THE INSTITUTE FOR COLLEGE
ACCESS & SUCCESS

Key Findings

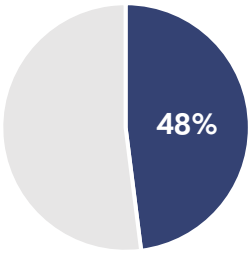
Shifting Policy & Practice: Increasing Student Access to State & Institutional Aid

Surveys & Interviews

The 2024–2025 Student Advocacy Fellows designed a survey and interview protocol to better understand how students and practitioners learn about and access state and institutional resources. They also wanted to learn how the state could better support access to these resources. The survey and interview results provide important insights into the nuances of increasing access to state and institutional resources.

The fellows surveyed 215 Michigan students and practitioners. They also interviewed an additional 31 students and practitioners. The fellows recruited participants from among their peers, communities, institutions, and/or TICAS community partners. As a result, it is important to note that the survey sample is neither random nor statistically representative of the overall postsecondary student and practitioner populations in Michigan. Additionally, due to small sample sizes in certain subgroups, some figures reported may represent only one or two respondents.

However, respondents comprised a large, diverse population, including students enrolled in skilled trade programs, two-year colleges, four-year institutions, undergraduate and graduate programs. **About half (48%) of respondents were enrolled in public four-year colleges or worked for an institution of higher education.** Respondents reside, work in, and/or attend school in all regions of the state (urban, suburban, rural) and include a diverse array of experiences. Please note, due to rounding, some totals may not add up to 100.



Respondents who worked in public four-yr colleges or worked in higher education.

Interview Insights

The fellows conducted 31 interviews with 13 students and 18 practitioners. Throughout the interviews, the fellows heard the following key themes:

Fragmented Information & Communication Gaps – Students and practitioners both feel like they lack knowledge about opportunities and options, particularly related to state resources. Information they can find may be incomplete, written in complicated jargon, or simply confusing. Additionally, supports and opportunities are siloed, making it difficult for students and practitioners to find and navigate them without direct guidance. Current outreach methods are ineffective, with many practitioners and students missing critical information, leaving them to figure it out on their own.

Administrative and Psychological Barriers - Students face logistical, bureaucratic, and psychological barriers (e.g., transportation, office hours, confusing language, stigma) which all negatively impact students' motivation to seek out opportunities and resources. The time and effort it takes to try to find if resources exist, determine their eligibility, and then access them is punitive and largely prevents them from getting the help they need. Furthermore, these barriers vary based on socioeconomic factors, family support, race, and geographic location.

Urgent Needs, Timing, & Missed Opportunities – Often people wait to seek resources until its urgent (likely because they wish to avoid the administrative and psychological barriers required to access them), leading them to frequently miss opportunities and only find helpful resources when it's too late.

Systemic Solutions, Early Awareness, & Centralized Resources – Most practitioners and students called for greater collaboration across the education sectors, departments, and the state, creating a web of support for students and practitioners. This web of support should have early and consistent engagement with students and families to build credibility and trust between students and the providers. It should also provide them with multiple touchpoints through various channels to ensure they are seeing the information multiple times and in different ways. They also called for more centralized resources, where students and practitioners alike could learn about financial aid, basic needs resources, and other support opportunities in one place.

Human & Individualized Support – Students in particular want direct, human support navigating these challenges. They are often learning about tools, resources, and other opportunities from other people and would like this information to be more personalized and proactive. Increasing opportunities for students to have one-on-one support from knowledgeable practitioners may be the best way to ensure students can access the tools they need to succeed. Practitioners may also benefit from having stronger networks they can rely on to better inform their practice and help them more effectively support students.

The interviews collectively highlight an ongoing and pressing challenge around awareness, accessibility, and communication about available aid and other student supports. **While a range of support services exist, students frequently miss out due to fragmented information, complex application processes, and ineffective communication strategies. Students learn about most resources through word of mouth, and when that is lacking, they feel lost on where to start.** Multiple students described learning about financial aid, work-study eligibility, or other opportunities after the deadline, or after it would have made a meaningful difference in their academic journey. The communication gap and fragmented information affect students, faculty, and staff alike—practitioners and advisors often fill in by advocating for and guiding students, but they themselves face limited knowledge about available resources, especially state-level resources. This leads to students going through multiple referrals before finding the office or person who can properly assist them. Because of these barriers, students often get overwhelmed and may choose to forgo searching for resources at all.

