



Examining Housing Insecurity Among Pittsburgh Area College Students

October 2018

**Heather Starr Fiedler, Jim Ice, Meggan Lloyd,
Sera Mathew, Darrell Payne, Teri Deal
Point Park University**

Funded by the Eden Hall Foundation

THE BOTTOM LINE

This study, funded by the Eden Hall Foundation, was conducted by faculty and students in the Department of Community Engagement at Point Park University in the Spring and Fall of 2018. The study involved both administrators and students from PCHE institutions in the region. Administrators were invited to participate in focus groups that asked them their perception of housing insecurity and basic needs on their campus. Administrators at nine (of 10) PCHE schools attended the focus groups or interviews. The administrators also had the opportunity to discuss possible collaborations to help address basic needs among their universities. Three themes emerged from the qualitative interviews that could guide a solutions-based approach:

1. Gaps in Institutional Structure
2. Lack of Formal Processes and Policies
3. Need for Training for Students, Staff and Faculty

In addition to the qualitative discussion with regional administrators, students at seven participating institutions were given a 42-question survey asking about their housing situation which aimed to identify the need for housing insecurity support as well as correlations between housing security and other factors involving their education and happiness. A total of 2,448 students started the online survey, and 1,815 students completed the survey questions.

Results show that:

- 12.2% of students reported that they lacked a fixed, regular and adequate night-time residence at some point since starting college.
- 22.8% agreed or strongly agreed that their current accommodations are only temporary - even if they wanted to stay.
- 10.2% report to have couch surfed (staying temporary with friend or relative) within the last 12 months
- Only 53.9% of students report being confident in their ability to pay housing cost/rent on time
- There is a strong statistically significant positive correlation between satisfaction with housing and overall feeling of stability ($r=.603^{**}$, $p<.01$).
- 19.2% of students report using financial subsidies or community programs to help pay for housing costs
- 37.5% of students report taking out credit card debt to pay for housing costs
- Students also expressed a need for other basic need support including textbook support/assistance (79% of students), followed by mental health support (47%), transportation assistance (45.8%), food support (43%), clothing support (23.6%) and childcare support (10.9%)

The results indicate a need for further study with additional institutions and the further exploration of PCHE-wide initiatives to address these basic needs demands in the region.

TABLE OF CONTENTS

Background	3
References	4
Phase I – Qualitative Study	5
Qualitative Methods	5
Summary of Findings	6
Key Recommendations	6
Detailed Findings	6
Basic Needs of Students	7
Gaps in Institutional Structure	12
Lack of Formal Processes and Policies	12
Need for Training for Students, Staff and Faculty	14
Phase II – Quantitative Study	16
Quantitative Methods	16
Survey Instrument, Sample and Response Rates	16
Summary of Findings	16
Part I Respondent Demographics	20
Part II Household Demographics	21
Part III Student Housing & Housing Security	24
Part IV Student Support Services	29
Detailed Findings & Correlation Data	33
Limitations, Future Study Recommendations	39
PCHE-Wide Initiatives	41
Recommendations for Initiatives	41
Appendices	
Appendix A - Table 1. Participating Institutions by Carnegie Classification	44
Appendix B – Definitions	45
Appendix C – Focus Group Script	46
Appendix D– Survey Instrument	49

BACKGROUND

Since 2011, more than twenty studies have been published surveying either or housing insecurity among college students, showcasing a rising challenge for students to meet these basic needs (Goldrick-Rab, Broton, & Hernandez, 2017). Students experiencing housing insecurity, as a whole, are generally an invisible population, both on campus and in national debates regarding youth homelessness (Field, 2015). Though specific statistics regarding post-secondary housing insecurity are difficult to determine, current data showcases increasing numbers, due to higher enrollment rates of low-income and moderately low-income students, coupled with lofty college costs (Goldrick-Rab, Broton, & Hernandez, 2017). Housing insecurity runs the gamut of higher education institutions (HEI's) from two-year colleges to Ivy League institutions. The California State University system found 11% of students experienced homelessness at least once in the previous year (Crutchfield & Maguire, 2018) and CUNY found that 41.7% of students faced varying levels of housing instability (Tsui, et al., 2011). Prevalence rates of college students experiencing housing insecurity are now greater than the numbers of individuals in the general population facing similar struggles (Broton & Goldrick-Rab, 2016).

Housing insecurity runs the gamut of HEI's from two-year colleges to Ivy League institutions. At community colleges, housing insecurity is believed to be more prevalent than at four-year institutions, due to larger numbers of students being financially vulnerable (Young, 2013). Broton and Goldrick-Rab completed four different studies of housing insecurity. Results of their studies indicate one in two community college students had encountered challenges related to housing insecurity during the previous year (Broton & Goldrick-Rab, 2018). Broton and Goldrick-Rab found at four-year institutions "at least 1 in 10 and up to 1 in 5 indicated that they were housing insecure" (Broton & Goldrick-Rab, 2018, p. 128). Housing insecurity affects college students not only financially and socially, but also academically. In a survey of 390 undergraduates, 47.6% of those experiencing housing insecurity struggled with attendance issues, and 81% of housing insecure students struggled in their capacity to perform well in class (Silva, et al., 2017). The review of the national data and trends illustrates that housing insecurity is an impending need for post-secondary education. Thus, it is crucial for HEI's to take note of this to help support students better.

Housing Insecurity Defined

According to Goldrick-Rab, Richardson & Hernandez (2017), "Homelessness means that a person is without a place to live, often residing in a shelter, an automobile, an abandoned building or outside, while housing insecurity includes a broader set of challenges such as the inability to pay rent or utilities or the need to move frequently"

References

- Broton, K., & Goldrick-Rab, S. (2016, January/February). The Dark Side of College (Un)Affordability: Food and Housing Insecurity in Higher Education. *Change*, 16-24.
- Broton, K., & Goldrick-Rab, S. (2018, March). Going Without: An Exploration of Food and Housing Insecurity Among Undergraduates. *Educational Researcher*, 47(2), 121-133.
- Crutchfield, R., & Maguire, J. (2018). Study of student basic needs. California State University Basic Needs Initiative.
- Evans, B. (2016, January/February). Homeless and Hungry in College. *Change*, 26-29.
- Field, K. (2015, August 24). How to Help the Students With No Homes? *The Chronicle of Higher Education*.
- Goldrick-Rab, S., Broton, K. M., & Hernandez, D. C. (2017). Addressing Basic Needs Security in Higher Education: An Introduction to Three Evaluations of Supports for Food and Housing at Community Colleges. Madison: Wisconsin Hope Lab.
- Gupton, J. T. (2017). Campus of Opportunity: A Qualitative Analysis of Homeless Students in Community College. *Community College Review*, 45(3), 190-214.
- Silva, M. R., Kleinert, W. L., Sheppard, A. V., Cantrell, K. A., Freeman-Coppadge, D. J., Tsoy, E., PEARROW, M. (2017). The Relationship Between Food Security, Housing Stability, and School Performance Among College Students in an Urban University. *Journal of College Student Retention: Research, Theory & Practice*, 19(3), 284-299.
- Tsui, E., Freudenberg, N., Mazo, L., Jones, H., Kwan, A., & Gagnon, M. (2011). Housing Instability at CUNY: Results from a Survey of CUNY Undergraduate Students. *The Campaign for a Healthy CUNY*.
- Young, E. (2013, December 19). No Shelter: Community Colleges Grapple with Ways to Help Students Without Housing. *Diverse*, 32-33.

PHASE I - QUALITATIVE STUDY

Qualitative Methods

The purpose of this phase was to qualitatively explore student housing insecurity needs across the ten PCHE institutions. This study draws on the definition of housing insecurity as described by the researchers at the Wisconsin HOPE Lab, University of Wisconsin. According to Goldrick-Rab, Richardson & Hernandez (2017), “Homelessness means that a person is without a place to live, often residing in a shelter, an automobile, an abandoned building or outside, while housing insecurity includes a broader set of challenges such as the inability to pay rent or utilities or the need to move frequently” (p.3).

The participants for the qualitative phase were administrators from PCHE institutions. We recruited thirteen administrators from nine (of 10) PCHE institutions to take part in two focus groups and three individual interviews (See Appendix for Table 1).

Initially, we were planning to conduct only two focus groups, but three institutions were not able to participate in the focus groups. Thus, two face to face interviews and one phone interview were conducted with those institutions.

The focus groups and interviews followed a semi-structured guide to explore in depth the issue of housing insecurity among students (See Appendix for protocol). Permission to audiotape the focus groups and interviews was obtained from all participants. The focus groups and interviews were transcribed, and transcripts were compared to the original audio files and notes for accuracy and reliability. The Qualitative Research Team coded and categorized the themes within the data.

University Participants

Nine (out of 10) PCHE Schools responded to the call to participate in the Qualitative Study of Housing Insecurity. Those schools included:

- Carlow University
- Carnegie Mellon University
- Chatham University
- Community College of Allegheny County
- Duquesne University
- LaRoche College
- Point Park University
- Robert Morris University
- University of Pittsburgh

Summary of Findings

This section provides a summary of findings and recommendations that emerged from the focus groups and interviews.

Three central themes emerged from the focus groups and interviews. Administrators identified several basic needs on their respective campuses, including food insecurity, textbooks, hygiene products, child care, transportation, and legal assistance. They shared instances of assisting housing insecure and homeless students on their campuses.

Additionally, administrators indicated a desire for more institutional data regarding housing insecurity to further understand the scope of the problem in Pittsburgh. This lack of institutional data has manifested in gaps in institutional policies and processes. Most institutions handled instances of housing insecurity on a case by case basis. Aligned with this, four-year institutions noted that students also lacked the information necessary to access these resources if needed. Due to greater awareness of the problem on their campus, the two-year institution noted the steps their institution had taken to advise students of the campus-based resources.

Trainings were mentioned as needed for students, staff and faculty on basic needs conversations. Adjuncts were noted as an important component to this conversation as well.

