

Case Study Competition

Team Lead: Jenissa Niño

Team: Laura Casey, Geoff DeJanvier, Danielle Wycoff

Western Illinois University

Go
Fontville
Frogs!!





Pat
Director of Residence Life



Jamie
Coordinator of Student
Activities



Alex
Director of Campus Mental
Health Resource Center

Meet Our Team

Fontville
College



Morgan
Head of Campus Dining

College Demographics

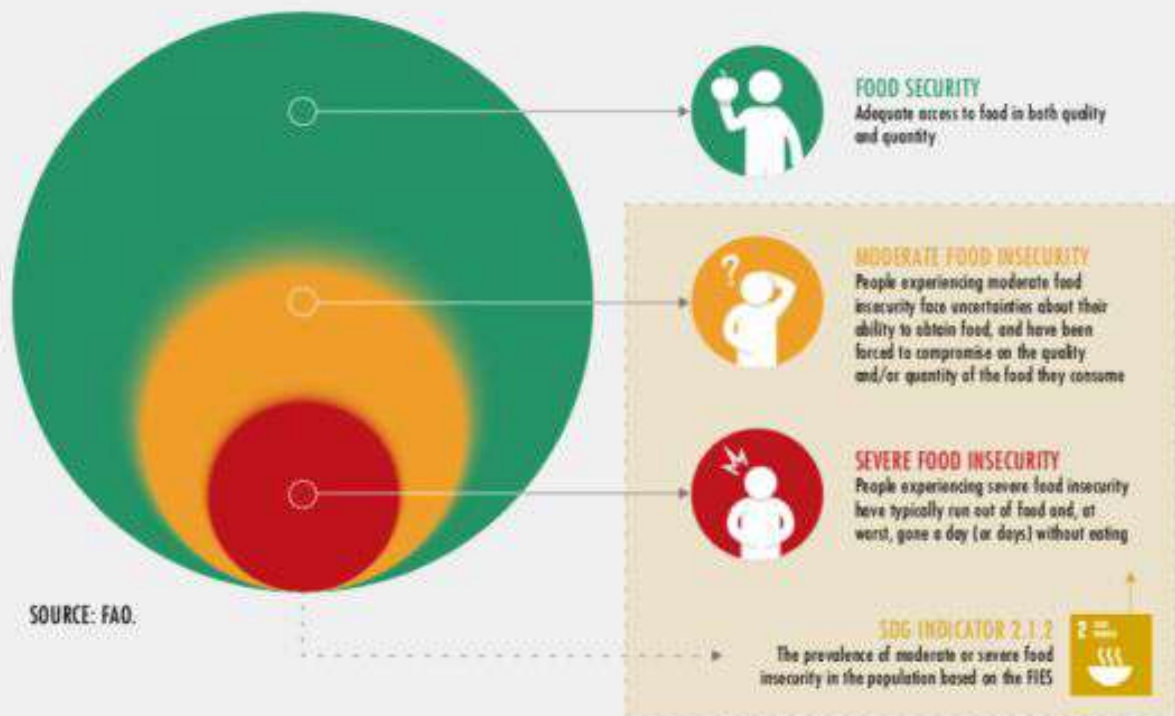
- Medium size institution (~7,000 students)
- Midwest rural town
- Community resources are minimal
- High Pell Grant eligibility (~70%)
- 50 million endowment
- 2 year live-on requirement



What is food insecurity?

Per the USDA, Food insecurity is defined as, “limited or uncertain availability of nutritionally adequate and safe food or limited or uncertain ability to acquire acceptable foods in socially acceptable ways” due to a lack of money or other resources (Payne-Sturges, Tjaden, Caldeira, Vincent, Arria)

EXPLANATION OF FOOD-INSECURITY SEVERITY LEVELS MEASURED BY THE FIES IN SDG INDICATOR 2.1.2



Why is there food insecurity?

