financial reasons** if they selected (b) financial reasons (too expensive, not covered by insurance). Students were classified as experiencing barriers related to **lack of awareness** if they selected (d) not sure where to go. Students were classified as experiencing barriers related to **fit** if they selected (k) prefer to deal with issues on my own or with support from family/friends. Students were classified as experiencing barriers related to **social stigma** if they selected (m) I am concerned about how others might view me if I use these services, (n) people providing services don’t understand me, and/or (o) fear of being mistreated due to my identity/identities. Students were classified as having **concerns about scarcity** if they selected (i) other people need these resources more than I do. Students were classified as experiencing **transportation barriers** if they selected (c) transportation challenges. Students were classified as experiencing **difficulty accessing services** if they selected (f) I tried to access these services and had difficulty with the process. Students were classified as experiencing **privacy concerns** if they selected (l) privacy concerns. Students were classified as experiencing barriers related to **lack of child care** if they selected (p) lack of childcare. Students were classified as having **no need** if they selected (a) no need for services. Finally, students were classified as experiencing **no barriers** if they selected (r) I face no barriers.

Enrollment Patterns

History of Stopping Out. Students were asked, “At any point since you started attending college, did you stop taking classes for one or more terms? (Do not count stopping enrollment for summer if that was typical for you, or transferring to another college if there weren't any gaps in between.)” Students who selected “Yes, I stopped attending without receiving a credential/degree” were categorized as having a history of stopping out. Students who selected “Yes, I stopped because I received my credential/degree” or “No, I did not leave college” were categorized as having no history of stopping out.

Reasons for Stopping Out. Students who indicated they had previously stopped out were asked “Which of the following describes why you stopped taking classes before finishing your program? (Please check all that apply.)” Response options were no longer interested, degree was taking longer than expected; pursuing other career opportunities; taking time off to travel; emotional stress, mental health; health reasons related to COVID-19; health reasons not related to COVID-19; cost of attendance and/or insufficient financial aid; cost of textbooks or course materials; unexpected financial expense or emergency; didn't have enough money for living expenses (food, rent, utilities, etc.); childcare/caregiver responsibilities; work responsibilities; not getting the support I needed from my college; not satisfied with my academic experience (coursework was too difficult, low quality, not relevant to my goals); not satisfied with my social experience; lack of transportation; lack of access to internet or technology; and other (please specify).

Reasons for Returning. Students who indicated they had previously stopped out were asked “Which of the following factors were important to your decision to re-enroll? (Please check all that apply.)” Response options were to finish my program, to start a new program, to get a higher-paying or more rewarding job, changes to my childcare situation or other caregiving situation, changes to my mental health or physical health, changes to my employment situation, changes to my financial situation, changes related to COVID-19, I found a new institution that better suited my needs, changes to my transportation situation, changes to my internet or technology access, not applicable (I have not re-enrolled), and other (please specify).

Persistence Intentions: Students were first asked “Will you finish your current program this academic term?” Those who responded “yes” or “I’m not sure” were then asked, “How likely are you to continue taking classes next academic term?” Students who selected extremely unlikely or very unlikely were categorized as having low persistence intentions. Students who selected somewhat likely or very likely were categorized as having high persistence intentions.

Parenting Experiences

Childcare Affordability: Students were asked “How affordable are each of the following for you?” Students rated 11 different expense categories, including child care as not at all affordable, somewhat affordable, very affordable, or extremely affordable. Students could also select does not apply.

Sources of Child Care: Parenting students were asked “Do you need, use, or plan to use childcare this academic year?” Those who selected yes were then asked “What type of childcare do you (or will you) use regularly? (Please check all that apply.)” Response options were family or friends, childcare provider in my home, on-campus childcare center/provider, off-campus childcare center/provider, before or after-school programs at my child's school, Headstart or early Headstart program, and other (please specify).

Cost of child care. Parenting student who indicated that they would “need, use, or plan to use childcare this academic year” were asked “How much do you (or will you) pay in total per week

for childcare?” Response options were \$99 or less, \$100-\$199, \$200-\$299, \$300-\$399, \$400 or more, and I don’t pay for child care.

Campus Childcare Supports: Parenting students were asked “Does your college provide childcare or provide a subsidy to help you pay for childcare?” Response options were yes, no, and I’m not sure.

Qualitative Data/Student Quotes

The student quotes presented throughout the report come from our open-ended survey item asking, “What does the world need to know about what it’s like to be a college student?”

Statistical Tests

We used logistic regression to estimate the relationship between students' basic needs insecurity and college persistence. Persistence was measured by asking students, "How likely are you to continue taking classes next academic term?" The response options included "very unlikely," "somewhat unlikely," "somewhat likely," and "very likely."

For the logistic regression analysis, students who selected "very unlikely" or "somewhat unlikely" were coded as 0 in the outcome variable, while students who selected "somewhat likely" or "very likely" were coded as 1.

The independent variable in the analysis was basic needs insecurity related to food and/or housing, which indicates whether a student experienced food insecurity, housing insecurity, and/or homelessness. Students were nested within schools using a random-intercept hierarchical model.

A second model was estimated adding student and school characteristics as control variables. Student characteristics included in the model were whether the student was a student of color, LGBTQIA+, a parenting student, a Pell grant recipient, a first-generation college student, an undergraduate student, and enrolled part-time. Student characteristics included in the model were whether the school was a two-year institution, a MSI, and an RSI.

The multilevel logistic regression model can be represented as:

Baseline Model:

$$\text{logit} \left(P(Y_{ij} = 1) \right) = \beta_0 + \beta_1 \text{BasicNeedsInsecurity}_{ij} + \mu_j$$

Where:

- Y_{ij} is the binary outcome for student i in school j (1=somewhat likely or very likely to persist, 0=unlikely or somewhat unlikely to persist)
- β_0 is the intercept.
- β_1 is the coefficient of student basic insecurity on persistence intentions.

- μ_j is the school-level random intercept.

The full model is:

$$\begin{aligned} \text{logit} (P(Y_{ij} = 1)) &= \beta_0 + \beta_1 \text{BasicNeedsInsecurity}_{ij} \\ &+ \sum_{k=2}^K \beta_k \text{StudentChar}_{kij} + \sum_{m=1}^M \gamma_m \text{Schoolchar}_{mj} + \mu_j \end{aligned}$$

Where:

- *StudentChar_{kij}* represents student-level control variables: student of color, LGBTQIA+, parenting student, Pell grant recipient, first-generation college student, undergraduate student, and part-time enrollment. β_k is the corresponding regression coefficients.
- *SchoolChar_{mj}* represents school-level control variables: two-year institution, MSI, and RSI. γ_m is the corresponding regression coefficients.
- μ_j is the school-level random intercept.

All other statistical tests (comparing rates of basic needs and other experiences as a function of institution type or student characteristics) were conducted using chi square tests of independence. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used.

APPENDIX B: Results Tables

Table 3: Basic Needs Insecurity by Institutional Characteristics

	All institutions <i>n</i> =57,923	4-year <i>n</i> =16,072	2-year <i>n</i> =41,851	MSI <i>n</i> =31,324	NON-MSI <i>n</i> =26,599	RSI <i>n</i> =11,540	NON-RSI <i>n</i> =46,383
Basic needs insecurity related to food and/or housing	59%	54%	61%	62%	56%	58%	60%
Food insecurity	41%	37%	43%	43%	38%	39%	41%
Housing insecurity	48%	40%	51%	52%	43%	46%	48%
Homeless	14%	11%	15%	15%	12%	13%	14%
Depression/anxiety	44%	48%	43%	42%	46%	43%	44%
Childcare challenges	18%	20%	17%	18%	17%	15%	18%
Internet/technology challenges	12%	8%	14%	14%	10%	14%	12%
Transportation challenges	12%	10%	12%	13%	10%	9%	12%
At least one type of basic needs insecurity	73%	71%	73%	74%	71%	72%	73%

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. MSI = minority-serving institution. RSI = rural-serving institution. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. *Ns* reflect the numbers of survey respondents who had available data on at least one type of basic needs insecurity.

