University of California Equity in Mental Health Funding Evaluation

Narrative Description of Existing Behavioral Health and Wellness Data
across the University of California
Executive Summary

Background

Under the Equity in Mental Health funding plan, University of California (UC) campuses submitted funding proposals to support the strengthening and expanding of student behavioral health and wellness services, focusing on improving health equity. Allocated funds supported three distinct tiers of services, including universal prevention strategies (Tier III services), early intervention and collaborative well-being programs (Tier II services), and holistic treatment and recovery support programs (Tier I services).

In the following deliverable, we summarize the Behavioral Health and Wellness (BH&W) data collected across the UC to inform efforts to understand the BH&W of UC students. This report includes a description of BH&W measures collected across each service Tier, with attention to measurements collected across the UC system. Assessments collected at UC campuses and UC system-wide are summarized. This summary includes a description of the significant surveys used, the original survey sources, and research evidence supporting the measures. Additional critical documentation examines their use across campuses (e.g., administration frequency, response rates).

Main Findings

All 10 UC Campuses currently administer the National College Health Assessment (NCHA) to inform Tier 3 services to support early intervention and collaborative well-being programs. The content of the NCHA was not designed to align with stated EMH objectives; it will be critical to examine if this survey provides adequate information to inform EMH aims and priorities. The NCHA content primarily focuses on symptom-level data (e.g., anxiety, depression), with fewer details on student resilience and assets. Additionally, due to the low response rates, infrequent survey administration, and the lack of a representative sample the NCHA data only provide a limited understanding of student BH&W.

In addition to the NCHA, the only other assessment consistent across each UC is the College Counseling Center Assessment of Psychological Screener (CCAPS). This measure primarily informs Tier 1 services. Several additional assessments gather BH&W information on various campuses but not UC-wide. Overall, the current sources of the BH&W indicators are not coordinated across the UC system, and a strategy to integrate and analyze data on UC students as a whole does not exist. Data collection efforts may benefit from coordination across campuses to support system-wide EMH efforts if there is interest in examining UC-wide student BH&W.

Conclusions

The Equity in Mental Health funding plan presents an opportunity to reconfigure the behavioral health and wellness landscape across the UC system. Significant gaps exist in the current BH&W assessment data collected and infrastructure across the UC, which may limit the ability to examine how services across each Tier benefit UC students. The subsequent steps involve articulating the purposes of gathering information from UC students, with an explicit focus on improving health equity.
Table of Contents

Executive Summary ................................................................. 2
Background .................................................................................. 2
Main Findings ............................................................................... 2
Conclusions .................................................................................. 2

Table of Contents .......................................................................... 3

Equity in Mental Health Project Description .......................... 7
Equity in Mental Health Research Project ................................. 7
Three-Year Project Overview .................................................... 7
Summary of Activities in Support of EMH Research Project ....... 7

Sources of Behavioral Health & Wellness Data across the UC .... 8
UC-Wide BH&W Information ...................................................... 8
UC Campus-Specific BH&W Information ................................. 8

Tier 3: UC-Wide Behavioral Health & Wellness Information ...... 9

National College Health Assessment (NCHA)...................... 10
NCHA Content Coverage .......................................................... 10
  Physical Health Related .......................................................... 10
  Psychological and Emotional Distress .................................... 10
  Flourishing Wellbeing and Coping ......................................... 10
NCHA Administration ............................................................... 10
NCHA Cost .................................................................................. 11
NCHA Survey Item Customization Options ......................... 11
NCHA Merging Survey Responses with Institutional Data ...... 11
NCHA Use by UC Campuses ................................................... 11
NCHA Embedded Measures .................................................... 12

Kessler 6 (K-6) Symptom Screener ......................................... 12
K-6 Description .......................................................................... 12
  K-6 Items ................................................................................ 12

UCLA Loneliness Scale .............................................................. 13
UCLA-LS Description ............................................................... 13
  UCLA-LS Items ................................................................... 13

Suicide Behavior Questionnaire-Revised (SBQ-R) ................... 14
SBQ-R Description ....................................................................................................................................... 14
SBQ-R Items ........................................................................................................................................ 14
Diener Flourishing Scale (DFS) ..........................................................................................................15
DFS Description ......................................................................................................................................15
DFS Items ...................................................................................................................................... 15
Connor-Davidson Resilience Scale (CD-RISC) .....................................................................................15
CD-RISC Description .................................................................................................................................... 15
CD-RISC Items ...................................................................................................................................... 15
NCHA Summary ........................................................................................................................................... 16
Tier 3: UC Campus-Specific Behavioral Health & Wellness .................................................................16
Healthy Minds Study – Student Survey (HMS) ................................................................................... 17
HMS Description ......................................................................................................................................... 17
HMS Content ....................................................................................................................................... 17
Tier 2: Behavioral Health & Wellness Information ............................................................................. 18
Tier 2 Systemwide ....................................................................................................................................... 19
ULifeline ........................................................................................................................................................ 19
Counseling Center Assessment of Psychological Symptoms (CCAPS) .................................................... 19
Tier 2 Campus-Specific .................................................................................................................................. 20
Tier 2a. Anonymous Resources ................................................................................................................... 20
e-Checkup to Go.................................................................................................................................. 20
Mindwise ............................................................................................................................................. 20
Tier 2b. Resources with Direct Links to Campus Services ..................................................................... 20
Stress And Resilience wellness check-STAR ........................................................................................ 21
Tier 1: UC-Wide Behavioral Health & Wellness Information ..............................................................22
Counseling Center Assessment of Psychological Symptoms & Monitor .................................................... 22
Summary of UC-Specific BH&W Information Across 3 Tiers ............................................................... 22
Observation 1 .............................................................................................................................................. 22
Observation 2 .............................................................................................................................................. 23
Observation 3 .............................................................................................................................................. 23
Observation 4 .............................................................................................................................................. 23
Observation 5 .............................................................................................................................................. 24
Observation 6 .............................................................................................................................................. 24
Summary Considerations ......................................................................................................................... 24
Equity in Mental Health Data Interests ............................................................................................. 25
What is the path forward? .......................................................................................................................... 25

Core Questions to Address .......................................................................................................................... 25

References & Appendix ............................................................................................................................... 27

TIER 3: Additional Information on NCHS and Tier 3 Measures Embedded in NCHS ............................................ 27

National College Health Assessment ........................................................................................................... 27

Resources .................................................................................................................................................... 27

NCHA Web Version Frequently Asked Questions .......................................................................................... 27

NCHA Score Interpretation Guidance ........................................................................................................ 28

NCHA Demographic Items ........................................................................................................................... 28

Kessler 6 Symptom Screener ......................................................................................................................... 30

Kessler 6 Original Study ............................................................................................................................... 30

Kessler 6 Studies Relevant to College Students ............................................................................................ 30

Kessler 6 Score Interpretation ....................................................................................................................... 33

Kessler 6 Response options ........................................................................................................................... 33

Kessler-6 Resources ...................................................................................................................................... 33

UCLA Loneliness Scale (UCLA-LS) ................................................................................................................... 33

UCLA-LS Key Studies ................................................................................................................................... 33

UCLA-LS Studies Relevant to College Students ............................................................................................ 34

UCLA-LS Scoring ......................................................................................................................................... 37

UCLA-LS Resources .................................................................................................................................... 37

Flourishing Scale .......................................................................................................................................... 37

Flourishing Scale Key Studies ...................................................................................................................... 37

Flourishing Scale Psychometric Studies ....................................................................................................... 38

Flourishing Scale Studies Relevant to College Students ................................................................................ 38

Flourishing Scale Resources ......................................................................................................................... 39

Flourishing Scale Scoring ............................................................................................................................. 39

Connor-Davidson Resilience Scale (CD-RISC) ............................................................................................ 40

Connor-Davidson Resilience Scale Key Studies ........................................................................................... 40

Connor-Davidson Resilience Scale Resources ............................................................................................. 41

TIER 3: Additional Information on Tier 3 UC-Campus Specific Measures .................................................... 41

Healthy Minds Survey .................................................................................................................................. 41

Healthy Minds Survey Example Studies ....................................................................................................... 42

Examples of Universities Informing Campus Communities about the HMS ................................................ 44

TIER 3: Additional Information on Tier 3 Measures ......................................................................................... 45

Embedded in UC-Specific Healthy Minds Survey .......................................................................................... 45

Patient Health Questionnaire – 9 (PHQ-9) ....................................................................................................... 45

PHQ-9 Overview .......................................................................................................................................... 45

PHQ-9 Key Studies ......................................................................................................................................... 45

PHQ-9 Psychometric Studies .......................................................................................................................... 46

PHQ-9 Items .................................................................................................................................................. 46
Equity in Mental Health Project Description

The California Budget Act of 2021 included $15 million in ongoing funds to support the behavioral health and wellness (BH&W) needs of University of California (UC) students. This funding led to the development of the Equity in Mental Health funding plan, whereby the 10 UC campuses were invited to submit proposals to address key unmet BH&W needs of their student community.

The Equity in Mental Health Funding Plan focuses on supporting a holistic approach to addressing BH&W concerns, considering intrapersonal, interpersonal, institutional, community, and public policy issues to promote a culture of health and wellbeing within each campus. By including an explicit focus on improving health equity, the funds represent an essential mechanism to support some of the most vulnerable, marginalized, and historically underserved student community members. In doing so, the Equity in Mental Health funding plan aims to address inequities and improve the student BH&W campuswide. Given the direct link between student wellness and academic success, such enhancements to the system are integral to reaching the UC’s stated goals of improving student wellbeing, retention, academic success, and graduation. This report describes the activities completed to date as part of the research project funded as part of the UCOP Equity in Mental Health. The overarching aim of this report is to inform UC efforts to better understand and support the behavioral health and wellness of UC students.

Equity in Mental Health Research Project

Three-Year Project Overview

Researchers at the University of California, Santa Barbara (UCSB) and the University of California, Davis (UCD) co-lead this project to understand how the UC system could better support the students' behavioral health and wellness needs. To this end, the project comprises three distinct objectives:

1. Identify UC population-level behavioral health and wellness needs and strengths.
2. Develop a detailed conceptual framework of current UC behavioral health and wellness resources across campuses.
3. Explore how these programs can best meet the needs and priorities of the population they serve and provide recommendations for systemwide services, resources, and programs to advance student behavioral health and wellness priorities.

Summary of Activities in Support of EMH Research Project

This is a multiyear project with the overarching goal of contributing to improving UC students’ behavioral health and wellness (BH&W). This current examination had the overarching purpose of informing deeper thinking and consideration of campuswide BH&W indicators that advance and promote mental health equity within the UC system.

To achieve the stated objectives, the UCSB team consulted with various stakeholders to solicit information about the student behavioral health and wellness data currently collected by UC campuses.
Each campus website was examined for BH&W data. Following this report, interviews with campus partners identified additional sources of BH&W information collected by UC campuses, and key questions to consider when determining the optimal path forward.

The UCSB team examined which BH&W data have been collected by UC campuses and (a) identified the original survey sources; (b) summarized survey-related research evidence; (c) identified who originally collected the data; and (d) summarized survey administration frequency, response rates, and time elapsed since data collection. The quality of existing surveys and data collection methods were examined to inform considerations of the need for additional BH&W needs-assessment data.

Information in this report includes a description of the measures collected across the UC system and an analysis of which campuses are using which measures. Although this report is not exhaustive of all efforts across all campuses, a description of the major surveys being used is provided along with a description of their intended purposes. Research summaries of the evidence for the major measures used are provided.

Sources of Behavioral Health & Wellness Data across the UC

Various surveys have been used within the UC system to compile BH&W information. These surveys are organized according to the three service tiers of the EMH funding supports. Tier 1 services and assessments are designed to inform comprehensive treatment and recovery support programs. Tier 2 services and assessments are designed to inform early intervention and collaborative well-being programs. Tier 3 services and assessments are designed to inform comprehensive universal prevention and wellness programs. As such, Tier 3 assessments are designed to be administered universally to all UC students or to provide broad information on the functioning of UC students as a whole. Tier 2 assessments would be completed by the students participating in early intervention and wellbeing programs, whereas Tier 3 assessments would be reserved for students participating in more intensive programming, such as treatment or recovery support programs. In addition to organizing this report by tiers of services, the BH&W surveys are described and organized by those collected throughout the UC system and those specific to campuses. This section describes sources of BH&W information collected across the UC system.

