

IE UNIVERSITY

STUDENT WELL-BEING REPORT

2025
2026

TABLE OF CONTENTS

03 Executive summary

06 Introduction

07 Acknowledgments

08 Methods

11 Results

Part I Student Well-being: Longitudinal Survey

Part II Student Health & Well-being:
A Contextual Snapshot

Part III Year on Year Analysis

Part IV Subgroup Analysis

Part V Well-being & Academic Performance

37 Conclusion

38 References

39 Annex

EXECUTIVE SUMMARY

This third edition of the IE University Student Well-Being Report offers a timely and increasingly nuanced picture of students' health, well-being and related experiences. Building on three consecutive years of data, the report examines life satisfaction, flourishing, satisfaction with IE University, social support, resilience and hope, alongside the intentional practices through which students cultivate their well-being. Our aim is to understand, inform, and support how students flourish in their academic journey, and contribute to an educational and cultural experience shaped by learning, relationships and collaboration, cognitive capacity, and resilience.

The report draws primarily on data collected during the 2025–2026 academic year from roughly 6,000 bachelor's and master's students across IE University's Madrid and Segovia campuses. Bachelor's students represented 69.1% of the sample, 68.1% studied in Madrid and 59.2% were women. The average age was 21.7 years, and the sample reflected IE University's international community, with students from Europe, Spain, Latin America, the Middle East and Africa, North America, and Asia and the Pacific.

Selected findings from an anonymous Student Health & Well-Being Survey completed by over 1,000 students provide an additional perspective on mental health, loneliness and academic strain. Together, the two surveys present a more complete picture: one that recognizes both the strengths of the student community and the challenges experienced by a meaningful proportion of students.

General well-being outcomes

- Life satisfaction remains high and has increased gradually across the three editions of the report. The current average reached 7.60 out of 10, while the proportion of students reporting high life satisfaction (7-10) rose from 79.5% in 2023–2024 to 82.6% this year. Students' average remains substantially above Spanish and global population benchmarks, although these comparisons should be interpreted with appropriate context.
- Flourishing has strengthened notably. More than half of students (57.2%) met the established flourishing threshold, compared with 49.3% last year and 38% in recent cohorts of the US Healthy Minds Study.
- Satisfaction with IE University increased modestly to 5.74 out of 7. Most students reported feeling positive about IE (93%), happy with their studies (89%) and a sense of belonging within the university (87%).

- Social support increased across all four sources measured. Family and friends remain students' strongest support networks, while support from professors showed the largest improvement.
- Resilience remained high and increased gradually across the three survey waves, reaching 3.98 out of 5. The proportion of students classified as having low resilience declined from 19.6% to 15.5%, while 84.5% fell within the medium- or high-resilience ranges.
- Hope, measured for the first time, was moderately high at 6.61 out of 8. Significant associations were found between hope and GPA by our regression analysis. More details under [Link to Academic Performance and Well-being Practices](#).
- Awareness of IE's well-being resources and perceived institutional support also continued to improve. The majority of students reported regularly engaging in intentional practices related to physical activity, positive emotions, attention and focus, values and purpose, and meaningful relationships.

Mental health and academic strain

- Most students reported relatively positive overall mental health. At the same time, 61.4% felt they needed help for an emotional or mental health challenge during the previous 12 months, demonstrating that positive functioning can coexist with a substantial need for support.
- Perceived stigma surrounding mental health treatment declined from 39.5% to 33.0%. Although this change cannot be attributed to any single initiative, it aligns with the university's efforts to normalize conversations about mental health and help-seeking.
- Approximately 10%–11% of students reported often feeling a lack of companionship, left out or isolated. Academic strain was also widespread: 43.1% felt stressed with their studies most of the time, and 31.3% reported that emotional or psychological challenges had moderately or severely interfered with their academic performance.

Development across the undergraduate journey

- Repeated cohort comparisons suggest that well-being generally strengthens as students progress through their bachelor's studies, although most changes were small. Flourishing increased across all three transitions examined, while resilience and social support followed similarly positive patterns.

Link to academic performance and well-being practices

- Hope emerged as one of the well-being indicators most strongly associated with GPA. This relationship was primarily driven by agency—the motivation to pursue valued goals—with energetically pursuing one’s goals uniquely predicting academic performance.

Subgroup analyses

- Campus differences were very modest, and Madrid and Segovia students were considerably more alike than different.
- No significant gender differences emerged across the main human development indicators. Women reported greater engagement in positive-emotion, values-and-purpose and social-connection practices, while men reported greater physical activity and confidence in maintaining it. Women also had slightly higher GPA and hope-related agency, whereas men reported somewhat higher resilience. These effects were small.
- Master’s students reported stronger social and institutional support, higher satisfaction with IE and more favorable attitudes toward several well-being practices. Bachelor’s students, however, reported engaging in these practices more frequently. Across the four bachelor’s years, behaviors remained broadly similar, although practices related to focus, purpose and physical activity became somewhat more common around Year 3.

Taken together, the findings present a broad and encouraging picture. Life satisfaction, flourishing, resilience, institutional satisfaction and awareness of well-being resources have strengthened, while students continue to demonstrate considerable capacity for connection, adaptation and purposeful action. At the same time, these positive averages coexist with meaningful levels of mental health need, loneliness, academic stress and psychological interference.

On behalf of the Center for Health & Well-being, we thank the students, faculty, program management teams, Well-Being Ambassadors and colleagues across IE University whose participation and support made this work possible. Guided by these insights, IE University remains committed to fostering the conditions in which students can learn, develop and flourish, and to translating a growing evidence base into positive, meaningful action across our community and beyond.

INTRODUCTION

IE University recognizes that well-being is a pillar of human development and sees it as a potential lever of adjustment and performance for students during their university and postgraduate years. In 2019, IE University created the Center for Health & Well-being (the Center) with the mission of supporting this vision. Since then, the Center has been working towards the holistic development of students, so they can be at their best and live and lead with a positive impact. The Center is unique in that it is a university-funded initiative specializing in well-being for the entire community. Through this comprehensive approach, the Center works to empower each member of its community to engage proactively in activities that promote resilience and well-being. All, whilst building on IE University's core values: diversity, innovation, humanities, entrepreneurship and sustainability; as a way to support individual flourishing and health, but also in shaping the IE educational experience and culture in support of learning, relationship & collaboration, cognitive capacity, energy, and resilience.

The transversal adoption of IE University's human development and well-being courses in 2022 marked a turning point in the Center's impact and research capacity. In 2023, we first launched a university-wide well-being survey, reaching more than 3,000 students across a wide range of degree programs. This milestone enabled the publication of IE University's first Student Well-Being Report in 2024 and established the foundation for the systematic monitoring of student well-being over time. With three consecutive years of data now available, the survey has become a central component of a growing evidence base through which the Center seeks to understand how students experience university life, how their well-being evolves throughout their academic journey, and which personal and institutional conditions are most closely associated with their capacity to thrive.

During the 2025–2026 academic year, the Center's research approach advanced in both scope and analytical depth. The present report draws on an analytic sample of roughly 6,000 bachelor's and master's students from IE University's Madrid and Segovia campuses. Alongside established human development indicators such as life satisfaction, flourishing, satisfaction with IE, social support and resilience, this year's survey incorporates hope and a new framework for understanding intentional well-being practices. Grounded in the Theory of Planned Behavior, this framework examines the attitudes, social norms and perceptions of control that may support students in staying physically active, nurturing positive emotions, protecting their attention and focus, reflecting on their values and purpose, and developing meaningful relationships.

This third edition also moves beyond a single snapshot of the student experience. Comparisons across three survey waves allow us to examine emerging institutional trends, while repeated cohort analyses provide an indication of how well-being may develop as students progress through their undergraduate studies. With this data, we can analyze and explore variations across campus, gender, degree level, and year of study, helping us recognize the diversity of experiences that can otherwise be obscured by university-wide

averages. For the second consecutive year, well-being data are also examined alongside academic performance, allowing us to identify the cognitive and human capacities most closely associated with academic achievement.

Our aim is for these insights to understand, inform and support decision-making across the university. Not only by providing a timely picture of student well-being, but also by strengthening a longitudinal and theoretically grounded understanding of how students flourish. Through sustained observation, careful interpretation, and collaboration across the IE Community, the Center remains committed to translating research into positive, evidence-informed action.

ACKNOWLEDGMENTS

We are deeply grateful to all the students who participated in the survey, the faculty members who kindly supported data collection, and the program management teams who made this effort logistically possible. We also extend our heartfelt thanks to the Well-Being Ambassadors, as well as the many supporters and champions across functions and departments at IE University, whose ongoing collaboration and commitment have been invaluable in strengthening and expanding the Center's research efforts. The continued development and implementation of the student well-being survey has been guided by the IE Center for Health & Well-being research team, and strengthened through the valuable insights and expertise of distinguished professors and colleagues, including Dr. Thomas Vaughan-Johnston, Lisa Bevill, Gonzalo Llanes, Irene Yagüe, Gerardo Naranjo Franco, Samara Mutinda, Tania Romero, and Dr. Mario Alonso Puig.

METHODS

PARTICIPANTS AND DESIGN

The report draws primarily on data from the Longitudinal Student Well-being Survey, administered during the 2025–2026 academic year through the Center for Health & Well-being’s universal courses. These courses are delivered to every bachelor and master’s student each academic year as part of their core curriculum. However, this year we complement our analysis with selected findings from the anonymous Student Health & Well-Being Survey, which offers an additional perspective on sensitive dimensions of students’ experiences, including mental health, academic strain and health-related behaviors. Together, these approaches generate evidence that is both comprehensive and actionable.

The longitudinal survey covered 9 measures with a total of 51 questions and required approximately 10 minutes to complete. A summary description of the measures included in the survey and the sources from which these measures were drawn can be seen in Table 1, found below.

Table 1. Measures included in this report

Measures	Source
Life satisfaction (Cantril Ladder)	Cantril (1965)
Flourishing (FS)	Diener et al. (2010)
Satisfaction with IE University	Adapted from Hobbs et al. (2022)
Social support (multidimensional scale of perceived social support at university)	Adapted from Yano et al. (2021)
Resilience (4-BRCS)	Sinclair & Wallston (2004)
Hope (AHS)	Snyder et al. (1991)
Awareness of well-being resources	Original measures developed by the IE Center for Health & Well-Being research team
Perception of well-being support	
Intentional well-being practices	

DEMOGRAPHICS

The analytic sample comprised 5,982 students. Survey responses were obtained from students in Madrid and Segovia, across all degree programs, and at both the bachelor's and master's level. For more detailed information regarding the demographic characteristics of our sample, please see the figures below.

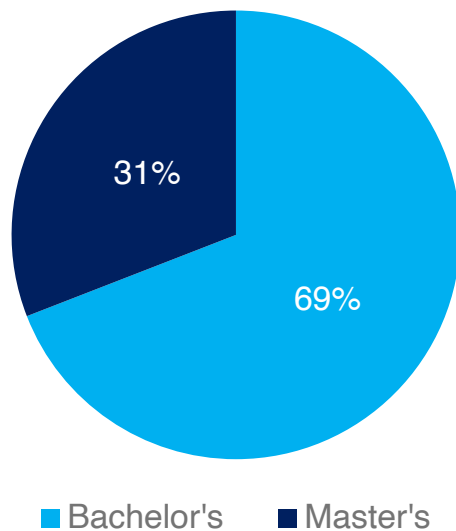


Figure 1. Sample by gender

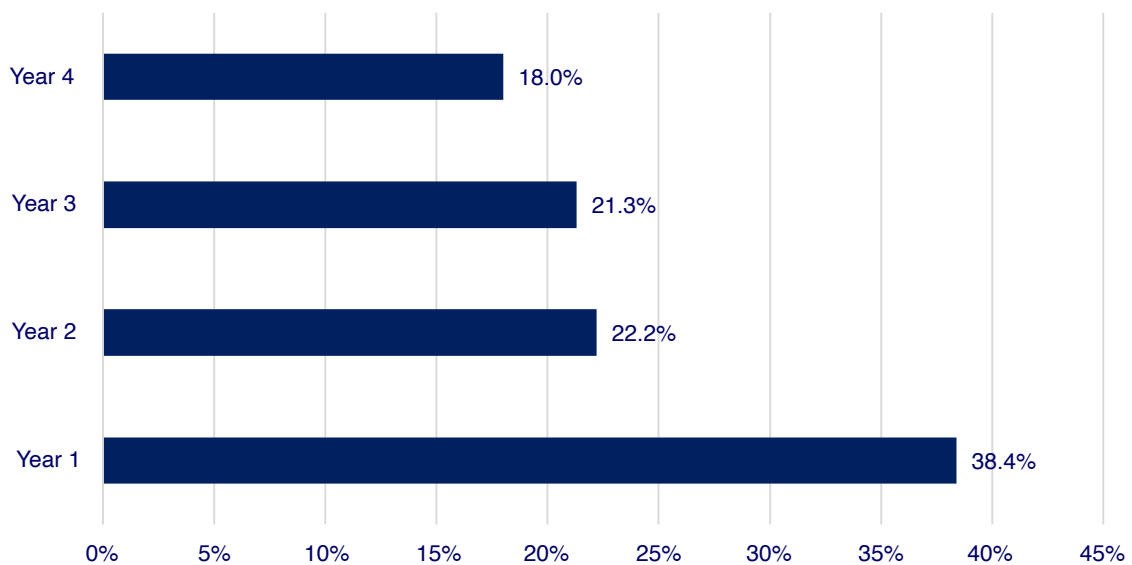


Figure 2. Bachelor Breakdown by Year

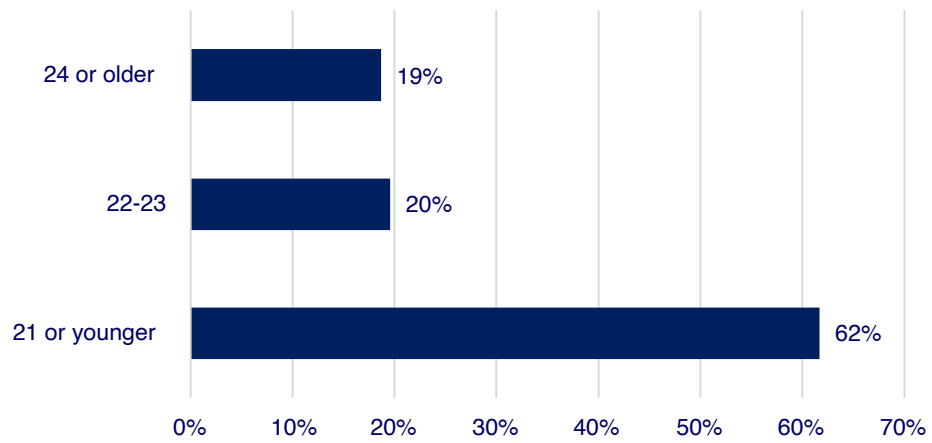


Figure 3. Age Profile

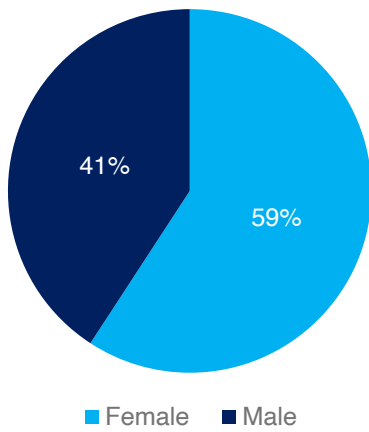


Figure 4. Gender Composition

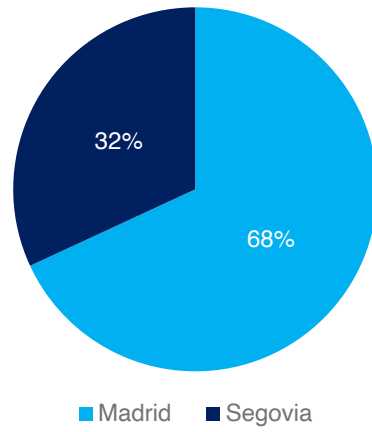


Figure 5. Campus

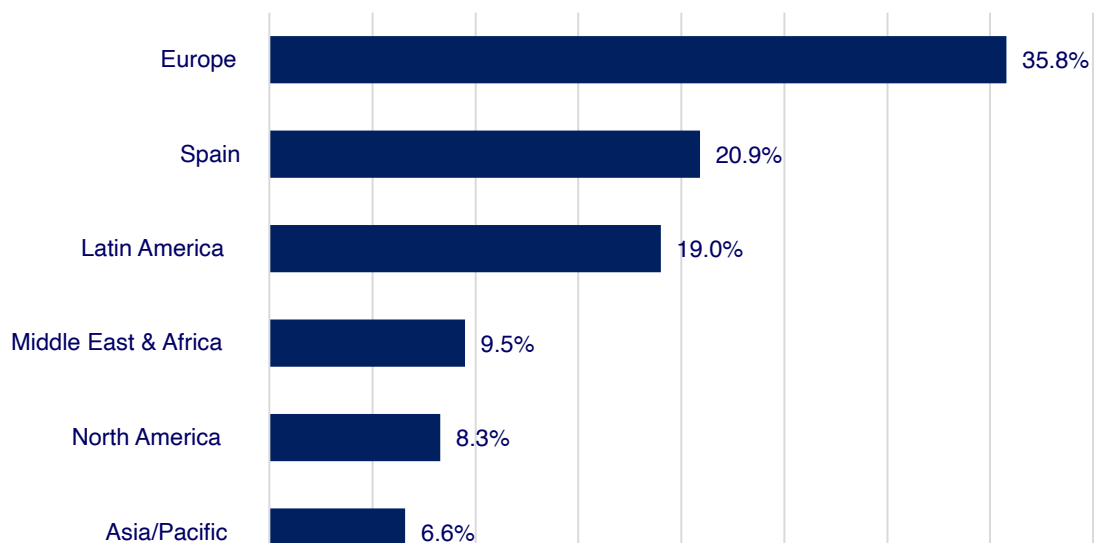


Figure 6. Commercial Region of Recruitment

RESULTS

PART I. STUDENT WELL-BEING: LONGITUDINAL SURVEY (MAIN RESULTS)

LIFE SATISFACTION

Key insight: Life satisfaction has increased gradually across the three editions of the report and continues to remain well above national and international benchmarks.

