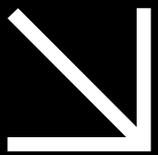**Studiosity**

ANNUAL GLOBAL STUDENT WELLBEING SURVEY

USA REPORT

2025

🇺🇸 Full report

Research
carried out by:
YouGov

Reported by:
Studiosity

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 in providing the evolving capabilities required by graduates and communities.

Michael Larsen
Chief Executive Officer, Studiosity

Table of **Contents**

Studiosity

From YouGov®

The education sector has the greatest potential to change the world - students become future researchers, teachers, business owners, leaders, caregivers, 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 college 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.
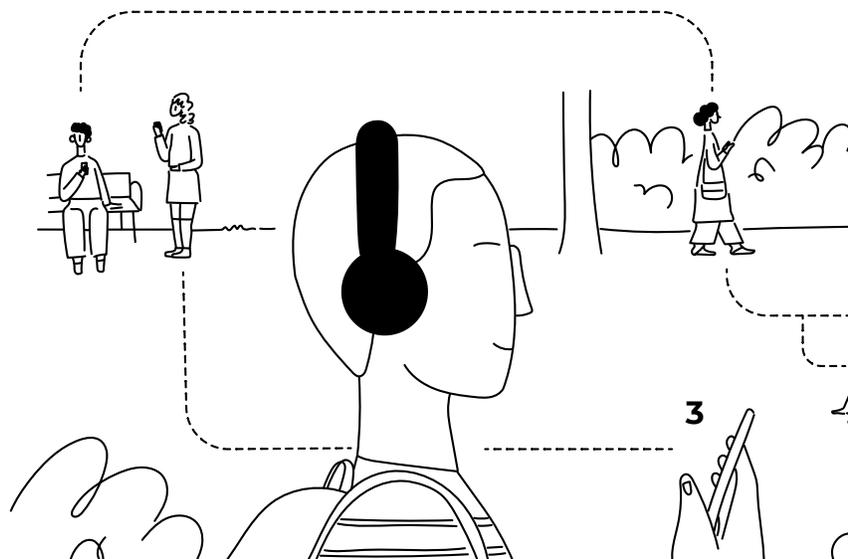
Studiosity

From the CEO

Mike Larsen
CEO, Studiosity

To our partners in education:

Higher education in the United States - 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 USA report:

58%

of students believe their university is adapting to AI fast enough. Up 1% on the previous year.

60%

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

38%

are stressed daily or constantly.

Studiosity

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

Studiosity

Report discussion

- Elevated student stress levels and a declining sense of belonging 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 enrollments, 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 address key concerns around academic integrity, stress, and equity. With 82% of students using AI for assignments and study tasks, and a strong expectation (55%) that their institutions will provide AI support, universities need to adapt early in 2025.

- **Increased AI use can sometimes increase isolation, which is seen in 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.
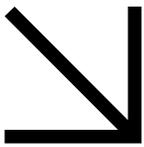
Elevated student stress levels and a declining sense of belonging necessitate comprehensive support systems.
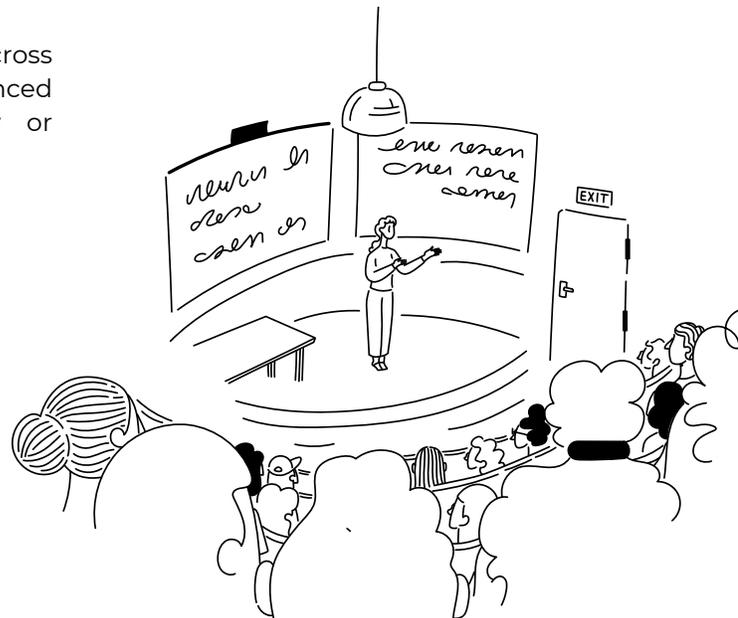
ANNUAL GLOBAL STUDENT WELLBEING SURVEY

1: AI and wellbeing

2025

Research carried out by:

YouGov®

Reported by:

Studiosity

As AI becomes the norm (82% of college students report using genAI to complete their degree), education leaders are looking at student behavior and the impact of AI use amongst students to proactively shape positive degree experiences and protect the quality of credentials.

Actionable insights:

- Provide college-supported AI tools backed by **clear policy**, addressing student expectations and confidence.
- GenAI can often remove student agency, and students are aware of this; institutional leadership can ensure **student autonomy and voice** is protected in college-approved tools.
- Address students' AI-related stress with access to **human interaction**.

Studiosity

Chapter 1: AI and Wellbeing

82% have used any AI tools to help with assignments or study tasks.

International students report more frequent use of AI to help with study tasks (40% 'Yes regularly') as opposed to domestic students (24% 'Yes regularly').

55% of students expect their university to provide them with AI tools to support their studies.

This was higher for male students (62%, 'Yes') compared to female students (51%, 'Yes').

$\rho_{x,y}$ **Not all students are confident about avoiding cognitive offloading. The students at greatest risk are also the least confident that they are using generative AI tools to increase their own learning and skills.**

↓

67% of Non-Pass students were 'Not at all' or only 'Slightly confident' that they are learning while using AI. In contrast, this drops to 24% for High Distinction students, though still representing a significant proportion of even this highest-performing cohort.

23% of students cited 'Confidence' as the main reason for wanting to use the university's own AI service for feedback, overtaking last year's main reason 'Speed' (16% of responses this year).

58% believe that their university is adapting fast enough to provide AI study support tools, with 42% still believing there is more to be done.

$\rho_{x,y}$ **Higher stress and greater use of AI for study help**

Students reporting 'Constant' stress about study in general, also reported 'Yes, regularly' to using any AI tools to help with study. (34%, compared to the overall 'Regularly' response of 27%).

15% report less interaction with teachers and peers as a result of using AI.

But 44% of all students remained neutral - the biggest group - about the impact of AI on their other connections at their institution.

Distance-only students reported less human interaction as a result of using more AI (17%, 3pp greater than on-campus students).

Looking at grades, Non-Pass (21% 'Much less interaction') and High Distinction (20% 'Much less interaction') were the highest groups for this response, suggesting an institutional area of need that transcends specific cohorts.
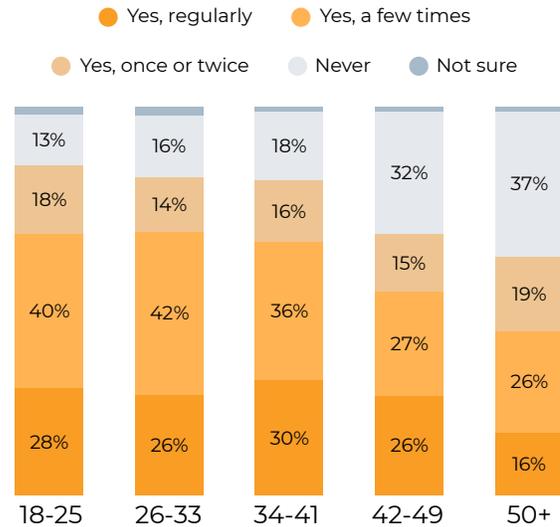
Studiosity

Trends for 'AI and Wellbeing'

A large majority (82%) 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 (40%, 'Yes, regularly') as opposed to 24% of domestic students reporting the same.

Younger age groups are more likely to report using AI tools regularly compared to older groups.

FREQUENCY OF AI USE BY AGE AMONGST UNIVERSITY STUDENTS

- Yes, regularly
- Yes, a few times
- Yes, once or twice
- Never
- Not sure

Age	Not sure	Never	Yes, once or twice	Yes, a few times	Yes, regularly
18-25		13%	18%	40%	28%
26-33		16%	14%	42%	26%
34-41		18%	16%	36%	30%
42-49		32%	15%	27%	26%
50+		37%	19%	26%	16%

Most (55%) students expect their college or university to provide them AI tools to support their studies.

This was significantly higher for male students (62%, 'Yes') and for international students (70%, 'Yes').

Students in all age groups, study areas, and levels of study said they expect their university to provide AI support tools.

Students in Medicine (62%) and Business (61%) were more likely to respond 'Yes' over other subjects.

By reported academic grade, all 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, with a reasonable proportion (44%) still responding 'Yes.'

EXPECT MY UNIVERSITY TO OFFER AI SUPPORT TOOLS

Yes 55%   No 45%

INTERNATIONAL STUDENTS

Yes 70%   No 30%

DOMESTIC STUDENTS

Yes 52%   No 48%
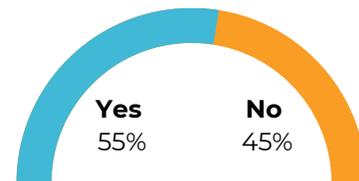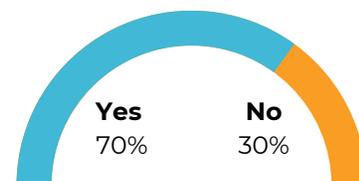
Summary of trends (cont.)

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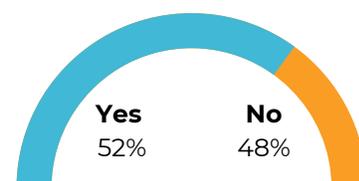
YES

"I expect my university to give me access to generative AI tools like writing assistants, code generators, and research companions to enhance learning."

"My university provides the necessary support for students and allows them to access the sites they need to complete their projects."

"Currently, the way it works is that AI use is prohibited when it comes to academic writing. However, there both no policy against using AI for information gathering, nor can it be prevented practically. Students will still use AI to prepare. Professors may not like it, but they can do nothing about it."

NO

"They'll just expect it to be used for cheating."

