









































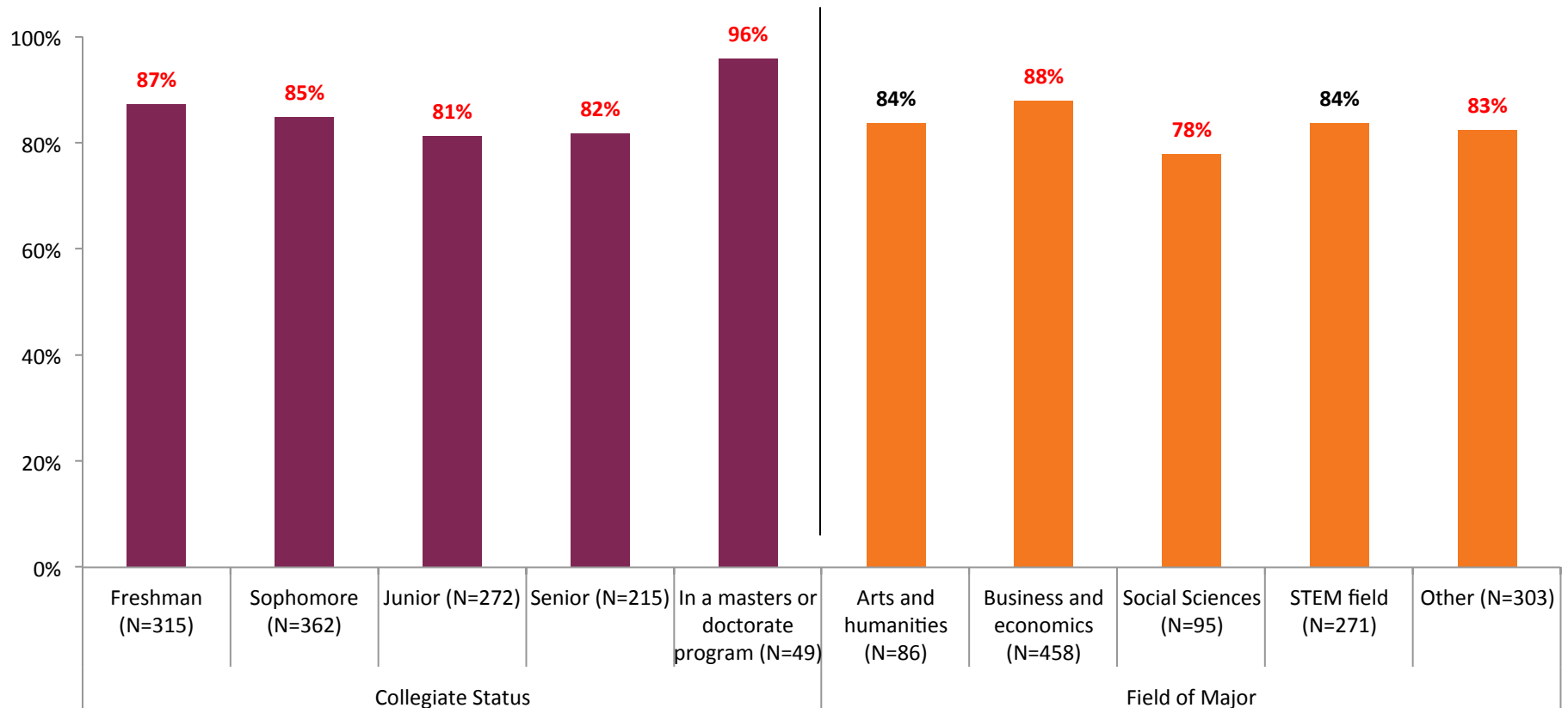






# Technology Used, by Collegiate Status & Field of Major

Graduate students differ significantly in their agreement with frequent use of technology from undergraduate students. Nearly all graduate students (96%) agree that frequent technology use will positively impact candidacy for employment. Business and economic majors also report high agreement (88%), while social science majors report significantly lower agreement (78%).



Please respond to the following statement: *The frequent use of technology in my coursework and as a study aid will make me a stronger candidate for employment.*

Note: Percentages reflect respondents' "top 2" choices ("Strongly agree" and "Somewhat agree").

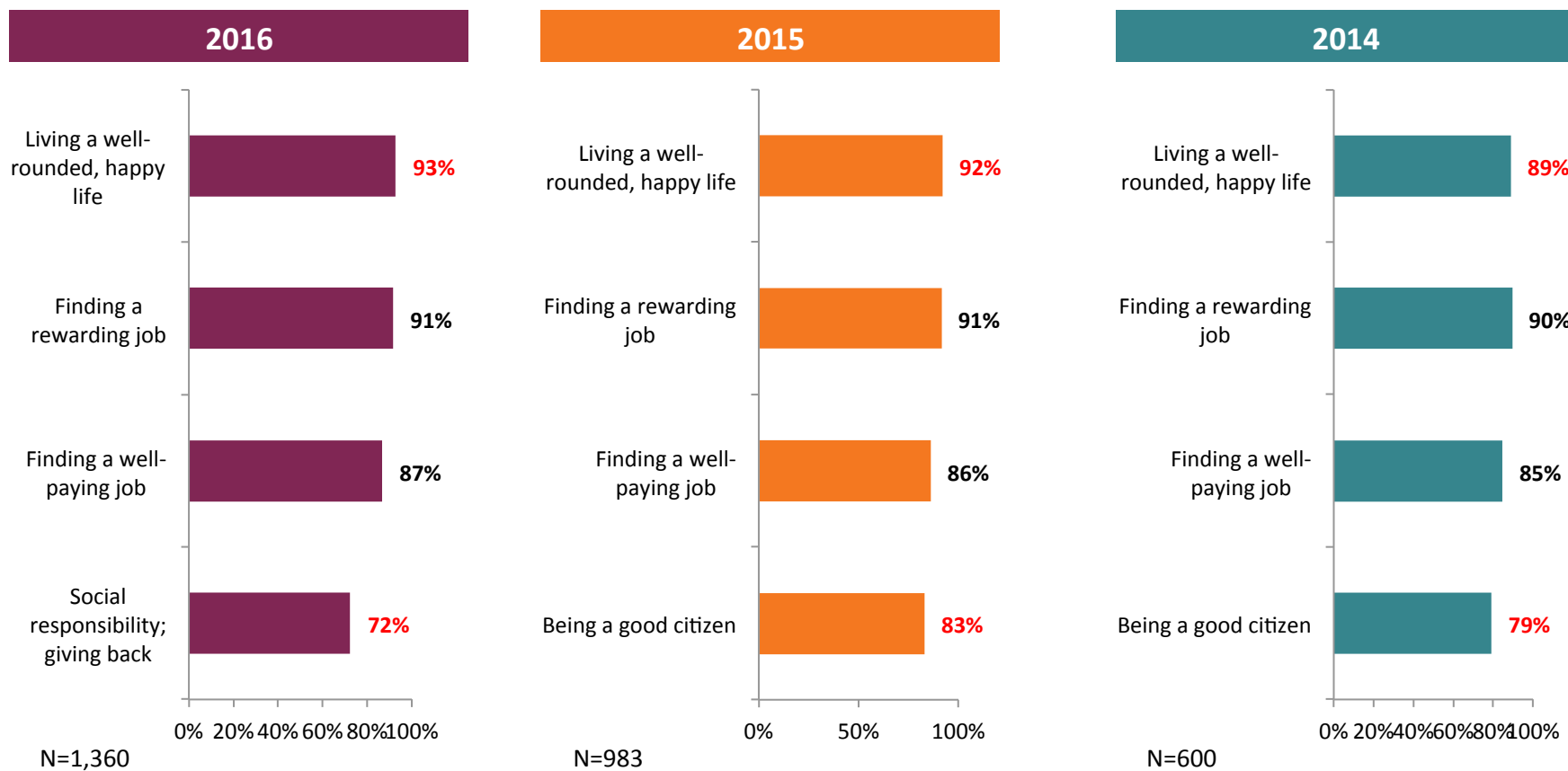
Respondents reporting they never used study technology did not see this question.

Figures in red font indicate statistically significant different results within segments at  $p < .05$

# CAREER PLANNING

# Career Planning

Living a well-rounded, happy life continues to be the most important planning priority to respondents in 2016. In addition, social responsibility/giving back is becoming less of a priority to respondents.



