



San Bernardino  
Valley College

Research,  
Planning &  
Institutional  
Effectiveness

# #RealCollegeCA Survey on Basic Needs

San Bernardino Valley College  
Spring 2023

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## Executive Summary

A total of 595 San Bernardino Valley College (SBVC) students responded to the California Community Colleges (CCCs) #RealCollege survey, which assessed basic needs insecurity among college students, including food and housing. This survey was administered in spring 2023 by The Research and Planning Group for California Community Colleges (The RP Group) and the CEO Affordability, Food & Housing Access Taskforce of the Community College League of California (CCLC) to 88 CCCs and over 66,000 students.

Basic needs insecurities are essential to address due to their negative impact on students. For instance, results demonstrate that SBVC students who were more likely to be food insecure, housing insecure, or homeless were also more likely to be employed and working more hours, and they reported receiving worse grades.

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

Compared to CCCs, slightly more SBVC students (+2%) reported lacking at least one basic need. However, slightly fewer SBVC students (-1%) reported being food insecure, more SBVC students (+4%) reported being housing insecure, and fewer SBVC students reported being homeless (-5%), compared to CCC students.

Basic needs insecurities also affect certain demographic groups at SBVC more than others. Many of these demographic groups are also similar to those impacted at CCCs. Specifically, students at SBVC who indicated being more likely to be food insecure, housing insecure, or homeless were:

- Transgender students
- Black/African American students
- White/Caucasian students
- Students 25 to 34 years of age
- Students who were previously convicted of a crime
- Single parent students
- Students who were in foster care
- Veteran students
- Students with a disability or medical condition.

These same groups were also more likely to receive assistance from various programs over the past 12 months (e.g., Medicaid, SNAP), with the exception of veteran students who were less likely to receive assistance despite their high need. Additionally, despite being less likely to be employed than their counterparts, veteran students and students who were previously convicted of a crime were more likely to be job-seeking.

Basic needs inequalities persist at SBVC. This report demonstrates how the majority of students at SBVC are not getting their basic needs met, explores these differences by demographic groups, and compares these findings to students at CCCs.



## About the Survey

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

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

[https://ccleague.org/sites/default/files/images/basic\\_needs\\_among\\_california\\_community\\_college\\_students-final-2023.pdf](https://ccleague.org/sites/default/files/images/basic_needs_among_california_community_college_students-final-2023.pdf)

A total of 595 San Bernardino Valley College (SBVC) students responded to the survey, which consisted of 5.6% of the 10,691 total enrolled students that semester. Compared to the demographics of the enrolled students, the survey respondents were more likely to be female, older, and continuing-generation college students and less likely to be Hispanic/Latinx.

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

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

| Demographics                     | % of Respondents (n = 595) | % of Enrolled Students (n = 10,691) |
|----------------------------------|----------------------------|-------------------------------------|
| <b>Gender Identity</b>           |                            |                                     |
| Female                           | 73.3%                      | 59.4%                               |
| Male                             | 24.9%                      | 40.2%                               |
| Non-binary                       | 1.2%                       |                                     |
| Not reported/unknown             | 0.6%                       | 0.4%                                |
| <b>Transgender Status</b>        |                            |                                     |
| Transgender                      | 1.8%                       |                                     |
| <b>Sexual Orientation</b>        |                            |                                     |
| Heterosexual                     | 75.7%                      |                                     |
| LGBTQ+                           | 16.7%                      |                                     |
| Not reported/unknown             | 7.6%                       | 100.0%                              |
| <b>Race or Ethnic Identity</b>   |                            |                                     |
| Hispanic/Latinx                  | 59.7%                      | 70.2%                               |
| White                            | 17.1%                      | 10.6%                               |
| Black/African American           | 11.3%                      | 10.0%                               |
| Asian/Asian American             | 5.0%                       | 3.5%                                |
| Native Hawaiian/Pacific Islander | 0.8%                       | 0.4%                                |
| Middle Eastern/North African     | 0.4%                       |                                     |
| American Indian/Alaskan Native   | 0.2%                       | 0.2%                                |
| Two or more races                | 4.0%                       | 3.3%                                |
| Not reported/unknown             | 1.4%                       | 0.6%                                |



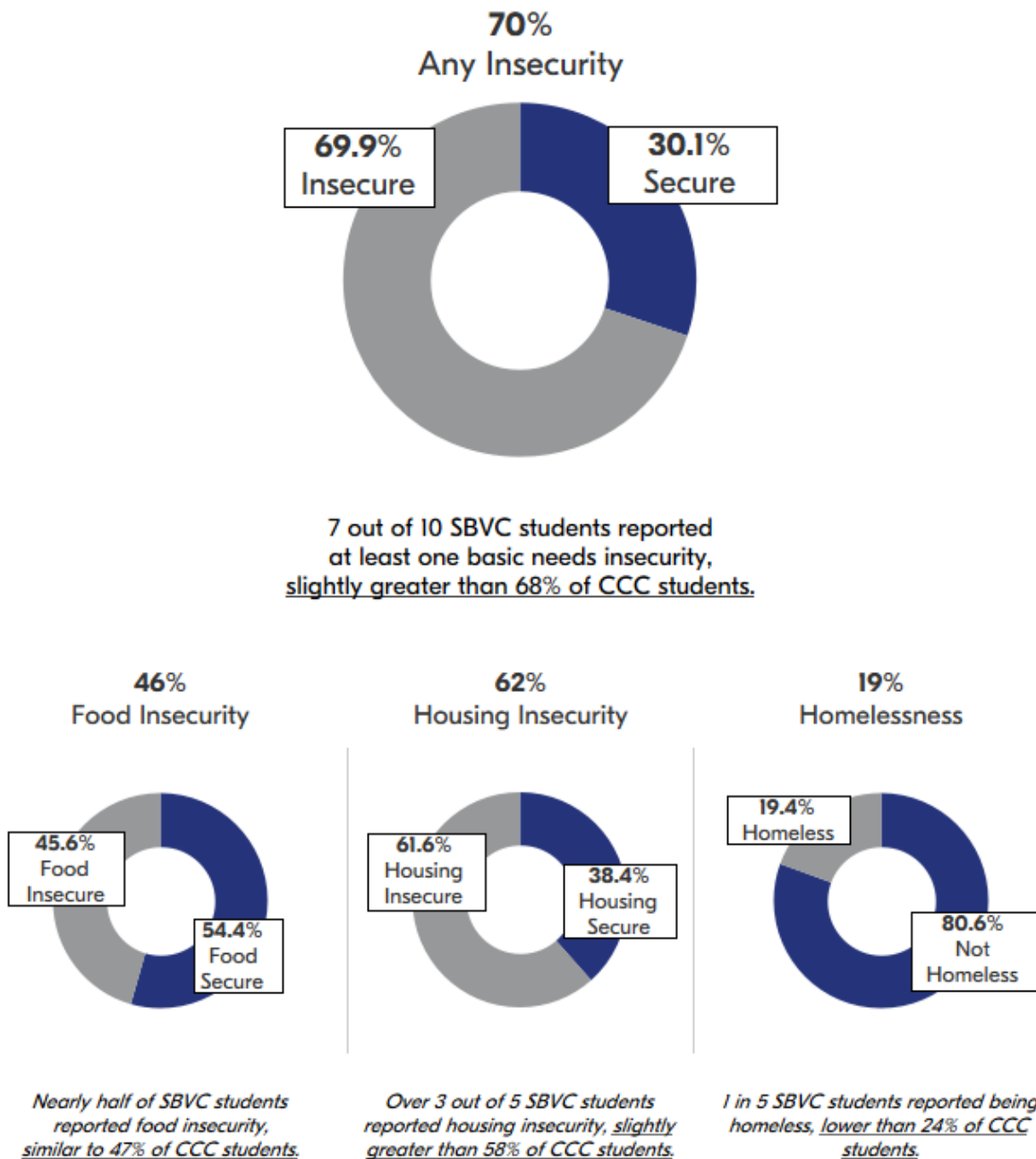
| Demographics                               | % of Respondents ( <i>n</i> = 595) | % of Enrolled Students ( <i>n</i> = 10,691) |
|--|------------------------------------|---|
| <b>Age Group</b>                           |                                    |   |
| Under 20                                   | 6.5%                               | 24.4%                                       |
| 20-24                                      | 23.9%                              | 29.5%                                       |
| 25-29                                      | 14.2%                              | 15.8%                                       |
| 30-34                                      | 16.4%                              | 11.6%                                       |
| 35-39                                      | 12.4%                              | 7.2%  |
| 40-49                                      | 17.0%                              | 7.6%  |
| Over 50                                    | 9.5%                               | 4.1%  |
| <b>Any Disability or Medical Condition</b> |                                    |   |
| Attention deficit hyperactivity disorder   | 9.9%                               |   |
| Autism spectrum disorder                   | 1.6%                               |   |
| Chronic illness                            | 18.1%                              |   |
| Learning disability                        | 9.9%                               |   |
| Physical disability                        | 12.4%                              |   |
| Psychological disorder                     | 28.0%                              |   |
| <b>Other Demographics</b>                  |                                    |   |
| Have 1+ dependents                         | 33.7%                              |   |
| Single parent                              | 15.1%                              |   |
| First-generation college student           | 46.0%                              | 57.4%                                       |
| Veteran                                    | 5.0%                               | 2.0%  |
| Foster Youth                               | 7.5%                               |   |
| Been convicted of a crime                  | 7.2%                               |   |



### Prevalence of Basic Needs Insecurity

About 7 out of 10 SBVC student survey respondents reported encountering at least one basic needs insecurity, with 46% reporting food insecurity, 62% reporting housing insecurity, and 19% reporting having been homeless in the past year (Figure 1).

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



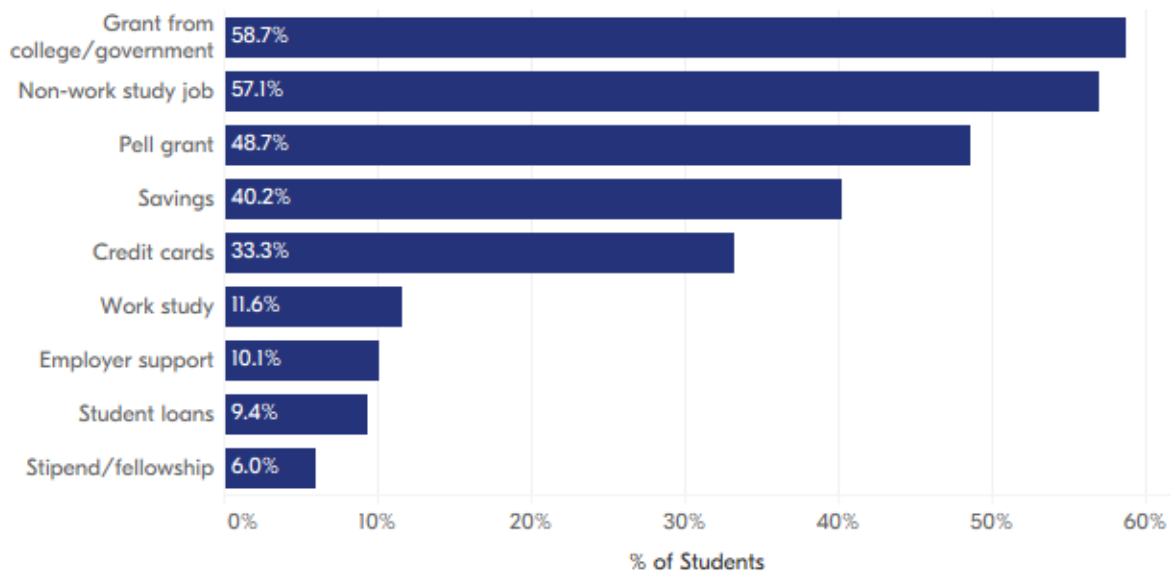


## Finances

Due to various financial situations, students had differing ways of paying for college. Most students received a grant from the college or government (58.7%) or had a non-work study job (57.1%), but many students indicated going into debt to pay for college by using credit cards (33.3%) or taking out student loans (9.4%; Figure 2). Nearly half the students (48.7%) indicated receiving Pell Grant funds.

Compared to students at CCCs, more SBVC students pay for college using a non-work study job (SBVC: 57.1%, CCC: 54%), and fewer SBVC students pay for college using their savings (SBVC: 40.2%, CCC: 52%), credit cards (SBVC: 33.3%, CCC: 40%), and work study jobs (SBVC: 11.6%, CCC: 21%).

