



Wellness Assessment 2021-2022:

An Examination of the Nine
Dimensions of Wellness

Center for the Study of Student Life

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THE OHIO STATE UNIVERSITY
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EXECUTIVE SUMMARY

The Ohio State University Wellness Assessment is designed to measure nine dimensions of wellness in order to give students a better understanding of their own wellness and to provide them with resources that they can utilize at Ohio State to improve their wellness. The 2021-2022 Wellness Assessment launched in August 2021 and was available to students throughout the academic year. This report summarizes data from students who participated in the survey during the month of October 2021, when the Center for the Study of Student Life takes a yearly snapshot of the data. On average, Ohio State students reported relatively high scores on each dimension of wellness, though notable variation between dimensions existed.

HIGHLIGHTS

- The wellness dimensions with the highest overall scores were the environmental (**4.17**), physical (**4.12**) and intellectual (**4.09**) dimensions.
- The wellness dimensions with the lowest average scores were the emotional (**3.38**), creative (**3.50**) and financial (**3.54**) dimensions.
- Compared to all undergraduate students, graduate and professional students had significantly higher emotional (**3.34 vs. 3.46**), environmental (**4.15 vs. 4.22**), financial (**3.50 vs. 3.60**), intellectual (**4.06 vs. 4.14**), physical (**4.08 vs. 4.19**) and social (**3.67 vs. 3.79**) wellness dimension scores.
- Undergraduate students had a significantly higher creative wellness dimension score in comparison to graduate and professional students (**3.52 vs. 3.45**).

UNDERGRADUATE STUDENTS

- The wellness dimensions with the highest average scores among undergraduate students were the environmental (**4.15**) and physical (**4.08**) dimensions.
- Among undergraduate students, the wellness dimensions with the lowest average scores were the emotional (**3.34**) and financial (**3.50**) dimensions.

GRADUATE AND PROFESSIONAL STUDENTS

- The wellness dimensions with the highest average scores among graduate and professional students were the environmental (**4.22**) and physical (**4.19**) dimensions.
- Among graduate and professional students, the wellness dimensions with the lowest average scores were the creative (**3.45**) and emotional (**3.46**) wellness dimensions.

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 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. The survey was developed after a review of research literature, feedback from campus stakeholders, cognitive interviews and factor analyses.

This report documents differences between each dimension of wellness based on enrollment characteristics of students who took the assessment during October 2021.

RESPONDENTS

Students can take the Wellness Assessment at any time during the school year and receive feedback about their own wellness. To be included in the sample in this report, students must consent to participate in the research. Students can take the survey without participating in the research. This report includes 1,637 students.

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.

Demographic items were optional. Therefore, not all students answered all demographic items. Comparisons between groups of students with different academic characteristics were conducted using 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. Only students who had been given a score on all nine dimensions were included in this report.

The Wellness Assessment instrument is copyrighted by The Ohio State University.

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 stimulating 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 consume alcohol.
- I use marijuana for non-medical reasons without a prescription.

