

Wellness Assessment: Emotional Wellness

Center for the Study of Student Life

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INTRODUCTION

Student wellness is an essential component of academic success in higher education and subsequent opportunities in the labor market. The Ohio State University Office of Student Life's Student Wellness Center uses a model that includes nine key dimensions of wellness: career, creative, emotional, environmental, financial, intellectual, physical, social and spiritual.

The Wellness Assessment survey was developed and distributed to all students on the Columbus campus of The Ohio State University in October 2014. The Wellness Assessment was designed to measure 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 to improve their wellness. The survey instrument was distributed via an open link to undergraduate and graduate students. This report examines demographic variations in emotional wellness, as well as the relationship of emotional wellness to the other dimensions of wellness.

INSTRUMENT

The Wellness Assessment is informed by past surveys at Ohio State as well as research in the field of college student wellness. The survey was developed using extant literature and feedback from stakeholders on campus, including faculty, staff, and students. In 2011, the Wellness Inventory was administered to incoming first-year students as the first part of a longitudinal study of college student wellness. Prior to this administration, students participated in cognitive interviews to ensure items and response options would provide valid measures. In addition, factor analysis was conducted with the 2011 data to determine if the nine dimensions of wellness were being measured. The Wellness Assessment is based on the previous Wellness Inventory and was updated based on the results of the Wellness Inventory and feedback from the stakeholders.

METHODOLOGY

Each of the nine dimensions of student wellness acted as a scale within the survey, containing items designed to measure a range of attitudes and behaviors related to that dimension. Scores were calculated by adding the values of each component within a given dimension, then dividing by the total number of components, which produced an average wellness score for each dimension. The scores for respondents who did not answer all of the components of a dimension were calculated by summing the scores for the answered items and dividing by the total number of items answered. Students who failed to provide several responses for a dimension were excluded from the analysis, since creating wellness scores based on too few elements would lack validity and misrepresent the overall dimension.

Questions within the survey asked students to indicate their agreement on Likert scales. When asked about behaviors, students reported the frequency of the occurrence. A 5-point scale was used for all of the wellness dimensions. Higher scores indicated more positive attitudes and behaviors. Negative statements or questions were reverse coded so that unhealthy responses did not receive a high score. The findings presented below are independent samples t-tests of differences in average wellness scores by student demographic characteristics, as well as chi-squared tests for differences in item cross-tabs by demographics. 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.

DEMOGRAPHICS

	All Respondents	Undergraduate Respondents	Graduate Respondents
Male	30.4%	32.3%	22.6%
Female	69.0%	67.0%	77.4%
First generation	23.9%	23.2%	26.9%
Non-first generation	76.1%	76.8%	73.1%
International	4.5%	1.9%	15.4%
Domestic	95.5%	98.1%	84.6%
Race/Ethnicity			
African American/Black or African descent	4.4%	4.2%	5.1%
Asian American/Asian (East, South, Southeast)	9.5%	9.6%	9.1%
Hawaiian/Pacific Islander	---	---	---
Latino(a)/Hispanic American	2.4%	2.3%	2.8%
Native American/American Indian/Alaskan Native	0.2%	0.3%	---
Middle Eastern/Arab American	0.4%	0.4%	0.6%
White/European American	72.4%	72.4%	72.2%
Other	0.3%	0.1%	1.1%
Multiracial	7.7%	8.2%	5.7%
Prefer not to answer	2.6%	2.4%	3.4%
Sorority or fraternity member	10.0%	9.9%	10.3%
Student unaffiliated with sorority or fraternity	90.0%	90.1%	89.7%
Athlete	2.0%	1.9%	2.3%
Non-athlete	98.0%	98.1%	97.7%
Veteran	1.3%	1.5%	0.6%
Non-veteran	98.7%	98.5%	99.4%
Class rank			
First-year	23.8%	29.5%	---
Second-year	17.1%	21.2%	---
Third-year	18.4%	22.8%	---
Fourth-year	17.2%	21.3%	---
Fifth + year	4.2%	5.2%	---
Master's	8.3%	---	42.9%
Professional	2.5%	---	13.0%
Doctoral	8.5%	---	44.1%
Does not work	36.5%	39.2%	24.7%
Works fewer than 20 hours	42.7%	46.6%	25.9%
Works 20 hours or more	20.8%	14.2%	49.4%
Residence			
Campus residence	39.8%	47.0%	9.7%
Within 43201 zip code	30.7%	34.4%	15.4%
Outside 43201 zip code	24.4%	14.1%	67.4%
Sorority or fraternity house	1.5%	1.6%	1.1%

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

DIMENSIONS OF THE WELLNESS ASSESSMENT

EMOTIONAL

- I use alcohol/nicotine/other substances to manage stress.
- I am able to appropriately manage my feelings.
- I use relaxation techniques to manage stress.
- 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 consider myself to be a spiritual person.
- I engage in self-reflection.
- I engage in spiritual practices.
- I feel a connection to something larger than myself.
- I seek out meaning in my life.

INTELLECTUAL

- I am able to resolve conflicts peacefully.
- I am confident about my academic major decisions.
- 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 felt challenged by my academics during my most recent academic term.
- I was able to manage my academic workload during my most recent academic term.

