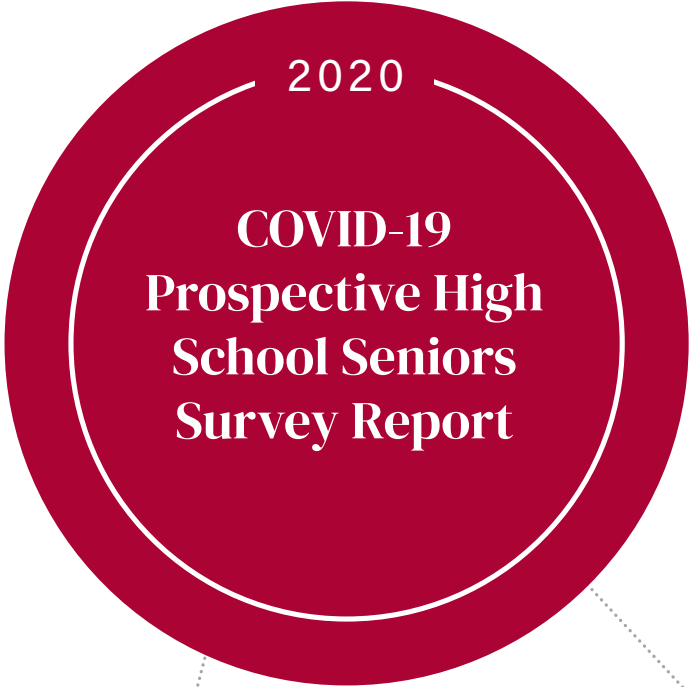


Critical insights from high school seniors regarding the COVID-19 outbreak and its impact on college selection and attendance.



# Research on your side

## COVID-19 AND PROSPECTIVE STUDENTS

During this unprecedented challenge for the country and world, higher education has been a leader in taking decisive action to go virtual and reduce crowds. Educators adjusted lesson plans in record time while doing their best to continue to arm students with knowledge. **You stepped up and we're all-in to help.** Carnegie Dartlet understands the immense impact this will have on higher education institutions around the country. With this report, we hope to provide critical information about prospective students who are seniors in high school. This audience will have its college selection and experience altered more than any other in recent history. It is important to know what they are thinking so all of us can support them.

Through a survey of nearly 5,000 high school seniors, we gathered information about levels of concern, likelihood to delay, format changes, campus living perceptions, commitment date shifts, core communication practices, and evolving selection criteria. We hope to create as much visibility on these and other topics as possible. The survey was developed in response to direct questions and concerns from our clients, but the results are available to everyone.

If you don't have the time to read this entire report (and that is reasonable with how quickly things are evolving), please at least consider these key points:

1. Many students are concerned about COVID-19 and its impact on their education. Luckily, **less than 1% of students are actively planning to delay their education**, with more than a third saying they will not consider delaying at all. We recommend clarity and visibility in messaging with students to increase confidence in the institution's plan for how to approach issues as students return to campus.
2. **Around two-thirds of prospects anticipate needing more time beyond May 1 to commit to a school**, especially minority and two-year school prospects. Carnegie Dartlet recommends moving a committal date to June 1 to accommodate and to reevaluate as the situation progresses.
3. High school seniors, who were already worried about financing their education, are incredibly apprehensive about their family's ability to afford higher education. **Preparing a shift in financial aid packages is a likely necessity to attract deposits.**
4. Students are more open than before to communication from prospect schools, especially in regards to reassurance and direction. **Half of prospects say they want to hear from administrative leaders.**
5. Due to the situation, **students are more open to online classes and less interested in campus housing.** However, should the issue be resolved, in-person classes and housing are preferred.
6. Many students are still unlikely to commit without seeing campus. However, in light of COVID-19, **thousands of our open-end responses revealed a real interest in virtual tours** as a stopgap. Similarly, orientations have students nervous, but holding an online orientation would help quell unease.

Direct queries about this report can be sent to our Executive Vice President of Research, Jared Brickman, at [jbrickman@carnegiedartlet.com](mailto:jbrickman@carnegiedartlet.com). For rapidly updating information about COVID-19 and its impact on higher education, visit our blog (<https://www.carnegiedartlet.com/resources/covid-19-resources/>).

# ABOUT OUR SAMPLE

## Student Voices

Using the nationwide CollegeXpress platform, Carnegie Dartlet sent an invitation to its high school senior userbase on Thursday, March 19, asking for help. In less than 48 hours, **more than 4,800 heeded the call.** But not just the sheer volume was impressive. Students were thoughtful in responses, did not speed through the quantitative selections just for the incentive (really, we checked), and wrote thousands of eye-opening responses to open-ended questions. This report is the result of a prospective student audience that wanted its voice to be heard.

## 4,848 Voices Loud and Clear

We did not restrain the survey by demographics in any case. It was important to hear from a variety of voices. Below are the breakouts of the demographics for our survey audience. Importantly, all of the data we present will also include a demographics breakout table at the end of the report so that you can consider results in light of the differences these factors sometimes create. This allows us to compare groups that aren't always even in size but are still large enough to be statistically influential.

### GENDER

Female:	67%
Male:	30%
Transgender:	2%
Other:	1%

### SCHOOL TYPE PREFERENCE

Public:	67%
Private (Rel):	10%
Private (Non-Rel):	13%
2-Year College:	10%

### RACE (ALL THAT APPLY)

American Indian/Alaska Native:	2%
Asian:	11%
Black or African American:	10%
Hispanic or Latinx:	18%
Middle Eastern/North African:	2%
Pacific Islander:	1%

### SOCIOECONOMIC STATUS

Below Average:	42%
Average:	38%
Above Average:	20%

### CAMPUS VISIT STATUS

All Completed:	41%
Some Completed:	46%
None Completed:	13%

### White:

White:	57%
Other:	1%

### ATTEND <3 HRS FROM HOME

Not at all likely:	18%
Slightly likely:	13%
Somewhat likely:	20%
Highly likely:	28%
Absolutely will:	21%

### SCHOOL SIZE PREFERENCE

<1000:	3%
1,000-5,000:	22%
5,000-15,000:	46%
15,000-25,000:	23%
>25,000:	7%

### LOCATION

Midwest:	16%
Mountain West:	9%
Northeast:	25%
Heartland:	15%
South:	17%
West Coast:	18%

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For faster reference to the questions and topics you want to know most about.

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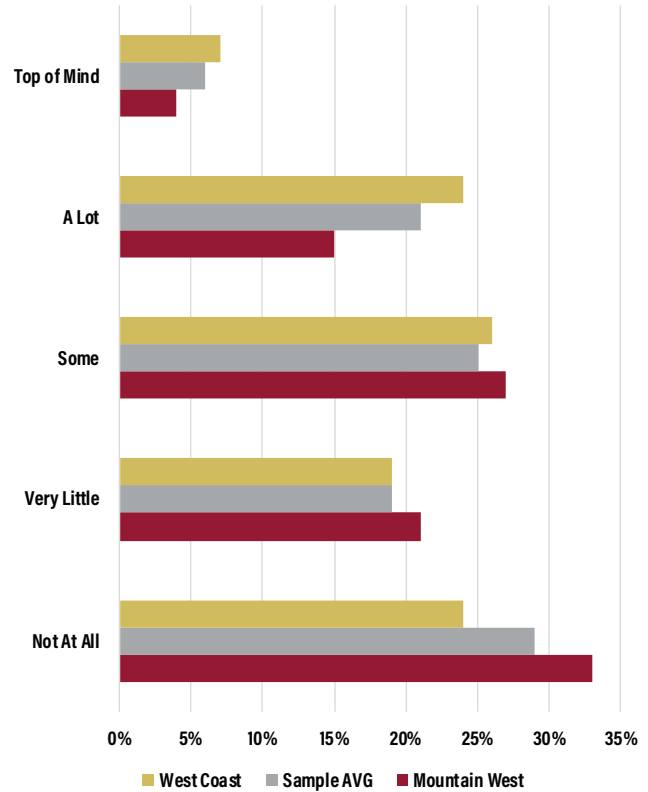
# CONCERN ABOUT COVID-19

## Impact and Higher Education

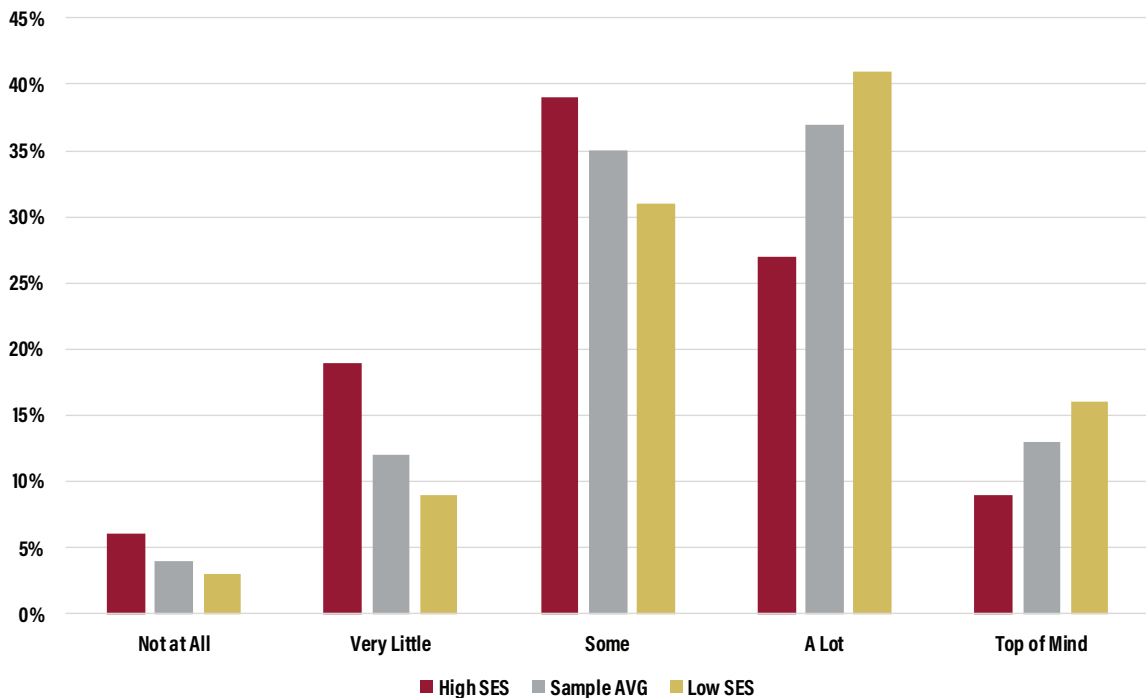
Prior to our survey, nearly a third of prospects were not thinking about COVID-19 in relation to higher education at all. Similarly, though, another **one in four prospects is acutely focused on the issue**. This attention is more common among those from the West Coast as well as female respondents. *(full data table pg 23)*

After assessing whether it has been on the minds of students, the second COVID-19 question asked if there was concern about how it will impact their higher education. Overwhelmingly, students do see potential impact, with three out of four saying there will be at least a moderate amount and **more than 10% saying COVID-19 concerns are at the top of their mind in regards to higher education**. This is especially true of those with lower SES, as well as female prospects. Fewer than 5% anticipate it having no impact. *(full data table pg 24)*

College Impact Thoughts About COVID-19 Prior to Survey



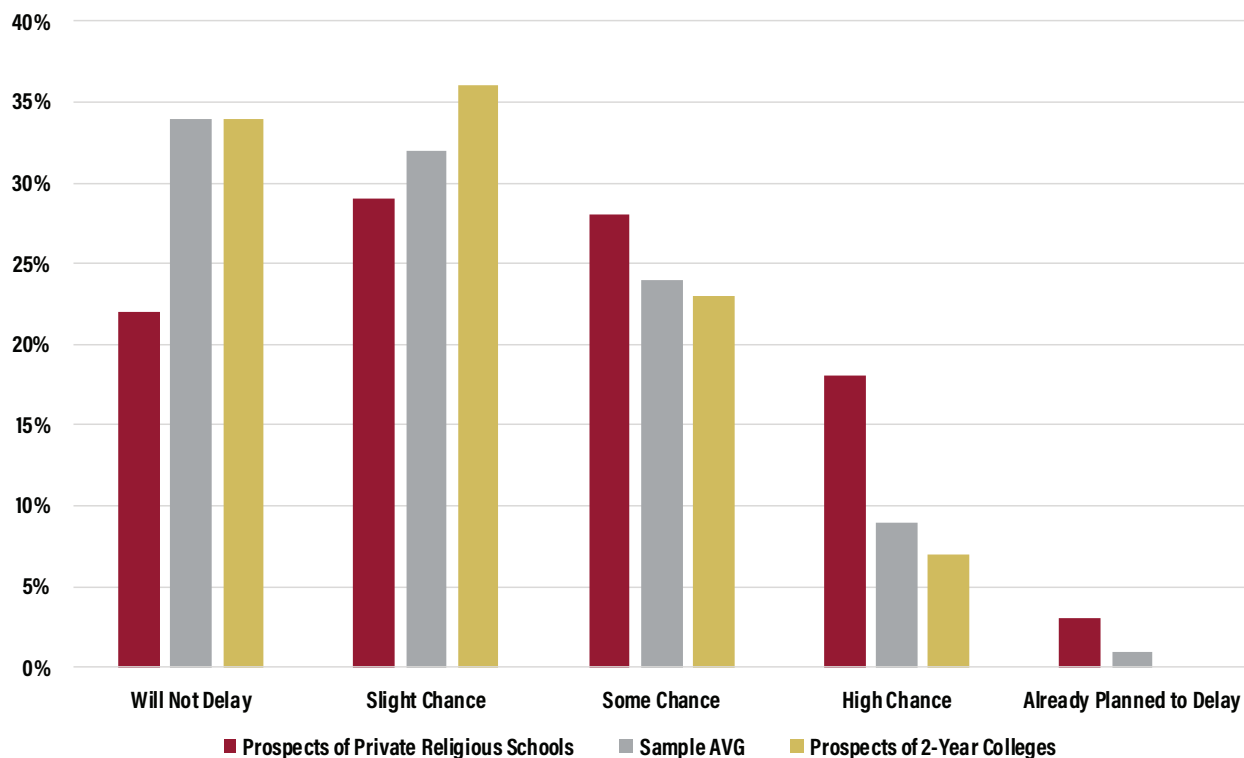
Concern About COVID-19 Impact on Your Higher Education



## DOES CONCERN LEAD TO BEHAVIOR CHANGE?

Although there is clear concern from audiences about the impact of COVID-19, actual behavior change is not likely. In fact, slightly **more than one in three students says COVID-19 will not cause them to delay their education under any circumstance**. And another third say it's only a slight chance of causing them to delay. Only 1% of students already has plans to delay. This likelihood is higher in some audiences, with prospects for two-year schools having more apprehension and likelihood to delay. *(full data table pg 25)*

### Considering Delay of Education if COVID-19 is Not Resolved by Fall



### A Model to Predict Likelihood to Delay

Though demographic breakouts are helpful, statistics can be even more powerful with predictive modeling that accounts for all variables in relation to each other. This is commonly referred to as linear regression. The predictor table to the right shows the impact of each statistically significant factor in order of most impact to least in the prediction. If a score is negative, that means as one factor goes up, the other goes down (e.g., as SES goes up, delay likelihood goes down). The overall model explained about 18% of the variance in decision to delay. In social sciences, that amount is quite significant. Lowering concern, especially in certain audiences like those seeking a two-year degree, will reduce likelihood to delay the most.