Key Recommendations

Three primary recommendations were discussed by the participating institutions for PCHE wide initiatives. The first was the creation of a student assistance program. Comparable to employee assistance programs, the student assistance program would provide a central resource for students to contact when needing support. To address the training needs of students, staff and faculty, a PCHE wide training program specifically about housing insecurity was suggested. As a component of the training program, unified messaging for the institutions was also highlighted to help combat issues of stigma. Finally, developing campus and community partnerships to help address housing insecurity were also discussed.

Detailed Findings

The detailed findings section discusses each of these three central themes in further detail.

1. It provides a snapshot of basic needs as seen by participating institutions.
2. It discusses the gaps in institutional policies and structures addressing housing insecurity while providing consideration of underlying factors resulting in these gaps. The section also covers the need for greater training for students, staff and faculty to reduce stigma and advertise resources across campuses.
3. It provides recommendations for collective PCHE wide initiatives.

Basic Needs of Students

Administrators across the participating institutions spoke of the following basic needs that their students were facing on their campuses.

Concerning housing insecurity, some administrators from four-year residential institutions spoke of housing insecurity as being an issue that required more data to show the breadth of the problem.

“I think there's, we still need to learn a lot more about our students because I think that there have been some pushes about, we want to do this we want to open a food pantry, but trying to determine do we really need a food pantry that what our students need, what do our students need? Um, and so we're going to tie it to retention and graduation. We need a lot more understanding about how that's going to impact it.”

[Four-year, small, primarily residential]

“I think; I think we just don't know. From my perspective, we don't know the extent of the problem and housing insecurity.....Those aren't the calls or the emails I get from students and there'll be a number of reasons why. And then I think it does come down to, okay, how do we afford to do this? Even if we do like the food pantry costs money, right?”

[Four-year, large, primarily residential]

“I think you first start with what you're doing now, collecting the data. Here's the problem, here's how big the problem is. Then engage senior leadership.”

[Four-year, small, primarily residential]

Additionally, other administrators spoke of how they had supported several housing insecure and homeless students on their campus. They also spoke of housing issues specifically in the context of at-risk students such as LGBTQ students or transitioning foster youth. Housing issues around breaks or extended housing needs was noted as being of concern for some students.

“They come to us. So, you know, those were stop-gap measures that we had put in place and maybe just weren't articulating those weekly reports to administrative entities. So, I think they were really surprised. Um, you know, I do know that we have had students, particularly graduate students articulate that they were housing insecure. Um, we actually have had one or two students on campus articulate that they're

homeless. And so again, that's an eye-opening experience for the university, you know, and it's mirroring a lot of the national trends in data. So, I am here because I know that there is a need, I need to be that voice to bring that up through our administration and I plan to do that.”

[Four-year, medium, highly residential]

“I myself, have worked with students that had had housing needs and had to secure housing for them because they don't want to be homeless either. During a holiday break or extended periods of time.”

[Four-year, medium, highly residential]

“So, it sounds like it's important for us to think about when we're talking about housing, we need to also think of transportation as a means to that housing.”

[Four- year, medium, primarily residential]

“well I do know I've had a couple of students this year say they were homeless, living in their car at least for a while.”

[Four- year, small, primarily residential]

“Um, we certainly have a number of undergrads who are also experiencing some kind of either a gap in resources or gap in, um, support for something that is also, they're making a choice between rent and, you know, food, a food plan, mostly off-campus, mostly in our off-campus population”

[Four-year, large, highly residential]

However, in the context of the two-year institution, the administrator clearly indicated that housing insecurity and homelessness was a prominent basic need among students who navigate suburban poverty.

“Housing is a very big issue. Uh, we have a large number of homeless students, significantly more that are housing insecure”

[Two-year, large]

Administrators noted that basic needs were a layered issue, thus indicating how one basic need often fed into another basic need. They spoke to the distinction between addressing basic needs such as food, clothing, and hygiene products versus housing, which has larger budget concerns and institutional commitment.

The other basic needs (Table 2) discussed included food insecurity, which was a recurring theme at both four-year and the two-year institution. Administrators reported the opening of food pantries on their campuses while others spoke of plans to do the same. There was a consensus that food insecurity was a prominent basic need that their students were facing. The understanding of food insecurity as a prominent need was also largely due to the availability of institution-wide data that provided administrators with a deeper understanding of the issue.

Additional needs mentioned among four-year institutions were general hygiene products such as laundry detergent, along with feminine hygiene products. Textbooks and clothing were discussed as a need across several institutions. One four-year institution indicated how they had a make-shift lending library, also serving as a temporary food pantry. Another four-year institution indicated a need for legal assistance for their off-campus students as well as their international student population. In the case of the two-year institution, these concerns, while including hygiene products, extended to a wide range of concerns such as childcare and transportation.

It is important here to make a clear distinction between the needs of the two-year and the four-year institutions that are a part of this report, due to the specific populations they support.

Table 2: Student basic needs with quotes

Needs	Quotes
Food	<p>Food insecurity</p> <p>“We found that the students are really lacking fresh produce and food that meets their dietary restrictions. And so that's what we're finding is really causing most of the food insecurity in our campuses. Just they aren't finding the foods they're meeting their dietary needs.” [Four-year, small, primarily residential]</p> <p>“definitely the highest, the, the groups that showed the most food insecurity in high all across the board were commuter students. And then um, our upperclassmen students who are living in apartments and so they only have to, they have to, they still have to have a meal plan, but it can be much smaller. Um, and so it's not necessarily covering all of the meals that they need or they're running out of it very quickly.” [Four-year, small, primarily residential]</p>

	<p>Campus responses to Food insecurity</p> <p>“Well, in terms of our university, we're in the process of weaving myself and a small team of colleagues in multiple divisions at the university are in the process of beginning a food pantry. They're working through all of those logistics right now.” [Four-year, medium, highly residential]</p> <p>“I would say food is probably the next biggest. So, I've been trying to convince people that we need a food pantry but we don't really have room.” [Four-year, medium, highly residential]</p>
Hygiene Products	<p>“we looked into hygiene products...like between like 10 and 15 percent of students who at least have some trouble affording hygiene products throughout the year. Um, so we looked at like just basic like shampoo. Um, so we also looked at feminine hygiene products and across the board there's kind of like a persistent or persistent group that was lacking those, those basic needs” [Four-year, small, primarily residential]</p> <p>“So, the hygiene products and also the laundry detergents are huge because they have free access to washers and dryers but not free access to soap.” [Four-year, medium, highly residential]</p>
Childcare	<p>“so, our average age is closer to 30 and almost all of our students have dependents that they're caring for. So, childcare is a large issue.”</p> <p>[Two-year, large]</p> <p>“But most of our students are in workforce programs they are trying to get that family sustaining wage and they can't get there because they can't proceed through school.” [Two-year, large]</p>
Transportation	<p>“We have lots of students can't afford a bus pass or so, um, you know, so we, they charge you to get some financial aid the first month,</p>

	right. Then port authority won't let you charge out too much further than that. And so, second month, third month they start stopping coming to class because they can't get there." [Two-year, large.]
Legal Assistance	"It's not often saying, can you accommodate us in campus housing, it's like, can you help me navigate legal advice ... so we get that probably more so than anything. It's like my landlord, our roof leaked and our landlord is not fixing it and there's water dripping in our apartment, you know, what can we be doing? [Four-year, large, highly residential]

Another issue raised by several administrators in the context of basic needs spoke to the ambiguity about the role of higher education in addressing basic needs for students.

"Our administration is very supportive. I would say the only resistance that we've had when we started a few years ago when we were creating our pantry, the only resistance we got was not around is there a need, but is this our role? So, I'm like, is this our, is this our problem to solve or should we find community partners or other people."

[Two-year, large]

"And I think that's a debate in higher education. To what extent are we institutions of higher learning and to what extent are we the catch-all be all for every person, no matter how severe their issue is."

[Four-year, large, primarily residential]

This issue speaks to some of the greater structural discussions that are happening in higher education as institutions work to understand and support student basic needs.

Gaps in Institutional Policy and Structures

In the context of this theme, it is essential to contextualize how housing insecurity is understood and approached by the participating institutions. A lack of data, coupled with a lack of clarity about the role of higher education in addressing basic needs, has contributed in the lack of formal processes and policies, and a need for greater training for students, staff and faculty.

Lack of Formal Processes and Policies

In this theme, we will explore the institutional policies and structures that are in place to specifically address housing insecurity. Across both four-year and the two-year institution, there was a lack of formal processes and policies to address student housing insecurity. The participants shared that there were other systems and groups on campuses that help at-risk students generally. These include student affairs offices, student life, campus ministries, health services, and academic advising tools such as early alert systems. These resources help to provide a general safety net for at-risk students.

There was a consensus among the participating institutions that most occurrences of housing insecurity were handled on a case by case basis. Some four-year institution administrators spoke of summer and winter break housing options for housing insecure students that were implemented at their individual institutions. However, this break housing was stated as being aligned with the availability of residential spaces during breaks on campus.

“We can open our doors a little easier in that situation where at the beginning of a fall semester, if the university's housing is full, that it's very limited, in how much a support a person's willing to give. if you are an institution that is not a hundred percent full, you may be a little bit more generous”

Four-year, medium, primarily residential

“We handled it on a case by case. Um, I don't think we've actually, if we do offer student housing, we'll try to pull them into our system. They are charged for that. This doesn't happen a lot. But that could also be the difference between the student graduating. So, they get into our housing and you're charged for that. They may not be able to pay that that semester, but they've actually been able to stay someplace and they graduated. They'll have that, that bill at some point, but that in my time that hasn't happened, um, where you hold a student into our residence halls because they told us that they didn't have a place to stay. Like I said, I suspect that because we have such a large off campus student population, most of those students are connected to students who are living in the surrounding areas and they're just sort of just hanging out in those spaces.”

[Four-year, large, primarily residential]

Among the institutions, one four-year institution indicated their students were not charged for winter break housing, though there was a charge for summer housing. This same four-year institution also indicated having specific standards that helped assess the needs of housing insecure students during breaks.

