

UCLA Student Mental Health Measures

Created by the American College Health Association (ACHA), [the ACHA-NCHA Survey](#) is a nationally recognized research survey that focuses on understanding the knowledge, attitudes, beliefs, and health behaviors of college students. This report provides an overview of UCLA student responses to the 2021 National College Health Assessment III (NCHA-III) by comparing the average scores for different identity groups on four scales related to mental health: the UCLA Three-Item Loneliness Scale, the Kessler 6 scale for serious mental illness (K6), the Connor-Davison Resilience Scale (CD-RISC2), and the Diener Flourishing Scale for psychological well-being (PWB). At UCLA, the NCHA III was administered to a random sample of 4000 undergraduate and 2000 graduate students in the spring of 2021. The response rate for the survey was 15.5% (929/5992¹). For accompanying information including participant demographics and survey methodology, please visit: <https://sairo.ucla.edu/by-survey/ncha>

To understand group differences by students' unique identities, we conducted t-tests. Significance was calculated and reported as follows: If p value is smaller than 0.05, then the outcome was statistically significant. Effect sizes (d) were also calculated. The larger the effect size, the stronger the relationship between two variables. The majority of effect sizes fell between 0 and (+/-) 0.25, indicating that students' identities have a small influence on the differences in their scores on the scale. Effect sizes that are larger than 0.25 have been highlighted in the Appendix. Only notable differences are included in the text, but the full set of comparisons are included in the Appendix.

