

Wellbeing & Resilience Survey (WBRS)

University of Louisville

Executive Summary

Spring 2017

Managed by Health Promotion & Education, a division of Campus Health Services
Karen S. Newton, MPH, RD, Director and Co-Investigator
Sara A. Choate, MEd, Program Coordinator, Sr.



UofL School of Nursing
Lee Ridner, Ph.D, Professor, Co-investigator
Tim Crawford, Ph.D, Assistant Professor, Statistician

UofL College of Education & Human Development
Meera Alagaraja, Ph.D, Associate Professor
Lisa Hooper, Ph.D, Professor

Collaborating to build a campus community that values wellbeing and resilience.

This data informs our efforts to promote students' wellbeing, resilience, and academic success. UofL Health Promotion & Education, a division of Campus Health Services, administered the Wellbeing Survey in 2016 and 2017. Previously, it administered the ACHA-NCHA Survey in 2008, 2010, 2012, and 2014.

Acknowledgements

We are grateful to the following people for their support and contributions to the UofL 2017 WBRS:

- Office of Academic Planning and Accountability (OAPA) team for their technical support: Robert Goldstein, Cheryl Gilchrist, Katie Partin, Katie Bixby
- Campus Health Management team
- The 945 students who responded to the survey

This document is posted on our website: louisville.edu/healthpromotion.
Please direct questions or inquiries about dissemination of this data to Sara Choate at
502-852-8799 or sara.choate@louisville.edu.
The data was collected in March 2017.

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WBRS

Acting as an intervention itself, the WBRS supports the wellbeing of the campus community by addressing the significant roles wellbeing and resilience play in our students' personal and academic success.

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I. Introduction

The Wellbeing & Resilience Survey (WBRS) is a University of Louisville initiative organized by an inter-disciplinary workgroup comprised of Health Promotion & Education, a division of Campus Health Services, the School of Nursing, the College of Education & Human Development, the School of Public Health & Information Sciences, and Institutional Effectiveness. The WBRS workgroup is committed to assessing and addressing the health and wellbeing needs of UofL students by improving the quality and reach of student wellbeing services and programs, sharing data with campus partners and stakeholders, and informing policy that promotes diversity, inclusion, and health equity.

Purpose: To inform the UofL community's decisions regarding programs, services, policies and initiatives by providing data about the wellbeing of the UofL student body. The survey provides insight regarding what institutional structures, experiences, feelings, attitudes, and behaviors support students' wellbeing, and enable them to develop their own resilience. Likewise, the survey informs UofL decision-makers by revealing gaps and barriers students face in attaining greater capacity for wellbeing and resilience.

The 2016 UofL Wellbeing Survey originated from a growing dissatisfaction with the American College Health Association-National College Health Assessment (ACHA-NCHA II) instrument because it did not adequately inform UofL about our students' wellbeing status. It also missed the opportunity to communicate to students that UofL cares about their wellbeing and success. The instrument is an intervention to highlight how wellbeing and resilience support personal and academic success. In an effort to capture student wellbeing and resilience, Karen Newton and Dr. Lee Ridner designed a more succinct, relevant, and affirming questionnaire. UofL Institutional Effectiveness launched the original instrument in 2016, administering it electronically using the online survey tool, aXplorance Blue, to five thousand randomly selected undergraduate students, who were 18-26 years old. The result was a response rate of 22.74% with one thousand one hundred thirty-seven responses, a significant jump compared to previous ACHA-NCHA response rates.

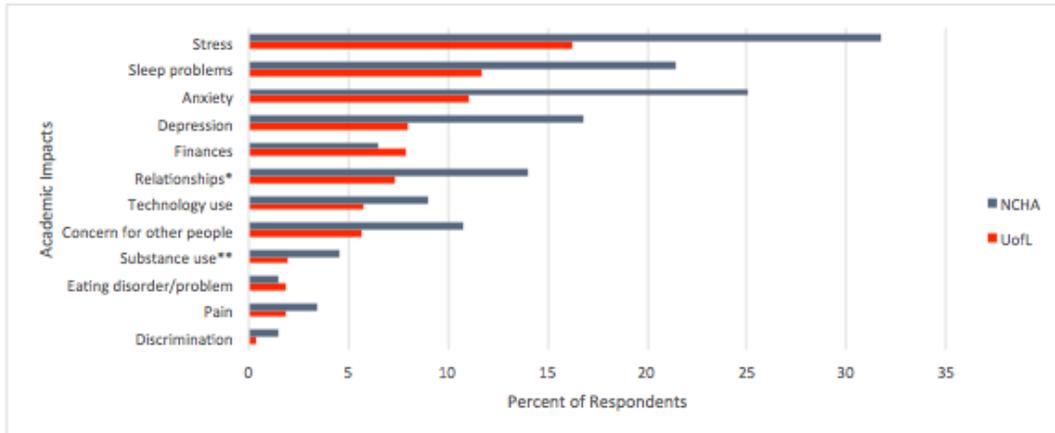
The revised survey, the 2017 UofL Wellbeing & Resilience Survey, was developed following the need to include a validated instrument normed with college-aged populations. While the revised survey does contain many of the questions from the previous year, the 57-item survey also includes the General Well-Being Scale, the Public Health Surveillance Well-Being Scale, the Brief Resilience Scale, and the Flourishing Scale, in addition to a revised set of UofL-specific add-ons questions. Students received a cover letter prior to the survey that included IRB approval for passive consent. UofL Institutional Effectiveness administered the survey to four thousand nine hundred ninety-nine randomly selected students between the ages of 18-26 years old. Students were given the option to be in a drawing for prizes that included: a Specialized Crossroads bicycle (\$400 value); bike helmet (\$50 value); bike lock (\$40 value); Fit Bit (\$150 value); 1-hour chair massage voucher (\$16 value each).

This Executive Summary highlights results of the 2017 UofL Wellbeing & Resilience Survey consisting of 945 respondents with an overall response rate of 18.9%.

II. UofL Student Wellbeing & Resilience Report

This report highlights self-reported student behaviors from the Spring 2017 UofL Wellbeing & Resilience Survey (WBRS), and compares UofL students to college students nationwide (See Figures 1-5). Note: UofL WBRS does not have a time scale; NCHA is the last 12 months.

Figure 1: Responses to Academic Impacts



*Relationships combines Relationship Difficulties and Roommate Difficulties from NCHA

**Substance use combines Alcohol Use and Drug Use from NCHA

UofL reported lower rates than the national average of self-reported stress, sleep problems, anxiety, and relationship issues that have an academic impact.

UofL students experience greater financial stressors and disordered eating than the national average.

Figure 2: Responses to Health Rating

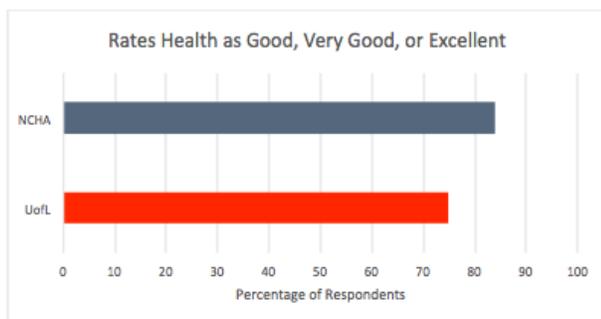
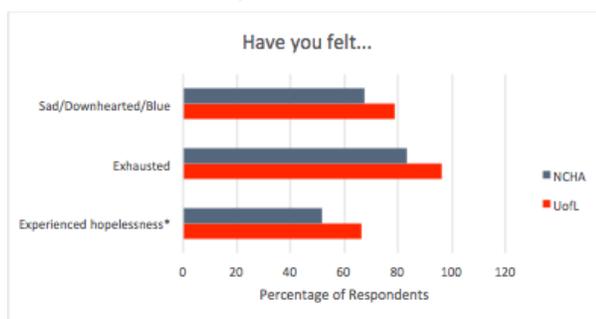


Figure 3: Responses to Feelings Associated With Depression



UofL students fall below the national average in self-reported health, and experience higher rates of depression symptoms than the average college student in the U.S.

