



**2015 Student Evaluation of Major Survey:
Summary Report**

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Fall 2015 Student Evaluation of Major Survey Summary Report

Introduction

Every three years, the Office of Institutional Research conducts the Student Evaluation of Major survey. This online, qualitative survey serves to help the John Jay College community better understand undergraduate student perceptions of their major program, particularly with respect to five key academic aspects: administration, faculty, educational development, learning experiences and advising.

The fall 2015 survey consisted of 72 questions and was distributed through the John Jay email system. Of the total 12,464 undergraduate bachelor degree-seeking students enrolled in fall, ninety-five percent (11,851 students) had valid John Jay email addresses and received an invitation to complete the survey. Following the initial invitation, 5 reminder emails were sent at regular intervals over a seven-week period. Of the population contacted, sixteen percent (1,932 students) submitted responses, a little over half the twenty-nine percent response rate of the 2012 survey. Demographic information about the respondents was captured to provide context and to understand the population's degree of representativeness in comparison to the larger John Jay undergraduate, bachelor degree-seeking student body. Statistically significant differences between the response population and the larger population were noted in two areas. As in the 2012 survey, female students were more likely to participate and thus were disproportionately represented in the survey findings, accounting for 70% of the total respondents versus 57% of the John Jay undergraduate student body (Table 1).

Table 1. Summary of Gender Representativeness between Respondents and Population

	Percentages	
	Respondents	Undergraduate Bachelor Degree-seeking Population
Men	30.4	43.5
Women	69.6	56.5
Total	100.0	100.0

Additionally, class level comparisons revealed an overrepresentation of freshmen and senior respondents versus the total John Jay population (Table 2). There was no statistically significant difference found with respect to the representativeness of race/ethnicity.

Table 2. Summary of Class Level Representativeness between Respondents and Population

	Percentages	
	Respondents	Undergraduate Bachelor Degree-seeking Population
Freshman	22.5	19.6
Sophomore	17.9	20.3
Junior	29.3	33.3
Senior	30.2	26.8
Total	100.0	100.0

Further, seventy percent of all survey respondents reported working for pay (Table 3), four percentage points higher than respondents of the 2012 survey. The percent of students working between 11 and 34 hours per week showed the largest increase over the previous survey findings, jumping almost six percentage points; approximately one-fifth of respondents report working 35 hours or more per week.

Table 3. Summary of Hours Worked While Enrolled

	2015 Percentages				
	Freshman	Sophomore	Junior	Senior	Total
0 hrs/week	51.7	29.2	27.0	20.2	29.6
1-5 hrs/week	5.0	3.8	1.8	2.8	3.1
6-10 hrs/week	7.5	8.5	7.1	5.9	7.0
11-20 hrs/week	15.9	24.8	15.9	18.3	18.3
21-34 hrs/week	15.4	23.6	24.5	23.2	22.2
35 or more hrs/week	4.5	10.2	23.7	29.6	19.8
Total	100.0	100.0	100.0	100.0	100.0

	2012 Percentages				
	Freshman	Sophomore	Junior	Senior	Total
0 hrs/week	54.4	35.7	27.6	24.7	34.2
1-5 hrs/week	3.9	3.7	4.1	2.4	3.4
6-10 hrs/week	7.5	7.7	7.7	5.8	7.1
11-20 hrs/week	15.9	17.5	17.4	13.9	16.0
21-34 hrs/week	12.2	19.6	21.0	22.5	19.2
35 or more hrs/week	6.2	15.9	22.2	30.7	20.1
Total	100.0	100.0	100.0	100.0	100.0

Finally, the number of respondents reporting that they have an advisor in their major is now over half (54.8%), 10.3 percentage points higher than reported in the 2012 survey. Although still lagging slightly behind, upper division respondents appear to have almost achieved in-major advising percentages comparable to their lower division peers (Table 4).

Table 4. 2015/2012 Survey Comparison of Advisor in Major by Class Level

	Percentages				
	Freshman	Sophomore	Junior	Senior	Total
2015 Survey: Yes, I have an advisor in my major	54.6	59.5	54.5	53.0	54.8
2012 Survey: Yes, I have an advisor in my major	47.3	45.4	43.1	43.3	44.5

Section I of this summary report consists of key findings from an analysis of the responses to survey questions in each of five aspects of the major program measured - administration, faculty, educational development, learning experiences, advising – as well as overall satisfaction with the major. Section II then provides the detailed survey response data divided in to two respondent sub-groups – lower division and upper division. While this represents a change from the data tables presented in the 2012 survey report (which detailed responses at the class level), differentials between response percentages became more readily apparent when aggregating to the two undergraduate division levels. Further, response data from the 2012 survey were added to the report this year to establish a benchmark allowing for more nuanced interpretations of the 2015 data.