FINDINGS

AVERAGE WELLNESS SCORES ACROSS DIMENSIONS

Figure 1. Average wellness dimension scores: All students

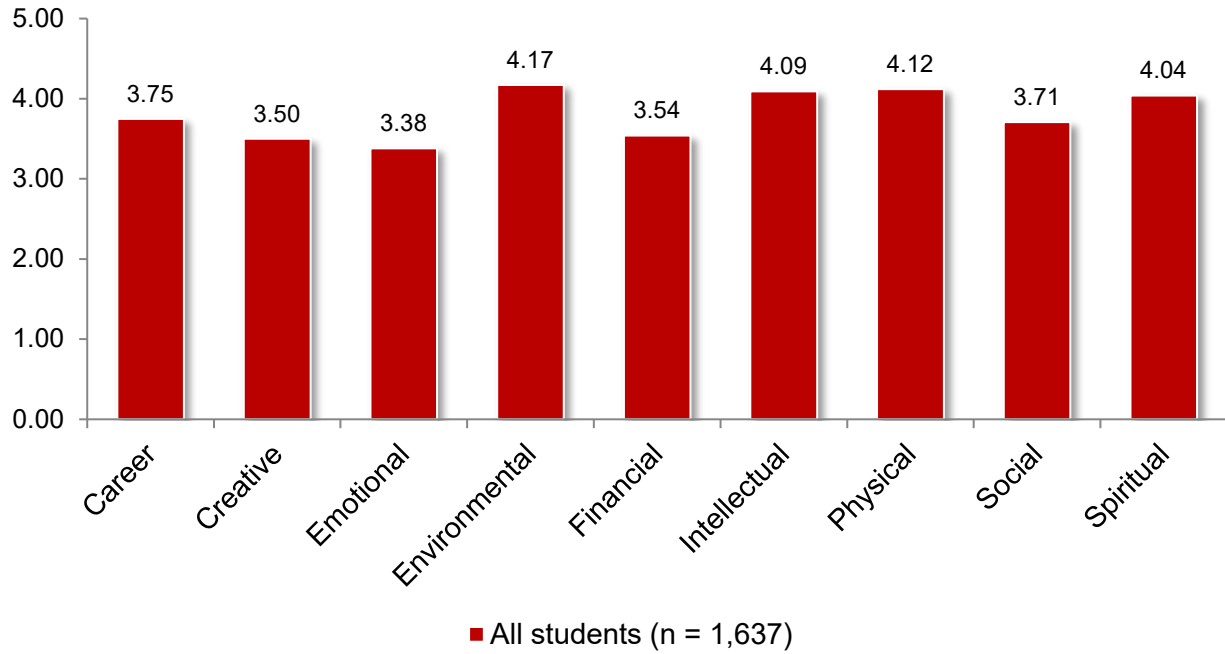
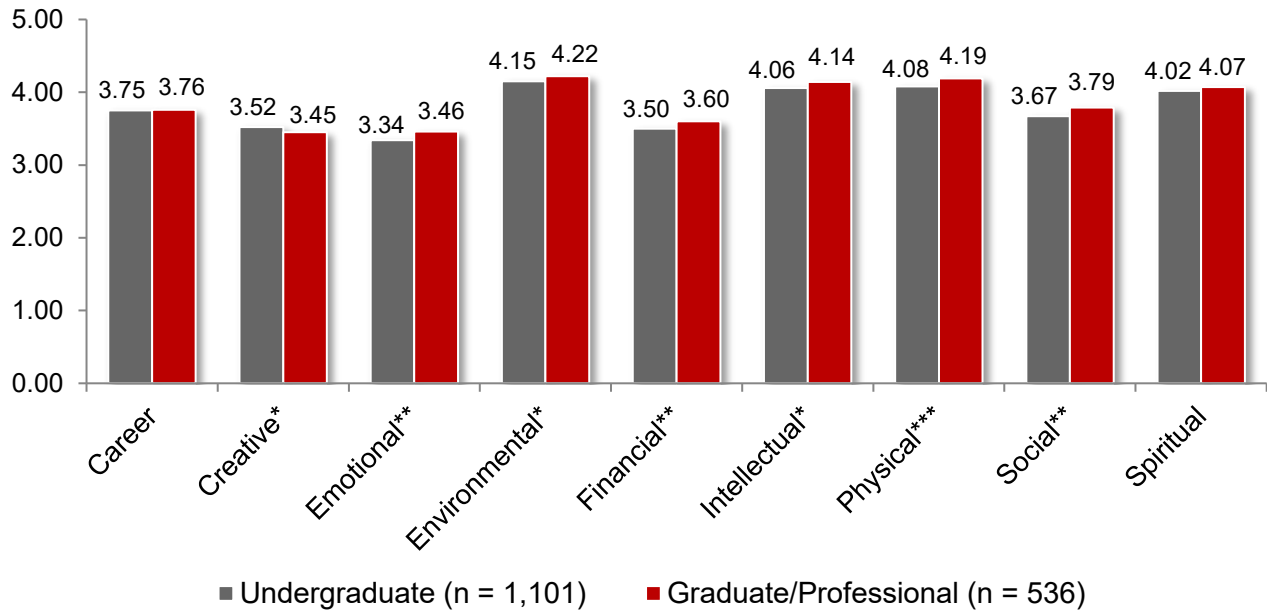


Figure 2. Average wellness dimension scores: Undergraduate vs. Graduate/Professional students



WELLNESS RESULTS FOR UNDERGRADUATE STUDENTS

Academic Level

A one-way ANOVA was conducted to determine if wellness dimension scores varied significantly across undergraduate academic levels. Academic level was associated with significant differences in the career, intellectual, physical and social wellness dimensions. Career wellness was significantly higher among fourth-year students (3.85) compared to fifth+ year students (3.49). Additionally, first-year students (3.78) had significantly higher career wellness scores when compared to fifth+ year students. Fourth-year students reported the highest average emotional wellness score (3.49) with fifth+ year students reporting the lowest (3.17). On average, first-year students reported the highest physical wellness scores (4.17), while students in their fifth+ year reported the lowest physical wellness (4.00). Financial wellness was lowest among students in their fifth+ year (3.37) and highest among students in their second year (3.55). The lowest average social wellness scores were reported by fifth+ year undergraduate students at 3.40, while fourth-year undergraduate students report the highest at 3.80. Fourth-year undergraduate students had a significantly higher social wellness dimension score compared to fifth+ year undergraduate students. The highest average spiritual wellness score was reported by fourth-year students (4.10) and the lowest was reported by fifth+ year students (3.88).

Table 1. Average Wellness Dimension Scores by Academic Level

Undergraduate Scores by Academic Level						
	First-year	Second-year	Third-year	Fourth-year	Fifth+ year	Statistically Significant
Career	3.78	3.77	3.70	3.85	3.49	**
Creative	3.48	3.55	3.50	3.61	3.49	
Emotional	3.34	3.33	3.30	3.49	3.17	
Environmental	4.16	4.12	4.13	4.20	4.12	
Financial	3.54	3.55	3.45	3.46	3.37	
Intellectual	4.07	4.11	4.00	4.15	3.95	*
Physical	4.17	4.08	4.03	4.03	4.00	*
Social	3.63	3.68	3.65	3.80	3.40	*
Spiritual	3.97	4.03	4.04	4.10	3.88	

WELLNESS RESULTS FOR GRADUATE AND PROFESSIONAL STUDENTS

Degree Type

A one-way ANOVA was conducted to determine if wellness dimension scores varied significantly across graduate and professional degree type. Average wellness scores were compared based on whether a student was enrolled in a master's, professional or doctoral degree program. Similar to the undergraduate analysis, degree type was associated with differences in average wellness dimension scores. Professional students had significantly higher career wellness (3.96) compared to master's (3.81) and doctoral (3.63) students.

