

Digital Dreams:

A Study of Consumer Gaming Habits Among College Students

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Abstract

This study examines, through survey methodology, consumer habits in the video games industry. Data was gathered through responses from students of Bemidji State University during the fall semester of 2014. The study hoped to find out how often, on which platform, and through which distribution methods consumers are making gaming purchases. The purpose of this study was to provide specific market data for the college student demographic of the gaming industry. Data about this segment of consumers is both scarce and dated.

The study found that most college students asked (70%) currently play video games and that all college students surveyed have played a video game at some point. In spite of this, 81% of respondents indicated that they typically only spend between \$0-\$15 dollars a month on gaming. This data is relevant to various stakeholders in the Gaming Industry including, consumers, investors, developers, and most importantly; publishers who depend on the revenue from new game sales.

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Introduction

This study was undertaken to examine consumer habits in the interactive electronic entertainment industry among college students. The key questions it was looking to answer were: which platforms are students purchasing games on and in what format (physical media vs digital), what types of content are college students purchasing (downloadable content [DLC], add-ons, subscriptions, and full games), and how much college students are spending on gaming?

The study will examine those key questions through examining responses to relevant survey questions. The paper will attempt to contextualize the results of the survey through brief comparison to current research. It will also offer a short strategic conclusion based on the results of the survey. It will not attempt to provide a comprehensive explanation as to the causes behind the results of the survey or other gaming industry issues that may have an effect on sales such as piracy and game sharing.

This research also avoided questions about ownership of consoles more than one generation back. At this point, new content is not being produced for these devices and the devices themselves are no longer being produced. This study was also conducted from a business perspective, and does not attempt to explore every statistical relationship to the fullest extent; rather it is looking for general trends.

U.S. and Canada digital games market, by game category (2014E)

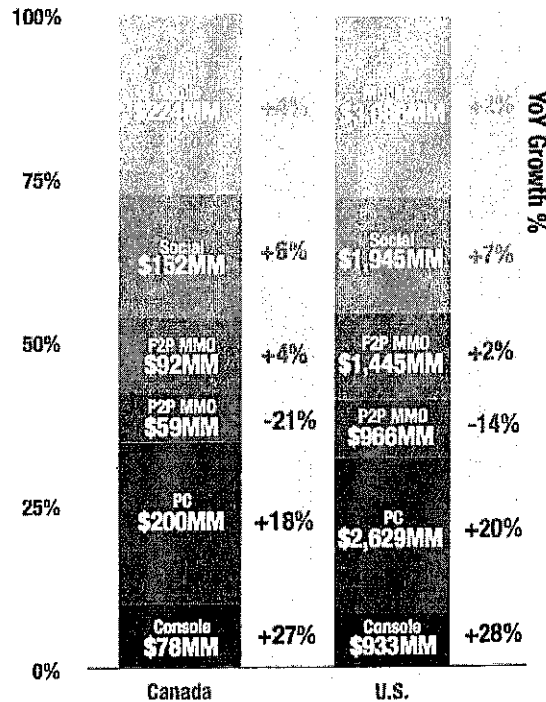


Figure 1 Superdata Research INC, 2015

Now more than ever, video games are a major part of entertainment in the U.S. With over \$11 Billion in earnings in the U.S. alone, the economic potential of gaming is impossible to dismiss. (SUPERDATA RESEARCH INC, 2015). There is a good amount marketing data available through marketing research channels, yet only a small amount of information is readily available to the public on college aged gamers. College enrollment numbers are steadily increasing with an estimated 22,042,000 students for the year of 2014. (National Center for Education Statistics, 2012). This part of the gaming consumer base represents an ever increasing value pool for publishers and developers.

58% of Americans play video games (Entertainment Software Association, 2014). That comes out to approximately 184,523,950 gamers in the United States (U.S. Census Bureau, Population Division, 2014). With estimated enrollment numbers of 22,042,000 for the year of 2014, students of higher education should make up about 8% of the U.S. gaming population. However, 32% of gamers fall into the 18-35 age range which most college students fall into. This suggests that the actual number of gamers that are college students is higher than 8% of the total gaming population. "Data suggest that gaming among college students is high. Seventy percent (70%) of college students reported playing video, computer or online games at least once in a while. Some 65% of college students reported being regular or occasional game players." (Jones, 2003).

Total consumer spending in the gaming in the gaming industry reached \$20.77 billion in 2012 and continues to rise. (The NPD Group, 2014) With College students making up a significant percentage of sales, they are a group that is increasingly relevant as a purchasing group. Perhaps even more so as students move on to their careers. The median of earnings for young adults with a bachelor's degree was \$46,900, while the median was \$22,900 for those without a high school credential and \$30,000 for those with a high school credential (National Center for Education Statistics (B), 2014). That means that carrying over gamers as they transition from college life could be an important strategy for stakeholders in the gaming industry.

Historically, a consumer of video games would have to physically go to a traditional retail outlet in order to purchase a game. Now, with modern internet technology, gamers are increasingly making these purchases from the comfort of their own home from console

storefronts, PC distribution platforms such as Steam and Origin, and through app stores on Android and Apple platforms.

In recent years we have seen the introduction of an increasing number of digital revenue models. Downloadable Content (DLC) is additional game material available for purchase digitally. Some examples of this are map packs, new missions for existing games, new game modes, and in game items. Additionally there have been expansions and continuations of subscription based games such as World of Warcraft and other Massively Multiplayer Online games (MMOs). Free-to-play titans such as Riot's League of Legends and Valve's Defense of the Ancients (DOTA) 2 have become massive earners. Publishers have also benefited from casual titles such as Farmville and Mafia Wars that raked in money through in game transactions for things like in-game currency and additional play time. In 2012 digital content purchasing made up 41% of sales. In 2013 that number increased to 53%, overtaking physical sales as the number one driver of profit in the industry (The NPD Group, 2014). These sales include subscriptions, digital full games, and digital add-on content.

This study derives its significance from the lack of readily available industry relevant research involving college students. This study is significant to anyone interested in the purchasing habits of college gamers. Some of these stakeholders include retailers who want to know how to reach the college audience, developers and publishers who may be trying to target the college audience, mobile phone companies who may want to use gaming as a selling point for their products, and anyone interested in how college students are spending their money. The applications of the collected data are widely applicable and cross functional. Continuing in to the study you will be met by a description of the methods used for the study along with its flaws and limitations followed by the results of the survey and further discussion.

Methods

This study used a survey based quantitative method approach in order to determine consumer habits among college students attending Bemidji State University. Data was gathered through surveying students of Bemidji State University. The survey gathered 221 responses, of which 133 surveys were conducted offline. The majority of offline surveys were conducted during a time period deemed appropriate by the professor taking into consideration the optional nature of the survey. A small number of surveys, roughly 10, were given randomly to students in common areas of the university who were asked if they would like to participate.

The remaining 88 surveys were taken online. Most of the online respondents were gathered through direct messaging on the Facebook social media platforms. Students of Bemidji State were identified through Facebook's search function which allows sorting based on college attended and year of graduation. I searched for students from Bemidji State University's Classes of 2015 through 2019. While this portion of the study is easily replicable currently, any changes to either Facebook's site design or search algorithm may cause results to vary. This portion also relied on self-identification of students on social media. The remainder of online respondent's came from 23 students who took their survey in a computer lab during a class period and anyone who followed a link that I posted on my Facebook wall. To ensure that people taking the survey online were actually students of Bemidji State University a passage was added to the informed consent form asking the participant to verify that they are currently a student of Bemidji State University.

All data was processed using the SurveyMonkey.com online survey platform. This platform allowed for data collection, along with data analysis including graphing, filtering, and

comparing based on criteria of the user's choosing. For more information about the platform please feel free to visit their site at https://www.surveymonkey.com/mp/take-a-tour/?ut_source=header.

The survey had 21 questions along with an informed consent form. An extra question was included after the survey had closed to compensate for a discrepancy between the online and offline surveys that is addressed in the flaws section of this paper. Upon finishing the survey, a debriefing statement was shown. The questions of age and major were free response questions in which the participant entered whatever response they wanted. The remaining questions were multiple choice, with some being select-all and some being choose one option.

Participants were able to take the survey online directly by following a link. An additional step taken to ensure participant anonymity was disabling the platform's IP address tracking. IP address tracking might be useful in a study that relies on geography based surveying, but this was not crucial to for this study and also presented an opportunity for participants to be identified.

The offline survey was simply an exported version of the online survey. Respondents filled out the form and I entered the data into SurveyMonkey through their manual entry interface. Informed consent forms were stored in secure location separate from completed surveys and debriefing statements were passed after completion of the survey.

There were some very minor differences between the online and offline surveys (

Appendix B). The informed consent form wording changed slightly in the online version to include a verification of current student status. The informed consent form was also handled differently in the online version of the survey. It was set as the first question of the survey and was unskippable. If a respondent indicated that they did not agree with the terms of the informed consent form, was not 18 years of age or older, or that they did not attend Bemidji State University they automatically skipped the rest of the survey and were shown a disqualification page thanking them for their interest in participating. The only other difference was an error that is discussed in the flaws section of this paper.

To create my summary presentation, I simply organized the data into horizontal bar graphs. Some are in descending order and some ascending. This part could be easily recreated by almost anyone who is proficient with basic computer use and takes the time to learn the platform. No other software was used in creating this paper.

The questions consisted of appropriate queries to gather data on demographics, purchasing habits, platforms utilized, time spent playing, and other factors. Participants do not need to be classified as hardcore gamers, as this study will be incorporating data on casual gamers and individuals who do not spend large amounts of time or money on gaming.

Flaws

Due to an error, the 7th question of the online survey, "How do you fund your gaming purchases" was set to only allow one response rather than to allow all that apply. Naturally, the offline version did not have this problem. My solution for this was to enter the offline data into a separate question when entering it into the SurveyMonkey platform. I created question 8, "How

do you fund your gaming purchases (offline surveys, select all that apply)”. This was done after the survey was closed, thus preventing any of the online respondents from answering this question and effectively separating the two versions of the question.

Another small error occurred in the writing of response options for questions 13-17. Some questions have the phrase very often as the second highest response option, whereas some have quite often instead. I am mostly unconcerned with this as no one who took the survey mentioned it. I didn't even notice it until I was almost completely done entering data. Even if they did notice it, the responses were still ordered not at all often to extremely often and position wise, the responses were the same.

Looking back, there are some questions that could have been added and some that could have been modified. The question on spending should have included an option indicating no spending on video games. It's not possible to differentiate between people who are spending no money vs a small amount of money on video games using the current data set. The survey could have also gone more in depth into what platforms games are being purchased on. I thought that my question about which device was primarily used for gaming along with the spending question included in the survey would be enough. In reality, it's not very feasible to try to guess at which platforms people are spending money on. There needed to be some specific questions directly addressing the topic. This is definitely an area that could be researched further and using more focused questions.

Limitations

A lack of data accessible to the public forced this study to limit the scope of the analysis. As stated earlier, data specific to college students is both scarce and dated. Of course, there are marketing research firms such as The NPD Group and Superdata that have further research

available behind paywalls. The cost of accessing this data is prohibitive to the general public and is meant for use by business sector customers. As a result, further research could be necessary before comparisons and analysis based on other studies becomes viable.

A significant limitation in this study was the survey method and the willingness of participants to take part. There are many people who loathe surveys. This had to be considered during the design process of the survey instrument. If it includes too many questions, some people will rush through to finish the survey or become fatigued. If the survey is too short, it is difficult to gather significant data. In the case of this study, the survey was sufficient to get a base level of knowledge relating to the key questions; however further research would be beneficial on each topic.

