

American College Health Association
**NATIONAL COLLEGE
HEALTH ASSESSMENT**

Executive Summary

Fall 2023

IOWA STATE UNIVERSITY
Student Health and Wellness



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Content Warning:

This report contains sensitive information related to substance use, sexual violence and suicide. Some information may evoke strong feelings or emotions. If you find any of these topics distressing, please consider skipping these sections of the report.

If you need support, we have a variety of resources available at www.cyclonesupport.iastate.edu.

LEGEND

The following words/acronyms are used throughout the report. The table includes a definition or description of the acronym.

ACHA	American College Health Association
First Generation	Student whose parent(s) did not complete a four-year college or university degree
LGB+	Lesbian, Gay, Bisexual, and additional Sexual Minority Identities
Multicultural	Black, Indigenous, and Students of Color (e.g. non-White racial identity)
NCHA	National College Health Assessment
Students with disabilities	Self-reported learning, communication, vision, physical, and neurologic disabilities
Transgender/GNC	Transgender, Gender Non-Conforming, and additional Gender Minority Identities

IOWA STATE UNIVERSITY

Student Health and Wellness

Iowa State University is committed to creating an environment that fosters holistic health, wellbeing, and safety for all students.

We know that student health and wellbeing are inextricably connected to student retention, persistence, and learning. To be successful in higher education, students must be ready to learn. Their brain and body must be prepared for and open to learning experiences and this preparedness directly impacts how much and how well they learn. To be ready and able to learn, students must feel well physically, emotionally, psychologically, intellectually, and socially. All members of our campus community have a role in creating an environment where students can flourish.

NATIONAL COLLEGE HEALTH ASSESSMENT

To assess and meet the needs of our campus community, Iowa State participates in the National College Health Assessment (NCHA). This national survey collects data about students' health habits, behaviors and perceptions and is the largest known comprehensive data set on the health of college students.

Health and wellbeing are influenced by many factors and systems. As a Student Health and Wellness Unit, we work collaboratively with students, faculty, and staff across ISU to enhance the health and wellbeing of all students. Collecting and monitoring student health and wellbeing data is a critical element of our work and informs our efforts to strategically enhance student wellbeing at ISU. As a nationally recognized research survey, the NCHA helps colleges and universities collect precise data on students' health, behaviors, perceptions.

LIMITATIONS

The NCHA is a cross-sectional study that gathers information about students at one point in time. In fall 2023, ISU received about a 12% response rate with 1,190 randomly selected students completing the survey. Lower response rates can make it difficult to know if the sample is truly representative of the population because of the potential for nonresponse bias. While the data are valuable in informing the health and wellbeing of ISU students, there are limitations with generalizability and more data are needed to fully understand the health and wellbeing issues of ISU students.

The data in this executive summary does not include all data collected from NCHA. If you have any questions about the NCHA data, please contact cyclonehealth@iastate.edu

ABOUT/METHODOLOGY/DEMOGRAPHICS

ABOUT

The National College Health Assessment (NCHA) is a nationally recognized research survey that assists colleges and universities in collecting precise data about students' health habits, behaviors, and perceptions.

The NCHA provides the largest known comprehensive data set on the health of college students, providing the college health and higher education fields with a vast spectrum of information on student health. The survey was conducted between September 27 – October 13 of 2023 at Iowa State University (ISU).

METHODOLOGY

A stratified random sample of ten thousand students at Iowa State University were invited to participate in the anonymous online survey. The American College Health Association (ACHA) sent an initial email and four reminder emails during the open survey period. The survey took approximately thirty minutes to complete. One thousand one hundred ninety students completed the survey for a response rate of 11.9%. This report includes descriptive statistics, disaggregated (e.g. separated) by identity or student status, and reported in percentages.

Students who completed the survey received a free scoop of ice cream from the ISU Creamery.

IMPORTANT CONSIDERATIONS

Please note the ACHA-NCHA III is not appropriate for trend comparison with items from the original ACHA-NCHA survey due to redesign of questions and reporting format. Directly comparing pre-and post-redesign estimates on similar data points without considering the impact of the survey's redesign can lead to an erroneous conclusion.

DEMOGRAPHICS

A total of 1,190 students completed the survey. Of that 403 identified as men, 716 identified as women, and 55 identified as transgender/gender non-conforming (GNC). The following includes additional demographic breakdown of the sample.

RACE/ETHNICITY

American Indian or Native Alaskan: 0.0%
Asian or Asian American: 4.13%
Black or African American: 1.86%
Hispanic or Latino/a/x: 3.51%
Middle Eastern/North African (MENA) or Arab Origin: 0.10%
Native Hawaiian or Other Pacific Islander Native: 0.10%
White: 83.49%
Biracial or Multiracial: 6.19%
Identity not listed above: 0.62%

AGE

18 - 20: 28.58%
21 - 24: 28.04%
25 - 29: 8.75%
30+: 4.63%
Mean age: 21.2
Median age: 20.0

SEXUAL ORIENTATION (COMBINED LGB+)

