

2025 OSU Ecampus annual student survey report

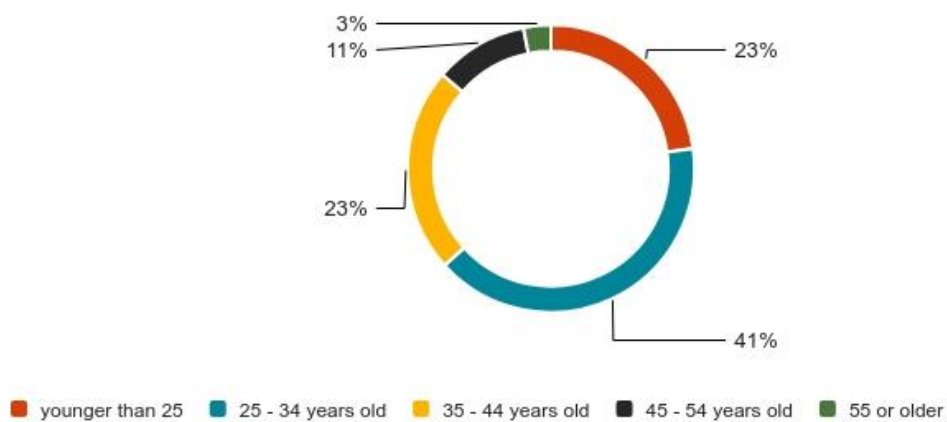
Survey introduction

Each spring, OSU Ecampus administers an annual student survey to all undergraduate students studying at a distance ('DSC' campus code in OSU student information system). The target population is degree-seeking students, including those who are pursuing a second bachelor's degree (Postbacc). In May, 11,332 students were invited to participate in the 2025 Ecampus annual student survey. A total of 1,088 students responded to the survey, generating a response rate of 9.6%. The 2025 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 seven sections—respondent demographics, overall satisfaction, academic and student support, course design and instruction, belonging, insights, and a summary.

Respondent demographics

Most respondents (64%) fall within the age range of 25 – 44 years old (Figure 1). Many respondents identify as female (59%) and about one-third identify as male (32%), with the remainder of respondents identifying as genderqueer/gender non-conforming, Transgendered, as well as those who opted to enter an identity not listed and those who preferred not to identify. About two-thirds of the population identifies as White (67%), followed by Hispanic/Latino (11%), Asian (8%), Black or African American (5%), American Indian or Alaskan Native (3%), Native Hawaiian or Other Pacific Islander (1%), Middle Eastern or North African (1%), and those who preferred not to identify (5%).

Figure 1. Current age of respondents



A significant majority (78%) of respondents had completed 25 or more credits at previous institutions prior to enrolling at OSU. Those who completed less than 24 credits prior (17%) and those who had no college credit (5%) make up the rest of the population.

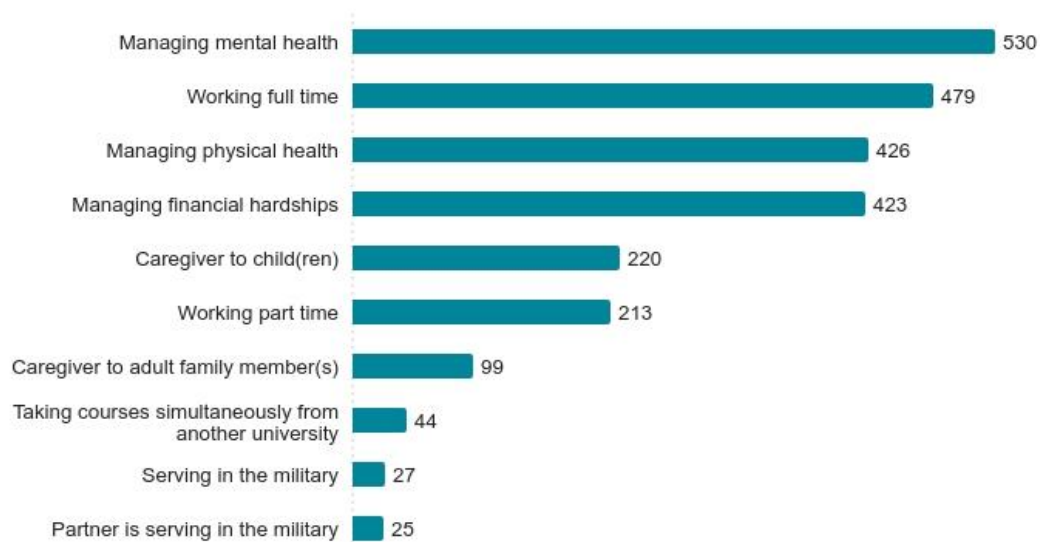
Student responses by college (for students who indicated a primary major) are listed in Table 1. The largest number of responses came from three colleges – Liberal Arts, Engineering, and Agricultural Sciences, which aligns with our top enrolled degree programs (Computer Science, Psychology, Fisheries,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