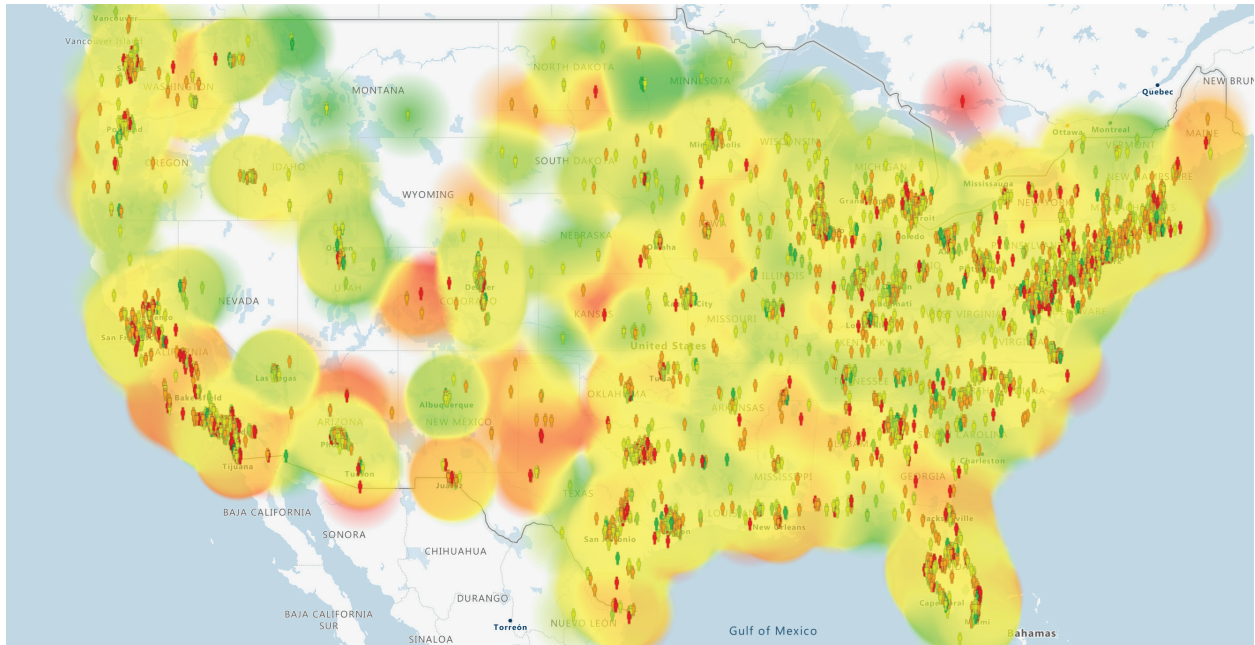
### PREDICTORS (STANDARDIZED BETA)

Concern Level:	0.18
Thoughts Prior:	0.14
Intends 2-Year College:	0.11
SES:	-0.11
Female:	0.07
Activity Level:	-0.05

Nonsignificant factors: race, location

## MAPPING COVID CONCERN

How concerned are you about COVID-19 and its potential impact on your higher education?



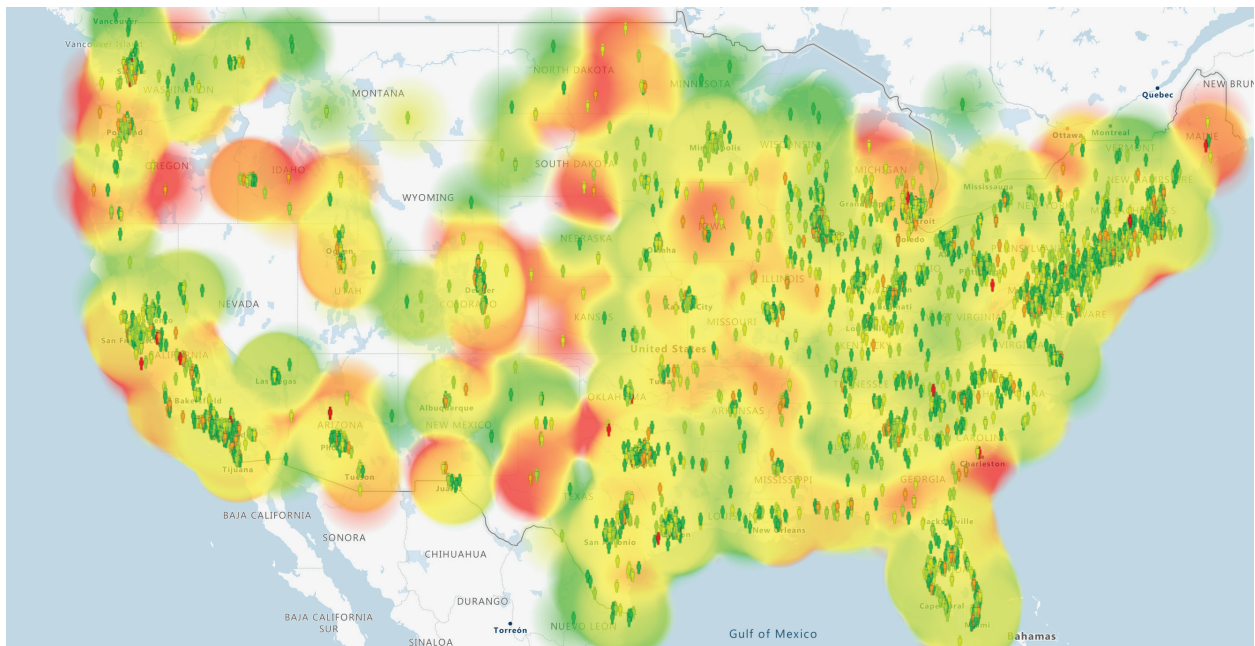
**MORE CONCERN**



**LESS CONCERN**

## MAPPING BEHAVIOR CHANGE

Would you consider delaying your college education if COVID-19 was not properly resolved by fall?



**MORE LIKELY TO DELAY**

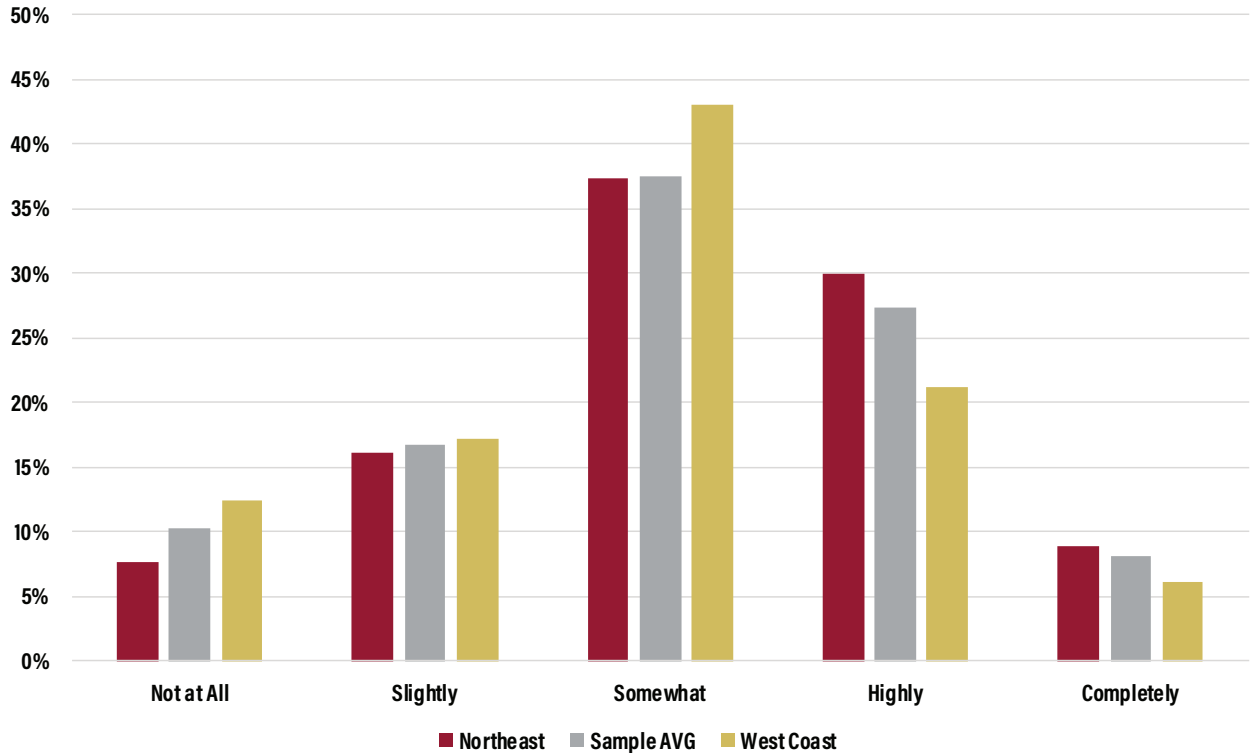


**LESS LIKELY TO DELAY**

# FEELINGS OF SUPPORT SO FAR

Considering the level of concern, many institutions are reaching out to prospects, a tactic Carnegie Dartlet strongly urges. We asked students about how well they are feeling supported in this time. **Thankfully, most students say they are being at least somewhat supported.** However, some groups may need more support than others, especially on the West Coast. The quote below the chart demonstrates both the feelings of frustration from students of the Class of 2020 and also shows how far personalized connection can go. There are feelings of hopelessness for some, so having support from schools may help students in more ways than just college selection. *(full data table pg 26)*

### Feelings of Support from Prospect Schools



"Honestly as a senior in high school right now, it probably sounds selfish, but all I can think about is how much this sucks for the graduating class of 2020. We've worked so hard for the past twelve to thirteen years to receive our diplomas and have that special moment where we walk across that stage with all of the love and support of our family and friends. Our graduation ceremony is such a big deal to us and helps us to bring a close to this chapter in our life, and now the possibility of never returning to my high school has left me slightly broken. I don't really know what any college or university could say or do to support us, but I guess try to do what you can because any positive reinforcement behind the class of 2020 would be amazing." ~ female respondent, West Coast



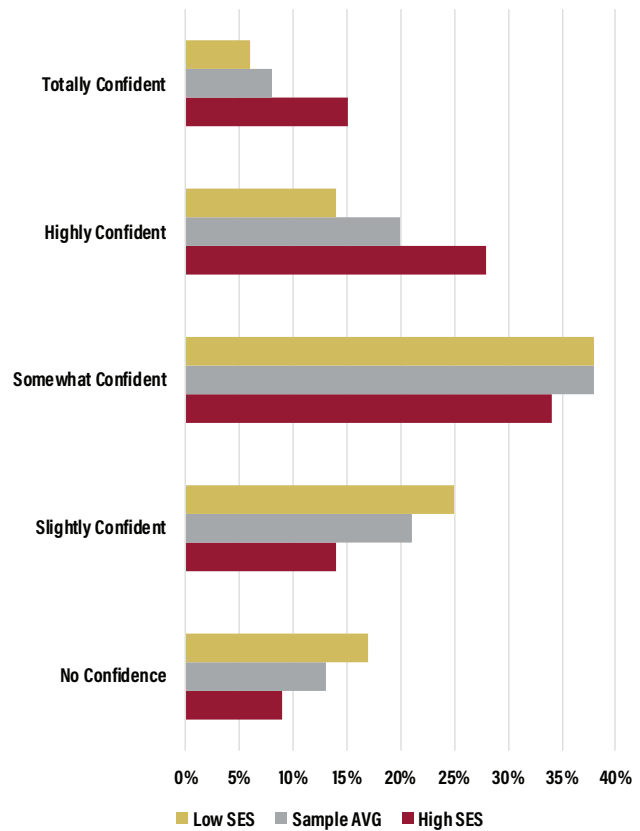
# CONFIDENCE AND COMMITMENT

## Next Steps and Decision-Making

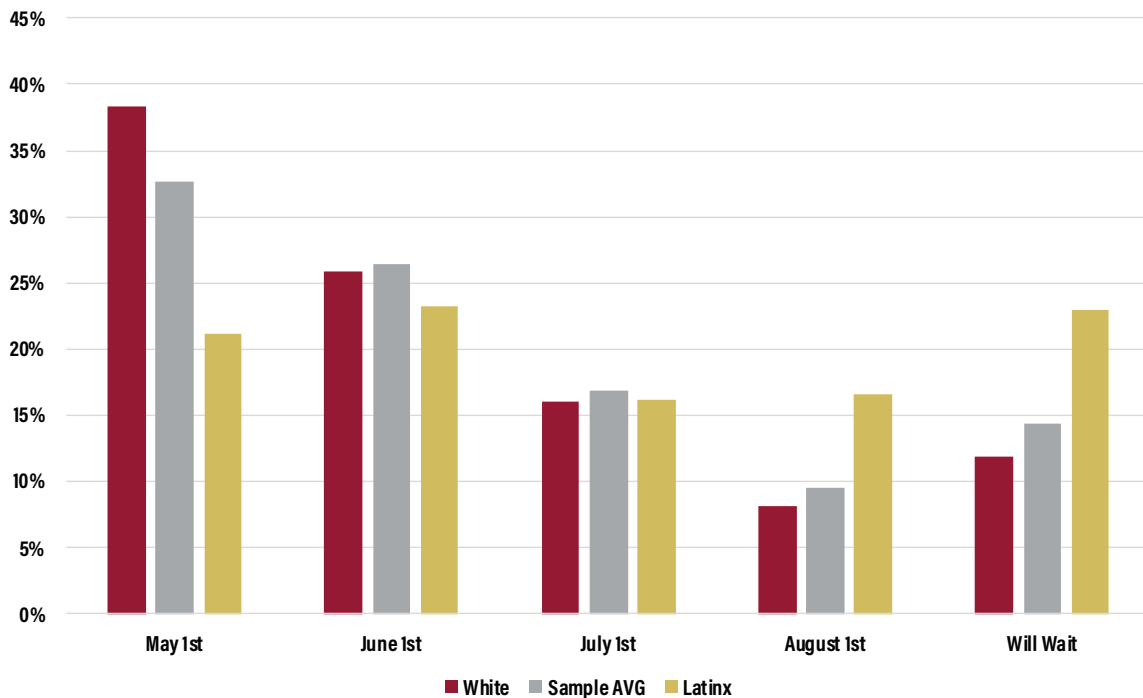
On the whole, prospective students are still relatively confident in their ability to move forward with their higher education decisions. However, **about a third of students likely need more help in maintaining that confidence.** This is most true for lower SES students, where the least confident respondents nearly doubled that of high SES students. *(full data table pg 27)*