Straight/Heterosexual: 75.75%
LGB+: 24.25%

GENDER IDENTITY

Man: 34.33%
Woman: 60.99%
Transgender/GNC combined: 4.68%

FIRST-GENERATION: 28.8%

INTERNATIONAL STUDENT: 18.44%

VETERAN/ARMED SERVICES: 1.70%

FRATERNITY/SORORITY AFFILIATION: 6.48%

STUDENTS WITH DISABILITIES: 22.61%

HOUSING

Off-campus: 47.06%
Campus or university housing: 48.09%
Fraternity or sorority residence: 2.81%
Parent/guardian/other family: 1.79%
Temporary or "couch surfing": 0.0%
Don't have a place to live: 0.09%
Other: 0.17%

STUDENT STATUS

1st year undergraduate: 27.23%
2nd year undergraduate: 16.94%
3rd year undergraduate: 19.49%
4th year undergraduate: 15.32%
5th year or more undergraduate: 2.72%
Master's (MA, MS, MFA, MBA, etc.): 7.32%
Doctorate (PhD, EdD, MD, JD, etc.): 10.21%
Not seeking a degree: 0.09%
Other: 0.68%

Full-time student: 96.25%
Part-time student: 3.58%
Other student: 0.17%



COMPARISON TO NATIONAL SAMPLE*

IOWA STATE GRADUATE AND UNDERGRADUATE STUDENTS...

- are less likely to be food insecure (33.5% vs 47.2%**)
 - are more likely to report a sense of belonging to the university (72% vs 66.3%)
 - are more likely to get between 7-9 hours of sleep (59.3% vs 53.1%)
 - are less likely to have ever used cannabis (26.1% vs 33.4%)
 - are less likely to report high levels of overall stress (25.0% vs 28.8%)
-
- have similar levels of positive screening for loneliness (51.5% vs 50.6%)
 - have similar levels of positive screening for suicide risk (22.8% vs 26.3%)
 - have similar scores of psychological wellbeing (flourishing) (44.43% vs 44.81%)
 - have similar levels of tobacco or nicotine delivery product use (21.4% vs 27.4%)
-
- are less likely to describe their health as very good or excellent (51.0% vs 49.7%)
 - are more likely to use alcohol within last 3 months (59.9% vs 57.7%)
 - are less likely to say that Iowa State is a place where we look out for each other (53.8% vs 53.8%)
 - are less likely to have received the flu vaccine in last 12 months (46.1% vs 47.4%)
 - are less likely to report feeling very safe on campus (nighttime) (32.8% vs 34.8%)
 - are less likely to be in recovery from drug or alcohol abuse (1.3% vs 1.8%)

**compared to national sample of undergraduate students (24,472 students)*

***Iowa State Percentage vs. National Average Percentage*



MENTAL HEALTH

The following reports results from several self-report measures for serious mental health issues embedded within the ACHA-NCHA III.

PSYCHOLOGICAL DISTRESS

The [Kessler Screening Scale for Psychological Distress \(K6\)](#) is a frequently used mental health screening tool to assess risk of serious mental illness in a population (Kessler, 2010). The Kessler 6 generates a score between 0 and 24, with higher scores reflecting higher levels of psychological distress and serious mental illness. The score is then collapsed into one of three categories:

- 0 to 4: no or low psychological distress
- 5-12: moderate psychological distress
- 13-24: serious psychological distress

The table below details the percent of various populations whose scores indicated serious psychological distress.

	SERIOUS PSYCHOLOGICAL DISTRESS
Women	19.80%
Men	11.00%
Gender Non-Conforming	33.96%
Undergraduate	18.30%
Graduate	13.81%
White	14.36%
Multicultural	24.67%
Domestic	16.13%
International	21.36%
First-Generation	22.19%
Second-Generation+	15.57%
LGB+	32.49%
Straight	12.84%
Students with disabilities	28.20%
Students without disabilities	14.17%
ALL STUDENTS SAMPLED	17.37%

n=1169

LONELINESS

The [Short UCLA Loneliness Scale](#) is a 3-item self-report questionnaire developed at the University of California, Los Angeles, to examine subjective sensations of loneliness or social isolation. It is made up of statements that describe experiences of loneliness and non-loneliness (Hughes et al., 2004). The Short UCLA Loneliness Scale generates a score between 3 and 9, with higher scores reflecting higher levels of loneliness. The score is then collapsed into one of two categories:

- 3-5: reflects a negative screening for loneliness
- 6-9: reflects a positive screening for loneliness.

The table below details the percent of various populations whose scores indicated loneliness.

	POSITIVE FOR LONELINESS
Women	50.00%
Men	48.88%
Gender Non-Conforming	74.55%
Undergraduate	51.25%
Graduate	48.10%
White	49.25%
Multicultural	59.06%
Domestic	50.91%
International	52.88%
First-Generation	52.12%
Second-Generation+	50.18%
LGB+	62.86%
Straight	47.17%
Students with disabilities	58.74%
Students without disabilities	48.29%
ALL STUDENTS SAMPLED	50.68%

n=1176

SUICIDE RISK

The [Suicide Behavior Questionnaire Revised](#) (SBQ-R) is a psychological self-report questionnaire for identifying suicide risk factors in adolescents and adults (Osman, 2001). The SBQ-R generates a score between 3 and 18, with higher scores reflecting higher risk for suicide. The score is then collapsed into one of two categories:

- 3-6 reflects a negative screening for suicide risk
- 7-18 reflects a positive screening for suicide risk.

