

# **Assessing the Nine Dimensions of Wellness**

Center for the Study of Student Life

January 2015

## TABLE OF CONTENTS

Executive Summary .....	3
Undergraduate Students .....	3
Graduate Students .....	3
Introduction .....	4
Methodology .....	4
Demographics .....	5
Dimensions of the Wellness Assessment .....	6
Findings .....	7
Mean Wellness Scores .....	7
Bivariate Wellness Correlations .....	8
Wellness Results for Undergraduate Students .....	9
Gender .....	9
First Generation Students .....	9
Race/Ethnicity .....	10
Sorority and Fraternity Members .....	10
Employment .....	11
Class Rank .....	11
Residence Type .....	12
Wellness Results for Graduate and Professional Students .....	13
Gender .....	13
First Generation .....	13
International Students .....	14
Race/Ethnicity .....	14
Employment .....	15
Class Rank .....	15
Conclusion .....	16
Appendix A .....	17
Sample of Individual Results .....	17
Sample of Resources Provided .....	18

## EXECUTIVE SUMMARY

The Wellness Assessment was developed and distributed to all students on the Columbus campus of The Ohio State University in October 2014. The Wellness Assessment was designed to measure 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 survey instrument was distributed via an open link to undergraduate and graduate students (in this report, the term *graduate* includes students enrolled in either graduate or professional programs). A total of 1,001 respondents agreed to share their data for research purposes. The following report documents demographic variations in student wellness among these respondents.

On average, undergraduate and graduate students reported high scores on each wellness dimension. Environmental and intellectual wellness outcomes were the highest at 4.5 and 4.3 respectively. The lowest score among students was on the physical wellness scale, at an average of 3.5.

All findings in the executive summary are statistically significant unless otherwise noted.

### Undergraduate Students

- Female students scored higher on the career scale (3.6) than males (3.4). However, male students had a larger financial wellness score (4.0) than females (3.9).
- First-generation students reported lower outcomes on environmental (4.4 vs 4.5), financial (3.8 vs 4.0) and social wellness (3.9 vs 4.0) than non-first generation students.
- Race or ethnic background is associated with variations in career, financial and physical wellness scores among undergraduate students.
- Sorority and fraternity members reported higher scores on the career (3.9 vs 3.5), creative (3.8 vs 3.6) and social wellness (4.2 vs 3.9) scales than their unaffiliated peers.
- Among undergraduates who work, students who reported working 20 hours a week or more averaged a lower career wellness score of 3.7 compared to students who worked fewer than 20 hours a week.
- Class rank is associated with several wellness dimensions. In general, more advanced undergraduates reported higher scores on the career and financial wellness scales.
- Career, financial and social wellness scores vary by residence type and location.

### Graduate Students

- Female and male students only significantly differ on the social wellness scale. Women had an average social wellness score of 4.1, while men averaged a score of 3.8.
- First generation graduate students scored significantly lower on the intellectual wellness scale (4.3) than non-first generation graduate students (4.4).
- International graduate students differ from domestic students on the creative (3.8 vs 3.5), intellectual (4.2 vs 4.4) and social dimensions (3.6 vs 4.1) of the wellness assessment.
- Among graduate students, white students and students of color vary significantly on the emotional (3.7 vs 3.8), intellectual (4.4 vs 4.3) and social wellness scales (4.1 vs 3.8).
- Graduate students who work more than 20 hours a week reported a lower average career wellness score (3.8) compared to graduate students who work fewer than 20 hours a week (4.1). Graduate students who work more have a lower intellectual wellness score (4.3) than students who work less (4.4).
- Graduate programs are associated with differences on the career and creative wellness scales for masters, professional and doctoral students.

## INTRODUCTION

Student wellness is an essential component of academic success in higher education and subsequent opportunities in the labor market. Yet wellness itself has many facets. The Ohio State University Office of Student Life's Student Wellness Center uses a model that includes nine key dimensions of wellness: career, creative, emotional, environmental, financial, intellectual, physical, social and spiritual.

The Wellness Assessment survey was developed and distributed to all students on the Columbus campus of The Ohio State University in October 2014. The Wellness Assessment was designed to measure 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 (see Appendix for an example of what respondents saw at the end of the survey). The survey instrument was distributed via an open link to undergraduate and graduate students. This report documents demographic variations in student wellness.

