



Wellness Assessment 2018-2019:

A Look at the Nine
Dimensions of Wellness

Center for the Study of Student Life

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THE OHIO STATE UNIVERSITY
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EXECUTIVE SUMMARY

The Ohio State University Wellness Assessment is designed to measure nine dimensions of wellness in order to give students 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 2018-2019 Wellness Assessment launched in August 2018 and was available to students throughout the academic year. This report summarizes data from students who participated in the survey during the month of October 2018, 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 4.23 and 4.19. The dimensions with the lowest average scores were emotional (3.51) and creative (3.54) wellness.

Undergraduate Students

- Statistically significant differences were detected between undergraduate students' average career, financial, physical, social and spiritual wellness scores by academic level.
- First-generation undergraduate students had significantly lower career, environmental, financial, intellectual, physical and social wellness scores compared to their peers.
- International undergraduate students scored significantly lower than domestic students on the intellectual wellness scale.

Graduate and Professional Students

- When compared across degree type, Master's students had significantly higher financial wellness compared to professional and doctoral 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 career, intellectual and social wellness, but significantly higher on financial and physical wellness.

INTRODUCTION

The Ohio State University Office of Student Life 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 as a self-assessment tool to increase students' awareness of their own wellness and provide them with resources that they can utilize to improve their wellness. The survey was developed after a review of research literature, feedback from campus stakeholders, cognitive interviews and factor analyses.

This report documents differences between each dimension of wellness based on demographic and enrollment characteristics of students who took the assessment during October 2018.

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 5,000 undergraduate, graduate and professional students were invited to take the Wellness Assessment during the month of October 2018. From the random sample, 951 students responded for a 19.0% response rate. To be included in the sample in this report, students must consent to participate in the research. Students can take the survey without participating in the research.

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, within the past month. Wellness scores range from 1 to 5, with higher scores indicating more positive (i.e., healthy) 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. Only students who had been given a score on all nine dimensions were included in this report.

The Wellness Assessment instrument is copyrighted by The Ohio State University.

DEMOGRAPHICS

		All Students (n = 2,826)	Undergraduate Students (n = 2,237)	Graduate/Professional Students (n = 587)
Gender Identity	Man	30.2%	31.1%	26.9%
	Woman	68.0%	67.1%	71.2%
	Another gender identity*	1.8%	1.8%	---
First-generation	First-generation	20.0%	18.8%	24.9%
	Continuing generation	80.0%	81.2%	75.1%
Citizenship	International	5.0%	3.4%	10.9%
	Domestic	95.0%	96.6%	89.1%
Race/Ethnicity	African American/Black or African descent	4.6%	4.6%	4.7%
	Asian American/Asian (East, South Southeast)	10.0%	9.5%	11.9%
	Latino(a)/Hispanic	3.2%	2.3%	6.7%
	White/European	73.4%	75.2%	66.5%
	Other race/ethnicity	2.1%	1.8%	---
Multiracial		6.8%	6.7%	7.3%
Greek Status	Sorority or fraternity member	9.7%	9.2%	11.5%
	Unaffiliated with a sorority or fraternity	90.3%	90.8%	88.5%
Academic Level	First-year Undergraduate	26.1%	32.9%	---
	Second-year Undergraduate	18.5%	23.3%	---
	Third-year Undergraduate	18.5%	23.3%	---
	Fourth-year Undergraduate	12.9%	16.1%	---
	Fifth + year Undergraduate	3.5%	4.4%	---
	Master's Student	7.6%	---	36.5%
	Professional Student	5.9%	---	28.6%
Doctoral Student	7.1%	---	34.3%	
Military Status	Military Veteran	2.1%	1.9%	---
	Civilian	97.9%	98.1%	97.1%
Employment Status	Does not work during academic year	42.0%	44.2%	33.4%
	Works less than 20 hours	39.5%	42.7%	27.2%
	Works more than 20 hours	18.5%	13.1%	39.4%
Residence	On-campus residence	40.6%	49.6%	5.4%
	Within walking distance	32.2%	34.4%	23.7%
	Within driving distance	27.2%	16.0%	70.9%

*Includes students who selected 'Agender,' 'Genderqueer or Gender fluid,' 'Trans Man,' 'Trans Woman,' 'Prefer Another Identity' or selected more than one gender identity.

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.

