IE UNIVERSITY

STUDENT WELL-BEING REPORT

2024

2025

ie UNIVERSITY

CENTER FOR HEALTH & WELL-BEING

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EXECUTIVE SUMMARY

This second edition of the IE University Student Well-being Report offers a timely and comprehensive snapshot of students' health, well-being and related experiences. By capturing key indicators such as life satisfaction, flourishing, academic self-efficacy, social beliefs and health-related behaviors, the survey aims to inform and support decision-making across the institution. Our goal is not only to address students' current needs, but also to lay the foundation for a longitudinal understanding of how well-being evolves throughout their academic journey.

This report includes data collected during the Fall 2024 and Spring 2025 semesters from 5,739 students, each of whom completed an identical survey before and after a mandatory two-session well-being workshop. The majority of participants were enrolled at our Madrid campuses (N = 3,979, 71.2%; versus Segovia, N = 1,608, 28.8%). Participants included both bachelor's (N = 3,655, 66.6%) and master's (N = 1,837, 33.4%) students, aged between 18 and 62 years old, with an average of 22.7 and a near-equal gender split (with 56.5% female participants).

Geographically, the sample reflected IE University's diverse community, with about two in five participants (39.4%) coming from Europe (excluding Spain) and roughly one in five (21.6%) from Latin America. The remaining participants identified as coming from Spain (16.2%), North America (8%), Africa/Middle East (7.9%) or Asia/Australasia (6.9%). The reported sample size reflects the full sample, but individual statistics are based on subsets of respondents who completed specific questions; demographic analyses were limited to participants with available demographic data.

General well-being outcomes

- Life satisfaction remains high (M = 7.54/10), with 81% of students classified as thriving. Scores improved slightly from the previous year.

- Flourishing is strong across the student body (M = 46.7/56), with most students reporting positive psychological functioning.

- Academic self-efficacy (M = 4.13/5) and grit (M = 3.79/5) are high. These are the strongest psychological predictors of academic performance.

- Social connection and support are generally high, with support from friend and family rated rated more favorably than institutional sources (e.g., faculty, advisors).

- Students report moderately high self-compassion (M = 3.55/5) and resilience (M = 3.91/5), with roughly 80% scoring in the medium-to-high resilience range.

- Healthy lifestyle behaviors such as walking and sports are frequently practiced (M = 5.10/7), while contemplative practices are less common (M = 3.12/7). There was high variability in practices like acts of kindness and gratitude.

- Students show strong motivation for well-being, especially interest in engaging with well-being activities, though perceived institutional support is not as robust.

Subgroup analyses

- Gender: Women reported higher engagement in contemplative practices and slightly greater motivation for well-being; men scored higher in academic self-efficacy, resilience and physical activity. Despite statistically significant differences, practical significance was generally small.

- Location: Madrid students reported higher academic self-efficacy, grit and satisfaction; Segovia students showed stronger social connections and engagement in contemplative practices.

- Bachelor's progression: Well-being indicators remained relatively stable across academic years. Small increases in life satisfaction and self-compassion and slight decreases in well-being motivation were observed.

- Full-time vs. part-time: Full-time master's students reported more social engagement, healthier habits and slightly stronger social support; academic and emotional well-being were otherwise comparable.

Link to academic performance

- Academic self-efficacy and grit were the most consistent predictors of GPA across both bachelor's and master's students.

- Among bachelor's students, additional factors such as social support and satisfaction with IE University also correlated with higher grades, though modestly.

- Among master's students, correlations were weaker overall. Interestingly, only women's academic self-efficacy and grit significantly predicted GPA, whereas these variables were unrelated to GPA for men.

- Exploratory analyses suggested location-specific patterns: for example, life satisfaction predicted GPA more strongly in Segovia than in Madrid.

On behalf of the Center for Health & Well-being, we are grateful for the opportunity to collect, analyze and share these data to advocate for well-being learning and to strengthen a holistic approach to well-being across our community. We thank all students who participated and the faculty and staff, whose support made this work possible.

Taken together, the high marks in life satisfaction and flourishing, alongside strong academic self-efficacy and regular engagement in healthy practices, underscore a campus culture where well-being is valued and lived. We are extremely grateful for this thriving culture. At the same time, we acknowledge that the higher-education journey at an exceptionally diverse and academically rigorous university can be challenging, and we continue to leverage our data to better understand the diversity of human flourishing and experience and the challenges our students face. Guided by these insights, we remain committed to building positive, evidence-informed change in our community and beyond.

INTRODUCTION

IE University recognizes that well-being is a pillar of human development and sees this 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 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, with nearly 100% student participation. Through this comprehensive approach, the Center is working to empower each member of its community to engage proactively in activities that promote resilience and well-being, building on IE University's core values (diversity, innovation, humanities, entrepreneurship and sustainability) to foster student happiness and health.

2022 marked a turning point in the Center's impact, thanks to the transversal adoption of a strategic approach to human development and well-being courses for all students. This proactive and holistic approach allowed for extensive reach in terms of research efforts. In 2023, we launched a university-wide well-being survey, reaching over 3,000 students across various degree programs. This milestone enabled the creation of IE University's first Student Well-Being Report in 2024—offering unprecedented insights into the experiences and needs of our student population. This initiative has led to the development of several theoretically grounded instruments, including quasi-experimental studies on drivers of well-being (launched in the Fall of 2024), a survey of professionals about workplace well-being attitudes (launched in early 2025 and including executive and short-program students), and a community-wide experience and well-being survey (piloted in June 2025). Chief amongst these initiatives is our longitudinal survey, which is designed to monitor the emotional and psychological health of the IE Community by tracking students' life satisfaction and flourishing over time, using a confidential and research-informed process.

During the 2024–2025 academic year, the Center's research team expanded its research scope to reach a broader population, including IE University staff, faculty and students in short-term and corporate programs, who were instrumental in gathering insights on workplace (as opposed to student) well-being. The focus of this report, however, remains centered on providing a snapshot of student well-being, based on survey data collected through the flagship student well-being survey.

This survey was administered through the universal courses, which are a required part of the Center's academic offering and are delivered to the entire student population. By embedding the survey within a core component of the curriculum, the Center supports IE University's strong institutional commitment to student well-being. This integration enables broad coverage and consistent engagement, ensuring that students' voices are meaningfully represented across all programs. Through this institutional approach, we are able to generate data that is both representative and actionable.

Our aim is for these insights to inform and support decision-making across the university, providing not only a timely snapshot of student well-being but also laying the groundwork for a longitudinal understanding of how well-being evolves over time.

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. Joshua J. Guyer, Dr. Thomas Vaughan-Johnston, Lisa Bevill, Asya Karabayeva, Gonzalo Llanes, Tania Romero, Dr. Rocio Bonet, Dr. Ellen Newman and Dr. Mario Alonso Puig.

METHODS

PARTICIPANTS AND DESIGN

Similar to the procedures used during the data collection of the first IE Student Well-Being Report in the Fall 2023 semester, we administered a university-wide survey during the Fall 2024 and Spring 2025 semesters to assess student well-being, life satisfaction, flourishing, social beliefs and related psychological constructs. A total of 5,739 students completed the survey during class sessions as part of a structured two-session course that differed according to academic year. Master's students and first-year bachelor's students took the introductory Well-Being in Practice course. Second-year students took Attention Management for Learning. Third-year students took Strengths-Based Mindset, and fourth-year students took Purposeful Decisions for Life's Journey. The survey covered 12 measures with a total of 55 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. Dependent measures and sources

Measures	Source
Life satisfaction (Cantril Ladder)	Cantril (1965)
Flourishing	Diener et al. (2009)
Satisfaction with IE University	Adapted from Hobbs et al. (2022)
Social contact Healthy lifestyle behaviors Contemplative practices Motivation for well-being	Original measures developed by the IE Center for Health & Well-Being research team
Social support (multidimensional scale of perceived social support at university)	Adapted from Yano et al. (2021)
Grit (Grit-S) Persistence of effort	Duckworth & Quinn (2009)
Self-compassion (SCS-SF) Self-kindness Mindfulness	Raes et al. (2011)
Resilience (Brief Resilient Coping Scale, 4-BRCS)	Sinclair & Wallston (2004)
General Academic Self-Efficacy (GASE)	van Zyl et al. (2022)

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

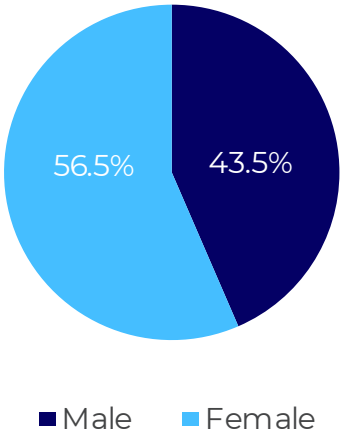


Figure 1. Sample by gender

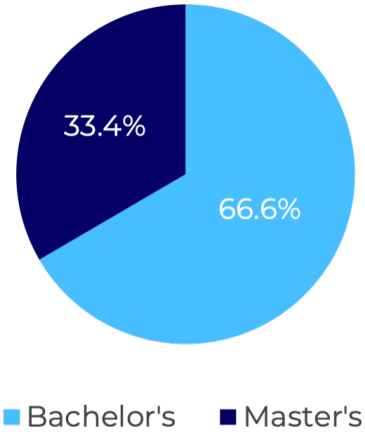


Figure 2. Sample by student category

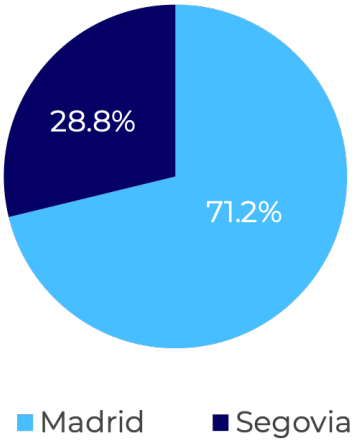


Figure 3. Sample by campus location

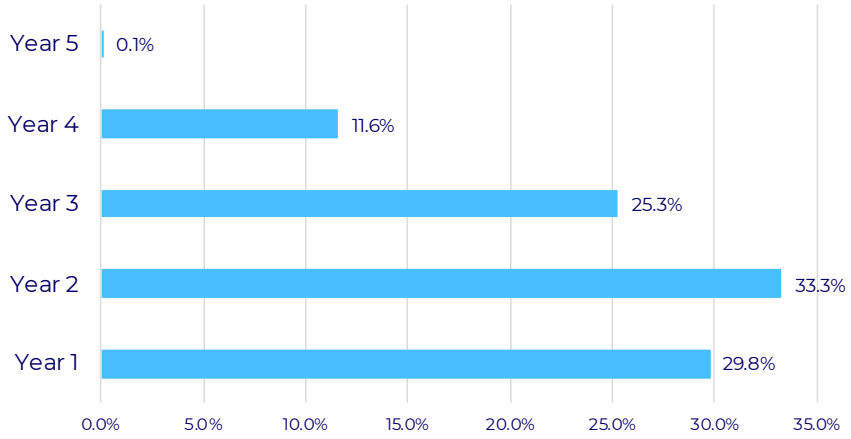


Figure 4. Bachelor's student sample by year group

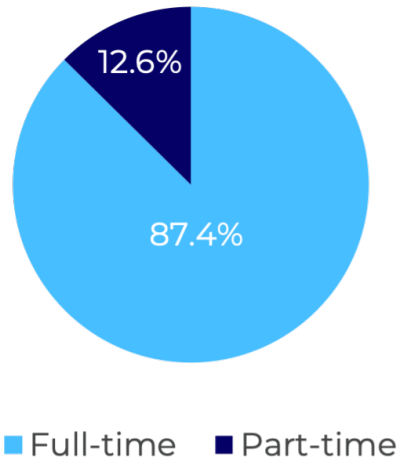


Figure 5. Master's student sample by enrollment format

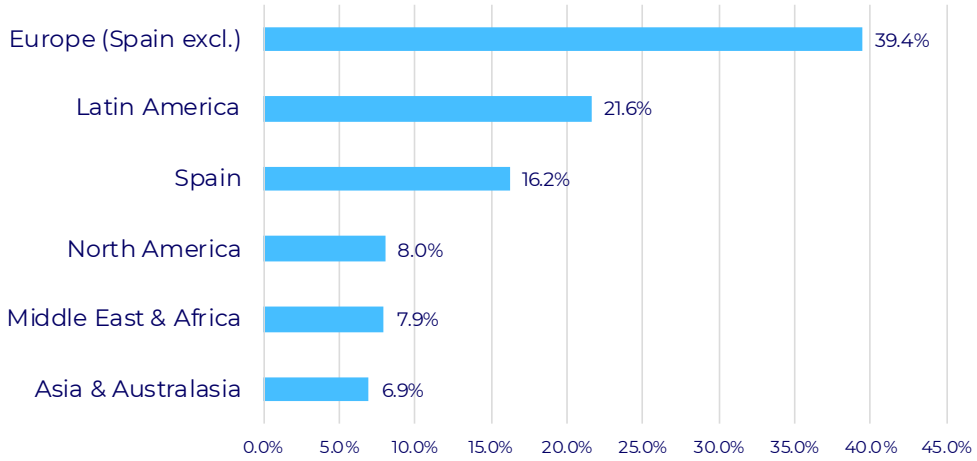


Figure 6. Sample by region

RESULTS

The descriptive statistics for all variables are provided in Appendix 1. Analyses use one observation per student, randomly selected from available pre- or post-survey responses, to present a single combined snapshot for the term

1. LIFE SATISFACTION

Life satisfaction was assessed using the Cantril Ladder (Cantril, 1965), a single-item measure in which respondents rate their overall satisfaction with life on a scale from 0 (worst possible life) to 10 (best possible life). This scale is used each year in the Gallup World Poll to measure and compare global levels of life satisfaction.

As shown in Figure 7, responses were heavily concentrated between 7 and 8, the two most frequent ratings. Nearly all students scored between 4 and 10, with very few falling below 4. This distribution suggests generally high life satisfaction, with only a small minority reporting low satisfaction.

The average score among IE University students was 7.54 (SD = 1.45), slightly above last year's average of 7.42. Notably, the median score was 8, indicating a slight negative skew, likely due to a few lower outliers that pulled the mean downward.

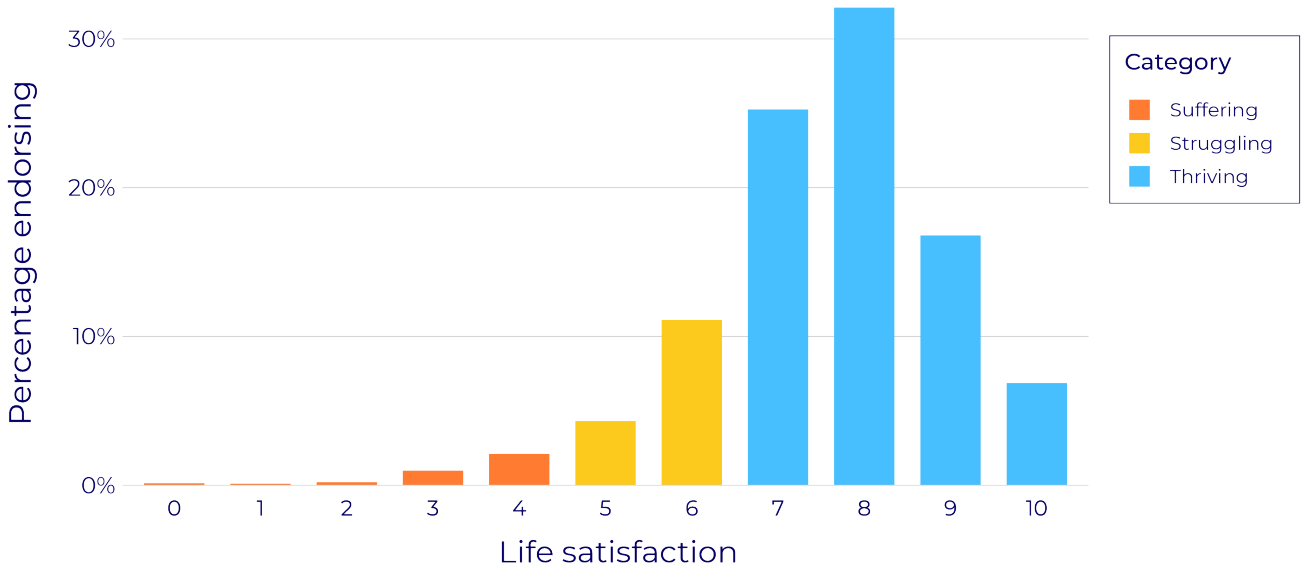


Figure 7. Distribution of life satisfaction scores

Following Gallup's Life Evaluation Well-Being Index, life satisfaction scores using the Cantril scale can also be represented as the distribution of respondents falling into three categories: suffering (scoring four and below), struggling (five to six), and thriving (seven to ten). By this standard, 3.5% of respondents were suffering, 15.4% were struggling and 81.0% were thriving. This compares slightly favorably with last year's report, when 4% of students were suffering, 16.5% were struggling and 79.5% were thriving. In terms of other relevant comparisons, our students would continue to rank fifth in the world for youth happiness (below age 30) according to the 2024 World Happiness Report.

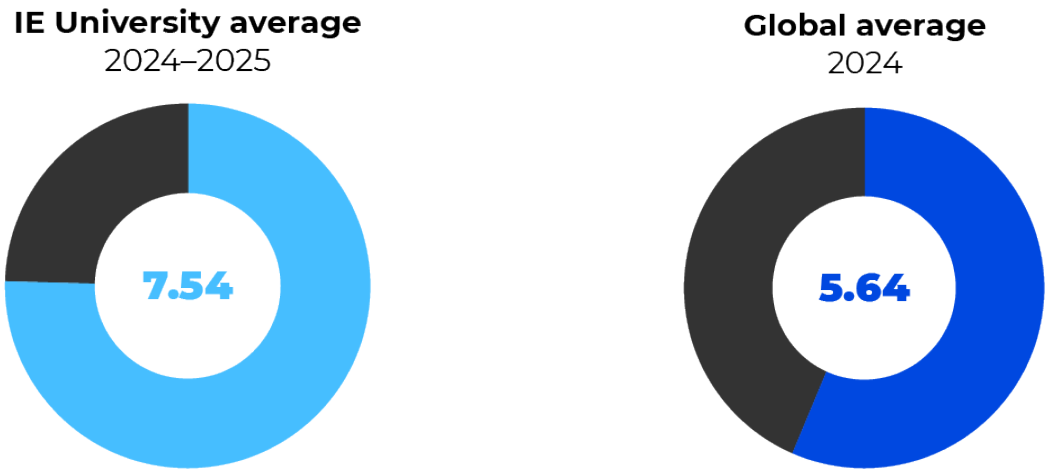


Figure 8. Life satisfaction: average scores

2. FLOURISHING

Flourishing is an alternative measure of well-being and social-psychological prosperity, more holistic than life satisfaction. It encompasses several components considered essential for well-being, including relationships, meaning and engagement. We used the Flourishing Scale (Diener et al., 2009), a multi-item self-report scale that is summed across eight items so that scores range from 8 (very low flourishing) to 56 (high flourishing). Items included "I actively contribute to the happiness and well-being of others" and "I am competent and capable in the activities that are important to me." IE University students averaged 46.7 (SD = 5.84), indicating generally high levels of psychological well-being. This standard deviation, calculated across a summed scale, corresponds to an average item-level variation of approximately 0.73.