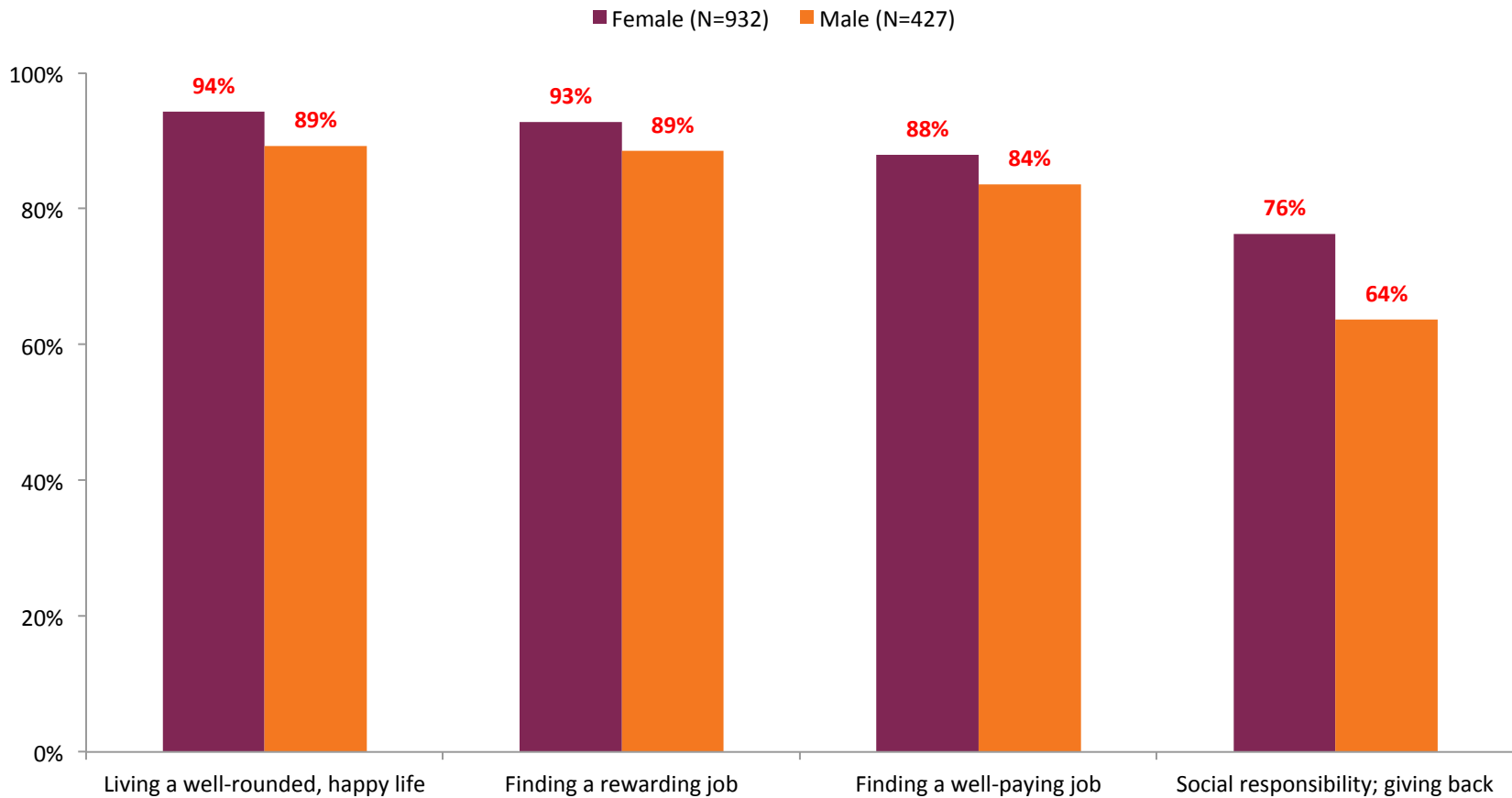
*How important to you is planning for each of the following while you are in college?*

Note: Percentages reflect respondents' "top 2" choices ("Extremely important" and "Very important"). "Being a good citizen" in 2014 & 2015 was changed to "Social responsibility; giving back" in 2016. Figures in red font are statistically significant different at  $p < .05$



# Career Planning – by Gender

Overall, females place significantly higher importance on all planning attributes compared to males.



*How important to you is planning for each of the following while you are in college?*

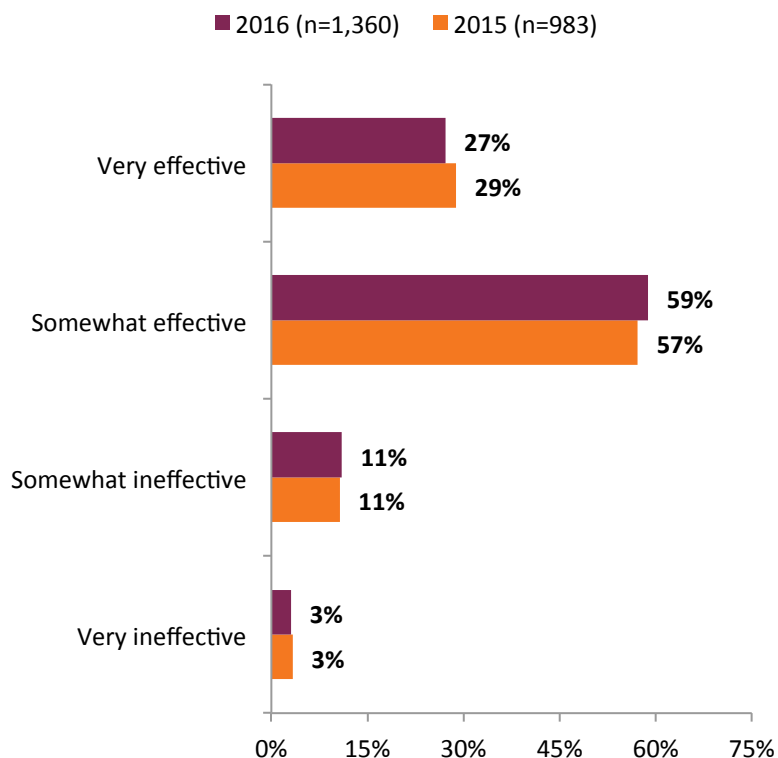
Note: Percentages reflect respondents' "top 2" choices ("Extremely important" and "Very important").

Figures in red font are statistically significant different at  $p < .05$

# Career Planning

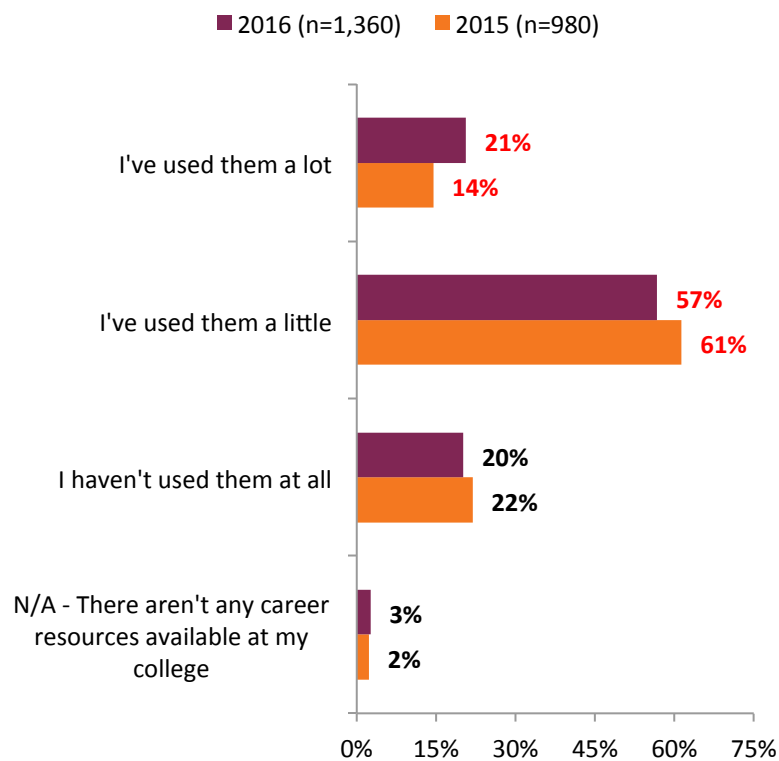
Similar to 2015, 86 percent of respondents believe available career resources at their colleges are at least somewhat effective. More than three-quarters of 2016 respondents (78%) also use available career resources, with 21 percent indicating they have used them “a lot,” a significant increase from 2015. Only a fifth of respondents in 2016 have not used their college career resources at all.

## Effectiveness of Career Resources



How effective are the career resources available at your college?