## INSTRUMENT

The Wellness Assessment is informed by past surveys at Ohio State as well as research in the field of college student wellness. The survey was developed using extant literature and feedback from stakeholders on campus, including faculty, staff, and students. In 2011, the Wellness Inventory was administered to incoming first year students as the first part of a longitudinal study of college student wellness. Prior to this administration, students participated in cognitive interviews to ensure items and response options would provide valid measures. In addition, factor analysis was conducted with the 2011 data to determine if the nine dimensions of wellness were being measured. While the Wellness Assessment is based on the previous Wellness Inventory, the instrument was updated based on the results of the Wellness Inventory and feedback from the stakeholders. Definitions for terms utilized in the instrument were presented to students via hover-text, where they could hover their computer mouse over a word and a definition would appear. For a list of hover-text definitions, please see the Appendix.

## METHODOLOGY

Each wellness dimension contains items to assess a range of attitudes and behaviors. Scores were calculated by adding the values of each component within a given dimension, then dividing by the total number of components, which produced an average wellness score for each dimension. The scores for respondents who did not answer all of the components 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 for a dimension were excluded from the analysis, since creating wellness scores based on too few elements would lack validity; wellness scores calculated with too few item responses would not be an accurate representation of the overall dimension.

Questions within the survey asked students to locate their agreement on Likert scales. When asked about behaviors, students reported the frequency of the occurrence. A 5-point scale is used for all of the wellness dimensions. Higher scores indicate more positive attitudes and behaviors. Negative statements or questions were reverse coded so that unhealthy responses did not receive a high score.

The findings presented below are two sample tests of significance for differences in average wellness scores by student demographic characteristics. 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.

## DEMOGRAPHICS

	All Respondents	Undergraduate Respondents	Graduate Respondents
Male	29.4%	31.5%	21.5%
Female	70.6%	68.5%	78.5%
First generation	25.5%	24.9%	27.9%
Non-first generation	74.5%	75.1%	72.1%
International	4.8%	1.8%	15.1%
Domestic	95.2%	98.2%	84.9%
Race/Ethnicity			
African American/Black or African descent	4.1%	3.9%	5.0%
Asian American/Asian (East, South Southeast)	7.9%	7.6%	8.9%
Hawaiian/Pacific Islander	0.1%	0.2%	---
Latino(a)/Hispanic American	2.3%	2.2%	2.8%
Native American/American Indian/Alaskan Native	0.2%	0.3%	---
Middle Eastern/Arab American	0.6%	0.6%	0.6%
White/European American	74.0%	74.2%	72.1%
Other	1.1%	0.8%	2.2%
Multiracial	7.5%	7.9%	5.6%
Prefer not to answer	2.5%	2.5%	2.8%
Sorority or fraternity member	---	10.0%	---
Student unaffiliated with sorority or fraternity	---	90.0%	---
Athlete	---	1.8%	---
Non-athlete	---	98.2%	---
Veteran	1.3%	1.5%	0.6%
Non-veteran	98.7%	98.5%	99.4%
Class rank			
First-year	20.5%	26.3%	---
Second-year	15.9%	20.5%	---
Third-year	18.5%	23.8%	---
Fourth-year	18.2%	23.3%	---
Fifth + year	4.7%	6.0%	---
Master's	9.5%	---	42.9%
Professional	2.9%	---	12.9%
Doctoral	9.8%	---	44.1%
Works less than 20 hours	65.2%	75.0%	34.4%
Works more than 20 hours	34.8%	25.0%	65.6%
Residence			
Campus residence	38.2%	45.3%	10.1%
Within 43201 zip code	33.0%	37.0%	16.5%
Outside 43201 zip code	28.8%	16.4%	73.4%
Sorority or fraternity house	---	1.4%	---

\* $p < .05$  \*\*  $p < .01$

## DIMENSIONS OF THE WELLNESS ASSESSMENT

### EMOTIONAL

- I use alcohol/nicotine/other substances to manage stress.
- I am able to appropriately manage my feelings.
- I use relaxation techniques to manage stress.
- 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 consider myself to be a spiritual person.
- I engage in self-reflection.
- I engage in spiritual practices.
- I feel a connection to something larger than myself.
- I seek out meaning in my life.

### INTELLECTUAL

- I am able to resolve conflicts peacefully.
- I am confident about my academic major decisions.
- 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 felt challenged by my academics during my most recent academic term.
- I was able to manage my academic workload during my most recent academic term.

