2023:
STUDENT BASIC NEEDS SURVEY

REPORT FOR
PORTLAND COMMUNITY COLLEGE

A Hope Center Publication
Jun 2023

2023 STUDENT BASIC NEEDS SURVEY

INSTITUTION REPORT FOR
PORTLAND COMMUNITY COLLEGE

Prepared by
The Hope Center for College, Community, and Justice
at Temple University

Jun 2023

OVERVIEW

Invitations to complete the questionnaire were sent by email to 30338 students from PORTLAND COMMUNITY COLLEGE and 3171 students participated. Thus, the estimated response rate is 10%

Students at PORTLAND COMMUNITY COLLEGE told us that...

- 64% of survey respondents from your institution experienced at least one of the following: food insecurity, housing insecurity, or homelessness.

- 43% of survey respondents from your institution experienced limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner in the prior 30 days.

- 56% of survey respondents from your institution experienced one or more challenges that prevented them from having a safe, affordable, and consistent place to live in the previous year.

- 18% of survey respondents from your institution did not have a fixed, regular, and adequate place to live at some point during the previous year.

MENTAL HEALTH

Health and wellbeing are multifaceted. Institutions have a role to play in promoting and protecting all aspects of student health, and helping to ensure access to healthcare. As we face a national mental health crisis, colleges are concerned about student mental health. The Hope Center survey assessed students' symptoms of depression and anxiety, use of mental healthcare, academic impacts, barriers to care, and preferences for support.

FIGURE 1. PERSONAL EXPERIENCES WITH MENTAL HEALTH CHALLENGES AT PORTLAND COMMUNITY COLLEGE
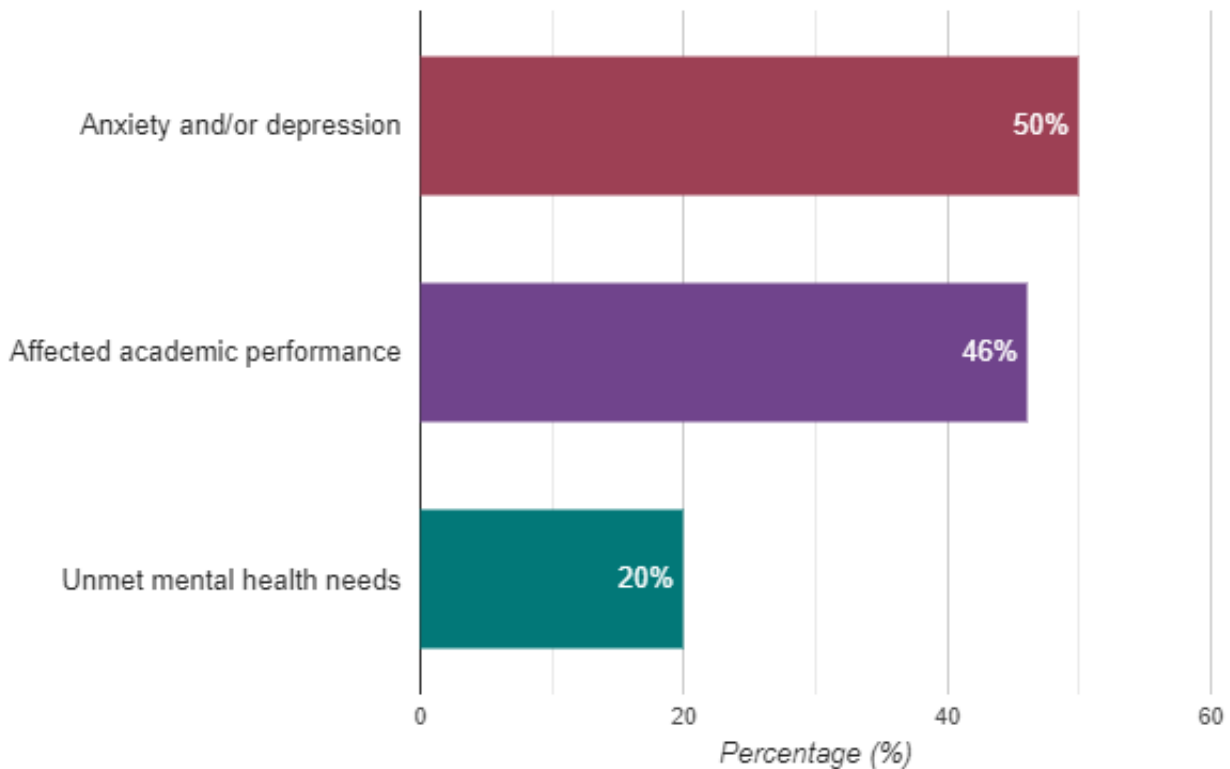
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

"Anxiety and/or depression" displays the proportion of survey respondents who would likely be diagnosed with anxiety or depression if they were to visit a clinician. This is assessed via identifying students experiencing, in the last two weeks, moderate (score 10-14) or severe (score of 15+) depression symptoms via the Patient Health Questionnaire-9 (PHQ-9), a validated, commonly used nine-item instrument based on the symptoms provided in the Diagnostic and Statistical Manual for Mental Disorders for a major depressive episode (Spitzer, Kroenke, & Williams, 1999)) and/or moderate (score 10-14) or severe (score of 15+) anxiety symptoms via the seven-item Generalized Anxiety Disorder Scale (GAD-7) (Spitzer, Kroenke, Williams, & Lowe, 2006). "Affected academic performance" displays the proportion of students who reported that emotional or mental difficulties hurt their academic performance 3 or more days in the last 4 weeks of taking classes (thinking back to last term if necessary). "Unmet mental health needs" displays the proportion of survey respondents who report experiencing clinically significant anxiety and/ or depression symptoms in the last two weeks and not, in the last 12 months, receiving counseling or therapy from a health professional or taking any medications for mental or emotional health. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students experiencing anxiety or depression and the proportion of non-parenting students experiencing anxiety or depression). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are

excluded from the calculations.

See respondent demographic notes for additional information about the gender, LGBTQIA+, and race/ethnicity variables.