Figure 2. Different Ways Students Pay for College



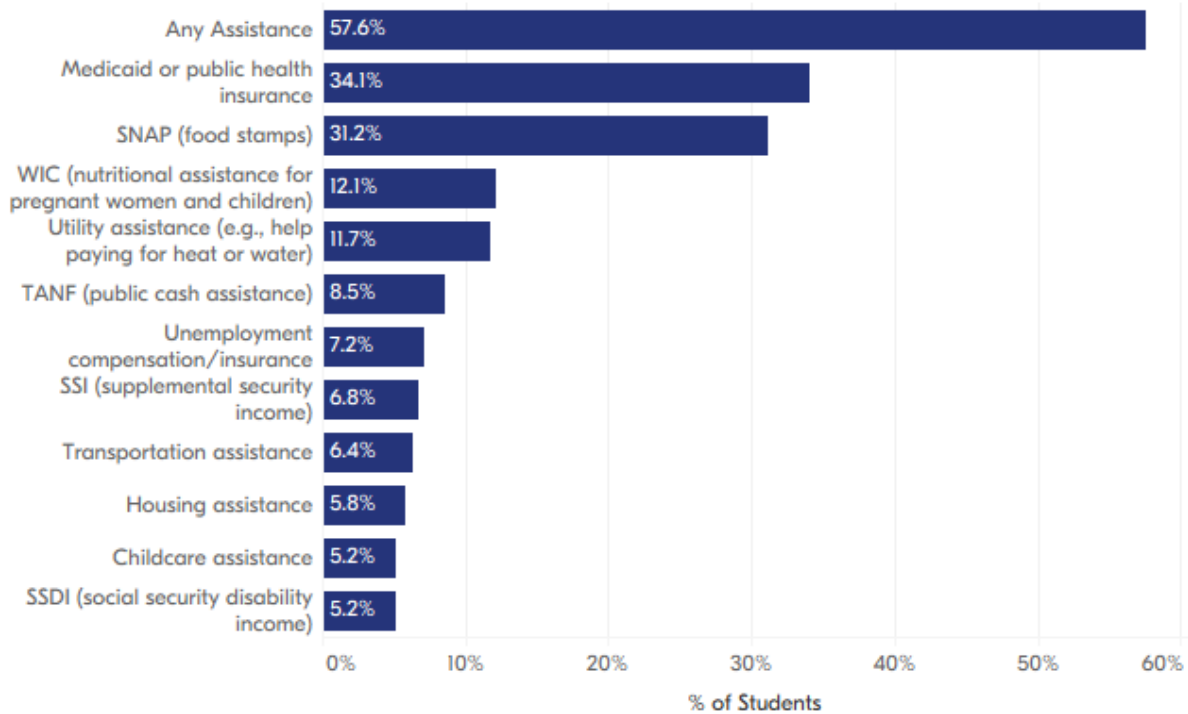
### Demographics Summary of Students who Received Assistance

Overall, transgender students (Figure 4), students of certain races (i.e., White/Caucasian students, Black/African American students; Figure 6), students ages 25-49 (Figure 7), students who were previously convicted of a crime (Figure 8), single parent students (Figure 8), and students who were in foster care (Figure 8) indicated being more likely than the average to have received any assistance in the past 12 months.

Students also indicated receiving assistance from various programs within the past 12 months (Figure 3). Over half of the students (57.6%) selected that they receive at least one form of assistance, with about a third of students receiving assistance from Medicaid or public health insurance and SNAP (food stamps).

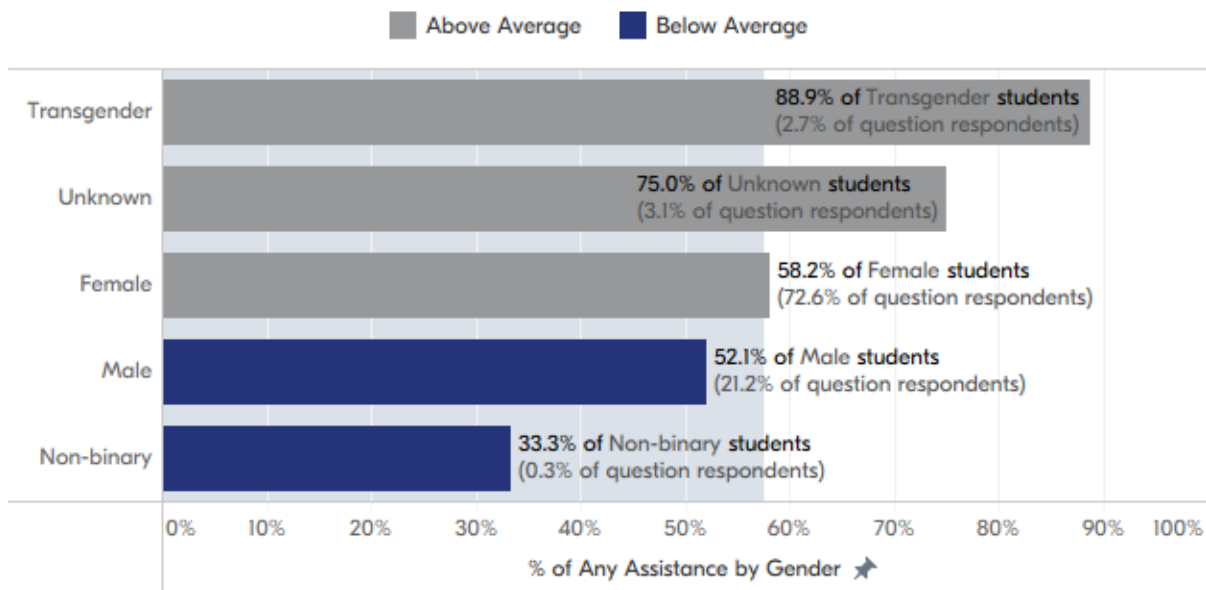


Figure 3. Types of Assistance Students Received within the Past 12 Months



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

Figure 4. Received Assistance in Past 12 Months by Gender

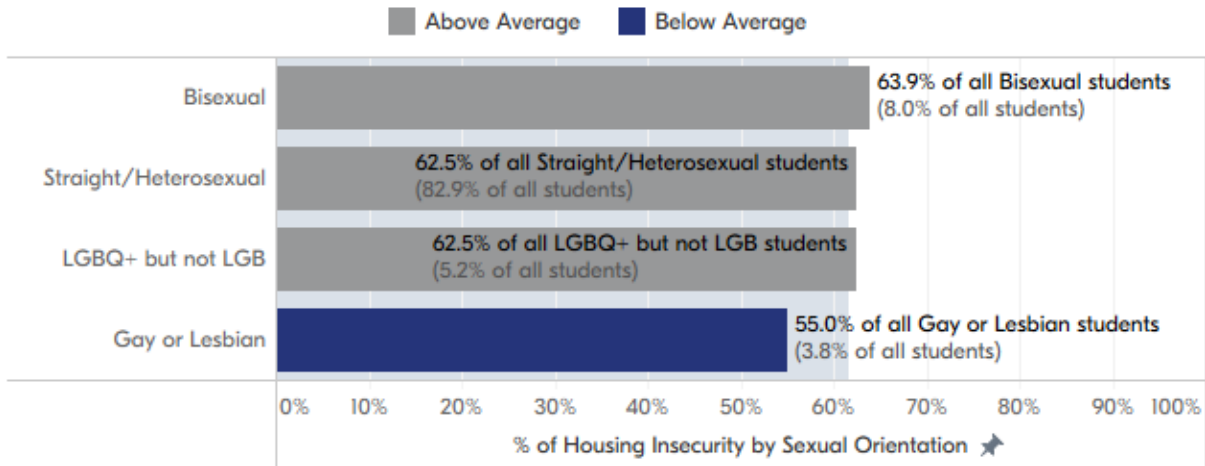






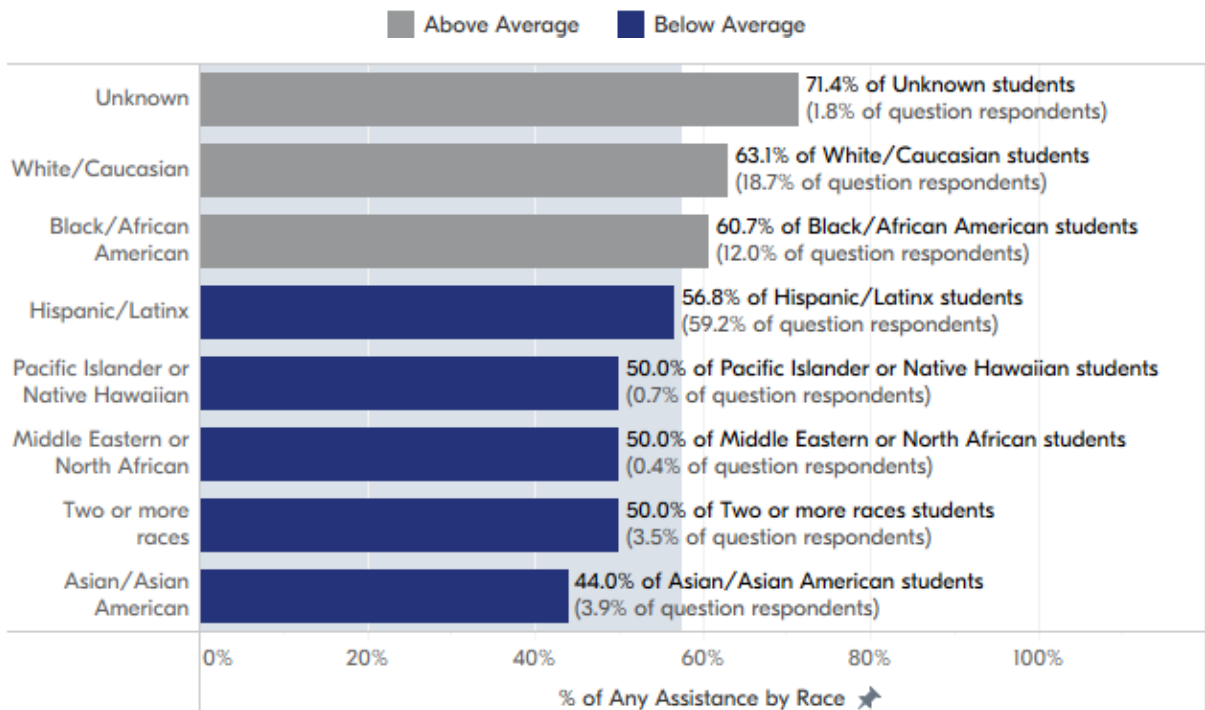
Students who did not identify as gay or lesbian were more likely than average to have received assistance in the last 12 months, whereas gay or lesbian students were less likely than average to have received assistance in the last 12 months (Figure 5). However, these differences were relatively small.

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



Students whose race was unreported, White/Caucasian students, and Black/African American students indicated being more likely than the average to have received any assistance in the past 12 months (Figure 6).

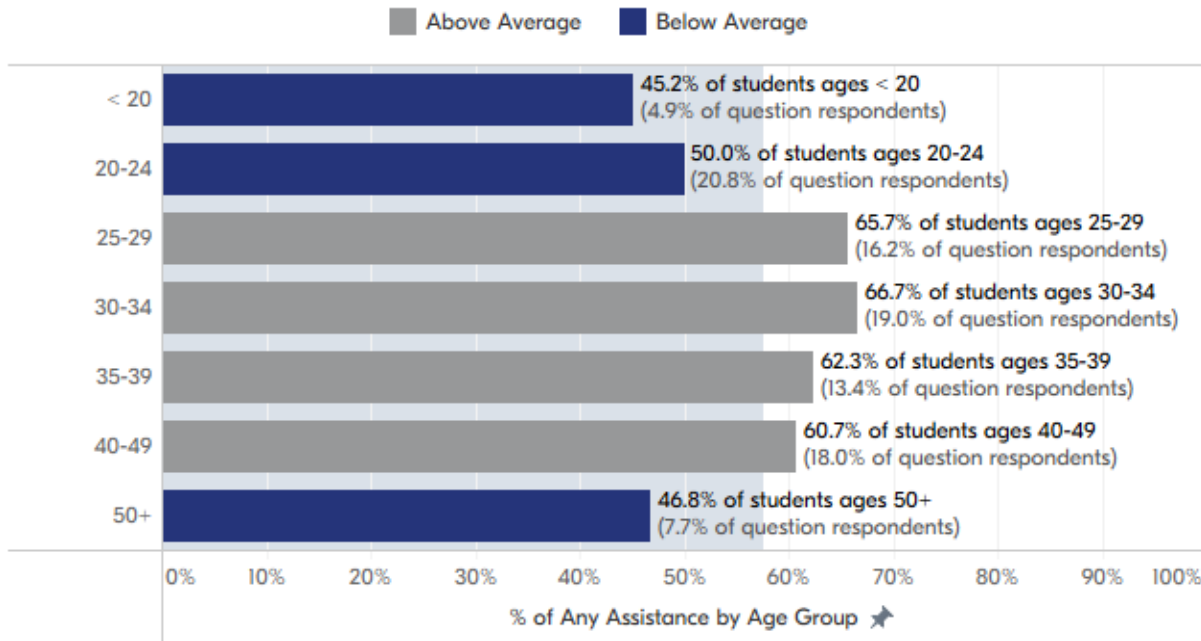
**Figure 6.** Received Assistance in Past 12 Months by Race





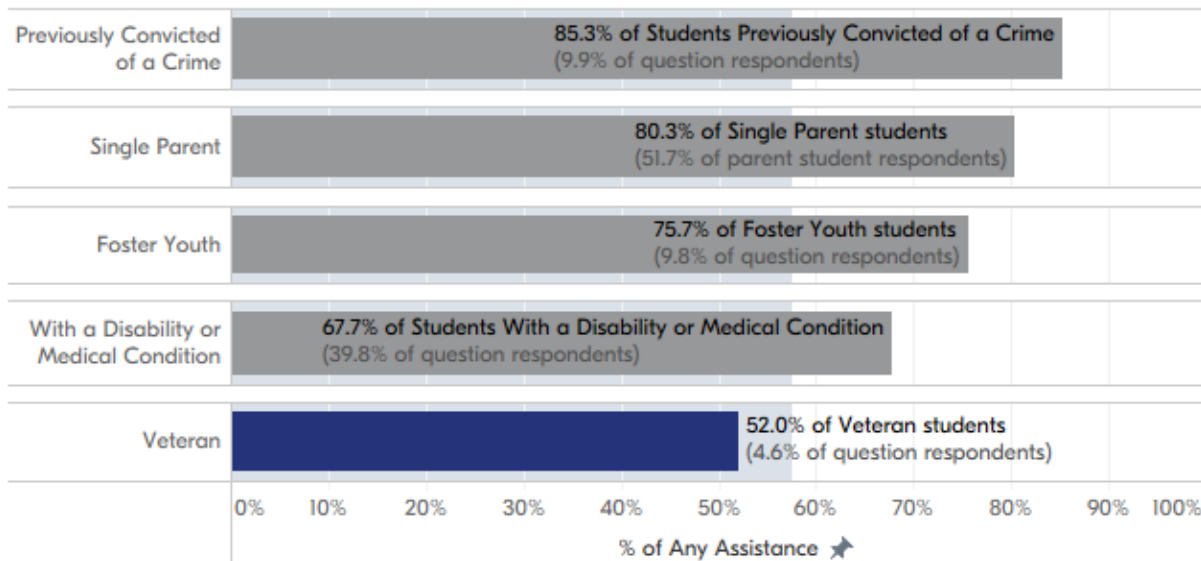
Students ages 25-49 were more likely than average to have received any assistance in the past 12 months, whereas students under 25 and older than 50 were less likely than average to have received any assistance in the past 12 months (Figure 7).

