

# Wellbeing & Resilience Survey (WBRS) University of Louisville Executive Summary Spring 2018

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*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, 2017, and 2018. Previously, it administered the ACHA-NCHA Survey in 2008, 2010, 2012, and 2014.

## Acknowledgements

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- Office of Academic Planning and Accountability (OAPA) team for their technical support: Robert Goldstein, Katie Partin, Katie Bixby, Brit Thompson
- Campus Health Management team
- The 1327 students who responded to the survey

This document is posted on our website: [louisville.edu/healthpromotion](http://louisville.edu/healthpromotion).  
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The data was collected in March 2018.

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# University of Louisville

## Executive Summary

Spring 2018

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Wellbeing & Resilience Survey



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 interdisciplinary workgroup comprised of Health Promotion & Education, a division of Campus Health Services, Kent School of Social Work, 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.

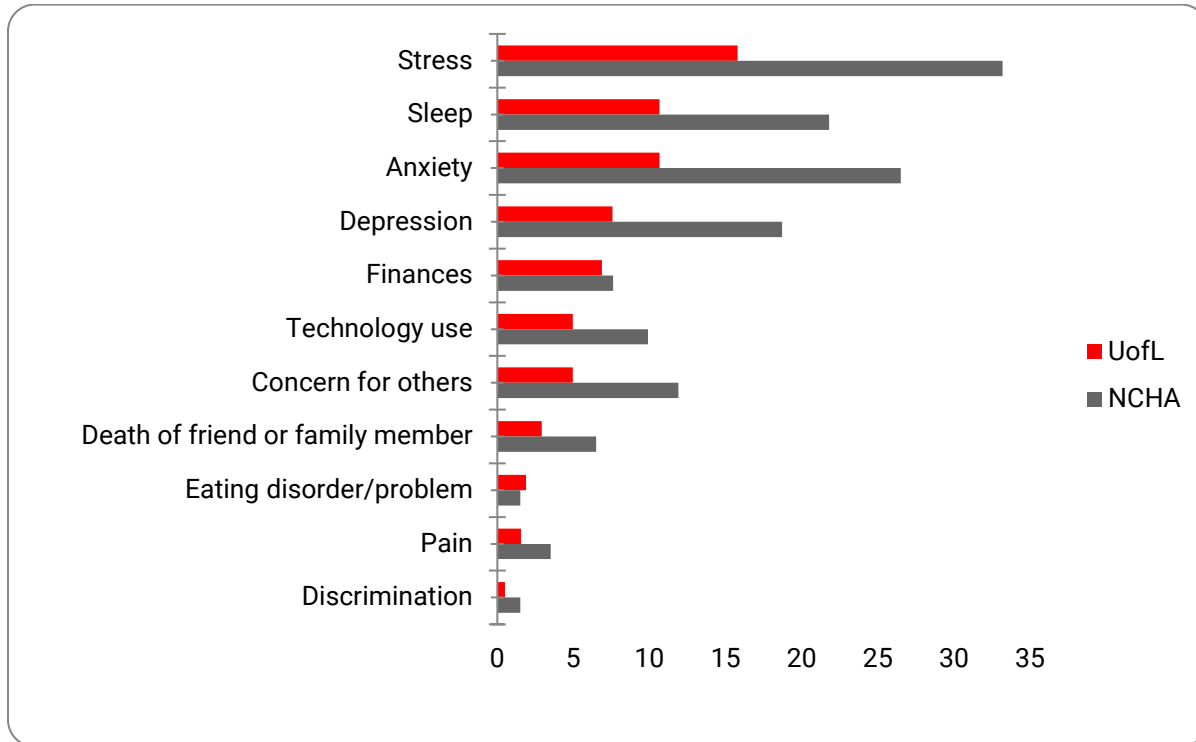
The revised survey, the 2017 UofL Wellbeing & Resilience Survey, was developed following the need to include a validated instrument normed with college-aged populations. While the revised survey does contain many of the questions from the previous year, the 57-item survey also includes the General Well-Being 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. In 2018, the use of the General Well-Being Scale was discontinued, and the survey was administered to both undergraduate and graduate students. Students received a cover letter prior to the survey that included IRB approval for passive consent. UofL Institutional Effectiveness administered the survey to five thousand twenty-four randomly selected undergraduate students between the ages of 18-26 years old and one thousand eight hundred ninety-six randomly selected graduate students. Students were given the option to be in a drawing for prizes that included: a Specialized bicycle (\$400 value); bike helmet (\$50 value); bike lock (\$40 value); Beats headphones (\$170 value); Beats speakers (\$170 value); and 30-minute chair massage voucher (\$8 value each).

This Executive Summary highlights results of the 2018 UofL Wellbeing & Resilience Survey consisting of 925 undergraduate respondents and 402 graduate respondents with an overall response rate of 19.18%.

## II. UofL Student Wellbeing & Resilience Report

This report highlights self-reported student behaviors from the Spring 2018 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.

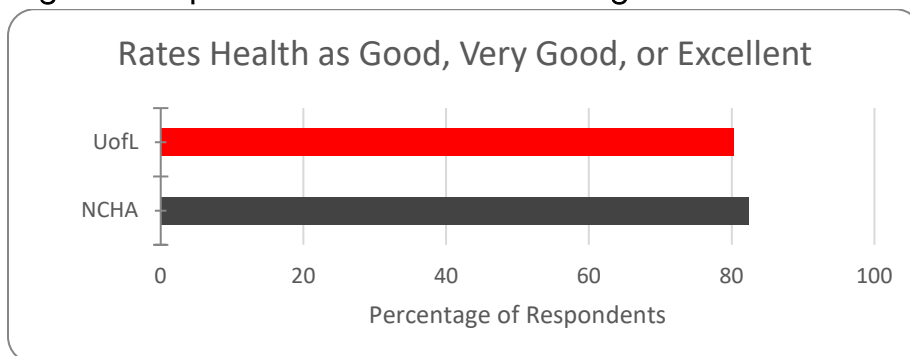
Figure 1: Responses to Academic Impacts



UofL reported lower rates than the national average of self-reported stress, sleep problems, anxiety, depression, financial stress, technology use, concern for others, death of friend or family member, pain and discrimination that have an impact of academic success.