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Section I: Key Findings

The survey questions seek to inform John Jay faculty and administration about levels of student satisfaction within their major along five program aspects: administration, faculty, educational development, learning experiences and advising. In addition, two summative questions were asked to provide a description of students' overall degree of satisfaction with their major. The majority of the survey (79%) presented respondents with questions constructed along a four-point Likert scale with no neutral point, thus forcing respondents to indicate the degree to which s/he identified with each qualitative statement presented, positively or negatively. The balance of the survey was comprised of 7 "check if the statement applies" items, 5 student-specific informational questions, and 3 comment boxes. From Tables 5 to 10, John Jay students' response ratings to each survey item (sans informational questions) are presented against the 2012 survey findings to provide greater context and highlight areas that might warrant greater attention and analysis. The findings are further divided in to two respondent sub-groups – lower division and upper division – as differentials between response percentages become more readily apparent at this level of aggregation.

General Survey Findings

- Eighty-one percent of respondents rated their "overall experience in their major so far" as excellent or good versus 78% in the 2012 survey. Lower division respondents showed the greatest increase in satisfaction on this item (+6 percentage points) over 2012 levels.
- Seventy-two percent of the survey's 57 Likert scale questions received an overall positive respondent percentage¹ of 70% or above. All six advising in the major statements, five (38%) of the administration in the major statements, two faculty in the major statements (13%), two learning experiences in the major statements (15%), and one educational development in the major statement (13%) fell below this threshold.
- Of the 56 Likert scale items that appeared in *both* the 2015 and 2012 surveys, 59% had positive response percentages that were higher than those recorded in the 2012 findings.
- When comparing the 2015 survey results by whether or not respondents had an advisor in their major, the in-major advisor respondent group rated all but three survey questions (e.g., desire for evening, weekend and online courses) at higher levels of positivity than those without an advisor in their major. However, the in-major advisor group's aggregate positive response percentages dropped from the 2012 survey findings on 79% of the questions appearing in *both* instruments (44 of the 56 Likert scale items²).

Administration of the Major

- Over two-thirds of the questions (69%) in this section reported lower percentage levels of satisfaction versus the 2012 survey. The highest rated item was "the goals, mission or purpose of the major are clear" with 84% of respondents selecting strongly agree/agree.
- Well over half of respondents (58%) strongly agreed/agreed that they would like their major to offer more courses in the evening, and almost two-thirds (65%) would like more courses in their major to be offered online - both measures demonstrated an increase in positive responses from the 2012 survey which were 57% and 62%, respectively. While only 44% percent of respondents strongly agreed/agreed that they would like to see their major offer courses on the weekend, this represented a 4 percentage point increase over the 2012 response level of 40%. For all three, upper division respondents felt more strongly than lower division respondents.
- Frequency and variety of courses offered in the major were also rated poorly: 70% and 69% of respondents (respectively) rating their satisfaction with these items positively, a drop from the

¹ Positive response percentages are defined as the aggregation of two of the four satisfaction level choices students were offered for any given Likert scale question: strongly agree/agree, excellent/good, very much/some or very prepared/prepared. For "I plan to change my major to something else", probably no/definitely no was considered a positive response.

² The "44" excludes the drop in percentage reported on the question "intend to change my major" as a lower percentage of students intending to change their major could be interpreted as a positive trend direction.

2012 survey findings of 73% and 74%. This decrease in satisfaction was exclusively driven off of upper division respondent ratings in both items.

Faculty in the Major

- Overall, respondents felt better about their relationships with faculty (aggregated respondent rating of 5, 6 and 7) in their major versus the 2012 respondents (72% versus 69% respectively); this increase was reflected in both upper division and lower division student responses.
- Consistent with 2012 survey findings, the top four rated items in this aspect were: faculty preparation for courses, interest in students' success, knowledge and experience, and effective teaching, all garnering excellent/good aggregated response ratings of 90% or above.
- As in 2012, respondents were least satisfied with knowing a faculty member well enough to ask for a recommendation (62% strongly agree/agree) and opportunities to interact with faculty in their major outside of class (67% strongly agree/agree).
- Respondents with an in-major advisor rated their satisfaction level (i.e., aggregate percentage of strongly agree/agree responses) below those in the 2012 survey on all 15 questions in this section, while those without an in-major advisor rated items higher. However, it is important to note that the percent response differentials between respondents with and without an in-major advisor narrowed in the 2015 survey versus those in the 2012 survey.

Educational Development in the Major

- Of the 8 questions in this section, half demonstrated lower levels of overall respondent satisfaction in 2015 compared to 2012.
- Respondents felt least positive about being helped to acquire job or work-related knowledge or skills, although this question increased five percentage points over the 2012 survey responses, the largest percentage point increase of any question in this category (63% versus 58%). This increase was consistent for both lower division and upper division respondent groups versus 2012.
- Respondents with advisors in their major expressed higher levels of positivity (i.e., aggregation of very much/some responses) than those without an advisor in their major on every question asked; percentage point differences between the two groups on every item were large, ranging between 5 and 13 percentage points.