The table below details the percent of various populations whose scores indicated a positive suicide risk.

	POSITIVE FOR SUICIDAL SCREENING
Women	20.34%
Men	21.70%
Gender Non-Conforming	61.82%
Undergraduate	23.66%
Graduate	19.05%
White	21.84%
Multicultural	34.90%
Domestic	24.06%
International	18.84%
First-Generation	25.00%
Second-Generation+	21.90%
LGB+	43.57%
Straight	16.35%
Students with disabilities	36.94%
Students without disabilities	18.47%
ALL STUDENTS SAMPLED	22.70%

n=1172

RESILIENCE

The [Connor-Davidson Resilience Scale](#) (CD-RISC 2) is a two-item scale intended to assess resilience. Resilience is the tendency of an individual to cope with stress; this scale measures the ability of a person to “bounce-back” from stress and/or adapt to stressful situations.

The quartiles are as follows:

- First quartile = 0-5
- Second quartile = 6
- Third quartile = 7
- Fourth quartile = 8

In the table below, the “Highest Resilience” percentage combines quartiles three and four and “Lowest Resilience” percentage combines quartiles one and two.

	HIGHEST RESILIENCE*	LOWEST RESILIENCE*
Women	33.15%	66.85%
Men	38.96%	61.04%
Gender Non-Conforming	18.18%	81.82%
Undergraduate	33.93%	66.07%
Graduate	36.97%	63.03%
White	36.73%	63.27%
Multicultural	25.50%	74.50%
Domestic	34.82%	65.18%
International	33.65%	66.35%
First-Generation	33.64%	66.36%
Second-Generation+	34.80%	65.20%
LGB+	20.50%	79.50%
Straight	38.87%	61.13%
Students with disabilities	25.75%	74.25%
Students without disabilities	37.05%	62.95%
ALL STUDENTS SAMPLED	34.47%	65.53%

n=1175



MENTAL HEALTH SOCIAL NORMS

Social norms are described as unwritten rules, beliefs, attitudes, and behaviors that are acceptable in a particular social group or culture and oftentimes influence behavior. The social norms approach suggests gaps in the actual versus perceived norm (i.e. misperception of norm) may influence behavior (National Social Norms Center, 2016).

The following reports the actual norm and perceived norm related to mental health help-seeking behavior on campus. The “actual student norm” column is the respondent’s own viewpoint, and the “perception of norm” column is the respondent’s expectation of other students’ viewpoint on the given topic. For the “actual student norm”, students responded with their level of agreement to the following statement: “I would seek help from campus mental health resources for any emotional, psychological, or interpersonal problem.” For the “perception of norm”, students responded with their level of agreement to the following statement: “The typical ISU student would seek help from campus mental health resources for any emotional, psychological, or interpersonal problem.”

Percentage of populations who agreed with the following: “____ I / Typical ISU Student ____ would seek help from campus mental health resources...”

	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	71.40%	69.81%
Multicultural	73.43%	66.52%
Gender Non-Conforming	62.96%	71.55%
LGB+	72.36%	66.55%
First-Generation	70.51%	75.56%
International	78.57%	67.10%
Students with disabilities	70.82%	66.93%

n=1126

Percentage of populations who agreed with the following: “____ I / Typical ISU Student ____ would respect another student who sought help from campus mental health resources...”

	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	97.87%	94.39%
Multicultural	97.90%	94.41%
Gender Non-Conforming	94.44%	92.59%
LGB+	97.51%	94.16%
First-Generation	97.91%	93.25%
International	96.92%	93.85%
Students with disabilities	98.44%	94.14%

n=1125

VIOLENCE PREVENTION SOCIAL NORMS

Percentage of populations who agreed with the following: “____ I / Typical ISU Student____ would respect another student who intervned to prevent a situation of potential sexual assault, stalking, or dating violence...”

	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	99.11%	95.99%
Multicultural	99.30%	95.07%
Gender Non-Conforming	96.30%	96.30%
LGB+	99.05%	94.55%
First-Generation	99.68%	95.15%
International	98.45%	97.44%
Students with disabilities	99.22%	95.70%

n=1122

Percentage of populations who agreed with the following: “____ I / Typical ISU Student____ would intervne to prevent a situation of potential sexual assault, stalking, or dating violence...”

	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	95.73%	84.91%
Multicultural	96.50%	83.92%
Gender Non-Conforming	94.44%	79.63%
LGB+	96.00%	81.39%
First-Generation	96.13%	82.20%
International	94.85%	86.67%
Students with disabilities	96.09%	85.10%

n=1123

Percentage of populations who agreed with the following: “____ I / Typical ISU Student____ would intervne to prevent a situation of potential sexual assault, stalking, or dating violence...”

	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	95.73%	84.91%
Multicultural	96.50%	83.92%
Gender Non-Conforming	94.44%	79.63%
LGB+	96.00%	81.39%
First-Generation	96.13%	82.20%
International	94.85%	86.67%
Students with disabilities	96.09%	85.10%

n=1123

SUBSTANCE USE

The following includes information on students' current substance-use patterns. This summary includes only use of alcohol, cannabis, and tobacco.