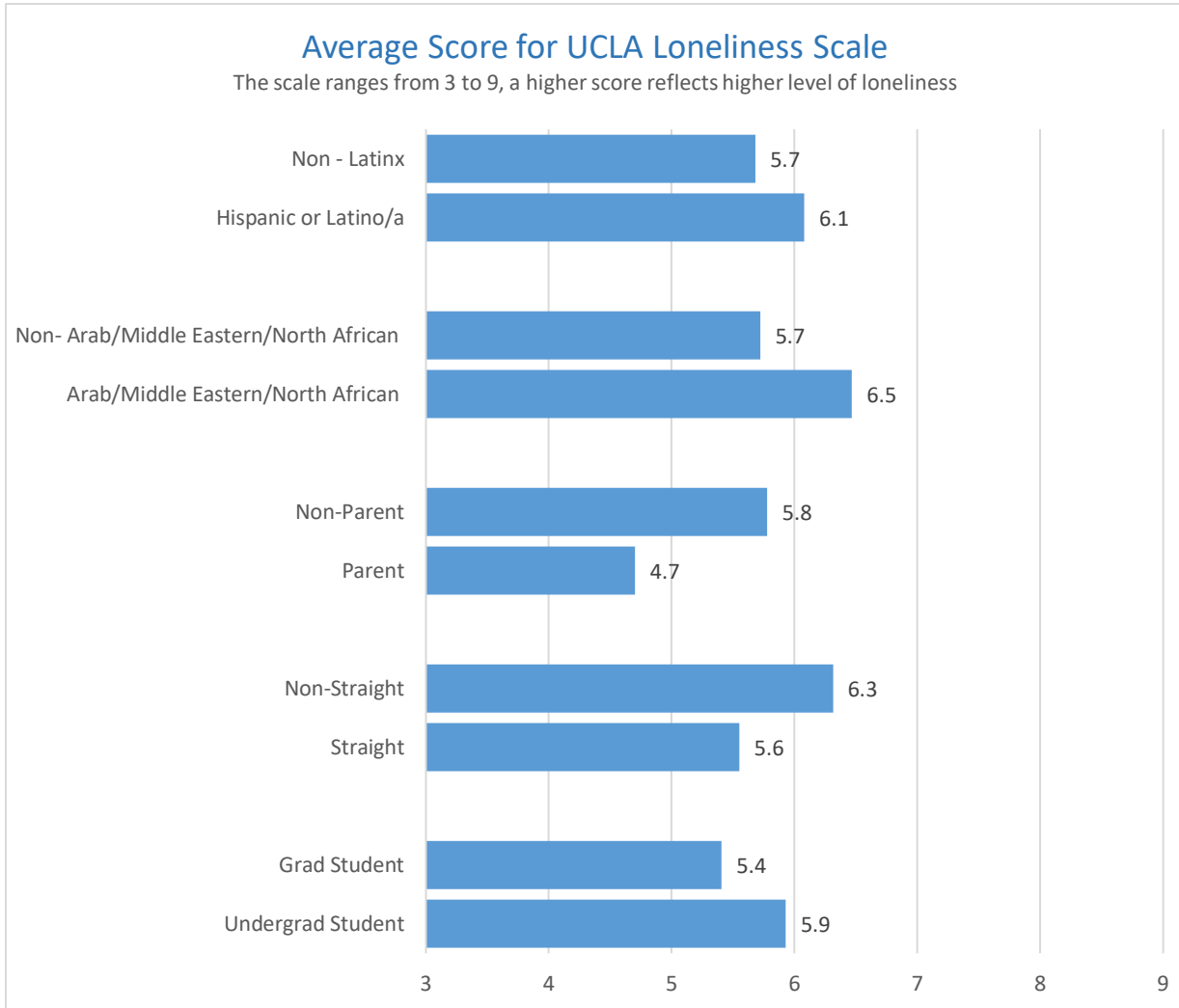
UCLA Loneliness Scale Score

The Short UCLA Loneliness Scale generates a score between 3 and 9, with higher scores reflecting higher levels of loneliness. This scale was calculated based on three questions in the NCHA survey: *How often do you feel that you lack companionship?*, *How often do you feel left out?*, and *How often do you feel isolated from others?*

- Undergraduates reported feeling slightly lonelier than graduate students (5.93 v. 5.41; $p < 0.05$ $d = 0.28$).
- LGBTQA students scored much higher than straight students (6.3 v. 5.55; $p < 0.05$). This means that students' LGBTQA identity had a medium size effect on their loneliness ($d = -0.41$).
- Respondents who were parents had lower levels of loneliness than students who were not parents (4.7 v. 5.78; $p < 0.05$). The results indicated that respondents' identity of being parents is moderately related to their score on the loneliness scale ($d = 0.58$).
- Latinx students scored a higher average loneliness score than non Latinx students (6.08 v. 5.68; $p < 0.05$). However, the effect size for Latinx identity was not large ($d = -0.21$).

¹ Undeliverable emails are removed from the response rate calculation.

- Arab/Middle Eastern/North African students reported a higher average loneliness score than non-Arab/Middle Eastern/North African students (6.47 v. 5.72 $p < 0.05$), with a medium effect size ($d = 0.4$).

