

2025 GLOBAL STUDENT WELLBEING SURVEY

CANADIAN REPORT

Research
carried out by:

YouGov[®]

Reported by:

Studiosity



Full Report

Higher education worldwide is undergoing, or being forced to undergo, a period of tectonic change. This annual Student Wellbeing survey provides timely and pragmatic insights for sector leaders to celebrate unique strengths and acknowledge gaps, to ensure our critical social institutions of learning remain agile and responsive to providing the evolving capabilities required by graduates and communities.

Michael Larsen
Chief Executive Officer, Studiosity



Table of Contents

Introduction from YouGov	3
Introduction from the CEO and CAO	4
2025 Report Discussion	7
1: Generative AI and Student Wellbeing	8
2: Student Stress	17
3. Student Experience	24
4. Peer Connection	28
5. Employability	33
6. Student Feedback	38
Survey Background	43
Objectives and Methodology	44
Appendices	46

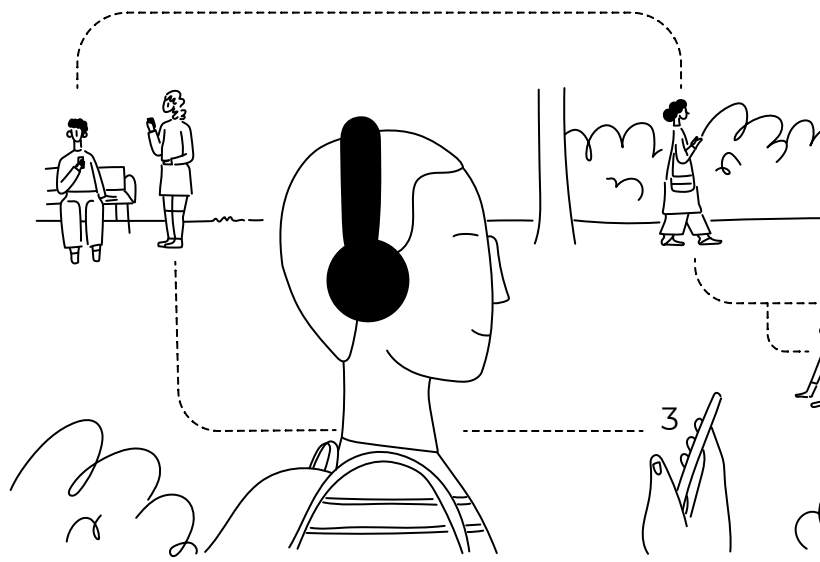


From YouGov[®]

The education sector has the greatest potential to change the world - students become future researchers, teachers, business owners, leaders, care givers, and more, contributing to the rich societal fabric that the world needs. To protect and grow the education sector, listening and responding to the feedback, concerns, and recommendations of post-secondary students is a necessary challenge.

It is evident that students are navigating a changing academic terrain. Personalized support, a heightened sense of belonging, and rapid adaptation to AI supports are paramount .

This survey captures the voices of students, to support education leaders in their ongoing efforts to offer students an educational experience that aligns with both their study expectations and aspirations for the future.





From the CEO



Mike Larsen
CEO, Studiosity

To our partners in education:

Higher education in Canada - and across the globe - is in the midst of significant transformation, driven by technology, shifting student needs, and evolving societal expectations. This annual Student Wellbeing survey continues to provide learner-centric guidance for leaders and policymakers. It offers insights to celebrate the sector's strengths, address emerging gaps, and ensure that educational institutions remain adaptive, informed, and responsive to the diverse and evolving needs of today's students - including a positive education experience and the higher order thinking skills essential in this age of AI.

In partnership with the higher education sector, we remain steadfast in our core mission of increasing life chances for students, everywhere. We continue to prioritize student learning & wellbeing and are committed to supporting the sector in navigating the challenges and opportunities in the years ahead.

Michael Larsen
Chief Executive Officer, Studiosity

In the 2025 Canadian report:

48%

of students believe their university is adapting to AI fast enough. Up 8% over the last year.

56%

are confident they will have a job within six months of graduation.

41%

are stressed daily or constantly.



From the Chief Academic Officer



Prof Judyth Sachs

CAO, Studiosity

Dear colleagues in education,

In any context, effective education involves asking questions - some technical, others practical while others are about meaning and purpose. Each requires different responses to achieve positive outcomes. . The challenge in the current context is understanding how we balance innovation with tradition? How do we ensure that AI enriches, rather than diminishes, the student experience? How do we reconcile the joy of learning with a societal responsibility for credentials?

What is clear, is that our focus must remain on continual investment in quality teaching and learning. This means that all students, regardless of background or performance level, are equipped to thrive in the world that is changing at rapid speed, with increasing levels of ambiguity and uncertainty. In this year's survey we see positive signs of this happening -

particularly trends around belonging and stress. We can also see a fractured student population and diverse expectations and experiences, reminding us that we have no choice but to be attentive to the experiences of all. To achieve this, more than ever before we need courageous leadership for decisive institutional change.

Whether it's enhancing accessibility, strengthening personalized learning, or improving peer connections, we are reminded that our commitment to student wellbeing must be unwavering and adaptive.

This year's report highlights key actions for driving forward our shared mission: to create an inclusive, engaging, and ethical learning environment that prepares students for success in the world ahead.

Professor Judyth Sachs

Chief Academic Officer, Studiosity
Former Deputy Vice Chancellor, Provost Macquarie University, Former Pro Vice Chancellor learning and teaching at Sydney University



From the Canadian Academic Advisory Board



Dr. Noreen Golfman

Academic Advisory Board
Member, Studiosity Canada

To our colleagues and industry partners,

We are at a tipping point right now in Canada. Changes to policy, economy, technology, and programming are showing us that we can no longer rely on the tried and true methods that our industry is comfortable with. This Student Wellbeing Survey is meant to show where our students stand, a means of evaluating our post-secondary institutions from their diverse perspective. This report answers the questions: 'Where are we doing well?' and, 'Where are we falling short?'

In the past, we have seen a demand for AI integration from students, but that call is louder than ever as the majority are now using AI tools to help them study. Students are looking to their institutions to help them navigate a new world of technology in a safe and controlled environment, without fear of falling afoul of academic

integrity policies. We have seen the needle move since last year, but there is more work to do as we try to keep pace with the exponential growth of AI products on the market.

It is heartening to see aspects of growth and steady success, particularly in student belonging and future employability. With much in flux, these are pieces that we need to maintain as we refocus and pivot strategy to face changes head on. This report shows us what students need as we enter a new year and is a starting point for change, innovation, and opportunity as we strive to serve students equitably across the nation.

Dr. Noreen Golfman

Academic Advisory Board Member, Studiosity Canada; Former Provost and Vice President Academic at Memorial University

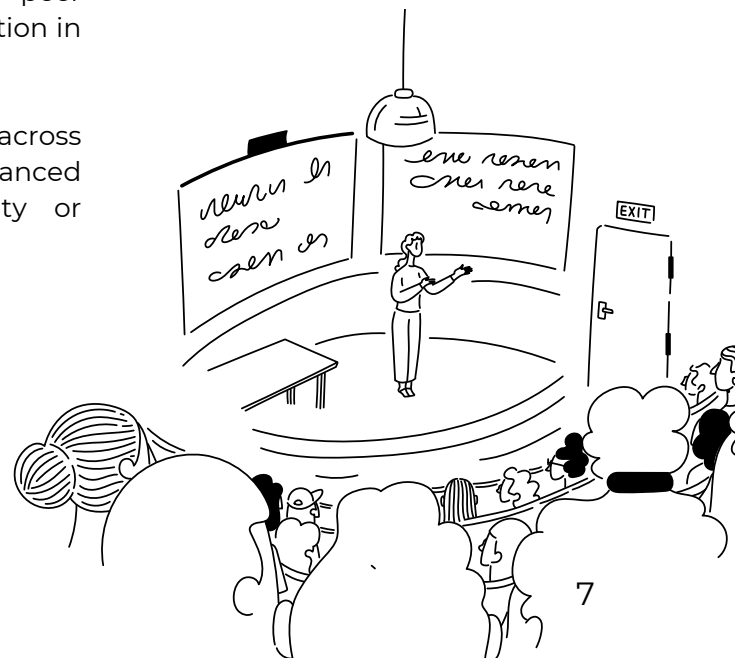


Report discussion

- Elevated student stress levels and AI-related stress necessitate comprehensive support systems, including mental health resources, financial aid, and **initiatives that foster peer and faculty connections.**
- Students increasingly demand practical, **industry-relevant training and real-world experience to improve their employability**, highlighting the need for stronger career services and industry partnerships.
- Of note in 2025, despite obvious diversity amongst post-secondary enrolments, there are common concerns including stress due to time, confidence in AI tools and integrity policy, and a desire for more peer connection. **Education leaders will be looking for systemic ways to serve students in these ways.**
- **As AI tools become more embedded in students' academic lives, university leaders will act to ensure provided technologies protect and enhance cognitive ability and learning.** This action would also allow institutions to also address key concerns around academic integrity, stress, and equity. With 78% of students using AI for assignments and study tasks, and a strong expectation (50%) that their institutions will provide AI support, universities need to adapt in 2025.
- **Increased AI use can sometimes increase isolation, seen as less contact with peers and teachers.** University leaders should ensure AI implementation includes strong referral, including systems for increasing peer engagement, teacher oversight, and other participation in the institutional student environment.
- **Confidence and access to ethical AI support** across disciplines is important for fostering balanced engagement and support, regardless of faculty or academic performance.

As AI tools become more embedded in students' academic lives, university leaders will act to ensure provided technologies protect and enhance cognitive ability and learning.

Elevated student stress levels and AI-related stress necessitate comprehensive support systems.





2025 GLOBAL STUDENT WELLBEING SURVEY

1: Generative AI and Student Wellbeing

Research carried out by:



Reported by:



As AI becomes the norm (78% of Canadian students report using genAI to complete their degree), education leaders are looking at student behaviour and the impact of AI use to proactively protect and shape positive degree experiences and protect the quality of credentials.

Actionable insights:

- Provide institution-supported AI tools backed by **clear policy**, addressing student expectations and confidence.
- GenAI use increases student stress; institutional leadership can ensure **student autonomy and voice** is protected in institution-approved tools.
- Augment students' AI use with access to **human interaction and mentorship**.



Findings

78%

have used any AI tools to help with assignments or study tasks.

International students were 14% more likely to use AI tools than domestic students overall, with more regular usage (25% regular use by international students versus 18% for domestic students)

50%

of students expect their university to provide them with AI tools to support their studies.

This was higher for international students (64%, 'Yes') compared to domestic students (44%, 'Yes').

$\rho_{x,y}$

Students who use AI tools regularly to help with assignments or study tasks are more likely to rank 'Fear of failing' among their top 3 stressors.



65%

of students were only slightly to moderately confident that they were learning and improving their skills while using genAI tools; only 11% were extremely confident in their skill building.

21%

of students cited 'Confidence' as the main reason for wanting to use the university's own, provided AI service for feedback, overtaking last year's main reason 'Speed' (14% of responses this year).

48%

believe that their university is adapting fast enough to provide AI study support tools, with 52% still believing there is more to be done.

$\rho_{x,y}$

Higher stress and greater use of AI for study help.

Among those who use AI tools regularly, 28% say they feel stressed by study daily and 25% say they feel stressed constantly. However, those who have used AI tools a few times were more likely stressed weekly (35%) or daily (26%).

17%

report less interaction with teachers and peers as a result of using AI.

46% of all students were neutral - the biggest group - about the impact of AI on their other connections at university.

Students occasionally on campus cited AI use as a reason for interacting more with teachers and peers (52%).

The majority of international students cited that use of generative AI generally increased their interactions with peers and teachers more, or much more (51%), while the majority of domestic students noted no change (51%).



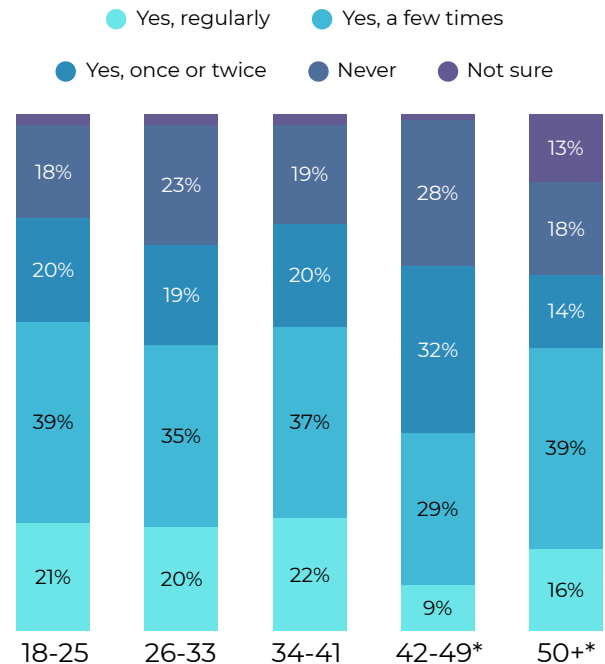
Summary of findings

A large majority of students (78%) have used AI tools to help with assignments or study tasks, with male students more likely to report more regular use.

