

**UC SANTA BARBARA**



## **Social Emotional Health Survey–Higher Education**

### **Response options**

- Very much unlike me (1)
- Unlike me (2)
- Somewhat unlike me (3)
- Somewhat like me (4)
- Like me (5)
- Very much like me (6)

### **Covitality Total Score (36 items, range 36-216)**

#### **Belief in Self (9 items, range 9-54)**

##### **Self-Efficacy**

Generally, I feel capable of overcoming obstacles.  
I will be able to achieve most of the goals that I have set for myself.  
I will be able to successfully overcome many challenges.

##### **Persistence**

I do not stop my work even if it is very difficult.  
I persist on tasks that I cannot immediately complete.  
I stay focused while studying despite distractions.

##### **Self-Awareness**

I am able to identify the motivations behind my actions  
I recognize my moods and feelings  
I have a good sense of the reasons behind my emotions.

#### **Belief in Others (9 items, range 9-54)**

##### **Family Support**

My family continues to love and support one another in tough situations.  
There is a sense of togetherness within my family.  
My family gets along well with each other.

##### **Institutional Support**

Outside of my friends, there is at least one other person on campus who cares about my well-being.  
I feel there is a strong feeling of togetherness on my campus.  
I feel like I belong at this university/college.

### **Peer Support**

I have a friend at school who cares about me.  
I have a friend who gives me the emotional support I need.  
I can talk to my friends about pretty much anything.

### **Emotional Competence (9 items, range 9-54)**

#### **Cognitive Reappraisal**

When I feel down, I try to focus on the positives.  
I can lift my mood by directing my thoughts to positive ideas.  
I am able to think about the alternatives to a problem under stressful situations.

#### **Empathy**

I am aware of others' hardships.  
I feel badly when my friends are put down.  
I feel for my friends who are afraid or nervous about graduating.

#### **Self-Regulation**

I think about potential consequences before I act.  
I can wait for what I want.  
I think before I act.

### **Meaningful Engagement (9 items, range 9-54)**

#### **Gratitude**

I appreciate the relationships I have developed throughout my life.  
I appreciate those who are close to me.  
When I reflect on life, there is much to be grateful for.

#### **Zest**

My friends describe me as full of life.  
I approach life with excitement and energy.  
I feel energetic in my life right now.

#### **Optimism**

I am able to stay positive even when facing uncertain situations.  
Each day I look forward to having a lot of fun.  
I usually expect to have a good day.

### 3 SEHS-HE Items, Means, and SDs

Definitions, key studies referenced in development of SEHS-HE covitality indicators

Covitality domains and indicators	Construct definition	Studies using college age samples
<b>BELIEF IN SELF</b>		
Self-Efficacy	Sensing one's ability to act effectively to meet environmental demands (Bandura et al., 1996)	DiBenedetto & Bembenutty (2013); Lightsey et al. (2014); Tong & Song (2004)
Persistence	Working diligently to accomplish one's goals, including maintaining interest in the face of adversity and failure (Duckworth et al., 2007)	Shishim (2013); Winkle-Wagner (2015)
Self-Awareness	Perceiving and attending to the private and public aspects of one's self (Abrams & Brown, 1989)	Harrington & Loffredo (2010)
<b>BELIEF IN OTHERS</b>		
Family Support	Appraising the caring and helpful nature of one's relationships with family (Farmer & Farmer, 1996)	Matsuda et al. (2014); Mattanah et al. (2011)
Institutional Support	Involves attachment (emotional links to school) and commitment (investment in school) (Libbey, 2004)	Fink (2014); Larose et al. (2005, 2011); LaMastro (2001)
Peer Support	Appraising the caring and helpful nature of one's relationships with peers (Farmer & Farmer, 1996)	Li et al. (2014); Lee et al., 2008; Swenson et al. (2008)
<b>EMOTIONAL COMPETENCE</b>		
Cognitive Reappraisal	Recognizing negative emotions and reinterpreting to reduce negativity or alter to a more positivity	O'Toole et al. (2014); Tamir et al. (2007); Zhang & Wang (2015), Quoidbach et al., (2015)
Empathy	Understanding and sharing in another's emotional state or context (Cohen & Strayer, 1996)	Sharkin et al. (2013); Wei et al. (2011)
Self-Regulation	Effectively expressing and managing one's behavior within with future goals in mind (Hofer et al., 2011)	Bembenutty (2010); Ramdass & Zimmerman (2011); Sohl & Moyer (2009)
<b>ENGAGED LIVING</b>		
Gratitude	Sensing thankfulness that arises in response to one's benefitting from transactional means (Froh et al., 2008)	Kaczmarek et al. (2013); Mofidi et al. (2014)
Zest	Experiencing one's life in the present moment as exciting and energizing (Park & Peterson, 2006)	Doerksen et al. (2014); Yang et al. (2012)
Optimism	Expecting the occurrence of good events and beneficial outcomes in one's future (Utsey et al., 2008).	Yuan et al. (2006); Zhang et al. (2014)