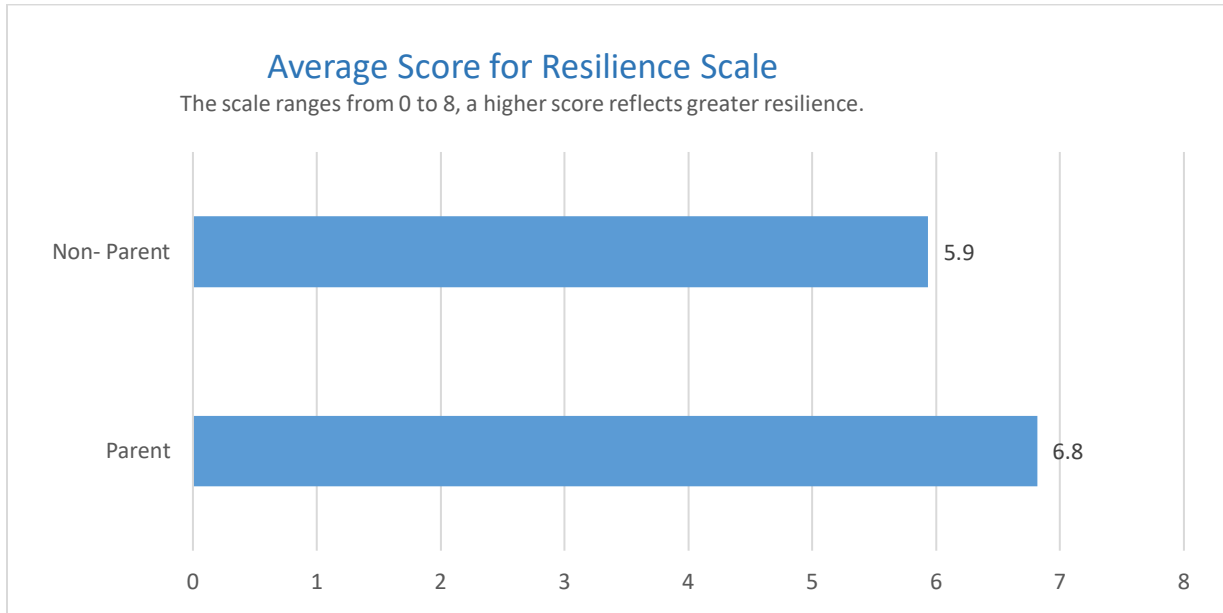


The Connor-Davison Resilience Scale

The Connor-Davison Resilience Scale (CD-RISC) scores from 0 to 8, with higher scores reflecting greater resilience. In this survey, the scale was calculated using students' answers to the following questions: *Please indicate how much you agree with the following statements as they apply to you over the last month. If a particular situation has not occurred recently, answer according to how you think you would have felt: I am able to adapt when changes occur; I tend to bounce back after illness, injury, or other hardships.*

- Students who are parents reported a higher resilience score than students who are non-parents, with a moderate effect size (6.81 v. 5.94; $p < 0.05$; $d = -0.59$).

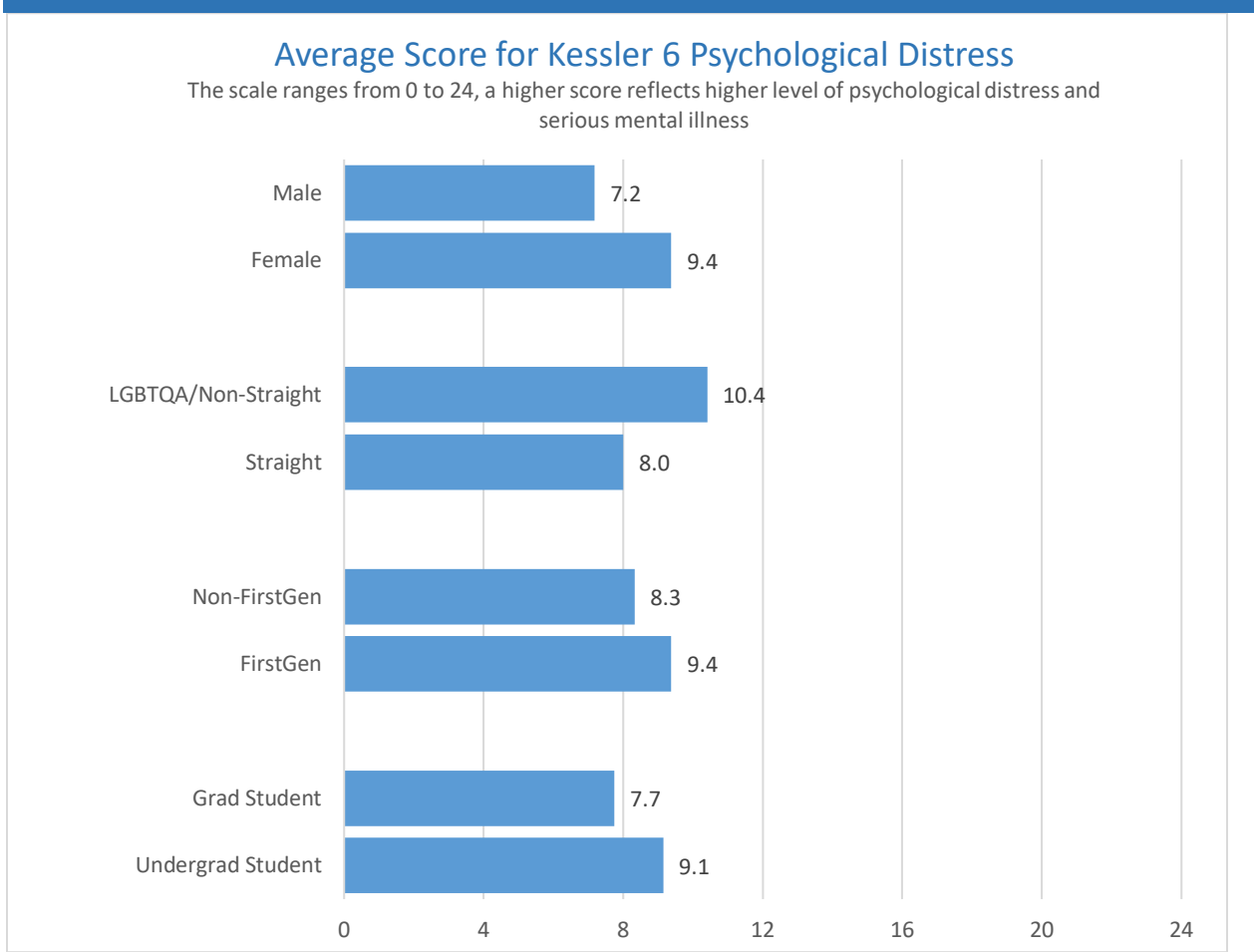
- Other statistically significant comparisons did not reflect major differences between students’ scores on CD-RISC based on identities.