“I don't think we have any specific policy regarding housing insecurity. However, through our winter housing, through our summer housing, we offer options, there are standards that they have to meet, but we offer an option of please see someone and explain what's going on. And we've had students that way. These standards are, so for a typical student, it's how far away do you live? Are you enrolled in classes for winter break? Are you an athlete, international student or other, and then we have them come in and meet and tell us what's going on. And so that's where we've gotten some other students for the summer. They're supposed to be registered, but again, we work with students who are housing insecure for the summer. And so, we have worked out for winter housing. There's no charge um currently but for summer housing there is a charge.”

[Four-year, small, primarily residential]

Furthermore, there was also a range of concerns raised about the visibility of these existing resources on campus, in the event a student wanted to access support for housing insecurity. Due to a lack of conversations on campuses regarding housing insecurity, at-risk students often do not know what specific resources to access.

“Students are not aware of the possibility and so they needed to come to us because we're not advertising, we're not talking about it. We're doing what we can in the moment.”

[Four-year, medium, primarily residential]

“I would say it's not clear where our policy stands. If a student is failing, has housing insecurity, they kind of have to dig to find it and so they have to know to walk into the right office and where to start that process.”

[Four-year, small, primarily residential]

“..a lot of students don't know the campus resources that are available or they feel like they are not eligible to utilize them. And so, there's a little bit of just a lack of awareness or a miscommunication. Um maybe this is slightly less so at the undergraduate level because you do sort of come in as a freshmen and you go through orientation and then you have an RA and all of these kinds of things whereas graduate students don't get that and their primary interaction with the university is their advisor and their advisors don't always know all of these things”

[Four-year, large, highly residential]

This conversation has greater visibility at the two-year institution due to the clear understanding of housing insecurity and homelessness being a concern their students are facing. Addressing this, the administrator indicated how they had taken concrete steps to raise awareness to help students identify resources better. Some of the steps taken on their campus include having a statement in their course outline about resources, along with having a point of contact listed for students if they need help. The concern for the two-year institution is creating community partnerships to help fill the gaps in services.

“We don't have any policies and procedures our, uh, mode of attack if you will. It was, is to create community partnerships. So, we're, we're part of a preferred housing but with a link. So, if, you know, we have students who need emergency housing in the winter, we can call and they can get preference. Our problem is exactly as you mentioned, that distinction between homelessness and Housing Insecurity. Like the link won't, house you if you have a place to stay that night.

And so, lots of our students can scramble to find a place to stay tonight, it's tomorrow night and the next night is Saturday.”

[Two-year, large]

Other four-year institution administrators also spoke of the role of community partnerships as being vital in supporting their students.

Administrator 1: “I don't think we have anything official”

Administrator 2: “I think we all go into our modes. Do you know where we could find this? Do you know? With our community agencies that we know of.”

Administrator 1: “I mean; I think we're well connected with our local agencies.”

Administrator 2: “Absolutely we are. And if we don't know the first one I call say okay then you tell me where else I go and they usually can do that. Yeah, we're, we're really connected I would say. but I don't think we have any official policy about students who are housing insecure.”

[Four-year, small, primarily residential]

However, concerns were raised about overburdening community partners who are already working under limited budgets. Alternative solutions were discussed such as collaborating with housing affiliations and rental apartment properties. It was noted that it would be important to consider both institutional costs and liability issues when considering these solutions.

Need for Training for Students, Staff and Faculty

In this theme, we will be addressing the need for more training on housing insecurity for students, staff and faculty. Administrators spoke of full-time faculty and staff receiving similar training during onboarding about supporting a student in crisis. However, they felt like the current onboarding process could be expanded to address student basic needs specifically. Similarly, they also noted the need to include basic needs conversations during first-year orientation programming for students.

In addition to providing basic needs training for full-time faculty and staff, administrators also indicated the need to include adjunct faculty in these trainings. Explaining the concern, one administrator stated,

“Our full-time faculty will refer students into us. Um, but it's the adjuncts that we struggled the most with because they do have a lot of contact with students and they observe it. They just don't get as much training and so, and we don't connect with them as much. Um, and so, so I think sometimes the students that I see kind of going on don't know where to go, they shared it with an adjunct. And so, we have to work on that.”

[Four-year, small, primarily residential]

Another administrator noted that there is a need to distinguish between adjuncts that have greater institutional knowledge compared to those that are newer or were teaching specialty courses for a short term. Additionally, another spoke about how adjuncts were incentivized at their institution to participate in training, as a possible step towards engaging them further in these conversations.

Overall, the need for increased training across all students, staff, and faculty was noted. This need included a more robust conversation about identifying early signs of basic needs issues, specifically housing insecurity, as well as clearly identified and advertised resources on campuses.

PHASE II - QUANTITATIVE STUDY

Quantitative Methods

Quantitative analysis involved the voluntary and anonymous administration of an online survey to students attending Carlow University, Chatham University, Community College of Allegheny County, Duquesne University, LaRoche College, Point Park University, and the University of Pittsburgh.

Students received an email (bcc) explaining the study and inviting their participation in the research project. Students who decided to participate selected an embedded hyperlink in the invitation email to launch the survey. Surveys were administered using SurveyMonkey through a secure (password protected) account.

The first page of the survey included an informed consent clause. If the participant chose to participate (by selecting 'I agree to participate'), they were granted access to complete the survey.

Survey Instrument

In 2015 California State University (CSU) conducted a student food and housing security study among their students. Permission was obtained from CSU to use their survey instrument. The survey questions were edited as they apply to Pittsburgh area college students. For example, the survey instrument was originated by California State University with references to their campus programs and acronyms, and these questions were revised for this study.

The survey was outlined in several parts: Part One, questions related to demographics, Part Two, questions related to household demographics, Part Three, student housing and housing security, and Part Four, student support services. The survey is made up of 42 questions designed to gain an understanding of student housing insecurity.

Survey Sample and Response Rates

The online survey was sent to seven local universities and colleges: Carlow University, Chatham University, Community College of Allegheny County, Duquesne University, LaRoche College, Point Park University, and the University of Pittsburgh. Enrollment across all campuses involved in the study totaled 52,053 students. A total of 2,448 students started the online survey, however 633 (25%) of those responses were not usable because some of the survey items were blank. The final sample size for this study was 1,806 students or 3.5% of the enrolled population on the campuses studied. The University of Pittsburgh was an outlier because of their large size and small sample size. When removing the University of Pittsburgh from the data, the response rate jumps to 7.1%. The following tables outline the description of the

sample population. The current response rate compares favorably to a recent study conducted by a coalition of student advocacy groups which surveyed students on 34 campuses nationwide. That study collected survey data from 3,765 and attained a 0.5% response rate and the recent Campus Cupboard study that surveyed 11 colleges and universities in the region and saw a 5.5% response rate.

Table A Respondent’s college/university

College/ University	Frequency	Percent of Responses to Survey	Campus Enrollment*	Percentage of Enrolled Students Completing Survey
Carlow University	113	6.3%	1,582	7.1%
Chatham University	184	10.2%	1,695	10.8%
Community College of Allegheny County	728	40.3%	8,773	8.2%
Duquesne University	342	18.9%	8,846	3.8%
LaRoche College	39	2.2%	1,334	2.9%
Point Park University	275	15.2%	3,297	8.3%
University of Pittsburgh	89	4.9%	26,526	.34%
Other	36	2.0%		
Did not answer	9	.4%		
Total	1815		52,054	3.5%
		(without Pitt)	25,528	7.1%

*Campus enrollment based on official IPEDS FTE Enrollment from Fall 2017. FET is defined as the sum of full-time graduate and undergraduate students plus 1/3 part-time graduate and undergraduate students as calculated by the final fall enrollment data

Table B Respondent’s academic status

Academic standing	Frequency	Percent
Part-time	432	23.9%
Full-Time	1,342	74.2%
Graduated	18	1.0%
I am not currently enrolled	17	0.9%
Total	1,809	100%

Table C Respondent's estimated class standing

Class Standing	Frequency	Percent
Freshman	508	28.1%
Sophomore	426	23.6%
Junior	284	15.7%
Senior	222	12.3%
Graduate Student	305	16.9%
None of these apply	61	3.4%
Total	1,806	100%

Table D Respondent's other characteristics

Other characteristics	Frequency	Percent
Transfer Student	318	17.5%
Student with Disabilities	221	12.2%
Reported First Generation College Student	418	23.0%
Current or Former Foster Youth	31	1.7%
International Student	42	2.3%
Out-of-state Student	241	13.3%
EOP (educational opportunity program) student	16	0.9%
ESL (English as a second language) student	27	1.5%
Veteran or Active duty military personnel	49	2.7%
Dream or DACA student	1	0.1%
Student Athlete	95	5.2%
Prefer not to answer	68	4.12%

Table E Respondent's marital status

Marital Status	Frequency	Percent
Single	1,362	75.5%
Living with a partner	181	10.0%
Married	190	10.5%
Divorced	36	2.0%
Separated	19	1.1%
Prefer not to answer	17	0.9%
Total	1,805	100%

Table F Highest level of education of respondent's parent/guardian

Parent/Guardian level of education	Frequency	Percent
Associate's degree	208	11.5%
Bachelor's degree	518	28.6%
Graduate degree	321	17.7%
Less than college degree	763	42.2%
Total	1,810	100%

Table G Respondents report to be enrolled and showing up to classes on time

Perception	Frequency	Valid Percent
Strongly Disagree	17	0.9%
Disagree	46	2.5%
Not Sure/Neither	51	2.8%
Agree	580	32%
Strongly Agree	1,117	61.7%
Total	1,815	100%

Table H Respondents report that drugs and alcohol interfere with their abilities to fulfill their responsibilities or to work towards personal goals

Perception	Frequency	Valid Percent
Strongly Disagree	1,248	69%
Disagree	326	18%
Not Sure/Neither	97	5.4%
Agree	78	4.3%
Strongly Agree	61	3.4%
Total	1,810	100%

Table I Respondents report to have legal trouble that may interfere with their ability to adequately maintain housing or fulfill personal responsibilities over the next 6 months

Perception	Frequency	Valid Percent
Strongly Disagree	1,385	76.6%
Disagree	295	16.3%
Not Sure/Neither	82	4.5%
Agree	28	1.5%
Strongly Agree	17	0.9%
Total	1,807	100%

An analysis of the 1,815 sample population reflects that the majority of completed surveys were students from Community College of Allegheny County (40.3%). Duquesne University students completed 18.9%, Point Park University students completed 15.2%, Chatham University students 10.2%, Carlow University students 6.3%, University of Pittsburgh students 4.9%, and LaRoche College students 2.2%. Additional analysis shows 74.2% were full-time students, 79.7% are undergraduate students, 75.5% are single, 12.2% identified as being students with a disability, and 23% identified as first generation students. Additional analysis (tables G, H and I) shows 93.7% of respondents show-up for classes on time, 13% suggest that they know or are not sure if drugs/alcohol gets in the way of their ability to fulfill personal or work goals, and 2.4% have legal problems that interfere with their ability to achieve personal or work goals.