Table 4. Statistical Comparisons: Basic Needs Insecurity by Institutional Characteristics

	2-year vs. 4-year		MSI vs. Non-MSI		RSI vs. Non-RSI	
	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	227.68(1)	< .0001	225.63(1)	< .0001	13.36(1)	.0002
Food insecurity	154.58(1)	< .0001	174.34(1)	< .0001	15.12(1)	.0001
Housing insecurity	549.27(1)	< .0001	390.92(1)	< .0001	11.95(1)	.0005
Homeless	162.54(1)	< .0001	89.24(1)	< .0001	3.30(1)	.0691
Depression/ anxiety	118.18(1)	< .0001	78.01(1)	< .0001	3.57(1)	.0588
Childcare challenges	4.94(1)	.0262	0.06(1)	.8129	16.90(1)	< .0001
Internet/ technology challenges	264.55(1)	< .0001	178.26(1)	< .0001	23.35(1)	< .0001
Transportation challenges	36.67(1)	< .0001	98.11(1)	< .0001	92.40(1)	< .0001
At least one type of basic needs insecurity	66.40(1)	< .0001	82.72(1)	< .0001	8.02(1)	.0046

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. MSI = minority-serving institution. RSI = rural-serving institution. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing "at least one type of basic needs insecurity" if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 5: Basic Needs Insecurity by Race and Ethnicity

	Basic needs insecurity related to food and/or housing	Food insecurity	Housing insecurity	Homeless
Black (n=6,048)	72%	53%	60%	18%
Indigenous (n=1,564)	74%	55%	64%	24%
East Asian (n=1,846)	53%	34%	41%	12%
Filipinx (n=1,273)	56%	40%	43%	12%
Hispanic or Latine (n=14,089)	62%	43%	51%	13%

Middle Eastern or North African or Arab (n=780)	64%	42%	53%	18%
Pacific Islander or Native Hawaiian (n=428)	67%	51%	51%	21%
South Asian or Desi (n=1,367)	59%	39%	48%	17%
Southeast Asian (n=1,459)	60%	44%	44%	12%
White (n=23,688)	55%	36%	44%	13%

	Depression/ anxiety	Childcare challenges	Internet/ technology challenges	Transportation challenges	At least one type of basic needs insecurity
Black (n=6,048)	40%	19%	17%	16%	81%
Indigenous (n=1,564)	52%	18%	17%	17%	85%
East Asian (n=1,846)	43%	15%	11%	13%	70%
Filipinx (n=1,273)	48%	23%	13%	13%	73%
Hispanic or Latine (n=14,089)	44%	18%	14%	13%	77%
Middle Eastern or North African or Arab (n=780)	43%	18%	14%	17%	78%
Pacific Islander or Native Hawaiian (n=428)	45%	32%	18%	17%	79%
South Asian or Desi (n=1,367)	40%	15%	14%	20%	75%
Southeast Asian (n=1,459)	45%	20%	13%	15%	75%
White (n=23,688)	48%	16%	9%	8%	72%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Race and ethnicity categories are not mutually exclusive (e.g., a student who is Black and Latine is included in both categories). Ns reflect the numbers of survey respondents who had available data on both race/ethnicity and at least one of the relevant types of basic needs insecurity.

Table 6: Basic Needs Insecurity by Race and Ethnicity

	Basic needs insecurity related to food and/or housing				Food insecurity		Housing insecurity		Homeless	
	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>
Black vs. not Black	428.68	< .0001	447.48	< .0001	383.85	< .0001	114.66	< .0001		
Indigenous vs. not Indigenous	148.25	< .0001	141.33	< .0001	155.24	< .0001	133.98	< .0001		
East Asian vs. not East Asian	37.33	< .0001	33.05	< .0001	43.15	< .0001	3.59	.0580		
Filipinx vs. not Filipinx	6.56	.0104	0.42	.5193	13.25	.0003	2.82	.0932		
Hispanic or Latine vs. not Hispanic or Latine	63.46	< .0001	60.53	< .0001	69.50	< .0001	8.45	.0037		
Middle Eastern or North African or Arab vs. not Middle Eastern or North African or Arab	7.08	.0078	0.27	.6023	7.46	.0063	11.01	.0009		
Pacific Islander or Native Hawaiian vs. not Pacific Islander or Native Hawaiian	9.24	.0024	20.18	< .0001	1.12	.2898	18.25	< .0001		
South Asian or Desi vs. not South Asian or Desi	0.03	.8568	1.59	.2072	0.12	.7338	14.33	.0002		
Southeast Asian vs. not Southeast Asian	0.05	.8282	6.42	.0113	7.77	.0053	2.16	.1413		
White vs. not White	445.98	< .0001	390.92	< .0001	376.95	< .0001	25.21	< .0001		
	Depression/ anxiety		Childcare challenges		Internet/ technology challenges		Transportation challenges		At least one type of basic needs insecurity	
	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>
Black vs. not Black	68.69 (1)	< .0001	7.09 (1)	.0078	184.31 (1)	< .0001	162.27 (1)	< .0001	149.23 (1)	< .0001

Indigenous vs. not Indigenous	32.53 (1)	<.0001	0.19 (1)	.6661	39.30 (1)	<.0001	45.15 (1)	<.0001	91.53 (1)	<.0001
East Asian vs. not East Asian	2.41 (1)	.1205	0.62 (1)	.4294	2.17 (1)	.1409	3.63 (1)	.0568	23.96 (1)	<.0001
Filipinx vs. not Filipinx	6.67 (1)	.0098	3.86 (1)	.0494	1.67 (1)	.1962	4.77 (1)	.0290	1.53 (1)	.2163
Hispanic or Latine vs. not Hispanic or Latine	3.11 (1)	.0778	4.00 (1)	.0456	53.42 (1)	<.0001	71.16 (1)	<.0001	50.72 (1)	<.0001
Middle Eastern or North African or Arab vs. not Middle Eastern or North African or Arab	0.45 (1)	.5001	0.10 (1)	.7463	3.67 (1)	.0555	27.17 (1)	<.0001	6.32 (1)	.0120
Pacific Islander or Native Hawaiian vs. not Pacific Islander or Native Hawaiian	0.02 (1)	.8980	10.78 (1)	.0010	11.38 (1)	.0007	10.77 (1)	.0010	4.77 (1)	.0289
South Asian or Desi vs. not South Asian or Desi	10.02 (1)	.0016	0.23 (1)	.6311	6.92 (1)	.0009	90.66 (1)	<.0001	0.14 (1)	.7061
Southeast Asian vs. not Southeast Asian	0.03 (1)	.8576	0.61 (1)	.4343	2.36 (1)	.1249	15.23 (1)	<.0001	0.02 (1)	.8815
White vs. not White	244.99 (1)	<.0001	5.33 (1)	.0210	517.77 (1)	<.0001	645.00 (1)	<.0001	154.93 (1)	<.0001

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Race and ethnicity categories are not mutually exclusive (e.g., a student who is Black and Latine is included in both categories). Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 7. Food Security Levels by Institutional Characteristics

	All institutions <i>n</i> =57,923	4-year <i>n</i> =16,072	2-year <i>n</i> =41,851	MSI <i>n</i> =31,324	NON- MSI <i>n</i> =26,599	RSI <i>n</i> =11,540	NON- RSI <i>n</i> = 44,740
Very low food security	23%	21%	24%	24%	22%	22%	23%
Low food security	18%	15%	19%	19%	16%	18%	18%
Marginal food security	15%	16%	15%	15%	15%	16%	15%
High food security	44%	47%	43%	41%	47%	45%	44%

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. MSI = minority-serving institution. RSI = rural-serving institution. Displayed are the proportions of survey respondents who reported experiencing each level of food security in the previous 30 days and the proportion of survey respondents who met the criteria for food insecurity. Consistent with USDA measures, students are classified as experiencing food insecurity if they reported low or very low levels of food security. Ns reflect the number of survey respondents who had available data for the measure of food insecurity.