Table 1. Responses by college

College	Count (n = 845)	Percentage
Agricultural Sciences	132	16%
Business	116	14%
Earth, Ocean, Atmospheric Sciences	47	5%
Engineering	166	20%
Forestry	49	6%
Health	34	4%
Liberal Arts	222	26%
Science	79	9%

When asked about personal obligations in addition to enrolling in courses at OSU, students indicated many in which they are balancing (Figure 2). Overwhelmingly, Ecampus students report managing their mental health (48%) and working full time (44%). Rounding out the top four were managing physical health and financial hardships (both at 39%). When full time and part time work are combined, we see that 63% report working in some capacity. Finally, we see that caregiver responsibilities for children and/or adult family members impact nearly one-third (29%) of our respondents.

Figure 2. Personal obligations



Finally, out of the 196 (18%) students that indicated they were receiving tuition benefits (e.g., tuition discount, payment, or reimbursement) through their employer, about one-third (63) are affiliated with Guild employers and nearly half (96) are not affiliated with any OSU corporate partner.

Overall satisfaction

OSU consistently tracks student net promoter scores—the likelihood that a student would recommend OSU to a family member or friend (Figure 3). 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 8.29, with 55% of respondents falling into the category of ‘promoter’ – an improvement over last year (47% promoters). The percentage of ‘passives’ and ‘detractors’ have both decreased as well. This score continues to indicate that OSU students have found value in their experience at OSU.

Figure 3. Net Promoter results



Academic and Student Support

Participants were asked a series of questions pertaining to satisfaction with academic and student support as well as resources used. 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 (Table 3) and academic advisors (Table 4).

Table 3. Satisfaction with OSU Ecampus staff.

Assistance provided by OSU Ecampus staff	Satisfaction	(n)
Help with registration processes and issues (adding/dropping classes, waitlisting, change of grading basis, etc.)	4.48	941
Getting connected to the right person, resource or department	4.35	907
Finding solutions to issues	4.32	906
Course or instructor issues	4.17	847
Post-admission onboarding support (accessing online orientation, completing next steps, etc.)	4.38	871
Success coaching services	4.38	871

Table 4. Satisfaction with Academic Advising.

Advising statement	Satisfaction	(n)
As a result of interacting with my academic advisor, I know what academic requirements I must fulfill to earn my degree	4.41	970
My academic advisor helps me connect my academic, career, and life goals	4.10	968
My academic advisor helps me consider out-of-class activities that connect my academic, career, and life goals	3.53	969
My academic advisor helps me understand how things work at OSU (e.g., timelines, policies, procedures, etc.)	4.16	968
My academic advisor provides useful resources and referrals to help me be successful	4.08	967
I believe I have been accurately advised by my academic advisor(s)	4.32	969
I am able to connect with my academic advisor in a timely manner	4.27	968
Overall, I am satisfied with my academic advising experiences	4.28	966

To better understand where Ecampus students are seeking academic support, a question was added this year to inquire about the resources students have used in AY25, including those offered by OSU as well as those that are external to the university (Table 5).