The *Alcohol, Smoking, and Substance Involvement Screening Test (ASSIST)* measures substance use related health risk and substance use disorders (McNeely et al., 2016; World Health Organization, 2010). The ASSIST generates a Substance Specific Involvement Score (SSIS) for each of 12 different substances (tobacco, alcohol, cannabis, cocaine, prescription stimulants, meth, inhalants, sedatives or sleeping pills, hallucinogens, heroin, prescription opioids, and other substances). The range for each SSIS is 0-39, in which a higher score reflects a higher level of risk associated with that substance use. Each of the 12 SSIS's are then collapsed into a risk category of low risk, moderate risk, or high risk. Only students who indicated any lifetime use of a substance completed the ASSIST for that substance.

The following tables combine percent of different populations falling within the moderate- and high-risk categories by substance type.

	PERCENT OF STUDENTS MODERATE TO HIGH RISK TOBACCO	PERCENT OF STUDENTS MODERATE TO HIGH RISK ALCOHOL	PERCENT OF STUDENTS MODERATE TO HIGH RISK CANNABIS
Women	41.57%	13.82%	39.15%
Men	37.33%	13.96%	42.86%
Gender Non-Conforming	28.57%	11.54%	52.38%
Undergraduate	40.72%	14.18%	45.38%
Graduate	37.04%	13.01%	25.00%
White	37.58%	11.18%	39.90%
Multicultural	37.50%	17.24%	46.67%
Domestic	37.56%	12.14%	41.15%
International	48.57%	21.70%	35.71%
First-Generation	36.22%	15.35%	44.44%
Second-Generation+	41.01%	12.99%	39.71%
LGB+	41.33%	10.16%	48.28%
Straight	39.53%	14.97%	36.16%
Students with disabilities	50.00%	17.83%	47.95%
Students without disabilities	36.22%	12.90%	39.19%
ALL STUDENTS SAMPLED	39.76%	13.99%	41.36%

n=249*

*Only includes students indicating any lifetime use of tobacco

n=715*

*Only includes students indicating any lifetime use of alcohol

n=295*

*Only includes students indicating any lifetime use of cannabis



SUBSTANCE USE CONSEQUENCES

The following includes self-report information on high-risk behaviors and consequences of substance use.

Driving Under Influence of Alcohol

LAST 30 DAYS: DRIVE AFTER DRINKING	PERCENT OF POPULATION
Women	12.33%
Men	20.94%
Gender Non-Conforming	6.25%
Undergraduate	12.45%
Graduate	26.42%
White	14.17%
Multicultural	18.03%
Domestic	14.60%
International	19.35%
First-Generation	10.53%
Second-Generation+	15.88%
LGB+	14.73%
Straight	15.11%
Students with disabilities	13.91%
Students without disabilities	15.27%
ALL STUDENTS SAMPLED	15.00%

n=559

Only includes students who used alcohol in the last 30 days and drove a car in the last 30 days

Driving Under Influence of Cannabis

LAST 30 DAYS: DRIVE WITHIN 6 HOURS OF CANNABIS USE	PERCENT OF POPULATION
Women	27.50%
Men	30.51%
Gender Non-Conforming	55.56%
Undergraduate	33.07%
Graduate	15.00%
White	29.75%
Multicultural	25.00%
Domestic	29.20%
International	50.00%
First-Generation	38.10%
Second-Generation+	29.13%
LGB+	34.00%
Straight	28.57%
Students with disabilities	37.5%
Students without disabilities	27.78%
ALL STUDENTS SAMPLED	30.41%

n=108

Only includes students who used cannabis in the last 30 days and drove a car in the last 30 days

Experienced Blackout* or Brownout**

	BLACKOUT*	BROWNOUT**
Women	10.65%	21.78%
Men	5.12%	15.35%
Gender Non-Conforming	6.45%	9.68%
Undergraduate	9.75%	20.79%
Graduate	4.55%	13.07%
White	8.46%	19.69%
Multicultural	9.68%	19.35%
Domestic	8.65%	19.64%
International	5.93%	16.10%
First-Generation	7.73%	17.27%
Second-Generation+	9.11%	20.04%
LGB+	9.36%	16.83%
Straight	8.55%	20.03%
Students with disabilities	7.65%	17.03%
Students without disabilities	8.97%	19.77%
ALL STUDENTS SAMPLED	8.67%	19.14%

n=796* n=794***

*Blackout is defined as "I forgot where I was or what I did for a large period of time and cannot remember, even when someone reminds me."

**Brownout is defined as "I forgot where I was or what I did for short periods of time, but can remember once someone reminds me."

