



Oregon Community Colleges #RealCollege Survey

February 2020

Executive Summary

Now in its fifth year, the #RealCollege survey is the nation's largest, longest-running annual assessment of basic needs security among college students. In the absence of any federal data on the subject, the Hope Center for College, Community, and Justice created the survey to evaluate access to affordable food and housing among college students.

This report describes the results of the #RealCollege survey administered in the fall of 2019 at 14 out of the 17 Oregon community colleges, a subset of the 227 two- and four-year institutions surveyed across the United States.

In 2019, approximately 8,100 students from 14 Oregon community colleges responded to the #RealCollege survey. The results indicate:

- 41% of respondents were food insecure in the prior 30 days
- 52% of respondents were housing insecure in the previous year
- 20% of respondents were homeless in the previous year

There is wide variation—approximately 20 percentage points—in rates of basic needs insecurity across Oregon community colleges. Students often marginalized in higher education are at greater risk of basic needs insecurity while attending Oregon community colleges. These groups include American Indian, Alaskan Native, and Indigenous students; Black students; those identifying as nonbinary or transgender; and those who are former foster youth or returning citizens.

Oregon community colleges are taking steps to advance access to public benefits for their students. While this report shows room for continued improvement, rates of public benefits utilization in Oregon are a bit higher than the averages we observe for community colleges nationwide. Our findings highlight the need for continued evolution of programmatic work to advance cultural shifts on college campuses, increased engagement with community organizations and the private sector, more robust emergency aid programs, and a basic needs-centered approach to government policy at all levels.

The Hope Center thanks the Oregon Community College Association for making this report possible.

Introduction

Most colleges and universities are striving to build enrollment and increase college completion rates. Their efforts include changes to student advising practices, the structure of academic programs and teaching, and the strategic use of scholarships. But until recently, few institutions identified basic needs insecurity as a significant challenge keeping students from obtaining credentials. In 2018, the U.S. Government Accountability Office (GAO) issued a report on food insecurity among college students stating that “increasing evidence indicates that some college students are experiencing food insecurity, which can negatively impact their academic success.” The GAO concluded that the “substantial federal investment in higher education is at risk if college students drop out because they cannot afford basic necessities like food.”¹

The #RealCollege survey is one of 31 studies the GAO reviewed for its report. It assists college administrators, trustees, staff, faculty, and students, along with community partners, policymakers, and advocates, in understanding the prevalence and correlates of food and housing insecurity on college campuses across the nation. The report provides the most up-to-date evidence, and this year’s report includes other key factors affecting basic needs insecurity, including transportation and childcare. The data provide ample reason to center efforts to address students’ basic needs as institutions seek to become “student-ready” colleges where degree completion is common.²

Supporting students’ basic needs has many benefits for colleges and universities, especially in today’s difficult economic climate. Here are five key reasons why institutions are doing #RealCollege work. Addressing #RealCollege issues:

1. Boosts academic performance, helping the institution and its students retain federal financial aid. It also promotes retention and degree completion, helping the institution generate more tuition dollars and improving outcomes about which legislators care.
2. Reduces the barriers that returning adults face, boosting enrollment.
3. Makes the jobs of faculty and staff easier, as students are more able to focus on learning.
4. Creates bridges between the institution and community organizations, bringing new relationships and resources to bear. It also creates a productive opportunity for the private sector to engage with the institution to help create the graduates that everyone wants to hire.
5. Generates new philanthropic giving and creates opportunities to engage alumni who do not have much but will happily contribute to emergency aid.

There are many paths to implementing programs and policies to support students’ basic needs, several of which are listed at the conclusion of this report. The Hope Center strongly recommends focusing on prevention, rather than only responding to emergencies, and finds that systemic reforms are far more effective than one-time solutions.

The Oregon Community College Association has been raising awareness of basic needs insecurity for many years, and community colleges across the state are leading innovative efforts to address these problems. For example, Oregon’s Pathways to Opportunity project helps students connect to federal benefits programs, while the Oregon Community College STEP Consortia leverages SNAP by partially reimburses colleges for efforts to help low-income students succeed. Statewide summits have brought together state agencies, community colleges, and other stakeholders to explore ways to improve services to help low-income students stay in school. In Portland, the local housing authority has prioritized its services for homeless community college students. Even so, the numbers in this report emphasize the need to scale and deepen these efforts to reach more students.

Later this year, the federal government will—for the first time—begin assessing food and housing insecurity among students with the National Postsecondary Student Aid Survey, a step the Hope Center has long advocated. In addition, numerous other organizations have begun including similar assessments in their surveys, including the [Trellis Financial Wellness Survey](#), the [Community College Survey of Student Engagement](#) (survey questions now in the pilot stage), the [ACHA-National College Health Assessment](#), and the [CIRP Freshman Survey](#). In addition, some colleges and universities are integrating basic needs insecurity assessments into their early warning systems and institutional surveys. The Hope Center is heartened by this response and continues to provide technical support in several ways, including the publication of a [guide for assessment tools](#).



2019 Findings Overview

This report presents findings from the 2019 #RealCollege survey on basic needs of students in Oregon community colleges. Section 1 presents the overall rates of basic needs insecurity across all survey respondents. Section 2 shows disparate rates of basic needs insecurity by specific groups of students. Section 3 describes the work and academic experiences of students with basic needs insecurity. Section 4 describes students' utilization of public assistance and on-campus supports. Section 5 contains concluding remarks and recommendations.

For more information on 2019 survey participants and methodologies used for this report, refer to the [web appendices](#).

THE DATA

The data elements in this report were gathered using an online survey fielded to all enrolled students at participating colleges and universities. Colleges distributed the online survey to more than 63,500 enrolled students, yielding an estimated response rate of 12.8%, or approximately 8,100 total student participants. For more information on how the survey was fielded and a discussion of how representative the results are, refer to the [web appendices](#).