Table 2. Average Wellness Dimension Scores by Degree Type

Graduate/Professional Scores by Degree Type				
	Master's	Professional	Doctoral	Statistically Significant
Career	3.81	3.96	3.63	***
Creative	3.50	3.38	3.43	
Emotional	3.46	3.58	3.41	
Environmental	4.22	4.13	4.25	
Financial	3.57	3.56	3.65	
Intellectual	4.16	4.22	4.10	
Physical	4.14	4.24	4.22	*
Social	3.80	3.87	3.75	
Spiritual	4.08	4.13	4.04	

CONCLUSION

Overall, Ohio State students reported relatively positive wellness outcomes across multiple dimensions of wellness. However, variation between dimensions existed, as scores for the emotional, creative and financial wellness dimensions were notably lower than others such as the physical, environmental and intellectual dimensions. Further, students' self-reported wellness noticeably varied between undergraduate and graduate and professional students. Additional factors, such as year in school or degree type, were also associated with differences in students' wellness scores.

While these results contribute to our understanding of differences in wellness among students at Ohio State, some limitations of the research design, sample and analyses should be considered. First, the nature of the research design does not allow causal conclusions to be made regarding the relationships between student characteristics and dimensions of wellness. Observed differences in student wellness could be attributed to other variables not measured in the current study, such as socioeconomic status or cultural values. Second, some statistically significant differences reflect relatively small variations in the wellness scores. Small differences in scores may be statistically significant but may not necessarily reflect substantive differences in students' day-to-day wellness.

APPENDIX A. STUDENT DEMOGRAPHICS

		All Students (n = 1,637)	Undergraduate Students (n = 1,101)	Graduate/Professional Students (n = 536)
Gender Identity	Man	31.5%	32.9%	28.6%
	Woman	62.8%	61.3%	65.9%
	Another gender identity †	5.7%	5.9%	5.5%
First-generation	First-generation	24.4%	23.8%	25.8%
	Continuing generation	75.6%	76.2%	74.3%
Citizenship	International	12.3%	8.7%	19.6%
	Domestic	87.7%	91.3%	80.4%
Race/Ethnicity	African American/Black or African descent	6.2%	6.7%	5.1%
	Asian American/Asian (East, South, Southeast)	17.3%	17.3%	17.1%
	Latino(a)/Hispanic	4.0%	2.8%	6.5%
	White/European	62.3%	63.6%	59.5%
	Other race/ethnicity	2.5%	2.4%	2.9%
	Multiracial	7.7%	7.2%	8.9%
Greek Status	Sorority or fraternity member	4.9%	5.4%	4.0%
	Unaffiliated with a sorority or fraternity	95.1%	94.6%	96.0%
Academic Level	First-year Undergraduate	17.0%	25.4%	---
	Second-year Undergraduate	18.3%	27.3%	---
	Third-year Undergraduate	19.8%	29.5%	---
	Fourth-year Undergraduate	9.2%	13.6%	---
	Fifth + year Undergraduate	2.9%	4.2%	---
	Master's Student	12.3%	---	37.4%
	Professional Student	5.5%	---	16.5%
	Doctoral Student	15.1%	---	46.1%
Employment Status	Does not work during academic year	39.6%	46.0%	26.7%
	Works less than 20 hours	32.6%	36.7%	24.2%
	Works more than 20 hours	27.8%	17.2%	49.2%
Residence	On-campus residence	27.0%	38.1%	4.4%
	Within walking distance	34.8%	37.7%	28.7%
	Within driving distance	38.2%	24.1%	66.9%

Note. A number of respondents did not complete demographic items; subtotals within each demographic category are less than the overall reported number of respondents for each year.

† Includes students who selected 'Agender,' 'Genderqueer or Gender fluid,' 'Trans Man,' 'Trans Woman,' 'Prefer Another Identity' or selected more than one gender identity.

APPENDIX B. RESULTS AND RESOURCES PAGE

SAMPLE OF WELLNESS ASSESSMENT RESULTS PAGE

One of the goals of the Wellness Assessment is to provide students with personal scores on the nine wellness dimensions. The table below presents an example of the wellness report respondents received at the end of the survey.

DIMENSION	YOUR AVERAGE	OHIO STATE AVERAGE
Career- The professionally well person engages in work to gain personal satisfaction and enrichment, consistent with values, goals and lifestyle.	3.87	3.87
Creative- The creatively well person values and actively participates in a diverse range of arts and cultural experiences as a means to understand and appreciate the surrounding world.	3.54	3.54
Emotional- The emotionally well person can identify, express and manage the entire range of feelings and would consider seeking assistance to address areas of concern.	3.51	3.49
Environmental- The environmentally well person recognizes the responsibility to preserve, protect, and improve the environment and appreciates the interconnectedness of nature and the individual.	4.19	4.18
Financial- The financially well person is fully aware of financial state and budgets, saves and manages finances in order to achieve realistic goals.	3.55	3.55
Intellectual- The intellectually well person values lifelong learning and seeks to foster critical thinking, develop moral reasoning, expand worldviews, and engage in education for the pursuit of knowledge.	4.23	4.22
Physical- The physically well person gets an adequate amount of sleep, eats a balanced and nutritious diet, engages in exercise for 150 minutes per week, attends regular medical check-ups, and practices safe and healthy sexual relations.	4.12	4.11
Social- The socially well person has a network of support based on interdependence, mutual trust, respect and has developed a sensitivity and awareness towards the feelings of others.	3.86	3.86
Spiritual- The spiritually well person seeks harmony and balance by openly exploring the depth of human purpose, meaning, and connection through dialogue and self-reflection.	4.08	4.08

SAMPLE OF WELLNESS ASSESSMENT RESOURCES PAGE

In addition to a personal wellness report, students are also provided with resources at Ohio State corresponding to each of the nine dimensions. Resources vary based on undergraduate or graduate/professional level of study. Below is a sample of the wellness resources displayed to undergraduate respondents.

