The 4th Annual Assessment of Food Security and Basic Needs at Santa Clara University 2023-2024

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Introduction

The prevalence of basic needs insecurity among college students has reached alarming levels. Recent data reveals that between 25% and 50% of undergraduates face food insecurity, while 8% struggle with homelessness (McKibben et al., 2023; Loofborrow and Scheer, 2023). When including graduate students, the numbers are even more staggering, with approximately 4 million students experiencing food insecurity and 1.5 million grappling with housing insecurity across the United States (McKibben et al., 2023).

Basic needs insecurity, including food and housing insecurity, significantly impacts academic performance. It's crucial to acknowledge that the consequences of basic needs insecurity reach far beyond the immediate challenges of securing food and shelter. While food and housing insecurity indeed lead to increased stress and reduced focus in the classroom, their effects extend beyond academics to impact mental and physical health. These insecurities can trigger a chain of negative effects on students' overall well-being, ultimately hindering their academic performance. Therefore, addressing basic needs and insecurities is essential not only for alleviating immediate stress but also for creating an environment conducive to optimal learning and success.

Santa Clara University is a mid-sized , Jesuit, selective, liberal arts college located in the wealthy Silicon Valley. As of the 2023-2024 academic year, Santa Clara University has a student body of 9,178, consisting of 6,115 undergraduates and 3,063 graduates. Within the student body, 57% of students identify as persons of color (SCU Undergraduate Bulletin, 2023-2024). In 2017, Santa Clara University was ranked number 31 of 2,395 universities for household income, averaging $193,100 annually (Economic Diversity and Student Outcomes at Santa Clara 2017). Despite high mean incomes, this is not the complete picture: many students at SCU experience poverty and economic struggles. At Santa Clara University, the Agroecology, Climate Resilience, and Food Justice Lab, a research lab that works in collaboration with the Environmental & Common Good Initiative, has been analyzing the levels of Basic Needs Insecurity of Santa Clara's student body, since 2020. With support and the active collaboration of the SCU's Office of Student Life Basic Needs Committee and rapidly evolving food insecurity program our lab has conducted research since the onset of the COVID-19 pandemic brought these issues to the forefront. In the last four years, surveys and interviews with students have been conducted to gauge a better understanding of barriers to obtaining basic needs security, resources students utilize to help their food and housing insecurity, and overall basic needs security. The findings from surveys and interviews, alike, have been instrumental in presenting recommendations for the university to implement to better their students' experiences.

This paper utilizes both qualitative and quantitative data collected from surveys and interviews conducted at Santa Clara University to analyze the state of student basic needs security at SCU but also uses previous research and literature to inspect how basic needs insecurity impacts students' academic performance in higher education. This paper analyzes the demographic disparities of basic needs insecurity both at Santa Clara University and other institutions, the adverse impacts of basic needs insecurity on collegiate success, and the correlation between education and social mobility and uses various lenses to argue that basic needs insecurity is creating systems of inequity.

Research Questions

1. What is the current extent of food insecurity among students at SCU?
2. Do certain demographic characteristics impact levels of food sovereignty at SCU?
3. How does resource availability for food security at private universities in California differ from public universities?
4. How can SCU's on-campus food system be redesigned to increase awareness of and access to food-related resources?

Literature Review

Scope of Basic Needs Insecurity (BNI)

Basic needs insecurity is a widespread issue at universities that tends to have large racial disparities, often impacting racial minorities at a higher rate. Conducted in the fall of 2020, the #RealCollege Survey investigated basic needs insecurity in more than 195,000 college students from 202 colleges in 42 states. This investigation exposed that there are obvious racial disparities when it comes to food insecurity. For example, approximately 75% of indigenous and 70% of black and Native American college students experienced any type of basic needs insecurity while in college, compared to 54% of white students. Although the latter is still a troubling metric, it is clear there is a large disparity between BIPOC individuals and white individuals when it comes to obtaining basic needs security (Olayniyan et. al, 2023).

Lack of Research at Private Institutions

Most basic needs security assessments have been previously conducted at large, public, university systems, such as the University of California, or at community college systems. Santa Clara University is a mid-sized, Jesuit university. With less than 10,000 students total and a stereotypically wealthy student population, however, as in other places the student body at SCU still possesses a large amount of financial and basic needs insecurities. Santa Clara University and other Jesuit institutions value *Cura Personalis*—or the care of the whole person. Valuing mental, physical, and emotional health, *Cura Personalis* implores students to prioritize being the best version of themselves. However, experiencing basic needs insecurity prohibits students from prioritizing *Cura Personalis*. It is essential to investigate basic needs insecurity at SCU. Not only is there not enough comprehensive research on BNI at schools like SCU, but it is also important to investigate the status of BNI at a Jesuit institution, where caring for oneself and the community is consistently espoused.

Santa Clara University has been making a lot of progress in recruiting a more diverse and inclusive student body. SCU has earned the distinction of being an Emerging HSI– or Hispanic Serving Institution. In recent years, SCU has increased its Hispanic Student Body from 15% to 19% (Sullivan et al., 2023). The freshman class of 2027 is 20% Hispanic, and 55% of the first-year students identify as persons of color (Santa Clara University, 2023) Additionally, 195 students in the class of 2027 identify themselves as first-generation students, which is indicative of the growing LEAD scholars (first-generation) student program.

Difficulties Evaluating College Basic Needs

Basic Needs Insecurity is a widespread issue that impacts all universities' student bodies. Unlike other populations, assessing basic needs insecurity for college and university students proves to be challenging. While most research has focused on large, public institutions in the United States, recent studies provide valuable insights across different institution types. According to The Hope Center's #RealCollege Survey Report from 2021, 58% of respondents experienced basic needs insecurity, with 39% facing food insecurity, 48% dealing with housing insecurity, and 14% experiencing homelessness. These numbers highlight the pervasiveness of the issue across higher education.

The California State University (CSU) system and the University of California (UC) have also conducted significant research in this area. The CSU's Pioneers for H.O.P.E. program at California State University, East Bay, for instance, supports students facing homelessness, food insecurity, and other crisis situations. At Cal State East Bay, the program has made significant strides, with their food pantry serving 39% of the student population (Ruble, 2024).

Additionally, studies conducted across the UC system have revealed significant rates of food and housing insecurity among their student populations. For example, at California State University, Fullerton, more than 3,300 students have accessed their food pantry since it opened in August 2021 (Ruble, 2024). The pantry has received over 2,800 pounds of fresh fruit from the campus arboretum since early 2022, highlighting the importance of on-campus resources (Ruble, 2024).

These findings highlight the importance of addressing basic needs insecurity in higher education settings across different institution types. The prevalence of food insecurity among college students is further illustrated by a study at a land-grant southeastern higher education institution, which found that 31.3% of respondents were food insecure during the COVID-19 pandemic (OoNorasak, 2023). The data from The Hope Center's survey, which included responses from students at 130 two-year colleges and 72 four-year colleges and universities, provides a comprehensive view of the challenges students face in meeting their basic needs while pursuing higher education (Goldrick-Rab, 2020a and 2020b). These statistics demonstrate the urgent need for comprehensive support systems to address basic needs insecurity in universities across the United States.

While there is consensus that the United States Department of Agriculture (USDA) food security questions and scoring system is an accurate assessment of food insecurity (Coleman-Jensen et al. 2020). To identify food insecurity at college campuses, it is necessary to evaluate the state of food insecurity multiple times (at least once per year) and to identify fluctuations in food insecurity. Additionally, it is important to have consistent reference periods. As college students are typically more transient (for example, they may live on campus one year, and then move home during the summers), having shorter reference periods may lead to higher food insecurity.

Finally, addressing policy, it's important to consider the SNAP college rule, which restricts SNAP eligibility for many college students under the assumption that they are supported by their parents following high school (Landry et al., 2023). This restriction significantly impacts food security among college students. Policies vary by state; for example, California's "Hunger-Free Campus Initiative" allows universities to apply for specific distinctions that help students access resources, including SNAP benefits, directly on campus. However, due to these varying policies, basic needs insecurity cannot be comprehensively evaluated and addressed on college campuses without employing additional frameworks such as intersectionality and equity considerations

Intersectionality

Kimberlé Crenshaw's concept of intersectionality analyzes how individual characteristics of social stratification interact and intersect, creating specific experiences of privilege and discrimination (Crenshaw, 1991). This framework is particularly relevant when examining food insecurity among college students. Recent studies have applied an intersectional approach to investigate food insecurity prevalence among individuals with multiple marginalized identities. For instance, research has shown that Black sexual minority women experience higher rates of food insecurity compared to heterosexual White women (Patterson, 2020). In the context of higher education, intersectionality helps us understand how factors such as race, ethnicity, citizenship status, economic background, and first-generation status uniquely shape students' experiences with basic needs insecurity. The University of Oregon's Food Security Task Force, for example, has adapted its initiatives to better serve students at the intersections of race and food insecurity, recognizing the disproportionate impact of both the COVID-19 pandemic and racial injustice on BIPOC students (McHolm, 2020; McHolm 2017). This intersectional lens is crucial for developing more effective and inclusive strategies to address food insecurity on college campuses, as it acknowledges the complex interplay of various identity factors that influence students' access to and experiences with basic needs resources.

Basic Needs Insecurity & Low Academic Performance as Measured by GPAs

Basic needs insecurity can cause a myriad of issues directly impacting students' academic success. Some of the risk factors associated with experiencing basic needs insecurity include not being able to afford to purchase textbooks, as well as higher rates of absenteeism, course drop and fail rates, as well as higher school withdrawal rates. Additionally, those impacted by basic needs insecurity are more likely to report feelings of stress, anxiety, and other mental health issues. (Peña et al., 2018, p.8)

Studies at various higher education institutions, including a university in Malaysia, the University of Washington, a large public university in the Midwest, and the University of California, have analyzed the correlation between food insecurity and academic achievement. Research conducted in Malaysia found a strong correlation between food insecurity, poor academic performance, and increased stress, with food-insecure students being significantly less likely to achieve high academic distinctions and more likely to suffer from mental health issues such as anxiety and depression. Specifically, the adjusted odds ratio for food-insecure students receiving a Cumulative Grade Point Average (CGPA) over 3.7 is 0.363, meaning they have 36.3% odds of receiving a grade distinction compared to food-secure students, and their likelihood of experiencing stress, anxiety, and depression is considerably higher, with adjusted odds ratios of 1.562, 3.046, and 2.935[1], respectively (Sofiah Ahmad et al., 2021). Similarly, a study at the University of Wisconsin found that food-insecure students were more likely to have lower GPAs, ranging from 2.0 to 2.49, compared to their food-secure peers, who had GPAs between 3.5 and 4.0. This study also highlighted the negative impact of food insecurity on class attendance and graduation rates, corroborated by a 2019 study in Georgia indicating that food

[1] Food insecure students are about 1.5 times more likely to experience stress, about 3 times more likely to experience anxiety, and close to 3 times more likely to experience depression than food secure students.

insecurity is a significant predictor of low GPAs (DePorter et al., 2023). Furthermore, research at a large public Midwestern university examined the cumulative effects of basic needs insecurity on both mental and physical health and academic achievement. It was found that 52% of students experienced food, financial, or housing insecurity, with 10% facing all three challenges. Students facing food insecurity had, on average, GPAs that were 0.13 points lower than their food-secure counterparts. Likewise, students encountering financial difficulties exhibited Grade Point Averages (GPAs) that were 0.08 points lower compared to those not facing financial challenges. Additionally, students experiencing housing insecurity demonstrated GPAs that were 0.19 points lower than students enjoying housing security (Leung et al., 2021).

