

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

Executive Summary

Fall 2021

IOWA STATE UNIVERSITY
Student Health and Wellness



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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.

DISAGGREGATION

The data in the executive summary that follows are disaggregated by student population because we believe it is critical to examine differences and disparities in health and wellbeing across student identities. We recognize that ongoing experiences with discrimination and marginalizing systems can negatively impact student wellbeing and success. We know that to reduce barriers to achieving health equity, we must constantly look internally and work towards changes that will address barriers and inequities that influence student wellbeing.

LIMITATIONS

The NCHA is a cross-sectional study that gathers information about students at one point in time. In fall 2021, ISU received just over a 10% response rate with 1,035 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.

WHAT WE'RE DOING

The NCHA is one aspect of a broader needs assessment and data collection process at Iowa State. During 2022, the ISU Student Health and Wellness Unit is leading a comprehensive needs assessment to build a more robust data infrastructure to better monitor and track student wellbeing and to implement sustainable strategies that will promote health and wellbeing for all. The needs assessment process includes analyzing existing quantitative data (e.g. NCHA data), collecting and analyzing qualitative data (e.g. student focus groups), and doing a review of best practices in college student wellbeing. The data and report from this needs assessment will be available in Fall 2022.

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 18 of 2021 at Iowa State University.

METHODOLOGY

A stratified random sample of ten thousand students at Iowa State University (ISU) 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 thirty-five students completed the survey for a response rate of 10.35%. This report includes descriptive statistics, disaggregated (e.g. separated) by identity or student status, and reported in percentages.

Students who completed the survey were entered into a drawing for ISU Dining gift cards (10 gift cards), and for every completed entry, one dollar was used to purchase food for the ISU food pantry (SHOP).

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 1,035 ISU students completed the survey. Of that 341 identified as men, 638 identified as women, 39 identified as transgender/gender non-conforming (GNC). The following includes additional demographic breakdown of the sample.

RACE/ETHNICITY

American Indian or Native Alaskan: 0.8%
Asian or Asian American: 9.4%
Black or African American: 2.2%
Hispanic or Latino/a/x: 6.2%
Middle Eastern/North African (MENA) or Arab Origin: 0.7%
Native Hawaiian or Other Pacific Islander Native: 0.2%
White: 81.2%
Biracial or Multiracial: 3.2%
Identity not listed above: 0.7%

AGE

18 - 20: 56.8%
21 - 24: 28.7%
25 - 29: 8.6%
30+: 6.0%
Mean age: 21.4
Median age: 20.0

SEXUAL ORIENTATION (COMBINED LGB+)

Straight/Heterosexual: 76.8%
LGB+: 23.2%

GENDER IDENTITY

Man: 32.9%
Woman: 61.6%
Transgender/GNC combined: 3.8%

FIRST-GENERATION: 26.6%

INTERNATIONAL STUDENT: 11.9%

VETERAN/ARMED SERVICES: 2.0%

FRATERNITY/SORORITY AFFILIATION: 8.8%

STUDENTS WITH DISABILITIES: 18.7%

HOUSING

Off-campus: 50.5%
Campus or university housing: 43.2%
Fraternity or sorority residence: 3.0%
Parent/guardian/other family: 2.8%
Temporary or "couch surfing": 0.0%
Don't have a place to live: 0.0%
Other: 0.4%

STUDENT STATUS

1st year undergraduate: 24.7%
2nd year undergraduate: 17.8%
3rd year undergraduate: 19.5%
4th year undergraduate: 15.7%
5th year or more undergraduate: 3.8%
Master's (MA, MS, MFA, MBA, etc.): 5.7%
Doctorate (PhD, EdD, MD, JD, etc.): 11.7%
Not seeking a degree: 0.4%
Other: 0.7%

Full-time student: 95.4%
Part-time student: 4.3%
Other student: 0.3%

COMPARISON TO NATIONAL SAMPLE*

IOWA STATE GRADUATE AND UNDERGRADUATE STUDENTS...