CAREER

- I am confident about 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 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.

PHYSICAL

- I am confident that I can exercise regularly.
- I am confident that I can maintain a nutritious diet.
- I use illicit drugs (e.g. marijuana, cocaine, ecstasy).
- I use tobacco products.
- I use prescription medication that is not prescribed to me (e.g. Adderall, Xanax, Valium).
- I eat a nutritious diet.
- I engage in cardiovascular exercise 3-5 times per week for at least 30 minutes.
- I engage in flexibility exercise/stretching.
- I engage in strength training/resistance exercise 2-3 times per week.
- I get at least 8 hours of sleep per night.
- Do you get an annual flu vaccine?
- Do you maintain annual physical exam(s)?
- How often do you binge drink? (Males: 5+ drinks in about 2 hours, Females: 4+ drinks in about 2 hours)
- How often, in general, do you consume alcohol?

FINANCIAL

- I am comfortable leaving a balance on my credit card(s).
- I think it is important to spend less than I earn.
- I am confident that I can plan a financial budget.
- I pay off the entire balance of my credit card(s) each month.
- 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, etc.).
- I stress about my finances.

ENVIRONMENTAL

- I engage in environmentally friendly behaviors (turn off lights/faucets, walk or bike).
- I feel safe in my living environment.
- I feel that I live in a stressful environment.
- I often feel that I have little control over my safety.
- 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

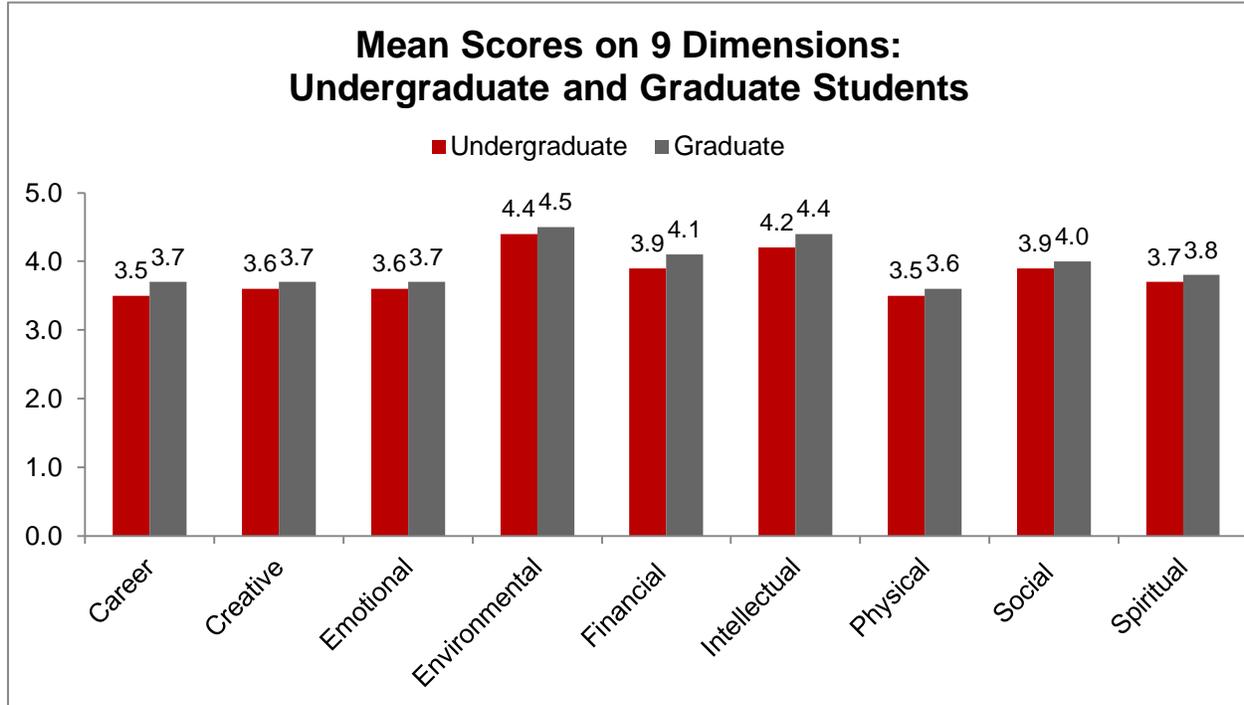
- I feel a sense of belonging in a community.
- I feel supported by my family.
- I feel that I am a person who other people like to be around.
- I have a strong social network.
- I have at least one close friend whom I trust and can confide in.
- I feel comfortable communicating face-to-face with others.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



FINDINGS

MEAN WELLNESS SCORES

Below are the overall wellness scores by dimension.



BIVARIATE WELLNESS CORRELATIONS

The table below presents bivariate correlations of the wellness dimensions which examine the relationships between the dimensions of wellness. Generally, correlations of 0.4 and higher are considered moderate to strong. Emotional Wellness correlates most strongly with Social Wellness, followed by Intellectual, Environmental, Physical and Financial Wellness.