"I think it removes much of the actual learning process in important ways, while also raising academic integrity questions, so I don't expect most professors to give it support."

"I think when universities do this it will reduce our level of thinking."

Summary of trends (cont.)

Using AI support with personal autonomy for learning and skills development

Students who are struggling academically may feel less sure that they are using AI tools for their own learning gain, while higher-performing students report more confidence in this regard.

Non-Pass (Below 50% grade): A significant number of these students (54%) are either 'Not confident' or 'Slightly confident' that they are learning while using AI tools.

Pass (50-64% grade): While only narrowly more confident than non-pass students, one third (33%) are 'Not confident' or 'Slightly confident,' and 56% just 'Moderately confident' or below that they are developing their own skills while using AI.

Credit (65-74% grade) and above: Confidence appears to improve with higher grades, with more of these students expressing moderate or above confidence that they are developing

their own skills (40% 'Very' or 'Extremely' confident), leaving 60% who are less certain.

Higher-performing students: (achieving higher than 75%): 44% and 45% of these top groups were 'Very' or 'Extremely' confident that they were learning autonomously while using AI, with up to 55% only 'Moderately,' 'Slightly,' or 'Not at all confident.'

Human connection correlated with greater confidence in learning benefit of AI: The availability of a peer mentor had a positive correlation on students' believing they were learning with agency while using AI tools.

Female students gave a higher proportion of 'Not at all confident' responses (64% of all responses for this answer).

REFLECTION ON COGNITIVE OFFLOADING, BY REPORTED GRADE.

HOW CONFIDENT ARE YOU THAT YOU ARE LEARNING AS WELL AS IMPROVING YOUR OWN SKILLS WHILE USING GENERATIVE AI TOOLS?

"I feel that I am not learning anything when I use this kind of thing."

- Student, California

● Not at all confident ● Slightly confident ● Moderately confident ● Very confident ● Extremely confident

	Non pass	Pass	Credit	Distinction	High distinction
Extremely confident	10%	12%	10%	12%	19%
Very confident	17%	21%	30%	32%	26%
Moderately confident		34%	31%	32%	31%
Slightly confident	51%	28%	26%	21%	19%
Not at all confident	16%	5%	3%	3%	5%
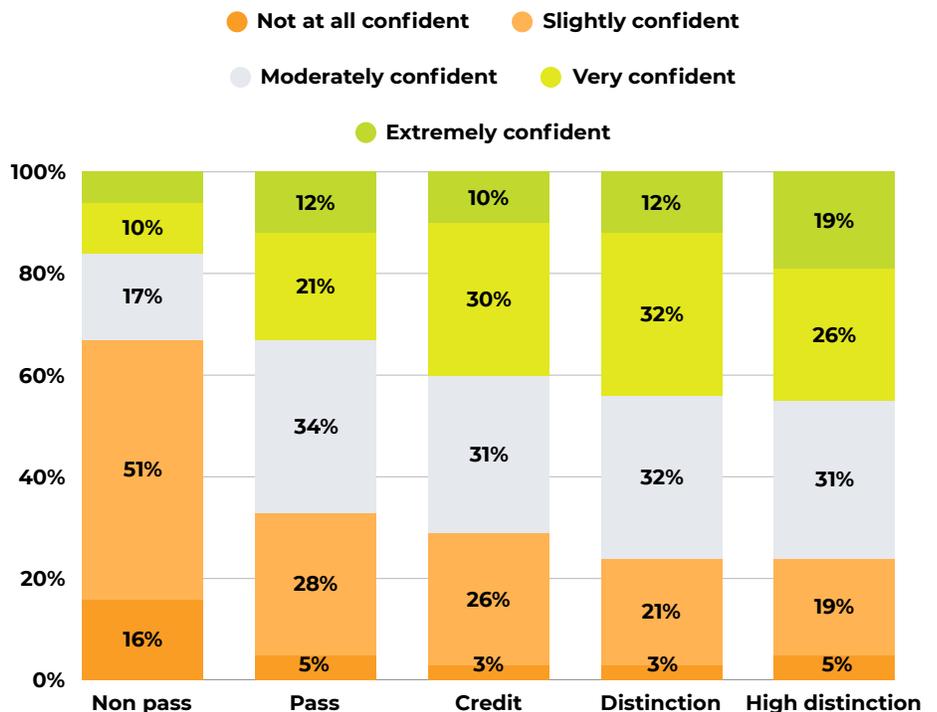
Summary of trends (cont.)

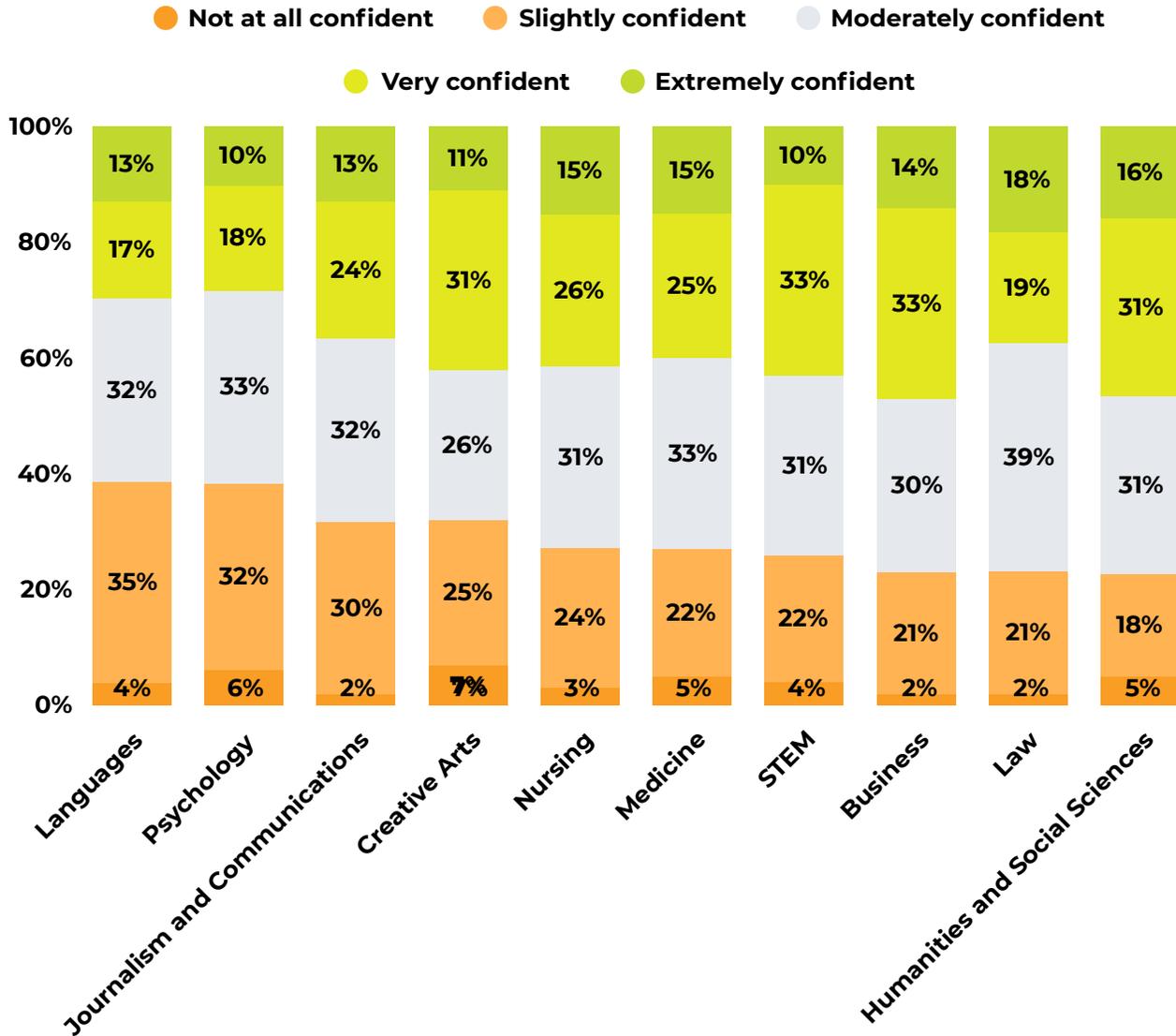CONCERN ABOUT COGNITIVE OFFLOADING, BY AREA OF STUDY:

HOW CONFIDENT ARE YOU THAT YOU ARE LEARNING AS WELL AS
IMPROVING YOUR OWN SKILLS WHILE USING GENERATIVE AI TOOLS?

- Not at all confident
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

Area of Study	Not at all confident	Slightly confident	Moderately confident	Very confident	Extremely confident
Languages	4%	35%	32%	17%	13%
Psychology	6%	32%	33%	18%	10%
Journalism and Communications	2%	30%	32%	24%	13%
Creative Arts	7%	25%	26%	31%	11%
Nursing	3%	24%	31%	26%	15%
Medicine	5%	22%	33%	25%	15%
STEM	4%	22%	31%	33%	10%
Business	2%	21%	30%	33%	14%
Law	2%	21%	39%	19%	18%
Humanities and Social Sciences	5%	18%	31%	31%	16%

"AI is really helpful in my field of study, but it could be really stressful and annoying, it's answer and always long and not always exactly what you are asking for and even when it gets it, it's not how you want it and it mostly gives wrong sources to its answers." - Student, Arkansas
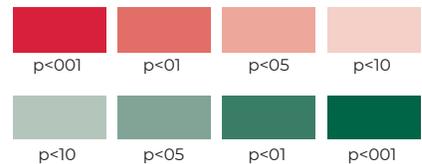
Summary of trends (cont.)

Higher stress and greater use of AI for study help.

Students reporting 'Constant' stress about study in general, also reported 'Yes, regularly' to using any AI tools to help with study (34%, compared to 27% overall).

HOW OFTEN DO YOU USE AI TOOLS FOR STUDY HELP?

HOW OFTEN DO YOU EXPERIENCE STRESS RELATED TO SCHOOL? ⟶

	Constantly (more than twice a day)	Daily	Weekly	Monthly	A few times per term / semester	A few times a year	Less often than a few times a year	Never
Yes, regularly	34%	32%	23%	18%	23%	32%	26%	28%
Yes, a few times	27%	39%	45%	42%	44%	29%	32%	28%
Yes, once or twice	16%	15%	17%	18%	17%	18%	19%	15%
Never	18%	13%	14%	20%	14%	18%	19%	24%
Not sure	3%	1%	1%	2%	2%	3%	4%	4%

p<001	p<01	p<05	p<10
p<10	p<05	p<01	p<001

*Ethical feedback in minutes*

Summary of trends (cont.)