Wellness Resources at Ohio State

To explore your wellness further, review the resources below. For more information, please email wellness@osu.edu

Please note: The resources below, are not intended to respond to crisis situations or to treat ongoing concerns related to your mental, emotional, or psychological health. Please call 9-1-1 in any emergency or contact Counseling and Consultation Service at 614-292-5766 for ongoing support.

Holistic Wellness

- [The Be Well Blog](#)- serves as a source to raise awareness and provide education on the topics of wellness, student success and involvement opportunities. You'll learn information to improve your well-being and the well-being of others.
- [Student Wellness Center: Wellness Coaching](#)- is a free service grounded in positive psychology. Coaches are trained to help you identify and use your strengths to help you create the life you want to live at Ohio State and in the future.
- [The Ohio State: Wellness App](#)- is designed to make it easy to choose the right resources and take action. You can use this tool to set goals, develop health habits and help someone you care about access the support they need.

Career Wellness

- [Buckeye Careers](#)- a university-wide initiative designed to support students throughout their professional development. Students can meet one-on-one with counselors and consultants to receive a variety of services; from helping to develop resumes and interview skills, to exploring careers and majors, to overcoming barriers keeping them from achieving their goals.
- [Handshake](#)- Ohio State's university-wide position posting system where students have access to search and apply for part-time jobs, internships, co-ops, and full-time career opportunities.
- [Buckeye OnPace Program](#)- self-guided career modules that can assist you in learning more about yourself and choosing a major(s)/careers, applying to grad school, and preparing to enter the workforce as a responsible, global citizen.
- [GradSense](#)- a unique online tool designed to help students plan financially for their education and future careers. Along with median debt and income data, the GradSense website also provides students with loan repayment advice, spending tips and career guidance.

Creative Wellness

- [Wexner Center for the Arts](#)- offers multidisciplinary programs encompassing performing arts, exhibitions, and media arts (film/video) that focus on cutting-edge culture from around the globe.
- [Drake Performance and Event Center](#)- houses the Department of Theatre and hosts a variety of theatre and television productions.
- [Experience Columbus](#)- provides all the information you need for events, attractions, shopping and dining in the Columbus, Ohio area.
- Billy Ireland Cartoon Library and Museum- houses the world's largest collection of materials related to cartoons and comics, including original art, books, magazines, journals, comic books, archival materials, and newspaper comic strip pages and clippings.

Emotional Wellness

- [Counseling and Consultation Service](#)- provides counseling and consultation to currently enrolled students, as well as spouses/partners of students who are covered by the Comprehensive Student Health Insurance.
- [Student Wellness Center: Wellness Coaching](#)- is a free service grounded in positive psychology. Coaches are trained to help you identify and use your strengths to help you create the life you want to live at Ohio State and in the future.
- [Student Wellness Center: Peer Access Line](#)- is a non-emergency talk line that provides a space for students to engage in brief phone conversations in order to gain support and learn about campus resources.
- [Student Advocacy Center](#)- assists students in cutting through campus bureaucracy and empowers students to overcome obstacles to their growth both inside and outside the classroom.
- [Disability Services](#)- creates an accessible educational experience for students with disabilities.
- [Stress Management and Resiliency Training Lab](#)- teaches and researches the efficacy of stress management and resiliency skills with students. The SMART Lab offers biofeedback sessions and group mediation programs.
- [The Psychological Services Center](#)- provides evidence-based psychological treatments for a range of issues, including depression, anxiety, substance use, PTSD, OCD and coping with chronic medical conditions.
- [Military and Veteran Services](#)- serves as the single point of contact for all military and veterans services and concerns. The office assists students with accessing essential university services such as academic advising, counseling, disability services, and wellness resources.
- [RUOK? Buckeyes](#)- is an anonymous interactive screening program designed to identify students at risk of suicide and encourage them to get help.

Environmental Wellness

- [Recreational Sports: Outdoor Adventure Center](#)- home to the Tom W. Davis Climbing Center with a 4,000-square-foot, 35-foot tall climbing structure and bouldering cave, outdoor equipment rental office, and a trip-planning resource center.
- [Chadwick Arboretum & Learning Gardens](#)- exists to enhance the use of plants for educational enjoyment by training the future public garden horticulturists, preserving green space, and by bringing people and plants together.
- [Energy Services and Sustainability](#)- the focal point for continued energy conservation, education, recycling and other sustainability initiatives.
- [Off-Campus and Commuter Student Engagement](#)- provides students with the means to find housing and roommates, resources to encourage safe practices in the off-campus area and support you while being a responsible neighbor in the Buckeye community.

Financial Wellness

- [Student Wellness Center: Financial Coaching](#)- empowers students by helping them to develop healthy financial behaviors that will enable them to achieve their short and long term personal financial goals to create the life they desire.
- [iGrad](#)- is an interactive website that allows students to complete personal finance education courses and activities.
- [Student Service Center](#)- assists with financial aid matters, tuition and fee payments, registration challenges, managing your Student Center or other related issues.
- [GradSense](#)- a unique online tool designed to help students plan financially for their education and future careers. Along with median debt and income data, the GradSense website also provides students with loan repayment advice, spending tips and career guidance.
- [D-Tix](#)- provides discount tickets to students for cultural and sporting events in Ohio.
- [iontuition](#)- provides personalized loan management to students. The tools in iontuition help guide students through the financial aid process, loan repayment, budgeting and more.

Intellectual Wellness

- [Dennis Learning Center](#)- provides academic learning services and support, including courses, workshops, and appointments, as well as online student resources.
- [Younkin Success Center: Tutoring Services](#)- free tutoring provided by certified peer tutors.
- [The Writing Center](#)- free help with writing at any stage of the writing process for any member of the university community.
- [Mathematics and Statistics Learning Center](#)- offers trained tutors to help students with difficulties they are experiencing in class or with homework and provide online resources, practice exams and workshops to help students achieve their full potential.

