

**Modesto Junior College Employee Perception of Student Basic
Needs Security on Campus:
Spring 2023**

Modesto Junior College
Office of Planning, Research, Innovation, and Institutional Effectiveness
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Please contact Patrick Bettencourt at bettencourt@yosemite.edu regarding inquiries on obtaining responses for Short Response Survey Questions.

MJC Employee Perception of Student Basic Needs Security on Campus: Spring 2023

There is growing recognition among community colleges of the potentially important role a student's level of basic needs security plays on key student outcomes such as retention, persistence, and graduation (Broton and Goldrick-Rab, 2016; Dubick, Mathews, and Cady, 2017; Crutchfield, 2016; Goldrick-Rab, 2016; Goldrick-Rab, Richardson, and Hernandez, 2017; Hallett and Freas, 2018; Martinez, Maynard, and Ritchie, 2016, Crutchfield and Maguire, 2017). A crucial step in assisting students with basic needs insecurities is ensuring students have access to reliable and accurate information on how to obtain services. One way a student might receive this information is through interactions with college employees, such as faculty, staff, and administrators. Although employees possess the opportunity to point students toward any needed support or service as they come into contact with students requesting this information, it remains unclear the extent to which MJC employees are knowledgeable of the programs offered on campus and confident in their ability to provide students with accurate referrals.

Purpose

Because of this, the purpose of this study was to (1) understand how MJC employees perceive basic needs security on campus, (2) identify what supports they are aware of and/or have provided to students, and (3) determine where the college can improve its dissemination of basic needs services information.

Method

Questionnaire Development

The questionnaire consisted of 17 questions. Questions were based on recent literature aimed at assessing employee perception of student basic needs security in higher education (Crutchfield, Chambers, and Duffield, 2016; Crutchfield and Maguire, 2017; National Association for the Education of Homeless Children and Youth, 2014).

The 17 questions were broken into 5 overall sections: Demographics, Basic Needs Definitions, Perception, Knowledge, Important Support Types, Needed Support Types, Barriers to Accessing Support, and Additional Information. See Appendix A for complete questionnaire.

Administration

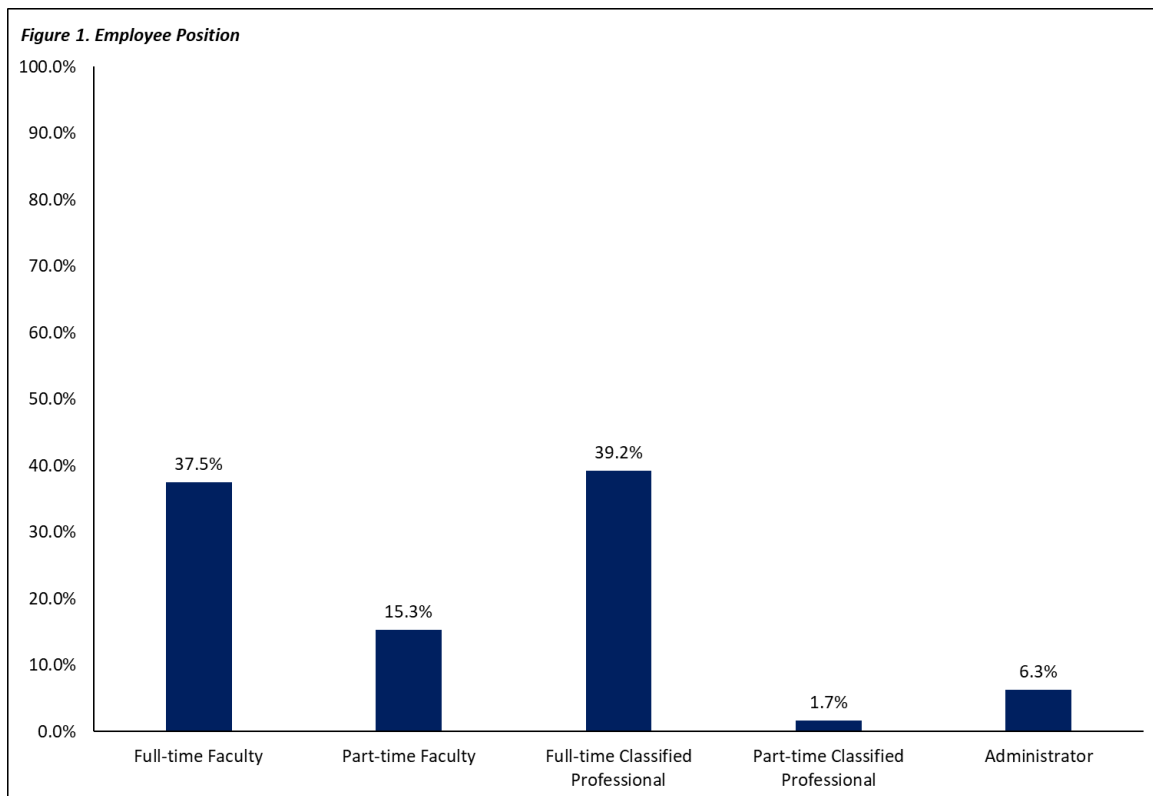
A list of current Modesto Junior College employees was generated based on employees who were active within the 2022-2023 academic year. A total of 1,298 employees were then sent a link to the questionnaire via email. The questionnaire link accepted responses for 14 days before data collection closed. The questionnaire was administered through Qualtrics.