### CAREER

- I am confident about 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 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.

### PHYSICAL

- I am confident that I can exercise regularly.
- I am confident that I can maintain a nutritious diet.
- I use illicit drugs (e.g. marijuana, cocaine, ecstasy).
- I use tobacco products.
- I use prescription medication that is not prescribed to me (e.g. Adderall, Xanax, Valium).
- I eat a nutritious diet.
- I engage in cardiovascular exercise 3-5 times per week for at least 30 minutes.
- I engage in flexibility exercise/stretching.
- I engage in strength training/resistance exercise 2-3 times per week.
- I get at least 8 hours of sleep per night.
- Do you get an annual flu vaccine?
- Do you maintain annual physical exams(s)?
- How often do you binge drink? (Males: 5+ drinks in about 2 hours, Females: 4+ drinks in about 2 hours)
- How often, in general, do you consume alcohol?

### FINANCIAL

- I am comfortable leaving a balance on my credit card(s).
- I think it is important to spend less than I earn.
- I am confident that I can plan a financial budget.
- I pay off the entire balance of my credit card(s) each month.
- 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, etc.).
- I stress about my finances.

### ENVIRONMENTAL

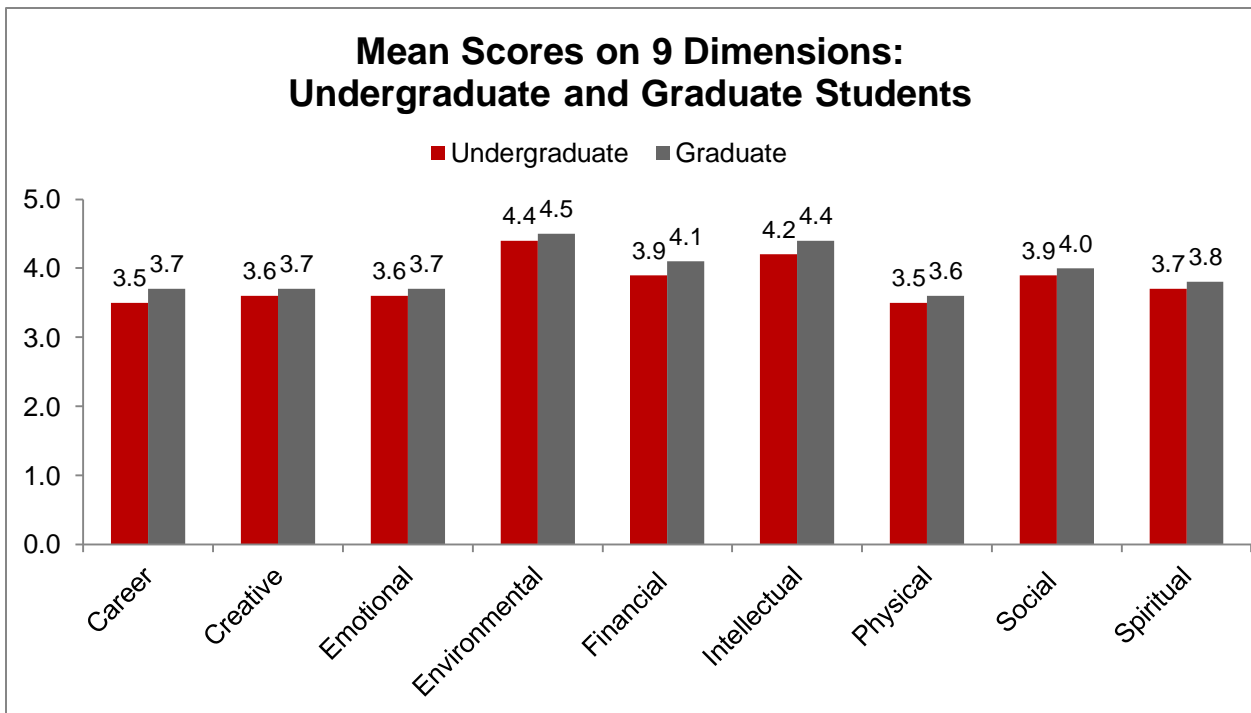
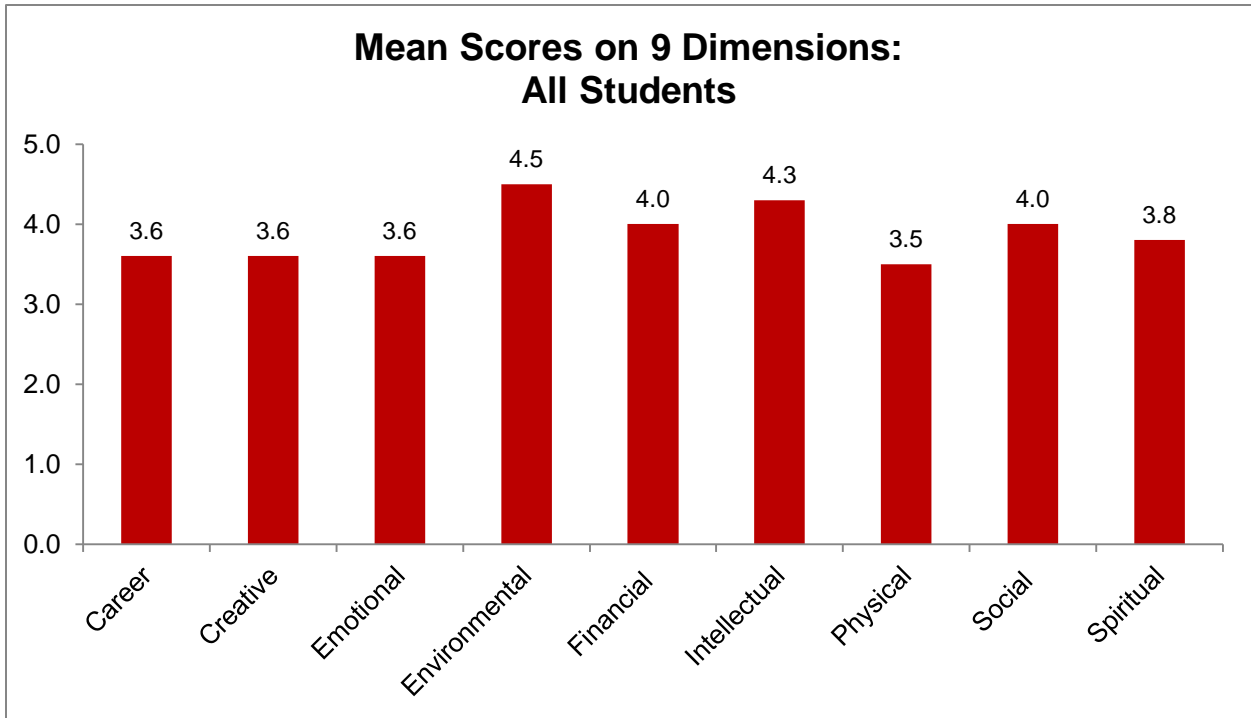
- I engage in environmentally friendly behaviors (turn off lights/faucets, walk or bike).
- I feel safe in my living environment.
- I feel that I live in a stressful environment.
- I often feel that I have little control over my safety.
- I take time to appreciate my surroundings.
- I take time to appreciate 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.

# FINDINGS

## MEAN WELLNESS SCORES



\* $p < .05$  \*\*  $p < .01$

## BIVARIATE WELLNESS CORRELATIONS

The tables below present bivariate correlations of the wellness dimensions. Generally, correlations of 0.4 and higher are considered moderate to strong.

Bivariate correlation matrix of wellness dimensions- All Respondents									
	Career	Creative	Emotional	Environmental	Financial	Intellectual	Physical	Social	Spiritual
Career	1.000								
Creative	0.090	1.000							
Emotional	0.229	0.154	1.000						
Environmental	0.191	0.254	0.367	1.000					
Financial	0.188	0.022	0.309	0.257	1.000				
Intellectual	0.359	0.200	0.478	0.399	0.259	1.000			
Physical	0.041	0.146	0.345	0.318	0.280	0.313	1.000		
Social	0.274	0.135	0.533	0.291	0.279	0.462	0.204	1.000	
Spiritual	0.136	0.307	0.231	0.285	0.122	0.209	0.209	0.214	1.000

