

SAMPLE REPORT

2024-2025

Academic Flourishing Report

The sample report was based on a combination of responses from two different universities along with perturbations of the data.

The report is intended only to give some indication of what sample results might look like.

PREPARED BY

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How to Read This Report

Before you begin reviewing the report, we offer a few comments to help interpret the data presented. The report presents a general summary of the data, offers analyses which can help indicate key institutional strengths and areas for growth, and also documents differences across years in the program, and across various demographic groups.

Structure of the Survey and the Report

The Academic Flourishing Survey has four main sections: Demographics, Student Flourishing, University Community Well-being, and Student Formation. For Demographics and Student Flourishing questions, students are asked to self-assess and self-report, and for University Community Well-being and Student Formation, students are asked to assess the community itself and also the support the institution provides in specific areas of student formation and growth. Thus, these measures indicate the student perceptions of the institution and the institution's contribution.

The Academic Flourishing Report provides a summary of the overall mean scores and then provides more detail in each of the survey components beginning with Student Formation, and then Student Flourishing, and Community Well-Being (Parts III-V). For each of the sections, the subsections include: 1) overall relative strengths listed in order from highest to lowest, 2) an average score of survey items for each of the survey domains represented across the academic years, 3) the change in average domain scores from Year 1 to Year 4, calculated by subtracting Year 1 means from Year 4 means, and 4) the means of the individual items on the survey by academic year. The Student Formation portion also has subsections which present proportions of yes and no answers to various questions on 5) academic freedom and 6) opportunities for formation.

Part VI indicates the summaries of the scores for the various domains broken out by gender, by race and ethnicity, and by religious affiliation. The final section (Part VII) of the report provides the summary statistics, weighted by gender and by race/ethnicity, to reflect demographics of the overall university student population.

Scales

The flourishing assessment (VanderWeele, 2017) and community well-being assessment (VanderWeele, 2019) have been used in numerous settings and the psychometric properties of these scales are reported elsewhere (Węziak-Białowolska et al., 2019ab; Padgett et al., 2024). The student formation questions were recently introduced and initial data indicate reasonable reliability of the domain scores (VanderWeele and Case, 2025). Many of the survey questions use 0–10 scales, with 0 being the lowest and 10 being the highest for the Student Flourishing, University Community Well-being, and Student Formation sections. The text prompts for each scale vary for the Student Flourishing Questions (0 = Not Satisfied at All, Extremely Unhappy, Poor, Strongly Disagree, etc. and 10 = Completely Satisfied, Extremely Happy, Excellent, Strongly Agree, etc.). For University Community Well-Being, the scale is 0–10 where 0 = Strongly Disagree and 10 = Strongly Agree. For Student Formation, the scale from 0–10 where: 0 = Has Not Helped and 10 = Has Helped a Lot. The Academic Freedom and Opportunities for Formation questions are Yes/No, and the proportions are presented.

U.S. National Benchmark for Flourishing in Youth (18-24)

A U.S. nationally representative sample of 2,682 young adults aged 18-24 who participated in Global Flourishing Study reported a mean flourishing score of 6.37 (VanderWeele, et. al, 2025). This can serve as a reference point for the Student Flourishing section of the survey.

Items (Questions) vs. Domains

While each survey question assesses a particular item, items are grouped into different categories which we call domains. We report both the individual item scores as well as the average scores across the items in a given domain. The summarized domain scores can allow for an easier overall assessment of areas of general strength or areas for potential improvement.

Sample Size

The report draws from all the survey data received. However, because some respondents may skip questions or stop taking the survey, some of the sections have fewer responses than others. There will be slight variation in the sample sizes depending on the survey section. One particular figure, in subsection 3, indicating the changes in scores across academic years, only draws data from those who completed all relevant survey items.

Standard Deviation

The report indicates the means, or averages, of the scores for each question or domain. The standard deviation is also reported. The standard deviation represents the “spread” of the data, or how much the individual reports vary from the mean. A higher standard deviation indicates that there was a wider range of scores reported for that particular item, whereas a lower standard deviation indicates that the responses are more closely clustered around the mean.

Acknowledgments

We gratefully acknowledge funding from the Wake Forest Educating Character Initiative and Lilly Endowment, the Kern Family Foundation, the John Templeton Foundation, and partner institutions to support the infrastructure, staff, and research of the Academic Flourishing Initiative.

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I. Summary of Means

Scale 0 (not satisfied, strongly disagree, poor, etc.) to 10 (completely satisfied, strongly agree, excellent, etc.)

Overall Means

Overall	Mean	Standard Deviation	Sample Size
Student Formation	7.37	1.63	2010
Student Flourishing	7.38	1.30	2190
University Community Well-being	5.84	1.98	2084

Student Formation

Domain	Mean	Standard Deviation	Sample Size
Cognitive and Epistemic Capacities	7.75	1.61	2010
Virtues for Academic Flourishing	7.16	1.91	2010
Citizenship	7.20	1.82	2010
Meaning and Growth	7.36	1.83	2010

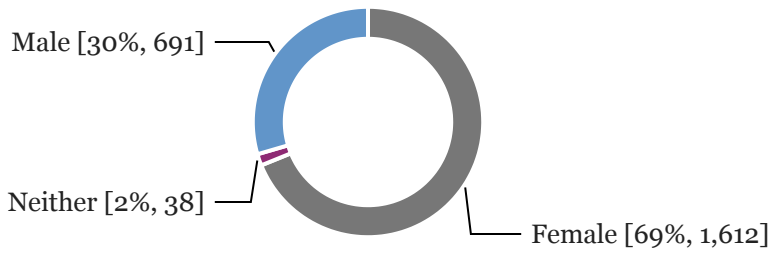
Student Flourishing

Domain	Mean	Standard Deviation	Sample Size
Happiness and Life Satisfaction	7.14	1.68	2190
Mental and Physical Health	6.74	1.67	2190
Meaning and Purpose	7.80	1.61	2190
Character and Virtue	7.39	1.58	2190
Close Social Relationships	7.83	1.83	2190
Financial and Material Stability	7.41	2.24	2190

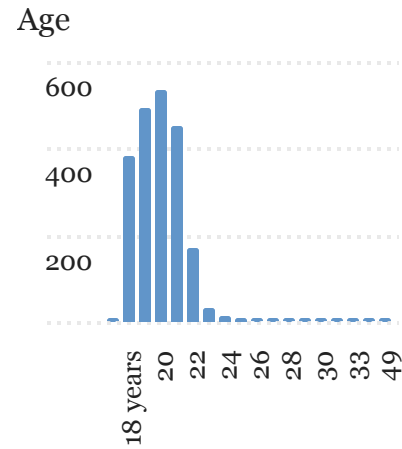
University Community Well-being

Domain	Mean	Standard Deviation	Sample Size
Good Relationships	5.39	2.26	2084
Proficient Leadership	4.93	2.88	2084
Healthy Structures	6.52	1.98	2084
Satisfying Community	5.54	2.36	2084
Strong Mission	6.82	1.92	2084

