

#RealCollege 2021: Basic Needs Insecurity Among Texas College Students During the Ongoing Pandemic

WEB APPENDICES

May 18, 2021

Appendix A. Survey Methodology.....2

Appendix B. Three Survey Measures of Basic Needs Insecurity9

Appendix C. Measures of Anxiety and Depression..... 13

Appendix D. Detailed Tables on Data Referenced Full Report15

***Appendix E. Questions Used to Capture Student Background Characteristics in the Hope Center’s
#RealCollege Survey.....33***

Appendix A. Survey Methodology

SURVEY ELIGIBILITY AND PARTICIPATING COLLEGES

Together with administrators, the Hope Center fielded this survey at all participating colleges. Each institution agreed to administer an online survey in the fall. To boost response rates, a limited number of \$100 incentives were offered to randomly selected survey participants at each college. Additionally, incentives valued at \$150 were offered to parenting students randomly selected across all participating colleges. Institution staff sent a series of invitations and follow-up reminders to all enrolled students encouraging them to participate.

The Hope Center provided the email invitation language as well as hosted the survey as shown below. Upon opening the survey, students were presented with a consent form in compliance with Institutional Review Board standards. To be counted as a participant, the student had to click continue as a record of consent and complete at least the first page of the survey. Participating colleges were asked to use only the provided invitation language to ensure consistency across colleges. In order to boost survey response rates, some colleges also spread the word about the survey using text messages and social media. In these cases, they used language and materials provided by the Hope Center.

Subject: College and you, during a pandemic
From email address: [someone students “know” at YOUR COLLEGE]

[COLLEGE LETTERHEAD FOR EMAIL]

Dear [STUDENT FIRST NAME],

Let’s get real. Life is a lot right now. You’re the expert when it comes to what’s happening with your college experience. So we need your help supporting [COLLEGE OR UNIVERSITY NAME] with information it can use to help.

Share your story in the #RealCollege Survey. We asked the Hope Center for College, Community, and Justice at Temple University to help us do this because we value you. You were chosen simply because you are one of our students. In appreciation, you can win \$100 for completing the survey.

[STUDENT FIRST NAME], please get started now.

Click here to begin:
[LINK]

If the link is not working, try to copy and paste it into your web browser.

Be honest—everything you say is confidential. If you have questions about the survey, send a note to the Hope Center at hopesrvy@temple.edu.

Thank you.

[NAME AND EMAIL SIGNATURE OF PERSON SENDING EMAIL]

COLLEGE SURVEY PARTICIPANTS

In 2020, 14 postsecondary colleges and universities in Texas fielded the survey early in the fall term, as students enduring basic needs insecurity are at greater risk for dropping out of college later in the year.

TABLE A-1 | CHARACTERISTICS OF PARTICIPATING COLLEGES (WEIGHTED BY SURVEY RESPONDENTS)¹

	Two-Year Colleges	Four-Year Colleges	Overall
N (colleges)	10	4	14
N (survey respondents)	10,674	2,285	12,959
	%	%	%
Sector			
Public	100	83	97
Private, not-for-profit	0	17	3
Setting			
City	85	43	78
Suburb	0	0	0
Town	12	57	20
Rural	3	0	2
Size			
Under 5,000	0	17	3
5,000 - 9,999	10	0	8
10,000 - 19,999	30	83	39
20,000 or more	60	0	50
Percent Pell			
Below 25%	40	0	33
25% - 49%	60	14	52
50% - 74%	0	83	15
75% or above	0	3	1
Endowment Per Pupil			

Less than \$1,200	n/a	0	0
Between \$1,200 and \$25,500	n/a	100	100
Over \$25,500	n/a	0	0

Source | Integrated Postsecondary Education Data System (2019), #RealCollege 2020 Survey

Notes | The information above reflects the characteristics of 14 colleges as of the end of 2019. Cumulative percentages may not add up to 100 due to rounding error.

STUDENT SURVEY PARTICIPANTS

Who Answered the Survey?

Most students who were sent the #RealCollege Survey did not answer it. Participating colleges sent survey invitations to an estimated 142,500 students² and 12,959 students participated, yielding an estimated response rate of 9.1%.³ Participating two-year colleges sent survey invitations to approximately 120,000 students, and 10,674 students participated, yielding an estimated response rate of 8.9%. Participating four-year colleges and universities sent survey invitations to approximately 22,700 students, and 2,285 students participated, yielding an estimated response rate of 10.1%.

Colleges were asked to distribute the survey to all actively enrolled students in the fall of 2020. We computed responses rates using the number of survey participants divided by the number students invited to take the survey. The survey completion rate reflects the ratio at which a respondent answered all #RealCollege 2020 questions asked to all survey participants.

TABLE A-2 | STATISTICS ON RESPONSE AND COMPLETION RATES, BY COLLEGE TYPE

	Average	Standard Deviation	Minimum	First Quartile	Second Quartile	Third Quartile	Maximum
Two-Year Colleges							
Response rate	9	3	5	8	8	9	15
Completion rate	83	3	78	81	82	84	87
Four-Year Colleges							
Response rate	12	5	5	10	15	15	15
Completion rate	79	2	78	78	79	80	81
Overall							
Response rate	10	4	5	8	9	14	15
Completion rate	82	3	78	79	81	83	87

Source | 2020 #RealCollege Survey

Notes | Participating colleges provided the number of students invited to take the survey. Averages shown in the table are unweighted average response rates across all colleges.

We surveyed all students, in compliance with legal and financial restrictions, rather than draw a sample. The results may be biased—overstating or understating the problem—depending on who answered and who did not. As readers ponder this issue, consider that the survey was emailed to students, and thus they

had to have electronic access to respond. The incentives provided were negligible and did not include help with their challenges. Finally, the survey was framed as being about college life, not about hunger or homelessness.

TABLE A-3 | CHARACTERISTICS OF SURVEY RESPONDENTS

	Two-Year Colleges %	Four-Year Colleges %	Overall %
Gender Identity			
Female	70	79	72
Male	28	20	27
Non-binary/Third gender	2	1	1
Prefer to self-describe	1	< 1	1
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	<i>8,287</i>	<i>1,628</i>	<i>9,915</i>
<i>Non-reporting respondents (N)</i>	<i>2,387</i>	<i>657</i>	<i>3,044</i>
Transgender Identity			
Transgender	1	1	1
Non-transgender	98	99	98
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	<i>8,325</i>	<i>1,644</i>	<i>9,969</i>
<i>Non-reporting respondents (N)</i>	<i>2,349</i>	<i>641</i>	<i>2,990</i>
Sexual Orientation			
Heterosexual or straight	78	83	79
Gay or lesbian	4	4	4
Bisexual	10	8	9
Prefer to self-describe	3	1	3
Prefer not to answer	6	4	6
<i>Total respondents (N)</i>	<i>8,219</i>	<i>1,643</i>	<i>9,862</i>
<i>Non-reporting respondents (N)</i>	<i>2,455</i>	<i>642</i>	<i>3,097</i>
Racial or Ethnic Background			
White or Caucasian	46	13	40
African American or Black	12	76	22
Asian	6	3	6
Indigenous	4	3	4
Hispanic or Latinx	48	15	43
Other	3	3	3
Prefer not to answer	2	2	2
<i>Total respondents (N)</i>	<i>8,254</i>	<i>1,625</i>	<i>9,879</i>
<i>Non-reporting respondents (N)</i>	<i>2,420</i>	<i>660</i>	<i>3,080</i>