The higher the grade, the less stress about using AI as part of completing a degree.

But even 64% of the highest-performing respondents feel stressed about it. Leaders can look to a holistic approach to policy and instituion-approved generative AI support.

For instance, for Non-Pass students, 82% reported feeling some level of stress related to using AI in their studies. For High Distinction, this falls to 64% feeling any amount AI-related stress (a little, some, or a lot), while noting that this is still a high number of respondents.

For all areas of study, two thirds report some level of concern about using AI as part of their higher education workload. Approximately 1/3 of open-ended responses contained keywords related to plagiarism or academic honesty, with concerns about accidental plagiarism, detection by AI-powered plagiarism checkers, and the potential for disciplinary action

Students studying languages were the most stressed overall about using AI as part of their study workload (only 23% report 'No stress' at all, compared to 37% of STEM students). International students report more stress (77% report some level of stress), than domestic respondents (63% some level of stress) related to using AI as part of using AI in their studies.

No stress, 34% **Stress, 66%**

A lot 8%

Some 26%

A little 66%

A little stress
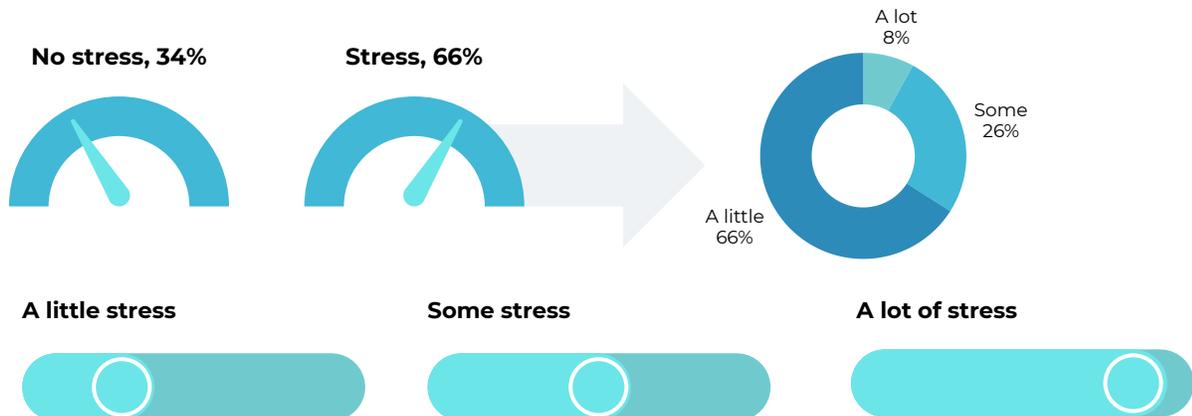
Some stress

A lot of stress

"I just get stressed my professors will somehow know I used AI (I do not copy and paste information, it's more general paper formatting and being pointed in the right direction) and everything I've worked for will disappear."

"Sometimes what I want is not what the AI tools give me so it takes me a while to find the right answer."

"I worry about the environmental impacts and my data privacy. I worry about getting in trouble for plagiarism."

"incorrect solutions, AI misunderstanding the questions, too long answers, etc."

"It seems to be quite helpful but I don't want to rely on it."

"I just worry about getting the wrong information or plagiarism being a problem."

"It might make a decision that I didn't make."

"AI tools usually need a well detailed prompt. Most tines AI gets data that are outdated and old. Most importantly, the less annoying AI needs to be paid for which makes things unnecessarily hard."

"AI is extremely environmentally wasteful and an existential threat to much of my work, so it is morally conflicting."

"It's scary because we will be replaced."

🇺🇸 2025 Global Studiosity Student Wellbeing Survey, research by YouGov
Chapter 1: Generative AI and student wellbeing

Studiosity

Summary of trends (cont.)

# Fortunately, an overall majority of students (58%) believe that their university is adapting fast enough to provide AI study support tools.

This is only up 1 pp over the previous 12 months after a year of global generative AI development and another year for institutions to adapt. The remaining 42% of student respondents believe there is more to be done.

Consistent with 2023-2024 results, students who are stressed more frequently with their degree work think their institution could be doing more, faster. Male students (63%, 'Yes') and international students (67%, 'Yes') are more positive about their institution's speed and adaptability, with female students and domestic students (both 56%, 'Yes') less so.

Students' perceptions of their institution's speed of AI adoption varies significantly by state.

'YES' RESPONSES: 'IS YOUR UNIVERSITY ADAPTING QUICKLY ENOUGH TO INCLUDE AI (ARTIFICIAL INTELLIGENCE) SUPPORT TOOLS TO HELP WITH YOUR STUDY?'
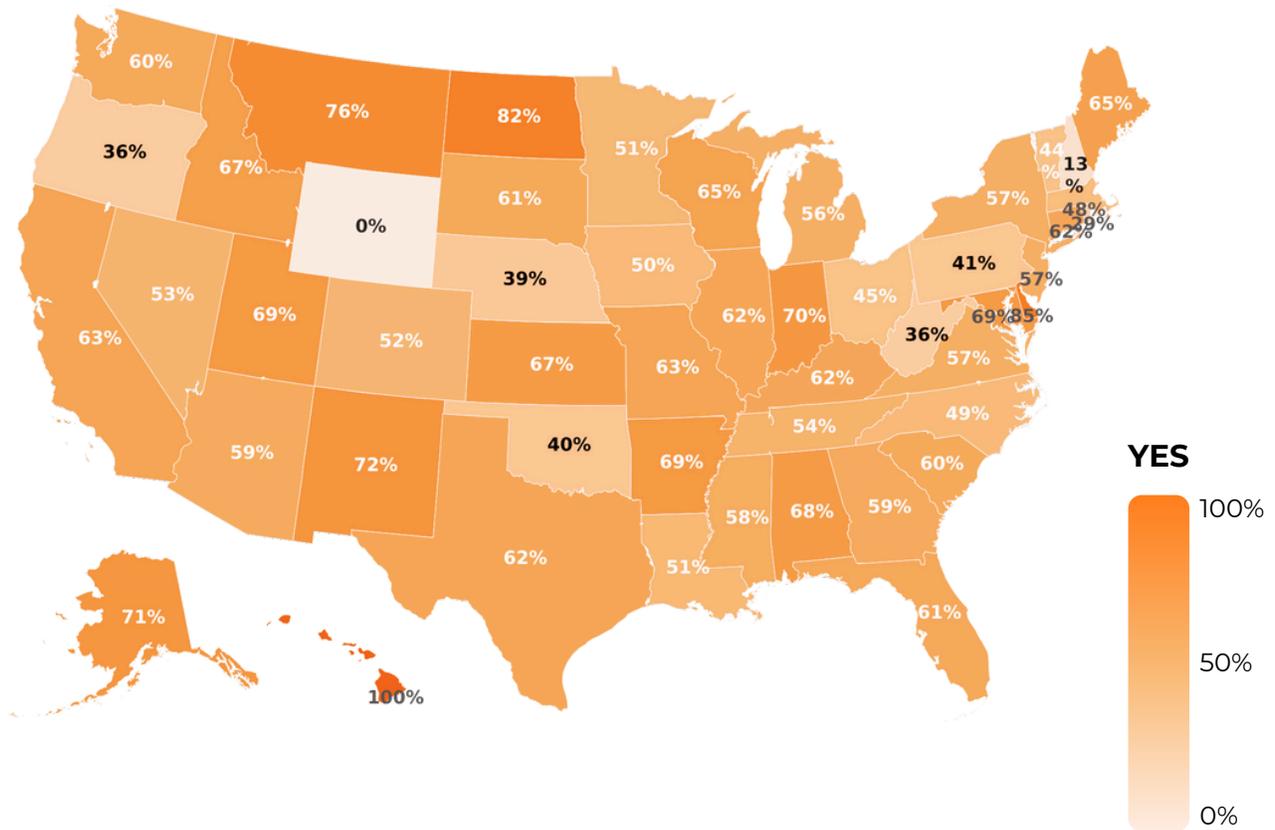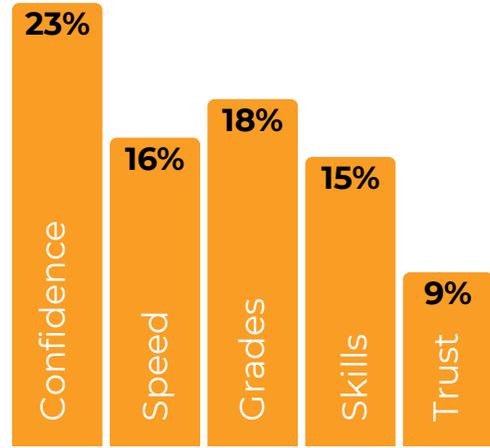
Summary of trends (cont.)