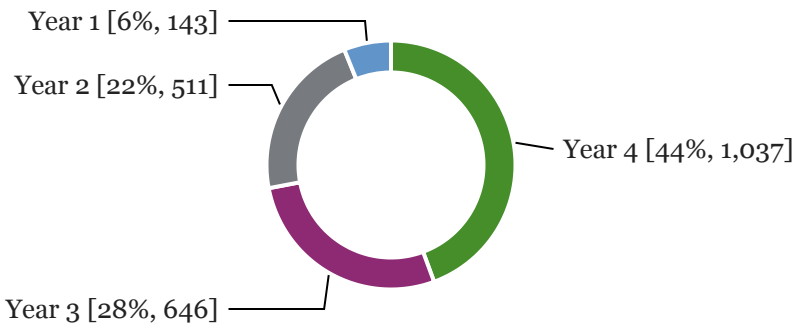
II. Survey Demographics



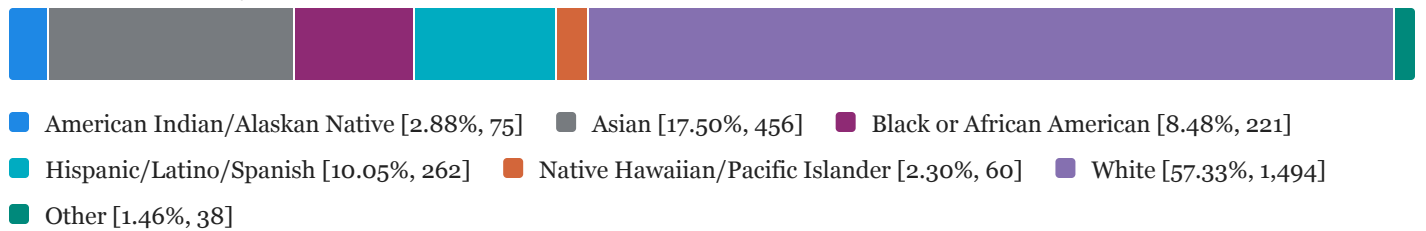
■ Female ■ Neither ■ Male



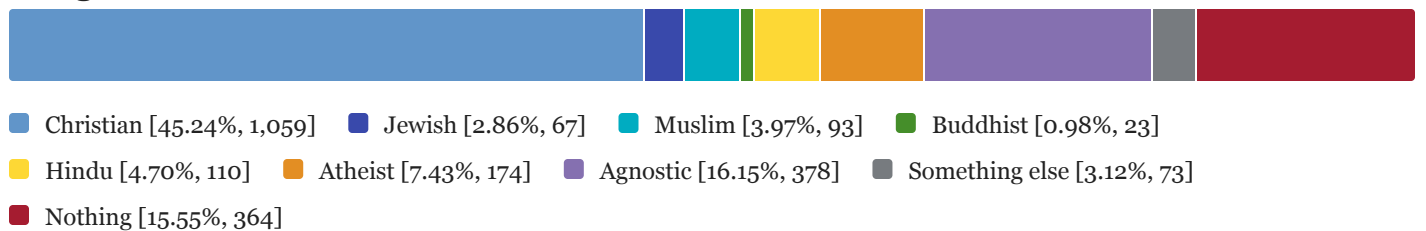
Undergraduate Year



Race/Ethnicity



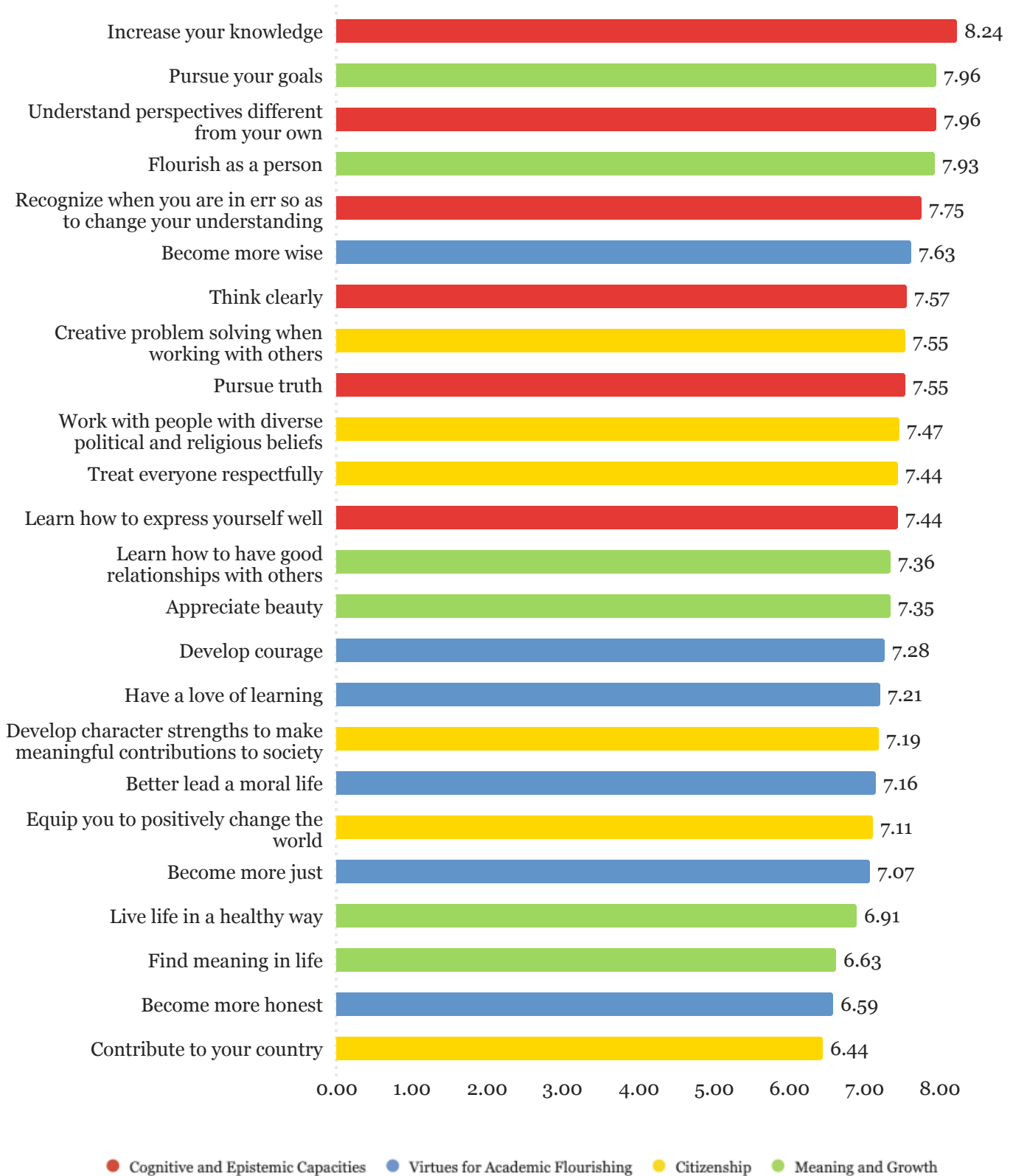
Religious Affiliation



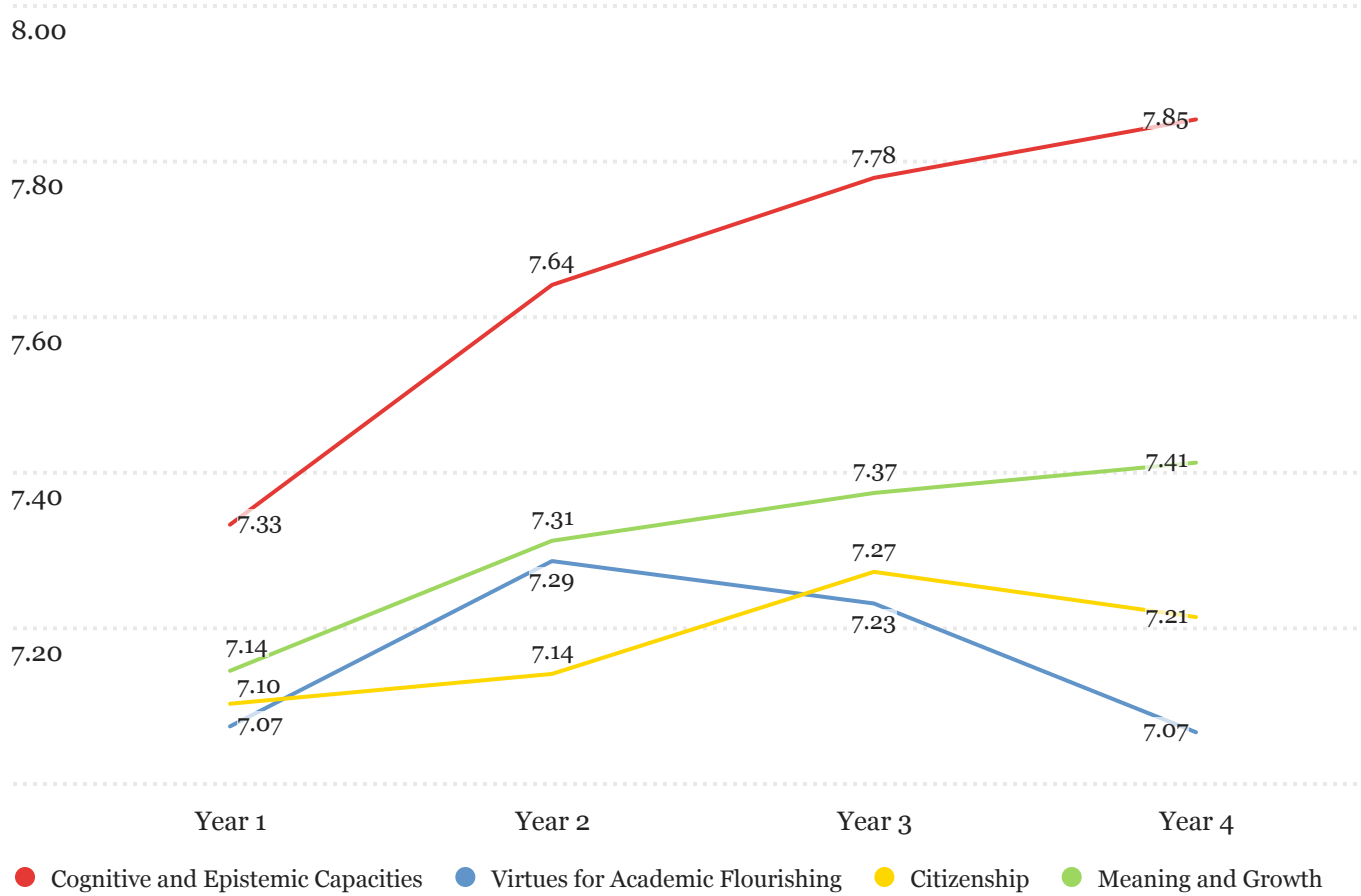
III. Student Formation

1. Relative Strengths for Student Formation

To what extent has university life helped you to...



2. Student Formation Across Years

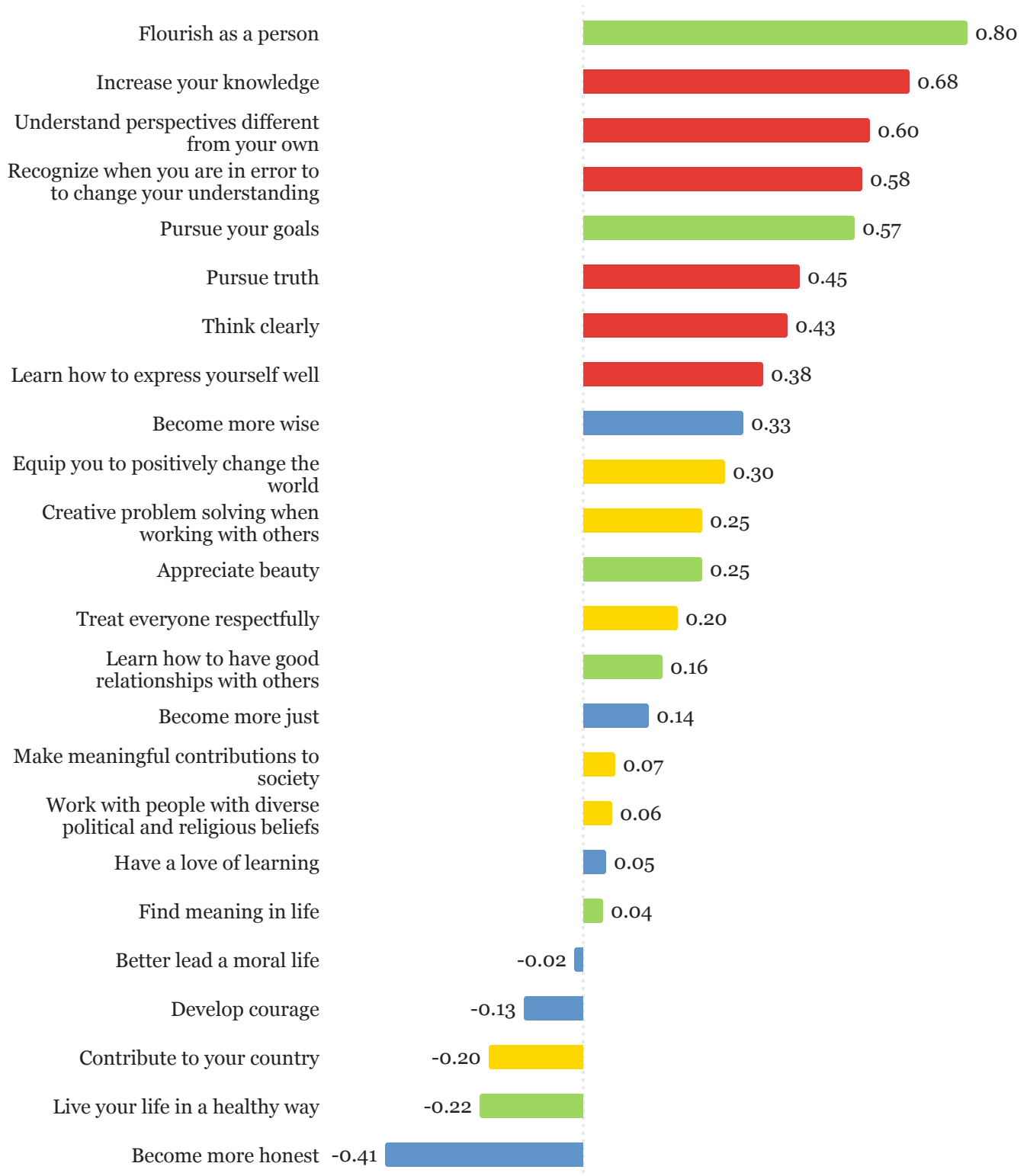


Student Formation

Domain	Mean	Standard Deviation	Sample Size
Cognitive and Epistemic Capacities	7.75	1.61	2010
Virtues for Academic Flourishing	7.16	1.91	2010
Citizenship	7.20	1.82	2010
Meaning and Growth	7.36	1.83	2010

3. Changes in Student Formation Reports Across Years (Year 1 to Year 4)

To what extent has university life helped you to...



4. Student Formation Indicators by Year

Scale 0 (Has not helped) to 10 (Has helped a lot)

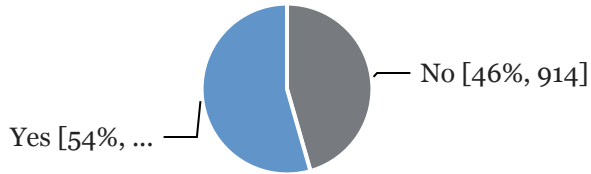
Student Formation Mean	Year 1	Year 2	Year 3	Year 4	Student Formation	
Mean	7.16	7.34	7.41	7.39	Student Formation	7.37
Cognitive and Epistemic Capacities						
	Year 1	Year 2	Year 3	Year 4		
To what extent has university life helped you to increase your knowledge?	7.67	8.16	8.26	8.35	Overall	8.24
To what extent has university life helped you to think clearly?	7.24	7.50	7.55	7.67	Overall	7.57
To what extent has university life helped you to pursue truth?	7.13	7.52	7.61	7.59	Overall	7.55
To what extent has university life helped you to recognize when you are in error so as to be able to change your understanding?	7.27	7.64	7.79	7.85	Overall	7.75
To what extent has university life helped you understand perspectives different from your own?	7.49	7.80	7.98	8.09	Overall	7.96
To what extent has university life helped you learn how to express yourself well?	7.19	7.22	7.48	7.57	Overall	7.44
Virtues for Academic Flourishing						
	Year 1	Year 2	Year 3	Year 4		
To what extent has university life helped you to become more honest?	6.82	6.84	6.64	6.40	Overall	6.59
To what extent has university life helped you to develop courage?	7.26	7.48	7.36	7.14	Overall	7.28
To what extent has university life helped you to have a love of learning?	7.10	7.30	7.27	7.14	Overall	7.21
To what extent has university life helped you to become more wise?	7.29	7.68	7.71	7.62	Overall	7.63
To what extent has university life helped you to become more just?	6.89	7.12	7.17	7.02	Overall	7.07
To what extent has university life helped you to better lead a moral life?	7.09	7.29	7.24	7.07	Overall	7.16
Citizenship						
	Year 1	Year 2	Year 3	Year 4		
To what extent has university life helped you develop character strengths in order to make meaningful contributions to society?	7.14	7.12	7.26	7.21	Overall	7.19
To what extent has university life helped you understand what you can contribute to your country?	6.65	6.35	6.49	6.45	Overall	6.44
To what extent has university life helped equip you to positively change the world?	6.89	7.01	7.13	7.19	Overall	7.11
To what extent has university life helped you to treat everyone respectfully?	7.21	7.47	7.58	7.40	Overall	7.44
To what extent has university life helped you in creative problem solving when working with others?	7.34	7.44	7.64	7.59	Overall	7.55
To what extent has university life helped you to work with people with diverse political and religious beliefs?	7.38	7.45	7.54	7.44	Overall	7.47

Meaning and Growth	Year 1	Year 2	Year 3	Year 4		
To what extent has university life helped you to find meaning in life?	6.63	6.58	6.60	6.68	Overall	6.63
To what extent has university life helped you to appreciate beauty?	7.16	7.32	7.36	7.41	Overall	7.35
To what extent has university life helped you to flourish as a person?	7.27	7.83	7.94	8.07	Overall	7.93
To what extent has university life helped you to pursue your goals?	7.50	7.88	7.98	8.07	Overall	7.96
To what extent has university life helped you learn how to have good relationships with others?	7.26	7.27	7.37	7.43	Overall	7.36
To what extent has university life helped you learn how to live your life in a healthy way?	7.04	6.99	6.99	6.82	Overall	6.91

5. Academic Freedom Questions

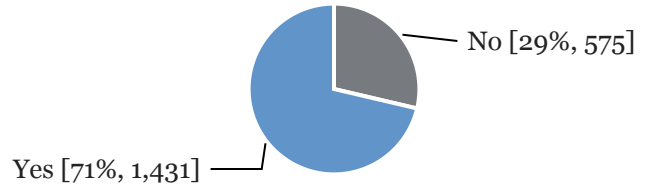
Most of the time, do you feel comfortable expressing what you really think on controversial issues....

Within the classroom?



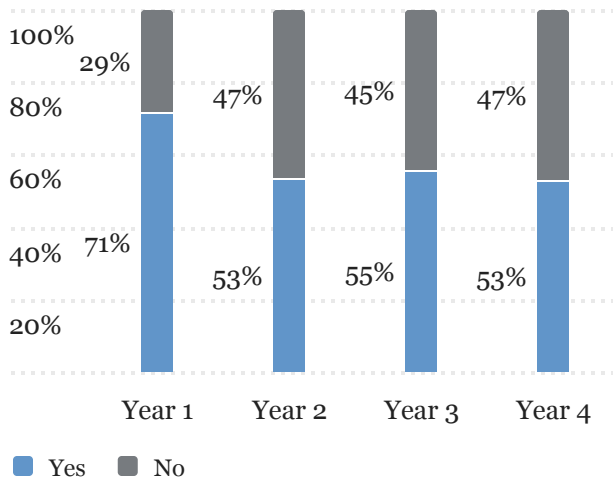
■ No ■ Yes

Outside of the classroom?



