



Wellness Assessment 2018-2019: Emotional Wellness

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. Of those students invited, 951 students responded for a 19.0% response rate. An additional 2,269 students self-selected into participating in the survey during October 2018. This report examines demographic variations in emotional wellness, specifically focusing on undergraduate versus graduate/professional student differences in emotional wellness.

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 these items. To protect students' identities, demographic categories with less than 10 respondents are not reported in the demographics table below.

HIGHLIGHTS

- A statistically significant difference was detected between the average emotional wellness scores of undergraduate and graduate/professional students (**3.47** vs. **3.62*****).
- When compared to undergraduate student responses, significantly more graduate/professional students reported that they *strongly agreed* or *agreed* to four out of the five emotional wellness dimension items.
- Specifically, **76.2%** of graduate/professional students (vs. **67.1%** of undergraduate students) reported that they *strongly agreed* or *agreed* that they "would be willing to seek help from others when [they are] having a difficult time."
- **63.6%** of graduate/professional students (vs. **55.2%** of undergraduate students) reported that they *strongly agreed* or *agreed* that they "feel that [they are] able to cope with [their] daily stress."

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

		Undergraduate Students (<i>n</i> = 2,478)	Graduate/ Professional Students (<i>n</i> = 624)
Gender Identity	Man	31.0%	27.0%
	Woman	67.1%	71.1%
	Another Gender	1.8%	1.9%
Citizenship	International	3.7%	11.7%
	Domestic	96.3%	88.3%
First Generation	First Generation	18.9%	25.1%
	Non-First Generation	81.1%	74.9%
Race/Ethnicity	African American/Black or African descent	4.9%	4.9%
	Asian American/Asian (East, South Southeast)	9.4%	11.6%
	Latino(a)/Hispanic	2.5%	6.7%
	White/European	75.3%	66.9%
	Other race/ethnicity	1.7%	2.8%
	Multiracial	6.3%	7.1%
Greek Status	Affiliated with a sorority or fraternity	9.2%	11.5%
	Unaffiliated with a sorority or fraternity	90.8%	88.6%
Class Rank	First-year Undergraduate	33.0%	---
	Second-year Undergraduate	23.3%	---
	Third-year Undergraduate	23.3%	---
	Fourth-year Undergraduate	16.1%	---
	Fifth-year+ Undergraduate	4.4%	---
	Masters	---	36.4%
Military Status	Professional	---	28.7%
	Doctoral	---	34.3%
	Veteran	1.9%	2.9%
Employment Status	Civilian	98.1%	97.1%
	Does not work during the academic year	44.3%	33.3%
	Works less than 20 hours during the academic year	42.7%	27.1%
Residence	Works more than 20 hours during the academic year	13.0%	39.6%
	Lives on-campus	49.6%	5.4%
	Lives off-campus, within walking distance	34.3%	23.6%
	Lives off-campus, within driving distance	16.1%	71.0%

FINDINGS

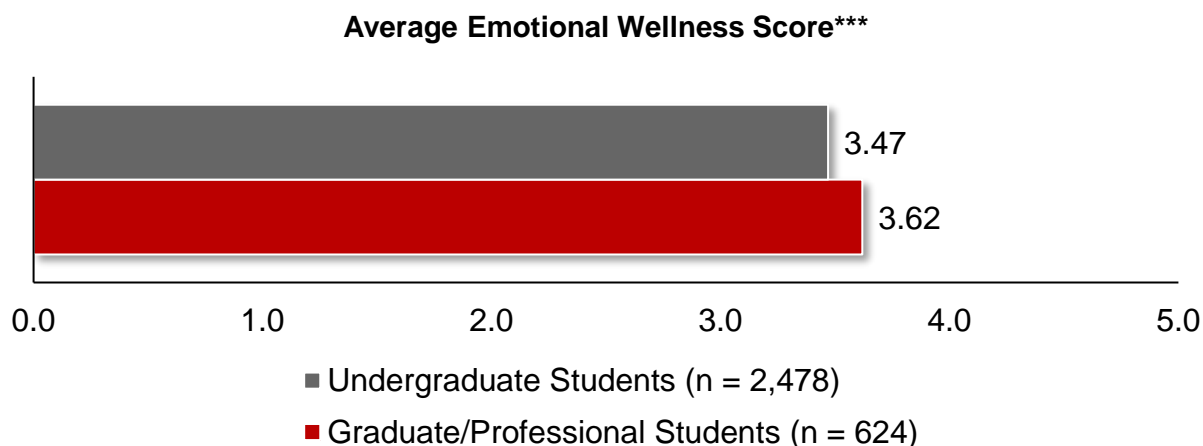
AVERAGE EMOTIONAL WELLNESS SCORES BY DEMOGRAPHICS