Figure 4: Responses to Sexual Orientation

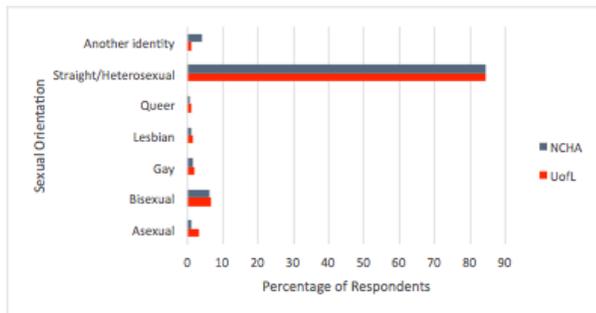
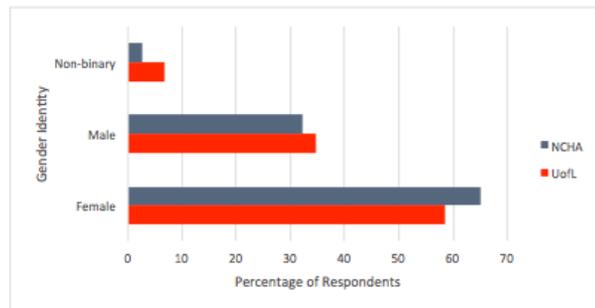


Figure 5: Responses to Gender Identity



Student Wellbeing

Informed by the Gallup Well-Being Index¹, Wellbeing includes the presence of positive emotions and moods (e.g., happiness) and the absence of negative emotions (e.g., depression); it also encompasses satisfaction with life, positive functioning, and fulfillment. The following wellbeing factors comprise overall wellbeing: purpose, social, financial, community, physical, and emotional/mental.

Top 10 Predictors of Positive Student Wellbeing

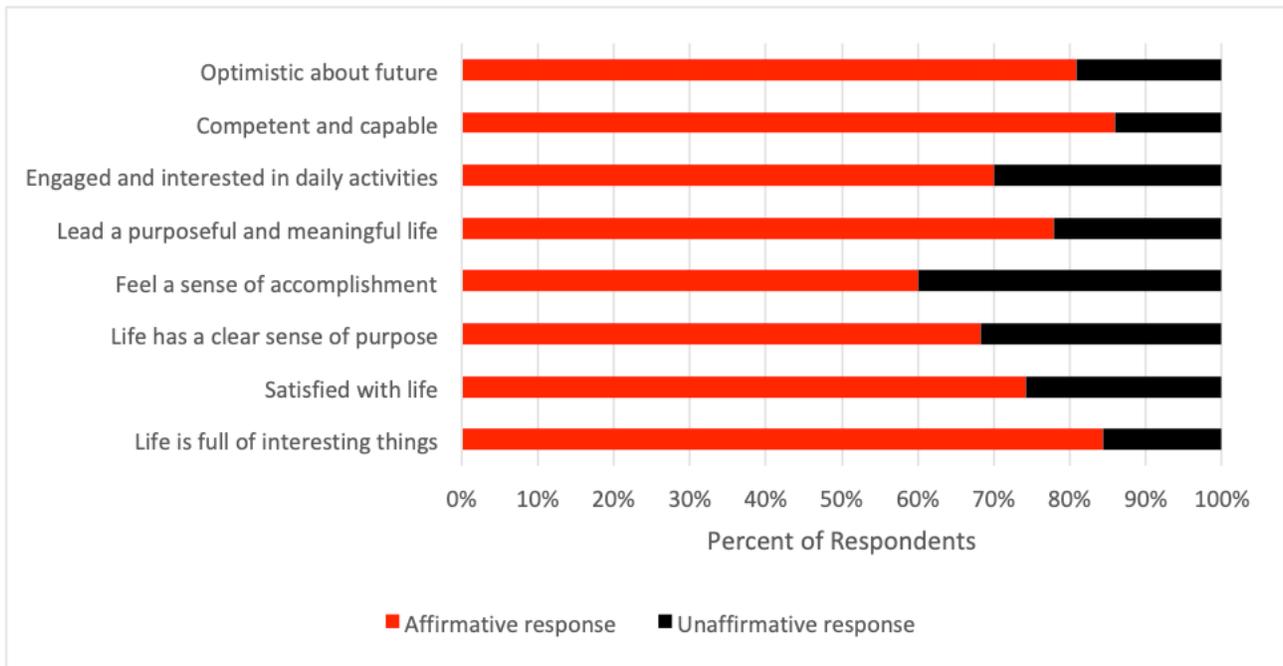
1. How satisfied students are with the quality of their sleep
2. How satisfied students are with the support they get from friends
3. How happy was students' childhood
4. How healthy students' physical environments are
5. How well students are able to accept their bodily appearance
6. How well students are able to concentrate
7. How often students move their bodies intentionally for fitness or fun
8. Sexual orientation
9. How often students did not meet academic expectations due to alcohol or drugs
10. How many vegetables students eat daily

Within our sample, there was good internal consistency ($\alpha=0.89$). From the Public Health Surveillance –Well-Being Score, Wellbeing was dichotomized into Positive Wellbeing (PHS-WB Score ≥ 33) and Less than Positive Wellbeing (PHS-WB Score < 33).

Overall, UofL students have a mean wellbeing score of 48.82 (SD=9.61), which corresponds to positive wellbeing per the cutoffs described above.