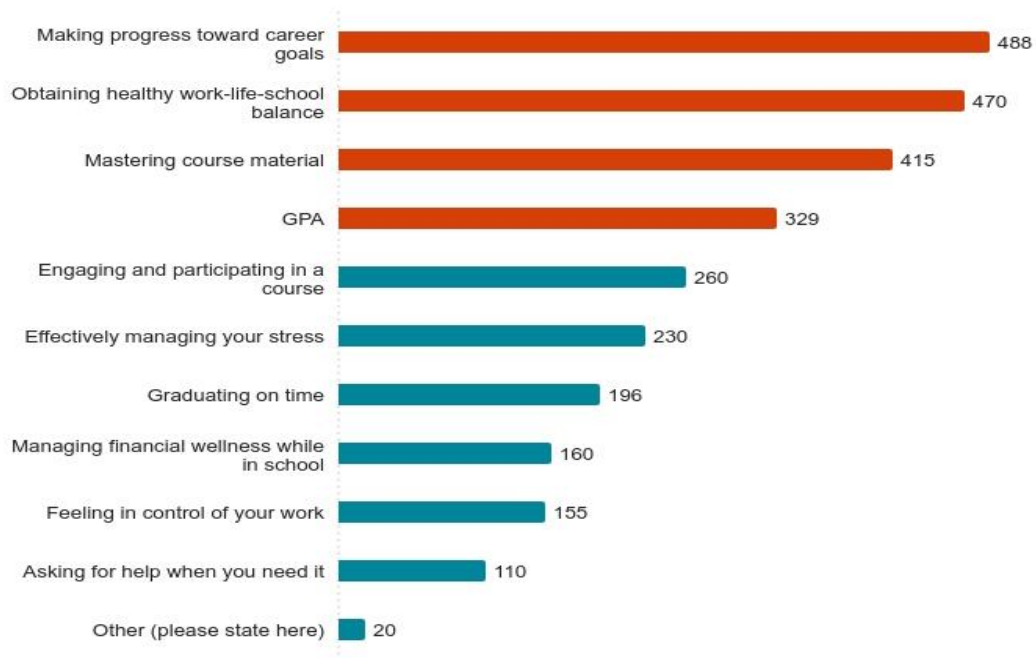
Table 5. Academic support resources used in AY25.

Academic support resource	Count	%
YouTube	559	51%
Instructor or TA office hours	302	28%
Kahn Academy	228	21%
Generative AI chatbot (e.g., Chat GPT, Copilot, Gemini, etc.)	225	21%
OSU Academic Success Center	165	15%
None	147	14%
OSU Online Writing Suite	128	12%
Chegg	112	10%
Online tutoring provided by OSU (Pear Deck)	80	7%
Other	50	5%
Private tutor outside of OSU	37	3%
OSU tutoring centers	34	3%
Supplemental Instruction (SI) tables at OSU	32	3%
Peer tutoring through OSU departments	26	2%

We continue to gather data on how students define success by asking students to select up to three items from a provided list of options (Figure 4). Over the years, respondents have consistently indicated that their own definition of success does not prioritize graduating on time – the standard metric of

student success in higher education. Making progress toward career goals, obtaining healthy work-life-school balance, mastering course material, and GPA remain as the top four ways they define success.

Figure 4. Defining success.



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 6, 7, and 8. Notable improvement across all categories and statements since AY23 indicates a strong increase in perceived quality of online courses at OSU.

