

CALIFORNIA STUDENT WELLNESS STUDY

UNIVERSITY OF CALIFORNIA SANTA BARBARA

Flourishing Well-Being

Emotional, Psychological, Social

Students in Grades 9 to 12 completed The Mental Health Continuum–Short Form, a measure of positive mental wellness. They rated their **past 30-day subjective well-being** using a 6-point response format: 0 = Never to 5 = Everyday.

Students' Positive Mental Health (N = 10,604)

19%
Languishing



35%
Moderate
Mental Health



46%
Flourishing



How were these well-being groups formed?

The Mental Health Continuum Short Form (MHC-SF, Keyes, 2005) is a 14-item measure of emotional (EWB), psychological (PWB), and social (SWB) well-being. The question stem is, During the past month, how often did you feel the following ways: (a) an example item for emotional well-being is ...happy; (b) an example item for the psychological well-being is ...that you liked most parts of your personality; and (c) an example item for social well-being is, ...that people are basically good. Response options are as follows 0 = never, 1 = once or twice, 2 = about once a week, 3 = 2 or 3 times a week, 4 = almost every day, and 5 = every day. Individuals are classified with flourishing mental health when they respond “every day” or “almost every day” to at least one of the three EWB items and at least six of the 11 PWB-SWB items. Individuals are classified as having languishing mental health when they respond “never” or “once or twice” to at least one of the three EWB items and at least six of the 11 PWB-SWB items. (see: <https://www.psytoolkit.org/survey-library/mhc-sf.html>)

The California Wellness Study is a collaboration among the UC Santa Barbara International Center for School-Based Youth Development, The California Department of Education, and WestEd. Between October 2017 and June 2019, Wested administered the CHKS Core Module, the Social Emotional Health Survey, and the Social Emotional Distress Scale to more than 100,000 students in Grade 7-12. A smaller, but still substantial group of more than 10,000 students in Grades 9 to 12, completed additional mental health and well-being measures. Infographics in this series draw upon these data sets.

See: Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Survey–Secondary to support complete mental health screening. *Assessment for Effective Intervention*, 43(4), 241–48. [Link](#)

See: Van Loon, A. W., et al. (2020). Can schools reduce adolescent psychological stress? A multilevel meta-analysis of the effectiveness of school-based intervention programs. *Journal of Youth and Adolescence*, 1-19. [Link](#)

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**GEVIRTZ GRADUATE
SCHOOL OF EDUCATION**

Michael Furlong, PhD
Erin Dowdy, PhD
Karen Nylund-Gibson, PhD
mfurlong@ucsb.edu