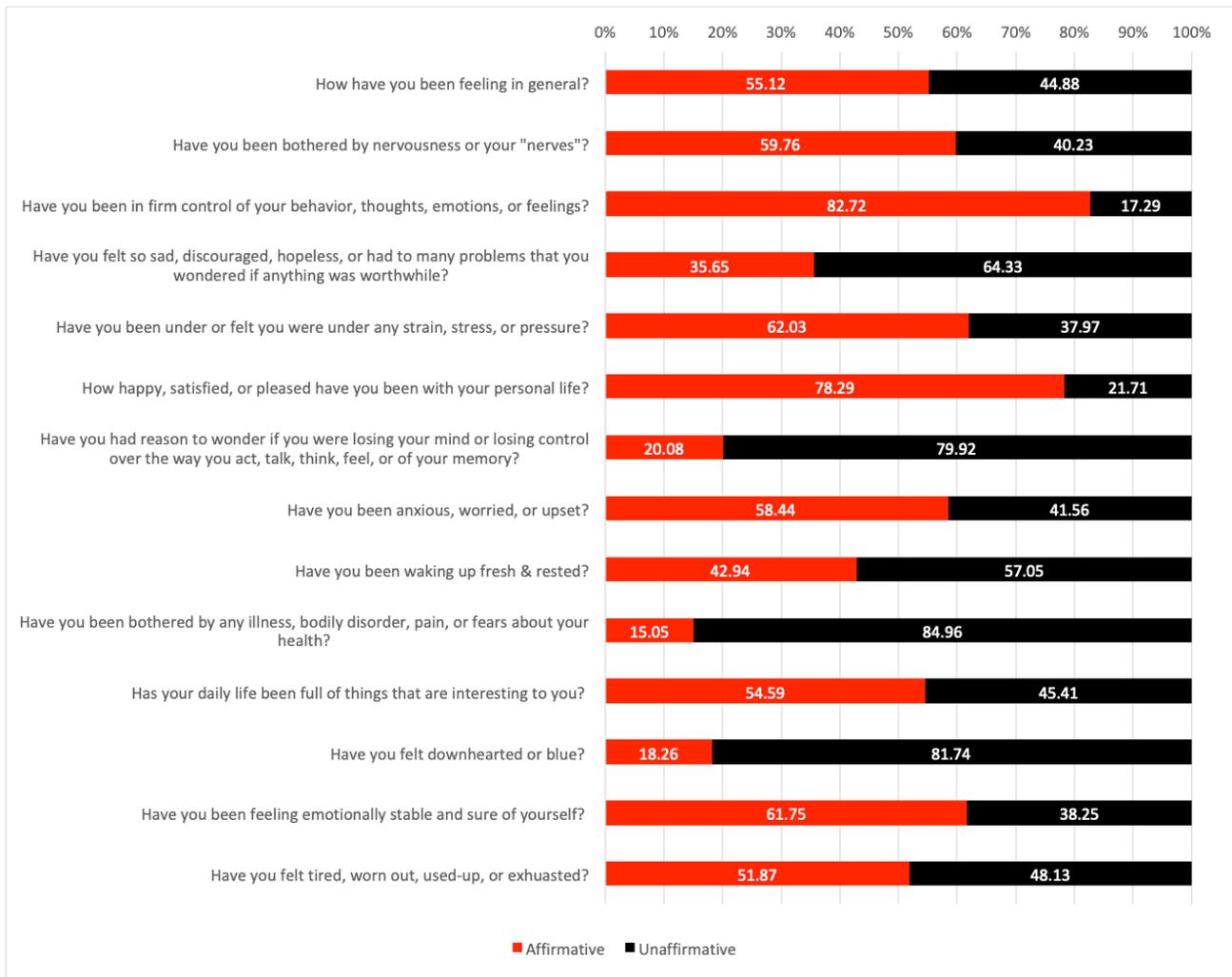
¹ Rath, T., & Harter, J. K. (2010). *Well-being: The five essential elements*. Gallup Press.

Figure 6: Responses to Public Health Surveillance - Well-Being Survey



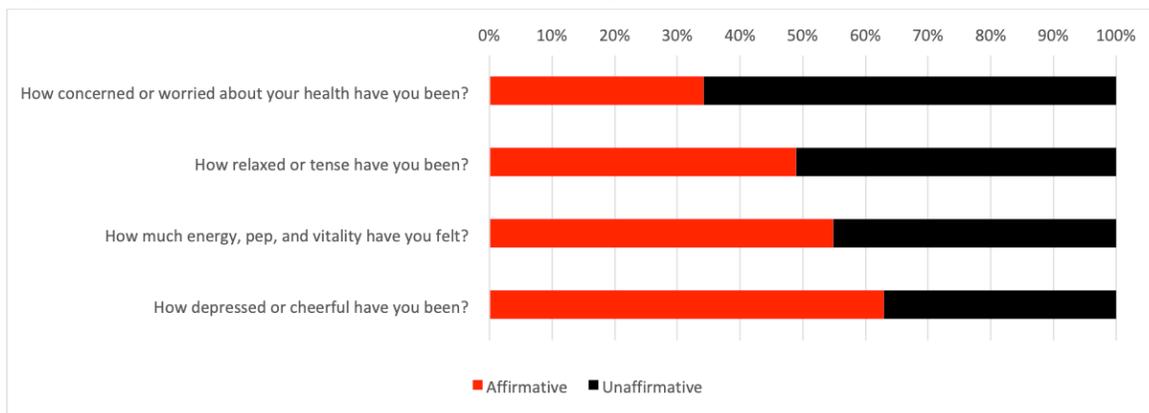
The vast majority of students are optimistic about the future, feel competent and capable, and have a clear sense of purpose.

Figure 7: Responses to General Wellbeing Survey

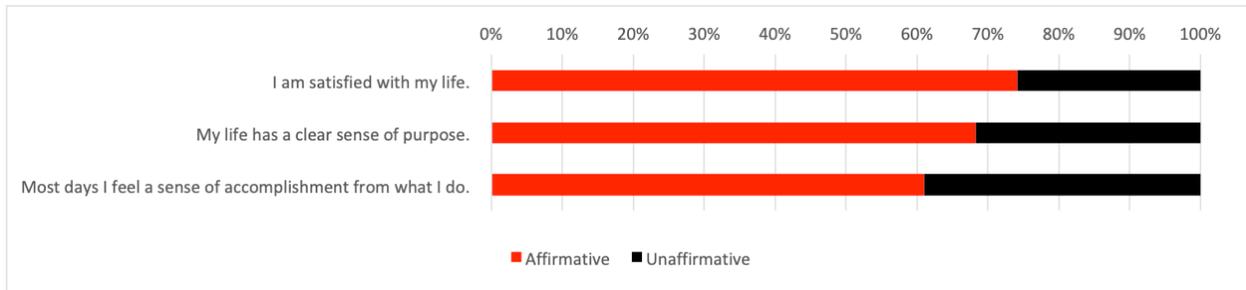


Over 75% of UofL students are satisfied with their personal life, and feel in control of their thoughts, emotions, and behavior. Over half report being anxious, exhausted, and under pressure.

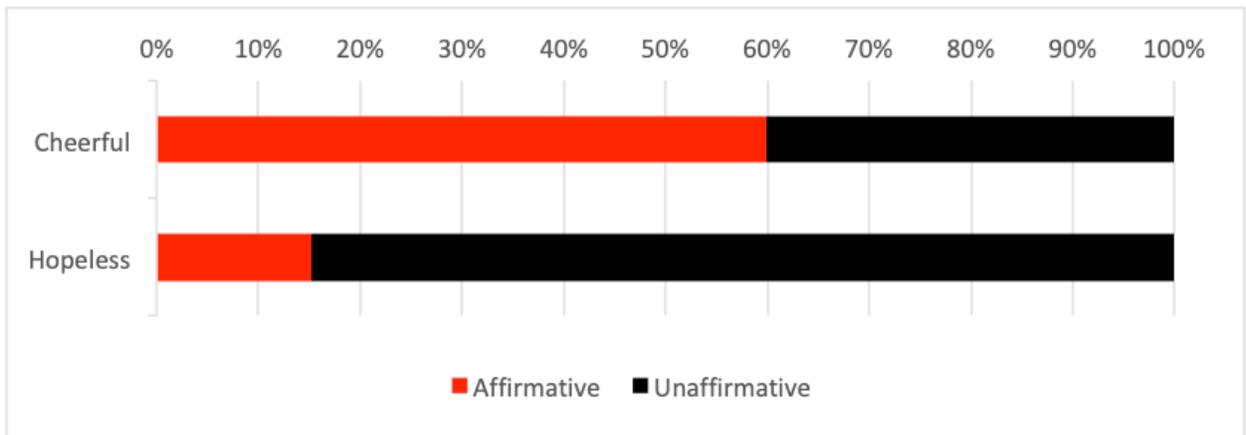
Figures 8-11: Responses to General Wellbeing Survey



