2025:
STUDENT BASIC NEEDS SURVEY

REPORT FOR
WEST CHESTER UNIVERSITY

A Hope Center Publication
Mar 2025

2025 STUDENT BASIC NEEDS SURVEY

INSTITUTION REPORT FOR
WEST CHESTER UNIVERSITY

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

Mar 2025

OVERVIEW

Invitations to complete the questionnaire were sent by email to NA students from WEST CHESTER UNIVERSITY and 2351 students participated. Thus, the estimated response rate is NA

Students: WEST CHESTER UNIVERSITY told us that...

- 47% of survey respondents from your institution experienced at least one of the following: food insecurity, housing insecurity, or homelessness.

- 30% 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.

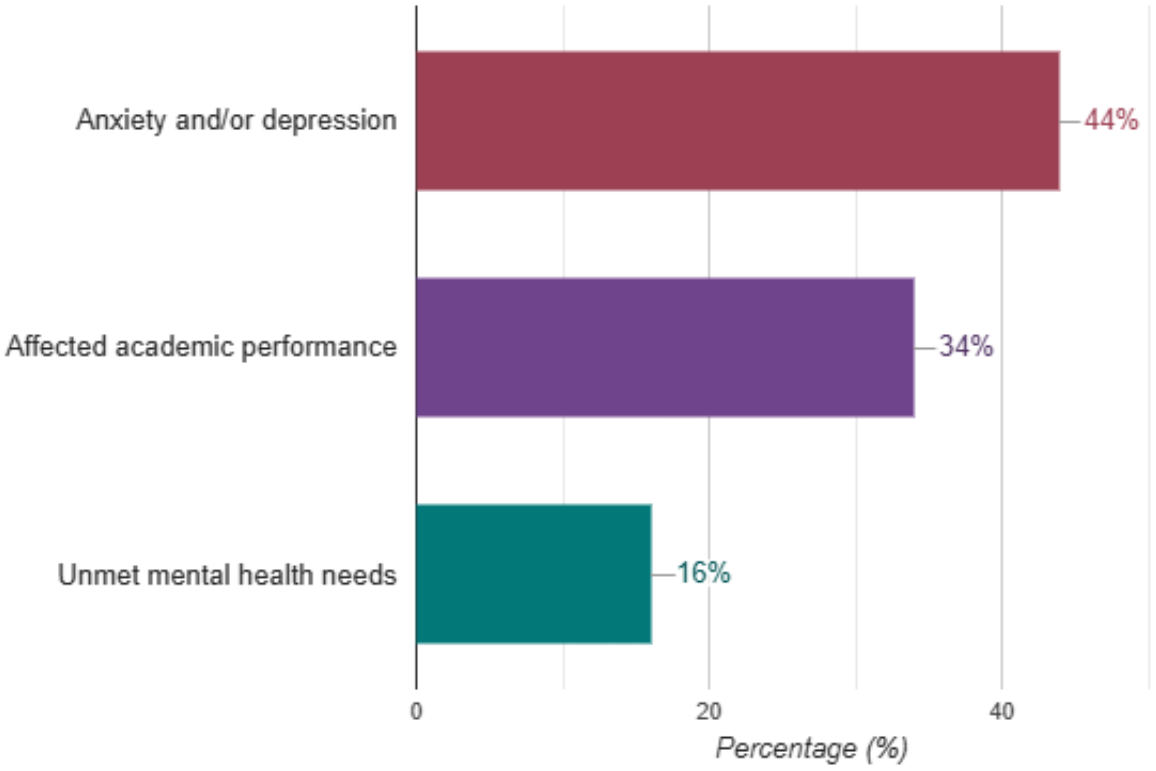
- 33% of survey respondents from your institution experienced one or more challenges that prevented them from having a safe, affordable, and consistent place to live in the previous year.

- 9% 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

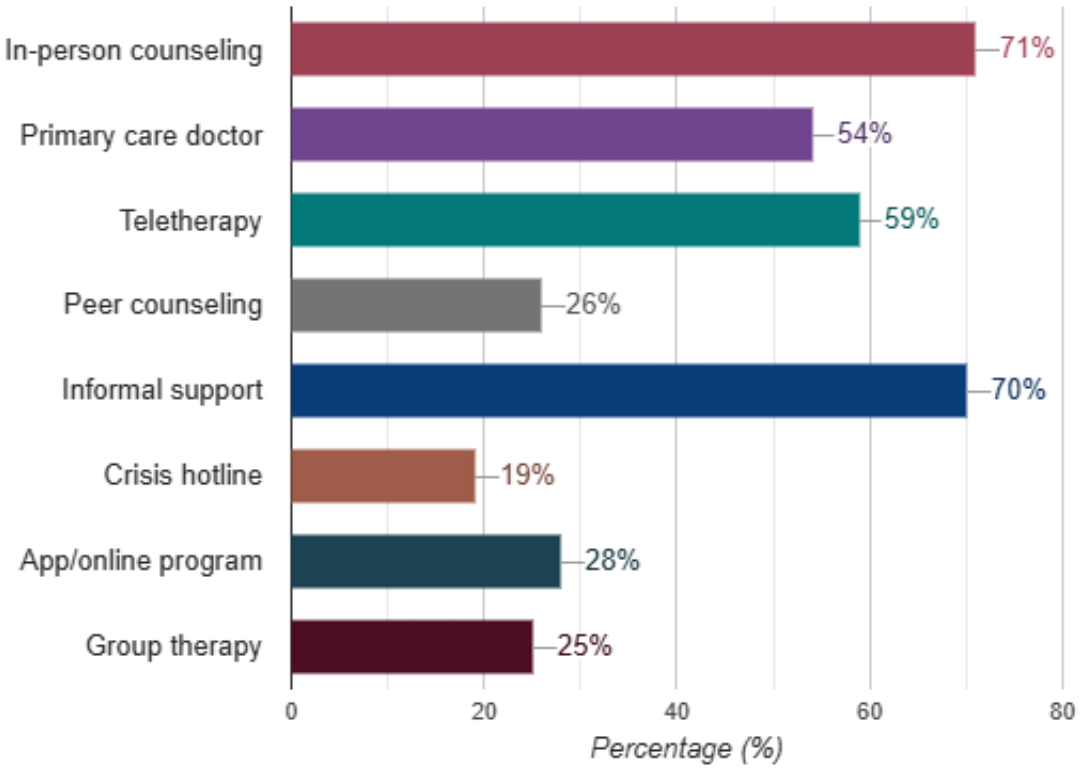
Health and wellbeing are multifaceted, and institutions have a role to play in promoting and protecting all aspects of student health and helping to ensure access to healthcare. Nationally, colleges are concerned about student mental health. The Hope Center survey assessed students' symptoms of depression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