Table 8. Statistical Comparisons: Food Security Levels by Institutional Characteristics

	2-year vs. 4-year		MSI vs. Non-MSI		RSI vs. Non-RSI	
	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>
Food security level	165.56(3)	<.0001	201.30(3)	<.0001	19.64(3)	.0002

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. MSI = minority-serving institution. RSI = rural-serving institution. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$. Examination of the residuals indicated that students at two-year institutions were more likely to experience low and very low levels of food security, whereas students at four-year institutions were more likely to experience marginal and high levels of food security. Students at MSIs were more likely to experience low and very low levels of food security, whereas students at non-MSIs were more likely to experience high levels of food security. Finally, students at RSIs were more likely to experience very low levels of food security, whereas students at non-RSIs were more likely to experience high levels of food security.

Table 9. Overlap Among Different Types of Basic Needs Insecurity**Correlations:**

	1	2	3	4	5	6	7
1. Food insecurity							
2. Housing insecurity	.45						

3. Homelessness	.24	.27				
4. Depression/anxiety	.25	.17	.13			
5. Childcare challenges	.18	.15	.15	.17		
6. Internet/technology challenges	.19	.15	.16	.11	.21	
7. Transportation challenges	.21	.16	.16	.13	.27	.29

Select Examples

	Food insecurity	Housing insecurity and/or Homelessness	Basic needs insecurity related to food and/or housing	Depression/anxiety	Childcare challenges	Internet/technology challenges	Transportation challenges
Among students experiencing food insecurity:	--	78%	--	59%	24%	20%	19%
Among students experiencing depression/anxiety:	54%	60%	71%	--	26%	16%	16%
Among Indigenous students experiencing depression/anxiety:	69%	75%	83%	--	29%	22%	22%
Among students experiencing basic needs insecurity related to food and/or housing:	--	--	--	53%	21%	17%	16%
Among parenting students experiencing childcare challenges:	72%	84%	89%	52%	--	30%	28%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. All correlations are statistically significant at $p < .001$.

Table 10. Barriers to Getting Mental Health Support

	All institutions (n=51,143)	4-year (n=14,477)	2-year (n=36,666)
Availability (difficulty finding an appointment, having other obligations when services are available; lack of time)	39%	47%	36%
Financial reasons (too expensive, no insurance)	30%	33%	29%
Lack of awareness (of where to go for support)	23%	26%	22%

Fit (preferring to deal with issues on their own or with family/friends)	15%	18%	14%
Social stigma (fear of being mistreated, being misunderstood, how others might view them)	14%	16%	14%
Concerns about scarcity (taking resources that others need more)	11%	14%	10%
Transportation barriers	10%	9%	10%
Difficulty accessing services	9%	10%	8%
Privacy concerns	8%	8%	8%
Lack of child care	3%	1%	3%
No need	41%	37%	42%
No barriers	11%	11%	11%

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Students were asked, "In the past 12 months, which of the following factors have caused you to receive fewer services (counseling, therapy, or medications) for your mental or emotional health than you would have otherwise received? (Please check all that apply.)" Percentages do not add to 100 because students could select multiple options. *N*s reflect the number of survey respondents who had available data for this item.

Table 11. Statistical Comparisons: Barriers to Getting Mental Health Support by Institution Type

	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
Availability (difficulty finding an appointment, having other obligations when services are available; lack of time)	538.99(1)	< .0001
Financial reasons (too expensive, no insurance)	62.68(1)	< .0001
Lack of awareness (of where to go for support)	92.13(1)	< .0001
Fit (preferring to deal with issues on their own or with family/friends)	186.08(1)	< .0001
Social stigma (fear of being mistreated, being misunderstood, how others might view them)	61.62(1)	< .0001
Concerns about scarcity (taking resources that others need more)	157.64(1)	< .0001
Transportation barriers	5.95(1)	.0147
Difficulty accessing services	66.01(1)	< .0001
Privacy concerns	0.13(1)	.7179

Lack of child care	104.68(1)	< .0001
No need	130.32(1)	< .0001
No barriers	1.40(1)	.2367

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Students were asked, “In the past 12 months, which of the following factors have caused you to receive fewer services (counseling, therapy, or medications) for your mental or emotional health than you would have otherwise received? (Please check all that apply.)” Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 12. Mental Health Support Preferences

	All institutions (<i>n</i> =52,176)	4-year (<i>n</i> =14,693)	2-year (<i>n</i> =37,483)
In-person counseling	64%	67%	62%
Informal support	61%	68%	58%
Primary care doctor	53%	53%	53%
Teletherapy	51%	52%	51%
App/online program	32%	29%	33%
Peer counseling	28%	25%	30%
Group therapy	28%	23%	30%
Crisis hotline	21%	17%	23%

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Displayed are the proportions of survey respondents who reported being “somewhat likely” or “very likely” to use each type of support if they were struggling with their mental health. Ns reflect the number of survey respondents who had available data for at least one of the items displayed in the table.

Table 13. Statistical Comparisons: Mental Health Support Preferences by Institution Type

	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
In-person counseling	113.36(1)	< .0001
Informal support	0.09(1)	.7627
Primary care doctor	7.22(1)	.0072
Teletherapy	114.09(1)	< .0001
App/online program	443.13(1)	< .0001

Peer counseling	218.80(1)	< .0001
Group therapy	82.01(1)	< .0001
Crisis hotline	278.58(1)	< .0001

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Survey respondents who reported being “somewhat likely” or “very likely” to use each type of support if they were struggling with their mental health were coded as 1; students who were someone unlikely or very unlikely were coded as 0. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 14. Modes of Transportation and Digital Access

	All institutions (n=39,398)	4-year (n=12,839)	2-year (n=26,559)
This academic term, how do you most frequently get to class? (among those who regularly go to campus)			
I drive	61%	42%	70%
I get a ride with someone	9%	3%	12%
I take public transit (e.g., bus, train subway)	10%	10%	11%
Rely on a vehicle or public transportation to get to class	80%	55%	93%
I walk	16%	42%	4%
I bike	1%	2%	1%
Another means of getting to campus	2%	1%	3%
	All institutions (n=50,919)	4-year (n=14,386)	2-year (n=36,533)
On which type of device do you most frequently complete your coursework?			
On a computer I own	83%	90%	80%
On a computer I borrow	8%	5%	9%
On a computer in a public space	2%	1%	2%
On a smartphone	5%	2%	7%
Other	2%	2%	3%
	STEM majors (n=15,287)	Computer sciences and technology majors (n=2,902)	Non-STEM majors (n=24,368)

On which type of device do you most frequently complete your coursework?

On a computer I own	85%	87%	84%
On a computer I borrow	6%	6%	8%
On a computer in a public space	2%	2%	1%
On a smartphone	5%	4%	5%
Other	2%	1%	2%

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Displayed are the proportions of survey respondents who selected each option. Students were classified as relying on a vehicle or public transportation to get to class if they selected I drive, I get a ride with someone, or I take public transit (e.g., bus, train subway) for “This academic term, how do you most frequently get to class?” Students were classified as a STEM major if they either (a) self-identified as a STEM major or (b) selected computer sciences and technology; engineering, manufacturing, and skilled trades; mathematics and statistics; or natural sciences for “What is your major.” Students were classified as a computer sciences and technology major if they selected computer sciences and technology for “What is your major.” Ns reflect the number of survey respondents who had available data for the relevant item.

