



Wellness Assessment 2018-2019:

Graduate and Professional Students

Center for the Study of Student Life

January 2019



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 graduate students ($n = 413$) and professional students ($n = 211$) 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 10 respondents are not reported in the demographics table below.

For the purposes of this report, a 'graduate student' is defined as a student pursuing a masters or doctorate-level degree according to their educational records. A 'professional student' is defined as a student pursuing a professional degree from either the College of Dentistry, the College of Medicine, the College of Optometry, the College of Pharmacy, the College of Veterinary Medicine or the Moritz College of Law according to their educational records.

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

		Graduate Students (n = 413)	Professional Students (n = 211)	Statistically Significant Difference
Gender Identity	Man	29.0%	23.3%	
	Woman	68.3%	76.2%	
	Another Gender	2.6%	---	
Citizenship	International	16.7%	---	***
	Domestic	83.3%	98.0%	
First Generation	First Generation Undergraduate	27.8%	20.2%	*
	Non-First Generation Undergraduate	72.3%	79.8%	
Race/Ethnicity	African American/Black or African descent	5.8%	---	
	Asian American/Asian (East, South Southeast)	13.8%	7.6%	
	Latino(a)/Hispanic	4.5%	11.0%	**
	White/European	64.8%	71.0%	
	Other race/ethnicity	3.8%	---	
	Multiracial	7.5%	6.2%	
Greek Status	Affiliated with a sorority or fraternity	5.8%	22.2%	***
	Unaffiliated with a sorority or fraternity	94.2%	77.8%	
Military Status	Veteran	---	---	
	Civilian	97.9%	95.6%	
Employment Status	Does not work during the academic year	17.8%	62.8%	
	Works less than 20 hours during the academic year	23.3%	34.2%	***
	Works more than 20 hours during the academic year	58.9%	---	
Residence	Lives on-campus	7.0%	---	
	Lives off-campus, within walking distance	24.7%	21.7%	*
	Lives off-campus, within driving distance	68.4%	75.8%	

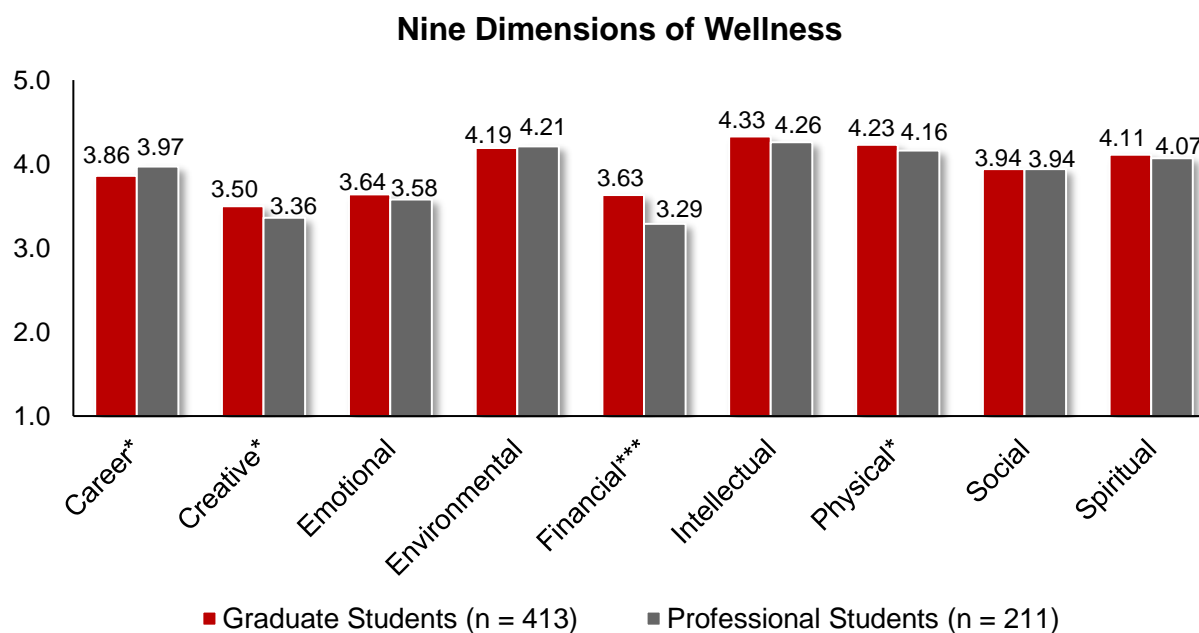
HIGHLIGHTS

- When compared to graduate students, professional students had significantly lower creative (**3.36** vs. **3.50***), financial (**3.29** vs. **3.63*****) and physical (**4.16** vs. **4.23***) wellness scores.
- However, professional students had a significantly higher career (**3.97** vs. **3.86***) wellness score compared to graduate students.
- No statistically significant differences were detected between the two groups of students on the emotional, environmental, intellectual, social and spiritual wellness dimensions.

