

2023 OSU Ecampus annual student survey report

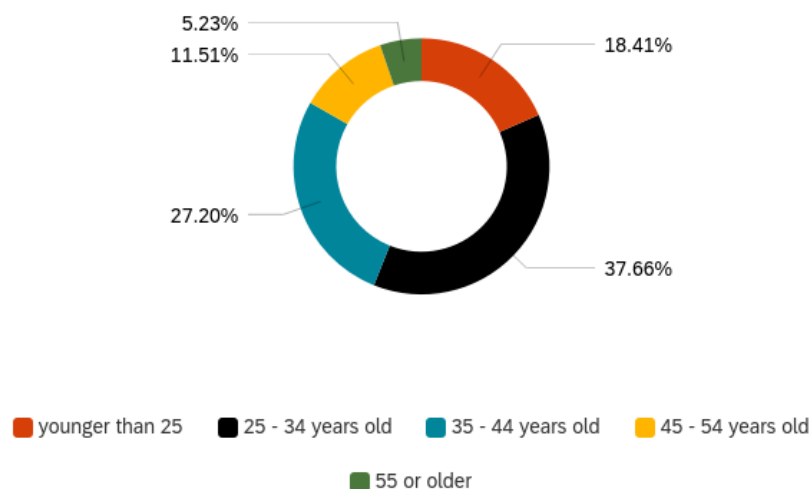
Survey introduction

Each spring, the Ecampus student success team administers an annual student survey to all undergraduate students studying at a distance ('DSC' campus code in OSU student information system). This population includes both degree-seeking and non-degree students as well as those who are pursuing a post-baccalaureate (second bachelors) degree or undergraduate certificate. In May, 6,437 students were invited to participate in the 2023 Ecampus annual student survey. A total of 597 students responded to the survey, generating a response rate of 9.3%. Of those responses, 97% were enrolled with the goal of completing a bachelor's degree at OSU, 2% identified as non-degree students who plan to transfer credits to another institution, and the remaining 1% were divided among those were pursuing a stand-alone undergraduate certificate/minor or solely pursuing a microcredential as a non-degree student. This is a significant change in response rates for non-degree students as we saw about 12% of responses to the 2022 survey were from students not pursuing a degree through OSU. The 2023 survey focused on in-depth questions about student services and academic advising, course design and instruction, and sense of belonging. This report is broken up into six sections—respondent demographics, overall satisfaction, academic support and success, course design and instruction, belonging, and a summary of takeaways.

Respondent demographics

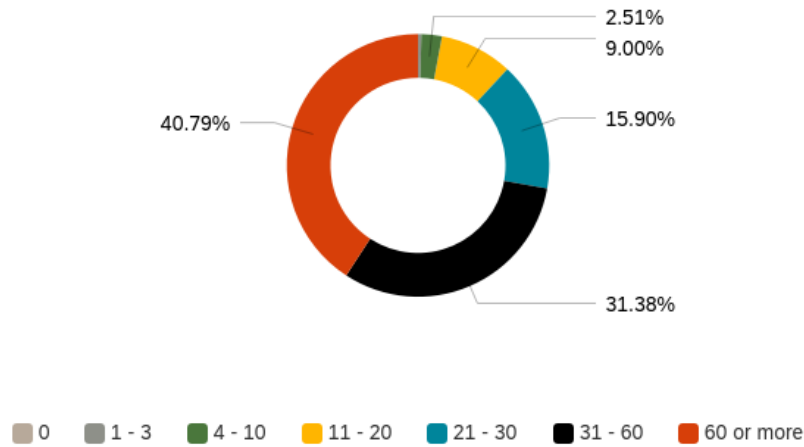
Most respondents (65%) fall within the age range of 25 – 44 years old (Figure 1). Almost two-thirds of respondents identify as female (65%), with the remaining third divided among those who identify as male (27%), genderqueer/gender non-conforming (3%), Transgendered (less than 2%), as well as those who opted to enter an identity not listed (1%), and those who preferred not to identify (3%). More than two-thirds of the population identifies as White (68%), followed by Asian (8%), Hispanic/Latino (7%), Black or African American (2%), American Indian or Alaskan Native (2%), Native Hawaiian or Other Pacific Islander (1%), Middle Eastern or North African (1%), and those who preferred not to identify (11%)

Figure 1. Current age of respondents



A significant majority of respondents had completed 31 or more credits at OSU at the time in which the survey was running (Figure 2). About 28% of respondents had completed 30 or less credits at OSU. This aligns with reported class-standing data that showed 22% of responses were from post-bacc students, 49% from seniors, 18% from juniors, 9% from sophomores and 2% as freshman.

Figure 2. Credits completed at OSU



Student responses by college (for students who indicated degree seeking status) are listed in Table 1. The largest number of responses came from three colleges – Liberal Arts, Agricultural Sciences, and Engineering, which aligns with our top enrolled degree programs (Computer Science, Psychology, Fisheries, Wildlife & Conservation Sciences).