Another limitation in this study was the possibility of self-selection bias. The survey was completely optional. The possibility exists that those who are more interested in the subject of gaming are more likely to participate in a study about gaming; leading to biased results.

Lack of knowledge of one's own habits is a concern in this study. Throughout the process of entering data I came across many examples of people who said that they did not currently play games, but later answered other questions in a manner that indicated they did currently play games. Participants may have also recalled incorrectly when describing how long they had spent gaming or how much they spent over a time period. I also worry about the ability of some to accurately state household income.

The sample size also limited the study. Both the lack of significant amounts of minority students and students from varying income levels limited the amount and accuracy of analysis based on those criteria. The study also did not meet the goal of being perfectly representative of the student population of Bemidji State University. The distribution of Majors is skewed. This

was caused by both the sample size and lack of access to students from each area. Professors that I knew personally were much more likely to allow access to their students. This was also limited by student willingness to participate in the survey. This leaves rooms for further research utilizing a much larger sample size.

Results

*For full summary data, see Appendix C.

Demographic data

The survey respondents were 56.6% male and 43.4% female. The average age of respondents was 21 years old. Of the 221 respondents, 11 indicated that they were 25 or older. 93% of respondents were of the Caucasian race. Only 21 responses designated a non-Caucasian heritage; the most prominent being Asian or Pacific Islander at 4.2%. 38.5% of respondents said that they had an average household income between \$0 and \$24,999. The remaining participant's responses can be seen below in Figure 1.

What is your approximate average household income? (The combined gross income of all the members of a household who are 15 years old and older)		
Answer Options	Response Percent	Response Count
\$0-\$24,999	38.5%	82
\$25,000-\$49,999	11.7%	25
\$50,000-\$74,999	8.0%	17
\$75,000-\$99,999	6.6%	14
\$100,000-\$124,999	8.9%	19
\$125,000-\$149,999	3.3%	7
\$150,000-\$174,999	4.2%	9
\$175,000-\$199,999	0.5%	1
\$200,000 and up	4.7%	10
Prefer not to answer	13.6%	29
<i>answered question</i>		213
<i>skipped question</i>		8

Table 1: Average Household income

Are students gaming?

The first question of the survey, “Have you ever played a Video Game?” was universally answered yes. When students were asked if they currently played video games, 70% said yes and 30% said no. Examining gender differences indicates a gender gap in gaming participation. Looking at Figure 2, 52% of females said that they currently play games and 85% of males said that they currently play games.

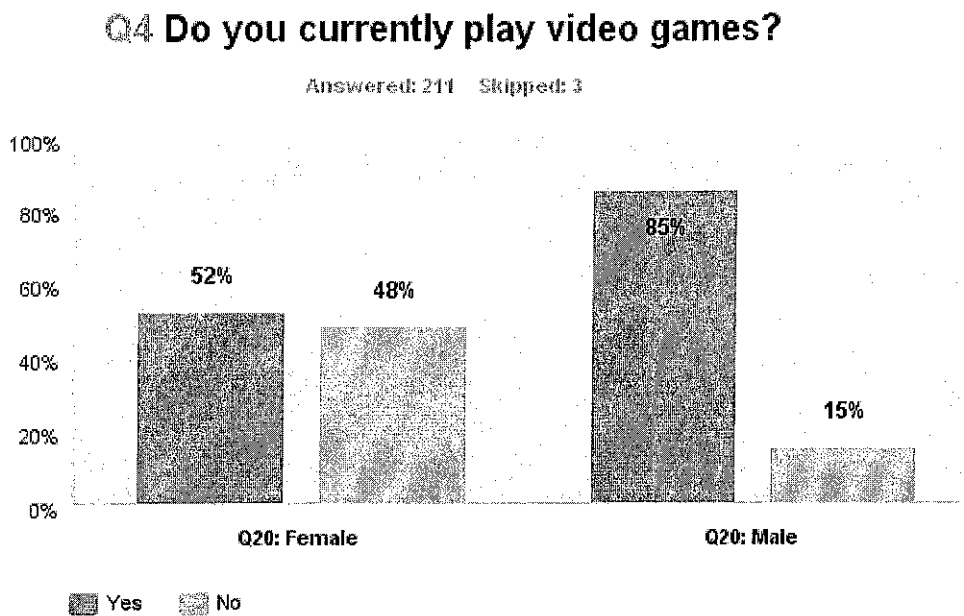


Figure 2: Gender Comparison. Do you play video games?

The data collected indicates that 40% of respondents had spent more than 4 hours in the last week playing video games, 28% had logged between 1 and 3 hours, while 33% had spent no time gaming. The study also found that men are spending significantly more time playing video games than women. Only 15% of men said that they spent no time gaming. The only response with an even selection rate between genders was between 1 and 3 hours.

Q5 In the past 7 days, roughly how many hours have you spent playing video games (e.g. gaming consoles, mobile phones, computers, etc.)?

Answered: 214 Skipped: 0

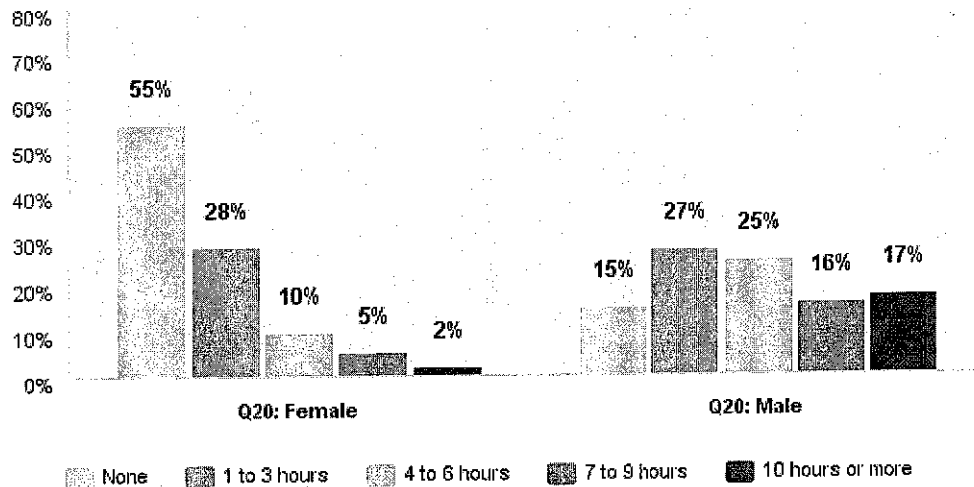


Figure 3: Gender Comparison of Time Spent Gaming

How much are Students Spending on Gaming?

81.94% of survey respondents specified that they typically spend between \$0 and \$15 per month on gaming. The second most frequently chosen answer was \$16-\$30 at 11.11% followed by \$31-60 at 4.63%. 0.93% of students typically spend \$90 or more dollars a month on gaming.

There were no large differences among spending habits of students with differing average household incomes. There was however a large difference between spending when sorted by gender. Men were much more likely answer that they spent more than \$15 a month on gaming than women,

Finally, those who spent more time gaming answered that they spent more money gaming at a higher percentage. Figure 4, which excludes those who spent no time gaming, shows that

although there are fewer people who spent more than 7 hours gaming, a higher percentage of those people are spending more than \$16 a month.

Q6 In a typical month, how much do you usually spend on video games?

Answered: 145 Skipped: 1

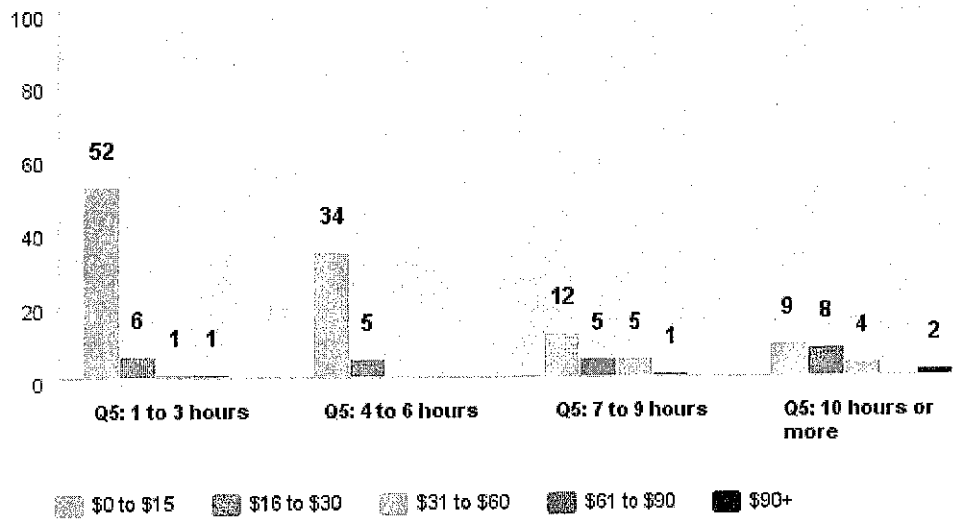


Figure 4: Comparison of Time Spent Gaming vs. Money Spent on Gaming.

The money that students spend is largely coming from employment income. There was an insignificant amount of difference between responses in the online version and the offline version of the survey in this regard.

Which Devices do Students Use for gaming?

Computer and Smartphones were the most owned devices among those listed on the survey at 88.37% and 85.58% ownership. They were also the most frequently indicated as having been used for gaming in the last 30 days. 2.33% of respondents indicated that they did not

own any of the devices listed on the survey. Microsoft's Xbox 360 was the next most owned device as well as coming in at third most played in the last 30 days. The remaining results are listed below in Table 2.

An interesting result that came up was that 30 of the 64 respondents who indicated that they did not currently play video games said that in the last 30 days they have used their smartphone to play a game.

In the past 30 days, which of the following devices have you used to play video games? (Select all that apply)		
Answer Options	Percent	Count
Desktop/Laptop computer	50.0%	106
Smartphone	60.4%	128
Tablet	15.1%	32
Nintendo Wii	6.6%	14
Nintendo Wii U	2.8%	6
Nintendo 3DS	8.0%	17
Sony PlayStation 3	9.9%	21
Sony PlayStation 4	10.8%	23
Sony PlayStation Vita	0.5%	1
Microsoft Xbox 360	29.7%	63
Microsoft Xbox One	12.3%	26
I have not used any of these devices to play video games	13.2%	28
<i>answered question</i>		212
<i>skipped question</i>		9

Table 2: Devices used for gaming in the last 30 days

Smartphones were the most frequently used device for gaming among females and males. For male respondents, computers and the Xbox 360 came in at a very close second with 23 respondents choosing each device as their most frequently used device for gaming. Among females, computers came in at a distant second with only 12 female respondents designating the device as their most frequently used gaming device.

There was a much higher rate of gaming console ownership among male respondents with the exception of the Nintendo Wii. Microsoft’s Xbox 360 had the biggest gender gap in ownership with 14 females indicating ownership versus 71 male owners. These gender gaps carried over into device usage.

