Providing Food and Housing

A summary report of FY24 outcomes for Exploring Basic Needs from the
Cultivate Well-Being Action & Transformation Roadmap
with a Focus on Students

June 2024

Introduction

This project is in support of the following *Roadmap* goal, strategy, and objectives:

Goal:	**Capacity and Creativity**: Continue to improve the quality of and ease of access to equity-literate clinical care and intervention for students who need such services while also improving programs and services that focus on the primary prevention of health- related symptoms, diseases, and disorders; the promotion of wellness in a holistic manner; and the creation of conditions which cultivate and sustain well-being for all students, inclusive of all identities and backgrounds.
Strategy:	Engage in further analysis and inquiry regarding students' basic needs and determine gaps in programs, resources, and services (inclusive of food, housing, and learning technology); identify and implement viable solutions to increase capacity, expand access, and promote educational equity.

Objectives, Deliverables and Milestones	**Status**
Collect CY 2023 crisis housing data	Complete
Analyze crisis housing data re: domestic / international; bachelor / master / doctorate	Complete
Analyze crisis housing data re: % of graduate students seeking resources	Complete
Analyze crisis housing data re: % of international students seeking resources	Complete
Analyze crisis housing data re: % of first gen students seeking resources	Continuing into FY25
Develop partnerships with off-campus housing providers	Complete
Create an off-campus housing resource guide / presentation	Complete
Secure crisis housing units on and off campus	Continuing into FY25
Collect CY 2023 usage of Klemis Kitchen	Complete
Analyze Klemis Kitchen usage data re: domestic / international; bachelor / master / doctorate	Complete
Analyze Klemis Kitchen usage re: % of graduate students seeking resources	Complete
Analyze Klemis Kitchen usage re: % of international students seeking resources	Complete
Analyze Klemis Kitchen usage re: % of first gen students seeking resources	Continuing into FY25
Expand number of Klemis Kitchen outposts on campus	Continuing into FY25
Expand sources of food donations	Continuing into FY25

We believe that if the basic needs of every student are met, then every student will be able to thrive and flourish at Georgia Tech. We also realize that access to basic needs varies among students. It is imperative that all students have access to the resources they need.

As we executed our charge, we came to see that some populations were at a higher risk of not having their basic needs met when compared to the student body in general. For this cycle, we narrowed our analysis and inquiry to two basic needs: food and housing. Furthermore, we narrowed our focus to three populations – graduate students, international students, and first-generation students – to determine whether they were more at risk of not having their basic needs of food and housing met, as compared to the general student body.

Our analysis of graduate students and international students was relatively straightforward. These populations are more readily identifiable. Identifying first-generation students was more difficult.

During this cycle of the project, we will present our findings for the graduate and international student populations; we will continue our analysis of the first-generation student population during the next cycle of this project.

Discovery

Food: During CY 2023, a total of 392 students reached out to the Students' Temporary Assistance & Resources (STAR) Office seeking help with food insecurity.

- 124 (31.5%) undergraduate students
- 268 (68.5%) graduate students
    - 178 (45.2%) master's students
    - 90 (23.3%) Ph.D. students

- 176 (44.9%) domestic students
    - 106 (27.0%) undergraduate students
    - 36 (9.2%) master's students
    - 34 (8.7%) Ph.D. students

- 216 (55.1%) international students
    - 18 (4.6%) undergraduate students
    - 142 (36.2%) master's students
    - 56 (14.3%) Ph.D. students

Graduate students are over twice as likely to be food insecure than undergraduate students. Conversations with students who rely on Klemis Kitchen reveal that the biggest factor contributing to this outcome is the level of compensation graduate students earn, combined with the high cost of eating on campus. Master's students are less likely to be supported by research funding than Ph.D. students, and therefore master's students are almost twice as likely to be food insecure.

When comparing undergraduates to graduate students, it is important to keep in mind that most first-year students who live on campus are required to have a meal plan, so a significant percentage of undergraduates face no risk of food insecurity.

International students are almost 25% more likely to be food insecure than domestic students. Additionally, international master's students are almost 4 times as likely to be food insecure when compared to domestic master's students. While much of the disparity is more a result of the food insecure student being a graduate student, it can reasonably be concluded that food insecurity among international students can partially be attributed to differences in access to financial aid and eligibility for employment.

Housing: During CY 2023, a total of 55 students reached out to the STAR Office seeking help with housing insecurity.

- 32 (58.2%) undergraduate students
- 23 (41.8%) graduate students
    - 9 (16.4%) master's students
    - 14 (25.4%) Ph.D. students

- 28 (50.9%) domestic students
- 27 (49.1%) international students
    - 12 (21.8%) undergraduate students
    - 4 (7.3%) master's students
    - 11 (20.0%) Ph.D. students

Undergraduate students were almost 50% more likely to be housing insecure when compared to graduate students. Petitions for crisis housing received by the STAR Office suggest that undergraduate students are more likely to be dependent on family for financial support, and loss of that support (for several different reasons) leaves undergraduate students vulnerable. Graduate students tend to be more self-reliant in terms of financial resources, so even if their resources are limited, they are less vulnerable to external factors.

Although the number of domestic and international students who submitted petitions for crisis housing was almost identical, there were differences in the reasons students were housing insecure. The most common reason among both domestic and international undergraduate students was the same, i.e. loss of family support. Among graduate students, however, a significant number of international students sought crisis housing because either they needed to arrive in the U.S. before their housing was available, or they needed to remain in the U.S. past the date their housing contracts expired. Also, several international students explained that internet restrictions imposed by their home governments made it impossible to seek and secure housing before arriving in the U.S.

Limitations

During our initial conversations, we discerned that our work should focus primarily on food insecurity and housing insecurity. We acknowledge that financial need is indeed a basic need;

however, the scope of financial need was beyond what our committee could address at this time. It would be more effectively addressed through conversations between the offices of Financial Aid and Development. We originally discussed adding a representative from Financial Aid to our team as a Subject Matter Expert, but as stated above, the scope of work was beginning to feel unwieldy, so we decided to postpone work on this until a later time.

Recommendations

1. 24 / 7 / 365 temporary housing for international students. On-campus housing contract dates are fixed according to the academic calendar. There is no provision for a student to remain in on-campus housing beyond the end of the semester. Similarly, move-in and move-out dates for students in off-campus housing are usually the first day and the last day of the month, respectively. For international students who are unable to schedule their travel so precisely, temporary housing for international students would be of great benefit.

2. A living wage for graduate students. Programs like Klemis Kitchen help reduce food insecurity among students while also reducing food waste. This is clearly a win-win situation. Even so, Georgia Tech should not simply resign itself to having its graduate students rely on recovered leftover food to meet their basic needs as a matter of course. It is true that Klemis Kitchen provides surplus food to meet the demand of food insecurity. Increasing the outreach of Klemis Kitchen is a good short-term goal; the long-term goal should be to decrease both the surplus of food and the demand created by food insecurity.

Acknowledgements

Many thanks to those who worked tirelessly to produce this report: Kate Curnow, Marc Ebelhar, Kate Kirk, and Charmaine Troy. We are grateful to Aliza Morani for her literature review, and Rafael Soares for providing the ACHA – NCHA Food Security Survey. And a huge thank you to Heather Zesiger for her guidance and encouragement throughout this journey!

Appendices

- Student Food Insecurity in Higher Education: A Brief Literature Review
- ACHA – NCHA Survey: Food Insecurity (Fall 2022)
- Cultivate Well Being Report – 2023 Graduate Student Experience Survey Results

A Brief Literature Review of Student Food Insecurity in Higher Education

Compiled by Aliza Morani, student assistant in the Office of Cultivate Well-Being Action & Transformation | January 30, 2024

Loofbourrow, B. M., & Scherr, R. E. (2023). Food Insecurity in Higher Education: A Contemporary Review of Impacts and Explorations of Solutions. International journal of environmental research and public health, 20(10), 5884. https://doi.org/10.3390/ijerph20105884 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10217872/

College students often face food insecurity at a presence that is higher than surrounding local communities (19-56%). Many colleges report these percentages to be approximately 4 times the national average, specifically in California as well. Even other countries report similar percentages, with common factors being inflated costs and little family support. Student finances affect it as well, with a correlation between low-income backgrounds and experiences with food insecurity. A subsequent correlation between food insecurity and negative academic performance has surfaced, while also considering age, race, first generation status, and other marginalizing factors. This food insecurity impacts students' physical and mental health, as health issues like type II diabetes and cardiovascular disease are reported, alongside weight loss and weight gain. Higher depression/anxiety and lower hope was associated with food insecurity, and in some cases, substance use and little social connection. Although students' food choice presents a need stemming from each student's unique background, a solid connection with food insecurity has not been thoroughly researched. To provide feasible solutions and promote food security, the authors suggest financial aid to solve costs, campus food pantries, and national programs.

Hagedorn-Hatfield, R. L., Hood, L. B., & Hege, A. (2022). A Decade of College Student Hunger: What We Know and Where We Need to Go. Frontiers in public health, 10, 837724. https://doi.org/10.3389/fpubh.2022.837724 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8913502/

This manuscript assesses college food insecurity studies since 2009, to provide guidance on a call to action. College students were identified as an emerging "at-risk" population, where disproportioned risks affect lower-income households, first-generation, non-traditionally aged, disability-reporting, minority students. The COVID-19 pandemic additionally correlated with increased risk of food insecurity. In terms of coping, the authors mention negative strategies such as credit card debt or borrowing money, and positive strategies such as meal planning and food coupons; however, meal planning includes adequate food literacy, which is not found in many students. Food insecurity was reported to cause 42% lower odds of graduation, poorer physical health, and worsening mental health. Sleep quality, social integration, and behavior suffer as a result. The most common solution on campuses was food pantries and campus-based initiatives, although their evaluation is not sufficient and social stigma prevents normalization of them. The Build Back Better (BBB) policy and student loan forgiveness were mentioned as improving security, as the authors suggest this coupled with continued awareness as solutions.

Nikolaus, C. J., An, R., Ellison, B., & Nickols-Richardson, S. M. (2020). Food Insecurity among College Students in the United States: A Scoping Review. Advances in nutrition (Bethesda, Md.), 11(2), 327–348. https://doi.org/10.1093/advances/nmz111 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7442331/

The authors reviewed 51 study samples, reporting a wide range of college food insecurity rates that needed to be weighted and estimated among college students to provide an accurate metric. Assessing their quality revealed an average of 6.4/10, with convenience and census sampling the most common method to evaluate food insecurity. As food insecurity ranged from 10-75%, an issue found in these studies were response rates (<15%) and the period (usually over 12 months). The authors believe the high heterogeneity due to implicit differences across campuses, although more studies should be conducted on the differences between community college and 4-year university students. Factors such as cost, student body size, and prevalence of first-generation students would affect student experiences and should be considered.

Raskind, I., Haardörfer, R., & Berg, C. (2019). Food insecurity, psychosocial health and academic performance among college and university students in Georgia, USA. Public Health Nutrition, 22(3), 476-485. doi:10.1017/S1368980018003439 https://www.cambridge.org/core/journals/public-health-nutrition/article/food-insecurity-psychosocial-health-and-academic-performance-among-college-and-university-students-in-georgia-usa/E5FAE19329081C2E5FA34424535E2F9A

This article studies the relationship between food insecurity and grade point average (GPA) in Georgia college students, assessing any effect of psychosocial health. Their data stems from the US Department of Agriculture's Six-Item Short Form for food insecurity rates, self-reported GPAs, and depression, anxiety, & hope as psychosocial factors in the recurring survey. The survey was via email every four months over 2 years. The results revealed 29% of students as food insecure, associated with poorer psychosocial health. Poorer psychosocial health was then associated with a lower GPA, indicating a statistically significant indirect effect of food insecurity. Students who were employed and off-campus had an increased food insecurity, negatively affecting social relationships and education. All 3 psychosocial factors were associated with food insecurity, and the authors discuss the importance of psychosocial health as a mediator. Poor mental health can thus block academic performance through lack of concentration and energy/interest. However, the authors suggest campus-based food pantries, financial literacy programs, and advocation of SNAP eligibility expansion has addressed some needs of students.

Abbey, E. L., Brown, M., & Karpinski, C. (2022). Prevalence of Food Insecurity in the General College Population and Student-Athletes: a Review of the Literature. Current nutrition reports, 11(2), 185–205. https://doi.org/10.1007/s13668-022-00394-4 https://digitalcommons.wcupa.edu/nut_facpub/5/

This article focuses on reviewing food insecurity among student-athletes in colleges, and COVID-19 impacts on this group and general students. Among the general student population, food insecurity prevalence was higher than the national household average in

the US (2019), although rates across studies vary. Several factors increase this risk: race and ethnicity, the female sex, single parenting, dependent children, being first-generation, and an undergraduate status. In the colleges themselves, having a limited meal plan and the semester nearing the end in fall and spring was correlated with higher insecurity. However, only 2 studies could be reviewed regarding collegiate student-athletes, which reported differing levels of food insecurity (9.9-14.7% versus 23-39%). Their food insecurity was also associated with keeping or hiding food, preoccupied with it. However, the long-term impacts of COVID-19 were not heavily researched and need to be explored. The authors also suggest more studies on student-athletes, although results indicate similar food challenges to general students.

Graduate Student Experience Survey

2023

Georgia Tech

Survey Basics

- Longitudinal survey designed to understand drivers of the graduate student experience to inform strategic allocation of resources
- 2023 wave conducted in October 2023
- Previous waves conducted in 2016 and 2019
- Initial survey instrument largely developed by Grad SGA
  - Minimal changes since to maintain longitudinality
- “Likelihood to recommend” as a measure of quality of a student’s own experience at GT and within program
  - Experience ratings of 8-10 correlate with high (80%+) likelihood of recommending to others

Georgia Tech

Survey Basics

- Perception Improvement Analysis (PIA) driven by evaluating factors in four categories and correlating to overall experience
  - Program Support
  - Advising and Mentoring
  - Financial Support
  - Coursework and Degree Progress
- Other survey topics:
  - Funding and finances
  - Value of services from Mandatory Student Fees
  - Evaluating satisfaction with GT resources
  - Understanding student stress
  - Awareness of support resources for stress
  - Perceptions regarding wellness
    - Measured perceptions of the 8 dimensions of wellness from the Cultivate Well-Being Action & Transformation Roadmap

Georgia Tech

Disposition of Survey Respondents

- Overall (completed) responses: 4,179
  - On-campus response rate: 31% (2,468 / 7,948)
  - Overall response rate: 14.7% (4,179 / 28,501)
- Good, representative response rates across Atlanta-campus programs