The following Oregon community colleges participated in the fall 2019 survey:

- Blue Mountain Community College
- Central Oregon Community College
- Clackamas Community College
- Clatsop Community College
- Columbia Gorge Community College
- Linn-Benton Community College
- Mt. Hood Community College
- Oregon Coast Community College
- Portland Community College
- Rogue Community College
- Southwestern Oregon Community College
- Tillamook Bay Community College
- Treasure Valley Community College
- Umpqua Community College



SECTION 1:

Prevalence of Basic Needs Insecurity

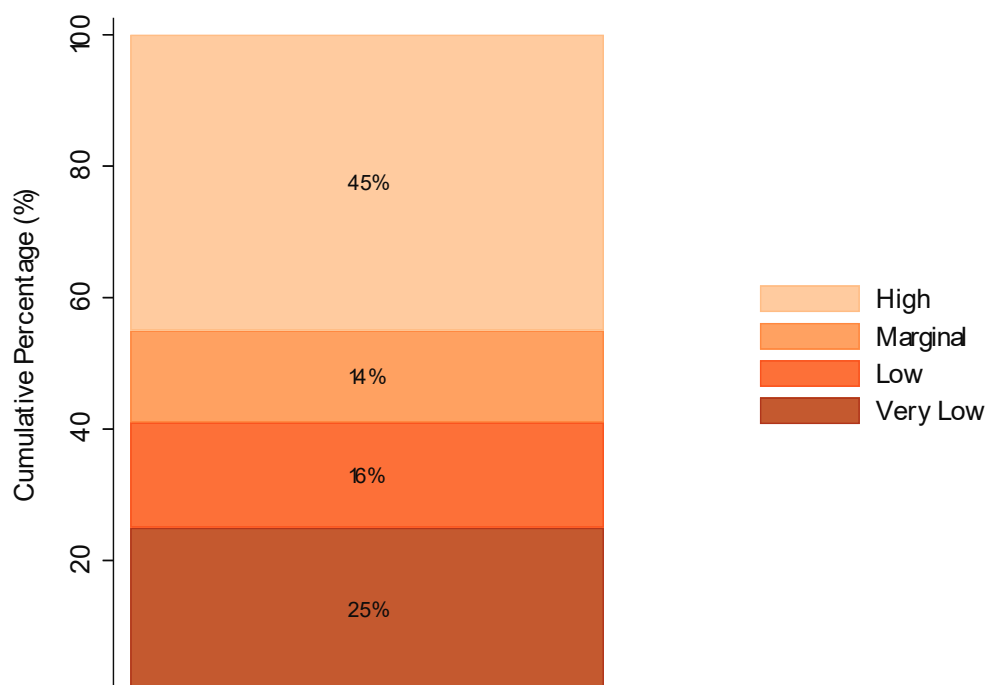
What fraction of students are affected by basic needs insecurity? This section examines the prevalence of food insecurity during the month prior to the survey, and the prevalence of housing insecurity and homelessness during the previous year.

FOOD INSECURITY

Food insecurity is the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner. The most extreme form is often accompanied by physiological sensations of hunger. The survey assesses food security among students using the U.S. Department of Agriculture’s (USDA) 18-item set of questions.³

During the 30 days preceding the survey, approximately 41% of survey respondents from Oregon community colleges experienced food insecurity, with 16% assessed at the low level and 25% at the very low level of food security (Figure 1). More than one in three respondents ran short on food, and more than one in four said that they went hungry (Figure 2).

FIGURE 1. Food Security Among Oregon Community College Survey Respondents



Source: 2019 #RealCollege Survey

Notes: According to the USDA, students at either low or very low food security are termed “food insecure.” For more details on the food security module used in this report, refer to the [web appendices](#). Cumulative percentages may not add up to 100 due to rounding.

FIGURE 2. Food Security Among Oregon Community College Survey Respondents

I couldn't afford to eat balanced meals.	46%
I worried whether my food would run out before I got money to buy more.	44%
The food that I bought did not last and I did not have the money to buy more.	36%
I cut the size of meals or skipped meals because there was not enough money for food.	35%
I ate less than I felt I should because there was not enough money for food.	34%
I was hungry but did not eat because there was not enough money for food.	28%
I cut the size of meals or skipped meals because there was not enough money for food (3 or more times).	26%
I lost weight because there was not enough money for food.	17%
I did not eat for a whole day because there was not enough money for food.	7%
I did not eat for a whole day because there was not enough money for food (3 or more times).	4%

Source: 2019 #RealCollege Survey

Notes: For more details on the food security module used in this report, refer to the [web appendices](#).



HOUSING INSECURITY AND HOMELESSNESS

Housing insecurity includes a broad set of housing challenges that prevent someone from having a safe, affordable, and consistent place to live. Housing insecurity among students was assessed with a nine-item set of questions the Hope Center developed, which looks at factors such as the ability to pay rent or utilities and the need to move frequently. The data show that students are more likely to suffer some form of housing insecurity than to have all their needs met during college.

Fifty-two percent of survey respondents from Oregon community colleges experienced housing insecurity in the past 12 months (Figure 3). The most commonly reported challenge (24% of students) is experiencing a rent or mortgage increase that made it difficult to pay. Nine percent of survey respondents left their household because they felt unsafe.

