

IE STUDENT

# WELL-BEING REPORT

2023  
2024



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# EXECUTIVE SUMMARY

The IE Student Well-being Survey was launched to capture a first “snapshot” of students’ general health and well-being and to monitor how this state may evolve over time with our training and various outreach activities.

Between September and November 2023, 3101 students completed the survey before and after a mandatory 2-session Well-being workshop. The participants included bachelor’s and master’s students, aged between 18 and 55 years old, with a near-equal gender split of 52% female. Most participants were enrolled in the Business School, 62%, with the rest split nearly evenly across the other schools.

Geographically, the sample was diverse, with roughly half of the participants from Europe (53%) and a quarter from Latin America (24%). The remaining participants identified as from Asia/Australasia (6%), Africa/Middle East (11%), and North America (6%).

- Most IE students report high life satisfaction (LS) levels compared to international rankings, a healthy lifestyle and strong social connections.
- Around 50% of bachelor’s and 80% of master’s students are interested in learning more about well-being (WB) and they positively value IE’s support of their well-being.

## WE ALL FACE CHALLENGES:

- Most students report high levels of life satisfaction and well-being. Still, nearly 2 out of 10 reported medium to low levels of life satisfaction according to Gallup’s Life Evaluation Index.
- As the semester progresses, stress levels tend to rise while healthy lifestyle behaviors, like healthy eating and sleep, tend to decline.
- 3% of the master’s students and 9% of the bachelor’s students in the sample experience stress with studies most of the time, and about 10% feel lonely frequently.
- Compared to the lifestyle habits –exercise, walking, healthy eating, and sleep –students’ engagement in contemplative activities- meditation, gratitude practices, spiritual activities, and volunteering - remains low.
- Only 26% of bachelor’s and 30% of master’s students show high self-compassion scores.

## KEY DRIVERS:

The key factors explaining differences in students’ LS and well-being scores according to the results are Loneliness and Satisfaction with IE, with lower levels of Satisfaction with IE and higher levels of Loneliness related to lower life satisfaction scores.

- Bachelor’s students exhibited slightly higher levels of loneliness, which includes reported feelings of lack of companionship, isolation, and being left out.

## CHANGES FROM PRE-TEST TO POST-TEST:

- Students exhibit a significant increase in contemplative practices and higher awareness of the well-being resources on campus.
- Students appreciate the well-being training. The perception that IE supports their well-being improved.
- Students intend to continue to implement well-being practices. One out of three bachelor's and one out of two master's students reported having engaged in a well-being practice because of the training, and nearly seven out of every 10 participants expressed their intention to implement these well-being practices in the future.
- And students demonstrated significant growth in Life Satisfaction and Flourishing.

Change in student loneliness, interest in well-being and perception of IE's support of their WB explained 20% of the variance in the change in Satisfaction with IE underscoring the potentially symbiotic relationship between the Center and the University, in their joint efforts for improving student experience while at IE.

**To recap**, at post-test, students showed an increased awareness of IE University resources, a stronger sense of IE University's support for their well-being, and a greater perception that they could rely on their professors.

By analyzing these results, we aim to enhance our support systems and develop targeted interventions that address the specific needs of each group here represented. Our objective is to create an environment where every student can thrive, achieve academic excellence, and maintain overall well-being at IE and beyond.

# INTRODUCTION

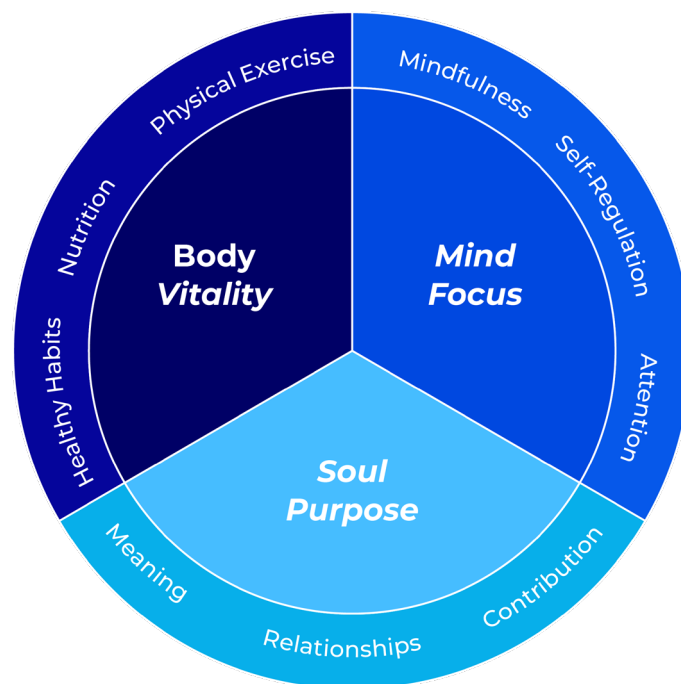
IE University recognizes that well-being is a pillar of human development and sees this as a potential lever of adjustment and performance for students during their university and postgraduate years. In 2019, IE created the Center for Health & Well-being (the Center) with the mission of supporting the holistic development of students, to be at their best and live and lead with a positive impact. The Center is unique in that it's 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's core values (diversity, innovation, humanities, entrepreneurship and sustainability) to foster student happiness and health.

The journey in higher education is a significant and transformative experience but one that can also be challenging. The demands faced by our diverse student body are multifaceted. For young adults, this is a time marked by newfound independence, trying academic workloads, significant social adjustments and critical changes in brain development

(Arnett, 2016). For more senior students, balancing studies with professional commitments and family obligations adds a unique set of complications.

Like all changes, this transition period brings tremendous opportunities for growth and development but also produces stressors and challenges that impact students' health and well-being (Ramón-Arbués et al., 2020). It's widely recognized that university students face a higher risk of mental health concerns (Eisenberg et al., 2013; Francis & Horn, 2017). A recent meta-analysis found the prevalence of anxiety in university populations to be around 30% (Tan et al., 2023). The Healthy Minds Study (Eisenberg et al. 2023) found even higher levels of mental health challenges among 96,000 students in the US, with 37% of the sample reporting anxiety disorders and 44% symptoms of depression. Not all students are affected equally, but stressors including loneliness, social media use, making new friends, establishing autonomy, and academic pressure (Mofatteh, 2021) have been found to impact students' performance, achievement, and mental health (Kaya & Erdem, 2021). These findings underscore a major challenge for university administrators: how to safeguard student health, happiness, and well-being during their academic studies.

Research suggests that improving student well-being can have a positive impact not only on students' mental health but also on learning outcomes (Kemp, Mead, & Fisher, 2022). By embracing positive psychology, universities can play a vital role in their students' mental health and well-being while simultaneously fostering a thriving learning environment. This is a call to arms that IE has recognized and embraced in the creation of the Center for Health and Well-being.



IE's Holistic Framework of Well-being

# TEACHING WELL-BEING

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The Center focuses on cultivating student well-being through a variety of initiatives. One major initiative is a comprehensive training program for all enrolled students aimed at deepening their understanding of well-being and mental health practices, supporting their success, and strengthening the chain of care and support embedded within IE. Several studies (Hood et al., 2021; Lambert et al., 2018; and Young et al., 2020) document the advantages of teaching well-being concepts, which raise awareness and deepen knowledge, as well as positive psychology interventions (PPIs), which empower students to apply these concepts in their daily lives. Positive moods can lead to broader attention and more creative and holistic thinking, which are essential components of effective learning (Fredrickson, 1998; Isen et al., 1987; Kuhl, 1983, 2000). Negative moods, on the other hand, can lead to more critical and narrow thinking, which is not always conducive to effective learning (Bolte et al., 2003; Kuhl, 1983, 2000). Training mindfulness, self-compassion, and resilience can improve academic performance and achievement (Goretzki & Zysk, 2017). Therefore, one important avenue for reducing stress and anxiety and scaffolding student achievement and success is focusing on student well-being (Seligman et al., 2009).

## RESEARCH OBJECTIVES

The Student Well-being Survey was launched to capture a “snapshot” of students’ overall well-being and to monitor how this may evolve over time with the various training and outreach activities the Center offers. The information gathered from this survey can inform university and faculty policies, student support services, and the Center’s student-oriented initiatives and interventions. It will also enrich the existing literature on student well-being.

This report summarizes our preliminary analysis of the first wave of data in this longitudinal database. The main goals of this analysis are to:

- Gain a better understanding of what helps and what hinders students’ well-being (enablers and challenges).
- Measure the change in students’ well-being before and after the training (pre-post change).

Through this, we aim to enhance our support systems and develop targeted interventions that address the specific needs of each group. Our objective is to create an environment where every student can thrive, achieve academic excellence, and maintain overall well-being.

## ACKNOWLEDGEMENTS

We want to extend our heartfelt gratitude to all the stakeholders whose contributions have made this report possible. The survey and intervention design have been a true collaborative effort, spearheaded by the IE Center for Health & Well-being research team and enriched by the generous expertise of many distinguished professors and researchers, including Dr. Ellen Newman, Dr. Silvia Centeno, Dr. Rocio Bonet, Lisa Bevill, Mario Alonso Puig, M.D, Gonzalo Llanes, Mar J. Fernández Ollero, Rebecca Smith, Steffen Baecker, Ignacio Pardillo and Tania Romero.

The widespread dissemination of this survey and the workshops that constitute the intervention is the result of IE University's visionary decision as an institution to offer universal courses on well-being to all its students. Successfully delivering these to the entire student body across the three university locations in two cities and online has required the invaluable support of several teams in the academic and planning departments, including the 60+ faculty members of the Center for Health & Well-being who teach the workshops. We would also like to thank the 2023–2024 student government team for their efforts to encourage students to take the survey.

A special thanks also goes to the 3,000+ students who voluntarily participated in the survey. Your responses are incredibly valuable in helping us better understand and improve the well-being levels of your peers as well as those of university students around the world by enriching the research literature.

Lastly, we would like to highlight the dedicated efforts of all individuals who support the well-being of our students and the broader university community every day. Whether through proactive and preventive practices like sports, community, and learning activities, or assistance in the form of guidance, emotional, or medical support, your commitment and care are the cornerstones of our collective success.

## METHOD

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We collected measures of life satisfaction, flourishing, and beliefs and behaviors related to well-being to create a snapshot of student health and well-being at the beginning of the fall term 2023 (also called pre-test data) and at the end of this term (also called post-test data).

The table below lists the measures included in the survey and the sources from which these measures were drawn.

The next section describes these measures in greater detail and provides descriptions of student performance, a comparison between student groups (bachelor's and master's students, and female and male students), and analyzes the nature of the relationships among these variables before and after the two sessions of training.

MEASURES	SOURCES
Life Satisfaction-Cantril's Ladder	Life Satisfaction-Cantril's Ladder
Perma- Perma Profiler	Butler & Kern (2016)
Healthy Behaviors Lifestyle Healthy Behaviors Mindfulness Social Support Social Contact Motivation WB Change after training	Original Composite. IE Center for Health and Wellbeing research team.
Loneliness- Three-Item Loneliness Scale	Hughes et al. (2004)
Satisfaction with IE	(Adapted) Hobbs et al. (2022)
Grit (Grit-S).	Duckworth & Quinn (2009)
Self-Compassion	Raes et al. (2011)
Resilience-Brief Coping Resilient Scale (4-BRCS)	Sinclair & Wallston (2004)

## SAMPLE

Between September and November 2023, 3,101 students<sup>1</sup> completed a pre-test survey at the beginning of a mandatory two-session workshop. The participants included bachelor's and master's students, between 18 and 55 years old, with a near-equal gender split in which 52% of respondents were female. Most participants were enrolled in IE Business School (62%).

Geographically, the sample was diverse, with roughly half of the participants from Europe (53%) and a quarter from Latin America (23%). The remaining participants identified as being from Asia/Australasia (6%), Africa/Middle East (11%), and North America (6%).

<sup>1</sup> A set of students was removed initially due to incomplete or inaccurate data

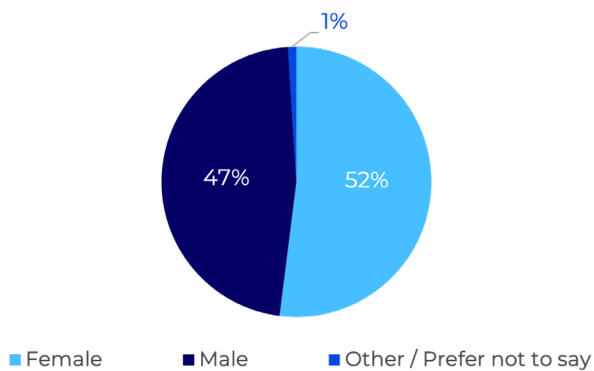


Figure 1: Sample divided by Gender

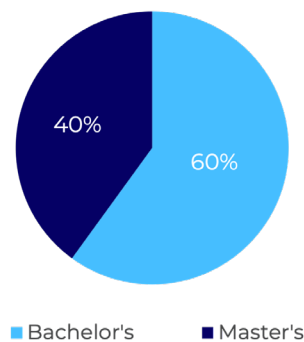


Figure 2: Sample divided by Degree

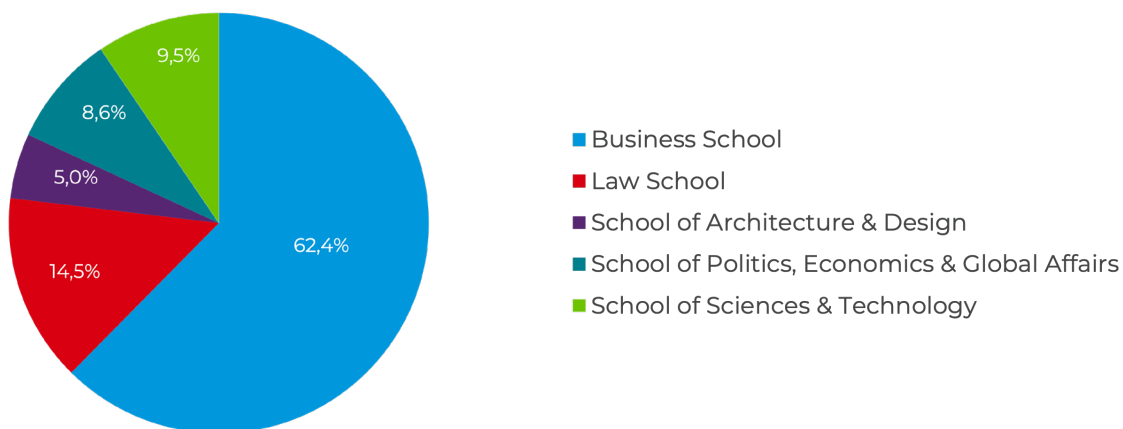


Figure 3: Sample by School

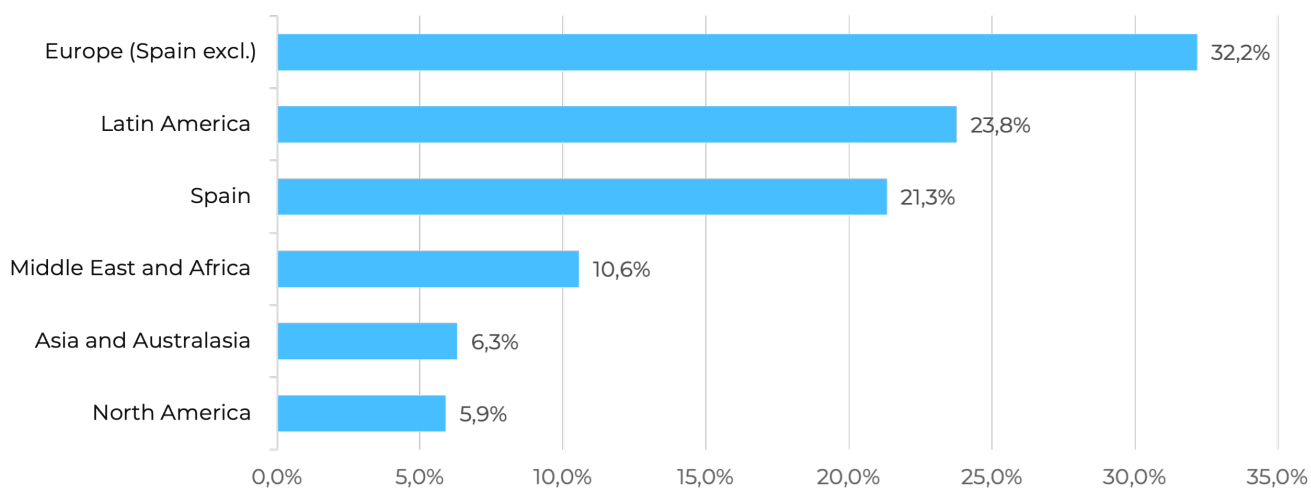


Figure 4: Sample by Region

The survey population mirrors the demographics of the IE student body and provides us with a large and diverse sample, enhancing the reliability of our findings.

When split by student level:

- 1,848 were bachelor's students in their 2nd or 3rd year with a mean age of 20 (range: 18–26 years old) and a slight female majority (57%). Most of the participants identified as European (57%) or Latin American (23%) and were studying at IE Business School (60%), with the rest split nearly evenly across the other schools.
- 1,253 were master's students, with a roughly equal gender split (54% male) and a mean age of 26.20 (range: 19–55 years old). Like undergrads, the majority were studying at IE Business School (65%) with the rest split nearly evenly across the other schools, and were from Europe (47%) or Latin America (24%).

## RESULTS PART 1: STUDENT SNAPSHOT

### LIFE SATISFACTION

We measure students' level of LS by asking respondents to evaluate their current life using the image of a ladder, with steps numbered from 0 at the bottom to 10 at the top. The top of the ladder represents the highest life satisfaction, a 10, while the bottom represents the worst level of life satisfaction, a 0. Each step corresponds to a numerical value on this scale. This scale is known as Cantril's Ladder and is used each year in the Gallup World Poll to measure and compare global levels of life satisfaction.

According to Gallup's Life Evaluation Well-Being index derived from the Cantril Scale, a majority of our students are "thriving."<sup>3</sup> In fact, out of the 143 countries surveyed for the 2024 World Happiness Report, our sample's level of life satisfaction would rank 5th place in youth happiness (below age 30).