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



Students previously convicted of a crime, single parent students, foster youth students, and students with a disability or medical condition were much more likely to have received assistance in the past 12 months (Figure 8).

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





## Employment

Over a quarter (26.3%) of students were not employed, but many of these students who were not employed were looking for work (11.5%; Figure 9). Additionally, when students were asked whether they had been looking for work in the last 30 days, 39.8% responded yes, suggesting that, in addition to the students who were not employed and job-seeking, there were also students who were employed and also job-seeking.

Of the 73.7% of the students who were employed (Figure 9), nearly two-thirds of those students made over \$15.50/hour (64.9%), which is over minimum wage; 18.5% made \$15.50/hour, which is minimum wage; however, a total of 16.6% of students indicated being underpaid, with some students even making less than \$7.25/hour (Figure 10).

Figure 9. Student Employment Status

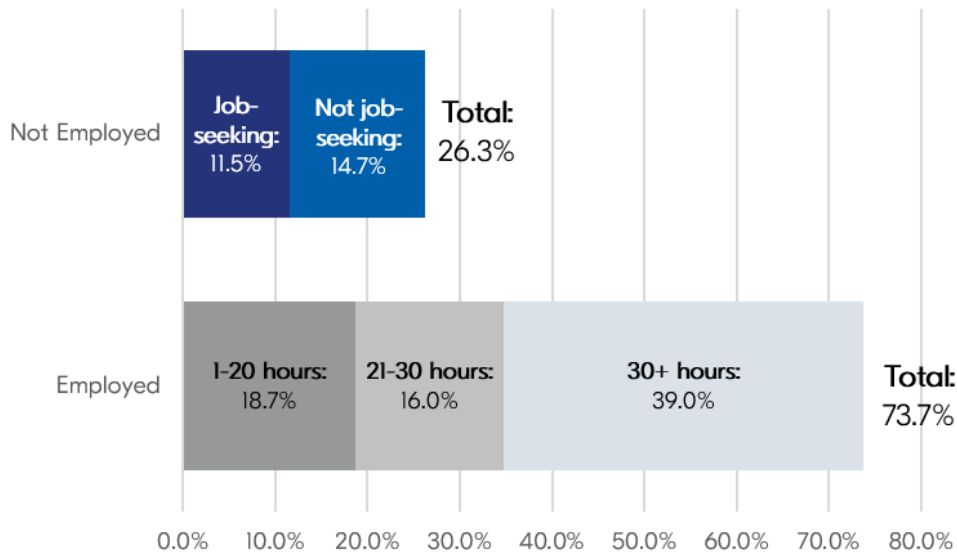
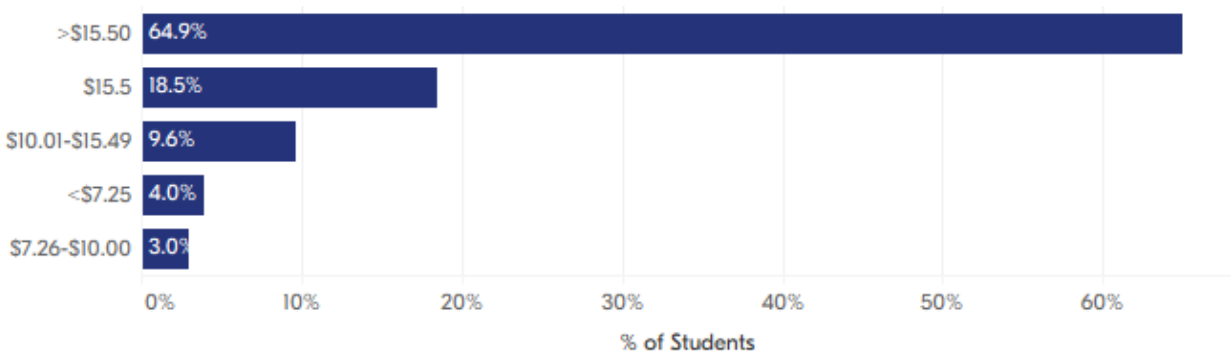


Figure 10. Student Wages





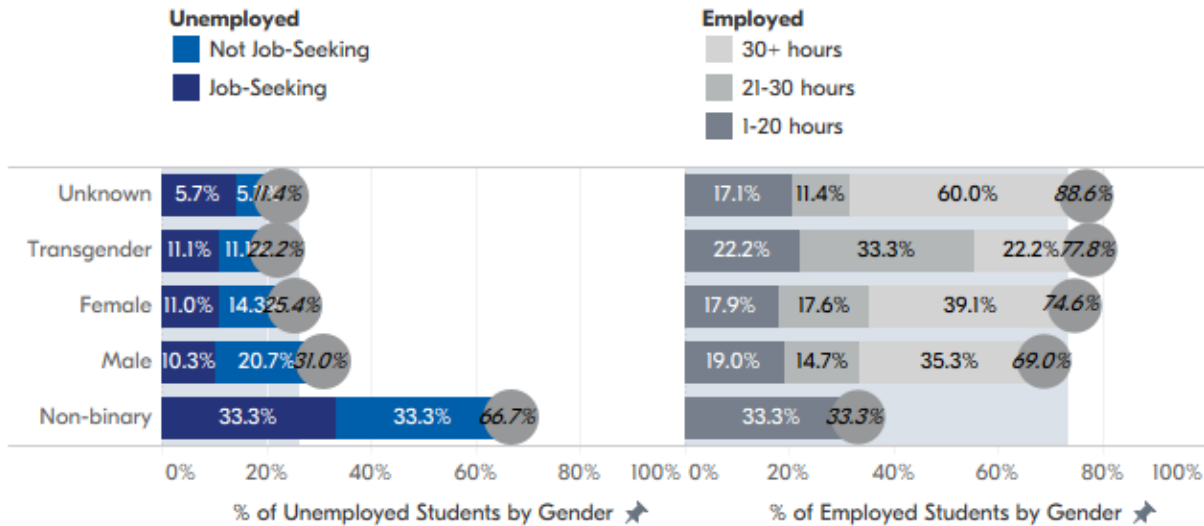
### Demographics Summary of Employed Students

Overall, transgender students (Figure 11), female students (Figure 11), LGBTQ+ students (Figure 12), students of certain races (i.e., Asian/Asian American students, Hispanic/Latinx students, students of unknown races; Figure 13), students ages 25-49 (Figure 14), single parent students (Figure 15), and students who were in foster care (Figure 15) indicated being more likely than the average to be employed.

However, there are additional nuances to this, such as which groups were more likely to be employed for more hours or which groups were more likely to be unemployed but seeking employment. For instance, veteran students and students previously convicted of a crime were less likely to be employed but more likely to be job-seeking (Figure 15).

When examining the gender of students more likely to be employed (Figure 11), transgender students, students of unknown genders, and female students were more likely than average to be employed. Male students were more likely to be unemployed but not job-seeking, suggesting that about 1 in 5 male students have other forms of support as they attend SBVC.

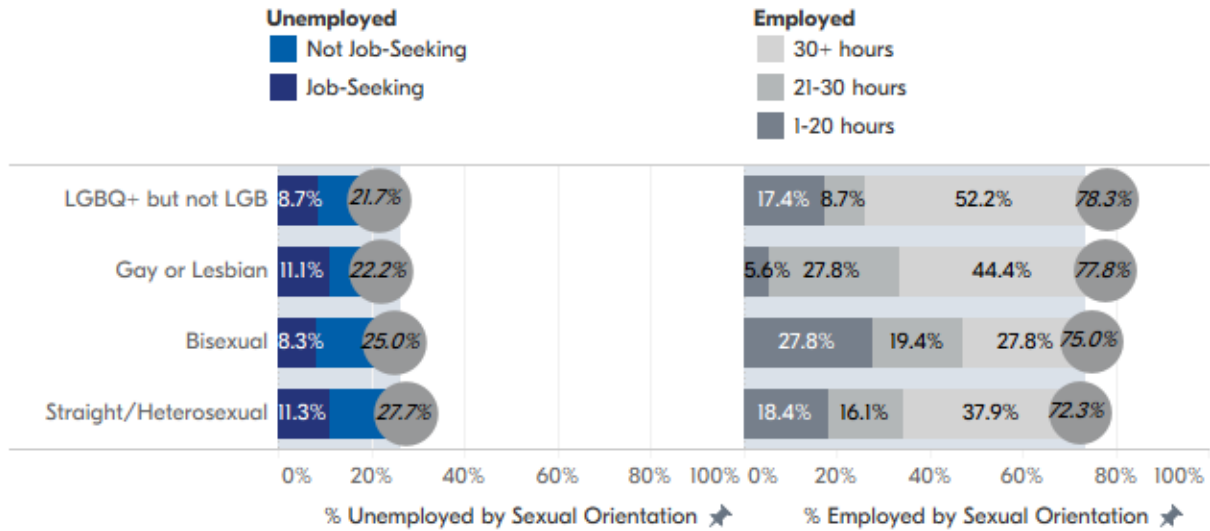
Figure 11. Student Employment Status by Gender



When examining the sexual orientation of students more likely to be employed (Figure 12), LGBTQ+ students were more likely than average to be employed than straight/heterosexual students. Additionally, LGQ+ students (i.e., not bisexual or straight/heterosexual students) were more likely to work 30+ hours.

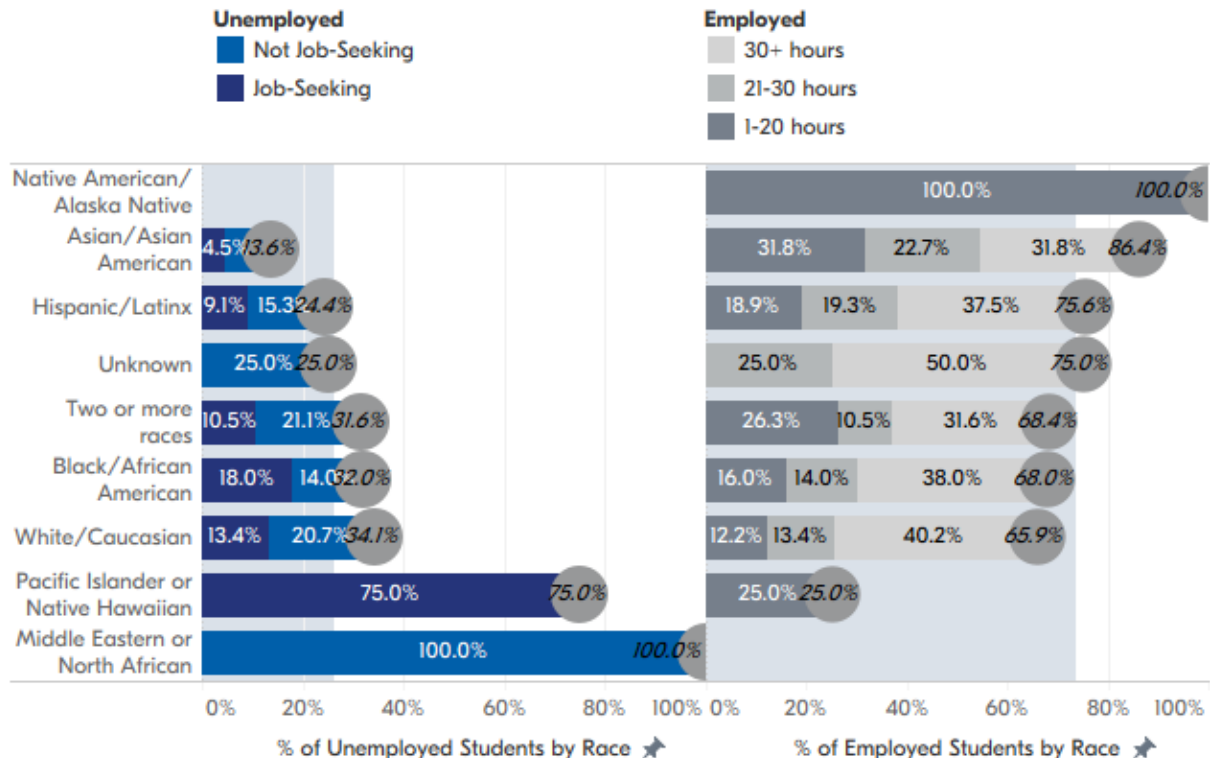


Figure 12. Student Employment Status by Sexual Orientation



When examining the race of students more likely to be employed (Figure 13), Native American/Alaska Native (100.0%), Asian/Asian American (86.4%), and Hispanic/Latinx (75.6%) students, as well as students of unknown races (75.0%), were more likely than average to be employed. However, Black/African American (18.0%) and Pacific Islander or Native Hawaiian (75.0%) students were most likely to be job-seeking.

