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How can Feeding America food banks and college/universities partner to address college hunger?

SUBMITTED BY
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Feeding America
College Food Insecurity Project: Phase 2 Campus Visit Summary Report

Introduction

In collaboration with the Feeding America National Office (FANO), the Claremont Evaluation Center (CEC) undertook a second phase of work to investigate college food insecurity and the efforts to alleviate it. As a complement to Phase 1, which explored the perspectives of food banks offering services on college/university campuses, Phase 2 focused on capturing the voices of students who were accessing campus-based food services, as well as the perceptions of pantry staff and campus administrators regarding the effectiveness of their services. The following report summarizes our Phase 2 data collection from three selected food bank and college/university campus partnerships. After a brief introduction to the partnerships and methodology involved in Phase 2, this report offers high-level best practices for the effectiveness of campus-based food services.

Methodology

Food-Bank & College Campus Partnerships

Phase 2 of this work centered around an in-depth analysis of the food services provided at three food bank and college/university campus partnerships. Table 1 provides a concise summary of the food bank and campus attributes of these partnerships.

Three food bank campus pantry partnerships were selected for this project:
- Arkansas Food Bank @ University of Arkansas at Pine Bluff
- Oregon Food Bank @ Portland Community College, Cascade Campus
- Central California Food Bank @ Reedley Community College

Table 1. Descriptions of Food Banks and Campuses		
Partnership	**Food Bank Attributes**	**Campus Attributes**
Arkansas Food Bank @ University of Arkansas at Pine Bluff	• 10 brick & mortar campus pantries • No mobile pantries serving colleges/universities • Provides SNAP application assistance on campuses	• 4-year state college; HBCU • 2,500 undergraduates + 100 graduate students enrolled • 92% of students are African American • 24.7% food insecurity (*high*)
Oregon Food Bank @ Portland Community College, Cascade Campus	• 10 brick & mortar campus pantries • 6 mobile pantries serving colleges/universities • No SNAP application assistance on campuses	• 2-year community college (4 total campuses) • 8,600 students enrolled at Cascade campus • 34% of students are ethnic minorities • 13.8% food insecurity (*moderate*)
Central California Food Bank @ Reedley Community College	• 10 brick & mortar campus pantries • 4 mobile pantries serving colleges/universities • Provides SNAP application assistance on campuses	• 2-year community college • 14,633 students enrolled • 72% of students are Hispanic/Latino • 14.0% food insecurity (*moderate*)

A multi-faceted selection process was employed by Feeding America, in collaboration with the Kresge Foundation. The <u>following criteria</u> were used to prioritize food bank campus partnerships:

- The campus is located in an urban/metro county (based on USDA Rural Urban Continuum Codes 1-3)
- The campus is located in a county with food insecurity rates above the national average (> 11.5%)
- The campus pantry is a member of the College and University Food Bank Alliance (CUFBA) network and engages with other selected national partners
- The food bank operates a minimum of 10 brick and mortar pantries on campuses
- The food bank conducts SNAP application assistance or operates mobile pantry distributions
- The food bank responded to our Phase 1 (2019) survey of the FANO Network

Description of Methods

The core purpose of this phase of the project was to supplement information provided by food banks in Phase 1. Phase 2 captured the voices of students served by the pantry, pantry staff, and campus administrators. This was achieved by engaging in listening sessions with students and pantry representatives at each campus, as well as conducting interviews with campus administrators. A detailed description of these methods is provided in Appendix A (Project Methodology).

Description of Listening Session Participants

Across all three campuses, our listening sessions engaged 71 participants (34 in-person and 37 via the online listening session survey prepared for Reedley Community College). The majority of listening session participants were students who had accessed campus food services at least once in the past year (53 students, 74%). Additionally, listening session participants included:
- 6 students who are interested in this topic of food services on campus (9%)
- 4 students who had not yet accessed campus food services this year but would like to (6%)
- 3 staff members of the campus pantry (4%)
- 5 other respondents (7%)

In the overall sample, there were slightly more female (43 participants, 61%) than male participants (24 participants, 34%), and several participants who identified as non-binary/third gender (4 participants, 6%). Participants ranged in age from 17-63 years, with an average of 25.32 years of age. Approximately 47% of participants were of Hispanic, Latino, or Spanish origin (33 participants), 35% of participants identified as White (23 participants), 35% as Black or African American (23 participants), and 2% as American Indian or Alaska Native (4 participants). It should be noted that the participants from each campus represented distinct groups with diverse characteristics. Table 2 provides a summary of the listening session participants from each campus.

