Perspectives and attitudes of college students participating in remote learning

Based on a national student survey conducted mid to late April 2020

May 2020
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Executive summary
EY-Parthenon analysis of remote learning student attitudes

Overview: In April 2020, EY-Parthenon assessed the experiences, concerns and intentions of 3,675 college students participating in remote learning across four-year and two-year public and private nonprofit institutions. The intent of the survey was to provide insight to colleges and universities to help them improve remote engagement and learning for students.

Key insights: The potential for withdrawal or transfer is acute if institutions do not clearly communicate how they are addressing student concerns. While students share common characteristics (i.e., a desire for communication about fall 2020), their needs are not monolithic. Recognizing and understanding the different student segments can help identify how to tailor communication and address specific top-of-mind concerns.

► Overall satisfaction is largely polarized but uncorrelated with school size or selectivity underscoring the impact of individual learning experiences.
► Roughly one in five students indicate that they are neutral to negative about returning to their school in the fall and, if fall is to feature remote learning, they expect a discount relative to what they were paying.
► Survey results suggest that five distinct student segments exist, based on differing attitudinal factors toward remote learning and expectations for the fall semester.
► While these attitudinal segments are more prominent in some institution types, they are present everywhere.

The segment profiles present summarized survey data and a point of view on:

► Student perspectives: the interpreted attitude, preferences, concerns and context of learning for a typical student in this segment
► Communication needs: the messaging colleges and universities can emphasize to address this segment’s priority concerns
► Programmatic considerations: the adjustments most likely to improve this type of student’s remote learning experience
Agenda

- **Satisfaction with remote learning**
- Expectations for fall term and pricing
- Student segmentation
**Methodology**

EY-Parthenon analyzed data from the student survey, fielded for ~2 weeks with 3,675 complete responses, to identify five student segments.

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**Overall survey respondent demographics**

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
<th>$&lt;75k</th>
<th>$75k-$149.99k</th>
<th>$150k-$200k</th>
<th>&gt;$200k</th>
<th>Not disclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>56%</td>
<td>44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td>38%</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Household income</td>
<td>37%</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>10%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>School type</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>School size (Undergrad.)</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

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**Cluster analysis methodology**

- EY-Parthenon conducted a **two-step cluster analysis** to segment survey respondents into five groups based on responses to questions assessing:
  - Expectations for fall delivery method
  - Likelihood to return to a student’s institution
  - Pricing (tuition and fees) adjustments if learning remains remote

- EY-Parthenon then conducted a **comparison of means procedure** to gather qualitative insights for student segment profiles, using respondent demographic data as well as to questions probing satisfaction levels with elements of remote learning.

- **Note:** Overall survey respondent demographics are not directly representative of national averages. To preserve data quality, segment comparisons have been kept relative to the average survey respondent.
Overall satisfaction with remote learning

Overall, student satisfaction is relatively polarized but uncorrelated with school type, size or selectivity, underscoring the impact of individual learning preferences.

Overall satisfaction with remote learning, by institutional characteristics

Q: What is your overall satisfaction with your remote learning experience?
Please rate on a scale of 1 to 7, where 1 = "Not at all satisfied" and 7 = "Extremely satisfied"

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>n</th>
<th>% Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year private</td>
<td>1,599</td>
<td>29%</td>
</tr>
<tr>
<td>Four-year public</td>
<td>1,368</td>
<td>23%</td>
</tr>
<tr>
<td>Two-year public</td>
<td>647</td>
<td>21%</td>
</tr>
<tr>
<td>Two-year private</td>
<td>61</td>
<td>21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acceptance Rate</th>
<th>n</th>
<th>% Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;25%</td>
<td>482</td>
<td>30%</td>
</tr>
<tr>
<td>25%–50%</td>
<td>416</td>
<td>26%</td>
</tr>
<tr>
<td>50%–75%</td>
<td>948</td>
<td>26%</td>
</tr>
<tr>
<td>&gt;75%</td>
<td>792</td>
<td>27%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Size</th>
<th>n</th>
<th>% Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1k</td>
<td>321</td>
<td>25%</td>
</tr>
<tr>
<td>1k–5k</td>
<td>1,044</td>
<td>26%</td>
</tr>
<tr>
<td>5k–10k</td>
<td>627</td>
<td>28%</td>
</tr>
<tr>
<td>&gt;10k</td>
<td>1,683</td>
<td>24%</td>
</tr>
</tbody>
</table>