## Usage Frequency of Career Resources

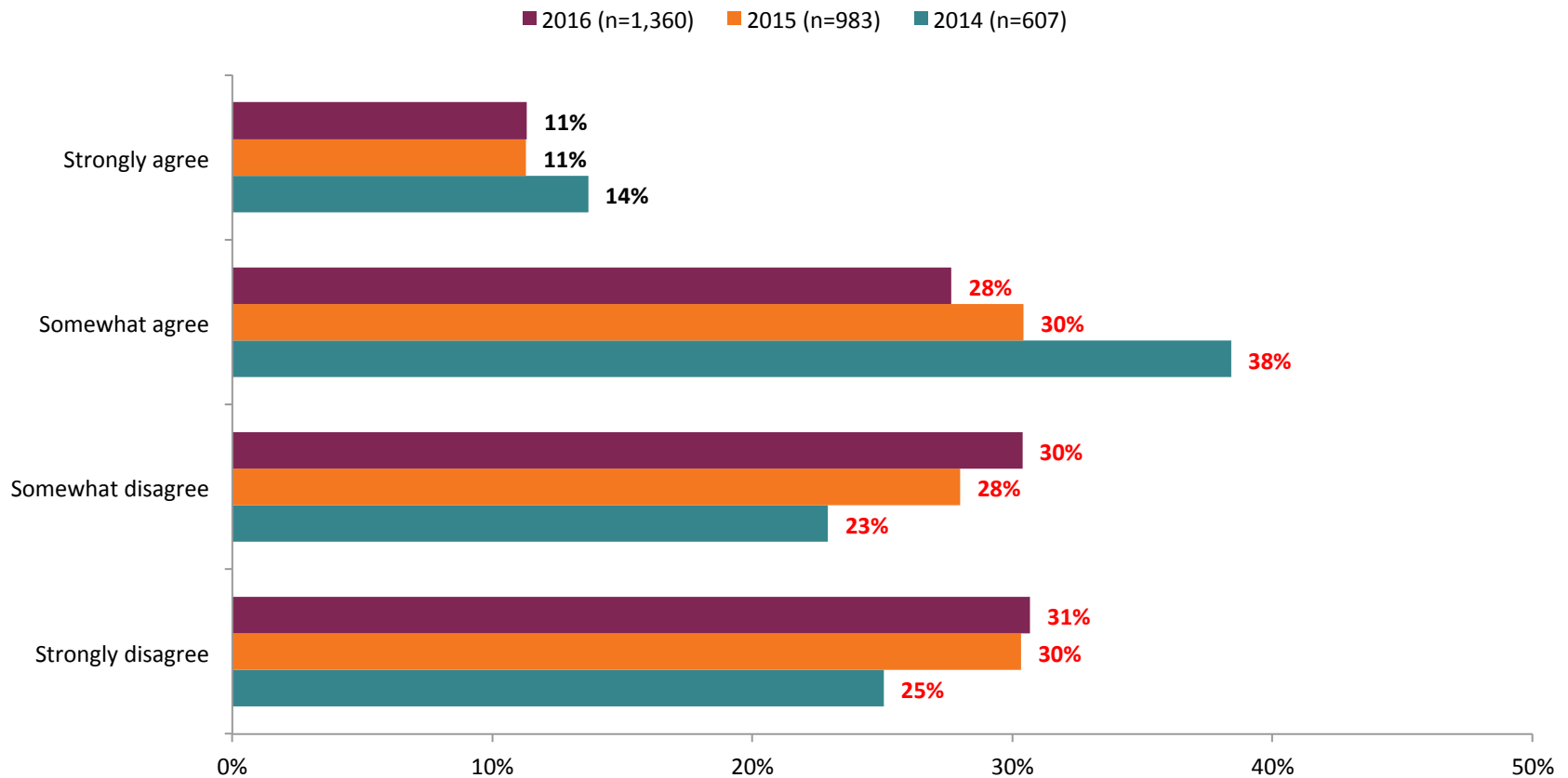


To what degree have you taken advantage of the career resources available at your college?

# CAREER PERCEPTIONS & PREFERENCES

# Career Perception

The number of respondents who *agree* with the statement “I’m happy with my major, but I’m not sure it will get me a job when I graduate” continues to decrease with a 13 percent difference between 2014 & 2016 and a 3 percent difference between 2015 & 2016. This suggests that respondents are now more likely to believe their major will help them with job prospects compared to previous years.

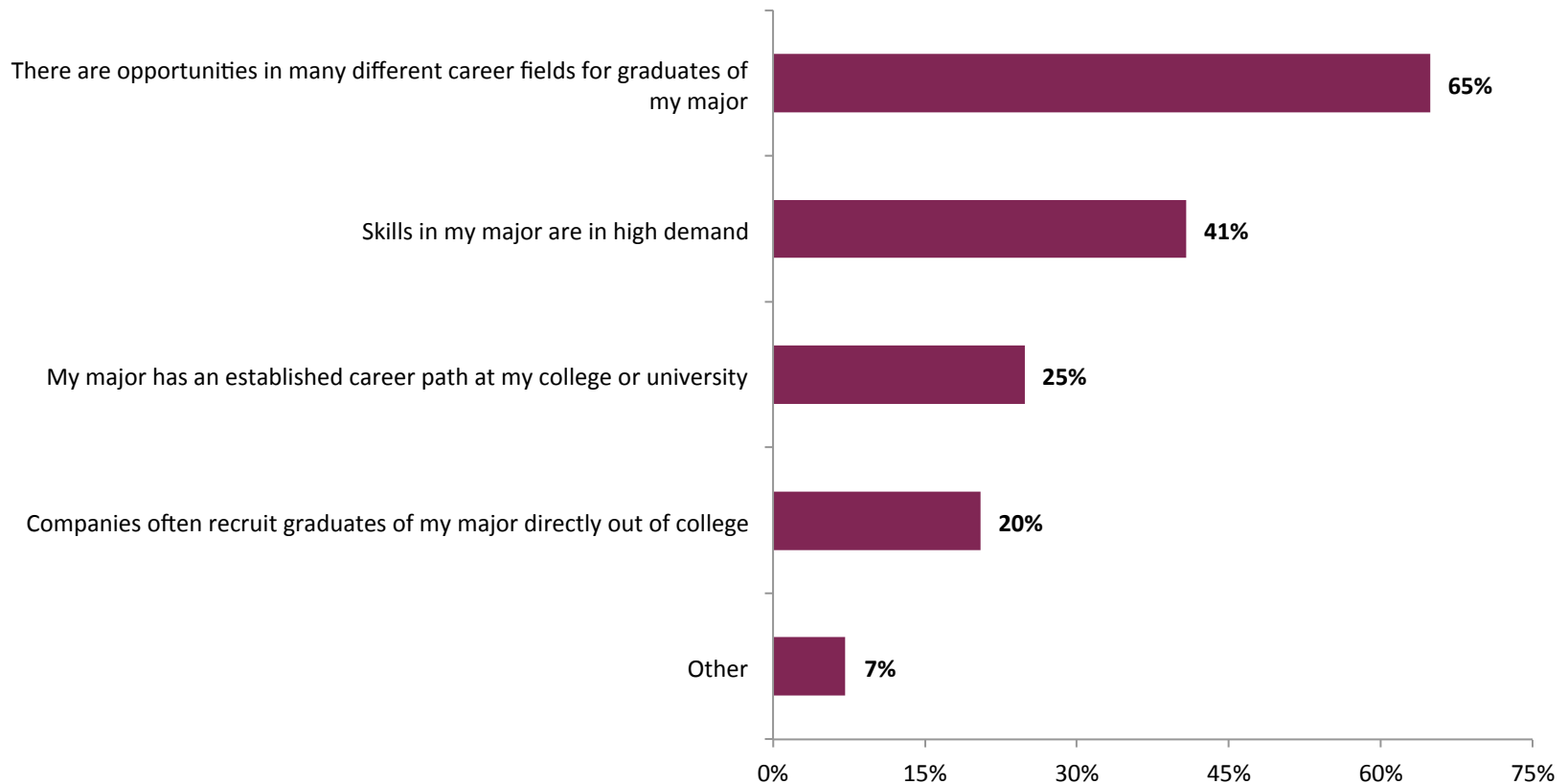


Please respond to the following statement: *I'm happy with my major, but I'm not sure it will get me a job when I graduate.*

Note: Figures in red font are statistically significant different at  $p < .05$

# Career Perception

Slightly less than two-thirds of respondents (65%) believe their current major will help them secure a job after graduation because there are opportunities in many different career fields for graduates of their major.



*My current major will help me get a job after graduation because...*

Note: Question not in 2014 & 2015 iteration.

Respondents that selected "Somewhat agree" or Strongly agree" to the statement, "I'm happy with my major, but I'm not sure it will get me a job when I graduate" were asked to answer this question. N=532

# Career Perception, By Collegiate Status & Field of Major

Juniors report career opportunities in their major will be the biggest factor in attaining a job. Business and economic majors, along with social science majors, share the same thought, while STEM majors place significantly more emphasis on the high demand for skills in their major.

| Collegiate Status   | Freshman (N=134)           | Sophomore (N=158)              | Junior (N=110)         | Senior (N=106)     | In a masters or doctorate program (N=24) |
|---|----------------------------|--------------------------------|------------------------|--------------------|--|
| There are opportunities in many different career fields for graduates of my major | 60%                        | 62%                            | 74%                    | 70%                | 50%                                      |
| Skills in my major are in high demand   | 48%                        | 43%                            | 36%                    | 35%                | 33%                                      |
| My major has an established career path at my college or university               | 30%                        | 25%                            | 20%                    | 22%                | 29%                                      |
| Companies often recruit graduates of my major directly out of college             | 24%                        | 21%                            | 15%                    | 22%                | 17%                                      |
| Other   | 7%                         | 9%                             | 4%                     | 8%                 | 8%                                       |
| Field of Major  | Arts and humanities (N=51) | Business and economics (N=196) | Social Sciences (N=58) | STEM field (N=105) | Other (N=122)                            |
| There are opportunities in many different career fields for graduates of my major | 65%                        | 72%                            | 69%                    | 64%                | 52%                                      |
| Skills in my major are in high demand   | 35%                        | 40%                            | 21%                    | 49%                | 47%                                      |
| My major has an established career path at my college or university               | 27%                        | 23%                            | 19%                    | 31%                | 24%                                      |
| Companies often recruit graduates of my major directly out of college             | 10%                        | 24%                            | 7%                     | 30%                | 17%                                      |
| Other   | 6%                         | 5%                             | 10%                    | 4%                 | 13%                                      |

