CULTIVATING STUDENTS AS CO-RESEARCHERS IN BASIC NEEDS RESEARCH

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CHEBNA
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INTERDISCIPLINARY TEACHING & LEARNING

- Colleges and universities are continuing to work towards innovative high impact learning experiences to promote informed citizenship.

- Pedagogical research highlights the value of both interdisciplinary teaching and community-based participatory research (CBPR) in undergraduate civic development…but these do not appear in the literature as being used in the same course.

INTERDISCIPLINARY COURSE ON RESEARCH & POLICY

Political Science and Criminal Justice, Community Psychology & Social Work

- *How does research inform policy at the local level?*

Evaluation findings highlight student growth in the domains of:

1) interdisciplinary collaboration (applying an interdisciplinary lens and resolving diverse perspectives)
2) transference of course knowledge to real-world application
3) critical consciousness building (specifically, critical reflection)
4) civic development
5) increased self-awareness

INTERDISCIPLINARY CLASS DESIGN

- Three classes:
    - Introduction to Research Methods (POLS)
    - Community Psychology (PSYC)
    - Social Welfare Policy, Programs & Services (SWRK)

- Large group 40-50% of course meetings:
    - Shared readings
    - Interdisciplinary small groups
    - Service learning assignment
    - Community speakers/consultants

THREE ITERATIONS

Fall 2017: PSYC/POLS/SWRK
- Two surveys soliciting information from people experiencing homelessness and the concerns of housed individuals regarding homelessness within the local community.
- Final presentations at a campus research forum

Fall 2018: PSYC/POLS/SWRK
- Interviews with the homeless focusing on key policies and community issues (i.e. bathroom access, alternative housing, etc.).
- Final presentations to City Council

Fall 2019: POLS/SWRK
- Analyzing data from Basic Needs study to develop campus strategies to alleviate student housing insecurity.
- Final presentations at an Open House for campus and community stakeholders

The Opportunity

Housing insecurity among college students has been a growing concern in our community and across the country.

Pre-November 8, 2018 Butte County/Chico had very low-vacancy rates

Then on November 8th, 2018 a massive wildfire destroyed more than 11,000 homes (10-15% of total housing stock in the county) in Paradise and surrounding communities.

Chancellor's Office offers funding to study basic needs across the CSU December 2018

RESEARCH QUESTIONS

- What are current levels of housing security at Chico State?

- Are students aware of and using existing housing programs at Chico State?

- What is the impact of housing security on academic performance?