Results

Demographics

Of the 1,298 employees who received the questionnaire, we received a total of 182 partial or completed responses (14.02% response rate). The majority of respondents were faculty ($n = 93$, 66 full-time and 27 part-time), with 72 classified professionals (69 full-time and 3 part-time) and 11 administrators (see figure 1). Of faculty who responded, 68% teach courses during the day ($n = 58$), 8% teach in the evening ($n < 10$), and 24% teach asynchronous courses ($n = 20$). Of

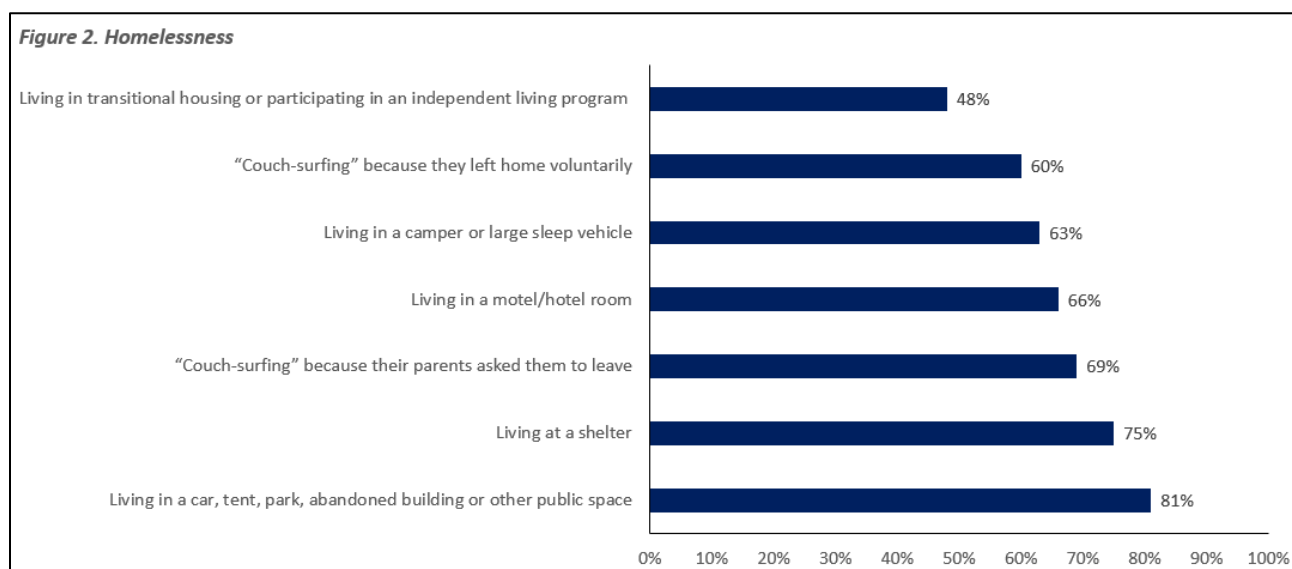
classified professionals who responded, 34% work in Student Services and Counseling ($n = 24$), 23% work in School/Division Administrative, 3% work in the Library and Learning Center ($n < 10$), 3% work in Community Education ($n < 10$), and 37% work in some other area on campus ($n = 26$).