Bivariate correlation matrix of wellness dimensions- Undergraduate Respondents									
	Career	Creative	Emotional	Environmental	Financial	Intellectual	Physical	Social	Spiritual
Career	1.000								
Creative	0.054	1.000							
Emotional	0.200	0.174	1.000						
Environmental	0.187	0.233	0.362	1.000					
Financial	0.191	0.057	0.341	0.256	1.000				
Intellectual	0.360	0.175	0.476	0.394	0.295	1.000			
Physical	-0.001	0.138	0.344	0.308	0.277	0.314	1.000		
Social	0.297	0.107	0.558	0.361	0.361	0.506	0.219	1.000	
Spiritual	0.128	0.284	0.214	0.246	0.122	0.227	0.184	0.198	1.000

Bivariate correlation matrix of wellness dimensions- Graduate students									
	Career	Creative	Emotional	Environmental	Financial	Intellectual	Physical	Social	Spiritual
Career	1.000								
Creative	0.178	1.000							
Emotional	0.282	0.033	1.000						
Environmental	0.142	0.278	0.340	1.000					
Financial	0.158	-0.106	0.194	0.222	1.000				
Intellectual	0.292	0.264	0.446	0.383	0.133	1.000			
Physical	0.123	0.121	0.297	0.294	0.269	0.265	1.000		
Social	0.183	0.197	0.453	0.086	0.071	0.324	0.133	1.000	
Spiritual	0.110	0.347	0.242	0.341	0.081	0.104	0.238	0.239	1.000

\* $p < .05$  \*\*  $p < .01$



## WELLNESS RESULTS FOR UNDERGRADUATE STUDENTS

### Gender

Female undergraduates scored higher on the career scale (3.6) than males (3.4). Male undergraduates had a larger score on financial wellness (4.0) than females (3.9).

Scores by Gender- Undergraduate			
	Male	Female	Statistically Significant
Career	3.4	3.6	**
Creative	3.6	3.6	
Emotional	3.6	3.6	
Environmental	4.5	4.4	
Financial	4.0	3.9	*
Intellectual	4.3	4.2	
Physical	3.5	3.5	
Social	4.0	4.0	
Spiritual	3.7	3.8	

### First Generation Students

Students whose parents did not graduate from college averaged a 4.4 on the environmental scale compared to 4.5 for students with parents who graduated. First generation students scored a 3.8 on the financial wellness scale, while non-first generation students averaged a 4.0. First generation students reported an average social wellness of 3.8, compared to 4.0 for non-first generation students.

Scores by First Generation Status- Undergraduate			
	First generation	Non-first generation	Statistically Significant
Career	3.5	3.5	
Creative	3.6	3.5	
Emotional	3.6	3.6	
Environmental	4.4	4.5	*
Financial	3.8	4.0	*
Intellectual	4.2	4.2	
Physical	3.5	3.5	
Social	3.9	4.0	*
Spiritual	3.7	3.7	

\* $p < .05$  \*\*  $p < .01$

## Race/Ethnicity

Racial or ethnic background is associated with differences in career, financial and physical wellness scores. Black students reported the highest average career score (4.0), followed by Multiracial students (3.6). White and Asian both scored a 3.5 on the career wellness scale. Students of color reported a lower average financial wellness score; Black students scored a 3.7, Asian and Multiracial students both average a 3.8. White students reported the highest financial wellness score at 4.0. Asian, Multiracial and White students have the same average physical wellness score (3.5), however, Black students are significantly lower (3.1).

Scores by Race/ethnicity- Undergraduate					
	White	Black	Asian	Multiracial	Statistically Significant
Career	3.5	4.0	3.5	3.6	*
Creative	3.6	3.6	3.8	3.5	
Emotional	3.6	3.7	3.6	3.6	
Environmental	4.4	4.4	4.4	4.5	
Financial	4.0	3.7	3.8	3.8	**
Intellectual	4.2	4.3	4.2	4.2	
Physical	3.5	3.1	3.5	3.5	*
Social	4.0	3.9	4.0	4.0	
Spiritual	3.7	4.0	3.8	3.7	

## Sorority and Fraternity Members

Members of sororities and fraternities reported greater career wellness (3.9) compared to unaffiliated students (3.5). Creative wellness scores are higher among sorority and fraternity members (3.8) than non-members (3.6). Undergraduates who participate in sororities and fraternities also reported greater social wellness (4.2) than unaffiliated students (3.8).