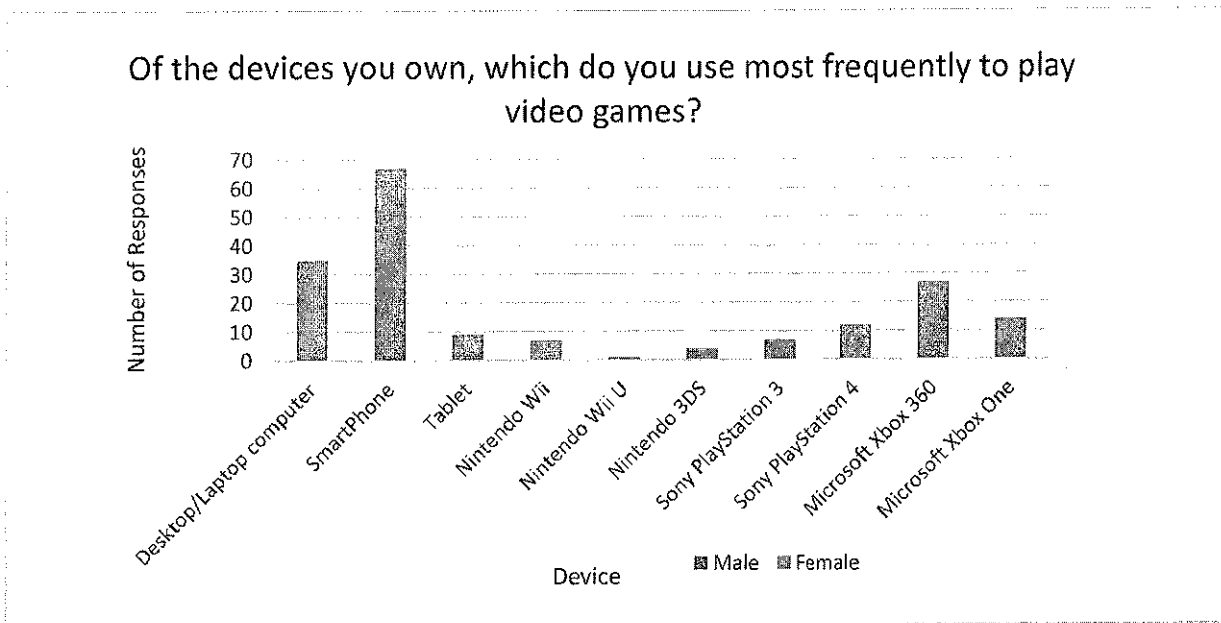


Figure 5: Most Frequently Used Device for Gaming

Answer Options	Female	Male	Response Percent	Response Count
Desktop/Laptop computer	12	23	19.1%	35
Smartphone	41	26	36.6%	67
Tablet	6	3	4.9%	9
Nintendo Wii	7	0	3.8%	7
Nintendo Wii U	0	1	0.5%	1
Nintendo 3DS	1	3	2.2%	4
Sony PlayStation 3	1	6	3.8%	7
Sony PlayStation 4	1	11	6.6%	12
Microsoft Xbox 360	4	23	14.8%	27
Microsoft Xbox One	0	14	7.7%	14
			<i>answered question</i>	183
			<i>skipped question</i>	31

Table 3: Most Frequently Used Devices for Gaming

Do Students Prefer Digital or Physical Purchases?

Used games purchases were more likely among males and they also purchased games physically more often than females. Females were more likely to purchase a game in a digital format although they were overall less likely to purchase a game than males.

When asked how often they purchased a used game, 93 females responded and 118 males responded. 80.65% of female respondents answered not at all often versus 56.78% of male respondents. 27.12% of males purchased a used game slightly often and the remaining 16.1% of males purchased a used game at least moderately often. 19.35% of females purchased a used game at least slightly often,

When asked how often they purchased a game in physical format, 92 females responded and 121 males responded. 73.91% of females answered not at all often vs only 33.88% of males. Males indicated that they purchased games in physical format significantly more often than females with only 24 female respondents purchasing a physical game at least slightly often. 23 males indicated that they purchased a physical game extremely often, with 104 males indicating that they purchased a physical game at least slightly often.

Q14 How often do you purchase a game in a physical format?

Answered: 213 Skipped: 1

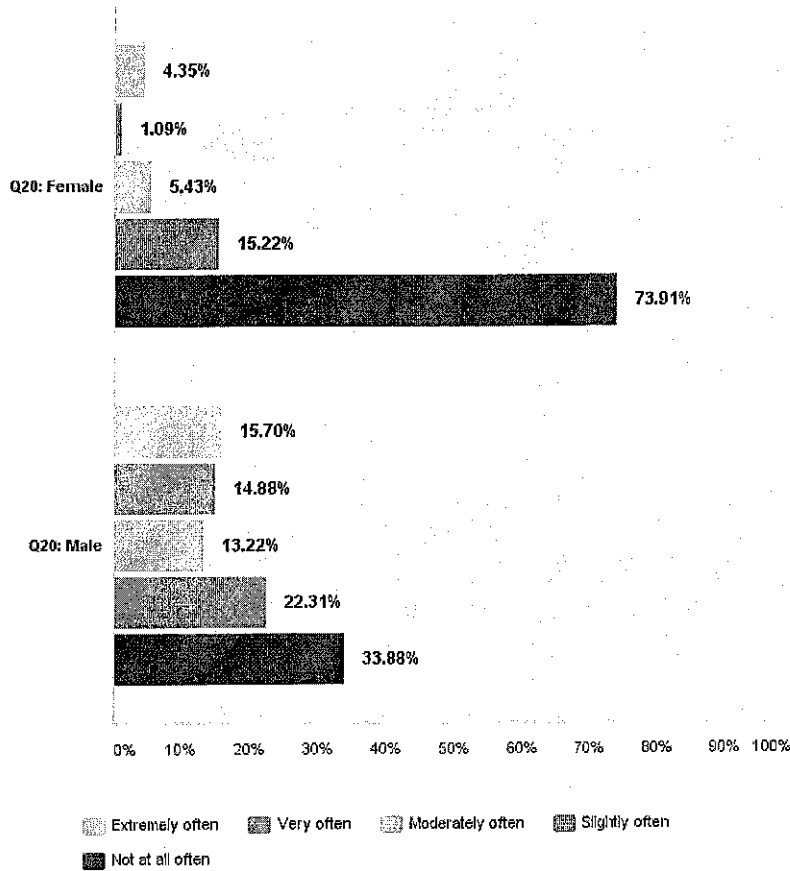


Figure 6: Physical Format Purchases by Gender

When asked how often they purchased a game in a digital format, 93 females responded and 120 males. Responses to this question were a little more even gender wise than the previous question, but still skewed towards higher rates of purchasing among males. 61.29% of females said that they purchased a game digitally not at all often versus 44.17% of males. 15.83% of males purchased a game in a digital format at least quite often versus only 6.45% of females.

Q15 How often do you purchase a game in a digital format?

Answered: 213 Skipped: 1

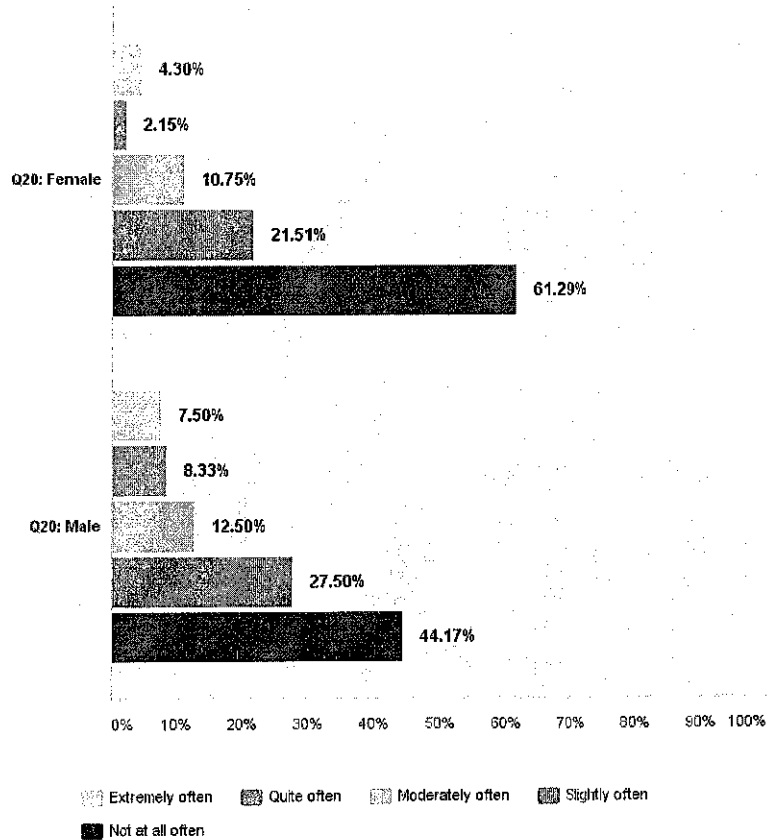


Figure 7: Digital Format Purchases by Gender

Which Types of Digital Content are Students Purchasing

Most students are not purchasing game add-on content such as multiplayer maps, game expansions, and season passes. 82.61% of females and 50.83% of males indicated that they are purchasing game add-on content not at all often. Those that did indicate purchases of game add on content were more likely to be male.

Most students are also not purchasing additional in game content. 88.17% of females and 62.18% of males indicated that they purchase additional in-game content not at all often. 25.21% of males purchased additional in-game content slightly often vs 5.38% of females.

Subscription based game purchases were the least purchased of digital content types on the survey. 94.62% of females and 86.67% of males indicated that they played a subscription based video game not at all often. Males were slightly more likely to play a subscription based game.

Finally, when asked how often they played a free-to-play video game, most respondents said that they did. Only 31.18% of females and 16.95% of males indicating that they played a free-to play game not at all often. This amount of participation in the free-to-play market of games is significant.

Q19 How often do you play a Free-To-Play video game (ex. Angry Birds, Plants vs Zombies, League of Legends, etc.)?

Answered: 211 Skipped: 3

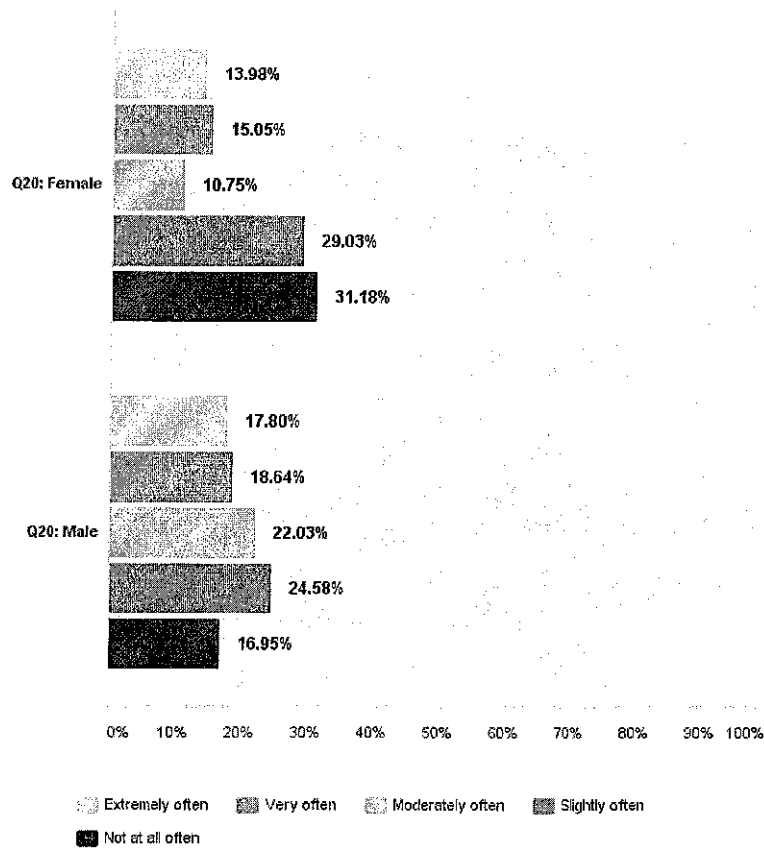


Figure 8: Free-to-play games

Discussion

The key questions this study was looking to answer were: which platforms are students purchasing games on and in what format (physical media vs digital), what types of content are college students purchasing (DLC, add-ons, subscriptions, and full games), and how much are college students spending on gaming?

