



University of Wisconsin-River Falls: Student Health Survey Summary

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Executive Summary

This report is a compilation of the results of the American College Health Association's National College Health Assessment (Version 2), which was completed by students on the University of Wisconsin – River Falls campus in February of 2009. The assessment was administered electronically, and included the 65 questions developed by the American College Health Association, along with seven questions added by Student Health Services at the University of Wisconsin – River Falls.

The structure of this report is patterned on the “2008 College Student Health Survey Report” published by the University of Minnesota.¹ The goal of the analysis in both this report and the University of Minnesota publication was to see if student behaviors (alcohol use, lack of sleep, medical concerns, hours spent playing video games, etc.) have significant impacts on performance as measured by their grade point averages (GPA). The Minnesota study involved more than 8,000 students from 15 institutions of higher learning across the state. In contrast, this report summarizes the responses of 517 students on the UW-River Falls campus.

Because the sample size in this study is so much smaller and, thankfully, because many of the behaviors the Minnesota study found to have significant and adverse impacts on student GPAs are rare on this campus, we found relatively few instances in which we can identify statistical significance. Unless otherwise noted, we used Student's t-tests to determine if observed differences in mean grade point averages among students reporting specific behaviors or conditions were statistically significant or not. For example, the average GPA of students was higher if they said their general health was "excellent" (3.19) or "good" (3.29) than if they said it was average (3.13), poor (2.99) or very poor (2.74). The t-test on these results tells us that the observed differences are significant at the 1 percent level. We would expect behaviors that would typically be considered unhealthy would have a negative impact on GPA. In most instances in which we found statistical significance, the relationships indicated by the survey were consistent with our expectations. We did unearth some results that did not align with our hypotheses but most of these were statistically significant.

Key findings of this study include:

- Students who rated their health better tended to report higher GPAs than students who reported being less well.
- One-third of students reported being diagnosed or treated with at least one chronic health condition in the last year; slightly more than one-third reported being diagnosed or treated with at least one acute health condition over the same period.
- 84% of students reported having health insurance, and of those, 87% were covered by their parents' plan.

¹ “2008 College Student Health Survey Report: [Health and Academic Performance of Minnesota Postsecondary Students](#),” Julia Sanem, Boynton Health Services, University of Minnesota, November 2008.

- The 15 percent of students reporting 10 or more health or personal issues during the past year had significantly lower GPAs than those with fewer such incidents.
 - Students who reported experiencing 6 or more mental health stressors in the past year (including personal health/relationship/financial issues, etc.) had lower GPAs than those reporting fewer mental health stressors.
 - Adequate sleep was found to have a positive (and significant) impact on academic performance.
 - Sleep issues such as awakening too early, feeling tired during the day, going to bed because unable to stay awake, and especially having trouble falling asleep had negative impacts on academic performance.
 - Students who reported experiencing sexual assault or being involved in emotionally abusive relationships in the last 12 months had significantly lower GPAs than those who hadn't.
 - Eighty-five percent of students participated in physical activity during the last week, and 27% of students' physical activities met the CDC's recommendations.
 - Smoking cigarettes, using alcohol more than 1-2 days per month, and using marijuana all had significant negative impacts on academic performance.
 - Surprisingly, students' GPAs tend to increase with the number of hours per week they work. However, more than one-third of those reporting that they work 40 hours or more per week were part-time students.
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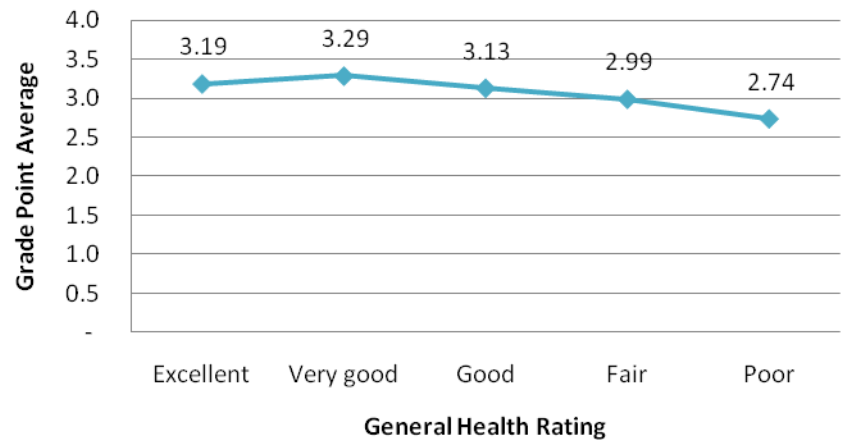
General Health

UW-River Falls students who participated in the Student Health Survey were asked to rate their general health according to the following scale:

Excellent
Very Good
Good
Fair
Poor
Don't Know.

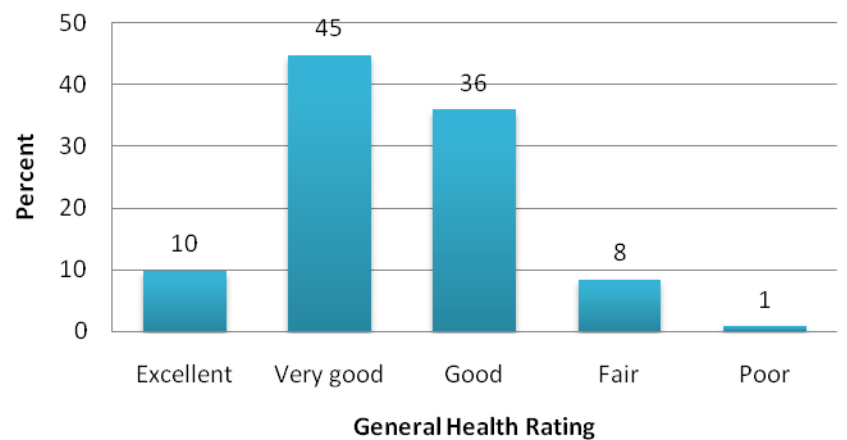
This graph compares the students' rating of general health with their reported cumulative grade point average (on a 4-point scale). Students who rated their general health as Excellent or Very Good reported higher cumulative GPAs compared to students who rated their general health as Good, Fair or Poor. This difference is significant at the 1 percent level.

Rating of General Health and Grade Point Average



This graph represents the proportion of students who reported different levels of general health from Excellent to Don't Know. 55% of students reported very good or excellent general health.

Percent of Students by Rating of General Health

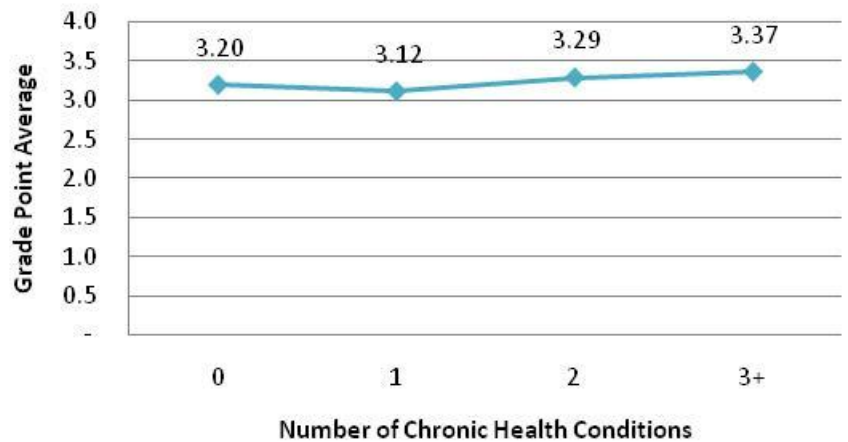


Chronic Health Conditions

Students were asked to indicate whether they had been diagnosed with or treated for a number of chronic health conditions over the last 12 months. Chronic health conditions included such things as diabetes, high blood pressure, migraines, etc. A complete listing of the conditions included in this analysis is in Appendix 1 of this report.

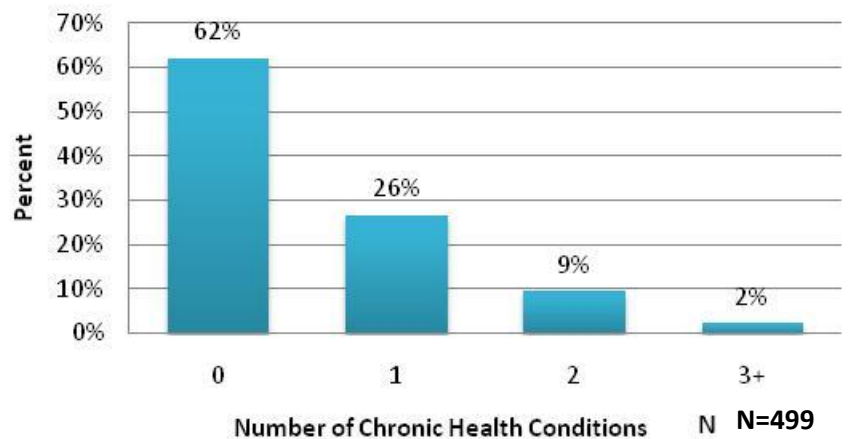
This graph suggests that students who reported having been diagnosed or treated with more chronic health conditions in the last year tend to have higher GPAs. Although this is certainly surprising, the differences are not statistically significant.

Number of Chronic Health Conditions and Grade Point Average



Just over one-third of respondents reported being diagnosed/treated with one or more chronic health conditions in the last year.

Percent of Students by Number of Chronic Health Conditions

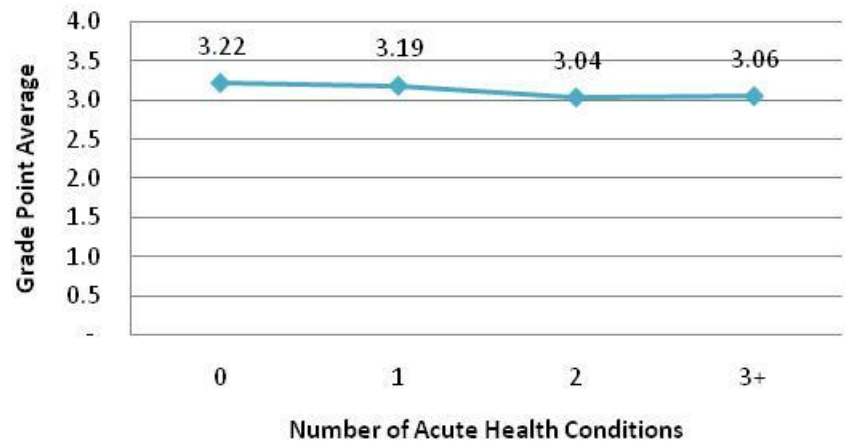


Acute Health Conditions

Students were asked to indicate whether they had been diagnosed with or treated for a number of acute health conditions over the last 12 months. Acute health conditions include such things as broken bones, sprains, bronchitis, strep throat, etc. A complete list of the conditions included in this analysis is in Appendix 1 of this report.

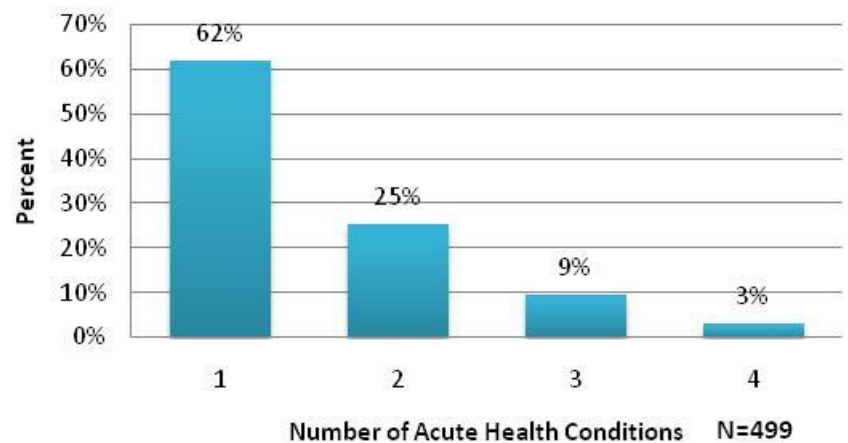
Students who reported being diagnosed with or treated for more acute health conditions during the last year tended to have lower GPAs than those who reported having fewer acute conditions. Again, however, these differences were not statistically significant. Only 11 students reported 4 or more acute health conditions. The average GPA for these students is significantly lower than their more healthy peers at the 10 percent level.

Number of Acute Health Conditions and Grade Point Average



Slightly more than one-third of the student respondents reported being diagnosed with one or more acute health conditions during the last year.

Percent of Students by Number of Acute Health Conditions

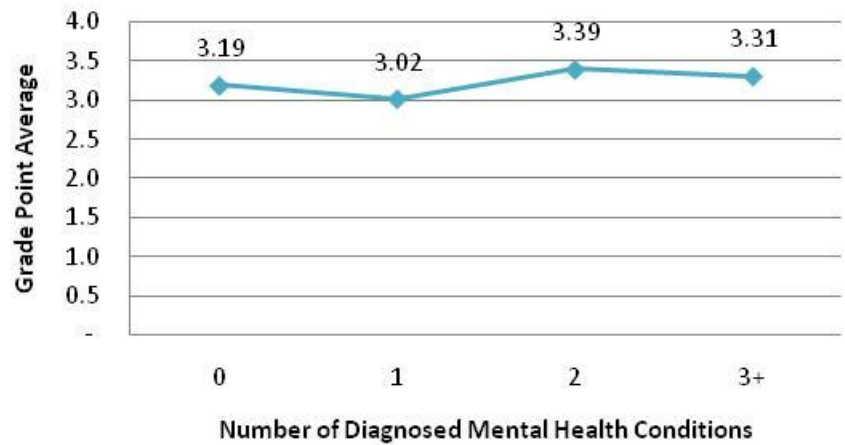


Mental Health Conditions

Students were asked to indicate whether they had been diagnosed with or treated for a number of mental health conditions over the last 12 months. Mental health conditions included ADHD, bipolar disorder, bulimia, etc. A complete list of the conditions included in this analysis is in Appendix 1 of this report.