Descriptive Statistics

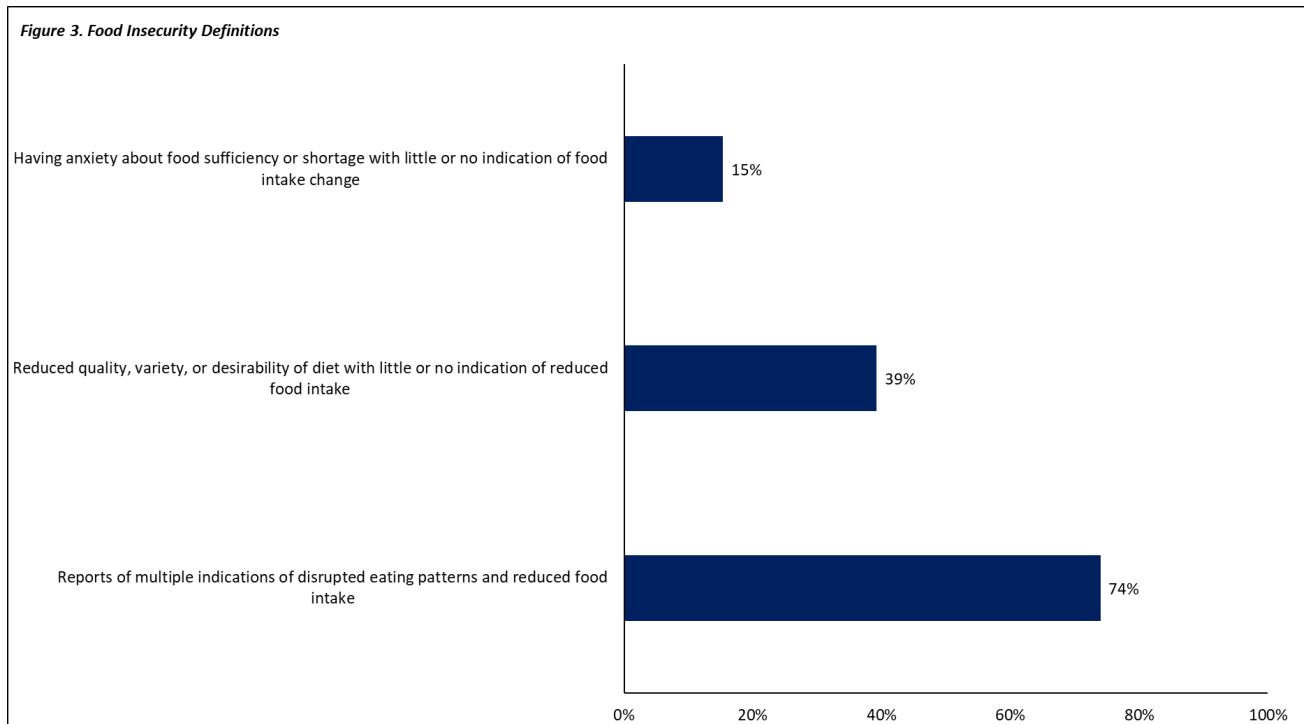
Basic Needs Definitions. Respondents were asked two questions regarding definitions of specific basic needs categories. All choices for each question qualify as insecure for the respective basic needs category based on federal definitions (McKinney-Vento Homeless Assistance Act; P.L. 100-77; Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009, P.L. 111-22 Section 1003; U.S. Department of Agriculture Economic Research Service, 2006).

When asked which of the following living situations they define as homeless, 81% of respondents considered living in a car, tent, park, abandoned building or other public space as homeless ($n = 147$), 75% considered living at a shelter to be homeless ($n = 136$), 69% considered “living temporarily (“couch-surfing”) with friends, relatives, or other people because their parents asked them to leave” as experiencing homelessness ($n = 126$), 66% considered living in a motel/hotel room to be homeless ($n = 121$), 63% considered living in a camper or large sleep vehicle to be homeless ($n = 114$), 60% considered “living temporarily (“couch-surfing”) with friends, relatives, or other people because they left home voluntarily” as experiencing homelessness ($n = 110$), and 48% considered living in transitional housing or participating in an independent living program to be homeless ($n = 88$).

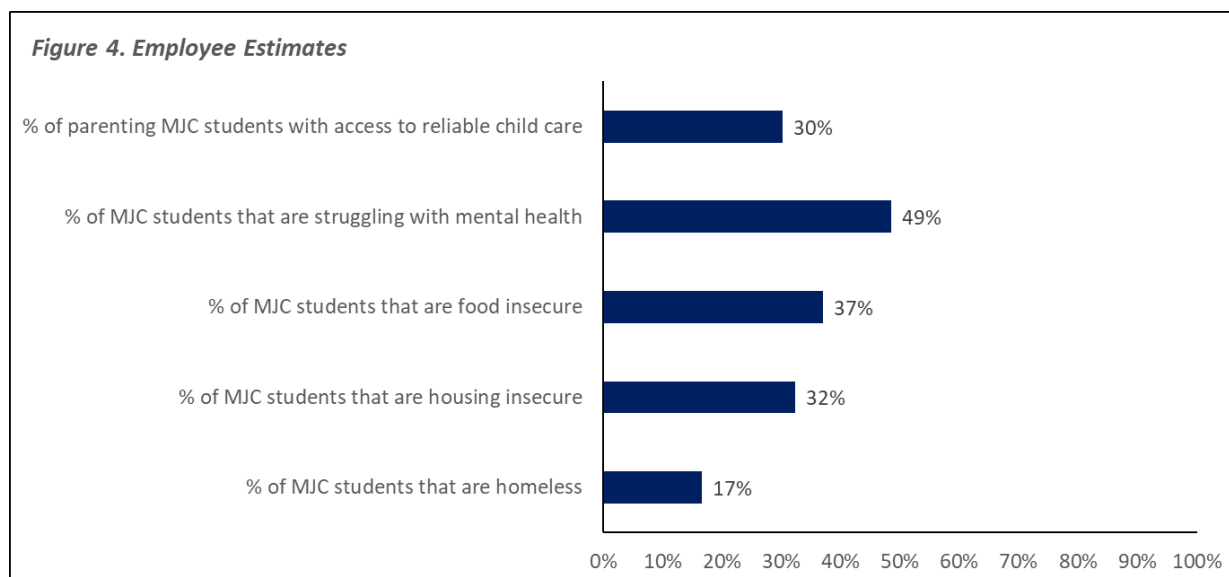


When asked which of the following situations they would define as food insecure, 74% considered reports of multiple indications of disrupted eating patterns and reduced food intake to be food insecure ($n = 134$), 67% considered having anxiety about food sufficiency or shortage with little or no indication of food intake change as food insecure ($n = 122$), and 59% considered

reduced quality, variety, or desirability of diet with little or no indication of reduced food intake to be food insecure ($n = 108$).



