

July 2021 / PASSHE

PASSHE Quantitative Research Findings

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An online survey was conducted in June 2021 to gather data that would help inform the proposed integration of six PASSHE universities.

METHODOLOGY

- In total 1,360 people completed the survey; 509 current students, 546 prospective students, and 305 parents of prospective students.
- 100% of prospects and parents and 97% of current students live in Pennsylvania.
- The survey was “blind” meaning PASSHE was not identified as the sponsor of the study.

IMPORTANT FACTORS IN COLLEGE CHOICE

- When asked to identify factors important in the college search, prospective students said “quality of faculty” and “internship and career development opportunities” were most important; both were rated 4, 5, or 6 on a six-point scale by 90% of prospects.
- 91% of current students said “quality of faculty” was important, followed closely by flexible coursework, marked by 87%.
- Social activities and short course certifications were least important to college choice for all three audiences.

WILLINGNESS TO TAKE ONLINE COURSES

- 9 in 10 prospects and current students are willing to take some courses online to have access to wider range of degrees, majors, minors, and courses, to keep the price they pay the lowest, or to earn their degree more quickly.
- Virtually all parents are comfortable with their child taking some courses online for any of the reasons tested.

9 in 10 prospects and current students are willing to take some courses online; 99% of parents are comfortable with their child taking some courses online.

HYPOTHETICALS

- Students were asked to imagine they are in college and decide to change their major to one their university does not offer; 50% of current students and 56% of prospects said they would transfer to another university.
- Students were asked to imagine they want to attend University A but it doesn't offer all the courses they need for their major. University B does offer the major but the student prefers University A. The preferred choice for all three audiences is to attend University A and take some courses to complete the major online from University B.

DELIVERY MODES

- When asked to respond to four different online delivery modes, prospective students were most interested in attending class in a physical classroom with a professor online or live from another campus.
- The most appealing option to current students was live online lectures and activities they can participate in from a location of their choice.
- Pre-recorded lectures combined with live online small group discussions was the least appealing option for both current and prospective students.

Project Overview

1,360 respondents participated in an online survey for PASSHE between June 2 and June 20, 2021.

	Prospects	Parents	Current Students
Data Source	PASSHE	InnovateMR	PASSHE
Sampling Frame	Rising high school junior and senior inquirers and suspects from Pennsylvania on file with the six institutions involved in the proposed integration.	Parents of rising high school juniors and seniors living in Pennsylvania.	Rising sophomores, juniors, and seniors enrolled at the six institutions involved in the proposed integration and Westchester and Millersville.
Fielding Dates	June 2, 2021 to June 19, 2021	June 2, 2021 to June 11, 2021	June 2, 2021 to June 20, 2021
# of Potential Respondents	64,914	n/a	12,344
# of Respondents	546	305	509
Response Rate	1%	n/a	4%
Incidence Rate	n/a	66%	n/a
Margin of Error	±4.18%	±5.57%	±4.25%
Incentive	<p>\$5 Amazon.com gift card to the first 25 people who completed the survey at these times:</p> <ul style="list-style-type: none">• June 2 at 4 pm (survey launch)• June 8 at 9:25 am (first reminder)• June 11 at 9:16 am (final reminder)	Incentivized through InnovateMR	<ul style="list-style-type: none">• Drawing for a chance to win \$250 gift card: Eligible respondents took the survey between June 2 at 4pm (survey launch) and June 8 at 9:23am (first reminder)• All respondents who took the survey from June 8 at 9:23 am and later received a \$5 Amazon.com gift card

Respondent Profiles / Prospects 546 Respondents

Gender	Respondents
Woman	69%
Man	28%
Non-Binary	1%
Prefer to self-describe	1%
Prefer not to answer	2%

Race/Ethnicity	Respondents
White	58%
Asian	18%
Black or African American	17%
Hispanic, Latinx, or Spanish origin	9%
American Indian or Alaskan Native	2%
Middle Eastern or North African	1%
Native Hawaiian or Pacific Islander	1%
Another race or ethnicity	1%
Prefer not to answer	3%

State	Respondents
Pennsylvania	100%

Class Year in Fall of 2021	Respondents
High school junior	19%
High school senior	82%

Plans to Attend College After High School	Respondents
Maybe	11%
Definitely will	87%
Don't now	2%

Respondent Profiles / Parents 305 Respondents

Gender	Respondents
Woman	55%
Man	45%

Race/Ethnicity	Respondents
White	54%
Black of African American	33%
Hispanic, Latinx, or Spanish origin	14%
Asian	13%
American Indian or Alaskan Native	6%
Middle Eastern or North African	4%
Native Hawaiian or Pacific Islander	1%
Another race or ethnicity	2%
Prefer not to answer	<1%

State	Respondents
Pennsylvania	100%

Child(ren)'s Class Year in Fall of 2021	Respondents
High school junior	43%
High school senior	57%

Child's Plans to Attend College After High School	Respondents
Maybe	40%
Definitely will	58%
Don't now	2%

