Wellness Assessment 2022-2023:

Student Digital Wellness

Center for the Study of Student Life

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The Ohio State University
Office of Student Life

INTRODUCTION

The Student Wellness Center in the Office of Student Life at The Ohio State University uses a holistic wellness model that includes 10 key dimensions of wellness, which are: career, creative, digital, emotional, environmental, financial, intellectual, physical, social and spiritual.

The Wellness Assessment was designed to measure these 10 dimensions of wellness to give students a better understanding of their own wellness and provide them with resources that they can utilize at Ohio State to improve their wellness. The Wellness Assessment is open year-round to all students. To better understand students' holistic wellness, the digital dimension was added to the wellness model in 2022. Nine survey items comprise this digital wellness dimension. These new items assess a range of attitudes, behaviors and knowledge related to students' use of technology, experiences online and interaction with the emerging digital world. This report contains two sections. First, the digital wellness of 3,673 students that completed the Wellness Assessment during October 2022 is examined. Next, findings from interviews with 10 student participants about the digital wellness dimension are presented.

HIGHLIGHTS

- Undergraduate students had a digital wellness dimension score of **3.51** compared to a digital wellness dimension score of **3.49** for graduate and professional students. The difference was not statistically significant.
- First-year undergraduate students **(3.53)** had a significantly higher digital wellness score compared to third-year undergraduate students **(3.46)**.
- A significantly higher percentage of undergraduate students **(81.7%)** agreed or strongly agreed that they understand the impact of their digital footprint on their future goals when compared to graduate and professional students **(71.5%)**.
- A significantly higher percentage of undergraduate students **(69.5%)** agreed or strongly agreed that they are able to maintain their privacy when using digital resources compared to graduate and professional students **(55.2%)**.
- A significantly higher percentage of graduate and professional students **(83.6%)** agreed or strongly agreed that they use digital resources to support their professional goals when compared to undergraduate students **(79.9%)**.
- A majority of both undergraduate **(67.3%)** and graduate and professional **(64.4%)** students reported that they spend more time on social media platforms than they think they should.
- Although a majority of interviewed students expressed some level of confidence in their ability to protect their privacy, many raised concerns about the lack of control over personal data collected through digital platforms and resources.
- Students expressed the feeling that their social media use is habitual and often feels unconscious.
- Interviews with students about perceptions of the digital wellness items and the related key concepts highlighted that students are thinking critically about how the digital world impacts their own well-being and the well-being of the community.

*$p < .05$, **$p < .01$, ***$p < .001$

METHODOLOGY

WELLNESS ASSESSMENT

The survey includes items that assess each wellness dimension. These items include a range of attitudes and behaviors. Scores were calculated by adding together the values of all of the survey items within a given dimension, then dividing that sum by the total number of items, which produced an average wellness score for each dimension. The scores for respondents who did not answer all of the items within a dimension were calculated by summing the scores for the answered items and dividing that sum by the total number of items answered. Students who failed to provide several responses within a dimension (i.e., answered fewer than 50% of the items within a dimension) were not given an average wellness score for that dimension, since creating wellness scores based on too few items would not be an accurate representation of that overall wellness dimension. Respondents needed to have an average wellness score for all 10 dimensions to be included in this portion of the report.

These wellness attitudes and beliefs were measured using 5-point Likert scales. When asked about behaviors, respondents reported the frequency of the occurrence, also on a 5-point scale. Wellness scores for each dimension range from 1 to 5, with higher scores indicating more positive or healthier attitudes and behaviors. Negative items were reverse coded so that unhealthy responses were associated with a lower score.

Comparisons between groups of students with different academic characteristics were conducted using chi-square tests, independent-samples *t*-tests and/or analysis of variance (ANOVA). Analyses were limited to comparisons where each category contained 20 or more students; student samples with fewer than 20 respondents would be too susceptible to extreme scores. In the following tables and figures, asterisks are placed next to an item to indicate a significant difference between groups for that item (*$p < .05$, **$p < .01$, ***$p < .001$).