Life satisfaction provides a broad indicator of how positively individuals evaluate their lives. We assessed life satisfaction using Cantril's Ladder (Cantril, 1965) a widely used single-item measure in which respondents rate their current life on a scale ranging from 0 ("worst possible life") to 10 ("best possible life"). The measure is used internationally, including in the Gallup World Poll and the World Happiness Report, allowing meaningful comparisons across populations and over time. As a global indicator of subjective well-being, life satisfaction remains one of the Center's primary outcomes for monitoring students' overall well-being throughout their university experience.

Across the three years of data collection, life satisfaction has shown a modest but consistent upward trend. Although year-to-year changes are relatively small, the pattern suggests that the already high levels of life satisfaction observed in our student population have remained stable while gradually improving over time. The proportion of students reporting high life satisfaction (7-10) has increased from 79.5% in 2023–2024 to 82.6% in the current cohort.

IE University students also continue to report substantially higher life satisfaction than international benchmarks. The average life satisfaction score in the current cohort (7.60) remains well above both the most recent global country-weighted average reported in the World Happiness Report (5.75) and the Spanish national average (6.54) (Happiness Economics Research Group, 2026; Helliwell et al., 2026). These comparisons should be interpreted with appropriate context, as the global and national estimates reflect the general population across all age groups, whereas the present sample consists primarily of young adults (mean age = 21.7 years) enrolled in higher education. Nevertheless, the comparison provides a useful point of reference for situating students' reported life satisfaction within a broader societal context.

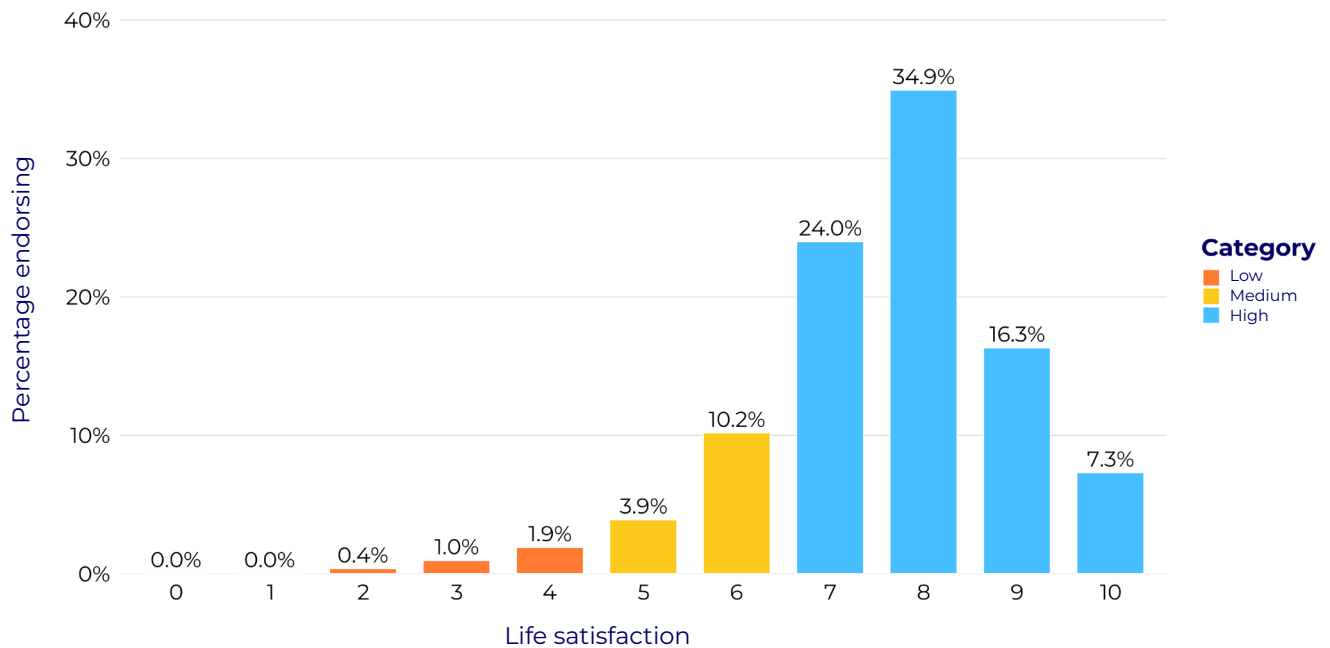


Figure 7. Distribution of life satisfaction scores

FLOURISHING

Key insight: More students are now flourishing than in previous years, widening the gap between IE and international university benchmarks.

Flourishing differs from life satisfaction in that it provides a broader assessment of positive psychological functioning. We measured flourishing using the Flourishing Scale (Diener et al., 2010) an eight-item instrument assessing key dimensions of human functioning, including meaning and purpose, supportive relationships, competence, engagement, optimism, contribution to others, and self-respect. Rather than focusing on momentary emotions, flourishing reflects the extent to which individuals perceive themselves as functioning well across important areas of life. This broader perspective aligns closely with the Center's holistic approach to human development and well-being.

Encouragingly, a majority of IE students (57.2%) reached the established flourishing threshold this year, representing an increase from 49.3% in the previous edition of the report since adopting the Flourishing Scale in 2024–2025. This also places IE students substantially above the nationwide scores from the US Healthy Minds Study, an annual survey study examining mental health, service utilization, and related issues among undergraduate and graduate students, and fielded at over 675 colleges and universities (Eisenberg et al., 2025). In the 2023–2024 and 2024–2025 cohorts of this study, 38% of students met the flourishing criterion. The widening gap suggests that the improvement observed at IE reflects a positive institutional trend rather than broader changes in university student populations.

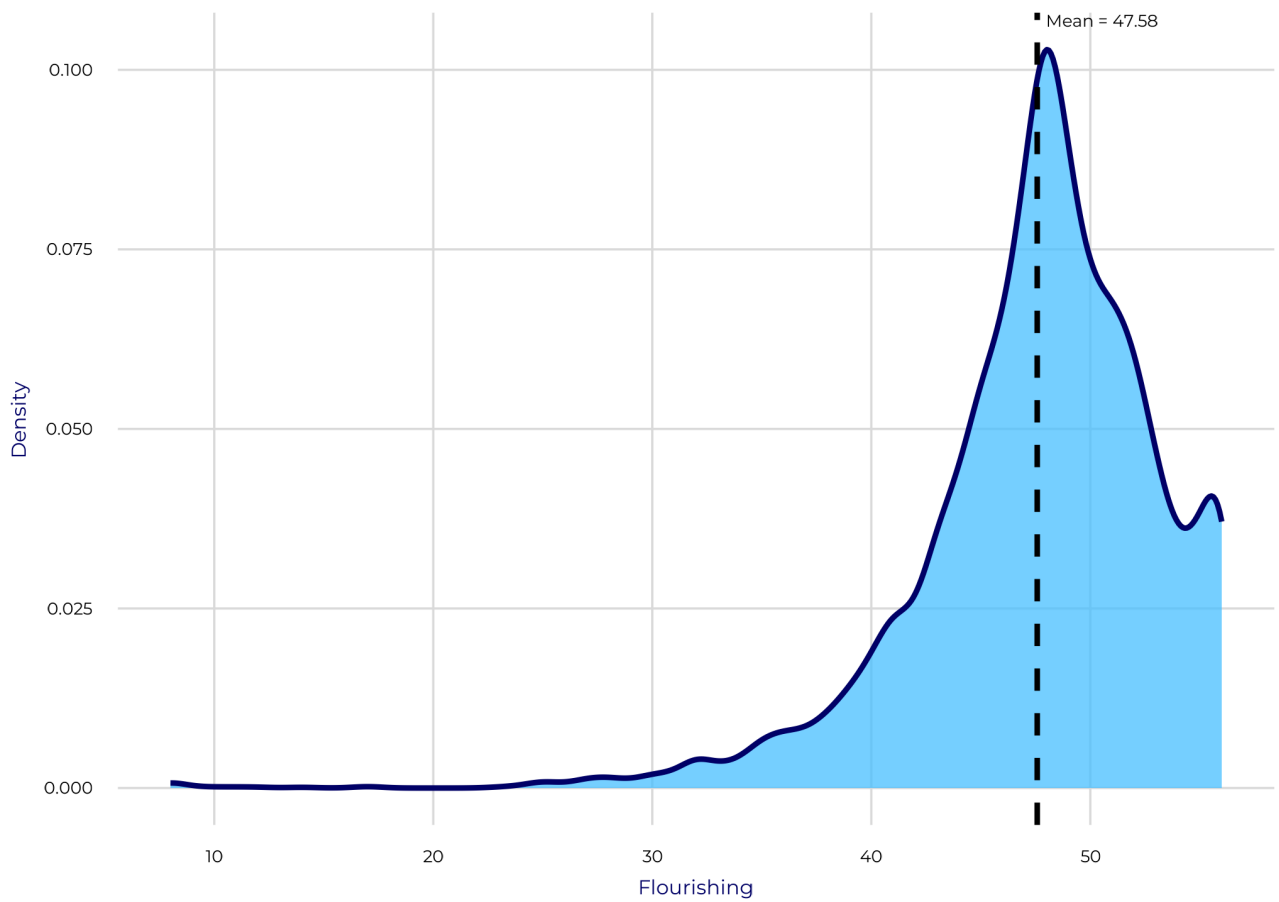


Figure 8. Distribution of flourishing scores

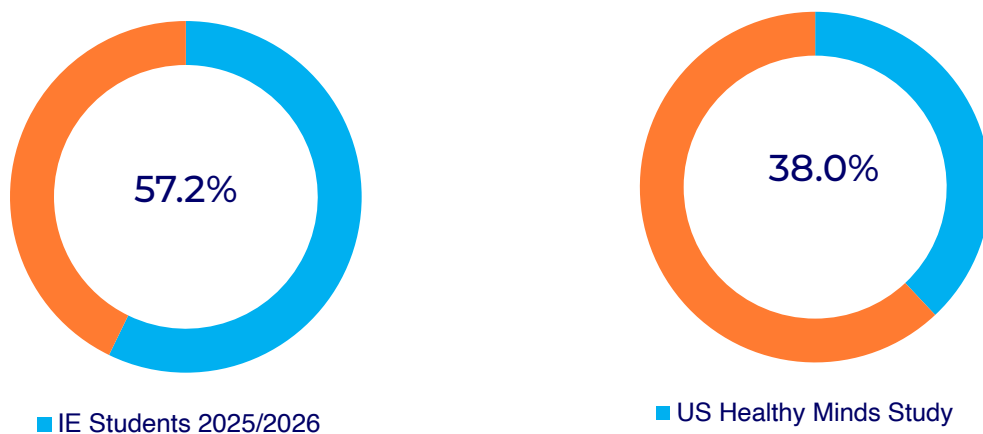


Figure 9. Figure 9. Percentage of IE University students classified as flourishing compared to the similarly-aged 2024/2025 Healthy Minds Study sample

SATISFACTION WITH IE

Key insight: Students continue to report a highly positive educational experience, reinforcing the role of institutional belonging in overall well-being.

Students' experience of belonging and satisfaction within the university environment represents an important component of their overall educational experience. Understanding this variable in relation to the place of study is a key indicator in assessing student well-being. We measured satisfaction with IE University using a three-item scale developed by the Center for Health & Well-being and adapted from Hobbs et al. (2022) and Indeed's Well-Being at work score (De Neve & Ward, 2023). The scale assesses students' sense of belonging, happiness and satisfaction with studies, and positive feelings toward IE University. Previous analyses at IE University consistently identified satisfaction with IE as one of the strongest correlates of students' life satisfaction, underscoring the importance of the educational environment as a contributor to both well-being and the broader student experience (2024).

On a scale of 1 to 7, students continued to report positive perceptions of their university experience. The overall satisfaction score reached 5.74, compared with 5.68 in 2024–2025 and 5.58 in 2023–2024. Across the three survey waves, average scores remained relatively stable while showing modest increases overall. The following table presents the percentage of people who agreed or strongly agreed with the items related to each variable.

Table 2. Satisfaction with IE items across waves

Item	23–24	24–25	25–26
Positive about IE	92%	91%	93%
Happy with studies	83%	85%	89%
Belonging	83%	83%	87%

Footnote: To facilitate comparisons across survey waves, scores from the 2023–2024 survey (originally measured on a 0–6 response scale) were linearly transformed to the current 1–7 scale by adding one point to all responses. This transformation preserves all relative differences while expressing results on a common metric.

SOCIAL SUPPORT

Key Insight: Building on already high levels of perceived social support, scores increased across all sources, with the strongest gains in support from professors. Family and friends continue to serve as students' most important support networks.

Supportive relationships are among the strongest and most consistent predictors of student well-being, resilience, and successful adaptation during university. We assessed perceived social support using an abbreviated version of the Multidimensional Scale of Perceived Social Support at University (Yano et al., 2021), adapted to the IE University context. Students reported the degree of emotional and practical support they perceive from family, friends, professors, and academic advisors. Beyond its established relationship with well-being, previous analyses at the Center have also shown that social support is positively associated with academic performance, particularly among bachelor's students, highlighting its role as both a protective and enabling factor in students' development (2025).

Perceived social support remained broadly stable across the past year while showing small improvements across all four sources of support. Family continued to represent the strongest source of perceived support (4.43 → 4.51), followed closely by friends (4.32 → 4.38). The largest increase was observed for support from professors (3.60 → 3.74), whereas advisor support showed a more modest improvement (3.10 → 3.14). Despite these positive changes, faculty- and advisor-related support continue to be rated lower than support received from family and friends, suggesting that strengthening academic support relationships remains an important opportunity for the university.

