



Wellness Assessment 2018-2019:

*Focusing on Third-Year
Undergraduate Students*

Center for the Study of Student Life

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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. Additionally, in October 2018, the survey was emailed to a random sample of 5,000 undergraduate, graduate and professional students. From the random sample, 951 students responded for a 19.0% response rate. An additional 2,269 students self-selected into taking the survey over the course of the month. This report documents differences in each dimension of wellness between third-year undergraduate students ($n = 522$), first- and second-year undergraduate students ($n = 1,263$) and fourth- and fifth-year+ undergraduate students ($n = 464$) who completed the survey during October 2018.

METHODOLOGY

Each wellness dimension contains items to assess a range of attitudes and behaviors. Scores were calculated by adding together the values of all of the items within a given dimension, then dividing 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 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 (i.e., less than 50%) for a dimension were excluded from the analysis, since creating wellness scores based on too few items would not be an accurate representation of the overall dimension.

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.

Demographic items were optional. Therefore, not all students responded to all demographic items. To protect students' identities, demographic categories with less than ten respondents are not reported in the demographics table below.

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.

DEMOGRAPHICS

		1 st & 2 nd Year Students (<i>n</i> = 1,263)	3 rd Year Students (<i>n</i> = 522)	4 th & 5 th Year Students (<i>n</i> = 464)
Gender Identity	Man	31.0%	32.8%	29.2%
	Woman	67.3%	65.9%	68.0%
	Another Gender	1.7%	---	2.8%
Citizenship	International	3.4%	3.9%	2.4%
	Domestic	96.6%	96.2%	97.6%
First Generation	First Generation	17.1%	21.1%	21.4%
	Non-First Generation	82.9%	78.9%	78.6%
Race/Ethnicity	African American/Black or African descent	4.6%	4.8%	4.5%
	Asian American/Asian (East, South Southeast)	10.6%	7.9%	8.2%
	Latino(a)/Hispanic	2.3%	3.1%	---
	White/European	74.4%	74.8%	77.8%
	Other race/ethnicity	1.6%	2.3%	---
	Multiracial	6.5%	7.1%	6.5%
Greek Status	Affiliated with a sorority or fraternity	5.0%	16.2%	12.8%
	Unaffiliated with a sorority or fraternity	95.0%	83.8%	87.2%
Class Rank	First-year undergraduate	58.6%	---	---
	Second-year undergraduate	41.4%	---	---
	Third-year undergraduate	---	100.0%	---
	Fourth-year undergraduate	---	---	78.7%
	Fifth-year+ undergraduate	---	---	21.3%
Military Status	Veteran	1.4%	2.9%	2.2%
	Civilian	98.7%	97.1%	97.8%
Employment Status	Does not work during the academic year	59.8%	27.5%	20.9%
	Works less than 20 hours during the academic year	34.1%	52.9%	54.5%
	Works more than 20 hours during the academic year	6.1%	19.6%	24.6%
Residence	Lives on-campus	82.9%	8.2%	4.8%
	Lives off-campus, within walking distance	8.5%	67.2%	68.4%
	Lives off-campus, within driving distance	8.6%	24.7%	26.8%

