



For College, Community, and Justice

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#REALCOLLEGE 2021: BASIC NEEDS INSECURITY DURING THE ONGOING PANDEMIC

REPORT FOR WINDWARD COMMUNITY COLLEGE

A Hope Center Publication
March 2021

2020 #REALCOLLEGE SURVEY RESULTS

INSTITUTION REPORT FOR WINDWARD COMMUNITY COLLEGE

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

March 2021

OVERVIEW

Invitations to complete the questionnaire were sent by email to 2,299 students from Windward Community College and 35 students participated. Thus, the estimated response rate is 1.5%.

Students at Windward Community College told us that...

- 53% experienced at least one form of basic needs insecurity, including
 - 13% who experienced food insecurity in the prior 30 days,
 - 44% who experienced housing insecurity in the previous year, and
 - 3% who experienced homelessness in the previous year.

We also learned that...

- 12% had a close friend or family member who was sick with COVID-19, while 4% were sick with COVID-19 themselves.
- 36% of students exhibited at least moderate anxiety.
- 0% of students who experienced basic needs insecurity used emergency aid, but 27% had not heard of emergency aid programs on campus.
- 38% of students experiencing basic needs insecurity did not apply for campus supports because they did not know how.
- 22% of students experiencing basic needs insecurity received some form of public assistance.

For more information on the research methodology and survey participants, please refer to the online appendices for the #RealCollege 2021: Basic Needs Insecurity During the Ongoing Pandemic report (available at www.hope4college.com).

NEW ECONOMICS OF COLLEGE DURING THE PANDEMIC

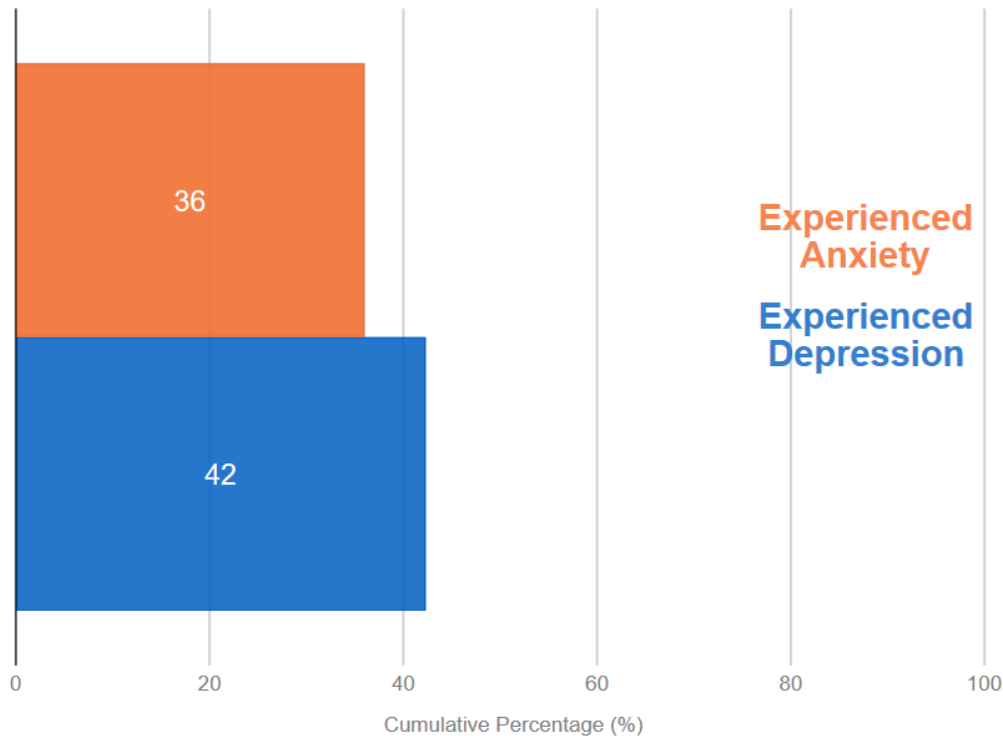
Students and families have struggled with the new economics of college for the past 20 years. Stagnant incomes, declining state support for higher education, college prices that stretch the budgets of all but the top earners, rising wealth and income inequality, and a threadbare social safety net have made a college degree less attainable.