International students report more frequent use of AI to help with study tasks (44% “yes, a few time,” 25% “yes, regularly”) versus domestic students reporting the same (35% “yes, a few time,” 18% “yes, regularly”).

AI use is relatively steady across students ages 18 (18-25, Net: Regularly/A few times, 60%) to 41 (34-41, Net: Regularly/A few times, 59%), dropping off significantly for student in older age groups (42-49, Net: Regularly/A few times, 38%)*.

FREQUENCY OF AI USE BY AGE AMONGST UNIVERSITY STUDENTS



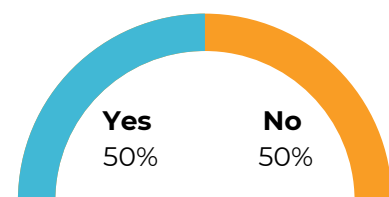
50% of students expect their college or university to provide the AI tools to support their studies.

This was significantly higher for international students (64%, yes) and students who were employed full-time (58%, Yes).

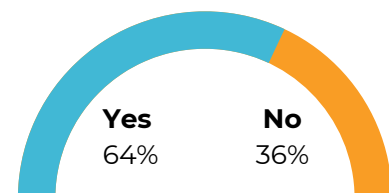
Students in Journalism and Communications (64%)* and STEM (57%) were more likely to respond ‘Yes’ over other subjects.

By reported academic grade, the majority of students want AI support provided by their post-secondary institution for their use - except for the highest-performing students, where there were more ‘No’ responses, though a reasonable proportion (46%) still responded ‘Yes’.

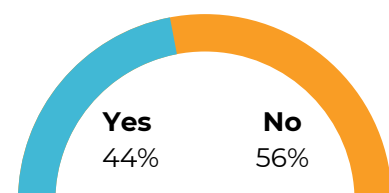
EXPECT MY UNIVERSITY TO OFFER AI SUPPORT TOOLS



INTERNATIONAL STUDENTS



DOMESTIC STUDENTS



10 *Note: Age group 42-49 has a sample size of 61; 50+, 41.
** Note: Journalism and Communication has a sample size of 10.



Summary of findings (cont.)

(cont.) Do you expect your university to give you access to generative AI (artificial intelligence) tools to support your studies?

YES

“I believe the use of AI can be useful to an extent. As long as you’re still doing enough on your end to still make it your work, I think it should be allowed.”

“It can aid students in their studies and help give them tips on how to do better on their tasks and ask questions that the professors may not have an answer to.”

“AI is becoming an increasingly important part of society and it would be useful to learn how to navigate that environment.”

“Tools to help students get the answers they need and reduce wait times from hearing back from them.”

“I think generative AI can be a helpful tool, it just needs to be used properly. A student that is taught how to use generative AI properly and effectively will probably out-perform a student who doesn't. It just needs to be used as a helpful tool, rather than a way to avoid learning new skills.”



NO

“It's clearly stated in the integrity code. So I don't expect it from my university.”

“Generative AI does not currently have the capabilities to properly act as a teaching aid. Using it to take notes or teach will significantly deminish the quality of teaching compared to even the worst lecturers in my experience, even with the most up to date AI models.”

“we know these bots are created using copyrighted materials (and they weren't given permission to use them), they were built with biases, and it is way to easy to flood search engines with fake information that the AI then uses as fact (Google's search page now showing AI results that are often false). it is not ethical to use.”

“Lack of critical thinking skills development.”



Summary of findings (cont.)

Using AI support with personal autonomy for learning and skills development

Students who are higher-performing are reportedly more confident that they are learning, as well as improving skills, while using AI tools. Confidence in this area increased as grades increased.

Pass (50-64% grade): One third (31%) are 'Not at all confident' or 'Slightly confident' that they are learning and improving their skills, and 42% are just 'Moderately confident' that they are developing their own skills while using AI. Only 5% were 'Extremely' confident,

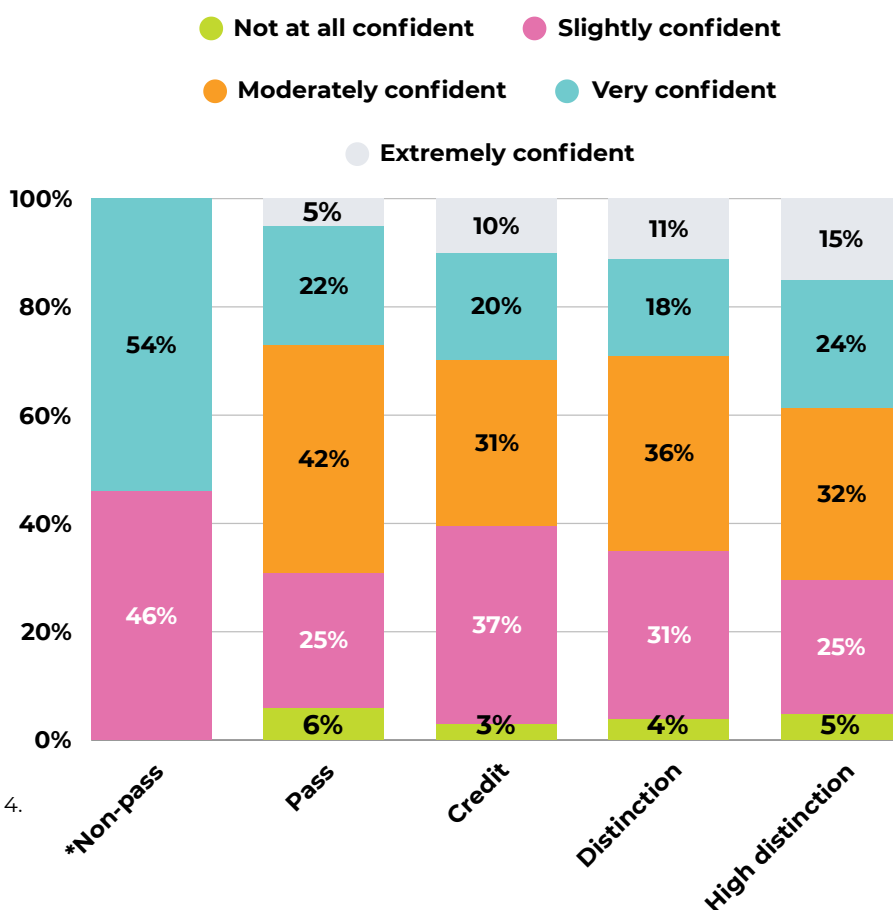
Credit & Distinction (65-84% grade): Confidence appears polarized within grade range. More students express slight confidence to none at all as to whether they are developing their own skills, compared to Pass students (37% 'Not at all' or

'Slightly' confident), but more students also report increased confidence (11% 'Extremely' confident).

Higher-performing students: (achieving higher than 85%): 24% and 15% of these top groups were 'Very' or 'Extremely' confident that they were learning autonomously while using AI, up about 5% each from Credit and Distinction students. 30% still said they were 'Not at all' or 'Slightly' confident

Human connection correlated with greater confidence in learning benefit of AI: The availability of a peer Mentor positively correlates with students' believing they are learning with agency while using AI tools. Female students were more 'Moderately' confident about learning, while male students were 'Very' confident in comparison.

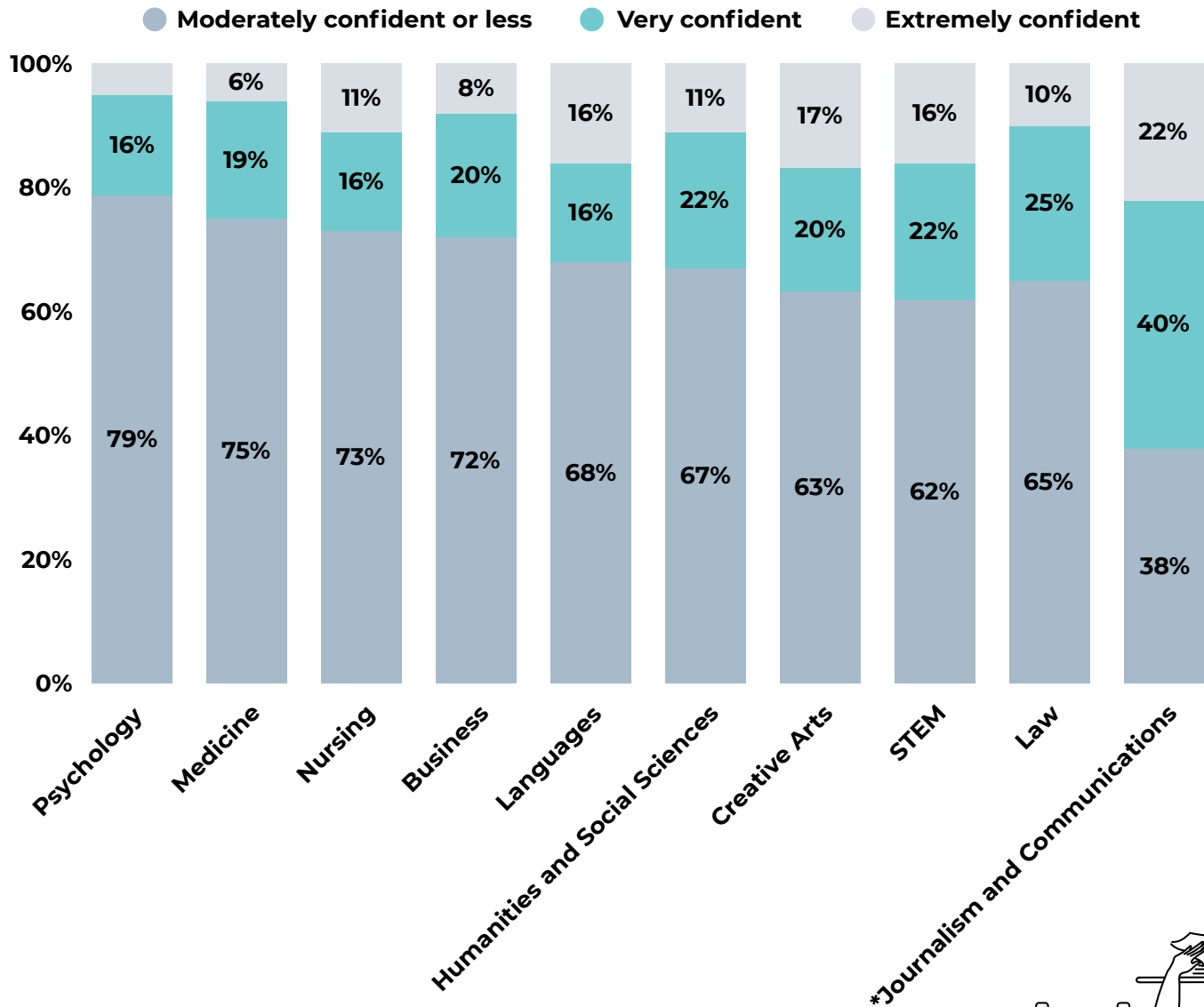
**BY REPORTED GRADE:
HOW CONFIDENT ARE YOU
THAT YOU ARE LEARNING AS
WELL AS IMPROVING YOUR
OWN SKILLS WHILE USING
GENERATIVE AI TOOLS?**





Summary of findings (cont.)

**BY AREA OF STUDY:
 HOW CONFIDENT ARE YOU THAT YOU ARE LEARNING AS WELL AS
 IMPROVING YOUR OWN SKILLS WHILE USING GENERATIVE AI TOOLS?**



*Note: Journalism and Communication has a sample size of 10





Summary of findings (cont.)

Generative AI increased peer and teacher interactions for international students.

The majority of international students cited generative AI as a reason for increased interaction with peers and teachers (51%). 32% of domestic students noted an increased level of interaction due to AI use, but most said there was no change (51%). It's important to highlight that English as a second language did not impact the level of interaction. 38% of those whose first language is English responded more to much more interaction, while 35% of students whose first language was not English said the same.

GENERATIVE AI'S IMPACT ON INTERACTIONS WITH PEERS AND TEACHERS



1 - Much less interaction

2

3

4

5 - Much more interaction

Net: More (4,5)

Net: Less (1,2)

STUDENT STATUS: INTERNATIONAL OR DOMESTIC STUDENT →

	International	Domestic	All
1 - Much less interaction	4%	6%	6%
2	11%	11%	11%
3	33%	51%	46%
4	33%	22%	25%
5 - Much more interaction	19%	9%	12%
Net: More (4,5)	51%	32%	37%
Net: Less (1,2)	16%	17%	





Summary of findings (cont.)