FINDINGS

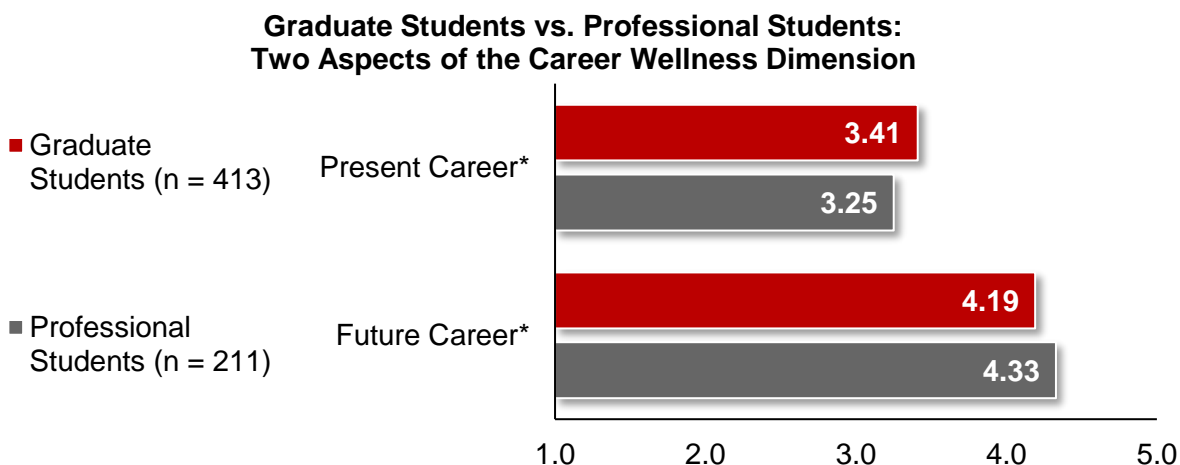
AVERAGE WELLNESS SCORES ACROSS DIMENSIONS

The graph below compares the scores for each of the nine dimensions of wellness for graduate students and professional students who completed the survey during October 2018. To investigate whether differences between these two groups of students were statistically significant, *t*-tests were conducted. Asterisks denote statistically significant differences between the two groups' average scores. Overall, a statistically significant association was detected between graduate students and professional students on the career, creative, financial and physical wellness dimensions.



Focus on Two Aspects of Career Wellness Dimension

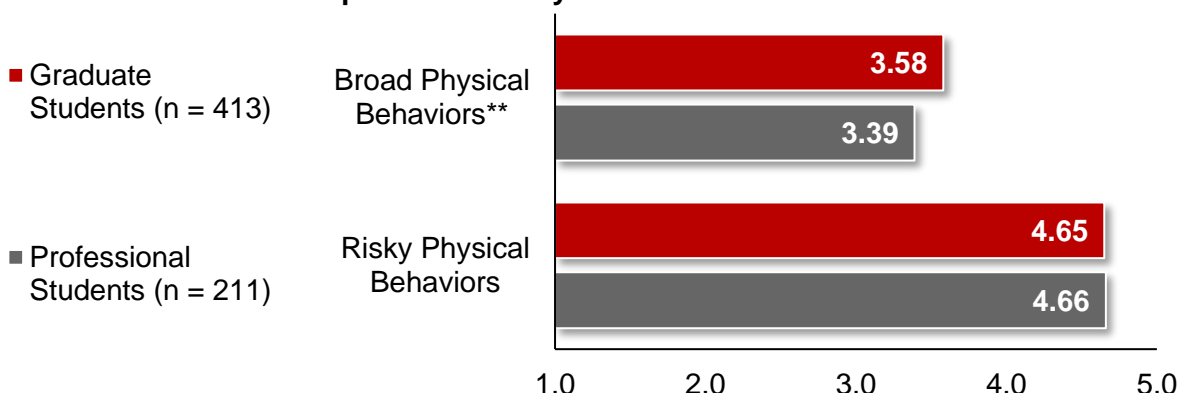
In an attempt to further investigate the statistically significant difference detected within the career wellness dimension, the graph below compares the average wellness scores of the two aspects within this dimension: present career and future career. Present career is comprised of the five items from the overall career wellness dimension that specifically relate to a student's present job, while future career is comprised of the five items that relate to a student's future job (See Appendix). Graduate students had significantly higher present career wellness (3.41 vs. 3.25*), while professional students had significantly higher future career wellness (4.33 vs. 4.19*).



Focus on Two Aspects of Physical Wellness Dimension

To further investigate the statistically significant difference detected within the physical wellness dimension, the following graph compares the average wellness scores of the two aspects within this dimension: broad physical behaviors and risky physical behaviors. Broad physical behaviors is comprised of the five items from the overall physical wellness dimension that specifically relate to a student's general physical wellness, while risky physical behaviors is comprised of the eight items that relate to a student's more dangerous or reckless physical behaviors (See Appendix). When compared to professional students, graduate students had significantly higher scores on broad physical behaviors (3.58 vs. 3.39**). No statistically significant differences were detected between the two groups of students on the risky physical behaviors aspect.