As shown in Figure 9, about half of the sample scored between 40 and 55, and nearly all students scored above 30. Because a score of 32 represents a neutral stance across items, these results suggest that most students affirmatively endorse a sense of flourishing.

Several studies using the Flourishing Scale consider 48 the cutoff score for flourishing or positive mental health (Eisenberg et al., 2024; Hone et al., 2014). As shown in Figure 10 below, IE University students report a higher ratio of flourishing than the similarly aged

comparison groups from the 2023–2024 Healthy Minds Study, which collected data from 104,729 respondents across 196 colleges and universities in the US.

No direct comparison to the 2023–2024 IE University data is possible as a different instrument —the PERMA-Profiler— was used to assess flourishing.

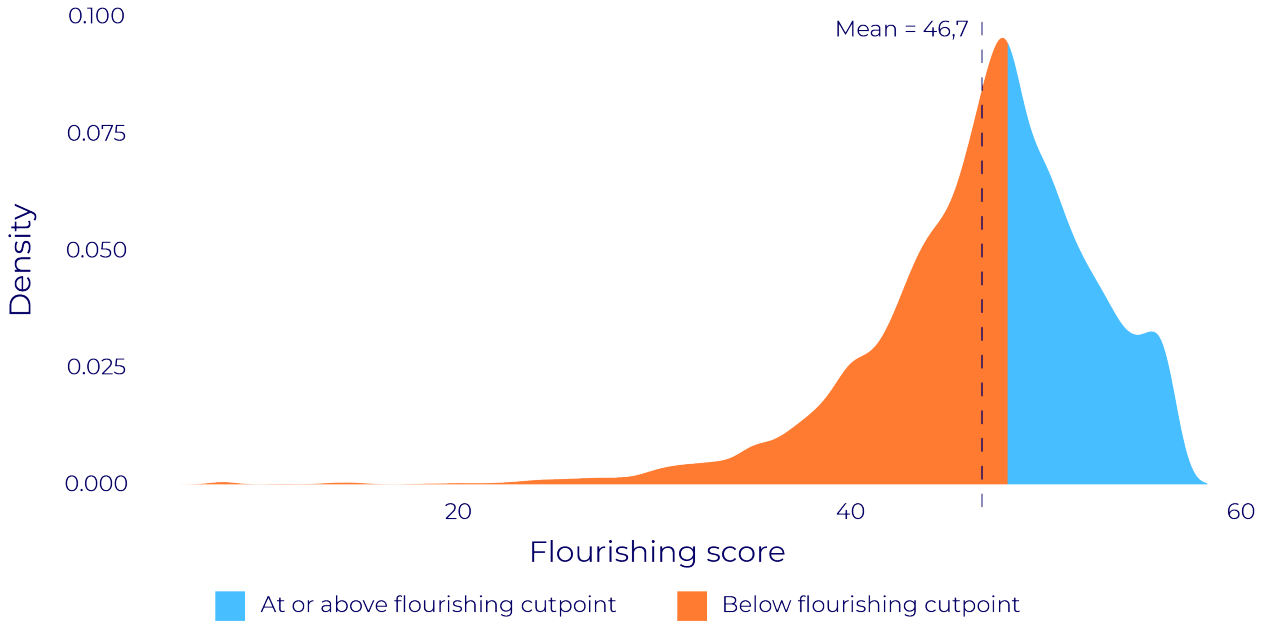


Figure 9. Distribution of flourishing scores

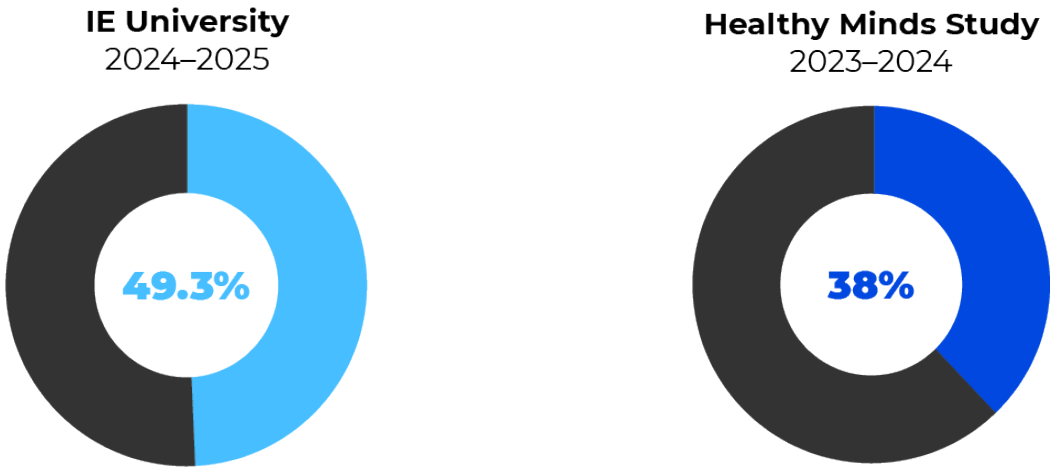


Figure 10. Percentage of IE University students classified as flourishing compared to the similarly-aged 2023-2024 Healthy Minds Study sample

3. SOCIAL CONTACT

Social interaction frequency was assessed using a three-item scale developed for this study. Participants were asked, “On average, how often have you engaged in the following activities in the past month?” The activities included: (1) spending time in-person with IE University students from a different country (outside of class), (2) spending time in-person with IE University students from the same country (outside of class), and (3) talking to family virtually or in-person. Responses were given on a seven-point scale ranging from 1 (Not during last month) to 7 (More than once a day), with higher scores indicating more frequent social contact.

On this 1–7 scale, average endorsement was very high (M = 5.40), with a moderate standard deviation of approximately one scale unit (SD = 1.08). Like the first two scales, we again see a tendency for most students to be relatively positive (most respondents falling between four and seven), with a relative minority falling into the negative range (below four).

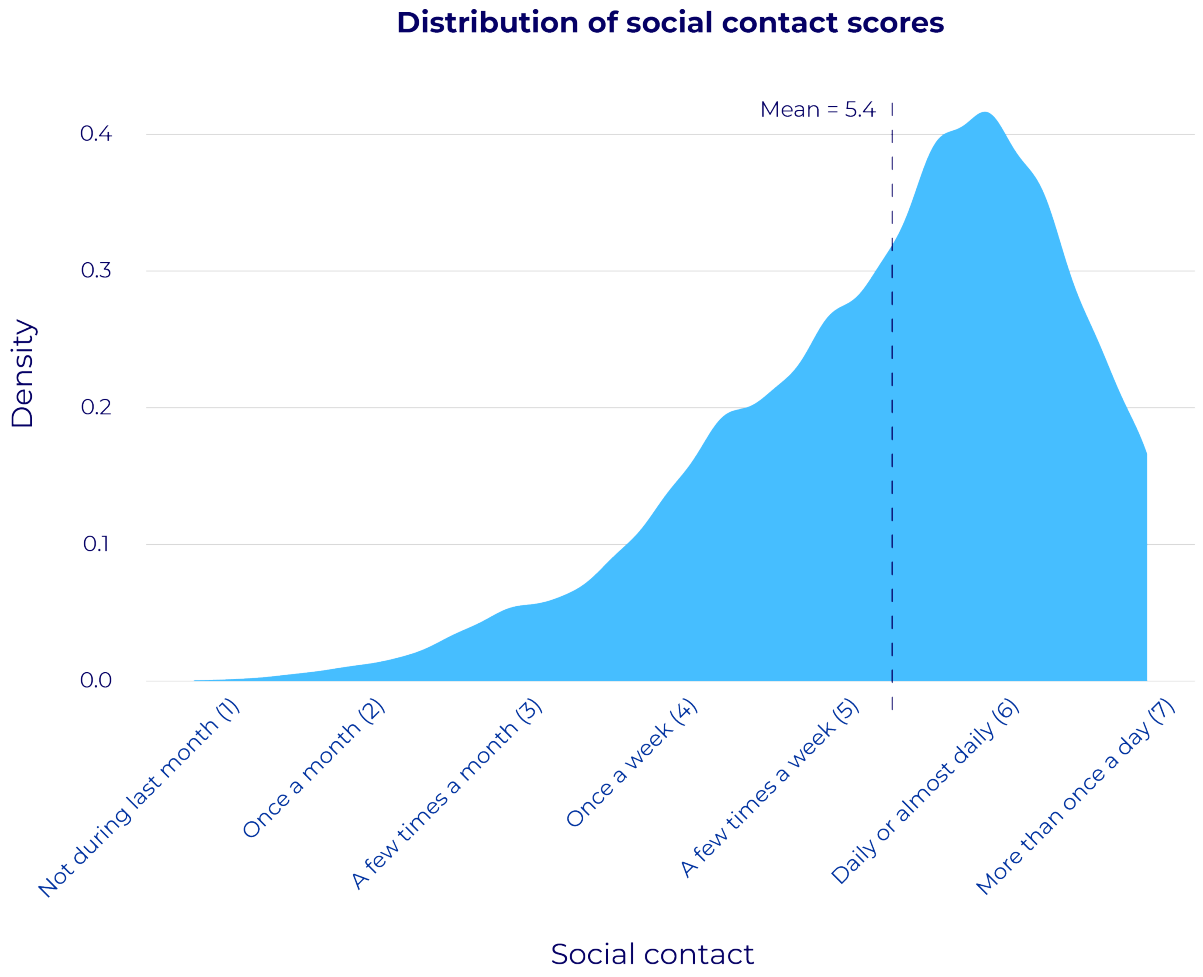


Figure 11. Distribution of social contact scores

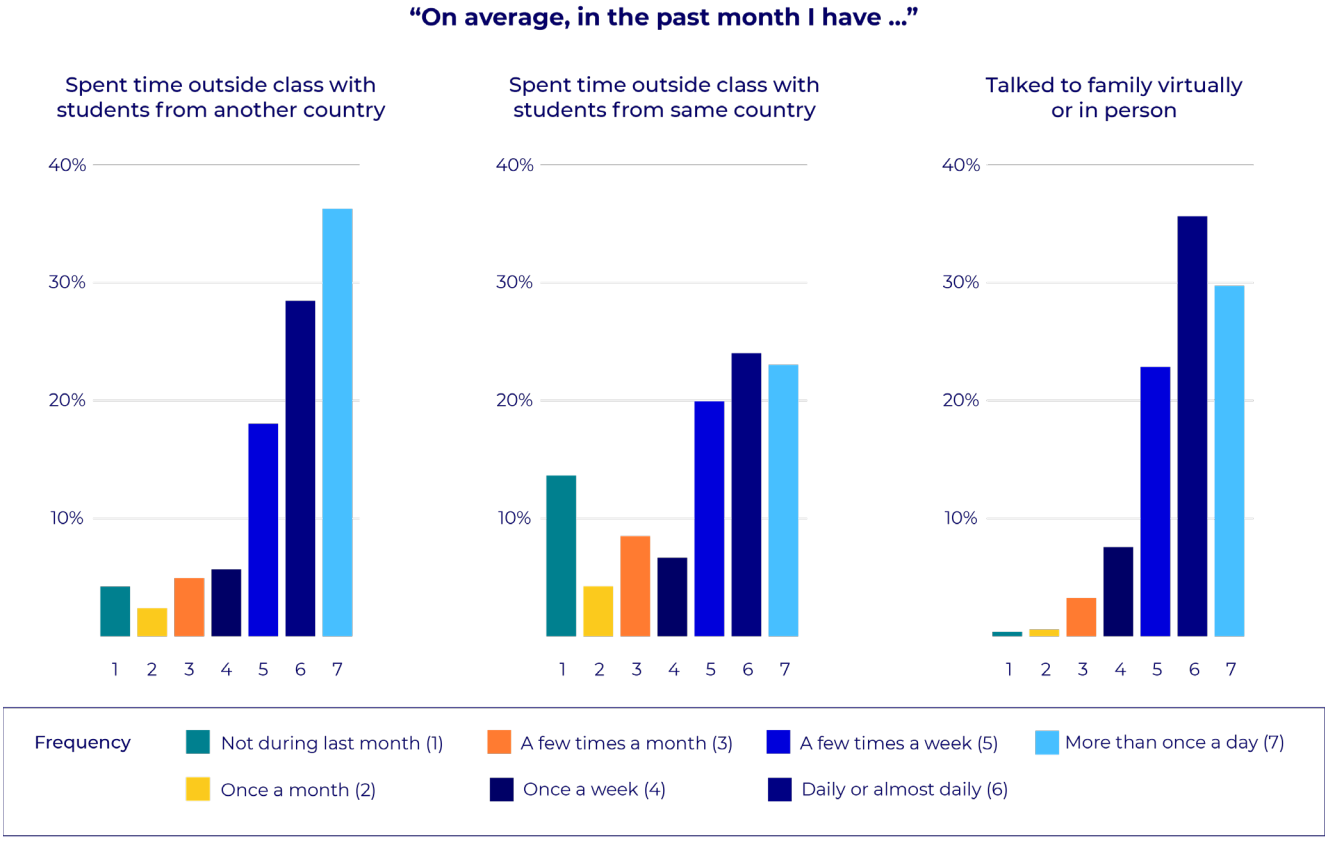


Figure 12. Social contact scores by activity

4. SOCIAL SUPPORT

We also included several measures to gauge participants' level of perceived social support from family, friends, faculty and institutional sources at IE University, adapted from the multidimensional scale of perceived social support at university (Yano et al., 2021). These were measured on a scale of 1 (Never) to 5 (Always), with higher scores indicating more social time or greater social support. Items included "I have the emotional support and help I need from my family" and "I feel that professors, in general, support me when necessary." Higher scores reflect greater perceived social support across personal and academic domains. Bachelor's students uniquely received an item referring to support from their advisor.

Average endorsement was 3.95 across the items, with a modest SD of 0.61. There was modest variability across the specific types of relationship/social support activity; for instance, the advisor was rated relatively low (M = 3.10), as were professors (M = 3.49–3.60), although this should be tempered by an understanding that relations were not rated on the same items but rather on relationship-relevant items (e.g., professors: "I feel that I'm valued and listened to by professors"; and friends: "I have friends with whom I can share my joys and sorrows"). Family was rated relatively highly as support figures (Ms = 4.43–4.52), as were friends (Ms = 4.32–4.49).

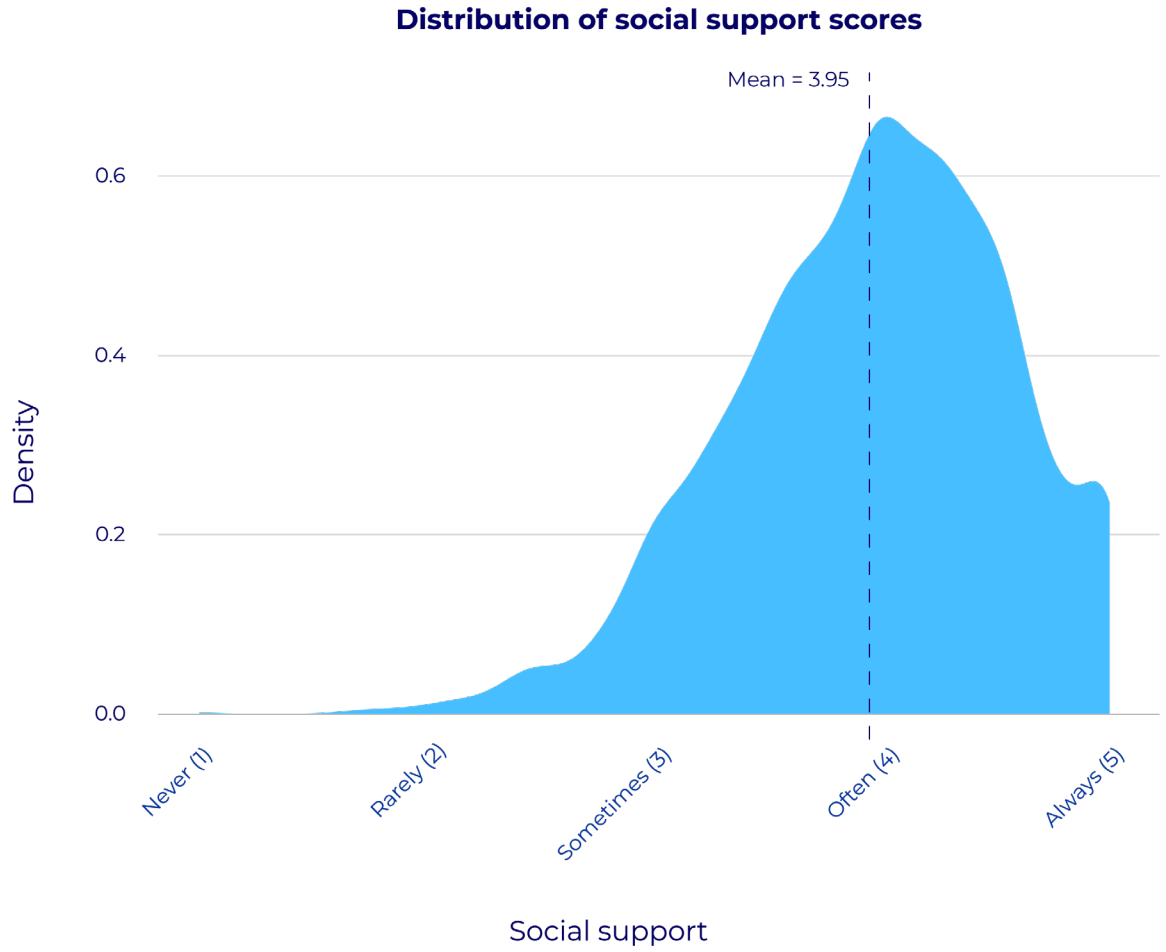


Figure 13. Distribution of social support scores

Figure 14. Social support across key relationships

5. SATISFACTION WITH IE UNIVERSITY

Satisfaction with the university experience was assessed using a three-item scale developed for this study. Items included “I feel positive about being at IE University,” “I feel like I belong at IE University,” and “I feel happy with my studies at IE University most of the time.” Participants responded using a seven-point Likert scale ranging from 1 (Strongly disagree) to 7 (Strongly agree), with higher scores indicating greater satisfaction with their experience at IE University.

Overall, satisfaction with IE University was reasonably positive, reflected by a mean score of 5.68 but with a standard deviation of approximately one scale unit (1.06). Examining items individually, we see relatively higher endorsement of feeling positive about IE University (M = 5.93, SD = 1.19), and somewhat more temperate judgments of feeling happy with studies (M = 5.59, SD = 1.22) and feeling a sense of belonging (M = 5.54, SD = 1.28).