Physical Wellness

- [Recreational Sports](#)- offers programs and services for living active and meaningful lives, including class instruction, aquatics, adventure trips, climbing, drop-in fitness and recreation, intramural sports, sport clubs, massage therapy, personal training, disc golf, roller hockey, and many other activities.
- [Student Health Services](#)- a Joint Commission accredited outpatient facility providing a variety of health care services to the student population, regardless of health insurance coverage.
- [Student Wellness Center: Nutrition Coaching](#)- provides a personalized nutrition assessment, education and goal setting to achieve optimal nutrition needs.
- [ScreenU](#) - a web-based method that administers screening, brief intervention and referral to treatment (SBIRT) to college students.
- [Student Wellness Center: Collegiate Recovery Community](#)- supports students in or seeking recovery from alcohol and other drug addiction. The programs allow students to have an authentic college experience while maintaining their recovery.

Social Wellness

- [Student Activities: Student Organizations](#)- with over 1,000 student organizations, Ohio State provides a wide range of opportunities for students to get involved.
- [Multicultural Center](#)- offers several hundred programs a year - cultural and intercultural celebrations, heritage and awareness events, dialogues, workshops, student leadership and cohort meetings, prejudice-reduction trainings, wellness initiatives and Social Justice Engagement courses - all focused on teaching students personal and interpersonal skills necessary to be most effective in a diverse world.
- [Sorority and Fraternity Life](#)- 60+ fraternal organizations - while diverse in their own distinctive ways - all have one consistent purpose: exist to enhance the leadership, learning, and service that occur within our Buckeye community and to challenge our members to live a life of responsible values-based citizenship.
- Office of Student Life's: Ohio Union Activities Board- provides programs and events for students that are educational, entertaining, and thought-provoking.
- [College in CBUS](#)- provides opportunities for students to explore all that the city of Columbus has to offer including events, entertainment, festivals, and more.

Spiritual Wellness

- [Student Activities: Student Organizations](#)- with over 1,000 student organizations, Ohio State provides a wide range of opportunities for students to get involved.
- [Interfaith Association of Central Ohio](#)- builds a multi-faith community which fosters harmony, appreciation, and respond among different faiths.
- [University Interfaith Council](#)- supports your faith journey through a group of diverse congregations, campus ministries and student organizations.

APPENDIX C. WELLNESS ITEM RESULTS

CAREER WELLNESS ITEMS

The table below looks specifically at students' responses to the career wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I am confident in my career decisions	(n = 1,101)	(n = 536)
Strongly Disagree	4.1%	3.5%
Disagree	14.4%	12.1%
Neither Agree nor Disagree	25.2%	20.0%
Agree	37.3%	45.3%
Strongly Agree	19.0%	19.0%
I envision my future career as a means to contribute to society	(n = 1,100)	(n = 536)
Strongly Disagree	1.1%	0.4%
Disagree	3.6%	2.2%
Neither Agree nor Disagree	10.1%	6.3%
Agree	45.1%	40.9%
Strongly Agree	40.2%	50.2%
I feel that my current studies will be helpful to my future career	(n = 1,100)	(n = 536)
Strongly Disagree	1.6%	0.4%
Disagree	6.1%	4.5%
Neither Agree nor Disagree	14.1%	12.1%
Agree	46.8%	43.1%
Strongly Agree	31.4%	39.9%
I feel that my major/career decision is an appropriate expression of my abilities and personal strengths	(n = 1,099)	(n = 536)
Strongly Disagree	1.7%	0.2%
Disagree	5.2%	3.5%
Neither Agree nor Disagree	17.0%	15.5%
Agree	44.4%	45.9%
Strongly Agree	31.6%	34.9%
I feel that my major/career decision is an appropriate expression of what I find meaningful and important in life	(n = 1,101)	(n = 535)
Strongly Disagree	1.6%	0.9%
Disagree	7.4%	6.0%
Neither Agree nor Disagree	17.5%	13.1%
Agree	39.2%	45.1%
Strongly Agree	34.2%	35.0%

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I feel that I work in a positive environment	(n = 796)	(n = 461)
Strongly Disagree	1.8%	3.3%
Disagree	6.8%	8.9%
Neither Agree nor Disagree	23.2%	16.5%
Agree	42.2%	46.9%
Strongly Agree	26.0%	24.5%
I am able to balance my current job with the rest of my life	(n = 776)	(n = 455)
Strongly Disagree	3.4%	6.8%
Disagree	11.3%	17.1%
Neither Agree nor Disagree	29.9%	23.5%
Agree	40.7%	40.0%
Strongly Agree	14.7%	12.5%
I feel that my current job interferes with other aspects of my life	(n = 787)	(n = 457)
Strongly Agree	9.3%	16.2%
Agree	23.0%	26.3%
Neither Agree nor Disagree	27.8%	21.4%
Disagree	28.6%	28.5%
Strongly Disagree	11.3%	7.7%
I feel that I work in a stressful environment	(n = 799)	(n = 463)
Strongly Agree	8.9%	16.2%
Agree	24.9%	36.3%
Neither Agree nor Disagree	28.0%	18.1%
Disagree	28.3%	23.5%
Strongly Disagree	9.9%	5.8%
I set achievable goals in my current job	(n = 759)	(n = 457)
Strongly Disagree	1.8%	1.1%
Disagree	6.7%	7.7%
Neither Agree nor Disagree	31.1%	21.0%
Agree	44.9%	55.6%
Strongly Agree	15.4%	14.7%