Georgia Tech

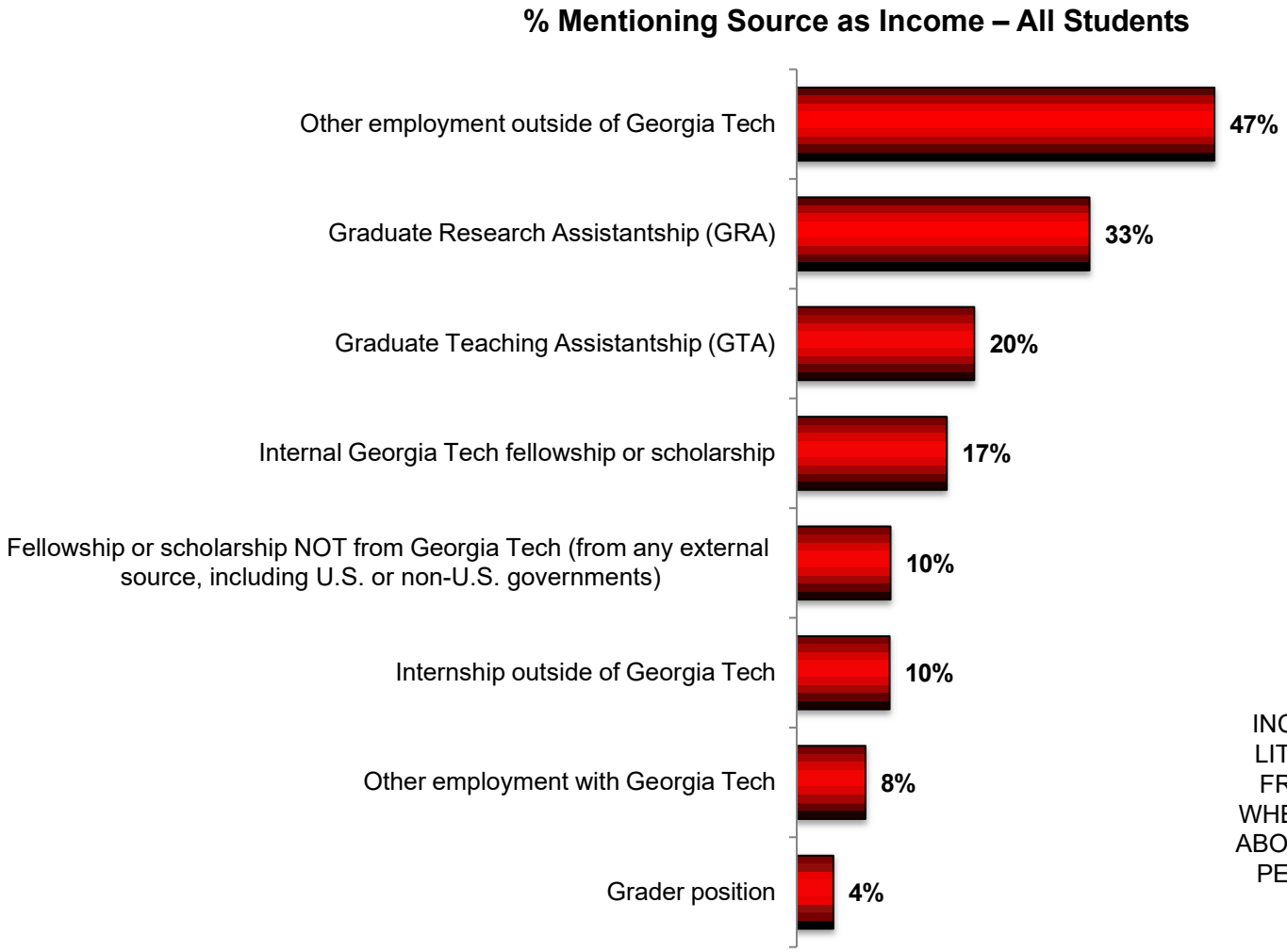
Disposition of Survey Respondents

	Total	Master's Campus	Master's Online	Ph.D
COLLEGE				
College of Computing	1485	383	1002	100
College of Design	141	115	10	16
College of Engineering	1872	562	623	687
Ivan Allen College	189	70	72	47
Scheller College of Business	173	160	4	9
College of Sciences	319	67	0	252
Grand Total	**4179**	**1357**	**1711**	**1111**
GENDER				
Male	58%	56%	61%	57%
Female	35%	37%	31%	38%
Transgender/Other	1%	1%	1%	3%
Prefer not to answer	6%	6%	7%	3%
YEAR OF ENROLLMENT				
2023	43%	57%	45%	22%
2022	23%	30%	19%	21%
2021	16%	8%	20%	21%
2020	8%	3%	9%	12%
2019	5%	1%	4%	13%
2018	2%	0%	1%	6%
2017	1%	0%	0%	3%
Prior to 2017	1%	0%	0%	2%

Georgia Tech

FINANCIAL SUPPORT

Financial Support for Graduate Students – All Students



NOTE:
INCIDENCE FIGURES MAY BE A LITTLE DIFFERENT THAN THAT FROM AN EARLIER QUESTION WHERE STUDENTS WERE ASKED ABOUT ALL SOURCES, INCLUDING PERSONAL FUNDS OR LOANS.

Q. What is your estimated monthly income from each of the following sources (after taxes, but before any payroll deductions such as fees, etc.)

Financial Support for Graduate Students

	Total	Master's Campus	Master's Online	Total Ph.D
	4179	1357	1711	1111
INCIDENCE				
Other employment outside of Georgia Tech	47%	33%	92%	7%
Graduate Research Assistantship (GRA)	33%	26%	2%	73%
Graduate Teaching Assistantship (GTA)	20%	28%	3%	32%
Internal Georgia Tech fellowship or scholarship	17%	14%	8%	30%
Fellowship or scholarship NOT from GT (from any external source, including U.S. or non-U.S. gov'ts)	10%	12%	4%	17%
Internship outside of Georgia Tech	10%	22%	3%	8%
Other employment with Georgia Tech	8%	16%	4%	4%
Grader position	4%	5%	3%	4%
AVERAGE (AMONG THOSE USING SOURCE)				
Other employment outside of Georgia Tech	$3,637	$3,395	$3,823	$1,804
Graduate Research Assistantship (GRA)	$2,166	$1,759	$2,531	$2,283
Graduate Teaching Assistantship (GTA)	$1,809	$1,419	$1,681	$2,124
Internal Georgia Tech fellowship or scholarship	$1,633	$1,838	$3,218	$1,088
Fellowship or scholarship NOT from GT (from any external source, including U.S. or non-U.S. gov'ts)	$2,039	$1,908	$1,788	$2,187
Internship outside of Georgia Tech	$2,735	$2,527	$2,698	$3,242
Other employment with Georgia Tech	$1,805	$1,399	$3,190	$1,526
Grader position	$1,244	$1,222	$1,685	$813
AVERAGE ALL STUDENTS	$2,935	$2,343	$3,063	$3,460

Q. What is your estimated monthly income from each of the following sources (after taxes, but before any payroll deductions such as fees, etc.) NOTE: INCIDENCE FIGURES MAY BE A LITTLE DIFFERENT THAN THAT FROM AN EARLIER QUESTION WHERE STUDENTS WERE ASKED ABOUT ALL SOURCES, INCLUDING PERSONAL FUNDS OR LOANS.

Financial Support for Graduate Students – Master's

	Total	College of Computing		College of Design		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences
		Campus	Online	Campus	Online	Campus	Online	Campus	Online	Campus	Online	Campus
	3068	383	1002	115	10	562	623	70	72	160	4	67
INCIDENCE												
Other employment outside of Georgia Tech	66%	33%	94%	28%	86%	28%	90%	42%	85%	58%	33%	13%
Graduate Research Assistantship (GRA)	12%	15%	3%	35%	0%	33%	1%	23%	0%	18%	0%	38%
Graduate Teaching Assistantship (GTA)	14%	43%	4%	24%	0%	23%	3%	23%	4%	6%	0%	47%
Internal Georgia Tech fellowship or scholarship	10%	9%	7%	22%	0%	12%	8%	12%	12%	28%	67%	2%
Fellowship or scholarship NOT from GT	7%	9%	4%	13%	0%	16%	3%	6%	2%	14%	0%	2%
Internship outside of Georgia Tech	11%	28%	5%	30%	0%	22%	2%	13%	0%	5%	0%	21%
Other employment with Georgia Tech	9%	7%	4%	33%	14%	19%	4%	15%	10%	10%	33%	19%
Grader position	4%	5%	5%	7%	0%	7%	1%	2%	2%	2%	0%	4%
AVERAGE (AMONG THOSE USING SOURCE)												
Other employment outside of Georgia Tech	$3,729	$3,787	$3,751	$1,904	$4,292	$3,346	$3,881	$2,875	$4,352	$3,806	$3,250	$2,000
Graduate Research Assistantship (GRA)	$1,826	$1,692	$2,738	$1,414	-	$1,986	$1,500	$1,375	-	$1,693	-	$1,222
Graduate Teaching Assistantship (GTA)	$1,454	$1,243	$2,029	$1,250	-	$1,731	$1,125	$1,083	$500	$1,594	-	$1,341
Internal Georgia Tech fellowship or scholarship	$2,418	$2,250	$3,138	$1,363	-	$1,628	$3,316	$1,667	$3,917	$2,143	$1,250	$1,250
Fellowship or scholarship NOT from GT	$1,874	$2,283	$1,867	$1,521	-	$1,918	$1,673	$1,917	$750	$1,676	-	$1,250
Internship outside of Georgia Tech	$2,556	$2,778	$2,924	$1,545	-	$2,514	$1,950	$2,071	-	$4,208	-	$2,900
Other employment with Georgia Tech	$1,871	$1,461	$2,858	$1,000	$4,500	$1,182	$3,309	$2,063	$4,250	$3,042	$4,500	$1,583
Grader position	$1,426	$1,135	$1,667	$1,000	-	$1,198	$2,100	$1,750	$250	$2,750	-	$1,000
AVERAGE ALL STUDENTS	$2,745	$2,311	$3,123	$2,148	$3,025	$2,313	$2,943	$2,018	$3,309	$3,092	$2,563	$1,660

Q. What is your estimated monthly income from each of the following sources (after taxes, but before any payroll deductions such as fees, etc.) NOTE: INCIDENCE FIGURES MAY BE A LITTLE DIFFERENT THAN THAT FROM AN EARLIER QUESTION WHERE STUDENTS WERE ASKED ABOUT ALL SOURCES, INCLUDING PERSONAL FUNDS OR LOANS.

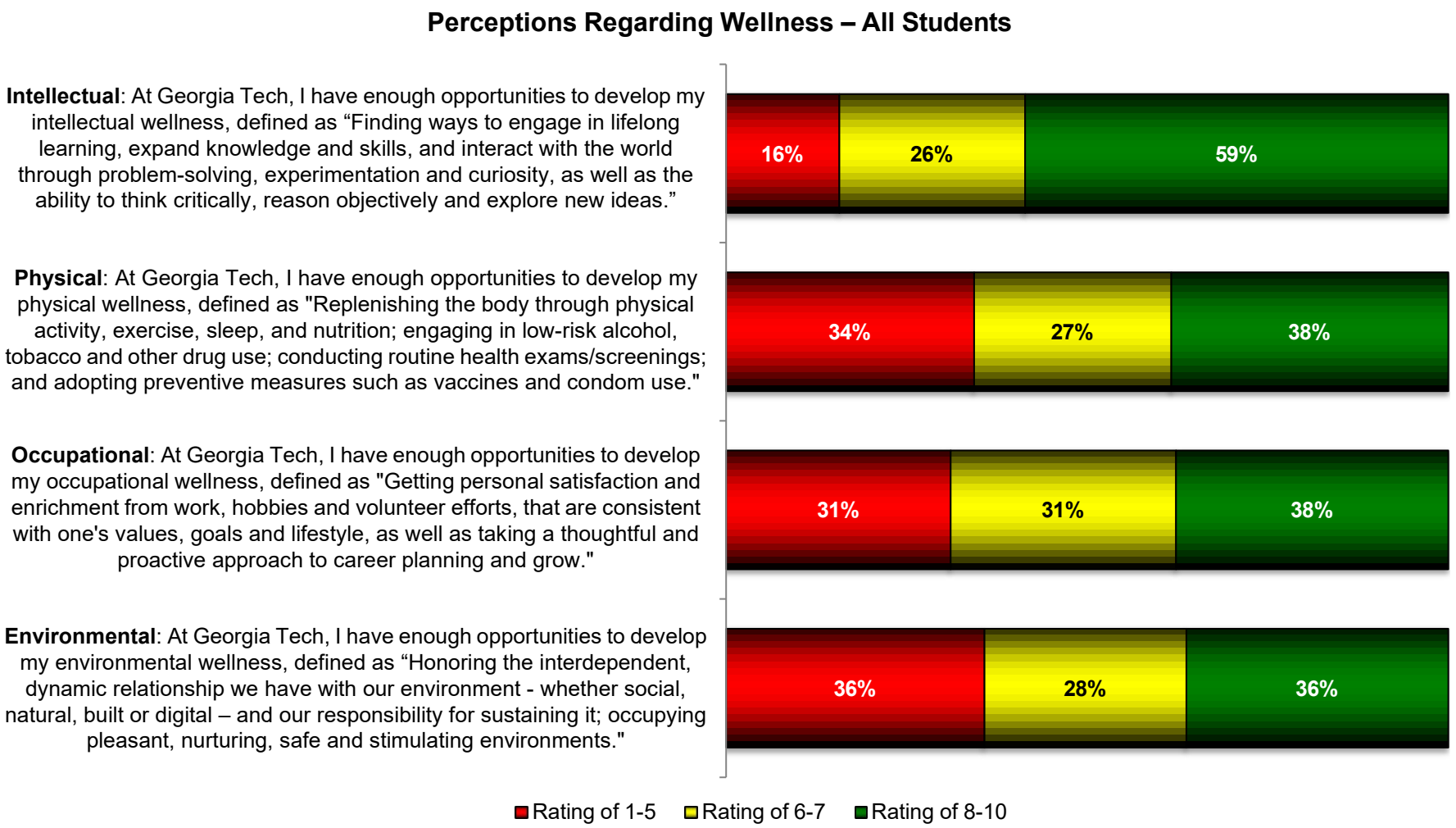
Financial Support for Graduate Students – Ph.D

	Total	College of Computing	College of Design	College of Engineering	Ivan Allen College	Scheller College of Business	College of Sciences
	1111	100	16	687	47	9	252
INCIDENCE							
Other employment outside of Georgia Tech	7%	7%	13%	6%	17%	0%	7%
Graduate Research Assistantship (GRA)	73%	81%	50%	79%	62%	89%	57%
Graduate Teaching Assistantship (GTA)	32%	31%	56%	18%	47%	44%	65%
Internal Georgia Tech fellowship or scholarship	30%	17%	25%	30%	36%	11%	35%
Fellowship or scholarship NOT from GT	17%	9%	19%	18%	13%	0%	17%
Internship outside of Georgia Tech	8%	15%	6%	10%	2%	0%	3%
Other employment with Georgia Tech	4%	5%	0%	5%	2%	0%	4%
Grader position	4%	4%	6%	4%	2%	0%	4%
AVERAGE (AMONG THOSE USING SOURCE)							
Other employment outside of Georgia Tech	$1,804	$2,214	$250	$2,094	$2,219	-	$941
Graduate Research Assistantship (GRA)	$2,283	$2,494	$2,063	$2,279	$2,164	$2,125	$2,225
Graduate Teaching Assistantship (GTA)	$2,124	$2,383	$2,083	$1,996	$2,068	$1,875	$2,187
Internal Georgia Tech fellowship or scholarship	$1,088	$1,281	$1,438	$1,097	$1,221	$750	$994
Fellowship or scholarship NOT from GT	$2,187	$3,028	$1,417	$2,242	$1,250	-	$2,041
Internship outside of Georgia Tech	$3,242	$4,107	$3,250	$3,106	$4,500	-	$2,607
Other employment with Georgia Tech	$1,526	$2,450	-	$1,508	$250	-	$1,222
Grader position	$813	$1,750	$250	$830	$250	-	$472
AVERAGE ALL STUDENTS	$3,460	$4,060	$3,078	$3,364	$3,388	$2,806	$3,544

Q. What is your estimated monthly income from each of the following sources (after taxes, but before any payroll deductions such as fees, etc.) NOTE: INCIDENCE FIGURES MAY BE A LITTLE DIFFERENT THAN THAT FROM AN EARLIER QUESTION WHERE STUDENTS WERE ASKED ABOUT ALL SOURCES, INCLUDING PERSONAL FUNDS OR LOANS.