This confidence also played a role in the date by which students expect they can fully commit to a college or university. **About a third of students are still comfortable with a May 1st deadline for commitment, with one in two being confident by June 1st.** However, this is most true of white audiences. Minorities, and especially those identifying as Latinx, are expressing more need for time. Two-year colleges should also tread carefully, as their prospects needed more time to make a decision. *(full data table pg 28)*

Confidence in Next Step to Higher Education



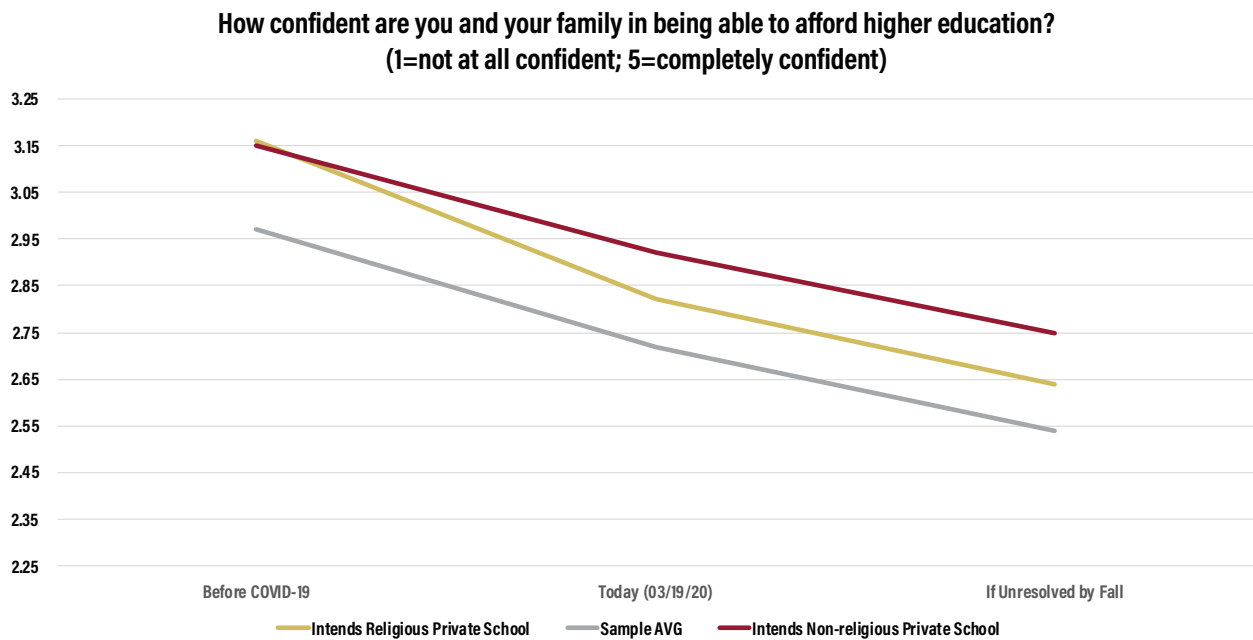
Earliest Confident Commitment Date



## CONFIDENCE IN PAYING FOR HIGHER EDUCATION OVER TIME

Cost of education is traditionally one of the biggest barriers to audiences in our prospective student survey. COVID-19 has only exacerbated this fact. Even more typically confident groups like those intending to go to private schools had a strong dip, with those intending on a religious private school dropping even faster.

**Future unease will make financial aid packages more important than ever.** (full data table pg 29)



### A Model to Predict Commitment Date Needs

One important factor of regression models is that it holds constant the variables in a prediction to see what differences are based solely on a variable and which are remnants of interactions. The findings here show that while Latinx audiences were more likely to say they needed a delayed decision date, this fact was made up almost entirely due to their other demographic and confidence factors, like confidence to pay and intention to attend a two-year college. The model confirms that confidence to pay is the strongest factor: the more confident a person is that they can pay for college, the less likely it is they would need to delay their decision date. Similarly, those with confidence in knowing their next steps have less need for a delayed decision date.

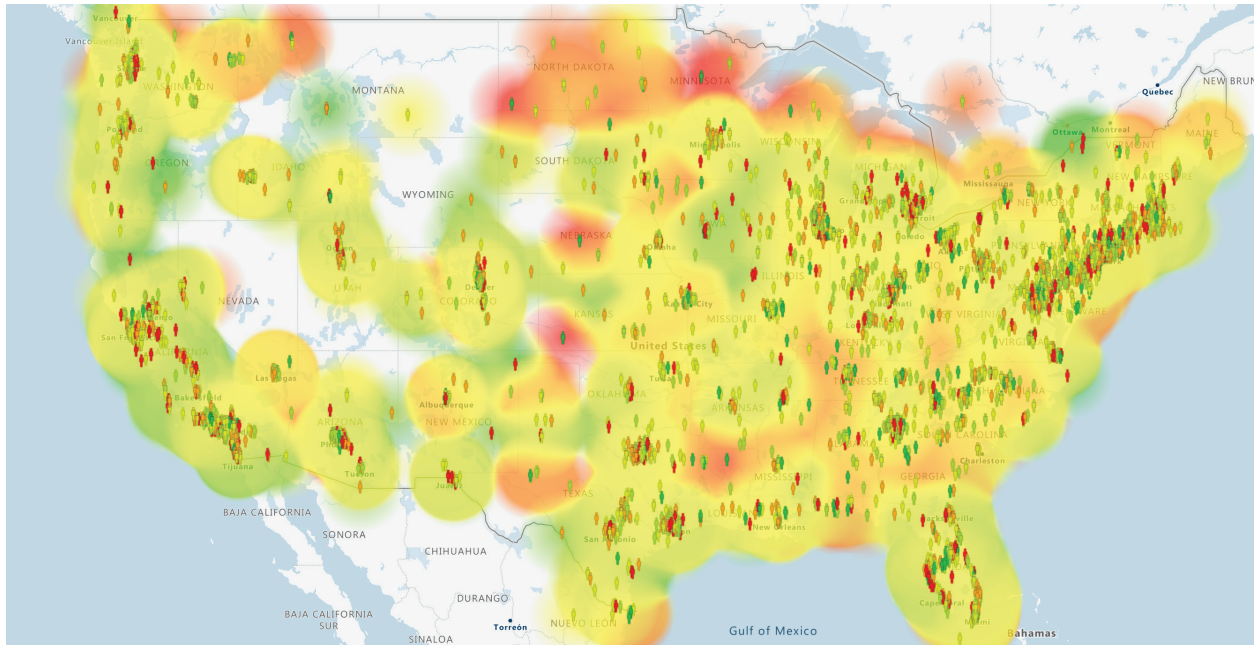
### PREDICTORS (STANDARDIZED BETA)

Confidence to Pay:	-0.21
Next Step Confidence:	-0.14
Intends 2-Year College:	0.09
Female:	-0.04

Nonsignificant factors: race, location, activity level

## MAPPING CONFIDENCE

How confident are you to know the next steps of action required to stay on track for your college?



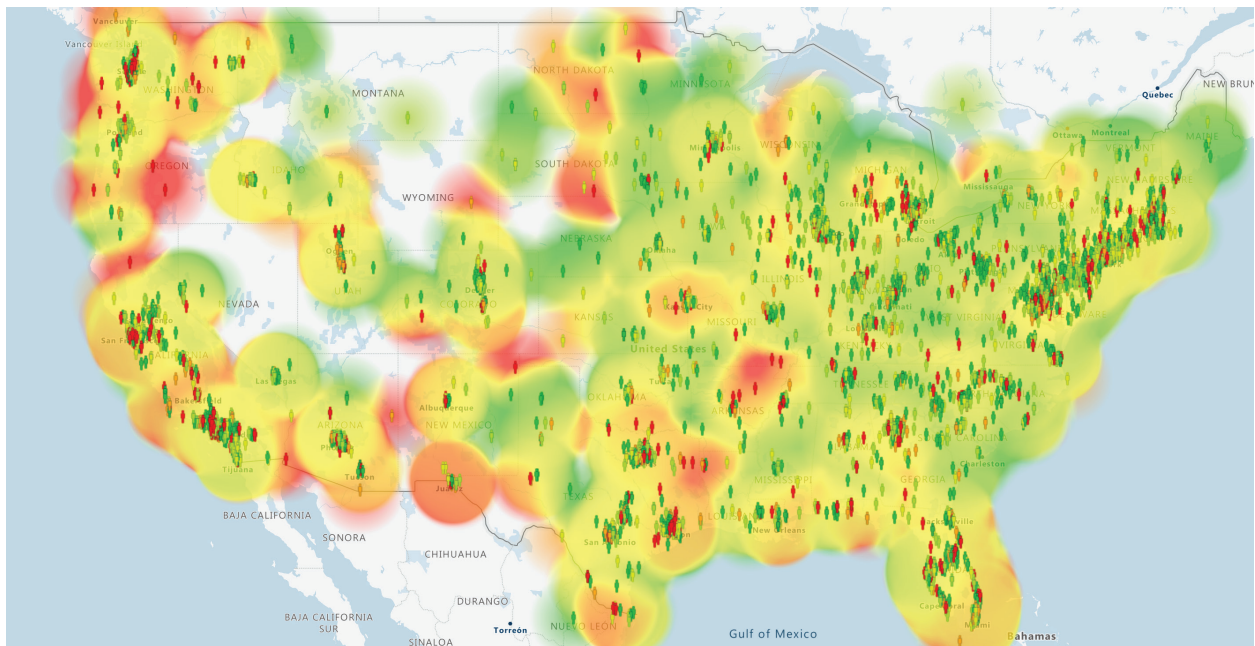
LESS CONFIDENCE



MORE CONFIDENCE

## MAPPING COMMITMENT READINESS

In light of COVID-19, what is the earliest realistic date you could commit to a school?



WOULD COMMIT LATER



WOULD COMMIT SOONER

## STUDENT STORIES: IMPROVING CONFIDENCE

Some thoughtful and powerful quotes from our sample audience.

"For every single college I'm relying on campus housing. I need to know if it is available or not before I make my admissions decision on May 1 because they are all out of state or too far away to commute. For art schools I need to know if there is a change in admission cost since studio classes aren't available under current circumstances and those resources are the main reason I would even be willing to attend as such a high cost- even with aid being more or double my families annual income in most cases." ~ female respondent, West Coast

"Extended enrollment deadlines (would help). This would be helpful because the information I get about loans/ what to look for in a college is all from my highschool. It is harder now because of school being cancelled for me making it harder for me to be able to make my decision." ~ female respondent, Heartland

"For me, a big factor in ultimately making my college decision was admit weekend. That was an opportunity (for most of colleges) to pay for my visit as I could not afford to do so otherwise. Without the physical feel of the campus I feel I may make the wrong decision. There needs to be some replacement or postponement instead of full cancelation. I do appreciate most colleges extending the deposit deadline to June." ~ male respondent, South

"How colleges are going to deal with the possibly change on transcripts because school is not giving out work or only resorting to online work. What are the colleges going to do with all the students that can no longer live there or eat there? What happens to that money?" ~ female respondent, Northeast

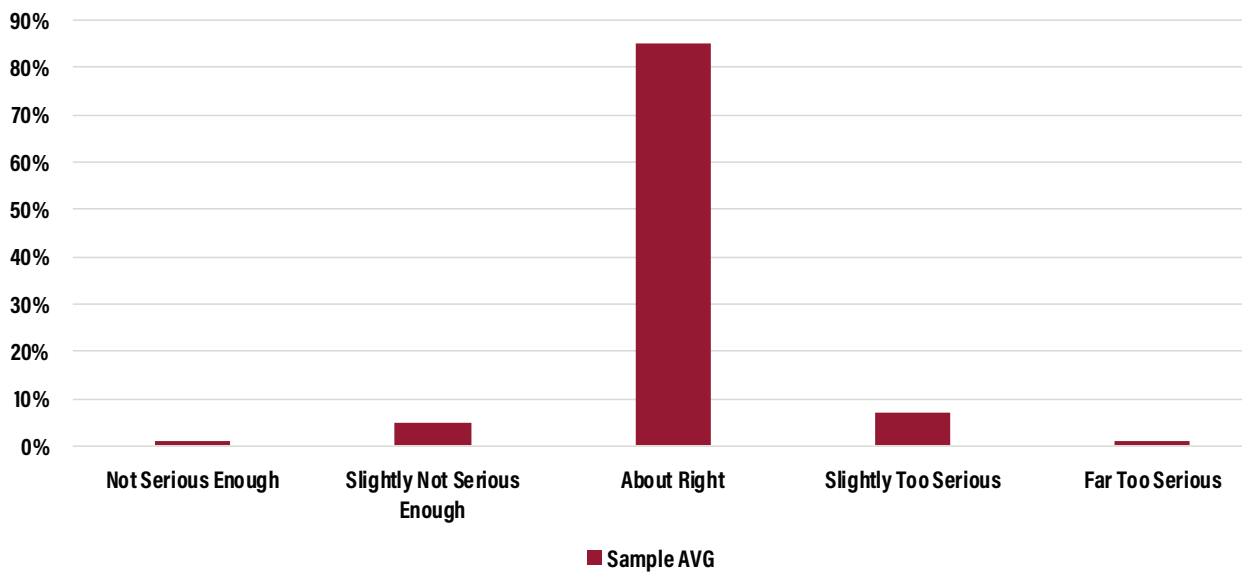
"A detailed timeline that includes deadlines or extensions on deadlines for committing, housing, deposits, etc. Ideally, it would be nice if all colleges adopted the same timeline. If not practical, then each college outline this would be helpful to keep me organized as I make my choice. Financial Aid has become a bigger component to my decision so a timeline on accepting grants, scholarships etc would be appreciated so I don't miss potential aid. Missing opportunities of aid would be detrimental as my finances are exceptionally limited. For me and my mom, given the increased financial expenses to make sure we have in the spirit of preparedness, making deposits will most certainly be impossible. I also continue to do my homework and work with my school, but there are problems with internet connectivity, crashing sites like Edmodo which teachers and students are working hard to take in stride. I am worried about the effect on my grades because there is not a true replacement to being in the classroom. I do not anticipate a huge issue, however my acceptances at each college include admittance into the honors college which come with scholarships. Another dimension to the stress I feel. In terms on the virus, I have every confidence all colleges and businesses are following through with the highest cleanliness standards to make people safe at this time." ~ male respondent, Midwest