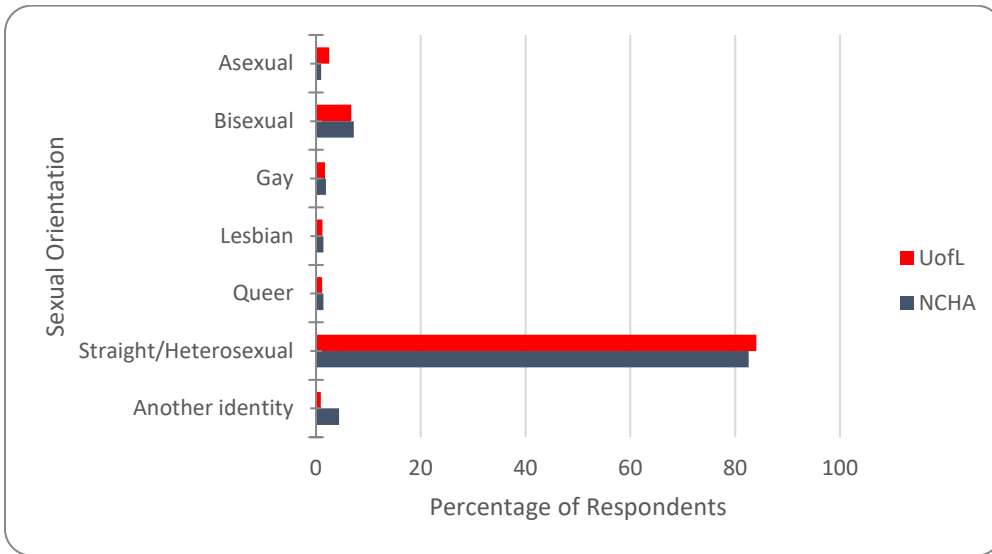
UofL students experience disordered eating than the national average.

Figure 2: Responses to General Health Rating



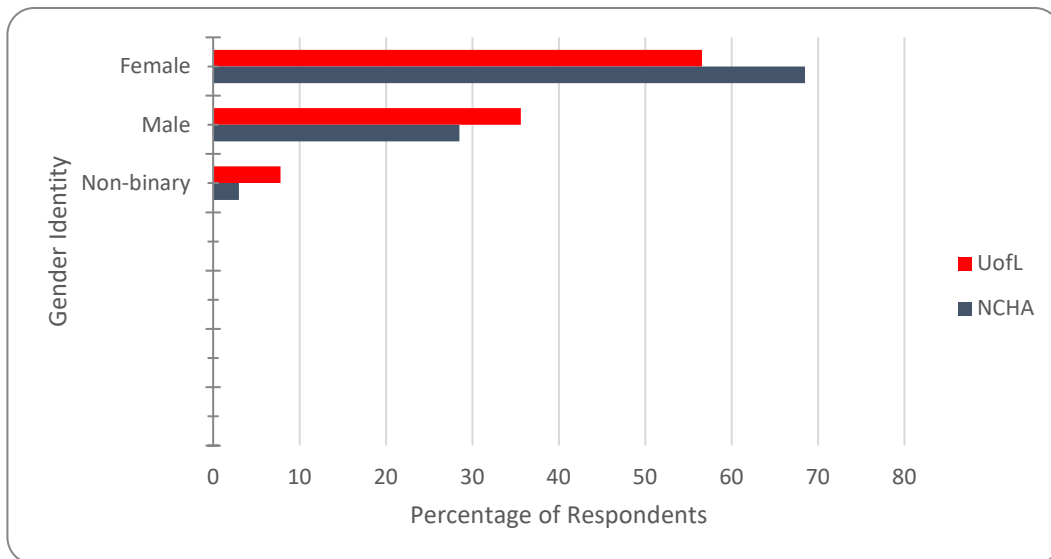
UofL students reported slightly lower rates than the national average of self-reported general health rating.

**Figure 3: Responses to Sexual Orientation**



UofL students are comparable to the national average in terms of sexual orientation representation.

**Figure 4: Responses to Gender Identity**



At UofL, more male and non-binary identifying students were surveyed compared to the national average. Less female identifying students were surveyed compared to the national average.

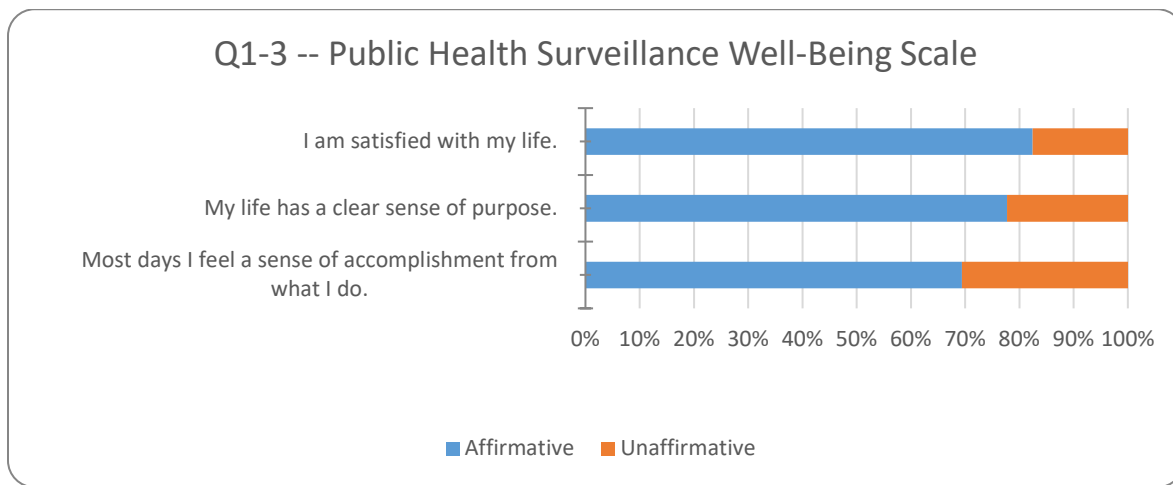
## Student Wellbeing

Informed by the Gallup Well-Being Index<sup>1</sup>, 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.

From the Public Health Surveillance –Well-Being Score, Wellbeing was dichotomized into Positive Wellbeing (PHS-WB Score  $\geq 33$ ) and Less than Positive Wellbeing (PHS-WB Score  $< 33$ ).