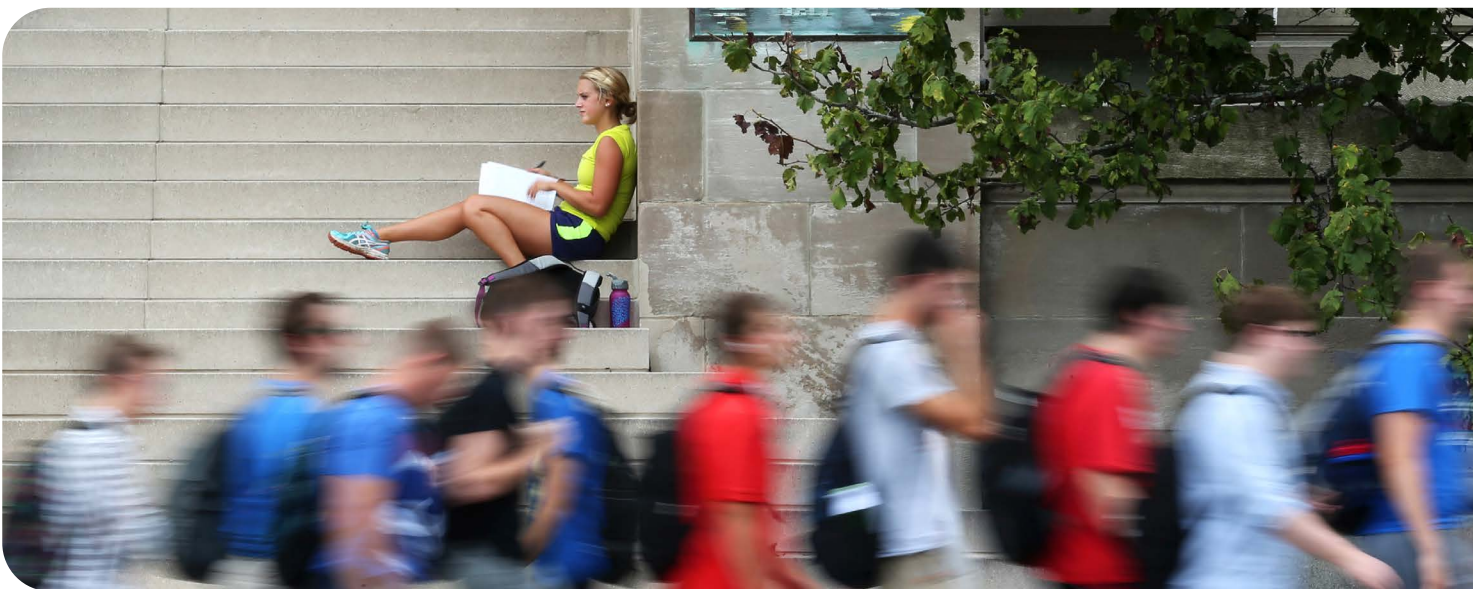
- are less likely to be food insecure (31.4% vs 36.0%**)
- are more likely to report a sense of belonging to the university (69.2% vs 65.1%)
- are more likely to get between 7-9 hours of sleep (57.9% vs 52.8%)
- are less likely to have ever used cannabis (31.9% vs 36.7%)
- are less likely to report high levels of overall stress (25.9% vs 30.2%)

- have similar levels of positive screening for loneliness (51.5% vs 51.8%)
- have similar levels of positive screening for suicide risk (27.3% vs 26.0%)
- have similar scores of psychological wellbeing (flourishing) (44.31 vs 44.09)
- have similar levels of tobacco or nicotine delivery product use (19.2% vs 19.3%)

- are less likely to describe their health as very good or excellent (48.8% vs 53.2%)
- are more likely to use alcohol within last 3 months (69.4% vs 63.0%)
- are less likely to say that Iowa State is a place where we look out for each other (42.3% vs 50.7%)
- are less likely to have received the flu vaccine in last 12 months (48.7% vs 58.0%)
- are less likely to report feeling very safe on campus (nighttime) (21.1% vs 33.1%)

