



Wellness Assessment 2020-2021:

Wellness & Belonging of Students Based on Race & Ethnicity

Center for the Study of Student Life

December 2021



THE OHIO STATE UNIVERSITY
OFFICE OF STUDENT LIFE

INTRODUCTION

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

The Wellness Assessment was designed to measure these nine dimensions of wellness in order 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. In addition, a scale to measure students' sense of belonging at Ohio State was added to the instrument for the 2020 administration. This report includes a total of 2,159 students, all of whom completed the survey during October 2020. Additionally, this report documents differences within each dimension of wellness and the sense of belonging instrument based on students' self-reported race or ethnicity.

It is important to note that racial identity and its relation to wellness is a complex and multi-faceted concept that is influenced by a variety of factors. Caution should be applied when interpreting these results, as the scope of the report is limited to student responses at one point in time and cannot be used to determine why these differences in wellness and belonging exist. The purpose of this report is to provide a snapshot of student wellness based on racial identity and to inform future investigation into why there are differences in wellness between racial identity groups.

METHODOLOGY

Each wellness dimension contains items to assess a range of attitudes and behaviors. Scores were calculated by adding together the values of all the items within a given dimension, then dividing by the total number of items. Students who failed to provide complete responses for at least one dimension score were excluded from the analysis, since creating wellness scores based on too few items would not be an accurate representation of the overall dimension. Additionally, the items within the sense of belonging scale were scored on a 4-point Likert scale, ranging from 'strongly disagree' as 1 to 'strongly agree' as 4. An overall sense of belonging score ranging from 1 to 4, with 4 being the most positive, was calculated by averaging together students' responses to five out of the six sense of belonging items. The item, 'I participate in Ohio State traditions', is excluded from the overall sense of belonging score. Students had to have answered all of the other five items to be given an overall sense of belonging score.

Attitudes and beliefs were measured using Likert scales; 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 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.

Descriptive statistics were used to examine the nine dimensions of wellness and sense of belonging questions. Comparisons between groups of students with different demographics were conducted using independent-samples t-tests and/or analysis of variance (ANOVA). Demographic items were optional. Therefore, not all students responded to all demographic items. To protect students' identities, demographic categories with fewer than ten respondents are not reported.

HIGHLIGHTS

THE NINE DIMENSIONS OF WELLNESS

- Students who identify with more than one racial category reported the highest average career (3.84), social (3.77), intellectual (4.20) and environmental (4.29) wellness dimension scores.
- Black students reported the highest average spiritual (4.21) wellness dimension score.
- Students who identify as Asian, Pacific Islander or Desi American (APIDA) reported the highest average financial (3.67), creative (3.59), emotional (3.46) and physical (4.22) wellness dimension scores.
- Students of Color had a significantly higher average creative wellness dimension score (3.56**) than white students (3.47).
- White students had a significantly higher average environmental wellness dimension score (4.21**) than students of color (4.14).
- White students had a significantly higher average social wellness dimension score (3.74*) than students of color (3.67).

SENSE OF BELONGING

- White students reported a significantly higher sense of belonging (2.97**) at Ohio State when compared to students of color (2.87).
- White students noted feeling like a member of the Ohio State community (2.91*) significantly more than students of color (2.82).

STUDENT RACE AND ETHNICITY

	<i>n</i>	Percent
Black Students	122	5.7%
Hispanic Students	58	2.7%
Students who identify with more than one racial category	156	7.2%
APIDA Students	262	12.1%
White Students	1,524	70.6%
Students with another identity not listed here	37	1.7%
Total	2,159	100.0%