Respondent Profiles / Current Students 509 Respondents

Gender	Respondents
Woman	71%
Man	25%
Non-Binary	2%
Prefer to self-describe	1%
Prefer not to answer	2%

Race/Ethnicity	Respondents
White	86%
Black or African American	6%
Hispanic, Latinx, or Spanish origin	5%
Asian	3%
American Indian or Alaskan Native	1%
Middle Eastern or North African	<1%
Native Hawaiian or Pacific Islander	<1%
Another race or ethnicity	1%
Prefer not to answer	3%

State	Respondents
Pennsylvania	97%
New Jersey	2%
New York	1%
Other (less than 1% each)	1%

Class Year in Fall of 2021	Respondents
College sophomore	28%
College junior	35%
College senior	37%

Survey results are a **snapshot in time**. All data must be evaluated while considering the unique behaviors, attitudes, and beliefs of the time when data was collected. In order to receive the most up-to-date information, studies should be conducted regularly.

Research Limitations

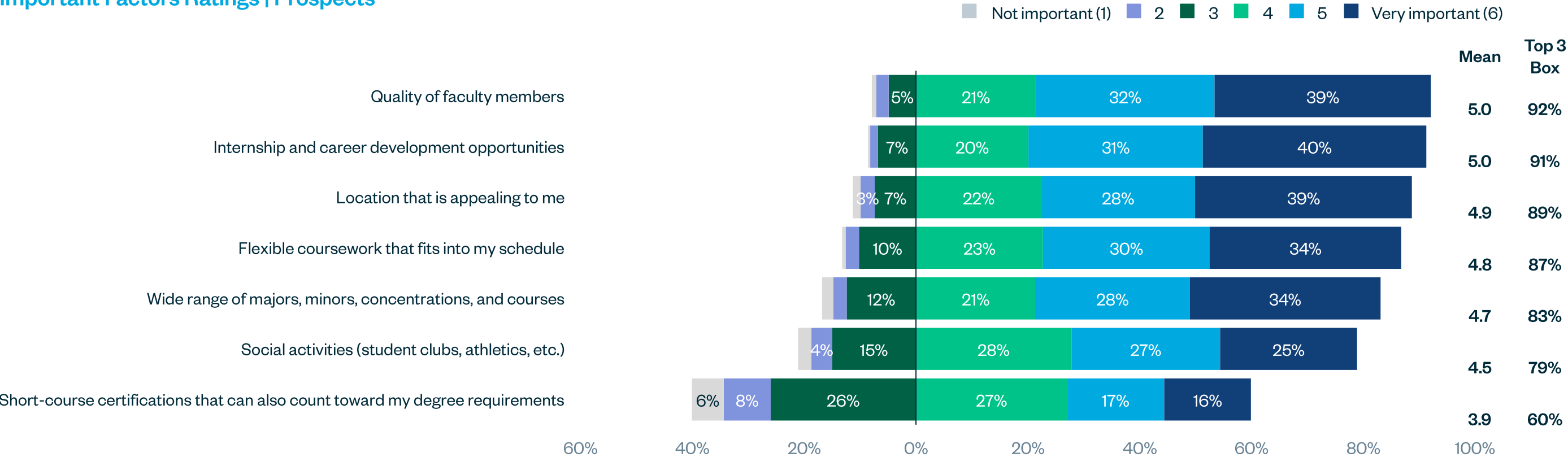
Data Collection Period	Data was collected amidst the global COVID-19 pandemic.
Respondent & Survey Bias	<p>While we strive to eliminate the potential for bias when creating questionnaires and samples, certain issues should always be considered when reviewing data, including:</p> <ul style="list-style-type: none">• <u>Response bias</u>: The tendency of respondents to answer questions inaccurately or dishonestly.• <u>Non-response bias</u>: When a particular subset of the population is less likely to participate, resulting in an unrepresentative sample.• <u>Order bias</u>: When a respondent’s answer to a question is impacted by a survey question earlier in the instrument.
Device Usage & Accessibility	<ul style="list-style-type: none">• We make all reasonable efforts to ensure surveys are equally accessible through a computer or a mobile device. However, in some cases respondents using a mobile device to complete a survey might behave differently than those using a computer.• Our surveys are compliant with regulations regarding accessibility for visually-impaired respondents. Almost all question types used can be translated for the visually impaired, except for questions using images or video.

Important Factors Ratings

2 in 5 prospects rate internship and career development opportunities, quality of faculty members, and appealing location as very important.