**compared to national sample of undergraduate students (33,204 students from 41 institutions)*

***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	23.26%
Men	12.90%
Gender Non-Conforming	54.05%
Undergraduate	22.30%
Graduate	13.56%
White	20.52%
Multicultural	24.80%
Domestic	21.12%
International	19.33%
First-Generation	22.09%
Second-Generation+	20.55%
LGB+	36.60%
Straight	16.19%
Students with disabilities	34.20%
Students without disabilities	17.66%
ALL STUDENTS SAMPLED	20.89%

n=1010

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	53.36%
Men	47.23%
Gender Non-Conforming	60.53%
Undergraduate	52.04%
Graduate	48.31%
White	49.68%
Multicultural	62.20%
Domestic	51.45%
International	52.89%
First-Generation	50.57%
Second-Generation+	51.70%
LGB+	64.41%
Straight	47.76%
Students with disabilities	60.94%
Students without disabilities	49.34%
ALL STUDENTS SAMPLED	51.57%

n=1020

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	27.41%
Men	22.58%
Gender Non-Conforming	68.42%
Undergraduate	28.78%
Graduate	21.23%
White	28.24%
Multicultural	31.75%
Domestic	28.73%
International	17.21%
First-Generation	23.56%
Second-Generation+	28.08%
LGB+	53.16%
Straight	19.59%
Students with disabilities	43.81%
Students without disabilities	23.47%
ALL STUDENTS SAMPLED	27.33%

n=1021

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	32.23%	67.77%
Men	41.28%	58.72%
Gender Non-Conforming	26.32%	73.68%
Undergraduate	34.89%	65.11%
Graduate	35.80%	64.20%
White	35.63%	64.37%
Multicultural	33.86%	66.14%
Domestic	35.38%	64.62%
International	33.06%	66.94%
First-Generation	38.60%	61.40%
Second-Generation+	34.31%	65.69%
LGB+	25.85%	74.15%
Straight	37.74%	62.26%
Students with disabilities	33.33%	66.67%
Students without disabilities	35.42%	64.58%
ALL STUDENTS SAMPLED	35.07%	64.93%

n=1018



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	70.14%	59.43%
Multicultural	71.43%	56.00%
Gender Non-Conforming	61.11%	40.54%
LGB+	69.40%	51.93%
First-Generation	73.99%	68.79%
International	81.15%	79.51%
Students with disabilities	68.95%	56.02%

n=1018

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	99.21%	94.00%
Multicultural	100.00%	89.68%
Gender Non-Conforming	100.00%	78.38%
LGB+	99.57%	88.36%
First-Generation	97.69%	93.06%
International	97.52%	98.36%
Students with disabilities	99.48%	86.39%

n=1019

SLEEP

Sleep is vital to learning, memory, engagement, 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	71.29%	28.71%
Men	76.74%	23.26%
Gender Non-Conforming	63.16%	36.84%
Undergraduate	71.92%	28.08%
Graduate	76.97%	23.03%
White	72.57%	27.43%
Multicultural	66.14%	33.86%
Domestic	71.67%	28.33%
International	81.15%	18.85%
First-Generation	70.69%	29.31%
Second-Generation+	73.33%	26.67%
LGB+	67.23%	32.77%
Straight	74.58%	25.42%
Students with disabilities	61.34%	38.66%
ALL STUDENTS SAMPLED	72.83%	27.17%

n=1023

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

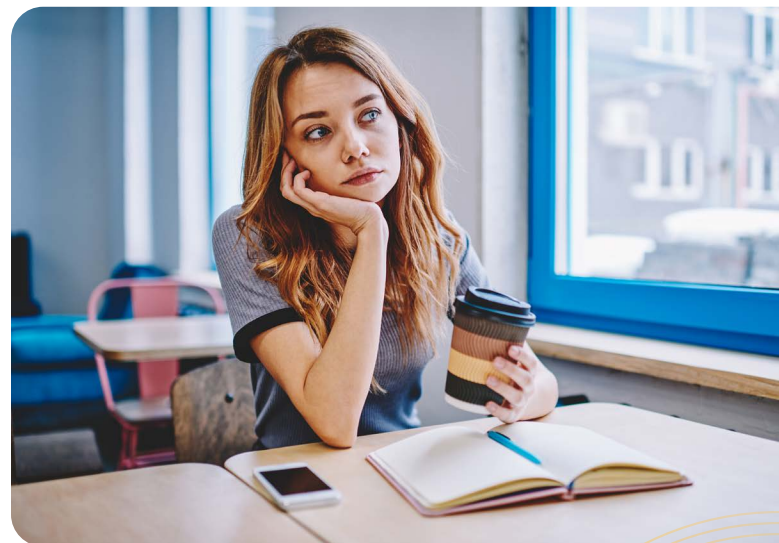
	0-2 DAYS	3+ DAYS
Women	65.83%	34.17%
Men	50.88%	49.12%
Gender Non-Conforming	73.68%	26.32%
Undergraduate	61.44%	38.56%
Graduate	57.30%	42.70%
White	59.33%	40.67%
Multicultural	69.84%	30.16%
Domestic	60.80%	39.20%
International	61.48%	38.52%
First-Generation	64.37%	35.63%
Second-Generation+	60.19%	39.81%
LGB+	65.53%	34.47%
Straight	59.92%	40.08%
Students with disabilities	66.49%	33.51%
ALL STUDENTS SAMPLED	61.12%	38.88%