# COMMUNICATION ABOUT COVID-19

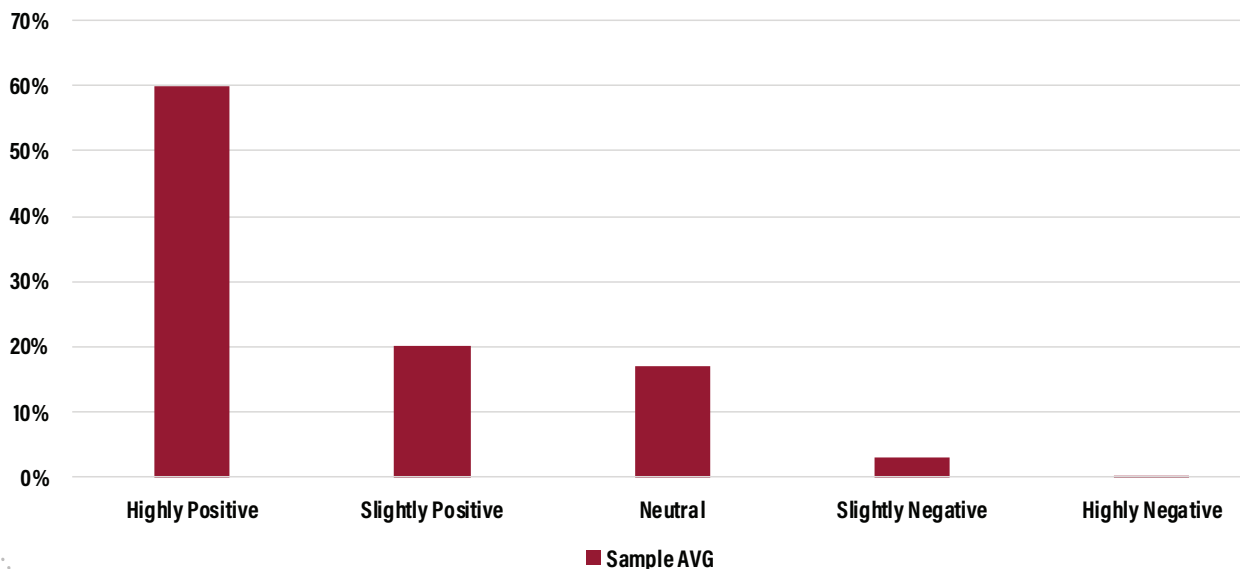
## What's Been Said So Far and What Students Need

Promisingly, 81% of our sample has received messaging from schools about plans and changes related to COVID-19. We asked how appropriate the response was, and for those who had not received any information, how much they would appreciate being brought into the fold. On the former, it was clear that schools are striking the right balance, with **85% of students saying the response has been about right**, which held true across all breakouts equally. For the latter, it is clear those who have not yet received communication about the situation are very primed to want it. *(full data tables pgs 30-31)*

### Appropriateness of Communication So Far from Prospect Schools



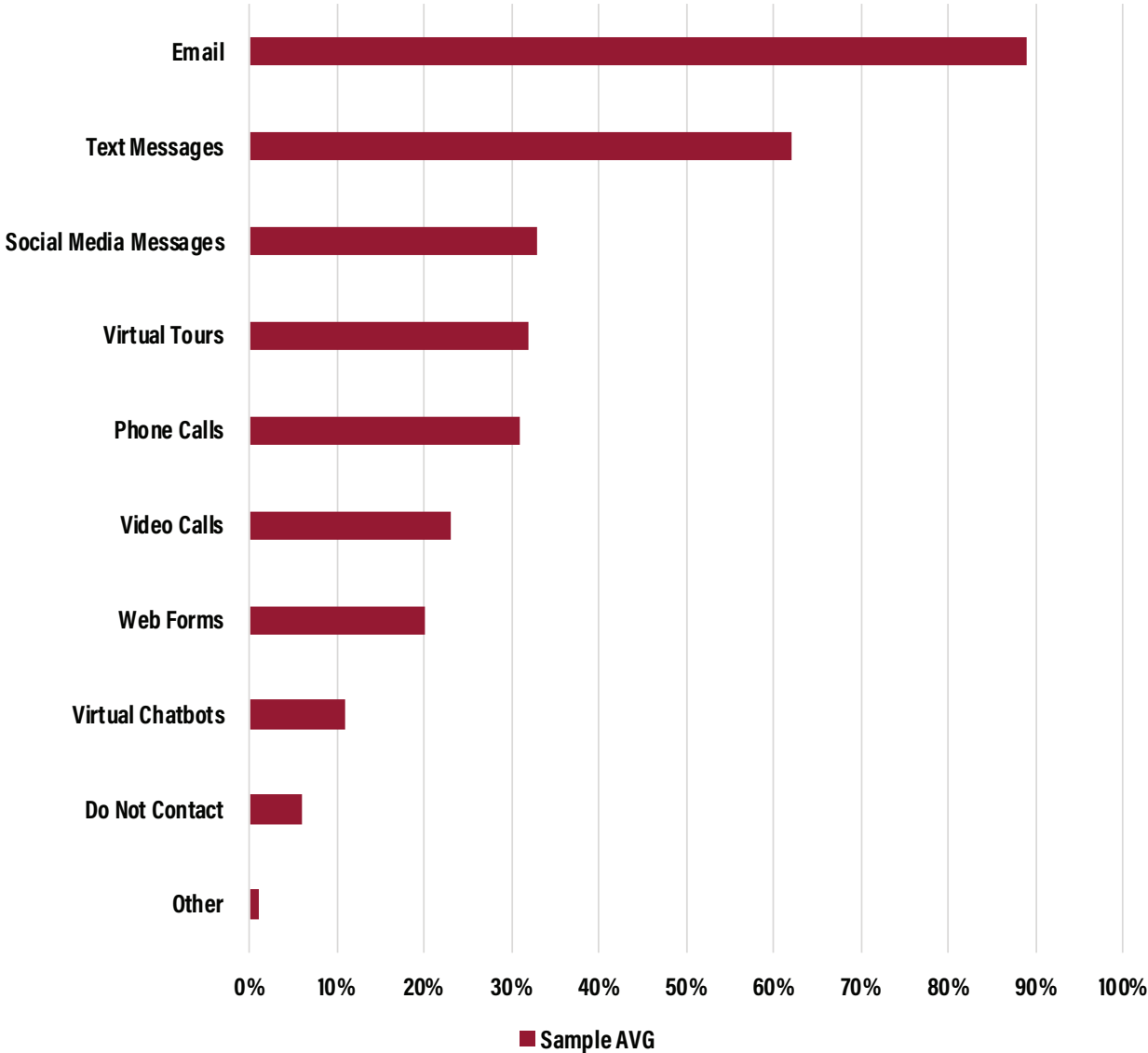
### Reaction to Receiving Information About COVID-19 from Prospect Schools



# COMMUNICATION PLATFORMS

In light of the situation, respondents were asked how they would like to connect with schools and were allowed to select all that apply. **Email is the most preferred method**, though there is also a healthy appetite for text and social media messages and a jump in virtual tour interest compared to the norm. All categories are higher among prospects than what is usually seen in our research, indicating students are more flexible to how they receive messaging because of COVID-19. *(full data tables pgs 32-33)*

## Preferred Communication Platforms (All That Apply)

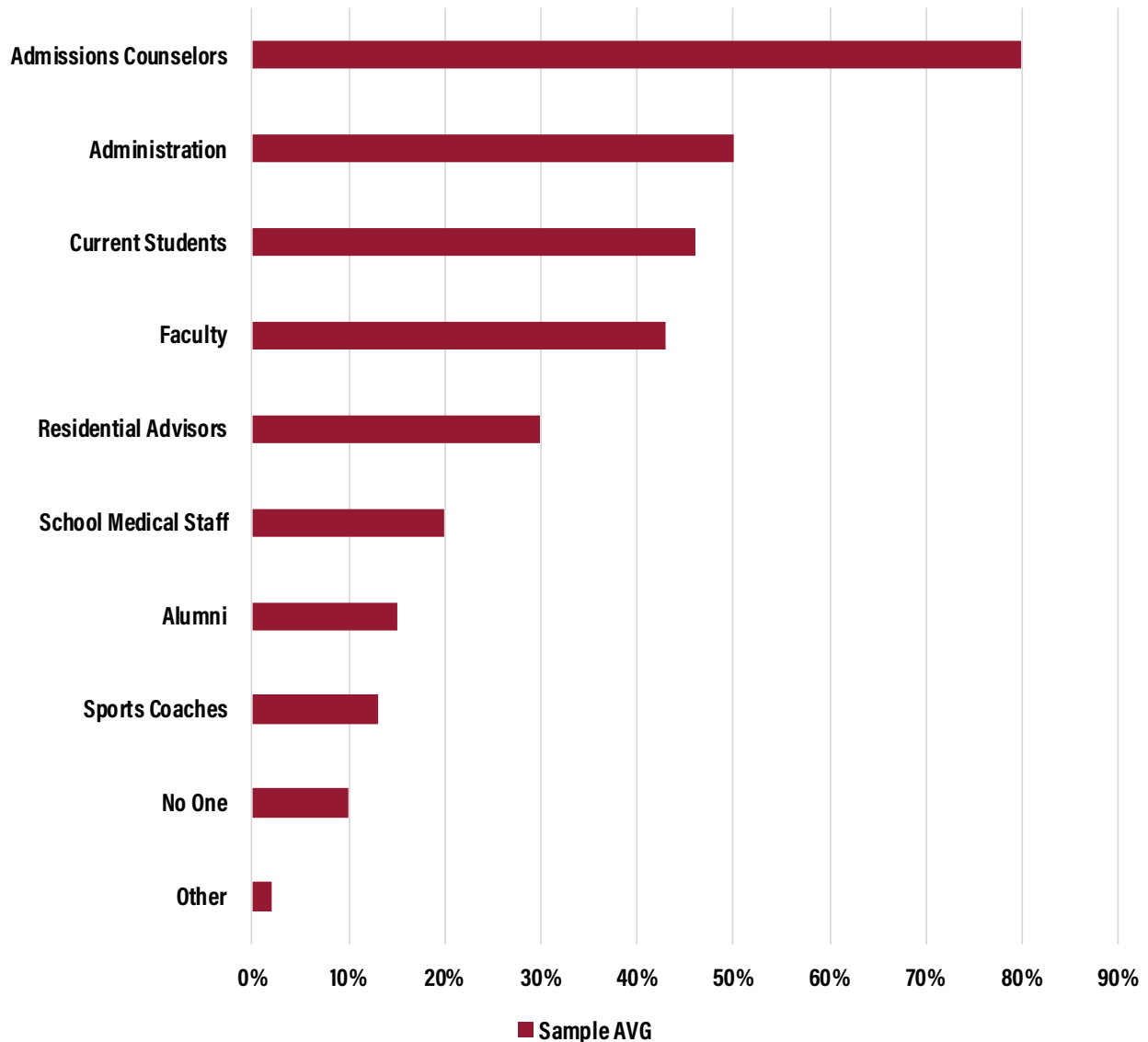


To note, there were not many significant differences here based on demographics or other breakouts. This consistency shows an overall shift in communication flexibility. Full breakouts are available in the data tables at the back of the document.

## CONTACTS OF INTEREST

In addition to how to communicate, respondents were asked who they wished to communicate with during their search going forward and about COVID-19. While admissions counselors are a common source of information, the number of selections for high-level administration (including presidents and deans) **indicates an audience looking for leadership to take the situation seriously**. Overall, the number of potential contact prospects is higher now than normally seen. *(full data tables pgs 34-35)*

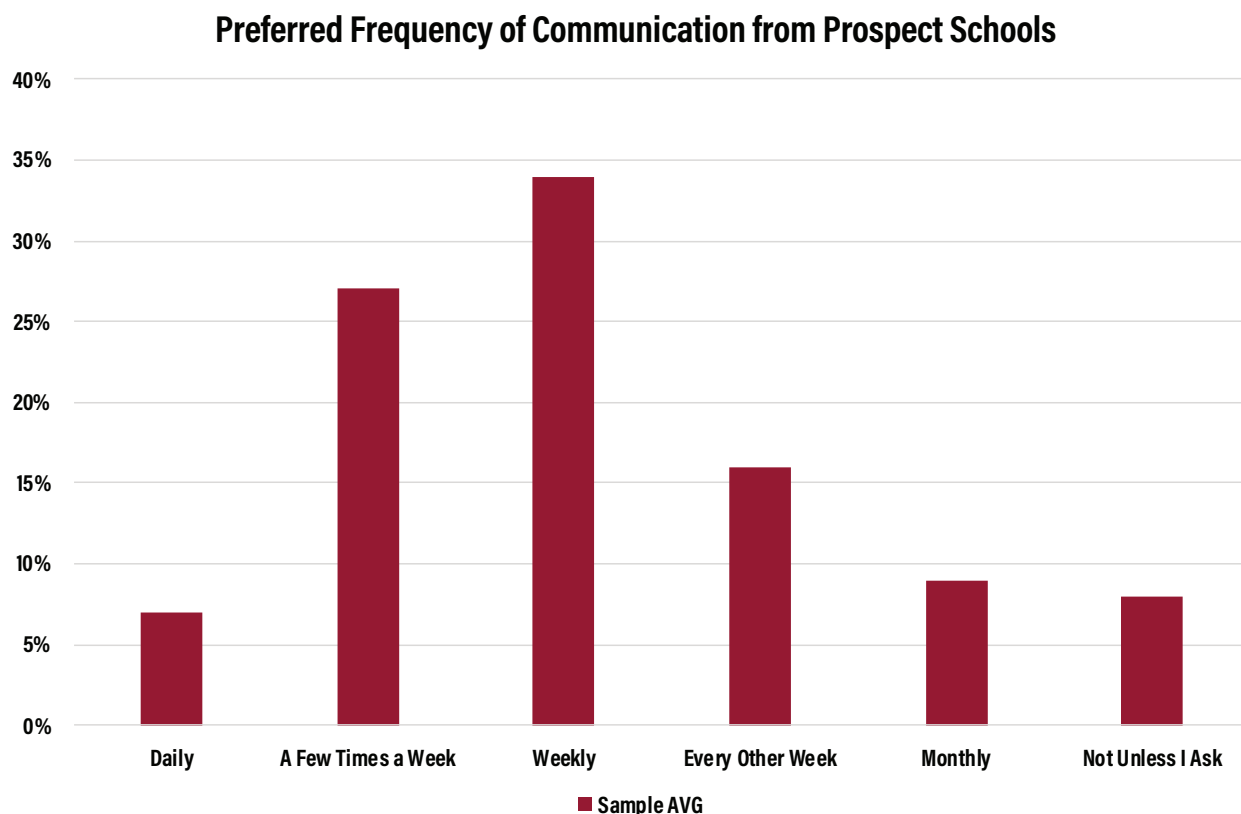
### Preferred School Contacts (All That Apply)



The only consistent demographic trend for contacts was that Asian audiences are looking to talk to more varied contact types than other races. Beyond this, most of the results are similar across different groups.

