

# 2024 OSU Ecampus annual student survey report

## Survey introduction

Each spring, Ecampus administers an annual student survey to all undergraduate students studying at a distance ('DSC' campus code in the OSU Student Information System). The population invited to complete the 2024 survey included first time bachelor's seekers, post-baccalaureate (second bachelor's seekers), and non-degree seeking students. In May 13,602 students were invited to participate and a total of 1,576 students responded to the survey, generating a response rate of 11.6%. The 2024 survey focused on overall satisfaction with various aspects of the online student experience, sense of belonging, interest in engagement opportunities, and barriers to degree progression.

## Respondent demographics

Survey participants are asked to respond to a small number of demographic questions to determine age range (Table 1), gender identity (Table 2), race/ethnicity (Table 3), and student status.

Table 1. Age groups of respondents.

Age group	% of all responses
Younger than 25 years old	22.80%
25 - 34 years old	38.16%
35 - 44 years old	22.07%
45 - 54 years old	11.65%
55 years and older	4.08%
Prefer not to answer	1.24%

Table 2. Gender identity of respondents.

Gender	% of all responses
Female	60.74%
Male	30.37%
Genderqueer/non-conforming	3.06%
Trans man or Trans woman	1.39%
Identity not listed	0.95%
Prefer not to identify	3.50%

Participants asked about their race/ethnicity could select multiple identities from the list to honor the multiple identities that students hold.

Table 3. Race/ethnicity of respondents.

Identity	% of all responses
American Indian or Alaskan Native	3.71%
Asian	9.32%
Black or African American	4.88%
Hispanic/Latino	12.60%
Middle Eastern or North African	1.09%
Native Hawaiian or Other Pacific Islander	0.95%
Prefer not to identify	6.19%
Two or more races	5.90%
White	72.32%

The participant group was nearly split between new students (45.59%), who first enrolled in Summer 2023 or after, and continuing students (54.41%), which included those who first enrolled prior to Summer 2023. Reported majors were well represented across all colleges (Table 4)

Table 4. Survey responses by college.

College	Response count (n = 1,373)	% of all responses
Agricultural Sciences	235	17%
Business	168	12%
Earth, Ocean, Atmospheric Sciences	72	5%
Education	1	0.07%
Engineering	310	23%
Forestry	72	5%
Health	55	4%
Liberal Arts	317	23%
Science	115	8%
UESP	2	0.14%
Non-degree seeking	26	2%

### Overall satisfaction

In general, satisfaction is measured using a 5-point Likert-type scale where 1 = Strongly dissatisfied and 5 = Strongly satisfied. Participants are also given the option to mark ‘Not used’ if it’s a service they cannot provide feedback for, which is not weighed in the mean satisfaction score. Overall satisfaction appears to largely be moderate to strong (Table 5) with specific services outperforming others – academic advising, Ecampus student services, and online course design.

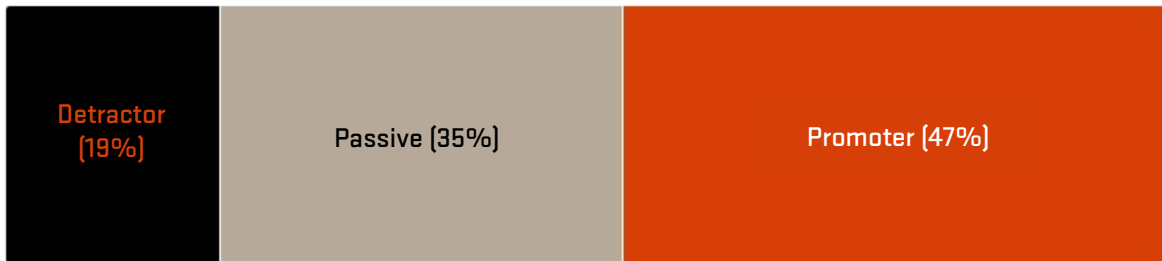
Table 5. Overall satisfaction

	Mean satisfaction score	Response count (n)
Academic advising	4.37	1,337
Ecampus Student Services	4.17	982
Ecampus Career Hub	3.89	570
Online tutoring service	3.55	394
Online proctoring service	3.38	940
Disability Access Services	3.66	290
Online course design	4.12	1,408
Quality of instruction	3.99	1,408

## Net Promoter Score

The Net Promoter Score (Figure 1) measures satisfaction through inclination to recommend OSU to their friends and family based on their own experience with the institution. This is measured on a scale from 0 – 10, with scores of 9 or 10 scores translating to a ‘promoter’, scores of 7 or 8 as ‘passive’, and scores of 6 and below indicating ‘detractors’.

Figure 1. NPS scores by category.



## Belonging & Engagement

Tracking sense of belonging among Ecampus students is a priority in terms of defining student satisfaction and the student experience. Belonging has been measured annually since 2019 and continues to be a good metric. Unlike other scales used in this survey, sense of belonging is measured on a 4-point Likert-type scale. The removal of a ‘neutral’ option forces an opinion of either belonging or not. Belonging remains moderately strong (Table 6) and seems to be rebounding post-pandemic. Engagement, however, is something that is measured occasionally through the student survey and generally when interest may exist to develop additional in-person programming and opportunities for Ecampus students. This is simply measuring interest in a variety of options and it appears that Ecampus students are moderately interested in engagement opportunities (Table 7).

Table 6. Belonging scores.

Aspect of belonging	Mean score	Response count (n)
I feel a real sense of belonging in my classes	2.91	1,391
I feel like I really matter	2.86	1,389
I feel a close connection to other students	2.31	1,388
I feel like my instructors really care about me as a person	2.93	1,388
I feel like staff are there for me	3.05	1,387
I think Ecampus promotes an inclusive learning environment where all students can thrive	3.18	1,387

Table 7. Interest in in-person engagement opportunities.