The study found that students were most likely to own desktop and laptop computers along with smartphones. Many students owned gaming consoles, but because of the broader variety of devices available as gaming consoles, no individual console dominated student ownership. When considered together however, a significant amount of students owned gaming consoles, although males were much more likely to than females.

The answer to which platform students are purchasing games on was unfortunately not able to be determined based on the questions in this survey. If we were to speculate based on the ownership and usage for gaming of devices, then because computers and smartphones were most frequently used for gaming we could infer that most game purchases occur on those devices. This is something that needs to be researched further.

Based on how often students purchase games in each format, the study found a very minor difference in preference between physical and digital purchases overall. Digital purchases were slightly preferred by women and were more likely to happen among those who most frequently used smartphones and PCs for gaming. Physical game purchases were slightly preferred by males and more likely to happen among those who most frequently used gaming consoles to play video games.

These results make sense when considering the current state of the gaming industry and internet infrastructure in the U.S. Digital media is still in its early years and will most likely

become more prominent as higher speeds of internet become more common and more widely available. We can also contribute these results to the availability of media. The primary method of purchasing a game on a PC or Smartphone is via download. Software for gaming consoles still holds a large retail presence in the U.S. in both the new and used markets.

The study showed that the most downloaded type of content was full games. Game expansion content and game enhancing items were purchased at about the same rate and purchased more frequently by those who spent more time playing games. These results make sense if we look at games from a retail perspective. Just like how a shopper is more likely to spend more money in a store if they are there longer, gamers seem to be more likely to spend additional money on games as they spend more time with them.

Very few respondents indicated that they play a subscription based video game. This has been reflected in the Massively Multiplayer Online (MMO) gaming market in recent years with many formerly subscription based games turning to a Free-to-play model. There simply aren't very many subscription based games left.

The data showed that students are not spending a large amount of money on gaming, with the majority of students spending between \$0 to \$15 on games in a typical month. One factor that could be causing this is piracy of video games. Another was the large percentage of students who play free-to-play games. A player is able to spend a significant time on a game without spending a dime. Games sales could be another contributing factor. Digital sales platforms such as Steam frequently offer games at deeply discounted prices, possibly prompting consumers to wait for a price drop rather than purchase a game new at full cost. Those who game in the mobile market are yet one more possible factor. Mobile game pricing is extremely low, with the most expensive of games not commonly being higher than \$10. This could also be caused by devaluation of the

games market. Services like PS+ from Sony offers gamers free games each month in return for a subscription fee. The used games market also provides games at a reduced price and could be a factor.

Conclusion

The major pattern that occurred in the observation of this data is that males are more likely to purchase games and are more likely to spend more time and money on gaming. This could indicate an opportunity for stakeholders in the gaming market. The U.S. Census Bureau puts the female population at 50.8%. (Bureau, 2015) Some market research also has shown that women are increasingly making household buying decisions. If players in the gaming industry were able to capture the female demographic, it could have major results.

The low percentage of ownership of current generation consoles (PlayStation 4, Xbox One, Wii U) can be assumed to have a relation to the age of the consoles. At the time of the survey, the last generation of gaming consoles had been on the market for about 11 years. The current generation of consoles, the PS4 in particular, are selling at a much faster rate than their predecessor. This may lead to higher install rates in the future and further room for sales of software, especially in the digital market as internet infrastructure improves.

100% of respondents said that they have played a video game. Regardless of race, age, or gender, every single person who responded to the question answered yes. This is a significant statistic; it means that gaming has moved from a niche hobby to a mainstream form of media rivaling television, literature, and cinema. The potential for growth in this market very good.

30 of the 64 respondents who indicated that they did not currently play video games said that in the last 30 days they have used their smartphone to play a game. This could be indicative of a dissonance between what consumer's perceive as being a video game versus what a video

game actually is. Perhaps industry stakeholders should place some effort on improving product recognition.

Finally, does it matter if students participate in gaming if they are not buying any games? Most of the students surveyed in this study indicated typically spending only a small amount on gaming. While there is the potential for ad based revenue and downloadable content, it may be prudent to spend more time researching why students are spending so little on gaming and how to increase their spending. Alternatively, development of new revenue models may be in order.

Reflection

This project was chosen primarily to build on my prior experience garnered through my education in the BSU Business Department and knowledge of the gaming industry from years of being an active participant. I hoped to respond to the new and challenging context of creating and selling games in the current era of increased digitalization and devaluation of electronic media through the gathering of data.

I feel inclined to mention my bias going into this research. I have been a gamer since the early 1990s when I was too young to properly play. My brother would give me a controller that wasn't plugged in and I would happily go about my day thinking that I was actually playing a game. I have played more games than I can recall and have experienced the growth and progression of the games industry over the years. I consider myself to be not only an active participant, but an advocate for gaming.

That said, I'm not even the target demographic anymore in many ways. As stated in my introduction, while combined console and PC gaming sales are still doing well. Free-to-play, social, and mobile gaming are beginning to become dominant in the market due to the sheer number of people that these games are accessible to. The ad revenue potential along with micro transactions are reshaping the landscape of gaming.

This shift in focus from making quality games to revenue driven games that pander to the largest possible consumer base has been a point of contention for some. The practices of games having day one downloadable content that some conclude could have just been included in the game, pay to win items that offer advantages, and other cash grabs are not only annoying to some people, but in ways insulting. Back in my day, as old people are bound to say, these types of things were already in the game and unlocked through things such as in game achievements or

cheat codes. Game expansions used to offer significantly more content and expand upon the core game in significant ways. In the case of many current games, this is not the case.

It was a frustrating and somewhat depressing experience to perform this study. My gaming experience is not the norm. It might be one day, but for now the industry is stuck in a world with a reality driven by profits. Casual games made for revenue, ads in gaming, pay-to-win content and all the other profit driven practices that myself and many others dislike are going to be here to stay.

There may still be hope, however. 2014 was one of the best years gaming for the hardcore market. With games such as Grand Theft Auto V pushing the boundaries of what a digital world can achieve and demolishing sales records. Bungie's Destiny, the game that cost \$1,000,000,000, finally released. The technical and artistic boundaries of the medium continue to be pushed and the lineup of games releasing in 2015 seems to continue this trend of pushing boundaries.

In addition to the progress that core gaming continues to make, there is the challenge of over saturation and stagnation in the casual games market. Browsing through the top grossing section of the Google Play Store games section today, January 9th of 2015, only 1 of the top 40 games is not a free-to-play micro transaction and ad driven game. There is little innovation in this sector of the gaming market and a lot of formula repetition and copycat development. No one is doing much that is new because the current model is working so well.

Because we are in the reflection portion of the paper, I'm going to continue with my opinion based analysis and say that this is not sustainable. I don't believe that this model is sustainable long term; looking back at companies like Zynga, the king of Facebook gaming a few years ago, who went from being worth \$11.5 billion to 1.5 billion in less than a year. This was

mostly due to over saturation and lack of innovation in their area. I see the same thing happening in the mobile games market.

My execution of this project was somewhat flawed, but still rewarding, If I were to go back and change anything about it, I would have chosen to focus on perhaps only one or two questions rather than the multitude that appear in this study. I was able to get a decent overall picture of gaming habits amongst my sample, however I should have been more in depth on certain things such as spending amounts, and platform-specific purchasing.

This was the first survey that I have ever written and executed, and as such it had problems. Over the course of this study I feel that I have been able to gain a better understanding of how to structure and execute a survey. I have gained a whole new respect for the risk, complexity, ethical frameworks, and frustrations that go into doing research.

As I conclude this exercise in applied learning, I look towards the future. Perhaps one day, I will be working for a gaming industry giant such as Electronic Arts or Activision where I can leverage some of the knowledge and experience gained through this project. On a more realistic note, as I head into my first professional career, I will probably end up utilizing some of the skills refined in this project; even some simple things such as formatting, professional networking and communication, professional courtesy, and many other things that I hadn't needed to utilize before taking this project on.

This study represents a lot of hard work and dedication on my part. I'm proud of it and I'm grateful for the opportunity that it presented. It allowed me to develop further as a student and as a professional. It also allowed me to deal with a higher level of research than I ever planned on taking part in during my college career. You can't beat that.

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Appendix A
Informed Consent Forms

Offline Informed Consent Form

You are invited to participate in a study of consumer habits in gaming. I hope to learn about how college students purchase video games. You were selected as a possible participant in this study because you are a student of Bemidji State University.

If you decide to participate, I will administer a twenty-one question survey that should take approximately three to five minutes to complete. The purpose of which is to gather data about how game purchases are made and on what platforms. The risk involved is minimal. If you are uncomfortable with any of the questions, you may refrain from completing the question.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will not be disclosed.

Your decision whether or not to participate will not prejudice your future relationships with Bemidji State University. If you decide to participate, you are free to discontinue participation at any time without prejudice.

If you have any questions, please ask me. If you have any additional questions later, contact judah.chezick@live.bemidjistate.edu. I will be happy to answer them.

You will be offered a copy of this form to keep.

You are making a decision whether or not to participate. Your signature indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without prejudice after signing this form should you choose to discontinue participation in this study.

Signature

Date

Online Informed Consent Form

You are invited to participate in a study of consumer habits in gaming. I hope to learn about how college students purchase video games. You were selected as a possible participant in this study because you are a student of Bemidji State University.

If you decide to participate, you will take a twenty-one question survey that should take approximately three to five minutes to complete. The purpose of which is to gather data about how game purchases are made and on what platforms. The risk involved is minimal. If you are uncomfortable with any of the questions, you may refrain from completing the question.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will not be disclosed.

Your decision whether or not to participate will not prejudice your future relationships with Bemidji State University. If you decide to participate, you are free to discontinue participation at any time without prejudice.

If you have any questions, please ask me. If you have any additional questions later, contact judah.chezick@live.bemidjistate.edu. I will be happy to answer them.

You are making a decision whether or not to participate. Your completion of this survey indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without prejudice should you choose to discontinue participation in this study.

I have read and agree to the terms above, am at least 18 years of age, and currently attend Bemidji State University.

Appendix B

Survey Debriefing Statement

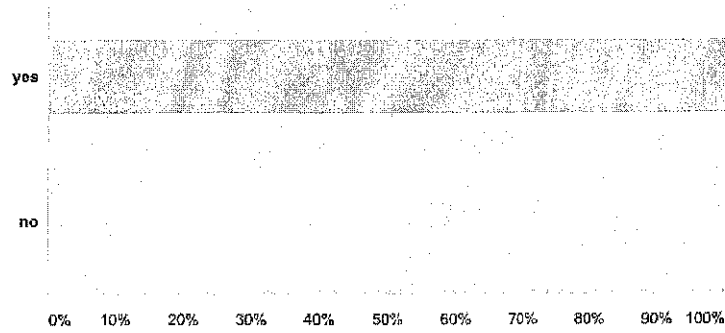
The purpose of this quantitative survey based study was to understand how college students purchase video games. The study examined consumer preference in method of delivery (digital vs physical), volume of purchases, and purchase platform (PC, Xbox, PlayStation, Tablet, Mobile, Etc...). The study will contextualize this data in relation to data available on the national market across all demographics. This study will provide relevant market data to retailers, developers, publishers, and any other stakeholders in the gaming industry in addition to making comparison to current research.