DIGITAL WELLNESS COGNITIVE INTERVIEWS

During summer 2022, a total of 10 in-person interviews were conducted with six undergraduate and four graduate and professional students. Students interested in participating in an interview related to digital wellness were referred to the Center for the Study of Student Life by campus partners and were able to sign-up for a one on one interview. First, students were asked to complete a brief paper survey that included the nine recently added digital wellness survey items. After completion of the survey, interviewers utilized an interview guide developed by the Center for the Study of Student Life to examine how students perceived the survey items, the thought-process used to determine their answers and general thoughts related to the concepts of each digital wellness item. Interview sessions were facilitated by staff from the Center for the Study of Student Life. The interviews were audio recorded, and all recordings were destroyed following the completion of this report.

The interview recordings were reviewed by staff members in the Center for the Study of Student Life. Staff coded the interview transcripts, identified key themes and transcribed relevant quotes. This report describes the key themes, organized around each of the nine digital wellness dimension survey items. For each item, themes emerged and are noted throughout the report. All quotes included in this report were said by a student during an interview. Quotes may be edited for length, grammar and spelling.

FINDINGS

DIGITAL WELLNESS ITEM RESPONSES AND SCORES

Table 1 compares the percentages of undergraduate and graduate and professional students who agreed or strongly agreed with each of the nine items on the digital wellness dimension. Chi-square tests were performed to analyze statistically significant differences among the student groups' responses to each item. For cases in which sample sizes were too small to run chi-square tests, Fisher's exact tests were performed. Undergraduate students were significantly more likely to report understanding the impact of their digital footprint on their future goals and were significantly more confident in their ability to maintain their privacy when using digital resources compared to graduate and professional students. In contrast, a significantly higher percentage of graduate and professional students reported using digital resources to support their professional goals when compared to undergraduate students.

Table 1. Students who 'agree' or 'strongly agree' with the following statements: Undergraduate vs. Graduate and Professional Students

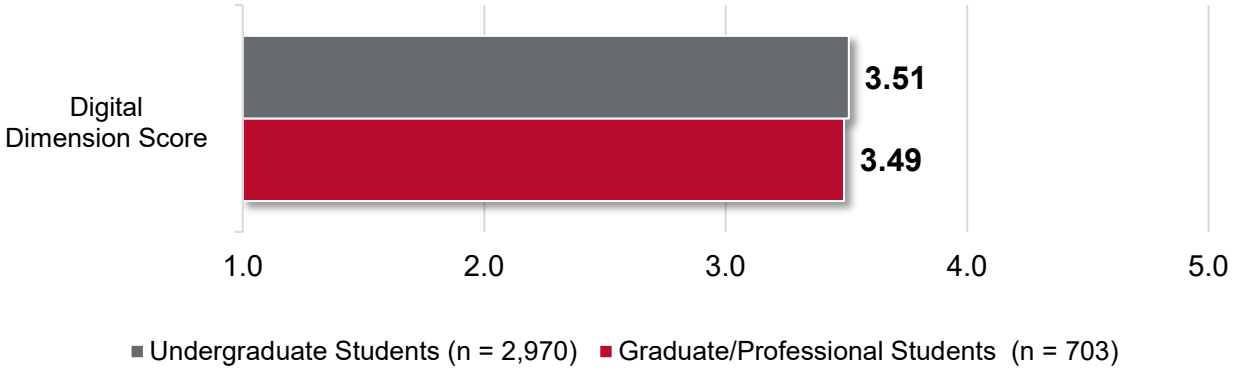
% Agree or Strongly Agree	Undergraduate Students	Graduate/Professional Students	Statistical Significance
I have strategies for limiting my screen time each week.	32.4%	35.2%	
I feel anxiety if I do not have my cell phone with me.	54.0%	53.6%	
I spend more time than I think I should on social media platforms.	67.3%	64.4%	
I interact with others online in a polite, respectful manner.	96.9%	97.7%	
I use digital resources to support my personal goals.	75.2%	74.5%	
I use digital resources to support my professional goals.	79.9%	83.6%	*
I understand the impact of my digital footprint on my future goals.	81.7%	71.5%	***
I am confident in my ability to maintain my privacy when using digital resources.	69.5%	55.2%	***
Online interactions have made it more difficult to socialize face-to-face with my peers.	21.7%	18.1%	

Note. Because different numbers of respondents answered each item, *n*s are presented in ranges. Undergraduate *n* = 2,965 - 2,969; graduate/professional *n* = 700 – 703.