Source: EY-Parthenon remote learning student survey (April 2020), IPEDS
Overall satisfaction with remote learning
Higher-income, white, and female students cite slightly lower satisfaction

Overall satisfaction with remote learning, by student characteristics
Q: What is your overall satisfaction with remote learning?
Please rate on a scale of 1 to 7, where 1 = “Not at all satisfied” and 7 = “Extremely satisfied” [ALL]

**Income categories**

<table>
<thead>
<tr>
<th>Income category</th>
<th>% Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $75k</td>
<td>24%</td>
</tr>
<tr>
<td>$75k to $149.99k</td>
<td>24%</td>
</tr>
<tr>
<td>$150k to $200k</td>
<td>28%</td>
</tr>
<tr>
<td>More than $200k</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Race categories**

<table>
<thead>
<tr>
<th>Race category</th>
<th>% Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>28%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>23%</td>
</tr>
<tr>
<td>Under-represented minority</td>
<td>23%</td>
</tr>
<tr>
<td>Mixed race/other</td>
<td>23%</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>% Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>27%</td>
</tr>
<tr>
<td>Male</td>
<td>21%</td>
</tr>
</tbody>
</table>

*Underrepresented minority includes Black, Hispanic, and Native American students.
Source: EY-Parthenon remote learning student survey (April 2020)
### Satisfaction with various components of remote learning

Top likes and dislikes, based on open-ended responses provided by students

<table>
<thead>
<tr>
<th>Top likes*</th>
<th>Top dislikes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Green Thumb] ~40% Schedule flexibility and autonomy</td>
<td>![Red Thumb] ~23% Lower quality/less engaging teaching</td>
</tr>
<tr>
<td>![Green Thumb] 29% Comfort of being at home</td>
<td>![Red Thumb] 14% More challenging workload/subject is more difficult online</td>
</tr>
<tr>
<td>![Green Thumb] 11% More productive/easier</td>
<td>![Red Thumb] 13% Lack of social interaction</td>
</tr>
<tr>
<td>![Green Thumb] 10%</td>
<td>![Red Thumb] 10% Lack of access to instructor help</td>
</tr>
<tr>
<td>![Green Thumb] 10%</td>
<td>![Red Thumb] 10% Technical difficulties</td>
</tr>
</tbody>
</table>

*As percentage of all open-ended responses provided

Source: EY-Parthenon remote learning student survey (April 2020)
Satisfaction with various components of remote learning
Academics: in terms of course quality in remote format, satisfaction is lowest for courses with lab or fieldwork

<table>
<thead>
<tr>
<th>Quality of:</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction and collaboration with classmates</td>
<td>49%</td>
<td>18%</td>
<td>33%</td>
</tr>
<tr>
<td>Interaction and collaboration with professors</td>
<td>54%</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>Remote learning experience for classes with required fieldwork</td>
<td>43%</td>
<td>19%</td>
<td>38%</td>
</tr>
<tr>
<td>Remote learning experience for lab classes</td>
<td>40%</td>
<td>18%</td>
<td>42%</td>
</tr>
<tr>
<td>Remote learning experience for large lecture format classes</td>
<td>51%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>Remote learning experience for smaller, seminar-style classes</td>
<td>56%</td>
<td>20%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Note: Excludes “N/A” responses
Source: EY-Parthenon remote learning student survey (April 2020)
Satisfaction with various components of remote learning
Supports: in terms of access, advising and tutoring fare relatively well compared to health and mental health support as well as other admin supports

<table>
<thead>
<tr>
<th>Access to:</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>55%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Tutoring and office hours</td>
<td>54%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>Admin supports (e.g., registrar, financial aid)</td>
<td>47%</td>
<td>21%</td>
<td>32%</td>
</tr>
<tr>
<td>Career planning services</td>
<td>48%</td>
<td>21%</td>
<td>31%</td>
</tr>
<tr>
<td>Health services</td>
<td>42%</td>
<td>20%</td>
<td>38%</td>
</tr>
<tr>
<td>Mental health services</td>
<td>46%</td>
<td>17%</td>
<td>37%</td>
</tr>
<tr>
<td>Remote methods/video communications</td>
<td>66%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Technology support staff</td>
<td>49%</td>
<td>21%</td>
<td>30%</td>
</tr>
<tr>
<td>Wi-Fi (i.e., did not have at home)</td>
<td>59%</td>
<td>16%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Note: Excludes “N/A” responses
Source: EY-Parthenon remote learning student survey (April 2020)
Satisfaction with various components of remote learning

Academic improvements: if there was one learning improvement you could suggest, what would it be?