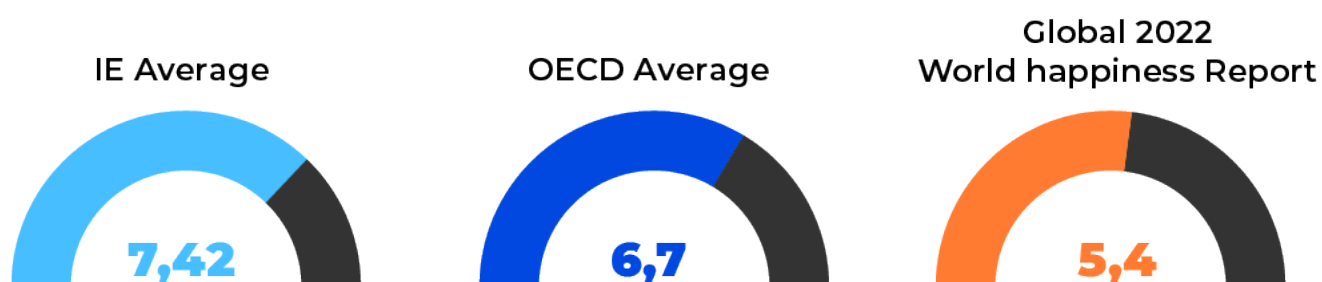


Figure 5a: Life Satisfaction chart

<sup>2</sup> Cut-offs used by Gallup and in the WHO collaborative study, although there are other proposals for cut-offs, for example, see Due et al. 2022.  
<sup>3</sup> In Gallup Cantril Ladder terms: 4% are suffering (LS 0-4), 17% struggling (5-6), 80% thriving (LS 7 – 10) (<https://news.gallup.com/poll/122453/understanding-gallup-uses-cantril-scale.aspx>)

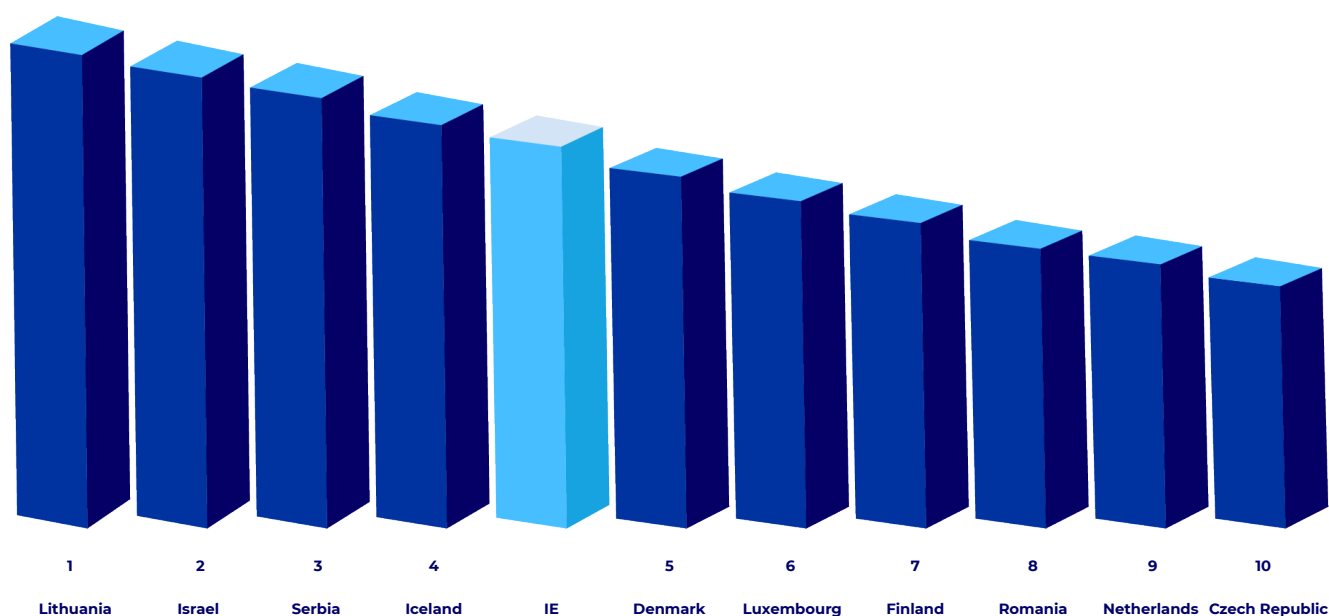


Figure 5b: World Happiness Report 2024 Life Satisfaction Ranking in population under 30.

## FLOURISHING

Another reliable measure of well-being comes from the work of Martin Seligman, a researcher often considered the founding father of Positive Psychology. In his book “Flourish” (2011), Seligman defined well-being as consisting of five pillars: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment. He referred to this as PERMA and considers a high overall PERMA score to reflect an individual’s level of flourishing. Research has found that high levels of satisfaction in these areas are linked to many desirable outcomes, such as better physical health, stronger friendships, and greater educational and occupational success. (Diener & Chan, 2011; Huppert, 2009; Lyubomirsky, King, & Diener, 2005).

In 2016 Butler and Kern created the PERMA-Profiler, a brief measure of PERMA. For our current survey, we used an abbreviated version of this tool to assess IE students’ subjective well-being and flourishing.

### ***IE Students are doing well overall.***

The average scores of IE bachelor’s and master’s students on the PERMA-profiler were higher than the similarly-age comparison groups from the original study (Butler & Kern, 2016) which included several samples from higher education institutions.

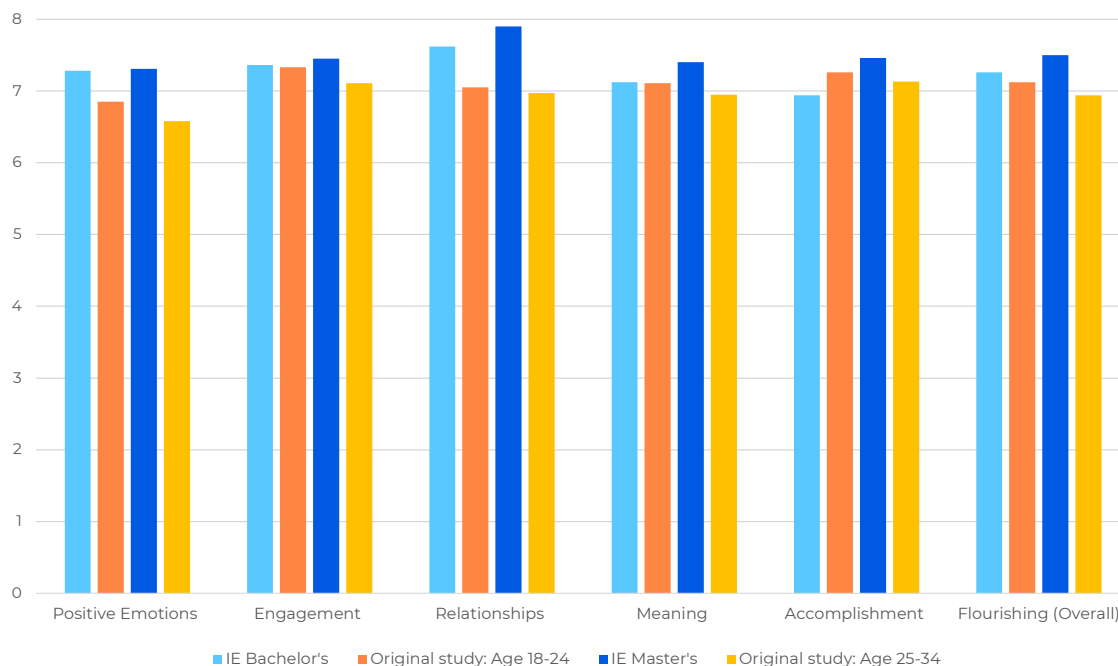


Figure 6: PERMA differences among IE University student subsets & similarly-aged subsets in the PERMA-profiler original study (Butler & Kern, 2016)

## MEASURES RELATED TO WELL-BEING

We also asked our students about certain beliefs, habits, and behaviors shown to be important for student health and well-being. The results reveal both areas of strength and critical gaps, pointing to potential future training areas.

## SOCIAL CONTACT AND SOCIAL SUPPORT

The survey included specific questions aimed at understanding the nature and frequency of social interactions among students, and their perceived satisfaction with their support networks. For instance, questions such as “In the past month, how often have you talked to your family virtually or in-person?” and items such as “I feel comfortable talking to at least one of my friends at IE when I’m struggling” were designed to capture a broad overview of the student’s social environments. The responses to these questions are crucial for assessing the role of social structures in shaping overall student well-being. Research has consistently shown that strong social ties and substantial support systems are fundamental for enhancing students’ emotional and psychological resilience and well-being (Fernández-Martínez et al., 2017; Mai et al., 2021).

## IE Students report frequent social contact.

Regular social contact with family and friends plays a significant role in students' overall social well-being, emphasizing the importance of these interactions in their daily lives (Vaillant 2012; Waldinger & Schulz 2023). Most students reported having regular conversations with their families, daily or several times a week. This frequent family contact suggests that family ties play an important role in IE students' social networks.

Students also reported frequent contact with their classmates outside of the classroom, engaging with peers from both similar and diverse backgrounds. Given that cross-cultural exchange is a pillar of the IE experience, these results suggest that the institution is reaching its objectives and helping to foster a global outlook among our student community. Notably, undergraduates reported more frequent contact with classmates from different cultural backgrounds than master's students, suggesting a more dynamic, cross-cultural exchange among the younger group of students, at least at the start of the term.

Undergraduates engage more with peers from different cultural backgrounds than master's students and participate more in IE Clubs and extracurricular activities.

At the start of the term, most students participate in IE clubs and extracurricular activities about once to a few times a month. Master's students tend to participate less frequently in these activities, which may reflect the different academic demands and social priorities between undergraduate and graduate students, but overall levels were low in both groups.

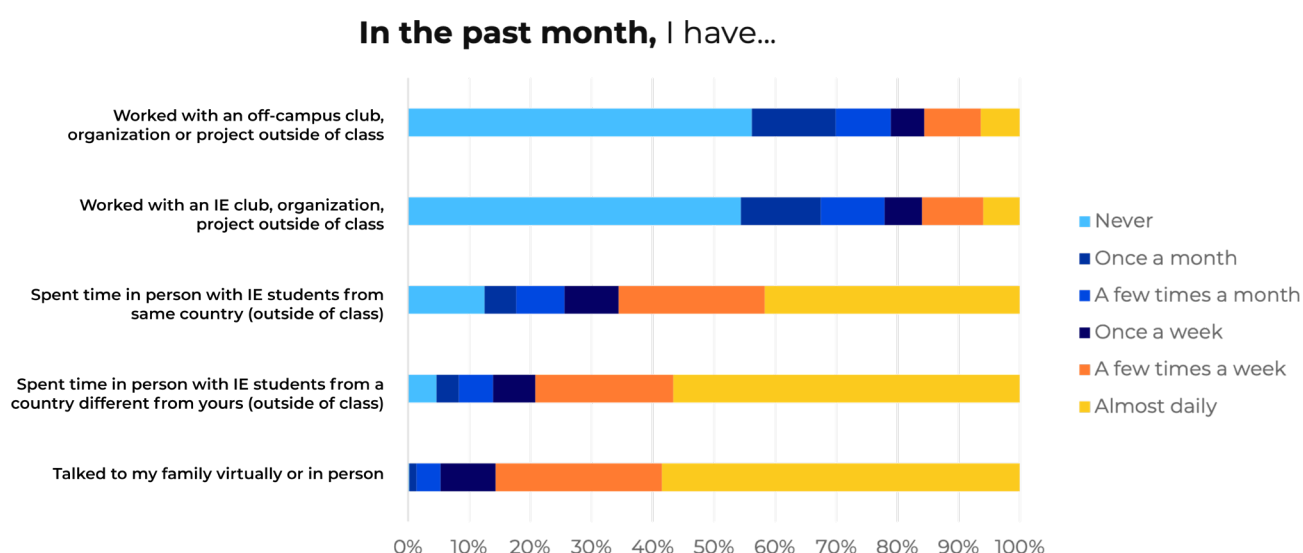


Figure 7: Social Contact

## Students are generally comfortable relying on friends and family for support.

When it comes to social support, our students generally feel comfortable relying on their friends and family during times of struggle, though they report feeling less comfortable seeking support from professors. This suggests a potential area for improvement in strengthening the student-faculty support dynamic. We are looking into exploring this further by including additional questions about comfort levels with program management and advisors in future surveys, especially for our bachelor’s students.

## Overall reports of loneliness among students are relatively low.

Encouragingly, reports of loneliness among our students are relatively low. The majority of participants reported rarely feeling a lack of companionship, isolation, or exclusion, with less than 10% experiencing these feelings often. These findings are consistent with levels reported in a comparably-aged Spanish sample (Trucharte et al., 2023) suggesting that our student community generally feels well-integrated and supported.

This positive outlook on social support and contact not only enhances our understanding of student well-being but also guides us in prioritizing initiatives that could further foster an inclusive and supportive educational environment.

When struggling, **I feel comfortable** talking to at least one of my:

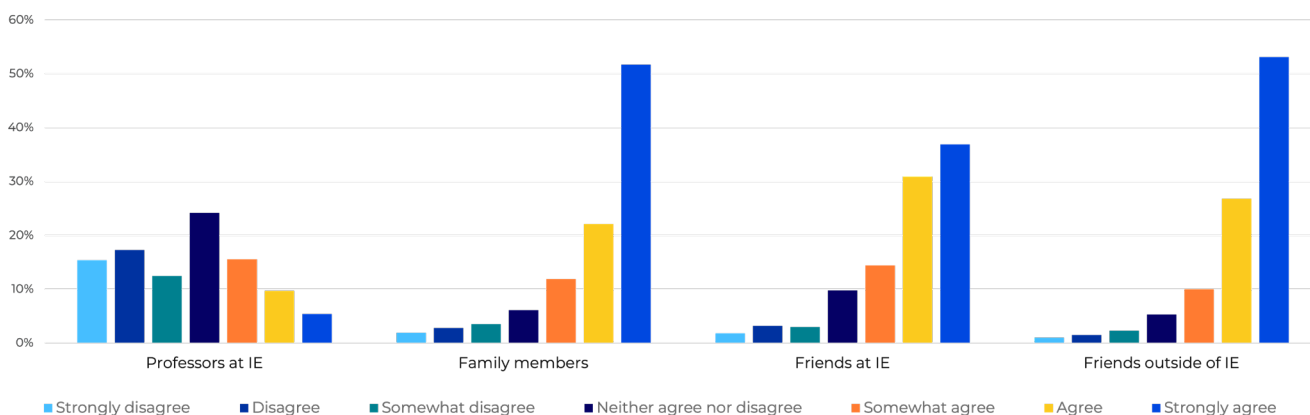


Figure 8: Social Support

# BEHAVIORS

## HEALTHY LIFESTYLE BEHAVIORS

Most students regularly practice sports, eat healthily, walk more than 30 minutes, and sleep over seven hours nightly. Most of these activities occur a few times per week, with only 1% doing these less than once a month. This consistent engagement shows a promising trend toward prioritizing physical health and proper rest.

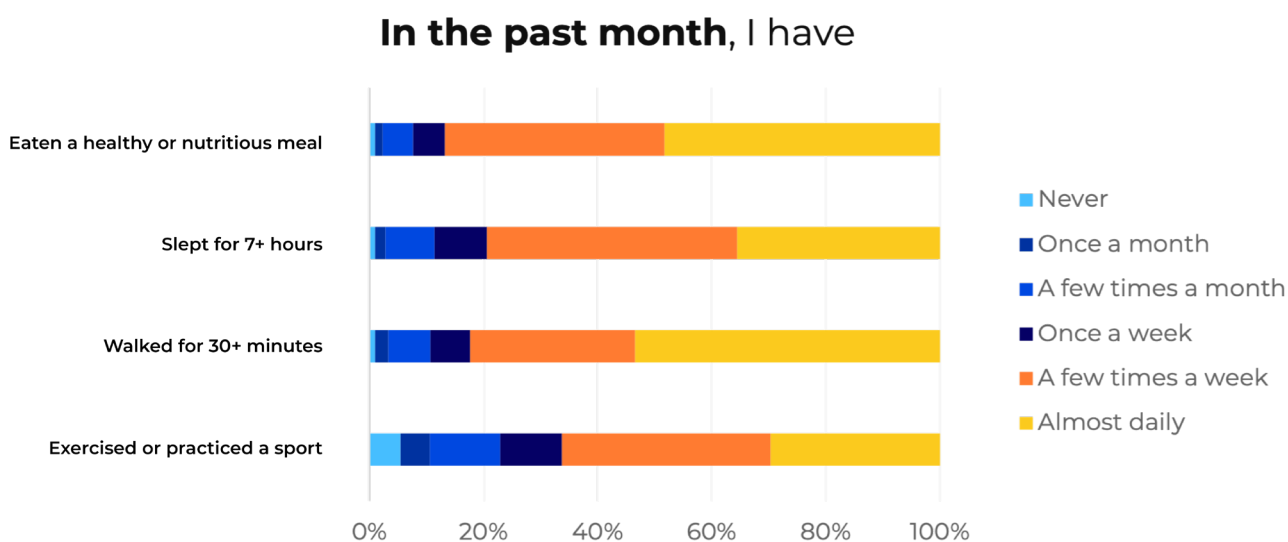


Figure 9: Habits Healthy Lifestyle

## CONTEMPLATIVE PRACTICES

When exploring contemplative practices, it's important to recognize their varied interpretations across different philosophical, religious, and humanistic traditions. Typically, these practices are practical methods designed to foster a state of lasting well-being or inner flourishing (Davidson & Dahl, 2016). For this study, we inquired about students' engagement in meditative, gratitude, and spiritual practices, as well as their participation in volunteering or community service.

Despite the significant potential that these practices hold for enhancing well-being, our survey reveals that these practices are less frequent among our students, with nearly 50% reporting they didn't engage in any meditative activities and 30% didn't engage in any gratitude practices in the previous month. This is notable given that research shows that incorporating mindfulness practices into academic settings can improve the quality of learning (Ingram et al., 2017) and effectively reduce stress and anxiety (Bamber & Schneider, 2016).

Volunteering also shows lower rates relative to other behaviors, with only 30% participating monthly and 50% reporting no involvement in the previous month. Volunteering is generally associated with enhanced life satisfaction and mental health, fostering a sense of purpose and community connection, which are key to well-being.

So, despite high levels of reported well-being, students aren't well-being practitioners, reporting little engagement in activities that have been shown to help reduce stress and improve academic outcomes (Bamber & Schneider, 2016).