FIGURE 2. MENTAL HEALTH SUPPORT PREFERENCES AT PORTLAND COMMUNITY COLLEGE
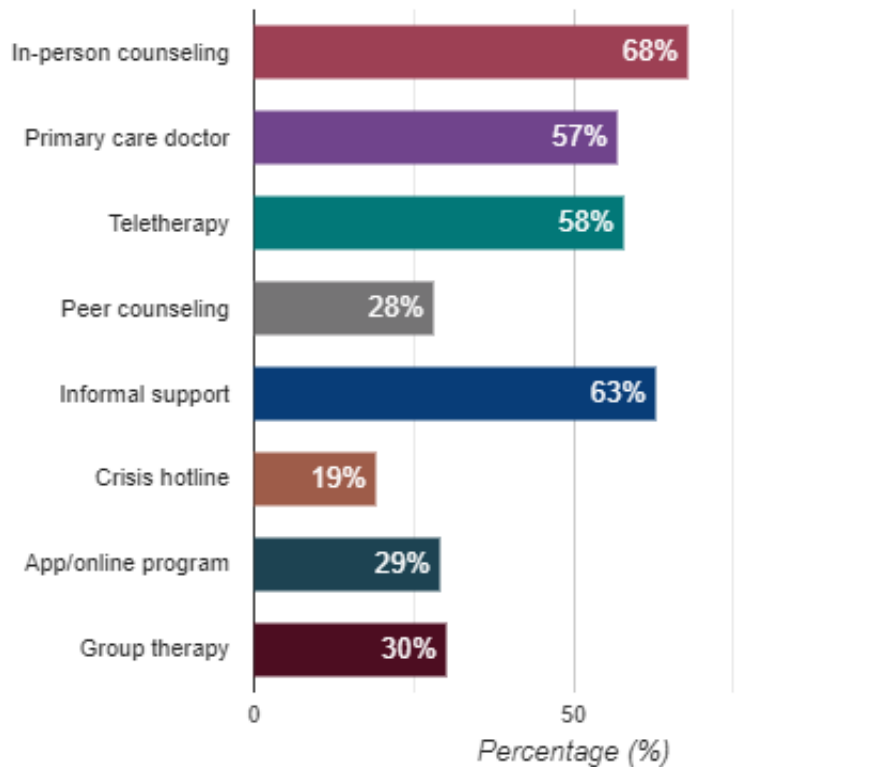
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

Figures display the proportion of survey respondents who reported being "somewhat likely" or "very likely" to use the following supports if they were struggling with their mental health: (a) in-person individual counseling or therapy from a mental health professional (psychiatrist, psychologist, social worker), (b) mental health treatment from a primary care doctor or physician, (c) teletherapy from a mental health professional (psychiatrist, psychologist, social worker), (d) peer counseling from a trained student, (e) informal support from a friend, family member, religious figure, colleague, professor, or other non-clinical support, (f) crisis hotline (number to call or text during a mental health crisis to reach a trained responder), (g) digital mental health app or online program, (h) group therapy or support group led by a mental health professional. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students ((e.g., the proportion of parenting students who are likely to use teletherapy and the proportion of non-parenting students are likely to use teletherapy). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

FIGURE 3. BARRIERS TO MENTAL HEALTH SERVICE USE AT PORTLAND COMMUNITY COLLEGE
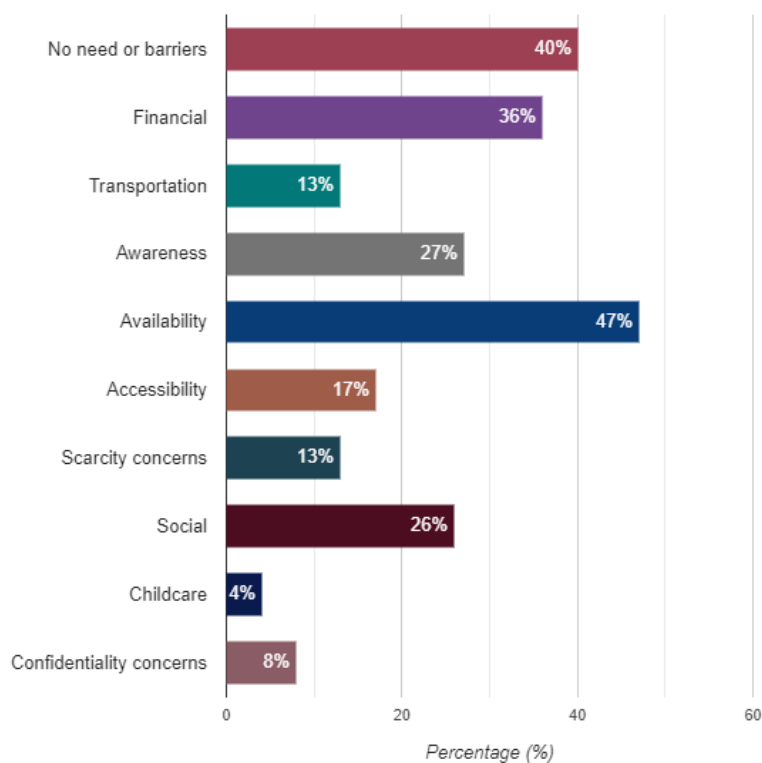
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

Students were asked to report which factors caused them to receive fewer services (counseling, therapy, or medications) for their mental or emotional health in the last 12 months than they would have otherwise received. They were instructed to "check all that apply." "No need or no barriers" displays the proportion of survey respondents who selected (a) no need for services and/or (b) I faced no barriers. "Financial" displays the proportion of students who selected (a) financial reasons (too expensive, not covered by insurance). "Transportation" displays the proportion of students who selected (a) transportation challenges. "Awareness" displays the proportion of students who selected (a) not sure where to go. "Availability" displays the proportion of survey respondents who selected (a) difficulty finding an available appointment, (b) I have class, work, or other obligations when these services are available, and/or (c) not enough time. "Accessibility" displays the proportion of students who selected (a) I tried to access these services and had difficulty with the process. "Scarcity concerns" displays the proportion of survey respondents who selected (a) other people need these resources more than I do. "Social" displays the proportion of survey respondents who selected (a) prefer to deal with issues on my own or with support from family/friends, (b) I am concerned about how others might view me if I use these services, (c) people providing services don't understand me, and/or (d) fear of being mistreated due to my identity/identities. "Childcare" displays the proportion of survey respondents who selected (a) lack of childcare. "Confidentiality concerns" displays the proportion of students who selected (a) privacy concerns. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who faced financial barriers and the proportion of non-parenting students who faced financial barriers). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

FAMILIES

Many students are balancing academic demands with parenting responsibilities as the parent, primary caregiver, or guardian (legal or informal) of at least one child. We assessed the degree to which difficulties finding childcare caused parenting students to miss classes and whether they found childcare to be affordable.

FIGURE 4. EXPERIENCES WITH CHILDCARE AT PORTLAND COMMUNITY COLLEGE
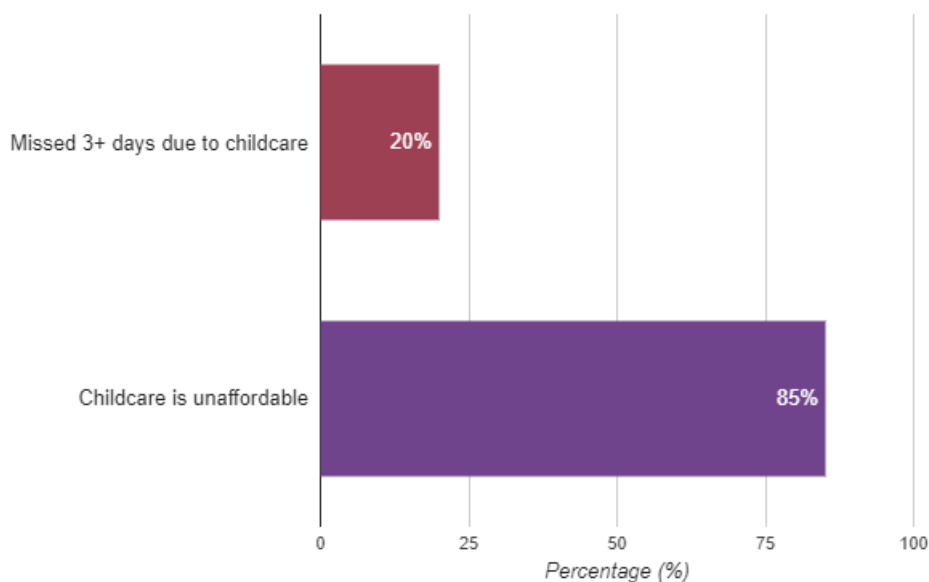
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