In the state of California, basic needs insecurity has an even more obvious and profound impact on academic performance. A study at the Peralta Community College District in Alameda County, a community college district where 84% of students (41,858 students) experienced housing insecurity, found that students who were experiencing basic needs insecurity reported having GPAs between 3.5 and 4.0 at a much lower rate than those who were basic needs secure, and had GPAs between 2.0-2.49 at much higher rates than secure students. Additionally, the study at the Peralta Community College District showed that half of the students experiencing food insecurity suspended their studies for at least a period, which jeopardized academic performance (Mercado, 2017).

Similar studies conducted in the University of California system showed similar results. Students who were experiencing homelessness and food insecurity in tandem with one another had on average the lowest GPAs compared to those who only experienced one of these insecurities or neither. When food and housing insecurity is compounded, the mean GPA is on average 0.3175 points less than those who are both food and housing secure across all four grades (University of California, 2017).

It's important to recognize that the impact of basic needs insecurity extends beyond immediate challenges like acquiring food and shelter. While food and housing insecurity do lead to heightened stress and reduced focus in the classroom, their effects reach beyond academics to affect mental and physical health. These insecurities can trigger a cascade of negative effects on students' overall well-being, ultimately hindering their academic performance. Therefore, addressing basic needs and insecurities is essential not only for alleviating immediate stress but also for creating an environment conducive to optimal learning and success. Studies from various institutions and regions corroborate these findings, demonstrating the profound impact of basic needs insecurity on students' academic achievements and overall well-being.

Physiological Impacts of Basic Needs Insecurity

Approximately 20% of caloric intake is used to nourish minds and is used for cognitive functioning (World Food Program USA). Not only does basic needs insecurity cause undue stress which can impact academic performance, but it is necessary to point out that food insecurity is directly related to poorer health, and lack of nutrition can impact cognitive function (Sofiah Ahmad et al.). One systematic review of the literature found that in most studies, there is a positive correlation between diet and academic achievement–specifically when it comes to regularly eating, having breakfast, and eating high amounts of fruit. The correlation between academic performance and eating a healthful diet applies to students of all ages. In studies looking at adolescents and young children, habitual consumption of nutritious breakfasts was associated with excelling academically, as well as higher GPAs. (Burrows et al., 2017)

Nutrition is directly related to cognitive development. For adolescents, various nutrients and vitamins are necessary for healthy neurodevelopment. Some of these micronutrients include but are not limited to zinc, iron, choline, iodine, folate, B12, and healthy fats (World Food Program USA). Studies have shown that consuming these micronutrients is essential for increased cognitive development for preschool-age children. One randomized controlled study looking at how nutritious diets influence cognitive development showed that consuming certain micronutrients has a positive effect on cognitive development. This research examined the impact of food-based, single, and multiple micronutrient interventions on the cognitive performance of well-nourished and undernourished children between 2 and 6 years old. In this study, 8 out of 12 of the studies showed there was improved cognitive functioning in children where micronutrients were consumed at higher rates. Specifically, iron and multiple micronutrient supplements were found to enhance cognitive skills in undernourished preschoolers. Additionally, higher fish intake was observed to affect cognitive performance in well-nourished children positively (Scholey et al., 2001).

Although there is not much comprehensive literature on how nutrient deficiency impacts college students' academic performance, it warrants further investigation to understand how students who experienced food insecurity at a young age are continually impacted by it in college, in addition to understanding the impact to their cognitive functioning. A comprehensive study looking at food insecurity at the University of California system, ⅕ students reported experiencing childhood food insecurity. This metric was much higher for students who experienced food insecurity compared to those who identified as food secure (Martinez et al., 2018).

Furthermore, brain development continues for the average college-age student (18-22). Adolescence, which is defined as the ages between 10 and 24, is an integral period for development. During this time, people experience accelerated physical growth, hormonal and sexual maturation, socioemotional development, and cognitive and behavioral modifications; but more consequally, people experience a remodeling of brain structure as they transition to adulthood. It has been shown that nutrition interventions in early childhood do not necessarily improve cognitive functioning and academic performance for adolescents unless they are long-term. This leads researchers to suggest that nutritional intake must remain constant throughout young adulthood to reach one's full potential for cognitive development and academic achievement (Galler et al., 2017).

It should also be noted that the current diet impacts performance when it comes to more challenging mental tasks. Some research has shown that blood sugar is necessary when performing challenging tasks. In one study where participants drank glucose or sugar water, it was shown that glucose improved performance on tasks such as doing math calculations and recalling words. It was also discovered that doing these mentally demanding tasks caused a significant drop in blood glucose levels, especially when participants drank glucose, suggesting that the brain uses up more glucose during intense mental activities. As such, it can be assumed that there is a close link between mental effort and blood sugar levels (Scholey et al.). For college students who are presumingly engaging in mentally demanding coursework, having low blood sugar and experiencing hunger will most likely impact their academic performance. More specifically, malnutrition severely impacts brain plasticity and development in early childhood. Insufficient nutrients can stunt all brain cell production, as well as impact overall cell complexity—even impacting cell communication (Georgieff, 2007). This does not bode well for

overall cognitive function, as motor skills, language development, and IQ can all be impaired, which may impact a student's classroom performance (World Food Program USA).

The impact of hunger or lack of college students on academic performance can also be shown through the impact of eating disorders on college students' academic performance. Although eating disorders are typically equated with perfectionism, it was shown that those students who were suffering from eating disorders (both males and females) did not have higher GPAs, and instead suffered academically, particularly because of hunger and malnutrition impact on cognitive and linguistic development—impacting academic performance (Claydon et al., 2020). While stress and anxiety are additional factors that individuals with eating disorders may contend with and which can affect their academic performance, the cognitive impairment resulting from malnutrition underscores the significant impact of hunger on academic achievement.

Psychological Impacts of Basic Needs Insecurity

Lack of basic needs security has been shown to have an adverse effect on students' mental and physical health. Specifically, students who have experienced food insecurity are reported to experience higher levels of stress. In tandem with food insecurity, financial difficulties have been shown to have an unfavorable effect on student's overall happiness and well-being (defined as the lack of negative emotions) and academic performance. (Sofiah Ahmad et al.)

Furthermore, students at community colleges who were identified as basic needs insecure also reported high occurrences of depression, severe anxiety, eating disorders, and suicidal thoughts ("CSU Enrollment by Age, Sex, and Student Level", 2017). These results were similar when analyzing the impact of food and housing insecurity at a New Mexico public university. It was found that housing insecurity impacts students by increasing risk of anxiety and depression symptoms. The same study found that students who are vulnerable to food insecurity were more likely to experience poor sleep quality, high stress, and anxiety and depression symptoms (Coakley et al., 2022).

Food insecurity can adversely impact mental health. One study conducted by the Centers for Disease Control in the United States found that "food insecurity is associated with a 257% higher risk of anxiety and 253% higher risk of depression" in adults surveyed (Fang et al., 2021). Additional studies show a direct correlation between food insecurity and psychological distress in adults. For example, a study conducted in South Korea analyzing adults older than 19 showed that those who lived in food-insecure households were more likely to experience stress and depressive thoughts. Similar findings were found in a study conducted in Denmark, where food-insecure adults over 18 were found to experience more psychological stress. In Canada, mental illness is more common in adults who are defined as food insecure, as well (Myers, 2020).

The impact of food insecurity on mental well-being is also obvious for young adults, adolescents, and college-age students. An investigation using the National Health and Nutrition Examination Survey from the United States shows that young adults who experience food insecurity also experience sleep deprivation, which can cause a myriad of mental health issues and can impact well-being in general. For college students in general, cross-sectional analysis shows that food insecurity and depressive thoughts and episodes were often associated (Myers).

Basic needs insecurity may also threaten psychological well-being through stigma. Stigma refers to negative attitudes, beliefs, or stereotypes that society holds toward individuals or groups based on certain characteristics, traits, behaviors, or conditions. This can lead to discrimination, prejudice, and social exclusion against those individuals or groups, often resulting in their marginalization or devaluation within society (APA Dictionary). For college students experiencing basic needs insecurity, many report feeling judged or victims of stigma when talking about their basic needs insecurity or accessing resources. Students who experience food insecurity, specifically, report experiencing thoughts of embarrassment, fear or exposure, and generalized stigma surrounding food insecurity and seeking help (Henry, 2020), which may lead to self-isolation or avoiding meals (Maynard et al., 2018).

The stigma surrounding food insecurity may be built upon stereotypes culturally ingrained in the United States. One study found that people perceive food-insecure college students as lazy, poor, and less motivated than their counterparts. Stigma may additionally emerge due to the common thought that since college students can afford to attend college, they should be able to provide for themselves and should not be food insecure (Henry, 2020). These findings are supported by a study conducted at a small Southeastern university, where students who were basic needs insecure reported feeling stigmatized and also reported having to make tradeoffs between obtaining basic needs security or academic success, such as attending courses and buying course materials (Robbins, 2022).

Stigma profoundly influences mental health by perpetuating negative stereotypes, fostering discrimination, and hindering access to support and treatment, thereby exacerbating the challenges faced by individuals experiencing conditions. Stigma related to basic needs insecurity can impact students by causing social isolation and reports of loneliness, impacting mental well-being (Peterson et al., 2022). Both public and self-stigma, in general, can impact those who are already experiencing mental health impairments. Studies have found that public stigma may increase rates of suicidal ideation, and self-stigma may reduce the likelihood of individuals seeking help (Yokoya, 2018).

It is clear that basic needs insecurity impacts mental health and psychological well-being. However, it is necessary to examine the link between a lack of mental wellness and academic performance. Psychological distress has been shown to impact overall grade point averages in college undergraduates. In one study in Canada surveying 1530 students, impaired mental well-being was directly related to long-term low GPAs– for students experiencing mental distress, their academic performance would continue to be impacted throughout the next semester and year (Duffy et al., 2020). For students who are experiencing mental distress caused by basic needs insecurity (either long-term or short-term), their overall academic performance will be impacted.