n=1021

Felt tired or sleepy during the day in past 7 days

	0-2 DAYS	3+ DAYS
Women	20.90%	79.10%
Men	38.66%	61.34%
Gender Non-Conforming	18.42%	81.58%
Undergraduate	24.85%	75.15%
Graduate	35.96%	64.04%
White	25.74%	74.26%
Multicultural	23.62%	76.38%
Domestic	25.44%	74.56%
International	38.52%	61.48%
First-Generation	27.01%	72.99%
Second-Generation+	26.90%	73.10%
LGB+	20.85%	79.15%
Straight	28.61%	71.39%
Students with disabilities	23.20%	76.80%
ALL STUDENTS SAMPLED	26.78%	73.22%

n=1023



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	47.49%	16.81%	38.46%
Men	58.51%	23.63%	49.52%
Gender Non-Conforming	58.53%	23.08%	52.94%
Undergraduate	58.37%	20.24%	45.45%
Graduate	20.83%	14.89%	30.00%
White	55.66%	20.39%	42.40%
Multicultural	35.90%	16.87%	45.65%
Domestic	52.69%	19.94%	42.91%
International	40.00%	14.10%	45.00%
First-Generation	50.94%	18.70%	42.86%
Second-Generation+	51.93%	19.64%	42.75%
LGB+	52.88%	15.91%	45.28%
Straight	0.00%	20.55%	42.11%
Students with disabilities	56.72%	26.76%	39.53%
Students without disabilities	50.23%	17.72%	43.97%
ALL STUDENTS SAMPLED	51.58%	19.26%	42.90%

n=285*

*Only includes students indicating any lifetime use of tobacco

n=727*

*Only includes students indicating any lifetime use of alcohol

n=317*

*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=580

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=148

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	10.63%	20.86%
Men	11.20%	22.40%
Gender Non-Conforming	7.69%	26.92%
Undergraduate	11.93%	23.53%
Graduate	6.21%	11.72%
White	10.65%	23.29%
Multicultural	10.71%	13.10%
Domestic	10.66%	22.04%
International	10.26%	16.67%
First-Generation	9.30%	20.16%
Second-Generation+	10.99%	21.82%
LGB+	8.74%	21.86%
Straight	11.38%	21.55%
Students with disabilities	13.16%	26.97%
Students without disabilities	10.10%	20.20%
ALL STUDENTS SAMPLED	10.72%	21.57%

n=765***

*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	19.63%
Men	18.40%
Gender Non-Conforming	11.54%
Undergraduate	20.26%
Graduate	12.41%
White	10.65%
Multicultural	10.71%
Domestic	19.71%
International	10.26%
First-Generation	9.30%
Second-Generation+	18.84%
LGB+	8.74%
Straight	11.38%
Students with disabilities	23.68%
Students without disabilities	17.75%
ALL STUDENTS SAMPLED	18.95%

n=765*

*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	86.45%	13.55%
Men	67.39%	32.61%
Gender Non-Conforming	92.31%	7.69%
Undergraduate	84.62%	15.38%
Graduate	94.06%	5.94%
White	78.32%	21.68%
Multicultural	92.41%	7.59%
Domestic	80.03%	19.97%
International	85.29%	14.71%
First-Generation	80.83%	19.17%
Second-Generation+	80.40%	19.60%
LGB+	35.41%	11.43%
Straight	61.78%	22.16%
Students with disabilities	74.65%	25.35%
Students without disabilities	81.90%	18.10%
ALL STUDENTS SAMPLED	80.58%	19.42%

n=721*

*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:

“____ I / Typical ISU Student____ would respect someone who used strategies to limit alcohol consumption while drinking.”