- Student income
 - Full-time student schedule with a part-time job
 - Lack of family support
- Student loans, cost of school, cost of living
 - Inflation of college and on/off campus living each year
- Lack of knowledge on budgeting and money management
 - Not offered in classes as a mandatory topic in college or high school
- Hierarchy of needs (Maslow)
 - Food, water, other physiological necessities are important for security



Food Insecurity Programs

Introducing Fight Like a Frog

Our mission statement:

The purpose of this committee is to implement educational initiatives that directly address food insecurity and access needs cross campus for maximum impact. With the high attention to the food insecurity on campus, our offices collaborated together to Fight Like a Frog, and STOP (eliminate, eradicate?) campus hunger.

Cont. Fight Like a Frog

- This presentation showcases our short and long term implementation visions to address and educate the campus community about food insecurity.
- As you continue through this presentation you will find our developed program “Cook Like a Frog”, as well as various other resources to meet the needs of our students.

Cook Like a Frog and SNAP like a Turtle (Morgan and Jamie)

Program description:

- SNAP benefits cooking class that walks students through low cost and easy “makeable” meals on a budget. Get free SNAP material and fill out your application while you’re waiting! Have SNAP benefits or not, join us for a hands-on educational experience!

Learning Outcomes:

- Students will be able to identify a low cost meal/s on a budget
- Students will be able to recognize the benefits and purpose of SNAP benefits
- Students will be able to know the application process for SNAP benefits

Cont. Cook Like a Frog and SNAP like a Turtle

Length:

- 2 hours (1 hour for cooking class, 1 hour for SNAP benefits workshop)

Frequency:

- Bi-weekly/ Monthly (outlined in slide 13, Cost Breakdown)

Purpose:

- Educate students on low-cost meals and SNAP benefits, in our mission of deflating food insecurity on Fontville

Program Breakdown

Cook Like a Frog:

- Welcome Presentation and Introduction
- Cooking demonstration
- How to handouts and instruction

Snap Like a Turtle:

- DHS representative
- Provides SNAP applications and information about benefits
- Talks about what they can

Cost Breakdown

Cost for Cook Like a Frog:

- \$150 per session X 8 sessions = \$1,200
 - August - 1 sessions
 - September - 2 sessions
 - October - 2 sessions
 - November - 2 sessions
 - December - 1 session

Cost for SNAP Like a Turtle:

- \$50 per session X 8 sessions = \$400
 - For DHS representative to discuss SNAP application process



Additional
Programs

Fontville Fights Campus Hunger – Resources Website (Alex)

- Develop a resources website with content about food insecurity and other financial stressors such as housing insecurity.
- Have a link accessible from the main website, and update content regularly
- Both university, community, and national resources that they are qualify for.

Roll Over Funds (Pat)

Students who attend Fontville University plan and have a meal plan. At the end of the school year, students will be given the option to donate their money to a pool of funds that will buy the supplies for the kitchen.

Long Term Goals

Student Kitchen

- Kitchen will be placed in the main residence halls, available for all students.
- Recipe of the day will be provided, culinary student attendant, cooking related programs.

Community Garden

- Omicron Upsilon Iota Agriculture Fraternity Local Philanthropy
- Cost includes: \$500 allotted for greenhouse and gardening materials

Assessment Overview

A survey will be created and distributed before and after the program, containing the following questions:

Before: 8 item survey to all students

After: Focus on assessing learning outcomes

The End

Thank You!

Case Study Supplement - Food Security on Campus

Jenissa Niño, Geoff DeJanvier, Laura Casey, Danielle Wycoff

Western Illinois University

Background

The purpose of the committee was to address food insecurity in a two-pronged plan. Our institution is rural, in the Midwest and community resources are low. 70% of students are low income or have reported food insecurity. The mission of this committee is to implement educational initiatives that directly address food insecurity and access needs across campus for maximum impact. With the high attention to the food insecurity on campus, our offices collaborated together to Fight Like a Frog, and STOP campus hunger.

Phases

1. Short term

We can quickly begin to implement our joint cooking class and food stamp informational workshop titled “Cook like a Frog and SNAP like a Turtle”. We would allocate \$1,200 for this program and continue this program once a month over the August-May school year. Morgan, our head of Campus Dining, could provide the direction for gathering food and securing the space for the year. She would purchase and find recipes for each class.