〜18%
Share of respondents who believe enhanced technology and training would be the best possible improvement

“Remote learning could be made better if everyone had more knowledge and guidance on how to use it, on how to effectively use the platforms and make the most of virtual, from the professors to the students.”
– College freshman

〜11%
Share of respondents seeking changes to class structure, split evenly between requests for synchronicity and asynchronicity

“We should have classes that were designed for remote learning going in. It would also very much help to use platforms the professors are actually comfortable with, or train them, and platforms that are equipped for the amount of server traffic.”
– College sophomore

“I think prerecorded lessons would be more helpful than the real-time lectures. For my online classes that I was already taking, we used that method, and I find it easier to work with on my own terms. It’s less hurtful to my limited Wi-Fi data as well!”
– College sophomore

“Having more live lectures. I know it may inconvenience professors, but I found I was much more motivated to follow through with my course work when I had to connect with my professor at the regular class time. Recorded lectures don’t work well for me.”
– College freshman

Source: EY-Parthenon remote learning student survey (April 2020)
<table>
<thead>
<tr>
<th>Satisfaction with various components of remote learning</th>
<th>Engagement improvements: What could change regarding how you can engage with your professors, classmates or extracurricular teams?</th>
</tr>
</thead>
</table>
| **~20%** Share of respondents who desire greater interaction with professors and classmates as a part of remote learning | “One improvement to remote learning would be for professors to continue offering their normal office hour times. *Since moving online, professors haven't had any office hours and aren't replying to emails, making it difficult to engage with them.*”  
  – College junior |
| **~40%** Share of respondents seeking to use technology to continue clubs and create new virtual events and activities | “I want more student engagement — asking material comprehension questions during class via polls and making more breakout rooms or small groups to facilitate discussion where everyone can turn their mics on.”  
  – College freshman |
|                                                        | “I think *clubs* could host meetings over Zoom or another video chat service. Also, doing *team-bonding activities over Zoom*, like a workout class, movie night or discussion, could help students feel more connected to the clubs, other activities and each other.”  
  – College junior |
|                                                        | “I would like to still be connected to my clubs and activities, at least over Zoom or some other method, but the college has not offered that to us.”  
  – College freshman |

Source: EY-Parthenon remote learning student survey (April 2020)
Agenda

► Satisfaction with remote learning
► **Expectations for fall term and pricing**
► Student segmentation
Expectations for fall term and pricing

Students who believe course delivery will remain remote are the most likely to withdraw; educational quality is cited as a major drawback.

Source: EY-Parthenon remote learning student survey (April 2020)
Expectations for fall term and pricing

Approximately 50% to 70% of respondents, depending on institution type, expect tuition and fees to be reduced if courses remain remote.

Source: EY-Parthenon remote learning student survey (April 2020)
Agenda

- Satisfaction with remote learning
- Expectations for fall term and pricing
- Student segmentation
## Student Segmentation

Five student segments emerged, based on differing attitudinal factors toward remote learning and expectations for the fall semester.

### Remote Learning College Student Segments

<table>
<thead>
<tr>
<th>Segment</th>
<th>Description</th>
<th>Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting Students</td>
<td>Preparing to continue remote learning into the fall; may have limited options to choose from and are adapting to available education</td>
<td>15%</td>
</tr>
<tr>
<td>Optimistic Students</td>
<td>Expecting a return to normalcy in the fall; have been well-resourced and successful during remote learning</td>
<td>33%</td>
</tr>
<tr>
<td>Tolerating Students</td>
<td>Embracing the current situation with patient understanding while still tentatively hopeful for a return to in-person education</td>
<td>23%</td>
</tr>
<tr>
<td>Uncertain Students</td>
<td>Reacting to the sudden transition with difficulty; may have lacked the stability to deal with the disruption to education and reconsidering enrollment plans</td>
<td>20%</td>
</tr>
<tr>
<td>Challenged Students</td>
<td>Demanding significant improvements to an unsatisfying remote learning experience; may have higher expectations around quality and support</td>
<td>9%</td>
</tr>
</tbody>
</table>

### All College Students in Remote Learning

- All survey respondents: Hoping to return to the same institution and in-person class; moderate satisfaction with remote learning, with some doubts around quality.