The results of this study will be available in the Honors Program Office located at Hagg-Sauer 357 after December 15th 2014. If you have any questions or you would like more information about this study, please contact me, Judah Chezick (judah.chezick@live.bemidjistate.edu) or Marsha Driscoll of the Honors Program at (218) 755-2848. It is not expected that you will suffer any adverse effects from this study. If that should happen, please contact the Student Center for Health and Counseling at 218-755-2053.

Thank you for participating in the study.

Appendix C Survey Summary Data

Q1 Informed Consent Response (Unskippable)



Answer Choices	Responses	
yes	100.00%	219
no	0.00%	0
Total		219

Q2 What is your age?

Answered: 217 Skipped: 4

#	Responses	Date
1	22	11/25/2014 5:22 PM
2	22	11/25/2014 5:20 PM
3	21	11/25/2014 5:19 PM
4	21	11/25/2014 5:18 PM
5	20	11/25/2014 5:16 PM
6	20	11/25/2014 5:15 PM
7	21	11/25/2014 5:14 PM
8	21	11/25/2014 5:12 PM
9	22	11/25/2014 5:11 PM
10	22	11/25/2014 5:10 PM
11	21	11/25/2014 5:06 PM
12	22	11/25/2014 5:05 PM
13	20	11/25/2014 5:04 PM
14	20	11/25/2014 5:03 PM
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16	22	11/25/2014 4:59 PM
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33	20	11/25/2014 4:14 PM

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35	21	11/22/2014 4:04 PM
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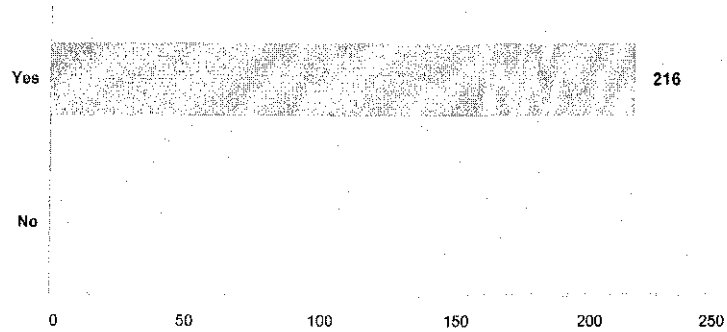
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214	21	10/15/2014 7:51 PM
215	23	10/15/2014 7:48 PM
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217	21	10/15/2014 7:35 PM

Q3 Have you ever played video games?

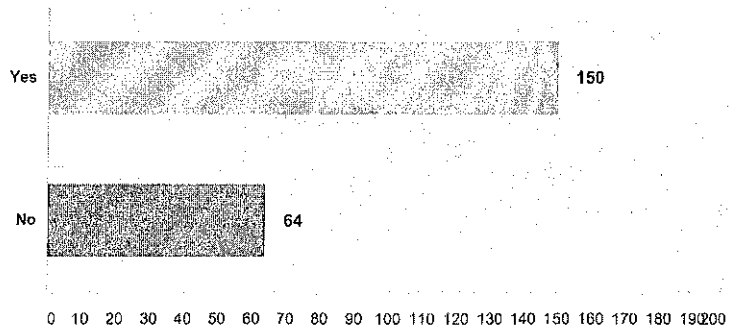
Answered: 216 Skipped: 5



Answer Choices	Responses	Count
Yes	100.00%	216
No	0.00%	0
Total		216

Q4 Do you currently play video games?

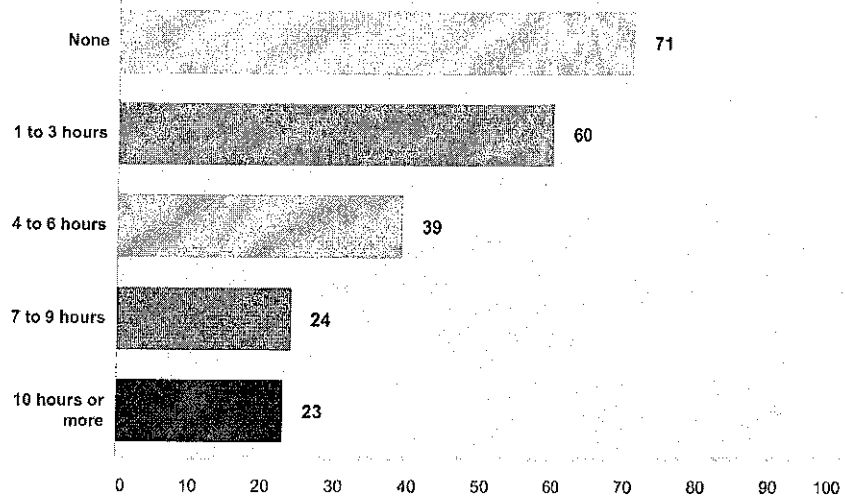
Answered: 214 Skipped: 7



Answer Choices	Responses	Count
Yes	70.09%	150
No	29.91%	64
Total		214

Q5 In the past 7 days, roughly how many hours have you spent playing video games (e.g. gaming consoles, mobile phones, computers, etc.)?

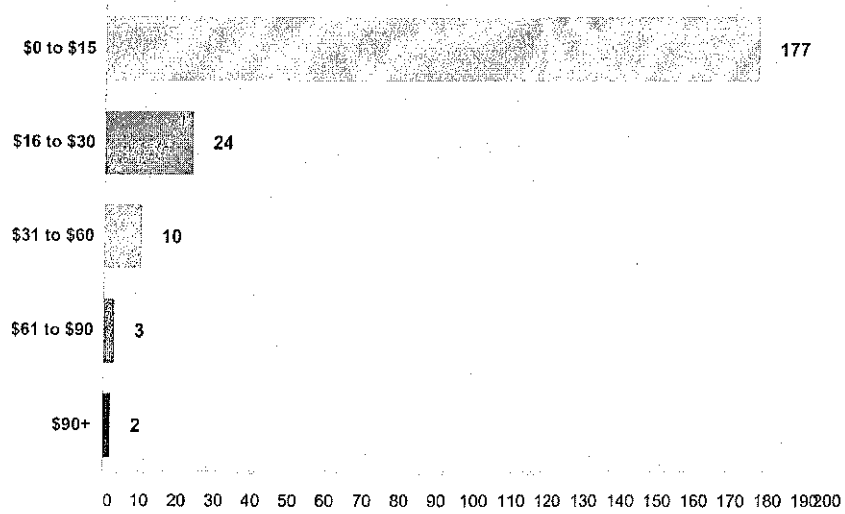
Answered: 217 Skipped: 4



Answer Choices	Responses	Count
None	32.72%	71
1 to 3 hours	27.65%	60
4 to 6 hours	17.97%	39
7 to 9 hours	11.06%	24
10 hours or more	10.60%	23
Total		217

Q6 In a typical month, how much do you usually spend on video games?

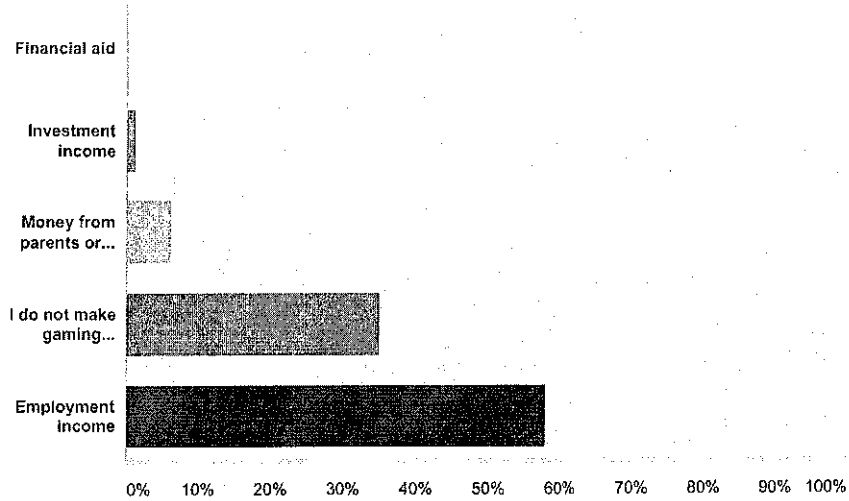
Answered: 216 Skipped: 5



Answer Choices	Responses
\$0 to \$15	81.94% 177
\$16 to \$30	11.11% 24
\$31 to \$60	4.63% 10
\$61 to \$90	1.39% 3
\$90+	0.93% 2
Total	216

Q7 How do you fund your gaming purchases?

Answered: 83 Skipped: 133

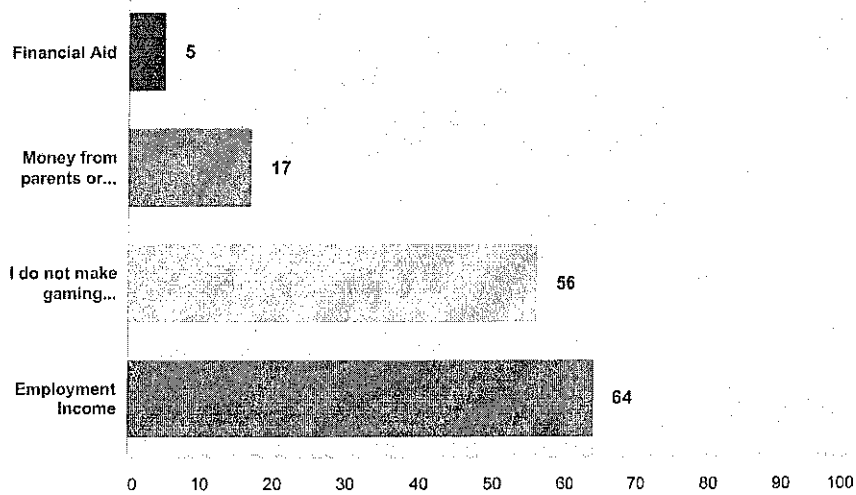


Answer Choices	Responses
Financial aid	0.00% 0
Investment income	1.20% 1
Money from parents or family	6.02% 5
I do not make gaming purchases	34.94% 29
Employment income	57.83% 48
Total	83

#	Other (please specify)	Date
1	Free apps from iTunes	11/10/2014 1:03 PM
2	Savings	11/7/2014 11:50 PM
3	I almost never make gaming purchases	11/7/2014 6:28 PM
4	play free games	10/27/2014 2:04 PM
5	I download free apps on my phone	10/15/2014 7:48 PM

Q8 How do you fund your gaming purchases (offline surveys, select all that apply)