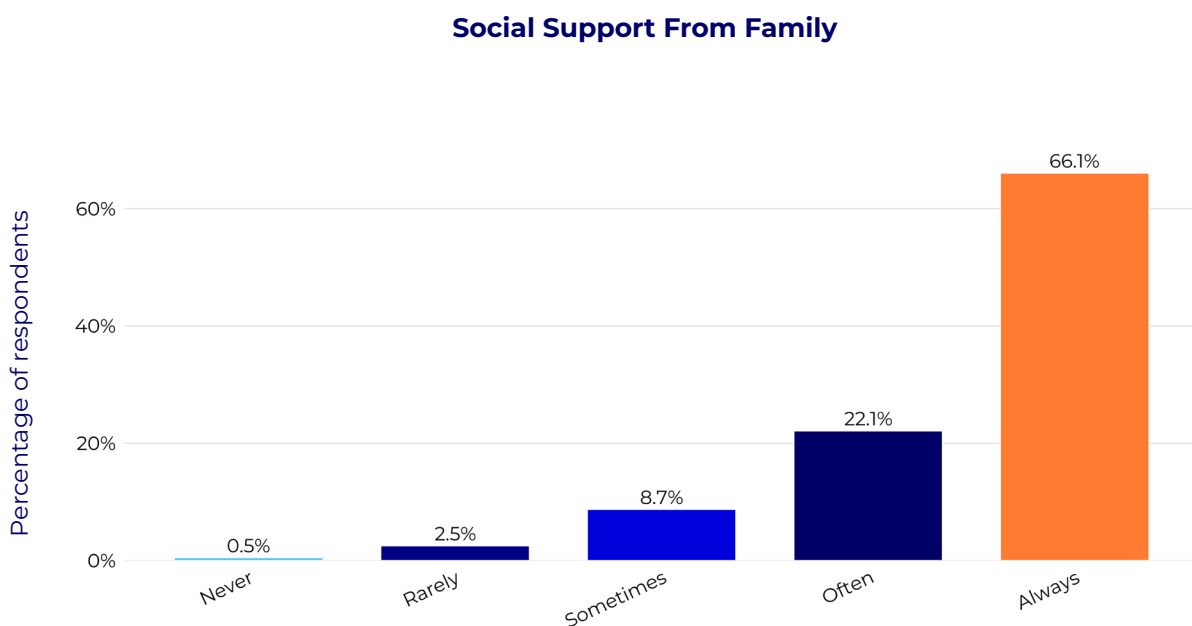


Figure 10. Social support from family

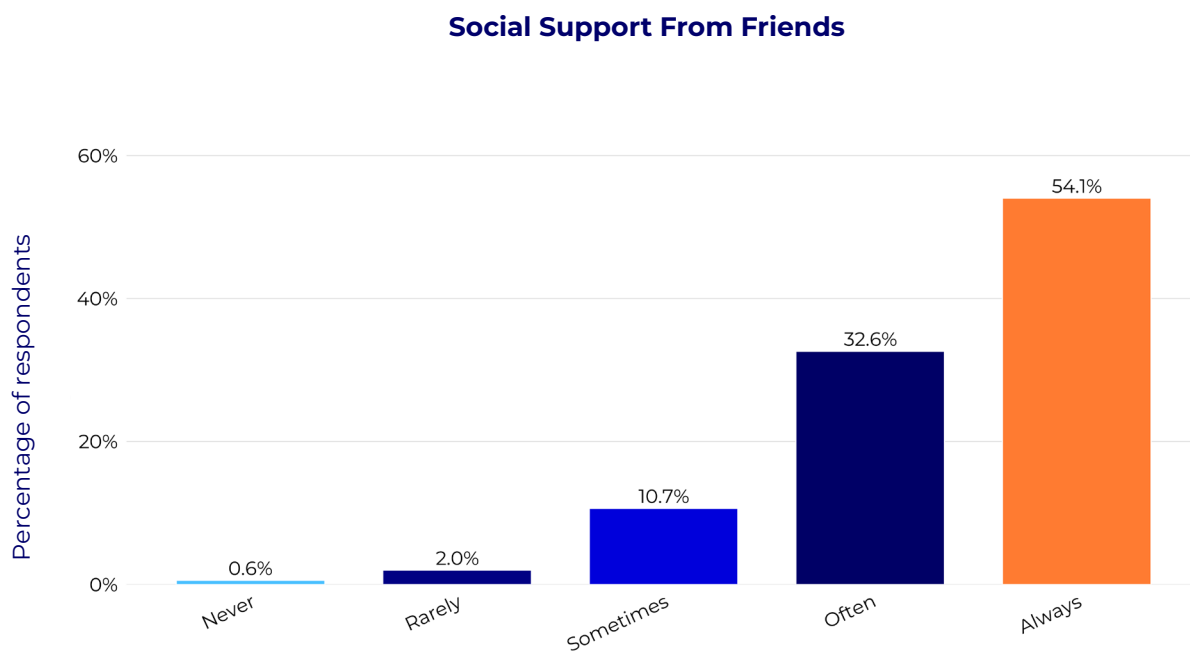


Figure 11. Social support from friends

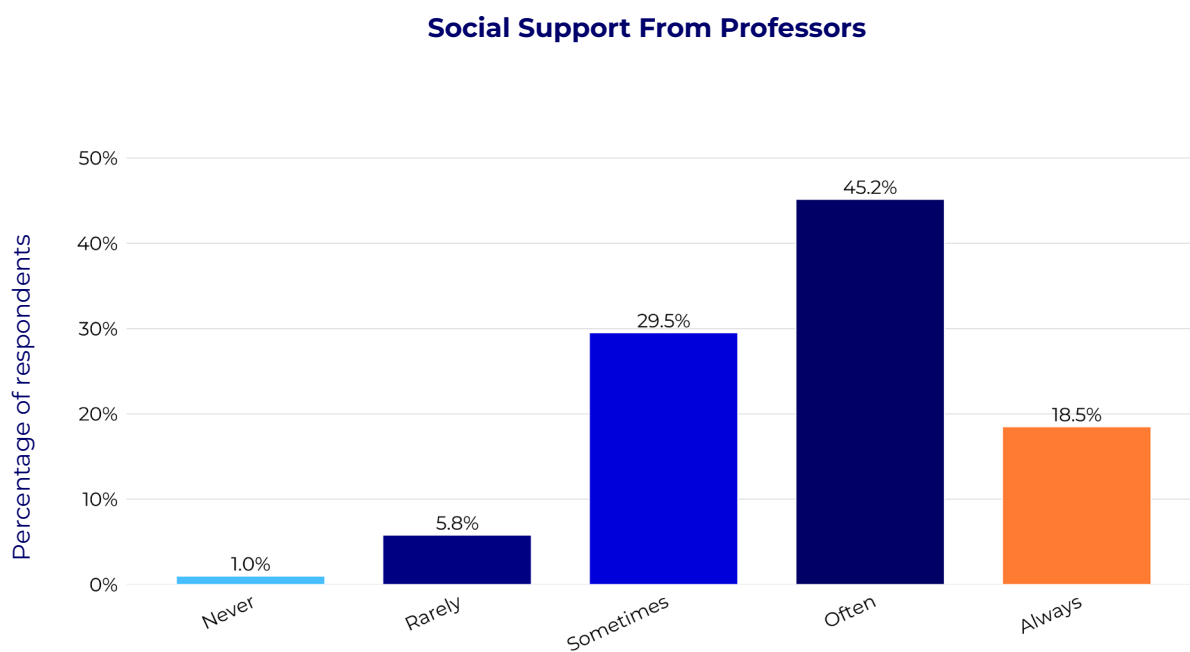


Figure 12. Social support from professors

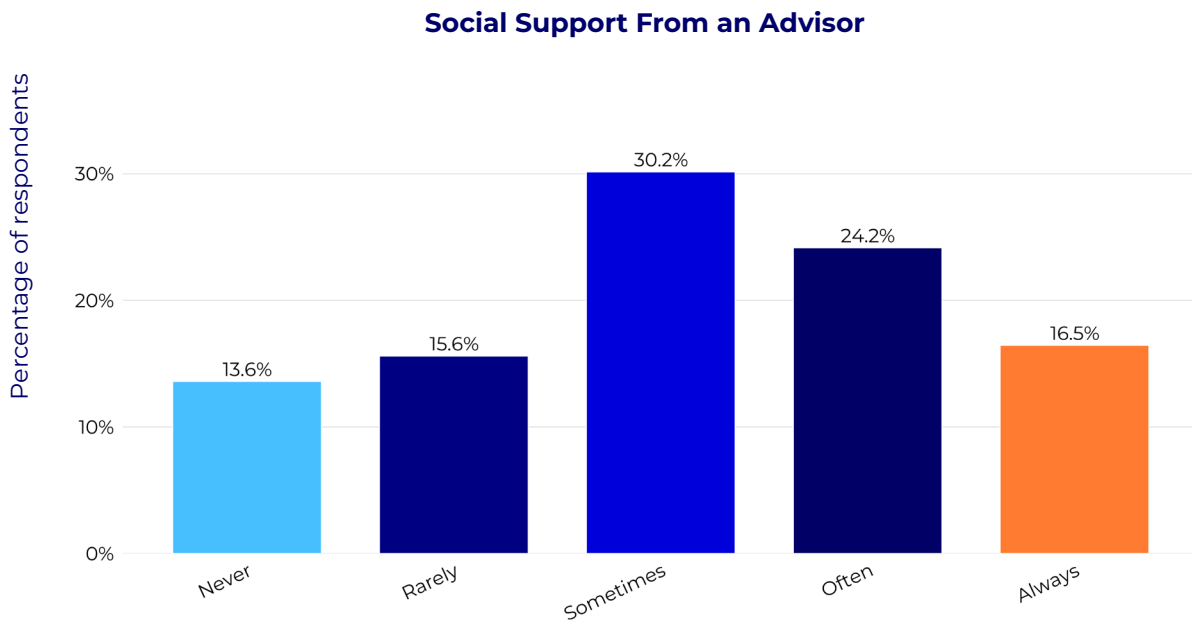


Figure 13. Social support from an advisor

RESILIENCE

Key insight: Resilience has increased modestly across all three survey waves, reflecting consistently strong adaptive coping among successive student cohorts.

University life inevitably presents academic, personal, and social challenges that require students to adapt effectively to changing circumstances. We assessed resilience using the Brief Resilient Coping Scale (Sinclair & Wallston, 2004), a four-item measure of adaptive coping and the capacity to recover from adversity. Rather than focusing on the absence of stress, resilience reflects students' perceived ability to respond constructively to setbacks and continue pursuing their goals, making it an important capacity for both well-being and academic success.

Average resilience scores are measured on a scale from 1 to 5, and they are showed a modest upward pattern across the three survey waves as shown in table 3 below. Although the year-to-year changes were relatively small, the overall pattern indicates that resilience has remained consistently high across successive cohorts. The distribution of resilience categories also remained broadly similar, with most students falling within the medium- to high-resilience ranges.

Table 3. Average Resilience Scores Across 3 Waves

Item	23–24	24–25	25–26
Average Resilience Scores	3.83	3.91	3.98
% of students scoring low resilience (1-3.25)	N/A	19.6%	15.5%
% of students scoring medium resilience (3.25-4)	N/A	42.0%	43.4%
% of students scoring high resilience (4.25 and above)	N/A	38.2%	41.1%

HOPE

Key insight: Hope levels are moderately high amongst students, with evolving trends yet to be seen in future versions of the survey.

Hope reflects the perceived capacity to pursue meaningful goals by generating pathways toward those goals while sustaining the motivation to follow them. We assessed hope for the first time using the Adult Hope Scale (Snyder, 1991), focusing on its two core components: pathways and agency. While pathways refers to the perceived ability to identify routes toward desired goals, agency reflects the motivation and determination to pursue them. Together, these dimensions capture a future-oriented cognitive process that has been consistently associated with academic achievement, psychological adjustment, resilience, and well-being. Given the Center's emphasis on developing students' capacity to learn, adapt, and thrive, hope provides an important indicator of goal-directed human development.

With an average score of 6.61 on a scale of 1-8 (SD = 0.795), respondents of the survey report moderately high levels of hope in this first edition in which the indicator is measured.

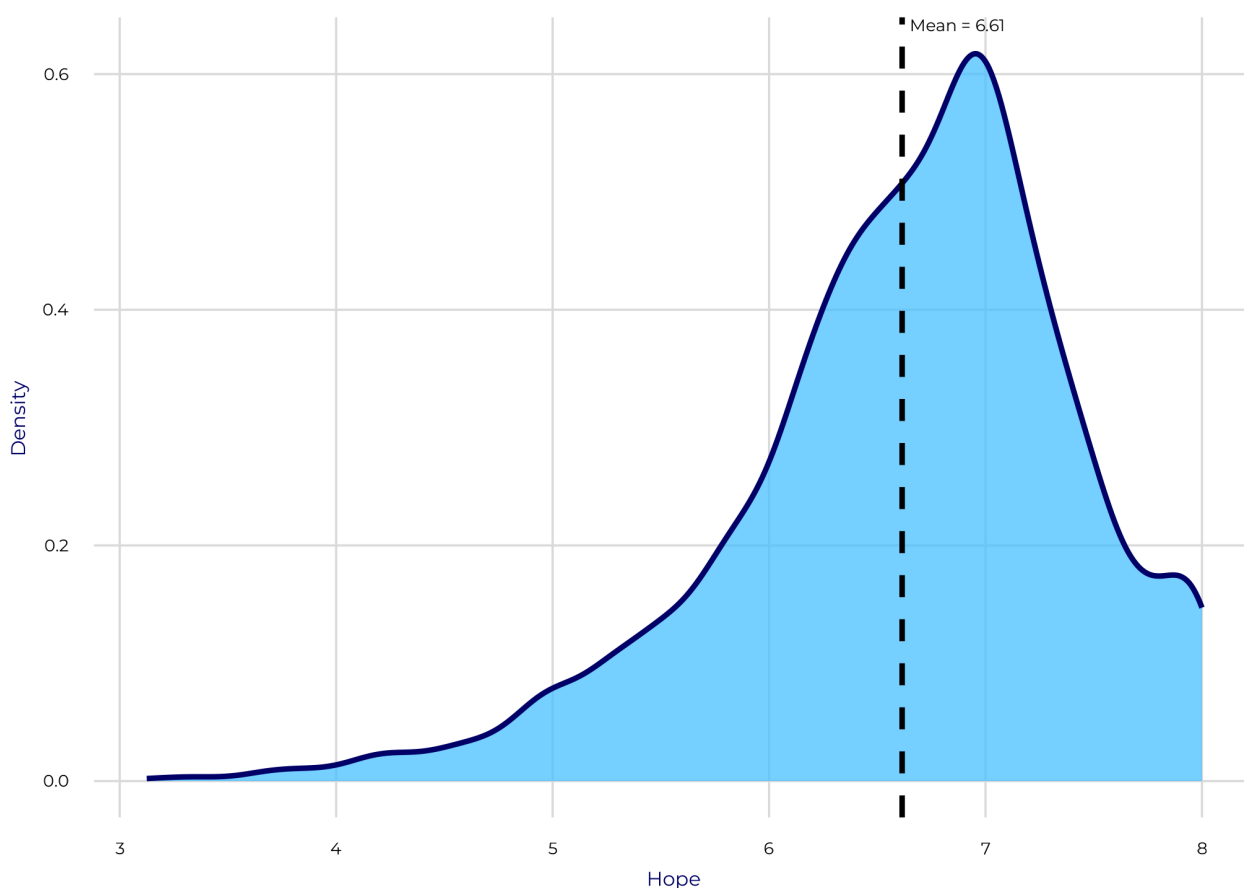


Figure 14. Hope scores density plot

WELL-BEING RESOURCE AWARENESS & SUPPORT PERCEPTION

Key insight: Awareness of and confidence in IE's well-being support continue to strengthen, suggesting that well-being is becoming increasingly embedded in the student experience.

Alongside students' psychological well-being, it is important to understand whether they perceive the university as supporting their development and whether they are aware of the resources available to them. We assessed well-being resource awareness using two original items developed by the Center for Health & Well-being measuring students' perceived institutional support for well-being and their awareness of the well-being resources available at IE University. These indicators help evaluate one important objective of the Center: fostering a culture in which students recognize, access, and proactively engage with the support available throughout their academic journey.

Awareness of IE's well-being resources was higher than in previous survey waves, increasing consistently throughout the waves as shown in Figure 15 below. The standard deviation also decreased over this period, indicating somewhat less variability in students' awareness across the sample. Perceived institutional support for well-being also showed a modest increase across the three survey waves.