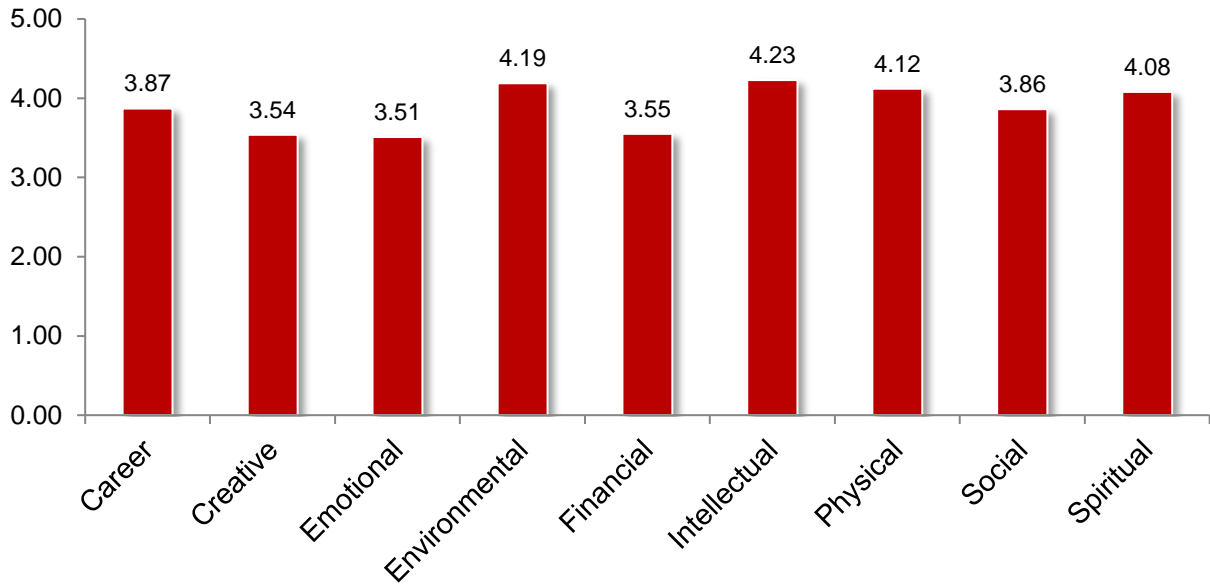
PHYSICAL

- 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.

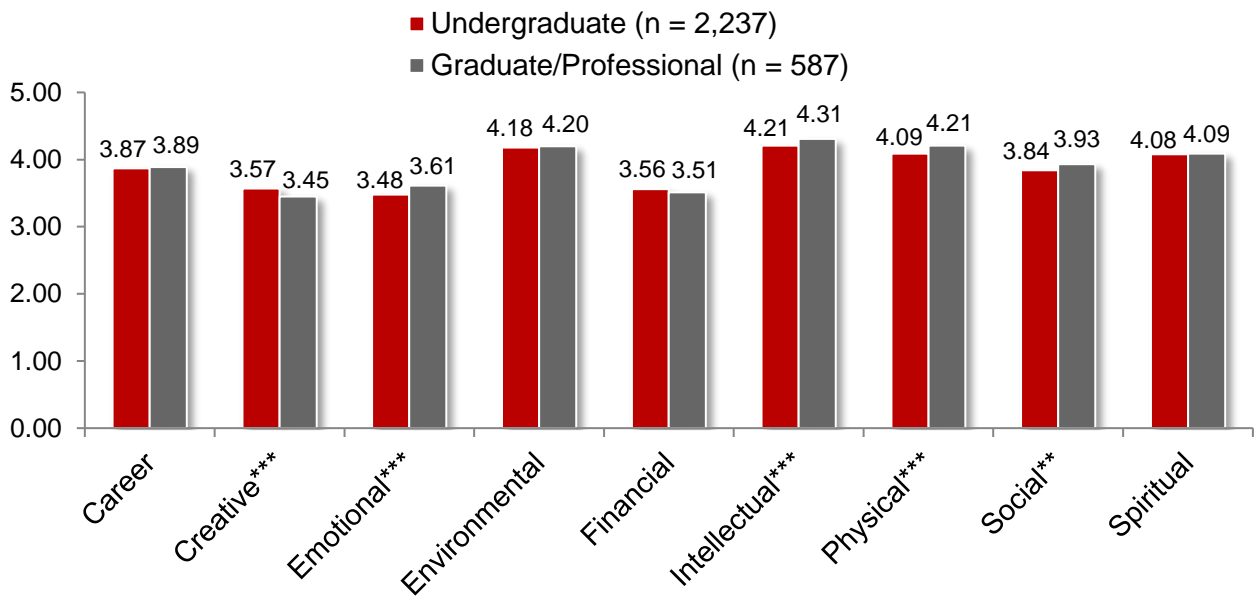
FINDINGS

AVERAGE WELLNESS SCORES

**Mean Scores for Wellness Dimensions:
All Students (n = 2,826)**



**Mean Scores for Wellness Dimensions:
Undergraduate vs. Graduate/Professional Students**



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 (3.90) and lower among third-, fourth-, and fifth-year students. On average, first-year students reported the highest physical wellness scores (4.13), while students in their fourth year reported the lowest physical wellness (4.00). Financial wellness was significantly lower among students in their fifth+ year (3.33) and highest among students in their first year (3.60). The lowest average social wellness scores were reported by both second-year and fifth+ year undergraduate students at 3.79, while fourth-year undergraduate students report the highest at 3.92. The highest average spiritual wellness score was reported by fifth+ year students (4.13) and the lowest was reported by first-year students (4.01).