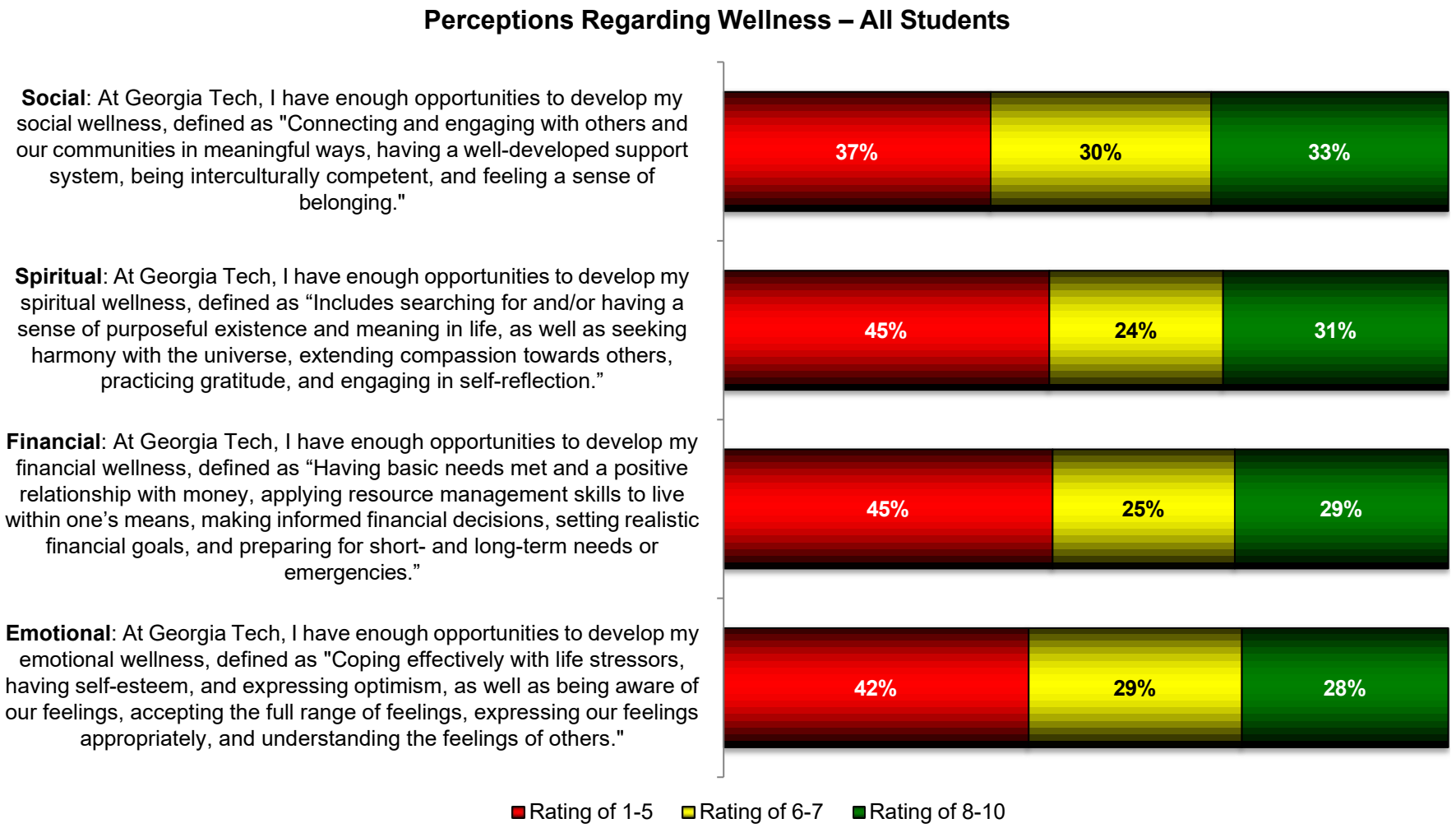
PERCEPTIONS REGARDING WELLNESS

Perceptions Regarding Wellness – All Students



Q. To what extent do you "Agree" or "Disagree" with the following statements related to each of the eight dimensions of wellness as defined below?
1=Strongly Disagree, 10=Strongly Agree

Perceptions Regarding Wellness – All Students



Q. To what extent do you "Agree" or "Disagree" with the following statements related to each of the eight dimensions of wellness as defined below?
1=Strongly Disagree, 10=Strongly Agree

Perceptions Regarding Wellness – All Students

	Total	Master's Campus	Master's Online	Total Ph.D
	4179	1357	1711	1111
Intellectual: At Georgia Tech, I have enough opportunities to develop my intellectual wellness, defined as "Finding ways to engage in lifelong learning, expand knowledge and skills, and interact with the world through problem-solving, experimentation and curiosity, as well as the ability to think critically, reason objectively and explore new ideas."	59%	60%	58%	58%
Physical: At Georgia Tech, I have enough opportunities to develop my physical wellness, defined as "Replenishing the body through physical activity, exercise, sleep, and nutrition; engaging in low-risk alcohol, tobacco and other drug use; conducting routine health exams/screenings; and adopting preventive measures such as vaccines and condom use."	38%	47%	30%	40%
Occupational: At Georgia Tech, I have enough opportunities to develop my occupational wellness, defined as "Getting personal satisfaction and enrichment from work, hobbies and volunteer efforts, that are consistent with one's values, goals and lifestyle, as well as taking a thoughtful and proactive approach to career planning and grow."	38%	42%	37%	33%
Environmental: At Georgia Tech, I have enough opportunities to develop my environmental wellness, defined as "Honoring the interdependent, dynamic relationship we have with our environment - whether social, natural, built or digital – and our responsibility for sustaining it; occupying pleasant, nurturing, safe and stimulating environments."	36%	43%	34%	32%

Q. To what extent do you "Agree" or "Disagree" with the following statements related to each of the eight dimensions of wellness as defined below?
1=Strongly Disagree, 10=Strongly Agree

Perceptions Regarding Wellness – All Students

	Total	Master's Campus	Master's Online	Total Ph.D
	4179	1357	1711	1111
Social: At Georgia Tech, I have enough opportunities to develop my social wellness, defined as "Connecting and engaging with others and our communities in meaningful ways, having a well-developed support system, being interculturally competent, and feeling a sense of belonging."	33%	40%	29%	29%
Spiritual: At Georgia Tech, I have enough opportunities to develop my spiritual wellness, defined as "Includes searching for and/or having a sense of purposeful existence and meaning in life, as well as seeking harmony with the universe, extending compassion towards others, practicing gratitude, and engaging in self-reflection."	31%	35%	31%	27%
Financial: At Georgia Tech, I have enough opportunities to develop my financial wellness, defined as "Having basic needs met and a positive relationship with money, applying resource management skills to live within one's means, making informed financial decisions, setting realistic financial goals, and preparing for short- and long-term needs or emergencies."	29%	31%	37%	15%
Emotional: At Georgia Tech, I have enough opportunities to develop my emotional wellness, defined as "Coping effectively with life stressors, having self-esteem, and expressing optimism, as well as being aware of our feelings, accepting the full range of feelings, expressing our feelings appropriately, and understanding the feelings of others."	28%	32%	30%	22%

Q. To what extent do you "Agree" or "Disagree" with the following statements related to each of the eight dimensions of wellness as defined below?
1=Strongly Disagree, 10=Strongly Agree

Perceptions Regarding Wellness – Master's

% 8-10 Rating	Total	College of Computing		College of Design		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences
		Campus	Online	Campus	Online	Campus	Online	Campus	Online	Campus	Online	Campus
	3068	383	1002	115	10	562	623	70	72	160	4	67
Intellectual: At Georgia Tech, I have enough opportunities to develop my intellectual wellness, defined as "Finding ways to engage in lifelong learning, expand knowledge and skills, and interact with the world through problem-solving, experimentation and curiosity, as well as the ability to think critically, reason objectively and explore new ideas."	59%	60%	59%	57%	80%	59%	56%	71%	60%	67%	75%	51%
Physical: At Georgia Tech, I have enough opportunities to develop my physical wellness, defined as "Replenishing the body through physical activity, exercise, sleep, and nutrition; engaging in low-risk alcohol, tobacco and other drug use; conducting routine health exams/screenings; and adopting preventive measures such as vaccines and condom use."	38%	48%	30%	45%	50%	48%	31%	47%	35%	48%	25%	45%
Occupational: At Georgia Tech, I have enough opportunities to develop my occupational wellness, defined as "Getting personal satisfaction and enrichment from work, hobbies and volunteer efforts, that are consistent with one's values, goals and lifestyle, as well as taking a thoughtful and proactive approach to career planning and grow."	39%	41%	38%	37%	80%	40%	35%	50%	35%	54%	25%	36%
Environmental: At Georgia Tech, I have enough opportunities to develop my environmental wellness, defined as "Honoring the interdependent, dynamic relationship we have with our environment - whether social, natural, built or digital – and our responsibility for sustaining it; occupying pleasant, nurturing, safe and stimulating environments."	38%	42%	35%	41%	70%	42%	32%	56%	36%	46%	75%	36%

Q. To what extent do you "Agree" or "Disagree" with the following statements related to each of the eight dimensions of wellness as defined below?
1=Strongly Disagree, 10=Strongly Agree

Perceptions Regarding Wellness – Master's

% 8-10 Rating	Total	College of Computing		College of Design		College of Engineering		Ivan Allen College		Scheller College of Business		College of Sciences
		Campus	Online	Campus	Online	Campus	Online	Campus	Online	Campus	Online	Campus
	3068	383	1002	115	10	562	623	70	72	160	4	67
Social: At Georgia Tech, I have enough opportunities to develop my social wellness, defined as "Connecting and engaging with others and our communities in meaningful ways, having a well-developed support system, being interculturally competent, and feeling a sense of belonging."	34%	38%	28%	39%	70%	36%	31%	50%	32%	58%	25%	36%
Spiritual: At Georgia Tech, I have enough opportunities to develop my spiritual wellness, defined as "Includes searching for and/or having a sense of purposeful existence and meaning in life, as well as seeking harmony with the universe, extending compassion towards others, practicing gratitude, and engaging in self-reflection."	33%	34%	32%	30%	60%	34%	28%	41%	36%	41%	25%	36%
Financial: At Georgia Tech, I have enough opportunities to develop my financial wellness, defined as "Having basic needs met and a positive relationship with money, applying resource management skills to live within one's means, making informed financial decisions, setting realistic financial goals, and preparing for short- and long-term needs or emergencies."	35%	36%	39%	18%	80%	28%	34%	31%	38%	41%	25%	31%
Emotional: At Georgia Tech, I have enough opportunities to develop my emotional wellness, defined as "Coping effectively with life stressors, having self-esteem, and expressing optimism, as well as being aware of our feelings, accepting the full range of feelings, expressing our feelings appropriately, and understanding the feelings of others."	31%	31%	30%	28%	60%	31%	28%	37%	29%	41%	25%	40%

Q. To what extent do you "Agree" or "Disagree" with the following statements related to each of the eight dimensions of wellness as defined below?
1=Strongly Disagree, 10=Strongly Agree

Perceptions Regarding Wellness – Ph.D

% 8-10 Rating	Total	College of Computing	College of Design	College of Engineering	Ivan Allen College	Scheller College of Business	College of Sciences
	1111	100	16	687	47	9	252
Intellectual: At Georgia Tech, I have enough opportunities to develop my intellectual wellness, defined as “Finding ways to engage in lifelong learning, expand knowledge and skills, and interact with the world through problem-solving, experimentation and curiosity, as well as the ability to think critically, reason objectively and explore new ideas.”	58%	59%	31%	57%	53%	78%	59%
Physical: At Georgia Tech, I have enough opportunities to develop my physical wellness, defined as "Replenishing the body through physical activity, exercise, sleep, and nutrition; engaging in low-risk alcohol, tobacco and other drug use; conducting routine health exams/screenings; and adopting preventive measures such as vaccines and condom use."	40%	37%	38%	40%	32%	22%	42%
Occupational: At Georgia Tech, I have enough opportunities to develop my occupational wellness, defined as "Getting personal satisfaction and enrichment from work, hobbies and volunteer efforts, that are consistent with one's values, goals and lifestyle, as well as taking a thoughtful and proactive approach to career planning and grow."	33%	36%	19%	33%	34%	44%	33%
Environmental: At Georgia Tech, I have enough opportunities to develop my environmental wellness, defined as “Honoring the interdependent, dynamic relationship we have with our environment - whether social, natural, built or digital – and our responsibility for sustaining it; occupying pleasant, nurturing, safe and stimulating environments."	32%	30%	6%	32%	28%	33%	32%

Q. To what extent do you "Agree" or "Disagree" with the following statements related to each of the eight dimensions of wellness as defined below?
1=Strongly Disagree, 10=Strongly Agree

Perceptions Regarding Wellness – Ph.D

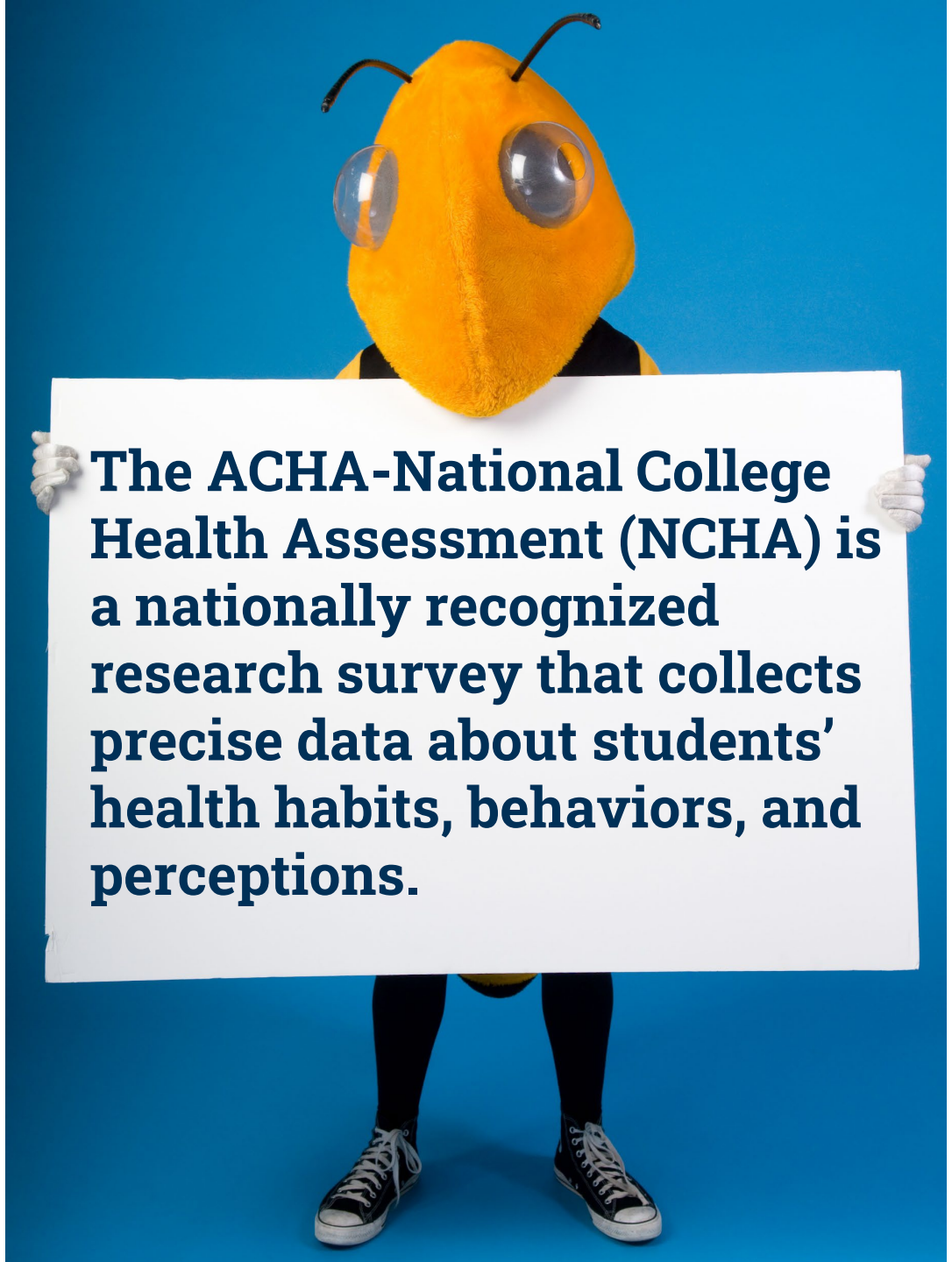
% 8-10 Rating	Total	College of Computing	College of Design	College of Engineering	Ivan Allen College	Scheller College of Business	College of Sciences
	1111	100	16	687	47	9	252
Social: At Georgia Tech, I have enough opportunities to develop my social wellness, defined as "Connecting and engaging with others and our communities in meaningful ways, having a well-developed support system, being interculturally competent, and feeling a sense of belonging."	29%	25%	13%	30%	21%	22%	32%
Spiritual: At Georgia Tech, I have enough opportunities to develop my spiritual wellness, defined as “Includes searching for and/or having a sense of purposeful existence and meaning in life, as well as seeking harmony with the universe, extending compassion towards others, practicing gratitude, and engaging in self-reflection.”	27%	26%	6%	28%	17%	22%	29%
Financial: At Georgia Tech, I have enough opportunities to develop my financial wellness, defined as “Having basic needs met and a positive relationship with money, applying resource management skills to live within one’s means, making informed financial decisions, setting realistic financial goals, and preparing for short- and long-term needs or emergencies.”	15%	17%	0%	17%	9%	11%	13%
Emotional: At Georgia Tech, I have enough opportunities to develop my emotional wellness, defined as "Coping effectively with life stressors, having self-esteem, and expressing optimism, as well as being aware of our feelings, accepting the full range of feelings, expressing our feelings appropriately, and understanding the feelings of others."	22%	22%	6%	23%	17%	22%	21%