Not only does mental health impact grade point averages, but it also may impact socializing and other necessary skills to excel in the classroom. One study suggests that mental health disorders may lead to reduced academic self-efficacy, learning ability, and motivation for learning; which may lead to student's study progress and academic success being negatively impacted (Grotan et al., 2020). This is further supported by another study that analyzed the correlation between impaired mental health and negative emotions, manifesting in poor learning behavior, motivation, and task completion (Flueckiger et al., 2014).

Methods

Semi-Structured Interviews

We conducted several interviews to get more personal perspectives from SCU students. The purpose of these interviews was to gain a better understanding of how food systems operations on and off campus affected students. Our aim was to understand how students interact with on-campus resources, and where SCU is falling short in providing these resources. We used these interviews to understand what their food preferences are, different feelings about their food access on campus, and if resources feel accessible to them. We also hoped to find out what kinds of culturally relevant foods they currently don't have access to at Santa Clara. These findings will allow the Bronco Pantry to provide more culturally relevant foods and better serve its students.

We also attempted to investigate the current basic needs funding provided by the state of California's government and how private schools can advocate for more support via stakeholder interviews. We plan on using these findings to provide a recent comprehensive analysis of the current state of food insecurity at SCU.

We used audio and video taping for one-on-one interviews. The recordings were transcribed for quotes and used for general analysis. The participants in the student study were undergraduate and graduate students at Santa Clara University, most were between 18-28 years old. They are of mixed race and ethnicity, including two international students. Subjects were selected from our lab's Fall 2023 survey. Participants in this study identified themselves as 1) an SCU undergraduate or graduate student, and 2) willing to participate in an interview. Each member of our team randomly selected 8-10 names from this pool of students and reached out to them by email. This email included the Cover Letter, detailing the background of the study, and how the interviews were to be conducted. When the student responded that they were willing to participate, then the relevant capstone team member answered any questions they might have and scheduled an interview on Zoom at the next convenience. We then informed subjects with an Interview Consent Form, which explained the reason for our study and who was involved in reviewing interviews and survey responses. This study includes interviews conducted from Fall of 2023 through Spring of 2024. These interviews were all coded by a team and with the guidance of Dr. Bacon in the Spring and Summer of 2024. The interviewees chosen in regard to the case study on California state funding for food insecurity were selected based on their role as key informants within the local food network, either working with Calfresh through a Non-profit or within the organization directly.

After the interviews were transcribed, a preliminary code sheet with key quotes from each interviewee was designed. The sheet showed the quotes, who conducted the interview, and the preliminary code. Common codes were then taken into consideration and a consensus was made for final codes. Codes are short phrases that describe an important quote that was pulled from an interview. Using codes helps us sort out the common themes among the interviews. After all of the interviews were updated with the final codes, analysis looked at the most and least common codes, and how that might be different from what was originally anticipated.

Survey

Since 2020, the Agroecology, Climate Resilience, and Food Justice Lab has conducted surveys assessing basic needs insecurity for Santa Clara University students. For the 2023-2024 academic school year, the surveys were sent out during the fall quarter and outreach occurred then. This academic school year, the lab received 829 responses. Questions in the survey seek to gauge a better understanding of basic needs insecurity at SCU, but questions regarding resources, demographics, and income levels are also asked to analyze food and housing insecurity with intersectionality, creating a more comprehensive image of basic needs insecurity at Santa Clara University. Following the survey, semi-structured interviews were conducted with participants willing and able to participate. The Institutional Review Board approved the methods of this research.

For the past four years, the lab disseminated a nearly identical survey to ensure continuity and comparability. Some questions have been reframed to focus on apt and current issues. Based on the year, different themes were incorporated in the survey questions; for example, there was more focus on the impacts of COVID-19 on basic needs insecurity during the years of the COVID-19 pandemic and the years directly following it.

The research team created survey questions to score food and housing insecurity based on the U.S. Department of Agriculture (USDA) adult module for food security (U.S. Department of Agriculture, 2020) and the Hope Lab campus-wide basic needs surveys (Goldrick-Rab, 2020a and 2020b). The USDA Adult Food Security Survey Module measures food insecurity for adults by primarily focusing on access to food, lack of affordability of food, and eating balanced meals, amongst other factors. At Santa Clara University, the Agroecology, Climate Resilience, and Food Justice Lab used the USDA as a basis to score food security. Using all of the questions, the lab has made a scoring interpretation, giving students 0 or 1 points based on how they answered each question. For example, students who answered “Never true” about experiencing a lack of balanced meals in the last 30 days would receive a 0 for that question, whereas a student who answered the same question as “Often true” would receive a 1. Adding the scores up allowed the lab to score participants on very low, low, marginal, or high basic needs security. Additionally, regarding screening and estimating food security, the following needs to be addressed: are there disparities in food security based on academic classifications, and if so, why? Housing security was scored similarly using questions created by the Hope Lab.

Using Google Sheets and Excel, the research team analyzed food insecurity and housing insecurity. By isolating specific questions and comparing them to specific metrics (such as food insecurity and household income), pivot tables and graphs were created to visualize the data. Data visualizations in tandem with other quantitative analyses provided a comprehensive quantitative analysis of food and housing security levels at Santa Clara University.

Moreover, the team conducted eight interviews with Santa Clara students. These interviews were semi-structured in nature, but included questions prompting interviewees to share experiences with basic needs insecurity, discuss resources they use to assist with basic needs insecurity and describe their ideal Santa Clara food and housing system. These results were transcribed and coded using Taguette, providing essential qualitative data that will further our insights about the scope of basic needs insecurity at our university.

Focus Group

The research team conducted a focus group with seven first-generation college students to explore their unique experiences with basic needs during their time at Santa Clara University. The focus group was semi-structured, allowing for guided yet flexible discussions. The questions were organized around four main topics: (1) defining basic needs, (2) food, housing, transportation, and other basic needs, (3) navigating economic hardships and coping strategies, and (4) what participants would like to see in future food systems/programs. The sessions were recorded, transcribed verbatim, and anonymized to protect participants' identities. We employed thematic coding to analyze the data, tagging specific experiences related to being a first-generation college student.

Results

2023 Student Food Security Survey

Findings from 2023 show that food insecurity remains a significant issue at Santa Clara University (SCU). Over one-quarter of respondents were scored as having very low or low food security in 2023 (See Figure 1). According to USDA definitions, very low and low food security are classified as food insecure. Food security is measured using several USDA food security questions, with certain responses equating to marginal or high food security and other responses coded as low or very low food security.

This section aims to provide an overview of the findings. The levels of food insecurity from 2023 are still concerning; however, there is a clear improvement from the previous year. In 2022, over 35% of respondents were scored as food insecure, and less than 45% of respondents were scored as having high levels of food security. In contrast, over 60% of respondents in 2023 were scored as having high levels of food security. These statistics suggest that there has been an improvement in food security at SCU between 2022 and 2023.

When cross-analyzing the prevalence of survey respondents' answers to some of the USDA survey questions with the food security levels in 2022 and 2023 (See Figure 2), it is evident that respondents who experienced food insecurity at higher rates (experiencing either low or very low food security) also did not have access to many resources and struggled with obtaining food in the last thirty days.

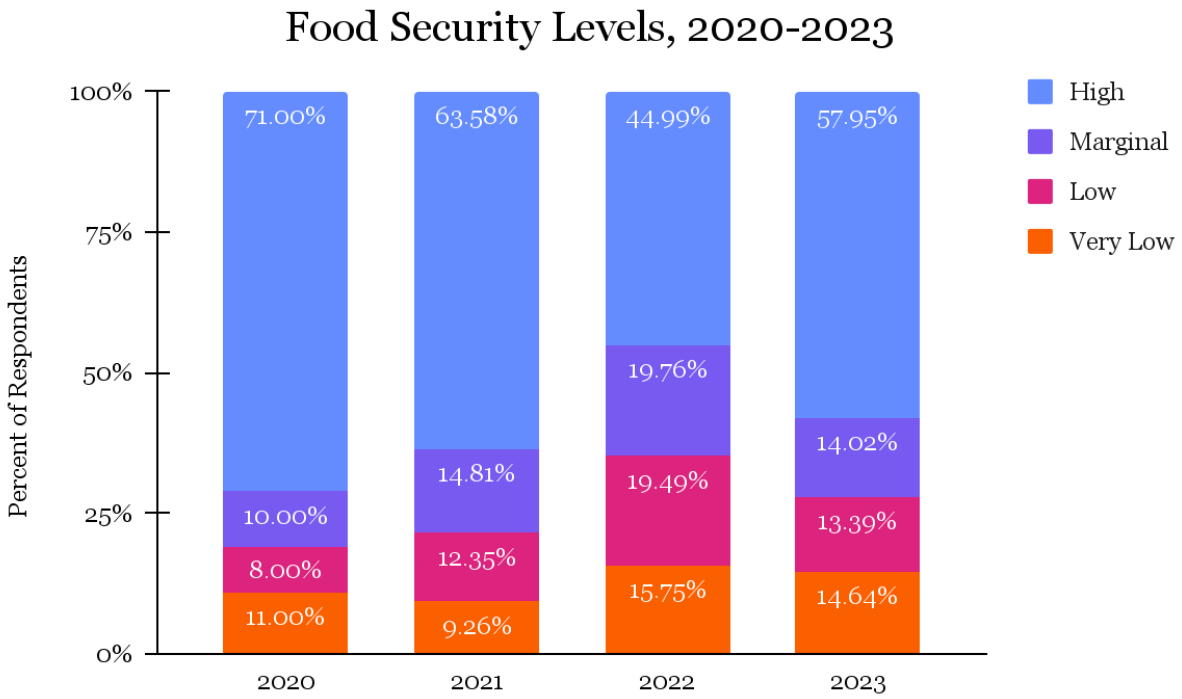

Figure 1. Food Security Levels of SCU students for the years of 2020 (n=484), 2021 (n=166), 2022 (n=749), and 2023 (n=827). Food security status was calculated using the U.S. FDA Food Security Scoring Module and The Hope Center's Scoring Guide. Sources: Student Basic Needs Survey 2020, 2021, 2022, 2023.