(Prospects) How important are each of the following as you consider colleges for your education?
Scale: 1= Not important, 6= Very important

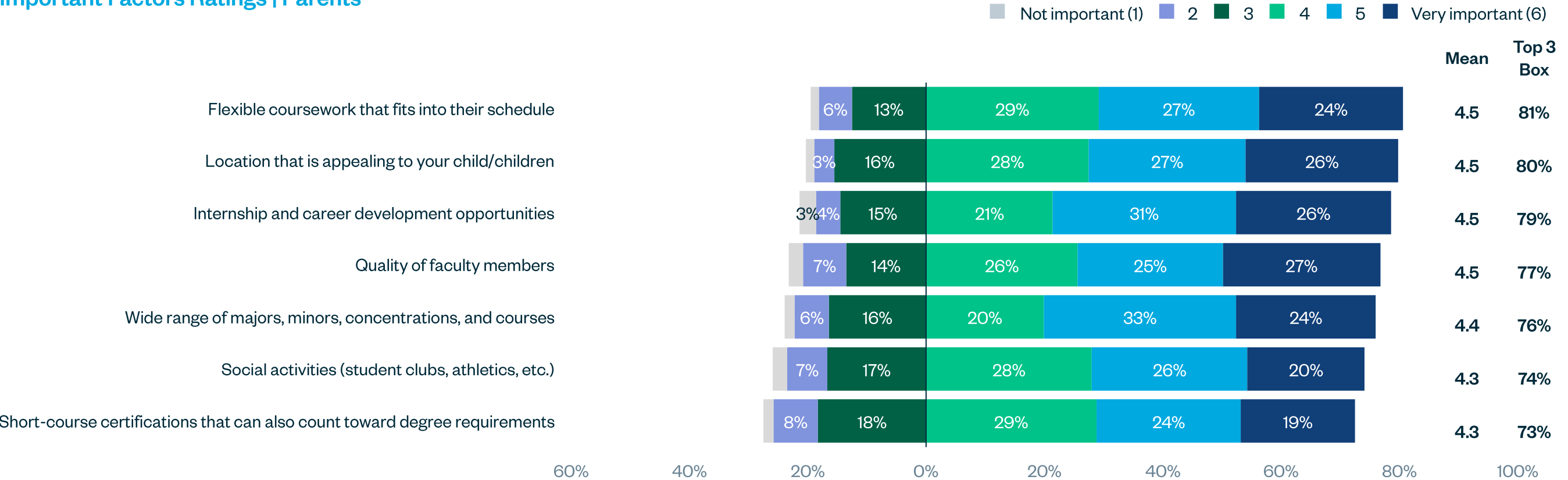
Important Factors Ratings | Prospects



While parents roughly rate all factors as equally important, they like prospects, highly value internship and career development opportunities for their children.

(Parents) How important are each of the following as you advise your child/children about their college options?
Scale: 1= Not important, 6= Very important

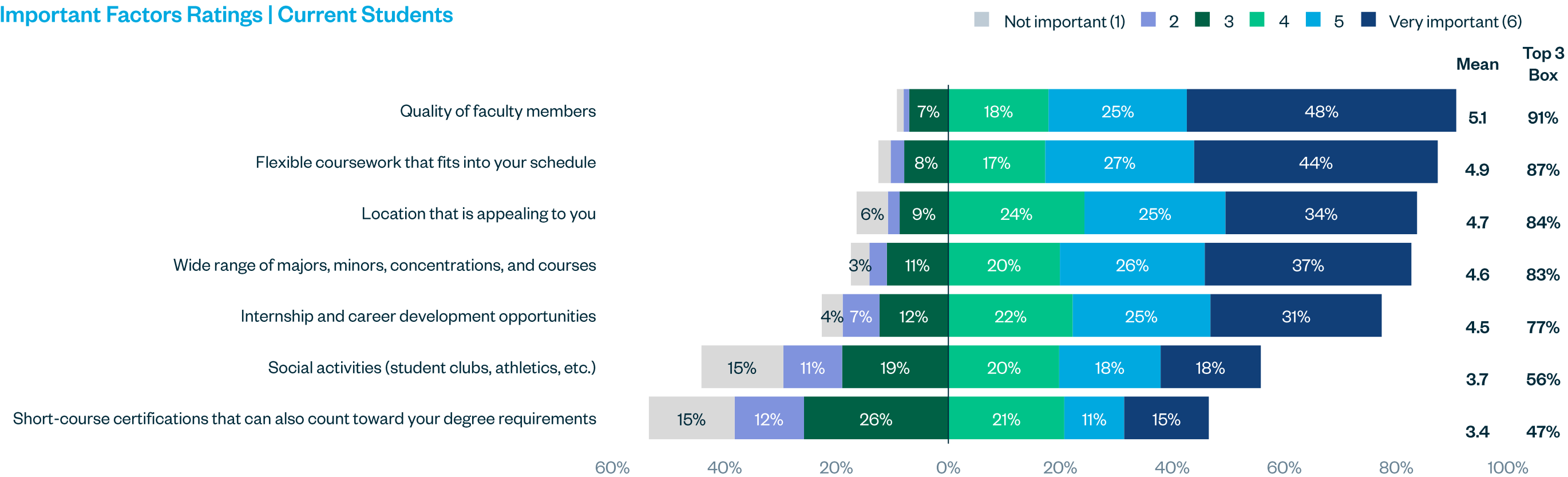
Important Factors Ratings | Parents



7 in 10 current students rate quality of faculty members and flexible coursework highest among important factors when considering colleges for their education.

(Current Students) How important were each of the following as you considered colleges for your education?
Scale: 1= Not important, 6= Very important

Important Factors Ratings | Current Students



Quality of faculty members sits among top important factors for both prospects and current students, and while internships and career development opportunities falls in the top 2 for prospects, flexible coursework sits among the top for current students.