This year, 'Confidence' (23%) overtook 'Speed' (16%) as the main reason for wanting to use the university's own provided AI service for feedback.
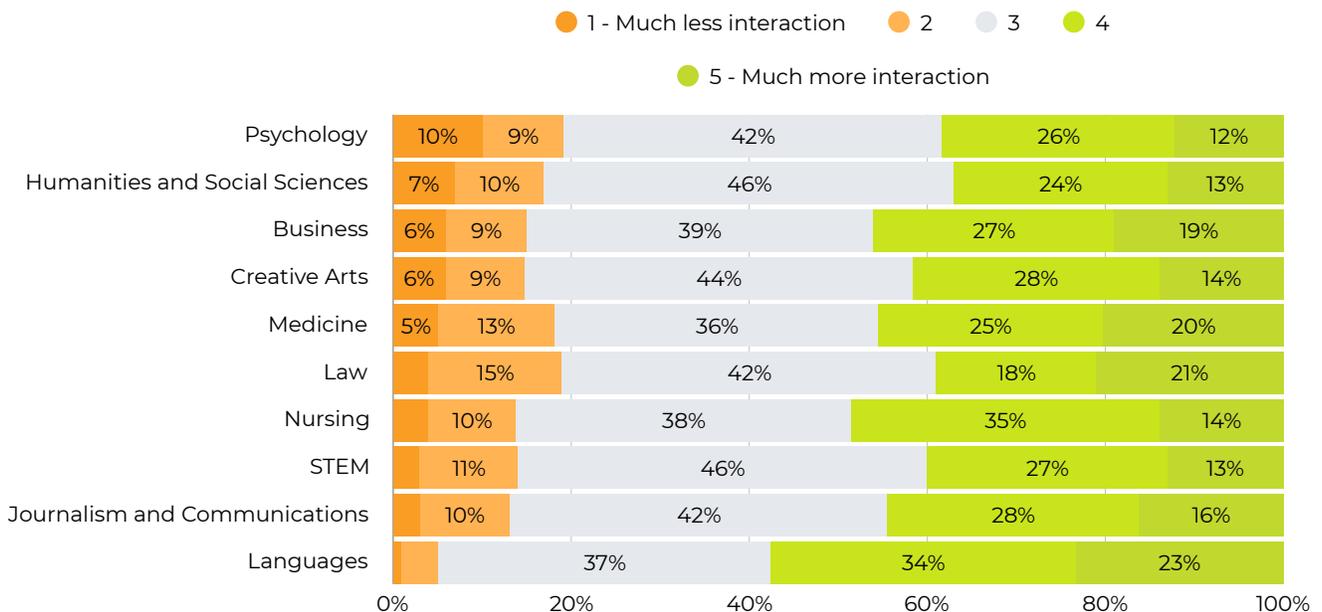
'Confidence' was the most popular main reason for both male and female respondents, 'Grades' were also valued equally (18% for both). Males (18%) were slightly more likely to value speed of feedback than female respondents (15%) were.

Understandably, more students whose primary language is not English (13%) selected 'Avoid embarrassment from a real person - for example, the AI won't judge my writing,' compared to just 7% of students for whom English is their first language.

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

Confidence	Speed	Grades	Skills	Trust
23%	16%	18%	15%	9%

Impact of AI on peer and teacher interaction

Overall, students are not sure if generative AI use has impacted peer and teacher interaction levels, with a large group of students staying neutral (44%, neither less nor more).
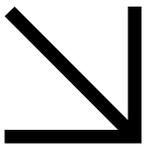
Medicine and Law saw the overall highest impact - with more net 'Less' responses from students sharing that AI had decreased interaction with peers and teachers. Similarly, more students at risk of non-pass reported that AI decreased interaction with peers (1 in 5 - 21% - reporting 'less' interaction).

● 1 - Much less interaction   ● 2   ● 3   ● 4

● 5 - Much more interaction

	1	2	3	4	5
Psychology	10%	9%	42%	26%	12%
Humanities and Social Sciences	7%	10%	46%	24%	13%
Business	6%	9%	39%	27%	19%
Creative Arts	6%	9%	44%	28%	14%
Medicine	5%	13%	36%	25%	20%
Law		15%	42%	18%	21%
Nursing		10%	38%	35%	14%
STEM		11%	46%	27%	13%
Journalism and Communications		10%	42%	28%	16%
Languages			37%	34%	23%

0%   20%   40%   60%   80%   100%

Studiosity

ANNUAL GLOBAL STUDENT WELLBEING SURVEY

2: Student stress

2025

Research carried out by:

YouGov®

Reported by:

Studiosity

High stress levels, especially among younger, international, and STEM students, and the need to better care for and retain college students makes this a crucial area of study. Understanding evolving stressors, like 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 counseling 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, flexible learning options, with clear communication**.
- Encourage and facilitate **peer support** groups, mentorship programs, and create opportunities for interaction with faculty.

Chapter 2: Student stress

Younger, more stress.

Younger students (18–33 years) experience higher stress (38% experience frequently-occurring) than older age categories, with the lowest reported levels at age 50+; with still 49% of 50+ still reporting 'Weekly' stress or more frequently. Similarly, 22% of freshmen experience 'Constant' stress related to their degree.

75% of international students report weekly or more stress.

75% of all international students report 'weekly' or more stress related to their college degree, higher than domestic counterparts (66%), although there was no difference at the highest level ('Constant') (16% of each population, equally).

Most stress in Health fields.

Psychology and Medicine students report the highest levels of stress (77% and 74% respectively), while Humanities and Social Sciences and Business students report lower stress (62% and 60%, respectively).

'Fear of failure' tops student challenges.

However, when combining the challenges of 'Not having enough time to prepare for exams' and 'Not having enough time to balance other commitments,' insufficient time emerges as the most significant hurdle reported by students overall. This combined 'Lack of time' surpasses 'Fear of failing' as the top concern.

Students want help with costs and academic resourcing.

In 2025, students are asking for better mental health resources, support for financial concerns (cost of living, tuition costs, scholarships), and resourcing like tutoring, institutional communications, and flexible learning options.

Trends for 'Student stress'

The majority of US college students report weekly or more stress (67%).

Fortunately, this has improved slightly since 2024 (73% weekly or more stress).

Compared to students in other geographies, except for Canada, **a higher proportion of students in the United States reported 'constant' stress (more than twice a day) (16%▲).**
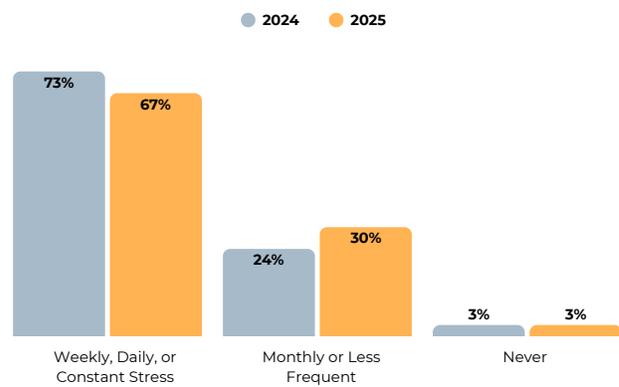
▲ ▼ denotes figure is significantly higher or lower than total.

26% of students ranked 'time' as highest cause of stress.

When looking at stress as 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 college students in the United States.

The primary causes of stress (appearing in Top 3) were **fear of failing** (51% ▼), **difficulty balancing other life commitments** (45%), and **difficult course content** (35% ▼). Those citing fear of failing included 18-25s (56%▲) and female students (53%▲).
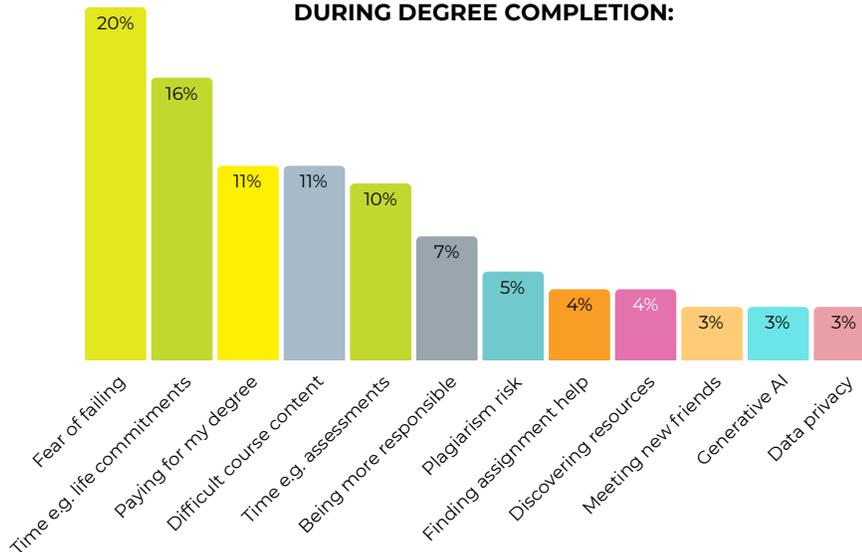
YEAR ON YEAR CHANGE IN FREQUENCY OF STRESS:

● 2024 ● 2025

	Weekly, Daily, or Constant Stress	Monthly or Less Frequent	Never
2024	73%	24%	3%
2025	67%	30%	3%

"Enough time to prepare for assessment, easy access to some advanced materials for class."

"Having clear guidance, manageable deadlines, and access to helpful resources would reduce my study-related stress."

TOP RANKED REASONS FOR STRESS DURING DEGREE COMPLETION:

Reason	%
Fear of failing	20%
Time e.g. life commitments	16%
Paying for my degree	11%
Difficult course content	11%
Time e.g. assessments	10%
Being more responsible	7%
Plagiarism risk	5%
Finding assignment help	4%
Discovering resources	4%
Meeting new friends	3%
Generative AI	3%
Data privacy	3%

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Summary of trends (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%

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

p<001	p<01	p<05	p<10

| p<10	p<05	p<01	p<001
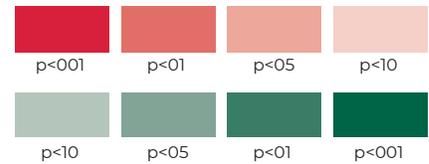
Summary of trends (cont.)

**HIGH FREQUENCY STRESS - WEEKLY OR MORE OFTEN
HOW OFTEN DO YOU FEEL STRESSED BY STUDYING?**

Frequent stress, a national trend: A clear majority of college students across most states report feeling stressed by their studies 'weekly' or more often. Percentages frequently exceed 60-65%, indicating that regular study-related stress is a common experience.

Variation between states: While frequent stress is common overall, there is local variation. For example, near the top of the list, Nevada (85%), Pennsylvania (76%) and Michigan (72%) report high proportions of frequently stressed students. At the lower end of this cohort are Illinois (61%) and Georgia (62%), while states like California, Texas, Florida, New York, Ohio, and North Carolina fall into a middle range (65-69%). Further investigation should take into account sample sizes for each state.

No simple regional pattern: There is no straightforward geographical trend. High and lower stress levels appear in states across different regions, suggesting state-specific academic pressures, environments, or student demographics may play a role.