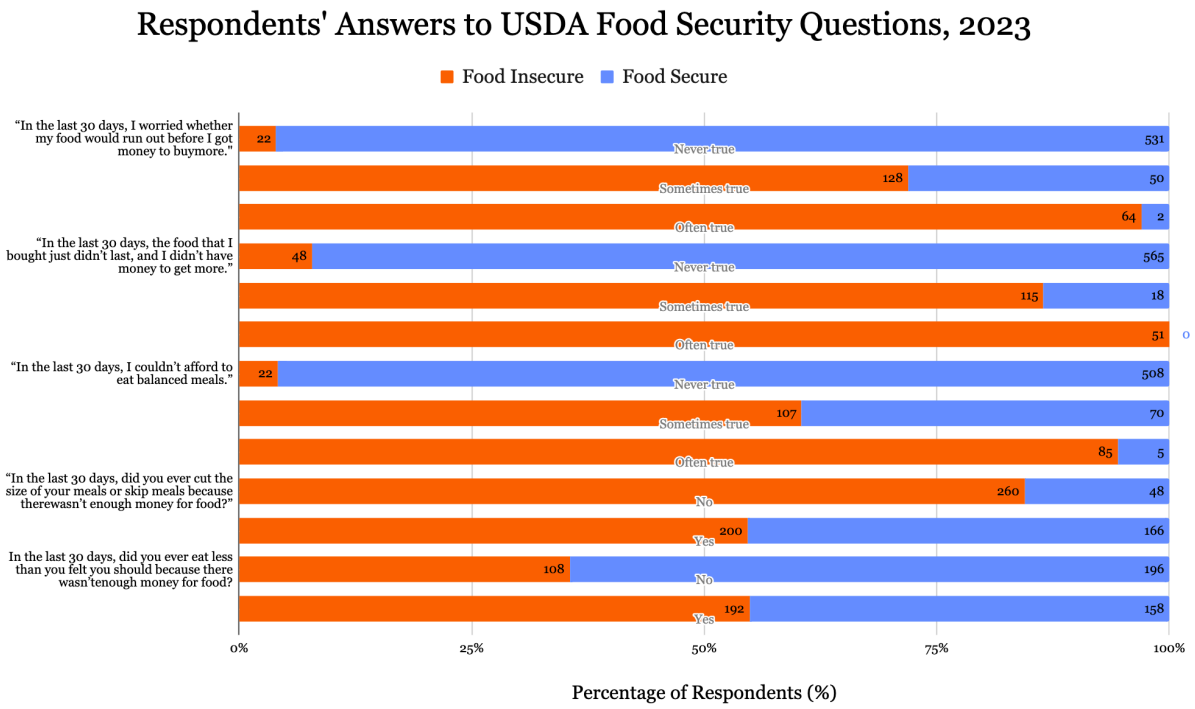

Figure 2. Respondents' Answers to USDA Food Security Questions, 2023. Food security status was calculated using the U.S. FDA Food Security Scoring Module and The Hope Center's Scoring Guide. Sources: Student Basic Needs Survey 2023.

Consistent with past studies and through the comprehensive analysis of food and housing insecurity at Santa Clara University for the past four years, findings have demonstrated that there are many intersecting factors with food insecurity. For example, food insecurity is correlated to lower incomes, and food security is related to higher incomes. One-half of students who experienced very low food security also experienced financial insecurity, with a household income of $25,000 or less (See Figure 3). In contrast, 47.4% of students who experience high food security have household incomes of $150,000 or more (See Figure 3).

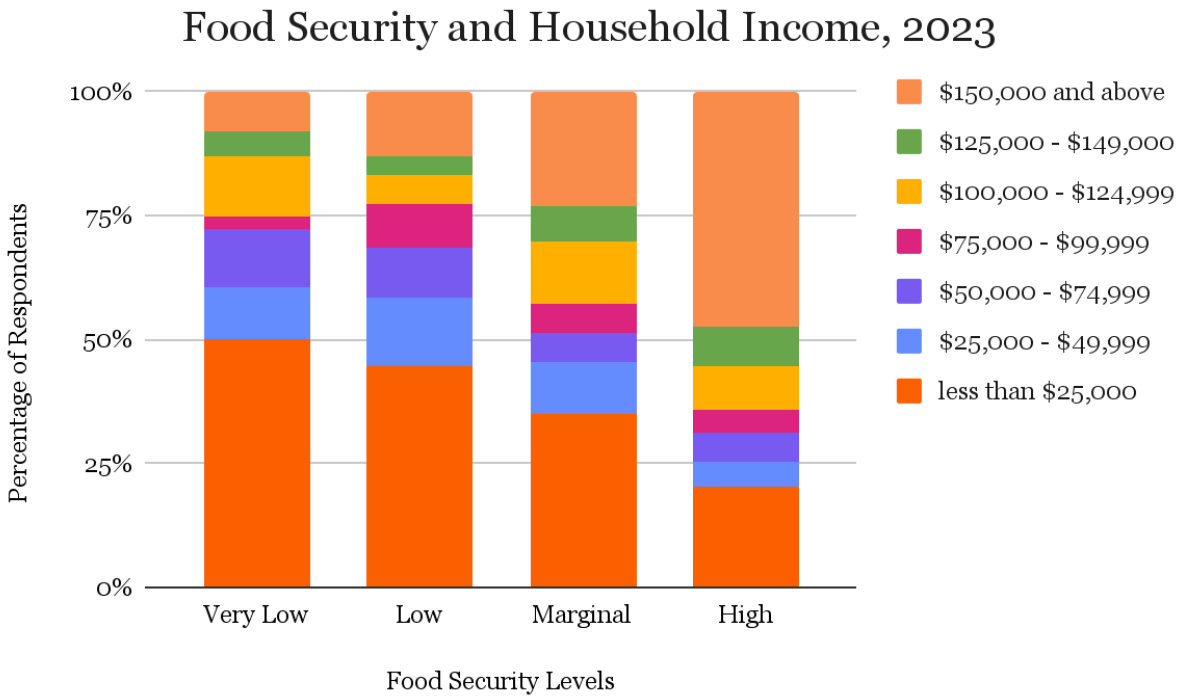

Figure 3. Food Security and Household Income at Santa Clara University, 2023; **n=641.** Source: Student Basic Needs Survey 2023.

The 4th Annual Basic Needs Survey conducted in 2023 revealed significant racial disparities in food and housing insecurity at Santa Clara University (SCU). Figure 4 illustrates the food security status for students by race and ethnicity (n=840). White and Middle Eastern/North African students tended to have the highest levels of food security. In contrast, African American/Black students experienced the most food insecurity, with over 30% of students in this group experiencing low or very low food security.

The survey data, based on responses to ten questions about food access in the past 30 days, showed varied levels of food security across different racial and ethnic groups. Of the 840 respondents, 284 identified as Caucasian or White, 137 as Hispanic or Latinx/Latina/Latino or Chicanx/Chicana/Chicano, 140 as Other Asian or Asian American, and 130 as two or more races. Smaller numbers identified as Southeast Asian (47), African American (27), Middle Eastern or North African or Arab or Arab American (12), Pacific Islander or Native Hawaiian (2), American Indian or Alaskan Native (1), and Indigenous (1).

These findings highlight the need for targeted interventions and support systems to address food insecurity among specific student populations, particularly those from historically underrepresented groups.

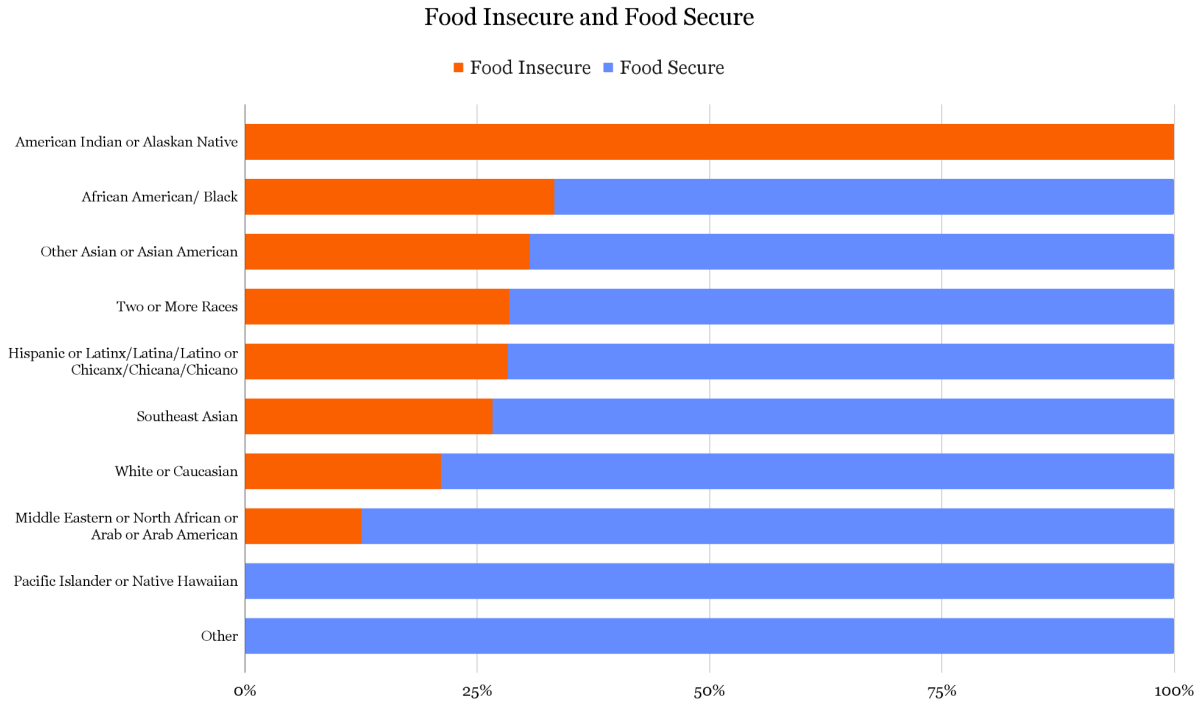

Figure 4. Food security status for students by Race and Ethnicity at SCU (n=840). Food security scores were calculated using the number of affirmative answers provided by the respondents to ten questions regarding food in the past 30 days. Each score corresponds to a food security level, **with low and very low levels indicating food insecurity.** Of the 840 students, 1 student said "American Indian or Alaskan Native", 27 said "African American", 140 said "Other Asian or Asian American", 130 are "two or more", 284 said "Caucasian or White,",137 said "Hispanic or Latinx/Latina/Latino or Chicanx/Chicana/Chicano", 47 said "Southeast Asian", 12 said "Middle Eastern or North African or Arab or Arab American", 2 said "Pacific Islander or Native Hawaiian" and 1 said "Indigenous". Source: Student Food Security Survey, Santa Clara University, 2023.

