

**Wellness Assessment
2017-2018:
A Look at the Nine
Dimensions of Wellness**

Center for the Study of Student Life

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

EXECUTIVE SUMMARY

The Wellness Assessment is designed to measure nine dimensions of wellness in order to give participants 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 2017-2018 Wellness Assessment was launched in August 2017 and available to students, staff, and faculty throughout the academic year. This report summarizes data from students who participated in the survey during the month of October 2017, when the Center for the Study of Student Life takes a yearly snapshot of the data.

KEY FINDINGS

On average, Ohio State students reported relatively high scores on each dimension of wellness. On a scale of 1 to 5, with higher numbers indicating more positive health behaviors and attitudes, the dimensions with the highest overall scores were intellectual and environmental wellness, with mean scores of 4.2 and 4.1, respectively. The dimensions with the lowest average scores were financial (3.43) and emotional (3.47) wellness.

Undergraduate Students

- Undergraduate students in their fifth+ year had significantly higher creative and environmental wellness scores compared to all other undergraduate academic levels. Career wellness was significantly higher among second-year students (3.93) and declined among third-, fourth-, and fifth+ year students. First-year students reported the highest physical wellness scores (3.77), while students in their fourth year reported the lowest physical wellness (3.60). Financial wellness was significantly lower among students in their fifth+ year (3.20) and highest among students in their first year of college (3.49).
- First-generation undergraduate students had significantly lower financial wellness scores (3.26) than students with at least one parent/guardian who completed college (3.44). Additionally, first-generation undergraduate students also had significantly lower emotional (3.38 vs. 3.45), physical (3.60 vs. 3.70), and social (3.69 vs. 3.87) wellness scores.
- International undergraduate students scored significantly lower than domestic students on the career, environmental, and intellectual wellness scales. However, international students reported higher emotional wellness (3.69) than domestic students (3.43).

Graduate and Professional Students

- When compared across degree type, professional students reported significantly higher career and intellectual wellness, while doctoral students reported significantly higher creative wellness. Master's students had significantly higher social wellness (3.99) compared to professional (3.88) and doctoral (3.81) students.
- No statistically significant differences were detected on any of the nine dimensions of wellness based on first generation status for graduate and professional students.
- International graduate and professional students scored significantly lower than domestic graduate and professional students on the environmental (3.97 vs. 4.15), intellectual (4.06 vs. 4.33), and social (3.74 vs. 3.93) dimensions of wellness.

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

INTRODUCTION

Student wellness is an essential component of academic success in higher education and subsequent opportunities in the labor market. Yet wellness itself has many facets. 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 was designed as a self-assessment tool to a) improve students' awareness of their own wellness and b) provide them with resources that they can utilize to improve their wellness. The survey was developed using literature reviews, feedback from campus stakeholders, cognitive interviews, and factor analyses.

This report documents differences between each dimension of wellness based on demographic and enrollment (undergraduate vs. graduate/professional) characteristics for students who took the assessment during October 2017.

RESPONDENTS

Students can take the Wellness Assessment at any time during the school year to receive feedback about their own wellness. In addition to making the survey generally available, a random sample of 4,989 undergraduate, graduate and professional students were invited to take the Wellness Assessment during the month of October 2017. This report documents variations in student wellness among both the random sample of students surveyed and students who self-selected into taking the assessment in October 2017. To be included in the sample, students must have consented to participate in the research. Students can take the survey without participating in the research.

METHODOLOGY

The Wellness Assessment measures nine dimensions of wellness using items that assess a range of attitudes and behaviors. Average scores for each dimension of wellness were calculated by adding the values of each item within a given dimension, then dividing by the total number of items answered. Averages were adjusted for respondents who did not answer all of the items within a dimension; however, respondents who failed to provide a minimum number of responses did not receive a score for that dimension.

Attitudes and beliefs were measured using 5-point Likert scales. When asked about attitudes, students indicated their level of agreement. When asked about behaviors, students reported the frequency of the occurrence. Wellness scores ranged 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 demographic and/or 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.

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

DEMOGRAPHICS

	All Students (n = 2,095)	Undergraduate Students (n = 1,640)	Graduate/Professional Students (n = 455)
Male	29.8%	29.6%	29.5%
Female	70.2%	70.4%	70.5%
First-generation	22.3%	21.6%	24.2%
Not first-generation	77.7%	78.5%	75.8%
International	7.1%	3.9%	18.3%
Domestic	92.9%	96.1%	81.7%
Race/Ethnicity			
African American/Black or African descent	3.0%	3.0%	3.3%
Asian American/Asian (East, South Southeast)	11.3%	9.6%	17.1%
Latino(a)/Hispanic	2.8%	2.5%	4.2%
White/European	74.6%	76.7%	67.8%
Other race/ethnicity	2.4%	2.4%	2.2%
Multiracial	5.8%	5.9%	5.3%
Sorority or fraternity member	9.9%	10.5%	8.1%
Unaffiliated with sorority or fraternity	90.1%	89.5%	91.9%
Academic Level			
First-year	20.6%	26.3%	---
Second-year	22.0%	28.1%	---
Third-year	17.4%	22.2%	---
Fourth-year	13.9%	17.7%	---
Fifth + year	4.4%	5.7%	---
Master's	7.9%	---	36.6%
Professional	4.8%	---	22.2%
Doctoral	9.0%	---	41.3%
Employment Status			
Does not work during academic year	39.8%	42.7%	28.9%
Works less than 20 hours	39.0%	42.3%	28.5%
Works more than 20 hours	21.2%	15.1%	42.6%
Residence			
On-campus residence	37.6%	46.0%	6.4%
Within walking distance	33.5%	34.3%	31.5%
Within driving distance	29.0%	19.7%	62.1%