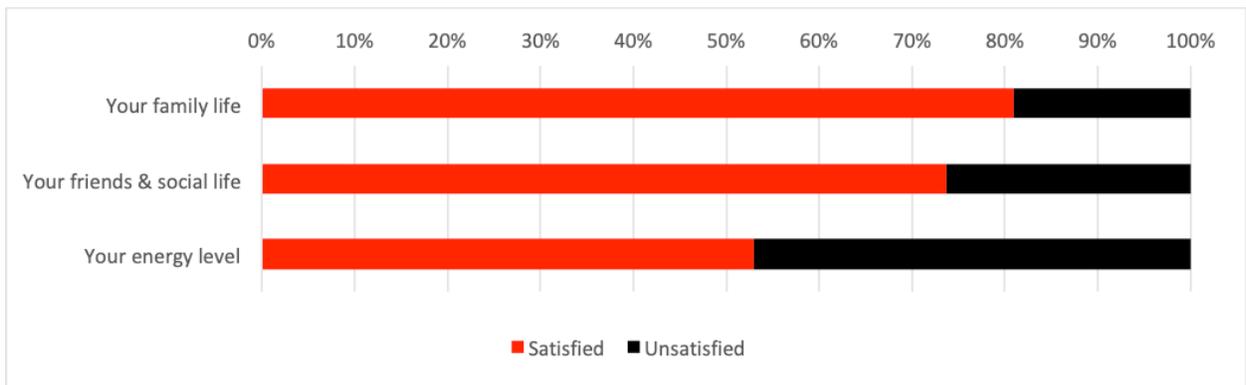
The majority of UofL students reported feeling cheerful, having adequate energy, and not concerned about their health. A slight majority of UofL students report feeling tense.



The vast majority of UofL students are satisfied with their life, have a clear sense of purpose, and feel a sense of accomplishment.



The vast majority of UofL students are hopeful and cheerful.



The vast majority of UofL students report being satisfied by their family life, friends, and social life. Just over half of UofL students are satisfied with their energy level.

Student Resilience

Resilience is the acquired capacity to be flexible in thoughts, feelings, and behaviors when facing life challenges in order to bounce back and move forward with confidence.

Top 8 Predictors of Positive High Student Resilience

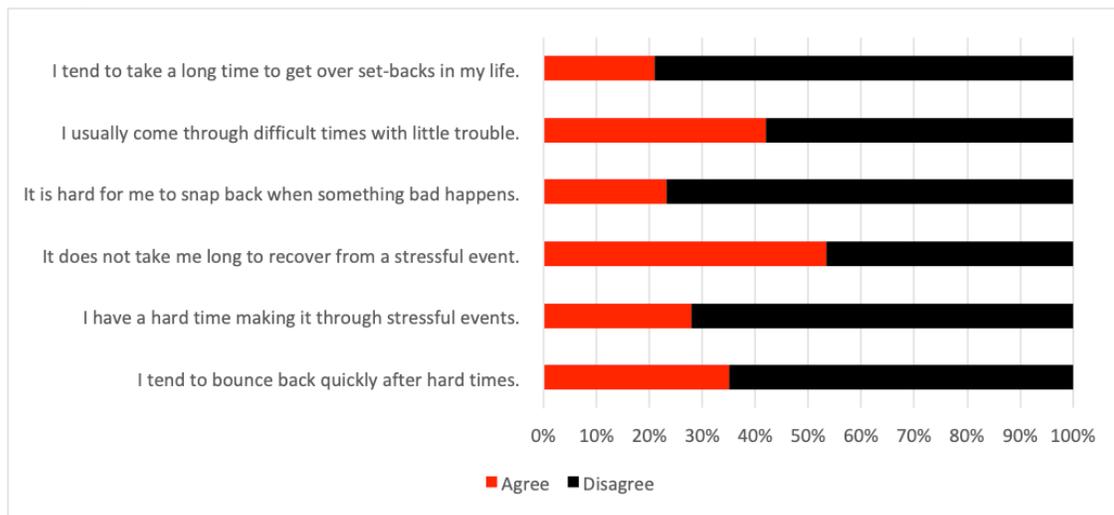
1. How well students are able to concentrate
2. How well students are able to accept their bodily appearance
3. How often students move their bodies intentionally for fitness or fun
4. Sex (Male versus Female)
5. How satisfied students are with the support they get from friends
6. How often students felt they belonged to a community
7. How satisfied students are with the quality of their sleep
8. How healthy students' physical environments are

Brief Resilience Scale (BRS): The BRS is a six-item scale that measures resilience, defined as the "ability to bounce back." Within our sample, there was good internal consistency ($\alpha=0.88$). Individual item scores are averaged for a total score ranging from 1 to 6. A higher score corresponds to a greater ability to recover from stress i.e., greater resilience.²

Brief Resilience Scale (BRS) cutoffs: Low = 1.00-2.99; Normal = 3.00-4.30; High = 4.31-6.00

Overall, UofL students have a mean resilience score of 3.40 (SD=0.81), which corresponds to "normal" resilience.

Figure 12: Responses to Brief Resilience Scale



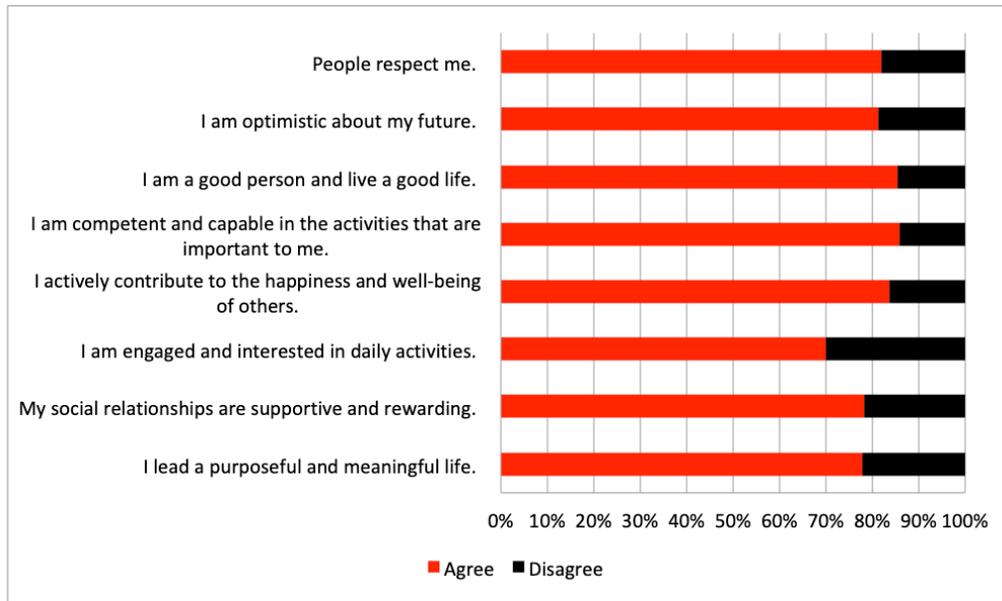
Flourishing Scale (FS): The FS is an 8-item scale that measures psychosocial flourishing, or social-psychological prosperity, in areas important to human functioning such as relationships,

² Smith, B.W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine, 15*, 194-200.

