

## GULL Week 2019 – Personal Health and Wellness

Gaining Understanding as a Lifelong Learner (GULL) Week is Salisbury University’s annual assessment of the [General Education Student Learning Goals](#). GULL Week relies on a series of instruments that are rotated each year so as to cover all eighteen SLGs. This year’s goals being assessed are:

**Personal Health and Wellness:** Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including, but not limited to, emotional, financial, and physical.

8 Dimensions of Personal Health and Wellness:

1. **Emotional** - Developing self-awareness, managing stress in healthy ways, care for emotional crisis, relaxation
2. **Environmental** - Trying to live in harmony with the earth by understanding the impact of interaction with nature and personal environment, acting to protect the world around you
3. **Financial** - Achieving a balance between having a healthy state of wellbeing today while preparing financially for tomorrow, feeling in control over one's current finances and their financial future
4. **Intellectual** - Education, new perspectives, mental stimulation, career development
5. **Occupational** - Achieving a healthy balance between class-work, work, and leisure time by addressing workplace and classroom stresses, and building strong relationships with coworkers and classmates
6. **Physical** - Engaging in healthy activities, and taking care of one's body, nutrition, fitness, and medical self-care
7. **Social** - Healthy relationships with family, friends and others, a sense of belonging, and contributing to a community
8. **Spiritual** - Participation in a faith community, connection to something greater than one's self, love, hope, peace, a sense of purpose

<b>Average Scores – on a scale of 1-5; 1=never, 2=rare, 3=some, 4=often, 5=always*</b>					
	Total UG	Emotional <i>(std dev)</i>	Environmental <i>(std dev)</i>	Financial <i>(std dev)</i>	Intellectual <i>(std dev)</i>
<b>Freshman</b> (n=315; 16% of total FR)	1950	4.01 <i>(.518)</i>	3.96 <i>(.624)</i>	3.96 <i>(.513)</i>	4.37 <i>(.521)</i>
<b>Sophomore</b> (n=225; 14% of total SO)	1658	3.91 <i>(.532)</i>	3.94 <i>(.614)</i>	3.91 <i>(.537)</i>	4.36 <i>(.492)</i>
<b>Junior</b> (n=98; 5% of total JR)	1866	4.00 <i>(.574)</i>	3.93 <i>(.564)</i>	3.92 <i>(.485)</i>	4.38 <i>(.507)</i>
<b>Senior (&amp; USB)</b> (n=275; 14% of total SR/USB)	1985	3.98 <i>(.535)</i>	3.88 <i>(.606)</i>	3.93 <i>(.527)</i>	4.39 <i>(.488)</i>
<b>Non-degree UG</b> (n=24; 9% of total Non-degree UG)	227	3.98 <i>(.663)</i>	3.79 <i>(.659)</i>	3.88 <i>(.615)</i>	4.45 <i>(.444)</i>
<b>Overall UG</b> (n=937; 12% of total UG)	7686	3.97 <i>(.537)</i>	3.93 <i>(.611)</i>	3.93 <i>(.522)</i>	4.38 <i>(.500)</i>

\*1 = the most negative orientation towards the 8 dimensions of personal health and wellness, and 5 = the most positive orientation

<b>Average Scores – on a scale of 1-5; 1=never, 2=rare, 3=some, 4=often, 5=always (cont'd)*</b>					
	<b>Total UG Pop</b>	<b>Occupational</b> <i>(std dev)</i>	<b>Physical</b> <i>(std dev)</i>	<b>Social</b> <i>(std dev)</i>	<b>Spiritual</b> <i>(std dev)</i>
<b>Freshman</b> (n=315; 16% of total FR)	1950	3.83 (.581)	3.89 (.567)	4.18 (.529)	3.98 (.704)
<b>Sophomore</b> (n=225; 14% of total SO)	1658	3.77 (.610)	3.72 (.525)	4.08 (.607)	3.95 (.714)
<b>Junior</b> (n=98; 5% of total JR)	1866	3.73 (.620)	3.67 (.624)	4.03 (.607)	3.87 (.765)
<b>Senior (&amp; USB)</b> (n=275; 14% of total SR/USB)	1985	3.72 (.605)	3.68 (.532)	3.99 (.592)	3.85 (.757)
<b>Non-degree UG</b> (n=24; 9% of total Non-degree UG)	227	3.76 (.630)	3.78 (.514)	3.86 (.752)	3.85 (.789)
<b>Overall UG</b> (n=937; 12% of total UG)	7686	3.77 (.601)	3.76 (.559)	4.08 (.586)	3.92 (.731)

\*1 = the most negative orientation towards the 8 dimensions of personal health and wellness, and 5 = the most positive orientation