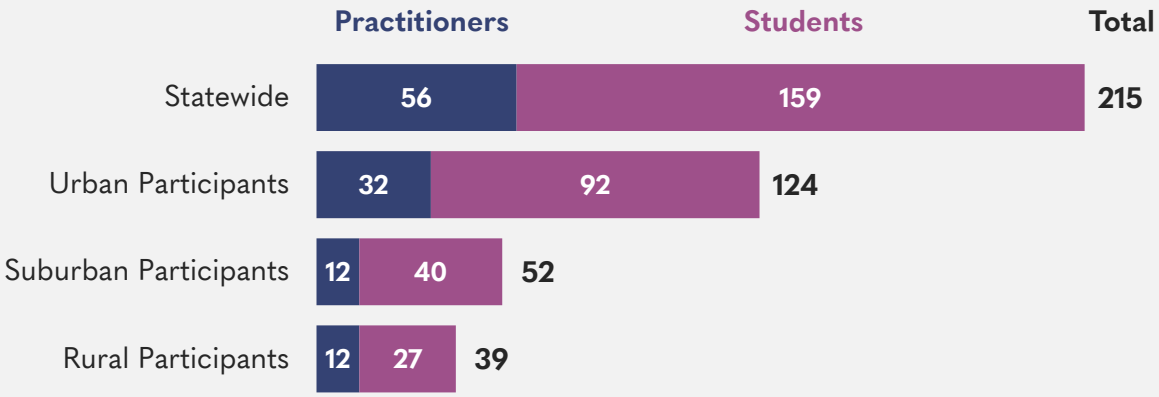
A critical theme that surfaced across interviews is the need for centralized, user-friendly platforms—such as one-stop shops or digital hubs—that consolidate resources, simplify navigation, and reduce barriers for all student populations. Students want a clearer, more centralized way to find out what is available and what they're eligible for. This should be presented intuitively and regularly maintained to avoid the issue of running into broken links and outdated information The role of faculty and advisors is pivotal, yet many feel under-informed about state supports and constrained in their ability to help. A "top-down" approach, where the state equips frontline staff with clear, accessible information, would enable more proactive, effective student support.

Students interact with resources differently than many assume, with students showing a strong preference for early, individualized, and human contact over digital only support. Communication strategies must be diversified and enhanced beyond overloaded email systems. Email can lead to information overload, and students begin to ignore it. Communication strategies should be more individualized, well targeted, and utilize various methods (i.e., in-person resource fairs and peer support as opposed to primarily relying on emails and social media), and proactive. Trusted voices such as professors and advisors are also key to increasing awareness. To truly empower students, interventions must start early, be culturally relevant, equitable, and meet students where they are—both geographically and personally—ensuring seamless access to the comprehensive support they need.

Survey Participant Characteristics

There were 215 total survey participants; 56 of these participants were practitioners and 159 were students. Below, we breakdown additional details about these participants including where they work and go to school (by geographic area, employer type, and institution type). We further breakdown this information by geographic area (urban, suburban, and rural).

Participants by Geography



Practitioner Information

	Participants	Employer Type	Practitioner Type
All Practitioners	**56**	- 45% Institution of Higher Education - 30% Community Based Organization or Local/Regional Level Non-Profit - 13% Scholarship Provider or State Level Non-Profit - 11% K-12 School or School District - 2% Other	- 28% Administrative or Student Support Staff - 21% Program Manager/Associate - 18% Counselor or Advisor - 18% Other - 16% Teacher, Professor, or Coach
Urban Practitioners	**32**	- 50% Community Based Organization or Local/Regional Level Non-Profit - 41% Institution of Higher Education - 9% State Level Non-Profit	- 31% Program Manager/Associate - 22% Administrative or Student Support Staff - 19% Counselor or Advisor - 16% Teacher, Professor, or Coach - 13% Other
Suburban Practitioners	**12**	- 75% Institution of Higher Education - 17% Scholarship Provider or Other - 8% K-12 School or School District	- 25% Counselor or Advisor - 25% Administrative Staff - 17% Program Manager/Associate - 33% Coach or Other
Rural Practitioners	**12**	- 42% K-12 School or School District - 25% Community College - 17% Scholarship Provider - 17% Community Based Organization or State Level Non-Profit	- 42% Administrative Staff or Student Support Staff - 25% Teacher - 25% Other - 8% Counselor

