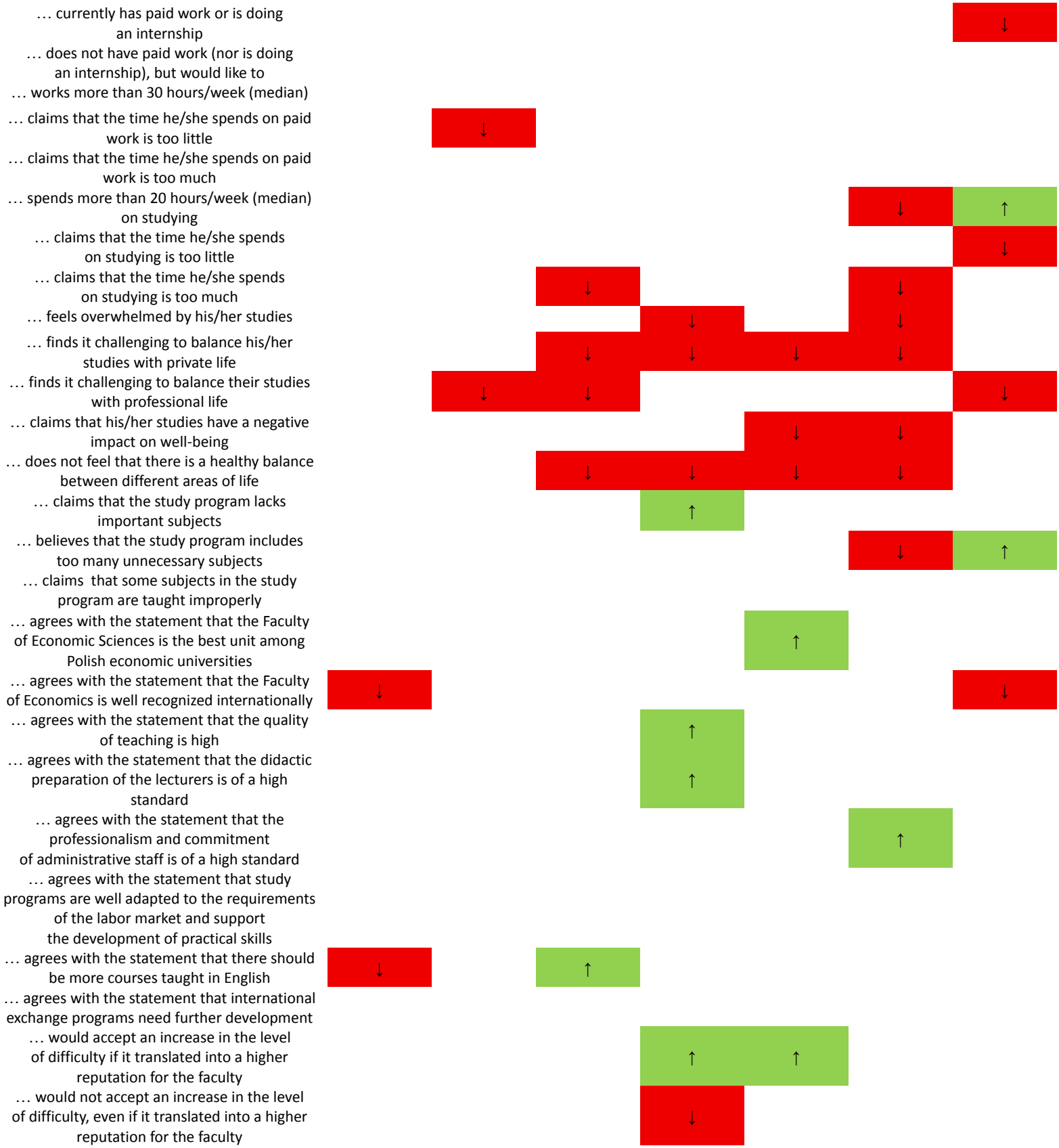
Appendix 4. *Preference heterogeneity – MNL models with socio-demographic interactions*

To further explain preference heterogeneity, we estimated 61 multinomial logit models with interaction terms, examining differences in preferences of various respondents. Notably, estimating a single model with multiple interactions was not feasible due to the relatively small sample size. Therefore, we estimated separate models, each including only one interaction. While this approach does not capture cross-interaction effects, it represents the most practical solution for illustrating the overall influence of all considered interactions.

