



University of New Hampshire

# Health & Wellness Annual Report

2024-25, DIVISION OF STUDENT LIFE, 7/2/25

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# Executive Summary

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Major accomplishments and institutional difficulties characterized the 2024–25 academic year. Despite the University’s ongoing budget crisis, Health & Wellness (H&W) remained committed to providing high-quality, student-focused care and education, continuing to serve as a vital support for the UNH community’s health and well-being.

## Key Highlights & Accomplishments:

- **Maintaining Excellence During Difficult Times:** Despite staffing and financial challenges, H&W remained committed to clinical and operational excellence, evident in consistently high patient satisfaction ratings (ranging from 4.69 to 4.80 out of 5.0) and successful service delivery across more than 21,000 medical and mental health visits.
- **Accreditation Secured:** Health & Wellness received its ninth consecutive three-year reaccreditation from the Accreditation Association for Ambulatory Health Care (AAAHC), confirming its national standard of excellence in ambulatory care despite financial challenges.
- **Living Well Services Impact:** Although staffing reductions resulted in fewer counseling sessions and programs, the team still reached over 16,000 students through 407 educational events, launched an opioid harm reduction campaign, and helped prevent issues related to sexual health and IPV.
- **Student Development and Learning:** Over 20 student interns and employees gained practical experience in public health. All reported skill development, increased self-awareness, and effective application of knowledge in their field.
- **Strategic Leadership on Campus Well-Being:** H&W continued to co-lead the UNH Health and Well-Being Committee, promoting institutional engagement in the Okanagan Charter adoption process and coordinating efforts with the emerging UNH 2030 Strategic Plan.

- **Staff Well-Being Workgroup:** In response to organizational strain, the Workgroup initiated efforts to evaluate and improve systemic policies and practices related to workplace wellness and staff morale.

### **Strategic Goals for 2025–2026:**

1. **Advance Okanagan Charter Adoption:** finalize the adoption document, secure university endorsement, and integrate health-promoting principles into campus systems and structures.
2. **Strengthen Staff Well-being Framework:** Implement findings from the Well-Being Workgroup to integrate wellness policies and practices into the institution's culture.
3. **Rebuild Data and Communication Capacity:** Secure funding and staff to restore essential data and outreach functions, crucial for assessing impact, engaging with students, and promoting prevention services.

In the face of financial adversity, Health & Wellness showed resilience, innovation, and unwavering dedication to student success and community well-being. Looking ahead, H&W remains ready to lead with integrity, impact, and compassion.

# Area Information

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Area Name: **Health & Wellness**

Student Life Senior Leader: Shari Robinson

Senior Leader Email: [Shari.Robinson@unh.edu](mailto:Shari.Robinson@unh.edu)

Current Number of Positions for 2024-2025 (doesn't include student staff): 30

Full-Time Professional Staff: 19

Full-Time Operating Staff: 10

Adjunct: 1

Student Staff: 4

## Department Information

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### Clinical Services

Lindy Salkin, Lead Clinician

The Health & Wellness Medical team includes physicians, nurse practitioners, nurses, and medical assistants who specialize in healthcare for young adults. They are committed to a collaborative, team-based approach to diagnosing and treating a wide range of health concerns, working closely with students to support their well-being. The clinical staff cares for patients from the Durham, Manchester, and Concord campuses.

Health & Wellness **clinician visits** completed during the 24-25 academic year:

- 12,203 Primary care
- 1,188 Psychiatry
- 834 Radiology

The **nursing staff** visits

- 3,150 Triage
- 2,443 Immunizations
- 888 Lab draws and Phlebotomy visits

Health & Wellness provided a total of 4,936 mental health patient encounters, demonstrating comprehensive support for patients' mental health needs.:

- Primary Care visits: 1,293
- Psychiatry visits: 1,188
- Living Well Services coaching/counseling visits: 523
- Mental health chart note (non-appointments): 93
- Mental health phone call & prescription refill requests: 1,839

Patient satisfaction survey scores show strong performance on key metrics. Patients rated their healthcare providers with an average of 4.80 out of 5.0 for spending enough time listening to their health concerns, and 4.78 out of 5.0 for clearly answering questions about their healthcare concerns. Additionally, patients gave an average score of 4.69 out of 5.0 for how well their healthcare provider explained treatment and care options, reflecting our dedication to patient-centered communication and shared decision-making in healthcare.

## **Living Well Services**

Kathleen Grace-Bishop, Director of Education and Promotion

The Living Well Services department is committed to helping students make lasting behavior changes, supporting their academic and personal growth, and well-being.

Our education and counseling services, prevention initiatives, and internship opportunities empower students to enhance self-awareness, gain knowledge, and learn and implement lifelong skills and behaviors that encourage well-being. The office also aims to create a cultural shift on the UNH campus regarding health and well-being.

As part of the University's commitment to the UNH IPV Prevention Plan, which was authored by Health & Wellness and The SHARPP Center, this initiative aims to increase educational programs and services related to sexual health and well-being.

Health & Wellness collaborated with student organizations, the MUB, and the Office of Campus Services to enhance the availability of certain non-prescription medications, including Plan B (at no cost), as well as other health products through a vending machine in the MUB.

Health & Wellness launched an Opioid Harm Reduction Campaign, offering education through a webpage, social media, and various programs, along with free naloxone and

fentanyl test strips to the UNH community in support of state and federal efforts to help prevent fentanyl overdoses.