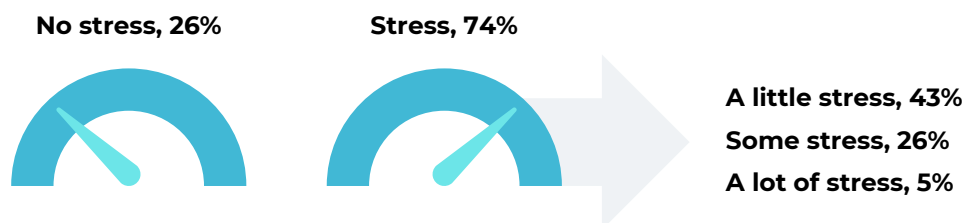
The higher the grade, the more stress around using AI as part of completing a degree.

But even 37% of the highest-performing respondents feel ‘Some’ to ‘A lot’ of stress around using AI. Leaders can look to a holistic approach to policy and university-approved generative AI support.

Across the board, 74% of students report some level of stress using AI tools. This did not vary much by grade bracket (+/- 3%).

Regardless of area of study, around one quarter of students are not stressed about using AI as part of higher education study, and the remaining two thirds reporting some level of concern.

Students studying business were the most stressed overall (only 19% reporting ‘no stress’ at all). Those whose first language is not English are more stressed using AI (82%), versus those whose first language is English (71%).



WHAT DID STUDENTS HAVE TO SAY?

A little stress



“When referring to ai, these were incorrect information/ very less information on certain topic. Sometimes the syllabus had one way of doing things and professors expect you to follow the same and so was completely different and when using the syllabus method we get wrong answers from ai.”

“Stress of getting incorrect info.”

“I am afraid my work will get flagged.”

Some stress



“Even though my prof said in the syllabus that it was okay to use AI in certain contexts within the class, it still felt like I was breaking the rules.”

“To get good information for Ai, you need to input useful prompt and that stresses me out because the answers aren't always correct. Also, the academic integrity involved is not so clear.”

“Stress of being caught for plagiarism or cheating even though I’m just using it to help me edit.”

A lot of stress



“It feels as if you’re doing something wrong and i never know what i’ll get flagged for. Even if it’s simply being used to explain a topic.”

“When using AI tools for my studies, I sometimes feel stressed due to concerns about accuracy and reliability. I worry that relying too much on AI could lead to misunderstandings or incomplete information, and it can be challenging to ensure that the output aligns with my specific study needs or assignments.”



Summary of findings (cont.)

Overall, the 48% of students believe that their university is adapting fast enough to provide AI study support tools.

This is up 8% over the previous 12 months after a year of global generative AI development and another year for institutions to adapt. The remaining 52% of student respondents believe there is more to be done.

Students who are more frequently stressed by studying are also more likely to think their institution could be doing more, faster. Younger students (18-25 years old, 50%, 'Yes') and international students (57%, 'Yes') are more positive about their institution's speed and adaptability, with older students (38% 'Yes') and domestic students (45%, 'Yes') less so.

There are only three provinces where the majority of students believe their university is adapting fast enough: New Brunswick (59% 'Yes'), Nova Scotia (59%), and Saskatchewan (54%).*

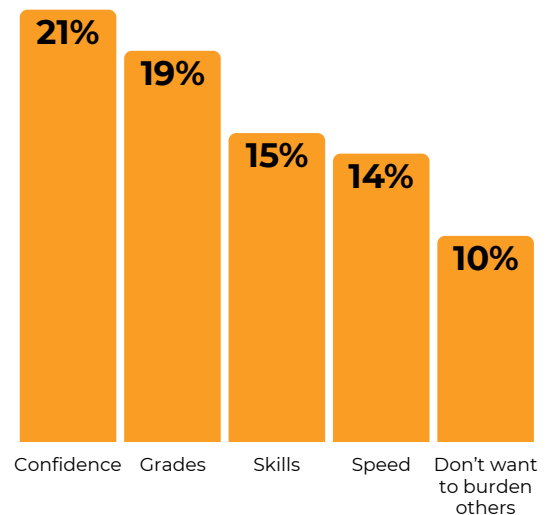
This year, 'Confidence' (21%) overtook 'Speed' (14%) as the main reason for wanting to use the university's own, provided AI service for feedback.

Confidence was the most popular main reason for both male (19%) and female (23%) respondents. Males (17%) were slightly more likely to value speed of feedback than female respondents (13%) were.

Those who are not working as they study had the highest need for Confidence (30%), while those working full-time while studying said they wanted to use university AI tools most to help with Grades and Skills ('Skills - learn to use AI tools') (18% for both).

Caregivers wanted university-owned AI tools to help with Confidence and Skills (21% for both), while non-caregivers would use it to help with Confidence (22%) and Grades (20%).

TOP 5 REASONS FOR USING THE UNIVERSITY'S AI SUPPORT OR FEEDBACK





2025 GLOBAL STUDENT WELLBEING SURVEY

2: Student Stress

Research carried out by:

YouGov[®]

Reported by:

Studiosity

High stress levels, especially among younger, full-time, and casually working students, and the need to better care for and retain post-secondary students makes this a crucial area of study. Understanding evolving stressors, like the AI uncertainty seen in Chapter 1, and addressing **widespread issues like financial burden and resource access**, is vital for both student wellbeing and academic success.

Actionable insights:

- Increase access to counselling and create safe spaces for **open dialogue**.
- Expand **scholarship programs, explore tuition reduction options, and consider resources for cost-of-living support**.
- Offer **universal tutoring and flexible learning options with clear communication**.
- Encourage and facilitate **peer support** groups, mentorship programs, and create opportunities for interaction with faculty.



Findings

72%

of students are stressed weekly or more often.

The 26-33 age range was the most stressed constantly (20%). The younger the student, the more stressed (77%, 18-25, stressed weekly or more often) compared to older students (62%, 42+, stressed weekly or more often).

46%

of full-time students are stressed daily or constantly (more than twice a day).

In contrast, 26% of part-time students were stressed daily or constantly; however, part-time students were more stressed weekly (36%) compared to full-time (28%).

$\rho_{x,y}$

Pass (50-64%) and Credit (65-74%) students make up the most stressed group across all grade ranges, with 77% stressed weekly or more often.



52%

of students with casual jobs are stressed daily or constantly.

Those with full-time work are the least stressed (35%, stressed daily or constantly).

48%

of students ranked 'Fear of failing' among their top 3 stressors.

'Fear of failing' was ranked as the number one stressor for 20% of students, followed by 'Paying for my degree' and 'Not having enough time to prepare for exams and assessments' (15%, both).

In 2025, students want to address their workload and access to resources.

Students are asking for transparency and accessibility when it comes to their course load and assessments, as well as the resources available to them - with asks for more mental health resources, study tools, and peer mentoring opportunities. Students are also struggling with a tough economy, wanting more financial aid options and scholarships to lighten their load and minimize the need to work in addition to studying.





Summary of findings

The majority of Canadian students report weekly or more stress (72%).

This has not changed since 2024.

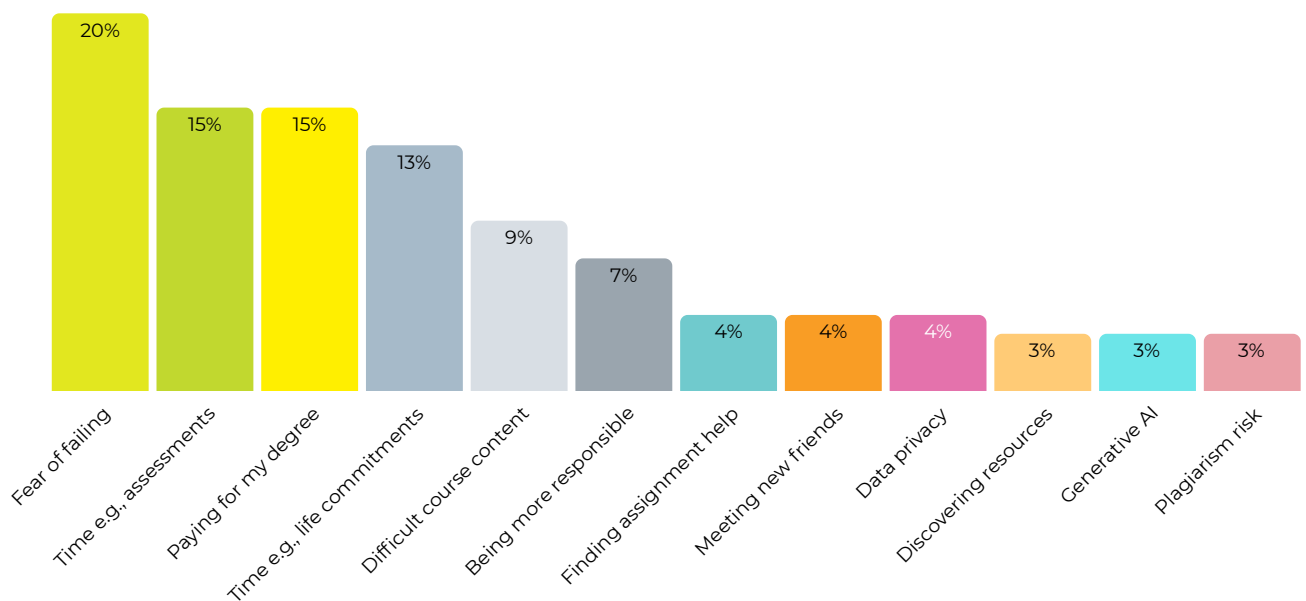
Canadian students are the most stressed in the world, with 41% being stressed constantly or more often. In comparison, the global average (including Canada's results) is 36%.

28% of students ranked “time” as first cause of their stress.

When looking at stress as it relates to any part of completing a degree, students could choose a 'First ranked' stressor. 'Time'-coded responses and 'Fear of failing' were chosen most as a 'First' stressor for post-secondary students in Canada.

The primary causes of stress (appearing in Top 3) were **fear of failing** (48%), **difficulty balancing other life commitments** (40%), and **not having enough time to prepare for exams and assessments** (39%). Those who were not employed (58%) and students who were younger (18-25, 53%) were most stressed by a fear of failing.

TOP RANKED STRESSORS DURING DEGREE COMPLETION (RANKED NO. 1)



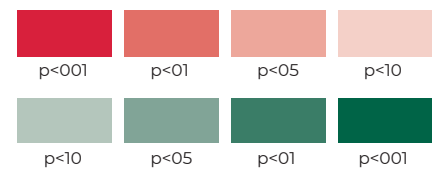


Summary of findings (cont.)

REASONS STUDENTS FELT MOST STRESSED ABOUT STUDYING, APPEARING TOP 3

	World	Canada	USA
Fear of failing (for e.g., exam, assessment, or other)	52%	48%	51%
Not having enough time to balance other commitments in my life	44%	40%	45%
Not having enough time to prepare for exams and assessments	37%	39%	33%
Difficult course content	34%	33%	35%
Paying for my degree	28%	35%	31%
Managing more responsibility on my own	26%	27%	27%
Sticking to the rules around integrity and plagiarism (e.g., referencing and use of artificial intelligence)	17%	15%	17%
Finding assignment help	15%	14%	15%
Discovering school resources (e.g. using the library, services, policies)	12%	13%	12%
Meeting new friends	12%	13%	11%
Data privacy concerns (e.g., protecting personal info and coursework)	10%	11%	11%
Concern about using public Generative AI tools	9%	11%	10%

Canada and the United States are over-indexed on 'Paying for my degree' against other surveyed countries in the world.





Summary of findings (cont.)

Domestic students are slightly more stressed than international students

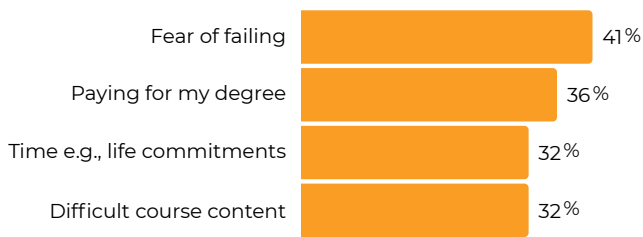
More domestic students experience constant stress (19%, more than twice daily), while more international students experience daily stress (28%). Additionally, students whose first language is English were more stressed daily/constantly (43%) compared to those whose first language was something else (36%)

High frequency stress, weekly or more often, by geography

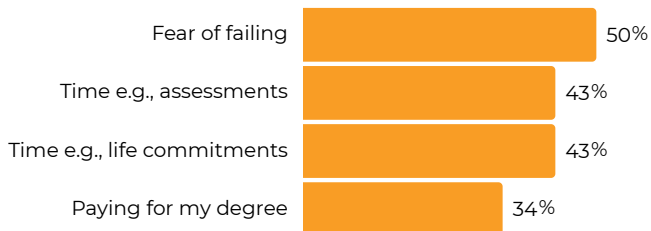
Saskatchewan* (85%) and British Columbia (81%) have significantly higher proportions of students experiencing more frequent stress. Conversely, students in Quebec (66%) exhibit lower stress levels.