self-esteem, purpose, and optimism and demonstrates good internal validity ($\alpha=0.92$). The individual items are summed to provide a total psychological well-being score ranging from 8 to 56, with higher total scores representing a person with many psychological resources and strengths.³

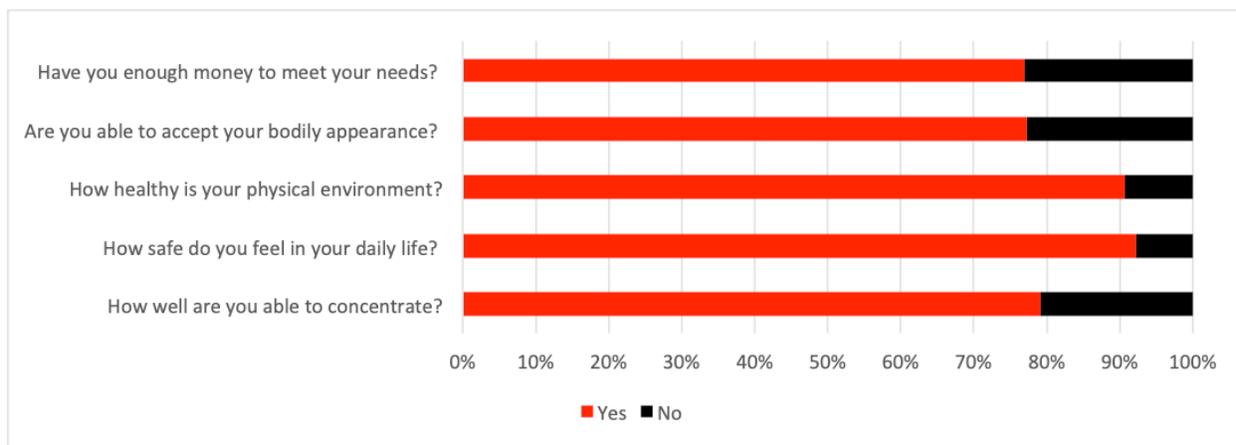
The mean flourishing score in our sample of UofL students was 43.82 (SD=8.70).

Figure 13: Responses to Flourishing Scale



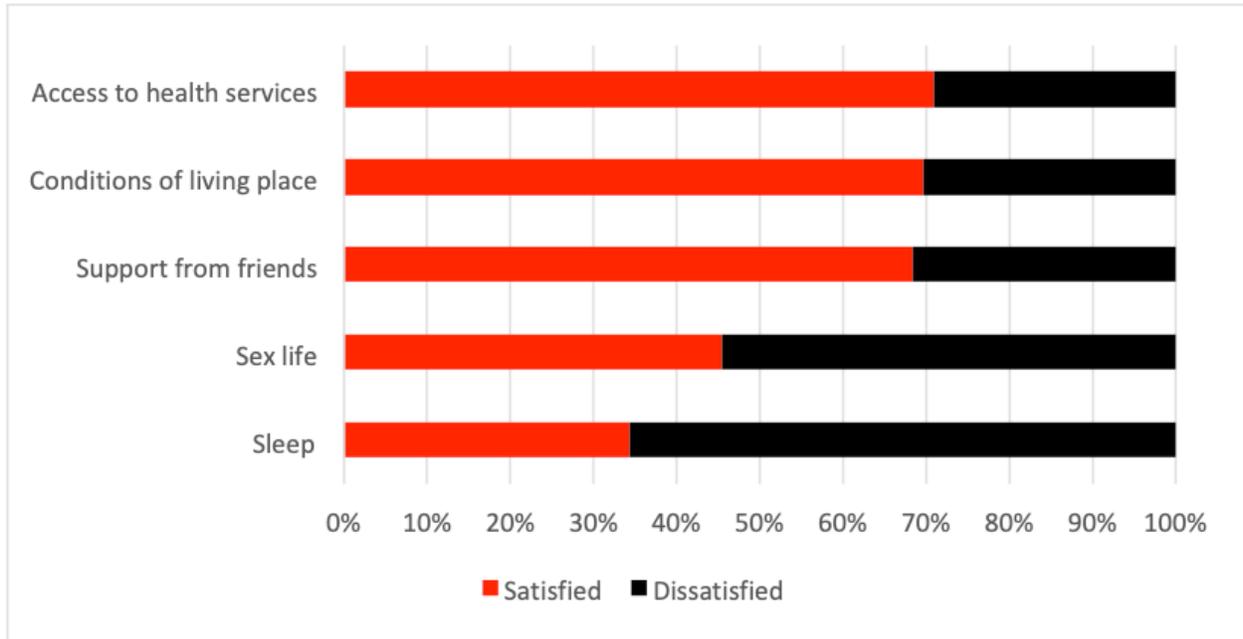
The vast majority of UofL students believe they are good people and others respect them. Most UofL students are engaged and interested in their daily activities, and report leading a meaningful life.

Figures 14-15: Responses to Quality of Life



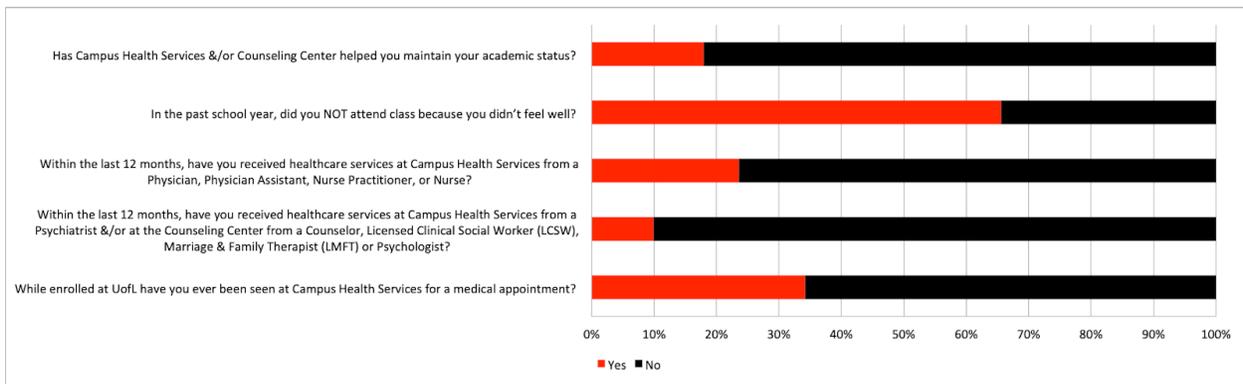
³ Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of wellbeing: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.

Over 75% of UofL students accept their bodily appearance and are able to concentrate in their tasks. They reported feeling safe, living in a healthy physical environment, and have enough money to meet their needs.



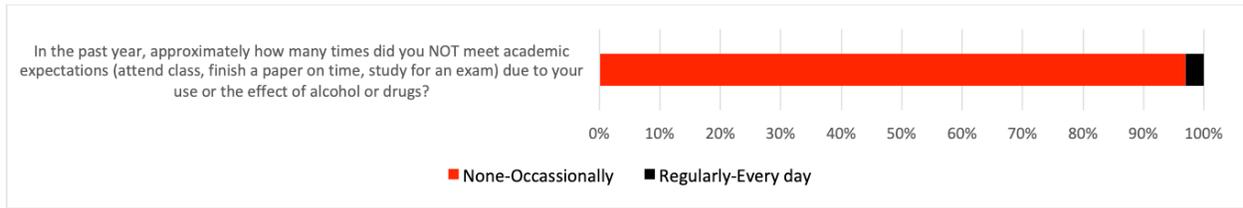
The vast majority of UofL students are satisfied with their access to health services, conditions of their living place, and support from friends. Only a third of UofL students are satisfied with the quality of their sleep, and less than half feel good about their sex life.