Answered: 129 Skipped: 92

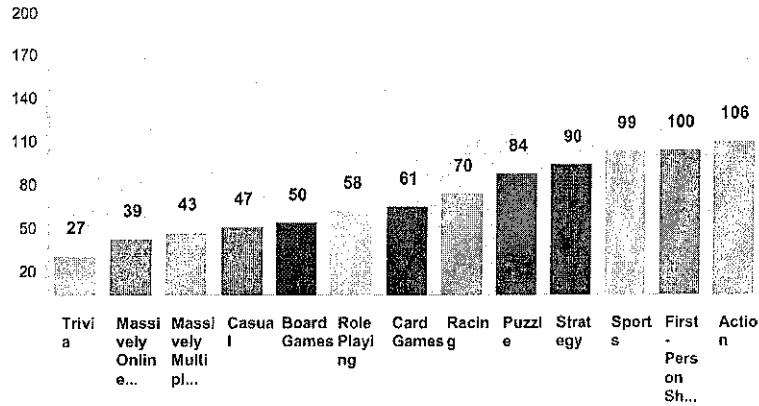


Answer Choices	Responses
Financial Aid	3.88% 5
Money from parents or family	13.18% 17
I do not make gaming purchases	43.41% 56
Employment Income	49.61% 64
Total Respondents: 129	

#	Other (please specify)	Date
1	Government Checks/Food Stamps	11/25/2014 4:41 PM
2	Free Apps	11/22/2014 3:22 PM

**Q9 What types of video games do you play?
(Select all that apply)**

Answered: 202 Skipped: 19

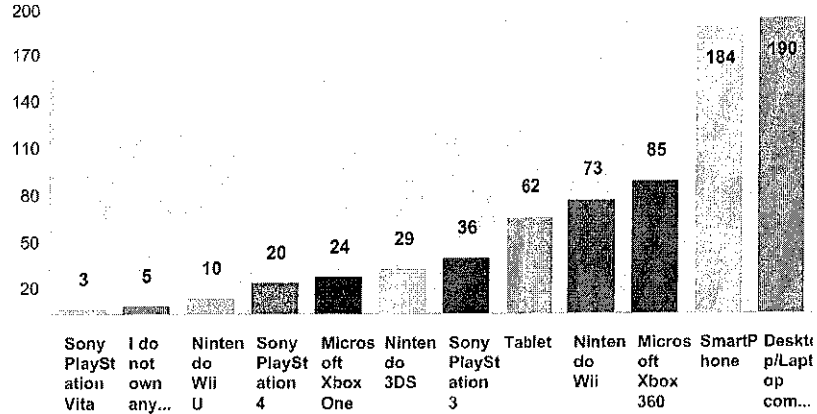


Answer Choices	Responses
Trivia	13.37% 27
Massively Online Battle Arena	19.31% 39
Massively Multiplayer Online	21.29% 43
Casual	23.27% 47
Board Games	24.75% 50
Role Playing	28.71% 58
Card Games	30.20% 61
Racing	34.65% 70
Puzzle	41.58% 84
Strategy	44.55% 90
Sports	49.01% 99
First-Person Shooter	49.50% 100
Action	52.48% 106
Total Respondents: 202	

#	Other (please specify)	Date
1	Candy Crush	11/25/2014 4:14 PM
2	Third Person Shooter	11/22/2014 2:57 PM
3	Metrodvania/Retro	11/22/2014 2:42 PM
4	Orgy Games	11/13/2014 6:36 PM
5	Minecraft on Mac, Dragon Story on iPad	11/7/2014 6:28 PM
6	HORROR IS THE BEST	10/27/2014 2:07 PM

Q10 Which of the following devices do you own? (Select all that apply)

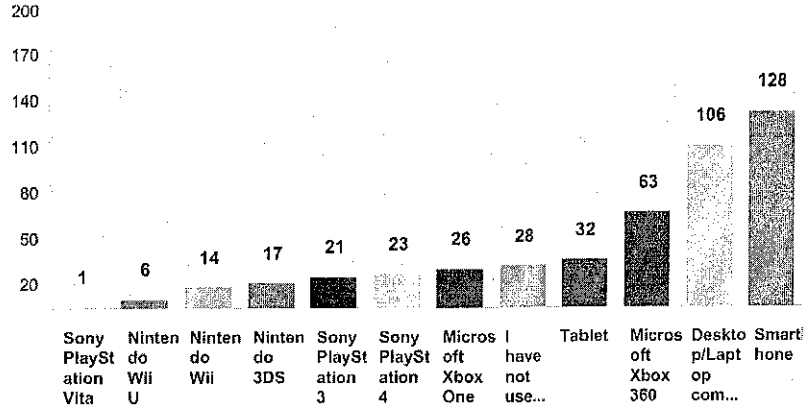
Answered: 215 Skipped: 6



Answer Choices	Responses	Count
Sony PlayStation Vita	1.40%	3
I do not own any of these devices	2.33%	5
Nintendo Wii U	4.65%	10
Sony PlayStation 4	9.30%	20
Microsoft Xbox One	11.16%	24
Nintendo 3DS	13.49%	29
Sony PlayStation 3	16.74%	36
Tablet	28.84%	62
Nintendo Wii	33.95%	73
Microsoft Xbox 360	39.53%	85
SmartPhone	85.58%	184
Desktop/Laptop computer	88.37%	190
Total Respondents: 215		

Q11 In the past 30 days, which of the following devices have you used to play video games? (Select all that apply)

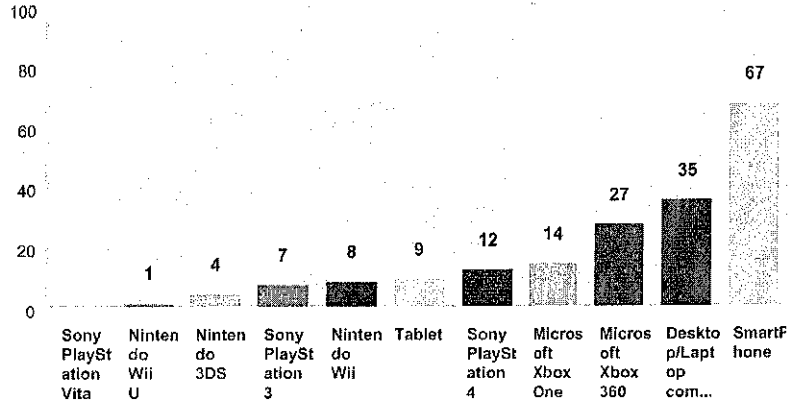
Answered: 212 Skipped: 9



Answer Choices	Responses
Sony PlayStation Vita	0.47% 1
Nintendo Wii U	2.83% 6
Nintendo Wii	6.60% 14
Nintendo 3DS	8.02% 17
Sony PlayStation 3	9.91% 21
Sony PlayStation 4	10.85% 23
Microsoft Xbox One	12.26% 26
I have not used any of these devices to play video games	13.21% 28
Tablet	15.09% 32
Microsoft Xbox 360	29.72% 63
Desktop/Laptop computer	50.00% 106
SmartPhone	60.38% 128
Total Respondents: 212	

Q12 Of the devices you own, which do you use most frequently to play video games?

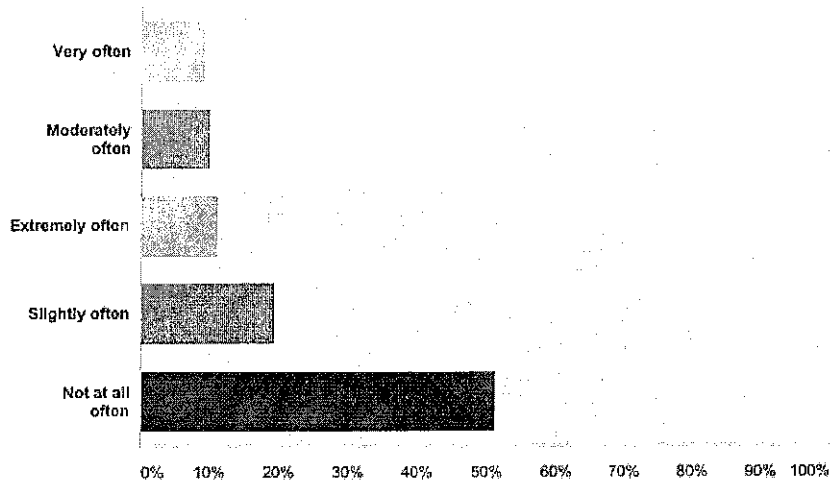
Answered: 184 Skipped: 37



Answer Choices	Responses	Count
Sony PlayStation Vita	0.00%	0
Nintendo Wii U	0.54%	1
Nintendo 3DS	2.17%	4
Sony PlayStation 3	3.80%	7
Nintendo Wii	4.35%	8
Tablet	4.89%	9
Sony PlayStation 4	6.52%	12
Microsoft Xbox One	7.61%	14
Microsoft Xbox 360	14.67%	27
Desktop/Laptop computer	19.02%	35
SmartPhone	36.41%	67
Total		184

Q14 How often do you purchase a game in a physical format?

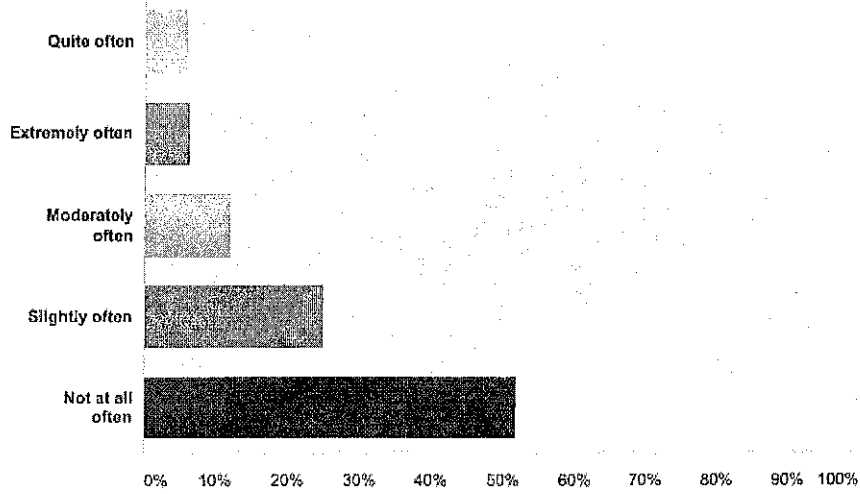
Answered: 213 Skipped: 8



Answer Choices	Responses
Very often	8.92% 19
Moderately often	9.86% 21
Extremely often	10.80% 23
Slightly often	19.25% 41
Not at all often	51.17% 109
Total	213

Q15 How often do you purchase a game in a digital format?

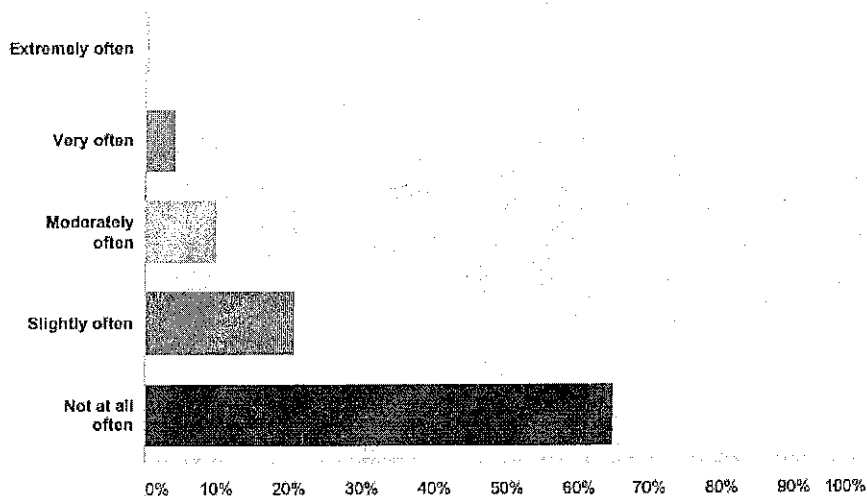
Answered: 214 Skipped: 7



Answer Choices	Responses	Count
Quite often	5.61%	12
Extremely often	6.07%	13
Moderately often	11.68%	25
Slightly often	24.77%	53
Not at all often	51.87%	111
Total		214

Q16 How often do you purchase game add-on content (ex. multiplayer maps, game expansions, season passes)?