Q. To what extent do you "Agree" or "Disagree" with the following statements related to each of the eight dimensions of wellness as defined below?
1=Strongly Disagree, 10=Strongly Agree

Food Security
ACHA – NCHA Survey
Fall 2022

Prepared by:
Rafael Soares, Senior Business Analyst
Research and Assessment
rsoares30@gatech.edu
https://sl-assessment.gatech.edu/

Georgia Tech



ACHA

American College Health Association

NCHA III

National College Health Assessment

Georgia Tech

Select Highlights

1

Food Insecurity and Financial Issues

A significant number of students at Georgia Tech face food insecurity and have financial challenges. The proportion varies by demographic groups such as gender, sexual orientation, race, citizenship, and year in the school.

2

By Sex

TGNC students at Georgia tech are more vulnerable to food insecurity and more likely to face financial challenges compared with their cis men and cis women peers.

3

By Sexual Identity

Non-heterosexual students at Georgia Tech are more vulnerable to food insecurity and are more likely to have financial problems compared with heterosexual students.

4

By Race

Black and Hispanic students are the most vulnerable to food insecurity and most likely to face financial challenges.

5

By Visa Status

Due to lack of resources, international students at Georgia Tech (with visas) face greater challenges in affording balanced meals and represent a larger proportion who were not able to buy food when needed.

4

By School Year

The data show that 5th year students are more vulnerable to food insecurity and more likely to have financial problems compared with their peers.

Georgia Tech

Sample and Demographics

Georgia Tech

Year: 2022

Sample: 313 students

Sex
- Female: 46%
- Male: 47%
- TGNC: 7%

Sexual Orientation
- Heterosexual: 73%
- Non-hetero: 27%

Georgia Tech

Race:
- White: 49%
- Asian: 36%
- Black: 4%
- Hispanic: 5%
- Others: 5%

Visa
- Has Visa: 20%
- Does not have: 80%

Georgia Tech

FOOD INSECURITY BY SEX

Georgia Tech

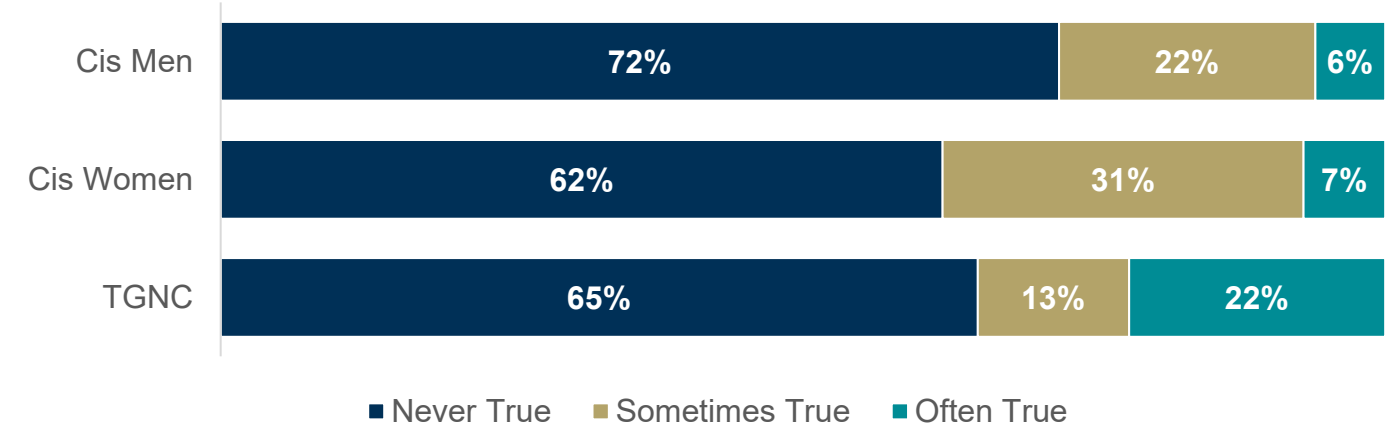
Food Insecurity by Sex

- The food insecurity analysis by sex indicates that TGNC* students at Georgia Tech are more vulnerable regarding their food insecurity status compared to their cis men and women counterparts.

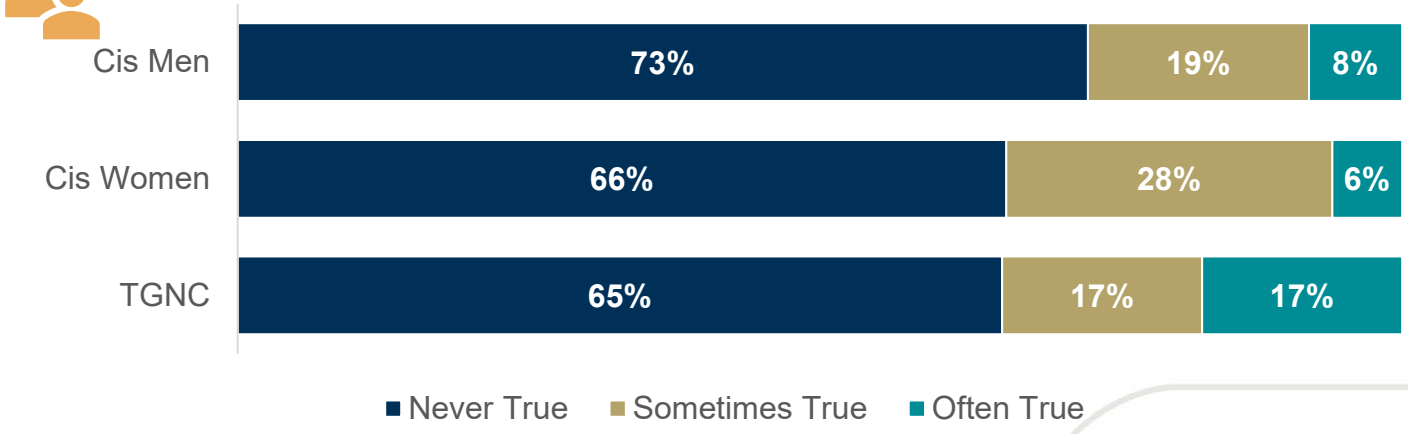
- Georgia Tech cis women and TGNC students face difficulties more frequently than cis men in purchasing sufficient food and affording balanced meals due to insufficient funds.

*Transgender and Gender-Nonconforming (TGNC) is a term that encompasses a wide range of gender identities and expressions that do not conform to traditional societal expectations. Transgender refers to individuals whose gender identity differs from the sex they were assigned at birth. Gender-Nonconforming (GNC) refers to people whose gender expression does not fit within the traditional expectations of masculinity or femininity. This can include nonbinary, genderqueer, genderfluid, and agender.

The food that I bought just didn't last, and I didn't have money to get more.



I couldn't afford to eat balanced meals.



* TGNC Students N = 11 students

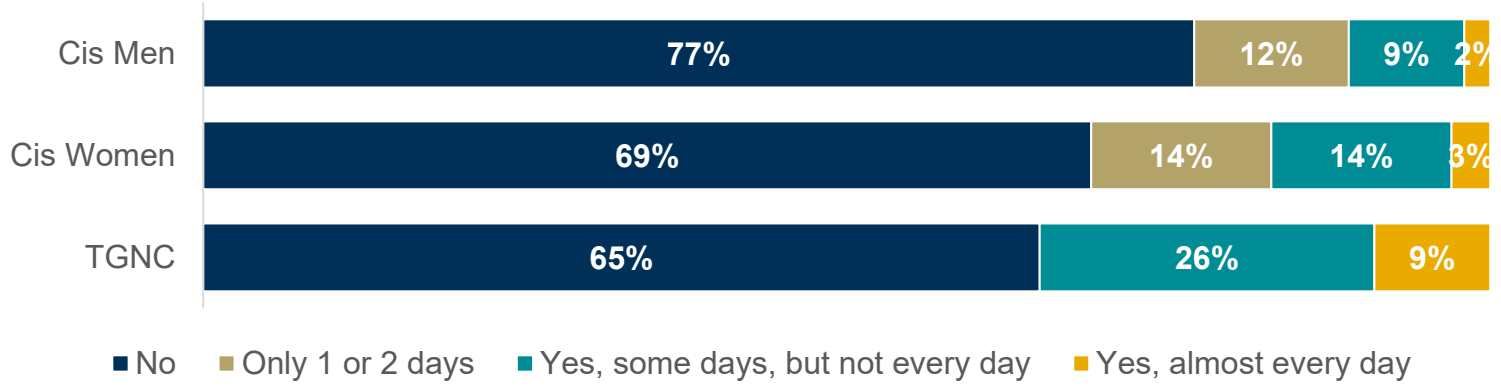
Georgia Tech

Food Insecurity by Gender

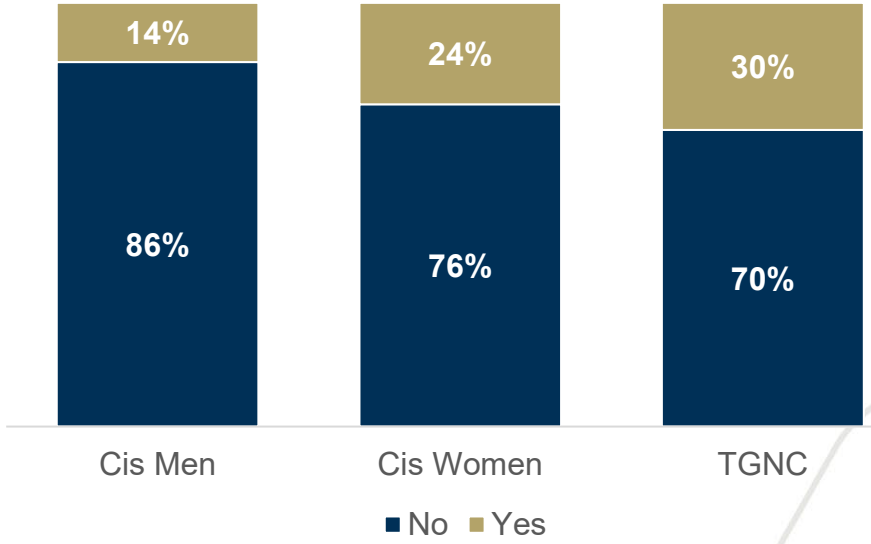
- Compared to their cis men and cis women counterparts, TGNC students at Georgia Tech more frequently reduce their meal sizes, skip meals, or eat less than they feel they should due to insufficient funds.

* TGNC Students N = 11 students

In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn't enough money for food?



In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money for food?



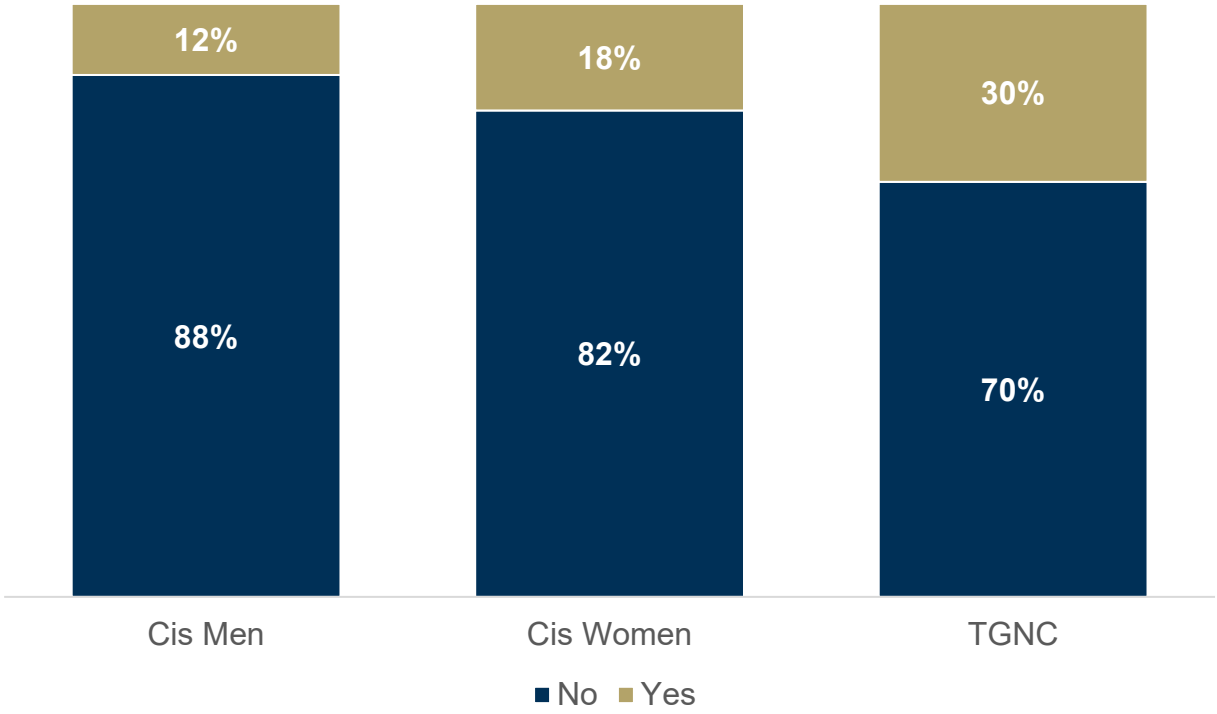
Georgia Tech

Food Insecurity by Gender

- A third of TGNC and nearly one in five cis women students at Georgia Tech were not able to buy food when needed.

- TGNC students are more likely to do not have money to buy food when needed, compared with their cis women and cis men counterparts.

In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?