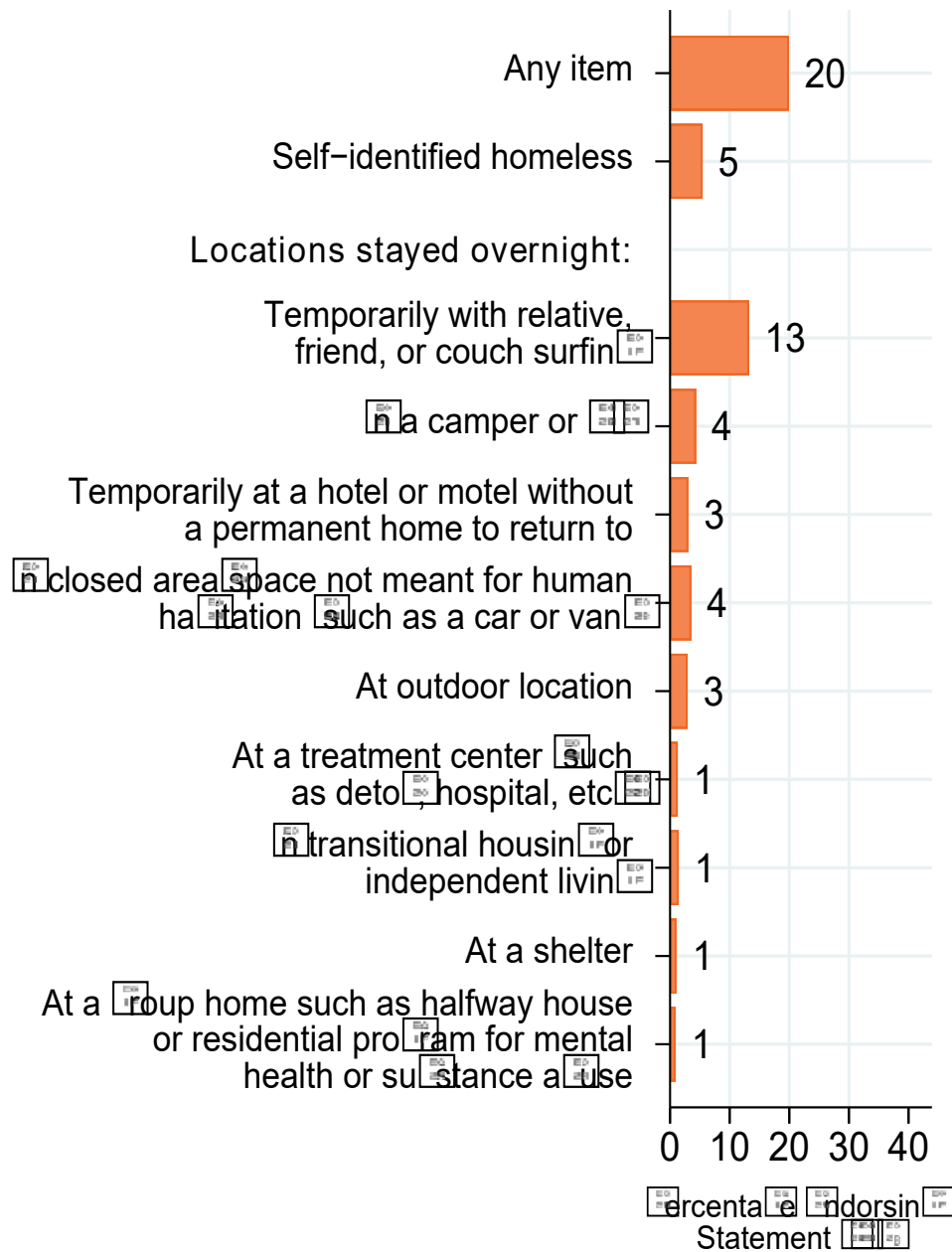
FIGURE 3. Housing Insecurity Among Oregon Community College Survey Respondents

Any item	52%
Had a rent or mortgage increase that made it difficult to pay	24%
Did not pay full amount of rent or mortgage	21%
Did not pay full amount of utilities	21%
Had an account default or go into collections	16%
Moved in with people due to financial problems	20%
Lived with others beyond the expected capacity of the housing	14%
Left household because felt unsafe	9%
Moved three or more times	4%
Received a summons to appear in housing court	1%

Source: 2019 #RealCollege Survey

Notes: For more details on the housing insecurity module used in this report, refer to the [web appendices](#).

FIGURE 4. Homelessness Among Oregon Community College Survey Respondents



Source: 2019 #RealCollege Survey

Notes: For more details on the homelessness module used in this report, refer to the [web appendices](#).

Homelessness means that a person does not have a fixed, regular, and adequate place to live. Students were identified as homeless if they responded affirmatively to a question asking if they had been homeless or they identified living conditions that are considered signs of homelessness. California State University researchers developed the tool used in this report to assess homelessness. Using an inclusive definition of homelessness that lets respondents self-identify both their status and living condition allows more students to receive the support they need, as well as aligning with the McKinney-Vento Homelessness Assistance Act.⁴ A recent Brookings Institution study of K-12 students found that “academic outcomes for doubled-up homeless students and other homeless students are almost indistinguishable from one another.”⁵

Homelessness affected 20% of survey respondents at Oregon community colleges (Figure 4). Five percent of respondents self-identified as homeless; 15% experienced homelessness but did not self-identify as homeless. Two-thirds of students who experienced homelessness temporarily stayed with a relative or friend, or couch surfed.

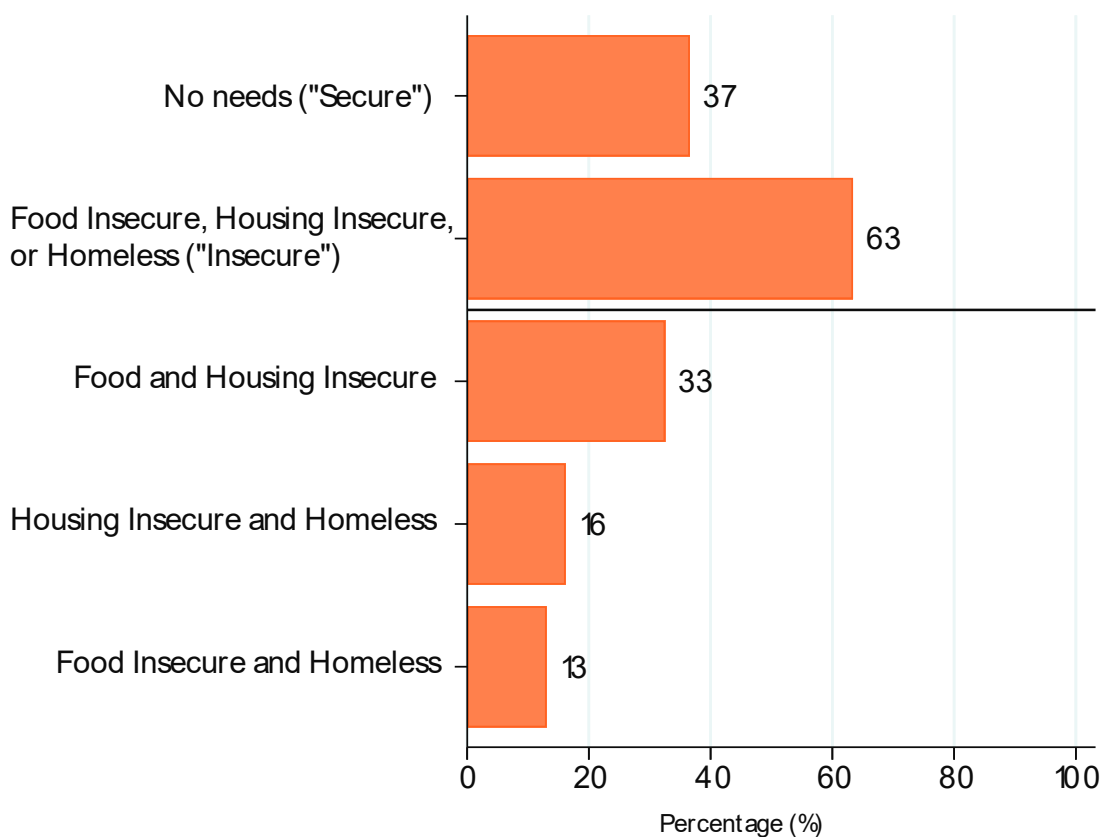


OVERLAPPING CHALLENGES

Students often experience basic needs insecurity in one or more forms, either simultaneously or over time. Students' overlapping challenges in the data demonstrate that basic needs insecurities are fluid and interconnected.