Table 2. Description of Listening Session Participants by Campus			
	University of Arkansas at Pine Bluff	**Portland Community College - Cascade**	**Reedley Community College**
Listening Session Participants	21 participants	13 participants	37 respondents
Relationship to the Pantry	• 16 student pantry users • 2 students/possible future pantry users • 2 students interested in food services	• 11 student pantry users • 2 pantry staff	• 26 student pantry users • 2 students/possible future pantry users • 4 students interested in food services

			• 1 pantry staff • 4 other respondents
Average Age (years)	22 years	37 years	23 years
Gender Identity	• 57% Female • 43% Male	• 46% Male • 31% Non-binary • 23% Female	• 76% Female • 24% Male
Race/Ethnicity	• 90% Black • 5% White • 5% Other	• 77% White • 23% Black • 1% Hispanic/Latino • 1% American Indian or Alaska Native	• 86% Hispanic/Latino • 32% White • 8% American Indian or Alaska Native • 3% Black • 41% Other

Additional information was collected from participants describing their households, their recent participation in charitable food services, and their education and employment status (complete responses to these questions are available in Appendix B). A large majority of participants lived with others in their home (57 participants, 80%) and 52% (35 participants) lived with children. Approximately half of the participants had visited the campus pantry in the past 30 days (36 participants, 52%) and a similar proportion accessed non-campus food services in the past 12 months (37 participants, 55%). One-third of participants currently receive SNAP (23 participants, 33%). The majority of listening session participants were full-time students (43 participants, 63%) and also held jobs in addition to their academic work.

Campus Visit Findings

The campus visit findings are organized in the following way; first, key supports and challenges to academic success identified by students and campus administrators are shared. Then, best practices for addressing food insecurity on campuses as cited by students, pantry staff, and administrators are synthesized.
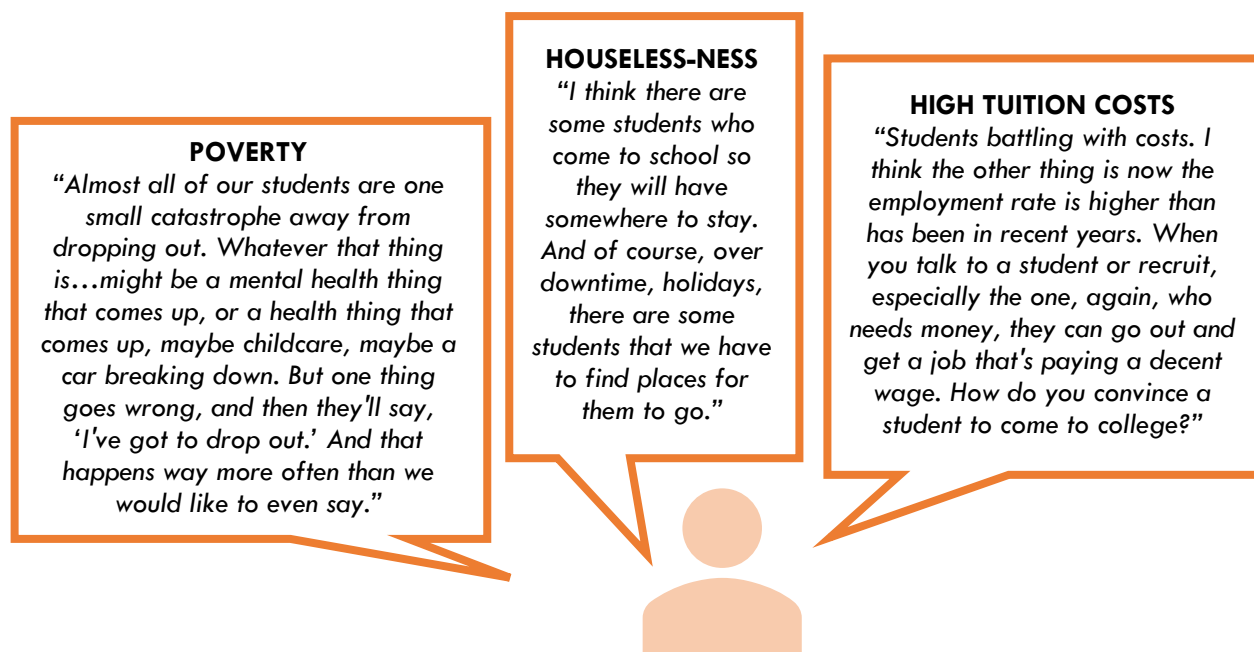
Key Challenges & Supports