Table 15. Statistical Comparisons: Modes of Transportation and Digital Access by Institution Type and Major

	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
This academic term, how do you most frequently get to class?	9821.00(5)	< .0001
On which type of device do you most frequently complete your coursework?	767.59(4)	< .0001
	STEM vs. Non-STEM majors	
	χ^2 (df)	<i>p</i>
On which type of device do you most frequently complete your coursework?	24.79(1)	< .0001

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Students were classified as a STEM major if they either (a) self-identified as a STEM major or (b) selected computer sciences and technology; engineering, manufacturing, and skilled trades; mathematics and statistics; or natural sciences for “What is your major.” Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$. Examination of the residuals indicated that students at two-year institutions were more likely to drive, get a ride, take public transit, or use another means of transportation. Students at four-year schools were more likely to bike or walk. Students at two-year institutions were more likely to use a borrowed computer, public computer, smartphone, or other device to do their coursework, whereas students at four-year schools were more likely to use a computer they own. Finally, STEM majors were more likely to use a computer they owned or a public computer, whereas non-STEM majors were more likely to use a borrowed computer. Rates of using smartphones or other devices did not differ across STEM and non-STEM majors.

Table 16. Internet Access

	All institutions (<i>n</i> =50,939)	4-year (<i>n</i> =14,386)	2-year (<i>n</i> =36,553)
At which of the following places do you have access to a reliable internet connection? (Please check all that apply.)			
The place where I live	92%	90%	92%
On campus	58%	80%	49%
Other	6%	4%	7%
I don't have access to a reliable internet connection anywhere	1%	1%	1%
	STEM majors (<i>n</i> =15,295)	Computer sciences and technology majors (<i>n</i> =2,907)	Non-STEM majors (<i>n</i> =24,376)
The place where I live	92%	93%	92%
On campus	66%	60%	56%
Other	5%	5%	6%
I don't have access to a reliable internet connection anywhere	1%	1%	1%

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Displayed are the proportions of survey respondents who selected each option. Students were classified as a STEM major if they either (a) self-identified as a STEM major or (b) selected computer sciences and technology; engineering, manufacturing, and skilled trades; mathematics and statistics; or natural sciences for "What is your major." Students were classified as a computer sciences and technology major if they selected computer sciences and technology for "What is your major." Ns reflect the number of survey respondents who had available data for the relevant item.

Table 17. Statistical Comparisons: Internet Access by Institution Type and Major

	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
The place where I live	55.46(1)	< .0001
On campus	4011.70(1)	< .0001
Other	97.01(1)	< .0001
I don't have access to a reliable internet connection anywhere	25.58(1)	< .0001
	STEM vs. Non-STEM majors	
	χ^2 (df)	<i>p</i>

The place where I live	4.42(1)	.1096
On campus	468.72(1)	< .0001
Other	18.33(1)	.0001
I don't have access to a reliable internet connection anywhere	4.3046(1)	.1162

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Students were classified as a STEM major if they either (a) self-identified as a STEM major or (b) selected computer sciences and technology; engineering, manufacturing, and skilled trades; mathematics and statistics; or natural sciences for "What is your major." Students were asked, "At which of the following places do you have access to a reliable internet connection? (Please check all that apply.)" Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 18. Predicting Re-Enrollment Intentions

	<i>Model 1</i>			<i>Model 2</i>		
	<i>b</i> (SE)	<i>OR</i>	<i>p</i>	<i>b</i> (SE)	<i>OR</i>	<i>p</i>
Basic needs insecurity related to food and/or housing	-0.18 (0.04)	0.83	< .0001	-0.12 (0.06)	0.88	.0291
Student of color				-0.11 (0.06)	0.9	.0657
LGBTQIA+				0.29 (0.07)	1.33	< .0001
Parenting student				-0.05 (0.06)	0.95	.4201
Pell recipient				0.04 (0.06)	1.04	.5083
First-generation college student				-0.11 (0.06)	0.9	.0572
Undergraduate student				0.42 (0.06)	1.52	< .0001
Enrolled part-time				-0.19 (0.06)	0.82	.0008
Two-year institution				-0.39 (0.09)	0.68	< .0001
Minority-serving institution				0.02 (0.07)	1.02	.7460
Rural-serving institution				-0.04 (0.07)	0.96	.5644

NOTE. Model is described in Appendix A, in the Statistical Tests section. The variable name in the table refers to the group coded as 1 (e.g., student of color is coded student of color = 1, White student = 0). Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness.

Table 19. Reasons for Stopping Out

Factors not related to basic needs:	All institutions (n=15,420)	4-year (n=2,166)	2-year (n=13,254)
Work responsibilities	39%	30%	40%
Not satisfied with my academic experience	18%	23%	17%
Not getting support I need from college	15%	23%	14%
Pursuing other career opportunities	14%	14%	15%
Health reason not related to COVID-19	13%	17%	12%
Health reason related to COVID-19	10%	9%	10%
No longer interested	8%	9%	8%
Degree was taking longer than expected	7%	7%	7%
Not satisfied with my social experience	7%	10%	6%
Taking time off to travel	4%	5%	4%
Other	10%	12%	9%
Factors related to basic needs:	All institutions (n=15,420)	4-year (n=2,166)	2-year (n=13,254)
At least one reason related to basic needs insecurity	83%	86%	83%
Emotional stress, mental health	57%	63%	56%
Cost of attendance/insufficient financial aid	39%	47%	38%
Didn't have enough money for living expenses (food, rent, utilities, etc.)	34%	35%	34%
Unexpected financial expense or emergency	31%	31%	31%
Cost of textbooks or course materials	24%	22%	25%
Childcare/caregiver responsibilities	18%	14%	19%
Lack of transportation	9%	6%	10%
Lack of access to internet or technology	6%	3%	7%

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Students who indicated they had previously stopped out were asked, "Which of the following describes why you stopped taking classes before finishing your program? (Please check all that apply.)" Percentages do not add to 100 because students could select multiple options. Students were categorized as reporting at least one reason related to basic needs insecurity if they selected any of the reasons in the "factors related to basic needs" section. N reflects the number of survey respondents who had available data on this question.

Table 20. Statistical Comparisons: Reasons for Stopping Out by Institution Type

Factors not related to basic needs:	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
Work responsibilities	73.42(1)	< .0001
Not satisfied with my academic experience	54.66(1)	< .0001
Not getting support I need from college	121.83(1)	< .0001
Pursuing other career opportunities	0.30(1)	.5833
Health reason not related to COVID-19	28.98(1)	< .0001
Health reason related to COVID-19	1.09(1)	.2969
No longer interested	1.63(1)	.2020
Degree was taking longer than expected	0.03(1)	.8596
Not satisfied with my social experience	43.56(1)	< .0001
Taking time off to travel	3.13(1)	.0767
Other	11.09(1)	.0009
Factors related to basic needs:	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
At least one reason related to basic needs insecurity	14.16(1)	.0002
Emotional stress, mental health	40.21(1)	< .0001
Cost of attendance/insufficient financial aid	59.68(1)	< .0001
Didn't have enough money for living expenses (food, rent, utilities, etc.)	0.80(1)	.3697
Unexpected financial expense or emergency	0.02(1)	.9013
Cost of textbooks or course materials	4.92(1)	.0265
Childcare/caregiver responsibilities	27.26(1)	< .0001
Lack of transportation	24.19(1)	< .0001
Lack of access to internet or technology	29.64(1)	< .0001