Six in 10 Oregon community college students responding to the survey experienced food insecurity, housing insecurity, or homelessness during the previous year (Figure 5). One third of respondents were both food and housing insecure in the past year.

FIGURE 5. Intersections of Food Insecurity, Housing Insecurity, and Homelessness Among Oregon Community College Survey Respondents



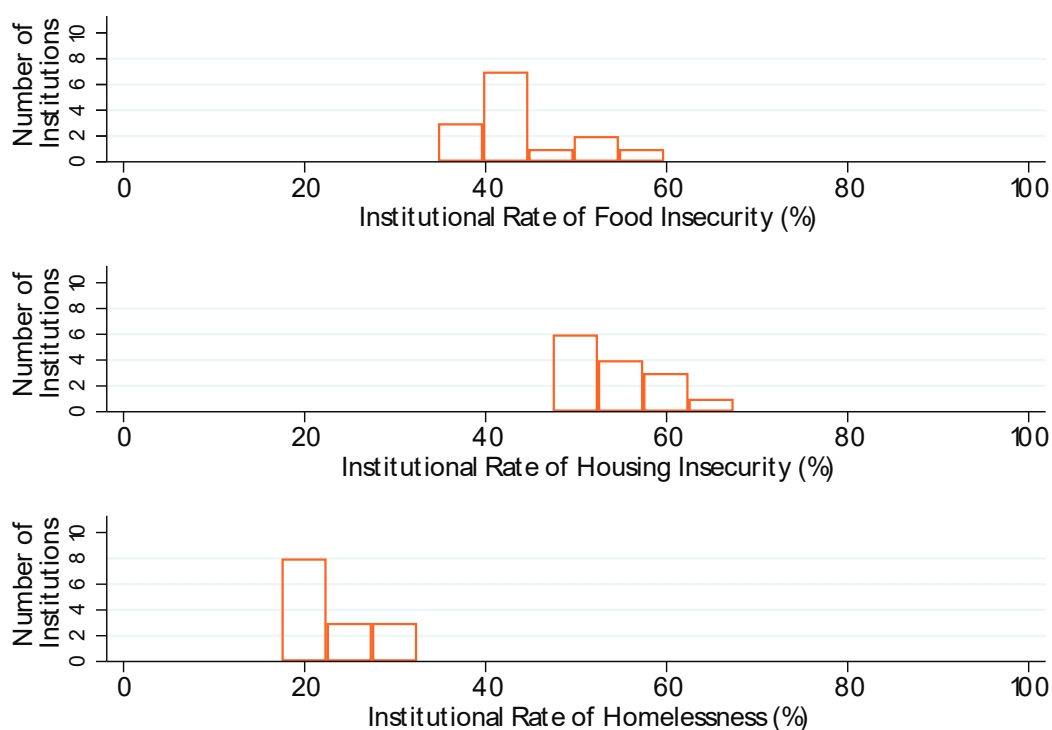
Source: 2019 #RealCollege Survey

Notes: For more details on how each measure of basic needs insecurity was constructed, refer to the [web appendices](#).

VARIATION BY INSTITUTION

Rates of basic needs insecurity vary not only in type and severity among students, but across institutions as well (Figure 6). There is wide variation in rates of basic needs insecurity across Oregon community colleges. This variation could be attributed to a number of factors, for example regional differences across the state. For the most part, institution-level rates of food insecurity range between 35% and 57% in Oregon community colleges. Rates of housing insecurity vary widely across institutions as well, with most participants having from 47% to 62% of students experiencing housing insecurity. Institution-level rates of student homelessness range from 17% to 28% in Oregon community colleges.

FIGURE 6. Variation in Institutional Rates of Food Insecurity, Housing Insecurity, and Homelessness Among Oregon Community Colleges



Source: 2019 #RealCollege Survey

Notes: For more details on institutional rates shown in the figure above, refer to the [web appendices](#).

SECTION 2:

Disparities in Basic Needs Insecurity

The Hope Center’s prior work, as well as that of others, has consistently found that some students are at higher risk of basic needs insecurity than others.⁶ This section highlights disparities in basic needs insecurity by student demographic, academic, or economic characteristics, as well as their life circumstances. Below we highlight several ways in which basic needs insecurity differs.

For more on demographic disparities and additional tables with information on survey participants, refer to the [web appendices](#).

Racial and ethnic disparities are evident. For example, White students have lower rates of food insecurity (41%) as compared to their peers; rates of food insecurity are higher among Hispanic or Latinx (46%), Black (50%), and Indigenous (59%) students (Table 1). Rates of housing insecurity are consistently higher than those of food insecurity and the patterns across groups are similar. Students who identify as American Indian or Alaskan Native or as Indigenous have the highest rates of homelessness, followed closely by Black students and Pacific Islander or Native Hawaiian students; as with the other basic needs insecurities, White students have lower rates of homelessness than most of their peers.



TABLE 1. Disparities in Basic Needs Insecurities by Race/Ethnicity Among Oregon Community College Survey Respondents

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
Racial or Ethnic Background				
American Indian or Alaskan Native	373	53	65	32
Black	331	50	61	27
Hispanic or Latinx	1,176	46	57	18
Indigenous	139	59	67	35
Middle Eastern or North African or Arab or Arab American	114	36	43	24
Other Asian or Asian American	410	32	43	18
Pacific Islander or Native Hawaiian	167	46	58	26
Southeast Asian	322	36	44	18
White	4,987	41	52	21
Other	211	42	51	27
Prefer not to answer	126	43	59	21

Source: 2019 #RealCollege Survey

Notes: The Number of Students column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. Classifications of racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. For more detail on how each measure of basic needs insecurity was constructed, see [web appendices](#).



The overall rate of food insecurity for students attending school full-time is 43%, which is approximately four percentage points higher than the overall rate for those attending part-time. Students that have spent more than three years in college are more likely to experience housing insecurity than those in college less than one year (Table 2).

