



## Assessment of Food Security Challenges & Impact of the Student Nutrition Access Center at Utah State University: Phase 1



College of Humanities & Social Sciences  
Transforming Communities Institute  
UtahStateUniversity.



# SOCIAL WORK



College of Humanities & Social Sciences  
UtahStateUniversity

## NUTRITION, DIETETICS AND FOOD SCIENCES DEPARTMENT

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## Project Working Group & Student Engagement

The project working group members shared responsibilities in project facilitation, management, design, implementation, analysis, and reporting. These members were associated with either the lead project convenors, the USU Student Nutrition Access Center (SNAC) and Nutrition, Dietetics, & Food Sciences Department (NDFS), and the project facilitators: the USU Transforming Communities Institute (TCI) and Department of Social Work (DSWK). Locations of faculty, staff, students, and community partners are in parentheses. This project was part of a course-based, community-engaged research experience carried out in all sections of the SW 4100, SW Research, and SW 4160, SW Practice with Communities & Groups, which included about 100 juniors in the Department of Social Work and six instructors.

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## Community Partner Panel

In addition to USU students, this project was also made possible through the engagement of the members of the Community Partner Panel. The panel was made up of individuals throughout the USU Statewide system who have experienced low food security; have expertise in food security, nutrition, and/or human services; and/or are affiliated with an organization on campus that has involvement and interest in food security among USU students. More information about the Community Partner Panel’s involvement can be found in the *Current Project* section, pages 4-5.

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<b>Sky Jones, Student Volunteer</b> USU SNAC (Logan)	<b>Dr. Jeff Spears, Assistant Professor</b> USU DSWK (Price)

## Funding

The funding for this project was provided by various entities of Utah State University:

Nutrition, Dietetics & Food Sciences Department	Student Nutrition Access Center (SNAC)	Transforming Communities Institute
Department of Social Work	College of Humanities & Social Sciences	School of Graduate Studies
Caine College of the Arts	Office of Research – Undergraduate Research	College of Veterinary Medicine
Center for Intersectional Gender Studies and Research	College of Science	Division of Diversity, Equity & Inclusion <sup>1</sup>
USU Statewide Campuses	University Honors Program	Quinney College of Natural Resources

1-The USU Division of Diversity, Equity, and Inclusion dissolved in June 2024 to comply with Utah House Bill 261 Equal Opportunity Initiatives.

## Executive Summary

The Student Nutrition Access Center (SNAC) operates as the on-campus food pantry at Utah State University (USU). Three of USU's campuses, located in Logan, Blanding, and Price, Utah had a SNAC pantry at the time of this study. In the 2023-2024 academic year, a cross-sectional survey was deployed among USU students (n = 1538), faculty (n = 76), and staff (n = 135), including the main campus and campuses throughout Utah, to:

- Determine awareness, access, and support of SNAC among USU populations;
- Identify personal characteristics, food security issues, and service experiences of current SNAC service users;
- Evaluate individual health, social, and economic impacts of SNAC on service users; and
- Assess food security issues of USU students at the non-residential Statewide campuses.

### *Students*

More than 60% of student respondents across all campuses experienced low or very low food security. In the Fall 2023 semester, most students reported always having access to carbohydrates, while access to fats, proteins, vegetables, fruits, and dairy was limited. Proteins were the least accessible to students. Hunger and not having enough food sometimes or often negatively impacted student concentration in class for more than half of respondents. To help access food over the past year, about 85% of students sought help from family and/or friends. Very few students received assistance from government programs like SNAP. On the Logan, Blanding, and Price campuses, most student respondents had heard of SNAC, and over half had used their respective campus pantry at least once to obtain food.

Students on campuses with SNAC pantries were broadly in support of its resources. Nearly all students responding to the survey stated they would recommend SNAC to someone that was in need of food. About 65% of student respondents said they would be willing to volunteer at SNAC. Financially contributing to SNAC through student fees was highly supported among students, who were willing to pay an average of \$18.05 yearly. Faculty and staff were less supportive of adding a student fee to support SNAC, with a mean yearly amount of \$14.42.

In the survey findings, SNAC users overwhelmingly experience low and very low food security - over 70% on both the Logan and Price and Blanding campuses (combined for analysis). In addition, SNAC users more often experienced more life stressors and reported a lower overall quality of life. More than half of SNAC users reported that SNAC helped them to avoid going hungry and feel less worried about food. About 70% of responding SNAC users said that the pantry's provisions allowed them to focus on their coursework.

About 46% of student respondents on the 12 non-residential campuses, without SNAC pantries, experienced low or very low food security. Only 28% stated that they utilize community resources to access food when they are unable to buy food. Very few student respondents – just less than 15% -- said they would be somewhat comfortable, comfortable, or very comfortable accessing resources through their local community food pantry. Comparatively, 61% of students reported that they would like to see their campus provide an on-campus food pantry.

## ***Faculty***

Faculty and staff respondents perceived that about 68% of students experienced high or marginal food security, and the remainder experienced low or very low food security. Most faculty and staff respondents agreed that food insecurity has many negative impacts on students' academic success and class engagement. Nearly all responding faculty and staff of Logan, Price, and Blanding had heard of SNAC at their campuses and knew where it was located. Over 64% had informed students about SNAC, and about 43% had referred students. Respondents who were instructors (n=73) most often reported discussing SNAC in class (about 46%) while fewer instructors mentioned it on Canvas (about 18%) or put it on their syllabi (about 14%).

Responding faculty and staff perceived the biggest barrier was students not feeling they qualify or are needy enough to use SNAC (about 28%), followed by not knowing how it works (about 26%), or being embarrassed (about 24%). Regarding how SNAC should be funded, faculty and staff ranked their top choices for funding options of SNAC (from most responsible to least): state legislature (about 39%), grants (about 29%), and donations from faculty, staff, and community (about 12%). Most responding faculty and staff were unaware that they could donate to SNAC through a payroll deduction (almost 70%). However, faculty and staff were less supportive of adding a student fee to support SNAC, with a mean yearly amount of \$14.42.

## **Recommendations**

Establishing campus-based pantries in high-traffic locations, such as libraries, and extending hours can ensure that more students have access to food resources. Adjusting operational hours, like adding mid-morning openings, and posting hours online can improve visibility. For less-trafficked or remote campuses, innovative food security solutions are needed to support students in remote communities. Hosting events like community dinners, food fairs, or "pop-up" pantries can provide immediate support to students. These events can be sponsored by local businesses and can focus on providing foods that are harder to access through the pantry. Collaborating with student organizations to co-host these events can also increase engagement and awareness. Regularly surveying service users helps understand their needs and preferences, allowing the pantry to adapt accordingly. Moreover, developing feedback mechanisms ensures that the pantry remains student-centered and continues to meet their food security needs effectively.

Raising awareness can help to destigmatize pantry use and foster a supportive community. This includes using social media, flyers, classes, and email to spread knowledge about food security resources. Educational campaigns and orientations for faculty, staff, and students help bridge the gap between the perception and reality of food security issues, encouraging students to seek help when needed. Recruiting student ambassadors, collaborating with USU influencers, and training RAs can amplify outreach efforts and create a culture of support. Partnerships with health services, counseling centers, and academic advisors can provide integrated support to students. Engaging faculty, staff, and students through events, newsletters, and "SNAC Champions" can strengthen support. Building relationships with local businesses for donations, hosting drives, and grant writing ensures a consistent supply of essential items. Creating meaningful volunteer opportunities encourages a sense of community and ownership. Marketing campaigns that highlight volunteer roles and develop a larger volunteer pool can enhance pantry operations.



# Understanding Food Security Issues and SNAC Usage among USU Students: Summary of Key Findings

Dorothy Wallis, Jayme Walters, Vonda Jump Norman, Jonathon Walters, and Casey Coombs

## Working with community partners to build knowledge through research

The USU Transforming Communities Institute (TCI) partnered with USU's Student Nutrition Access Center (SNAC), the Nutrition, Dietetics, and Food Science Department, and the Department of Social Work to conduct a research study that:

- assessed food security issues in the USU system;
- identified common characteristics of SNAC service users and evaluated the individual health, social, and economic impacts of SNAC on its service users; and
- determine awareness, support, and knowledge of SNAC among USU students, faculty, and staff.

This project utilized three undergraduate BSW research courses to develop and launch an online survey, which was completed in Fall 2023 and Winter 2024.

## Defining Food Security

USDA 10-Item Food Security Scale

Low food security: Reduced quality, variability, or desirability of diet

Very low food security: Disrupted eating patterns, reduced food intake, and hunger

## SNAC at USU

SNAC at USU is a low-barrier food pantry that provides Aggies with a hunger-free education by offering nutritious and diverse food options.

SNAC programs are available at residential campuses (i.e., Logan, Price, and Blanding).

## About the Student Respondents



### All Campuses (n=1538)

- 89% Logan
- 88% Undergraduate
- 93% Full-time student
- 25% Pell Grant recipients
- 76% Employed
- 82% White
- 63% Female (Cisgender)
- 74% Heterosexual
- 71% Religiously-affiliated
- 43% Conservative or very conservative

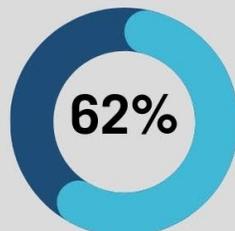
### SNAC Users (n=809)

- 95% Logan
- 87% Undergraduate
- 95% Full-time student
- 25% Pell Grant recipients
- 78% Employed
- 80% White
- 61% Female (Cisgender)
- 73% Heterosexual
- 70% Religiously-affiliated
- 38% Conservative or very conservative

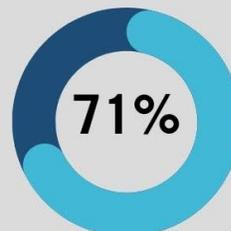
### Statewide (n=82)

- 21% Brigham City
- 79% Undergraduate
- 63% Full-time student
- 42% Pell Grant recipients
- 79% Employed
- 84% White
- 77% Female (Cisgender)
- 73% Heterosexual
- 67% Religiously-affiliated
- 44% Conservative or very conservative

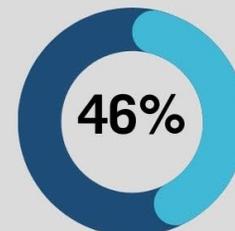
## Levels of Food Security



of all USU students experience low or very low food security



of SNAC users experience low or very low food security



of statewide students experience low or very low food security

## ► What do students think about SNAC as a service?

**94%**

of students on residential campuses are supportive or very supportive of SNAC

**88%**

of Statewide students would like a food pantry on their campus

**69%**

of students who have not used SNAC reported they would only use it if they were not food secure

**89%**

of Statewide students would use a food pantry on their campus if they needed to

Mean yearly fee students at residential campuses would pay to support SNAC

**\$18.05**

(SD=14.28)

Mean yearly fee students at statewide campuses would pay to support a food pantry on their campus

**\$21.24**

(SD=16.13)

## ► How are SNAC users benefitting from services?

**60%**

report SNAC helps them *avoid going hungry* when they don't have enough money for food

**83%**

say SNAC helps them *feel less worried* about having enough food

**68%**

indicate SNAC helps them *eat more balanced meals*

**67%**

report SNAC helps *avoid cutting the size of meals or skipping meals altogether*

## ★ Why is it important to continue to address low food security at USU? ★

Our study found that USU students with low or very low food security experience...

- Higher levels of stress
- Lower quality of life
- Lower sense of connection to the community
- Greater dissatisfaction with their economic situation

**Supporting SNAC is a way to support the overall quality of life of USU students.**



## Recommendations to continue to address food security at USU

- Include the "Food Security" paragraph from the syllabus resources available at [usu.edu/teach](http://usu.edu/teach)
- Advocate for expansion of SNAC at statewide campuses
- Develop SNAC student ambassadors who can present on services throughout campus
- Recruit department "SNAC Champions" to promote SNAC and organize drives
- Develop an advisory board to address consistent funding of SNAC programs at all USU campuses

# Project Partners

## About USU Student Nutrition Access Center (SNAC - Logan)

The Student Nutrition Access Center (SNAC) at Utah State University (USU) on Logan's main campus is a food pantry dedicated to addressing food security challenges on campus. SNAC provides free, nutritious food and essential resources to students in need, helping them focus on their academic and personal success. The center also offers educational programs on nutrition and healthy eating, promoting well-being within the campus community. Operated by students, staff, and volunteers, SNAC fosters a supportive and inclusive environment, empowering students to access food assistance with dignity while raising awareness about food security across the university. USU campuses in Price and Blanding have smaller versions of SNAC, though they are not connected or coordinated with each other.



## About Transforming Communities Institute (TCI)

The USU Transforming Communities Institute (TCI) exists to bring Utahns together to build knowledge and create solutions for social issues that matter to their communities. TCI utilizes community-engaged research (CER) and community-engaged solution-building (CESB) approaches aligned with the Framework for Collaborative Community Action on Health. They ensure reciprocity, work with community partners as colleagues, and be flexible and open to feedback, changes, and unexpected outcomes, making CER and CESB approaches ideal for ensuring the creation and implementation of an infrastructure to meet needs and garner interest and support from participants.

## About the USU Department of Social Work (DSWK)

With campuses all over Utah, the USU Department of Social Work (DSWK) prepares students for careers in social work through accredited undergraduate (BSW) and graduate (MSW) programs that emphasize social justice, community well-being, and serving rural and underserved populations. Students gain hands-on experience through fieldwork and research on key social issues like mental health and housing instability.

## About the USU Nutrition, Dietetics, & Food Sciences Department (NDFS)

The USU Nutrition, Dietetics and Food Sciences Department (NDFS) offers comprehensive undergraduate and graduate programs that combine scientific knowledge with practical skills to address food, nutrition, and health challenges. Students in this department can pursue degrees in nutrition, dietetics, or food science, preparing them for careers in healthcare, public health, food production, and research. The department emphasizes hands-on learning through labs, internships, and community outreach, while faculty engage in cutting-edge research on food safety, human nutrition, and sustainable food systems.

## **Project Overview**

Guided by TCI, the current project was designed as a course-based, community-engaged research and solution-building project to be carried out by the USU DSWK, the junior class, and affiliated community partners. In Fall 2023, about 100 juniors in Social Work Research (SW 4100) courses, collaborated on an intensive research project with community partners representing SNAC leadership and service users, NDFS, the DSWK, the College of Agriculture and Applied Sciences (CAAS), the Hunger Solutions Institute, Statewide and Extension faculty and staff, and the Utah System of Higher Education (see a full list on page 3-4). It should be noted that many students in the participating classes shared that they had or were currently experiencing food security challenges and used their respective campus pantries.

Under the direction of Drs. Dorothy Wallis, Jayme Walters, and Vonda Jump Norman – professors for the SW Research courses, students were guided through the process of research design with practical assignments that progressed the project. Students and instructors met with the community partner panel to solicit their ideas, needs, and feedback on the study design and implementation. Additionally, a working group was formed, which included the research instructors, Jonathon Walters, SNAC Program Coordinator, and Casey Coombs, SNAC Faculty Director, and they met regularly to ensure that all conceptualization and operationalization aligned with their research goals for gaining deeper knowledge of SNAC and food security among USU’s student populations. Data were collected by the students and working group from December 2023 to March 2024. In Spring 2024, the juniors were enrolled in SW 4160 courses, Community and Organizational Practice, with Dr. Jess Lucero, Erin Jensen, and Teresa Larsen. Related to the current project, the major components of the course were to analyze the study data and use the data to design and carry out mini-interventions informed by the data and community partners. Most of the interventions fell into three categories: increasing funding, increasing supplies, and increasing awareness (see Appendix C for mini-intervention details).

## **Background**

In 2023, more than 13% of U.S. households experienced low food security at some point in the year (Rabbit et al., 2023). Low food security is markedly higher among vulnerable and low-income communities, including college students (Gunderson, 2023). College students face more significant financial challenges related to the cost of education, lack of full-time employment and a livable wage, and lack of university support to provide adequate and affordable housing and food (Freudenberg et al., 2019). Due to these expansive challenges, research estimates that college students’ low food security ranges from 20 to 50% of the student body (Freudenberg et al., 2019). Generally, student groups that are more likely to suffer from low food security in the U.S. are those that have faced discrimination historically, including individuals who identify as Black, Latinx, Indigenous, LGBTQ, part-time students, and students with disabilities (e.g., Peterson et al., 2022). Research has also highlighted transfer students (e.g., Tanner et al., 2023) and international students (e.g., Temitope et al., 2022) with high rates of low food security.

Growing bodies of research show that adults who experience low food security are at greater risk for depression, anxiety, and higher perceived stress (Wolfson et al., 2021). College students are also at higher risk for depression and anxiety and experiencing low food security can compound

that stress (Li et al., 2022; Freudenberg et al., 2019). Ultimately, college students experiencing low food security are 40% less likely to graduate, potentially losing economic opportunities in the future (Wolfson et al., 2021).

In 2021, almost 39% of Utah college students experienced low food security, with first-generation college students, students of color, and rural Utah students having higher rates (Quintana et al., 2022). In 2018, 32.7% of USU students at the Logan campus (i.e., the flagship campus) experienced low food security (Savoie-Roskos et al., 2021). USU operates SNAC, a campus food pantry, to help combat low food security among students. The mission of SNAC is to increase student access to nutritious foods with very few barriers (USU SNAC, n.d.). However, of those experiencing low food security at USU, only 31% were aware of SNAC, and only 50% accessed it (Savoie-Roskos et al., 2021). As of 2024, the Logan, Blanding, and Price campuses have a SNAC location, though they are not connected or coordinated and offer services differently.

For many college students, a campus food pantry like SNAC, is a vital supplemental resource for food because students can experience barriers in accessing long-term government assistance programs (e.g., SNAP; Freudenberg et al., 2019). One of the major challenges for single, unmarried students with no children who are being claimed as dependents by their parents/legal guardians is that they are generally subject to using the household income of their parents/legal guardians in applying for assistance programs like SNAP — even if they receive no financial support from family (Freudenberg et al., 2019).

Acting as the state’s land grant institution, USU has unique opportunities to address low food security among college students Statewide, starting with the knowledge, awareness, and impact of food security issues and solutions like SNAC. The present project will increase knowledge of food security challenges to inform the development of targeted interventions and increase access to and capacity of existing programs like SNAC. Moreover, coming out of the COVID era, it is critical to gain an updated understanding of the prevalence of low food security and its ramifications among students on their physical, economic, mental, social, and academic well-being. Finally, assessing food security on the USU Statewide campuses will promote greater collaboration between campuses, and using SNAC as a model allows for greater resources for *all* students.

**Therefore, the research goals of this project include:**

1. Determining awareness, access, and support of SNAC among USU populations;
2. Identifying personal characteristics, food security issues, and service experiences of current SNAC service users;
3. Evaluating individual health, social, and economic impacts of SNAC on service users; and
4. Assessing food security issues of USU students at the non-residential Statewide campuses

## **Methods**

Using a community-engaged development process, researchers developed a cross-sectional study, utilizing an online survey via Qualtrics to collect data. Participants included USU undergraduate- and graduate-level students, faculty, and staff. They were recruited between December 2023 and March 2024. Student participants were recruited both in person and virtually. Tabling was held at the Logan and Blanding campuses in high-traffic areas like the library and student center. The tables were staffed by students, faculty, and staff researchers. Flyers were also placed throughout campuses in higher-traffic areas, which were informed by the BSW student researchers. Additionally, principal investigators contacted each college and Statewide campus to forward emails to students affiliated with their college. Students were compensated with a \$5 e-gift card to their choice of Amazon, Walmart, or Subway for completing the survey. Students spent an average of 47 minutes on the survey, though it is possible that some students paused the survey and returned later.

To recruit faculty and staff, principal investigators reached out to department contacts, asking them to forward the recruitment emails to their faculty listservs. In a second push, postcards were sent to faculty and staff mailboxes with a QR code linking the survey. Faculty and staff took an average of 6 minutes on the survey and did not receive an incentive. Data were analyzed in SPSS v. 29. Analysis included descriptive statistics for research objectives one, two, and four. To address research objective three, group comparisons, including independent groups t-tests and, where indicated, Mann-Whitney U-Tests, were run between SNAC service users and those who did not use or have access to a SNAC.

## **Measures**

All measures were developed and implemented through discussion with PIs, key personnel, students, and the community partner panel. All survey items can be found in Appendices.

### ***Student Survey***

#### **Screening Items**

Three screening items determined eligibility. First, participants had to answer their age, as they had to be 18 or older to participate. Second, to confirm their USU affiliation, students answered if they were a student, faculty, staff, or not affiliated with USU. If they answered faculty or staff, they were redirected to the appropriate survey. If they answered “not affiliated with USU,” they were informed of their ineligibility. Finally, they filled in their A-number (i.e., a unique identifier for USU students, faculty, and staff) so that we could ensure there were no duplicates for incentive purposes. Two additional screening questions were asked at the beginning of the survey to determine branching. First, students were asked with what campus they were affiliated. If participants were affiliated with Logan, Blanding, or Eastern, they took the residential campuses survey. Students in residential campuses were then asked if they had used SNAC, which helped develop a quota between students who had and had not used SNAC.

#### **Food Security Items**

Students also completed the USDA 10-item Adult Food Security Survey Module (USDA/ERS, 2024). This 10-item survey is shortened from the 18-item survey to reduce

respondent burden while maintaining acceptable reliability. This survey assesses food security, categorizing it as high, marginal, low, and very low food security. Scores range from zero to ten. A raw score of zero indicates high food security, a score between 1-2 indicates marginal food security, a score between 3-5 indicates low food security and a score between 6-10 indicates very low food security. Students were asked to give answers based on their Fall 2023 semester to better understand their food security on campus. Cronbach's alpha for all items was 0.88, indicating acceptable reliability.

Respondents also answered what percentage of USU students they believed experienced high, marginal, low, and very low food security. Each question contained brief definitions of these categories based on the USDA/ERS definitions. Students used a percentage slider, where they would slide each category between 0% and 100%. The total of all four categories had to add up to 100%.

Additional food security items assessed if students had enough food growing up and if they had enough variety of food growing up. These were measured on a Likert scale ranging from "never true" to "always true." Students were also asked if they had ever learned about food security in their classes at USU. The options were categorical, and students could select "yes," "no," or "unsure."

Participants also answered questions regarding their ability to afford food groups in the Fall 2023 semester. Students were asked if they could afford carbohydrates (e.g., pasta/noodles, bread, pastries, cereal, rice), protein (e.g., meat, beans, nuts, eggs, peanut butter), fats (e.g., canola oil, olive oil, coconut oil, butter), canned, frozen, or fresh vegetables (e.g., broccoli, green beans, carrots, cucumber, sweet potato, peas), canned, frozen, or fresh fruits (e.g., grapes, blueberries, bananas, watermelon, strawberries, apples), dairy (e.g., yogurt, milk, cheese), and special diet items (e.g., gluten-free, Kosher, Halal). Students answered on a Likert scale with choices ranging from "never true" to "often true." Students could also select if an item did not apply to them. In addition to food items, students were asked to rank their level of confidence from "not at all confident" to "very confident" on their ability to provide additional items for themselves. "Not at all confident" was scored as zero, and "very confident" was scored as a three. The included items were condoms, other contraception (e.g., birth control pills), toothpaste, toothbrushes, soap, shampoo and conditioner, deodorant, toilet paper, feminine hygiene products (e.g., pads, tampons), laundry detergent, and other cleaning supplies. Students could also select if they did not have a need for an item on this list.

### **Quality of Life**

All respondents were asked questions related to their quality of life. These items were adapted from DeBate et al.'s 2021 survey on food security and well-being in the post-COVID-19 context. Respondents were asked if they experienced problems or challenges related to academics, finances, career, faculty, family, intimate relationships, roommates, peers, appearance, the health of someone close to them, the death of a family member, bullying, cyberbullying, hazing, sexual harassment, and discrimination. Students answered on a Likert scale with zero indicating they did not experience any problems in these areas and four indicating they very frequently encountered problems in these areas.

A total quality of life score was created by summing responses in all areas. Scores could range from 0 to 68, with higher scores indicating lower quality of life. Cronbach's alpha for all items was 0.83, indicating acceptable reliability. Consistent with the original study, individual items can be assessed to see where differences in quality of life exist.

### **Mental Health**

To address mental health symptomology, students answered the PHQ-4 (Kroenke et al., 2009). This measure contains two items that probe anxiety and depressive symptoms and has been shown to be reliable in very quickly screening how anxiety and depression impact the overall quality of life. The questions ask respondents how often they have felt the following over the last two weeks: "feeling nervous, anxious, or on edge," "not being able to stop or control worrying," "feeling down, depressed, or hopeless," and "little interest or pleasure in doing things." Answers are measured with a Likert scale, with 0 indicating "not at all" and 3 indicating "nearly every day." Scores are totaled for an overall impact of mental health symptomology, and higher scores indicate more distress related to mental health symptoms. Cronbach's alpha for all items was 0.88, indicating acceptable reliability.

### **Physical Health**

All student respondents answered items on their physical health. Respondents first answered the single item, PROMIS global health rating scale. The question asks respondents to rank their general health from "poor" to "excellent," and it has been shown to reduce respondent burden while adequately assessing reliability (Hays et al., 2015). Respondents also answered how many days out of the last 30 that poor physical health impacted their usual activities such as self-care, work, or recreation, which was measured as a scale variable. Students answered on a Likert scale from "rarely or never" to "constantly, and it significantly impairs my ability to function normally." Two additional questions probed respondents about their hours of sleep per night and their regular level of physical activity. These responses were measured categorically.

### **Social Well-being**

Respondents answered six questions on social well-being that were developed for this survey and informed by student researchers. Three questions were binary and asked students if they enjoy spending time with others, if they have a support system in time of need, and if they feel included and accepted by peers and/or community members. Responses to these questions were "yes" or "no." One question asked students, on a scale of one to ten, how satisfied they are with the relationships in their lives. Students answered how many days a week they interacted with friends and family, and categorical responses ranged from zero days a week to seven days a week. Finally, respondents answered if they engaged in activities, clubs, or social gatherings. Students could select all that applied.

### **Economic Well-being**

To assess economic stress, respondents answered four questions related to their personal finances. These items were adapted from the InCharge Financial Distress and Financial Well-Being Scale (Prawitz et al., 2006). Students answered how stressed they felt about

their personal finances, how satisfied they are with their present financial situation, how often they worry about monthly expenses, and how often they find themselves living paycheck to paycheck. Each item was answered on a scale from 1 to 10, with higher scores indicating lower economic well-being.

### **Academic Well-being**

Respondents were asked five questions about their academic well-being. They were first asked to enter their GPA, which is measured as a scale variable. They then were asked to rank their satisfaction with their GPA on a five-point, Likert scale ranging from “very dissatisfied” to “very satisfied.” Students were then asked if they believe their academic performance has improved, declined, or stayed the same over the past year. Students also answered if they had ever faced academic probation and if they had ever taken a leave of absence from USU. Students who answered affirmatively to taking a leave of absence were asked to give the reason for their leave of absence.

### **SNAC Specific Items (Logan, Blanding, and Price)**

Students who responded affirmatively to having used SNAC in the screening question were asked specific questions about their use of SNAC. The first question asked respondents how they used SNAC, with the options being “To supplement regular food needs” or “As the main source of food.” Respondents also answered how often they visited SNAC and the last time they visited SNAC. Five ordinal questions probed respondents on how SNAC helps improve their quality of life. These questions assessed if SNAC helped them feel less worried about having enough food, focus on their courses and homework, using SNAC helped them avoid going hungry because they do not always have enough money to buy food if it helped them eat more balanced meals, and if it helped them avoid cutting the size of their meals or skipping meals altogether. Responses ranged from “Strongly disagree” to “Strongly agree.” Respondents also answered their level of satisfaction with the amount and types of food they received at SNAC. Responses ranged from “very dissatisfied” to “very satisfied.” Finally, SNAC users answered what items visiting SNAC helped them access. The categories included carbohydrates, protein, fats, canned, frozen, fresh vegetables, canned, frozen, or fresh fruits, dairy, special diet items, and hygiene products. Responses were “Never true,” “Sometimes true,” and “Often true.”

All students at residential campuses (i.e., Logan, Blanding, and Price) who answered “No” to having used SNAC on their campus at screening answered whether they were familiar with SNAC, with response options being “Yes” or “No.”

Students who responded that they had heard of SNAC or had used SNAC were asked several questions about SNAC to determine their knowledge and awareness of services. Respondents answered where they first heard about SNAC. Options were other students, social media, family members, USU professors or staff, USU student groups or clubs, or USU 1010 Connections — a two-credit academic course designed for freshmen and transfer students to learn about college life at USU. Respondents answered two dichotomous questions about whether they knew where SNAC was located and if they knew someone who had used SNAC to obtain food. Students were asked if they believed

that students experienced barriers to accessing SNAC. If they answered yes, they were then asked to rank barriers students experience to accessing SNAC, from what they believed were the most commonly experienced barriers to the least commonly experienced barriers. The list of barriers was lack of time, limited hours of operation, embarrassment (e.g., what people would think if they used SNAC), lack of transportation, disability, students do not think they qualify or are needy enough, students do not know how it works, and other.

Students at residential campuses who had NOT heard of SNAC answered several questions about the program. First, a brief description of SNAC was given, and students were asked if they felt they would benefit from using SNAC. Responses were dichotomous “Yes” or “No.” Students were then asked four Likert scale questions. The first question was how well they understood the resources provided by SNAC. The choices ranged from “Not at all” to “I understand them very well.” They then answered how they would feel about using SNAC. Responses were “I would never use it,” “I might use it if I were desperate,” “I would use it if I needed to,” and “I would really like to use it.” Students also answered what level of food security they would have to experience before using SNAC. Responses ranged from “I would consider it even if I were not food insecure” to “I would consider it if I were very food insecure.” Finally, students answered how likely they would be to use SNAC if it provided more than necessities. Responses ranged from “Not at all likely” to “Very likely.”

All students at the residential campuses answered additional items about SNAC to gain additional insight into how SNAC could further benefit students. First, students were asked what other services and items they would like SNAC to provide. They could “Select all that apply,” and response options included condoms, toothpaste, toothbrushes, soap/body wash, shampoo, conditioner, toilet paper, deodorant, feminine hygiene products, laundry detergent, and other. They were also able to select all that apply for the days and times that work best for them to access SNAC. Students were asked if their current work or school hours impact their ability to access SNAC, with the responses being “No,” “Yes,” or “Does not apply to me.” To assess the overall support of SNAC, students were asked if they would consider volunteering for SNAC. They were also asked if they would recommend SNAC to someone they felt could benefit from services and how they felt about it as a resource to USU students. Responses to SNAC as a resource for USU students included, “I don’t know anything about SNAC and have no opinion,” “I think it is a terrible waste of money,” “I am somewhat supportive of it,” “I am supportive of it,” and “I am very supportive of it.” Finally, respondents answered how much of a student fee per academic year they would be willing to add to support SNAC. Responses were measured on a scale and ranged from \$0-\$50.