STRESSORS - RANKED ANYWHERE IN THE TOP 3 - DOMESTIC VERSUS INTERNATIONAL STUDENTS

INTERNATIONAL STUDENTS



DOMESTIC STUDENTS



*Note: Saskatchewan sample size: 32; New Brunswick (89%, stressed weekly or more often) was omitted due to its sample size of 19



Summary of findings (cont.)

Feedback to institutional leaders

Students were given the opportunity to pass on feedback to their institutional leaders, with recurring areas emerging from keywords: financial, workload pressure, mental health, and access to resources.

WHAT CHANGES OR SUPPORTS WOULD HELP REDUCE YOUR STUDY-RELATED STRESS?



Uneven workload and course content -

"[...] making course work more practical learning rather than focusing on exams and grades." Students want varied curriculums with less emphasis on memorization and more focus on knowledge application.

Students also cited, "More lenient deadlines, better course organization so assignments and content are spread out," as a way of reducing stress and providing more balance across other life commitments and course deadlines.

Example keywords: content, assignments, deadlines



Financial stress is top of mind for students, saying, "Having more financial support to pay for my tuition, rent, groceries, gas, and all other essential expenses. If I would work less at my part time job, I would have so much more time to focus on my studies." Students are stressed by the fluctuating economy, with asks for "financial help," and "job offering and student loan offers."

Example keywords: costs, fees, loans, scholarships, funding



Access to resources - "Access to effective time management techniques or tools (planners/apps) that help break tasks into smaller, manageable steps (reduce the overwhelming feeling of large assignments or exams). Providing access to supplementary study materials (online resources, study guides, recorded lectures, or tutoring sessions)."

Students want transparency, access, and support, "Ensuring that all students know what resources/services are available to them on their respective campuses." Suggestions include "accessible mentors," study groups, and tools.

Example keywords: study groups, tutorials, access, mentoring, tools, aids, collaboration



Mental health - "More reliable mental health supports [...] I would like to have more diverse and reputable therapists to work with, with clear qualifications."

Students also want "Better mental healthcare and ability to more easily get diagnoses" and "[...] seminars to help deal with stress."

Example keywords: stress, anxiety, mental health



Summary of findings (cont.)

WHAT CHANGES OR SUPPORTS WOULD HELP REDUCE YOUR STUDY-RELATED STRESS?

“Making assignment a bit less difficult and making **course work** more practical learning rather than focusing on exams and grades.”

“If **disability related supports** were not so tied down in bureaucracy, that would be helpful. The unfortunate part about disabilities and mental and physical illnesses is that they make it harder to navigate that bureaucracy (providing documentation, having multiple meetings, proving that you're "sick enough" to need help, etc.).”

“More funding, practical help with elderly parent and sick siblings...**too many responsibilities** very little time.”

“Providing better **resources** from the schools to help students who need assistance. Giving links is not going to make students want to click on it and get help, but rather, having someone come in to the classroom and explain how they could help students.”

“More **in person supports** such as extended library hours for students to study at school. More **online options** for tutoring or one on one mentoring if a subject is not comprehending.”

“I believe ALL professors should be trained on how to respond to students' **mental health** needs. I think Professors should learn and understand how anxiety, stress, and other mental health issues effect students' performance and their overall grades.”

“Offer counseling services and stress management **workshops** on campus.”

“One major source of study-related stress is the overwhelming number of assignments and projects with **overlapping deadlines**. Often, it feels like multiple deadlines fall within the same week or even on the same day, leading to time management challenges. To reduce this stress, I would suggest that the university implement a system that ensures more evenly spaced deadlines across courses. Additionally, it would be helpful if professors coordinated with each other to avoid clashing assignment due dates or exam periods. Having a more predictable schedule would allow students to plan and manage their time more effectively, reducing the feeling of being overwhelmed.”

“I think that more **online connection** would be great, even being able to tune into online lectures from classes. I feel somewhat disconnected from the others in my courses since we don't get a lot of opportunities to connect.”

“Having **access** to effective planners, digital apps, or templates to break down tasks into manageable chunks can reduce the feeling of being overwhelmed.”

“some support and changes that would help with my studies would be one on one help with a **tutor** if possible, this can possibly lower my study-related stress. i think many students would like this, university is a big challenge many people get really stressed out in university because of lack of proper help”

“What would help my study related stress would be talking to a counsellor who might help me with **coping strategies**.”

“Better **food** to fuel my body. My school has very low nutrition, unhealthy and expensive food that detracts from my mental health. More ability to **connect** with the academic skills department. They are phenomenal and super helpful, but hard to book with. Further break down of assignments, more specifics. I would like to be **taught how to study**, because of COVID-19 I never really learned how to study for exams and being taught strategies would be great.”

“A holistic approach to scheduling of **deliverables**. Don't schedule deliverables from different classes all on the same day.”

“The financial struggles is the biggest stressor. I wish that the provincial government would provide more **financial aid** to students. I wish there was more services provided for students with **accessibility concerns**.”

“**Groups or communities** that can talk about study habits and how to manage stress/anxiety with studying. It would be much less daunting to feel like the only one being super stressed under pressure knowing that other individuals might be going through the same thing. If there was a group on campus to talk about habits or coping mechanisms for stress to help study better, it would have been great.”



2025 GLOBAL STUDENT WELLBEING SURVEY

3: Student Experience

Research carried out by:



Reported by:



Better understanding “belonging” (i.e., the feeling you are included and supported on campus) as part of student experience is vital because it is widely known to impact student retention, academic success, and overall wellbeing.

Actionable insights:

- Implement systemic support for faculty and student referral and interaction to continue **the increase to students’ feeling of belonging**, including improved connections between faculty and students, and students and peers.
- Consider the requests of traditionally-underrepresented groups, while recognizing the need to implement supports systematically, to account for the **highly-varied needs of the holistic student population beyond just standardized groups or labels**.



Findings

55% of post-secondary students value a good student experience more than global university rankings (38%).

Younger students (18-25 years old) value a good student experience more than any other age group (61%).

49% of students who are caregivers prioritized global rankings

Global rankings were also more valued by students whose first language is not English (45%) and international students (43%).

31% of respondents are neutral or less certain about their sense of belonging.

Study mode did not have much impact on this feeling of belonging, with distance students only feeling slightly more disconnected (35%)

23% of students cited an increased confidence in reaching out to teachers as the number one factor of belonging.

59% of students ranked it in their top three reasons for feeling like they belong. 'A flexible schedule that lets me balance work and study' (66%) appeared the most in top three rankings as to what would improve students' feeling of belonging.





Summary of findings

Ranking matters more to older, caregiving, and international students, while student experience beats rankings for most undergrads.



Global ranking held more significance for students aged 42-49 (51%), caregivers (49%), students whose first language is not English (45%), and international students (43%).



Overall, having a good student experience (55%) held greater influence than the university's ranking (38%). Student experience mattered more to 18-25 year olds (61%).

*“My university has made me feel like I belong by creating inclusive events and cultural celebrations that acknowledge **diversity**. Additionally, providing student support services such as international student clubs has helped me feel connected and supported.”*

*“The **friendship** in between people, I have friends there, kind teachers, sports teams”*

*“**Encouraging students to reach out** and join students associations.”*





Summary of findings (cont.)

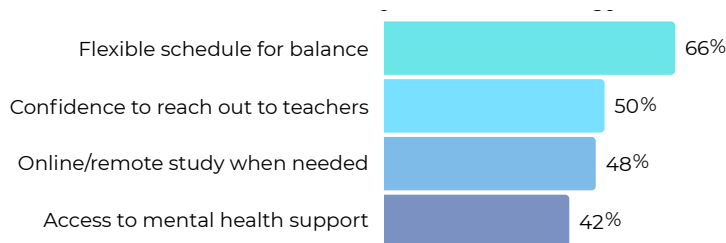
DO YOU FEEL LIKE YOU 'BELONG' IN YOUR UNIVERSITY COMMUNITY? (FOR EXAMPLE, DO YOU FEEL SUPPORTED AND INCLUDED?)

Fortunately, most respondents feel a positive sense of belonging in 2025, with a small increase year on year amongst the most positive group (68%, Somewhat/Very Much, in 2024, versus 69% for the same response in 2025).

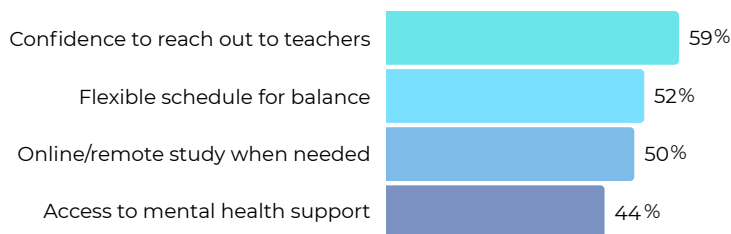
In order to continue this upward trend, it's important to look at what students value, in terms of belonging, and what can be improved further.

BELONGING - RANKED ANYWHERE IN THE TOP 3 - IMPROVEMENTS VERSUS CURRENT REASONS

IMPROVEMENTS WANTED FOR BELONGING



REASONS STUDENTS FEEL LIKE THEY BELONG



As suggestions for improvement, students were most likely to want **“A flexible schedule that lets me balance work and study” (25% of all respondents ranked this First).**

Many students also wanted **“Letting me study online/remotely when I need to” as a way to increase sense of belonging (17% ranked this First).** It is the same reasons that students feel like they belong that their counterparts feel need to be improved further.

Students who chose ‘other’ asked, for example, for better accessibility, support for their role as parent-students, and more inclusivity - while other students were “not really sure” what would improve their sense of belonging.

*“It would be great to have one on one **mentorship** and support from faculty.”*

*“Feeling **connected** with other students”*

*“**Less ageism**, better thought out **lesson plans/ assignments** that actually add to or at least complement the material being learned, instead of the”this is how this course has been taught”/“this is how I learned this material” mentality—a lot has been learned about effective pedagogical methods, so if you know better; do better.”*

*“If I felt better about **talking to the teachers**, I think it'd make it easier to get help, and make it more comfortable to talk to them and be in a class.”*

“Sense of purpose at my university; lack of being treated like a number; being remembered by people I have talked to; emotional connection”



2025 GLOBAL STUDENT WELLBEING SURVEY

4: Peer Connection

Research carried out by:



Reported by:



Researching peer connection and mentoring in 2025 helps educators and leaders address the noticeable “mentor gap” in practical ways, and create environments that **prioritize a social student experience to support learning and mental health for degree satisfaction and completion.**

Actionable insights:

- **Increase the availability of peer mentors, with a focus on reaching underserved groups or target faculties.**
- Reduce barriers to accessing mentors by integrating peer connection into shared systems **to overcome students’ self-reported barriers of social anxiety, uncertainty, lack of time, and lack of awareness.**



Findings

49%

of first-year students do have peer mentors available to them.

Increase of 8% since 2024 (41%, 'Yes'). 48% of those who have peer mentors available to them cited that as one of their top three reasons for feeling a sense of belonging at their institution.

51%

of students age 18-25 said they did not have a peer mentor in first year.

This is higher than students who are 26-41 (48%), indicating that mentorship programs may need to be revitalized or evangelized more.

68%

of Black and African Canadian students who did not have a mentor in their first year said they would have wanted one.

57% of Black and African Canadian students overall had a mentor in their first year. Asians students also had a higher proportion of mentorship opportunities (55%) and 60% of Asian student who did not have a mentor wanted one.

73%

of international students found asking their peers questions to be 'easy.'

In contrast, only 55% of domestic students felt the same.





Summary of findings

Mentor gap: More than 1/2 of students lack a peer mentor, 53% needed one, an increase over last year (47%).



About one in two (49%) respondents lacked a senior student mentor, and a significant portion expressed interest in having one (53% - up since 2024, 47%).



More than one in ten (13%) students find it hard to ask questions to other students.



60% (+/- 1%) students whose average grade was between 65-100% found it easy to ask their peers questions. Those in the Pass range (50-64% average*) found it easier than most to ask questions (71%)

Would you have liked to have a mentor in first-year?

Yes

2024

47%

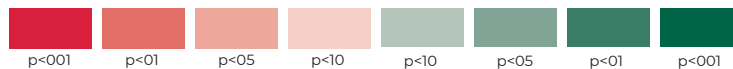
2025

53%

No

53%

47%



“I was an international student so getting help was very difficult because I didn’t know who to approach.”

“Lack of clear communication on how to approach these peers. It was always word of mouth from other classmates/ friends, that we discovered most of things in college.”