## COMMUNICATION FREQUENCY

Frequency of messaging for students is often a case of finding how much is too much. Traditionally, prospects rarely prefer communication daily or multiple times per week. While this holds true today despite the COVID-19 situation, trends of greater interest in communication amounts are appearing. As an example, where there is **a third of students who are now interested in a few times a week or more**, this number usually hovers around only one in four. *(full data table pg 36)*



### A Model to Predict Frequency of Messaging

Although the demographic differences for message frequency were not highly distinct, other factors such as concern level from previous questions were used to form a model to predict an outcome for frequency. It is important to note that because frequency is on a scale of 1 to 6 with one being the most frequency, any negative beta scores in the table to the right indicate increased frequency interest. In other words, as concern level increases, so do interest in more communications. Contrastingly, being interested in a two-year college decreases communication frequency interest.

### PREDICTORS (STANDARDIZED BETA)

Intends 2-Year College:	0.11
Concern Level:	-0.09
Thoughts Prior:	-0.07
Female:	-0.04
Activity Level:	-0.05

Nonsignificant factors: SES, race, location

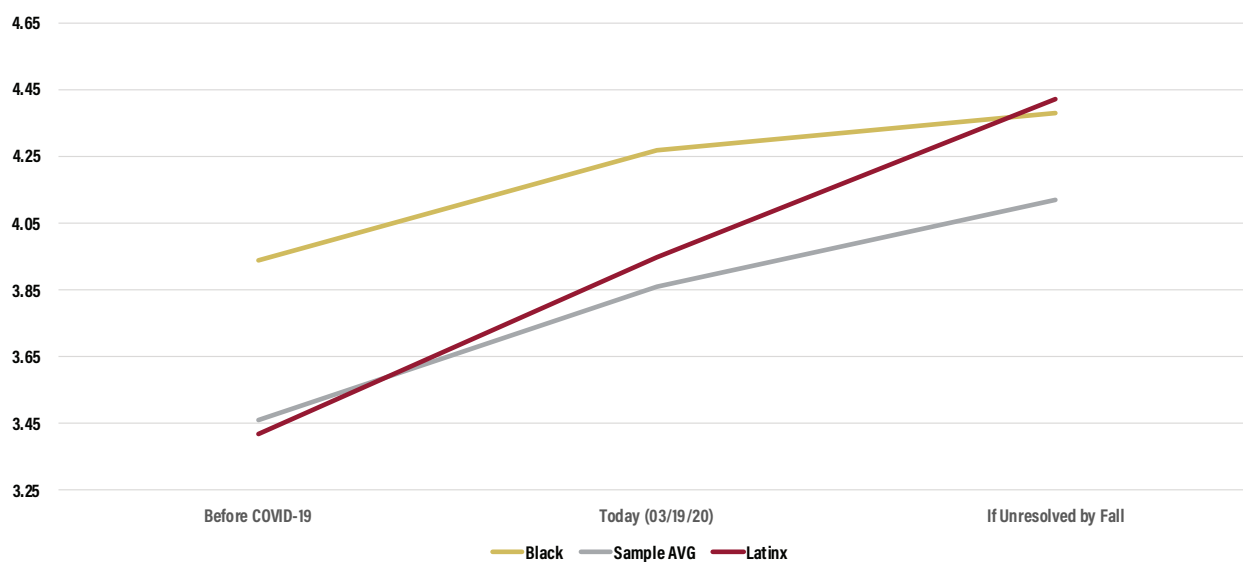


# CHANGES TO COLLEGE CHOICE AND PROGRAMMING

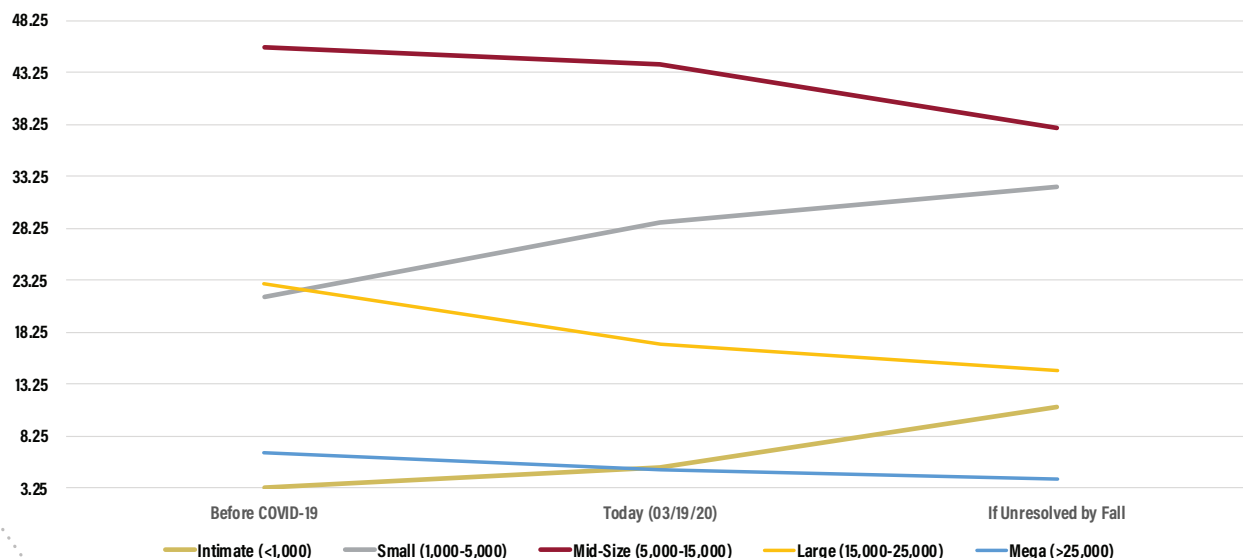
## Shifting Value Perceptions

In previous student survey work, medical facilities were far from most students' radars unless they had a chronic illness. The COVID-19 outbreak has changed this drastically, as **all breakout groups saw greater need for available and high-quality student medical services**, especially minorities and lower SES students who likely could not afford going to a local hospital. School size preference is also shifting slightly in favor of smaller institutions. While mid-size schools are still the top preference, small schools are gaining ground, and the smallest schools have grown in interest to pass the largest schools. *(full data tables pgs 37-38)*

**How important are available and high-quality student medical facilities to your school choice?  
(1=not at all important; 5=absolutely critical)**



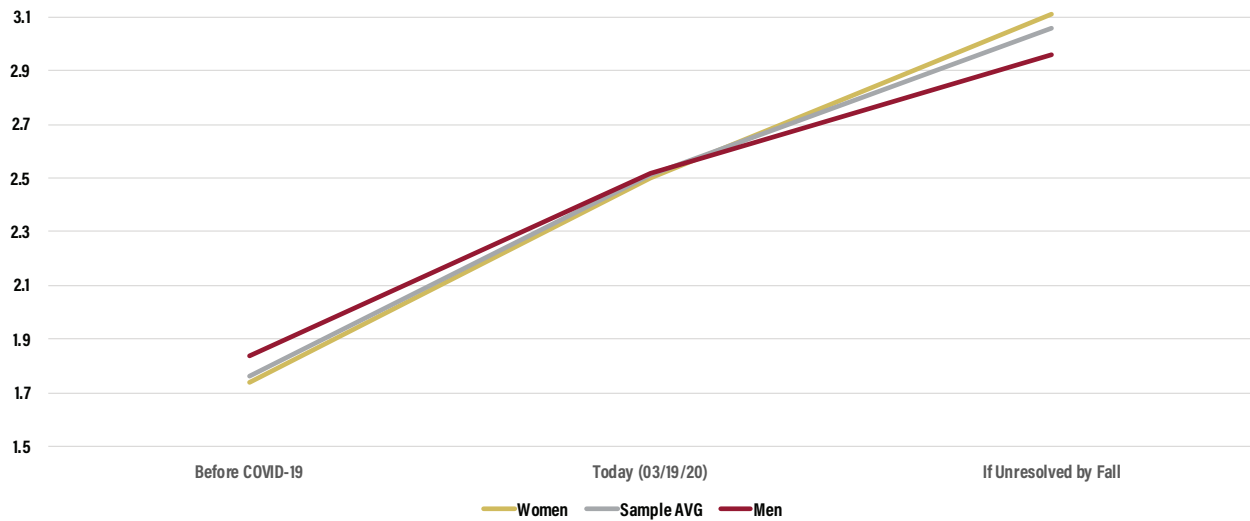
**What size of college campus do you prefer?  
(Percent of top preference)**



## ONLINE ACCEPTANCE AND CAMPUS LIVING CHANGE OVER TIME

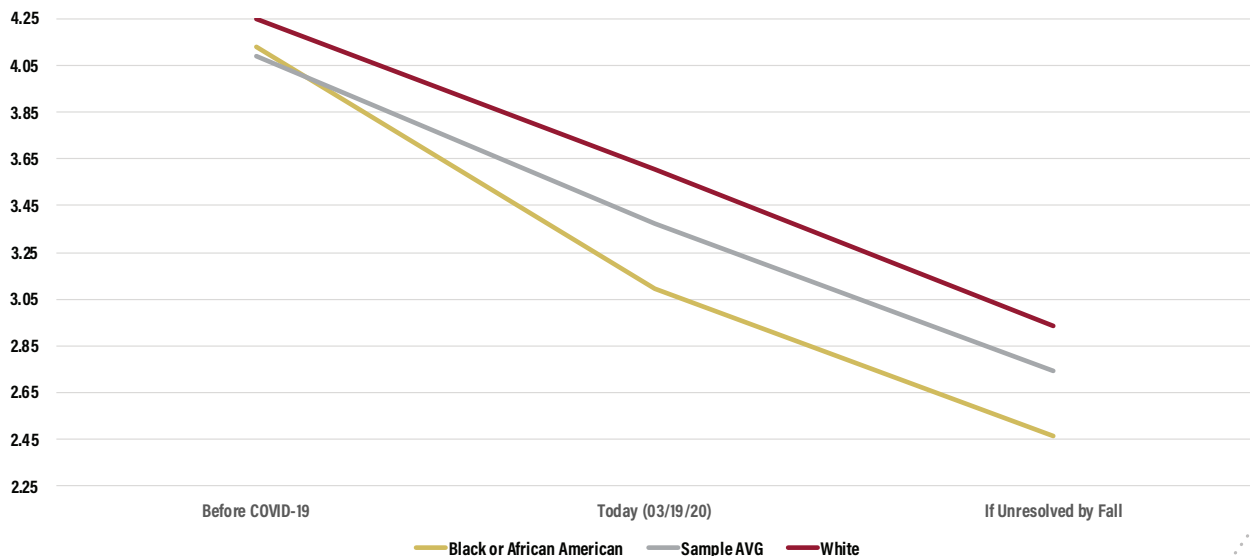
Acceptance of online teaching formats has shifted due to COVID-19. Students who previously preferred in-person instruction to a strong degree are beginning to accept the adjustment today. This is especially true of women, who previously had a higher in-person preference than men, but forecast that if unresolved by fall they will have passed their male counterparts in wanting online courses more. *(full data table pg 39)*

**Would you consider taking the majority of your classes online?  
(1=would not consider; 5=absolutely will)**



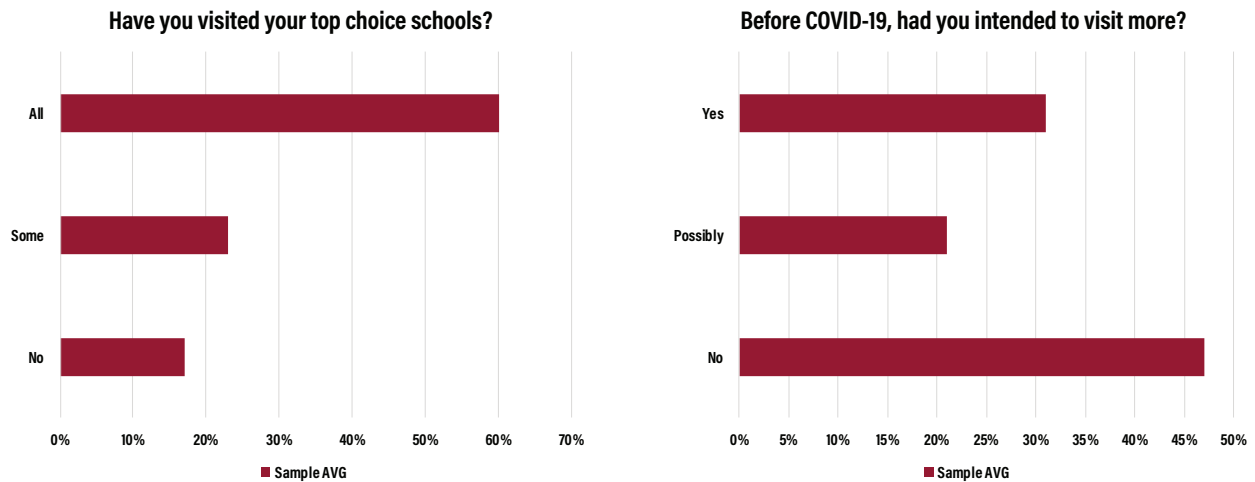
In contrast, **students are much more hesitant about living on campus** as a result of the outbreak. With concerns about social distancing, students are acutely aware of the issues of campus living. Though this may wane with the virus (it's a highly preferred living situation for new students other than those going to a two-year school), some minority students are particularly worried about the living situation. *(full data table pg 40)*

