



ANNUAL REPORT 2025-2026

IOWA

Student Wellness

Student Wellness



Services

- Alcohol and other drug prevention, evaluation, and educational consultations
- Educational outreach workshops on a variety of health topics
- Fitness and exercise consultations
- Light therapy program
- Workshops on mindfulness, nature, building better habits
- Nicotine support
- Nutrition consultations
- Sexual health supplies and information
- Sleep program and consultations
- Stress management consultations
- Wellness coaching

Student Staff

- Health Promotion Assistants (3)
- Student Interns (4)
- Student Interventionists (3)
- Program Assistants (2)

Locations

- Westlawn
- Campus Recreation & Wellness Center

Student Wellness

Professional Staff



Trish Welter
Associate Director



Becca Don
Senior Behavioral
Health Consultant



Emily Garcia
Dietitian



Karen Grajczyk-Haddad
Senior Behavioral
Health Consultant



Keanna Kubovec
Behavioral Health
Consultant



Haley Melchert
Behavioral Health
Consultant



Lindsey Norman
Behavioral Health
Consultant



Haley Wolf
Behavioral Health
Coordinator



Susanne Kretzschmar-Cowell
Administrative Services
Coordinator

Student Wellness Mission

Support student success by promoting sustainable health behaviors and fostering a culture of wellness.

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Summary of Individual Consultations

Total Consultations:
2,348

Virtual
41.7%



In-Person
58.3%

Alcohol & Drugs | 1,050

2024-2025: 787
2023-2024: 717
2022-2023: 785

Fitness | 288

2024-2025: 236
2023-2024: 288
2022-2023: 202

Intuitive Eating | 9

2024-2025: 13
2023-2024: 31
2022-2023: 34

Mini Consults | 17

2024-2025: 20
2023-2024: 24
2022-2023: 20

Nicotine | 4

2024-2025: 3
2023-2024: 9
2022-2023: 13

Nutrition | 721

2024-2025: 449
2023-2024: 473
2022-2023: 580

Sleep | 4

2024-2025: 0
2023-2024: 6
2022-2023: 9

Stress Management | 71

2024-2025: 81
2023-2024: 86
2022-2023: 73

Wellness Coaching | 184

2024-2025: 219
2023-2024: 248
2022-2023: 193

Evaluation & Outcomes of Individual Consultations

Of the 119 students that participated in a follow-up survey, the reported numbers are those that selected strongly agree or agree.

Expectations

- 93.2% reported the appointment met their expectations

Improved Wellness

- 90.8% learned about strategies for improving their wellness as a result of the appointment.

Changes in Behavior

- 83.2% made positive changes to a wellness behavior as a result of the appointment.

Connection

- 74.6% felt more connected to someone on campus as a result of the appointment.

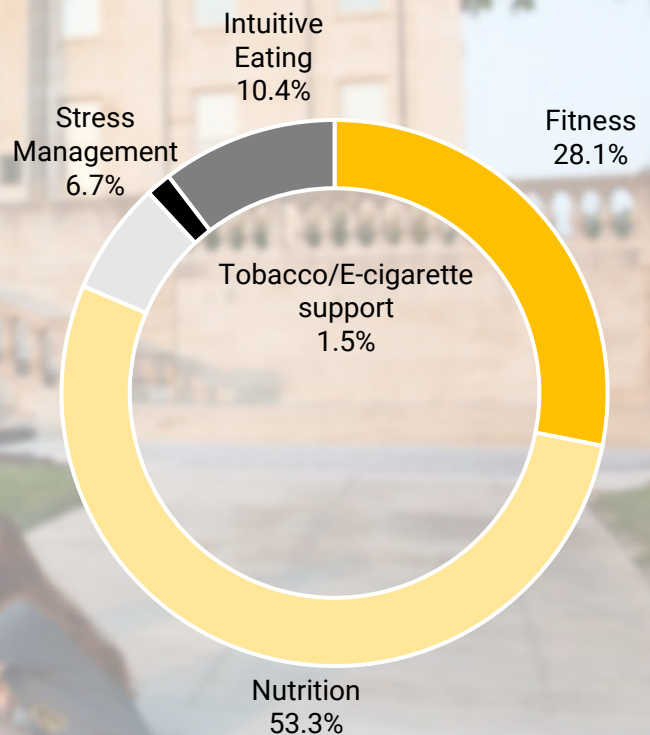
Sense of Well-Being

- 82.4% felt a greater sense of overall well-being as a result of the appointment.

Individualized Experience

- 95.8% felt like their individual needs and interests were taken into consideration during the appointment.

Distribution of Survey Responses by Appointment*



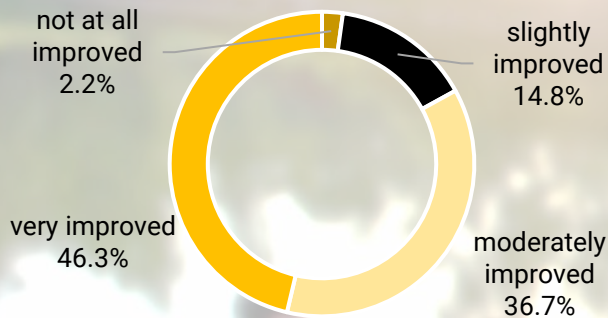
*Alcohol & other drug appointment consultation evaluations are on corresponding pages.