UC-Wide BH&W Information

In support of Tier 1, all UC campuses use the Counseling Center Assessment of Psychological Symptoms (CCAPS). In support of Tier 3, all UC campuses use the National College Health Assessment (NCHA). These primary resources available UC-wide are reviewed in more depth below. The aim is to help UC campuses determine how these primary BH&W sources align with EMH objectives and if they sufficiently inform needs assessment and service effectiveness interests.

UC Campus-Specific BH&W Information

In addition to these two surveys employed UC-wide, a variety of additional assessments gather BH&W information on various campuses. These campus-specific resources could provide valuable information to campuses but are not used UC-wide. For example, in support of Tier 3, UC Merced once administered
the Healthy Minds Survey, which provides information on students’ flourishing, anxiety, depression, loneliness, suicidality, mental health diagnoses, treatment, and treatment barriers indicators. At Tier 2 with regard to campus specific efforts, some prominent examples are the e-checkup at UC Riverside, STAR wellness check at UC Los Angeles, and Mindwise at several UC campuses. However, these campus-specific resources are often not operated by UC campuses, but instead, by outside entities whereby campus personnel are not responsible (or able to) respond to specific student self-screening information.

Figure 1 depicts the various sources of BH&W information available both UC-Wide and at specific UC Campuses. This figure provides an organizational framework for this report, detailing surveys across the three primary service tiers.

![Figure 1: UC-Wide and UC Campus-Specific BH&W Information.](image)

**Tier 3: UC-Wide Behavioral Health & Wellness Information**

The sources of BH&W-related items added to the American College Health Association-National College Health Assessment (NCHA) survey were examined to provide information about their types and quality
The UCSB team completed summaries of other BH&W measures embedded within the NCHA and used by UC campuses. The following section reviews these measures.

**National College Health Assessment (NCHA)**

The NCHA contains approximately 300 questions. It assesses health status and health problems, risk and protective behaviors, access to health information, impediments to academic performance, and perceived norms across various content areas. Each participating institution receives a raw data file. An Institutional Report summarizes frequency distributions for each variable across all responders and by gender. (See: ACHA NCHA: [https://www.acha.org/NCHA/NCHA_Home](https://www.acha.org/NCHA/NCHA_Home))

The American College Health Association created the NCHA in 2000. The original questionnaire content focused on physical health and substance use and was most relevant for campus student health centers. Questionnaire modifications occurred in 2008, 2011, and 2015. The current version (ACHA-NCHA III) was revised and rewritten in 2019 and is only available in a web-administered format. The current version (dated April 26, 2022) includes COVID-19-related items. (See: [https://www.acha.org/documents/ncha/ACHA-NCHA_III_Spring_2022_Codebook_4_26_2022.pdf](https://www.acha.org/documents/ncha/ACHA-NCHA_III_Spring_2022_Codebook_4_26_2022.pdf))

**NCHA Content Coverage**

As a general health surveillance survey, the NCHA, since its creation, has asked about substance use (alcohol, tobacco, and other drugs), sexual health, physical health (weight, nutrition, and exercise), and personal safety/violence. Since 2019, the NCHA-III version has added items addressing mental health and wellness.

In addition to demographic (see Appendix) and stand-alone content items, the questionnaire includes the following validated measures:

**Physical Health Related**
- Alcohol, Smoking and Substance Involvement Screening Test (ASSIST)
- USDA ERS Food Security 6-Item Short Form

**Psychological and Emotional Distress**
- Kessler 6 (K6) – screening for serious mental illness
- UCLA Three-Item Loneliness Scale (Hughes, et. al. 2004)
- The Suicide Behaviors Questionnaire – Revised (SBQ-R)

**Flourishing Wellbeing and Coping**
- Diener Flourishing Scale – Psychological Well-Being (PWB)
- Connor-Davison Resilience Scale (CD-RISC2)

**NCHA Administration**

The ACHA-NCHA survey uses Qualtrics with embedded skip logic to limit the number of non-relevant items presented. ACHA manages all survey reminders, provides a link to a real-time report of survey
responses, and manages incentives as needed. Each institution has a unique URL link. Administration involves an institution submitting a customized introduction/invitation letter (this can include the instruction’s logo) and an Excel list of emails of students selected to receive the invitation letter. Information about IRB approval is also required. ACHA reports that the survey takes about 30 minutes to complete. (See: https://www.acha.org/documents/ncha/Surveyor_instructions_Web_6_29_22.pdf).

**NCHA Cost**

The administration costs are $0.43 per surveyed student for ACHA institutional members and $0.86 for non-ACHS members. There are fees for additional response reminders, customized thank you statements, report packages, customized items, side-by-side reports of two variables, among other processing fees. (See: https://www.acha.org/documents/ncha/ACHA-NCHA_Participation_Processing_Fees_2022_excluding_paper_survey.pdf)

**NCHA Survey Item Customization Options**

The core survey items cannot be modified. However, various other customization options are available for each institution, which include the following considerations:

- Three standardized items focused on student gun/firearm possession can be added at no cost.
- One unique variable (variable = responses coded as a unique SPSS field, e.g., a check “all that apply” item with five response options = 5 variables) can be added to a custom report at no charge but with a custom report charge of $300/$500.
- Five custom variables can be added for $700/$1000. These variables are included in the institution response frequency report and the SPSS file.
- Five additional items can be added with the charge based on the number of unique variables (SPSS fields) the items generate (fee-based on the number of SPSS variables: < 15 = $700/$1000…76-100 = $3000/$4000). These variables are not reported in the institution frequency report. However, they are included in the raw SPSS file for local evaluation and reporting.

**NCHA Merging Survey Responses with Institutional Data**

Most often, the survey administration honors student confidentiality. The institution provides student emails to invite them to respond and to monitor nonresponse follow-ups. Student emails are not included in the raw SPSS file. Hence, there is limited capacity to merge responses with institutional information, such as persistence/progress indicators and behavioral indicators of belonging and connectedness. Interest in linking other information to student responses, such as participation in the Educational Opportunity Program (EOP), requires adding custom items to the survey and campus-generated special reports using the raw SPSS file.

**NCHA Use by UC Campuses**

All UC campuses administered the NCHA survey in 2021. Some campuses have administered the survey since 2010 (e.g., UCLA). NCHA is scheduled to be administered by UC’s in 2023. Analyzing the use of the NCHA across each campus highlights that in 2021 the response rates varied across campuses. However,
most campuses had less than 10% of the student population respond to the survey, with the largest number of responses collected at UC Santa Barbara \(n = 2,235\) due to efforts to universally collect these data. It will be critical to evaluate if the low response rate and the biennial administration are sufficient and cost-effective to inform EMH efforts. Table 2 shows the number of usable responses, response rates, and approximate cost per usable response for the 2021 administration on all 10 UC campuses.

**Table 2: NCHA 2021 Response Rates and Cost to Campuses**

<table>
<thead>
<tr>
<th>Campus</th>
<th>UCSD</th>
<th>UCR</th>
<th>UCI</th>
<th>UCLA</th>
<th>UCSB</th>
<th>UCSC</th>
<th>UCM</th>
<th>UCB</th>
<th>UCD</th>
<th>UCSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Responses</td>
<td>909</td>
<td>613</td>
<td>1441</td>
<td>929</td>
<td>2235</td>
<td>1594</td>
<td>522</td>
<td>579</td>
<td>1008</td>
<td>496</td>
</tr>
<tr>
<td>Response Rate</td>
<td>9.6%</td>
<td>6.1%</td>
<td>8.8%</td>
<td>15.5%</td>
<td>9.3%</td>
<td>8.8%</td>
<td>10.4%</td>
<td>9.0%</td>
<td>10.0%</td>
<td>16.0%</td>
</tr>
<tr>
<td>@ Response</td>
<td>$4.78</td>
<td>$7.05</td>
<td>$4.89</td>
<td>$2.77</td>
<td>$4.62</td>
<td>$4.88</td>
<td>$4.13</td>
<td>$4.78</td>
<td>$4.96</td>
<td>$2.69</td>
</tr>
</tbody>
</table>

UC Systemwide Reference Group \(N = 10,918\). Mean response proportion = 10%, median response proportion = 9%. Cis Female responders = 65.5%, male responders = 27.9%, Transgender/non-conforming = 5.1% \((N = 545)\). UCLA’s posting of past NCHA response rate are: 2012 = 9%, 2014 = 22%, 2016 = 15%, 2019 = 32%, 2021 = 16%.

Some UC campuses post the standard ACHA-NCHA survey frequency report online. A few campuses maintain websites with past ACHA-NCHA survey and specialized reports. For example, UCLA posted a LBTQ+ Fact Sheet using on ACHA-NCHA survey (see: https://sairo.ucla.edu/by-survey/ncha).

**NCHA Embedded Measures**

Within the NCHA, there are a variety of embedded measures. These measures are also widely used independent of the NCHA. To further understand the content of the measures within the NCHA, a brief overview, along with the items in each scale, is provided below. Please see the Appendix for additional information on these measures, key studies describing their development and psychometrics, along with information on these measures used specifically with college-age students.

**Kessler 6 (K-6) Symptom Screener**

**K-6 Description**

The Kessler screening measures (K6/10) are used worldwide in research and clinical settings. The original article (Kessler et al., 2003) is cited 3,456 citations in PsycINFO. This scale was developed to provide a brief measure or screener for mental illness. The K6 has six items, two of which assess anxiety-related symptoms and four which assess depression symptoms.

**K-6 Items**

During the last 30 days about how often did you feel?
...nervous
...hopeless
...restless or fidgety
...that everything was an effort
...so depressed that nothing could cheer you up
...worthless

UCLA Loneliness Scale

**UCLA-LS Description**

Interest in loneliness emerged from the recognition that subjective loneliness is associated with various social problems: alcoholism, low self-esteem, shyness, boredom, unhappiness, and other non-optimal life experiences. The UCLA-LS is a 20-item measure developed to assess people's subjective emotions with too few social relationships. Two psychometric studies describe its initial development (Russell et al., 1978, 1980). A third study (Russell, 1996) evaluated the psychometrics of modifications to item wording for clarity and to support its use across age groups. This instrument has wide research applications, mentioned in the abstracts of 834 peer-reviewed articles in PsycINFO. A few studies have evaluated the psychometrics of a two-item UCLA-LS short form (see Elphinstone, 2018).

**UCLA-LS Items**

Indicate how often each of these statements is descriptive of you.
Response options: Never  Rarely  Some  Often

1. I feel in tune with other people around me
2. I lack companionship
3. There is no one I can turn to
4. I do not feel alone
5. I feel part of a group of friends
6. I have a lot in common with people around me
7. I am no longer close to anyone
8. My interest and ideas are not shared by those around me
9. I am an outgoing person
10. There are people I feel close to
11. I feel left out
12. My social relationships are superficial
13. No one really knows me well
14. I feel isolated from others
15. I can find companionship when I want it
16. There are people who really understand me
17. I am unhappy being so withdrawn
18. People are around me but not with me
19. There are people I can talk to
20. There are people I can turn to

**Bold items** are in the three-item version used in the NCHS and the Healthy Minds Survey (described below)
Suicide Behavior Questionnaire-Revised (SBQ-R)

SBQ-R Description

The Suicide Behavior Questionnaire-Revised (SBQ-R) is a psychological self-report questionnaire. It identifies suicide risk factors in adolescents and adults in under five minutes. The SBQ-R has four items. Item 1 addresses lifetime suicidal ideation and/or suicide attempt. Item 2 assesses the frequency of suicidal ideation over the past 12 months. Item 3 assesses the threat of suicide attempts. Item 4 evaluates the self-reported likelihood of suicidal behavior in the future, with scores ranging from 3-18. Concerning psychometric properties, the general adult population has a cut score greater than or equal to 7, 93% sensitivity, and 95% specificity. For adult psychiatric inpatients, the cutoff score is greater than or equal to 8, 80% specificity, and 91% specificity.