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

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.
- 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

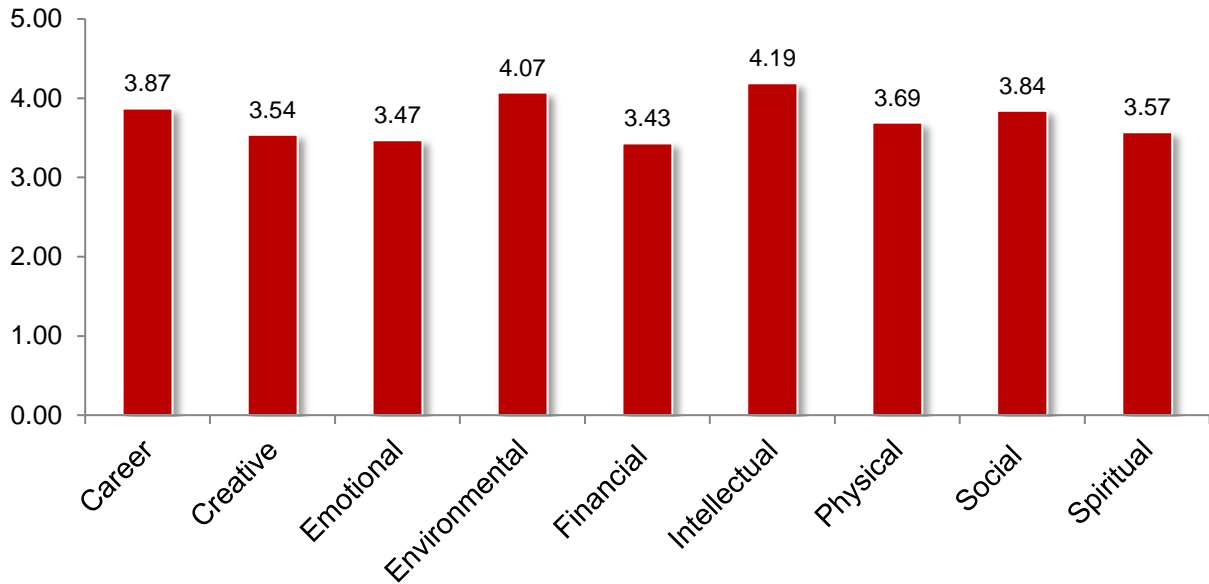
- I feel a sense of belonging in a community.
- I feel supported by my family.
- I feel that I am a person who other people like to be around.
- I have a strong social network.
- I have at least one close friend whom I trust and can confide in.
- I feel comfortable communicating face-to-face with others.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