The resource website titled “Fight like a Frog” would fall under the direction of Alex, the Director of Campus Mental Health Resource Center. We foresee this website, titled “Fight Like a Frog” residing as a main tab on the homepage of Fontville College’s main webpage. The tabs would include “Off-Campus Resources”, “On-Campus Resources”, and “Contact Us”. “Off-Campus” includes community food access resources, places to get budget-conscious or free local food, a tab dedicated to SNAP benefits with an easily accessible application and step-by-step instructions, and questions about federal resources. “On-Campus” includes marketing material and information about our cooking class and available kitchen space for students, places to eat on campus, budget-conscious cookbook recipes, and various food

resources such as our up and coming community garden initiative. This is where students can access our on-campus resources, in addition to local and national.

Additionally, we would get immediate approval to use left-over meal plan money from students every Spring semester where it does not run over or the students graduate. This money would be pooled together to use as an emergency fund for students in need that have necessary need and as overhead funds to upkeep the student kitchen we are planning for the long-term.

2. Long term

Our long-term goals provide opportunities for sustainable ways to create spaces where food and student needs are at the forefront. To make our students feel more at home and connected to the community they live in, we want to put together a kitchen space in our main residence hall where most first and second-year students live. We looked at kitchen spaces similar to other institutions and noticed many did not provide any groceries for students to use. This limits the cooking makes it harder for students without cars, without extra cash for groceries, who cannot eat the dining hall food or want to whip something up occasionally to make their own meals. This space we devised would provide kitchen staples on hand and would allow for students to check out cook utensils.

For this project, each committee member plays a part - Morgan will make sure the groceries are provided consistently, Jamie will implement various cooking programs to bring students into the kitchen, Alex will maintain the marketing and Pat will book a permanent kitchen space in a residence hall.

To make our campus greener and sustainably grow our own food, we would work with our Fraternity and Sorority Life students and local philanthropic efforts to create an on-campus

community garden. Jamie knows that students in our local Omicron Upsilon Iota agriculture chapter would like to sponsor this long-term project. This opportunity promotes leadership opportunities and community engagement for our students and our university directly benefits from maintaining a self-sustained garden. For this project, costs would include a decent greenhouse for \$300

Literature and Theory Application

To justify the beneficial outcomes of our program decisions, we utilized various development theories concerning including student needs and transitional stages that relate to food insecurity. For example, we will be using Maslow's Hierarchy of Needs (Maslow, 1943), Chickering's Seven Vectors of Development (Chickering, 1969 as cited in Patton, Renn, Guido, & Quaye, 2016), and Schlossberg's transition theory (Schlossberg, Waters, & Goodman, 1995, as cited in Patton, Renn, Guido, & Quaye, 2016) to provide research to guide our program implementation and development as students' needs vary.

The literature we used looked at transitioning to college and the responsibilities that come with new independence and stressors. This may include shifts in financial burdens, which can result in higher rates of food insecurity. On college campuses, we see health disparities that are prevalent in college populations, particularly surrounding marginalized student groups (Bruening, Brennhofer, Laska, Todd, van Woerden, 2016). College students are a particularly vulnerable population to the impact of food insecurity. "The heightened prevalence of lower food security in college students has academic and health implications, for lower food security has been shown to associate with academic hiatus, lower grade point averages (GPAs), and lower self-reported health status" (Mirabitor, Peterson, Rathz, Matlen & Kasper, 2016, p. 555). We

wanted to create programs and initiatives that are low cost or free and easily accessible through various means of communication and proximity. The literature emphasizes promoting interventions aimed at addressing student financial need, especially among first-generation and under-represented minority students. Our ideas include food and nutrition education focused on preparing healthy low-cost foods in a student-friendly format.

Assessment

For the assessment aspect of the program, we are going to be distributing a survey to all of the students at Fontville College. The survey will be focused on what food insecurity looks like specifically at Fontville, as well as areas and demographics that are experiencing it. The survey will be an 8 item survey asking the questions about skipping meals, food access, and some demographics questions.

To assess the programs, we will include pre and post surveys for the participants. We will establish learning goals and use the pre-survey to benchmark and the post-survey to assess whether the learning outcomes were met. After a predetermined time, the programs will be evaluated and changes will be made to the learning outcomes and the program.

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