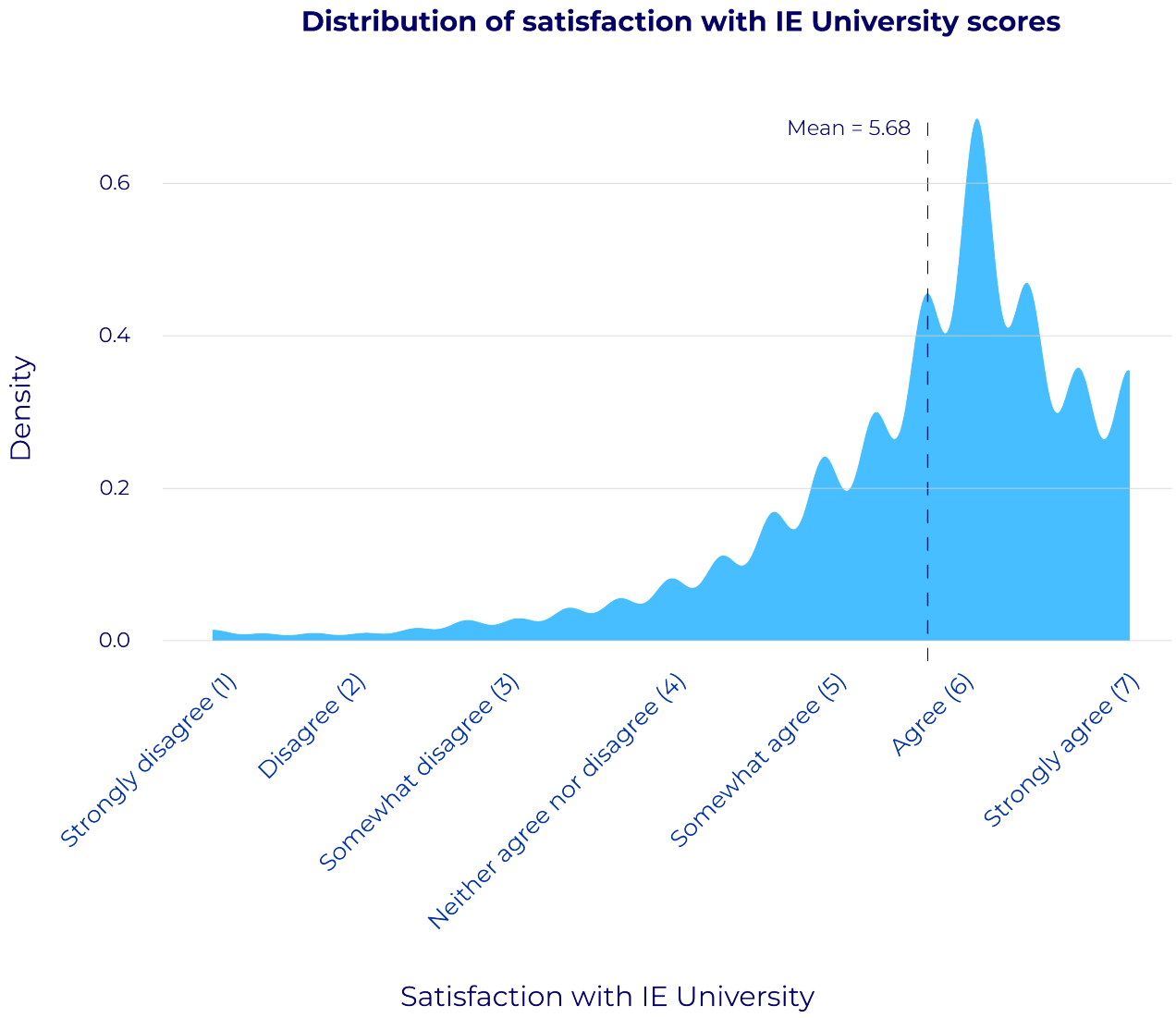


Figure 15. Distribution of satisfaction with IE scores

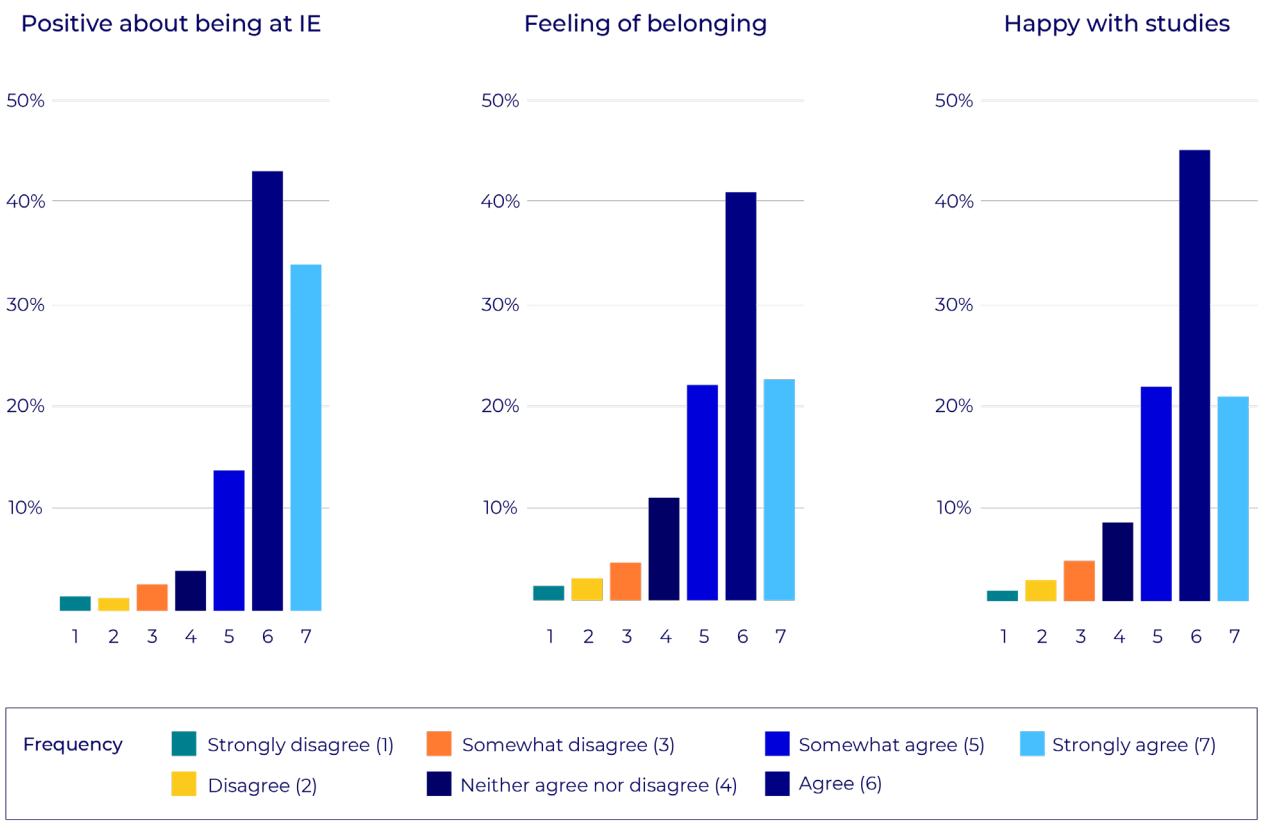


Figure 16. Distribution of satisfaction with IE scores

6. HEALTHY LIFESTYLE BEHAVIORS AND CONTEMPLATIVE PRACTICES

Our next measure assessed participants' level of engagement with a wider variety of healthy lifestyle behaviors, ranging from physical activities like sports and walking to more contemplative or spiritual practices like meditation and time spent in nature. These were measured on a seven-point scale rating the frequency of each behavior over the last month.

Healthy lifestyle behaviors

Healthy activity frequency was assessed using a two-item scale developed for this study. Participants were asked, "On average, how often have you engaged in the following activities in the past month?" The items included (1) exercising or practicing a sport and (2) walking for 30 minutes or more. Responses were given on a seven-point scale ranging from 1 (not during last month) to 7 (more than once a day), with higher scores indicating more frequent engagement in healthy lifestyle behaviors.

Overall endorsement of these behaviors was strikingly high, with an average of 5.10 and a standard deviation of about a scale unit (1.14). Specifically, walking for 30+ minutes a day received high endorsement (M = 5.53, SD = 1.22), whereas participation in sports was high but not quite as pronounced (M = 4.67, SD = 1.60).

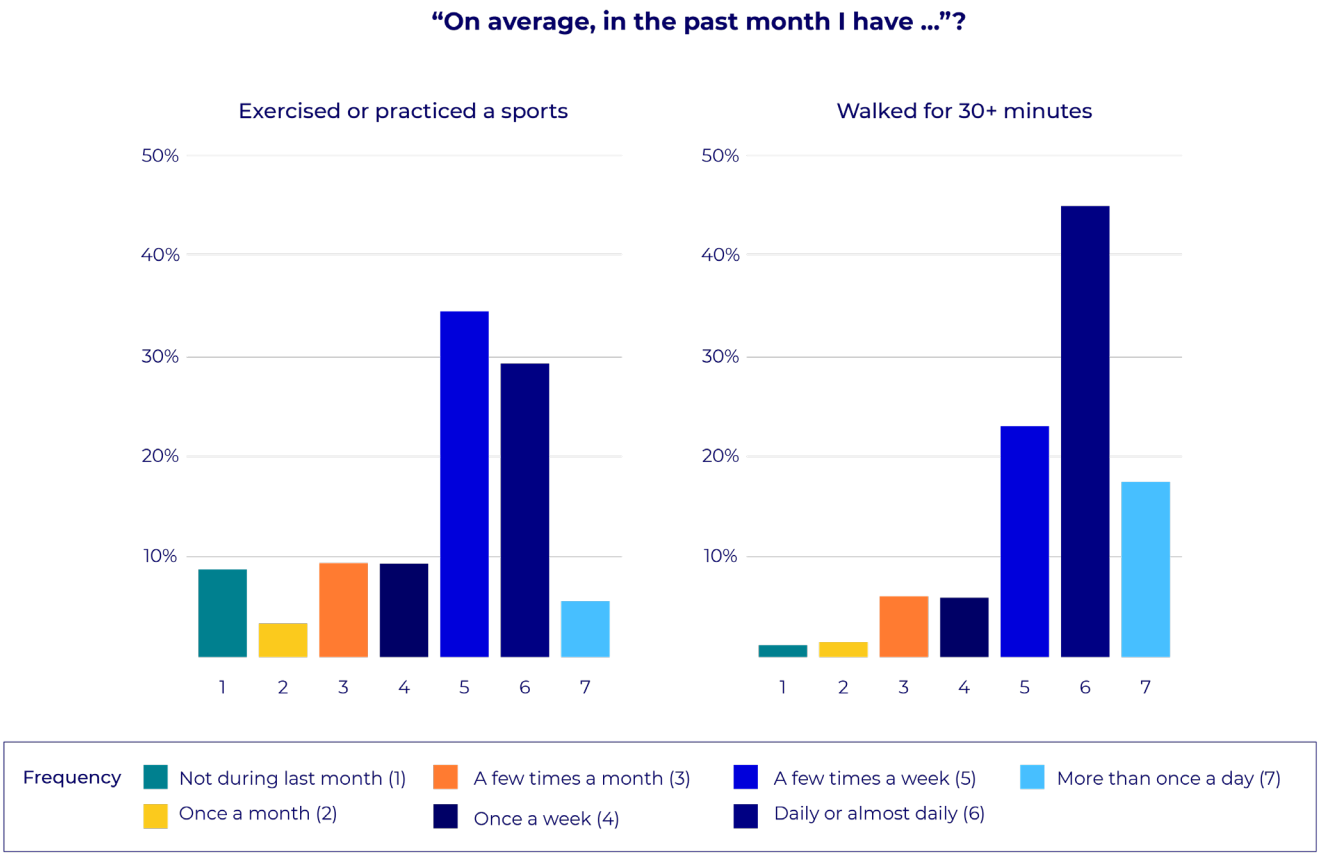


Figure 17. Healthy Lifestyle Behaviors

Contemplative practices

Engagement in contemplative practices was measured using the same seven-point scale utilized to measure healthy lifestyle behaviors. Activities included (1) practicing mind-body movement exercises (e.g., Yoga, Qigong, Tai Chi), (2) engaging in a gratitude practice, (3) spending time in nature, (4) journaling or reflective writing about thoughts and emotions, (5) practicing mindfulness or meditation and (6) performing acts of kindness.

Responses were given on a seven-point scale ranging from 1 (not during last month) to 7 (more than once a day), with higher scores indicating more frequent engagement in contemplative practices.

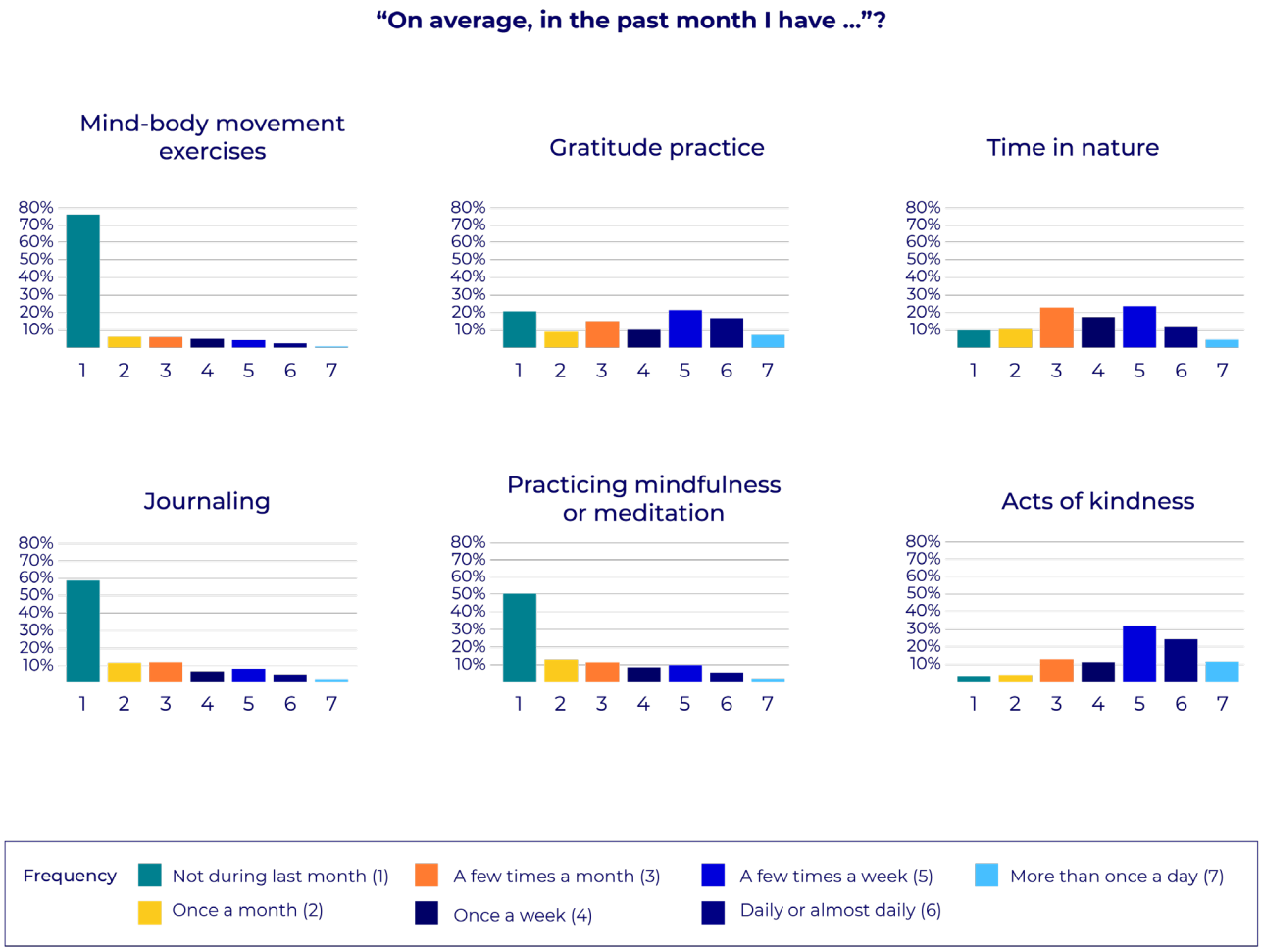


Figure 18. Contemplative Practices

Compared to healthy lifestyle behaviors, overall endorsement of these activities was strikingly lower, with an average of 3.12 (i.e., two full scale units lower than healthy lifestyle behaviors) and a standard deviation of about a scale unit (1.03).

Of course, this cannot be taken to imply less interest or even necessarily less engagement in contemplative activities than in physical activities overall, as we can only compare the specific behaviors that we included in the survey. Indeed, some contemplative practices like engaging in acts of kindness were highly endorsed but with very substantial variance (M = 4.86, SD = 1.48), as were time in nature (M = 3.87, SD = 1.62) and gratitude practice (M = 3.81, SD = 1.96). However, the remaining behaviors were endorsed at only a low level, such as mindfulness meditation (M = 2.37, SD = 1.72), journaling (M = 2.14, SD = 1.63) and especially mind/body practice (M = 1.66, SD = 1.36), though there are some important qualifications to this (see later subgroup analyses).

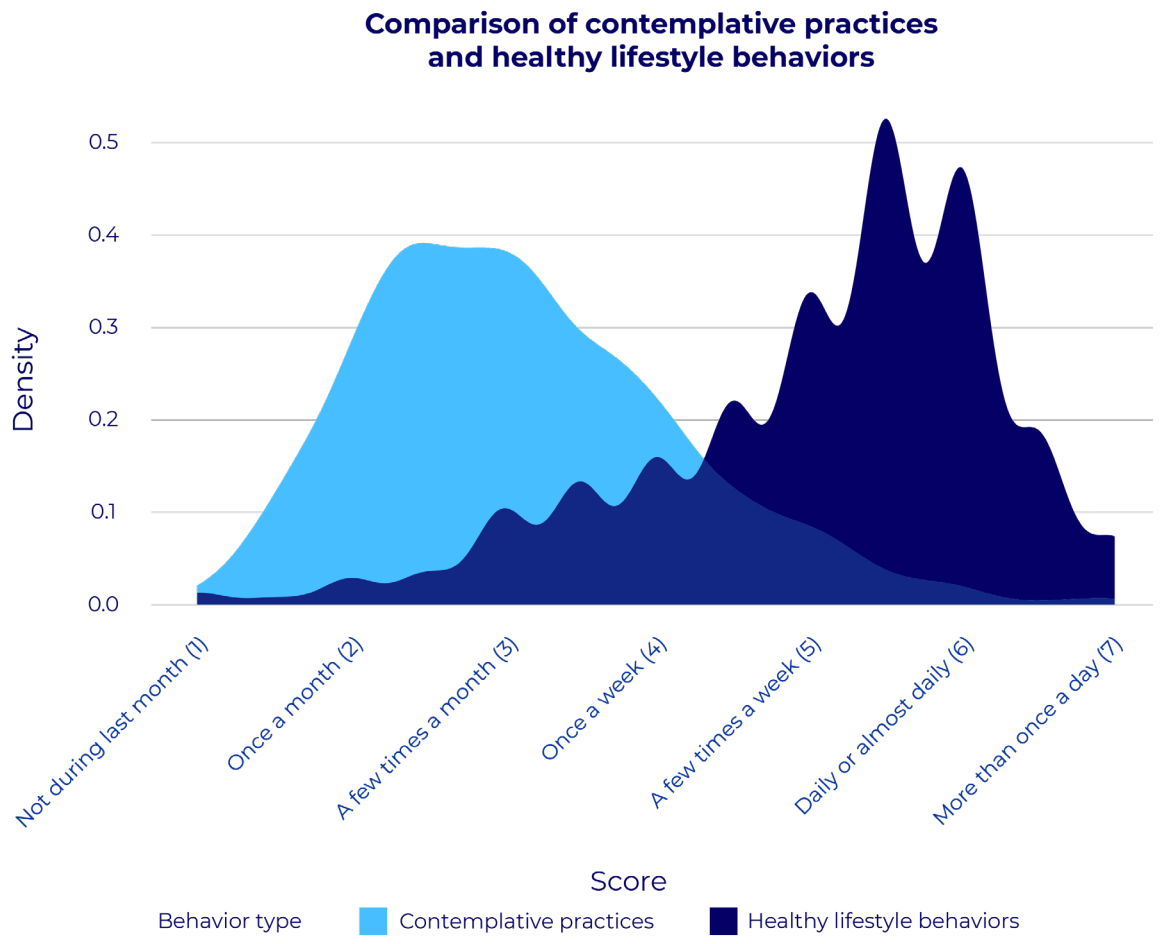


Figure 19. Comparison of healthy lifestyle behaviors vs contemplative practices

7. GRIT

Grit was measured using the Persistence of Effort subdimension within the Short Grit Scale (Grit-S; Duckworth & Quinn, 2009). The four-item subscale assesses perseverance for long-term goals and includes items such as "I finish whatever I begin," rated on a five-point scale from 1 (Not like me at all) to 5 (Very much like me). Higher scores indicate greater grit.