THE RESEARCH

- Mixed methods design
  - ➤ QUANT/qual
- Survey and focus groups
- Significant consultation with campus stakeholders
- Graduate student consultation on survey design and implementation
- Analysis and implications by undergraduate students in our interdisciplinary course
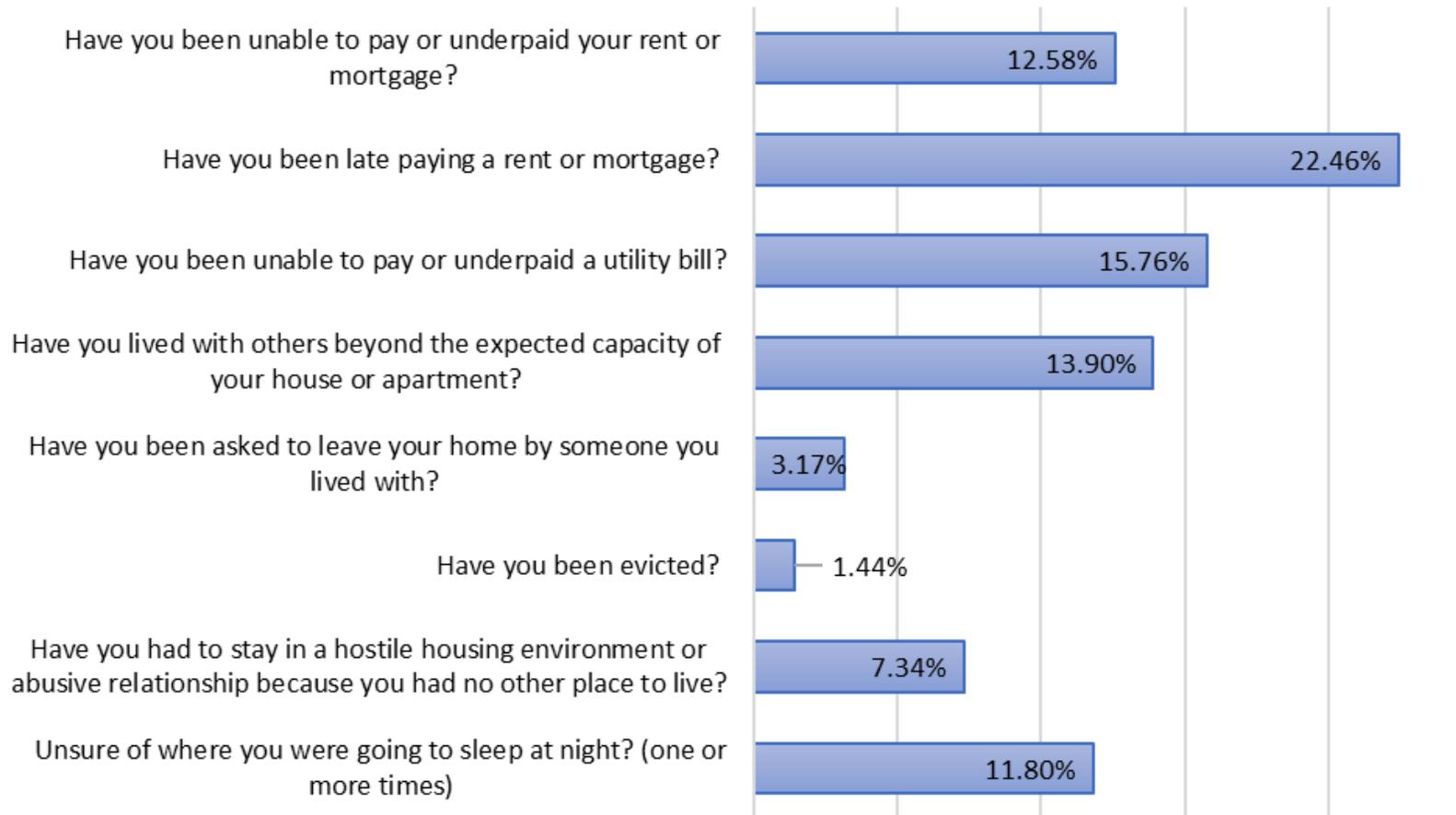
SAMPLE

A total of 1,416 complete surveys were collected.

➢ By requesting that students take the survey during class, we were able to secure a response rate of 48.2%.

➢ Highly generalizable!
❖ The sample of students closely mirrors the student population – no statically significant difference - giving confidence in the generalizability of the survey results for our campus.

LEVELS OF HOUSING INSECURITY

Experiences with Housing Insecurity in the past 12 months

Question	Percentage
Have you been unable to pay or underpaid your rent or mortgage?	12.58%
Have you been late paying a rent or mortgage?	22.46%
Have you been unable to pay or underpaid a utility bill?	15.76%
Have you lived with others beyond the expected capacity of your house or apartment?	13.90%
Have you been asked to leave your home by someone you lived with?	3.17%
Have you been evicted?	1.44%
Have you had to stay in a hostile housing environment or abusive relationship because you had no other place to live?	7.34%
Unsure of where you were going to sleep at night? (one or more times)	11.80%

43.8% of the sample had one or more experiences with housing insecurity

Examples from Focus Groups/Interviews

Of the 610 students who reported being housing insecure, 343 selected a reason for their housing insecurity, including:

Insufficient funds (37%, 127 respondents)

I'm like, borrowing money from my roommate to pay for it [rent]...I can't afford it. Like, I'm literally asking every month: 'Oh, I'll pay you back next semester when financial aid comes in.