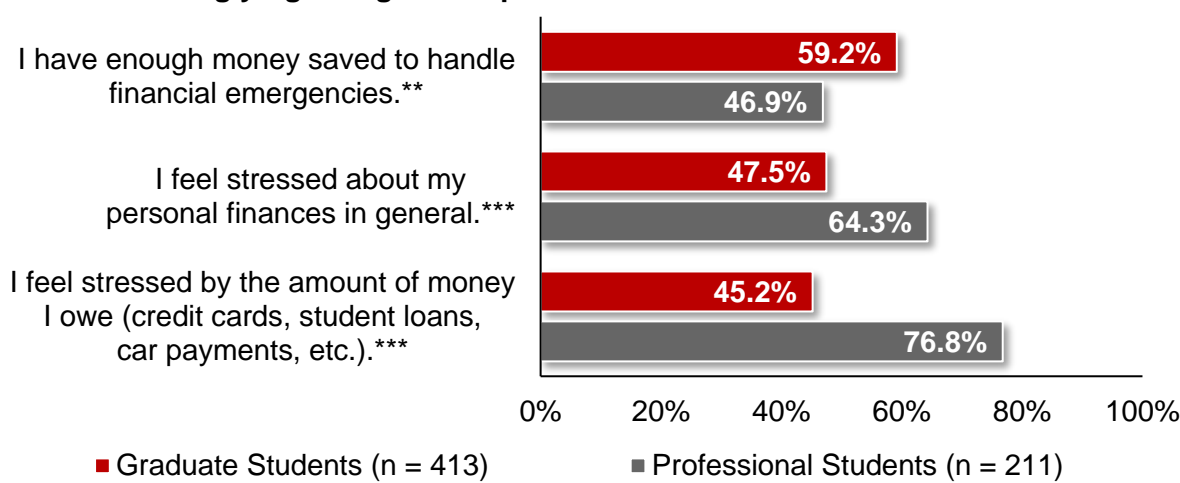
Graduate Students vs. Professional Students: Two Aspects of the Physical Wellness Dimension



Focus on Financial Wellness Item Responses

The graph below highlights the percentage of graduate students vs. professional students who responded *strongly agree* or *agree* to three different items of interest within the financial wellness dimension. The highlighted items were chosen based on the percentage of students who responded *strongly agree* or *agree*, as well as the degree to which the item might help explain the statistically significant difference detected within the financial wellness dimension. The highlighted items were recoded into two categories, *strongly agree/agree* vs. *neutral/disagree/strongly disagree*, for analyses to compare the percentage of students who responded 'yes' vs. 'not an issue/no.' Almost 60% of graduate students strongly agreed/agreed that they have enough money saved to handle financial emergencies, while approximately 47% of professional students stated that they strongly agreed/agreed to that same item. A significantly greater percentage of professional students strongly agreed/agreed that they feel stressed about their personal finances in general (64.3% vs. 47.5%), and feel stressed by the amount of money they owe on credit cards, student loans, car payments, etc. (76.8% vs. 45.2%).

Graduate Students vs. Professional Students: Strongly Agree/Agree Responses for Financial Wellness Items



CONCLUSION

The Wellness Assessment allows us to investigate the relationship between the average scores of each of the nine dimensions of wellness when comparing samples of graduate students and professional students at Ohio State. This report shows that, when compared to graduate students, professional students had significantly lower creative (3.36 vs. 3.50*), financial (3.29 vs. 3.63***) and physical (4.16 vs. 4.23*) wellness scores. However, professional students did have a significantly higher career (3.97 vs. 3.86*) wellness score compared to graduate students. No statistically significant differences were detected between the two groups of students on the emotional, environmental, intellectual, social and spiritual wellness dimensions. Further analyses revealed that graduate students had significantly higher present career wellness (3.41 vs. 3.25*), while professional students had significantly higher future career wellness (4.33 vs. 4.19*). Additionally, when compared to professional students, graduate students had significantly higher broad physical behaviors (3.58 vs. 3.39**). No statistically significant differences were detected between the two groups of students on the risky physical behaviors aspect. This report also highlights the percentage of graduate students vs. professional students who responded *strongly agree* or *agree* to three items of interest within the financial wellness dimension. These results contribute to our understanding of differences in wellness among graduate students and professional students at Ohio State.

APPENDIX

CAREER AND PHYSICAL WELLNESS ASPECTS & ITEMS

As mentioned above, the career wellness dimension is comprised of two aspects: present career and future career. Similarly, the physical wellness dimension is comprised of two aspects: broad physical behaviors and risky physical behaviors. The items that fall into each of these aspects are outlined below.

Present Career
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.
Future 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.
Broad 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.
Risky Physical
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 use marijuana for non-medical reasons without a prescription.