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SECTION I:
INTRODUCTION & METHODOLOGY
Introduction and Methodology

- Hanover Research designed and administered a survey on behalf of McGraw-Hill Education with the goal of assessing college students’ digital study habits and experiences. This survey examines students’ college experiences as well as their preferences and opinions regarding use of mobile electronic devices and digital learning technology (DLT) to study.

- This analysis includes data from 2,780 McGraw-Hill Education customers and 531 online panel respondents reached in August of 2016. To qualify for the survey, all respondents had to be current students at the graduate, bachelors, or associates level.

- Analyses compare responses from similar studies administered in 2014 and 2015 when possible. Please note that due to changes in survey design, only significant differences in questions with identical/very similar phrasing are reported. Responses of “not sure” are excluded from all analyses to ensure consistent and meaningful comparison.
SECTION II: EXECUTIVE SUMMARY & KEY FINDINGS
Executive Summary

College students enjoy and regularly use digital learning technology. Overall, college students agree that digital learning technology is helpful across a wide variety of activities, including doing homework, preparing for exams, and doing research. Students most often study on laptops, and consider them to be the most important resource available to them for studying. While students seem to understand the value of digital learning technology, 84% agree that there are still areas where they can use these technologies to further enhance their education.

Mobile devices continue to be important study tools for students. Twenty-two percent of respondents find the ability to study on mobile devices “extremely important,” and mobility continues to be respondent’s favorite aspect of digital learning technology. There is room for improvement in mobile device compatibility, as 45% of respondents indicate that digital learning technology integration with personal devices is a problem they experience.

Increased focus on adaptive features and cost may drive voluntary digital learning technology adoption. While a majority of respondents prefer to enroll in classes using digital learning technology, only 39% would purchase non-required digital learning technology for a class. Ultimately, the understood grade-improving and time-saving benefits of digital study technology may not convince cost-conscious students to voluntarily adopt a product. Improving adaptive features (considered important to many respondents) and costs (the factor most likely to encourage increased use) may help increase digital learning technology adoption rates.
Key Findings – College Experiences and Technology

- **College students are highly satisfied with their college experience.** In 2016, 87% of respondents report being completely or somewhat satisfied with their experience, an increase compared to 2014 and 2015. Although most respondents report earning straight-A’s or mostly A’s & B’s (82%), 43% indicate that college is harder than expected. Their biggest challenges include the cost of tuition/loans (63%) and balancing school and a job (57%).

- **Technology plays an important role in students’ study behavior.** Over two thirds of respondents (70%) find it at least moderately important to study on mobile electronic devices, and they report that technology is most helpful with doing homework (81%) or preparing for exams/tests (79%). Respondents most strongly agree that technology increases their engagement with course materials (71%), professors (58%), and the college community (51%).
Key Findings – Digital Learning Technology

- A majority of respondents believe that digital learning technology (DLT) is beneficial. Most students agree that DLT improves their grades (81%), allows them to spend more time studying through increased accessibility (82%), and improves efficiency (81%). Although most feel that they are using the right amount of DLT (70%), a majority also indicate that they could use DLT in more ways to improve their education (84%). A large majority of students feel that their school (87%) and instructors (80%) are effectively integrating DLT into their courses, and the feature students like most about DLT is mobility (65%).

- Cost is the biggest student concern surrounding DLT. Most respondents indicate that the price of DLT is at least somewhat of a problem. Less than half of the college students surveyed (39%) report that they would purchase DLT if it was recommended.