### Expectations

<table>
<thead>
<tr>
<th></th>
<th>Adapting Students</th>
<th>Optimistic Students</th>
<th>Tolerating Students</th>
<th>Uncertain Students</th>
<th>Challenged Students</th>
<th>All Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>% expecting in-person fall</td>
<td>0%</td>
<td>100%</td>
<td>57%</td>
<td>43%</td>
<td>0%</td>
<td>55% expect in-person fall semester</td>
</tr>
<tr>
<td>% at risk of not returning</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>75%</td>
<td>0%</td>
<td>15% at risk of not returning</td>
</tr>
<tr>
<td>% expecting lower pricing if remote</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>39%</td>
<td>100%</td>
<td>65% expect lower pricing</td>
</tr>
</tbody>
</table>

Source: EY-Parthenon remote learning student survey (April 2020) and EY-Parthenon analysis
Student segmentation

Student segments differ in their satisfaction levels across key components of remote learning.

Overview of satisfaction with remote learning components,
Undergraduate students in remote learning (n=3,675)

<table>
<thead>
<tr>
<th>Student segments</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting students (15%)</td>
<td>Satisfied with class dynamics and maintaining an overall positive outlook on remote learning experience</td>
</tr>
<tr>
<td>Optimistic students (33%)</td>
<td>Unchallenged by remote learning technology or difficulty, but disappointed with quality of hands-on classes</td>
</tr>
<tr>
<td>Tolerating students (23%)</td>
<td>Moderately satisfied and patient with remote classes, with no major positives or complaints</td>
</tr>
<tr>
<td>Uncertain students (20%)</td>
<td>Hindered by difficulties with grading and technology, particularly around platforms for continuing extracurriculars</td>
</tr>
<tr>
<td>Challenged students (9%)</td>
<td>Deeply unsatisfied with quality of remote learning education and demand much greater support in health services</td>
</tr>
</tbody>
</table>

Note: Clustering analysis performed on normalized data from the remote learning student survey to understand respondents’ relative attitudes toward their remote learning experiences. Data was normalized based on z-scores associated with each respondent’s satisfaction ratings along key remote learning components.

Source: EY-Parthenon remote learning student survey (April 2020) and EY-Parthenon analysis
Student segmentation
While attitudinal segments are more prominent in some institution types, they are present everywhere

Student segments by institution type,
Undergraduate students in remote learning (n=3,675)

Source: EY-Parthenon remote learning student survey (April 2020) and EY-Parthenon analysis
Student segmentation

Student segments appear to be similarly distributed across class years, suggesting that any improvements or communication can be targeted to a specific segment (across years) rather than a specific class year.

Student segments by class year,

*Undergraduate students in remote learning (n=3,675)*

- **Freshman**: n=1,522
  - Adapting students
  - Optimistic students
  - Tolerating students
  - Uncertain students
  - Challenged students

- **Sophomore**: n=1,284
  - Adapting students
  - Optimistic students
  - Tolerating students
  - Uncertain students
  - Challenged students

- **Junior**: n=869
  - Adapting students
  - Optimistic students
  - Tolerating students
  - Uncertain students
  - Challenged students

Source: EY-Parthenon remote learning student survey (April 2020) and EY-Parthenon analysis
Student segmentation: segment profiles
Adapting students have accepted their institution’s use of remote learning and hope for continued support around technology and cost management

Adapting students

Demographics
- Male
- Female
- White
- Non-white
- Income < $75k
- Income > $75k

Academic context
- Major
  - Fine arts
  - Humanities
  - Social sciences
  - Natural sciences
  - Preprofessional
  - Other
  - Undeclared
- School size
  - Large
  - Medium
  - Small
  - Very small
- School type
  - 4-year public
  - 4-year private
  - 2-year public
  - 2-year private