TABLE 2. Disparities in Basic Needs Insecurities by Enrollment Status Among Oregon Community College Survey Respondents

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
College Enrollment Status				
Full-time (at least 12 credits)	4,453	43	52	21
Part-time (fewer than 12 credits)	2,764	39	53	18
Level of Study				
Undergraduate	5,384	43	53	21
Non-degree	1,017	33	48	17
Years in College				
Less than 1	2,678	38	47	21
1 to 2	2,698	44	54	20
Three or more	1,839	42	58	19

Source: 2019 #RealCollege Survey

Notes: The Number of Students column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. For more detail on how each measure of basic needs insecurity was constructed, see [web appendices](#).



Students vary in their basic needs insecurity with respect to their gender identity and sexuality (Table 3). Food insecurity and housing insecurity are lowest for male students; non-binary and transgender students have the highest rates of food and housing insecurity as well as homelessness.

TABLE 3. Disparities in Basic Needs Insecurities by Gender Identity and Sexuality Among Oregon Community College Survey Respondents

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
Gender Identity				
Female	4,346	43	55	19
Male	2,034	35	46	22
Non-binary/Third gender	197	62	68	37
Transgender	168	61	69	38
Self-Describe	71	55	66	39
Sexual Orientation				
Heterosexual	4,860	38	50	18
Gay or Lesbian	258	49	57	23
Bisexual	864	52	63	27
Self-describe	316	47	59	26

Source: 2019 #RealCollege Survey

Notes: The Number of Students column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. Classifications of gender identity are not mutually exclusive. Students could self-identify with multiple classifications. For more detail on how each measure of basic needs insecurity was constructed, see [web appendices](#).



In addition, particular life circumstances are associated with a higher-than-average risk of homelessness. Parenting students, former foster youth, and returning citizens are more likely to experience basic needs insecurity than their peers (Table 4). For example, half of parenting students experience food insecurity and 65% experience housing insecurity—rates of insecurity higher than their peers without children (39% and 49%, respectively). Returning citizens and former foster youth experience homelessness at 36%, double the average rate (19%).

TABLE 4. Disparities in Basic Needs Insecurities by Student Experience Among Oregon Community College Survey Respondents

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
Student with Children				
Yes	1,346	50	65	18
No	5,686	39	49	20
Student has Been in Foster Care				
Yes	300	65	72	36
No	6,203	40	52	19
Student Served in the Military				
Yes	269	39	55	22
No	6,248	41	52	20
Student is a Returning Citizen				
Yes	359	60	74	36
No	6,351	40	51	19

Source: 2019 #RealCollege Survey

Notes: The Number of Students column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. For more detail on how each measure of basic needs insecurity was constructed, see [web appendices](#).

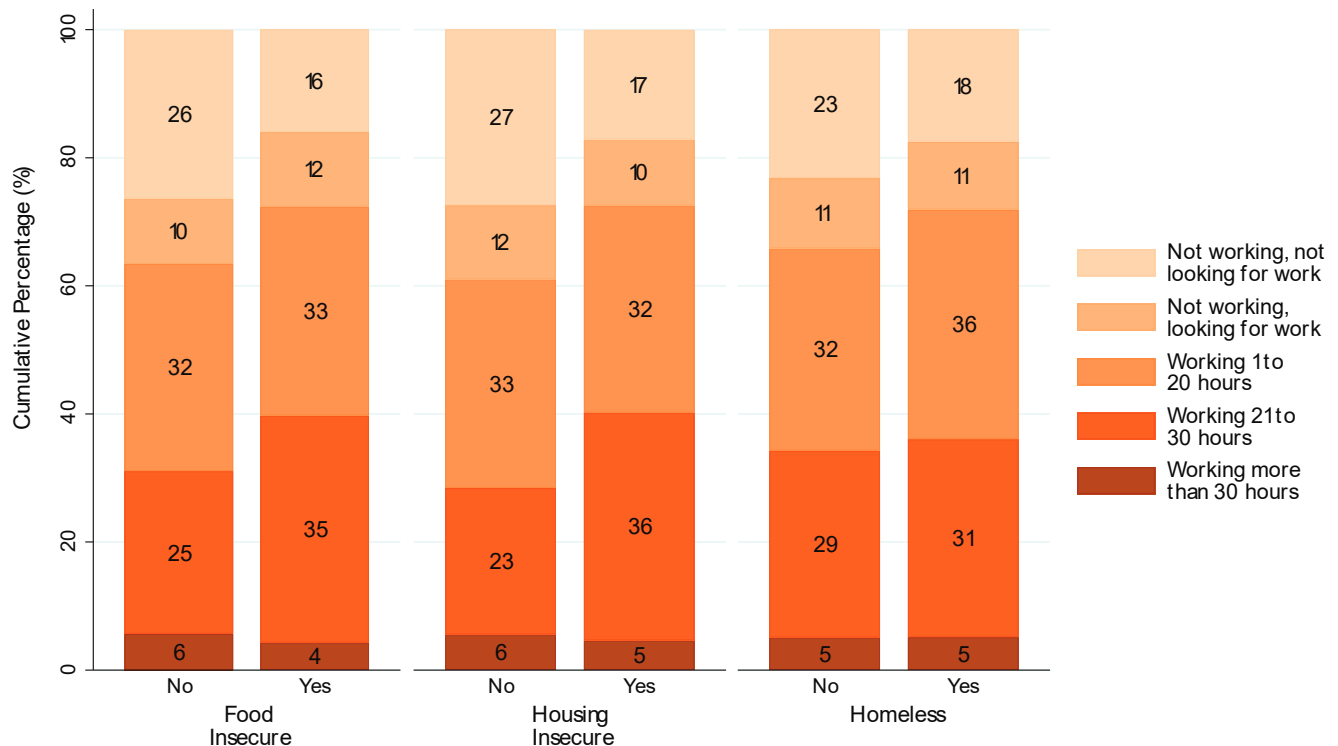


SECTION 3:

Employment and Academic Performance

Students who experience basic needs insecurity are overwhelmingly active participants in the labor force. The majority (72%) of students who experience food insecurity, housing insecurity, and homelessness are employed (Figure 7). Among working students, those who experience basic needs insecurity often work more hours than other students.