Kessler 6 (K6)

The Kessler 6 scale generates a score between 0 and 24, with higher scores reflecting higher levels of psychological distress and serious mental illness. The Kessler 6 scale combined the following six questions in the survey: *During the past 30 days, about how often did you feel nervous? / hopeless? / restless or fidgety? / so sad nothing could cheer you up? / that everything was an effort? / worthless?*

- Undergraduate students reported higher scores on K6 than graduate students (9.1 v. 7.7; $p < 0.05$), but with a relatively low effect size ($d = 0.27$).
- First-generation students indicated higher levels of psychological distress than students who were not first-generation college students (9.38 v. 8.33; $p < 0.05$). However, the first-generation identity had a small size of effect on students’ responses ($d = 0.2$).
- LGBTQA students scored higher on the K6 (10.41 v. 8.00; $p < 0.05$) compared to straight students. There was a medium effect size between students’ sexuality and their K6 scores ($d = -0.47$).
- Female students reported higher levels of psychological distress than their male counterparts (9.38 v. 7.18; $p < 0.05$), with a medium effect size ($d = 0.43$).

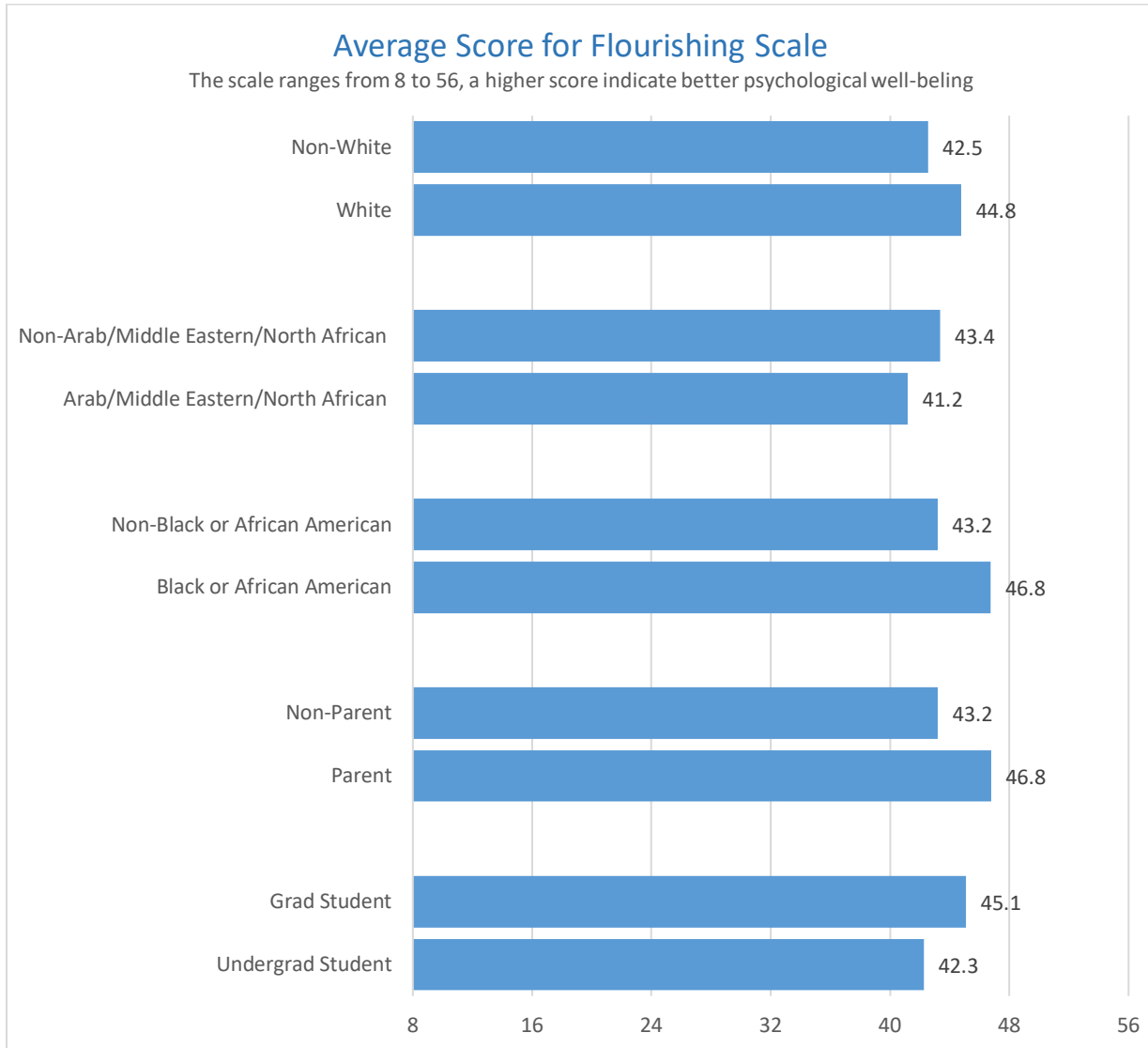


Diener Flourishing Scale

The Diener Flourishing Scale generates a score between 8 and 56, with higher scores reflecting a higher level of psychological well-being. In this survey, students were asked to rate their levels of agreement to the following statements: *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 wellbeing 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.*

- While both had relatively high flourishing scores, graduate students scored slightly higher than undergraduate students (45.11 v. 42.25, $p < .05$, $d = .334$).
- Students who were parents also scored higher on flourishing than their peers (46.78 v. 43.21). The parent identity had a medium effect on the flourishing score ($d = 0.41$).