**Would you consider living in a dorm or residence hall on your college's campus?  
(1=would not consider; 5=absolutely will)**

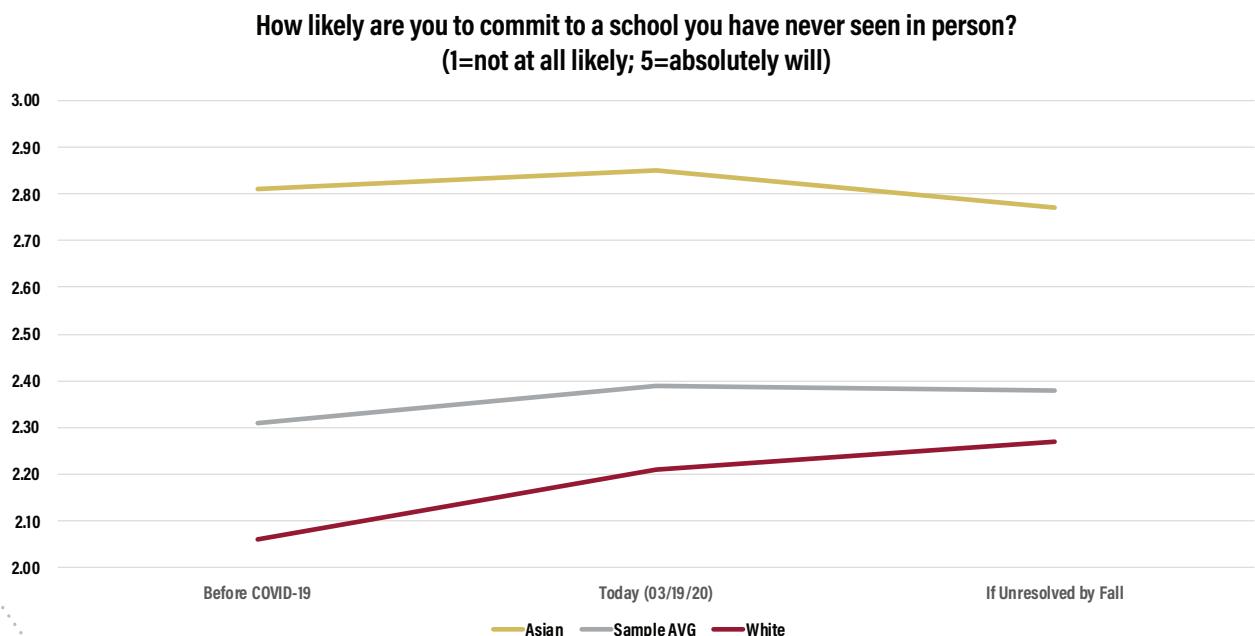


## CAMPUS TOURS AND THE VISIT EXPERIENCE

Visiting campus is consistently mentioned by students as one of the best ways to take a “maybe” to a “yes” in the college search process. Not surprisingly, four out of five people in our sample had visited at least some of their top colleges. Unfortunately, due to the timing of COVID-19, about half of students still had other tours or visits planned that have since been canceled. *(full data tables pg 41)*



As a result, Carnegie Dartlet was interested in learning if there is a greater appetite for students to select a school without seeing it in person now than before the outbreak. However, results show very little change. In fact, any shift in openness about likelihood to commit without a visit was reduced almost entirely by students noting they would simply defer instead. As such, **it is critically important to offer best-case alternatives.** Creating accessible virtual tours and preparing a strong online presence with a variety of media about campus can help eliminate some of the worry. *(full data table pg 42)*



## STUDENT STORIES: HOW TO CHOOSE WHEN CAMPUSES ARE CLOSED

Some thoughtful and powerful quotes from our sample audience.

"A virtual tour would be nice, especially with a real/live tour guide for any questions that may arise during the tour. If a robot or automated voice lead the tour, I would be uninterested. I wouldn't mind if other students were also on the same tour, if tour guides are limited. A prerecorded video of a student talking about certain aspects of campus/dorm life could be a nice addition to the tour." ~ female respondent, Midwest

"Constantly update me with emails about the campus and ongoing events that are occurring. Possibly provide insight to the different activities that I can do and provide a virtual tour in regards to the outbreak." ~ female respondent, West Coast

"I am having trouble deciding to spend all that time, money and life decision without an in person visit. OR maybe if I could get out and transfer easier if the fall starts as an online college life then maybe I could consider trying out a college for a semester online." ~ male respondent, West Coast

"I like how some colleges have had students write letters to share their experience with the school. Also virtual tours so that we can see all around the campus while being at home. They could also have one person record while walking around the campus and we could all watch live and as questions." ~ female respondent, Midwest

"Maybe just talk to me. There is nothing I appreciate more than a friendly conversation. It doesn't matter how fancy the college is, but rather if they have my program and whether or not it is a financial possibility." ~ female respondent, Mountain West

"Providing any information that they normally would during an actual visit, some information I received during campus visits included different school buildings, where resident halls were, available sources for help (like how crucial office hours with professors are), and even information like where to eat and study. For information about certain places, pictures would be a helpful alternative to in-person viewing." ~ transgender respondent, South

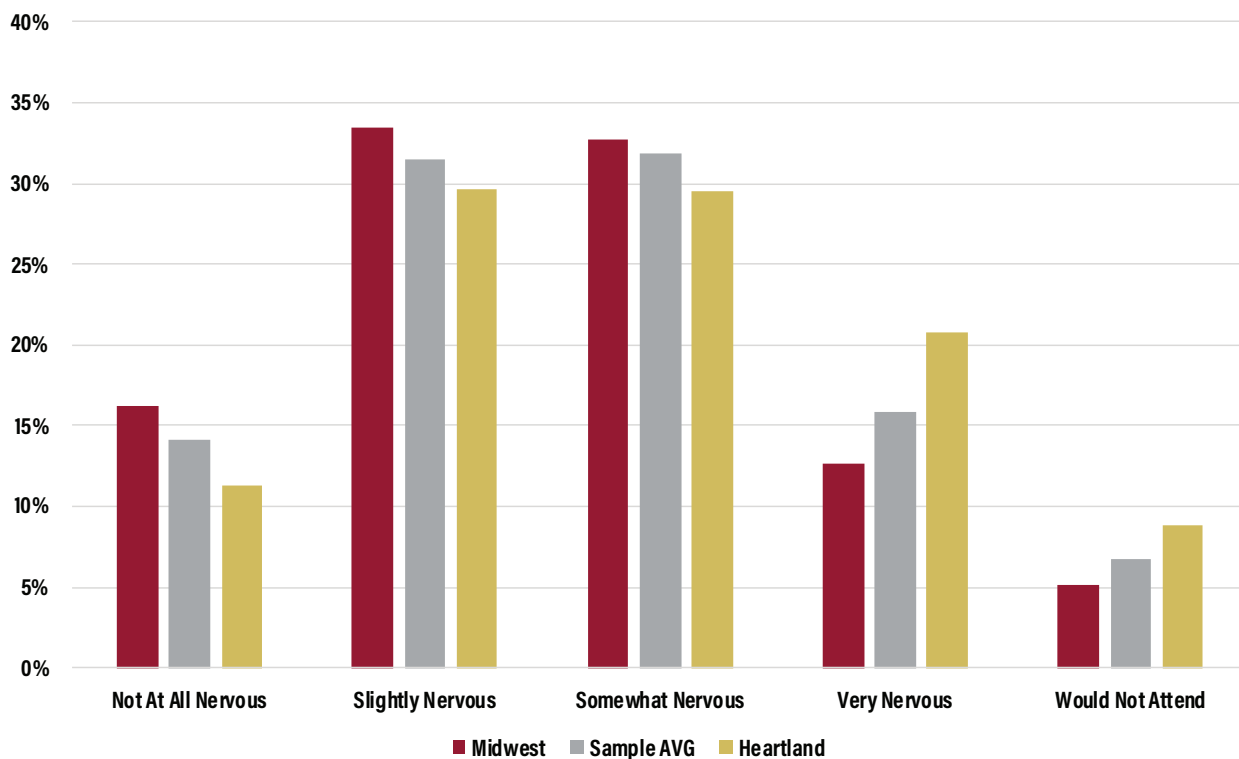
As an important note, more than a thousand of the responses simply stated "online tour" or "virtual tour" or some other variant. The other common phrases and close variants that had hundreds of mentions included "providing information," "keeping in touch," "affordability and scholarships," and simply "not sure/I don't know." It was clear from this response that **virtual tours will be a necessity to any successful recruiting efforts** while COVID-19 is still an issue.

# SUMMER ORIENTATION INSIGHTS

## Preparing Students for College

With large gatherings being a main issue regarding COVID-19, students were asked about their apprehension toward attending an orientation event in person. More than 50% of respondents were at least somewhat nervous, though only 8% felt they would not attend the orientation. This was more true of women, historically underrepresented populations, and those from the states in the Heartland region. We also asked students what else a school could do in order to help them feel prepared for their education. **Most felt a shift to virtual orientations, or a postponed orientation, would resolve their worries.** (full data table pg 43)

### Nervousness About In-Person Orientation



“An in detail orientation online through videos and in writing and a way to communicate easily with the school regarding and questions students might have. Also it would be nice to have a way to meet future classmates as that would also be something we’d be able to do during an in person orientation.” ~ female respondent, Northeast

“A lot of it comes down to experiencing the campus which should have been done way before the outbreak. However, what a campus can do is refer the student to a virtual tour, have in-depth information about scheduling, and maybe even having small webinars for questions.” ~ male respondent, Heartland

“A university could make me prepared by using an online chat of some sort where i and other potential students can communicate together about the university we’re planning to attend.” ~ male respondent, Mountain West

# Data Tables

## Segments to Inform

Although this report covers a great deal of the information we found critical to the COVID-19 outbreak and its impact on college prospects, we recognize that some readers who are particularly data driven may be interested in seeing more breakouts and raw data than was in our summary. This section of the report includes data from each of our questions, broken out by demographic groupings for your consideration and highlighted when statistically significant.

## Breakout Variables Glossary

- + All: overview reporting of all completed responses, regardless of breakout
- + Female/Male: respondent-selected gender collapsed into a dichotomous outcome. Please note that respondents were allowed to select other options, but the volume was so low that the breakouts are of just female (inclusive of transgender female) and male (inclusive of transgender male).
- + Asian/Black/Latinx/White: respondent-selected race. Please note that other race categories were present for selection but were not selected frequently enough for comparative analysis. Also, race is a "select all that apply" category, meaning that not all respondents in two particular race breakouts are always distinct. A person could be both "Asian" and "White," for example, and would be included in both results averages.
- + Region: respondent-selected current living location based on regional selection map. States for each are Midwest (OH, IL, IN, IA, MI, MN, WI); Mountain West (AZ, CO, ID, MT, ND, NE, NM, NV, SD, UT, WY); Northeast (CT, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VA, VT, WV); Heartland (AR, KS, LA, MO, OK, TX); South (AL, FL, GA, KY, MS, NC, SC, TN); and West Coast (AK, CA, HI, OR, WA).
- + Highly active/Less active: index of student's activity toward a selection, including completion of entrance exams, applications, and tours. Highly active respondents have a greater mix of this behavior.
- + Intentions: respondents segmented by the type of institution they intend to attend. These include Intends Public, Intends R (religious) Private, Intends NR (non-religious) Private, and intends 2-Year.
- + Low SES/Mid SES/High SES: need-related breakout of approximate socioeconomic status for each respondent's household. Important to note this does not include the potential financial fallout of the COVID-19 outbreak, as measures are around existing household information that could change.

## DATA TABLES AND BREAKOUTS

Prior to this survey, how much have you thought about COVID-19 in regards to your college selection?

AUDIENCE	NOT AT ALL	VERY LITTLE	SOME	A LOT	TOP OF MIND	AVG
All	29%	19%	25%	21%	6%	2.56
Women	26%	18%	26%	23%	7%	2.68
Men	37%	20%	23%	17%	4%	2.31
Asian	31%	21%	25%	18%	5%	2.45
Black	24%	16%	21%	29%	10%	2.86
Latinx	21%	19%	26%	26%	8%	2.82
White	33%	19%	25%	19%	5%	2.45
Midwest	31%	19%	23%	22%	4%	2.48
Mountain West	33%	21%	27%	15%	4%	2.35
Northeast	29%	18%	24%	23%	6%	2.59
Heartland	30%	17%	25%	22%	7%	2.58
South	30%	20%	24%	19%	8%	2.56
West Coast	24%	19%	26%	24%	7%	2.71
Highly Active	23%	17%	26%	27%	7%	2.76
Less Active	32%	20%	24%	18%	6%	2.47
Intends Public	30%	19%	25%	20%	6%	2.54
Intends R Priv	29%	20%	24%	22%	5%	2.54
Intends NR Priv	27%	18%	25%	26%	4%	2.61
Intends 2-Year	24%	17%	25%	25%	10%	2.80
Low SES	26%	18%	25%	23%	8%	2.70
Mid SES	28%	20%	26%	21%	4%	2.54
High SES	38%	17%	22%	18%	5%	2.36



Average scores colored in gold indicate statistically significantly high scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

How concerned are you about COVID-19 and its potential impact on your higher education?

AUDIENCE	NOT AT ALL	VERY LITTLE	SOME	A LOT	TOP OF MIND	AVG
All	4%	12%	35%	37%	13%	3.46
Women	2%	10%	34%	40%	15%	3.55
Men	7%	17%	39%	29%	8%	3.14
Asian	3%	11%	38%	39%	9%	3.41
Black	3%	8%	25%	43%	22%	3.73
Latinx	3%	8%	27%	43%	19%	3.68
White	4%	14%	39%	34%	10%	3.32
Midwest	4%	13%	38%	34%	10%	3.34
Mountain West	6%	14%	37%	35%	9%	3.27
Northeast	3%	13%	35%	37%	13%	3.43
Heartland	3%	11%	31%	41%	14%	3.52
South	4%	10%	37%	38%	12%	3.44
West Coast	3%	10%	34%	37%	16%	3.52
Highly Active	3%	10%	33%	38%	15%	3.52
Less Active	4%	13%	36%	37%	11%	3.39
Intends Public	4%	11%	34%	38%	13%	3.44
Intends R Priv	4%	14%	39%	31%	12%	3.34
Intends NR Priv	2%	12%	41%	34%	12%	3.42
Intends 2-Year	4%	12%	30%	38%	16%	3.51
Low SES	3%	9%	31%	41%	16%	3.58
Mid SES	3%	11%	38%	37%	11%	3.42
High SES	6%	19%	39%	27%	9%	3.13



Average scores colored in gold indicate statistically significantly high scores by a group in the demographic breakout.