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

FINDINGS

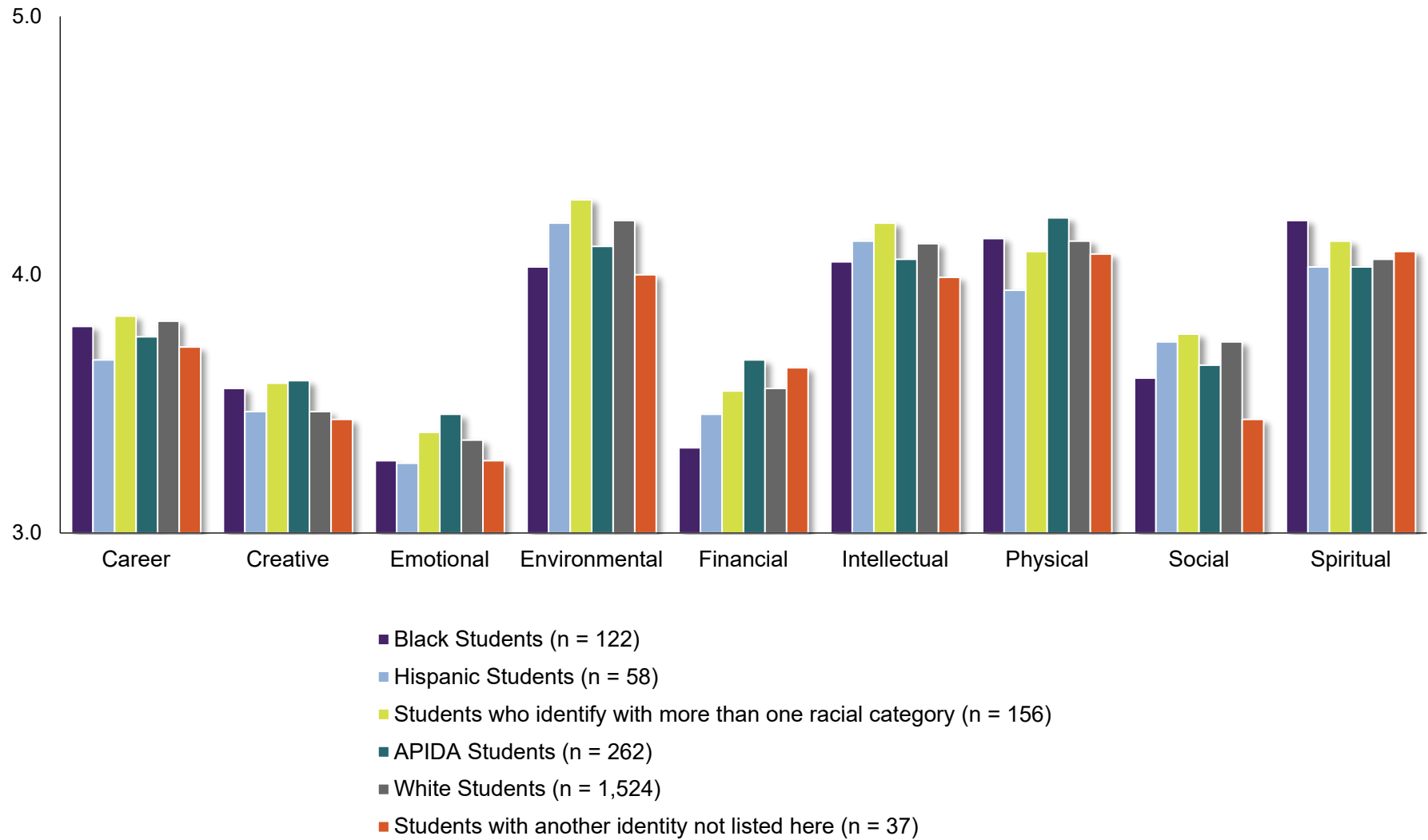
AVERAGE WELLNESS SCORES ACROSS DIMENSIONS

The table below provides the average score for each of the nine dimensions of wellness for each demographic group of students. Additionally, the graph on page six compares the average scores between these racial categories.