- Respondents value adaptive DLT as an academic tool. Nearly all students surveyed agree or strongly agree that DLT should be adaptive to their learning style (89%). About half indicate that this personalization is very or extremely important (49%). Two thirds report that online quizzes and adaptive learning technology are very or extremely helpful in retention (66%).
Key Findings – Performance Tracking

- Students see academic performance tracking technology as beneficial, but many are not using it. Most respondents indicate that access to performance statistics and analytics for a course would have a very or extremely positive impact on their learning experience (62%). However, less than half report currently using academic performance tracking technology (47%).
SECTION III: COLLEGE EXPERIENCES & STUDY HABITS
* College students are highly satisfied with their overall college experience. In 2014, 85% of students indicated they were completely or somewhat satisfied, compared to 83% in 2015. In 2016, 87% of students indicate this level of satisfaction, significantly higher than 2015.

Please rate your overall college experience.

* 2014 sample included only McGraw-Hill Education customers. 2015 & 2016 samples included McGraw-Hill Education customers and an online panel of students.

# Denotes statistically significant differences between groups.
Perceptions of College Difficulty

- The proportion of students who report that college is somewhat or much harder than they anticipated decreased from half (51%) in 2014, to 40% in 2015, and has remained consistent (43%) in 2016. In 2016, more than a third of all college students surveyed (38%) find the level of difficulty to be what they expected.

Perceptions of College Difficulty

<table>
<thead>
<tr>
<th></th>
<th>2014 (n=1,815)</th>
<th>2015 (n=2,657)</th>
<th>2016 (n=3,311)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much harder #</td>
<td>14%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Somewhat harder #</td>
<td>8%</td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td>It's just how I thought it would be #</td>
<td>14%</td>
<td>35%</td>
<td>43%</td>
</tr>
<tr>
<td>Somewhat easier #</td>
<td>32%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Much easier #</td>
<td>8%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Is college easier or harder than you thought it would be?

* 2014 sample included only McGraw-Hill Education customers. 2015 & 2016 samples included McGraw-Hill Education customers and an online panel of students.

# Denotes statistically significant differences between groups.
Students’ Challenges at College

- Over half of students mention tuition costs/loans and balancing work with academics as challenges they face at college.

As a college student, which of the following do you find to be particularly challenging?

- The cost of tuition/student loans: 63%
- Balancing school and a job: 57%
- Doing well in classes: 41%
- Meeting new people/making friends: 31%
- Picking a major: 21%
- Dating: 19%
- Living away from home/parents: 10%
- Getting along with new roommate(s): 7%
- Other: 7%
A majority of students (58%) report financial aid as a source of money while they are in school. About half also indicate receiving money through grants/scholarships and/or off-campus jobs (49%).

**Student Sources of Money/Income**

- Financial aid: 58%
- Grants/scholarships: 49%
- Job off campus: 49%
- Loans: 39%
- Parents' support: 39%
- Job on campus: 15%
- Other family's support: 14%
- None of these: 2%
- Other: 6%

Which of the following, if any, represent sources of money or income while you are in school?
Students with more than one source of income are most likely to identify off-campus jobs as their primary income source (30%). Financial aid (19%) and parental support (19%) are also relatively common primary sources.

What is your primary source of money or income while you are in school?

*Only respondents who selected more than one income source saw this question.*
Students’ Study Habits

- Nearly one-third of students report studying 15 or more hours per week (30%). In 2016, a majority of students (60%) study between 5-14 hours per week.
Where Students Study

- Students study most often at home, followed by at the library. Relatively few report studying in other locations.

Students’ Top Study Locations

- 74% study at home
- 14% study at the library
- 4% study in student centers or lounges
- 3% study while at work or internship
- 3% study in coffee shops or restaurants
- 1% study outdoors
- <1% study while commuting
- 2% study at other locations
Nearly all students (91%) report that their study experience at home is contingent on access to Wi-Fi, personal devices, and digital learning platforms, and over half indicate similar contingencies at the library.

Of the places you selected, where is your study experience contingent on access to Wi-Fi, personal devices, and digital learning platforms?