## DATA TABLES AND BREAKOUTS

Would you consider delaying your higher education if COVID-19 was not properly resolved by fall?

AUDIENCE	WILL NOT DELAY	SLIGHT CHANCE	SOME CHANCE	HIGH CHANCE	PLANNED TO DELAY	AVG
All	34%	32%	24%	9%	1%	2.10
Women	35%	32%	24%	8%	1%	2.09
Men	34%	32%	24%	10%	1%	2.13
Asian	36%	31%	23%	9%	0%	2.06
Black	35%	29%	24%	11%	2%	2.16
Latinx	34%	29%	23%	11%	2%	2.18
White	34%	33%	24%	8%	1%	2.07
Midwest	34%	35%	23%	7%	1%	2.06
Mountain West	29%	34%	27%	10%	1%	2.19
Northeast	37%	32%	22%	9%	1%	2.04
Heartland	34%	30%	25%	10%	1%	2.14
South	35%	31%	25%	8%	1%	2.07
West Coast	34%	32%	23%	10%	1%	2.13
Highly Active	34%	32%	24%	9%	1%	2.10
Less Active	35%	32%	23%	9%	1%	2.10
Intends Public	36%	31%	23%	8%	1%	2.06
Intends R Priv	34%	36%	23%	7%	0%	2.03
Intends NR Priv	34%	33%	23%	9%	1%	2.09
Intends 2-Year	22%	29%	28%	18%	3%	2.51
Low SES	31%	29%	26%	12%	2%	2.24
Mid SES	33%	34%	24%	8%	0%	2.08
High SES	43%	33%	19%	5%	0%	1.86



Average scores colored in gold indicate statistically significantly high scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

How well are you being supported amid the outbreak by schools to which you've applied?

AUDIENCE	NOT AT ALL	SLIGHTLY	SOMEWHAT	HIGHLY	COMPLETELY	AVG
All	10%	17%	38%	27%	8%	3.06
Women	9%	16%	37%	29%	8%	3.11
Men	13%	17%	38%	25%	7%	2.96
Asian	10%	15%	42%	28%	6%	3.05
Black	9%	17%	36%	29%	9%	3.12
Latinx	13%	19%	37%	25%	6%	2.92
White	10%	16%	37%	28%	9%	3.10
Midwest	11%	16%	35%	29%	8%	3.08
Mountain West	9%	18%	40%	26%	7%	3.05
Northeast	8%	16%	37%	30%	9%	3.17
Heartland	13%	18%	36%	26%	7%	2.98
South	10%	17%	35%	29%	9%	3.11
West Coast	12%	17%	43%	21%	6%	2.91
Highly Active	8%	17%	38%	29%	8%	3.10
Less Active	11%	16%	37%	27%	8%	3.04
Intends Public	11%	17%	38%	26%	8%	3.02
Intends R Priv	7%	9%	36%	36%	12%	3.36
Intends NR Priv	8%	17%	36%	31%	8%	3.15
Intends 2-Year	14%	18%	40%	23%	6%	2.88
Low SES	14%	20%	39%	22%	6%	2.87
Mid SES	8%	16%	39%	31%	8%	3.16
High SES	9%	12%	34%	33%	13%	3.28



Average scores colored in gold indicate statistically significantly high scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

How confident are you in knowing the next steps for staying on track despite the outbreak?

AUDIENCE	NOT AT ALL	SLIGHTLY	SOMEWHAT	HIGHLY	TOTALLY	AVG
All	13%	21%	38%	20%	8%	2.89
Women	14%	22%	39%	18%	7%	2.82
Men	10%	19%	36%	25%	10%	3.07
Asian	14%	23%	39%	20%	5%	2.79
Black	14%	18%	33%	26%	9%	2.98
Latinx	13%	23%	42%	16%	6%	2.78
White	12%	21%	38%	21%	9%	2.94
Midwest	13%	19%	39%	21%	9%	2.95
Mountain West	12%	24%	36%	22%	6%	2.87
Northeast	11%	21%	40%	21%	8%	2.94
Heartland	13%	23%	38%	20%	7%	2.86
South	13%	19%	36%	23%	9%	2.97
West Coast	15%	24%	41%	16%	5%	2.72
Highly Active	12%	21%	39%	21%	7%	2.90
Less Active	13%	21%	38%	20%	8%	2.89
Intends Public	13%	22%	38%	20%	8%	2.88
Intends R Priv	9%	19%	37%	27%	9%	3.08
Intends NR Priv	13%	22%	40%	17%	7%	2.84
Intends 2-Year	13%	22%	40%	19%	7%	2.85
Low SES	17%	25%	38%	14%	6%	2.65
Mid SES	9%	21%	40%	23%	6%	2.97
High SES	9%	14%	34%	28%	15%	3.27



Average scores colored in gold indicate statistically significantly high scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

In light of COVID-19, what is the earliest realistic date for you to commit to a college or university?

AUDIENCE	MAY 1	JUNE 1	JULY 1	AUGUST 1	WAIT UNTIL RESOLVED	AVG
All	33%	26%	17%	10%	14%	2.46
Women	32%	27%	17%	10%	15%	2.49
Men	35%	25%	18%	9%	14%	2.44
Asian	25%	30%	22%	9%	14%	2.57
Black	26%	29%	19%	11%	16%	2.63
Latinx	21%	23%	16%	17%	23%	2.97
White	38%	26%	16%	8%	12%	2.29
Midwest	38%	28%	16%	8%	11%	2.26
Mountain West	34%	24%	19%	9%	14%	2.46
Northeast	31%	32%	16%	8%	13%	2.39
Heartland	33%	19%	16%	15%	17%	2.63
South	35%	25%	16%	11%	13%	2.43
West Coast	29%	28%	19%	8%	17%	2.58
Highly Active	28%	31%	19%	8%	14%	2.48
Less Active	35%	24%	16%	10%	15%	2.46
Intends Public	33%	27%	17%	9%	14%	2.43
Intends R Priv	41%	26%	15%	8%	10%	2.20
Intends NR Priv	31%	30%	19%	6%	14%	2.41
Intends 2-Year	20%	19%	14%	20%	28%	3.16
Low SES	25%	26%	18%	12%	20%	2.75
Mid SES	34%	28%	18%	8%	12%	2.36
High SES	46%	24%	13%	8%	9%	2.08



Average scores colored in gold indicate statistically significantly high scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

How confident are you and your family in being able to afford higher education?

(1=not at all confident; 5=completely confident)

AUDIENCE	BEFORE COVID-19	TODAY (03/19/20)	IF UNRESOLVED BY FALL	CHANGE OVER TIME
All	2.97	2.72	2.54	-0.43
Women	2.95	2.67	2.49	-0.45
Men	3.04	2.84	2.66	-0.38
Asian	2.92	2.76	2.62	-0.29
Black	2.73	2.58	2.45	-0.28
Latinx	2.54	2.27	2.12	-0.42
White	3.14	2.86	2.65	-0.48
Midwest	3.05	2.79	2.61	-0.44
Mountain West	2.89	2.65	2.47	-0.42
Northeast	3.04	2.79	2.57	-0.47
Heartland	2.88	2.60	2.42	-0.46
South	3.02	2.78	2.61	-0.41
West Coast	2.89	2.65	2.49	-0.40
Highly Active	3.02	2.75	2.56	-0.46
Less Active	2.95	2.71	2.54	-0.41
Intends Public	2.96	2.71	2.53	-0.43
Intends R Priv	3.16	2.82	2.63	-0.52
Intends NR Priv	3.15	2.92	2.75	-0.41
Intends 2-Year	2.55	2.32	2.15	-0.40

Low SES

Mid SES

High SES

VARIABLE PARTIALLY DERIVED FROM RESPONSE - BREAKOUTS NOT POSSIBLE



Average scores colored in gold indicate statistically significantly lower scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

How would you rate the appropriateness of the communications from colleges about COVID-19?

AUDIENCE	NOT SERIOUS ENOUGH	SLIGHTLY NOT ENOUGH	ABOUT RIGHT	SLIGHTLY TOO SERIOUS	FAR TOO SERIOUS	AVG
All	1%	5%	85%	7%	1%	3.01
Women	1%	5%	86%	6%	1%	3.00
Men	2%	5%	82%	9%	2%	3.04
Asian	1%	7%	86%	5%	1%	2.97
Black	2%	5%	87%	4%	3%	3.01
Latinx	2%	7%	87%	3%	1%	2.94
White	1%	5%	84%	9%	1%	3.04
Midwest	1%	5%	84%	8%	2%	3.04
Mountain West	1%	4%	83%	10%	2%	3.07
Northeast	1%	4%	88%	6%	1%	3.01
Heartland	2%	6%	83%	8%	1%	3.02
South	2%	5%	84%	8%	1%	3.02
West Coast	2%	7%	86%	5%	1%	2.97
Highly Active	1%	5%	85%	7%	2%	3.03
Less Active	2%	5%	85%	7%	1%	3.01
Intends Public	1%	5%	86%	7%	1%	3.02
Intends R Priv	1%	4%	87%	8%	0%	3.02
Intends NR Priv	2%	5%	84%	8%	1%	3.02
Intends 2-Year	4%	9%	79%	6%	1%	2.91
Low SES	1%	7%	83%	7%	1%	2.99
Mid SES	1%	4%	87%	6%	1%	3.02
High SES	2%	4%	85%	8%	1%	3.04



Responses limited to only those who said they have received information from their prospect schools about COVID-19.

## DATA TABLES AND BREAKOUTS

What would be your reaction to receiving information about COVID-19 from a prospect school?

AUDIENCE	HIGHLY POSITIVE	SLIGHTLY POSITIVE	NEUTRAL	SLIGHTLY NEGATIVE	HIGHLY NEGATIVE	AVG
All	1%	5%	85%	7%	1%	3.01

Women

Men

Asian

Black

Latinx

White

Midwest

Mountain West

Northeast

Heartland

South

West Coast

Highly Active

Less Active

Intends Public

Intends R Priv

Intends NR Priv

Intends 2-Year

Low SES

Mid SES

High SES

**DUE TO A SMALLER SAMPLE SIZE, WE CANNOT PERFORM BREAKOUTS FOR THIS QUESTION. IT REPRESENTS A MUCH SMALLER PORTION OF THE AUDIENCE AS ONLY THOSE WHO HAVE NOT RECEIVED COMMUNICATION FROM A PROSPECT SCHOOL ABOUT COVID-19 WERE INCLUDED (LESS THAN 20% OF THE SAMPLE)**

## DATA TABLES AND BREAKOUTS

Amid COVID-19, which ways would you like to connect with school communications?

AUDIENCE	EMAIL	TEXT MESSAGE	SOCIAL MEDIA MESSAGE	PHONE CALLS	VIDEO CALLS
All	88%	62%	33%	31%	22%
Women	89%	63%	36%	30%	23%
Men	88%	60%	28%	31%	20%
Asian	92%	60%	34%	30%	25%
Black	88%	64%	29%	38%	24%
Latinx	90%	66%	33%	32%	20%
White	88%	61%	34%	29%	22%
Midwest	89%	62%	29%	28%	18%
Mountain West	87%	66%	28%	30%	21%
Northeast	89%	56%	34%	29%	23%
Heartland	88%	64%	34%	33%	23%
South	88%	70%	37%	35%	24%
West Coast	91%	62%	36%	30%	24%
Highly Active	90%	64%	36%	34%	24%
Less Active	88%	61%	32%	29%	22%
Intends Public	89%	64%	33%	31%	22%
Intends R Priv	88%	59%	38%	32%	22%
Intends NR Priv	91%	55%	37%	30%	28%
Intends 2-Year	82%	59%	25%	28%	15%
Low SES	88%	63%	32%	32%	23%
Mid SES	89%	62%	35%	30%	23%
High SES	89%	59%	32%	29%	20%



Percentages colored in gold indicate statistically significantly higher scores for that group on a given communication type.



## DATA TABLES AND BREAKOUTS

Amid COVID-19, which ways would you like to connect with school communications? (CONTINUED)

AUDIENCE	VIRTUAL CHATBOTS	WEB FORMS	VIRTUAL TOURS	OTHER	NOT AT ALL
All	11%	20%	32%	1%	6%
Women	12%	20%	35%	1%	5%
Men	10%	18%	25%	1%	6%
Asian	13%	21%	34%	1%	4%
Black	13%	18%	33%	0%	4%
Latinx	10%	18%	27%	1%	5%
White	11%	20%	32%	1%	6%
Midwest	11%	18%	29%	1%	7%
Mountain West	9%	15%	29%	1%	5%
Northeast	12%	21%	39%	1%	5%
Heartland	13%	21%	26%	1%	6%
South	10%	20%	29%	1%	5%
West Coast	10%	22%	37%	1%	4%
Highly Active	13%	22%	40%	1%	4%
Less Active	11%	19%	29%	1%	6%
Intends Public	11%	20%	32%	1%	5%
Intends R Priv	11%	18%	30%	1%	7%
Intends NR Priv	13%	25%	45%	1%	5%
Intends 2-Year	9%	15%	17%	1%	9%
Low SES	11%	19%	30%	1%	6%
Mid SES	12%	21%	35%	1%	5%
High SES	10%	21%	33%	1%	6%



Percentages colored in gold indicate statistically significantly higher scores for that group on a given communication type.

## DATA TABLES AND BREAKOUTS

With whom from a college or university do you want to communicate?