### In the past month, I have engaged in...

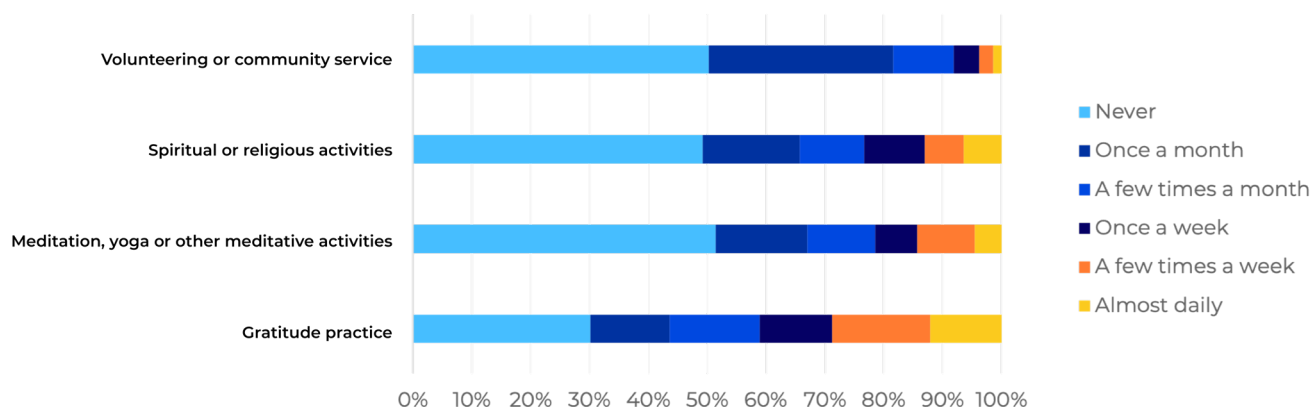


Figure 10: Contemplative Practices

## SELF-COMPASSION & EMOTIONAL BALANCE

These are key components of well-being and areas where our students could also benefit from more focus. Only a minority of the students (26% of undergraduates and 30% of graduate students) show high self-compassion scores<sup>5</sup>, and 15% evidence “low” scores. Students also show low levels of “mindfulness,” one of the subdimensions of the Self-Compassion scale.

Only 10% report feeling emotional equilibrium and control, two statements used to generate the self-compassion mindfulness dimension. This suggests that most students could benefit from mindfulness training and points to an opportunity for growth in this area.

## INTEREST IN IMPROVING WELL-BEING

Students revealed a strong interest in learning tools to enhance their well-being. Around 50% of undergraduates and 80% of master’s students show an active interest in engaging in activities that could improve their health, and one in four strongly agreed that they would be interested in trying activities that could increase their well-being. This high level of motivation is crucial for maximizing the benefits of the training intervention and increasing the likelihood of impact on student well-being.

We believe this combination of active interest in well-being and low existing levels of well-being practice presents a valuable opportunity for our training programs to empower students to cultivate healthier, more fulfilling lifestyles during their time at IE University and beyond.

<sup>5</sup> Raes et al. (2011)

## Overall students are doing well at IE and have an interest in learning more about well-being

**In sum**, at pre-test, we have a student body who reports high levels of LS (relative to global norms), a healthy lifestyle and strong social connections. This is good news. However, as the term progresses and challenges increase, their well-being practices, which are not yet robust, will be tested. We are excited about the potential for helping to maintain, or even improve, this already positive profile with the Center's well-being workshops and initiatives, particularly given the high levels of interest in well-being activities seen in both bachelor's and master's students.

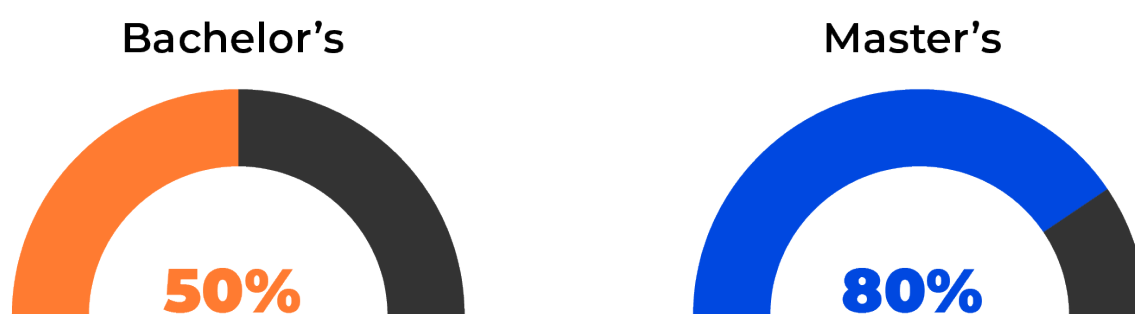


Figure 11: Interest in Well-being by Degree

## THE TIMING EFFECT

As reported, our LS levels are higher than the global averages. We wondered whether these high results could be attributed to testing students at the start of the term, before the complexities and challenges of the academic term fully unfold. To explore this possibility, we compared students who completed the pre-test at the very beginning of the term with students who completed the pre-test at least a month into the term. This comparison revealed some interesting differences.

Participants were divided into two groups: those who completed the survey in the first week of testing (N = 677; 255 bachelor's students and 422 master's students) and those who completed it in the last weeks of testing (N = 190; 75 bachelor's students and 115 master's students). The results showed no difference between these groups in life satisfaction, PERMA and its subdimensions, negative emotions, or loneliness levels. However, as the term progressed, levels of satisfaction with IE decreased, and stress about studies increased. Healthy behaviors also decreased, with worse eating habits and less engagement in meditative practices. Additionally, time spent with IE students from the same background decreased, although it's not clear whether this is a positive change or a stressor. Finally, interest in well-being decreased as the term progressed.

In summary, while there appears to be a timing effect, it does not seem to substantially impact overall life satisfaction, flourishing, or PERMA scores among students. Thus, the high levels of well-being and life satisfaction observed in the Fall 2023 sample cannot solely be attributed to testing early in the academic year.

# WELL-BEING LEVELS VARY AMONG DIFFERENT GROUPS

It is important to acknowledge that not all groups experience these positive outcomes equally. There are some differences among groups that warrant further exploration in order to understand our students better and to consider potential strategies for ensuring that all our students have the same opportunities to thrive.

## SUBGROUP COMPARISON: BACHELOR'S VS. MASTER'S STUDENTS

**Master's students report higher levels of flourishing, specifically in relationships, meaning, and accomplishment, and slightly lower negative emotions.**

Both student groups report similar levels of life satisfaction. However, master's students reported higher levels of flourishing, compared to bachelor's students, particularly in relationships (feeling supported, loved, and satisfied in relationships), meaning (leading meaningful life, feeling that life is valuable, and having a sense of direction), and accomplishment (working towards goals, having achieved goals, and feeling able to manage), and slightly lower negative emotions (frequency of feeling angry, anxious or sad). There were no significant differences in levels of positive emotions or engagement.

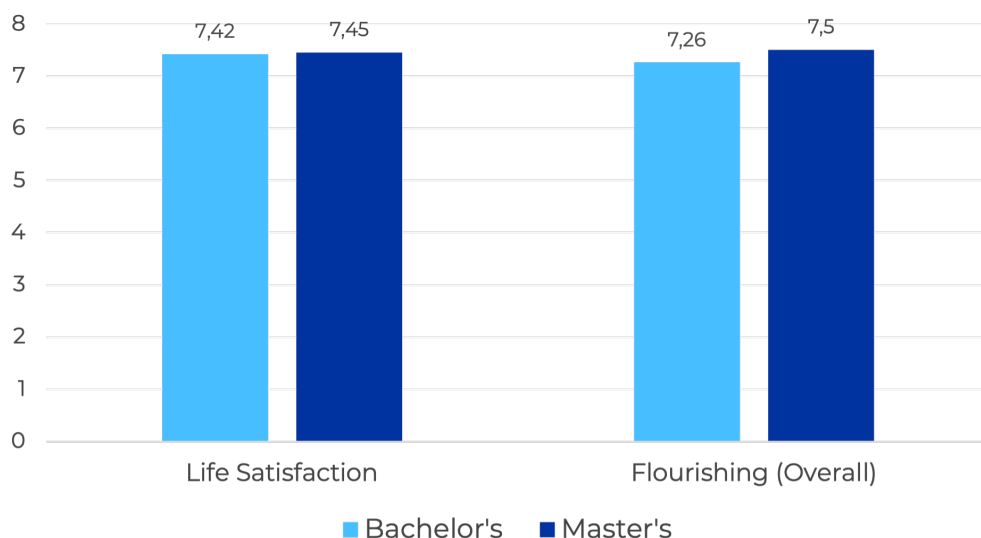


Figure 12a: Life Satisfaction & Flourishing by Degree

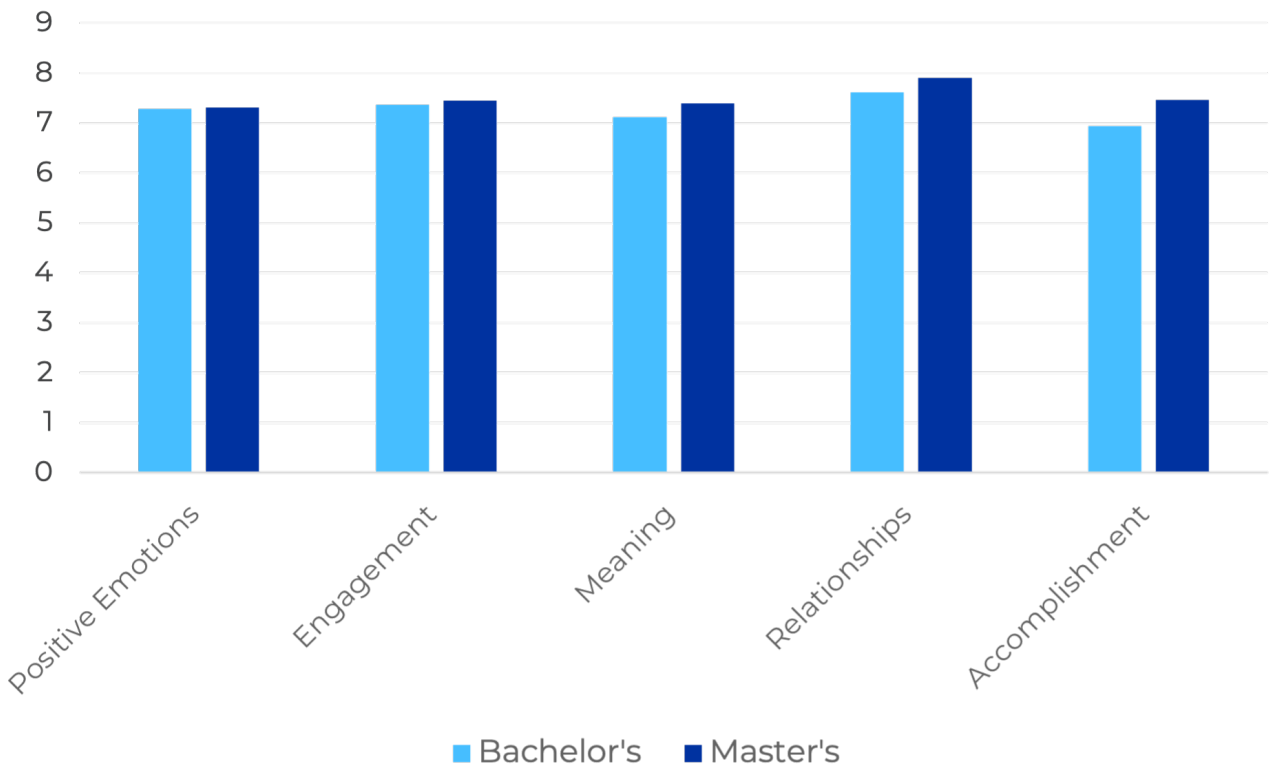


Figure 12b: PERMA Subdimensions by Degree

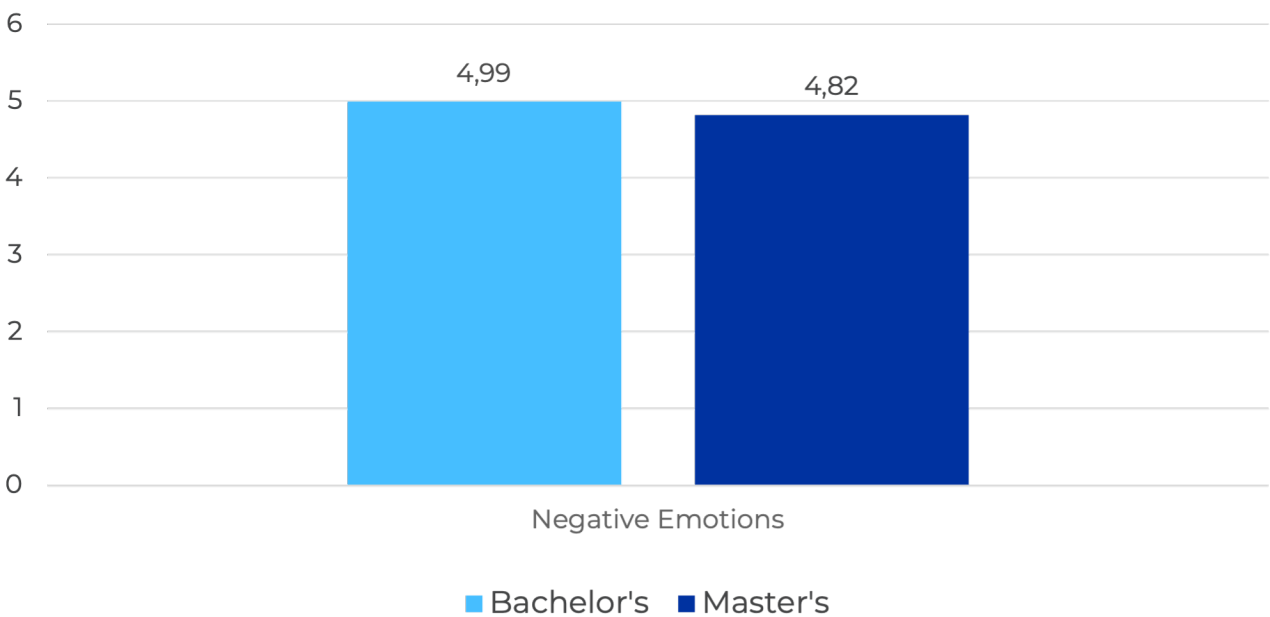


Figure 12c: Negative Emotions by Degree

### ***Master's students also report higher levels of satisfaction with IE.***

Additionally, master's students expressed greater satisfaction with IE. They felt more connected to the institution and reported feeling happier and less stressed with their studies than bachelor's students. They also reported feeling more comfortable relying on IE professors when struggling than the undergraduate sample and feeling more supported in their well-being than bachelor's.

## ***Master's students report higher positivity about well-being.***

Master's students also reported higher levels of interest in well-being and have comparable levels of awareness of well-being resources to undergraduates, even though they are just starting at IE. Furthermore, nearly 50% of the master's group "agreed" or "strongly agreed" with the statement "I feel supported by IE to take care of my well-being" compared to only 25% of the undergraduate sample. Thus, on average, the master's students appear to feel more positive about well-being—and well-being at IE—than the bachelor's students. This distinction is significant as it proves to be one of the main determining factors of Satisfaction with IE.

## ***There are minimal differences between the groups in their social support.***

Both bachelor's and master's students reported low levels of loneliness and similar levels of social support. In both groups, less than 10-15% of the sample reported feeling lonely (isolated, lacking a companion, or feeling left-out) often and nearly half the sample reported hardly ever experiencing these feelings. Both groups also show high levels of comfort relying on family and friends outside of IE for support.

However, bachelor's students feel more comfortable relying on their IE friends, while master's students find more comfort in their relationships with IE professors, though to a lesser extent than with friends and family.

## ***There are differences in knowledge and use of the IE ecosystem.***

We observed notable differences in how undergraduate and master's students engage with the IE University ecosystem. The undergraduate students demonstrated higher levels of use of the IE ecosystem, such as spending more time in IE clubs and more time with IE students outside of class. The bachelor's students also have slightly higher levels of sports activities and spiritual activities, whereas the master's students report higher levels of walking.

**To recap**, a number of significant differences were found between master's and bachelor's students at the pre-test. Master's students appear more positive and happier, with lower levels of negative emotions and stress, higher relationship satisfaction, and greater enthusiasm for well-being.

Our findings suggest that some of these differences may reflect developmental differences. For instance, master's students demonstrated higher grit than bachelor's students and slightly higher coping and self-compassion scores. Previous research has suggested that these "trait" measures can be influenced by learning (Duckworth et al., 2007).

Additionally, we observed situational differences between bachelor's and master's students. All undergraduate students have at least one to two years of experience at IE, whereas the master's group is just beginning their graduate program, which typically lasts one to two

years. Some of the differences we observed could be attributed to variations in familiarity with and use of university resources, such as the difference in the use of IE Clubs or the comfort level in the IE environment, including differences in the time spent with IE students outside of class and comfort relying on IE friends when struggling.

## SUBGROUP COMPARISON: INSIGHTS FROM THE EXECUTIVE MASTER'S STUDENTS

We also examined key differences between students enrolled in executive master's programs and those in non-executive master's programs.

The findings highlight distinct profiles between executive and non-executive master's students in terms of program choice, demographics and lifestyle, with similar levels of LS, motivation regarding well-being and satisfaction with IE.

Executive master's students are predominantly from IE Business School (92.67%), with a minority from IE School of Politics, Economics & Global Affairs (7.33%). Although non-executive master's students also have a majority enrolled in business programs (60.93%), they have more representation in the other four schools: IE Law School (15.21%), IE School of Politics, Economics & Global Affairs (8.83%), IE School of Science & Technology (10.11%), and IE School of Architecture & Design (4.10%).

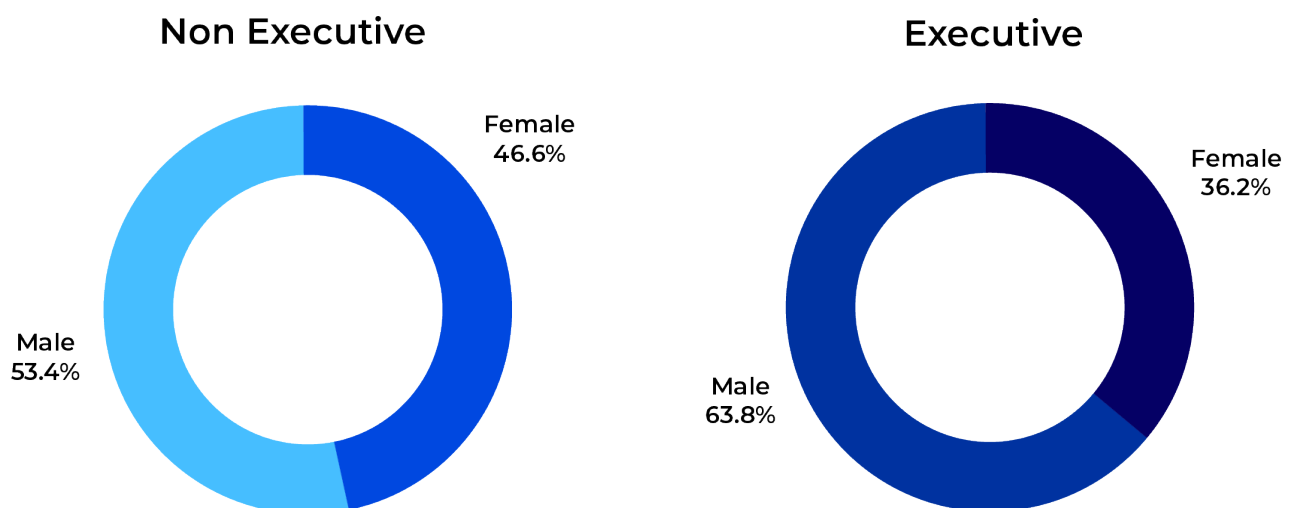


Figure 13a: Gender distribution of non-executive and executive master's students

Looking at age and gender distribution, we find that the average age of executive students is 34.15 years, with an uneven gender distribution of 63.76% male to 36.24% female. In contrast, non-executive master's students are younger with an average age of 25.04 years and a more balanced gender distribution of 53.42% male to 46.58% female.