Important Factors Ratings | Top 2 Box Rankings

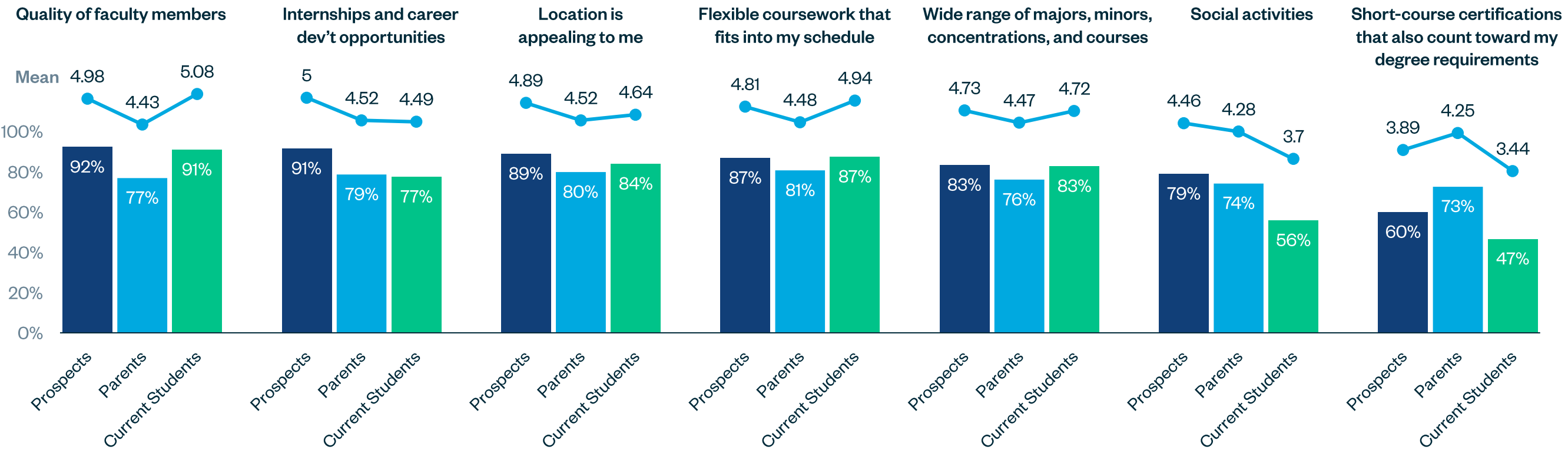
(Prospects) How important are each of the following as you consider colleges for your education? / (Parents) How important are each of the following as you advise your child/children about their college options? / (Current Students) How important were each of the following as you considered colleges for your education? *Scale: 1= Not important, 6= Very important*

Prospects	Parents	Current Students
Internship and career development opportunities	Internship and career development opportunities	Quality of faculty members
Quality of faculty members	Wide range of majors, minors, concentrations, and courses	Flexible coursework that fits into your schedule
Location that is appealing to me	Location that is appealing to your child/children	Wide range of majors, minors, concentrations, and courses
Flexible coursework that fits into my schedule	Flexible coursework that fits into their schedule	Location that is appealing to you
Wide range of majors, minors, concentrations, and courses	Quality of faculty members	Internship and career development opportunities
Social activities (student clubs, athletics, etc.)	Social activities (student clubs, athletics, etc.)	Social activities (student clubs, athletics, etc.)
Short-course certifications that can also count toward my degree requirements	Short-course certifications that can also count toward degree requirements	Short-course certifications that can also count toward your degree requirements

Prospects value quality of faculty members and internships and career development opportunities significantly more than social activities and short-course certifications.

(Prospects) How important are each of the following as you consider colleges for your education? / (Parents) How important are each of the following as you advise your child/children about their college options? / (Current Students) How important were each of the following as you considered colleges for your education? Scale: 1= Not important, 6= Very important

Important Factors Ratings | Top 3 Box + Mean Ratings (listed left to right in descending order by prospects)



Section 3

Willingness to Take Online Courses

9 in 10 prospects and current students are willing to take some courses online to have access to wider range of degrees, majors, minors, and courses. Virtually all parents are comfortable with their child taking courses online.

(Prospects/Current Students) What percent of your courses would you be willing to take online in order to have access to a significantly wider range of degrees, majors, minors, and courses? / (Parents) What percent of your child's courses would you be comfortable with them taking online in order to have access to a significantly wider range of degrees, majors, minors, and courses?

Willingness to Take Online Courses | Wider Range of Degrees, Majors, Minors, and Courses

Amount of Online Courses	Prospects	Parents	Current Students
More than 75%	13.0%	12.8%	28.5%
More than 50%	25.9%	40.5%	44.9%
More than 25%	57.8%	80.9%	69.4%
ANY amount of courses online	88.4%	99.0%	91.5%
None	11.6%	1.0%	8.5%

9 in 10 prospects and nearly all parents and current students are willing to take (have their child take) any amount of courses online to keep the price they pay the lowest.

