

ANNUAL GLOBAL STUDENT WELLBEING SURVEY **USA REPORT**



2025

Research
carried out by:

YouGov

Reported by:

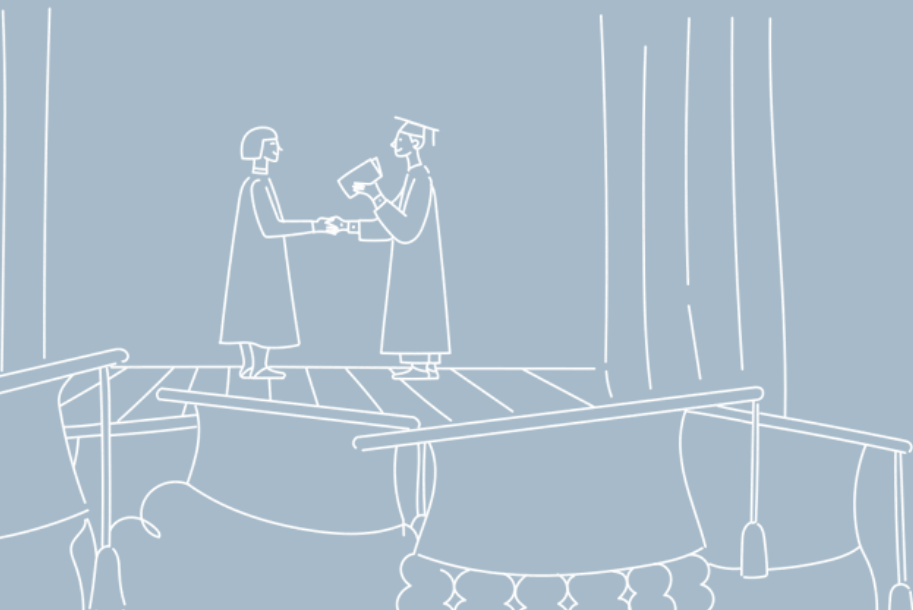
Studiosity



Chapter 1: AI and wellbeing

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

Michael Larsen
Chief Executive Officer, Studiosity



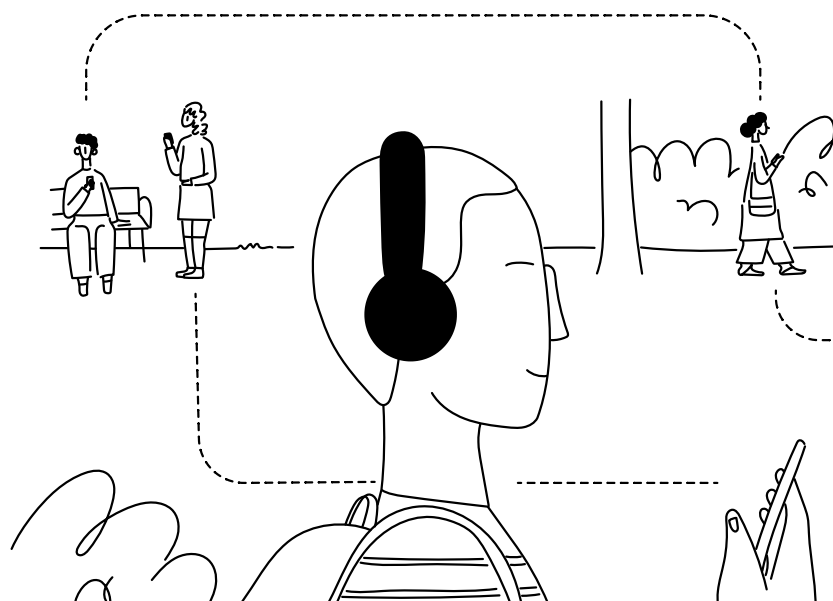


From YouGov®

The education sector has the greatest potential to change the world - students become future researchers, teachers, business owners, leaders, carers, 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. Personalised support, a heightened sense of belonging, and rapid adaptation to AI supports are paramount .

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





From the CEO



Mike Larsen
CEO, Studiosity

To our partners in education:

Higher education in 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 prioritise 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.



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.

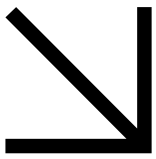
Professor Judyth Sachs

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



ANNUAL GLOBAL STUDENT WELLBEING SURVEY

1: AI and wellbeing



2025

Research
carried out by:

YouGov

Reported by:

Studiosity



Chapter 1: Summary

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%).