SBQ-R Items

1. Have you ever thought about or attempted to kill yourself? (Check one only)
   - Never
   - It was just a brief passing thought
   - I have had a plan at least once to kill myself but did not try to do it
   - I have had a plan at least once to kill myself and really wanted to die
   - I have attempted to kill myself, but did not want to die
   - I have attempted to kill myself, and really hoped to die
2. How often have you thought about killing yourself in the past year? (Check one only)
   - Never
   - Rarely (1 time)
   - 3. Sometimes (2 times)
   - 4. Often (3-4 times)
   - 5. Very Often (5 or more times)
3. Have you ever told someone that you were going to commit suicide, or that you might, do it? (Check one only)
   - No
   - Yes, at one time, but did not really want to die
   - Yes, at one time, and really wanted to die
   - Yes, more than once, but did not want to do it
   - Yes, more than once, and really wanted to do it
4. How likely is it that you will attempt suicide someday? (Check one only)
   - Never
   - No chance at all
   - Rather unlikely
   - Unlikely
   - Likely
   - Rather likely
   - Very likely
Diener Flourishing Scale (DFS)

DFS Description
Previously called the Psychological Well-being Scale, Diener’s Flourishing Scale (DFS) has eight items designed to measure psychosocial well-being ranging from positive relationships to finding meaning and purpose in life (Diener et al., 2009, 2010). Research provides acceptable reliability and validity evidence as a measurement of psychosocial well-being. The DFS has acceptable psychometric properties for U.S. undergraduate students (Diener et al., 2009, 2010; Howell & Buro, 2015). Additionally, the DFS is adapted for cross-cultural contexts, and research provides psychometric support for non-US samples.

DFS Items
Below are eight statements with which you may agree or disagree. Using the 1–7 scale below, indicate your agreement with each item by indicating that response for each statement.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Slightly disagree</td>
<td>Mixed or neither agree nor disagree</td>
<td>Slightly agree</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

- I lead a purposeful and meaningful life.
- My social relationships are supportive and rewarding.
- I am engaged and interested in my daily activities.
- I actively contribute to the happiness and well-being of others.
- I am competent and capable in the activities that are important to me.
- I am a good person and live a good life.
- I am optimistic about my future.
- People respect me.

Connor-Davidson Resilience Scale (CD-RISC)

CD-RISC Description
The 25-item Connor-Davidson Resilience Scale (CD-RISC) measures resilience, which is the personal quality that supports thriving when faced with adversity. Since its development in 2003, the CD-RISC has taken on two abridged versions: the CD-RISC-10 and the CD-RISC-2. The CD-RISC-10 was created in response to an unstable factor structure while assessing the original 25-item CD-RISC. The CD-RISC-2 was created as a shorter version to save time and increase scale usage. The CD-RISC website lists the location and samples of all studies utilizing each CD-RISC version. The NCHS includes two CD-RISC items.

CD-RISC Items
- Able to adapt to change.
- Tend to bounce back after illness or hardship.
NCHA Summary

The NCHA content primarily focuses on symptom-level data. For example, information on student symptoms of anxiety, depression, and suicidality. The item content compiles valuable information about students' current or past symptomology. However, less information on student resilience, assets, and flourishing wellbeing is available. See Figure 2 which depicts the BH&W content in the NCHA.

Tier 3: UC Campus-Specific Behavioral Health & Wellness

The UCSB team analyzed each UC website to gather information on the BH&W. We note that limited organization and documentation regarding Tier 3 sources of BH&W information used on each campus are available. However, additional sources likely exist on each campus, and each campus is engaged in efforts that align with its unique needs and student populations. One Tier 3 broad, comprehensive survey widely used across the U.S. is the Healthy Minds Study (HMS). As such, it is described here, and additional information on this survey is available in the Appendix. This MHS survey was administered once at UC Merced. More generally, a limited number of other Tier 3 measures used by specific campuses could be considered part of a systemwide effort to gather BH&W information.
Healthy Minds Study – Student Survey (HMS)

HMS Description

Created at the University of Michigan in 2007, the Healthy Minds Study - Student Survey (HMS) is an online survey available for implementation within the U.S. and international post-secondary institutions (e.g., four-year universities, community colleges, technical schools). The HMS examines the prevalence of mental health outcomes, knowledge, and attitudes surrounding mental health, and utilization of mental health services. HMS items address help-seeking behavior, stigma, and potential barriers to seeking mental health care. The HMS seeks to inform policy and practice at post-secondary institutions across the U.S. and internationally. HMS data are used for basic research and advocacy for mental health services and programs. It is also used to evaluate existing mental health programs, identify new service needs, and raise awareness of mental health and campus resources. Recently the HMS research network has partnered with the JED Foundation and produced a College Student Mental Health Action Toolkit using HMS data.

HMS Content

The HMS has three core behavioral health modules:

- Demographics
- Mental Health Status
- Mental Health Survey Utilization/Help-Seeking

Other modules focus on the following behavioral health areas:

- Substance Use
- Sleep
- Eating and Body Image
- Sexual Assault
- Overall, Health
- Knowledge and Attitudes about Mental Health and Mental Health Services
- Upstander/Bystander Behaviors
- Campus Mental Health Climate
- Climate for Diversity and Inclusion
- Academic Competition, Persistence, and Retention
- Resilience and Coping
- Financial Stress
- Student Athletes
- Peer Support
- Public Safety and Policing

As is evident when analyzing the content of the Healthy Minds, there are significant sources of overlapping information on the NCHA, CCAPS, and the Healthy Minds. See Table 3.
Table 3: Survey content for UC BH&W Information

<table>
<thead>
<tr>
<th>Item Content</th>
<th>National College Health Assessment</th>
<th>Counseling Center Assessment of Psychological</th>
<th>Healthy Minds Network-JED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Impediments</td>
<td>18 items Past 12 months</td>
<td></td>
<td>Mental Health</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Kessler-6 Nonspecific (4 wks)</td>
<td>General (6) &amp; Social Anxiety (5)</td>
<td>GAD-7 (2 wk)</td>
</tr>
<tr>
<td>Chronic Medical and Dx</td>
<td>Mental, Physical, 109 Items</td>
<td>Mental DX (19)</td>
<td></td>
</tr>
<tr>
<td>Covid</td>
<td>23 items</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demographic</td>
<td>26 items</td>
<td>13 Items</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>Kessler-6 Nonspecific (4 wks)</td>
<td>Depression (6)</td>
<td>PHQ-9 (2 wk)</td>
</tr>
<tr>
<td>Eating, Body Image</td>
<td>Weight, Nutrition</td>
<td>Eating Concerns</td>
<td>SCOFF (5)</td>
</tr>
<tr>
<td>Exercise</td>
<td>X</td>
<td></td>
<td>1 Item</td>
</tr>
<tr>
<td>Externalizing</td>
<td></td>
<td>Frustration-Anger (6)</td>
<td></td>
</tr>
<tr>
<td>Food Security, Nutrition</td>
<td>5 items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loneliness</td>
<td>UCLA-3 (no time referent)</td>
<td></td>
<td>UCLA-3</td>
</tr>
<tr>
<td>Medical Services</td>
<td>Past Year, 26 items</td>
<td>Mental Health Tx, formal informal, Meds</td>
<td></td>
</tr>
<tr>
<td>Mental Health Attitudes</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PTSD Trauma</td>
<td>Stress, Life Problems, 30 days</td>
<td>Academic Distress (4)</td>
<td></td>
</tr>
<tr>
<td>Racial Trauma</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Resilience</td>
<td>Conner Davidson (past month)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Habits</td>
<td>23 Items, Helmets, Campus, Firearms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Injury</td>
<td>Cutting</td>
<td></td>
<td>10 Items</td>
</tr>
<tr>
<td>Services Satisfaction</td>
<td></td>
<td></td>
<td>Tx Barriers</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>12 items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td>9 items</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Substance Use Consequences</td>
<td>Social, Legal, Financial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substances</td>
<td>66 Items, Alcohol, Cannabis, Opioids, Stimulants, Sedatives, Injection, Lifetime, 3 months</td>
<td>Alcohol (4)</td>
<td>30-day, Multiple, Binge</td>
</tr>
<tr>
<td>Suicidevity</td>
<td>X</td>
<td>X</td>
<td>3 Items</td>
</tr>
<tr>
<td>Violence</td>
<td>Physical, Sexual</td>
<td></td>
<td>Emotional, Physical, Sexual</td>
</tr>
<tr>
<td>Well-Being</td>
<td>Dierer-8 Flourishing</td>
<td></td>
<td>Dierer-8 Flourishing</td>
</tr>
<tr>
<td>Format</td>
<td>Anonymous Survey</td>
<td>Screener and Intake &amp; Treatment Monitor</td>
<td>Anonymous Survey</td>
</tr>
<tr>
<td>Number of Items</td>
<td>429 possible Item, skip logic</td>
<td>34 &amp; 62 Versions</td>
<td>Standard 136-197 skip logic (See Note)</td>
</tr>
<tr>
<td>Cost</td>
<td>$15,000 A + campus time, etc.</td>
<td></td>
<td>?</td>
</tr>
</tbody>
</table>

Note: There are 136 to 197 standard HMS module items fielded at all participating institutions. The standard modules include a limited number of questions spanning the majority of the elective module topics, in addition to providing rich data on students’ demographics, mental health status, and mental health service utilization and help-seeking behaviors. There are 240-388 modules in the 15 current modules.

Tier 2: Behavioral Health & Wellness Information

In addition to the broader Tier 3 assessment available at various UC campuses, some anonymous screeners or self-awareness evaluations are used on UC campuses in support of Tier 2 efforts. These
assessments have two primary purposes. The first use of these assessments is to screen for various problems/concerns/distress to help students seeking behavioral health services. An additional purpose is that these assessments promote students’ self-awareness and self-improvement. Upon completing the assessment, students can learn more about themselves and use the information for self-development.

**Tier 2 Systemwide**

**ULifeline**

Developed by Duke University Medical Center, ULifeline is an anonymous, confidential, online resource center for college students that tracks emotional health information through various screeners. ULifeline is also a project of the JED Foundation, an organization working to protect the emotional health of America’s college students. The JED Foundation provides ULifeline to over 1,500 colleges and universities for free. To be screened, a student must enter their university or institution and select the PHQ-9 (depression), GAD-7 (anxiety), SCOFF (eating disorder), or the CAGE-AID (alcohol and substance misuse) screener. Via the JED website, all UC students can access this self-evaluator and, if they enter a UC campus, would be linked to the campus mental health resources. We note that the 2006 UCOP Student Mental Health Committee report suggested to, utilize national organizations such as Jed Foundation (a nonprofit public charity committed to reducing the young adult suicide rate and improving mental health support provided to college students) and models such as ULifeline, which provides students with a link to their respective college’s mental health center (p. 15). However, this does not provide UC-wide information about the concern’s students expressed.

The PHQ-9 depression screener asks the respondent how often they have been bothered by a list of problems during the past two weeks. For example, “feeling down, depressed, or hopeless” with answers ranging from not at all, several days, more than half the days, to nearly every day. The GAD-7 anxiety screener asks how often a person was bothered by problems like “feeling nervous, anxious, or on edge,” with the same answer format as the PHQ-9. The SCOFF eating disorder screener has a yes/no format. An example item is, “Do you make yourself sick (induce vomiting) because you feel uncomfortably ill.” Lastly, the CAGE-AID alcohol and substance misuse screener uses a yes/no format, with an example item being, “Have you ever felt bad or guilty about your drinking or drug use.”

**Counseling Center Assessment of Psychological Symptoms (CCAPS)**

The Counseling and Psychological Services developed the Counseling Center Assessment of Psychological Symptoms (CCAPS) at the University of Michigan in 2001 is the only resource available systemwide that could support behavioral health screening and monitoring. CCAPS aims to provide an affordable and clinically helpful instrument to screen students needing college counseling center services; for example, UCLA uses this measure as part of its request for services. The CCAPS’s 2019 norms form a sample of 448,904 students seeking college and university counseling services in the U.S.