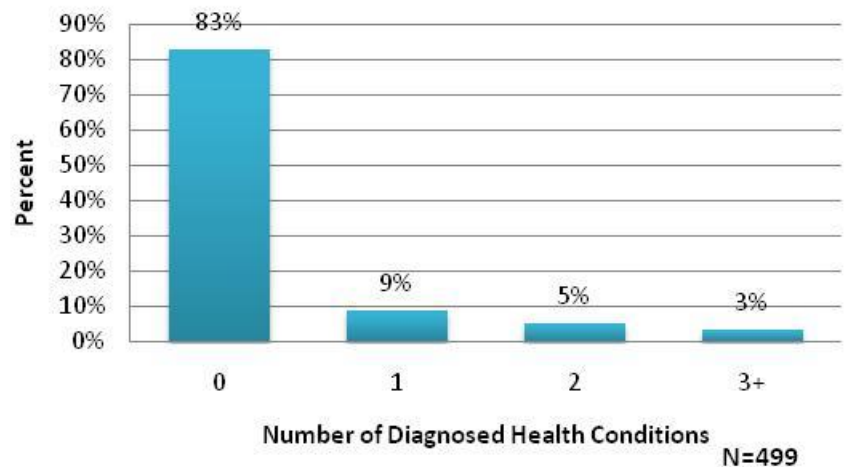
Students who reported being diagnosed/treated with more mental health conditions over the last year reported higher GPAs than those who reported having fewer or no mental health conditions during the year. There weren't many students who reported diagnosis of/treatment for mental health conditions and these GPA differences are not statistically significant.

Number of Diagnosed Mental Health Conditions and Grade Point Average



Eighty-three percent of students reported no diagnosis of/treatment for a mental health condition during the last year, and only eight percent reported diagnosis/treatment with more than one condition.

Percent of Students by Number of Diagnosed Mental Health Conditions



Health Insurance

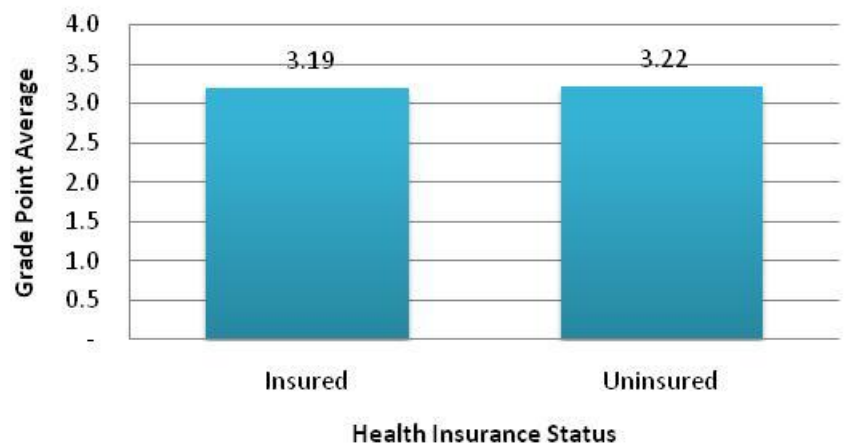
Question 62 of the UW-RF Student Health Survey asked students, “What is your primary source of health insurance?”

The possible responses were:

- College/university plan
 - Parent’s plan
 - Another plan
 - Do not have health insurance
 - Not sure if have health insurance
-
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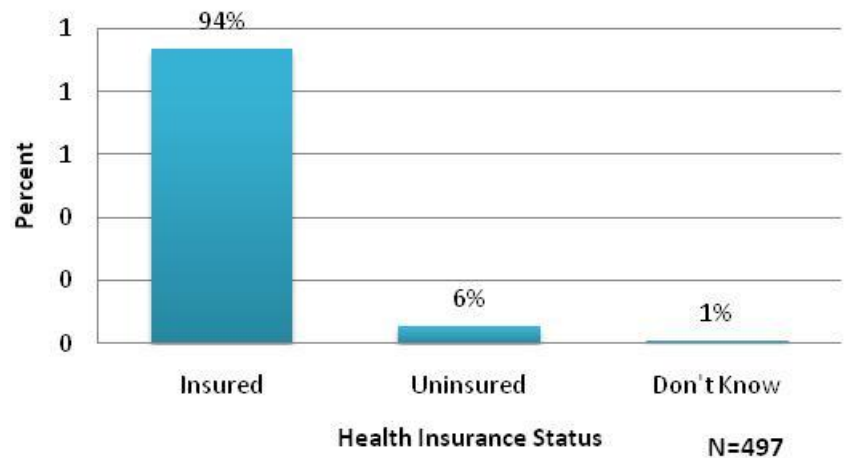
Students who reported being insured tended to have slightly lower GPAs than those who reported being uninsured. This observed difference is not statistically significant.

Health Insurance Status and Grade Point Average



Ninety-four percent of students reported being insured, another six percent reported being uninsured, and finally one percent didn't seem to be aware of their health insurance status. Of those with insurance, most (82%) were covered by their parent's plan.

Percent of Students by Health Insurance Status



Health and Personal Issues

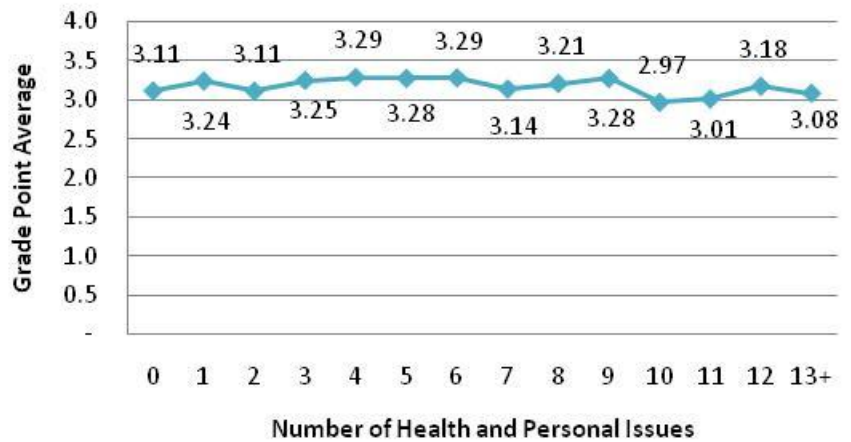
Students were asked to indicate whether they had experienced health and personal issues and the extent to which the issues affected their academics with the following response options:

- Didn't happen to me, not applicable
- Experienced, but academics not negatively affected
- Lower exam on a grade/project
- Lower grade in course
- Incomplete or dropped course
- Significant disruption to thesis, dissertation, research, practicum

The first two graphs on the following page show students who experienced health and personal issues, *whether or not* they reported that the issues affected their academics. The third graph compares the percentage of students who experienced health and personal issues with the percentage who felt the issues affected their academics. Health and personal issues included ADHD, alcohol use, death of a friend or family member, sleep difficulties, etc. A complete list of the health and personal issues included in this analysis is in Appendix 1 of this report.

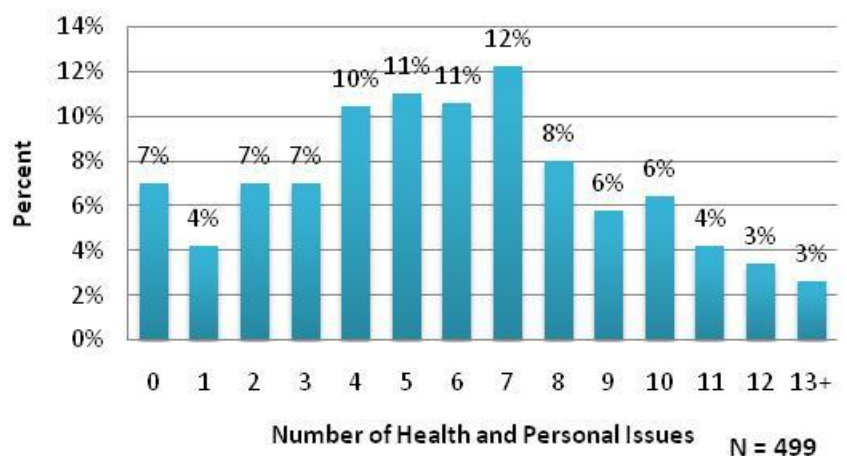
This graph illustrates a few things. First, number of health and personal issues students reported having over the course of a year varies a great deal. Second, there doesn't seem to be a clear relationship between GPA and the number of health and personal issues experienced by these students. However, the dip in performance among students with 10 or more issues is statistically significant at the one percent level – average GPA drops by about one-quarter of a point for those reporting 10 or more issues.

Number of Health and Personal Issues and Grade Point Average



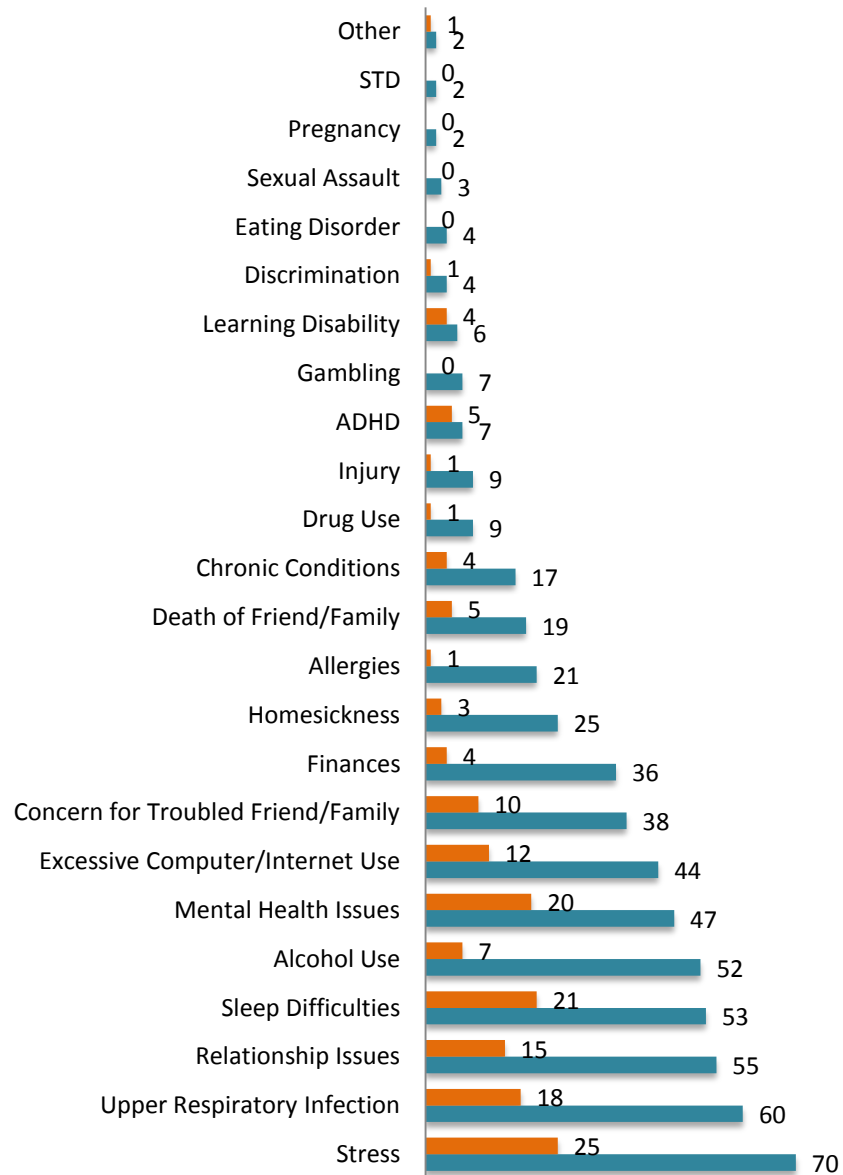
The vast majority of students (83%) reported experiencing between zero and 9 health and personal issues over the last year. 16 percent reported experiencing ten or more health and personal issues.

Percent of Students by Number of Health and Personal Issues



Prevalence of Health and Personal Issues

- Percent of All Students Who Report Issue Affected Their Academics
- Percent of All Students Who Report They Have Issue



This graph compares the percentage of students who reported experiencing health and personal issues, whether or not they affected their academics (bottom bar in each pair), with those students who said that the health and personal issues affected their academics (top bar in each pair). For example, 70 percent of students reported experiencing stress but only 25 percent said that stress affected their academics.

Stress

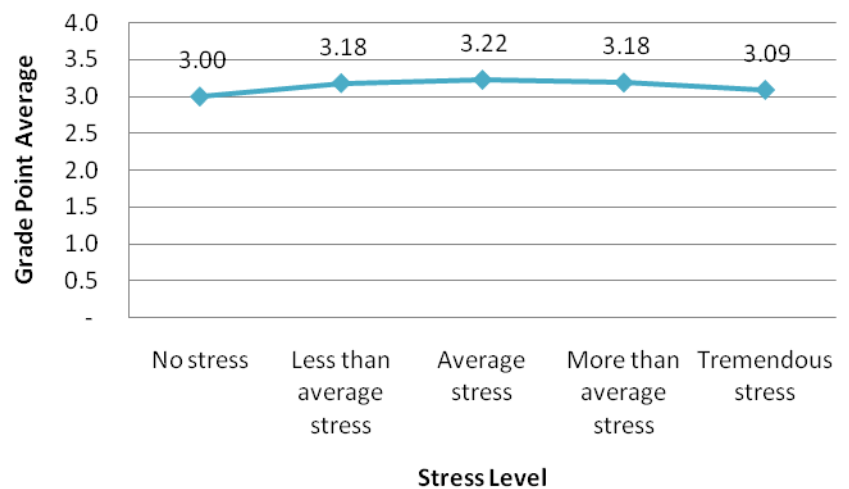
Question 37 asked students to rate their stress level according to the following scale:

- No Stress
- Less than Average Stress
- Average Stress
- More than Average Stress
- Tremendous Stress

Students were also asked to indicate whether they had experienced a number of mental health stressors in the last 12 months. Mental health stressors included such things as attempted suicide, death or illness of a friend or family member, issues with relationships, etc. A complete list of the mental health stressors included in this analysis is in Appendix 1 of this report.