Locations where Studying is Contingent on Technology

- Home: dorm room / parents' house / off-campus apartment: 91%
- Library: 55%
- Student center / lounge: 38%
- Coffee shop / restaurant: 33%
- While at work / internship: 21%
- Outdoors: 13%
- While commuting: 7%
- Other: 1%
Student Records

- More than three-quarters of students (82%) report receiving straight As or mostly A’s and B’s in 2016.

How would you classify your student record?

- Straight-A student: 19%
- Mostly As and Bs: 63%
- Mostly Bs and Cs: 16%
- Mostly Cs and Ds: 1%
- Mostly Ds and Fs: <1%
SECTION IV: OPINIONS ABOUT DIGITAL LEARNING TECHNOLOGY
Importance of Mobile Electronic Devices for Studying

- Compared to both 2014 (13%) and 2015 (19%), students in 2016 are significantly more likely to consider it extremely important to be able to study on a mobile electronic device (22%). Just under half (46%) of students surveyed in 2016 indicate that it is very or extremely important to have this capability.

Importance of Using Mobile Electronic Devices to Study

*2014 sample included only McGraw-Hill Education customers. 2015 & 2016 samples included McGraw-Hill Education customers and an online panel of students.

# Denotes statistically significant differences between groups.
Students’ Views on the Amount of Digital Learning Technology Used

- Most respondents feel that they use the right amount of Digital Learning Technology (DLT) in their schoolwork.

**Students’ Opinions about their Use of Digital Learning Technology**

- 70% use the right amount of digital learning technology.
- 12% would like to use less digital learning technology.
- 18% would like to use more digital learning technology.

How do you feel about the amount of digital learning technology you currently use in your schoolwork?
College students find technology most helpful when doing homework (81%) and preparing for exams (79%). They are least likely to find technology useful for asking questions in class (52%).

### Students’ Views on the Helpfulness of Study Technologies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extremely helpful</th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not at all helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing homework</td>
<td>43%</td>
<td>81%</td>
<td>37%</td>
<td>17%</td>
</tr>
<tr>
<td>Preparing for tests and exams</td>
<td>41%</td>
<td>79%</td>
<td>38%</td>
<td>17%</td>
</tr>
<tr>
<td>Research for different classes</td>
<td>40%</td>
<td>77%</td>
<td>37%</td>
<td>19%</td>
</tr>
<tr>
<td>Organizing your schedule</td>
<td>38%</td>
<td>74%</td>
<td>36%</td>
<td>20%</td>
</tr>
<tr>
<td>Interacting with professors and teaching assistants</td>
<td>31%</td>
<td>69%</td>
<td>38%</td>
<td>25%</td>
</tr>
<tr>
<td>Collaborating/interacting with other students</td>
<td>26%</td>
<td>61%</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>Asking questions in class</td>
<td>22%</td>
<td>52%</td>
<td>30%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Students in 2016 report feeling the most engagement with course materials (71%), their professors and teaching assistants (58%), and their school community (51%).

**Impact of Technology on Student Engagement**

- **Course materials**: 71%
- **My professors and teaching assistants**: 58%
- **My college/university community**: 51%
- **Fellow students**: 45%

In general, how has technology (including both digital learning technology and technological devices like smartphones and laptops) impacted your engagement with the following?

*Showing responses of Greatly Increases + Somewhat Increases.*
Overall, college students identify laptops as most helpful to their studies, followed by professors and textbooks with online/digital features.