The CCAPS has two versions: CCAPS-62 and CCAPS-34. The CCAPS-62 was released in June 2009 and updated in 2012. The 62-item survey has eight subscales relating to psychological symptoms and
distress in college students: depression, generalized anxiety, social anxiety, academic distress, eating concerns, family distress, frustration/anger, and substance use. The CCAPS-62 takes about 7-10 minutes to complete. It is comprehensive, sensitive to low-range distress, and includes family-related questions. It is used for initial and post-treatment assessments to check for treatment effects. The CCASP could provide Tier 2 anonymous behavioral health self-awareness assessment related to student self-referrals for campus counseling services; however, it is not used universally for this purpose.

Tier 2 Campus-Specific

Tier 2a. Anonymous Resources

There are several Tier 2 self-assessment screeners, for example, ULifeline (JED Foundation), that are anonymous and direct the students only to campus Tier 1 mental health resources. These links could be helpful; however, they are one step removed from having more direct involvement with students on campus. They might help links students to campus services, but they do not provide consolidated behavioral and mental health information.

e-Checkup to Go

e-Checkup to Go is a personalized, online behavior intervention program with screening instruments created by counselors and psychologists at San Diego State University (SDSU) and used at UC Riverside. e-Checkup is used by 600+ universities in four countries. The program is most known for its alcohol and cannabis interventions, but it has programs relating to nicotine usage, sexual violence prevention, well-being, and screeners. Based on motivational interviewing and Social Norms theory, the intervention motivates individuals to reduce utilization of alcohol/cannabis and associated personal and community harms. Each program takes about 20-30 minutes to complete and is wholly self-guided with no face-to-face meetings with a counselor or administrator.

The e-Checkup to Go wellness assessment explores major domains that impact well-being and identifies growth, exploration, and attention areas. Additionally, the program supports students in creating a personalized well-being plan to transform insight into tangible actions for positive behavior change. Lastly, the e-Checkup to Go explores diagnoses such as depression, anxiety, bipolar disorder, disordered eating, PTSD, alcohol, cannabis, and opioids. It is possible to track behavior trends by completing the screener multiple times.

Mindwise

Based in Massachusetts, Mindwise is an online training program that offers a comprehensive approach to mental health, substance use, and suicide prevention. Mindwise also offers a comprehensive suicide prevention program called Signs of Suicide for Grades 6-12. Mindwise on Campus uses video and interactive learning to teach college students how to ACT (Acknowledge, Care, Tell) if a student is worried about a friend. Within these modules, students learn how to recognize signs of suicide risk, encourage peers to seek help, build strong peer connections, and foster positive mental well-being. The modules are delivered in 30-minute, self-guided or 60-minute, peer-led training formats.
Table 4: Survey content for UC-Specific Tier 2 BH&W Information

<table>
<thead>
<tr>
<th>Item Content</th>
<th>CCAPS Penn State</th>
<th>ULifeline JED</th>
<th>E-check SDSU</th>
<th>Mindwise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>General (6) &amp; Social Anxiety (5)</td>
<td>GAD-7 (2 wk)</td>
<td>X</td>
<td>(10 items, 6 months)</td>
</tr>
<tr>
<td>Bipolar</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>Depression (6)</td>
<td>PHQ-9 (2 wk)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Eating, Body Image</td>
<td>Eating Concerns</td>
<td>SCOFF</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Externalizing</td>
<td>Frustration-Anger (6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Security, Nutrition</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTSD Trauma</td>
<td>Academic Distress (4)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Substances</td>
<td>Alcohol (4)</td>
<td>CAGE-AID</td>
<td>Alcohol, Cannabis, Opioids</td>
<td></td>
</tr>
<tr>
<td>Suicidality</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-Being</td>
<td></td>
<td>5 domains</td>
<td>(10 items, no time)</td>
<td></td>
</tr>
<tr>
<td>Format-Purpose</td>
<td>Anonymous Screen, Intake &amp; Treatment Monitor</td>
<td>Anonymous Screen</td>
<td>Anonymous Screen</td>
<td>Anonymous Screen</td>
</tr>
<tr>
<td>Cost</td>
<td>Free</td>
<td>$1500-2000 A</td>
<td>$1500-2000 A</td>
<td></td>
</tr>
<tr>
<td>Maximum Number Items</td>
<td>34 &amp; 62 Versions</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tier 2b. Resources with Direct Links to Campus Services**

*Stress And Resilience wellness check-STAR*

UC Los Angeles has a viable wellness system which can provide a bridge between the various tiers of service delivery. The STAR (Stress And Resilience wellness check) involves students registering for the program and accessing various screening services, which will then provide links directly to psychoeducational information and other specific pre-CAPS referral services on campus. The Screening & Treatment for Anxiety and Depression (STAND) Program is a study in which UCLA students screen, track, and treat their anxiety and depression. They complete a short symptom screening self-evaluation and enroll in mood tracking, treatment studies, or personalized psychoeducation resources. These resources include those designed to help students cope during the pandemic. STAR is not a universal screen for all students. Still, it allows students to explore their mental health and wellness concerns and
be linked directly to campus services. The Depression Grand Challenge at UCLA was a campus-wide initiative “to cut the burden of depression in half by 2050 and to eliminate the disease by the end of the century.” The Depression Grand Challenge involved multiple studies identifying genetic, biological, cognitive, social, and environmental factors associated with depression. Additionally, the studies enhance public awareness about depression and help the population better understand the condition, recognize its symptoms, and reduce barriers to treatment. There are multiple online treatment studies; some aimed directly at UCLA students and others at the public.

**Tier 1: UC-Wide Behavioral Health & Wellness Information**

**Counseling Center Assessment of Psychological Symptoms & Monitor**

The CCAPS-34 was created in September 2009 and updated in 2012. Based on the CCAPS-62, it includes seven subscales related to psychological symptoms and distress (it excludes the family distress items). Instead of a substance use subscale, the CCAPS-34 uses an alcohol use subscale. It takes about 2-3 minutes to complete, making it a brief assessment instrument for any point in treatment (e.g., every session, specific interval, calendar basis). UCLA uses the CCAPS-34 in its online counseling center self-referral form. Most campuses use the CCAPS (short and/or long versions) to inform Counseling and Psychological Services and it is routinely used during intake and to monitor treatment progress.

**Summary of UC-Specific BH&W Information Across 3 Tiers**

The Equity in Mental Health funding plan represents a new approach to reconfiguring the BH&W landscape across the UC system. First, by allocating funds to address early intervention, prevention, and wellness efforts, the initiative has the potential to support a more holistic approach to improving student population health outcomes. Second, by including an explicit focus on improving health equity, the funds represent an essential mechanism to support some of the most vulnerable, marginalized, and historically underserved student community members. Third, committing that the funds will be available to campuses on an ongoing basis can support a more sustainable approach to service development.

Overall, a limited number of Tier 2 assessments are available on UC campuses and listed on campus websites. A few notable exceptions are Mindwise, ULifeline, and e-Checkup to Go. As is evident when analyzing the content of these Tier 2 UC-Campus Specific sources of information, the UC campus-specific assessments are most often problem/symptom/diagnosis focused, with the interest of providing prevention and early intervention BH&W services.

This in-depth analysis of the existing BH&W data contributes to determining how to serve UC students best. Several critical areas for consideration emerged through an analysis of the current data sources.

**Observation 1**

*The current assessment data gathered are not aligned with stated EMH UC objectives and may not be maximally beneficial to users.*
**Consideration:** Consider if the assessments provide the optimal information necessary to assess the BH&W needs as aligned with the stated goals of the Equity in Mental Health funding. Equity-related information that respects the range of student identities and experiences is needed. Consider how to align assessment with EMH efforts including, for example, assessment of social determinants of mental health, adverse childhood experiences, and race-based trauma and stress to enhance equity efforts.

Consider an ongoing system to monitor the relevance of the surveys and existing content to ensure that the system is continuously responsive to students ongoing experiences. Consider what is most relevant to students and their campus life experiences, which data are being used across campuses, and what services the data are helping to inform. Consider alignment with K12 California Healthy Kids Survey content if there is a desire to engage in comprehensive state-level efforts to ensure a healthy student population. Consider the primary goals of the survey data and if they will be used for surveillance (epidemiology), entry to treatment, program monitoring, and/or evaluating effectiveness of EMH programs.

**Observation 2**

*The current surveillance data collection system is not coordinated, with few assessment instruments provided across the UC system and a system to integrate and analyze data on UC students does not exist.*

**Consideration:** Consider approaches that would allow for merging UC system-level data for more in-depth analysis of all UC students and to enhance coordination of care. Consider some assessments at each tier of service that are similar across all UC campuses. Few assessments, across each Tier, are consistent across the UC system and few Tier 2 assessments are currently in use. Consider how to develop a network where the various systems and programs supporting student BH&W can inform, and be informed by, other systems.

**Observation 3**

*The current frequency (i.e., max biennially) of survey administration does not allow for a sufficient analysis of trend patterns to evaluate the behavioral health and wellness of UC students.*

**Consideration:** Consider annual survey or alternative mechanisms (e.g., one annual survey, survey at entry to college) for gathering information to inform longitudinal and any emerging trends to evaluate UC campus or systemwide efforts.

**Observation 4**

*The current percentage of large survey responses is low (i.e., max 16%), limited in the diversity of student responses, and allows for limited population-level Tier 3 understanding of student behavioral health and wellness.*

**Consideration:** Consider approaches to obtain a more representative sample. Oversampling subpopulations may be needed to ensure equity goals are met (e.g., Disabled Students Programs students, transfer students). Random sampling may be helpful to not overburden the entire student population. Review outreach methods (e.g., raffles, emails) that may enhance survey responses and what methods (e.g., use of cell phones) may be used to engage more students in this process.
Observation 5

The current surveillance surveys are lengthy and time-consuming.

Consideration: Consider which constructs are most critical to meet EMH goals and which data are currently being used effectively to inform intervention and wellness planning. It will be important to weigh the balance of fewer, more targeted items with the desire for in-depth information on additional constructs. Consider the need for additional health equity measures and variables, and if they can be administered with other existing surveys currently used.

Observation 6

The current surveys are skewed towards distress, symptom indicators.

Consideration: In line with EMH goals, consider gathering information on student strengths and health and behavioral wellness indicators (e.g., how UC students see themselves as competent, connected, and caring). Analyzing the critical student non-cognitive factors related to well-being and successful progress and persistence within the UC system is needed to inform EMH efforts. These non-cognitive factors “include a range of attitudes, behaviors, beliefs, and dispositions within the individual student and that may also be influenced by college environments and contexts” National Academies of Sciences, Engineering, and Medicine, 2017, p. 2). Examples of these factors or competencies are behaviors related to conscientiousness, academic self-efficacy, growth mindset, intrinsic goals and interests (self-awareness), positive future self (optimism), prosocial goals and values, sense of belonging (peer, family, and institutional), utility goals and values, and gratitude. Additionally, with the current symptom-focused indicators, little information is gathered to inform prevention and early intervention efforts and to incorporate measures that measure balanced complete mental health. Balancing BH&W measures for optimal and suboptimal mental health indicators would provide meaningful information to support students with substantial mental health symptoms and enhance the well-being of students who do not have acute needs for therapeutic services.

Summary Considerations

It will be important for the EMH programs to examine the current surveys administered to the student body to see if they adequately match EMH aims and priorities. Do the surveys administered provide sufficient relevant information that it warrants continued use of the surveys? Are there any UC-wide priorities that are aligned with these surveys, and is their use critical and informative? In particular, the NCHA is administered on each campus. If there is sufficient alignment that it warrants continuation of the NCHS, what other strategies may be used to fill the gaps of information that exist on campuses? What additional information is needed as it relates to student BH&W objectives and to inform the possible impacts and effectiveness of programs designed to improve student wellness with a specific lens toward equity? Some additional UC questions could be added if it is deemed that this survey provides adequate information to inform EMH efforts. However, if the questions and content are so misaligned, then decisions should be made about what BH&W information is needed. A needed next
step is to articulate the purposes of gathering information from students and to align data collection efforts accordingly to be maximally beneficial, relevant, efficient, and informative.