There are no significant differences in LS or flourishing between students from these two master's programs. Furthermore, they show similar levels of social support, relationships, accomplishment, meaning, and negative emotions. However, non-executive master's students reported higher levels of social contact, engagement, and a healthier lifestyle compared to their executive counterparts, possibly due to their younger age and less demanding professional and family commitments. Additionally, both groups share similar interest in well-being, awareness of well-being resources, and overall satisfaction with IE.

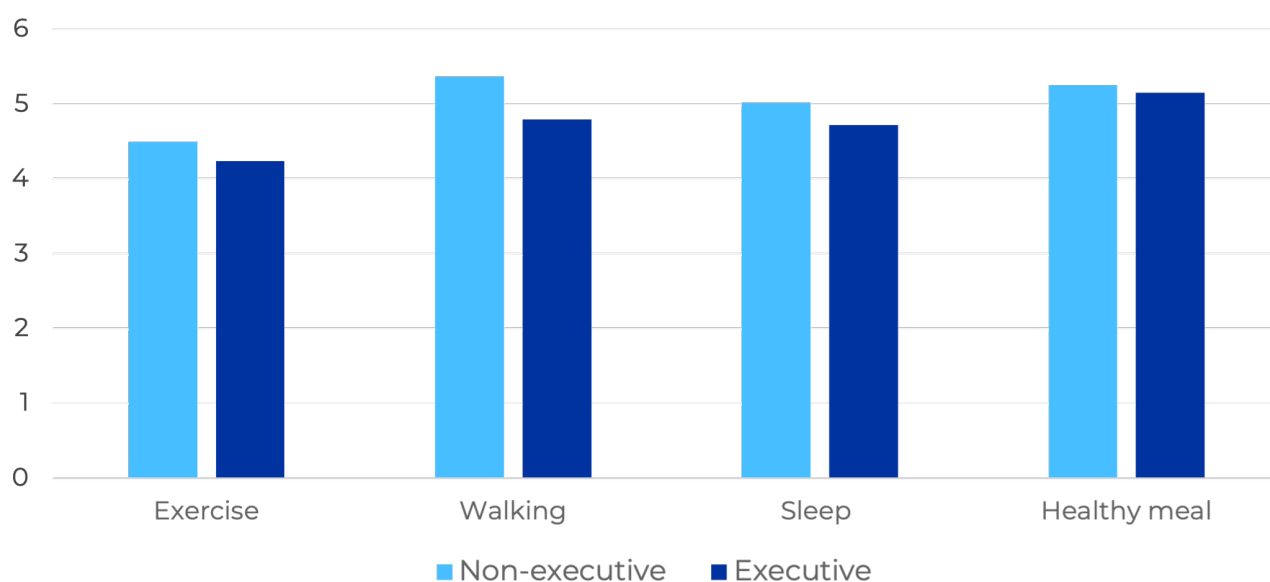


Figure 14: Executive vs. Non- Executive Masters Differences in Lifestyle Behaviors

## SUBGROUP COMPARISON: GENDER DIFFERENCES

**Despite experiencing higher stress and negative emotions, women report similar levels of LS, possibly due to their greater interest and engagement in well-being practices and higher levels of social connections.**

Although there are no significant gender differences in LS or flourishing (PERMA), women report more negative emotional states—higher frequency of negative emotions (angry, anxious and sad), more stress with classes, higher levels of loneliness, less self-compassion—more ruminative and less forgiving self-talk, lower resilient coping, and less exercise and sleep. These findings are consistent with previous research that found that most female undergraduate students report moderate to high stress levels, while their male counterparts normally perceive their stress levels to be significantly lower (Brougham et al., 2009; Graves BS et al., 2021).

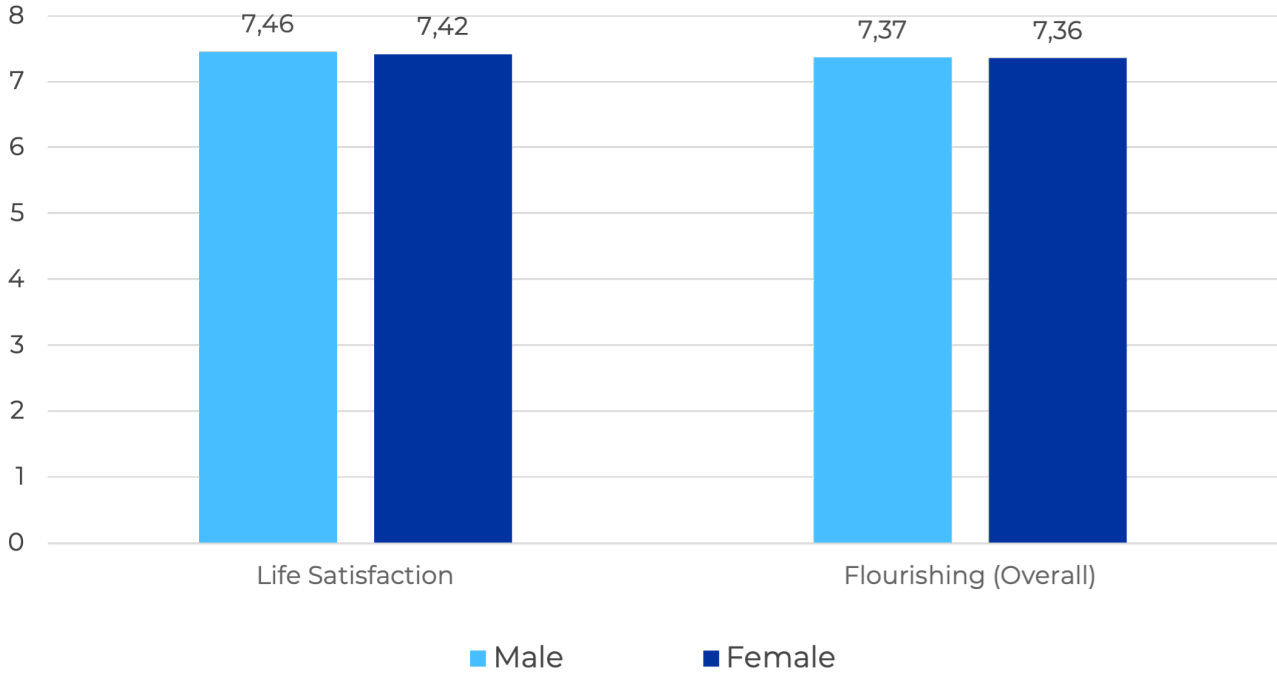


Figure 15: Life Satisfaction Distribution by Gender

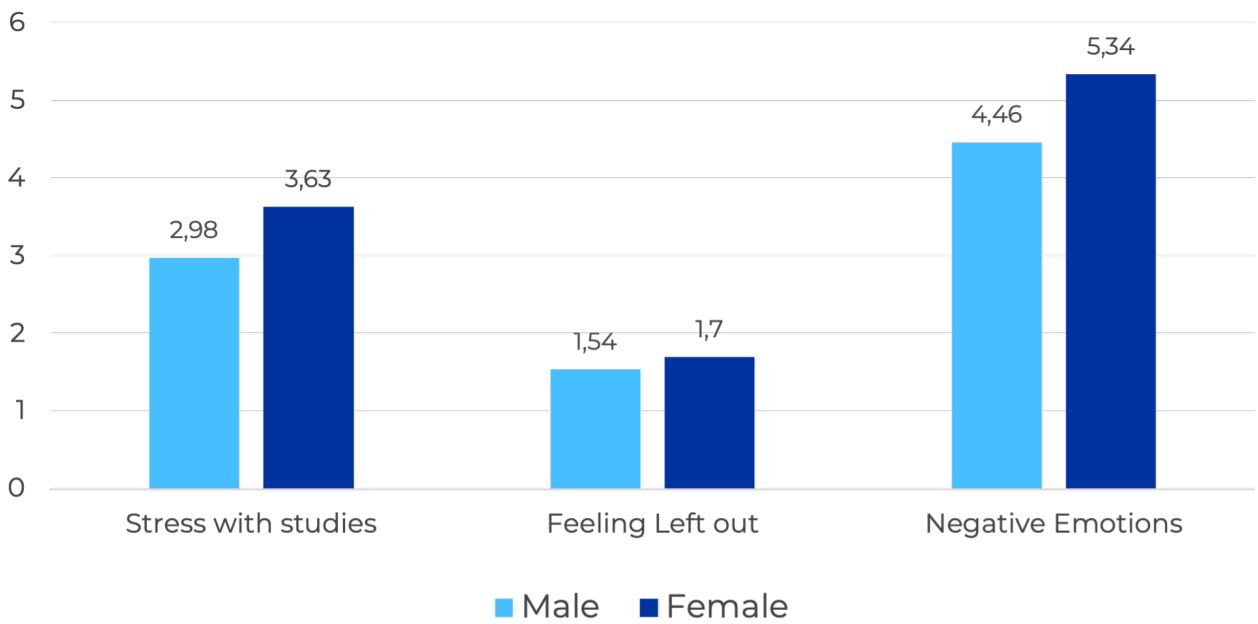


Figure 16a: Measures in which women are doing worse

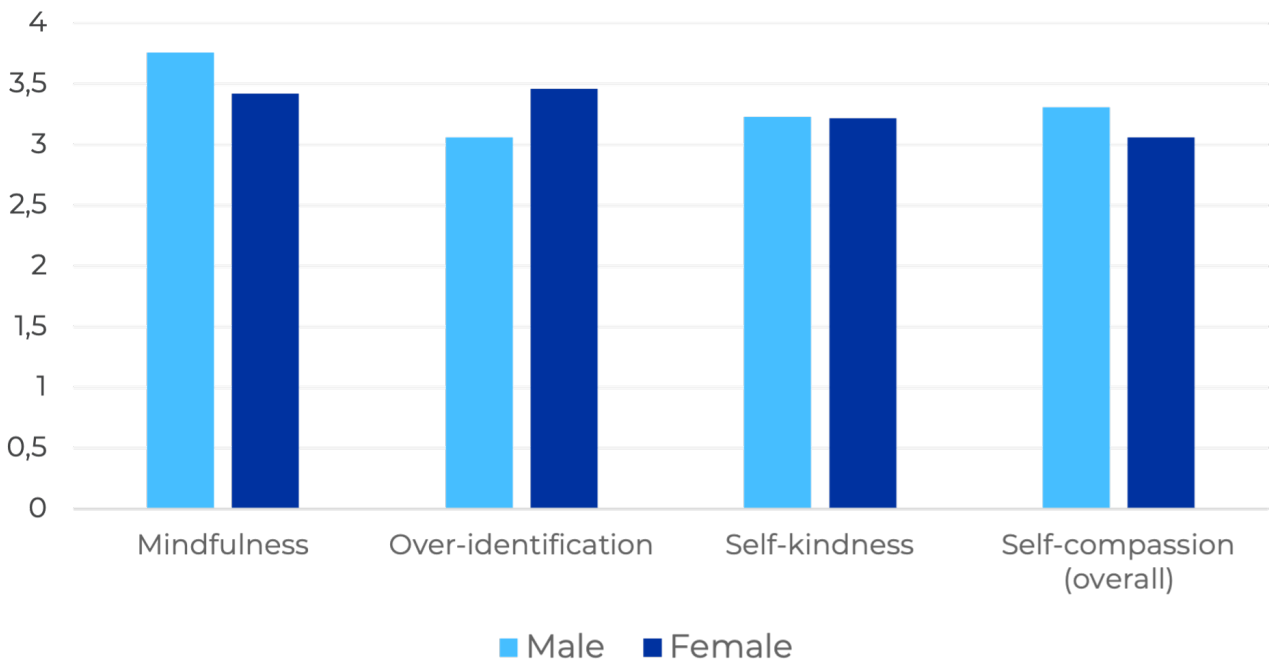


Figure 16b: Self-compassion differences by gender

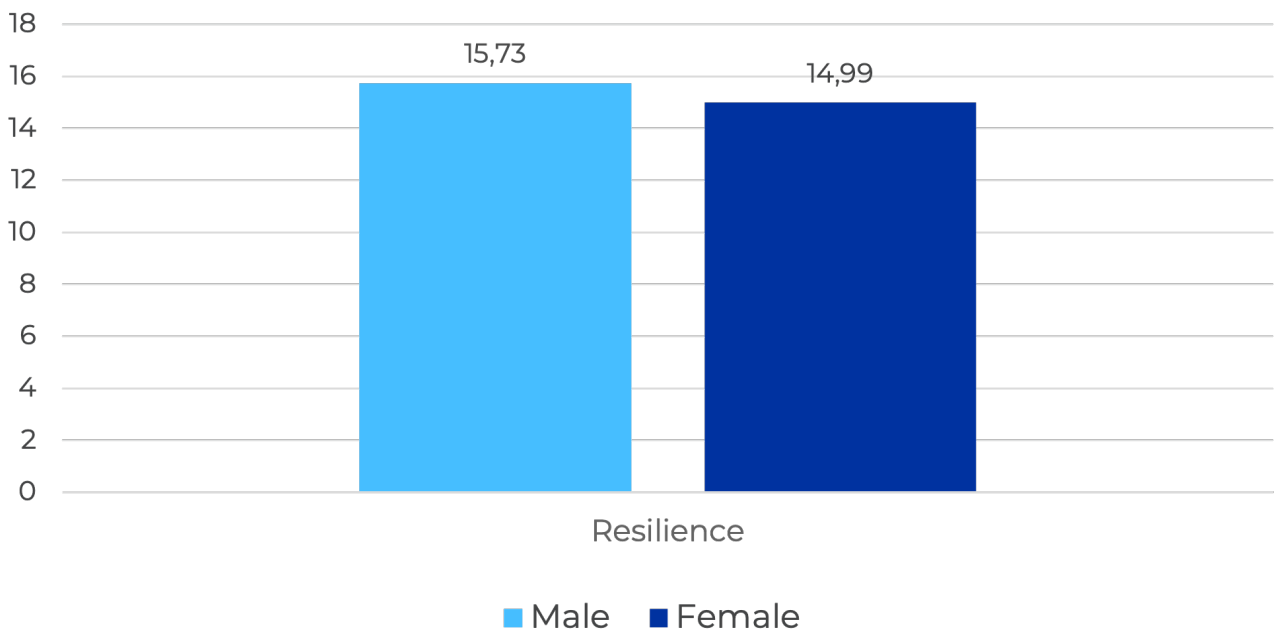


Figure 16c: Difference in resilient coping (BRCS) by gender

Our female sample also reports greater interest in well-being, higher levels of social connection—talking with family more frequently and feeling they have a social network they can rely on in times of trouble—and certain important self-care practices, including higher levels of meditative practices and, among graduate students, more healthy eating, more volunteering, and more frequent gratitude practices.

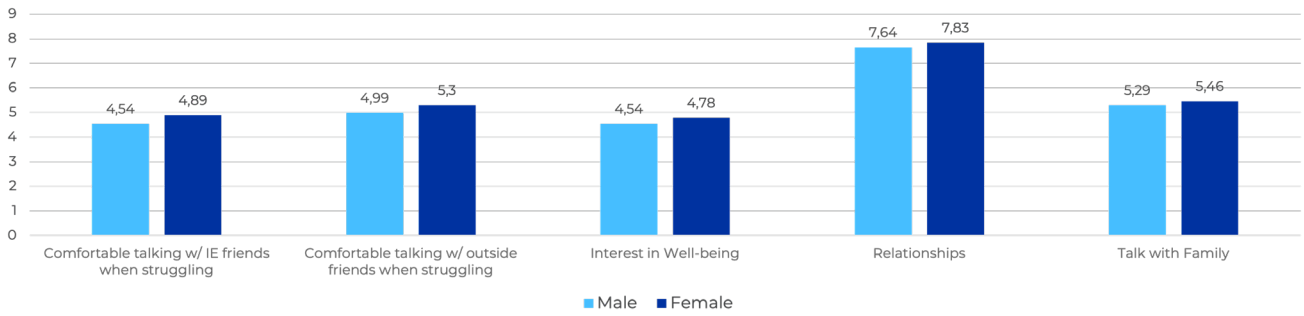


Figure 16d: Measures in which women are doing better

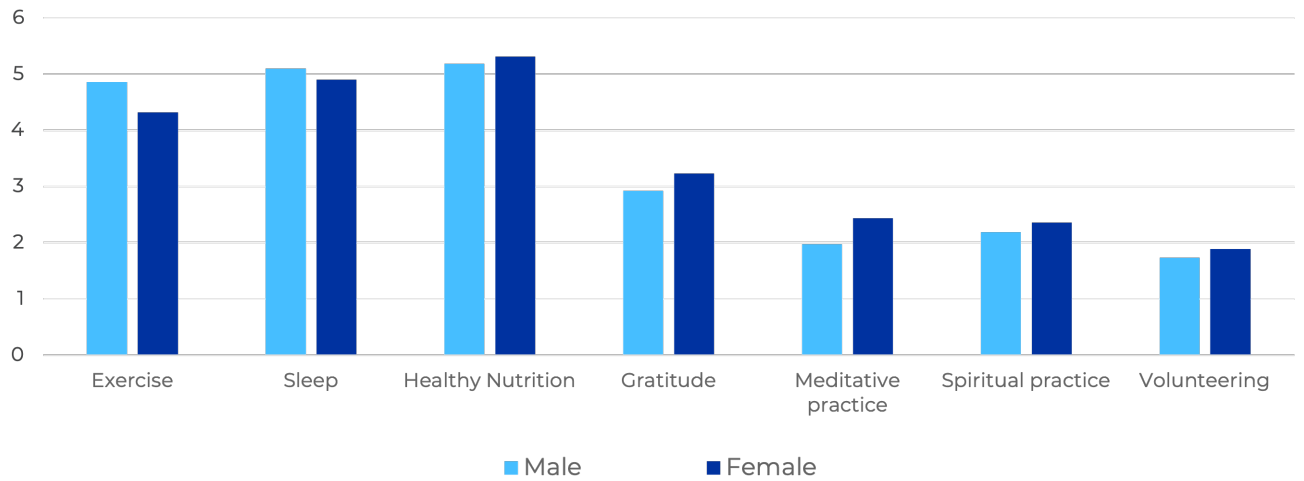


Figure 17: Differences in Healthy Lifestyle Behaviors and Contemplative Practices by gender across the full sample

Therefore, our study appears to reveal a paradox: Women report experiencing more stress and negative emotions than men, yet they maintain similar life satisfaction and well-being levels.