Part I - Respondent Demographics (race, age, gender)

The first set of descriptive statistics outline demographics of the respondent population. Demographic analysis of the 1815 survey responses (student participants) are outlined in tables 1.1, 1.2 and 1.3. Each table reflects the number of students responding to the question, the relative size, and the percentage. In cases where the percentage or frequency of the category was small, they were combined for analysis purposes. For example, for race, individual categories (Asian, Hispanic or Latino, Mixed Race, American Indian or Alaska Native) that were less than 3% were combined into the “other” category. Also, in cases where the total response count did not equal 1815 and the percentage did not equal 100%, an assumption that the student ‘preferred not to answer’ was made.

Table 1.1 Respondent’s age

Respondent Age	Frequency	Percent
18-26	1,340	74.2%
27-37	306	16.9%
38-above	160	8.9%
Total	1,806	100%

Table 1.2 Respondent’s sex assigned at birth

Sex assigned at birth	Frequency	Percent
Male	391	21.7%
Female	1,400	77.7%
Prefer not to answer	11	0.6%
Total	1,802	100%

Table 1.3 Respondent's race

Race	Frequency	Percent
Black/African American	233	12.8%
White	1,337	73.7%
Other	215	11.8%
Prefer not to Answer	30	1.7%
Total	1,815	100%

Table 1.4 Gender Identity

Race	Frequency	Percent
Male	392	21.7%
Female	1,355	75%
Transgender	17	0.9%
Do Not Identify	33	1.8%
Prefer Not to Answer	9	0.5%
Total	1,806	100%

Respondent Demographic Analysis

An analysis of the demographic data collected on the survey shows a large percentage of respondents were white, female, and young adults. Most respondents (73.7%) were white, 77.7% were female, and 74.2% were between the ages of 18-26. By race, the second largest proportion of respondents were Black/African-American (12.8%). By gender identity, 1.8% of respondents reported that they did not identify as female, male, or transgender, less than one percent (0.9%) identified as transgender, and the remaining 21.7% identified as male.

Part II - Household Demographics

The second set of descriptive statistics outlines household demographics of the respondent population. The following tables outline the respondent total, frequency and percent results of household demographics (including financial aid and credit card debt). Household demographic questions were designed to determine income status, number of people residing within a respondent's household, and if credit card debt was used to cover living expenses. In cases where the total response rate does not equal 1815, there are missing or skipped responses and the valid percent is used.

Table 2.1 – Number of people that live in respondent’s household

Number in Household	Frequency	Percent
1	249	13.8%
2	416	23%
3	426	23.5%
4	382	21.1%
5	186	10.3%
6	76	4.2%
More than 6	45	2.5%
Prefer not to answer	29	1.6%
Total	1,809	100%

Table 2.2 Reported household monthly income

Household gross monthly income	Frequency	Percent
Less than \$500	151	8.4%
\$501 - \$1,962	404	22.4%
\$1,963 - \$2,656	251	13.9%
\$2,657 - \$3,350	185	10.2%
\$3,351 - \$4,042	125	6.9%
\$4,043 - \$4,736	95	5.3%
\$4,737 - \$5,430	93	5.2%
More than \$5,431	239	13.2%
Prefer not to answer	263	14.6%
Total	1,806	100%

Table 2.3 Respondents forms of financial aid

Forms of financial aid	Frequency	Percent
Loans	1,023	56.5%
Pell Grant	684	37.8%
Other grants	394	21.8%
Scholarships	762	42.1%
Work Study	274	15.1%
Graduate Assistantships	75	4.1%
GI Bill or other veteran benefits	42	2.3%
I do not receive any of these forms	281	15.5%
Other	96	5.3%

Table 2.4 Respondents that report that while in college financially support others

Financially support others	Frequency	Percent
Yes	387	21.3%
No	1,426	78.7%

Table 2.5 Respondents that report to have credit card debt for paying for academic or living expenses

Credit Card debt	Frequency	Percent
Yes	679	37.5%
No	1,132	62.5%

Household Demographic Analysis

An analysis of the survey data in tables 2.1 shows a roughly equal percentage of respondents who participated in this study have 2-4 people living in their households. Of the respondents who were willing to report their household income, 15% either marked prefer not to answer or skipped the question. The most common monthly household income was \$501-1,962 (22.37%). Household gross income includes money earned from jobs, paid internships or money given to respondents by others, and does not include financial aid.

Additional analysis (tables 2.4 and 2.5) show 78.7% of respondents do not financially support others, and 62.5% report that they do not use credit cards to pay for academic or living expenses.

Part III – Student Housing & Housing Security

The third set of descriptive statistics outline student housing and housing security of the respondent population. The following tables outline the respondent total, frequency and percent results of housing security. Student housing and housing security questions were designed to determine each respondent's housing situation for the purpose of identifying a need for housing insecurity support, as well as correlations between housing security and other factors involving their education and happiness.

Student Housing & Housing Security Analysis

Survey questions reflected in tables 3.1, 3.2 asked respondents to select all that applies concerning places they had slept within the last 30 days or 12 months. An analysis of the descriptive statistics shows that there were at least 251 reports of respondents who had slept in non-traditional housing (e.g. hotels, couch surfing, shelters, campers, outdoors) within the last 30 days; this number increased to 397 reports of sleeping in non-traditional housing within the last 12 months. There are 134 students (7.93%) who report to have "couch surfed" in the last 30 days; 183 students (10.74%) in the last 12 months.

Additionally, 95 respondents (5.58%) reported to have slept either outdoors (parks, street, sidewalk, alley) or in structures not intended for human habitation (abandon building, cars) in the last 12 months. Of 1815 respondents, 12.2% reported to have lacked a fixed, regular and adequate nighttime residence since starting college.

The Numbers at a Glance

- There were at least 251 reports of students who have slept in non-traditional housing (e.g. hotels, couch surfing, shelters, campers, outdoors) within the last 30 days
- There were at least 397 reports of students having slept in non-traditional housing (e.g. hotels, couch surfing, shelters, campers, outdoors) within the last 12 months
- 7.4% of students report to have "couch surfed" in the last 30 days; 10.1% in the last 12 months
- 2.8% of students report to have slept either outdoors (parks, street, sidewalk, alley) or in structures not intended for human habitation (abandoned building, cars, unconverted garage) in the last 30 days; 5.5% in the last 12 months
- 12.2% of students report to have lacked a fixed, regular and adequate nighttime residence since starting college
- 39.7% of students strongly agreed, agreed or were unsure if their current accommodation is "only temporary even if they wanted to stay"
- 6.2% reported to not be settled in their place of residence or know what to expect from living there (landlord, roommates, neighbors)
- Only 25.7% indicated they strongly agree in being confident about their ability to pay their housing cost/rent on time
- Only 29.6% indicated they strongly agreed in being satisfied with their current housing

Slightly more than one out of ten respondents (11.3%) disagreed or strongly disagreed that they get along with their roommates or feel their roommates are not reliable to follow rules, pay rent on time. 20.2% have financial subsidies to obtain housing, 74.8% reported to have held their accommodations for the last 6 months. Only 1.7% reported to have been moved from their place of residence on someone else's initiation (evicted). 6.2% reported to not be settled /know what to expect (landlord, roommates, neighbors) from their current living situation. Only 25.7% strongly agreed with being confident in their ability to pay housing cost/rent on time, and only 29.6% strongly agreed in being satisfied with their current housing.

Table 3.1 Respondent's reported to have slept in the following places in last 30 days

Location	Frequency	Percent
Campus or university housing	429	23.6%
Sorority/Fraternity House	11	.6%
Rented/owned house, mobile home or apartment (alone or with roommate, friends)	851	46.9%
Rented/owned house, mobile home or apartment (with parent, guardian or relative)	849	46.8%
At a shelter	11	.6%
In a camper	22	1.2%
Couch surfing (temporarily staying with friend or relative)	134	7.4%
Hotel/Motel (not travel related)	20	1.1%
Transitional/independent living	8	.4%
Group home (i.e., halfway house or residence program for mental health or substance abuse)	4	.2%
Treatment center (e.g., detox, hospital)	4	.2%
Outdoor location (e.g., street, sidewalk, alley, bus/train stop, campground/woods, park, bench)	20	1.1%
Closed area with roof not meant for human habitation (e.g., abandon building, van/truck/car)	28	1.5%
<i>Combined "non-traditional housing" (including shelter, couch surfing, transitional, group home, treatment center, outdoor, closed area not meant for habitation)</i>	229	12.6%

Table 3.2 Respondent's reported to have slept in the following places in last 12 months

Location	Frequency	Percent
Campus or university housing	596	32.8%
Sorority/Fraternity House	39	2.1%
Rented/owned house, mobile home or apartment (alone or with roommate, friends)	924	50.9%
Rented/owned house, mobile home or apartment (with parent, guardian or relative)	1,059	58.3%
At a shelter	13	.7%

In a camper	37	2%
Couch surfing (temporarily staying with friend or relative)	183	10.1%
Hotel/Motel (not travel related)	33	1.8%
Transitional/independent living	7	.4%
Group home (i.e., halfway house or residence program for mental health or substance abuse)	11	.6%
Treatment center (e.g., detox, hospital)	18	1.0%
Outdoor location (e.g., street, sidewalk, alley, bus/train stop, campground/woods, park, bench)	38	2.1%
Closed Area with roof not meant for human habitation (e.g., abandon building, van/truck/car)	57	3.1%
<i>Combined “non-traditional housing” (including shelter, couch surfing, transitional, group homiletic.)</i>	<i>360</i>	<i>19.8%</i>