For clarity, we chose not to report the coefficient estimates and p-values in Table A5.1. Instead, we visually highlight statistically significant interactions (p-value < 0.10). Red cells with downward arrows indicate a negative effect, while green cells with upward arrows indicate a positive impact. This visual representation allows for an intuitive understanding of how each interaction affects the corresponding attribute. For example, respondents enrolled in an English-language program (first row) tend to prefer programs with a smaller weekly workload.

Table A5.1. *Interaction effects in the MNL Models in preference-space with linear attribute specification*

Effects (interactions with attributes) for a student who…	Status Quo	Teaching mode (% of in-person classes)	Weekly effort (hours)	Weekly workload (hours)	Language of instruction (% of classes held in English)	Net monthly cost of studying (in 1,000 PLN)	Expected monthly salary after graduation (in 1,000 PLN)
… is studying in an English-language program				↓			
… is currently in the 2nd year							
…. is currently in the 3rd year							
… is currently in the 4th year				↑			
… is currently in the 5th year							↑
… is attending evening studies		↓			↓		
… is attending part-time studies	↓				↓		
… has had bad overall experiences with studying				↓		↓	
… has had good overall experiences with studying				↑			
… would like to have more remote classes		↓	↓				
… would like to have more remote classes, but it depends on the type of class							
… has more than 10 classes per week (median)	↓			↑			
… has all classes held in Polish							
… is satisfied with the current class schedule			↑	↑			↓
… is not satisfied with the current class schedule			↓	↓			↑
… would like to have fewer classes			↓	↓			
… would like to have more classes							


… currently has paid work or is doing an internship
… does not have paid work (nor is doing an internship), but would like to
… works more than 30 hours/week (median)
… claims that the time he/she spends on paid work is too little
… claims that the time he/she spends on paid work is too much
… spends more than 20 hours/week (median) on studying
… claims that the time he/she spends on studying is too little
… claims that the time he/she spends on studying is too much
… feels overwhelmed by his/her studies
… finds it challenging to balance his/her studies with private life
… finds it challenging to balance their studies with professional life
… claims that his/her studies have a negative impact on well-being
… does not feel that there is a healthy balance between different areas of life
… claims that the study program lacks important subjects
… believes that the study program includes too many unnecessary subjects
… claims that some subjects in the study program are taught improperly
… agrees with the statement that the Faculty of Economic Sciences is the best unit among Polish economic universities
… agrees with the statement that the Faculty of Economics is well recognized internationally
… agrees with the statement that the quality of teaching is high
… agrees with the statement that the didactic preparation of the lecturers is of a high standard
… agrees with the statement that the professionalism and commitment of administrative staff is of a high standard
… agrees with the statement that study programs are well adapted to the requirements of the labor market and support the development of practical skills
… agrees with the statement that there should be more courses taught in English
… agrees with the statement that international exchange programs need further development
… would accept an increase in the level of difficulty if it translated into a higher reputation for the faculty
… would not accept an increase in the level of difficulty, even if it translated into a higher reputation for the faculty