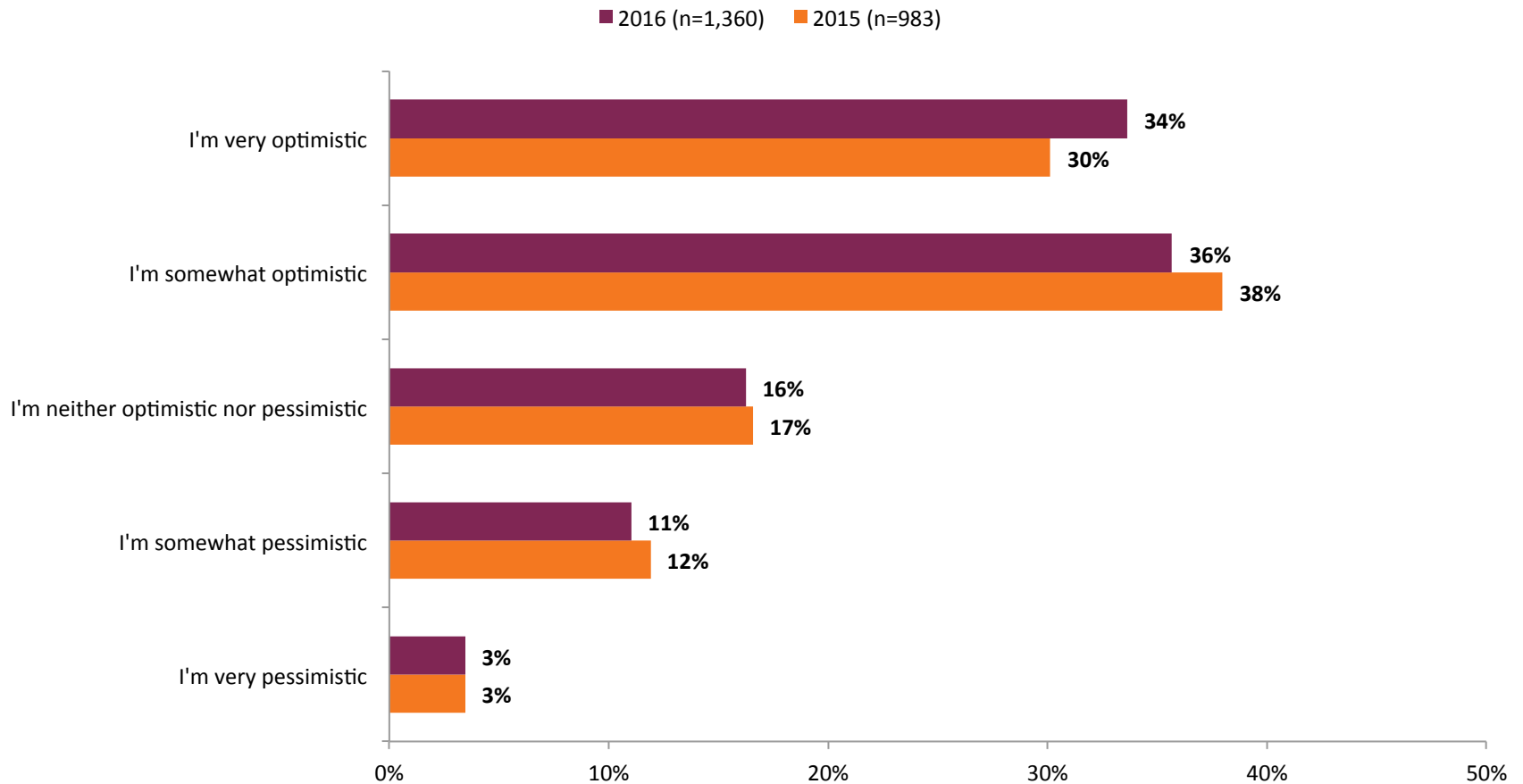
*My current major will help me get a job after graduation because...*

Note: Respondents that selected "Somewhat agree" or Strongly agree" to the statement, "I'm happy with my major, but I'm not sure it will get me a job when I graduate" were asked to answer this question.

Figures in red font indicate statistically significant different results within segments at  $p < .05$

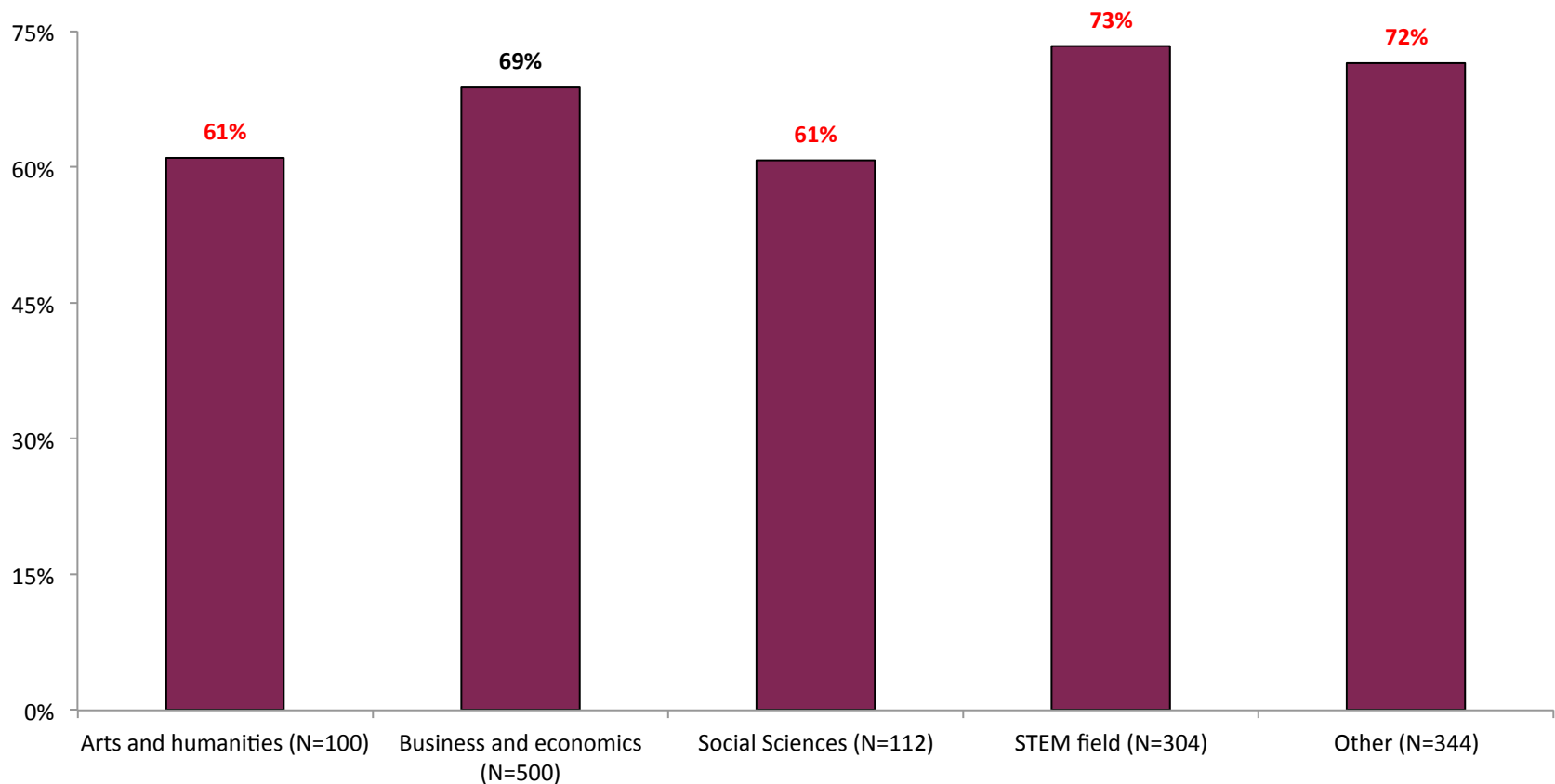
# Career Perception

The majority of respondents continue to feel either somewhat or very optimistic about their job prospects in 2016 (70%).



# Career Perception

Optimism is significantly higher among STEM majors (72%) than arts and humanities majors (61%) as well as social science majors (61%).



*How would you rate your feelings regarding your own prospects of getting a good job once you graduate?*