HOW OFTEN DO YOU FEEL STRESSED BY STUDYING, BY STATE:
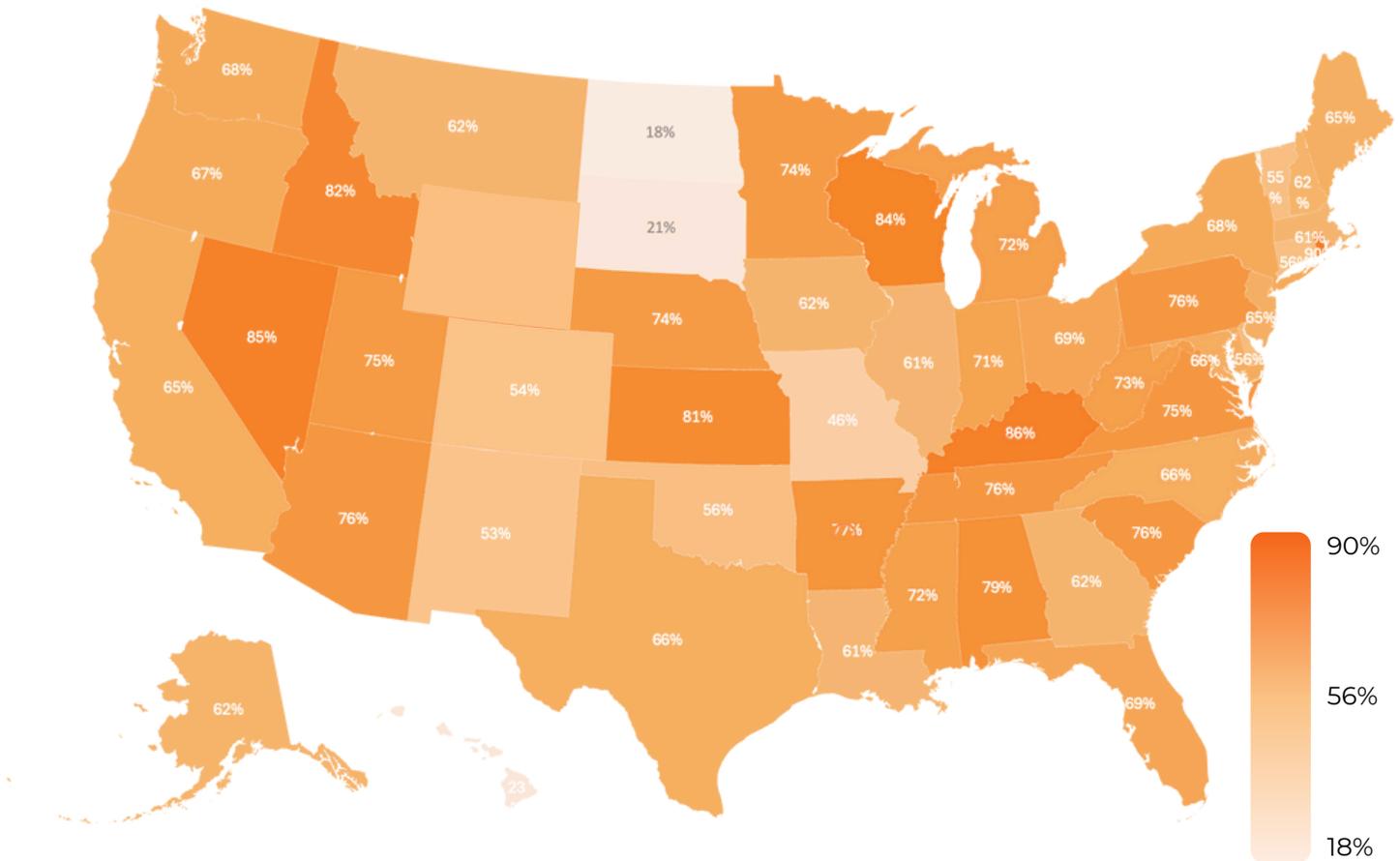
* Note: Wyoming response was 50% "Constant" stress and 50%" "Daily" stress, but omitted because due to small sample size.

Summary of trends (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?

Workload - uneven workload - was one indicator of stress ("More uniform density of classwork due throughout the semester"), for example as seen in Michigan.

Similarly, students hypothesize that stress would be be lowered "If the course content was easy to comprehend and getting quality help when carrying out an assignment," for example, in New Jersey.

Example keywords: course content, assignments, curriculum

Financial stress was found broadly, with specific keyword variations. Students in Texas and Georgia emphasized tuition costs, while students in New York and California mentioned overall expenses, and cost of living beyond just tuition. Students in Arizona mentioned the need for scholarships and reduction in school fees. In Maryland and Washington, students asked for more financial aid.

Example keywords: costs, fees, loans, and funding

Access to resources was a common theme, from "Study groups/communities as well as face to face instruction with professors" (Nebraska), to curricula delivery, for example "Books should be converted to audiobooks, more convenient spaces for reading should be provided and school should be made more practical than theory" (Florida), and "making available the exact resources or materials used by professors, so that we can both be on the same page and have similar knowledge based on the sources" (North Dakota).

Specifically, students also asked for "better" "accessible" study materials - or, similarly, made the complaint "I didn't get enough study material".

Example keywords: study groups, tutorials, access, materials

Mental health keywords appeared near universally, with some nuance. For example, "Providing the largest possible amount of psychological support for students and giving them the necessary vacations to relax" in Washington state, and "More mental health support" in Maryland.

Example keywords: stress, anxiety, and mental health

Summary of trends (cont.)

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

"I wish there was more tutoring/help to understand course material..." (Illinois)

"better time management strategies, a structured study plan, regular breaks, access to academic support services, a supportive learning environment, clear expectations from instructors, opportunities for collaborative learning, prioritizing self-care practices like exercise and healthy eating, and the ability to openly discuss anxieties with professors or peers" (Texas)

"Having better housing so I can get privacy to focus and get what I need done. Current roommate is horrible, and housing prices are too high." (Utah)

"Lower college tuition would really help. Other than that, the level of stress really just depends on the coursework itself, the professors, and extenuating circumstances (home life, classmates, health, etc.)." (Texas)

"More flexible timing to finish a course. Instead of assignments due each week, it would be helpful to have a requirement of all assignments being completed by the end of the class. Instead of 8 week modules, 9 or 10 weeks with the same amount of work would be helpful." (Illinois)

"Have more review days in classes so we aren't lost when taking exams" (Texas)

"more flexible due dates, more study resources from the professor or being available" (Pennsylvania)

"Making it easier to get extended deadlines or one on one help" (California)

"Make help with assignment easily accessible and giving a reasonable amount of assignments per week." (California)

"better family support and communication, enhanced mental health support and tutoring services on campus" (Florida)

"a bit of time, intervals for assignment and project work to enable you to think through properly on your own and completely silver the bright idea you want to put forth" (Illinois)

"Mental health resources" (Missouri)

"Study groups/ communities as well as face to face instruction with professors" (Nebraska)

"Having more time to do everything I want to would be super nice. Studying takes up too much and stops me from working out which stresses me." (Utah)

"effective time management strategies, consistent breaks during study sessions, prioritizing sleep hygiene, incorporating regular physical activity, seeking academic support when needed, managing workload expectations, practicing mindfulness techniques, creating a dedicated study space, setting realistic goals, and having a strong social network to provide emotional support; all while maintaining a healthy lifestyle with balanced meals and limiting caffeine intake." (New York)

"I wish my classes were less demanding. Just make the class easier. Follow me on this. PLEASE! When classes are made harder with heavier amounts of work and less chances to make a good grade, STUDENTS DON'T LEARN BECAUSE THEY ARE MORE FOCUSED ON PASSING THE CLASS RATHER THAN LEARNING THE MATERIAL. Meanwhile, when there is countless opportunities for mistakes and still getting a good grade, students are able to learn more effectively as they can focus more on absorbing the material." (Texas)

"Reducing study-related stress can be achieved through clear schedules, and flexible deadlines. Providing study resources, time management training, and quiet spaces fosters focus and well-being. Encouraging open communication and balancing workloads ensures better academic and emotional stability." (California)

"One thing that would really help is having a bit more flexibility with deadlines, especially during busy weeks. It would also be great to have spaces specifically designed for relaxation or creative thinking, where I can step away from the grind for a moment. Lastly, knowing there's someone I can reach out to, whether a mentor or peer, just to talk things through when it feels overwhelming would make a huge difference." (Texas)

ANNUAL GLOBAL STUDENT WELLBEING SURVEY

3: Student experience
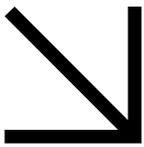
2025

Research carried out by:

YouGov®

Reported by:

Studiosity

Better understanding "belonging" (for example, 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 address an **increasingly "Neutral" sense of belonging year on year**, including improved connections between faculty and students, and students and peers.
- Consider the requests of traditionally-underrepresented groups like parent-students and non-degree students - 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**.

Chapter 3: Student experience

60% of US college students value a good student experience more than global university rankings.

39% of 26-49 year olds, international students, and postgraduate students prioritize global rankings.

28% of college respondents are neutral or less certain about their sense of belonging.

46% of students desire increased confidence in reaching out to teachers as a key factor in improving belonging.

Students more 'Neutral' about their sense of Belonging, compared to 2024.

There is a decline in overall positive sentiment, and an uplift in 'Neutral' sense of belonging amongst all students, with the shift coming from students in the middle of their degree (sophomores, juniors, seniors).

Studiosity

Trends for 'Student experience'

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

Global ranking held more significance for 26-49 year olds (39%▲), international students (41%▲), and students who finished postgraduate studies (39%▲).

Overall, having a good student experience (60%▲) held greater influence than the university's ranking (33%▼). Student experience mattered more to 18-25 year olds (67%▲), as well as second-year and third-year students (65%▲ and 64%▲, respectively).

▲ ▼ denotes figure is significantly higher or lower than total.

"Being so welcoming. Having clubs for your majors and hosting so many events to make friends. And everyone is so nice there the president even had lunch with me in the dinning hall!" **- Minnesota**

"A great orientation programme which made me feel incorporated." **- Arizona**

*"Mentors, professional development from people who look like me."* **- Washington**

Summary of trends (cont.)

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

Fortunately, most college respondents feel a positive sense of belonging in 2025, with minimal change year on year amongst the most positive group (33% 'Very much' in 2024, compared with only a 1pp drop - 32% - for the same response in 2025).