Summary of Outreach

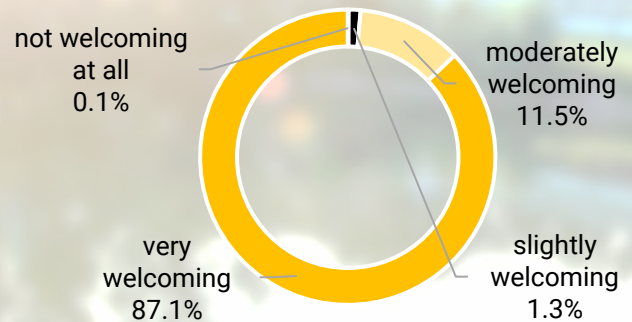
Total Outreach: 19,341

Of those who completed an evaluation
n=3,257

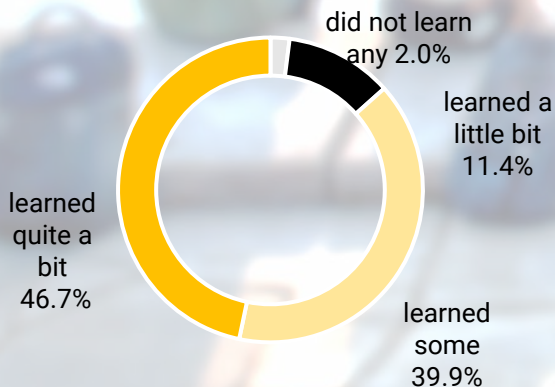
Personal well-being improvement



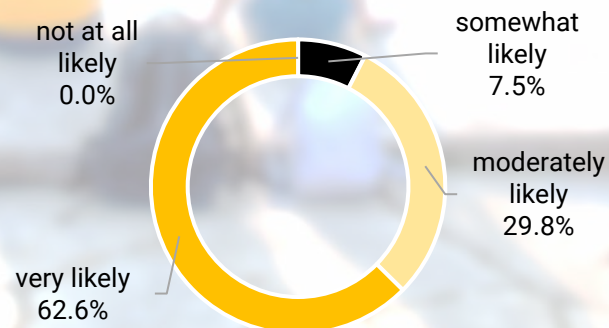
Welcoming



Extent of learning new information

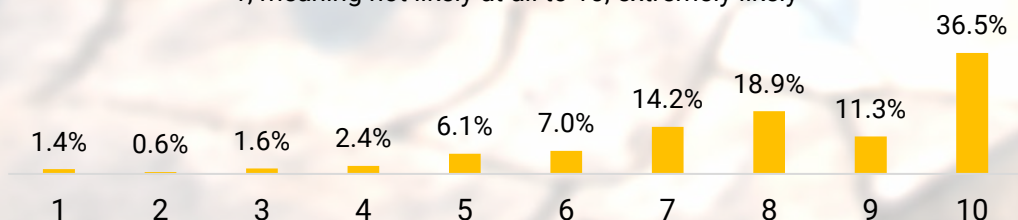


Likelihood of application to personal well-being



Likelihood of recommending program to a friend, classmate

1, meaning not likely at all to 10, extremely likely



Summary of Online Screenings

Total Screenings: 314 - Aiberry

**2024-2025: 107- Mindwise
2023-2024: 1,900- Mindwise**

Anger: 2

2024-2025	0
2023-2024	3

PTSD: 13

2024-2025	6
2023-2024	9

Anxiety: 62

2024-2025	35
2023-2024	65

Panic Disorder: 11

2024-2025	Not included
2023-2024	Not included

Bipolar Disorder: 18

2024-2025	7
2023-2024	22

Psychosis: 21

2024-2025	Not included
2023-2024	Not included

Depression: 63

2024-2025	33
2023-2024	55

Social Anxiety Disorder: 16

2024-2025	Not included
2023-2024	Not included

Eating Disorders: 28

2024-2025	8
2023-2024	34

**Tobacco, Alcohol, Prescription Medication, and other
Substance Use: 8**

2024-2025	Not included
2023-2024	Not included

Gambling: 2

2024-2025	2
2023-2024	11

Mental Health: Well-Being: 70

2024-2025	86
2023-2024	163

Alcohol eCHECKUP TO GO: 11,691

2024-2025	5,612
2023-2024	3,030

Cannabis eCHECKUP TO GO: 24

2024-2025	17
2023-2024	10

In spring of 2025, our previous vendor for mental health screenings, Mindwise, went out of business and we switched to a new one, Aiberry. This was the first full school year of its use and there are differences in the screenings offered.

3 Weeks to Wellness



3 Weeks to Wellness was designed to help participants boost their positive health behaviors by developing skills related to stress management, healthy sleep, and healthy relationships. In the three-week program, students were challenged to meet a variety of goals each day to support one's well-being. The program ran from April 6-April 29.

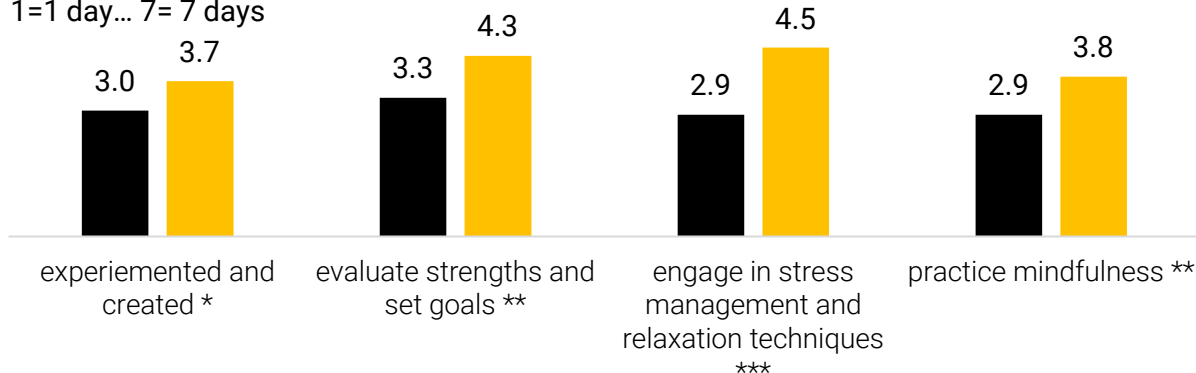
Highlights

As a result of 3 Weeks to Wellness...(n=45)

- 100.0% of students learned new information or skills as a result of their participation in 3 Weeks to Wellness
- 100.0% of students felt their personal well-being improved or will improve as a result of the program.