***Only includes students who used alcohol in last 12 months

Did Something I Later Regretted

	YES
Women	16.60%
Men	11.86%
Gender Non-Conforming	9.68%
Undergraduate	16.22%
Graduate	9.15%
White	15.06%
Multicultural	13.98%
Domestic	14.89%
International	11.86%
First-Generation	11.36%
Second-Generation+	15.99%
LGB+	11.33%
Straight	15.95%
Students with disabilities	15.93%
Students without disabilities	14.38%
ALL STUDENTS SAMPLED	14.74%

n=794*

*Only includes students who used alcohol in last 12 months

ALCOHOL USE - QUANTITY

The following includes the number of “standard” alcoholic drinks consumed the last time a student partied or socialized (i.e. quantity consumed).

A standard drink is equivalent to 12 oz. of beer, 5 oz. of wine, or 1 oz. of liquor (40 proof). In general, consuming six or more standard drinks in a sitting is considered high-risk drinking.



Number of drinks consumed (last time socialized/partied)

	5 OR FEWER DRINKS	6 OR MORE DRINKS
Women	88.27%	11.73%
Men	75.44%	24.56%
Gender Non-Conforming	96.67%	3.33%
Undergraduate	82.22%	17.78%
Graduate	94.33%	5.67%
White	83.16%	16.84%
Multicultural	88.89%	11.11%
Domestic	83.98%	16.02%
International	88.00%	12.00%
First-Generation	86.36%	13.64%
Second-Generation+	84.09%	15.91%
LGB+	80.06%	19.94%
Straight	82.87%	17.13%
Students with disabilities	89.82%	10.18%
Students without disabilities	83.16%	16.84%
ALL STUDENTS SAMPLED	84.68%	15.32%

n=731*

*Only includes students who drank alcohol within the last 3 months

SUBSTANCE USE SOCIAL NORMS

Social norms are described as unwritten rules, beliefs, attitudes, and behaviors that are acceptable in a particular social group or culture and oftentimes influence behavior. The social norms approach suggests gaps in the actual versus perceived norm (i.e. misperception of norm) may influence behavior (National Social Norms Center, 2016).

The following includes self-report information on actual norms and perceived norms for alcohol use among ISU students where “Actual Student Norm” is the respondent’s own viewpoint and “Perception of Norm” is the respondent’s expectation of other students’ viewpoint on the given topic. For example, for the “actual student norm”, students responded with their level of agreement to the statement: “I would respect someone who used strategies to limit alcohol consumption while drinking.” For the “perception of norm”, students responded with their level of agreement to the following statement: “The typical ISU student would respect someone who used strategies to limit alcohol consumption while drinking.”

Percentage of populations who agreed with the following:

“_____/ Typical ISU Student____ would respect someone who used strategies to limit alcohol consumption while drinking.(e.g. pacing themselves, tracking drinks, etc.)”

	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	98.22%	81.39%
Multicultural	97.90%	79.72%
Gender Non-Conforming	96.30%	77.78%
LGB+	98.55%	74.18%
First-Generation	98.39%	79.68%
International	97.44%	84.62%
Students with disabilities	98.44%	79.30%

n=1121

SLEEP

Sleep is vital to learning, memory, engagement, health and wellness, and overall academic success for students. The following includes various self-report sleep measures of ISU students.

Students who selected (“0 days”, “1 day”, or “2 days”) were collapsed into the column “0-2 days” to summarize populations who experienced this on no or only a few days of the week. Students who selected (“3 days”, “4 days”, “5 days”, “6 days”, or “7 days”) were collapsed into the column “3+ days” to summarize populations who experienced this on some to all days of the week.

Had an extremely hard time falling asleep in past 7 days

	0-2 DAYS	3+ DAYS
Women	84.73%	15.27%
Men	84.37%	15.63%
Gender Non-Conforming	80.00%	20.00%
Undergraduate	84.36%	15.64%
Graduate	84.29%	15.71%
White	86.40%	13.60%
Multicultural	82.00%	18.00%
Domestic	85.65%	14.35%
International	82.69%	17.31%
First-Generation	81.21%	18.79%
Second-Generation+	85.61%	14.39%
LGB+	81.36%	18.64%
Straight	85.65%	14.35%
Students with disabilities	78.73%	21.27%
ALL STUDENTS SAMPLED	84.17%	15.83%

n=1181

Got enough sleep so that you felt rested in past 7 days

	0-2 DAYS	3+ DAYS
Women	56.92%	43.08%
Men	49.38%	50.62%
Gender Non-Conforming	60.00%	40.00%
Undergraduate	54.85%	45.15%
Graduate	53.08%	46.92%
White	52.54%	47.46%
Multicultural	66.67%	33.33%
Domestic	54.95%	45.05%
International	52.40%	47.60%
First-Generation	58.91%	41.09%
Second-Generation+	52.79%	47.21%
LGB+	60.93%	39.07%
Straight	52.26%	47.74%
Students with disabilities	60.59%	39.41%
ALL STUDENTS SAMPLED	54.31%	45.69%

n=1182

Felt tired or sleepy during the day in past 7 days

	0-2 DAYS	3+ DAYS
Women	19.97%	80.03%
Men	37.47%	62.53%
Gender Non-Conforming	20.00%	80.00%
Undergraduate	24.27%	75.73%
Graduate	32.70%	67.30%
White	25.34%	74.66%
Multicultural	22.67%	77.33%
Domestic	24.89%	75.11%
International	29.81%	70.19%
First-Generation	24.17%	75.83%
Second-Generation+	26.72%	73.28%
LGB+	16.79%	83.21%
Straight	29.01%	70.99%
Students with disabilities	20.07%	79.93%
ALL STUDENTS SAMPLED	25.95%	74.05%

n=1183



VIOLENCE AND PERSONAL SAFETY

The following includes self-report information on power-based personal violence (e.g. intimate partner violence, sexual assault, and stalking), perceptions of safety, and experiences of other power-based violence among ISU students.