Research has also noted this paradox and various explanatory models have been proposed. One proposal is the theory of affect intensity, which suggests that women tend to feel both positive and negative emotions more intensely than men but report similar levels of life satisfaction (Diener et al., 1985; Fujita et al., 1991).

Others point to differences in coping styles as contributing to higher life satisfaction, with females engaging more with their support networks (Matud, 2004). Yalcin-Siedentopf et al. (2021) found that promoting social support in women can reduce their perceptions of stress and promote their psychological well-being. Interestingly, in our sample, women also reported higher levels of social contact than their male counterparts. These findings highlight the relationship between emotional intensity, coping strategies, and social support in shaping women’s overall well-being and point to an area for further research in our student population.

# THE CHALLENGES

## STUDENTS WITH LOW LEVELS OF LIFE SATISFACTION

Although overall levels of life satisfaction and well-being are high, not everyone is doing equally well. When we categorized participants based on Gallup’s Life Evaluation Index, we found that roughly 4% of the group had low LS scores (0–4), 16.5% had medium LS scores (5–6), while the remaining 80% reported high LS scores (7–10).

Given the substantial size of the high LS group, which Gallup describes as “thriving,” we conducted a more nuanced analysis by further dividing this group into two categories based on the practice with adolescents and young adults used in the HBSC study and related papers (Rakić et al., 2021). The group was split into those with scores of 7–8, representing 60% of the sample, which we labeled “High,” and those with scores of 9–10, representing 19.5%, which we labeled “Very High.”

These different levels of life satisfaction—namely, Low, Medium, High, and Very High—may have different behavioral profiles and receptivity to the Center’s training. If the participants’ challenges differ depending on where in the life satisfaction spectrum they fall, we may need a training paradigm that can be tailored/adapted to their profile.

To explore this question, we next conducted a set of comparisons across these life satisfaction levels to see which measures differed among groups and which did not.

### Life Satisfaction Distribution

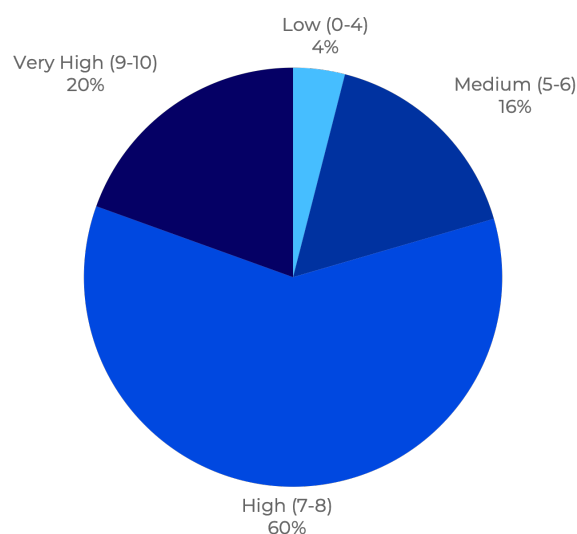


Figure 18: Life Satisfaction Distribution

The analyses indicated variations among these groups in the measures associated with behaviors and beliefs that predict well-being. For the measures of flourishing (PERMA dimensions), satisfaction with IE and with its support of student well-being, and in healthy lifestyles, a graded increase in performance was seen across the groups. Students with the lowest life satisfaction levels exhibited the poorest performance, while those with the highest life satisfaction demonstrated the best performance and those with moderate life satisfaction fell in the middle.

However, in several other areas there were no significant differences between the low life satisfaction group and the medium life satisfaction group. These two groups had similar levels of negative emotions, stress with studies, and feelings of loneliness (lack of companionship and feeling left out). They also reported equally low levels of social connection, talking less to family, spending less time with others from the same culture, and feeling less comfortable relying on outside friends or IE professors. Additionally, both groups reported similarly lower levels of engagement in contemplative practices compared to the higher satisfaction groups. Thus, the low group did not appear worse than the medium group in terms of negativity, social connection, or mindfulness practices, although both groups were significantly worse off in these areas than the high and very high life satisfaction groups.

In contrast, there were no differences in the social support measures between the high and very high life satisfaction groups (although these were both different from each of the lower groups). So, high and very high life satisfaction groups had similar levels of frequency talking to their family and comfort relying on IE friends and outside friends. They also showed similar levels of awareness of the well-being resources at IE. So, the very high group did not have higher levels of social support than the “high group,” an interesting finding given the well-documented importance of social support in predicting well-being.

The lack of differences between groups on certain measures is difficult to interpret. It suggests that measures may matter “differently” for different levels of life satisfaction. So, what predicts life satisfaction in the lower groups may not be the same as what predicts life satisfaction in the higher groups. Although an intriguing possibility, the current results simply “suggest” this possibility but do not test it. Future research could explore the groupings using cluster analysis or other analytical tools to investigate whether the different groups do have different life satisfaction “needs.” This is an important next step to allow us to tailor our offerings according to the needs of different student profiles.

## PERSISTENT LEVELS OF STRESS WITH STUDIES

One of the main challenges for students is feeling stressed about their studies. Students report feeling happy with their coursework at the beginning of the term, but as the semester progresses, stress levels tend to rise while healthy behaviors, like healthy eating or meditation, tend to decline, likely due to lack of time.

Moreover, 3% of the master's students and 9% of the bachelor's students report feeling frequent stress with their studies, even at the start of a new term, which points to potential chronic stress in this subset of students.



Figure 19: % of students who report feeling stressed most of the time

## LOW PRACTICE OF RELEVANT HABITS

Despite the student body generally performing well, the survey reveals that there is still room for improvement. Overall, of the behaviors measured, those most associated with healthy living—exercise, walking, healthy eating, and sleeping—were practiced most frequently (typically once a week to daily). There were minor variations in frequency by student type, with the master's students doing slightly more walking and the bachelor's slightly more sports.

The behaviors associated with contemplative practices—meditative practices, spiritual activity, volunteering, and gratitude—were less frequently practiced. Nearly half of the students had not engaged in mindfulness, yoga, or any spiritual activities, nor had they volunteered in the past month. Additionally, while some practiced gratitude, almost 30% had not engaged in any gratitude activities in the last month. Emotional stability and control were also limited, with only 10% consistently demonstrating these qualities.

These findings highlight the need for well-being training among students, which is nicely complemented by the high levels of interest in trying activities to increase well-being in the current sample. Thus, **we observe both a need for and an interest in well-being training** in our student body.

# THE KEY LEVERS

The survey data at pre-test revealed that the key factors explaining differences in students' LS and well-being scores were loneliness and satisfaction with IE, with lower levels of satisfaction with IE and higher levels of loneliness related to lower LS.

Only two other measures were also uniquely explanatory, although to a lesser extent. First, student levels of self-compassion: students who come in with higher levels of self-compassion also have higher life satisfaction scores. Secondly, a composite of students' reported engagement in contemplative practices (meditative, gratitude and spiritual practices, as well as volunteering activities): those who participated more frequently in these mindful practices also had higher LS. However, the frequency of these practices was low overall compared to healthy lifestyle behaviors such as sports, walking, sleeping, or healthy eating.

## SATISFACTION WITH IE

***Students' levels of LS and flourishing (PERMA) are related to how satisfied they feel at IE.***

Given the importance of satisfaction with IE—which includes reported feelings of positivity, belonging, and happiness with the institution—we explored which variables were important for explaining differences in satisfaction with IE at pre-test. Key predictors identified include feelings of loneliness, stress related to studies, and perceptions of IE's support for well-being. Social connection was also uniquely predictive, including aspects of social contact, such as time spent outside of class with classmates from different countries and frequency of communication with family, along with social support factors like ease of communication with IE friends and professors.

From the Center's perspective, key elements of students' satisfaction with IE include spending time with students from different cultures, feeling comfortable relying on one's professors and the perceptions of IE's support of well-being. These findings highlight the synergy between the university and the Center and underscore the pivotal role the Center plays in helping students cultivate better habits and behaviors that will improve their well-being while at IE and beyond, creating habits that will also enhance their satisfaction with IE.

## LONELINESS

Loneliness can impact students' social interactions and sense of belonging. It can also negatively affect their academic performance and productivity (Hawkley & Cacioppo, 2010). Measuring loneliness and understanding its prevalence can help in designing better

student support services and community engagement initiatives.

Given the importance of loneliness, which includes reported feelings of lack of companionship, isolation, and being left out, we explored what accounted for differences in loneliness at pre-test.

In the survey, the level of LS among students was found to be inversely related to their feelings of loneliness. This relationship was more prominent among undergraduate students but was also observed among graduate students. We also found slightly higher levels of loneliness in the bachelor's sample; findings that align with IE University's Counseling Department estimates that roughly 40% of their (nonclinical) guidance counseling cases in the academic year 2023–2024 included a component of loneliness or isolation. Research highlights loneliness as a well-known undergraduate issue (McIntyre et al., 2018; Richardson, Elliott, & Roberts, 2017).

Social contact and social support (relying on family or friends) and satisfaction with IE were particularly important for understanding loneliness. One interesting difference is that satisfaction with IE was better predicted by time spent with peers from other countries, whereas loneliness was negatively related to time spent with peers from the same country.

The only difference in predictors between the bachelor's and master's students was the addition of stress with studies as a predictor of loneliness in the master's sample. In the master's sample, stress with studies showed the strongest correlation with loneliness and was negatively correlated with feelings of belonging at IE at pre-test.

## **PART 2: SITUATION AFTER THE TRAINING**

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The following section presents the results exploring how students' life satisfaction and well-being-related behaviors changed after completing the Center's 2-session mandatory well-being training. This analysis first examines the growth and decline in the measures between pre-test and post-test, highlighting the ones we believe are more attributable to the intervention. It then explores which behavioral or attitudinal changes explain changes in life satisfaction and flourishing, although the current design prevents causal attributions.

From T1 to T2, we also observed an increase in stress related to studies, which we hypothesize is related to the increase in workload throughout the term. Despite this, the results appear positive, suggesting that the training may have mitigated the negative impacts of increased academic stress although the current design limits interpretations.

## THE SAMPLE

There was significant attrition in survey completion between the pre-test and post-test (from N: 3102 to N: 884). However, the demographics between the sample described in the previous section (pre-test only) and the sample used for the next comparison (with pre-test vs post-test scores) were similar with two exceptions. In the current sample, there was both a significant decrease in the survey participation of men, and in the bachelor's sample, there were fewer 3rd year students.

## CHANGES FROM PRE-TEST TO POST-TEST

**Students learned, resulting in changed behavior:** both groups experienced **significant growth in contemplative behaviors such as meditative practices, gratitude, spirituality, and volunteering.** These increases suggest a greater adoption of activities that promote personal well-being and that are specifically introduced in the trainings. When broken down by program type, bachelor's students showed more growth than master's in meditative, spirituality, and volunteering practices, while master's showed more growth in gratitude practice. This difference may be due to variations in workload, free time, or available activities although the current design prevents causal attributions.

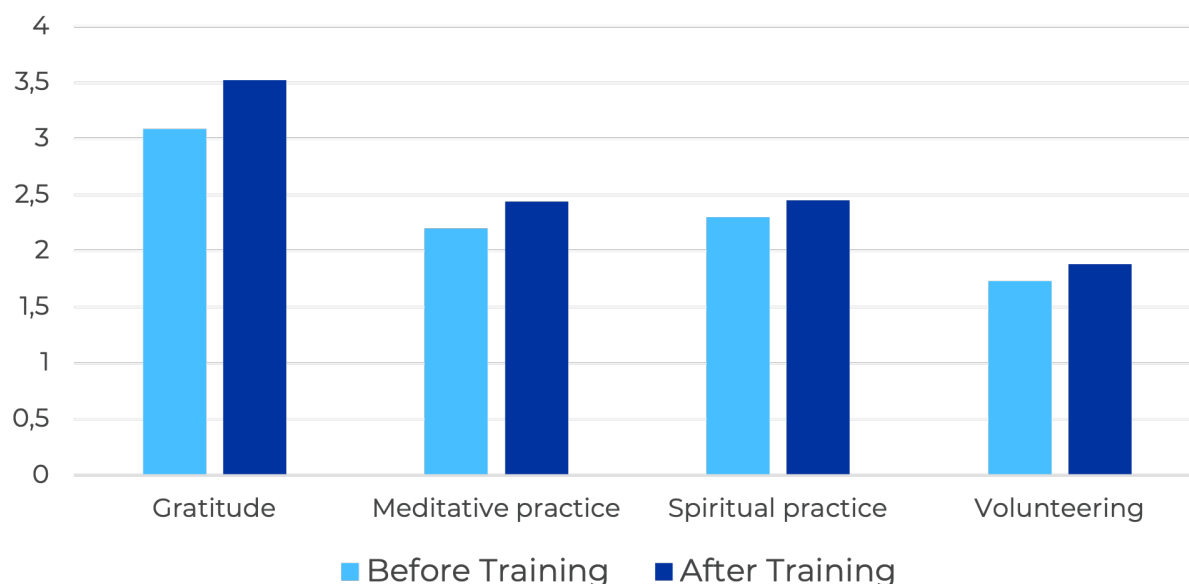


Figure 22: Contemplative Practices Before & After Training

**Students increased social connection:** across the testing period, student loneliness decreased notably, and students reported significant increases in participation in IE clubs and organizations, as well as outside clubs and organizations. Students also reported feeling significantly more comfortable relying on professors when struggling.

**Students appreciated the well-being training:** over the term, there was sustained interest in well-being practices and significant growth in student perception that IE supports their well-being.

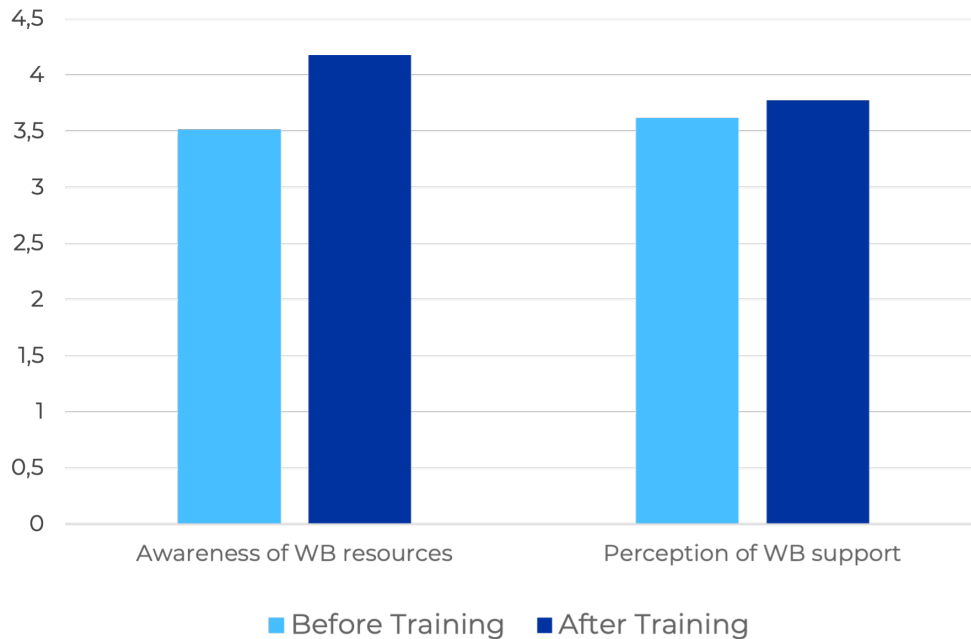


Figure 23: Resource Awareness & Perception of Support for Well-being Before & After Training

**Students intend to continue to implement well-being practices.** A significant number of participants, one out of three bachelor's students and one out of two master's students reported having engaged in well-being practices because of the training, and around six out of every 10 participants expressed their intention to do so in the future, ensuring the sustainability of the impact.



Figure 24a: % students who report having engaged in well-being practices because of the Training by Degree



Figure 24b: % Students reporting an Intention to Engage in well-being practices in the Future by Degree

**As the term progressed, students showed a slight overall decrease in habits related to healthy lifestyles**, such as sports, walking, sleeping, or healthy eating, indicating that these aspects need more attention in future interventions.

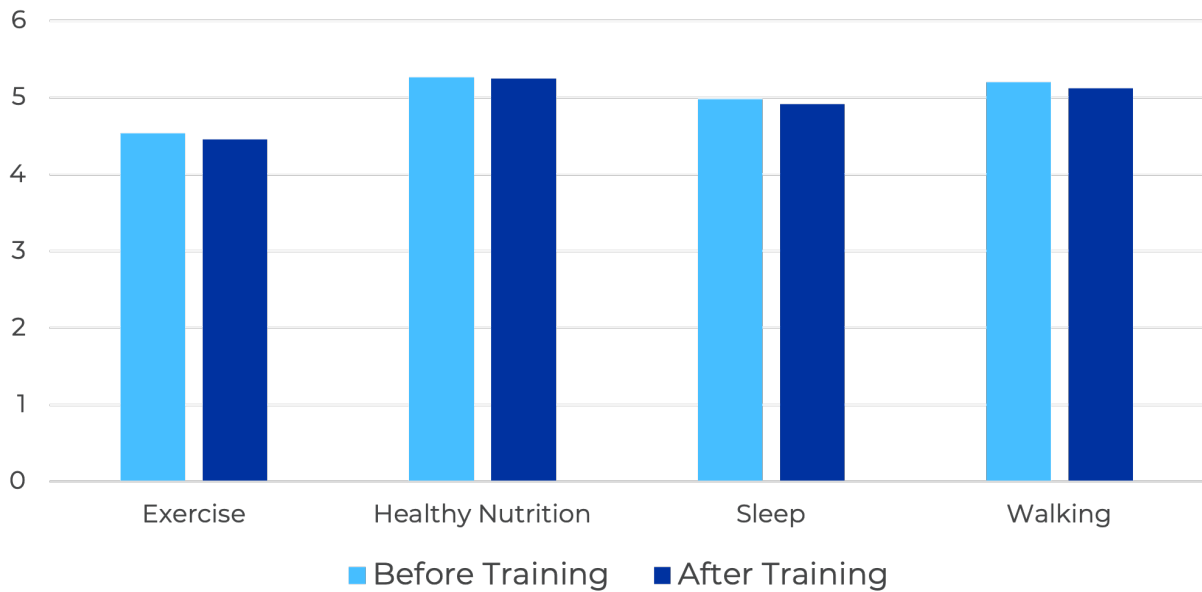


Figure 25: Healthy Lifestyle behaviors Before & After Training

**Belonging and Satisfaction with IE:** there was no meaningful change in overall student Satisfaction with IE. However, both groups of students showed a trend towards lower positivity about IE as study-related stress increased. A notable increase in sense of belonging was observed among master's students, while it remained unchanged for the bachelor's students. Both groups reported consistent levels of happiness with their studies across the term.