Perception. Respondents were asked to provide their best estimate for how many current students at Modesto Junior College were homeless, housing insecure, food insecure, struggling with mental health issues, or had access to reliable child care. On average, respondents estimated that approximately 16.7% of students are homeless ($SD = 9.31$, $n = 145$), 32.3% of students are housing insecure ($SD = 18.38$, $n = 145$), 37% of students are food insecure ($SD = 19.64$, $n = 144$), 48.5% of students are struggling with mental health issues ($SD = 22.22$, $n = 144$), and 30.3% of parenting students have access to reliable child care ($SD = 19.77$, $n = 144$).



Knowledge. Respondents were asked two questions related to how the college identifies students with basic needs insecurities. The goal of these questions was to determine the percentage of respondents who are aware of how MJC identifies students who experience housing and food insecurity. By law (CCRAA, 2012; P.L. 110-84; H.R. 2669), verification of housing insecurity must be made by a financial aid administrator at the college or university. 14.1% of respondents correctly identified the Financial Aid Office ($n = 19$). 20% believe students are identified through Outreach or Special Programs ($n = 27$), 17% believe they are identified through Counseling and Psychological Services ($n = 23$), 12% believe they are identified through contact with faculty ($n = 16$), 5.2% believe they are identified through contact with staff or administrators ($n = 7$), 5.2% believe the college does not identify students who experience housing insecurity ($n = 7$), and 26.7% are uncertain of how students with housing insecurity are identified ($n = 36$).

Verification of food insecurity is also made by a financial aid administrator at the college or university. 7.4% of respondents correctly identified the Financial Aid Office ($n = 10$). 40% believe students are identified through Outreach or Special Programs, 8.9% believe they are

identified through Counseling and Psychological Services ($n = 12$), 8.9% believe they are identified through contact with faculty ($n = 12$), 6.7% believe they are identified through contact with staff or administrators ($n = 9$), 5.2% believe the college does not identify students who experience food insecurity ($n = 7$), and 23% are uncertain of how students with food insecurity are identified ($n = 31$).

Respondents were also asked four questions related to their knowledge of programs and resources offered by the college. Overwhelmingly, respondents stated they could use more information about resources available for students experiencing housing insecurity (70.2%, $n = 94$), food insecurity (57.4%, $n = 74$), and mental health issues (52.7%, $n = 69$). Additionally, 11.9% of respondents do not feel confident making appropriate referrals related to housing insecurity ($n = 16$), 23.3% do not feel confident making appropriate referrals related to food insecurity ($n = 30$), and 19.1% do not feel confident making appropriate referrals related to mental health ($n = 25$). 17.2% of respondents feel confident in their knowledge of resources and their ability to make referrals related to housing insecurity ($n = 23$), 18.6% feel confident in their knowledge and ability to make referrals related to food insecurity ($n = 24$), and 28.2% feel confident in their knowledge and ability to make referrals related to mental health ($n = 37$).

Finally, respondents were asked to identify which student services exist at Modesto Junior College. All choices provided in the list were services that are currently provided at the college. 41% of respondents stated there is a specific program for students that experience food insecurity ($n = 75$), 44.8% stated there is a foster youth program ($n = 82$), 66.7% stated there is a campus food pantry ($n = 122$), 44.3% stated students have access to emergency funding ($n = 81$), 47.5% stated students have access to donated hygiene supplies ($n = 87$), 29% stated students have access to transportation funding ($n = 53$), 44.3% stated students have access to mentoring ($n = 81$).

= 81), 65% stated students have access to mental health services ($n = 119$), 26.8% stated students have access to donated clothes or shoes ($n = 49$), 56.3% states students have access to career/employment training ($n = 103$), 38.8% stated students have access to medical care ($n = 71$), 36.3% stated students have access to hygiene kits ($n = 67$), 57.4% stated students have access to free public transportation ($n = 105$), and 67.2% stated there are services for students with disabilities ($n = 123$).

Important Support Types. Respondents were asked to indicate what they feel are the most important types of support for students with basic needs insecurities to support persistence and retention in college. 24.4% felt having a supportive adult or mentor was important ($n = 44$), 19.1% considered enrollment in public assistance programs (i.e. CalFresh, “food stamps”, section 8, WIC) to be important ($n = 35$), 18.6% considered financial aid an important form of support ($n = 34$), 13.7% felt access to an on-campus food pantry was important ($n = 25$), 13.1% felt access to child care was an important form of support ($n = 24$), 11.5% felt tutoring/academic support was important ($n = 21$), 11.5% felt emergency grants were important ($n = 21$), 11% felt mental health care was important ($n = 20$), 8.2% felt FAFSA completion assistance was important ($n = 15$), 8.2% felt off-campus employment or other source of income was important ($n = 15$), 6% felt access to transportation was important ($n = 11$), 5.5% considered campus employment as an important support type ($n = 10$), 5.5% considered medical health care to be important ($n = 10$), 5.5% felt on-campus housing was important ($n = 10$), 5.5% felt off-campus housing was important ($n = 10$), 3.3% felt having a supportive friend was important ($n = 6$), 3.3% felt household budgeting guidance was important ($n = 6$), 3.3% felt access to clothing and hygiene supplies was important ($n = 6$), 2.2% felt non-traditional education opportunities were an important support ($n = 4$), 2.2% felt emergency loans were important, 2.2% considered

