



#RealCollegeCA Survey on Basic Needs

Crafton Hills College

Spring 2023

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Executive Summary

A total of 356 Crafton Hills College (CHC) students responded to the California Community Colleges (CCCs) #RealCollege survey, which assessed basic needs insecurity among college students, including food and housing. This survey was administered in spring 2023 by The Research and Planning Group for California Community Colleges (The RP Group) and the CEO Affordability, Food & Housing Access Taskforce of the Community College League of California (CCLC) to 88 CCCs and over 66,000 students.

Addressing basic needs insecurities is crucial because they negatively impact students. For example, results demonstrate that CHC students who were more likely to be food insecure, were also more likely to be employed and working more hours, and they reported receiving worse grades.

Overall, about 7 out of 10 CHC student survey respondents reported encountering at least one basic needs insecurity. Nearly half of the CHC respondents were food insecure, 3 out of 5 were housing insecure, and 1 out of 5 were homeless in the past year.

Compared to CCCs, an equivalent amount of CHC students reported lacking at least one basic need. However, slightly fewer CHC students (-1%) reported being food insecure, slightly more CHC students (+1%) reported being housing insecure, and fewer CHC students reported being homeless (-5%), compared to CCC students.

Certain demographic groups at CHC are disproportionately affected by basic needs insecurities, similar to those impacted at CCCs. Specifically, students at CHC who indicated a higher likelihood of experiencing food insecurity, housing insecurity, and homelessness were:

- Female students
- Transgender students
- Non-binary students
- Queer+ students
- Black/African American students
- American Indian/Alaskan Native students
- Students 25 to 29 years of age
- Students 40 to 49 years of age
- Students who were previously convicted of a crime
- Single parent students
- Students who were in foster care
- Veteran students
- Students with a disability or medical condition.

These particular groups were also more inclined to receive support from different programs in the last 12 months, such as Medicaid and SNAP.

Inequalities in meeting basic needs continue to persist at CHC. This report illustrates that a significant number of CHC students face challenges in fulfilling their fundamental needs. It delves into variations across demographic groups and contrasts these observations with those of students at CCCs.



About the Survey

The California Community Colleges (CCCs) #RealCollege survey assessed basic needs security among college students, evaluating affordable food and housing. This survey was administered in spring 2023 by The Research and Planning Group for California Community Colleges (The RP Group) and the CEO Affordability, Food & Housing Access Taskforce of the Community College League of California (CCLC).

A total of 88 CCCs responded to the survey with over 66,000 students. This present report evaluates the data from CHC students only and references data from the statewide report of all CCC students. The statewide report can be found here:

https://ccleague.org/sites/default/files/images/basic_needs_among_california_community_college_students-final-2023.pdf

A total of 356 Crafton Hills College (CHC) students responded to the survey, which consisted of 7.1% of the 4,992 total enrolled students that semester. Compared to the demographics of the enrolled students, the survey respondents were more likely to be White, younger, first-generation college students and less likely to be Hispanic/Latinx.

In this report, different outcomes (e.g., financial situation, housing insecurity, food insecurity) were disaggregated by gender identity, sexual orientation, race or ethnic identity, age group, single parent status, veteran status, foster youth status, disability or medical condition status, and whether students had previously been convicted of a crime.

Table 1. Student Demographics Spring 2023: Survey Respondents vs. Enrolled Students

Demographics	% of Respondents (n = 356)	% of Enrolled Students (n = 4,992)
Gender Identity		
Female	53.9% (192)	54.6% (2,726)
Male	24.7% (88)	43.0% (2,147)
Non-binary	2.2% (8)	0.8% (39)
Not reported/unknown	15.5% (55)	2.4% (120)
Transgender Status		
Transgender	4.5% (16)	0.5% (26)
Sexual Orientation		
Heterosexual	59.3% (211)	47.1% (2,351)
LGBTQ+	19.1% (68)	5.5% (277)
Not reported/unknown	21.6% (77)	10.3% (515)
Race or Ethnic Identity		
Hispanic/Latinx	36.0% (128)	54.1% (2,701)
White	29.5% (105)	28.2% (1,408)
Black/African American	2.0% (7)	5.2% (260)
Asian/Asian American	5.9% (21)	4.2% (210)
Native Hawaiian/Pacific Islander	0.3% (1)	0.2% (10)
Middle Eastern/North African	0.6% (2)	N/A
American Indian/Alaskan Native	2.2% (8)	0.2% (10)
Two or more races	5.9% (21)	5.3% (265)
Not reported/unknown	17.7% (63)	0.7% (35)



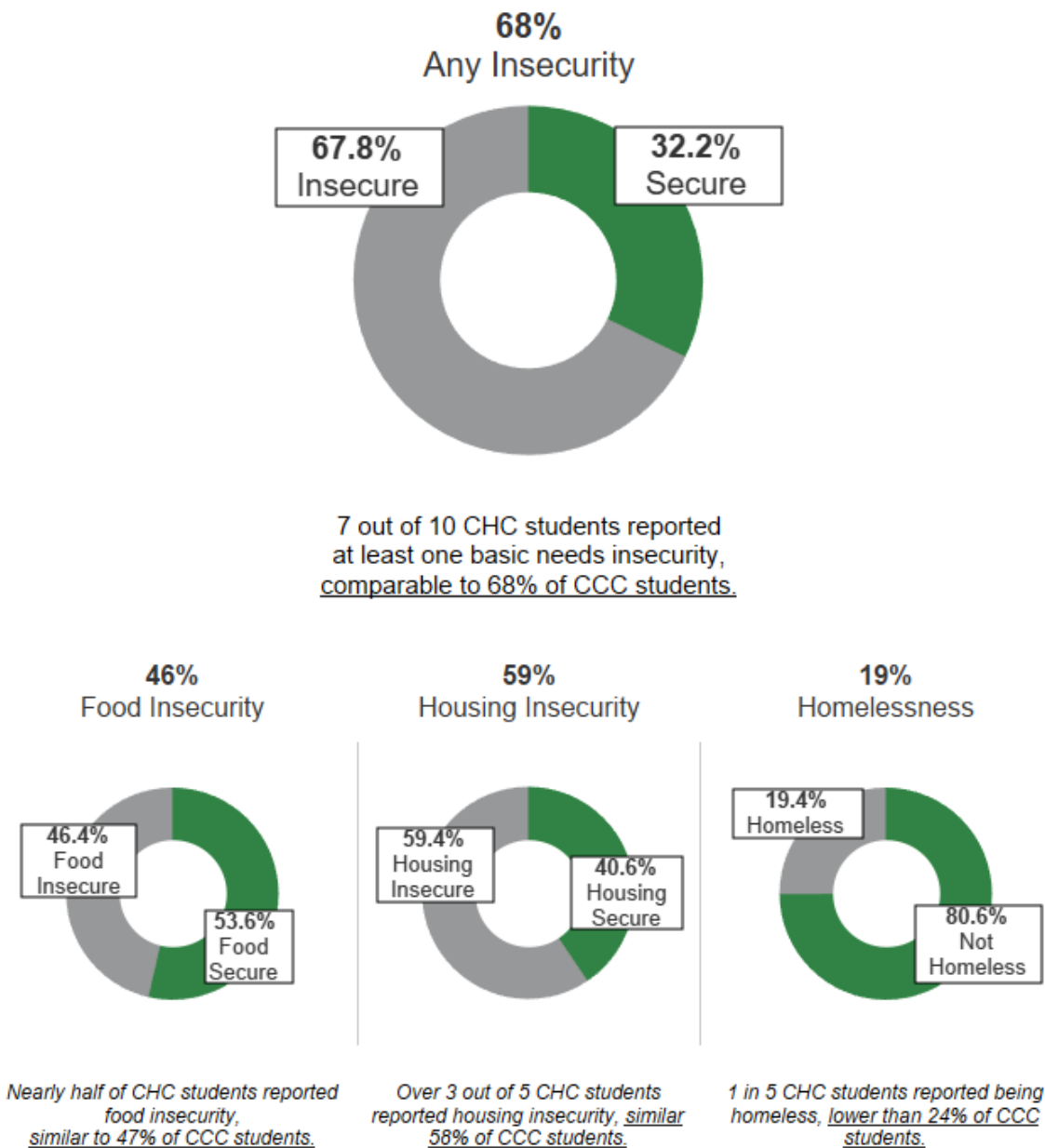
Demographics	% of Respondents (n = 356)	% of Enrolled Students (n = 4,992)
Age Group		
Under 20	10.1% (36)	30.2% (1,508)
20-24	34.8% (124)	34.4% (1,717)
25-29	11.0% (39)	14.5% (724)
30-34	10.7% (38)	8.0% (399)
35-39	3.4% (12)	4.8% (240)
40-49	7.9% (28)	5.1% (255)
Over 50	5.6% (20)	3.1% (155)
Not reported/unknown	16.5% (59)	N/A
Any Disability or Medical Condition		
Attention deficit hyperactivity disorder	12.6% (45)	12.2% (609)
Autism spectrum disorder	6.7% (24)	12.2% (609)
Chronic illness	14.3% (51)	N/A
Learning disability	12.1% (43)	11.8% (589)
Physical disability	6.5% (23)	3.3% (165)
Psychological disability	28.1% (100)	22.8% (1,138)
Other Demographics		
Have 1+ dependents	17.7% (63)	N/A
Single parent	5.3% (19)	N/A
First-generation college student	32.0% (114)	31.5% (1,572)
Veteran	5.6% (20)	4.7% (235)
Foster Youth	7.6% (27)	0.5% (25)
Been convicted of crime	2.2% (8)	N/A

Note. The numbers in parenthesis are the counts of each demographic group.

Prevalence of Basic Needs Insecurity

About 7 out of 10 CHC student survey respondents reported encountering at least one basic needs insecurity, with 46% reporting food insecurity, 59% reporting housing insecurity, and 19% reporting having been homeless in the past year (Figure 1).

Figure 1. Basic Needs Insecurities Among CHC Students Compared to Students of All CCCs.



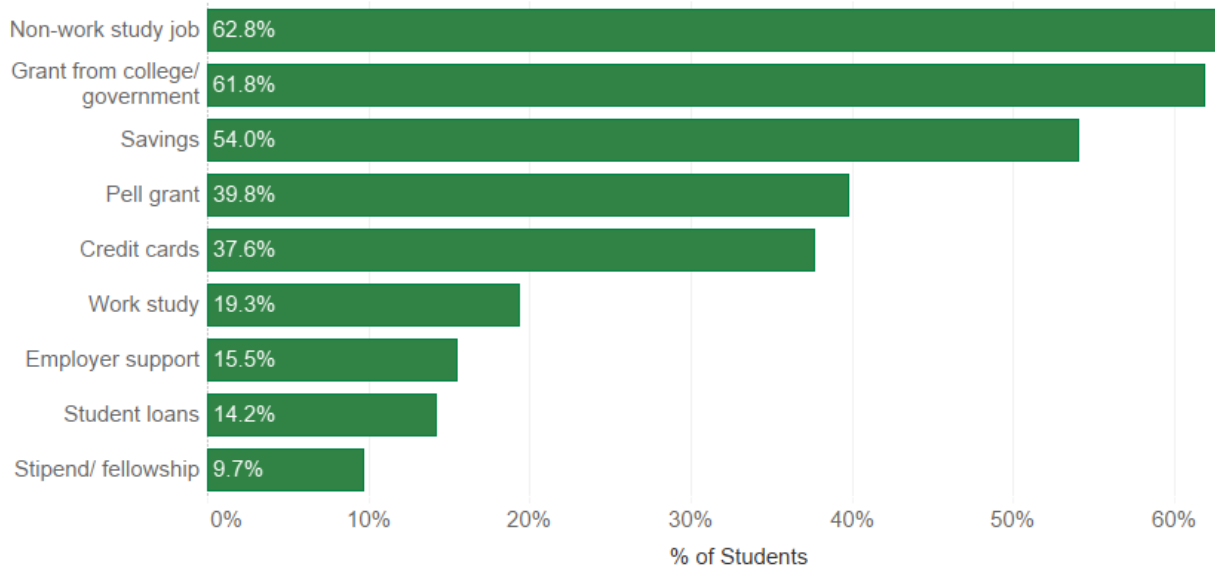


Finances

Due to various financial situations, students had differing ways of paying for college. Most students had a non-work study job (62.8%) or received a grant from the college or government (61.8%). However, many students indicated going into debt to pay for college by using credit cards (37.6%) or taking out student loans (14.2%; Figure 2). Additionally, over one third of the students (39.8%) indicated receiving Pell Grant funds.

Compared to students at CCCs, more CHC students pay for college using a non-work study job (CHC: 62.8%, CCC: 54%), a grant from college/government (CHC: 61.8%, CCC: 55%), and through employer support (CHC: 15.5%, CCC: 11%), but fewer CHC students indicated receiving Pell Grant funds (CHC: 39.8%, CCC: 49%).