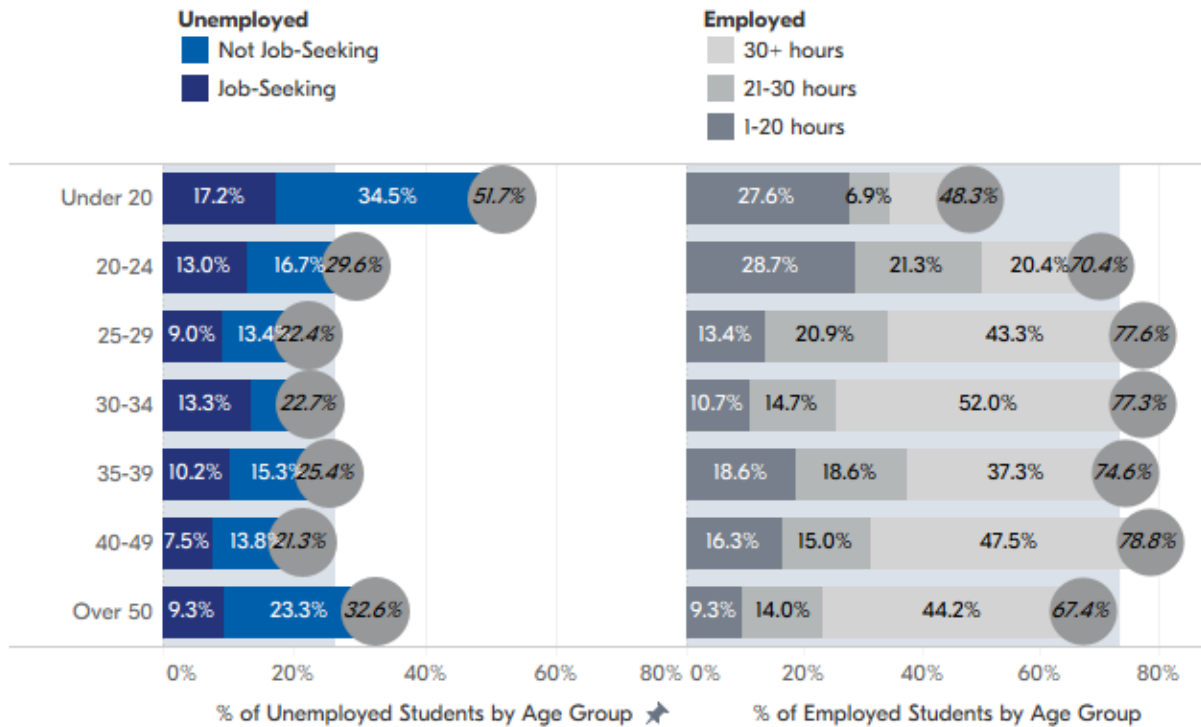
Figure 13. Student Employment Status by Race





When examining the age group of students more likely to be employed (Figure 14), students ages 25 to 49 were more likely than average to be employed and for more hours than all other age groups.

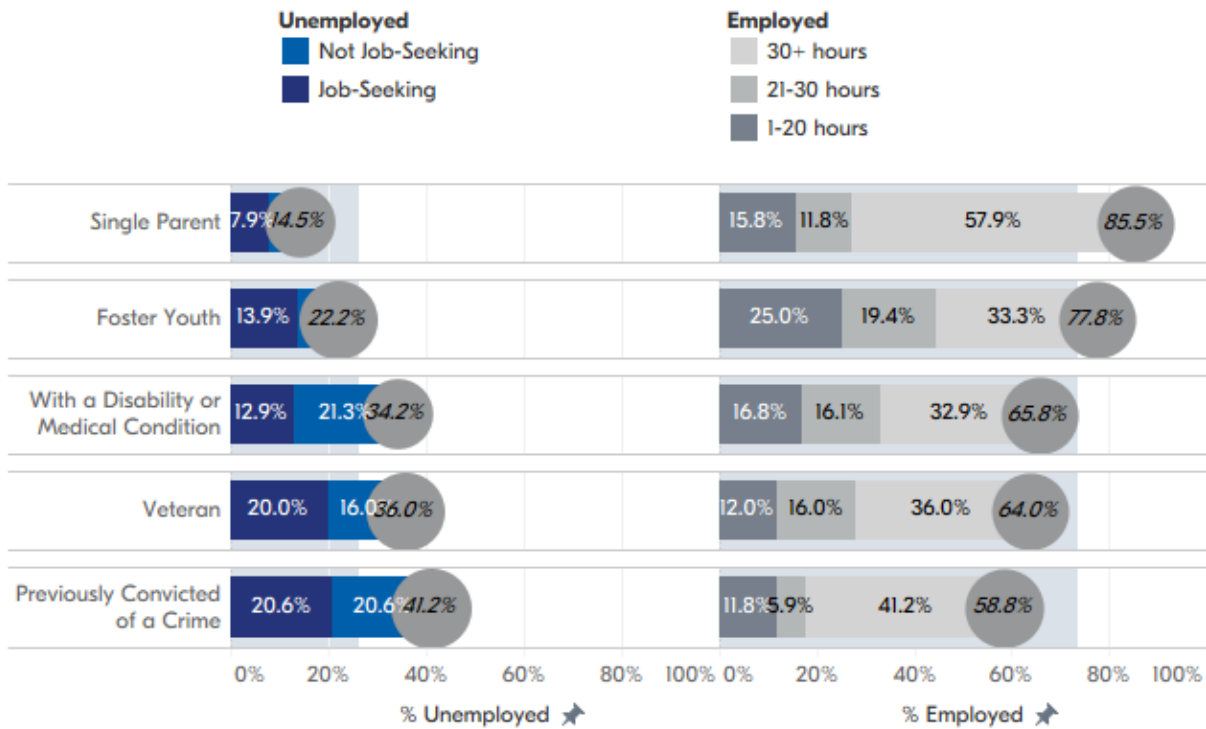
Figure 14. Student Employment Status by Age Group





Single parent students and students formerly in foster care indicated that they were more likely to be employed, whereas students with a disability or medical condition, veteran students, and students previously convicted of a crime indicated that they were less likely to be employed (Figure 15). In particular, single parents were the group most likely to work 30+ hours, and although veteran students and students previously convicted of a crime were more likely to be unemployed, about half of those unemployed students were job-seeking (i.e., 1 in 5 veteran students and students previously convicted of a crime were unemployed and seeking a job).

**Figure 15.** Student Employment Status of Other Impacted Students





### Housing Insecurity

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

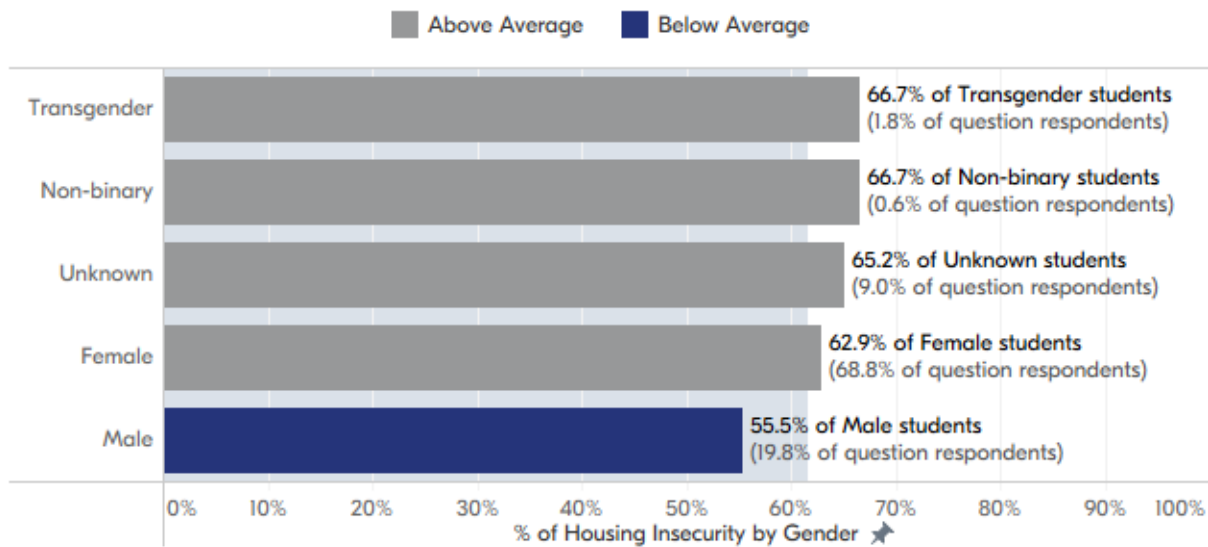
A total of 61.6% of students indicated that they were housing insecure.

**Demographics Summary of Students with Housing Insecurity**

Overall, non-male students (Figure 16), transgender students (Figure 16), students who did not identify as gay or lesbian (Figure 17), students of certain races (i.e., Black/African American, White/Caucasian students; Figure 18), students ages 25-49 (Figure 19), single parent student (Figure 20), students previously convicted of a crime (Figure 20), students who were in foster care (Figure 20), and veteran students (Figure 20) indicated being more likely than the average to be housing insecure.

Non-male students were more likely than average to experience housing insecurity, whereas male students were less likely than average to experience housing insecurity (Figure 16). About two-thirds of all transgender students and non-binary students indicated being housing insecure.

Figure 16. Housing Insecurity by Gender

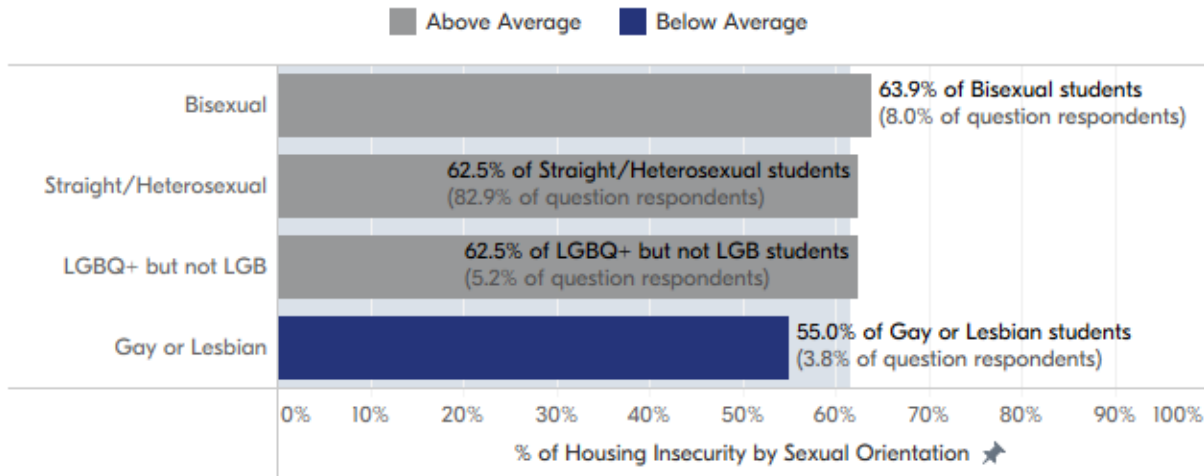






Nearly two-thirds of bisexual (63.9%), straight/heterosexual (62.5%), and queer+ (62.5%) students indicated that they experienced housing insecurity, whereas over half (55.0%) of gay or lesbian students indicated that they experienced housing insecurity (Figure 17).