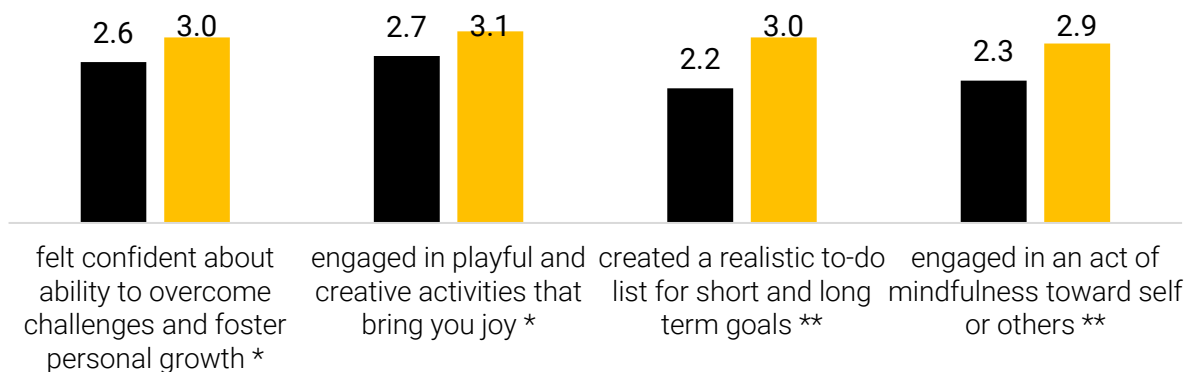
Prioritizing Well-being in the Past Week

1=1 day... 7= 7 days



Stress Management and Self-Care in the Past 3 Weeks

0= never, 1= almost never, 2= sometimes, 3= fairly often, 4= very often



*p<.05 **p<.01 ***p<.001

What Students Said

- "... it really made me stop and think about how I was feeling and ways that I can improve my well-being as a whole."
- "I liked the different tasks we had each day for the three weeks. It was a good change of pace for me."
- "The reminders also felt encouraging, like a small push each week to keep going instead of giving up."

Alcohol & U



Alcohol & U is a three-tiered alcohol education intervention for Fraternity & Sorority Life students facilitated by Student Wellness staff. This year, Part 1 was implemented, which focused on the connection between emotional intelligence and alcohol use while creating a community of care. This program was modeled from evidence-based interventions, including Alcohol Skills Training Program (ASTP).

Highlights

- 2,279 students attended Alcohol & U in the 25-26 academic year
- 2,060 students completed the post survey at the conclusion of the training

Pre & Post on Learning Outcome Statements

I understand and can reflect on my personal emotional intelligence.	96.4% to 98.7% ***
I am able to apply emotional intelligence concepts to alcohol use/education.	96.1 to 98.4% ***
My chapter instills a community of care.	96.1% to 98.4% *
I am considering how my alcohol use effects and reflects my personal values and chapter.	93.4% to 97.8% *

*p<.05 **p<.01 ***p<.001

Overall Satisfaction of the Program

Reported as strongly agree and agree

Immediately after the training (n=1,671)...

- 96.1% reported they felt well informed before the program.
- 97.7% reported they felt the program was hosted in a supportive environment
- 96.4% reported the program was relevant to their council and chapter
- 85.1% reported the program challenged their perspectives
- 93.6% reported the program increased their connection to FSL and/or Ulowa Staff
- 96.0% reported the program was outstanding

FSL Community & Professional Development

Reported as strongly agree and agree

As a result of the training (n=2,021), students ...

- 97.4% thought critically about challenges affecting my chapter and community
- 97.3% were able to better understand their values and thoughts about challenges affecting their chapter and community
- 98.1% feel they can apply the new knowledge and perspectives gained from the program to their fraternity and sorority experience

Well-Being

Reported as strongly agree and agree

As a result of the training (n=2,009)...

- 88.0% reported their personal well-being has improved
- 90.0% reported they learned new information or skills
- 94.1% reported they will apply what was learned to their personal well-being

BASICS



Brief Alcohol Screening and Intervention for College Students (BASICS) is an evidence-based program using a harm reduction approach. It is one of the higher levels of alcohol education offered by Student Wellness. It consists of 2 individual sessions which focus on personal feedback and reflection on alcohol and cannabis behaviors, and identification of strategies to reduce negative consequences.

Highlights

- 212 sessions of BASICS were attended in the 2025-2026 school year
- 102 students completed BASICS
- 50 students took the 3-month follow up survey

Changes in Alcohol Use

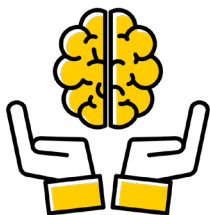
	n=50	Pre	Post
Any use in the last 30 days **		92.0%	74.0%
Typical number of drinks ***		4.1	3.1
High risk drinking occasions in last two weeks		50.0%	38.0%
Forgot where they were or what they did in the last 30 days when drinking alcohol ***		28.0%	4.0%
Regretted something they did when drinking ***		38.0%	4.0%
Paced their drinks over time		40.0%	62.0%
Number of consequences in the last 30 days due to alcohol use ***		1.5	0.4

*p<.05 **p<.01 ***p<.001

Notable Quotes

- *"BASICS has helped me become more aware of my choices by encouraging me to reflect on how my decisions affect both my academics and wellbeing. It's given me practical tools to recognize patterns in my behavior and make adjustments that support healthier, more balanced outcomes."*
- *"It has helped me keep track of any substance that I have been consuming and has informed me about the dangers of over-consuming said substances."*
- *"BASICS has helped me find small ways to change my habits with alcohol."*
- *"Taught me about alcohol and made me see it in a way I never saw it before"*
- *"I liked how we were told to keep track of our use of substances, as it really made me see how much I was consuming."*
- *"I thought it was a good tool to learn more about drinking and the effects"*
- *"I truly feel I am a better person after this program."*
- *"It was nice to just talk to someone about my habits."*

Collegiate Recovery Program



The University of Iowa Collegiate Recovery Program (CRP) provides an environment that supports the therapeutic and educational needs of Iowa students who are considering recovery, in recovery, or wanting to support those in any stage of recovery from addiction. The CRP is led by a partnership between Student Wellness and University Counseling Service.