scholarship assistance to be important ($n = 4$), 1.6% felt utility assistance was important ($n = 3$), 1.6% felt access to an off-campus food pantry was important ($n = 3$), 1.1% thought family mediation was important ($n = 2$), 1.1% felt enrollment assistance was important ($n = 2$), and 1.1% considered on-campus EBT accessibility to be an important form of support for this student population ($n = 2$).

Needed Support Types. Respondents were asked to identify the top three types of support MJC needs to increase to meet the needs of students with basic needs insecurities. 21.3% felt child care should be increased at the college ($n = 39$), 16.4% felt MJC needs more supportive adults/mentors ($n = 30$), 11.5% felt mental health care access should be increased ($n = 21$), 10.9% felt MJC should increase emergency grant opportunities ($n = 20$), 10.9% felt MJC should increase assistance with enrollment in public assistance programs (i.e. CalFresh, “food stamps”, section 8, WIC) ($n = 20$), 9.8% felt medical health care access should be increased ($n = 18$), 9.8% felt on-campus housing should be increased ($n = 18$), 9.3% felt the college should increase the on-campus food pantry ($n = 17$), 7.6% felt the college needs to increase access to non-traditional education opportunities ($n = 14$), 7.1% felt MJC needs more campus employment opportunities ($n = 13$), 7.1% felt off-campus housing access should be increased ($n = 13$), , 4.9% felt MJC needs to increase financial aid opportunities ($n = 9$), 4.9% felt MJC should increase FAFSA completion assistance ($n = 9$), 4.4% felt MJC should increase tutoring/academic support ($n = 8$), 3.8% felt MJC needs more off-campus employment opportunities ($n = 7$), 3.8% felt MJC should increase access to clothing/hygiene supplies ($n = 7$), 3.8% felt on-campus EBT accessibility should be increased ($n = 7$), 2.7% felt the college should increase enrollment assistance ($n = 5$) 2.2% felt the college should increase access to transportation ($n = 4$), 1.6% felt

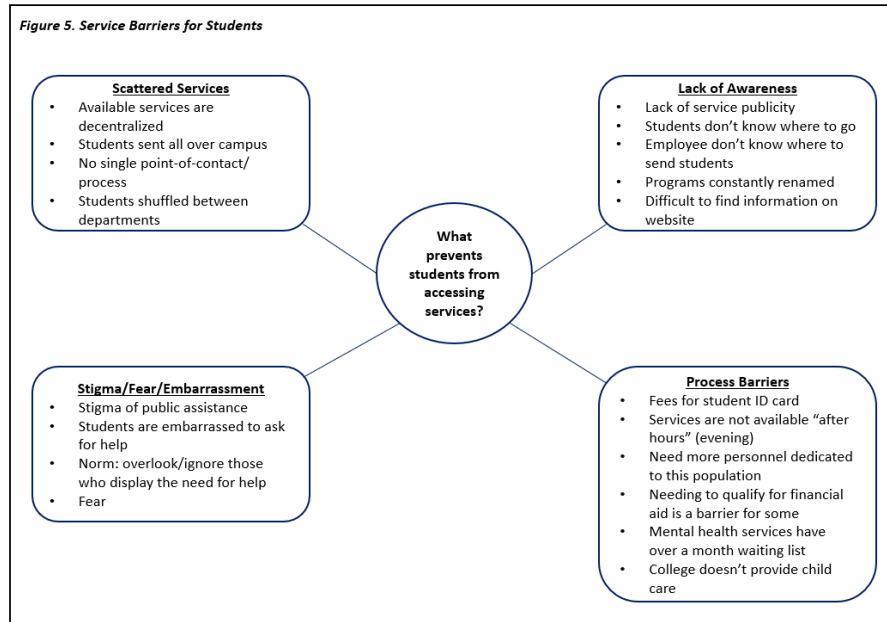
the college should increase emergency loans ($n = 3$), and 1.6% felt MJC should increase scholarship application assistance ($n = 3$).