Average Career Wellness Scores	
Black Students (<i>n</i> = 122)	3.80
Hispanic Students (<i>n</i> = 58)	3.67
Students who identify with more than one racial category (<i>n</i> = 156)	3.84
APIDA Students (<i>n</i> = 262)	3.76
White Students (<i>n</i> = 1,524)	3.82
Students with another identity not listed here (<i>n</i> = 37)	3.72
Average Creative Wellness Scores	
Black Students (<i>n</i> = 122)	3.56
Hispanic Students (<i>n</i> = 58)	3.47
Students who identify with more than one racial category (<i>n</i> = 156)	3.58
APIDA Students (<i>n</i> = 262)	3.59
White Students (<i>n</i> = 1,524)	3.47
Students with another identity not listed here (<i>n</i> = 37)	3.44
Average Emotional Wellness Scores	
Black Students (<i>n</i> = 122)	3.28
Hispanic Students (<i>n</i> = 58)	3.27
Students who identify with more than one racial category (<i>n</i> = 156)	3.39
APIDA Students (<i>n</i> = 262)	3.46
White Students (<i>n</i> = 1,524)	3.36
Students with another identity not listed here (<i>n</i> = 37)	3.28
Average Environmental Wellness Scores	
Black Students (<i>n</i> = 122)	4.03
Hispanic Students (<i>n</i> = 58)	4.20
Students who identify with more than one racial category (<i>n</i> = 156)	4.29
APIDA Students (<i>n</i> = 262)	4.11
White Students (<i>n</i> = 1,524)	4.21
Students with another identity not listed here (<i>n</i> = 37)	4.00

Average Financial Wellness Scores	
Black Students (<i>n</i> = 122)	3.33
Hispanic Students (<i>n</i> = 58)	3.46
Students who identify with more than one racial category (<i>n</i> = 156)	3.55
APIDA Students (<i>n</i> = 262)	3.67
White Students (<i>n</i> = 1,524)	3.56
Students with another identity not listed here (<i>n</i> = 37)	3.64
Average Intellectual Wellness Scores	
Black Students (<i>n</i> = 122)	4.05
Hispanic Students (<i>n</i> = 58)	4.13
Students who identify with more than one racial category (<i>n</i> = 156)	4.20
APIDA Students (<i>n</i> = 262)	4.06
White Students (<i>n</i> = 1,524)	4.12
Students with another identity not listed here (<i>n</i> = 37)	3.99
Average Physical Wellness Scores	
Black Students (<i>n</i> = 122)	4.14
Hispanic Students (<i>n</i> = 58)	3.94
Students who identify with more than one racial category (<i>n</i> = 156)	4.09
APIDA Students (<i>n</i> = 262)	4.22
White Students (<i>n</i> = 1,524)	4.13
Students with another identity not listed here (<i>n</i> = 37)	4.08
Average Social Wellness Scores	
Black Students (<i>n</i> = 122)	3.60
Hispanic Students (<i>n</i> = 58)	3.74
Students who identify with more than one racial category (<i>n</i> = 156)	3.77
APIDA Students (<i>n</i> = 262)	3.65
White Students (<i>n</i> = 1,524)	3.74
Students with another identity not listed here (<i>n</i> = 37)	3.44
Average Spiritual Wellness Scores	
Black Students (<i>n</i> = 122)	4.21
Hispanic Students (<i>n</i> = 58)	4.03
Students who identify with more than one racial category (<i>n</i> = 156)	4.13
APIDA Students (<i>n</i> = 262)	4.03
White Students (<i>n</i> = 1,524)	4.06
Students with another identity not listed here (<i>n</i> = 37)	4.09

Nine Dimensions of Wellness



STATISTICAL SIGNIFICANCE AND THE NINE DIMENSIONS OF WELLNESS

To investigate whether statistically significant differences existed between the six groups of students, ANOVA tests were conducted. Significant associations between groups of students were found on three of the dimensions of wellness: environmental, financial, and physical dimensions. Significant differences between the groups of students were most common within the environmental dimension, followed by the financial and physical dimensions.