CREATIVE WELLNESS ITEMS

The table below looks specifically at students' responses to the creative wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/Professional Students
I express myself through creative activities	(n = 1,101)	(n = 536)
Strongly Disagree	3.6%	5.0%
Disagree	19.4%	26.9%
Neither Agree nor Disagree	18.5%	17.9%
Agree	41.1%	38.6%
Strongly Agree	17.4%	11.6%
I attend arts-related events or programs	(n = 1,101)	(n = 536)
Never	23.3%	14.9%
Rarely	33.6%	37.9%
Sometimes	27.2%	31.9%
Often	11.4%	13.3%
Always	4.6%	2.1%
I think of myself as a creative person	(n = 1,100)	(n = 535)
Strongly Disagree	4.2%	5.8%
Disagree	18.2%	22.2%
Neither Agree nor Disagree	17.5%	17.6%
Agree	39.3%	39.8%
Strongly Agree	20.9%	14.6%
I value multiple perspectives when thinking about complex topics	(n = 1,101)	(n = 536)
Strongly Disagree	0.6%	0.9%
Disagree	1.7%	1.7%
Neither Agree nor Disagree	9.0%	6.0%
Agree	53.2%	55.8%
Strongly Agree	35.4%	35.6%
The arts help me appreciate other perspectives and cultures	(n = 1,099)	(n = 536)
Strongly Disagree	1.4%	1.9%
Disagree	6.6%	7.7%
Neither Agree nor Disagree	16.3%	15.3%
Agree	45.2%	48.3%
Strongly Agree	30.5%	26.9%

EMOTIONAL WELLNESS ITEMS

The table below looks specifically at students' responses to the emotional wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I am able to appropriately manage my feelings	(n = 1,100)	(n = 536)
Strongly Disagree	3.6%	2.1%
Disagree	17.0%	15.9%
Neither Agree nor Disagree	23.3%	21.8%
Agree	44.0%	48.5%
Strongly Agree	12.2%	11.8%
I am able to appropriately express my feelings	(n = 1,101)	(n = 536)
Strongly Disagree	4.4%	2.2%
Disagree	18.3%	16.4%
Neither Agree nor Disagree	20.6%	17.5%
Agree	43.3%	50.9%
Strongly Agree	13.4%	12.9%
I would be willing to seek help from others when I am having a difficult time	(n = 1,100)	(n = 536)
Strongly Disagree	5.0%	2.2%
Disagree	14.9%	10.3%
Neither Agree nor Disagree	17.6%	14.0%
Agree	42.3%	51.9%
Strongly Agree	20.2%	21.6%
I feel that I am able to cope with my daily stress	(n = 1,099)	(n = 536)
Strongly Disagree	6.1%	3.4%
Disagree	22.7%	23.3%
Neither Agree nor Disagree	21.8%	22.8%
Agree	41.3%	43.8%
Strongly Agree	8.2%	6.7%
I have a positive image of my body	(n = 1,098)	(n = 534)
Strongly Disagree	12.6%	7.1%
Disagree	25.9%	24.9%
Neither Agree nor Disagree	20.9%	23.2%
Agree	29.8%	37.6%
Strongly Agree	10.9%	7.1%

ENVIRONMENTAL WELLNESS ITEMS

The table below looks specifically at students' responses to the environmental wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/Professional Students
I engage in environmentally friendly behaviors (e.g., turn off the lights, turn off faucets, walk or bike)	(n = 1,101)	(n = 536)
Never	1.0%	0.8%
Rarely	3.7%	3.5%
Sometimes	16.2%	16.8%
Often	52.0%	49.1%
Always	27.2%	29.9%
I take time to appreciate my surroundings	(n = 1,099)	(n = 535)
Strongly Disagree	0.9%	0.9%
Disagree	5.6%	4.9%
Neither Agree nor Disagree	12.4%	13.3%
Agree	48.7%	49.0%
Strongly Agree	32.4%	32.0%
I take time to appreciate nature	(n = 1,101)	(n = 536)
Strongly Disagree	1.3%	0.4%
Disagree	5.5%	5.0%
Neither Agree nor Disagree	13.4%	9.9%
Agree	44.1%	44.8%
Strongly Agree	35.8%	39.9%
I think it is important to conserve natural resources	(n = 1,100)	(n = 536)
Strongly Disagree	0.4%	0.2%
Disagree	1.3%	0.4%
Neither Agree nor Disagree	7.5%	3.7%
Agree	43.4%	37.3%
Strongly Agree	47.6%	58.4%
If given the opportunity, I recycle	(n = 1,101)	(n = 536)
Never	1.6%	0.9%
Rarely	3.2%	3.2%
Sometimes	13.4%	12.5%
Often	34.9%	35.5%
Always	47.0%	48.0%

FINANCIAL WELLNESS ITEMS

The table below looks specifically at students' responses to the financial wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I think it is important to spend less than I earn	(n = 1,098)	(n = 536)
Strongly Disagree	0.7%	0.2%
Disagree	1.6%	1.1%
Neither Agree nor Disagree	9.0%	5.0%
Agree	42.6%	40.3%
Strongly Agree	46.1%	53.4%
I am confident that I can plan a financial budget	(n = 1,101)	(n = 535)
Strongly Disagree	3.5%	1.9%
Disagree	12.8%	10.5%
Neither Agree nor Disagree	19.5%	13.8%
Agree	43.0%	48.2%
Strongly Agree	21.2%	25.6%
I have enough money saved to handle financial emergencies	(n = 1,101)	(n = 536)
Strongly Disagree	7.6%	8.8%
Disagree	15.8%	16.4%
Neither Agree nor Disagree	15.2%	10.5%
Agree	39.5%	36.2%
Strongly Agree	21.9%	28.2%
I track my spending to stay within my budget	(n = 1,101)	(n = 536)
Never	11.6%	7.8%
Rarely	20.4%	17.7%
Sometimes	26.4%	28.7%
Often	25.9%	25.0%
Always	15.7%	20.7%
I feel stressed by the amount of money I owe (credit cards, student loans, car payments, etc.)	(n = 976)	(n = 503)
Strongly Agree	15.5%	18.9%
Agree	23.4%	26.6%
Neither Agree nor Disagree	13.5%	11.9%
Disagree	27.5%	24.7%
Strongly Disagree	20.2%	17.9%