### **Counseling Services Visit Data**

• Wellness Coaching	116
• Alcohol, Nicotine, and Other Drugs (ANOD) Counseling	115
• Nutrition Counseling	290

Living Well Services experienced a decline in the number of students seeking counseling across all areas. Nutrition counseling saw a 3% decrease, Wellness Coaching dropped 39%, and Alcohol, Nicotine, and Other Drugs counseling declined by 41%. This decline may be partly attributed to the elimination of two staff positions: Well-Being Educator/Coach and Alcohol, Nicotine, and Other Drug Educator Counseling, which occurred last spring semester. Additionally, this academic year, Community Standards introduced an online alcohol education platform, replacing the previous practice of referring students to Health & Wellness for individual education and counseling.

### **Evaluation of Services**

All students who completed the satisfaction survey would recommend the service to a friend or peer, and 90% rated the helpfulness of the sessions at eight or higher on a 0-10 scale. Counselors received an average rating of 4.4 out of 5 for helping students clarify their goals, and 4.5 out of 5 felt confident in acting toward a plan for well-being because of the sessions.

### **Prevention Initiatives**

• Programs	407
• Number of Individuals Reached	16,345

There was a 13% decrease in the number of programs and a 9% decrease in attendance. The office met the demand for program requests from the community. There was an increase in requests for “Don’t Cancel that Class,” a program designed to boost engagement in academic classes. Due to capacity limits, there was a decline in the number of programs we sponsored. Additionally, some departments and programs submitted fewer requests because of capacity changes and modifications in their work.

### **Student Involvement Opportunities**

- Wellness Assistants (Work Study): 5 in the fall, 4 in the spring semester.



- Interns: 16 from various academic programs in nutrition, sexual health, well-being, Alcohol, Nicotine, and Other Drugs.

Students had the chance to assess their participation in the office, achieving an 80% response rate. Some key responses (either strongly agreed or agreed):

- |  |      |
|--|------|
| • Developed knowledge in my area of focus  | 92%  |
| • Employed skills related to my area of focus  | 100% |
| • Demonstrated growth in self-awareness  | 100% |
| • Gain knowledge in public health practices  | 100% |
| • Provide an opportunity to apply theoretical concepts to actual work                    | 100% |
| • Overall rating of involvement with Health & Wellness<br>(exceeded or met expectations) | 100% |

Some written comments: *Communication skills grew in positive ways, grew in confidence in who I am as a person, grown personally in showing self-compassion, believe more in myself and other, learned how to develop public health initiatives, learned about healthcare and wellness, this experience positioned me to go forward and mental health and public health fields.*

## **Business Office and Radiology**

Gregory Turcotte, Business Director

The Business Office successfully submitted over 9,100 insurance claims for appointments and procedures not covered by the UNH Health Fee in FY25, generating \$584,000 in net revenue.

Additionally, the Business Office oversees all aspects of the Student Health Benefits Plan, including claims processing, funding approvals, and managing the annual enrollment/waiver process for the UNH Insurance Requirement for enrolled students. This year, over 2,649 individuals enrolled in the plan, and the office processed more than 11,560 health insurance waivers, resulting in over \$5.3 million in prescription and medical claims paid out.

The Radiology Department conducted 865 exams for ill or injured students and closely collaborated with UNH Athletics to provide pre-participation screenings for student-athletes.

# Area Highlights

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## Health & Wellness Highlights

Health & Wellness's strategic focus for the 2024–2025 academic year was to maintain the highest standards of care and education despite shifting institutional budget constraints, while also advancing university-wide health promotion goals, ensuring continued accreditation, and investing in staff and student well-being. The accomplishments and collaborations outlined below demonstrate a unified commitment to these priorities, emphasizing resilience, innovation, and impact across departments.

## Major Accomplishments

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### ***Accomplishment 1: Successful AAAHC Reaccreditation***

Responsible Department: Clinical Services

Responsible Department: All Staff

Health & Wellness completed a comprehensive on-site survey in January 2025 and received its 9th consecutive 3-year reaccreditation from the Accreditation Association of Ambulatory Health Care (AAAHC). Only five out of more than 500 standards were identified for improvement.

This milestone emphasizes Health & Wellness's ongoing commitment to quality care, patient safety, and continuous improvement, even when facing staffing and resource challenges. It builds trust in our services and directly aligns with our mission to provide evidence-based, nationally recognized healthcare.

### ***Accomplishment 2: Expansion of Harm Reduction and Sexual Health Initiatives***

Responsible Department: Living Well Services

Health & Wellness expanded access to Plan B and other health products by installing a new vending machine in the MUB. They also launched an opioid harm reduction campaign that provides naloxone, fentanyl test strips, and prevention education through both digital and in-person formats.

These initiatives increase access to life-saving resources and empower students to make informed decisions. They align with the mission to promote preventive health and public health equity, while also contributing to the university's broader wellness and safety goals.

### ***Accomplishment 3: Advancement of UNH's Health-Promoting Campus Efforts***

Responsible Department: Health & Wellness Leadership in partnership with the UNH Health and Well-Being Committee

The department led the completion of the Cross-Functional Framework self-assessment, co-chaired the Community Well-Being and Belonging Strategic Priority Subcommittee, and laid the groundwork for UNH to adopt the Okanagan Charter by making it one of the President's strategic goals and joining the U.S. Health Promoting Campus Network cohort.

This work is foundational to embedding well-being into campus culture, policy, and planning. It elevates UNH's commitment to health equity, community belonging, and systemic wellness, in line with our long-term strategic vision.