HIGHLIGHTS

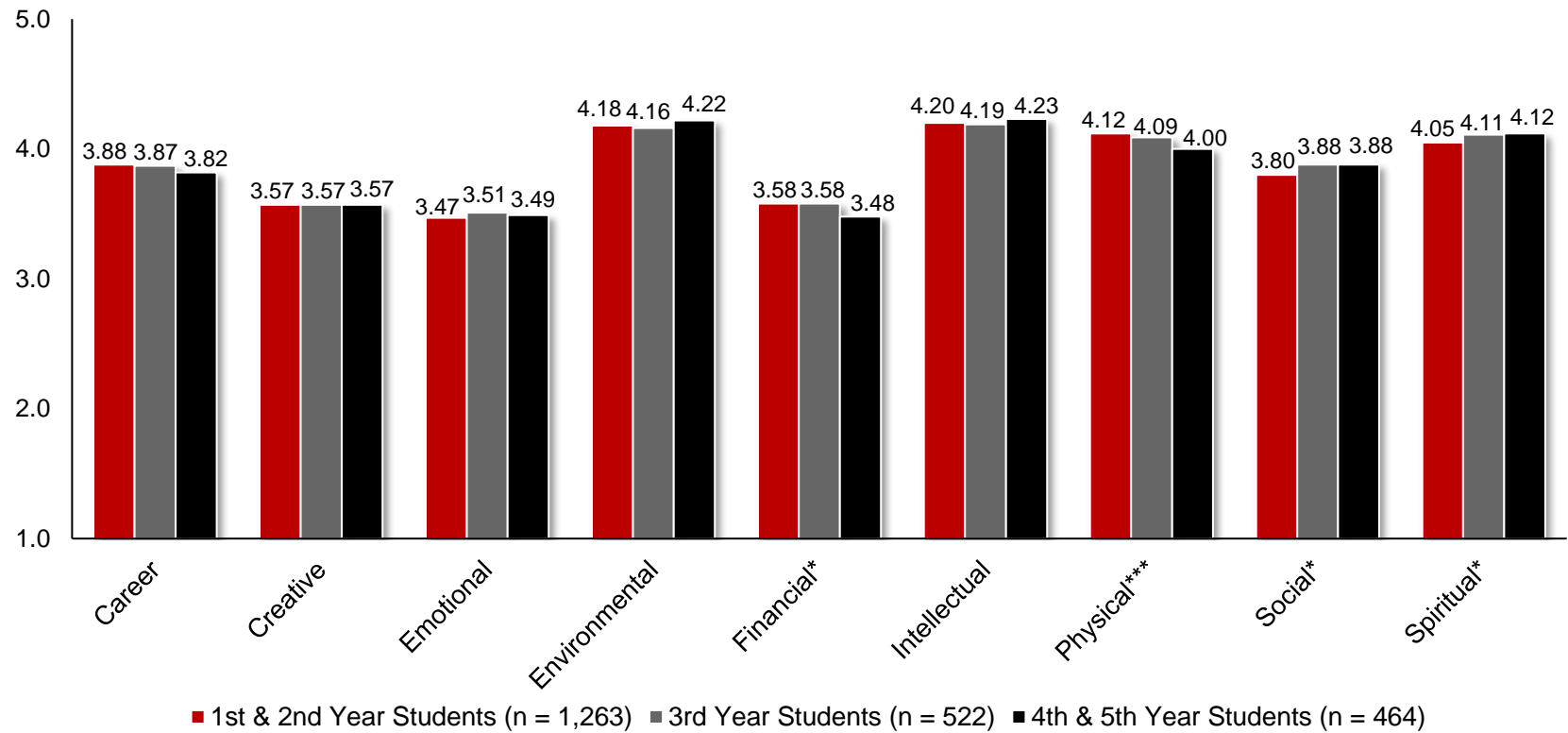
- There was a statistically significant relationship detected between third-year undergraduate students, first- and second-year undergraduate students and fourth- and fifth-year+ undergraduate students on the financial wellness dimension (**3.58 vs. 3.58 vs. 3.48***). Further investigation revealed that this relationship is mostly driven by the difference between the average scores of first- and second-year undergraduate students vs. fourth- and fifth-year+ undergraduate students (**3.58 vs. 3.48***).
- There was also a statistically significant relationship detected between third-year undergraduate students, first- and second-year undergraduate students and fourth- and fifth-year+ undergraduate students on the physical wellness dimension (**4.09 vs. 4.12 vs. 4.00*****). This relationship is due in part to the difference between the average scores of first- and second-year undergraduate students vs. fourth- and fifth-year+ undergraduate students (**4.56 vs. 4.36*****) and in part to the difference between the average scores of third-year undergraduate students vs. fourth- and fifth-year+ undergraduate students (**4.49 vs. 4.36****) on the risky physical behaviors aspect of the physical wellness dimension. The higher a risky physical behaviors score, the fewer risky physical behaviors a student engages in (i.e., higher scores are healthier).
- Last, a statistically significant association was detected between the three groups of undergraduate students on the social wellness dimension (**3.88 vs. 3.80 vs. 3.88***) and the spiritual wellness dimension (**4.11 vs. 4.05 vs. 4.12***). However, both of these relationships were not driven by a specific association between any two groups.

FINDINGS

AVERAGE WELLNESS SCORES ACROSS DIMENSIONS

The graph on the next page compares the scores for each of the nine dimensions of wellness between third-year undergraduate students, first- and second-year undergraduate students and fourth- and fifth-year+ undergraduate students who completed the survey during October 2018. To investigate whether differences between these three groups of undergraduate students were statistically significant, analyses of variance (ANOVA) were conducted. Asterisks denote statistically significant differences between the three groups' average scores. Overall, a statistically significant association was detected between third-year undergraduate students, first- and second-year undergraduate students and fourth- and fifth-year+ undergraduate students on the financial, physical, social and spiritual wellness dimensions.

Nine Dimensions of Wellness



Focus on Third-Year Students' Item Responses

In an attempt to further investigate the statistically significant differences detected within the financial and physical wellness dimensions, the charts below display the percentage of third-year students' responses to the items within both of those dimensions. Because the statistical significance detected within the physical wellness dimension was driven by the difference between the average scores on the risky physical behaviors aspect, only those items are displayed below.