Grit was relatively high at M = 3.79, with a smaller standard deviation (0.64) than the above scales, mostly reflecting its narrower (1-5) scaling. As we see in the figure below, this reflects a normal distribution of grit scores with relatively minimal skew, because extreme positive scores are not frequently endorsed and extreme negative scores taper off gently on the left of the figure.

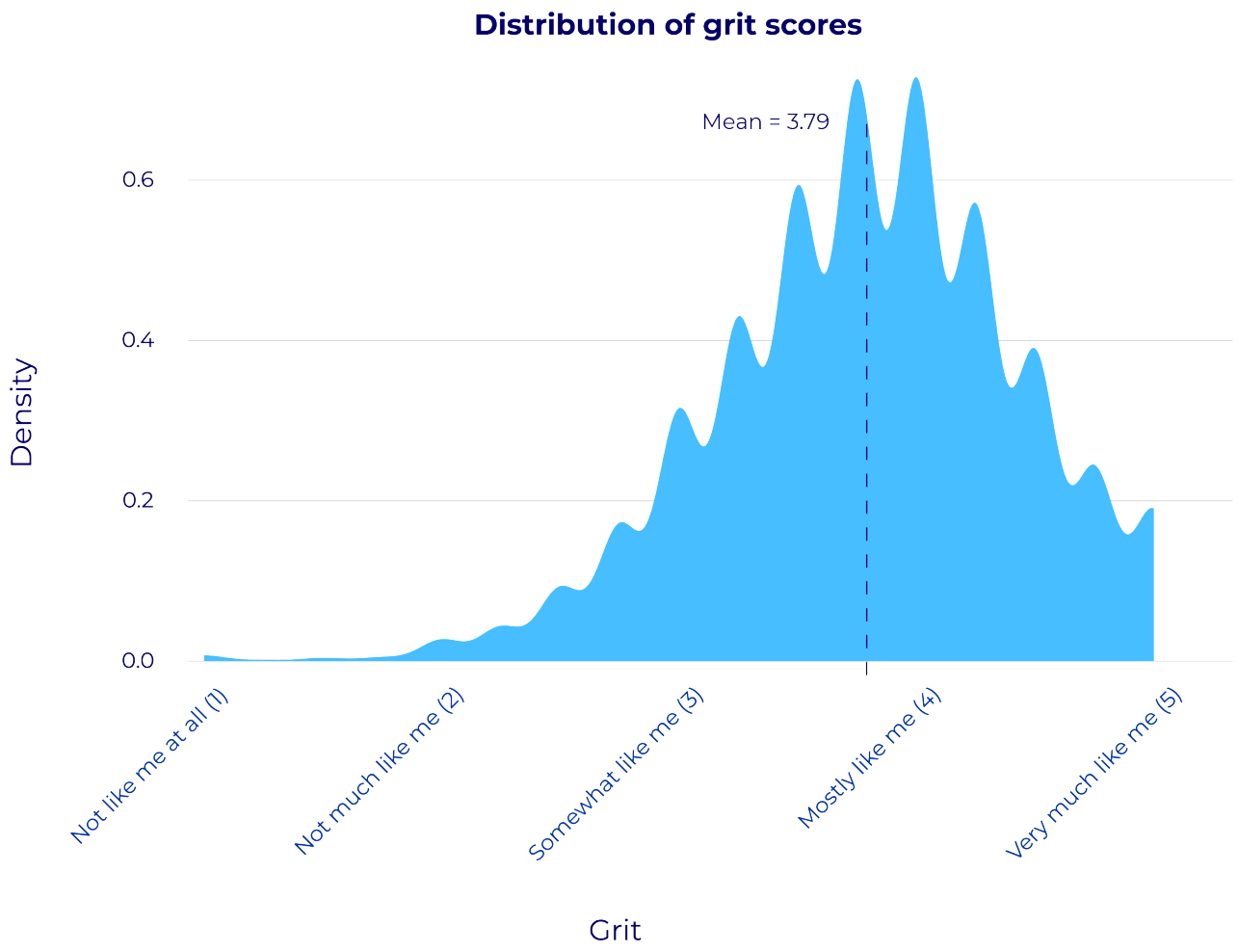


Figure 20. Distribution of grit scores

8. SELF-COMPASSION

Self-compassion was measured using two subdimensions of the Self-Compassion Scale – Short Form (Raes et al., 2011): self-kindness and mindfulness. These two components of self-compassion assess the tendency to respond to difficult moments with kindness and a balanced, mindful approach to our suffering. Students rated items such as "I try to be understanding and patient toward those aspects of my personality I don't like" on a five-point scale from 1 (Almost never) to 5 (Almost always). Higher scores reflect greater self-compassion.

The mean self-compassion score was 3.55 (SD = 0.73). The distribution was relatively normal, with a notable concentration of responses between three and four, suggesting that many students consistently endorsed moderate to high levels of self-compassion.

It is also common to divide self-compassion items into self-kindness and mindfulness subscales. By this standard, mindfulness was slightly higher (M = 3.69, SD = 0.84) relative to self-kindness (M = 3.41, SD = 0.83).

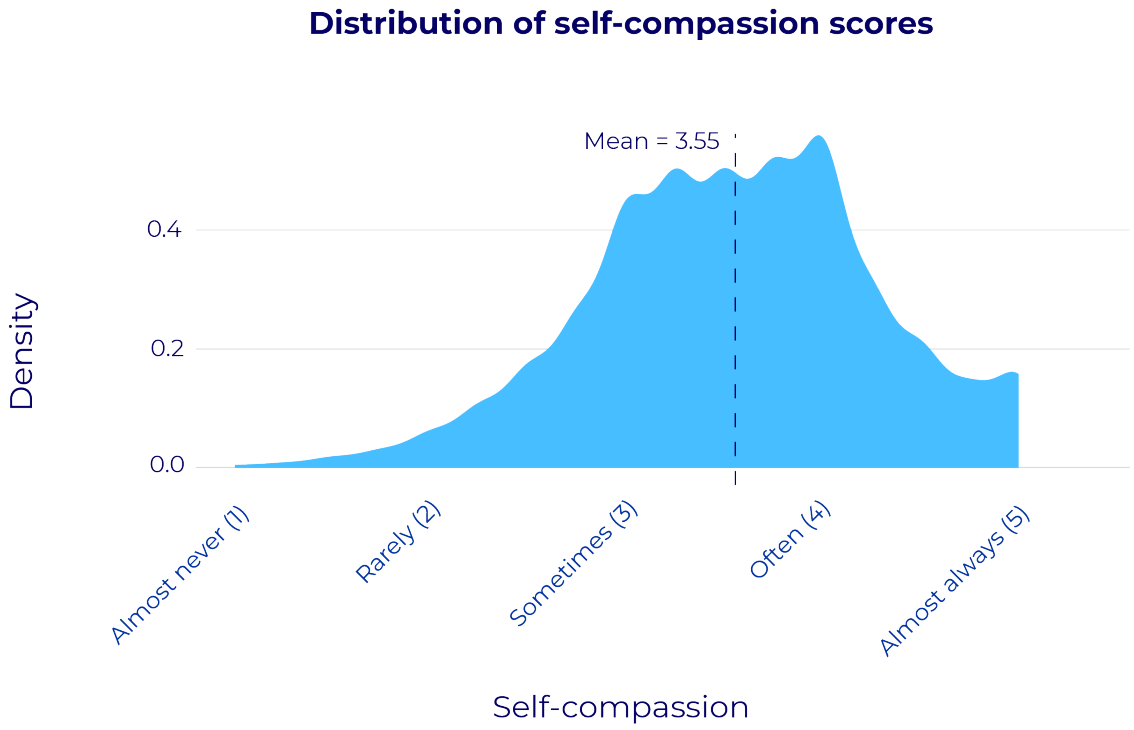


Figure 21. Distribution of self-compassion scores

9. RESILIENCE

Resilience was measured using the 4-item Brief Resilient Coping Scale (BRCS; Sinclair & Wallston, 2004), which captures an individual's capacity to respond adaptively to stress. Participants rated items such as "I look for creative ways to alter difficult situations" on a 5-point scale from 1 (Does not describe me at all) to 5 (Describes me very well). Higher scores indicate greater resilient coping ability.

The average score was 3.91 (SD = 0.67), with a median of 4. This indicates that most students identified moderately or strongly with resilient coping strategies. The distribution was largely normal, with a slight negative skew. Resilience scores are often trichotomized into three "bins": low resilient (1-3.25), medium (3.5-4), and high (4.25 and up). By these standards, 19.6% (i.e., about one fifth) of students were low in resilience, 42.0% (i.e., about two fifths) were medium, and 38.2% (again, about two fifths) were high in resilience.

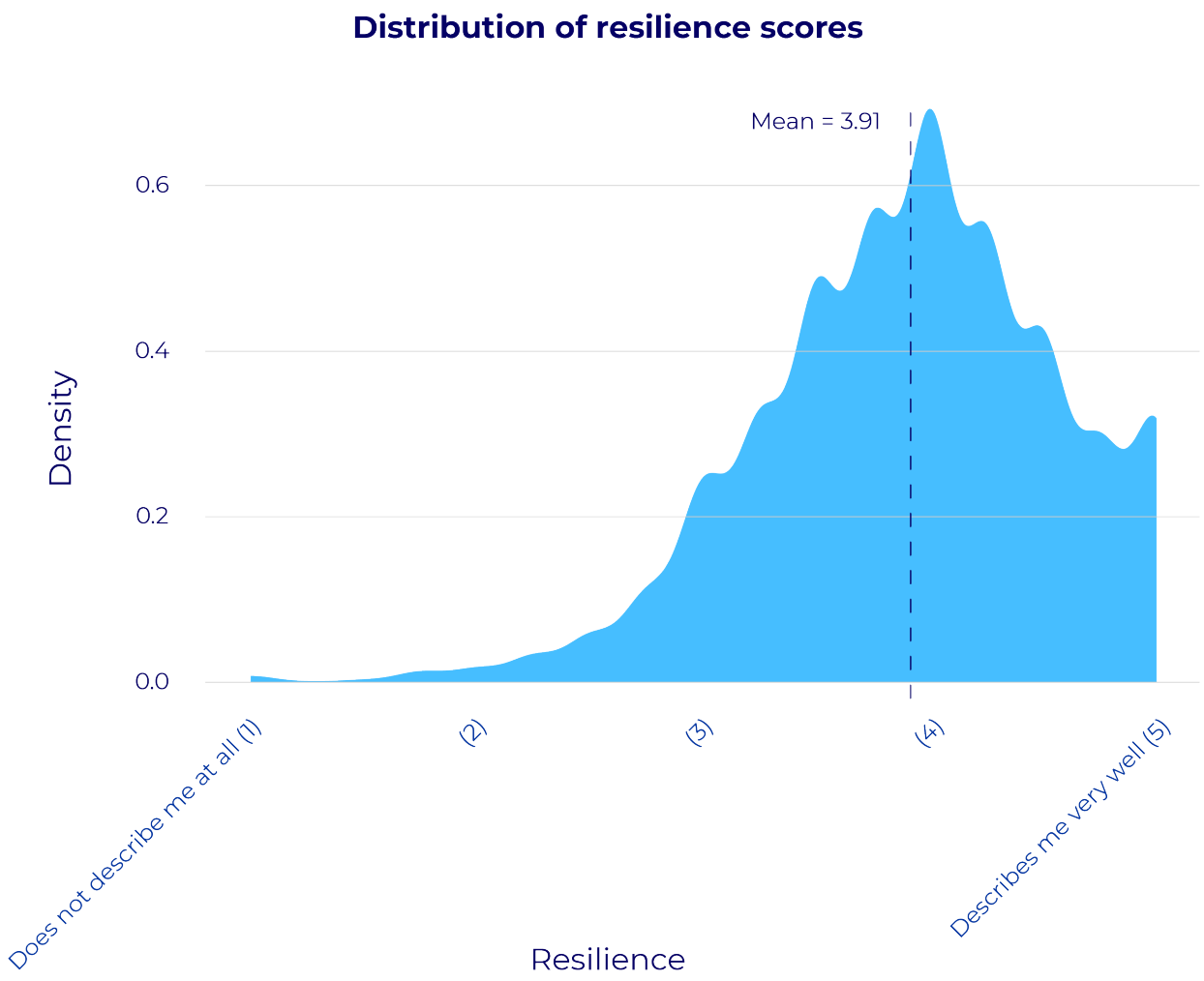


Figure 22. Distribution of resilience scores

10. MOTIVATION FOR WELL-BEING

Motivation to engage in well-being activities was assessed using a three-item scale developed for this study. Such materials are crucial to understanding respondents' attitudes towards well-being activities, that is, Center activities. Items included: "I am actively interested in trying activities that could increase my well-being," "I feel supported by IE University to take care of my well-being," and "I am aware of the well-being resources provided to me at IE University." Participants responded on a seven-point Likert scale ranging from 1 (Strongly disagree) to 7 (Strongly agree), with higher scores reflecting greater motivation and institutional awareness related to well-being.

Global motivation for well-being was quite high on this 1-7 scaling at M = 5.18, with a moderate standard deviation of 1.04. Interestingly, there was some moderate heterogeneity among items: relatively modest and quite variable scores for feeling supported by IE University (M = 4.87, SD = 1.47), somewhat higher and also variable scores in awareness of resources (M = 5.02, SD = 1.43), and motivation for well-being scoring the highest with the narrowest distribution (M = 5.66, SD = 1.23).

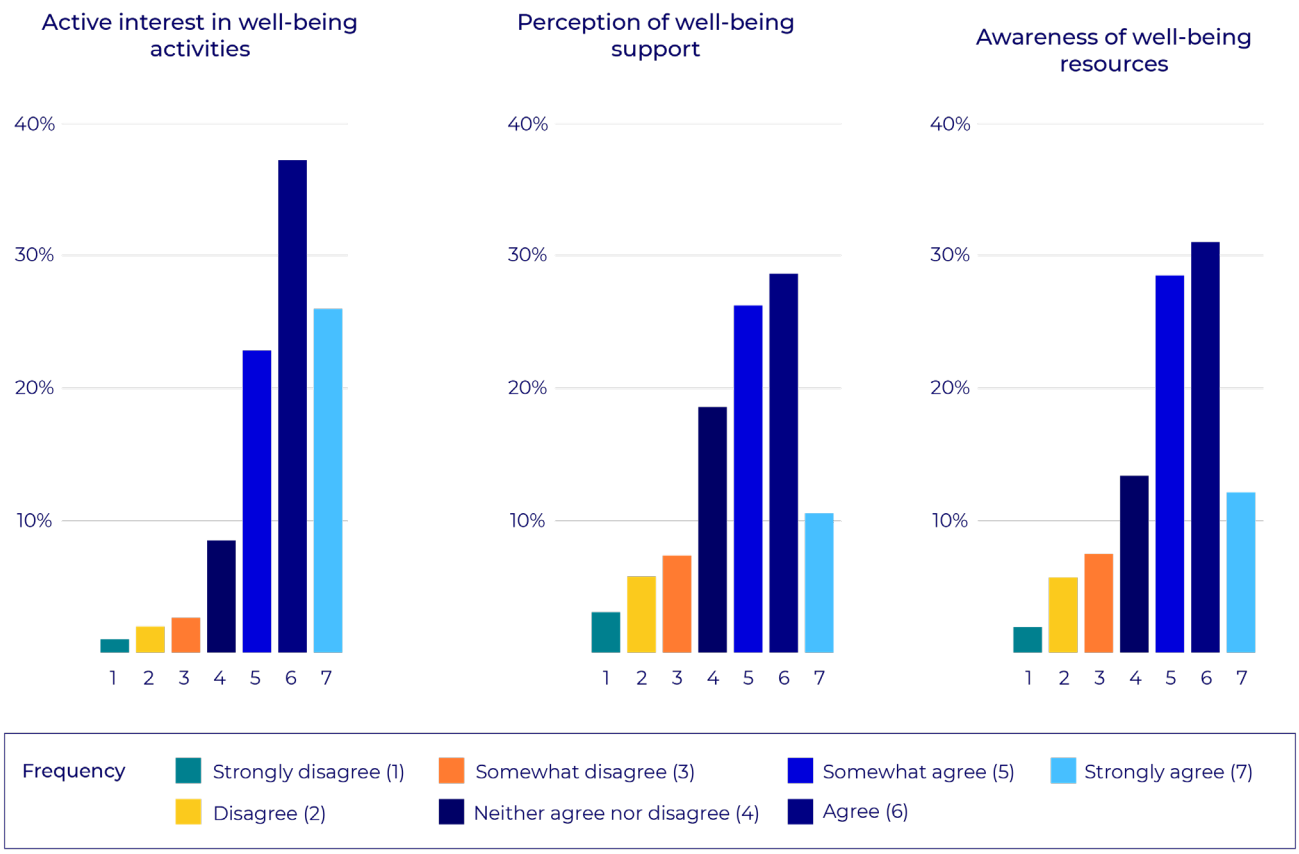


Figure 23. Motivation for well-being scores

11. ACADEMIC SELF-EFFICACY

Academic self-efficacy was measured using the five-item General Academic Self-Efficacy (GASE) scale, which assesses a student's global belief in their ability to master the various academic challenges at university. Participants rated items such as "I know I can pass the exam if I put in enough work during the semester" on a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). Higher scores indicate greater academic self-efficacy.