Scores by Sorority or Fraternity Membership- Undergraduate			
	Sorority or fraternity members	Unaffiliated students	Statistically Significant
Career	3.8	3.5	**
Creative	3.8	3.6	*
Emotional	3.6	3.6	
Environmental	4.4	4.4	
Financial	3.9	3.9	
Intellectual	4.3	4.2	
Physical	3.4	3.5	
Social	4.2	3.9	**
Spiritual	3.7	3.7	

## Employment

Among students who work, undergraduates who reported working 20 hours a week or more, have lower career wellness scores (3.7) than undergraduate students who work less than 20 hours a week.

Scores by Employment Status- Undergraduate			
	Less than 20 hours	More than 20 hours	Statistically Significant
Career	3.9	3.7	**
Creative	3.6	3.6	
Emotional	3.6	3.6	
Environmental	4.5	4.4	
Financial	4.0	3.9	
Intellectual	4.2	4.3	
Physical	3.4	3.4	
Social	4.0	4.0	
Spiritual	3.7	3.8	

## Class Rank

Undergraduate class rank is an important predictor of several wellness dimensions. In general, as students progress their career wellness scores increase. Creative wellness outcomes differ significantly by class rank, with fifth-year plus student having the highest score (3.8). On average, more advanced students have reported higher scores on the financial wellness scale. Alternatively, first-year and second year students, as well as fifth-year plus students display higher physical wellness scores (3.6) than third-year and fourth-year students.

Scores by Class Rank- Undergraduate						
	First-year	Second-year	Third-year	Fourth-year	Fifth-year +	Statistically Significant
Career	3.3	3.5	3.6	3.8	3.7	**
Creative	3.5	3.7	3.7	3.5	3.8	*
Emotional	3.6	3.5	3.7	3.6	3.7	
Environmental	4.4	4.5	4.5	4.4	4.5	
Financial	3.8	3.8	4.1	4.0	3.9	*
Intellectual	4.2	4.2	4.3	4.3	4.2	
Physical	3.6	3.6	3.4	3.4	3.6	**
Social	3.9	3.9	4.0	4.0	4.0	
Spiritual	3.7	3.7	3.7	3.8	3.9	

\* $p < .05$  \*\*  $p < .01$

## Residence Type

Among undergraduate students, career, financial and social wellness scores vary by residence type and location. Students who reside in university operated residences reported the lowest career score (3.4), followed by students who live outside of the 43201 zip code (3.5) and finally students who live within the 43201 zip code. Undergraduates who live in the 43201 zip code have larger financial wellness scores (4.1) compared to students who live on campus or beyond the 43201 zip code (3.8). Students who live off campus, but within the 43201 zip code also reported the highest average scores for social wellness (4.1), followed by students who live in university operated residences (3.9) and students who live outside of the 43201 zip code (3.7).

Scores by Residence Type- Undergraduate				
	Campus residence	Within 43201 zip code	Outside 43201 zip code	Statistically Significant
Career	3.4	3.6	3.5	**
Creative	3.6	3.5	3.7	
Emotional	3.6	3.6	3.6	
Environmental	4.4	4.4	4.5	
Financial	3.8	4.1	3.8	**
Intellectual	4.2	4.3	4.2	
Physical	3.5	3.5	3.5	
Social	3.9	4.1	3.7	**
Spiritual	3.7	3.7	3.8	

## WELLNESS RESULTS FOR GRADUATE AND PROFESSIONAL STUDENTS

### Gender

Among graduate students, females and males only significantly differ on the social wellness scale. Women reported a social score of 4.1 compared to 3.8 for men.

Scores by Gender- Graduate			
	Male	Female	Statistically Significant
Career	3.8	3.7	
Creative	3.6	3.7	
Emotional	3.6	3.7	
Environmental	4.6	4.5	
Financial	4.2	4.1	
Intellectual	4.4	4.4	
Physical	3.6	3.6	
Social	3.8	4.1	*
Spiritual	3.9	3.8	

### First Generation

Graduate students whose parents did not graduate from college are fairly similar to their peers with parents who did graduate. However, first generation graduate students do score significantly lower on the intellectual wellness scale (4.3) than non-first generation graduate students (4.4).