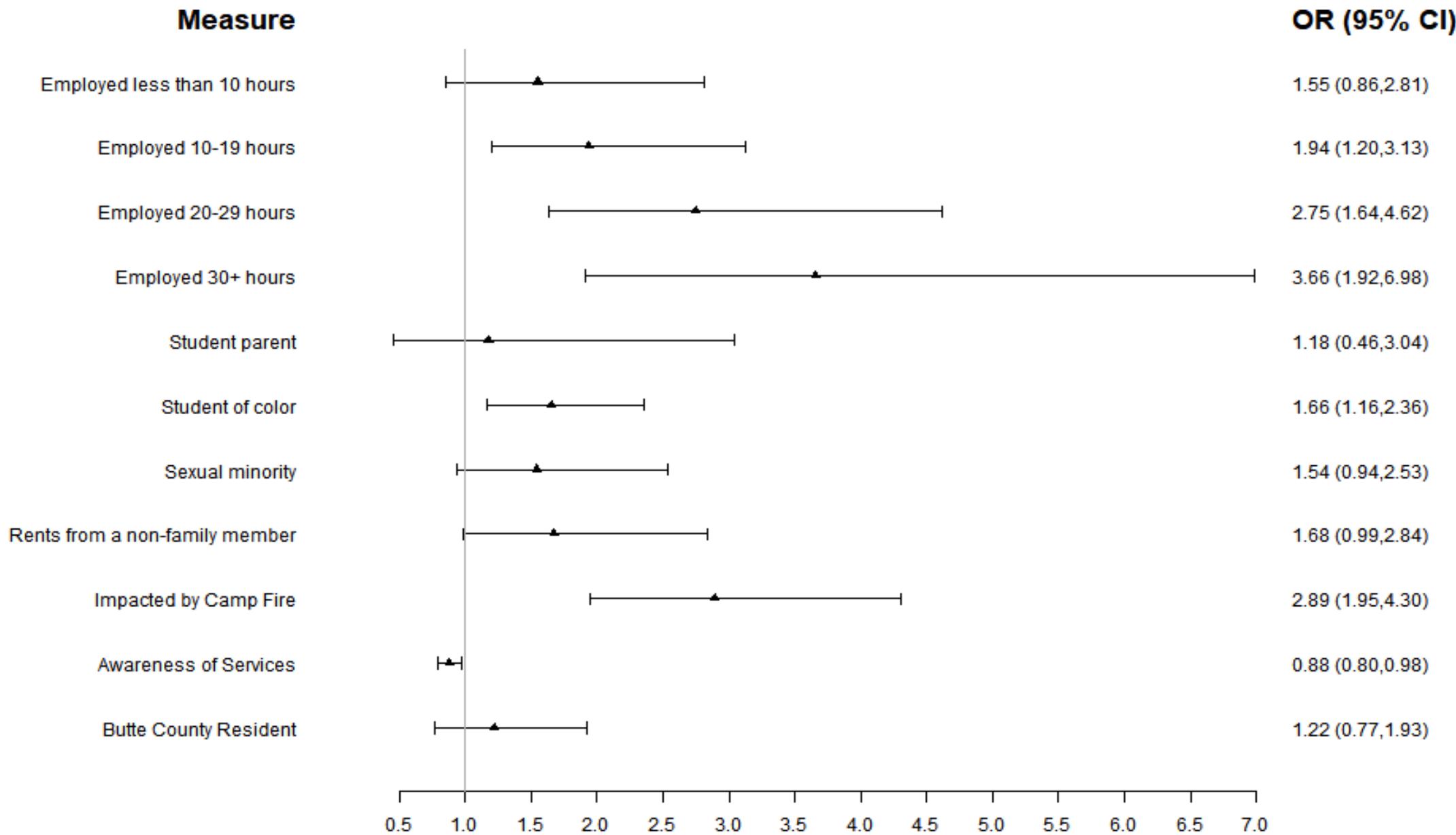**Housing was unsafe or unhealthy (8%, 27 respondents)**

The first few days of moving in, one dude...had like smashed glass or something and then he was bleeding. He was running through the hallways naked screaming 'I love women!". He was detained by the cops when they got there.

Conflict with someone they were living with (19%, 64 respondents)

It was just constant drama that 'we'll kick you out', and certain things getting thrown in your face, and constantly feeling like you're not wanted there.