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I feel stressed about my personal finances in general	(n = 1,101)	(n = 536)
Strongly Agree	17.0%	17.2%
Agree	32.4%	31.7%
Neither Agree nor Disagree	20.2%	16.6%
Disagree	21.2%	25.0%
Strongly Disagree	9.3%	9.5%
I am confident in my ability to use credit cards responsibly	(n = 1,101)	(n = 535)
Strongly Disagree	4.3%	2.4%
Disagree	6.0%	4.5%
Neither Agree nor Disagree	13.8%	9.2%
Agree	40.7%	38.5%
Strongly Agree	35.2%	45.4%

INTELLECTUAL WELLNESS ITEMS

The table below looks specifically at students' responses to the intellectual wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/Professional Students
I am confident in my ability to find solutions to my problems	(n = 1,100)	(n = 536)
Strongly Disagree	1.4%	0.4%
Disagree	6.3%	5.8%
Neither Agree nor Disagree	13.8%	11.2%
Agree	59.6%	62.3%
Strongly Agree	19.0%	20.3%
I am confident that I can learn new skills	(n = 1,101)	(n = 536)
Strongly Disagree	1.0%	0.2%
Disagree	2.6%	1.3%
Neither Agree nor Disagree	5.4%	5.4%
Agree	58.0%	56.0%
Strongly Agree	33.1%	37.1%
I am interested in learning new things	(n = 1,101)	(n = 535)
Strongly Disagree	0.6%	0.0%
Disagree	0.8%	1.5%
Neither Agree nor Disagree	5.5%	2.4%
Agree	50.3%	48.4%
Strongly Agree	42.8%	47.7%
I engage in intellectually stimulating activities	(n = 1,101)	(n = 535)
Strongly Disagree	1.3%	0.4%
Disagree	6.1%	3.4%
Neither Agree nor Disagree	14.4%	10.1%
Agree	49.5%	46.5%
Strongly Agree	28.8%	39.6%
I feel that my education is a priority	(n = 1,099)	(n = 536)
Strongly Disagree	0.6%	0.2%
Disagree	1.9%	2.2%
Neither Agree nor Disagree	7.1%	6.5%
Agree	43.9%	43.7%
Strongly Agree	46.6%	47.4%

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I am able to manage my academic workload during this academic term	(<i>n</i> = 1,101)	(<i>n</i> = 536)
Strongly Disagree	4.3%	4.1%
Disagree	11.4%	12.9%
Neither Agree nor Disagree	19.4%	18.7%
Agree	45.9%	48.1%
Strongly Agree	19.1%	16.2%

PHYSICAL WELLNESS ITEMS

The table below looks specifically at students' responses to the physical wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I use alcohol / nicotine / other substances to manage stress	(n = 1,099)	(n = 534)
Always	3.1%	2.4%
Often	10.2%	6.2%
Sometimes	16.4%	22.1%
Rarely	16.3%	26.8%
Never	54.1%	42.5%
I use illicit drugs (e.g., cocaine, Ecstasy) †	(n = 1,101)	(n = 536)
At least once a month	2.0%	1.1%
Never	98.0%	98.9%
I use nicotine products (e.g., cigarettes, vaping, smokeless tobacco)	(n = 1,100)	(n = 533)
More than once a week	7.8%	3.4%
Once a week	3.6%	1.3%
Every other week	2.6%	1.1%
Once a month	6.6%	3.0%
Never	79.5%	91.2%
I use pain medications, sedatives, sleeping medications or tranquilizers (e.g., OxyContin, Vicodin, Percodan; Valium, Xanax, Ambien) for non-medical reasons without a prescription †	(n = 1,099)	(n = 536)
At least once a month	4.1%	2.6%
Never	95.9%	97.4%
I use stimulants (e.g., Ritalin, Adderall, Dexedrine) for non-medical reasons without a prescription †	(n = 1,100)	(n = 534)
At least once a month	2.6%	1.7%
Never	97.4%	98.3%
If you are sexually active, do you practice safer sex?	(n = 542)	(n = 353)
Never	3.7%	1.7%
Rarely	6.1%	2.3%
Sometimes	10.5%	6.8%
Often	24.0%	15.9%
Always	55.7%	73.4%

	2021 Undergraduate Students	2021 Graduate/Professional Students
How often do you binge drink? (Males: 5+ drinks in about 2 hours, Females: 4+ drinks in about 2 hours)	(n = 1,099)	(n = 536)
More than once a week	3.1%	0.8%
Once a week	8.6%	3.9%
Every other week	6.8%	4.9%
Once a month	18.1%	23.0%
Never	63.3%	67.5%
I consume alcohol	(n = 1,100)	(n = 536)
More than once a week	11.5%	17.7%
Once a week	17.7%	21.3%
Every other week	12.6%	17.7%
Once a month	16.5%	22.2%
Never	41.7%	21.1%
I use marijuana/cannabis for non-medical reasons without a prescription †	(n = 1,101)	(n = 535)
At least once a month	19.4%	12.7%
Never	80.6%	87.3%
I am confident that I can exercise regularly	(n = 1,101)	(n = 536)
Strongly Disagree	6.5%	6.2%
Disagree	20.2%	24.4%
Neither Agree nor Disagree	11.6%	11.6%
Agree	35.0%	37.1%
Strongly Agree	26.7%	20.7%
I am confident that I can maintain a nutritious diet	(n = 1,100)	(n = 536)
Strongly Disagree	3.8%	1.7%
Disagree	18.5%	17.5%
Neither Agree nor Disagree	18.0%	15.5%
Agree	44.0%	50.4%
Strongly Agree	15.7%	14.9%
I eat a nutritious diet	(n = 1,097)	(n = 535)
Never	1.9%	0.8%
Rarely	14.0%	8.8%
Sometimes	38.6%	33.6%
Often	37.6%	46.4%
Always	7.9%	10.5%