Nevertheless, 28% of college respondents are "Neutral" or less certain about sense of belonging. **There is a visible year-on-year shift, with 'Somewhat positive' responses shifting to 'Neutral' responses.** Further research could look at campus-based or regional reasons for the shift, looking at sociopolitical tensions, economic pressures, digital isolation, mental health, and evolving student demographics.
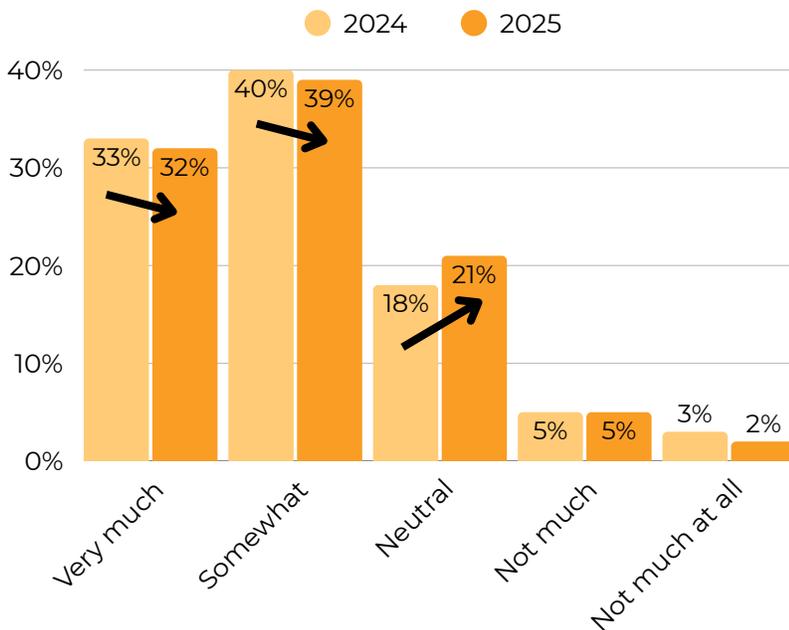
"More contact and interaction, online is very disconnected."- Florida

"A way to connect with other student parents. All student orgs meet after daycare hours and I try not to bring my children on campus unless I'm out of options, so I never really get to join orgs. It would be fun to be able to bring my kids to play with other kids while I meet more parents in my situation." - Kansas

As suggestions for improvement, students were most likely to want **"A flexible schedule that lets me balance work and study" (30%** of all respondents ranked this First).

Many students also wanted **"Confidence to reach out to my teachers" as a way to increase sense of belonging (16% ranked this First).** For institutions, this solution is often problematic because of faculty workload and availability for large courses, cultural barriers to seeking help, and a reliance on changing student behaviour rather than systematic changes.

Students who chose 'other' asked, for example, for academic support and mentoring, support for their role as caregivers, and more interaction offline - while other students felt that "nothing" would improve their sense of belonging.
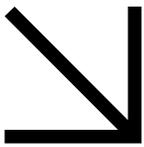
*"I am a non degree student so I am only taking a few classes. I don't feel like a regular student."
- Massachusetts*

"Being able to engage with other students easily, which is something I feel that I personally need to work on and not necessarily an external factor." - Florida

ANNUAL GLOBAL STUDENT WELLBEING SURVEY

4: Peer Connection

2025

Research carried out by:

YouGov®

Reported by:

Studiosity

Researching peer connection and mentoring in 2025 helps educators and leaders address the noticeable "mentor gap" in practical ways. It also encourages the creation of environments that **prioritize a social student experience to support learning and mental health benefits 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.**

Chapter 4: Peer connection

41%

of Humanities and Social Sciences students did not have a peer mentor in freshman year.

This is compared to 22% of Law students - which is still a little more than one fifth going without or not aware of peer mentor access. Medicine and Nursing students were over-indexed in having an available peer mentor in Freshman year (73% and 72%, 'Yes').

75%

of Black students said they did have a peer mentor in their freshman year, 20 pp higher than 2024 (55%) and significantly higher than other self-identified groups - 58% for White and 69% for Hispanic, and 62% for Asian students. Notably, albeit with a smaller sample size, 81% of Native American students said 'Yes,' they did have a peer mentor in Freshman year.

Do students think they **needed** a Mentor in their freshman year? Of the 25% of Black students who did not have a Mentor, **an overwhelming majority (60%) wanted one, over-indexed compared to other groups.**

57% of Black, White, Hispanic, and Asian students said 'Yes,' they would have liked a peer Mentor. **With Middle Eastern college students in the US this 'Yes' response rose to 75%.**

49%

of students, or less than half, **who speak English as an additional language find it overall easy to ask another student a question.**

This is compared to 62% of English-as-first-language students - still leaving 38% of this group who were neutral or less confident about asking a peer a question.

Studiosity

Trends for 'Peer connection'

Mentor gap: More than 1/3 of students lack a peer mentor; among these, 53% needed one, an increase over last year (41%).

About one in three (35% ▾) US college students surveyed lacked a senior student mentor - and a significant portion expressed interest in having one (53% - an increase since 2024, 41%)..

Around one in ten (9%▾) students find it hard to ask questions to other students.

Students aged 18-25 year olds (11%) found it hard to ask other students questions, compared to 26-33 year olds (7%) and 34-41 year olds (6%). Female students (10%) also found it hard to ask other students questions than male students (7%).

Did you need a peer mentor in your first year?	2024	2025
Yes	41%	**53%**
No	59%	**47%**

| p<001	p<01	p<05	p<10	p<10	p<05	p<01	p<001

"The barriers I faced when starting my degree were the forms of contact with professors to ask questions and receive feedback." - Florida

"Lack of awareness about peer support programs, limited availability, social anxiety, and difficulty connecting with peers due to online classes or busy schedules were significant barriers." - Arizona
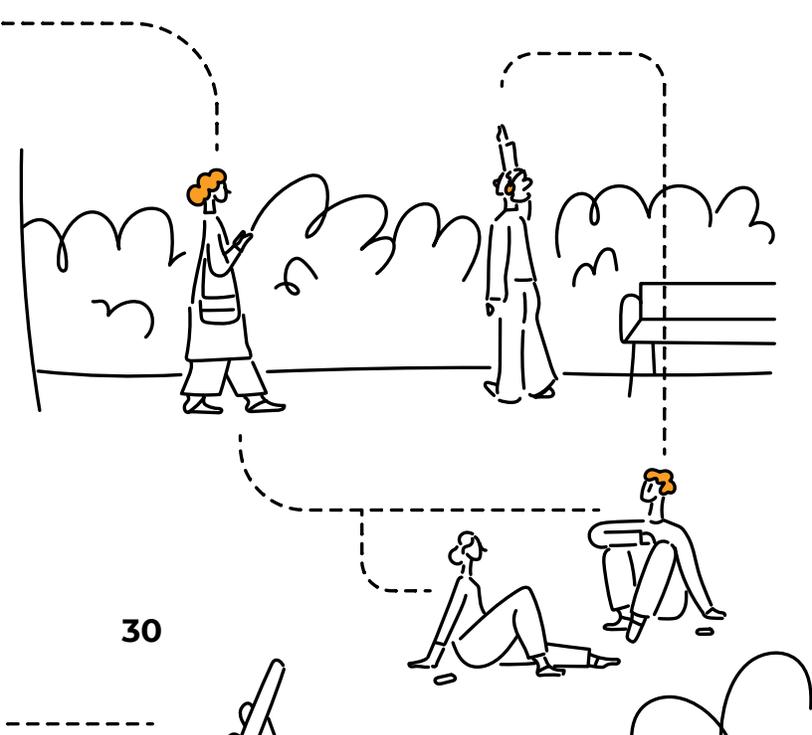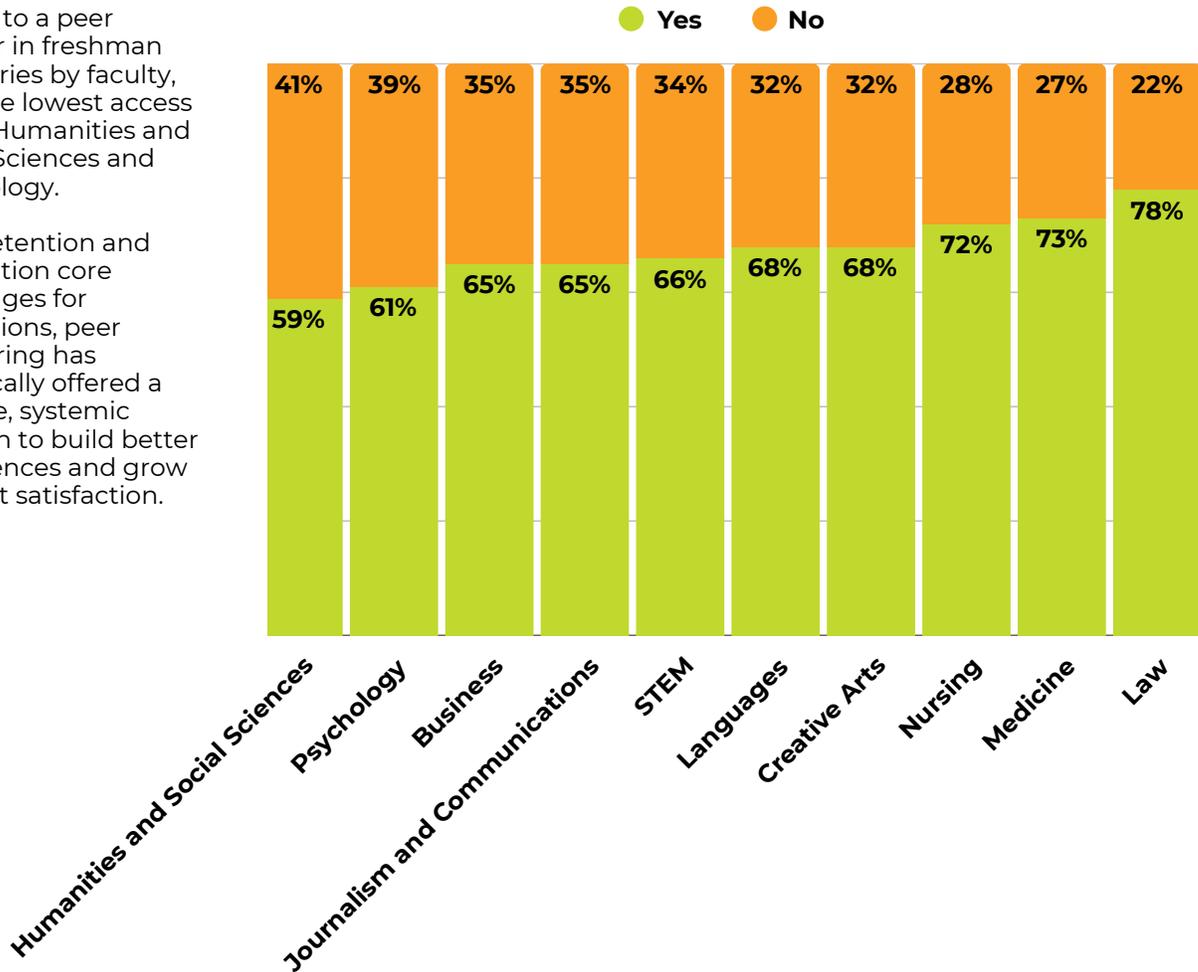
Summary of trends (cont.)