Figure 16: Responses to Campus Healthcare Services



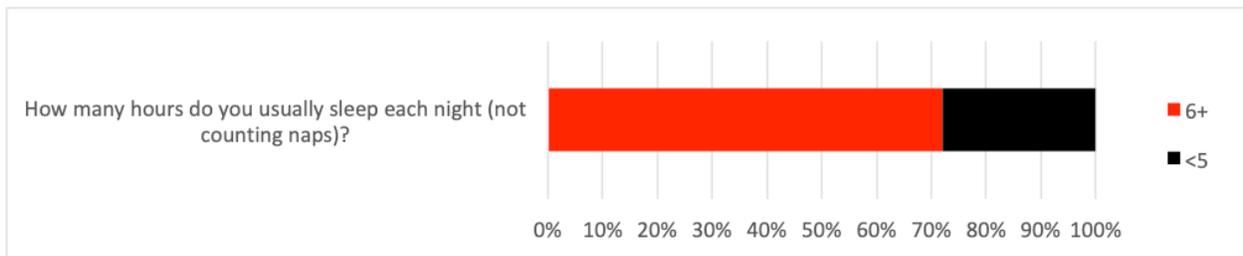
Over 60% of UofL students reported missing class due to illness. Less than 40% of UofL students sought medical services from Campus Health.

Figure 17: Responses to Academic Expectations and Alcohol & Substance Use



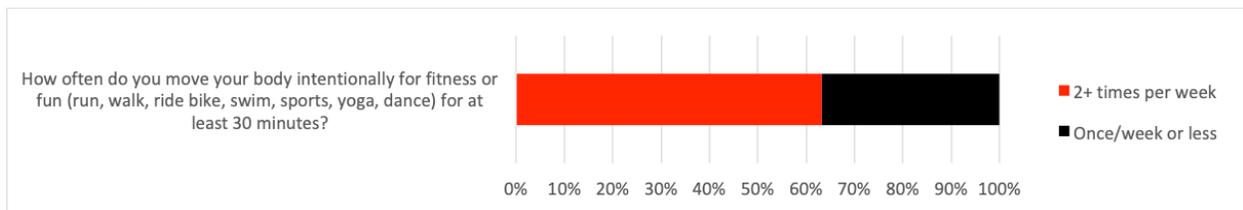
Less than 5% of UofL students did not meet an academic expectation due to the effect of alcohol or other substances.

Figure 18: Responses to Nighttime Sleep



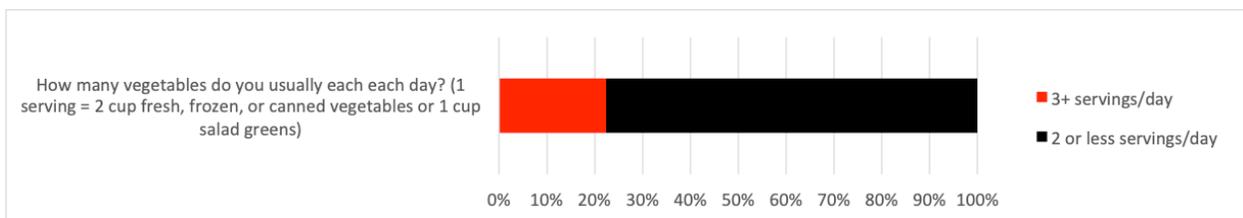
Over 70% of UofL students reported sleeping 6+ hours/night most nights.

Figure 19: Responses to Fitness & Movement



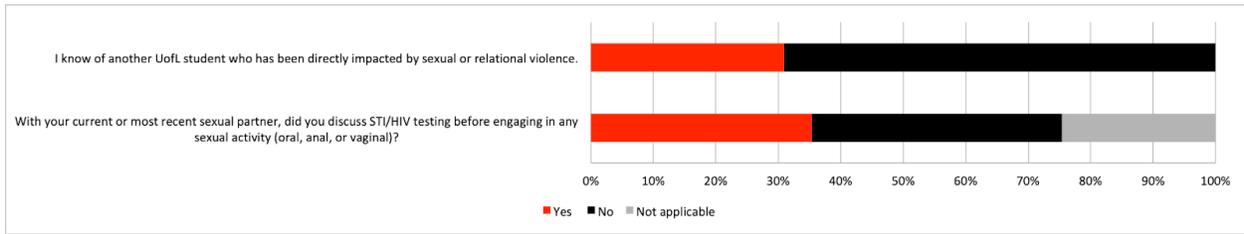
The majority of UofL students move their body intentionally for fitness or fun at least 30 minutes/day on average.

Figure 20: Responses to Vegetable Intake



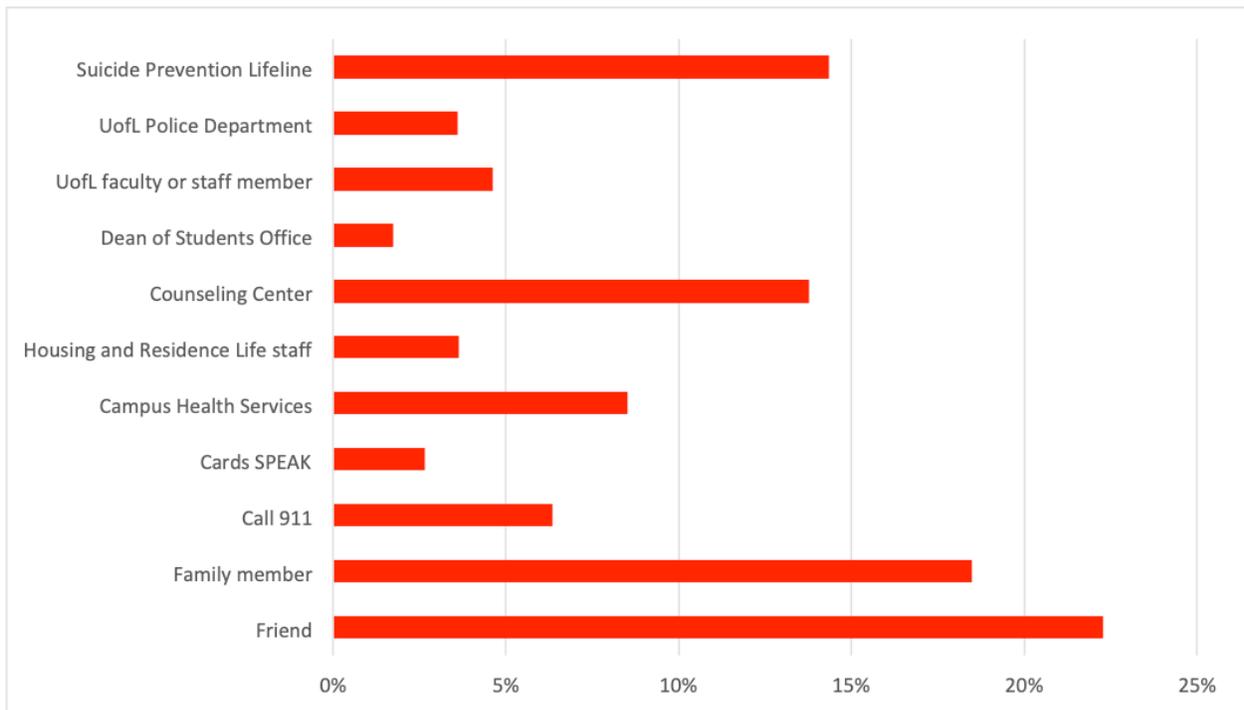
The vast majority of UofL students do not eat enough vegetables in their diet.