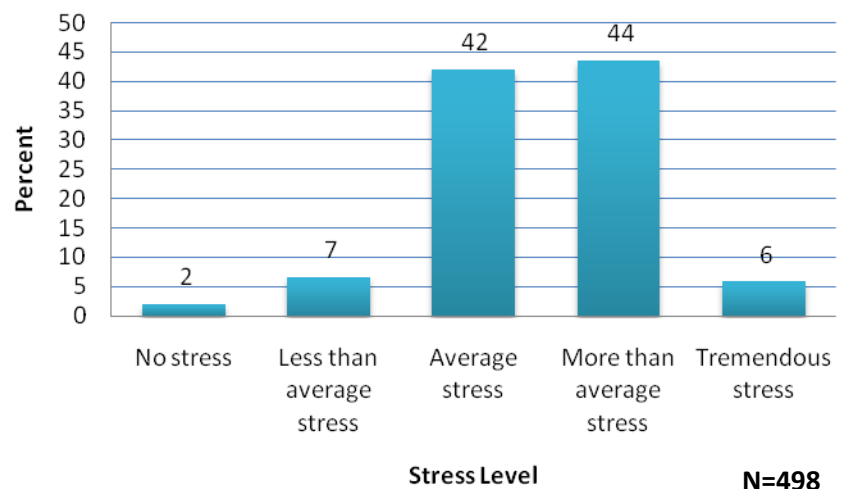
According to this graph, experiencing an average amount of stress has a positive impact on GPA, compared to those who experience tremendous stress, and, even more, compared to those who don't experience any stress at all. While those reporting no stress had the lowest GPAs, because there weren't many such respondents, this was not found to be statistically significant.

Stress Level and Grade Point Average



Most students reported experiencing average or more than average stress. Only nine percent reported experiencing less than average or no stress. Only 6 percent (31 students) reported experiencing "tremendous stress" during the past 12 months.

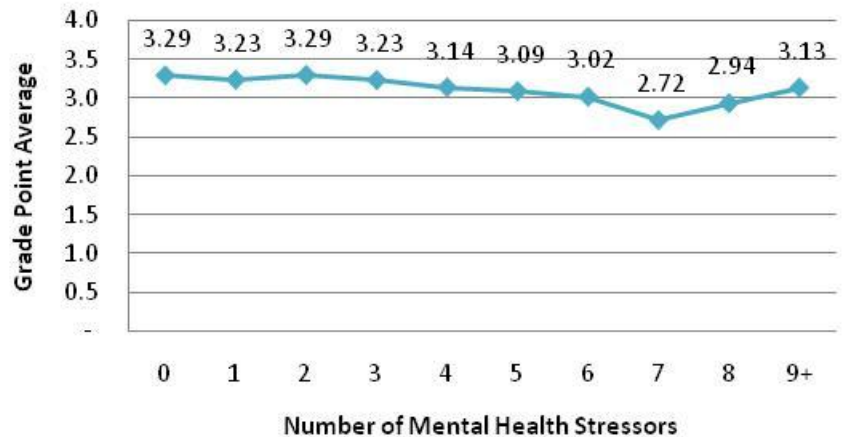
Percent of Students by Stress Level



N=498

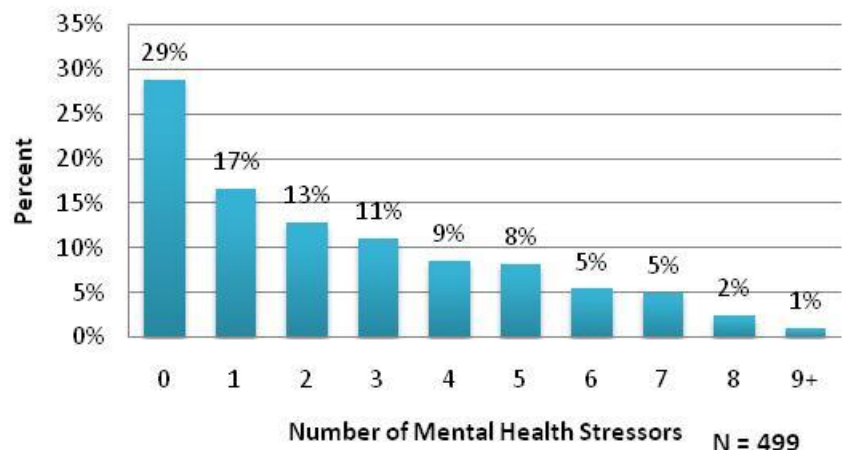
Students who reported experiencing 6 or more mental health stressors during the year tended to have lower GPAs than those who reported experiencing fewer mental health stressors. This was statistically significant at the one percent level.

Number of Mental Health Stressors and Grade Point Average



Twenty-nine percent of students reported that they had not experienced any mental health stressors during the year, and fifty-eight percent experienced between one and five stressors. Thirteen percent (69 students) reported 6 or more mental health stressors.

Percent of Students by Number of Mental Health Stressors



Sleep

The UW-RF Student Health Survey included six questions addressing sleep related issues.

The questions asked students to report the number of days in the last week they:

Received enough sleep to feel rested. (Q42)

Woke too early. (Q44A)

Felt tired during the day. (Q44B)

Went to bed early because they couldn't stay awake. (Q44C)

Had a hard time falling asleep. (Q44D)

Question 43 asked students to report the degree to which they have a problem with sleepiness based upon the following scale:

No problem at all

A little problem

More than a little problem

A big problem

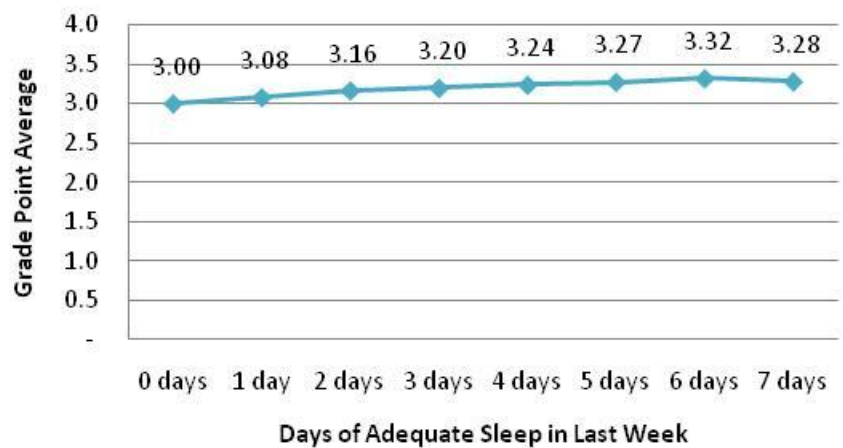
A very big problem

The first question was addressed in the Minnesota postsecondary student health survey, and the last five were additional questions from the UW-RF Student Health Survey.

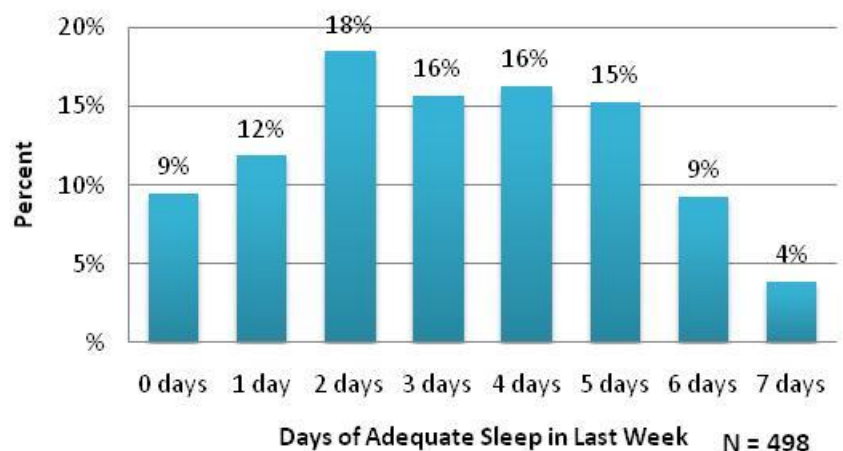
This graph shows the relationship between grade point average and nights of adequate sleep per week. Those who received zero nights of adequate sleep during the week had a lower grade point average than those who received adequate sleep on a daily basis, and grade point average tended to increase as the number of nights of adequate sleep received increased. Regression analysis indicates that there is a positive and significant relationship between sleep adequacy and GPA (the more nights of adequate sleep, the higher the GPA).

Nearly two thirds of students reported receiving between two and five days of adequate sleep per week, twenty-one percent reported receiving one or no days, and thirteen percent reported receiving six to seven days of adequate sleep per week.

Days of Adequate Sleep and Grade Point Average

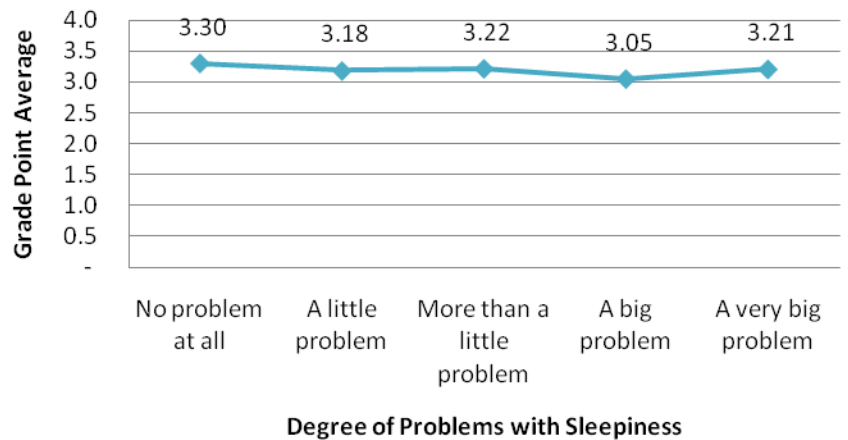


Percent of Students by Days of Adequate Sleep



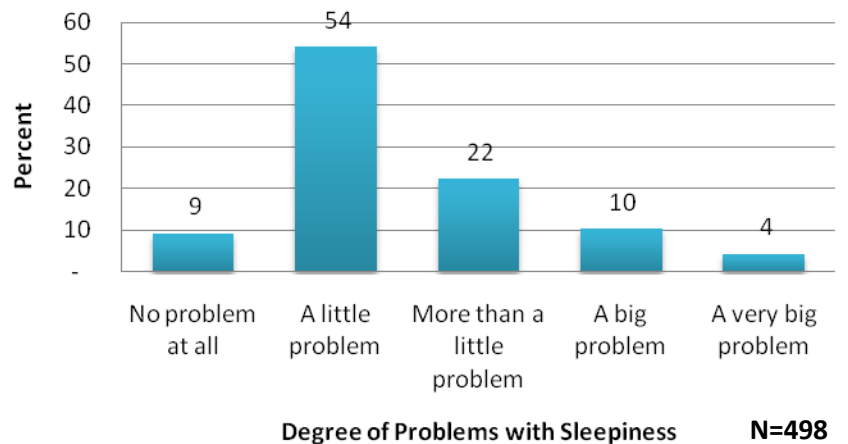
Students who didn't have a problem with sleepiness tended to have higher GPAs than students who did, but students who reported having a very big problem with sleepiness had higher GPAs than those with a little problem and a big problem with sleepiness. These differences were statistically insignificant.

Problems with Sleepiness and Grade Point Average



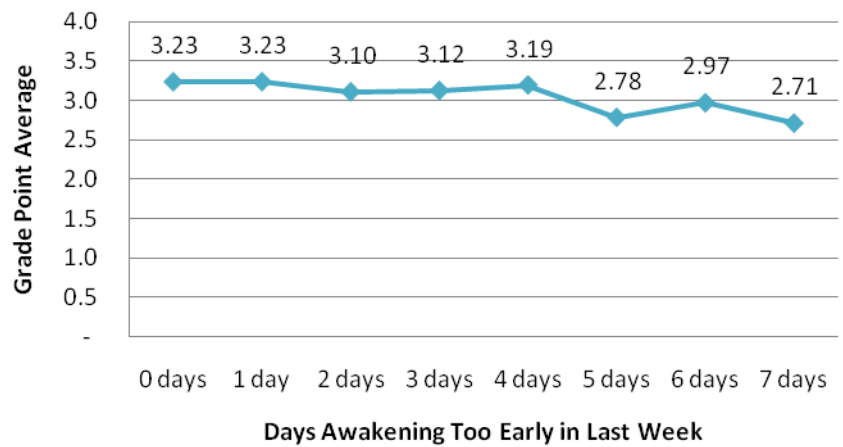
About three quarters of students reported having a little problem or more than a little problem with sleepiness, and only nine percent of students reported no problem with sleepiness at all. Four percent of respondents had a very big problem with sleepiness.

Percent of Students by Problems with Sleepiness



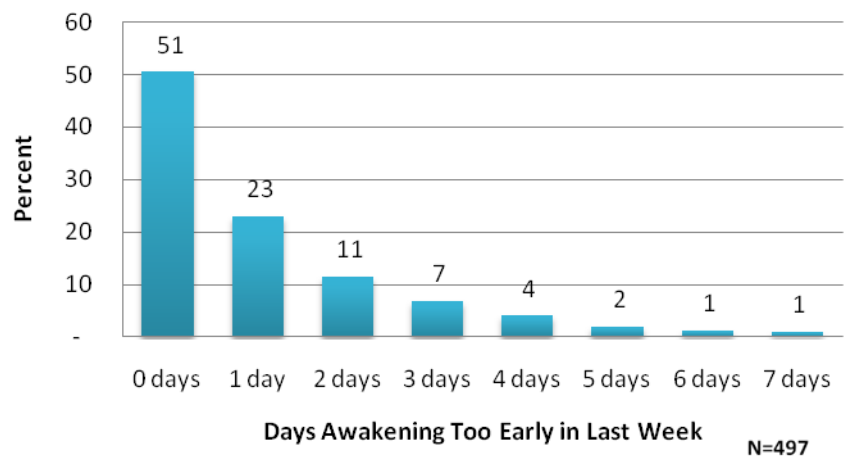
According to the graph, students who spent more days awakening too early during the week tended to have lower GPAs than those who spent fewer days awakening too early. In particular, there is a fairly clear demarcation between those who report waking up too early 5 days or more per week and those who report 4 or fewer days. This is significant at the ten percent level.