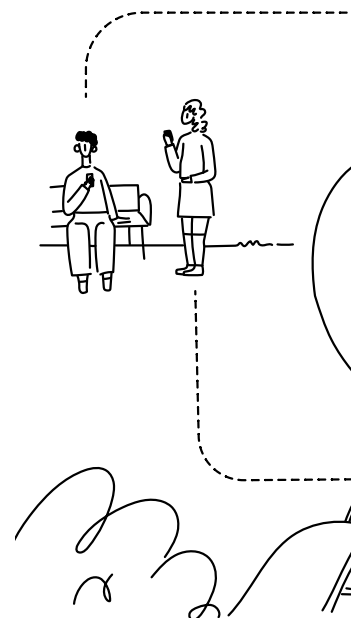
15%

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 university.

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.

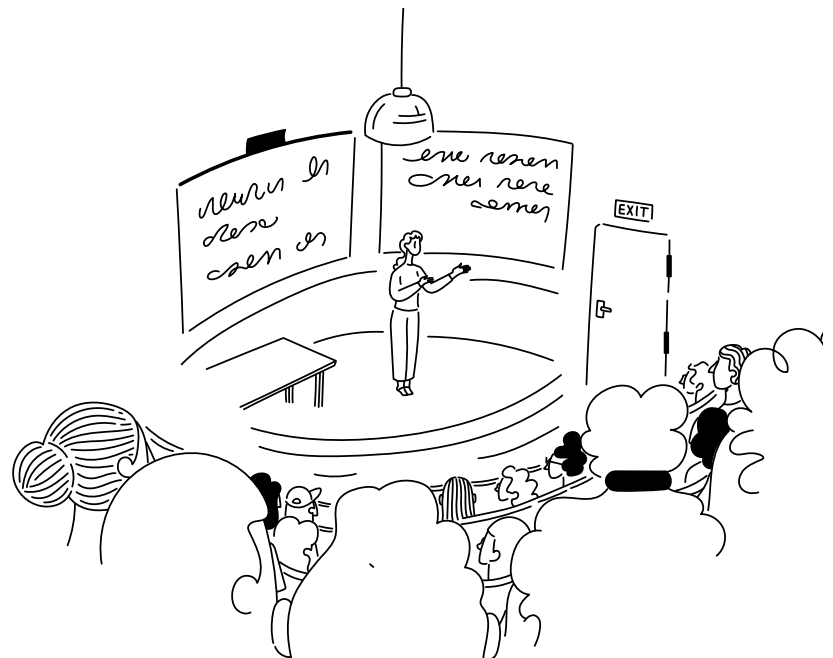




Discussion

- **As AI tools become more embedded in students' academic lives, university leaders must act to ensure provided technologies protect and enhance cognitive ability - learning.** This action would also allow institutions to also 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, seen as less contact with peers and teachers.** University leaders should ensure AI implementation includes strong referral, including systems for increasing peer engagement, teacher oversight, and other participation in the institutional student environment.
- **Confidence and access to ethical AI support across disciplines is important for fostering balanced engagement and support, regardless of faculty or academic performance.**

As AI tools become integrated into higher education, leaders must ensure their use is effective and ethical, and prioritizes students' agency, at scale.





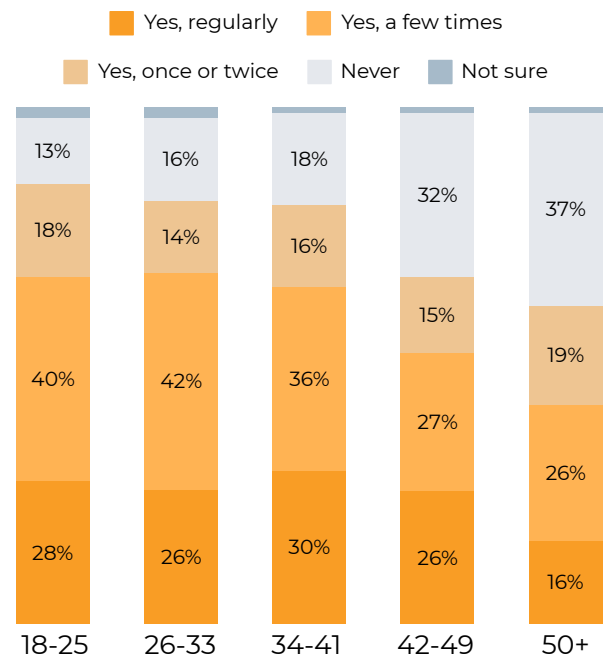
Summary of findings

A large majority (82%) have used any 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 reporting using AI tools regularly compared to older groups.