The table below displays the average emotional wellness score for each demographic group from the October 2018 sample.

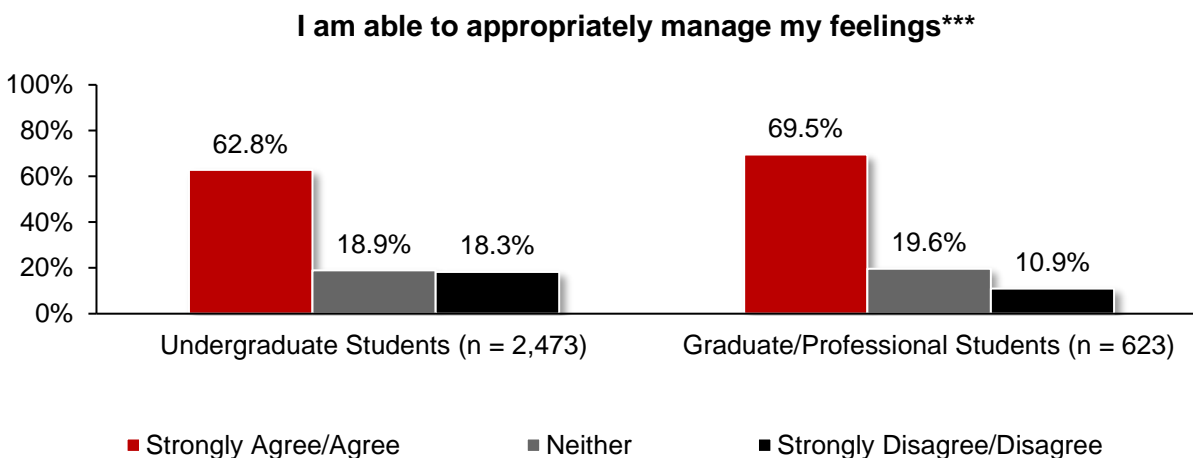
	2018 Scores (<i>n</i> = 3,102)
Male	3.61
Female	3.47
Another Gender	3.33
International	3.56
Domestic	3.50
First Generation	3.47
Non-First Generation	3.52
Race/Ethnicity	
African American/Black or African descent	3.55
Asian American/Asian (East, South Southeast)	3.46
Latino(a)/Hispanic	3.54
White/European	3.51
Other race/ethnicity	3.44
Multiracial	3.46
Affiliated with a sorority or fraternity	3.58
Unaffiliated with a sorority or fraternity	3.50
Class rank	
First-year Undergraduate	3.47
Second-year Undergraduate	3.46
Third-year Undergraduate	3.51
Fourth-year Undergraduate	3.51
Fifth-year+ Undergraduate	3.43
Masters	3.59
Professional	3.60
Doctoral	3.63
Veteran	3.83
Civilian	3.50
Does not work during the academic year	3.48
Works less than 20 hours during the academic year	3.52
Works more than 20 hours during the academic year	3.54
Residence	
Lives on-campus	3.47
Lives off-campus, within walking distance	3.53
Lives off-campus, within driving distance	3.53