FIGURE 7. Employment Behavior by Basic Need Insecurity Status Among Oregon Community College Survey Respondents

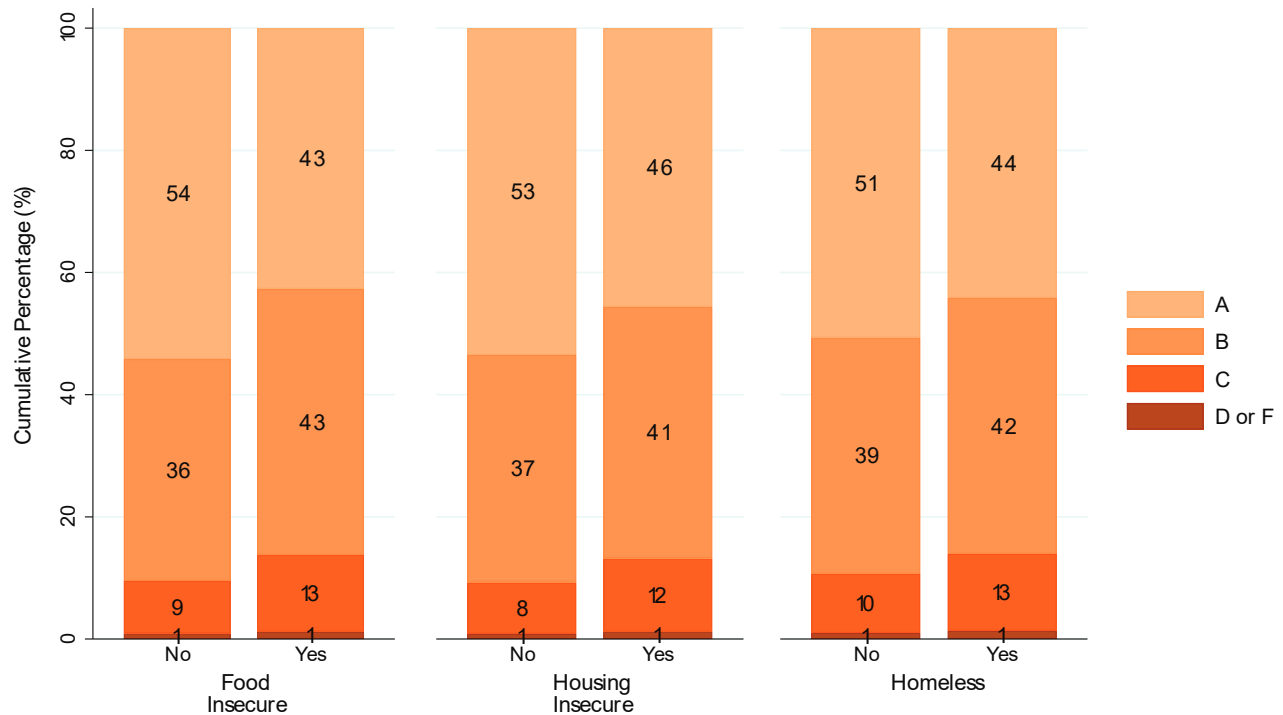


Source: 2019 #RealCollege Survey

Notes: Cumulative percentages may not add up to 100 due to rounding. Survey questions about work status and number of hours worked were randomly administered to a subset of respondents. For more detail on how each measure of basic needs insecurity was constructed, refer to the [web appendices](#).

While most students report receiving A's and B's, students who experience food insecurity, housing insecurity, or homelessness more often report grades of C or below than students who do not face these challenges (Figure 8).

FIGURE 8. Self-Reported Grades by Basic Need Insecurity Status Among Oregon Community College Survey Respondents



Source: 2019 #RealCollege Survey

Notes: Cumulative percentages may not add up to 100 due to rounding. For more detail on how each measure of basic needs insecurity was constructed, refer to the [web appendices](#).

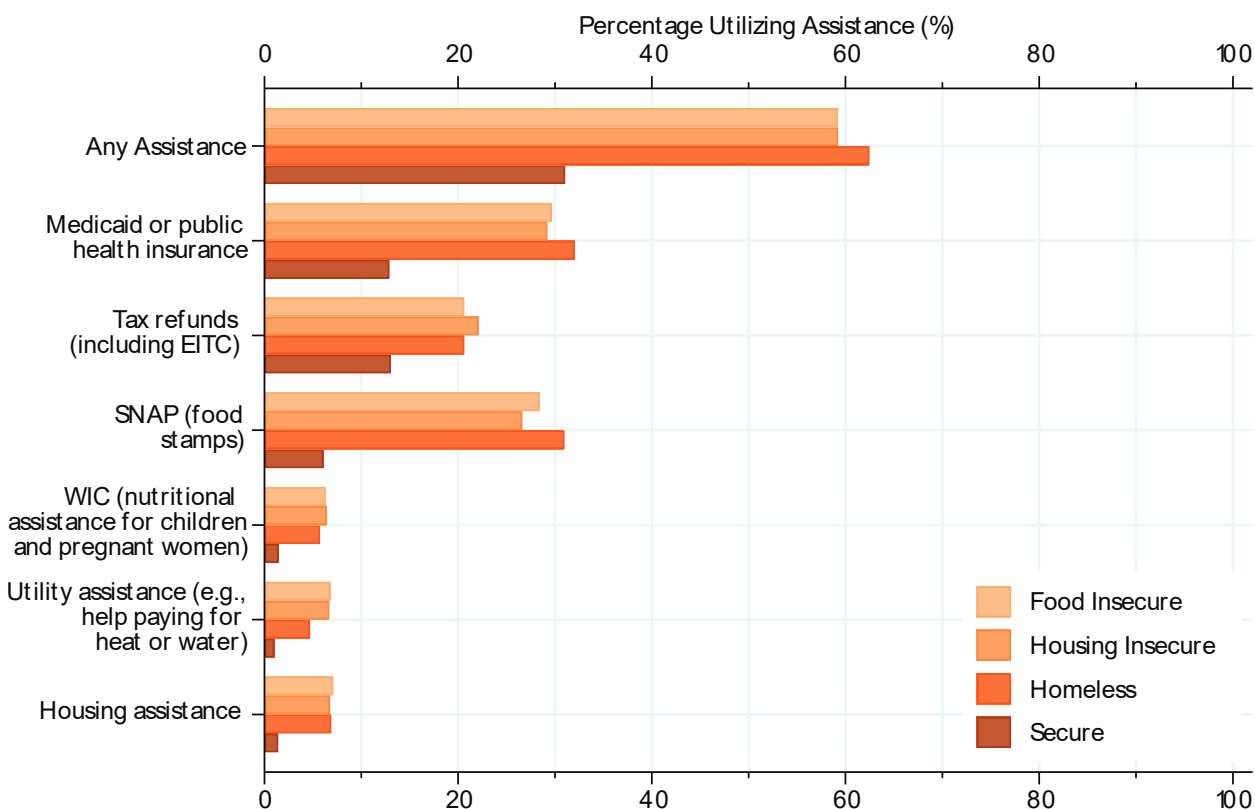


SECTION 4:

Utilization of Supports

While supports for students exist on the federal, state, and college levels, results continue to show that most students who experience basic needs insecurity do not access them (Figure 9).⁷ Medicaid or public health insurance, SNAP, and tax refunds are the benefits used most often, though they remain quite low given the needs of students responding. For example, less than a third of food insecure students receive SNAP benefits. Likewise, only 7% of students who experience housing insecurity receive housing assistance. Thirty-two percent of students who experience homelessness utilized Medicaid or public health insurance. That said, rates of public benefits utilization in Oregon are a bit higher than the averages we observe for community colleges nationwide. It is also worth noting that students who are secure in their basic needs are still accessing public benefits, albeit at lower rates (31%) than students who are insecure.