*$p < .05$, **$p < .01$, ***$p < .001$

Figure 1 compares the mean digital wellness dimension score for undergraduate students and graduate and professional students. A higher mean score (i.e., closer to 5.0) indicates healthier digital attitudes and behaviors. To investigate whether differences between the two groups of students existed, an independent samples *t*-test was conducted. No significant differences were observed when comparing the digital wellness scores of undergraduate students (3.51) to those of graduate and professional students (3.49).

Figure 1. Digital Wellness Dimension Scores: Undergraduate Students vs. Graduate and Professional Students



Academic Level: Undergraduate Students

A one-way ANOVA was conducted to determine if digital wellness scores varied significantly across undergraduate academic levels. Academic level was associated with significant differences. Post-hoc tests revealed that first-year undergraduate students' mean digital wellness score (3.53) was significantly higher than that of third-year undergraduate students (3.46). No other significant differences were found between the groups of undergraduate students.

Table 2. Average Digital Wellness Scores by Academic Level

Academic Level	*n*	Mean Digital Wellness Score**
First-year students	1,435	3.53
Second-year students	572	3.52
Third-year students	495	3.46
Fourth-year students	314	3.48
Fifth-year and beyond students	75	3.44

*$p < .05$, **$p < .01$, ***$p < .001$

Degree Type: Graduate and Professional Students

Another one-way ANOVA was conducted to determine if digital wellness scores varied significantly across graduate and professional students' degree types. There were no significant differences between the mean digital wellness scores of master's students, professional students and doctoral students.

Table 3. Average Digital Wellness Scores by Degree Type

Degree Type	*n*	Mean Digital Wellness Score
Master's degree	209	3.48
Professional degree	244	3.46
Doctoral degree	235	3.53

DIGITAL WELLNESS INTERVIEW RESULTS

A total of 10 student interview participants were asked to complete a paper survey containing each of the nine digital wellness survey items. Following completion of the paper survey, students were asked to discuss *why* they provided a certain answer for each item. Additionally, participants were encouraged to discuss their thought processes while providing answers to items and to elaborate on the meaning of important terms and phrases. The transcripts of interviews were qualitatively coded for themes. Due to the nature of cognitive interviewing, themes are subdivided by survey item, as each item represents a unique aspect of digital wellness overall and participants were directly responding to interview questions about specific statements. The themes for each survey item are discussed below, and example quotes for important themes are provided. To enhance readability, some responses were edited for length, spelling or grammar.

I have strategies for limiting my screen time each week.

Student interview participants were asked about their perceptions related to an item assessing personal strategies for limiting screen time. Overall, students perceived screen time to be directly linked to cell phone usage. Students did not mention strategies in the context of computer/tablet use for academic and employment responsibilities. For this question, all interviewees perceived screen time to be linked to personal time. The most common theme, mentioned by students 14 times, was that they regularly use digital tools provided by cell phones to limit screen time. These tools are designed to notify users of time spent on particular apps and overall time spent engaging with their phone screen.

> *"Having the iPhone, I utilize the screen time and it tells you how much time you have spent. It'll tell me a percentage, how much I'm spending on my phone.. and there was a time where I spent over 12 hours on my phone. This past week, it went from eight hours to nine hours and I'm trying to cut it down a little bit more, down to maybe six hours, an average of six hours a week."*

> *"I use the settings for iPhones, limiting screen time. For certain apps, I'll only allow myself like an hour each day, so that's one of those strategies."*

*$p < .05$, **$p < .01$, ***$p < .001$

Although the most common theme to emerge was directly related to digital tool use, not all students reported confidence in the effectiveness of such tools. For example, students mentioned eight times that the available digital tools provide ineffective strategies for limiting screen time.

> *"It'll block the apps after I've reached the time limit, but you can just bypass it. Because it's (the digital tool) like….Remind me in 15 minutes. And then you bypass it. And then sometimes I'll do that, I just spend some more time anyways."*

In seven instances, students noted that non-digital activities can be helpful when trying to limit screen time. A majority of students that suggested non-digital activities as a way to limit screen time mentioned physical exercise, reading books and socializing in-person.