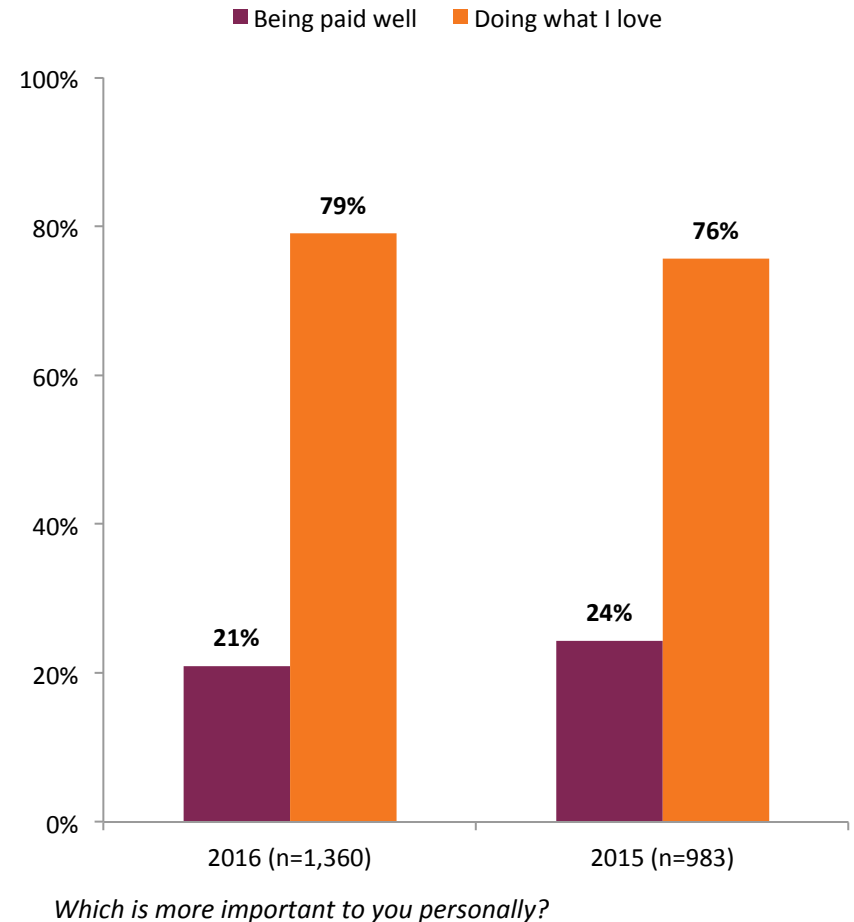
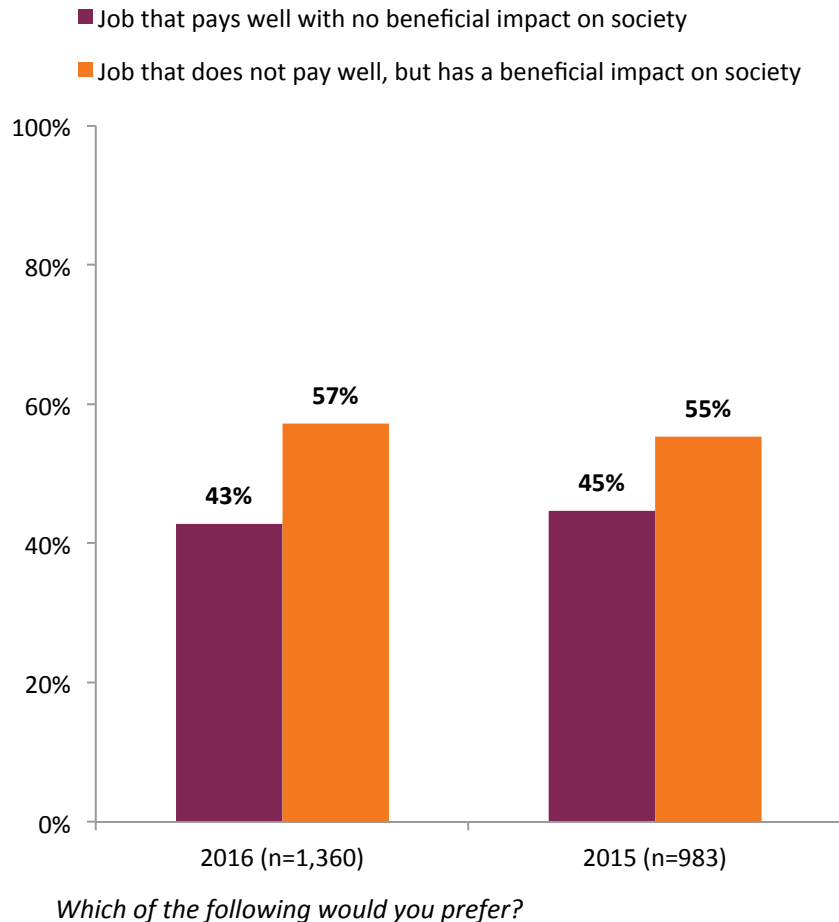
Note: Percentages reflect respondents' "top 2" choices ("Very optimistic" and "Somewhat optimistic").

Figures in red font are statistically significant different at  $p < .05$ . N=1,360



# Career Preferences

In 2016, a narrow majority of respondents (57%) prefer a job that pays less but has a beneficial impact for society over a job that pays well with no beneficial impact for society. Similarly, around eighty percent of respondents prefer a job they love over being paid well.



# Career Preferences, by Segment 2016

Female respondents are statistically different from male respondents in terms of job preferences. Sixty-one percent of women would prefer a job that does not pay well but is beneficial to society as compared to 48 percent of men. Females also place a higher emphasis on doing what they love versus getting paid well. Business and economics majors, as well as graduate students, are the most likely to prefer a job that pays well with no beneficial impact on society. Respondents studying business put also less emphasis on doing what they love compared to other majors such as arts and humanities. Similarly, graduate students place a higher importance on income than undergraduates.

| 2016                                     | Which of the following would you prefer?                           |   | Which is more important to you personally? |                   |
|--|--|---|--|-------------------|
| Collegiate Status                        | Job that does not pay well, but has a beneficial impact on society | Job that pays well with no beneficial impact on society | Being paid well                            | Doing what I love |
| Freshman (N=362)                         | 58%  | 42%   | 19%  | 81%               |
| Sophomore (N=409)                        | 56%  | 44%   | 21%  | 79%               |
| Junior (N=291)                           | 60%  | 40%   | 22%  | 78%               |
| Senior (N=243)                           | 58%  | 42%   | 21%  | 79%               |
| In a masters or doctorate program (N=55) | 45%  | 55%   | 35%  | 65%               |
| Gender                                   | Job that does not pay well, but has a beneficial impact on society | Job that pays well with no beneficial impact on society | Being paid well                            | Doing what I love |
| Female (N=932)                           | 61%  | 39%   | 18%  | 82%               |
| Male (N=427)                             | 48%  | 52%   | 26%  | 74%               |
| Field of Major                           | Job that does not pay well, but has a beneficial impact on society | Job that pays well with no beneficial impact on society | Being paid well                            | Doing what I love |
| Arts and humanities (N=100)              | 66%  | 34%   | 9%   | 91%               |
| Business and economics (N=500)           | 48%  | 52%   | 28%  | 72%               |
| Social Sciences (N=112)                  | 71%  | 29%   | 20%  | 80%               |
| STEM field (N=304)                       | 59%  | 41%   | 21%  | 79%               |
| Other (N=344)                            | 62%  | 38%   | 15%  | 85%               |

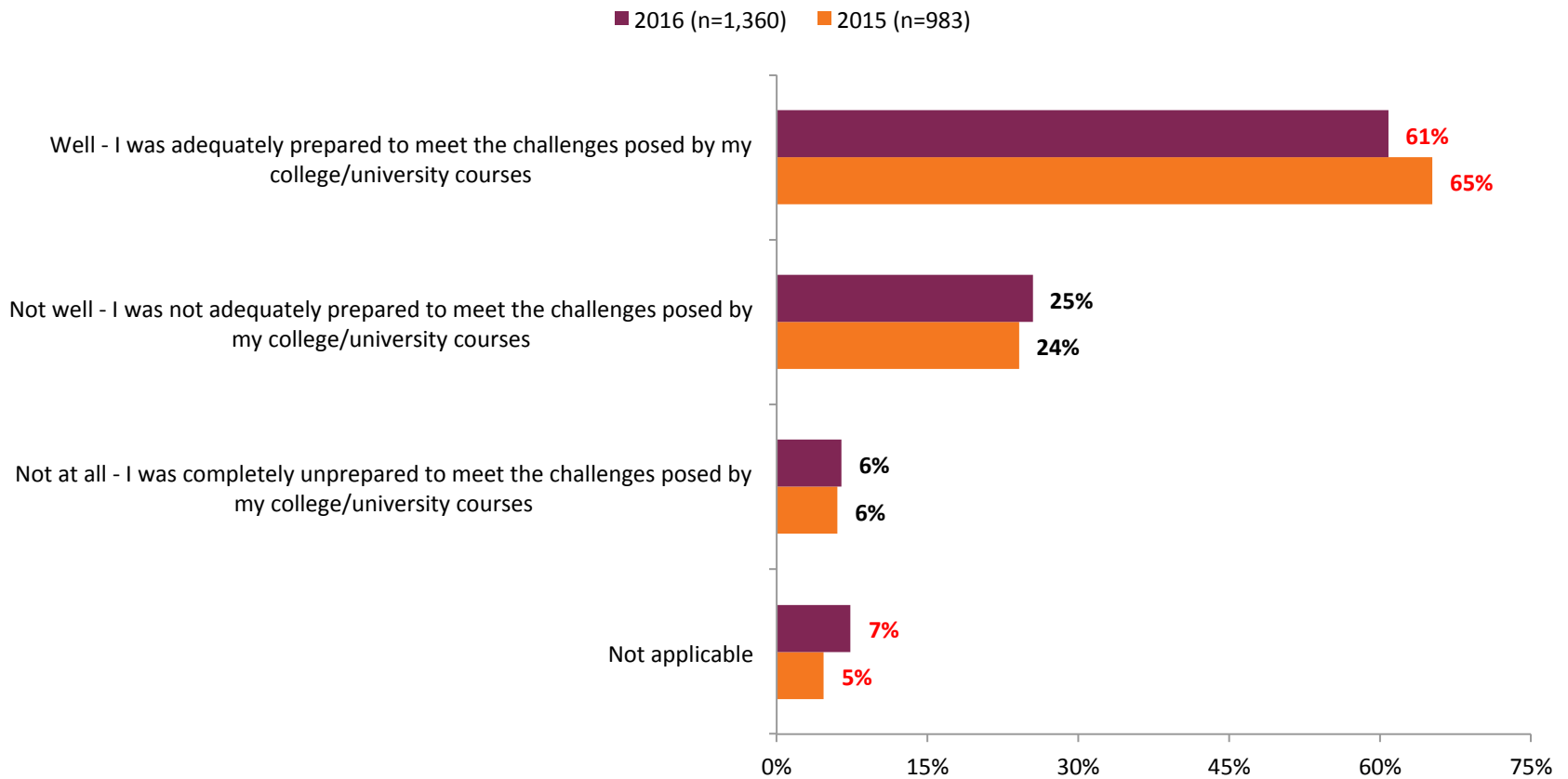
Q.1 Which of the following would you prefer?  
 Q.2 Which is more important to you personally?