### **Statewide, Non-Residential, Specific Items**

Statewide students at non-residential campuses were asked about their community resources to address low food security. First, they were asked if they use any community resources to access food when they cannot buy it and if they know where their local food pantry is located. Both questions were dichotomous with “yes” or “no” responses. If students answered “yes” to knowing where their local food pantry was, they were then

asked how long it takes them to get to the pantry and how often they use the pantry. Both items were measured categorically. Students were then asked if they needed to use their local pantry or other resources if they had reliable transportation to do so. Respondents answered how comfortable they would feel visiting a food pantry, with responses ranging from “Not at all comfortable” to “Very comfortable.” They then answered how well they understand the resources provided by food pantries, with responses ranging from “Not at all” to “I understand them very well.”

All Statewide respondents were then asked about resources on their campuses. They were first asked if there are any resources they are aware of on their campus to address low food security. Responses ranged from “No resources” to “Many resources.” For students who did know of resources on their campus, they were able to select which kind of resources are available, and options included events that provide food, food pantry, faculty and staff members who have food in their offices, and other. All Statewide respondents were then asked what resources they would like to see provided on their campus to address low food security, with the response options being the same as the previous question. Respondents answered their likelihood of using a food pantry if it were available on their campus. The five-point Likert scale included responses ranging from “I would never use it” to “I would really like to use it.” Additionally, respondents were asked what they think of an on-campus food pantry as a potential student resource. The response options ranged from “I am not supportive of it” to “I am very supportive of it.” They were then asked if they would recommend an on-campus food pantry to a student who could benefit from services, with response choices of “No,” “Not sure,” “Maybe,” and “Yes.” Finally, students were asked how much of a student fee per academic year they would be willing to add to support a food pantry on their campus. They could choose on a scale between \$0 and \$50.

### **Demographics**

All student respondents answered several demographic questions. Students indicated their academic year, whether they were transfer students, whether or not they were international students, which colleges they were affiliated with, whether they attended classes primarily online or in-person, and if they attended USU full or part-time. They were also asked if they had a meal plan for campus dining services. Students also answered if they received financial support for their education. This was a select-all-that-apply question with options including academic scholarships, sports scholarships, financial need scholarships, tuition waivers, alumni scholarships, Pell grants, loans, work-study, and funding from family.

Students were asked categorically about how many hours a week they currently work, and response options included unemployed and not looking for work to 41 or more hours per week. If students indicated that they worked, they were asked to answer how many jobs they had. All students answered their current income with options ranging from \$0-\$9,999 per year to \$100,000 or greater. Students answered questions regarding their household makeup which included their relationship status, current living situations, and number of dependents.

Finally, all student respondents were asked to identify their race. This was a “select all that apply” option. Additionally, students were asked to identify their current gender and sexual orientation, which were measured categorically. Student answered a question about their political beliefs using a scale from 1 (very liberal) to 10 (very conservative). Finally, students were asked to categorically report their religious affiliation.

## ***Faculty and Staff Survey***

### **Screening Items**

Similar to the student survey, three screening items determined eligibility. First, participants had to answer their age, as they had to be 18 or older to participate. Second, to confirm their USU affiliation, participants answered if they were a student, faculty, staff, or not affiliated with USU. If they answered student, they were redirected to the appropriate survey. If they answered “not affiliated with USU,” they were informed of their ineligibility. Finally, they filled in their A-number so that we could ensure there were no duplicates. One additional item that determined branching (but was not used for eligibility) was for respondents to answer what campus they were affiliated with.

### **Food Security Items**

Respondents answered what percentage of USU students they believed experienced high, marginal, low, and very low food security. Each question contained brief definitions of these categories based on the USDA/ERS definitions. Faculty and staff used a percentage slider to slide each category between 0% and 100%. The total of all four categories had to add up to 100%. Additionally, respondents were asked how they thought low food security impacts students’ academic success and engagement in class. These were measured on a four-point Likert scale, with responses ranging from “no negative impacts” to “many negative impacts.”

### **SNAC Specific Items (Logan, Blanding, and Price)**

Faculty and staff were asked if they had heard of SNAC on their campus. If they answered “Yes,” they were then asked where they first heard of SNAC and if they knew where SNAC is located. Respondents dichotomously answered if they had informed students about SNAC and if they had ever referred a student to SNAC services. Respondents also answered if they mentioned SNAC services in their course content, with response options being that SNAC is mentioned in the syllabus, in class, or on Canvas. Respondents could select all that apply. Faculty and staff respondents were asked to rank barriers students experience to accessing SNAC. The list of barriers was lack of time to go, limited hours of operation, embarrassment (e.g., what people would think if they used SNAC), lack of transportation, disability, students do not think they qualify or are needy enough, students do not know how it works, and other.

### **Statewide, Non-Residential, Specific Items**

All Statewide faculty and staff participants were asked about services to address low food security in their area. First, they were asked if they were aware of any services in the area where their campus is located. Those who answered yes were then asked to list the services they knew. Like the questions from the residential campuses, respondents

dichotomously answered if they had informed students about food pantry services and if they had ever referred a student to food pantry services. Respondents also answered if they mentioned food pantry services in their course content, with response options being that SNAC is mentioned in the syllabus, in class, or on Canvas. Respondents could select all that apply. Statewide respondents were asked to rank barriers students experience to accessing food pantry services. The list of barriers was lack of time to go, limited hours of operation, embarrassment (e.g., what people would think if they used SNAC), lack of transportation, disability, students do not think they qualify or are needy enough, students do not know how it works, and other. Finally, state-wide participants were asked if they felt their campus would benefit from on-campus food pantry services.

### **Support of SNAC or Other Food Pantry Services**

All respondents, regardless of their campus, were asked who they felt should pay for food pantry services on campus. They ranked choices from one to six, with the options being student fees, donations from faculty, staff, or community members, grants, state legislature, general university line items, and other. Faculty and staff were also asked how much of a student fee they would support being added annually to support SNAC or other on-campus food pantry services. Responses were on a scale from \$0-\$50. Finally, respondents were asked if they knew about donating to SNAC at USU through a payroll deduction.

### **Demographics**

Faculty and staff answered several demographic questions. First, they indicated what colleges or offices they were affiliated with, and they were able to select “all that apply.” Then they were asked if they were employed full or part-time with USU and how many hours a week they currently work. Faculty and staff respondents categorically answered their marital status, number of dependents, race, gender, sexual orientation, and religious affiliation. Finally, faculty and staff respondents identified their political beliefs on a scale from 1 (very liberal) to 10 (very conservative).

## **Findings**

A total of 1,538 USU students completed the survey, and a total of 211 faculty and staff completed the survey. Following the description of the university-wide statistics, the findings are broken down by research question.

### **University-Wide Descriptive Statistics**

#### ***All Students***

##### ***Student Demographics***

A total of 1,538 USU students completed the survey. Over 88% of the students who completed the survey were affiliated with the Logan campus. The next largest campuses represented were Eastern with 4.8%, Blanding with 1.2%, and Brigham City with 1.1%. A majority (84.5%) of participants were undergraduate students. The colleges with the most students responding to the survey were the College of Humanities and Social Sciences, the College of Education, and the

College of Science. Most respondents were enrolled full-time (92.8%), and most reported attending class in- person (62.7%). Overwhelmingly, students did not have a meal plan (83.3%). Most students reported at least some funding for their education, with the primary financial supports being academic scholarships (52.3%), Pell Grants (25.8%), and informal support from family (25.0%).

For employment, over 75% of respondents reported at least working part-time, with the majority of those working between 11 and 20 hours per week. The current income for most respondents (50.3%) was between \$0 and \$9,999 per year, with an additional 23.9% making \$10,000-\$19,999 per year. Most participants (71.8%) identified as single or never married, and most (61.1%) reported living off-campus in rented housing. Overwhelmingly, participants did not have dependents (92.0%).

Most respondents in this survey were White (82.0%), and over half were female (63.2%). The mean age of participants was 22.26 years ( $SD=5.51$ ). Most reported their sexual orientation as heterosexual (74.3%). Most participants identified as religious (79.4%), with 61.6% reporting affiliation with the Church of Jesus Christ of Latter-day Saints. Participants identified their political beliefs on a scale of 1 (very liberal) to 10 (very conservative), and the mean score for this response was 5.49 ( $SD=2.51$ ), indicating that the sample was politically moderate.

**Table 1. All Student Demographics.**

	Total (N = 1,538)
<b>Campus Affiliation</b>	
Logan	88.7% (1,364)
Eastern (Price)	4.8% (74)
Blanding	1.2% (18)
Brigham City	1.1% (17)
Vernal	1.0% (16)
Tooele	0.7% (11)
Kaysville	0.7% (10)
Salt Lake City	0.6% (9)
Orem	0.5% (8)
Nephi	0.2% (3)
Ephraim	0.1% (2)
Roosevelt	0.1% (2)
St. George	0.1% (2)
Bicknell	0.1% (1)
Monument Valley	0.1% (1)
<b>Academic Year</b>	
Freshman	16.8% (259)
Sophomore	24.3% (373)
Junior	23.0% (353)
Senior	20.4% (314)
Fifth Year or Greater Senior	4.0% (60)
Masters Student	6.5% (100)
PhD Student	3.8% (58)

Choose Not to Answer	1.3% (20)
Transfer Status	
No	73.5% (1131)
Yes	15.5% (239)
Not Applicable (Graduate Student)	10.3% (158)
Chose Not to Answer	0.7% (10)
International Student Status	
No	92.3% (1419)
Yes	4.3% (66)
Chose Not to Answer	0.7% (10)
College Affiliation*	
Caine College of the Arts	7.7% (119)
College of Agriculture and Applied Sciences	13.5% (207)
College of Engineering	10.1% (155)
College of Humanities and Social Sciences	25.8% (397)
College of Science	14.1% (217)
College of Veterinary Medicine	1.5% (23)
Emma Eccles Jones College of Education and Human Services	24.1% (370)
Jon M. Huntsman School of Business	11.6% (179)
Quinney College of Natural Resources	3.8% (58)
Not Sure/Undeclared	3.7% (57)
Chose Not to Answer	1.8% (28)
Full or Part Time Student	
Full time	92.8% (1428)
Part time	6.0% (93)
Chose Not to Answer	1.1% (17)
Types of Classes	
In-Person	62.7% (964)
Online	8.6% (132)
Mix of In-Person and Online	27.8% (427)
Chose Not to Answer	1.0% (15)
USU Meal Plan	
No	83.3% (1281)
Yes	15.9% (245)
Chose Not to Answer	0.8% (12)

Financial Support for Education*	
No Financial Support	9.0% (139)
Academic Scholarship	52.3% (805)
Sports Scholarship	0.9% (14)
Financial Need Scholarship	10.8% (166)
USU Tuition Waiver	6.4% (99)
Alumni Scholarship	9.6% (147)
Pell Grant	25.8% (397)
Subsidized Loan	12.9% (199)
Unsubsidized Loan	12.9% (199)
Work Study	4.0% (62)
Funding from Family	25.0% (384)
Other	7.2% (110)
Chose Not to Answer	1.4% (22)
Current Employment Status	
Employed, 1-10 hours	16.6% (256)
Employed, 11-20 hours	33.6% (516)
Employed, 21-30 hours	15.8% (243)
Employed, 31-40 hours	6.6% (102)
Employed, more than 40 hours per week	3.0% (46)
Unemployed, Looking for Work	14.0% (216)
Unemployed, Not Looking for Work	8.8% (136)
Chose Not to Answer	1.5% (23)
Income	
\$0-\$9,999	50.3% (773)
\$10,000-\$19,999	23.9% (368)
\$20,000-\$29,999	8.2% (126)
\$30,000-\$39,999	3.4% (53)
\$40,000-\$49,999	2.3% (36)
\$50,000-\$59,999	1.4% (22)
\$60,000-\$69,999	0.8% (13)
\$70,000-\$79,999	1.0% (15)
\$80,000-\$89,999	0.5% (8)
\$90,000-\$99,999	0.5% (7)
Over \$100,000	1.5% (23)
Choose not to answer	6.1% (94)
Current Living Situation	
On Campus (e.g., dorm, on-campus apartment)	26.7% (410)
Off-campus apartment or other rented housing	61.1% (939)
With family	9.5% (146)
Other	2.0% (31)
Chose Not to Answer	0.8% (12)
Marital Status	
Single, Never Married	71.8% (1104)
Married or in a Domestic Partnership	21.8% (335)
Divorced	1.4% (21)

Separated	0.7% (10)
Widowed	0.1% (1)
Other	3.3% (50)
Chose Not to Answer	1.1% (17)
Dependents	
None	92.0% (1415)
One	3.5% (54)
Two	2.5% (39)
Three	1.2% (18)
Four	0.5% (8)
Five	0.0% (0)
Six	0.2% (3)
Chose Not to Answer	0.1% (1)
Age	$M=22.26$ ( $SD=5.51$ ) Min=18, Max=64
Race and Ethnicity	
White	82.0% (1261)
Multi-racial	5.5% (84)
White Hispanic	3.8% (58)
South Asian	1.9% (29)
Alaska Native / Native American	1.3% (20)
East Asian	0.8% (12)
Black or African American	0.4% (6)
Black Hispanic	0.3% (4)
Pacific Islander	0.2% (3)
Other	0.8% (12)
Chose Not to Answer	3.2% (49)
Gender	
Woman or Female (Cisgendered)	63.2% (972)
Man or Male (Cisgendered)	29.5% (454)
Nonbinary or Gender Non-conforming	2.0% (31)
Transgender Man or Male	0.8% (12)
Questioning	0.6% (9)
Agendered	0.4% (6)
Gender Fluid	0.2% (3)
Transgender Woman or Female	0.2% (3)
Two-spirit	0.1% (1)
Other	0.9% (14)
Chose Not to Answer	2.1% (33)
Sexual Orientation	
Straight or Heterosexual	74.3% (1143)
Bisexual	6.7% (103)
Asexual	5.5% (84)
Queer	2.4% (37)
Questioning or Unsure	1.8% (27)
Lesbian	1.6% (25)

Pansexual	1.6% (24)
Gay	1.4% (21)
Other	0.8% (13)
Chose Not to Answer	4.0% (61)
Religion	
The Church of Jesus Christ of Latter-day Saints	61.6% (948)
Agnostic	8.2% (126)
Spiritual, Not Affiliated with an Organized Religion	7.0% (108)
Atheist	5.7% (87)
Christian, Non-Denominational	4.6% (70)
Roman Catholic or Catholic	1.4% (21)
Protestant	1.1% (17)
Muslim	1.0% (15)
Hindu	0.8% (13)
Buddhist	0.5% (7)
Jewish	0.2% (3)
Orthodox	0.1% (2)
Other	1.2% (18)
Chose Not to Answer	6.7% (103)
Scale of Political Beliefs	$M=5.49$ ( $SD=2.51$ ) Min=1, Max=10
Chose Not to Answer	11.3% (174)

\*Participants could select all answers that applied.

### ***Food Security***

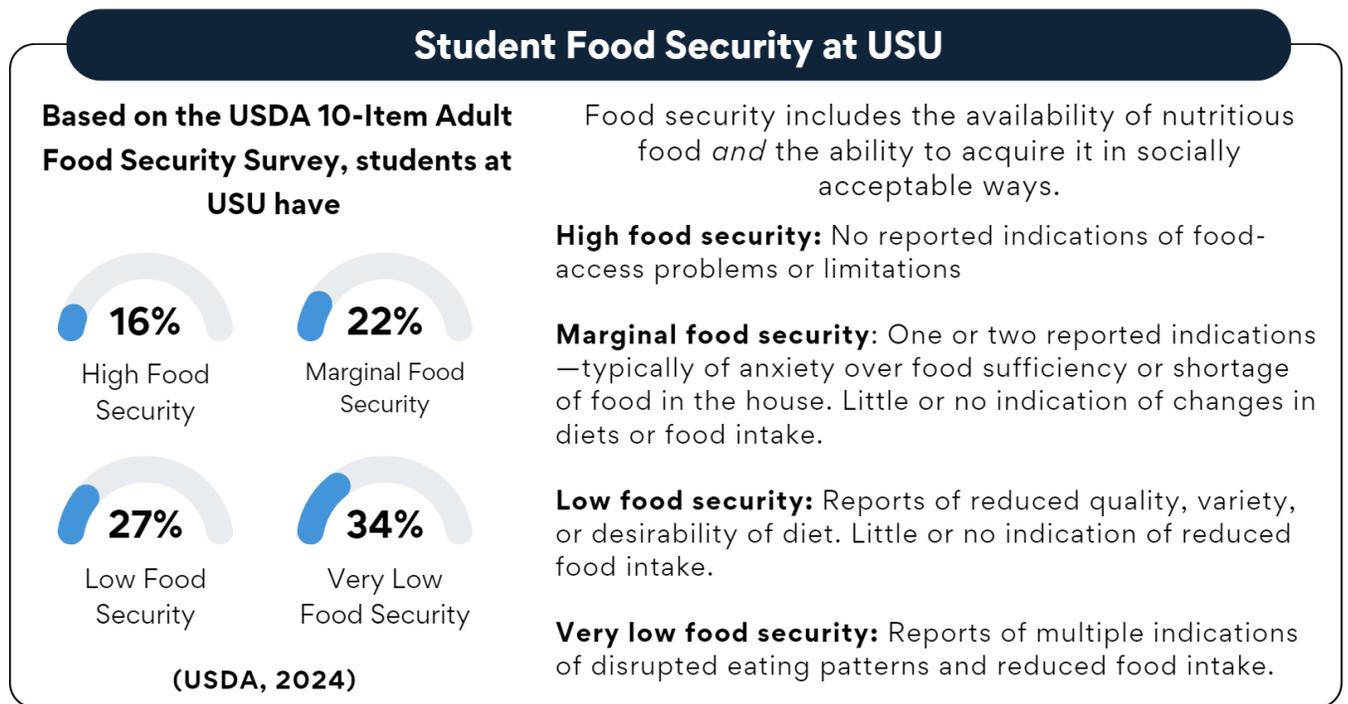
Over 16% of USU respondents experienced high food security, and 22.2% experienced marginal food security. Over 27.2% experienced low food security, and 34.4% experienced very low food security, meaning that they experienced some hunger related to insufficient access to food.

Additionally, respondents were asked to report the food security percentage they felt other USU students experienced. Overall, respondents felt that 41.36% ( $SD=24.45$ ) of students experienced high food security, 27.94% ( $SD=14.31$ ) of students experienced marginal food security, 19.09% ( $SD=13.33$ ) of students experienced low food security, and only 11.59% ( $SD=11.40$ ) of students experienced very low food security. This finding contrasts with the data suggesting that most student respondents indicated they were experiencing low or very low food security – meaning that students are underestimating the prevalence of low food security among students at large.

Respondents were asked other questions related to their food consumption. Most (90.9%) reported often or always having enough food growing up, and 84.4% reported having enough variety of food growing up. Related to not having enough food while at USU, 10.6% of respondents stated that hunger related to not having enough food often negatively impacted their concentration in class. Over 30% of respondents reported learning about food security in their classes at USU.

Respondents were asked about the food items they could afford throughout the Fall 2023 semester. Most respondents (76.8%) could always access carbohydrates. However, under 50%

could always afford proteins, fats, vegetables, fruits, and dairy. Proteins were the least accessible items, with only 38.0% of students being able to always access proteins.



Percentages do not equal 100% due to rounding.

When asked about additional self-care items they could afford, most respondents were confident or very confident they could afford toothpaste (90.5%), toothbrushes (89.8%), soap (90.4%), shampoo and conditioner (82.6%), deodorant (87.8%), toilet paper (82.9%), laundry detergent (74.4%), feminine hygiene products (53.3%), and other cleaning supplies (68.9%). A majority of respondents stated that they had no need for condoms (43.2%) or birth control pills (41.0%). While most respondents were confident or very confident in providing self-care items for themselves, over 29% and over 26% were only “somewhat confident” that they could afford laundry detergent and other cleaning supplies, making those the least accessible self-care items.

**Table 2. Descriptive Statistics for All Students Food Security.**

	Total (N = 1, 538)
USDA Food Security Scale – Categorical	
High Food Security	16.1% (248)
Marginal Food Security	22.2% (342)
Low Food Security	27.2% (419)
Very Low Food Security	34.4% (529)
Students’ Estimation of Other Students’ Food Security Level	
High Food Security	$M=41.36 (SD=24.45)$
Marginal Food Security	$M=27.95 (SD=14.31)$
Low Food Security	$M=19.09 (SD=13.33)$
Very Low Food Security	$M=11.59 (SD=11.40)$

I always had enough food growing up.	
Never True	1.1% (17)
Sometimes True	7.5% (116)
Often True	16.6% (256)
Always True	74.3% (1142)
Chose Not to Answer	0.5% (7)
I always had enough variety of food growing up.	
Never True	2.5% (39)
Sometimes True	12.2% (187)
Often True	24.8% (382)
Always True	60.0% (923)
Chose Not to Answer	0.5% (7)
In the Fall 2023 semester, hunger and not having enough food negatively impacted concentration in class.	
Never True	42.1% (647)
Sometimes True	45.8% (704)
Often True	10.6% (153)
Always True	0.0% (0)
Chose Not to Answer	1.6% (24)
Have you ever learned about food insecurity in your classes at USU?	
No	59.7% (918)
Yes	30.2% (465)
Unsure	9.5% (146)
Chose Not to Answer	0.6% (9)
What resources have you access to help address food insecurity in the last year?*	
None	31.1% (478)
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	2.5% (38)
Supplemental Nutrition Assistance Program	5.5% (84)
Community Food Pantries (Not on Campus)	3.4% (52)
Family	55.9% (859)
Friends	28.6% (440)
Neighbors	6.0% (92)
My Church	13.2% (203)
A Church I am Not Affiliated With	2.1% (33)
Other	1.7% (26)
Chose Not to Answer	4.3% (66)
In the Fall 2023 semester, I could access <u>carbohydrates</u> (e.g., pasta/noodles, bread, cereal, rice, etc.).	
Never True	0.1% (2)
Sometimes True	3.9% (60)
Often True	18.7% (287)
Always True	76.5% (1176)
Does Not Apply to Me	0.4% (6)
Chose Not to Answer	0.5% (7)

<p>In the Fall 2023 semester, I could access <u>protein</u> (e.g., meat, beans, nuts, eggs, peanut butter, etc.).</p> <p>Never True  Sometimes True  Often True  Always True  Does Not Apply to Me  Chose Not to Answer</p>	<p>1.0% (15)  28.0% (431)  32.1% (494)  37.8% (582)  0.6% (9)  0.5% (7)</p>
<p>In the Fall 2023 semester, I could access <u>fats</u> (e.g., canola, olive, or coconut oil, butter, etc.).</p> <p>Never True  Sometimes True  Often True  Always True  Does Not Apply to Me  Chose Not to Answer</p>	<p>1.6% (24)  21.3% (328)  26.9% (414)  49.1% (755)  0.6% (9)  0.5% (8)</p>
<p>In the Fall 2023 semester, I could access <u>canned, frozen, or fresh vegetables</u> (e.g., broccoli, green beans, carrots, cucumber, sweet potato, peas, etc.).</p> <p>Never True  Sometimes True  Often True  Always True  Does Not Apply to Me  Chose Not to Answer</p>	<p>2.4% (37)  23.7% (365)  26.0% (400)  46.7% (719)  0.7% (10)  0.5% (7)</p>
<p>In the Fall 2023 semester, I could access <u>canned, frozen, or fresh fruits</u> (e.g., grapes, blueberries, bananas, watermelon, strawberries, apples, etc.).</p> <p>Never True  Sometimes True  Often True  Always True  Does Not Apply to Me  Chose Not to Answer</p>	<p>3.5% (54)  29.8% (459)  26.2% (403)  39.0% (600)  1.0% (15)  0.5% (7)</p>
<p>In the Fall 2023 semester, I could access <u>dairy</u> (e.g., yogurt, milk, cheese, etc.).</p> <p>Never True  Sometimes True  Often True  Always True  Does Not Apply to Me  Chose Not to Answer</p>	<p>1.8% (27)  18.5% (284)  28.5% (439)  48.6% (747)  2.2% (34)  0.5% (7)</p>
<p>In the Fall 2023 semester, I could access <u>special diet items</u> (e.g., gluten-free, Halal, Kosher, etc.).</p> <p>Never True  Sometimes True</p>	<p>13.7% (211)  17.4% (267)</p>

Often True	10.1% (155)
Always True	16.3% (250)
Does Not Apply to Me	41.7% (642)
Chose Not to Answer	0.8% (13)
How confident are you that you can buy <u>condoms</u> for yourself?	
Not At All Confident	6.3% (97)
Somewhat Confident	13.7% (211)
Confident	15.1% (232)
Very Confident	18.8% (289)
I Have No Need For This Item	43.2% (664)
Chose Not to Answer	2.9% (45)
How confident are you that you can buy <u>other contraception</u> (e.g., birth control pills) for yourself?	
Not At All Confident	12.2% (187)
Somewhat Confident	14.6% (224)
Confident	12.7% (195)
Very Confident	16.4% (253)
I Have No Need For This Item	41.0% (630)
Chose Not to Answer	3.2% (49)
How confident are you that you can buy <u>toothpaste</u> for yourself?	
Not At All Confident	0.8% (13)
Somewhat Confident	7.9% (121)
Confident	32.2% (496)
Very Confident	58.3% (896)
I Have No Need For This Item	0.3% (5)
Chose Not to Answer	0.5% (7)
How confident are you that you can buy <u>toothbrushes</u> for yourself?	
Not At All Confident	1.2% (19)
Somewhat Confident	8.2% (126)
Confident	31.3% (482)
Very Confident	58.5% (899)
I Have No Need For This Item	0.5% (7)
Chose Not to Answer	0.3% (5)
How confident are you that you can buy <u>soap</u> for yourself?	
Not At All Confident	0.8% (12)
Somewhat Confident	8.3% (128)
Confident	33.6% (516)
Very Confident	56.8% (874)
I Have No Need For This Item	0.2% (3)
Chose Not to Answer	0.3% (5)
How confident are you that you can buy <u>shampoo or conditioner</u> for yourself?	
Not At All Confident	1.7% (26)
Somewhat Confident	15.1% (233)
Confident	31.1% (478)
Very Confident	51.5% (792)

I Have No Need For This Item	0.2% (3)
Chose Not to Answer	0.4% (6)
How confident are you that you can buy <u>deodorant</u> for yourself?	
Not At All Confident	1.1% (17)
Somewhat Confident	9.9% (153)
Confident	33.4% (514)
Very Confident	54.4% (837)
I Have No Need For This Item	0.7% (11)
Chose Not to Answer	0.4% (6)
How confident are you that you can buy <u>toilet paper</u> for yourself?	
Not At All Confident	1.9% (29)
Somewhat Confident	14.2% (218)
Confident	32.6% (501)
Very Confident	50.3% (773)
I Have No Need For This Item	0.7% (11)
Chose Not to Answer	0.4% (6)
How confident are you that you can buy <u>feminine hygiene products</u> (e.g., pads, tampons) for yourself?	
Not At All Confident	2.8% (43)
Somewhat Confident	16.6% (255)
Confident	22.0% (339)
Very Confident	31.3% (483)
I Have No Need For This Item	25.8% (397)
Chose Not to Answer	1.4% (22)
How confident are you that you can buy <u>laundry detergent</u> for yourself?	
Not At All Confident	2.1% (33)
Somewhat Confident	22.4% (345)
Confident	29.1% (448)
Very Confident	45.3% (696)
I Have No Need For This Item	0.7% (10)
Chose Not to Answer	0.4% (6)
How confident are you that you can buy <u>other cleaning supplies</u> for yourself?	
Not At All Confident	3.4% (52)
Somewhat Confident	26.5% (408)
Confident	28.1% (432)
Very Confident	40.8% (628)
I Have No Need For This Item	0.8% (12)
Chose Not to Answer	0.4% (6)

\*Participants could select all answers that applied.

***All Faculty and Staff***

***Faculty and Staff Demographics***

A total of 211 faculty and staff completed the survey. Seventy-six participants were faculty (36%), and 135 were staff (64%). Logan was the most represented campus (82.5%), with Statewide campuses following Eastern (11.8%), Blanding (2.4%), and Vernal (1.4%). The most represented offices were the College of Education (17.5%), the College of Humanities and Social Sciences (16.6%), and the College of Agriculture and Applied Sciences (14.2%). Most respondents were employed full-time (95.3%), with most working 31 hours a week or more (94.3%).

The mean age of participants was 41.95 years ( $SD=12.65$ ). Most respondents identified as White (82.5%) and female (73.9%). Most faculty and staff respondents were married or in a domestic partnership (77.3%). Almost half had dependents (49.3%), and the mean number of dependents reported was 2.63 ( $SD=1.59$ ). Most respondents identified as straight or heterosexual (77.3%). Most participants (61.2%) were affiliated with religion, with the most common religious affiliation being the Church of Jesus Christ of Latter-day Saints (48.3%). When asked to identify their political beliefs on a scale from 1 (very liberal) to 10 (very conservative), the mean score was 5.03 ( $SD=2.49$ ), indicating that respondents overall had moderate political beliefs.