> *"Typically, for me, I would either try to read a book or do some sort of physical exercise."*

Additionally, students mentioned six times that intrinsic motivation to limit screen time is more important than particular tools or alternative activities.

> *"I feel like somehow my own internal pressure is more than the phone just setting off an alarm. Like I said, there's varying levels of success with that, but I feel like in general if I'm the one that has to be mindful of the time too, that makes me more aware of just how long I'm spending on the app."*

I feel anxiety if I do not have my cell phone with me.

Student participants were also asked about an item assessing anxiety resulting from not having their cell phone. The most frequent theme, noted by students six times, was that they do not get anxious without their phone. However, some of the participants that mentioned not getting anxious clarified that losing their phone entirely would be a stressful situation.

> *"I'm totally fine with leaving it in another room and walking away and doing something, or even at work, it's in my purse and I walk away from it, and I'll get back to it later. But no, I don't ever really feel too anxious if I don't have it with me."*

> *"It's nice to have. I have my calendar and email, and all of that on it, like every other person, but I don't need to have my phone on me or have a smartphone. It's just a convenience at this point."*

Additionally, students mentioned five times that anxiety related to not having their cell phone results from a sense of attachment or comfort related to the device. Some students explained that it feels strange to not have immediate access to their cell phone, and that it can act as a coping mechanism.

> *"I just feel I've gotten so used to always having my phone with me, something to look at. I'm always looking for that thing to look at and pay attention to."*

> *"It does feel weird not having it."*

A fear for personal safety was mentioned four times by students as an influence on anxiety caused by not having their cell phone.

> *"If I get into my car without my phone, if I leave it in my apartment, I'm taking the extra time, I'm going back in. And not so much that I need it, but I feel a sense of safety."*

Students also mentioned four times that the potential for missing out on connection with other people causes anxiety.

*$p < .05$, **$p < .01$, ***$p < .001$

"It's like, someone needs to contact me. Somebody needs to. Nobody's contacted me. I just want to have access to my phone. So for me, it's just like, I feel lost without it."

I spend more time than I think I should on social media platforms.

Student participants were asked about an item assessing perceptions of time spent on social media. The most common theme, noted 11 times by students, was a perceived unconscious and habitual use of social media platforms. A concept frequently mentioned by students related to this theme was the concept of falling into a "rabbit hole", in which the original intention behind opening a social media platform has been lost. A number of participants described time passing rapidly while using social media and the perception that being on the platform did not have a clear, conscious purpose.

"The rabbit hole you just end up in. You're like, how did I get here?"

"Sometimes on Instagram, I'm not really a TikToker, but Instagram reels, you just start going down a rabbit hole and end up on somebody in another country, looking at their videos and it's been four hours."

Additionally, students mentioned nine times that there are better or more productive uses of time than engaging with social media platforms. As a result, many participants expressed negative feelings about the amount of time they spend on social media.

"I think just when you keep scrolling and then at some point you'll look at the time and you'll be like…. oh, I have spent too much time on this. I have to get back to doing work."

I interact with others online in a polite and respectful manner.

Student participants were also asked about their response to an item assessing perceptions of their online behavior and interactions. The most common theme, noted 11 times by participants, was active and intentional avoidance of conflict on the internet.

"That's mainly my justification, I just don't try to be that outspoken on social media because I do know that you have to be very careful with your words."

"Not being mean to people. Also, not getting too involved in stuff online. I'm on Reddit and Reddit can be a little beast in its own right. I know when people get snippy, I'm like…Oh, I don't want to interact with that. It's just not good vibes."

Students mentioned nine times that their approach to online interaction aligns with their approach to in-person interactions.

"To me, if you're interacting with somebody online, you would feel comfortable saying it to their face too. So just respectful conversations that anybody is used to hearing. That's what I mimic when I'm talking to people online, I don't try and put up a different face or have somewhat new confidence because I'm over screens. In my mind, that's what respectful online interactions are."