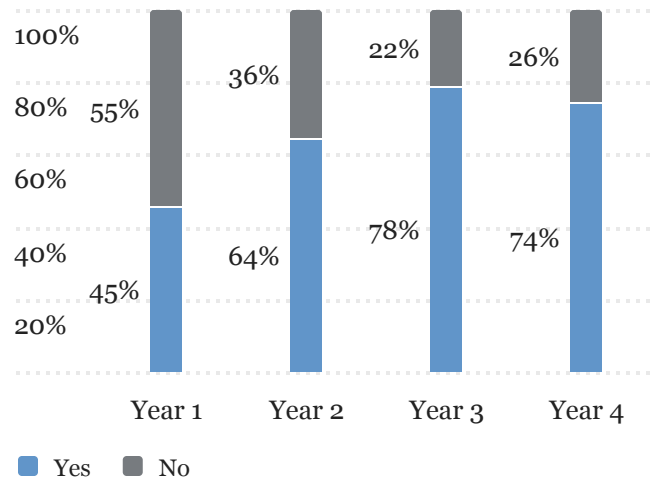
■ No ■ Yes

Within the classroom? By Year



■ Yes ■ No

Outside of the classroom? By Year

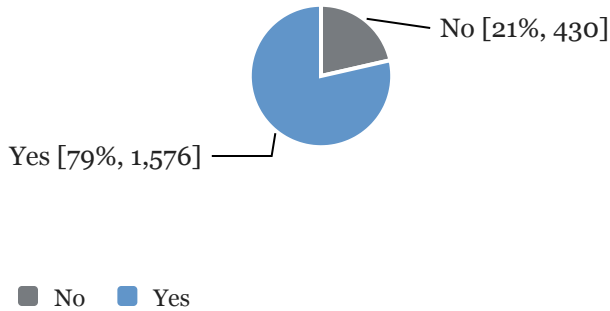


■ Yes ■ No

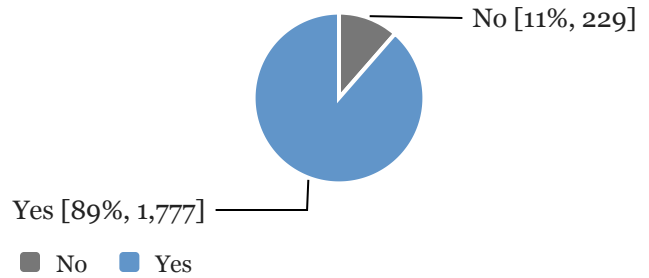
6. Opportunities for Formation

Do you think our university offers adequate opportunities for personal and character development...

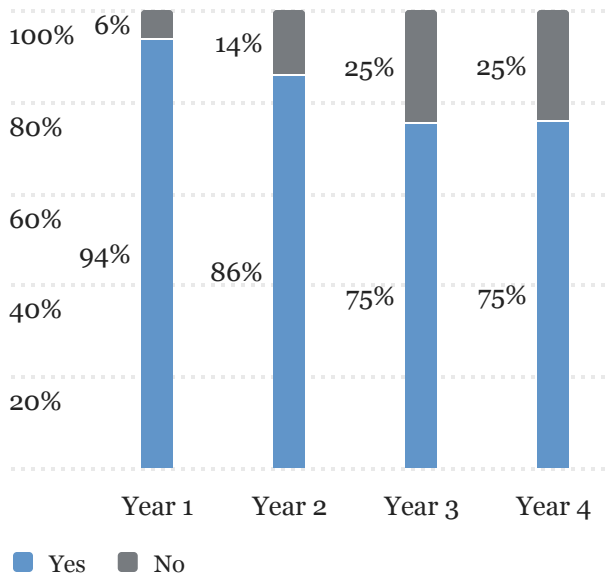
Within courses?



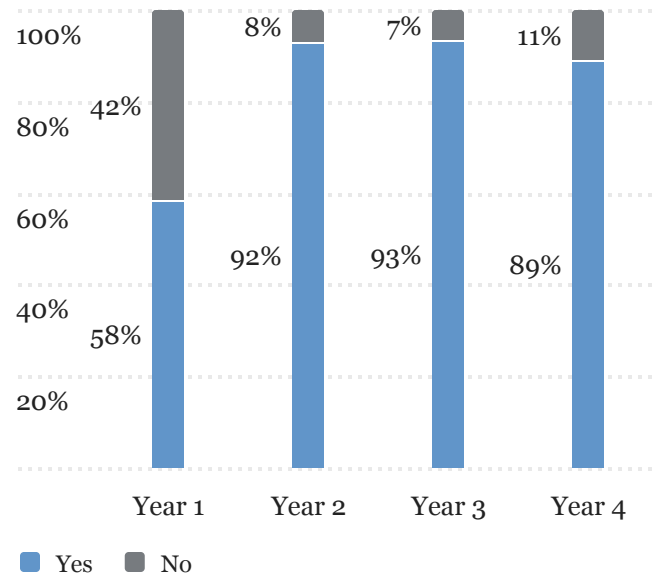
Through extra-curricular activities?