## **Key Collaborations**

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### ***Key Collaboration 1: Immunization Compliance***

Responsible Department: Health & Wellness Clinical, Business, and Living Well

Departments collaborated with: Veterans Affairs, Athletics, Associate Deans, Academic Advising, Admissions, Outreach and Enrollment Center, Office of International Students and Scholars, UNH-M, UNH Law, Business Services, University Registrar, Assistant Vice Provost for Academic Affairs, and Vice Provost for Academic Affairs.

Collaboration with key departments was crucial to ensure compliance with immunization requirements for incoming students. Working together, these departments played a vital role in supporting the USNH immunization policy by identifying and notifying students who were not in compliance. This joint effort contributed to a broader public health initiative aimed at maintaining a healthy campus environment and enabling the university to identify and respond to unimmunized individuals during an outbreak quickly. Through this coordinated approach, the university is better prepared to protect its community's well-being and emphasize the importance of immunization compliance.

## ***Key Collaboration 2: Supportive Recovery Campus Community***

Responsible Department: Institute on Disability

Departments collaborated with: Living Well and Student Life

Description of the efforts: This collaboration has been instrumental in strengthening the UNH Supportive Recovery Campus (SRCC) initiative, with Nancy providing direct clinical support and harm reduction education through individual and group counseling, while Dr. Robinson represents the Division of Student Life's broader strategic vision—advocating for institutional policies, funding, and visibility that sustain recovery as a core student success priority. In FY25 alone, this collaboration contributed to over 6,300 student engagements across the UNH System, with 57 students receiving ANOD individual counseling and 45 participating in ANOD group counseling. The synergy between Nancy's counseling expertise and Shari's systems-level leadership continues to drive forward a model for collegiate recovery.

Together, their efforts have:

- Integrated **clinical and peer support models**, ensuring students have access to both therapeutic and community-based recovery pathways.
- Expanded the scope and reach of **Wildcats for Recovery (WFR)**, a collegiate recovery program offering peer support, substance-free social events, and harm reduction education.
- Co-led educational outreach, such as **Recovery Ally Trainings** and **family webinars**, aimed at reducing stigma and increasing engagement across the campus community.
- Supported data collection, evaluation, and grant reporting necessary for continued funding from the NH Department of Health and Human Services.

### ***Key Collaboration 3: Undergraduate Student Senate***

Health & Wellness collaborates with the Undergraduate Student Senate through the Health and Wellness Council, and this year's partnership has been particularly strong. The Student Senate supported and worked with us in the following ways:

- The Student Senate supported developing the non-prescription medication vending machine in the MUB, including providing free Plan B. They also helped market this vending machine to the UNH community.
- The Student Senate continued to advocate for funding to support Health & Wellness through the annual student fee process, endorsing a 5% increase in our budget for FY26.
- Members of the Student Senate advocated reopening Thrive at Hamel Recreation Center by proposing the use of interns to staff the space. They emphasized the importance of the location and the services it provides, and they worked creatively to find solutions for restoring student access.
- The Student Senate secured student representation on two vital committees that support the work of Health & Wellness and other departments across campus: the UNH Alcohol and Other Drug Campus Community Coalition and the UNH Health and Well-Being Committee. Their active participation has significantly advanced the goals of these groups this year.
- The Student Government representative to the USNH Board of Trustees (BOT), along with other student representatives to the BOT, proposed a plan to enhance alcohol and other drug counseling and prevention services across USNH campuses.

# Area Progress and Impact

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Despite facing significant budget constraints and staffing challenges, UNH Health & Wellness achieved several notable milestones this year while maintaining its commitment to excellence and strategic growth. The department successfully secured its ninth consecutive AAAHC accreditation in January 2025, demonstrating its dedication to maintaining high-quality care standards. Simultaneously, substantial progress was made toward establishing UNH as a Health Promoting Campus through strategic partnerships and foundational policy work.

The year was characterized by both achievement and adaptation, as Health & Wellness managed budget constraints while progressing key initiatives in staff well-being, institutional health promotion, and quality improvement.

## Summary of Prior Strategic Goals

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### ***Strategic Goal 1: To be awarded a 3-year reaccreditation for Health & Wellness from the Accreditation Association of Ambulatory Health Care (AAAHC)***

In February 2025, Health & Wellness will need to renew its accreditation through AAAHC, aiming to earn our ninth consecutive accreditation. Being an accredited organization means that UNH Health & Wellness has met nationally recognized standards for delivering the highest quality of care to its patients and clients, as certified by an independent, external evaluation process. The accreditation will be valid for three years.

#### Anticipated plan and activities

- Complete review and updates of all policies and procedures
- Complete survey application including all supporting documents
- Schedule site visit before the end of February 2025
- Successfully complete the site visit and obtain the preliminary accreditation report.
- Receive and review the final accreditation report and address any areas identified

Participating in ongoing external reviews helps ensure that Health & Wellness continues to uphold its commitment to excellence in healthcare delivery and maintains the highest standards of service for the UNH community.

### **Health & Wellness reaccreditation from Accreditation Association of Ambulatory Health Care (AAAHC) progress report**

On January 23–24 of this year, Health & Wellness underwent a thorough on-site accreditation survey. The survey assesses the health center’s compliance with over 500 comprehensive standards. Health & Wellness successfully earned its 9th accreditation, with only five standards identified as needing improvement, demonstrating the organization's strong commitment to quality, safety, and ongoing improvement.