Student Information

	Participants	Institution Type	Student Type
All Students	**159**	- 50% Public 4-year - 19% Community College - 16% Private 4-year - 16% Other (Graduate Student, Skilled Trade, or Other)	- 84% Undergraduate - 14% Graduate - 3% Other or Skilled Trade
Urban Students	**92**	- 38% Public 4-year - 25% Private, Non-Profit 4-year - 23% Community College - 14% Other (Graduate Student or Other)	- 85% Undergraduate - 14% Graduate - 1% Other
Suburban Students	**40**	- 85% Undergraduate - 14% Graduate - 1% Other	- 73% Undergraduate - 20% Graduate - 8% Other or Skilled Trade
Rural Students	**27**	- 67% Public 4-year - 22% Community College - 7% Private, Non-Profit 4-year - 4% Other (Graduate Student)	- 96% Undergraduate - 4% Graduate

Survey Tool

The 2024–2025 Student Advocacy Fellows designed the survey to better understand how students and practitioners learn about and access state and institutional resources. They also wanted to learn how the state could better support access to these resources. We used one survey for both students and practitioners.

The survey used "if, then" logic, allowing us to specify questions to participants' responses. For example, participants who identified themselves as a student were asked what type of student they were and which institution they attended. Participants who identified themselves as practitioners received questions related to their work. We also used this function to ask particular respondents certain questions. For example, only student respondents who reported they had utilized basic needs resources were asked to specify which resources they had used.

The full list of survey questions is included in Appendix B. The survey results are detailed below.

Learning About Resources

In the table below, we list the top five most selected ways respondents reported learning about state and institutional resources. Participants had a list of 17 different methods to choose from including, but not limited to: Counselor/Advisor, Community Program Provider, Event/Webinar, Social Media, News Article, TV/Radio Ad, Class/Syllabus, and "I have not learned about institution resources". We break down the results by whether the student and practitioner populations as well as by region (urban, suburban, rural).

Generally, about 70% of all respondents rely heavily on word-of-mouth as their main source of information over outreach methods like emails, which they found hard to navigate and easy to overlook. When we took a closer look at the subgroups, we found that students especially rely on individualized, human interactions to learn about resources. While practitioners also showed strong interest in learning about resources from another person, they were more likely than students to learn from a website or from an event/webinar. These findings generally hold across regions, but there are some variations. For example, rural students were the only group where Parents or Family Members appeared in their top five, indicating that they may more heavily rely on the advice of kinship circles than other students. Rural practitioners relied more on websites, events/webinars, and news articles than their urban and suburban counterparts.

Top 5 Ways All Participants Learn About Resources

	#1	#2	#3	#4	#5
All Participants (215)	Counselor/ Advisor and Friend/Peer/ Colleague (71%)	Teacher/ Professor (63%)	Website (57%)	Letter/Email (44%)	Orientation and Social Media (42%)
All Practitioners (56)	Website (84%)	Friend/Peer/Colleague (73%)	Event/ Webinar (68%)	Community Program Provider and Counselor/ Advisor (66%)	Social Media (57%)
All Students (159)	Counselors/ Advisor (72%)	Teacher/ Professor and Friend/Peer/ Colleague (70%)	Website (48%)	Orientation (44%)	Letter/Email (43%)