Learning Experiences in the Major

- Respondents stating that they were completing or planning to complete a capstone experience in their major jumped 17 percentage points from the 2012 survey, increasing from 37% to 54%.
- Although both groups showed an increase over the 2012 survey findings, respondents with an advisor in their major were much more likely to report completing or intending to complete a capstone than those without an advisor in their major, 60% versus 46%, respectively.
- The only Likert scale question to receive an overall positive response percentage below 82% referred to the extent to which respondents felt prepared to handle the work in their major (69% stated that they felt very prepared/prepared). While this did represent a three percentage point increase from 2012, it is notable that the lower division response percentage rose to 62% in 2015 from 55% in 2012, while the upper division response percentage dropped by two percentage points to 72% from 74%.

Advising in the Major

- The percentage of respondents reporting that they had an advisor in their major jumped 10 percentage points over the 2012 survey, from 45% to 55%.
- Respondent levels of positivity (i.e., excellent/good) on every question increased from the 2012 survey results, although none exceeded 65% making this the lowest rated section of the Student Evaluation of the Major survey. The 2015 positive response percentages ranged from 57% - 65% versus 2012 range of 53% - 63%.
- Both lower and upper division respondent findings achieved commensurate or higher percentage ratings on each of the six questions versus 2012.

Table 5. Administration of the Major

		2015 Survey			2012 Survey		
Administration of the Major		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
The major provides services/information (workshops, counseling, job fair, etc) that help students find employment related to the major	Strongly Agree	23.3%	24.2%	22.9%	19.1%	18.7%	19.4%
	Agree	51.6%	56.4%	49.1%	55.0%	61.1%	51.0%
	Disagree	19.1%	16.3%	20.6%	20.7%	17.6%	22.7%
	Strongly Disagree	5.9%	3.1%	7.4%	5.2%	2.6%	6.9%
The goals, mission, or purpose of the major are clear	Strongly Agree	32.4%	31.4%	33.0%	27.1%	25.9%	27.9%
	Agree	52.0%	54.1%	50.8%	58.5%	60.8%	57.1%
	Disagree	13.1%	12.9%	13.2%	12.0%	11.8%	12.1%
	Strongly Disagree	2.5%	1.6%	3.0%	2.3%	1.5%	2.9%
The major provides services/information (workshops, counseling, etc) that help students pursue further study	Strongly Agree	25.6%	25.4%	25.7%	22.1%	21.2%	22.7%
	Agree	49.1%	52.5%	47.2%	54.9%	61.1%	50.9%
	Disagree	20.6%	19.5%	21.2%	18.9%	16.0%	20.8%
	Strongly Disagree	4.7%	2.6%	5.9%	4.1%	1.7%	5.7%
The college provides the major with adequate resources (space, lab equipment, supplies, etc)	Strongly Agree	30.4%	34.3%	28.2%	27.7%	28.3%	27.3%
	Agree	49.1%	49.8%	48.8%	55.9%	61.4%	52.3%
	Disagree	15.9%	12.9%	17.5%	12.6%	8.6%	15.2%
	Strongly Disagree	4.6%	2.9%	5.4%	3.8%	1.7%	5.1%
Frequency with which courses are offered in the major	Excellent	26.2%	24.0%	27.4%	25.3%	25.3%	25.3%
	Good	43.3%	53.9%	37.5%	47.2%	51.3%	44.6%
	Fair	20.8%	18.3%	22.2%	21.1%	20.0%	21.8%
	Poor	9.7%	3.8%	12.9%	6.4%	3.4%	8.3%
Resources (classroom space, lab equipment, supplies, etc) available in the major	Excellent	28.8%	29.1%	28.6%	30.3%	31.1%	29.8%
	Good	46.6%	51.6%	43.9%	50.0%	50.9%	49.3%
	Fair	19.0%	15.8%	20.7%	16.2%	15.6%	16.6%
	Poor	5.6%	3.4%	6.8%	3.5%	2.4%	4.3%
Class size in the major	Excellent	30.5%	26.3%	32.7%	29.3%	26.3%	31.2%
	Good	49.5%	53.6%	47.3%	51.6%	52.2%	51.1%
	Fair	16.8%	16.3%	17.0%	16.8%	18.7%	15.6%
	Poor	3.2%	3.8%	2.9%	2.3%	2.8%	2.1%
Variety of advanced courses offered in the major	Excellent	25.7%	26.4%	25.4%	25.3%	24.5%	25.8%
	Good	43.6%	51.4%	39.5%	48.2%	53.2%	44.9%
	Fair	21.4%	16.5%	24.0%	21.3%	19.2%	22.6%
	Poor	9.3%	5.7%	11.1%	5.3%	3.0%	6.7%
Quality of teaching in the major	Excellent	37.9%	31.5%	41.3%	33.6%	28.2%	37.2%
	Good	42.1%	47.9%	39.0%	47.3%	51.3%	44.8%
	Fair	16.1%	17.0%	15.6%	15.7%	16.7%	15.0%
	Poor	3.9%	3.6%	4.0%	3.3%	3.8%	3.0%
Courses in the major are generally offered at times when I can take them	Strongly Agree	20.0%	22.7%	18.6%	20.9%	21.6%	20.5%
	Agree	53.2%	61.4%	48.9%	53.2%	57.0%	50.8%
	Disagree	18.8%	12.1%	22.4%	19.3%	18.3%	20.0%
	Strongly Disagree	7.9%	3.8%	10.2%	6.5%	3.2%	8.6%