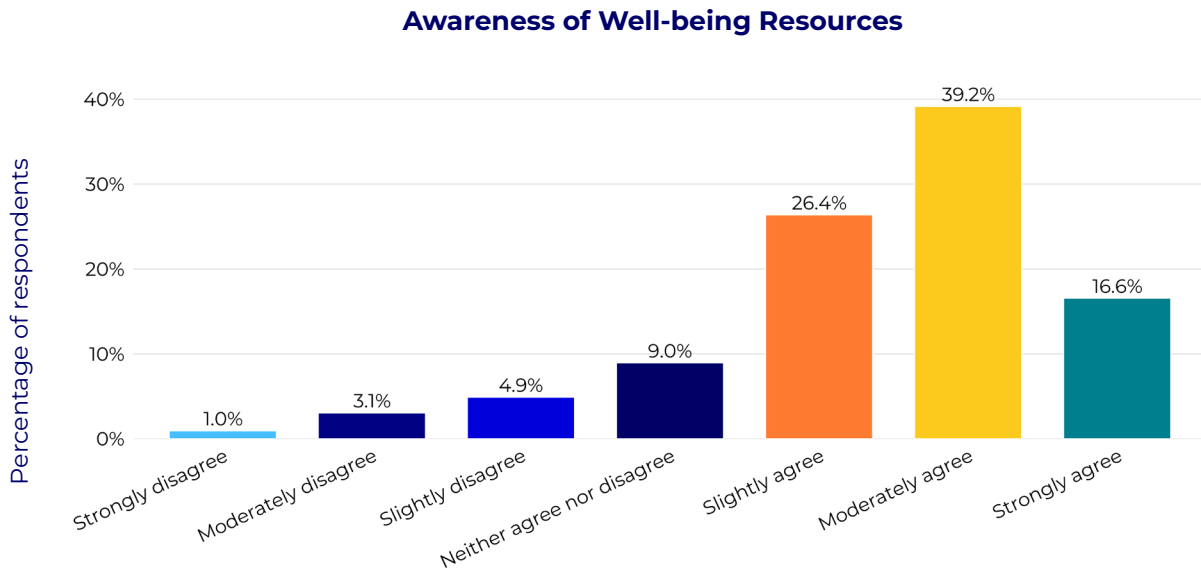


Figure 15. IE Well-being Resource Awareness

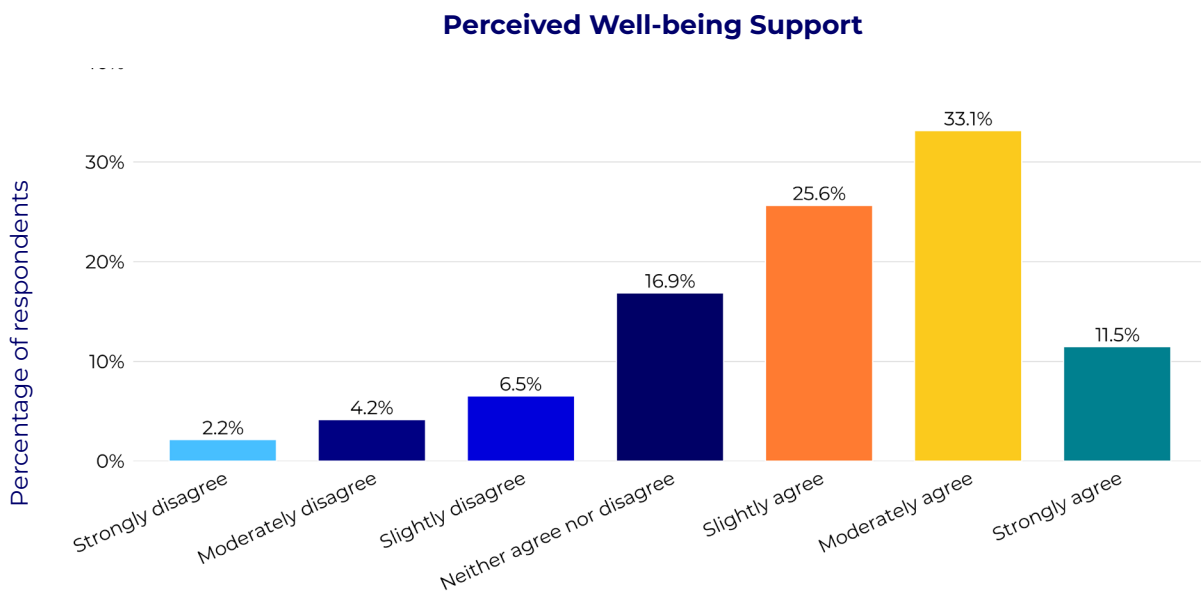


Figure 16. Perceived Institutional Support for Well-Being

Footnote: To facilitate comparisons across survey waves, scores from the 2023–2024 survey (originally measured on a 0–6 response scale) were linearly transformed to the current 1–7 scale by adding one point to all responses. This transformation preserves all relative differences while expressing results on a common metric.

INTENTIONAL WELL-BEING PRACTICES

Beyond measuring psychological outcomes, this year's survey also examined the intentional behaviors through which students cultivate their well-being. Drawing on Ajzen's Theory of Planned Behavior (Ajzen, 1986), the Center developed an original measure assessing five domains of intentional well-being practice: staying physically active, nurturing positive emotions, protecting attention and focus, reflecting on personal values and purpose, and building meaningful relationships. Students are asked to reflect on how often they engaged in each of these activities during the past week.

Together, these practices reflect the body, mind, and soul framework that underpins the Center's educational approach. Rather than assessing well-being as a passive state, this measure captures students' engagement in behaviors that can be intentionally developed and sustained over time to support flourishing. Results show that a substantial majority of students engage in the well-being practices of interest at least 3 to 4 days a week, and a significant percentage of respondents also reported engaging in meaningful connection with others and nurturing positive emotions every day. An overview of these results is shown in Figure 17. below.

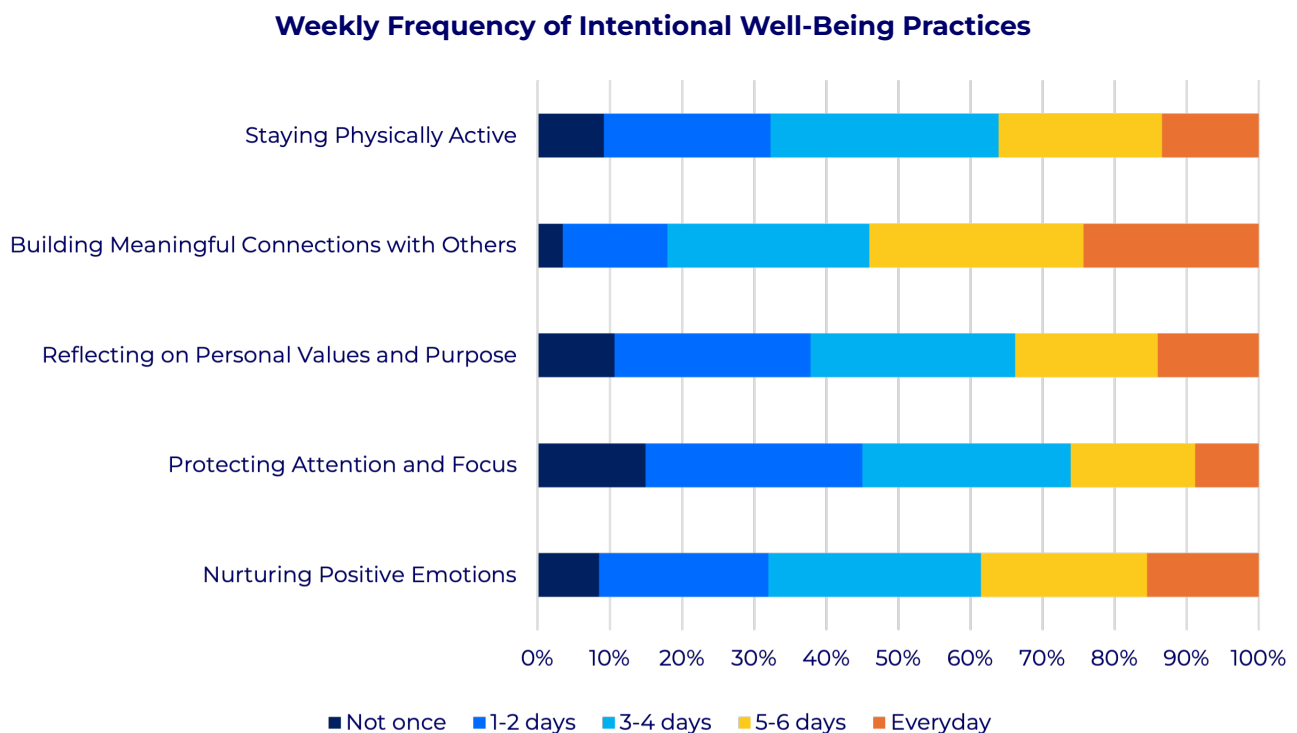


Figure 17. Percentage Frequency of Intentional Well-being Practices

PART II. A CLOSER LOOK AT STUDENT MENTAL HEALTH & ACADEMIC STRAIN

A complete picture of student well-being requires attention not only to positive functioning, but also to the mental health and challenges students experience. To complement the longitudinal findings, we therefore draw on selected results from the anonymous Student Health & Well-being Survey, which captures sensitive aspects of students' experiences separately and without collecting identifying information. This survey was taken by 1,055 students. Out of this sample, nearly 67% of students were bachelor's students and 33% were master's students. We focus here on two areas closely linked to students' well-being and functioning: (1) mental health and social connection, and (2) academic strain and interference.

Key insight: Most students report relatively positive mental health, alongside a substantial perceived need for mental health support. Perceived stigma around mental health treatment has declined, while loneliness remains an important challenge for a meaningful minority of students. Despite positive human development indicators, academic stress and psychological interference still affect a substantial proportion of students.

MENTAL HEALTH & SOCIAL CONNECTION

SELF-REPORTED MENTAL HEALTH

Students' overall perception of their mental health was assessed using a single item asking them to rate their mental health from poor to excellent. This type of self-reported mental health item is also used in large population health surveys and provides a broad indication of how individuals perceive their current mental health. For your reference, studies in the past have found that, on average, between 50%-60% of adults can be expected to self-report high levels of mental health (Capaldi et al., 2022). Results from our Health and Well-being Survey are shown in Figure 18 below.

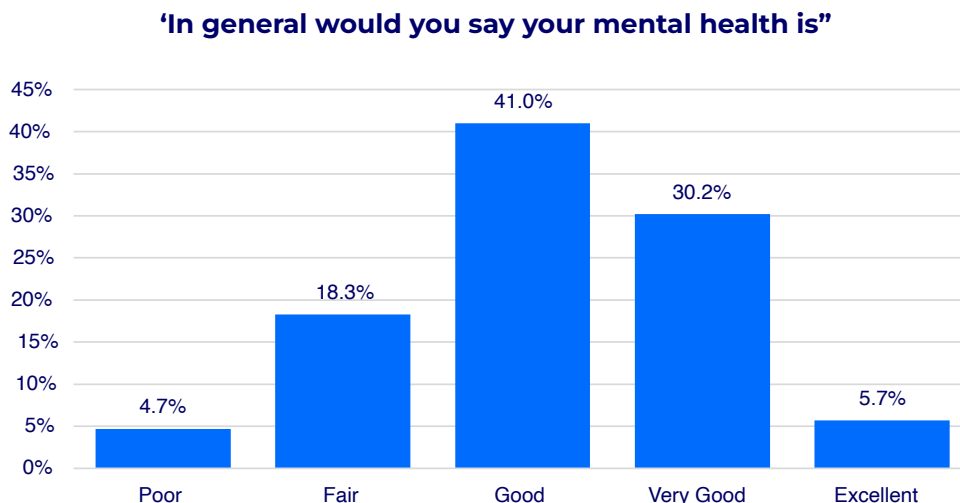


Figure 18. Self-Reported Mental Health

PERCEIVED NEED FOR MENTAL HEALTH SUPPORT

This indicator was assessed using an item adapted from the Healthy Minds Study (HMS), asking students whether they felt they had needed help for emotional or mental health problems or challenges during the previous 12 months, regardless of whether they sought or received professional help (Eisenberg et al., 2025). Notably, 61.4% of students reported such a need, suggesting that perceived need for support can coexist with generally positive assessments of overall mental health.

“In the past 12 months, I needed help for emotional or mental health problems or challenges such as feeling sad, blue, anxious, or nervous”

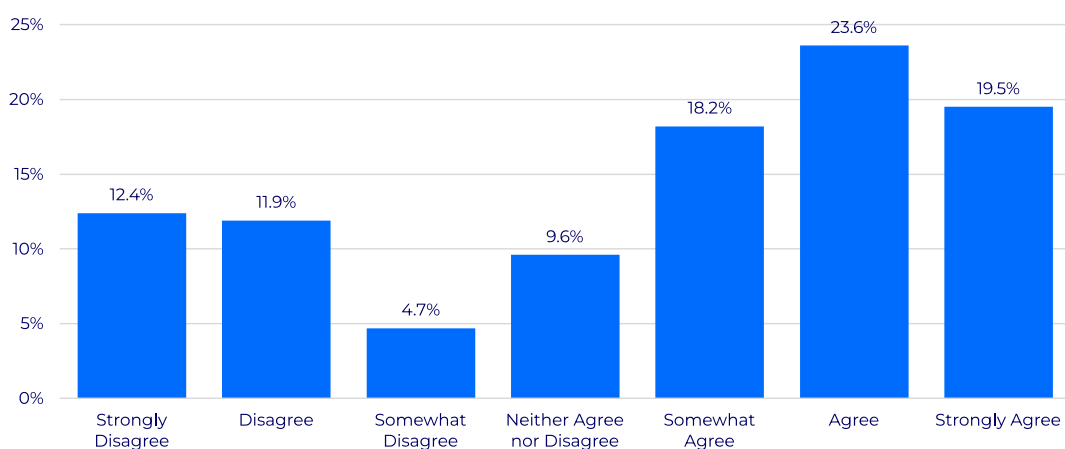


Figure 19. Perceived Need for Mental Health Support

PERCEIVED STIGMA AROUND MENTAL HEALTH TREATMENT

Perceived stigma around mental health treatment was assessed using an item adapted from the Healthy Minds Study (HMS), asking whether students believed most people think less of someone who has received treatment (Eisenberg et al., 2025). This was an indicator with particular relevance to the Center’s initiative from last year: Mental Health Awareness Stories; a collection of personal mental health stories recorded by members of our community to open and normalize the conversation on mental health. In alignment with this initiative’s objective, perceived stigma around mental health treatment declined significantly from 39.5% in 2024–2025 to 33.0% in 2025–2026 ($p = .014$, partial $\eta^2 = .004$). Importantly, this finding does not indicate that one third of students personally stigmatize mental health treatment, but rather that one third believe that other people would think less of someone who received treatment.

While the Mental Health Stories initiative cannot be singled out as the reason behind these results, it speaks to the power that these initiatives hold potentially in normalizing and incentivizing conversations that can reduce stigma around mental health.

“Most people think less of a person who has received mental health treatment”

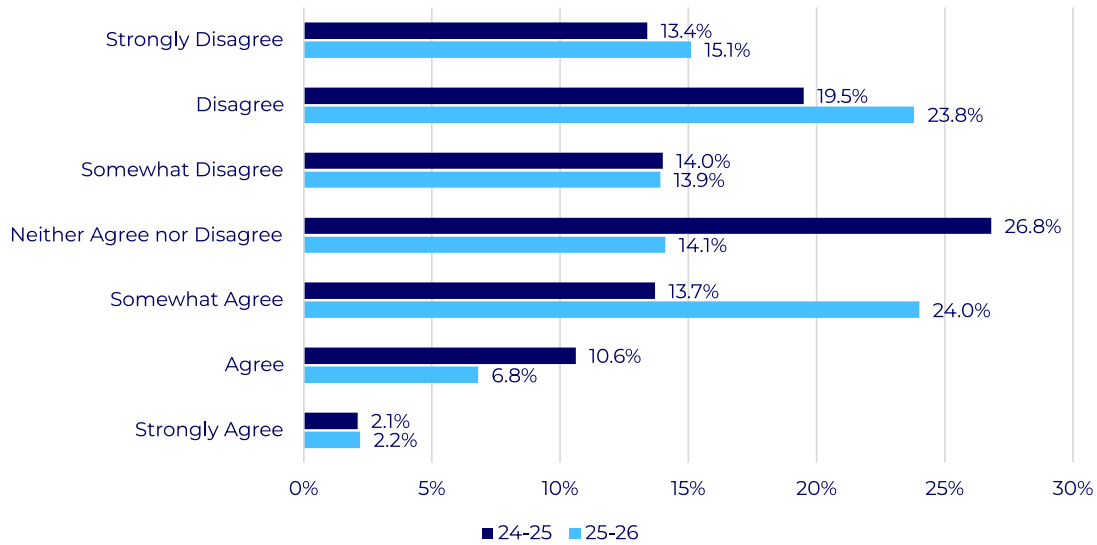


Figure 20. Perceived Stigma around Mental Health Treatment

LONELINESS

Loneliness was assessed using the three-item UCLA Loneliness Scale (Hughes et al., 2004), which asks how often students feel that they lack companionship, feel left out, or feel isolated from others. The measure captures subjective social disconnection rather than the amount of social contact students have. Approximately 10–11% of students reported often experiencing each dimension of loneliness, reinforcing the importance of continued efforts to foster belonging and meaningful connection, particularly given the strong relationship between loneliness and well-being observed in previous IE University findings (Center for Health & Well-being, 2024).