"Missed 3+ days due to childcare" displays the proportion of parenting students (who reported that they are a parent, primary caregiver, or guardian—legal or informal—of any children) who were enrolled in the previous term and indicated that they missed 3 or more days of class in the previous term because of problems with childcare arrangements. "Childcare is unaffordable" displays the proportion of students who rated childcare as not at all affordable or somewhat affordable (excluding those who said that childcare costs were not applicable to them). Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Enrollment Status" displays results from your institution for parenting students who are enrolled part-time or full-time (e.g., the proportion of full-time, parenting students who rated childcare as unaffordable and the proportion of part-time, parenting students who rated childcare as unaffordable). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

BASIC NEEDS INSECURITY DURING THE PANDEMIC

Basic needs are the fundamental resources that students need to fully engage in higher education. At The Hope Center, we believe that students are humans first and we consider basic needs to include access to a wide range of resources including but not limited to food, housing, transportation, technology, childcare, health, and health care. In this section we focus on three types of basic needs insecurity (BNI): food insecurity, housing insecurity, and homelessness. In this section, "any BNI" refers to students experiencing one or more of these types of insecurity. We use standard measures, assessing food insecurity over the past month and housing insecurity and homelessness over the past year, providing a snapshot in time. However, we encourage keeping in mind that basic needs insecurity is fluid and varies over the school year. Specific information about the measurement of food insecurity, housing insecurity, and homelessness is available in the respective sections.

FIGURE 5. EXPERIENCES WITH BASIC NEEDS INSECURITY AT PORTLAND COMMUNITY COLLEGE
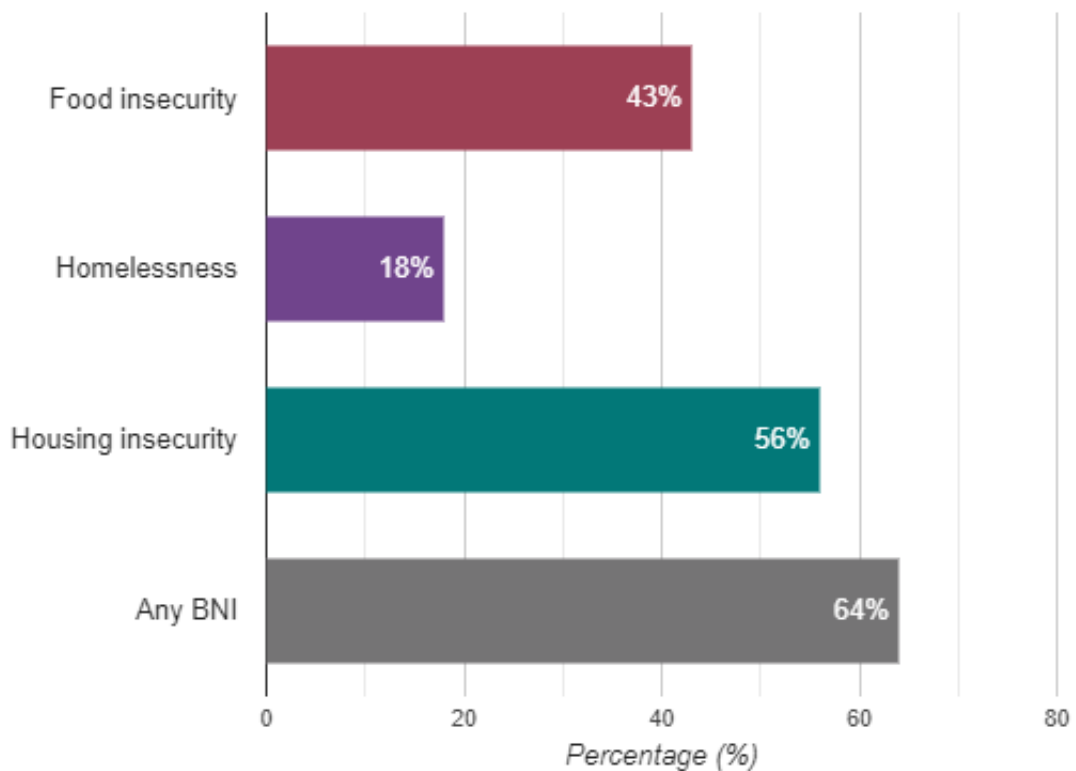
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

"Food insecurity" displays the proportion of survey respondents who reported experiencing food insecurity in the previous 30 days. "Housing insecurity" displays the proportion of survey respondents who reported experiencing housing insecurity in the previous 12 months. "Homelessness" displays the proportion of survey respondents who reported experiencing homelessness in the previous 12 months. "Any BNI" (basic needs insecurity) displays the proportion of survey respondents who reported experiencing food insecurity, housing insecurity, and/or homelessness. More specific information about the measurement of food insecurity, housing insecurity, and homelessness is available in the respective sections. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students experiencing food insecurity and the proportion of non-parenting students experiencing food insecurity). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

FOOD INSECURITY

We assessed food security over the prior 30 days using the U.S. Department of Agriculture's (USDA) Adult Food Security Survey Module. The USDA classifies 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.