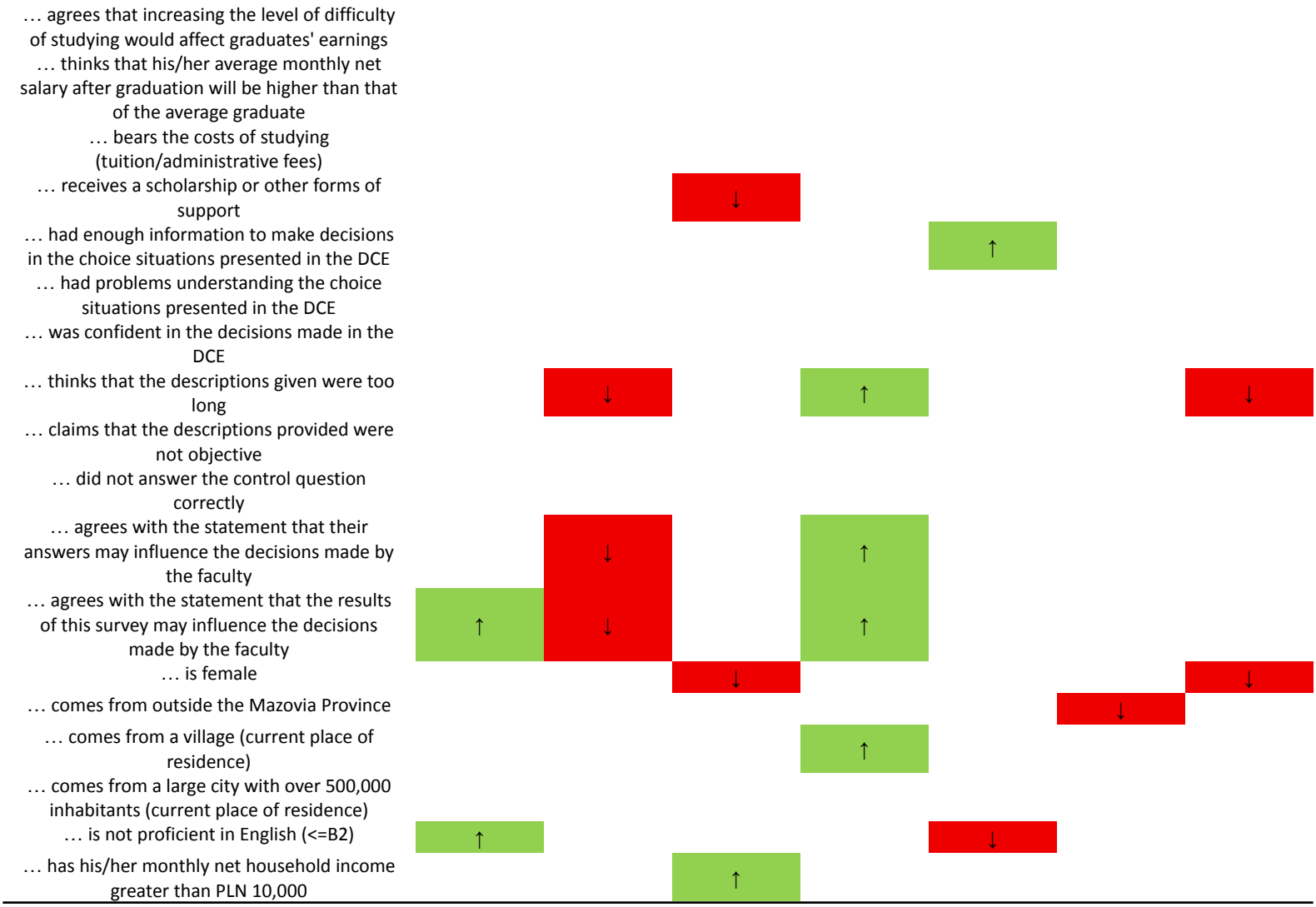


Table A5.1 provides valuable insight, as there are 427 interactions in total (61 models and 7 interactions – one for each attribute), of which 75 are statistically significant. A notable insight is that fifth-year students place significantly greater emphasis on their expected salary after graduation compared to those in earlier years of study. This suggests that students approaching the end of their education are more confident in realizing their earnings potential, whereas those in earlier stages may perceive such expectations as more distant or uncertain.

Students with generally weaker satisfaction from studying tend to prefer dedicating more time to class preparation and express stronger preferences for lower study costs. In contrast, students with greater satisfaction from studying display positive preferences for a higher time commitment to class preparation, possibly reflecting a greater intrinsic enjoyment of learning and a desire for academic engagement. As anticipated, respondents who prefer a higher share of remote learning exhibit a negative preference for an increase in in-person classes. Furthermore, satisfaction with the current study plan appears to systematically influence

preferences. Students satisfied with their existing plan show positive interactions with weekly effort and workload, but have negative interactions with increases in expected salary after graduation. Conversely, those dissatisfied with their plan display the opposite pattern. Similarly, individuals who would prefer fewer classes demonstrate negative preferences for higher weekly effort and workload, aligning with theoretical expectations. Finally, respondents who are currently employed or completing an internship exhibit lower preferences for higher expected post-graduation salaries. This is plausible, as direct engagement with the labor market may provide them with a more grounded understanding of salary prospects and job-related trade-offs.