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

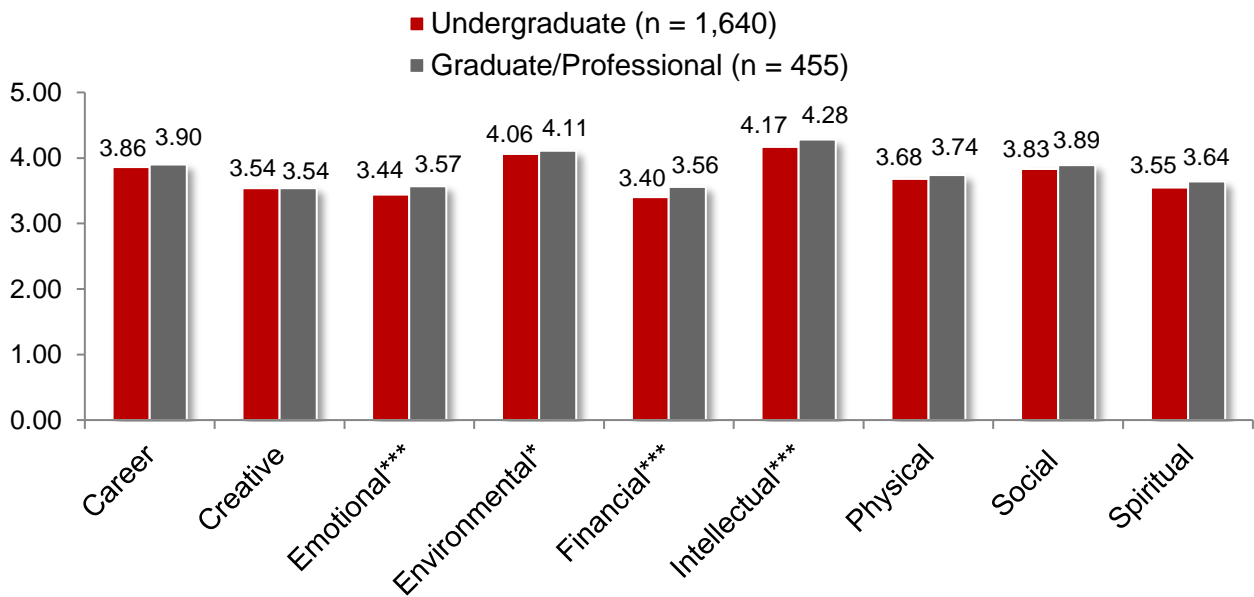
FINDINGS

AVERAGE WELLNESS SCORES

**Mean Scores over The Nine Dimensions:
All Students (n = 2,095)**



**Mean Scores over The Nine Dimensions:
Undergraduate vs. Graduate/Professional Students**



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

WELLNESS RESULTS FOR UNDERGRADUATE STUDENTS

Academic Level

Academic level was associated with differences in several wellness dimensions. Career wellness was significantly higher among second-year students (3.93) and declined among third-, fourth-, and fifth-year students. On average, first-year students reported the highest physical wellness scores (3.77), while students in their fourth year reported the lowest physical wellness (3.60). Financial wellness was significantly lower among students in their fifth+ year (3.20) and highest among students in their first year of college (3.49).

Undergraduate Scores by Academic Level						
	First-year	Second-year	Third-year	Fourth-year	Fifth+ year	Statistically Significant
Career	3.89	3.93	3.83	3.82	3.67	***
Creative	3.48	3.55	3.58	3.49	3.80	**
Emotional	3.47	3.46	3.42	3.41	3.40	
Environmental	4.10	4.05	4.05	4.02	4.24	**
Financial	3.49	3.43	3.34	3.36	3.20	***
Intellectual	4.15	4.18	4.16	4.19	4.19	
Physical	3.77	3.70	3.62	3.60	3.66	***
Social	3.78	3.90	3.81	3.83	3.79	
Spiritual	3.48	3.62	3.57	3.53	3.49	

First Generation Students

Students whose parent(s)/guardian(s) did not graduate from college averaged a 3.26 financial wellness score, while students with at least one parent/guardian who graduated from college averaged a financial wellness score of 3.44.

Undergraduate Scores by First Generation Status			
	First generation	Not first generation	Statistically Significant
Career	3.85	3.87	
Creative	3.52	3.54	
Emotional	3.38	3.45	*
Environmental	4.03	4.08	
Financial	3.26	3.44	***
Intellectual	4.15	4.18	
Physical	3.60	3.70	***
Social	3.69	3.87	***
Spiritual	3.53	3.55	

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

International Students

International undergraduate students scored significantly lower than domestic students on the career wellness scale (3.66 vs. 3.87). However, international students reported higher emotional wellness (3.69) than domestic students (3.43).

Undergraduate Scores by International Status			
	International	Domestic	Statistically Significant
Career	3.66	3.87	**
Creative	3.53	3.54	
Emotional	3.69	3.43	***
Environmental	3.73	4.08	***
Financial	3.29	3.41	
Intellectual	3.96	4.18	***
Physical	3.76	3.68	
Social	3.76	3.83	
Spiritual	3.64	3.54	

WELLNESS RESULTS FOR GRADUATE AND PROFESSIONAL STUDENTS

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 several wellness dimensions. Most notably, professional students had significantly higher career wellness (4.06), as compared to master's (3.93) and doctoral (3.78) students.

Graduate/Professional Scores by Degree Type				
	Master's	Professional	Doctoral	Statistically Significant
Career	3.93	4.06	3.78	**
Creative	3.57	3.37	3.60	**
Emotional	3.59	3.59	3.54	
Environmental	4.11	4.09	4.13	
Financial	3.48	3.50	3.65	
Intellectual	4.25	4.39	4.25	*
Physical	3.74	3.73	3.75	
Social	3.99	3.88	3.81	*
Spiritual	3.70	3.65	3.58	

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

First Generation Students

Graduate and professional students whose parent(s)/guardian(s) did not graduate from college and those with at least one parent/guardian that graduated from college did not have significantly different scores on any of the wellness dimensions.

Graduate/Professional Scores by Generation Status			
	First generation	Not first generation	Statistically Significant
Career	3.97	3.88	
Creative	3.64	3.51	
Emotional	3.55	3.57	
Environmental	4.09	4.13	
Financial	3.46	3.59	
Intellectual	4.26	4.29	
Physical	3.71	3.74	
Social	3.82	3.91	
Spiritual	3.69	3.63	

International Students

International graduate and professional students had significantly lower scores than domestic students on the environmental (3.97 vs. 4.15), intellectual (4.06 vs. 4.33) and social (3.74 vs. 3.93) dimensions of wellness.

Graduate/Professional Scores by International Status			
	International	Domestic	Statistically Significant
Career	3.80	3.93	
Creative	3.46	3.55	
Emotional	3.61	3.56	
Environmental	3.97	4.15	***
Financial	3.63	3.54	
Intellectual	4.06	4.33	***
Physical	3.71	3.74	
Social	3.74	3.93	**
Spiritual	3.53	3.67	

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

CONCLUSION

Overall, both undergraduate and graduate/professional students at Ohio State reported relatively positive wellness outcomes across multiple dimensions of wellness behaviors and attitudes. However, students' self-reported wellness varied based on demographic characteristics, such as citizenship and parental education. Additional factors, such as academic level or degree type, were associated with differences in students' wellness scores. In particular, emotional wellness seemed to be impacted by demographic differences among undergraduate students, including first-generation status, though the same differences were not observed among graduate and professional students.