FIGURE 1. PERSONAL EXPERIENCES WITH MENTAL HEALTH CHALLENGES: WEST CHESTER UNIVERSITY



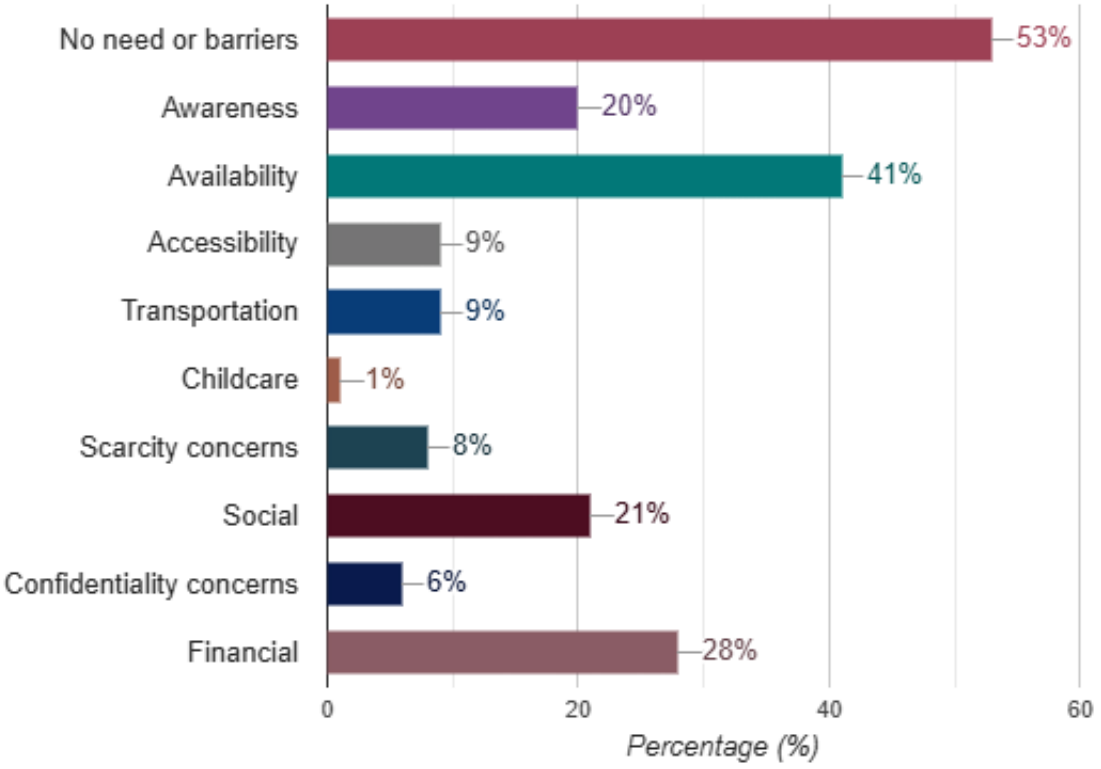
Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: "Anxiety and/or depression" displays the proportion of survey respondents who met clinical cutoffs for moderate to severe levels of anxiety in the last two weeks on the seven-item Generalized Anxiety Disorder Scale (GAD-7) and/or met the cutoff for moderate, moderately severe, or severe levels of depression in the last two weeks on the nine-item Patient Health Questionnaire (PHQ-9). "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 were experiencing anxiety or depression in the last two weeks and also reported that they were not receiving treatment (medication or counseling/therapy). 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FIGURE 2. MENTAL HEALTH SUPPORT PREFERENCES: WEST CHESTER UNIVERSITY



Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Displayed are the proportions 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FIGURE 3. BARRIERS TO MENTAL HEALTH SERVICE USE: WEST CHESTER UNIVERSITY

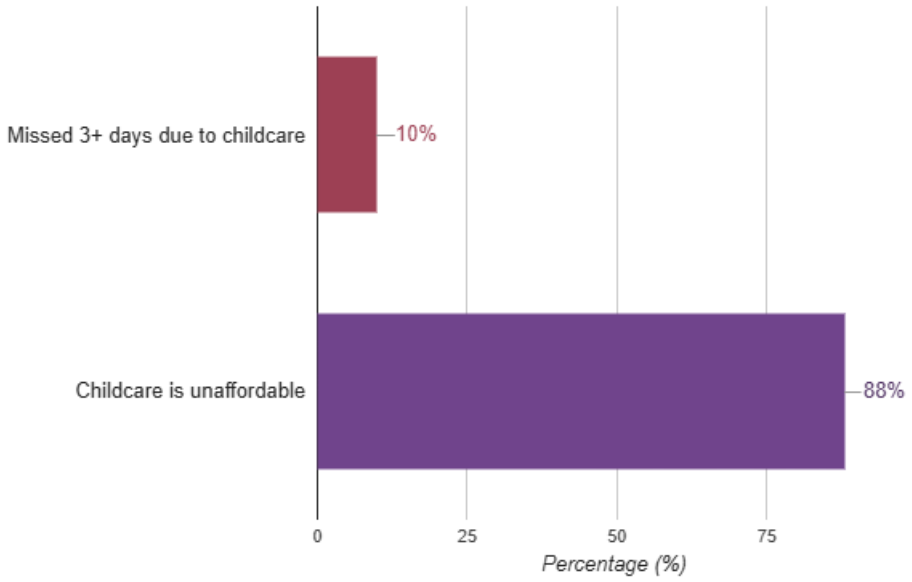


Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Students were asked to report which factors caused them to receive fewer services (counseling, therapy, or medications) for their mental or emotional health in the last 12 months than they would have otherwise received. "No need or no barriers" displays 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. 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

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 unaffordable. Students may also have other (non-parental) caregiving responsibilities (e.g., running errands, preparing food, or helping with hygiene or doctor appointments for people in their life such as younger siblings, older family members, and others).

FIGURE 4. EXPERIENCES WITH CHILDCARE: WEST CHESTER UNIVERSITY

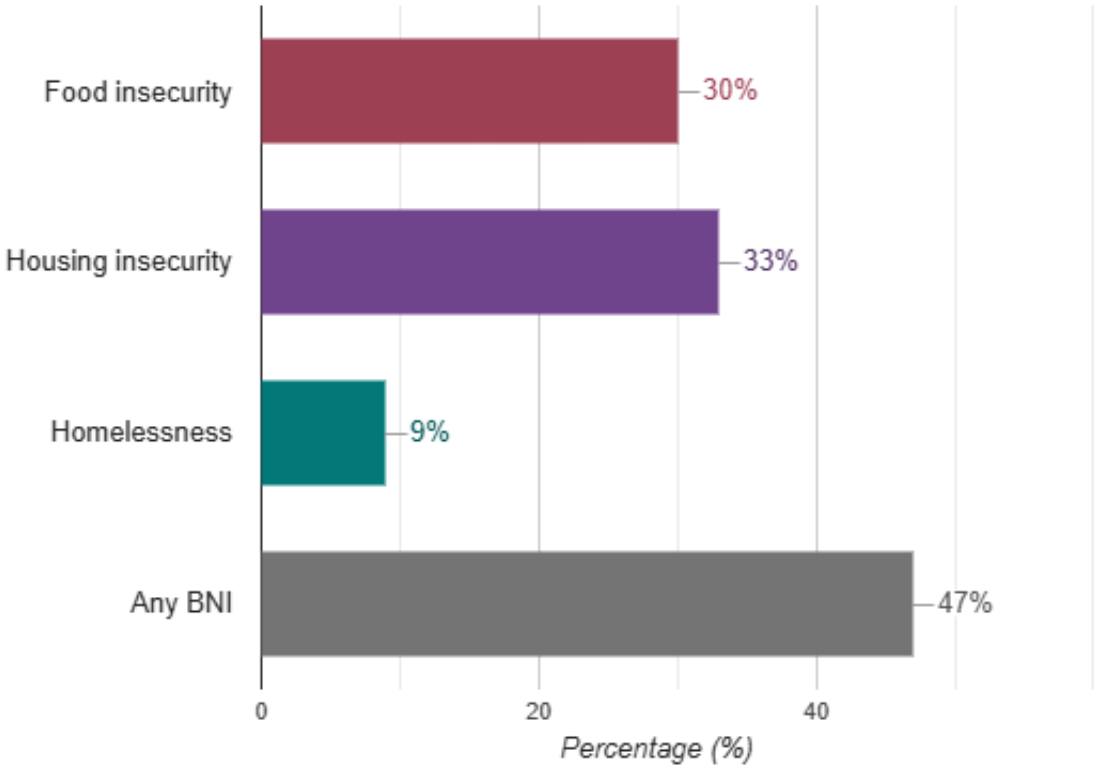


Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: "Missed 3+ days due to childcare" displays the proportion of parenting students (who reported that they are a parent, primary caregiver, or guardian—legal or informal—of any children) who were enrolled in the previous term and indicated that they missed 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