Bivariate correlation matrix of wellness dimensions- All Respondents

	Career	Creative	Emotional	Environmental	Financial	Intellectual	Physical	Social	Spiritual
Career	1.000								
Creative	0.090	1.000							
Emotional	0.229	0.154	1.000						
Environmental	0.191	0.254	0.367	1.000					
Financial	0.188	0.022	0.309	0.257	1.000				
Intellectual	0.359	0.200	0.478	0.399	0.259	1.000			
Physical	0.041	0.146	0.345	0.318	0.280	0.313	1.000		
Social	0.274	0.135	0.533	0.291	0.279	0.462	0.204	1.000	
Spiritual	0.136	0.307	0.231	0.285	0.122	0.209	0.209	0.214	1.000

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

EMOTIONAL WELLNESS SCORES BY DEMOGRAPHICS

The table below presents demographic comparisons of the Emotional Wellness scores. Undergraduate and graduate students were examined separately. Overall there were no statistically significant differences in emotional wellness scores by demographics.

	Undergraduate Scores	Statistically Significant	Graduate Scores	Statistically Significant
Male	3.61		3.60	
Female	3.60		3.72	
First generation	3.60		3.74	
Non-first generation	3.60		3.68	
International	3.58		3.69	
Domestic	3.60		3.69	
Race/Ethnicity				
White	3.60		3.67	
Black	3.74		4.02	
Asian	3.59		3.80	
Hispanic	3.56		3.57	
Multiracial	3.63		3.49	
Sorority or fraternity member	3.62		---	
Student unaffiliated with sorority or fraternity	3.60		---	
Class rank				
First-year	3.57		---	
Second-year	3.55		---	
Third-year	3.66		---	
Fourth-year	3.61		---	
Fifth + year	3.66		---	
Master's	---		3.72	
Professional	---		3.68	
Doctoral	---		3.68	
Does not work	3.61		3.68	
Works fewer than 20 hours	3.60		3.79	
Works 20 hours or more	3.58		3.66	
Residence				
Campus residence	3.57		3.78	
Within 43201 zip code	3.63		3.50	
Outside 43201 zip code	3.56		3.74	

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

EMOTIONAL WELLNESS ITEMS BY DEMOGRAPHICS

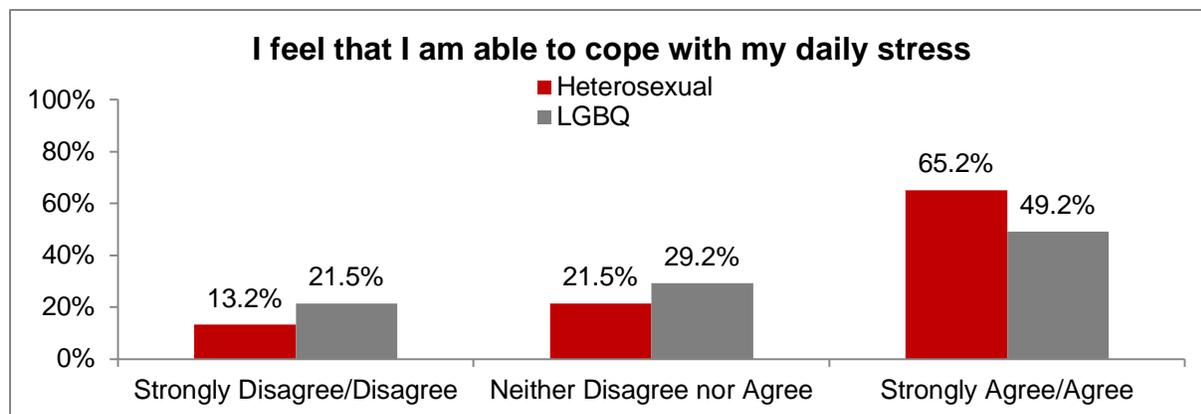
The table below presents undergraduate and graduate responses to each of the emotional wellness items and indicates if differences were statistically significant. Graduate students are more likely to report that they are able to appropriately express their feelings and would be willing to seek help from other when having a difficult time.

	Undergraduate Students	Graduate Students	Statistically Significant
I have a positive image of my body			
Strongly Disagree/Disagree	24.3%	24.3%	
Neither Agree nor Disagree	20.8%	19.2%	
Strongly Agree/Agree	54.9%	56.5%	
I feel that I am able to manage my daily stress			
Strongly Disagree/Disagree	14.3%	11.9%	
Neither Agree nor Disagree	22.3%	21.5%	
Strongly Agree/Agree	63.5%	66.7%	
I am able to appropriately manage my feelings			
Strongly Disagree/Disagree	11.2%	8.5%	
Neither Agree nor Disagree	13.5%	16.9%	
Strongly Agree/Agree	75.4%	74.6%	
I am able to appropriately express my feelings *			
Strongly Disagree/Disagree	15.0%	7.9%	
Neither Agree nor Disagree	18.7%	22.6%	
Strongly Agree/Agree	66.2%	69.5%	
I would be willing to seek help from others when I am having a difficult time ***			
Strongly Disagree/Disagree	18.5%	5.6%	
Neither Agree nor Disagree	17.0%	13.6%	
Strongly Agree/Agree	64.5%	80.8%	
I use alcohol/ nicotine/ other substances to manage stress			
Never/Rarely	75.5%	78.2%	
Sometimes	18.3%	19.0%	
Often/Always	6.1%	2.9%	
I use relaxation techniques to manage stress			
Never/Rarely	31.6%	27.4%	
Sometimes	35.5%	45.1%	
Often/Always	32.9%	27.4%	

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

Undergraduate Student Demographic Comparisons

Demographic comparisons were run on undergraduate responses; only the below comparison was statistically significant. Similar comparisons were run for graduate students and none were statistically significant.