Food insecurity is only one challenge, or the potential consequence of a larger issue with financial stability, among the multiple domains of challenges faced by students at these campuses. In particular, the challenges faced by students may preclude them from achieving their academic goals or certainly make their academic goals more difficult to accomplish. To provide a broader context for our discussion of food insecurity, our listening session survey asked students to answer two open-ended questions about the challenges or barriers they currently face and the key supports present in their lives. The following section summarizes the most common student responses and campus administrator commentary across the three campuses in this study.

What, if any, challenges or barriers do you currently face that make your educational goals more difficult to achieve?

By far, the most pervasive issue reported by students was financial instability (mentioned by 20 students out of 61 total students who reported their challenges). Given the numerous expenses associated with attending college, in addition to the other expenses in their lives (e.g., rent, utilities, bills), students were challenged to stay financially solvent. Additionally, students reported experiencing mental health challenges which impacted their concentration and focus, both of which are foundational to learning. Students also mentioned that time was a challenge as many of them were also working and/or taking care of their extended families and loved ones. Lastly, several students noted that food insecurity was a core challenge or barrier to achieving their educational goals.

Theme	Student Responses
Financial Challenges (20 mentions)	• *"Lack of financial support! Rent and utilities are more than 70% of my monthly gross."* • *"I have financial barriers that make my educational goals hard to achieve. An example is even if a book is $20.00 that's $20.00 I don't have."* • *"Struggling to pay bills while balancing a job and grades."*
Mental Health & Lack of Focus/Concentration (7 mentions)	• *"I don't have time/energy for work w/my PTSD."* • *"I procrastinate, I can't stop my mind wandering."*
Lack of Time for Academic Work & Employment (7 mentions)	• *"Trying to work and go to school is challenging."* • *"Being a full time student and having to work make things a lot harder. It feels overwhelming."*
Responsibilities as a Caretaker (6 mentions)	• *"I do full time care work for my elderly aunt and it prevents me from attending full time classes."* • *"We are the main source of income in our house and support four little girls and his mother and sometimes their needs cost more than we have available."*
Food Insecurity (4 mentions)	• *"Being at school on an empty stomach."* • *"Hunger, access to fresh food."*

Campus administrators also provided a glimpse into the key challenges facing students at their respective campuses. The core challenges mentioned by campus administrators also related to the larger theme of financial instability (sample quotes from campus administrators below).

POVERTY
"Almost all of our students are one small catastrophe away from dropping out. Whatever that thing is…might be a mental health thing that comes up, or a health thing that comes up, maybe childcare, maybe a car breaking down. But one thing goes wrong, and then they'll say, 'I've got to drop out.' And that happens way more often than we would like to even say."

HOUSELESS-NESS
"I think there are some students who come to school so they will have somewhere to stay. And of course, over downtime, holidays, there are some students that we have to find places for them to go."

HIGH TUITION COSTS
"Students battling with costs. I think the other thing is now the employment rate is higher than has been in recent years. When you talk to a student or recruit, especially the one, again, who needs money, they can go out and get a job that's paying a decent wage. How do you convince a student to come to college?"

Students were also asked to reflect on the key supports in their lives that propel them towards achieving their educational goals.

What key supports are present in your life (e.g., people, services) to help you achieve your educational goals?

On the survey, students reported that they relied heavily on their family, friends, and co-workers to support their academic goals, particularly for practical and emotional support. Students also accessed several support systems located on their campuses, including counseling services (although students also saw mental health professionals in other locations as well), their academic instructors, and other campus-based services. Several students also mentioned charitable food services as a key support in their lives. Fortunately, several of the key supports reported by students aligned with the challenges that negatively impacted their academic success (e.g., food services to address food insecurity, and counseling services to address mental health challenges).