FREQUENCY OF AI USE BY AGE AMONGST UNIVERSITY STUDENTS



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

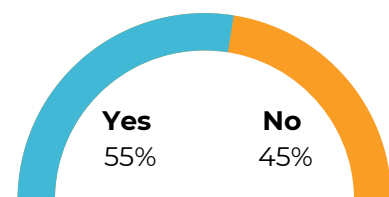
This was significantly higher for male students (62%, yes) and for international students (70%, Yes).

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

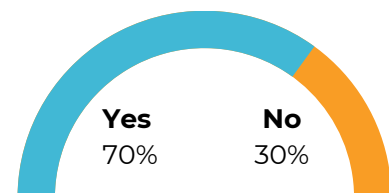
Students in medicine (62%) and business (61%) were more likely to respond ‘Yes’ over other subjects.

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 yet with a reasonable proportion (44%) still responding ‘Yes’.

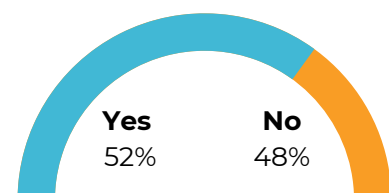
EXPECT MY UNIVERSITY TO OFFER AI SUPPORT TOOLS



INTERNATIONAL STUDENTS



DOMESTIC STUDENTS





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'.

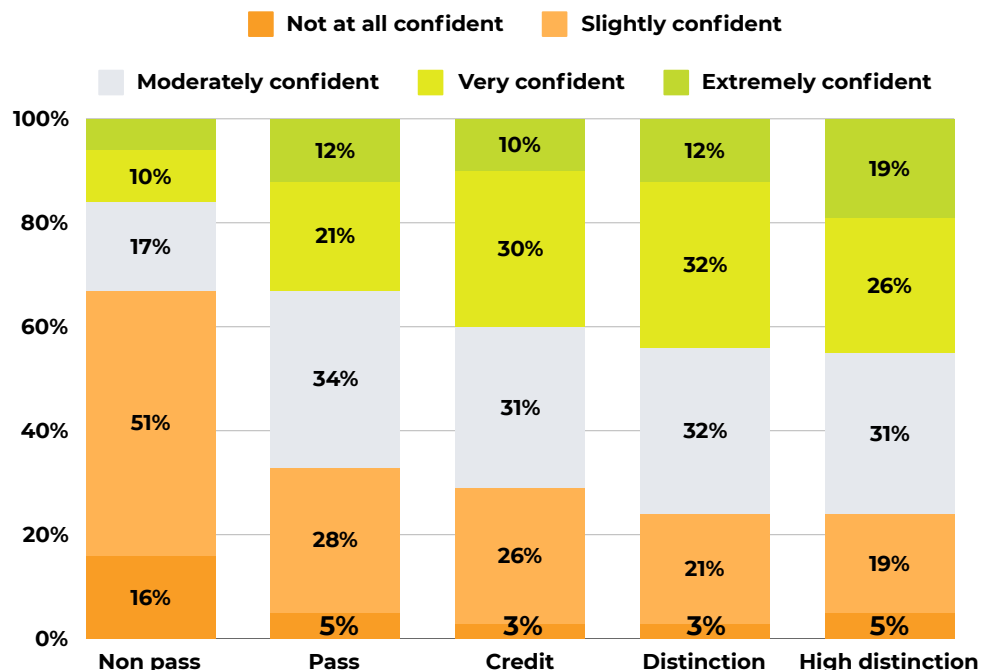
Human connection correlated with greater confidence in learning benefit of AI: The availability of a peer Mentor had a positive correlation on students' believing they were learning with agency while using AI tools. Female students gave a higher proportion of 'Not at all confident' responses (64% of 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