Student is a U.S. Citizen or Permanent Resident			
Yes	94	97	94
No	5	3	4
Prefer not to answer	1	< 1	1
<i>Total respondents (N)</i>	<i>8,342</i>	<i>1,645</i>	<i>9,987</i>
<i>Non-reporting respondents (N)</i>	<i>2,332</i>	<i>640</i>	<i>2,972</i>
Highest Level of Parental Education			
No diploma	17	8	15
High school diploma	19	17	18
Some college	34	35	35
Bachelor's degree or above	25	36	27
Don't know	4	2	3
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	<i>8,320</i>	<i>1,643</i>	<i>9,963</i>
<i>Non-reporting respondents (N)</i>	<i>2,354</i>	<i>642</i>	<i>2,996</i>
Age			
18 to 20	33	44	35
21 to 25	23	36	25
26 to 30	14	7	13
Over 30	30	13	27
Prefer not to answer	0	0	0
<i>Total respondents (N)</i>	<i>8,168</i>	<i>1,609</i>	<i>9,777</i>
<i>Non-reporting respondents (N)</i>	<i>2,506</i>	<i>676</i>	<i>3,182</i>
Parenting Student Status			
Parenting student	31	15	28
Non-parenting student	69	85	72
<i>Total respondents (N)</i>	<i>8,840</i>	<i>1,759</i>	<i>10,599</i>
<i>Non-reporting respondents (N)</i>	<i>1,834</i>	<i>526</i>	<i>2,360</i>
Relationship Status			
Single	47	64	50
In a relationship	25	23	24
Married or domestic partnership	22	9	20
Divorced	3	1	3
Widowed	< 1	< 1	< 1
Prefer not to answer	3	3	3
<i>Total respondents (N)</i>	<i>8,291</i>	<i>1,639</i>	<i>9,930</i>
<i>Non-reporting respondents (N)</i>	<i>2,383</i>	<i>646</i>	<i>3,029</i>
Student Has Been Foster Care-Involved			
Yes	3	2	3
No	96	97	96
Prefer not to answer	1	1	1

<i>Total respondents (N)</i>	8,281	1,632	9,913
<i>Non-reporting respondents (N)</i>	2,393	653	3,046
Student Served in the Military			
Yes	4	3	4
No	95	96	95
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	8,331	1,638	9,969
<i>Non-reporting respondents (N)</i>	2,343	647	2,990
Employment Status			
Employed	58	49	56
Not employed, looking	20	29	22
Not employed, not looking	22	22	22
<i>Total respondents (N)</i>	9,612	2,010	11,622
<i>Non-reporting respondents (N)</i>	1,062	275	1,337
Student Has Been Justice-Involved			
Yes	5	1	4
No	93	98	94
Prefer not to answer	2	1	2
<i>Total respondents (N)</i>	8,544	1,697	10,241
<i>Non-reporting respondents (N)</i>	2,130	588	2,718
Disabilities and/or Medical Conditions			
Learning disability	16	9	15
Physical disability	5	4	5
Chronic illness	14	14	14
Psychological disorder	30	19	28
Other	3	2	3
No disability	54	65	55
Prefer not to answer	2	3	2
<i>Total respondents (N)</i>	8,371	1,643	10,014
<i>Non-reporting respondents (N)</i>	2,303	642	2,945
College Enrollment Status			
Full-time	33	75	40
Part-time	61	22	54
Don't know	6	3	5
<i>Total respondents (N)</i>	10,383	2,233	12,616
<i>Non-reporting respondents (N)</i>	291	52	343
Years in College			
Less than 1	28	20	27
1 to 2	38	25	36
3 or more	34	55	38
<i>Total respondents (N)</i>	10,334	2,211	12,545

<i>Non-reporting respondents (N)</i>	340	74	414
Student is Considered a Dependent			
Yes	23	45	27
No	62	35	57
Don't know	14	18	15
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	8,266	1,630	9,896
<i>Non-reporting respondents (N)</i>	2,408	655	3,063
Student is a Pell Recipient			
Yes	54	62	55
No	46	38	45
<i>Total respondents (N)</i>	9,638	2,048	11,686
<i>Non-reporting respondents (N)</i>	1,036	237	1,273
Level of Study			
High school equivalency/GED	5	2	5
Undergraduate degree: Associate	63	3	52
Undergraduate degree: Bachelor's	17	82	29
Graduate degree	2	12	4
Certificate or license	10	1	8
Non-degree	3	< 1	2
<i>Total respondents (N)</i>	10,632	2,273	12,905
<i>Non-reporting respondents (N)</i>	42	12	54
Student is a Varsity Athlete			
Yes	1	7	2
No	98	92	97
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	8,154	1,609	9,763
<i>Non-reporting respondents (N)</i>	2,520	676	3,196

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity, racial and ethnic background, and disability or medical condition are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous, and the Other category also includes students who identify as Middle Eastern or North African or Arab or Arab American. Percentages of mutually exclusive groups may not add up to 100 due to rounding error. Justice system-involved is defined by whether a student has been convicted of a crime. Foster care-involved is defined by a student who is or was placed in the home of a state-certified caregiver or a family member approved by the state. A dependent is a student who does not earn sufficient income to be an independent student or who must report parental income when qualifying for federal student aid.

Appendix B. Three Survey Measures of Basic Needs Insecurity

FOOD SECURITY

To assess food *security* in the fall of 2020, we used questions from the 18-item Household Food Security Survey Module (shown below) from the U.S. Department of Agriculture (USDA). It is important to note that while we mainly discuss *insecurity*, the standard is to measure the level of *security*, referring to those with low or very low security as “food insecure.”

Food Security Module

Adult Stage 1

1. “In the last 30 days, I worried whether my food would run out before I got money to buy more.” (Often true, Sometimes true, Never true)
2. “In the last 30 days, the food that I bought just didn’t last, and I didn’t have money to get more.” (Often true, Sometimes true, Never true)
3. “In the last 30 days, I couldn’t afford to eat balanced meals.” (Often true, Sometimes true, Never true)

If the respondent answers “often true” or “sometimes true” to any of the three questions in Adult Stage 1, then proceed to Adult Stage 2.