Theme	Student Responses
Family Support (34 mentions)	• *"My family helps me stay focus with my studies."* • *"My mother helps me achieve my educational goals. She's my only support."* • *"My family really helps and motivates me to keep going."*
Friends & Coworkers (9 mentions)	• *"Friends (who understand college life)."* • *"Believe it or not, my coworkers are always motivating me. So lucky to have them."* • *"Coworkers and friends."*
Counseling Services (campus-based and other) (8 mentions)	• *"A counselor that understands my situation and my barriers with traditional classroom learning."* • *"[Campus Name] provides great counseling services."* • *"Counseling services at [campus name]."*
Academic Instructors (7 mentions)	• *"My instructors at [campus name]."* • *"Caring teachers."* • *"My teacher, she guides me to understand different ways and skills that I have achieved."* • *"My instructors are my main motivational support."*
Food Services (6 mentions)	• *"Whatever food assistance I can get."* • *"Local community food drive/food bank."* • *"Food pantries (on and off campus)."* • *"Having the pantry at school is so convenient especially when you are at school all day and in need of a snack."*
Other Campus Services (6 mentions)	• *"I visit the math center when I am able to gain assistance in Math 6."* • *"The Queer Resource Center on [campus name]."* • *"The student success center. Also, the Office of Recruitment."*

In sum, the common challenges faced by students point to the need for a more systemic approach to supporting students in achieving their academic goals at colleges and universities, beyond providing access to campus pantries. The cumulative impact of these largely related challenges is that students may not have the financial, emotional, and physical capacity to achieve their academic goals. Additionally, students turned to multiple spheres of support to alleviate their challenges, including supports in the homes, social networks, places of employment, campuses, and communities. Much like the challenges, student success strategies should also involve a systemic, multi-faceted approach to bolstering the availability of critical supports.

Best Practices for Addressing Food Insecurity at Colleges/Universities

A major goal of this project was to identify and disseminate information about what works best for addressing food insecurity on college/university campuses, with the hopes of improving the effectiveness of the services provided to students and their families. Rather than canvassing a large sample of college students, this project focused on in-depth analyses of three well-established food bank and pantry partnerships, seeking multiple perspectives from each campus. Our analyses of these three partnerships together resulted in a number of key recommendations or best practices that could be adopted by other colleges or universities attempting to address food insecurity. In alignment with our findings from Phase 1 of this project, these best practices are organized around the same four core themes that arose during the initial phase of the study: (1) Relationships and Partnerships, (2) Access, (3) Awareness, and (4) Operations. It is useful to note that these best practices offered below were derived from conversations with students, campus pantry staff, and campus administrators during this second phase of the study.

1. Relationships & Partnerships	2. Access	3. Awareness	4. Operations

When relevant, spotlights are offered to provide examples of the stated best practices from the three campuses visited during Phase 2.

Relationships & Partnerships

- **Building caring relationships with students and their families** is at the core of providing effective services. Relationships between campus administrators (and pantry representatives) and students should be characterized by trust and willingness to share/listen. When students feel comfortable voicing their needs and campus-based professionals can respond appropriately to those requests, services have the greatest potential to address the most pressing challenges experienced by a campuses' unique student population.

> *Spotlight on Caring Relationships:*
>
> At University of Arkansas at Pine Bluff, administrators stressed the importance of embodying love and care in their relationships with students and their parents: *"Any service that we can offer our students to let them know that we care about them, that we love them, that we're here for them goes a long way. Not only the students but the parents as well. When parents realize that, 'Hey, this school is ensuring that my child goes to bed with a full stomach,' That's one less worry that parents have to have while their children are off at college."*

- **Involving and partnering with student leaders can mobilize and sustain support from campus leaders for campus-based food services.** This finding complements a vital takeaway from Phase 1 that illustrated the importance of campus leader buy-in when sustaining campus-based food services. Campus leadership needs to hear from student leaders about the needs of the student body; the voices of students themselves are often too powerful to ignore. Involving students in efforts to gain broad engagement from across academic institutions also ensures that services are responsive to student needs and driven by the end-users.