Academic self-efficacy was relatively highly endorsed, with an average of 4.13, a median of 4.20 and a relatively minimal standard deviation of 0.59. The reason for this lower variance is clear in the figure below: the distribution showed a strong tilt toward agreement, with very few students selecting neutral responses. Agreement (4) was more common than strong agreement (5), suggesting a broad, but not absolute, sense of academic confidence.

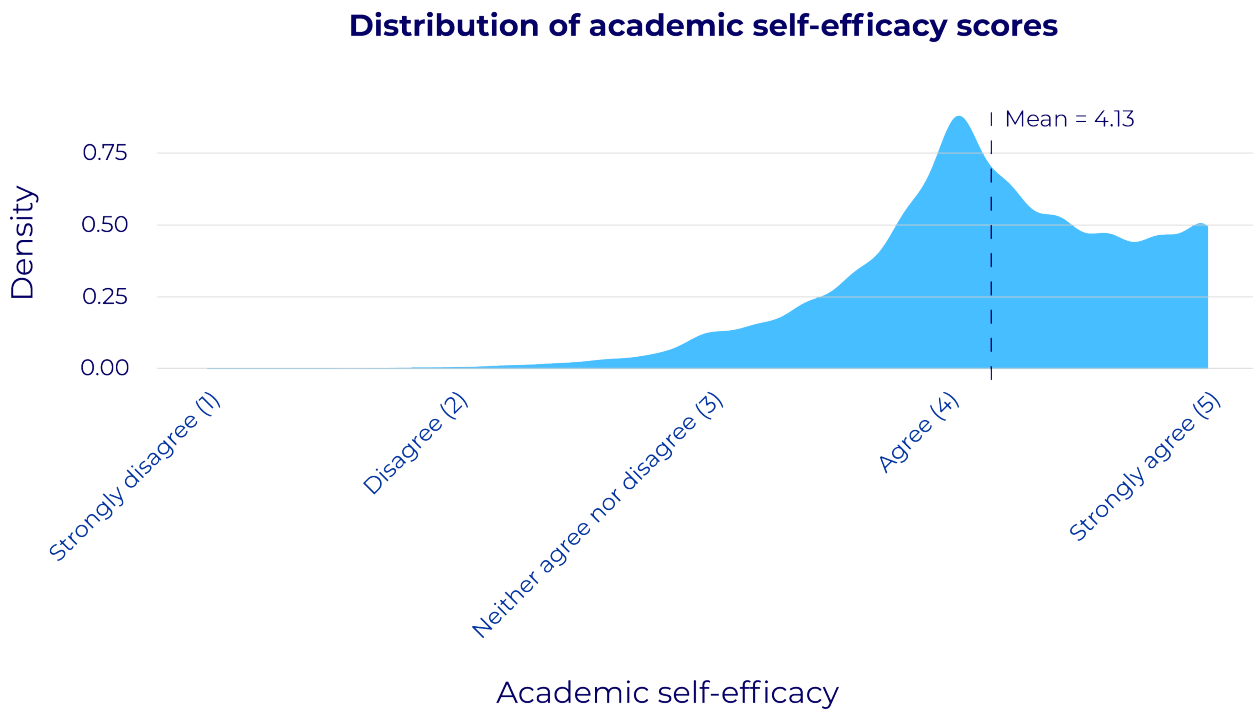


Figure 24. Distribution of academic self-efficacy scores

WELL-BEING ACROSS IE UNIVERSITY: SUBGROUP ANALYSES

GENDER

KEY TAKEAWAY

Students of different genders reported largely similar well-being profiles, with more overlap than differences. The most consistent distinctions were that women reported greater engagement in contemplative practices, while men showed higher academic self-efficacy.

INSIGHT

While gender differences in contemplative practices are not likely to have major implications, the lower academic self-efficacy reported by female students warrants continued monitoring. If this pattern continues across cohorts, the Center will consider developing targeted intervention programs to support academic confidence and performance among female students.

For each subgroup analysis, we performed the following steps:

- We tested all variables using independent-samples t-tests (when two subgroups existed) or one-way ANOVAs (where three or more subgroups existed).
- We ordered the variables top to bottom (for tables and figures) so that subgroup differences that fell in the same direction were clustered close to one another. For example, in the table below, the largest women > men differences were positioned at the top, and the largest men > women differences at the bottom.
- We created a table (below) with key statistics reported and statistical interpretations.
- We provided a latticed plot (below) arranged so that differences and similarities can be easily identified.

We found few substantial gender differences across the well-being variables. For interpretive consistency, we defined effect sizes as follows: trivial ($d < 0.10$), small ($0.10 \leq d < 0.20$), medium ($0.20 \leq d < 0.30$), and large ($d \geq 0.30$). These thresholds were drawn from Alan Feingold's (1994) meta-analysis of gender differences in personality, which concluded that meaningful gender differences are generally uncommon. Accordingly, when we refer to effect sizes as "small" or "large," we do so relative to established norms for gender-based comparisons in psychological traits.

Table 2. Gender differences across well-being indicators

Variable	Difference *(d)*	*t*	*p-value*	Interpretation
Contemplative practices	0.33	12.05	<0.001	Women > men (large)
Motivation for well-being	0.09	3.66	<0.001	Women > men (trivial)
Grit	0.05	1.98	0.048	Women > men (trivial)
Flourishing	0.05	1.78	0.074	No difference
Social support	0.05	1.62	0.105	No difference
Social contact	0.04	1.29	0.196	No difference
Satisfaction with IE University	0.02	0.44	0.657	No difference
Life satisfaction	-0.06	-2.11	0.035	Men > women (trivial)
Self-compassion	-0.17	-5.82	<0.001	Men > women (small)
Resilience	-0.23	-8.3	<0.001	Men > women (medium)
Healthy lifestyle behaviors	-0.25	-9.06	<0.001	Men > women (medium)
Academic self-efficacy	-0.35	-12.96	<0.001	Men > women (large)

The table above summarizes the gender-based differences in each well-being variable. Although many differences reached statistical significance, the largest absolute effect size did not exceed d = 0.35, indicating that male and female students generally reported comparable experiences. This pattern, with many statistically significant results but few large differences, is attributable to our large sample size, which increases sensitivity to small effects. A useful analogy might be a telescope so powerful that even the smallest celestial objects become visible: while the detected differences are reliable, their practical significance is limited. Thus, it is unlikely that most of these gender differences will meaningfully affect everyday life, responses to interventions, and other matters of concern to the IE Center for Health & Well-Being and the broader university.

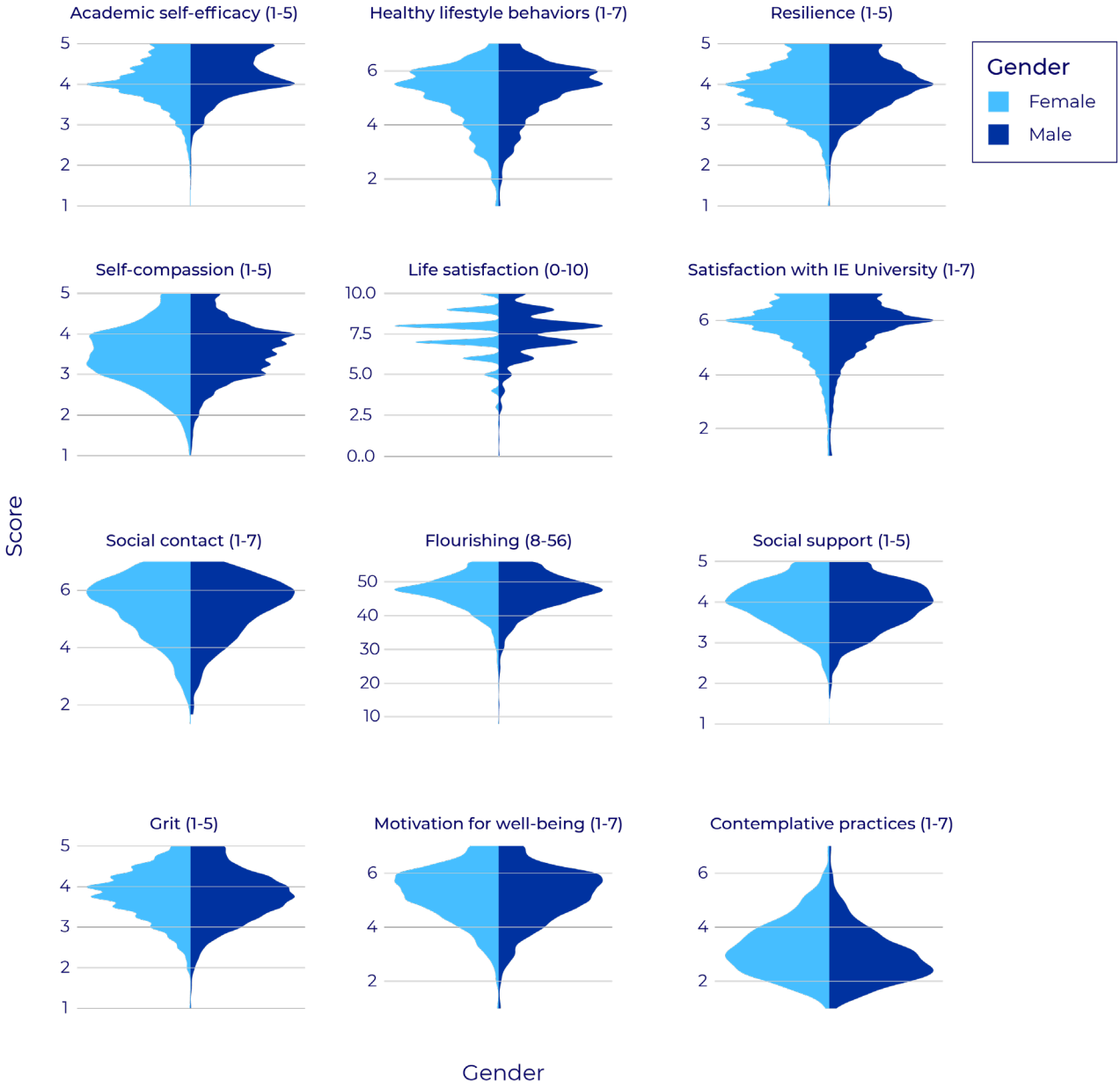
Nonetheless, two notable differences warrant attention. First, women were more likely to engage in contemplative practices such as yoga and journaling. Second, men scored higher in academic self-efficacy. These findings are consistent with existing psychological research, which frequently shows higher self-confidence among men. Interestingly, men also reported slightly more frequent engagement in healthy lifestyle behaviors, such as sports, while women were more engaged in contemplative practices. This highlights the importance of offering a diverse portfolio of well-being activities to support different preferences across genders.

To explore these effects further, we analyzed the specific behaviors within the broader "contemplative" and "healthy lifestyle" behavior clusters to see if some specific activities principally drove this difference. Starting with contemplative, indeed, compared with the overall women > men difference (d = 0.33), we found this was driven primarily by mind-body activities (d = 0.33), journaling (d = 0.31) and acts of kindness (d = 0.25), and men/women were relatively less divided on nature time (d = 0.17), gratitude (d = 0.14) and mindfulness-meditation (d = 0.10). Due to our large sample size, all of these differences were nonetheless statistically significant, at $p < 0.001$.

For healthy behaviors, the overall male > female difference (d = –0.25) was almost entirely due to greater male participation in sports (d = –0.33). There was no meaningful gender difference in walking for 30+ minutes (d = –0.03, p = 0.237).

It is also important to emphasize the substantial overlap in responses between genders. As shown in the figure below, each variable is displayed using mirrored density plots for men and women, allowing easy visual comparison. In these latticed plots, variables with the largest female > male differences appear in the top-left, while male > female differences appear in the bottom-right. Most of these mirrored density plots reveal striking similarities in distribution shape, spread and central tendency. For example, although women reported a higher motivation for well-being activities overall, both groups most commonly scored between 3 and 5 on the scale, indicating that moderate interest is common regardless of gender.

The figure also helps to make sense of the gender difference on academic self-efficacy: many men and women fall at about 4 (Agreement) on these items, but there is a unique cohort of men who rated themselves 5 (Strong agreement), which is not mirrored among women. Even where we did detect significant differences, too, the plots help to make it visually clear that these differences are not enormous. For example, visually inspecting the bottom-right differences on contemplative practices makes it clear that these differences are not large, and reflect a slight gap between men's moderate disengagement versus women's only slight disengagement with these activities.



Note. Scalings differ per measure.

Figure 25. Gender differences in key variables

LOCATION

KEY TAKEAWAY

Students across our Madrid and Segovia locations report broadly similar well-being profiles, with only a few modest differences: Madrid students showed slightly higher academic self-efficacy and grit, while Segovia students reported more social contact and contemplative practices. It is worth noting that the Madrid sample includes master's students, who are studying one- or two-year intensive programs and have different maturity levels.

INSIGHT

Subtle campus differences suggest opportunities for localized support: boosting academic confidence in Segovia and enhancing social connection in Madrid.

We present location-based differences using the same format applied to gender comparisons. Variables are listed from the largest positive difference (Madrid minus Segovia) to the largest negative difference (Segovia minus Madrid). Effect sizes are interpreted using Corker et al.'s (2017) meta-analysis, which found typical location-level "Big Five" personality differences in the range of d = 0.08–0.22. Accordingly, we categorize effect sizes as follows: <0.08 as trivial, 0.08–0.15 as small, 0.15–0.22 as medium, and >0.22 as large.

Table 3. Location differences across well-being indicators

Variable	Difference *(d)*	*t*	*p-value*	Interpretation
Grit	0.19	6.39	<0.001	Madrid > Segovia (medium)
Academic self-efficacy	0.19	6.28	<0.001	Madrid > Segovia (medium)
Social support	0.17	5.8	<0.001	Madrid > Segovia (medium)
Flourishing	0.14	4.67	<0.001	Madrid > Segovia (small)
Motivation for well-being	0.14	4.73	<0.001	Madrid > Segovia (small)
Satisfaction with IE University	0.14	4.6	<0.001	Madrid > Segovia (small)
Self-compassion	0.09	2.93	0.003	Madrid > Segovia (small)
Life satisfaction	0.06	2.17	0.03	Madrid > Segovia (trivial)
Resilience	0.05	1.69	0.091	No difference
Healthy lifestyle behaviors	0.03	1.05	0.295	No difference
Contemplative practices	-0.12	-4.11	<0.001	Segovia > Madrid (small)
Social contact	-0.25	-8.84	<0.001	Segovia > Madrid (large)

Below, paired density plots illustrate the Madrid-Segovia differences, sorted from the largest Madrid > Segovia effects (top-left) to the largest Segovia > Madrid effects (bottom-right). As with gender, these mirrored distributions highlight more commonality than divergence in both means and shape. Most variables show negligible differences; only grit and academic self-efficacy (top-left/center) and social contact (bottom-right) stand out slightly.

Notably, the Madrid and Segovia facilities differ in meaningful ways that may have influenced the observed effects. For example, Madrid students are more likely to be in later years of their program ($p < 0.001$). To account for this, we re-ran analyses for the three variables with meaningful differences—grit, academic self-efficacy and social contact—controlling for program year. While all effect sizes decreased, each remained statistically significant (ps < 0.015), suggesting these differences are not solely driven by year-level disparities.

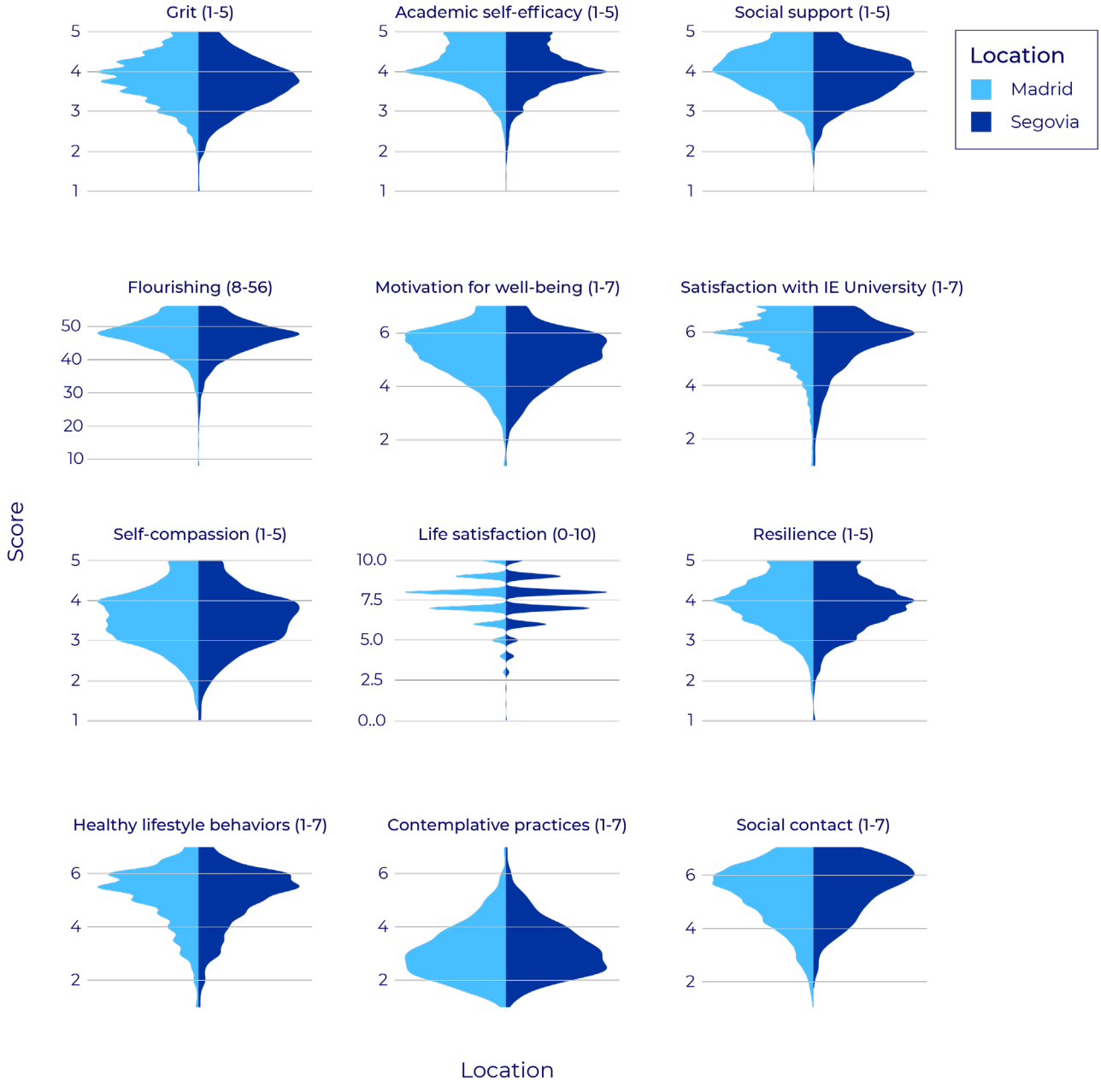


Figure 26. Location differences in key variables

YEAR OF PROGRAM (BACHELOR'S STUDENTS)

KEY TAKEAWAY

Well-being remains largely stable throughout the four years of the bachelor's degree, with only modest changes: slight increases in life satisfaction and self-compassion, and minor decreases in satisfaction with IE University and motivation for well-being.