Days Awakening Too Early and Grade Point Average



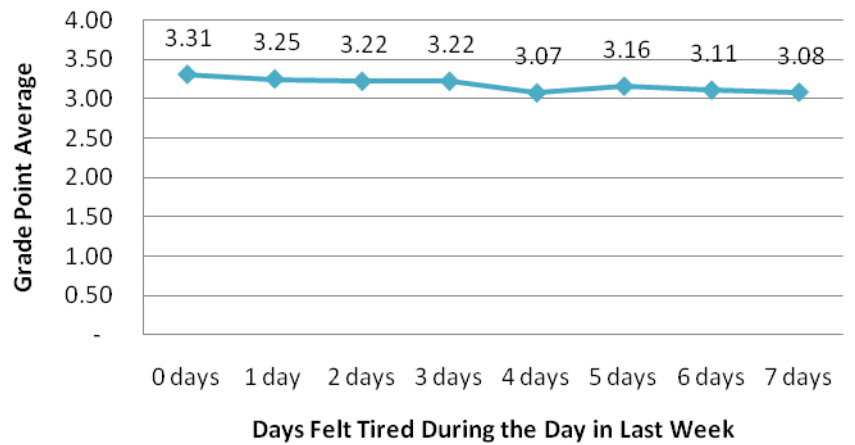
Over half the respondents reported not waking up too early in the last week, and another third of students reported that this happened on one or two days during the week. Only 4 percent of these students reported awakening too early on 5 or more days, the break point in the preceding graph.

Percent of Students by Days Awakening Too Early



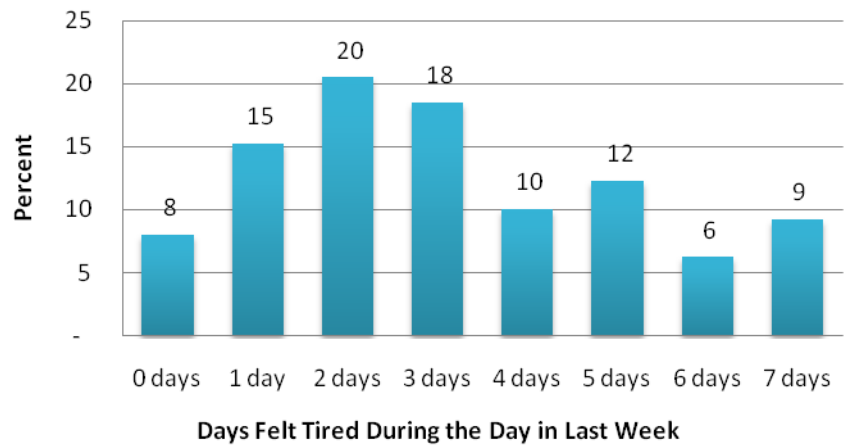
Students who felt tired during the day during more days of the week tended to have lower GPAs than those who didn't spend as many much of the week feeling tired during the day. These differences were significant at the ten percent level.

Days Felt Tired During the Day and Grade Point Average



Fatigue seems pervasive among UW-River Falls students. One-fifth of students reported feeling tired during the day two times in the last week, and over half the students felt tired on more than two days during the last week.

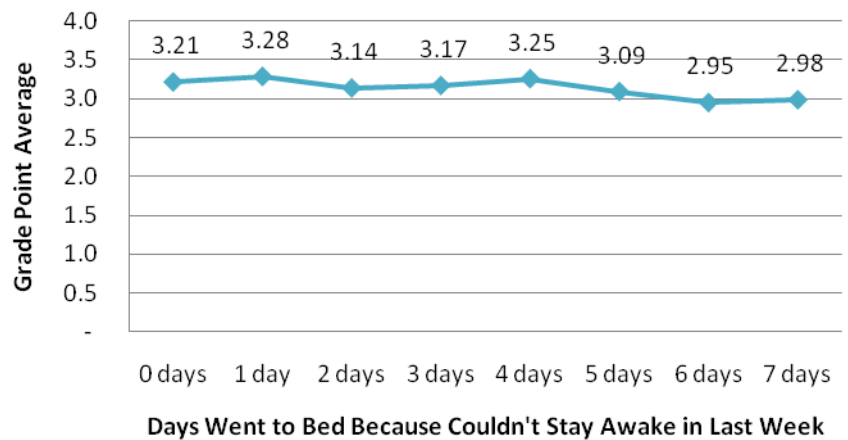
Percent of Students by Days Felt Tired During the Day



N=498

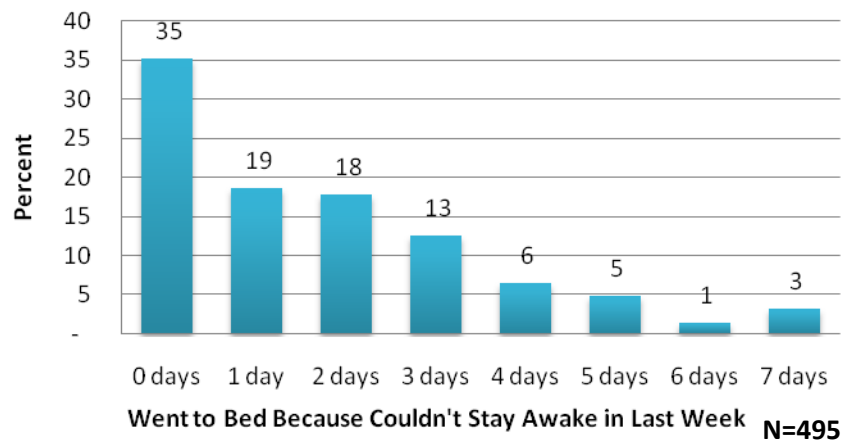
Students who reported going to bed because they couldn't stay awake on five or more days during the week tended to have significantly lower GPAs than those who had fewer such incidents. The observed decline in average GPAs for those experiencing 5 or more days per week of going to bed early was significant at the ten percent level.

Days Went to Bed Because Couldn't Stay Awake and Grade Point Average



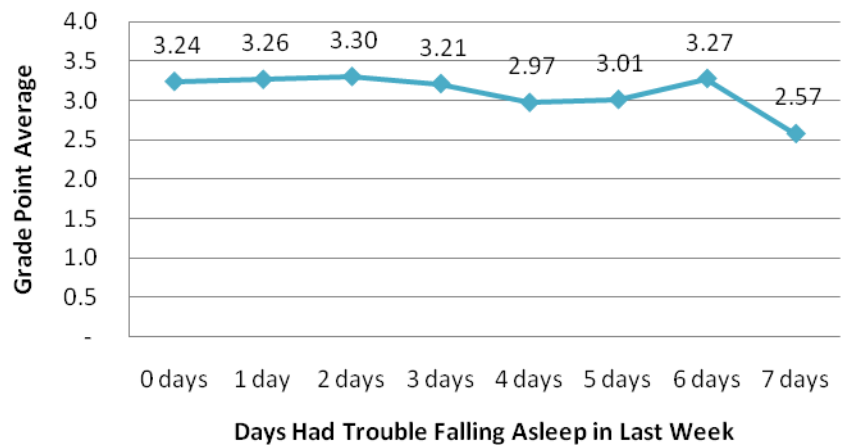
One-third of students said they never went to bed because they couldn't stay awake. Slightly less than 10 percent reported going to bed because they couldn't stay awake at the break point of 5 or more times per week.

Percent of Students by Days Went to Bed Because Couldn't Stay Awake



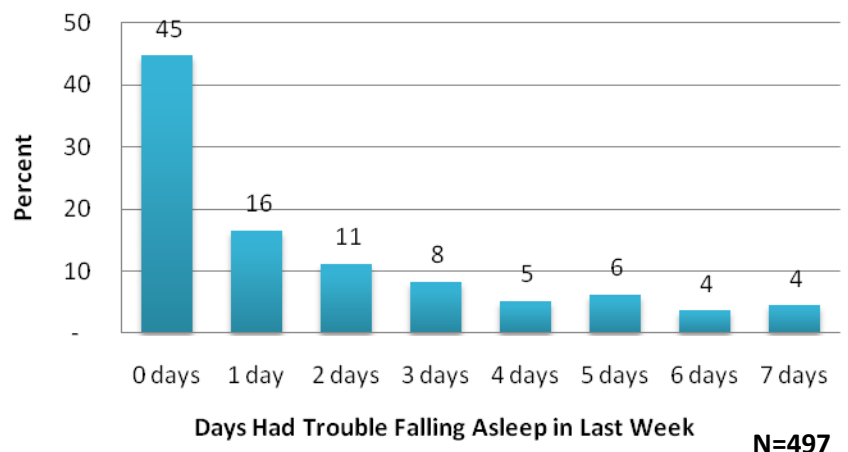
Students who reported having trouble falling asleep during more days of the week generally tended to have lower GPAs than those who didn't have trouble falling asleep as often – especially those who had trouble falling asleep seven days a week. There appears to be a break point at 4 days per week – those who experienced difficulty falling asleep fewer than three days per week seem to have higher GPAs than those who had problems 4 or more days. These differences were highly statistically significant.

Days Had Trouble Falling Asleep and Grade Point Average



Almost half of respondents had no trouble falling asleep at all during the week, but nineteen percent had trouble falling asleep during the majority of the week (four or more days a week the break point in the preceding analysis).

Percent of Students by Days Had Trouble Falling Asleep



Sexual Assault and Domestic Violence

Students were asked to answer the following questions related to sexual assault and domestic violence:

During the last 12 months:

Have you been in an emotionally abusive relationship? (Q6A)

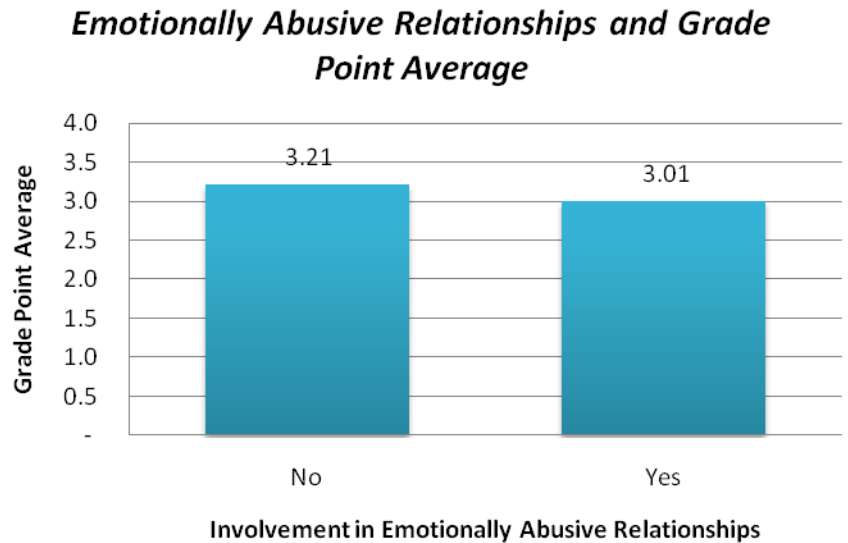
Have you been in a physically abusive relationship? (Q6B)

Have you been in a sexually abusive relationship? (Q6C)

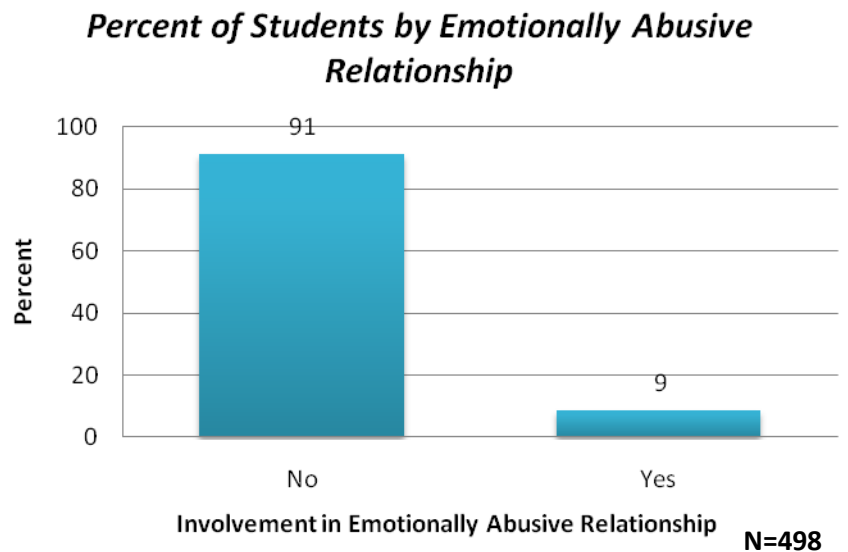
Have you been physically assaulted? (Q5B)

Have you been sexually assaulted? (Q5D, Q5E, Q5F)

According to this graph, students who reported being involved in emotionally abusive relationships during the last twelve months tended to have lower GPAs than those who didn't. This was significant at the five percent level.

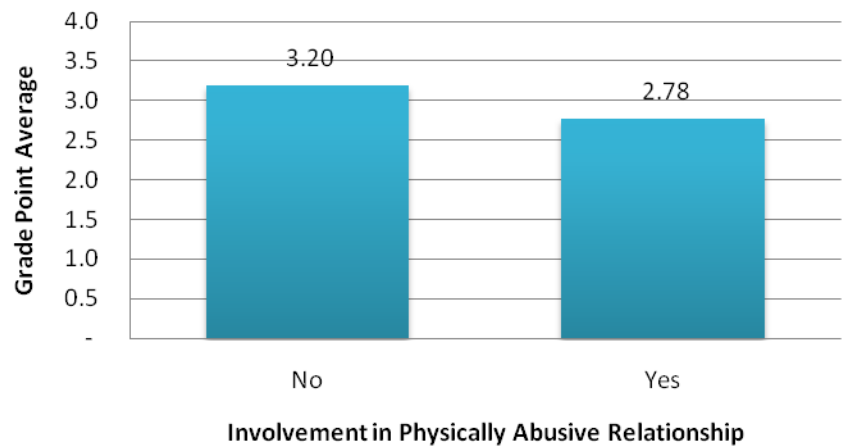


Nine percent of students reported having been involved in an emotionally abusive relationship during the last twelve months.