**Table 3. Faculty and Staff Demographics.**

	Total (N = 211)
<b>Campus Affiliation</b>	
Logan	82.5% (174)
Eastern (Price)	11.8% (25)
Blanding	2.4% (5)
Vernal	1.4% (3)
Brigham City	0.5% (1)
Tooele	0.5% (1)
Moab	0.5% (1)
Roosevelt	0.5% (1)
<b>Role</b>	
Faculty	36.0% (76)
Staff	64.0% (135)
<b>College or Office Affiliation*</b>	
Caine College of the Arts	2.8% (6)
College of Agriculture and Applied Sciences	14.2% (30)
College of Engineering	2.8% (6)
College of Humanities and Social Sciences	16.6% (35)
College of Science	4.7% (10)
College of Veterinary Medicine	0.5% (1)
Emma Eccles Jones College of Education and Human Services	17.5% (37)
Jon M. Huntsman School of Business	0.9% (2)
Quinney College of Natural Resources	1.9% (4)
Office of the President	3.3% (7)
Office of the Provost	3.8% (8)
Office of Advancement and Alumni Relations	1.4% (3)
Office for Finance and Administrative Services	4.3% (9)
Office for Research	0.9% (2)

Office for Statewide Campuses	5.2% (11)
Office for Student Affairs	6.2% (13)
Office for Marketing and Communications	0.5% (1)
Office of Athletics	0.5% (1)
Office of Diversity, Equity, and Inclusion	2.4% (5)
Other	19.0% (40)
Did Not Know	2.4% (5)
Chose Not to Answer	1.9% (4)
Employment	
Full time	95.3% (201)
Part time	4.3% (9)
Chose Not to Answer	0.5% (1)
Current Employment Hours	
1-10 Hours	0.0% (0)
11-20 Hours	1.9% (4)
21-30 Hours	3.3% (7)
31-40 Hours	56.9% (120)
41 or More Hours	37.4% (49)
Chose Not to Answer	0.5% (1)
Marital Status	
Single, Never Married	11.8% (25)
Married or in a Domestic Partnership	77.3% (163)
Divorced	4.7% (10)
Separated	2.4% (5)
Widowed	1.9% (4)
Other	0.5% (1)
Chose Not to Answer	1.4% (3)
Dependents	
None	50.2% (106)
One	12.3% (26)
Two	14.2% (30)
Three	11.4% (24)
Four	5.7% (12)
Five	1.4% (3)
Six	2.4% (5)
Seven	0.5% (1)
Eight	0.0% (0)
Nine	0.0% (0)
Ten or More	0.5% (1)
Chose Not to Answer	1.4% (3)
Age	$M=41.95$ ( $SD=12.65$ ) Min=19, Max=76
Race and Ethnicity	
White	82.5% (174)
White Hispanic	6.6% (14)
Multi-racial	3.3% (7)

Alaska Native / Native American	2.4% (5)
East Asian	1.4% (3)
Black Hispanic	0.5% (1)
Chose Not to Answer	3.3% (7)
Gender	
Woman or Female (Cisgendered)	73.9% (156)
Man or Male (Cisgendered)	20.4% (43)
Nonbinary or Gender Non-conforming	1.9% (4)
Gender Fluid	0.5% (1)
Transgender Woman or Female	0.5% (1)
Other	0.5% (1)
Chose Not to Answer	2.4% (5)
Sexual Orientation	
Straight or Heterosexual	77.3% (163)
Bisexual	6.6% (14)
Asexual	2.8% (6)
Lesbian	1.9% (4)
Pansexual	1.9% (4)
Queer	1.4% (3)
Questioning or Unsure	1.4% (3)
Other	0.5% (1)
Chose Not to Answer	6.2% (13)
Religion	
The Church of Jesus Christ of Latter-day Saints	48.3% (102)
Agnostic	12.6% (27)
Spiritual, Not Affiliated with an Organized Religion	12.3% (26)
Christian, Non-Denominational	6.2% (13)
Atheist	5.2% (11)
Protestant	4.3% (9)
Roman Catholic or Catholic	2.4% (5)
Buddhist	0.5% (1)
Other	2.8% (6)
Chose Not to Answer	5.2% (11)
Scale of Political Beliefs	$M=5.03$ ( $SD=2.49$ ) Min=1, Max=10
Chose Not to Answer	7.1% (15)

\*Participants could select all answers that applied.

### ***Food Security***

Faculty and staff were also asked to state what percentage of the USU student body they felt experienced high, marginal, low, and very low food security. Overall, faculty and staff thought that 41.52% ( $SD=22.86\%$ ) of USU students experienced high food security, 26.84% ( $SD=12.78\%$ ) experienced marginal food security, 19.91% ( $SD=12.26\%$ ) experienced low food security, and only 11.73% ( $SD=9.52\%$ ) experienced very low food security. Faculty and staff overwhelmingly agreed that food insecurity has many negative impacts on students' academic success (83.9%) and on their engagement in class (74.9%).

**Table 4. Faculty and Staff Food Security Knowledge.**

	Total (N = 211)
Faculty and Staff Estimation of Students' Food Security Level	
High Food Security	<i>M</i> =41.52 ( <i>SD</i> =22.86)
Marginal Food Security	<i>M</i> =26.84 ( <i>SD</i> =12.78)
Low Food Security	<i>M</i> =19.91 ( <i>SD</i> =12.26)
Very Low Food Security	<i>M</i> =11.73 ( <i>SD</i> =9.52)
How do you think food insecurity impacts students' academic success?	
No Negative Impacts	0.9% (2)
Few Negative Impacts	0.5% (1)
Some Negative Impacts	14.7% (31)
Many Negative Impacts	83.9% (177)
I'm Not Sure	0.0% (0)
How do you think food insecurity impacts students' engagement in class?	
No Negative Impacts	0.9% (2)
Few Negative Impacts	0.5% (1)
Some Negative Impacts	23.2% (49)
Many Negative Impacts	74.9% (158)
I'm Not Sure	0.5% (1)

**Research Objective 1: Determine awareness, access, and support of SNAC among USU populations (i.e., students, staff, and faculty)**

***Students***

Students who participated from Logan, Price, or Blanding campuses (N=1,456) were asked about their awareness of their Student Nutrition Access Center (SNAC), as these are the campus locations that have a dedicated SNAC. Most respondents (84.8%) had heard of SNAC, and over half (55.6%) reported using it to obtain food at least once while at USU.

Respondents who had heard of SNAC (n=1,234) were asked where they first heard of SNAC. The majority (49.4%) had heard of it from other USU students, followed by USU 1010 Connections (21.7%) and then a USU professor or staff (13.1%). Most respondents (74.8%) who had heard of SNAC knew where it was located, and most (83.5%) knew someone who had visited SNAC to obtain food.

Respondents who had heard about SNAC (n=1,234) were asked about perceived barriers to SNAC. Over half (52.3%) of respondents felt that there were barriers to accessing SNAC. Respondents who agreed there were barriers (n=645) were asked to rank eight barriers they felt individuals experienced to accessing SNAC. The biggest identified barriers were lack of time to go to SNAC (20.2%), students not knowing how it works (19.5%), and embarrassment (18.7%).

Respondents who had not visited SNAC (n=647) were asked if they would benefit from using SNAC. Over 60% reported that they would benefit from SNAC's services. When asked how they would feel about using SNAC, 28% of these student respondents noted that they might use it if needed, and 36.9% reported that they would use it if needed. Close to 14% of respondents who had not ever visited SNAC said they "would really like to use it." Just over 3% of respondents said they "would never use it," and 16.7% said they "would only use it if they were desperate." When asked about the level of food security they needed to be experiencing before using SNAC, 69.1% of respondents said they would only utilize the pantry if they were somewhat or very food insecure. Over 41% of respondents said they would be somewhat likely to use SNAC if it provided more than food necessities, and 29.8% said they would be quite likely to use it if it provided more than food necessities.

When respondents who had not visited SNAC (n=647) were asked how well they understood the resources and programs provided by SNAC, 23.3% reported that they did not understand them at all, 55.2% reported that they understood them somewhat, and 20.7% reported that they understood them fairly well.

All respondents at residential campuses (N=1,456) were asked about SNAC service hours and additional items they would like to see provided by SNAC. The most common days selected for visiting SNAC were weekdays, with 68.8% of respondents stating that Friday was the best day for them to visit SNAC. Other weekdays were equally represented – with all other days selected by at least 60% of respondents. When asked what times would be best to access SNAC, 64% of respondents selected late afternoon (e.g., 3:01 p.m. to 5 p.m.), 57.8% selected early afternoon (e.g., 12:01 p.m. to 3 p.m.) and 51.9% selected early evening (e.g., 5:01 p.m. to 8 p.m.). Over half of respondents (52.6%) reported that their current work or school hours impact their ability to access SNAC. The most selected additional items respondents would like SNAC to provide were toilet paper (64.5%), laundry detergent (62.1%), feminine hygiene products (59.0%), and toothpaste (53.7%).

Respondents at residential campuses were asked about their overall support of the SNAC program. Over 65% of respondents said they would consider volunteering for SNAC. When asked if they would recommend SNAC to someone who needed services, 89.8% of respondents said yes, and 8.2% said maybe. When asked how they feel about SNAC as a student resource, 70.9% of respondents said they were very supportive of it, and 22.7% said they were supportive of SNAC. Finally, respondents were asked how much money they would be willing to pay via a



student fee per academic year to support SNAC. The average student fee willing to be attributed to SNAC per year was \$18.05 ( $SD$ =\$14.28). It should be noted that 213 respondents (14.6%) did not answer this question.

**Table 5. Students Awareness and Support of SNAC (Residential Campuses Only)**

	Total (N = 1,456)
Are you familiar with USU’s established on-campus food pantry, Student Nutrition Access Center (SNAC), that helps students who are struggling to meet their food needs?	
Yes	84.8% (1234)
No	15.2% (221)
Chose Not to Answer	0.1% (1)
Have you ever visited SNAC to obtain food?	
No	44.4% (647)
Yes	55.6% (809)
Where did you first hear of SNAC?	(n = 1234) <sup>±</sup>
Other USU Students (e.g., Friend, Roommate, Classmate)	49.4% (610)
USU 1010 Connections	21.7% (268)
USU Professor or Staff	13.1% (162)
USU Student Groups (e.g., USU Student Association)	5.4% (67)
Family Member	3.1% (38)
Social Media	2.8% (34)
Other	4.1% (50)
Chose Not to Answer	0.4% (5)
Do you know where SNAC is located?	(n = 1234) <sup>±</sup>
Yes	88.2% (1089)
No	11.5% (142)
Chose Not to Answer	0.2% (3)
Has someone you know visited SNAC to obtain food?	(n = 1234) <sup>±</sup>
Yes	83.5% (1031)
No	15.2% (188)
Chose Not to Answer	1.2% (15)
Do you think students experience barriers to accessing SNAC?	(n = 1234) <sup>±</sup>
Yes	52.3% (645)
No	44.1% (544)
Chose Not to Answer	3.6% (45)
Top Choices for Barriers to Accessing SNAC (Only Asked of Students Who Said “Yes” to Barriers to Accessing SNAC)	(n = 645) <sup>±</sup>
Lack of Time to Go	20.2% (130)
Students Don’t Know How It Works	19.5% (125)
Embarrassment	18.7% (120)
Limited Hours of Operation	18.5% (119)
Students Don’t Think They Qualify or are Needy Enough	18.1% (116)
Lack of Transportation	1.6% (10)
Disability	1.1% (7)
Other	2.3% (15)

Chose Not to Answer	0.1% (3)
Would you benefit from using SNAC?	(n = 647) <sup>±</sup>
Yes	62.3% (403)
No	30.9% (200)
Chose Not to Answer	6.8% (44)
How would you feel about using SNAC at USU?	(n = 647) <sup>±</sup>
I would never use it.	3.4% (22)
I might use it if I were desperate.	16.7% (108)
I might use it if I needed to.	28.0% (181)
I would use it if I needed to	36.9% (239)
I would really like to use it.	13.8% (89)
Chose Not to Answer	1.2% (8)
How severe would your food insecurity have to be before you considered using SNAC services?	(n = 647) <sup>±</sup>
I Would Consider it if I Were Very Food Insecure	33.2% (215)
I Would Consider it if I Were Somewhat Food Insecure	35.9% (232)
I Would Consider It if I Were Barely Food Insecure	11.1% (72)
I Would Consider it Even If I Was Not Food Insecure	13.9% (90)
I'm Not Sure	4.9% (32)
Chose Not to Answer	0.9% (6)
How likely would you be to use SNAC if it provided more than food necessities?	(n = 647) <sup>±</sup>
Not At All Likely	8.2% (53)
Somewhat Likely	41.6% (269)
Quite Likely	29.8% (193)
Very Likely	16.7% (108)
Chose Not to Answer	3.7% (24)
How well do you understand the resources provided by the SNAC program?	(n = 647) <sup>±</sup>
Not at All	23.3% (151)
Somewhat	55.2% (357)
Fairly Well	20.7% (134)
Chose Not to Answer	0.8% (5)
What days would work best for you to access SNAC?*	
Monday	65.0% (946)
Tuesday	64.0% (932)
Wednesday	62.8% (915)
Thursday	63.5% (924)
Friday	68.8% (1002)
Saturday	47.3% (689)
Sunday	24.3% (354)
What times would work best for you to access SNAC?	
Early Morning (e.g., 6 a.m. – 9 a.m.)	18.1% (264)
Mid-morning (e.g., 9:01 a.m. – 12 p.m.)	38.0% (553)
Early Afternoon (e.g., 12:01 p.m. – 3 p.m.)	57.8% (842)
Late Afternoon (e.g., 3:01 p.m. – 5 p.m.)	63.0% (918)

Early Evening (e.g., 5:01 p.m. – 8 p.m.)	51.9% (756)
Late Evening (e.g., 8:01 p.m. – 11 p.m.)	25.1% (366)
Do your current work or school hours impact your ability to access SNAC?	
Yes	52.6% (750)
No	35.9% (512)
Does Not Apply	11.5% (164)
Chose Not to Answer	2.1% (3)
What other services or items would you like SNAC to provide?	
Toilet Paper	64.5% (939)
Laundry Detergent	62.1% (904)
Feminine Hygiene Products	59.0% (859)
Toothpaste	53.7% (782)
Soap / Body Wash	51.9% (756)
Deodorant	49.7% (724)
Toothbrushes	44.4% (646)
Shampoo	43.3% (631)
Conditioner	39.1% (569)
Condoms	28.3% (412)
Other	4.9% (71)
Would you consider volunteering for SNAC?	
Yes	65.8% (958)
No	26.5% (386)
Chose Not to Answer	7.7% (112)
Would you recommend SNAC to someone you feel could benefit from the services?	
Yes	89.8% (1307)
Maybe	8.2% (120)
No	0.4% (6)
Not Sure	1.0% (14)
Chose Not to Answer	0.6% (9)
What do you think about SNAC as a resource for USU students?	
I Don't Know Anything About It and Have No Opinion	1.6% (24)
I Think It is a Terrible Waste of Money	0.1% (1)
I Am Somewhat Supportive of It	4.1% (59)
I Am Supportive of it	22.7% (331)
I Am Very Supportive of It	70.9% (1032)
Chose Not to Answer	0.6% (9)
How much of a student fee per academic year would you be willing to add to support SNAC?	$M=18.05$ ( $SD=14.28$ ) Min=0, Max=50
Chose Not to Answer	14.6% (213)

\*Participants could select all answers that applied.

‡A different sample size within the variable indicates that the variable was conditional, and only a subset of people answered it. For example, students who had not heard of SNAC did not answer any questions related to where they first heard of the program.

**Faculty and Staff**

Faculty and staff from residential campuses of Logan, Price, and Blanding (N=204) were asked about their knowledge, awareness, and support of SNAC. Most responding faculty and staff (90.2%) had heard of SNAC at their campus.

Responding faculty and staff who had heard of SNAC (n=184) were asked various questions about their awareness and support of SNAC. The majority (76.6%) knew where SNAC was located on their campus, and a majority (64.7%) had informed students about SNAC. However, only 42.9% of respondents had referred a student to SNAC's services. Respondents who were instructors (n=73) were asked if they mentioned SNAC in their course content or on their syllabus. Over 46% of faculty reported discussing SNAC in class, 17.8% reported mentioning it on Canvas, and 13.7% reported mentioning it on their syllabus.

Responding faculty and staff who had heard of SNAC (n=183) were asked about the barriers they perceived to students using SNAC. The largest identified barrier was students not feeling they qualify or are needy enough to use SNAC, which was selected by 27.9% of respondents. The next largest identified barriers to SNAC were students not knowing how it works (25.7%) or being embarrassed to use the services (24.6%).

Responding faculty and staff at residential campuses (N=204) were asked to rank what funding sources they believed should fund SNAC. Respondents ranked items from one to six. The top choices for funding SNAC were state legislature (39.2%), grants (28.9%), and donations from faculty, staff, and community members (11.8%). Most responding faculty and staff were not aware that they could donate to SNAC through a payroll deduction (30.4%). When asked how much of a student fee they would support for SNAC, the mean amount was \$14.42 (SD=\$15.56), though it should be noted that this was skipped by 43 participants (21.1%).

**Table 6. Faculty and Staff Awareness and Support of SNAC (Residential Campuses Only)**

	Total (N = 204)
Are you familiar with USU's established on-campus food pantry, Student Nutrition Access Center (SNAC), that helps students who are struggling to meet their food needs?	
Yes	90.2% (184)
No	9.8% (20)
Do you know where SNAC is located?	(n = 184) <sup>±</sup>
Yes	76.6% (141)
No	23.4% (43)
Have you informed students about SNAC?	(n = 184) <sup>±</sup>
Yes	64.7% (119)
No	34.2% (63)
Chose Not to Answer	1.1% (2)
Have you ever referred a student to SNAC services?	
Yes	42.9% (79)
No	55.4% (102)
Chose Not to Answer	1.6% (3)
If you are an instructor, do you have USU SNAC listed in any of the following...	(n = 73) <sup>±</sup>

Syllabus	13.7% (10)
Discussed in Class	46.6% (34)
Mentioned on Canvas	17.8% (13)
Other	31.5% (23)
Top Choices for Barriers to Accessing SNAC	(n = 183) <sup>±</sup>
Students Don't Think They Qualify or are Needy Enough	27.9% (51)
Students Don't Know How it Works	25.7% (47)
Embarrassment	24.6% (45)
Lack of Time to Go	10.4% (19)
Limited Hours of Operation	6.6% (12)
Lack of Transportation	1.6% (3)
Disability	1.6% (3)
Other	3.3% (6)
Top Choices for Who Should Pay for SNAC on Campus	
State Legislature	39.2% (80)
Grants	28.9% (59)
Donations From Faculty, Staff, and Community Members	11.8% (24)
General University Line Items	11.3% (23)
Student Fees	8.3% (17)
Other	0.5% (1)
Are you aware that you can donate to SNAC and address food insecurity at USU through a payroll deduction?	
Yes	30.4% (62)
No	69.1% (141)
Chose Not to Answer	0.5% (1)
How much of a student fee per academic year would you be willing to add to support SNAC?	$M=14.41$ ( $SD=15.56$ )
Chose Not to Answer	21.1% (43)

<sup>±</sup>A different sample size within the variable indicates that the variable was conditional, and only a subset of people answered it. For example, faculty and staff who had not heard of SNAC did not answer any questions related to perceived barriers to accessing SNAC.

**Research Objective 2: Identify personal characteristics, food security issues, and service experiences of current SNAC service users**

**SNAC User Demographics**

Table 7 includes SNAC user descriptives broken down by Logan, Price, and Blanding campuses, with Price and Blanding's data differentiated.

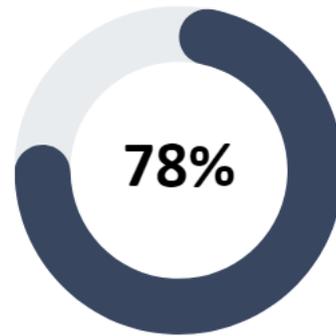
**Logan Campus**

A total of 772 SNAC users at the Logan campus completed the survey. Most SNAC users were undergraduates (86.7%). While sophomores, juniors, and seniors were equally represented, only 13.3% of responding SNAC users were freshmen. Over 12% of respondents were transfer students. The colleges responding SNAC users were affiliated with were the College of Education (22.3%), the College of Humanities and Social Sciences (22.0%), and the College of

Agriculture and Applied Sciences (15.9%). Most SNAC respondents (95.3%) are enrolled full-time, and 70.1% reported attending classes in person, followed by a mix of in-person and online classes (25.3%). Most SNAC respondents (86.5%) reported not having a meal plan. Most SNAC users (92.5%) reported receiving some funding for their education. The primary financial supports were academic scholarships (52.8%), Pell Grants (25.1%), and funding from family (25.0%).

For employment, over 78% of responding Logan SNAC users reported at least working part-time, with the majority of those working between 11 and 20 hours per week. The current income for most respondents (53.1%) was between \$0 and \$9,999 per year. Most participants (74.6%) identified as single or never married, and most (67.4%) reported living off-campus in rented housing. Overwhelmingly, SNAC respondents did not have dependents (98.7%).

Most SNAC respondents were White (80.3%), and most were female (60.4%). The mean age of participants was 21.80 ( $SD = 3.64$ ). Most reported their sexual orientation as heterosexual (73.3%). Most SNAC participants identified as religious (75.9%), with 59.5% reporting affiliation with the Church of Jesus Christ of Latter-day Saints. Participants were asked to identify their political beliefs on a scale of 1 (very liberal) to 10 (very conservative), and the mean score for this response was 5.25 ( $SD=2.53$ ), indicating that overall, SNAC participants have “moderate” political beliefs.



**of SNAC users are working at least part time**

### ***Blanding and Price Campuses***

For the purpose of this report, due to low respondents and how both Statewide SNAC programs are run, Blanding and Price data are combined. Ninety-two students responded from the Blanding and Price campuses, with 74 students responding from Price and 18 from Blanding. Of those, 37 had used SNAC (30 respondents from Price, and 7 respondents from Blanding) at their campus and are included in this description. All SNAC users were undergraduates, with the majority being freshmen in terms of credits (40.5%). Only 2.7% of respondents were transfer students. Responding SNAC users at these campuses were most affiliated with the College of Education (24.3%), the College of Agriculture and Applied Sciences (21.6%), and the College of Humanities and Social Sciences (13.5%). Most SNAC respondents (86.5%) were enrolled full-time, and 51.4% reported attending classes by a mix of in-person and online classes. Most SNAC respondents (64.9%) had a meal plan. Most SNAC users at Blanding and Price (94.6%) reported receiving some funding for their education. The primary financial supports were academic scholarships (59.5%), Pell Grants (29.7%), and other scholarships, which included the ambassador program, scholarship for student government, and housing scholarships (24.3%).

For employment, over 75.7% of responding Blanding and Price SNAC users reported at least working part-time, with the majority of those working between 11 and 20 hours per week. The

current income for most respondents (59.5%) was between \$0 and \$9,999 per year. Most participants (67.6%) identified as single or never married, and most (62.2%) reported living in on-campus housing. Most SNAC respondents did not have dependents (73.0%).

Most SNAC respondents were White (64.9%) followed by Alaska Native or Native American (16.2%). Most respondents were female (70.3%). The mean age of participants was 21.30 years ( $SD = 4.69$ ). Most reported their sexual orientation as heterosexual (73.3%). Most SNAC participants identified as spiritual or religious (70.3%), with 51.4% reporting affiliation with the Church of Jesus Christ of Latter-day Saints. Participants were asked to identify their political beliefs on a scale of 1 (very liberal) to 10 (very conservative), and the mean score for this response was 4.69 ( $SD=2.18$ ).

**Table 7. SNAC User Demographics, Divided by Campus**

	Logan SNAC Users (N = 772)	Price SNAC Users (N = 30)	Blanding SNAC Users (N = 7)
Academic Year			
Freshman	13.3% (103)	36.7% (11)	57.1% (4)
Sophomore	22.0% (170)	26.7% (8)	28.6% (2)
Junior	24.0% (185)	26.7% (8)	0.0% (0)
Senior	22.0% (170)	3.3% (1)	0.0% (0)
Fifth Year or Greater Senior	5.3% (41)	6.7% (2)	0.0% (0)
Masters Student	6.3% (49)	0.0% (0)	0.0% (0)
PhD Student	6.2% (48)	0.0% (0)	0.0% (0)
Choose Not to Answer	0.8% (6)	0.0% (0)	14.3% (1)
Transfer Status			
No	73.8% (570)	96.7% (29)	85.7% (6)
Yes	12.8% (99)	3.3% (1)	0.0% (0)
Not Applicable (Graduate Student)	12.6% (97)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.8% (6)	0.0% (0)	14.3% (1)
International Student Status			
No	92.2% (712)	100% (30)	85.7% (6)
Yes	7.1% (55)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.6% (5)	0.0% (0)	14.3% (1)
College Affiliation*			
Caine College of the Arts	8.4% (65)	3.3% (1)	0.0% (0)
College of Agriculture and Applied Sciences	15.9% (123)	23.3% (7)	14.3% (1)
College of Engineering	12.6% (97)	0.0% (0)	0.0% (0)
College of Humanities and Social Sciences	22.0% (170)	16.7% (5)	0.0% (0)
College of Science			
College of Veterinary Medicine	15.0% (116)	10.0% (3)	14.3% (1)
Emma Eccles Jones College of Education and Human Services	1.3% (10)	0.0% (0)	0.0% (0)
Jon M. Huntsman School of Business	22.3% (172)	30.0% (9)	0.0% (0)
	13.7% (106)	0.0% (0)	0.0% (0)

Quinney College of Natural Resources	4.9% (38)	0.0% (0)	0.0% (0)
Not Sure/Undeclared	3.0% (23)	10.0% (3)	42.9% (3)
Chose Not to Answer	1.0% (8)	6.7% (2)	28.6% (2)
Full or Part Time Student			
Full time	95.3% (736)	90.0% (27)	71.4% (5)
Part time	3.5% (27)	10.0% (3)	14.3% (1)
Chose Not to Answer	1.2% (9)	0.0% (0)	14.3% (1)
Types of Classes			
In-Person	70.1% (541)	26.7% (8)	42.9% (3)
Online	3.6% (28)	20.0% (6)	0.0% (0)
Mix of In-Person and Online	25.3% (195)	53.3% (16)	42.9% (3)
Chose Not to Answer	1.0% (8)	0.0% (0)	14.3% (1)
USU Meal Plan			
No	86.5% (668)	36.7% (11)	14.3% (1)
Yes	12.7% (98)	63.3% (19)	71.4% (5)
Chose Not to Answer	0.8% (6)	0.0% (0)	14.3% (1)
Financial Support for Education*			
No Financial Support	7.5% (58)	3.3% (1)	14.3% (1)
Academic Scholarship	52.8% (408)	60.0% (18)	57.1% (4)
Sports Scholarship	0.4% (3)	3.3% (1)	0.0% (0)
Financial Need Scholarship	10.5% (81)	10.0% (3)	14.3% (1)
USU Tuition Waiver	7.8% (60)	6.7% (2)	0.0% (0)
Alumni Scholarship	10.8% (83)	13.3% (4)	0.0% (0)
Pell Grant	25.1% (194)	23.3% (7)	57.1% (4)
Subsidized Loan	12.3% (95)	6.7% (2)	0.0% (0)
Unsubsidized Loan	12.7% (98)	3.3% (1)	0.0% (0)
Work Study	5.7% (44)	0.0% (0)	0.0% (0)
Funding from Family	25.0% (193)	13.3% (4)	0.0% (0)
Other	6.2% (48)	30.0% (9)	0.0% (0)
Chose Not to Answer	1.4% (11)	6.7% (2)	14.3% (1)
Current Employment Status			
Employed, 1-10 hours	18.0% (139)	30.0% (9)	0.0% (0)
Employed, 11-20 hours	37.4% (289)	30.0% (9)	14.3% (1)
Employed, 21-30 hours	15.7% (121)	20.0% (6)	0.0% (0)
Employed, 31-40 hours	5.1% (39)	0.0% (0)	0.0% (0)
Employed, more than 40 hours per week	1.8% (14)	0.0% (0)	14.3% (1)
Unemployed, Looking for Work	14.7% (106)	10.0% (3)	14.3% (1)
Unemployed, Not Looking for Work	6.3% (49)	10.0% (3)	28.6% (2)
Chose Not to Answer	1.9% (15)	0.0% (0)	28.6% (2)
Income			
\$0-\$9,999	53.1% (410)	60.0% (18)	57.1% (4)
\$10,000-\$19,999	26.8% (207)	6.7% (2)	14.3% (1)
\$20,000-\$29,999	8.5% (66)	10.0% (3)	0.0% (0)
\$30,000-\$39,999	2.6% (20)	6.7% (2)	0.0% (0)

\$40,000-\$49,999	1.8% (14)	0.0% (0)	0.0% (0)
\$50,000-\$59,999	0.5% (4)	0.0% (0)	0.0% (0)
\$60,000-\$69,999	0.1% (1)	0.0% (0)	0.0% (0)
\$70,000-\$79,999	0.3% (2)	3.3% (1)	0.0% (0)
\$80,000-\$89,999	0.5% (4)	0.0% (0)	0.0% (0)
\$90,000-\$99,999	0.0% (0)	0.0% (0)	0.0% (0)
Over \$100,000	0.3% (2)	0.0% (0)	0.0% (0)
Choose not to answer	5.4% (42)	13.3% (4)	28.6% (2)
<b>Current Living Situation</b>			
On Campus (e.g., dorm, on-campus apartment)	27.7% (214)	60.0% (18)	71.4% (5)
Off-campus apartment or other rented housing	67.4% (520)	20.0% (6)	0.0% (0)
With family	4.0% (31)	16.7% (5)	14.3% (1)
Other	0.1% (1)	3.3% (1)	0.0% (0)
Chose Not to Answer	0.8% (6)	0.0% (0)	14.3% (1)
<b>Marital Status</b>			
Single, Never Married	74.6% (576)	70.0% (21)	57.1% (4)
Married or in a Domestic Partnership	20.9% (161)	23.3% (7)	14.3% (1)
Divorced	0.9% (7)	0.0% (0)	0.0% (0)
Separated	0.3% (2)	0.0% (0)	14.3% (1)
Widowed	0.0% (0)	0.0% (0)	0.0% (0)
Other	1.9% (15)	6.7% (2)	0.0% (0)
Chose Not to Answer	1.4% (11)	0.0% (0)	14.3% (1)
<b>Dependents</b>			
None	94.4% (729)	76.7% (23)	57.1% (4)
One	3.1% (24)	6.7% (2)	14.3% (1)
Two	1.8% (14)	3.3% (1)	0.0% (0)
Three	0.3% (2)	6.7% (2)	0.0% (0)
Four	0.3% (2)	0.0% (0)	14.3% (1)
Chose Not to Answer	0.1% (1)	6.7% (2)	14.3% (1)
<b>Age</b>			
	<i>M</i> =21.80 ( <i>SD</i> =3.64) Min=18, Max=47	<i>M</i> =20.73 ( <i>SD</i> =3.84) Min=18, Max=37	<i>M</i> =23.71 ( <i>SD</i> =7.23) Min=18, Max=38
<b>Race and Ethnicity</b>			
White	80.3% (620)	80.0% (24)	0.0% (0)
Multi-racial	5.6% (43)	13.3% (4)	0.0% (0)
White Hispanic	3.4% (26)	0.0% (0)	0.0% (0)
South Asian	3.6% (28)	0.0% (0)	0.0% (0)
Alaska Native / Native American	0.3% (2)	0.0% (0)	85.7% (6)
East Asian	1.2% (9)	0.0% (0)	0.0% (0)
Black or African American	0.5% (4)	3.3% (1)	0.0% (0)
Black Hispanic	0.3% (2)	0.0% (0)	0.0% (0)
Pacific Islander	0.0% (0)	3.3% (1)	0.0% (0)
Other	0.9% (7)	0.0% (0)	0.0% (0)

Chose Not to Answer	3.9% (30)	0.0% (0)	14.3% (1)
Gender			
Woman or Female (Cisgendered)	60.4% (466)	76.7% (23)	42.9% (3)
Man or Male (Cisgendered)	31.6% (244)	23.3% (7)	28.6% (2)
Nonbinary or Gender Non-conforming	2.3% (18)	0.0% (0)	0.0% (0)
Transgender Man or Male	0.8% (6)	0.0% (0)	0.0% (0)
Questioning	0.6% (5)	0.0% (0)	0.0% (0)
Agendered	0.5% (4)	0.0% (0)	0.0% (0)
Gender Fluid	0.3% (2)	0.0% (0)	0.0% (0)
Transgender Woman or Female	0.4% (3)	0.0% (0)	0.0% (0)
Two-spirit	0.0% (0)	0.0% (0)	0.0% (0)
Other	1.0% (8)	0.0% (0)	0.0% (0)
Chose Not to Answer	2.1% (16)	0.0% (0)	28.6% (2)
Sexual Orientation			
Straight or Heterosexual	73.3% (566)	76.7% (23)	42.9% (3)
Bisexual	6.0% (46)	3.3% (1)	14.3% (1)
Asexual	6.0% (46)	3.3% (1)	14.3% (1)
Queer	2.8% (22)	0.0% (0)	0.0% (0)
Questioning or Unsure	1.9% (15)	3.3% (1)	0.0% (0)
Lesbian	1.9% (15)	0.0% (0)	0.0% (0)
Pansexual	1.7% (13)	3.3% (1)	0.0% (0)
Gay	1.2% (9)	0.0% (0)	0.0% (0)
Other	0.9% (7)	0.0% (0)	0.0% (0)
Chose Not to Answer	4.3% (33)	6.7% (2)	28.6% (2)
Religion			
The Church of Jesus Christ of Latter-day Saints	59.5% (459)	63.3% (19)	0.0% (0)
Agnostic	10.4% (80)	3.3% (1)	0.0% (0)
Spiritual, Not Affiliated with an Organized Religion	6.6% (51)	13.3% (4)	14.3% (1)
Atheist	5.7% (44)	6.7% (2)	14.3% (1)
Christian, Non-Denominational	3.1% (24)	0.0% (0)	14.3% (1)
Roman Catholic or Catholic	1.3% (10)	0.0% (0)	14.3% (1)
Protestant	1.2% (9)	0.0% (0)	0.0% (0)
Muslim	1.8% (14)	0.0% (0)	0.0% (0)
Hindu	1.7% (13)	0.0% (0)	0.0% (0)
Buddhist	0.6% (5)	0.0% (0)	0.0% (0)
Jewish	0.0% (0)	0.0% (0)	0.0% (0)
Orthodox	0.1% (1)	0.0% (0)	0.0% (0)
Other	1.0% (8)	0.0% (0)	0.0% (0)
Chose Not to Answer	7.0% (54)	13.3% (4)	42.9% (3)
Scale of Political Beliefs	$M=5.25$ ( $SD=2.53$ ) Min=1, Max=10	$M=6.16$ ( $SD=1.81$ ) Min=2, Max=10	$M=3.50$ ( $SD=2.43$ ) Min=1, Max=6
Chose Not to Answer	12.3% (95)	16.7% (5)	14.3% (1)

\*Participants could select all answers that applied.