Comparing Undergraduate and Graduate/Professional Students

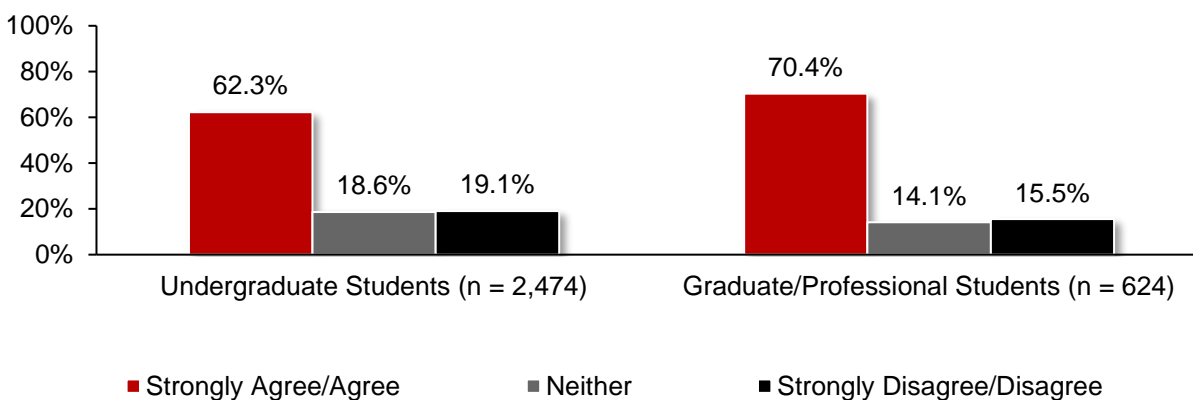
The following graph compares the average emotional wellness score for undergraduate and graduate/professional students who participated in the survey during October 2018. To investigate whether differences between these two groups of students were statistically significant, a *t*-test was conducted. Asterisks denote statistically significant differences between the two groups' average scores. Overall, a statistically significant difference was detected between undergraduate and graduate/professional students on the emotional wellness dimension.



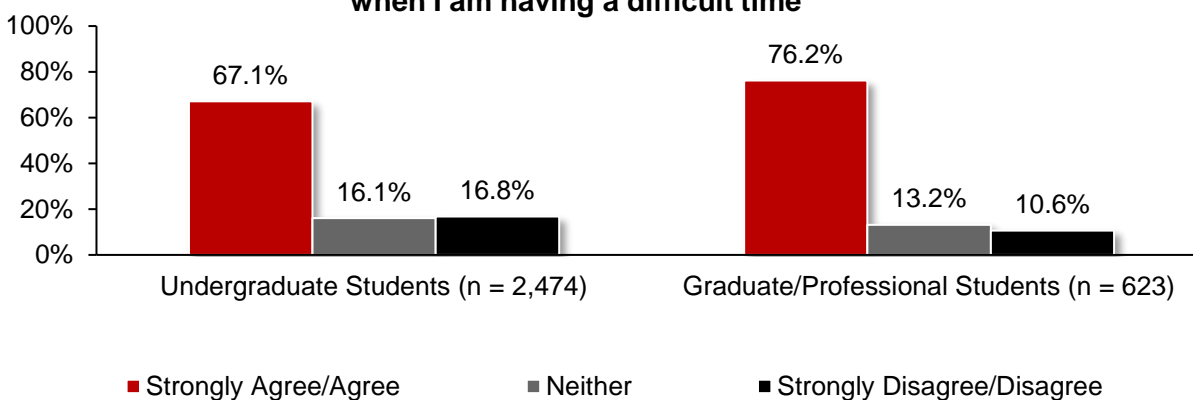
In an attempt to further investigate this statistically significant difference, the following five graphs compare the responses of undergraduate students vs. graduate/professional students on the five items within the emotional wellness dimension. To investigate whether statistically significant differences were present between the percentage of responses, chi-squared tests were conducted. Asterisks denote statistically significant differences between the two groups' responses. The following graphs highlight that significantly more graduate/professional students reported that they *strongly agreed* or *agreed* to four out of the five emotional wellness dimension items compared to undergraduate students.