Implications for universities

Student perspective
- Express a highly positive attitude toward remote learning and are prepared to continue with it in the fall
- May be less resourced than other segments, have different expectations and are making the best of their educational opportunity

Communication needs
- May appreciate institutional transparency around cost expectations for future semesters
- Have so far been supportive of their institution’s implementation of remote learning

Programmatic considerations
- Remain satisfied with current classroom dynamics, including in traditionally hands-on classes
- Are likely interested in continued access to platforms for extracurriculars

15% of survey respondents
- 100% anticipate a remote fall semester
- 100% plan to return to their school
- 100% expect their school to have lowered pricing in the fall

Note: Segment profiles based on comparison of clusters’ survey responses and represent survey respondent averages across statistically significant criteria. Academic context displays the most overrepresented characteristics relative to other segments. Sizes are based on official Carnegie Classification system for colleges and universities. “Other” majors are non-preprofessional and may include interdisciplinary majors, e.g., environmental studies.
Source: EY-Parthenon remote learning student survey (April 2020), Carnegie Classification of Institutions of Higher Education by Indiana University for Postsecondary Research
Student segmentation: segment profiles

Optimistic students have fared well in remote learning, but may require further communication around managing expectations for the fall.

33% of survey respondents

- 100% anticipate an in-person fall semester
- 100% plan to return to their school
- 100% expect their school to have lowered pricing in the fall if remote learning persists

Academic context displays the most overrepresented characteristics relative to other segments. Sizes are based on official Carnegie Classification system for colleges and universities. “Other” majors are non-preprofessional and may include interdisciplinary majors, e.g., environmental studies.

Note: Segment profiles based on comparison of clusters’ survey responses and represent survey respondent averages across statistically significant criteria.

Implications for universities

Student perspective
- Expect a return to normalcy and a continued positive college experience
- May be better-resourced than other segments and do not find remote learning technically difficult
- Maintain standards for educational quality that labs have failed to meet

Communication needs
- May benefit from ongoing institutional messaging on the possibility of a remote fall semester
- Are comfortable socializing virtually and may feel supported by online events if remote learning persists

Programmatic considerations
- Represent the positive attitudinal effects of adjusted grading policies, as nearly 80% have pass/fail options
- May benefit from simulations or remote control labs to improve class quality

Source: EY-Parthenon remote learning student survey (April 2020), Carnegie Classification of Institutions of Higher Education by Indiana University for Postsecondary Research
Student segmentation: segment profiles
Tolerating students have withstood remote learning and are hopeful for a return to normalcy, but prepared to adapt to their institution’s needs

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Tolerating students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>White</td>
<td>Non-white</td>
</tr>
<tr>
<td>Income &lt; $75k</td>
<td>Income &gt; $75k</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic context</th>
<th>Implications for universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>School size</td>
<td>Student perspective</td>
</tr>
<tr>
<td>Large</td>
<td>57% anticipate an in-person fall semester, while 27% expect remote</td>
</tr>
<tr>
<td>Medium</td>
<td>100% plan to return to their school</td>
</tr>
<tr>
<td>Small</td>
<td>100% expect their school to have the same pricing in the fall regardless of delivery</td>
</tr>
<tr>
<td>Very small</td>
<td></td>
</tr>
<tr>
<td>School type</td>
<td>Communication needs</td>
</tr>
<tr>
<td>4-year public</td>
<td>23% of survey respondents</td>
</tr>
<tr>
<td>4-year private</td>
<td>► Hope for school to return to in-person delivery despite high uncertainty, but resolved to return regardless</td>
</tr>
<tr>
<td>2-year public</td>
<td>► Do not expect their school to reduce costs in the event of fall remote learning, unlike all other segments</td>
</tr>
<tr>
<td>2-year private</td>
<td>► Represent average survey respondent demographics</td>
</tr>
<tr>
<td>Major</td>
<td>Programmatic considerations</td>
</tr>
<tr>
<td>Fine arts</td>
<td>► Tend to be satisfied with school’s grading policy (over a quarter of these students do not have a pass/fail option)</td>
</tr>
<tr>
<td>Humanities</td>
<td>► May be better able to approximate their on-campus experience through virtual clubs and synchronous classes</td>
</tr>
<tr>
<td>Social sciences</td>
<td></td>
</tr>
<tr>
<td>Natural sciences</td>
<td></td>
</tr>
<tr>
<td>Preprofessional</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Undeclared</td>
<td></td>
</tr>
</tbody>
</table>