Top 5 Ways Participants Learn About Resources by Geography

	#1	#2	#3	#4	#5
Urban Participants (124)	Friend/Peer/ Colleague (77%)	Counselor/ Advisor (70%)	Website (63%)	Teacher/ Professor (60%)	Letter/Email and Orientation (45%)
Suburban Participants (52)	Counselor/ Advisor (73%)	Friend/Peer/ Colleague and Teacher/ Professor (67%)	Website (48%)	Social Media (46%)	Letter/Email (42%)
Rural Participants (39)	Counselor/ Advisor and Teacher/ Professor (69%)	Friend/Peer/ Colleague (56%)	Website (51%)	Orientation (44%)	Letter/Email and Event/Webinar (41%)

Top 5 Ways Practitioners Learn About Resources

	#1	#2	#3	#4	#5
All Practitioners (56)	Website (84%)	Friend/Peer/Colleague (73%)	Event/Webinar (68%)	Community Program Provider and Counselor/ Advisor (66%)	Social Media (57%)
Urban Practitioners (32)	Website (81%)	Friend/Peer/ Colleague (75%)	Community Program Provider (72%)	Event/Webinar (63%)	Counselor/ Advisor (59%)
Suburban Practitioners (12)	Friend/Peer/ Colleague and Website (92%)	Counselor/ Advisor (83%)	Event/ Webinar (75%)	Community Program Provider, Government Program Provider, Social Media, and Letter/Email (67%)	News Article (58%)
Rural Practitioners (12)	Website (83%)	Teacher/ Professor and Event/Webinar (75%)	Counselor/ Advisor (67%)	News Article (58%)	Social Media, Friend/Peer/ Colleague, and Community Program Provider (50%)

Top 5 Ways Students Learn About Resources

	#1	#2	#3	#4	#5
All Students (159)	Counselors/ Advisor (72%)	Teacher/ Professor and Friend/Peer/ Colleague (70%)	Website (48%)	Orientation (44%)	Letter/Email (43%)
Urban Students (92)	Friend/Peer/ Colleague (77%)	Counselor/ Advisor (74%)	Teacher/ Professor (71%)	Website (57%)	Orientation (48%)
Suburban Students (40)	Teacher/ Professor (73%)	Counselor/ Advisor (70%)	Friend/Peer/ Colleague (60%)	Class/Syllabus and Social Media (40%)	Letter/Email and Website (35%)
Rural Students (27)	Counselor/ Advisor (70%)	Teacher/ Professor (67%)	Friend/Peer/ Colleague (59%)	Orientation and Letter/ Email (48%)	Parents/Family Member (41%)

Assisting Students & Ease of Accessing Resources

We specifically asked practitioners 1) how prepared they feel to assist students in accessing government (state) and institutional resources and 2) how often they assist students to access these resources. While practitioners feel prepared overall to help students access both government and institutional resources, they feel less prepared to help students access government resources than institutional ones. They also help students access government resources less often than they help students access institutional ones. These findings generally hold across regions. Again, there are some interesting variations across regions. 100 percent of suburban practitioners feel somewhat to very prepared to help students access institutional resources, but only 42 percent feel the same about state resources.

All Practitioners (56)

	Somewhat to Very Prepared	Somewhat to Very Unprepared	Assist Students Rarely or Never	Assist Students Occasionally	Assist Students Often or Very Often
Government Resources	63%	38%	41%	32%	27%
Institutional Resources	86%	14%	14%	21%	64%

Urban Practitioners (32)

	Somewhat to Very Prepared	Somewhat to Very Unprepared	Assist Students Rarely or Never	Assist Students Occasionally	Assist Students Often or Very Often
Government Resources	69%	31%	34%	28%	38%
Institutional Resources	84%	16%	6%	28%	66%

Suburban Practitioners (12)

	Somewhat to Very Prepared	Somewhat to Very Unprepared	Assist Students Rarely or Never	Assist Students Occasionally	Assist Students Often or Very Often
Government Resources	42%	58%	50%	25%	25%
Institutional Resources	100%	0%	17%	0%	83%