### Students’ Views on the Helpfulness of Various Academic Resources and Technologies

<table>
<thead>
<tr>
<th>Resource</th>
<th>Extremely helpful</th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not at all helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop</td>
<td>62%</td>
<td></td>
<td>28%</td>
<td>8%</td>
</tr>
<tr>
<td>Professors/teaching assistants</td>
<td>32%</td>
<td>40%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Textbooks with an online/digital component</td>
<td>29%</td>
<td>38%</td>
<td>28%</td>
<td>5%</td>
</tr>
<tr>
<td>Learning Management Systems (e.g., Blackboard)</td>
<td>29%</td>
<td>34%</td>
<td>29%</td>
<td>7%</td>
</tr>
<tr>
<td>Work-sharing apps (e.g., Google Docs)</td>
<td>28%</td>
<td>34%</td>
<td>29%</td>
<td>8%</td>
</tr>
<tr>
<td>Desktop computer</td>
<td>30%</td>
<td>32%</td>
<td>27%</td>
<td>11%</td>
</tr>
<tr>
<td>Smartphone</td>
<td>25%</td>
<td>31%</td>
<td>33%</td>
<td>12%</td>
</tr>
<tr>
<td>Digital Learning Platforms (e.g., Connect, Revel, or MindTap)</td>
<td>22%</td>
<td>33%</td>
<td>35%</td>
<td>11%</td>
</tr>
<tr>
<td>Fellow students</td>
<td>19%</td>
<td>34%</td>
<td>37%</td>
<td>10%</td>
</tr>
<tr>
<td>Other technology</td>
<td>16%</td>
<td>35%</td>
<td>42%</td>
<td>7%</td>
</tr>
<tr>
<td>Textbooks without an online/digital component</td>
<td>16%</td>
<td>31%</td>
<td>41%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Please rate the following on how helpful each entity in general is to you and your academic studies.
Compared to 2015, students in 2016 are significantly more likely to prefer classes using DLT (56% vs. 61%). The majority of college students surveyed (61%) prefer to enroll in classes that use DLT, although a quarter (25%) indicate no preference.

2015: Do you prefer to be enrolled in classes that utilize study technology?
2016: Do you prefer to be enrolled in classes that utilize digital learning technology?

# Denotes statistically significant differences between groups. Question not asked in 2014.
Best-Liked Digital Learning Technology Features

- Being able to study on the go is the top DLT feature for about two-thirds (65%) of students, while many (21%) enjoy its personalization.

**Students’ Best-Liked Digital Learning Technology Features**

- **Mobility:** I like being able to study anytime, anywhere (65%)
- **Personalization:** I like technology that responds and adapts to my unique learning style (21%)
- **Price:** I like that digital typically costs less than print (12%)
- **Other:** (2%)

*What do you like best about using digital learning technology?*
Digital Learning Technology as an Academic Tool

Most college students agree that they could use DLT in more ways to improve their education (84%). They also agree that DLT allows them to spend more time studying (82%), and helps boost their grades (81%) while saving time (81%). Less than half agree that DLT improves their “soft skills” (46%).

Students’ Opinions of Digital Learning Technology as an Academic Tool

- There are still more ways I could be using digital learning technology to make my education better. 84%
- I can spend more time studying because digital learning technology allows me to study anywhere. 82%
- Digital learning technology is helping me boost my grades. 81%
- Digital learning technology is helping me save time and be a more efficient and effective student. 81%
- There are still more ways my university and the teaching staff could be using digital learning technology to make my education better. 79%
- Digital learning technology is helping my professors and teaching assistants to be more efficient and effective in teaching classes. 79%
- The digital learning technology I use for academics is helping me improve my "hard skills," such as computer science, mathematics, and other technical abilities. 78%
- Digital learning technology allows me to live a life that is balanced between my personal and academic pursuits. 78%
- I can focus better with the use of digital learning technology. 69%
- Digital learning technology is helping me gain more confidence. 68%
- The digital learning technology I use for academics is helping me improve my "soft skills," such as interacting well with others, working well in groups, and other interpersonal/social skills. 46%
Opinions on Adaptive Digital Learning Technology

- Most college students agree or strongly agree that DLT should adapt to their unique learning style, be individualized, and feel as tailored as social media feeds.

Students’ Views on Adaptive Digital Learning Technology

Digital learning technology should respond and adapt to my unique way of learning.

- Strongly Agree: 29%
- Agree: 89%
- Disagree: 60%
- Strongly Disagree: 9%

Since college courses are designed for teaching large groups, digital learning technology should be more individualized.