Undergraduate Scores by Academic Level						
	First-year	Second-year	Third-year	Fourth-year	Fifth+ year	Statistically Significant
Career	3.87	3.90	3.88	3.85	3.70	*
Creative	3.55	3.58	3.57	3.58	3.54	
Emotional	3.47	3.45	3.52	3.50	3.43	
Environmental	4.19	4.16	4.16	4.23	4.18	
Financial	3.60	3.56	3.58	3.52	3.33	**
Intellectual	4.21	4.19	4.19	4.26	4.12	
Physical	4.13	4.11	4.09	4.00	4.03	***
Social	3.80	3.79	3.88	3.92	3.79	*
Spiritual	4.01	4.09	4.12	4.12	4.13	*

First-Generation Students

Undergraduate students whose parent(s)/guardian(s) did not graduate from college, referred to as first-generation students, averaged a 3.32 financial wellness score, while students with at least one parent/guardian who graduated from college averaged a financial wellness score of 3.61. First-generation undergraduate students also reported significantly lower career, environmental, intellectual, physical and social wellness scores compared to other undergraduate students.

Undergraduate Scores by First-Generation Status			
	First-generation	Continuing generation	Statistically Significant
Career	3.80	3.89	**
Creative	3.56	3.57	
Emotional	3.43	3.50	
Environmental	4.11	4.20	**
Financial	3.32	3.61	***
Intellectual	4.11	4.23	***
Physical	4.02	4.11	**
Social	3.71	3.87	***
Spiritual	4.08	4.08	

International Students

International undergraduate students scored significantly lower than domestic undergraduate students on the intellectual wellness scale (4.09 vs. 4.21).

Undergraduate Scores by International Status			
	International	Domestic	Statistically Significant
Career	3.75	3.87	
Creative	3.59	3.57	
Emotional	3.62	3.48	
Environmental	4.06	4.19	
Financial	3.56	3.56	
Intellectual	4.09	4.21	*
Physical	4.16	4.09	
Social	3.74	3.84	
Spiritual	4.08	4.08	

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 wellness dimensions. Master's students had significantly higher financial wellness (3.57) compared to professional (3.35) and doctoral (3.56) students.

Graduate/Professional Scores by Degree Type				
	Master's	Professional	Doctoral	Statistically Significant
Career	3.91	3.94	3.83	
Creative	3.50	3.45	3.39	
Emotional	3.59	3.60	3.63	
Environmental	4.18	4.22	4.20	
Financial	3.57	3.35	3.56	**
Intellectual	4.35	4.27	4.30	
Physical	4.20	4.19	4.22	
Social	3.95	3.94	3.89	
Spiritual	4.11	4.08	4.06	

First-Generation Students

First-generation graduate and professional students did not have significantly different scores on any of the wellness dimensions compared to their peers.

Graduate/Professional Scores by First-Generation Status				
	First-generation	Continuing generation		Statistically Significant
Career	3.93	3.88		
Creative	3.41	3.46		
Emotional	3.60	3.61		
Environmental	4.18	4.21		
Financial	3.47	3.52		
Intellectual	4.29	4.32		
Physical	4.20	4.21		
Social	3.85	3.96		
Spiritual	4.05	4.11		

International Students

International graduate and professional students scored significantly lower than domestic graduate and professional students on the career (3.74 vs. 3.91), intellectual (4.18 vs. 4.32), and social (3.72 vs. 3.96) dimensions of wellness. However, domestic graduate and professional students scored significantly lower than international graduate and professional students on the financial (3.48 vs. 3.80) and physical (4.19 vs. 4.32) dimensions of wellness.

Graduate/Professional Scores by International Status			
	International	Domestic	Statistically Significant
Career	3.74	3.91	*
Creative	3.47	3.45	
Emotional	3.53	3.62	
Environmental	4.23	4.20	
Financial	3.80	3.48	**
Intellectual	4.18	4.32	*
Physical	4.32	4.19	*
Social	3.72	3.96	**
Spiritual	4.08	4.10	

CONCLUSION

Overall, Ohio State students reported relatively positive wellness outcomes across multiple dimensions of wellness. Students' self-reported wellness did vary among international versus domestic students and first-generation students versus continuing generation. Additional factors, such as year in school or degree type, were also associated with differences in students' wellness scores.