Overall, UofL students have a mean wellbeing score of 35.44 (SD=6.22), which corresponds to positive wellbeing per the cutoffs described above.

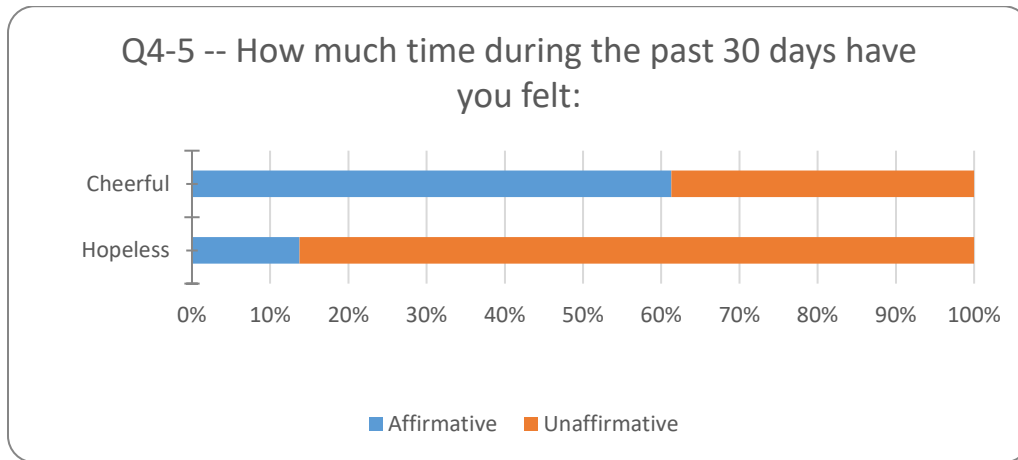
Figure 5: Responses to the Public Health Surveillance Well-being Scale



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

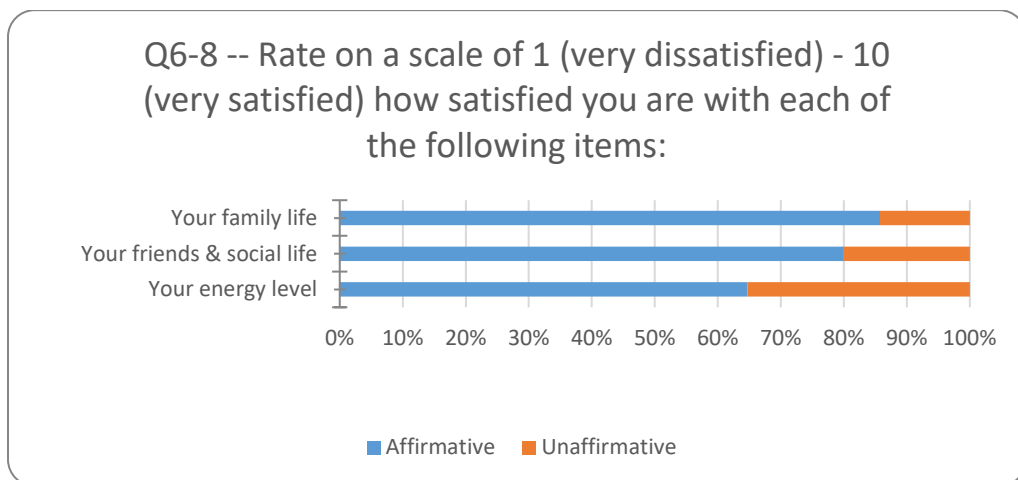
<sup>1</sup> Rath, T., & Harter, J. K. (2010). *Well-being: The five essential elements*. Gallup Press.

Figure 6: Responses to the Public Health Surveillance Well-being Scale



The vast majority of UofL students are hopeful and cheerful.

Figure 7: Responses to the Public Health Surveillance Well-being Scale



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.

**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).

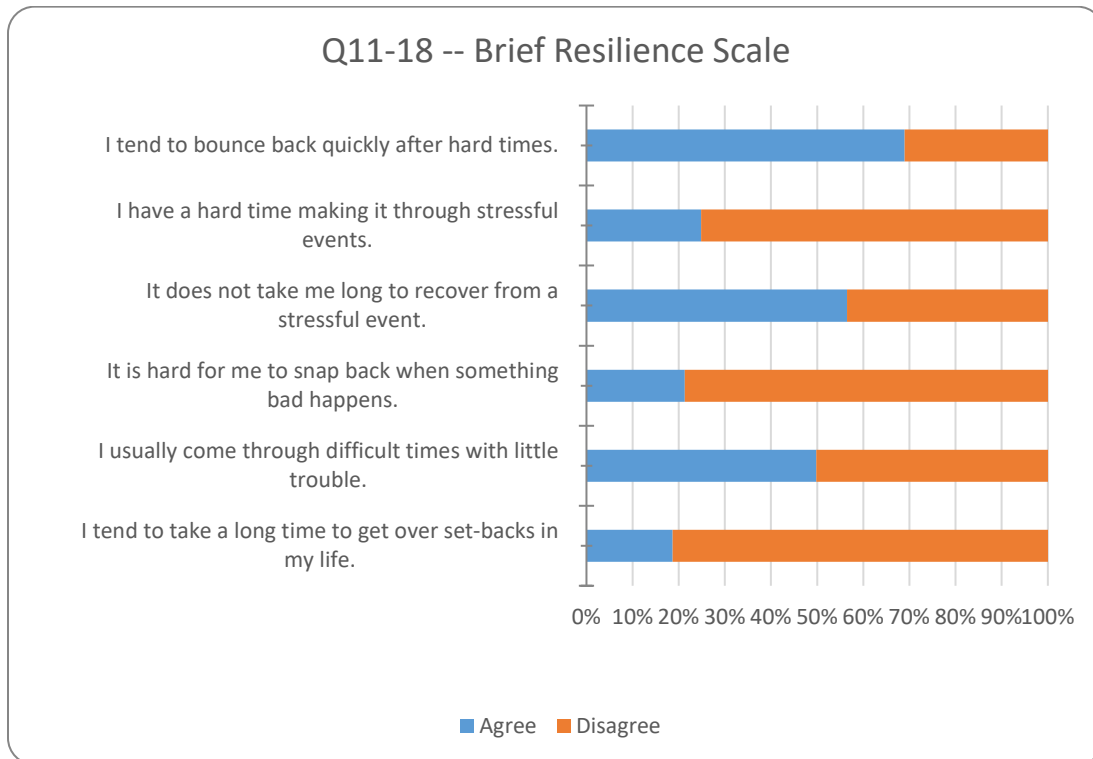


Individual item scores are averaged for a total score ranging from 1 to 6. A higher score corresponds to a greater ability to recover from stress i.e., greater resilience.<sup>2</sup>

*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 3.66 (SD=0.99), which corresponds to “normal” resilience.