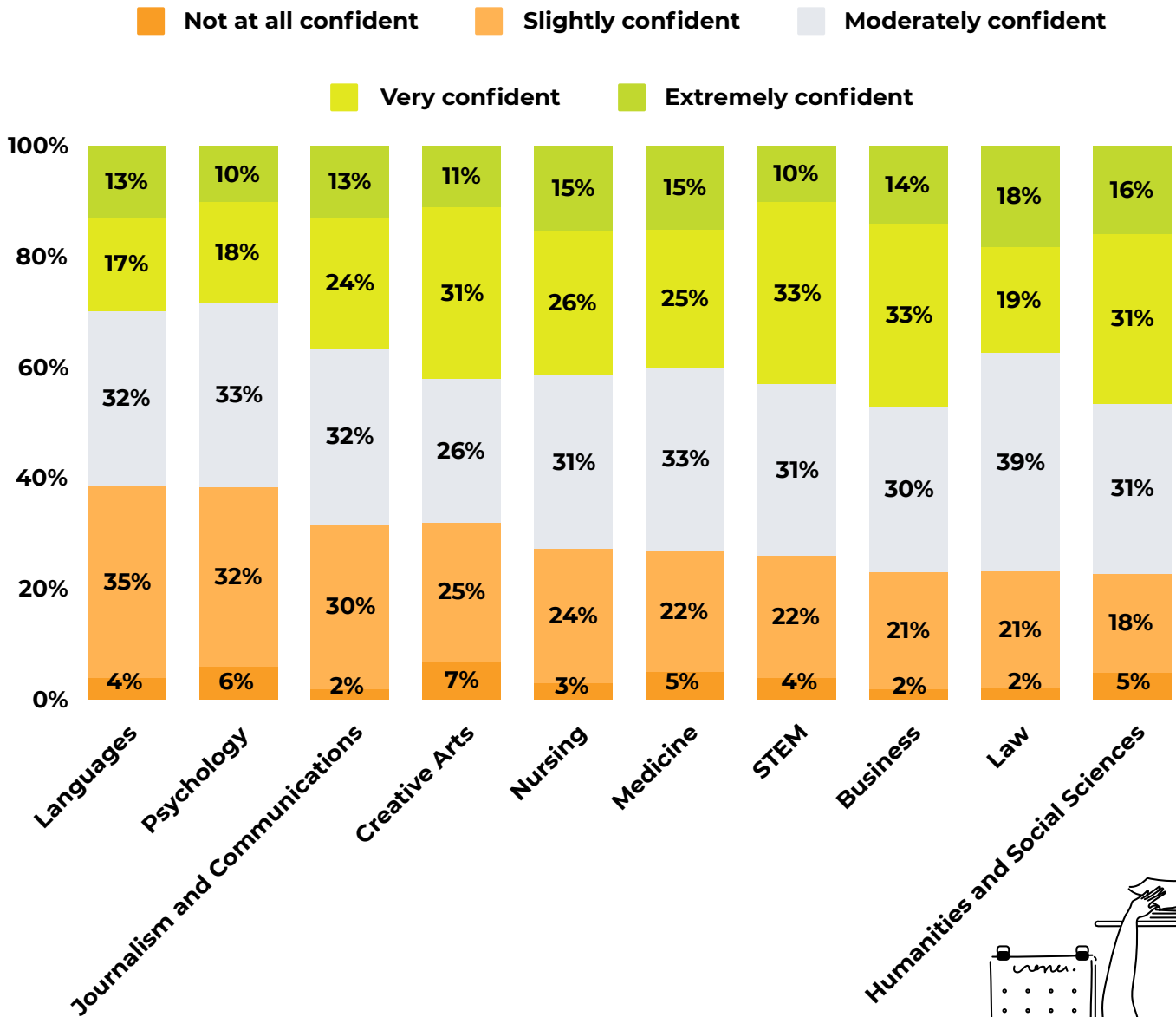




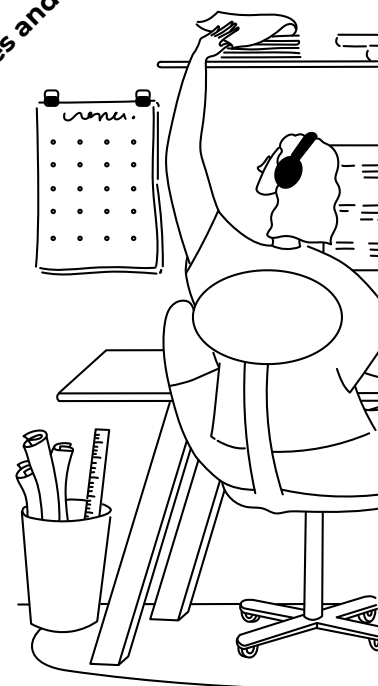
Summary of trends (cont.)