Highlights

- Presented to 200 resident advisers (RAs) on harm reduction and the CRP at RA Training held in August 2025
- Facilitated updated Recovery Ally training for faculty and staff for Collegiate Recovery Week, that trained 10 students and staff members.
- Organized 4 Sips of Support events, an informal opportunity to spread the word about the CRP and our support groups, reaching over 400 students
- Offered 3 different continuing education opportunities for students, faculty, and staff on issues related to recovery, support, and harm reduction, reaching over 100 people

Success, Not Excess

Due to the IMU Renovation, the CRP room was no longer available for use. For this academic year, we partnered with the Women's Resource and Action Center (WRAC) to hold our Thursday Success Not Excess meetings at the Bowman House.

- Fall 2025: 28 encounters, averaging about 2 students per meeting
- Spring 2026: 15 encounters, averaging about 1 student per meeting

New this year, the CRP offered a checkout survey that students were invited to take at the conclusion of the meeting. Students answered a quick 5 question survey by scanning a QR code to check in on how they're doing and share if they need additional support in a confidential way. This will be used moving forward to getting a better pulse on how students feel after the meeting and how to continue connecting with them for more assistance if requested.

	Top 5 Themes Discussed at Success, Not Excess
1	Alcohol (23)
2	Friendships (16)
3	Academics (13) & Cannabis (13)
4	Relationships (7)
5	Anxiety (4) & Nicotine (4)



Habit Hacks

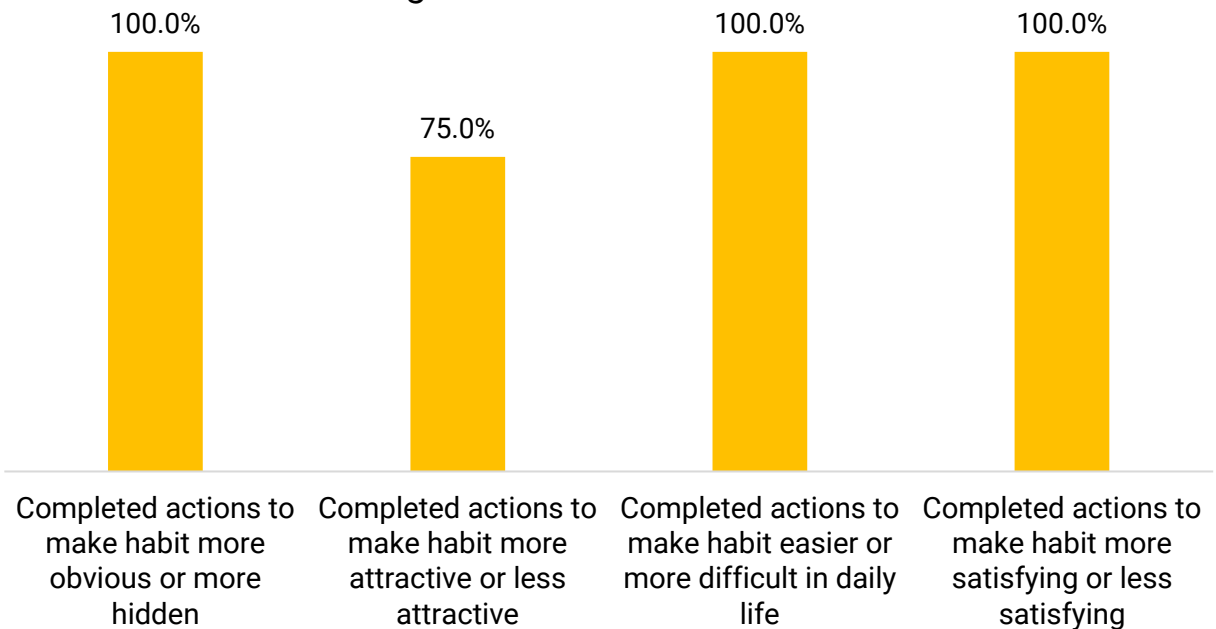


Habit Hacks is a new workshop implemented for the first time Fall 2025 based on the book, *Atomic Habits* by James Clear. This four-part workshop focuses on utilizing strategies to achieve the behaviors participants want to accomplish. Students are asked to select a habit they would like to work on at the beginning of the workshop and utilize the strategies from the book to make progress on them.

Highlights

- An average of 11 students attended the fall session and 5 in the spring session
- 100.0% of participants who completed the evaluation stated they would do one thing differently as a result of the workshop
- 100.0% of participants reported their personal well-being had improved as a result of the program
- 91.7% would recommend the program to a friend or classmate
- 100.0% of students learned something from the workshop

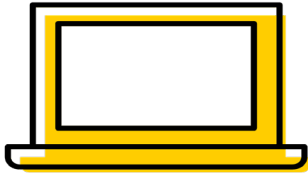
Strategies used from "Habit Hacks"



Notable Quotes

- *"I think there was an element of positive peer pressure and accountability. Becca was a good instructor and very nice."*
- *"I think it was a very non-judgmental environment. I feel like I experienced some positive peer pressure, more self imposed from being in the workshop environment. I felt like Becca and my classmates were encouraging and non-judgmental."*
- *"Loved the book, loved the explanations, loved the workshop."*

Healthy Hawk Challenge Survey



The entire University of Iowa sophomore class was invited to take part in an online health risk assessment named the Healthy Hawk Challenge (HHC), making this the fourteenth year it has been offered in some capacity. This tool provided personalized feedback on many health behaviors. Students who met specific high-risk criteria were asked to participate in the second part of the HHC, an evidence-based alcohol intervention aimed at lowering their risk.