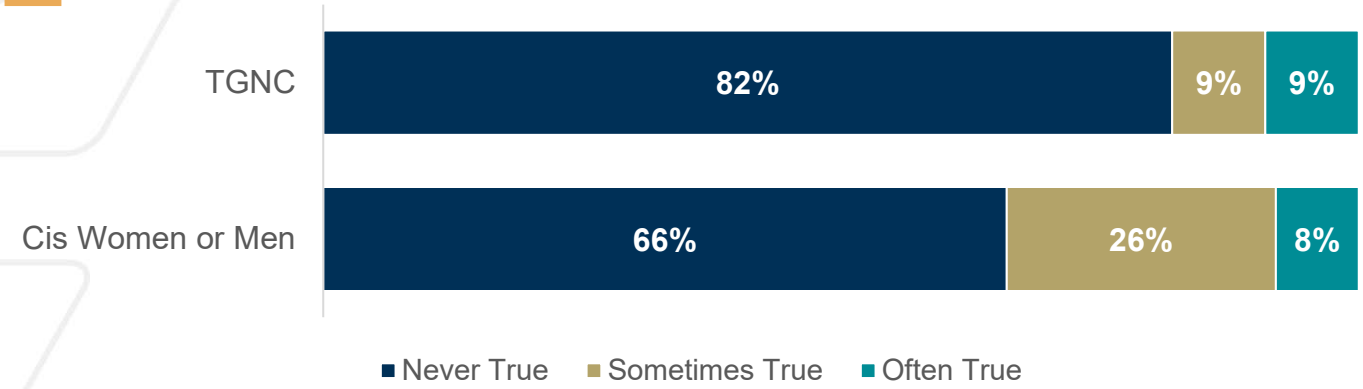


* TGNC Students N = 11 students

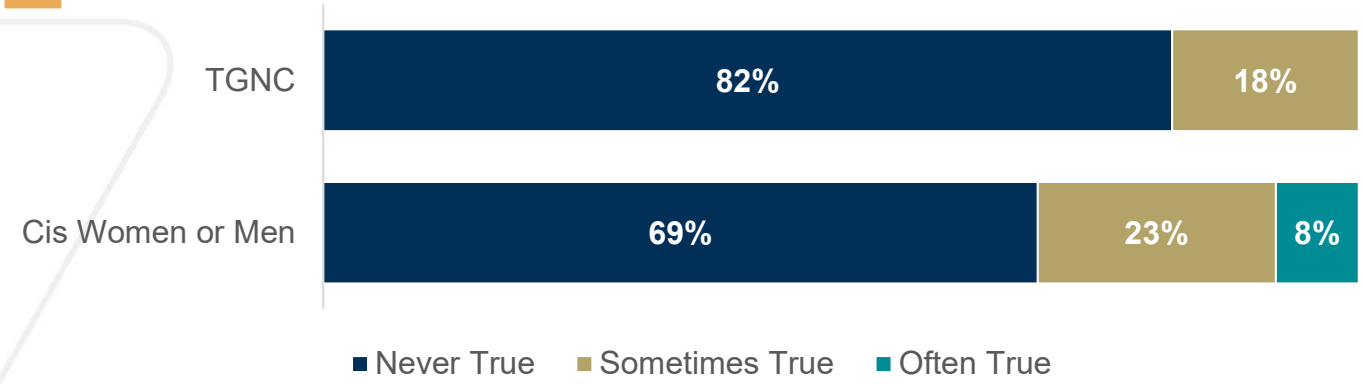
Georgia Tech

FOOD INSECURITY BY GENDER - AGREGATED

The food that I bought just didn't last, and I didn't have money to get more.



I couldn't afford to eat balanced meals.



Food Insecurity by Gender Identity

- The survey results indicates that TGNC students at Georgia Tech are less vulnerable to food insecurity than their cis women or cis men counterparts combined.

- TGNC students less often cannot afford balanced meals or lack the money to buy more food, when compared with cis women and cis men peers combined.

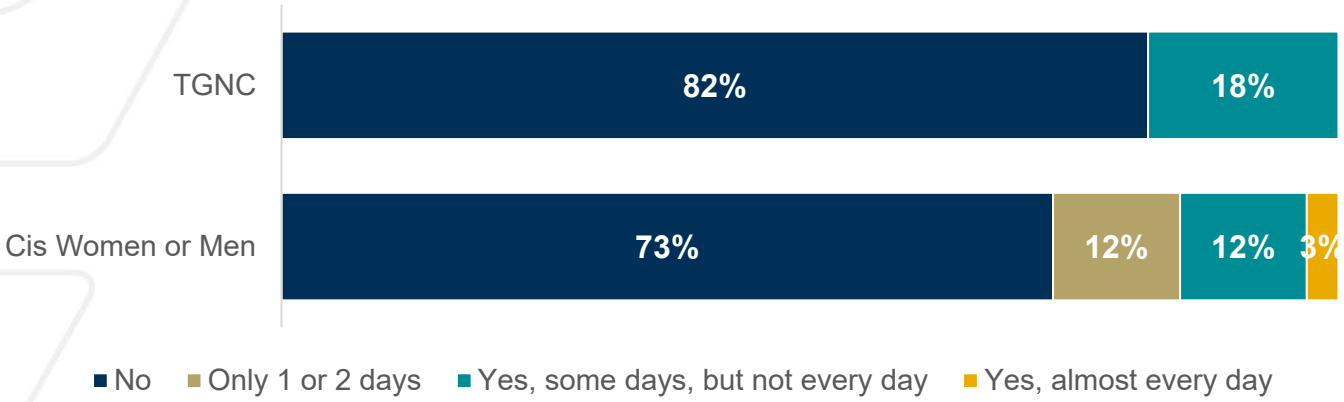
Georgia Tech

* TGNC Students N = 11 students

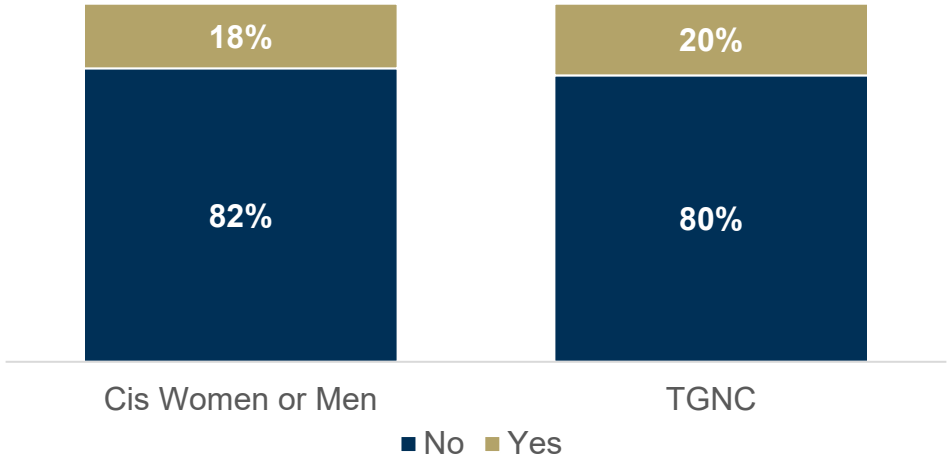
Food Insecurity by Gender Identity

- TGNC students at Georgia Tech skip meals due to insufficient funds less frequently, when compared with cis women and cis men students combined.

In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn't enough money for food?



In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money for food?

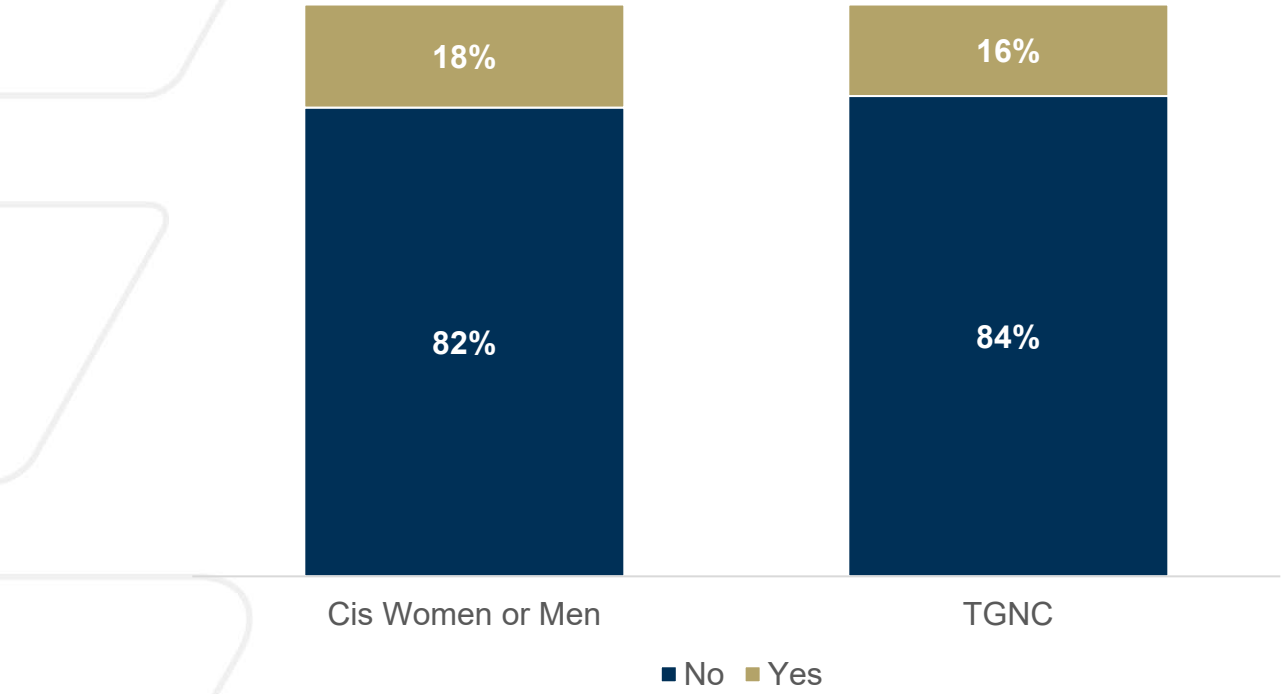


* Transgender N = 11 students

Georgia Tech

Food Insecurity by Gender Identity

In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?



- At Georgia Tech, both TGNC and cis women and men students experience similar rates of food insecurity due to financial constraints limiting their ability to purchase food.

* Transgender Students N = 11 students

Georgia Tech

FOOD INSECURITY BY SEXUAL ORIENTATION

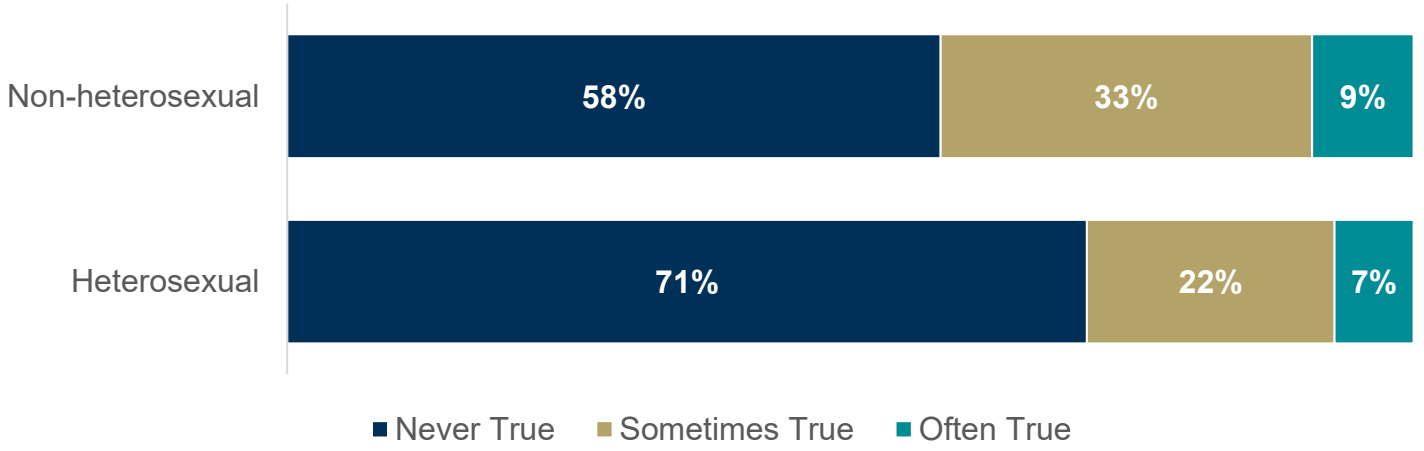
Georgia Tech

Food Insecurity by Sexual Orientation

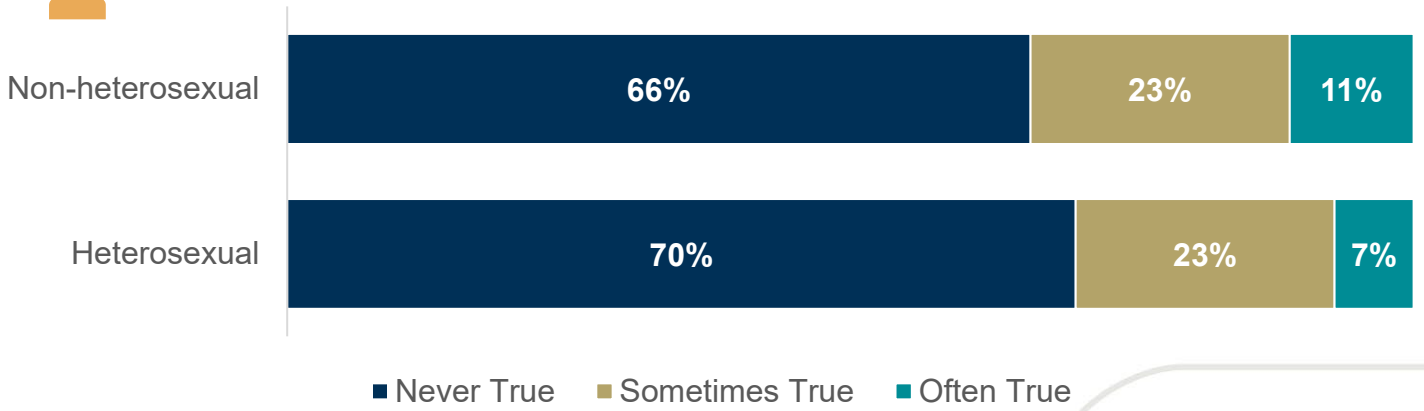
- Non-heterosexual students at Georgia Tech are more vulnerable to food insecurity than their heterosexual counterparts.

- A higher percentage of non-heterosexual students do not have the financial means to purchase additional food when supplies are low or can afford nutritionally balanced meals when compared to their heterosexual counterparts.

The food that I bought just didn't last, and I didn't have money to get more.



I couldn't afford to eat balanced meals.