**Equity in Mental Health Data Interests**

Based on conversations with campus representatives using this report as the catalyst for conversation, the following questions emerged as potentially useful to guide discussions about the data-needs across the UC to inform EMH efforts.

**What is the path forward?**

*Core Questions to Address*

- Is there sufficient awareness of the incidents, trends, and range of symptom patterns among UC students and understanding of how this relates to UC's mental health equity interests?
- Is there sufficient information about flourishing student indicators in incidence and trends?
- Is there an optimal balance of information across symptoms and positive indicators of student wellbeing?
- Do we have a systemwide understanding/perspective of how students experience campus life daily, not limited primarily to biannual snapshots?
- Are past survey samples adequate to create a reliable understanding of student-centric and institutional-centric factors associated with student mental health symptoms, student flourishing, and their successful persistence and progress toward degree completion?
- Is there a consensus on essential indicators of student flourishing: social, psychological, emotional, academic? Is some agreement/consensus desirable to guide the purposeful, aligned selection of measures and other information sources? What is the systemwide shared understanding of the core features of students' positive mental health and well-being?
- Is there a need for more information about symptoms associated with mental health disorders? (e.g., surveillance of students presenting mental health symptoms that would set a baseline to know the range and types of mental health challenges of UC students)
- Is there a need to understand better the specific equity concerns, particularly among students who may enter the UC system with mental health service needs?
- Does a program like UCLA's star initiative provide a model for what might be useful system wide?
- What is the need for more information about non-cognitive factors associated with students' positive campus life experiences and successful academic pursuits?
- What is the steering committee's guidance about linking UC's equity and mental health initiative objectives and obtaining credible and valid information about student mental health and well-being?
- What is the balance of interest concerning assessing mental health symptoms that students may experience and the need to identify those students and link them with appropriate services and supports on campus?
- What information is needed to understand the need for services on campus in a way that identifies current conditions and anticipates emerging student needs?
• What is the relative balance of "data" information needed across the three tiers? Is there any priority? How are systemwide data information needs balanced against campus-specific interests, conditions, and preferences?
• What information is needed to understand students from a positive wellness perspective better? What are the vital indicators of student flourishing in various domains? How are these indicators linked to student success as a human being and as it relates to their success as a UC student academically, personally, and socially?
• What are sentiments, and considerations, about the path forward concerning data and information needs?
• Is there a desire to use/modify established national resources (ACHA, Mindwise, JED) or to develop UC-specific data resources for campus and systemwide information interests?
• Is there an interest in adapting UC resources to include relevant equity and mental health indicators (UCUES, campus incoming student surveys)?
• Who accesses services and who does not?
• How is the appropriateness and impact of services considered?
• What is the optimal balance of service-centric verses student/person-centric information needs?

Additional information is presented here on each of the main indicators of BH&W being used across the tiers. This information may be helpful as the UC community evaluates the EMH initiatives to evaluate the adequacy of these instruments to meet the desired outcomes.

**TIER 3: Additional Information on NCHS and Tier 3 Measures Embedded in NCHS**

**National College Health Assessment**

*Resources*

The data sets generated by the NCHA survey have supported wide-ranging research with 1,679 PsycINFO scholarly journal citations. As an illustration, the following journal articles appeared since 2020:


**NCHA Web Version Frequently Asked Questions**

### NCHA Score Interpretation Guidance


#### NCHA Demographic Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sex were you assigned at birth?</td>
<td>1 Female</td>
</tr>
<tr>
<td></td>
<td>2 Male</td>
</tr>
<tr>
<td></td>
<td>3 Intersex</td>
</tr>
<tr>
<td>Do you identify as transgender?</td>
<td>1 No</td>
</tr>
<tr>
<td></td>
<td>2 Yes</td>
</tr>
<tr>
<td>Which term do you use to describe your gender identity?</td>
<td>1 Woman or female</td>
</tr>
<tr>
<td></td>
<td>2 Man or male</td>
</tr>
<tr>
<td></td>
<td>3 Trans woman</td>
</tr>
<tr>
<td></td>
<td>4 Trans man</td>
</tr>
<tr>
<td></td>
<td>5 Genderqueer</td>
</tr>
<tr>
<td></td>
<td>6 My identity is not listed</td>
</tr>
<tr>
<td></td>
<td>7 Agender</td>
</tr>
<tr>
<td></td>
<td>8 Genderfluid</td>
</tr>
<tr>
<td></td>
<td>9 Non-binary</td>
</tr>
<tr>
<td></td>
<td>10 Intersex</td>
</tr>
<tr>
<td>What term best describes your sexual orientation?</td>
<td>1 Asexual (from write-ins)</td>
</tr>
<tr>
<td></td>
<td>2 Bisexual</td>
</tr>
<tr>
<td></td>
<td>3 Gay</td>
</tr>
<tr>
<td></td>
<td>5 Pansexual</td>
</tr>
<tr>
<td></td>
<td>6 Queer</td>
</tr>
<tr>
<td></td>
<td>7 Questioning</td>
</tr>
<tr>
<td></td>
<td>9 Straight/Heterosexual</td>
</tr>
<tr>
<td></td>
<td>10 My identity not listed above</td>
</tr>
<tr>
<td>How old are you?</td>
<td>1 18 Years</td>
</tr>
<tr>
<td></td>
<td>2 19 Years</td>
</tr>
<tr>
<td></td>
<td>3 20 Years</td>
</tr>
<tr>
<td></td>
<td>4 21 Years</td>
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<td>5 22 Years</td>
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<td>6 23 Years</td>
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<td>7 24 Years</td>
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<td>8 25 Years</td>
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<tr>
<td></td>
<td>9 26 to 30 Years</td>
</tr>
<tr>
<td></td>
<td>10 31 to 40 Years</td>
</tr>
<tr>
<td></td>
<td>11 41 or More Years</td>
</tr>
<tr>
<td>What is your weight in pounds?</td>
<td>1 51 to 100 Pounds</td>
</tr>
<tr>
<td></td>
<td>2 101 to 150 Pounds</td>
</tr>
<tr>
<td></td>
<td>3 151 to 200 Pounds</td>
</tr>
<tr>
<td></td>
<td>4 201 to 250 Pounds</td>
</tr>
<tr>
<td></td>
<td>5 251 to 300 Pounds</td>
</tr>
<tr>
<td></td>
<td>6 301 or More Pounds</td>
</tr>
<tr>
<td>What is your year in school?</td>
<td>1 1st year undergraduate</td>
</tr>
<tr>
<td></td>
<td>2 2nd year undergraduate</td>
</tr>
</tbody>
</table>
| What is your enrollment status? | 1 Full-time  
2 Part-time  
3 Other |
|--------------------------------|--------------------------------------------------|
| Do you have a visa (for example: F-1, J-1, or M-1) to study or work in the United States? | 1 No  
2 Yes |
| How do you usually describe yourself? (Please select ALL that apply) | For each option  
0 Not selected  
1 Selected |
| Are you? (Please select ALL that apply) (only includes students that describe themselves as Hispanic or Latino/a/x) | 0 Not selected  
1 Selected |
| Are you? (Please select ALL that apply) (only includes students that describe themselves as Asian or Asian American) | For each option  
0 Not selected  
1 Selected |
| What is your relationship status? | 1 Not in a relationship  
2 In relationship not married/partnered  
3 Married/partnered |
| Do you have any of the following? | For each option  
1 No  
2 Yes |
| Attention-Deficit/Hyperactivity Disorder (ADD or ADHD)  
Autism Spectrum Disorder  
Deaf/Hearing loss  
Learning disability | |
Kessler 6 Symptom Screener

**Kessler 6 Original Study**


This article describes the Kessler screening skills as nonspecific measures of psychological distress related to serious mental illness (SMI). In this investigation, 155 respondents completed the K6. These individuals also completed the World Health Organization disability assessment schedule to assess its predictability. They completed the 12-month structured clinical interview for the DSM IV and the global assessment of functioning scale. To provide a clinical criterion, SMI was defined by any 12-month DSM IV disorder, a substance use disorder, accompanied by a GAF score of less than 60. Receiver operating characteristic analysis then evaluated how the Kessler screening form total score predicted the presence of SMI (1 = SMI present, 0 = SMI not present). The rock analysis showed that the K6 Was significantly associated with SMI within an AOC of .87 (sensitivity = .36, specificity = .96). The article concludes that in addition to screening for SMI, the K6 provides a valid broad-gauged screener for psychological disorders. It has usage in health risk appraisal in primary care settings or contexts such as colleges.

**Kessler 6 Studies Relevant to College Students**


The contribution this study made was exploring and offering a way to integrate the Kessler 6 distressed greener with other measures of behavioral health, particularly the sense of coherence scale and the college student hardiness measure. The sample included 202 college student-age Australian individuals.
The K6 scale had internal consistency reliability of .83 in this sample. The analysis examined how traits such as comprehensibility, manageability, meaningfulness, and hardiness were associated with student mental health as assessed by K6. Overall, these four positive indicators accounted for 43% of the variation in students' expressed mental health.


Many researchers cite this study as the source of information about relevant cut points for the K6 Screener to identify thresholds for mild and moderate mental disorders. The sample included in this study was taken from the California health interview survey and included 50,880 adult participants. This included individuals in the adult transition ages from 18 to 25. Based on the responses of these individuals the author completed receiver operation curve analysis to identify the threshold cut points. The analysis indicated that using the case six 8.6% of California adults could be identified as having a serious mental illness. Another 27.9% of individuals could be considered to fall into the moderate mental distress range. The criterion variable included in this point was whether respondents indicated needing mental health treatment if they reported either use of prescription medication or seeing a physician or other professional for mental health problems or feeling the need for help for emotional mental health problems in the past 12 months.


This article provides a helpful overview of previous validation studies of the K6 and the K10. This study's contribution was to examine the factor structure of the K6 for a sample of emerging-age adults ages 18 to 29 years. The study sample included 20,699 individuals who participated in the 2013 National Survey of Drug Use and Health. In this large sample, the internal reliability of the K6 was .87. Various confirmatory factor analyses compared one-factor, two-factor, and second-order factor structures. The results of the CFA analysis showed that the one-factor solution was acceptable but that the two-factor solutions offered better fit statistics overall. The correlated two-factor CFA model and the higher order CFA model produce essentially the same fit statistics. When interpreted as two factors, the depression and anxiety factors were highly correlated (r = .83). These findings support the observation that assessments of depression and anxiety represent distinct psychological domains, but they are highly correlated.


This study contributed by comparing the responses of youth ages 15 to 19 years old with adults (ages 20 and above) who responded to the Canadian Community Health Survey. This study evaluated past year’s psychiatric disorders using the World Health Organization’s Composite International Diagnostic Interview 3.0 (WHO-CIDI). This essential study examined the K6 internal consistency, and a confirmatory
factor analysis assessed measurement invariance. In addition, area ROC analysis assessed the K6’s capacity to predict different diagnoses from the WHO-CIDI survey. The results confirmed substantial J-shaped distributions, with more than 50% of the youth scoring less than four on the K6. Internal consistency was high (.86), and the confirmatory factor analysis showed full measurement invariance for age and gender. The K6 predicted depressive symptoms, generalized anxiety disorder, and bipolar disorder (all ROC AUCs = 85).


This study involves students attending one of the University of California campuses. It asked a sample of 302 students about their emotional distress experiences, other mental health outcomes, and their experience of food insecurity. An important finding was that students who expressed higher levels of food insecurity reported higher odds of experiencing psychological distress, suggestive average to very poor self-perceived mental health.


This study surveyed Kent University students during the early stages of the COVID-19 pandemic. An attempt was made to survey all students on campus, undergraduate, and graduate, with the resulting sample of 5,547, a response rate of 17.8%. The main contribution of this study was to examine the Kessler 6 responses of gender-diverse students vis-a-vis their campus peers. Note that students responded to their past seven-day experiences compared to the past 30-day experiences in the original Kessler 6 scale. The results show that the small sample of students who identified as gender diverse reported substantially higher K6 distress scales than their male and female identifying peers. They also reported lower scores on a measure of resilience.