These disparities were similar to housing insecurity rates. Southeast Asian students experienced housing insecurity at the highest rates. According to Figure 5, approximately 31.9% of students who are Southeast Asian were housing insecure at one point during their time at Santa Clara University. By contrast, Middle Eastern and North African students experienced housing insecurity at the lowest rates, **with only 10% experiencing housing insecurity.** However, it is necessary to acknowledge that these differences may be due to differences in sample sizes– as 47 Southeast Asian students participated in this survey, whereas housing security scores were only calculated for 10 students of Middle Eastern or North African descent (See Figure 5). Additionally, the figure below shows that all Pacific Islander Students were housing secure. However, only 2 respondents identified as Pacific Islanders. White and Asian students were also generally housing secure. Out of a sample of 140, 117 Asian students were scored as housing secure, or about 83.6%. Out of 27 African American respondents, 6 were housing insecure, or about 22.2%. Finally, there were 284 white respondents, and 23.6% of respondents experienced food insecurity, or about 67 respondents (See Figure 5).

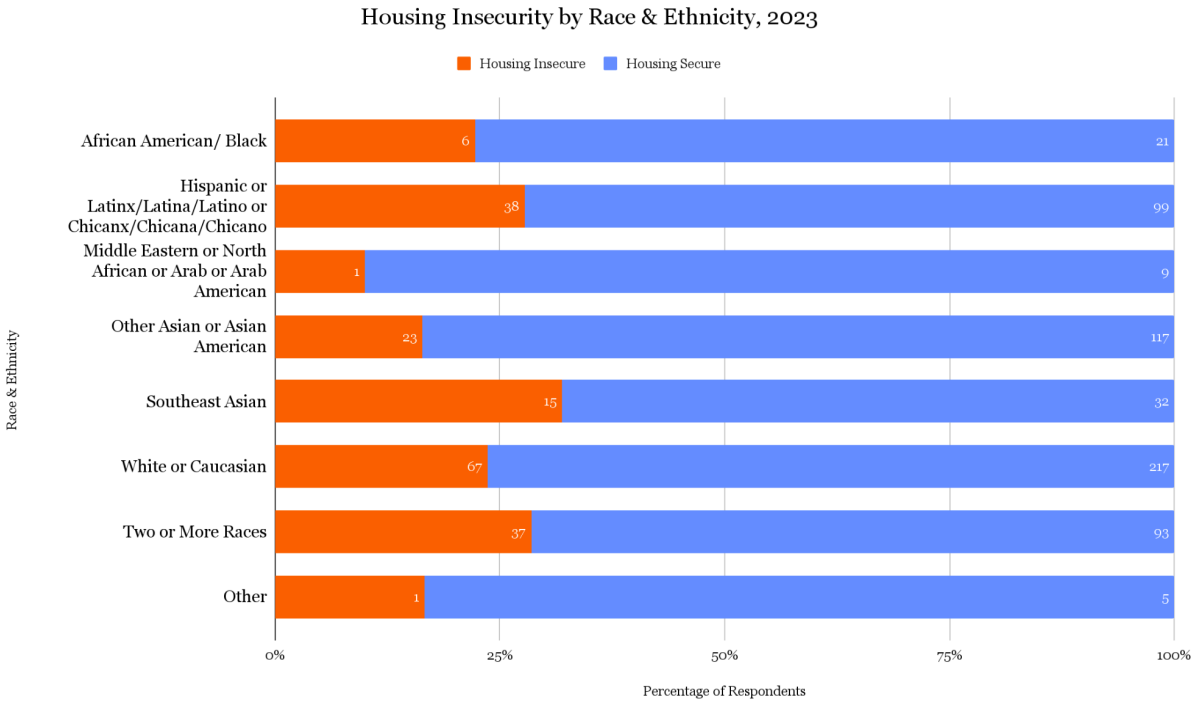

Figure 5. Housing insecurity status for students by Race and Ethnicity at SCU (n=785). Housing insecurity was calculated using the number of affirmative answers provided by the respondents to ten questions regarding food in the past 30 days. Each score corresponds to a housing security level, **with a higher percentage indicating the level of housing and food insecurity.** Homelessness data was collected by asking students if they had experienced it in the last 12 months. Source: Student Food Security Survey, Santa Clara University, 2023.

Specifically for housing security, our team discovered that students who experienced housing insecurity primarily experienced difficulties with paying high housing costs. Additionally, many students reported that they had moved throughout the year– which typically would be associated with housing insecurity. However, due to the transient nature of college students moving between academic years, it is important to use other factors to assess housing security.

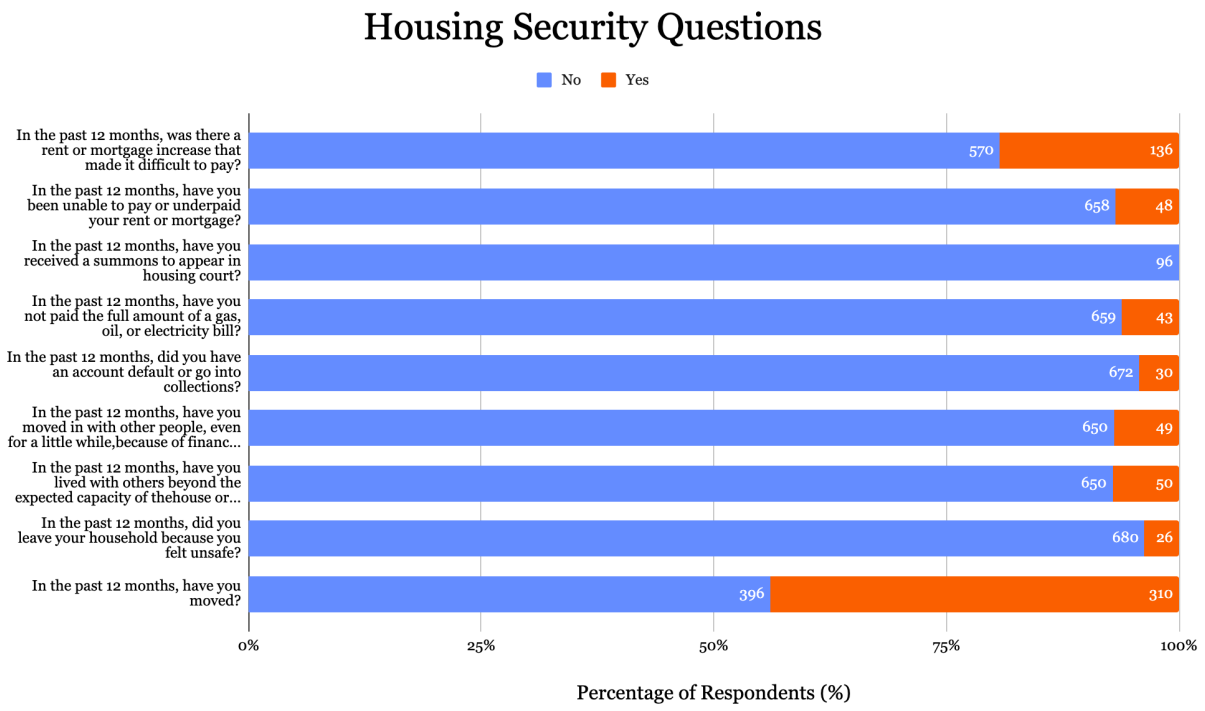

Figure 6. Respondents' Answers to Questions Scoring Housing Security. Source: Student Basic Needs Survey conducted at Santa Clara University in 2023.

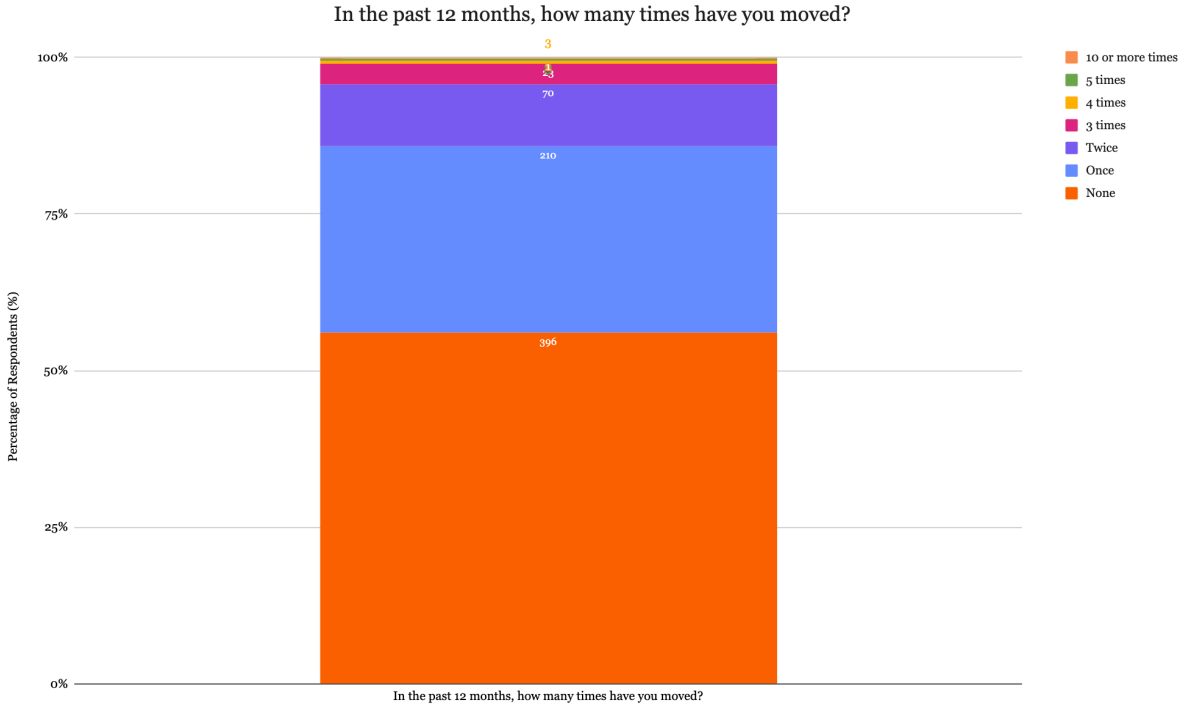

Figure 7. Respondent Answers to Question: In the past 12 months, how many times have you moved? Source: Student Basic Needs Survey conducted at Santa Clara University in 2023 (n=706)

The analysis of racial disparities in housing and food security statistics revealed a significant relationship between race, ethnicity, and basic needs security. As illustrated in Figure 8, which assesses the basic needs security status of SCU students based on race/ethnicity, 342 out of 795 respondents were basic needs secure, while 453 were basic needs insecure. This data was collected by the ACRAF Lab at Santa Clara University over a three-month period from September to December 2023.