Scores by First Generation Status- Graduate			
	First generation	Non-first generation	Statistically Significant
Career	3.8	3.7	
Creative	3.6	3.8	
Emotional	3.8	3.7	
Environmental	4.5	4.6	
Financial	4.0	4.2	
Intellectual	4.3	4.4	*
Physical	3.5	3.6	
Social	3.9	4.1	
Spiritual	3.8	3.9	

\* $p < .05$  \*\*  $p < .01$

## International Students

International graduate students differ from domestic students on the creative, intellectual and social dimensions of the wellness assessment. The average creative wellness score is higher among domestic students (3.8) than it is for international students (3.5). Intellectual and social wellness scores are lower among international students than domestic students. International students averaged a 4.2 on the intellectual wellness scale, while domestic students averaged a 4.4. Also, international students reported a social wellness score of 3.6 compared to a score of 4.1 for domestic students.

Scores by International Status- Graduate			
	International	Domestic	Statistically Significant
Career	3.7	3.7	
Creative	3.5	3.8	*
Emotional	3.7	3.7	
Environmental	4.6	4.5	
Financial	4.0	4.1	
Intellectual	4.2	4.4	*
Physical	3.6	3.6	
Social	3.6	4.1	**
Spiritual	3.8	3.8	

## Race/Ethnicity

Among graduate students, White students and Students of Color vary significantly on the emotional, intellectual and social wellness scales. Students of Color reported greater emotional wellness (3.8) than their White peers (3.7). However, White graduate average higher on the intellectual (4.4) and social wellness (4.1) scales. Graduate Students of Color score an average of 4.3 and 3.8, respectively.

Scores by Race/Ethnicity- Graduate			
	White	Students of color	Statistically Significant
Career	3.7	3.7	
Creative	3.8	3.6	
Emotional	3.7	3.8	*
Environmental	4.6	4.5	
Financial	4.1	4.2	
Intellectual	4.4	4.3	*
Physical	3.6	3.6	
Social	4.1	3.8	*
Spiritual	3.8	4.0	

\* $p < .05$  \*\*  $p < .01$

## Employment

For graduate students who are employed, individuals who work more than 20 hours a week have lower average career wellness scores (3.8) compared to graduate students who work fewer than 20 hours a week (4.1). A similar pattern occurs for the intellectual wellness scale; students who work more than 20 hours a week reported a lower score of 4.3 compared to a 4.4 for students who work fewer than 20 hours a week.

Scores by work status- Graduate			
	Less than 20 hours	More than 20 hours	Statistically Significant
Career	4.1	3.8	**
Creative	3.7	3.8	
Emotional	3.8	3.7	
Environmental	4.6	4.5	
Financial	4.0	4.2	
Intellectual	4.4	4.3	*
Physical	3.7	3.6	
Social	4.0	4.1	
Spiritual	3.9	3.8	

## Class Rank

Graduate programs are associated with differences on the career and creative wellness scales for master's, professional and doctoral students. Master's students have the highest average career wellness scores (3.9), followed by doctoral students (3.7) and professional students (3.4). Statistical differences for the creative scale follow the same trend: master's students reported the highest score (3.8), followed by doctoral students (3.7) and professional students (3.3).

Scores by Class Rank- Graduate				
	Master's	Professional	Doctoral	Statistically Significant
Career	3.9	3.4	3.7	**
Creative	3.8	3.3	3.7	**
Emotional	3.7	3.7	3.7	
Environmental	4.5	4.5	4.6	
Financial	4.1	3.9	4.1	
Intellectual	4.4	4.4	4.4	
Physical	3.6	---	3.6	
Social	4.1	4.0	4.0	
Spiritual	3.8	3.7	3.8	

## CONCLUSION

Overall, both undergraduate and graduate students reported high average wellness outcomes across multiple dimensions of health behaviors and attitudes.

Female undergraduates scored higher on the career scale than males. Male undergraduates had a larger score on financial wellness than females. Among graduate students, men and women only significantly differ on the social wellness scale.

First-generation undergraduate students reported lower outcomes on the environmental, financial and social wellness scales than non-first generation students. First generation graduate students scored lower on the intellectual wellness scale than non-first generation graduate students.

Race or ethnic background is associated with variations in career, financial and physical wellness scores among undergraduate students. For graduate students, White students and Students of Color vary significantly on the emotional, intellectual and social wellness scales.

Sorority and fraternity members reported higher scores on the career, creative and social wellness scales than their unaffiliated peers.

International graduate students diverge from domestic students on the creative, intellectual and social dimensions of the wellness assessment.