This study used individuals’ responses to the National Health interview survey conducted between 2006 and 2018. It compared the K6 screening inventory responses of 282,382 Asian Indians, Chinese, and Filipino respondents to non-Hispanic Whites. The analyses revealed that all Asian groups reported less distress than their non-Hispanic White peers. Focusing on the 18–25-year-old age group, 9% to 13% of Asian respondents’ responses were in the moderate or severe response ranges, compared to over 15% of the non-Hispanic White students.

This study did not include a college student age sample but focused on a large general population of adolescents ($N = 4,434$, mean age 13.5 years). This study's contribution was to examine the factor structure of the K6 with a younger adolescent sample. The youth participating in the study completed case 6 and the strengths and difficulties questionnaire. The result showed high internal consistency ($\alpha = .84$ for males, $\alpha = .85$ for females). Exploratory and confirmatory factor analysis indicated that the one-factor model fit statistics were marginal. Additional analysis suggested that a two-factor solution was a better fit for the data, comprising one factor comprised of the hopeless, depressed, and worthless items, and the second factor comprised the nervous, restless, and effort items. Invariance was examined for the two-factor model. The invariants analysis substantiated week invariants indicating that the factor loadings in prespecified correlated residuals were invariants across gender. However, support for strong invariance was not found, which suggested that the response thresholds were not invariants across genders. The analysis suggested that given similar levels of psychological stress, males were less likely to endorse each of the K6 items when compared to females. The findings of this study point to the importance of further evaluating the psychometric characteristics of the K6 for use with diverse University of California student samples.

**Kessler 6 Score Interpretation**

Range = 0-24

5–12 = moderately distressed

$\geq 13$ = elevated distress and potential need for mental health treatment

**Kessler 6 Response options**

<table>
<thead>
<tr>
<th>None of the time (0)</th>
<th>A little of the time (1)</th>
<th>Some of the time (2)</th>
<th>Most of the time (3)</th>
<th>All the time (4)</th>
</tr>
</thead>
</table>

**Kessler-6 Resources**

National Comorbidity Survey: [https://www.hcp.med.harvard.edu/ncs/k6_scales.php](https://www.hcp.med.harvard.edu/ncs/k6_scales.php)

**UCLA Loneliness Scale (UCLA-LS)**

**UCLA-LS Key Studies**


Twenty-five items representing less severe loneliness statements were taken from a doctoral dissertation study by Sisenwin (1964). Using item-total score correlations, 20 items with correlations of .50 or higher were retained. The alpha reliability was .96 based on the responses of 239 UCLA students. A sample of 102 University of Tulsa University students provided a two-month test-retest coefficient of .73. Student’s global report of subjective loneliness correlated .79 with the Loneliness Scale total score. Student responses were correlated in the predicted direction with related constructs such as happiness (−.40) and depression (.38).
https://doi.org/10.1037/0022-3514.39.3.472

This article reports on two studies that revised the UCLA Loneliness Scale. In the first study, 162 UCLA
students completed original scale and 19 new items to measure social relationship satisfaction. This was
undertaken because the original 20 items all had a negative focus, which was thought to bias responses.
Other validity measures assessed depression, anxiety, and positive and negative emotions. The revised
UCLA Loneliness scale included 10 original negatively worded items and 10 new positively worded items
that correlated .40 or higher with a self-labeled loneliness composite score. The revised scale had an
alpha of .94. A four-item form was also suggested (items 1, 13, 15, and 1; alpha = .75) with two
negatively worded items and two positively worded items. Study 2 involved 237 undergraduates and
presented concurrent validity information. For example, higher UCLA-LS correlated with time spent
studying alone ($r = .41$), number of times eating dinner alone ($r = .34$), having fewer closer relationships
($r = -.44$), a self-labeled loneliness index ($r = .71$), and depression (.51).

of Personality Assessment, 66*(1), 20–40. https://doi.org/10.1207/s15327752jpa6601_2

This study evaluated revisions to the UCLA Loneliness Scale that simplified wording, revised and double
negative items. Sample of undergraduates, nurses, teachers, and elderly individuals completed the
revise measure and several validity scales. Reliability was .89 to .94 across the subsamples with a one-
year stability coefficient of .73. A confirmatory factor analysis was provided acceptable fit with a bipolar
(positive-negative) loneliness factor. This is the 20-item UCLA-LS version that is used now.

**UCLA-LS Studies Relevant to College Students**


This article examined the internal structure and construct validity of UCLA-LS forms with a sample of
Australian undergraduate students. It is reported that the 10-item version, compared to the 20-item
version, was as reliable and valid. The internal structure of various short forms was evaluated. A 10-item
short form propose by Russell (1996) had the best fit when evaluated with three-factors. Construct
validity coefficients were favorable for life satisfaction (e.g., $r = -.58$ with the Diener’s Flourishing Scale
and $r = -.74$ with Ryff’s psychological Well-Being measure).

States: A 2018 national panel survey of demographic, structural, cognitive, and behavioral
characteristics. *American Journal of Health Promotion, 33*(8), 1123–1133.
https://doi.org/10.1177/089017119856551

This article examined the UCLA-LS (20-item form) responses of more than 20,000 U.S. adults ages 18-65+.
The 18-25 college age subsample ($n = 1989$) reported the highest loneliness levels. Lower loneliness
levels were associated with positive well-being indicators. Associations between loneliness and
demographics (e.g., family size and income) and behaviors (e.g., daily user of Facebook and social anxiety) were presented.


This meta-analysis reported the effectiveness of 28 randomized control clinical studies of loneliness interventions. College students were included in the 25–64-year age group for review purposes. These studies employed various intervention strategies: cognitive-behavioral, integrative, mindfulness-based, social skills programs, interpersonal theory, gratitude-based, social identity, and reminiscence therapy. Nineteen studies used the UCLA-LS as an outcome measure (20-, 10-, or 8-item version). The overall moderate intervention effect size was .43 (95% CI = 0.18, 0.68).


This article identified 81 studies that examined the psychometrics of various UCLA-LS versions (e.g., full 20-item form and nine short forms, including the 3-item form used in NCHS and the HMS). High-quality evidence for supported the internal structure of the 4, 6, 7 and, 10-item versions. Low to moderate-quality evidence supported the construct validity of the 3, 4, 6, 8, and 20-item forms. Generally, good test-retest reliability was reported. Cross-cultural adaptions were reviewed. The article concludes that the 10, 7, 6, and 4 item short forms are preferred.


This study reported on the psychometric characteristics of the three item UCLA loneliness scale that is included in the National College health survey and the healthy mind survey: relational connectedness item, collective connectedness item, and general isolation item). The sample was comprised of 1300 undergraduate students ages 18 and older Enrolled in a Midwestern State University. The findings indicated that the three UCLA items were all highly correlated ranging from point 512.70, Which a factor analysis indicated assess one factor with loadings between .63 and 80. The total score on the three item UCLA-LS total score were correlated in the expected direction with other indicators of emotional well-being, such as overall global life satisfaction r = -.51.


This article reports on the results of two studies and two analyses that examined students' self-reported loneliness across the years. The literature search identified 48 studies of American College students who responded to the UCLA 20-item rating scale. These studies included a total sample of 13,041 students who completed the loneliness scale between 1978 and 2010. the results of this first analysis indicated
that college students' average level of loneliness over this period had a modest decrease and effect size of -0.26 when comparing 1978 to 2009 respondents. During this time, females showed more of a decline than males. A second analysis examined the responses of 326,432 students from the Monitoring the Future study. The results also indicated that between 1991 and 2012, high school students (Grades 8, 10, 12) loneliness scores declined.

https://doi.org/10.1080/07448481.2021.1927051

This study made a unique contribution in two ways. Most previous research evaluated loneliness as a trait, a more stable condition. This paper provides a complementary way to think about the UCLA-LS scale because it evaluated whether students' moment-to-moment loneliness experiences were related to their mental well-being. A second contribution was to examine the loneliness experiences of Latinx college students. The interest was to learn more about how Latinx students, who may identify more closely with a collectivist culture, are affected by loneliness when they leave homes and attend college. A particular interest was to evaluate the moderating effects of familism on the students' loneliness experience as it relates to their mental well-being indicators. This study used an experienced sample monitoring approach, asking students at randomly selected times during today to report on their levels of loneliness and mental well-being. The study sample included 220 Latinx undergraduate students from a central valley California university (175 females and 45 males, mean age of 19.8 years). Prompts sent to the students' smartphones asked them to periodically assess their level of loneliness, depression, stress, and anxiety. The students completed two experience sample monitoring surveys each day for two weeks. The first push notification was sent randomly between 12:00 and 4:00 PM, and the second was sent randomly between 6:00 and 10:00 PM. The results showed that students who reported higher than usual levels of loneliness on a given day also reported higher sadness, stress, and anxiety. The study did not find a moderating effect for familism. This study provided an example of extending the assessment of students' loneliness to include moment-to-moment or state experience as a complement to trait-level loneliness assessments such as the UCLA-LS.


One of the effects of the COVID-19 pandemic was to limit the amount of social interaction among college students, which may have impacted their sense of loneliness and social connections. To better understand the effects of this experience on college students, this study examined the association between students' responses to the UCLA loneliness scale and a social connectedness scale to evaluate loneliness dash connectedness profiles or subtypes. The latent class analysis examined the responses of 1008 young adults, ages 18 to 35 years old, whom we recruited through various social media sources. The study also included the GAD-7, a drug abuse screening test, and the Center for Epidemiologic Studies Depression Scale (CESDS). The late class analysis conducted using the 35 UCLA loneliness scale and school connectedness items identified four latent class profiles: connected and not lonely (17.1%), Ambivalent (19.6%), moderate lonely and disconnected (57.0%), and lonely and disconnected (6.3%).
When comparing the students in each of the latent class profiles on their responses to the GAD-7 and CESDS, only the students in the connected-and-not-lonely class were more likely than not to report low depression and anxiety levels. The overall implication of this study is that students reporting moderate levels of loneliness and social disconnection have some risk for related social and emotional challenges.

**UCLA-LS Scoring**

Items 1, 5, 6, 9, 10, 15, 16, 19, 20 are all reverse scored.

**UCLA-LS Resources**

- Anne Peplau, PhD (Distinguished Professor of Psychology Emerita, UCLA)
- UCLA Loneliness Information and Resources
- Daily Bruin (02-09-11). UCLA Loneliness Scale Measures How Lonely People Are
- Fetzer Institute
- Stanford SPARQ, Department of Psychology

**Flourishing Scale**

*Flourishing Scale Key Studies*


Diener et al. (2009) investigated the psychometric properties of a brief measure of psychological well-being (PWB) to supplement longer well-being scales. The sample included undergraduates from the U.S. and Singapore. This new scale’s advantages were its brevity compared to other measures and several well-being facets not included in existing measures. The PWB exhibited high internal and temporal reliabilities and high convergence with similar scales. Additionally, it correlated strongly with other psychological well-being scales (.80 and .69). The 8-item Psychological Well-Being scale was later branded as the Flourishing Scale.


This article assessed 689 English-speaking North American undergraduate students’ psychological flourishing and feelings using the 8-item Flourishing Scale (DFS). The DFS items assess social relationships, life purposeful and meaningful, and feelings of competency and capacity to execute activities of personal importance. Psychometrically, the DFS exhibits high reliability and high convergence validity with similar scales. Additionally, it correlates strongly with the summed scores of other psychological well-being measures (.78 and .73). The DFS validly assesses general psychological well-being but does not assess individual components of social-psychological well-being.

This study examined the Flourishing Scale (DFS) and the Scale of Positive and Negative Experiences (SPANE) within an English-speaking undergraduate student sample. It evaluated associations between these scales and potential predictors of eudemonic and hedonic aspects of well-being. Confirmatory factor analysis showed that three latent factors, flourishing, positive, and negative feelings, all had an acceptable fit in a three-factor model. Reliability coefficients were like those found in the Diener et al. (2010) paper. Women scored slightly higher on the DFS and SPANE than men.