Table 3.3 Respondents who report to have “lacked a fixed, regular and adequate night-time residence since starting college”

Perception	Frequency	Percent
Yes	221	12.2%
No	1,590	87.8%
Total	1,811	100%

Table 3.4 Respondents who report their current accommodations are “only temporary even if I wanted to stay”

Perception	Frequency	Percent
Strongly Disagree	589	32.5%
Disagree	497	27.4%
Not Sure/Neither	306	16.9%
Agree	273	15%
Strongly Agree	142	7.8%
Total	1,815	100%

Table 3.5 Respondents who report they “get along with roommates; roommates are reliable when it comes to following landlord rule and paying rent on time

Perception	Frequency	Percent
Strongly Disagree	90	5%
Disagree	114	6.3%
Not Sure/Neither	247	13.7%
Agree	610	33.9%
Strongly Agree*	741	41.1%
Total	1,802	100%

* - instructions were for students living alone to select ‘strongly agree’

Table 3.6 Respondents who report to have used “financial subsidies, aid workers or community program/policies” to help them obtain/maintain housing

Perception	Frequency	Percent
Strongly Disagree	734	40.7%
Disagree	397	22%
Not Sure/Neither	309	17.1%
Agree	235	13%
Strongly Agree	130	7.2%
Total	1,805	100%

Table 3.7 Respondents who report to have maintained their housing accommodations for last 6 months

Perception	Frequency	Percent
Strongly Disagree	47	2.6%
Disagree	94	5.2%
Not Sure/Neither	166	9.2%
Agree	655	36.2%
Strongly Agree	845	46.8%
Total	1,807	100%

Table 3.8 Respondents reported status of housing transitions within the last 6 months

Status	Frequency	Percent
Not changed place of residence	1,350	74.8%
Been evicted	31	1.7%
Chose to change place of residence	425	23.5%
Total	1,806	100%

Table 3.9

Respondents reported to be “settled” and “know what to expect” (e.g. landlord, neighbors, roommates) from current housing situation

Perception	Frequency	Percent
Strongly Disagree	46	2.5%
Disagree	66	3.7%
Not Sure/Neither	130	7.2%
Agree	669	37%
Strongly Agree	897	49.6%
Total	1,808	100%

Table 3.10

Respondents report to follow landlords’ rules (e.g., smoking, drugs, noise, pets, etc.)

Perception	Frequency	Percent
------------	-----------	---------

Strongly Disagree	26	1.4%
Disagree	48	2.7%
Not Sure/Neither	148	8.2%
Agree	621	34.5%
Strongly Agree	957	53.2%
Total	1,800	100%

Table 3.11

Respondents report to “feel confident in their ability to pay housing cost/rent on time”

Perception	Frequency	Percent
Strongly Disagree	140	7.8%
Disagree	293	16.3%
Not Sure/Neither	396	22%
Agree	508	28.2%
Strongly Agree	462	25.7%
Total	1,799	100%

Table 3.12

Respondents report to be “satisfied with their current housing”: frequency and valid percent

Perception	Frequency	Percent
Strongly Disagree	109	6%
Disagree	268	14.8%
Not Sure/Neither	219	12.1%
Agree	679	37.5%
Strongly Agree	537	29.6%
Total	1,812	100%

Table 3.13

Respondents report that “overall my life feels stable to me”

Perception	Frequency	Percent
Strongly Disagree	153	8.4%
Disagree	279	15.4%
Not Sure/Neither	299	16.5%
Agree	673	37.1%
Strongly Agree	408	22.5%
Total	1,812	100%

Part IV – Student Support

The final set of descriptive statistics outline student support services and the perception of respondents who either know or do not know about the available services. Student support questions were designed to determine respondent’s knowledge of available services.

Table 4.1 Respondents feedback on campus food pantry

Perception	Frequency	Percent
Never heard if it/not offered at my campus	966	53.4%
Heard of it, but never used it	747	41.3%
Used in the past	67	3.7%
Currently use it	45	2.5%
Total	1,809	100%

Table 4.2 Respondents feedback on student mental health/counseling center

Perception	Frequency	Percent
Never heard if it/not offered at my campus	423	23.4%
Heard of it, but never used it	1,064	58.9%
Used in the past	246	13.6%
Currently use it	92	5.1%
Total	1,807	100%

Table 4.3

Respondents feedback on student health center

Perception	Frequency	Percent
Never heard if it/not offered at my campus	498	27.5%
Heard of it, but never used it	805	44.5%
Used in the past	445	24.6%
Currently use it	87	4.8%
Total	1,810	100%

Table 4.4 Respondents feedback on why they do not use these student services

Perception	Frequency
I am not eligible for program/s	165
I have not heard of the program/s	577
I do not need assistance	769

I do not have time to access these services	375
I do not know how to access these resources	400
I do not believe in using social services	24
It is embarrassing to have to use these services	212
I do not have transportation	66
I already use one or more of these programs	260
Other (see list)	106

Table 4.4a

Respondents feedback on why they do not use these student services: List of “other” reasons they do not use student services (open-ended question)

- Health resources are not sufficient
- I'm an online student living away from my current campus
- I'm an out-of-state-commuter
- Times available do not mesh with work/school schedule
- First, I just started online classes at CCAC two weeks ago, so my interactions at the campus have been limited. Second, I try to make programs of this nature a last resort
- I have yet to need or rely upon the services
- The student clinic was rude and unhelpful
- Others have told me the resources are not easy to use
- The health services offered at my campus are not competent enough in handling my disabilities and health issues. I instead see primary care physicians and personal mental health professionals for these services
- I'm new to campus and I didn't know these resources existed
- Pitt's counseling center/psychiatrist has almost zero hours, and basically says “find someone in the community” but I have terrible insurance that doesn't cover anyone in the community, so that's real helpful
- Only allowed one semester of counseling services
- I tried to use the campus counseling center but they told me I would have to wait weeks before I could be seen by a counselor. I would have had to posed a threat to my self or others to be seen immediately, which I wasn't. But I was struggling with overwhelming depression and anxiety and would've benefitted from assistance from the counseling center sooner than what was available to me
- I don't trust the health services that Duquesne provides

Table 4.5 Respondents feedback on additional student services

Perception	Frequency	Percent
Food support/assistance	670	43%
Clothing support/assistance	367	23.6%
Childcare support/assistance	170	10.9%
Mental Health support/assistance	738	47.4%
Transportation support/assistance	713	45.8%
Textbook support/assistance	1,233	79.2%
Other (see list)	78	

Table 4.5a Respondents feedback on additional student services: list of other services students might use (open-ended question)

- Housing
- Housing assistance
- Housing support/assistance
- Disability assistance
- Mostly food, healthcare, and housing support are the big ones
- Gas money/rent money
- Section 8
- Housing
- Housing, though I have a bed at the cost of emotional/mental distress
- Anything that provides a consistent living standard and allows for an uninhibited (graduate or otherwise) education
- not needed – I prefer let people who are in need of these services than using them whereas I don't need these services
- Gas/car maintenance assistance
- Being on the Autism Spectrum I want to know what I can use
- Our campus is a community and there is no housing and I live with my parents
- WE SPEND TONS OF MONEY AND NOBODY HELP WITH TEXTBOOKS OR NECCESARY RESOURCES WHY CAN'T THERE BE A PACKAGE WE SHOULDN'T SPEND THIS MUCH MONEY TO SPEND MORE THAT IS UNPLANNED AND RUSHED
- money voucher
- I am living with my grandparents and they are 100% okay with this but I haven't gotten my license or a job yet and I want to but I just don't feel motivated. I want to live my own life but I'm scared to be on my own honestly
- Cheaper Tuition
- Discounts on parking
- FREE BUS PASS

Table 4.6

Respondents feedback on Off-Campus Food Pantry/Food Bank

Perception	Frequency	Percent
Never heard if it/not offered at my campus	599	33.2%
Heard of it, but never used it	1,017	56.3%
Used in the past	169	9.4%
Currently use it	41	2.3%
Total	1,807	100%

Table 4.7

Respondents feedback on Off-Campus Homeless Shelter

Perception	Frequency	Percent
Never heard if it/not offered at my campus	367	20.3%
Heard of it, but never used it	1,424	78.7%
Used in the past	40	2.2%
Currently use it	1	0.06%
Total	1,809	100%

Table 4.8 Respondents feedback on Off-Campus Subsidized Housing

Perception	Frequency	Percent
Never heard if it/not offered at my campus	448	24.8%
Heard of it, but never used it	1,276	70.6%
Used in the past	60	3.3%
Currently use it	39	2.2%
Total	1,806	100%

An analysis of the descriptive statistics in tables 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.8 shows 41.29% of respondents had heard of an on-campus food pantry but have never used it, and 53.4% selected “never heard of it/ not offered at my campus.” 6.2% have either used the on-campus food pantry in the past or are currently utilizing. 18.7% of respondents currently use student mental health/ counseling centers or have used in the past. 29.4% of respondents currently use student health centers or have used in the past. Interestingly, the majority of respondents when asked why they do not use student services either do not have time to access services or do not know how to access services/ resources. Other reasons as to why respondents do not use student services include: health resources are not sufficient/

inadequate, do not like the counseling services, and do not trust the services offered (table 4.4a).

Respondents were asked, if available, what additional student services they would use. **79.19% selected textbook support/ assistance, followed by 45.79% transportation support, 47.4% mental health support, 43% food support, 23.57% clothing support and 10.92% childcare support.** Additionally, respondents were asked to list other services they would use. Some services listed included: affordable and safe housing, textbook and eating expenses, and living expenses.

Detailed Findings (by age, race, sex assigned at birth, and gender identity*)

**The race category for these questions was split into dichotomous variables (White, Non-White)*

Q18. Do you have to take out credit card debt to cover the cost of academic or living expenses?