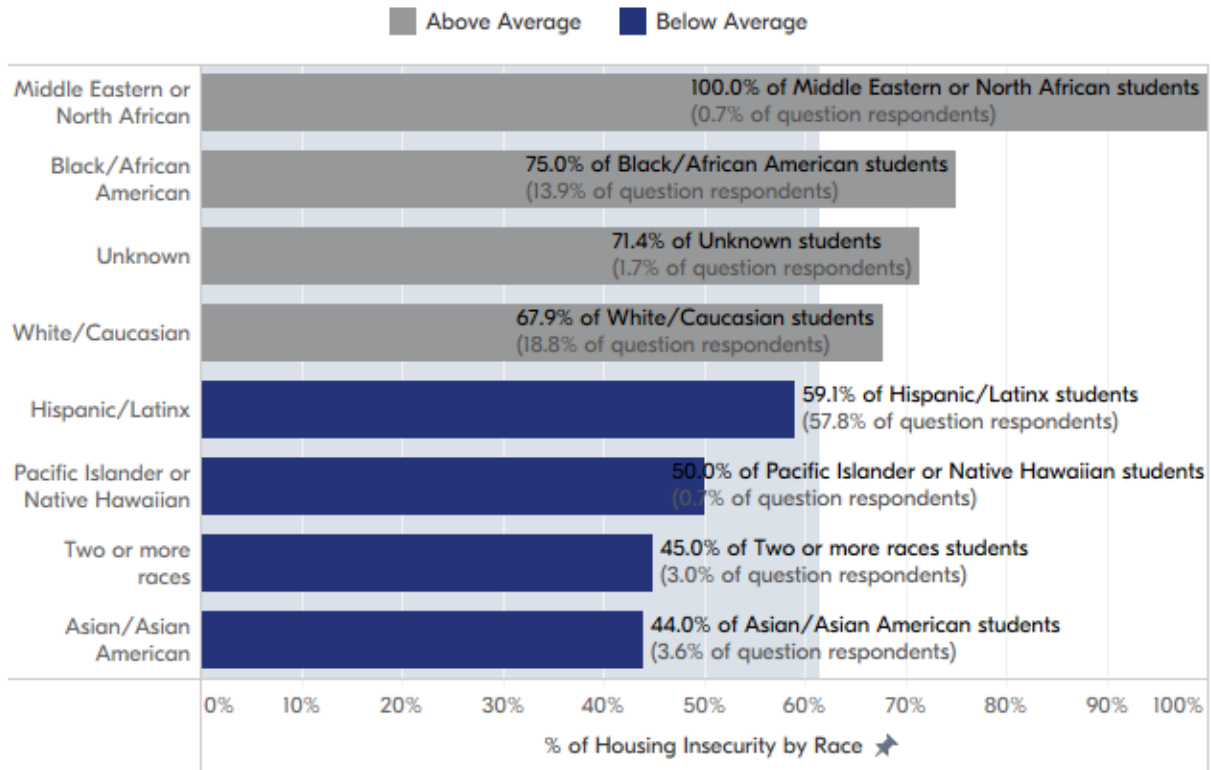
**Figure 17.** Housing Insecurity by Sexual Orientation



Although Middle Eastern/North African and students of unknown races had the highest percentages of housing insecurity, these groups had small sample sizes, so the results may not be representative of the population (Figure 18). However, Black/African American and White/Caucasian students reported higher than average rates of housing insecurity.



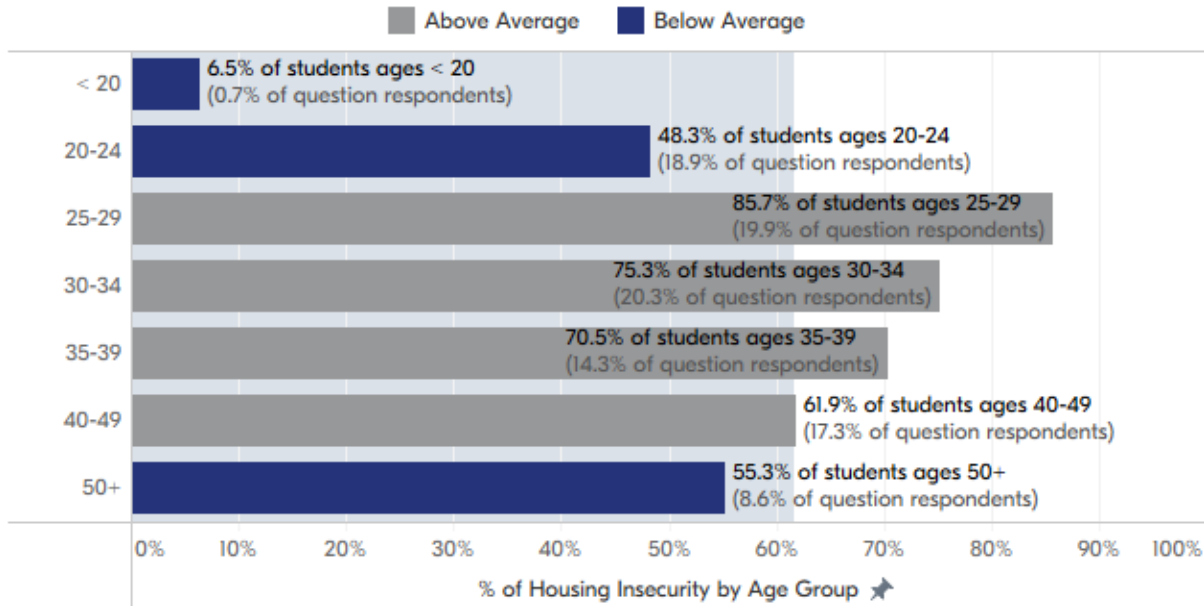
Figure 18. Housing Insecurity by Race



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

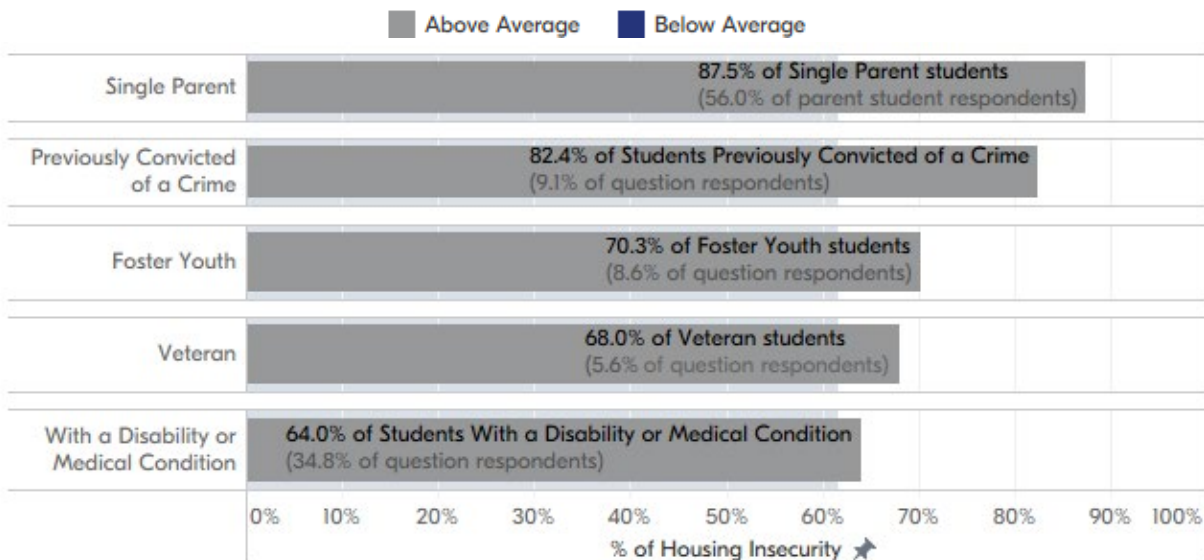


Figure 19. Housing Insecurity by Age Group



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

Figure 20. Housing Insecurity of Other Impacted Students





## Homelessness

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

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

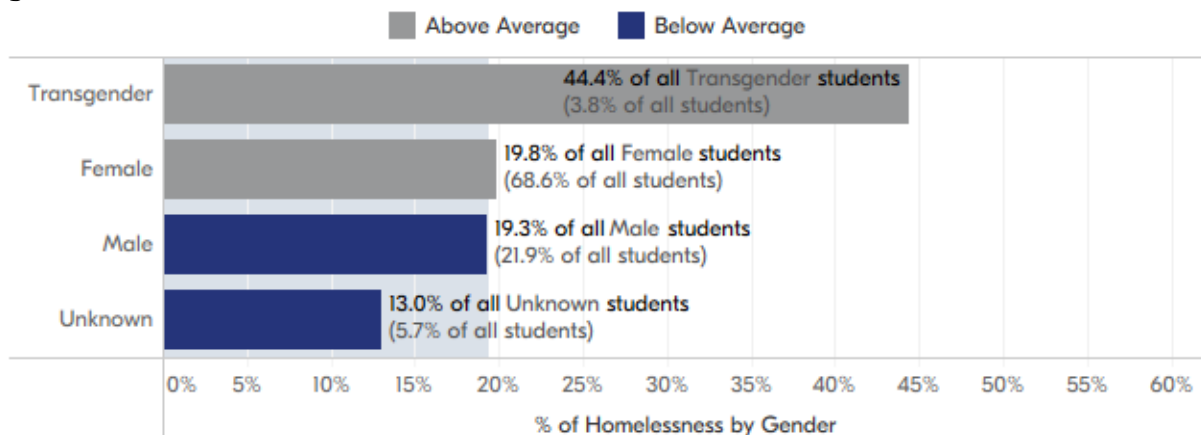
A total of 19.4% of students indicated that they were homeless within the last 12 months.

**Demographics Summary of Students with Homelessness**

Overall, transgender students (Figure 21), female students (Figure 21), students who did not identify as gay, lesbian, or bisexual (Figure 22), students of certain races (i.e., students of two or more races, White/Caucasian students, and Black/African American students; Figure 24), students ages 20-34 (Figure 24), single parent student (Figure 25), students previously convicted of a crime (Figure 25), students who were in foster care (Figure 25), veteran students (Figure 25), and students with a disability or medical condition (Figure 25) indicated being more likely than the average to be homeless.

Nearly half of transgender students reported experiencing homelessness, compared to one out of five female or male students (Figure 21).

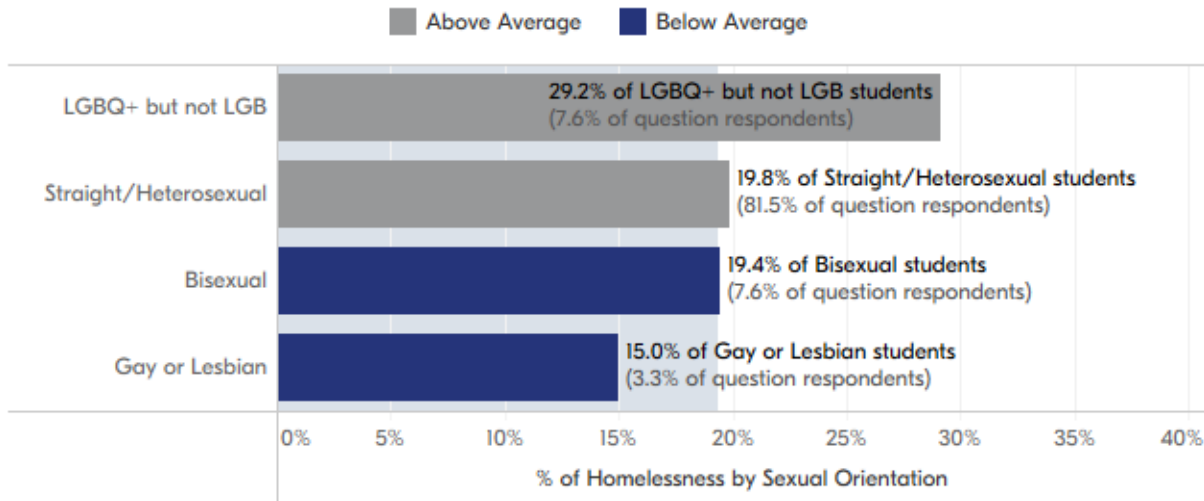
Figure 21. Homelessness by Gender





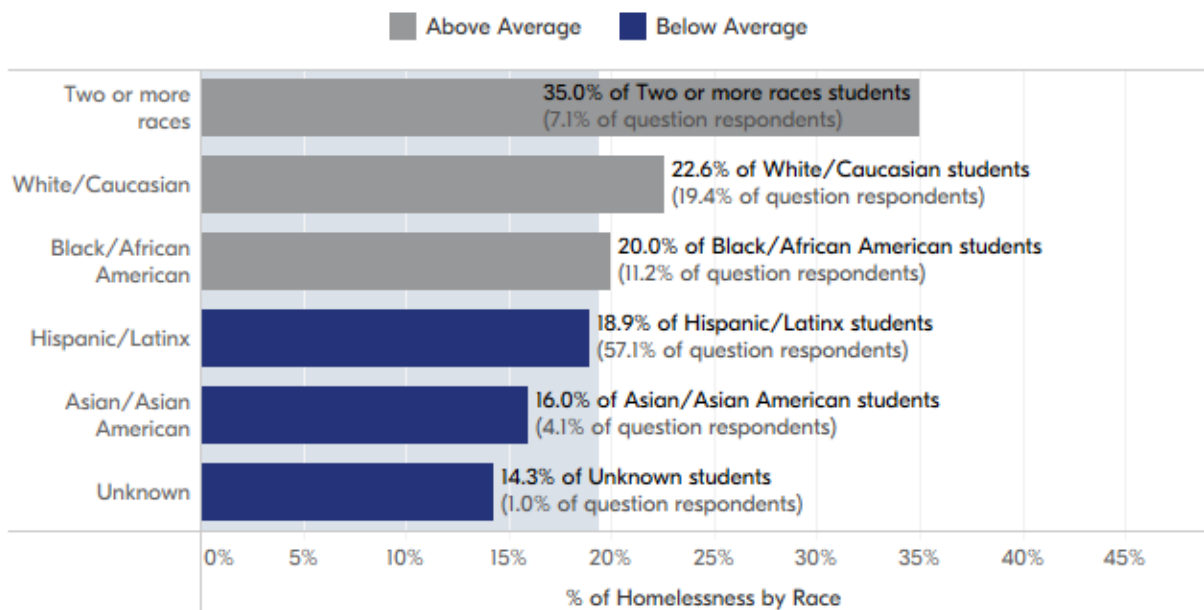
Students who identified as LGBTQ+ but not lesbian, gay, or bisexual, and straight/heterosexual students, were more likely than average to have indicated that they experienced homelessness (Figure 22).

