



Wellness Assessment 2018-2019:

Comparing the Random Sample to
Self-Selected 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 (SWC) 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 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 via the advertised Qualtrics link over the course of the month. This report documents differences in each of the nine dimensions of wellness between the random sample and the students who self-selected into participating in 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 (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 responded to all demographic items. To protect students' identities, demographic categories with fewer than 10 respondents are not reported in the demographics table below.

Additionally, only students who had a score for all nine dimensions of wellness were included in the analyses below. This reduced the random sample to 831 students and the self-selected sample to 1,995 students.

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

		Random Sample (n = 831)	Self-Selected Sample (n = 1,995)
Gender Identity	Man	33.9%	28.7%
	Woman	64.1%	69.5%
	Another Gender*	2.0%	1.8%
Citizenship	International	9.0%	3.4%
	Domestic	91.0%	96.6%
First Generation	First Generation Undergraduate	26.3%	17.5%
	Non-First Generation Undergraduate	73.7%	82.5%
Race/Ethnicity	African American/Black or African descent	4.8%	4.5%
	Asian American/Asian (East, South Southeast)	11.2%	9.5%
	Latino(a)/Hispanic	2.7%	3.4%
	White/European	73.4%	73.4%
	Other race/ethnicity	2.2%	2.1%
	Multiracial	5.7%	7.2%
Greek Status	Affiliated with a sorority or fraternity	9.2%	9.9%
	Unaffiliated with a sorority or fraternity	90.9%	90.1%
Class Rank	First-year Undergraduate	19.0%	29.0%
	Second-year Undergraduate	14.2%	20.2%
	Third-year Undergraduate	16.3%	19.4%
	Fourth-year Undergraduate	11.7%	13.3%
	Fifth-year+ Undergraduate	5.5%	2.7%
	Masters	13.1%	5.3%
	Professional	5.8%	6.0%
	Doctoral	14.5%	4.1%
Military Status	Veteran	2.8%	1.8%
	Civilian	97.2%	98.2%
Employment Status	Does not work during the academic year	36.4%	44.3%
	Works less than 20 hours during the academic year	35.7%	41.1%
	Works more than 20 hours during the academic year	27.9%	14.5%
Residence	Lives on-campus	28.7%	45.4%
	Lives off-campus, within walking distance	31.7%	32.4%
	Lives off-campus, within driving distance	39.6%	22.2%

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

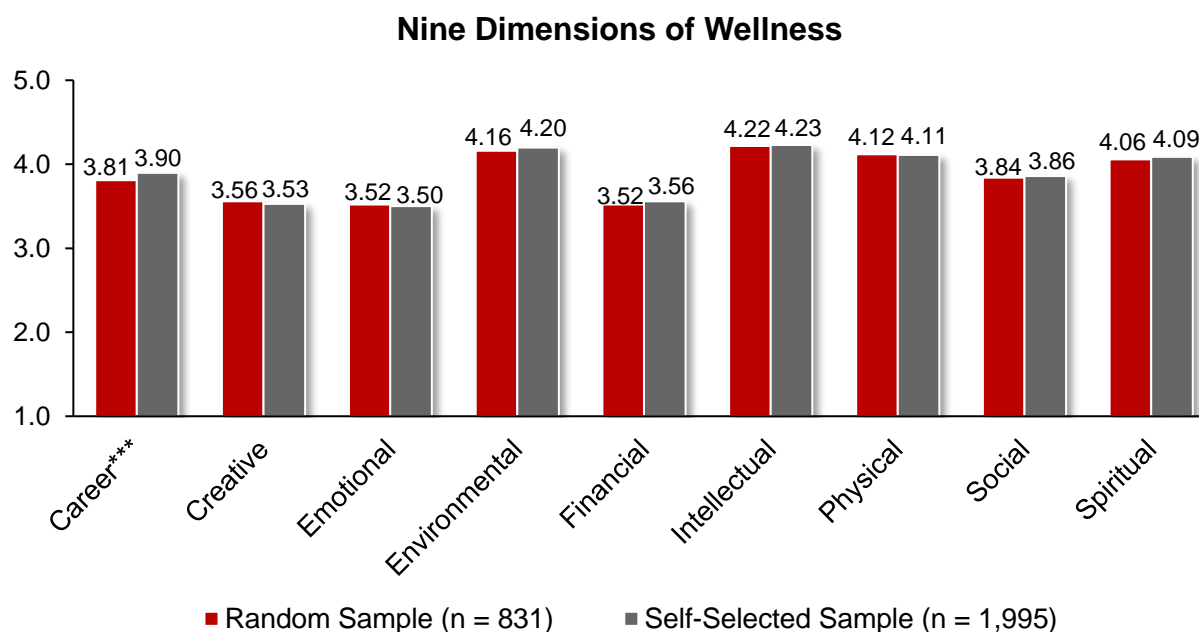
HIGHLIGHTS

- When compared to the self-selected sample, students in the random sample had a significantly lower career (**3.81** vs. **3.90**) wellness dimension score.
- No statistically significant differences were detected between the random sample and the self-selected sample on the creative, emotional, environmental, financial, intellectual, physical, social or spiritual wellness dimensions.
- Students who self-selected into participating in the survey had a significantly higher present career (**3.55** vs. **3.42**) aspect score compared to students in the random sample.
- No statistically significant differences were detected between the two groups of students on the future career aspect, the broad physical behaviors aspect and the risky physical behaviors aspect.