Figures in red font indicate statistically significant different results within segments at  $p < .05$

# COLLEGE REFLECTIONS

# College Reflections – High School

A significantly smaller margin of respondents in 2016 report being adequately prepared to meet challenges posed by their college/university courses based on their high school experience compared to 2015 responses.

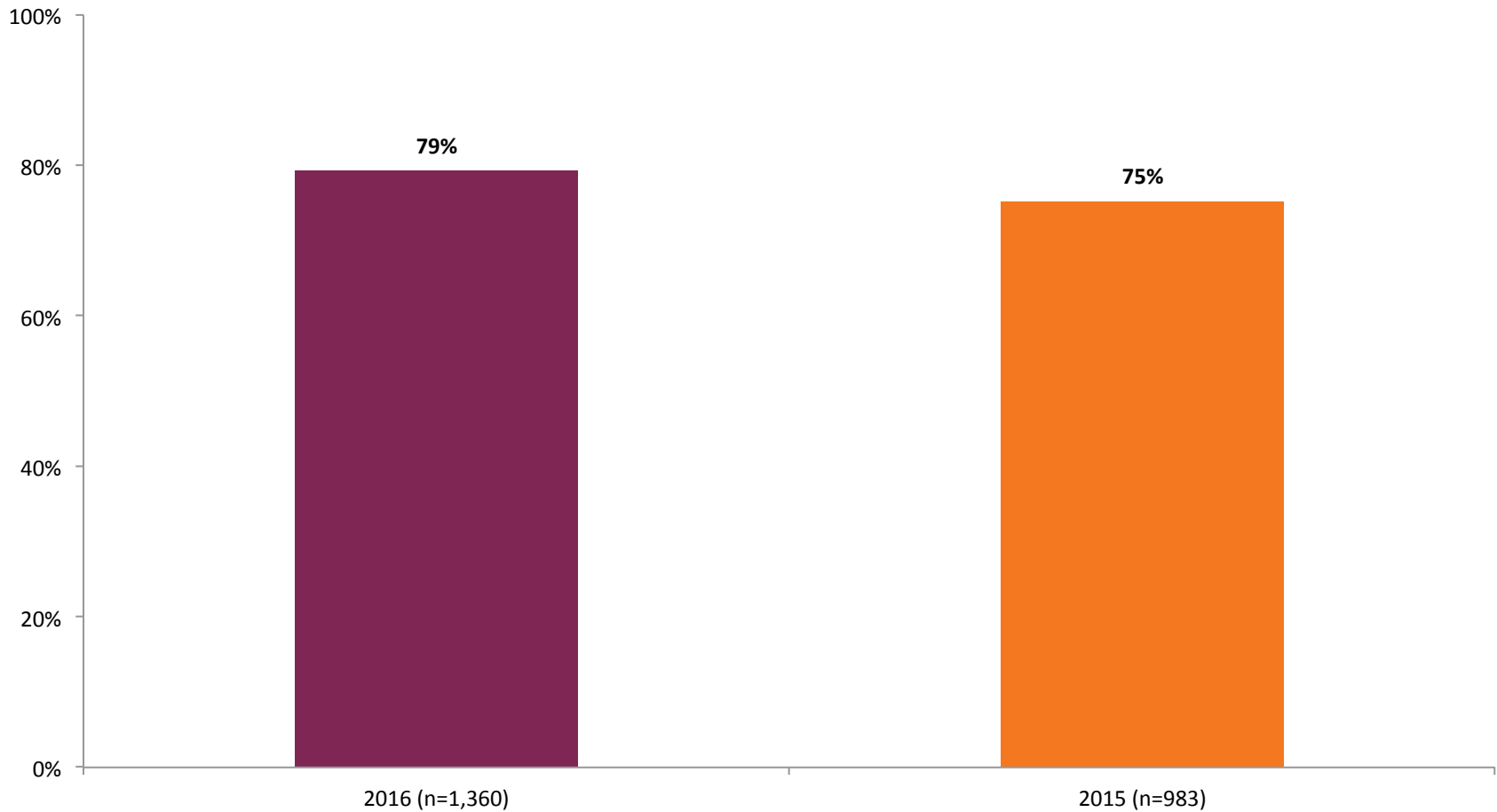


How well did high school prepare you for your college or university program?

Figures in red font are statistically significant different at  $p < .05$

# College Reflections - Satisfaction

Reported satisfaction with college experience continues to significantly increase in 2016 (79%) compared to 2015 (75%).

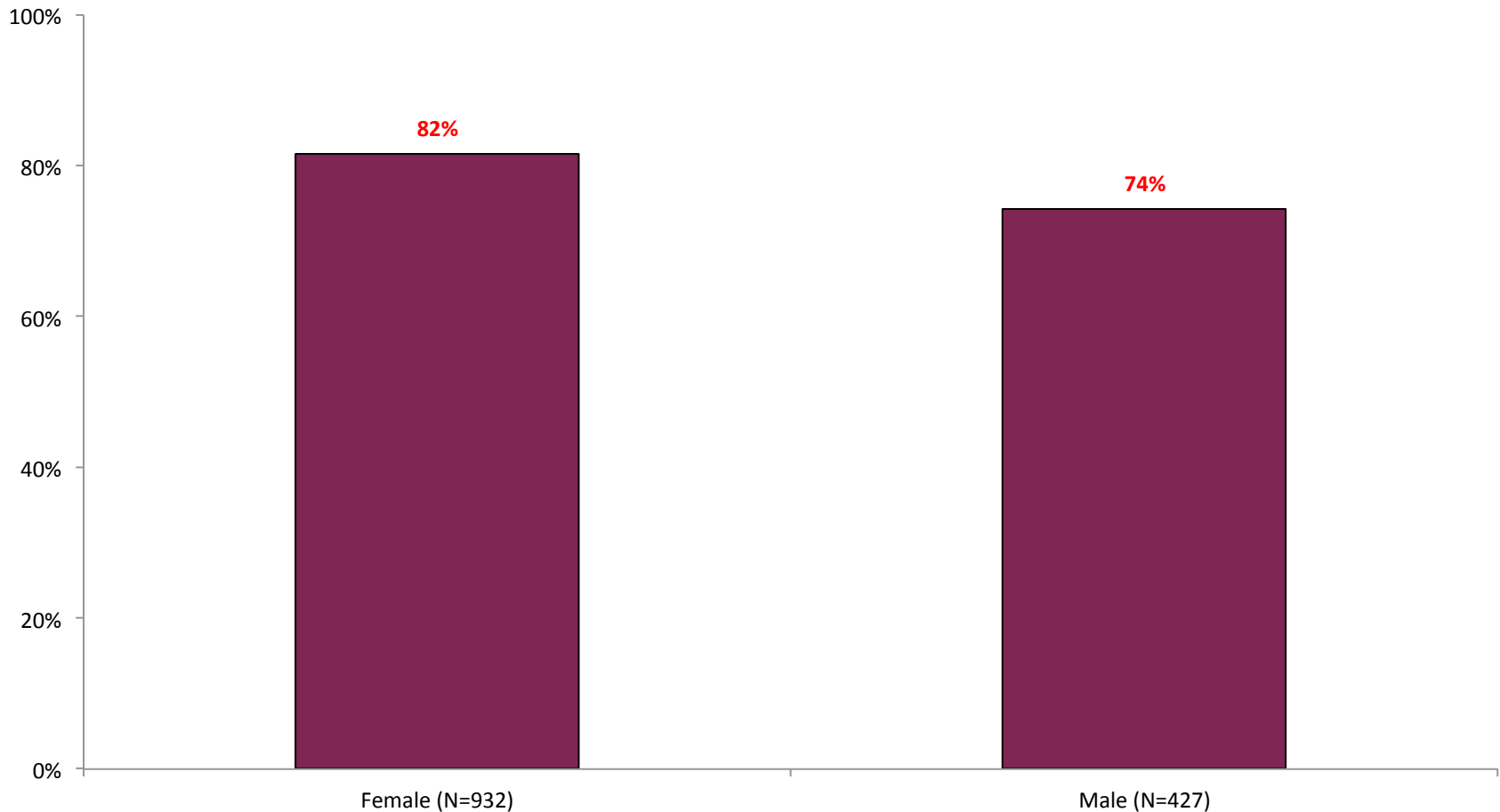


*Overall, how satisfied are you with your college experience?*

Note: Percentages reflect respondents' "top 2" choices ("Very satisfied" and "Somewhat satisfied").

# College Reflections – Satisfaction by Gender

Females report significantly higher satisfaction with their college experience compared to males.



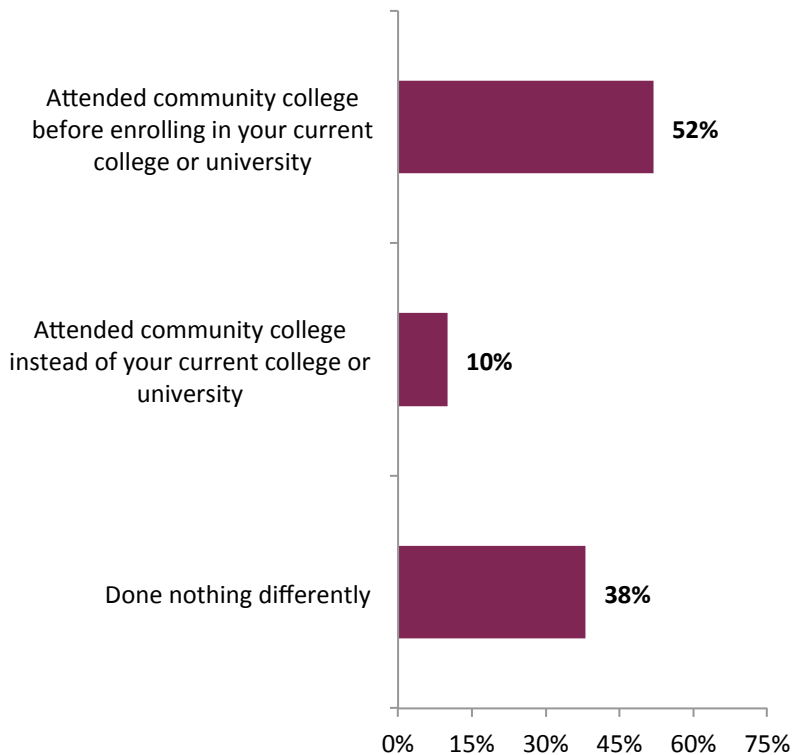
Overall, how satisfied are you with your college experience?