FIGURE 9. Use of Public Assistance According to Basic Needs Security Among Oregon Community College Survey Respondents

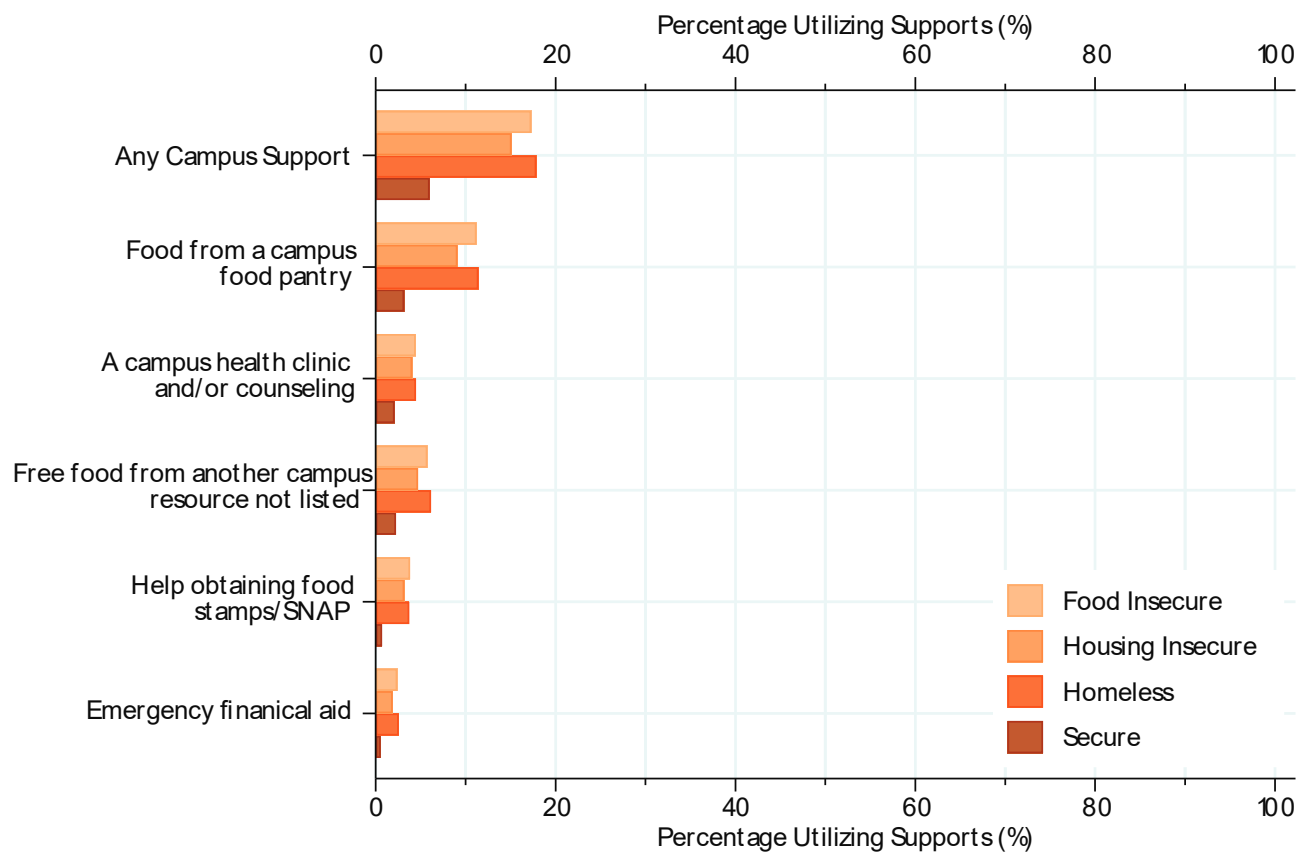


Source: 2019 #RealCollege Survey

Notes: Not all types of public assistance are included in the figure above. See [web appendices](#) for more detail on how each measure of basic needs insecurity was constructed and rates of utilization for other types of public assistance.

A growing number of on-campus supports are being offered, but again, few students are accessing them (Figure 10). Of the students surveyed at participating institutions, food from a campus food pantry, campus health clinic and/or counseling, and free food from another campus resource are the most commonly used on-campus supports. For example, just 11% of food insecure students used a campus food pantry.

FIGURE 10. Use of On-Campus Supports According to Basic Needs Security Among Oregon Community College Survey Respondents



Source: 2019 #RealCollege Survey

Notes: Not all types on-campus supports are included in the figure above. See [web appendices](#) for more detail on how each measure of basic needs insecurity was constructed and rates of utilization for other types of on-campus supports.