Adult Stage 2

4. “In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn’t enough money for food?” (Yes/No)
5. [*If yes to question 4, ask*] “In the last 30 days, how many days did this happen?” (Once, Twice, Three times, Four times, Five times, More than five times)
6. “In the last 30 days, did you ever eat less than you felt you should because there wasn’t enough money for food?” (Yes/No)
7. “In the last 30 days, were you ever hungry but didn’t eat because there wasn’t enough money for food?” (Yes/No)
8. “In the last 30 days, did you lose weight because there wasn’t enough money for food?” (Yes/No)

If the respondent answers “yes” to any of the questions in Adult Stage 2, then proceed to Adult Stage 3.

Adult Stage 3

9. “In the last 30 days, did you ever not eat for a whole day because there wasn’t enough money for food?” (Yes/No)
10. [*If yes to question 9, ask*] “In the last 30 days, how many days did this happen?” (Once, Twice, Three times, Four times, Five times, More than five times)

If the respondent has indicated that children under 18 are present in the household, then proceed to Child Stage 1.

Child Stage 1

11. “In the last 30 days, I relied on only a few kinds of low-cost food to feed my children because I was running out of money to buy food.” (Often true, Sometimes true, Never true)
12. “In the last 30 days, I couldn’t feed my children a balanced meal, because I couldn’t afford that.” (Often true, Sometimes true, Never true)
13. “In the last 30 days, my child was not eating enough because I just couldn’t afford enough food.” (Often true, Sometimes true, Never true)

If the respondent answers “often true” or “sometimes true” to any of the three questions in Child Stage 1, then proceed to Child Stage 2.

Child Stage 2

14. “In the last 30 days, did you ever cut the size of your children’s meals because there wasn’t enough money for food?” (Yes/No)
15. “In the last 30 days, did your children ever skip meals because there wasn’t enough money for food?” (Yes/No)
16. [*If yes to question 15, ask*] “In the last 30 days, how often did this happen?” (1, 2, 3, 4, 5, 6, 7, 8 or more times)
17. “In the last 30 days, were your children ever hungry but you just couldn’t afford more food?” (Yes/No)
18. “In the last 30 days, did any of your children ever not eat for a whole day because there wasn’t enough money for food?” (Yes/No)

To calculate a raw score for food security, we counted the number of questions to which a student answered affirmatively.

- a. “Often true” and “sometimes true” were counted as affirmative answers.
- b. Answers of “Three times” or more were counted as a “yes.” We translated the raw score into food security levels as follows:

Food security level	Raw Score	
	18-item (children present)	18-item (no children present)
High	0	0
Marginal	1-2	1-2
Low	3-7	3-5
Very Low	8-18	6-10

HOUSING INSECURITY

To assess housing insecurity, we used a series of survey questions adapted from the national Survey of Income and Program Participation (SIPP) Adult Well-Being Module to measure students' access to and ability to pay for safe and reliable housing.⁴ In the fall of 2020, we asked students the following questions:

Housing Insecurity Module

1. "In the past 12 months, was there a rent or mortgage increase that made it difficult to pay?" (Yes/No)
2. "In the past 12 months, have you been unable to pay or underpaid your rent or mortgage?" (Yes/No)
3. "In the past 12 months, have you received a summons to appear in housing court?" (Yes/No)
4. "In the past 12 months, have you not paid the full amount of a gas, oil, or electricity bill?" (Yes/No)
5. "In the past 12 months, did you have an account default or go into collections?" (Yes/No)
6. "In the past 12 months, have you moved in with other people, even for a little while, because of financial problems?" (Yes/No)
7. "In the past 12 months, have you lived with others beyond the expected capacity of the house or apartment?" (Yes/No)
8. "In the past 12 months, did you leave your household because you felt unsafe?" (Yes/No)
9. "In the past 12 months, how many times have you moved?" (None, Once, Twice, 3 times, 4 times, 5 times, 6 times, 7 times, 8 times, 9 times, 10 or more times)

Students were considered housing insecure if they answered "yes" to any of the first eight questions or said they moved at least *three* times (question #9).

HOMELESSNESS

To measure homelessness, we asked a series of survey questions that align with the definition of homelessness dictated by the McKinney Vento Homeless Assistance Act. Please refer to pp. 31–32 in Crutchfield and Maguire (2017) for further discussion of this measure.⁵

In the fall of 2020, students were considered homeless if they answered affirmatively to question #1 OR any part of question #2 (parts e through m) in the Homelessness Module (below).

Homelessness Module

1. "In the past 12 months, have you ever been homeless?"
2. "In the past 12 months, have you slept in any of the following places? Please check all that apply."
 - a. Campus or university housing
 - b. Sorority/fraternity house
 - c. In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)
 - d. In a rented or owned house, mobile home, or apartment with my family (parent, guardian, or relative)

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

Appendix C. Measures of Anxiety and Depression

ANXIETY

Students' anxiety levels were assessed using a validated seven-item instrument called the Generalized Anxiety Disorder Scale (GAD-7).⁶ In the #RealCollege 2020 survey instrument, the items were separated into two sections (items 1-2 and items 3-7). The student needed to cross a certain score threshold in the first two items to progress to the remaining items. The assessment asked students about the number of times in the last two weeks – 0 days (0), 1-6 days (1), 7-12 days (2), or 13-14 days (3) – they were bothered by any of the following items:

Generalized Anxiety Disorder Scale (GAD-7) Module

1. Feeling nervous, anxious, or on edge
2. Not being able to stop or control worrying
3. Worrying too much about different things
4. Trouble relaxing
5. Being so restless that it's hard to sit still
6. Becoming easily annoyed or irritable
7. Feeling afraid as if something awful might happen

To calculate a raw score for anxiety, we counted the response score (0 to 3) for each of the questions to which a student answered. Those who indicated that they felt bothered at least some of the days were considered moderately to severely anxious.

Anxiety level	Raw Score
	Seven-item
None to minimal	0-4
Mild	5-9
Moderate	10-14
Severe	15+

DEPRESSION

Students' depression levels were assessed using a validated nine-item instrument, called the Patient Health Questionnaire (PHQ-9). In the #RealCollege 2020 survey instrument, the items were separated into two sections (items 1-2 and items 3-9). The student needed to reach a certain response threshold in the first two items to progress to the remaining items. The assessment asked students about the number

of times in the last two weeks – 0 days (0), 1-6 days (1), 7-12 days (2), or 13-14 days (3) – they were bothered by any of the following items:

Patient Health Questionnaire (PHQ-9) Module

1. Little interest or pleasure in doing things
2. Feeling down, depressed, or hopeless
3. Trouble falling asleep, staying asleep, or sleeping too much
4. Feeling tired or having little energy
5. Poor appetite or overeating
6. Feeling bad about yourself—or that you’re a failure or have let yourself or your family down
7. Trouble concentrating on things, such as reading the newspaper or watching television
8. Moving or speaking so slowly that other people could have noticed; or the opposite—being so fidgety or restless that you have been moving around a lot more than usual
9. Thought that you would be better off dead or hurting yourself in some way

To calculate a raw score for depression, we counted the response score (0 to 3) for each of the questions to which a student answered. Those who indicated that they felt bothered at least some of the days were considered moderately to severely depressed.