EXPERIENCED SEXUAL VIOLENCE IN PAST 12 MONTHS

Students who responded “yes” to at least one of the statements below are included in the table population percentages.

A partner called me names, insulted me, or put me down to make me feel bad.
A partner often insisted on knowing who I was with and where I was or tried to limit my contact with family or friends.
A partner pushed, grabbed, shoved, slapped, kicked, bit, choked, or hit me without my consent.
A partner forced me into unwanted sexual contact by holding me down or hurting me in some way.
A partner pressured me into unwanted sexual contact by threatening me, coercing me, or using alcohol or other drugs.
I was sexually touched without my consent.
Sexual penetration was attempted on me without my consent.
I was sexually penetrated or made to penetrate someone without my consent.
I was a victim of stalking.
I was a victim of sexual harassment (unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature).

PERCENT OF POPULATION	
Women	20.42%
Men	8.46%
Gender Non-Conforming	21.82%
Undergraduate	16.49%
Graduate	16.11%
White	14.29%
Multicultural	24.67%
Domestic	16.06%
International	16.35%
First-Generation	21.25%
Second-Generation+	14.40%
LGB+	23.30%
Straight	14.01%
Students with disabilities	23.05%
Students without disabilities	14.47%
ALL STUDENTS SAMPLED	16.38%

n=1172



OTHER POWER-BASED VIOLENCE AND PERCEPTION OF SAFETY

The following includes experiences within the past 12 months with other forms of violence, including cyberbullying, discrimination, and microaggressions.

CYBERBULLYING

	PERCENT OF POPULATION
Women	2.52%
Men	1.75%
Gender Non-Conforming	3.70%
Undergraduate	2.09%
Graduate	3.32%
White	1.37%
Multicultural	4.00%
Domestic	1.82%
International	2.88%
First-Generation	3.65%
Second-Generation+	1.79%
LGB+	3.94%
Straight	1.81%
Students with disabilities	2.24%
Students without disabilities	2.32%
ALL STUDENTS SAMPLED	2.30%

n=1173

DISCRIMINATION

	PERCENT OF POPULATION
Women	8.39%
Men	4.99%
Gender Non-Conforming	20.37%
Undergraduate	7.54%
Graduate	9.00%
White	4.81%
Multicultural	20.00%
Domestic	7.40%
International	10.58%
First-Generation	9.12%
Second-Generation+	7.26%
LGB+	15.05%
Straight	5.55%
Students with disabilities	13.81%
Students without disabilities	5.97%
ALL STUDENTS SAMPLED	7.76%

n=1173

MICROAGGRESSION

	PERCENT OF POPULATION
Women	15.97%
Men	7.98%
Gender Non-Conforming	38.89%
Undergraduate	12.89%
Graduate	20.85%
White	10.58%
Multicultural	35.33%
Domestic	14.81%
International	15.87%
First-Generation	17.93%
Second-Generation+	12.87%
LGB+	30.82%
Straight	9.07%
Students with disabilities	22.01%
Students without disabilities	11.95%
ALL STUDENTS SAMPLED	14.25%

n=1172

Feel unsafe on campus (nighttime)

The following table reports students who indicated that they feel “not safe at all” or “somewhat unsafe” while on campus at night.

	PERCENT OF POPULATION
Women	27.52%
Men	5.87%
Gender Non-Conforming	38.18%
Undergraduate	22.39%
Graduate	11.94%
White	20.08%
Multicultural	25.68%
Domestic	21.08%
International	17.91%
First-Generation	22.81%
Second-Generation+	19.76%
LGB+	34.32%
Straight	16.13%
Students with disabilities	29.23%
Students without disabilities	18.00%
ALL STUDENTS SAMPLED	20.54%

n=1149

Feel unsafe in community (nighttime)

The following table reports students who indicated that they feel “not safe at all” or “somewhat unsafe” while in the community at night.

	PERCENT OF POPULATION
Women	42.59%
Men	14.47%
Gender Non-Conforming	60.78%
Undergraduate	37.13%
Graduate	19.12%
White	36.25%
Multicultural	31.43%
Domestic	35.44%
International	27.00%
First-Generation	32.17%
Second-Generation+	34.58%
LGB+	53.58%
Straight	27.66%
Students with disabilities	43.08%
Students without disabilities	30.91%
ALL STUDENTS SAMPLED	33.72%

n=1127



BELONGING AND CLIMATE

The following includes self-report information about sense of belonging and ISU campus climate. In the tables below, students choosing “Strongly disagree”, “Disagree”, or “Somewhat disagree” were grouped into “Disagree”. Students choosing “Somewhat agree”, “Agree”, or “Strongly Agree” were grouped into “Agree”.