Table 5. Administration of the Major (cont'd)

Administration of the Major (cont'd)		2015 Survey			2012 Survey		
		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
I would like my major to offer more courses in the evening	Strongly Agree	25.3%	16.2%	30.2%	21.3%	14.7%	25.6%
	Agree	33.1%	31.4%	33.9%	35.6%	32.4%	37.7%
	Disagree	31.8%	37.8%	28.5%	32.7%	39.4%	28.3%
	Strongly Disagree	9.9%	14.6%	7.4%	10.4%	13.6%	8.3%
I would like my major to offer more courses on the weekend	Strongly Agree	19.9%	12.9%	23.6%	15.3%	10.2%	18.5%
	Agree	24.0%	18.7%	26.9%	25.0%	20.8%	27.8%
	Disagree	38.4%	43.0%	36.0%	39.4%	44.3%	36.2%
	Strongly Disagree	17.6%	25.4%	13.5%	20.3%	24.7%	17.5%
I would like my major to offer more courses online	Strongly Agree	32.9%	27.0%	36.1%	28.4%	20.8%	33.3%
	Agree	32.5%	32.2%	32.6%	33.7%	33.7%	33.7%
	Disagree	24.0%	28.8%	21.5%	26.3%	31.8%	22.8%
	Strongly Disagree	10.6%	11.9%	9.8%	11.6%	13.7%	10.2%
Comments About Registration:							
I could not register for a course in my major because I have already taken all the courses offered this semester	Checked	4.7%	2.4%	5.9%	4.3%	2.4%	5.5%
	Unchecked	95.3%	97.6%	94.1%	95.7%	97.6%	94.5%
I could not register for a course in my major because sections were filled when I could take a class	Checked	23.9%	19.7%	26.2%	25.7%	23.9%	26.9%
	Unchecked	76.1%	80.3%	73.8%	74.3%	76.1%	73.1%
I could not register for a course in my major because it was not offered at a time that I could take it None of the above	Checked	30.7%	23.6%	34.4%	26.4%	20.5%	30.3%
	Unchecked	69.3%	76.4%	65.6%	73.6%	79.5%	69.7%
	Checked	56.6%	65.3%	52.0%	58.2%	65.0%	53.7%
	Unchecked	43.4%	34.7%	48.0%	41.8%	35.0%	46.3%