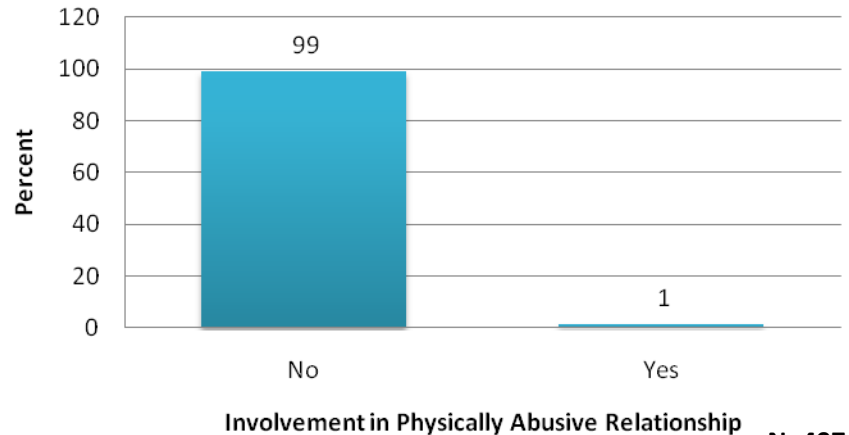
Students who reported being involved in physically abusive relationships during the last twelve months seemed to have considerably lower GPAs than those who weren't involved in physically abusive relationships. This large apparent difference in GPA is only statistically significant at the ten percent level.

Physically Abusive Relationships and Grade Point Average



Fortunately, only one percent of students (9 students) reported being involved in physically abusive relationships. The relative rarity of physically abusive relationships on campus probably accounts for the marginal statistical significance noted above.

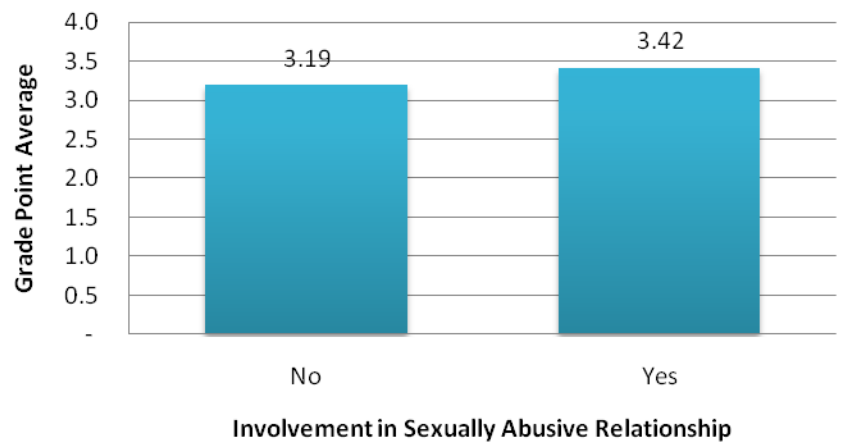
Percent of Students by Physically Abusive Relationships



N=497

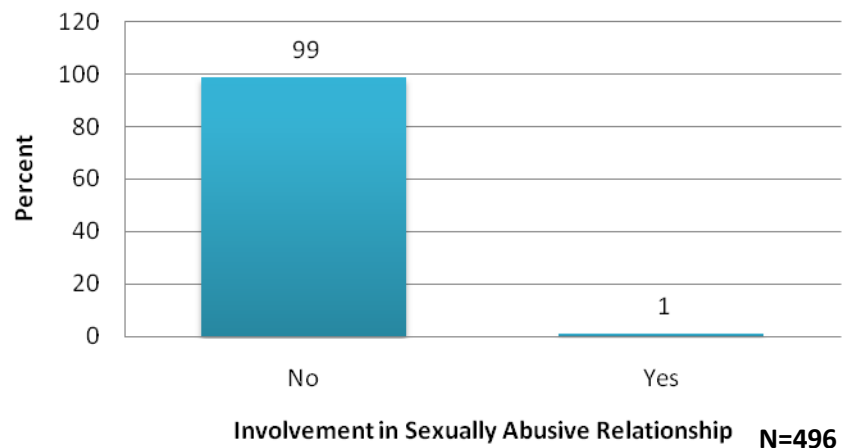
According to this graph, students involved in sexually abusive relationships have higher GPAs than those who aren't involved in such relationships. These differences in GPAs are not statistically significant.

Sexually Abusive Relationships and Grade Point Average



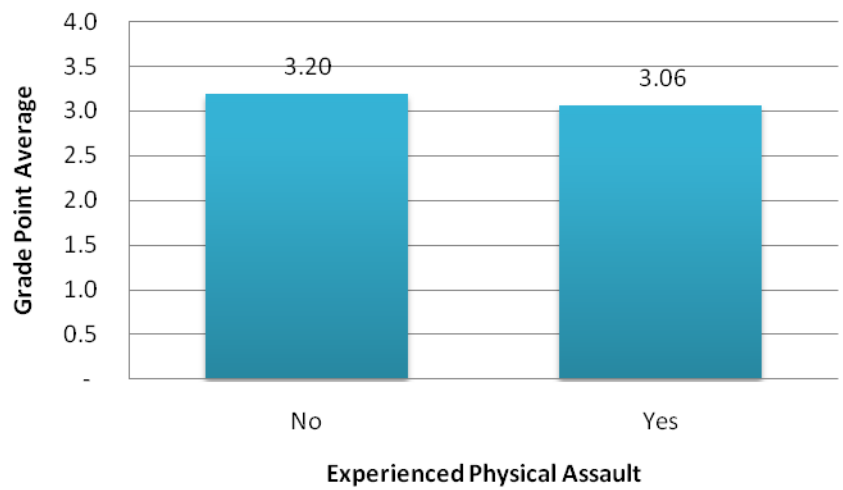
Only one percent of students (6 students) reported being involved in sexually abusive relationships.

Percent of Students by Sexually Abusive Relationships



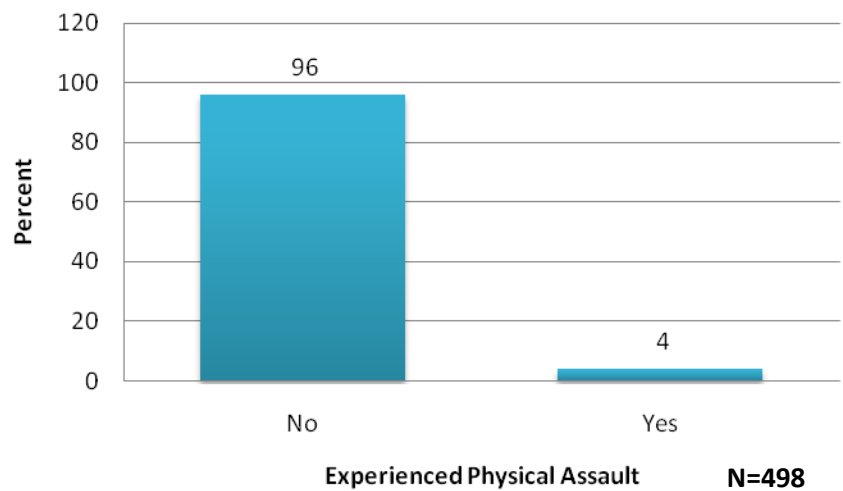
Students who reported experiencing physical assault tended to have lower GPAs than those who weren't physically assaulted, but this difference is not statistically significant.

Physical Assault and Grade Point Average

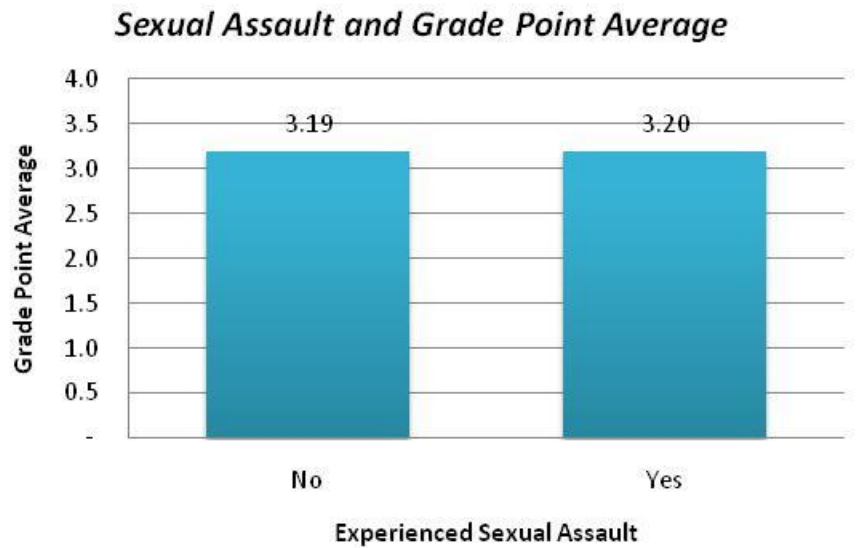


Four percent of students reported experiencing physical assault during the last year.

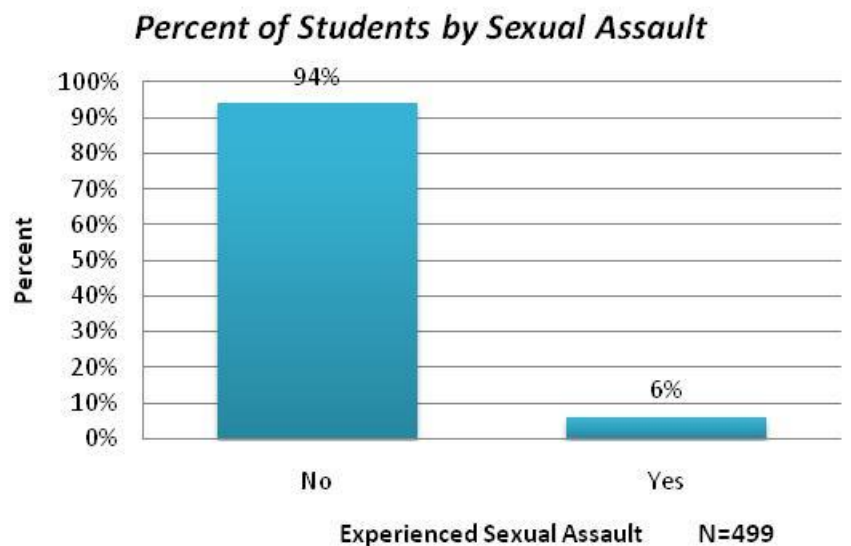
Percent of Students by Physical Assault



According to this graph, students who reported experiencing sexual assault in the last twelve months had slightly higher GPAs than those who hadn't. This difference, however slight, was statistically significant at the one percent level.



Six percent of respondents reported experiencing some form of sexual assault in the last twelve months.



Physical Activity

Students were asked to report how many days within the last week they engaged in:

Moderate exercise for at least 30 minutes (Q29A)

Strenuous exercise for at least 20 minutes (Q29B)

Exercise to strengthen muscles 8-12 repetitions (Q29C)

The Centers for Disease Control and Prevention recommends that adults:

- Engage in 2 hours and 30 minutes (150 minutes) of moderate-intensity aerobic activity (i.e., brisk walking) every week **and** muscle-strengthening activities on 2 or more days a week that work all major muscle groups (legs, hips, back, abdomen, chest, shoulders, and arms).

or

- Engage in 1 hour and 15 minutes (75 minutes) of vigorous-intensity aerobic activity (i.e., jogging or running) every week **and** muscle-strengthening activities on 2 or more days a week that work all major muscle groups (legs, hips, back, abdomen, chest, shoulders, and arms).

or

- An equivalent mix of moderate- and vigorous-intensity aerobic activity **and** muscle-strengthening activities on 2 or more days a week that work all major muscle groups (legs, hips, back, abdomen, chest, shoulders, and arms).

Students who met or exceeded the CDC's recommendations for physical activity are characterized as participating in "Adequate" levels of physical activity, and those exercising but not meeting the recommendations are characterized as participating in an "Inadequate" amount of physical activity. Those not exercising at all are considered to participate in "Zero" physical activity in the following graphs.

In order to determine the mix of moderate- and vigorous-intensity aerobic activity that would be considered adequate according to the CDC's recommendations, we developed the following table.

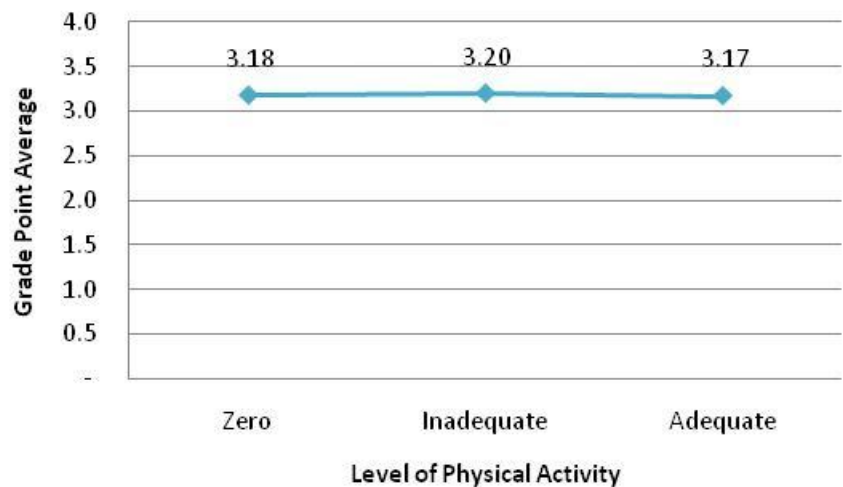
Figures in the following table = (days of vigorous activity x 20) + ((days of moderate activity x 30)/2)

		Aerobic Activity							
		Moderate							
Days		0	1	2	3	4	5	6	7
Vigorous	0	0	15	30	45	60	75	90	105
	1	20	35	50	65	80	95	110	125
	2	40	55	70	85	100	115	130	145
	3	60	75	90	105	120	135	150	165
	4	80	95	110	125	140	155	170	185
	5	100	115	130	145	160	175	190	205
	6	120	135	150	165	180	195	210	225
	7	140	155	170	185	200	215	230	245

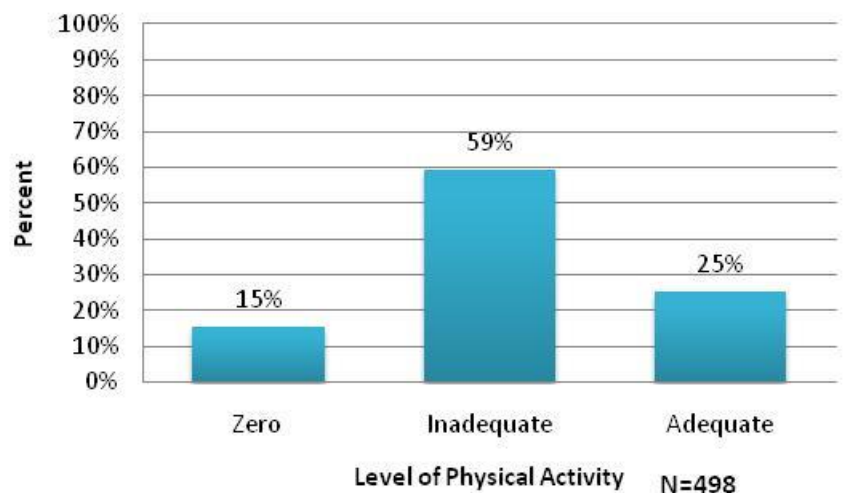
This graph indicates that students who participate in inadequate levels of physical activity during the week tend to have higher GPAs than those who participate in zero or even adequate amounts of physical activity, however the differences are insignificant.