- **Partnerships with on-campus and off-campus groups, businesses, and organizations foster a more systemic and comprehensible approach to addressing food insecurity as one element of the broader financial instability faced by students.** A systemic approach means creating synergies across groups, providing essential services to students and building strong partnerships to work in conjunction to address student challenges holistically. Throughout this project, students and campus administrators noted that their campus pantry had cultivated relationships with several campus and community-based organizations and businesses. The following list offers examples of important partners in this work:

  - Student Success Centers, Student Unions
  - Community gardens
  - SNAP enrollment services, including offering the use of SNAP in other campus dining locations (bookstore, cafeteria)
  - Food voucher programs
  - Policy task forces
  - Local grocery stores/markets
  - Foundations
  - State or local charitable food organizations
  - Subcommittees of on- and off-campus partners
  - Community organizations (churches, rotary clubs)

> *Spotlight on Building Stronger Partnerships:*
> At Reedley Community College, forging new partnerships to address college food insecurity was viewed as an opportunity for growth. For example, one college administrators shared: *"I am working with the manager of our food services because we are trying to advance the campus' efforts to be able to accept EBT (food stamps) cards on campus."*

- **Campus-wide data collection can be used to drive requests for pantry funding and support.** Given that funding is a particular challenge for campus-based food insecurity efforts, campus administrators found that actual data from their student body (commonly collected via surveys) was a powerful tool for justifying funding requests because it provided concrete information about student needs.

> *Spotlight on Student Needs & Voice:*
> Reedley campus administrators found success using student survey data to bolster their funding requests and drive their services: *"A really high percentage of our students indicated that they were experiencing food insecurities or had experienced food insecurities while they were in school. We have some data to substantiate our requests. Again, it doesn't seem like it's just a pie in the sky idea, but it's based on student voice and student need and you build that support."*

Access

- **Pantries guidelines should pay particular attention to unique challenges faced by some of the most vulnerable student populations.** In addition to thinking about access in a holistic sense, students reported that campus-based pantries would better serve students by considering how access is strengthened for particularly vulnerable groups of students, including international students and transfer students, who may have unique challenges to accessing food services and other campus services.

> *Spotlight on Meeting the Needs of Vulnerable Students:*
> Students at Portland Community College (PCC) Cascade campus shared concerns that students from vulnerable populations would be singled out and left without the vital services of the campus pantry.

- **Fair systems for determining who can access pantry services, and with what frequency** were requested by student pantry users.

- **Convenient campus locations are critical for student access.** Students reported that pantry access would be improved if the food pantry was located centrally to the campus area. Some campuses also had great success with placing snack pantry locations throughout their campus.

Spotlight on Convenient Pantry Locations:

At Portland Community College (PCC) Cascade, administrators were aware that the location of their pantry was not ideal for attracting students in need: *"Because of the food pantry's location—being in this building with no classrooms, it's all resource centers and student spaces—people don't have to come here, and sometimes they don't ever come here. So, who are we serving? It's the people in the know. It's the people willing to make the trek over here and use the space."*

Awareness

- **A safe culture, free of judgement and stigma was critically important for students.** Pantries should aim to cultivate an emotionally-safe pantry environment as a way to ensure students frequent the pantry.

- **Campus faculty members could be leveraged to raise awareness about pantry services.** Campus faculty and academic instructors are an important touch-point for students throughout their coursework and many students reported relying on their instructors for support in achieving their academic goals. Given their close relationships and frequent contact with students, efforts should be made to ensure that campus faculty have a strong awareness of services for students so that they can recommend these services for students in need.

- **A comprehensive campus-wide marketing effort is another way to bolster awareness of the campus pantry.** The more students, staff, and leaders who are aware of what is available to students, the greater likelihood that information about these services will be shared throughout the campus and students will take advantage of food services.

Operations

- **Longer opening hours and more diverse offerings** were two common requests from students accessing campus-based pantries. Students wanted the pantry to be open more hours as their class schedule might preclude them from accessing the pantry at particular times. Students also asked for more diversity in the food offerings including less expired products and more options for those with dietary restrictions (e.g., vegetarian, vegan).

Spotlight on Expanded Accessibility:
Students at University of Arkansas at Pine Bluff expressed a desire for the pantry to be opened longer hours and on more days of the week. At the time of this study, their pantry was open two days per month, at the same time and day of the week, precluding users from being able to access the pantry if they were busy during that short window of time.

- **Students asked that campus-based pantries offer community service hours for student volunteers,** if their campus requires that students complete community service hours as part of their degree

requirements. The benefits of this approach are two-fold, as pantries could secure more staff and students could fulfill their community service requirements.

- **Students also suggested offering an exchange program at the pantry where students could donate unused items from their homes in exchange for other products** from the pantry.