Within courses? By Year

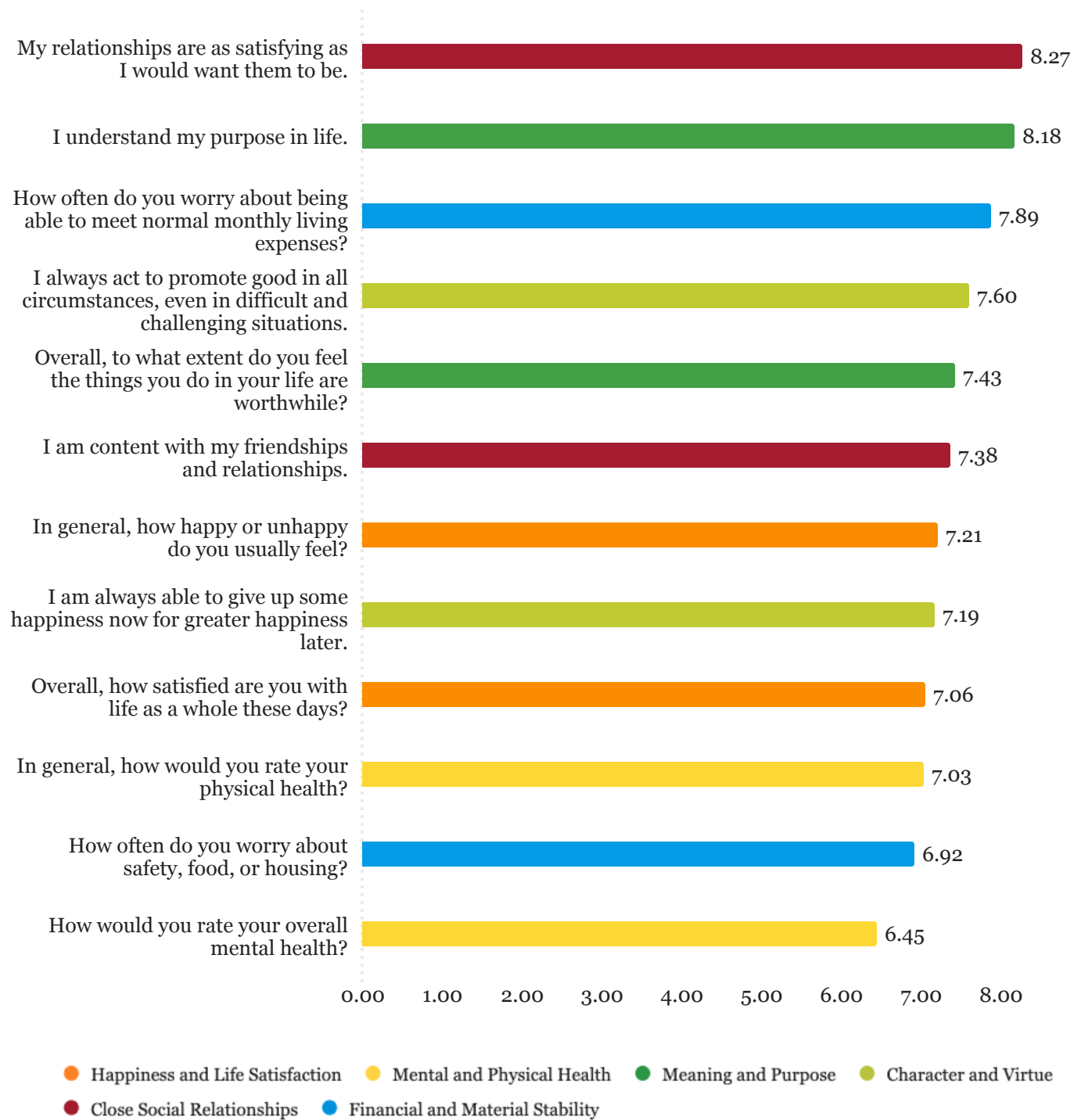


Through extra-curricular activities? By Year

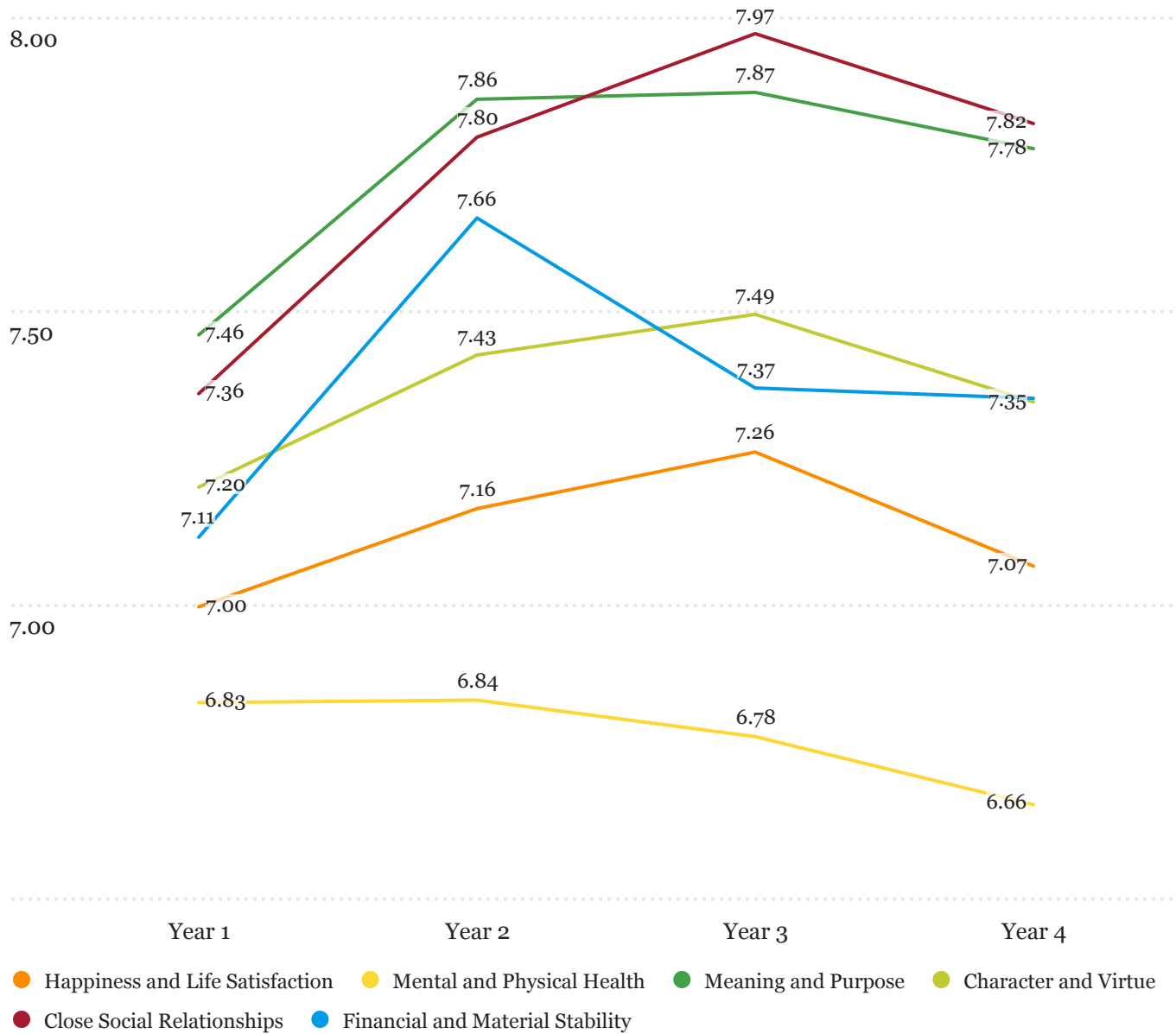


IV. Student Flourishing

1. Relative Strengths for Student Flourishing



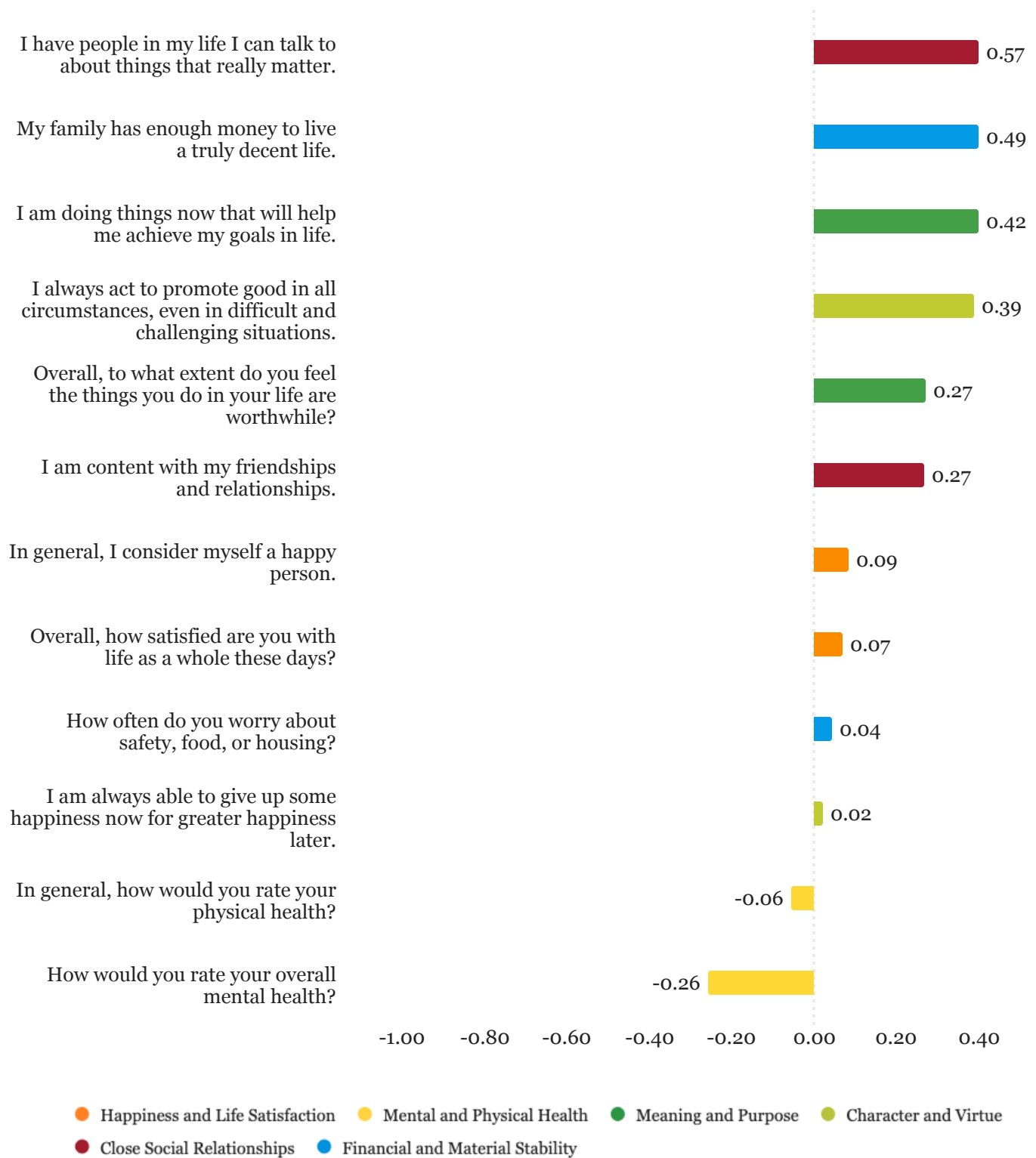
2. Student Flourishing Across Years



Student Flourishing

Domain	Mean	Standard Deviation	Sample Size
Happiness and Life Satisfaction	7.14	1.68	2190
Mental and Physical Health	6.74	1.67	2190
Meaning and Purpose	7.80	1.61	2190
Character and Virtue	7.39	1.58	2190
Close Social Relationships	7.83	1.83	2190
Financial and Material Stability	7.41	2.24	2190

3. Changes in Student Flourishing Reports Across Years (Year 1 to Year 4)



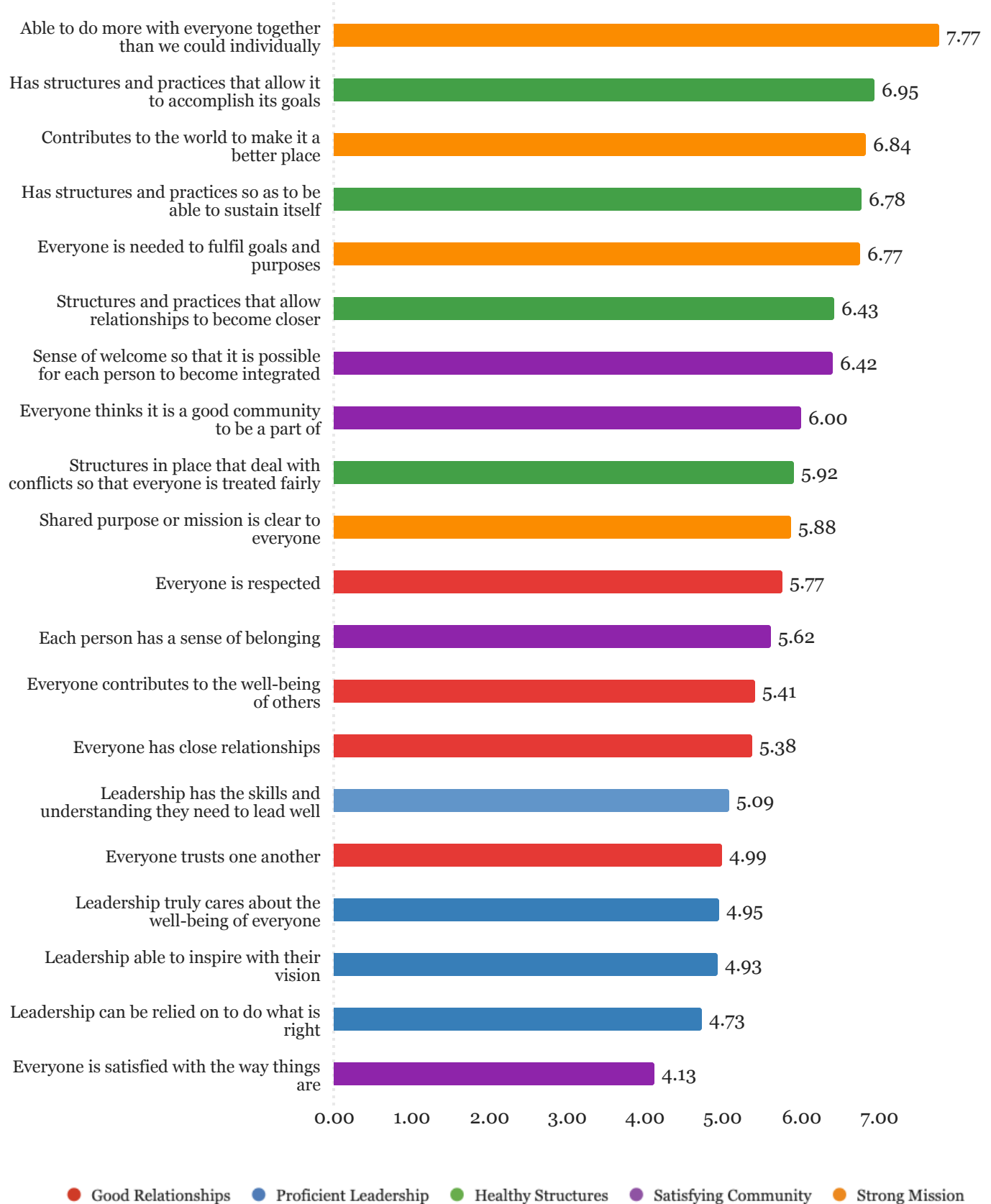
4. Student Flourishing Indicators by Year

Scale 0 (not satisfied, strongly disagree, poor, etc.) to 10 (completely satisfied, strongly agree, excellent, etc.)

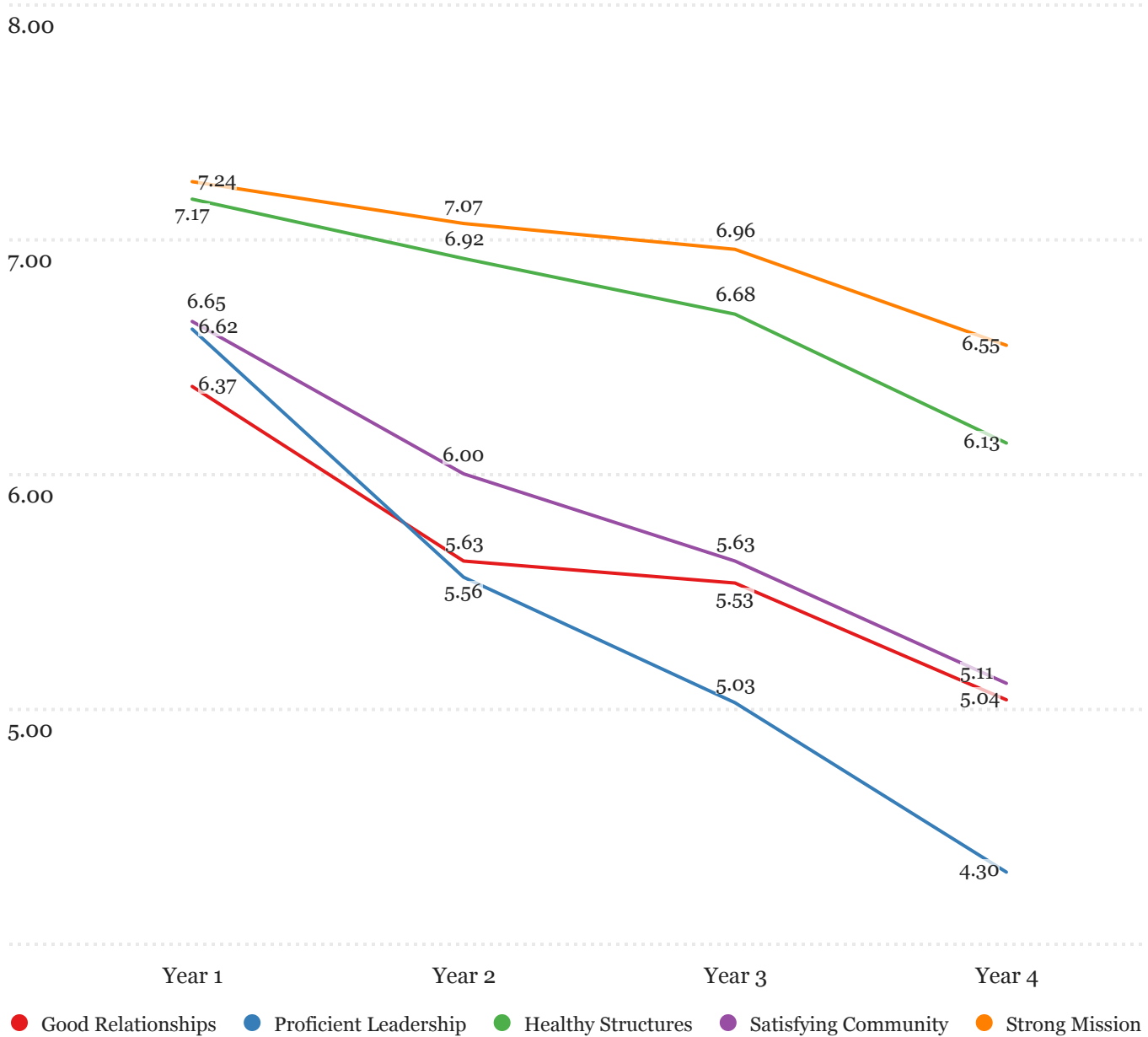
Student Flourishing Mean	Year 1	Year 2	Year 3	Year 4		
Mean	7.16	7.46	7.46	7.34	Mean	7.38
Happiness and Life Satisfaction						
	Year 1	Year 2	Year 3	Year 4		
1. Overall, how satisfied are you with life as a whole these days?	6.95	7.04	7.17	7.02	Overall	7.06
2. In general, I consider myself a happy person.	7.04	7.29	7.35	7.12	Overall	7.21
Mental and Physical Health						
	Year 1	Year 2	Year 3	Year 4		
3. In general, how would you rate your physical health?	7.07	7.14	7.05	6.98	Overall	7.03
4. How would you rate your overall mental health?	6.59	6.54	6.50	6.34	Overall	6.45
Meaning and Purpose						
	Year 1	Year 2	Year 3	Year 4		
5. Overall, to what extent do you feel the things you do in your life are worthwhile?	7.14	7.50	7.47	7.40	Overall	7.43
6. I am doing things now that will help me achieve my goals in life.	7.78	8.23	8.27	8.15	Overall	8.18
Character and Virtue						
	Year 1	Year 2	Year 3	Year 4		
7. I always act to promote good in all circumstances, even in difficult and challenging situations.	7.29	7.56	7.69	7.61	Overall	7.60
8. I am always able to give up some happiness now for greater happiness later.	7.11	7.29	7.30	7.08	Overall	7.19
Close Social Relationships						
	Year 1	Year 2	Year 3	Year 4		
9. I am content with my friendships and relationships.	7.05	7.31	7.52	7.38	Overall	7.38
10. I have people in my life I can talk to about things that really matter.	7.67	8.28	8.43	8.26	Overall	8.27
Financial and Material Stability						
	Year 1	Year 2	Year 3	Year 4		
11. My family has enough money to live a truly decent life.	7.44	8.09	7.89	7.86	Overall	7.89
12. How often do you worry about safety, food, or housing?	6.79	7.23	6.84	6.84	Overall	6.92