OVERALL BASIC NEEDS INSECURITY

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: WEST CHESTER UNIVERSITY

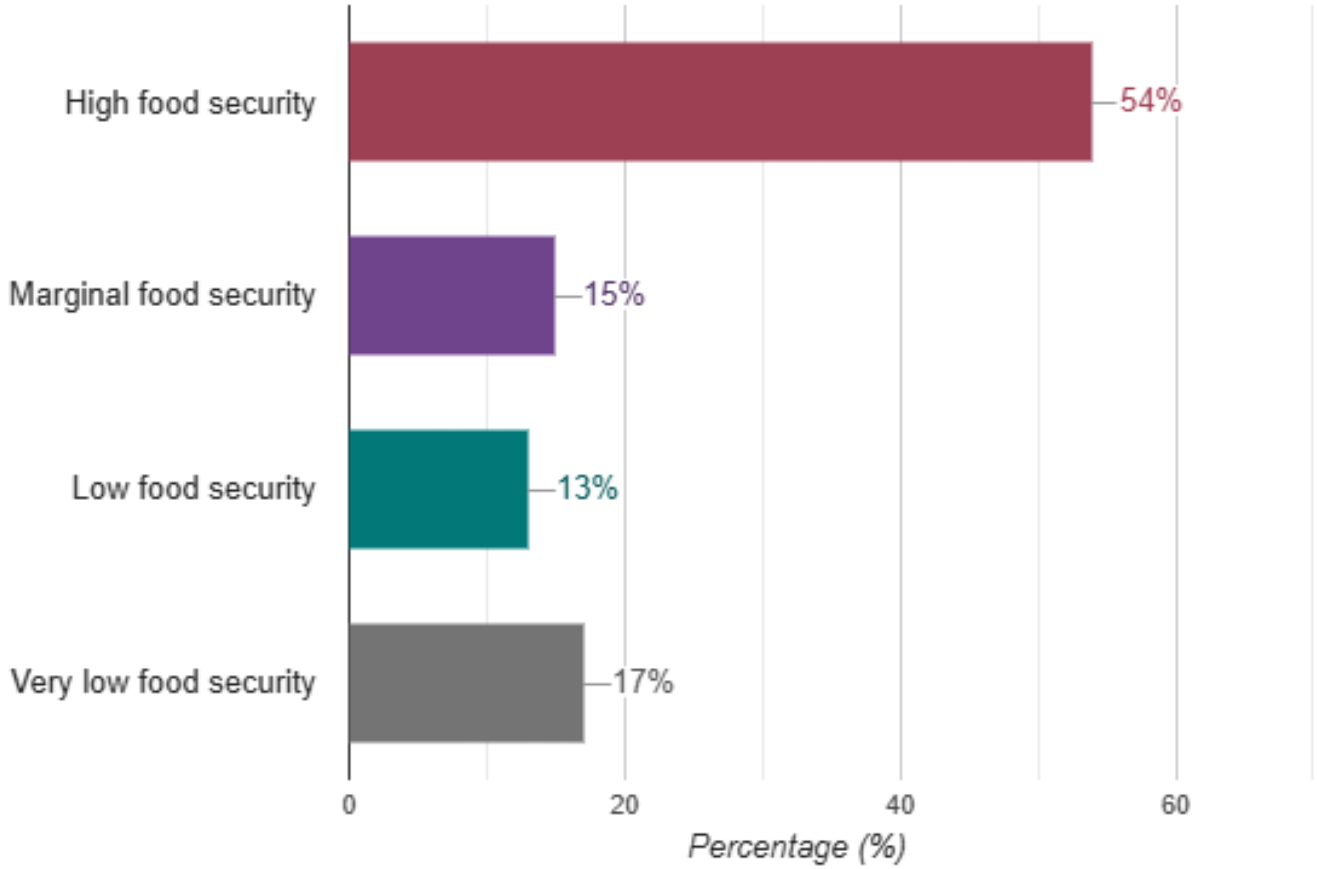


Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Specific information about the measurement of food insecurity, housing insecurity, and homelessness is available in the respective sections. “Food insecurity” displays the proportion of survey respondents who reported experiencing food insecurity in the 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. 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FOOD INSECURITY

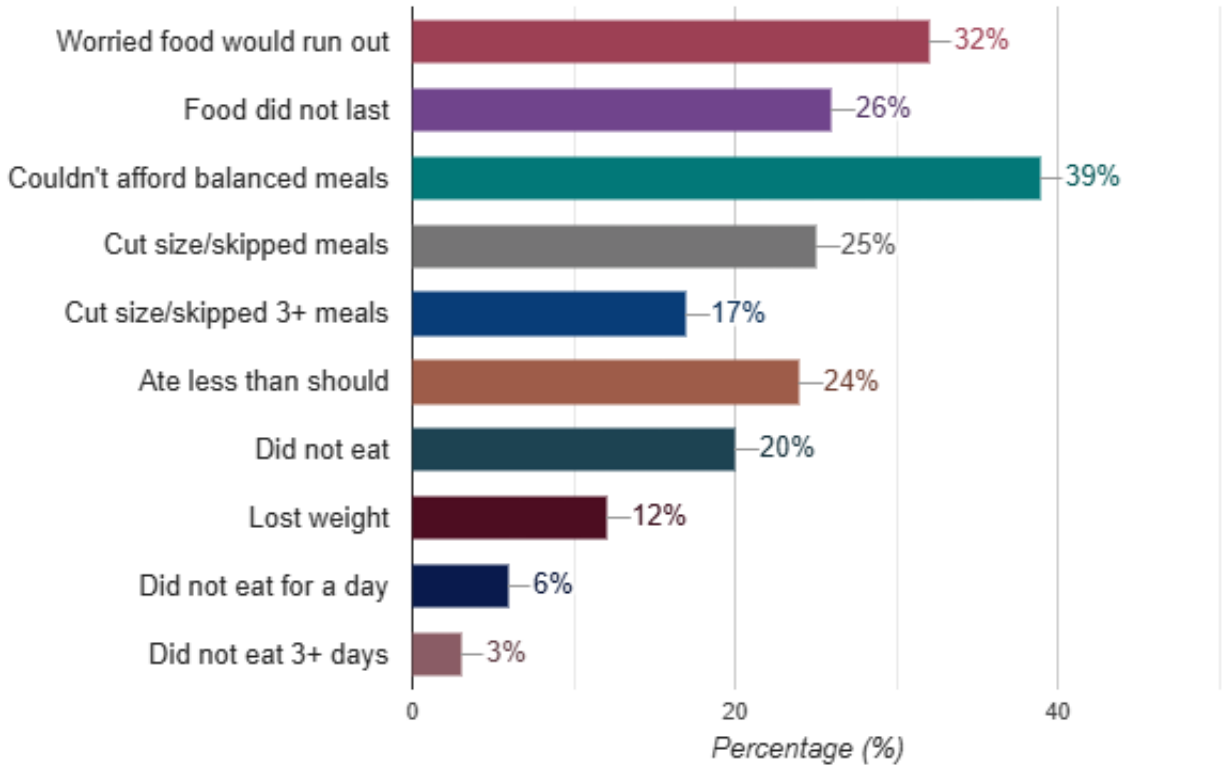
We assessed food security over the prior 30 days using the U.S. Department of Agriculture (USDA) measure. The USDA classifies people with “low” and “very low” food security as experiencing food insecurity, which is defined as the limited or uncertain availability of nutritionally adequate and safe food, or the limited or uncertain ability to acquire such food in a socially acceptable manner.