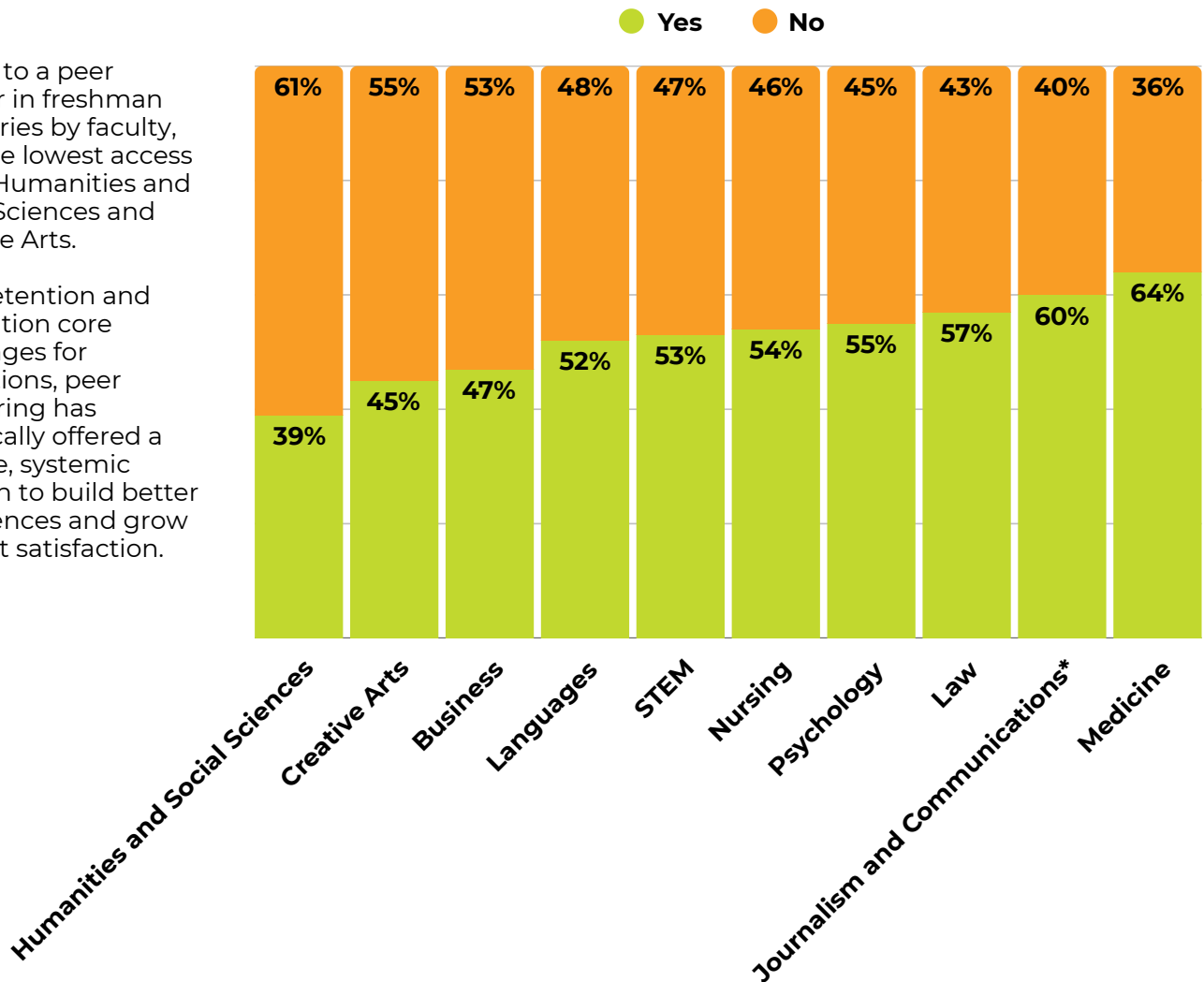
Summary of findings (cont.)

DID YOUR INSTITUTION PROVIDE YOU WITH A STUDENT MENTOR IN YOUR FIRST YEAR OF COLLEGE / UNIVERSITY?

BY AREA OF STUDY

Access to a peer mentor in freshman year varies by faculty, with the lowest access in the Humanities and Social Sciences and Creative Arts.

With retention and graduation core challenges for institutions, peer mentoring has historically offered a positive, systemic solution to build better experiences and grow student satisfaction.



Ease of asking questions to other students

English, first language

Other, first language

1- Very hard	3%	4%
2	11%	9%
3	27%	28%
4	38%	45%
5 - Very easy	22%	14%



*Note: Journalism and Communication has a sample size of 10



Summary of findings (cont.)

To students who responded “NO” to having a peer mentor as a freshman: WHAT BARRIERS DID YOU FACE IN ACCESSING PEER SUPPORT WHEN STARTING YOUR DEGREE?

Students report varying barriers to accessing peer support - from a lack of time, a shortage of accessible and diverse supports, and limited services. Some students self-reported that age and diverse statuses, such as first-generation, international student status, and/or a disability, led to disproportionate challenges in accessing peer support.

“I think when you grow up poor and are the first one in your immediate family to go to university, **you don't even know what you don't even know**, and you're too embarrassed to ask.”

“I struggled with self-confidence and anxiety, which made it difficult to feel like I belonged. **The environment didn't offer the comfort or support I needed to reach out and form connections.**”

“**I didn't know where to look.** At the start of my degree I was faced with a lot of new information and don't know how to navigate it.”

“**There wasn't a lot of information easily accessible**, the website was hard to navigate to find exactly who and where I needed to go to for help.”

“As someone who works two jobs, one casual, and one part time to pay for my degree, **I found it hard to find time** to attend these study sessions.”

“It was mainly just that I didn't know anyone in my classes and was too shy to talk to them. **There were no official school or class group chats.**”

“**I wasn't aware in first year that we had a mentorship program**, I would've liked to have signed up if I knew about it.”

“My program was 100% remote so because we were all new and we never saw each other face to face as **our lectures were asynchronous, it was hard to get to know people well enough to ask for support.** But the discussion forums helped because then we as the students could discuss things and ask questions.”

“I didn't face any real barriers just **finding the right peers to communicate with** that shared a similar approach to communication.”

“The barriers were human related because **I'd rather use my chat GPT.**”

“I didn't know that we had a student Mentor available to us I only found out towards the end of my term that's something **I wish I would have known from the beginning** so they need to be more clear with their information.”

“**It was hard to find people in a similar situation as me** to get advice from. Regarding the course yes, but not how to manage the load of school, work, and family all at once.”

“**No barriers whatsoever.** [My school] connects first year students with mentors if they have any questions or concerns.”

“It's all online so you have to find reliable people on your own, and most of the other students in my program don't know what's going on, or achieve lower grades than me/ have poorer time management so **when I do find people, I end up helping them instead of receiving help.**”

“Too busy , **not enough resources/- appointments to meet demand** so had a long wait time.”

“Social anxiety. I have a very hard time talking to new people **due to fear and anxiety.**”

“**Rampant ageism.** Lack of support.”

“**Lack of time and ability to get all the proper information** about what I have for help and tutor or mentor assistance in school.”

“**Wasn't sure how to get started with getting help.**”

“There weren't any barriers **i just didn't want one.**”



2025 GLOBAL STUDENT WELLBEING SURVEY

5: Employability

Research
carried out by:

YouGov[®]

Reported by:

Studiosity

In this section we asked students to rank their confidence with **three key statements about skills for employment, communication skills, and getting a job after graduation** with the intent to learn more about students' perceptions of how their institution and degree is preparing them for the workforce and identify areas of further research or improvement.

Actionable insights:

- While students generally felt their communication skills improved during their degree, there was a recurring request for more **industry-specific training**.
- Students frequently asked for more **hands-on experience, internships, and real-world opportunities** to apply their new degree skills.
- **All students are less certain about getting a job after graduation, adding weight to holistic initiatives from the institution**, including stronger career services, industry connections, and guidance on navigating the job market.



Chapter 5: Employability

68% of students agree their degree is developing the skills they need to succeed in their future job.

72% agree they have strong **English writing and communication skills** needed to apply for and get a job. However, students assumed English skills were exclusive to particular fields, for example, “Technical subjects doesnt matter in communication,” and “My chem degree has nothing to do with english” - distinct from an overall goal of a education to improve communication with others, regardless of field of study.

56% have confidence in attaining a job related to their degree within 6 months of graduation, the response area with more neutral sentiment (30%).

International students, those whose first language is not English, and unemployed students had lower confidence in getting a job after graduation (52%, 49%, and 47%, respectively, net agree).

“It helped me to develop my critical thinking, writing skills and ability to learn. It's given me access to more ideas than I would have had without it, which has opened my eyes to a lot more career paths.”



Summary of findings

“My degree is helping me develop the skills I need to succeed in my future job.”

Black and African-Canadian students are the most confident (74%, net agree) that their degree is developing their skills for future work. In contrast, Asian students (64%, net agree) were less confident about their skill development.

In the same vein, international students report lower confidence in their program's development of their skills for the workforce (61%, net agree). Students' confidence is even lower for those whose first language is not English (59%, net agree).

POSITIVE

“My degree is giving me skills that will help in my future career. Although options for more specialization or more career focused learning would be helpful.”

“My degree has many practical, on the field assignments that allows me to understand how policy and science work in the real life. This allows me to translate what I learned in class into practical applications.”

“It helped me to develop my critical thinking, writing skills and ability to learn. It's given me access to more ideas than I would have had without it, which has opened my eyes to a lot more career paths.”

NEUTRAL

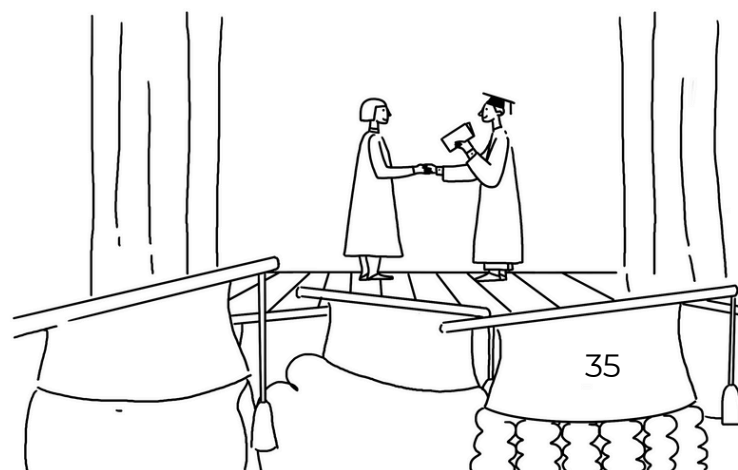
“My degree helped my develop language & writing skills, but in creative writing, not professional communication. This gives me some help in communication around jobs and in applications, but does not provide me with a skillset that is actively being sought out as the core part of many jobs at the moment.”

“I think I'm learning useful things, but I'm not sure how immediately applicable they'll be in the workforce.”

NEGATIVE

“It is mandatory to take courses that have nothing to do with my field. It is extremely frustrating to pay for those.”

“It is too broad and could be broken into different degrees that'd help people get the job they want faster at less of an expense.”





Summary of findings (cont.)

“My degree is helping me develop strong English writing and communication skills that are needed to apply for and get a job.”

Students' reflections are very positive around English and communication skills learned throughout their degree, with students noting different areas in which their degree helps them develop these skills, essential in all jobs and to their future success.

Whether advocating for themselves, producing work, or sharing ideas effectively, helping students build their writing and communication skills also helps to develop critical thinking and problem solving skills, both an opportunity and a challenge for post-secondary leaders. This challenge is growing in an AI-driven era that focuses more on efficiency than on core skills development in education.

POSITIVE

“Well, music degree doesn't have much to do with writing and reading, but I'm learning many things from it, some academic words, how to communicate clearly, etc.”

“I feel I've become quite competent writing in English now and feel confident presenting my ideas in written form to an educated audience.”

NEUTRAL

“My communication skills have barely changed throughout my education. I need more advice to improve.”

“I've seen the struggle a lot of graduates go through getting a job despite meeting all of the requirements, so I anticipate I will struggle in this area regardless of English comprehension.”

“My courses are mostly technical without a focus on writing, however there are sessions to help in these matters.”

NEGATIVE

“I rated disagree because my degree focuses primarily on technical and theoretical aspects of my field, with limited emphasis on developing strong English writing and communication skills. While there are occasional written assignments and presentations, these opportunities are not structured.”

“The majority of assignments involve academic essays, research papers, and reports, which differ significantly from the types of writing required in the workplace, such as resumes, cover letters, emails, and business proposals.”



Summary of findings (cont.)

“I will be able to get a job related to my degree within 6 months of graduation.”

Compared to the two other questions, **this question contained the largest number of “Neutral” responses and the lowest Net “Agree” scores**, which may reflect general job market anxieties in post-secondary students in 2025.