- Strongly Agree: 21%
- Agree: 80%
- Disagree: 59%
- Strongly Disagree: 19%

The digital learning technology I use to study should feel as tailored to me as my social media feeds.

- Strongly Agree: 17%
- Agree: 70%
- Disagree: 53%
- Strongly Disagree: 25%

Do you agree or disagree with each of the following statements?
About half of the college students surveyed (49%) indicate that it is very or extremely important for DLT to adapt to their unique learning style.

**Students’ Preferences for Adaptive Digital Learning Technology**

- Not at all important: 5%
- Slightly important: 15%
- Moderately important: 31%
- Very important: 33%
- Extremely important: 16%
Value of Online Quizzes and Adaptive Learning Technology in Retention

- Nearly all respondents indicate that online quizzes and adaptive learning technology help them retain new concepts and information.

Perceived Helpfulness of Online Quizzes and Adaptive Learning Technology for Retention

How helpful would you say that online quizzes/adaptive technology (e.g. SmartBook, LearnSmart) has been in terms of aiding your ability to retain new concepts?
Over three quarters of students (79%) report that their use of adaptive technology makes them better aware of concepts they do not know yet, whereas just under two thirds (64%) indicate better awareness of concepts they already know.
SECTION V:
PATTERNS OF USE AND OUTCOMES OF DIGITAL LEARNING TECHNOLOGY
Types of Digital Learning Technology Used for Studying

- Students are most likely to use online practice quizzes and e-books/textbooks when studying.

Which of the following types of digital learning technology do you use to study?

* 2014 sample included only McGraw-Hill Education customers. 2015 & 2016 samples included McGraw-Hill Education customers and an online panel of students.

# Denotes statistically significant differences between groups. Blank options were not asked across particular survey years.
Electronic Devices Used to Study

- Respondents are most likely to use laptops and smartphones to study. Few use dedicated e-readers as study tools.

Types of Electronic Devices Students Use to Study

<table>
<thead>
<tr>
<th>Device Type</th>
<th>2014 (n=1,815)</th>
<th>2015 (n=2,657)</th>
<th>2016 (n=3,311)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop #</td>
<td>90%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>Smartphone #</td>
<td>51%</td>
<td>61%</td>
<td>60%</td>
</tr>
<tr>
<td>Desktop computer #</td>
<td>35%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>Tablet #</td>
<td>30%</td>
<td>34%</td>
<td>32%</td>
</tr>
<tr>
<td>Dedicated e-reader</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Other #</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>None of the above #</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Which of the following electronic devices do you use to study?

* 2014 sample included only McGraw-Hill Education customers. 2015 & 2016 samples included McGraw-Hill Education customers and an online panel of students.

# Denotes statistically significant differences between groups.
Effect of Study/Digital Learning Technology on Grades

- In 2016, 79% of college students believe digital learning technology (DLT) has impacted their grades positively.

Overall Effect of Study/Digital Learning Technology on Students’ Grades

2014 & 2015: Overall, what effect does using study technology have on helping you achieve your grades?
2016: Overall, what effect does using digital learning technology have on helping you achieve your grades?

* 2014 sample included only McGraw-Hill Education customers. 2015 & 2016 samples included McGraw-Hill Education customers and an online panel of students.

# Denotes statistically significant differences between groups.
Effects of Digital Learning Technology Types on Grades

- College students indicate that online practice quizzes, learning management systems, and performance data, feedback, and reports have the biggest impact on grades, whereas online discussion forums/social media are least impactful.