FIGURE 6. LEVEL OF FOOD SECURITY: WEST CHESTER UNIVERSITY



Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: We assessed food security over the prior 30 days using the USDA's 18-item set of questions, which classifies students as having high, marginal, low, or very low levels of food security. According to the USDA, students with either low or very low food security are termed “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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FIGURE 7. EXPERIENCES WITH FOOD INSECURITY: WEST CHESTER UNIVERSITY

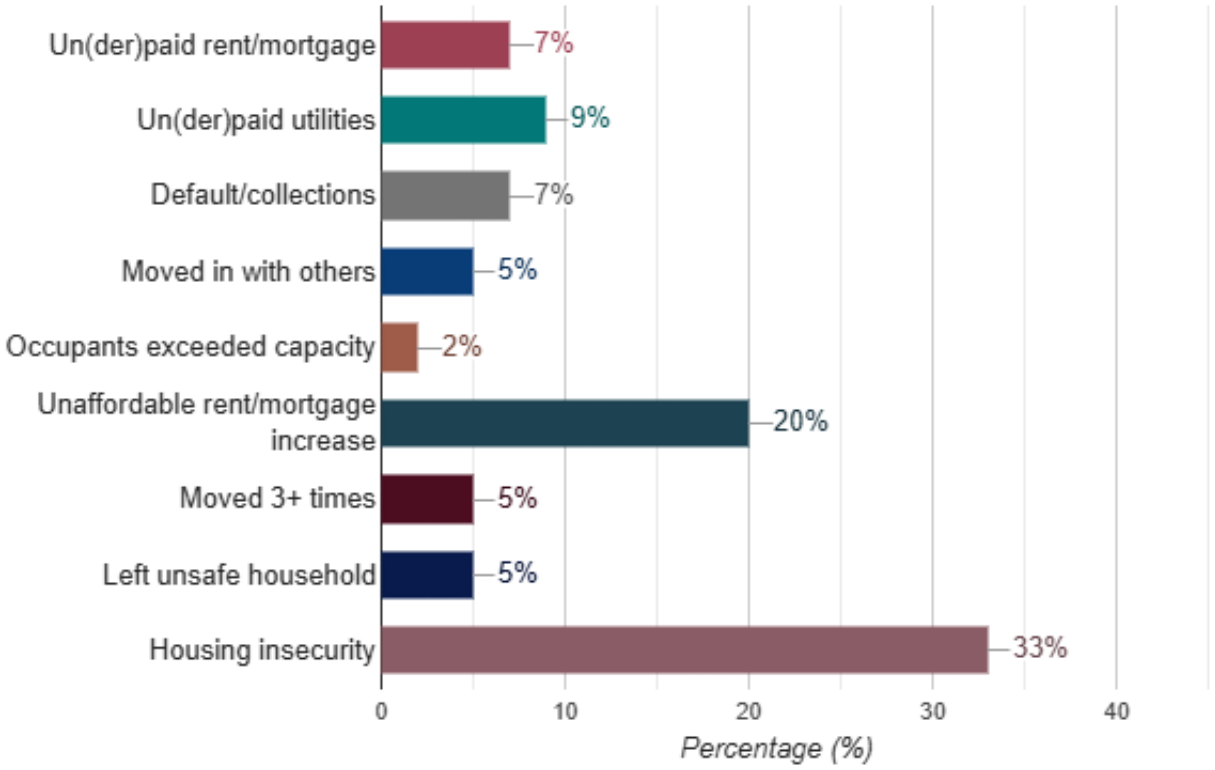


Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Displayed are the results for the 10 items of the USDA's food security measure that refer to the individual's experiences of food insecurity in the previous 30 days: (a) I sometimes/often worried whether my food would run out before I got money to buy more, (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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

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: WEST CHESTER UNIVERSITY

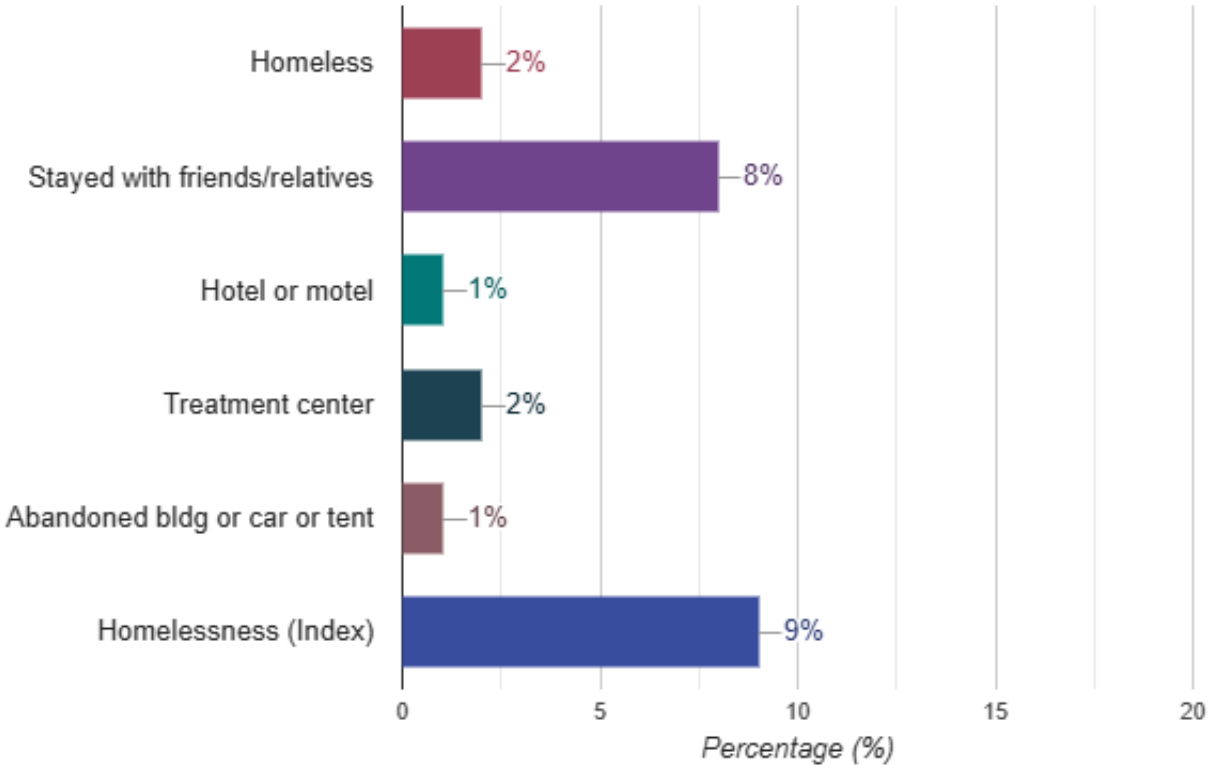


Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Housing insecurity over the previous year was assessed using nine questions adapted from the national Survey of Income and Program Participation (SIPP) Adult Well-Being Module. Students are considered housing insecure if they endorse any of the nine items, which are displayed above: (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. Students could select all that applied to them. "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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