Figure 2. Different Ways Students Pay for College



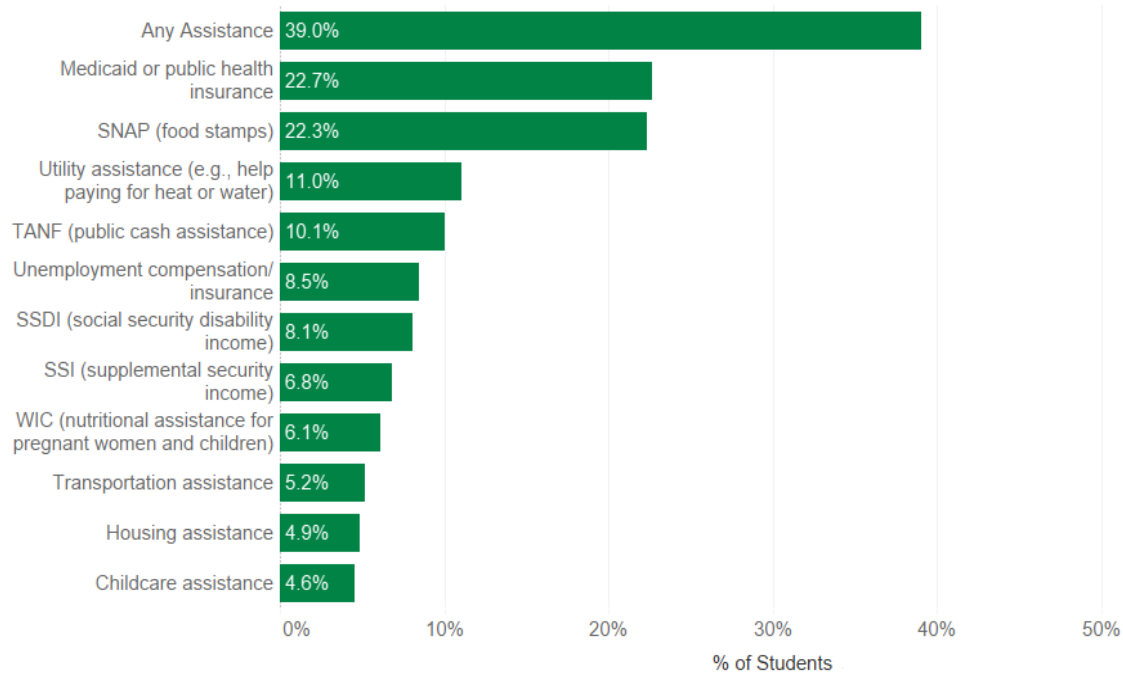
Demographics Summary of Students who Received Assistance

Overall, transgender, non-binary, female students (Figure 4), queer +, straight/heterosexual students (Figure 5), students of certain races (i.e., Native American/Alaska Native, Pacific Islander or Native Hawaiian, two or more races, White/Caucasian, and Black/African American; Figure 6), students ages 25-49 (Figure 7), single parent students (Figure 8), students previously convicted of a crime (Figure 8), foster youth students (Figure 8), veteran students (Figure 8), and students with a disability or medical condition (Figure 8) indicated being more likely than the average to have received any assistance in the past 12 months.



Students also indicated receiving assistance from various programs within the past 12 months (Figure 3). Over one-third of the students (39.0%) selected that they receive at least one form of assistance, with about a quarter of students receiving assistance from Medicaid or public health insurance and SNAP (food stamps).

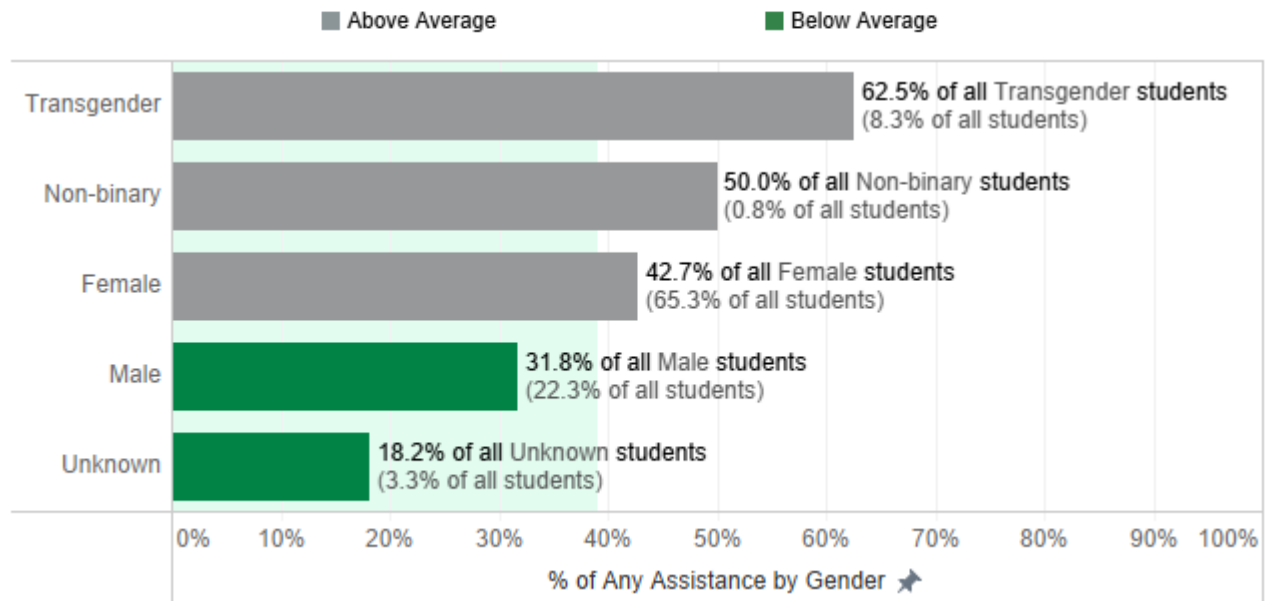
Figure 3. Types of Assistance Students Received within the Past 12 Months





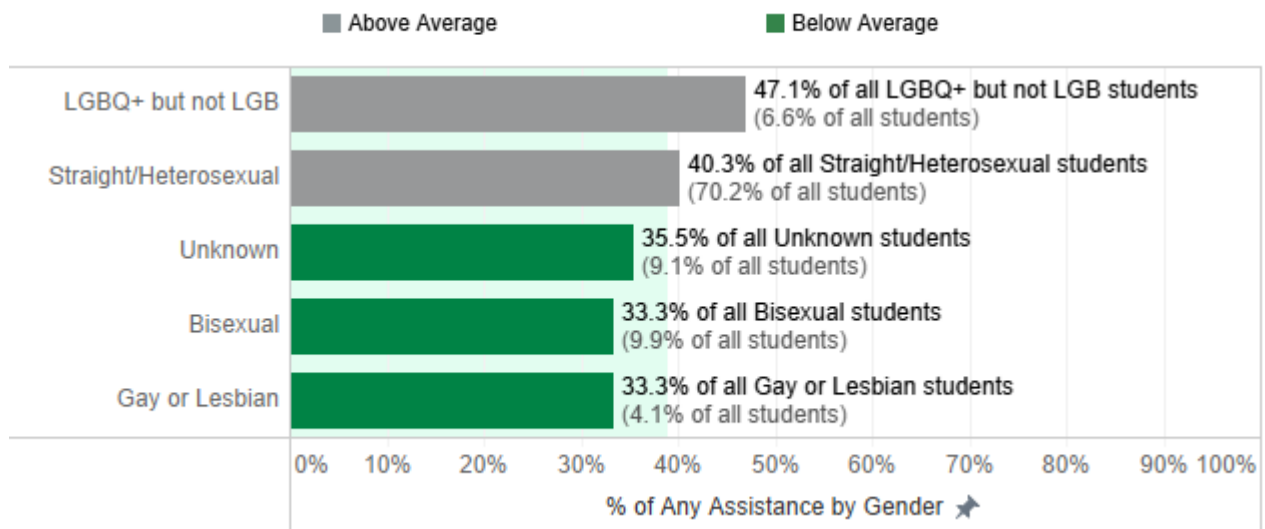
Transgender students, non-binary students, and female students were more likely than average to have received any assistance in the past 12 months, while male students and students of unknown gender were less likely than average to have received any assistance in the past 12 months (Figure 4).

Figure 4. Received Assistance in Past 12 Months by Gender



Students who identified as Queer+ and Straight/Heterosexual were more likely than average to have received assistance in the last 12 months, while gay or lesbian and bisexual students were less likely than average to have received assistance in the last 12 months (Figure 5).

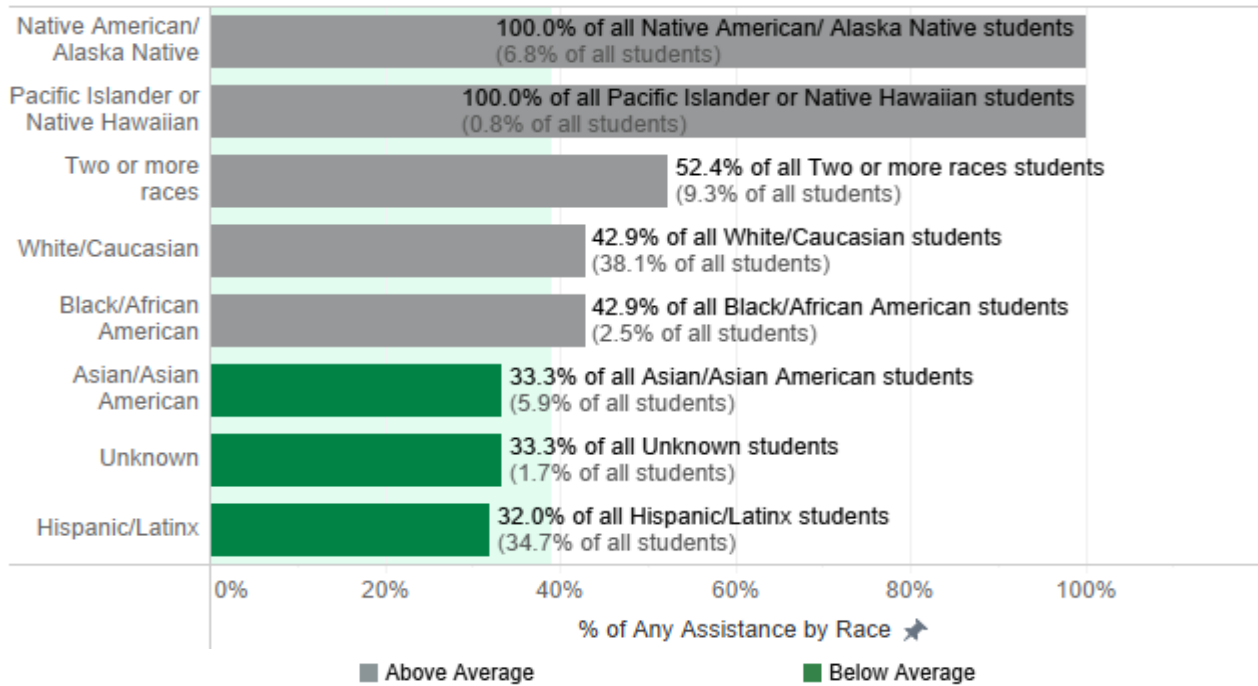
Figure 5. Received Assistance in Past 12 Months by Sexual Orientation





Students who identified as Native American/Alaska Native, Pacific Islander or Native Hawaiian, Two or more races, White/Caucasian, and Black/African American indicated being more likely than the average to have received any assistance in the past 12 months (Figure 6).

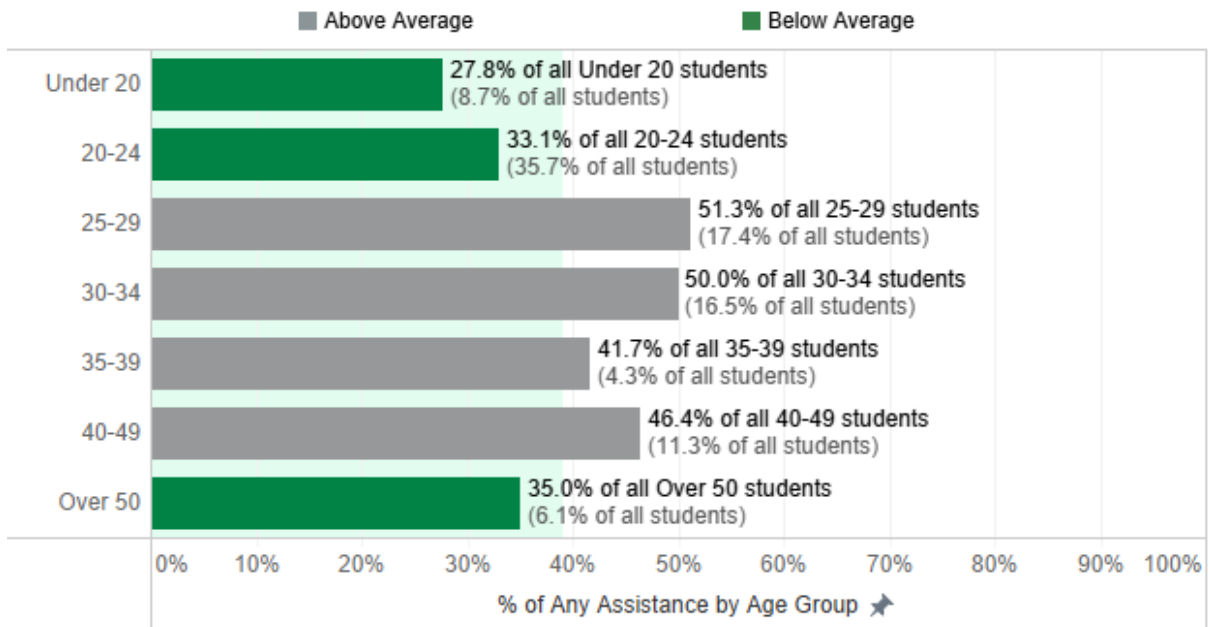
Figure 6. Received Assistance in Past 12 Months by Race