While these results contribute to our understanding of 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 will 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	OHIO STATE AVERAGE
Career- The professionally well person engages in work to gain personal satisfaction and enrichment, consistent with values, goals and lifestyle.	3.87	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	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.	3.51	3.49
Environmental- The environmentally well person recognizes the responsibility to preserve, protect, and improve the environment and appreciates the interconnectedness of nature and the individual.	4.19	4.18
Financial- The financially well person is fully aware of financial state and budgets, saves and manages finances in order to achieve realistic goals.	3.55	3.55
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.	4.23	4.22
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.	4.12	4.11
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.	3.86	3.86
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.	4.08	4.08

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 their cursor was near the term.

Term/Phrase	Hover-text definition
Creative activities	Activities where one is engaged in a diverse range of arts and/or cultural experiences that help one understand and appreciate the surrounding world; for example, art, music, movies/films, cooking, building
Creative person	One who explores new ideas to create tangible products as a means to better understand and appreciate the surrounding world
Credit cards responsibly	Make at least the monthly minimum payment, minimize high balances that one cannot pay off, and/or do not currently own more than two credit cards
Intellectually engaging activities	Activities that increase knowledge, foster critical thinking, and expand worldviews; for example, reading, engaging discussions, seminars, brainteasers
Non-medical reasons	It is not prescribed for you, you only use it for the experience or feeling it causes, or you use it in a way other than the prescriber intended or ordered
Safer sex	Sexual activity in which all parties involved have consented and precautions (e.g., using condoms, birth control pills, etc.) have been taken in order to reduce the chance of sexually transmitted infections and/or unintended pregnancy
Exercise regularly	Exercise 3-5 times per week over the course of several weeks
Nutritious diet	Eating a variety of fruits and vegetables, whole grains, low-fat dairy products, lean protein sources, and healthy fats, as well as limiting foods higher in saturated and trans fat, salt, and added sugar
Exercise	For example, cardiovascular exercise 3-5 times per week for at least 30 minutes, flexibility exercise/ stretching, and/or strength training/ resistance exercise 2-3 times per week
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

CAREER WELLNESS ITEMS

The chart below looks specifically at students' responses to the career wellness items, broken down by undergraduate and graduate/professional students. The items have also been split into the two aspects that make up the career wellness dimension: present career and future career. The present career aspect is comprised of the five items from the overall career wellness dimension that specifically relate to a student's current employment, while the future career aspect is comprised of the five items that relate to a student's future career.

	2018 Undergraduate Students	2018 Graduate/Professional Students
<i>Future Career Aspect</i>		
I am confident in my career decisions	(n = 2,236)	(n = 587)
Strongly Disagree	4.0%	2.0%
Disagree	13.2%	7.3%
Neither Agree nor Disagree	22.6%	19.3%
Agree	37.1%	44.8%
Strongly Agree	23.0%	26.6%
I envision my future career as a means to contribute to society	(n = 2,235)	(n = 585)
Strongly Disagree	0.6%	0.2%
Disagree	2.5%	1.9%
Neither Agree nor Disagree	10.1%	5.8%
Agree	39.8%	38.0%
Strongly Agree	47.1%	54.2%
I feel that my current studies will be helpful to my future career	(n = 2,235)	(n = 587)
Strongly Disagree	1.4%	0.5%
Disagree	4.7%	2.0%
Neither Agree nor Disagree	14.6%	8.5%
Agree	44.7%	41.2%
Strongly Agree	34.5%	47.7%
I feel that my major/career decision is an appropriate expression of my abilities and personal strengths	(n = 2,236)	(n = 585)
Strongly Disagree	0.7%	0.5%
Disagree	4.2%	3.1%
Neither Agree nor Disagree	12.7%	8.7%
Agree	45.3%	46.3%
Strongly Agree	37.2%	41.4%