Twenty-five percent of respondents reported participating in adequate levels of physical activity as recommended by the CDC. Only 15% of students reported not participating in any physical activity in the last week, and while the remaining 59% participated in inadequate levels of activity, there is more to be said about them. About half of the inadequate respondents participated in enough aerobic activity, but not enough muscle-strengthening activity, and another 5% participated in enough muscle strengthening, but not enough aerobic activity to meet CDC recommendations.

Physical Activity and Grade Point Average



Percent of Students by Physical Activity Level



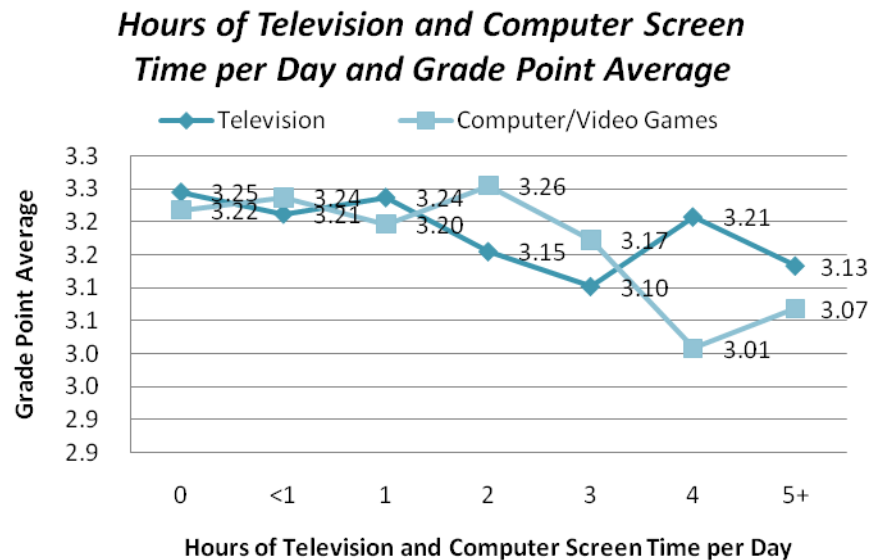
Television and Computer Screen Time

Students were asked two questions related to television and computer use.

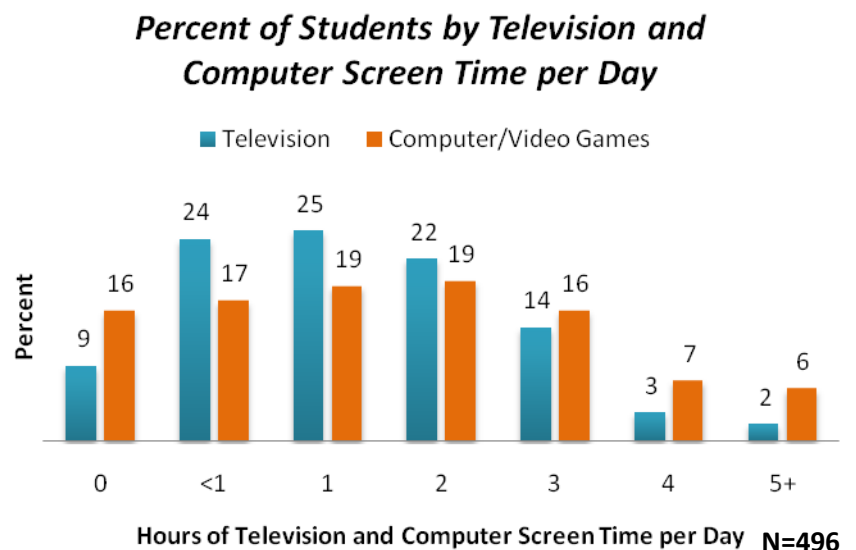
On an average day, how many hours do you spend:

- Watching television? (Q71A)
- Playing video or computer games or using a computer for something that is not for work or school (Include activities such as Xbox, computer games, Internet)? (Q71B)

This graph compares the GPAs of students by the number of hours they spent watching television every day, and using the computer for non-school related activities/playing video games. The lower GPAs associated with more hours spent watching TV were marginally significant (at the 10% level for those watching 4 or more hours). The lower GPAs associated with more hours spent using the computer, specifically for those spending 3 or more hours, were significant at the five percent level.



This chart indicates that UW-River Falls students tend to spend many more hours on their computers for non-school uses than they spend in front of the television. In terms of the threshold values noted above, 5% watch 4 or more hours of television but nearly 30% spend 3 or more hours on their computer for personal reasons.



Tobacco Use

Students were asked to report the frequency of their tobacco use within the last 30 days, including the following forms of tobacco:

Cigarettes (Q8A1)

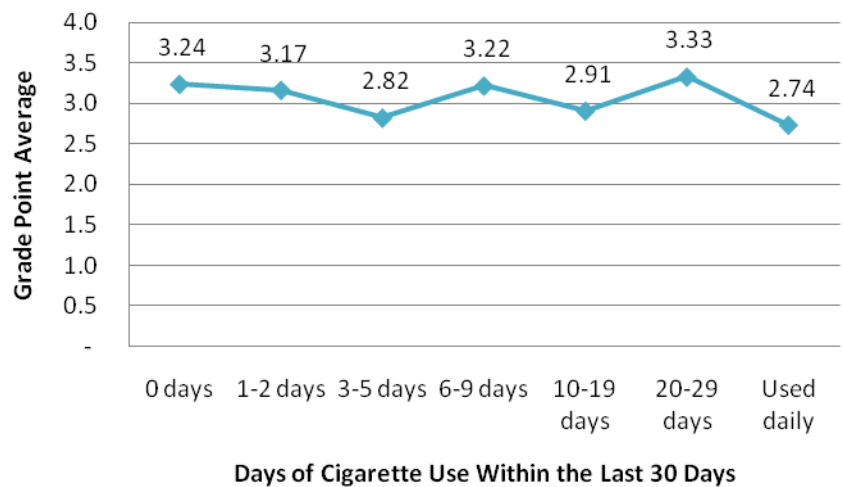
Tobacco from water pipe/hookah (Q8A2)

Cigars, little cigars, clove cigarettes (Q8A3)

Smokeless tobacco (Q8A4)

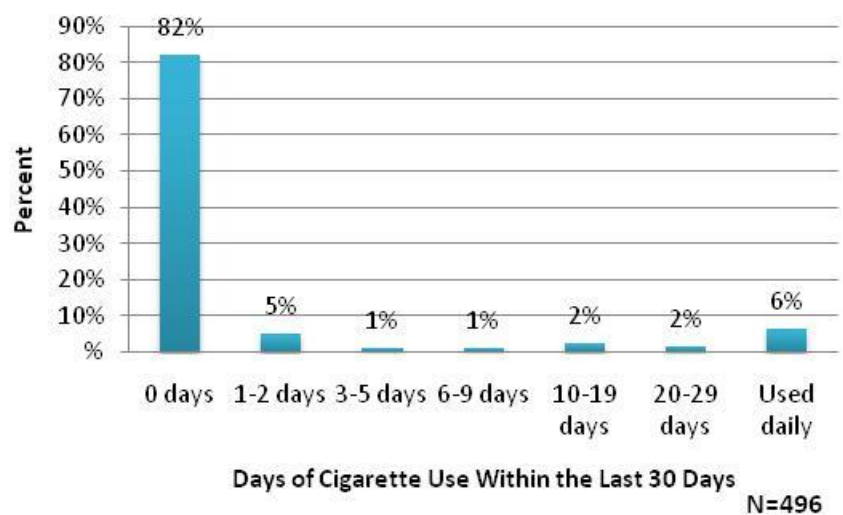
Smoking has a negative impact on GPA. Comparing the GPA of students who say they didn't smoke cigarettes at all during the previous month to those who did, non-smokers' GPAs were about one-fifth of a point higher among non-smokers. This difference is significant at the 1% level.

Cigarette Use and Grade Point Average

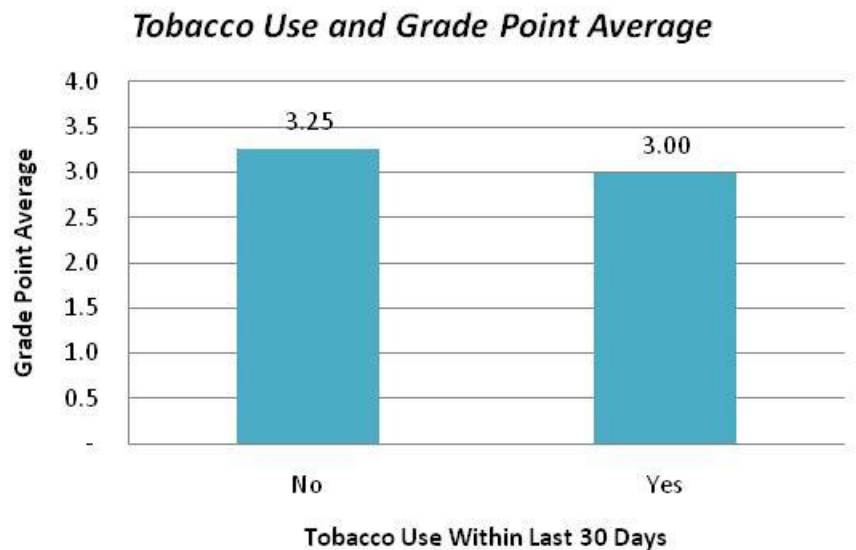


Eighty-two percent of UW-River Falls students reported that they didn't smoke at all during the preceding thirty days.

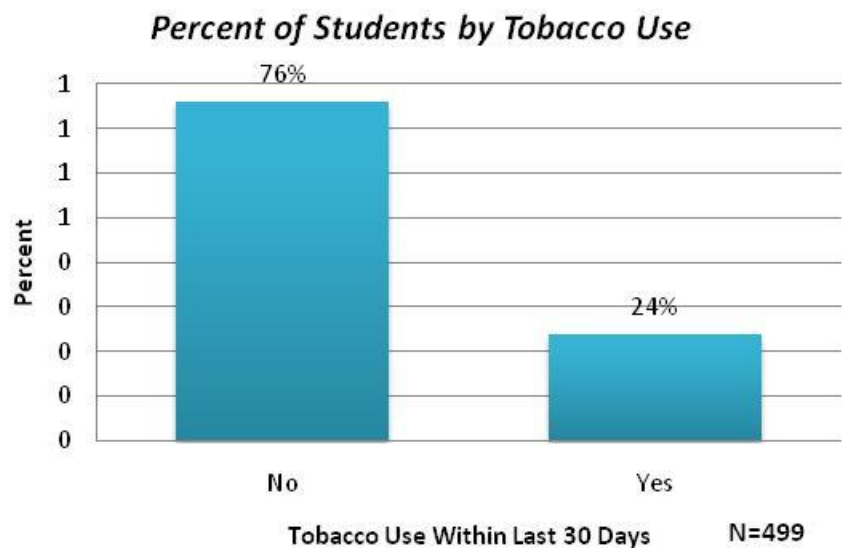
Percent of Students by Days of Cigarette Use



This graph shows the impact of any type of tobacco use on GPA. The difference in academic performance between students who reported using tobacco of any kind during the last thirty days and those who did not is highly significant.



Seventy-six percent of students reported no use of tobacco of any kind during the last thirty days, while twenty-four percent reported using tobacco in some form.



Alcohol Use

Students were asked the following questions regarding their use of alcohol:

How many days, of the last 30, did you use alcohol? (Q8A5)

How many days, within the last 2 weeks, did you engage in high-risk drinking (5 or more drinks in a sitting)? (Q13)

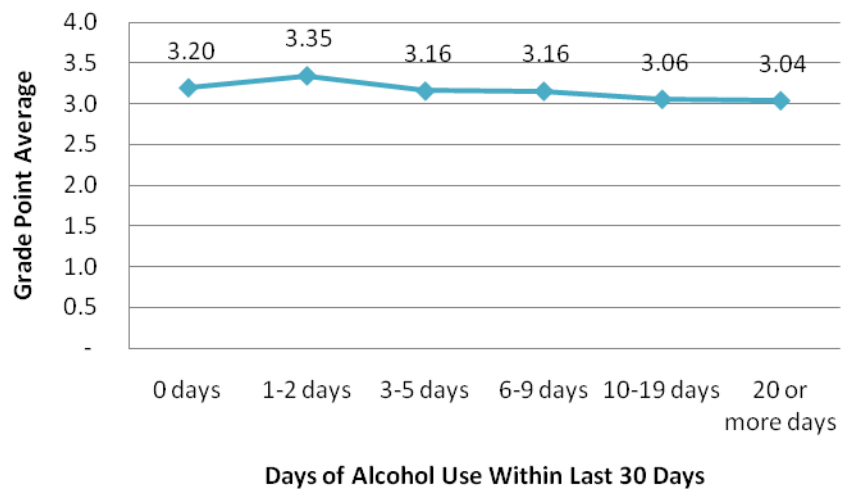
How many days, of the last 30, did you drive after drinking any alcohol? (Q14A)

How many days, of the last 30, did you drive after high-risk drinking (5 or more drinks in a sitting)? (Q14B)

The questions regarding drinking and driving were not addressed in the Minnesota postsecondary student health survey.