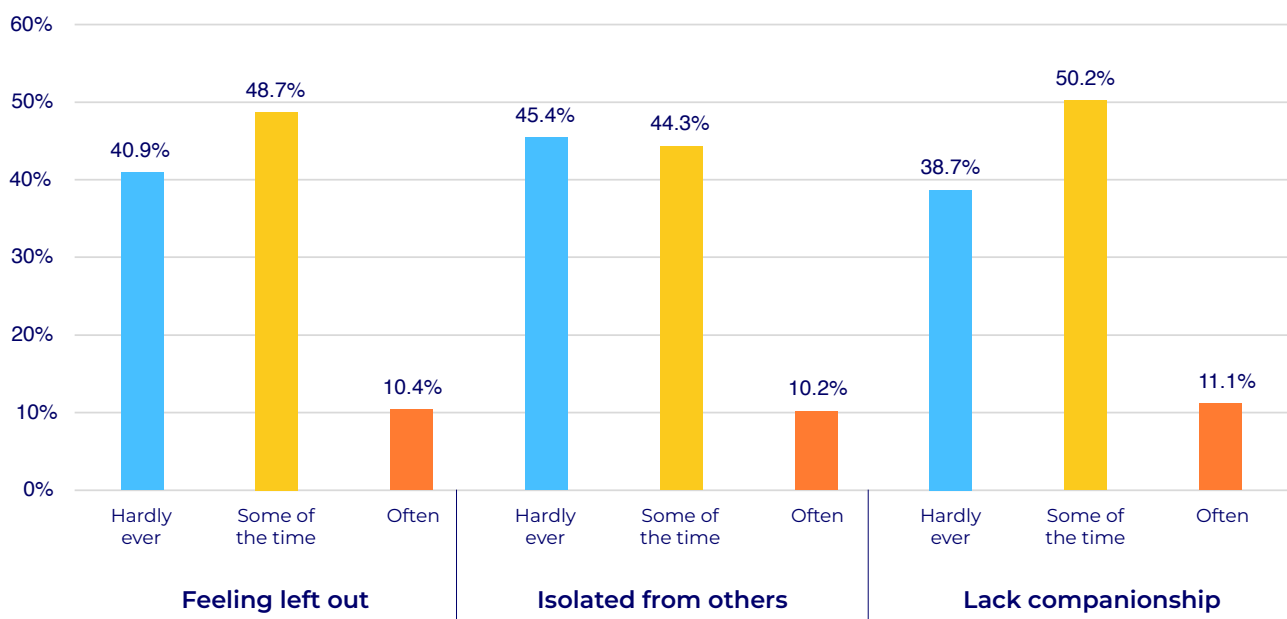


Figure 21. Loneliness Scale Percentage Frequency

ACADEMIC STRAIN & INTERFERENCE STRESS WITH STUDIES

This indicator was assessed using a single item adapted from the Indeed Work Well-being Score (De Neve & Ward, 2023) and previously used in other IE University's well-being reports. Students indicated the extent to which they agreed that they felt stressed with their studies most of the time, providing a concise indicator of perceived academic stress. With 43.1% of students agreeing that they feel stressed with their studies most of the time, academic stress remains a meaningful part of the student experience and an important dimension to monitor alongside broader indicators of well-being.

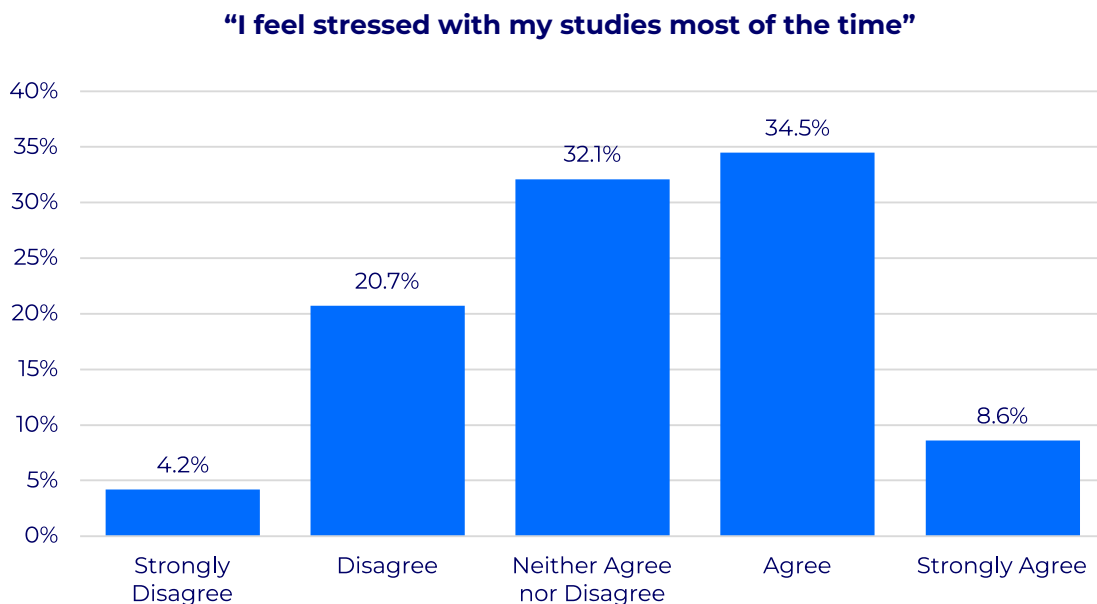


Figure 22. Stress with Studies

ACADEMIC INTERFERENCE

This indicator was assessed using an item adapted from the Healthy Minds Study (HMS), asking students to what extent emotional or psychological challenges interfered with their ability to perform at their best academically during the past semester (Eisenberg et al., 2025). The measure helps capture the functional impact of these challenges on students' perceived academic performance. Nearly one third of students (31.3%) reported that emotional or psychological challenges had moderately or severely interfered with their ability to perform at their best academically, highlighting that emotional and psychological challenges can have consequences not only for well-being, but also for students' capacity to learn and perform.

“Over this past semester, to what extent did emotional or psychological challenges (e.g., difficulty concentrating, low motivation, prolonged stress, or intense emotions) interfere with your ability to perform at your best academically?”

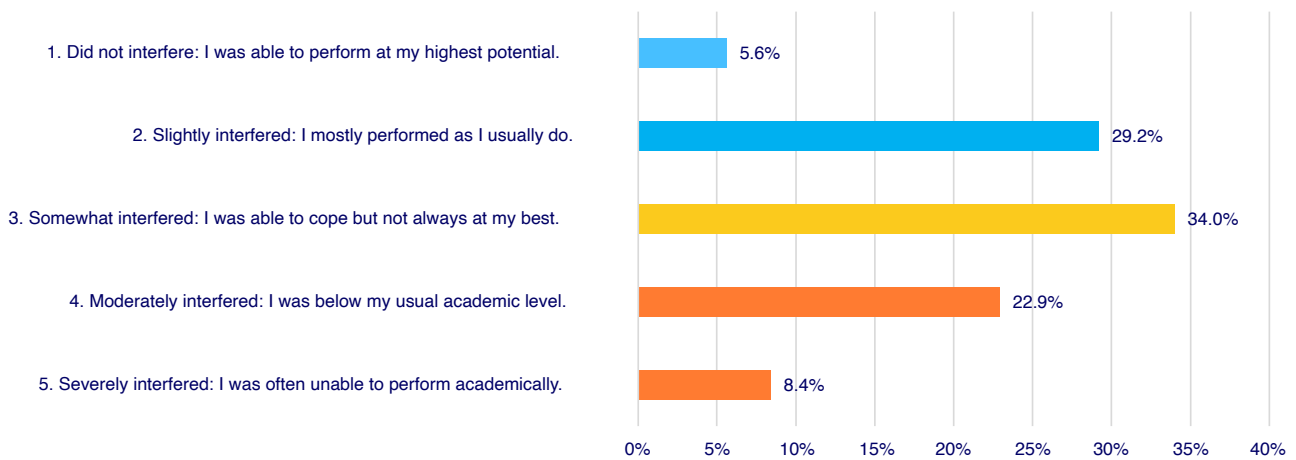


Figure 23. Distribution of Academic Interference

Taken together, these findings illustrate why a complete picture of student well-being requires attention to both positive functioning and the challenges students experience. Relatively positive levels of self-reported mental health can coexist with substantial perceived need for mental health support, loneliness, academic strain, and psychological challenges that interfere with learning. This reinforces the importance of normalizing conversations about mental health and help-seeking, reducing stigma while proactively fostering well-being practices for resilience, meaningful connection, and belonging, and providing timely support, while creating academic environments in which challenge remains compatible with well-being and sustainable performance.

PART III. YEAR ON YEAR ANALYSIS

Key insight: Flourishing, resilience, and social support generally improved as students progressed through their undergraduate studies, although most changes were small.

To explore how student well-being may change across the undergraduate experience, we compared samples from the same student cohorts at two consecutive stages of study. For example, students surveyed in Year 1 during 2024–2025 were compared with students from that cohort surveyed in Year 2 during 2025–2026. Therefore, it is important to clarify that these analyses do not represent “matched” longitudinal follow-up of the same individuals.

Footnote: Although there is undoubtedly partial overlap in the students represented across the two waves, the samples are not individually matched and should therefore be interpreted as repeated cohort comparisons rather than within-person change. Nevertheless, this approach provides a useful indication of how well-being may evolve across the university experience while avoiding confounding differences between entirely separate cohorts.

Table 4. Summary of Compared Samples

2024-2025		2025-2026
Year 1 (Spring 2025)	→	Year 2 (Fall 2025)
Year 2 (Fall 2024)	→	Year 3 (Fall 2025)
Year 3 (Fall 2024)	→	Year 4 (Spring 2026)

Across the three transitions, most well-being indicators improved gradually, although the differences were generally small.

Flourishing showed the clearest and most consistent pattern, increasing at every stage of the undergraduate degree (ds = .17–.25). Resilience followed a similar pattern, with small improvements across all three transitions (ds = .09–.21).

Life satisfaction increased between Years 1 and 2 and again between Years 2 and 3, before stabilizing between Years 3 and 4. Satisfaction with IE University remained largely unchanged during the first two transitions and increased only slightly between Years 3 and 4.

Perceived social support also increased across all three transitions, with the largest improvements occurring later in the undergraduate degree. Support from professors showed the strongest gains, particularly between Years 2 and 3 and between Years 3 and 4. Support from friends increased consistently, while family support remained stable during the first transition and improved modestly thereafter.

Overall, these cohort comparisons suggest that students' well-being generally strengthens as they progress through their undergraduate studies. The most consistent improvements were observed in flourishing, resilience, and social support, with academic relationships becoming an increasingly important source of perceived support over time.

Table 5. Yearly Transitions Analysis Summary

Variable	Year 1 → Year 2	Year 2 → Year 3	Year 3 → Year 4
Life satisfaction	0.24***	0.17***	-0.02
IE Satisfaction	0.04	0.04	0.10*
Flourishing	0.23***	0.25***	0.17***
Resilience	0.09*	0.21***	0.17***

Note: Positive effect sizes indicate higher scores at the later stage of study. Cohen's d represents the magnitude of the difference between the two samples; values around .20 are generally considered small and values around .50 moderate. The stars show whether the coefficient was found to be statistically significant with the following values: *** = p-value < 0.001, ** = p-value < 0.01, * = p-value < 0.05.

PART IV. WELL-BEING & ACADEMIC PERFORMANCE

PREDICTION OF GRADES

HOPE

In alignment with the Center’s mission to help students optimize their performance through a holistic approach to well-being, we next examined the relation between students’ well-being and academic achievement.

We began by exploring the correlation between each well-being indicator and students’ grade point average (GPA) to identify the overall pattern of associations. Our analysis found hope to be one of the strongest predictors of GPA amongst a variety of other indicators such as life satisfaction, flourishing, social support, resilience, and well-being resource awareness.

HOPE DECONSTRUCTED: AGENCY AND PATHWAYS

To further understand the role of hope in predicting GPA, we conducted regression analysis examining the two components of hope measured in the study: agency and pathways.

While agency was found to be a significant positive predictor of GPA, pathways was not found to be uniquely associated to GPA. These results are shown in Table 6, below. The key variable is found in the “B” column, which tells us how much we would expect GPA to increase for every 1-unit increase in someone’s Hope-Agency. The results suggest that for every 1-unit increase in a student’s Hope-Agency, we would expect their GPA to increase by 0.109 as well.

Although hopeful thinking comprises both agency and pathways, these findings suggest that the motivational component of hope –covered by agency– may be particularly important for predicting academic success. Students who believe that they can sustain effort toward valued goals appear to perform better academically

Table 6. Regression on Hope’s Components as Predictors of GPA

Predictor	B	SE	β	t	p	95% CI LL	95% CI UL
Hope – Pathways	-.040	.028	-.055	-1.436	.151	-.094	.015
Hope – Agency	.109	.025	.165	4314	< .001	.060	.159

A CLOSER LOOK AT THE ROLE OF AGENCY

Although the previous analysis identified Hope-Agency as the component of hope associated with academic performance, Hope-Agency is itself composed of various items.

We therefore conducted a final analysis assessing the predictive power of each of these items to determine whether the association with GPA reflected a more motivational aspect of agency or instead was driven by more evaluative items based on past experiences.

Table 7. Regression on Hope-Agency Items as Predictors of GPA

Predictor	B	SE	β	t	p	95% CI LL	95% CI UL
I energetically pursue my goals.	.05	.02	.11	2.96	.003	.02	.10
My past experiences have prepared me well for my future.	-.02	.02	-.04	-1.01	.312	-.06	.02
I've been pretty successful in life.	.03	.02	.06	1.63	.103	-.01	.07
I meet the goals that I set for myself.	.01	.02	.03	.68	.495	-.03	.05

Only the item “I energetically pursue my goals” uniquely predicted matched GPA ($\beta = .11$), indicating that students who described themselves as actively and energetically pursuing their goals tended to achieve higher grades. The remaining Agency items—believing that past experiences prepared one for the future, perceiving oneself as generally successful, and meeting one’s goals—did not uniquely predict GPA.

Although academic self-efficacy was not included in the present survey, Hope-Agency captures a closely related motivational construct: confidence in one’s capacity to pursue and attain valued goals. In previous cohorts, academic self-efficacy emerged as one of the strongest psychological predictors of GPA. Examining the Agency subscale therefore also provides a conceptual replication of that earlier finding, allowing us to assess whether a broader goal-directed motivational belief similarly predicts academic achievement.

THEORY OF PLANNED BEHAVIOR ANALYSIS

We next examined the psychological processes associated with students' engagement in the five well-being behaviors. The Theory of Planned Behavior (TPB) proposes that behavior is shaped by three broad influences. First, people are more likely to perform a behaviour if they hold a favorable attitude toward it (i.e., they believe it is worthwhile or beneficial). Second, behavior is encouraged when individuals perceive supportive social norms, meaning that important others approve of or value the behavior. Finally, people are more likely to act when they possess strong perceived behavioral control: the belief that they have the ability, confidence, and opportunity to carry out the behavior despite potential obstacles. All three constructs are expected to contribute to predicting behaviors.

To examine the relative importance of these three antecedents, we conducted a series of multiple regression analyses (one per behavioral report). For each well-being behaviour, attitudes, perceived social norms, and perceived behavioral control were entered simultaneously as predictors. This approach estimates the unique association of each TPB construct with behavior while controlling for the other two, allowing us to identify which antecedents are most strongly associated with students' reported well-being practices.

Table 8. Theory of Planned Behavior Antecedents of Well-being Behavior

Antecedent	Physical activity	Positive-emotion practices	Better-focus practices	Values and purpose
Attitude	.082***	.120***	.070***	.116***
Social norm	-.002	.118***	.090***	.086***
Perceived behavioural control	.447***	.271***	.332***	.276***
R^2	.252	.191	.187	.176

Note: Entries are standardized regression coefficients, with all three antecedents entered simultaneously. Higher scores indicate more frequent engagement in the corresponding behaviour. *** $p < .001$. The physical-activity social-norm coefficient was nonsignificant, $p = .888$. Each overall regression model was significant at $p < .001$.

The clearest finding was that students were more likely to engage in well-being practices when they felt confident in their ability to do so, even when faced with competing demands or obstacles.

This confidence was especially important for physical activity and practices aimed at improving focus, but it was also the strongest factor associated with positive-emotion practices and reflection on values and purpose. Students' attitudes also mattered: those who placed greater personal value on a practice were generally more likely to engage in it, although this relationship was weaker than the role of confidence.

Perceived support or approval from others had a smaller and less consistent influence and was not meaningfully related to physical activity once students' own attitudes and confidence were considered.

Together, these factors accounted for approximately one fifth to one quarter of the differences in students' reported behaviour, with the strongest results observed for physical activity. Because the data capture a single point in time, these findings show meaningful relationships between students' beliefs and behaviours but do not establish that one directly causes the other.

PART V. SUBGROUP ANALYSIS

CAMPUS ANALYSIS

The following section presents an analysis of key results in relation to each campus: Madrid and Segovia; a key distinction of the IE experience, and one which benefits from understanding further what each campus reports from a well-being perspective. It's important to note that the Segovia campus is made up of mostly Year 1 and Year 2 Bachelor's students. Madrid has two campuses: one for Master's students and one for Bachelor's from all 5 years.

The campus differences were consistent in direction: every surviving effect showed elevated scores for Madrid relative to Segovia. The clearest distinction concerned physical activity. Madrid students placed greater priority on staying active, perceived stronger social support for doing so, and reported greater confidence that they could remain active when academic or personal demands competed for their time.