Table 6. Faculty in the Major

Faculty in the Major		2015 Survey			2012 Survey		
		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
Most faculty members are genuinely interested in the success of students in the major	Strongly Agree	36.8%	32.5%	38.9%	30.9%	29.6%	31.7%
	Agree	54.1%	59.2%	51.5%	59.7%	62.5%	57.9%
	Disagree	7.4%	6.6%	7.9%	7.7%	7.1%	8.0%
	Strongly Disagree	1.7%	1.6%	1.7%	1.8%	0.8%	2.4%
Most faculty members prepare carefully for their courses in the major	Strongly Agree	34.4%	30.5%	36.4%	29.2%	27.7%	30.2%
	Agree	57.1%	61.1%	55.1%	61.6%	63.8%	60.1%
	Disagree	6.7%	6.9%	6.6%	8.1%	7.7%	8.4%
	Strongly Disagree	1.8%	1.5%	2.0%	1.1%	0.8%	1.3%
There is good communication between faculty and students in the major	Strongly Agree	30.4%	27.1%	32.1%	28.0%	25.7%	29.5%
	Agree	54.7%	57.8%	53.1%	58.5%	62.1%	56.3%
	Disagree	12.1%	13.3%	11.4%	11.3%	10.8%	11.6%
	Strongly Disagree	2.9%	1.8%	3.4%	2.1%	1.4%	2.5%
There are many opportunities for faculty and students in the major to interact outside of class	Strongly Agree	23.4%	21.9%	24.2%	20.0%	19.2%	20.5%
	Agree	44.0%	47.9%	42.0%	49.1%	55.5%	45.2%
	Disagree	26.4%	25.8%	26.7%	26.2%	22.5%	28.5%
	Strongly Disagree	6.1%	4.4%	7.0%	4.7%	2.8%	5.8%
Most faculty members in the major are effective teachers	Strongly Agree	34.7%	29.8%	37.2%	30.1%	25.9%	32.7%
	Agree	55.5%	61.6%	52.3%	59.5%	63.7%	56.9%
	Disagree	8.1%	7.5%	8.4%	9.0%	9.3%	8.9%
	Strongly Disagree	1.7%	1.1%	2.0%	1.4%	1.1%	1.6%
I know a faculty member in the major well enough to ask for a letter of recommendation	Strongly Agree	28.1%	18.3%	33.2%	24.3%	16.5%	29.1%
	Agree	33.5%	35.3%	32.6%	35.9%	36.7%	35.4%
	Disagree	26.3%	31.4%	23.6%	28.6%	35.0%	24.6%
	Strongly Disagree	12.0%	15.0%	10.5%	11.2%	11.8%	10.9%
Teaching ability of faculty in the major	Excellent	41.2%	36.3%	43.7%	35.0%	29.8%	38.2%
	Good	45.7%	50.5%	43.2%	52.0%	55.6%	49.8%
	Fair	10.6%	10.6%	10.6%	11.1%	12.8%	10.0%
	Poor	2.5%	2.6%	2.4%	1.9%	1.8%	1.9%
Faculty attitudes toward students in the major	Excellent	39.6%	36.9%	41.0%	33.0%	30.7%	34.4%
	Good	46.4%	50.7%	44.2%	52.6%	53.4%	52.2%
	Fair	11.6%	10.4%	12.2%	12.4%	14.1%	11.4%
	Poor	2.4%	2.0%	2.6%	2.0%	1.8%	2.1%
Faculty willingness to help students having academic difficulty in the major	Excellent	38.0%	36.1%	38.9%	32.8%	31.2%	33.8%
	Good	44.5%	47.8%	42.9%	48.9%	50.8%	47.7%
	Fair	12.9%	12.6%	13.0%	15.2%	15.6%	14.9%
	Poor	4.6%	3.5%	5.2%	3.2%	2.5%	3.6%
Knowledge and experience of faculty in the major	Excellent	50.0%	43.8%	53.2%	44.3%	38.2%	48.1%
	Good	40.3%	47.1%	36.8%	46.5%	50.8%	43.8%
	Fair	8.2%	8.0%	8.3%	8.0%	9.8%	6.8%
	Poor	1.5%	1.1%	1.7%	1.3%	1.2%	1.3%

Table 6. Faculty in the Major (cont'd)

Faculty in the Major (cont'd)		2015 Survey			2012 Survey		
		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
Frequency of feedback from faculty about your course performance in the major	Excellent	32.2%	30.5%	33.0%	27.4%	24.3%	29.3%
	Good	44.2%	46.9%	42.9%	49.3%	53.2%	46.9%
	Fair	18.6%	17.9%	18.9%	18.5%	18.5%	18.5%
	Poor	5.0%	4.7%	5.2%	4.8%	4.0%	5.4%
Teaching methods of faculty in the major	Excellent	33.0%	29.9%	34.5%	29.0%	25.3%	31.3%
	Good	49.1%	52.0%	47.6%	53.0%	55.5%	51.4%
	Fair	14.1%	14.1%	14.2%	15.4%	16.7%	14.6%
	Poor	3.8%	4.0%	3.8%	2.6%	2.5%	2.7%
Quality of feedback from faculty about your course performance in the major	Excellent	32.1%	30.3%	33.0%	26.8%	23.2%	29.0%
	Good	45.0%	46.7%	44.1%	50.6%	55.3%	47.8%
	Fair	18.0%	18.4%	17.8%	18.3%	18.2%	18.4%
	Poor	4.9%	4.6%	5.1%	4.3%	3.4%	4.8%
Ability of faculty in the major to communicate clearly	Excellent	37.5%	36.2%	38.2%	31.4%	26.2%	34.6%
	Good	46.4%	47.0%	46.1%	51.7%	55.6%	49.2%
	Fair	13.4%	14.4%	12.9%	14.3%	15.7%	13.4%
	Poor	2.7%	2.4%	2.8%	2.7%	2.5%	2.9%
How would you rate your relationships with faculty in your major?	1 Very Negative (Unfriendly, Unhelpful, Unsupportive)	1.3%	1.5%	1.2%	1.3%	1.3%	1.3%
	2	2.5%	2.7%	2.3%	2.8%	3.5%	2.4%
	3	7.2%	7.8%	6.8%	8.0%	9.0%	7.3%
	4	17.6%	19.8%	16.4%	19.0%	20.3%	18.2%
	5	26.6%	29.6%	25.1%	27.0%	30.4%	24.8%
	6	19.8%	17.3%	21.1%	20.3%	17.6%	22.0%
	7 Very Positive (Friendly, Helpful, Supportive)	25.1%	21.3%	27.1%	21.6%	18.0%	23.9%