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: WEST CHESTER UNIVERSITY

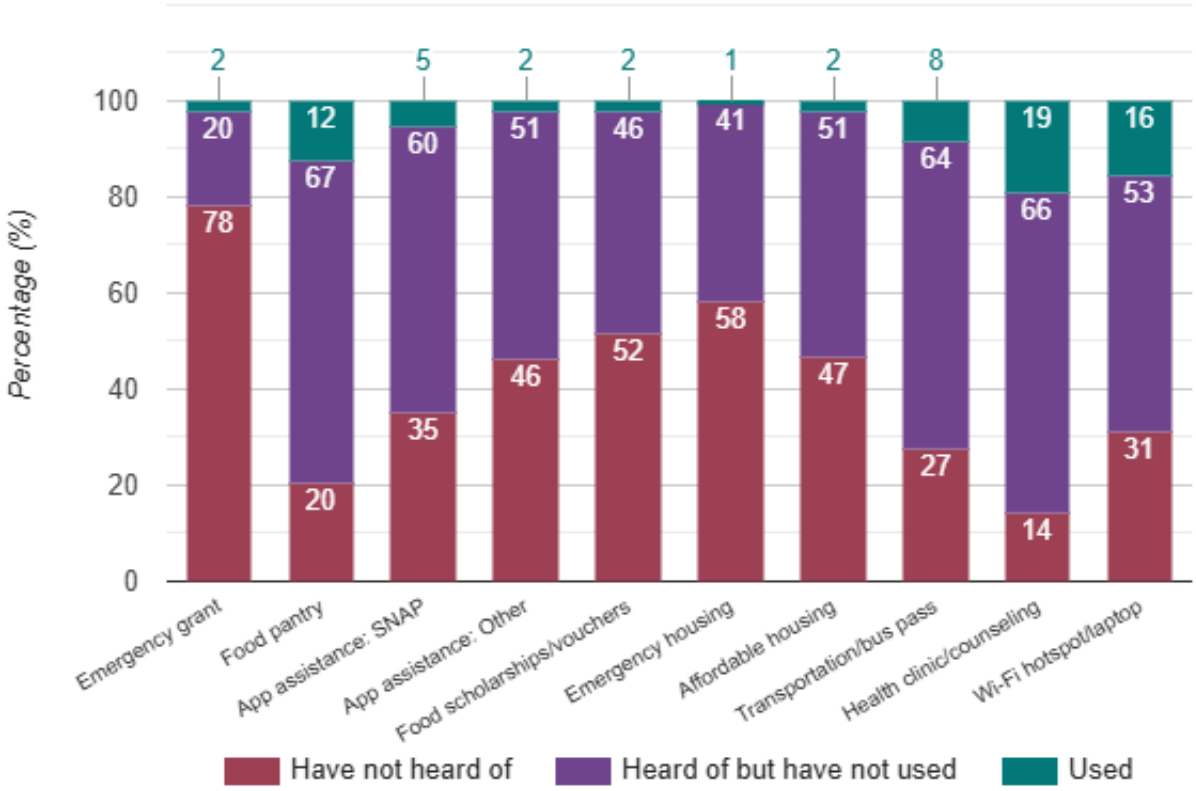


Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Displayed are the results for the 10 items used to assess homelessness in the last 12 months: self-identification as homeless or nine signs of homelessness (adapted from Crutchfield & Maguire, 2017). (a) In the past 12 months, have you ever been homeless? (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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

UTILIZATION OF BASIC NEEDS SUPPORTS

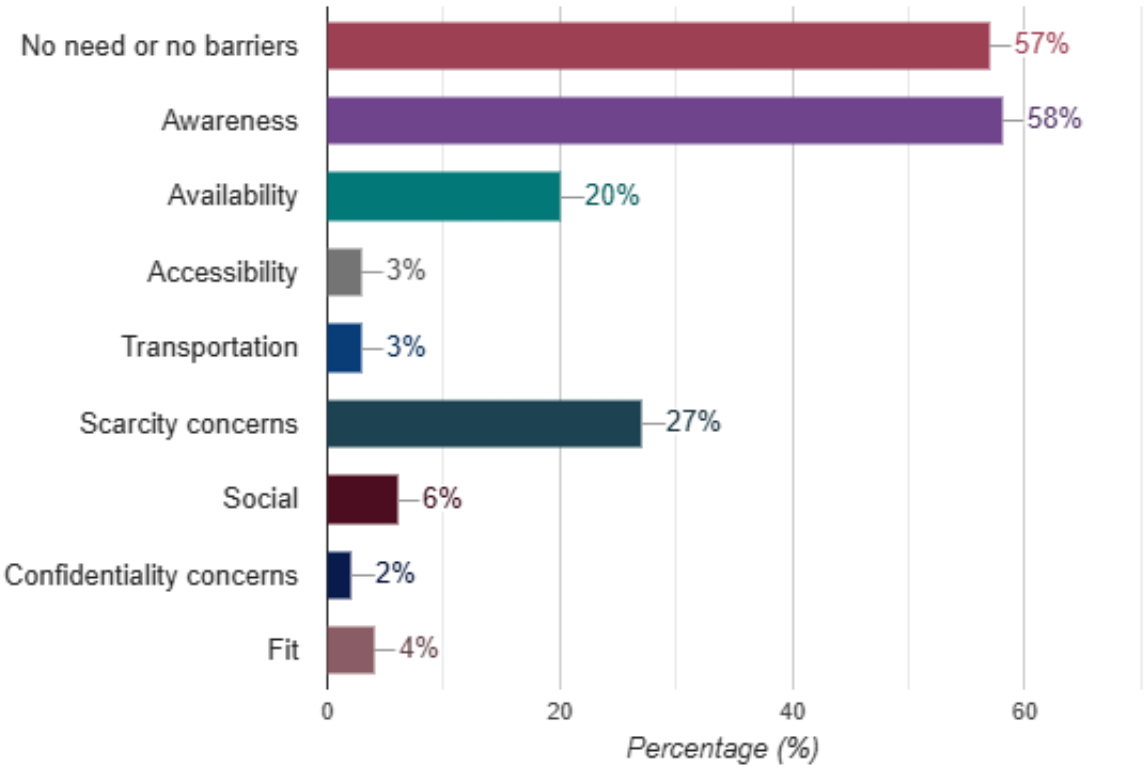
We assessed students' use of public benefits and campus supports. Public benefits are a government-provided "safety net" that helps people experiencing economic challenges cover their basic needs. Campus supports are college-specific resources such as emergency aid, food pantries, emergency housing,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