**Figure 22.** Homelessness by Sexual Orientation



Students who were two or more races, White/Caucasian, and Black/African American had higher than average rates of homelessness. (Figure 23).

**Figure 23.** Homelessness by Race

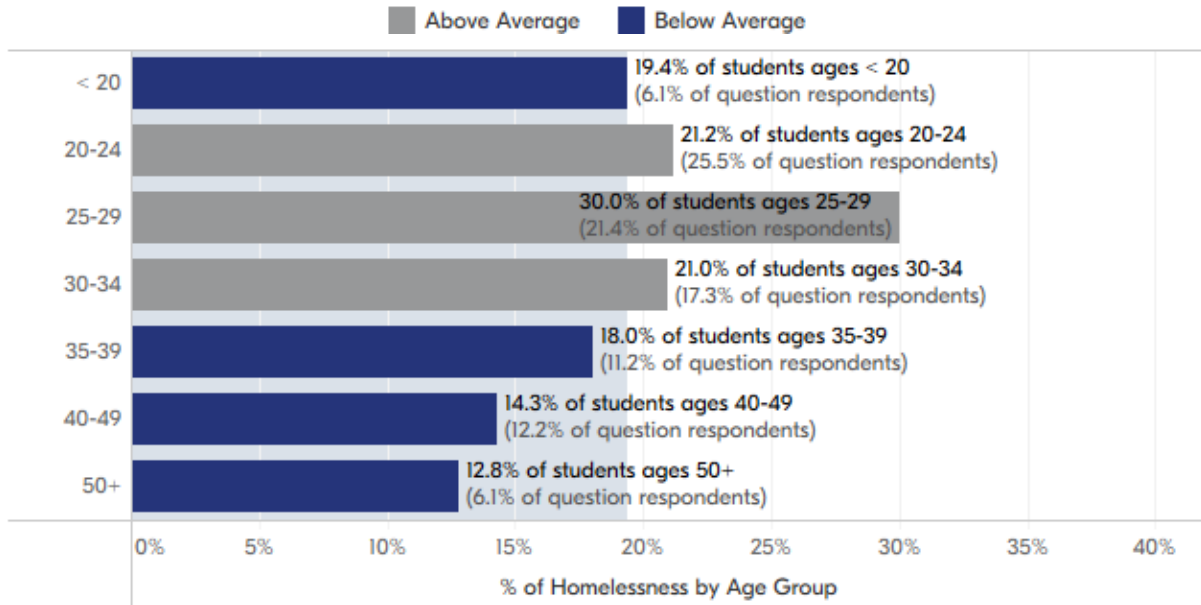


Students ages 20-34 had higher than average rates of homelessness (Figure 24). As with housing insecurity, using the PPG-1 method, students ages 25-29 were disproportionately impacted by



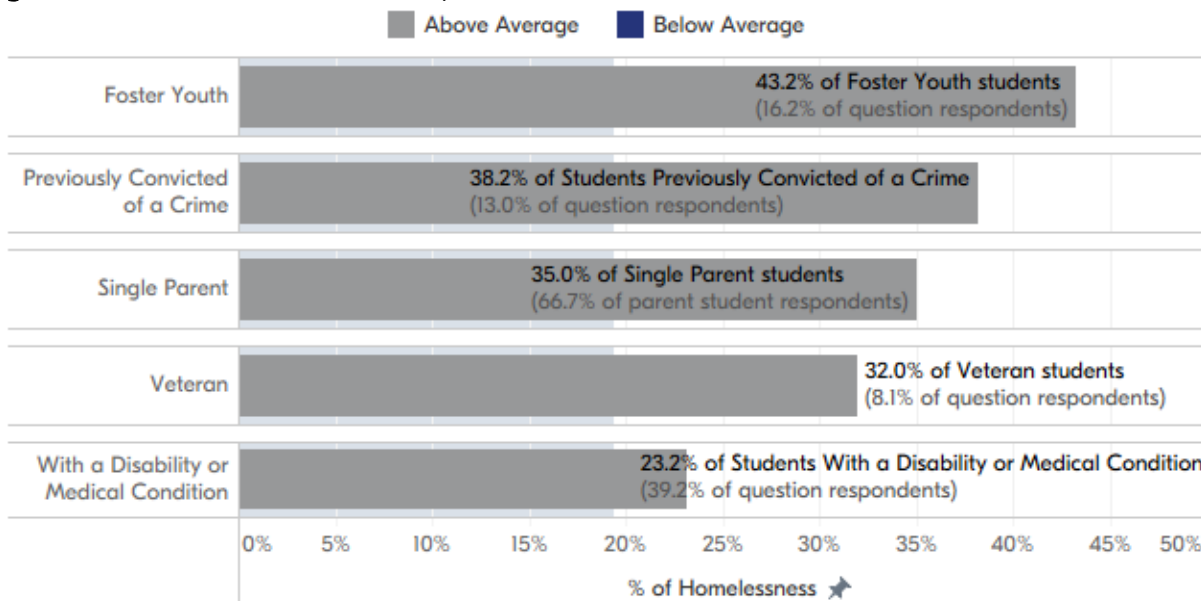
homelessness, such that students ages 25-29 were more likely to be homeless compared to other students in this survey.

**Figure 24.** Homelessness by Age Group



Students who were foster youths, previously convicted of a crime, single parents, and veterans were more likely than average to be homeless (Figure 25). About 1 in 3 students of these demographics (rather than 1 in 5 of all SBVC students) indicated being homeless in the past 12 months. Students with a disability or medical condition were also more likely than average to be homeless but to a lesser extent where about one in four students were homeless in the past 12 months.

**Figure 25.** Homelessness in Other Impacted Students



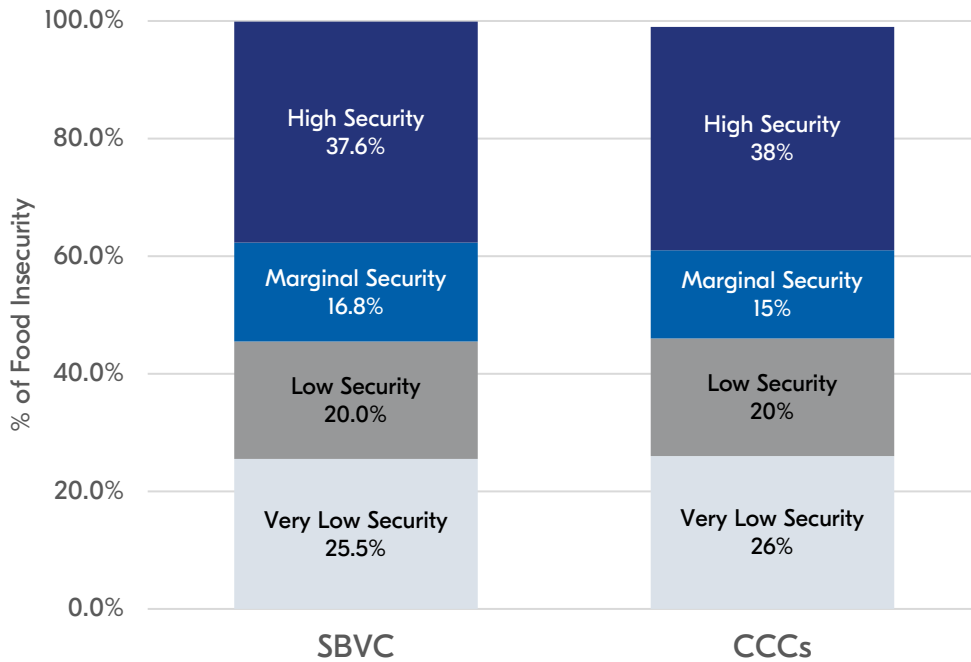


### Food Insecurity

Food insecurity was assessed using the U.S. Department of Agriculture’s 18-item set of questions. These questions asked about the food that students had eaten in their household in the last 30 days, whether they were able to afford the food they needed, and if students had children, what the food situation of their children was like.

A total of 45.6% of SBVC students indicated that they were food insecure, of which 25.5% had very low food security and 20.0% had low food insecurity (Figure 26). These percentages of food insecurity are similar to that of other CCCs. Due to the prevalence of food insecurity, more food resources need to be available to students, and students in need should be more aware of the currently available food resources.

Figure 26. Total Food Insecurity



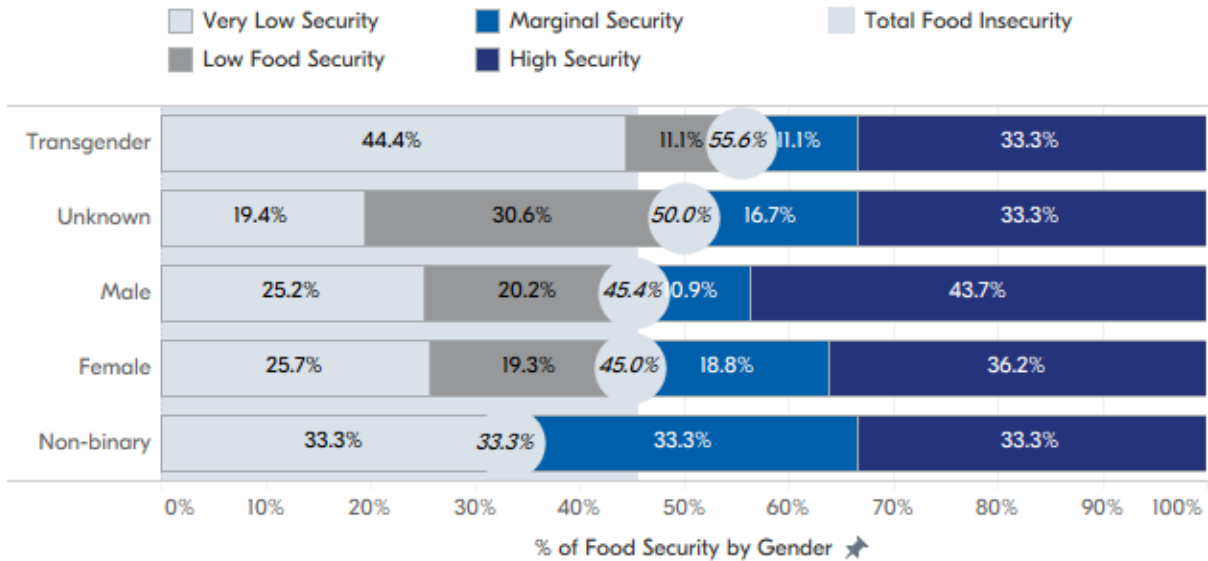
### Demographics Summary of Students with Food Insecurity

Overall, transgender students (Figure 27), students who did not identify as gay or lesbian (Figure 28), students of certain races (i.e., students of two or more races, Black/African American students, and White/Caucasian students; Figure 29), students ages 25-39 or over 50 (Figure 30), single parent student (Figure 31), students previously convicted of a crime (Figure 31), students who were in foster care (Figure 31), veteran students (Figure 31), and students with a disability or medical condition (Figure 31) indicated being more likely than the average to experience food insecurity.



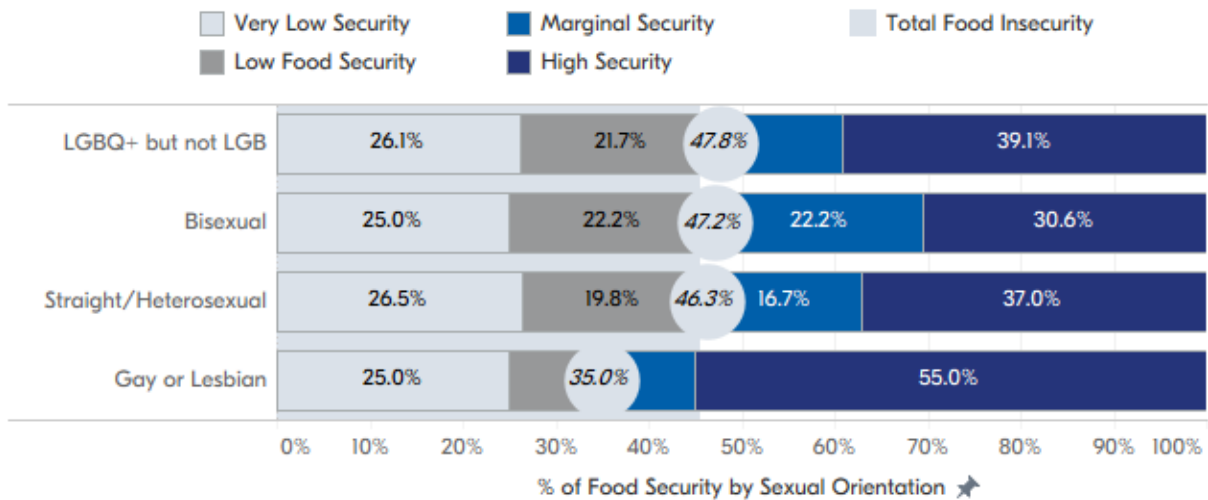
Over half of transgender students indicated experiencing food insecurity, and nearly half of transgender students had very low food security (Figure 27). Although male and female students had similar levels of food insecurity, male students were more likely to indicate having high food security compared to female students.