In 2020, a pandemic-induced recession exacerbated these issues. This section explores how the pandemic affected students, looking at two areas: health and employment.

HEALTH

As COVID-19 cases in the U.S. increased throughout the spring and fall of 2020, students' health suffered. Approximately 36% of students at Windward Community College reported experiencing at least moderate anxiety, while 42% reported experiencing at least moderate depression.

FIGURE 1. PERSONAL EXPERIENCES WITH ANXIETY AND DEPRESSION AT WINDWARD COMMUNITY COLLEGE

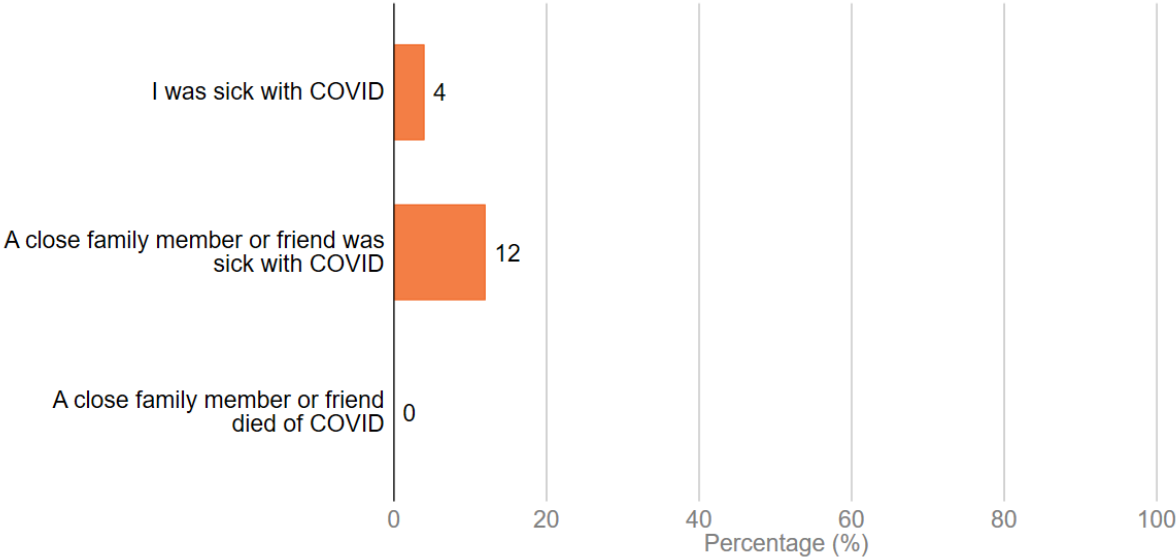


Source: 2020 #RealCollege Survey

Notes: Students “experienced anxiety” if they experienced moderate to severe levels of anxiety in the last two weeks; while students “experienced depression” if they experienced moderate, moderately severe, or severe levels of depression in the last two weeks. For more details on measures of anxiety and depression used in this report refer to the online appendices for the #RealCollege 2021 report. Numbers are rounded to the nearest whole number.

Personal experiences with COVID-19, the disease caused by the novel coronavirus, were also common. At Windward Community College, 12% of students had a close friend or family member who was sick with COVID-19, while 4% were sick with COVID-19 themselves.