	2021 Undergraduate Students	2021 Graduate/ Professional Students
I engage in exercise	(n = 1,100)	(n = 534)
Never	4.6%	6.2%
Rarely	20.6%	19.7%
Sometimes	33.6%	34.1%
Often	24.7%	26.2%
Always	16.5%	13.9%
I get at least 7 hours of sleep per night	(n = 1,101)	(n = 536)
Never	3.5%	2.2%
Rarely	16.1%	11.2%
Sometimes	30.6%	25.8%
Often	33.9%	39.4%
Always	16.0%	21.5%

† Since these behaviors are illegal, a reverse Likert scale is not appropriate. Therefore, these variables are recoded to be dichotomous, where 'Never' equals a score of 5 and answering at all in the affirmative (e.g., 'At least once a month') equals a score of 1. Answer options for these questions are, 'Never', 'Once a month', 'Every other week', 'Once a week', and 'More than once a week'.

SOCIAL WELLNESS ITEMS

The table below looks specifically at students' responses to the social wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I feel a sense of belonging in a community	(n = 1,096)	(n = 536)
Strongly Disagree	4.5%	2.6%
Disagree	12.5%	13.3%
Neither Agree nor Disagree	24.1%	20.7%
Agree	40.2%	45.5%
Strongly Agree	18.7%	17.9%
I feel supported by my family	(n = 1,099)	(n = 536)
Strongly Disagree	2.8%	2.2%
Disagree	5.5%	4.3%
Neither Agree nor Disagree	11.7%	8.4%
Agree	35.5%	41.0%
Strongly Agree	44.5%	44.0%
I feel that I am a person who people like to be around	(n = 1,099)	(n = 536)
Strongly Disagree	2.6%	2.1%
Disagree	8.2%	7.8%
Neither Agree nor Disagree	21.8%	20.3%
Agree	49.6%	52.2%
Strongly Agree	17.9%	17.5%
I have a strong social network	(n = 1,101)	(n = 536)
Strongly Disagree	4.4%	2.6%
Disagree	17.3%	14.4%
Neither Agree nor Disagree	23.4%	21.1%
Agree	37.4%	42.5%
Strongly Agree	17.5%	19.4%
I have at least one close friend whom I can trust and confide in	(n = 1,101)	(n = 536)
Strongly Disagree	3.5%	1.3%
Disagree	4.7%	2.2%
Neither Agree nor Disagree	6.0%	4.9%
Agree	37.5%	39.6%
Strongly Agree	48.3%	52.1%

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I feel comfortable communicating face-to-face with others	(n = 1,101)	(n = 536)
Strongly Disagree	2.6%	1.1%
Disagree	7.5%	7.3%
Neither Agree nor Disagree	15.4%	11.0%
Agree	49.4%	52.1%
Strongly Agree	25.1%	28.5%
I rarely feel lonely	(n = 1,099)	(n = 536)
Strongly Disagree	14.5%	9.7%
Disagree	36.5%	31.0%
Neither Agree nor Disagree	22.4%	23.0%
Agree	19.7%	29.7%
Strongly Agree	7.0%	6.7%

SPIRITUAL WELLNESS ITEMS

The table below looks specifically at students' responses to the spiritual wellness items, broken down by undergraduate and graduate/professional students.

	2021 Undergraduate Students	2021 Graduate/ Professional Students
I engage in self-reflection	(n = 1,098)	(n = 536)
Strongly Disagree	1.2%	1.7%
Disagree	8.9%	7.7%
Neither Agree nor Disagree	16.3%	14.4%
Agree	43.8%	47.8%
Strongly Agree	29.8%	28.5%
I feel a connection to something larger than myself	(n = 1,101)	(n = 536)
Strongly Disagree	3.5%	3.4%
Disagree	11.9%	11.8%
Neither Agree nor Disagree	21.3%	18.5%
Agree	36.1%	37.3%
Strongly Agree	27.3%	29.1%
I seek out meaning in my life	(n = 1,099)	(n = 535)
Strongly Disagree	1.3%	1.7%
Disagree	6.5%	5.2%
Neither Agree nor Disagree	14.4%	10.5%
Agree	41.9%	44.7%
Strongly Agree	36.0%	37.9%
I have values, morals, and/or a belief system that helps me make decisions and guides my life	(n = 1,100)	(n = 536)
Strongly Disagree	0.6%	0.8%
Disagree	1.8%	1.5%
Neither Agree nor Disagree	7.6%	4.9%
Agree	42.3%	44.4%
Strongly Agree	47.8%	48.5%
Harmony and balance within humanity is important to me	(n = 1,098)	(n = 534)
Strongly Disagree	0.6%	1.1%
Disagree	2.5%	2.3%
Neither Agree nor Disagree	15.3%	12.7%
Agree	51.8%	50.0%
Strongly Agree	29.8%	33.9%