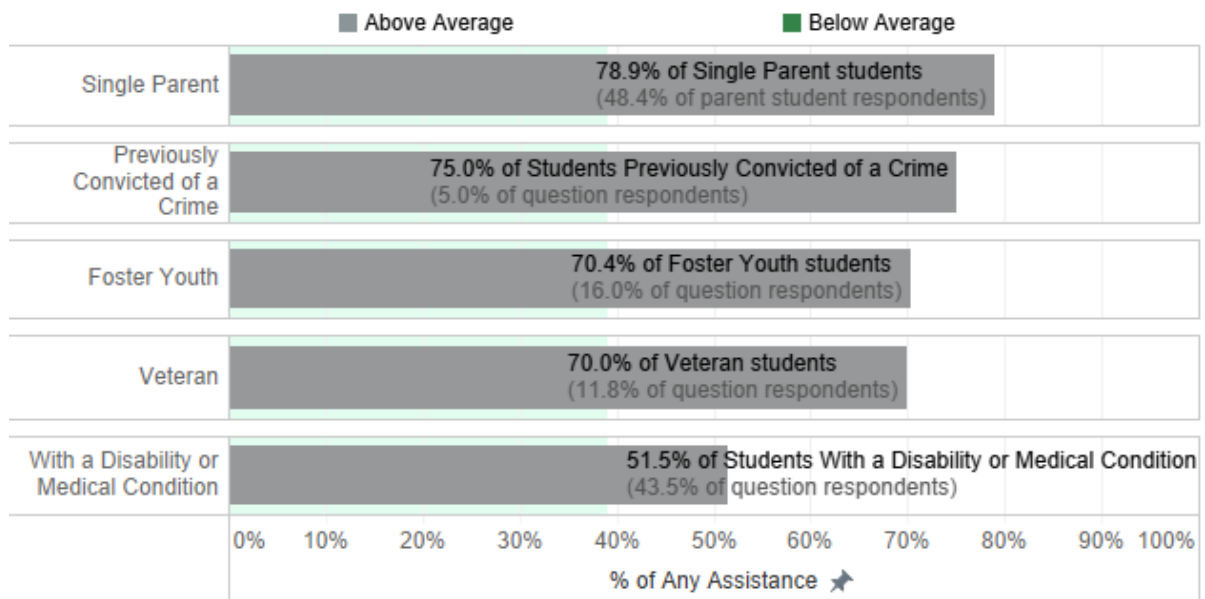
Students aged 25-49 were more likely than average to have received any assistance in the past 12 months, while students aged 24 and under and over 50 were less likely than average to have received any assistance in the past 12 months (Figure 7).

Figure 7. Received Assistance in Past 12 Months by Age Group



All five groups of students (single parent students, students previously convicted of a crime, foster youth students, veteran students, and students with a disability or medical condition) were more likely than average to receive assistance in the past 12 months (Figure 8).

Figure 8. Received Assistance in Past 12 Months of Other Impacted Students





Employment

Less than one-fifth (17.7%) of students were not employed, but a portion of these students who were not employed were looking for work (5.6%; Figure 9). Additionally, when students were asked whether they had been looking for work in the last 30 days, 39.0% responded yes, suggesting that, in addition to the students who were not employed and actively job-seeking, there were also students who were employed and actively job-seeking.

Of the 70.2% of the students who were employed (Figure 9), over half of those students made over \$15.50/hour (53.4%), which is above minimum wage; 23.3% made \$15.50/hour, which is the minimum wage; however, a total of 23.2% of students indicated being underpaid, with some students even making less than \$7.25/hour (Figure 10).

Figure 9. Student Employment Status

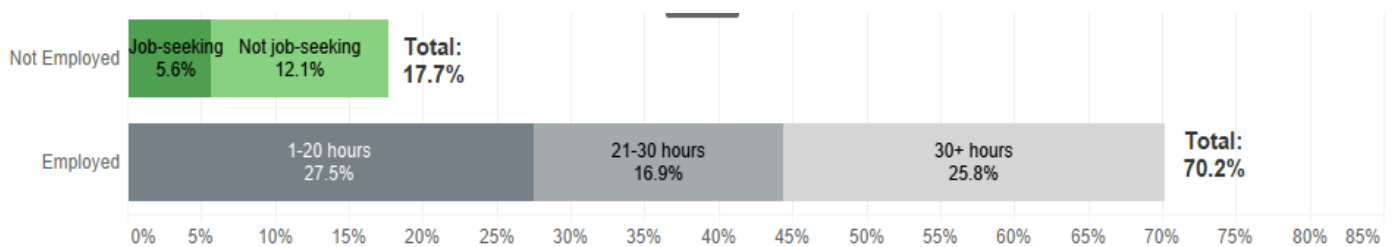
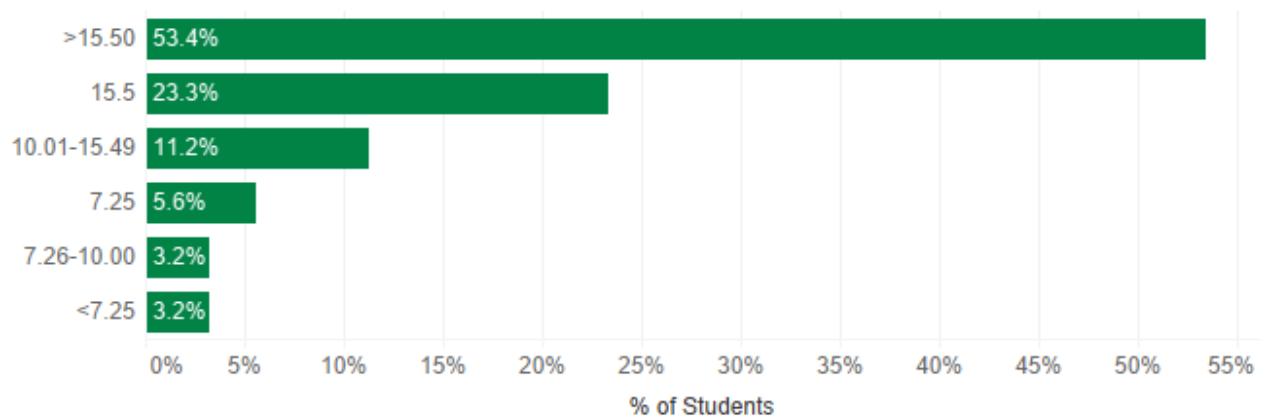


Figure 10. Student Wages

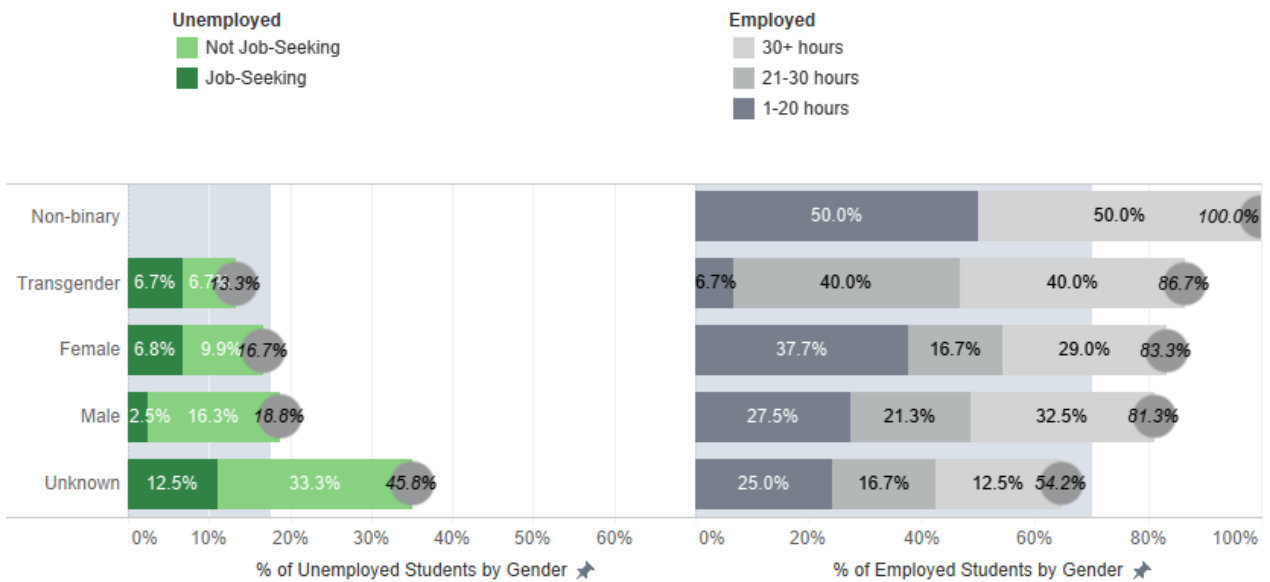


Demographics Summary of Employed Students

Overall, non-binary students, transgender students, female students, male students (Figure 11), LGBTQ+ students, straight/heterosexual students (Figure 12), students of all races (Figure 13), students ages 34 and under, students ages 40 and over (Figure 14), single parent students (Figure 15), students who were in foster care (Figure 15), veteran students (Figure 15), students with a disability or medical condition (Figure 15), and students previously convicted of a crime (Figure 15) indicated being more likely than the average to be employed.

When examining the gender of students more likely to be employed (Figure 11), four out of five student groups (non-binary students, transgender students, female students, and male students) were more likely than average to be employed. However, students of unknown gender were more likely than average to be unemployed and not actively job-seeking.

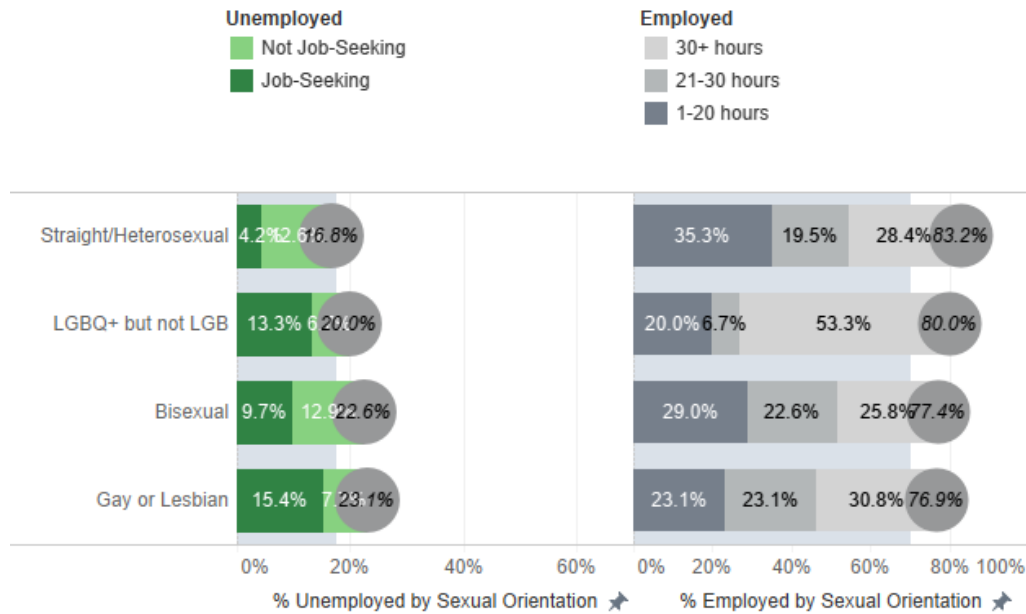
Figure 11. Student Employment Status by Gender





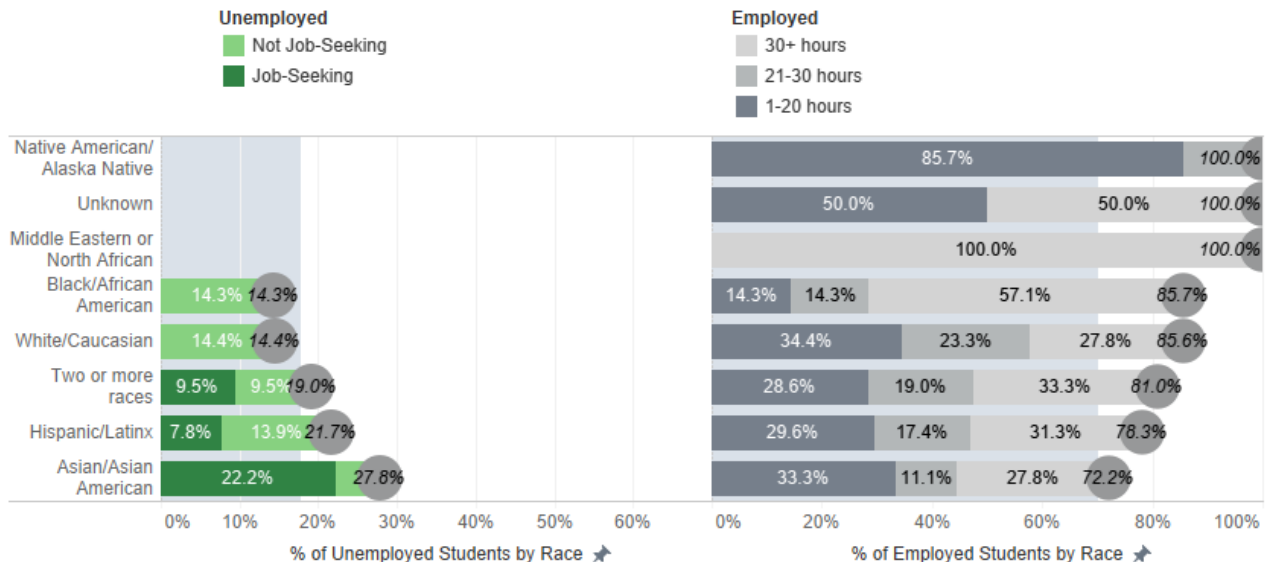
When examining the sexual orientation of students more likely to be employed (Figure 12), all four student groups were more likely than average to be employed. Additionally, Queer+ students (i.e., not lesbian, gay, or bisexual students) were more likely to work 30+ hours.