## Studies Using the SEHS-HE

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- Clifford, K. L. (2023). *Reimagining Student Mental Health and College Success Using the Dual-Factor Model* (Doctoral dissertation, California State University, Sacramento). <https://www.proquest.com/docview/2830070168?pq-origsite=gscholar&fromopenview=true&sourcetype=Dissertations%20&%20Theses>
- Furlong, M. J., Piqueras, J. A., Gutiérrez, L. C., Dowdy, E., Nylund-Gibson, K., Chan, M., Soto-Sanz, V., Marzo, J. C., Rodríguez-Jiménez, T., Martínez-González, A. E. (2021). Assessing college students' social and emotional strengths: A cross-cultural comparison from Mexico, United States, and Spain. *European Journal of Psychology and Educational Research*, 4(2), 123–137. <https://doi.org/10.12973/ejper.4.2.123> <https://eric.ed.gov/?id=EJ1333626>
- Furlong, M. J., You, S., Shishim, M., & Dowdy, E. (2017). Development and validation of the Social Emotional Health Survey–Higher Education version. *Applied Research in Quality of Life*, 12(2), 343-367. <https://doi.org/10.1007/s11482-016-9464-9>
- Lai, B. S., Livings, M. S., D'Amico, M. P., Hayat, M. J., & Williams, J. (2018). A growth mindset pilot intervention for a graduate-level biostatistics course. *Statistics Education Research Journal*, 17(2), 104-120. <https://doi.org/10.52041/serj.v17i2.161>
- Martin, R. A. (2019). Relationship Between Non-Cognitive Skills And GPA In A Rural Maine Community College. *All Theses and Dissertations*. 192. <https://dune.une.edu/theses/192>
- Mehešová, M. (2017). Social-emotional health of university students and the importance of its research. *Acta Educationis Generalis*, 7(2), 79-85. <https://intapi.sciendo.com/pdf/10.1515/atd-2017-0015>
- Paz, J. L., Arch, D. N., & Kazee, T. (2022). Centering Resiliency and Capturing Covitality: Patterns of Well-Being among Former Youth in Foster Care. <https://doi.org/10.21203/rs.3.rs-1906825/v1>
- Ransdell, S., Borrer, J., & Boucher, L. (2018). Social Emotional Health with Self-Awareness Predicts First-Year College Student Success. *International Journal of Education and Social Justice*, 5(4), 1-11. <https://ijessnet.com/wp-content/uploads/2022/10/4-42.pdf>

## 5 SEHS-HE Items, Means, and SDs

- Sarkar, A., Jasmine, E., Thomas, S. L., & Andrade, C. (2022). Markers of Social and Emotional Health in College Students During the COVID-19 Pandemic. *The Primary Care Companion for CNS Disorders*, 24(3), 40876.
- Shine, D., Britton, A. J., Dos Santos, W., Hellkamp, K., Ugartemendia, Z., Moore, K., & Stefanou, C. (2021). The role of mattering and institutional resources on college student well-being. *College Student Journal*, 55(3), 281-292. <https://www.proquest.com/scholarly-journals/role-mattering-institutional-resources-on-college/docview/2616999426/se-2>
- Soto-Sanz, V., Falcó, R., Marzo, J. C., Piqueras, J. A., PSICO-RECURSOS COVID-19 study group, Lopez-Nuñez, A., ... & Vidal-Arenas, V. (2021). Socio-emotional strengths against psychopathology and suicidal ideation in fear of COVID-19. *Current Psychology*, 1-11. <https://doi.org/10.1007/s12144-021-02185-6>
- Sugimoto, K., Takizawa, Y., Iida, J., Nakayama, H., & Furlong, M. J. (2024). Japanese cultural adaptation and validation of the Social Emotional Health Survey-Higher Education. *The Educational and Developmental Psychologist*, 41(2), 178-190. <https://doi.org/10.1080/20590776.2024.2365832>
- Uyun, Q., Kurniawan, I. N., & Jaufalaily, N. (2019). Repentance and seeking forgiveness: The effects of spiritual therapy based on Islamic tenets to improve mental health. *Mental Health, Religion & Culture*, 22(2), 185-194. <https://doi.org/10.1080/13674676.2018.1514593>

Table 3

Psychometric Characteristics of the Social Emotional Health Survey-Higher Education for Full Validation

Sample (N = 1407)

SEHS-HE Subscales	M	SD	med	Percentile			alpha
				15 <sup>th</sup>	50 <sup>th</sup>	85 <sup>th</sup>	
Belief-in-Self	41.51	6.60	42	35	42	48	.85
Belief-in-Others	41.27	7.66	42	32	42	49	.83
Emotional Competence	41.90	5.71	42	36	42	47	.73
Engaged Living	42.12	7.40	43	35	43	50	.89
Covitality	170.00	23.38	-0.53	144	170	190	.94

Note. A random sample of students at one West Coast university was invited to complete the SEHAS-HW. This reference sample was comprised of 1407 who responded to the invitation and completed all 36 SEHS items. The sample was 61.2% female-identifying, 30.5% Hispanic-identifying, and 63% of the respondents were between 18 and 20 years old.