### Comparing Sample SNAC Users vs. All SNAC Users: Academic Year & Race/Ethnicity

Logan SNAC collects A-numbers (i.e., the USU identifier) to understand who is utilizing services. With A-numbers, they request select demographic information from the university and aggregate the data to report across several demographic categories to funders that provide goods to SNAC (i.e., Utah Food Bank). Table 8 shows the academic years and race and ethnicity of the *sample* of SNAC users in this study with demographics of *all* SNAC user visits in the 2023-2024 fiscal year (i.e., July 2023 to June 2024), and these were not compared statistically. Some categories were combined as the university collects data differently than the present study. As reflected in Table 8, under “Academic Year,” non-student patron responses were not collected in this study. Regarding “Academic Year,” the biggest difference is that fewer graduate students participated in the survey compared to those who visited the pantry. Slightly more sophomores and juniors participated in the survey compared to the actual number of SNAC user visits, which may be because the social work junior class were collaborators in the research process. Regarding race, the all-user visit data for Logan SNAC reflects higher numbers of diverse students (i.e., any race or ethnicity other than White) compared to the study sample – with just over a 10% difference in the number of White students.

**Table 8. Sample Logan SNAC User vs. All Logan SNAC User Visits Demographics**

	<i>Sample Logan SNAC Users (N = 772)</i>	<i>All Logan SNAC User Visits (N = 13123)<sup>1</sup></i>
Academic Year		
Freshman	13.3% (103)	12.4% (1611)
Sophomore	22.0% (170)	19.3% (2515)
Junior	24.0% (185)	19.1% (2480)
Senior <sup>2</sup>	27.3% (211)	27.8% (3614)
Graduate Student <sup>3</sup>	12.5% (97)	21.4% (2780)
Non-Student Patron	0.0% (0)	0.01% (123)
Chose Not to Answer	0.8% (6)	0.0% (0)
Race and Ethnicity		<i>(N = 13125)<sup>1</sup></i>
White	80.3% (620)	69.8% (10527)
Multi-racial	5.6% (43)	3.1% (475)
White/Black Hispanic or Latino <sup>4</sup>	3.7% (268)	5.4% (817)
South/East Asian or Asian <sup>5</sup>	4.1% (37)	7.8% (1180)
Alaska Native/Native American	0.3% (2)	0.05% (77)
Black or African American	0.5% (4)	1.6% (244)
Pacific Islander	0.0% (0)	0.01% (28)
Other	0.9% (7)	3.9% (591)
Chose Not to Answer	3.9% (30)	7.5% (1141)

1-The total populations for each demographic category differ slightly.

2-Fifth-year or greater Senior added to Senior in Sample Users.

3-Masters & PhD Students combined to make Graduate Students.

4-White Hispanic and Black Hispanic combined from the survey. Latino is used by the university.

5-South Asian and East Asian combined from the survey. Asian is the identifier used by the university.

## SNAC User Food Security

Table 9 provides SNAC User food security data, divided by the Logan, Price, and Blanding campuses.

### *Logan Campus*

Similar to the total respondents, SNAC users overwhelmingly experience low and very low food security, with 41.5% of SNAC respondents experiencing very low food security, 29.3% experiencing low food security, 18.9% experiencing marginal food security, and only 10.4% of respondents experiencing high food security, as indicated by their scores on the USDA food security scale.

Responding SNAC users also answered a question regarding the food security of their peer USU students. Similar to the overall student body, SNAC users felt that 40.95% ( $SD=23.76$ ) of students experienced high food security, 28.69% ( $SD=14.06$ ) of students experienced marginal food security, 19.02% ( $SD=13.10$ ) of students experienced low food security, and only 11.33% ( $SD=10.97$ ) of students experienced very low food security. This finding contrasts the data that shows a majority of USU responding students perceive that they experience low or very low food security – meaning that student respondents are underestimating low food security among students at large. Almost 60% of responding students who were SNAC users reported that they had not learned about food security in any of their classes at USU.

Related to additional questions on food security, most responding SNAC users (92.1%) reported often or always having enough food growing up, and 86.9% reported having enough variety of food growing up. Related to not having enough food while at USU, 12.4% of responding SNAC users stated that it was “often true” that hunger negatively impacted their concentration in class, and another 49.9% noted that this was “sometimes true.”

Respondents were asked about the food items they could afford throughout the Fall 2023 semester. A majority (75.8%) could always access carbohydrates. However, under 50% of respondents could always afford proteins, fats, vegetables, fruits, and dairy. Proteins were the least accessible items, with only 30.6% of respondents being able to always access proteins. When asked about additional self-care items they could afford, most respondents were confident or very confident they could afford condoms, birth control pills, toothpaste, toothbrushes, soap, shampoo and conditioner, deodorant, toilet paper, laundry detergent, feminine hygiene products, and other cleaning supplies. However, 27.1% of responding SNAC users were only “somewhat confident” that they could afford laundry detergent, and 31.2% stated they were only “somewhat confident” that they could afford cleaning supplies.

### *Blanding and Price Campuses*

Similar to the total respondents, Blanding and Price SNAC users overwhelmingly experience low and very low food security, with 35.1% of SNAC respondents experiencing very low food security, 35.1% experiencing low food security, 18.9% experiencing marginal food security, and only 10.8% of respondents experiencing high food security.

Responding SNAC users also answered a question regarding the food security of their peer USU students. Similar to the overall student body and Logan SNAC users, Blanding and Price SNAC users felt that 37.51% ( $SD=29.01$ ) of students experienced high food security, 28.92% ( $SD=16.63$ ) of students experienced marginal food security, 22.57% ( $SD=15.92$ ) of students experienced low food security, and only 11.00% ( $SD=13.98$ ) of students experienced very low food security. This finding contrasts the data that shows responding Blanding and Price students perceive that they experience low or very low food security – meaning that student respondents underestimate low food security among students. Over 51% of responding students reported that they had not learned about food security in any of their classes at USU.

Related to additional questions on food security, responding SNAC users reported often or always having enough food growing up (73.0%), and 64.8% reported having enough variety of food growing up. Related to not having enough food while at USU, 13.5% of responding SNAC users stated that it was “often true” that hunger negatively impacted their concentration in class, and another 35.1% noted that this was “sometimes true.”

Respondents were asked about the food items they could afford throughout the Fall 2023 semester. A majority of responding SNAC users (62.2%) could always access carbohydrates. However, under 40% of students could always afford proteins, fats, vegetables, fruits, and dairy. Fruits were the least accessible items, with only 29.7% of respondents being able to always access fruits.

When asked about additional self-care items they could afford, most respondents were “confident” or “very confident” they could afford condoms, birth control pills, toothpaste, toothbrushes, soap, shampoo and conditioner, deodorant, toilet paper, laundry detergent, feminine hygiene products, and other cleaning supplies. However, 27% of responding SNAC users were only “somewhat confident” that they could afford toilet paper, and 29.7% stated they were only “somewhat confident” that they could afford cleaning supplies.

**Table 9. SNAC User Food Security, Divided by Campus**

	Logan SNAC Users (N = 772)	Price SNAC Users (N = 30)	Blanding SNAC Users (N = 7)
USDA Food Security Scale – Categorical			
High Food Security	10.4% (80)	10.8% (4)	0.0% (0)
Marginal Food Security	18.9% (146)	18.9% (7)	0.0% (0)
Low Food Security	29.3% (226)	35.1% (13)	42.9% (3)
Very Low Food Security	41.5% (320)	35.1% (13)	57.1% (4)
Students’ Estimation of Other Students’ Food Security Level			
High Food Security	M=40.95 (SD=23.76)	M=41.33 (SD=29.86)	M=21.14 (SD=18.78)
Marginal Food Security	M=28.69 (SD=14.06)	M=25.90 (SD=16.53)	M=41.86 (SD=9.84)
Low Food Security	M=19.02 (SD=13.10)	M=20.53 (SD=13.01)	M=31.29 (SD=24.36)

Very Low Food Security	M=11.33 (SD=10.97)	M=12.23 (SD=14.42)	M=5.71 (SD=11.34)
I always had enough food growing up.			
Never True	0.9% (7)	0.0% (0)	14.3% (1)
Sometimes True	6.6% (51)	13.3% (4)	42.9% (3)
Often True	17.7% (137)	23.3% (7)	0.0% (0)
Always True	74.4% (574)	60.0% (18)	28.6% (2)
Chose Not to Answer	0.4% (3)	3.3% (1)	14.3% (1)
I always had enough variety of food growing up.			
Never True	1.8% (14)	3.3% (1)	28.6% (2)
Sometimes True	10.9% (84)	20.0% (6)	28.6% (2)
Often True	27.4% (211)	20.0% (6)	0.0% (0)
Always True	59.6% (460)	53.3% (16)	28.6% (2)
Chose Not to Answer	0.4% (3)	3.3% (1)	14.3% (1)
In the Fall 2023 semester, hunger and not having enough food negatively impacted concentration in class.			
Never True	36.5% (282)	46.7% (14)	14.3% (1)
Sometimes True	49.9% (385)	33.3% (10)	42.9% (3)
Often True	12.4% (96)	13.3% (4)	14.3% (1)
Always True	0.0% (0)	0.0% (0)	0.0% (0)
Chose Not to Answer	1.2% (9)	6.7% (2)	28.6% (2)
Have you ever learned about food insecurity in your classes at USU?			
No	59.7% (461)	50.0% (15)	57.1% (4)
Yes	28.4% (219)	40.0% (12)	0.0% (0)
Unsure	11.5% (89)	6.7% (2)	28.6% (2)
Chose Not to Answer	0.4% (3)	3.3% (1)	14.3% (1)
In the Fall 2023 semester, I could access <u>carbohydrates</u> (e.g., pasta/noodles, bread, cereal, rice, etc.).			
Never True	0.0% (0)	0.0% (0)	0.0% (0)
Sometimes True	4.0% (31)	6.7% (2)	42.9% (3)
Often True	20.1% (155)	20.0% (6)	14.3% (1)
Always True	75.6% (584)	70.0% (21)	28.6% (2)
Does Not Apply to Me	0.0% (0)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.3% (2)	3.3% (1)	14.3% (1)
In the Fall 2023 semester, I could access <u>protein</u> (e.g., meat, beans, nuts, eggs, peanut butter, etc.).			
Never True	0.8% (6)	3.3% (1)	0.0% (0)
Sometimes True	34.2% (264)	36.7% (11)	42.9% (3)
Often True	33.8% (261)	16.7% (5)	14.3% (1)

Always True	30.6% (236)	40.0% (12)	28.6% (2)
Does Not Apply to Me	0.4% (3)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.3% (2)	3.3% (1)	14.3% (1)
In the Fall 2023 semester, I could access <u>fats</u> (e.g., canola, olive, or coconut oil, butter, etc.).			
Never True	1.7% (13)	3.3% (1)	0.0% (0)
Sometimes True	23.8% (184)	30.0% (9)	28.6% (2)
Often True	30.6% (236)	26.7% (8)	28.6% (2)
Always True	43.3% (334)	36.7% (11)	14.3% (1)
Does Not Apply to Me	0.4% (3)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.3% (2)	3.3% (1)	28.6% (2)
In the Fall 2023 semester, I could access <u>canned, frozen, or fresh vegetables</u> (e.g., broccoli, green beans, carrots, cucumber, sweet potato, peas, etc.).			
Never True	3.0% (23)	3.3% (1)	0.0% (0)
Sometimes True	26.8% (207)	26.7% (8)	57.1% (4)
Often True	27.3% (211)	23.3% (7)	28.6% (2)
Always True	42.2% (326)	43.3% (13)	0.0% (0)
Does Not Apply to Me	0.4% (3)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.3% (2)	3.3% (1)	14.3% (1)
In the Fall 2023 semester, I could access <u>canned, frozen, or fresh fruits</u> (e.g., grapes, blueberries, bananas, watermelon, strawberries, apples, etc.).			
Never True	4.1% (32)	6.7% (2)	0.0% (0)
Sometimes True	35.6% (275)	46.7% (14)	85.7% (6)
Often True	26.9% (208)	6.7% (2)	0.0% (0)
Always True	32.3% (249)	36.7% (11)	0.0% (0)
Does Not Apply to Me	0.8% (6)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.3% (2)	3.3% (1)	14.3% (1)
In the Fall 2023 semester, I could access <u>dairy</u> (e.g., yogurt, milk, cheese, etc.).			
Never True	2.2% (17)	3.3% (1)	0.0% (0)
Sometimes True	22.9% (177)	23.3% (7)	57.1% (4)
Often True	30.8% (238)	30.0% (9)	14.3% (1)
Always True	41.2% (318)	40.0% (12)	14.3% (1)
Does Not Apply to Me	2.6% (20)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.3% (2)	3.3% (1)	14.3% (1)
In the Fall 2023 semester, I could access <u>special diet items</u> (e.g., gluten-free, Halal, Kosher, etc.).			

Never True	13.6% (105)	36.7% (11)	14.3% (1)
Sometimes True	20.7% (160)	10.0% (3)	57.1% (4)
Often True	10.8% (83)	6.7% (2)	0.0% (0)
Always True	10.9% (84)	20.0% (6)	0.0% (0)
Does Not Apply to Me	43.3% (334)	23.3% (7)	14.3% (1)
Chose Not to Answer	0.8% (6)	3.3% (1)	14.3% (1)
How confident are you that you can buy <u>condoms</u> for yourself?			
Not At All Confident	6.7% (52)	6.7% (2)	28.6% (2)
Somewhat Confident	16.6% (128)	3.3% (1)	0.0% (0)
Confident	14.8% (114)	16.7% (5)	28.6% (2)
Very Confident	15.2% (117)	30.0% (9)	0.0% (0)
I Have No Need For This Item	43.4% (335)	40.0% (12)	14.3% (1)
Chose Not to Answer	3.4% (26)	3.3% (1)	28.6% (2)
How confident are you that you can buy <u>other contraception</u> (e.g., birth control pills) for yourself?			
Not At All Confident	15.0% (116)	20.0% (6)	14.3% (1)
Somewhat Confident	15.5% (120)	6.7% (2)	14.3% (1)
Confident	11.7% (90)	16.7% (5)	28.6% (2)
Very Confident	14.4% (111)	20.0% (6)	0.0% (0)
I Have No Need For This Item	40.0% (309)	33.3% (10)	14.3% (1)
Chose Not to Answer	3.4% (26)	3.3% (1)	28.6% (2)
How confident are you that you can buy <u>toothpaste</u> for yourself?			
Not At All Confident	1.2% (9)	0.0% (0)	0.0% (0)
Somewhat Confident	9.6% (74)	16.7% (5)	28.6% (2)
Confident	34.8% (269)	30.0% (9)	14.3% (1)
Very Confident	53.9% (416)	50.0% (15)	28.6% (2)
I Have No Need For This Item	0.3% (2)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.3% (2)	3.3% (1)	28.6% (2)
How confident are you that you can buy <u>toothbrushes</u> for yourself?			
Not At All Confident	1.8% (14)	0.0% (0)	0.0% (0)
Somewhat Confident	9.5% (73)	13.3% (4)	42.9% (3)
Confident	33.9% (262)	30.0% (9)	28.6% (2)
Very Confident	53.9% (416)	53.3% (16)	14.3% (1)
I Have No Need For This Item	0.8% (6)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.1% (1)	3.3% (1)	14.3% (1)
How confident are you that you can buy <u>soap</u> for yourself?			
Not At All Confident	1.0% (8)	0.0% (0)	0.0% (0)
Somewhat Confident	11.5% (89)	10.0% (3)	28.6% (2)
Confident	36.3% (280)	33.3% (10)	28.6% (2)
Very Confident	50.6% (391)	53.3% (16)	28.6% (2)
I Have No Need For This Item	0.4% (3)	0.0% (0)	0.0% (0)

Chose Not to Answer	0.1% (1)	3.3% (1)	14.3% (1)
How confident are you that you can buy <u>shampoo or conditioner</u> for yourself?			
Not At All Confident	2.1% (16)	3.3% (1)	0.0% (0)
Somewhat Confident	18.3% (141)	16.7% (5)	42.9% (3)
Confident	33.8% (261)	26.7% (8)	28.6% (2)
Very Confident	45.5% (351)	46.7% (14)	14.3% (1)
I Have No Need For This Item	0.3% (2)	3.3% (1)	0.0% (0)
Chose Not to Answer	0.1% (1)	3.3% (1)	14.3% (1)
How confident are you that you can buy <u>deodorant</u> for yourself?			
Not At All Confident	1.6% (12)	0.0% (0)	0.0% (0)
Somewhat Confident	12.2% (94)	10.0% (3)	28.6% (2)
Confident	37.4% (289)	33.3% (10)	42.9% (3)
Very Confident	48.1% (371)	53.3% (16)	0.0% (0)
I Have No Need For This Item	0.6% (5)	0.0% (0)	14.3% (1)
Chose Not to Answer	0.1% (1)	3.3% (1)	14.3% (1)
How confident are you that you can buy <u>toilet paper</u> for yourself?			
Not At All Confident	2.8% (22)	0.0% (0)	0.0% (0)
Somewhat Confident	17.7% (137)	20.0% (6)	57.1% (4)
Confident	34.5% (266)	33.3% (10)	28.6% (2)
Very Confident	44.2% (341)	43.3% (13)	0.0% (0)
I Have No Need For This Item	0.6% (5)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.1% (1)	3.3% (1)	14.3% (1)
How confident are you that you can buy <u>feminine hygiene products</u> (e.g., pads, tampons) for yourself?			
Not At All Confident	4.0% (31)	0.0% (0)	28.6% (2)
Somewhat Confident	19.8% (153)	16.7% (5)	29.6% (2)
Confident	22.2% (171)	30.0% (9)	0.0% (0)
Very Confident	25.5% (197)	26.7% (8)	14.3% (1)
I Have No Need For This Item	26.7% (206)	23.3% (7)	14.3% (1)
Chose Not to Answer	1.8% (14)	3.3% (1)	14.3% (1)
How confident are you that you can buy <u>laundry detergent</u> for yourself?			
Not At All Confident	3.4% (26)	0.0% (0)	0.0% (0)
Somewhat Confident	27.1% (209)	13.3% (4)	28.6% (2)
Confident	29.3% (226)	40.0% (12)	42.9% (3)
Very Confident	39.4% (304)	43.3% (13)	14.3% (1)
I Have No Need For This Item	0.8% (6)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.1% (1)	3.3% (1)	14.3% (1)
How confident are you that you can buy <u>other cleaning supplies</u> for yourself?			

Not At All Confident	4.9% (38)	3.3% (1)	0.0% (0)
Somewhat Confident	31.2% (241)	26.7% (8)	42.9% (3)
Confident	28.6% (221)	23.3% (7)	42.9% (3)
Very Confident	34.6% (267)	43.3% (13)	0.0% (0)
I Have No Need For This Item	0.5% (4)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.1% (1)	3.3% (1)	14.3% (1)

**Student Experiences Using SNAC**

***Logan Campus***

Responding SNAC users were asked about how they use SNAC and their satisfaction with services received. Most individuals (87.8%) reported using SNAC to supplement their regular food needs, while 7.5% reported using SNAC as their main food source. Trips to SNAC varied, with 23.1% of respondents indicating they used it a few times in the past year, 26.6% of respondents indicating they used it a few times per semester, 21.9% of respondents indicating they used it a few times per month, and 25.6% of respondents used SNAC weekly.

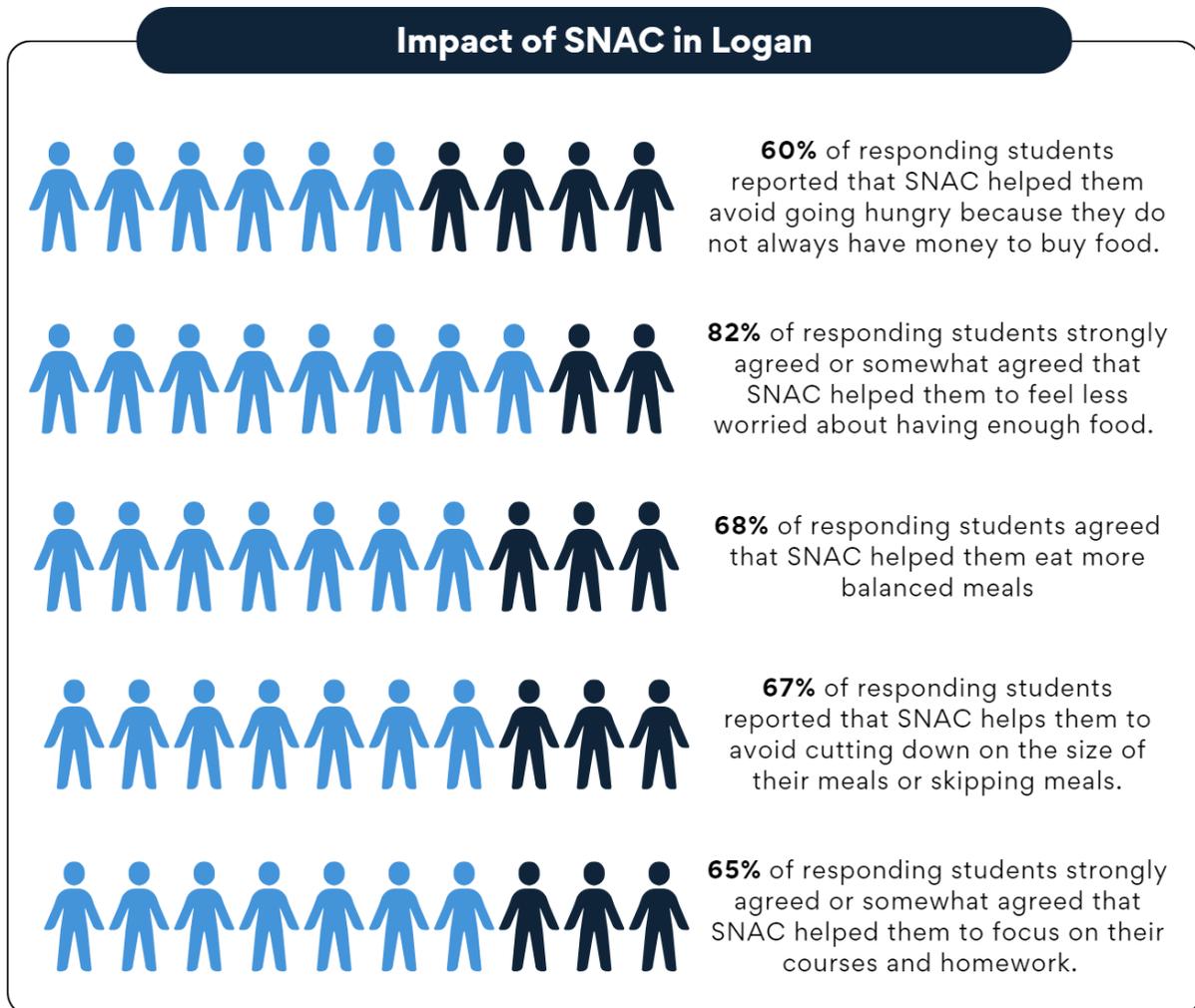
Just over 60% of responding students reported that SNAC helps them avoid going hungry because they do not always have money to buy food. Over 48% of responding SNAC users “strongly agreed” that using SNAC helped them to feel less worried about having enough food, and 34.3% “somewhat agreed.” When asked if SNAC helps them eat more balanced meals, 68.3% of respondents agreed. Similarly, 66.8% of respondents reported that SNAC helps them avoid cutting down on the size of their meals or skipping meals. Over 65% of responding SNAC users “somewhat agreed” to “strongly agreed” that SNAC helps them focus on their courses and homework.

When asked about their satisfaction with food received at SNAC, 35% of respondents were somewhat satisfied and 37.6% were very satisfied. When asked about their satisfaction with the types of food they received, 42.9% of respondents were somewhat satisfied and 26.7% were very satisfied. When asked what foods that SNAC helped student access, 71.9% said they could often access carbohydrates, 59.7% said they could often access vegetables, and 42.4% said they could often access fruits. The least accessible items from SNAC were special diet items (e.g., gluten-free, Halal, kosher) with 43.1% of respondents never accessing them, fats with 34.8% of respondents indicating they could never access them, and dairy with 21.8% of respondents not accessing dairy at SNAC. When asked what other items respondents would like SNAC to provide, 62.7% selected toilet paper, 60.5% selected laundry detergent, and 52.2% selected feminine hygiene products.

SNAC respondents were also asked about barriers to utilizing SNAC. Over half of respondents agreed that students experience barriers to attending SNAC, and of the 402 who agreed barriers existed, they identified the top barriers being limited hours of operation (25.1%), lack of time to go (22.4%), and not knowing how SNAC works (17.4%). When asked about days that are best to access SNAC, overwhelmingly, weekdays were selected, with over 65% of SNAC user respondents responding each day, Monday through Friday. When asked what times would be best to access SNAC, 66.3% of responding SNAC users selected late afternoon (e.g., 3:01 p.m. to 5 p.m.), 64.1% selected early afternoon (e.g., 12:01 p.m. to 3 p.m.) and 47.7% selected early

evening (e.g., 5:01 p.m. to 8 p.m.). Over 62% of participants said that their current work or school hours impacts their ability to access SNAC.

When asked about helping at the pantry, 65% of respondents said they would consider volunteering for SNAC. Over 95% said they would recommend SNAC to someone who could benefit from the services. Overall, 95.8% of SNAC users said they were supportive or very supportive of SNAC as a resource for USU students. When asked about a yearly student fee to support SNAC, the mean amount from SNAC users was \$18.66 annually ( $SD=14.62$ ).



### ***Blanding and Price Campuses***

SNAC users in Blanding and Price were asked various questions about how they use SNAC and their satisfaction with services received. Most individuals (83.8%) reported using SNAC to supplement their regular food needs, and only one student reported using SNAC as their main food source. Trips to SNAC varied, with 29.7% of respondents stating they used it a few times in the past year, 21.6% of respondents saying they use it a few times per semester, 24.3% of respondents using it a few times per month, and 16.2% of respondents using SNAC weekly.

When asked about other benefits of SNAC, 54% of responding users reported that SNAC helps them avoid going hungry because they do not always have money to buy food. Over 37% of responding SNAC users strongly agreed that using SNAC helped them to feel less worried about having enough food, and 21.6% somewhat agreed. When asked if SNAC helps them eat more balanced meals, 40.5% of respondents agreed. Similarly, 51.8% of Blanding and Price respondents reported that SNAC helps them avoid cutting down on the size of their meals or skipping meals. Over 70% of SNAC users “somewhat agreed” to “strongly agreed” that SNAC helps them focus on their courses and homework.

When asked about their satisfaction with food received at SNAC, 21.6% of respondents were “somewhat satisfied,” and 35.1% were “very satisfied.” When asked about their satisfaction with the types of food they received, 35.1% of respondents were “somewhat satisfied,” and 24.3% were “very satisfied.” When asked what foods SNAC helped students access, 59.5% said they could often access carbohydrates, 37.8% said they could often access dairy, and 29.7% could often access protein. The least accessible items from SNAC were fats, with 37.8% never accessing them; special diet items (e.g., gluten-free, Halal, Kosher), with 32.4% of respondents never accessing them; and fruits, with 32.4% of respondents not accessing them at SNAC. When asked what other items respondents would like SNAC to provide, 54.1% of respondents wanted SNAC to provide feminine hygiene products, 51.4% wanted SNAC to provide toothpaste, and 43.5% wanted SNAC to provide toothbrushes.

Blanding and Price SNAC respondents were also asked about barriers to utilizing SNAC. Over half of respondents agreed that students experience barriers to attending SNAC, with those who identified barriers noting the top barriers as limited hours of operation (26.3%), not knowing how SNAC works (26.3%), and embarrassment (21.1%). When asked about days that are best to access SNAC, overwhelmingly, weekdays were selected, with over 50% of respondents responding that each day, Monday through Friday. Wednesdays and Fridays were the most selected days, with 70.4% of respondents selecting both days. When asked what times would be best to access SNAC, 64.9% of responding users selected late afternoon (e.g., 3:01 p.m. to 5 p.m.), 54.1% selected early afternoon (e.g., 12:01 p.m. to 3 p.m.) and 35.1% selected mid-morning (e.g., 9:01 a.m. to 12 p.m.). Over 43% of participants said that their current work our school hours impact their ability to access SNAC.

Over half (59.5%) of respondents said they would consider volunteering for SNAC. Over 94% said they would recommend SNAC to someone who could benefit from it. Overall, 94.6% of responding SNAC users said they were supportive or very supportive of SNAC as a resource for USU students. When asked about a yearly student fee to support SNAC, the mean amount from responding SNAC users was \$16.74 per year ( $SD$ =\$14.06).