Figure 12. Student Employment Status by Sexual Orientation



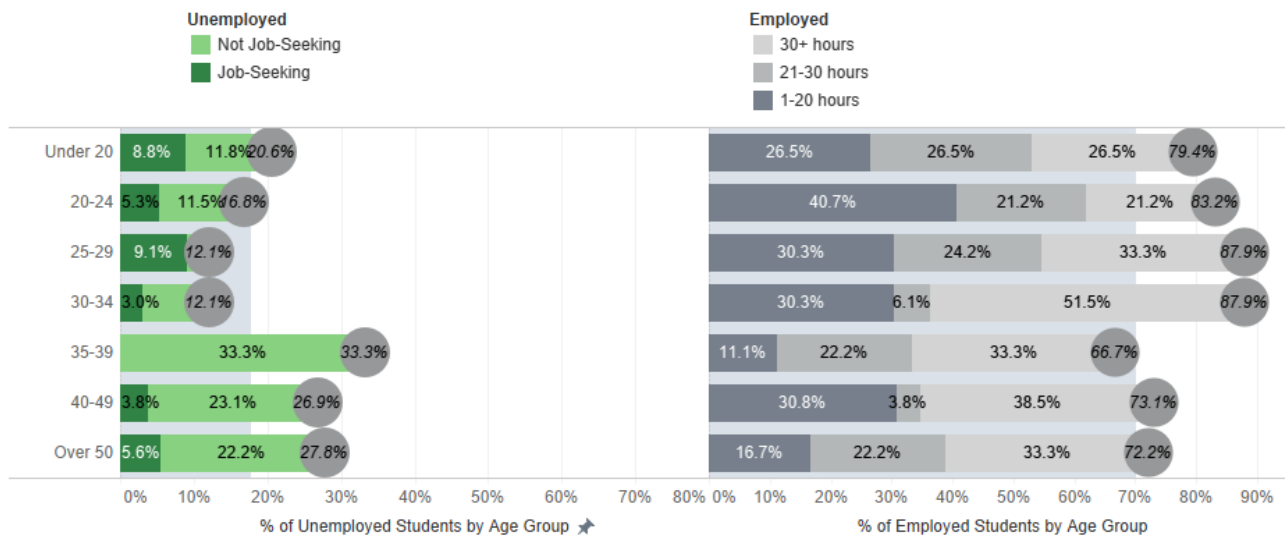
When examining the race of students more likely to be employed (Figure 13), all eight student groups were more likely than average to be employed. However, Asian/Asian American students (22.2%) were most likely to be actively job-seeking.

Figure 13. Student Employment Status by Race



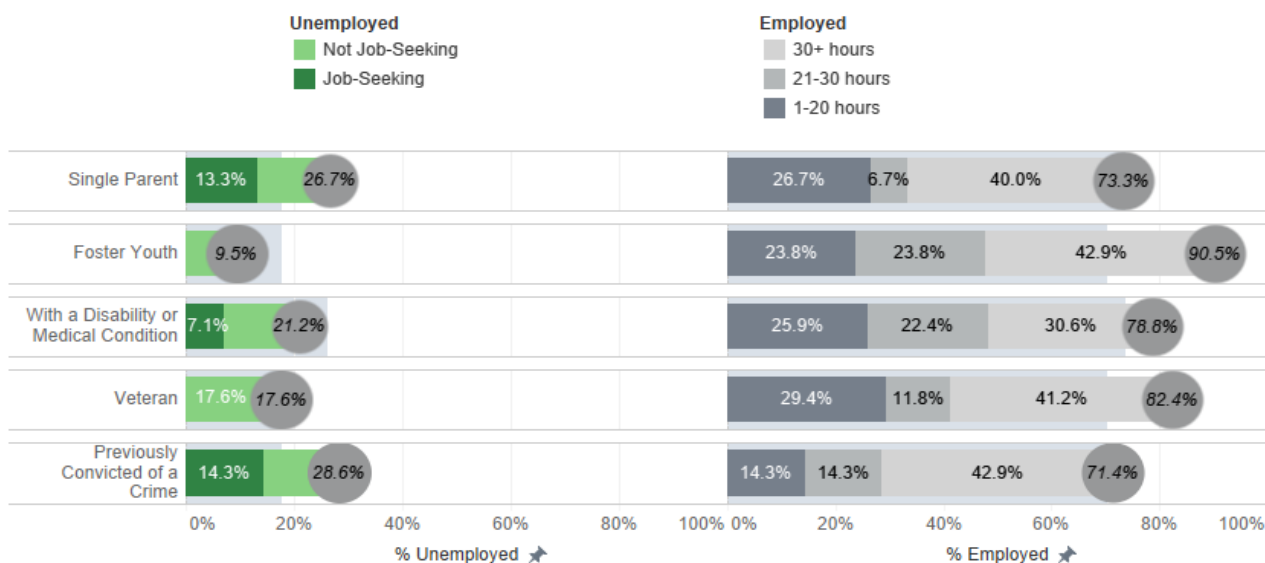
When examining the age group of students more likely to be employed (Figure 14), students ages 34 and under were more likely than average to be employed and to work more hours than all other age groups.

Figure 14. Student Employment Status by Age Group



All five student groups (single parent students, foster youth students, students with a disability or medical condition, veteran students, and students previously convicted of a crime) indicated that they were more likely to be employed (Figure 15). In particular, foster youth and students previously convicted of a crime (42.9%) were the most likely to work 30+ hours a week.

Figure 15. Student Employment Status of Other Impacted Students





Housing Insecurity

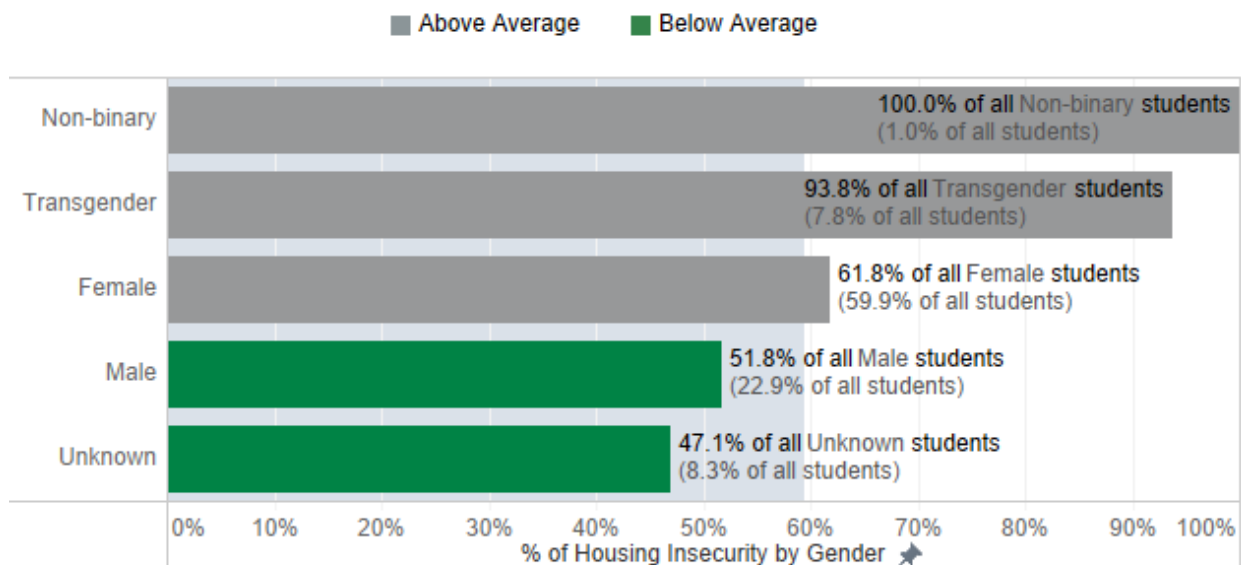
Housing insecurity was assessed using multiple criteria. Students were considered housing insecure if they experienced any of the following within the last 12 months: had a rent or mortgage increase that made it difficult to pay, had to leave their household because they felt unsafe, moved at least three times, were unable to pay or underpaid rent or mortgage, received a summons to appear in housing court, did not pay the full amount of a utility bill, had an account default or go into collections, moved in with others due to finances, or lived with others beyond the capacity of the house or apartment.

A total of 59.4% of students indicated that they were housing insecure.

Demographics Summary of Students with Housing Insecurity	
Overall, non-binary students (Figure 16), transgender students (Figure 16), female students (Figure 16), students who identified as lesbian or gay (Figure 17), queer + students (Figure 17), students of certain races (i.e., Black/African American, two or more races, Hispanic/Latinx; Figure 18), students ages 25-34, 40-49 (Figure 19), single parent student (Figure 20), students previously convicted of a crime (Figure 20), students who were in foster care (Figure 20), veteran students (Figure 20), and students with a disability or medical condition (Figure 20) indicated being more likely than the average to be housing insecure.	

Non-binary students, transgender students, and female students were more likely than average to experience housing insecurity, while male students and students of unknown gender were less likely than average to experience housing insecurity (Figure 16). One hundred percent of non-binary students and almost all transgender students (93.8%) indicated experiencing housing insecurity.

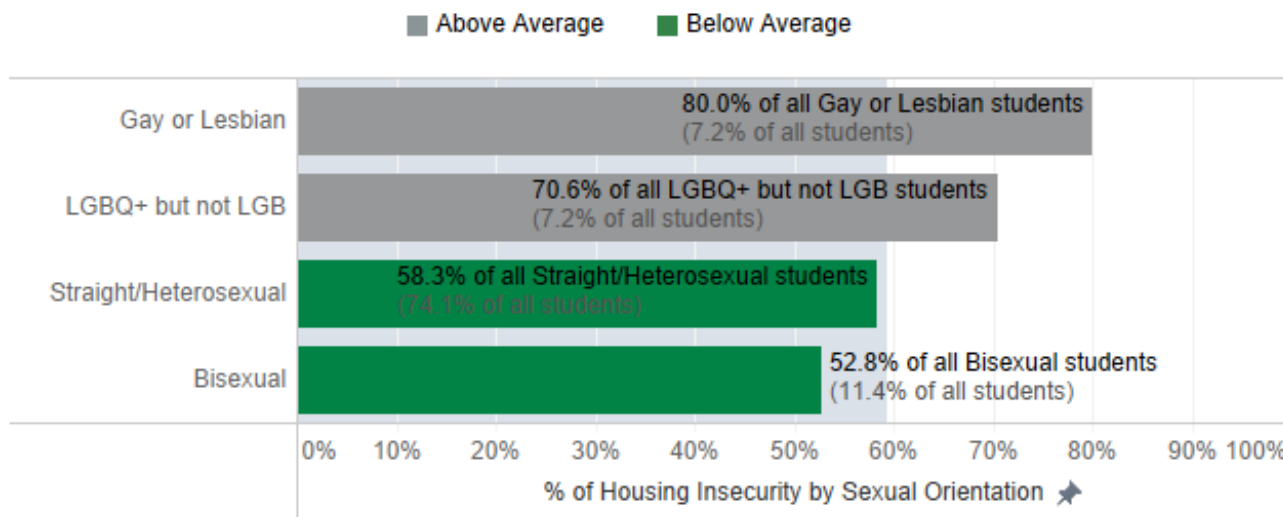
Figure 16. Housing Insecurity by Gender





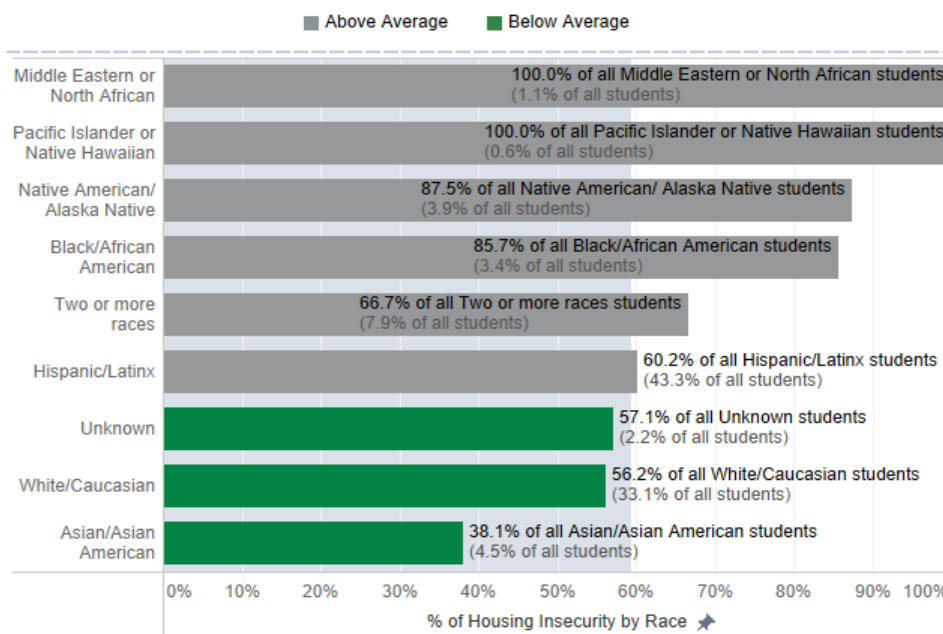
The majority of gay or lesbian (80.0%) and queer+ (70.6%) students indicated a higher likelihood of experiencing housing insecurity while straight/heterosexual and bisexual students were less likely to experience housing insecurity (Figure 17).