Measure		OR (95% CI)
Employed less than 10 hours		1.55 (0.86, 2.81)
Employed 10-19 hours		1.94 (1.20, 3.13)
Employed 20-29 hours		2.75 (1.64, 4.62)
Employed 30+ hours		3.66 (1.92, 6.98)
Student parent		1.18 (0.46, 3.04)
Student of color		1.66 (1.16, 2.36)
Sexual minority		1.54 (0.94, 2.53)
Rents from a non-family member		1.68 (0.99, 2.84)
Impacted by Camp Fire		2.89 (1.95, 4.30)
Awareness of Services		0.88 (0.80, 0.98)
Butte County Resident		1.22 (0.77, 1.93)

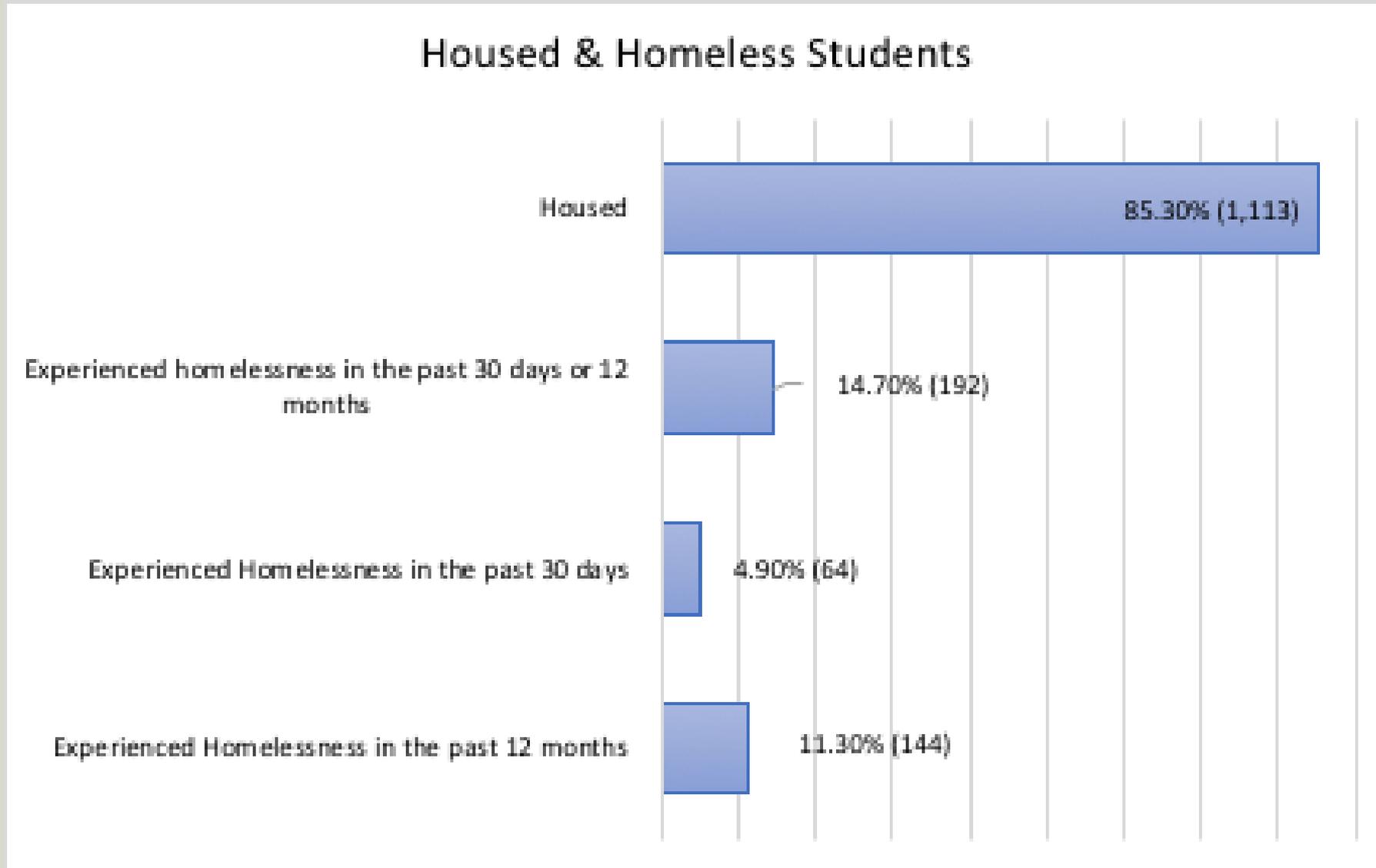|	Students without disabilities	Students with disabilities	Total
Securely Housed Students	88.1% (1,173)	72.9% (27)	87.7% (1,200)
Students Experiencing Housing Insecurity	11.9% (159)	27% (10)	12.3% (169)
Total	100% (1,332)	100% (37)	1,369