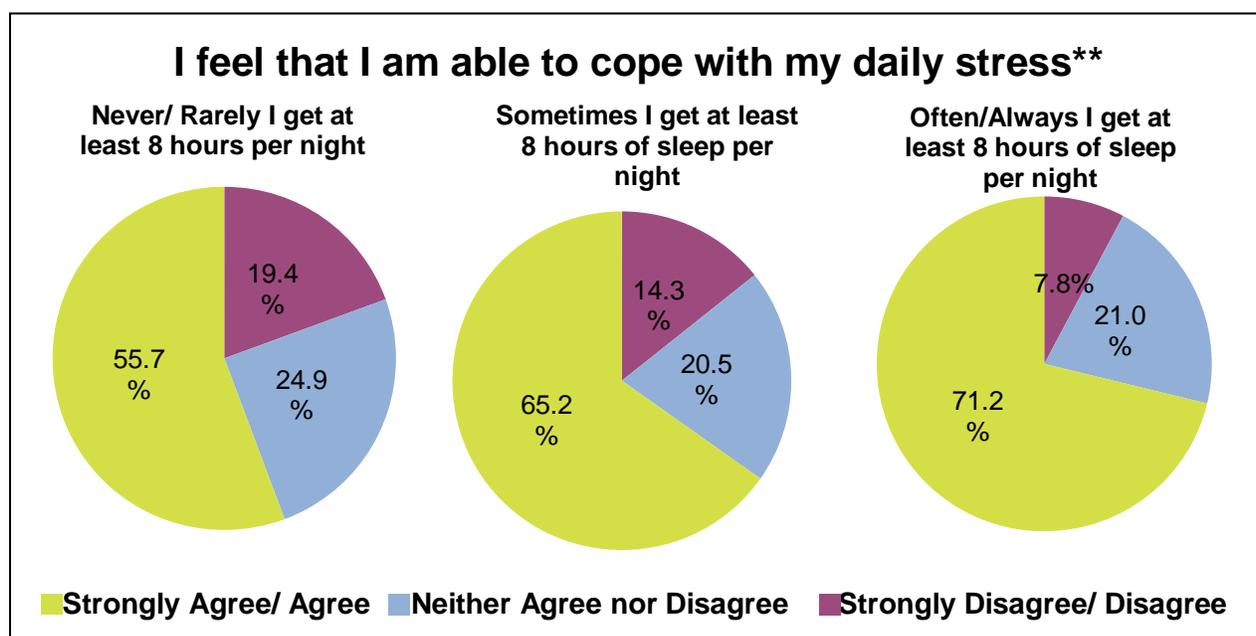


EMOTIONAL WELLNESS RELATED TO OTHER DIMENSIONS OF WELLNESS

This section examines other dimensions that correlate with Emotional Wellness, including Physical, Intellectual and Social Wellness.

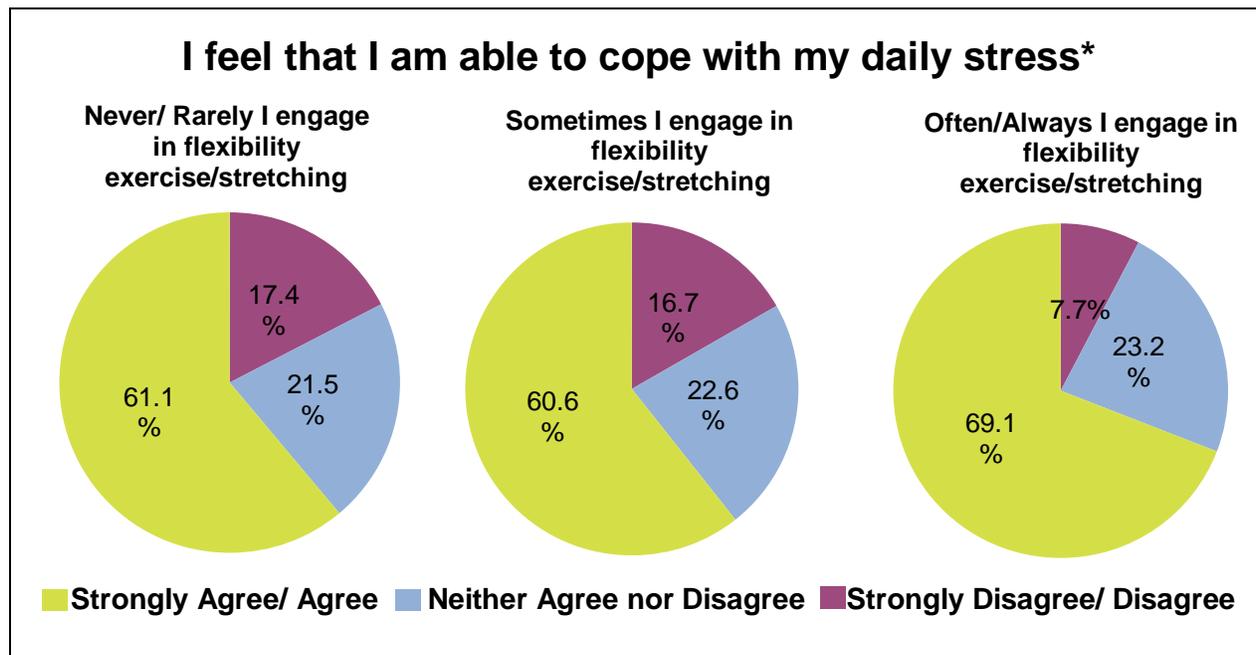
Emotional and Physical Wellness - Undergraduate Students