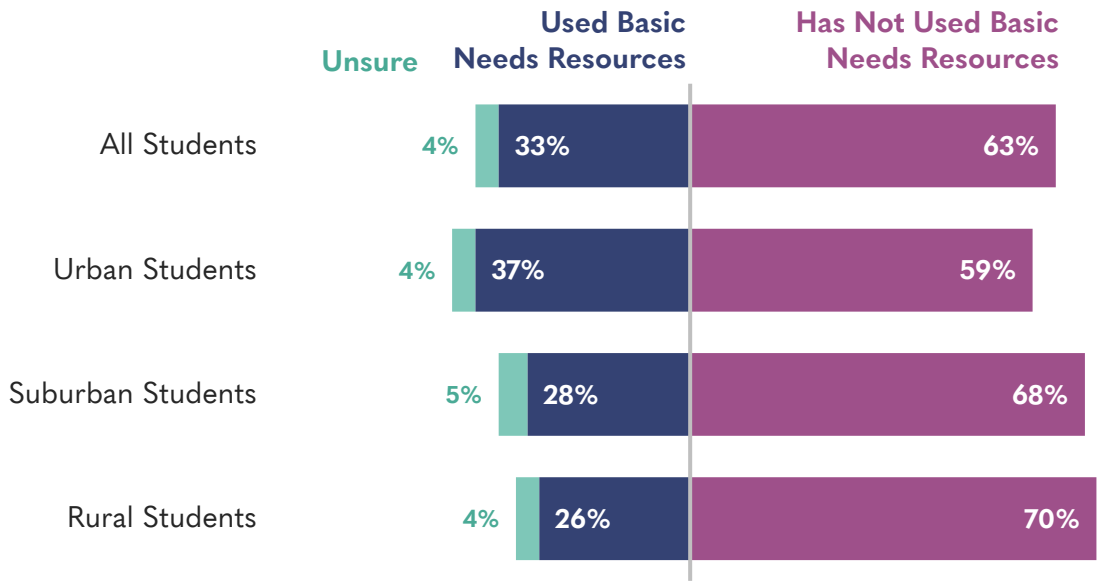
Rural Practitioners (12)

	Somewhat to Very Prepared	Somewhat to Very Unprepared	Assist Students Rarely or Never	Assist Students Occasionally	Assist Students Often or Very Often
Government Resources	67%	33%	50%	25%	25%
Institutional Resources	75%	25%	33%	25%	42%