Figure 21: Responses to Relational Violence & Consent



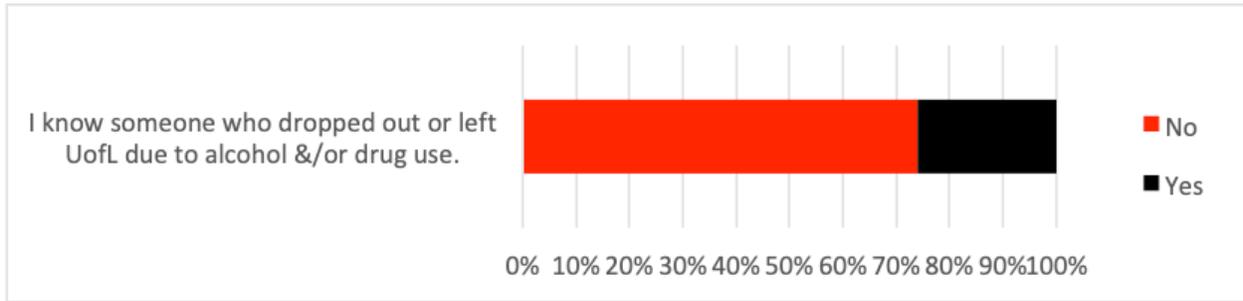
Over 40% of UofL students who were sexually active did not discuss STI status with their partner before engaging in sexual activity.
 30% of UofL students know a fellow UofL student who has experienced sexual or relational violence.

Figure 22: Responses to Preferred Sources of Suicide Support



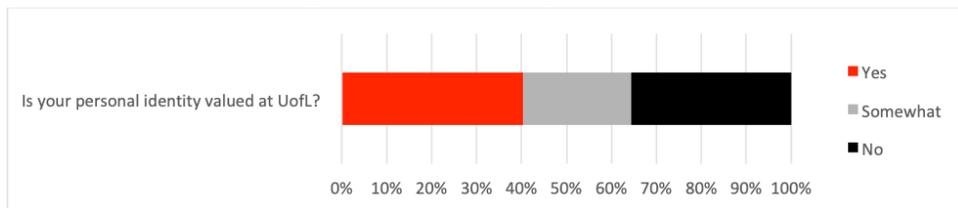
UofL students report they would seek out a friend, family member, the Suicide Prevention Lifeline, and/or the Counseling Center as their primary sources of support if they or another student were thinking about suicide.

Figure 23: Responses to Student Retention and Alcohol & Substance Use



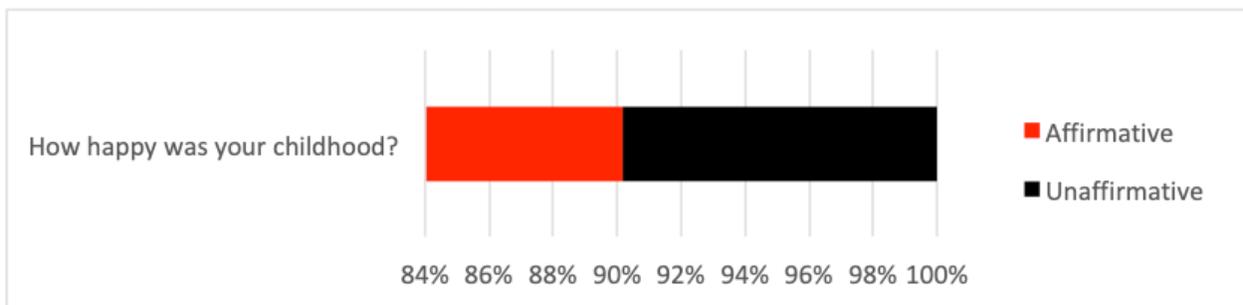
A quarter of UofL students know a former UofL student who dropped out due to alcohol or other substance use.

Figure 24: Responses to UofL Valuing Personal Identity



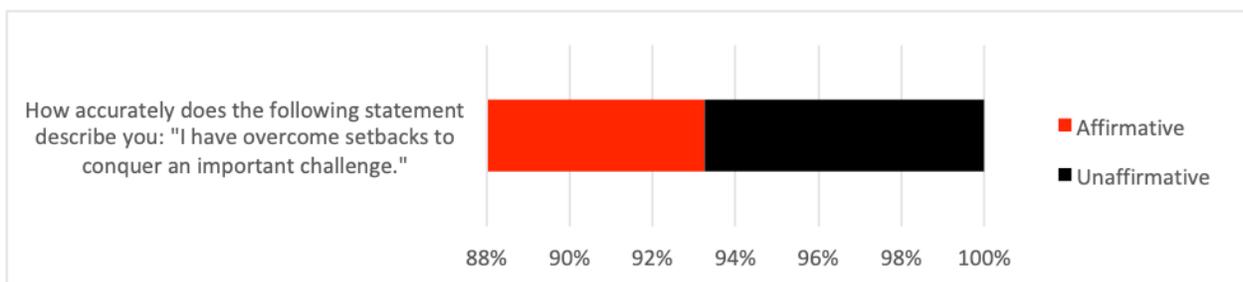
Only 40% of UofL students feel that their personal identity is valued at UofL.

Figure 25: Responses to Childhood Happiness

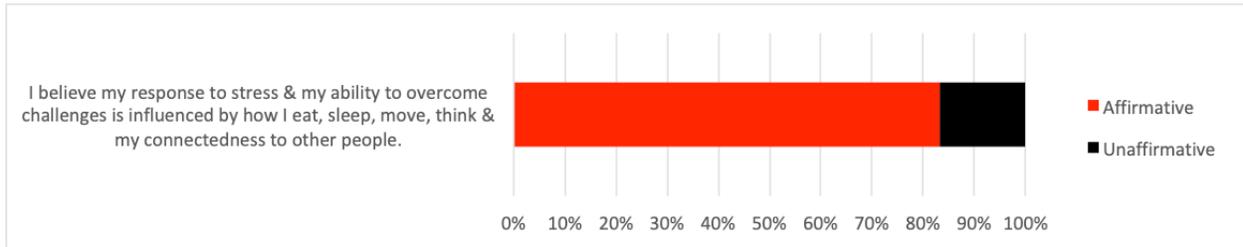


The vast majority of UofL students report having had a happy childhood.

Figure 26: Responses to Student Grit

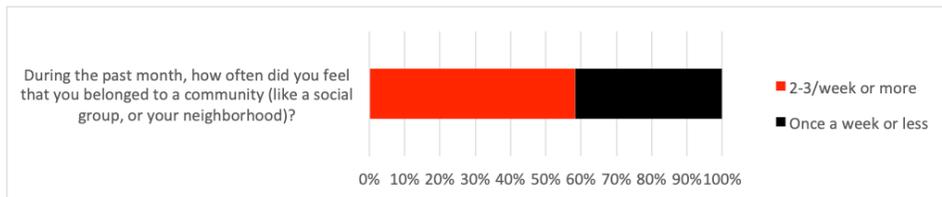


Over 90% of UofL students have overcome setbacks to conquer an important challenge.
Figure 27: Responses to Stress Response & Overall Wellbeing



The vast majority of UofL students understand the connection between their response to stress and their overall wellbeing.