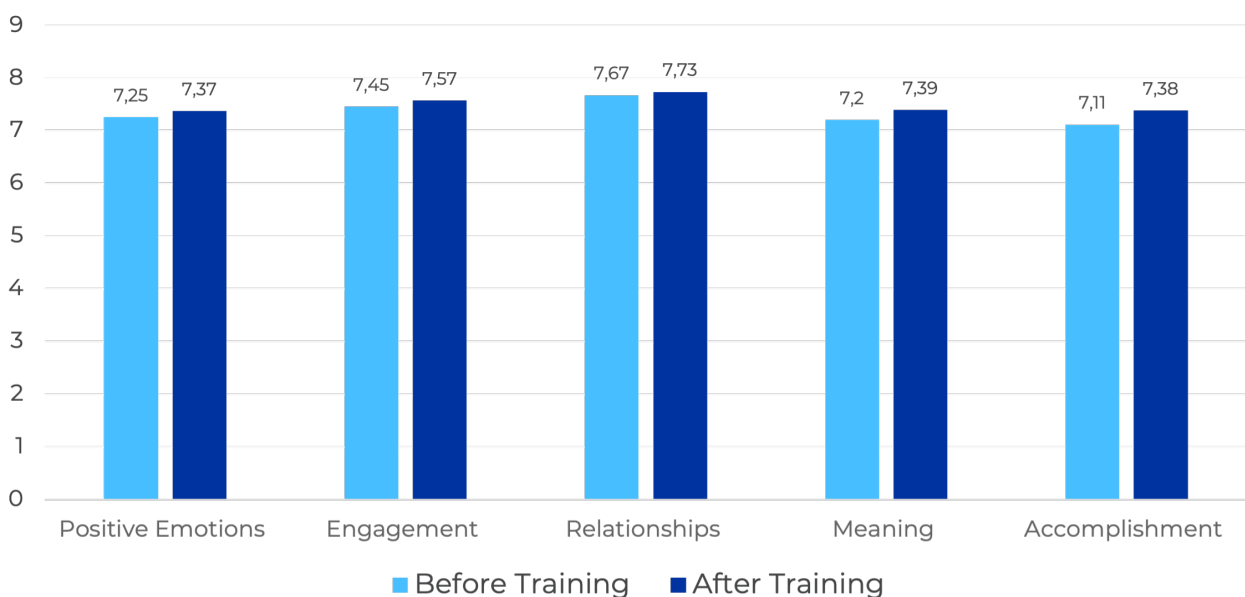


Figure 26: Satisfaction with IE & Stress with Studies Before & After Training

**Students demonstrated significant growth in Life Satisfaction and Flourishing.**

Although the increase was modest between the two training sessions, the growth is significant.

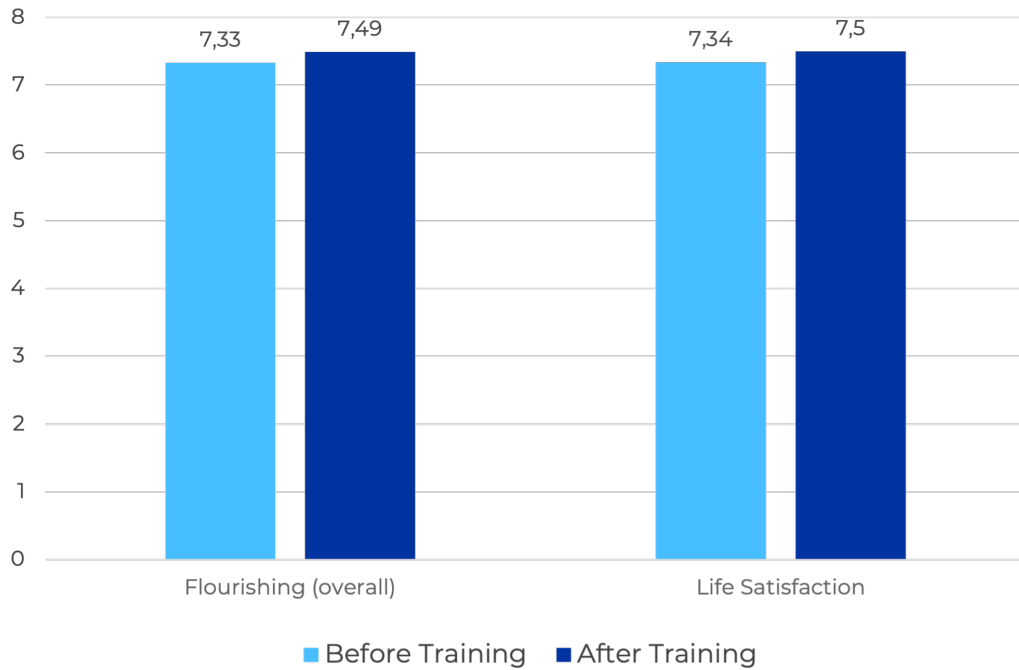


Figure 27: Life Satisfaction and Flourishing Before and After Training

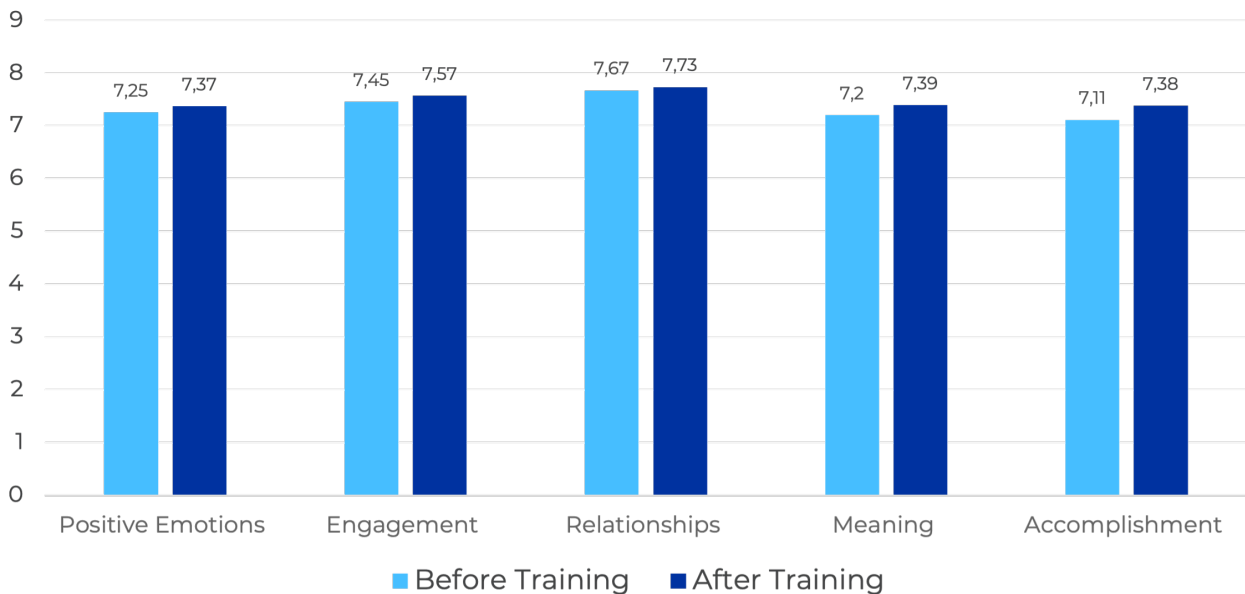


Figure 28: PERMA subdimensions Before and After Training

## EXPLAINING CHANGE IN LIFE SATISFACTION

As seen at pre-test, the two strongest measures explaining the change in life satisfaction between the first and second testing point were changes in satisfaction with IE and loneliness. For every 1-point increase in satisfaction with IE, there was a .11 point increase in

Life Satisfaction and for every 1-point increase in Loneliness, there was a .06 point decrease in life satisfaction.

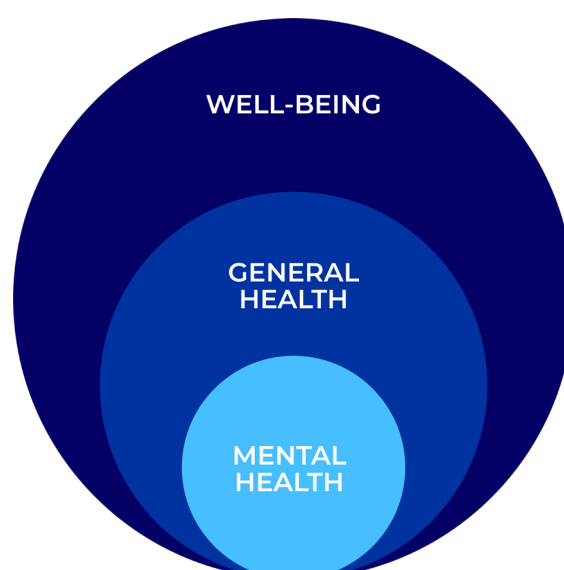
Students whose life satisfaction decreased differed significantly from the others in several key dimensions: loneliness and satisfaction with IE.

When grouping students according to the type of change in life satisfaction reported, students whose LS decreased across the term (24%) showed a significant increase in loneliness that was the opposite of what was seen in the participants whose life satisfaction increased (37%) across the term. They also showed a greater decline in Satisfaction with IE compared to the decline seen in students who didn't change in LS (37%) across the term and to the increase in IE Satisfaction seen in those who increased in LS across the term.

These reiterate the relationships seen at pre-test between loneliness, satisfaction with IE and life satisfaction and show that these relationships hold when considering how students' behavior changed between pre-test (T1) and post-test (T2). Of interest, the measure of 'stress with IE studies' did not show a significant difference among the life satisfaction groups nor did the growth in stress explain change in life satisfaction. This is important, and needs to be followed up, given the significant increase in stress observed between pre-post testing points.

## IE'S COORDINATED STRATEGY TO PROMOTE WELL-BEING

At IE University, we firmly believe that education goes beyond textbooks and exams. Our commitment extends to the holistic development and well-being of our students, faculty, staff, and alumni. This requires a university-wide effort not just from departments directly involved in health and well-being, but all teams that have an impact on student experience, ensuring that well-being is embedded in our culture, as well as in our academic and nonacademic offering. For this report, we provide an overview of a few key areas focusing on student well-being, following our model of general health, mental health & well-being:



# GENERAL HEALTH

Our Health Care Center provides a wide variety of general health services to help keep students at their best. With dedicated staff available on each campus, Health Care Centers provide comprehensive health evaluations and services in case of acute illness or injury, as well as information and guidance on health insurance and access to health services.

# MENTAL HEALTH

IE University provides prevention-based group activities and events and individualized interventions that address our students' psycho-social and emotional needs. Bachelor's, master's and PhD students have access to different models of in-person or online psychological support through our Counseling Department and our My Well-being portal within the IE intranet ecosystem.

# WELL-BEING

## ACADEMICS

The **IE Center for Health & Well-being** provides learning opportunities and evidenced-based knowledge to help students develop the tools to study, live and work at their best. The academic offering of the Center is divided into universal courses that all bachelor's, master's and PhD students take, and opt-in courses that provide students the opportunity to dive deeper into a relevant topic within the holistic framework of body (vitality), mind (focus) and soul (purpose). The Center also offers week-long programs and retreats for different audiences, including for exchange and executive students.

## PRACTICES

While academic programs raise awareness and provide the necessary knowledge, it is practice that enhances well-being and fosters a healthy and connected community culture. In addition to our educational offerings, IE provides a wide variety of athletic activities, contemplative practices, workshops, retreats, and more to advance a holistic education for our vibrant community.

The **IE Center for Health & Well-being** offers a dynamic range of recurring activities to fit the individual needs of our community members. These include weekly mindfulness sessions on all our campuses and online, practical workshops with experts every Monday, monthly challenges to introduce new habits, regular volunteering opportunities, and events throughout the academic year to connect to self and others and experience the body-mind-soul integration to support well-being.



**IE Sports & Well-Being** supports community members in staying active through sports and physical activities. It serves as an open platform for the entire community, where we can gather in a competitive or recreational atmosphere and help each other grow.



## COMMUNITY

At IE University, we know the value of a strong, diverse community and place it at the center of the student experience. Integrating socially in a vibrant international community can be challenging and different for every individual. That is why we strive to promote new experiences and connections both within and transcending the IE University community, to support learning and networking.

**IE Campus Life** is the nexus of the IE University student experience. It is a medium for students to connect with each other, with internal departments, alumni, and key contacts that go beyond academic programs. Students at IE can meet new friends, explore their hobbies or new passions by joining over 150 clubs or creating new ones, and participate in approximately 1,500 yearly events.

## LEVERAGING THE KEY FACTORS OF WELL-BEING IN OUR COMMUNITY

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The analysis has highlighted two main measures that may be ideal touchpoints for impacting student well-being and life satisfaction: **satisfaction with IE and loneliness**. Furthermore, the variables that help explain the differences in each of these two measures also represent suitable areas to improve student well-being. This section discusses the ongoing efforts in each of these areas, along with ideas for how to strengthen these efforts based on the study results and future research from the Center.

### SATISFACTION WITH IE

The role of the students' satisfaction with IE (**feeling positive about IE, happiness with studies and feelings of belonging at IE**) has appeared repeatedly throughout this report. At the first testing point (T1), this measure accounted for nearly 10% of the variance in student life satisfaction. The analysis of change from T1 to T2 provides further support for its importance. Although the design limits causal conclusions, the consistency of the results points to satisfaction with IE as the most important potential lever of life satisfaction in the model. Increasing satisfaction with IE requires a review of the four measures that show the strongest correlations with it: perception of well-being support, social support, healthy lifestyle behaviors and social contact. Below is a review of the existing initiatives and potential areas of improvement in these four domains.

## WHAT EXPLAINS SATISFACTION WITH IE?

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### PERCEPTION OF WELL-BEING SUPPORT

Feeling “supported by IE to take care of my well-being” exhibited the strongest correlation with satisfaction with IE and the change in satisfaction with IE from pre-test to post-test. The other measures of “awareness of well-being resources” and “interest in well-being” showed medium-level correlations, with “interest in well-being” showing the strongest correlations with “IE positivity” and “awareness of well-being” showing the strongest correlation with “belonging.”

Making our student community feel supported by IE in their well-being is a multi-faceted effort that involves an institutional culture of well-being, sustained by a comprehensive offering that is suitable for and visible to students.

In terms of learning, all bachelor’s, master’s, and PhD students at IE take universal classes as part of their curriculum that serve as a foundation for understanding the basics of positive psychology and well-being. These classes are made possible by the IE Foundation and are designed to empower students from the start of their programs, enabling them to cultivate a solid understanding of the principles and practices that contribute to personal and professional fulfillment. It is reassuring to see that the perception of well-being support increased significantly after the intervention, particularly among master’s students, which signals that they value IE’s commitment to having all students take these courses.



*It’s really great to have this subject within our program.*



*It was a really interesting course; I think it’s really important to also focus on ourselves.*



*Very useful course and practices.*



*I felt that this course was really beneficial. I love mindfulness, so it was good to learn more about it and attention.*



*Thank you for this course, as well-being is so important. Otherwise, we lose focus on our health*

These courses are also a unique opportunity to inform students about the health and well-being resources at their disposal. The increase in awareness of these resources from T1 to T2 (figure 23b) suggests that these courses are serving this purpose effectively.

We believe an important next step in our research at the Center is to explore other avenues by which to increase students' perception and awareness of IE's support of their well-being. For example, we would like to measure the impact of embedding additional touchpoints with students throughout the academic year.

Most of the actions to inform students about the well-being resources at their disposal take place at the beginning of their program, a time when they receive information and updates from multiple sources, and they are still adjusting to the dynamic and rich ecosystem of the university. These additional touchpoints would build upon initiatives already in place, like the freshmen's compass, club fairs, universal courses, as well major events dedicated to health & well-being on campus such as "World Mental Health Days," "Happiness Week," and "Sports Days."

Additional initiatives that we would like to test include introducing a protocol for advisors to ask their assigned students about their well-being and recommend specific resources. We are currently working on small, experimental studies to test some of these specific questions in a subset of the student body to explore the potential efficacy of these initiatives.



# SOCIAL SUPPORT

For all three measures (**feeling positive about IE, happiness with studies, and feelings of belonging at IE**), social support revealed the second strongest correlation.

The measure of social support is calculated by how comfortable students feel relying on different significant people when struggling, including family, friends outside IE, friends at IE and professors. Our impact on the first two is limited because they are part of the students' private lives. However, we can positively influence their reliance on IE friends and professors in different ways.

At IE University, we endeavor to promote strong bonds among our community members throughout the student journey. We start by facilitating exchanges with peers before students start the program, and we organize icebreakers, teambuilding and orientation activities in their first weeks. It's worth noting that the time spent with IE classmates from the same and different countries at pre-test was related to student satisfaction, although in different ways. This supports the importance of these activities at the beginning of the term. From that point on, all programs have activities at different points in the year to create tighter bonds with teams and classmates such as end-of-classes events and winter and mid-summer parties.



First-year students also have the opportunity to obtain support from a dedicated student mentor through the IEU Mentorship Society. This initiative is designed for incoming students to ease their transition into university life or their move abroad and help them establish meaningful relationships.

Our international mobility office offers additional activities for incoming exchange students

to feel supported during their time at IE University, as well as for outgoing exchange students spending a semester or full year abroad. These include welcome and “meet & greet” events with students who have completed their exchange, a buddy program, and regular initiatives by the student-led exchange society.

The important role of students’ reported comfort relying on professors is a very informative finding. Our role in fostering this interaction starts with the coordination of the academic teams to ensure the faculty understand the role they play in the larger context of the program, the students’ journey and the values that IE promotes. Caring for our faculty’s well-being and providing them with the same tools we teach our students so they can be at their best is key to supporting them in feeling ready and available to support students.

The Center for Health & Well-being and Faculty departments have an annual well-being program for our adjunct and internal faculty that is continually growing in visibility and relevance. Furthermore, all our faculty and staff are invited to join all the well-being practices organized by the Center for Health & Well-being, including the Well-being Mondays webinars with experts, weekly mindfulness sessions and all additional activities.



One area where IE’s Faculty department continues to innovate is in communication to professors about relevant opportunities to engage with the community through events and initiatives with a social and learning component. This is a challenging task considering the varying degrees of involvement of our faculty. Moving forward, we would like to measure the awareness levels of the Center for Health & Well-being and the broader well-being resources among the faculty and test specific actions to increase it, as well as the resulting impact on student social support.