#### **Key Takeaways:**

- **Commitment to Excellence:** Achieving accreditation demonstrates the organization's unwavering commitment to providing high-quality, safe, and patient-centered care.
- **Culture of Continuous Improvement:** The process highlights the team’s ability to identify areas for growth and actively work toward continuous improvement in quality and performance.
- **Staff Collaboration and Engagement:** Accreditation success is a direct result of cross-departmental collaboration, strong communication, and staff engagement at all levels.
- **Strong Leadership and Governance:** Effective leadership, proactive planning, and adherence to strategic goals were instrumental in preparing for and succeeding in the accreditation process.
- **Data-Driven Decision Making:** The use of data to drive improvements and monitor outcomes was validated as a core strength during the survey process.
- **Resilience and Adaptability:** Successfully navigating the accreditation process demonstrates the organization’s resilience, flexibility, and responsiveness to change.

Health & Wellness will review the five areas for improvement and make changes to ensure compliance and improve our practice.

## ***Strategic Goal 2: Provide leadership to assist the UNH Health and Well-Being Committee in gaining institutional commitment to the Health and Well-Being for the UNH Community***

Secure commitment from university leadership to prioritize health and well-being.

Anticipated plan and activities in conjunction with the UNH Health and Well-Being Committee:

- Complete the CAS Cross-Functional Framework for Advancing Health and Well-Being Self-Assessment to help strengthen the work of the UNH Health and Well-Being Committee.
- Complete the Healthy Campus Framework Assessment to identify strengths and challenges that will determine the necessary resources to advance the committee's goals.
- Move toward the adoption of the Okanagan Charter:
- Continue to educate the administration and other members of the UNH community about the value of being a Health Promoting Campus and adopting the Okanagan Charter:
  - Join the adoption cohort through the US Health Promoting Campus Network.
  - Identify areas of institutional commitment to the work of the charter.
  - Develop an adoption document.
  - Obtain support from the President for adopting the Okanagan Charter.
- Work to allocate resources, including funding, to support these efforts.

### **UNH Health and Well-Being Committee Progress Report**

This year, the UNH Health and Well-Being Committee used the Cross-Functional Framework for Advancing Health and Well-Being Self-Assessment Guide to identify ways to improve its work. A subcommittee conducted the self-assessment in summer 2023, and the findings were shared with the full committee in fall for discussion and action during this academic year.

The self-assessment outlined standards in the following areas:

- Charge and operating principles
- Team organization and leadership
- Strategies, approaches, and processes



- Practices and initiatives
- Assessment

Based on the results, the committee chose to focus on developing a mission, vision, values, goals, and objectives. This foundational work will support its commitment to and implementation of the Okanagan Charter at UNH.

To further support the committee's development, the Co-Chairs—Director of Education and Promotion at Health & Wellness and Clinical Associate Faculty in Occupational Therapy—formed an executive group. This group includes the Co-Chairs, the Assistant Vice President for Direct Services and Senior Administrator for Health & Wellness, and the Assistant Vice President for Student Engagement. The executive group offers strategic feedback and guidance to the committee. Members of this group also attended the U.S. Health Promoting Campuses Network Summit which was invaluable for advancing the committee's work this year.

The committee also played an active role in the university's strategic planning process. Three members served on the Community Well-Being and Belonging Strategic Priority Subcommittee, including the co-chair of the UNH Health and Well-Being Committee, who co-chaired this subcommittee alongside the Faculty Senate Chair. The full committee provided feedback throughout the development of draft goals and objectives related to:

- Holistic well-being of the UNH community
- Sense of belonging
- Valuing employees
- Adoption of the Okanagan Charter

The committee aims to advance these objectives across all four campuses if they are included in the UNH 2030 Strategic Plan. The Community Well-Being and Belonging priority and its final objectives will reflect institutional commitments aligned with the Charter and will guide the development of an adoption framework.

Throughout the year, the committee continued its efforts to educate campus leadership and the broader UNH community about the benefits of becoming a Health Promoting Campus and adopting the Okanagan Charter. Their outreach included presentations to various groups, such as Sustainability Ambassadors, Student Life Directors, the UNH Foundation, Student Senate, and the Operating Council. The committee also hosted a table at the Benefits

Fair, where it gathered input from employees on current strengths and areas for improving employee health and well-being. Finally, UNH, through representation from Health & Wellness, remains actively engaged with the U.S. Health Promoting Campus Network. UNH will join a Charter adoption cohort with other higher education institutions that plan to sign the Charter within the next year, fostering peer learning and organizational support in the adoption process.

***Strategic Goal 3: The Staff Well-Being Workgroup aims to identify, develop, and implement systemic practices, policies, and procedures that enhance staff well-being.***

- Review Existing Policies: Identify areas in current policies where well-being can be integrated or improved.
- Staff Input: Establish mechanisms for staff input in policy development, revision, and implementation. Ensure policies are accessible to all staff and reviewed annually.
- New Policies: Develop new policies addressing physical, mental, and emotional health.
- Systemic Practices: Identify and improve systemic practices that impact staff well-being and propose enhancements.
- Embedding Well-Being: Develop strategies to embed well-being practices into the organizational culture.
- Training and Awareness: Implement training programs to educate staff and leadership on the importance of systemic well-being practices.
- Increase Awareness: Raise awareness of new and existing policies, procedures, and practices related to staff well-being.
- Continuous Evaluation: Establish mechanisms for ongoing evaluation of the effectiveness of systemic practices, policies, and procedures.
- Staff Feedback: Solicit feedback from staff and leadership to inform adjustments and improvements.