- No relationship to race, sex assigned at birth, or gender identity.
- The relation between age (18-26 and 27 and older) and having to take out credit card debt to cover academic or living expenses was significant, $X^2(1, N=1802) = 53.340$, $p < .01$. Younger students were less likely to have taken out credit card debt to cover academic or living expenses.
- The relation between race (White v Non-White) and having to take out credit card debt to cover academic or living expenses was significant, $X^2(1, N=1811) = 8.957$, $p < .01$. White students were less likely to have taken out credit card debt to cover academic or living expenses.

Q19. While enrolled in college, do you help to financially support your siblings or parents?

- No significant relationship to age, sex assigned at birth, or gender identity.
- The relation between race (White v Non-White) and helping to financially support your siblings or parents was significant, $X^2(1, N=1813) = 60.852$, $p < .01$. White students were less likely to be helping to financially support siblings or parents.

Q20. and Q21. In the last 30 days or the last 12 months, have you slept in any of the following places?

Answer option: Temporarily staying with a relative, friend, or couch surfing

-
-
- 30 DAYS: No significant relationship to age, sex assigned at birth, or gender identity.
 - 30 DAYS: The relation between race (White v Non-White) and temporarily staying with a relative, friend, or couch surfing was significant, $X^2(1, N=1815) = 16.135, p < .01$. White students were less likely to have reported temporarily staying with a relative, friend, or couch surfing in the last 30 days.

All other answer choices for both last 30 days or the last 12 months had no significant relationship to age, race, sex assigned at birth, or gender identity.

Q22. Since starting college have you ever lacked a fixed, regular, and adequate night-time residence?

- No significant relationship to age, sex assigned at birth, or gender identity.
- The relation between race (White v Non-White) and lacking a fixed, regular, and adequate night-time residence was significant, $X^2(1, N=1811) = 10.691, p < .01$. White students were less likely to have reported lacking a fixed, regular, and adequate night-time residence.

Q23. My current accommodation is only temporary, even if I wanted to stay

- No significant relationship to sex assigned at birth or gender identity
- Younger respondents (18-26; $M=2.4993, SD=1.30$) disagreed less strongly than older respondents (27 and over; $M=2.0107, SD=1.21$) that their current accommodation is temporary, $t(1804) = 7.113, p < .01$.
- Non-white respondents ($M=2.5591, SD=1.31$) disagreed less strongly than white respondents ($M=2.3252, SD=1.28$) that their current accommodation is temporary, $t(1773) = -3.366, p < .01$.

Q24. I get along with the people I live with. My housemates are reliable when it comes to obeying the landlord's rules and paying their rent on time (choose strongly agree if you live alone)

- No significant relationship to sex assigned at birth or gender identity.
- Older respondents (27 and over; $M=4.14, SD=1.148$) agreed more strongly than younger respondents that they got along with people they lived with ($M=3.95, SD=1.1$), $t(1779) = -3.141, p = .002$.

-
-
- White respondents (M=4.06, SD=1.097) agreed more strongly than non-white respondents that they got along with people they lived with (M=3.82, SD=1.157), $t(1773) = 4.096, p < .01$.

-

Q25. I have used financial subsidies, aid workers, or community programs/policies to help me to obtain/maintain my housing

- No significant relationship to age or sex assigned at birth or gender identity.
- Non-white respondents (M=2.52, SD=1.363) disagreed less strongly than white respondents (M=2.15, SD=1.265) that they have used financial subsidies to help with housing, $t(1773) = -5.437, p < .01$.

Q26. In the last 6 months I have maintained my housing accommodation

- No significant relationship to age or sex assigned at birth
- White respondents (M=4.27, SD=0.936) agreed more strongly than non-white respondents (M=3.98, SD=1.081) that they have maintained their housing accommodation, $t(1708) = -2.694, p < .01$.
- Respondents who identified as female (M=4.24, SD=0.930) agreed more strongly than respondents who identify as males (M=4.08, SD=1.115) that they have maintained their housing accommodation, $t(1773) = 5.412, p = .007$.

Q28. I am settled in my place and know what to expect about living here (for example, consideration of roommates and neighbors, rules, landlords, etc.)

- No significant relationship to age or sex assigned at birth or gender identity
- White respondents (M=4.34, SD=0.889) agreed more strongly than non-white respondents (M=4.09, SD=1.019) that they are settled in their place, $t(1773) = 4.996, p < .01$.

Q30. I feel confident about my ability to pay housing costs/rent on time

- No significant relationship to age or sex assigned at birth or gender identity
- White respondents (M=3.55, SD=1.223) agreed more strongly than non-white respondents (M=3.26, SD=1.300) that they are confident about their ability to pay housing cost/rent on time, $t(1773) = 4.212, p < .01$.

Q31. I am working or enrolled in classes and I have been showing up on time

- No significant relationship to age or sex assigned at birth or gender identity
- White respondents (M=4.57, SD=0.714) agreed more strongly than non-white respondents (M=4.36, SD=0.826) that they are confident about their ability to pay housing cost/rent on time, $t(1773) = 5.187, p < .01$.

Q32. Drugs and alcohol interfere with my ability to fulfill my responsibilities to work towards personal goals

- No significant relationship to race
- Younger respondents (18-26) disagreed less strongly that drugs and alcohol interferes with their ability to fulfill responsibilities (M=1.60, SD=1.028) than older respondents (27 and over) (M = 1.43, SD = 0.959), $t(1776) = 3.168, p = .002$.
- Respondent whose sex assigned at birth was male disagreed less strongly that drugs and alcohol interferes with their ability to fulfill responsibilities (M=1.68, SD=0.743) than respondents whose sex assigned at birth was female (M = 1.51, SD = 0.962), $t(1752) = 2.905, p = .004$.
- Respondents who identified as male disagreed less strongly that drugs and alcohol interferes with their ability to fulfill responsibilities (M=1.67, SD=1.29) than respondents who identify as female (M = 1.51, SD = 0.963), $t(1708) = 2.708, p = .007$.

Q33. I have legal troubles that may interfere with my ability to adequately maintain my housing or fulfill my personal responsibilities over the next 6 months

- No significant relationship to age or sex assigned at birth or gender identity
- Non-white respondents (M=1.43, SD=0.843) disagreed less strongly than white respondents (M=1.31, SD=0.676) that they have legal troubles that may interfere with maintaining their housing, $t(1773) = -3.152, p = .002$.

Q34. I am satisfied with my current housing

- No significant relationship to age or sex assigned at birth or gender identity

-
-
- White respondents (M=3.78, SD=1.179) agreed more strongly than non-white respondents (M=3.45, SD=1.270) that they are satisfied with their current housing, $t(1773) = 5.120$, $p=.002$.

Q35. Overall my life feels stable to me

- No significant relationship to age, sex assigned at birth or gender identity.
- White respondents (M=3.60, SD=1.201) agreed more strongly than non-white respondents (M=3.18, SD=1.278) that their life feels stable, $t(1773) = 6.223$, $p<.01$.

Detailed Findings by Student Population

**The three populations of focus in this section (transfer students, students with disabilities, and first-generation students) represent the greatest proportion of the respondent population*

- The relationship between transfer students and non-transfer students and having to take out credit card debt to cover academic or living expenses was significant, $X^2(1, N=1811) = 16.862$, $p<.01$. Transfer students were more likely to have taken out credit card debt to cover academic or living expenses.
- The relationship between transfer students and non-transfer students and lacking a fixed, regular, and adequate night-time residence was significant, $X^2(1, N=1811) = 11.973$, $p<.01$. Transfer students were more likely to lack a fixed, regular, and adequate night-time residence since starting college.
- The relationship between students with disabilities and reports of staying in temporary housing in the past 12 months was significant, $X^2(1, N=1815) = 7.803$, $p<.01$. Students with disabilities were more likely to have temporarily stayed with relative, friend, or couch surfed in the past 12 months.
- The relationship between students with disabilities and lacking a fixed, regular and adequate night-time residence was significant, $X^2(1, N=1811) = 14.209$, $p<.01$. Students with disabilities were more likely to have lacked a fixed, regular, and adequate night-time residence since starting college.
- The relationship between first generation students and taking out credit card debt to pay for living expenses in college was significant, $X^2(1, N=1811) = 12.491$, $p<.01$. First generation students were more likely to have taken out credit card debt to help pay for living expenses in college.

-
-
- The relationship between first generation students and financially supporting family members while in college was significant, $\chi^2(1, N=1813) = 44.055, p < .01$. First generation students were more likely to be financially supporting family members.
 - The relationship between first generation students and lacking a fixed, regular and adequate night-time residence was significant, $\chi^2(1, N=1811) = 14.038, p < .01$. First generation students were more likely to have lacked a fixed, regular, and adequate night-time residence since starting college.

Statistically Significant Correlations to Satisfaction with Housing

There is a strong statistically significant positive correlation between satisfaction with housing and overall feeling of stability ($r = .603^{}, p < .01$).**

- There is a statistically significant positive correlation between satisfaction with housing and feeling confident about ability to pay rent on time ($r = .442^{**}, p < .01$).
- There is a statistically significant positive correlation between satisfaction with housing and feeling settled in my place ($r = .403^{**}, p < .01$).
- There is a statistically significant positive correlation between satisfaction with housing and getting along with roommates ($r = .387^{**}, p < .01$).
- There is a statistically significant positive correlation between satisfaction with housing and maintaining housing accommodation for last 6 months ($r = .290^{**}, p < .01$).
- There is a statistically significant positive correlation between satisfaction with housing and showing up on time for work or classes ($r = .206^{**}, p < .01$).

Statistically Significant Negative Correlations to Satisfaction with Housing

- There is a statistically significant negative correlation between satisfaction with housing and using financial subsidies to help maintain housing ($r = -.208^{**}, p < .01$).

Statistically Significant Correlations to Overall Life Feeling Stable

There is a strong statistically significant positive correlation between satisfaction with housing and feeling confident about ability to pay rent on time ($r = .544^{}, p < .01$).**

- There is a statistically significant positive correlation between overall life feeling stable and feeling settled in my place ($r = .349^{**}, p < .01$).
- There is a statistically significant positive correlation between overall life feeling stable and maintaining housing accommodation for last 6 months ($r = .314^{**}, p < .01$).
- There is a statistically significant positive correlation between overall life feeling stable and feeling confident about ability to pay rent on time ($r = .246^{**}, p < .01$).