While these results contribute to our understanding of trends and 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.

Future research should examine trends in different dimensions of wellness over time, both within and between groups of students. It would also be beneficial to consider how students' demographic backgrounds may influence their interpretations of, and subsequent responses to, items measuring wellness-related attitudes and behaviors.

APPENDIX

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
Career- The professionally well person engages in work to gain personal satisfaction and enrichment, consistent with values, goals and lifestyle.	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
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.	3.47
Environmental- The environmentally well person recognizes the responsibility to preserve, protect, and improve the environment and appreciates the interconnectedness of nature and the individual.	4.07
Financial- The financially well person is fully aware of financial state and budgets, saves and manages finances in order to achieve realistic goals.	3.43
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.	4.19
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.	3.69
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.	3.84
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.	3.57

SAMPLE OF RESOURCES PROVIDED ON RESULTS 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

Want to explore your wellness further? Wellness Coaching is a free service grounded in positive psychology that is available to all enrolled students. Coaches are trained to help you identify and use your strengths to help you create the life you want to be living at Ohio State and into the future. For more information or to set up a coaching session, please email wellnesscoaching@osu.edu.

Please note: Wellness Coaching, and 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 292-5766 for ongoing support.

Career Wellness

- [Office of Student Life's Career Counseling and Support Services](#)- provides high quality and diverse-sensitive services through counseling, consultation and lasting partnerships that are designed to facilitate learning and advance well-being, purpose, identity, development and citizenship.
- [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.
- [Office of Student Life's 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.

Emotional Wellness

- [Office of Student Life's 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.
- [Office of Student Life's Student Wellness Center: Wellness Coaching](#)- using the nine dimensions of wellness framework, the Center supports holistic student success through innovative, evidence-based programs, workshops, coaching and advocacy.

- [Office of Student Life's 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.
- [Office of Student Life's Disability Services](#)- creates an accessible educational experience for students with disabilities.

Environmental Wellness

- [Office of Student Life's 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.
- [Office of Student Life's Energy Services and Sustainability](#)- the focal point for continued energy conservation, education, recycling and other sustainability initiatives.

Financial Wellness

- [Office of Student Life's Student Wellness Center: Scarlet & Gray Financial](#)- empowers students by helping them to develop healthy financial behaviors that will enable them to achieve their short and long term personal goals to create the life they desire.
- [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.

Intellectual Wellness

- [Dennis Learning Center](#)- provides academic learning services and support, including courses, workshops, and appointments, as well as online student resources.
- [Office of Student Life's 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.

Physical Wellness

- [Office of Student Life's 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.
- [Office of Student Life's 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.
- [Office of Student Life's Student Wellness Center: Nutrition Coaching](#)- each session includes a nutrition assessment, education, and goal setting.
- [ScreenU for Alcohol](#)- a web-based method that administers screening, brief intervention and referral to treatment (SBIRT) to college students.

Social Wellness

- [Office of Student Life's Student Organizations](#)- with over 1,000 student organizations, Ohio State provides a wide range of opportunities for students to get involved.
- [Office of Student Life's 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.

- [Office of Student Life's 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.

Spiritual Wellness

- [Office of Student Life's 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.

DEFINITIONS OF TERMS

Hover-text was included in the survey to provide respondents with operational definitions of several wellness terms. Below are the phrases and extra information presented to students when the cursor was near the term.

Term/Phrase	Hover-text definition
Exercise regularly	Exercise 3-5 times per week over the course of several weeks
Nutritious diet	Eating 4-8 servings of fruit or vegetables, 4 cups of dairy, choosing lean meats, including whole grains, and limiting fats and oils
Social network	The connections one has to others ranging from casual acquaintance to close familial bond; a strong social network is characterized by not only the number, but the strength of the bonds
Intellectually engaging activities	Activities that increase knowledge, foster critical thinking, and expand worldviews; for example, reading, engaging discussions, seminars, brainteasers
Relaxation techniques	Any method, process, or activity that helps a person to relax; for example, exercise, listening to music, meditation
Safer sex	Sexual activity in which precautions (e.g. using condoms, barriers, avoiding high-risk sexual acts, practicing monogamy) have been taken in order to reduce the chance of sexually transmitted infections and/or pregnancy

CAREER WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/Professional Students
I am confident in my career decisions	(n = 1,626)	(n = 449)
Strongly Disagree	4.6%	1.1%
Disagree	12.5%	7.8%
Neither Agree nor Disagree	22.5%	20.7%
Agree	37.1%	43.2%
Strongly Agree	23.4%	27.2%
I envision my future career as a means to contribute to society	(n = 1,626)	(n = 449)
Strongly Disagree	1.0%	0.0%
Disagree	2.3%	2.2%
Neither Agree nor Disagree	8.1%	6.7%
Agree	37.5%	31.9%
Strongly Agree	51.2%	59.2%
I feel that my current studies will be helpful to my future career	(n = 1,626)	(n = 450)
Strongly Disagree	2.2%	0.2%
Disagree	4.8%	2.4%
Neither Agree nor Disagree	13.6%	9.3%
Agree	45.8%	34.0%
Strongly Agree	33.6%	54.0%
I feel that my major/career decision is an appropriate expression of my abilities and personal strengths	(n = 1,630)	(n = 450)
Strongly Disagree	1.5%	0.0%
Disagree	4.7%	3.1%
Neither Agree nor Disagree	13.0%	9.1%
Agree	44.1%	47.8%
Strongly Agree	36.7%	40.0%
I feel that I work in a positive environment	(n = 1,165)	(n = 388)
Strongly Disagree	1.8%	2.3%
Disagree	4.7%	7.7%
Neither Agree nor Disagree	19.1%	16.0%
Agree	42.6%	50.8%
Strongly Agree	31.8%	23.2%