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Students who indicated they had previously stopped out were asked, "Which of the following describes why you stopped taking classes before finishing your program? (Please check all that apply.)" Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 21. Reasons for Returning

Factors not related to basic needs:	All		
	institutions (n=15,775)	4-year (n=2,224)	2-year (n=13,551)
To finish my program	54%	62%	53%
To get a higher-paying or more rewarding job	48%	46%	49%
To start a new program	32%	29%	32%
Changes to my employment situation	29%	25%	29%
Changes related to covid	14%	15%	14%
I found a new institution that better suited my needs	10%	18%	9%
Factors related to basic needs:	All		
	institutions (n=15,775)	4-year (n=2,224)	2-year (n=13,551)
At least one reason related to basic needs insecurity	59%	63%	58%
Changes to my mental health or physical health	39%	46%	38%
Changes to my financial situation	35%	34%	35%
Changes to my childcare situation	11%	9%	12%
Changes to my transportation situation	7%	5%	7%
Changes to my internet access	6%	4%	6%

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Students who indicated they had previously stopped out were asked, “Which of the following factors were important to your decision to re-enroll? (Please check all that apply.)” Percentages do not add to 100 because students could select multiple options. Students were categorized as reporting at least one reason related to basic needs insecurity if they selected any of the reasons in the “factors related to basic needs” section. N reflects the number of survey respondents who had available data on this question.

Table 22. Statistical Comparisons: Reasons for Returning by Institution Type

Factors not related to basic needs:	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
To finish my program	59.17(1)	< .0001
To get a higher-paying or more rewarding job	4.73(1)	.0297
To start a new program	8.52(1)	.0035
Changes to my employment situation	20.92(1)	< .0001
Changes related to covid	1.80(1)	.1801
I found a new institution that better suited my needs	172.52(1)	< .0001

Factors related to basic needs:	χ^2 (df)	<i>p</i>
At least one reason related to basic needs insecurity	17.44(1)	< .0001
Changes to my mental health or physical health	54.65(1)	< .0001
Changes to my financial situation	1.09(1)	.2974
Changes to my childcare situation	14.24(1)	.0002
Changes to my transportation situation	20.64(1)	< .0001
Changes to my internet access	20.04(1)	< .0001

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Students who indicated they had previously stopped out were asked, "Which of the following factors were important to your decision to re-enroll? (Please check all that apply.)" Students were categorized as reporting at least one reason related to basic needs insecurity if they selected any of the reasons in the "factors related to basic needs" section. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 23. Use of Public Benefits

	All institutions (<i>n</i> =51,022)	4-year (<i>n</i> =14,380)	2-year (<i>n</i> =36,642)
Food benefits	18%	10%	21%
Housing and utility benefits	7%	4%	8%
Transportation benefits	4%	3%	4%
Direct financial benefits	11%	15%	21%
Healthcare benefits	11%	14%	21%
Community benefits	2%	1%	2%
Veterans benefits	3%	3%	4%
No benefits	57%	65%	53%

Among students experiencing food insecurity

	All institutions (<i>n</i> =20,539)	4-year (<i>n</i> =5,198)	2-year (<i>n</i> =15,341)
Food benefits	27%	16%	30%

Among students experiencing housing insecurity or homelessness

	All institutions (<i>n</i> =24,505)	4-year (<i>n</i> =5,888)	2-year (<i>n</i> =18,617)
Housing and utility benefits	12%	7%	13%

Among students experiencing transportation challenges

	All institutions	4-year	2-year
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	(n=8,682)	(n=2,470)	(n=6,212)
Transportation benefits	9%	5%	9%

Among students experiencing at least one type of basic needs insecurity

	All institutions (n=38,026)	4-year (n=10,367)	2-year (n=27,659)
No benefits	51%	60%	48%

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Students were asked “In the past 12 months, from which of the following programs did you receive assistance? (Please check all that apply.)” Benefit categories are described in Appendix A, in the Access to Benefits, Services, and Supports section. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Ns reflect the numbers of survey respondents who had available data on the relevant public benefits items and (if applicable) the relevant type of basic needs insecurity.

Table 24. Statistical Comparisons: Use of Public Benefits by Institution Type

	2-year vs. 4-year	
	$\chi^2(df)$	<i>p</i>
Food benefits	878.85(1)	< .0001
Housing and utility benefits	339.84(1)	< .0001
Transportation benefits	93.06(1)	< .0001
Direct financial benefits	189.44(1)	< .0001
Healthcare benefits	367.89(1)	< .0001
Community benefits	28.61(1)	< .0001
Veterans benefits	2.85(1)	.0911
No benefits	577.37(1)	< .0001
Among students experiencing food insecurity		
Food benefits	379.74(1)	< .0001
Among students experiencing housing insecurity or homelessness		
Housing and utility benefits	180.58(1)	< .0001
Among students experiencing transportation challenges		
Transportation benefits	21.36(1)	< .0001
Among students experiencing at least one type of basic needs insecurity		
No benefits	439.14(1)	< .0001

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Students were asked "In the past 12 months, from which of the following programs did you receive assistance? (Please check all that apply.)" Benefit categories are described in Appendix A, in the Access to Benefits, Services, and Supports section. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 25. Use of Campus Supports by Institution Type

	All institutions (<i>n</i> =51,400)		4-year (<i>n</i> =14,598)		2-year (<i>n</i> =36,802)	
Familiarity with and Use of Specific Supports						
	Used	Never heard of	Used	Never heard of	Used	Never heard of
Food supports	25%	16%	21%	13%	26%	17%
Housing supports	2%	49%	2%	50%	3%	48%
Transportation supports (e.g., bus pass)	13%	31%	16%	27%	11%	33%
Campus health clinic and/or counseling	12%	33%	26%	15%	6%	40%
Loaned or free Wi-Fi hotspot or laptop	17%	36%	19%	38%	17%	36%
Emergency grants	10%	67%	5%	72%	12%	65%
Help applying for non-food-related public benefits (e.g., WIC, TANF, unemployment)	7%	44%	3%	49%	8%	41%
	All institutions (<i>n</i> =38,340)		4-year (<i>n</i> =10,522)		2-year (<i>n</i> =27,818)	
Number of Supports Used, Among Students Experiencing at least one type of basic needs insecurity						
0	48%		43%		50%	
1	25%		27%		24%	
2 or more	27%		30%		26%	
Among students experiencing food insecurity						
	All institutions (<i>n</i> =20,868)		4-year (<i>n</i> =5,323)		2-year (<i>n</i> =15,545)	
	Used	Never heard of	Used	Never heard of	Used	Never heard of
Food supports	36%	15%	34%	12%	37%	15%

Among students experiencing housing insecurity or homelessness

	All institutions (n=25,877)		4-year (n=6,280)		2-year (n=19,597)	
	Used	Never heard of	Used	Never heard of	Used	Never heard of
Housing supports	4%	51%	3%	54%	4%	50%

Among students experiencing transportation challenges

	All institutions (n=5,728)		4-year (n=1,452)		2-year (n=4,276)	
	Used	Never heard of	Used	Never heard of	Used	Never heard of
Transportation supports (e.g., bus pass)	22%	32%	22%	32%	21%	32%

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Students were asked “In the past 12 months, from which of the following programs did you receive assistance? (Please check all that apply.)” Food supports we asked about included campus food pantries; help obtaining food stamps/SNAP; and food scholarships, meal vouchers, or another source of free food. Housing supports we asked about included emergency housing and help finding affordable housing. Regarding familiarity with and use of supports, cumulative percentages of “used” and “never heard of” do not equal 100 because the third category (heard of but not used) is not displayed here.