**Figure 8: Responses to Brief Resilience Scale**



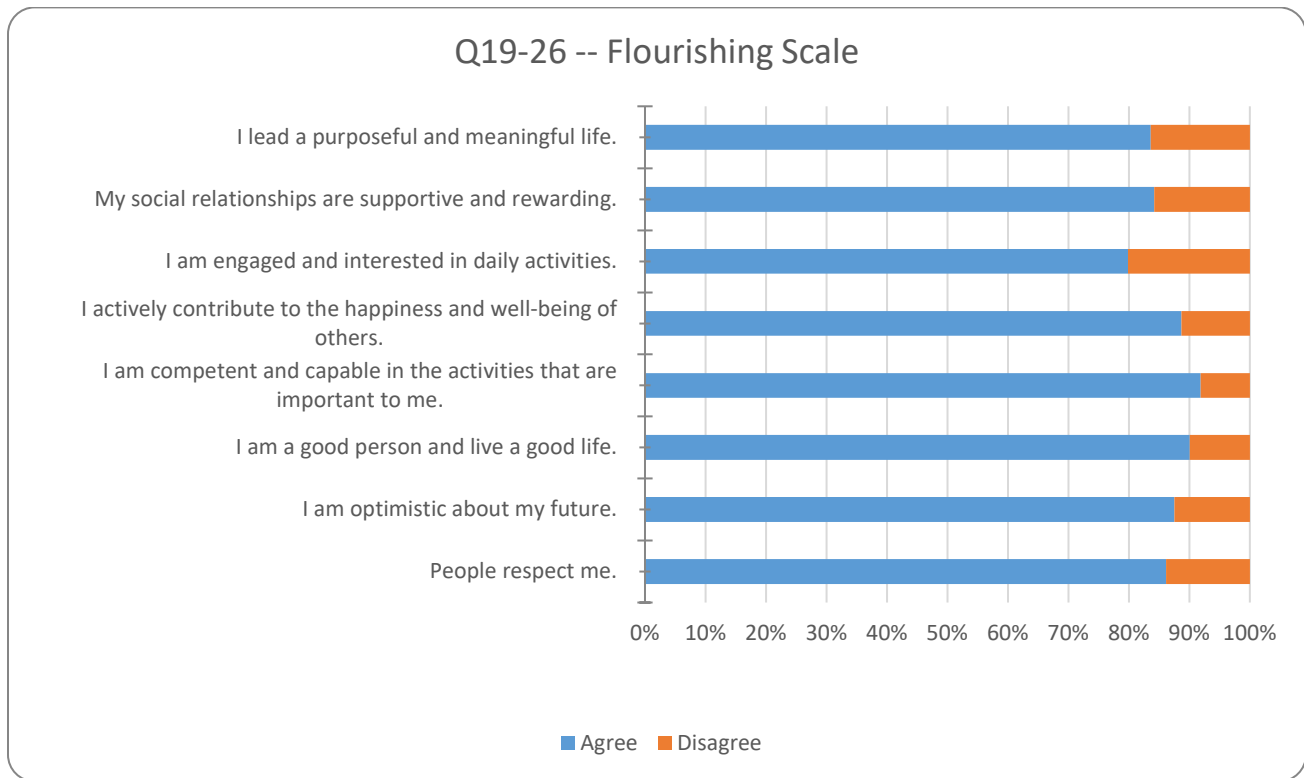
**Flourishing Scale (FS):** The FS is an 8-item scale that measures psychosocial flourishing, or social-psychological prosperity, in areas important to human functioning such as relationships, self-esteem, purpose, and optimism and demonstrates good internal validity (alpha=0.92). The individual items 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.<sup>3</sup>

The mean flourishing score in our sample of UofL students was 45.70 (SD=7.41).

<sup>2</sup> 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.

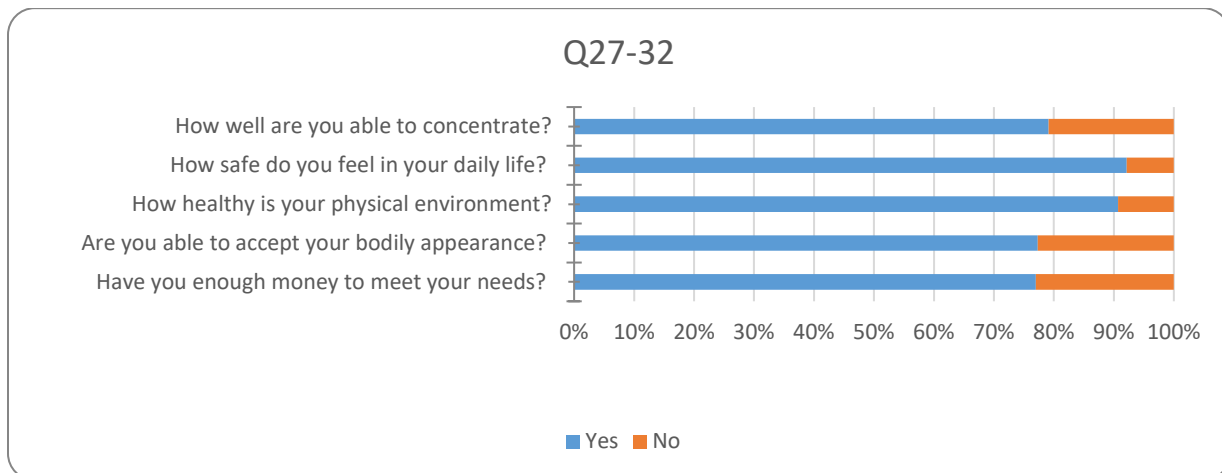
<sup>3</sup> Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of wellbeing: Flourishing and positive and negative feelings. *Social Indicators Research, 39*, 247-266.