Statistically Significant Negative Correlations to Overall Life Feeling Stable

- There is a statistically significant negative correlation between overall life feeling stable and using financial subsidies to help maintain housing ($r = -.276^{**}, p < .01$).

Limitations of the Study

- Survey was largely based on a pre-existing instrument – both positive and negative
 - o allows for limited comparison to previous research
 - o no reported validity and reliability of questions
 - o concerns with question design – not sure wording is always clear to reader (e.g. questions about number in household and household income – what does ‘household’ mean/how should it be interpreted? – my personal (self, spouse and children), parents (self as part of parents’ family), household where I live (self, roommates)
- Limited sample size
 - o Although significant findings – moderate sample size could impact results
 - o Only smaller, private and/or community college responded
 - Recommend: Larger population analysis
- Stigma associated with topic may impact the respondent candor, completion of certain questions

Further Study Recommendations

- Survey a broader sample of college students
- Review a few questions to make clearer the intent of the question
- Recommend a mixed method analysis to better understand/interpret the quantitative data
- Run regression to attempt to build predictive relationships between variables

Recommendation for PCHE-Wide Initiatives

In the context of PCHE wide initiatives, the administrators discussed the following recommendations. The administrators spoke of the potential of collective PCHE wide action and initiatives. It was indicated that engaging with other active PCHE wide committees would give the initiatives and programming more traction. This would also advance strategic planning and brainstorming to address housing insecurity at a PCHE wide level.

One administrator speaking about this stated:

“I think the power that PCHE could leverage, especially if all of the institutions, um, you know, wrote some sort of policy statement together or sought funding together or you know, adopted certain initiatives together. I think it offers us a little bit more leverage and power for what we can do to better serve our students.”

[Four-year, small, primarily residential]

Recommendations for Initiatives

1) Instituting PCHE wide student assistance programs

Administrators discussed the potential of a student assistance program at a collective level which would focus on connecting students to resources across the city. One of the administrators compared it to an Employee Assistance Program model, which offers employees free and confidential assessments, referrals and follow up services. It was indicated that a program that was PCHE wide would be more cost-effective.

“You can call the EAP for coaching, they'll do counseling, etc. Very Similar for students and what we're envisioning is a student to be able to call into and they will talk them through steps that they can take in order to solve their issue. Something like that. On a collective level... I would imagine that the cost would be lower.”

[Two-year, large]

There was mention of an increase in the need-based aid given to students, as opposed to solely merit-based aid. One recommendation would be to establish a PCHE wide needs-based scholarship and/or grant program for students struggling with basic needs.

2) **Creating a PCHE wide training for students, staff and faculty to increase awareness of issues and resources.**

Administrators spoke of the need to start with a clear understanding of the problem and then engaging upper administration along with other groups on campus. It was suggested that the creation of unified messaging across PCHE institutions would help advertise resources and reduce stigma. This training would also help support and facilitate greater information sharing between participating institutions.

“I think first combining data, is there a problem with it? To what extent is the problem? I think and then that needs to be shared with the chancellors and presidents. I get there. I think once they see that, okay, this is really something we need to pay attention to. And then I think some sort of collective like for food is created.”

[Four- year, large, primarily residential]

“It also sounds like a very common theme that everybody, it's really no different among universities. This sort of how to identify and have conversations and so maybe a common training program that can be shared among everybody might be helpful because they don't have the time to create their own. But that could be something like a PCHE wide level.”

[Four-year, medium, primarily residential]

“So, I think if, if like all the schools stand together and have that same message, it might bring about more of a change, a systemic change.”

[Four- year, small, primarily residential]

3) **Building PCHE wide campus-community partnerships. This recommendation focused on two Sub-areas:**

- Build networks between housing insecure students and local rental companies
- Partner with local agencies and organizations

“Yeah, I mean if it's a capacity issue and the resources aren't the issue, like monetary. I mean we have a number of like apartment complexes popping up around. So, if it was like, well we're booked but we have resources to maybe subsidize, maybe that's a possibility, but it comes down to cost.”

[Four-year, large, primarily residential]

“how do we collaborate better with folks in the local community in meeting sort of mutual goals?”

[Four-year, small, primarily residential]

4. Creation of a PCHE-wide IRB process

A discussion included the possibility of creating a PCHE-wide IRB proposal, to allow for a more streamlined process when conducting research across the ten institutions.

“Another idea that personally I would love to see is a PCHE-wide IRB process so that we could do more research without having to go through individual IRB’s for all 10 schools”

[Four-year, medium, primarily residential]

The above four recommendations highlight how the PCHE network can offer continued and further support for students through collaborative efforts.

Appendix A

Table 1. Participating Institutions by Carnegie Classification

Institution Name	Carnegie Classification by Size, Setting
Carnegie Mellon University	Four-year, large, highly residential
Carlow University	Four-year, small, primarily residential
Chatham University	Four-year, small, primarily residential
Community College of Allegheny County	Two-year, large
Duquesne University	Four-year, medium, highly residential
La Roche College	Four-year, small, primarily residential
Point Park University	Four-year, medium, primarily residential
Robert Morris University	Four-year, medium, highly residential
University of Pittsburgh – Pittsburgh Campus	Four-year, large, primarily residential

Source: Carnegie Classification of Institutions of Higher Education

http://carnegieclassifications.iu.edu/classification_descriptions/size_setting.php

Appendix B

Definitions

Four year, small, primarily residential:

Fall enrollment data indicate FTE enrollment of 1,000–2,999 degree-seeking students at these bachelor's or higher degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus** and at least 50 percent attend full time.

Two year, large

Fall enrollment data indicate FTE* enrollment of 5,000–9,999 students at these associate's degree granting institutions.

Four year, medium, highly residential:

Fall enrollment data indicate FTE enrollment of 3,000–9,999 degree-seeking students at these bachelor's or higher degree granting institutions. At least half of degree-seeking undergraduates live on campus** and at least 80 percent attend full time

Four year, medium, primarily residential:

Fall enrollment data indicate FTE enrollment of 3,000–9,999 degree-seeking students at these bachelor's or higher degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus** and at least 50 percent attend full time

Four year, large, primarily residential:

Fall enrollment data indicate FTE enrollment of at least 10,000 degree-seeking students at these bachelor's or higher degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus** and at least 50 percent attend full time.

Four year, large, highly residential:

Fall enrollment data indicate FTE enrollment of at least 10,000 degree-seeking students at these bachelor's or higher degree granting institutions. At least half of degree-seeking undergraduates live on campus** and at least 80 percent attend full time.

* FTE: Full-time equivalent enrollment was calculated as full-time plus one-third part-time.

** On campus is defined as institutionally-owned, -controlled, or -affiliated housing.

Appendix C

Focus Group/ Interview Instrument

SCRIPT

Hello everyone and thank you so much for agreeing to participate in our study. My name is _____ (moderator), and this is _____ (note taker).

This focus group is part of a larger study to gather information on college student housing insecurity patterns and trends in Pittsburgh, PA. The study is being funded as part of a grant Point Park University's Department of Community Engagement received from the Eden Hall Foundation. This study draws on the definitions of housing insecurity as described by the researchers at the Wisconsin HOPE Lab, University of Wisconsin. According to Goldrick-Rab, Richardson & Hernandez (2017), "Homelessness means that a person is without a place to live, often residing in a shelter, an automobile, an abandoned building or outside, while housing insecurity includes a broader set of challenges such as the inability to pay rent or utilities or the need to move frequently" (p.3).**

The purpose of today's discussion is to generate a snapshot of the current housing insecurity situation at the ten institutions belonging to the Pittsburgh Council on Higher Education (PCHÉ). We hope to gain from this conversation a deeper understanding of the current practices of each institution concerning students who experience housing insecurity. We will then discuss options for individual or collective opportunities to provide support in the future. Furthermore, we hope to ascertain potential barriers institutions face when trying to effectively address this situation.

You are invited to participate today because you were identified as the appropriate point of contact for your respective institution. The ideas and comments we discuss today will be collated, analyzed, and published in a preliminary report in summer 2018. There are no right or wrong answers to these questions. We expect that everyone will have different points of view. Please feel free to share your point of view, even if it differs from what others have said.

Before we get started, it is important that we discuss your rights as a participant in this project and give you the chance to provide informed consent to participate. We are tape-recording the session because we do not want to miss anything. Please keep in mind that we are just as interested in negative comments as positive; at times, negative comments are most helpful. As you can see in the Cover Letter, these focus groups are completely voluntary. You do not have to answer any question you do not wish to answer, and you can leave the focus group at any time.

The name tents in front of you are to help us remember your names throughout the discussion, but also for you as well. If you want to follow up on something that someone has said, please feel free. Don't feel you have to respond to me all the time-you may address your comments to others in the room as well, but politely. If you stay for the focus group, we will take that as your informed consent to participate in this project.

** Goldrick-Rab, S., Richardson, J., & Hernandez, A. Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education. Wisconsin HOPE Lab. (2017)

QUESTIONING ROUTE

Opening

1. Let us begin by finding out who is present at the table. We will go around the room and one at a time, please tell us your name, your institution, and your current position and/or title.

Introductory

2. Thinking about your respective institution's student body, what would you say are the basic needs of your students?

Transition

3. Please describe structures (policies, programs, referral protocols, case management, support, etc.) that your institution currently has in place to address housing insecurity, if any?

Key Questions

4. What do you feel is your institution's capacity and/or willingness to engage in providing intentional services for students experiencing housing insecurity?
5. What opportunities do you see available for institutions? How could comprehensive programming allow these students to be successful and reach degree completion? For example, what would a housing plan during scheduled breaks look like? What would a collective effort across the ten PCHE institutions look like? What could your institution offer?
6. What are current barriers to your institution engaging in these practices? Ex. financial constraints, lack of institutional support or buy-in, etc.

Ending Questions

7. To conclude this discussion, is there anything that I missed or you would want to add?
8. Is there anything that you came wanting to say that you did not get a chance to say?

Thank you very much for your participation in this focus group discussion. Your answers will allow the research team to develop a clearer snapshot of the state of housing insecurity among students from the ten PCHE institutions. We are sincerely grateful for your time and dedication to this important conversation, and we hope you enjoy the rest of your day.