56% of post-secondary students expect to find degree-related jobs within six months of graduation. Their qualitative responses showed this is fuelled by perceived high demand in fields like STEM and business, relevant skills, internships, and university career support. 30% are neutral, citing market uncertainty or further education needs. The remaining 14% are pessimistic, pointing to a competitive market, lack of experience, and low demand in their chosen field.

POSITIVE

“Yes, I’m confident with the skills and the quality of my degree.”

“This is because the statistics in my field of study has shown about 90% of graduates in the field lands a job within the first 6 months of graduation and this makes me confident enough to be able to land a job after graduation”

“Based on feedback provided by former students in my degree program, it sounds like I’ll have a range of career possibilities awaiting me after graduation.”

NEUTRAL

“Employment rates are very low in Canada it’s hard to find a job when all you have is a bachelors.”

“I have 3 more years left of school before I graduate, and I don’t know what the job market would be like by then. I think a lot of people struggle to find jobs within 6 months of graduation.”

“I want to do more schooling after I graduate to go into the field I want to, so I probably will not get a job right away.”

NEGATIVE

“The economy overall in Canada is not doing good right now. The job market is tough and I’ve talked to people in my program who have graduated in the past year or 2, and a good number of them are struggling to find a full time job related to their degree, so I somewhat have a bleak outlook for myself after graduation [...]”

“Economic downturns, industry changes, or a saturated job market in a particular field can make it difficult for graduates to find work at short notice.”

“To become a psychologist I need a two years masters degree so I won’t be able to get a job until that is completed”





2025 GLOBAL STUDENT WELLBEING SURVEY

6: Student Feedback

Research
carried out by:

YouGov[®]

Reported by:

Studiosity

Each year we ask students for their feedback, directed to post-secondary leadership. Students identified areas for improvement in higher education, in the areas of student wellbeing, academic success, overall experience, and other general suggestions. We recognize that comments are student perceptions and that further research and leadership input, as well as specialized campus knowledge, are crucial for validation and implementation.

Actionable insights:

- **Increased mental health support:** e.g., counselling, resources, and stress management.
- **Career services:** e.g., internships, job placement, and networking.
- **Flexible learning options:** e.g., scheduling, online access, and varied teaching methods.
- **Improved communication and responsiveness:** e.g., from faculty and administration.



Wellbeing recommendations from students

Many recommendations center around improving access to and quality of mental health services (counselling, stress management). Flexibility in academic requirements (deadlines, scheduling) and creating a more supportive and inclusive campus environment also appear frequently. Financial concerns and affordability are also mentioned.

Suggestions based on frequently-occurring student comments:

Increase mental health support: More counsellors, expanded hours, workshops, and online resources.

Promote a supportive campus environment: Inclusive events, safe spaces, and peer support.

Offer flexible learning options: Consider diverse needs regarding scheduling, deadlines, and online learning.

“**Less weighted final exams and more spaced out** to reduce stress during the exam season.”

“The professors could be **more sympathetic and look to help students succeed** for exams instead of not.”

“**Access** to better mental health care, affordable housing and food, lowering the cost of tuition, access to healthy foods, etc.”

“Give us access to online courses, put cameras in classrooms and **offer the same class for people that are more comfortable learning remotely**, and to accommodate those that get sick very often and have to miss a lot of classes. This can help a lot with stress as well.”

“**More counselors and mental health professionals** to reduce wait times and provide timely support.”

“**More mental health services.** To get an appointment in mental health, I had to call at exactly 8am the day new spots opened, and even then I was never able to get one as everything was gone by 8:02.”

“More opportunities to **meet new people.**”

“A majority fall under a certain age (younger). There is **peer mentors**, however in my age bracket it appears to lacking.”

“To allow students to use their **AI resources.**”



Success recommendations from students

Many recommendations focus on career preparation (internships, networking, job placement), academic advising and support (tutoring, mentoring), and increasing practical, real-world learning experiences. Curriculum relevance and flexibility also emerge.

Students asked post-secondary leadership to:

Enhance career services: Networking events, career counselling, and alumni connections.

Improve academic support: Personalized advising, expanded services, support tools.

Offer more experiential learning: Internships, research, projects with industry partners.

“**Expanding writing centers** to offer one-on-one consultations where students can work on improving professional writing, such as emails, reports, and project proposals.”

“**Coordinate with other professors** in the same program so as not to pile on assignments for students simultaneously because that overwhelms students. These assignments are usually done at the same time, so you have to find time to do them and get them done simultaneously.”

“Have students attached and matched to various employers for their training and transition to **professional development** during the course of their program”

“Be more helpful in **charting the career path post graduation**. Some students have no idea what to do with their degrees.”

“Access to **AI technology and more recourses** to help prepare for exams and other important tasks.”

“Provide greater **access to academic support tools**, such as tutoring and personalized advising, and encourage more interactive learning opportunities that cater to different learning styles as well as create more study spaces”

“**More reasonable course loads, different attitudes of instructors;** I.e. aim to help students learn, taking into account that not everyone learns in the same way; if there is too much material to do this in the time allotted for a course, then maybe there is too much material in the course.”

“When I was stressed that I didnt know what I was doing I couldnt find any one to coach me in my work. A **academic coach** that is easy to find and readily available by phone or chat would be great.”

“Networking plays a crucial role in job searching and career development. **Building connections with professionals** early can help students access job opportunities and internships, as well as get advice from those in their chosen field.”



Experience recommendations from students

Students desire a more engaging and supportive learning environment, with an emphasis on practical application, flexibility, and community building. Improved communication and administrative processes are also highlighted.

Students asked post-secondary leadership to:

Increase practical learning: Integrate more hands-on experiences, projects, and real-world applications.

Foster a stronger community: More events, clubs, and opportunities for student interaction.

Improve communication and flexibility: Updated curriculums, clear expectations, more advising, and flexible course options.

“Having **events throughout the year** for students, clubs and extra curricular to ensure they have an enjoyable experience when in university or college.”

“Create inviting student lounges, host regular wellness workshops, and **promote clubs or events focused on relaxation**, such as yoga, art therapy, or nature walks.”

“**Regularly update the curriculum** to reflect advancements in technology and industry trends. Encourage interdisciplinary courses or projects to broaden skillsets and foster innovation.”

“Allow for more **flexible course selections**, provide clear feedback on assessments, and ensure smaller class sizes to improve the quality of education and interaction with faculty.”

“Assigning a **student mentor** to allow you to familiarize yourself with the university, where to go for supports, things relating to your degree, etc.”

“Some improvements the university could make are allowing for more instances that **students get to interact with people of the same degree** and making the **workload a little lighter** so that students, especially working-students, have time to really understand lessons instead of only working through them in a short span of time and forgetting them easily.”

“Update course content to ensure **alignment with industry standards** and the latest trends. Introduce more **interactive and project-based learning methods** to improve student engagement and practical skills.”

“Encourage students to take courses from different disciplines or **offer interdisciplinary programs**. For example, combining courses in business, technology, and communication could prepare students for the broad range of skills required in today's workforce.”



General recommendations from students

This section was the most diverse, covering topics like access to resources, technology integration, administrative processes, and requests for more extracurricular activities. AI is frequently mentioned.

Students asked post-secondary leadership to:

Online learning and support tools: Incorporating more application-based learning opportunities for technology, as well as expanding online resources and tool use.

Improve flexibility, accessibility, and communication: Students want more options for flexible learning, as well as opportunities to participate in school events and get help while juggling life.

Integration of wellness and student interaction into learning: There's an interest in a more holistic degree that not only focuses on academic learning, but wellness, technology, and overall skill development.

"To **promote the concept of lifelong learning** and encourage students to continue to explore and learn new knowledge after graduation."

"**Incorporate more online learning tools, simulations, and virtual labs** into the coursework. These tools can help students gain familiarity with technology and platforms used in their chosen fields, particularly in fields like tech, business, and healthcare."

"Offering **more personalized academic advising**, especially for students interested in specialized areas within the field, could guide them through course selection and career planning. More flexibility in course scheduling and availability of electives would also enhance the learning experience."

"Some improvements the university could make is providing **more student support and activities that are related to their degrees but not as mentally and physically tiring as normal schoolwork.**"

"**Enhance online learning platforms** for better accessibility and interactivity."

"**Provide updated technology and resources**, such as advanced learning tools and study spaces, and make administrative processes, like course registration, more streamlined and student-friendly."

"**Extracurricular activities** helped me to develop my skills and relationships with other students from different backgrounds."

"Ensure affordable, nutritious food is available on campus, expand gym facilities, and **integrate wellness programs** like free fitness classes or discounted memberships."

"**Integrate more technology and innovative tools into the curriculum**, such as online resources, to help students stay up-to-date with current trends and improve their learning experience."

"**More events outside of typical working hours.** I have had to miss out on so many events because I had to work and I feel that it is alienating."

"**Have them access a guidance or mental health counselor or just have the option for them to be able to check in.** Students are stressed out by so much and temptation is quite easy."



Survey Background

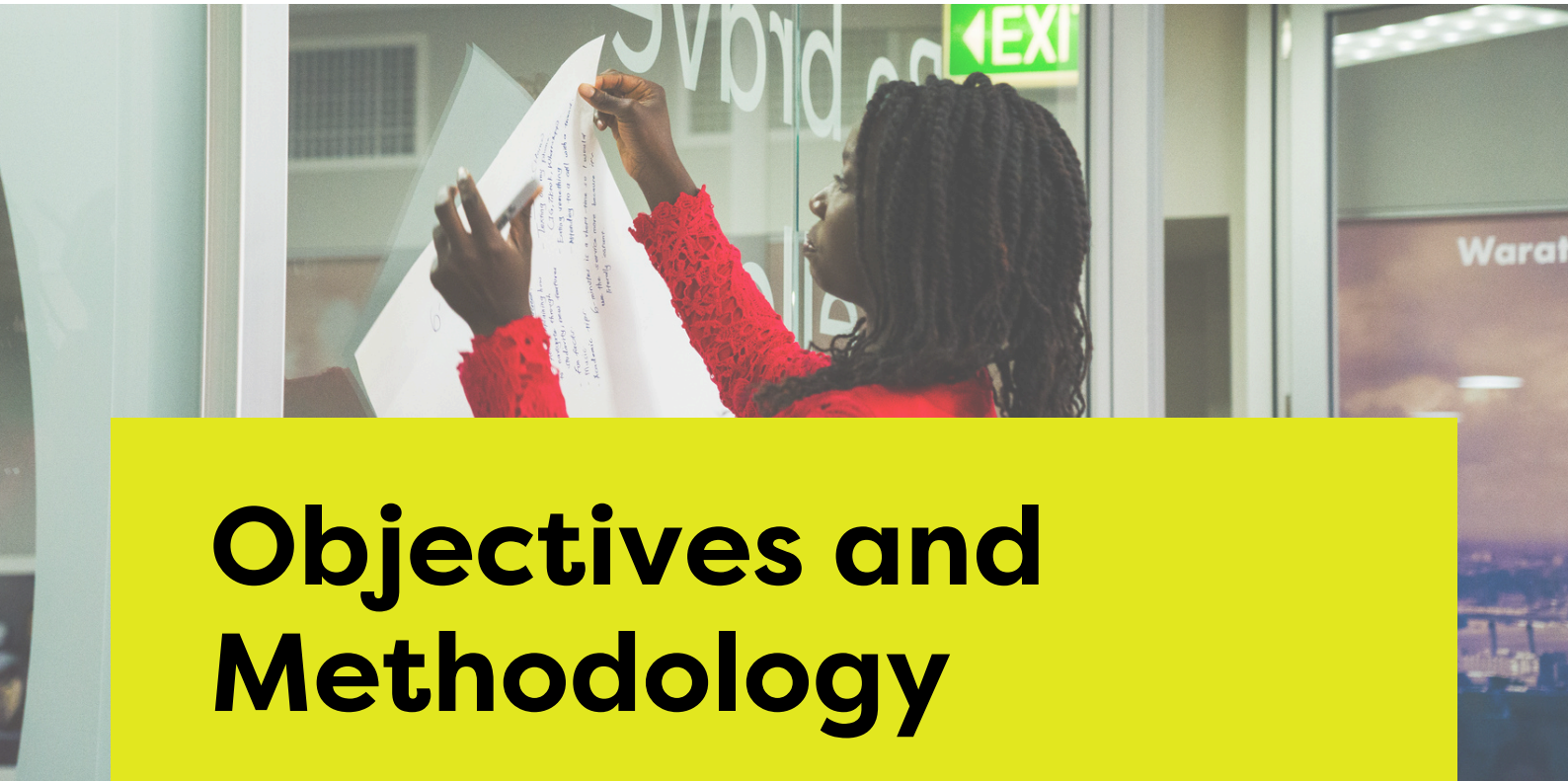
YouGov

YouGov is a global public opinion and data company, international market research and data analytics firm headquartered in the UK with operations in Europe, North America, the Middle East, and Asia-Pacific.