	2018 Undergraduate Students	2018 Graduate/Professional Students
I feel that my major/career decision is an appropriate expression of what I find meaningful and important in life	(n = 2,235)	(n = 586)
Strongly Disagree	1.2%	0.3%
Disagree	5.8%	1.7%
Neither Agree nor Disagree	13.2%	11.4%
Agree	40.0%	41.6%
Strongly Agree	39.9%	44.9%
<i>Present Career Aspect</i>		
I feel that I work in a positive environment	(n = 1,628)	(n = 488)
Strongly Disagree	1.1%	0.8%
Disagree	5.0%	8.4%
Neither Agree nor Disagree	19.0%	14.3%
Agree	43.4%	52.5%
Strongly Agree	31.6%	24.0%
I am able to balance my current job with the rest of my life	(n = 1,587)	(n = 465)
Strongly Disagree	1.8%	2.8%
Disagree	8.9%	12.9%
Neither Agree nor Disagree	25.8%	24.3%
Agree	45.3%	47.5%
Strongly Agree	18.2%	12.5%
I feel that my current job interferes with other aspects of my life	(n = 1,616)	(n = 466)
Strongly Disagree	9.8%	5.8%
Disagree	35.3%	30.0%
Neither Agree nor Disagree	25.8%	25.5%
Agree	19.7%	26.2%
Strongly Agree	9.4%	12.5%
I feel that I work in a stressful environment	(n = 1,642)	(n = 491)
Strongly Disagree	11.0%	4.3%
Disagree	32.6%	21.2%
Neither Agree nor Disagree	25.5%	22.8%
Agree	23.8%	34.8%
Strongly Agree	7.1%	16.9%
I set achievable goals in my current job	(n = 1,557)	(n = 473)
Strongly Disagree	0.6%	0.6%
Disagree	5.6%	4.9%
Neither Agree nor Disagree	29.3%	17.6%
Agree	47.3%	59.8%
Strongly Agree	17.2%	17.1%

CREATIVE WELLNESS ITEMS

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

	2018 Undergraduate Students	2018 Graduate/Professional Students
I express myself through <u>creative activities</u>	(n = 2,237)	(n = 587)
Strongly Disagree	2.3%	3.2%
Disagree	20.1%	24.0%
Neither Agree nor Disagree	19.7%	24.5%
Agree	39.6%	36.3%
Strongly Agree	18.4%	11.9%
I attend arts-related events or programs	(n = 2,233)	(n = 587)
Never	17.4%	15.5%
Rarely	31.0%	37.8%
Sometimes	31.3%	33.6%
Often	15.2%	10.2%
Always	5.2%	2.9%
I think of myself as a <u>creative person</u>	(n = 2,236)	(n = 586)
Strongly Disagree	3.0%	4.4%
Disagree	19.6%	22.4%
Neither Agree nor Disagree	17.9%	21.5%
Agree	39.9%	37.2%
Strongly Agree	19.7%	14.5%
I value multiple perspectives when thinking about complex topics	(n = 2,235)	(n = 587)
Strongly Disagree	0.2%	0.2%
Disagree	1.8%	1.0%
Neither Agree nor Disagree	7.5%	5.1%
Agree	54.4%	58.3%
Strongly Agree	36.1%	35.4%
The arts help me appreciate other perspectives and cultures	(n = 2,237)	(n = 587)
Strongly Disagree	1.7%	2.2%
Disagree	7.5%	8.9%
Neither Agree nor Disagree	16.1%	18.4%
Agree	45.2%	44.0%
Strongly Agree	29.5%	26.6%

EMOTIONAL WELLNESS ITEMS

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

	2018 Undergraduate Students	2018 Graduate/Professional Students
I am able to appropriately manage my feelings	(n = 2,235)	(n = 586)
Strongly Disagree	3.1%	1.9%
Disagree	14.7%	9.2%
Neither Agree nor Disagree	18.7%	20.1%
Agree	49.0%	53.1%
Strongly Agree	14.6%	15.7%
I am able to appropriately express my feelings	(n = 2,237)	(n = 587)
Strongly Disagree	2.9%	1.2%
Disagree	16.4%	15.0%
Neither Agree nor Disagree	18.3%	14.1%
Agree	48.1%	55.0%
Strongly Agree	14.4%	14.7%
I would be willing to seek help from others when I am having a difficult time	(n = 2,236)	(n = 586)
Strongly Disagree	2.4%	1.2%
Disagree	13.8%	9.2%
Neither Agree nor Disagree	16.4%	13.3%
Agree	48.3%	51.5%
Strongly Agree	19.1%	24.7%
I feel that I am able to cope with my daily stress	(n = 2,235)	(n = 587)
Strongly Disagree	4.6%	2.6%
Disagree	18.1%	12.4%
Neither Agree nor Disagree	21.3%	21.8%
Agree	45.8%	52.8%
Strongly Agree	10.3%	10.4%
I have a positive image of my body	(n = 2,235)	(n = 586)
Strongly Disagree	7.2%	7.2%
Disagree	23.0%	24.7%
Neither Agree nor Disagree	22.0%	20.1%
Agree	36.3%	37.0%
Strongly Agree	11.4%	10.9%