Figure 27. Food Insecurity by Gender



In disaggregating rates of food insecurity by sexual orientation, the differences between other LGBTQ+ students, bisexual students, and straight/heterosexual students were minimal, although gay or lesbian students reported the lowest levels of food insecurity (Figure 28).

Figure 28. Food Insecurity by Sexual Orientation

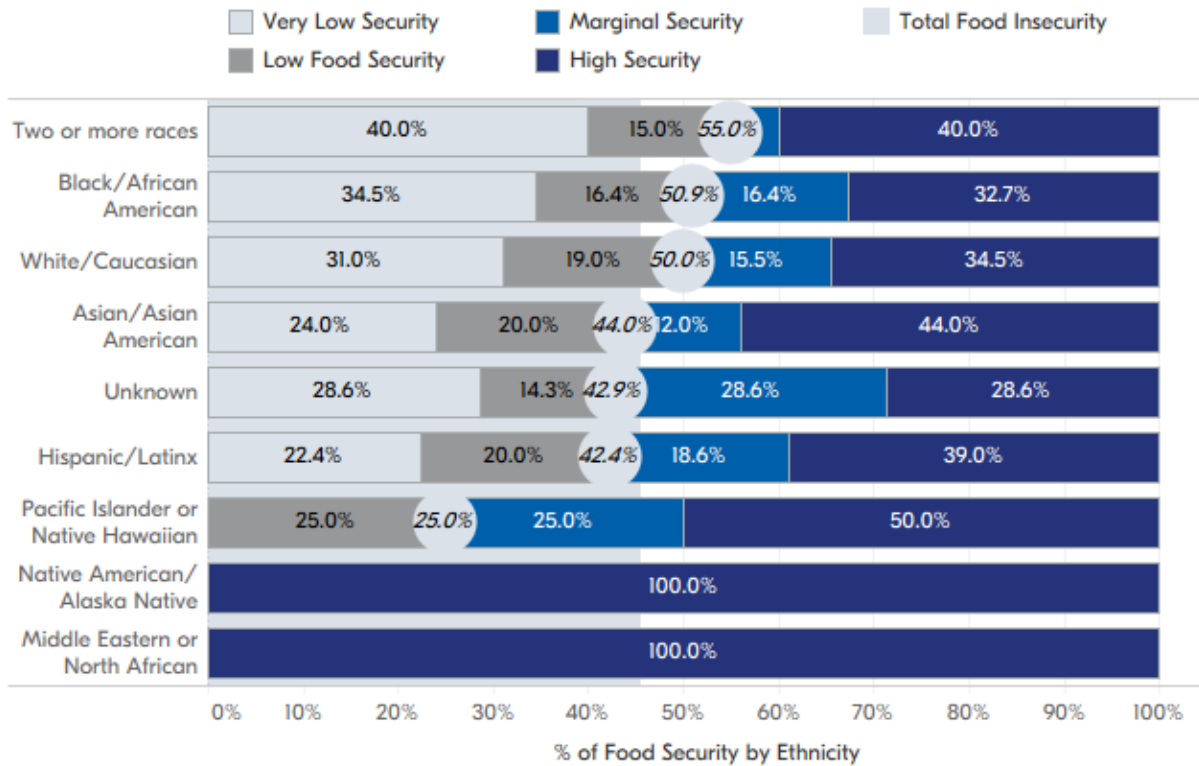






Students of two or more races, Black/African American students, and White/Caucasian students had higher than average total rates of food insecurity (Figure 29). These are the same groups who had higher rates of having very low food security.

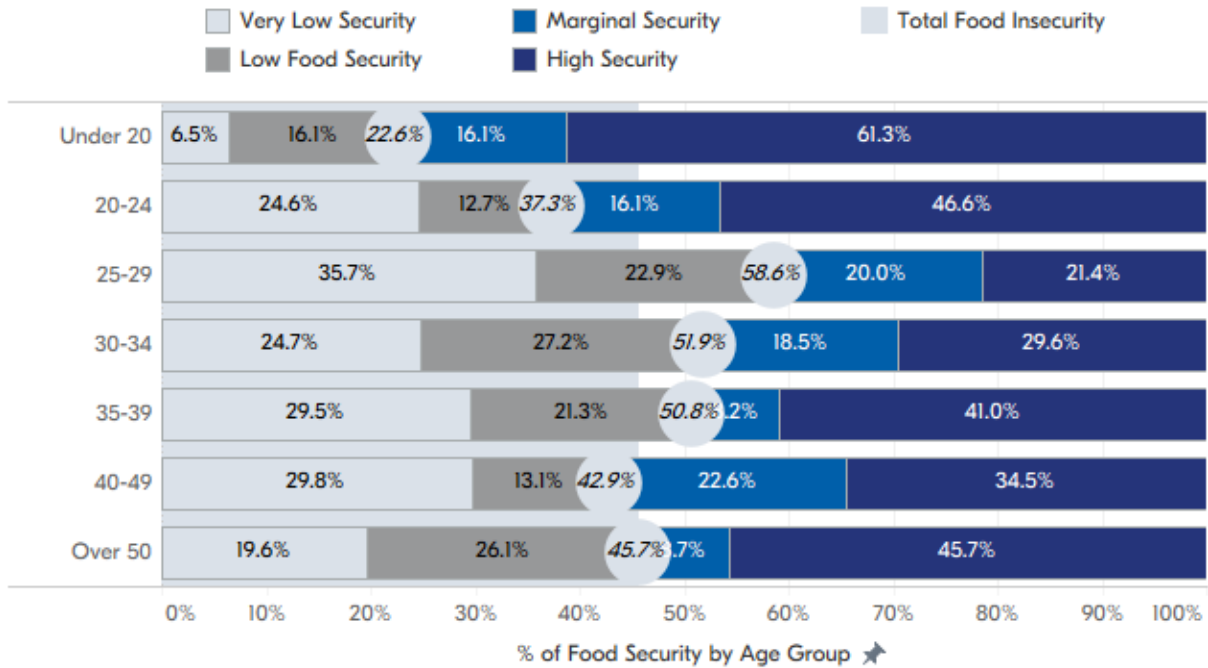
Figure 29. Food Insecurity by Race



Rates of food insecurity were also disaggregated by age group (Figure 30), finding that students between ages 25-39 and over 50 years of age had higher than average rates of food insecurity. Using the percentage point gap minus one (PPG-1) method to examine disproportionate impact, students ages 25-29 were disproportionately impacted by food insecurity, such that students ages 25-29 had worse outcomes of food insecurity when compared to the other students in this survey. This age group also had the highest rates of very low food security.

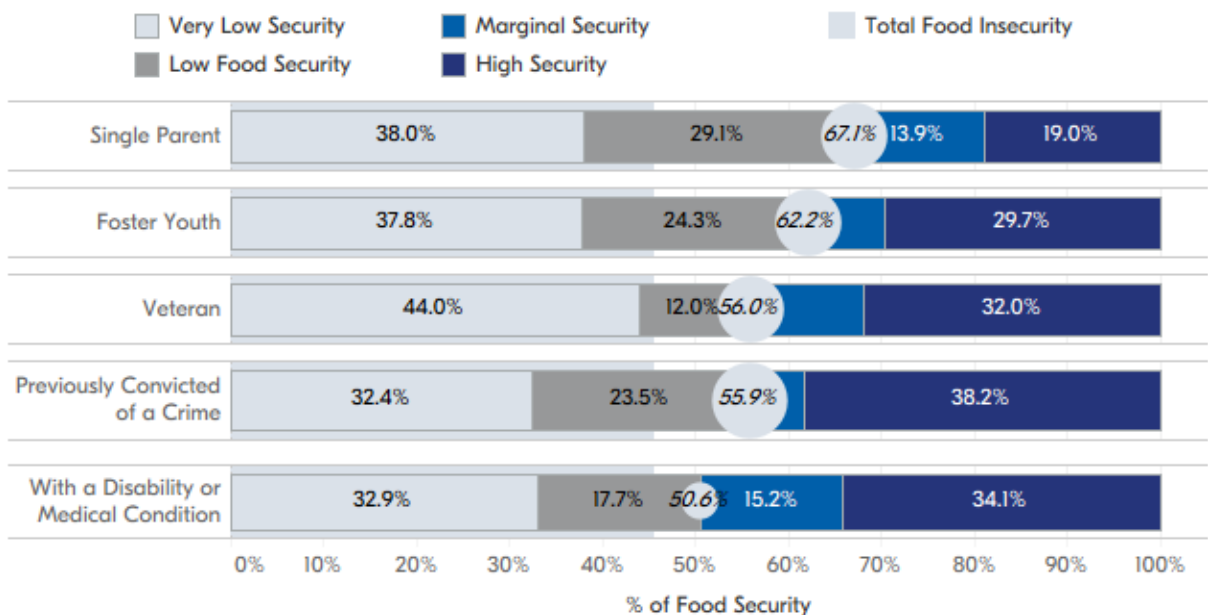


Figure 30. Food Insecurity by Age Group



Students who were single parents, foster youths, veterans, previously convicted of a crime, or had a disability or medical condition were all more likely than average to be food insecure (Figure 31) ranging from over half to two-thirds of these students experiencing food insecurity.

Figure 31. Food Insecurity of Other Impacted Groups





## Basic Needs Securities Compared to CCCs

Overall, rates of food insecurity of SBVC students (45.6%) were similar to those at CCCs (47%), rates of housing insecurity of SBVC students (61.6%) were slightly higher than those at CCCs (58%), and rates of homelessness of SBVC students (19.4%) were lower than those at CCCs (24%).

However, a slightly greater percentage of SBVC students (69.9%) were impacted by having at least one basic needs insecurity, compared to CCC students (68%).

### *Students with a Disability or Medical Condition*

Of students with no disability or medical condition, students at SBVC indicated being more likely to experience more food insecurity (SBVC: 42.4%, CCCs: 39%), housing insecurity (SBVC: 60.6%, CCCs: 51%), and homelessness (SBVC: 18.2%, CCCs: 17%) than students at CCCs (Table 2).

However, the pattern reverses for students with a disability or medical condition. Compared to students at CCCs, students at SBVC with various disabilities or medical conditions reported being less likely to experience food insecurity, housing insecurity, and homelessness.

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

|  | Food Insecurity |      | Housing Insecurity |      | Homelessness |      |
|--|-----------------|------|--------------------|------|--------------|------|
|  | SBVC            | CCCs | SBVC               | CCCs | SBVC         | CCCs |
| <b>No disability or medical condition</b>  | 42.4%           | 39%  | 60.6%              | 51%  | 18.2%        | 17%  |
| <b>Any disability or medical condition</b> | 50.6%           |      | 64.0%              |      | 23.2%        |      |
| Attention deficit hyperactivity disorder   | 55.1%           | 63%  | 57.1%              | 71%  | 24.5%        | 41%  |
| Autism spectrum disorder                   | 62.5%           | 69%  | 50.0%              | 69%  | 37.5%        | 58%  |
| Chronic illness                            | 55.1%           | 61%  | 66.3%              | 71%  | 24.7%        | 37%  |
| Learning disability                        | 44.9%           | 68%  | 59.2%              | 74%  | 24.5%        | 48%  |
| Physical disability                        | 54.1%           | 66%  | 70.5%              | 73%  | 24.6%        | 47%  |
| Psychological disorder                     | 50.7%           | 58%  | 73.9%              | 69%  | 22.5%        | 31%  |

### *Students by Life Experiences*

Notably, students who tend to experience greater food insecurity, housing insecurity, and homelessness tend to be students who:

- Were enrolled full-time
- Were not claimed as a dependent for tax purposes by a parent or guardian
- Received a Pell Grant
- Have children, particularly as a single parent
- Had been in foster care
- Served in the military
- Were employed
- Were previously convicted of a crime.



Rates of basic needs securities for these impacted groups at SBVC tend to be similar to or lower than the rates of basic needs securities of these impacted groups at CCCs, with some exceptions (Table 3). Specifically, housing insecurity was higher in the following groups of SBVC students compared to the CCC students: full-time students, independent students, single parent students, and employed students.