Table 26. Statistical Comparisons: Use of Campus Supports by Institution Type

2-year vs. 4-year		
Among students experiencing at least one type of basic needs insecurity	χ^2 (df)	<i>p</i>
Number of supports used (0, 1, 2 or more)	155.93(2)	< .0001
2-year vs. 4-year		
Among students experiencing food insecurity	χ^2 (df)	<i>p</i>
Food supports (not used / used)	133.74(1)	< .0001
Food supports (not heard of / heard of)	86.56(1)	< .0001
2-year vs. 4-year		
Among students experiencing housing insecurity or homelessness	χ^2 (df)	<i>p</i>
Housing supports (not used / used)	17.64 (1)	< .0001
Housing supports (not heard of / heard of)	9.61(1)	.0020
2-year vs. 4-year		
Among students experiencing transportation challenges	χ^2 (df)	<i>p</i>

Transportation supports (e.g., bus pass) (not used / used)	217.62(1)	< .0001
Transportation supports (e.g., bus pass) (not heard of / heard of)	182.03(1)	< .0001

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Students were asked "In the past 12 months, from which of the following programs did you receive assistance? (Please check all that apply.)" Food supports we asked about included campus food pantries; help obtaining food stamps/SNAP; and food scholarships, meal vouchers, or another source of free food. Housing supports we asked about included emergency housing and help finding affordable housing. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 27. Barriers to Accessing Basic Needs Supports

	All institutions ($n=50,496$)	4-year ($n=14,352$)	2-year ($n=36,144$)
Lack of awareness (of available resources, eligibility, or how to access resources)	65%	66%	65%
Concerns about scarcity (taking resources that others need more)	26%	31%	24%
Availability (having other obligations when services are available; lack of time)	20%	22%	19%
Social stigma (fear of being mistreated, how others might view them)	6%	7%	6%
Difficulty accessing resources	6%	6%	5%
Transportation barriers	5%	4%	5%
Privacy concerns	4%	4%	4%
Fit (resources would not help their specific situation)	3%	4%	3%
Lack of child care	1%	1%	2%
No need	33%	43%	29%
No barriers	8%	8%	8%

NOTE. Four-year represents institutions primarily granting bachelor's degrees. Two-year indicates institutions primarily granting associate's or technical degrees. Students were asked, "Which factors caused you to receive fewer campus resources than you would have otherwise? (Please check all that apply.)" The following examples of campus resources were provided: emergency grants, food pantries or other food resources, help obtaining SNAP or applying for other public benefits, emergency or affordable housing, transportation supports, campus health clinic or counseling, and loaned or free Wi-Fi hotspots or laptops. Percentages do not add to 100 because students could select multiple options. N reflects the number of survey respondents who had available data on this question.

Table 28. Statistical Comparisons: Barriers to Accessing Basic Needs Supports by Institution Type

	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
Lack of awareness (of available resources, eligibility, or how to access resources)	2.89(1)	.0890
Concerns about scarcity (taking resources that others need more)	246.69(1)	< .0001
Availability (having other obligations when services are available; lack of time)	73.15(1)	< .0001
Social stigma (fear of being mistreated, how others might view them)	19.42(1)	< .0001
Difficulty accessing resources	2.51(1)	.1135
Transportation barriers	61.14(1)	< .0001
Privacy concerns	4.52(1)	.0335
Fit (resources would not help their specific situation)	92.45(1)	< .0001
Lack of child care	70.65(1)	< .0001
No need	863.91(1)	< .0001
No barriers	1.07(1)	.3001

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Students were asked, “Which factors caused you to receive fewer campus resources than you would have otherwise? (Please check all that apply.)” The following examples of campus resources were provided: emergency grants, food pantries or other food resources, help obtaining SNAP or applying for other public benefits, emergency or affordable housing, transportation supports, campus health clinic or counseling, and loaned or free Wi-Fi hotspots or laptops. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 29. Ways Students Prefer to Hear About Basic Needs Supports

	All institutions (<i>n</i> =50,740)	4-year (<i>n</i> =14,259)	2-year (<i>n</i> =36,481)
Email	86%	88%	86%
Text	34%	24%	38%
Online platform	25%	26%	25%
Staff/faculty	16%	20%	14%
Syllabus	16%	20%	15%
Social media	14%	25%	10%
Peers	7%	11%	6%

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Students were asked, “How would you prefer that [institution name] reach out to you about resources that are available to you as a student? (Please check all that apply.)” Percentages do not add to 100 because students could select multiple options. Ns reflect the numbers of survey respondents who had available data on this question.

Table 30. Statistical Comparisons: Ways Students Prefer to Hear About Basic Needs Supports by Institution Type

	2-year vs. 4-year	
	χ^2 (df)	<i>p</i>
Email	37.96(1)	< .0001
Text	883.81(1)	< .0001
Online platform	1766.20(1)	< .0001
Staff/faculty	5.45(1)	.0195
Syllabus	300.04(1)	< .0001
Social media	404.88(1)	< .0001
Peers	151.02(1)	< .0001

NOTE. Four-year represents institutions primarily granting bachelor’s degrees. Two-year indicates institutions primarily granting associate’s or technical degrees. Students were asked, “How would you prefer that [institution name] reach out to you about resources that are available to you as a student? (Please check all that apply.)” Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 31. Experiences with Basic Needs Insecurity by Parenting Status and Race

	Non-parenting students (n=42,749)	Parenting students (n=12,654)	Black parenting students (n=1,916)
Basic needs insecurity related to food and/or housing	55%	74%	85%
Food insecurity	37%	52%	62%
Housing insecurity	42%	67%	80%
Homeless	14%	14%	20%
Depression/anxiety	47%	35%	32%
Childcare challenges	N/A	18%	19%
Internet/technology challenges	12%	14%	19%
Transportation challenges	12%	10%	15%

At least one type of basic needs insecurity	72%	80%	88%
History of stopping out	20%	41%	42%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Ns reflect the numbers of survey respondents who had available data on both the relevant identity question(s) and at least one type of basic needs insecurity.

Table 32. Statistical Comparisons: Experiences with Basic Needs Insecurity by Parenting Status and Race

	Parenting students vs. non-parenting students		Black parenting students vs. non-Black parenting students	
	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	1399.90(1)	< .0001	163.77(1)	< .0001
Food insecurity	930.30(1)	< .0001	92.52(1)	< .0001
Housing insecurity	2379.70(1)	< .0001	166.49(1)	< .0001
Homeless	3.68(1)	.0550	75.22(1)	< .0001
Depression/anxiety	501.41(1)	< .0001	14.04(1)	.0001
Childcare challenges	N/A	N/A	7.09(1)	.0078
Internet/technology challenges	43.17(1)	< .0001	54.38(1)	< .0001
Transportation challenges	33.27(1)	< .0001	62.20(1)	< .0001
At least one type of basic needs insecurity	337.12(1)	< .0001	88.45(1)	< .0001
History of stopping out	2192.80(1)	< .0001	0.09(1)	.7671

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 33. Childcare Challenges and Supports

Child care is not at all affordable or somewhat affordable (<i>n</i> =12,325)	86%
Stopped out due to childcare/caregiver responsibilities (among parenting students who had previously stopped out of college and subsequently re-enrolled; <i>n</i> =5,131)	45%
Received a subsidy from the government to help pay for child care this academic term (among parenting student who pay for child care; <i>n</i> =4,488)	15%

NOTE. Ns reflect the numbers of survey respondents who had available data on the relevant question.