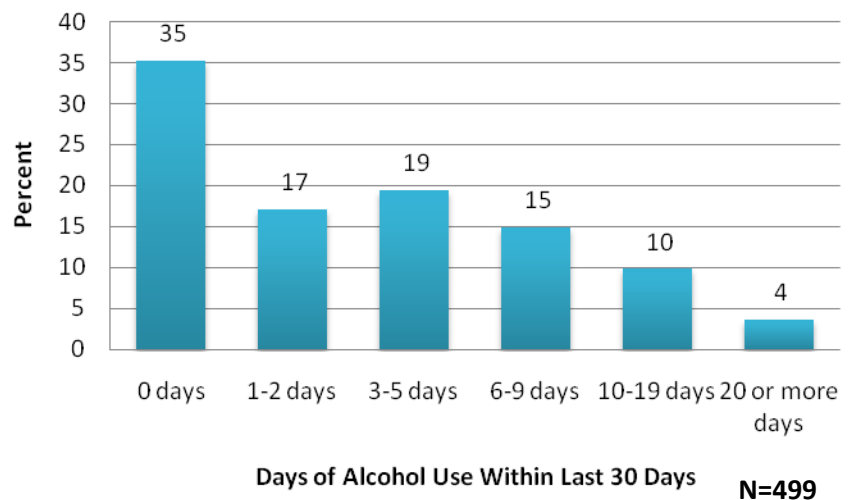
This graph indicates that students who reported using alcohol fewer days during the last month tended to have higher GPAs than those who used alcohol more frequently. Students using alcohol more than 1 - 2 days per month had significantly lower GPAs (at the 5% level of significance)

Alcohol Use and Grade Point Average



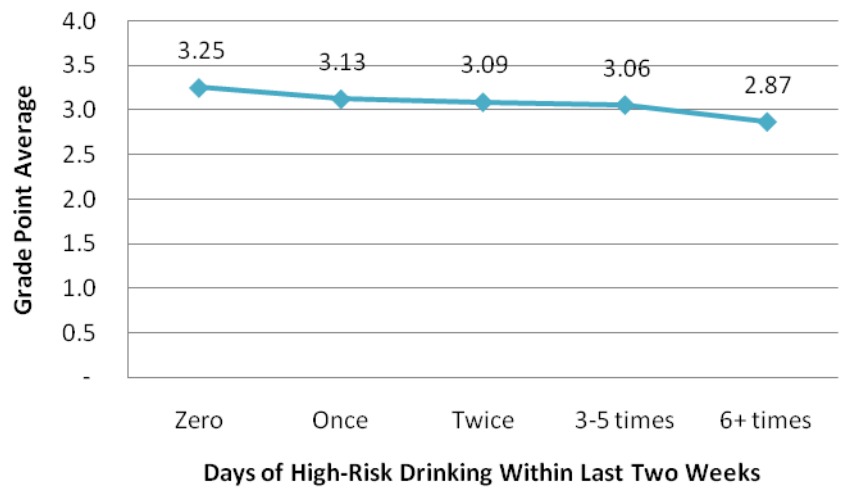
Just over one-third of respondents reported not using alcohol in the last thirty days. Nearly half reported using alcohol more than 1 - 2 days in the last month, the threshold noted above.

Percent of Students by Alcohol Use



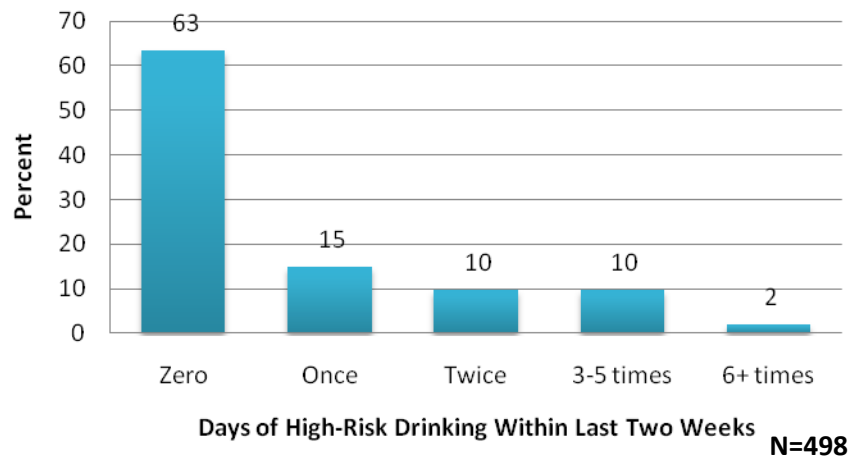
According to this graph, the number of times a student engages in high-risk drinking (drinking five or more alcoholic beverages in one sitting) tends to have a negative impact on GPA. This is significant at the ten percent level.

High-Risk Drinking and Grade Point Average

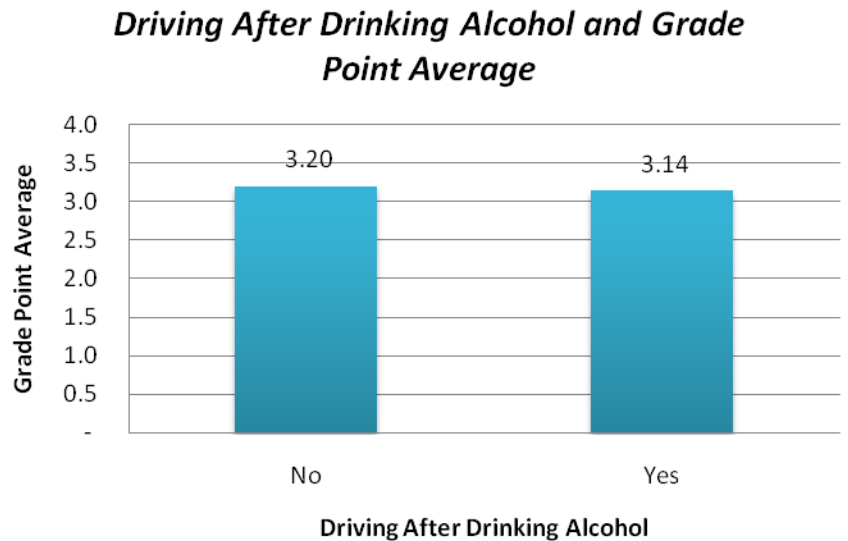


Almost two-thirds of students said they didn't engage in high-risk drinking in the last two weeks. However, more than one-third had more than five drinks in sitting once or twice over this period.

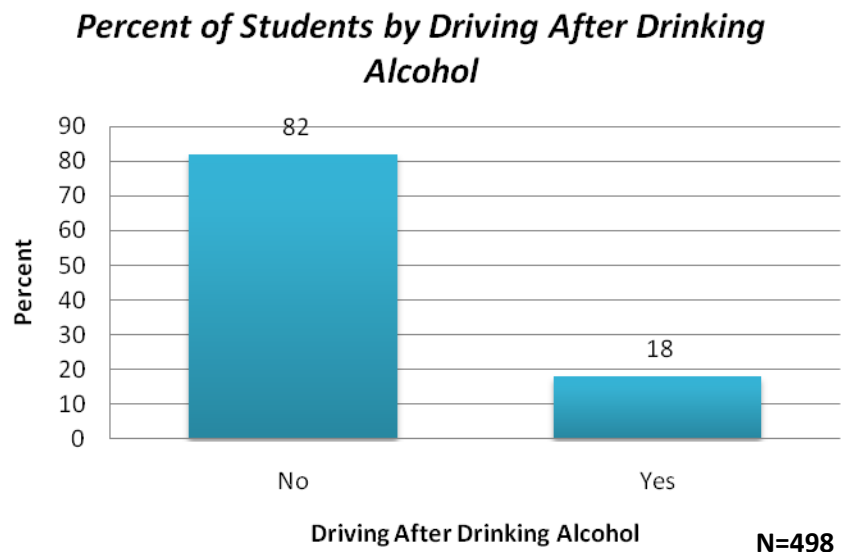
Percent of Students by High-Risk Drinking Frequency



Students who reported driving after using alcohol had slightly lower grade point averages than those who didn't drive after drinking. However, this difference was only statistically significant at the 10 percent level.

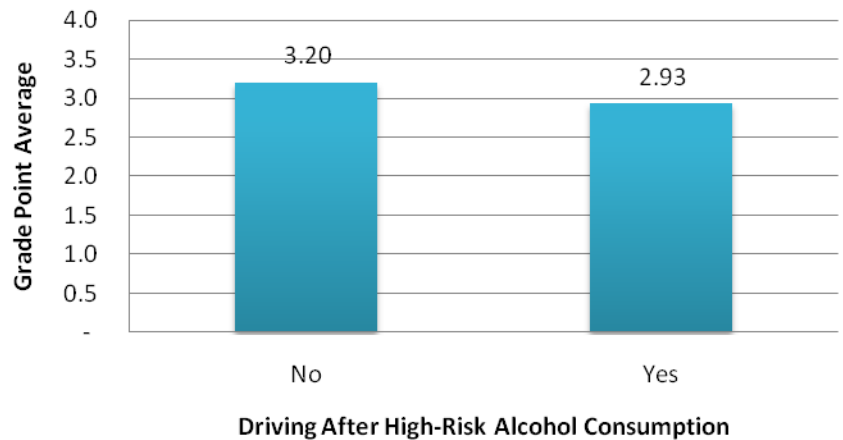


Eighteen percent of students reported driving after drinking alcohol during the last thirty days.



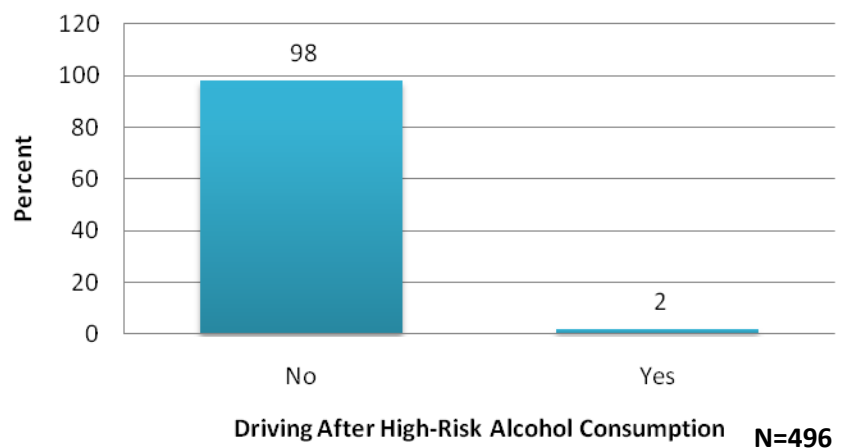
Students who reported driving after drinking five or more alcoholic beverages tended to have lower GPAs than those who did not end up behind the wheel. This was significant at the ten percent level.

Driving After High-Risk Alcohol Consumption and Grade Point Average



Only two percent of students reported driving after high-risk (binge) drinking.

Percent of Students by Driving After High-Risk Alcohol Consumption



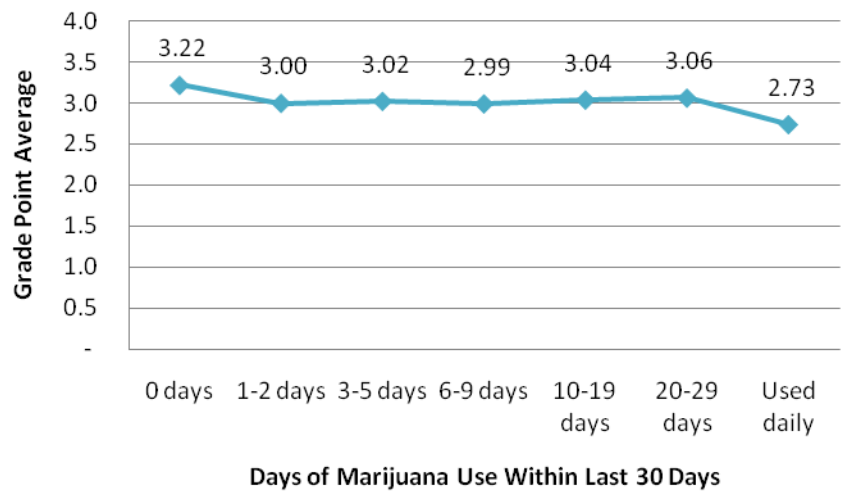
Marijuana and Other Drug Use

In Question 8A6, students were asked to report on the frequency of their marijuana use in the last 30 days.

Students were also asked to report on the frequency of their use of 'other' illegal drugs during the last 30 days. A complete list of the 'other' illicit drugs included in this analysis is in Appendix 1 of this report.

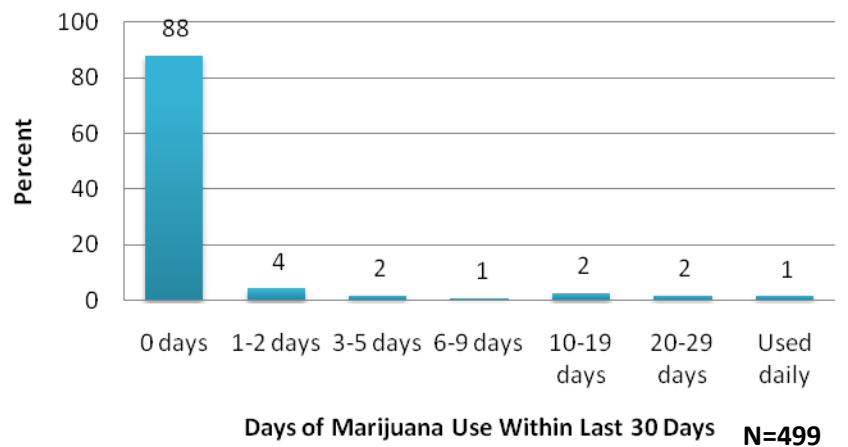
This graph indicates that marijuana use has a negative impact on GPA. This difference in GPA between those who did not use marijuana during the previous 30 days and those who did is statistically significant at the ten percent level.