Highlights

- 1,695 sophomores completed the HHC online survey
- 459 completed the three-month online follow-up evaluation
- 92.4% of students who completed the three-month online follow-up could list one thing they learned about their health after taking the HHC
- 93.2% of students who completed the three-month online follow up could list one way they had improved their overall health after taking the HHC

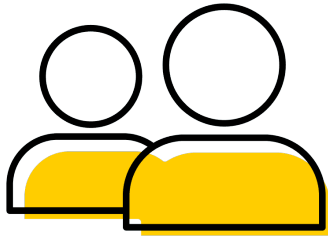
Campus Resource Utilization

- 49.5% students who completed the follow-up survey utilized a campus resource following the Healthy Hawk Challenge. The most common resources used by students were:
 - Student Health (30.6%)
 - Student Wellness (25.2%)
 - University Counseling Service (21.7%)

Health Behavior Changes

% of students reporting a change in their health behavior following completion of survey n=523	Able to list one thing they can continue doing to reduce risk	Able to list one thing they can change to reduce risk
Eating Habits	90.4%	90.2%
Physical Activity	90.6%	86.7%
Alcohol	78.4%	67.1%
Stress Management	89.1%	85.4%
Mental Health	88.0%	85.8%

Healthy Hawk Challenge, BASICS



Students who met specific high-risk criteria were asked to participate in the second part of the Healthy Hawk Challenge, an evidence-based alcohol intervention aimed at lowering their risk. 53.1% of students were invited for part two. Students were compensated for each appointment attended, and were led in motivational interviewing and brief alcohol education to review current health behaviors. The emphasis on part two is to review current substance use and elicit behavior change to encourage lower risk behavior. This spring, we implemented online scheduling that helped us maintain in-person appointments the entire school year.

Highlights

- 227 students completed the alcohol intervention
- 95 students who completed the alcohol intervention in 2025-2026 completed a three-month follow-up
- 96 students who completed the alcohol intervention in 2024-2025 completed a twelve-month follow-up

Behavior Change from BASICS

*p<.05 **p<.01 ***p<.001

	Change after 3 months	Change after 1 year
Days of alcohol use in the last 30 days	4.3 to 4.1 *	4.5 to 4.1 **
Average typical number of drinks	4.6 to 3.8 **	10.1 to 4.0 *
Episodes of high-risk drinking (4+ for females, 5+ for males) in the last two weeks	1.4 to 0.8 ***	3.5 to 2.2 *
Protective behavior: have a friend let them know when they had enough	78.9% to 68.4% *	75.3 to 63.4% *
Negative consequence: felt hungover	86.0% to 49.5% ***	77.4% to 72.0%
Experienced any negative consequences	92.7% to 82.3% *	90.3% to 79.6% *
Average typical Blood Alcohol Concentration (BAC)	0.08 to 0.06 **	.10 to .07 **

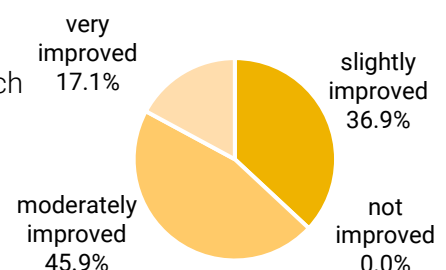
1 year data from alcohol intervention participants from 2024-2025

Stages of Change

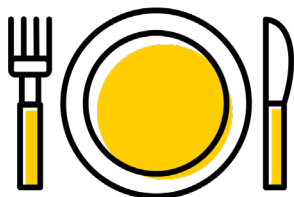
Students who participated in part two filled out a readiness ruler of their motivation to change their alcohol use to make behavioral change concluding each session.

- 75.4% of students moved toward change
- 19.6% of students were not ready to make any changes
- 5.1% moved backwards

Improvement of well-being after 3 months



Intuitive Eating



Intuitive Eating (IE) is an evidence-based approach that teaches students how to create a healthy relationship with mind, body, food, and exercise. Intuitive Eating workshops and programming launched in Fall 2011. All Intuitive Eating workshops are free for students and were in-person. Two sessions were offered; one in fall and one in spring.

Highlight

- An average of 4 students attended each IE session
- 100.0% of participants who completed the evaluation agreed that IE helped them create a healthy relationship with food
- 85.7% of participants agreed that IE helped them create a healthier relationship with exercise
- 85.7% of participants agreed that IE helped them feel more positive and accepting of their bodies.

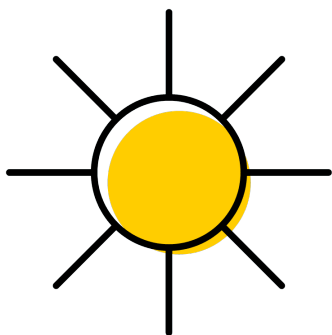
*p<.05 **p<.01 ***p<.001

n=7	Pre	Post
(1=not confident; 2=somewhat confident; 3=confident; 4=very confident)		
Trust their body to tell themselves what to eat *	2.3	2.9
Trust their body to tell themselves how much to eat *	1.9	1.7
Give themselves unconditional permission to eat what it wants	2.4	2.4
Respect and appreciate their body	2.3	2.3
Make food choices that honor health and makes them feel good	2.3	2.6
Focus on how it feels to move their body instead of the calorie-burning effects of exercise	2.3	2.4

Notable Quotes

- *"This class was so welcoming and informative."*
- *"It was engaging, fun, and made simple."*
- *"All the information is truly helpful and life changing."*
- *"I think it's a very helpful workshop around food in today's society that is so focused on weight and looks"*
- *"I think many people can get benefit from intuitive eating!"*

Light Therapy



Light Therapy is one way to help treat Seasonal Affective Disorder (SAD), a form of depression associated with the lack of natural light during the winter months. Students may check out a light box for up to one month. Light boxes are available for check out at Westlawn, CRWC Wellness Suite, and were featured at some tabling events.