	2017 Undergraduate Students	2017 Graduate/Professional Students
I am able to balance my current job with the rest of my life	(n = 1,147)	(n = 373)
Strongly Disagree	1.9%	3.2%
Disagree	8.3%	13.9%
Neither Agree nor Disagree	26.2%	22.8%
Agree	45.0%	46.7%
Strongly Agree	18.6%	13.4%
I feel that my major/career decision is an appropriate expression of what I find meaningful and important in life	(n = 1,631)	(n = 450)
Strongly Disagree	1.4%	0.2%
Disagree	5.2%	4.0%
Neither Agree nor Disagree	12.6%	8.2%
Agree	40.9%	41.8%
Strongly Agree	39.9%	45.8%
I feel that my current job interferes with other aspects of my life	(n = 1,142)	(n = 373)
Strongly Disagree	8.0%	8.9%
Disagree	31.5%	28.7%
Neither Agree nor Disagree	24.6%	23.3%
Agree	24.6%	27.1%
Strongly Agree	11.3%	12.1%
I feel that I work in a stressful environment	(n = 1,180)	(n = 388)
Strongly Disagree	11.8%	5.4%
Disagree	34.0%	26.3%
Neither Agree nor Disagree	25.4%	24.2%
Agree	20.5%	30.2%
Strongly Agree	8.3%	13.9%

CREATIVE WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/Professional Students
I express myself through creative activities	(n = 1,637)	(n = 454)
Strongly Disagree	2.9%	2.0%
Disagree	21.6%	24.7%
Neither Agree nor Disagree	18.9%	23.6%
Agree	37.6%	36.6%
Strongly Agree	19.0%	13.2%
I attend arts-related events or programs	(n = 1,626)	(n = 451)
Never	20.9%	10.9%
Rarely	27.2%	32.4%
Sometimes	30.8%	39.7%
Often	15.1%	14.2%
Always	6.0%	2.9%
I think of myself as a creative person	(n = 1,635)	(n = 454)
Strongly Disagree	3.3%	4.0%
Disagree	20.9%	21.6%
Neither Agree nor Disagree	17.6%	22.3%
Agree	38.0%	36.1%
Strongly Agree	20.2%	16.1%
I value multiple perspectives when thinking about complex topics	(n = 1,634)	(n = 454)
Strongly Disagree	0.4%	0.2%
Disagree	2.3%	0.4%
Neither Agree nor Disagree	8.1%	4.6%
Agree	52.5%	55.3%
Strongly Agree	36.7%	39.4%
The arts help me appreciate other perspectives and cultures	(n = 1,634)	(n = 453)
Strongly Disagree	2.3%	1.1%
Disagree	9.6%	5.1%
Neither Agree nor Disagree	15.9%	17.9%
Agree	42.0%	47.0%
Strongly Agree	30.2%	28.9%

EMOTIONAL WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/ Professional Students
I use alcohol/ nicotine/ other substances to manage stress	(n = 1,639)	(n = 455)
Never	50.3%	44.2%
Rarely	19.4%	24.6%
Sometimes	19.9%	22.2%
Often	8.2%	6.8%
Always	2.2%	2.2%
I am able to appropriately manage my feelings	(n = 1,635)	(n = 453)
Strongly Disagree	3.2%	1.1%
Disagree	14.1%	12.4%
Neither Agree nor Disagree	20.7%	18.1%
Agree	48.3%	54.8%
Strongly Agree	13.6%	13.7%
I use <u>relaxation techniques</u> to manage stress	(n = 1,637)	(n = 455)
Never	14.7%	9.7%
Rarely	22.7%	23.1%
Sometimes	34.5%	38.7%
Often	22.9%	23.3%
Always	5.3%	5.3%
I am able to appropriately express my feelings	(n = 1,632)	(n = 454)
Strongly Disagree	3.3%	0.7%
Disagree	17.2%	13.0%
Neither Agree nor Disagree	19.6%	18.3%
Agree	46.0%	57.1%
Strongly Agree	14.0%	11.0%
I would be willing to seek help from others when I am having a difficult time	(n = 1,635)	(n = 454)
Strongly Disagree	3.4%	1.3%
Disagree	15.6%	8.6%
Neither Agree nor Disagree	19.0%	14.1%
Agree	43.0%	54.6%
Strongly Agree	19.0%	21.4%

	2017 Undergraduate Students	2017 Graduate/ Professional Students
I feel that I am able to cope with my daily stress	(n = 1,635)	(n = 453)
Strongly Disagree	4.3%	2.4%
Disagree	17.9%	14.1%
Neither Agree nor Disagree	23.9%	20.5%
Agree	45.1%	54.1%
Strongly Agree	8.8%	8.8%
I have a positive image of my body	(n = 1,638)	(n = 454)
Strongly Disagree	7.6%	4.2%
Disagree	23.8%	19.2%
Neither Agree nor Disagree	21.7%	24.0%
Agree	36.1%	44.5%
Strongly Agree	10.7%	8.2%