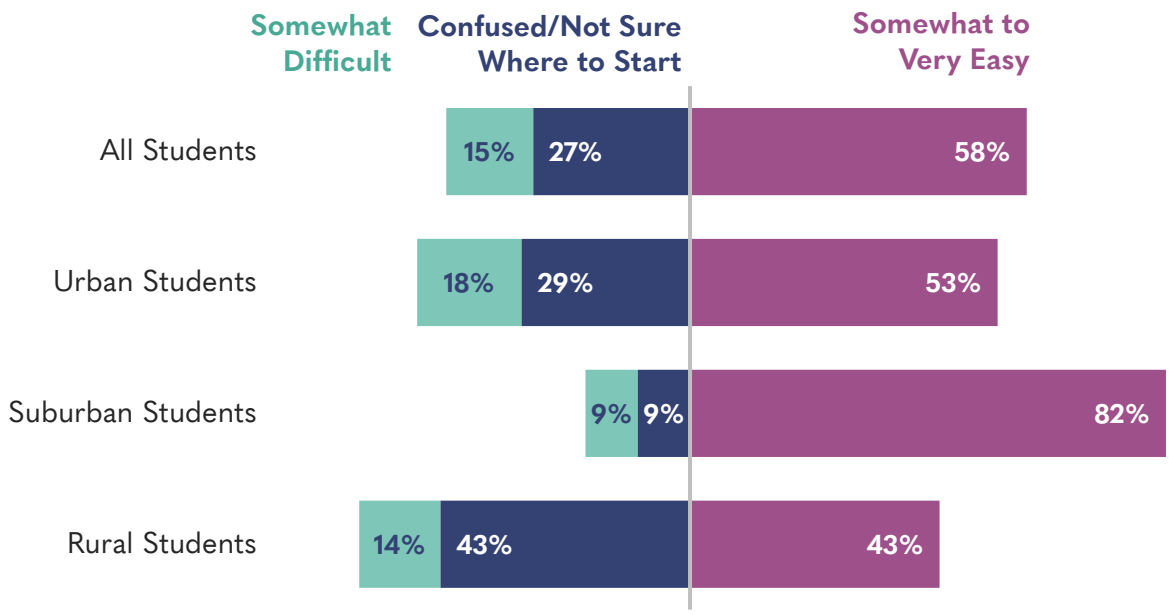
Use of & Ease of Accessing Resources

We also asked students if they have ever used state or institutional basic needs resources while enrolled in school, which institutional and/or state resources they used, and how easy it was to access state resources. Only about one-third of students reported using basic needs resources. 58 percent of those students found them somewhat to very easy to access, about 27 percent were confused or not sure where to start, and about 15 percent found it somewhat difficult. Thus, while the majority of students found resources easy to access, over 40 percent of respondents found it difficult or confusing. Unfortunately, we cannot state why this split might be, though our interview and open response data indicates that a number of factors can make accessing aid difficult.

Use of Basic Needs Resources



Ease of Access



State Resources Used by Students

	Financial Aid	Health & Wellness Programs	Food Assistance	Disability Services	Employment /Internship/ Workforce Training	Housing
All Students (52)	35%	19%	10%	6%	6%	4%
Urban Students (34)	38%	24%	15%	9%	9%	6%
Suburban Students	18%	9%				
Rural Students	43%	14%				

Top 5 Institutional Resources Used by Students

	#1	#2	#3	#4	#5
All Students (52)	Academic/ Program Advising (83%)	Financial Aid (75%)	Academic Support/ Tutoring (44%)	Career Development and Food Assistance (40%)	Mental Health/ Counseling (38%)
Urban Students (34)	Academic/ Program Advising (82%)	Financial Aid (79%)	Academic Support/ Tutoring (47%)	Mental Health/ Counseling (44%)	Food Assistance (41%)
Suburban Students	Academic/ Program Advising (82%)	Career Development and Financial Aid (55%)	Academic Support/ Tutoring (45%)	Mental Health/ Counseling and Food Assistance (36%)	On Campus Healthcare (27%)
Rural Students	Academic/ Program Advising and Financial Aid (86%)	Employment/ Internship (71%)	Food Assitance (43%)	Academic Support/ Tutoring and Career Development (29%)	Disability Services, Mental Health/ Counseling, Housing Scholarship/ Emergency Housing (14%)

Appendix A: Interview Questions

Opening

1. **Greet:** (ex. Hi! My name is [Name]). I am a student fellow with the The Institute of College Access and Success Michigan.
2. **Project Background**: This interview is a part of our fellowship project. We are conducting interviews to learn more about how students access state and institutional resources like financial aid programs, student support services, health and wellness services, and any other resources related to student success.
3. **Interview Responses:** Interview responses will be used to inform our research project on how students access state and institutional resources as well as recommendations on how to improve student access to these resources.
4. **Confidentiality:** All of your responses are confidential. We can stop at any time you wish, and you are not obligated to answer any questions you don't want to.
5. **Permissions:** Do you feel comfortable continuing with the interview?
6. May I have your permission to record this interview?

Student Questions

1) How long have you been a college student?
2) How familiar are you with state support resources such as state financial aid programs, MI housing assistance, MI food assistance, MI healthcare or childcare resources?
    a) How did you learn about them?
3) Have you used any state resources on your own?
    a) If YES
        i) Which resources?
        ii) Were they easy or difficult to access? Why?
        iii) Did you receive help in accessing these resources?
            (1) Yes
                (a) Who provided that support
                (b) How did they support you
            (2) No
                (a) Did you need help?
                (b) What would have made the process easier?
    b) If NO
        i) Are there any resources you will use in the future?
            (1) Do you know how to access them?
        ii) Would it help to have support accessing state resources?
            (1) What kind of help or assistance, if any, would be most helpful?
4) What institutional resources are you aware of?
    a) How did you learn about them?
5) Have you used any of the institution's resources?

a) **If YES**
    i) Which ones?
    ii) Were they easy or difficult to access? Why?
    iii) Did you receive help in accessing these resources?
        (1) Yes
            (a) Who provided that support
            (b) How did they support you
        (2) No
            (a) Did you need help?
            (b) What would have made the process easier?

b) **If NO**
    i) Are there any resources you will use in the future?
        (1) Do you know how to access them?
    ii) Would it help to have support accessing state resources?
        (1) What kind of help or assistance, if any, would be most helpful?

