



Wellness Assessment 2021-2022: International Student Wellness

Center for the Study of Student Life

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THE OHIO STATE UNIVERSITY
OFFICE OF STUDENT LIFE

WELLNESS ASSESSMENT DIMENSIONS & ITEMS

EMOTIONAL

- I am able to appropriately manage my feelings.
- I am able to appropriately express my feelings.
- I would be willing to seek help from others when I am having a difficult time.
- I feel that I am able to cope with my daily stress.
- I have a positive image of my body.

CREATIVE

- I express myself through creative activities.
- I attend arts-related events or programs.
- I think of myself as a creative person.
- I value multiple perspectives when thinking about complex topics.
- The arts help me appreciate other perspectives and cultures.

SPIRITUAL

- I engage in self-reflection.
- I feel a connection to something larger than myself.
- I seek out meaning in my life.
- I have values, morals, and/or a belief system that helps me make decisions and guides my life.
- Harmony and balance within humanity is important to me.

INTELLECTUAL

- I am confident in my ability to find solutions to my problems.
- I am confident that I can learn new skills.
- I am interested in learning new things.
- I engage in intellectually engaging activities.
- I feel that my education is a priority.
- I was able to manage my academic workload during my most recent academic term.

CAREER

- I am confident in my career decisions.
- I envision my future career as a means to contribute to society.
- I feel that my current studies will be helpful to my future career.
- I feel that my major/career decision is an appropriate expression of my abilities and personal strengths.
- I feel that my major/career decision is an appropriate expression of what I find meaningful and important in life.
- I feel that I work in a positive environment.
- I feel that I work in a stressful environment.
- I feel that my current job interferes with other aspects of my life.
- I am able to balance my current job with the rest of my life.
- I set achievable goals in my current job.

ENVIRONMENTAL

- I engage in environmentally friendly behaviors (e.g., turn off lights/faucets, walk or bike).
- I take time to appreciate my surroundings.
- I take time to appreciate nature.
- I think it is important to conserve natural resources.
- If given the opportunity, I recycle.

SOCIAL

- I feel a sense of belonging in a community.
- I feel supported by my family.
- I feel that I am a person who other people like to be around.
- I have a strong social network.
- I have at least one close friend whom I trust and can confide in.
- I feel comfortable communicating face-to-face with others.
- I rarely feel lonely.

FINANCIAL

- I think it is important to spend less than I earn.
- I am confident that I can plan a financial budget.
- I have enough money saved to handle financial emergencies.
- I track my spending to stay within my budget.
- I feel stressed by the amount of money I owe (credit cards, student loans, car payments, etc.).
- I feel stressed about my personal finances in general.
- I am confident in my ability to use credit cards responsibly.

PHYSICAL

- I am confident that I can exercise regularly.
- I am confident that I can maintain a nutritious diet.
- I eat a nutritious diet.
- I engage in exercise.
- I get at least 7 hours of sleep per night.
- I use alcohol/nicotine/other substances to manage stress.
- I use illicit drugs (e.g., cocaine, ecstasy).
- I use nicotine products (e.g., cigarettes, vaping, smokeless tobacco).
- I use pain medications, sedatives, sleeping medications or tranquilizers (e.g., OxyContin, Vicodin, Percodan; Valium, Xanax, Ambien) for non-medical reasons without a prescription.
- I use stimulants (e.g., Ritalin, Adderall, Dexedrine) for non-medical reasons without a prescription.
- If you are sexually active, do you practice safer sex?
- How often do you binge drink?
- I use marijuana for non-medical reasons without a prescription.

INTRODUCTION

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

The Wellness Assessment was designed to measure these nine 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. This report documents differences in each dimension of wellness between international students ($n = 201$) and all other students who self-selected into participating in the survey during October 2021 ($n = 1,436$).

METHODOLOGY

Each wellness dimension in the survey contains items to assess 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 less 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 nine dimensions to be included in this report.

These wellness attitudes and beliefs were measured using a Likert scale; respondents indicated their level of agreement with various statements on a 5-point scale. 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 attitudes and behaviors. Negative items were reverse coded so that unhealthy responses were associated with a lower score.

Respondents' scores for each of the nine dimensions were also recoded into three categories to illustrate the percentage of students with fair, adequate and exceptional mean wellness dimension scores. Students whose wellness dimension score is 'fair' have a mean score of 3.0 or lower for that dimension. Students whose wellness dimension score is 'adequate' have a mean score greater than 3.0 but less than 4.5 for that dimension. Lastly, students whose wellness dimension score is 'exceptional' have a mean score of 4.5 or higher for that dimension.