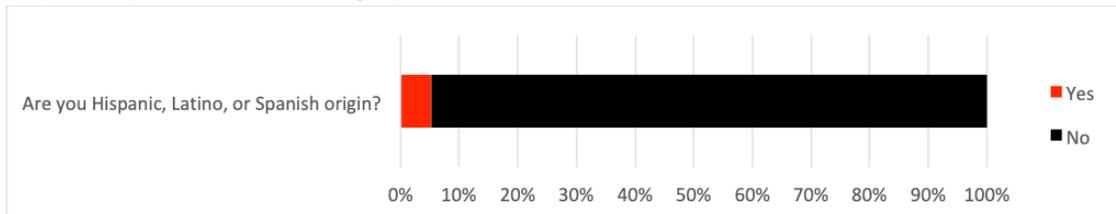
Figure 28: Responses to Sense of Belonging

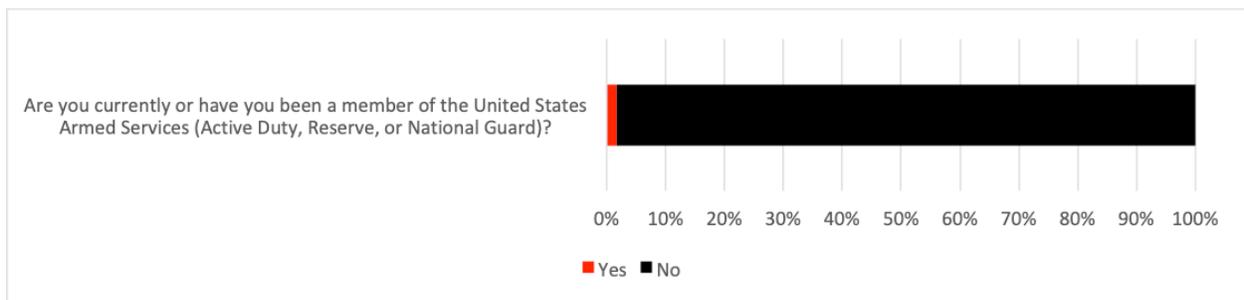
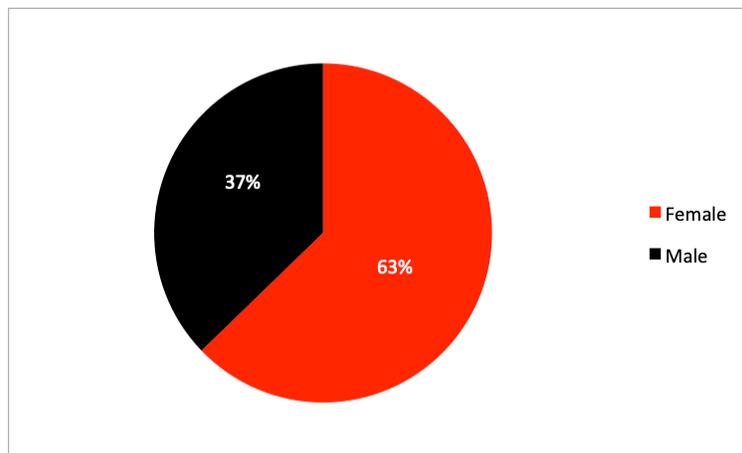
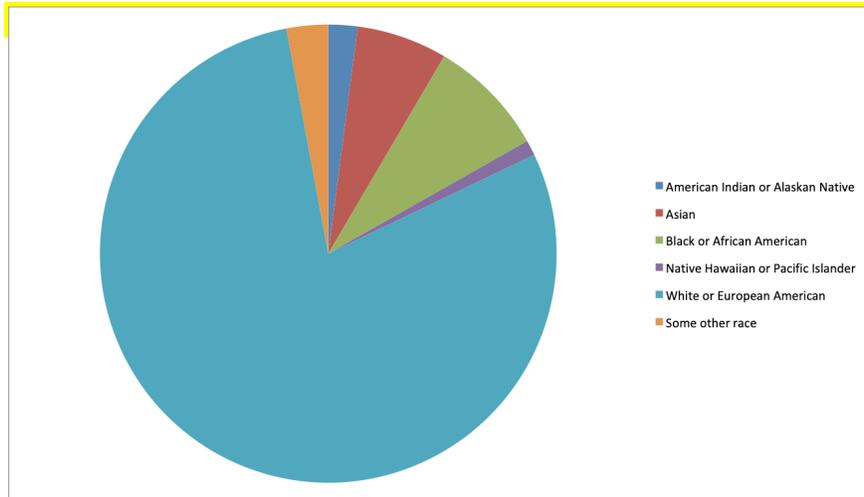


The majority of UofL students feel a sense of belonging to a social group or community.

III. Demographics & Student Characteristics

Figure 29-32: Responses to Demographic Info:





IV. Intentions

A. The survey is itself an intervention.

i. Student feedback to question: *Why did you complete this survey?*

a. "It made me reflect on my life as a whole."

b. "Gave me some time to think about ways to improve my well-being."

c. "I never really thought about some of the questions on this survey until now."

d. "It made me realize a lot about myself that I have not yet thought about."

V. Policy Implications

The ultimate goal of the University of Louisville, to retain and graduate students, relies heavily on the institution's foundational support of students' overall wellbeing. While the university is comprised of staff and faculty who care about student wellbeing, it would greatly behoove the institution to establish a sixth pillar of wellbeing, thus clarifying its significance as fundamental to our students' personal and academic success.

Appendix

General Well-Being Schedule: The General Well-Being (GWB) Schedule focuses on one's subjective feelings of psychological well-being and distress, one's inner personal state. 14 items are rated on a 6-point Likert scale, with 1 "All the time" to 6 "None of the time". The remaining 4 items are rated on a 10-point Likert scale with response options that are relevant to each of these 4 items. Items are summed, yielding a range from 0 to 110, with higher scores indicating greater levels of well-being.

Dupuy, H.J. (1977). The General Well-being Schedule. In I. McDowell & C. Newell (Eds.), *Measuring health: a guide to rating scales and questionnaire* (2nd ed) (pp. 206-213). USA: Oxford University Press.

Public Health Surveillance Well-Being Scale (PHS-WB): The PHS-WB is a 10-item scale that captures mental, physical, and social components of well-being and demonstrates good internal consistency ($\alpha=0.89$). Individual item scores are summed and the total score is converted to an item response theory (IRT) score with a higher score indicative of greater well-being. Sub-domains include: life satisfaction, meaning in life, autonomy, competence, relatedness, affects (positive and negative), and social and physical health.

Bann, C.M., Kobau, R., Lewis, M.A., Zack, M., Luncheon, C., & Thompson, W.W. (2012). Development and psychometric evaluation of the public health surveillance well-being scale. *Quality of Life Research*, 21(6), 1031-1043.

Brief Resilience Scale (BRS): The BRS is a six-item scale that measures resilience, defined as the "ability to bounce back." Within our sample, there was good internal consistency ($\alpha=0.88$). Individual item scores are summed for a total score ranging from 6 to 30. A higher score corresponds to a greater ability to recover from stress i.e., greater resilience.

Smith, B.W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine*, 15, 194-200.

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