ENVIRONMENTAL WELLNESS ITEMS

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

	2018 Undergraduate Students	2018 Graduate/Professional Students
I engage in environmentally friendly behaviors (e.g., turn off the lights, turn off faucets, walk or bike)	(n = 2,237)	(n = 587)
Never	0.9%	0.7%
Rarely	3.1%	3.1%
Sometimes	16.6%	16.4%
Often	49.9%	48.7%
Always	29.4%	31.2%
I take time to appreciate my surroundings	(n = 2,236)	(n = 586)
Strongly Disagree	0.5%	0.5%
Disagree	5.0%	6.8%
Neither Agree nor Disagree	11.6%	13.7%
Agree	51.0%	53.1%
Strongly Agree	31.9%	25.9%
I take time to appreciate nature	(n = 2,233)	(n = 587)
Strongly Disagree	0.7%	0.9%
Disagree	5.6%	5.5%
Neither Agree nor Disagree	13.2%	10.1%
Agree	44.7%	48.2%
Strongly Agree	35.9%	35.4%
I think it is important to conserve natural resources	(n = 2,229)	(n = 587)
Strongly Disagree	0.2%	0.0%
Disagree	0.6%	0.2%
Neither Agree nor Disagree	7.9%	6.5%
Agree	41.1%	37.8%
Strongly Agree	50.2%	55.5%
If given the opportunity, I recycle	(n = 2,236)	(n = 587)
Never	1.3%	1.0%
Rarely	3.6%	1.9%
Sometimes	10.9%	9.5%
Often	34.0%	34.2%
Always	50.2%	53.3%

FINANCIAL WELLNESS ITEMS

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

	2018 Undergraduate Students	2018 Graduate/ Professional Students
I think it is important to spend less than I earn	(n = 2,233)	(n = 587)
Strongly Disagree	0.1%	0.2%
Disagree	1.0%	0.9%
Neither Agree nor Disagree	6.9%	4.4%
Agree	37.3%	37.5%
Strongly Agree	54.7%	57.1%
I am confident that I can plan a financial budget	(n = 2,235)	(n = 587)
Strongly Disagree	1.9%	1.5%
Disagree	11.4%	11.8%
Neither Agree nor Disagree	16.6%	16.2%
Agree	45.1%	45.3%
Strongly Agree	25.0%	25.2%
I have enough money saved to handle financial emergencies	(n = 2,235)	(n = 587)
Strongly Disagree	7.8%	11.8%
Disagree	20.6%	18.2%
Neither Agree nor Disagree	14.1%	15.2%
Agree	36.1%	34.1%
Strongly Agree	21.5%	20.8%
I track my spending to stay within my budget	(n = 2,235)	(n = 587)
Never	7.3%	6.1%
Rarely	17.9%	15.5%
Sometimes	29.3%	30.5%
Often	29.5%	31.0%
Always	16.1%	16.9%
I feel stressed by the amount of money I owe (credit cards, student loans, car payments, etc.)	(n = 1,983)	(n = 559)
Strongly Agree	18.4%	31.8%
Agree	22.5%	24.2%
Neither Agree nor Disagree	13.2%	10.6%
Disagree	29.0%	18.9%
Strongly Disagree	17.0%	14.7%

	2018 Undergraduate Students	2018 Graduate/ Professional Students
I feel stressed about my personal finances in general	(n = 2,236)	(n = 587)
Strongly Agree	14.9%	17.7%
Agree	30.6%	35.6%
Neither Agree nor Disagree	20.5%	16.9%
Disagree	25.6%	21.6%
Strongly Disagree	8.4%	8.2%
I am confident in my ability to use <u>credit cards responsibly</u>	(n = 2,235)	(n = 586)
Strongly Disagree	2.2%	1.9%
Disagree	7.2%	5.1%
Neither Agree nor Disagree	13.1%	8.4%
Agree	42.6%	39.1%
Strongly Agree	35.0%	45.6%

INTELLECTUAL WELLNESS ITEMS

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

	2018 Undergraduate Students	2018 Graduate/Professional Students
I am confident in my ability to find solutions to my problems	(n = 2,236)	(n = 587)
Strongly Disagree	0.8%	0.2%
Disagree	5.5%	3.6%
Neither Agree nor Disagree	11.5%	8.0%
Agree	60.0%	61.8%
Strongly Agree	22.1%	26.4%
I am confident that I can learn new skills	(n = 2,235)	(n = 587)
Strongly Disagree	0.2%	0.0%
Disagree	1.7%	0.9%
Neither Agree nor Disagree	3.6%	2.0%
Agree	55.4%	52.1%
Strongly Agree	39.2%	45.0%
I am interested in learning new things	(n = 2,236)	(n = 587)
Strongly Disagree	0.2%	0.2%
Disagree	0.6%	0.3%
Neither Agree nor Disagree	3.3%	2.6%
Agree	46.2%	41.2%
Strongly Agree	49.8%	55.7%
I engage in <u>intellectually engaging activities</u>	(n = 2,236)	(n = 587)
Strongly Disagree	0.4%	0.2%
Disagree	3.0%	1.0%
Neither Agree nor Disagree	9.9%	5.8%
Agree	49.1%	46.0%
Strongly Agree	37.6%	47.0%
I feel that my education is a priority	(n = 2,234)	(n = 586)
Strongly Disagree	0.4%	0.2%
Disagree	1.4%	0.9%
Neither Agree nor Disagree	5.2%	3.8%
Agree	36.5%	38.1%
Strongly Agree	56.6%	57.2%