Marijuana Use and Grade Point Average

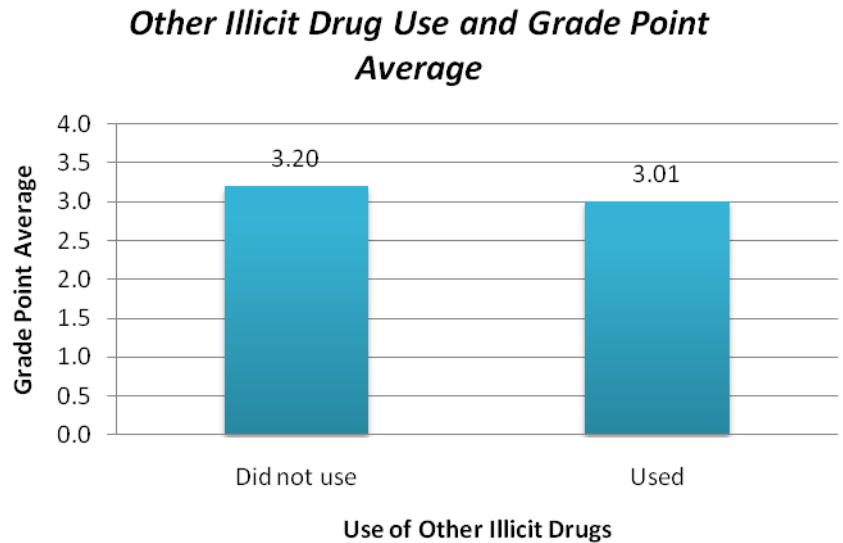


Eighty-eight percent of students report that they haven't used marijuana in the last thirty days, and only one percent report having used marijuana on a daily basis in the last thirty days.

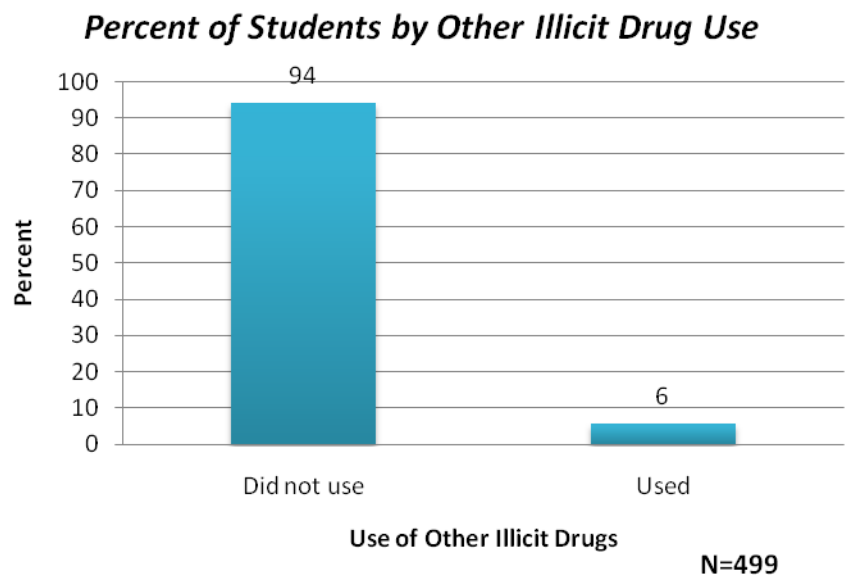
Percent of Students by Days of Marijuana Use



This graph indicates that students who reported using illicit drugs (other than marijuana) in the last thirty days tended to have lower grade point averages. This difference was marginally statistically significant (at the 10 percent level).



Ninety-four percent of students did not report using any illicit drugs (not including marijuana) during the last thirty days.



Financial Health

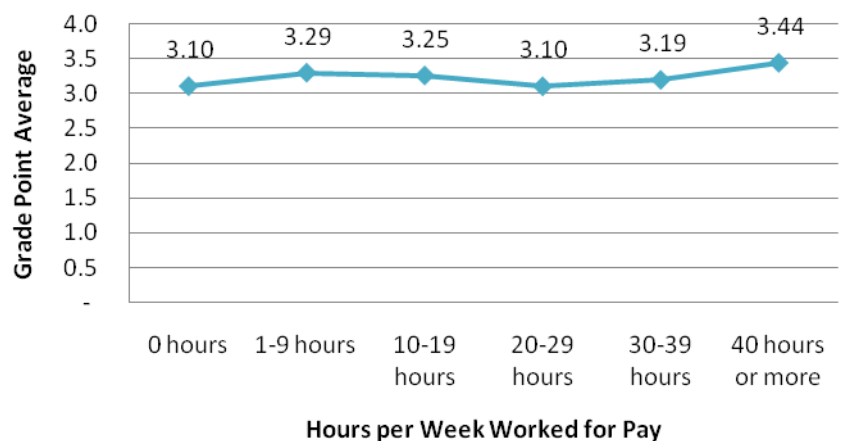
Students were asked the following questions related to their financial health:

How many hours a week do you work for pay? (Q60)

How many hours a week do you volunteer (work without pay)? (Q61)

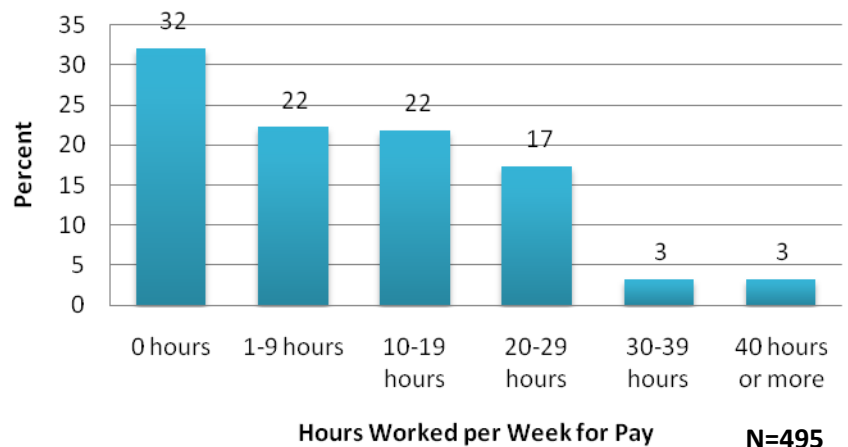
The adjacent graph indicates that, as a general trend, students who reported working more hours per week tended to have higher GPAs than those who worked fewer hours per week. This difference was significant at the one percent level. It is also important to note that thirty-six percent of those who reported working forty hours or more per week were part-time students.

Hours per Week Worked for Pay and Grade Point Average



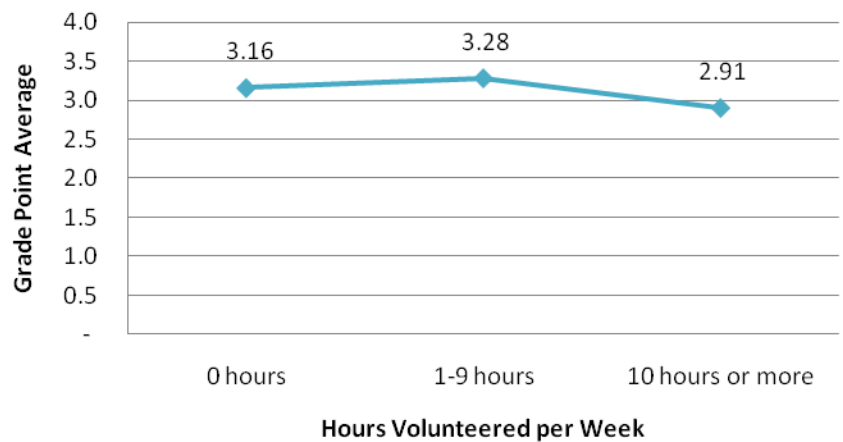
Almost one-third of students reported not working at all, while just under half reported working between one and twenty hours per week. Only six percent worked thirty hours or more per week.

Percent of Students by Hours Worked per Week for Pay



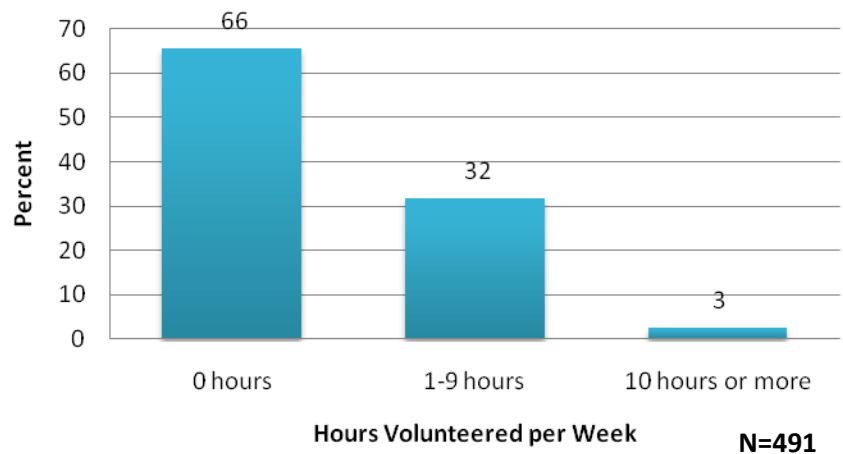
According to this graph, volunteering for ten hours or more per week could have a negative impact on GPA. This difference was only marginally statistically significant (at the 10% level).

Hours per Week Volunteered and Grade Point Average



About two-thirds of respondents reported not volunteering, and only three percent reported volunteering for ten hours or more per week.

Percent of Students by Hours Volunteered per Week



Conclusion

The results of the American College Health Association National Student Health Assessment for the University of Wisconsin - River Falls were as expected. Students with unhealthy behavioral tendencies and/or more health-related issues tended to perform worse academically. Prevalence of unhealthy behavior was relatively rare on our campus, so in many instances we did not find statistically significant links between these behaviors or conditions and academic performance. In the rare instances in which unhealthy behaviors or adverse conditions appeared to have positive impacts on academic performance, the relationship was not statistically significant.

The issues and behaviors that seemed to have the biggest impacts on academics were

- the student's rating of general health
 - experiencing six or more mental health stressors during the last 12 months
 - awakening too early in the morning
 - having trouble falling asleep on 4 or more days in the week
 - smoking
 - high-risk/binge drinking and
 - marijuana use.
-
-

Appendix A

Chronic Health Conditions

- Allergies (Q41A1)
- Asthma (Q41A2)
- Diabetes (Q41A7)
- Genital Herpes (Q41A10)
- Genital Warts/HPV (Q41A11)
- Hepatitis B or C (Q41A13)
- High Blood Pressure (Q41B1)
- High Cholesterol (Q41B2)
- HIV (Q41B3)
- Irritable Bowel Syndrome (Q41B4)
- Migraines (Q41B5)
- Other Addition (Q31B6)
- Recorded Body Mass Index (RBMI)
- Repetitive Stress Injury (Q41B8)
- Substance Abuse/Addiction (Q31B5)
- Tuberculosis (Q41B11)

Acute Health Conditions

- Back Pain* (Q41A3)
- Broken Bone/Sprain* (Q41A4)
- Bronchitis* (Q41A5)
- Chlamydia (Q41A6)
- Ear Infection* (Q41A8)
- Gonorrhea (Q41A12)
- Mononucleosis (Q41B6)
- Sinus Infection* (Q41B7)
- Strep Throat (Q41B10)
- Urinary Tract Infection (Q41B12)

Mental Health Conditions

- ADHD(Q31A3)
- Anorexia (Q31A1)
- Anxiety (Q31A2)
- Bipolar Disorder (Q31A4)

- Bulimia (Q31A5)
- Depression (Q31A6)
- Obsessive Compulsive Disorder (Q31B1)
- Other Mental Health Condition* (Q31B7)
- Panic Attacks (Q31B2)
- Phobia* (Q31B3)
- Schizophrenia* (Q31B4)

Health and Personal Issues

- ADHD (Q45A6)
 - Alcohol Use (Q45A1)
 - Allergies (Q45A2)
 - Chronic Conditions (Q45B1, Q45B2)
 - Concern for Troubled Friend/Family Members (Q45A8)
 - Death of a Friend or Family Member* (Q45B3)
 - Discrimination* (Q45B5)
 - Drug Use (Q45B6)
 - Eating Disorder (Q45B7)
 - Excessive Computer/Internet Use (Q45C4)
 - Finances* (Q45B8)
 - Gambling* (Q45C1)
 - Homesickness* (Q45C2)
 - Injury (Q45C3)
 - Learning Disability* (Q45C5)
 - Mental Health Issues (Q45A3, Q45B4)
 - Other* (Q45D7)
 - Pregnancy (Q45C7)
 - Relationship Issues (Q45C8, Q45D1)
 - Sexual Assault (Q45A5)
 - Sleep Difficulties (Q45D4)
 - STD (Q45D2)
-

- Stress (Q45D5)
- Upper Respiratory Infection (Q45A7, Q45D3)

Mental Health Stressors

- Attempted Suicide (Q30K)
- Career-related Issue (Q33B)
- Death of Friend/Family Member (Q33C)
- Family Problems (Q33D)
- Finances (Q33G)
- Illness of Friend/Family Member (Q33H)
- Personal Appearance* (Q33I)
- Personal Health Issue (Q33J)
- Intimate Relationships (Q33E)
- Other Relationships (Q33F)
- Seriously Considered Suicide* (Q30J)
- Sleep Difficulties* (Q33K)

'Other' Illicit Drugs

- Cocaine (Q8A7)
- Methamphetamine (Q8A8)
- Other Amphetamines (Q8A9)
- Sedatives (Q8B1)
- Hallucinogens (Q8B2)
- Steroids (Q8B3)
- Opiates (Q8B4)
- Inhalants (Q8B5)
- MDMA (Q8B6)
- Other Club Drugs (Q8B7)
- Other Illegal Drugs (Q8B8)

* Denotes conditions/issues which were not included in the Minnesota postsecondary student health study, but which seemed relevant to the analysis of health issues among college students.