Depression level	Raw Score
	Nine-item
None to minimal	0–4
Mild	5–9
Moderate	10–14
Moderately Severe	15–19
Severe	20+

Appendix D. Detailed Tables on Data Referenced in the Full Report

TABLE D-1 | PARTICIPATING COLLEGES IN TEXAS, BY COLLEGE TYPE AND REGION (FIGURE 1)

College	Two-Year College	Four-Year College	HBCU	West Texas College
Amarillo College	X			X
Austin Community College	X			
Concordia University Texas		X		
El Paso Community College	X			X
Grayson College	X			
Houston Community College	X			
Howard College	X			X
North Central Texas College	X			
Odessa College	X			X
Paul Quinn College		X	X	
Prairie View A&M University		X	X	
South Plains College	X			X
Texas Southern University		X	X	
Texas State Technical College	X			X

Source | 2020 #RealCollege Survey

Notes | The table details where the colleges that conducted the 2020 #RealCollege Survey from Texas reside. The table reflects the 14 colleges and universities that fielded the survey.

TABLE D-2 | PERSONAL EXPERIENCES WITH ANXIETY AND DEPRESSION AMONG TEXAS SURVEY RESPONDENTS, BY RACE/ETHNICITY (FIGURE 2)

	Overall	
	N	%
Students Experiencing at Least Moderate Anxiety:		
Overall	3,337	33
<i>Race / Ethnicity:</i>		
Indigenous	164	44
White or Caucasian	1,544	39
Other race	99	37
Hispanic or Latinx	1,353	32
Asian	157	29
African American or Black	618	28
Students Experiencing at Least Moderate Depression:		

Overall	3,497	34
<i>Race / Ethnicity:</i>		
Indigenous	163	44
White or Caucasian	1,457	37
Other race	106	39
Hispanic or Latinx	1,468	35
Asian	185	34
African American or Black	691	32

Source | 2020 #RealCollege Survey

Notes | The Generalized Anxiety Disorder Scale (GAD-7) was used to measure anxiety. Students “experienced anxiety” if they experienced moderate to severe levels of anxiety in the last two weeks according to the GAD-7. The Patient Health Questionnaire (PHQ-9) was used to measure depression. Students “experienced depression” if they experienced moderate, moderately severe, or severe levels of depression in the last two weeks according to the PHQ-9. See Appendix C for more information on the 2020 measures. Classifications of racial and ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous, and the Other category also includes students who identify as Middle Eastern or North African or Arab or Arab American.

TABLE D-3 | PERSONAL EXPERIENCES WITH COVID-19 AMONG TEXAS SURVEY RESPONDENTS, BY RACE/ETHNICITY AND COLLEGE TYPE (FIGURE 3)

	Overall		Four-Year HBCUs	
	N	%	N	%
Students Experiencing Any of the Following from Spring 2020 to Present During the Pandemic				
<i>I Was Sick with COVID-19</i>				
Overall	659	8	108	8
Indigenous	27	11	1	3
Hispanic or Latinx	259	10	11	11
White or Caucasian	194	8	5	10
Other race	13	7	3	13
African American or Black	103	7	63	7
Asian	16	5	2	8
<i>Close Friend or Family Member Was Sick with COVID-19</i>				
Overall	3,830	49	753	55
Indigenous	134	56	16	55
Hispanic or Latinx	1,516	58	62	64
White or Caucasian	995	43	30	63
Other race	70	40	15	60
African American or Black	772	52	491	56
Asian	119	36	7	28
<i>Close Friend or Family Member Died of COVID-19</i>				

Overall	1,442	18	339	25
Indigenous	55	23	8	29
Hispanic or Latinx	601	23	28	29
White or Caucasian	273	12	9	19
Other race	20	11	6	24
African American or Black	356	24	237	27
Asian	35	11	0	0

Source | 2020 #RealCollege Survey

Notes | Some students may have more than one personal experience with COVID-19. Classifications of racial and ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous, and the Other category also includes students who identify as Middle Eastern or North African or Arab or Arab American.

TABLE D-4 | ONLINE VS IN-PERSON CLASSES AMONG TEXAS SURVEY RESPONDENTS, BY COLLEGE TYPE (FIGURE 4)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
Online only	7,925	74	1,556	79
In-person (on-campus at least one day/week)	2,630	25	375	19
Don't know	87	1	29	1

Source | 2020 #RealCollege Survey

Notes | Cumulative percentages may not equal 100 due to rounding.

TABLE D-5 | OTHER STUDENT CHALLENGES FACED IN SPRING 2020 AMONG TEXAS SURVEY RESPONDENTS, BY COLLEGE TYPE (FIGURE 5)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
Which of the Following Did You Experience With Your Spring 2020 Term During the COVID-19 Pandemic?				
My college or university moved classes online.	5,958	94	1,343	97
My campus closed.	5,345	85	1,010	73
I had difficulty concentrating on classes.	4,170	66	1,061	77
I had to take care of a family member while attending class.	3,087	49	662	48
I had to help children in my home with their schooling while attending classes.	2,613	41	579	42
I had problems with internet or computer access.	2,605	41	855	62
I attended classes less often.	2,233	36	490	36

I stopped attending my college or university for at least one month.	1,158	18	193	14
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Source | 2020 #RealCollege Survey

Notes | Results are limited to students who were enrolled in college in spring 2020. Some students may have experienced more than one of the challenges listed above.

TABLE D-6 | JOB LOSS OR REDUCTION IN PAY OR HOURS AMONG TEXAS SURVEY RESPONDENTS, BY JOB STATUS AND COLLEGE TYPE (FIGURE 6)

	Full-Time Job		Part-Time Job	
	N	%	N	%
Students Experiencing Any of the Following From Spring 2020 to Present During the Pandemic				
<i>Four-Year HBCUs</i>				
I lost a job.	199	47	436	57
My current hours/pay are lower than they were before COVID-19.	82	19	169	22
<i>Two-Year Colleges</i>				
I lost a job.	1,357	35	1,324	44
My current hours/pay are lower than they were before COVID-19.	1,005	26	792	26

Source | 2020 #RealCollege Survey

Notes | Results are limited to students who were enrolled in college in spring 2020 and had at least one job before the pandemic. Full-time employment is defined as working 35 or more hours a week, while part-time employment is defined as working less than 35 hours a week.

TABLE D-7 | JOB LOSS OR REDUCTION IN PAY OR HOURS AMONG TEXAS SURVEY RESPONDENTS, BY RACE/ETHNICITY AND JOB STATUS (FIGURE 10)

	Part-Time Job		Full-Time Job	
	N	%	N	%
Students Who Experienced a Job Loss or Reduction in Hours or Pay:				
African American or Black	603	77	441	63
Other race	59	76	60	65
Hispanic or Latinx	926	74	908	60
Indigenous	77	69	90	64
White or Caucasian	808	68	959	60
Asian	121	67	93	64

Source | 2020 #RealCollege Survey

Notes | Results are limited to students who were enrolled in college in spring 2020 and had at least one job before the pandemic. Full-time employment is defined as working 35 or more hours a week, while part-time employment is defined as working less than 35 hours a week. Classifications of racial or ethnic background are not mutually exclusive. Respondents could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska

Native or Indigenous, and the Other category also includes students who identify as Middle Eastern or North African or Arab or Arab American.