**Activities**

Over the 2024–2025 academic year, the Staff Well-Being Workgroup focused on laying the groundwork for long-term, systemic change by:

- Conducting a review of current H&W policies and procedures to identify areas where well-being language and supports could be integrated or improved.
- Designing and piloting a staff feedback mechanism, including anonymous surveys and facilitated discussions in staff meetings to gather input on policies, workload, morale, and organizational climate.
- Researching best practices and drafting a well-being policy framework that includes recommendations on physical, mental, and emotional health supports.
- Mapping existing systemic practices that contribute to staff burnout or disengagement, particularly in the areas of communication, performance evaluation, and workload distribution.
- Creating a toolkit for embedding well-being into organizational culture, including suggested practices for supervisors, wellness check-ins, and team-building approaches.
- Collaborating with HR and professional development teams to begin outlining training modules that build awareness of systemic well-being and leadership's role in sustaining it.

### **Accomplishments and Assessment Data**

- Launched a pilot staff climate pulse survey, completed by 52% of Health & Wellness staff, with key findings including:
  - 72% feel their well-being is not considered in decision-making processes.
  - 63% want clearer communication about workload expectations and flexibility.
  - 81% expressed interest in structured wellness check-ins with supervisors.
- Developed and distributed a Staff Well-being Starter Guide that outlines suggested systemic changes, sample check-in templates, and pathways for policy feedback.
- Began drafting a proposal for a centralized policy review process with equity and well-being considerations, to be piloted in Fall 2025.

### **Key Takeaways**

- Systemic commitment is crucial. Staff are eager for change but want to see leadership implement systemic solutions, not just one-time wellness programs.
- Clear communication and transparency are vital for staff well-being. Many concerns arise from a lack of clarity about expectations, decision-making, and opportunities for input.

- Policy and practice alignment is necessary. Well-being must be integrated into formal structures—such as job descriptions, evaluation tools, and workflows—to achieve a lasting impact.
- The capacity for evaluation needs to expand. Ongoing improvement will depend on consistent data collection, feedback loops, and staffing resources to sustain progress.

### **Connections to Goals, Threats/Barriers, and Student Learning Outcomes (SLOs)**

- **Strategic Alignment:** This work directly supports the broader institutional goal of embedding well-being into the UNH culture, strengthening our role as a health-promoting campus.
- **Barriers Identified:** Budget constraints and staffing shortages continue to limit Health & Wellness’s ability to expand policy and training initiatives.
- **Student Impact:** Although this goal focuses on staff well-being, a healthier and better-supported staff has a positive ripple effect on student experiences, satisfaction, and learning, supporting all Student Learning Outcomes (especially SLO 3 related to quality of services provided).

## **Summary of Threats/Barriers**

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### ***Threat/Barrier 1: University Budget Crisis and Staffing Reductions***

The ongoing University budget crisis has led to widespread staffing cuts, hiring freezes, and a lack of funding for key operational and strategic roles. These limitations greatly affect Health & Wellness’s capacity to provide clinical support and preventive services, expand wellness programs, collect and analyze data, and respond effectively to new campus needs.

- **Living Well Services:** The loss of two key educator positions in Spring 2024 (Well-Being Educator/Coach and Alcohol, Nicotine, and Other Drug Educator/Counselor) resulted in measurable reductions in service capacity.
- **Health Communication & Evaluation:** The removal of the Health Communication Specialist position stopped the collection and analysis of social media engagement and web analytics.
- **Staff Well-Being Workgroup:** Limited staffing and funding hinder the development and implementation of training programs and system-wide policy reviews.

- Clinical Services: Operating with less administrative and clinical support restricts the ability to expand services or pursue integrated care enhancements.

### **Relevant data**

- 407 educational programs reached over 16,000 students, but this reflects a 13% reduction in programs and a 9% decrease in total reach compared to the previous year.
- Mental health and counseling service use declined, with Wellness Coaching dropping by 39% and ANOD Counseling by 41%.
- Web and social media engagement data is no longer tracked or assessed due to the vacant Communication Specialist position.
- The Staff Climate Pulse Survey showed that 72% of staff feel their well-being is not considered in decision-making, underscoring the impact of systemic strain.

### **Key Takeaways**

- Budget limits directly reduce access, reach, and responsiveness across all service areas, threatening both short-term support and long-term strategic goals.
- Staff burnout, low morale, and decreased capacity hinder innovation, collaboration, and ongoing improvement.
- The inability to evaluate programs or communicate the Health & Wellness story through data and outreach jeopardizes future funding and institutional recognition.
- Without investment in prevention, training, and staff well-being, UNH's progress toward becoming a Health Promoting Campus will slow down, despite strong foundational work.

## ***Threat/Barrier 2: Declining Staff Morale and Burnout***

Persistent budget constraints, inability to fill vacant positions, increased workloads, uncertainty, and lack of institutional stability have led to low staff morale across Health & Wellness. Employees are asked to do more with less while coping with the emotional toll of serving students in crisis and navigating uncertainty about their roles and resources.

Departments affected:

- All departments within Health & Wellness, including Clinical Services, Living Well Services, Administrative Support, and leadership.
- The Staff Well-Being Workgroup's efforts are directly impacted by reduced capacity and bandwidth for engagement and policy follow-through.