6) Are there any resources that you wish you had taken advantage of?
    a) If so, which ones?
    b) Why?
7) In general, how do you feel about accessing resources needed to be successful?
8) What would you recommend to make resources more accessible?
9) Is there anything else you would like to share about accessing state or institutional resources?

Practitioner Questions

1) What is your current role?
    a) How long have you been working in your current role?
        i) How long have you been in education and or student support?
2) What are the demographics of students supported in your career?
3) How do you currently support students in your role/work?
4) How familiar are you with state support resources such as state financial aid programs, MI housing assistance, MI food assistance, MI healthcare or childcare?
    a) How did you learn about them?
5) Do you support students with accessing these resources?
    a) Is the process to access state resources difficult or easy? Why?
    b) What, if any, barriers prevent students from accessing these resources?
6) How familiar are you with institution resources such as financial aid programs, advising, health and wellness services, or writing centers?
    a) How did you learn about them?
7) Do you support students with accessing these resources?
    a) Is the process to access institution resources difficult or easy? Why?
    b) What, if any, barriers prevent students from accessing these resources?
8) In your experience, how often do students miss out on resources that may be helpful to them?
    a) If so, which ones?

   b) Why?
9) Are there any kinds of tools to help students that you wish you had access to?
   a) If so, which ones?
   b) Why?
10) Are there any kinds of resources that you wish students had access to?
11) What would you recommend making resources more accessible?
12) Is there anything else you would like to share about accessing state or institutional resources?

Closing

Thank you so much for your time. If we have any questions, we will follow up with you. We greatly appreciate your participation.

Appendix B: Survey Questions

Practitioner & Student Information Questions

Practitioner or Student

Please let us know if you are completing this survey as a practitioner or a student.

Options: Practitioner, Student

Student Type

Please let us know what description best describes what type of student you are.

Options: Undergraduate Student, Graduate Student, Other

Practitioner Type

Please let us know what description best describes what type of practitioner you are.

Options: Teacher, Professor, Counselor, Advisor, Student Support Staff, Coach, Program Manager/Associate, Administrative Staff, Other

If Other, please specify

(Student) Institution Type

Please select which description best identifies your institution.

Options: Community College, Public 4-year, Private Non-profit 4-year, Other

(Practitioner) Employer Type

Please identify which descriptor best describes your employer

Options: K-12 School or School District, Community College, Public 4-year Institution, Community Organization, Scholarship Provider, Other

(Student) Institution Location

Please select which description best identities your institution.

Options: Rural, Suburban, Urban

(Practitioner) Work Location

Please select which description best identities your institution.

Options: Rural, Suburban, Urban

(Practitioner) Students You Support

Please identify all student populations you serve and support

Options: College Students, High School Students, Students in Transition, First-generation Students, Foster Homeless and/or Displaced Students, Low-income Students, Students of Color, Immigrants, English is their Second Language, Other

(ALL) General Knowledge of State & Institutional Resources Questions

Familiarity with Institution Resources

Please indicate which of the statements below best describes your familiarity with institution resources such as financial aid programs, disability services, health and wellness services, writing centers, advising, etc.

Options: Very Familiar, Familiar, Somewhat Familiar, Somewhat Unfamiliar, Unfamiliar, Very Unfamiliar

Learning About Institution Resources

Please select all the ways you have learned about institution resources.

Options: Teacher/Professor, Counselor/Advisor, Friend/Peer/Colleague, Parents/Family Members, Community Program Provider, Navigator/Government Program Provider, Orientation, Event/Webinar, Website, Social Media, Letter/Email, News Article, TV/Radio Ad, Poster/Flyer/Billboard, Class/Syllabus, I have not learned about institution resources, Other

If Other, Please Specify (Conditional)

Familiarity with State Resources

Please indicate which of the statements below best describes your familiarity with state resources such as financial aid programs, workforce training, affordable housing, food assistance, childcare assistance, health programs, etc?