Figure 9: Responses to Flourishing Scale



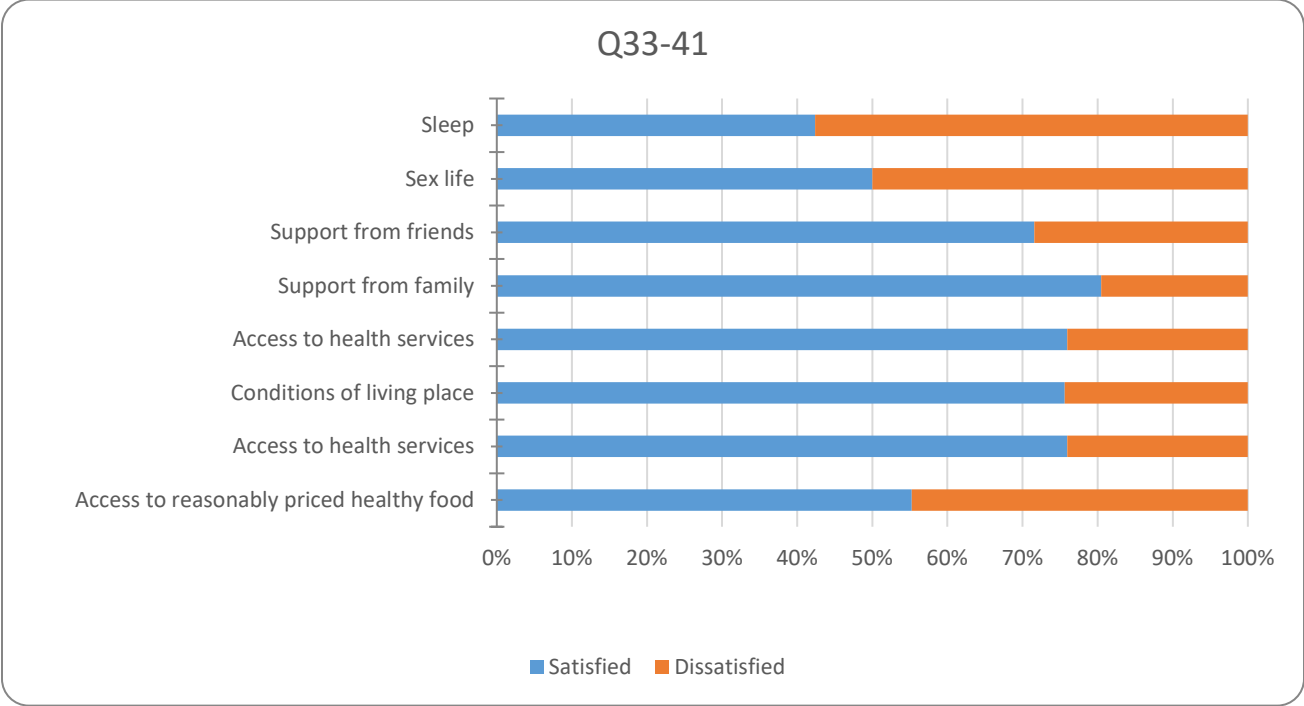
The vast majority of UofL students believe they are competent and capable in the activities that they find are important. The vast majority of UofL students believe they are good people and others respect them. Most UofL students are engaged and interested in their daily activities, and report leading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

Figure 10: Responses to Quality of Life



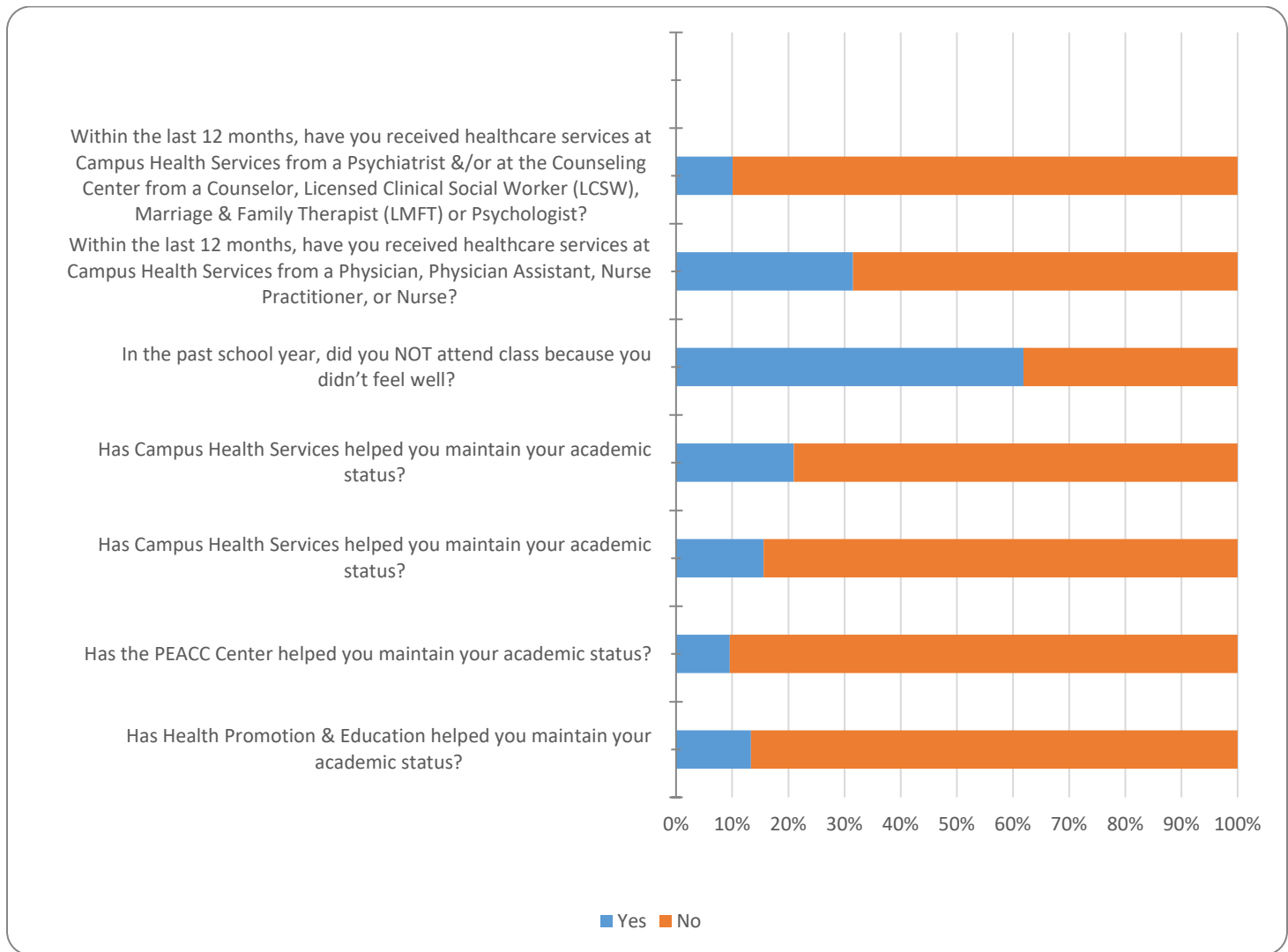
Over 75% of UofL students accept their bodily appearance and are able to concentrate in their tasks. They reported feeling safe, living in a healthy physical environment, and have enough money to meet their needs.