	Extremely interested	Moderately Interested	Not interested at all	Response count (n)
Short-term study abroad experience	28.85%	31.01%	40.14%	1,390
Short-term field course on an OSU campus	23.40%	31.53%	45.07%	1,389
Short-term field course offered in various off-campus locations	31.84%	36.46%	31.70%	1,388
More opportunities to visit an OSU campus	30.04%	35.96%	34.01%	1,385
Service-learning opportunities	21.95%	41.16%	36.90%	1,385
OSU Alumni Association events in my area	22.73%	38.82%	38.46%	1,386

### Insights on current barriers

Looking into barriers to success for online students, two topics of interest have surfaced quite quickly in recent years. The first is the impact of financial aid on students' degree progression, including access to aid, how much aid they receive, and a few other aspects. As noted later in this summary, 15% of respondents indicated that they consider managing financial hardships to be an additional obligation to balance in addition to academics. Figure 2 illustrates the degree to which students feel Financial Aid impacts their degree progression. Additionally, course availability has become an issue that online students are more vocal about in terms of how it impacts their ability to stay on track for graduation. Figure 3 illustrates to what degree they feel course availability has impacted their degree progression.

Figure 2. Degree of impact: Financial aid on degree progression.

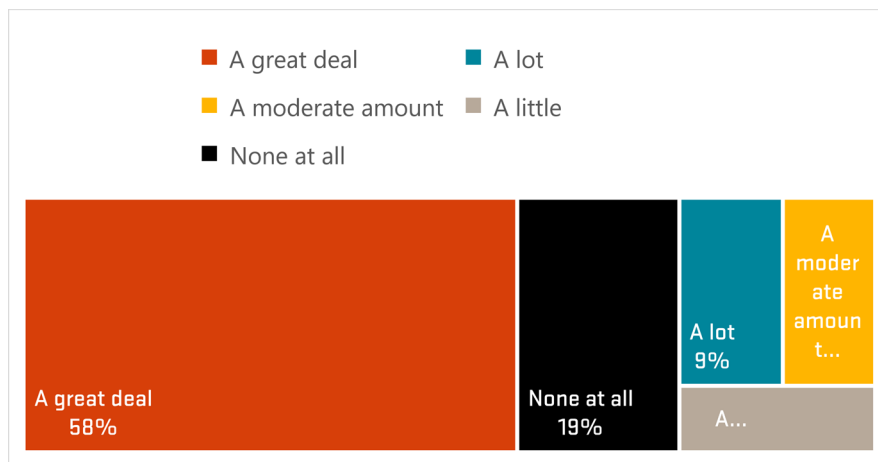
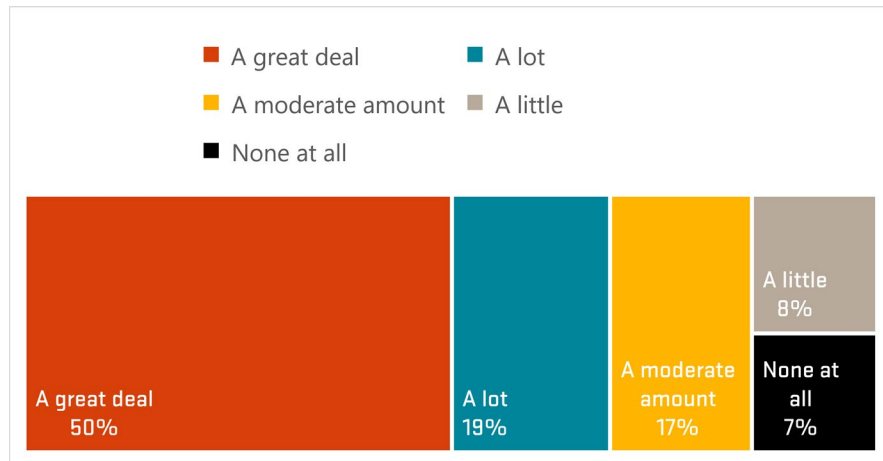


Figure 3. Degree of impact: Course availability on academic progression.



### Personal obligations

When asked to indicate what other personal obligations (respondents could select more than one) to balance in addition to online education, students largely noted managing mental health (20%), working full time (18%), managing physical health (18%), managing financial hardships (15%), caring for children (9%), and working part time (8%). Other options – serving in the military, supporting a partner serving in the military, caring for adult family members, and taking courses simultaneously from another university all were noted by less than 5% of respondents.

### Corporate Education Students

As corporate education enrollment grows, we also see an increase in survey respondents who are receiving tuition benefits from their employer to attend school. Of the 1,576 responses, 304 (19.2%) indicated they receive this type of benefit. Nearly half of those respondents are affiliated with Guild (147), followed by another third who are receiving tuition benefits from an employer not formally collaborating with OSU (108). EdAssist (19), OSU (18), Amazon (4), Federal Academic Alliance (2), and Peet's Coffee (1) round out this group of students.

### Summary of takeaways

- ☀ **General satisfaction across the board seems to be consistent and relatively strong (3.38 – 4.37 on 5-point scale) with no specific areas to address at this time.**
- ☀ **Sense of belonging appears to be rebounding and, in some cases, increasing, but the highest score continues to be related to creating inclusive learning environments.**
- ☀ **Significant interest exists in various opportunities for in-person engagement. This information will be particularly useful disaggregated by college.**
- ☀ **Course availability is quickly becoming a significant barrier to student success and rival the impact of financial aid on perceived degree progression.**