INSIGHT

Although the trends are modest, the slight decline in institutional satisfaction and motivation for well-being may merit light-touch monitoring to ensure student engagement remains strong throughout their academic journey.

Next, we examined whether any variables differed across the first to fourth years of the bachelor's degree. We did this in two steps: we first conducted a one-way ANOVA to detect whether any differences existed across the years; then, for the subset where such differences appeared, we performed a linear contrast test to see if scores rose or fell from year one to year four.

Importantly, we should emphasize that this is not longitudinal data; that is, we are not tracking a single group of students across the four years of the program. Instead, we are simply comparing students who happen to be in their first through fourth years. This is important because it means we cannot draw causal conclusions from this data (i.e., that more time at IE University increases or decreases well-being factors). Furthermore, these analyses necessarily confound participant age with program level, because first-year students are generally younger than fourth-year students. Thus, differences could be accounted for by age, something that cannot be meaningfully controlled for statistically, given the almost perfect association of age and year.

The contrast term was: -0.38, -0.13, +0.13, +0.38, which means that more positive scores on the contrast (a positive d number) indicate positive contrast from year one to year four, and negative scores mean negative contrast across the years.

Below is a table showing each of these statistical tests for all of the dependent variables. They are listed in descending order of the contrast's effect size (stated in Cohen's d), so that the variable nearest the top represents the variable that "increased" the most from year one to year four, and the variable nearest the bottom represents the variable that "decreased" the

most from year one to year four. Again, by “increased”/”decreased” we are not suggesting any causal shift, but simply mean the direction in which fourth-year students differed from earlier cohorts.

Table 4. Differences by year group

	Omnibus Statistics			Contrast Statistics		
Variable	**Eta**	***F***	***p***	***t***	***p***	***d***
Life satisfaction	0.01	12.99	<0.001	3.76	<0.001	0.083
Self-compassion	0.004	4.74	0.003	3.4	<0.001	0.075
Flourishing	0.001	1.8	0.145	1.52	0.129	0.037
Grit	0.001	1.27	0.282	1.68	0.092	0.037
Academic self-efficacy	0.004	4.84	0.002	1.57	0.117	0.035
Healthy lifestyle behaviors	0.001	1.16	0.324	1.52	0.305	0.034
Resilience	0.001	0.84	0.47	0.79	0.431	0.017
Contemplative practices	0.002	2.88	0.035	-1.03	0.305	-0.023
Social contact	0.002	2.78	0.04	-1.56	0.119	-0.034
Social support	0.016	19.86	<0.001	-2.81	0.005	-0.062
Satisfaction with IE University	0.013	16.94	<0.001	-4.17	<0.001	-0.092
Motivation for well-being	0.012	15.53	<0.001	-4.42	<0.001	-0.098

Note: “Eta” refers to eta-squared (equivalent to partial eta-squared in the present cases).

We can see from the table that there are comparatively few meaningful changes across the years, speaking to a generally very similar level of well-being from year one to year four. Life satisfaction and self-compassion seem to grow most favorably across the years, but even these effects are below d = 0.10, suggesting generally trivial changes. Similarly, we do see several negative results, particularly with satisfaction with IE University and motivation for well-being dropping slightly across the years, but again, we would not draw substantial conclusions from these tiny effect size differences.

Individual means and variances are available for each dependent variable by each bachelor's year in the appendix. The following figure depicts them graphically, with a dot for the mean and whiskers to demonstrate the standard deviation.

Concerning motivation for well-being, which showed modest evidence of decreasing across years, we note some further specifics. First, examining the individual items within this category, the linear trend detected above only holds true for "feeling supported" ($d = -0.22$, $p < 0.001$) and "awareness of resources" ($d = -0.13$, $p < 0.001$). Indeed, in the case of "active interest", we detected no relation between year and scores ($d = +0.05$, $p = 0.121$).
Second, given the trends of scores decreasing by year, it is illuminating to use master's students as a comparison group to see if we are merely detecting effects of student age. However, this explanation does not hold: rather than having even lower scores, those for master's students were robustly higher than bachelor's students on the full range of these items, with overall motivation for well-being averages of 5.47 ($M = 5.98$ for active interest, $M = 5.42$ for feeling supported, and $M = 5.02$ for awareness of resources).

Third, to further examine age as an explanation, we also correlated motivation for well-being with age. Interestingly, if we examined only bachelor's students, we found a negative correlation ($r(3708) = -0.07$, $p < 0.001$), translating to a d of -0.14, closely conceptually replicating the negative association of year of studies with motivation for well-being noted above ($d = -0.10$). Interestingly, however, if aggregating bachelor's and master's students and again correlating these variables, we found a significantly positive correlation instead ($r(5583) = 0.10$, $p < 0.001$). Our inference is that age is probably not a good explanation for these perceptions across our whole sample; rather, we would infer that whereas upper year students show a slight decrease in these motivations, perhaps driven by their busy workloads or cross-year burnout in engagement, master's students are psychologically distinct, perhaps because they are often new to IE University and its services.

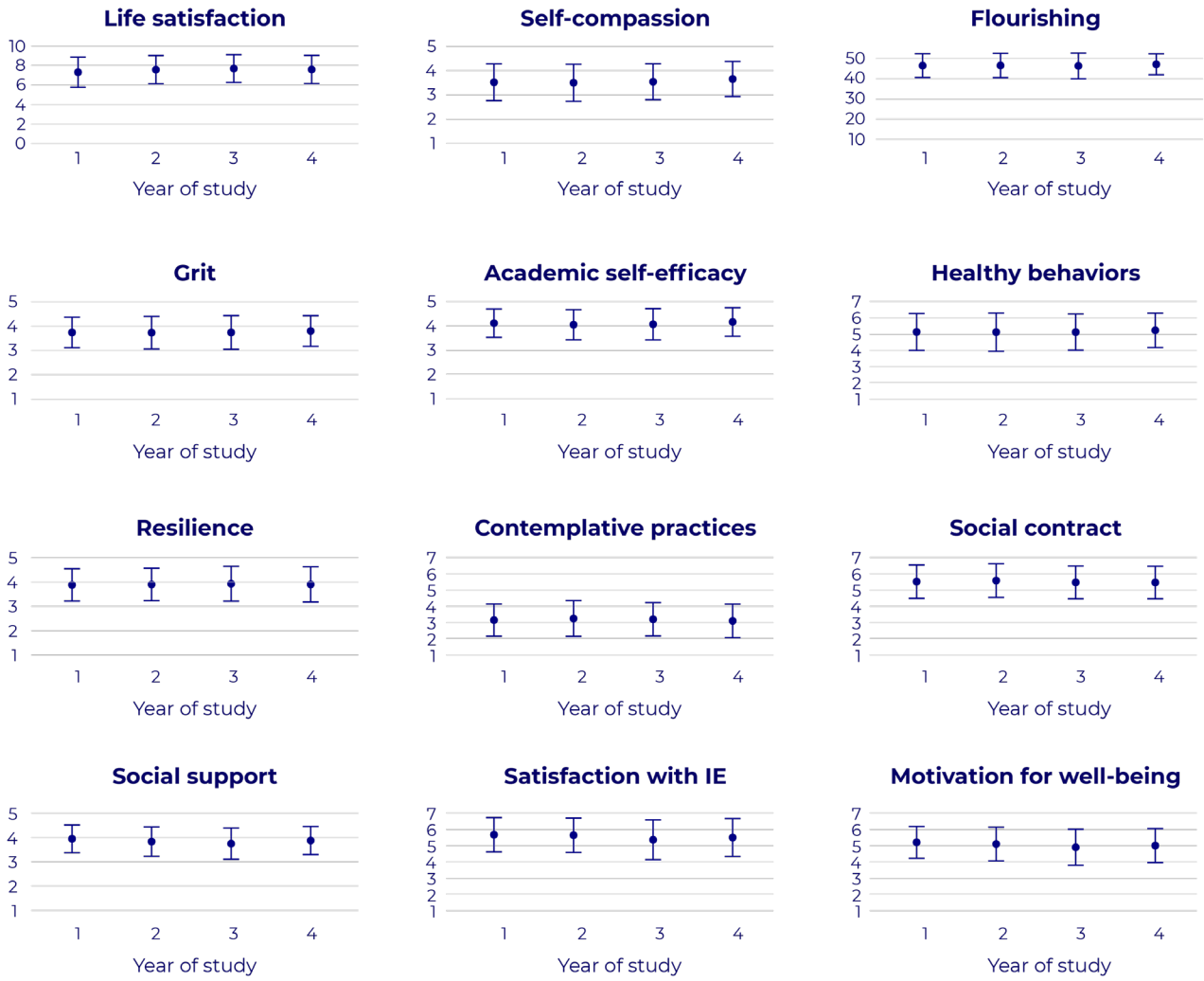


Figure 27. Differences across well-being indicators by year group (bachelor's)

PART-TIME VERSUS FULL-TIME (MASTER'S STUDENTS)

KEY TAKEAWAY

Full-time master's students report stronger social contact, healthier lifestyle behaviors and slightly better social support, with no major differences elsewhere.

INSIGHT

Gaps may reflect differing lifestyles. Part-time students, often working professionals, may place less emphasis on connecting with other students. Tailored support, rather than one-size-fits-all programming, may be key to serving diverse student needs.

In the table below, we report the differences found between part-time and full-time master's students, arranged from the largest difference—part-time over full-time—to the largest difference—full-time over part-time. Effect sizes are interpreted according to a meta-analytic review by Thorsteinson (2003), who compared part-time to full-time workers with respect to job attitudes. This interpretation revealed an average d of 0.39 in our context, with substantial variation. We define d values of 0.00 to 0.20 as trivial, 0.20 to 0.40 as small, 0.40 to 0.60 as moderate, and anything beyond 0.60 as large.

Table 5. Differences between full-time and part-time master's students across well-being indicators

Variable	*Difference (d)*	t	*p-value*	Interpretation
Academic self-efficacy	0.07	1.06	0.291	No difference
Satisfaction with IE University	0.03	0.41	0.681	No difference
Grit	0.03	0.35	0.728	No difference
Resilience	-0.06	-0.79	0.428	No difference
Self-compassion	-0.1	-1.34	0.183	No difference
Contemplative practices	-0.13	-1.71	0.088	No difference
Life satisfaction	-0.16	-1.97	0.05	No difference
Motivation for well-being	-0.19	-2.33	0.02	Full-time > part-time (trivial)
Flourishing	-0.2	-2.66	0.008	Full-time > part-time (trivial*)
Social support	-0.2	-2.54	0.012	Full-time > part-time (small*)
Healthy lifestyle behaviors	-0.48	-5.34	<0.001	Full-time > part-time (moderate)
Social contact	-0.99	-10.83	<0.001	Full-time > part-time (large)

** Flourishing and social support differ in label due to rounding differences, which place them just below/above d = |.20|, respectively.*

When we consider the visual representation of this data, as shown in the figure below, some interesting insights are revealed. First, substantial differences only visibly emerge in the bottom row, where we see full-time students reporting somewhat better perceptions of social support, healthy lifestyle behaviors and social contact. In the case of the (much larger) social contact difference, we see this is driven by an intriguing bimodal structure for part-time students: some of them are just as socially connected as full-time students (the 'upper lump' in the light blue for this bottom-right sub-figure) whereas a second distinct group falls into the '3' range for this variable (the 'lower lump' in the same area).

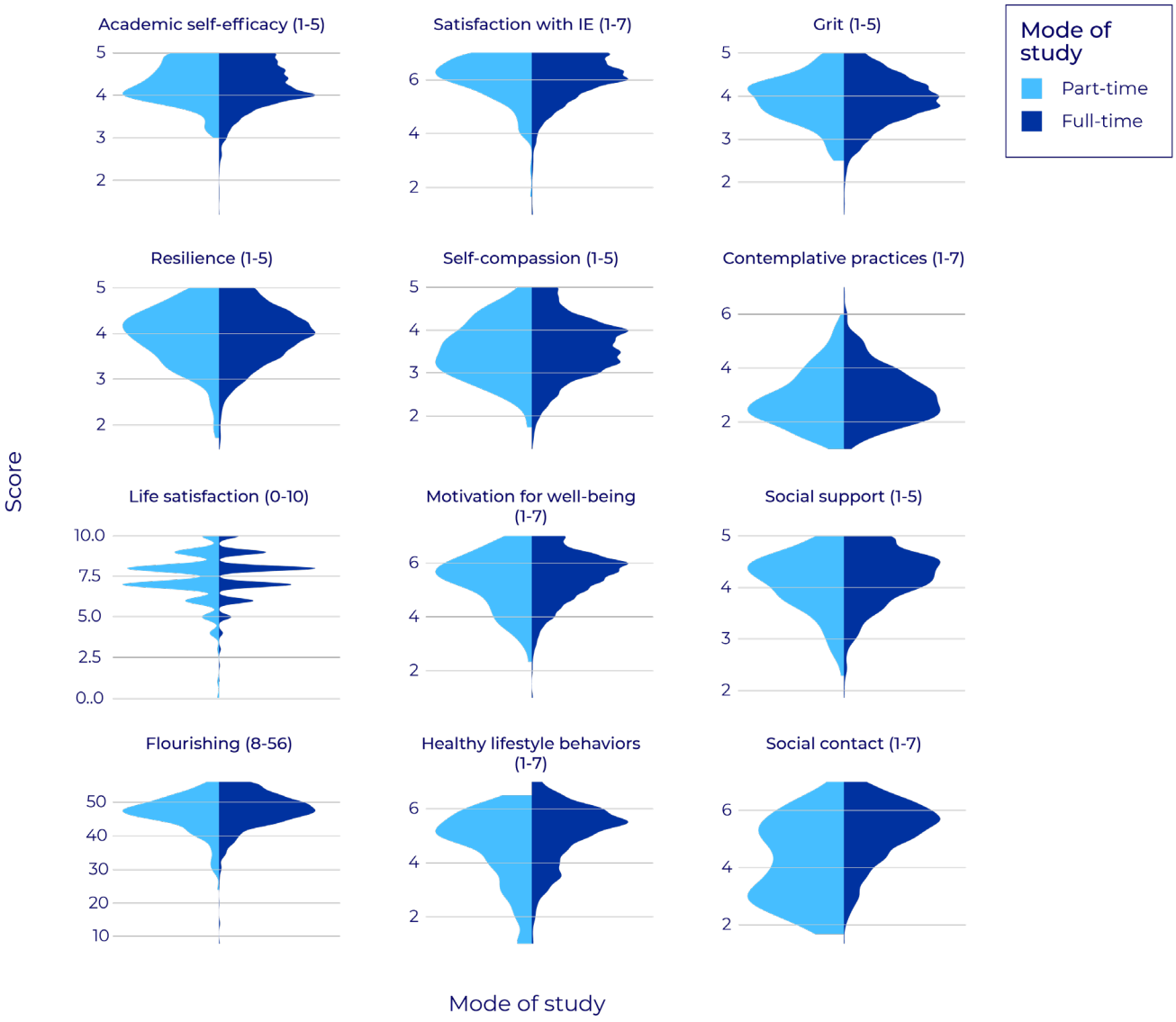


Figure 28. Differences between full-time and part-time master's students in key variables

LINK TO PERFORMANCE

KEY TAKEAWAY

Academic self-efficacy and grit were the strongest psychological predictors of GPA across both bachelor's and master's students. While other well-being factors showed smaller associations, they were still statistically significant, particularly among bachelor's students. This highlights that even modest improvements in well-being may contribute to academic success. In master's students, the effects were weaker overall, with only academic self-efficacy and grit showing small but significant associations.

Subgroup analyses revealed context-specific patterns: life satisfaction predicted GPA more strongly in Segovia than in Madrid, and self-efficacy and grit were significant predictors for women but not men.

INSIGHT

Even small differences in psychological well-being relate to academic performance. Integrating regular well-being assessments into academic advising systems could help identify at-risk students early.

In this section, we analyzed which variables among those under assessment were the most predictive of grades. To consider this question, we used correlational analyses, which determine which "predictors" share the most variance with these "outcome" variables. Given the non-experimental nature of this data, firm causal conclusions cannot be drawn from these results, but it is interesting to establish the strongest concomitants to academic success.

Because bachelor's and master's students' GPAs are scaled differently, we represent these values separately. We drew the effect size interpretations based on the Bücker et al. (2018) meta-analysis, which examined typical associations of subjective well-being and academic achievements, finding typical effect sizes of r = 0.16, with a 95% confidence interval of 0.11 to 0.22. We considered r-values greater than 0.22 to be large, values between 0.11 and 0.22 to be moderate, values between 0.055 and 0.11 (i.e., lower-bound and halfway to zero) to be small, and values below that to be trivial.

Grade outcomes (bachelor's students)

Here we examine the correlations between grades and well-being indicators among bachelor's students, organized from largest to smallest r-value. They reveal that several of the well-being variables are at least somewhat related to grade outcomes.

Table 6. Correlation of bachelor's grades and well-being indicators

Variable	*r*	df	*p-value*	Comment
Academic self-efficacy	0.23	3643	<0.001	Large
Grit	0.2	3646	<0.001	Moderate
Social support	0.12	3643	<0.001	Moderate
Satisfaction with IE University	0.09	3647	<0.001	Small
Motivation for well-being	0.09	3647	<0.001	Small
Flourishing	0.06	3646	<0.001	Small
Life satisfaction	0.05	3648	<0.001	Small
Healthy lifestyle behaviors	0.03	3647	0.042	Trivial
Resilience	0.03	3643	0.084	Trivial
Social contact	0	3647	0.983	Trivial
Self-compassion	-0.01	3644	0.041	Trivial
Contemplative practices	-0.02	3646	0.021	Trivial

We found a reasonable set of correlations between psychological well-being variables and grades among bachelor's students, with academic well-being predictably showing the largest positive relation, and with grit and social support at least moderately linked to better grades. Next, we found some small but statistically significant relationships between grades and satisfaction with IE University, motivation for well-being, flourishing and life satisfaction, broadly suggesting that those finding their university experience to be a good one achieved somewhat higher grades—though, obviously, the causal direction could go in either direction for all of these associations.

The figure below is also helpful to show the "break-away" relations of academic self-efficacy and grit with GPA, compared to the remaining variables which show a more smoothly descending magnitude of relation to GPA. This suggests a relatively unique link between GPA and academic self-efficacy and grit, specifically.