Figure 17. Housing Insecurity by Sexual Orientation



Students who identified as Middle Eastern/North African, Pacific Islander or Native Hawaiian, Native American/Alaska Native, Black/African American, two or more races, and Hispanic/Latinx reported higher than average rates of housing insecurity.

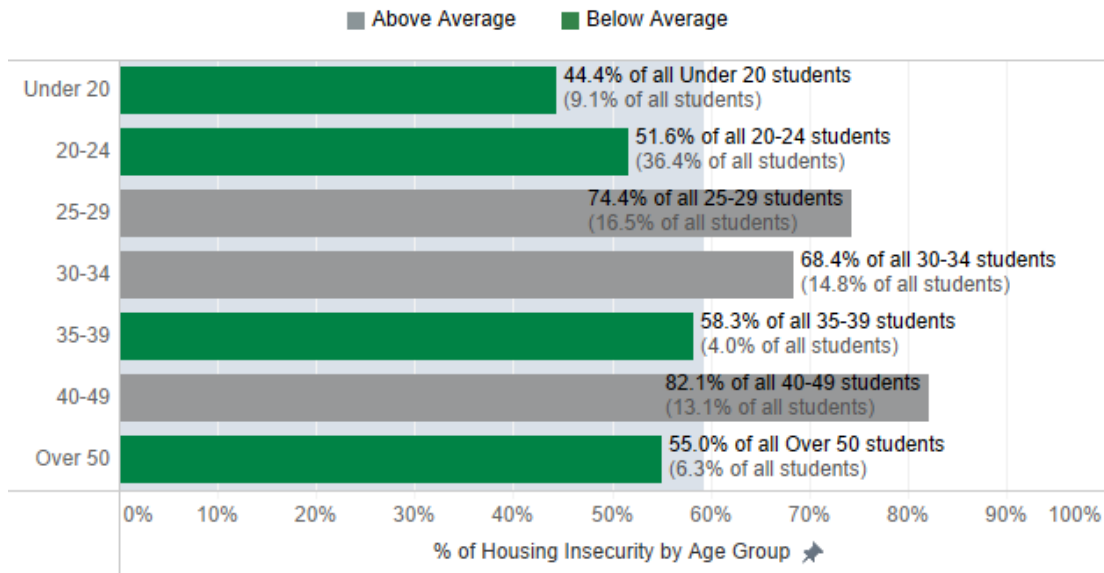
Figure 18. Housing Insecurity by Race





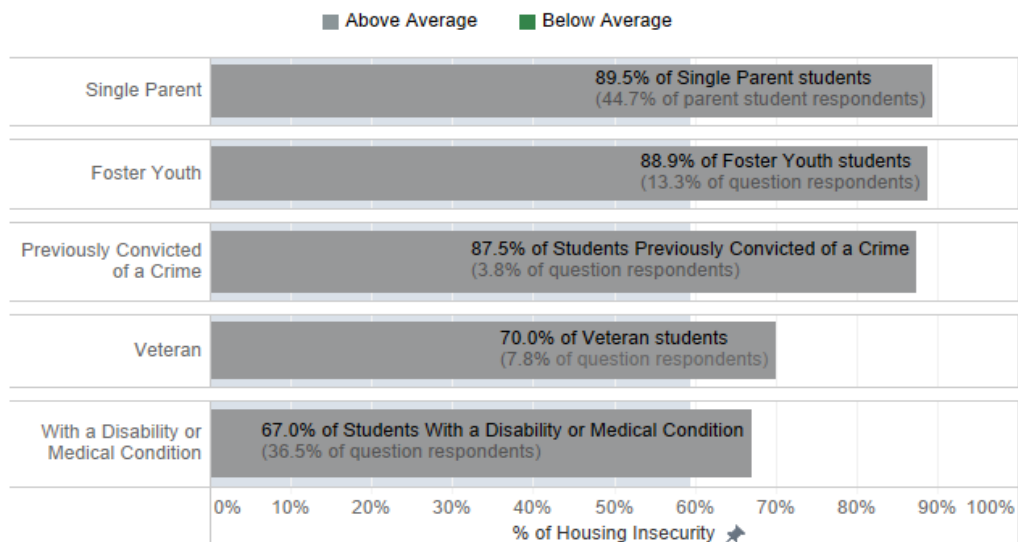
Rates of housing security were also disaggregated by age group, demonstrating that students between ages 25-34 and 40-49 had higher than average rates of housing insecurity (Figure 19). Using the percentage point gap minus one (PPG-1) method to examine disproportionate impact, students ages 25-29 and 40-49 were disproportionately impacted by housing insecurity. In other words, these age groups experienced worse outcomes of housing insecurity compared to other students in this survey.

Figure 19. Housing Insecurity by Age Group



All five groups of students (single parent students, students previously convicted of a crime, foster youth students, veteran students, and students with a disability or medical condition) were more likely than average to experience housing insecurity (Figure 20).

Figure 20. Housing Insecurity of Other Impacted Students





Homelessness

Homelessness was also assessed in this survey. Students were considered homeless if they indicated within the last 12 months that they were homeless or:

- Temporarily staying with relative, friend or couch surfing until I find other housing
- Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)
- In a camper
- At a shelter
- In transitional housing or independent living program
- At a group home such as halfway house or residential program for mental health or substance abuse
- At a treatment center (such as detox, hospital, etc.)
- Outdoor location such as street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under a bridge or overpass
- In a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, RV, or camper, encampment or tent, or unconverted garage, attic, or basement

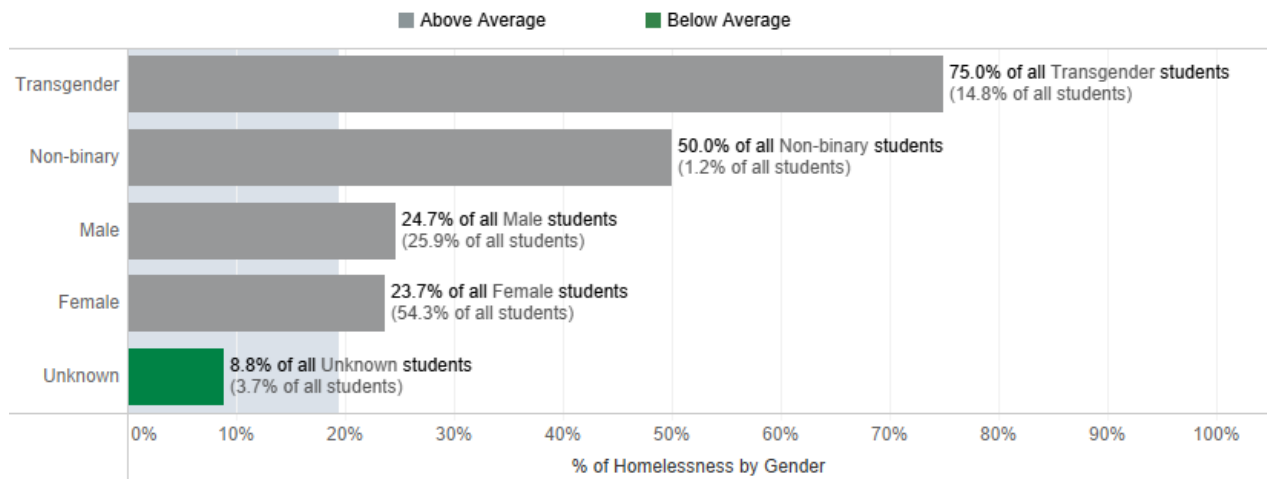
A total of 19.4% of students indicated that they were homeless within the last 12 months.

Demographics Summary of Students with Homelessness

Overall, transgender students (Figure 21), non-binary students (Figure 21), students who identified as LGBTQ+ (Figure 22), students of certain races (i.e., students of two or more races, White/Caucasian students, Asian/Asian American students, and Black/African American students; Figure 23), students 49 and under (Figure 24), single parent student (Figure 25), students previously convicted of a crime (Figure 25), students who were in foster care (Figure 25), veteran students (Figure 25), and students with a disability or medical condition (Figure 25) indicated being more likely than the average to be homeless.

Three-quarters of transgender students (75%) and half of non-binary students (50%) reported experiencing homelessness compared to one out of four female or male students (Figure 21).

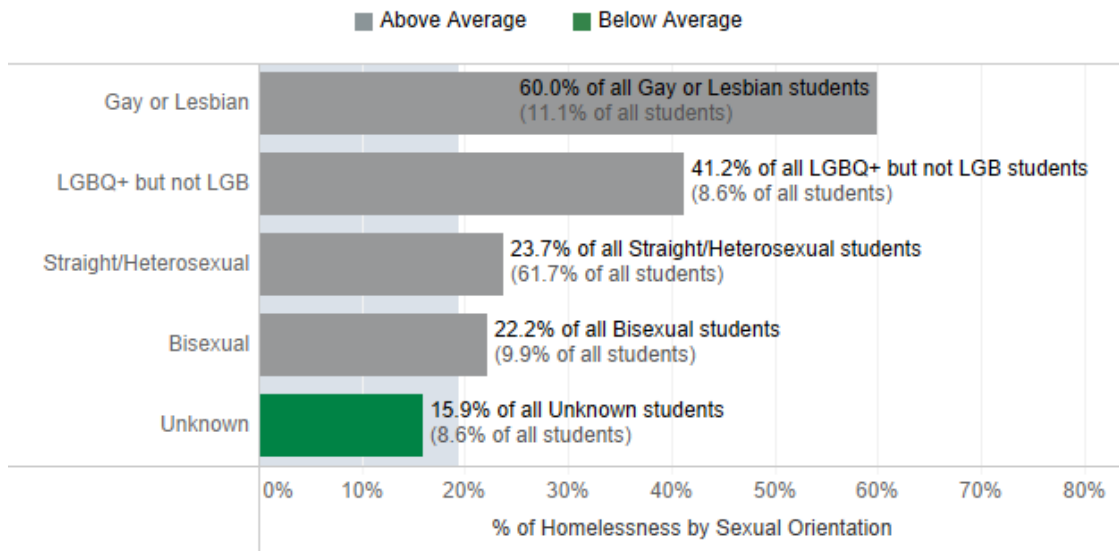
Figure 21. Homelessness by Gender





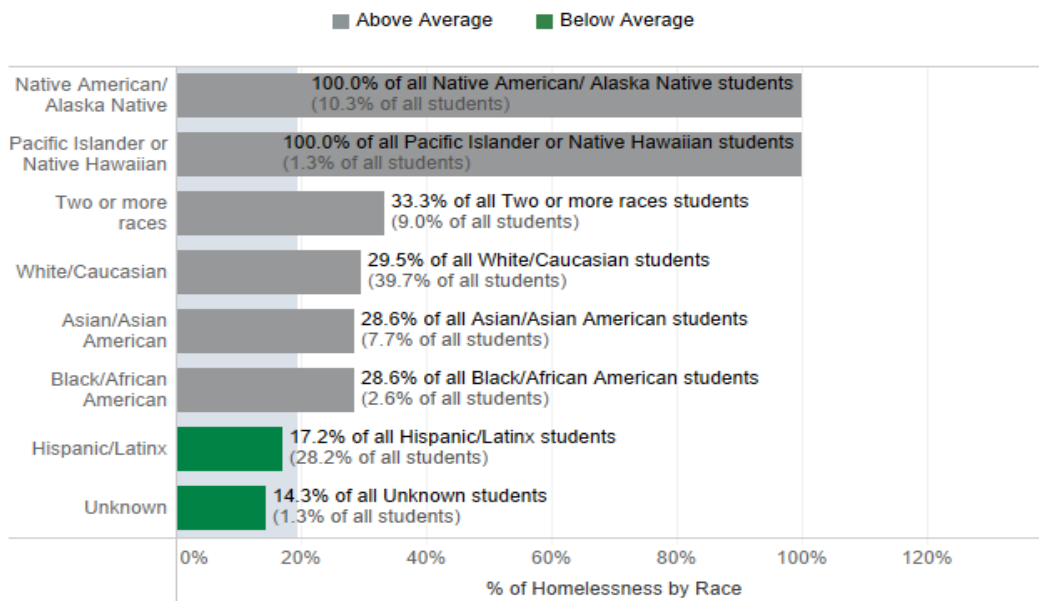
Students who identified as LGQ+ were more likely than average to have indicated experiencing homelessness while students of unknown sexual orientation were less likely than average (Figure 22). Straight/heterosexual and bisexual students still had higher than average rates of homelessness, but to a lesser extent.

Figure 22. Homelessness by Sexual Orientation



Students who identified as Native American/Alaska Native, Pacific Islander or Native Hawaiian, two or more races, White/Caucasian, Asian/Asian American, and Black/African American had higher than average rates of homelessness. (Figure 23).