AUDIENCE	ADMISSIONS COUNSELORS	CURRENT STUDENTS	ALUMNI	FACULTY	SCHOOL MED STAFF
All	79%	46%	15%	42%	20%
Women	79%	48%	14%	43%	21%
Men	79%	39%	17%	41%	16%
Asian	80%	55%	28%	48%	24%
Black	83%	52%	19%	37%	24%
Latinx	80%	38%	14%	39%	21%
White	78%	45%	12%	43%	18%
Midwest	78%	43%	13%	43%	19%
Mountain West	82%	40%	12%	44%	16%
Northeast	76%	50%	16%	43%	17%
Heartland	80%	43%	16%	43%	23%
South	81%	44%	14%	44%	22%
West Coast	83%	50%	18%	40%	24%
Highly Active	83%	50%	18%	44%	20%
Less Active	77%	44%	14%	42%	20%
Intends Public	80%	45%	15%	42%	21%
Intends R Priv	77%	49%	13%	46%	17%
Intends NR Priv	81%	60%	23%	49%	19%
Intends 2-Year	71%	31%	9%	30%	19%
Low SES	81%	43%	15%	40%	21%
Mid SES	80%	48%	15%	44%	20%
High SES	76%	48%	15%	44%	18%



Percentages colored in gold indicate statistically significantly higher scores for that group on a given contact type.

## DATA TABLES AND BREAKOUTS

With whom from a college or university do you want to communicate? (CONTINUED)

AUDIENCE	ADMINS	SPORTS COACHES	RESIDENTIAL ADVISORS	OTHER	NO ONE
All	49%	13%	30%	2%	10%
Women	50%	12%	31%	2%	10%
Men	48%	18%	26%	2%	11%
Asian	55%	7%	29%	0%	7%
Black	50%	16%	35%	2%	7%
Latinx	51%	11%	28%	2%	11%
White	47%	14%	29%	2%	11%
Midwest	44%	14%	28%	1%	12%
Mountain West	49%	13%	29%	1%	10%
Northeast	48%	15%	28%	1%	12%
Heartland	51%	11%	31%	2%	10%
South	54%	11%	31%	2%	9%
West Coast	54%	14%	33%	1%	8%
Highly Active	51%	13%	31%	2%	8%
Less Active	49%	13%	29%	1%	11%
Intends Public	52%	12%	31%	1%	10%
Intends R Priv	43%	18%	30%	2%	11%
Intends NR Priv	49%	16%	32%	2%	7%
Intends 2-Year	43%	12%	18%	1%	17%
Low SES	50%	12%	29%	2%	11%
Mid SES	50%	13%	32%	1%	9%
High SES	50%	16%	28%	2%	10%



Percentages colored in gold indicate statistically significantly higher scores for that group on a given contact type.

## DATA TABLES AND BREAKOUTS

How often would you like to hear from the schools to which you've applied?

AUDIENCE	DAILY	FEW TIMES PER WEEK	WEEKLY	EVERY OTHER WEEK	MONTHLY	ONLY WHEN ASKED
All	7%	27%	34%	16%	9%	8%
Women	7%	26%	34%	17%	8%	8%
Men	7%	27%	34%	15%	9%	9%
Asian	9%	29%	32%	17%	7%	6%
Black	10%	27%	34%	16%	7%	6%
Latinx	10%	32%	30%	15%	6%	8%
White	5%	25%	35%	17%	10%	10%
Midwest	7%	22%	34%	18%	10%	10%
Mountain West	6%	25%	34%	18%	8%	8%
Northeast	6%	27%	34%	16%	9%	9%
Heartland	7%	28%	32%	17%	10%	7%
South	7%	28%	35%	15%	7%	8%
West Coast	6%	28%	35%	16%	8%	8%
Highly Active	7%	28%	34%	16%	8%	7%
Less Active	7%	26%	34%	17%	9%	9%
Intends Public	7%	27%	34%	16%	8%	8%
Intends R Priv	4%	25%	37%	16%	7%	10%
Intends NR Priv	6%	28%	36%	18%	7%	6%
Intends 2-Year	8%	23%	22%	17%	15%	16%
Low SES	8%	29%	31%	14%	8%	10%
Mid SES	5%	25%	36%	18%	8%	7%
High SES	7%	24%	34%	17%	11%	8%

## DATA TABLES AND BREAKOUTS

How important are available and high-quality student medical facilities to your college decision?  
(1=not at all important; 5=absolutely critical)

AUDIENCE	BEFORE COVID-19	TODAY (03/19/20)	IF UNRESOLVED BY FALL	CHANGE OVER TIME
All	3.46	3.86	4.12	0.66
Women	3.53	3.94	4.22	0.70
Men	3.30	3.66	3.90	0.60
Asian	3.68	4.04	4.25	0.57
Black	3.94	4.27	4.38	0.44
Latinx	3.42	3.95	4.42	1.00
White	3.37	3.75	4.04	0.68
Midwest	3.43	3.85	4.14	0.71
Mountain West	3.31	3.68	3.94	0.63
Northeast	3.54	3.94	4.22	0.68
Heartland	3.44	3.86	4.12	0.68
South	3.59	3.94	4.18	0.59
West Coast	3.37	3.81	4.11	0.74
Highly Active	3.52	3.92	4.18	0.66
Less Active	3.44	3.83	4.11	0.67
Intends Public	3.50	3.90	4.17	0.67
Intends R Priv	3.47	3.85	4.05	0.58
Intends NR Priv	3.40	3.83	4.15	0.75
Intends 2-Year	3.30	3.69	3.91	0.61
Low SES	3.44	3.88	4.16	0.72
Mid SES	3.48	3.86	4.13	0.64
High SES	3.48	3.82	4.08	0.59



Change scores colored in gold indicate statistically significantly higher scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

What size of college campus would you prefer?

(1=intimate; 2=small; 3=mid-size; 4=large; 5=mega)

AUDIENCE	BEFORE COVID-19	TODAY (03/19/20)	IF UNRESOLVED BY FALL	CHANGE OVER TIME
All	3.08	2.88	2.68	-0.40
Women	3.07	2.85	2.64	-0.43
Men	3.10	2.92	2.76	-0.34
Asian	3.19	2.96	2.77	-0.42
Black	3.08	2.83	2.56	-0.52
Latinx	3.17	2.82	2.55	-0.63
White	3.02	2.88	2.72	-0.30
Midwest	3.07	2.90	2.72	-0.34
Mountain West	3.08	2.89	2.66	-0.42
Northeast	2.91	2.74	2.58	-0.34
Heartland	3.22	2.95	2.70	-0.52
South	3.12	2.92	2.74	-0.38
West Coast	3.13	2.89	2.69	-0.45
Highly Active	3.05	2.85	2.66	-0.40
Less Active	3.09	2.89	2.69	-0.40
Intends Public	3.30	3.08	2.87	-0.43
Intends R Priv	2.52	2.40	2.29	-0.23
Intends NR Priv	2.65	2.53	2.40	-0.25
Intends 2-Year	2.68	2.33	2.07	-0.61
Low SES	3.01	2.72	2.48	-0.53
Mid SES	3.10	2.93	2.74	-0.36
High SES	3.19	3.08	2.97	-0.21



Average scores colored in gold indicate statistically significantly lower scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

Would you consider taking the majority of your classes online?

(1=would not consider; 5=absolutely will)

AUDIENCE	BEFORE COVID-19	TODAY (03/19/20)	IF UNRESOLVED BY FALL	CHANGE OVER TIME
All	1.76	2.50	3.06	1.30
Women	1.74	2.50	3.11	1.37
Men	1.84	2.52	2.96	1.12
Asian	1.76	2.55	3.07	1.31
Black	1.92	2.68	3.25	1.33
Latinx	1.96	2.71	3.24	1.28
White	1.68	2.40	2.96	1.28
Midwest	1.68	2.38	2.97	1.29
Mountain West	1.91	2.58	3.07	1.16
Northeast	1.63	2.36	3.01	1.38
Heartland	1.90	2.68	3.22	1.32
South	1.77	2.54	3.04	1.27
West Coast	1.73	2.54	3.08	1.35
Highly Active	1.67	2.43	3.02	1.35
Less Active	1.81	2.54	3.08	1.28
Intends Public	1.75	2.51	3.07	1.32
Intends R Priv	1.65	2.44	3.04	1.39
Intends NR Priv	1.49	2.21	2.81	1.32
Intends 2-Year	2.41	3.00	3.44	1.03
Low SES	1.83	2.55	3.10	1.27
Mid SES	1.76	2.53	3.08	1.32
High SES	1.62	2.35	2.96	1.35



Change scores colored in gold indicate statistically significantly higher scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

Would you consider residential living (dorms/residence halls) on a college campus?

(1=would not consider; 5=absolutely will)

AUDIENCE	BEFORE COVID-19	TODAY (03/19/20)	IF UNRESOLVED BY FALL	CHANGE OVER TIME
All	4.09	3.37	2.74	-1.35
Women	4.15	3.38	2.72	-1.43
Men	3.95	3.32	2.77	-1.18
Asian	3.95	3.21	2.65	-1.30
Black	4.12	3.09	2.46	-1.66
Latinx	3.57	2.71	2.20	-1.37
White	4.24	3.60	2.93	-1.31
Midwest	4.14	3.44	2.80	-1.34
Mountain West	3.87	3.21	2.62	-1.25
Northeast	4.28	3.56	2.87	-1.41
Heartland	3.91	3.12	2.48	-1.43
South	4.13	3.38	2.76	-1.36
West Coast	4.11	3.31	2.73	-1.38
Highly Active	4.20	3.45	2.77	-1.43
Less Active	4.05	3.334	2.73	-1.32
Intends Public	4.11	3.34	2.70	-1.41
Intends R Priv	4.40	3.75	3.05	-1.35
Intends NR Priv	4.55	3.92	3.21	-1.34
Intends 2-Year	2.90	2.26	1.87	-1.03
Low SES	3.93	3.10	2.47	-1.46
Mid SES	4.13	3.44	2.82	-1.32
High SES	4.37	3.78	3.16	-1.21



Average scores colored in gold indicate statistically significantly lower scores by a group in the demographic breakout.



## DATA TABLES AND BREAKOUTS

Have you visited your top schools? Did you plan to visit more before COVID-19 caused cancellations?

AUDIENCE	VISITED			PLANNED TO VISIT MORE/AGAIN		
	ALL	SOME	NO	YES	PROBABLY	NO
All	60%	23%	17%	32%	22%	47%
Women	62%	23%	16%	33%	20%	47%
Men	58%	23%	19%	30%	25%	45%
Asian	41%	34%	26%	31%	25%	44%
Black	50%	27%	23%	41%	26%	33%
Latinx	46%	29%	26%	34%	27%	39%
White	70%	19%	12%	30%	19%	51%
Midwest	71%	18%	11%	29%	19%	52%
Mountain West	58%	24%	18%	26%	22%	53%
Northeast	63%	23%	14%	37%	23%	40%
Heartland	64%	21%	16%	30%	20%	51%
South	64%	20%	16%	29%	21%	50%
West Coast	43%	33%	24%	35%	22%	43%
Highly Active Less Active	VARIABLE PARTIALLY DERIVED FROM RESPONSE - BREAKOUTS NOT POSSIBLE					
Intends Public	60%	23%	17%	31%	22%	47%
Intends R Priv	75%	15%	10%	29%	16%	55%
Intends NR Priv	57%	27%	16%	40%	19%	41%
Intends 2-Year	47%	28%	24%	30%	30%	40%
Low SES	53%	24%	22%	34%	23%	44%
Mid SES	62%	23%	14%	31%	23%	46%
High SES	71%	20%	10%	30%	16%	54%

## DATA TABLES AND BREAKOUTS

How likely are you to commit to a college or university you have never seen in person?

(1=not at all likely; 5=absolutely will)

AUDIENCE	BEFORE COVID-19	TODAY (03/19/20)	IF UNRESOLVED BY FALL	CHANGE OVER TIME
All	2.31	2.39	2.38	0.07
Women	2.27	2.36	2.36	0.09
Men	2.41	2.45	2.43	0.02
Asian	2.81	2.85	2.77	-0.04
Black	2.56	2.55	2.43	-0.13
Latinx	2.76	2.61	2.52	-0.25
White	2.06	2.21	2.27	0.21
Midwest	2.10	2.21	2.21	0.11
Mountain West	2.45	2.46	2.39	-0.05
Northeast	2.12	2.26	2.37	0.25
Heartland	2.48	2.41	2.34	-0.14
South	2.28	2.33	2.36	0.08
West Coast	2.56	2.70	2.58	0.02
Highly Active	2.13	2.27	2.29	0.16
Less Active	2.42	2.46	2.44	0.02
Intends Public	2.35	2.40	2.40	0.05
Intends R Priv	2.00	2.15	2.17	0.17
Intends NR Priv	2.23	2.53	2.55	0.33
Intends 2-Year	2.53	2.33	2.22	-0.31
Low SES	2.45	2.45	2.39	-0.06
Mid SES	2.28	2.39	2.39	0.11
High SES	2.10	2.28	2.34	0.24



Average scores colored in gold indicate statistically significantly higher scores by a group in the demographic breakout.

## DATA TABLES AND BREAKOUTS

How nervous would you be to attend a large-scale college orientation as soon as this summer?

AUDIENCE	NOT AT ALL NERVOUS	SLIGHTLY NERVOUS	SOMEWHAT NERVOUS	HIGHLY NERVOUS	WOULD NOT ATTEND	AVG
All	14%	32%	32%	16%	7%	2.70
Women	12%	32%	33%	17%	7%	2.74
Men	19%	31%	31%	13%	7%	2.58
Asian	8%	32%	36%	18%	7%	2.82
Black	13%	27%	33%	17%	10%	2.84
Latinx	9%	29%	32%	20%	10%	2.93
White	17%	33%	31%	14%	6%	2.59
Midwest	16%	34%	33%	13%	5%	2.57
Mountain West	19%	27%	34%	14%	7%	2.63
Northeast	15%	33%	33%	14%	6%	2.62
Heartland	11%	30%	30%	21%	9%	2.86
South	14%	33%	32%	14%	7%	2.67
West Coast	11%	31%	31%	19%	7%	2.79
Highly Active	14%	32%	34%	15%	5%	2.66
Less Active	14%	31%	31%	16%	7%	2.71
Intends Public	14%	32%	32%	16%	6%	2.68
Intends R Priv	17%	34%	30%	15%	5%	2.58
Intends NR Priv	15%	35%	31%	14%	5%	2.60
Intends 2-Year	10%	21%	32%	20%	17%	3.12
Low SES	13%	28%	31%	19%	9%	2.84
Mid SES	12%	34%	33%	15%	5%	2.68
High SES	21%	34%	31%	11%	4%	2.43



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2020

**COVID-19  
Prospective High  
School Seniors  
Survey Report**

210 Littleton Road, Suite 100  
Westford, MA 01886

978-692-5092

[research@carnegiedartlet.com](mailto:research@carnegiedartlet.com)

[CarnegieDartlet.com](http://CarnegieDartlet.com)

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