Highlights

- 55 light boxes were checked out
- 38 were checked out from the CRWC, 14 from Westlawn, 3 from outreach events
- 75.5% of students used the light box between 1-7 times in a week
- 54 students completed the evaluation

Students reported being bothered in the past two weeks by the following problems	Pre	Post
Not at all =0; Several days=1; More than half the days=2; Nearly every day=3		
Little interest or pleasure in doing things***	1.2	0.8
Feeling down, depressed, or hopeless**	1.2	0.8
Trouble falling asleep, staying asleep or sleeping too much	1.5	1.3
Feeling tired or having little energy***	1.8	1.2
Poor appetite or overeating**	1.1	0.6
Feeling bad about themselves or feeling like they are a failure or have let themselves or their family down***	1.0	0.5
Trouble concentrating on things**	1.3	0.9
Moving or speaking so slowly that other people noticed or being so fidgety or restless and moving around a lot more than usual	0.5	0.3
Total problems***	5.9	4.2

*p<.05 **p<.01 ***p<.001

Notable Quotes

- "I found the light therapy to make me feel much more motivated to get up and active in the mornings, something I typically struggle with.."
- "I think that it is a useful tool and should continue to be provided for students."
- "I found the light therapy to make me feel much more motivated to get up and active in the mornings, something I typically struggle with."
- "It was a good way to be productive and to do something beneficial for myself"

Mindfulness



Intro to Mindfulness® is an evidence-based curriculum specifically designed for teaching mindfulness, meditation, and stress management to college students. Participants learn different meditation practices to help cope with negative emotions and stress by staying present in the current moment. This year, Student Wellness offered six Intro to Mindfulness workshops and two three-hour silent retreats.

Highlights of Intro to Mindfulness Workshop

- 33 students attended at least one session of Intro to Mindfulness; 23 students attended at least 3 sessions
- 73.3% of students who completed the survey would recommend the workshop to a friend
- 100.0% of students who completed the survey indicated their well-being improved as a result of the program.

In the last month, how often have participants... (n=15)	Pre	Post
(0=never; 1=almost never; 2=sometimes; 3=fairly often; 4=very often)		
Felt that things were going their way*	2.1	2.6
Felt nervous and stressed	3.0	2.6
Felt confident about their ability to handle personal problems	2.5	2.9
Found that they could not cope with all the things that they had to do	2.4	1.9
Been able to notice their thoughts without judgment *	2.0	2.5
Been able to focus on the present moment *	1.9	2.4
Had difficulties with sleep (e.g., falling or staying asleep, waking too early)	2.1	2.1
Got enough sleep to feel rested	2.1	2.5
Number of drinks on a typical night of drinking	2.0	1.7
Drank 5+ or more in a sitting for men or 4+ for women (binge drinking)	26.7%	20.0%

*p<.05 **p<.01 ***p<.001

Notable Quotes

- "I enjoyed this class and found it helpful for dealing with the normal stressors that most college students face."
- "I think this is a great intro to anyone who is curious about implementing more acts of mindfulness into their lives. It was a low commitment and engaging. "
- "Because I'm so sure that making a habit to calm yourself and cultivate the non-judgmental attitude to yourself is super beneficial for PhD student."
- "I love this class and everyone should learn these skills!"

Pieces



Pieces is one of Student Wellness' alcohol education programs. Pieces consists of two individual sessions which focus on personal reflection of alcohol-related behaviors, identification of strategies to reduce negative consequences, and alcohol education. Current research indicates brief, individual sessions based on personal feedback are more effective with college students than group education.

Highlights

- 347 Pieces sessions (first appointment and second appointments) were attended in the 2025-2026 school year
- 173 students completed Pieces
- 87 students took the 3-month follow-up survey
- 97.6% of students could list at least one way Pieces has helped them

Behavior Change

n=37	Pre	Post
Alcohol Use		
Previous use in the last 30 days (yes/no) ***	87.3%	62.0%
Typical number of drinks per occasion ***	3.7	2.8
Average Blood Alcohol Concentration (BAC) ***	0.05	0.03
Negative Consequences (past 30 days)		
Did something they later regretted	11.4%	6.3%
Drank shots *	34.2%	19.0%
Number of risky negative consequences **	3.4	2.0

*p<.05 **p<.01 ***p<.001

Notable Quotes

- "I thought that I felt pretty comfortable expressing myself just the environment felt pretty welcoming.
- "One thing I liked about Pieces was that it felt supportive rather than judgmental. The program provided helpful information and real-life strategies in an approachable, easy-to-relate-to way, making it easier to reflect honestly and learn from the experience.
- "I learned about BAC and how to calculate how much I've drank."
- "Pieces helped me reflect on making sure to set smart goals in life."
- "One way Pieces has helped me is by giving me access to alcohol education resources and support strategies that helped me better understand responsible decision-making and the effects alcohol can have on health, academics, and relationships. It also provided a space where I could reflect on my habits and learn healthier coping and stress-management techniques."

Red Watch Band



The Red Watch Band Program focuses on knowledge, skill, and confidence building regarding preventing death from alcohol overdose. Students are taught the knowledge and skills to "make the call," and using role plays, given opportunities to build confidence to intervene on behalf of another. 29 trainings were held this academic year. Beginning in Spring of 2024, Narcan education was added to the training and free Narcan kits were offered to those who wanted it.

Highlights

- 266 students participated in a Red Watch Band training
- 94.8% of students rated their satisfaction with the training at 5 out of 5
- 81.2% of students would recommend Red Watch Band to a friend on a scale scoring 8 through 10 (on a 10-point scale).