Environmental Wellness

Students who identify with more than one racial category had significantly higher environmental wellness than Black students (4.29*** vs. 4.03) and students with another identity not listed (4.29* vs. 4.00). Students who identify with more than one racial category also had significantly higher environmental wellness scores than APIDA students. (4.29** vs. 4.11). Further, white students had significantly higher average environmental wellness scores (4.21** vs 4.03) when compared to Black students.

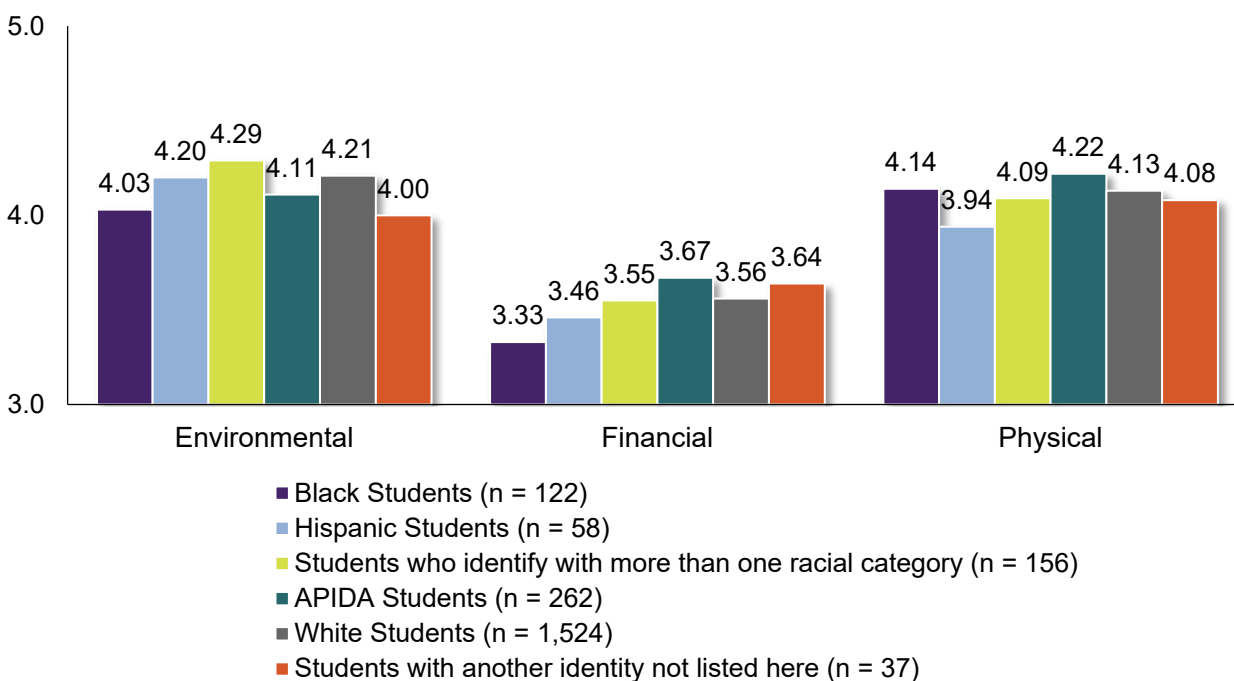
Financial Wellness

White students reported significantly higher average financial wellness (3.56** vs 3.33) than Black students. Further, APIDA students reported significantly higher financial wellness than Black students (3.67*** vs. 3.33).