FIGURE 6. LEVEL OF FOOD SECURITY AT PORTLAND COMMUNITY COLLEGE
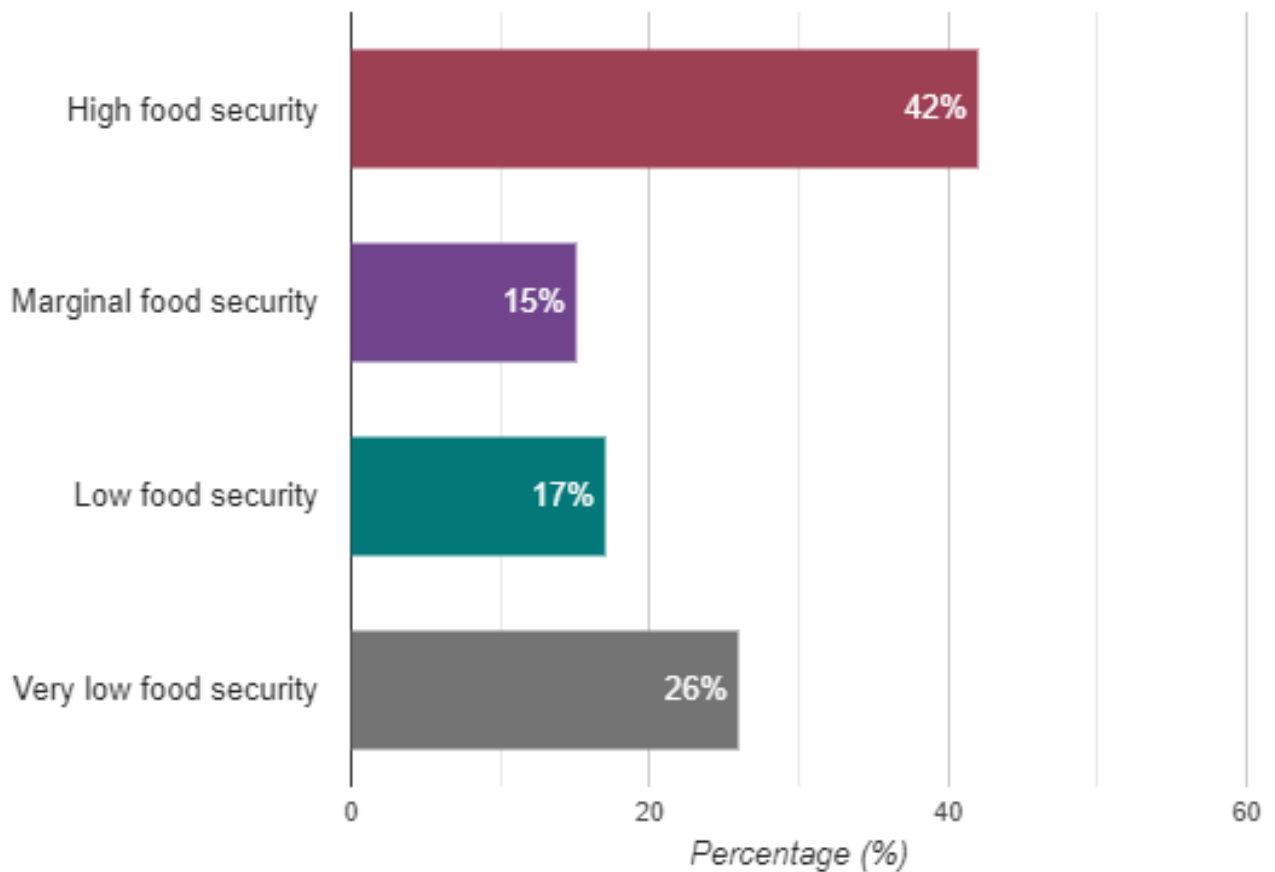
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

We assessed food security over the prior 30 days using the USDA's 18-item scale which classifies students as having high, marginal, low, or very low levels of food security. According to the USDA, respondents with either low or very low food security are considered "food insecure." Survey respondents with no data (i.e., who did not respond to any of the relevant items) are excluded from the calculation. Percentages are rounded to the nearest whole number. Cumulative percentages may not add up to 100 due to rounding.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who reported low food security and the proportion of non-parenting students who reported low food security). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

FIGURE 7. EXPERIENCES WITH FOOD INSECURITY AT PORTLAND COMMUNITY COLLEGE
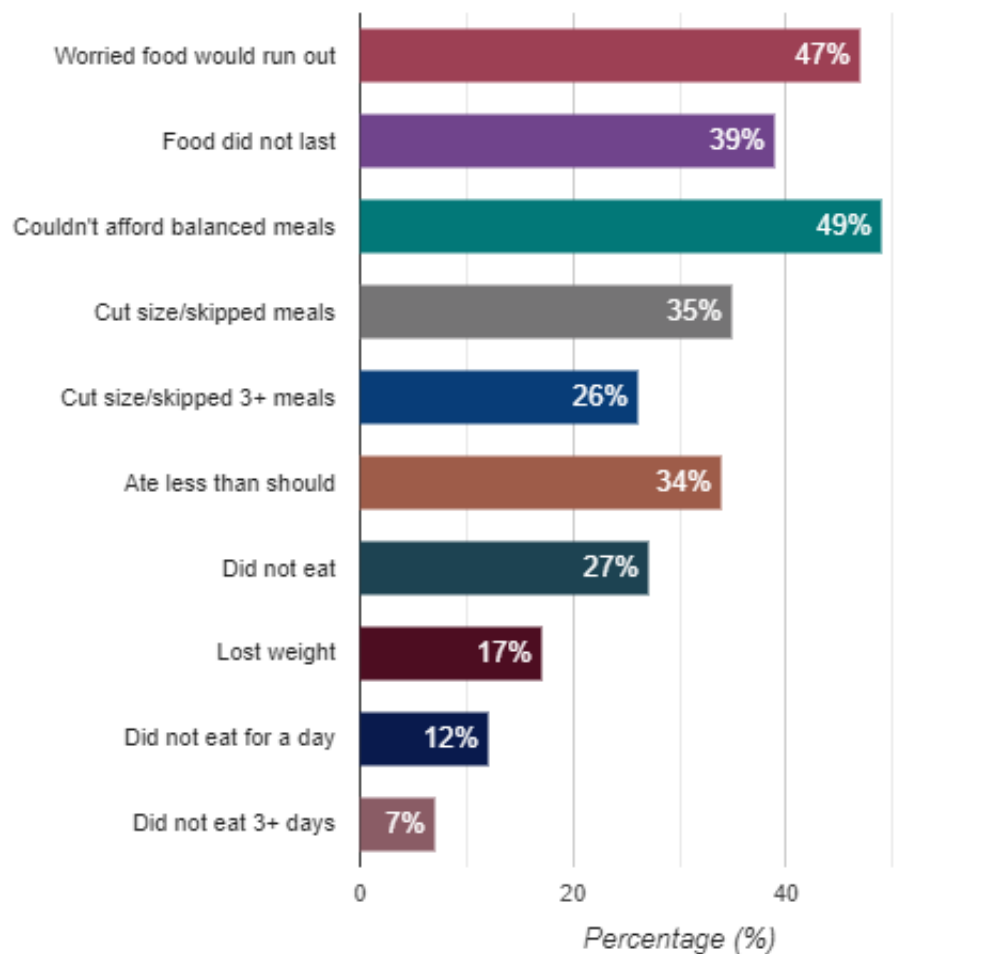
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

Figure(s) display the results for 10 items of the USDA's food security measure pertaining to respondents' individual experiences of food insecurity in the previous 30 days: (a) I sometimes/often worried whether my food would run out before I got money to buy more, (b) the food I bought sometimes/often didn't last and I didn't have money to get more, (c) I sometimes/often couldn't afford to eat balanced meals, (d) I cut the size of my meals or skipped meals because there wasn't enough money for food, (e) I cut the size of my meals or skipped meals three or more times because there wasn't enough money for food, (f) I ate less than I felt I should because there wasn't enough money for food, (g) I was hungry but didn't eat because there wasn't enough money for food, (h) I lost weight because there wasn't enough money for food, (i) I did not eat for a whole day because there wasn't enough money for food, (j) I did not eat for a whole day three or more times because there wasn't enough money for food. (The other 8 items of the USDA's measure, which are not displayed here, refer to children's experiences of food insecurity and are completed only by parenting students). Survey respondents with no data (i.e., who did not respond to the relevant item) are excluded from the calculation. Percentages are rounded to the nearest whole number. Cumulative percentages may not add up to 100 due to rounding.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who reported they couldn't afford balanced meals and the proportion of non-parenting students who reported they couldn't afford balanced meals). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

HOUSING INSECURITY

Housing insecurity encompasses a broad set of challenges that prevent people from having a safe, affordable, and consistent place to live. We measured housing insecurity over the previous year using questions adapted from the national Survey of Income and Program Participation (SIPP) Adult Well-Being Module.