	2018 Undergraduate Students	2018 Graduate/ Professional Students
I am able to manage my academic workload during this academic term	(<i>n</i> = 2,232)	(<i>n</i> = 586)
Strongly Disagree	2.1%	1.2%
Disagree	9.9%	6.8%
Neither Agree nor Disagree	15.9%	15.4%
Agree	48.6%	53.4%
Strongly Agree	23.5%	23.2%

PHYSICAL WELLNESS ITEMS

The chart below looks specifically at students' responses to the physical wellness items, broken down by undergraduate and graduate/professional students. The items have also been split into the two aspects that make up the physical wellness dimension: broad physical behaviors and risky physical behaviors. The broad physical behaviors aspect is comprised of the five items from the overall physical wellness dimension that specifically relate to a student's general physical wellness, while the risky physical behaviors aspect is comprised of the eight items that relate to a student's more dangerous or reckless physical behaviors. The higher a risky physical behaviors score, the less risky physical behaviors a student engages in (i.e., higher scores are healthier).

	2018 Undergraduate Students	2018 Graduate/Professional Students
<i>Risky Physical Behaviors Aspect</i>		
I use alcohol / nicotine / other substances to manage stress	(n = 2,235)	(n = 586)
Always	2.6%	1.5%
Often	8.2%	5.8%
Sometimes	18.5%	21.0%
Rarely	21.4%	29.2%
Never	49.3%	42.5%
I use illicit drugs (e.g., cocaine, Ecstasy)*	(n = 2,236)	(n = 586)
At least once a month	2.5%	0.9%
Never	97.5%	99.2%
I use nicotine products (e.g., cigarettes, vaping, smokeless tobacco)	(n = 2,237)	(n = 586)
More than once a week	6.4%	2.9%
Once a week	3.2%	0.5%
Every other week	2.6%	0.7%
Once a month	7.6%	4.1%
Never	80.2%	91.8%
I use pain medications, sedatives, sleeping medications or tranquilizers (e.g., OxyContin, Vicodin, Percodan; Valium, Xanax, Ambien) for <u>non-medical reasons</u> without a prescription*	(n = 2,235)	(n = 587)
At least once a month	4.2%	3.4%
Never	95.8%	96.6%
I use stimulants (e.g., Ritalin, Adderall, Dexedrine) for <u>non-medical reasons</u> without a prescription*	(n = 2,232)	(n = 584)
At least once a month	3.1%	1.4%
Never	96.9%	98.6%

	2018 Undergraduate Students	2018 Graduate/Professional Students
If you are sexually active, do you practice <u>safer sex</u> ?	(n = 1,206)	(n = 427)
Never	2.2%	1.6%
Rarely	4.1%	2.3%
Sometimes	8.6%	6.6%
Often	20.7%	16.9%
Always	64.4%	72.6%
How often do you binge drink? (Males: 5+ drinks in about 2 hours, Females: 4+ drinks in about 2 hours)	(n = 2,234)	(n = 587)
More than once a week	3.5%	0.7%
Once a week	10.3%	5.1%
Every other week	10.4%	8.0%
Once a month	18.9%	24.7%
Never	56.9%	61.5%
I consume alcohol	(n = 2,223)	(n = 585)
More than once a week	13.5%	19.7%
Once a week	20.9%	24.1%
Every other week	15.3%	19.3%
Once a month	16.6%	18.0%
Never	33.8%	19.0%
I use marijuana for <u>non-medical reasons</u> without a prescription*	(n = 2,231)	(n = 585)
At least once a month	21.1%	10.4%
Never	78.9%	89.6%
<i>Broad Physical Behaviors Aspect</i>		
I am confident that I can <u>exercise regularly</u>	(n = 2,236)	(n = 587)
Strongly Disagree	4.9%	5.3%
Disagree	19.1%	23.0%
Neither Agree nor Disagree	10.7%	11.4%
Agree	36.3%	36.3%
Strongly Agree	29.1%	24.0%
I am confident that I can maintain a <u>nutritious diet</u>	(n = 2,235)	(n = 587)
Strongly Disagree	2.5%	2.7%
Disagree	16.5%	15.0%
Neither Agree nor Disagree	18.4%	14.1%
Agree	45.3%	49.4%
Strongly Agree	17.3%	18.7%