Appendix A. Project Methodology

This project employed two core data collection techniques: (1) **Listening Sessions with Students and Pantry Staff** and (2) **Interviews with Campus Administrators**. The following appendix provides detailed descriptions of these evaluation methods.

Listening Sessions with Students & Pantry Staff

Listening sessions were used to facilitate open conversations with students who had experiences using the pantry, as well as pantry staff. Sessions were facilitated by the CEC team using a structured process focusing on the strengths and areas of opportunity for campus hunger services from the perspective of these campus stakeholders. A SWOT-style analysis was used to ask students and pantry staff to report about the strengths, weaknesses (areas of improvement), outside opportunities and threats around campus-based hunger services.

Internal **Strengths & Weaknesses**	External **Opportunities & Threats**
• Student Pantry Experiences • SNAP Benefits • Campus Pantry & Academic Success • Operations	• Marketing & Awareness • Partnerships • Advocacy & Other Activities

During this process, the CEC team asked participants to get in small groups. Groups rotated to four posters displayed around the room (one for each of the core categories above: strengths, weaknesses, opportunities, and threats). When groups arrived at a poster, they were given time to make notes to answer the question prompts before rotating to a new poster. When groups rotated, they added content to each poster to supplement the thoughts from previous groups. Next, individual participants were asked to designate the top two responses on each poster to represent strengths that seem to have the greatest ease to maintain or sustain, and weaknesses that are most apt for change, as well as the top two things they feel most passionate about on each poster; these ratings were used to prioritize and emphasize the most highly-rated notes on each poster. At the conclusion of the listening sessions, participants were asked to complete a brief, paper survey to learn more about their individual characteristics, their educational and employment status, and their use of charitable food services (on campus and otherwise).

In February/March 2020, the CEC team facilitated in-person listening sessions at two of the three campus partnerships selected (University of Arkansas Pine Bluff, Portland Community College-Cascade). Due to COVID-19 (Corona Virus) travel restrictions and campus safety concerns, the Reedley Community College visit was cancelled. In place of an in-person listening session at the Reedley campus, the listening session prompts were adapted for use in an online survey administered to Reedley College students and pantry staff who had registered for the in-person listening session. This survey asked for their open-ended comments on similar SWOT-style prompts, as well as asked for their responses to the same survey questions that other campus participants completed on a paper survey.

Listening session participants were offered incentives for their participation; decisions about incentives were determined by each campus and food bank partnership (e.g., grocery store gift cards). Participants at in-person listening sessions were also offered food and drinks during the session.

Campus Administrator Interviews

The CEC developed a separate interview protocol for college administrators that can be conducted in-person during our visits or via phone for greater convenience. These conversations had two core purposes: (1) understand administration-led initiatives addressing food insecurity among their student body and (2) capture the nature of the partnerships between campus administrators, college departments (such as Student

Affairs) and the campus food pantry. Interview questions fell into four categories, including awareness of college hunger on their campus, their perceptions of the effectiveness of current campus hunger services, their partnerships in addressing college hunger, and the challenges and facilitators of food services on their campus.

Administrators were given the option to participate in the interview in-person if they had availability when our team was on campus for the listening session or to participate via online Zoom meeting; two of the three interviews were conducted in-person and one interview was conducted by online Zoom meeting. Administrator interviews last approximately 25-53 minutes, on average, included one to three campus administrators. Administrators held a variety of positions on these campuses, including leadership positions in the Student Life/Services, Student Activities, and Enrollment. Interviews were recorded and transcribed for analysis.

Appendix B. Descriptive Findings from Listening Session Follow-Up Survey

The Listening Session Follow-Up Survey received responses from **71 listening session participants**. The following appendix provides a summary of the responses provided to each survey question.

About You

What is your relationship to the campus food pantry? *Please select only one answer.*

Response	Frequency	Percent
I am a student who has accessed campus food services at least once in the past year.	53	74.6%
I am a student who has not yet accessed campus food services this year but would like to.	4	5.6%
I am a student who is interested in the topic of food services on campus.	6	8.5%
I am a staff member of the campus pantry.	4	4.2%
I am an unpaid volunteer for the campus pantry.	0	0%
Don't know	1	1.4%
Prefer not to answer	4	5.6%
Other	0	0%

How do you describe your gender identity?