Options: Very Familiar, Familiar, Somewhat Familiar, Somewhat Unfamiliar, Unfamiliar, Very Unfamiliar

Learning About State Resources

Please select all the ways you have learned about State resources.

Options: Teacher/Professor, Counselor/Advisor, Friend/Peer/Colleague, Parents/Family Members, Community Program Provider, Navigator/Government Program Provider, Orientation, Event/Webinar, Website, Social Media, Letter/Email, News Article, TV/Radio Ad, Poster/Flyer/Billboard, Class/Syllabus, I have not learned about state resources, Other

Student Institutional Resource Questions

Institution Resources

Are you or have you at any time during your education used institution resources such as financial aid programs, disability services, health and wellness services, writing centers, advising, etc?

Options: Yes, No, Unsure

IF YES:

Institution Resources: Use

Please select all of the institution resources you use/have used.

Options: Financial Aid, Health and Wellness Services, Advising, Disability Services, Writing Center, Housing Assistance (aid to pay for or find housing), Veteran Services, Childcare, Career and Internship Services, Food Assistance (aid to find and/or purchase food), Other

IF Other, please specify

Institution Resources: Ease of Access

Please indicate which of these descriptions best represents the ease of accessing the institution resources you have used.

Options: Very Easy, Easy, Somewhat Easy, Somewhat Difficult, Difficult, Very Difficult

Institution Resources: Assistance

Did anyone help you access the institution resources you use?

Options: Yes, No, Unsure

Student State Resource Questions

State Resources

Are you or have you at any time during your education used state resources such as financial aid programs, workforce training, affordable housing, food assistance, childcare assistance, health programs, etc?

Options: Yes, No, Unsure

IF YES...

State Resources: Use

Please select all of the institution resources you use/have used.

Options: Financial Aid, Affordable Housing, Food Assistance, Workforce Training, Childcare Assistance, Health and Wellness Programs, Other

IF Other, please specify

State Resources: Ease of Access

Please indicate which of these descriptions best represents the ease of accessing the state resources you have used.

Options: Very Easy, Easy, Somewhat Easy, Somewhat Difficult, Difficult, Very Difficult

State Resources: Assistance

Did anyone help you access the state resources you use?

Options: Yes, No, Unsure

Practitioner Institutional & State Resource Questions

Institution Resources: Preparedness to Assist Students

Please indicate which statement best describes your feelings of preparedness to assist students in accessing institution resources.

Options: Very Prepared, Prepared, Somewhat Prepared, Somewhat Unprepared, Unprepared, Very Unprepared

Institution Resources: Assisting Students

Please indicate which statement best describe how often you assist students with accessing institution resources.

Options: Very Often, Often, Occasionally, Rarely, Never

State Resources: Preparedness to Assist Students

Please indicate which statement best describes your feelings of preparedness to assist students in accessing state resources.

Options: Very Prepared, Prepared, Somewhat Prepared, Somewhat Unprepared, Unprepared, Very Unprepared

State Resources: Assisting Students

Please indicate which statement best describe how often you assist students with accessing state resources.

Options: Very Often, Often, Occasionally, Rarely, Never

Recommendations & Continued Participation Questions

Recommendations for Improving Access to Resources

Do you have any recommendations for how the state and/or institutions could improve communication about available student support resources?

Free Response

Interest in Resources

Would you like to know more about the state and institutional resources available to support students?

Options: Yes, I would like to know more; Maybe, I am unsure if I would like to know more; Indifferent, I have no strong feelings about knowing more; No, I would not like to know more

Interview

As a part of this project, we will also be conducting interview. Would you be interested in participating in an interview?

Options: Yes, I would like to participate in an interview; No, I would not like to participate in an interview; I would like to receive more information about participating in an interview

IF YES or I WOULD LIKE TO RECEIVE MORE INFORMATION...

Name

Thank you for your interest in participating in an interview for our project! Please provide us with your name.

Email

Thank you for your interest in participating in an interview for our project! Please provide us with your email.