Table 1. Responses by college

College	Count (n = 463)	Percentage
Agricultural Sciences	91	19%
Business	37	8%
Earth, Ocean, Atmospheric Sciences	27	6%
Engineering	88	19%
Forestry	32	7%
Health (formerly PHHS)	27	6%
Liberal Arts	133	29%
Science	28	6%

In terms of financial demographics, 69 respondents (14.26%) indicated they were receiving benefits (tuition discount, payment, or reimbursement) through their employer. Of the group that indicated which employer they receive benefits through, 10 were affiliated with Guild employers, 4 were utilizing the OSU staff fee rate, and 25 indicated they were not affiliated with a listed OSU partner. When asked which types of financial aid students had received during the academic year (Figure 3), students indicated being funded primarily by federal loans and grants, followed by the Ecampus grant, then

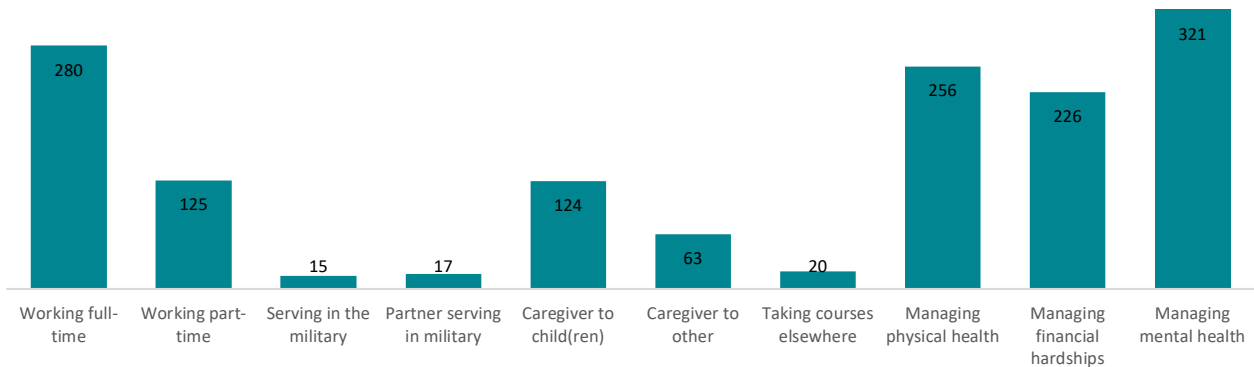
various forms of state grants, internal and external scholarships, and military/veteran assistance. Very few students reported receiving work-study funds or financial assistance from their Tribes.

Figure 3. Financial aid received at OSU



Students also reported several personal obligations in addition to enrolling in courses at OSU Ecampus (Figure 4). Overwhelmingly, Ecampus students report managing their physical (54%) and/or mental health (68%) as a significant personal obligation. Reported employment appears to have rebounded after seeing a decline during the pandemic with 86% of respondents indicating they work full or part-time. However, even with the rebound of reported employment, 48% of students reported managing financial hardships this year. Finally, we see that students are also serving as caregivers for children (26%) and/or adult family members (13%).

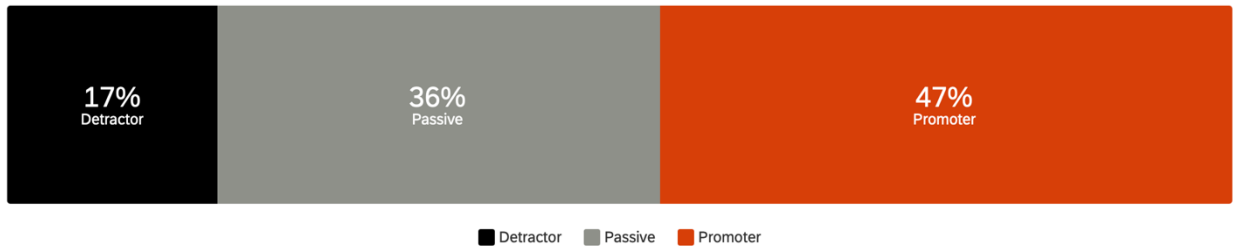
Figure 4. Personal obligations



Overall satisfaction

OSU consistently tracks student net promoter scores—the likelihood that a student would recommend OSU to a family member or friend. This is measured on a scale of 1 to 10, 1 being not likely at all and 10 being extremely likely. Overall, students reported an average net promoter score of 8.11 (compared to 8.03 in 2022), with 47% of respondents falling into the category of ‘promoter’. While the percentage of ‘promoters’ hasn’t changed, the percentage of ‘detractors’ has decreased from 19% in 2022. This score continues to indicate that OSU students have found value in their experience at OSU.

Figure 5. Net Promoter results



Academic support and success

Participants were asked a series of questions pertaining to satisfaction with direct student services and support received as a distance student at OSU. Satisfaction is measured on a 5-point Likert type scale (1=very dissatisfied, 2=somewhat dissatisfied, 3=neutral, 4=somewhat satisfied, 5=very satisfied).