FIGURE 10. USE OF CAMPUS SUPPORTS: WEST CHESTER UNIVERSITY



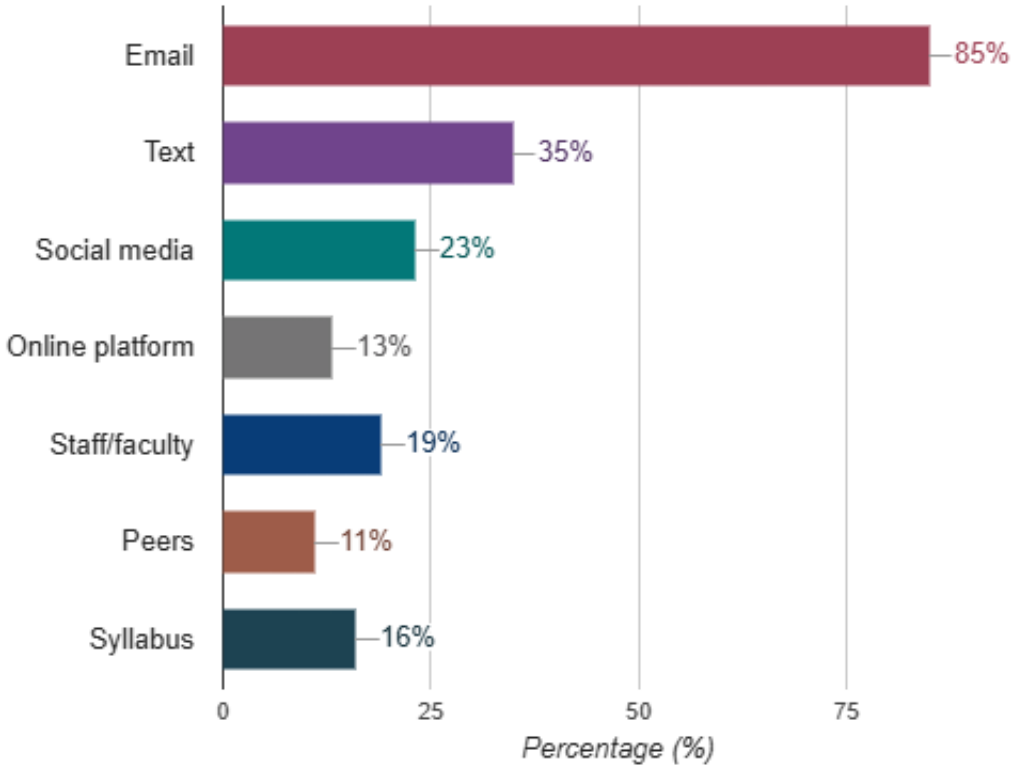
Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Use of and familiarity with campus supports was assessed by asking students if they had used, heard of but not used, or not heard of each of the following supports: (a) emergency grant, (b) campus food pantry, (c) help obtaining food stamps/SNAP, (d) help applying for other public supports, such as unemployment benefits, WIC, TANF, 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. SNAP = Supplemental Nutrition Assistance Program. WIC = Special Supplemental Nutrition Program for Women, Infants, and Children. TANF = Temporary Assistance for Needy Families. 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FIGURE 11. BARRIERS TO USE OF CAMPUS SUPPORTS: WEST CHESTER UNIVERSITY



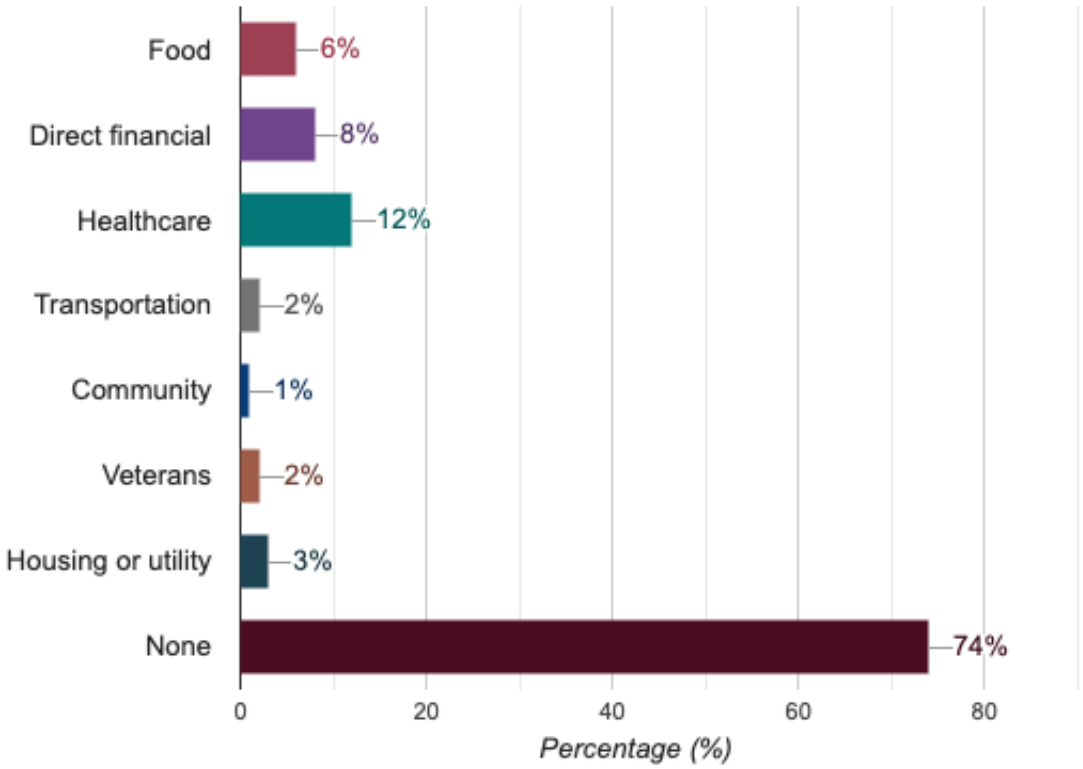
Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Students were asked to report which factors caused them to receive fewer campus resources than they would have otherwise received. "Awareness" displays the proportion of students who selected (a) I didn't know these resources existed on my campus, (b) I 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. 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FIGURE 12. WAYS STUDENTS PREFER TO HEAR ABOUT AVAILABLE RESOURCES: WEST CHESTER UNIVERSITY



Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FIGURE 13. USE OF PUBLIC BENEFITS: WEST CHESTER UNIVERSITY

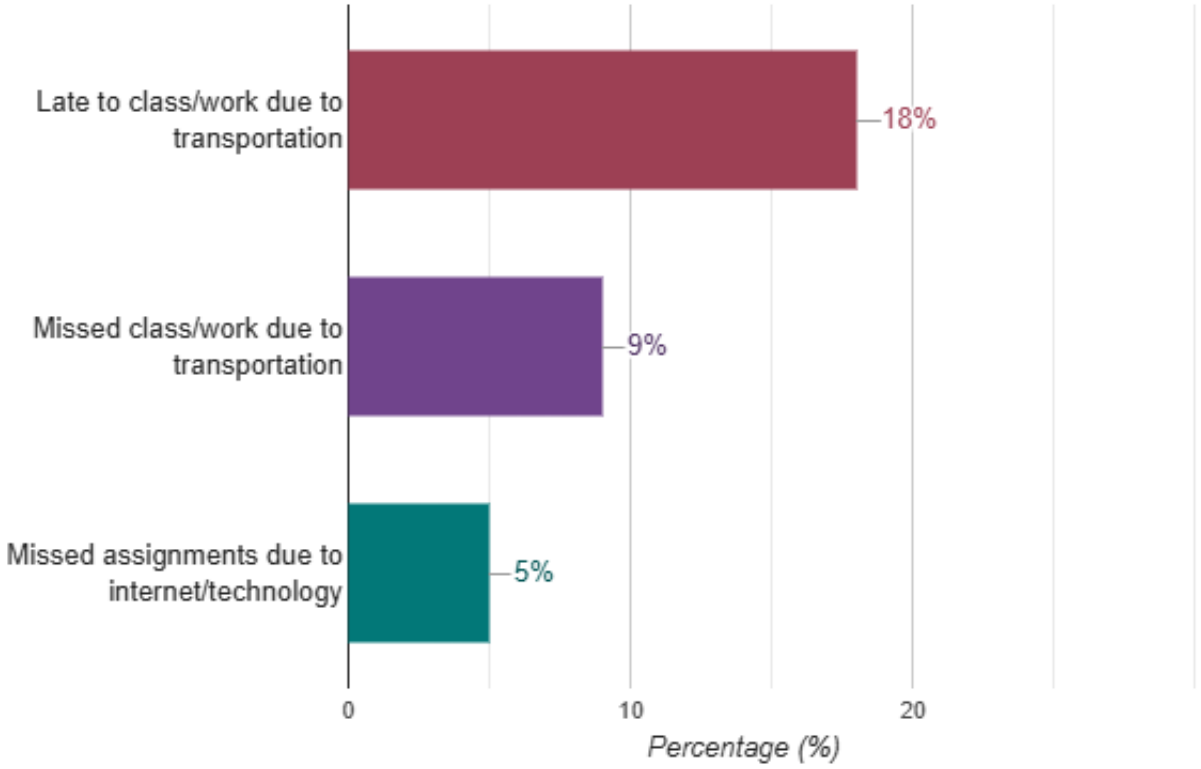


Source: 2025 STUDENT BASIC NEEDS SURVEY
Notes: Use of public benefits was assessed by asking students "In the past 12 months, from which of the following programs did you receive assistance?" Students could select all categories that applied to them. "Food" displays the proportion of survey respondents who selected (a) SNAP (food stamps) and/or (b) WIC (nutritional assistance for pregnant women and children). "Direct financial" displays the proportion of survey respondents who selected (a) TANF (public cash assistance; formerly called ADC or ADFC), (b) SSI (supplemental security income), (c) SSDI (social security disability income), (d) unemployment compensation/insurance, and/or (e) tax refunds (including Earned Income Tax Credit/EITC and Child Tax Credit/CTC). "Healthcare" displays the proportion of survey respondents who selected (a) Medicaid or public health insurance and/or (b) health services from an income-based organization or community health center. "Transportation" displays the proportion of survey respondents who selected (a) transportation assistance. "Community" displays the proportion of survey respondents who selected (a) services or support from a local nonprofit/nongovernmental agency. "Veterans" displays the proportion of survey respondents who selected (a) Veterans benefits (including federal or state benefits for military veterans and their families, such as the GI Bill education benefits, disability compensation, or VA health care). "Housing or utility" displays the proportion of survey respondents who selected (a) LIHEAP (Low Income Housing Energy Assistance Program), (b) utility assistance (e.g., help paying for heat or water), (c) housing assistance (e.g., housing choice voucher, subsidized site-based housing, public or non-profit-owned housing, income-based housing or rent, rental or homeowner assistance) and/or (d) services or support from a housing community-based organization or nonprofit including emergency shelters or domestic violence shelters. "None" displays the proportion of survey respondents who selected none of the above. 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

TRANSPORTATION & TECHNOLOGY

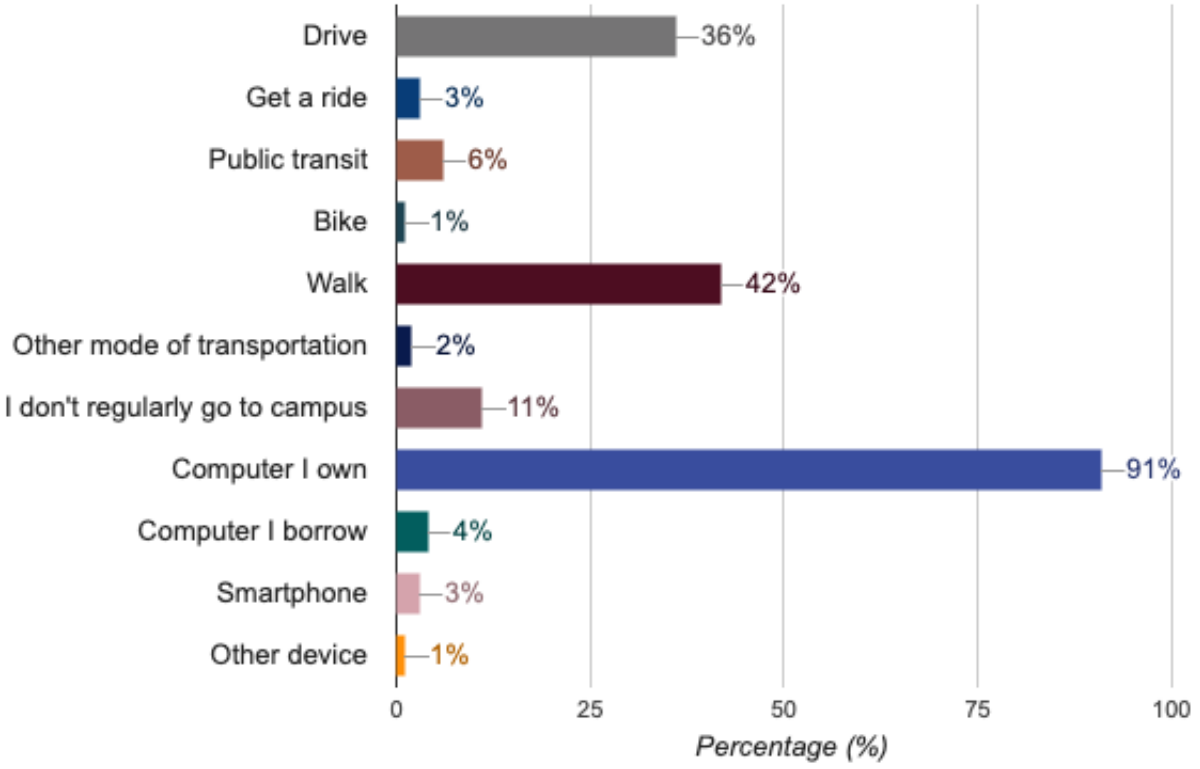
Reliable, affordable transportation to and from school, work, healthcare appointments, grocery stores, childcare providers, and other services and resources is necessary for students to fully engage in their education and meet their basic needs. In addition, access to the internet and technology is necessary for students to complete assignments and engage in the 21st-century classroom whether in-person or online. We assessed the impact of transportation and technology access on students' academic participation as well as the various modes of transportation, technology, and internet access they utilize.