ENVIRONMENTAL WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/Professional Students
I engage in environmentally friendly behaviors (e.g., turn off the lights, turn off faucets, walk or bike)	(n = 1,627)	(n = 452)
Never	1.5%	0.4%
Rarely	2.7%	2.4%
Sometimes	16.7%	17.5%
Often	46.2%	48.2%
Always	32.9%	31.4%
I feel safe in my living environment (e.g., residence hall, apartment, home)	(n = 1,623)	(n = 450)
Strongly Disagree	0.5%	0.2%
Disagree	1.9%	2.2%
Neither Agree nor Disagree	9.4%	5.3%
Agree	53.6%	57.6%
Strongly Agree	34.6%	34.7%
I feel that I live in a welcoming environment	(n = 1,624)	(n = 450)
Strongly Disagree	1.1%	0.2%
Disagree	4.3%	4.0%
Neither Agree nor Disagree	20.9%	25.8%
Agree	55.2%	51.8%
Strongly Agree	18.5%	18.2%
I often feel that I have little control over my safety	(n = 1,625)	(n = 450)
Strongly Disagree	13.0%	17.8%
Disagree	47.6%	48.9%
Neither Agree nor Disagree	20.4%	20.4%
Agree	15.5%	10.7%
Strongly Agree	3.5%	2.2%
I take time to appreciate my surroundings	(n = 1,631)	(n = 450)
Strongly Disagree	0.6%	0.0%
Disagree	4.1%	4.2%
Neither Agree nor Disagree	13.2%	14.7%
Agree	47.6%	49.3%
Strongly Agree	34.5%	31.8%

	2017 Undergraduate Students	2017 Graduate/ Professional Students
I take time to appreciate nature	(n = 1,631)	(n = 450)
Strongly Disagree	0.7%	0.2%
Disagree	4.7%	3.1%
Neither Agree nor Disagree	13.5%	11.6%
Agree	44.3%	47.6%
Strongly Agree	36.7%	37.6%
I think it is important to conserve natural resources	(n = 1,630)	(n = 450)
Strongly Disagree	0.4%	0.0%
Disagree	2.0%	0.7%
Neither Agree nor Disagree	8.4%	7.1%
Agree	41.0%	37.6%
Strongly Agree	48.2%	54.7%
If given the opportunity, I recycle	(n = 1,626)	(n = 452)
Never	0.9%	0.4%
Rarely	3.0%	2.7%
Sometimes	12.1%	11.7%
Often	31.8%	32.7%
Always	52.2%	52.4%

FINANCIAL WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/ Professional Students
I am comfortable leaving a balance on my credit card(s)	(n = 948)	(n = 402)
Strongly Disagree	16.9%	29.1%
Disagree	27.2%	32.8%
Neither Agree nor Disagree	21.5%	10.5%
Agree	21.1%	14.7%
Strongly Agree	13.3%	12.9%
I think it is important to spend less than I earn	(n = 1,631)	(n = 450)
Strongly Disagree	0.3%	0.2%
Disagree	0.9%	1.6%
Neither Agree nor Disagree	6.5%	6.0%
Agree	38.1%	33.6%
Strongly Agree	54.3%	58.7%
I am confident that I can plan a financial budget	(n = 1,629)	(n = 450)
Strongly Disagree	2.1%	1.1%
Disagree	12.4%	8.2%
Neither Agree nor Disagree	17.7%	13.6%
Agree	41.0%	46.0%
Strongly Agree	26.8%	31.1%
I pay off the entire balance of my credit card(s) each month	(n = 891)	(n = 391)
Strongly Disagree	5.1%	5.1%
Disagree	8.5%	13.6%
Neither Agree nor Disagree	20.5%	6.4%
Agree	25.4%	20.5%
Strongly Agree	40.5%	54.5%
I have enough money saved to handle financial emergencies	(n = 1,630)	(n = 449)
Strongly Disagree	9.9%	10.2%
Disagree	19.7%	17.4%
Neither Agree nor Disagree	17.7%	11.8%
Agree	31.0%	34.7%
Strongly Agree	21.7%	25.8%

	2017 Undergraduate Students	2017 Graduate/ Professional Students
I track my spending to stay within my budget	(n = 1,628)	(n = 452)
Never	9.0%	6.4%
Rarely	15.7%	12.0%
Sometimes	29.0%	26.3%
Often	29.5%	34.3%
Always	16.8%	21.0%
I feel stressed by the amount of money I owe (credit cards, student loans, car payments, etc.)	(n = 1,253)	(n = 427)
Strongly Disagree	12.9%	17.1%
Disagree	20.0%	25.5%
Neither Agree nor Disagree	18.4%	12.7%
Agree	28.3%	23.2%
Strongly Agree	20.5%	21.6%
I stress about my finances	(n = 1,627)	(n = 450)
Strongly Disagree	4.9%	4.2%
Disagree	18.6%	21.3%
Neither Agree nor Disagree	18.9%	19.3%
Agree	34.2%	32.7%
Strongly Agree	23.4%	22.4%