Response	Frequency	Percent
Female	43	60.6%
Male	24	33.8%
Non-binary/third gender	4	5.6%
None of these	0	0%
Don't know	0	0%
Prefer not to answer	0	0%

Are you of Hispanic, Latino, or Spanish origin?

Response	Frequency	Percent
Yes	33	46.5%
No	33	46.5%
Don't know	3	4.2%
Prefer not to answer	1	1.4%

What is your race? *You may choose more than one group.*

Response	Frequency	Percent
White	23	32.4%
Black or African American	23	32.4%
American Indian or Alaska Native	3	4.2%
Asian	0	0%
Middle Eastern or North African	0	0%
Native Hawaiian or other Pacific Islander	0	0%
Some other race or ethnicity	9	12.7%
Don't know	1	1.4%
Prefer not to answer	6	8.5%

During the past 30 days, have you or has anyone in your household gotten free food from the campus food pantry?

Response	Frequency	Percent
Yes	36	52.2%
No	24	34.8%
Don't know	6	8.7%
Prefer not to answer	3	4.3%

Some households get food from food pantries every month, and others get food less often. During how many of the past 12 months did your household get food from the campus food pantry? If you don't know the exact number of months, please give us your best guess.

Response	Frequency	Percent
My/our household got food in _____ month(s) of the past 12 months.	39	56.5%
Don't know	27	39.1%
Prefer not to answer	3	4.3%

Response: Number of Months	Frequency	Percent
1	8	22.9%
2	4	11.4%
3	6	17.1%
4	2	5.7%
5	2	5.7%
6	3	8.6%
7	1	2.9%
8	3	8.6%
9	1	2.9%
10	1	2.9%
12	4	11.4%

During how many of the past 12 months did your household get food or meals from a food pantry, food bank, church, or other place that helps with free food other than the campus pantry? If you don't know the exact number of months, please give us your best guess.

Response	Frequency	Percent
My/our household got food in _____ month(s) of the past 12 months.	37	55.2%
Don't know	24	35.8%
Prefer not to answer	6	9.0%

Response: Number of Months	Frequency	Percent
1	4	18.2%
2	7	31.8%
3	2	9.1%
4	1	4.5%
5	1	4.5%
6	1	4.5%
7	1	4.5%
10	1	4.5%
12	4	18.2%

Does anyone from the household currently receive SNAP (Supplemental Nutrition Assistance Program) or food stamps?

Response	Frequency	Percent
Yes	23	33.3%
No	35	50.7%
Don't know	7	10.1%
Prefer not to answer	4	5.8%

Your Household

Not counting yourself, how many other people live in your household at least 4 days out of the week?

Response	Frequency	Percent
I live with _____ people.	57	80.3%
No one. I live by myself.	10	14.1%
Prefer not to answer	4	5.6%

Response: Number of People	Frequency	Percent
1	6	10.7%
2	8	14.3%
3	11	19.6%
4	12	21.4%
5	6	10.7%
6	6	10.7%
7	5	8.9%
8	1	1.8%
9	1	1.8%

Of the other people who live in your household, how many of them are children under the age of 18?

Response	Frequency	Percent
I live with _____ people under the age of 18.	35	51.5%
No one in the household is under the age of 18.	29	42.6%
Prefer not to answer	4	5.9%

Response: Number of Children	Frequency	Percent
1	12	34.3%
2	12	34.3%
3	1	2.9%
4	9	25.7%
6	1	2.9%

Education & Employment Status

What is your current enrollment status at your college or university?

Response	Frequency	Percent
Full-time student (12+ credits)	43	63.2%
Part-time student (< 12 credits)	12	17.6%
Don't know	3	4.4%
Prefer not to answer	10	14.7%

What is the highest level of education attained by your parent/guardian(s)?

Response	Frequency	Percent
High school or less	25	36.8%
Some college	16	23.5%
Associate degree	6	8.8%
Bachelor's degree	7	10.3%
Graduate degree	7	10.3%
Don't know	3	4.4%
Prefer not to answer	4	5.9%

How much time do you currently spend working at a job per week (hours/week)?

Response	Frequency	Percent
I do not work.	21	30.9%
1-9 hours	8	11.8%
10-19 hours	17	25.0%
20-29 hours	13	19.1%
30-39 hours	1	1.5%
40+ hours	6	8.8%
Don't know	1	1.5%
Prefer not to answer	1	1.5%