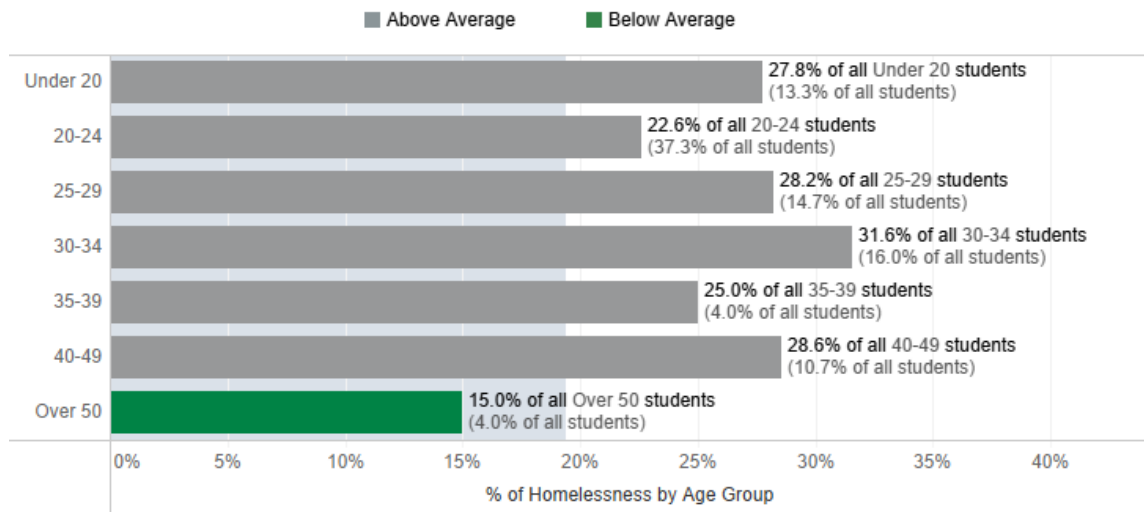
Figure 23. Homelessness by Race





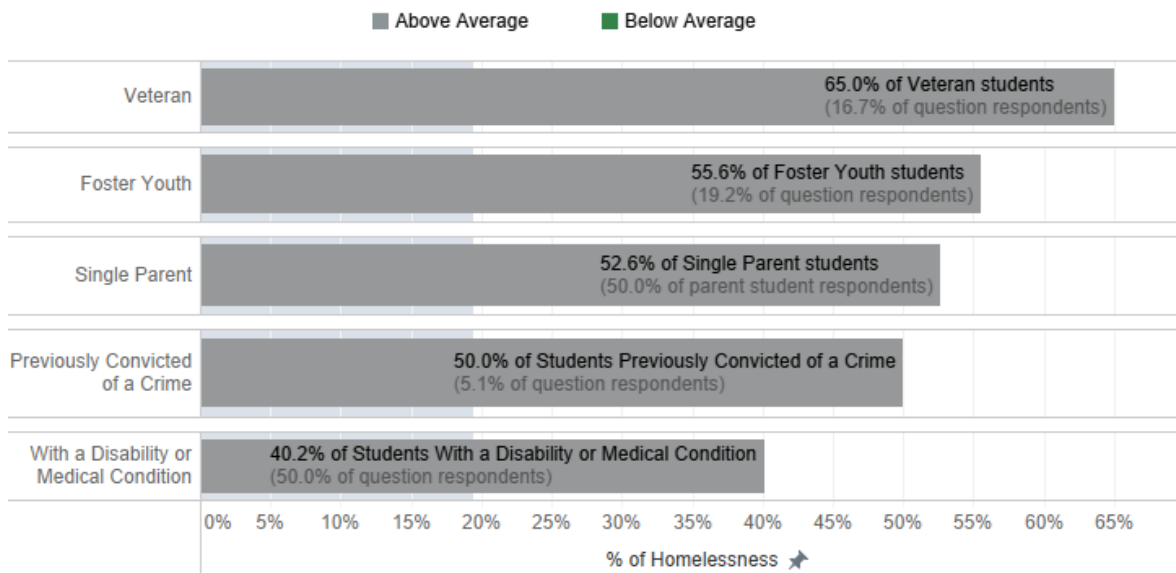
Students ages 49 and under had higher than average rates of homelessness (Figure 24). Using the PPG-1 method, it was determined that there is no disproportionate impact on any of these groups. This suggests that students in a specific age group are not more likely than any other age group to experience homelessness.

Figure 24. Homelessness by Age Group



All five student groups (single parents, students who were foster youths, previously convicted of a crime) were more likely than average to be homeless (Figure 25). Over fifty percent of these students (rather than 1 in 5 of all CHC students) indicated being homeless in the past 12 months. Students with a disability or medical condition were also more likely than average to be homeless but to a lesser extent; about 2 in 5 students were homeless in the past 12 months.

Figure 25. Homelessness in Other Impacted Students



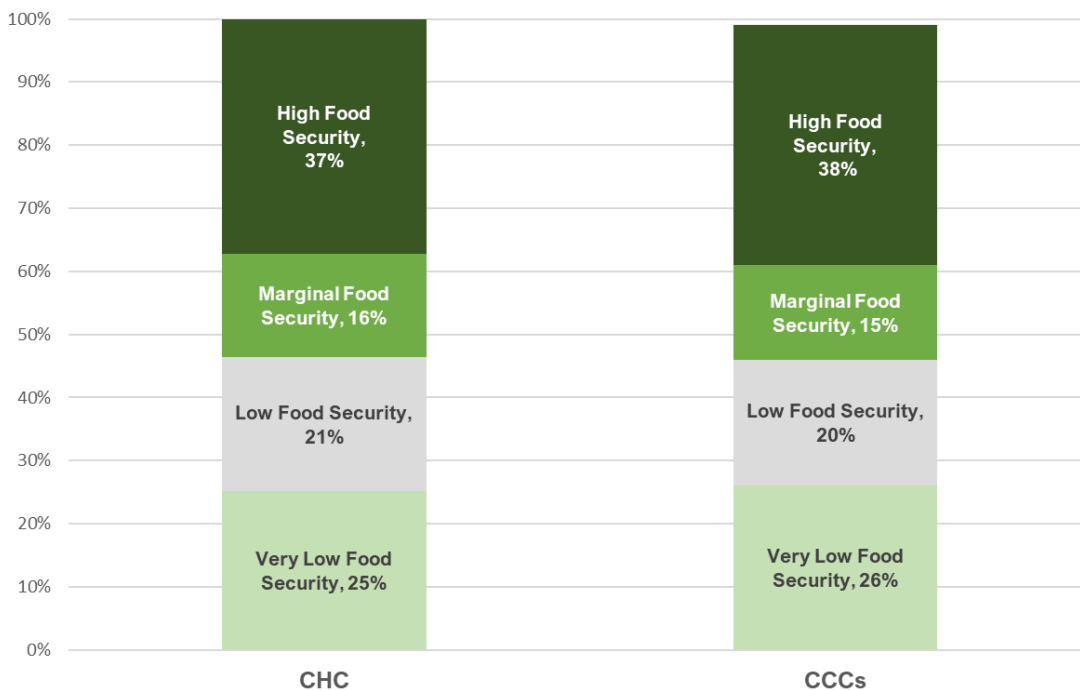


Food Insecurity

Food insecurity was evaluated using the 18-item set of questions from the U.S. Department of Agriculture. These questions inquired about the food consumption within students' households over the past 30 days, their ability to afford necessary food, and, for those with children, the food situation of their children.

A total of 46.4% of CHC students indicated that they were food insecure, of which 25.0% had very low food security and 21.0% had low food insecurity (Figure 26). These percentages of food insecurity are similar to that of other CCCs. Due to the prevalence of food insecurity, more food resources need to be available to students, and students in need should be more aware of the currently available food resources.

Figure 26. Total Food Insecurity



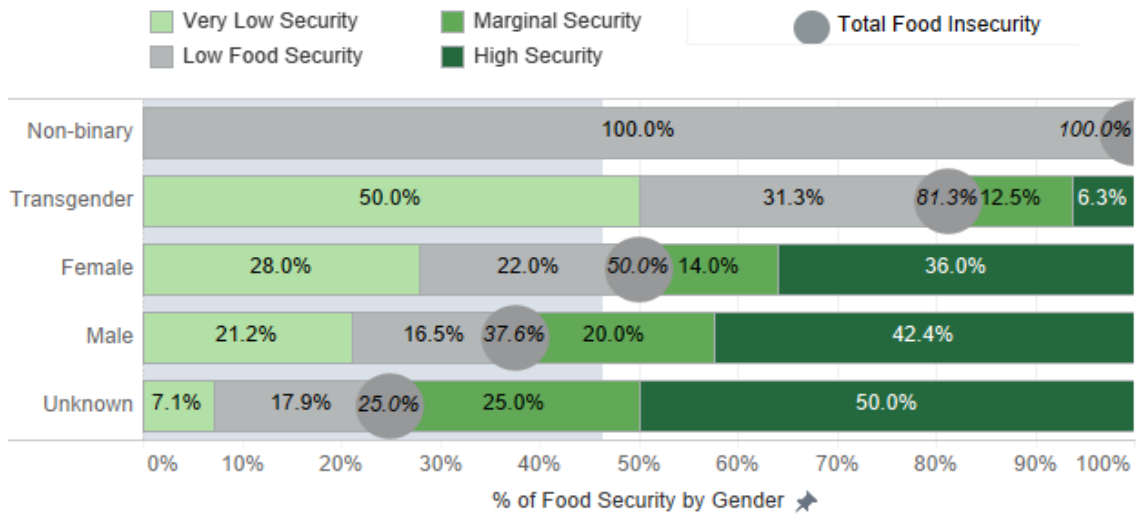
Demographics Summary of Students with Food Insecurity

Overall, non-binary students, transgender students, and female students (Figure 27), students who identify as gay or lesbian, bisexual, and queer+ (Figure 28), students of certain races (i.e., Black/African American students and Asian/Asian American students; Figure 29), students ages 25-29 and 35-49 (Figure 30), single parent student (Figure 31), students previously convicted of a crime (Figure 31), students who were in foster care (Figure 31), veteran students (Figure 31), students who were previously convicted of a crime (Figure 31), and students with a disability or medical condition (Figure 31) indicated being more likely than the average to experience food insecurity.



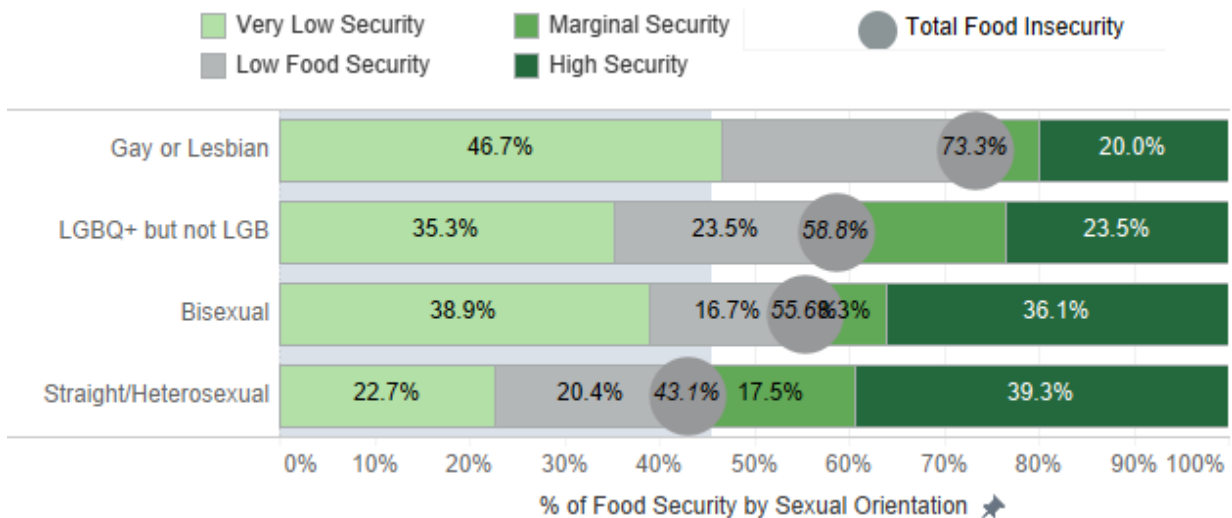
All non-binary students (100.0%), four-fifths (81.3%) of transgender students, and half of female students (50.0%) indicated experiencing low food insecurity (Figure 27). Half of transgender students indicated very low food security.

Figure 27. Food Insecurity by Gender



In disaggregating rates of food insecurity by sexual orientation, gay or lesbian students reported the highest food insecurity (73.3%) while straight/heterosexual students reported the lowest food insecurity (43.1%). Queer+ and bisexual students reported similar levels of food insecurity but were still more likely than average to be food insecure (Figure 28).