Similar results were observed for perceived social support, institutional well-being support, satisfaction with IE, and flourishing. While these differences may reflect genuine campus differences, several factors such as campus composition, program mix, housing arrangements, commuting patterns, and other non-observed differences may also contribute. The results therefore identify where the student experiences differ; they do not establish that the campus itself produced those differences.

It is important to note that even the largest campus effect was modest in absolute effect size. The campuses were much more alike than different at the individual-student level.

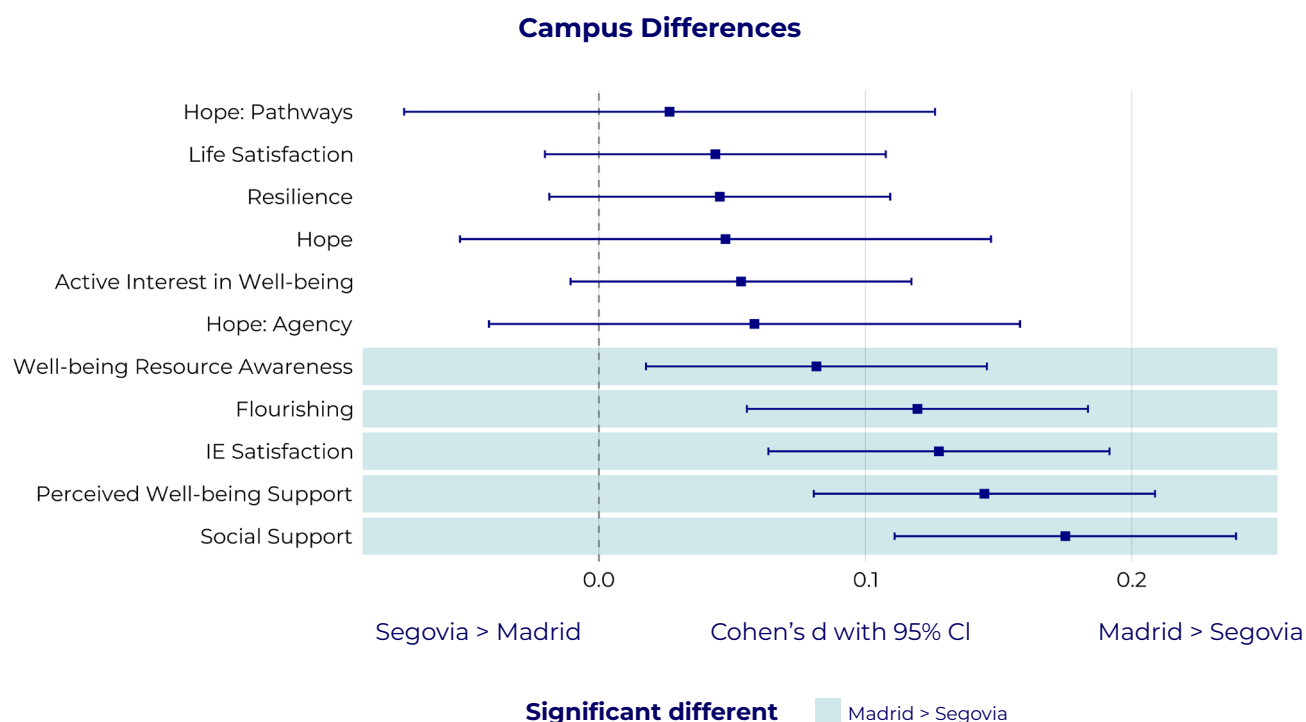


Figure 23. Distribution of Academic Interference

Note: Positive d values indicate higher scores for Madrid; negative values indicate higher scores for Segovia. The variable M refers to the average score for each section for each campus. All these differences were found to be statistically significant at conventional levels ($p < 0.05$).

Footnote: Analysis approach: Independent-samples t tests were examined separately for campus, gender, and student type. Within each analysis, the family wise alpha level was controlled using a Bonferroni correction based on the number of analyzable dependent variables. Only effects surviving that correction are reported within each subsection. Cohen's d is signed as the first group minus the second group, and rows are ordered by descending absolute effect size. Welch's t test is reported when the homogeneity-of-variance assumption was rejected; otherwise, the equal-variances test is reported.

GENDER ANALYSIS

This section presents an analysis of key results disaggregated by gender, aiming to identify potential areas of growth or improvement for our student community.

Across human development indicators, no significant differences were seen. However, two fairly coherent clusters emerged in the subgroup analysis. Women reported more engagement with positive-emotion practices, values and purpose, and meaningful social connection. Men, in contrast, reported higher confidence, intention, and recent behavior concerning physical activity.

This broad contrast is compatible with familiar gendered patterns in which women report stronger relational or emotionally focused orientations and men, on the other hand,

report more exercise-oriented behavior. Although the present data cannot distinguish socialization, opportunity, reporting style, or other explanations (Center for Health & Well-being, 2024, 2025).

Women also had higher GPA scores and higher hope agency, whereas men reported higher resilience. These findings should be interpreted with restraint. The effects were small and most of the constructs are self-reported (except GPA).

This thematic consistency makes the results less likely to be a collection of arbitrary significant contrasts, but it remains possible that gender differences in program, campus, age, or other characteristics (or response biases) account for part of the pattern.

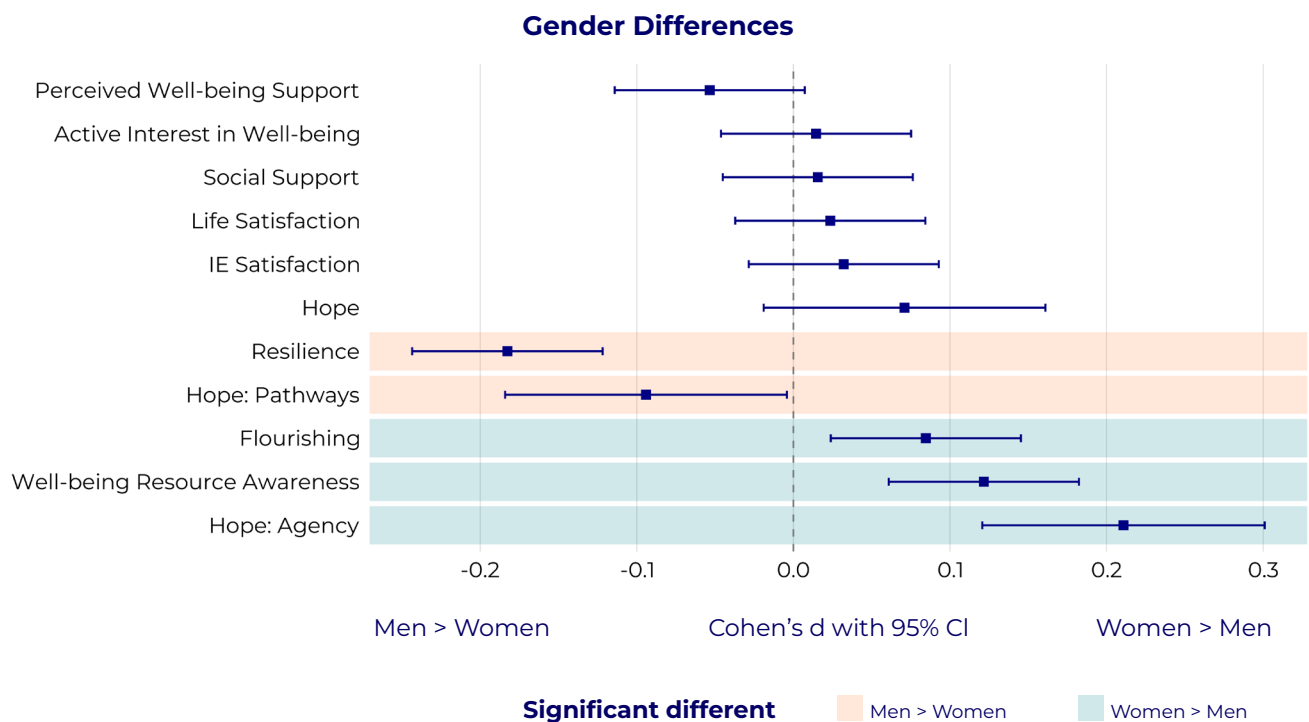


Figure 25. Gender Subgroup Analysis

BEHAVIORAL DIFFERENCES BY BACHELOR YEAR OF STUDY

This section analyses potential differences between different years of bachelor studies more closely.

We examined whether students' engagement in five intentional well-being behaviors differed across the four years of the bachelor's degree. Overall, the year of study accounted for very little variation in students' behavior. Nevertheless, several modest and consistent patterns emerged.

The clearest difference concerned practices intended to protect attention and focus. Students reported similar levels of engagement in Years 1 and 2 (2.78 and 2.74, respectively), followed by an increase in Year 3 (2.96). Engagement remained somewhat higher in Year 4 (2.90), suggesting that practices to protect attention and focus may become more common during the later stages of the undergraduate degree. A similar pattern was observed for reflection on values and purpose, and for physical activity.

Taken together, these findings suggest that Year 3 may represent an important period for the development of certain intentional well-being practices, particularly those related to focus, purpose, and physical activity. However, the differences were very small, and students across all four years reported broadly similar patterns of behavior.

BACHELOR'S AND MASTER'S STUDENTS ANALYSIS

This comparison produced the largest and most numerous differences. Master's students reported substantially greater social support, institutional well-being support, and satisfaction with IE. The social support difference was the largest effect in the entire set and was moderate in size. Master's students also placed more importance on physical activity, positive-emotion practices, intentional focus, reflection on values and purpose, and reported greater confidence about maintaining physical activity under competing demands.

A striking observation is that these more favorable attitudes towards these behaviors did not correspond to greater reported displays of such behavior. Bachelor's students reported more physical activity, positive-emotion practice, focus practice, values-and-purpose reflection, and meaningful social connection during the previous week; they also expressed somewhat stronger intentions on several of these behaviors.

The results reveal two distinct but complementary strengths. Master's students expressed stronger appreciation for the value of well-being practices, while Bachelor's students reported engaging in these practices more frequently. This suggests different pathways of engagement across the two groups: stronger recognition and intentionality among Master's students, and greater integration into everyday routines among Bachelor's students.

Several structural factors may help explain this pattern. Master's students may be older, more established in their goals, or part of smaller and more cohesive programs, contributing to stronger social and institutional evaluations. Bachelor's students may have more discretionary time, greater access to campus-based social opportunities, or different interpretations of the behavioral-frequency scale.

Together, these findings highlight an opportunity to build on each group's strengths—supporting Master's students in translating positive attitudes into consistent habits, while helping Bachelor's students connect their existing behaviors more consciously to their long-term well-being.

These results should not be treated as effects of student type directly, and other potentially confounding variables should be considered.

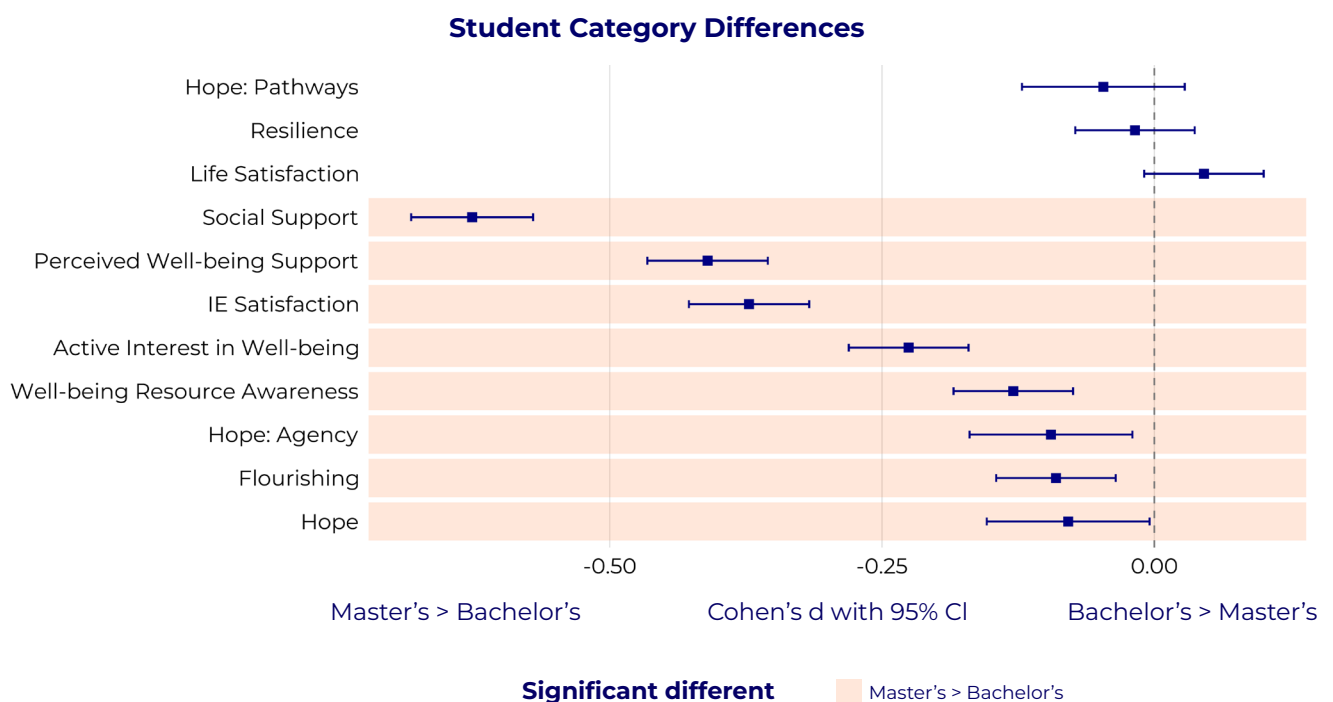


Figure 26. Bachelor and Master Level Comparison

Note: Positive d values indicate higher scores for Bachelors; negative values indicate higher scores for Masters.

CONCLUSION

This third edition of the IE Student Well-being Report reinforces a broad and encouraging picture of student well-being, while also showing that positive overall outcomes coexist with meaningful challenges and differences across students. Across three years of data, well-being indicators have remained consistently strong and have improved modestly across several dimensions, while the longitudinal perspective is beginning to reveal how students' experiences develop over time.

At the same time, these findings remind us that well-being is not a static state or solely an individual responsibility. Students' capacities, behaviors, relationships, and academic environments interact with the opportunities and support provided by the institution. A comprehensive approach therefore requires both nurturing the conditions that support flourishing and remaining attentive to the challenges that may hinder it.

Continued monitoring will be essential to distinguish enduring patterns from year-to-year variation and to understand the diversity of experiences that can be obscured by university-wide averages. In a community as diverse as IE University, this means developing a more nuanced understanding of the strengths, needs, and conditions that support well-being across different groups and stages of the student journey. This growing evidence base provides a foundation for continued learning, collaboration, and evidence-informed action across the university.

IE University remains committed to a holistic, data-informed approach to student well-being and to fostering the conditions in which students can develop, learn, and flourish while contributing to the university's wider mission of creating positive change.