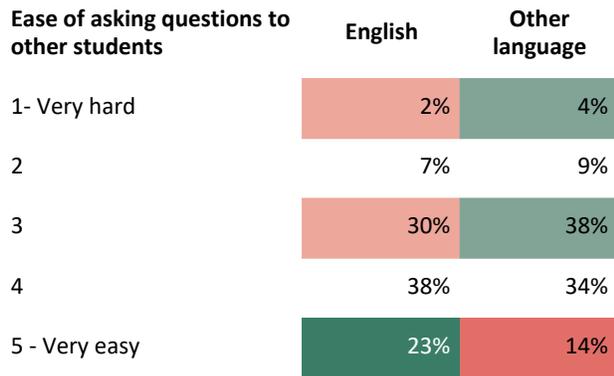**DID YOUR INSTITUTION PROVIDE YOU WITH A STUDENT MENTOR IN YOUR FIRST YEAR OF COLLEGE / UNIVERSITY?**

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 Psychology.

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.

● Yes   ● No

Area of Study	Yes	No
Humanities and Social Sciences	59%	41%
Psychology	61%	39%
Business	65%	35%
Journalism and Communications	65%	35%
STEM	66%	34%
Languages	68%	32%
Creative Arts	68%	32%
Nursing	72%	28%
Medicine	73%	27%
Law	78%	22%

Ease of asking questions to other students	English	Other language
1- Very hard	2%	4%
2	7%	9%
3	30%	38%
4	38%	34%
5 - Very easy	23%	14%

p<001	p<01	p<05	p<10	p<10	p<05	p<01	p<001

Summary of trends (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 social anxieties, lack of program awareness, and lack of time. Some students self-reported that racial and ethnic minority status, first-generation, international student status, and/or a disability led to disproportionate challenges in accessing peer support.

"There was no much of a barrier but rather there was no connection at first everyone was busy with his or her own affairs and we didn't really get the chance to be there and support one another" - Illinois

"i dont find someone help me" - Michigan

"i didn't really face any barriers" - Louisiana

"As an international student, I couldn't find it easy because I was new to such setting." -Rhode Island

"Sleep" - Texas

"I was really shy so it took me a while to connect to people for help" - Arizona

"None. I'm not very shy when I need help." - California

"Not a lot of barriers." - Seattle

"Just not knowing that was an option." - Texas

"I have found next to no peer support with my degree." - Maryland

"Tuition fees and the combination of studying and working were all obstacles." - Michigan

"Just the normal newbie's pressure of not knowing how to fit in." - Florida

"Just that because its a two year program you only really have peer support of those who are one year ahead of you, and not everyone is on campus for that second year, so your sources are limited in general." - Indiana

"Racism and bias." - New York

"Not having enough support at all" -Texas

"I did not know where to find information and had to learn about things on my own." - California

"you dont know anyone so it is overwhelming ot know who you can talk to" - Pennsylvania

"Adaptation, it was a bit hard adapting straight away just coming from high school" - California

"Being a non traditional student meant I basically went into it blind" - Kansas

"Didn't know if I was allowed to receive support, didn't have the time, didn't know where to get it, embarrassment" - California

"Availableability and schedule." - Arizona

"Not many students seem to participate as often that I have noticed. Discussions are a great way to get our ideas and thoughts out but I don't think people stay active apart from the requirements asked for attendance." - Pennsylvania

"My own hesitancy to ask for help and confusion about who helped with assignment content and who helped with technical computer and software difficulties. Couldn't distinguish between sabotage and my own lack of know-how." - Texas

"Due to my classes being fully online it is sometimes difficult to reach someone that could help with questions without having to repeat myself every time I call or chat." - Illinois

"Well I did try to meet with a student mentor. Except they never answered. I haven't tried to reach out since, but I'm considering being the mentor this time." - Massachusetts

ANNUAL GLOBAL STUDENT WELLBEING SURVEY

5: Employability

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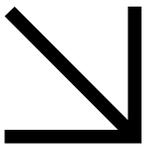
2025

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.** The intention is to learn more about students' perceptions of how their college and degree is preparing them for the workforce and identify areas for 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 college**, including stronger career services, industry connections, and guidance on navigating the job market.

Chapter 5: Employability

74% agree their degree is developing the skills they need to succeed in their future job.

77% 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,"My course of study (engineering) has less to do with English writing and communication," and "I'm not studying communication in English" - distinct from an overall goal of a college education to improve communication with others, regardless of field of study.

60% **have confidence in attaining a job related to their degree within 6 months of graduation**, the response area with more neutral sentiment.

↓

International students (net agree 65%), those with pass grades (net agree 57%), and credit grades (net agree 67%) lacked confidence in their degree developing the skills needed to succeed in their future job.

Students aged 18-25 years old, those who indicated they did not have a mentor, as well students who had finished up to second year lacked confidence in their degree developing the skills needed to succeed in their future job (net agree 72%, 53%, and 55% respectively).

"My degree is helping me build important skills like problem-solving, teamwork, and communication, which are useful for my future job. Some areas could improve, like offering more hands-on experience or internships." - California

Summary of trends (cont.)

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

Disaggregating data by students' self-reported race can help reveal disparities that might be hidden in overall averages.

While the overall feedback is positive, there is a noticeable disparity. Hispanic and Black students report the lowest 'Net Agree' rates (70% and 72%, respectively) and the highest 'Net Disagree' rates (11% and 8%, respectively). This suggests they may perceive their degrees as less directly relevant to their career goals, or they may face systemic barriers that impact their confidence.

POSITIVE

"I am currently in an accelerated education program that is supporting me while I work as a full time teacher. I am receiving skills that are helping with my current job." - Nevada

"I am learning different programming languages for data analysis that would be useful for work." - Texas

"My future job will most likely be a Nurse at a hospital and the degree i am getting will help me get the skills i need to navigate, in the Nursing profession." - Georgia

NEUTRAL

"I don't depend on my academics to succeed in my future job because I have other useful skills that I think I will rather use." - Connecticut

"I feel that when it comes for psychology, my degrees has prepared me to succeed, but to a certain extent. Much of the coursework was more general so while it prepares me for my basic skills, I feel it does not prepare me for more complex circumstances." - California

NEGATIVE

"I already have 35 plus years of work experience so it is not teaching me too many new skills." - Oklahoma

"I feel they are not helping enough compared to some other degrees and the opportunities that comes with it." - Texas

"I personally don't think I'll work in the field I studied." - Georgia

Summary of trends (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 mostly positive around English and communication skills learned in college mainly as necessary for job applications, like resume building.

These skills are essential in all jobs and future success - whether advocating for themselves, their work, or others, or sharing ideas effectively. Helping students understand this, while also developing critical thinking and communication skills, is both an opportunity and a challenge for college leaders. This challenge is growing in an AI-driven era that focuses more on efficiency than on developing the core skills of communication and critical thinking in education.

POSITIVE	NEUTRAL	NEGATIVE

POSITIVE

"I find that a lot of what i do is written explanation which has helped me learn how to write much more eloquently."
- California

"The couple of English classes I've had to take and the many Philosophy classes I take as part of my degree have helped me learn to communicate and articulate myself well." - Maryland

"Both my current Masters program and my History degrees were writing intensive, I've always gotten high marks." - California

NEUTRAL

**"My course of study (engineering) has less to do with English writing and communication."
-Oklahoma**

"I talk and type well, so I believe I'll do well in the society verbally."
- Washington

"Neutral because I'm not studying communication in english." - Florida

NEGATIVE

**"i'm not confident i'll be good enough."
- Virginia**

"I think it hasn't made much impact." - California

"The degree offers some writing and communication practice, but it lacks focused, real-world scenarios or intensive feedback to fully develop job-specific English skills." - New York

Summary of trends (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 a large number of "Neutral" responses and the lowest Net "Agree" scores**, which may reflect general job market anxieties in college students in 2025.

Approximately 60% of surveyed college students expect to find degree-related jobs within six months of graduation. Their qualitative responses are fuelled by perceived high demand in fields like STEM and business, relevant skills, internships, and university career support. Another 29% are neutral, citing market uncertainty or further education needs. The remaining 11% are pessimistic, pointing to a competitive market, lack of experience, and low demand in their chosen field.