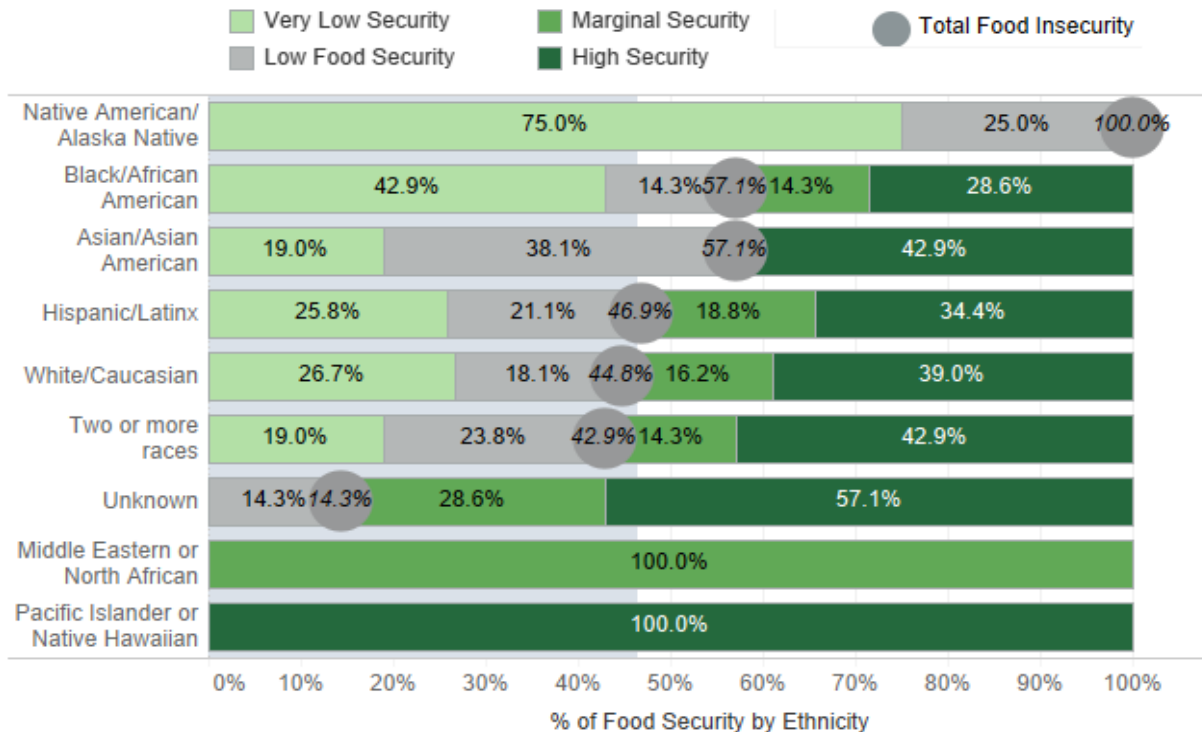
Figure 28. Food Insecurity by Sexual Orientation





Students of Native American/Alaska Native, Black/African American students, and Asian/Asian American students had higher than average total rates of food insecurity (Figure 29). Of these groups, Native American/Alaska Native and Black/African American had the highest rates of having very low food security. However, Asian/Asian American students had lower rates of having very low food security compared to Hispanic/Latinx and White/Caucasian students.

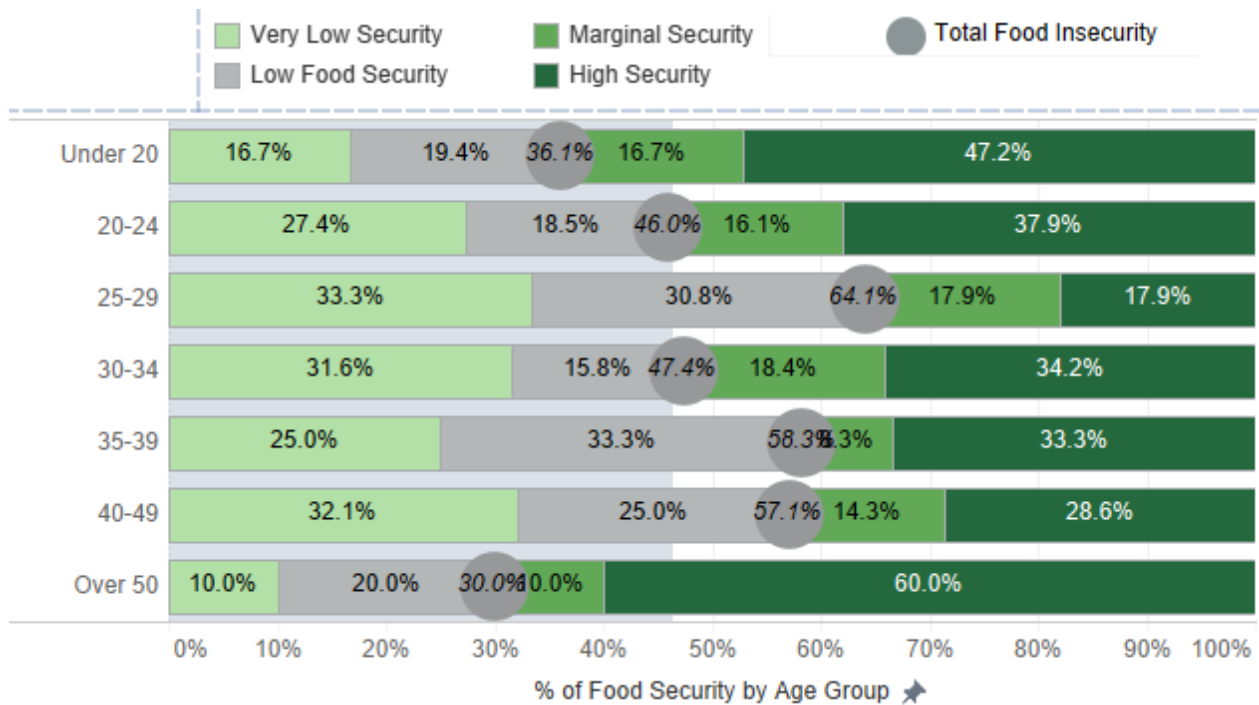
Figure 29. Food Insecurity by Race





Rates of food insecurity were also disaggregated by age group (Figure 30), finding that students between ages 25-29 and 35-49 years of age had higher than average rates of food insecurity. Using the percentage point gap minus one (PPG-1) method to examine disproportionate impact, students ages 25-29 were disproportionately impacted by food insecurity, such that students ages 25-29 had worse outcomes of food insecurity when compared to the other students in this survey. This age group also had the highest rates of very low food security.

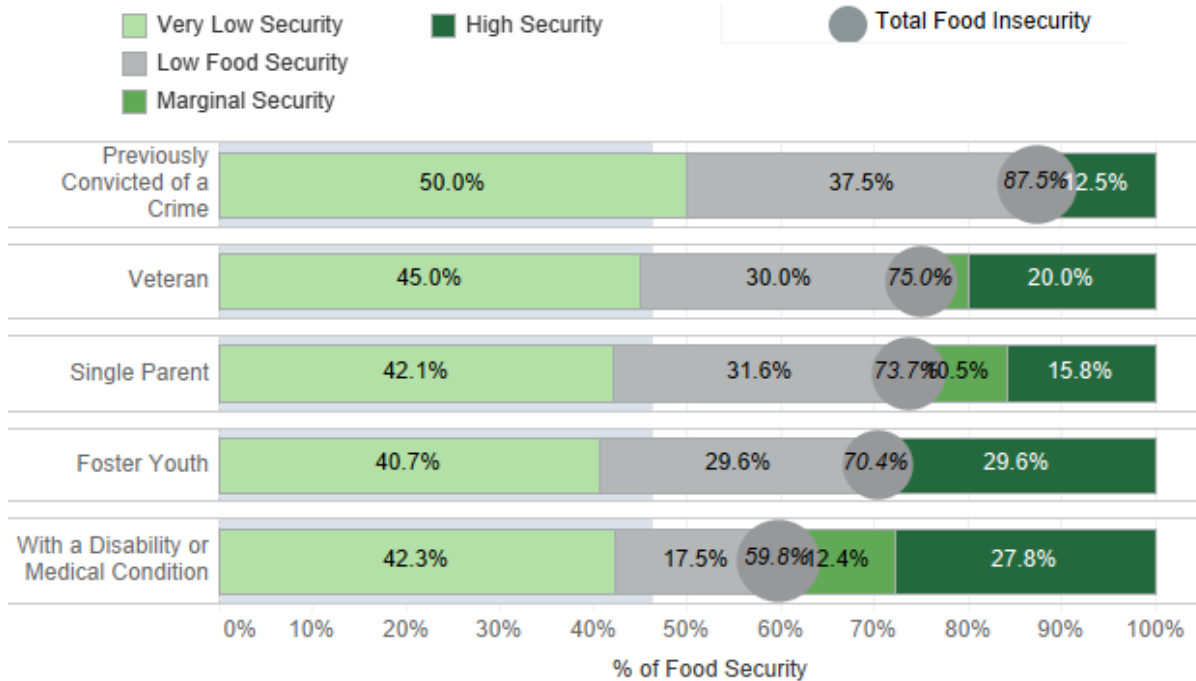
Figure 30. Food Insecurity by Age Group





Students who were previously convicted of a crime, veteran students, students who are single parents, foster youth students. Or students with a disability or medical condition were all more likely than average to be food insecure (Figure 31) ranging from sixty percent to almost ninety percent of these students experiencing food insecurity.

Figure 31. Food Insecurity of Other Impacted Groups





Basic Needs Securities Compared to CCCs

Overall, rates of food insecurity of CHC students (45.6%) were similar to those at CCCs (47%), rates of housing insecurity of CHC students (59.4%) were also similar to those at CCCs (58%), and rates of homelessness of CHC students (19.4%) were lower than those at CCCs (24%).

In addition, overall, there was a similar percentage of CHC students (67.8%) who were impacted by having at least one basic needs insecurity, compared to CCC students (68%).

Students with a Disability or Medical Condition

Among students without any disability or medical condition, those at CHC expressed a higher likelihood of experiencing increased food insecurity (CHC: 42%, CCCs: 39%), housing insecurity (CHC: 57%, CCCs: 51%), and homelessness (CHC: 20%, CCCs: 17%) than students at CCCs (Table 2).

In contrast, students with disabilities at CHC generally face lower rates of insecurity, with exceptions. This includes higher rates of food insecurity for students with ADHD, a learning disability, or a psychological disability. Additionally, there is increased housing insecurity for those with autism spectrum disorder and elevated homelessness rates for students with ADHD and a psychological disorder.

Table 2. Rates of Basic Needs Securities between CHC and CCCs of Students with Disability or Medical Condition

	Food Insecurity		Housing Insecurity		Homelessness	
	CHC	CCCs	CHC	CCCs	CHC	CCCs
No disability or medical condition	42%	39%	57%	51%	20%	17%
Any disability or medical condition	60%		67%		40%	
Attention deficit hyperactivity disorder	67%	63%	69%	71%	42%	41%
Autism spectrum disorder	58%	69%	75%	69%	54%	58%
Chronic illness	59%	61%	69%	71%	37%	37%
Learning disability	72%	68%	67%	74%	47%	48%
Physical disability	61%	66%	70%	73%	43%	47%
Psychological disorder	60%	58%	69%	69%	33%	31%

Students by Life Experiences

Basic needs security rates for impacted groups at CHC are generally similar to or lower than those at CCCs, with a few exceptions (see Table 3). Food insecurity was higher for CHC students who were part-time students, students without children, and married or partnered students. Housing insecurity was higher for CHC students who were independent students, those without a Pell Grant, students without children, students in relationships, individuals who have been in foster care, those not in the military, and those without a criminal record. Homelessness rates were higher for CHC students who were dependent students, students with children, non-single parents, married or partnered students, those not in foster care, non-military students, employed students, and those without a criminal record.



Table 3. Rates of Basic Needs Securities between CHC and CCCs by Student Life Experiences

	Food Insecurity		Housing Insecurity		Homelessness	
	CHC	CCCs	CHC	CCCs	CHC	CCCs
College enrollment status						
Full-time (12+ credits)	39%	49%	51%	58%	25%	27%
Part-time (<12 credits)	45%	44%	58%	59%	20%	20%
Dependency status						
Dependent	41%	43%	47%	48%	31%	24%
Independent	51%	51%	68%	66%	24%	25%
Student receives the Pell Grant						
Yes	44%	54%	58%	67%	24%	26%
No	42%	42%	53%	52%	23%	23%
Student has children						
Yes	43%	56%	60%	70%	32%	26%
No	46%	44%	59%	55%	23%	23%
Single parent status (only among parents)						
Non-single parent	30%	49%	48%	60%	23%	21%
Single parent*	74%	72%	89%	86%	53%	39%
Relationship status						
Divorced**	90%	60%	100%	78%	60%	39%
In a relationship	49%	52%	65%	60%	26%	26%
Married or domestic partner	44%	43%	56%	62%	27%	20%
Single	46%	46%	54%	56%	23%	24%
Widowed**	NA	38%	NA	72%	NA	42%
Student has been in foster care						
Yes	70%	81%	89%	82%	56%	68%
No	45%	45%	57%	57%	23%	21%
Student served in the military						
Yes*	75%	64%	70%	76%	65%	57%
No	46%	46%	59%	58%	23%	22%
Employment status						
Employed	45%	50%	62%	62%	26%	25%
Not employed, looking for work*	40%	46%	35%	58%	15%	23%
Not employed, not looking for work	16%	28%	28%	40%	7%	14%
Student has been convicted of a crime						
Yes**	88%	71%	88%	84%	50%	57%
No	46%	46%	58%	57%	25%	23%