FINDINGS

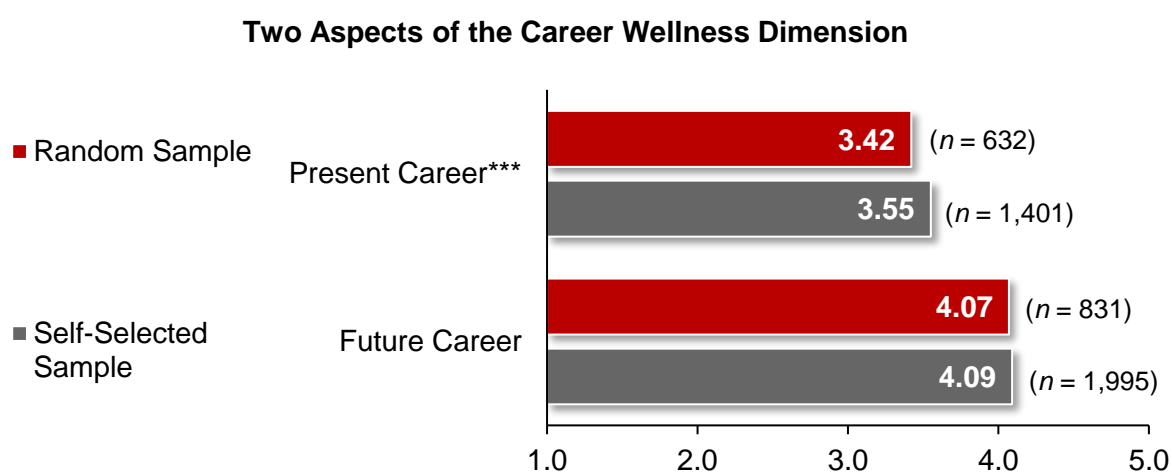
AVERAGE WELLNESS SCORES ACROSS DIMENSIONS

The graph below compares the nine wellness dimension scores for the students in the random sample compared to students who self-selected into participating in 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 the students in the random sample and the self-selected sample on the career wellness dimension.



Focusing on Two Aspects of the Career Wellness Dimension

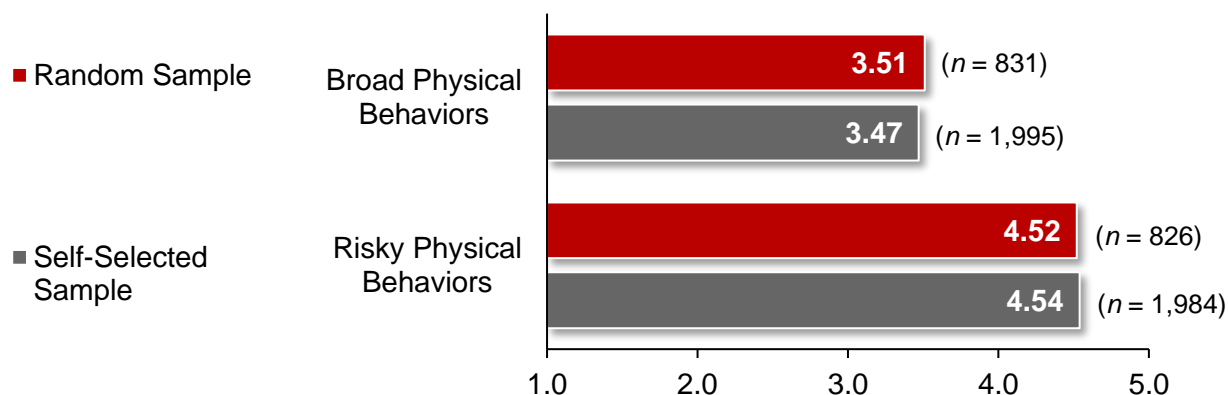
To further investigate the statistically significant difference between the two groups' career wellness dimension scores, the graph below compares the average wellness scores of the two aspects within this dimension: present career and future career. Present career is comprised of the five items from the overall career wellness dimension that specifically relate to a student's current employment, while future career is comprised of the five items that relate to a student's future career (see Appendix for all survey items within each aspect). Students who self-selected into participating in the survey had a significantly higher present career (3.55 vs. 3.42^{***}) aspect score compared to students within the random sample. No statistically significant differences were detected between the two groups of students on the future career aspect. Note that, since many students are not currently employment, they are not given a present career aspect score because those survey items do not apply to them.



Focusing on Two Aspects of the Physical Wellness Dimension

Additionally, to further investigate differences between the two groups' physical wellness dimension scores, the following graph compares the average wellness scores of the two aspects within this 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 (see Appendix for all survey items within each aspect). The higher a risky physical behaviors score, the less risky physical behaviors a student engages in (i.e., higher scores are healthier). No statistically significant differences were detected between the two groups of students on the broad physical behaviors aspect or the risky physical behaviors aspect. Note that, since some students did not answer at least seven of the items within the risky physical behaviors aspect, they were not given a score for that aspect.

Two Aspects of the Physical Wellness Dimension



CONCLUSION

The Wellness Assessment is a tool that allows us to investigate relationships between the average scores for each of the nine dimensions of wellness. This report shows that, when compared to a sample of 1,995 students who self-selected into participating in the survey during October 2018, a random sample of 831 students had a significantly lower career (3.81 vs. 3.90) wellness score. No statistically significant differences were detected between the two groups of students on the creative, emotional, environmental, financial, intellectual, physical, social and spiritual wellness dimensions. Further analyses revealed that students who self-selected into participating in the survey had a significantly higher present career (3.55 vs. 3.42) aspect score compared to students in the random sample. No statistically significant differences were detected between the two groups of students on the future career aspect. Additionally, no statistically significant differences were detected between the two groups of students on the broad physical behaviors aspect or the risky physical behaviors aspect. These results contribute to our understanding of trends and differences in wellness among 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 Behaviors
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 Behaviors
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.