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

|  | Food Insecurity |      | Housing Insecurity |      | Homelessness |      |
|--|-----------------|------|--------------------|------|--------------|------|
|  | SBVC            | CCCs | SBVC               | CCCs | SBVC         | CCCs |
| <b>College enrollment status</b>                 |                 |      |                    |      |              |      |
| Full-time (12+ credits)                          | 49.6%           | 49%  | <b>66.2%</b>       | 58%  | 23.7%        | 27%  |
| Part-time (<12 credits)                          | 42.5%           | 44%  | 57.9%              | 59%  | 16.1%        | 20%  |
| <b>Dependency status</b>                         |                 |      |                    |      |              |      |
| Dependent  | 29.9%           | 43%  | 43.3%              | 48%  | 13.4%        | 24%  |
| Independent                                      | 48.9%           | 51%  | <b>68.8%</b>       | 66%  | 20.5%        | 25%  |
| <b>Student receives the Pell Grant</b>           |                 |      |                    |      |              |      |
| Yes  | 48.8%           | 54%  | 66.7%              | 67%  | 21.9%        | 26%  |
| No   | 42.8%           | 42%  | 57.4%              | 52%  | 17.8%        | 23%  |
| <b>Student has children</b>                      |                 |      |                    |      |              |      |
| Yes  | 50.6%           | 56%  | 69.1%              | 70%  | 23.2%        | 26%  |
| No   | 42.9%           | 44%  | 57.6%              | 55%  | 17.7%        | 23%  |
| <b>Single parent status (only among parents)</b> |                 |      |                    |      |              |      |
| Non-Single Parent                                | 36.7%           | 49%  | 55.0%              | 60%  | 14.0%        | 21%  |
| Single Parent                                    | 67.1%           | 72%  | <b>87.5%</b>       | 86%  | 35.0%        | 39%  |
| <b>Relationship status</b>                       |                 |      |                    |      |              |      |
| Divorced   | 44.4%           | 60%  | 44.4%              | 78%  | 11.1%        | 39%  |
| In a relationship                                | 48.7%           | 52%  | 64.1%              | 60%  | 18.8%        | 26%  |
| Married or domestic partner                      | 39.8%           | 43%  | 57.4%              | 62%  | 11.6%        | 20%  |
| Single   | 46.2%           | 46%  | 62.4%              | 56%  | 25.8%        | 24%  |
| Widowed  | 60.0%           | 38%  | 80.0%              | 72%  | 0.0%         | 42%  |
| <b>Student has been in foster care</b>           |                 |      |                    |      |              |      |
| Yes  | 62.2%           | 81%  | 70.3%              | 82%  | 43.2%        | 68%  |
| No   | 44.0%           | 45%  | 60.6%              | 57%  | 18.1%        | 21%  |
| <b>Student served in the military</b>            |                 |      |                    |      |              |      |
| Yes  | 56.0%           | 64%  | 68.0%              | 76%  | 32.0%        | 57%  |
| No   | 44.8%           | 46%  | 60.9%              | 58%  | 19.4%        | 22%  |
| <b>Employment status</b>                         |                 |      |                    |      |              |      |
| Employed   | 49.9%           | 50%  | <b>64.9%</b>       | 62%  | 21.3%        | 25%  |
| Not employed, looking for work                   | 43.4%           | 46%  | 62.5%              | 58%  | 21.4%        | 23%  |
| Not employed, not looking for work               | 34.2%           | 28%  | 46.8%              | 40%  | 9.1%         | 14%  |
| <b>Student has been convicted of a crime</b>     |                 |      |                    |      |              |      |
| Yes  | 55.9%           | 71%  | 82.4%              | 84%  | 38.2%        | 57%  |
| No   | 43.6%           | 46%  | 59.1%              | 57%  | 18.5%        | 23%  |

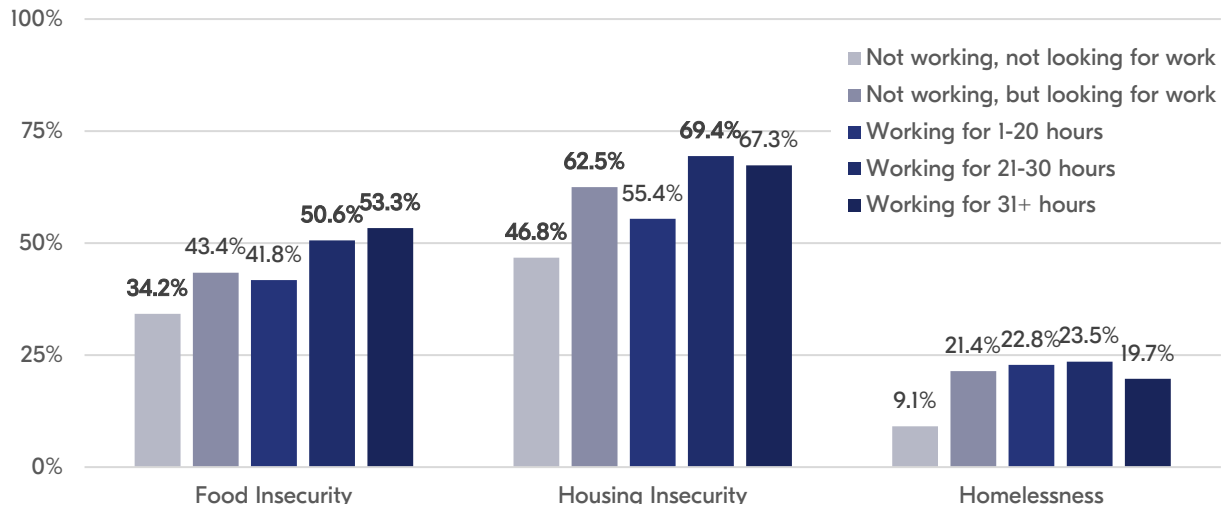
*Note:* Bolded numbers are rates of basic needs securities that are higher in the impacted groups of SBVC students than in these impacted groups of CCC students by 1% or more and have a meaningful sample size.



Students by Employment Status

In general, students who indicated being employed were more likely to experience food insecurity, housing insecurity, and homelessness (Figure 32). This pattern was also observed in CCC students.

Figure 32. Rates of Basic Needs Securities by Employment Status

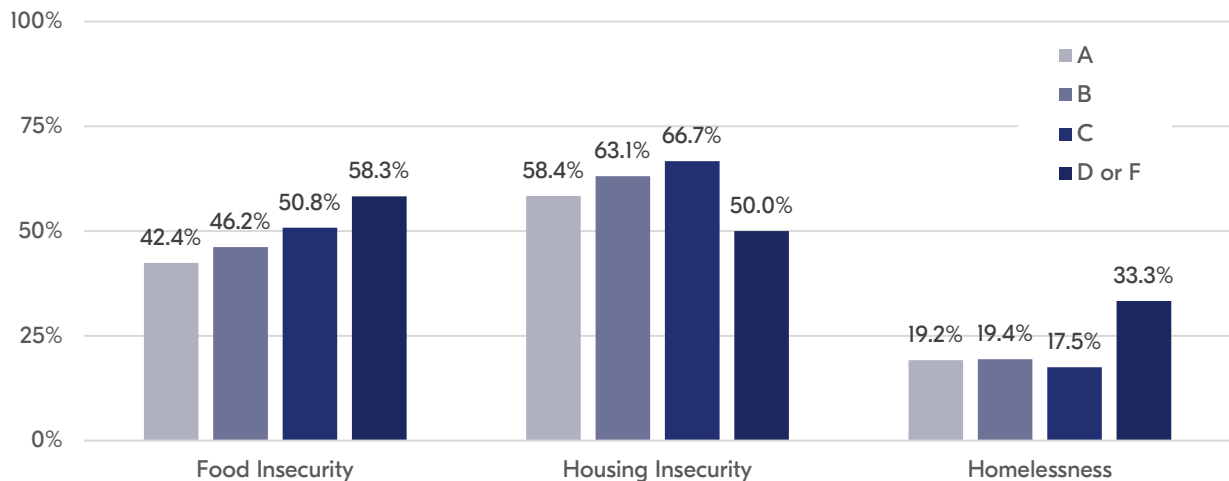


Note: Bolded numbers are rates of basic needs securities that are higher in SBVC students than in CCC students.

Academic Performance

The lower the grades that students reported receiving, the more likely they were to indicate that they had food insecurity, housing insecurity, or homelessness (Figure 33). This pattern was also observed in CCC students but to a greater extent.

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





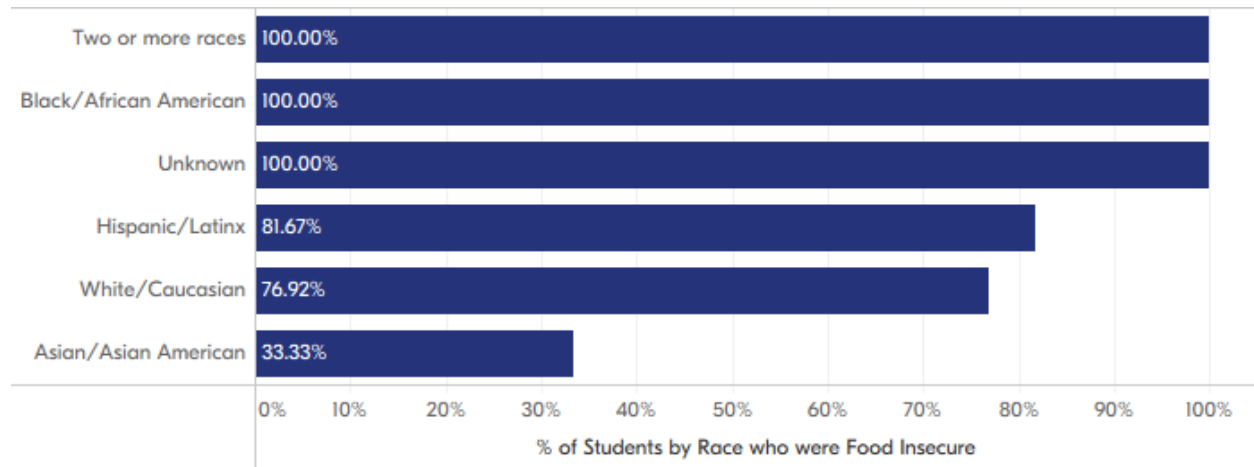
### Valley 360 Resource Center

The Valley 360 Resource Center (V360RC) is an effort on the campus to address the high levels of food insecurity in SBVC students. The V360RC provides an invaluable resource for students that improves student well-being and decreases their financial stress related to purchasing food.

In a survey administered to 89 SBVC students who used the V360RC in spring 2023, 83% of those students indicated being food insecure in the past semester, which was measured by students sometimes (1) worrying that their food would run out before getting money to buy more and/or (2) not having the food they bought last and not having money to get more.

Food insecurity was disaggregated by race (Figure 34), finding that all students that used the V360RC who were two or more races, Black/African American, and students of unknown races were food insecure, and over three-quarters of Hispanic/Latinx and White/Caucasian students who used the V360RC were food insecure. This suggests that the V360RC tends to serve students in need.

Figure 34. Food Insecurity by Race Served by the Valley 360 Resource Center

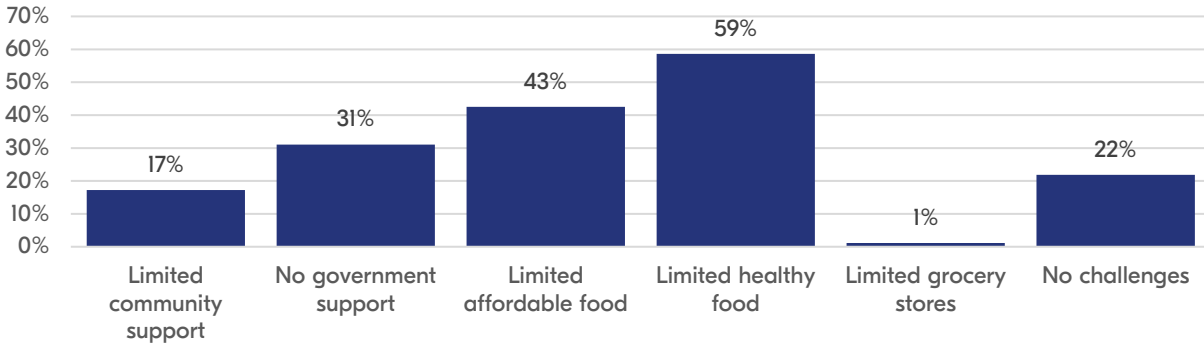


Students were also asked about the community and personal challenges they faced that semester. The majority of students (78%) had at least one community challenge (see Figure 35), and more students (87%) faced at least one personal challenge (see Figure 36).

The greatest community challenge that students faced was having limited access to healthy food options (59%). Students also had limited access to affordable food (43%), no access to government support, such as from WIC or CalFresh (31%), and limited community support, such as from food banks or soup kitchens (17%). One student also discussed having limited access to grocery stores during the multi-week blizzard up in the mountains during spring semester.



Figure 35. Community Challenges of Students Served by the Valley 360 Resource Center



Finances largely affected most students. More than half of the students had unexpected expenses, such as a medical bill or car maintenance (60%), and over 40% of the students lost their job or had reduced work hours. Other financial issues included lack of transportation to get food (16%), lack of stable housing, such as staying at a shelter, car, or friend’s couch (9%), and no place to store or prepare food, such as not having a working refrigerator or stove (8%).

In addition to financial issues, students had mental health challenges (29%), disability or chronic illness (18%), and changing family circumstances, such as partner/family separation or having a newborn (17%).

Figure 36. Personal Challenges of Students Served by the Valley 360 Resource Center