**Table 10. SNAC User Experiences, Divided by Campus.**

	Logan SNAC Users (N = 772)	Price SNAC Users (N = 30)	Blanding SNAC Users (N = 7)
How do you use SNAC?			
To Supplement Regular Food Needs	87.8% (678)	86.7% (26)	71.4% (5)
As the Main Source of Food	7.5% (58)	0.0% (0)	14.3% (1)
Chose Not to Answer	4.7% (36)	13.3% (4)	14.3% (1)

How often do you visit SNAC?			
A Few Times in the Past Year	23.1% (178)	33.3% (1)	14.3% (1)
A Few Times per Semester	26.6% (205)	23.3% (7)	14.3% (1)
A Few Times per Month	21.9% (169)	23.3% (7)	28.6% (2)
Weekly	25.6% (198)	10.0% (3)	42.9% (3)
Chose Not to Answer	2.8% (22)	10.0% (3)	0.0% (0)
Using SNAC helps me to avoid going hungry because I don't always have enough money to buy food.			
Strongly Disagree	5.4% (42)	6.7% (2)	14.3% (1)
Somewhat Disagree	8.7% (67)	10.0% (3)	0.0% (0)
Neutral	23.6% (182)	23.3% (7)	42.9% (3)
Somewhat Agree	30.3% (234)	33.3% (10)	0.0% (0)
Strongly Agree	29.8% (230)	26.7% (8)	28.6% (2)
Chose Not to Answer	2.2% (17)	0.0% (0)	14.3% (1)
Using SNAC helps me to feel less worried about having enough food.			
Strongly Disagree	0.9% (7)	6.7% (2)	0.0% (0)
Somewhat Disagree	2.5% (19)	10.0% (3)	0.0% (0)
Neutral	12.4% (96)	23.3% (7)	28.6% (2)
Somewhat Agree	34.3% (265)	16.7% (5)	28.6% (2)
Strongly Agree	48.8% (377)	43.3% (13)	28.6% (2)
Chose Not to Answer	1.0% (8)	0.0% (0)	14.3% (1)
Using SNAC helps me eat more balanced meals.			
Strongly Disagree	1.9% (15)	6.7% (2)	0.0% (0)
Somewhat Disagree	8.7% (67)	16.7% (5)	14.3% (1)
Neutral	19.9% (154)	36.7% (11)	28.6% (2)
Somewhat Agree	38.5% (297)	30.0% (9)	14.3% (1)
Strongly Agree	29.8% (230)	10.0% (3)	28.6% (2)
Chose Not to Answer	1.2% (9)	0.0% (0)	14.3% (1)
Using SNAC helps me avoid cutting the size of my meals or skipping meals altogether.			
Strongly Disagree	2.8% (22)	6.7% (2)	0.0% (0)
Somewhat Disagree	4.5% (35)	6.7% (2)	14.3% (1)
Neutral	24.2% (187)	33.3% (10)	28.6% (2)
Somewhat Agree	36.0% (278)	26.7% (8)	0.0% (0)
Strongly Agree	30.8% (238)	26.7% (8)	42.9% (3)
Chose Not to Answer	1.6% (12)	0.0% (0)	14.3% (1)
Using SNAC helps me to focus more on my courses and homework.			
Strongly Disagree	1.3% (10)	3.3% (1)	0.0% (0)
Somewhat Disagree	3.6% (28)	3.3% (1)	0.0% (0)
Neutral	28.2% (218)	20.0% (6)	28.6% (2)
Somewhat Agree	35.4% (273)	36.7% (11)	28.6% (2)

Strongly Agree	30.2% (233)	36.7% (11)	28.6% (2)
Chose Not to Answer	1.3% (10)	0.0% (0)	14.3% (1)
How satisfied were you with the amount of food that you received at SNAC?			
Very Dissatisfied	1.7% (13)	0.0% (0)	0.0% (0)
Somewhat Dissatisfied	9.5% (73)	13.3% (4)	14.3% (1)
Neutral	15.5% (120)	26.7% (8)	28.6% (2)
Somewhat Satisfied	35.0% (270)	23.3% (7)	14.3% (1)
Very Satisfied	37.6% (290)	36.7% (11)	28.6% (2)
Chose Not to Answer	0.8% (6)	0.0% (0)	14.3% (1)
How satisfied were you with the type of food you received at SNAC?			
Very Dissatisfied	1.7% (13)	0.0% (9)	0.0% (9)
Somewhat Dissatisfied	11.5% (89)	6.7% (2)	14.3% (1)
Neutral	16.5% (127)	26.7% (8)	42.9% (3)
Somewhat Satisfied	42.9% (331)	36.7% (11)	28.6% (2)
Very Satisfied	26.7% (206)	30.0% (9)	0.0% (0)
Chose Not to Answer	0.8% (6)	0.0% (0)	14.3% (1)
Visiting SNAC helped me access <u>carbohydrates</u> (e.g., pasta/noodles, bread, pastries, cereal, rice, etc.).			
Never True	1.4% (11)	6.7% (2)	0.0% (0)
Sometimes True	22.8% (176)	26.7% (8)	28.6% (2)
Often True	71.9% (555)	60.0% (18)	57.1% (4)
Chose Not to Answer	3.9% (30)	6.7% (2)	14.3% (1)
Visiting SNAC helped me access <u>protein</u> (e.g., meats, beans, nuts, eggs, peanut butter, etc.).			
Never True	8.9% (69)	23.3% (7)	0.0% (0)
Sometimes True	47.2% (364)	43.3% (13)	57.1% (4)
Often True	39.4% (304)	30.0% (9)	28.6% (2)
Chose Not to Answer	4.5% (35)	3.3% (1)	14.3% (1)
Visiting SNAC helped me access <u>fats</u> (e.g., canola, olive, or coconut oil, butter, etc.).			
Never True	34.8% (269)	46.7% (14)	0.0% (0)
Sometimes True	40.3% (311)	23.3% (7)	57.1% (4)
Often True	19.6% (151)	23.3% (7)	28.6% (2)
Chose Not to Answer	5.3% (41)	6.7% (2)	14.3% (1)
Visiting SNAC helped me access <u>canned, frozen, or fresh vegetables</u> (e.g., broccoli, green beans, carrots, cucumber, sweet potato, peas, etc.).			
Never True	6.6% (51)	30.0% (9)	14.3% (1)
Sometimes True	29.4% (227)	40.0% (12)	28.6% (2)

Often True	59.7% (461)	20.0% (6)	42.9% (3)
Chose Not to Answer	4.3% (33)	10.0% (3)	14.3% (1)
Visiting SNAC helped me access <u>canned, frozen, or fresh fruits</u> (e.g., grapes, blueberries, bananas, watermelon, strawberries, apples, etc.).	13.2% (102)	33.3% (10)	28.6% (2)
Never True	40.5% (313)	36.7% (11)	42.9% (3)
Sometimes True	42.4% (327)	20.0% (6)	14.3% (1)
Often True	3.9% (30)	10.0% (3)	14.3% (1)
Chose Not to Answer			
Visiting SNAC helped me access <u>dairy</u> (e.g., yogurt, milk, cheese, etc.).	21.8% (168)	16.7% (5)	28.6% (2)
Never True	51.0% (394)	36.7% (11)	14.3% (1)
Sometimes True	21.5% (166)	36.7% (11)	42.9% (3)
Often True	5.7% (44)	10.0% (3)	14.3% (1)
Chose Not to Answer			
Visiting SNAC helped me access <u>special diet items</u> (e.g., gluten-free, Halal, Kosher, etc.).			
Never True	31.2% (241)	36.7% (11)	14.3% (1)
Sometimes True	29.4% (227)	40.0% (12)	28.6% (2)
Often True	11.8% (91)	13.3% (4)	42.9% (3)
Chose Not to Answer	27.6% (213)	10.0% (3)	14.3% (1)
Visiting SNAC helped me access <u>hygiene products</u> (e.g., shampoo, toothpaste, etc.).			
Never True	25.1% (194)	60.0% (18)	0.0% (0)
Sometimes True	43.9% (339)	6.7% (2)	28.6% (2)
Often True	21.0% (162)	23.3% (7)	57.1% (4)
Chose Not to Answer	10.0% (77)	10.0% (3)	14.3% (1)
What other services or items would you like SNAC to provide?			
Toilet Paper	62.7% (484)	43.3% (13)	28.6% (2)
Laundry Detergent	60.5% (467)	50.0% (15)	42.9% (3)
Feminine Hygiene Products	52.2% (403)	63.3% (19)	14.3% (1)
Toothpaste	50.6% (391)	53.3% (16)	42.9% (3)
Soap/Body Wash	49.5% (382)	50.0% (15)	0.0% (0)
Deodorant	45.7% (353)	46.7% (14)	0.0% (0)
Toothbrushes	40.4% (312)	50.0% (15)	14.3% (1)
Shampoo	39.4% (304)	30.0% (9)	0.0% (0)
Conditioner	35.8% (276)	30.0% (9)	0.0% (0)
Condoms	26.8% (207)	36.7% (11)	14.3% (1)
Do you think students experience barriers to accessing SNAC?			

No	44.6% (344)	33.3% (10)	57.1% (3)
Yes	52.3% (404)	56.7% (17)	28.6% (2)
Chose Not to Answer	3.1% (24)	10.0% (3)	14.3% (1)
Top Choices for Barriers to Accessing SNAC	(n=402) <sup>±</sup>	(n=17) <sup>±</sup>	(n=2) <sup>±</sup>
Students Don't Think They Qualify or are Needy Enough	16.7% (67)	5.9% (1)	0.0% (0)
Students Don't Know How it Works	17.4% (70)	29.4% (5)	0.0% (0)
Embarrassment	13.7% (55)	23.5% (4)	0.0% (0)
Lack of Time to Go	22.4% (90)	5.9% (1)	0.0% (0)
Limited Hours of Operation	25.1% (101)	17.6% (3)	100.0% (2)
Lack of Transportation	1.0% (4)	0.0% (0)	0.0% (0)
Disability	1.5% (6)	0.0% (0)	0.0% (0)
Other	2.2% (9)	10.0% (3)	0.0% (0)
What days would work best for you to access SNAC?			
Monday	68.0% (525)	63.3% (19)	28.6% (2)
Tuesday	68.7% (530)	56.7% (17)	28.6% (2)
Wednesday	65.9% (509)	76.7% (23)	42.9% (3)
Thursday	68.4% (528)	63.3% (19)	57.1% (4)
Friday	71.4% (551)	70.0% (21)	71.4% (5)
Saturday	39.6% (306)	46.7% (14)	28.6% (2)
Sunday	20.6% (159)	26.7% (8)	14.3% (1)
What times would work best for you to access SNAC?			
Early Morning (e.g., 6 a.m. – 9 a.m.)	13.2% (102)	10.0% (3)	14.3% (1)
Mid-morning (e.g., 9:01 a.m. – 12 p.m.)	40.0% (309)	36.7% (11)	28.6% (2)
Early Afternoon (e.g., 12:01 p.m. – 3 p.m.)	64.1% (495)	56.7% (17)	42.9% (3)
Late Afternoon (e.g., 3:01 p.m. – 5 p.m.)	66.3% (512)	70.0% (21)	42.9% (3)
Early Evening (e.g., 5:01 p.m. – 8 p.m.)	47.7% (368)	33.3% (10)	28.6% (2)
Late Evening (e.g., 8:01 p.m. – 11 p.m.)	19.0% (147)	33.3% (10)	14.3% (1)
Do your current work or school hours impact your ability to access SNAC?			
No	32.0% (247)	46.7% (14)	28.6% (2)
Yes	61.4% (474)	36.7% (11)	42.9% (3)
Does Not Apply to Me	5.3% (41)	16.7% (5)	14.3% (1)
Chose Not to Answer	1.3% (10)	0.0% (0)	14.3% (1)
Would you consider volunteering for SNAC?			
No	26.6% (205)	26.7% (8)	28.6% (2)
Yes	65.0% (502)	60.0% (18)	57.1% (4)

Chose Not to Answer	8.4% (65)	13.3% (4)	14.3% (1)
Would you recommend SNAC to someone you feel could benefit from the services?			
No	0.3% (2)	0.0% (0)	0.0% (0)
Maybe	3.4% (26)	0.0% (0)	14.3% (1)
Yes	95.3% (736)	100.0% (30)	71.4% (5)
Not Sure	0.3% (2)	0.0% (0)	0.0% (0)
Chose Not to Answer	0.8% (6)	0.0% (0)	14.3% (1)
What do you think about SNAC as a resource for USU students?			
I Don't Know Anything About It and Have No Opinion	0.1% (1)	0.0% (0)	0.0% (0)
I Think It is a Terrible Waste of Money	0.1% (1)	0.0% (0)	0.0% (0)
I Am Somewhat Supportive of It	3.2% (25)	3.3% (1)	0.0% (0)
I Am Supportive of it	15.5% (120)	23.3% (7)	42.9% (3)
I Am Very Supportive of It	80.3% (620)	73.3% (22)	42.9% (3)
Chose Not to Answer	0.6% (5)	0.0% (0)	14.3% (1)
How much of a student fee per academic year would you be willing to add to support SNAC?	$M=18.66$ ( $SD=14.62$ ) Min=0, Max=50	$M=14.60$ ( $SD=11.13$ ) Min=0, Max=50	$M=25.67$ ( $SD=21.73$ ) Min=3, Max=50
Chose Not to Answer	15.8% (122)	16.7% (5)	14.3% (1)

\*Participants could select all answers that applied.

‡A different sample size within the variable indicates that the variable was conditional, and only a subset of people answered it. For example, students who had not heard of SNAC did not answer any questions related to where they first heard of the program.

### **Research Objective 3: Evaluate individual health (physical and mental), social, and economic impacts of SNAC on service users**

For the following analyses, all responding students who used SNAC (n=809) were compared to responding students who had not used SNAC (n=729), regardless of their campus. As only 82 students responded from a campus that did not have a SNAC program, there was not enough power to compare three groups (Field, 2024), and therefore, those students were included in the group that had not used SNAC. Similarly, the sample size for comparing SNAC users at Statewide campuses was too small to prevent Type II errors, and therefore, all groups were merged.

#### ***Differences in Food Security Between SNAC Users vs. Non-SNAC Users***

To assess the impact of SNAC on the category of food security (e.g., high, marginal, low, or very low food security), a multinomial logistic regression was run between SNAC users and non-SNAC users. This regression showed that students who have visited SNAC are significantly more likely to experience lower levels of food security. SNAC users are 1.6 times more likely to have marginal food security ( $p=0.008$ ), 2.6 times more likely to have low food security ( $p<0.001$ ), and 3.3 times more likely to have very low food security ( $p<0.001$ ). This indicates

that SNAC users have more significant problems with food security than students who have not used SNAC.

**Table 11. Results of Food Security Multinomial Logistic Regression.**

<b>Food Security Level</b>	<b>B</b>	<b>SE</b>	<b><math>\chi^2</math></b>	<b>p</b>	<b>OR</b>	<b>95% CI</b>
<b>Marginal Food Security</b>						
Intercept	0.14	0.11	1.78	0.18		
SNAC Users	0.46	0.17	7.024	0.008	1.58	[1.13, 2.22]
<b>Low Food Security</b>						
Intercept	0.09	0.11	0.74	0.39		
SNAC Users	0.95	0.17	32.71	<0.001	2.59	[1.87, 3.59]
<b>Very Low Food Security</b>						
Intercept	0.18	0.11	2.84	0.09		
SNAC Users	1.20	0.16	55.07	<0.001	3.32	[2.42, 4.55]

**Differences in Quality-of-Life Items Between SNAC Users vs. Non-SNAC Users**

An independent samples t-test was run to see the differences in quality-of-life total score between responding students who had and had not used SNAC. Levene’s test indicated that there was no violation of the assumption of homogeneity in variances ( $F(1,1523) = 0.04, p=0.85$ ). Responding students who had used SNAC had a mean quality of life score of 18.71 ( $SD=8.46$ ), where students who had not used SNAC had a mean quality of life score of 17.15 ( $SD=8.20$ ), indicating fewer stressors in their quality of life. The 1.56 difference in means was statistically significant ( $t(1523) = -3.64, p<0.001$ , one-sided).

To assess where significant differences existed in quality-of-life items, a t-test was run on each item included in the total quality-of-life scale, as scores for each category could range from zero to four. There were significant differences between groups for academic problems, finances, intimate relationships, roommates, peers, and personal appearance. There were also significant differences between groups for problems with faculty, bullying, hazing, sexual harassment, and discrimination. However, Levene’s test indicated a violation of homogeneity of variances in these variables, and non-parametric tests had to be run. There were no significant differences between groups regarding problems with career, procrastination, family, the health of someone close to them, the death of a family member, or cyberbullying.

Responding SNAC users had greater problems with academics ( $M=1.66, SD=1.08$ ) compared to non-SNAC users ( $M=1.57, SD=1.10$ ), and the difference was statistically significant ( $t(1518) = -1.75, p=0.040$ , one-sided). There were also statistically significant group differences when comparing problems with finances ( $t(1518) = -5.16, p<0.001$ , one-sided), with non-SNAC users having a mean challenges with finance score of 1.98 ( $SD=1.15$ ) and SNAC users having a score of 2.28 ( $SD=1.10$ ). SNAC users had statistically significant greater problems with intimate relationships ( $M=1.06, SD=1.06$ ) compared to non-SNAC users ( $M=1.17, SD=1.07, t(1478) = -2.11, p=0.018$ , one-sided). SNAC users had greater problems with roommates ( $M=1.14, SD=1.07$ ) compared to non-SNAC users ( $M=0.99, SD=1.08$ ), and the difference was statistically significant ( $t(1483) = -2.68, p=0.018$ , one-sided). Similarly, SNAC users experienced more

statistically significant challenges with peers ( $M=1.07$ ,  $SD=0.88$ ) compared to students who did not use SNAC ( $M=0.94$ ,  $SD=0.84$ ,  $t(1515) = -2.92$ ,  $p=0.002$ , one-sided). Finally, significant differences in challenges with personal appearance remained between responding students who used SNAC ( $M=1.48$ ,  $SD=1.18$ ) and those who did not use SNAC ( $M=1.58$ ,  $SD=1.15$ ,  $t(1515) = -1.79$ ,  $p=0.037$ , one-sided).

**Table 12. Results of Quality of Life Group Comparisons.**

Variable	n	$M(SD)$	$t(df)$	$p$
Problems Impacting Quality of Life Scale Score	SNAC Users = 803	18.71(8.46)	-3.64(1523)	<0.001
	Non-SNAC Users = 722	17.15(8.20)		
Finances	SNAC Users = 800	2.28(1.10)	-5.16(1518)	<0.001
	Non-SNAC Users = 720	1.98(1.15)		
Peers	SNAC Users = 798	1.07(0.88)	-2.92(1515)	0.002
	Non-SNAC Users = 719	0.94(0.84)		
Academics	SNAC Users = 798	1.66(1.08)	-1.75(1518)	0.004
	Non-SNAC Users = 722	1.57(1.10)		
Roommate	SNAC Users = 781	1.14(1.07)	-2.68(1483)	0.004
	Non-SNAC Users = 704	0.99(1.08)		
Intimate Relationships	SNAC Users = 777	1.17(1.07)	-2.11(1478)	0.018
	Non-SNAC Users = 703	1.06(1.06)		
Personal Appearance	SNAC Users = 796	1.58(1.15)	-1.79(1515)	0.037
	Non-SNAC Users = 721	1.48(1.18)		
Death of a Family Member	SNAC Users = 796	0.70(1.02)	-1.19(1511)	0.12
	Non-SNAC Users = 717	0.64(0.97)		
Career	SNAC Users = 786	1.56(1.06)	-1.01(1496)	0.16
	Non-SNAC Users = 712	1.51(1.12)		
Family	SNAC Users = 801	1.28(1.10)	-0.91(1520)	0.18
	Non-SNAC Users = 721	1.23(1.07)		
Procrastination	SNAC Users = 800	2.60(1.17)	-0.43(1519)	0.33
	Non-SNAC Users = 721	2.58(1.15)		
Health of Someone Close to Me	SNAC Users = 797	1.41(1.16)	0.03(1516)	0.49
	Non-SNAC Users = 721	1.42(1.19)		

Mann-Whitney U Tests were conducted to assess the mean differences experienced concerning problems with faculty, bullying, hazing, sexual harassment, and discrimination between students who had and had not used SNAC. SNAC users had significantly more problems with faculty ( $M=0.95$ ,  $SD=0.85$ ) compared to students who had not used SNAC ( $M=0.80$ ,  $SD=0.83$ ,  $U=317276.50$ ,  $p<0.001$ ). Similarly, SNAC users had greater problems with bullying ( $M=0.33$ ,  $SD=0.68$ ) when compared to non SNAC users ( $M=0.23$ ,  $SD=0.55$ ), and the 0.10 differences in means were statistically significant ( $U=302903.50$ ,  $p=0.009$ ). SNAC users also noted greater challenges with hazing ( $M=0.16$ ,  $SD=0.49$ ) compared to their peers who had not used SNAC ( $M=0.40$ ,  $SD=0.38$ ,  $U=295225.00$ ,  $p=0.0012$ ). Similarly, SNAC users also reported higher levels of sexual harassment ( $M=0.33$ ,  $SD=0.69$ ) compared to their peers who had not utilized SNAC ( $M=0.21$ ,  $SD=0.55$ ), with the 0.12 differences in means being statistically significant ( $U=308233.50$ ,  $p<0.001$ ). Finally, SNAC users reported more challenges with discrimination

( $M=0.48$ ,  $SD=0.82$ ) compared to those who had not used SNAC ( $M=0.38$ ,  $SD=0.75$ ,  $U=302770.50$ ,  $p=0.017$ ).

**Table 13. Results of Quality of Life Group Non-Parametric Comparisons.**

Variable	n	$M(SD)$	$U$	$Z$	$p$
Faculty	SNAC Users = 800 Non-SNAC Users = 720	0.95(0.85) 0.80(0.83)	317276.50	3.68	<0.001
Bullying	SNAC Users = 799 Non-SNAC Users = 719	0.33(0.68) 0.23(0.55)	302903.50	2.60	0.009
Hazing	SNAC Users = 794 Non-SNAC Users = 715	0.16(0.49) 0.10(0.38)	295225.00	2.52	0.012
Sexual Harassment	SNAC Users = 797 Non-SNAC Users = 719	0.33(0.69) 0.21(0.55)	308233.50	3.71	<0.001
Discrimination	SNAC Users = 796 Non-SNAC Users = 720	0.48(0.82) 0.38(0.75)	302770.50	2.39	0.017
Cyberbullying	SNAC Users = 798 Non-SNAC Users = 720	0.19(0.50) 0.15(0.47)	295255.00	1.59	0.11

Results of the group comparisons show that in almost all areas impacting quality of life, SNAC users report higher levels of problems and challenges.

***Differences in Physical Health Items Between SNAC Users vs. Non-SNAC Users***

Responding students answered items about their physical health. There were no significant group differences between responding SNAC users and non-SNAC users' ranking of their physical health and how often their physical health kept them from engaging in activities. However, there were significant group differences between SNAC users and non-SNAC users' experiences of fatigue, discomfort, and pain related to their physical health. Students who used SNAC had more frequent negative symptoms related to their physical health ( $M=1.03$ ,  $SD=0.78$ ) compared to students who had not used SNAC ( $M=0.94$ ,  $SD=0.80$ ,  $t(1518) = -2.20$ ,  $p=0.014$ , one-sided). These results indicate that physical health symptoms are mixed related to physical health differences between SNAC users and non-SNAC users; however, SNAC users experience higher discomfort related to their physical health.

**Table 14. Results of Physical Health Group Comparisons.**

Variable	n	$M(SD)$	$t(df)$	$p$
Frequency of Symptoms of Fatigue, Discomfort, or Pain Related to Physical Health	SNAC Users = 799 Non-SNAC Users = 721	1.03(0.78) 0.94(0.80)	-2.20(1518)	0.014
Ranking of General Health	SNAC Users = 800 Non-SNAC Users = 722	2.17(0.86) 2.22(0.91)	1.14(1520)	0.13
Number of Days in the Last 30 Poor Physical Health Limited Activities	SNAC Users = 809 Non-SNAC Users = 729	3.34(4.91) 3.06(5.27)	-1.10(1536)	0.14

**Differences in Mental Health Items Between SNAC Users vs. Non-SNAC Users**

Students completed the PHQ-4 as part of their assessment. Responding SNAC users had a mean score on the PHQ-4 of 4.42 ( $SD=3.43$ ), and non-SNAC respondents had a mean score of 4.45 ( $SD=3.38$ ). The difference between means was not statistically significant, indicating that participants who used SNAC and those who did not did not have statistically significant differences in their mental health symptomology.

**Table 15. Results of PHQ-4 Group Comparisons**

Variable	n	M(SD)	t(df)	p
PHQ4 Scale Score	SNAC User Participant = 802	4.72(3.43)	-1.51(1519)	0.065
	Non-SNAC Participant = 719	4.45(3.38)		

**Differences in Social Wellbeing Between SNAC Users vs. Non-SNAC Users**

Participants answered several questions related to their social well-being. Chi-square tests were run to assess the differences between groups on spending time with others, having a support system in time of need, feeling included by peers and community, and differing activities, clubs, and gatherings that students participated in. There were no significant differences between the responding SNAC users and non-SNAC users in spending time with others, having a support system in times of need, feeling included by peers and the community, engaging in peer group activities or social gatherings, engaging in community clubs or groups, and engaging in community events. There were significant differences in engagement in university clubs or groups ( $\chi^2 = 17.61, p<0.001$ ) and engagement in university events ( $\chi^2 = 35.64, p<0.001$ ). Binary logistic regression revealed that responding SNAC users were 1.6 times more likely to engage in university clubs or groups ( $p<0.001$ ) and 1.9 times more likely to engage in university events ( $p<0.001$ ).

**Table 16. Chi-Square Results for Social Well-Being.**

Variable	SNAC Participant	Non-SNAC Participant	$\chi^2$	p
Do you enjoy spending time with others?				
No	37	31	0.08	0.77
Yes	761	685		
Do you have a support system in times of need?				
No	58	48	0.24	0.62
Yes	725	663		
Do you feel included and accepted by your peers and/or community members?				
No	103	96	0.05	0.83
Yes	658	593		
Are you engaged in university clubs or groups?				
No	456	487	17.61	<0.001
Yes	353	242		

Are you engaged in university events?				
No	397	468	35.64	<0.001
Yes	412	261		
Are you engaged in community clubs or groups?				
No	654	605	1.19	0.28
Yes	155	124		
Are you engaged in community events?				
No	589	559	3.04	0.08
Yes	220	170		
Are you engaged in peer group activities or social gatherings?				
No	311	298	0.95	0.33
Yes	498	431		

Finally, a t-test was run to assess differences in satisfaction with relationships between SNAC and non-SNAC respondents. SNAC respondents reported an average satisfaction with relationships of 7.76 ( $SD=1.83$ ), whereas non-SNAC respondents reported an average satisfaction with relationships of 7.80 ( $SD=1.83$ ). The difference between means was not statistically significant, indicating no differences between SNAC participants and non-SNAC participants in their reported satisfaction with relationships.

**Table 17. Results of Relationship Satisfaction Group Comparisons.**

Variable	n	$M(SD)$	$t(df)$	$p$
On a scale of 1-10, how satisfied are you with the relationships you have in your life?	SNAC User Participant = 784 Non-SNAC Participant = 707	7.76(1.83) 7.80(1.83)	0.40(1489)	0.35

***Differences in Economic Wellbeing Between SNAC Users vs. Non-SNAC Users***

Independent sample t-tests were run to assess differences between responding SNAC users and non-SNAC users. Levene’s tests indicated no violation of the assumption of equality of variances. Significant differences were found on all levels of economic well-being. SNAC users reported more stress about their finances ( $M=6.51, SD=2.25$ ) compared to non-SNAC users ( $M=6.02, SD=2.43, t(1503) = -4.05, p < 0.001$ , one-sided), as well as more worry about being able to afford their monthly living expenses ( $M=5.37, SD=2.70$ ) compared to students who had not used SNAC ( $M=4.71, SD=2.80, t(1493) = -4.65, p < 0.001$ , one-sided). Students who used SNAC were also more dissatisfied with their financial situation ( $M=5.86, SD=2.47$ ) than those who had not used SNAC ( $M=5.65, SD=2.45$ ), and the 0.21 difference between means was statistically significant ( $t(1503) = -1.69, p = 0.046$ , one-sided). Finally, students who used SNAC reported more frequently living paycheck to paycheck ( $M=5.16, SD=3.29$ ) than students who did not use SNAC ( $M=4.55, SD=3.29, t(1472) = -3.55, p < 0.001$ , one-tailed).

**Table 18. Results of Economic Wellbeing Group Comparisons.**

Variable	n	M(SD)	t(df)	p
On a scale of 1-10, how stressed do you feel about your personal finances in general?	SNAC User Participant = 790 Non-SNAC Participant = 715	6.51(2.25) 6.02(2.43)	-4.05(1503)	<0.001
On a scale of 1-10, how satisfied are you with your present financial situation?	SNAC User Participant = 792 Non-SNAC Participant = 713	5.86(2.46) 5.65(2.45)	-1.69(1503)	0.046
On a scale of 1-10, how often do you worry about being able to meet normal monthly living expenses?	SNAC User Participant = 785 Non-SNAC Participant = 710	5.38(2.70) 4.71(2.80)	-4.65(1493)	<0.001
On a scale of 1-10, how frequently do you find yourself just getting by financially and living paycheck to paycheck?	SNAC User Participant = 773 Non-SNAC Participant = 701	5.16(3.29) 4.55(3.29)	-3.55(1472)	<0.001

**Differences in Academic Wellbeing Between SNAC Users vs. Non-SNAC Users**

The final well-being items assessed for students included several questions about academic well-being. T-tests were run to assess responding SNAC users and non-SNAC users' differences between GPA and satisfaction with GPA, and there were no statistically significant group differences. Chi-square tests were run to assess differences between SNAC and non-SNAC respondents on their academic performance changes, academic probation, and whether they had ever taken a leave of absence. No statistically significant differences were evident between these variables, showing no major differences between SNAC participants and non-SNAC participants in how they engaged with their academic goals.