Among undergraduates that work, students who reported working 20 hours a week or more, average a lower career wellness score than students who work less than 20 hours a week. Graduate student who work more reported a lower average career wellness score compared to graduate students who work. Also, graduate students who work more, have lower intellectual wellness scores than students who work less.

Class rank is associated with several wellness dimensions. More advanced undergraduates reported higher scores on the career and financial wellness scales. Graduate students in different programs vary on the career and creative wellness scales.

Among undergraduate students, career, financial and social wellness scores vary by residence type and location.

While it is important to understand variations in students' wellness outcomes, this study cannot determine causality. Average wellness scores do not necessarily indicate that one student group is more or less well in a particular area than another student group. Even when statistically significant differences are present across students groups, it is important to consider the magnitude of the variation. Statistically significant differences that do not diverge substantively may not provide meaningful information about wellness in students' lives.

Future research should examine if the statistically significant associations between student demographics and wellness outcomes are present after controlling for other important characteristics. It would also be beneficial to consider how students' demographic characteristics may influence respondents to overstate or understate their wellness attitudes and behaviors.



## APPENDIX

### SAMPLE OF INDIVIDUAL RESULTS

One of the goals of the survey was to provide students with personal ratings of their nine wellness dimensions. The table below presents an example of the wellness reports respondents received at the end of the survey.

DIMENSION	YOUR AVERAGE
<b>Career-</b> The professionally well person engages in work from which he/she gains personal satisfaction and enrichment, consistent with his/her values, goals, and lifestyle.	4.1
<b>Creative-</b> 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.	4.0
<b>Emotional-</b> The emotionally well person can identify, express, and manage the entire range of his/her feelings and would consider seeking assistance to address areas of concern.	4.4
<b>Environmental-</b> The environmentally well person recognizes the responsibility to preserve, protect, and improve the environment and appreciates the interconnectedness of nature and the individual.	4.6
<b>Financial-</b> The financially well person is fully aware of his/her own financial state and budgets, saves, and manages his/her finances in order to achieve realistic financial goals.	4.7
<b>Intellectual-</b> 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.	4.8
<b>Physical-</b> 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.	4.3
<b>Social-</b> 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.	4.7
<b>Spiritual-</b> The spiritually well person seeks harmony and balance by openly exploring the depth of human purpose, meaning, and connection through dialogue and self-reflection.	4.0

## SAMPLE OF RESOURCES PROVIDED

In addition to a personal wellness report, students were also provided with resources at Ohio State corresponding to each of the nine dimensions. Resources varied based on undergraduate or graduate level of study. Below is a portion 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](mailto: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 Career Connection](#)- providing high quality and diverse-sensitive services through counseling, consultation and lasting partnerships, designed to facilitate learning and advance well-being, purpose, identity, development and citizenship.
- [Office of Student Life Buckeye Careers](#)- offers career development assistance, support and resources – from selecting a major to starting a career – for all Ohio State students.
- [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](#)- is 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](#)- multidisciplinary programs encompass performing arts, exhibitions, and media arts (film/video) and have focused 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 Counseling and Consultation](#)- 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 Student Wellness Center](#): Wellness Coaching- use the 9 Dimensions of Wellness model as a framework for exploring optimal lifestyles.
- [Office of Student Life Student Advocacy Center](#)- assisting students in cutting through campus bureaucracy; empowers students to overcome obstacles to their growth both inside and outside the classroom.

#### Environmental Wellness

- [Office of Student Life 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 Energy Services and Sustainability](#)- the focal point for continued energy conservation, education, recycling and other sustainability initiatives.

## 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 the cursor was near the term.

Term/Phrase	Hover-text
Exercise regularly	Exercise 3-5 times per week over the course of several weeks
Nutritious diet	Eating 4-8 servings of fruit or vegetables, 4 cups of dairy, choosing lean meats, including whole grains, and limiting fats and oils
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
Intellectually engaging activities	Activities that increase knowledge, foster critical thinking, and expand worldviews; for example, reading, engaging discussions, seminars, brainteasers
Relaxation techniques	Any method, process, or activity that helps a person to relax; for example, exercise, listening to music, meditation
Safer sex	Sexual activity in which precautions (e.g. using condoms, barriers, avoiding high-risk sexual acts, practicing monogamy) have been taken in order to reduce the chance of sexually transmitted infections and/or pregnancy