Financial Wellness	3rd Year Students
I think it is important to spend less than I earn	(n = 521)
Strongly Disagree	0.2%
Disagree	0.8%
Neither Agree nor Disagree	7.3%
Agree	35.5%
Strongly Agree	56.2%
I am confident that I can plan a financial budget	(n = 522)
Strongly Disagree	1.7%
Disagree	11.1%
Neither Agree nor Disagree	15.5%
Agree	46.2%
Strongly Agree	25.5%
I have enough money saved to handle financial emergencies	(n = 522)
Strongly Disagree	8.4%
Disagree	20.1%
Neither Agree nor Disagree	12.8%
Agree	36.0%
Strongly Agree	22.6%
I track my spending to stay within my budget	(n = 521)
Never	5.8%
Rarely	18.0%
Sometimes	27.3%
Often	29.8%
Always	19.2%
I feel stressed by the amount of money I owe (credit cards, student loans, car payments, etc.)	(n = 474)
Strongly Agree	15.2%
Agree	26.2%
Neither Agree nor Disagree	15.0%
Disagree	28.9%
Strongly Disagree	14.8%

	3 rd Year Students
I feel stressed about my personal finances in general	(n = 522)
Strongly Agree	15.5%
Agree	31.4%
Neither Agree nor Disagree	19.9%
Disagree	24.0%
Strongly Disagree	9.2%
I am confident in my ability to use credit cards responsibly	(n = 521)
Strongly Disagree	2.7%
Disagree	6.5%
Neither Agree nor Disagree	12.7%
Agree	41.3%
Strongly Agree	36.9%

Physical Wellness	3 rd Year Students
<i>Aspect Two: Risky Physical Behaviors</i>	
I use alcohol/nicotine/other substances to manage stress	(n = 521)
Always	3.8%
Often	8.3%
Sometimes	20.4%
Rarely	23.4%
Never	44.2%
I use illicit drugs (e.g., cocaine, Ecstasy)*	(n = 522)
At least once a month	1.3%
Never	98.7%
I use nicotine products (e.g., cigarettes, vaping, smokeless tobacco)	(n = 522)
More than once a week	6.9%
Once a week	2.7%
Every other week	2.9%
Once a month	7.5%
Never	80.1%
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 = 522)
At least once a month	2.3%
Never	97.7%

	3 rd Year Students
I use stimulants (e.g., Ritalin, Adderall, Dexedrine) for non-medical reasons without a prescription*	(n = 521)
At least once a month	3.3%
Never	96.7%
If you are sexually active, do you practice safer sex?	(n = 314)
Never	1.9%
Rarely	3.5%
Sometimes	7.3%
Often	22.9%
Always	64.3%
How often do you binge drink? (Males: 5+ drinks in about 2 hours, Females: 4+ drinks in about 2 hours)	(n = 522)
More than once a week	2.1%
Once a week	11.9%
Every other week	10.7%
Once a month	23.6%
Never	51.7%
I use marijuana for non-medical reasons without a prescription*	(n = 517)
At least once a month	21.7%
Never	78.3%

*Since these behaviors are illegal, a reverse likert scale is not appropriate. Therefore, these variables are 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.

Some parts of the items above include hover-text to provide respondents with operational definitions of several wellness terms.

CONCLUSION

The Wellness Assessment allows us to investigate the relationship between the average scores of each dimension of wellness when comparing the sample of third-year undergraduate students to first- and second-year undergraduate students and fourth- and fifth-year+ undergraduate students at Ohio State. This report shows that there was a statistically significant relationship detected between third-year undergraduate students, first- and second-year undergraduate students and fourth- and fifth-year+ undergraduate students on the financial wellness dimension (3.58 vs. 3.58 vs. 3.48*). Further investigation revealed that this relationship is mostly driven by the difference between the average scores of first- and second-year undergraduate students vs. fourth- and fifth-year+ undergraduate students (3.58 vs. 3.48*). Additionally, a statistically significant relationship detected between third-year undergraduate students, first- and second-year undergraduate students and fourth- and fifth-year+ undergraduate students on the physical wellness dimension (4.09 vs. 4.12 vs. 4.00***). This relationship is due in part to the difference between the average scores of first- and second-year undergraduate students vs. fourth- and fifth-year+ undergraduate students (4.56 vs. 4.36***) and in part to the difference between the average scores of third-year undergraduate students vs. fourth- and fifth-year+ undergraduate students (4.49 vs. 4.36**) on the risky physical behaviors aspect of the physical wellness dimension. The higher a risky physical behaviors score, the less risky physical behaviors a student engages in (i.e., higher scores are healthier). Last, a statistically significant association was detected between the three groups of undergraduate students on the social wellness dimension (3.88 vs. 3.80 vs. 3.88*) and the spiritual wellness dimension (4.11 vs. 4.05 vs. 4.12*). However, both of these relationships were not driven by a specific association between any two groups. This report also highlights the percentage of third-year students' responses to the items within the financial wellness dimension and the risky physical behaviors aspect of the physical wellness dimension. These results contribute to our understanding of differences in wellness among third-year undergraduate students, first- and second-year undergraduate students and fourth- and fifth-year+ undergraduate students at Ohio State.