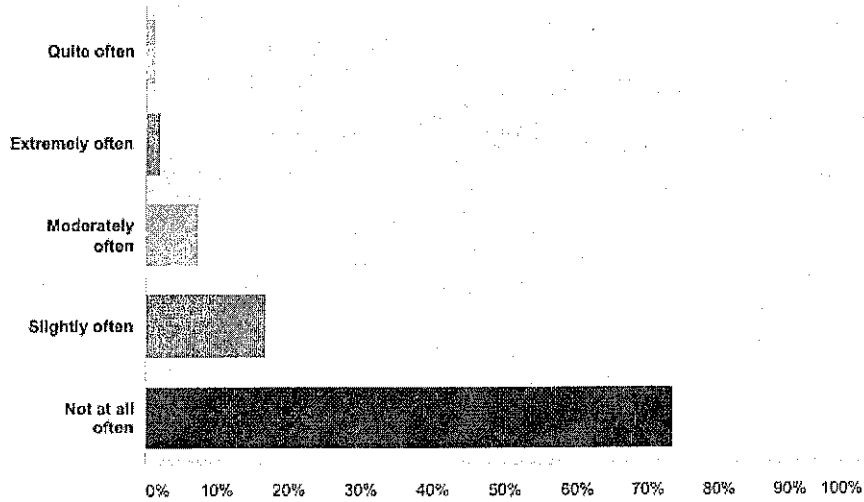
Answered: 213 Skipped: 0



Answer Choices	Responses
Extremely often	0.47% 1
Very often	4.23% 9
Moderately often	9.86% 21
Slightly often	20.66% 44
Not at all often	64.79% 138
Total	213

Q17 How often do you purchase additional in-game content (ex. cosmetic items, in-game currency, enhancement items)?

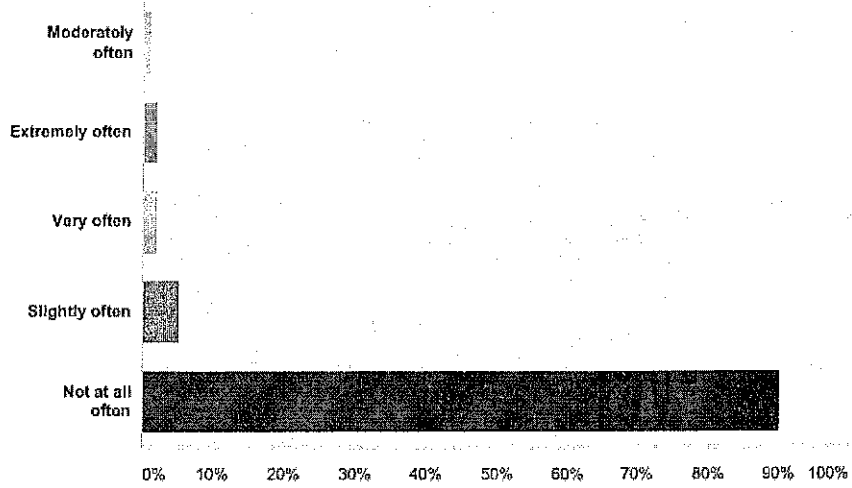
Answered: 212 Skipped: 9



Answer Choices	Responses	Count
Quite often	0.94%	2
Extremely often	1.89%	4
Moderately often	7.08%	15
Slightly often	16.51%	35
Not at all often	73.58%	156
Total		212

Q18 How often do you play a subscription based video game (ex. World of Warcraft)?

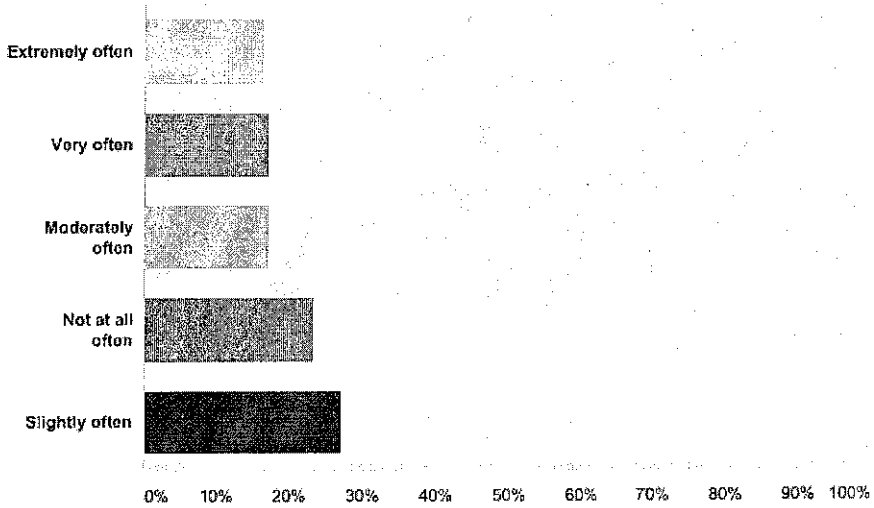
Answered: 213 Skipped: 8



Answer Choices	Responses	Count
Moderately often	0.94%	2
Extremely often	1.88%	4
Vary often	1.88%	4
Slightly often	5.16%	11
Not at all often	90.14%	192
Total		213

Q19 How often do you play a Free-To-Play video game (ex. Angry Birds, Plants vs Zombies, League of Legends, etc.)?

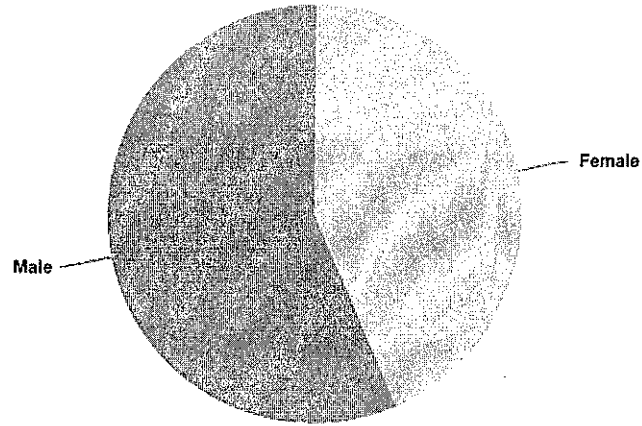
Answered: 212 Skipped: 9



Answer Choices	Responses	Count
Extremely often	16.04%	34
Very often	16.98%	36
Moderately often	16.98%	36
Not at all often	23.11%	49
Slightly often	26.88%	57
Total		212

Q20 What is your gender?

Answered: 214 Skipped: 7



Answer Choices	Responses	
Female	43.46%	93
Male	56.54%	121
Total		214

Q21 What is your major?

Answered: 207 Skipped: 14

#	Responses	Date
1	Marketing	11/25/2014 5:22 PM
2	Accounting + Finance	11/25/2014 5:20 PM
3	Business Administration - Marketing	11/25/2014 5:19 PM
4	Business Administration, Marketing	11/25/2014 5:18 PM
5	Business Management	11/25/2014 5:16 PM
6	Finance, Spanish	11/25/2014 5:15 PM
7	Accounting/Business Admin Finance	11/25/2014 5:14 PM
8	Business Administration	11/25/2014 5:12 PM
9	Business Administration; Marketing	11/25/2014 5:11 PM
10	Sport Management	11/25/2014 5:10 PM
11	Business Management	11/25/2014 5:06 PM
12	Bioloify	11/25/2014 5:05 PM
13	Bioloify	11/25/2014 5:04 PM
14	Business Administration	11/25/2014 5:03 PM
15	Business Admin	11/25/2014 5:01 PM
16	Sport Management	11/25/2014 4:59 PM
17	Business Management	11/25/2014 4:56 PM
18	Marketing	11/25/2014 4:54 PM
19	Business	11/25/2014 4:53 PM
20	Business Admin	11/25/2014 4:51 PM
21	Business	11/25/2014 4:50 PM
22	Business Marketing / Sports Management	11/25/2014 4:44 PM
23	Business Administration; Marketing	11/25/2014 4:43 PM
24	Sport Business	11/25/2014 4:41 PM
25	Business Administration	11/25/2014 4:28 PM
26	Business Administration	11/25/2014 4:27 PM
27	Business	11/25/2014 4:26 PM
28	Business Management	11/25/2014 4:24 PM
29	Business Management	11/25/2014 4:23 PM
30	Mass Communications	11/25/2014 4:22 PM
31	Education	11/25/2014 4:20 PM
32	Political Science	11/25/2014 4:18 PM
33	Management + Marketing	11/25/2014 4:14 PM

34	Nursing	11/22/2014 4:05 PM
35	Sport Management	11/22/2014 4:04 PM
36	undecided	11/22/2014 4:01 PM
37	Graphic Design	11/22/2014 3:59 PM
38	Criminal Justice	11/22/2014 3:57 PM
39	Psychology	11/22/2014 3:54 PM
40	Undecided	11/22/2014 3:48 PM
41	Creative and Professional Writing	11/22/2014 3:46 PM
42	Elementary Education	11/22/2014 3:43 PM
43	Social Work	11/22/2014 3:40 PM
44	Art/Design	11/22/2014 3:22 PM
45	Nursing	11/22/2014 3:19 PM
46	Sport Management	11/22/2014 3:15 PM
47	Sports Management	11/22/2014 3:13 PM
48	Mass Communication	11/22/2014 3:08 PM
49	Computer Science	11/22/2014 3:05 PM
50	none	11/22/2014 3:01 PM
51	Chemistry/Biology Double Major	11/22/2014 2:57 PM
52	English	11/22/2014 2:52 PM
53	English Education	11/22/2014 2:42 PM
54	Business Management	11/22/2014 2:38 PM
55	Sports Management	11/22/2014 2:35 PM
56	Business	11/22/2014 2:32 PM
57	Business	11/22/2014 2:27 PM
58	Marketing Communications	11/22/2014 2:25 PM
59	Design Technology	11/22/2014 2:22 PM
60	Business Administration	11/22/2014 2:16 PM
61	Sports Management	11/22/2014 2:11 PM
62	Business	11/22/2014 2:04 PM
63	Business	11/22/2014 2:00 PM
64	Business Administration	11/20/2014 6:29 PM
65	Business	11/20/2014 6:28 PM
66	Business	11/20/2014 6:26 PM
67	Business	11/20/2014 6:20 PM
68	Computer Information Systems	11/20/2014 6:14 PM
69	Environmental Studies	11/20/2014 6:12 PM
70	Applied Engineering	11/20/2014 6:10 PM
71	Nursing	11/20/2014 6:07 PM