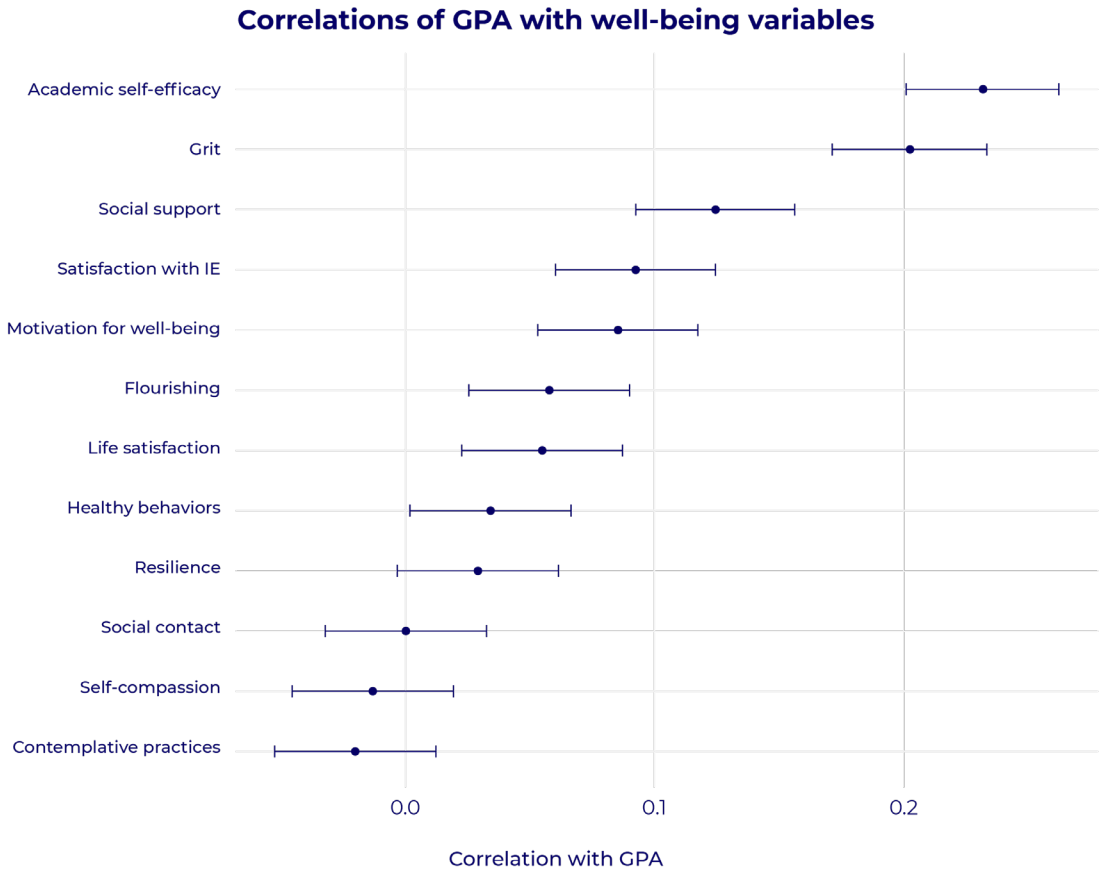


Figure 29. Correlations between grades and well-being (bachelor's)

Grade outcomes (master's students)

Here, we examine the correlations between grades and well-being indicators among master's students, organized from largest positive to largest negative r-value.

Table 7. Correlation of master's grades and well-being indicators

Variable	*r*	df	*p-value*	Comment
Academic self-efficacy	0.1	1590	<0.001	Small
Grit	0.07	1595	0.002	Small
Social support	0.05	1593	0.061	Trivial
Healthy lifestyle behaviors	0.04	1596	0.157	Trivial
Life satisfaction	0.02	1596	0.364	Trivial
Flourishing	0.02	1595	0.478	Trivial
Motivation for well-being	0.01	1595	0.799	Trivial
Satisfaction with IE University	0	1595	0.941	Trivial
Resilience	-0.02	1592	0.468	Trivial
Self-compassion	-0.03	1593	0.247	Trivial
Social contact	-0.03	1596	0.186	Trivial
Contemplative practices	-0.07	1596	0.008	Small

Correlations of well-being indices with grades among master's students were similar to those of bachelor's students. Once again, grit and academic self-efficacy had the strongest positive associations with grade performance. However, these results differ from the bachelor's students' results in two respects. First, the overall magnitudes of the correlations are lower across the board. Second, due to this reduced magnitude and the lower sample size of master's students, the significance values were generally less likely to be significant. Indeed, only academic self-efficacy and grit were significant by conventional statistical standards, whereas among bachelor's students, nearly all variables were significantly related to grades in some fashion.

Looking at the effects more specifically, both academic self-efficacy and grit were categorized as small effects, indicating that although these effects were detectable, they were not very pronounced. For context, the r's of 0.10 and 0.07 seen below indicate that they explain 1% or less (each) of variance in grades, or alternatively, that grades explain 1% or less of variance in master's students' academic self-efficacy and sense of personal grit.

The only negative correlation with grades was contemplative practices. This effect was quite small in magnitude. We would not likely infer that meditating and mind-body practice negatively impact student grade performance. One obvious counter-explanation is that students feel a greater need for contemplative practice when they experience academic setbacks (reverse causation). Another possibility is that a third variable explains this relation: for instance, students struggling with substantial mental health issues may feel a greater need for contemplative practice and may also achieve lower grades. Thus, we need to interpret these correlations conservatively.

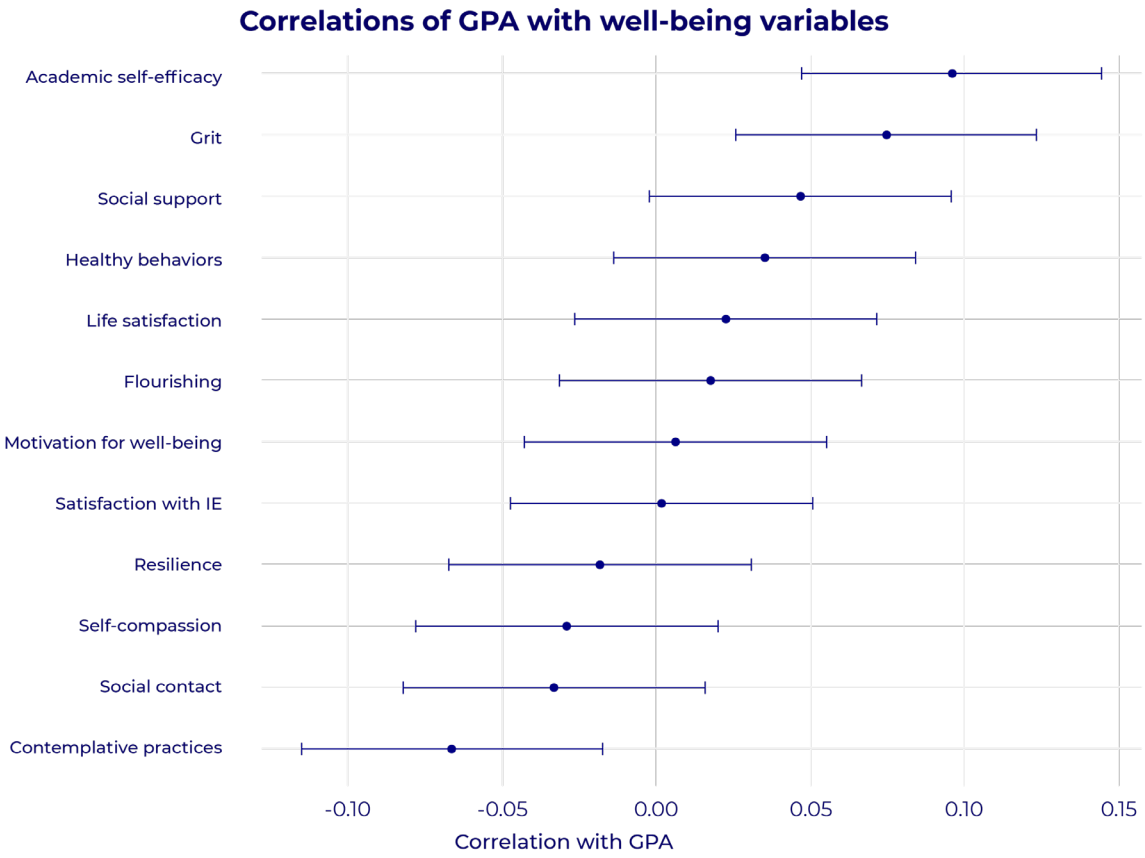


Figure 30. Correlations between grades and well-being (master's)

Moderation (exploratory)

We also considered whether different predictors might weigh more heavily in predicting grades or attendance for our different subgroups. To test this, we used a multiple regression analysis in which each possible predictor was permitted to interact with gender, location (bachelor's students sub-analysis only), year (bachelor's only), and mode of study (master's students sub-analysis only). We applied only a local Bonferroni correction per model; that is, interactions were only examined if their p-values fell below 0.017 for bachelor's students (because each model contained three interaction terms: year, gender and location) and below 0.025 for master's students (because each model contained two interaction terms: gender and mode of study).

Broadly speaking, few interactions were detected, indicating that our previously described effects were generally robust. However, for the bachelor's student analysis, we found an intriguing interaction between location and life satisfaction as a predictor of grades. Specifically, life satisfaction was a stronger and more significant predictor of grades for Segovia students (b = 0.05 [0.03, 0.07], t = 4.35, p < 0.01), and was a weaker predictor of grades for Madrid students (b = 0.01 [-0.01, 0.03], t = 1.01, p = 0.31). The interaction is easiest to understand by examining the figure below, in which we see that Segovia shows a strong life satisfaction–GPA relation, whereas Madrid does not. Of course, there is nothing causal about our cross-sectional data, so this could indicate that Segovia students succeed more as a product of their life satisfaction, that life satisfaction is more contingent on grades for these students or other possible explanations. It is also important to note that the interaction emerged despite controlling for year.

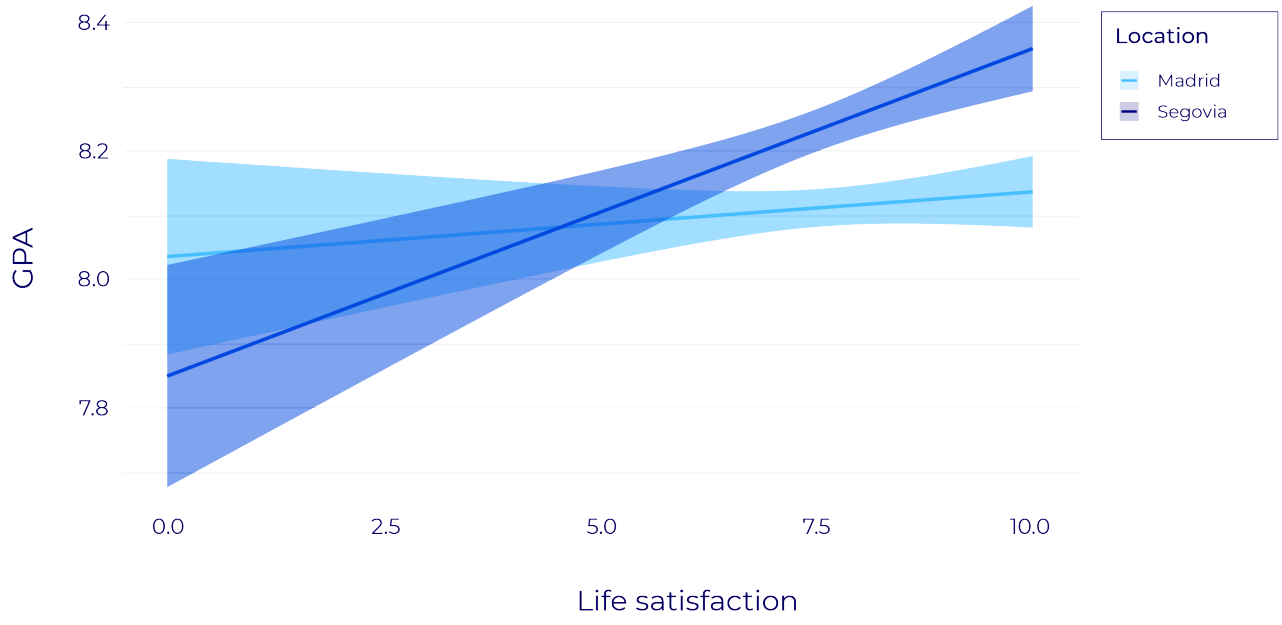


Figure 31. Correlation between life satisfaction and grades by location

For master's students, the picture was somewhat different. Specifically, we detected significant interactions only between academic self-efficacy and gender, and a marginal interaction between grit and gender, with master's-level GPA performance. As the figures below demonstrate, these were such that for women, academic self-efficacy and grit were reflective of grade performance (B = 0.11 and 0.08, respectively; ts > 3.48; ps < 0.01). However, for men, these same variables were not at all reflective of GPA (ps > 0.42). Alternatively, as the figures make clear, men scored higher GPAs than women at most lower levels of grit and self-efficacy, but women overtook men at relatively high levels of grit and self-efficacy.

As with most of our data, this could be interpreted in several ways. For instance, it could be that grit and self-efficacy are actually stronger determinants of women's successes, for example, due to stereotypes or structural barriers that women have to overcome. Alternatively, it could be that women, more so than men, derive their self-perception of grit and academic self-efficacy "contingently" (that is, based on actual grade), whereas men may derive these self-perceptions from other sources. A further possibility is that women's confidence in these areas is rewarded differently than men's when it manifests in how they write, speak or otherwise communicate to graders.

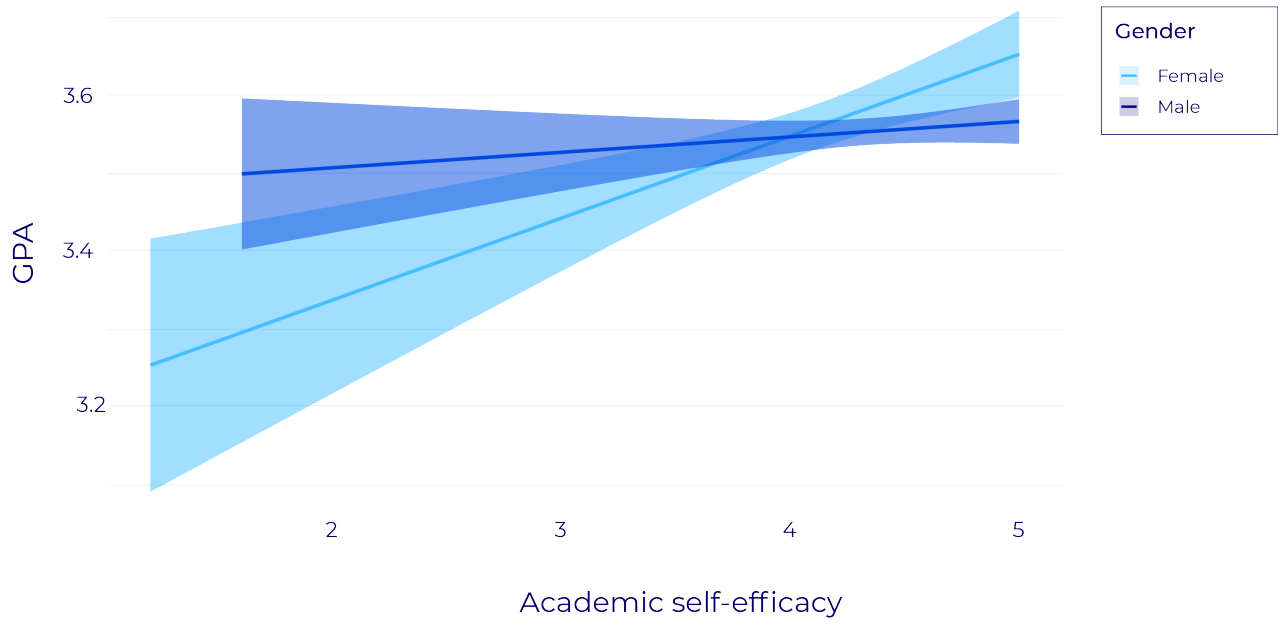


Figure 32. Correlation between academic self-efficacy and grades by gender

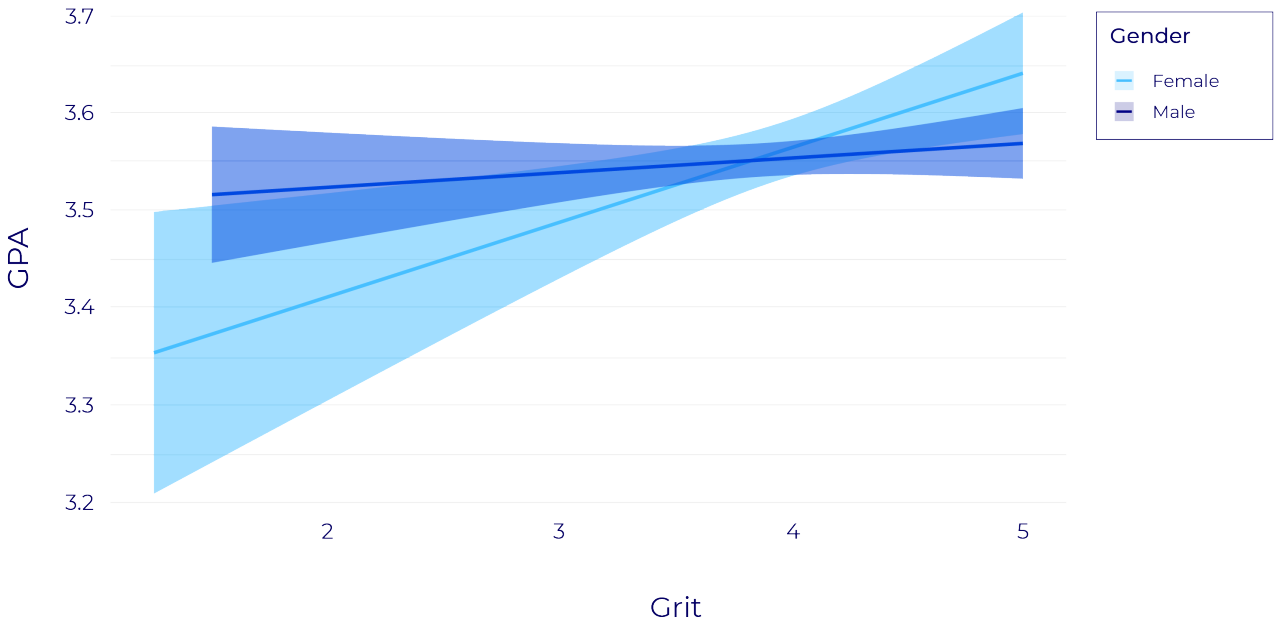


Figure 33. Correlation between grit and grades by gender

MOVING FORWARD

The IE University Student Well-Being Survey, launched in 2022, has become a central tool for understanding how students experience university life across multiple dimensions. With data now collected over two consecutive years, we are building a valuable longitudinal dataset that tracks life satisfaction, flourishing, social contact and support, satisfaction with the university experience, healthy habits, grit, self-compassion, resilience, motivation for well-being, and academic self-efficacy. In 2025, we expanded our approach, conducting subgroup analyses to explore variation across the student population and, for the first time, examining how well-being indicators relate to academic performance.

This growing body of work is the foundation for what we are now shaping into a Well-Being Observatory at IE University. Borrowing from a model originally developed in population health research, the concept of an observatory highlights the importance of systematic, long-term observation as a means of generating insight and guiding action. Just as observatories in other fields monitor change over time, this initiative enables us to track student experiences in a consistent and evolving way. The Observatory will serve as a living resource for both research and institutional learning, helping us better understand well-being at IE University and how it connects to the broader academic and social environment.