Participants highlighted the importance of not contributing to the spread of hateful ideas and bullying online four times.

"I would say no hate speech, basically, and not hurting anybody's, I guess, views. Creating a safe space and a safe environment where people can communicate what they want freely, until it's affecting somebody's mental state."

*$p < .05$, **$p < .01$, ***$p < .001$

I use digital resources to support my personal goals.

Students were asked about an item assessing perception of their use of digital resources to support personal goals. The most frequent theme, mentioned 14 times by students, was that they use apps that can track health habits, life goals, productivity and time management. Digital resources were most often viewed as platforms and apps that have a specific capability and purpose. Although the majority of students identified personal goals with non-academic or career-related activities, some uncertainty existed about the dividing line between personal and professional goals.

> *"I do use habit tracker apps. Also... I'm sober, so I use sober tracking apps as well, which is super helpful with day counts and stuff. I would say in that sense, tracking purposes, I feel like the phones do a great job with that. I think that's why I chose agree."*

In addition, students mentioned three times that digital resources can encourage accountability to reach personal goals.

> *"I know some of my friends use social media as a way to keep them honest with their workouts, so they'll make sure they post a picture or part of their story that…Look, I went to the gym today and I did X, Y, and Z, as their own little journal diary to keep them accountable."*

I use digital resources to support my professional goals.

Student participants were also asked about an item assessing perceptions of their use of digital resources to support professional goals. The most common theme, mentioned 17 times by students, was that digital resources are important for obtaining internships, jobs and networking. A number of students highlighted the use of Ohio State's Handshake platform. LinkedIn and Workday were also mentioned, but less frequently.

> *"I think the number one thing that I thought of with that question was Handshake and Workday, because those are resources that I've used consistently throughout college, obviously digital resources, and ways that I've found jobs, logged hours. You basically put a version of your resume into Handshake and then I know all kinds of employers and recruiters can see that. I get messages all the time from people."*

Students mentioned six times that they use digital resources to gather information about their future academic and career goals. Some students expressed uncertainty about whether self-directed internet searches qualified as a digital resource, while others viewed a digital resource as any online or virtual tool.

> *"I do a lot of research online about how I can get into certain grad schools and what I can do to get to that point and what I need to do throughout undergrad to strive to achieve my professional goals. If you consider using the internet as a digital resource, then yes, I would agree."*

I understand the impact of my digital footprint.

Student participants were also asked about their response to an item assessing perceptions around the impact of a digital footprint. The most common theme, information permanence, was mentioned 13 times by students. Of note is that multiple students suggested that the concept of a digital footprint was introduced to them prior to entering college. The majority of students were familiar with the concept, while three participants reported that they were not sure of the definition of digital footprint. However, in the online Wellness Assessment, hover text is provided to survey respondents, which may help to alleviate this concern.

*$p < .05$, **$p < .01$, ***$p < .001$

"That to me means what you post, what you write on the internet. Whether it be you're writing an article on Wikipedia or posting on social media, that is what I consider a digital footprint, because it's something that you put out and post and even if you can delete it, it's still out there somewhere. I feel like that's something I was taught since I was in elementary school. That you have to be really careful about what you're saying online because it can never leave you."

In nine instances, students highlighted the impact that online behavior can have on themselves and the lives of others. Although most participants mentioned the potential impact of a digital footprint on their future careers, a recognition of harm to others through digital behavior was also noted frequently.

"I feel like, in general, depending on what type of stuff you post and if it has a bad connotation, what you're doing, that could definitely negatively affect your ability to get jobs, maybe even meet new people, because they see this way that you're acting. So, they have this idea about you."

A lack of control over a digital footprint was mentioned five times by students.

"Digital footprint would be everything you post online, because once you post, it's not really yours anymore, and it can just go out there and really everyone can see it."

I am confident in my ability to maintain my privacy when using digital resources.

Students were asked about an item assessing their ability to maintain privacy when using digital resources. The most frequent theme, mentioned 21 times by students, was that there are generally effective ways to protect personal digital privacy. Many students felt that at least some concrete personal actions to protect privacy exist.