The chart below demonstrates that students who sleep more are more likely to feel that they are able to cope with their daily stress, with 71.2% of students who often or always sleep 8 hours a night strongly agreeing or agreeing that they feel that they are able to cope with their daily stress compared to 55.7% of students who never or rarely sleep 8 hours a night.



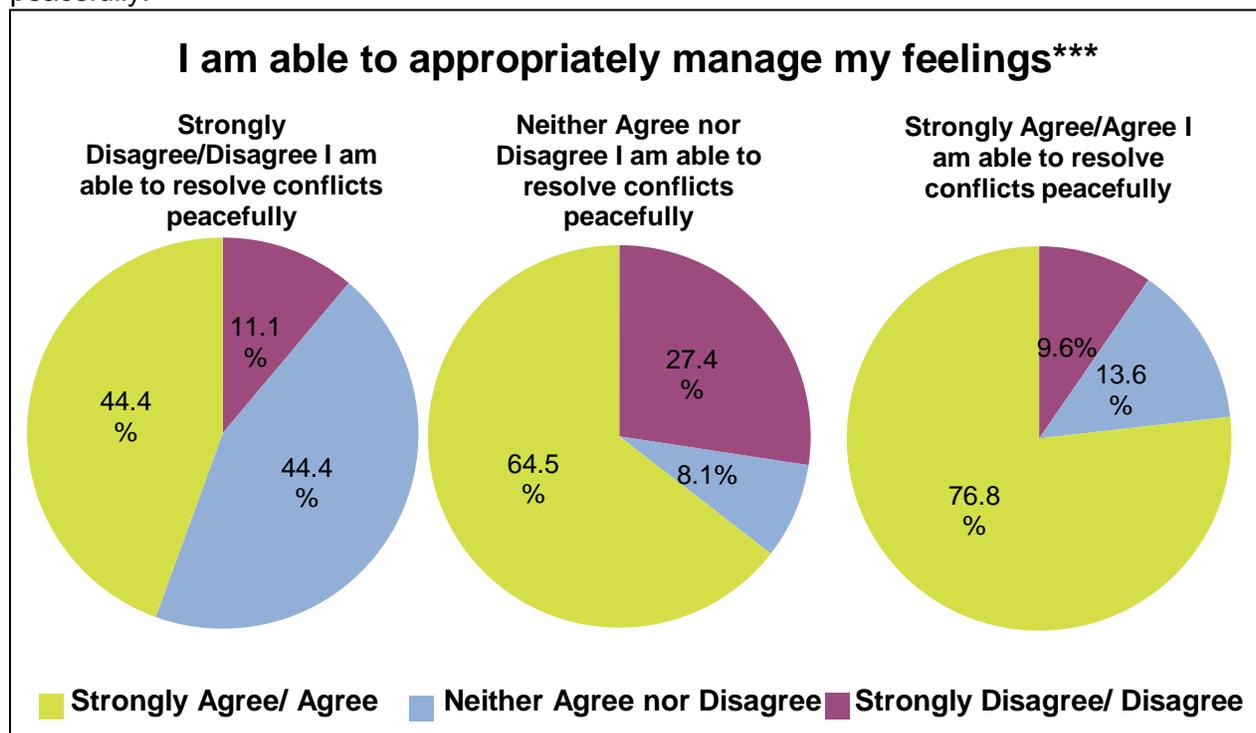
* $p < .05$, ** $p < .01$, *** $p < .001$

The chart below demonstrates that students that engage more in physical activity are more likely to feel that they are able to cope with their daily stress.