This analysis has also led us to conclude that adding a measure of reliance on students’ program management—the student-facing team they develop a close relationship with—and their advisors can also provide valuable information on their support networks. These will be introduced in the survey in the next academic year.

# HEALTHY LIFESTYLE BEHAVIORS

The role of lifestyle appears important for two of the three dimensions (feeling positive about IE and happiness with studies of Satisfaction with IE).

**Feeling positive about IE:** Healthy Lifestyle shows the next largest correlation after perception of well-being support and social support, with healthy eating and walking showing small but significant correlations and explaining significant change in positivity between pre- and post-test.

**Happiness with IE Studies:** several of the healthy lifestyle measures revealed small but significant correlations (healthy eating, walking, sleeping, and gratitude practices) but only healthy eating explained change in happiness with IE studies.

The impact of healthy lifestyle behaviors on students' positivity and happiness with IE underscores the crucial role that vitality plays in our emotional state and daily performance.



## PHYSICAL EXERCISE AND MOVEMENT

Physical exercise is critical for health, but it also helps us recharge our energy and generates endorphins, a neurotransmitter that makes us feel good. At IE University, we firmly believe that athletic activities are an invaluable aspect of ensuring holistic education, providing our students with unique opportunities to be challenged as they learn, grow, and achieve excellence.

To encourage active lifestyles that lead to lifelong well-being, the **Sports & Well-being**

team offers recreational sports activities. These include club sports, intramural leagues, open sports that connect athletes through friendly competition, as well as lifetime sports and outdoor sports. There are also fitness and well-being programs at our Sports Center in Madrid and our outdoor recreational facilities in Segovia. For those looking to continue developing their talent at the collegiate level, IE Athletics offers our students the opportunity to represent IE University in a wide range of team sports and individual sports, in a competitive atmosphere.

The **Center for Health & Well-being** complements this range of activities with a variety of initiatives aimed at increasing awareness of the importance of movement, such as regular fundraising races, movement challenges, and fitness activities.



## NUTRITION

What we eat has an influence not only on our overall health, but also provides the daily “fuel” we need to get things done, to stay alert, manage our emotions, and to persevere when faced with a challenge. The Center for Health & Well-being offers two signature courses on nutrition that have become increasingly popular among our student body.

Outside the classroom, students can also enjoy occasional cooking workshops on healthy, sustainable recipes in collaboration with the IE Culinary Club. The Center has recently implemented the first nutrition challenge to help our community gain greater awareness of their nutritional habits, the homeostatic sensations of hunger and satiety, and food purchases, while encouraging them to plan meals and cook more.

## SLEEP

Sleep is foundational to well-being. It is essential to our mental, physical, and emotional functioning, allowing the brain to “save” the learning from the day, process emotional experiences and support physical recovery.

Establishing a consistent sleep routine is a challenge for our students as they juggle multiple priorities, including academic responsibilities, an active social life, and, for many master’s students, a job and/or family.

Considering the foundational importance of sleep, the Center for Health & Well-being places a strong emphasis on its interconnection with other important habits such as physical exercise, digital device usage, and nutrition. The Center offers knowledge and practical techniques for better sleep hygiene through a signature course on the power of sleep, as well as masterclasses in our Well-being Mondays series and additional well-being programs, where sleep has become an essential and frequently requested topic.

## SOCIAL CONTACT & BELONGING

Although important for all three measures, social contact was particularly relevant for feelings of belonging.

Feelings of belonging: social contact shows the next largest correlation after social support, with time spent with IE students and frequency of talking to family all showing small but significant correlations. The measure of social contact considers the frequency of participation in IE and outside clubs, talking with family, and time spent with IE students from their same country and nationalities other than their own.



In addition to the initiatives aimed at helping our students integrate and create authentic bonds with their peers from the very beginning of their program, the **Campus Life** team endeavors to ensure students feel at home at our facilities by organizing weekly activities such as “Campus Life Tuesdays” and “Music Wednesdays” that create an environment where meaningful connections can flourish and students can share their projects and passions. These initiatives are open to all community members and provide a weekly opportunity to promote a sense of belonging. In parallel, students are encouraged to engage with other community members with common interests, hobbies and aspirations through the ecosystem of over 150 IE clubs and create new circles.

Throughout the year, our Campus Life team also hosts a series of signature events that embody IE’s values of Sustainability, Arts & Humanities, Diversity, and Entrepreneurship. These allow students to connect with peers who share common values and interests. Annual traditions include IE Day, Global Village, Africa Business Forum, Chinese New Year, Sustainability Week, LGBT+@Work Conference, TechIE Conference, Women in Business Annual Leadership Conference, Happiness Week, Arts & Humanities Week, and Creativity Day, among others.



# BELONGING

Interestingly, the most important measure of social contact that appears to be influencing student satisfaction with IE at the start of the year is the amount of time spent with students from different cultures. Since this exposure to different cultures is part of IE University's DNA, this suggests that the IE experience is meeting expectations in this respect.

At IE University, we believe that diversity is about respecting and embracing what makes us different. Every year, we welcome students, professors and staff from more than 160 countries, with each person bringing their unique blend of life experience, backgrounds, and perspectives to the table.

To promote a solid sense of belonging in our community and facilitate an inclusive environment as a prerequisite, IE offers several initiatives:

## TRAINING

As an academic institution, we promote diversity through knowledge.

**IE Impact diversity courses:** through IE Impact, a multidisciplinary, academic program consisting of 21 ECTS, undergraduate students have access to a series of courses related to diversity.

**Diversity & Inclusion workshops:** master's students also take a course on this subject at the beginning of their program. Additionally, the learning journey offered by IE University's Talent & Careers department to all staff members includes several annual sessions on cultural diversity and inclusion.

**Educational resources on Diversity, Equity & Inclusion (DEI):** IE offers students, staff, and faculty a multimedia course covering the fundamentals of diversity, inclusion, and belonging. Additionally, IE has created a public MOOC accessible on Coursera entitled "The Journey to Diversity, Inclusion and Belonging" that anyone can take.

## SUPPORTING FUNCTIONAL DIVERSITY

Our Functional Diversity team is engaged with students with differing needs at any time during their journey with us, working closely with each academic program to make sure that their needs are taken care of. Additionally, all IE University campuses are fully accessible for community members with physical challenges.

## STUDENT CLUBS

Of the more than 150 existing student clubs at IE at the time of writing, 40 of them belong to the category of diversity and inclusion, offering an opportunity for students to create a community with common geographic ties where they can share their own cultures and

promote an inclusive environment, addressing biases based on gender, culture, and sexual orientation.



## LONELINESS

Students' feelings of loneliness (reported feelings of lack of companionship, isolation, and being left out) were inversely related to their level of life satisfaction. This effect was more evident in the undergraduate population and was also present in the graduate sample. Not surprisingly, the measures of social contact and support emerged as significant predictors. Like satisfaction with IE, social support (whether relying on family or friends) was particularly important for understanding loneliness.

IE's ongoing efforts to enhance social support and social contact have already been described in the previous section on how to increase Satisfaction with IE. Although it is very positive that the bachelor's and master's samples report low levels of loneliness and seemingly good levels of relationships and support, we are committed to continue innovating in unison across the different areas that make up the student experience as described in the section below.

By promoting a well-being-informed perspective that acknowledges the impact of social connection and support across the institution, we will be on track to fulfill our responsibility of effectively assisting the students who experience higher levels of loneliness at any given time, ensuring our student body feels supported and connected throughout their academic journey.



## CONTEMPLATIVE PRACTICES FOR A MINDFUL COMMUNITY

This study has helped us identify that contemplative practices are an important area where students can improve and receive more support. These include engaging in meditative practices like meditation or yoga, practicing gratitude, participating in a spiritual or religious activity, or volunteering or engaging in community service.

According to student self-report, there were lower levels for frequency of practice of mindfulness and spirituality activities compared to healthy lifestyle behaviors, with the average hovering around practice between “once” and “a few times a month.” At the same time, while healthy lifestyle behaviors decreased from pre-test to post-test, contemplative practices increased.

Since its creation in 2019, the IE Center for Health & Well-being has been dedicated to creating a culture of living more mindfully, present, and in tune with our values, transforming mindfulness from a buzzword to a lifestyle that our community members can experience and cultivate. Below are some of the most relevant ongoing initiatives at the time of writing.

### INTRODUCING MINDFUL BREATHING IN ALL OUR COURSES

All universal courses offered by the Center for Health & Well-being incorporate a segment of conscious breathing towards the start of the sessions. This serves as an anchor that fosters the habit of pausing, checking in on how we are doing, and regaining presence before we engage in a class and, more generally, in the next task.

## WEEKLY MINDFULNESS PROGRAM ON ALL CAMPUSES

Beyond the academic offering introducing students to meditation and mind training, the Center for Health & Well-being offers eight weekly guided mindfulness practices across all three of our physical facilities and online. These sessions are guided by an experienced facilitator and represent an opportunity to take a mental break, regain balance, and learn how to use mindfulness to bring one's attention back to the present moment. All community members—including students, staff, faculty and alumni—are welcome to join at any point in the semester, and no prior experience is required.



## IE UNIVERSITY MONTHLY CHALLENGES

The Center for Health & Well-being launches regular challenges to strengthen healthy habits while promoting a mindful approach to them. These initiatives provide a structured yet flexible framework that encourages consistent effort over a manageable time frame.

By focusing on one new practice each month, individuals can give their full attention to mastering it, increasing the likelihood of long-term adoption. Additionally, these challenges include a social component that adds a powerful layer of accountability and support, creating a platform where members can motivate each other, share experiences, and celebrate successes together.

In the 2023-2024 academic year, the Center invited the community to complete challenges on digital well-being, nutrition, movement, and meditation.

## IE VOLUNTEERISM INITIATIVE

In support of IE's mission of fostering positive change, this initiative empowers students,

faculty, and staff to engage actively in social responsibility by integrating and supporting the volunteering activities organized by all IE stakeholders, including student clubs, academic teams, university departments, and collaborators. In the 2023-2024 academic year, the Center invited the community to complete challenges on digital well-being, nutrition, movement, and meditation.

For these reasons, we offer two paths. On the one hand, one-time or short-term, relevant volunteer opportunities are offered across the institution, with activities like team-building community projects, blood drives, tree planting, environmental clean-ups, donation drives, and charity races, among others.

On the other hand, we support community members in finding volunteer projects they are passionate about, which match their skill set and capacity, so they can contribute on a longer-term basis. To do so, we organize annual volunteering fairs on our facilities as part of IE Sustainability Week, so participants can meet representatives from local NGOs while learning more about their mission and validated opportunities to contribute.



# MOVING FORWARD: FOSTERING A UNIVERSITY-WIDE CULTURE OF WELL-BEING

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We are an institution that believes in continuous learning. Our research has allowed us to appreciate the impact of our entire community on the subjective well-being of our students and to strive continuously to create an environment that is conducive to learning and holistic human development. Our top priority is to continue building a community-wide culture to foster well-being through proactive and intentional initiatives:

## 1. STUDENTS AT THE CENTER OF THE EXPERIENCE

Taking a step back, one of the main challenges for social contact and healthy lifestyle behaviors is the ability to prioritize these as essential to learning and flourishing. Using a collective approach, we are collaborating with various areas and departments to mitigate the overstimulation and sheer volume of competing opportunities. This includes community engagement events, support sessions from the IE Talent & Careers department, fitness classes, and program initiatives. By creating a cohesive calendar with key stakeholders, we aim to avoid overlapping events, leverage co-promotion, minimize opportunity overwhelm, and reduce the fear of missing out. This approach fosters intentional time for engagement, deep work, social connection, and healthy habits. Our efforts also focus on helping students manage their time and energy intentionally, with continuous support from our planning department to ensure balanced schedules that promote a healthy academic life and engagement.

We appreciate that managing uncertainty, especially about major life transitions and decisions, is a significant stressor for our students. We look to align with our Talent & Careers department and body of program advisors to support their learning journey from a proactive place of meaning and purpose to gain confidence in their life journey with appreciation for the experience and learning.

## 2. WELL-BEING-INFORMED PERSPECTIVE

We are committed to leveraging ongoing research and student feedback to ensure that all teams at IE University can assess and enhance existing processes from a well-being perspective. This encompasses everything from welcome initiatives at the start of programs to ongoing support throughout the academic journey. We aim to create a supportive environment for all students by embedding well-being considerations into these processes.

### 3. INCORPORATING ALL STAKEHOLDERS

We recognize that individual commitment is the starting point for well-being. Therefore, we are committed to nurturing a culture of well-being among our staff and engaging faculty more deeply in this effort. It is essential to ensure that faculty and staff can prioritize their own well-being, as this allows them to foster student well-being through safe learning environments and access to well-being resources. Our goal is to create a community where everyone is empowered to prioritize their health and well-being.

### 4. LEADERSHIP

Strong and vocal leadership that leads by example is essential for promoting well-being across the university. We aim to improve leadership by integrating well-being considerations into decision-making processes and ensuring that leaders actively demonstrate a commitment to these values. This will inspire the entire university community to prioritize well-being in their daily lives. The Center for Health & Well-being has created a transversal IE Board to ensure our collective efforts to consider health and well-being throughout the institution. We also continue to engage the Student Government to co-create initiatives for greater awareness and collective appreciation of behaviors that foster health and well-being.

### 5. CO-PRODUCTION

We emphasize the importance of students, faculty, and staff working together towards a shared vision through collaborative decision-making. Our goal is to continue working closely with the school government and all IE Clubs to enhance the culture of well-being on campus. By fostering a sense of shared responsibility and cooperation, we can create a more inclusive and supportive university environment.

### 6. INCLUSION AND BELONGING

We recognize that personal, cultural, and structural factors contribute to diverse well-being practices and coping strategies within our community. Our commitment is to tailor opportunities that address these varied needs effectively by working in unison with relevant stakeholders, including the IE Foundation, IE Diversity, IE Women & Allies, and all the regional Centers and IE Clubs with a focus on belonging. Acknowledging and embracing these differences is essential to fostering a deep sense of inclusion and belonging. This commitment not only enhances individual well-being but also strengthens the cohesion and unity of our university community.

### 7. APPLIED RESEARCH

We are committed to making advancements in our current research initiatives to provide valuable knowledge and insights that foster well-being through evidence-based practices. This approach allows us to make informed decisions and consistently improve the well-being of our university community.

# CONCLUSIONS

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Most IE University students report high levels of life satisfaction compared to global norms, as well as having a healthy lifestyle and strong social connections. This is good news. However, they also face challenges, both as a normal part of their educational journey and, more broadly, of life. They engage less frequently in what we have called contemplative behaviors such as meditation, yoga, spiritual activity, volunteering, and gratitude, than healthy lifestyle behaviors such as sports, walking, healthy eating or sleep, which are relevant for their well-being too. And, as the term progresses and workloads increase, students experience higher levels of stress with studies and a decrease in healthy lifestyle behaviors.

Also, it is important to note that not all student groups experience the same outcomes. Nearly two out of 10 students report lower levels of life satisfaction. Roughly 5–7% of the student body reported feeling stressed about their studies even at the beginning of the term, and about 10% report feeling lonely most of the time, even at the end of the term. Thus, we recognize the importance of looking at overall trends and examining the needs of some of the students who may be struggling more than others or struggling in different ways.

The Center's goal is to support all students, enhance well-being for those who already have high and very high levels of life satisfaction, and provide support to those experiencing medium to low levels of life satisfaction (as defined by Gallup's Life Evaluation Index).

Across the term, students showed an increased awareness of IE University resources, a stronger sense of support from IE University for their well-being, and an increased reliance on their professors. Students exhibited new behaviors, showing significant growth in contemplative activities such as spiritual practices and community service, as well as in meditative and gratitude practices introduced in the workshops that comprise the intervention. These changes were consistent with the students' self-reported engagement in well-being practices (52% bachelor's; 75% master's) and intention to continue to do so in the future (33% bachelor's; 52% master's) "because of this course." Students also increased their social connections. Most importantly, students demonstrated growth in life satisfaction and overall flourishing.

Students' levels of life satisfaction and flourishing (PERMA) are related to their feelings of loneliness and how satisfied they are at IE University. Two key elements emerge as crucial to students' satisfaction with IE: their comfort in relying on their professors and perceiving that IE supports their well-being.

These insights underscore the responsibility of higher-education institutions in supporting younger students through the challenging transition to university, a period also ripe for growth and development (Arnett, 2016), as well as addressing the unique needs of masters' students and senior students enrolled in executive programs trying to balance academic pursuits, professional commitments, and family responsibilities. At IE University, our vision

is to continue creating a community-wide culture that promotes the well-being and holistic human development of all our stakeholders.

Creating environments that support growth, adaptability, and resilience enhances the immediate university experience and lays a strong foundation for future challenges and successes. Building a supportive community where students feel connected and valued is essential. This includes providing opportunities for meaningful social interactions, encouraging participation in extracurricular activities, and ensuring access to mental health resources. Collectively, these efforts contribute to a vibrant and resilient student body, capable of achieving both academic excellence and personal fulfillment.

In summary, the well-being of students at IE University is multifaceted, requiring continuous efforts to address both immediate needs and long-term goals. Through comprehensive support systems, educational initiatives, and a commitment to fostering a positive and inclusive community, we believe we can help students succeed academically and lead happy, healthy, and meaningful lives.

## RESEARCH LIMITATIONS

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It is difficult to interpret the impact of the training and make any strong claims about the results for several reasons.

### 1. Lack of a Control Group:

The absence of a control group in this study limits the ability to draw definitive causal inferences about the intervention's effectiveness. Without a control group, it is challenging to distinguish the effects of the intervention from other external factors that might influence the outcomes.

### 2. Lack of Standardization in the Intervention:

The intervention lacked standardization, e.g., different campuses, time frames, and training types, and may show a systematic bias. This inconsistency can affect the reliability of the results, making it difficult to determine which specific components of the intervention were most effective.

### 3. Timing of the Survey:

The survey was conducted at the beginning of their programs, which may have influenced participants' responses due to initial perceptions or expectations.

#### 4. Attrition from the First Survey to the Second:

There was notable attrition between the first and second surveys, the loss of participants may result in a final sample that is not representative of the initial group, potentially skewing the results and reducing the generalizability of the findings.

#### 5.No Pre-registered Hypothesis:

Study hypotheses were unclear before data collection, increasing the risk of finding statistically significant but misleading patterns in the data.

#### 6. Lack of a follow-up measure:

This study included a pre-test and post-test to examine the immediate impact of the training, but it did not include a later follow-up to assess its long-term impact. This is an important consideration for the future of this research as it would allow an evaluation of the effectiveness of the intervention over time.

#### 7. Self-reported responses:

Responses are based on each individual's subjective perception, which makes them subject to bias.

These limitations should be considered when interpreting this analysis's results and planning future studies to ensure more robust and reliable findings.