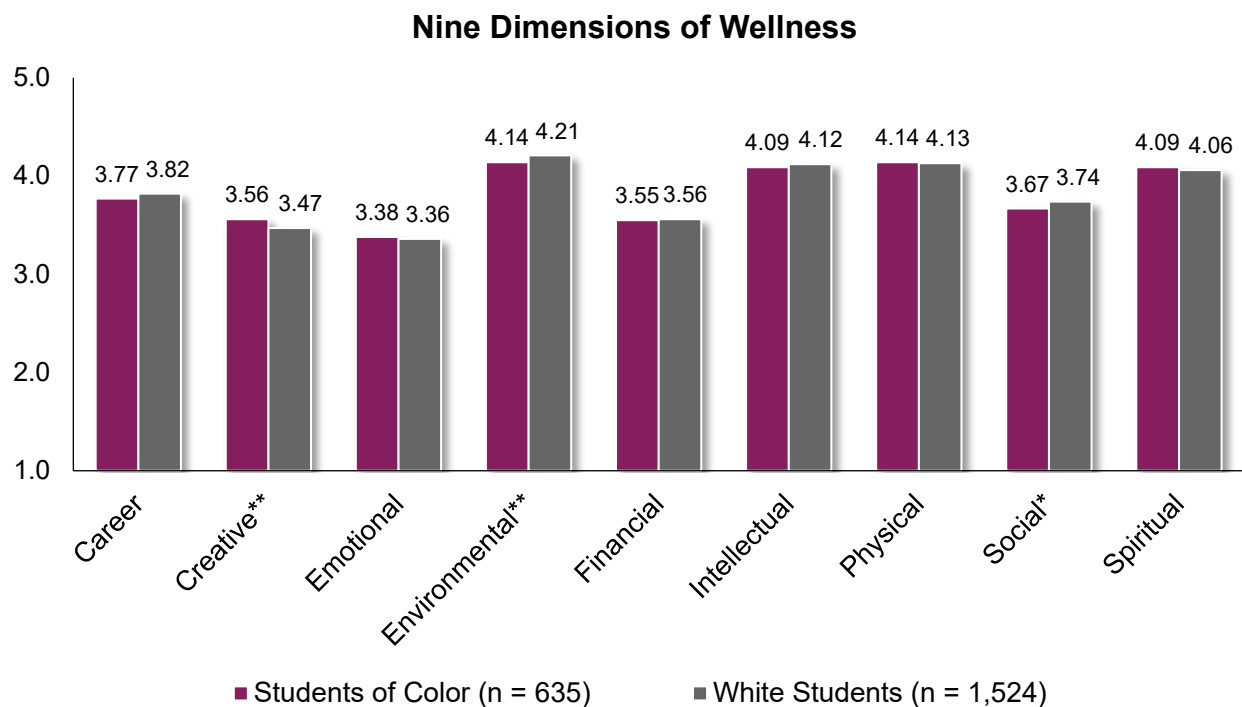
Physical wellness

Finally, APIDA students reported significantly higher physical wellness scores than Hispanic students (4.22* vs. 3.94).

Dimensions of Wellness with Significance



In a further attempt to investigate if statistically significant differences were present within each dimensions' average wellness score based on students' race or ethnicity, students who self-identified as any race other than white were aggregated together as students of color and compared to white students. T-tests were conducted to determine if the differences present were statistically significant. Asterisks denote statistically significant differences between the two groups' average scores. Overall, a statistically significant association was detected between white students and students of color on the creative, environmental, and social dimensions of wellness. Students of color had significantly higher average scores on the creative dimension while white students had significantly higher average scores on the environmental and social wellness dimensions.