- African American/Black students also reported higher flourishing scores than non-Black students (46.75 v. 43.19; $p < 0.05$). The effects for their African American identity is moderate ($d = -0.41$).

- Middle Eastern/North African, and Arab students showed a lower average score on the flourishing scale than their peers (41.2 v. 43.37; $p > 0.05$), with a small size effect ($d = 0.25$).
- White students reported a slightly higher average on the flourishing scale than non-white students (44.78 v. 42.55; $p < 0.05$), also with a small size effect ($d = -0.26$).



For more information about the analyses presented in this brief, contact:

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Appendix

UCLA Loneliness Scale Score

Undergrad Student 5.93	Grad Student 5.41	Significance 0.000	Effect Size 0.282
FirstGen 5.86	Non-FirstGen 5.70	Significance 0.25	Effect Size 0.09
Straight 5.55	Non-Straight 6.31	Significance 0.000	Effect Size -0.414
Female 5.83	Male 5.58	Significance 0.06	Effect Size 0.13
Parent 5.78	Non-Parent 4.70	Significance 0.003	Effect Size 0.578
International Student 5.65	Domestic Student 5.76	Significance 0.504	Effect Size 0.060
Transgender 5.82	Non-Transgender 5.74	Significance 0.817	Effect Size -0.044
Asian/Asian American 5.729	Non-Asian American 5.762	Significance 0.790	Effect Size 0.018
Black or African American 5.679	Non-Black or African American 5.748	Significance 0.846	Effect Size 0.037
Hispanic or Latino/a 6.08	Non-Hispanic or Latino/a 5.68	Significance 0.016	Effect Size -0.214
Arab/Middle Eastern/North African 6.47	Non-Arab/Middle Eastern/North African 5.72	Significance 0.031	Effect Size -0.400
White 5.61	Non-White 5.82	Significance 0.109	Effect Size 0.112
Biracial or Multiracial 5.71	Non-Biracial or Multiracial 5.75	Significance 0.882	Effect Size 0.019