Behavior Change

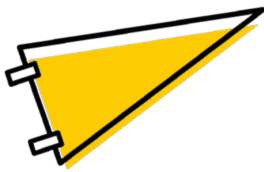
<i>n</i> =266	<i>Pre</i>	<i>Post</i>
<i>strongly disagree=1; disagree=2; neither agree nor disagree=3; agree=4; strongly agree=5</i>		
Felt confident in ability to respond effectively as a bystander in an alcohol-related emergency ***	3.7	4.8
Number of correct signs of alcohol poisoning ***	1.6	2.9
Number of correct actions to help someone who may be experiencing alcohol poisoning ***	1.6	2.9
Could correctly name 3 signs of alcohol poisoning ***	18.5%	90.9%
Could correctly name 3 actions needed to help someone ***	18.9%	94.0%

p*<.05 *p*<.01 ****p*<.001

Notable Quotes

- "I think this is an excellent, free resource that students should take advantage of."
- "I think this is an important course, especially on a college campus surrounded by drinking."
- "This was incredibly informative and I'm far more prepared than I was before."
- "Life saving skills are important and you never know when they might be necessary."
- "I found it very useful and properly geared towards college students."
- "It is a very informational program and I think everyone should know these facts."
- "I now feel confident in my ability to provide CPR to those in need."
- "This was very educational and made me feel prepared."
- "This is information that everyone should learn and it's very important."

Sink your Stress



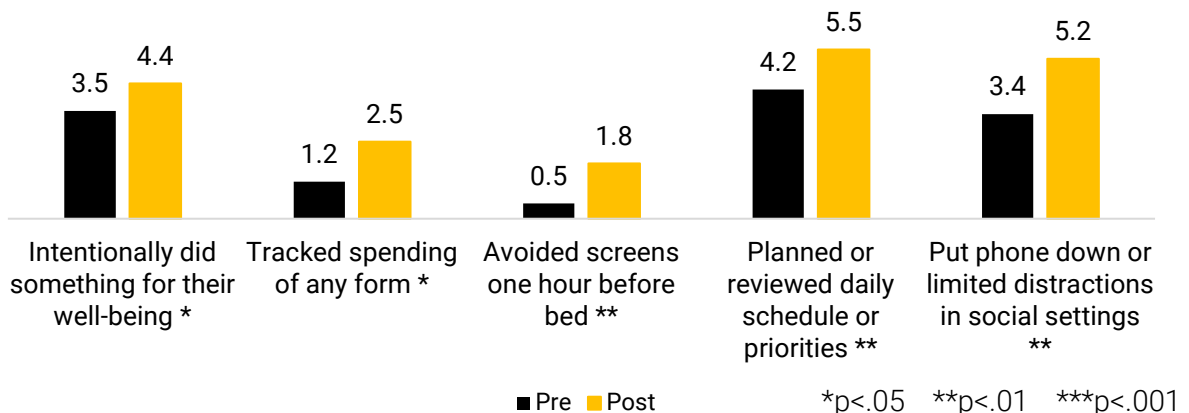
Sink your Stress is a three-week program in which University of Iowa students were challenged to complete daily tasks to reduce their stress. This was done by completing tasks that were focused around financial wellness, social connections, sleep, and decreased screen time. The program took place from September 22- October 12.

Highlights

- 60 students registered for Sink your Stress. 24 students completed the evaluation
- 92.3% of students who completed the evaluation were able to name at least one way the program positively impacted them

Results

Days completing challenges



5= strongly agree, 4= agree, 3= neutral, 2= disagree, 1= strongly disagree

I feel in control of my spending and financial decisions	3.6 to 4.1
I manage my time in a way that supports my academic and personal priorities	3.2 to 4.0
I feel connected to others and supported in my relationships	3.3 to 4.2

What Students Said

- "This program encouraged me to be more intentional about my stress management and time management, and helped me appreciate the things I already do to connect with others."
- "I really enjoyed the financial wellness one. I struggle with spending too much money, especially when I get stressed, so finding cheaper alternatives to my favorite products helped me out."
- "It gave me a guideline and goals to stick to, only one thing per day, and each one could be easily personalized. It helped get my mind back on track to take care of myself."
- "Putting my phone down in conversations has helped me feel a lot more connected. I never even realized I had a problem with it before.."

Thrive in 3



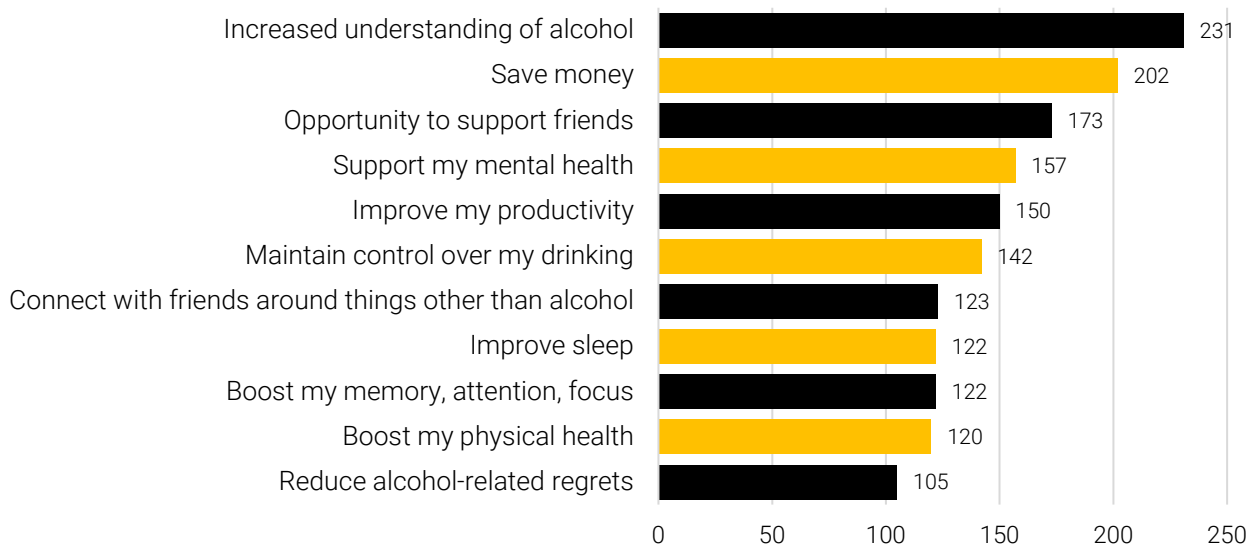
Thrive in 3 program leverages the influence peers have on alcohol use by supporting students in trying alcohol harm reduction strategies in community with their friends, while continually prompting them to reflect on their experiences through a series of questions and educational content texted to them throughout the 3-week program. The program also invites students to reflect on the intersection of alcohol and mental health. The program is three weeks in length, including three text message check-in responses per week and a post survey.