FIGURE 14. TRANSPORTATION & TECHNOLOGY: WEST CHESTER UNIVERSITY



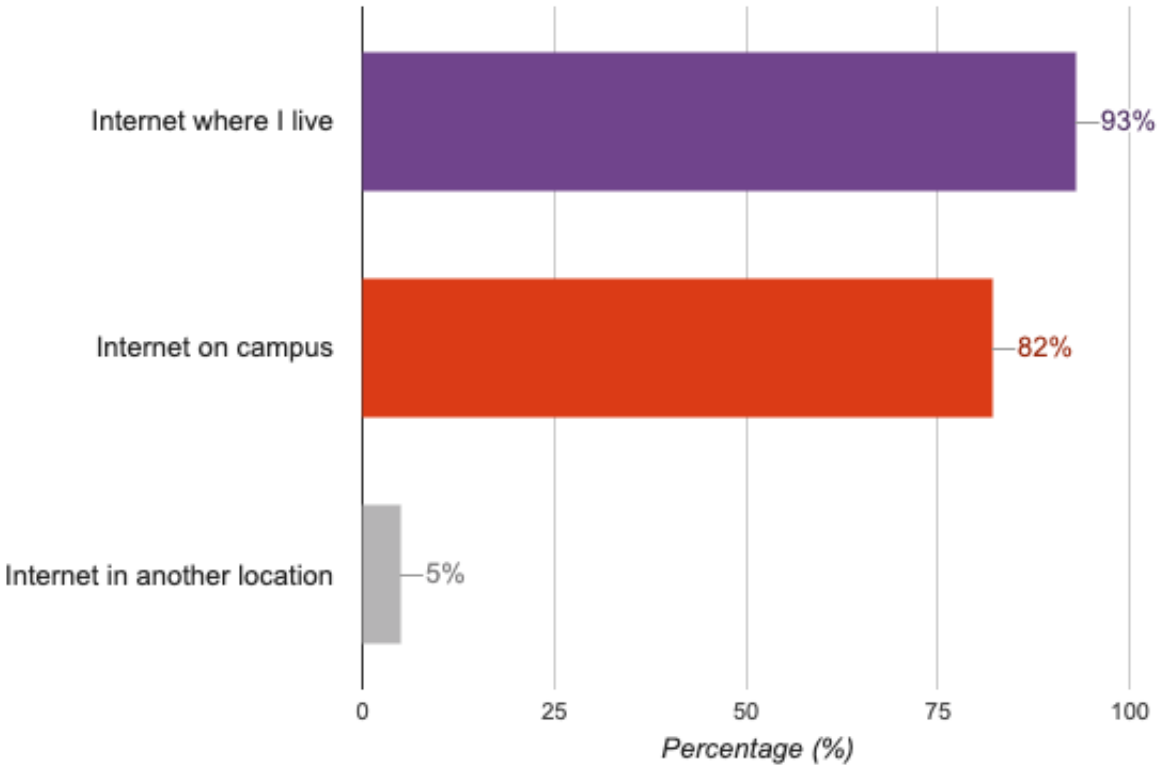
Source: 2025 TRANSPORTATION & TECHNOLOGY
Notes: The impact of transportation and technology access issues was assessed by asking students how often they had (a) been late to class or work because of a transportation problem, (b) missed class or work because of a transportation problem, and (c) missed assignments or been unable to fully participate in academic activities due to a lack of internet or technology access, since the beginning of the academic term. Students responded on a five-point scale from never to very often. Displayed are the proportions of students who selected sometimes, often, or very often. 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FIGURE 15. MODES OF TRANSPORTATION AND DIGITAL ACCESS: WEST CHESTER UNIVERSITY



Source: 2025 TRANSPORTATION & TECHNOLOGY
Notes: Students' modes of transportation to class and technology for completing coursework were assessed by asking students how they most frequently get to class during the current academic term and the type of device they most frequently use to complete their coursework. Displayed are the proportions of students who selected each mode of transportation: (a) I drive, (b) I get a ride with someone, (c) I take public transportation (e.g., bus, train, subway), (d) I bike, (e) I walk, (f) another means of getting to campus, (g) I don't regularly go to campus this term (online classes, etc.); and the proportions of students who selected each mode of completing coursework: (a) on a computer I own, (b) on a computer I borrow, (c) on a computer in a public space, (d) on a smartphone, (e) other. 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

FIGURE 16. INTERNET ACCESS: WEST CHESTER UNIVERSITY



Source: 2025 TRANSPORTATION & TECHNOLOGY
Notes: Students' access to reliable internet was assessed by asking students where they have access to a reliable internet connection. Displayed are the proportions of students who selected (a) the place where I live, (b) on campus, (c) other, and (d) I don't have access to a reliable internet connection anywhere. Students could select all that applied to them. 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. Any category with fewer than 10 students is not displayed, to preserve participant confidentiality.

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.

APPENDIX

TABLE A. CHARACTERISTICS OF SURVEY RESPONDENTS: WEST CHESTER UNIVERSITY

		NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS
Gender	Transgender	53	4%
	Gender diverse or intersex*	43	3%
	Woman	959	69%
	Man	337	24%
	Another self-identified gender	4	0%
	Prefer not to answer	15	1%
	Valid Responses	1388	
LGBTQ	LGBTQIA+	343	24.77%
	Non-LGBTQIA+	992	71.62%
	Prefer not to respond	50	3.61%
	Valid Responses	1385	
Race & Ethnicity	African American or Black	173	12%
	American Indian, Alaska Native, or Indigenous	18	1%
	East Asian	29	2%
	Filipina/o/x	11	1%
	Hispanic, Latina/o/e, or Chicana/o/e	96	7%
	Middle Eastern, North African, Arab, or Arab American	17	1%
	Pacific Islander or Native Hawaiian	0	0%
	South Asian or Desi	42	3%
	Southeast Asian	14	1%
	White or Caucasian	1101	77%
	Students of color*	377	26%
	Multiracial or multiethnic*	111	8%
	Another self-identified race or ethnicity	17	1%
	Prefer not to answer	28	2%
	Valid Responses	1429	
Age	18-20	702	49.30%
	21-25	411	28.86%
	26-30	88	6.18%
	30+	221	15.52%
	Prefer not to respond	2	0.14%
	Valid Responses	1424	
Enrollment Status	Full-time	2055	89%
	Part-time	251	11%
	I'm not sure	12	1%
	Enrolled but taking 0 credits	4	0%
	Valid Responses	2322	
Years in College	< 1 year	678	30%
	1 to 2 years	458	20%
	3 to 4 years	645	28%

	5 to 6 years	297	13%
	7+ years	204	9%
	Valid Responses	2282	
Receives Pell Grant	Not a Pell Grant recipient	1403	76.25%
	Pell Grant recipient	437	23.75%
	Valid Responses	1840	
Parental Education	Eighth grade or lower	20	1%
	Between 9th and 12th grade (but no high school diploma)	23	2%
	High school diploma	227	16%
	GED or high school equivalency	28	2%
	Some college (but no degree)	161	11%
	College or trade/vocational certificate	52	4%
	Associate's degree	95	7%
	Bachelor's degree	393	27%
	Graduate degree (e.g., Master's JD, MD, PhD)	384	27%
	I don't know	32	2%
	Prefer not to answer	18	1%
	Valid Responses	1433	
Credential Type	High school equivalency/GED	92	4%
	Undergraduate degree: associate's (AA/AS/other technical degree)	130	6%
	Undergraduate degree: bachelor's (BA/BS/other bachelor's degree)	1602	71%
	Master's degree (MA/MS/MBA/MPH/MSW/other Master's degree)	572	25%
	Professional degree (JD/MD/other professional degree)	19	1%
	Doctoral degree (PhD/other doctoral degree)	102	5%
	Short-term certificate or license (program fewer than 15 weeks)	4	0%
	Long-term certificate or license (program 15 weeks or longer)	51	2%
	No credential/no degree	15	1%
	Valid Responses	2245	
Major	Non-STEM	1041	63.67%
	STEM	567	34.68%
	Undecided	27	1.65%
	Valid Responses	1635	
Parenting	Not a parenting student	1484	89.40%
	Parenting student	176	10.60%
	Valid Responses	1660	

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.*