INTELLECTUAL WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/Professional Students
I am able to resolve conflicts peacefully	(n = 1,633)	(n = 455)
Strongly Disagree	0.4%	0.0%
Disagree	1.2%	1.5%
Neither Agree nor Disagree	9.7%	12.1%
Agree	59.2%	62.4%
Strongly Agree	29.5%	24.0%
I am confident in my academic major decisions	(n = 1,628)	(n = 449)
Strongly Disagree	3.0%	0.5%
Disagree	8.9%	3.1%
Neither Agree nor Disagree	15.3%	10.5%
Agree	38.8%	39.0%
Strongly Agree	34.0%	47.0%
I am confident in my ability to find solutions to my problems	(n = 1,632)	(n = 455)
Strongly Disagree	0.6%	0.0%
Disagree	4.4%	3.3%
Neither Agree nor Disagree	10.0%	8.6%
Agree	57.8%	59.8%
Strongly Agree	27.2%	28.4%
I am confident that I can learn new skills	(n = 1,632)	(n = 455)
Strongly Disagree	0.4%	0.0%
Disagree	1.6%	1.1%
Neither Agree nor Disagree	4.9%	2.2%
Agree	51.6%	47.9%
Strongly Agree	41.5%	48.8%
I am interested in learning new things	(n = 1,625)	(n = 455)
Strongly Disagree	0.3%	0.0%
Disagree	0.6%	0.2%
Neither Agree nor Disagree	2.9%	2.0%
Agree	44.7%	37.8%
Strongly Agree	51.6%	60.0%

	2017 Undergraduate Students	2017 Graduate/ Professional Students
I engage in <u>intellectually engaging activities</u>	(n = 1,632)	(n = 455)
Strongly Disagree	0.5%	0.2%
Disagree	3.3%	1.1%
Neither Agree nor Disagree	11.3%	6.6%
Agree	48.4%	41.1%
Strongly Agree	36.6%	51.0%
I feel that my education is a priority	(n = 1,627)	(n = 455)
Strongly Disagree	0.4%	0.0%
Disagree	2.0%	0.9%
Neither Agree nor Disagree	5.5%	4.6%
Agree	33.4%	32.3%
Strongly Agree	58.7%	62.2%
I feel challenged by my academics during this academic term	(n = 1,627)	(n = 450)
Strongly Disagree	1.0%	0.9%
Disagree	5.7%	7.6%
Neither Agree nor Disagree	11.1%	9.3%
Agree	42.5%	36.7%
Strongly Agree	39.7%	45.6%
I am able to manage my academic workload during this academic term	(n = 1,628)	(n = 450)
Strongly Disagree	1.9%	0.9%
Disagree	8.4%	9.6%
Neither Agree nor Disagree	17.4%	15.1%
Agree	54.6%	54.2%
Strongly Agree	17.6%	20.2%

PHYSICAL WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/Professional Students
I am confident that I can <u>exercise regularly</u>	(n = 1,639)	(n = 454)
Strongly Disagree	5.2%	4.6%
Disagree	17.7%	20.3%
Neither Agree nor Disagree	11.1%	10.6%
Agree	37.0%	33.5%
Strongly Agree	29.0%	31.1%
I am confident that I can maintain a <u>nutritious diet</u>	(n = 1,638)	(n = 454)
Strongly Disagree	3.5%	0.9%
Disagree	16.9%	16.3%
Neither Agree nor Disagree	18.1%	12.3%
Agree	43.8%	51.1%
Strongly Agree	17.6%	19.4%
I use illicit drugs (e.g., marijuana, cocaine, Ecstasy)	(n = 1,634)	(n = 454)
Never	78.0%	85.2%
Rarely	10.2%	9.5%
Sometimes	6.9%	3.3%
Often	4.0%	2.0%
Always	0.9%	0.0%
I use tobacco products	(n = 1,637)	(n = 455)
Never	86.1%	88.6%
Rarely	7.2%	5.7%
Sometimes	3.9%	3.5%
Often	2.0%	0.9%
Always	0.9%	1.3%
I use prescription medication that is not prescribed to me (e.g. Adderall, Xanax, Valium)	(n = 1,631)	(n = 454)
Never	93.1%	98.0%
Rarely	4.0%	1.1%
Sometimes	1.9%	0.9%
Often	0.7%	0.0%
Always	0.3%	0.0%

	2017 Undergraduate Students	2017 Graduate/ Professional Students
I eat a <u>nutritious diet</u>	(n = 1,632)	(n = 455)
Never	2.6%	0.4%
Rarely	10.8%	6.4%
Sometimes	36.8%	36.3%
Often	38.9%	48.1%
Always	11.0%	8.8%
I engage in cardiovascular exercise 3-5 times per week for at least 30 minutes	(n = 1,636)	(n = 453)
Never	13.6%	11.7%
Rarely	24.3%	22.5%
Sometimes	23.7%	27.6%
Often	18.4%	23.2%
Always	20.0%	15.0%
I engage in flexibility exercise/ stretching	(n = 1,637)	(n = 452)
Never	16.1%	12.8%
Rarely	26.9%	27.2%
Sometimes	28.2%	34.1%
Often	17.7%	18.1%
Always	11.2%	7.7%
I engage in strength training/ resistance exercise 2-3 times per week	(n = 1,635)	(n = 453)
Never	24.6%	23.6%
Rarely	28.4%	28.7%
Sometimes	17.9%	20.8%
Often	13.9%	15.5%
Always	15.3%	11.5%
I get at least 8 hours of sleep per night	(n = 1,637)	(n = 455)
Never	6.4%	5.1%
Rarely	26.6%	26.4%
Sometimes	35.3%	33.6%
Often	25.7%	29.0%
Always	6.1%	5.9%
If you are sexually active, do you practice <u>safer sex</u> ?	(n = 892)	(n = 314)
Never	2.2%	1.3%
Rarely	3.9%	2.2%
Sometimes	9.5%	7.3%
Often	20.2%	16.6%
Always	64.1%	72.6%