	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	98.82%	80.43%
Multicultural	97.62%	74.60%
Gender Non-Conforming	100.00%	72.97%
LGB+	99.57%	88.36%
First-Generation	96.53%	79.19%
International	98.36%	90.16%
Students with disabilities	98.95%	73.82%

n=1019

**Substance Use Attitude - Percentage of populations who agreed with the following:
"It is OK to drink to the point of passing out."**

AGREE	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	14.45%	46.50%
Multicultural	8.06%	42.40%
Gender Non-Conforming	5.56%	36.11%
LGB+	12.01%	50.43%
First-Generation	14.53%	43.93%
International	18.03%	32.79%
Students with disabilities	18.32%	52.36%

n=1017

**Substance Use Attitude - Percentage of populations who agreed with the following:
"It is ok to tell a friend when they have had too much."**

AGREE	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	97.64%	81.56%
Multicultural	98.41%	82.54%
Gender Non-Conforming	97.22%	75.00%
LGB+	99.14%	82.33%
First-Generation	97.67%	83.63%
International	94.12%	82.64%
Students with disabilities	99.48%	78.01%

n=1016

**Substance Use Attitude - Percentage of populations who agreed with the following:
"It is OK to miss class the next day if too hungover."**

AGREE	ACTUAL STUDENT NORM	PERCEPTION OF NORM
All Students	32.51%	67.52%
Multicultural	37.30%	67.20%
Gender Non-Conforming	47.22%	83.33%
LGB+	41.63%	79.31%
First-Generation	31.79%	63.58%
International	43.44%	59.50%
Students with disabilities	37.17%	68.06%

n=1013

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 Iowa State 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	24.61%
Men	11.34%
Gender Non-Conforming	26.32%
Undergraduate	21.45%
Graduate	14.53%
White	20.28%
Multicultural	22.05%
Domestic	20.53%
International	17.21%
First-Generation	17.82%
Second-Generation+	20.56%
LGB+	29.96%
Straight	17.35%
Students with disabilities	31.96%
Students without disabilities	17.36%
ALL STUDENTS SAMPLED	20.10%

n=1035



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	1.56%
Men	1.74%
Gender Non-Conforming	10.53%
Undergraduate	2.03%
Graduate	1.69%
White	2.07%
Multicultural	2.36%
Domestic	2.11%
International	0.83%
First-Generation	2.30%
Second-Generation+	1.88%
LGB+	3.85%
Straight	1.40%
Students with disabilities	5.7%
Students without disabilities	1.08%
ALL STUDENTS SAMPLED	1.96%

n=1022

DISCRIMINATION

DISCRIMINATION	PERCENT OF POPULATION
Women	9.70%
Men	5.81%
Gender Non-Conforming	18.42%
Undergraduate	7.66%
Graduate	14.04%
White	5.05%
Multicultural	25.20%
Domestic	7.90%
International	14.05%
First-Generation	9.20%
Second-Generation+	8.58%
LGB+	13.68%
Straight	7.29%
Students with disabilities	17.10%
Students without disabilities	6.73%
ALL STUDENTS SAMPLED	8.72%

n=1021

MICROAGGRESSION

MICROAGGRESSION	PERCENT OF POPULATION
Women	14.82%
Men	11.08%
Gender Non-Conforming	31.58%
Undergraduate	13.41%
Graduate	17.32%
White	10.36%
Multicultural	36.22%
Domestic	14.02%
International	15.57%
First-Generation	14.94%
Second-Generation+	13.97%
LGB+	27.78%
Straight	10.22%
Students with disabilities	26.94%
Students without disabilities	11.16%
ALL STUDENTS SAMPLED	14.19%

n=1022

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	38.75%
Men	5.87%
Gender Non-Conforming	31.58%
Undergraduate	29.86%
Graduate	17.98%
White	27.31%
Multicultural	33.86%
Domestic	14.12%
International	22.13%
First-Generation	24.86%
Second-Generation+	20.08%
LGB+	38.82%
Straight	24.26%
Students with disabilities	34.20%
Students without disabilities	25.99%
ALL STUDENTS SAMPLED	27.59%