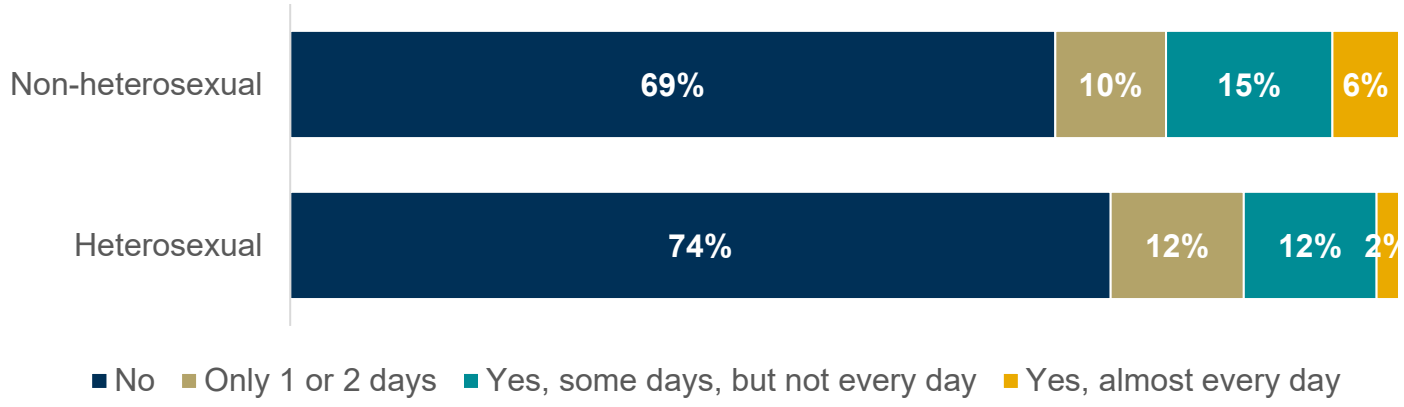
Georgia Tech

Food Insecurity by Sexual Orientation

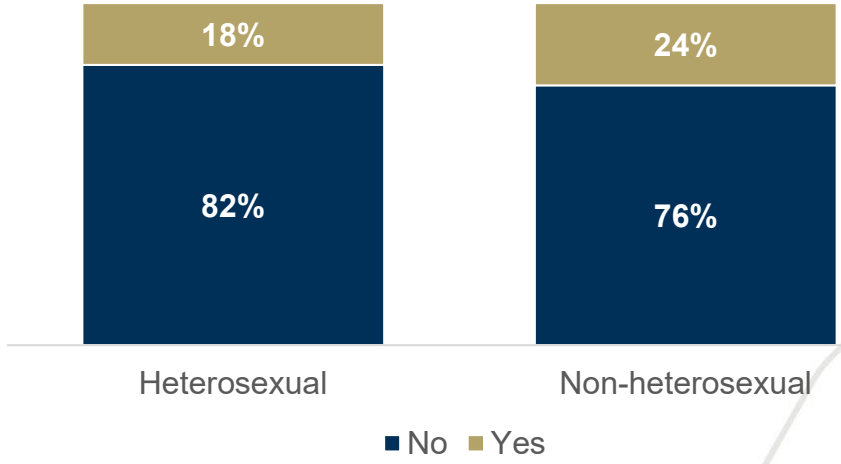
- Non-heterosexual students at Georgia Tech are more likely to skip meals due to financial constraints compared to their heterosexual peers.

- Nearly one in four non-heterosexual students consume fewer meals than necessary because of financial limitations affecting their food budget.

In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn't enough money for food?



In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money for food?

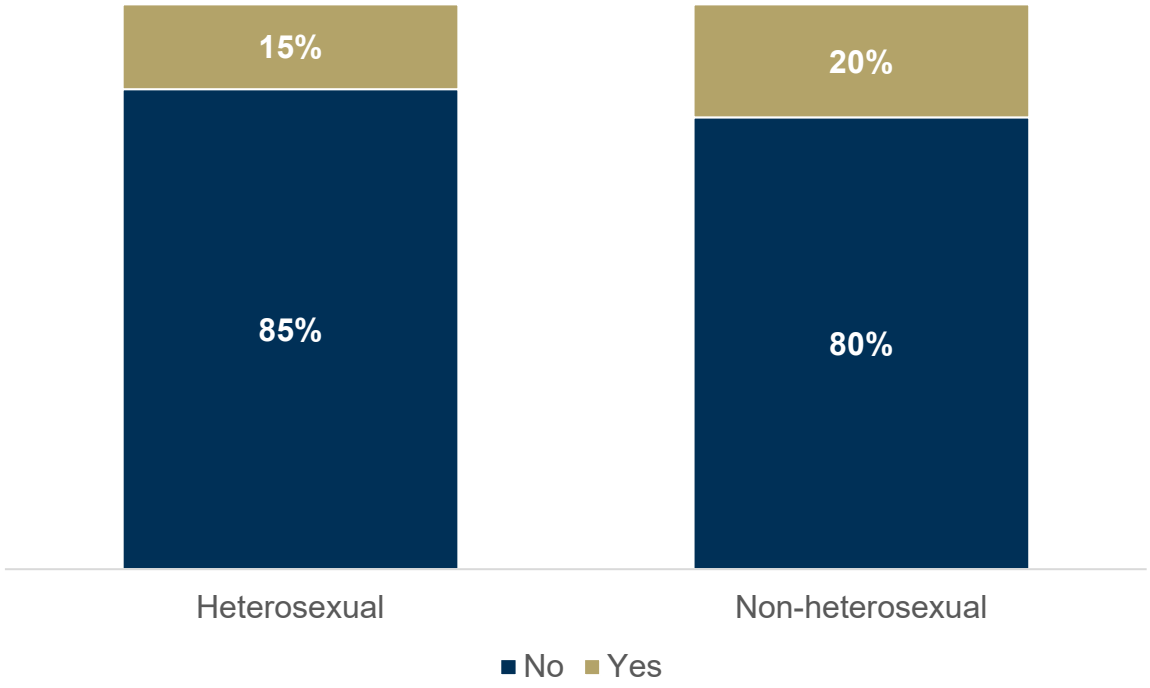


Georgia Tech

Food Insecurity by Sexual Orientation

- One in five non-heterosexual students at Georgia Tech could not buy food when needed due to financial limitations.

In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?

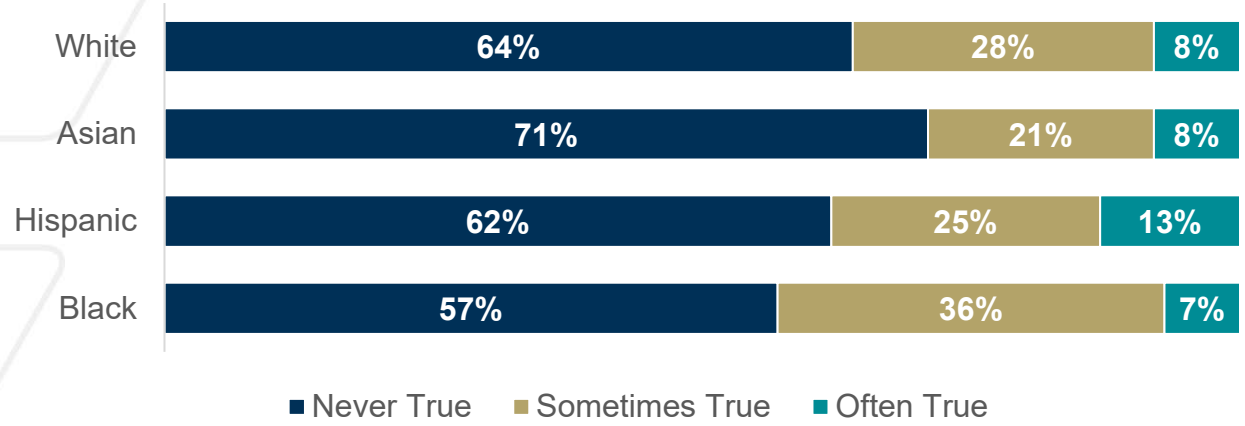


Georgia Tech

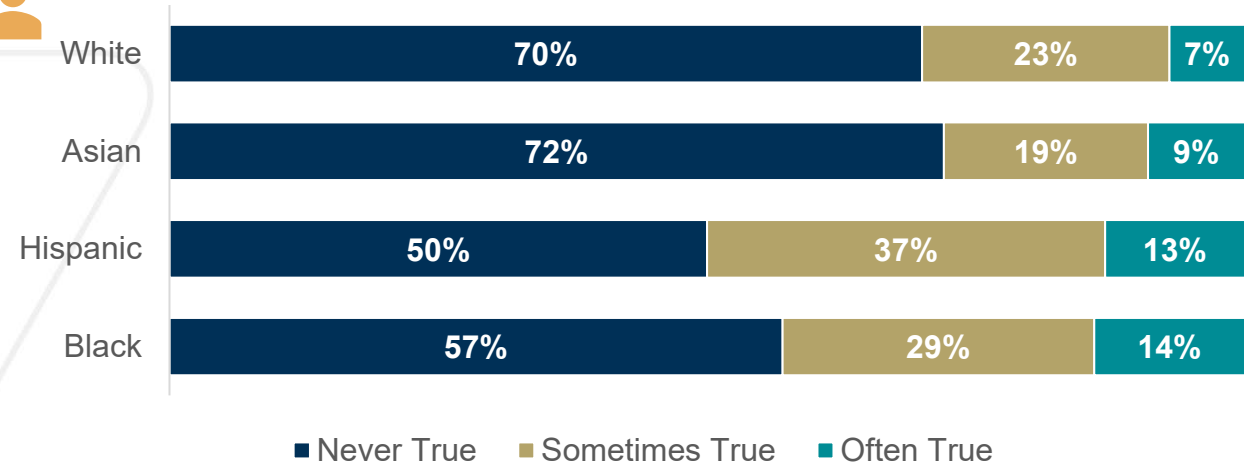
FOOD INSECURITY BY RACE

Georgia Tech

The food that I bought just didn't last, and I didn't have money to get more.



I couldn't afford to eat balanced meals.



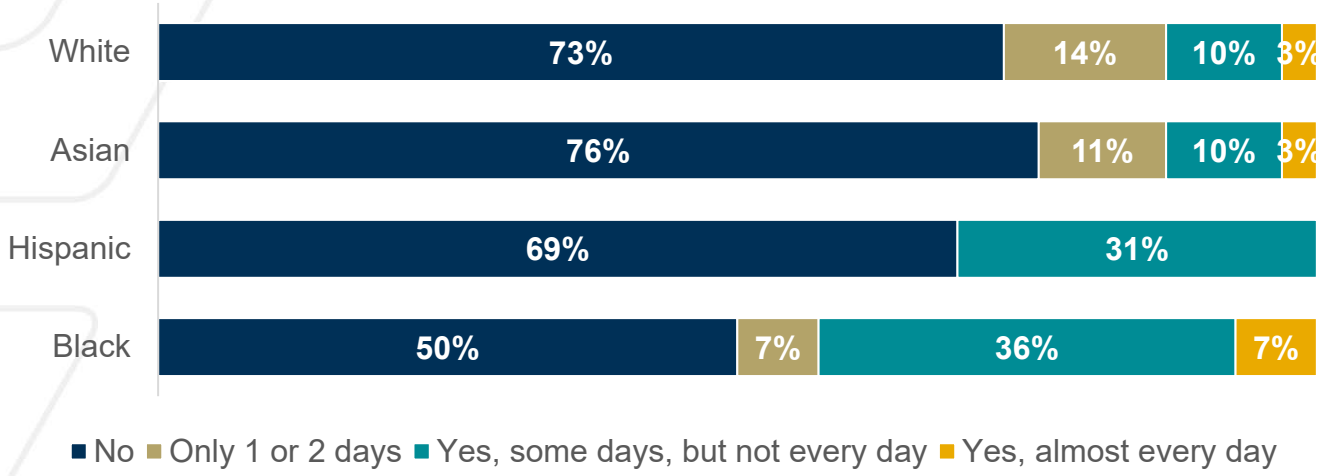
Food Insecurity by Race

- Black and Hispanic students at Georgia Tech are more vulnerable to food insecurity compared to their White and Asian counterparts.

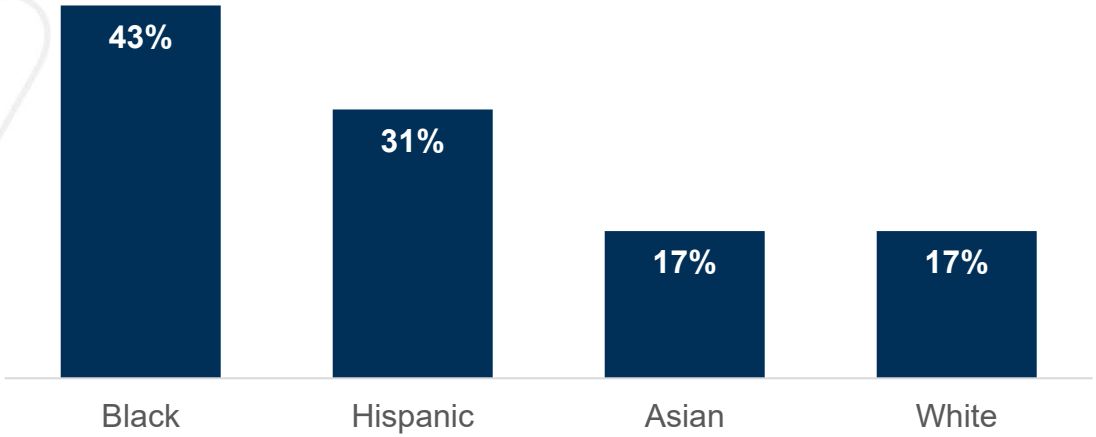
- Asian students have the lowest probability of facing food insecurity.

Georgia Tech

In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn't enough money for food?



In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money for food?



Food Insecurity by Race

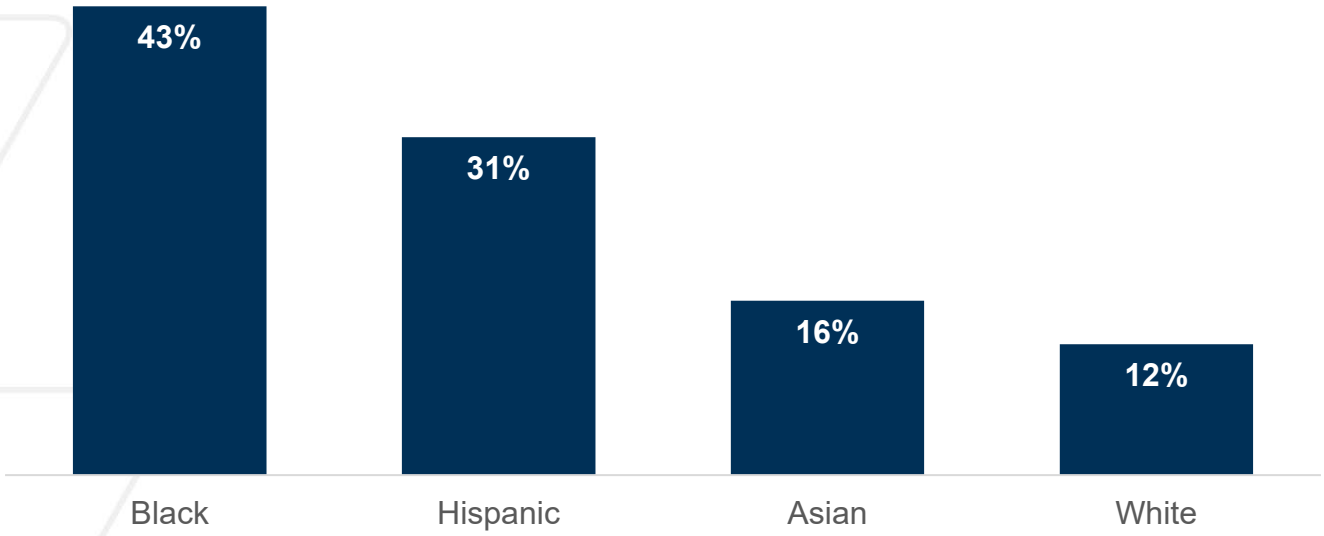
- 50% of the Black students had skipped meals because they do not have enough money for food.

- 43% of the Black and 31% of the Hispanic students eat less than they felt they should due to financial restrictions.

Georgia Tech

Food Insecurity by Race

In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?



- Due to financial limitations, 43% of Black and 31% of the Hispanic students were not able to buy food when needed.