Table 6. Course design elements - satisfaction

Course design element	Satisfaction (AY23)
Clear navigation and organization	4.32 (4.11)
Syllabus and course site is up-to-date	4.25 (4.08)
Variety of methods to deliver course content	4.19 (4.01)
Multimedia course content (i.e. video/audio)	4.26 (4.08)
Interactive experiences with other students	3.80 (3.72)
Supplemental course materials are provided	4.20 (4.12)
Variety of assessments throughout the course	4.15 (3.99)
Quizzes or activities to check for understanding	4.28 (4.13)
Tests/exams effectively assess the learning outcomes for the course	4.14 (3.94)

Course content is up-to-date	4.11 (3.92)
Overall course design	4.24 (4.03)

Table 7. Quality of instruction - satisfaction

Quality of Instruction	Satisfaction (AY21)
Clear grading criteria	4.29 (4.21)
Clear instructions for completing assignments	4.23 (4.08)
Timely response to questions/emails	4.25 (4.09)
Encouraging/engaging students to ask questions	4.27 (4.12)
Constructive feedback provided in a timely manner	4.04 (3.79)
Grades are updated and released before the drop/withdraw deadlines	4.11 (3.95)
Outside resources were offered to those who were struggling (tutoring, counseling, etc.)	3.85 (3.72)

Table 8. Instructor/faculty behaviors - satisfaction

Instructor/faculty behavior	Satisfaction (AY21)
Instructors provide information about how to reach them and what their availability will be	4.62 (4.50)
Instructors are responsive to me when I have a question	4.35 (4.24)
Instructors set clear expectations about assignments and other assessments	4.33 (4.17)
Instructors interact with students in the class on a regular basis	4.05 (3.84)
Instructors offer office hours to meet with them	4.35 (4.13)
Instructors have policies that are sensitive to needs of non-traditional students, such as reasonable deadlines	4.12 (3.95)
Instructors cultivate an inclusive learning environment	4.34 (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 order consisted of 'clear navigation, organization, and a logical course design' (574, 53%), 'content that is interactive and engaging' (414, 38%), 'interaction with an instructor who is responsive, regularly engaged, and timely in providing feedback' (327, 30%), and 'course policies that recognize the needs of non-traditional students' (256, 24%).

Belonging

Sense of belonging is a success metric that OSU Ecampus tracks annually, and we continue to see YOY improvement in these scores. Sense of belonging was measured using six statements 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)	(n)
I feel a real sense of belonging in my classes	3.08 (+.17)	854
I feel like I really matter	2.98 (+.12)	854
I feel a close connection to other students	2.43 (+.12)	853
I feel like my instructors really care about me as a person	3.02 (+.09)	854
I feel like the staff are there for me	3.11 (+.06)	854
I think Ecampus promotes an inclusive learning environment where all students can thrive	3.24 (+.06)	854

Insights

- **Student support is a key strength** – High satisfaction with advising and staff indicates students feel guided and supported, a critical factor for retention given their complex life responsibilities.
- **Loyalty and trust are growing** – The improved net promoter score suggests students increasingly see OSU Ecampus as delivering real value, strengthening advocacy and persistence.
- **Student success is being redefined** – Learners prioritize career progress, balance, and content mastery over traditional benchmarks like on-time graduation, signaling the need for flexible policies and advising approaches.
- **Course quality improvements are paying off** – Gains in course design and instruction reflect responsiveness to student feedback and position OSU as a leader in online learning quality.
- **Belonging is rising, but community is still a gap** – Students feel cared for by instructors and staff, but peer-to-peer connection remains weaker, pointing to an opportunity to foster more student community and engagement.

Summary

The 2025 Ecampus survey results point to a learning environment that is increasingly meeting the needs of nontraditional, working, and caregiving students. High satisfaction with advising and staff support indicates that students feel well-guided in navigating OSU, which is critical given that most enter with prior credits and complex outside responsibilities. The strong net promoter score suggests that Ecampus is not only delivering academic value but also generating trust and loyalty, which can translate into retention and advocacy.

At the same time, students' definitions of success highlight that traditional metrics—such as graduating “on time”—are less meaningful than progress toward career goals, balance across life domains, and mastery of content. This shift underscores the need for continued flexibility in course policies and advising approaches. The steady rise in belonging scores reflects progress in building an inclusive culture, though relatively weaker peer-to-peer connection suggests opportunities to foster community beyond the classroom. Taken together, the findings affirm OSU's strengths in course quality and advising

while pointing to future priorities in supporting holistic student success and cultivating deeper student-to-student engagement.