**Table 19. Results of Academic Wellbeing Group Comparisons.**

Variable	n	M(SD)	t(df)	p
What is your current GPA?	SNAC User Participant = 765 Non-SNAC Participant = 689	3.64(0.44) 3.62(0.45)	-1.07(1452)	0.14
On a scale of 1-4, how satisfied are you with your current GPA?	SNAC User Participant = 793 Non-SNAC Participant = 713	2.84(1.34) 2.75(1.42)	-1.18(1504)	0.12

**Table 20. Chi-Square Results for Academic Well-Being.**

Variable	SNAC Participant	Non-SNAC Participant	$\chi^2$	<i>p</i>
Do you believe that your academic performance has improved or declined over the past year?				
Declined	223	185	0.92	0.63
Stayed the Same	345	322		
Improved	224	205		
Have you ever faced academic probation?				
No	744	671	0.24	0.63
Yes	47	47		
Have you ever taken a leave of absence from USU?				
No	604	537	1.57	0.67
1 Semester	27	26		
2 Semesters	23	29		
3 or More Semesters	135	123		

**Research Objective 4: Assess food security issues of USU students at the non-residential Statewide campuses**

**Demographics**

Eighty-two students from the non-residential Statewide campuses completed the survey. The top three campuses represented were Brigham City (20.7%), Vernal (19.5%), and Tooele (13.4%). The majority of students who completed the survey were undergraduates (79.3%), with 19.8% master’s or doctoral level graduate students, 27.1% seniors, 23.5% juniors, 19.8% sophomores, and 9.9% freshmen. Half of the sample were from the College of Humanities and Social Sciences (50.0%), 32.9% were from the College of Education and Human Services, 12.2% were from the College of Science, and 9.8% were from the College of Agriculture and Applied Sciences.

The majority of responding students completing the survey were full-time students (63.4%), with 35.4% part-time. Statewide students were busy, as the majority were juggling their schoolwork with employment responsibilities as well (79.2%). Of these, 19.5% worked 41 or more hours per week, 24.4% worked 31-40 hours, and 17.1% worked 21-30 hours. Only 15.9% were not currently working and were not looking for work. Thirty percent of students had a total household income of over \$70,000. In addition to their school and work responsibilities, almost half of Statewide students reported being parents (45.1%), with the number of children ranging from 1 to 6. To better understand the sample, most students reported being White (84.1%), female (76.8%), heterosexual (73.2%), married (59.8%), and affiliated with the Church of Jesus Christ of Latter-day Saints (61%). Over half of Statewide students participating in this survey received subsidized (32.9%) or unsubsidized (28.0%) loans. A sizeable portion also received Pell

Grants (42.7%), academic (35.4%) or financial need (7.3%) scholarships, a USU tuition waiver (9.3%), or funding from their families (8.5%).

**Table 21. Statewide, Non-Residential Campus Demographics**

	Total (N = 82)
<b>Campus Affiliation</b>	
Brigham City	20.7% (17)
Vernal	19.5% (16)
Tooele	13.4% (11)
Kaysville	12.2% (10)
Salt Lake City	11.0% (9)
Orem	9.8% (8)
Nephi	3.7% (3)
Ephraim	2.4% (2)
Roosevelt	2.4% (2)
St. George	1.2% (2)
Bicknell	1.2% (1)
Monument Valley	1.2% (1)
<b>Academic Year</b>	
Freshman	9.8% (8)
Sophomore	19.5% (16)
Junior	23.2% (19)
Senior	25.6% (21)
Fifth Year or Greater Senior	1.2% (1)
Master's Student	17.1% (14)
PhD Student	2.4% (2)
Choose Not to Answer	1.2% (1)
<b>Transfer Status</b>	
No	47.6% (39)
Yes	32.9% (27)
Not Applicable (Graduate Student)	19.5% (16)
Chose Not to Answer	0.0% (0)
<b>International Student Status</b>	
No	98.8% (81)
Yes	1.2% (1)
Chose Not to Answer	0.0% (0)
<b>College Affiliation*</b>	
Caine College of the Arts	0.0% (0)
College of Agriculture and Applied Sciences	9.8% (8)
College of Engineering	1.2% (1)
College of Humanities and Social Sciences	50.0% (41)
College of Science	12.2% (10)
College of Veterinary Medicine	0.0% (0)
Emma Eccles Jones College of Education and Human Services	32.9% (27)
Jon M. Huntsman School of Business	2.4% (2)
Quinney College of Natural Resources	4.9% (4)

Not Sure/Undeclared	2.4% (2)
Chose Not to Answer	0.0% (0)
Full or Part Time Student	
Full time	63.4% (52)
Part time	35.4% (29)
Chose Not to Answer	1.2% (1)
Types of Classes	
In-Person	8.5% (7)
Online	54.9% (45)
Mix of In-Person and Online	35.4% (29)
Chose Not to Answer	1.2% (1)
Financial Support for Education*	
No Financial Support	12.2% (10)
Academic Scholarship	35.4% (29)
Sports Scholarship	0.0% (0)
Financial Need Scholarship	7.3% (6)
USU Tuition Waiver	9.8% (8)
Alumni Scholarship	1.2% (1)
Pell Grant	42.7% (35)
Subsidized Loan	32.9% (27)
Unsubsidized Loan	28.0% (23)
Work Study	1.2% (1)
Funding from Family	8.5% (7)
Other	14.6% (12)
Chose Not to Answer	0.0% (0)
Current Employment Status	
Employed, 1-10 hours	7.3% (6)
Employed, 11-20 hours	11.0% (9)
Employed, 21-30 hours	17.1% (14)
Employed, 31-40 hours	24.4% (20)
Employed, more than 40 hours per week	19.5% (16)
Unemployed, Looking for Work	4.9% (4)
Unemployed, Not Looking for Work	15.9% (13)
Chose Not to Answer	0.0% (0)
Income	
\$0-\$9,999	9.8% (8)
\$10,000-\$19,999	14.6% (12)
\$20,000-\$29,999	4.9% (4)
\$30,000-\$39,999	11.0% (9)
\$40,000-\$49,999	7.3% (6)
\$50,000-\$59,999	12.2% (10)
\$60,000-\$69,999	3.7% (3)
\$70,000-\$79,999	7.3% (6)
\$80,000-\$89,999	2.4% (2)
\$90,000-\$99,999	6.1% (5)
Over \$100,000	14.6% (12)

Choose not to answer	6.1% (5)
Current Living Situation	
Off-campus apartment or other rented housing	39.0% (32)
With family	39.0% (32)
Other	22.0% (18)
Chose Not to Answer	0.0% (0)
Marital Status	
Single, Never Married	30.5% (25)
Married or in a Domestic Partnership	59.8% (49)
Divorced	4.9% (4)
Separated	1.2% (1)
Widowed	0.0% (0)
Other	3.7% (3)
Chose Not to Answer	0.0% (0)
Dependents	
None	54.9% (45)
One	13.4% (11)
Two	11.0% (9)
Three	11.0% (9)
Four	6.1% (5)
Five	0.0% (0)
Six	3.7% (3)
Chose Not to Answer	0.0% (0)
Age	$M=31.27$ ( $SD=11.90$ ) Min=18, Max=64
Race and Ethnicity	
White	84.1% (69)
Multi-racial	3.7% (3)
White Hispanic	7.3% (6)
South Asian	0.0% (0)
Alaska Native / Native American	1.2% (1)
East Asian	0.0% (0)
Black or African American	0.0% (0)
Black Hispanic	1.2% (1)
Pacific Islander	0.0% (0)
Other	1.2% (1)
Chose Not to Answer	1.2% (1)
Gender	
Woman or Female (Cisgendered)	76.8% (63)
Man or Male (Cisgendered)	17.1% (14)
Nonbinary or Gender Non-conforming	2.4% (2)
Transgender Man or Male	0.0% (0)
Questioning	0.0% (0)
Agendered	0.0% (0)
Gender Fluid	0.0% (0)
Transgender Woman or Female	0.0% (0)

Two-spirit	0.0% (0)
Other	1.2% (1)
Chose Not to Answer	2.4% (2)
<b>Sexual Orientation</b>	
Straight or Heterosexual	73.2% (60)
Bisexual	11.0% (9)
Asexual	4.9% (4)
Queer	0.0% (0)
Questioning or Unsure	0.0% (0)
Lesbian	1.2% (1)
Pansexual	1.2% (1)
Gay	2.4% (2)
Other	1.2% (1)
Chose Not to Answer	3.7% (3)
<b>Religion</b>	
The Church of Jesus Christ of Latter-day Saints	61.0% (50)
Agnostic	7.3% (6)
Spiritual, Not Affiliated with an Organized Religion	7.3% (6)
Atheist	3.7% (3)
Christian, Non-Denominational	4.9% (4)
Roman Catholic or Catholic	0.0% (0)
Protestant	0.0% (0)
Muslim	0.0% (0)
Hindu	0.0% (0)
Buddhist	1.2% (1)
Jewish	0.0% (0)
Orthodox	0.0% (0)
Other	0.0% (0)
Chose Not to Answer	12.2% (10)
Scale of Political Beliefs	$M=5.81$ ( $SD=2.60$ ) Min=1, Max=10
Chose Not to Answer	12.2% (10)

\*Participants could select all answers that applied.

### ***Food Security***

Responding students in the Statewide USU system also completed the USDA 10-item Adult Food Security Survey Module (USDA/ERS, 2024). Results indicated that 31.7% of USU Statewide students experienced high food security, and 21.9% experienced marginal food security. A total of 17.1% experienced low food security, and 29.3% experienced very low food security, meaning that they experienced some hunger related to insufficient access to food. Thus, almost half of USU Statewide students experienced low or very low food security, indicating a high level of need among Statewide students.

Additionally, responding Statewide students were asked to report the food security percentage they felt other USU students experienced. Overall, students felt that 41.43% ( $SD=24.77$ ) of students experienced high food security, 28.17% ( $SD=16.70$ ) of students experienced marginal

food security, 19.40% ( $SD=13.99$ ) of students experienced low food security, and only 11.00% ( $SD=9.92$ ) of students experienced very low food security. These results indicate that students are not aware that almost 1 in 3 Statewide students experience very low food security. Over 42% of Statewide respondents reported learning about food security in their classes at USU.

Respondents were asked other questions related to their food consumption. Most respondents (81.5%) reported often or always having enough food growing up, and 64.6% reported having enough variety of food growing up. Related to not having enough food while at USU, 8.6% of students reported that hunger related to not having enough food often negatively impacted their concentration in class while another 30.9% reported this was sometimes true.

Students were asked about the food items they could afford throughout the Fall 2023 semester. Almost all Statewide students who completed the survey (96.3%) could always or often access carbohydrates. Statewide students could also always or often afford proteins (78.1%), fats (78.1%), vegetables (79.2%), fruits (79.3%), and dairy (87.9%). Over half of responding Statewide students could always afford these types of foods.

When asked about additional self-care items they could afford, the vast majority of Statewide students were confident or very confident they could afford toothpaste, toothbrushes, soap, shampoo and conditioner, deodorant, toilet paper, laundry detergent, feminine hygiene products, and other cleaning supplies. Statewide students were also asked how confident they were that they could buy condoms or other contraception, such as birth control pills. Almost half of responding students reported they did not need condoms (42.7%) or other contraception (42.7%). A small percentage of students chose not to answer (condoms, 2.4%; other contraception, 4.9%). Of the students who did respond, 71.1% were confident or very confident that they could afford condoms, and 72.1% were confident or very confident that they could afford other contraception.

**Table 22. Descriptive Statistics for Statewide, Non-Residential Campus Students Food Security.**

	Total (N = 82)
<b>USDA Food Security Scale – Categorical</b>	
High Food Security	31.7% (26)
Marginal Food Security	22.0% (18)
Low Food Security	17.1% (14)
Very Low Food Security	29.3% (24)
<b>Students' Estimation of Other Students' Food Security Level</b>	
High Food Security	$M=41.23$ ( $SD=24.77$ )
Marginal Food Security	$M=28.17$ ( $SD=16.70$ )
Low Food Security	$M=19.40$ ( $SD=13.99$ )
Very Low Food Security	$M=11.00$ ( $SD=9.92$ )
<b>I always had enough food growing up.</b>	
Never True	4.9% (4)
Sometimes True	13.4% (11)
Often True	30.5% (25)
Always True	50.0% (41)
Chose Not to Answer	1.2% (1)

I always had enough variety of food growing up.	
Never True	7.3% (6)
Sometimes True	28.0% (23)
Often True	24.4% (20)
Always True	40.2% (33)
Chose Not to Answer	0.0% (0)
In the Fall 2023 semester, hunger and not having enough food negatively impacted concentration in class.	
Never True	42.1% (647)
Sometimes True	45.8% (704)
Often True	10.6% (153)
Always True	0.0% (0)
Chose Not to Answer	1.6% (24)
Have you ever learned about food insecurity in your classes at USU?	
No	53.7% (44)
Yes	42.7% (35)
Unsure	3.7% (3)
Chose Not to Answer	0.0% (0)
In the Fall 2023 semester, I could access <u>carbohydrates</u> (e.g., pasta/noodles, bread, cereal, rice, etc.).	
Never True	0.0% (0)
Sometimes True	3.7% (3)
Often True	14.6% (12)
Always True	81.7% (67)
Does Not Apply to Me	0.0% (0)
Chose Not to Answer	0.0% (0)
In the Fall 2023 semester, I could access <u>protein</u> (e.g., meat, beans, nuts, eggs, peanut butter, etc.).	
Never True	0.0% (0)
Sometimes True	22.0% (18)
Often True	23.2% (19)
Always True	54.9% (45)
Does Not Apply to Me	0.0% (0)
Chose Not to Answer	0.0% (0)
In the Fall 2023 semester, I could access <u>fats</u> (e.g., canola, olive, or coconut oil, butter, etc.).	
Never True	0.0% (0)
Sometimes True	22.0% (18)
Often True	18.3% (15)
Always True	59.8% (49)
Does Not Apply to Me	0.0% (0)
Chose Not to Answer	0.0% (0)
In the Fall 2023 semester, I could access <u>canned, frozen, or fresh vegetables</u> (e.g., broccoli, green beans, carrots, cucumber, sweet potato, peas, etc.).	

Never True	2.4% (2)
Sometimes True	18.3% (15)
Often True	20.7% (17)
Always True	58.5% (48)
Does Not Apply to Me	0.0% (0)
Chose Not to Answer	0.0% (0)
<hr/>	
In the Fall 2023 semester, I could access <u>canned, frozen, or fresh fruits</u> (e.g., grapes, blueberries, bananas, watermelon, strawberries, apples, etc.).	
Never True	3.7% (3)
Sometimes True	17.1% (14)
Often True	22.0% (18)
Always True	57.3% (47)
Does Not Apply to Me	0.0% (0)
Chose Not to Answer	0.0% (0)
<hr/>	
In the Fall 2023 semester, I could access <u>dairy</u> (e.g., yogurt, milk, cheese, etc.).	
Never True	0.0% (0)
Sometimes True	12.2% (10)
Often True	22.0% (18)
Always True	65.9% (54)
Does Not Apply to Me	0.0% (0)
Chose Not to Answer	0.0% (0)
<hr/>	
In the Fall 2023 semester, I could access <u>special diet items</u> (e.g., gluten-free, Halal, Kosher, etc.).	
Never True	22.0% (18)
Sometimes True	6.1% (5)
Often True	6.1% (5)
Always True	31.7% (26)
Does Not Apply to Me	34.1% (28)
Chose Not to Answer	0.0% (0)
<hr/>	
How confident are you that you can buy <u>condoms</u> for yourself?	
Not At All Confident	2.4% (2)
Somewhat Confident	13.4% (11)
Confident	17.1% (14)
Very Confident	22.0% (18)
I Have No Need For This Item	42.7% (35)
Chose Not to Answer	2.4% (2)
<hr/>	
How confident are you that you can buy <u>other contraception</u> (e.g., birth control pills) for yourself?	
Not At All Confident	2.4% (2)
Somewhat Confident	12.2% (10)
Confident	9.8% (8)
Very Confident	28.0% (23)
I Have No Need For This Item	42.7% (35)
Chose Not to Answer	4.9% (4)

<p>How confident are you that you can buy <u>toothpaste</u> for yourself?</p> <p>Not At All Confident</p> <p>Somewhat Confident</p> <p>Confident</p> <p>Very Confident</p> <p>I Have No Need For This Item</p> <p>Chose Not to Answer</p>	<p>0.0% (0)</p> <p>11.0% (9)</p> <p>29.3% (24)</p> <p>59.8% (49)</p> <p>0.0% (0)</p> <p>0.0% (0)</p>
<p>How confident are you that you can buy <u>toothbrushes</u> for yourself?</p> <p>Not At All Confident</p> <p>Somewhat Confident</p> <p>Confident</p> <p>Very Confident</p> <p>I Have No Need For This Item</p> <p>Chose Not to Answer</p>	<p>0.0% (0)</p> <p>12.2% (10)</p> <p>26.8% (22)</p> <p>61.0% (50)</p> <p>0.0% (0)</p> <p>0.0% (0)</p>
<p>How confident are you that you can buy <u>soap</u> for yourself?</p> <p>Not At All Confident</p> <p>Somewhat Confident</p> <p>Confident</p> <p>Very Confident</p> <p>I Have No Need For This Item</p> <p>Chose Not to Answer</p>	<p>0.0% (0)</p> <p>7.3% (6)</p> <p>30.5% (25)</p> <p>62.2% (51)</p> <p>0.0% (0)</p> <p>0.0% (0)</p>
<p>How confident are you that you can buy <u>shampoo or conditioner</u> for yourself?</p> <p>Not At All Confident</p> <p>Somewhat Confident</p> <p>Confident</p> <p>Very Confident</p> <p>I Have No Need For This Item</p> <p>Chose Not to Answer</p>	<p>1.2% (1)</p> <p>12.2% (10)</p> <p>28.0% (23)</p> <p>58.5% (48)</p> <p>0.0% (0)</p> <p>0.0% (0)</p>
<p>How confident are you that you can buy <u>deodorant</u> for yourself?</p> <p>Not At All Confident</p> <p>Somewhat Confident</p> <p>Confident</p> <p>Very Confident</p> <p>I Have No Need For This Item</p> <p>Chose Not to Answer</p>	<p>1.2% (1)</p> <p>12.2% (10)</p> <p>28.0% (23)</p> <p>58.5% (48)</p> <p>0.0% (0)</p> <p>0.0% (0)</p>
<p>How confident are you that you can buy <u>toilet paper</u> for yourself?</p> <p>Not At All Confident</p> <p>Somewhat Confident</p> <p>Confident</p> <p>Very Confident</p> <p>I Have No Need For This Item</p> <p>Chose Not to Answer</p>	<p>0.0% (0)</p> <p>13.4% (11)</p> <p>28.0% (23)</p> <p>57.3% (47)</p> <p>0.0% (0)</p> <p>1.2% (1)</p>

How confident are you that you can buy <u>feminine hygiene products</u> (e.g., pads, tampons) for yourself?	
Not At All Confident	2.4% (2)
Somewhat Confident	13.4% (11)
Confident	23.2% (19)
Very Confident	41.5% (34)
I Have No Need For This Item	19.5% (16)
Chose Not to Answer	0.0% (0)
How confident are you that you can buy <u>laundry detergent</u> for yourself?	
Not At All Confident	1.2% (1)
Somewhat Confident	19.5% (16)
Confident	28.0% (23)
Very Confident	51.2% (42)
I Have No Need For This Item	0.0% (0)
Chose Not to Answer	0.0% (0)
How confident are you that you can buy <u>other cleaning supplies</u> for yourself?	
Not At All Confident	1.2% (1)
Somewhat Confident	24.4% (20)
Confident	24.4% (20)
Very Confident	50.0% (41)
I Have No Need For This Item	0.0% (0)
Chose Not to Answer	0.0% (0)

### ***Food Pantry and Community Resources***

Most responding students did not know if their campus provided resources to address food security (74.4%) but would like to see their campus provide a campus food pantry (61.0%) or have events that provide food for students (59.8%). The majority of students (63.5%) said they “might use” or “would use” a campus food pantry if they needed to (53.7%), or that they “would really like to use it” (9.8%). Only 6.1% of students said they “would never use it.” The vast majority of responding students (91.5%) reported that they would recommend a campus food pantry to a student who needed it. Further, 87.8% indicated they supported a food pantry on their campus and would pay an average of \$21.24 per year ( $SD$ =\$16.13) for this resource.

More than 70% of the sample had not accessed “community resources” when they were unable to buy food. However, 39% reported that their families helped to address their food insecurity. Most respondents reported not knowing where their community food pantry is located (52.4%). Only 14.7% of respondents reported that they would be “somewhat comfortable” (7.3%), “comfortable” (3.7%), or “very comfortable” (3.7%) going to their community food pantry, with the majority (75.9%) saying they were “somewhat uncomfortable” (29.3%), “uncomfortable” (18.3%), or “very uncomfortable” (18.3%) accessing this resource.

**Table 23. Descriptive Statistics for Community Pantries and Other Food Resources.**

	Total (N = 82)
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Do you use any community resources to access food when you are unable to buy food?	
No	70.7% (58)
Yes	28.0% (23)
Chose Not to Answer	1.2% (1)
What resources have you accessed to help address food insecurity in the last year?	
None	46.3% (38)
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	7.3% (6)
Supplemental Nutrition Assistance Program	7.3% (6)
Community Food Pantries (Not on Campus)	6.1% (5)
Family	39.0% (32)
Friends	17.1% (14)
Neighbors	3.7% (3)
My Church	12.2% (10)
A Church I am Not Affiliated With	3.7% (3)
Other	7.3% (6)
Chose Not to Answer	0.0% (0)
Do you know where your local community food pantry is located?	
No	52.4% (43)
Yes	47.6% (39)
Chose Not to Answer	0.0% (0)
How long does it take you to get to the nearest food pantry?	
Unsure Where it is Located	52.4% (43)
1-5 minutes	7.3% (6)
6-10 minutes	17.1% (14)
11-15 minutes	7.3% (6)
16-20 minutes	12.2% (1)
21 minutes or more	3.7% (3)
Chose Not to Answer	0.0% (0)
How often do you use your community food pantry?	
Never	90.2% (74)
Rarely	7.3% (6)
Occasionally (e.g., once or twice per semester)	1.2% (1)
Once or twice per month	0.0% (0)
Once or twice per week	1.2% (1)
Chose Not to Answer	0.0% (0)
If you need to use your local pantry and other resources, do you have reliable transportation?	
No	8.5% (7)
Yes	90.2% (74)
Chose Not to Answer	1.2% (1)
How comfortable would you feel visiting a food pantry?	
	18.3% (15)

Very Uncomfortable	18.3% (15)
Uncomfortable	29.3% (24)
Somewhat Uncomfortable	18.3% (15)
Neutral	7.3% (6)
Somewhat Comfortable	3.7% (3)
Comfortable	3.7% (3)
Very Comfortable	1.2% (1)
Chose Not to Answer	
<hr/>	
How well do you understand the resources provided by food pantries?	
Not at All	22.0% (18)
Somewhat	45.1% (37)
Fairly Well	25.6% (21)
Very Well	6.1% (5)
Chose Not to Answer	1.2% (1)
<hr/>	
Are there resources on your campus to address food insecurity?	
I Don't Know	74.4% (61)
No Resources	3.7% (3)
Few Resources	11.0% (9)
Some Resources	4.9% (4)
Many Resources	3.7% (3)
Chose Not to Answer	2.4% (2)
<hr/>	
What resources exist on your campus to address food insecurity?	
Events that Provide Food	8.5% (7)
Food Pantry	7.3% (6)
Faculty or Staff Who Have Food for Students in Their Offices	6.1% (5)
Other	3.7% (3)
Chose Not to Answer	2.4% (2)
<hr/>	
What kinds of resources would you like to see available at your campus to address food insecurity?	
Events that Provide Food	59.8% (49)
Food Pantry	61.0% (50)
Faculty or Staff Who Have Food for Students in Their Offices	25.6% (21)
Other	11.0% (9)
Chose Not to Answer	11.0% (9)
<hr/>	
If you were in need of food, how likely would you be to use a food pantry on your campus?	
I Would Never Use It	6.1% (5)
I Might Use It If I Were Desperate	29.3% (24)
I Might Use It If I Needed To	18.3% (15)
I Would Use It If I Needed To	35.4% (29)
I Would Really Like To Use It	9.8% (8)
Chose Not to Answer	1.2% (1)
<hr/>	
Would you recommend a campus food pantry to a student who could benefit from the services?	
No	1.2% (1)
<hr/>	

Maybe	6.1% (5)
Yes	91.5% (75)
Not Sure	1.2% (1)
Chose Not to Answer	0.0% (0)
What do you think about a food pantry at your campus as a resource for students?	
I Am Not Supportive of It	6.1% (5)
I Am Somewhat Supportive of It	4.9% (4)
I Am Supportive of It	24.4% (20)
I Am Very Supportive of It	63.4% (52)
Chose Not to Answer	1.2% (1)
How much of a student fee per academic year would you be willing to add to support a food pantry on your campus?	$M=21.24$ ( $SD=16.13$ ) Min=0, Max=50
Chose Not to Answer	13.4% (11)

**Implications & Recommendations**

**Research Objective 1: Determine awareness, access, and support of SNAC among USU populations (i.e., students, staff, and faculty)**

**Awareness.** On campuses where a Student Nutrition Access Center (SNAC) exists, including Logan, Eastern, or Blanding, most responding students and faculty knew about the pantry services and where they were located. Consequently, more than half of the responding students had utilized their respective pantries at least once, and most students knew another student who had received food from SNAC. The high level of awareness and usage underscores the effectiveness of current outreach and communication strategies. This widespread recognition provides a solid foundation for further engagement efforts. Nearly all students at campuses with SNAC said they would refer others to pantry services when needed. Accordingly, word-of-mouth (i.e., student-to-student) was cited as the most common method of first learning about SNAC.

USU 1010 Connections – a two-credit academic course designed for freshmen and transfer students to learn about college life at USU, the purpose of higher education, learning habits, and other skill-building areas for academic success – was second to word-of-mouth in how students first learned about SNAC. Few student respondents initially heard about SNAC from USU faculty or staff. However, more than 60% of



faculty and staff who responded to the survey said they had told students about SNAC previously. About half of the faculty said they had shared information about SNAC in class specifically.

### ***Recommendations.***

- **Increasing Student-Delivered Methods of Outreach.** Given that student-to-student referrals—both user-to-potential user and non-user-to-potential user—have shown to be effective and the willingness among students exists, intentionally developing and implementing methods of student-delivered outreach about SNAC services could yield increased knowledge and usage. Focus groups and exit surveys among SNAC users and non-users could help identify the methods that might work best at the respective campuses. This kind of research may be ideal for a community-engaged project for a communications or marketing course. However, potential ideas include:
  - Adding mini-flyers or postcards that encourage referring a friend to bins or bags that students carry out of the pantry.
  - Recruit students to act as ambassadors who can speak in classes, clubs, and organizations about the pantry.
  - Have ambassadors visit dorms to give short presentations or hold info sessions.
  - Partner with student clubs and organizations to co-host events, with part of the event dedicated to raising awareness about the pantry, such as a sampling party that provides food using ingredients from the pantry.
  - Develop relationships with USU student influencers on social media to do social media takeovers, showing how the pantry works.
  - Train Resident Assistants (RAs) to inform students about the pantry during dorm meetings or one-on-one conversations.
  - Ask to participate in the USU 1010 Connections training for peer mentors so that they can provide information about the pantry and how it works.
  
- **Increasing Faculty and Staff Knowledge and Participation.** While student-to-student mechanisms are working well to spread awareness of SNAC at USU, increasing faculty and staff knowledge and providing ideas to these groups on sharing information about SNAC will ensure that all USU constituents can act as reliable referral sources. Gathering information from faculty and staff about how they best receive information about campus resources is a logical next step. Some ideas to increase faculty knowledge and participation with SNAC include:
  - Create a centrally located, “plug and play” toolkit about food security and campus resources at USU, including syllabus/Canvas-ready text about SNAC operations.
  - Encourage the USU administration to send faculty and staff emails at least once per semester pointing to these tools and resources for students to use.
  - Partner with existing faculty and staff events to offer engaging workshops, tours, and activities on food security and SNAC at USU. For example, in August each year, SNAC could contact Deans’ offices to get on retreat week schedules to host tours or quick information sessions.

- Reach out to Deans' offices to ask to be included at least once in their newsletter about general operations and engagement opportunities (e.g., volunteering, donating).
- Recruit faculty and staff "SNAC Champions" within departments who will take the lead in promoting the pantry, organizing drives, and communicating with their colleagues about ongoing needs and opportunities.

**Access.** While most students are aware of SNAC, only slightly over half have used its services despite over 60% of students reporting low or very low food security. This is a major increase from about 32% in 2018 who experienced low food security (Savoie-Roskos et al., 2021). The increase could be a result of the significant financial impacts of the COVID-19 pandemic, with increases in living expenses (e.g., housing), among other challenges (Wood, 2023). As part of increased food security challenges, fewer than half of student respondents said they could always afford proteins, fats, vegetables, fruits, and dairy. About half of all respondents said that there were barriers that prevented students from using SNAC's services. The primary barriers identified, such as lack of time to go to SNAC, uncertainty about how SNAC works, and embarrassment, highlight the need for targeted interventions to reduce these obstacles. The findings also reveal that a significant proportion of students who have not yet visited SNAC would benefit from its services, yet hesitations persist because students feel like they must have a higher need (i.e., very food insecure) and want to leave resources for others who they may perceive need it more than them. The other top reason for not visiting is that they lacked an understanding of available resources or how SNAC operates. Additionally, those who had not visited SNAC said they would utilize services if more than food was offered, which may mean they have other needs. This finding was consistent with responses related to students' ability to buy self-care supplies, which showed a need for feminine hygiene products, toilet paper, laundry detergent, and "other" cleaning supplies. Regarding hours of operation, findings indicated students wanted SNAC to be open in the afternoons and evenings on weekdays. Currently, during the fall and spring semesters, SNAC on the Logan campus is operating 4 days per week, from 12-5 p.m. with one day having later evening hours. The hours of operation for SNAC in Price and Blanding are not posted online.

Aligned with previous research,

***Recommendations.***

- Though its current hours are aligned with student respondents, SNAC in Logan may consider opening an additional morning each week. However, SNAC in Price and Blanding should have regular hours—specifically afternoon and evening—and they need to be posted online and in-person.
- Write grants and partner with departments and units on campus and local businesses to host drives to supply items (e.g., self-care items) that cannot be obtained through existing partnerships with the local food pantries and banks.
- Utilize the student-to-student communication mechanisms and student user ambassadors to share information about the pantry, dispel myths about using the pantry, and show that SNAC is available to anyone at USU who is experiencing food security challenges.

**Support.** The high level of willingness to share information and refer students to SNAC demonstrates substantial support of SNAC by students, faculty, and staff. Nearly all students were supportive or very supportive of SNAC being a resource on their campus. More than 65% said that they would volunteer at SNAC. Further, students were very open to contributing financially to SNAC via student fees, with a mean of \$18.05 per academic year. However, faculty and staff respondents were less supportive of adding a student fee and instead believed that funding should come from the state legislature, grants, and donations from faculty, staff, and community members. Currently, Logan’s SNAC is funded as a program primarily by the USU College of Agriculture & Applied Sciences, with some contributions from other units on campus and private donations from alumni, faculty, and staff. Much of their food and supplies are in-kind donations from local businesses and partnerships with the Utah Food Bank and Cache Community Food Pantry. No funding is generated from Logan’s student fees currently. At the Price campus, a portion of the total collected student fees supports the pantry; in 2024, that amount was \$2,500, which equates to about \$0.61 per student annually. Further, a significant lack of awareness among faculty and staff regarding donation options like payroll deductions represents a missed opportunity for sustainable funding. Less than a third of faculty and staff respondents knew they could donate directly to SNAC from their paychecks.