The 2025 survey marks a significant advancement in this effort. We present subgroup analyses that highlight heterogeneity across the student body, providing richer and more nuanced insights into student experiences. Moreover, we are now linking core well-being variables with academic and performance indicators, allowing us to investigate associations with greater depth and relevance. This approach not only strengthens the empirical foundations of our work but also underscores the essential role of continuous monitoring in supporting students to thrive at IE University.

This year has also been transformative in scope. Our research activities have expanded beyond the student body to encompass the broader IE Community, with the development of the Community-Wide Experience & Well-being Survey, a newly launched Well-Being in the Workplace Survey and progress toward quasi-experimental studies to examine causal relationships. These developments demonstrate a strategic pivot from purely descriptive analytics to a more applied and intervention-ready research agenda.

As we look ahead, the annual Well-Being Survey remains our cornerstone, a vital tool within a maturing Observatory that integrates longitudinal tracking, policy relevance and academic rigor. We are confident that this work will not only continue to generate actionable insights for IE University, but will also contribute meaningfully to the broader field of well-being science.

CONCLUSION

Student well-being at IE University is a shared responsibility rooted in data, shaped by institutional commitment and sustained through collective action. This report affirms that achieving well-being is not merely an individual pursuit but a coordinated, community-wide effort that reflects IE University's educational values and vision.

This second edition of the Student Well-being report shows that, overall, we are doing well. But we should not just look at the forest; we must also see the trees. Most IE University students report strong indicators of life satisfaction and flourishing, reflecting the success of our holistic approach to the student experience. At the same time, a smaller segment of students report lower well-being scores. These insights remind us that sustaining a positive environment means not only supporting those who are already thriving, but also proactively identifying and responding to students who may benefit from earlier and more tailored forms of support.

Our commitment to well-being must be as diverse as our student body. Subgroup differences across gender, academic level and location underscore that a uniform approach may not be appropriate given the complexity of the student experience. Continued research is essential to ensure that support reaches everyone effectively and equitably.

Encouraging patterns are emerging: many students are engaging in healthy lifestyle behaviors, and IE University's holistic, cross-departmental model is already having a positive impact. Yet, gaps remain. Lower engagement with contemplative practices signals a clear area for development. As we move forward, cultivating skills like emotional regulation, self-compassion and reflective practice will be a strategic and ethical imperative.

Above all, this report demonstrates the importance of sustained, research-based monitoring. The longitudinal nature of our survey allows us not only to capture the current moment but to identify trends and trajectories. This evidence base empowers IE University to act early, allocate resources wisely and remain responsive to the evolving needs of our students.

IE University is pioneering a model of institutional care that is data-driven and deeply integrated across academic, administrative and student-facing domains—one that can set a precedent in higher education. But this is not the end of the conversation. It is a checkpoint in an ongoing journey. Our work continues—to fine-tune our successes, expand our reach, and co-create the conditions where every student, not just some, can thrive.

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CENTER FOR HEALTH & WELL-BEING

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APPENDIX

Descriptive statistics of Full Sample

	Full Sample N=5,739						
Variable	Mean	SD	Median	Min	Max	Skew	Kurtosis
Life Satisfaction (0-10)	7.54	1.45	8	0	10	-0.86	1.8
Flourishing (Sum) (8-56)	46.69	5.84	47	8	56	-1.27	3.94
Social Contact (1-7)	5.4	1.08	5.67	1	7	-0.76	0.24
Time w/peers from other countries (outside of time spent in class)	5.62	1.58	6	1	7	-1.38	1.36
Time w/peers from same country (outside of time spent in class)	4.79	2.02	5	1	7	-0.72	-0.74
Talk w/family	5.78	1.12	6	1	7	-1	1.17
Social Support (1-5)	3.95	0.61	4	1	5	-0.47	0.13
Emotional support from family	4.43	0.86	5	1	5	-1.5	1.78
Family available to help make decisions	4.52	0.8	5	1	5	-1.75	2.75
Program management team support	3.3	1.08	3	1	5	-0.29	-0.44
Friend support when something goes wrong	4.32	0.813	5	1	5	-1.129	1.073
Having friends to share joys and sorrows	4.49	0.772	5	1	5	-1.566	2.356
Professor support when necessary	3.49	0.945	4	1	5	-0.369	-0.071
Feeling valued and listened to by professors	3.6	0.941	4	1	5	-0.422	-0.018
Advisor support	3.1	1.222	3	1	5	-0.145	-0.847
Satisfaction with IE (1-7)	5.68	1.06	6	1	7	-1.44	2.83
Positive about IE	5.93	1.19	6	1	7	-1.82	4.14
Belonging at IE	5.54	1.281	6	1	7	-1.21	1.61
Happy with studies	5.59	1.219	6	1	7	-1.31	2

Healthy Lifestyle Behaviors (1-7)	5.1	1.14	5.5	1	7	-0.92	0.69
Exercise	4.67	1.6	5	1	7	-0.98	0.16
Walk for 30+ minutes	5.53	1.22	6	1	7	-1.29	1.89
Contemplative Practices (1-7)	3.12	1.03	3	1	7	0.64	0.32
Mind-body movement exercises	1.66	1.36	1	1	7	2.07	3.26
Gratitude practice	3.81	1.96	4	1	7	-0.1	-1.28
Time in nature	3.87	1.62	4	1	7	-0.08	-0.78
Journaling	2.14	1.63	1	1	7	1.27	0.42
Mindfulness or meditation	2.37	1.72	1	1	7	0.98	-0.32
Acts of kindness	4.86	1.48	5	1	7	-0.65	-0.08
Grit (Persistence of effort) (1-5)	3.79	0.64	3.75	1	5	-0.41	0.41
Self Compassion (1-5)	3.55	0.73	3.5	1	5	-0.21	-0.03
Self-kindness	3.41	0.83	3.5	1	5	-0.16	-0.17
Mindfulness	3.69	0.84	4	1	5	-0.41	-0.12
Resilience	3.91	0.67	4	1	5	-0.52	0.55
Motivation for Well-being (1-7)	5.18	1.04	5.33	1	7	-0.67	0.62
Active interest in well-being	5.66	1.23	6	1	7	-1.22	1.86
Feel supported in well-being	4.87	1.47	5	1	7	-0.72	0.05
Awareness of well-being resources	5.02	1.43	5	1	7	-0.81	0.19
Academic Self-efficacy (1-5)	4.13	0.59	4.2	1	5	-0.69	1.06

Descriptive statistics by Gender

	Male		Female	
	N=2299		N=3044	
	Mean	SD	Mean	SD
Age	23.1	4.61	22.29	3.78
Life Satisfaction (0-10)	7.58	1.5	7.5	1.41
Flourishing Sum (8-56)	46.61	6.04	46.81	5.6
Social Contact (1-7)	5.38	1.07	5.41	1.1
Time w/peers from other countries (outside of time spent in class)	5.67	1.52	5.58	1.62
Time w/peers from same country (outside of time spent in class)	4.89	1.95	4.71	2.07
Talk w/family	5.58	1.16	5.93	1.07
Social Support (1-5)	3.93	0.62	3.96	0.59
Emotional support from family	4.39	0.86	4.45	0.85
Family available to help make decisions	4.51	0.79	4.53	0.8
Program management team support	3.31	1.08	3.29	1.07
Friend support when something goes wrong	4.24	0.84	4.38	0.79
Having friends to share joys and sorrows	4.39	0.83	4.57	0.71
Professor support when necessary	3.5	0.94	3.48	0.94
Feeling valued and listened to by professors	3.66	0.93	3.56	0.94
Advisor support (only bachelor's students)	3.09	1.23	3.11	1.22
Satisfaction with IE (1-7)	5.7	1.07	5.68	1.06
Positive about IE	5.93	1.22	5.93	1.16
Belonging at IE	5.56	1.28	5.53	1.28
Happy with studies	5.61	1.22	5.57	1.22

Healthy Lifestyle Behaviors (1-7)	5.26	1.08	4.98	1.17
Exercise	4.98	1.49	4.45	1.65
Walk for 30+ minutes	5.55	1.22	5.51	1.21
Contemplative Practices (1-7)	2.93	1	3.26	1.03
Mind-body movement exercises	1.41	1.18	1.85	1.45
Gratitude practice	3.66	2.02	3.94	1.91
Time in nature	3.72	1.6	3.99	1.61
Journaling	1.85	1.49	2.35	1.69
Mindfulness or meditation	2.28	1.72	2.44	1.71
Acts of kindness	4.65	1.54	5.02	1.41
Grit (Persistence of Effort) (1-5)	3.78	0.66	3.81	0.63
Self Compassion (1-5)	3.62	0.7	3.5	0.75
Self-kindness	3.4	0.83	3.42	0.84
Mindfulness	3.85	0.78	3.58	0.86
Resilience (1-5)	4	0.63	3.85	0.68
Motivation for Well-being (1-7)	5.13	1.05	5.23	1.02
Active interest in well-being	5.5	1.3	5.79	1.14
Feel supported in well-being	4.96	1.41	4.81	1.51
Awareness of well-being resources	4.94	1.44	5.09	1.42
Academic Self-efficacy (1-5)	4.25	0.55	4.05	0.59

Descriptive statistics by Location

	Madrid		Segovia	
	N=3737		N=1606	
	Mean	SD	Mean	SD
Age	23.52	4.65	20.58	1.26
Life Satisfaction (0-10)	7.56	1.45	7.47	1.44
Flourishing Sum (8-56)	46.97	5.7	46.15	5.97
Social Contact (1-7)	5.31	1.11	5.58	0.99
Time w/peers from other countries (outside of time spent in class)	5.42	1.66	6.08	1.26
Time w/peers from same country (outside of time spent in class)	4.69	2.01	5.01	2.04
Talk w/family	5.83	1.11	5.66	1.12
Social Support (1-5)	3.98	0.61	3.88	0.59
Emotional support from family	4.42	0.85	4.43	0.87
Family available to help make decisions	4.52	0.79	4.52	0.8
Program management team support	3.38	1.07	3.12	1.06
Friend support when something goes wrong	4.33	0.8	4.29	0.83
Having friends to share joys and sorrows	4.49	0.77	4.49	0.77
Professor support when necessary	3.5	0.95	3.47	0.92
Feeling valued and listened to by professors	3.63	0.94	3.55	0.92
Advisor support (only bachelor's students)	3.07	1.22	3.13	1.22
Satisfaction with IE (1-7)	5.73	1.04	5.58	1.09
Positive about IE	5.99	1.18	5.8	1.19
Belonging at IE	5.57	1.25	5.48	1.33
Happy with studies	5.64	1.19	5.47	1.27

Healthy Lifestyle Behaviors (1-7)	5.11	1.14	5.08	1.15
Exercise	4.69	1.61	4.65	1.58
Walk for 30+ minutes	5.54	1.21	5.5	1.23
Contemplative Practices (1-7)	3.08	1.03	3.21	1.03
Mind-body movement exercises	1.64	1.34	1.7	1.39
Gratitude practice	3.82	1.97	3.81	1.95
Time in nature	3.73	1.63	4.2	1.54
Journaling	2.15	1.65	2.1	1.57
Mindfulness or meditation	2.35	1.72	2.41	1.72
Acts of kindness	4.79	1.5	5.02	1.42
Grit (Persistence of effort) (1-5)	3.83	0.63	3.71	0.66
Self Compassion (1-5)	3.57	0.73	3.51	0.75
Self-kindness	3.44	0.83	3.35	0.84
Mindfulness	3.71	0.82	3.66	0.87
Resilience (1-5)	3.93	0.66	3.89	0.67
Motivation for Well-being (1-7)	5.23	1.03	5.09	1.02
Active interest in well-being	5.71	1.22	5.56	1.22
Feel supported in well-being	4.97	1.45	4.65	1.49
Awareness of well-being resources	5.02	1.44	5.05	1.41
Academic Self-efficacy (1-5)	4.17	0.57	4.06	0.6

Descriptive statistics by Bachelor's Year of Program

	Year 1 N=1123		Year 2 N=1219		Year 3 N=937		Year 4 N=432	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Age	19.4	0.7	20.5	0.8	21.5	1.3	22.4	1.1
Life Satisfaction (0-10)	7.32	1.55	7.58	1.44	7.7	1.42	7.6	1.45
Flourishing (Sum) (8-56)	46.38	5.87	46.46	6	46.25	6.32	47.03	5.16
Social Contact (1-7)	5.51	1.03	5.57	1.03	5.46	1.01	5.45	1
Time w/peers from other countries (outside of time spent in class)	5.85	1.42	5.88	1.47	5.67	1.49	5.61	1.5
Time w/peers from same country (outside of time spent in class)	4.87	2.07	4.98	2.04	4.92	1.95	4.98	1.95
Talk w/family	5.79	1.11	5.85	1.12	5.78	1.16	5.76	1.12
Social Support (1-5)	3.94	0.57	3.83	0.6	3.74	0.64	3.87	0.58
Emotional support from family	4.49	0.83	4.43	0.86	4.31	0.93	4.42	0.85
Family available to help make decisions	4.62	0.71	4.53	0.76	4.44	0.84	4.48	0.84
Program management team support	3.23	1.01	3.07	1.1	2.96	1.12	2.95	1.1
Friend support when something goes wrong	4.31	0.81	4.31	0.83	4.23	0.86	4.44	0.75
Having friends to share joys and sorrows	4.5	0.78	4.51	0.75	4.4	0.83	4.58	0.7
Professor support when necessary	3.49	0.91	3.33	0.99	3.28	0.99	3.41	0.99
Feeling valued and listened to by professors	3.58	0.92	3.43	0.99	3.34	0.99	3.5	0.92
Advisor support (only bachelor's students)	3.3	1.16	3	1.22	2.96	1.23	3.18	1.3
Satisfaction with IE (1-7)	5.66	1.05	5.63	1.05	5.35	1.23	5.49	1.16
Positive about IE	5.88	1.15	5.84	1.17	5.53	1.36	5.68	1.28
Belonging at IE	5.54	1.28	5.54	1.26	5.22	1.43	5.34	1.43
Happy with studies	5.57	1.2	5.51	1.21	5.29	1.39	5.44	1.31

Healthy Lifestyle Behaviors (1-7)	5.14	1.14	5.13	1.18	5.13	1.12	5.24	1.06
Exercise	4.82	1.54	4.75	1.61	4.73	1.56	4.96	1.42
Walk for 30+ minutes	5.45	1.26	5.51	1.26	5.52	1.18	5.51	1.2
Contemplative Practices (1-7)	3.13	0.99	3.23	1.1	3.19	1.03	3.09	1.03
Mind-body movement exercises	1.67	1.31	1.71	1.46	1.7	1.39	1.66	1.36
Gratitude practice	3.82	1.97	3.83	2.02	3.88	1.9	3.79	1.92
Time in nature	3.92	1.65	4.17	1.64	3.93	1.53	3.63	1.55
Journaling	2.06	1.56	2.2	1.69	2.19	1.67	2.21	1.67
Mindfulness or meditation	2.3	1.66	2.43	1.79	2.46	1.75	2.43	1.7
Acts of kindness	5.05	1.4	5.05	1.45	4.96	1.4	4.81	1.35
Grit (Persistence of effort) (1-5)	3.74	0.63	3.73	0.67	3.74	0.69	3.8	0.63
Self Compassion (1-5)	3.52	0.76	3.5	0.76	3.54	0.74	3.65	0.72
Self-kindness	3.38	0.84	3.35	0.86	3.4	0.84	3.52	0.82
Mindfulness	3.66	0.87	3.64	0.86	3.67	0.84	3.78	0.81
Resilience (1-5)	3.87	0.66	3.89	0.67	3.92	0.71	3.89	0.72
Motivation for Well-being (1-7)	5.19	0.98	5.09	1.04	4.89	1.11	4.99	1.04
Active interest in well-being	5.5	1.25	5.53	1.22	5.44	1.32	5.64	1.18
Feel supported in well-being	4.89	1.37	4.7	1.48	4.32	1.63	4.43	1.61
Awareness of well-being resources	5.18	1.32	5.03	1.41	4.9	1.48	4.9	1.49
Academic Self-efficacy (1-5)	4.12	0.58	4.06	0.62	4.07	0.64	4.17	0.59

Descriptive statistics by Master's Mode of Study

	Full-Time		Part-Time	
	N=1422		N=205	
	Mean	SD	Mean	SD
Age	26	3.36	35.21	5.72
Life Satisfaction (0-10)	7.57	1.38	7.35	1.52
Flourishing (Sum) (8-56)	47.41	5.51	46.31	5.53
Social Contact (1-7)	5.28	1.06	4.17	1.4
Time w/peers from other countries (outside of time spent in class)	5.42	1.59	3.86	2.13
Time w/peers from same country (outside of time spent in class)	4.67	1.9	3.06	2.13
Talk w/family	5.73	1.07	5.59	1.4
Social Support (1-5)	4.2	0.54	4.09	0.57
Emotional support from family	4.49	0.79	4.24	0.98
Family available to help make decisions	4.55	0.78	4.16	1.07
Program management team support	3.81	0.86	3.91	0.76
Friend support when something goes wrong	4.38	0.77	4.13	0.91
Having friends to share joys and sorrows	4.52	0.74	4.28	0.88
Professor support when necessary	3.75	0.83	3.88	0.72
Feeling valued and listened to by professors	3.91	0.81	4.04	0.73
Advisor support (only bachelor's students)	NA	NA	NA	NA
Satisfaction with IE (1-7)	5.98	0.85	6.01	0.84
Positive about IE	6.31	0.96	6.34	1.05
Belonging at IE	5.77	1.11	5.82	1.06
Happy with studies	5.86	1.04	5.86	1.02

Healthy Lifestyle Behaviors (1-7)	5.07	1.1	4.53	1.41
Exercise	4.42	1.66	4.28	1.77
Walk for 30+ minutes	5.72	1.07	4.77	1.5
Contemplative Practices (1-7)	3.01	0.99	2.88	1.04
Mind-body movement exercises	1.57	1.24	1.74	1.47
Gratitude practice	3.74	1.94	4.05	2.06
Time in nature	3.74	1.58	2.96	1.53
Journaling	2.12	1.59	1.95	1.54
Mindfulness or meditation	2.3	1.68	2.36	1.77
Acts of kindness	4.58	1.56	4.19	1.65
Grit (Persistence of Effort) (1-5)	3.91	0.58	3.93	0.56
Self Compassion (1-5)	3.61	0.7	3.54	0.68
Self-kindness	3.47	0.8	3.37	0.8
Mindfulness	3.75	0.8	3.72	0.74
Resilience (1-5)	3.98	0.61	3.94	0.64
Motivation for Well-being (1-7)	5.5	0.93	5.32	1.02
Active interest in well-being	6	1.06	5.9	1.33
Feel supported in well-being	5.44	1.18	5.3	1.27
Awareness of well-being resources	5.06	1.43	4.77	1.54
Academic Self-efficacy (1-5)	4.22	0.53	4.26	0.47