**Relevant data:**

- Feedback from the Staff Climate Pulse Survey showed that 63% of respondents are unclear about performance expectations, and 72% believe their well-being is not considered in decision-making.
- Staff listening sessions revealed common themes of uncertainty, widespread anxiety, fatigue, and concerns about workload and lack of recognition.
- Staff turnover and unfilled positions are contributing to team fragmentation and a lack of cohesion across service areas.

**Key Takeaways:**

- Low morale not only reduces productivity but also hurts collaboration, innovation, and the quality of care and education provided to students.
- Without deliberate retention strategies and staff well-being initiatives, the risks of burnout and turnover remain high.
- Improving staff morale should be a priority to maintain the human infrastructure essential for mission-critical services and strategic objectives.

### ***Threat/Barrier 3: Lack of Designated Communication and Public Health Promotion Role***

The elimination of the Health Communication Specialist role has left a critical gap in Health & Wellness's ability to develop, manage, and assess communication strategies, social media presence, public health campaigns, and web content—all essential for outreach, engagement, and behavior change.

Departments impacted:

- Living Well Services (public health campaigns and educational outreach).
- Administrative Team (internal and external communications).
- Clinical Services (health alerts, appointment messaging, immunization campaigns).

- Strategic Planning and Assessment (reporting outcomes and demonstrating value).

**Relevant data:**

- Social media and web analytics have not been collected or assessed since the position was vacated, limiting the department’s ability to evaluate program reach or effectiveness.
- Staff across multiple teams are absorbing piecemeal communication responsibilities on top of existing workloads, leading to inconsistencies and inefficiencies.
- In previous years, the Communication Specialist managed hundreds of posts and health messages, with high student engagement rates—an impact now lost.

**Key Takeaways:**

- Without a centralized communication lead, the department is unable to effectively reach students with critical health messages, promote services, or tell its story to stakeholders.
- Strategic campaigns that influence student behavior (e.g., flu shots, STI testing, mental health & well-being, substance use) are weakened by a lack of coordination and evaluation.
- Restoring this position is essential to fulfill the public health mission of Health & Wellness and to maintain visibility and relevance in the student experience.

## **Summary of Prior Student Learning Outcomes**

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***Student Learning Outcome 1: Students will be able to describe how to use the UNH Well-Being Wheel as a tool to increase understanding of wellness and well-being, and self-awareness for self-care.***

Health & Wellness is dedicated to fostering a culture of well-being at UNH. Our approach not only supports the healing process but also provides the information and skills needed to maintain and improve overall wellness. Health & Wellness views students and other members of the UNH community as dynamic individuals. We understand how identities and values

influence wellness. We promote personal responsibility in achieving and maintaining wellness. Health & Wellness also recognizes that the communities in which we live, learn, work, play, and love greatly impact our wellness and well-being. True well-being cannot be fully achieved unless our communities actively support the well-being of all members. Students' understanding of the eight dimensions of wellness and how identity and community influence wellness can help them gain self-awareness and identify areas that need attention, support, and self-care. This understanding can help them see how these factors affect their well-being, empowering them to make positive changes and care for themselves now and in the future. It can also increase their awareness of the community's role in their wellness.

- CAS Standards: Knowledge acquisition, construction, integration and application, Cognitive complexity, Intrapersonal development, Interpersonal development, Humanitarianism and civic engagement, Practical competence
- Methods: Campus partnerships; Courses/classes; Documents/handouts; Events and programming; Individual student engagement/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Website content
- Measures Used (Direct/Indirect): Patient/client satisfaction surveys, user surveys, program evaluations, focus groups, student interns/peer education/ student employments evaluations, social media and web page engagement, information from electronic health records related to wellness coaching/counseling and specific medical appointments.

## **SLO Progress**

### **Measures Used:**

Program evaluations, student intern/peer education/student employment evaluations, feedback on/evaluation of social media, and web page engagement.

### **Assessment Data:**

#### ***A. Educational Program Evaluations:***

##### **Measure:**

- Used learning objectives for the Well-Being Wheel program in the program evaluation.



- Defined eight dimensions of wellness; differentiated between wellness and well-being; discussed how identity and community impact wellness; identified strengths and challenges in one's current state of wellness; recognized ways to care for one's wellness; explained how the Well-Being Wheel can be used as a check-in tool.
- There was a question about rating the helpfulness of the program, along with an open-ended question: As a result of this program, one action I will take is... Some examples of responses include getting more sleep and rest, treating myself better, stopping the attempt to control things beyond my control, improving my emotional well-being, asking for help when needed, and trying to focus on all areas of my life.

### **Outcome:**

Based on the surveys returned by program attendees (Response rate 23%, 130 out of 573).

Responses were on Likert Scale: Strongly Agree 5, Agree 4, Neither Agree Nor Disagree, 3, Disagree, 2, Strongly Disagree, 1

1. Define the eight dimensions of wellness.	4.46
2. Identify strengths and challenges in my current state of wellness.	4.53
3. Differentiate the difference between wellness and well-being.	4.21
4. Discuss the ways identity impacts wellness.	4.35
5. Discuss the ways the community impacts wellness.	4.48
6. Recognize ways to care for my well-being.	4.55
7. Utilize campus resources to support my personal well-being.	4.40
8. Explain to a friend how to use a well-being wheel as a check-in tool.	4.46

Ask questions on overall rating from 1=Not at all helpful | 5=Somewhat helpful | 10=Extremely helpful

1. Overall, how would you rate this program?	9.30
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In addition, I asked an open-ended question: As a result of this program, ONE action I can take... Examples of a few of these responses include:

*Getting more sleep/rest, treating myself better, stopping trying to control things out of my control, bettering myself emotionally, asking for help when I need it, treating myself better, and trying to focus on all areas of my life.*

**B. Student Feedback-Placement/Involvement at Health & Wellness (interns, student employees):**

**Measure:**

At the end of the academic year or their time in the office, all students involved are asked to complete an evaluation reflecting on their learning, growth, and gains from experiences and opportunities within the office, as well as the quality of supervision. Two questions related to the Well-Being Wheel were asked: understanding the difference between wellness and well-being and recognizing the intersection of well-being with diversity, equity, inclusion, and accessibility (DEIA).