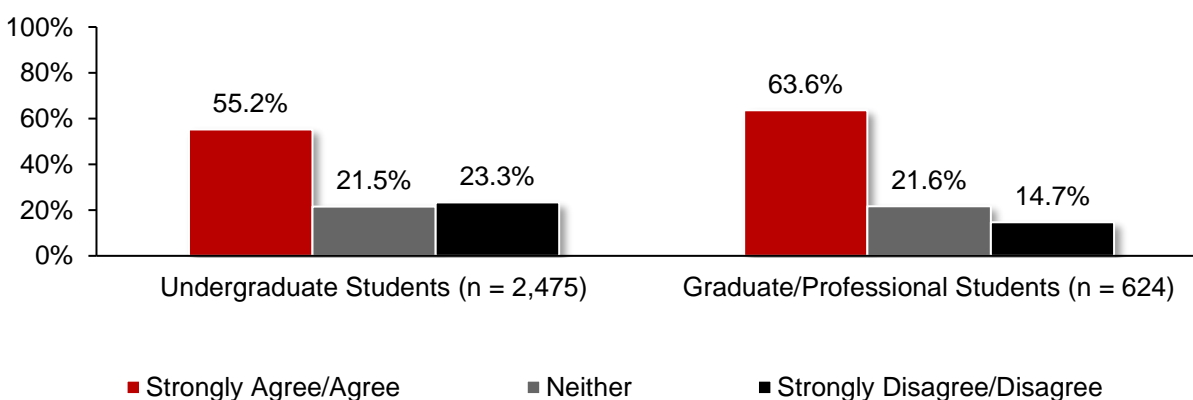
I am able to appropriately express my feelings**

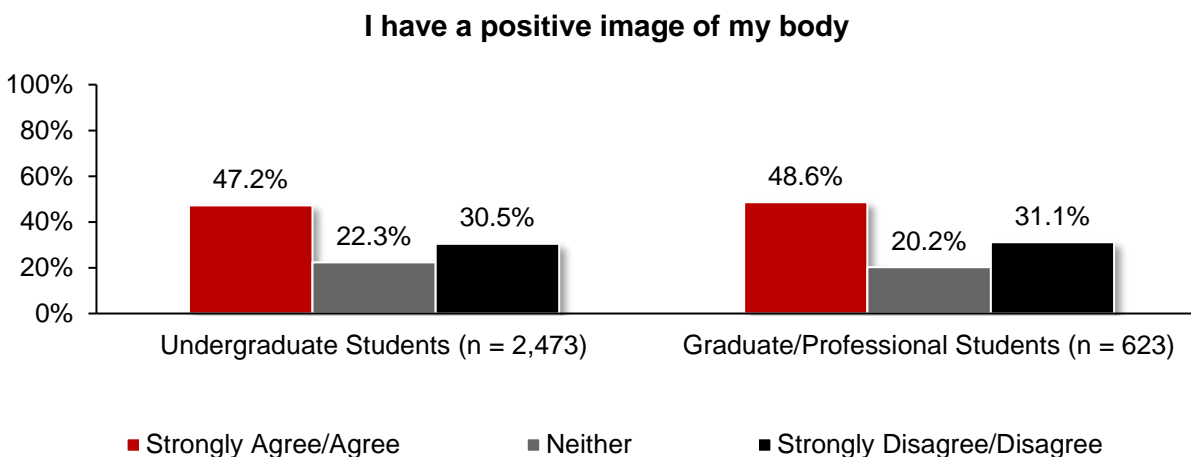


I would be willing to seek help from others when I am having a difficult time***



I feel that I am able to cope with my daily stress***





CONCLUSION

The Wellness Assessment allows us to examine the emotional wellness of students at Ohio State. This report presents the average emotional wellness score for demographic groups who participated in the survey during October 2018. Additionally, this report investigates the average emotional wellness score for undergraduate and graduate/professional students. A statistically significant difference was detected between undergraduate and graduate/professional students on the emotional wellness dimension. This report also highlights the responses of undergraduate students vs. graduate/professional students on the five items within the emotional wellness dimension. A significantly larger proportion of graduate/professional students reported that they *strongly agreed* or *agreed* to four out of the five emotional wellness dimension items compared to undergraduate students. Specifically, 76.2% of graduate/professional students (vs. 67.1% of undergraduate students) reported that they *strongly agreed* or *agreed* that they “would be willing to seek help from others when [they are] having a difficult time.” Additionally, 63.3% of graduate/professional students (vs. 55.2% of undergraduate students) reported that they *strongly agreed* or *agreed* that they “feel that [they are] able to cope with [their] daily stress.” These results contribute to our understanding of differences in emotional wellness among students at Ohio State, which will better inform campus programming and decision-making.