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APPENDIX

Item or scale	N	Minimum	Maximum	Mean	Std. Deviation
Life Satisfaction	5981	0	10	7.60	1.420
Attitudes 1 - I feel positive about being at IE.	5982	1	7	5.95	1.131
Attitudes 1 - I am aware of the well-being resources provided to me at IE.	5982	1	7	5.41	1.267
Attitudes 1 - I feel supported by IE to take care of my well-being.	5982	1	7	5.05	1.392
Attitudes 1 - I feel like I belong at IE.	5982	1	7	5.64	1.228
Attitudes 1 - I feel happy with my studies at IE most of the time.	5982	1	7	5.64	1.159
Attitudes 2 - I lead a purposeful and meaningful life	5982	1	7	5.71	1.066
Attitudes 2 - My social relationships are supportive and rewarding	5982	1	7	6.02	.986
Attitudes 2 - I am engaged and interested in my daily activities	5982	1	7	5.75	1.000
Attitudes 2 - I actively contribute to the happiness and well-being of others	5982	1	7	5.92	.895
Attitudes 2 - I am competent and capable in the activities that are important to me	5982	1	7	6.06	.859
Attitudes 2 - I am a good person and live a good life	5982	1	7	6.19	.879
Attitudes 2 - I am optimistic about my future	5982	1	7	6.02	1.061
Attitudes 2 - People respect me	5982	1	7	5.92	.912
Resilience - I look for creative ways to alter difficult situations.	5982	1	5	3.88	.894
Resilience - Regardless of what happens to me, I believe I can control my reaction to it.	5982	1	5	3.87	.976
Resilience - I believe I can grow in positive ways by dealing with difficult situations.	5982	1	5	4.38	.725

Item or scale	N	Minimum	Maximum	Mean	Std. Deviation
Resilience - I actively look for ways to replace the losses I encounter in life.	5982	1	5	3.80	.957
GRIT - Setbacks don't discourage me.	414	1	5	3.41	.989
GRIT - I am a hard worker.	414	2	5	4.33	.705
GRIT - I finish whatever I begin.	414	1	5	3.95	.905
GRIT - I am diligent.	414	2	5	4.18	.737
Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I can think of many ways to get out of a jam.	2820	1	8	6.43	1.115
Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I energetically pursue my goals.	2820	1	8	6.61	1.112
Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - There are lots of ways around any problem.	2820	1	8	6.72	1.098
Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I can think of many ways to get the things in life that are important to me.	2820	2	8	6.72	1.067
Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - Even when others get discouraged, I know I can find a way to solve the problem.	2820	1	8	6.55	1.124
Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - My past experiences have prepared me well for my future.	2820	1	8	6.94	1.102
Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I've been pretty successful in life.	2820	1	8	6.51	1.208
Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I meet the goals that I set for myself.	2820	1	8	6.43	1.211

Item or scale	N	Minimum	Maximum	Mean	Std. Deviation
Read each statement carefully. Indicate how often you agree with the following statements: - I have the emotional support and help I need from my family.	5982	1	5	4.51	.798
Read each statement carefully. Indicate how often you agree with the following statements: - I can count on my friends when something goes wrong.	5982	1	5	4.38	.801
Read each statement carefully. Indicate how often you agree with the following statements: - I feel that I'm valued and listened to by professors.	5982	1	5	3.74	.859
Read each statement carefully. Indicate how often you agree with the following statements: - My advisor tries to help me	4131	1	5	3.14	1.257
To what extent do you agree with the following statements: - Staying physically active (e.g. playing sports, cardio exercises, lifting weights, etc.) is a top priority for me.	5977	1	7	6.31	1.171
To what extent do you agree with the following statements: - Most people whose opinions I value (e.g., friends, family, classmates) consider staying physically active to be a top priority for me.	5979	1	7	5.93	1.264
To what extent do you agree with the following statements: - I feel capable of staying physically active even when I face competing academic or personal demands.	5976	1	7	5.62	1.577
To what extent do you agree with the following statements: - Engaging in practices that nurture gratitude, joy, and other positive emotions (e.g. recalling positive moments in the day, acts of kindness, expressing appreciation to others, etc.) is a top priority for me.	5976	1	7	6.05	1.199
To what extent do you agree with the following statements: - Most people whose opinions I value consider engaging in practices that nurture gratitude, joy and other positive emotions to be a top priority for me.	5971	1	7	5.76	1.245
To what extent do you agree with the following statements: - I feel capable of engaging in practices that nurture gratitude, joy, and other positive emotions even when I feel low, stressed or emotionally drained.	5976	1	7	5.61	1.346

Item or scale	N	Minimum	Maximum	Mean	Std. Deviation
To what extent do you agree with the following statements: - Developing better focus through intentional practices (e.g. setting boundaries with technology, taking intentional pauses to reset focus, dedicating time for deep focus on challenging tasks, etc.) is a top priority for me.	5972	1	7	5.82	1.251
To what extent do you agree with the following statements: - Most people whose opinions I value consider developing better focus through intentional practices to be a top priority for me.	5971	1	7	5.55	1.275
To what extent do you agree with the following statements: - I feel confident in my ability to develop better focus through intentional practices.	5969	1	7	5.52	1.318
To what extent do you agree with the following statements: - Pausing to reflect on my personal values and purpose (e.g. setting meaningful goals, aligning my actions with my values, engaging in spiritual practices, etc.) is a top priority for me.	5970	1	7	6.01	1.164
To what extent do you agree with the following statements: - Most people whose opinions I value consider pausing to reflect on personal values and purpose to be a vital part of my personal growth and decision-making.	5967	1	7	5.69	1.222
To what extent do you agree with the following statements: - I feel capable of pausing to reflect on my personal values and purpose even when life feels fast-paced or stressful.	5965	1	7	5.74	1.254
Over the next week, how often do you intend to engage in the following activities? - Activities that ensure I stay physically active (e.g. playing sports, cardio exercises, lifting weights, etc.).	5968	1	5	3.31	1.052
Over the next week, how often do you intend to engage in the following activities? - Practices that nurture gratitude, joy, and other positive emotions (e.g. recalling positive moments in the day, acts of kindness, expressing appreciation to others, etc.).	5965	1	5	3.41	1.145

Item or scale	N	Minimum	Maximum	Mean	Std. Deviation
Over the next week, how often do you intend to engage in the following activities? - Practices to develop better focus (e.g. setting boundaries with technology, taking intentional pauses to reset focus, dedicating time for deep focus on challenging tasks, etc.)	5965	1	5	3.06	1.114
Over the next week, how often do you intend to engage in the following activities? - Time to reflect on personal values and purpose (e.g. setting meaningful goals, aligning my actions with my values, engaging in spiritual practices, etc.).	5962	1	5	3.29	1.156
In the last week, how often did you engage in the following activities? - Activities that ensure I stay physically active (e.g. playing sports, cardio exercises, lifting weights, etc.).	5965	1	5	3.08	1.164
In the last week, how often did you engage in the following activities? - Practices that nurture gratitude, joy, and other positive emotions (e.g. recalling positive moments in the day, acts of kindness, expressing appreciation to others, etc.).	5964	1	5	3.14	1.186
In the last week, how often did you engage in the following activities? - Practices to develop better focus (e.g. setting boundaries with technology, taking intentional pauses to reset focus, dedicating time for deep focus on challenging tasks, etc.)	5964	1	5	2.75	1.167
In the last week, how often did you engage in the following activities? - Time to reflect on personal values and purpose (e.g. setting meaningful goals, aligning my actions with my values, engaging in spiritual practices, etc.).	5963	1	5	2.99	1.207
In the last week, how often did you engage in the following activities? - Activities to build meaningful connections with others (e.g. spending quality time, offering support, discussing your challenges with others, etc.)	5964	1	5	3.57	1.109
ActiveInterestWellbeing	5982	1.00	7.00	5.6352	1.22806
WellbeingResourceAware	5982	1.00	7.00	5.4050	1.26663
PerceiveWellbeingSupport	5982	1.00	7.00	5.0507	1.39227
IESatis	5982	1.00	7.00	5.7428	1.00979

Frequency Tables

Life Satisfaction

Item or scale	N	Minimum	Maximum	Mean	Std. Deviation
Flourishing	5982	1.00	7.00	5.9470	.69402
Resilience	5982	1.00	5.00	3.9841	.61358
Grit	414	2.25	5.00	3.9662	.58150
Hope	2820	3.13	8.00	6.6147	.79547
SocialSupport	5982	1.00	7.00	6.0160	.98649
FlourishingTotal	5982	8.00	56.00	47.5757	5.55216
Flourishing48	5982	.00	1.00	.5724	.49477
LifeSatisCat	5981	.00	2.00	1.7925	.48065
GPA_MATCH	3190	6.05	9.89	8.1896	.64245
GPA_MISMATCH	3190	5.60	9.90	8.2410	.65708

Attitudes 1 - I feel positive about being at IE.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
0	2	.0	.0	.0
1	2	.0	.0	.1
2	23	.4	.4	.5
3	58	1.0	1.0	1.4
4	114	1.9	1.9	3.3
5	234	3.9	3.9	7.2
6	609	10.2	10.2	17.4
7	1435	24.0	24.0	41.4
8	2090	34.9	34.9	76.4
9	977	16.3	16.3	92.7
10	437	7.3	7.3	100.0
Valid total	5981	100.0	100.0	
Missing - System	1	.0		
Total	5982	100.0		

Attitudes 1 - I am aware of the well-being resources provided to me at IE.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	67	1.1	1.1	1.1
Disagree	51	.9	.9	2.0
Somewhat disagree	158	2.6	2.6	4.6
Neither agree nor disagree	219	3.7	3.7	8.3
Somewhat agree	852	14.2	14.2	22.5
Agree	2608	43.6	43.6	66.1
Strongly agree	2027	33.9	33.9	100.0
Valid total	5982	100.0	100.0	

Attitudes 1 - I feel supported by IE to take care of my well-being.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	57	1.0	1.0	1.0
Disagree	183	3.1	3.1	4.0
Somewhat disagree	294	4.9	4.9	8.9
Neither agree nor disagree	536	9.0	9.0	17.9
Somewhat agree	1579	26.4	26.4	44.3
Agree	2342	39.2	39.2	83.4
Strongly agree	991	16.6	16.6	100.0
Valid total	5982	100.0	100.0	

Attitudes 1 - I feel like I belong at IE.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	129	2.2	2.2	2.2
Disagree	249	4.2	4.2	6.3
Somewhat disagree	391	6.5	6.5	12.9
Neither agree nor disagree	1009	16.9	16.9	29.7
Somewhat agree	1534	25.6	25.6	55.4
Agree	1983	33.1	33.1	88.5
Strongly agree	687	11.5	11.5	100.0
Valid total	5982	100.0	100.0	

Attitudes 1 - I feel happy with my studies at IE most of the time.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	59	1.0	1.0	1.0
Disagree	109	1.8	1.8	2.8
Somewhat disagree	222	3.7	3.7	6.5
Neither agree nor disagree	503	8.4	8.4	14.9
Somewhat agree	1183	19.8	19.8	34.7
Agree	2502	41.8	41.8	76.5
Strongly agree	1404	23.5	23.5	100.0
Valid total	5982	100.0	100.0	

Attitudes 2 - I lead a purposeful and meaningful life

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	40	.7	.7	.7
Disagree	118	2.0	2.0	2.6
Somewhat disagree	216	3.6	3.6	6.3
Neither agree nor disagree	376	6.3	6.3	12.5
Somewhat agree	1280	21.4	21.4	33.9
Agree	2757	46.1	46.1	80.0
Strongly agree	1195	20.0	20.0	100.0
Valid total	5982	100.0	100.0	

Attitudes 2 - My social relationships are supportive and rewarding

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	27	.5	.5	.5
Disagree	58	1.0	1.0	1.4
Somewhat disagree	144	2.4	2.4	3.8
Neither agree nor disagree	413	6.9	6.9	10.7
Somewhat agree	1430	23.9	23.9	34.6
Agree	2587	43.2	43.2	77.9
Strongly agree	1323	22.1	22.1	100.0
Valid total	5982	100.0	100.0	

Attitudes 2 - I am engaged and interested in my daily activities

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	20	.3	.3	.3
Disagree	40	.7	.7	1.0
Somewhat disagree	102	1.7	1.7	2.7
Neither agree nor disagree	203	3.4	3.4	6.1
Somewhat agree	942	15.7	15.7	21.8
Agree	2665	44.6	44.6	66.4
Strongly agree	2010	33.6	33.6	100.0
Valid total	5982	100.0	100.0	

Attitudes 2 - I actively contribute to the happiness and well-being of others

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	20	.3	.3	.3
Disagree	37	.6	.6	1.0
Somewhat disagree	140	2.3	2.3	3.3
Neither agree nor disagree	345	5.8	5.8	9.1
Somewhat agree	1389	23.2	23.2	32.3
Agree	2811	47.0	47.0	79.3
Strongly agree	1240	20.7	20.7	100.0
Valid total	5982	100.0	100.0	

Attitudes 2 - I am competent and capable in the activities that are important to me

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	19	.3	.3	.3
Disagree	15	.3	.3	.6
Somewhat disagree	48	.8	.8	1.4
Neither agree nor disagree	273	4.6	4.6	5.9
Somewhat agree	1110	18.6	18.6	24.5
Agree	3035	50.7	50.7	75.2
Strongly agree	1482	24.8	24.8	100.0
Valid total	5982	100.0	100.0	

Attitudes 2 - I am a good person and live a good life

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	16	.3	.3	.3
Disagree	13	.2	.2	.5
Somewhat disagree	55	.9	.9	1.4
Neither agree nor disagree	158	2.6	2.6	4.0
Somewhat agree	871	14.6	14.6	18.6
Agree	3047	50.9	50.9	69.5
Strongly agree	1822	30.5	30.5	100.0
Valid total	5982	100.0	100.0	

Attitudes 2 - I am optimistic about my future

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	19	.3	.3	.3
Disagree	16	.3	.3	.6
Somewhat disagree	40	.7	.7	1.3
Neither agree nor disagree	175	2.9	2.9	4.2
Somewhat agree	644	10.8	10.8	14.9
Agree	2687	44.9	44.9	59.9
Strongly agree	2401	40.1	40.1	100.0
Valid total	5982	100.0	100.0	

Attitudes 2 - People respect me

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	29	.5	.5	.5
Disagree	50	.8	.8	1.3
Somewhat disagree	98	1.6	1.6	3.0
Neither agree nor disagree	279	4.7	4.7	7.6
Somewhat agree	961	16.1	16.1	23.7
Agree	2311	38.6	38.6	62.3
Strongly agree	2254	37.7	37.7	100.0
Valid total	5982	100.0	100.0	

Resilience - I look for creative ways to alter difficult situations.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	17	.3	.3	.3
Disagree	19	.3	.3	.6
Somewhat disagree	74	1.2	1.2	1.8
Neither agree nor disagree	289	4.8	4.8	6.7
Somewhat agree	993	16.6	16.6	23.3
Agree	3120	52.2	52.2	75.4
Strongly agree	1470	24.6	24.6	100.0
Valid total	5982	100.0	100.0	

Resilience - Regardless of what happens to me, I believe I can control my reaction to it.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1 - Does not describe me at all	73	1.2	1.2	1.2
2	301	5.0	5.0	6.3
3	1441	24.1	24.1	30.3
4	2605	43.5	43.5	73.9
5 - Describes me very well	1562	26.1	26.1	100.0
Valid total	5982	100.0	100.0	

Resilience - I believe I can grow in positive ways by dealing with difficult situations.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1 - Does not describe me at all	87	1.5	1.5	1.5
2	499	8.3	8.3	9.8
3	1267	21.2	21.2	31.0
4	2373	39.7	39.7	70.6
5 - Describes me very well	1756	29.4	29.4	100.0
Valid total	5982	100.0	100.0	

Resilience - I actively look for ways to replace the losses I encounter in life.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1 - Does not describe me at all	16	.3	.3	.3
2	95	1.6	1.6	1.9
3	483	8.1	8.1	9.9
4	2364	39.5	39.5	49.4
5 - Describes me very well	3024	50.6	50.6	100.0
Valid total	5982	100.0	100.0	

GRIT - Setbacks don't discourage me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1 - Does not describe me at all	82	1.4	1.4	1.4
2	462	7.7	7.7	9.1
3	1589	26.6	26.6	35.7
4	2303	38.5	38.5	74.2
5 - Describes me very well	1546	25.8	25.8	100.0
Valid total	5982	100.0	100.0	

GRIT - I am a hard worker.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not like me at all	10	.2	2.4	2.4
Not much like me	68	1.1	16.4	18.8
Somewhat like me	132	2.2	31.9	50.7
Mostly like me	150	2.5	36.2	87.0
Very much like me	54	.9	13.0	100.0
Valid total	414	6.9	100.0	
Missing - System	5568	93.1		
Total	5982	100.0		

GRIT - I finish whatever I begin.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not much like me	6	.1	1.4	1.4
Somewhat like me	39	.7	9.4	10.9
Mostly like me	182	3.0	44.0	54.8
Very much like me	187	3.1	45.2	100.0
Valid total	414	6.9	100.0	
Missing - System	5568	93.1		
Total	5982	100.0		