Note: Segment profiles based on comparison of clusters’ survey responses and represent survey respondent averages across statistically significant criteria. Academic context displays the most overrepresented characteristics relative to other segments. Sizes are based on official Carnegie Classification system for colleges and universities. “Other” majors are non-preprofessional and may include interdisciplinary majors, e.g., environmental studies. Source: EY-Parthenon remote learning student survey (April 2020), Carnegie Classification of Institutions of Higher Education by Indiana University for Postsecondary Research
**Student segmentation: segment profiles**

Uncertain students have been blindsided by the transition to remote learning and require guidance on technology as well as greater institutional transparency.

### Uncertain students

![Student representation](image)

- **20% of survey respondents**

  - 43% anticipate an in-person fall semester, while 40% expect remote.
  - 46% are undecided on returning, 29% do not plan to return, and 25% plan to return.
  - 39% expect their school to have lowered pricing, while 35% expect higher pricing.

### Demographics

<table>
<thead>
<tr>
<th>Income</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Non-white</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; $75k</td>
<td><img src="image" alt="Graph" /></td>
<td><img src="image" alt="Graph" /></td>
<td><img src="image" alt="Graph" /></td>
<td><img src="image" alt="Graph" /></td>
</tr>
<tr>
<td>&gt; $75k</td>
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<td><img src="image" alt="Graph" /></td>
<td><img src="image" alt="Graph" /></td>
<td><img src="image" alt="Graph" /></td>
</tr>
</tbody>
</table>

### Academic context

<table>
<thead>
<tr>
<th>School size</th>
<th>Type</th>
</tr>
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<tbody>
<tr>
<td>Large</td>
<td>4-year public</td>
</tr>
<tr>
<td>Medium</td>
<td>4-year private</td>
</tr>
<tr>
<td>Small</td>
<td>2-year public</td>
</tr>
<tr>
<td>Very small</td>
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<tr>
<td>Undeclared</td>
</tr>
</tbody>
</table>

### Implications for universities

**Student perspective**

- May have had less stable learning environment and are disillusioned with the idea of fall semester enrollment.
- Appreciate quality of education, but have struggled to adapt to technology.

**Communication needs**

- Require urgent communication from their institution on its plans for fall semester delivery and expected pricing.
- Need additional support on technology use and access, particularly regarding access to platforms for extracurriculars.

**Programmatic considerations**

- Will benefit from straightforward platforms and less technology-demanding assignments.
- Are likely to prefer pass-fail options or other evaluation adjustments, as well as flexible schedules to allow more room for personal organization.

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Student segmentation: segment profiles
Challenged students are dissatisfied with their disrupted college experience and feel a need for additional attention from their institution

### Challenged students

- **Male**: Blue
- **Female**: Red
- **White**: Blue
- **Non-white**: Red
- **Income < $75k**: Blue
- **Income > $75k**: Red

### Demographics

#### Academic context

- **School size**
  - Large: 4-year public
  - Medium: 4-year private
  - Small: 2-year public
  - Very small: 2-year private

- **Major**
  - Fine arts
  - Humanities
  - Social sciences
  - Natural sciences
  - Preprofessional
  - Other
  - Undeclared

### Implications for universities

#### Student perspective

- Report significant disappointment with the quality of remote learning, potentially due to higher expectations for their college experience
- Are well-resourced and most likely to receive merit-based aid
- Have had more difficulty than peers accessing health services

#### Communication needs

- May need further messaging from institution emphasizing the administration’s efforts to support students and updates on existing school resources and safety measures

#### Programmatic considerations

- Are unhappy with virtual class teams, but satisfied with extracurriculars
- May appreciate incorporation of successful elements of social technology into virtual small group/labs

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Source: EY-Parthenon remote learning student survey (April 2020), Carnegie Classification of Institutions of Higher Education by Indiana University for Postsecondary Research
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