"Confident in it, because I make sure I turn on that privacy button so that people have to request to follow me, or even when it says this person's sending you a message, do you want to receive it? I'll just say no."

"I feel like privacy, it just all depends on what you interact with and what you're doing. For myself, I wouldn't see anything happening. For others, I probably would, depending on what they're looking into, whether they're trying to buy, different things of that sort."

Students mentioned a feeling of lack of control over their privacy 16 times. Even among students that noted the importance of taking steps to protect their privacy, there was a general feeling that unknown vulnerabilities may exist.

"I put the ambivalent answer for that one because I feel like to a certain extent there's not much that we can do to secure privacy."

Students also mentioned 10 times that they don't trust companies operating digital platforms to protect their privacy.

"I feel like a lot of these social media companies, you don't really know what they're doing. They're making a lot of money off you with your information. There's no easy way to know what and when they're taking information from you. So, it is scary, not really knowing what they have on you and what they could have, and who they could sell it to."

*$p < .05$, **$p < .01$, ***$p < .001$

Online interactions have made it difficult to socialize face-to-face with my peers.

Finally, students were asked about their responses to an item assessing whether online interactions make face-to-face socializing difficult. The most frequent theme, noted 12 times by students, was that online interactions have not negatively impacted face-to-face socializing.

> *"I personally don't think that I lost much of that ability to socialize. I was somebody who was shy and then I came out of my shell. We had to go online for a lot of things, but when we got back in-person, I was more excited to talk to somebody right in front of me than talking to them through the camera or through the computer."*

Additionally, students mentioned 11 times that face-to-face socializing posed challenges for them as previously virtual academic and social activities moved back to an in-person format.

> *"The end of my senior year and basically all freshman year of college was over Zoom classes and online. I got so used to that, those online interactions where you can turn your camera off and hide your face. Going back to in-person this year, that kind of made me realize how it was more difficult to interact with peers."*

The convenience and ease of online interactions was mentioned five times by students as a possible influence on face-to-face social interactions.

> *"I think that a lot of people still have irritability when it comes to talking to people because online things move a lot quicker than they do in-person."*

In general, student interview participants expressed that the digital wellness dimension items covered a wide range of topics related to their digital experiences, interactions and skills. When asked what part of digital wellness was not covered by the dimension items, most students reported that the list felt exhaustive. Some of the participants suggested that certain items did not have a clear dividing line, such as 'I use digital resources to support my personal goals' and 'I use digital resources to support my professional goals'. Additionally, interview participants mentioned six times that the process of responding to digital wellness dimension items led to self-reflection that can be difficult to engage in during everyday life.

CONCLUSION

The importance of digital wellness continues to grow as students integrate digital resources and tools into all aspects of the personal, educational and professional spheres. Overall, digital wellness scores for both undergraduate (3.51) and graduate and professional students (3.49) indicate relatively healthy digital attitudes and behaviors. The difference in digital wellness dimension scores between the two groups of students was not significant. However, significant differences in responses to individual survey items were present. For example, a significantly higher percentage of undergraduate students (81.7%) reported that they understand the impact of their digital footprint on their future goals when compared to graduate and professional students (71.5%). Further, a significantly higher percentage of undergraduate students (69.5%) reported confidence in managing their privacy when using digital resources compared to graduate and professional students (55.2%). In contrast, a significantly higher percentage of graduate and professional students reported that they use digital resources to support their professional goals compared to undergraduate students. Additionally, interviews with students about perceptions of digital wellness survey items and the related key concepts highlighted that students are thinking critically about how the digital world impacts their own well-being and the well-being of the communities in which they live. The themes and quotes from the interviews suggest that students are critically engaging with challenges they face in managing their relationship to a rapidly evolving digital society.

*$p < .05$, **$p < .01$, ***$p < .001$

APPENDIX A. STUDENT DEMOGRAPHICS

The following table provides demographic information for undergraduate and graduate/professional students that completed the Wellness Assessment in October 2022.