I feel that I belong at my college/university

	DISAGREE	AGREE
Women	5.04%	94.96%
Men	8.71%	91.29%
Gender Non-Conforming	12.73%	87.27%
Undergraduate	6.58%	93.42%
Graduate	7.14%	92.86%
White	5.63%	94.37%
Multicultural	10.00%	90.00%
Domestic	6.38%	93.62%
International	8.70%	91.30%
First-Generation	6.65%	93.35%
Second-Generation+	6.67%	93.33%
LGB+	8.24%	91.76%
Straight	6.11%	93.89%
Students with disabilities	12.31%	87.69%
Students without disabilities	4.91%	95.09%
ALL STUDENTS SAMPLED	6.59%	93.41%

n=1184

I feel that students' health and wellbeing is a priority at my college/university

	DISAGREE	AGREE
Women	11.36%	88.64%
Men	15.92%	84.08%
Gender Non-Conforming	27.27%	72.73%
Undergraduate	12.94%	87.06%
Graduate	17.22%	82.78%
White	12.24%	87.76%
Multicultural	24.67%	75.33%
Domestic	14.37%	85.63%
International	8.70%	91.30%
First-Generation	14.50%	85.50%
Second-Generation+	13.25%	86.75%
LGB+	19.35%	80.65%
Straight	11.76%	88.24%
Students with disabilities	19.40%	80.60%
Students without disabilities	11.82%	88.18%
ALL STUDENTS SAMPLED	13.54%	86.46%

n=1182

At my college/university, I feel that the campus climate encourages free and open discussion about students' health and wellbeing

	DISAGREE	AGREE
Women	8.98%	91.02%
Men	10.97%	89.03%
Gender Non-Conforming	14.55%	85.45%
Undergraduate	8.98%	91.02%
Graduate	14.42%	85.58%
White	9.50%	90.50%
Multicultural	16.00%	84.00%
Domestic	10.62%	89.38%
International	6.76%	93.24%
First-Generation	9.97%	90.03%
Second-Generation+	9.80%	90.20%
LGB+	14.43%	85.57%
Straight	8.49%	91.51%
Students with disabilities	14.55%	85.45%
Students without disabilities	8.43%	91.57%
ALL STUDENTS SAMPLED	9.82%	90.18%

n=1181

At my college/university, we are a campus where we look out of each other

	DISAGREE	AGREE
Women	12.06%	87.94%
Men	14.79%	85.21%
Gender Non-Conforming	21.82%	78.18%
Undergraduate	13.17%	86.83%
Graduate	14.98%	85.02%
White	12.97%	87.03%
Multicultural	18.00%	82.00%
Domestic	13.83%	86.17%
International	10.63%	89.37%
First-Generation	14.85%	85.15%
Second-Generation+	12.80%	87.20%
LGB+	19.00%	81.00%
Straight	11.58%	88.42%
Students with disabilities	18.28%	81.72%
Students without disabilities	11.86%	88.14%
ALL STUDENTS SAMPLED	13.32%	86.68%

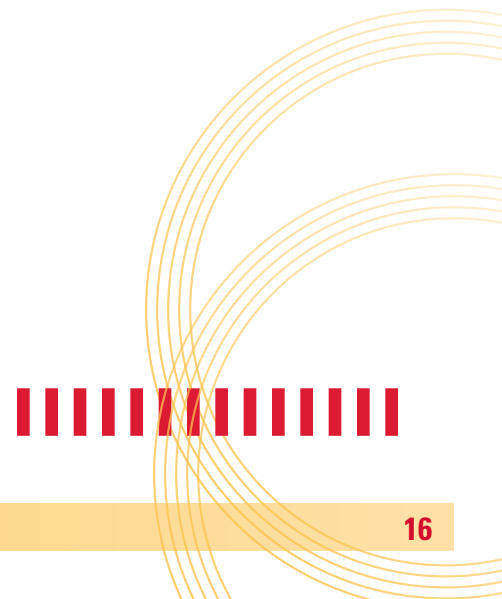
n=1179

FLOURISHING

The [Diener Flourishing Scale](#) is a brief eight-item summary measure of the respondent's self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism. The scale provides a single psychological wellbeing score, with a range from 8-56. A cut off score of 48+ represents students with positive mental health, which is reported in the table below.

PERCENT OF POPULATION WITH POSITIVE MENTAL HEALTH	
Women	48.95%
Men	41.90%
Gender Non-Conforming	14.55%
Undergraduate	44.25%
Graduate	47.82%
White	47.66%
Multicultural	34.00%
Domestic	45.32%
International	42.03%
First-Generation	42.42%
Second-Generation+	45.94%
LGB+	30.71%
Straight	49.38%
Students with disabilities	35.58%
ALL STUDENTS SAMPLED	45.01%

n=1173



FOOD SECURITY

The following reports information from the USDA Food Security Index (6-item) (Blumberg et al., 1999). The [USDA Food Security 6-item Short Scale](#) generates a score between 0 and 6, with higher scores reflecting lower levels of food security. The score is then collapsed into one of three categories: a score of 0-1 reflects high or marginal food security, a score of 2-4 reflects low food security, and a score of 5-6 reflects very low food security. Combining those with low food security and very low food security reflects the portion of the sample with food insecurity.