* A group containing 20 or fewer students

** A group containing 10 or fewer students

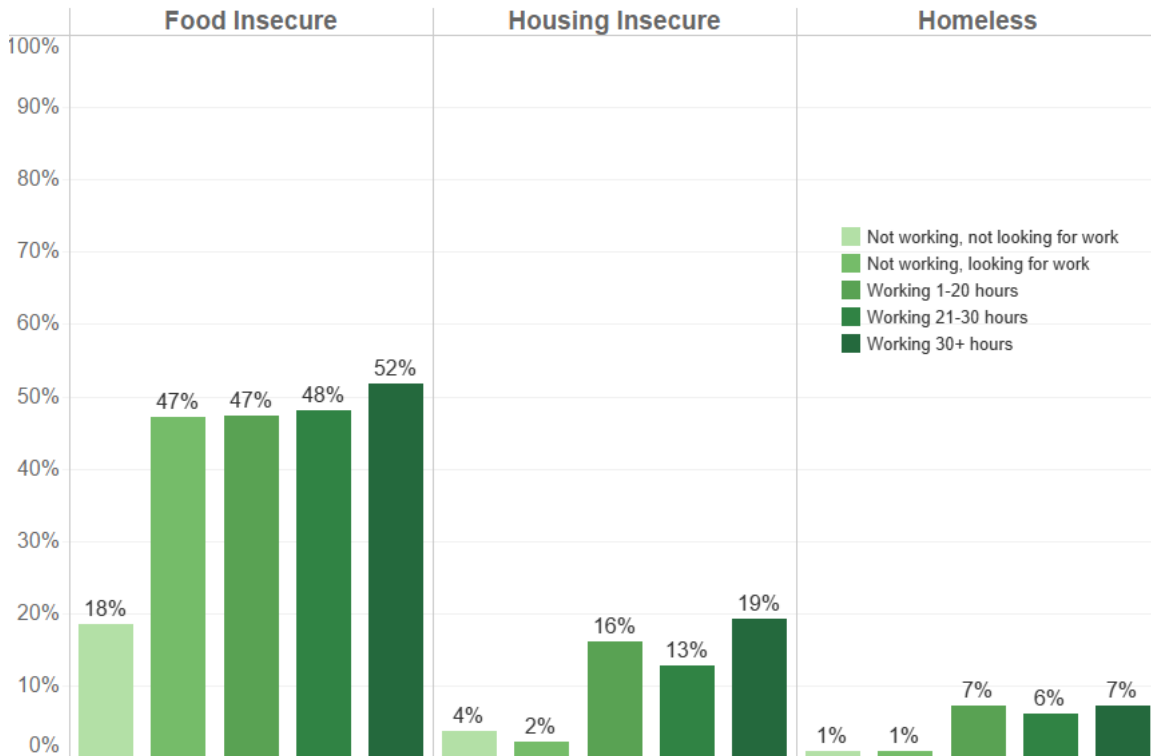
Note: Bolded numbers in red are rates of basic needs securities that are higher in the impacted groups of CHC students than in these impacted groups of CCC students by 1% or more and have a meaningful sample size.



Students by Employment Status

Generally, students who reported being employed were more likely to face food insecurity, housing insecurity, and homelessness. (Figure 32). This pattern was also observed in CCC students.

Figure 32. Rates of Basic Needs Securities by Employment Status

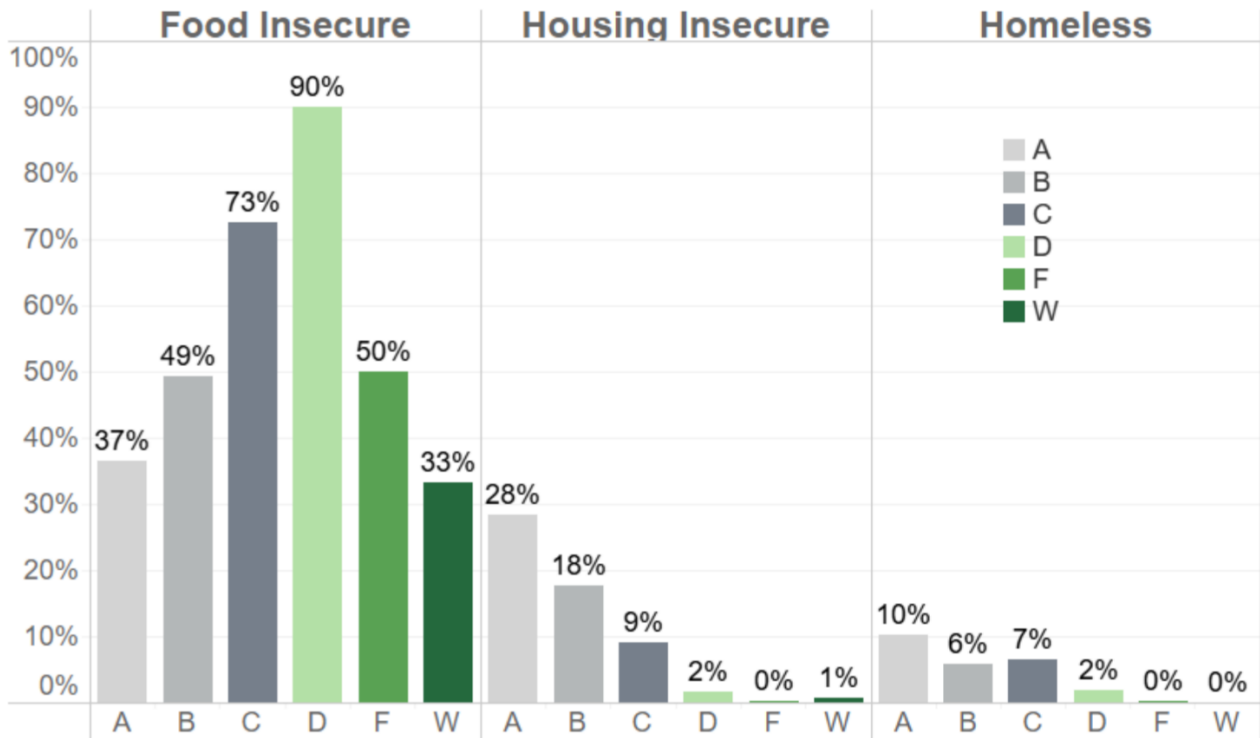




Academic Performance

The lower the grades that students reported receiving, the more likely they were to indicate that they had food insecurity which was also observed in CCC students but to a greater extent. As for housing insecurity and homelessness, this pattern reverses. The higher the grades that students reported receiving, the more likely they are to indicate that they had housing insecurity and homelessness (Figure 33).

Figure 33. Rates of Basic Needs Securities by Self-Reported Grades





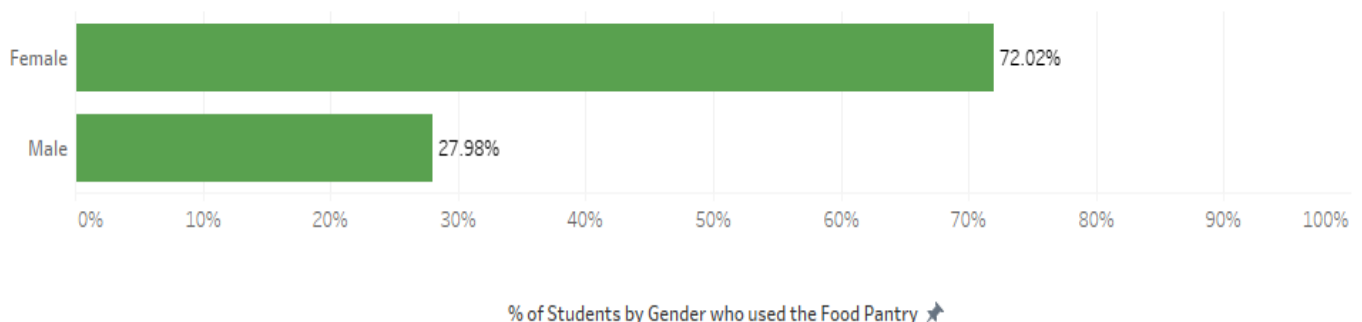
Crafton Food Pantry

The Crafton food pantry is an effort on the campus to address the high levels of food insecurity in CHC students. The food pantry serves as a vital support for students that improves student well-being and decreases their financial stress related to purchasing food.

In spring 2023, 176 individual CHC students utilized the Crafton food pantry. When students visit the food pantry, they complete an intake survey, assuming a state of food insecurity. However, it's important to note that this survey is solely utilized to monitor pantry usage. The drawback is that we lack information about the root causes of their food insecurity.

The food pantry data was disaggregated by gender (Figure 34) with the data indicating a significant gender disparity in food pantry utilization among students, with approximately 75% being female and only a quarter being male. Within the real college survey, it's observed that 58% of female students and 20% of male students reported experiencing either low or very low food insecurity. It's important to note that the survey encompassed non-binary students, transgender students, and those of unknown gender, whereas responses from the food pantry only reflect male and female students. Despite this difference, the prevalence of food insecurity among respondents in the real college survey mirrors that of individuals served by the food pantry.

Figure 34. Students Served by the Crafton Food Pantry Disaggregated by Gender

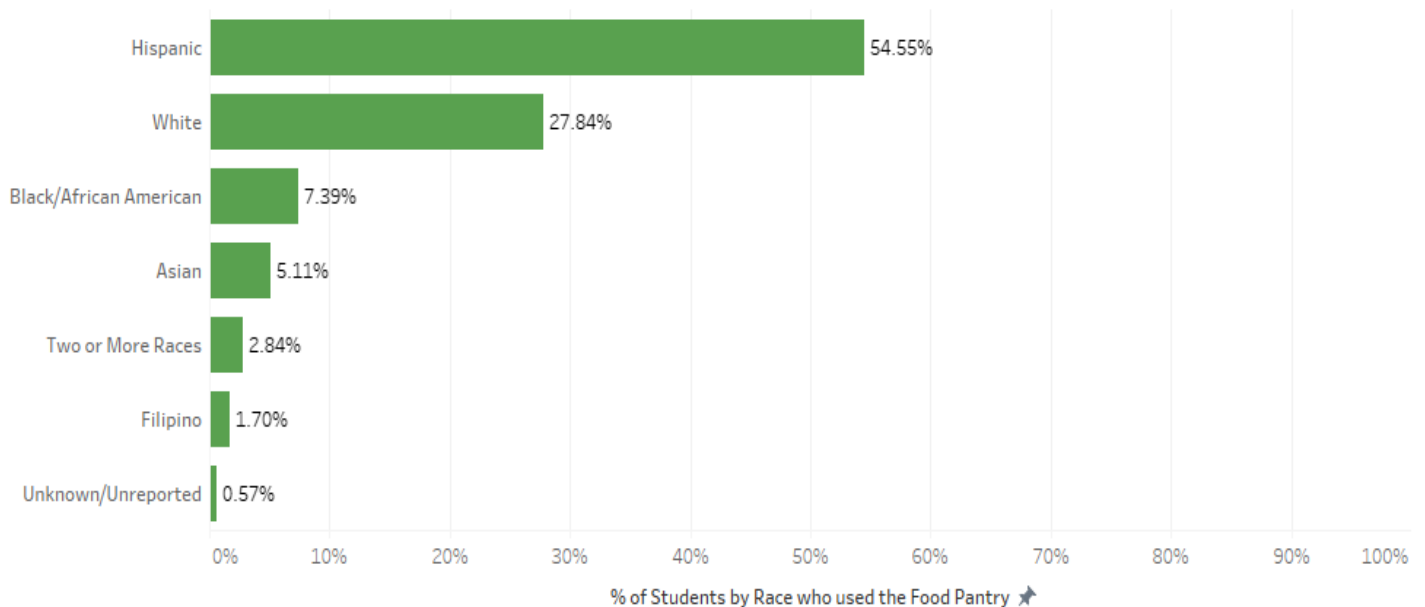




The food pantry data was disaggregated by race/ethnicity (Figure 35), revealing that more than half of the students identified as Hispanic (55%), a quarter identified as White (28%), and less than 10% identified as Black/African American. While this breakdown closely mirrors Crafton's overall student population, it's notable that the proportion of Black/African American students is doubled compared to the general student body indicating a higher need.

Within the real college survey, it's observed that 43% of Hispanic students, 33% of White students, and 3% of Black/African American students reported experiencing either low or very low food insecurity. The prevalence of food insecurity among respondents in the real college survey closely mirrors that of individuals served by the food pantry. However, it's worth noting that White students reported higher rates of food insecurity compared to the proportion of White students utilizing the food pantry.

Figure 35. Students Served by the Crafton Food Pantry Disaggregated by Race/Ethnicity





The food pantry data was disaggregated by age (Figure 36), revealing that students aged 19 or younger and 20-24 had similar rates of food pantry utilization (29% and 31%, consecutively) meanwhile, students aged 25-29 utilized the food pantry at a lower rate (14%). While this breakdown closely mirrors Crafton's overall student population, it's notable that students aged 50 or older is doubled compared to the general student body indicating a higher need.

Within the real college survey, it's observed that 9% of students aged 19 or younger, 40% of students aged 20-24, and 18% of students aged 25-29 reported experiencing either low or very low food insecurity. This indicates that students aged 19 or younger showed a notably lower level of food insecurity compared to their usage of the food pantry. Conversely, students aged 20-24 exhibited a significantly higher level of food insecurity relative to their usage of the pantry. Meanwhile, students aged 25-29 demonstrated a comparable level of food insecurity in line with their usage of the pantry.

Figure 36. Students Served by the Crafton Food Pantry Disaggregated by Age Group