n=1022

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	57.52%
Men	17.30%
Gender Non-Conforming	50.00%
Undergraduate	47.06%
Graduate	30.51%
White	44.98%
Multicultural	47.24%
Domestic	45.30%
International	33.61%
First-Generation	41.62%
Second-Generation+	44.41%
LGB+	59.07%
Straight	39.20%
Students with disabilities	47.15%
Students without disabilities	43.08%
ALL STUDENTS SAMPLED	43.92%

n=1022



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	8.13%	91.88%
Men	9.62%	90.38%
Gender Non-Conforming	10.53%	89.47%
Undergraduate	8.01%	91.99%
Graduate	12.36%	87.64%
White	7.52%	92.48%
Multicultural	16.54%	83.46%
Domestic	8.80%	91.20%
International	7.38%	92.62%
First-Generation	7.51%	92.49%
Second-Generation+	8.87%	91.13%
LGB+	14.04%	85.96%
Straight	7.17%	92.83%
Students with disabilities	12.37%	87.63%
Students without disabilities	7.78%	92.22%
ALL STUDENTS SAMPLED	8.72%	91.28%

n=1030

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

	DISAGREE	AGREE
Women	14.08%	85.92%
Men	12.24%	87.76%
Gender Non-Conforming	42.11%	57.89%
Undergraduate	12.44%	87.56%
Graduate	24.29%	75.71%
White	13.77%	86.23%
Multicultural	20.47%	79.53%
Domestic	14.72%	85.28%
International	12.3%	87.70%
First-Generation	13.29%	86.71%
Second-Generation+	14.82%	85.06%
LGB+	26.81%	73.19%
Straight	15.36%	84.64%
Students with disabilities	22.16%	77.84%
Students without disabilities	16.99%	82.89%
ALL STUDENTS SAMPLED	14.51%	85.49%

n=1029

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

	DISAGREE	AGREE
Women	15.81%	84.19%
Men	20.70%	79.30%
Gender Non-Conforming	28.95%	71.05%
Undergraduate	17.11%	82.89%
Graduate	22.03%	77.97%
White	17.01%	82.99%
Multicultural	26.77%	73.23%
Domestic	18.39%	81.61%
International	13.93%	86.07%
First-Generation	14.45%	85.55%
Second-Generation+	18.67%	81.21%
LGB+	26.81%	73.19%
Straight	15.36%	84.64%
Students with disabilities	22.61%	77.84%
Students without disabilities	16.99%	82.89%
ALL STUDENTS SAMPLED	17.94%	82.06%

n=1029

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

	DISAGREE	AGREE
Women	21.44%	78.56%
Men	20.53%	79.47%
Gender Non-Conforming	34.21%	65.79%
Undergraduate	19.78%	80.22%
Graduate	29.94%	70.06%
White	20.29%	79.71%
Multicultural	34.65%	65.35%
Domestic	22.32%	77.68%
International	16.53%	83.47%
First-Generation	22.54%	77.46%
Second-Generation+	21.47%	78.18%
LGB+	21.28%	78.72%
Straight	12.55%	87.45%
Students with disabilities	27.32%	72.16%
Students without disabilities	20.33%	79.43%
ALL STUDENTS SAMPLED	21.61%	78.39%

n=1027

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	41.44%
Men	42.35%
Gender Non-Conforming	21.05%
Undergraduate	40.05%
Graduate	44.38%
White	41.93%
Multicultural	32.80%
Domestic	40.65%
International	42.98%
First-Generation	40.94%
Second-Generation+	40.97%
LGB+	24.58%
Straight	45.88%
Students with disabilities	36.27%
ALL STUDENTS SAMPLED	40.99%

n=1018



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 data from 2019 and 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)	SPRING 2019	FALL 2021	PERCENT CHANGE
Undergraduates	24.91%	32.25%	29.47%
Graduate/Professional	20.13%	27.75%	37.85%
Multicultural	22.11%	48.41%	118.95%
White	21.10%	28.40%	34.60%
Domestic	23.35%	31.24%	33.79%
International	32.14%	31.93%	-0.65%
LGB+	37.72%	37.61%	-0.29%
Straight	22.99%	31.31%	36.19%
Transgender/Gender Non-Conforming	40.00%	40.54%	1.35%
Man/Woman	23.85%	30.86%	29.39%
Students with disabilities	31.94%	43.98%	37.70%
Students without disabilities	21.82%	28.52%	30.71%
ALL STUDENTS SAMPLED	24.10%	31.43%	30.41%