72	Criminal Justice	11/20/2014 6:05 PM
73	Computer Science	11/20/2014 6:02 PM
74	Math	11/20/2014 4:22 PM
75	Math	11/20/2014 4:20 PM
76	nursing	11/20/2014 4:18 PM
77	Elementary Ed	11/20/2014 4:17 PM
78	Secondary Education	11/20/2014 4:15 PM
79	Biology	11/20/2014 4:14 PM
80	Biology	11/20/2014 2:58 PM
81	Business	11/20/2014 2:26 PM
82	Criminal Justice/Chemistry	11/20/2014 2:23 PM
83	Business Administration	11/20/2014 2:06 PM
84	Political Science	11/20/2014 1:35 PM
85	Music Ed.	11/20/2014 1:34 PM
86	Business	11/20/2014 1:31 PM
87	Undecided	11/20/2014 1:18 PM
88	Social Work	11/13/2014 6:41 PM
89	Business	11/13/2014 6:37 PM
90	Math Ed	11/13/2014 6:36 PM
91	Pharmacy	11/13/2014 6:30 PM
92	Math Ed	11/13/2014 6:24 PM
93	Criminal Psychology	11/13/2014 6:22 PM
94	Elementary Education	11/13/2014 6:19 PM
95	Undecided	11/13/2014 6:12 PM
96	Elementary Education	11/13/2014 6:10 PM
97	Environmental Studies	11/13/2014 6:08 PM
98	Music Education	11/13/2014 6:06 PM
99	Accounting	11/13/2014 6:04 PM
100	Criminal Justice	11/13/2014 6:02 PM
101	Education Educator/ Musci Education	11/13/2014 5:49 PM
102	Health/Physical Education	11/13/2014 5:38 PM
103	Mass Communications	11/13/2014 5:36 PM
104	Music	11/13/2014 5:34 PM
105	Psychology	11/12/2014 4:16 PM
106	Sports Management	11/12/2014 4:15 PM
107	Undecided	11/12/2014 4:13 PM
108	Social Work	11/12/2014 4:11 PM
109	Criminal Justice	11/12/2014 4:09 PM

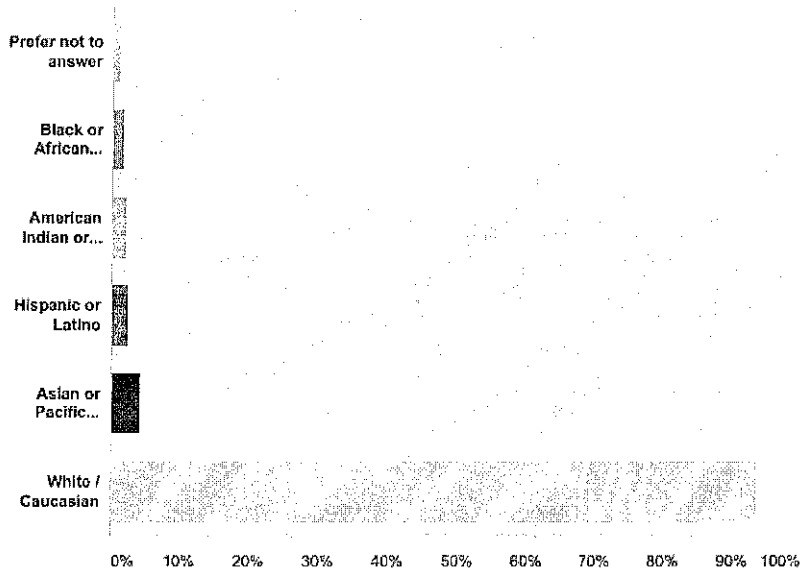
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111	Business Administration	11/12/2014 3:58 PM
112	International Business	11/12/2014 3:58 PM
113	Business Administration	11/12/2014 3:55 PM
114	Criminal Justice	11/12/2014 3:50 PM
115	Business Admin: Management	11/12/2014 3:48 PM
116	Sports Management	11/12/2014 3:46 PM
117	Business Administration	11/12/2014 3:44 PM
118	Accounting/Business	11/12/2014 3:42 PM
119	Accounting/Business Finance	11/12/2014 3:41 PM
120	Business	11/12/2014 3:37 PM
121	Sports Management	11/12/2014 3:35 PM
122	Business Administration	11/12/2014 3:34 PM
123	Business Administration	11/12/2014 3:29 PM
124	Mass Communication	11/12/2014 12:13 AM
125	Secondary Mathematics Education, Psychology minor.	11/10/2014 1:03 PM
126	biology- wildlife management	11/9/2014 11:12 PM
127	Elementary Education	11/9/2014 1:19 PM
128	marketing communications	11/8/2014 7:09 PM
129	Sport Management	11/8/2014 5:15 PM
130	International Business	11/8/2014 4:05 AM
131	Geography	11/8/2014 2:14 AM
132	Computer Science	11/8/2014 2:02 AM
133	Biology	11/7/2014 11:50 PM
134	Exercise science	11/7/2014 10:52 PM
135	Exercise science	11/7/2014 10:20 PM
136	Math	11/7/2014 7:28 PM
137	English Education	11/7/2014 7:10 PM
138	Pre-chiropractic	11/7/2014 7:03 PM
139	AA	11/7/2014 6:28 PM
140	Nursing	11/7/2014 6:23 PM
141	Nursing	11/7/2014 5:28 PM
142	Nursing	11/7/2014 5:22 PM
143	Business Administration	11/7/2014 4:38 PM
144	Elementary Education	11/7/2014 4:14 PM
145	Business	11/7/2014 3:41 PM
146	Biology	11/7/2014 3:38 PM
147	Undecided	11/7/2014 3:34 PM

148	Elementary Education	11/7/2014 3:33 PM
149	Community Health	11/7/2014 3:17 PM
150	Psychology	11/7/2014 3:14 PM
151	Nursing	11/7/2014 3:11 PM
152	Business administration	11/7/2014 3:04 PM
153	Nursing	11/7/2014 2:56 PM
154	Accounting & Business Administration with a Management Emphasis	11/7/2014 2:43 PM
155	Mathematics Education	11/7/2014 2:40 PM
156	Marketing Communication	11/7/2014 2:36 PM
157	Science Education Physics Specialty	11/7/2014 2:33 PM
158	Liberal Arts	11/7/2014 2:25 PM
159	Geography, GIS	11/7/2014 2:20 PM
160	Psychology	11/7/2014 2:20 PM
161	Biology	11/7/2014 2:16 PM
162	Marketing Communications	11/7/2014 2:14 PM
163	Environmental studies	11/7/2014 2:11 PM
164	Criminal Justice	11/7/2014 2:06 PM
165	Business Administration	11/7/2014 1:59 PM
166	Social Studies Education	11/4/2014 5:25 PM
167	English Education	11/3/2014 11:45 PM
168	Accounting	11/3/2014 11:41 PM
169	Engineering	10/27/2014 2:07 PM
170	C.I.S	10/27/2014 2:06 PM
171	Computer Information Systems	10/27/2014 2:05 PM
172	Computer Science	10/27/2014 2:04 PM
173	Computer Science	10/27/2014 2:04 PM
174	Computer Science	10/27/2014 2:04 PM
175	Computer Science	10/27/2014 2:04 PM
178	Computer Science	10/27/2014 2:04 PM
177	Computer Sciences	10/27/2014 2:03 PM
178	undecided	10/27/2014 2:03 PM
179	Computer Science	10/27/2014 2:03 PM
180	Computer Science	10/27/2014 12:55 PM
181	Computer Science	10/27/2014 12:07 PM
182	Computer Science	10/27/2014 12:06 PM
183	Computer Science	10/27/2014 12:06 PM
184	Undecided	10/27/2014 12:06 PM
185	Computer Science	10/27/2014 12:05 PM

186	computer science/math	10/27/2014 12:05 PM
187	Forensic Science	10/27/2014 12:05 PM
188	Mathematics	10/27/2014 12:05 PM
189	Computer Science	10/27/2014 12:05 PM
190	CIS	10/27/2014 12:05 PM
191	Don't know yet.	10/27/2014 12:04 PM
192	Business	10/17/2014 1:25 PM
193	Vocal Performance	10/17/2014 1:21 PM
194	music education	10/17/2014 10:45 AM
195	Music Education	10/16/2014 11:19 PM
196	Marketing Communications	10/16/2014 2:07 PM
197	Tech management	10/16/2014 12:29 PM
198	Music Education	10/16/2014 9:07 AM
199	Music and Math Ed (go, how many people do we know that have THAT as their major?)	10/16/2014 4:03 AM
200	English	10/15/2014 10:40 PM
201	Biology	10/15/2014 10:10 PM
202	Music/Business	10/15/2014 10:07 PM
203	Criminal Justice	10/15/2014 8:06 PM
204	Nursing	10/15/2014 7:51 PM
205	Criminal Justice	10/15/2014 7:48 PM
206	Social studies education	10/15/2014 7:45 PM
207	Nursing	10/15/2014 7:35 PM

Q22 What is your ethnicity? (Select all that apply)

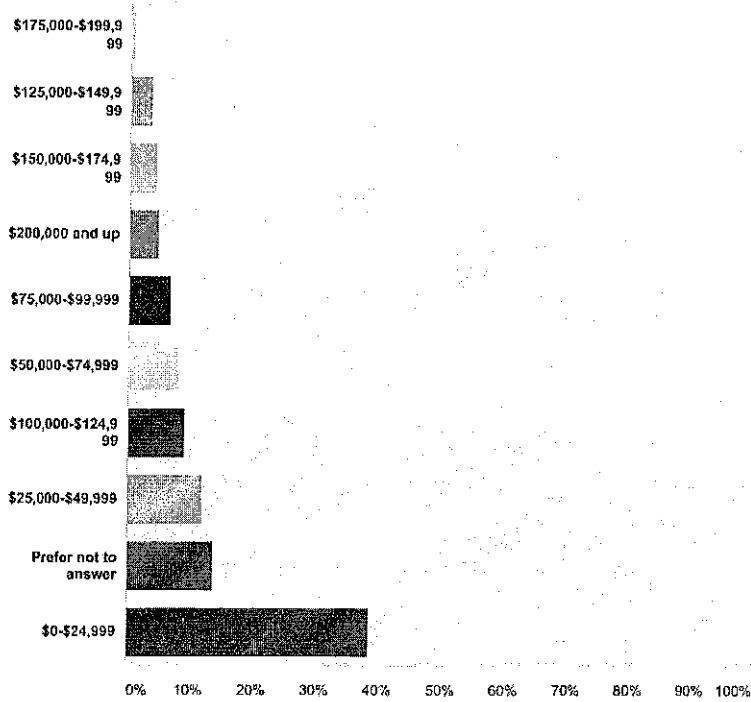
Answered: 213 Skipped: 8



Answer Choices	Responses
Prefer not to answer	0.94% 2
Black or African American	1.41% 3
American Indian or Alaskan Native	1.88% 4
Hispanic or Latino	2.35% 5
Asian or Pacific Islander	4.23% 9
White / Caucasian	93.43% 199
Total Respondents: 213	

Q23 What is your approximate average household income? (The combined gross income of all the members of a household who are 15 years old and older)

Answered: 213 Skipped: 8



Answer Choices	Responses	
\$175,000-\$199,999	0.47%	1
\$125,000-\$149,999	3.29%	7
\$150,000-\$174,999	4.23%	9
\$200,000 and up	4.69%	10
\$75,000-\$99,999	6.57%	14
\$50,000-\$74,999	7.98%	17
\$100,000-\$124,999	8.92%	19
\$25,000-\$49,999	11.74%	25
Prefer not to answer	13.62%	29
\$0-\$24,999	38.50%	82
Total		213