



## CAREER

Gaining awareness of individual interests, abilities and experiences that lead to congruence with one's chosen career path.

### PRIMARY QUESTION:









How do you feel today about your future career goals?



## THE ALABAMA MODEL OF STUDENT HEALTH AND WELLBEING

The Alabama Model of Student Health and Wellbeing provides an understanding of student wellness that contributes to students' academic and personal success as well as ways to support it. Through this model of wellness, it is our hope students will have a better holistic understanding of health and wellbeing and how it relates to their college experience. The student assessment provides insights into the wellbeing of University of Alabama students over the duration of the school year according to the Alabama model of wellness.

# OVERALL (Total averages by dimension)

-  Overall average of 7 dimensions
-  Academic
-  Career
-  Financial
-  Psychological
-  Physical
-  Social
-  Spiritual



- There was no significant difference in the overall wellbeing index from 2019 to 2020.
- There was a significant decrease in overall academic wellbeing from 2019 to 2020.
- There were significant increases in financial, physical, social wellbeing from 2019 to 2020.

(\*  $p \leq .05$ )

Responses from each of these possible questions are reported on a 4-point Likert scale:

- 1**= Not very good/Disagree/Not very well/etc.      **3**= Good/Agree/Well/etc.  
**2**= Fair/Slightly disagree/Fair/etc.                      **4**= Very good/Strongly agree/Very well/etc.

The numbers plotted represent the average response of all students surveyed in 2020-2021.

Δ Denotes the change (+ increase or - decrease) from year 2019-20

**~25,600**

survey participants consisting of all UA main campus students (undergraduate and graduate) from Fall 2019 through Spring 2021

# BY SEX

## Female

Female students reported a decrease in their career wellbeing from 2019-2021, but experienced slightly higher career wellbeing than male students in 2019-2020.



## Male

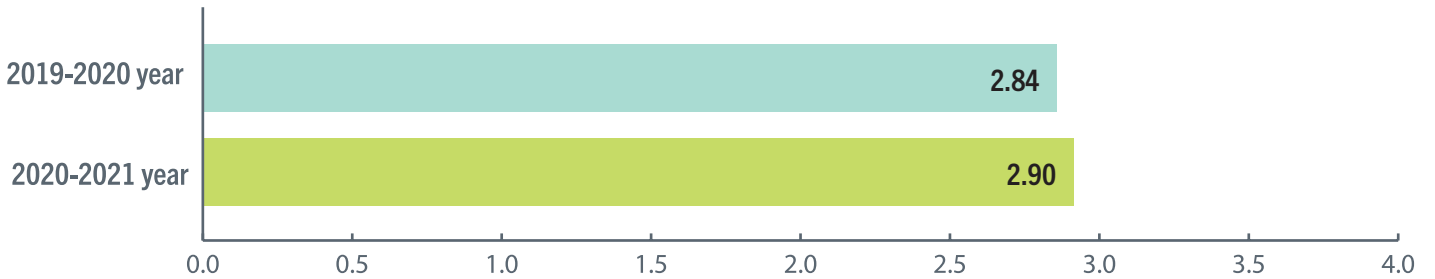
Male students reported a significant increase ( $p < .05$ ) in career wellbeing from 2019 to 2021, slightly lower career wellbeing than female students in 2019-2020, but higher career wellbeing than female students in 2020-2021.



# BY FIRST GENERATION STATUS

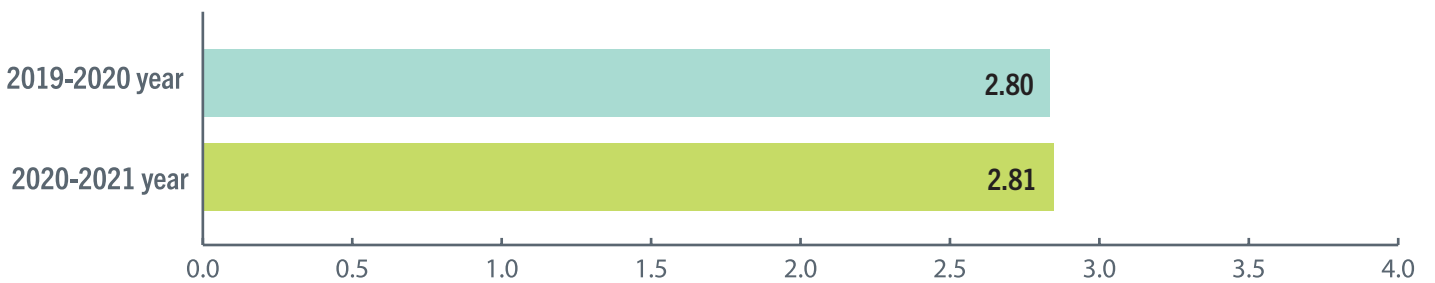
## First-Generation

Career wellbeing increased for first-generation students from 2019 to 2021 and was higher for first-generation students compared to non first-generation students from 2019-2021.