FIGURE 2. PERSONAL EXPERIENCES WITH COVID-19 AT WINDWARD COMMUNITY COLLEGE



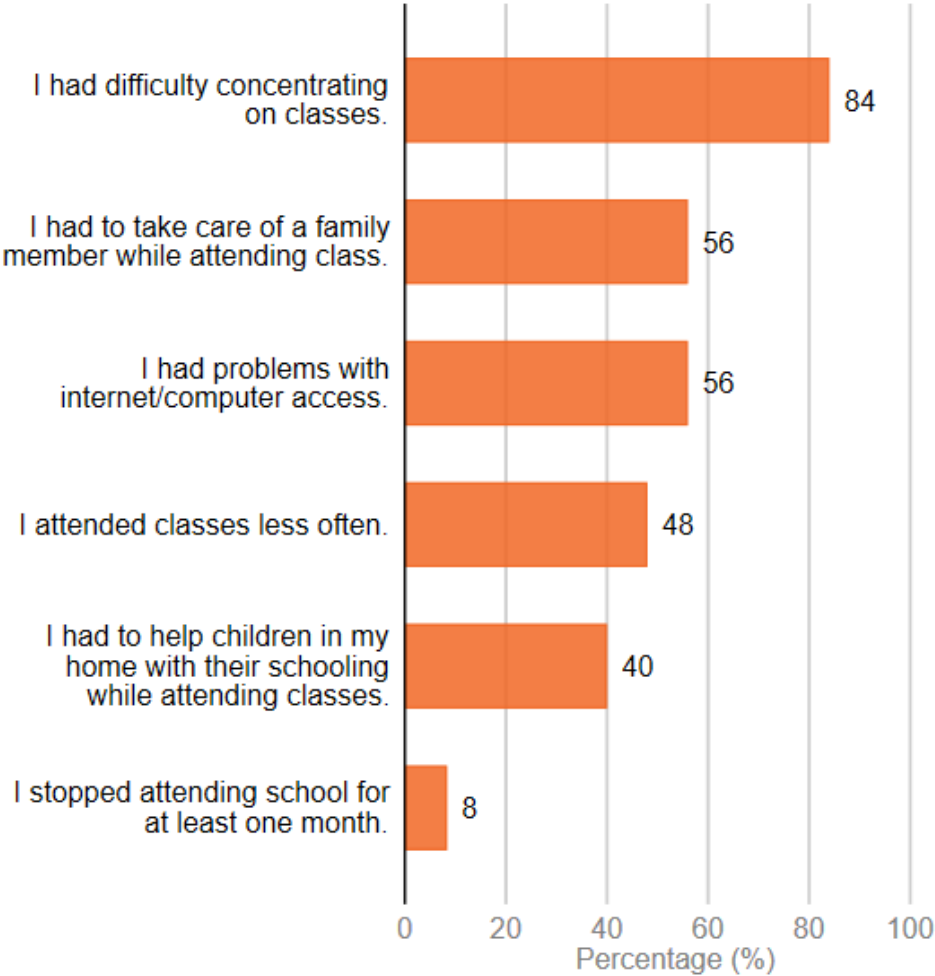
Source: 2020 #RealCollege Survey

Notes: Some students may have more than one personal experience with COVID-19. Numbers are rounded to the nearest whole number.



Students at Windward Community College reported numerous challenges when asked to reflect on their experiences during the pandemic. As Figure 3 shows, 84% had difficulty concentrating in classes and 56% had problems with internet or computer access since the spring of 2020.

FIGURE 3. OTHER CHALLENGES FACED SINCE SPRING 2020 DUE TO THE PANDEMIC AT WINDWARD COMMUNITY COLLEGE



Source: 2020 #RealCollege Survey

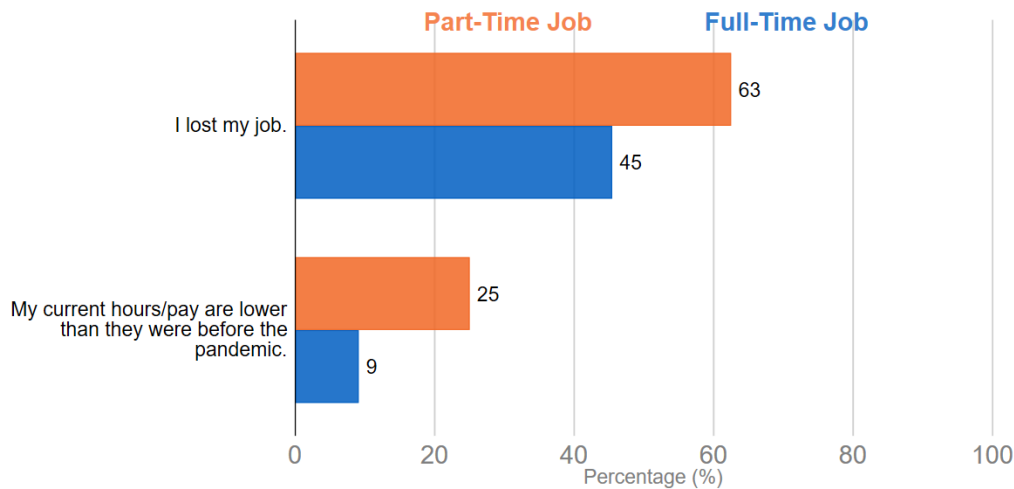
Notes: Results above are limited to students who were also enrolled in college in spring 2020. Some students may have experienced more than one of the challenges listed above. Numbers are rounded to the nearest whole number.