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	5.44%
Men	2.97%
Gender Non-Conforming	6.25%
Undergraduate	5.15%
Graduate	3.28%
White	3.16%
Multicultural	9.30%
Domestic	3.96%
International	14.29%
First-Generation	3.51%
Second-Generation+	5.00%
LGB+	3.61%
Straight	5.15%
Students with disabilities	4.00%
Students without disabilities	4.96%
ALL STUDENTS SAMPLED	4.78%

n=357

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	47.37%
Men	50.49%
Gender Non-Conforming	25.00%
Undergraduate	49.28%
Graduate	44.74%
White	45.68%
Multicultural	41.46%
Domestic	45.14%
International	71.79%
First-Generation	45.45%
Second-Generation+	48.36%
LGB+	42.19%
Straight	49.15%
Students with disabilities	41.89%
Students without disabilities	49.47%
ALL STUDENTS SAMPLED	47.77%

n=472

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	17.65%
Men	30.00%
Gender Non-Conforming	66.67%
Undergraduate	30.43%
Graduate	14.29%
White	28.57%
Multicultural	33.33%
Domestic	29.63%
International	0.00%
First-Generation	33.33%
Second-Generation+	25.93%
LGB+	0.00%
Straight	0.00%
Students with disabilities	44.44%
Students without disabilities	19.05%
ALL STUDENTS SAMPLED	26.67%

n=30

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	18.44%
Men	9.35%
Gender Non-Conforming	0.00%
Undergraduate	18.18%
Graduate	5.00%
White	14.79%
Multicultural	17.86%
Domestic	15.20%
International	16.33%
First-Generation	18.07%
Second-Generation+	14.65%
LGB+	12.05%
Straight	15.84%
Students with disabilities	4.04%
Students without disabilities	15.36%
ALL STUDENTS SAMPLED	15.32%

n=472

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	PERCENT OF STUDENTS INDICATING NEGATIVE IMPACT
1	Procrastination	55.04%
2	Stress	44.71%
3	Anxiety	35.59%
4	Sleep difficulties	24.88%
5	Depression	24.82%
6	Headaches/migraines	13.09%
7	Attention Deficit and Hyperactivity Disorder (ADHD)	11.79%
8	Intimate Relationships	11.14%
9	Finances	10.77%
10	Upper respiratory illness (for example: sinus infection, colds, or sore throat, etc.)	10.36%

GRADUATE/PROFESSIONAL

RANK	IMPEDIMENT	PERCENT OF STUDENTS INDICATING NEGATIVE IMPACT
1	Procrastination	40.78%
2	Stress	29.21%
3	Anxiety	24.58%
4	Depression	16.76%
5	Career	16.29%
6	Sleep difficulties	14.53%
7	Finances	11.30%
8	Headaches/migraines	10.11%
9	PMS (Premenstrual Syndrome), painful periods, or menstrual cramping	9.50%
10	Attention Deficit and Hyperactivity Disorder (ADHD)	7.82%

COVID-19 QUESTIONS

The following details self-report information about students' experiences with COVID-19. COVID-19 stands for Coronavirus Disease 2019 and is caused by the virus "SARS-CoV-2". In March, 2020, the World Health Organization declared COVID-19 a pandemic.

Have you ever had COVID-19?

	PERCENT OF POPULATION
Women	24.30%
Men	20.35%
Gender Non-Conforming	5.26%
Undergraduate	23.99%
Graduate	13.97%
White	19.12%
Multicultural	26.97%
Domestic	22.22%
International	18.40%
First-Generation	22.99%
Second-Generation+	21.89%
LGB+	14.04%
Straight	24.62%
Students with disabilities	23.71%
Students without disabilities	21.69%
ALL STUDENTS SAMPLED	22.27%

n=1024

I believe that my campus has done enough to protect students from COVID-19?