Effects of Specific Types of Digital Learning Technology on Students’ Grade

- Online practice quizzes / adaptive learning software (e.g., Smartbook, LearnSmart):
  - Major effect: 50%
  - Moderate effect: 85%
  - Minor effect: 36%
  - No effect: 11%

- Learning Management Systems (e.g., Blackboard):
  - Major effect: 43%
  - Moderate effect: 79%
  - Minor effect: 36%
  - No effect: 16% (5%)

- Performance data, feedback, and reports:
  - Major effect: 42%
  - Moderate effect: 79%
  - Minor effect: 36%
  - No effect: 17%

- Lecture recordings (video or audio):
  - Major effect: 39%
  - Moderate effect: 77%
  - Minor effect: 39%
  - No effect: 19%

- Digital Learning Platforms (e.g., Connect, Revel, or MindTap):
  - Major effect: 39%
  - Moderate effect: 77%
  - Minor effect: 38%
  - No effect: 16% (7%)

- e-Books / e-Textbooks:
  - Major effect: 28%
  - Moderate effect: 68%
  - Minor effect: 40%
  - No effect: 21% (11%)

- Online discussion forums / social media:
  - Major effect: 25%
  - Moderate effect: 63%
  - Minor effect: 39%
  - No effect: 28% (9%)

What effect does using each type of digital learning technology have in helping you to achieve your grades?

Respondents only reported on types of digital learning technology that they use.
Over half of college students believe DLT helps them save time when studying. Among those who believe DLT saves time, most report that it saves a moderate amount of time. Of those who believe DLT takes more time, a plurality indicate that it also takes a moderate amount of time.

Effects of Digital Learning Technology on Study Time

- It saves time to use digital learning technology: 54%
- It has no effect: 24%
- It takes more time to use digital learning technology: 22%

- It saves a small amount of time (1-2 hours per week): 22%
- It saves a moderate amount of time (2-5 hours per week): 52%
- It saves a significant amount of time (5+ hours per week): 27%

- A small amount more time (0-2 hours per week): 26%
- A moderate amount more time (2-5 hours per week): 44%
- A significant amount more time (5+ hours per week): 30%
Most respondents indicate that their school (87%) and instructors (80%) deserve an A or a B letter grade for their DLT integration.

**Student Assessments of their School and Instructors for Digital Learning Technology Integration**

**Student Grades for their School**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>42%</td>
</tr>
<tr>
<td>B</td>
<td>44%</td>
</tr>
<tr>
<td>C</td>
<td>11%</td>
</tr>
<tr>
<td>D</td>
<td>2%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

**Student Grades for their Instructors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>37%</td>
</tr>
<tr>
<td>B</td>
<td>44%</td>
</tr>
<tr>
<td>C</td>
<td>16%</td>
</tr>
<tr>
<td>D</td>
<td>3%</td>
</tr>
<tr>
<td>F</td>
<td>1%</td>
</tr>
</tbody>
</table>

What letter grade would you give your school in terms of how well it provides opportunities for students to use digital learning technology in their schoolwork?

What letter grade would you give your instructors in terms of how well they integrate digital learning technology into their courses?
2016 students are more likely to report that DLT has resulted in improved studying efficiency compared to 2014 or 2015. Overall, just under two-thirds of 2016 respondents indicate that using DLT has improved studying efficiency and class preparation.

Results of Student Digital Learning Technology Use

- Improved studying efficiency: 57% in 2014, 57% in 2015, 63% in 2016
- Better preparation for classes: 68% in 2016
- More confidence in your knowledge of course material: 53% in 2014, 46% in 2015, 41% in 2016
- Reduced stress related to studying/exams: 45% in 2015, 42% in 2016
- Improved ability to handle non-academic demands: 46% in 2015, 35% in 2016

2014 & 2015: Which of the following has resulted from your use of study technology?
2016: Which of the following has resulted from your use of digital learning technology?

* 2014 sample included only McGraw-Hill Education customers. 2015 & 2016 samples included McGraw-Hill Education customers and an online panel of students.

# Denotes statistically significant differences between groups.
Most college students surveyed feel that constant course performance feedback through analytics would have some positive impact on their learning.