Table 7. Educational Development in the Major

Educational Development in the Major		2015 Survey			2012 Survey		
		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
Helped you to acquire job or work-related knowledge or skills	Very Much	26.4%	20.8%	29.3%	21.4%	17.3%	24.0%
	Some	36.4%	35.8%	36.7%	36.3%	34.8%	37.2%
	A Little	19.1%	21.9%	17.7%	18.6%	19.3%	18.1%
	Not At All	18.1%	21.5%	16.3%	23.7%	28.6%	20.7%
Taught you to write clearly and effectively	Very Much	40.6%	35.6%	43.2%	37.4%	31.6%	41.0%
	Some	38.7%	40.5%	37.8%	41.2%	44.2%	39.3%
	A Little	14.2%	16.2%	13.1%	14.7%	16.9%	13.3%
	Not At All	6.4%	7.7%	5.8%	6.8%	7.3%	6.4%
Helped you to speak clearly and effectively	Very Much	37.9%	32.7%	40.6%	35.2%	29.7%	38.6%
	Some	37.2%	38.5%	36.5%	40.4%	42.3%	39.2%
	A Little	16.4%	18.4%	15.4%	15.4%	17.8%	13.9%
	Not At All	8.5%	10.4%	7.5%	9.0%	10.2%	8.3%
Taught you to think critically and analytically	Very Much	57.2%	48.2%	61.9%	50.9%	42.6%	56.2%
	Some	32.3%	38.9%	29.0%	36.9%	42.5%	33.4%
	A Little	7.1%	8.6%	6.3%	8.9%	10.9%	7.6%
	Not At All	3.3%	4.4%	2.8%	3.3%	4.0%	2.8%
Helped you to acquire a broad general education	Very Much	51.3%	44.0%	55.0%	46.8%	39.8%	51.3%
	Some	35.6%	39.2%	33.8%	40.9%	46.4%	37.5%
	A Little	9.4%	12.6%	7.8%	9.1%	9.7%	8.7%
	Not At All	3.7%	4.2%	3.4%	3.1%	4.1%	2.6%
Helped you learn to solve complex real-world problems	Very Much	41.8%	37.8%	43.8%	36.8%	31.4%	40.2%
	Some	37.8%	37.3%	38.1%	42.0%	45.5%	39.7%
	A Little	14.5%	17.6%	12.9%	15.3%	16.7%	14.4%
	Not At All	5.9%	7.3%	5.2%	5.9%	6.3%	5.6%
Taught you to work effectively with others	Very Much	39.6%	36.3%	41.2%	37.0%	34.4%	38.7%
	Some	37.2%	38.9%	36.3%	41.3%	44.3%	39.5%
	A Little	15.5%	16.1%	15.2%	14.6%	14.5%	14.7%
	Not At All	7.7%	8.8%	7.2%	7.0%	6.8%	7.2%
Helped you to acquire specific knowledge about an academic field	Very Much	50.0%	45.0%	52.6%	45.6%	37.2%	50.8%
	Some	35.2%	38.9%	33.3%	40.1%	45.8%	36.5%
	A Little	11.3%	13.2%	10.3%	10.8%	12.8%	9.6%
	Not At All	3.5%	2.9%	3.8%	3.5%	4.3%	3.1%