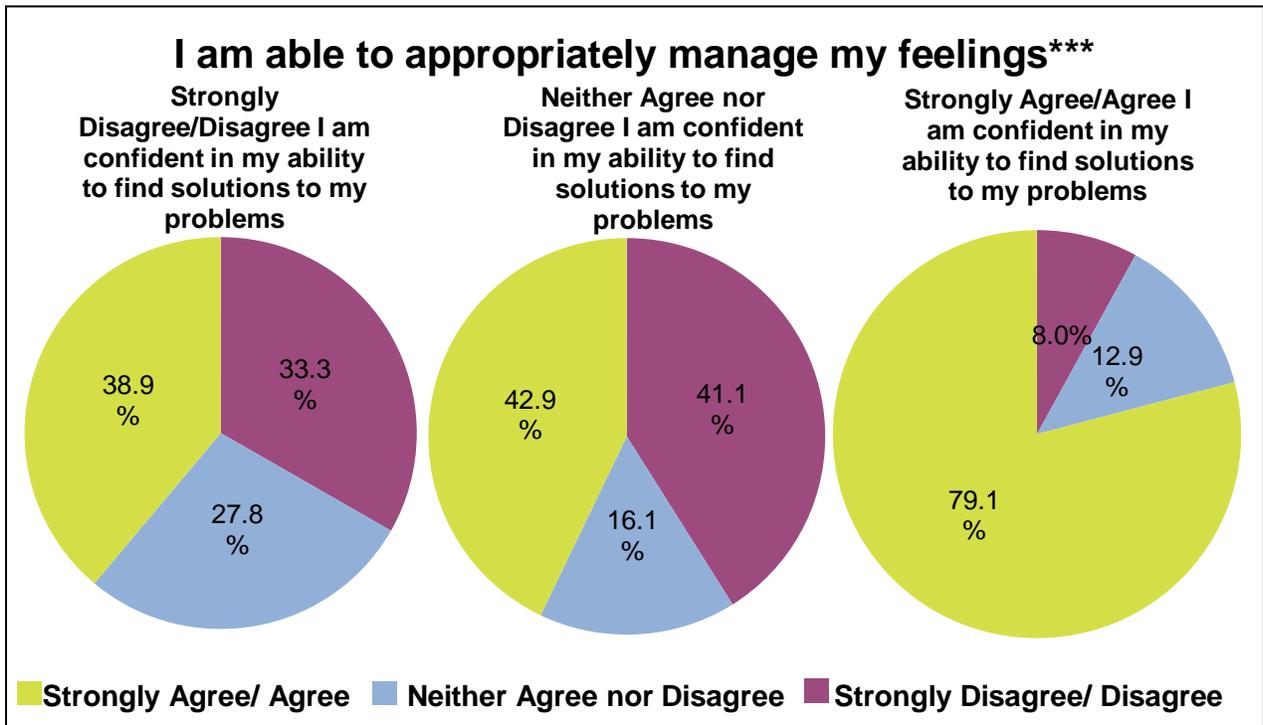
Emotional and Intellectual Wellness - Undergraduate Students

The chart below demonstrates that students who are able to resolve conflicts peacefully are more likely to appropriately manage their feelings. Similarly, students who agree that they can appropriately express their feelings are more likely to agree that they can resolve conflicts peacefully.



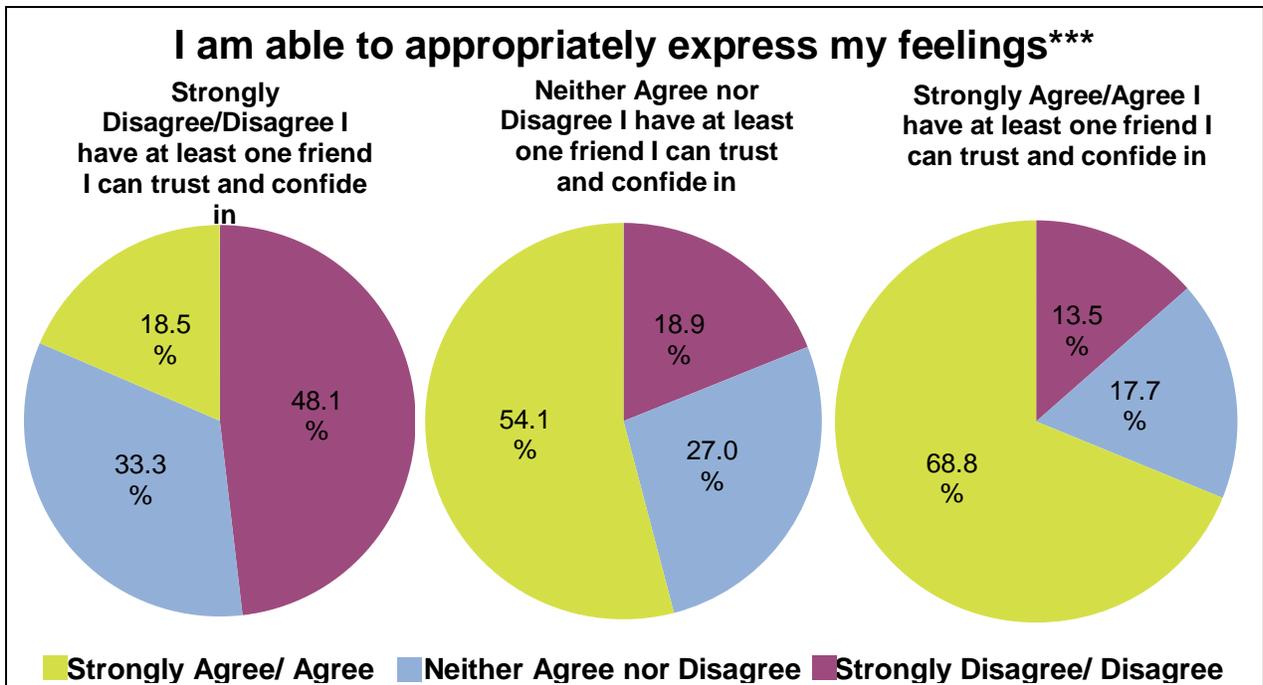
* $p < .05$, ** $p < .01$, *** $p < .001$

The chart below demonstrates that students who are confident in their ability to find solutions to their problems are more likely to appropriately manage their feelings. Similarly, students who are confident in their ability to find solutions to their problems are more likely to appropriately express their feelings.