TABLE D-8 | CHALLENGES FACED BY PARENTING STUDENTS IN TEXAS DURING THE PANDEMIC (FIGURE 8)

	Overall	
	N	%
Which of the Following Did You Experience with Your Spring 2020 Term During the Pandemic?		
I had to help children in my home with their schooling while attending classes	1,505	79
Approximately How Many Days in the Spring 2020 Term Did You Miss Work/Class Because of Childcare Arrangements?		
None	207	31
1-2	131	20
3-5	155	23
6 or more	169	26
Will Your Child(ren) Be Home at Least Part-Time (i.e., Not Attending Daycare or School In-Person) Due to the Pandemic This Fall?		
Yes	2,007	75
No	535	20
Don't know	148	6

Source | 2020 #RealCollege Survey

Notes | Cumulative percentages may not add up to 100 due to rounding. Results to questions about spring 2020 are limited to parenting students who were enrolled in that term. A parenting student is defined as a student who is a parent, primary caregiver, or guardian (legal or informal) of any children in or outside their household.

TABLE D-9 | BASIC NEEDS INSECURITY RATES AMONG TEXAS SURVEY RESPONDENTS, OVERALL AND BY COLLEGE TYPE (FIGURE 9)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
Any BNI	6,287	64	1,264	72
Food insecure	3,977	42	855	50
Housing insecure	5,385	55	1,076	61
Homelessness	1,456	15	339	20

Source | 2020 #RealCollege Survey

Notes | Students experiencing “Any BNI” includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. However, some students may have experienced multiple forms of insecurity at the same time. To refrain from divulging the information for a single institution, the overall counts and rates were not included. For more details on how each measure of basic needs insecurity was created, refer to Appendix B.

TABLE D-10 | LEVEL OF FOOD SECURITY AMONG TEXAS SURVEY RESPONDENTS, BY COLLEGE TYPE (FIGURE 10)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
High	4,366	46	630	37
Marginal	1,217	13	212	12
Low	1,685	18	307	18
Very low	2,292	24	548	32

Source | 2020 #RealCollege Survey

Notes | According to the USDA, students at either low or very low levels of food security are termed “food insecure.” Cumulative percentages may not add up to 100 due to rounding. For more details on how we measure food insecurity, refer to Appendix B.

TABLE D-11 | FOOD SECURITY QUESTIONS AMONG TEXAS SURVEY RESPONDENTS, BY COLLEGE TYPE (FIGURE 11)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
I worried whether my food would run out before I got money to buy more.	4,499	47	952	56
I couldn't afford to eat balanced meals.	3,968	42	802	47
The food that I bought just didn't last and I didn't have the money to buy more.	3,551	37	792	47
I cut the size of meals or skipped meals because there wasn't enough money for food.	3,282	34	733	43
I ate less than I felt I should because there wasn't enough money for food.	3,163	33	677	40
I was hungry but didn't eat because there wasn't enough money for food.	2,382	25	558	33
I cut the size of meals or skipped because there wasn't enough money for food. (3 or more times)	2,186	23	483	28
I lost weight because there wasn't enough money for food.	1,793	19	443	26
I did not eat for a whole day because there wasn't enough money for food.	1,021	11	255	15
I did not eat for a whole day because there wasn't enough money for food. (3 or more times)	607	6	151	9

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above.

TABLE D-12 | HOUSING INSECURITY AMONG TEXAS SURVEY RESPONDENTS, BY COLLEGE TYPE (FIGURE 12)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
Any item	5,385	55	1,076	61
Did not pay full utilities (gas, oil, or electricity bill)	3,142	32	562	32
Did not pay full amount of rent or mortgage	2,961	30	513	29
Had a rent or mortgage increase that made it difficult to pay	1,889	19	345	20
Had an account default or go into collections	1,897	19	299	17
Moved in with other people, even for a little while, due to financial problems	1,380	14	350	20
Lived with others beyond the expected capacity of the house or apartment	924	9	240	14
Left household because felt unsafe	432	4	102	6
Moved three or more times	364	4	265	15
Received a summons to appear in housing court	112	1	34	2

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure housing insecurity, refer to Appendix B.

TABLE D-13 | HOMELESSNESS AMONG TEXAS SURVEY RESPONDENTS, BY COLLEGE TYPE (FIGURE 13)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
Any item	1,456	15	339	20
Self-identified homeless	284	3	71	4
Locations Stayed Overnight:				
Temporarily staying with relative, friend or couch surfing until I find other housing	1,073	11	296	17
In a camper or RV (not on vacation)	206	2	15	1
Temporarily at a hotel or motel without a permanent home to return to	314	3	92	5
In closed area/space with roof not meant for human habitation (such as abandoned building; car, truck, or van; encampment or tent; unconverted garage, attic, or basement)	165	2	33	2
At outdoor location (such as street, sidewalk or alley; bus or train stop; campground or woods, park, beach, or riverbed; under bridge or overpass)	95	1	17	1

At a treatment center (such as detox, hospital, etc.)	94	1	16	1
In transitional housing or independent living program	96	1	9	1
At a shelter	74	1	11	1
At a group home such as halfway house or residential program for mental health or substance abuse	59	1	12	1

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure homelessness, refer to Appendix B.

TABLE D-14 | DISPARITIES IN BASIC NEEDS INSECURITY AMONG TEXAS SURVEY RESPONDENTS, BY RACIAL/ETHNICITY, LGBTQ STATUS, GENDER IDENTITY (FIGURE 14)

	Overall		Four-Year HBCUs	
	Any BNI N	Any BNI %	Any BNI N	Any BNI %
Racial or Ethnic Background				
African American or Black	1,648	75	861	73
Indigenous	281	75	38	97
Other race	190	70	26	79
Hispanic or Latinx	2,704	64	106	66
White or Caucasian	2,434	61	52	71
Asian	311	57	24	63
LGBTQ Status				
Yes	1,081	68	159	77
No	5,435	65	851	71
Gender Identity				
Female	4,763	67	791	72
Male	1,573	59	194	70

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous, and the Other category also includes students who identify as Middle Eastern or North African or Arab or Arab American. Students who self-identify as lesbian, gay, bisexual, transgender, non-binary/third gender, or preferred to self-describe their gender identity or sexual orientation are considered LGBTQ. For more detail on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-15 | DISPARITIES IN BASIC NEEDS INSECURITY AMONG TEXAS SURVEY RESPONDENTS, BY FIRST-GENERATION STATUS, PELL GRANT STATUS, AND ENROLLMENT STATUS (FIGURE 15)

	Overall		Four-Year HBCUs	
	Any BNI	Any BNI	Any BNI	Any BNI

	N	%	N	%
First-Generation Student				
Yes	2,273	68	257	73
No	3,900	64	709	71
Enrollment Status				
Full-time student	3,112	67	960	73
Part-time student	4,092	64	264	71
Pell Grant Recipient				
Yes	4,452	72	803	75
No	2,805	56	391	65

Source | 2020 #RealCollege Survey

Notes | First-generation status is defined as whether a student’s parents’ highest level of education completed is a high school diploma or GED. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-16 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF CARES ACT GRANT AMONG TWO-YEAR SURVEY RESPONDENTS IN TEXAS, BY COLLEGE TYPE (FIGURE 16)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
Heard of CARES Act Grant program	3,086	53	914	80
Applied for a CARES Act Grant this year	2,084	36	766	67
Received a CARES Act Grant this year	1,685	29	500	44

Source | 2020 #RealCollege Survey

Notes | Because of different systems for the distribution of CARES Act grant dollars across colleges, some students may have received CARES Act grant dollars but did not have to apply for them. For example, some colleges use information from students FAFSA to determine eligibility.