EMPLOYMENT

The pandemic shuttered businesses and led to widespread furloughs, layoffs, and reductions in hours and pay. While the causes for job losses among college students are complex, campus closures, the loss of work-study opportunities, and job losses in the leisure and hospitality sector—in which younger, economically disadvantaged students are likely to work—certainly contributed.

Figure 4 shows that 63% of students with part-time jobs at Windward Community College lost their jobs.

FIGURE 4. JOB LOSS OR REDUCTION IN PAY OR HOURS, BY PRE-PANDEMIC JOB STATUS AT WINDWARD COMMUNITY COLLEGE



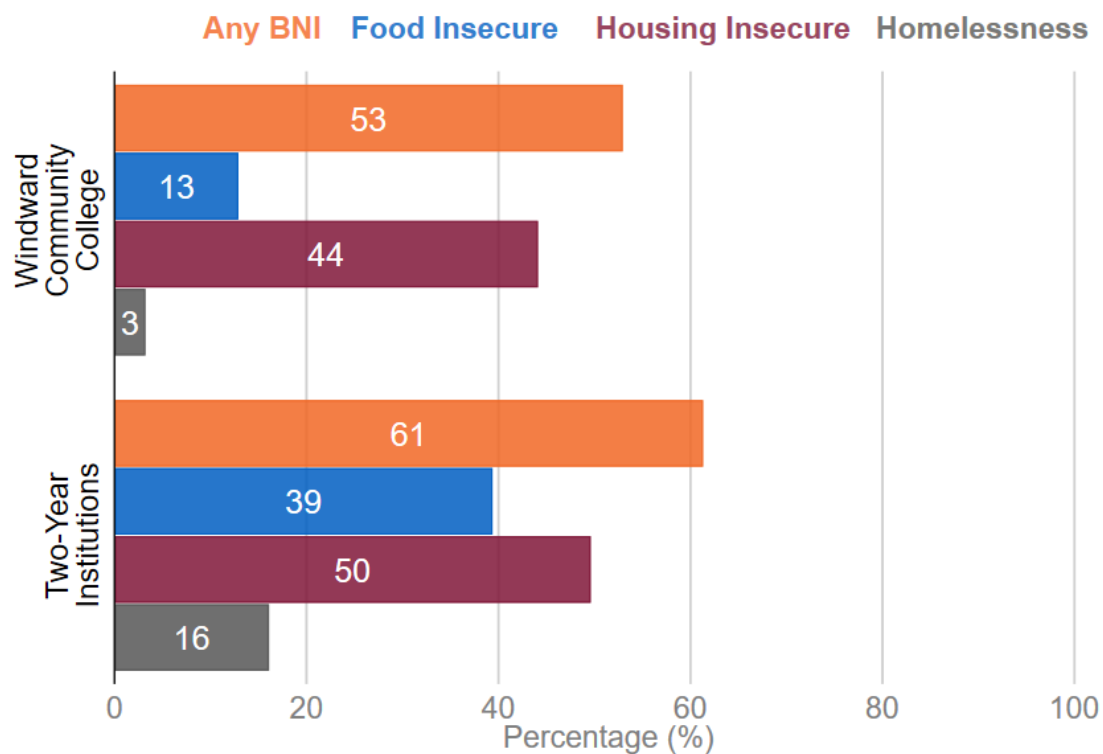
Source: 2020 #RealCollege Survey

Notes: Results above are limited to students who were also enrolled in college in spring 2020 and had at least one job before the pandemic. Those with a SHORT-time job worked more than 20 hours a week, whereas those with a part-time job worked 20 hours or less a week. Numbers are rounded to the nearest whole number.



Among survey respondents at Windward Community College, 53% of students experienced some form of basic needs insecurity (Figure 5).