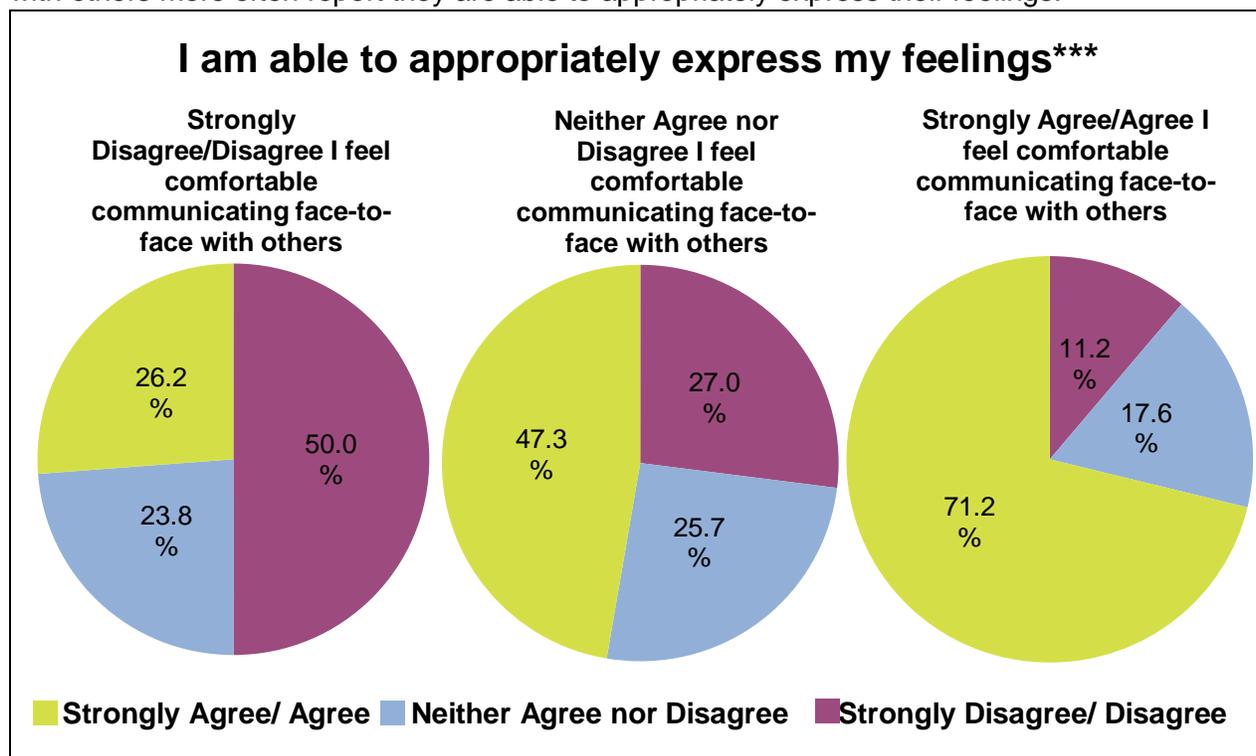
Emotional and Social Wellness – Undergraduate Students

The chart below demonstrates that students who have at least one friend they can trust and confide in are more likely to report that they are able to appropriately express their feelings.