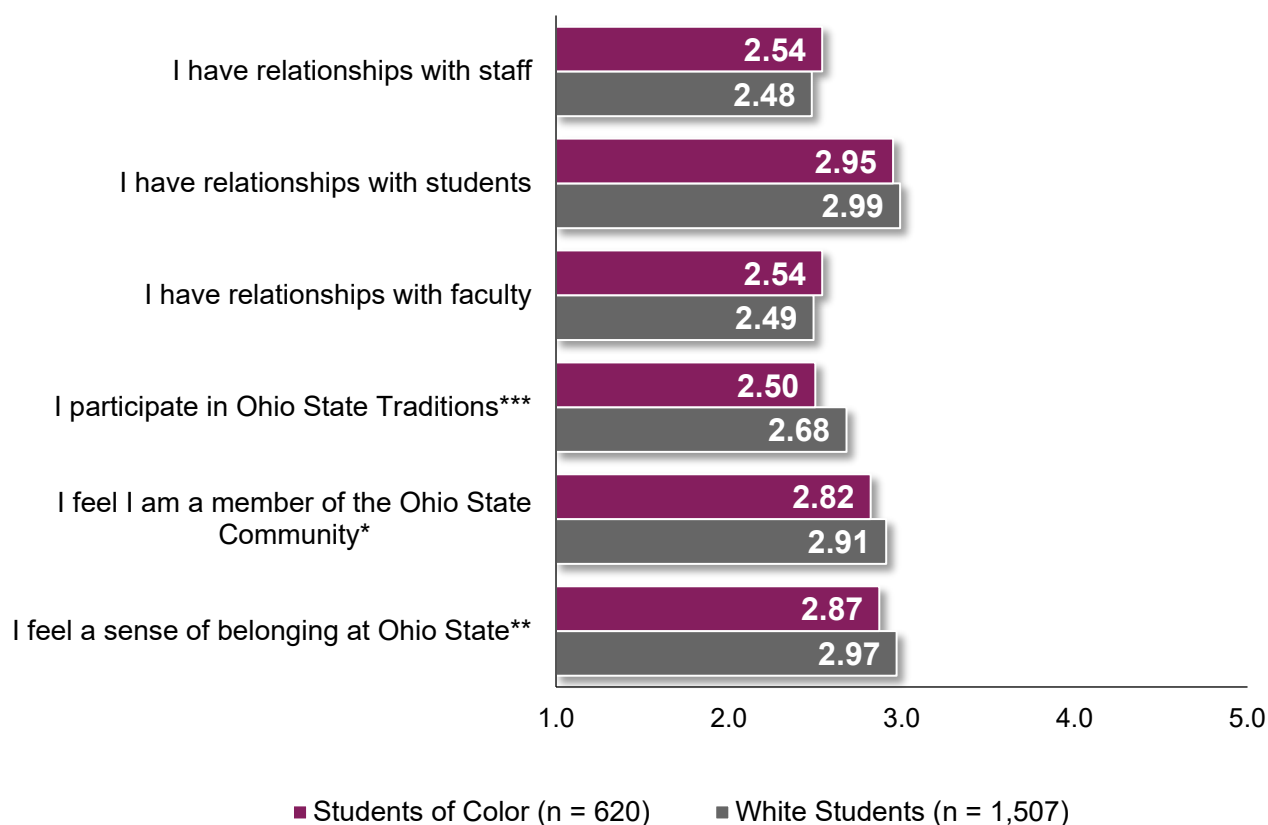
STATISTICAL SIGNIFICANCE AND SENSE OF BELONGING

In addition to the nine dimensions of wellness, the 2020-2021 Wellness Assessment included questions related to students' sense of belonging. Students identifying as a racial identity other than white were again aggregated together and compared to white students. T-tests were conducted to investigate potential statistically significant differences between the two groups of students. Asterisks in the graph on the next page denote statistical significance.

No significant difference existed between the two groups' overall sense of belonging scores, with white students having a total belonging score of 2.76 and students of color having a score of 2.74. However, a statistically significant difference was detected on three individual questions related to belonging.

White students reported participating in Ohio State traditions significantly more than students of color (2.68*** vs. 2.50). Further, a significantly higher number of white students reported that they feel like a member of the Ohio State community compared to students of color (2.91* vs. 2.82). Finally, white students more often noted that they feel a sense of belonging at Ohio State (2.97** vs. 2.87). While not statistically significant, students of color report having relationships with faculty and staff more often than white students.

Sense of Belonging



CONCLUSION

The Wellness Assessment allows us to investigate the relationship between scores on each dimension of wellness and students' race and ethnicity. This report shows that students who identify with more than one racial category reported the highest average career (3.84), social (3.77), intellectual (4.20) and environmental (4.29) wellness dimension scores. Further, students who identify as Black reported the highest average spiritual (4.21) wellness dimension score.