HIGHLIGHTS

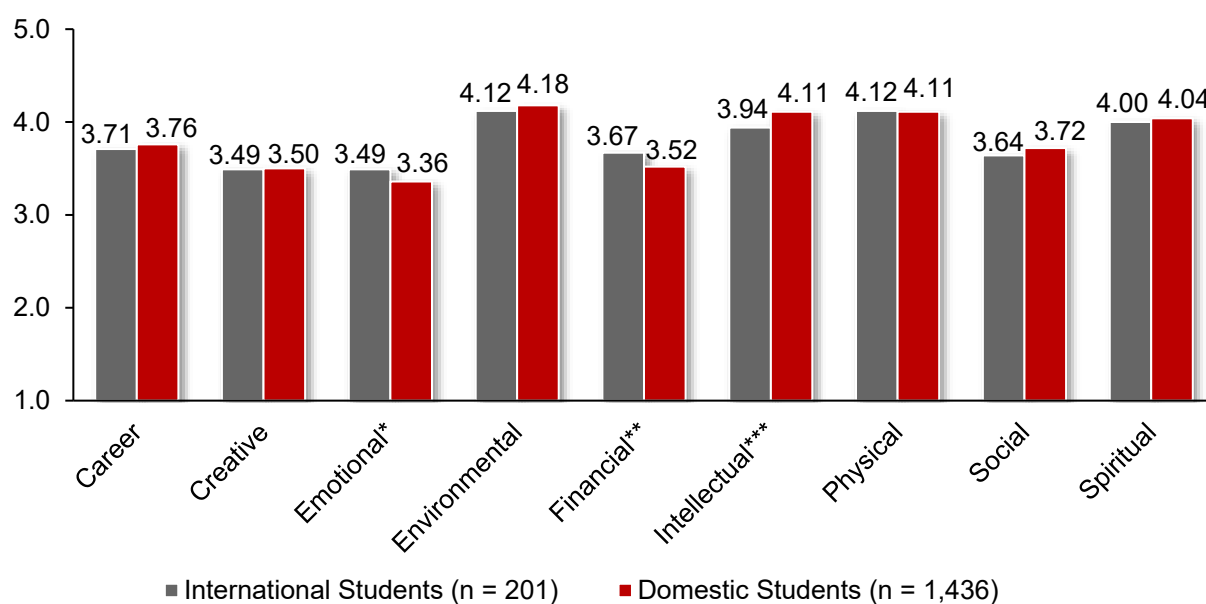
- Among international students, the wellness dimensions with the highest scores were the environmental (**4.12**), physical (**4.12**), and spiritual (**4.00**) dimensions.
- Compared to all other students who self-selected into taking the survey, international students had a significantly lower intellectual (**4.11** vs **3.94**) wellness dimension score and significantly higher emotional (**3.36** vs **3.49**) and financial (**3.52** vs **3.67**) wellness dimension scores.

FINDINGS

WELLNESS SCORES ACROSS DIMENSIONS

Figure 1 below compares the mean scores for each of the nine dimensions of wellness for international students and all other students who self-selected into taking the survey. A higher mean score (i.e., closer to 5.0) indicates more positive attitudes and behaviors regarding each dimension. To investigate whether differences between these two groups of students were statistically significant, independent samples *t*-tests were conducted. Asterisks in the chart denote statistically significant differences between the two groups' average scores. Overall, a statistically significant difference was detected between international students and all other students on the emotional, financial, and intellectual dimensions of wellness.

Figure 1. Average wellness dimension scores



Students' mean scores for the nine dimensions were then recoded into three categories. Figure 2 on page 5 illustrates the percentage of students with fair, adequate and exceptional mean wellness dimension scores.

Students whose wellness dimension score is categorized as 'fair' have a mean score of 3.0 or lower for that dimension. Students who fall within the 'fair' category have room to grow and improve their wellness within that dimension since they reported more negative or neutral attitudes and behaviors regarding that wellness dimension.

Students whose wellness dimension score is categorized as 'adequate' have a mean score greater than 3.0 but less than 4.5 for that dimension. In general, these students have reported mostly positive attitudes and behaviors within that dimension and are effectively practicing that dimension of wellness. However, these students could still benefit from wellness programming and education that continues to support and encourage them to take active steps towards improving their overall well-being.

Lastly, students whose wellness dimension score is 'exceptional' have a mean score of 4.5 or higher for that dimension. Students who fall within the 'exceptional' category are successfully embodying what it means to be well within that dimension as they are reporting the strongest positive attitudes and behaviors within that dimension.

To investigate whether differences between the percentage of international versus all other students within each of the three categories were statistically significant, chi-square tests of independence were conducted. Statistically significant differences were detected between the two groups of students within each of the three categories for the emotional, financial, and intellectual wellness dimensions.

Figure 2. Percentage of students with fair, adequate and exceptional mean wellness dimension scores