*Flourishing Scale Psychometric Studies*

The Flourishing Scale’s psychometric properties for U.S. undergraduate students are reported in Diener et al. (2009, 2010) and Howell and Buro (2014). However, various DFS studies report on its psychometric properties and cultural adaptability with non-U.S. samples: Chinese (Tang et al., 2016; Xiaoqing et al., 2016; Tong & Wang, 2017; Duan & Xie, 2019; Oingsong et al., 2021), Dutch (Schantus-Dijkstra et al., 2016), Egyptian (Salama-Younes et al., 2017), French (Villeux et al., 2016), French-Canadians (Daigle et al., 2022), Indian (Singh et al., 2016; S. & Deb, 2019), Japanese (Sumi, 2014), New Zealand (Hone et al., 2013), Portuguese (Silva & Caetano, 2013), Spanish (Pozo-Munoz et al., 2016; Ramírez-Maestre et al., 2017; De la Fuente et al., 2017; Checa et al., 2018), South African (Eloff et al., 2020), Turkish (Senol-Durak & Durak, 2019), and Urdu (Choudhry et al., 2018) samples.

*Flourishing Scale Studies Relevant to College Students*


**Flourishing Scale Resources**


**Flourishing Scale Scoring**

Add the responses, varying from 1 to 7, for all eight items. The possible range of scores is from 8 (lowest possible) to 56 (highest PWB possible). A high score represents a person with many psychological resources and strengths.
Connor-Davidson Resilience Scale (CD-RISC)

Connor-Davidson Resilience Scale Key Studies


When faced with adversity, resilience is the personal quality that helps an individual thrive. The 25-item Connor-Davidson Resilience Scale (CD-RISC) was created as a brief self-rated measurement to quantify resilience. To assess the psychometric properties of the CD-RISC, Connor and Davidson (2003) utilized subjects from the general population and clinical samples. The CD-RISC exhibited sound psychometric properties and good internal consistency (α = .89) and test-retest reliability (α = .87).

An exploratory factor analysis was conducted which generated a five-factor solution with the following factors: “personal competence, high standards, and tenacity,” “trust in one’s instincts, tolerance of negative affect, and strengthening effects of stress,” “positive acceptance of change and secure relationships,” “control,” and “spiritual influences.”


This study examined the CD-RISC internal structure and further validated its construct validity. Three undergraduate samples provided data for two exploratory factor analyses (EFA) and one confirmatory factor analysis (CFA). The two EFA analyses produced unstable factor structures, causing the authors to reconstruct the original scale into a 10-item unidimensional scale. The 10-item CD-RISC indicated good reliability (α = .85) and internal validity, with scores highly correlated (r = .92) with the original 25-item scale.


This study evaluated a shortened version of the original CD-RISC consisting of only two items (CD-RISC2). A two-item scale would decrease the time needed to administer the scale and can increase usage of the scale. The two items taken from the CD-RISC were “Able to adapt to change” and “Tend to bounce back after illness or hardship.” The authors were interested in the reliability, validity, and the extent to which the CD-RISC2 scores change over time. Results showed good test-retest stability, convergent validity, and divergent validity. The CD-RISC2 significantly correlated with the CD-RISC as well as with each item.


This study compared the psychometric properties of the CD-RISC 25, CD-RISC 10, and CD-RISC 2 within a sample of spinal cord injury (SCI) patients. Results showed no floor or ceiling effects, and all versions of
the CD-RISC contained good to moderate internal consistency. The CD-RISC 10 only showed good convergent validity. The agreement was highest between CD-RISC 25 and CD-RISC 10. Internal consistency was best for the CD-RISC 10. Based on these results, the authors concluded that the CD-RISC 10 showed the best combination of reliability, validity, and practicality for patients with SCI.


This study’s contribution was to increase resilience research amongst low-income African American men and add to existing research regarding the validity of the CD-RISC 10. The authors also examined the resilience-spirituality relationship and how these constructs are related to African American men’s psychological distress. Results showed a unidimensional factor structure underlying the CD-RISC 10 items. Resilience was positively related to spirituality and negatively related to psychological distress. Additionally, the CD-RISC 10 exhibited good construct validity amongst this population.


Madewell and Ponce-Garcia (2016) were interested in the measurement models and reliability of commonly used resilience scales in assessing resilience in emerging adulthood (EA). The three scales examined in this study were the Connor-Davidson Resilience Scale (CD-RISC-25; CD-RISC-10), the Resilience Scale (RS-25; RS-10), and the Scale of Protective Factors (SPF-24). Four hundred twenty-one college students reporting significant stress or trauma participated in the study. Results showed that the CD-RISC-10 and the SPF-24 were psychometrically sound measures when examining overall resilience in EA. The CD-RISC-25 did not achieve a good model fit, but the CD-RISC-10 did.


By analyzing the CD-RISC internal consistency and underlying internal structure, the authors wanted examined resilience in a sample of 218 third-year African American students attending an HBCU. Results showed good CD-RISC internal consistency within the CD-RISC, assessing resilience consonant with the measure’s development.

*Connor-Davidson Resilience Scale Resources*


**TIER 3: Additional Information on Tier 3 UC-Campus Specific Measures**

*Healthy Minds Survey*

Healthy minds website: https://healthymindsnetwork.org/hms/
Loneliness and psychotic experiences (PEs) are common in university students. Despite this, little information is available on the association between loneliness and PEs in this population. The purpose of this study was to examine the relationship between loneliness and psychotic experiences (PEs) in college students. Data were collected from the 2020 cohort of the Healthy Minds survey. Multivariable logistic regression analyses were used to evaluate associations between loneliness (exposure) and PEs (outcome). Loneliness was significantly associated with increased odds of any PEs (odds ratio, 1.32; 95% CI, 1.29–1.36), adjusting for age, gender identity, race/ethnicity, sexual orientation, and international student status. This relationship was consistent across the subtypes of PEs, i.e., delusions (odds ratio, 1.32; 95% CI, 1.29–1.36) and hallucinations (odds ratio, 1.27; 95% CI, 1.21–1.34), adjusting for the same covariates. We found that loneliness is consistently associated with PEs across different subtypes in a university population sample.

https://doi.org/10.1016/j.drugalcdep.2021.108987

Using data from the 2020 Healthy Minds Survey, this study examined the relationship between vaping and psychotic experiences. Multiple logistic regression models were used to examine the associations between vaping over the past 30 days and psychotic experiences over the past 12 months, controlling for age, gender, race/ethnicity, cigarette, and marijuana use, depression, and anxiety. Results showed that roughly 14% of students in the sample reported psychotic experiences over the past year, and around 14–15% reported vaping over the past month. Vaping was significantly associated with psychotic experiences (OR 1.88). The association remained significant after adjusting for cigarette and marijuana use and depression and anxiety.


This study examined the relationship between psychotic experiences and mental and physical health status in university populations using the 2020 cohort of the Healthy Minds Survey. Multivariable logistic regression examined the associations between several mental and physical health conditions and psychotic experiences, adjusting for age, gender, sexual orientation, race/ethnicity, and international student status. The counts of mental and physical health conditions were associated with greater odds of lifetime psychotic experiences in a dose-dependent fashion. Regarding mental health status, all conditions were associated with greater odds of having lifetime psychotic experiences. Having at least
one mental health condition was associated with 2.18 times greater odds of having lifetime psychotic experiences. Regarding physical health status, having at least one physical health condition was associated with 1.37 times greater odds of having lifetime psychotic experiences. However, only four conditions were associated with greater odds of lifetime psychotic experiences: asthma, gastrointestinal disease, HIV/AIDS, and other chronic diseases.


Using data from the Fall 2020 Cohort of the Healthy Minds Survey, this study examined self-injurious behavior amongst college students during the COVID-19 pandemic. A quarter of the sample (n = 6999) reported engaging in non-suicidal self-injury (NSSI), 12.4% reported suicidal ideation, 5.0% reported making a suicide plan, and 1.1% reported a suicide attempt over the past 12 months. COVID-19-related concerns, COVID-19-related discrimination, financial distress, and infection were significantly associated with NSSI, suicidal ideation, and suicide plan; caregiving was significantly associated with lower odds of engaging in non-suicidal self-injury. None of the factors were associated with a suicide attempt.


Using multivariable logistic regression, this study examined the associations between COVID-19 dimensions (concern, racial/ethnic discrimination, financial distress, infection, illness of loved one, death of loved one, caregiving) and mental health outcomes (depression, anxiety), adjusting for age, gender, race/ethnicity, and international student status. Data were collected from the 2020 cohort of the Healthy Minds Survey. Nearly a fifth of the sample reported moderately severe or severe depression, and nearly a third reported moderately severe or severe anxiety over the past two weeks. When accounting for all COVID-19 dimensions in the same model, COVID-19 concern, racial/ethnic discrimination, financial distress, and infection were significantly associated with moderately severe or severe depression; COVID-19 concern, financial distress, and infection were significantly associated with moderately severe or severe anxiety.


This study examined how various socioeconomic-related circumstances (e.g., economic strain and intergenerational transfer of resources) were associated with psychosis among college students. Using data from the Healthy Minds Survey (September 2020–December 2020), multivariable logistic regression models examined the associations between five SES indicators and 12-month psychotic experiences, adjusting for age, gender, and race/ethnicity. The count of predictors and psychotic experiences were also examined. Each indicator of economic strain was associated with greater odds of psychotic experiences. Increasing levels of financial stress (current, childhood, and pandemic-related)
were associated with greater odds of psychotic experiences in a dose-response fashion. Food insecurity was associated with double the odds of psychotic experiences. In terms of intergenerational transfer of resources, having either one or no parents who attended college was associated with significantly greater odds of having psychotic experiences when compared with having both parents who attended college. Examining all predictors in the same model, only childhood and current financial stress and food insecurity were significantly associated with psychotic experiences. The count of predictors was significantly associated with greater odds of having psychotic experiences in a dose-dependent fashion.


Mood, anxiety, and suicide-related outcomes among U.S. college students from 2007 to 2018 were examined across two large national datasets: (1) the National College Health Assessment (n = 610,543; mean age = 21.25 years; 67.7% female; and 72.0% white) and (2) the Healthy Minds Study (n = 177,692; 86% students aged 18-22 years; 57% female; and 74% white). In both samples, rates of depression, anxiety, nonsuicidal self-injury, suicidal ideation, and suicide attempts increased over the years, doubling in many cases. Anger, low flourishing, and suicide plans also exhibited upward trends. Findings depict worsening mental health among U.S. college students over the past decade.


This study documented population-level trends in mental health service utilization by college students using Healthy Minds Study data over 10 years. Analyses focused on past-year mental health treatment and lifetime diagnoses of a mental health condition. Changes in symptoms of depression and suicidal ideation and levels of stigma were hypothesized as potential explanatory factors. Rates of treatment and diagnosis increased significantly. The treatment rate increased from 19% in 2007 to 34% by 2017, while the percentage of students with lifetime diagnoses increased from 22% to 36%. The prevalence of depression and suicidality also increased, while stigma decreased.

**Examples of Universities Informing Campus Communities about the HMS**

University of Nevada

https://www.unr.edu/nevada-today/news/2022/healthy-minds-study-survey

Stanford University


University of Wisconsin Madison

https://www.uhs.wisc.edu/healthy-minds/

Vanderbilt University

https://news.vanderbilt.edu/2021/04/05/students-invited-to-participate-in-healthy-minds-study-2/
TIER 3: Additional Information on Tier 3 Measures

Embedded in UC-Specific Healthy Minds Survey

The Healthy Minds survey has some overlapping content with the NCHA. Specifically, it includes the Flourishing Scale and the Loneliness Scale (reviewed above). The following section includes additional information on measures that are specific to the Healthy Minds Survey.