V. University Community Well-being

1. Relative Strengths for University Community Well-being



2. University Community Well-being Across Years



University Community Well-being

Domain	Mean	Standard Deviation	Sample Size
Good Relationships	5.39	2.26	2084
Proficient Leadership	4.93	2.88	2084
Healthy Structures	6.52	1.98	2084
Satisfying Community	5.54	2.36	2084
Strong Mission	6.82	1.92	2084

3. Changes in University Community Well-being Reports Across Years (Year 1 to Year 4)



4. University Community Well-being Indicators by Year

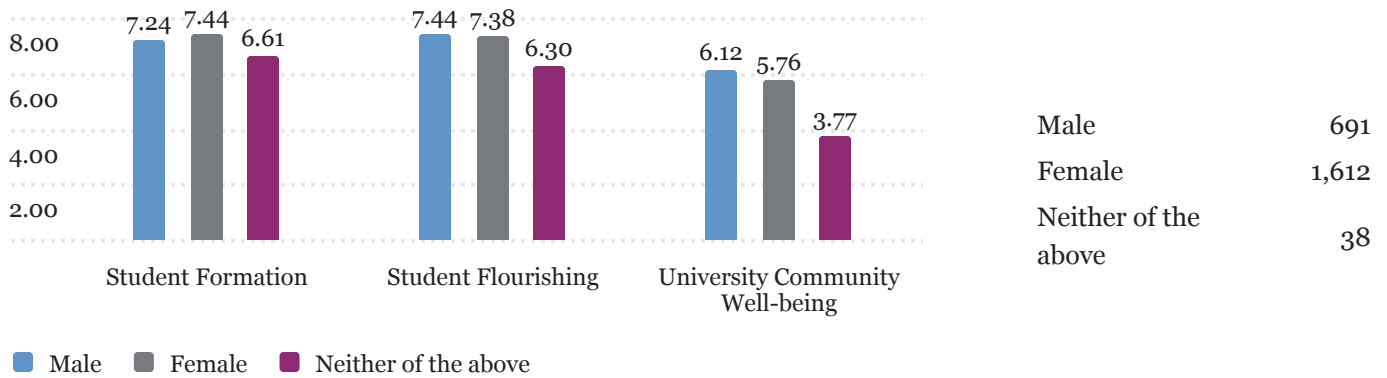
Scale 0 (Strongly disagree) to 10 (Strongly agree)

University Community Well-being mean	Year 1	Year 2	Year 3	Year 4		
Mean	6.81	6.23	5.96	5.43	Mean	5.84
Good Relationships						
	Year 1	Year 2	Year 3	Year 4		
Everyone has close relationships within our university	6.28	5.56	5.50	5.09	Overall	5.38
Everyone is respected within our university	6.79	6.13	5.96	5.34	Overall	5.77
Everyone at our university trusts one another	5.93	5.21	5.10	4.68	Overall	4.99
Everyone contributes to the well-being of others at our university	6.48	5.62	5.58	5.05	Overall	5.41
Proficient Leadership						
	Year 1	Year 2	Year 3	Year 4		
Those in leadership truly care about the well-being of everyone at our university	6.63	5.57	5.01	4.36	Overall	4.95
Those in leadership can be relied on to do what is right	6.47	5.40	4.83	4.08	Overall	4.73
Those in leadership have the skills and understanding they need to lead well	6.70	5.73	5.18	4.48	Overall	5.09
Those in leadership are able to inspire our university with their vision	6.66	5.54	5.08	4.30	Overall	4.93
Healthy Structures						
	Year 1	Year 2	Year 3	Year 4		
There are structures & practices at our university that allow relationships to become closer	7.12	6.81	6.57	6.06	Overall	6.43
There are structures & practices in place that allow our univ. to deal with conflicts so that everyone is treated fairly	6.99	6.39	6.08	5.43	Overall	5.92
Our university has structures & practices so as to be able to sustain itself	7.21	7.13	6.95	6.43	Overall	6.78
Our university has structures & practices that allow it to accomplish its goals	7.36	7.35	7.12	6.60	Overall	6.95
Satisfying Community						
	Year 1	Year 2	Year 3	Year 4		
Everyone is satisfied with the way things are at our university	5.84	4.54	4.26	3.60	Overall	4.13
Everyone thinks that our university is a good community to be a part of	6.97	6.48	6.09	5.58	Overall	6.00
Each person has a sense of belonging at our university	6.60	6.05	5.71	5.21	Overall	5.62
There is a sense of welcome at our university so that it is possible for each person to become more integrated over time	7.18	6.93	6.45	6.04	Overall	6.42

Strong Mission	Year 1	Year 2	Year 3	Year 4		
Our university's shared purpose or mission is clear to everyone	6.81	6.18	6.05	5.50	Overall	5.88
Our university contributes to the world to make it a better place	7.38	7.21	6.97	6.50	Overall	6.84
Everyone is needed for our university to fulfil its goals and purposes	7.11	6.91	6.95	6.54	Overall	6.77
Our university is able to do more with everyone together than we could individually	7.67	7.96	7.85	7.65	Overall	7.77

VI. Summary of Means by Demographic Group

1. Means by Gender



Student Formation Means

Domain	Male	Female	Neither	Overall	Overall Mean
Cognitive and Epistemic Capacities	7.58	7.84	7.37	Overall	7.75
Virtues for Academic Flourishing	7.03	7.23	6.33	Overall	7.16
Citizenship	7.11	7.26	6.21	Overall	7.20
Meaning and Growth	7.23	7.43	6.53	Overall	7.36

Student Flourishing Means

Domain	Male	Female	Neither	Overall	Overall Mean
Happiness and Life Satisfaction	7.21	7.14	5.41	Overall	7.14
Mental and Physical Health	7.04	6.64	5.32	Overall	6.74
Meaning and Purpose	7.76	7.84	6.88	Overall	7.80
Character and Virtue	7.37	7.42	6.60	Overall	7.39
Close Social Relationships	7.76	7.87	7.43	Overall	7.83
Financial and Material Stability	7.52	7.39	6.16	Overall	7.41

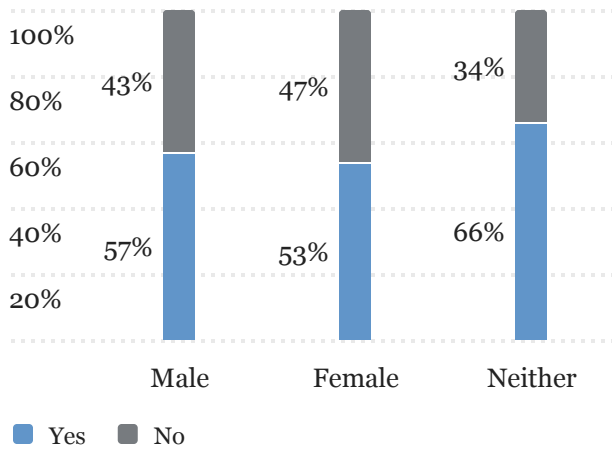
University Community Wellbeing Means

Domain	Male	Female	Neither	Overall	Overall Mean
Good Relationships	5.68	5.30	3.64	Overall	5.39
Proficient Leadership	5.33	4.82	1.61	Overall	4.93
Healthy Structures	6.76	6.44	5.36	Overall	6.52
Satisfying Community	5.94	5.42	3.02	Overall	5.54
Strong Mission	6.88	6.83	5.23	Overall	6.82

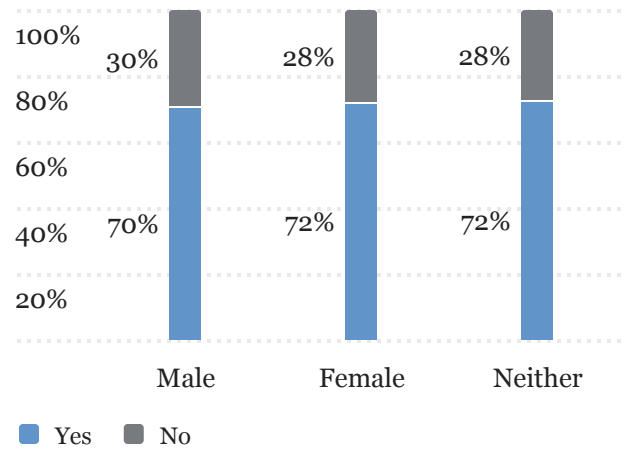
Academic Freedom Questions

Most of the time, do you feel comfortable expressing what you really think on controversial issues....

Within the classroom?



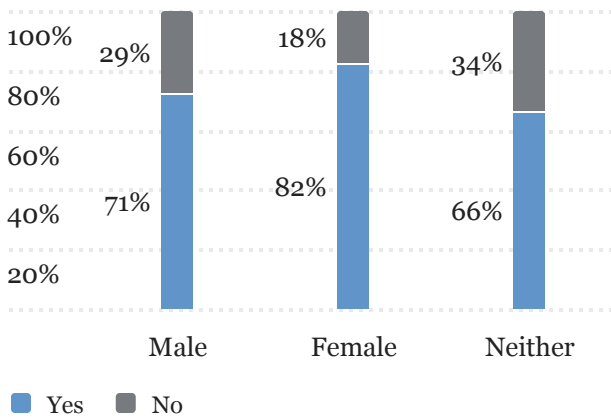
Outside of the classroom?



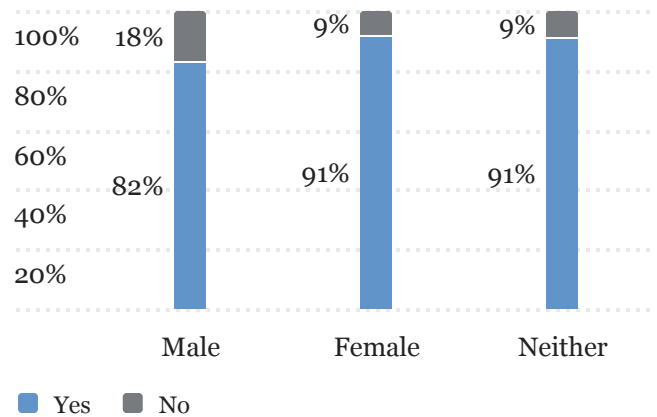
Opportunities for Formation

Do you think our university offers adequate opportunities for personal and character development...

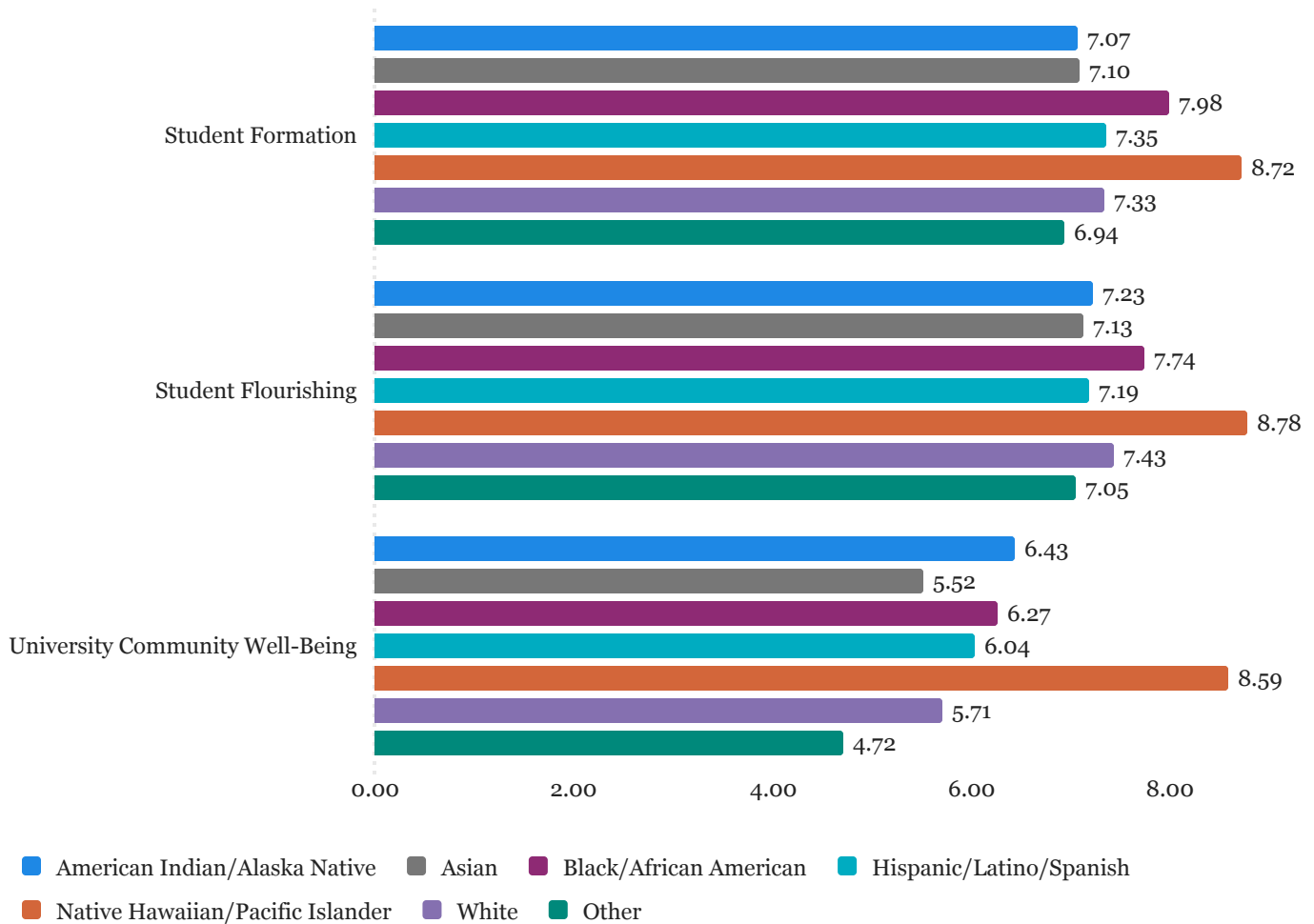
Within courses?