(Prospects/Current Students) What percent of your courses would you be willing to take online in order to keep the price you pay the lowest? / (Parents) What percent of your child’s courses would you be comfortable with them taking online in order to keep the price they/you pay the lowest?

Willingness to Take Online Courses | Keep the Price You Pay the Lowest

Amount of Online Courses	Prospects	Parents	Current Students
More than 75%	18.6%	11.2%	35.9%
More than 50%	37.1%	38.2%	54.8%
More than 25%	69.1%	77.0%	76.2%
ANY amount of courses online	90.4%	99.0%	92.5%
None	9.6%	1.0%	7.5%

9 in 10 prospects and current students and nearly all parents are willing to take (have their child take) any amount of courses online to earn their degree more quickly.

(Prospects/Current Students) What percent of your courses would you be willing to take online in order to earn your degree more quickly?/ (Parents) What percent of your child’s courses would you be comfortable with them taking online in order to earn their degree more quickly?

Willingness to Take Online Courses | Earn Your Degree More Quickly

Amount of Online Courses	Prospects	Parents	Current Students
More than 75%	13.6%	12.5%	31.2%
More than 50%	31.6%	41.6%	49.1%
More than 25%	61.5%	81.0%	71.4%
ANY amount of courses online	90.5%	99.0%	90.5%
None	9.5%	1.0%	9.5%

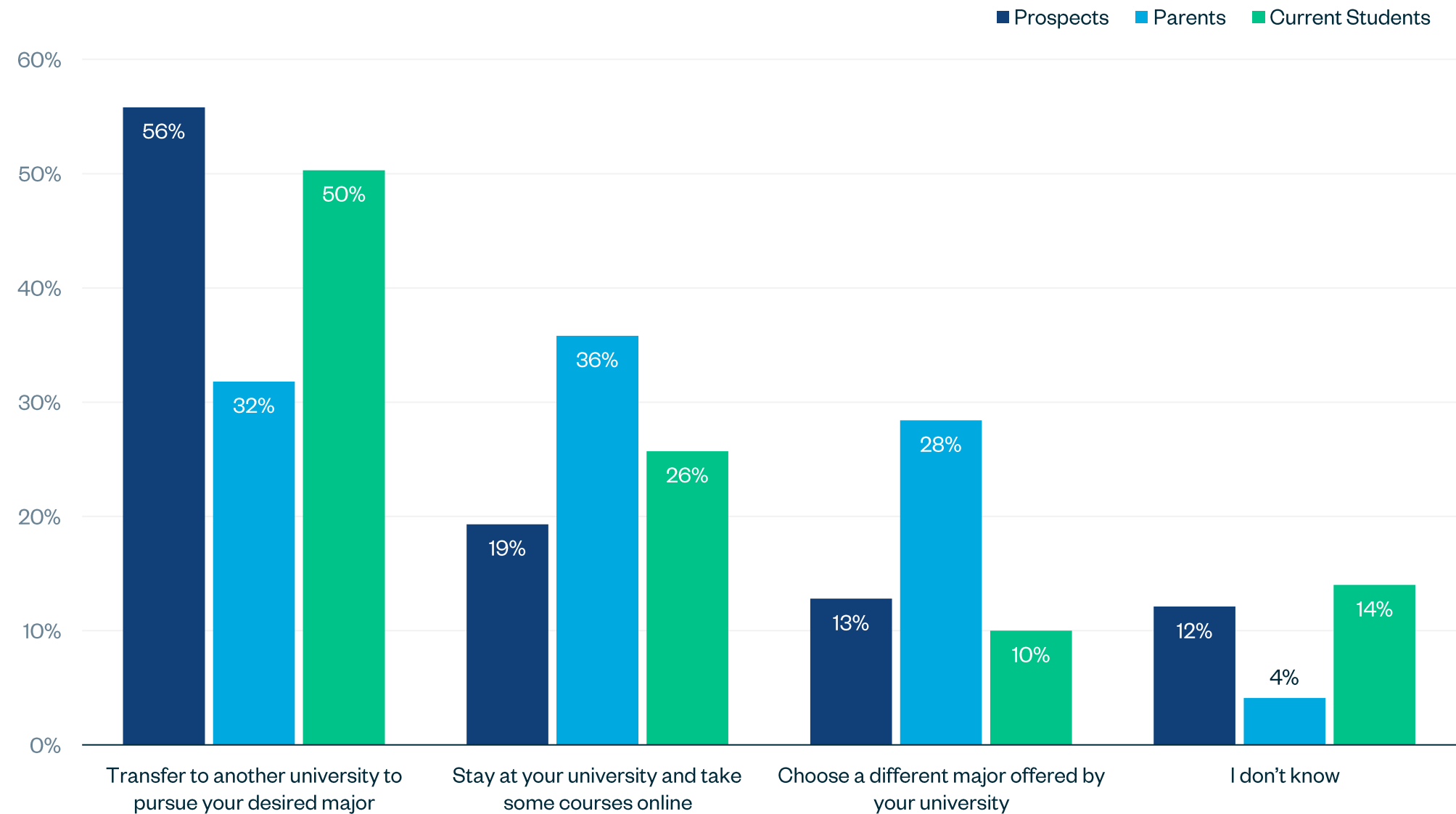
Section 4

Access Preferences

In a hypothetical situation where a student changes their major to one their university doesn't offer, 50% of current students and 56% of prospects would transfer to another university to pursue their desired major.