Barriers to Accessing Support. Respondents were asked to identify what they believe to be the greatest barriers in accessing on-campus services for students with basic needs insecurities. 51.9% believe the greatest barrier is that students do not know about available services ($n = 95$), 24.6% believe the greatest barrier is that employees lack knowledge about this population ($n = 45$), 20.8% feel the greatest barrier to be a lack of identification method for this student population ($n = 38$), 12.6% indicated eligibility for services being prohibitive (i.e. due to unit load or financial aid classification) is the greatest barrier ($n = 23$), 12% consider lack of transportation to be the greatest barrier ($n = 22$), 11.5% believe the greatest barrier is that there are not enough services on campus ($n = 21$), 7.7% feel the greatest barrier is that services are not “student friendly” ($n = 14$), 6% believe the greatest barrier to be that students cannot access the documentation needed to access services ($n = 11$), 5% believe the greatest barrier to be that students cannot access services without consent, permission, or notification of a parent/guardian ($n = 5$), 2.7% believe that students do not want services ($n = 5$), 2.7% believe the greatest barrier is fear of CPS involvement ($n = 5$), 1.6% believe students are too old to qualify for services ($n = 3$), and 0.5% feel the greatest barrier is fear of police involvement ($n = 1$).

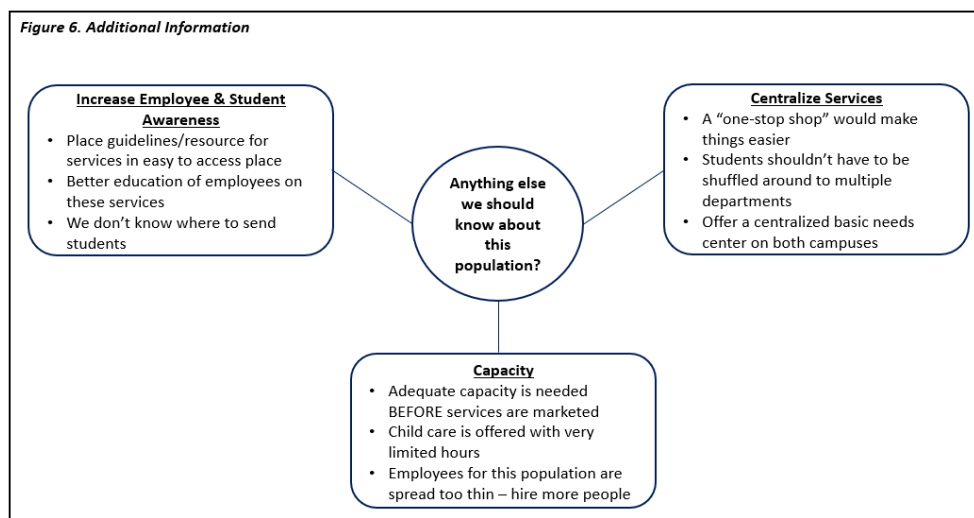
Thematic Analysis

A thematic analysis was conducted to derive common themes present in respondents’ answers to the following survey item: “In your opinion, is there any specific law, policy, practice, or cultural norm on campus that prevents students who lack basic needs from accessing

services.” From these answers, four major themes emerged: Scattered Services, Lack of Service Awareness, Stigma/Fear/Embarrassment, and Process Barriers (figure 5).



A thematic analysis was also conducted to derive common themes present in respondents' answers to the survey item: "What else would you like us to know about MJC students who experience a lack of basic needs?" From these answers, three major themes emerged: Increase Employee & Student Awareness, Centralize Services, and Increase Capacity.



Discussion and Recommendations

The objectives of this survey were to (1) understand how MJC employees perceive basic needs security on campus, (2) identify what supports they are aware of and/or have provided to students, and (3) determine where the college can improve its dissemination of basic needs services information.

On average, employees estimated that 16.7% of current MJC students are homeless ($SD = 9.31, n = 145$), 32.3% are housing insecure ($SD = 18.38, n = 145$), 37% are food insecure ($SD = 19.64, n = 144$), 48.5% are struggling with mental health issues ($SD = 22.22, n = 144$), and 30.3% of parenting students have access to reliable childcare ($SD = 19.77, n = 144$). Although these estimates do provide some insight into employee's perception of the basic needs situation on campus, there is such a large variation in estimates (as noted by the standard deviations for each average) that it is clear there is a lack of agreement on the actual prevalence of basic needs insecurity at MJC. This lack of agreement could be the result of differing definitions of basic needs security, especially in the areas of homelessness and food security given that there was a lack of consensus across the board when employees were asked to define these two areas (figures 2 and 3).

When asked which basic needs services exist at MJC, it was found that a little over half of employees who responded are aware of campus disability services (67.2%, $n = 123$), the campus food pantry (66.7%, $n = 122$), mental health services (65%, $n = 119$), free public transportation for students (57.4%, $n = 105$), and career/employment training (56.3%, $n = 103$); however, a much smaller number of respondents were aware of campus medical care (38.8%, $n = 71$), student hygiene kits (36.3%, $n = 67$), and access to donated clothes/shoes (26.8%, $n = 49$).

When asked about their confidence in referring students to the appropriate services, only 17.2% reported feeling confident in their ability to make referrals related to housing insecurity ($n = 23$), 18.6% feel confident in their ability to make referrals related to food insecurity ($n = 24$), and 28.2% feel confident in their ability to make referrals related to mental health ($n = 37$). This data suggests that although employees may know basic needs services exist on campus, the overwhelmingly do **not** feel confident in their ability to appropriately refer students to these services. This notion is further supported by the thematic analysis on answers to the question “In your opinion, is there any specific law, policy, practice, or cultural norm on campus that prevents students who lack basic needs from accessing services” (figure 5) in which “lack of awareness” by both the student **and** employee was found to be a major theme that was addressed.