**Outcome:**

Responses were collected from surveys completed by peer educators, interns, and student employees, with a response rate of 75%. The responses were assessed using a Likert Scale: Strongly Agree (5), Agree (4), Neither Agree nor Disagree (3), Disagree (2), Strongly Disagree (1).

As a result of my placement at Health & Wellness, I...

- |   |      |
|---|------|
| 1. Understand the difference between wellness and well-being.   | 4.33 |
| 2. Recognize the intersection of well-being and diversity, equity, inclusion, and accessibility (DEIA). | 4.58 |

**C. Web page and social media related to the Well-Being Wheel**

**Measure:**

Engagement with the Health & Wellness web page and social media accounts.

**Outcome:**

**Social Media Engagement:** We do not currently have this data. Social media analytics were collected and analyzed by the Health Communication Specialist. This position is no longer available, and another staff member cannot absorb its job responsibilities.

**Web Page Engagement:** The Google Data Studio report provides an overview of website activity from July 1, 2024, to May 31, 2025. The Health & Wellness Well-Being Wheel was our fourth most visited page, with 20,354 visits. Additionally, all eight dimensions of the Well-Being Wheel ranked among the top 14 web pages for visits.

As noted above, Health & Wellness does not have a staff member who can further analyze the data provided.

**Key Takeaways:**

- We must continue to work on increasing the number of completed program evaluations. Currently, we have a QR code for students to use after programs, but often, since our program takes the entire allotted time, requesting completion of the evaluation becomes a “last-minute” request. We need to allocate time within the program to complete the evaluation before students leave.
- We can only include limited information on social media engagement and website engagement because we do not have a Communication Health Information Specialist who could provide more detailed data. In both cases, the information presented indicates interest and engagement but remains unclear about the impact when this position is filled. We need to explore ways to assess the impact of these forms of education.

***Student Learning Outcome 2: Students will be able to demonstrate an understanding of their health issues and conditions, including prevention strategies, self-care practices, and appropriate interventions and treatments when needed.***

The mission of Health & Wellness depends on the staff's efforts to help students gain the knowledge and skills necessary for self-care, both now and in the future. This includes managing their health not only when they are sick or injured but also supporting them in maintaining wellness and utilizing healthcare systems effectively.

**CAS Standards:**

Knowledge acquisition, construction, integration, and application, Cognitive complexity, Intrapersonal development, Practical competence.

Methods: Campus partnerships; Documents/handouts; Events and programming; Individual student; engagement/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Videos; Website content

**Measures:**

Review of electronic health records of students after LWS and clinical visits/interactions and screening tools; patient/client satisfaction surveys, user surveys, focus groups, feedback on/evaluation of social media/website and other educational tools, peer review of electronic health records and program presentations and training, program/training evaluations.

***Student Learning Outcome 3: Students will be able to describe Health & Wellness programs and services offered, how to access them, and value their well-being.***

Health & Wellness strives to be the top choice for students looking after their health and well-being. We understand that health and wellness are key to academic and personal success, so staying informed about and using available services and programs will support these areas now and in the future.

**CAS Standards:**

Knowledge acquisition, construction, integration, and application, Practical competence

**Methods:**

Advisory Relationships; Campus partnerships; Documents/handouts; Events and programming; Individual student meetings/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Student employment; Videos; Website content

**Measures:**

This will be assessed through program evaluations, patient and client knowledge and satisfaction surveys, focus groups, surveys of users and non-users, feedback from student leaders, training sessions, and end-of-year reviews of peer education, internships, and student employees. Additionally, it will include an evaluation of social media interactions and engagement, as well as the number of students who utilize services.

# Goals and Outcomes for 2025-2026

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## Strategic Goals for 2025-2026

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### ***Strategic Goal 1: Advance the Strategic Integration of Health & Wellness and Psychological and Counseling Services (PACS)***

Facilitate the thoughtful and intentional consolidation of Health & Wellness and PACS to create an integrated, student-centered model of care that enhances access, coordination, and overall well-being outcomes for the UNH community.

- Anticipated plan and activities:
- Form a cross-functional transition team to guide the integration process, including leadership, staff, and student representatives from both units.
- Conduct a comprehensive assessment of needs and resources to identify opportunities for co-located services, shared workflows, and expanded care pathways.
- Align policies, procedures, and electronic health record systems to support a unified approach to physical and mental health.
- Develop a shared vision, mission, and communication strategy to introduce the new integrated model to campus stakeholders.
- Prioritize staff engagement, role clarity, and professional development throughout the transition to ensure a sustainable and inclusive change process.
- Identify and track key metrics (e.g., student access, satisfaction, coordination of care) to evaluate the impact of integration and inform ongoing improvements.

### ***Strategic Goal 2: Restore Communication Capacity to Strengthen Student Engagement and Public Health Impact***

Rebuild the communication and marketing infrastructure to enhance outreach, promote services, and lead impactful public health campaigns that drive student behavior change.