Table 34. Types and Costs of Child Care

What type of child care do you (or will you) use regularly? (Please check all that apply.)
(*n*=4,892)

Family or friends	60%
Off-campus childcare center/provider	33%
Before or after school programs at my child's school	24%
Childcare provider in my home	13%
HeadStart or Early HeadStart program	13%
On-campus childcare center/provider	10%
Other	6%

Does your college provide child care or provide a subsidy to help you pay for child care?
(*n*=4,894)

Yes	15%
No	33%
I'm not sure	51%

How much do you (or will you) pay in total per week for child care? (*n*=4,856)

\$99 or less per week for child care	19%
\$100-\$199 per week for child care	26%
\$200-299 per week for child care	16%
\$300-399 per week for child care	6%
\$400 or more per week for child care	7%
I don't pay for child care	25%

NOTE. Percentages for type of child care do not add to 100 because students could select multiple options. Ns reflect the numbers of survey respondents who had available data on the relevant question.

Table 35. Parenting Students' Experiences with Basic Needs Insecurity, by Gender and Race

	Father (n=1,798)	Black Father (n=309)	Mother (n=8,586)	Black Mother (n=1,498)
Basic needs insecurity related to food and/or housing	67%	85%	75%	86%
Food insecurity	45%	58%	54%	63%
Housing insecurity	59%	79%	68%	80%
Homelessness	17%	26%	13%	19%
Depression/anxiety	31%	27%	36%	32%
Childcare challenges	15%	18%	17%	19%
Internet/technology challenges	11%	17%	9%	13%
Transportation challenges	13%	22%	13%	18%
At least one type of basic needs insecurity	74%	87%	82%	88%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Ns reflect the numbers of survey respondents who had available data on both the relevant identity question(s) and at least one type of basic needs insecurity.

Table 36. Statistical Comparisons: Parenting Students' Experiences with Basic Needs Insecurity, by Gender and Race

	Fathers vs. Mothers		Black Fathers vs. Black Mothers	
	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	44.94(1)	< .0001	0.10(1)	.7501
Food insecurity	43.16(1)	< .0001	2.80(1)	.0940
Housing insecurity	56.00(1)	< .0001	0.10(1)	.7501
Homelessness	23.79(1)	< .0001	7.30(1)	.0069
Depression/anxiety	17.50(1)	< .0001	2.66(1)	.1026

Childcare challenges	7.10(1)	.0077	0.12(1)	.7256
Internet/technology challenges	0.61(1)	.4355	2.72(1)	.0989
Transportation challenges	6.67(1)	.0098	2.67(1)	.1020
At least one type of basic needs insecurity	52.54(1)	< .0001	0.20(1)	.6514

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 37. Employment Status by Enrollment Status

	All Students ($n=58,776$)	Part-Time Students ($n=21,047$)	Full-Time Students ($n=34,910$)
This academic term, do you have...			
One job	52%	59%	49%
Two jobs	13%	13%	14%
More than two jobs	3%	2%	3%
I am not currently working for pay	32%	26%	35%
Thinking about a typical week this academic term, how much time do you spend on the following activities?			
Working: more than 20 hours/week	32%	44%	25%

NOTE. Ns reflect the numbers of survey respondents in the relevant enrollment status category who had available data on the question about number of jobs.

Table 38. Statistical Comparisons: Employment Status by Enrollment Status

	Students enrolled part-time vs. full-time	
	$\chi^2(df)$	p
Number of jobs	595.65(3)	< .0001
Working: more than 20 hours/week	1414.90(1)	< .0001

NOTE. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$. Examination of the residuals indicated that students enrolled part-time were more likely to hold one job, whereas students enrolled full-time were more likely to hold more than two jobs or no jobs. There was no difference in the likelihood of working two jobs.

Table 39. Work Challenges Experienced by Part-Time and Working Students

	All employed students (n=34,683)	Part-time students who are employed (n=13,430)	Students working more than 20 hours/week (n=10,424)
Conflicts between job and class schedules	66%	68%	74%
Conflicts between job and other school-related activities	37%	28%	37%
Unreliable work schedule	23%	21%	23%
Getting scheduled for too few hours	30%	24%	27%
Getting scheduled for too many hours	24%	23%	31%
Losing a job	10%	10%	9%

NOTE. Employed students were asked, “Sometimes students experience challenges related to working while taking classes. Which of the following have you experienced in the LAST 12 MONTHS? (Please check all that apply.)” Displayed are the proportions of students who reported each type of work challenge. Percentages do not add to 100 because students could select multiple options. Ns reflect the numbers of survey respondents who had available data on both the relevant enrollment and employment status questions and work challenges.

Table 40. Experiences with Basic Needs Insecurity for Part-Time and Working Students

	Part-time students who are not employed (n=5,412)	Part-time students who are employed (n=15,215)	Students working more than 20 hours/week (n=11,739)
Basic needs insecurity related to food and/or housing	54%	65%	68%
Food insecurity	36%	43%	46%
Housing insecurity	44%	57%	58%
Homelessness	15%	13%	14%
Depression/anxiety	40%	42%	49%
Childcare challenges	18%	13%	14%
Internet/technology challenges	13%	12%	11%
Transportation challenges	9%	10%	11%
At least one type of basic needs insecurity	69%	75%	80%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation

challenges. Ns reflect the numbers of survey respondents who had available data on both the relevant enrollment and employment status questions and at least one type of basic needs insecurity.

Table 41. Experiences with Basic Needs Insecurity by Pell Grant Recipient Status

	Pell Grant recipient (n=19,835)	Non-Pell Grant recipient (n=36,329)
Basic needs insecurity related to food and/or housing	70%	54%
Food insecurity	52%	35%
Housing insecurity	59%	43%
Homelessness	17%	12%
Depression/anxiety	48%	42%
Childcare challenges	21%	15%
Internet/technology challenges	14%	11%
Transportation challenges	14%	10%
At least one type of basic needs insecurity	81%	69%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Ns reflect the numbers of survey respondents who had available data on both the relevant identity question(s) and at least one type of basic needs insecurity.

Table 42. Statistical Comparisons: Experiences with Basic Needs Insecurity by Pell Grant Recipient Status

	Pell Grant recipients vs. non-Pell Grant recipient	
	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	1481.20(1)	< .0001
Food insecurity	1396.50(1)	< .0001
Housing insecurity	1351.60(1)	< .0001
Homelessness	242.93(1)	< .0001
Depression/anxiety	155.95(1)	< .0001
Childcare challenges	63.68(1)	< .0001
Internet/technology challenges	130.72(1)	< .0001

Transportation challenges	180.94(1)	< .0001
At least one type of basic needs insecurity	940.11(1)	< .0001

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 43. Experiences with Basic Needs Insecurity by Gender

	Men ($n=12,890$)	Women ($n=32,279$)	Transgender, Gender Diverse, or Intersex Students ($n=2,922$)
Basic needs insecurity related to food and/or housing	54%	61%	67%
Food insecurity	36%	42%	50%
Housing insecurity	42%	50%	52%
Homelessness	15%	13%	22%
Depression/anxiety	37%	46%	74%
Childcare challenges	15%	17%	36%
Internet/technology challenges	11%	12%	13%
Transportation challenges	11%	11%	16%
At least one type of basic needs insecurity	68%	76%	89%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. The gender categories are not mutually exclusive (e.g., a student could be in both the Women category and the Transgender, Gender Diverse, or Intersex Students category). Making the categories mutually exclusive has a negligible effect on the estimates. (Specifically, all differences were <1%, with 1 exception: the estimate of depression/anxiety among men decreased by 1.4%) Ns reflect the numbers of survey respondents who had available data on both the relevant identity question(s) and at least one type of basic needs insecurity.