POSITIVE

"I do believe I will be able to obtain a career in my field upon graduation and the college has resources for career building as well." - Arizona

"Nursing is a demanding career, it will be very easy to get a job after graduation." - Tennessee

"[Institution]'s school of business does a tremendous amount of the legwork needed to help students land jobs. There is a ton of support offered." - Kansas

NEUTRAL

"I am unsure what the job market will look like when I graduate from school."
- Nebraska

**"My field requires a master's degree for most positions."
- Virginia**

"I rated neutral because while my degree provides relevant knowledge and skills, the job market can be unpredictable, and securing a job within six months depends on various factors." - New York
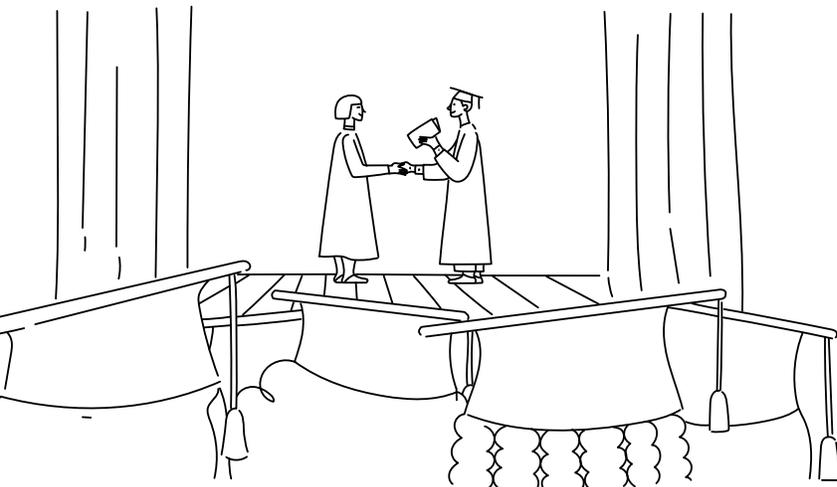
NEGATIVE

"I haven't been able to find a full-time job since graduation, and unfortunately, it's been six months. The job market has been really bad this year, so it's been a struggle to find anything." - Texas

"I can't tell if I'm getting a job in the next 6 months." - Texas

"Philosophy and Mathematics (my degrees) are unlikely to lead to a direct job out of the gate - there are a variety of jobs where these skills could come in handy, but they are rarely all-encompassing."
- Maryland

"Molecular Biology isn't really a in demand course. Ill have to take alot of post graduate degrees to be competitive in the labor market." - Virginia
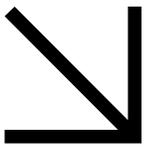
"I've applied to jobs with my degree and I have not been able to get a job involving psychology." - California

2025 Global Studiosity Student Wellbeing Survey, research by YouGov
Chapter 6: Student feedback to college leadership

Studiosity

ANNUAL GLOBAL STUDENT WELLBEING SURVEY

6: Student feedback

2025

Research carried out by:

YouGov®

Reported by:

Studiosity

Each year we ask students for their feedback, directed to college 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 students' perceptions and that further research and leadership input, as well as specialized campus knowledge, are crucial for validation and implementation.

Actionable insights - students often asked for:

- **Increased mental health support**: e.g., counseling, 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.

2025 Global Studiosity Student Wellbeing Survey, research by YouGov
Chapter 6: Student feedback to college leadership

Studiosity

Wellbeing recommendations from students

Many recommendations center around improving access to and quality of mental health services (counseling, 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 counselors, 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.

"More mental health places." - Texas

"More mental health centers." - New York

"Don't limit therapy appointments to three a semester, actually advocate for your student assistants instead of cutting hours 75%, show students they're valued beyond a dollar sign." - California

"Make it easier to access mental health resources." -Missouri

"Providing mental awarenesses for students." - California

"More social and emotional support is need." - Ohio

"They should increase access to counselors and mental health professionals." - Texas

"The university could increase access to mental health resources, such as counseling services or stress-relief workshops." - Texas

"Mental health services Wellness programs." - New Jersey

"Expanded mental health services , more wellness programs, exclusive safe spaces, provide more affordable, diverse and nutritious meal options , regularly inform students on the wellbeing resources available to them like hotlines , student support groups and online services." - North Dakota

2025 Global Studiosity Student Wellbeing Survey, research by YouGov
Chapter 6: Student feedback to college leadership

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2025 Global Studiosity Student Wellbeing Survey, research by YouGov
Chapter 6: Student feedback to college leadership

Studiosity

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 college leadership to:

Enhance career services: More internships, job fairs, career counseling, and alumni connections.

Improve academic advising and support: Personalized advising, tutoring, study skills workshops.

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

"It would be nice of resources for STEM students were more accessible. I find that I do not have any sort of adviser to help me." - California

"Give more opportunities for internships, jobs, and career training outside of just STEM students." - California

"Have job fair." - Missouri

"helping to acquire jobs after graduation." - Oklahoma

"They should offer tutoring services, study groups and online resources for different learning styles." - Texas

"Offering academic resources like peer tutoring, study guides, and skill-building workshops would support my academic success." - Georgia

"More internships and job opportunities should be provided." - Kentucky

"Have a stringer alumni body that's involved with the students." - Washington

"By ensuring it's curriculum is up to standard." - Oklahoma

"They should offer more flexible course scheduling and online option." - Texas

2025 Global Studiosity Student Wellbeing Survey, research by YouGov
Chapter 6: Student feedback to college leadership

Studiosity

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 college 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: Clear expectations, more advising, and flexible course options.

"Making more classes available for core classes, especially in-person classes." - California

"All courses should allow for extra curricular activities, work-life balance." - Ohio

"They should Allow flexible degree pathways with options for interdisciplinary studies." - Texas

"Create more time for extracurricular activities and events", Georgia

"Making learning more fun." - Texas

"More on-campus events for student engagement." -New York

"More extracurricular activities." - Washington

"My overall degree experience was very enjoyable as I learned about topics and concepts that are of interest and helped me better understand human behavior." - Florida

"They should be a balance between education and social life." - Texas

Studiosity

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 college leadership to:

Enhance practical learning and career preparation: Many students mentioned hands-on learning experiences, internships, industry collaborations, "real-world" projects, and career services integrated throughout their degree.

Improve flexibility, accessibility, and communication: Many students mentioned online, hybrid, evening classes; better academic advising; and clearer communication around expectations, deadlines, and resources.

Invest in sense of community and wellbeing: Student feedback suggests they highly value a supportive and inclusive campus environment, with opportunities for social interaction, "extracurricular activities," and access to mental health and other resources.

"improving academic advising, integrating career preparation throughout the curriculum, offering more flexible learning options, prioritizing mental health support, fostering a strong sense of community, enhancing experiential learning opportunities, and leveraging technology to personalize learning experiences" - Texas

"Making more classes available for core classes, especially in-person classes." - California

"More connection and support for nontradional students" - Kansas

"They need to inform some professors that their students are all working teachers, and assigning 10 hours of reading in a week is not helpful." - Nevada

"Create more opportunities for dialogue between different groups on campus" - Michigan

"Providing assistance to students to help them reach their Desired targeted degree" - California

"More social interaction among students and teachers should be encouraged." - Georgia

"All courses should allow for extra curricular activities, work-life balance." - Ohio

"Same thing as Success. Get better teachers. We're to focused on passing/learning on our own we feel like we are not properly learning the material. Even if we pass, the ""knowledge"" we gained, if any, is incredibly scuffed." - Texas

"Balanced schedule, I mean this is my main problem." - California

"By providing lecturers and professor that are grounded in a particular course and who can teach and explain to students well, so that students can have proper understanding of that particular course" - Arizona

"They should try and make the university experience something students will be happy to remember" - California

"EXTRA CURRICULAR OPPORTUNITIES. GLOBAL EXPOSURE. SEAMLESS ADMINSTRATIVE PROCESS AND MORE FINANCIAL AID." - North Carolina

"Encourage more extracurricular activities." - Washington

"Less useless general education credits that don't apply to my final degree." - Utah

"More extra curricular activities" - Iowa

"Foster collaborative learning through group projects and discussions" - Washington

"Introducing more practical aspects of the degree" - New Jersey

"Increase opportunities for hands-on learning, group projects, and real-world applications of academic concepts." - Arizona

"Practical." - New Mexico

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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. 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 and support initiatives and solutions. This year, the survey focused on topics such as experiences with 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 United States, Canada, 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 23rd November to 29th December 2024 and gained 10,224 responses, with 3,000 from students in the USA (up on the USA sample size of 2,998 in 2024).

This survey was collected on the YouGov 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 US population, based on the target group and the purpose of the survey.

Weighting

The figures have been weighted and are representative of all adults aged 18+. 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.

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:

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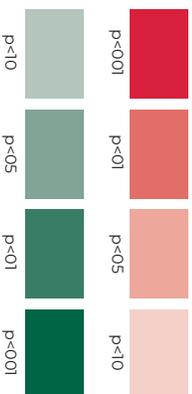
Please note: + Results in figures may not sum to 100% due to rounding. Likewise, commentary referencing sums of figure proportions may differ by +/- 1% due to rounding.

Legend (red): p<001, p<01, p<05, p<10
Legend (green): p<001, p<01, p<05, p<10

Data table: State / territory lived in most of 2024 — breakdown by Age, Gender, Current or finished studies, Level finished, Full time or part time, and Self reported race across US states (AL, AK, AZ, AR, CA, CO, CT, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY).

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>

QS4 SR Terminate if ≠ <01-03> FOR USA and CANADA replace organisation to organization	Which of the below best describes the level that you just finished in 2024?	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>

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

QS6 DROP DOWN QUESTION SR refer to xls university list unique codes have been allocated	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

QS7_1 SR ASK IF QS5=01 Display code 11 and 12 before code o1	Please tell us the state or territory where you lived for most of 2024:	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>

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QS7_2 SR ASK IF QS5=02	Please tell us the state or territory where you lived for most of 2024:	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>

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

QS7_4 SR ASK IF QS5=04	Please tell us the state or territory where you lived for most of 2024:	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>

QS7_5 SR ASK IF QS5=05	Please tell us the state or territory where you lived for most of 2024:	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>

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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 YOUGOV 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>

QA2 RANK TOP 3 ORDER R ANCHOR <97>	Out of the following options, what makes you feel the most stressed about studying? Please rank in order of importance your top 3.	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>

QA2_97 ASK IF <97> SELECTED AT QA2 OPENENDED	What is your **_Other_** reason for what makes you feel stressed about studying?

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

PILLAR 2: WELLBEING AND STUDENT EXPERIENCE

QB3 SR R ANCHOR <97>	Which of the following is most important to you?	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>

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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?

Studiosity

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? *AI or artificial intelligence refers to a trained digital helper that provides personal feedback and other 24/7 study help.*	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>

Studiosity

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

QD4NEw SR SCALE (1 Much less interaction and 5 Much more interaction)	Has using Generative AI resulted in less or more interaction with your peers and teachers?

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

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

QD4 SR [AUTOCODE < 1> IF < 1> SELECTED AT QD6 [AUTOCODE < 2> IF < 2> SELECTED AT QD6	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.	Yes	<01>
		No	<02>

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

QD5 SR R	What is the main reason you would use the university's AI support or feedback?	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.					
GRID R ROWS SR PER ROW		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

QE2 OPENENDED	**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.

QE3 OPENENDED	**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.

QE4 OPENENDED	**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.

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]

ANNUAL GLOBAL STUDENT WELLBEING SURVEY

USA REPORT

2025

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