FIGURE 8. EXPERIENCES WITH HOUSING INSECURITY AT PORTLAND COMMUNITY COLLEGE
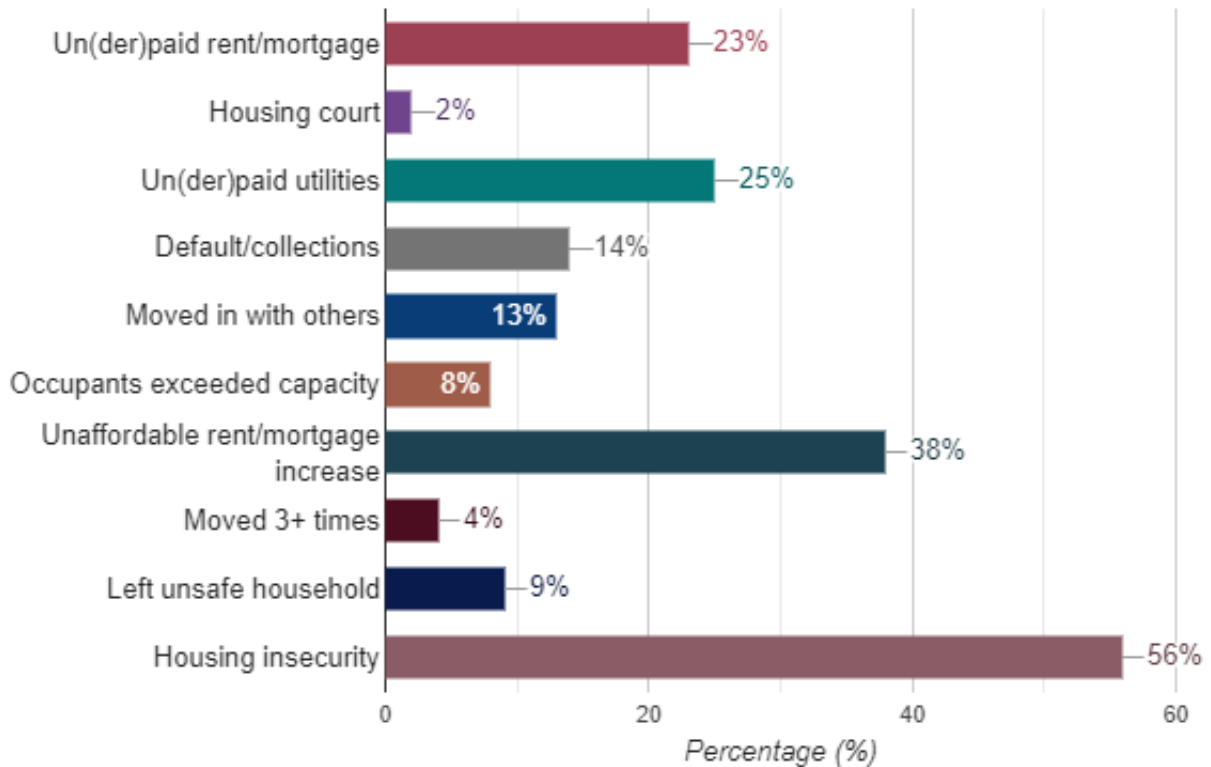
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

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, instructed to check all that apply, are considered housing insecure if they endorsed any of the nine items referenced above and detailed below: (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. . "Housing insecurity" displays the proportion of survey respondents who reported experiencing housing insecurity (i.e., endorsed at least one of the items above) in the previous 12 months. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who reported housing insecurity and the proportion of non-parenting students who reported housing insecurity). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

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 or signs of homelessness face comparable challenges.

FIGURE 9. EXPERIENCES WITH HOMELESSNESS AT PORTLAND COMMUNITY COLLEGE
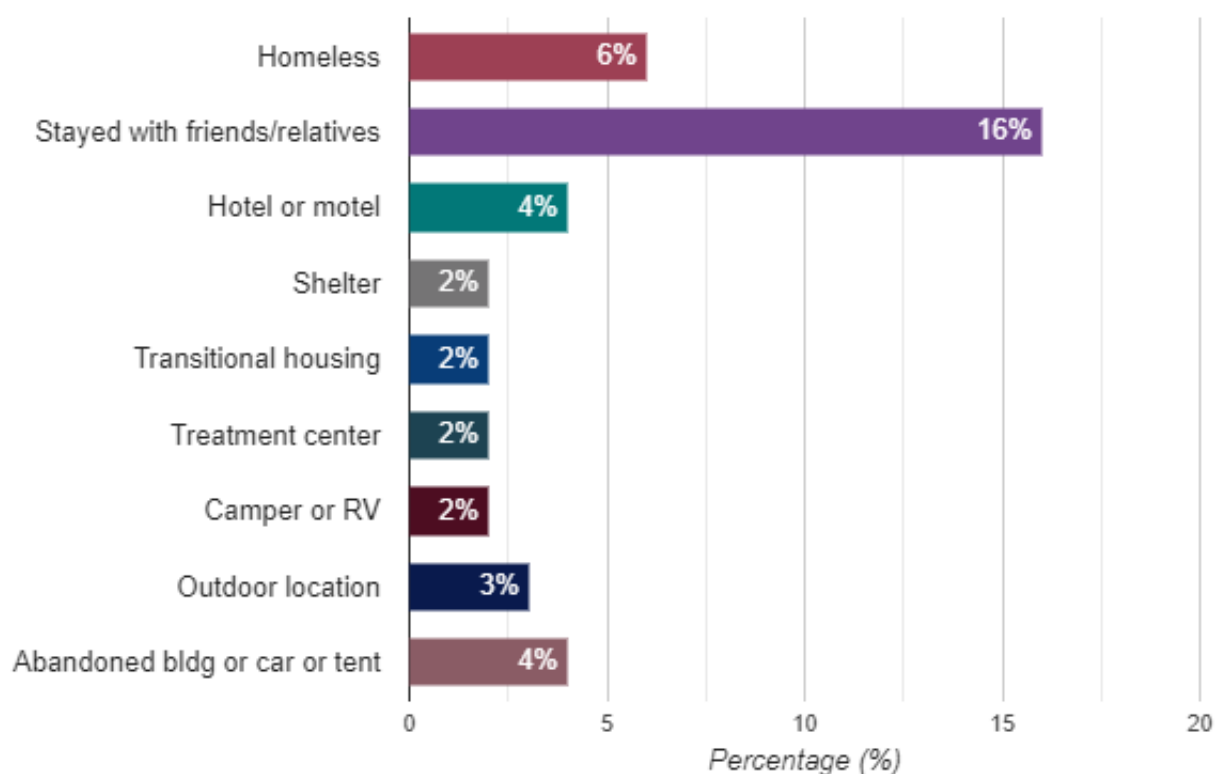
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