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# ANNEX

## Results by Degree at pre-test (T1)

	Full Sample		Bachelors		Masters	
	N=3102		N=1848		N=1253	
	M	SD	M	SD	M	SD
Age*	22.47	4.34	20.00	0.97	26.13	4.79
Life Satisfaction (0-10)	7.43	1.42	7.42	1.47	7.45	1.36
Overall PERMA (0-10)*	7.36	1.15	7.26	1.20	7.50	1.04
Positive Emotions	7.29	1.38	7.28	1.45	7.31	1.29
Engagement	7.40	1.29	7.36	1.30	7.45	1.28
Relationships*	7.73	1.54	7.62	1.59	7.90	1.44
Meaning*	7.24	1.63	7.12	1.72	7.40	1.46
Accomplishment*	7.15	1.33	6.94	1.40	7.46	1.16
Negative emotions*	4.92	1.73	4.99	1.75	4.82	1.70
<b>Healthy Lifestyle Behaviors (1-6)</b>						
Exercise*	4.57	1.43	4.64	1.44	4.47	1.42
Walk*	5.21	1.10	5.15	1.15	5.31	1.02
Sleep	5.00	1.05	5.01	1.04	4.98	1.08
Healthy eating	5.25	0.98	5.25	0.99	5.24	0.97
<b>Contemplative Practices (1-6)</b>						
Gratitude	3.08	1.79	3.10	1.77	3.06	1.83
Meditative practice	2.22	1.58	2.23	1.58	2.21	1.57
Spiritual practice*	2.28	1.60	2.38	1.64	2.14	1.52
Volunteering	1.81	1.09	1.83	1.11	1.79	1.05
<b>Avg Satisfaction with IE (0-6)*</b>	4.58	1.10	4.30	1.17	4.98	0.84
Positive about IE*	4.94	1.20	4.65	1.29	5.36	0.92
Happy with studies*	4.33	1.40	3.98	1.49	4.85	1.08
Belonging at IE*	4.45	1.31	4.27	1.39	4.72	1.13
<b>Stress with studies (0-6)*</b>	3.32	1.16	3.47	1.57	3.10	1.52
<b>Avg Social Contact (1-6)*</b>	3.87	0.83	4.09	0.80	3.55	0.77
IE Clubs*	2.22	1.65	2.65	1.76	1.58	1.20
Outside organizations*	2.17	1.64	2.46	1.76	1.75	1.36
Time w/ peers from other countries*	5.09	1.39	5.28	1.21	4.80	1.57
Time w/ peers from same country*	4.52	1.75	4.72	1.64	4.21	1.85
Talk w/ family	5.37	0.91	5.35	0.95	5.40	0.85
<b>Avg Social Support (0-6)*</b>	4.35	1.00	4.31	1.02	4.42	0.95
Rely on family*	4.97	1.45	4.89	1.51	5.07	1.37
Rely on IE friends*	4.72	1.43	4.94	1.37	4.40	1.47
Rely on outside friends	5.15	1.23	5.13	1.28	5.18	1.16
Rely on professors*	2.58	1.75	2.28	1.79	3.01	1.58
<b>Sum Loneliness (3-9)</b>	4.87	1.71	4.95	1.75	4.77	1.64
Lack companionship (1-3)	1.67	0.68	1.69	0.70	1.63	0.66
Feel left out (1-3)	1.63	0.66	1.65	0.67	1.60	0.65
Feel isolated (1-3)*	1.60	0.68	1.63	0.70	1.54	0.66
<b>Avg Self-compassion (1-5)*</b>	3.18	0.67	3.14	0.68	3.24	0.64
SC Self-kindness*	3.23	0.85	3.19	0.85	3.29	0.83
SC Overidentification*	3.27	0.89	3.32	0.90	3.21	0.88
SC Mindfulness	3.58	0.90	3.54	0.93	3.64	0.85
<b>Sum Resilient coping (4-20)*</b>	15.33	2.70	15.21	2.76	15.50	2.60
Grit (1-5)*	3.30	0.61	3.21	0.61	3.44	0.59
<b>Motivation (0 - 6)</b>						
Interest in wb*	4.66	1.24	4.39	1.28	5.07	1.05
Awareness of wb resources	3.57	1.53	3.56	1.55	3.57	1.50
Feel supported in wb*	3.68	1.49	3.33	1.56	4.21	1.20

\*Significant differences between bachelor and master students;  $p < .001$  and  $n_2 > .01$ , \* are significant differences  $p < .001$  and  $n_2 < .01$

## Results by Master's category (Executive vs. Non-executive) at pre-test (T1)

	Full Sample		Executives		Non-executives	
	N=1253		N=150		N=1098	
	M	SD	M	SD	M	SD
Age*	26.13	4.79	34.15	6.22	25.04	3.30
Life Satisfaction (0-10)	7.45	1.36	7.43	1.30	7.45	1.37
Overall PERMA (0-10)	7.50	1.04	7.45	1.13	7.51	1.03
Positive Emotions	7.31	1.29	7.21	1.37	7.32	1.28
Engagement	7.45	1.28	7.20	1.35	7.48	1.26
Relationships	7.90	1.44	7.82	1.62	7.91	1.41
Meaning	7.40	1.46	7.43	1.54	7.39	1.45
Accomplishment	7.46	1.16	7.56	1.19	7.44	1.16
Negative emotions	4.82	1.70	4.68	1.60	4.84	1.72
<b>Healthy Lifestyle Behaviors (1-6)</b>						
Exercise	4.47	1.42	4.24	1.55	4.50	1.40
Walk*	5.31	1.02	4.80	1.26	5.37	0.97
Sleep*	4.98	1.08	4.72	1.30	5.02	1.04
Healthy eating	5.24	0.97	5.15	1.19	5.25	0.93
<b>Contemplative Practices (1-6)</b>						
Gratitude	3.06	1.83	3.31	1.87	3.02	1.82
Meditative practice	2.21	1.57	2.29	1.70	2.19	1.55
Spiritual practice	2.14	1.52	2.26	1.79	2.12	1.48
Volunteering	1.79	1.05	1.64	1.01	1.81	1.06
<b>Avg Satisfaction with IE (0-6)</b>	4.98	0.84	5.00	0.81	4.97	0.85
Positive about IE	5.36	0.92	5.34	1.00	5.36	0.91
Happy with studies	4.85	1.08	4.91	1.05	4.85	1.08
Belonging at IE	4.72	1.13	4.75	1.10	4.71	1.13
<b>Stress with studies (0-6)</b>	3.10	1.52	3.05	1.64	3.12	1.51
<b>Avg Social Contact (1-6)*</b>	3.55	0.78	3.03	0.81	3.63	0.74
IE Clubs*	1.58	1.20	1.18	0.68	1.64	1.25
Outside organizations	1.75	1.36	1.52	1.27	1.78	1.36
Time w/ peers from other countries*	4.80	1.57	3.94	1.96	4.92	1.48
Time w/ peers from same country*	4.21	1.85	3.15	2.00	4.36	1.78
Talk w/ family	5.40	0.85	5.40	0.92	5.41	0.85
<b>Average Social Support (0-6)</b>	4.42	0.95	4.32	0.94	4.43	0.95
Rely on family	5.07	1.37	5.01	1.27	5.08	1.38
Rely on IE friends	4.40	1.47	4.14	1.46	4.44	1.47
Rely on outside friends*	5.18	1.16	4.91	1.25	5.22	1.14
Rely on professors	3.01	1.58	3.25	1.51	2.98	1.59
<b>Sum Loneliness (3-9)</b>	4.77	1.64	4.72	1.73	4.77	1.62
Lack companionship (1-3)	1.63	0.66	1.57	0.65	1.64	0.65
Feel left out (1-3)	1.60	0.65	1.56	0.67	1.60	0.65
Feel isolated (1-3)	1.54	0.66	1.61	0.70	1.53	0.65
<b>Grit (1-5)*</b>	3.44	0.59	3.57	0.58	3.42	0.59
<b>Overall Self-compassion (1-5)</b>	3.24	0.64	3.35	0.60	3.23	0.65
SC Self-kindness	3.29	0.83	3.30	0.74	3.29	0.84
SC Overidentification*	3.21	0.88	2.94	0.82	3.24	0.88
SC Mindfulness	3.64	0.85	3.70	0.81	3.64	0.84
<b>Resilient coping (sum)</b>	15.50	2.60	15.70	2.52	15.47	2.60
<b>Motivation (0-6)</b>						
Interest in wb	5.07	1.05	5.12	1.06	5.07	1.05
Awareness of wb resources	3.57	1.50	3.30	1.51	3.60	1.50
Feel supported in wb	4.21	1.20	4.23	1.10	4.21	1.22

\*Significant differences between Executive and Non-Executives Masters;  $p < .001$

## Results by Gender at pre-test (T1)

	Full Sample		Male		Female	
	N=3102		N=1452		N=1611	
	M	SD	M	SD	M	SD
Age*	22.47	4.34	23.00	4.74	22.02	3.91
Life Satisfaction (0-10)	7.43	1.42	7.46	1.47	7.42	1.37
Overall PERMA (0-10)	7.36	1.15	7.37	1.16	7.36	1.13
Positive Emotions	7.29	1.38	7.27	1.41	7.32	1.36
Engagement	7.40	1.29	7.41	1.29	7.39	1.29
Relationships*	7.73	1.54	7.64	1.58	7.83	1.48
Meaning	7.24	1.63	7.32	1.65	7.17	1.60
Accomplishment	7.15	1.33	7.21	1.31	7.10	1.34
Negative emotions*	4.92	1.73	4.46	1.73	5.34	1.62
<b>Healthy Lifestyle Behaviors (1-6)</b>						
Exercise*	4.57	1.43	4.86	1.27	4.32	1.51
Walk	5.21	1.10	5.22	1.10	5.21	1.09
Sleep*	5.00	1.05	5.11	0.99	4.90	1.09
Healthy eating*	5.25	0.98	5.18	1.03	5.31	0.93
<b>Contemplative Practices (1-6)</b>						
Gratitude*	3.08	1.79	2.92	1.80	3.23	1.77
Meditative practice*	2.22	1.58	1.97	1.50	2.44	1.60
Spiritual practice	2.28	1.60	2.19	1.58	2.36	1.61
Volunteering*	1.81	1.09	1.73	1.06	1.89	1.11
<b>Avg Satisfaction with IE (0-6)*</b>	4.58	1.10	4.63	1.08	4.53	1.13
Positive about IE	4.94	1.20	4.95	1.20	4.93	1.21
Happy with studies*	4.33	1.40	4.46	1.32	4.23	1.47
Belonging at IE	4.45	1.31	4.49	1.31	4.43	1.32
<b>Stress with studies (0-6)*</b>	3.32	1.56	2.98	1.52	3.63	1.53
<b>Avg Social Contact (1-6)</b>	3.87	0.83	3.87	0.84	3.87	0.82
IE Clubs	2.22	1.65	2.17	1.63	2.25	1.65
Outside organizations*	2.17	1.64	2.21	1.70	2.12	1.58
Time w/ peers from other countries	5.09	1.39	5.12	1.35	5.06	1.43
Time w/ peers from same country	4.52	1.75	4.56	1.72	4.49	1.76
Talk w/ family*	5.37	0.91	5.29	0.92	5.46	0.89
<b>Avg Social Support (0-6)*</b>	4.35	1.00	4.27	1.06	4.44	0.92
Rely on family*	4.97	1.45	4.86	1.49	5.08	1.40
Rely on IE friends*	4.72	1.43	4.54	1.52	4.89	1.34
Rely on outside friends*	5.15	1.23	4.99	1.30	5.30	1.13
Rely on professors	2.58	1.75	2.66	1.74	2.51	1.74
<b>Sum Loneliness (3-9)*</b>	4.87	1.71	4.71	1.65	5.02	1.75
Lack companionship (1-3)*	1.67	0.68	1.63	0.67	1.70	0.69
Feel left out (1-3)*	1.63	0.66	1.54	0.64	1.70	0.68
Feel isolated (1-3)	1.60	0.68	1.55	0.66	1.63	0.70
<b>Overall Self-compassion (1-5)*</b>	3.18	0.67	3.31	0.62	3.06	0.69
SC Self-kindness	3.23	0.85	3.23	0.82	3.22	0.87
SC Overidentification*	3.27	0.89	3.06	0.86	3.46	0.88
SC Mindfulness*	3.58	0.90	3.76	0.84	3.43	0.92
<b>Sum Resilient coping (4-20)*</b>	15.33	2.70	15.73	2.49	14.99	2.82
Grit (1-5)	3.30	0.61	3.30	0.58	3.30	0.64
<b>Motivation (0-6)</b>						
Interest in wb*	4.66	1.24	4.54	1.29	4.78	1.17
Awareness of wb resources	3.57	1.53	3.51	1.53	3.61	1.54
Feel supported in wb	3.68	1.49	3.76	1.42	3.62	1.55

\*Significant differences between males and females;  $p < .001$  and  $n_2 > .01$ , \* are significant differences  $p < .001$  and  $n_2 < .01$

## Changes from pre-test to post-test by degree

	Full Sample N=884				Bachelor's N=614				Master's N=270			
	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Life Satisfaction (0-10)*	7.34	1.41	7.50*	1.48	7.37	1.43	7.52+	1.53	7.25	1.35	7.47+	1.38+
Overall PERMA (0-10)	7.33	1.16	7.49	1.11	7.27	1.2	7.3	1.09	7.48	1.03	7.53	1.11
Positive Emotions*	7.25	1.37	7.37*	1.30	7.25	1.4	7.33	1.21	7.23	1.29	7.38*	1.31
Engagement	7.45	1.28	7.57	1.27	7.41	1.27	7.53	1.13	7.53	1.29	7.58	1.30
Relationships	7.67	1.55	7.73	1.50	7.57	1.55	7.35	1.41	7.9	1.53	7.81	1.51
Meaning	7.20	1.60	7.39	1.44	7.14	1.68	7.21	1.6	7.34	1.41	7.43	1.41
Accomplishment	7.11	1.32	7.38	1.11	6.98	1.38	7.08	1.17	7.42	1.10	7.44	1.1
Negative Emotions	4.98	1.71	4.99	1.77	5.03	1.72	5.03	1.91	4.86	1.69	4.99	1.75
Healthy Lifestyle Behaviors (1-6)*												
Exercise	4.54	1.44	4.46	1.43	4.61	1.43	4.57	1.4	4.39	1.45	4.23	1.48
Walking	5.20	1.09	5.12	1.12	5.16	1.13	5.1	1.16	5.29	1.01	5.17	1.02
Sleeping	4.98	1.06	4.92	1.09	4.96	1.06	4.94	1.08	5.01	1.06	4.86	1.10
Eating	5.27	0.93	5.25	0.93	5.3	0.93	5.28	0.95	5.22	0.93	5.18	0.9
Contemplative Practices (1-6)*												
Meditation*	2.20	1.54	2.44*	1.57	2.23	1.54	2.51*	1.58	2.14	1.54	2.3	1.52
Gratitude*	3.09	1.78	3.52*	1.72	3.12	1.76	3.57*	1.70	3.01	1.81	3.39*	1.78
Spiritual*	2.30	1.65	2.45*	1.68	2.38	1.65	2.59*	1.68	2.13	1.64	2.13	1.62
Volunteering*	1.73	1.04	1.88*	1.19	1.74	1.06	1.96*	1.21	1.71	1.00	1.68	1.11
Avg Satisfaction with IE (0-6)	4.58	1.09	4.50	1.19	4.38	1.14	4.3	1.24	5.03	0.79	4.98	0.89
Positive about IE*	4.95	1.15	4.73*	1.32	4.75	1.21	4.53*	1.38	5.41	0.8	5.20*	1.01
Belong at IE	4.43	1.29	4.44	1.38	4.29	1.34	4.24	1.44	4.74	1.1	4.88 +	1.11+
Happy with studies	4.38	1.35	4.40	1.36	4.14	1.39	4.17	1.43	4.94	1.05	4.93	1.02
Stress with studies (0-6)*	3.36	1.55	3.71*	1.45	3.47	1.54	3.76*	1.43	3.11	1.55	3.6*	1.48
Avg Social Contact (1-6)*	3.94	0.82	4.02*	0.88	4.13	0.78	4.22*	0.81	3.52	0.76	3.58	0.89
IE Clubs*	2.42	1.73	2.66*	1.73	2.74	1.81	2.93*	1.77	1.69	1.24	2.04*	1.47
Outside organizations*	2.28	1.70	2.43*	1.69	2.49	1.77	2.67*	1.75	1.76	1.38	1.9	1.43
Time w/peers from other countries	5.17	1.30	5.16	1.33	5.33	1.11	5.36	1.1	4.80	1.6	4.71	1.65
Time w/peers from same country	4.49	1.76	4.58	1.72	4.71	1.64	4.8	1.59	3.98	1.91	4.09	1.88
Talk w/family	5.37	0.90	5.29+	0.94	5.37	0.91	5.35	0.90	5.36	0.89	5.16*	1.01
Avg Social Support (0-6)*	4.34	0.98	4.42*	1.03	4.33	1.00	4.38+	1.06	4.36	0.92	4.52*	0.93
Rely on family	4.91	1.48	4.97	1.39	4.87	1.51	4.89	1.46	5.00	1.39	5.15	1.23
Rely on IE Friends	4.82	1.36	4.85	1.34	4.99	1.29	4.94	1.33	4.43	1.44	4.64*	1.35
Rely on Outside Friends	5.17	1.21	5.15	1.22	5.17	1.24	5.13	1.26	5.18	1.15	5.19	1.12
Rely on professors*	2.45	1.68	2.74*	1.73	2.28	1.73	2.57*	1.75	2.84	1.48	3.11*	1.61
Sum Loneliness (3-9)*	1.64	0.57	1.59*	0.57	1.66	0.58	1.60*	0.57	1.61	0.54	1.56+	0.56
Lack Companionship (1-3)	1.67	0.69	1.62	0.67	1.69	0.7	1.64	0.67	1.63	0.65	1.57	0.66
Feel Left Out+ (1-3)	1.65	0.66	1.60+	0.65	1.66	0.67	1.60+	0.65+	1.63	0.64	1.59	0.65
Feel Isolated (1-3)	1.61	0.68	1.56	0.65	1.63	0.70	1.58	0.66	1.57	0.65	1.52	0.64
Motivation (0-6)												
Interest in WB	4.60	1.24	4.59	1.19	4.39	1.27	4.48	1.22	5.10	1.02	4.85*	1.07
Aware of the wb* resources	3.62	1.47	4.18*	1.37	3.65	1.49	3.94*	1.42	3.55	1.44	4.73*	1.05
Feel supported in wb*	3.64	1.45	3.78*	1.57	3.39	1.50	3.45	1.55	4.20	1.18	4.53*	1.33

Significant difference pre-test to post-test for each sample (full, bachelor's, master's): \* $p < .001$ , + $p < .01$