Georgia Tech

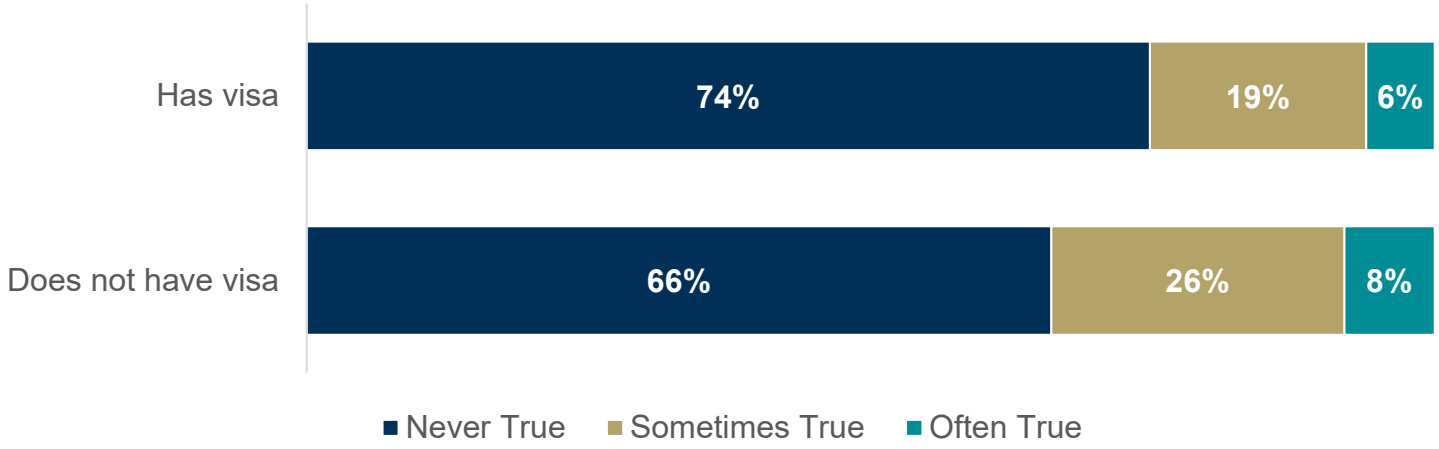
FOOD SECURITY BY VISA STATUS

Georgia Tech

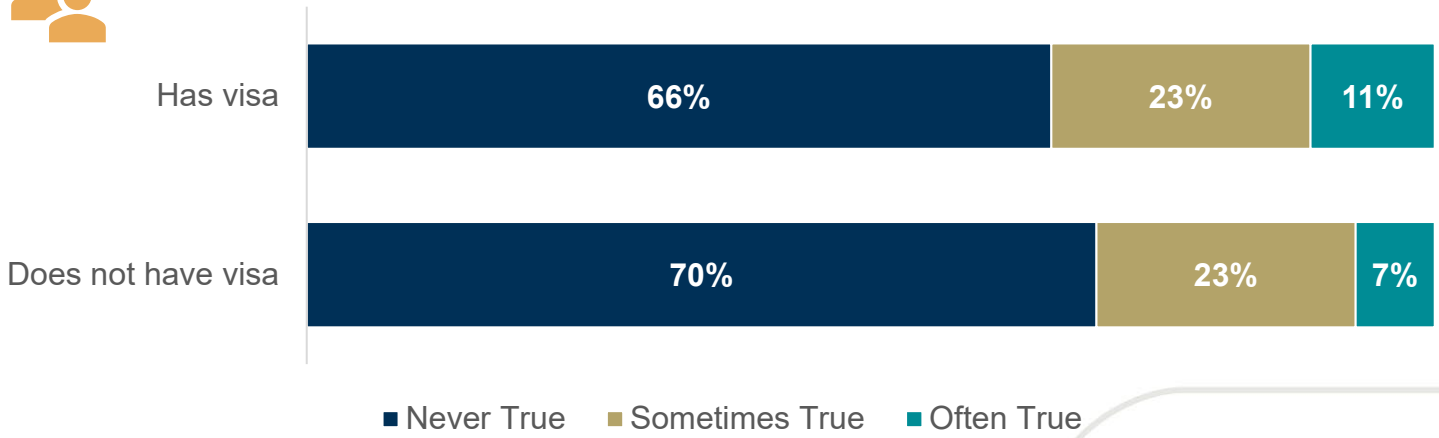
Food Security by Visa Status

- Due to lack of resources, international students at Georgia Tech (with visas) face greater challenges in affording balanced meals and represent a larger proportion who were not able to buy food when needed. Conversely, those without visas struggle to purchase sufficient food and more often do not eat enough.

The food that I bought just didn't last, and I didn't have money to get more.



I couldn't afford to eat balanced meals.

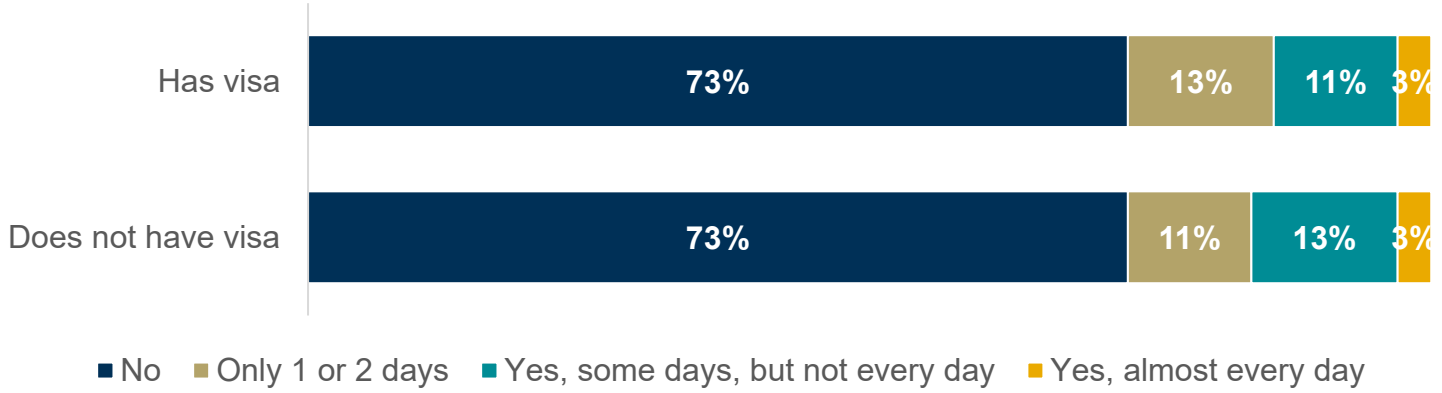


Georgia Tech

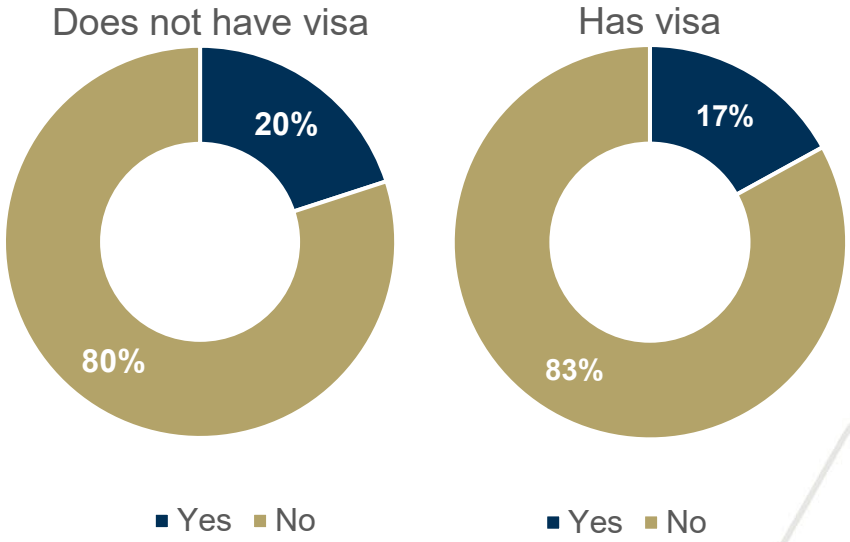
Food Security by Visa Status

- The data shows that students who do not have a Visa eat less than they feel they should due to financial constraints, compared with their counterparts who have a Visa.

In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn't enough money for food?



In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money for food?

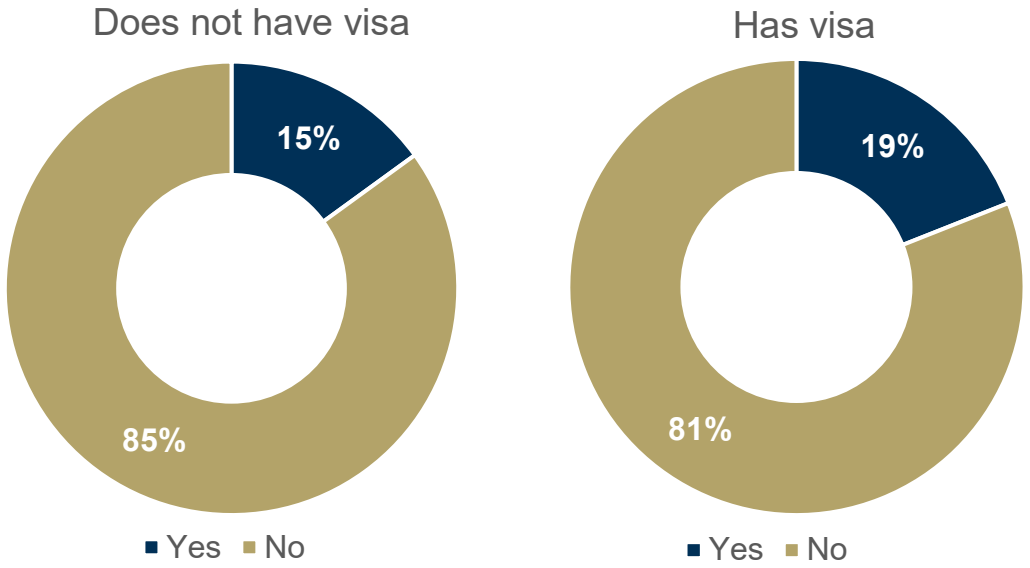


Georgia Tech

Food Security by Visa Status

- Almost one in five international students (with visas) have faced hunger due to financial restrictions affecting their ability to buy food.

In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?



Georgia Tech

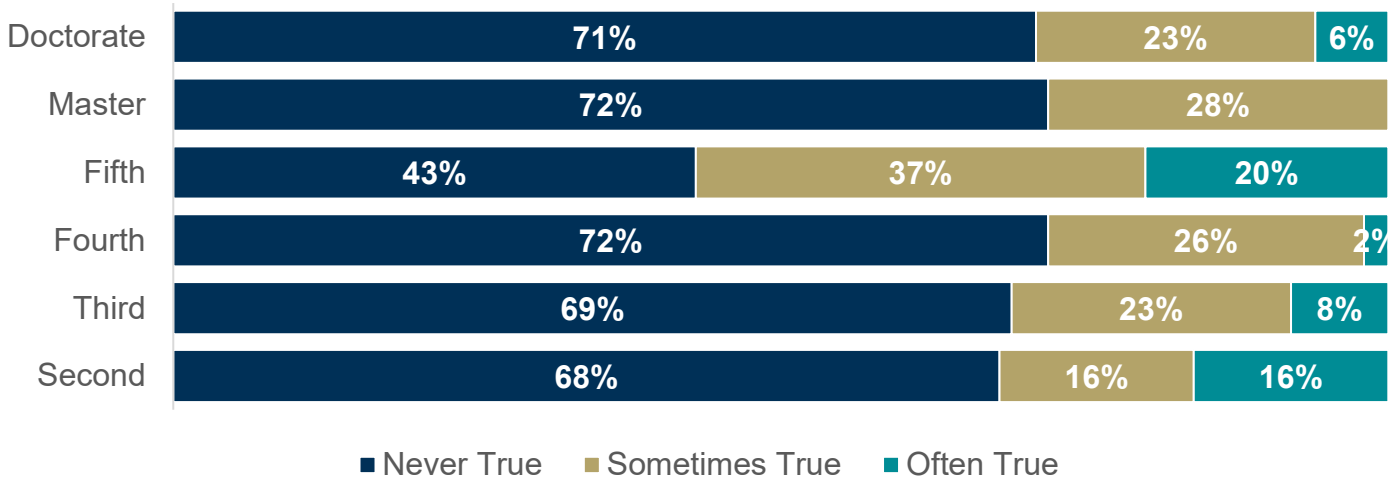
FOOD INSECURITY BY SCHOOL YEAR

Food Insecurity by School Year

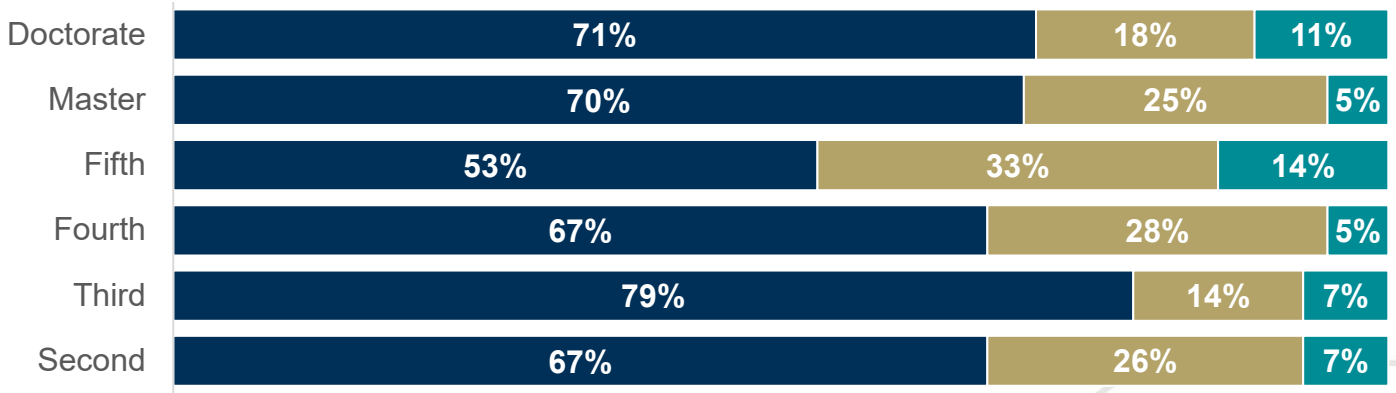
- Undergraduate students in their 5th year of college face more food insecurity compared to their undergraduate and post-graduate peers.

- Students in their 5th year at Georgia Tech faced greater challenges in replenishing their food supplies and consuming balanced diets, compared with their undergraduate and post-graduate peers.

The food that I bought just didn't last, and I didn't have money to get more.



I couldn't afford to eat balanced meals.