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?



“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

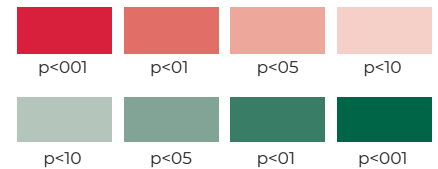
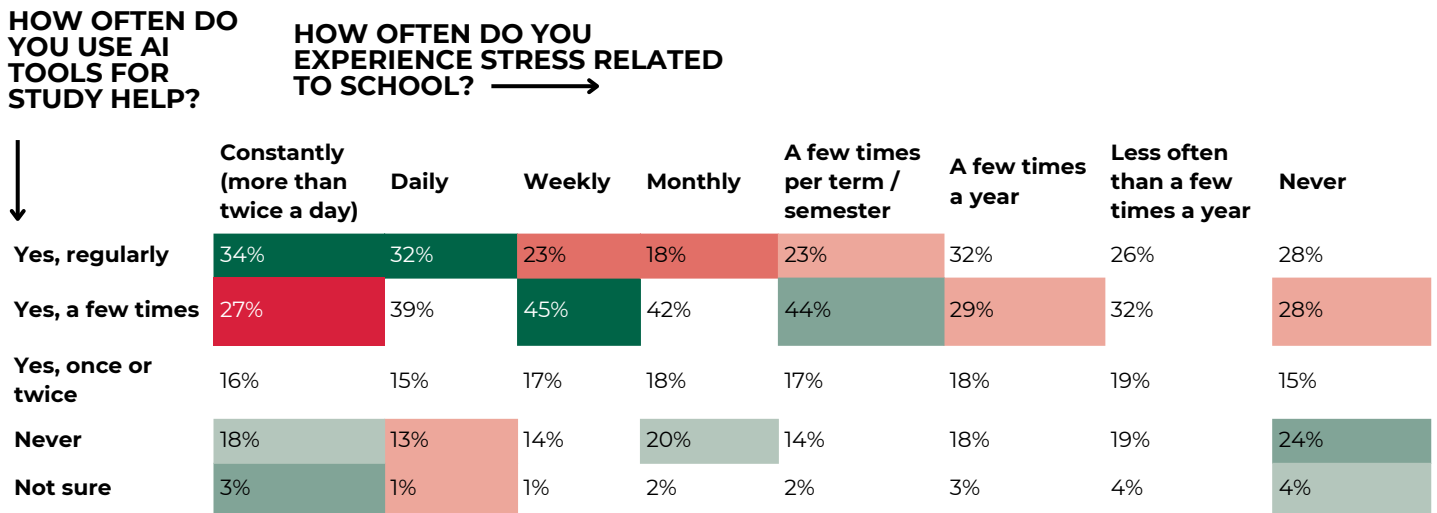




Summary of trends (cont.)

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).



See next:

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

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.



Summary of trends (cont.)

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

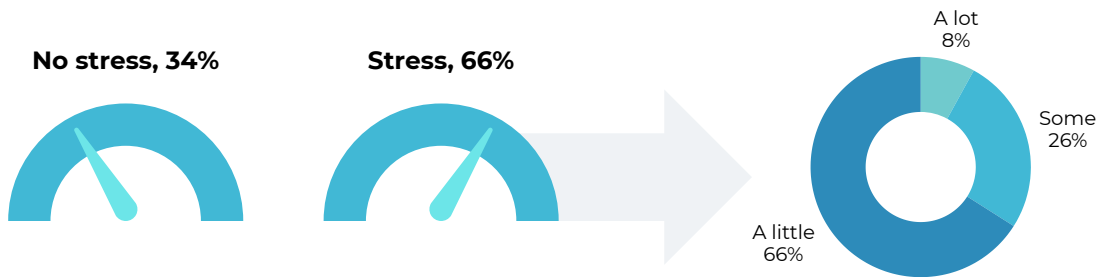
But even 64% of the highest-performing respondents feel stressed about it. Leaders can look to a holistic approach to policy and university-approved generative AI support.

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.

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.



A little 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."

Some stress



"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."

A lot of stress



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

"AI tools usually need a well detailed prompt. Most times 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."



Summary of trends (cont.)