After focus group concludes:

- Remind participants to fill out institutional information sheet (if they have not done so prior)
- Remind participants to fill out contact information form if they would like to be contacted with preliminary results of the study.

Appendix D

Survey Instrument

You are invited to participate in this online survey on Student Housing Insecurity. In collaboration with the Pittsburgh Council on Higher Education, this research project is being conducted by Dr. Heather Starr Fiedler, a faculty member at Point Park University. It should take approximately 10 minutes to complete.

PARTICIPATION

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any question you do not wish to answer for any reason.

BENEFITS

You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about impact of student homelessness and academics. There are a number of outcomes that can be measured and will give our region a decided advantage in creating a systemic 'safety net' of support. Outcomes include:

- Ensuring that higher education administrative staff are considering at-risk and homeless youth when looking at policy and practices.
- Ensuring that higher education staff are looking at possible solutions through information gathering, best practices sharing, training, etc.
- Creating a baseline of data identifying practices and need.
- Ensure that higher education institutions are considering and implementing or piloting tools to use that would allow them to identify at-risk populations.
- Identifying training topics necessary to ensure ALL staff and faculty understand risk factors and referral options.

CONFIDENTIALITY

Your survey answers will be sent to a link at SurveyMonkey.com where data will be stored in a password protected electronic format. Survey Monkey does not collect identifying information such as your name, email address, or IP address. Therefore, your responses will remain

anonymous. No one will be able to identify you or your answers, and no one will know whether you participated in the study.

CONTACT

If you have questions at any time about the study or the procedures, you may contact Heather Starr Fiedler via phone at 412-392-3409 or via email at hstarr@pointpark.edu

If you feel you have not been treated according to the descriptions in this form, or that your rights as a participant in research have not been honored during the course of this project, or you have any questions, concerns, or complaints that you wish to address to someone other than the investigator, you may contact the Point Park University Institutional Review Board

ELECTRONIC CONSENT: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the "Agree" button indicates that: You have read the above information; You voluntarily agree to participate; You are 18 years of age or older

Agree

Disagree

Section: Demographics

Q2. How old are you (in years)?

16-26

27-37

38-48

48-above

Q3. What is your marital status?

Single

Living with a partner

Married

Divorced

Separated

Prefer not to answer

Q4. What sex were you assigned at birth, on your original birth certificate?

Male

Female

Intersex

Prefer not to answer

Q5. Current gender identity?

Male

Female

Transgender

Do not identify as female, male or transgender

Prefer not to answer

Q6. What is the highest level of education achieved by your parents/guardians (for example, if your mother and father both raised you, and your mother has the highest level of education, then indicate her highest level of education)?

Less than high school

High school

Some college

Associate's degree

Bachelor's degree

Graduate degree

Q7. How would you describe your race? Select all that apply.

American Indian or Alaska Native

Latino

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Multi-Race

Other

Prefer not to answer

Q8. How would you describe your ethnicity?

Hispanic or Latino or Spanish Origin

Not Hispanic or Latino or Spanish Origin

Prefer not to answer

Q9. Are you currently?

Part-time (less than 12 units if undergraduate student and less than 8 units if graduate student)

Full-time (12 or more units if undergraduate student and 8 or more units if graduate student)

I graduated last year and I am no longer enrolled

I am not currently enrolled

Q10. Estimate your class standing by credits/ units completed (do not include credits/ units from the current semester):

Freshman (0-29)

Sophomore (30-59)

Junior (60-89)

Senior (90+)

Graduate program year 1

Graduate program year 2+

None of these apply

Q11. Are you any of the following? (Mark all that apply)

Transfer Student

Student with disabilities

First generation (First Gen) college student (your parents and grandparents did not attend college)

Current or former foster youth/ child

International student

Out-of-state student

EOP (educational opportunity program) student

ESL (English as a second language) student

Veteran

Active duty military personnel

U.S. Citizen

DREAM student

DACA student

Student athlete

Prefer not to answer

Q12. Estimate your cumulative Grade Point Average (GPA) or overall letter grade (i.e., average of all your classes)

4.0 (A)

3.70 to 3.99 (A-)

3.30 to 3.69 (B+)

3.00 to 3.29 (B)

2.70 to 2.99 (B-)

2.30 to 2.69 (C+)

2.00 to 2.29 (C)

1.70 to 1.99 (C-)

1.30 to 1.60 (D+)

1.00 to 1.29 (D)

Below 1.0 (F)

Q13. Which College/University do you attend?

University of Pittsburgh

Carnegie Mellon University

Chatham University

Carlow University

Duquesne University

Robert Morris University

Point Park University

LaRoche College

Community College of Allegheny County

Pittsburgh Theological Seminary

Other (please specify)

Section: Household Demographics

Q.14 How many people live in your household?

1

2

3

4

5

6

More than 6

Prefer not to answer

Q15. How much is your household's gross monthly income (before taxes and not including financial aid)? Note: Monthly income is money earned from jobs, paid internships or money given to you from others (like parents). Please do NOT include financial aid. Remember, if you have a household of more than 1, you must include everyone's gross income (use your best guess).

Less than \$500 per month

\$501 - \$1,962 per month

\$1,963 - \$2,656 per month

\$2,657 - \$3,350 per month

\$3,351 - \$4,042 per month

\$4,043 - \$4,736 per month

\$4,737 - \$5,430 per month

More than \$5,431 per month

Prefer not to answer

Q16. Which of the following forms of financial aid do you receive? Select all that apply.

Loans

Pell Grant

Other grants

Scholarships

Work Study

Graduate Assistantships

GI Bill or other veterans benefit

I do not receive any of these forms of financial aid

Other (please specify)

Q17. If you qualified for Federal Work Study as part of your financial aid package, were you able to secure a work study position?

Yes

No

Didn't qualify for work study

Don't know

Q18. Do you have to take out credit card debt to cover the cost of academic or living expenses?

Yes

No

Q19. While enrolled in college, do you help to financially support your siblings or parents?

Yes

No

Section: Student Housing

Q20. In the last 30 days, have you slept in any of the following places? Please check all that apply.

Campus or university housing

Sorority/ fraternity house

In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)

In a rented or owned house, mobile home or apartment with my family (parent, guardian, or relative)

At a shelter

In a camper

Temporarily staying with a relative, friend, or couch surfing until I find other housing

Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)

In transitional housing or independent living program

At a group home such as halfway house or residential program for mental health or substance abuse

At a treatment center (such as detox, hospital, etc.)

Outdoor location such as street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass

In a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, RV, or camper, encampment or tent, or unconverted garage, attic or basement

Q21. In the last 12 months, have you slept in any of the following places? Please check all that apply.

Campus or university housing

Sorority/ fraternity house

In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)

In a rented or owned house, mobile home or apartment with my family (parent, guardian, or relative)

At a shelter

In a camper

Temporarily staying with a relative, friend, or couch surfing until I find other housing

Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)

In transitional housing or independent living program

At a group home such as halfway house or residential program for mental health or substance abuse

At a treatment center (such as detox, hospital, etc.)

Outdoor location such as street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass

In a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, RV, or camper, encampment or tent, or unconverted garage, attic or basement

Q22. Since starting college have you ever lacked a fixed, regular and adequate night-time residence?

Yes

No

Section: Housing Security

Q23. My current accommodation is only temporary even if I wanted to stay.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q24. I get along with the people I live with. My housemates are reliable when it comes to obeying the landlord's rules and paying their rent on time (choose strongly agree if you live alone)

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q25. I have used financial subsidies, aid workers, or community programs/policies to help me to obtain/maintain my housing.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q26. In the last 6 months I have maintained my housing accommodation.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q27. In the last 6 months I have:

Not changed my place of residence

Been evicted from my place of residence

Choose to change (move) from my current place of residence

Q28. I am settled in my place and know what to expect about living here (for example, consideration of roommates and neighbors, rules, landlords, etc.).

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q29. I follow my landlord's rules (for example, not smoking, not doing drugs, not being noisy, no pets, etc.).

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q30. I feel confident about my ability to pay my rent on time.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q31. I am working or enrolled in classes and I have been showing up on time.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q32. Drugs and alcohol interfere with my ability to fulfill my responsibilities or to work towards personal goals.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q33. I have legal troubles that may interfere with my ability to adequately maintain my housing or fulfill my personal responsibilities over the next 6 months.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q34. I am satisfied with my current housing.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Q35. Overall my life feels stable to me.

Strongly Disagree

Disagree

Not Sure/ Neither

Agree

Strongly Agree

Section: Student Support Services :Do you use any of the following CAMPUS-based resources?

Q36. Campus food pantry

Never heard of it/ not offered at my campus

Heard of it, but never used it

Used it in the past

Currently use it

Q37. Student Mental Health and Counseling Center

Never heard of it/ not offered at my campus

Heard of it, but never used it

Used it in the past

Currently use it

Q38. Student Health Center

Never heard of it/ not offered at my campus

Heard of it, but never used it

Used it in the past

Currently use it

Q39. If you do not use any of these resources, please indicate why? Mark all that apply

I am not eligible for the programs

I have not heard of the programs

I do not need assistance

I do not have time to access these resources

I do not know how to access these resources

I do not believe in using social services

It is embarrassing to have to use these resources

I do not have transportation

I already use one or more of the above programs

Other (please specify)

Q40. I would use the following resources if they were available to me (check all that apply)

Food support/ assistance

Clothing support/ assistance

Childcare support/ assistance

Mental health support/ assistance

Transportation support/ assistance

Textbook support/ assistance

Other (please specify)

Section: Student Support Services: Do you use any of the following public benefits of OFF-CAMPUS community resources?

Q41. Off campus food pantry/ food bank

Never heard of it/ not offered at my campus

Heard of it, but never used it

Used it in the past

Currently use it

Q42. Homeless shelter

Never heard of it/ not offered at my campus

Heard of it, but never used it

Used it in the past

Currently use it

Q43. Subsidized housing (i.e. HUD/ Housing Choice Voucher formerly known as Section 8)

Never heard of it/ not offered at my campus

Heard of it, but never used it

Used it in the past

Currently use it