Note: Percentages reflect respondents' "top 2" choices ("Very satisfied" and "Somewhat satisfied").

Figures in red font are statistically significant different at  $p < .05$ . N=1,360

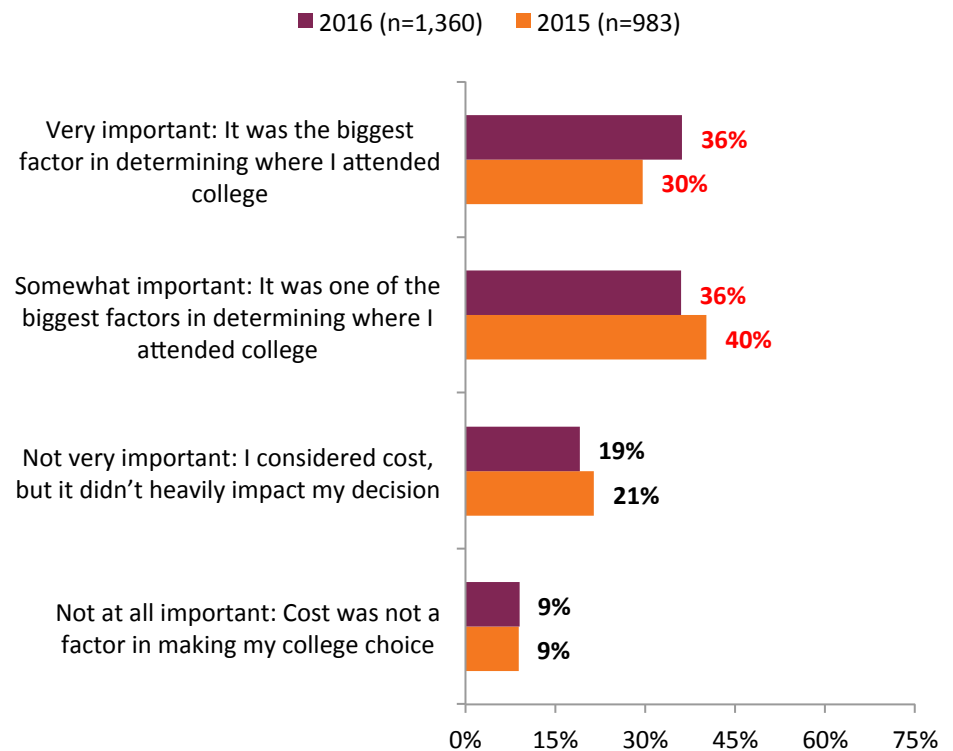
# College Reflections - Cost

More than half of respondents (52%) state they would have attended community college first if two years of free community college were offered after high school. Seventy-two percent of respondents in 2016 consider cost to be one of the biggest factors in determining where to attend college, with a significantly larger margin of 2016 respondents (36%) stating cost is “very important” compared to 2015.



*If two years of free community college were offered to you when you graduated from high school, you would have:*

Note: Respondents who *did not* attend a community college were asked to answer this question. N=947

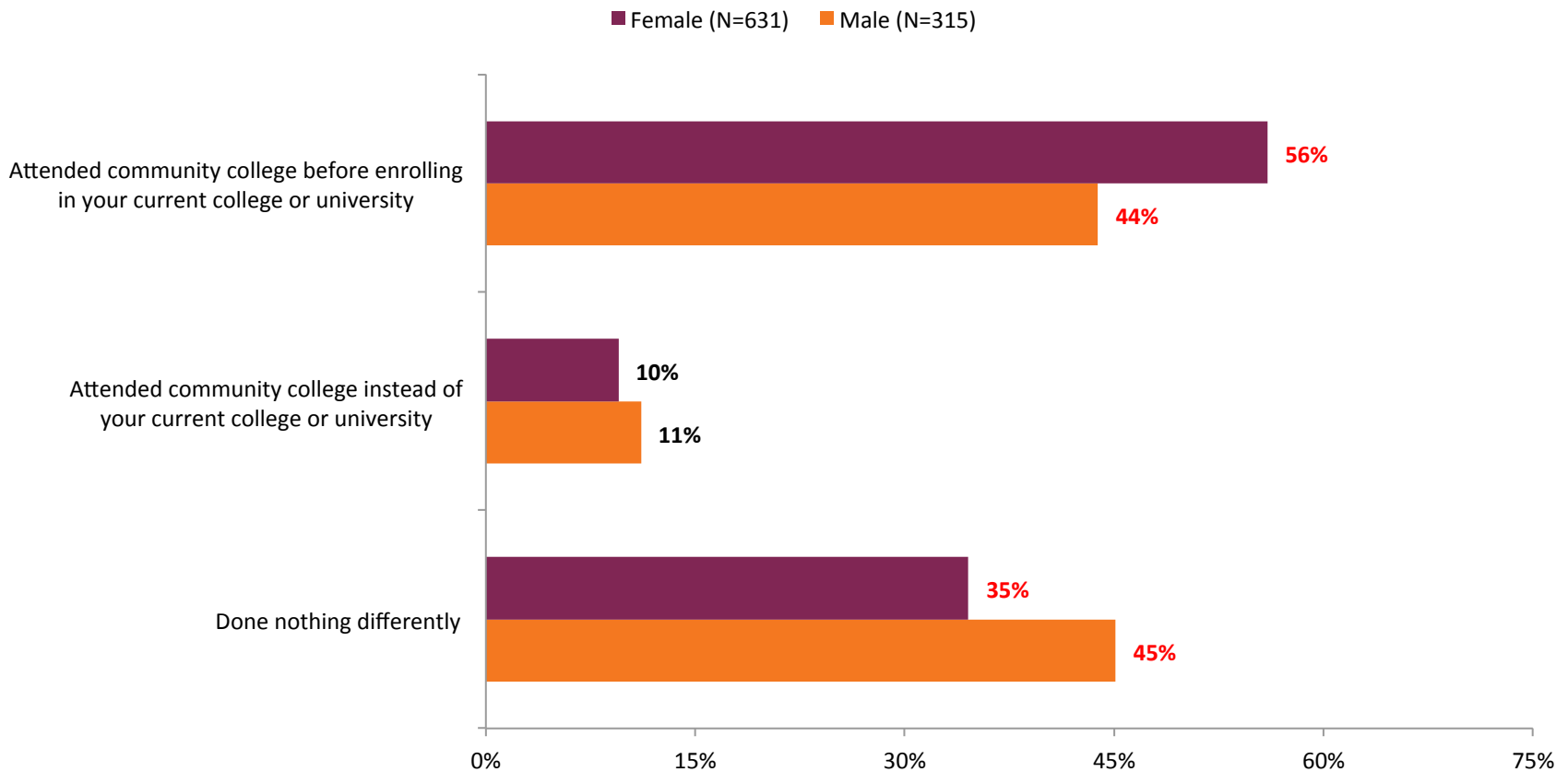


*How important was cost to you when deciding which college you would attend?*

Figures in red font are statistically significant different at  $p < .05$

# College Reflections – by Gender

More than half of females (56%) would have attended community college before enrolling in their current college/university after graduating high school. Males are significantly more likely to report not changing anything.



*If two years of free community college were offered to you when you graduated from high school, you would have:*