Homelessness

The question asked students to select whether they have slept in any of the following places, in either the **past 30 days or the past 12 months** :

1) Campus or university housing
2) Sorority/fraternity house
3) In a rented or owned house, mobile home, or apartment (alone or with roommates)
4) In a rented or owned house, mobile home, or apartment with my family (parent, guardian, relative or caretaker)

5) **At a shelter**
6) **Temporarily staying with a relative, friend or couch surfing until I find other housing**
7) **Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)**
8) **In a transitional housing or independent living program**
9) **At a group home such as halfway house or residential program for mental health or substance abuse**
10) **Outdoor location such as street, sidewalk, alley, park, etc.**
11) **In a car, truck, van, RV or camper**
12) **In a closed area/space with a roof not meant for human habitation such as an abandoned building, garage, tent, etc.**

Homelessness

The measure of homelessness was based on the definition used by the Department of Education, following the McKinney-Vento Act.
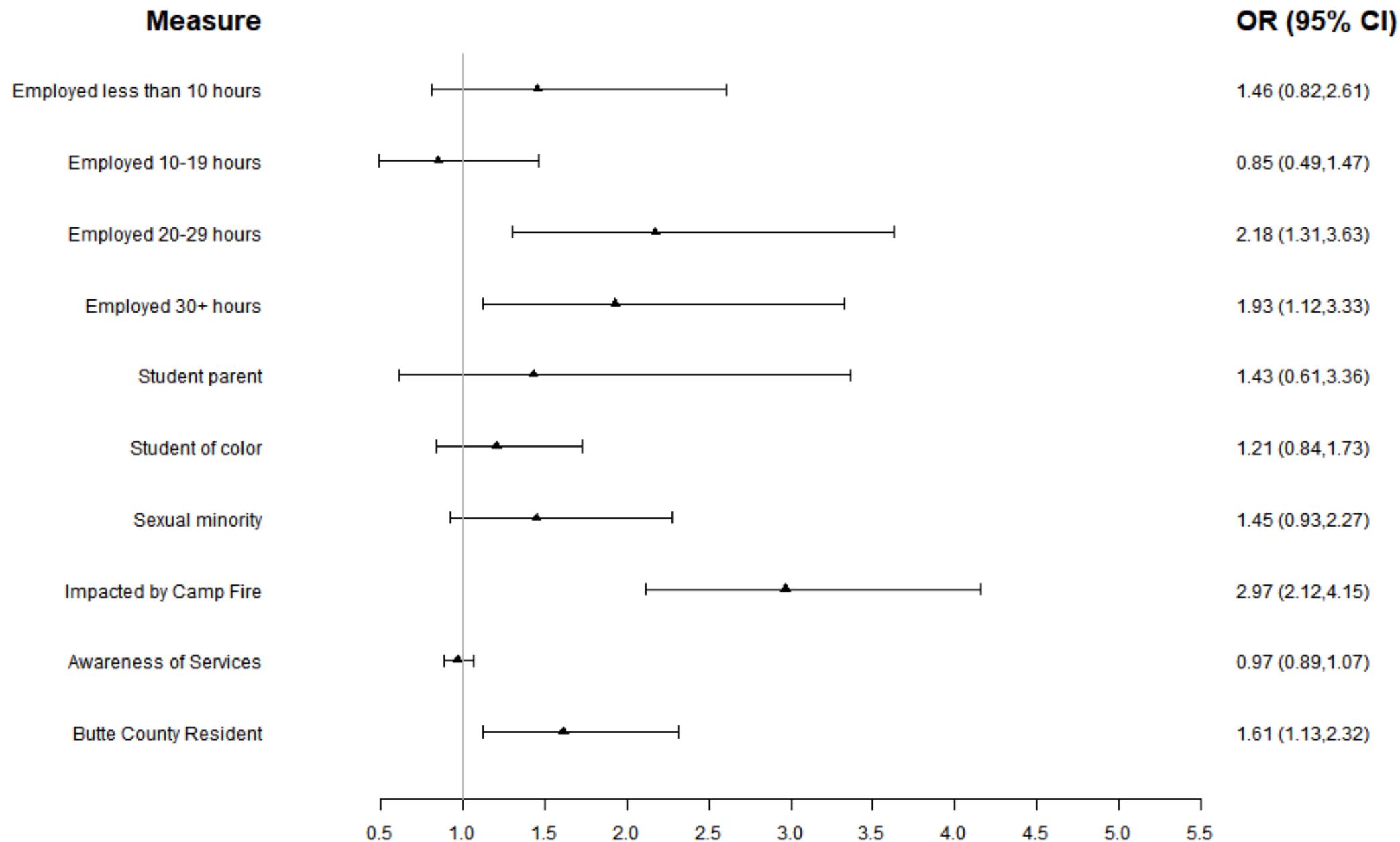
Housed & Homeless Students