***Recommendations.***

- Develop an advisory board made up of alumni, faculty, staff, and student users to strategize and implement fundraising mechanisms for SNAC.
- Work with University Advancement to design an effective campaign targeting faculty and staff to inform about and increase payroll deductions.
- Discuss adding student fees with USU administrators, the USU Student Association, and the Faculty Senate.
- Develop an annual signature special event, targeting faculty, staff, and alumni, to increase awareness and raise funds.
- Capitalize on the strong willingness to volunteer by creating structured volunteer programs for students, faculty/staff, alumni, student groups, and community groups. Expand regular volunteer shifts/roles and special service events.
- Expand the “SNAC Champion” campaign to recognize volunteers through public acknowledgment or even small incentives, such as campus merchandise or gift cards.

**Research Objective 2: Identify personal characteristics, food security issues, and service experiences of current SNAC service users**

**Personal Characteristics.** Responding SNAC users at the Logan campus primarily consist of undergraduate students, with fewer freshmen making up the service users in this study. Even fewer categorized themselves as graduate-level students. Most users are enrolled full-time, attend in-person classes, and do not have a meal plan. A substantial percentage of these students receive financial aid, with academic scholarships being the most common form of support. Nearly 80% are employed at least part-time, though more than 50% earn less than \$10,000 annually. The average Logan SNAC user was just less than 22 years old and identified as predominantly White, female, heterosexual, and single, with no children. Many identify as religious, with three-quarters noting they are members of the Church of Jesus Christ of Latter-day Saints. The political views of SNAC user respondents were considered moderate.

At the Blanding and Price campuses, responding SNAC users share similar characteristics, although there are notable differences. Again, most SNAC users responding were predominantly undergraduates, but unlike Logan, freshmen were the largest group, and most had a meal plan. Financial support is widespread, with most having scholarships and grants. Most students are working at least part-time and earning under \$10,000 annually. The demographic profile shows a slightly younger service user and a higher representation of Alaska Native or Native American students than Logan. Still, there were similar trends in gender, sexual orientation, relationship status, children, religious affiliation, and political beliefs.

### ***Recommendations.***

- Strengthen outreach efforts for freshmen at the Logan campus through Connections, student groups and events, orientation, and RAs.
- Increase connections with graduate students at all campuses through orientation, informing faculty advisors, email campaigns, and social media.
- Tailor outreach and communication efforts to target specific student groups that may not be using SNAC.
- Connect with the Church of Jesus Christ of Latter-day Saints about partnerships given the vast majority of student users being members of their religion.
- Hold regular “clinics” or case management hours for students to sign up for Supplemental Nutrition Assistance Program (SNAP) or other public benefits to assist them while they are students as many likely meet the poverty threshold.

**Food Security Issues.** Food security issues among responding Logan and Blanding/Price SNAC users are pronounced, with the majority experiencing low or very low food security, compared with 10% of respondents with high food security. This is in stark contrast to their childhood experiences when most indicated the quantity and variety of food was plentiful, though Blanding/Price students less so. Regarding accessibility to food groups, responding students experienced reduced access to vegetables, fruits, dairy, and proteins. Proteins were the hardest for Logan students to obtain, while fruits were harder for Blanding/Price students to access. Carbohydrates were the only food group that scored above 50% in the “always accessible” response. Students felt confident in providing most self-care items, but they expressed less confidence in the ability to buy laundry detergent, toilet paper, and cleaning supplies. It should also be noted that of students who utilize feminine hygiene products, only half felt confident that could afford them.

**Service User Experiences.** Responding SNAC users at all campuses were very satisfied or somewhat satisfied with the amount and types of foods they received at SNAC, although some expressed a desire for a greater variety of options, particularly in terms of proteins, fats, dairy, and special diet items. Non-food items that were highly sought were toilet paper, laundry detergent, and feminine hygiene products. Responding SNAC users primarily use the service to supplement their food needs. For Logan campus, the frequency of visits varied, distributed fairly evenly across time frames of a few times a semester to a few times a month to weekly, whereas most Blanding/Price students were using SNAC a few times per semester or per month rather than weekly. Many service users reported that SNAC helps them avoid hunger when they lack money for food and alleviates their worries about food insecurity. Additionally, most agreed that

SNAC helps them eat more balanced meals and avoid reducing or skipping meals. The service also contributes positively to academic performance, with more than half of users stating that SNAC helps them concentrate on their studies. Regarding access, slightly half of responding users believed there were barriers to students using SNAC services, with the top reasons being limited hours of operation, lack of time to go, and unsure of how it works. Blanding/Price service users also shared embarrassment as a top reason for not accessing the pantries. The best options for accessing SNAC, as shared by student respondents, were weekdays in the mid-morning (i.e., 9:01 a.m. to 12 p.m.) to early afternoon (i.e., 12:01 p.m. to 3 p.m.). Logan SNAC is currently open four weekdays from 12 to 5 p.m. three days and 12 to 7 p.m. one day. The operational times for SNAC at Blanding and Price campuses are not publicly available. Nearly all responding current users said they would recommend SNAC to others and believe it is a vital resource for students. Consequently, most said they would be willing to volunteer and support a modest annual student fee to help sustain SNAC's operations (\$18.66 in Logan and \$16.74 in Blanding/Price). Currently, the Price campus allocates a small portion of its student fees for its pantry, while Logan does not have a student fee for SNAC.



***Recommendations.***

- Work with faculty, staff, and students to propose reasonable student fees to support the pantries and food security solutions on each respective campus.
- Expand access to vegetables, fruits, dairy, and proteins by developing a larger volunteer pool and/or advisory board who can help to grow partnerships with local farmers, grocery stores, food distributors, and restaurants.
- Target local community groups and student groups to host food drives for hard-to-access food and non-food items.
- Connect with local businesses to increase awareness about drives and donations for non-food items. Write grants to those businesses that have those giving options.
- Conduct an outreach campaign in the greater community about the importance of SNAC in Logan as the only food pantry resource that single students (i.e., the majority of service users) can access for assistance.
- Extend hours to include mid-mornings on a few days to week to capture students who are not able to access the pantry during their current hours.
- Post hours online (e.g., Google, USU websites, Facebook) for SNAC in Blanding and Price to increase visibility.

- Develop volunteer opportunities and an accompanying marketing campaign specifically for service users to be able to give back to the pantry meaningfully.
- Conduct regular surveys with service users to assess needs and preferences and adapt accordingly.

### **Research Objective 3: Evaluate individual health (physical and mental), social, and economic impacts of SNAC on service users**

This survey assessed well-being metrics, including quality of life, individual health, and social, economic, and academic differences between students who used SNAC and those who did not use it or did not have it available on their campuses. In all categories with statistically significant differences, individuals who used SNAC had worse outcomes, including that SNAC users had lower food security scores, indicating that SNAC students need and benefit from the services. All tests were repeated utilizing a binary food security variable to explore further the differences between students who use SNAC and those who do not. Students with marginal and high food security (n=584) were compared to those with low and very low food security (n=941). In every almost well-being metric, students with low or very low food security experienced more negative outcomes than students with high or marginal food security.

**Quality of Life.** Compared to non-SNAC users, SNAC users experienced higher problems related to quality of life, including in academics, finances, intimate relationships, roommates, and peers. Interestingly, they also experienced more significant issues with faculty, bullying, hazing, sexual harassment, and discrimination, suggesting that SNAC users are dealing with multiple stressors in addition to their low food security that could exacerbate negative perceptions of well-being. Students with low or very low food security had an average quality of life score of 20.36 (SD=8.12) compared to those with marginal and high food security, and the Mann-Whitney U Test showed that this difference was statistically significant ( $U=395543.00$ ,  $p<0.001$ ). Not only was the overall quality of life score different, there were significant differences in every area, including career, procrastination, family, the health of someone close to them, death of a family member, and cyberbullying.

**Physical Health.** Physical health results were mixed. While SNAC users reported more frequent experiences of fatigue, discomfort, and pain related to their physical health, no differences were found in the ratings of their general health or activities related to health compared to non-SNAC users. However, those with low or very low food security reported lower general health, more days unable to take care of tasks because of their health, and more fatigue, discomfort, and pain related to their physical health. These differences were all present at the  $p<0.001$  level.

**Mental Health.** There were no differences were present between SNAC and non-SNAC users pertaining to their PHQ-4 scores, indicating no major differences in mental health. However, there were statistically significant differences in mental health between students with high/marginal food security versus those with low/very low food security, with the latter experiencing higher levels of depression and anxiety.

**Social Well-being.** Social well-being results were mixed as well. SNAC users were more likely to engage in university clubs or groups and university events, potentially indicating a greater

comfort with engaging in university resources. However, students with low and very low food security experienced statistically significant lower satisfaction with their relationships, lack of a support system, and lack of feeling included by their peers and community members.

**Economic Well-being.** Unsurprisingly, SNAC users versus non-users experienced higher financial distress, greater dissatisfaction with their finances, greater frequency of living paycheck to paycheck, and higher levels of worry about their expenses. SNAC users face lower rates of food security, which can correlate with income. Similarly, all responding students who had low or very low food security, compared those with high food security, experienced significantly more financial stress, less satisfaction with their financial situation, higher worry about their living expenses, and more frequent experiences of living paycheck to paycheck.

**Academic Well-being.** Finally, there were no differences among SNAC versus non-SNAC users in academic well-being metrics, which suggests that despite facing greater food and economic insecurity, SNAC users maintain comparable academic outcomes to their peers. This resilience could be attributed to support provided by SNAC, as almost 60% of SNAC users reported that SNAC helped them avoid going hungry, and 65% agreed that SNAC helps them focus on their courses and homework. No differences were observed in academics among students who had high or marginal food security versus low or very low food security.

Looking at food security levels clarified the drastic differences between students who had and had not used SNAC. Low food security impacts nearly every aspect of student well-being at USU. Perceptions exist that college is a privilege, not a right (Begley, 2015). With this perception, it is unsurprising that students, faculty, and staff felt that most students experienced high food security when the opposite is true. Over 28% of USU's student body comes from families with less than \$65,000 yearly income (Aisch et al., 2017). However, only 31% of USU undergraduates access a Pell Grant, though 78% receive some institutional scholarship support (National Center for Educational Statistics, 2022). Students often or always report enough food growing up, including enough variety of food growing up, indicating that some of the stress related to food security began upon entering college.

### ***Recommendations.***

- Implement educational campaigns to address the gap between the perception and reality of student food security issues. Use orientations, faculty/staff trainings, and campus events to raise awareness about the prevalence of food security issues and their impact on student well-being at USU, which could help reduce stigma and encourage more students to seek support.
- Collaborate with campus health services, counseling centers, student support, and academic advisors to offer integrated support to health and wellness and other student support resources.

#### **Research Objective 4: Assess food security issues of USU students at the non-residential Statewide campuses**

Food security was a significant issue among the non-residential Statewide student respondents, with nearly half experiencing low or very low food security. Interestingly, students, faculty, and staff perceived food security to be much higher than student respondents reported. Many students reported that hunger impacted their concentration in class, highlighting the importance of addressing this issue as an academic institution. Although most students could regularly access basic food groups and self-care items, there was a strong desire for campus-based resources, such as food pantries or events providing food. Most respondents supported the establishment of a campus food pantry and were willing to contribute financially to its operation – up to \$21.24 per year. Despite the low level of food security, there was a notable lack of awareness about existing community resources, and many students expressed discomfort in accessing community food pantries, indicating a need for increased awareness and more accessible support systems on campus. Demographically, the majority of Statewide student respondents were White, female, heterosexual, married, and members of the Church of Jesus Christ of Latter-Day Saints. Almost half were parents. Most students were full-time and juggled school with employment, with nearly 80% working at least part-time and 20% working more than 40 hours per week.

##### ***Recommendations.***

- Establish campus-based pantries at highly-trafficked campuses in commonly-used buildings (e.g., library) with operational hours and items that fit the community context.
- Identify innovative food security solutions for less-trafficked campuses to assist students in remote communities.
- Increase knowledge of student-accessible community resources and public benefits that address food security via classes, flyers, social media, email, and events.
- Host events that provide free or low-cost food to students, such as community dinners, food fairs, or "pop-up" pantries, that could be sponsored by local businesses or community organizations, including food groups that are hardest for pantry users to obtain.
- Conduct an awareness campaign that destigmatizes using pantries and other food security solutions and fosters comfort in asking for help when needed and providing help when possible.

##### **Study Limitations**

This study is not without limitations. First, the sampling method consisted of convenience sampling. While it is possible to gain a list of USU students for random sampling methods, the research team utilized convenience methods (e.g., email, tabling) due to time and financial restraints. Second, while the overall sample was large, the sample of statewide students who did not live at residential campuses was too small to compare to those who did live at residential campuses. While similar recruitment methods were used at both the Logan campus and the statewide campuses, more thorough techniques should be considered in the future to reach a larger number of students in the statewide system. While analyzed descriptively, some of the

nuances that statewide students experience may be lost when they are combined with the larger Logan sample.

Additionally, there are some limitations within the measures chosen. Due to the length of the survey and the number of variables asked, students often answered only one or two items to indicate a category of quality of life (e.g., experiencing problems with family as opposed to a scale on problems with family). Many t-tests comparing the quality of life outcomes of SNAC users to non-SNAC users were statistically significant; however, the means were often similar with large standard deviations, indicating restriction of range. Restriction of range often leads to underestimation of values, indicating that the differences in quality of life between students who used SNAC and students who did not could be greater than those reported in this survey (Franco-Martínez et al., 2022). Despite the limitations, this study collected a large amount of data from USU students across the state so administrators and funders can better address food insecurity and the problems it causes within our student body.

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## Appendix A: Student Survey

### USU Food Security & Student Nutrition Access Center (SNAC) Study Student Survey

#### Table of Contents

#### Screening Items

1. How old are you?  
[13-99]\*  
*\*If under 18, the survey will exit.*
  
2. What is your role at Utah State University?  
[1] Student  
[2] Faculty (*end w/ message directing to right link*)  
[3] Staff (*end w/ message directing to right link*)  
[4] I am not affiliated with Utah State\*  
*\*If not affiliated with Utah State, the survey will exit.*
  
3. What is your A #? (*Only used to verify USU affiliation to ensure there are not duplicate submissions and avoid spammers*)  
*\*If no A#, the survey will exit.*

#### Items needed for Survey Branching – Asked of All Students

4. What campus are you affiliated with?  
[1] Beaver  
[2] Bicknell  
[3] Blanding\*  
[4] Brigham City  
[5] Castle Dale  
[6] Cedar City  
[7] Delta  
[8] Eastern (Price)\*  
[9] Ephraim  
[10] Heber  
[11] Junction  
[12] Kanab  
[13] Kaysville  
[14] Logan\*  
[15] Moab  
[16] Monticello  
[17] Monument Valley  
[18] Montezuma Creek  
[19] Nephi

- [20] Orem
- [21] Panguitch
- [22] Park City
- [23] Richfield
- [24] Roosevelt
- [25] Salt Lake City
- [26] St. George
- [27] Tooele
- [28] Tremonton
- [29] Vernal
- [30] Wendover

*\*Branched to Logan/Price/Blanding Surveys*

5. Have you visited SNAC to obtain food?\*

- [0] No
- [1] Yes\*

*\*Asked of Logan, Price, and Blanding students. Asked here to establish quota for equal groups.*

*\*Not able to do "I choose not to answer" as it is needed to establish Quotas.*

[Page Break]

### **USDA Food Insecurity Items Plus Additional Food Security Items – All Students, All Campuses**

The U.S. Department of Agriculture’s definition of food insecurity is “the limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways” (2023). The next several questions will ask about your access to food in the Fall 2023 semester.

5. “I worried whether my food would run out before I got money to buy more.” Was that often true, sometimes true, or never true for you in the Fall 2023 semester?

- [0] Never true
- [1] Sometimes true
- [2] Often true
- [98] I choose not to answer

6. “The food that I bought just didn’t last, and I didn’t have money to get more.” Was that often, sometimes, or never true for you in the Fall 2023 semester?<sup>a</sup>

- [0] Never true
- [1] Sometimes true
- [2] Often true
- [98] I choose not to answer

7. “I couldn’t afford to eat balanced meals.” Was that often, sometimes, or never true for you in the Fall 2023 semester?<sup>a</sup> A balanced meal is one that has at least 3 food groups

including protein (animal or plant based), carbohydrate (e.g., pasta, bread, noodles, rice, etc.), and a fruit or vegetable (fresh, frozen or canned).

- [0] Never true
- [1] Sometimes true
- [2] Often true
- [98] I choose not to answer

8. In the Fall 2023 semester, did you ever cut the size of your meals or skip meals because there wasn't enough money for food?<sup>a</sup>

- [0] No
- [1] Yes\*
- [98] I choose not to answer

5a. [IF YES ABOVE, ASK] In the Fall 2023 semester, how often did you cut the size of your meals or skip meals because there wasn't enough money for food?

- [1] Monthly
- [2] A few times per month
- [3] Weekly
- [4] Daily
- [5] I don't know
- [98] I choose not to answer

9. In the Fall 2023 semester, did you ever eat less than you felt you should because there wasn't enough money for food?<sup>a</sup>

- [0] No
- [1] Yes
- [98] I choose not to answer

10. In the Fall 2023 semester, were you ever hungry but didn't eat because there wasn't enough money for food?<sup>a</sup>

- [0] No
- [1] Yes
- [98] I choose not to answer

11. In the Fall 2023 semester, did you lose weight because there wasn't enough money for food?<sup>a</sup>

- [0] No
- [1] Yes
- [98] I choose not to answer

12. In the Fall 2023 semester, did you ever not eat for a whole day because there wasn't enough money for food?<sup>a</sup>

- [0] No
- [1] Yes\*
- [98] I choose not to answer

*\*If yes, ask the following.*

7a. [IF YES ABOVE, ASK: In the Fall 2023 semester, how often did you not eat for a whole day because there wasn't enough money for food?

- [1] Monthly
- [2] A few times per month
- [3] Weekly
- [4] Daily
- [5] I don't know
- [98] I choose not to answer

9. In the Fall 2023 semester, hunger and not having enough food negatively affected my concentration in class. [FS1]

- [0] Never true
- [1] Sometimes true
- [2] Often true
- [98] I choose not to answer

[Page Break]

*Instructions: The next questions ask about your food access and quality growing up.*

1. I always had enough food growing up.

- [0] Never true
- [1] Sometimes true
- [2] Often true
- [3] Always true
- [98] I choose not to answer

2. I always had enough variety of food growing up.

- [0] Never true
- [1] Sometimes true
- [2] Often true
- [3] Always true
- [98] I choose not to answer

[Page Break]

3. Have you ever learned about food insecurity in your classes at Utah State University?

- [0] No
- [1] Yes
- [97] Unsure
- [98] I choose not to answer

[Page Break]

*Instructions: Think about food groups. Can you afford them when you need them?*

In the Fall 2023 semester, I could access	Never true	Sometimes true	Often true	I choose not to answer	Does not apply to me
<b>carbohydrates</b> (e.g., pasta/noodles, bread, pastries, cereal, rice, etc.).	[0]	[1]	[2]	[98]	[97]
<b>protein</b> (e.g., meat, beans, nuts, eggs, peanut butter, etc.).	[0]	[1]	[2]	[98]	[97]
<b>fats</b> (e.g., canola oil, olive oil, coconut oil, butter)	[0]	[1]	[2]	[98]	[97]
<b>canned, frozen, or fresh vegetables</b> (e.g., broccoli, green beans, carrots, cucumber, sweet potato, peas, etc.)	[0]	[1]	[2]	[98]	[97]
<b>canned, frozen, or fresh fruits</b> (e.g., grapes, blueberries, bananas, watermelon, strawberries, apples, etc.)	[0]	[1]	[2]	[98]	[97]
<b>dairy</b> (e.g., yogurt, milk, cheese, etc.)	[0]	[1]	[2]	[98]	[97]
<b>special diet items</b> (e.g., gluten-free, Halal, Kosher)	[0]	[1]	[2]	[98]	[97]

[Page Break]

**Additional Provision Item – All Students, All Campuses**

*Instructions:* The next set of questions asks about your confidence in providing certain items for yourself.

How confident that you can buy these items for yourself:	Not at all confident	Somewhat confident	Confident	Very confident	I have no need for this item	I choose not to answer
<b>Condoms</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Other Contraception (e.g., birth control pills)</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Toothpaste</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Toothbrushes</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Soap</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Shampoo &amp; Conditioner</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Deodorant</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Toilet Paper</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Feminine Hygiene Products (e.g., pads, tampons)</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Laundry Detergent</b>	[0]	[1]	[2]	[3]	[4]	[98]
<b>Other Cleaning Supplies</b>	[0]	[1]	[2]	[3]	[4]	[98]

[Page Break]

*Instructions: The following questions ask about your knowledge of food security among USU students. The options range from high food security (e.g., no problems accessing food) to very low food security (e.g., disrupted eating and reduced food intake due to inability to afford food). Read each category carefully and select what percentage of USU students you believe experience that level of food security. The total of all 4 categories will equal 100.*

1. **High food security** means a person has no food-access problems or limitations. What percentage of students at USU do you believe experience **high** food security?  
 [0-100% Slider]  
 [98] I choose not to answer

13. **Marginal food security** means a person has had one or two experiences of anxiety over food sufficiency or shortage of food in the house with little or no changes in diets or food

intake. What percentage of students at USU do you believe experience **marginal** food security?

[0-100% Slider]

[98] I choose not to answer

14. **Low food security** means a person has reduced quality, variety, or desirability of diet, but little or no reduced food intake. What percentage of students at USU do you believe experience **low** food security?

[0-100% Slider]

[98] I choose not to answer

15. **Very low food security** means a person has had multiple experiences of disrupted eating patterns **AND** reduced food intake. What percentage of students at USU do you believe experience **very low** food security?

[0-100% Slider]

[98] I choose not to answer

[Page Break]

**Quality of Life Items Physical Health, Mental Health, Social Well-being, Economic Well-being, and Academic Well-being – All Students, All Campuses**

Instructions: During the Fall 2023 semester, which of the following problems or challenges have you experienced?<sup>d</sup>

<b>I experience problems or challenges with...</b>	<b>Not at all</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Very Frequently</b>	<b>I Choose Not to Answer</b>
Academics	[0]	[1]	[2]	[3]	[4]	[98]
Career	[0]	[1]	[2]	[3]	[4]	[98]
Finances	[0]	[1]	[2]	[3]	[4]	[98]
Procrastination	[0]	[1]	[2]	[3]	[4]	[98]
Faculty	[0]	[1]	[2]	[3]	[4]	[98]
Family	[0]	[1]	[2]	[3]	[4]	[98]
Intimate Relationships	[0]	[1]	[2]	[3]	[4]	[98]
Roommate	[0]	[1]	[2]	[3]	[4]	[98]
Peers	[0]	[1]	[2]	[3]	[4]	[98]
Personal Appearance	[0]	[1]	[2]	[3]	[4]	[98]
Health of Someone Close to Me	[0]	[1]	[2]	[3]	[4]	[98]

Death of a Family Member	[0]	[1]	[2]	[3]	[4]	[98]
Bullying	[0]	[1]	[2]	[3]	[4]	[98]
Cyberbullying	[0]	[1]	[2]	[3]	[4]	[98]
Hazing	[0]	[1]	[2]	[3]	[4]	[98]
Sexual Harassment	[0]	[1]	[2]	[3]	[4]	[98]
Discrimination	[0]	[1]	[2]	[3]	[4]	[98]

[Page Break]

## Mental Health

PHQ4 Instructions: *Over the last two weeks, how often have you been bothered by the following problems?*

16. Feeling nervous, anxious, or on edge

- [0] Not at all
- [1] Several days
- [2] More than half the days
- [3] Nearly every day
- [98] I choose not to answer

17. Not being able to stop or control worrying

- [0] Not at all
- [1] Several days
- [2] More than half the days
- [3] Nearly every day
- [98] I choose not to answer

18. Feeling down, depressed, or hopeless

- [0] Not at all
- [1] Several days
- [2] More than half the days
- [3] Nearly every day
- [98] I choose not to answer

19. Little interest or pleasure in doing things

- [0] Not at all
- [1] Several days
- [2] More than half the days
- [3] Nearly every day
- [98] I choose not to answer

[Page Break]

## Physical Health

20. Would you say that in general your health is \_\_\_\_\_
- [0] Poor
  - [1] Fair
  - [2] Good
  - [3] Very Good
  - [4] Excellent
  - [98] I choose not to answer
21. During the past 30 days, for about how many days did poor physical health keep you from doing your usual activities, such as self-care, work, or recreation?
- a. Number of days (01- 30)
22. How often do you experience symptoms like fatigue, discomfort, or pain that may be attributed to your physical health?
- [0] Rarely or never
  - [1] Occasionally, but it does not significantly affect my daily life.
  - [2] Frequently, and it has a noticeable impact on my daily activities.
  - [3] Constantly, and it significantly impairs my ability to function normally.
  - [98] I choose not to answer
23. On average, how many hours of sleep do you get per night?
- [0] Less than 4 hours
  - [1] 5-6 hours
  - [2] 7-8 hours
  - [3] 9-10 hours
  - [4] 11+ hours
  - [98] I choose not to answer
24. Do you engage in regular physical activity or exercise? If so, how many days per week?
- [0] No
  - [1] Yes, 1-2 days a week
  - [2] Yes, 3-4 days a week
  - [3] Yes, 5-7 days a week
  - [98] I choose not to answer

[Page Break]

## Social Well-being

25. Do you enjoy spending time with others?
- [0] No
  - [1] Yes

[98] I choose not to answer

26. Do you have a support system when in time of need?

[0] No

[1] Yes

[98] I choose not to answer

27. On a scale of 1-10, how satisfied are you with the relationships you have in your life?

[Slider scale w/ following indicators]

1 being not at all - 10 being very satisfied

28. How often do you interact with friends and/or family?

[4] 7 days a week

[3] 5-6 days a week

[2] 3-4 days a week

[1] 1-2 days a week

[0] 0 days a week

[98] I choose not to answer

29. Do you feel included and accepted by your peers and/or community members?

[0] No

[1] Yes

[98] I choose not to answer

30. Are you engaged in activities, clubs, or social gatherings? Check all that apply.

[1] University clubs or groups

[2] University events

[3] Community clubs or groups

[4] Community events

[5] Peer group activities and social gatherings

[6] None of these

[Page Break]

### **Economic Well-being<sup>f</sup>**

31. How stressed do you feel about your personal finances in general?

[Slider scale w/ following indicators]

[10] Overwhelming stress

[7] High stress

[5] Moderate stress

[3] Low stress

[1] No stress at all

[98] I choose not to answer

32. How satisfied are you with your present financial situation?

[Slider scale w/ following indicators]

- [10] Very dissatisfied
- [7] Somewhat dissatisfied
- [5] Neutral
- [3] Somewhat satisfied
- [1] Very satisfied
- [98] I choose not to answer

33. How often do you worry about being able to meet normal monthly living expenses?

[Slider scale w/ following indicators]

- [10] Worry all the time
- [7] Often worry
- [5] Sometimes worry
- [3] Rarely worry
- [1] Never worry
- [98] I choose not to answer

34. How frequently do you find yourself just getting by financially and living paycheck to paycheck?

[Slider scale w/ following indicators]

- [10] All the time
- [7] Often
- [5] Sometimes
- [3] Rarely
- [1] Never
- [98] I choose not to answer

[Page Break]

### **Academic Well-being**

35. What is your current Grade Point Average (GPA)?

[TEXT ENTRY]

[98] I choose not to answer

36. How satisfied are you with your current GPA?

- [0] Very dissatisfied
- [1] Somewhat dissatisfied
- [2] Neutral
- [3] Somewhat satisfied
- [4] Very satisfied
- [98] I choose not to answer

37. Do you believe that your academic performance has improved or declined over the past year?

- [0] Declined
- [1] Stayed the same

- [2] Improved
- [98] I choose not to answer

38. Have you ever faced academic probation?

- [0] No
- [1] Yes
- [98] I choose not to answer

39. If you have taken a leave of absence from USU, how long was it?

- [0] I've never taken a leave of absence.
- [1] 1 semester
- [2] 2 semesters
- [3] 3 or more semesters
- [98] I choose not to answer

Follow-up: What was the main reason you took a leave of absence?

- [TEXT ENTRY]
- [98] I choose not to answer

[Page Break]

**Specific SNAC Questions – All Students, Logan, Price and Blanding Campuses**

40. Are you familiar with Utah State University's established on-campus food pantry, Student Nutrition Access Center (SNAC), that helps students who are struggling to meet their food needs?

- [0] No
- [1] Yes\*
- [98] I choose not to answer

*\*Ask the following two questions if "Yes" is selected*

**Specific SNAC Questions – For Students Who Have Heard of SNAC OR Used SNAC**

b. Where did you first hear of SNAC?

- [1] Other USU students (e.g., friend, roommate, classmate)
- [2] Social Media
- [3] Family Member
- [4] USU Professor or Staff
- [5] USU Student Group or Club (e.g., USU Student Association)
- [6] USU 1010 Connections
- [7] Other
- [98] I choose not to answer

c. Do you know where SNAC is located?

- [0] No

- [1] Yes
- [98] I choose not to answer

d. Do you think students experience barriers to accessing SNAC?<sup>a</sup>

- [0] No
- [1] Yes\*
- [98] I choose not to answer

*\*If yes, ask the following.*

i. Please rank order the barriers you think students experience when accessing SNAC with 1 being the biggest barrier.

- [1] Lack of time to go
- [2] Limited hours of operation
- [3] Embarrassment (e.g., what people would think if I used SNAC)
- [4] Lack of transportation
- [5] Disability
- [6] Students don't think they qualify or are needy enough
- [7] Students don't know how it works
- [8] Other (Please specify)
- [98] I choose not to answer

a. \*Which of the selected barriers do you believe to be the biggest barrier?

[Participants choose from the barriers they selected]

e. Has someone you know visited SNAC to obtain food?

- [0] No
- [1] Yes
- [98] I choose not to answer

### Specific SNAC Questions – **For Students Who Have NOT Not Used SNAC**

41. The Student Nutrition Access Center (SNAC) provides food and other items (depending on availability) for students who cannot afford adequate food. Would you benefit from using SNAC?