Overall, students are satisfied with the support they receive from OSU Ecampus staff (4.08), but students were also asked about their satisfaction with several other academic supports and services. Academic advising statements were updated this year to better reflect the expected outcomes of student-advisor interactions as well an overall satisfaction ranking (4.18). Table 2 shows those updated statements and indicates strong satisfaction with these services.

Table 2. Satisfaction by service/unit

Aspects of academic advising	Satisfaction
My advisor provides useful information to help me make informed decisions about my academics	4.18
My advisor addresses my questions/concerns	4.35
My advisor provides useful resources and referrals to help me be successful	4.14
I am able to get an advising appointment when I need one	4.23
My advisor responds to my inquiries in a timely manner	4.34
My advisor is someone I can count on	4.20
My advisor is supportive of me	4.26
Overall, I am satisfied with the academic advising I receive	4.18

We continue to gather data on how students define. Students were asked to select up to three items from the list in Table 3.

Table 3. Defining student success

Aspects of student success	Count	Percentage
Mastering course material	273	53%
GPA	247	48%
Obtaining healthy work-life-school balance	247	48%

Making progress toward career goals	192	37%
Effectively managing your stress	147	28%
Feeling in control of your work	109	21%
Graduating on time	95	18%
Engaging and participating in a course	83	16%
Managing financial wellness while in school	71	14%
Asking for help when you need it	43	8%

Course design and instruction

Students indicated strong satisfaction with course design elements, quality of instruction, and instructor behaviors, all measured on a 5-point Likert type (1=very dissatisfied, 2=somewhat dissatisfied, 3=neutral, 4=somewhat satisfied, 5=very satisfied) and presented in Tables 4, 5, and 6.

Table 4. Course design elements - satisfaction

Course design element	Satisfaction
Clear navigation and organization	4.11
Syllabus and course site is up-to-date	4.08
Variety of methods to deliver course content	4.01
Multimedia course content (i.e. video/audio)	4.08
Interactive experiences with other students	3.72
Supplemental course materials are provided	4.12
Variety of assessments throughout the course	3.99
Quizzes or activities to check for understanding	4.13
Tests/exams effectively assess the learning outcomes for the course	3.94
Course content is up-to-date	3.92
Overall course design	4.03

Table 5. Quality of instruction - satisfaction

Quality of Instruction	Satisfaction
Clear grading criteria	4.21
Clear instructions for completing assignments	4.08
Timely response to questions/emails	4.09
Encouraging/engaging students to ask questions	4.12
Constructive feedback provided in a timely manner	3.79
Grades are updated and released before the drop/withdraw deadlines	3.95
Outside resources were offered to those who were struggling (tutoring, counseling, etc.)	3.72

Table 6. Instructor/faculty behaviors - satisfaction

Instructor/faculty behavior	Satisfaction
Instructors provide information about how to reach them and what their availability will be	4.50

Instructors are responsive to me when I have a question	4.24
Instructors set clear expectations about assignments and other assessments	4.17
Instructors interact with students in the class on a regular basis	3.84
Instructors offer office hours to meet with them	4.13
Instructors have policies that are sensitive to needs of non-traditional students, such as reasonable deadlines	3.95
Instructors cultivate an inclusive learning environment	4.29

When asked to indicate the two most important aspects of a course that determine their satisfaction, we’re seeing a consistent trend in terms of the top 4 year over year. This year’s 301 students (59%) selected ‘clear navigation, organization, and a logical course design’, followed by 240 students (47%) who selected ‘interaction with an instructor who is responsive, regularly engaged, and timely in providing feedback’, and 225 students (44%) who selected ‘content that is interactive and engaging’. Rounding out the top four is ‘course policies that recognize the needs of non-traditional students’ which was selected by 145 students (29%).

Belonging

Sense of belonging is a success metric that is being tracked annually to better understand how belonging impacts the online student experience and identify areas of improvement in building and sustaining an online student community. Sense of belonging was measured using six statements – the last one added this year – in which students indicated their level of agreement on a 4-point Likert-type scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

Table 7. Sense of belonging scores

Belonging aspect	Average score (change YOY)
I feel a real sense of belonging in my classes	2.96 (+.08)
I feel like I really matter	2.81 (+.01)
I feel a close connection to other students	2.35 (+.07)
I feel like my instructors really care about me as a person	2.88 (+.05)
I feel like the staff are there for me	3.02 (+.04)
I think Ecampus promotes an inclusive learning environment where all students can thrive	3.17 (0.00)

Summary of takeaways

We continue to experience relatively low response rates, a trend that we have seen and heard from colleagues across the institution but also nationally. Student satisfaction rates, while they do vary some from year to year, seem to be rebounding and leveling. The impacts of COVID are becoming less apparent in the 2023 data, which is possibly a good sign of the lessened ongoing impact on the student experience. Finances, school-work-life balance, and managing health and wellness appear to be top of mind for Ecampus students as they continue to chase success as defined by them – mastering course material, GPA, and achieving balance. We have seen year-over-year improvements in all aspects of belonging, with one exception – creating inclusive communities – which has held steady at 3.17 for three years. Overall, the student experience continues to be mostly positive with some aspects that may improve as we come out of the pandemic.