	PERCENT OF POPULATION WHO DISAGREE*
Women	37.13%
Men	28.49%
Gender Non-Conforming	65.79%
Undergraduate	31.78%
Graduate	50.56%
White	36.76%
Multicultural	27.59%
Domestic	59.57%
International	27.71%
First-Generation	65.79%
Second-Generation+	28.49%
LGB+	65.79%
Straight	36.76%
Students with disabilities	40.72%
Students without disabilities	33.93%
ALL STUDENTS SAMPLED	35.29%

n=1023

*Includes students who chose "Strongly disagree" or "Disagree"

How severe were any symptoms that you experienced?

	PERCENT OF POPULATION EXPERIENCING MODERATE OR SEVERE SYMPTOMS*
Women	52.56%
Men	35.71%
Gender Non-Conforming	50.00%
Undergraduate	46.77%
Graduate	52.00%
White	45.21%
Multicultural	56.52%
Domestic	46.45%
International	58.82%
First-Generation	45.00%
Second-Generation+	47.87%
LGB+	72.73%
Straight	43.52%
Students with disabilities	52.71%
Students without disabilities	46.15%
ALL STUDENTS SAMPLED	47.37%

n=228**

*Includes students who indicated moderate or severe symptoms

**Only includes students who indicated they had COVID-19



If you have received counseling or therapy in the past 12 months, how has your access to mental health care been affected by the pandemic

PERCENT OF POPULATION WHO INDICATED IT WAS MORE DIFFICULT*	
Women	46.04%
Men	48.21%
Gender Non-Conforming	65.00%
Undergraduate	51.11%
Graduate	30.61%
White	48.50%
Multicultural	44.68%
Domestic	63.73%
International	38.86%
First-Generation	65.00%
Second-Generation+	48.21%
LGB+	65.00%
Straight	48.50%
Students with disabilities	54.55%
Students without disabilities	44.79%
ALL STUDENTS SAMPLED	47.84%

n=278**

*Includes students who chose "Much more difficult or limited access" or "Somewhat more difficult or limited access"

**Only includes students who indicated received counseling or therapy in last 12 months

How has your current financial situation been affected by the COVID-19 pandemic?

PERCENT OF POPULATION WHO INDICATED MORE STRESSFUL	
Women	43.37%
Men	40.41%
Gender Non-Conforming	39.47%
Undergraduate	42.77%
Graduate	40.45%
White	39.84%
Multicultural	54.02%
Domestic	48.09%
International	40.87%
First-Generation	39.47%
Second-Generation+	40.41%
LGB+	39.47%
Straight	39.84%
Students with disabilities	56.70%
Students without disabilities	38.88%
ALL STUDENTS SAMPLED	42.23%

n=1023

*Includes students who chose "A lot more stressful" or "Somewhat more stressful"

As a result of the pandemic, have you witnessed any discriminatory or hostile behavior toward others due to what was perceived to be their race/ethnicity?

PERCENT OF POPULATION WHO INDICATED YES	
Women	38.38%
Men	26.02%
Gender Non-Conforming	54.05%
Undergraduate	33.57%
Graduate	42.37%
White	33.33%
Multicultural	45.24%
Domestic	35.01%
International	35.25%
First-Generation	30.64%
Second-Generation+	35.71%
LGB+	54.70%
Straight	28.94%
Students with disabilities	43.01%
Students without disabilities	32.97%
ALL STUDENTS SAMPLED	34.80%

n=1020

How has your current overall level of stress been impacted by the COVID-19 pandemic?

PERCENT OF POPULATION WHO INDICATED INCREASED STRESS*	
Women	82.37%
Men	67.44%
Gender Non-Conforming	89.47%
Undergraduate	77.06%
Graduate	79.78%
White	77.69%
Multicultural	77.01%
Domestic	89.36%
International	74.07%
First-Generation	89.47%
Second-Generation+	67.44%
LGB+	89.47%
Straight	77.69%
Students with disabilities	81.44%
Students without disabilities	76.67%
ALL STUDENTS SAMPLED	77.61%

n=1023

*Includes students who chose "Significantly increased my level of stress" or "Somewhat increased my level of stress"

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