Common themes also emerged related to ways the college can improve the basic needs programs and the dissemination of basic needs program information. These themes included: Decreasing Process Barriers, Increasing Capacity, and Increasing Student and Employee Awareness. More specifically, process barriers related to basic needs programs can be decreased by removing fees associated with a student ID card, increasing program hours to include evenings to allow for working students to participate in services, and offering alternative qualification methods other than simply financial aid qualification to account for students that barely miss the cut-off. Additionally, centralizing services to a single location on both campuses will decrease process barriers in that students (1) will not have to search out multiple departments in many different areas on campus and (2) will be able to complete the necessary paperwork for **all** services they require in one sitting. Another way the college can improve the basic needs programs for students, according to respondents, is through increasing capacity in these departments. By increasing the number of employees dedicated to these programs, students

will be more likely to be helped without lengthy wait times (e.g. month-long waiting lists for mental health services) and more students will be able to be served (e.g. child care that is offered has extremely limited hours). Finally, increasing student and employee awareness of these programs is crucial to ensuring student receive the services they need. Potential ways of increasing awareness of these programs include avoiding constant renaming of programs, placing guidelines and resources for services in easy-to-access places, and increasing employee (classified, faculty, and administrator) education on the services offered by MJC.

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Appendix A. Spring 2023 Basic Needs Employee Survey Items

Q1. Select the option that best describes your current professional role.

- a. Administrator
- b. Full-Time Classified Professional
- c. Full-Time Faculty
- d. Part-Time Classified Professional
- e. Part-Time Faculty

Q1a. (if Classified was selected) Please select the primary area that best describes where you work on campus.

- a. Community Education
- b. Library & Learning Center
- c. School/Division Administrative
- d. Student Services and Counseling
- e. Other; please specify

Q1b. (If faculty was selected) What time of day do you teach?

- a. Daytime
- b. Evening
- c. Online (Asynchronous)

Q2. Which of the following living situations would you consider to be **homeless**? Select all that apply.

- a. Living temporarily (“couch-surfing”) with friends, relatives, or other people because their parents asked them to leave
- b. Living temporarily (“couch-surfing”) with friends, relatives, or other people because they left home voluntarily
- c. Living in a shelter
- d. Living in transitional housing or participating in an independent living program where youth can stay for an extended period of time but are subject to strict rules
- e. Living in a motel/hotel room
- f. Living in a camper or large sleep vehicle
- g. Living in a car, tent, park, abandoned building, or other public space

Q3. Which of the following would you consider to be **food insecure**? Select all that apply.

- a. Having anxiety about food sufficiency or shortage with little or no indication of food intake change
- b. Reduced quality, variety, or desirability of diet with little or no indication of reduced food intake
- c. Reports of multiple indication of disrupted eating patterns and reduced food intake

Q4. Please provide your best estimate for the following questions.

- a. What percentage of MJC students are homeless?
- b. What percentage of MJC students are housing insecure?
- c. What percentage of MJC students are food insecure?
- d. What percentage of students at MJC have access to reliable child care?
- e. What percentage of MJC students are battling mental health issues?

Q5. Based on your knowledge, how do you think MJC identifies students who experience housing insecurity?

- a. Financial Aid Office
- b. Counseling & Psychological Services
- c. Outreach or Special Programs
- d. Contact with Faculty
- e. Contact with Staff or Administrators
- f. I am not certain
- g. The campus does not identify students who experience housing insecurity
- h. I do not think housing insecurity is an issue for our students

Q6. Based on your knowledge, how do you think MJC identifies students who experience food insecurity?

- a. Financial Aid Office
- b. Counseling & Psychological Services
- c. Outreach or Special Programs
- d. Contact with Faculty
- e. Contact with Staff or Administrators

- f. I am not certain
- g. The campus does not identify students who experience food insecurity
- h. I do not think food insecurity is an issue for our students

Q7. Please select the statement that best describes your knowledge of on campus or off campus resources available to students experiencing housing insecurity.

- a. I think I could use more information about resources available for this student population
- b. I have adequate knowledge of resources for this student population, but do not feel confident that I can make appropriate referrals to services
- c. I have adequate knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
- d. I have substantial knowledge of resources for this student population and I am confident that I can make appropriate referrals to services
- e. I have substantial knowledge of resources for this student population, and I regularly make appropriate referrals through contact with this student population
- f. I do not need substantial knowledge of resources for this student population as this is not an issue on campus

Q8. Please select the statement that best describes your knowledge of on campus or off campus resources available to students experiencing food insecurity.

- a. I think I could use more information about resources available for this student population
- b. I have adequate knowledge of resources for this student population, but do not feel confident that I can make appropriate referrals to services
- c. I have adequate knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
- d. I have substantial knowledge of resources for this student population and I am confident that I can make appropriate referrals to services
- e. I have substantial knowledge of resources for this student population, and I regularly make appropriate referrals through contact with this student population
- f. I do not need substantial knowledge of resources for this student population as this is not an issue on campus

Q9. Please select the statement that best describes your knowledge of on campus or off campus resources available to students experiencing mental health problems.