GRIT - I am diligent.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not like me at all	1	.0	.2	.2
Not much like me	28	.5	6.8	7.0
Somewhat like me	90	1.5	21.7	28.7
Mostly like me	167	2.8	40.3	69.1
Very much like me	128	2.1	30.9	100.0
Valid total	414	6.9	100.0	
Missing - System	5568	93.1		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I can think of many ways to get out of a jam.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not much like me	5	.1	1.2	1.2
Somewhat like me	67	1.1	16.2	17.4
Mostly like me	192	3.2	46.4	63.8
Very much like me	150	2.5	36.2	100.0
Valid total	414	6.9	100.0	
Missing - System	5568	93.1		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I energetically pursue my goals.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Definitely False	3	.1	.1	.1
Mostly False	12	.2	.4	.5
Somewhat False	38	.6	1.3	1.9
Slightly False	65	1.1	2.3	4.2
Slightly True	395	6.6	14.0	18.2
Somewhat True	811	13.6	28.8	47.0
Mostly True	1072	17.9	38.0	85.0
Definitely True	424	7.1	15.0	100.0
Valid total	2820	47.1	100.0	
Missing - System	3162	52.9		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - There are lots of ways around any problem.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Definitely False	1	.0	.0	.0
Mostly False	8	.1	.3	.3
Somewhat False	31	.5	1.1	1.4
Slightly False	73	1.2	2.6	4.0
Slightly True	306	5.1	10.9	14.9
Somewhat True	691	11.6	24.5	39.4
Mostly True	1108	18.5	39.3	78.7
Definitely True	602	10.1	21.3	100.0
Valid total	2820	47.1	100.0	
Missing - System	3162	52.9		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I can think of many ways to get out of a jam.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Definitely False	2	.0	.1	.1
Mostly False	8	.1	.3	.4
Somewhat False	29	.5	1.0	1.4
Slightly False	45	.8	1.6	3.0
Slightly True	267	4.5	9.5	12.4
Somewhat True	675	11.3	23.9	36.4
Mostly True	1063	17.8	37.7	74.1
Definitely True	731	12.2	25.9	100.0
Valid total	2820	47.1	100.0	
Missing - System	3162	52.9		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I can think of many ways to get the things in life that are important to me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Mostly False	10	.2	.4	.4
Somewhat False	28	.5	1.0	1.3
Slightly False	54	.9	1.9	3.3
Slightly True	226	3.8	8.0	11.3
Somewhat True	685	11.5	24.3	35.6
Mostly True	1153	19.3	40.9	76.5
Definitely True	664	11.1	23.5	100.0
Valid total	2820	47.1	100.0	
Missing - System	3162	52.9		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - Even when others get discouraged, I know I can find a way to solve the problem.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Definitely False	1	.0	.0	.0
Mostly False	13	.2	.5	.5
Somewhat False	26	.4	.9	1.4
Slightly False	92	1.5	3.3	4.7
Slightly True	321	5.4	11.4	16.1
Somewhat True	720	12.0	25.5	41.6
Mostly True	1113	18.6	39.5	81.1
Definitely True	534	8.9	18.9	100.0
Valid total	2820	47.1	100.0	
Missing - System	3162	52.9		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - My past experiences have prepared me well for my future.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Definitely False	2	.0	.1	.1
Mostly False	8	.1	.3	.4
Somewhat False	22	.4	.8	1.1
Slightly False	49	.8	1.7	2.9
Slightly True	212	3.5	7.5	10.4
Somewhat True	490	8.2	17.4	27.8
Mostly True	1004	16.8	35.6	63.4
Definitely True	1033	17.3	36.6	100.0
Valid total	2820	47.1	100.0	
Missing - System	3162	52.9		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I've been pretty successful in life.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Definitely False	8	.1	.3	.3
Mostly False	22	.4	.8	1.1
Somewhat False	39	.7	1.4	2.4
Slightly False	69	1.2	2.4	4.9
Slightly True	358	6.0	12.7	17.6
Somewhat True	696	11.6	24.7	42.3
Mostly True	1064	17.8	37.7	80.0
Definitely True	564	9.4	20.0	100.0
Valid total	2820	47.1	100.0	
Missing - System	3162	52.9		
Total	5982	100.0		

Read each item carefully. Using the scale shown below, please select the number that best describes YOU: - I meet the goals that I set for myself.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Definitely False	4	.1	.1	.1
Mostly False	27	.5	1.0	1.1
Somewhat False	49	.8	1.7	2.8
Slightly False	109	1.8	3.9	6.7
Slightly True	312	5.2	11.1	17.8
Somewhat True	759	12.7	26.9	44.7
Mostly True	1101	18.4	39.0	83.7
Definitely True	459	7.7	16.3	100.0
Valid total	2820	47.1	100.0	
Missing - System	3162	52.9		
Total	5982	100.0		

Read each statement carefully. Indicate how often you agree with the following statements:
 - I have the emotional support and help I need from my family.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Never	30	.5	.5	.5
Rarely	151	2.5	2.5	3.0
Sometimes	523	8.7	8.7	11.8
Often	1324	22.1	22.1	33.9
Always	3954	66.1	66.1	100.0
Valid total	5982	100.0	100.0	

Read each statement carefully. Indicate how often you agree with the following statements:
 - I can count on my friends when something goes wrong.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Never	36	.6	.6	.6
Rarely	121	2.0	2.0	2.6
Sometimes	638	10.7	10.7	13.3
Often	1953	32.6	32.6	45.9
Always	3234	54.1	54.1	100.0
Valid total	5982	100.0	100.0	

Read each statement carefully. Indicate how often you agree with the following statements:
 - I feel that I'm valued and listened to by professors.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Never	60	1.0	1.0	1.0
Rarely	347	5.8	5.8	6.8
Sometimes	1766	29.5	29.5	36.3
Often	2702	45.2	45.2	81.5
Always	1107	18.5	18.5	100.0
Valid total	5982	100.0	100.0	

Read each statement carefully. Indicate how often you agree with the following statements:
 - My advisor tries to help me

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Never	562	9.4	13.6	13.6
Rarely	645	10.8	15.6	29.2
Sometimes	1246	20.8	30.2	59.4
Often	998	16.7	24.2	83.5
Always	680	11.4	16.5	100.0
Valid total	4131	69.1	100.0	
Missing - System	1851	30.9		
Total	5982	100.0		

To what extent do you agree with the following statements: - Staying physically active (e.g. playing sports, cardio exercises, lifting weights, etc.) is a top priority for me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	59	1.0	1.0	1.0
Moderately disagree	65	1.1	1.1	2.1
Slightly disagree	105	1.8	1.8	3.8
Neither agree nor disagree	248	4.1	4.1	8.0
Slightly agree	556	9.3	9.3	17.3
Moderately agree	1195	20.0	20.0	37.3
Strongly agree	3749	62.7	62.7	100.0
Valid total	5977	99.9	100.0	
Missing - System	5	.1		
Total	5982	100.0		

To what extent do you agree with the following statements: - Most people whose opinions I value (e.g., friends, family, classmates) consider staying physically active to be a top priority for me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	57	1.0	1.0	1.0
Moderately disagree	91	1.5	1.5	2.5
Slightly disagree	145	2.4	2.4	4.9
Neither agree nor disagree	511	8.5	8.5	13.4
Slightly agree	824	13.8	13.8	27.2
Moderately agree	1832	30.6	30.6	57.9
Strongly agree	2519	42.1	42.1	100.0
Valid total	5979	99.9	100.0	
Missing - System	3	.1		
Total	5982	100.0		

To what extent do you agree with the following statements: - I feel capable of staying physically active even when I face competing academic or personal demands.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	168	2.8	2.8	2.8
Moderately disagree	188	3.1	3.1	6.0
Slightly disagree	398	6.7	6.7	12.6
Neither agree nor disagree	407	6.8	6.8	19.4
Slightly agree	974	16.3	16.3	35.7
Moderately agree	1525	25.5	25.5	61.2
Strongly agree	2316	38.7	38.8	100.0
Valid total	5976	99.9	100.0	
Missing - System	6	.1		
Total	5982	100.0		

To what extent do you agree with the following statements: - Engaging in practices that nurture gratitude, joy, and other positive emotions (e.g. recalling positive moments in the day, acts of kindness, expressing appreciation to others, etc.) is a top priority for me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	50	.8	.8	.8
Moderately disagree	66	1.1	1.1	1.9
Slightly disagree	135	2.3	2.3	4.2
Neither agree nor disagree	360	6.0	6.0	10.2
Slightly agree	856	14.3	14.3	24.5
Moderately agree	1715	28.7	28.7	53.2
Strongly agree	2794	46.7	46.8	100.0
Valid total	5976	99.9	100.0	
Missing - System	6	.1		
Total	5982	100.0		

To what extent do you agree with the following statements: - Most people whose opinions I value consider engaging in practices that nurture gratitude, joy and other positive emotions to be a top priority for me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	49	.8	.8	.8
Moderately disagree	80	1.3	1.3	2.2
Slightly disagree	155	2.6	2.6	4.8
Neither agree nor disagree	659	11.0	11.0	15.8
Slightly agree	1091	18.2	18.3	34.1
Moderately agree	1950	32.6	32.7	66.7
Strongly agree	1987	33.2	33.3	100.0
Valid total	5971	99.8	100.0	
Missing - System	11	.2		
Total	5982	100.0		

To what extent do you agree with the following statements: - I feel capable of engaging in practices that nurture gratitude, joy, and other positive emotions even when I feel low, stressed or emotionally drained.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	69	1.2	1.2	1.2
Moderately disagree	135	2.3	2.3	3.4
Slightly disagree	310	5.2	5.2	8.6
Neither agree nor disagree	510	8.5	8.5	17.1
Slightly agree	1233	20.6	20.6	37.8
Moderately agree	1954	32.7	32.7	70.5
Strongly agree	1765	29.5	29.5	100.0
Valid total	5976	99.9	100.0	
Missing - System	6	.1		
Total	5982	100.0		

To what extent do you agree with the following statements: - Developing better focus through intentional practices (e.g. setting boundaries with technology, taking intentional pauses to reset focus, dedicating time for deep focus on challenging tasks, etc.) is a top priority for me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	43	.7	.7	.7
Moderately disagree	101	1.7	1.7	2.4
Slightly disagree	180	3.0	3.0	5.4
Neither agree nor disagree	496	8.3	8.3	13.7
Slightly agree	1081	18.1	18.1	31.8
Moderately agree	1905	31.8	31.9	63.7
Strongly agree	2166	36.2	36.3	100.0
Valid total	5972	99.8	100.0	
Missing - System	10	.2		
Total	5982	100.0		

To what extent do you agree with the following statements: - Most people whose opinions I value consider developing better focus through intentional practices to be a top priority for me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	45	.8	.8	.8
Moderately disagree	109	1.8	1.8	2.6
Slightly disagree	211	3.5	3.5	6.1
Neither agree nor disagree	849	14.2	14.2	20.3
Slightly agree	1233	20.6	20.6	41.0
Moderately agree	1997	33.4	33.4	74.4
Strongly agree	1527	25.5	25.6	100.0
Valid total	5971	99.8	100.0	
Missing - System	11	.2		
Total	5982	100.0		

To what extent do you agree with the following statements: - I feel confident in my ability to develop better focus through intentional practices.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	56	.9	.9	.9
Moderately disagree	147	2.5	2.5	3.4
Slightly disagree	308	5.1	5.2	8.6
Neither agree nor disagree	600	10.0	10.1	18.6
Slightly agree	1368	22.9	22.9	41.5
Moderately agree	2016	33.7	33.8	75.3
Strongly agree	1474	24.6	24.7	100.0
Valid total	5969	99.8	100.0	
Missing - System	13	.2		
Total	5982	100.0		

To what extent do you agree with the following statements: - Pausing to reflect on my personal values and purpose (e.g. setting meaningful goals, aligning my actions with my values, engaging in spiritual practices, etc.) is a top priority for me.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	36	.6	.6	.6
Moderately disagree	56	.9	.9	1.5
Slightly disagree	118	2.0	2.0	3.5
Neither agree nor disagree	417	7.0	7.0	10.5
Slightly agree	962	16.1	16.1	26.6
Moderately agree	1786	29.9	29.9	56.5
Strongly agree	2595	43.4	43.5	100.0
Valid total	5970	99.8	100.0	
Missing - System	12	.2		
Total	5982	100.0		

To what extent do you agree with the following statements: - Most people whose opinions I value consider pausing to reflect on personal values and purpose to be a vital part of my personal growth and decision-making.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	38	.6	.6	.6
Moderately disagree	71	1.2	1.2	1.8
Slightly disagree	172	2.9	2.9	4.7
Neither agree nor disagree	720	12.0	12.1	16.8
Slightly agree	1173	19.6	19.7	36.4
Moderately agree	2014	33.7	33.8	70.2
Strongly agree	1779	29.7	29.8	100.0
Valid total	5967	99.7	100.0	
Missing - System	15	.3		
Total	5982	100.0		

To what extent do you agree with the following statements: - I feel capable of pausing to reflect on my personal values and purpose even when life feels fast-paced or stressful.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	48	.8	.8	.8
Moderately disagree	83	1.4	1.4	2.2
Slightly disagree	235	3.9	3.9	6.1
Neither agree nor disagree	523	8.7	8.8	14.9
Slightly agree	1155	19.3	19.4	34.3
Moderately agree	2019	33.8	33.8	68.1
Strongly agree	1902	31.8	31.9	100.0
Valid total	5965	99.7	100.0	
Missing - System	17	.3		
Total	5982	100.0		

Over the next week, how often do you intend to engage in the following activities? - Activities that ensure I stay physically active (e.g. playing sports, cardio exercises, lifting weights, etc.).

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	223	3.7	3.7	3.7
1-2 days	1079	18.0	18.1	21.8
3-4 days	2188	36.6	36.7	58.5
5-6 days	1565	26.2	26.2	84.7
Every day	913	15.3	15.3	100.0
Valid total	5968	99.8	100.0	
Missing - System	14	.2		
Total	5982	100.0		

Over the next week, how often do you intend to engage in the following activities? - Practices that nurture gratitude, joy, and other positive emotions (e.g. recalling positive moments in the day, acts of kindness, expressing appreciation to others, etc.).

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	218	3.6	3.7	3.7
1-2 days	1221	20.4	20.5	24.1
3-4 days	1750	29.3	29.3	53.5
5-6 days	1464	24.5	24.5	78.0
Every day	1312	21.9	22.0	100.0
Valid total	5965	99.7	100.0	
Missing - System	17	.3		
Total	5982	100.0		

Over the next week, how often do you intend to engage in the following activities? - Practices to develop better focus (e.g. setting boundaries with technology, taking intentional pauses to reset focus, dedicating time for deep focus on challenging tasks, etc.)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	444	7.4	7.4	7.4
1-2 days	1489	24.9	25.0	32.4
3-4 days	2007	33.6	33.6	66.1
5-6 days	1312	21.9	22.0	88.0
Every day	713	11.9	12.0	100.0
Valid total	5965	99.7	100.0	
Missing - System	17	.3		
Total	5982	100.0		

Over the next week, how often do you intend to engage in the following activities? - Time to reflect on personal values and purpose (e.g. setting meaningful goals, aligning my actions with my values, engaging in spiritual practices, etc.).

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	309	5.2	5.2	5.2
1-2 days	1342	22.4	22.5	27.7
3-4 days	1739	29.1	29.2	56.9
5-6 days	1468	24.5	24.6	81.5
Every day	1104	18.5	18.5	100.0
Valid total	5962	99.7	100.0	
Missing - System	20	.3		
Total	5982	100.0		

In the last week, how often did you engage in the following activities? - Activities that ensure I stay physically active (e.g. playing sports, cardio exercises, lifting weights, etc.).

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	546	9.1	9.2	9.2
1-2 days	1376	23.0	23.1	32.2
3-4 days	1884	31.5	31.6	63.8
5-6 days	1357	22.7	22.7	86.6
Every day	802	13.4	13.4	100.0
Valid total	5965	99.7	100.0	
Missing - System	17	.3		
Total	5982	100.0		

In the last week, how often did you engage in the following activities? - Practices that nurture gratitude, joy, and other positive emotions (e.g. recalling positive moments in the day, acts of kindness, expressing appreciation to others, etc.).

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	505	8.4	8.5	8.5
1-2 days	1399	23.4	23.5	31.9
3-4 days	1758	29.4	29.5	61.4
5-6 days	1377	23.0	23.1	84.5
Every day	925	15.5	15.5	100.0
Valid total	5964	99.7	100.0	
Missing - System	18	.3		
Total	5982	100.0		

In the last week, how often did you engage in the following activities? - Practices to develop better focus (e.g. setting boundaries with technology, taking intentional pauses to reset focus, dedicating time for deep focus on challenging tasks, etc.)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	894	14.9	15.0	15.0
1-2 days	1793	30.0	30.1	45.1
3-4 days	1721	28.8	28.9	73.9
5-6 days	1031	17.2	17.3	91.2
Every day	525	8.8	8.8	100.0
Valid total	5964	99.7	100.0	
Missing - System	18	.3		
Total	5982	100.0		

In the last week, how often did you engage in the following activities? - Time to reflect on personal values and purpose (e.g. setting meaningful goals, aligning my actions with my values, engaging in spiritual practices, etc.).

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	640	10.7	10.7	10.7
1-2 days	1619	27.1	27.2	37.9
3-4 days	1691	28.3	28.4	66.2
5-6 days	1181	19.7	19.8	86.0
Every day	832	13.9	14.0	100.0
Valid total	5963	99.7	100.0	
Missing - System	19	.3		
Total	5982	100.0		

In the last week, how often did you engage in the following activities? - Activities to build meaningful connections with others (e.g. spending quality time, offering support, discussing your challenges with others, etc.)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Not once	209	3.5	3.5	3.5
1-2 days	862	14.4	14.5	18.0
3-4 days	1669	27.9	28.0	45.9
5-6 days	1775	29.7	29.8	75.7
Every day	1449	24.2	24.3	100.0
Valid total	5964	99.7	100.0	
Missing - System	18	.3		
Total	5982	100.0		