Students' Views on Academic Performance Analytics

- No positive impact at all: 4%
- Somewhat positive impact: 35%
- Very positive impact: 40%
- Extremely positive impact: 21%
SECTION VI:
DEMOGRAPHICS
## Demographics

<table>
<thead>
<tr>
<th>What is your collegiate status?</th>
<th>2014 McGraw-Hill Students</th>
<th>2015 Sample</th>
<th>2016 Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Size</td>
<td>1,815</td>
<td>2,657</td>
<td>3,311</td>
</tr>
<tr>
<td>Freshman</td>
<td>51%</td>
<td>38%</td>
<td>17%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>26%</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>Junior</td>
<td>15%</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Senior</td>
<td>6%</td>
<td>12%</td>
<td>20%</td>
</tr>
<tr>
<td>In a Master’s or PhD program</td>
<td>3%</td>
<td>4%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which of the following best describes the type of degree program that you are currently enrolled in?</th>
<th>2014 McGraw-Hill Students</th>
<th>2015 Sample</th>
<th>2016 Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Size</td>
<td>--</td>
<td>2,657</td>
<td>3,311</td>
</tr>
<tr>
<td>2-year Associate’s degree program</td>
<td>--</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>4-year Bachelor’s degree program</td>
<td>--</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>Master’s degree program</td>
<td>--</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>PhD program</td>
<td>--</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Type of degree program was not asked in the 2014 iteration of the survey.
### Demographics, cont.

<table>
<thead>
<tr>
<th>Roughly how many students are enrolled at your university?</th>
<th>2014 McGraw-Hill Students</th>
<th>2015 Sample</th>
<th>2016 Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Size</strong></td>
<td>1,815</td>
<td>2,657</td>
<td>3,311</td>
</tr>
<tr>
<td>Under 5,000</td>
<td>27%</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>5,001 to 10,000</td>
<td>29%</td>
<td>29%</td>
<td>24%</td>
</tr>
<tr>
<td>10,001 to 20,000</td>
<td>23%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>20,001 to 40,000</td>
<td>15%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Over 40,000</td>
<td>6%</td>
<td>9%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your age?</th>
<th>2014 McGraw-Hill Students</th>
<th>2015 Sample</th>
<th>2016 Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Size</strong></td>
<td>1,815</td>
<td>2,657</td>
<td>3,311</td>
</tr>
<tr>
<td>Under 18</td>
<td>4%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>18-20</td>
<td>55%</td>
<td>48%</td>
<td>30%</td>
</tr>
<tr>
<td>21-23</td>
<td>12%</td>
<td>17%</td>
<td>21%</td>
</tr>
<tr>
<td>24-26</td>
<td>6%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>27 or older</td>
<td>23%</td>
<td>24%</td>
<td>36%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
### Demographics, cont.

<table>
<thead>
<tr>
<th>What is your ethnicity?</th>
<th>2014 McGraw-Hill Students</th>
<th>2015 Sample</th>
<th>2016 Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Size</strong></td>
<td>1,815</td>
<td>2,657</td>
<td>3,311</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>17%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>12%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>48%</td>
<td>53%</td>
<td>58%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Native American or Alaska Native</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other or Multi-racial</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Size</strong></td>
<td>1,815</td>
<td>2,657</td>
<td>3,311</td>
</tr>
<tr>
<td>Female</td>
<td>67%</td>
<td>69%</td>
<td>70%</td>
</tr>
<tr>
<td>Male</td>
<td>31%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1%</td>
<td>0%</td>
<td>--</td>
</tr>
</tbody>
</table>

“Prefer not to answer” was not an option in the 2016 iteration of the survey.
Demographics, cont.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Size</strong></td>
<td>1,815</td>
<td>2,657</td>
<td>3,311</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>6%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Biological and Life Sciences</td>
<td>12%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Business</td>
<td>35%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Education</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>22%</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td>Math and Computer Science</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Professional Degree</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>