Table 8. Learning Experiences in the Major

Learning Experiences in the Major		2015 Survey			2012 Survey		
		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
The goals for courses in the major are clearly explained	Strongly Agree	34.4%	33.2%	35.0%	.	.	.
	Agree	56.8%	58.5%	56.0%	.	.	.
	Disagree	7.1%	7.3%	7.1%	.	.	.
	Strongly Disagree	1.7%	1.0%	2.0%	.	.	.
It is clear what level of work is required to earn good grades in courses in the major	Strongly Agree	40.5%	38.9%	41.2%	40.6%	38.5%	41.9%
	Agree	50.5%	53.5%	49.0%	52.5%	55.3%	50.8%
	Disagree	7.5%	6.5%	7.9%	5.5%	5.3%	5.7%
	Strongly Disagree	1.6%	1.0%	1.9%	1.3%	0.9%	1.6%
This major is providing me with preparation for my future professional work	Strongly Agree	35.3%	35.3%	35.3%	32.4%	30.4%	33.7%
	Agree	53.1%	55.4%	52.0%	55.7%	60.1%	53.0%
	Disagree	8.9%	7.5%	9.5%	9.6%	8.4%	10.4%
	Strongly Disagree	2.7%	1.8%	3.2%	2.3%	1.1%	3.0%
The amount of work students are expected to do in the major is appropriate	Strongly Agree	31.9%	30.2%	32.7%	29.5%	25.7%	31.8%
	Agree	56.5%	59.0%	55.3%	60.0%	65.6%	56.6%
	Disagree	8.9%	8.1%	9.3%	8.3%	6.5%	9.4%
	Strongly Disagree	2.7%	2.6%	2.7%	2.2%	2.2%	2.2%
This major is providing me with preparation for further study (e.g., masters program, law school, medical school, etc.)	Strongly Agree	34.3%	33.7%	34.7%	32.5%	28.7%	34.8%
	Agree	53.9%	56.6%	52.6%	55.1%	60.6%	51.8%
	Disagree	8.7%	7.9%	9.0%	9.6%	9.1%	9.8%
	Strongly Disagree	3.1%	1.8%	3.7%	2.8%	1.6%	3.5%
Grades are awarded fairly in the major	Strongly Agree	34.5%	32.0%	35.7%	30.7%	28.0%	32.4%
	Agree	57.1%	60.9%	55.3%	59.6%	64.0%	57.0%
	Disagree	6.3%	5.5%	6.8%	7.6%	6.5%	8.3%
	Strongly Disagree	2.1%	1.6%	2.3%	2.0%	1.5%	2.3%
I see connections between the general education courses I have taken and the courses I have taken in the major	Strongly Agree	32.3%	32.7%	32.2%	27.3%	23.9%	29.3%
	Agree	50.0%	53.3%	48.4%	53.0%	59.0%	49.2%
	Disagree	12.2%	8.5%	14.0%	14.3%	12.4%	15.5%
	Strongly Disagree	5.5%	5.5%	5.5%	5.5%	4.7%	6.0%
I worked harder than I thought I could to meet an instructor's standards or expectations in a course in the major	Strongly Agree	35.3%	32.9%	36.5%	32.8%	29.3%	35.0%
	Agree	51.2%	55.2%	49.3%	54.6%	59.0%	51.8%
	Disagree	11.3%	8.9%	12.4%	11.6%	10.7%	12.1%
	Strongly Disagree	2.2%	3.0%	1.8%	1.1%	1.0%	1.1%
Courses in this major provide a great deal of depth in their subject matter	Strongly Agree	38.5%	35.3%	40.0%	34.4%	30.3%	36.9%
	Agree	54.3%	59.0%	52.0%	58.3%	63.3%	55.2%
	Disagree	5.8%	4.5%	6.5%	6.3%	5.6%	6.7%
	Strongly Disagree	1.4%	1.2%	1.5%	1.0%	0.8%	1.2%
Studying this major has changed the way I understand an issue or concept	Strongly Agree	44.6%	38.9%	47.4%	38.7%	31.9%	42.8%
	Agree	47.3%	52.3%	44.9%	53.2%	59.6%	49.3%
	Disagree	6.1%	6.9%	5.8%	6.7%	7.8%	6.1%
	Strongly Disagree	1.9%	1.8%	2.0%	1.3%	0.7%	1.8%

Table 8. Learning Experiences in the Major (cont'd)

Learning Experiences in the Major (cont'd)		2015 Survey			2012 Survey		
		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
To what extent were you prepared to handle the work in your major?	Very prepared	24.4%	20.4%	26.4%	21.1%	16.3%	24.1%
	Prepared	44.1%	41.7%	45.3%	45.3%	38.5%	49.4%
	Somewhat prepared	26.4%	31.1%	24.1%	29.9%	38.3%	24.8%
	Not at all prepared	5.1%	6.7%	4.3%	3.7%	6.8%	1.8%
To what extent have the courses in your major challenged you to do your best work?	Very much	58.7%	56.1%	59.9%	55.5%	51.0%	58.3%
	Some	35.5%	36.1%	35.2%	37.6%	40.2%	36.0%
	A little	4.5%	5.7%	4.0%	5.7%	7.3%	4.7%
	Not at all	1.3%	2.0%	0.9%	1.2%	1.5%	1.0%
Are you completing or do you plan to complete a capstone experience in your major?	Yes, it is required in my major	46.4%	32.7%	53.2%	27.2%	22.5%	30.0%
	Yes, it is optional in my major	7.3%	7.5%	7.2%	9.5%	8.5%	10.0%
	No	13.3%	8.7%	15.6%	19.6%	12.6%	23.8%
	Have not decided	33.0%	51.1%	24.1%	43.8%	56.4%	36.1%
Statement applied/was checked off							
Number of written papers or reports 20 pages or more	None	74.3%	86.4%	68.5%	72.5%	81.7%	66.8%
	1	12.0%	5.9%	15.0%	12.0%	7.0%	15.1%
	2 - 3	6.1%	4.3%	7.0%	9.0%	6.0%	10.8%
	4 - 6	3.6%	1.2%	4.8%	3.2%	2.4%	3.7%
	7 or more	3.9%	2.2%	4.8%	3.3%	3.0%	3.6%
Number of written papers or reports between 11 and 19 pages	None	56.3%	71.7%	48.8%	.	.	.
	1	18.4%	15.4%	19.9%	.	.	.
	2 - 3	15.6%	7.5%	19.5%	.	.	.
	4 - 6	5.7%	2.8%	7.2%	.	.	.
	7 or more	3.9%	2.4%	4.7%	.	.	.
Number of written papers or reports between 5 and 10 pages	None	14.7%	21.5%	11.4%	.	.	.
	1	17.2%	20.3%	15.7%	.	.	.
	2 - 3	33.8%	36.2%	32.6%	.	.	.
	4 - 6	19.3%	12.6%	22.6%	.	.	.
	7 or more	14.9%	9.3%	17.7%	.	.	.
Number of written papers or reports less than 5 pages	None	14.8%	12.6%	15.9%	11.9%	13.2%	11.1%
	1	14.2%	16.1%	13.2%	11.5%	12.5%	11.0%
	2 - 3	23.2%	26.2%	21.7%	26.6%	27.1%	26.2%
	4 - 6	19.8%	21.3%	19.0%	20.0%	20.8%	19.5%
	7 or more	28.1%	23.8%	30.2%	29.9%	26.4%	32.1%