APIDA students reported the highest average financial (3.67), creative (3.59), emotional (3.46) and physical (4.22) wellness dimension scores.

To further explore the relationships between wellness and race and ethnicity, all students of color were compared to white students. Students of color reported higher average spiritual (4.09), physical (4.14) and creative (3.56) wellness dimension scores, while white students had higher average scores on the remaining dimensions. This report also highlights statistically significant differences detected between students of color and white students. A statistically significant association was detected between average scores on the creative, environmental, and social dimensions. Analyses revealed that white students had significantly higher environmental (4.21**) and social (3.74*) wellness, while students of color had a significantly higher creative (3.56**) wellness score.

In addition to an investigation of the nine dimensions of wellness, students of color and white students were compared on questions related to sense of belonging. While no significant difference was found on the overall sense of belonging score between the two groups of students, a statistically significant difference was detected on three of six questions. Students of color reported participating in Ohio State traditions less often than white students (2.50***). Additionally, white students reported that they feel like a member of the Ohio State community more often than students of color (2.91*). Finally, white students were more likely to report that they feel a sense of belonging at Ohio State more often than students of color (2.97**). The results of this report contribute to our understanding of how levels of wellness and sense of belonging differ for students in different racial identity groups at Ohio State; however, this report cannot be used to explain why these differences exist.

APPENDIX A. STUDENT DEMOGRAPHICS

		Black Students (<i>n</i> = 122)	Hispanic Students (<i>n</i> = 58)	Students who identify with more than one racial category (<i>n</i> = 156)	APIDA Students (<i>n</i> = 262)	White Students (<i>n</i> = 1,524)	Students with another identity not listed here (<i>n</i> = 37)	Total (<i>n</i> = 2,159)
Gender Identity	Man	29.7%	34.6%	26.4%	38.6%	31.3%	43.2%	32.2%
	Woman	67.0%	58.2%	67.1%	60.2%	65.8%	54.1%	64.7%
	Another Gender or More than One Identity	3.4%	7.3%	6.5%	1.2%	2.9%	2.7%	3.1%
Citizenship	Domestic	95.0%	87.3%	94.2%	55.8%	99.3%	78.4%	92.4%
	International	5.0%	12.7%	5.8%	44.2%	0.7%	21.6%	7.7%
First Generation	First Generation	40.0%	41.1%	28.9%	31.5%	18.9%	35.1%	23.3%
	Non-First Generation	60.0%	58.9%	71.2%	68.5%	81.1%	64.9%	76.7%
Greek Status	Unaffiliated with a sorority or fraternity	94.1%	89.1%	93.0%	96.1%	92.3%	94.6%	92.9%
	Affiliated with a sorority or fraternity	5.9%	10.9%	7.1%	3.9%	7.7%	5.4%	7.2%
Class Rank	Undergraduate	83.6%	79.3%	85.3%	76.3%	85.6%	81.1%	84.0%
	Graduate/Professional	16.4%	20.7%	14.8%	23.7%	14.4%	18.9%	16.0%
Employment Status	Does not work during the academic year	40.3%	38.2%	52.3%	50.2%	47.0%	48.7%	47.3%
	Works less than 20 hours during the academic year	27.7%	32.7%	27.1%	32.7%	32.1%	29.7%	31.4%
	Works more than 20 hours during the academic year	31.9%	29.1%	20.7%	17.1%	20.9%	21.6%	21.3%
Residence	Lives on-campus	26.7%	22.6%	29.8%	22.7%	32.2%	21.4%	30.3%
	Lives off-campus, within walking distance	33.3%	35.9%	35.8%	40.5%	35.9%	39.3%	36.3%
	Lives off-campus, within driving distance	40.0%	41.5%	34.4%	36.8%	31.9%	39.3%	33.5%