Access to Desired Major

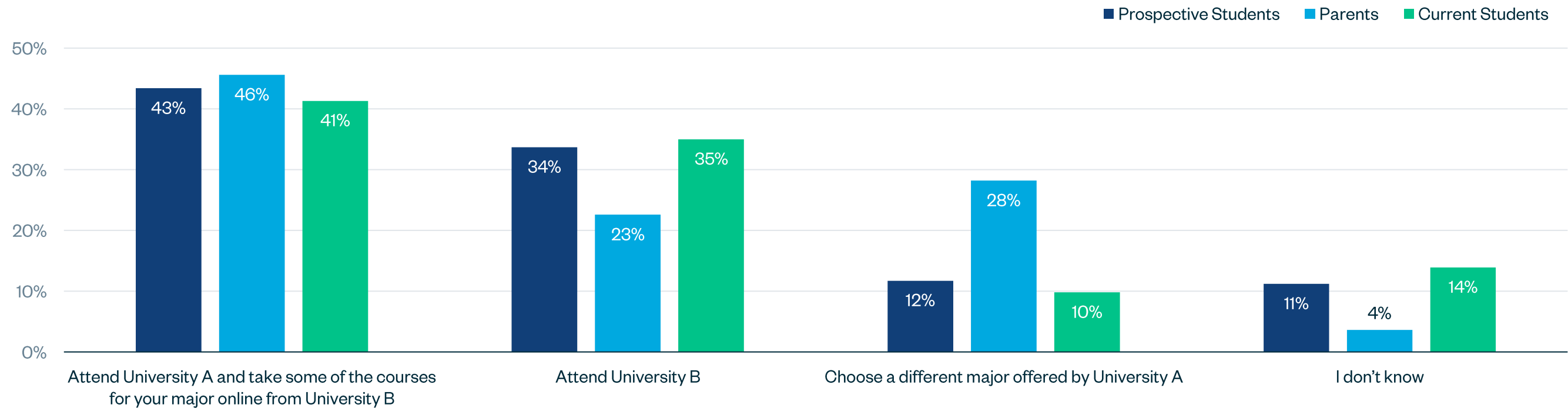
(Prospects) After you are in college, imagine that you decide to change your major to one that your university does not offer on campus. Would you prefer to: / (Parents) Assume your child is in college and decides to change their major to one their university does not offer on campus. Would you prefer your child: / (Current Students) Assume you want to change your major to one that your university does not offer on campus. Would you prefer to:



About 2 in 5 prospects and current students would take some of their courses needed for their major online from another university if their university did not offer all the courses needed.

(Prospects/Parents/Current Students) Assume you/your child really want to attend University A because you like the campus better, or you are able to play your sport, or you simply prefer the campus culture. But University A does not offer all of the courses you need for your major. University B does offer your major, but you just like University A better. Would you prefer to:

Access to Required Courses



Appeal of Online Learning Options

Respondents were asked to rate the extent to which each of the following online learning options were appealing.

Appeal Ratings of Online Learning Options | Abbreviated Statements

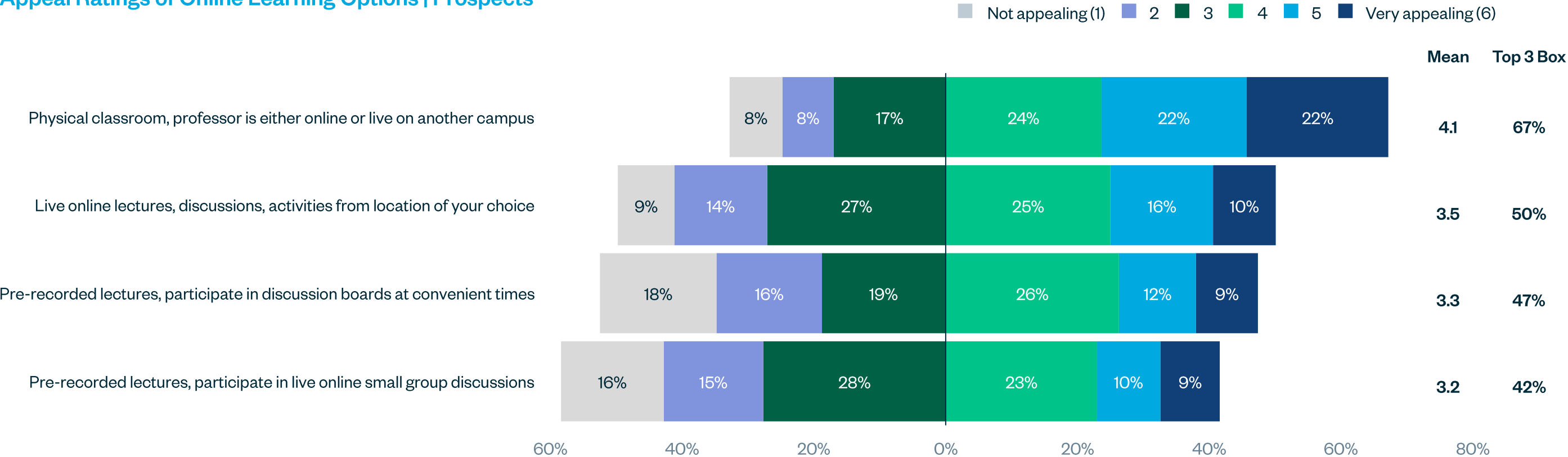
(Prospects/Current Students) How appealing are each of the following online learning options? / (Parents) How appealing are each of the following?
Scale: 1= Not appealing, 6= Very appealing