The analysis of survey data collected by the ACRAF Lab at Santa Clara University from September to December 2023 reveals a significant relationship between race, ethnicity, and basic needs security among SCU students. Out of 795 respondents, 453 (57%) were found to be basic needs insecure, while 342 (43%) were basic needs secure. This disparity in basic needs security status across racial and ethnic groups aligns with broader trends observed in housing and food security statistics.

Additionally, Figure 7 presents the responses to the question: "In the past 12 months, how many times have you moved?" from the Student Basic Needs Survey conducted at Santa Clara University in 2023. Among the 706 respondents, 39% reported having moved 10 or more times. This high frequency of moves further underscores the instability that many students face in securing their basic needs.

The higher prevalence of basic needs insecurity among certain racial and ethnic groups at SCU reflects wider societal patterns of inequality. Research has consistently shown that Black and Hispanic households are more likely to experience food insecurity compared to white households. For instance, in 2022, nearly 23% of Black people in the United States faced food insecurity.

These disparities can be attributed to various factors, including structural racism, discrimination, and socioeconomic disadvantages that disproportionately affect communities of color. The persistence of these inequalities, even when controlling for other social and economic factors, underscores the complex relationship between race, ethnicity, and access to basic needs.

The survey results highlight the importance of addressing racial and ethnic disparities in basic needs security within higher education settings. This data can inform targeted interventions and support services to ensure equitable access to food, housing, and other essential resources for all students, regardless of their racial or ethnic background.

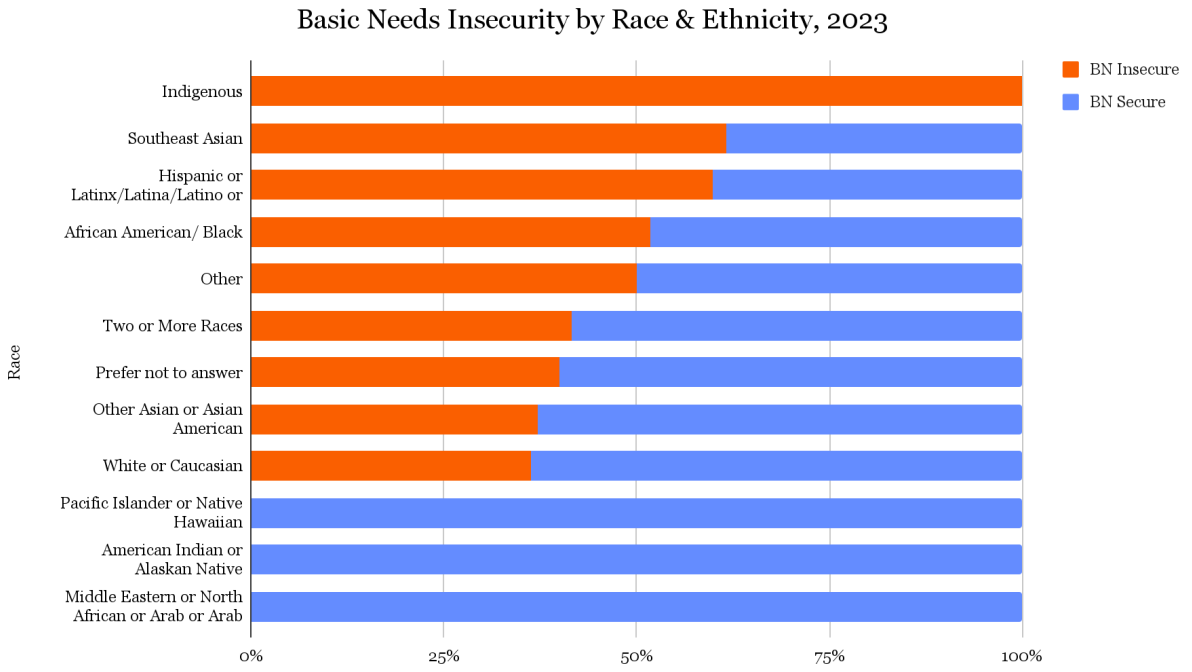

Figure 8. SCU students' basic needs security status based on race/ethnicity. Among all respondents to this question (n=795), 342 were basic needs secure and 453 were basic needs insecure. Survey data collected by the ACRAF Lab at Santa Clara University during a three month period (September 2023-December 2023).

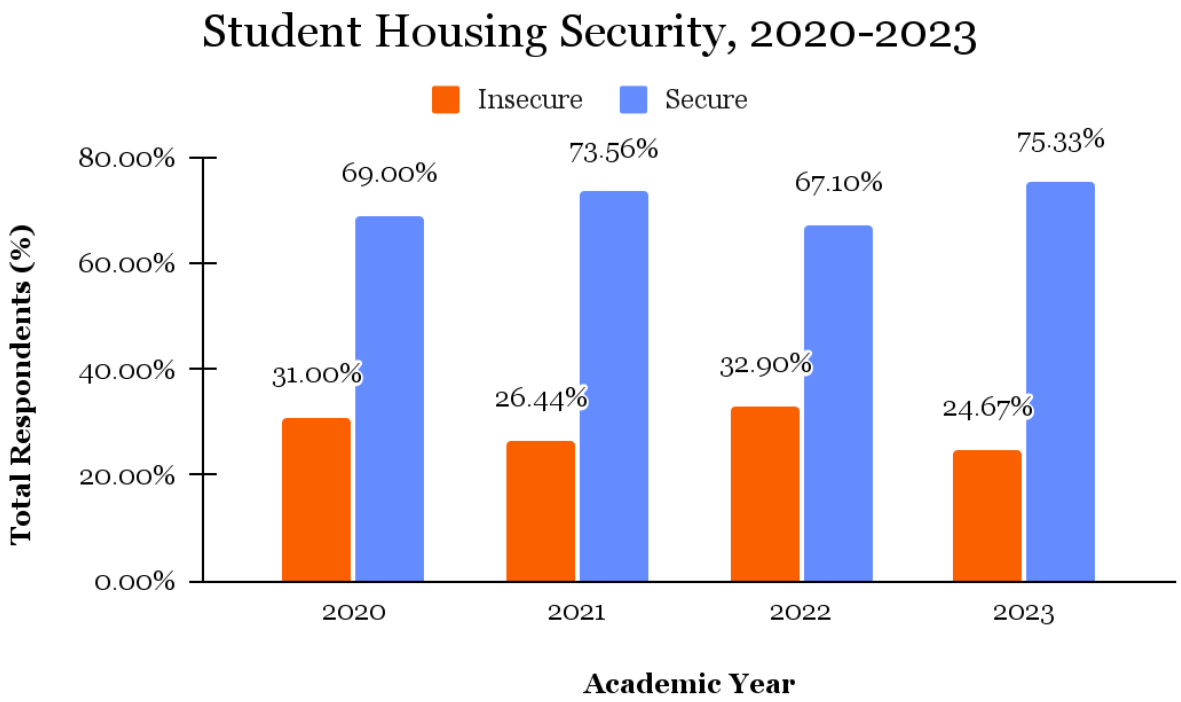

Figure 9. Student housing security level between years 2020-2023. Of the 558 students surveyed in 2020, 385 students were housing secure whereas 173 students surveyed were housing insecure. Of the 261 students surveyed in 2021, 69 students were housing insecure and 192 students were housing secure. Of the 775 students surveyed in 2022, 255 were housing insecure and 520 were housing secure. Finally, of the 827 students surveyed in 2023, 623 students were food secure and 204 students were housing insecure. The total number of students surveyed for all of these years was 2421, with 701 students experiencing housing insecurity and 1720 students considered housing secure while students at SCU.

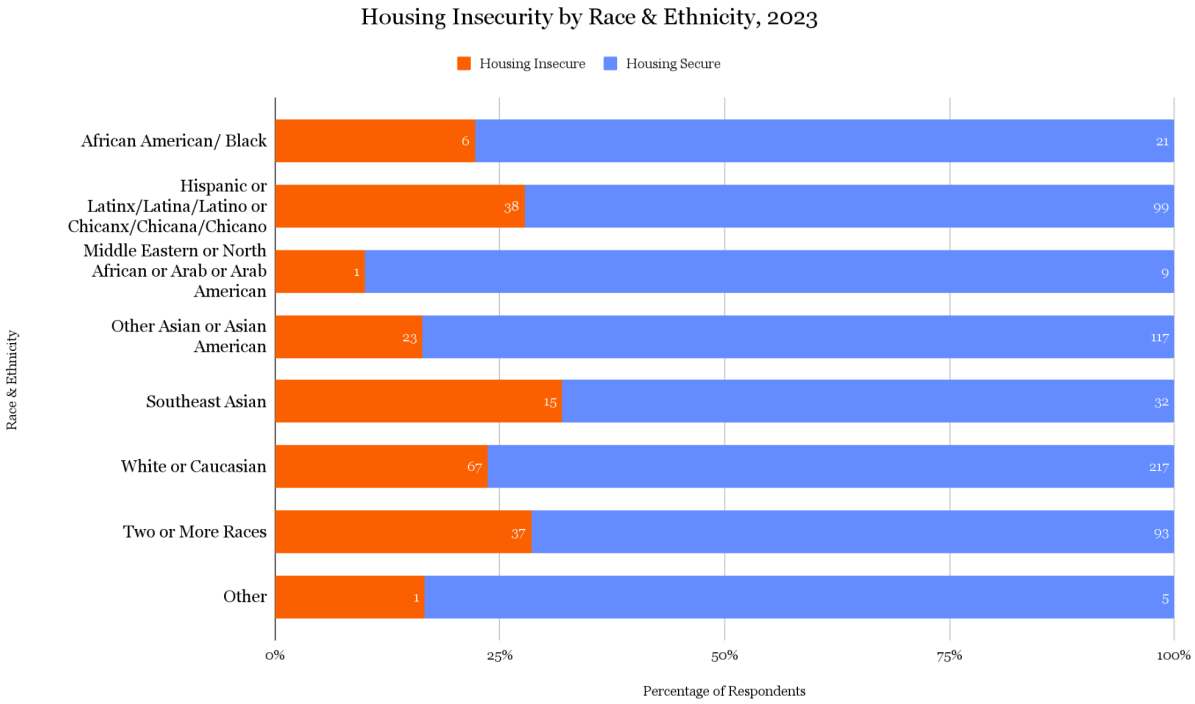

Figure 10. Housing insecurity status among students by race and ethnicity at SCU (n=781). Source from SCU Basic Needs Report. Ethnicity categories of Indigenous (n=1), American Indian/ Alaska Native (n=1), and Pacific Islander (n=2) were omitted from this data analysis because of their small sample sizes.