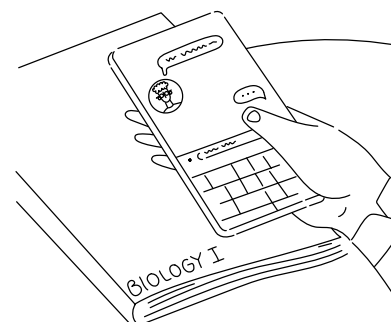
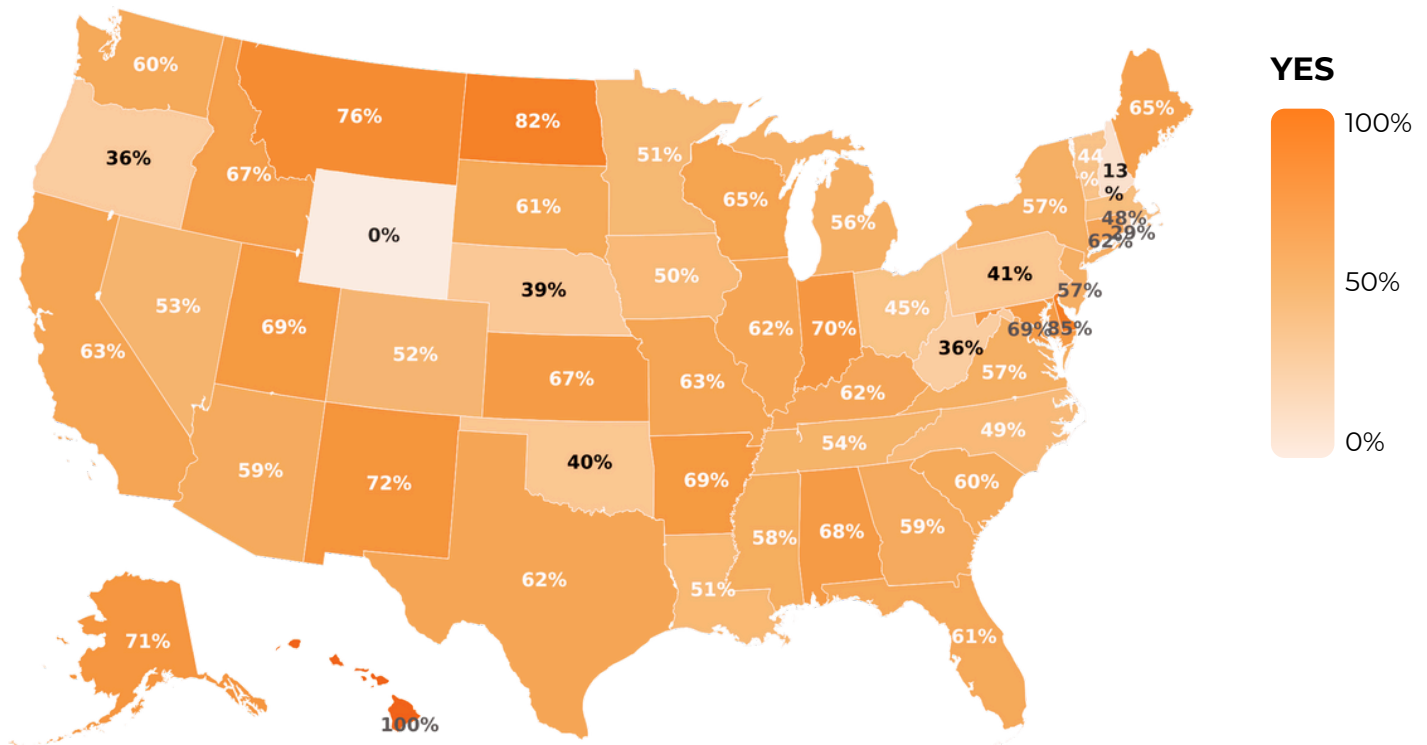
Fortunately, an overall majority of students (58%) believe that their university is adapting fast enough to provide AI study support tools.

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?'





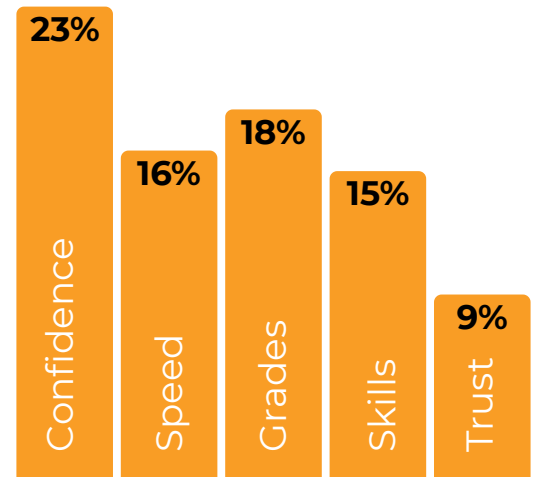
Summary of trends (cont.)

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’ was 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.

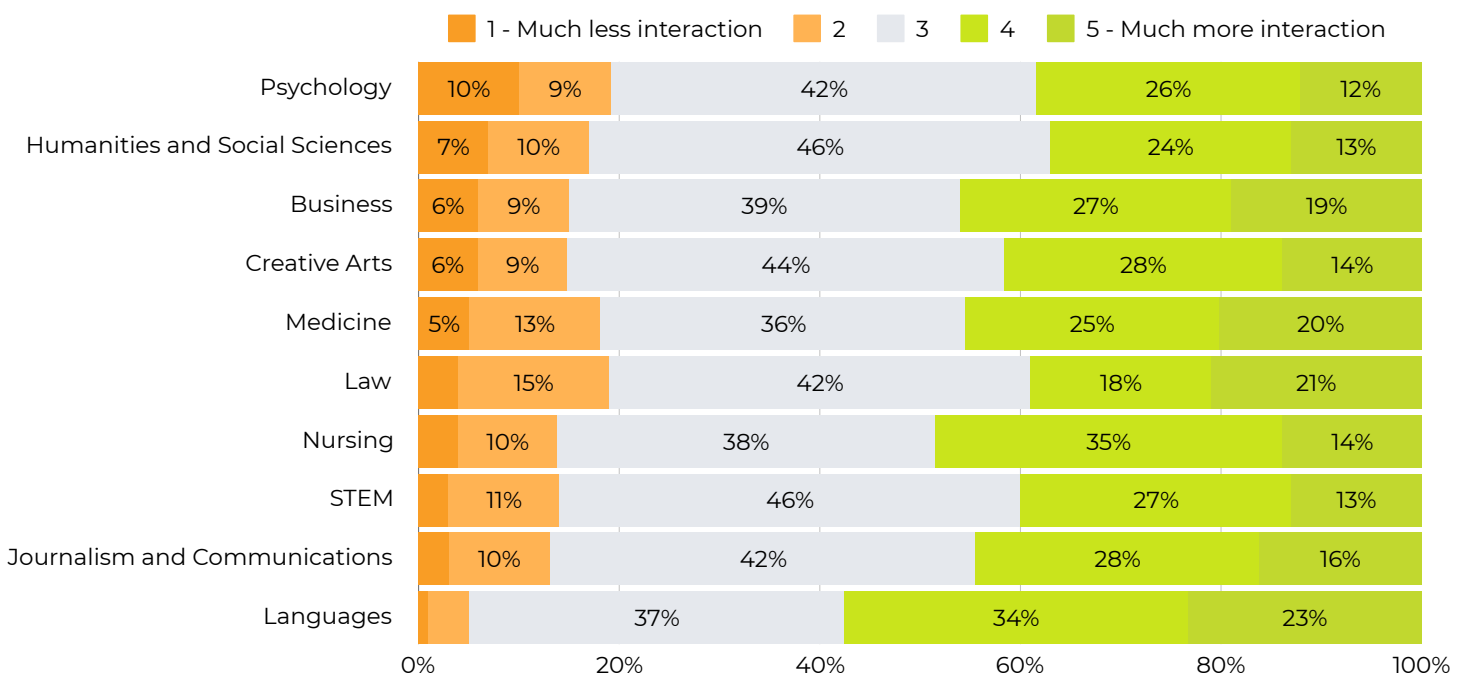
TOP 5 REASONS FOR USING THE UNIVERSITY'S AI SUPPORT OR FEEDBACK



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).





Survey background

YouGov

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

Studiosity

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

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



Objectives and methodology

Objectives

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

Methodology

Sample & Target Group:

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

The survey was conducted by the YouGov analysis institute. The survey ran from 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.



ANNUAL GLOBAL STUDENT WELLBEING SURVEY **USA REPORT**



2025

Research
carried out by:

YouGov[®]

Reported by:

Studiosity

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

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

Stress
Student Experience
Peer Connection
Generative AI
Employability

Other reports:

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