Figures display the proportion of students who responded in the affirmative to the 10 items used to assess homelessness (adapted from Crutchfield & Maguire, 2017): (a) In the past 12 months, have you ever been homeless? (b-j) In the past 12 months, have you slept in any of the following places? (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. Students could select all that applied to them. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.
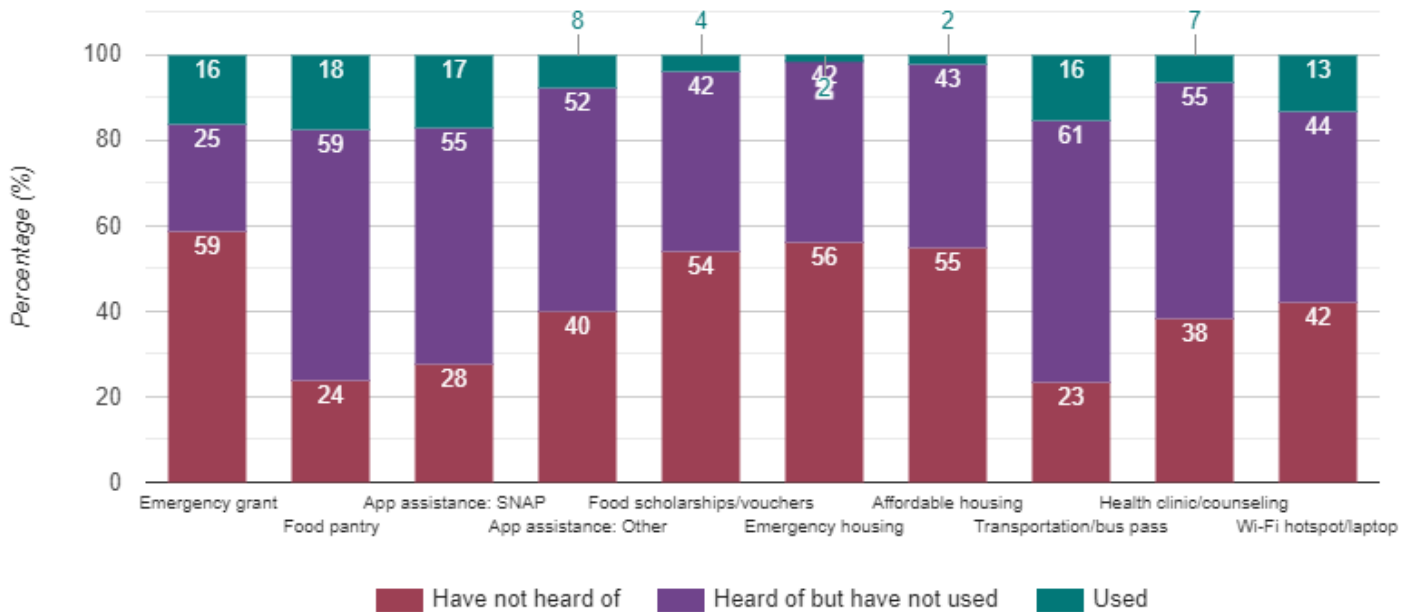
Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who reported experiencing homelessness and the proportion of non-parenting students who reported experiencing homelessness). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

UTILIZATION OF BASIC NEEDS SUPPORTS

We assessed students' use of public benefits and campus supports. Public benefits are a government-provided "safety net" that helps people experiencing economic challenges cover their basic needs. Campus supports are college-specific resources, such as emergency aid, food pantries, emergency housing, or assistance connecting students to public benefits.

FIGURE 10. USE OF CAMPUS SUPPORTS AT PORTLAND COMMUNITY COLLEGE

Source: 2023 STUDENT BASIC NEEDS SURVEY

Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.
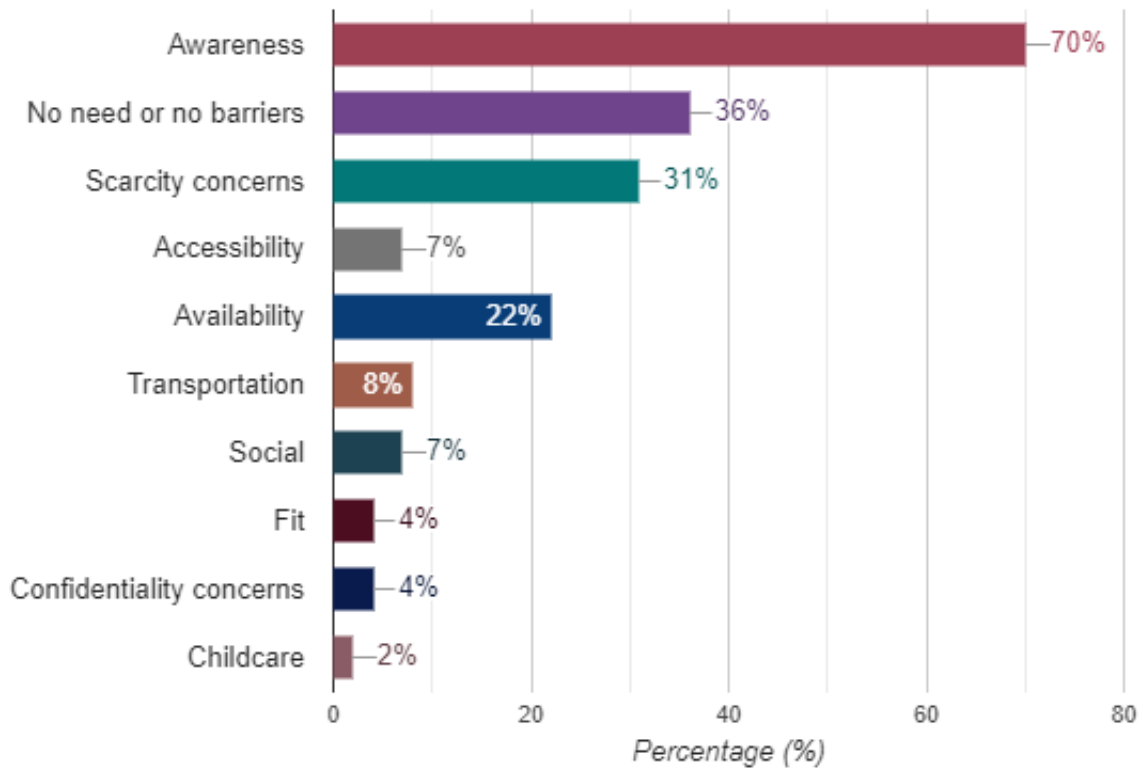
Use of and familiarity with campus supports was assessed by asking students if they had used, heard of but not used, or not heard of each of the following supports: (a) emergency grant, (b) campus food pantry, (c) help obtaining food stamps/SNAP (Supplemental Nutrition Assistance Program), (d) help applying 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. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who reported using a food pantry and the proportion of non-parenting students who reported using a food pantry). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

FIGURE 11. BARRIERS TO USE OF CAMPUS SUPPORTS AT PORTLAND COMMUNITY COLLEGE

Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

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. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who reported using a food pantry and the proportion of non-parenting students who reported using a food pantry). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