Through extra-curricular activities?



2. Means by Race/Ethnicity



American Indian or Alaska Native	75
Asian	456
Black or African American	221
Hispanic, Latino, or Spanish	262
Native Hawaiian or Pacific Islander	60
White	1,494
Other	38

Student Formation Domain Means

Domain	AI/AN	Asian	Black/AA	Hisp./Lat.	NHPI	White	Other	Overall
Cognitive and Epistemic	7.21	7.45	8.34	7.70	8.81	7.76	7.48	7.75
Virtues for Acad. Flourishing	7.05	6.90	7.85	7.23	8.69	7.09	6.55	7.16
Citizenship	6.90	6.88	7.79	7.25	8.66	7.16	6.84	7.20
Meaning and Growth	7.12	7.17	7.96	7.24	8.72	7.32	6.88	7.36

Student Flourishing Means

Domain	AI/AN	Asian	Black/AA	Hisp./Lat.	NHPI	White	Other	Overall	
Happiness and Life Satisf.	7.24	6.80	7.57	7.00	8.83	7.17	6.50	Overall	7.14
Mental and Physical Health	6.94	6.43	7.14	6.62	8.81	6.74	6.31	Overall	6.74
Meaning and Purpose	7.35	7.44	8.28	7.67	8.76	7.87	7.71	Overall	7.80
Character and Virtue	7.31	7.15	8.12	7.54	8.68	7.31	7.83	Overall	7.39
Close Social Relationships	7.46	7.58	8.08	7.73	8.80	7.90	7.53	Overall	7.83
Finan. and Material Stability	7.08	7.37	7.26	6.60	8.78	7.59	6.40	Overall	7.41

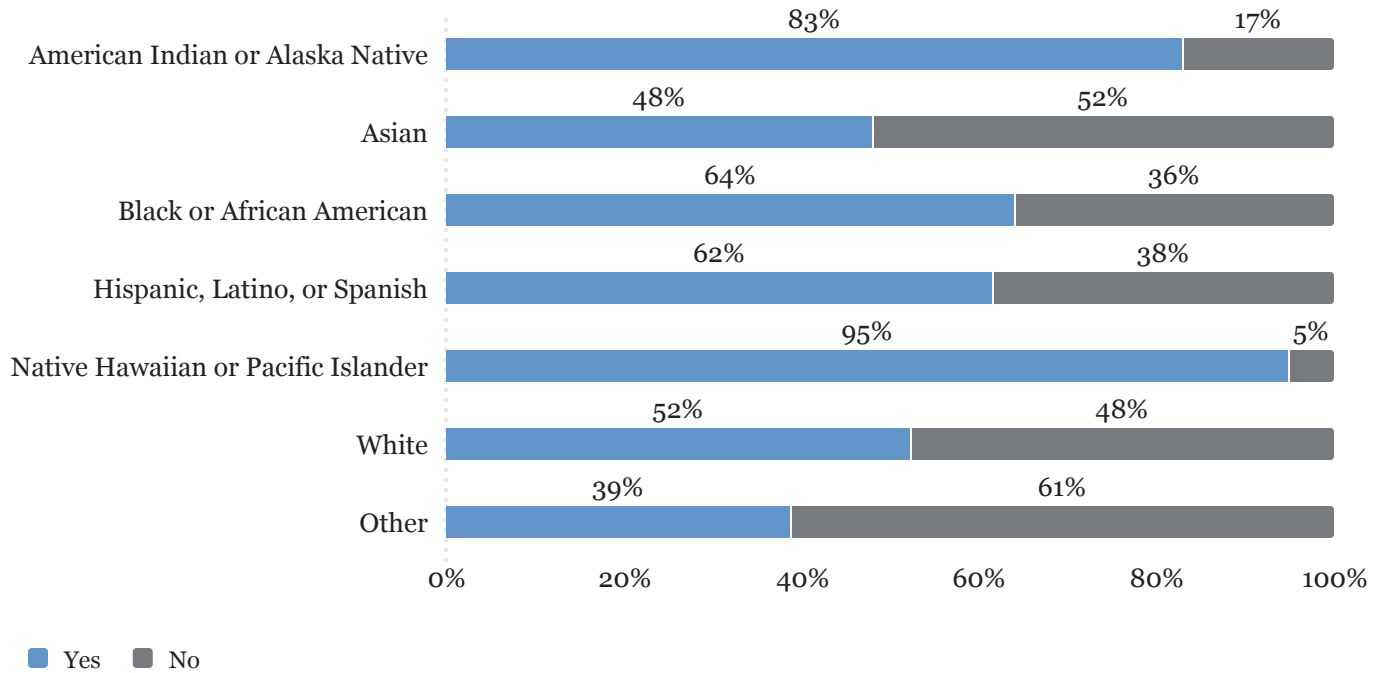
University Community Wellbeing Means

Domain	AI/AN	Asian	Black/AA	Hisp./Lat.	NHPI	White	Other	Overall	
Good Relationships	6.14	5.23	5.81	5.72	8.51	5.16	4.25	Overall	5.39
Proficient Leadership	6.28	4.55	5.50	5.29	8.41	4.72	3.01	Overall	4.93
Healthy Structures	6.56	6.17	6.83	6.48	8.68	6.50	5.72	Overall	6.52
Satisfying Community	6.49	5.30	5.97	5.77	8.60	5.38	4.15	Overall	5.54
Strong Mission	6.69	6.36	7.25	6.95	8.74	6.79	6.48	Overall	6.82

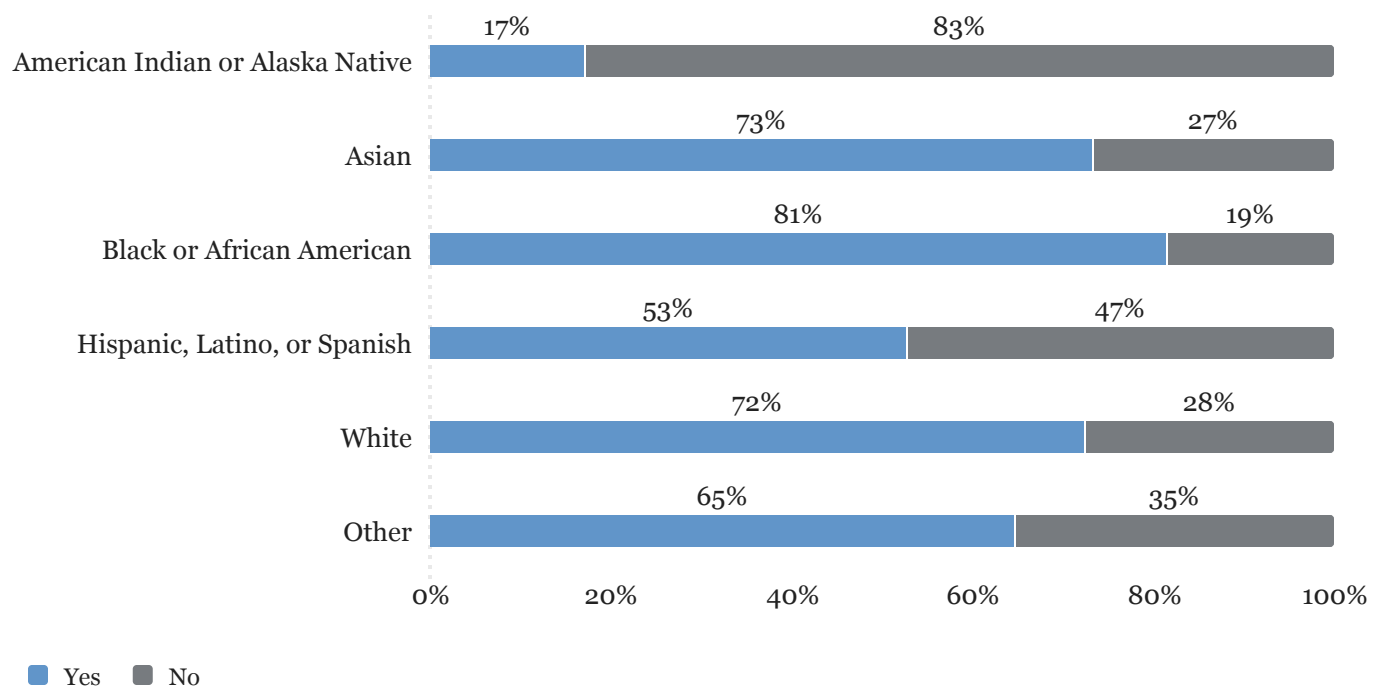
Academic Freedom Questions

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Within the classroom?



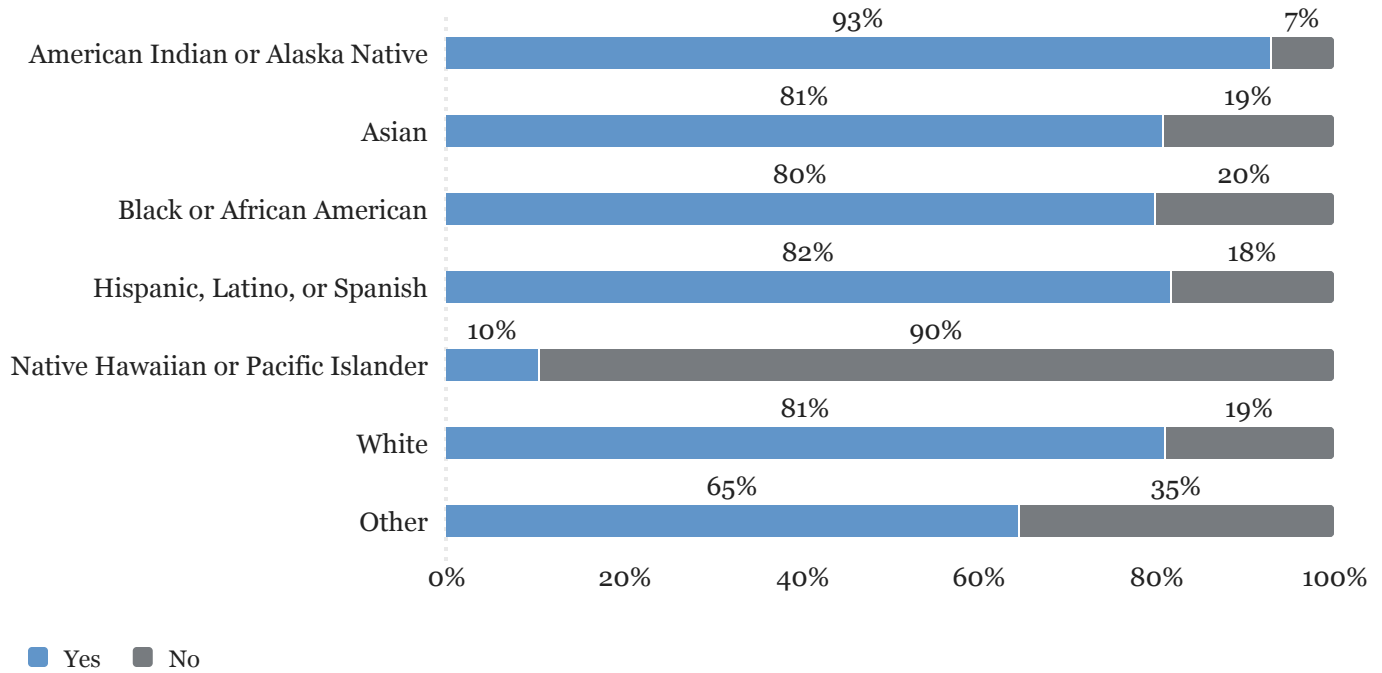
Outside of the classroom?