Table 44. Statistical Comparisons: Experiences with Basic Needs Insecurity by Gender

	Women vs. men		Transgender, gender diverse, or intersex vs. not transgender, gender diverse, or intersex	
	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	200.17(1)	< .0001	74.26(1)	< .0001
Food insecurity	166.00(1)	< .0001	101.50(1)	< .0001
Housing insecurity	265.44(1)	< .0001	15.86(1)	< .0001
Homelessness	36.25(1)	< .0001	159.77(1)	< .0001
Depression/anxiety	349.66(1)	< .0001	1133.60(1)	< .0001
Childcare challenges	7.10(1)	.0077	42.94(1)	< .0001
Internet/technology challenges	3.69(1)	.0548	5.54(1)	.0186
Transportation challenges	0.21(1)	.6487	56.66(1)	< .0001
At least one type of basic needs insecurity	368.18(1)	< .0001	339.57(1)	< .0001

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. The gender categories are not mutually exclusive (e.g., a student could be in both the Women category and the Transgender, Gender Diverse, or Intersex Students category). Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 45. Experiences with Basic Needs Insecurity by LGBTQIA+ Identity and Race

	Non LGBTQIA+ (<i>n</i> =35,521)	LGBTQIA+ (<i>n</i> =10,246)	Black LGBTQIA+ (<i>n</i> =975)
Basic needs insecurity related to food and/or housing	57%	66%	78%
Food insecurity	38%	49%	62%
Housing insecurity	47%	52%	64%
Homelessness	12%	18%	25%
Depression/anxiety	38%	66%	66%
Childcare challenges	16%	25%	29%
Internet/technology challenges	12%	12%	18%

Transportation challenges	10%	14%	18%
At least one type of basic needs insecurity	71%	86%	91%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Ns reflect the numbers of survey respondents who had available data on both LGBTQIA+ identity and at least one type of basic needs insecurity.

Table 46. Statistical Comparisons: Experiences with Basic Needs Insecurity by LGBTQIA+ Identity and Race

	LGBTQIA+ vs. non-LGBTQIA+		Black LGBTQIA+ vs. non-Black LGBTQIA+	
	χ^2 (df)	<i>p</i>	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	264.88(1)	< .0001	67.95(1)	< .0001
Food insecurity	375.96(1)	< .0001	80.56(1)	< .0001
Housing insecurity	82.80(1)	< .0001	59.51(1)	< .0001
Homelessness	253.54(1)	< .0001	33.09(1)	< .0001
Depression/anxiety	2628.90(1)	< .0001	0.25(1)	.6169
Childcare challenges	43.70(1)	< .0001	1.39(1)	.2391
Internet/technology challenges	4.99(1)	.0255	36.70(1)	< .0001
Transportation challenges	88.22(1)	< .0001	17.18(1)	< .0001
At least one type of basic needs insecurity	939.00(1)	< .0001	22.54(1)	< .0001

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 47. Experiences with Basic Needs Insecurity by Involvement in the Carceral System

	Students involved in the carceral system (<i>n</i> =874)	Students NOT involved in the carceral system (<i>n</i> =47,192)
Basic needs insecurity related to food and/or housing	86%	59%

Food insecurity	66%	40%
Housing insecurity	77%	47%
Homelessness	44%	13%
Depression/anxiety	45%	45%
Childcare challenges	21%	17%
Internet/technology challenges	23%	12%
Transportation challenges	18%	11%
At least one type of basic needs insecurity	90%	74%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Ns reflect the numbers of survey respondents who had available data on both carceral system involvement and at least one type of basic needs insecurity.

Table 48. Statistical Comparisons: Experiences with Basic Needs Insecurity by Involvement in the Carceral System

	Students involved in the carceral system vs. students NOT involved in the carceral system	
	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	269.39(1)	< .0001
Food insecurity	237.93(1)	< .0001
Housing insecurity	301.74(1)	< .0001
Homelessness	695.66(1)	< .0001
Depression/anxiety	0.13(1)	.7182
Childcare challenges	37.66(1)	< .0001
Internet/technology challenges	94.67(1)	< .0001
Transportation challenges	3.16(1)	.0754
At least one type of basic needs insecurity	114.28(1)	< .0001

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.

Table 49. Experiences with Basic Needs Insecurity by Foster System Involvement

	Former Foster Youth (n=1,479)	Not Former Foster Youth (n=46,545)
Basic needs insecurity related to food and/or housing	82%	59%
Food insecurity	65%	40%
Housing insecurity	72%	47%
Homelessness	33%	13%
Depression/anxiety	52%	44%
Childcare challenges	26%	17%
Internet/technology challenges	23%	11%
Transportation challenges	20%	11%
At least one type of basic needs insecurity	89%	74%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Ns reflect the numbers of survey respondents who had available data on both foster youth status and at least one type of basic needs insecurity.

Table 50. Statistical Comparisons: Experiences with Basic Needs Insecurity by Foster System Involvement

	Former foster youth vs. not former foster youth	
	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	333.99(1)	< .0001
Food insecurity	386.57(1)	< .0001
Housing insecurity	343.51(1)	< .0001
Homelessness	504.88(1)	< .0001
Depression/anxiety	33.14(1)	< .0001
Childcare challenges	111.18(1)	< .0001
Internet/technology challenges	164.95(1)	< .0001
Transportation challenges	27.61(1)	< .0001
At least one type of basic needs insecurity	165.78(1)	< .0001

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation

challenges. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded p values were significant at $\alpha = .0005$.

Table 51. Disability Status

Type of Disability (n=4,415)	
Attention deficit/hyperactivity disorders	44%
Deaf or hard of hearing	5%
Learning disorders or disabilities	25%
Mobility or dexterity disabilities	8%
Neurological disorders	12%
Physical/health-related disabilities or chronic illness	21%
Psychological or psychiatric conditions	38%
Blind or low vision	3%
Other	7%
Prefer not to respond	4%
Registered Disability Status (n=4,466)	
Registered on campus as having a documented and diagnosed disability	52%
Have a diagnosed disability but have not registered with an office on campus	48%

NOTE. Percentages for type of disability do not add to 100 because students could select multiple options. Ns reflect the numbers of survey respondents with disabilities who had available data on the relevant item.

Table 52. Experiences with Basic Needs Insecurity by Disability Status

	Students with disabilities (n=4,466)	Students without disabilities (n=17,246)
Basic needs insecurity related to food and/or housing	69%	56%
Food insecurity	51%	37%
Housing insecurity	56%	45%
Homelessness	19%	12%
Depression/anxiety	62%	40%
Childcare challenges	25%	16%

Internet/technology challenges	17%	12%
Transportation challenges	15%	11%
At least one type of basic needs insecurity	85%	71%

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Ns reflect the numbers of survey respondents who had available data on both disability status and at least one type of basic needs insecurity.

Table 53. Statistical Comparisons: Experiences with Basic Needs Insecurity by Disability Status

	Students with disabilities vs. students without disabilities	
	χ^2 (df)	<i>p</i>
Basic needs insecurity related to food and/or housing	227.81	< .0001
Food insecurity	253.61	< .0001
Housing insecurity	177.57	< .0001
Homelessness	168.66	< .0001
Depression/anxiety	697.36	< .0001
Childcare challenges	41.97	< .0001
Internet/technology challenges	81.89	< .0001
Transportation challenges	28.21	< .0001
At least one type of basic needs insecurity	344.23	< .0001

NOTE. Students were classified as experiencing basic needs insecurity related to food and/or housing if they reported one or more of the following: food insecurity, housing insecurity, or homelessness. Students were classified as experiencing “at least one type of basic needs insecurity” if they reported food insecurity, housing insecurity, homelessness, anxiety/depression, childcare challenges, internet/technology challenges, and/or transportation challenges. Due to the high number of comparisons, a conservative alpha of $p < .0005$ was used. Bolded *p* values were significant at $\alpha = .0005$.