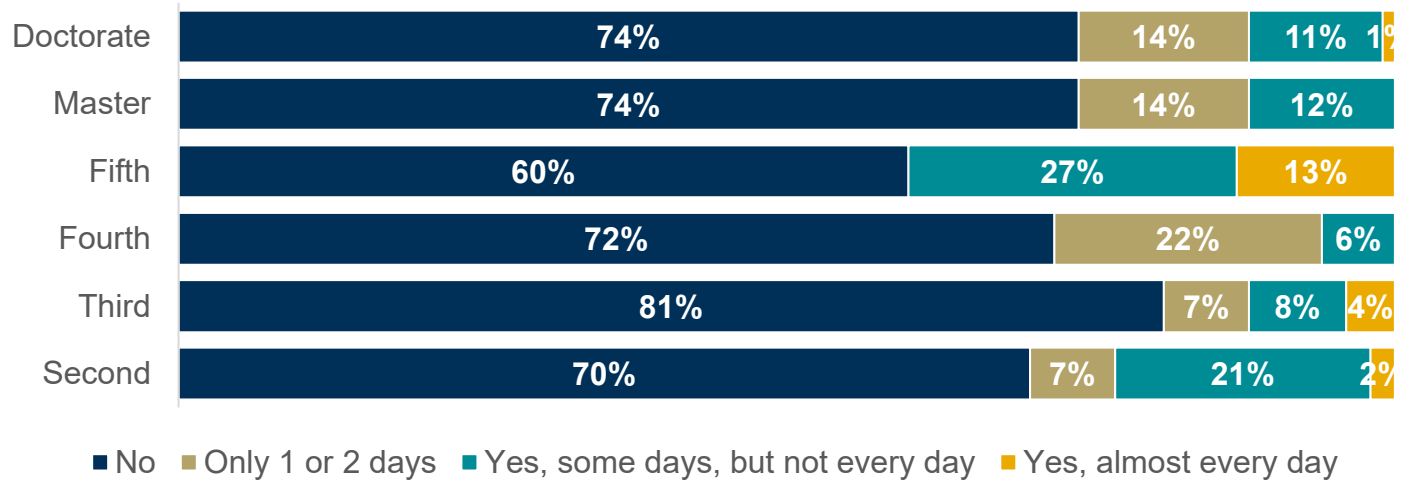
Georgia Tech

Food Insecurity by School Year

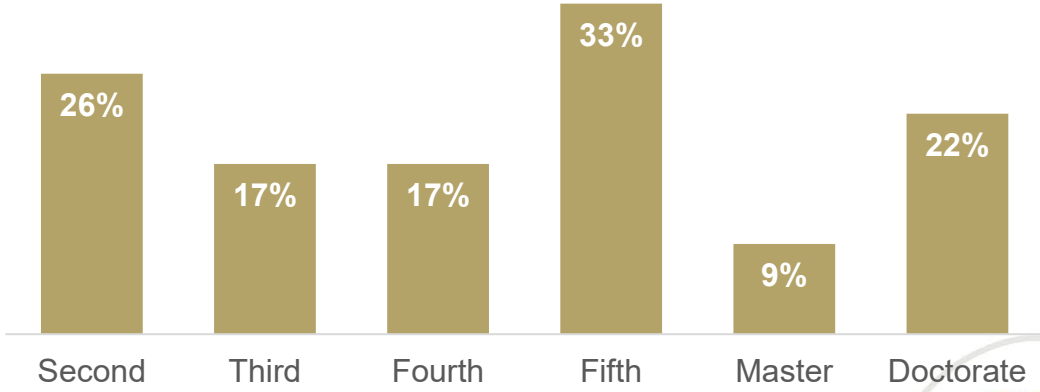
- 40% of the 5th year students at Georgia Tech reduced their meal sizes or skipped meals in more than two days in the past 30 days due to a lack of money.

- 33% of the 5th year students eat less than they felt they should.

In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn't enough money for food?



In the last 30 days, did you ever eat less than you felt you should because there wasn't enough money for food?

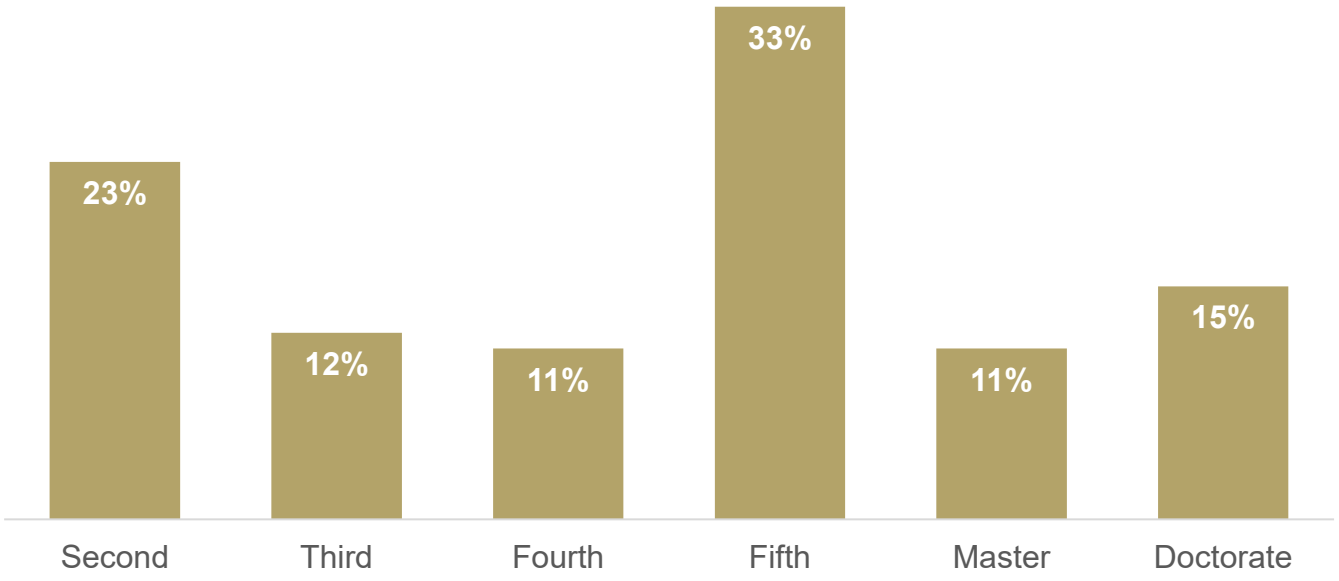


Georgia Tech

Food Insecurity by School Year

- A third of the 5th year students were unable to buy food due to financial restrictions.

In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?

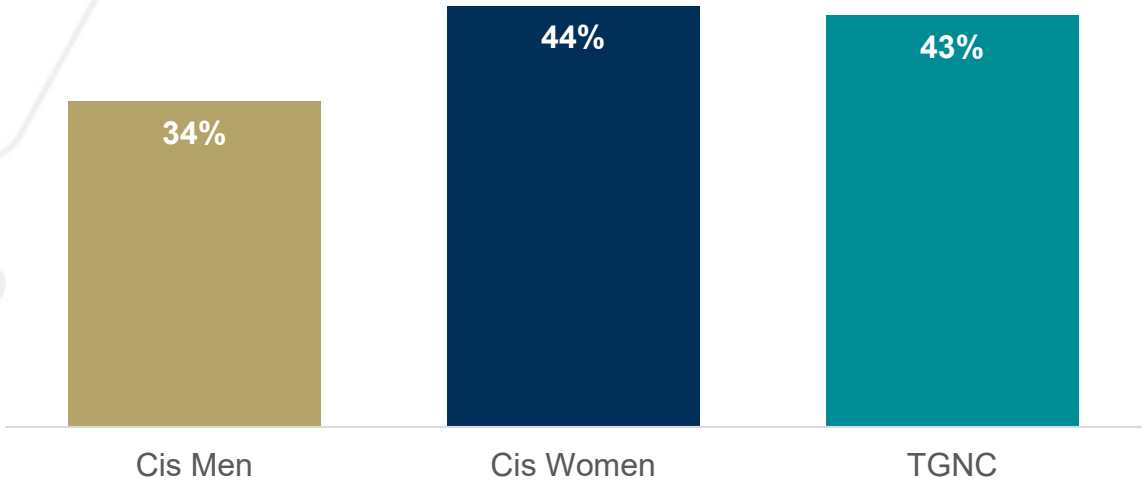


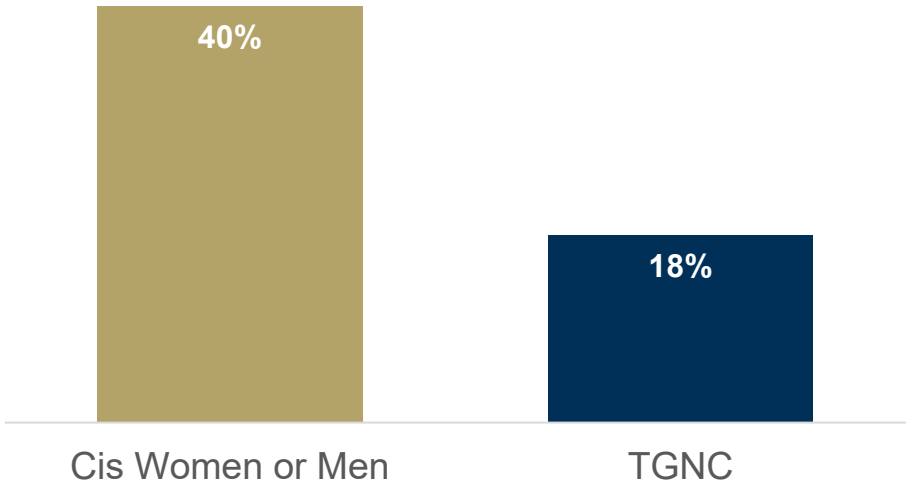
Georgia Tech

FINANCE INSECURITY

Georgia Tech

Withing the last 12 months, have you had problems or challenges with your finances?



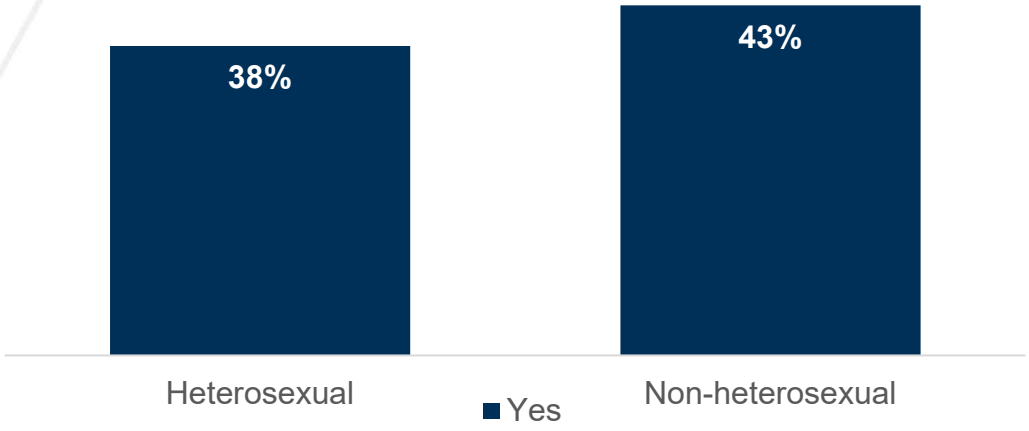


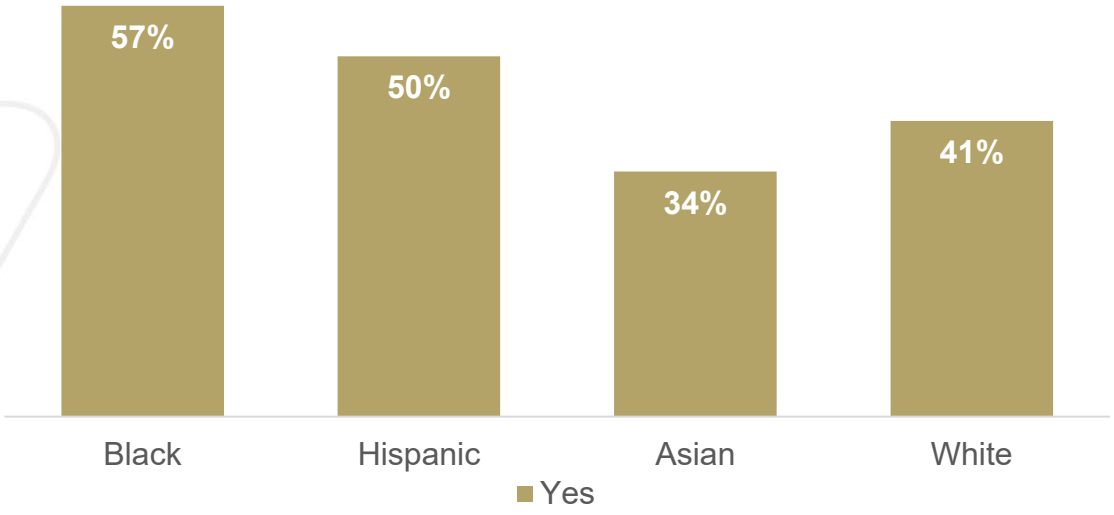
Finance Insecurity by Gender and Gender Identity

- Cis women and TGNC students at Georgia Tech are more likely to have financial concerns compared with their cis men peers.
- Cis women and cis men students at Georgia Tech are twice as likely to have financial concerns compared with TGNC students.

Georgia Tech

Withing the last 12 months, have you had problems or challenges with your finances?



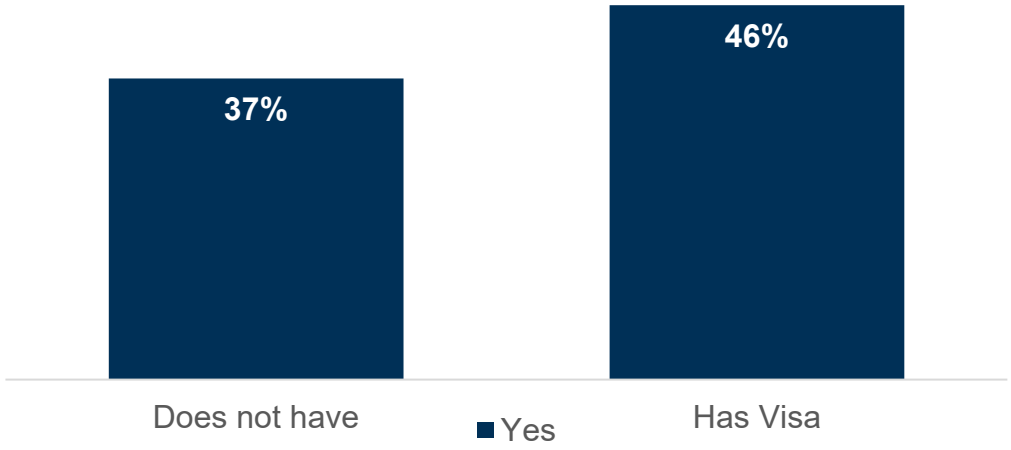


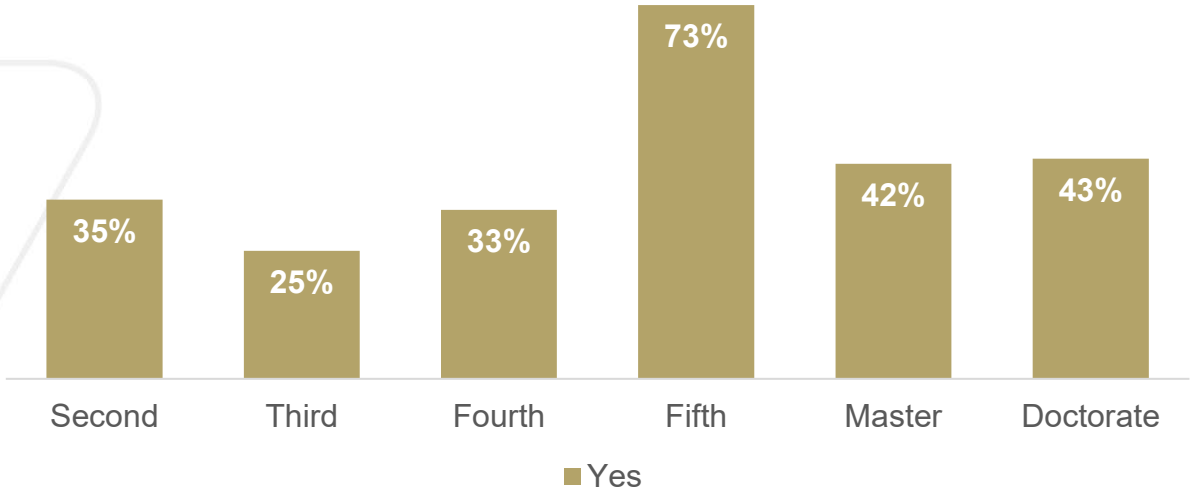
Finance Insecurity by Sexual Orientation and Race

- Non-heterosexual students at Georgia Tech are more likely to have financial concerns compared with their heterosexual peers.
- Black and Hispanic students at Georgia Tech are the most vulnerable to financial concerns.

Georgia Tech

Withing the last 12 months, have you had problems or challenges with your finances?





Financial Insecurity by Visa Status and School Year

- International students are more likely to face financial challenges compared with their American citizen peers.
- 73% of the 5th year students had financial challenges in the last 12 months.

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Q & A Discussion

Georgia Tech

THANK YOU!

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