FIGURE 5. COMPARISON OF BASIC NEEDS INSECURITY RATES



Source: 2020 #RealCollege Survey

Notes: "Any BNI" includes students who experienced food insecurity, housing insecurity, or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to the online appendices for the #RealCollege 2021 report. Numbers are rounded to the nearest whole number.

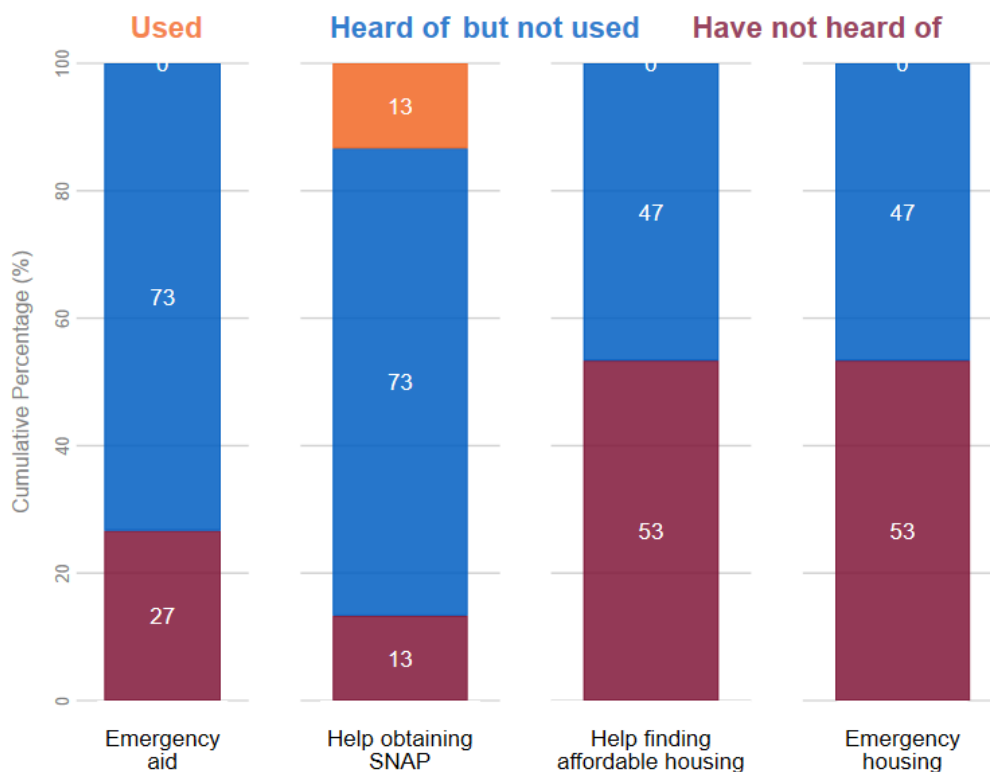
UTILIZATION OF SUPPORTS

In late March 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act became law. The bill offered students and colleges financial relief, particularly in the form of emergency aid. Nevertheless, students who were claimed as dependents were ineligible for CARES stimulus checks, even if they earned income and filed a tax return. In addition, there was considerable confusion over CARES Act eligibility requirements, and in April and May 2020, few students reported accessing available CARES supports. This section examines supports available to students and the utilization of these supports in the fall 2020 term.

CAMPUS SUPPORTS

Among students experiencing basic needs insecurity at Windward Community College, utilization of campus supports was generally uncommon. Only 0% of students experiencing basic needs insecurity used emergency financial aid and 13% received help in obtaining SNAP benefits (Figure 6).