Abbreviated Statement	Full Survey Text
Live online lectures, discussions, activities from location of your choice	You participate in live online lectures, discussions, and activities with other students and a faculty member from a location of your choice (e.g., home, dorm room)
Physical classroom, professor is either online or live on another campus	You meet in a physical classroom with other students to participate together in online lectures and activities taught by a professor who is either online or live on another campus
Pre-recorded lectures, participate in discussion boards at convenient times	Lectures are pre-recorded and you interact with other students and faculty on a discussion board when it's convenient for you
Pre-recorded lectures, participate in live online small group discussions	Lectures are pre-recorded and you regularly participate in small group discussions and activities live online with other students and a faculty member

Twice as many prospects find meeting in a physical classroom and participating in online lectures taught by a professor either online or live on another campus appealing than pre-recorded lectures, participating in live online small group discussions.

(Prospects) How appealing are each of the following online learning options?
Scale: 1= Not appealing, 6= Very appealing

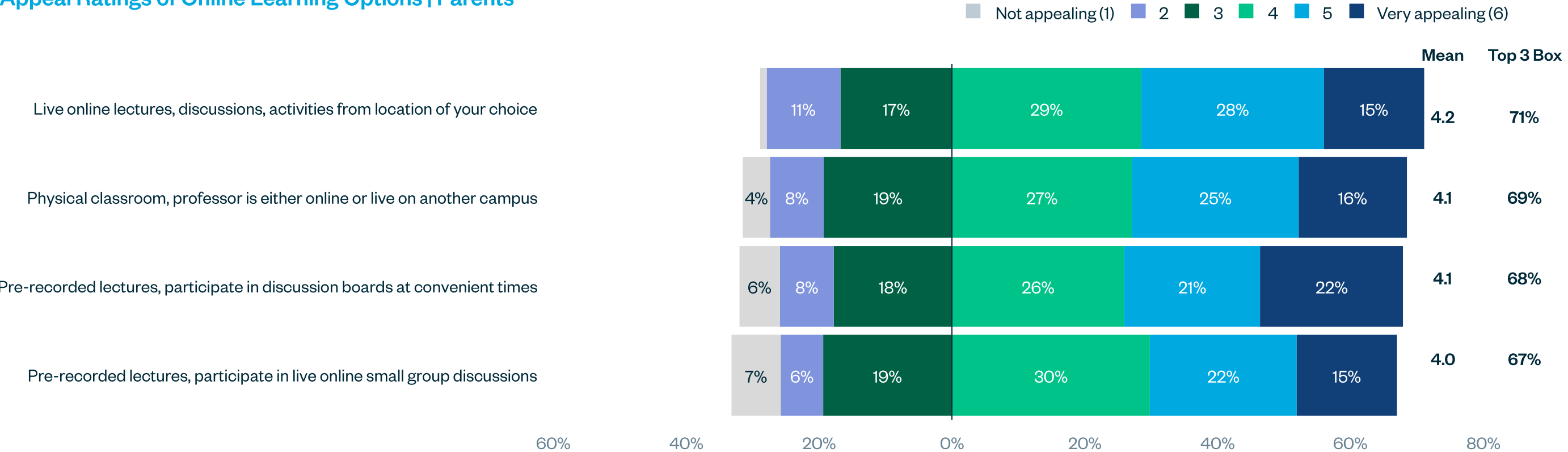
Appeal Ratings of Online Learning Options | Prospects



Roughly 2 in 5 parents find all tested modalities equally appealing. There is slightly higher appeal for live online lectures over pre-recorded lectures, participation in live online small group discussions.