Kessler 6 (K6) Non-Specific Psychological Distress Score

Undergrad Student	Grad Student	Significance	Effect Size
9.14	7.75	0.000	0.270
FirstGen	Non-FirstGen	Significance	Effect Size
9.38	8.33	0.007	0.203
Straight	Non-Straight	Significance	Effect Size
8.00	10.41	0.000	-0.469
Female	Male	Significance	Effect Size
9.38	7.18	0.000	0.433
Parent	Non-Parent	Significance	Effect Size
7.74	8.65	0.373	0.174
International Student	Domestic Student	Significance	Effect Size
8.18	8.70	0.264	0.101
Transgender	Non-Transgender	Significance	Effect Size
10.15	8.59	0.126	-0.299
Asian/Asian American	Non-Asian American	Significance	Effect Size
8.595	8.675	0.815	-0.114
Black or African American	Non-Black or African American	Significance	Effect Size
7.815	8.661	0.407	0.162
Hispanic or Latino/a	Non-Hispanic or Latino/a	Significance	Effect Size
9.46	8.48	0.034	-0.190
Non-Arab/Middle Eastern/North African	Arab/Middle Eastern/North African	Significance	Effect Size
8.62	9.14	0.599	-0.099
White	Non-White	Significance	Effect Size
8.05	8.93	0.016	0.169
Biracial or Multiracial	Non-Biracial or Multiracial	Significance	Effect Size
8.90	8.61	0.664	-0.054

Connor-Davidson Resilience Scale 2 (CD-RISC2) Score

Undergrad Student 5.88	Grad Student 6.08	Significance 0.055	Effect Size -0.132
FirstGen 5.92	Non-FirstGen 5.99	Significance 0.527	Effect Size -0.048
Straight 6.01	Non-Straight 5.83	Significance 0.120	Effect Size 0.118
Female 5.90	Male 6.09	Significance 0.060	Effect Size -0.131
Parent 6.81	Non-Parent 5.94	Significance 0.003	Effect Size -0.589
International Student 5.81	Domestic Student 5.99	Significance 0.189	Effect Size 0.118
Transgender 5.71	Non-Transgender 5.97	Significance 0.384	Effect Size 0.167
Asian/Asian American 5.835	Non-Asian American 6.076	Significance 0.015	Effect Size 0.161
Black or African American 6.214	Non-Black or African American 5.951	Significance 0.360	Effect Size -0.176
Hispanic or Latino/a 5.99	Non-Hispanic or Latino/a 5.95	Significance 0.756	Effect Size -0.028
Arab/Middle Eastern/North African 5.48	Non-Arab/Middle Eastern/North African 5.97	Significance 0.082	Effect Size 0.328
White 6.16	Non-White 5.86	Significance 0.005	Effect Size -0.198
Biracial or Multiracial 6.06	Non-Biracial or Multiracial 5.95	Significance 0.568	Effect Size -0.072

Diener Flourishing Score

Undergrad Student 42.26	Grad Student 45.11	Significance 0.000	Effect Size -0.334
FirstGen 41.80	Non-FirstGen 43.95	Significance 0.001	Effect Size -0.252
Straight 43.84	Non-Straight 41.82	Significance 0.002	Effect Size 0.235
Female 43.35	Male 43.64	Significance 0.616	Effect Size -0.035
Parent 46.78	Non-Parent 43.21	Significance 0.034	Effect Size -0.415
International Student 43.59	Domestic Student 43.30	Significance 0.698	Effect Size -0.035
Transgender 41.50	Non-Transgender 43.36	Significance 0.263	Effect Size 0.215
Asian/Asian American 42.89	Non-Asian American 43.69	Significance 0.161	Effect Size 0.093
Black or African American 46.750	Non-Black or African American 43.188	Significance 0.031	Effect Size -0.414
Hispanic or Latino/a 41.973	Non-Hispanic or Latino/a 43.553	Significance 0.041	Effect Size 0.183
Arab/Middle Eastern/North African 41.21	Non-Arab/Middle Eastern/North African 43.37	Significance 0.185	Effect Size 0.250
White 44.78	Non-White 42.55	Significance 0.000	Effect Size -0.260
Biracial or Multiracial 44.21	Non-Biracial or Multiracial 43.22	Significance 0.355	Effect Size -0.115