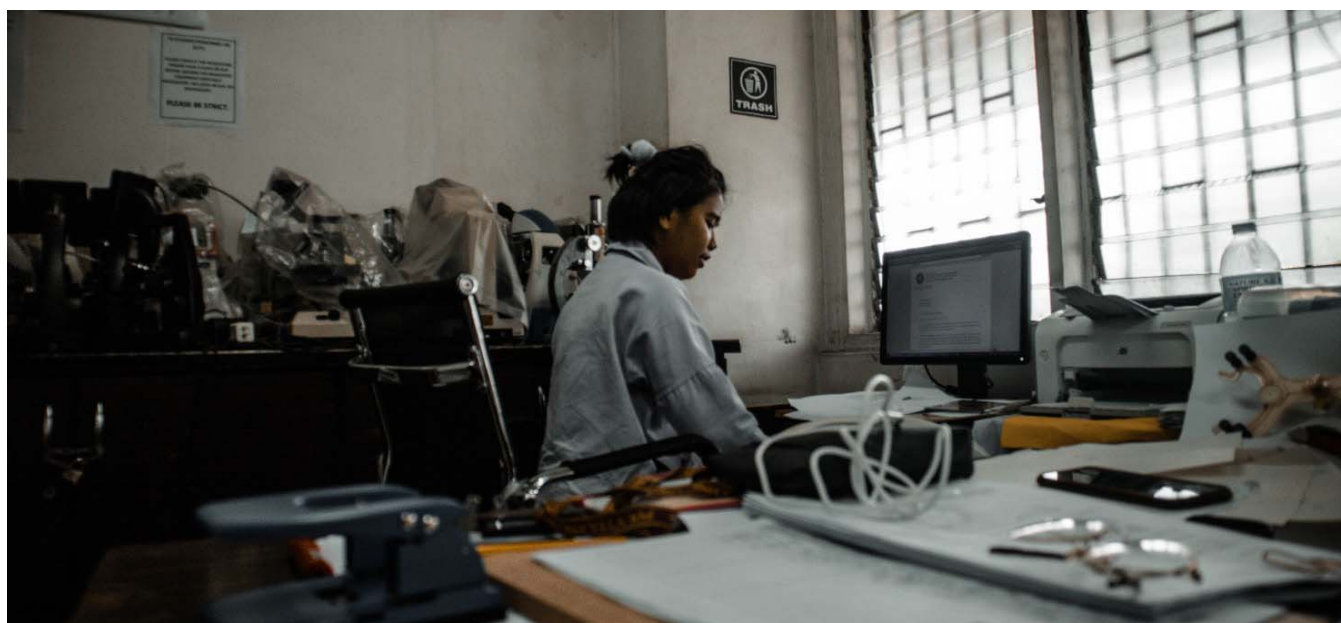


SECTION 5:

Conclusion and Recommendations

Clearly, basic needs insecurity is a substantial problem affecting many students. Providing support will help students and institutions thrive. Here are five ways for Oregon to continue advancing its work in this area.

1. Assess the landscape of existing supports on campus, including food pantries, emergency aid programs, access to public benefits, and case managers. The Hope Center recommends paying close attention to the approaches to outreach, the requirements for eligibility, the data collected on numbers served, and the capacity (dollars, staffing, hours, etc.) of these efforts. Please see the Hope Center's survey of campus food pantries for an example.⁸
2. Encourage faculty to add a [basic needs security statement](#) to their syllabus in order to inform themselves and their students of supports. Oregon State University also provides examples.
3. Continue to expand public benefits access for students. Follow California and New Jersey's lead and pass Hunger-Free Campus legislation to enhance this work, reducing administrative burden on students wherever possible.⁹
4. Create a centralized basic needs website listing available supports, including:
 - How to access public benefits
 - How to reduce the cost of utilities
 - How to secure emergency aid
 - Where to find free food
 - Who to call if more comprehensive support is needed



5. Consider centralizing fundraising for and distribution of emergency aid across institutions, increasing efficiency and effectiveness and relieving campuses of unnecessary burdens. Many institutional emergency aid programs are relatively small and inadequately implemented.

Common problems include:

- A lack of a student-friendly application process that minimizes hassles for both students and their colleges
- Limited staff capacity and resources to do effective outreach, challenges moving from selection of emergency aid to distribution of emergency aid quickly
- Difficulty selecting recipients in an equitable and efficient manner while recognizing the implicit bias compromising interactions with students
- Difficulty navigating the conditions Title IV places on emergency aid
- Struggles maintaining strong positive relationships with students while necessarily having to say no to many requests



The Hope Center also offers the following additional supports for your efforts:

- An [annual national conference](#) focused on inspiration, education, and action
- An assessment of your campus supports for basic needs security
- [Guides and Tools](#) including how to assess basic needs on campus, a Beyond the Food Pantry series, and a digest of existing research on basic needs insecurity from around the country
- [Evaluations](#) of food and housing support programs

NOTES AND REFERENCES

- ¹ U.S. Government Accountability Office. (2018). [Food insecurity: Better information could help eligible college students access federal food assistance benefits](#) (GAO Publication No. 19-95) Washington, D.C.
- ² Brown McNair, T., Albertine, S., Asha Cooper, M., McDonald, N., & Major, T., Jr. (2016). [Becoming a student-ready college: A new culture of leadership for student success](#). San Francisco: Jossey-Bass.
- ³ U.S. Department of Agriculture, Economic Research Service. (2012). [U.S. adult food security survey module: Three-stage design, with screeners](#)
- ⁴ [The McKinney-Vento Homeless Assistance Act of 1987](#). Pub. L. No. 100-77, 101 Stat. 482 (1987).
- ⁵ Meltzer, A., Quintero, D., & Valant, J. (2019). [Better serving the needs of America's homeless students](#). Brookings Institution.
- ⁶ Wood, J. L., & Harris, F. (2018). [Experiences with “acute” food insecurity among college students](#). Educational Researcher, 47(2), 142–145; Goldrick-Rab, S., Baker-Smith, C., Looker, E., & Williams, T. (2019). [College and university basic needs insecurity: A national #RealCollege survey report](#). The Hope Center for College, Community, and Justice; Crutchfield, R. & Maguire, J. (2018). [Study of student basic needs](#). Humboldt State University.
- ⁷ One of the many reasons students do not take advantage of available assistance is the social stigma that accompanies such aid. See King, J. A. (2017). [Food insecurity among college students—Exploring the predictors of food assistance resource use \(Unpublished doctoral dissertation\)](#). Kent State University, Kent, Ohio; Allen, C. C. & Alleman, N. F. (2019). [A private struggle at a private institution: Effects of student hunger on social and academic experiences](#). Journal of College Student Development, 60(1), 52–69; Henry, L. (2017). [Understanding food insecurity among college students: Experience, motivation, and local solutions](#). Annals of Anthropological Practice, 41(1), 6–19; Ambrose, V. K. (2016). [It's like a mountain: The lived experience of homeless college student \(Unpublished doctoral dissertation\)](#). University of Tennessee–Knoxville, Knoxville, Tennessee; Tierney, W. G., Gupton, J. T., & Hallett, R. E. (2008). [Transitions to adulthood for homeless adolescents: Education and public policy](#). Los Angeles: Center for Higher Education Policy Analysis, University of Southern California.
- ⁸ Goldrick-Rab, S., Cady, C., & Coca, V. (2018). [Campus food pantries: Insights from a national survey](#). Hope Center for College, Community, and Justice.
- ⁹ S.B. 85, 2017 Reg. Sess. (CA 2017); State of New Jersey. (2019). [Governor Murphy signs legislation to fight hunger in New Jersey](#).