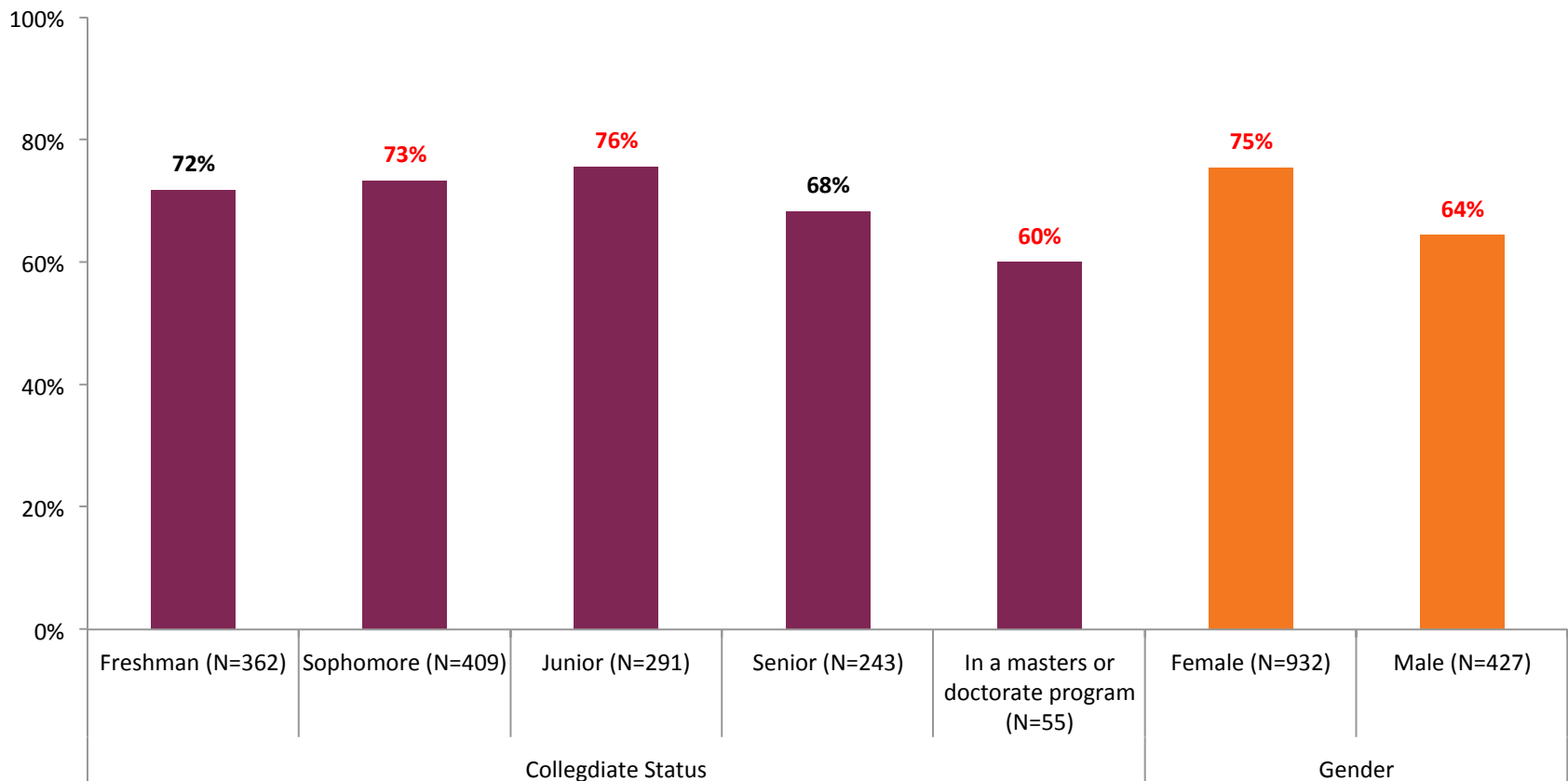
Note: Respondents who *did not* attend a community college were asked to answer this question.

Figures in red font are statistically significant different at  $p < .05$



# College Reflections – Cost by Collegiate Status & Gender

Graduate students seem to attach less importance to costs when deciding where to go to college. Cost was an important factor for 60 percent of graduate students, significantly less than sophomores (73%) and juniors (76%). Cost is also significantly less important to males (64%) than females (75%).



*How important was cost to you when deciding which college you would attend?*

Note: Percentages reflect respondents' "top 2" choices ("Very important" and "Somewhat important").

Figures in red font indicate statistically significant different results within segments at  $p < .05$ .  $N=1,360$

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# College Reflections

Respondents continue to attach the highest importance to academics, cost and value when deciding which college to attend. Student life, reputation, and job placement rates are less important to student decision making.

| 2016 (N=1,359)   | 1 - Most Important | 2   | 3   | 4   | 5   | 6   | 7 - Least Important |
|--|--------------------|-----|-----|-----|-----|-----|---------------------|
| Academics  | 20%                | 23% | 22% | 18% | 10% | 6%  | 2%                  |
| Cost   | 32%                | 18% | 12% | 9%  | 9%  | 10% | 10%                 |
| Value: The quality of academics at the best price            | 15%                | 20% | 23% | 16% | 14% | 9%  | 4%                  |
| Flexible course options (e.g. remote, part-time, weekends)   | 13%                | 13% | 13% | 11% | 14% | 15% | 20%                 |
| Prestige and reputation of the college and/or degree program | 9%                 | 12% | 10% | 16% | 17% | 19% | 17%                 |
| Job placement rates/Internship availability                  | 6%                 | 8%  | 13% | 19% | 21% | 24% | 9%                  |
| Student life   | 6%                 | 6%  | 8%  | 10% | 15% | 17% | 38%                 |

| 2015 (N=983)   | 1 – Most Important | 2   | 3   | 4   | 5   | 6 – Least Important |
|--|--------------------|-----|-----|-----|-----|---------------------|
| Academics  | 24%                | 28% | 23% | 14% | 8%  | 3%                  |
| Cost   | 27%                | 18% | 13% | 13% | 13% | 15%                 |
| Value: The quality of academics at the best price            | 23%                | 22% | 22% | 16% | 11% | 5%                  |
| Prestige and reputation of the college and/or degree program | 12%                | 12% | 16% | 17% | 23% | 19%                 |
| Job placement rates/Internship availability                  | 8%                 | 10% | 16% | 25% | 28% | 13%                 |
| Student life   | 6%                 | 9%  | 10% | 15% | 16% | 44%                 |

*Which of the following factors was important to you when choosing a college to attend? Please rank in descending order from most important to least important.*

Note: Scales and answer options differ from 2015 to 2016. Tables sorted by mean response.

# DEMOGRAPHICS

# Demographics – 2016 & 2015 Iterations

| What is your collegiate status?  | 2016 (N=1,360) |
|--|----------------|
| Freshman   | 27%            |
| Sophomore  | 30%            |
| Junior   | 21%            |
| Senior   | 18%            |
| In a masters or doctorate program  | 4%             |
| In what field is your major?   | 2016 (N=1,360) |
| Arts and humanities  | 7%             |
| Business and economics   | 37%            |
| Social sciences  | 8%             |
| STEM field (science, technology, engineering, or math)                           | 22%            |
| Other (please specify)   | 25%            |
| What type of college or university do you attend?                                | 2016 (N=1,305) |
| 2-year associate's program or technical school (not part of a community college) | 4%             |
| 2-year community college   | 27%            |
| 4-year public university   | 48%            |
| 4-year private for-profit university   | 9%             |
| 4-year private non-profit university   | 11%            |

# Demographics – 2016 & 2015 Iterations

| What is your gender?   | 2016 (N=1,359) |
|--|----------------|
| Female   | 69%            |
| Male   | 31%            |
| Roughly how many undergrads are enrolled at your university? | 2016 (N=1,359) |
| Under 5,000  | 23%            |
| 5,000 to 9,999   | 27%            |
| 10,000 to 19,999   | 21%            |
| 20,000 to 39,999   | 20%            |
| 40,000 or more   | 9%             |
| What best describes your ethnicity?                          | 2016 (N=1,359) |
| American Indian or Alaska Native                             | 1%             |
| Asian  | 12%            |
| Black  | 16%            |
| Hispanic or Latino   | 15%            |
| Multiracial  | 4%             |
| Native Hawaiian or Other Pacific Islander                    | 1%             |
| White  | 51%            |

# APPENDIX

# Margin of Error

When interpreting the results it is important to keep in mind the underlying margin of errors, which depend on the sample size, the confidence interval, and the population the sample is drawn from. Hanover uses the standard confidence interval of 95 percent and assumes an underlying population of 150,000 , which leads to the following margin of errors.

| Iteration | Sample Size | Margin of error (rounded) |
|-----------|-------------|---------------------------|
| 2014      | 607         | 4%                        |
| 2015      | 983         | 3%                        |
| 2016      | 1,360       | 3%                        |

Margin of error with a significance level of 95 percent means that there is a 95 percent chance that the correct answer (i.e. the true but unobserved population parameter) is within the margin of error of the result obtained from the sample. Therefore, the true population proportion is 95% likely to fall within  $\pm 3$  percent of the observed proportion from the 2016 and 2015 surveys. For the 2014 survey, the correct result will likely be within  $\pm 4$  percent of the sample result. The 2016 and 2015 surveys are more precise in estimating the true parameters due to their larger sample sizes.

# Statistical Significance Testing

Hanover uses the two-proportion z-test to do statistical significance testing. The z-test is appropriate to test for statistical significant differences across the 2014-2016 students populations because the three surveys consist of large, randomly drawn samples. In addition, it is feasible to assume that both samples are independent of each other and are normally distributed.

The starting point of the test is the null hypothesis, which states that the difference between the 2014-2016 unobserved population proportions equals zero.

$$\text{Null hypothesis: } P_1 - P_2 = 0 \rightarrow P_1 = P_2$$

$$\text{Alternative hypothesis: } P_1 - P_2 \neq 0 \rightarrow P_1 \neq P_2$$

To test if the null hypothesis holds true, one subtracts the proportion obtained from the first sample by the proportion taken from second sample and divide the difference by the combined standard error of the sampling distributions.

$$Z\text{-score} = (p_1 - p_2) / \text{standard error}$$

The higher the z-score the lower the p-value. If the p-value is below the standard significance level of 5 percent, than one can reject the null hypothesis. The proportions are therefore statistical significant different at the 5 percent significance level. This means the probability is 95 percent that there is a real and profound difference between two sample proportions from the samples. Put differently, it is unlikely that the two observed sample proportions just differ by random chance. Consequently, there should also be a significant difference between the actual, but unobserved, population proportions, i.e. students from 2016 should have real different preferences than students from 2015 based on the fact that the estimated (observed) sample proportions are statically significant different from each other.

Vice versa, if the p-value is larger than 5 percent, one cannot reject the null hypothesis and it is likely that the observed difference between two sample proportions just occurred by random chance.





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