FIGURE 12. WAYS STUDENTS PREFER TO HEAR ABOUT AVAILABLE RESOURCES AT PORTLAND COMMUNITY COLLEGE
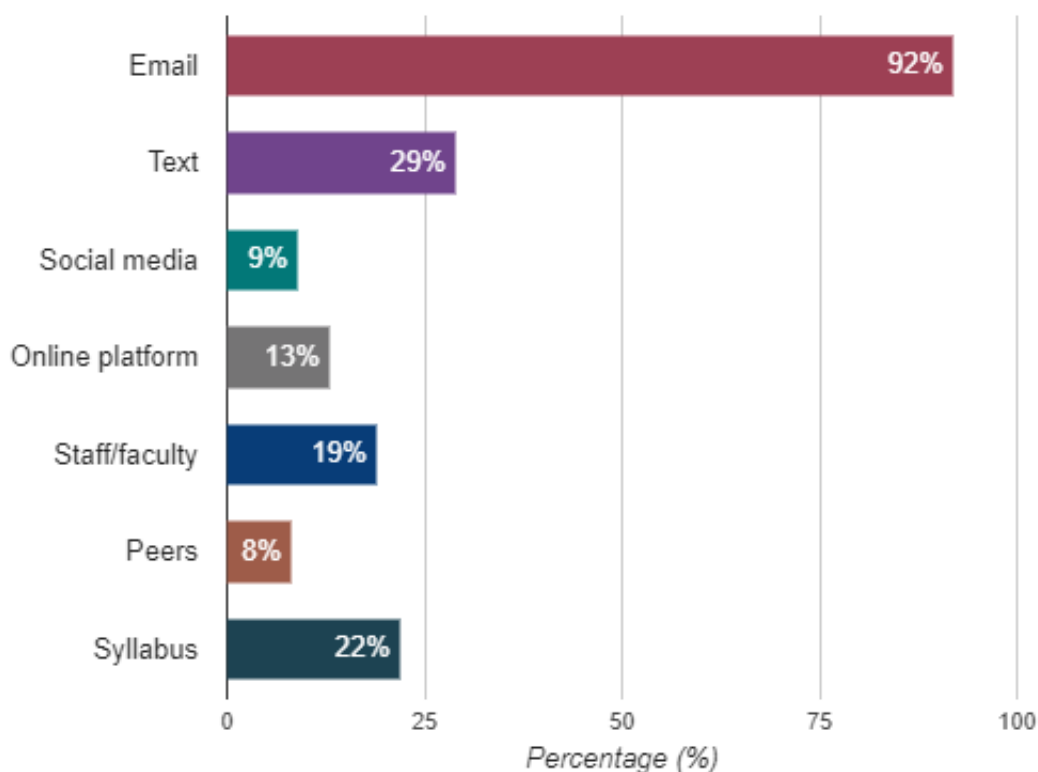
Source: 2023 STUDENT BASIC NEEDS SURVEY
Notes:

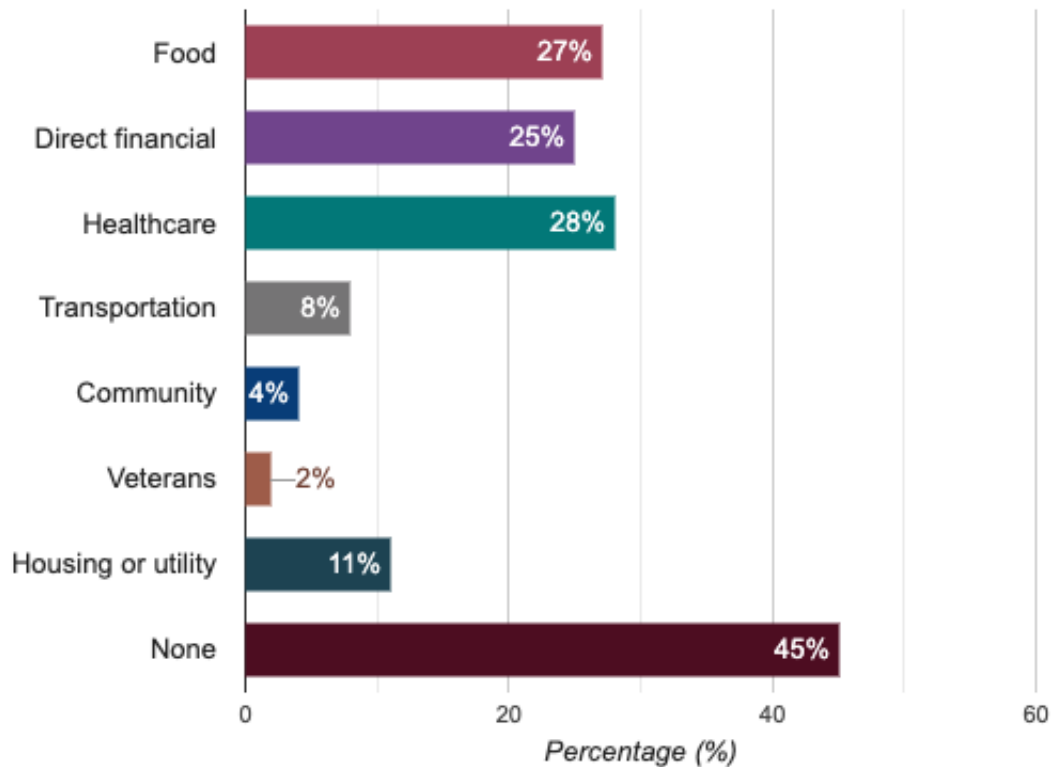*Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.*

Students were asked to report which factors caused them to receive fewer campus resources than they would have otherwise received (checking all that apply). "Awareness" displays the proportion of students who 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. "No need or no barriers" displays the proportion of survey respondents who selected (a) I don't need these resources and/or (b) I faced no barriers. "Scarcity concerns" displays the proportion of survey respondents who selected (a) other people need these resources more than I do. "Accessibility" displays the proportion of students who selected (a) I tried to access these resources and had difficulty with the process or application. "Availability" displays the proportion of survey respondents who selected (a) not enough time and/or (b) I have class, work, or other obligations when these services are available. "Transportation" displays the proportion of students who selected (a) transportation challenges. "Social" displays the proportion of survey respondents who selected (a) I am concerned about how others might view me if I use these resources, (b) fear of being mistreated due to my identity/identities. "Fit" displays the proportion of students who selected (a) the resources would not help me and my specific situation. "Confidentiality concerns" displays the proportion of students who selected (a) privacy concerns (I don't want to disclose my personal information). "Childcare" displays the proportion of survey respondents who selected (a) lack of childcare. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who faced transportation barriers and the proportion of non-parenting students who faced transportation barriers). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

FIGURE 13. USE OF PUBLIC BENEFITS AT PORTLAND COMMUNITY COLLEGE

 Notes:

Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

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. Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the calculation. Percentages are rounded to the nearest whole number.