Table 9. Advising in the Major

Advising in the Major		2015 Survey			2012 Survey		
		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
Do you have an advisor in your major?	Yes	54.8%	57.2%	53.7%	44.5%	46.5%	43.2%
Availability of advising in the major	Excellent	24.8%	25.8%	24.3%	21.5%	21.0%	21.7%
	Good	35.3%	42.7%	31.6%	36.6%	42.0%	33.3%
	Fair	21.6%	18.1%	23.4%	24.8%	26.4%	23.8%
	Poor	18.3%	13.4%	20.7%	17.1%	10.6%	21.2%
Quality of advising on selecting courses in the major	Excellent	26.1%	28.9%	24.7%	21.8%	21.8%	21.8%
	Good	37.6%	42.7%	35.1%	38.7%	44.7%	35.0%
	Fair	21.0%	18.1%	22.5%	24.0%	24.3%	23.8%
	Poor	15.3%	10.4%	17.7%	15.6%	9.2%	19.5%
Quality of advising on job/ career options related to the major	Excellent	22.6%	24.0%	22.0%	18.0%	18.1%	18.0%
	Good	34.7%	41.9%	31.2%	35.4%	41.1%	31.9%
	Fair	23.9%	21.5%	25.1%	26.6%	28.1%	25.7%
	Poor	18.7%	12.6%	21.7%	19.9%	12.7%	24.4%
Quality of advising on options for further study related to the major (e.g. masters program, law school, medical school, etc.)	Excellent	22.8%	24.4%	22.0%	19.3%	19.0%	19.5%
	Good	35.1%	40.9%	32.2%	37.8%	42.7%	34.8%
	Fair	24.4%	23.6%	24.9%	24.5%	26.6%	23.3%
	Poor	17.7%	11.2%	20.9%	18.4%	11.8%	22.4%
Quality of advising on degree requirements for the major	Excellent	27.8%	28.5%	27.5%	22.9%	22.6%	23.0%
	Good	37.5%	44.7%	34.0%	40.5%	45.6%	37.4%
	Fair	20.2%	17.5%	21.6%	21.5%	23.1%	20.5%
	Poor	14.4%	9.3%	16.9%	15.1%	8.7%	19.1%
Overall quality of advising you have received in your major	Excellent	26.1%	27.2%	25.5%	20.7%	20.1%	21.1%
	Good	35.8%	41.1%	33.2%	38.4%	44.9%	34.4%
	Fair	21.7%	21.1%	22.0%	23.9%	25.1%	23.2%
	Poor	16.4%	10.6%	19.3%	16.9%	9.9%	21.2%

Table 10. Overall Satisfaction with the Major

Overall Satisfaction with the Major		Overall (N = 1932)	Class Status		Overall (N = 3715)	Class Status	
Survey Question	Responses		Lower Division	Upper Division		Lower Division	Upper Division
I plan to change my current major to something else	Definitely yes	4.0%	6.1%	2.9%	5.4%	10.6%	2.2%
	Probably yes	6.1%	11.7%	3.3%	9.3%	17.3%	4.4%
	Probably no	22.8%	37.7%	15.5%	24.2%	35.6%	17.3%
	Definitely no	67.1%	44.5%	78.2%	61.0%	36.5%	76.0%
How would you rate your overall experience in your current major so far?	Excellent	28.8%	25.2%	30.6%	25.3%	17.5%	30.1%
	Good	51.8%	52.5%	51.5%	53.0%	53.8%	52.5%
	Fair	16.3%	19.1%	14.9%	18.9%	25.2%	15.1%
	Poor	3.1%	3.3%	3.0%	2.8%	3.5%	2.3%