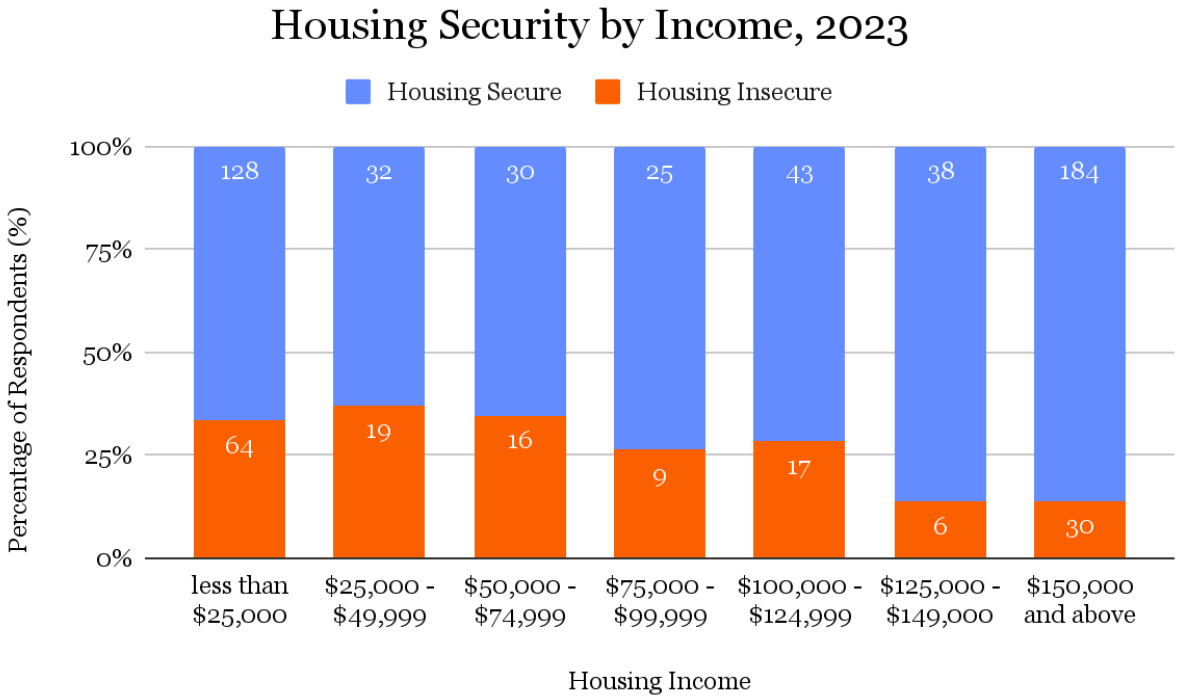

Figure 11. Housing security status among students by household income at Santa Clara University (n=641). Data source from Student Basic Needs Survey conducted at Santa Clara University in 2023

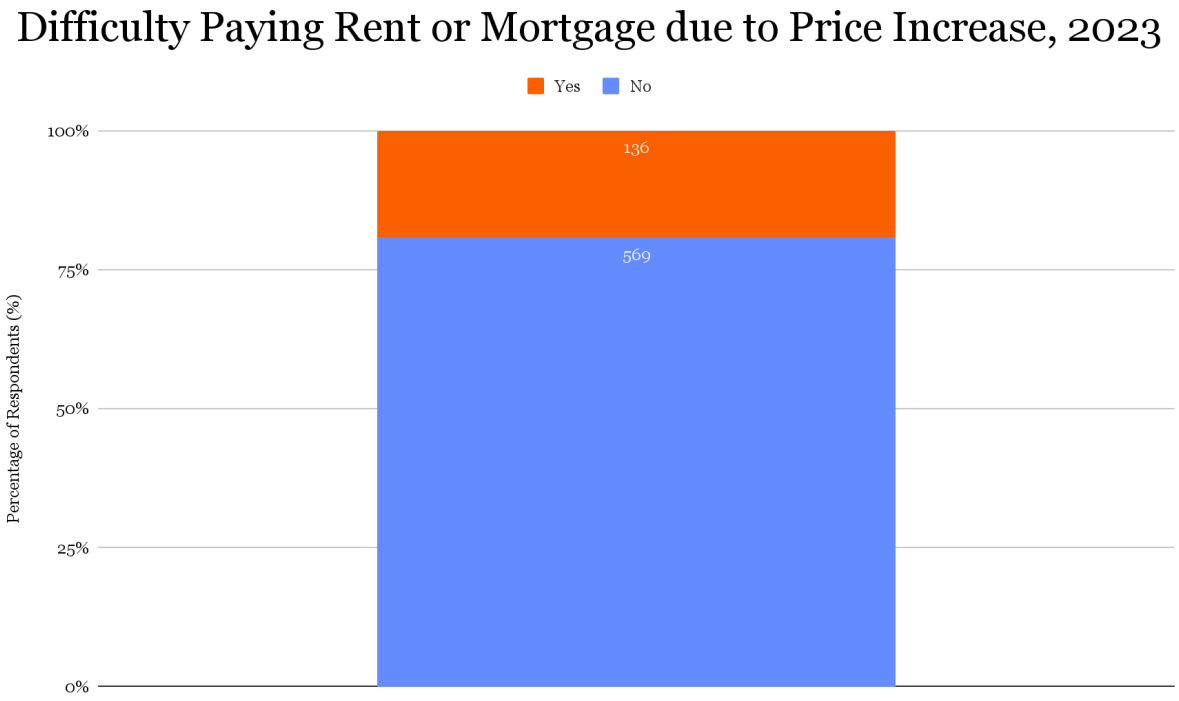

Figure 12. Respondent Answers to Question: In the past 12 months, have you been unable to pay or underpaid your rent or mortgage? Data source from Student Basic Needs Survey conducted at Santa Clara University in 2023 (n=706)

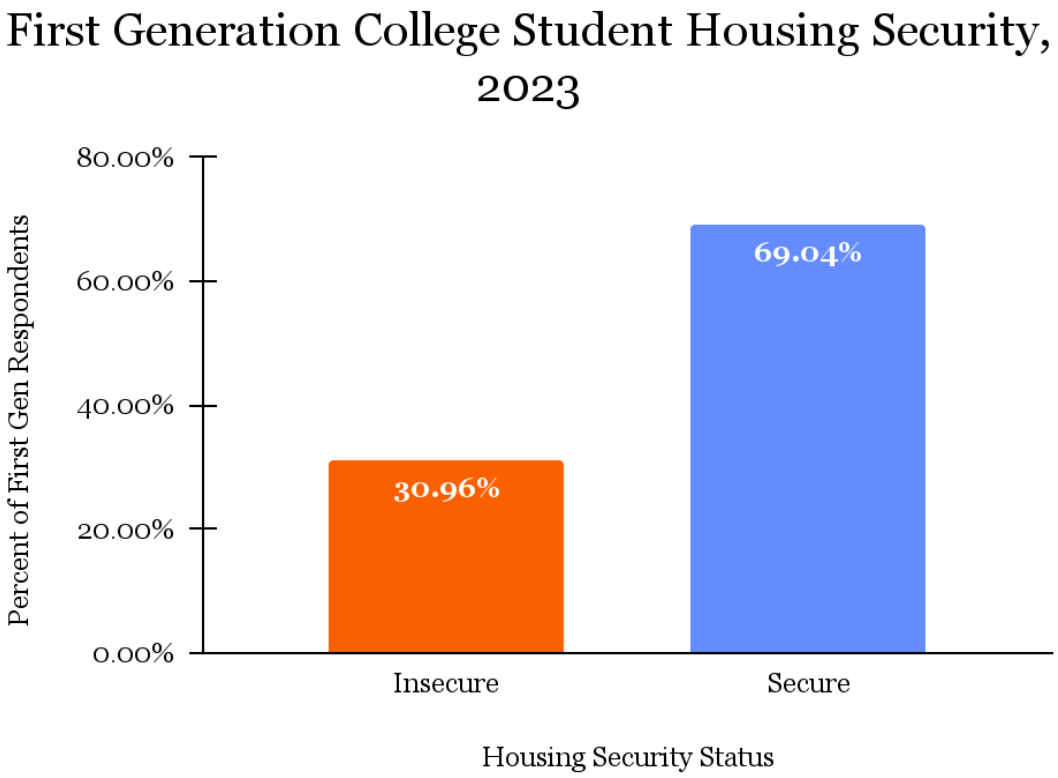

Figure 13. Housing security status for first generation college students at Santa Clara University. Data source from Student Basic Needs Survey conducted at Santa Clara University in 2023 (n=197)

Qualitative Findings from Semi-Structured Interviews

During semi-structured interviews, respondents stated that the food insecurity they have experienced has been long-lasting and has caused them quite a bit of stress. One theme that emerged during interviews was stigma. Students felt that they were unable to talk about their experiences with food insecurity, and often found that the resources on Santa Clara University's campus were not promoted nearly as well as they should have been. One student remarked, "I don't think things like the Bronco Pantry [Santa Clara University's food pantry] are really like advertised. I don't know why. Maybe there's some sort of like taboo thingy or whatever… but if those who are struggling would really appreciate it, and like, really do not care as much, because we're just trying to eat and survive."

During interviews conducted with the Agroecology, Climate Resilience, and Food Justice Lab at Santa Clara University, discussions of adolescent food insecurity occurred. Many students who expressed that they experienced food insecurity while matriculating through Santa Clara University also discussed growing up in households where food security was inconsistent.

Qualitative Findings from Focus Group

Our research team conducted a focus group with seven first-generation college students to explore their unique experiences. The focus group was semi-structured, allowing for guided yet flexible discussions. The five primary themes revealed during the focus group include: transportation, Benson food, food costs, coping mechanisms, and the undergraduate student experience. Additionally, participants highlighted experiences related to being a commuter student and challenges with communication with administrative offices on campus and coordination between varying offices, especially in regards to housing.

Participants shared poignant insights, such as the financial guilt associated with self-care: "But I think it also has to go if you're struggling with money, you feel guilty wanting to do something for yourself... But then if you never treat yourself, are you really going to feel good about yourself? Then you just feel guilty." They also discussed the preference for cheaper vending machine snacks over Benson food: "Sometimes [I chose] the vending machine. It's just a dollar, dollar fifty, rather than Benson."

In regards to barriers to a nutritious diet, students shared financial and time constraints and the burden of balancing a busy schedule: “I was so tired. That's why I took a break. I'm now only working one [job], but it's a lot…on top of paying for me, I also helped pay for things for my parents and my family. There's a lot of sleepless nights because something has to give, and I can't give up on school because I need my degree to be able to get a better job and to live. So it was hard. I don't recommend it to anyone ever. If there's other options for scholarships, grants, even with everything, it just wasn't enough.”