Disaggregation Notes: *The menu on the left allows you to compare your students to students at other colleges as well as make comparisons across student groups within your institution. Within each section/comparison type, the dropdown menu on the top right allows you to toggle between variables. If you do not see the dropdown menu on the right, expand your browser window to full screen.*

Click "All" to display results for your institution. "Similar Institutions" displays results for students at your college alongside all students in our sample who attend institutions of the same type as yours (either two-year or four-year colleges). If your institution is participating as part of a system, "System Aggregate" will display the results for students at your college alongside results for students in our sample attending other colleges in your system. If 3 or more institutions from your state are participating, "State Aggregate" displays the results from students at your college alongside the results from students in our sample attending other colleges in your state. The remaining views display results from your institution disaggregated by demographic groups or student characteristics. For example, "Parenting Status" displays results from your institution for parenting students and non-parenting students (e.g., the proportion of parenting students who preferred email communication and the proportion of non-parenting students who preferred email communication). Survey respondents with no data for a given demographic or student characteristic (i.e., who skipped or preferred not to respond to the relevant item/s) are excluded from the calculations.

See the demographics section for additional notes about the gender, LGBTQIA+, and race/ethnicity.

CONCLUSION AND RECOMMENDATIONS

Providing students the supports they need—including for their basic needs—is the best way to ensure they can complete degrees. Colleges and universities can directly support students in a number of ways, including creating new or expanding existing emergency aid programs, discussing basic needs during enrollment, and increasing student awareness of available supports. By providing students with information about existing supports from day one, they will feel more empowered to seek support when and if they need it.

ABOUT US

Three in five college students do not have enough to eat or a stable place to live, and millions of students experience basic needs insecurity, including a lack of access to adequate housing, food, health care, child care, internet connectivity, transportation, and mental health services. Basic needs insecurity hampers postsecondary student success, which inhibits social mobility. The Hope Center at the Lewis Katz School of Medicine at Temple University is a leading national action research center removing barriers to student success through:

- **Research:** investigating students' lived experiences with basic needs insecurity and evaluating interventions
- **Policy:** informing and advocating for systemic policy change to make college more affordable
- **Practice:** collaborative coaching and training with colleges and universities on meeting students' basic needs through institutional systems transformation

We are researchers, scholars, advocates, policy advisors, and storytellers who envision a world where basic needs insecurity is no longer a barrier to pursuing and completing college. We take a systems-change approach to creating a higher ed landscape where educational opportunity is universal and equitable. We are changing the unjust status quo.

TABLE A. CHARACTERISTICS OF SURVEY RESPONDENTS AT PORTLAND COMMUNITY COLLEGE

		NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS
Gender	Transgender	136	6%
	Gender diverse or intersex*	132	6%
	Woman	1287	60%
	Man	539	25%
	Another self-identified gender	24	1%
	Prefer not to answer	75	4%
	Valid Responses	2130	
LGBTQ	LGBTQIA+	682	31.94%
	Non-LGBTQIA+	1287	60.28%
	Prefer not to respond	166	7.78%
	Valid Responses	2135	
Race & Ethnicity	African American or Black	144	7%
	American Indian, Alaska Native, or Indigenous	85	4%
	East Asian	158	7%
	Filipina/o/x	47	2%
	Hispanic, Latina/o/e, or Chicana/o/e	423	20%
	Middle Eastern, North African, Arab, or Arab American	57	3%
	Pacific Islander or Native Hawaiian	31	1%
	South Asian or Desi	40	2%
	Southeast Asian	114	5%
	White or Caucasian	1217	57%
	Students of color*	985	46%
	Multiracial or multiethnic*	268	13%
	Another self-identified race or ethnicity	54	3%
	Prefer not to answer	109	5%
	Valid Responses	2139	
Age	18-20	366	17.27%
	21-25	443	20.91%
	26-30	309	14.58%
	30+	993	46.86%
	Prefer not to respond	8	0.38%
	Valid Responses	2119	
Enrollment Status	Full-time	1304	42%
	Part-time	1400	45%
	I'm not sure	134	4%
	Enrolled but taking 0 credits	265	9%
	Valid Responses	3103	
Years in College	< 1 year	724	24%
	1 to 2 years	1002	33%
	3 to 4 years	663	22%

	5 to 6 years	312	10%
	7+ years	333	11%
	Valid Responses	3034	
Receives Pell Grant	Not a Pell Grant recipient	1663	66.41%
	Pell Grant recipient	841	33.59%
	Valid Responses	2504	
Parental Education	Eighth grade or lower	113	5%
	Between 9th and 12th grade (but no high school diploma)	109	5%
	High school diploma	358	17%
	GED or high school equivalency	83	4%
	Some college (but no degree)	320	15%
	College or trade/vocational certificate	117	5%
	Associate's degree	160	7%
	Bachelor's degree	454	21%
	Graduate degree (e.g., Master's JD, MD, PhD)	283	13%
	I don't know	96	4%
	Prefer not to answer	45	2%
	Valid Responses	2138	
Credential Type	High school equivalency/GED	256	9%
	Undergraduate degree: associate's (AA/AS/other technical degree)	1850	62%
	Undergraduate degree: bachelor's (BA/BS/other bachelor's degree)	491	16%
	Master's degree (MA/MS/MBA/MPH/MSW/other Master's degree)	70	2%
	Professional degree (JD/MD/other professional degree)	40	1%
	Doctoral degree (PhD/other doctoral degree)	12	0%
	Short-term certificate or license (program fewer than 15 weeks)	112	4%
	Long-term certificate or license (program 15 weeks or longer)	313	10%
	No credential/no degree	375	13%
	Valid Responses	3001	
Major	Non-STEM	1172	56.05%
	STEM	852	40.75%
	Undecided	67	3.20%
	Valid Responses	2091	
Parenting	Not a parenting student	1783	75.78%
	Parenting student	570	24.22%
	Valid Responses	2353	

Notes:

Students could select multiple options for gender, race and ethnicity, and credential type (i.e. these demographic variables are not mutually exclusive). Survey respondents with no data (i.e., who did not respond to the relevant item/s) are excluded from the

calculation. Percentages are rounded to the nearest whole number.

If there are fewer than 10 students in any demographic category (e.g. identifying as Southeast Asian), you will not see this category/label show up in any way on dashboard figures.

* Indicates an aggregate group created by combining multiple categories.

Gender Notes: *(a) Any students who indicated they identify as Transgender are included in that category alone. (b) Students who reported they do not identify as transgender or did not answer that question and identified their gender as "gender non-conforming, genderqueer," "nonbinary, agender," "questioning," or "intersex" are included in the Gender Diverse or Intersex category (to maximize the likelihood of having a large enough sample to be able to display results for these students). The Gender Diverse or Intersex category may be combined with Transgender students into one category if low sample sizes would otherwise prevent these groups from being displayed separately. (c) The Gender Diverse or Intersex, Man, Woman, and "other self-identified" categories only include students not included in the Transgender group. Students who selected multiple of these options (e.g. Man and "Other") are included in multiple groups.*

LGBTQIA+ Notes: *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."*

Race & Ethnicity Notes: *(a) Race and ethnicity were measured with a single item so as not to create a hierarchy among these interrelated identities. (b) Students of color reflects an aggregation of all students who selected a non-White racial or ethnic group. (c) The multiracial or multiethnic group 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/multiethnic group and in each race/ethnicity category they selected.*