Note: We can compare NCHA rates from 2021 because the same index was used in both survey administrations. ISU added the USDA Food Security Index as custom questions to the 2019 survey administration.

POPULATION (LOW OR VERY LOW)	FALL 2021	FALL 2023	PERCENT CHANGE
Undergraduates	32.25%	41.82%	29.67%
Graduate/Professional	27.75%	33.05%	19.10%
Multicultural	48.41%	48.32%	-0.19%
White	28.40%	27.55%	-2.99%
Domestic	31.24%	31.09%	-0.48%
International	31.93%	41.06%	28.59%
LGB+	37.61%	40.65%	8.08%
Straight	31.31%	30.84%	-1.50%
Transgender/Gender Non-Conforming	40.54%	41.82%	3.16%
Man/Woman	30.86%	32.79%	6.25%
Students with disabilities	43.98%	39.55%	-10.07%
Students without disabilities	28.52%	31.65%	10.97%
ALL STUDENTS SAMPLED	31.43%	33.45%	6.43%



SEXUAL BEHAVIOR

The following includes self-report information about sexual behavior (condom use) and emergency contraception use.

Used a condom “most of the time” or “always” during oral sex in last 30 days

	PERCENT OF POPULATION
Women	4.53%
Men	12.79%
Gender Non-Conforming	0.00%
Undergraduate	5.86%
Graduate	8.70%
White	5.60%
Multicultural	6.52%
Domestic	5.76%
International	13.95%
First-Generation	7.69%
Second-Generation+	5.88%
LGB+	6.32%
Straight	6.48%
Students with disabilities	7.06%
Students without disabilities	6.20%
ALL STUDENTS SAMPLED	6.41%

n=343

Only includes students who have had oral sex in the last 30 days

Used a condom “most of the time” or “always” during vaginal intercourse (penis in vagina) in the last 30 days

	PERCENT OF POPULATION
Women	46.96%
Men	44.30%
Gender Non-Conforming	55.56%
Undergraduate	47.62%
Graduate	44.44%
White	48.20%
Multicultural	29.27%
Domestic	45.25%
International	54.00%
First-Generation	44.66%
Second-Generation+	47.62%
LGB+	49.25%
Straight	45.90%
Students with disabilities	46.91%
Students without disabilities	46.46%
ALL STUDENTS SAMPLED	46.57%

n=335

Only includes students who have had vaginal intercourse in the last 30 days

Used a condom “most of the time” or “always” during anal intercourse (penis in anus) sex in last 30 days

	PERCENT OF POPULATION
Women	20.00%
Men	36.36%
Gender Non-Conforming	0.00%
Undergraduate	31.25%
Graduate	16.67%
White	18.18%
Multicultural	37.50%
Domestic	26.32%
International	33.33%
First-Generation	33.33%
Second-Generation+	23.53%
LGB+	41.67%
Straight	9.09%
Students with disabilities	42.86%
Students without disabilities	18.75%
ALL STUDENTS SAMPLED	26.09%

n=23

Only includes students who have had anal intercourse in the last 30 days

Students (or their sexual partner(s)) who used emergency contraception in last 12 months

	PERCENT OF POPULATION
Women	18.10%
Men	7.09%
Gender Non-Conforming	18.75%
Undergraduate	17.15%
Graduate	8.93%
White	13.36%
Multicultural	18.97%
Domestic	14.29%
International	15.79%
First-Generation	12.90%
Second-Generation+	16.23%
LGB+	19.39%
Straight	13.93%
Students with disabilities	14.41%
Students without disabilities	15.19%
ALL STUDENTS SAMPLED	15.00%

n=460

Only includes students who have had vaginal intercourse in the last 12 months

IMPEDIMENTS TO ACADEMIC PERFORMANCE

The following provides self-report information on the top 10 impediments to academic success as reported by ISU students. Students who selected that the issue “negatively impacted performance in a class” or “delayed progress towards degree” are included in the percentages below.

UNDERGRADUATE

RANK	IMPEDIMENT (FEELINGS OF...)	PERCENT OF STUDENTS INDICATING NEGATIVE IMPACT
1	Procrastination	68.73%
2	Concussion or Traumatic Brain Injury (TBI)	68.06%
3	Depression	63.83%
4	Faculty	58.57%
5	Stress	51.97%
6	Post Traumatic Stress Disorder (PTSD)	51.16%
7	Anxiety	50.00%
8	Sleep difficulties	46.36%
9	Assault (physical)	42.86%
10	Death of a family member, friend, or someone close to me	40.00%

GRADUATE/PROFESSIONAL

RANK	IMPEDIMENT (FEELINGS OF...)	PERCENT OF STUDENTS INDICATING NEGATIVE IMPACT
1	Concussion or Traumatic Brain Injury (TBI)	60.00%
2	Bullying	58.33%
3	Procrastination	48.89%
4	Faculty	48.48%
5	Depression	47.14%
6	Stress	42.95%
7	Anxiety	40.77%
8	COVID-19	40.00%
9	Career	36.14%
10	Sleep difficulties	34.69%

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