	2017 Undergraduate Students	2017 Graduate/ Professional Students
How often do you binge drink? (Males: 5+ drinks in about 2 hours, Females: 4+ drinks in about 2 hours)	(n = 1,598)	(n = 447)
Never	54.7%	61.1%
Once a month	20.1%	28.2%
Every other week	8.9%	4.3%
Once a week	11.9%	5.8%
More than once a week	4.4%	0.7%
How often, in general, do you consume alcohol?	(n = 1,630)	(n = 454)
Never	28.5%	15.0%
Once a month	19.1%	21.4%
Every other week	17.4%	14.5%
Once a week	20.1%	23.8%
More than once a week	14.9%	25.3%

SOCIAL WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/Professional Students
I feel a sense of belonging in a community	(n = 1,634)	(n = 454)
Strongly Disagree	3.2%	1.3%
Disagree	9.4%	10.8%
Neither Agree nor Disagree	19.9%	23.4%
Agree	42.0%	42.7%
Strongly Agree	25.5%	21.8%
I feel supported by my family	(n = 1,636)	(n = 452)
Strongly Disagree	2.5%	0.4%
Disagree	4.5%	3.8%
Neither Agree nor Disagree	9.1%	7.7%
Agree	31.5%	33.9%
Strongly Agree	52.4%	54.2%
I feel that I am a person who people like to be around	(n = 1,633)	(n = 454)
Strongly Disagree	1.9%	1.1%
Disagree	6.8%	6.6%
Neither Agree nor Disagree	20.2%	20.0%
Agree	50.5%	54.2%
Strongly Agree	20.6%	18.1%
I have a strong <u>social network</u>	(n = 1,634)	(n = 453)
Strongly Disagree	3.5%	2.4%
Disagree	13.8%	11.7%
Neither Agree nor Disagree	19.7%	23.0%
Agree	39.8%	40.4%
Strongly Agree	23.2%	22.5%
I have at least one close friend whom I can trust and confide in	(n = 1,636)	(n = 454)
Strongly Disagree	1.4%	0.4%
Disagree	3.4%	2.6%
Neither Agree nor Disagree	6.2%	5.3%
Agree	32.7%	34.8%
Strongly Agree	56.2%	56.9%

	2017 Undergraduate Students	2017 Graduate/ Professional Students
I feel comfortable communicating face-to-face with others	(n = 1,634)	(n = 454)
Strongly Disagree	1.8%	0.9%
Disagree	6.7%	4.6%
Neither Agree nor Disagree	12.2%	11.7%
Agree	51.4%	54.4%
Strongly Agree	28.0%	28.4%
I rarely feel lonely	(n = 1,632)	(n = 453)
Strongly Disagree	10.5%	6.6%
Disagree	30.3%	24.7%
Neither Agree nor Disagree	24.1%	25.6%
Agree	26.7%	34.4%
Strongly Agree	8.3%	8.6%

SPIRITUAL WELLNESS ITEMS FOR 2017-2018

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

	2017 Undergraduate Students	2017 Graduate/Professional Students
I consider myself to be a spiritual person	(n = 1,631)	(n = 450)
Strongly Disagree	12.6%	11.3%
Disagree	20.5%	18.7%
Neither Agree nor Disagree	19.7%	22.4%
Agree	29.7%	30.4%
Strongly Agree	17.5%	17.1%
I engage in self-reflection	(n = 1,635)	(n = 453)
Strongly Disagree	1.2%	0.2%
Disagree	8.3%	5.1%
Neither Agree nor Disagree	17.6%	11.7%
Agree	45.1%	52.1%
Strongly Agree	27.9%	30.9%
I engage in spiritual practices	(n = 1,631)	(n = 449)
Strongly Disagree	18.8%	16.9%
Disagree	24.5%	23.4%
Neither Agree nor Disagree	18.0%	20.5%
Agree	24.2%	23.8%
Strongly Agree	14.5%	15.4%
I feel a connection to something larger than myself	(n = 1,632)	(n = 450)
Strongly Disagree	4.2%	3.1%
Disagree	11.2%	11.3%
Neither Agree nor Disagree	20.2%	18.0%
Agree	38.9%	42.4%
Strongly Agree	25.6%	25.1%
I seek out meaning in my life	(n = 1,635)	(n = 454)
Strongly Disagree	1.5%	0.4%
Disagree	5.5%	2.9%
Neither Agree nor Disagree	14.7%	13.2%
Agree	42.1%	45.6%
Strongly Agree	36.2%	37.9%