Category	Percentage (Count)
Housed	85.30% (1,113)
Experienced homelessness in the past 30 days or 12 months	14.70% (192)
Experienced Homelessness in the past 30 days	4.90% (64)
Experienced Homelessness in the past 12 months	11.30% (144)

Examples from Focus Groups/Interviews

I was living in the middle of a warehouse with no shower or anything else. I would go down to the street to the coffee shop to shower.

It was scary because we were going to end up living in our car...feeling you're a burden to someone. I look at other people and I'm like 'wow' imagine not having to be a burden to someone your whole life.

I got kicked out on Tuesday. I talked to my buddy from dance. I was like 'Hey, I really need a place to stay. Like can I stay at your place tonight? I'll sleep on the floor. It doesn't matter.' The next day I finished my final. My teacher asked 'Are you okay?' and I'm like 'I'm alive.'

Measure	OR (95% CI)
Employed less than 10 hours	1.46 (0.82,2.61)
Employed 10-19 hours	0.85 (0.49,1.47)
Employed 20-29 hours	2.18 (1.31,3.63)
Employed 30+ hours	1.93 (1.12,3.33)
Student parent	1.43 (0.61,3.36)
Student of color	1.21 (0.84,1.73)
Sexual minority	1.45 (0.93,2.27)
Impacted by Camp Fire	2.97 (2.12,4.15)
Awareness of Services	0.97 (0.89,1.07)
Butte County Resident	1.61 (1.13,2.32)

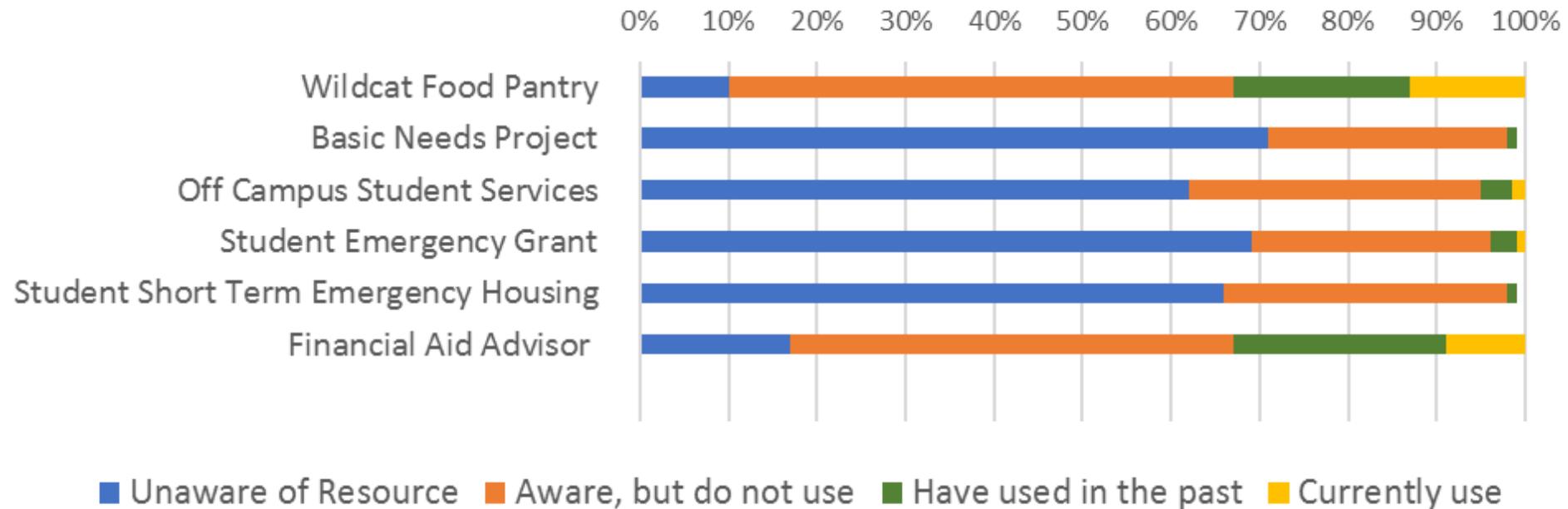|	Students without disabilities	Students with disabilities	Total
Housed Students	85.8% (1,073)	60.6% (20)	85.2% (1,093)
Students Experiencing Homelessness in past year	14.2% (177)	39.4% (13)	14.8% (190)
Total	100% (1,250)	100% (33)	1,283