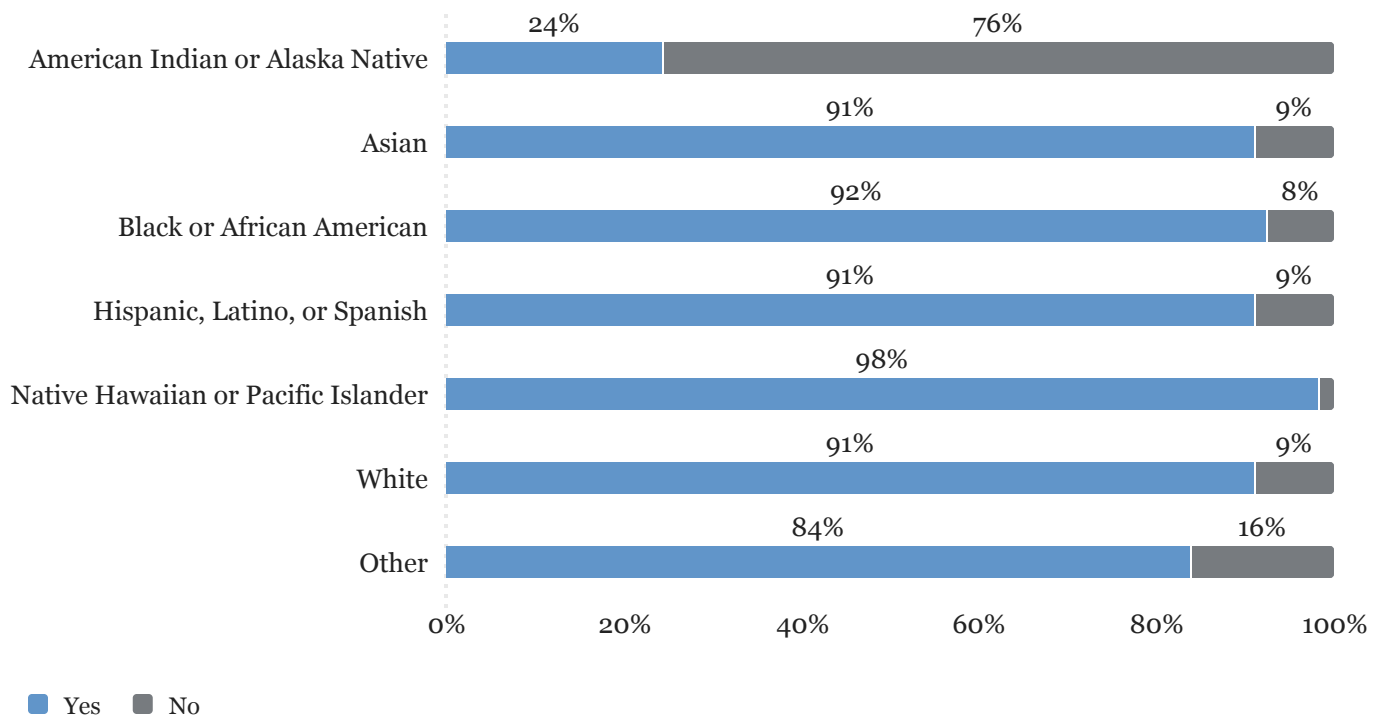
Opportunities for Formation

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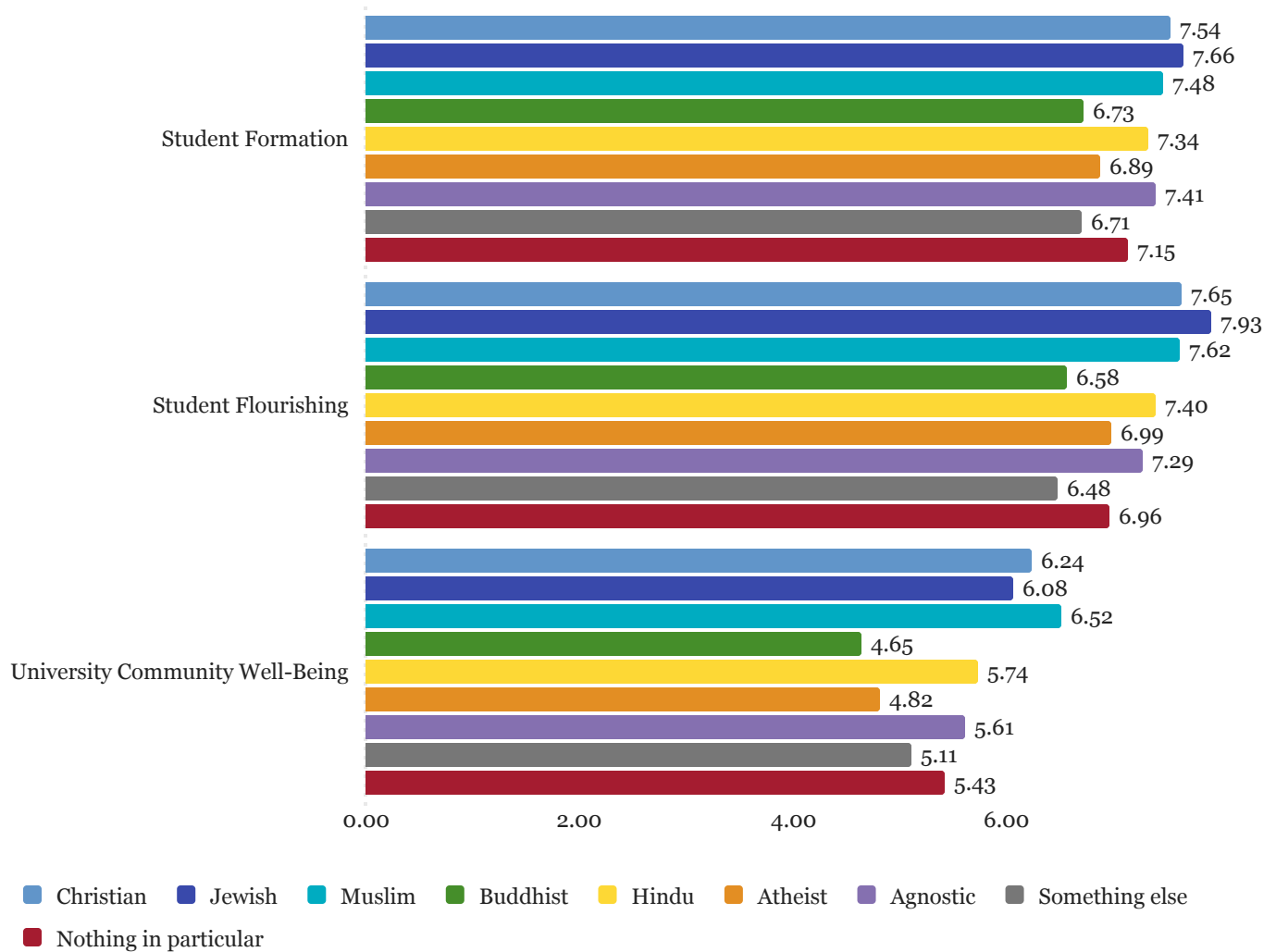
Within courses?



Through extra-curricular activities?



3. Means by Religious Affiliation



Christian	1,059
Jewish	67
Muslim	93
Buddhist	23
Hindu	110
Atheist	174
Agnostic	378
Something else	73
Nothing in particular	364

Student Formation Domain Means

Domain	Christian	Jewish	Muslim	Buddhist	Hindu	Atheist	Agnostic	Something else	None	Overall	
Cognitive and Epistemic	7.86	7.93	7.73	7.07	7.57	7.56	7.87	7.09	7.61	Overall	7.75
Virtues for Acad. Flourishing	7.29	7.57	7.30	6.56	7.16	6.62	7.16	6.71	7.02	Overall	7.16
Citizenship	7.44	7.48	7.39	6.49	7.17	6.49	7.21	6.44	6.93	Overall	7.20
Meaning and Growth	7.55	7.66	7.50	6.79	7.46	6.89	7.39	6.58	7.04	Overall	7.36

Flourishing Domain Means

Domain	Christian	Jewish	Muslim	Buddhist	Hindu	Atheist	Agnostic	Something else	None	Overall	
Happiness and Life Satisf.	7.50	7.57	7.49	6.46	6.98	6.55	6.90	6.17	6.70	Overall	7.14
Mental and Physical Health	7.07	7.07	7.36	5.78	6.33	6.27	6.62	5.65	6.31	Overall	6.74
Meaning and Purpose	8.06	8.41	7.85	7.28	7.68	7.38	7.70	7.07	7.44	Overall	7.80
Character and Virtue	7.64	7.65	7.84	6.65	7.48	6.76	7.25	7.03	7.06	Overall	7.39
Close Social Relationships	8.05	8.25	7.80	7.59	7.94	7.47	7.85	7.01	7.41	Overall	7.83
Finan. and Material Stability	7.59	8.66	7.38	5.70	8.00	7.53	7.39	5.94	6.86	Overall	7.41

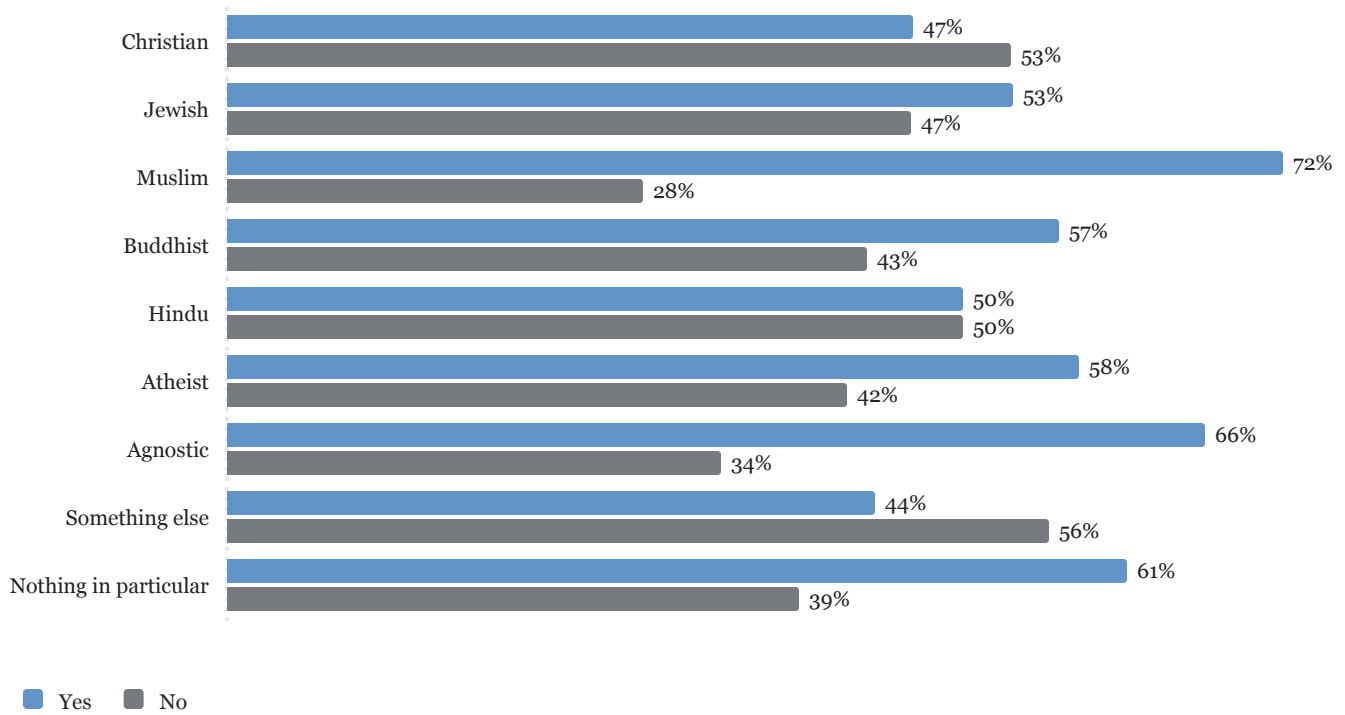
University Community Well-being Domain Means

Domain	Christian	Jewish	Muslim	Buddhist	Hindu	Atheist	Agnostic	Something Else	None	Overall	
Good Relationships	5.63	5.56	6.50	4.70	5.53	4.67	5.27	4.69	4.97	Overall	5.39
Proficient Leadership	5.68	5.22	5.80	3.46	4.74	3.19	4.30	3.88	4.30	Overall	4.93
Healthy Structures	6.86	6.74	6.83	4.83	6.36	5.75	6.39	5.86	6.20	Overall	6.52
Satisfying Community	5.92	5.58	6.37	4.77	5.54	4.54	5.33	4.86	5.09	Overall	5.54
Strong Mission	7.11	7.28	7.09	5.49	6.54	5.94	6.75	6.27	6.58	Overall	6.82

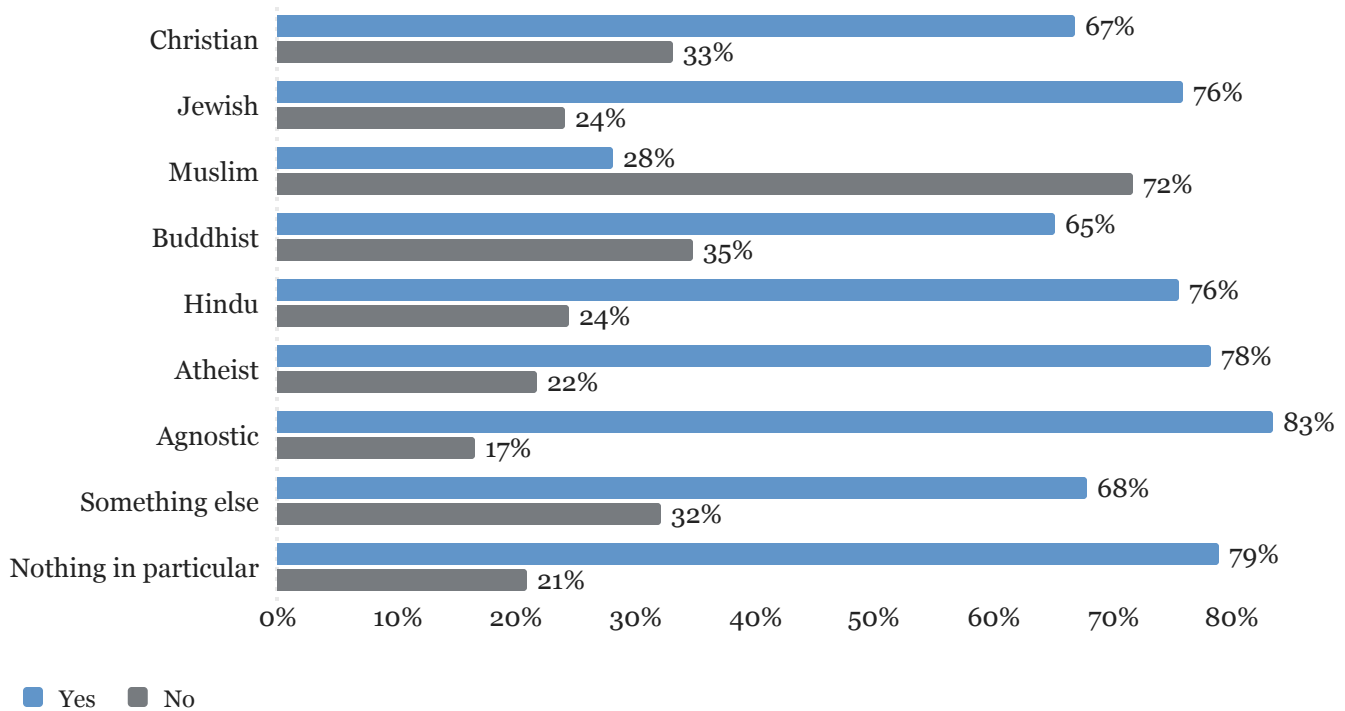
Academic Freedom Questions

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Within the classroom?