TABLE D-17 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF EMERGENCY AID AMONG TWO-YEAR SURVEY RESPONDENTS IN TEXAS, BY COLLEGE TYPE (FIGURE 17)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
Heard of emergency aid grant program	2,877	48	579	49
Applied for an emergency aid grant this year	1,955	33	518	44
Received an emergency aid grant this year	1,612	27	405	35

Source | 2020 #RealCollege Survey

Notes | Because of different systems for the distribution of emergency aid across colleges, some students may have received emergency grant dollars but did not have to formally apply for them. For example, some colleges use information from students FAFSA to determine eligibility.

TABLE D-18 | TEXAS SURVEY RESPONDENTS EXPERIENCEING ANY LEVEL OF STRESS WHEN SEEKING EMERGENCY AID, BY BNI STATUS AND COLLEGE TYPE (FIGURE 18)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
Overall, How Stressful Was Your Experience With Seeking Emergency Grants?				
<i>Among Those Who Experienced Basic Needs Insecurity</i>				
Not stressful at all	938	39	189	26
Slightly to extremely stressful	1,454	61	546	74
<i>Among Those Who Did Not Experience Basic Needs Insecurity</i>				
Not stressful at all	361	58	80	40
Slightly to extremely stressful	264	42	121	60

Source | 2020 #RealCollege Survey

Notes | Rates above are among students who experienced basic needs insecurity and applied for a CARES Act grant or an emergency aid grant this year. To determine stressful experiences when seeking aid, students were asked “How stressful was your experience with seeking an emergency grant?” Students with the following responses are defined as experiencing any stress when seeking aid: slightly stressful, moderately stressful, very stressful or extremely stressful (as opposed to students responding “not stressful at all”). For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-19 | TOP USES OF ANY EMERGENCY AID AMONG SURVEY RESPONDENTS IN TEXAS, AT HBCUs (PAGE 39)

	HBCUs	
	N	%
Stay enrolled in my college or university	512	71
Afford educational materials for my child	80	11
Reduce stress	552	76
Have more or better food to eat	509	69
Fix my car / buy gas / pay for transit	463	64
Pay for housing	432	59
Buy or improve my laptop / computer	342	48
Support my family members with their bills	319	44
Avoid eviction	231	32
Get medical care	167	23
Afford educational materials for my classes	553	77
Afford to travel home	281	39
Paid for entertainment/relaxation	213	30
Pay back a loan	144	20
Paid for childcare	57	8
Leave an unsafe living situation	94	13

Source | 2020 #RealCollege Survey

Notes | Some students may select more than one use of emergency aid funding.

TABLE D-20 | TOP USES OF ANY EMERGENCY AID AMONG SURVEY RESPONDENTS IN TEXAS, BY BNI STATUS (FIGURE 19)

	Any BNI		No BNI	
	N	%	N	%
Stay enrolled in my college or university	2,126	81	541	74
Reduce stress	2,087	79	545	74
Afford educational materials for my classes	2,041	78	598	81
Have more or better food to eat	1,905	72	340	46
Fix my car / buy gas / pay for transit	1,740	66	362	50
Pay for housing	1,577	60	208	28
Buy or improve my laptop / computer	1,265	49	382	53
Support my family members with their bills	1,143	43	261	36
Avoid eviction	875	33	71	10
Get medical care	641	25	129	18
Afford educational materials for my child	566	22	82	11
Afford to travel home	523	20	90	13
Paid for entertainment/relaxation	517	20	181	25
Pay back a loan	483	19	97	14
Paid for childcare	379	15	51	7
Leave an unsafe living situation	303	12	29	4

Source | 2020 #RealCollege Survey

Notes | "Any BNI" includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. "No BNI" includes students who did not experience food insecurity, housing insecurity, or homelessness. Some students may select more than one use of emergency aid funding.

TABLE D-21 | USE OF PUBLIC BENEFITS AMONG SURVEY RESPONDENTS IN TEXAS, ACCORDING TO BNI STATUS (FIGURE 20)

	Any BNI		No BNI	
	N	%	N	%
Any public assistance	3,545	46	1,128	27
SNAP (food stamps)	1,352	20	226	6
Medicaid or public health insurance	1,285	19	365	10
Tax refunds (including EITC and CTC)	1,087	16	319	9
Unemployment compensation/insurance	1,083	16	292	8
WIC (nutritional assistance for pregnant women and children)	440	7	84	2
Health services from an income-based organization or community health center	288	4	68	2
Housing assistance (e.g., housing choice voucher, subsidized site-based housing, public or nonprofit owned housing, income-based housing or rent, rental or homeowners assistance)	272	4	38	1
Utility assistance (e.g., help paying for heat or water)	252	4	21	1

Veterans benefits (Veteran’s Affairs benefits for a service member’s, widow’s, or survivor’s pension; service disability; or the GI Bill)	281	4	158	4
Services or support from a local nonprofit/ nongovernmental agency	217	3	27	1
Childcare assistance	185	3	40	1
SSDI (social security disability income)	148	2	29	1
SSI (supplemental security income)	129	2	37	1
Transportation assistance	118	2	23	1
LIHEAP (Low Income Housing Energy Assistance Program)	61	1	13	0
Services or support from a housing community-based organization or nonprofit including emergency shelters or domestic violence shelters	73	1	3	< 1
Legal services or assistance	88	1	17	< 1
TANF (public cash assistance; formerly called ADC or ADFC)	47	1	8	< 1

Source | 2020 #RealCollege Survey

Notes | Students experiencing “any basic needs insecurity” includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more detail on how each measure of basic needs insecurity was constructed refer to Appendix B.