- a. I think I could use more information about resources available for this student population
- b. I have adequate knowledge of resources for this student population, but do not feel confident that I can make appropriate referrals to services
- c. I have adequate knowledge of resources for this student population, and I am confident that I can make appropriate referrals to services
- d. I have substantial knowledge of resources for this student population and I am confident that I can make appropriate referrals to services
- e. I have substantial knowledge of resources for this student population, and I regularly make appropriate referrals through contact with this student population
- f. I do not need substantial knowledge of resources for this student population as this is not an issue on campus

Q10. Which of the following services exist for students enrolled at MJC?

- a. Specific program for students that experience food insecurity
- b. Foster Youth Program
- c. Food Pantry
- d. Access to emergency funding
- e. Donated hygiene supplies
- f. Transportation funding
- g. Mentoring
- h. Mental Health Services
- i. Donated clothes or shoes
- j. Medical Care
- k. Hygiene kits
- l. Free public transportation
- m. Services for students with disabilities

Q11. If you encountered students who lacked basic needs, where would you initially refer them?
Select up to 3.

- a. Education Opportunity Program (EOP&S)
- b. Foster Youth Program

- c. Food Pantry
- d. Financial Aid
- e. Vice President of Student Services or Dean of Student Services
- f. Counseling
- g. Mental Health Services
- h. Health Services (physical and medical)
- i. Services for students with disabilities
- j. Veteran Services
- k. Non-traditional educational opportunities
- l. Off-campus employment or other source of income
- m. Campus employment
- n. Tutoring/Academic support
- o. Transportation
- p. Other; please specify
- q. I don't know

Q12. What would you consider to be the most important type of support for students who lack back needs to support persistence and retention in college? Select up to 3.

- a. Supportive adult/mentor
- b. Supportive friend
- c. Family mediation
- d. Non-traditional education opportunities
- e. Off campus employment or other source of income
- f. Campus employment
- g. Tutoring/Academic support
- h. Enrollment assistance
- i. Financial Aid
- j. FAFSA Completion Assistance
- k. Emergency loans

- l. Emergency grants
- m. Scholarship application assistance
- n. Household budgeting guidance
- o. Medical Health care
- p. Mental health care
- q. Clothing/hygiene supplies
- r. On-campus housing
- s. Off campus housing
- t. On campus food pantry
- u. Off campus food pantry
- v. On campus EBT accessibility
- w. Substance use treatment
- x. Child care
- y. Transportation
- z. Enrollment in Public Assistance Programs (i.e. CalFresh, “food stamps”, section 8)
- aa. Other; please specify
- bb. I don’t know

Q13. Which of the following services do you feel MJC needs more of to meet the needs of students who lack basic needs. Select up to 3.

- a. Supportive Adult/Mentor
- b. Supportive Friend
- c. Family Mediation
- d. Non-Traditional Education Opportunities
- e. Off-Campus Employment or Other Source of Income
- f. Campus Employment
- g. Tutoring/Academic Support
- h. Enrollment Assistance
- i. Financial Aid

- j. FAFSA Completion Assistance
- k. Emergency Loans
- l. Emergency Grants
- m. Scholarship Application Assistance
- n. Household Budgeting Guidance
- o. Utility Assistance
- p. Medical Health Care
- q. Mental Health Care
- r. Clothing/Hygiene Supplies
- s. On-Campus Housing
- t. Off-Campus Housing
- u. On-Campus EBT Accessibility
- v. Substance Use Treatment
- w. Child Care
- x. Transportation
- y. Enrollment in Public Assistance Programs (i.e. CalFresh, “food stamps”, section 8)
- z. Other; Please specify
 - aa. I don’t know

Q14. What do you think are the greatest barriers in accessing on-campus services for students who lack basic needs? Select up to 3.

- a. There are not enough services available on campus
- b. Students cannot access services without consent, permission, or notification of a parent/guardian
- c. Eligibility for services is prohibitive (i.e. due to unit load or financial aid classification)
- d. Lack of transportation
- e. Students do not know about available services
- f. Students do not want services
- g. Services provided are not “student friendly”
- h. Students do not seek services due to fear of police involvement

- i. Students do not seek services due to fear of CPS involvement
- j. Student cannot access the documentation needed to access services
- k. Students are too old to qualify for services
- l. Employees lack knowledge about this population
- m. Lack of identification method for this student population
- n. Other; please specify

Q15. In your opinion, is there any specific law, policy, practice, or cultural norm on campus that prevents students who lack basic needs from accessing services?

[Short text answer]

Q16. What else would you like us to know about MJC students who experience a lack of basic needs?

[Short text answer]

Q17. Are you willing to participate in a focus group to discuss your professional experiences working with MJC students who experience a lack of basic needs? Your answers to this survey will still remain anonymous.

- a. No
- b. Yes