Studiosity

Studiosity's AI for Learning is a critical component of the modern university, ensuring all students can engage in ethical generative AI to receive feedback, for successful, credible, graduate outcomes with visible learning outcomes for teachers. Universities around the world partner with Studiosity to grow student success at scale, via 24/7 formative writing feedback, discussion about core skills, and peer-to-peer connection.

For nine years, Studiosity has run an annual Student Wellbeing Survey with Australia's university students. In October 2024, YouGov was commissioned by Studiosity to conduct the ninth wave of this global research.



Objectives and Methodology

Objectives

The survey investigates students' own responses to key areas of their wellbeing during study. This annual survey seeks to better understand and discuss the motivations, emotions, and demands of university students, to provide the data and findings to higher education leadership, to support initiatives and solutions. This year, the survey focused on topics such as experiences of artificial intelligence, connection to other students, stress, importance of grades, experiences of cheating, optimism for the future, and institutional belonging.

Methodology

Sample & Target Group:

Studiosity produced the questions for this survey with advice from YouGov to ensure robust data collection. YouGov gathered the responses from students in Canada, United States, United Kingdom, Australia, New Zealand, Singapore, Saudi Arabia and United Arab Emirates via an online survey.

The survey was conducted by the YouGov analysis institute. The survey ran from November 12 to December 16, 2024 and gained 10,224 responses, with 1,000 from students in Canada.

This survey was collected on the YouGov Panels and partner panels, where each member has accepted to participate in online interviews and has received an E-mail invitation with a link to the survey. The sample definition is created in order to provide a representative cross-section of the Canadian population, based on the target group and the purpose of the survey.



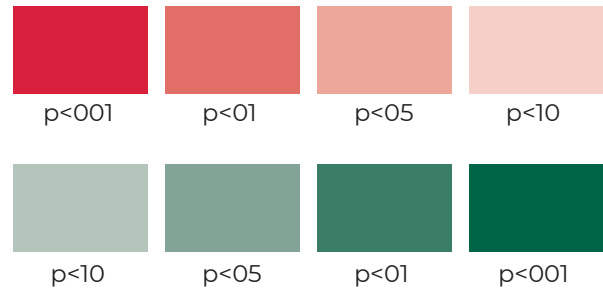
Weighting

Data was weighted according to the dimensions of gender, level of university studies finished, and geography based on an ideal weighting from the various statistic institutions of each country. This ensures the results are representative of each of the countries' population in relation to the aforementioned target group.

denotes figure is significantly higher or lower than total

In tables, the cells are coloured based on their difference from the column marginal value (row average) if the difference is statistically significant.

Notes on how to read this report
Tests for statistical significance at a 95% confidence interval have been conducted to determine statistically significant differences in results, either within a question or between sub-groups of interest (see the sample profile section for the sub-groups analysed).



Only differences that are statistically significant are noted in the commentary and are identified with arrows as follows:

Please note: + Results in figures may not sum to 100% due to rounding. Likewise, commentary referencing sums of figure proportions may differ by +/- 1% due to rounding.

Province/Territory lived for most of 2024		AB	BC	MB	NB	NL	NT	NS	NU	ON	PE	QC	SK	YT
All		11%	13%	5%	2%	2%	0%	3%	0%	38%	1%	23%	3%	0%
Age	18 – 25	11%	11%	7%	2%	2%	0%	2%	0%	38%	1%	23%	3%	0%
	26 – 33	11%	16%	3%	4%	1%	0%	3%	0%	38%	1%	19%	3%	0%
	34 – 41	14%	16%	2%	2%	0%	0%	6%	0%	33%	1%	22%	4%	0%
	42 – 49	8%	5%	3%	0%	3%	0%	0%	0%	46%	0%	31%	3%	0%
	50 +	5%	22%	0%	2%	3%	0%	0%	0%	41%	0%	26%	0%	0%
Gender	Male	10%	16%	5%	3%	2%	0%	3%	0%	40%	1%	17%	3%	0%
	Female	12%	11%	4%	2%	1%	0%	3%	0%	37%	1%	27%	3%	0%
	Non-binary	8%	25%	8%	0%	0%	0%	0%	0%	33%	0%	17%	8%	0%
	Other please specify	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%
	I prefer not to say	0%	0%	40%	0%	0%	0%	0%	0%	40%	0%	20%	0%	0%
Current Student OR Finished Studies	Current student	11%	12%	6%	3%	1%	0%	2%	0%	38%	1%	22%	4%	0%
	Finished studies	10%	15%	3%	1%	2%	0%	3%	0%	38%	0%	24%	2%	0%
Level Finished	1st Year	13%	10%	10%	1%	0%	0%	4%	0%	32%	0%	26%	4%	0%
	2nd Year	11%	15%	5%	2%	2%	0%	4%	0%	35%	1%	22%	2%	1%
	3rd Year	10%	13%	4%	1%	3%	0%	2%	0%	41%	1%	22%	4%	0%
	Postgraduate	11%	14%	3%	3%	1%	0%	2%	0%	41%	0%	21%	3%	0%
Full-Time OR Part-Time	Full-time student	11%	10%	5%	2%	2%	0%	3%	0%	41%	1%	21%	3%	0%
	Part-time student	11%	22%	3%	1%	1%	0%	1%	0%	29%	0%	29%	2%	0%
International OR Domestic	International student	10%	11%	5%	2%	0%	0%	3%	0%	34%	1%	28%	5%	0%
	Domestic student	11%	14%	5%	2%	2%	0%	2%	0%	40%	0%	21%	3%	0%
Race	White	13%	13%	3%	2%	3%	0%	2%	0%	32%	0%	30%	2%	0%
	Black or African-Canadian	8%	7%	9%	3%	0%	0%	5%	0%	39%	1%	21%	8%	0%
	Hispanic or Latino	10%	17%	3%	0%	0%	0%	0%	0%	41%	0%	29%	0%	0%
	Asian	10%	20%	4%	2%	1%	0%	2%	0%	52%	1%	6%	2%	0%
	Aboriginal/Indigenous	10%	11%	5%	3%	3%	0%	3%	0%	51%	3%	2%	10%	0%
	Middle Eastern	12%	5%	12%	3%	0%	0%	3%	0%	39%	0%	23%	3%	0%
	Mixed Race	4%	20%	4%	0%	0%	0%	9%	0%	30%	0%	29%	4%	0%
	Other	15%	8%	5%	0%	0%	0%	0%	0%	22%	0%	51%	0%	0%
	Prefer not to say	4%	4%	9%	0%	0%	0%	0%	0%	53%	4%	25%	0%	0%



ANNUAL GLOBAL STUDENT WELLBEING SURVEY

Appendices



Appendix: questionnaire

Studiosity: 2025 Global Student Wellbeing Survey
Introduction and context
Quotas: Multi-country. N=10,000 university students in the prior year

Markets and Target Completes	n =
APAC	
Australia	1200
New Zealand	500
Singapore	1000
UK	2300
Canada	1000
MENA	
UAE	500
Saudi Arabia	500
USA	3000
TOTAL	10,000

Length of Interview (LOI) = 10 mins

CODING INSTRUCTIONS FOR GEOGRAPHY:

CREATE COUNTRY VARIABLE:

- 1= Australia
- 2= New Zealand
- 3= Singapore
- 4= UK
- 5= Canada
- 6= UAE
- 7= Saudi Arabia
- 8= USA

Notes to scripting

Please note, that all scripting notes have been formatted like **THIS**. Each question is formatted in a table, the far left column includes the scripting notes for the question unless otherwise indicated.



Code	requirement
R	RANDOMISE
SR	SINGLE RESPONSE
MR	MULTIPLE RESPOSNE
SR row	Single response in a row - for grid question.
PIPE	Code in response from the question specified
TEXT	Text to use for guidance and introduction
OPENENDED	A text box for the respondent to use to provide a unscripted response.
STLFLAG	Straight line check required, on the vertical axis (row), flag = flagging, alt with Term if you wish to terminate
97	'Other, please specify', include a textbox for open ended responses
98	NA, not applicable, none of the above
99	I don't know, I can't remember

SCREENER

[INTRODUCTION]

Hi there, and welcome.

What was your experience as a student in 2024?

The feedback you give in this survey is important for sharing with university leaders worldwide and supporting change.

Answer the questions while thinking about your experience as a student in 2024. Please remember your answers will always be treated anonymously. The survey will take around 10 minutes to complete.

age_pdl OPENENDED	How old are you?
----------------------	------------------

QS2 SR Exclude gender pdl	Are you...?	Male	<01>
		Female	<02>
		Non-binary [DO NOT SHOW TO COUNTRY VARIABLE CODES 6-7]	<03>
		Other [please specify] [DO NOT SHOW TO COUNTRY VARIABLE CODES 6-7]	<97>
		I prefer not to say [DO NOT SHOW TO COUNTRY VARIABLE CODES 6-7]	<98>

QS3 sr terminate = 03	Are you...?	Currently a university student in 2024	<01>
		Just finished your university studies in 2024	<02>
		Neither	<03>



<p>QS4 SR Terminate if ≠ <01-03></p> <p>FOR USA and CANADA replace organisation to organization</p>	<p>Which of the below best describes the level that you just finished in 2024?</p>	University – 1st year undergraduate	<01>
		University – 2nd year undergraduate	<02>
		University – 3rd year or higher undergraduate	<03>
		University – Postgraduate	<04>
		TAFE / Polytechnic (NZ)	<05>
		Private College	<06>
		Registered Training Organisation	<07>
		Other [please specify]	<97>

<p>QS5 SR</p>	<p>Where is your study provider / university based?</p>	United Kingdom	<01>
		Australia	<02>
		New Zealand	<03>
		Canada	<04>
		USA	<05>
		Singapore	<06>
		Middle East / Gulf	<07>

<p>QS6 DROP DOWN QUESTION SR</p> <p>refer to xls university list unique codes have been allocated</p>	<p>Please tell us the university/college you were enrolled at in 2024? IF CODE 1 AT QS5: SHOW UK UNIVERSITY LIST IF CODE 2 AT QS5: SHOW AUSTRALIA UNIVERSITY LIST IF CODE 3 AT QS5: SHOW NEW ZEALAND UNIVERSITY LIST IF CODE 4 AT QS5: SHOW CANADA UNIVERSITY LIST IF CODE 5 AT QS5: SHOW USA UNIVERSITY LIST IF CODE 6 AT QS5: SHOW SINGAPORE UNIVERSITY LIST IF CODE 7 AT QS5: SHOW MIDDLE EAST / GULF UNIVERSITY LIST</p>
---	---

<p>QS7_1 SR ASK IF QS5=01 Display code 11 and 12 before code 01</p>	<p>Please tell us the state or territory where you lived for most of 2024:</p>	England - Yorkshire & the Humber	<01>
		England - Midlands	<02>
		England - East of England	<03>
		England - London	<04>
		England - South East	<05>
		England - South West	<06>
		Wider UK - Scotland	<07>
		Wider UK - Wales	<08>
		Wider UK - Northern Ireland	<09>
		Wider UK - Channel Islands	<10>
		England - North East	<11>
		England - North West	<12>



<p>QS7_2 SR ASK IF QS5=02</p>	<p>Please tell us the state or territory where you lived for most of 2024:</p>	Sydney – City / Suburbs	<01>
		NSW – Regional	<02>
		Melbourne – City / Suburbs	<03>
		VIC – Regional	<04>
		Brisbane – City / Suburbs	<05>
		QLD – Regional	<06>
		Perth – City / Suburbs	<07>
		WA – Regional	<08>
		Adelaide – City Suburbs	<09>
		SA – Regional	<10>
		ACT	<11>
		Hobart – City/Suburbs	<12>
		TAS – Regional	<13>
		Darwin – City/Suburbs	<14>
		NT – Regional	<15>

<p>QS7_3 SR ASK IF QS5=03</p>	<p>Please tell us the state or territory where you lived for most of 2024:</p>	NZ - South Island	<01>
		NZ - North Island	<02>

<p>QS7_4 SR ASK IF QS5=04</p>	<p>Please tell us the state or territory where you lived for most of 2024:</p>	Alberta	<01>
		British Columbia	<02>
		Manitoba	<03>
		New Brunswick	<04>
		Newfoundland and Labrador	<05>
		Northwest Territories	<06>
		Nova Scotia	<07>
		Nunavut	<08>
		Ontario	<09>
		Prince Edward Island	<10>
		Quebec	<11>
		Saskatchewan	<12>
		Yukon	<13>