TABLE D-22 | REASONS WHY STUDENTS IN TEXAS EXPERIENCING BNI DID NOT USE CAMPUS SUPPORTS, BY COLLEGE TYPE (FIGURE 21)

	Two-Year Colleges		Four-Year HBCUs	
	N	%	N	%
I do not think I am eligible.	5,773	67	1,078	69
Other people need those programs more than I do.	5,720	66	842	54
I do not need these programs.	3,885	45	519	34
I do not know how to apply.	3,616	42	805	52
I did not know they existed or were available.	3,671	42	772	50
I am embarrassed to apply.	1,873	22	215	14
People like me do not use programs like that.	1,422	17	174	11
I had difficulty completing the application.	1,112	13	252	16

Source | 2020 #RealCollege Survey

Notes | Rates above are among students who experienced basic needs insecurity. Some students may have reported multiple reasons for why they did not use campus supports. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-23 | DISPARITIES IN GAPS BETWEEN BASIC NEEDS INSECURITY AND USE OF ANY CAMPUS SUPPORT AMONG SURVEY RESPONDENTS IN TEXAS, BY GENDER, LGBTQ STATUS, AND RACE/ETHNICITY (FIGURE 22)

	Any BNI		Use Any Support (Among those with BNI)	
	N	%	N	%
Racial or Ethnic Background				
Indigenous	281	75	105	38
African American or Black	1,648	75	668	41
Other	190	70	57	30
Hispanic or Latinx	2,704	64	1,055	39
White or Caucasian	2,434	61	811	33
Asian	311	57	86	28
LGBTQ				
Yes	1,081	68	359	33
No	5,435	65	2,026	37
Gender Identity				
Female	4,763	67	1,857	39
Male	1,573	59	471	30

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous, and the Other category also includes students who identify as Middle Eastern or North African or Arab or Arab American. Students experiencing “Any BNI” includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE E-24 | ONLINE VS IN-PERSON CLASSES AT TWO-YEAR COLLEGES IN TEXAS, BY REGION (FIGURE 23)

	West Texas Colleges		Non-West Texas Colleges	
	N	%	N	%
Online only	2,846	58	5,079	88
In-person (on-campus at least one day/week)	1,990	41	640	11
Don't know	36	1	51	1

Source | 2020 #RealCollege Survey

Notes | Cumulative percentages may not equal 100 due to rounding.

TABLE D-25 | CHALLENGES FACED BY PARENTING STUDENTS AT TWO-YEAR COLLEGES IN TEXAS DURING THE PANDEMIC, BY REGION (FIGURE 24)

	West Texas Colleges		Non-West Texas Colleges	
	N	%	N	%
Will Your Child(ren) Be Home at Least Part-Time (i.e., Not Attending Daycare or School In-Person) Due to the Pandemic This Fall?				
Yes	827	68	1,003	80
No	297	25	201	16
Don't know	84	7	53	4

Source | 2020 #RealCollege Survey

Notes | Results to questions about spring 2020 are limited to parenting students who were enrolled in that term. A parenting student is defined as a student who is a parent, primary caregiver, or guardian (legal or informal) of any children in or outside their household.

TABLE D-26 | PERSONAL EXPERIENCES WITH COVID-19 AMONG TEXAS SURVEY RESPONDENTS, BY RACE/ETHNICITY AND REGION (PAGE 47)

	West Texas Colleges		Non-West Texas Colleges	
	N	%	N	%
Students Experiencing Any of the Following from Spring 2020 to Present During the Pandemic				
<i>I Was Sick with COVID-19</i>				
Overall	276	9	255	8
White or Caucasian	82	9	96	8
African American or Black	8	5	30	7
Asian	2	4	11	4
Indigenous	9	10	17	16
Hispanic or Latinx	153	10	87	9
Other race	2	5	7	7
<i>Close Friend or Family Member Was Sick with COVID-19</i>				
Overall	1,499	51	1,483	44
White or Caucasian	440	46	488	40
African American or Black	67	45	201	46
Asian	21	43	87	35
Indigenous	52	55	65	60
Hispanic or Latinx	894	59	527	56
Other race	15	38	37	36
<i>Close Friend or Family Member Died of COVID-19</i>				
Overall	549	19	524	16
White or Caucasian	119	13	137	11
African American or Black	28	19	87	20
Asian	6	13	25	10

Indigenous	20	21	27	25
Hispanic or Latinx	356	24	206	22
Other race	2	5	11	11

Source | 2020 #RealCollege Survey

Notes | Some students may have more than one personal experience with COVID-19. Classifications of racial and ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous, and the Other category also includes students who identify as Middle Eastern or North African or Arab or Arab American.

TABLE D-27 | BASIC NEEDS INSECURITY RATES AT TWO-YEAR COLLEGES IN TEXAS, BY REGION (FIGURE 25)

	West Texas Colleges		Non-West Texas Colleges	
	N	%	N	%
Any BNI	3,020	67	3,267	62
Food insecure	1,978	45	1,999	39
Housing insecure	2,557	57	2,828	53
Homelessness	650	15	806	16

Source | 2020 #RealCollege Survey

Notes | Students experiencing “Any BNI” includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. However, some students may have experienced multiple forms of insecurity at the same time. For more details on how each measure of basic needs insecurity was created, refer to Appendix B.

TABLE D-28 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF CARES ACT GRANT AMONG TWO-YEAR TEXAS SURVEY RESPONDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY REGION (FIGURE 26)

	West Texas Colleges		Non-West Texas Colleges	
	N	%	N	%
Heard of CARES Act Grant program	1,683	59	1,403	47
Applied for CARES Act Grant this year	1,274	45	810	27
Received a CARES Act Grant This year	1,064	38	621	21

Source | 2020 #RealCollege Survey

Notes | Because of different systems for the distribution of CARES Act grant dollars across colleges, some students may have received CARES Act grant dollars but did not have to apply for them. For example, some colleges use information from students FAFSA to determine eligibility.

TABLE D-29 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF EMERGENCY AID AMONG TWO-YEAR TEXAS SURVEY RESPONDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY REGION (FIGURE 27)

	West Texas Colleges		Non-West Texas Colleges	
	N	%	N	%
Heard of an emergency aid grant program	1,533	53	1,344	44
Applied for an emergency aid grant this year	1,076	37	879	29
Received an emergency aid grant this year	932	32	680	22

Source | 2020 #RealCollege Survey

Notes | Because of different systems for the distribution of emergency aid across colleges, some students may have received emergency grant dollars but did not have to formally apply for them. For example, some colleges use information from students FAFSA to determine eligibility.

TABLE D-30 | TOP USES OF ANY EMERGENCY AID AMONG SURVEY RESPONDENTS IN TEXAS, BY REGION (PAGE 51)

	West Texas Colleges		Non-West Texas Colleges	
	N	%	N	%
Stay enrolled in my college or university	1,309	83	810	82
Afford educational materials for my child	355	23	206	21
Reduce stress	1,245	79	786	80
Have more or better food to eat	1,041	66	658	66
Fix my car / buy gas / pay for transit	1,009	64	594	60
Pay for housing	752	48	575	58
Buy or improve my laptop / computer	852	54	436	45
Support my family members with their bills	721	46	346	35
Avoid eviction	391	25	314	32
Get medical care	365	23	226	23
Afford educational materials for my classes	1,287	82	761	78
Afford to travel home	215	14	103	11
Paid for entertainment/relaxation	306	20	162	17
Pay back a loan	272	18	151	16
Paid for childcare	212	14	157	16
Leave an unsafe living situation	138	9	97	10

Source | 2020 #RealCollege Survey

Notes | Some students may select more than one use of emergency aid funding.