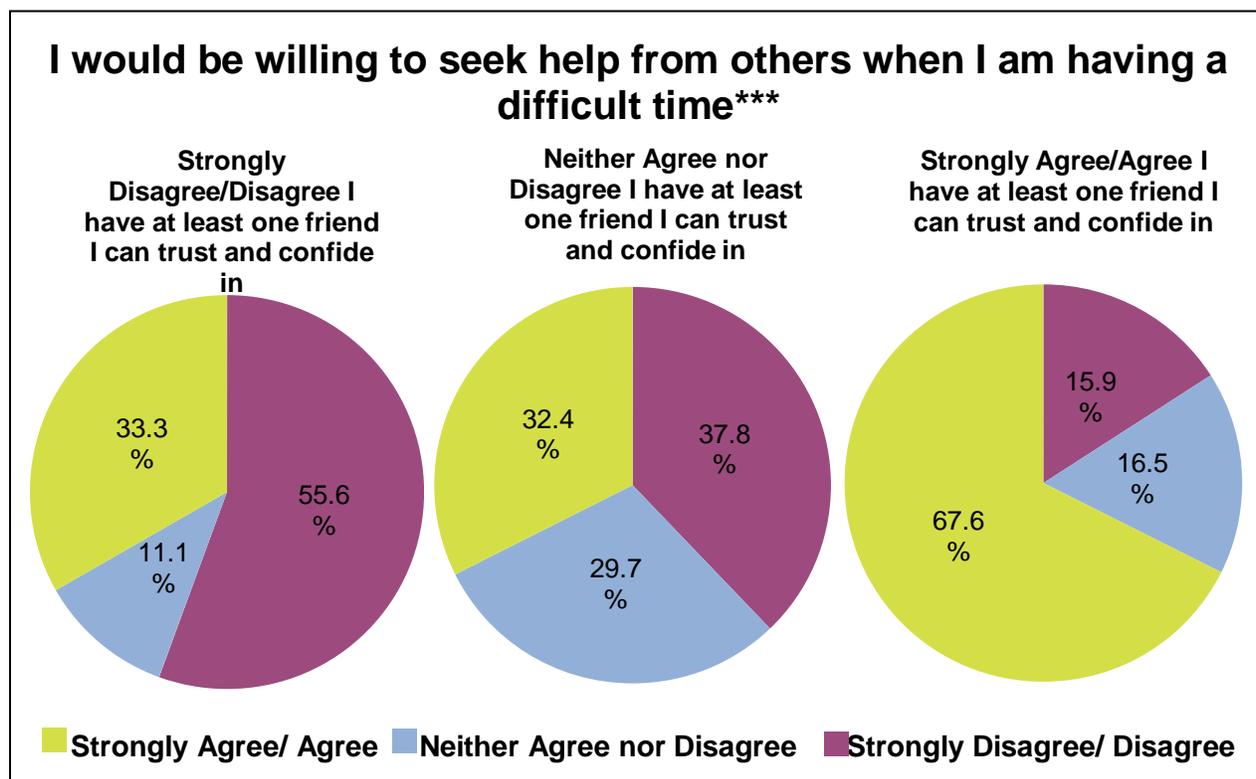


* $p < .05$, ** $p < .01$, *** $p < .001$

The chart below demonstrates that students who feel comfortable communicating face-to-face with others more often report they are able to appropriately express their feelings.

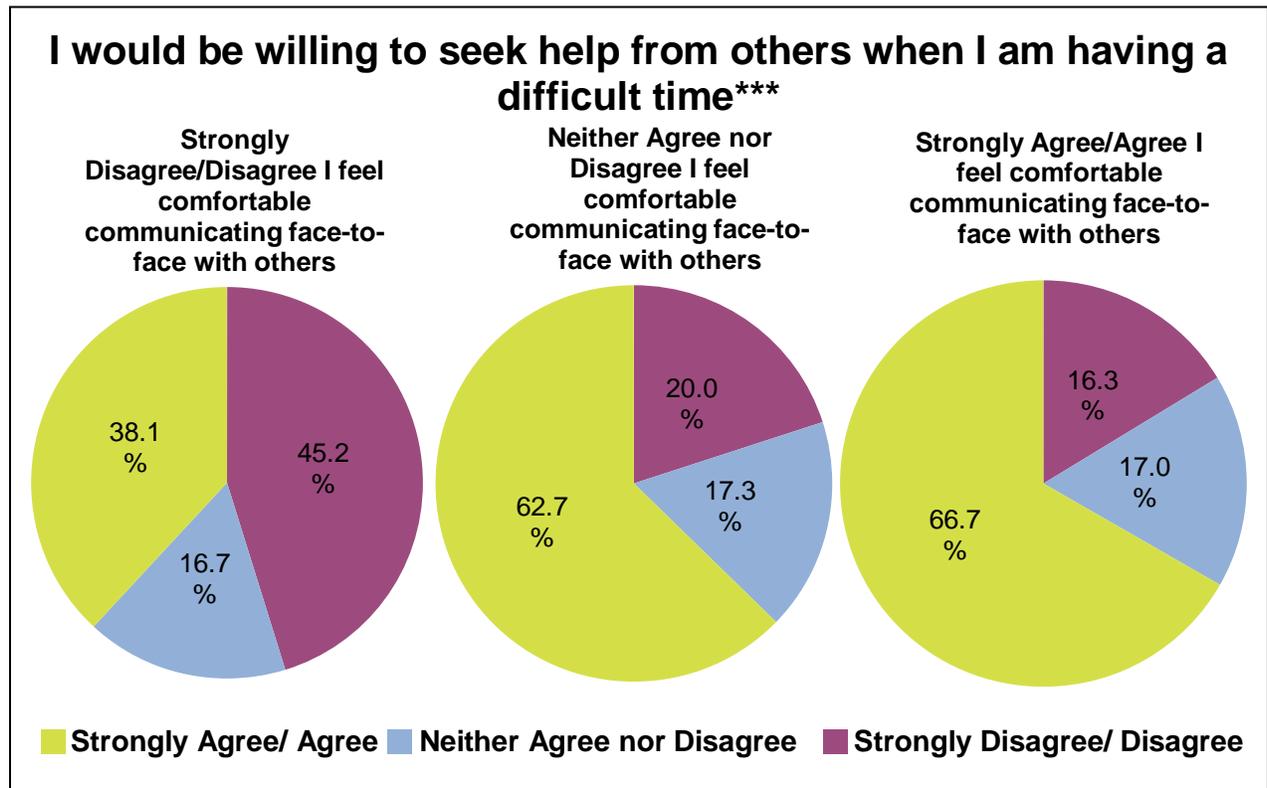


The chart below demonstrates that students who have at least one friend they can trust and confide in are more willing to seek help from others when having a difficult time.



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

This chart below demonstrates that students who feel comfortable communicating face-to-face with others are more willing to seek help from others when having a difficult time.



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