Figure 11: Responses to Quality of Life



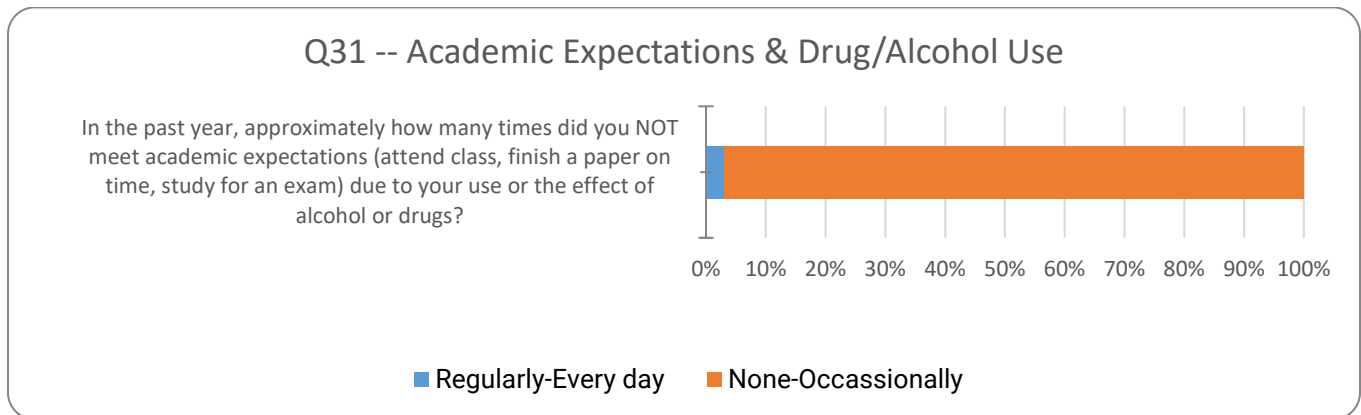
The vast majority of UofL students are satisfied with their access to health services, conditions of their living place, and support from friends. About half of UofL students are dissatisfied with the quality of their sleep, their sex life, and their access to reasonably priced healthy food.

Figure 12: Responses to Campus Healthcare Services



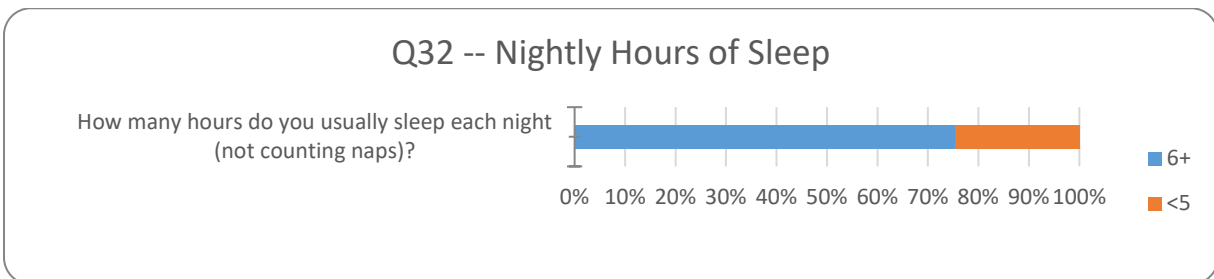
Around 60% of UofL students reported missing class due to illness. Around 30% of UofL students sought medical services from Campus Health.

Figure 13: Responses to Academic Expectations and Alcohol & Substance Use



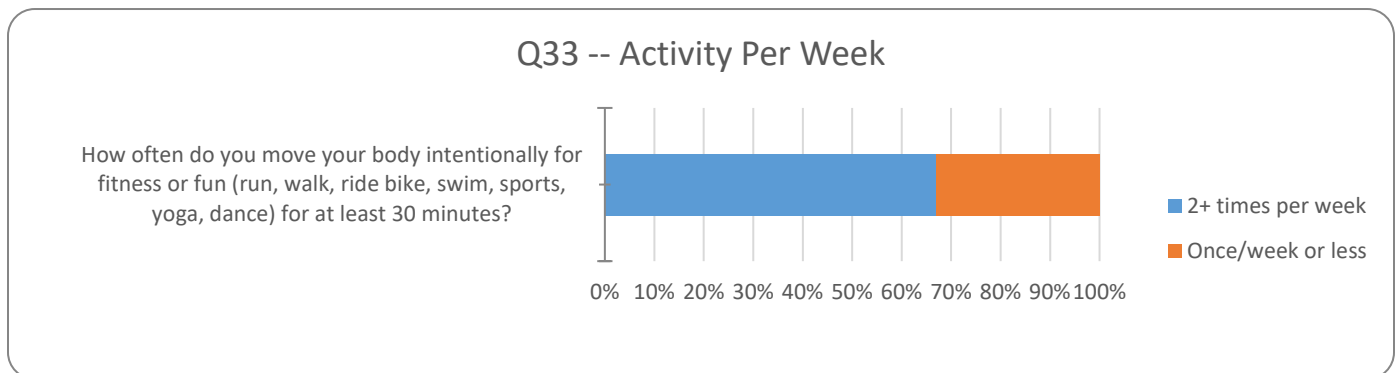
Less than 5% of UofL students did not meet an academic expectation due to the effect of alcohol or other substances.