TABLE D-31 | REASONS WHY STUDENTS IN TEXAS EXPERIENCING BNI DID NOT USE CAMPUS SUPPORTS, BY REGION (PAGE 51)

	West Texas Colleges		Non-West Texas Colleges	
	N	%	N	%
	I do not think I am eligible.	2,589	64	3,184
Other people need those programs more than I do.	2,575	64	3,145	68
I do not know how to apply.	1,713	43	1,903	41
I did not know they existed or were available.	1,760	44	1,911	41
I do not need these programs.	1,611	40	2,274	49
I am embarrassed to apply.	934	23	939	20
I had difficulty completing the application.	517	13	595	13
People like me do not use programs like that.	600	15	822	18

Source | 2020 #RealCollege Survey

Notes | Rates above are among students who experienced basic needs insecurity. Some students may have reported multiple reasons for why they did not use campus supports. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

TABLE D-32 | DISPARITIES IN GAPS BETWEEN BNI AND USE OF ANY CAMPUS SUPPORT AMONG SURVEY RESPONDENTS IN TEXAS, BY GENDER, LGBTQ STATUS, RACE/ETHNICITY, AND REGION (PAGE 51)

	West Texas Colleges		Non-West Texas Colleges	
	Any BNI	Use Any Support (Among those with BNI)	Any BNI	Use Any Support (Among those with BNI)
	%	%	%	%
Racial or Ethnic Background				
African American or Black	78	47	78	44
Indigenous	73	43	73	38
Other	77	33	66	29
Hispanic or Latinx	66	44	61	34
White or Caucasian	67	38	58	31
Asian	54	18	57	31
LGBTQ				
Yes	70	40	65	29
No	67	41	61	36
Gender Identity				
Female	70	45	63	36

Male	61	33	55	28
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Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. Some racial and ethnic groups were combined due to sample size. The Asian category includes students who identify as Asian Americans, Southeast Asian, and Pacific Islanders, the Indigenous category includes students who identify as American Indian or Alaska Native or Indigenous, and the Other category also includes students who identify as Middle Eastern or North African or Arab or Arab American. Students experiencing “Any BNI” includes students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was constructed, refer to Appendix B.

Appendix E. Questions Used to Capture Student Background Characteristics in the Hope Center's #RealCollege Survey

1. What is your gender? (Mark Yes or No for each item.)
 - a. Female
 - b. Male
 - c. Non-binary/third gender
 - d. Prefer to self-describe
 - e. Prefer not to answer
2. Do you identify as transgender?
 - a. Yes
 - b. No
 - c. Prefer not to answer
3. What is your sexual orientation?
 - a. Heterosexual or straight
 - b. Gay or lesbian
 - c. Bisexual
 - d. Prefer to self-describe
 - e. Prefer not to answer
4. In what year were you born? (answers by dropdown starting with 2002)
5. Are you a U.S. citizen or permanent resident?
 - a. Yes
 - b. No
 - c. Prefer not to answer
6. Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?
 - a. Yes
 - b. No
 - c. Prefer not to answer
7. How do you usually describe your race and/or ethnicity? (Select “Yes” to all that apply if you identify with multiple groups)
 - a. White or Caucasian
 - b. African American or Black
 - c. Middle Eastern or North African or Arab or Arab American
 - d. Southeast Asian
 - e. American Indian or Alaskan Native
 - f. Indigenous
 - g. Hispanic or Latinx/Latina/Latino or Chicanx/Chicana/Chicano
 - h. Pacific Islander or Native Hawaiian
 - i. Other Asian or Asian American
 - j. Other (please specify)
 - k. Prefer not to answer

8. What is the highest level of education completed by either of your parents/guardians?
 - a. Eighth grade or lower
 - b. Between 9th and 12th grade (but no high school diploma)
 - c. High school diploma
 - d. GED
 - e. Some college (but no college degree)
 - f. College or trade/vocational certificate
 - g. Associate degree
 - h. Bachelor's degree
 - i. Graduate degree
 - j. I don't know
 - k. Prefer not to answer
9. In the last year, did a parent or guardian claim you as a "dependent" for tax purposes?
 - a. Yes
 - b. No
 - c. I don't know
 - d. Prefer not to answer
10. How would you describe your current relationship status?
 - a. Single
 - b. In a relationship
 - c. Married or domestic partnership
 - d. Divorced
 - e. Widowed
 - f. Prefer not to answer
11. Do you have a spouse or partner that lives with you?
 - a. Yes
 - b. No
 - c. Prefer not to answer
12. Have you ever been in foster care?
 - a. Yes
 - b. No
 - c. Prefer not to answer
13. Are you the parent, primary caregiver, or guardian (legal or informal) of any children?
 - a. Yes
 - b. No
14. Have you ever been convicted of a crime? (Felony and misdemeanor convictions only. Don't include violations or traffic infractions.)
 - a. Yes
 - b. No
 - c. Prefer not to answer
15. Do you have any of the following disabilities or medical conditions? (Mark Yes or No for each item.)

- a. Cognitive, learning, or neurological disorders/disabilities (dyslexia, ADHD, autism spectrum disorder, epilepsy, etc.)
 - b. Physical disability (speech, sight, mobility, hearing, etc.)
 - c. Chronic illness (asthma, diabetes, autoimmune disorders, cancer, etc.)
 - d. Psychological disorder (depression, anxiety, PTSD, etc.)
 - e. Other: (fill in)
16. Are you a varsity student-athlete on a team sponsored by your college or university's athletics department?
- a. Yes
 - b. No
 - c. Prefer not to answer

¹ Survey responses for #RealCollege 2020 were conducted and collected in Qualtrics. The Hope Center team organized, cleaned, and merged survey data with other sources (IPEDS and internal databases) using Stata. Tables and figures produced for the #RealCollege 2020 report were constructed in Stata and Tableau.

² This count is based on institution-based self-reports of how many students were sent invitations to take the survey.

³ For most participating institutions, the number of survey invitations sent is based on the total number of students at each institution, aged 18 or above, in the fall of 2020, as reported by each institution. Two four-year colleges sent Invitations to a sample of students.

⁴ See https://www.census.gov/programs-surveys/sipp/about/sipp-content-information.html#par_textimage_5

⁵ Crutchfield, R. M., & Maguire, J. (2017). *Researching basic needs in higher education: Qualitative and quantitative instruments to explore a holistic understanding of food and housing insecurity*. Long Beach, California: Basic Needs Initiative, Office of the Chancellor, California State University.

⁶ Spitzer, R.L., Kroenke, K., Williams, J.B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder. *Archives of Internal Medicine*, 166(10), 1092–1097.