- [0] No
- [1] Yes
- [98] I choose not to answer

42. How well do you understand the resources provided by the SNAC program?

- [0] Not at all
- [1] I understand them somewhat
- [2] I understand them fairly well

- [4] I understand them very well
- [98] I choose not to answer

43. How would you feel about using SNAC at USU?

- [0] I would never use it
- [1] I might use it if I were desperate
- [2] I might use it if I needed to
- [3] I would use it if I needed to
- [4] I would really like to use it
- [98] I choose not to answer

44. How severe would your food insecurity have to be before you consider using SNAC services?

- [0] I would consider it even if I weren't food insecure
- [1] I would consider it if I were barely food insecure
- [2] I would consider it if I were somewhat food insecure
- [3] I would consider it if I were very food insecure
- [97] I am not sure
- [98] I choose not to answer

45. If you have yet to use the SNAC program, how likely would you be to use it if it provided more than food necessities?

- [0] Not at all likely
- [1] Somewhat likely
- [2] Quite likely
- [3] Very likely
- [98] I choose not to answer

SNAC Service Items – **All Logan, Blanding, and Price Students**

46. What other services and items would you like SNAC to provide? (Select all that apply.)

- [1] Condoms
- [2] Toothpaste
- [3] Toothbrushes
- [4] Soap / Body Wash
- [5] Shampoo
- [6] Conditioner
- [7] Toilet paper
- [8] Deodorant
- [9] Feminine hygiene products
- [10] Laundry Detergent
- [11] Other (Please specify)
- [98] I choose not to answer

47. What days would work best for you to access SNAC? (Select all that apply.)

- [1] Monday

- [2] Tuesday
- [3] Wednesday
- [4] Thursday
- [5] Friday
- [6] Saturday
- [7] Sunday
- [98] I choose not to answer

48. What times would work best for you to access SNAC? (Select all that apply.)

- [1] Early morning (e.g., 6 a.m. – 9 a.m.)
- [2] Mid-morning (e.g., 9 a.m. -12 p.m.)
- [3] Early afternoon (e.g., 12 p.m. - 3 p.m.)
- [4] Late afternoon (e.g., 3 p.m. - 5 p.m.)
- [5] Early evening (e.g., 5 p.m. - 8 p.m.)
- [6] Late evening (e.g., 8 p.m. -11 p.m.)
- [7] Other (Please specify)
- [98] I choose not to answer

49. Do your current work or school hours impact your ability to access SNAC?

- [0] No
- [1] Yes
- [97] Does not apply to me
- [98] I choose not to answer

50. Would you consider volunteering for SNAC?

- [0] No
- [1] Yes
- [98] I choose not to answer

51. Would you recommend SNAC to someone you feel could benefit from the services?

- [0] No
- [1] Not sure
- [2] Maybe
- [3] Yes
- [98] I choose not to answer

52. What do you think about SNAC as a resource for USU students?

- [0] I don't know anything about it and have no opinion
- [1] I think it is a terrible waste of money
- [2] I am somewhat supportive of it
- [3] I am supportive of it
- [4] I am very supportive of SNAC
- [98] I choose not to answer

53. How much of a student fee per academic year would you be willing to add to support SNAC?

[SLIDER; \$0-\$50]

[98] I choose not to answer

54. What resources have you accessed to help address food insecurity in the last year?

(Check all that apply)

[0] I have not used any resources

[1] Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

[2] Supplemental Nutrition Assistance Program (SNAP)

[3] Community Food Pantries (not on campus)

[4] Family

[5] Friends

[6] Neighbors

[7] My church

[8] A church that I am not affiliated with

[9] Other (text)

[98] I choose not to answer

[Page Break]

**SNAC Service Users Questions – Students in Logan, Price, & Blanding**

55. How do you use SNAC?°

[1] To supplement regular food needs

[2] As the main source of food

[98] I choose not to answer

56. How often do you visit SNAC?

[1] A few times in the past year

[2] A few times per semester

[3] A few times per month

[4] Weekly

[98] I choose not to answer

57. About when was the last time you visited SNAC?

[Use calendar]

58. Using SNAC helps me to feel less worried about having enough food.

[0] Strongly disagree

[1] Somewhat disagree

[2] Neutral

[3] Somewhat agree

[4] Strongly agree

[98] I choose not to answer

59. Using SNAC helps me to focus more on my courses and homework.

- [0] Strongly disagree
- [1] Somewhat disagree
- [2] Neutral
- [3] Somewhat agree
- [4] Strongly agree

60. Using SNAC helps me to avoid going hungry because I don't always have enough money to buy food.

- [0] Strongly disagree
- [1] Somewhat disagree
- [2] Neutral
- [3] Somewhat agree
- [4] Strongly agree

61. Using SNAC helps me eat more balanced meals.

- [0] Strongly disagree
- [1] Somewhat disagree
- [2] Neutral
- [3] Somewhat agree
- [4] Strongly agree

62. Using SNAC helps me to avoid cutting the size of my meals or skipping meals altogether.

- [0] Strongly disagree
- [1] Somewhat disagree
- [2] Neutral
- [3] Somewhat agree
- [4] Strongly agree

63. How satisfied were you with the amount of food that you receive at this food pantry?

- [0] Very dissatisfied
- [1] Somewhat dissatisfied
- [2] Neutral
- [3] Somewhat satisfied
- [4] Very satisfied

64. How satisfied were you with the type of food that you receive at this food pantry?

- [0] Very dissatisfied
- [1] Somewhat dissatisfied
- [2] Neutral
- [3] Somewhat satisfied
- [4] Very satisfied

65. *Instructions:* Please answer the following items regarding access to foods (canned, frozen, or fresh) when used SNAC.

<b>Visiting SNAC helped me to access...</b>	<b>Never true</b>	<b>Sometimes true</b>	<b>Often true</b>	<b>I choose not to answer</b>
<b>carbohydrates</b> (e.g., pasta/noodles, bread, pastries, cereal, rice, etc.).	[0]	[1]	[2]	[98]
<b>protein</b> (e.g., meat, beans, nuts, eggs, peanut butter, etc.).	[0]	[1]	[2]	[98]
<b>fats</b> (e.g., canola oil, olive oil, coconut oil, butter, etc.)	[0]	[1]	[2]	[98]
<b>canned, frozen, or fresh vegetables</b> (e.g., broccoli, green beans, carrots, cucumber, sweet potato, peas, etc.)	[0]	[1]	[2]	[98]
<b>canned, frozen, or fresh fruits</b> (e.g., grapes, blueberries, bananas, watermelon, strawberries, apples, etc.)	[0]	[1]	[2]	[98]
<b>dairy</b> (e.g., yogurt, milk, cheese, etc.)	[0]	[1]	[2]	[98]
<b>special diet items</b> (e.g., gluten-free, Halal, Kosher)	[0]	[1]	[2]	[98]
<b>hygiene products</b> (e.g., shampoo, toothpaste)	[0]	[1]	[2]	[98]

**Statewide Questions – All Students (Excluding Logan, Price, and Blanding Campuses)**

66. Do you use any community resources to access food when you are unable to buy food?  
 [0] No  
 [1] Yes  
 [98] I choose not to answer

67. What resources have you accessed to help address food insecurity in the last year?  
 (Check all that apply)  
 [0] I have not used any resources.  
 [1] Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)  
 [2] Supplemental Nutrition Assistance Program (SNAP)

- [3] Community Food Pantries (not on campus)
- [4] Family
- [5] Friends
- [6] Neighbors
- [7] My church
- [8] A church that I am not affiliated with
- [9] Other (text)
- [98] I choose not to answer

68. Do you know where your local community food pantry is located?

- [0] No
- [1] Yes\*
- [98] I choose not to answer

*If yes:*

f. How long does it take you to get to the nearest food pantry?

- [1] 1-5 minutes
- [2] 6-10 minutes
- [3] 11-15 minutes
- [4] 16-20 minutes
- [5] 21 minutes or more
- [98] I choose not to answer

g. How often do you use your community food pantry?

- [0] Never
- [1] Rarely
- [2] Occasionally (e.g., once or twice per semester)
- [3] One or twice per month
- [4] Once or twice per week
- [98] I choose not to answer

69. If you needed to use your local pantry and other resources, do you have reliable transportation?

- [0] No
- [1] Yes
- [98] I choose not to answer

70. How comfortable would you feel visiting a food pantry?

- [-3] Very uncomfortable
- [-2] Uncomfortable
- [-1] Somewhat uncomfortable
- [0] Neutral
- [1] Somewhat comfortable
- [2] Comfortable
- [3] Very comfortable

71. How well do you understand the resources provided by food pantries?

- [0] Not at all
- [1] Somewhat
- [2] I understand them fairly well
- [3] I understand them very well
- [98] I choose not to answer

72. Are there resources **on your campus** to address food insecurity?

- [0] No resources\*
  - [1] Few resources
  - [2] Some resources
  - [3] Many resources
  - [98] I choose not to answer \*
- \*skip to question 7*

6a. What kinds of resources exist **on your campus** to address food insecurity?

(Check all that apply)

- [1] Events that provide food
- [2] Food pantry
- [3] Faculty or staff members who have food for students in their offices
- [4] Other (Please describe)
- [98] I choose not to answer

73. What resources would you like to see available on your campus to address food insecurity? (Select all that apply.)

- [1] Events that provide food
- [2] Food pantry
- [3] Faculty or staff members who have food for students in their offices
- [4] Other (Please describe)
- [98] I choose not to answer

74. If you were in need of food, how likely would you be to use a food pantry on your campus?

- [0] I would never use it
- [1] I might use it if I were desperate
- [2] I might use it if I needed to
- [3] I would use it if I needed to
- [4] I would really like to use it
- [98] I choose not to answer

75. Would you recommend a campus food pantry to a student who could benefit from the services?

- [0] No
- [1] Not sure
- [2] Maybe
- [3] Yes

[98] I choose not to answer

76. What do you think about a food pantry at your campus as a resource for students?

[0] I am not supportive of it

[1] I am somewhat supportive of it

[2] I am supportive of it

[3] I am very supportive of it

[97] I am not sure

[98] I choose not to answer

10. How much of a student fee per academic year would you be willing to add to support a food pantry on your campus?

[SLIDER; \$0-\$50]

[98] I choose not to answer

[Page Break]

### Student Demographics – All Students, All Campuses

77. Based on credits, what academic year are you in?

[1] Freshman\*

[2] Sophomore\*

[3] Junior\*

[4] Senior\*

[5] Fifth year or greater senior\*

[6] Master's student

[7] PhD student

[98] I choose not to answer

*\*For undergrads, ask the following.*

i. Are you a transfer student?

[0] No

[1] Yes

[98] I choose not to answer

78. Are you an international student?

[0] No

[1] Yes

[98] I choose not to answer

79. What colleges are you a part of? (Select all that apply.)

[1] Caine College of the Arts

[2] Agriculture and Applied Sciences

- [3] Engineering
- [4] Humanities and Social Sciences
- [5] Science
- [6] Veterinary Medicine
- [7] Education and Human Services
- [8] Business
- [9] Natural Resources
- [10] I'm not sure\*
- [98] I choose not to answer

*\*Skip logic: What is your major? [Text]*

80. Do you have a USU meal plan for campus dining services?

- [0] No
- [1] Yes
- [98] I choose not to answer

81. Are your classes primarily online or at an in-person campus?

- [1] In-person
- [2] Online
- [3] Mix of online and in-person classes
- [98] I choose not to answer

82. Are you a full or part-time student?

- [1] Full time
- [2] Part-time
- [98] I choose not to answer

83. Do you receive financial support for your education? Check all that apply.

- [1] I do not receive any financial support
- [2] Academic Scholarship
- [3] Sports Scholarship
- [4] Financial Need Scholarship
- [5] USU Tuition Waiver (e.g., Faculty/Staff Tuition Waiver)
- [6] Alumni Scholarship
- [7] Pell Grant
- [8] Subsidized Loan
- [9] Unsubsidized Loan
- [10] Work Study
- [11] Funding from Family
- [12] Other (Please Specify)
- [98] I choose not to answer

84. How many hours a week do you currently work?

- [0] I am not currently employed, and I am not looking for work
- [1] I am not currently employed, but I am looking for work

- [2] 1-10 hours\*
- [3] 11-20 hours\*
- [4] 21-30 hours\*
- [5] 31-40 hours\*
- [6] 41 or more hours\*
- [98] I choose not to answer

*\*If selected, ask the following.*

- h. How many jobs do you work?
  - [1] 1
  - [2] 2
  - [3] 3
  - [4] 4 or more
  - [98] I choose not to answer

- 85. What is your current relationship status?
  - [1] Single, never married
  - [2] Married or in a domestic partnership
  - [3] Divorced
  - [4] Separated
  - [5] Widowed
  - [6] Other
  - [98] I choose not to answer

- 86. What is your current income?\* (slider)

- [1] \$0-\$9,999
- [2] \$10,000 - \$19,999
- [3] \$20,000 - \$29,999
- [4] \$30,000 - \$39,999
- [5] \$40,000 - \$49,999
- [6] \$50,000 - \$59,999
- [7] \$60,000 - \$69,999
- [8] \$70,000 - \$79,999
- [9] \$80,000 - \$89,999
- [10] \$90,000 - \$99,999
- [11] \$100,000 or greater
- [98] I choose not to answer

*\*Household income is asked of married students.*

*\*Individual income is asked of unmarried students.*

- 87. What is your current living situation?
  - [1] On campus (e.g., dorm, on-campus apartment)
  - [2] Off-campus apartment or other rented housing
  - [3] With family
  - [4] Other (Please specify)

[98] I choose not to answer

88. Do you have any dependents?

[0] No

[1] Yes\*

[98] I choose not to answer

*\*If yes, ask the following.*

i. How many?

[1-10+]

[98] I choose not to answer

89. What race do you identify with or feel closest to? (Select all that apply.)

[1] Black / African American

[2] Alaska Native / American Indian / Indigenous American

[3] White

[4] South Asian

[5] East Asian

[6] Pacific Islander

[7] Black Hispanic/Latinx/Latina/Latino

[8] White Hispanic/Latinx/Latina/Latino

[9] Other (Please specify)

[98] I choose not to answer

90. How do you currently describe your gender?

[1] Agendered

[2] Man or male (cisgendered)

[3] Woman or female (cisgendered)

[4] Gender fluid

[5] Non-binary or Gender non-conforming or gender queer

[6] Intersex

[7] Questioning

[8] Transgender man or male or masculine

[9] Transgender woman or female or feminine

[10] Two-spirit

[11] Other (Please specify)

[98] I choose not to answer

91. How do you describe your current sexual orientation?

[1] Asexual

[2] Bisexual

[3] Gay

[4] Lesbian

[5] Pansexual

[6] Queer

[7] Questioning or unsure

[8] Straight or heterosexual

- [9] Another sexual identity or sexual orientation that is not listed (Please specify)
- [98] I choose not to answer

92. On a scale from 1 (very liberal) to 10 (very conservative), where would you place your political beliefs?

- [1-10]
- [98] I choose not to answer

93. How would you describe your religious affiliation?

- [1] Protestant (e.g., Baptist, Episcopalian, Methodist)
- [2] Roman Catholic or Catholic
- [3] The Church of Jesus Christ of Latter-day Saints
- [4] Orthodox (e.g., Greek or Russian Orthodox)
- [5] Christian, non-denominational
- [6] Jewish
- [7] Muslim
- [8] Buddhist
- [9] Hindu
- [10] Spiritual, not affiliated with an organized religion
- [11] Atheist
- [12] Agnostic
- [13] Other (Please specify)
- [98] I choose not to answer

End of Survey Message:

Thank you for completing this survey and contributing to our knowledge of food security among USU students. For more information on where you can access food pantries or other resources in your area, please visit: [www.feedut.org](http://www.feedut.org)

If you are in need of any mental health resources, please visit:  
<https://www.usu.edu/aggiewellness/caps/>

## References

<sup>a</sup>US Department of Agriculture (2012) US Household Food Security Survey Module: Ten Item Survey. Washington, DC: US Department of Agriculture, Economic Research Service.

<sup>b</sup>Goldrick-Rab, S., Richardson, J., & Kinsley, P. (2018 July). *Guide to assessing basic needs insecurity in higher education*. Wisconsin HOPE Lab. <https://www.bhcc.edu/media/03-documents/voicesofhunger/Basic-Needs-Insecurity-College-Students.pdf>

<sup>c</sup>El Zein, A., Mathews, A.E., House, L., & Shelnett, K.P. (2018). Why are hungry college students not seeking help? Predictors of and barriers to using an on-campus food pantry. *Nutrients*, 10, 1-14. <https://doi.org/10.3390/nut10091163>

<sup>d</sup>DeBate, R., Himmelgreen, D., Gupton, J., & Heuer, J.N. (2021). Food insecurity, well-being, and academic success among college students: Implications for post-COVID-19 pandemic programming. *Ecology of Food and Nutrition*, 60(5), 564-579. <https://doi.org/10.1080/03670244.2021.1954511>.

<sup>e</sup>Kroenke, Spitzer, Williams, & Löwe, 2009. Kroenke, K., Spitzer, R.L., Williams, J.B., & Löwe, B. An ultra-brief screening scale for anxiety and depression: The PHQ-4. (2009). *Psychosomatics* 50(6), 613-21.

<sup>f</sup>Prawitz, A., Garman, E. T., Sorhaindo, B., O'Neill, B., Kim, J., & Drentea, P. (2006). InCharge financial distress/financial well-being scale: Development, administration, and score interpretation. *Journal of Financial Counseling and Planning*, 17(1). [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2239338](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2239338)

## Appendix B: Faculty & Staff Survey

### SNAC Faculty & Staff Survey

94. How old are you?

[13-99]\*

*\*If under 18, the survey will exit.*

95. What is your role at Utah State University?

[1] Student (*end w/ message directing to right link*)

[2] Faculty

[3] Staff

[4] I am not affiliated with Utah State\*

*\*If not affiliated with Utah State, the survey will exit.*

96. What is your A#? (*Only used to verify USU affiliation to ensure there are not duplicate submissions and avoid spammers*)

### The following question is asked after consent to determine branching.

97. What campus are you affiliated with?

[1] Beaver

[2] Bicknell

[3] Blanding

[4] Brigham City

[5] Castle Dale

[6] Cedar City

[7] Delta

[8] Eastern (Price)\*

[9] Ephraim

[10] Heber

[11] Junction

[12] Kanab

[13] Kaysville

[14] Logan\*

[15] Moab

[16] Monticello

[17] Monument Valley

[18] Montezuma Creek

[19] Nephi

[20] Orem

[21] Panguitch

[22] Park City

[23] Richfield

[24] Roosevelt

[25] Salt Lake City

[26] St. George

- [27] Tooele
  - [28] Tremonton
  - [29] Vernal
  - [30] Wendover
- \*Branched to Logan/Price Surveys*

### **Food Security Items – All Participants**

*Instructions: The following questions ask about your knowledge of food security among students at USU. Please answer with a percentage from 0-100%.*

98. **High food security** means a person has no food-access problems or limitations. What percentage of students at USU do you believe experience **high** food security?  
[0-100% Slider]  
[98] I choose not to answer
99. **Marginal food security** means a person has had one or two experiences of anxiety over food sufficiency or shortage of food in the house with little or no changes in diets or food intake. What percentage of students at USU do you believe experience **marginal** food security?  
[0-100% Slider]  
[98] I choose not to answer
100. **Low food security** means a person has reduced quality, variety, or desirability of diet, but little or no reduced food intake. What percentage of students at USU do you believe experience **low** food security?  
[0-100% Slider]  
[98] I choose not to answer
101. **Very low food security** means a person has had multiple experiences of disrupted eating patterns **AND** reduced food intake. What percentage of students at USU do you believe experience **very low** food security?  
[0-100% Slider]  
[98] I choose not to answer
102. How do you think food insecurity impacts students' academic success?  
[0] No negative impacts  
[1] Few negative impacts  
[2] Some negative impacts  
[3] Many negative impacts  
[97] Not sure  
[98] I choose not to answer
103. How do you think food insecurity impacts students' engagement in class?  
[0] No negative impacts  
[1] Few negative impacts

- [2] Some negative impacts
- [3] Many negative impacts
- [97] Not sure
- [98] I choose not to answer

**SNAC Specific Items (Logan, Price, and Blanding Only)**

Instructions: The following questions will ask you about resources for students experiencing food insecurity.

104. Are you aware that Utah State University has an established on-campus food pantry (SNAC) to help students who have difficulty purchasing enough food?
- [0] No
  - [1] Yes\*
  - [98] I choose not to answer
- \*Ask the following two questions if "Yes" is selected*
- j. Where did you first hear of SNAC?
- [1] USU students
  - [2] Social media
  - [3] Family member
  - [4] Fellow USU Faculty, Staff, or Admin
  - [5] USU Student Group or Club (e.g., USU Student Association)
  - [6] Other (Please specify)
  - [98] I choose not to answer
- k. Do you know where SNAC is located?
- [0] No
  - [1] Yes
  - [98] I choose not to answer
8. Have you informed students about SNAC?
- [0] No
  - [1] Yes
  - [98] I choose not to answer
9. Have you ever referred a student to SNAC services?
- [0] No
  - [1] Yes
  - [98] I choose not to answer
10. If you are an instructor, are USU SNAC services mentioned in your course content or syllabus? (Select all that apply.)
- [1] In the syllabus
  - [2] Discussed in class
  - [3] Mentioned on Canvas

- [4] Other (Please specify)
- [98] I choose not to answer

11. Please rank order the barriers you think students experience when accessing SNAC, with 1 being the biggest barrier.

- [1] Lack of time to go
- [2] Limited hours of operation
- [3] Embarrassment (e.g., what people would think if I used SNAC)
- [4] Lack of transportation
- [5] Disability
- [6] Students don't think they qualify or are needy enough
- [7] Students don't know how it works
- [8] Other (Please specify)
- [98] I choose not to answer

**For Statewide Faculty and Staff OR Logan, Price, and Blanding Staff Who are Not Aware of SNAC**

Instructions: The following questions will ask you about resources in your area for students experiencing food insecurity.

12. Are you aware of food pantry services in the area where your campus is located?

- [0] No
- [1] Yes\*

a. Please list the food pantry services you know in your area. (This will be used to build a resource list for students.) [TEXT ENTRY]

13. Have you informed students about food pantry services in your area?

- [0] No
- [1] Yes
- [98] I choose not to answer

14. Have you ever referred a student to food pantry services?

- [0] No
- [1] Yes
- [98] I choose not to answer

15. If you are an instructor, are food pantry services mentioned in your course content or syllabus? (Select all that apply.)

- [1] In the syllabus
- [2] Discussed in class
- [3] Mentioned on Canvas
- [4] Other (Please specify)
- [98] I choose not to answer

16. Please rank order the barriers you think students experience when accessing food pantry services, with 1 being the biggest barrier.
- [1] Lack of time to go
  - [2] Limited hours of operation
  - [3] Embarrassment (e.g., what people would think if I used food pantry services)
  - [4] Lack of transportation
  - [5] Disability
  - [6] Students don't think they qualify or are needy enough
  - [7] Students don't know how it works
  - [8] Other (Please specify)
  - [98] I choose not to answer

**Only Statewide (Not Logan/Price)**

17. Do you feel your campus would benefit from on-campus food pantry services?
- [0] No
  - [1] Yes
  - [97] Not sure
  - [98] I choose not to answer

**For All**

18. Who should pay for food pantry services on campus? Please rank choices from who should pay the most (1) to who should pay the least (6).
- [1] Student fees
  - [2] Donations from faculty, staff, community members, etc.
  - [3] Grants
  - [4] State legislature
  - [5] General university line items
  - [6] Other (Please specify)
19. How much per academic year would you be willing to add into the overall student fees to support SNAC or other food pantry services on campus?
- [\$0-50 SLIDER]
  - [98] I choose not to answer
20. Are you aware that you can donate to SNAC and address food insecurity at USU through a payroll deduction?
- [0] No
  - [1] Yes
  - [98] I choose not to answer

**Demographics**

105. What colleges or offices are you a part of? (Select all that apply.)
- [1] Caine College of the Arts
  - [2] College of Agriculture and Applied Sciences

- [3] College of Engineering
- [4] College of Humanities and Social Sciences
- [5] College of Science
- [6] College of Veterinary Medicine
- [7] Education and Human Services
- [8] Business
- [9] Natural Resources
- [10] Extension
- [11] Office of the President
- [12] Office of the Provost
- [13] Office of Advancement and Alumni Relations
- [14] Office for Finance and Administrative Services
- [15] Office for Research
- [16] Office for Statewide Campuses
- [17] Office for Student Affairs
- [18] Office for Marketing and Communications
- [19] Office of Athletics
- [20] Office of Diversity, Equity, and Inclusion
- [21] Other (Please specify)
- [97] I don't know
- [98] I choose not to answer

106. Are you currently employed full-time or part-time with USU?

- [1] Full-time
- [2] Part-time
- [98] I choose not to answer

107. On average, how many hours a week do you currently work?

- [1] 1-10 hours\*
- [2] 11-20 hours\*
- [3] 21-30 hours\*
- [4] 31-40 hours\*
- [5] 41 or more hours\*
- [98] I choose not to answer

108. What is your current income?

- [\$0-\$100,000+]
- [98] I choose not to answer

109. What is your current relationship status?

- [1] Single, never married
- [2] Married or in a domestic partnership
- [3] Divorced
- [4] Separated
- [5] Widowed
- [6] Other

[98] I choose not to answer

110. Do you have any dependents?

[0] No

[1] Yes\*

[98] I choose not to answer

*\*If yes, ask the following.*

1. How many?

[1-10+]

[98] I choose not to answer

111. What race do you identify with or feel closest to? (Select all that apply.)

[1] Black / African American

[2] Alaska Native / American Indian / Indigenous American

[3] White

[4] South Asian

[5] East Asian

[6] Pacific Islander

[7] Black Hispanic/Latinx/Latina/Latino

[8] White Hispanic/Latinx/Latina/Latino

[9] Other (Please specify)

[98] I choose not to answer

112. How do you currently describe your gender?

[1] Agendered

[2] Man or male (cisgendered)

[3] Woman or female (cisgendered)

[4] Gender fluid

[5] Non-binary or Gender non-conforming or gender queer

[6] Intersex

[7] Questioning

[8] Transgender man or male or masculine

[9] Transgender woman or female or feminine

[10] Two-spirit

[11] Other (Please specify)

[98] I choose not to answer

113. How do you describe your current sexual orientation?

[1] Asexual

[2] Bisexual

[3] Gay

[4] Lesbian

[5] Pansexual

[6] Queer

- [7] Questioning or unsure
- [8] Straight or heterosexual
- [9] Another sexual identity or sexual orientation that is not listed (Please specify)
- [98] I choose not to answer

114. On a scale from 1 (very liberal) to 10 (very conservative), where would you place your political beliefs?

- [1-10]
- [98] I choose not to answer

115. How would you describe your religious affiliation?

- [1] Protestant (e.g., Baptist, Episcopalian, Methodist)
- [2] Roman Catholic or Catholic
- [3] The Church of Jesus Christ of Latter Day Saints
- [4] Orthodox (e.g., Greek or Russian Orthodox)
- [5] Christian, non-denominational
- [6] Jewish
- [7] Muslim
- [8] Buddhist
- [9] Hindu
- [10] Spiritual, not affiliated with an organized religion
- [11] Atheist
- [12] Agnostic
- [13] Other (Please specify)
- [98] I choose not to answer

## **Appendix C: Social Work 4160 Mini-Intervention Summary**

The latter half of the year-long, collaborative, community-engaged project was conducted in Social Work 4160, Community & Organizational Practice. The major components of the course were to analyze the study data and use the data to design and carry out mini interventions informed by the data and community partners. Most of the interventions fell into three categories: increasing funding; increasing supplies; and increasing awareness.

### **Increasing Awareness**

Groups in this category focused on increasing the awareness of SNAC's services among faculty, staff, and students. Groups paid special attention to the colleges and groups who were identified as higher rates of food insecurity in the survey data. Groups in this category met with stakeholders and created flyers to be distributed on campus. Specific intervention activities included:

- Presenting to the Area Vice Presidents across the Statewide university system about the prevalence of food insecurity among students Statewide and ways to reduce stigma and encourage students to utilize food pantries and related resources.
- Creating a series of "Shop With Me At SNAC" videos for social media showing different students utilizing SNAC. These videos highlighted the location, hours, and process for visiting SNAC.
- Creating a targeted informational flyer for Caine College, a college with high rates of food insecurity among students.
- A social media giveaway that was cross posted on the social media pages of groups serving LGBTQ+ students to increase their awareness of SNAC.
- Outreach to the academic advisors serving the three colleges with the highest rates of food insecurity.
- Meeting with the coordinator of the Empowering Teaching Excellence Conference to arrange for the distribution of information about SNAC to faculty at that event to raise general awareness of SNAC among faculty.

Overall, groups in this category were very successful in carrying out their proposed interventions. Some groups did face challenges with scheduling meetings with stakeholders, as both the stakeholders and the students were busy with end-of-semester work.

### **Increasing Supplies**

Groups in this category focused on increasing the specialty food and non-food items available at SNAC. Some groups in this category attempted to establish ongoing partnerships with businesses to provide SNAC with a regular supply of items, while other groups focused on one-time donation events. Specific intervention activities included:

- Outreach to local restaurants, dental offices, and dairy providers to establish partnerships for regular donation of food or dental hygiene items.
- Outreach to the Church of Jesus Christ of Latter-day Saints for a donation of laundry supplies.
- Outreach to local grocery stores to arrange a donation drive in front of the store.

- Distribution of a flyer across the community directing community members to SNAC's Amazon Storefront and Venmo for a monetary or non-food item donation.

Groups were able to establish one relationship between SNAC and a restaurant for regular food recovery and received donations from two dental offices. Two additional dental offices indicated they would be interested in future donations. The outreach to grocery stores and the Church of Jesus Christ of Latter-day Saints was unsuccessful, as those organizations indicated that the groups' asks did not align with their established charitable priorities. Additional follow up is needed to know the outcomes of the outreach to dairy suppliers and the community wide donation drive.

Groups in this category experienced challenges with the community perception of food insecurity amongst college students. Groups encountered a general apathy or disbelief that students were truly in need and/or that they were unable to access financial resources. Several businesses expressed that they were only interested in projects serving the broader community, not just USU students. Groups also struggled to get their asks in front of the person(s) with the authority to say yes.

### **Increasing Funding**

Groups in this category focused on increasing funding for SNAC by soliciting donations from faculty, staff, and alumni. The need for additional funding was expressed by the Community Partner Panel, who emphasized that this was a priority area for SNAC. Groups in this category created outreach materials and met with stakeholders who could distribute the donation solicitation materials with faculty, staff, and alumni. Specific intervention activities included:

- Presenting to all department heads on the Logan campus about the prevalence of food insecurity among students and the opportunity for faculty and staff to donate directly to SNAC through a reoccurring payroll deduction.
- Meeting with leadership of the Alumni Association to facilitate the solicitation of donations for SNAC among alumni.

Groups in this category were very successful in raising the need for donations to relevant stakeholders. All the stakeholders engaged were excited about the opportunity to help SNAC and willing to share the information with their respective networks. Additional follow up is needed to know if these interventions were successful in actually increasing donations for SNAC.