**Patient Health Questionnaire – 9 (PHQ-9)**

*PHQ-9 Overview*

The Patient Health Questionnaire (PHQ), a shorter alternative to the Primary Care Evaluation of Mental Disorders (PRIME-MD), is an instrument for making criteria-based diagnoses of depression and other mental disorders found in primary care. The PHQ-9 is the 9-item depression module from the full PHQ. The PHQ-9 has shown good psychometric properties in several settings, age samples, and regions. However, there are limited studies involving college student samples.

*PHQ-9 Key Studies*


The Primary Care Evaluation of Mental Disorders (PRIME-MD) was the first screening instrument to diagnose specific disorders using criteria designated by the Diagnostic and Statistical Manual of Mental Disorders, Revised Third Edition (DSM-III-R). The self-administered PRIME-MD Patient Health Questionnaire (PHQ) was created in response to the administration time and limited clinical usefulness of the original PRIME-MD. The study aimed to determine the validity and utility of the PHQ for diagnosing mental disorders in primary care compared to the PRIME-MD. Results indicated that the PHQ exhibited good criterion and construct validity compared to the PRIME-MD, demonstrated by agreement with independent mental health professionals and strong association of PHQ diagnoses with indices of functional impairment and health care use (k = 0.65; overall accuracy, 85%; sensitivity, 75%; specificity, 90%). Lastly, physicians reported far less time to administer the PHQ than the PRIME-MD (<3 minutes for 85% compared to 16% of cases).


The PHQ-9 is a nine-item depression module from the full PHQ. This study examined the psychometric properties of the PHQ-9 in 6,000 patients in eight primary and seven obstetrics-gynecology clinics. Results indicated that as PHQ-9 depression severity, sick days, symptom-related difficulty, and health care utilization increased, a substantial decrease in functional status was assessed by the 20-item Short-Form General Health Survey, indicating good construct validity. Criterion validity was established by independent reinterviews by mental health professionals. Internal reliability of the PHQ-9 was excellent.
Over the last two weeks, how often have you been bothered by the following problems?

0 = Not at all, 1 = Several days, 2 = More than half the days, 3 = Nearly every day

(α = .89, PHQ Primary Care study; α = .86, PHQ Ob-Gyn study). Correlations between PHQ-9 completion at the clinic exhibited excellent test-retest reliability compared to telephonically (r = .84).

**PHQ-9 Psychometric Studies**


This article summarizes 18 PHQ-9 validation studies (n = 7,180) diagnostic properties for optimal cut-scores to detect depression. Results showed high levels of between-study heterogeneity for psychometric attributes (I² = 82.4%), pooled sensitivity for a cut-score of 10 was .85%, and pooled specificity was .89. There were no significant differences in the diagnostic properties of the PHQ-9 for cut-scores between 8 and 11.


This study examined the measurement invariance of the PHQ-9 with 31,366 respondents across several sociodemographic factors. A two-factor model was proposed because of the multifaceted nature of depression and research utility. Single-group CFAs indicated close model-data fit for all five models, with RMSEAs falling within the .01-.05 range and the TLIs and CFIs falling within the .95-.99 range. As for measurement invariance, the PHQ-9 cognitive/affective and somatic factors carried the same meaning across sex, race/ethnicity, and education level groups in U.S. adults. Additionally, PHQ-y observed means and variance/covariances could be compared across sociodemographic groups. Lastly, using a two-factor solution can compare PHQ-9 cognitive/affective and somatic subscale scores across groups.


This study conducted a confirmatory factor analysis to assess the measurement invariance of the PHQ-9 across racially and ethnically diverse U.S. college students. Analyses supported a one-factor model for U.S. college students across racial and gender groups. The one-factor model accounted for 70% (R² = .58 to .82, Asian American), 64% (R² = .49 to .73, African American), 59% (R² = .44 to .81, White American), and 56% (R² = .46 to .64, Latino/a American) of the variance. Additionally, the model accounted for 73% (R² = .62 to .81, Female) and 62% (R² = .52 to .76, Male). Its scores were compared to mental health indicators to assess the PH-Q’s construct validity. PHQ-9 scores were negatively associated with mental well-being and positively related to greater alcohol use.

**PHQ-9 Items**

Over the last two weeks, how often have you been bothered by the following problems?

0 = Not at all, 1 = Several days, 2 = More than half the days, 3 = Nearly every day
1. Little interest or pleasure in doing things.
2. Feeling down, depressed or hopeless.
3. Trouble falling asleep, staying asleep, or sleeping too much.
4. Feeling tired or having little energy.
5. Poor appetite or overeating.
6. Feeling bad about yourself – or that you’re a failure or have let yourself or your family down.
7. Trouble concentrating on things, such as reading the newspaper or watching television.
8. Moving or speaking so slowly that other people could have noticed. Or the opposite – being so fidgety or restless that you have been moving around a lot more than usual.
9. Thoughts that you would be better off dead or hurting yourself in some way.

**PHQ-9 Score Interpretation**

Score range: 0–27

0-4 None, 5-9 = Mild, 10-14 = Moderate, 15-19 = Moderately Severe, 20-27 = Severe


**PHQ-9 Resources**

Patient Health Questionnaire-9 (PHQ-9) [online administration and scoring](#)  
All About the PHQ-9: Components, Scoring, and Accuracy

**Generalized Anxiety-7 (GAD-7)**

**GAD-7 Overview**

The GAD-7 was created as a brief measure of generalized anxiety disorder symptoms in an adult patient sample within a primary care setting. Since it was created, the measure has been studied across various clinical settings, age samples, and countries. When conducting a search on the GAD-7, over 50 studies populate on PsycINFO. However, the information provided here describes the few studies regarding the psychometric properties of the GAD-7 amongst U.S. college student samples.

**GAD-7 Key Study**


This study developed a seven-item measure to identify generalized anxiety symptoms (GAD-7). The sample included adult patients (N = 2,740) from 15 primary care clinics. The GAD-7 showed strong construct validity in which GAD-7 scores were strongly associated with multiple aspects of functional impairment and disability days (i.e., number of days that the patients’ symptoms interfered with their usual activity). Strong criterion validity was exemplified through sensitivity, specificity, predictive values,
and likelihood ratios between cut scores and mental health professional (MHP) diagnoses. Factor analysis found that some patients reported both anxiety and depressive symptoms but these symptoms still represented two distinct dimensions.

**GAD-7 Studies Relevant to College Students**


This study examined the psychometric properties of the GAD-7 and the GAD-mini version (2 items). Data from three unrelated cross-sectional studies of college students (*N* = 4,128; 18-26 years) were utilized in secondary analyses. Exploratory and confirmatory principal components analysis supported a single factor structure with strong loadings across data sets (range = .73 to .90), reliability (α range = .85 to .93) and stability. The GAD-7 and GAD-mini also had good construct validity exemplified through comparison by sex. Good convergent validity was represented by comparing an anxiety measure to the GAD-7 and GAD-Mini. Validity coefficients between the GAD-7 and PHQ-2 ranged from .45 to .65 across three samples. These results supported the GAD-mini’s psychometric properties and its use as a universal screening for clinical practice in higher education.


Using the same sample as the previous study, the purpose was to determine the factor structure for both males and females, assess construct and convergent validity, and establish U.S. college norms. Exploratory and confirmatory principal components analyses supported a unidimensional structure for males (*n* = 1,601) and females (*n* = 2,527) with strong loadings (range = .72 to .95) and high Cronbach alpha internal consistency coefficients (female range .85 to .91, male range .89 to .92). Good construct validity was represented by comparing total scores of the GAD-7, GAD-2, and GAD-Mini by gender. Good convergent validity was shown through Spearman rank-order correlations between GAD scale scores and depression, measured by the PHQ-2. Normative data indicated that three-quarters of men and two-thirds of women scored below the GAD-7 screening cut score.


This study examined the internal structural validity, measurement invariance, and external validity of the GAD-7 with a sample of 414 university undergraduates. Confirmatory factor analyses showed that the unidimensional GAD-7 model fit the data well. Measurement invariance was established for men and women and White and nonwhite participants, indicating that the GAD-7 can be used for cross gender and White/nonwhite sample comparisons. Internal consistency was strong (α = .91; comparable to other samples) with scores mostly demonstrating expected convergent and divergent validity with other measures (e.g., Center for Epidemiologic Studies Depression Scale – Revised, *r* = .66).

The study describes gender- and age-specific PHQ-9 and GAD-7 item and summary data for a sample of Australian adults during the COVID-19 restrictions. Data were collected from 13,829 individuals over the age of 18. Results indicated that the sample had thoughts that they would be better off dead or of hurting themselves on several days (7.8%), more than half the days (2.6%) or nearly every day (1.9%). In each gender and age group, the sample experienced the full spectrum of severity of symptoms of depression and anxiety. This study provides perspective on the usage of the PHQ-9 and the GAD-7 as both are used in the Healthy Minds survey.

**GAD-7 Items**

During the last 2 weeks, how often have you been bothered by the following problems?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Several Days</th>
<th>More than Half the Days</th>
<th>Nearly Every Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feeling nervous, anxious, or on edge</td>
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<tr>
<td>2. Not being able to stop or control worrying</td>
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<tr>
<td>3. Worrying too much about different things</td>
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<tr>
<td>4. Trouble relaxing</td>
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<tr>
<td>5. Being so restless that it is hard to sit still</td>
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<tr>
<td>6. Becoming easily annoyed or irritable</td>
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<td></td>
</tr>
<tr>
<td>7. Feeling afraid as if something awful might happen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GAD-7 Interpretation**

Range = 0-21

5-9 = mild anxiety

10-14 = moderate anxiety

15-21 = severe anxiety
Item Coverage for NCHA, HMS, UCUES, and Grad Survey

UC Behavioral Health Information Sources: Item Content-3

- National College Health Survey
  - Survey Structure
    - Overall Health and Community
    - Covid-19 Exposure
    - Weight, Nutrition, Exercise
    - USDA Food Security
    - Sleep
    - Safety
    - ASSIST Substance Use
    - Alcohol, Tobacco, and Other Drugs
    - Sexual Health
    - Mental Health
    - Health Services Used (past year)
    - Chronic Medical Conditions
    - Impediments to Academic Performance
    - Demographic Items
    - Firearm Items

- Healthy Minds Survey
  - Survey Structure
    - The Healthy Minds Study consists of three core modules, which are included in all survey administrations:
      - Demographics
      - Mental Health Status
      - Mental Health Survey Utilization/Help-Seeking
    - HMS has a number of elective modules, noted below.
    - The availability of these modules will depend on the size of your school and cohort participation.
    - The three standard modules have present 136 to 197 items. They include extensive demographic items and selected items from the 15 elective module content domains.
      1. Substances
      2. Sleep
      3. Eating and Body Image
      4. Sexual Assault
      5. Overall Health
      6. Knowledge and Attitudes about Mental Health and Mental Health Services
      7. Upstander/Bystander Behaviors
      8. Mental Health Climate
      9. Climate for Diversity and Inclusion
      10. Academic Competition, Persistence and Retention
      11. Resilience and Coping
      12. Financial Stress
      13. Student Athletes
      14. Peer Support
      15. Public Safety and Policing
    - Campuses may add up to 10 custom questions to the survey.

New questions were added to measure a variety of other health and well-being topics including:
- Food insecurity and homelessness
- Hours of sleep
- Utilization of various on- and off-campus services, including mental health, physical health, and gynecologic services

UCUES Content

- Academic Engagement
- Time Allocation
- Educational Experiences
- Campus Climate for Diversity and Inclusiveness
- Evaluation of the Major
- Co-Curricular Experience
- Academic and Personal Development
- Satisfaction
- Plans and Aspirations
- Background and Personal Characteristics
- Academic Experience & Globalization
- Student Life and Development
- Community and Civic Engagement
- Basic Needs
- COVID-19 (for 2020 survey administration only)

Graduate Survey

- Academic Engagement
- Time Allocation
- Educational Experiences
- Campus Climate for Diversity and Inclusiveness
- Evaluation of the Major
- Co-Curricular Experience
- Academic and Personal Development
- Satisfaction
- Plans and Aspirations
- Background and Personal Characteristics
- Academic Experience & Globalization
- Student Life and Development
- Community and Civic Engagement
- Basic Needs
- COVID-19 (for 2020 survey administration only)