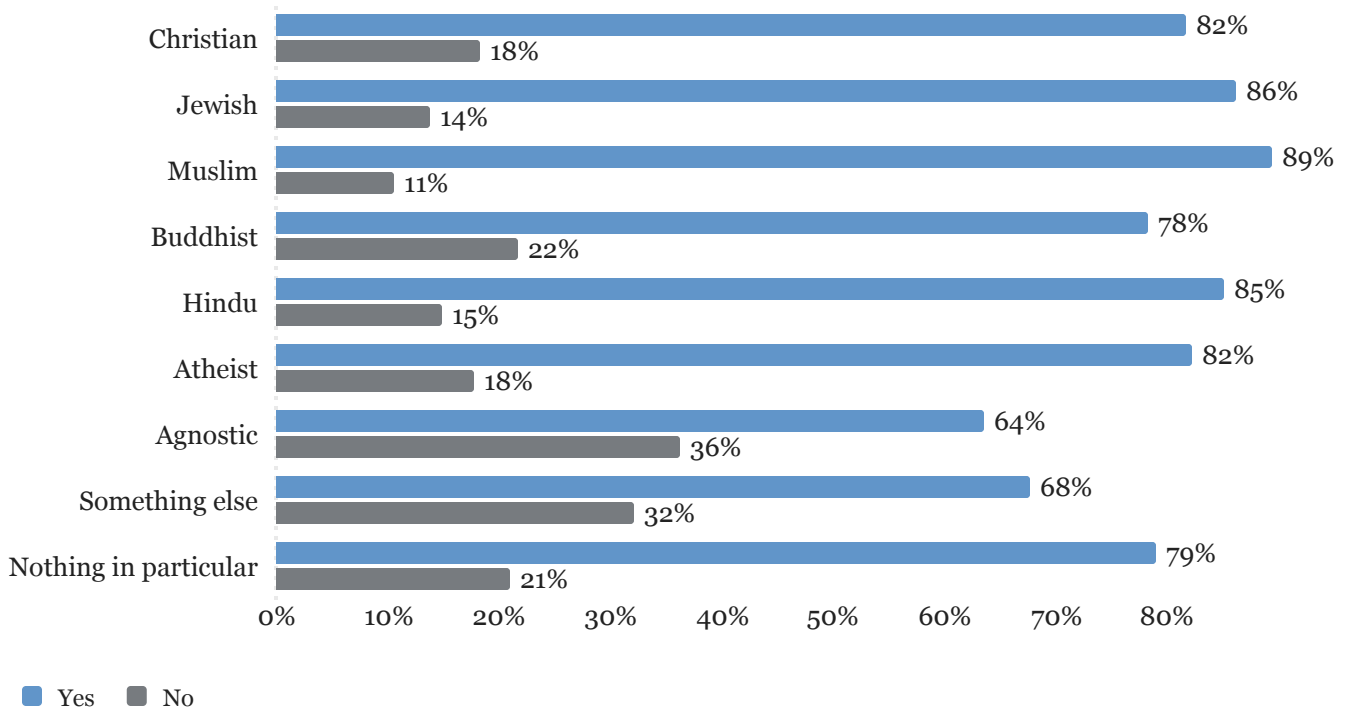
Outside of the classroom?



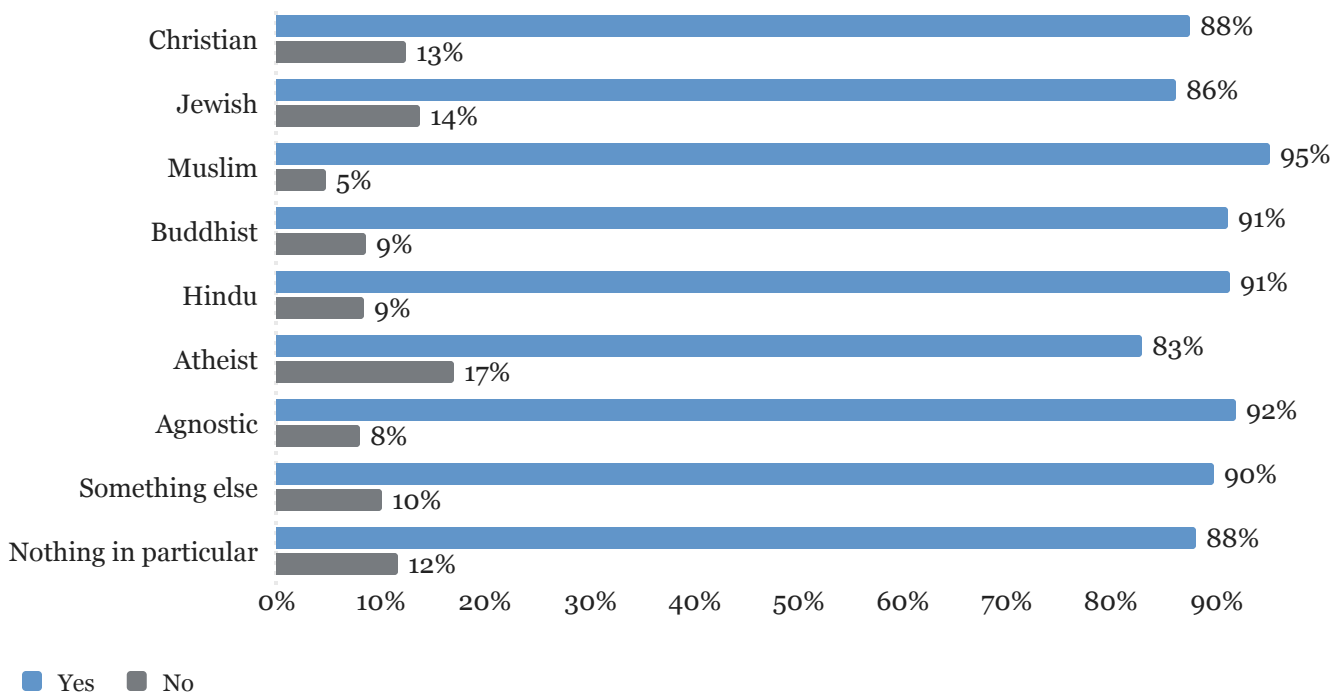
Opportunities for Formation

Do you think our university offers adequate opportunities for personal and character development...

Within courses? By Religious Affiliation



Through extra-curricular activities? By Religious Affiliation



VII. Summary of Means, Weighted by Gender and Race/Ethnicity

Scale 0 (not satisfied, strongly disagree, poor, etc.) to 10 (completely satisfied, strongly agree, excellent, etc.)

The summary statistics are weighted by gender and by race/ethnicity to reflect demographics of the overall university student population.

Overall Means (Weighted)

Overall	Mean	Standard Deviation	Unweighted Mean
Student Formation	7.28	1.64	7.37
Student Flourishing	7.31	1.30	7.38
University Community Well-being	5.83	1.91	5.84

Student Formation (Weighted)

Domain	Mean	Standard Deviation	Unweighted Mean
Cognitive and Epistemic Capacities	7.65	1.63	7.75
Virtues for Academic Flourishing	7.07	1.91	7.16
Citizenship	7.13	1.82	7.20
Meaning and Growth	7.27	1.84	7.36

Student Flourishing (Weighted)

Domain	Mean	Standard Deviation	Unweighted Mean
Happiness and Life Satisfaction	7.07	1.67	7.14
Mental and Physical Health	6.70	1.66	6.74
Meaning and Purpose	7.72	1.63	7.80
Character and Virtue	7.35	1.59	7.39
Close Social Relationships	7.74	1.85	7.83
Financial and Material Stability	7.27	2.29	7.41

University Community Well-being (Weighted)

Domain	Mean	Standard Deviation	Unweighted Mean
Good Relationships	5.38	2.19	5.39
Proficient Leadership	4.95	2.80	4.93
Healthy Structures	6.49	1.95	6.52
Satisfying Community	5.55	2.29	5.54
Strong Mission	6.77	1.87	6.82

Resources

The following are a small set of sample resources that colleges and universities may want to make use of in conceptualizing or developing their own student and character formation and support program. Ongoing work is underway to provide an expanded set of evidence-based resources. Further details and context for these resources are also available elsewhere (VanderWeele and Case, 2025).

Character and Student Formation Frameworks

- A framework for character and virtue that has been widely used in educational settings and has been adapted for universities can be found in: *Character Education in Universities: A Framework for Flourishing* from the Jubilee Centre for Character & Virtues <https://www.jubileecentre.ac.uk/character-education-/higher-education-framework/>
- A more activity-oriented framework for character formation in higher education has been put forward in: “[How is virtue cultivated?](#)” by Lamb et al. (2021a) and [Cultivating Virtue in the University](#) by Brant et al. (2022). This framework includes seven strategies for character development in higher education:
 1. habituation through practice,
 2. reflection on personal experience,
 3. engagement with virtuous exemplars,
 4. dialogue that increases virtue literacy,
 5. awareness of situational variables,
 6. moral reminders, and
 7. friendships of mutual accountability.

[Lamb et al. \(2021b\)](#) and [Brant et al. \(2022\)](#) also discuss evidence concerning the efficacy of these various strategies and provide examples of implementation.

Example Character and Student Formation Programs

- Wake Forest University’s [Program for Leadership and Character](#) integrates character formation into their curriculum across schools (cf. Lamb et al., 2021a). They share [resources](#) that could be adapted to other contexts and their [Educating Character Initiative](#) supports other colleges and universities in their own character education programming.
- The [Oxford Character Project](#) at the University of Oxford, along with its Global Leadership Initiative, provides another model of a project, more focused on voluntary extra-curricular individual character formation, that could likewise also be potentially replicated at other universities (Brooks et al., 2019; Lamb et al., 2021).

Civil Discourse

- Other university-relevant character-related resources concern developing capacities to carry out civil discourse with those who hold differing viewpoints, and navigating matters of freedom of expression respectfully within academic contexts, and such resources could likewise help with student formation specifically as regards citizenship
 - Bipartisan Policy Center produced [Campus Free Expression: A New Roadmap](#)
 - Campus Compact created [Practicing Democracy: A Toolkit for Educating Civic Professionals](#) by Longo, 2023

University Leadership

- For university leaders, there are programs devoted providing resources for and convenings around fostering character formation and student wellbeing:
 - [Aspen-Kern Program for Leadership and Character in Higher Education](#) is an initiative “to support and enhance the leadership of new college presidents.”
 - [The Coalition on Transformative Education](#) “is a group of leaders in higher education dedicated to evidence-based, learner-centered education that lays the foundation for wellbeing and work engagement throughout life” (White et al., 2024).

Character-related Interventions

There are evidence-based character interventions that could be implemented as a part of voluntary extra-curricular or orientation programming or as part of a “well-being week.” Research from randomized trials suggests effects of these character interventions not only on character assessments themselves, but also on happiness, sleep, and physical health (Davis et al., 2016; Emmons and McCullough, 2003; Kirby et al., 2017; Curry et al., 2017), depression and anxiety (Wade et al., 2014; Kirby et al., 2017; Cregg and Cheavens, 2020; Ho et al., 2024), hope (Wade et al., 2014; Ho et al., 2024), educational test scores (Alan et al., 2019) and general flourishing (Ho et al., 2024). Further information and evidence on specific character intervention is available for promoting particular character strengths including:

- Gratitude promotion (Davis et al., 2016; Cregg and Cheavens, 2020)
- Kindness (Lyubomirsky et al., 2005; Curry et al., 2018)
- Forgiveness (Wade et al., 2014; Ho et al., 2024)
- Compassion (Kirby et al., 2017)
- Patience (Alan and Ertac, 2018)
- Perseverance/grit (Alan et al., 2019)

General Well-being

There is a broad range of evidence-based practices for general well-being promotion that can be incorporated during orientation sessions or an annual well-being week (VanderWeele, 2020). Some of these activities include:

- Gratitude exercises
- Acts of kindness activities
- Imagining one’s best possible self-reflection
- Mindfulness
- Cognitive-behavioral activities

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The Human Flourishing Program
at Harvard University
Flourishing Data Collaborative
<https://hfh.fas.harvard.edu/>