	2018 Undergraduate Students	2018 Graduate/Professional Students
I eat a <u>nutritious diet</u>	(n = 2,232)	(n = 586)
Never	1.0%	1.2%
Rarely	9.5%	6.0%
Sometimes	40.7%	34.3%
Often	39.6%	48.6%
Always	9.2%	9.9%
I engage in <u>exercise</u>	(n = 2,233)	(n = 587)
Never	4.5%	3.6%
Rarely	19.0%	18.7%
Sometimes	32.2%	34.8%
Often	27.2%	28.1%
Always	17.0%	14.8%
I get at least 7 hours of sleep per night	(n = 2,236)	(n = 587)
Never	4.0%	3.2%
Rarely	17.9%	15.2%
Sometimes	31.2%	27.3%
Often	34.2%	38.5%
Always	12.7%	15.8%

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

SOCIAL WELLNESS ITEMS

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

	2018 Undergraduate Students	2018 Graduate/Professional Students
I feel a sense of belonging in a community	(n = 2,233)	(n = 587)
Strongly Disagree	2.8%	2.4%
Disagree	10.7%	12.3%
Neither Agree nor Disagree	19.4%	20.3%
Agree	42.0%	42.4%
Strongly Agree	25.0%	22.7%
I feel supported by my family	(n = 2,236)	(n = 587)
Strongly Disagree	1.3%	0.7%
Disagree	4.7%	2.4%
Neither Agree nor Disagree	8.2%	8.4%
Agree	33.7%	33.6%
Strongly Agree	52.2%	55.0%
I feel that I am a person who people like to be around	(n = 2,235)	(n = 585)
Strongly Disagree	1.9%	0.7%
Disagree	6.9%	6.0%
Neither Agree nor Disagree	18.8%	18.3%
Agree	52.2%	55.0%
Strongly Agree	20.2%	20.0%
I have a strong <u>social network</u>	(n = 2,236)	(n = 586)
Strongly Disagree	2.6%	1.9%
Disagree	12.1%	11.6%
Neither Agree nor Disagree	20.4%	19.6%
Agree	41.6%	44.9%
Strongly Agree	23.4%	22.0%
I have at least one close friend whom I can trust and confide in	(n = 2,235)	(n = 587)
Strongly Disagree	1.2%	0.3%
Disagree	3.5%	2.4%
Neither Agree nor Disagree	4.0%	2.9%
Agree	35.5%	33.4%
Strongly Agree	55.8%	61.0%

	2018 Undergraduate Students	2018 Graduate/Professional Students
I feel comfortable communicating face-to-face with others	(n = 2,235)	(n = 586)
Strongly Disagree	0.9%	0.5%
Disagree	7.6%	2.7%
Neither Agree nor Disagree	12.1%	12.1%
Agree	51.5%	56.0%
Strongly Agree	28.0%	28.7%
	(n = 2,237)	(n = 587)
Strongly Disagree	10.3%	6.5%
Disagree	32.7%	25.9%
Neither Agree nor Disagree	24.4%	22.3%
Agree	24.3%	34.6%
Strongly Agree	8.4%	10.7%

SPIRITUAL WELLNESS ITEMS

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

	2018 Undergraduate Students	2018 Graduate/Professional Students
I engage in self-reflection	(n = 2,236)	(n = 586)
Strongly Disagree	0.5%	0.7%
Disagree	7.1%	5.8%
Neither Agree nor Disagree	13.9%	11.1%
Agree	49.2%	54.3%
Strongly Agree	29.3%	28.2%
I feel a connection to something larger than myself	(n = 2,232)	(n = 587)
Strongly Disagree	2.3%	3.2%
Disagree	11.3%	9.7%
Neither Agree nor Disagree	21.1%	18.4%
Agree	34.3%	38.3%
Strongly Agree	31.0%	30.3%
I seek out meaning in my life	(n = 2,234)	(n = 586)
Strongly Disagree	0.9%	0.7%
Disagree	5.3%	4.3%
Neither Agree nor Disagree	12.4%	11.3%
Agree	44.0%	48.6%
Strongly Agree	37.4%	35.2%
I have values, morals, and/or a belief system that helps me make decisions and guides my life	(n = 2,236)	(n = 586)
Strongly Disagree	0.4%	0.2%
Disagree	1.5%	1.2%
Neither Agree nor Disagree	5.9%	5.5%
Agree	41.8%	45.2%
Strongly Agree	50.5%	48.0%
Harmony and balance within humanity is important to me	(n = 2,237)	(n = 587)
Strongly Disagree	0.5%	0.5%
Disagree	3.1%	2.7%
Neither Agree nor Disagree	17.4%	17.2%
Agree	46.9%	49.1%
Strongly Agree	32.0%	30.5%