Furthermore, students share some coping strategies, which include support among students: “I'm a commuter. Same story. Sometimes I do buy food on campus here, and since I don't have a meal plan or anything, I pay with an actual card. So it is expensive. [My friend] often buys me food because a yogurt is like $10 [on campus].” Other strategies include group meals to help mitigate cost and time constraints: “I'm going to do potluck. We'll each bring an ingredient or two because it offsets the financial burden as well as the time burden of having to cook or like meal prep by yourself. It makes it a little more fun.” These efforts mirror existing initiatives on campus, including the Forge Garden Nourish Nights, a program that was also included in their testimonies: “If [Nourish Nights] were to be expanded, I would participate. My only issue is that for me, it's a timing thing because I sometimes have classes or meetings that overlap, as well as a lot of the times when I pull up, they'll run out of food, which is okay and understandable because there are so many people that need it. But it is also like, oh, dang, I gotta go figure out what I'm going to do now.”

The challenges of navigating FAFSA and scholarship applications independently were highlighted: "I've had to do FAFSA and the College application all by myself and scholarships all by myself…I think people with parents without SSNs are having a lot of issues." Students also shared their struggles with housing contracts: "I was there for two weeks calling everybody I tried. I didn't know what to do. [I had] to get a loan now because they were like, Oh, well, you can't break your housing contract."

Finally, they emphasized the potential benefits of discounted or free transportation passes: "Maybe having.. a discounted or free ETA pass could encourage students to take the bus instead... It's really expensive." Students without personal transportation shared the difficulty with accessing nutritious, culturally relevant, and affordable food, as even public transportation begins to add up: “I don't have a car, I don't have my license, so I use a bus, and I think it's so expensive… San Jose State has a free bus pass, which I think is really nice. I have to ask my

sister who goes to San Jose State to get me one so I can use it because it's $2.50 for adults one way. So if you use it back If you're walking for it, that's $5. And imagine using that every day, that's a lot of money."

These themes and quotes highlight the multifaceted challenges first-generation college students face and underscore the need for targeted support systems. This group with first-generation college students highlighted some common experiences and barriers to a nutritious diet, particularly financial and time constraints, in addition to successful and unsuccessful coping strategies that helped get them through these barriers. The results of this focus group provide opportunities for additional research in conjunction with the implementation of student-led mutual aid programs and the scaling up of existing initiatives.

Discussion

It has long been understood in the United States that education can be used as a tool for economic and social mobility. Access to education, specifically low-cost education is necessary to close long-standing poverty and equity gaps. For example, people who matriculate through university and receive bachelor's degrees make much more money, on average, than those who are not college-educated. One report from the Social Security Administration shows that on average, both men and women who graduated with bachelor's degrees make $765,000 more throughout their lifetime than high school graduates. Receiving graduate degrees increases lifetime earnings even more (Tamborini et al., 2015).

Additionally, despite the high costs of tuition, economists project that the return on investment for college is 35.9%, which is calculated based on how much money the degree costs versus how much the recipient of the degree makes because they received it (Burke, 2024). "Pulling oneself up by the bootstraps" has been noted as a central tenet of the "American Dream"– a concept that highlights the ability to achieve greater social or economic mobility. Although this concept is not necessarily supported by data, as there are many social and economic policies that have impacted people from achieving upward mobilization– historically for people of color– generally, education is equated with equalizing gaps in equality. For example, 83% of all Americans believe that education is essential for economic mobility (Williams et al., 2020).

The value of education is ubiquitous, yet there is a lot of educational inequality within the United States. Specifically, less than 1% of students from the bottom 20% of the American socioeconomic strata attend "elite" universities, and in general, these "elite" universities often have more students from the top 1% than the bottom 60% of the socioeconomic ladder (Williams, et. al, 2020). This disparity is partly due to financial barriers that low-income students face when applying and matriculating through college (Sinkevich 2024). Costs associated with entry exams, applications, deposits, and general fees make it difficult for low-income students to afford college, often resulting in significant student loan debt (Mather, et. al, 2014).

Educational inequalities begin early and persist throughout students' K–12 years and beyond, with children's social class being one of the most significant predictors of their educational success (Garcia, et. al, 2017). The U.S. educational system is one of the most unequal in the industrialized world, where the wealthiest 10% of school districts spend nearly ten times more than the poorest 10%, exacerbating the disparities in educational outcomes.

Despite education traditionally being noted as a remedy or route out of poverty and as an asset for intergenerational economic mobility, COVID-19 specifically highlighted inequalities

within the American education system. COVID-19 exposed that many students that were low-income were facing barriers to academic success. Lack of affordability caused an increase in drop-out rates, and with colleges closing due to the pandemic, many students were left without reliable housing and food (Williams et al., 2020). Another problematic policy that has been exposed is that students who are enrolled more than half-time are ineligible to receive federal food assistance unless they work for more than 20 hours, which is often not feasible for students in college (U.S. Department of Agriculture, 2013). Policies such as this make it so students who are experiencing basic needs insecurity are often forced to choose between academic achievement or their basic needs. For students who are forced to choose the latter, a system of inequality is perpetuated: students who are hungry are inevitably unable to achieve as great social or economic mobility.

Using the sociological frame of intersectionality to analyze basic needs insecurity and academic achievement, it is clear that there is a correlation between the two. Those who experience basic needs insecurity at higher rates typically come from marginalized backgrounds– either from lower socioeconomic statuses or from marginalized races. Because basic needs insecurity is a barrier to academic achievement, the direct link between food and housing sovereignty, academic performance, and social mobility is troubling for many reasons. It is deeply concerning that students facing basic needs insecurity often belong to marginalized groups, as this not only underscores existing inequalities but also perpetuates systemic oppression. The intersection of poverty, lack of access to essential resources, and marginalized identities amplify the obstacles these students face, reinforcing cycles of disadvantage and exclusion. This dynamic serves to maintain and intensify social and economic disparities, underlining the urgent need for targeted interventions to break these persistent patterns of inequality.

Conclusion & Recommendations

The pervasive issue of basic needs insecurity among college students represents a critical barrier to academic success and overall well-being. The findings from 2023 indicate that food insecurity at Santa Clara University (SCU) has decreased compared to 2022, highlighting a positive trend. However, the issue remains significant and must be addressed within a broader context of educational inequality and social mobility. To address this, SCU should implement both transformational and incremental changes.

Summary of Key Findings

Research consistently highlights the adverse effects of basic needs insecurity on academic performance, with lower GPAs, increased absenteeism, and higher dropout rates being common among affected students. These issues are compounded by mental health struggles, such as heightened stress, anxiety, and depression, further impeding students' ability to succeed academically. The stigma associated with food and housing insecurity exacerbates these challenges, leading to social isolation and reduced help-seeking behaviors.

This conclusion draws on both qualitative and quantitative data from surveys and interviews conducted by the Agroecology, Climate Resilience, and Food Justice Lab, as well as previous research and literature, to explore the state of basic needs security at SCU and its impact on academic performance. It examines demographic disparities in basic needs insecurity, its adverse effects on collegiate success, and the broader implications for social mobility. By analyzing these factors through various lenses, this conclusion argues that basic needs insecurity perpetuates systems of inequity.

Transformative changes:

1. Re-design the campus food system to provide more affordable, nutritious, and culturally diverse options.
2. Rewrite housing contracts to increase flexibility and affordability for students experiencing financial hardship.
3. Significantly increase student financial aid to better support those from low-income backgrounds.
4. Build a comprehensive basic needs program that integrates food, housing, transportation, and financial support services.

Incremental changes:

1. Increase funding for existing basic needs initiatives, including the Bronco Food Pantry.
2. Include basic needs resource information on all course syllabi.
3. Conduct annual assessments of student basic needs security to track progress and identify areas for improvement.
4. Adjust contracts and services to improve housing security, such as offering more flexible payment options.
5. Implement a meal point transfer system at the end of each quarter to reduce food waste and support food-insecure students.
6. Subsidize transportation costs or provide a transportation fee to improve student mobility.

7. Enhance marketing efforts for the Bronco Food Pantry to increase awareness and reduce stigma.
8. Develop programming to increase student knowledge of available resources.

These recommendations aim to create a more equitable and supportive educational environment at Santa Clara University. By addressing basic needs insecurity through both systemic changes and targeted interventions, the university can better support students' academic success, overall well-being, and long-term social mobility.

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Intersectionality, a concept introduced by Kimberlé Crenshaw, helps us understand how overlapping social identities and systems of oppression create unique experiences of privilege and discrimination. This framework is crucial for analyzing basic needs insecurity, as it reveals how factors like race, gender, and socioeconomic status intersect to shape students' experiences.

As revealed by this paper, basic needs insecurity is a factor in the perpetuation of inequality. In order to ensure all of their students have the same opportunities and access to academic achievement in order to have access to social mobility, Santa Clara should prioritize *Cura Personalis* and facilitate a more equitable education experience for all students. Santa Clara should listen to recommendations from trained professionals and from research gathered.

First, SCU should continue the pilot Basic Needs Task Force and expand the role of the Basic Needs Coordinator. Introduced in response to previous ACRAF research findings and suggestions, in the academic year 2023-2024, Santa Clara University has piloted a Basic Needs Task Force and introduced a Basic Needs Coordinator. Representatives of the Basic Needs Task Force range from administrators, faculty members, and students, and have been spending the academic year tackling various gaps in basic needs security at SCU. Specifically, projects tracking and mapping resources for students should continue. To ensure the longevity of the solutions the committee implemented, SCU should take a more proactive approach to basic needs insecurities, and continue to expand these programs.

Additionally, Santa Clara University should take a more proactive approach to destigmatizing basic needs insecurity. By having an open dialogue surrounding basic needs insecurity, students who are experiencing basic needs insecurity will feel more comfortable reaching out to proper professionals and utilizing resources. Two ways the university can achieve this on an institutional and continuous level would be to create a curriculum for freshman orientation, where students are given an outline of resources they can seek out while at SCU, and

incorporate Syllabi Statements directing students to resources, similar to mandated syllabi statements on Title IX resources, and resources for parenting students.

Finally, the university in partnership with ACRAF should continue to disseminate surveys focusing on basic needs. Future iterations of these surveys should incorporate questions about academic performance and other forms of basic needs insecurity, such as transportation and financial insecurity. By continuing the research on basic needs, Santa Clara University positions itself as an avant-garde private university and shows its commitment to rectifying basic needs insecurity in higher education.

In conclusion, addressing basic needs insecurity is vital for supporting students' academic success and overall well-being. This issue not only affects immediate academic performance but also perpetuates long-term inequalities. By ensuring that all students have access to essential resources, we can create a more equitable and supportive educational environment, fostering both academic and personal growth.

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