Figure 14: Responses to Nighttime Sleep



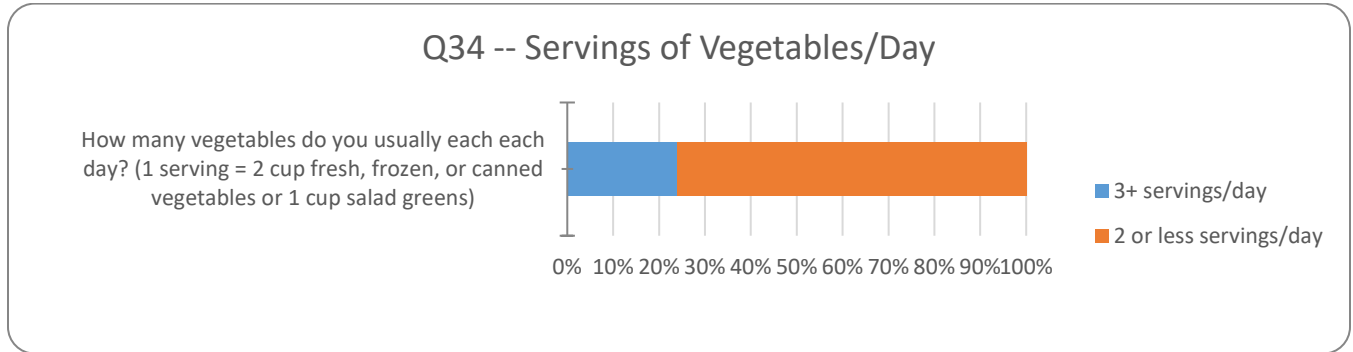
Over 70% of UofL students reported sleeping 6+ hours/night most nights.

Figure 15: Responses to Fitness & Movement



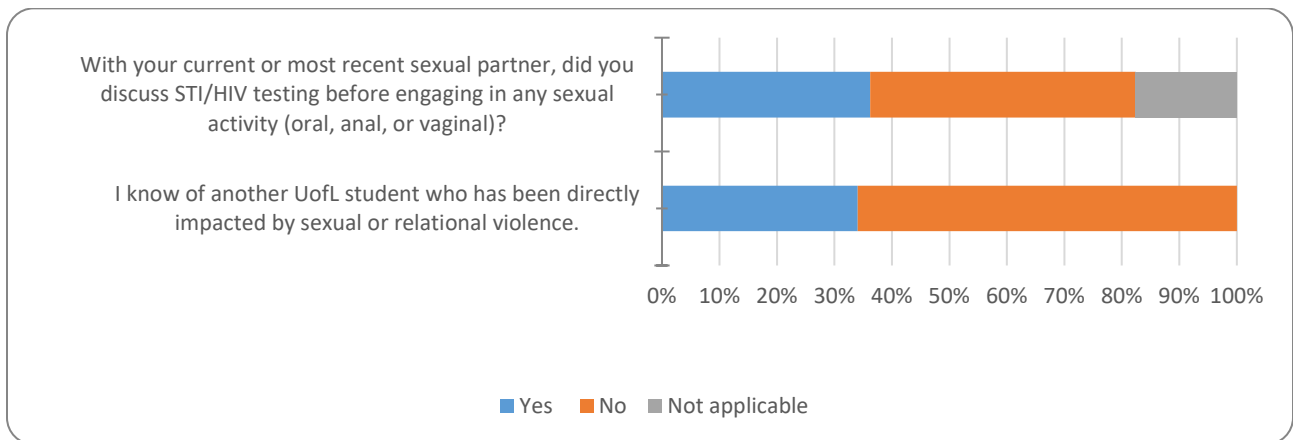
The majority of UofL students move their body intentionally for fitness or fun at least 30 minutes/day two or more times per week on average.

Figure 16: Responses to Vegetable Intake



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

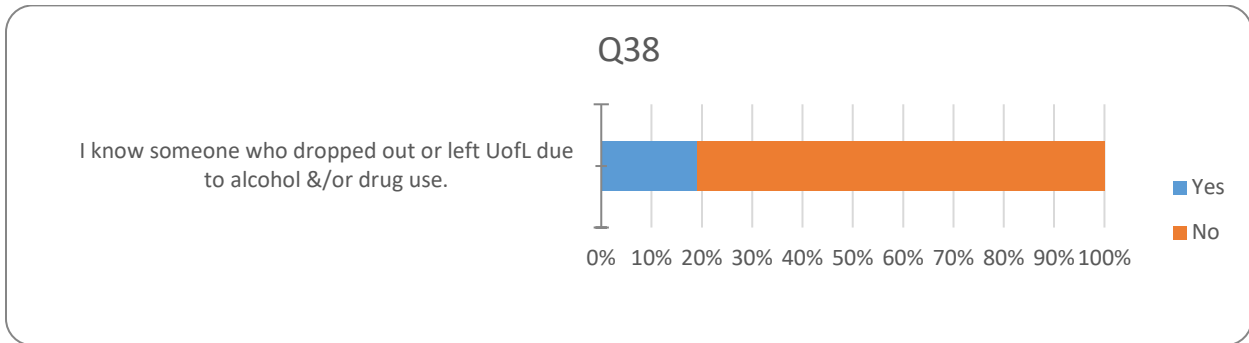
Figure 17: Responses to Relational Violence & Consent



Over 40% of UofL students who were sexually active did not discuss STI status with their partner before engaging in sexual activity.