(Parents) How appealing are each of the following?
Scale: 1= Not appealing, 6= Very appealing

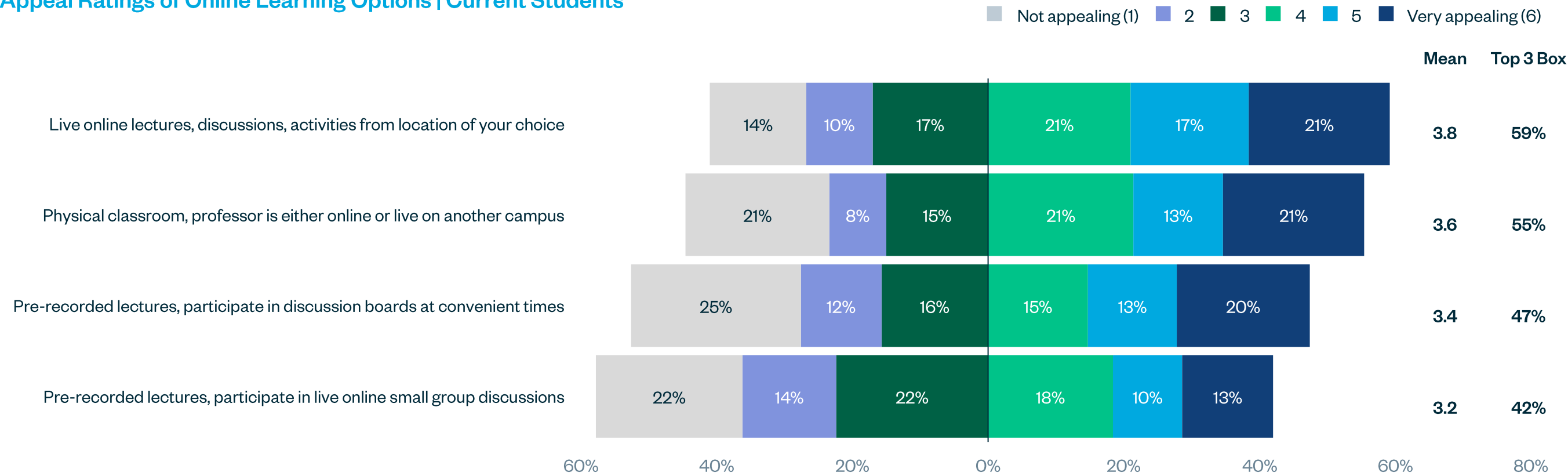
Appeal Ratings of Online Learning Options | Parents



Like parents, current students find all online learning options equally appealing with a slight preference to live online lectures from a location of choice over meeting in a physical classroom and participating in online lectures.

(Parents) How appealing are each of the following?
Scale: 1= Not appealing, 6= Very appealing

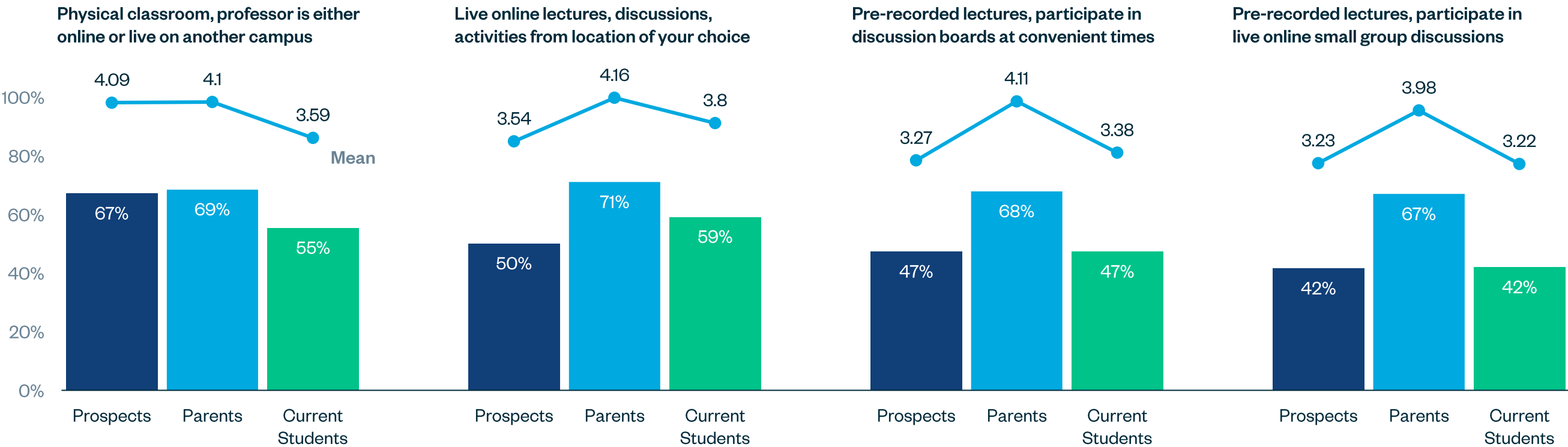
Appeal Ratings of Online Learning Options | Current Students



Prospects find meeting in a physical classroom more appealing than attending pre-recorded lectures and participating in live online small group discussions. Parents and current students rate their level of appeal towards all online learning options equally.

(Prospects/Current Students) How appealing are each of the following online learning options? / (Parents) How appealing are each of the following?
Scale: 1= Not appealing, 6= Very appealing

Appeal Ratings of Online Learning Options | Top 3 Box + Mean Ratings



On behalf of our Alexandria, Oakland, and Columbus offices,

Thank you.

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