Highlights

- 726 students participated in the program over two semesters representing a variety of groups including fraternity & sorority life chapters, LLCs, Iowa Link & Hawkeye Marching Band
- 405 students filled out the final survey at the conclusion of the program

*p<.05 **p<.01 ***p<.001	N=405
Number of days drank in the last month ***	7.9 to 6.1
Last two weeks, how many drinks consumed ***	5.1 to 4.5
Last two weeks, had 5+ drinks ***	2.2 to 1.8

Which of the following, if any, did you experience from participating in the program? (select all that apply) Fall Post-Survey n=288



What Students Said

Share what main information or insights will you carry forward from your program experience after it has ended

- "That I can minimize my drinks and still have a good time with my friends without feeling left out."
- "Setting a drink limit is helpful and how much you drink impacts your physical and mental health."
- "That it's ok to slow down your drinking and there are many strategies to help do that such as rotating waters or making sure you have eaten beforehand."

Wellness Coaching

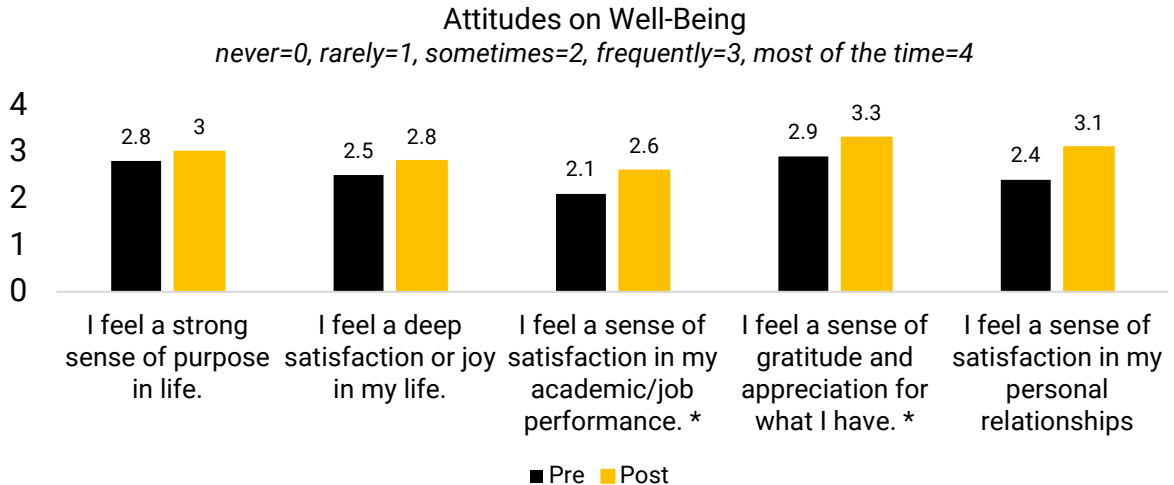


Wellness coaching is a free service that allows students to work one-on-one with Student Wellness staff member to overcome barriers and achieve health and wellness related goals. Wellness coaches take a positive approach to personal development, focusing on strengths and encouraging students along the way. The initial wellness coaching session is 60 minutes and follow-up sessions are scheduled every two weeks for 45 minutes.

Highlights

- 63 students registered for Wellness Coaching, 25 students completed the evaluation
- Of those that completed the evaluation...
 - 91.7% agreed the appointments met their expectations
 - 83.3% of students agreed that they learned about strategies to improve their wellness
 - 91.7% agreed they made positive changes to a wellness behavior
 - 79.2% agreed they feel more connected to someone on campus
 - 87.5% felt a greater sense of well-being
 - 91.7% felt their individual needs were taken into consideration
 - 82.6% would recommend the program to a friend or classmate

Results



*p<.05 **p<.01 ***p<.001

What Students Said

- "I think we just need more students on campus to know about Wellness coaching and take that benefit from this service."
- "I feel that having someone to talk too about my stress, concerns, and then working on ways to make a change for the better was super beneficial. Having someone to help me make goals was amazing."
- "The coach is kind and patient, making me feel welcome."
- "Having a wellness coach helped me in many ways. I was able to get the resources I needed, re-learned valuable skills like making goals and also learning how to time-manage better. I am very grateful for my wellness coach."

Future Plans

As a result of collecting and analyzing data from our programming over the years, a few changes will be implemented for our next assessment cycle.

In recent years, we have seen decreases in our participation for workshops, particularly Intuitive Eating, Intro to Mindfulness, and Earthmind. While the student feedback of these workshops have remained positive, we reviewed the data and discussed among our staff members what could improve our participation. Discussion ranged from the length of the workshops, lack of understanding of the topic of the workshop (intuitive eating), the encouragement of reading a book alongside the workshop (mindfulness), and utilization of a practice log (mindfulness).

Next academic year, 2026-2027, we are piloting a revised version of the four-week Mindfulness workshop to a two-week workshop including the top ranked and most useful meditations to promote relaxation and observing the present moment experience. Intuitive eating will no longer host a workshop, but instead, individual, drop-in sessions, called Nourished at Iowa, which will feature different themes during the academic year and promote intuitive eating concepts. Earthmind will feature four drop-in sessions, based off student feedback of their most liked activities that are more accessible for students to do on their own, for example, identifying natural scents for relaxation, etc.

Program	Improvement for next time program is run
Intro to Mindfulness	Modifying away from traditional 4-session workshop to 2 session, basic mindfulness skills program.
Intuitive Eating	Modifying away from traditional 4-session workshop to multiple, drop-in, intuitive eating focused topics throughout academic year.
Earthmind	Modifying to 4 drop-in sessions, rather than a 4-week workshop