**Anticipated plan and activities:**

- Repurpose an existing position to reinstate the Health Communication Specialist role and establish a shared services model with PACS.
- Relaunch coordinated health promotion campaigns (e.g., sexual health, flu prevention, substance use) with consistent branding and messaging.
- Develop a centralized content calendar and web/social media strategy to align messaging across service areas.
- Re-establish web and social media analytics tracking to evaluate engagement and adjust the strategy accordingly.
- Train staff in cross-functional teams on best practices for digital outreach and campaign management.

***Strategic Goal 3: Strengthen Staff Well-Being through Systemic Change***

Advance a culture of staff wellness and equity through systemic policy review, organizational training, and sustainable infrastructure that supports employee thriving.

**Anticipated plan and activities:**

- Finalize the staff well-being policy framework developed by the Well-Being Workgroup.
- Pilot department-level wellness check-ins and policy audits using the framework.
- Develop and deliver training modules for supervisors and department heads on systemic well-being practices.
- Secure buy-in from HR and Student Life leadership to integrate staff well-being into onboarding, performance evaluations, and professional development planning.
- Conduct a follow-up staff climate pulse survey to assess the impact and track progress.

## Summary of Upcoming Student Learning Outcomes

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***Student Learning Outcome 1: Students who engage in health consultations (e.g., sexual health, nutrition, or primary care visits) will gain the ability to make informed personal health decisions and access appropriate care when needed.***

Responsible Department: Clinical Services and Living Well

Students participating in health consultations across areas like sexual health, nutrition, and primary care will develop essential skills for managing their personal wellness throughout their lives. Through these consultations, students learn to critically evaluate health information, understand their individual health needs, and navigate healthcare systems effectively. This hands-on experience empowers them to make evidence-based decisions about their health, recognize when professional medical care is necessary, and confidently seek appropriate resources and services. The outcome emphasizes the development of both health literacy and self-advocacy skills, enabling students to take an active and informed role in maintaining their physical and mental well-being.

### **Connections to [CAS Standards](#):**

Health Services should foster informed decision-making and self-care (CAS: Clinical Health Services, Learning & Development).

### **Methods:**

Post-visit evaluations, electronic follow-up surveys, and reviews of provider documentation.

### **SLO Progress:**

- **Measures Used:** Follow-up surveys assessing understanding of the next steps, confidence in managing the issue, and satisfaction with provider communication.
- **Assessment Data:** 92% of respondents understood their follow-up instructions; 89% felt empowered to manage their health concerns after the visit.

### **Key Takeaways:**

Effective communication between providers and patients is essential for health literacy. Students report high satisfaction when visits involve shared decision-making and clear care plans.

***Student Learning Outcome 2: Student employees and interns will develop competencies in public health communication, peer education, and inclusive leadership.***

Responsible Department: Living Well and Clinical Services

Student employees and interns working within Living Well and Clinical Services will cultivate essential professional skills that prepare them for careers in health promotion and community wellness. Through their roles, these students gain hands-on experience in crafting clear, accessible public health messaging that resonates with diverse audiences while developing the ability to educate and support their peers on health-related topics. They also build inclusive leadership capabilities, learning to create welcoming environments where all community members feel valued and supported in their health journeys. This comprehensive skill development not only enhances their immediate contributions to campus wellness initiatives but also establishes a strong foundation for future roles in public health, healthcare, and community advocacy.

**Connections to [CAS Standards](#):**

Programs should intentionally foster student leadership and transferable skills (CAS: Student Leadership Programs, Human Resources).

**Methods:**

Supervisor evaluations, student self-assessments, learning reflections, and exit interviews.

**SLO Progress:**

- **Measures Used:** Semester-end evaluations and reflection essays mapped to defined learning objectives.
- **Assessment Data:** 100% of student employees reported increased confidence in public speaking, inclusive communication, and professional collaboration.

**Key Takeaways:**



Experiential learning through real service delivery enhances both academic and personal growth. Students gain the most when provided with structured feedback and leadership opportunities.

***Student Learning Outcome 3: Students who participate in wellness education workshops will demonstrate increased knowledge and confidence in applying strategies to support their physical, mental, and emotional well-being.***

Responsible Department: Living Well

Students participating in wellness education workshops through Living Well will acquire practical tools and knowledge that directly enhance their ability to maintain holistic health. These workshops offer evidence-based strategies for managing stress, building healthy relationships, maintaining physical fitness, and supporting mental health, all while fostering a supportive learning environment where students can practice and discuss these approaches. As participants engage with the material and connect with peers facing similar challenges, they develop greater confidence in implementing wellness practices in their daily lives. This increased self-efficacy empowers students to address health challenges proactively, make positive lifestyle choices, and create sustainable habits that support their overall well-being throughout their academic experience and beyond.

**Connections to [CAS Standards](#):**

Health Promotion and Education Programs should enhance students' capacity to make informed, intentional health decisions (CAS: Health Promotion Programs, Learning & Development).

**Methods:**

Pre/post-assessments during workshops, self-reflection surveys, and participant focus groups.

**SLO Progress**

- **Measures Used:** Pre/post-survey responses measuring knowledge gain and self-efficacy.

- **Assessment Data:** 86% of students reported increased knowledge of at least one new coping or health-enhancing strategy, and 78% indicated that they were likely to apply this information within the next month.

**Key Takeaways:**

Interactive delivery and peer-led workshops lead to increased student engagement. Students value practical, applicable content and express a desire for more on-demand formats.