	Undergraduate		Graduate/ Professional	
	n	%	*n*	%
Total	2,970	80.9%	703	19.1%
Gender Identity				
Woman	1,860	64.3%	494	71.5%
Man	850	29.4%	154	22.3%
Non-binary	46	1.6%	13	1.9%
Questioning or unsure	26	0.9%	3	0.4%
Another gender identity not listed or more than one identity	86	3.0%	24	3.5%
Prefer not to answer	26	0.9%	3	0.4%
Transgender Status				
Transgender or part of the trans community	76	2.6%	16	2.3%
Cisgender	2,772	95.9%	667	96.4%
Prefer not to answer	44	1.5%	9	1.3%
Race/Ethnicity				
Asian, Asian Pacific Islander Desi American (APIDA) and/or Native Hawai'ian	322	10.9%	98	14.0%
Black or African American	161	5.4%	33	4.7%
Latinx/o/a and/or Hispanic	66	2.2%	42	6.0%
Middle Eastern and/or North African (MENA)	32	1.1%	11	1.6%
White and/or European American	2,021	68.3%	430	61.4%
Multiracial and/or Biracial	274	9.3%	58	8.3%
Another racial/ethnic identity not listed	8	0.3%	5	0.7%
Prefer not to answer	76	2.6%	23	3.3%
Residence				
On-campus	1,558	56.4%	25	3.8%
Off-campus	1,154	41.8%	629	95.9%
Sorority or fraternity housing	51	1.9%	2	0.3%
Disability Status				
Has a disability	474	16.5%	109	15.8%
Does not have a disability	2,321	80.6%	558	80.9%
Prefer not to answer	85	3.0%	23	3.3%
Generational Status				
First-generation student	658	22.2%	203	28.9%
Continuing-generation student	2,312	77.9%	500	71.1%

Note. 'Another gender identity not listed or more than one identity' includes: Agender, Bigender, Gender fluid, Genderqueer or Two-spirit in addition to self-describe responses that do not align with available responses. 'Another racial/ethnic identity not listed' includes: American Indian, Alaska Native, Indigenous, Native American and/or First Nations in addition to self-describe responses that do not align with available responses. Not all respondents completed each item. Total percentages may be slightly less than or greater than 100% due to rounding.

*$p < .05$, **$p < .01$, ***$p < .001$

APPENDIX B. DIGITAL WELLNESS RESOURCES

In addition to a personal wellness report, students are also provided with resources at Ohio State corresponding to each of the 10 dimensions. An example of the digital wellness resources shown to students is provided below.

DIGITAL WELLNESS

- Cybersecurity at Ohio State - Enterprise Security works to ensure that users adapt safe practices when they use technology to keep their information safe as well as securing the data entrusted to The Ohio State University.

- Cybersecurity for You - Provides educational videos and trainings on how to keep your information safe and secure.

- Digital Flagship - Ohio State's Digital Flagship program is here to support students in their college journey, blending learning technology throughout the university experience to increase engagement, promote affordability and drive excellence. Their dedicated staff support current and incoming students through programs and resources such as access to technology and tools, the student mentor program, IT for Students, educational resources and trainings for faculty and staff, coding curriculum program, Mobile Design Lab.

- Office of Technology and Digital Innovation - The Office of Technology and Digital Innovation (OTDI) supports faculty, staff, and students across all Ohio State Campuses to provide technology resources and education to the Ohio State Community.

- University Libraries - The Ohio State University Libraries support students, scholars, and Buckeyes beyond advancing research, teaching and learning. Through educational resources, services, material loans and quiet places to study, the University Libraries are here to support students through their entire academic journey.

*$p < .05$, **$p < .01$, ***$p < .001$

APPENDIX C. DIGITAL WELLNESS ITEMS

The survey items that comprise the digital wellness dimension on the Wellness Assessment are provided below.

DIGITAL DIMENSION

- I have strategies for limiting my screen time each week.
- I feel anxiety if I do not have my cell phone with me.
- I spend more time than I think I should on social media platforms.
- I interact with others online in a polite, respectful manner.
- I use digital resources to support my personal goals.
- I use digital resources to support my professional goals.
- I understand the impact of my digital footprint on my future goals.
- I am confident in my ability to maintain my privacy when using digital resources.
- Online interactions have made it difficult to socialize face-to-face with my peers.

*$p < .05$, **$p < .01$, ***$p < .001$