<p>QS7_5 SR ASK IF QS5=05</p>	<p>Please tell us the state or territory where you lived for most of 2024:</p>	Alabama	<01>
		Alaska	<02>
		Arizona	<03>
		Arkansas	<04>
		California	<05>
		Colorado	<06>
		Connecticut	<07.>
		Delaware	<08>
		Florida	<09>
		Georgia	<10>
		Hawaii	<11>
		Idaho	<12>
		Illinois	<13>
		Indiana	<14>
		Iowa	<15>
		Kansas	<16>
		Kentucky	<17>
		Louisiana	<18>
		Maine	<19>
		Maryland	<20>
		Massachusetts	<21>
		Michigan	<22>
		Minnesota	<23>
		Mississippi	<24>
		Missouri	<25>
		Montana	<26>
		Nebraska	<27>
		Nevada	<28>
		New Hampshire	<29>
		New Jersey	<30>
		New Mexico	<31>
		New York	<32>
		North Carolina	<33>
		North Dakota	<34>
		Ohio	<35>
		Oklahoma	<36>
		Oregon	<37>
		Pennsylvania	<38>
		Rhode Island	<39>
		South Carolina	<40>
		South Dakota	<41>
		Tennessee	<42>
		Texas	<43>
		Utah	<44>
		Vermont	<45>
		Virginia	<46>
		Washington	<47>
		West Virginia	<48>
		Wisconsin	<49>
		Wyoming	<50>



QS7_6 SR ASK IF QS5=06	Please tell us the state or territory where you lived for most of 2024:	Central Region	<01>
		East Region	<02>
		North Region	<03>
		North-East Region	<04>
		West Region	<05>

QS7_7 SR ASK IF QS5=07	Please tell us the state or territory where you lived for most of 2024:	UAE	<01>
		Saudi Arabia	<02>
		Oman	<03>
		Bahrain	<04>
		Kuwait	<05>
		Qatar	<06>
		Egypt	<07>

QS8 SR	What was your student status in 2024?	Full-time student	<01>
		Part-time student	<02>

QS9 SR	What is your typical study mode?	Away from campus / distance only	<01>
		On campus only	<02>
		Mix of both campus/away from campus	<03>
		Away from campus with some on-campus visits (for example, on campus for exams or residential)	<04>

QS10 R SR ANCHOR <97>	What area of study was your degree in 2024? Select the one most relevant to your course.	STEM (Science, Technology, Engineering or Mathematics)	<01>
		Medicine	<02>
		Nursing	<03>
		Psychology	<04>
		Business	<05>
		Law	<06>
		Languages	<07>
		Humanities and social sciences (e.g. English, history, gender studies etc.)	<08>
		Journalism and communications	<09>
		Creative Arts	<10>
Other [please specify]	<97>		



QS11 SR	What was your average grade in 2024? Use the closest % range.	Non-Pass (Below 50%)	<01>
		Pass (50 – 64%)	<02>
		Credit (65 – 74%)	<03>
		Distinction (75 – 84%)	<04>
		High distinction (85 – 100%)	<05>
		Prefer not to say	<98>

QS12 SR	Were you in paid employment in 2024? Please select the option most relevant to you.	Yes - Casual	<01>
		Yes – Part-time	<02>
		Yes – Full-time	<03>
		No	<04>

QS13 SR	What best describes your status at your university/college?	I am an international student (I am not a resident of the country I am studying in)	<01>
		I am a domestic student (I am a resident of the country I am studying in)	<02>

QS14 SR	Are you a caregiver for a child or other family member?	Yes	<01>
		No	<02>

QS15 SR	Is English your first language?	Yes	<01>
		No	<02>

QS16 SR	Which of the following is your first language? INSERT YOUNGOV LANGUAGE LIST
------------	--

PILLAR 1: WELLBEING AND STUDY STRESS

QA1 SR	On average, how often do you feel stressed by studying?	Constantly (more than twice a day)	<01>
		Daily	<02>
		Weekly	<03>
		Monthly	<04>
		A few times per term/semester	<05>
		A few times a year	<06>
		Less often than a few times a year	<07>
		Never	<08>



<p>QA2 RANK TOP 3 ORDER R ANCHOR <97></p>	<p>Out of the following options, what makes you feel the most stressed about studying? Please rank in order of importance your top 3.</p>	Not having enough time to prepare for exams and assessments	<01>
		Not having enough time to balance other commitments in my life	<02>
		Finding assignment help	<03>
		Paying for my degree	<04>
		Sticking to the rules around integrity and plagiarism (e.g., referencing and use of artificial intelligence)	<05>
		Managing more responsibility on my own	<06>
		Meeting new friends	<07>
		Difficult course content	<08>
		Fear of failing (for e.g., exam, assessment, or other)	<09>
		Discovering school resources (e.g. using the library, services, policies)	<10>
		Concern about using public Generative AI tools	<11>
		Data privacy concerns (e.g., protecting personal info and coursework)	<12>
		Other	<97>

<p>QA2_97 ASK IF <97> SELECTED AT QA2 OPENENDED</p>	<p>What is your Other reason for what makes you feel stressed about studying?</p>
--	--

<p>QA4 OPENENDED</p>	<p>What changes or supports would help reduce your study-related stress? Please provide as much detail as possible in the text box below.</p>
-------------------------------	---

PILLAR 2: WELLBEING AND STUDENT EXPERIENCE

<p>QB3 SR R ANCHOR <97></p>	<p>Which of the following is most important to you?</p>	Global ranking or the university's reputation	<01>
		Lots of activities, ways to make friends, and support (a good student experience)	<02>
		Other [please specify]	<97>



QB4 SR	Do you feel like you 'belong' in your university community? (for example, do you feel supported and included?)?	Very much	<01>
		Somewhat	<02>
		Neutral	<03>
		Not much	<04>
		Not much at all	<05>

QB5 RANK TOP 3 ORDER R ASK IF <4-5> SELECTED AT QB4	What would make you feel like you belong at your university? Please rank your Top 3.	Giving me the confidence to reach out to my teachers	<01>
		Giving me personal, 24/7 study and assignment support	<02>
		Letting me easily connect with a student mentor	<03>
		Giving me access to mental health support	<04>
		Letting me study online / remotely when I need to	<05>
		A flexible schedule that lets me balance work and study	<06>
		None of these / Other	<97>

QB5_97 OPENENDED ASK IF <97> SELECTED AT QB5	What other factors would make you feel like you belong at your university? Please specify in the text box below.
---	--

QB7 RANK TOP 3 ORDER R ASK IF <1-3> SELECTED AT QB4	In which of the following ways, if any, has your university made you feel like you belong? Please rank your Top 3.	Giving me the confidence to reach out to my teachers	<01>
		Giving me personal, 24/7 study and assignment support	<02>
		Letting me easily connect with a student mentor	<03>
		Giving me access to mental health support	<04>
		Letting me study online / remotely when I need to	<05>
		A flexible schedule that lets me balance work and study	<06>
		None of these / Other	<97>

QB7_97 OPENENDED ASK IF <97> SELECTED AT QB7	What other ways has your university made you feel like you belong?
---	--



PILLAR 3: WELLBEING AND PEER CONNECTION

QC1 SR	Did your institution provide you with a student mentor in your first year of college / university?	Yes	<01>
		No	<02>

QC2 SR ASK IF <2> SELECTED AT QC1	Would you have liked to have a mentor?	Yes	<01>
		No	<02>

QC3 SR SCALE	How would you rate the ease of seeking help or information from your peers when you started your degree?	Very easy	
		Easy	
		Neutral	
		Difficult	
		Very Difficult	

QC4 OPENENDED	What barriers, if any, did you face in accessing peer support when you started your degree?
------------------	---

PILLAR 4: WELLBEING AND USE OF GENERATIVE AI

QD1new SR	Have you used any AI tools to help with your assignments or study tasks? <i>AI or artificial intelligence refers to a trained digital helper that provides personal feedback and other 24/7 study help.</i>	Yes, regularly	<01>
		Yes, a few times	<02>
		Yes, once or twice	<03>
		Never	<04>
		Not sure	<05>

QD2new SR ASK IF <1,2,3> SELECTED AT QD1new	How much stress do you experience while using AI tools as part of your studies?	No stress	<01>
		A little stress	<02>
		Some stress	<03>
		A lot of stress	<04>



<p>QD2OE OPEN ENDED</p> <p>ASK IF <2,3,4> SELECTED AT QD2new</p>	<p>Please tell us more about the stress you feel when using AI tools for your studies.</p>
--	--

<p>QD4NEW SR SCALE</p> <p>(1 Much less interaction and 5 Much more interaction)</p>	<p>Has using Generative AI resulted in less or more interaction with your peers and teachers?</p>
---	---

<p>QD5New SR</p> <p>ASK IF <1,2,3> SELECTED AT QD1new</p>	<p>How confident are you that you are learning as well as improving your own skills while using generative AI tools?</p>	<p>Not at all confident</p>	<p><01></p>
		<p>Slightly confident</p>	<p><02></p>
		<p>Moderately confident</p>	<p><03></p>
		<p>Very confident</p>	<p><04></p>
		<p>Extremely confident</p>	<p><05></p>

<p>QD6 SR WITH OPEN ENDED</p>	<p>Do you expect your university to give you access to generative AI (artificial intelligence) tools to support your studies?</p>	<p>Yes. Please specify which tools you expect your University to give you access to and/or why you expect them to give you this access. [Optional Text Field]</p>	<p><01></p>
		<p>No. Please specify why you do not expect your university to give you this access. [Optional Text Field]</p>	<p><02></p>

<p>QD4 SR</p> <p>[AUTOCODE <1> IF <1> SELECTED AT QD6 [AUTOCODE <2> IF <2> SELECTED AT QD6</p>	<p>Do you expect your university to give you access to generative AI (artificial intelligence) tools to support your studies? AI or artificial intelligence refers to a trained digital helper that provides personal feedback and other 24/7 study help.</p>	<p>Yes</p>	<p><01></p>
		<p>No</p>	<p><02></p>

<p>QD7 OPEN ENDED</p>	<p>Is your university adapting fast enough to include AI (artificial intelligence) support tools to help with your study?</p>	<p>Yes. Please give examples of how your university is adapting [Open ended]</p>	<p><01></p>
		<p>No. Please explain why. [Open ended]</p>	<p><02></p>



<p>QD5 SR R</p>	<p>What is the main reason you would use the university's AI support or feedback?</p>	Confidence – to check I'm on the right track throughout my assignment	<01>
		Speed – only waiting minutes, not a day or several days for feedback	<02>
		Grades – to improve my own work before I submit	<03>
		Do not want to burden others – for example, I won't feel bad asking for my teacher's or friend's time	<04>
		Avoid embarrassment from a real person – for example, the AI won't judge my writing	<05>
		Safety – because I can trust AI resources that my university provides	<06>
		Other [Field]	<97>

PILLAR 5: WELLBEING AND EMPLOYABILITY

QE1	Please rate how much you agree with the following statements on a scale of 1 to 5.					
<p>GRID R ROWS SR PER ROW</p>		1 Strongly Disagree	Disagree	Neutral	Agree	5 Strongly Agree
<01>	My degree is developing the skills I need to succeed in my future job	01	02	03	04	05
<02>	I have strong English writing and communication skills needed to apply for and get a job	01	02	03	04	05
<03>	I will be able to get a job related to my degree, within 6 months of graduation	01	02	03	04	05

<p>QE2 OPENENDED</p>	<p>You rated [RATING FROM QE1] for the statement: My degree is helping me develop the skills I need to succeed in my future job. In the textbox below, please explain your rating in detail.</p>
--------------------------	---

<p>QE3 OPENENDED</p>	<p>You rated [RATING FROM QE1] for the statement: My degree is helping me develop strong English writing and communication skills that are needed to apply for and get a job. In the textbox below, please explain your rating in detail.</p>
--------------------------	--

<p>QE4 OPENENDED</p>	<p>You rated [RATING FROM QE1] for the statement: I will be able to get a job related to my degree within 6 months of graduation. In the textbox below, please explain your rating in detail.</p>
--------------------------	--



PILLAR 6 AND CONCLUSION:

FREE INPUT FROM STUDENTS, FEEDBACK TO UNIVERSITY LEADERS

QF1 OPENENDED 4 RESPONSE BOXES	Recommendations for improvement: In your opinion, what specific changes or improvements could your university make to enhance these areas for students:
<01>	Wellbeing [open text response]
<02>	Success [open text response]
<03>	Overall degree experience [open text response]
<04>	Other parts of your studies [open text response]



2025 GLOBAL STUDENT WELLBEING SURVEY

CANADIAN REPORT

Research carried out by:

YouGov[®]

Reported by:

Studiosity

For other chapters and countries, visit:
studiosity.com/surveys-and-evidence

Other chapters and data in the 2025 Global Student Wellbeing Survey:

Stress
Student Experience
Peer Connection
Generative AI
Employability

Other reports:

Australia
Canada
Global
New Zealand
Saudi Arabia
Singapore
United Kingdom
United Arab Emirates
USA