## Non First-Generation

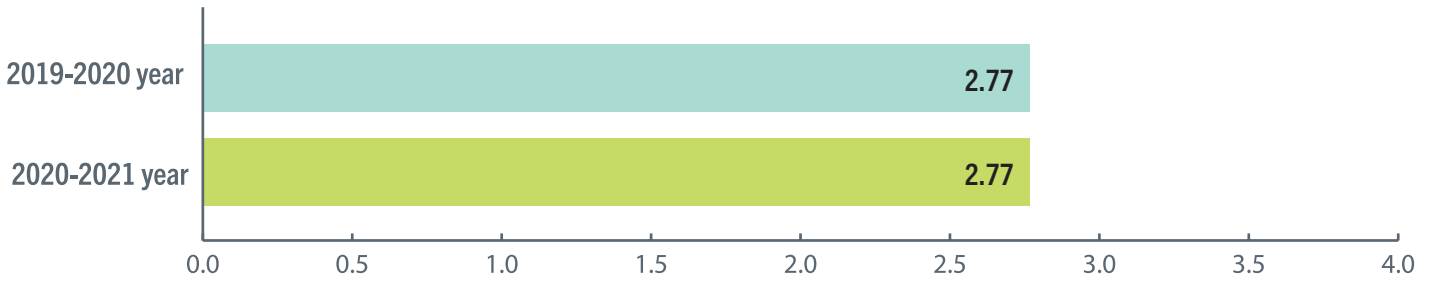
There was no significant increase in career wellbeing for non first-generation students from 2019 to 2021. Non first-generation students showed lower career wellbeing compared to first-generation students in 2020-2021.



# BY GREEK AFFILIATION

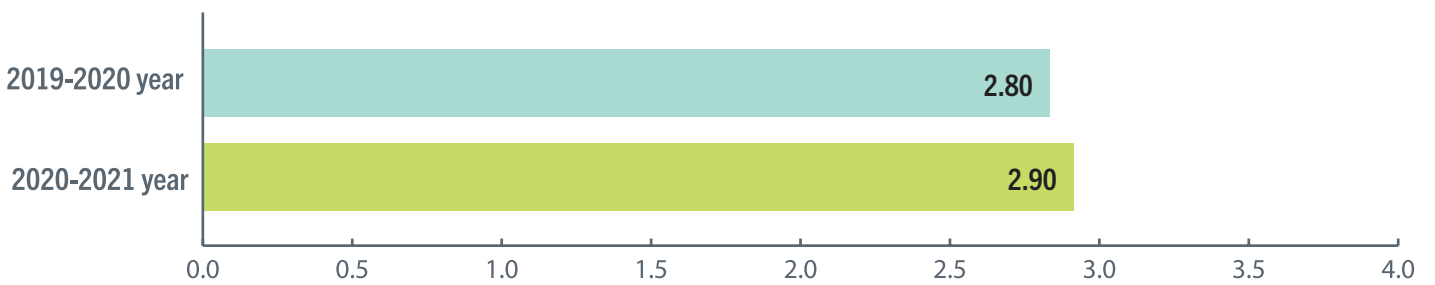
## Non-Greek

There was no significant difference for non-Greek affiliated students from 2019 to 2021. Non-Greek affiliated students indicated lower career wellbeing than Greek-affiliated students from 2019 to 2021.



## Greek

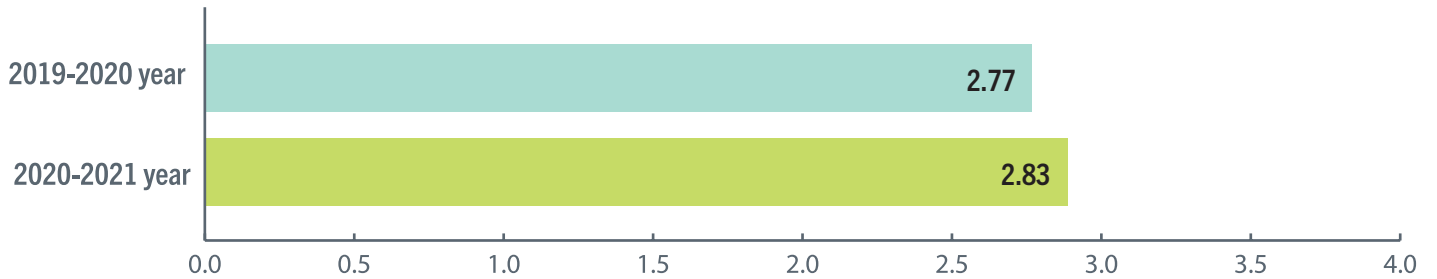
Greek-affiliated students indicated a significant increase in their career wellbeing from 2019-2021 ( $p < .05$ )



# BY RESIDENCY

## In-State

In-state students reported an increase in their career wellbeing from 2019 to 2021.



## Out-of-State

Out-of-state students reported an increase in their career wellbeing from 2019 to 2021.