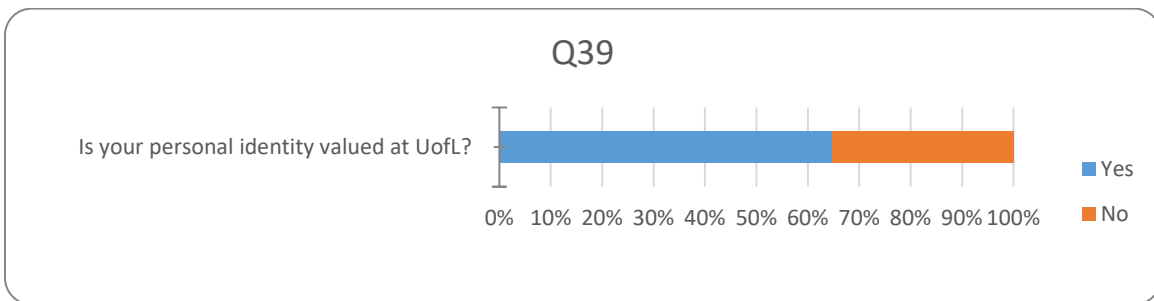
30% of UofL students know a fellow UofL student who has experienced sexual or relational violence.

Figure 18: Responses to Student Retention and Alcohol & Substance Use



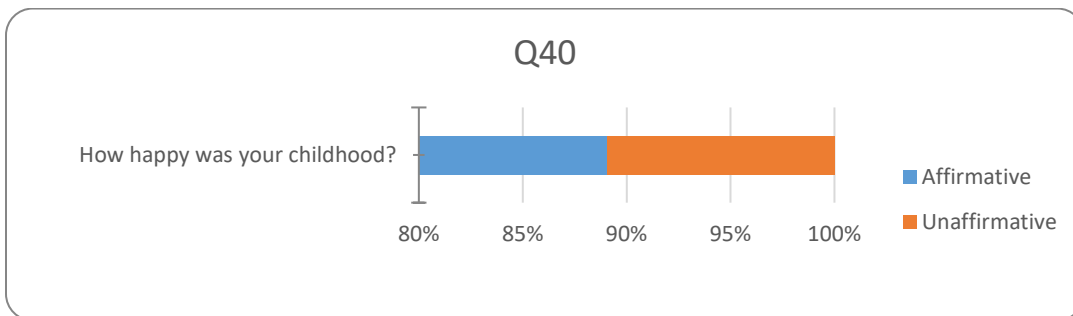
Around 20% of UofL students know a former UofL student who dropped out due to alcohol or other substance use.

Figure 19: Responses to UofL Valuing Personal Identity



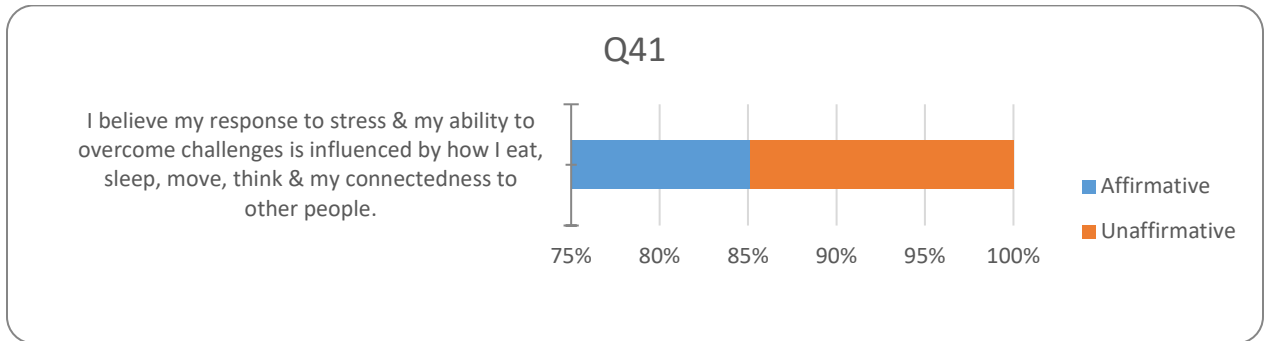
The majority of UofL students feel that their personal identity is valued at UofL.

Figure 20: Responses to Childhood Happiness



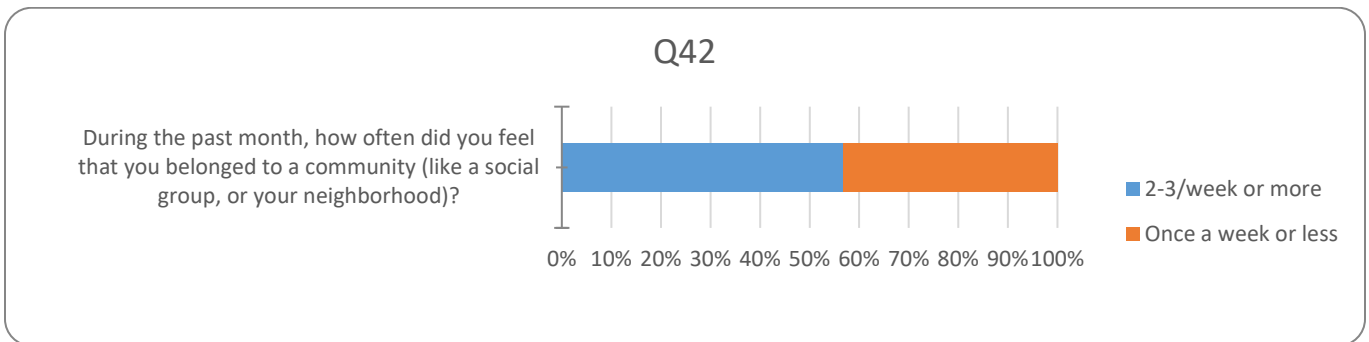
The vast majority of UofL students report having had a happy childhood.

Figure 21: 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 22: 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

Table 1: Responses to Demographic Info:

<i>Variables</i>	<i>Percentage</i>
Race/ethnicity	
American Indian or Alaska Native	1.85
Asian	7.6
Black/African American	10.38
Native Hawaiian	0.07
Other Asian	0.92
Other Pacific Islander	0.28
White/European American	75.76
Some other race	3.13
Hispanic/Latino/Spanish origin	
No	94.35
Yes	5.65
Sex at birth	
Female	61.78
Male	38.06
Intersex	0.16
Gender identity	
Female	56.58
Male	35.62
Gender non-conforming/binary	7.8
Sexual orientation	
Heterosexual/Straight	84.07
Lesbian/Gay/Bisexual/Pansexual/Queer/Asexual/Other	15.93
Member of armed services	
No	96.27
Yes	3.73

### 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 add wellbeing and resilience to the university's mission and/or vision as fundamental building block to 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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