IMPACT OF THE CAMP FIRE

- 185 students (13%) had to temporarily or permanently move due to the fire

- 14 students (1%) of sample, had to move because their home was destroyed in the fire

- 321 students (23%) reported that their rent or housing fees increased after the fire

USE OF CAMPUS SERVICES & SUPPORT

Awareness & Use of Resources

Legend: Unaware of Resource ■ Aware, but do not use ■ Have used in the past ■ Currently use

Categories: Wildcat Food Pantry, Basic Needs Project, Off Campus Student Services, Student Emergency Grant, Student Short Term Emergency Housing, Financial Aid Advisor

STUDENT PARTICIPATION IN THE RESEARCH

Development of the survey instrument & focus group protocol
- Summer 2019
- MSW Research Course
- 2 consultation days
- Significant input no the research tools and design

Analysis of Quantitative and Qualitative data
- Fall 2019
- Interdisciplinary Course
- Data used to inform student final projects
- Final projects: websites
- Research Open House

STUDENT RESEARCH PROJECTS

Creative Solutions to a Tough Problem:

CAMPUS/COMMUNITY PARTNERSHIPS TO ALLEVIATE HOUSING INSECURITY

Interdisciplinary Course on Policy & Research

OPEN HOUSE
FRIDAY, DECEMBER 13TH
10:00AM-1:00PM IN TEHAMA 116

REFRESHMENTS PROVIDED BY THE OFFICE OF GRADUATE STUDIES

Attended by Community stakeholders, Basic Needs partners, University administration

CLASS ASSIGNMENTS

Working in interdisciplinary groups, students designed Campus-Community Partnerships to address the issue of housing insecurity in our community. Two groups each focused on three populations: Chico State students, individuals displaced by the Camp Fire, and people who were already experiencing homelessness, prior to November 8th, 2018.

Informing the projects were four panels of experts, a series of readings, such as *Evicted* by Mathew Desmond, websites and videos, i.e. *(Un)Sheltered*. In addition, every student completed a number of assignments.

Political Science & Criminal Justice contributions
- Review of the existing scholarly literature
- Quantitative data analysis of the Chico State Housing Insecurity study*
- Qualitative data analysis of the Chico State Housing Insecurity study

Social Work contributions
- A survey of local newspaper stories
- Visits to community meetings
- Exploration of existing campus/community partnerships in other cities

FINAL PROJECT

CHANGE CHICO:
A CAMPUS/COMMUNITY PARTNERSHIP

Home   Program Outline   Community Meetings   Review of Research   Models   Original Research   Reflections   About Us

Change Chico
Unsheltered Community

<u>Group Members</u>
Caitlyn Patterson
Salina Xiong
Rosario Zepeda
Sydney Ayoob
Ryan Elkins
Emma Grenier Selvig
Natali Naves
Larisa Zintzun

WHY DO STUDENT VOICES MATTER?

What is the benefit to the students?
What is the benefit to the research?

The class made me realize how we applied what we were learning in the class to the real world. Everything we were learning about homelessness was applied to the research questions, the actual service day and it made me realize this is a local issue that we have to deal with. It was very impactful for myself, and... I learned a lot.