FIGURE 6. USE OF CAMPUS SUPPORTS AMONG STUDENTS WHO EXPERIENCED BASIC NEEDS INSECURITY AT WINDWARD COMMUNITY COLLEGE

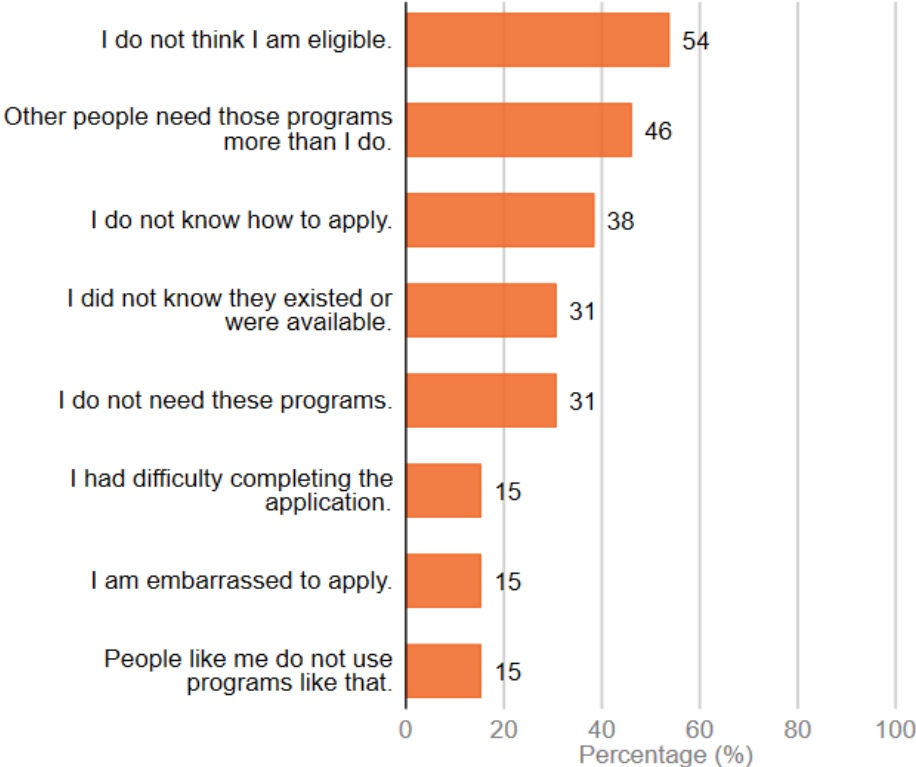


Source: 2020 #RealCollege Survey

Notes: Some students may have used or heard of multiple campus supports. Cumulative percentages may not add up to 100 due to rounding.

Among those students who did not seek out campus supports, 38% did not know how to apply and 46% thought other students needed the resources more (Figure 7).

FIGURE 7. REASONS WHY STUDENTS EXPERIENCING BASIC NEEDS INSECURITY DID NOT USE CAMPUS SUPPORTS AT WINDWARD COMMUNITY COLLEGE



Source: 2020 #RealCollege Survey

Notes: Some students may have reported multiple reasons for why they did not use campus supports. Numbers are rounded to the nearest whole number.

CONCLUSION AND RECOMMENDATIONS

While vaccines offer hope for fall 2021, the impact of the pandemic will reverberate for years. 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

The Hope Center for College, Community, and Justice is redefining what it means to be a student-ready college with a national movement centering #RealCollege students' basic needs. In order to advance the necessary systemic changes to support those needs, our work includes four pillars: action research, engagement and communication, advocacy, and sustainability. For more information, visit www.hope4college.com.

CONTACT INFORMATION

If you have questions about this report, please contact the Hope Center research team at hopesrvy@temple.edu.



APPENDIX

TABLE A. CHARACTERISTICS OF SURVEY RESPONDENTS AT WINDWARD COMMUNITY COLLEGE

		NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS
GENDER IDENTITY	Male	3	12
	Female	18	72
	Valid Responses	25	100
SEXUAL ORIENTATION	Is LGBTQ	8	32
	Is not LGBTQ	17	68
	Valid Responses	25	100
RACE & ETHNICITY	Asian or Asian American	18	72
	African American or Black	.	.
	Hispanic or Latinx	4	16
	Native American	2	8
	White or Caucasian	15	60
	Other	1	4
	Valid Responses	25	100
AGE	18 to 20	9	36
	21 to 25	4	16
	26 and older	12	48
	Valid Responses	25	100
ENROLLMENT STATUS	Full-time	16	46
	Part-time	19	54
	Valid Responses	35	100
YEARS IN COLLEGE	Less than 1	8	24
	1 to 2	15	44
	3 or more	11	32
	Valid Responses	34	100
RECEIVES PELL GRANT	Yes	13	41
	No	19	59
	Valid Responses	32	100

Notes: Classifications of gender identity and racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications.