
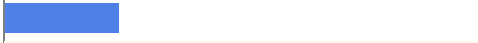

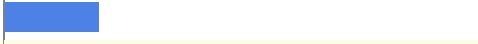



Assessment Day Advising Survey Report – 2012

Likert Scale Items have a scale ranging from 1 = Strongly Agree to 5 = Strongly Disagree. Therefore, lower means are more positive than higher means.


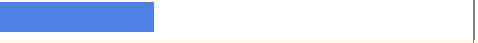

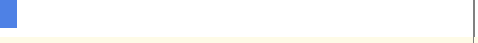

Last Modified: 03/22/2012

1. Current Classification:

#	Answer		Response	%
1	Graduate		56	17%
2	Senior		78	24%
3	Junior		62	19%
4	Sophomore		64	20%
5	Freshman		64	20%
	Total		324	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.01
Variance	1.93
Standard Deviation	1.39
Total Responses	324

2. Grade Point Average:

#	Answer		Response	%
1	4.00 – 3.50		152	47%
2	3.49 – 3.00		107	33%
3	2.99 – 2.50		49	15%
4	2.49 – 2.00		14	4%
5	Below 2.00		2	1%
	Total		324	100%

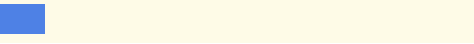
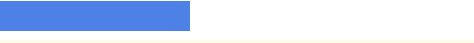

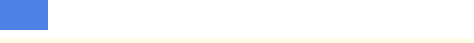
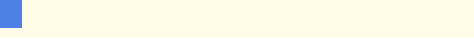



Statistic	Value
Min Value	1
Max Value	5
Mean	1.79
Variance	0.81
Standard Deviation	0.90
Total Responses	324

3. Current College

#	Answer	Response	%
1	CITE	13	4%
2	COE	44	14%
3	COFA	15	5%
4	COLA	52	16%
5	COS	41	13%
6	COB	34	11%
7	SOJMC	20	6%
8	RBA Program	3	1%
9	SOM	2	1%
10	UC	2	1%
11	COHP	62	19%
12	Graduate	34	11%
	Total	322	100%

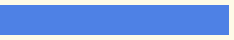







Statistic	Value
Min Value	1
Max Value	12
Mean	6.38
Variance	13.15
Standard Deviation	3.63
Total Responses	322

4. On average, how many times per term do you see your advisor?

#	Answer		Response	%
1	Never		31	10%
2	Once		128	40%
3	Twice		85	27%
4	Three Times		33	10%
5	Four Times		16	5%
6	Five Times		4	1%
7	Between six and ten times		6	2%
8	More often than ten times		17	5%
	Total		320	100%

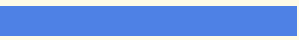

Statistic	Value
Min Value	1
Max Value	8
Mean	2.99
Variance	2.84
Standard Deviation	1.69
Total Responses	320

5. On average, how many times per term do you see your advisor for non-scheduling issues?

#	Answer		Response	%
1	Never		154	48%
2	Once		76	24%
3	Twice		38	12%
4	Three Times		15	5%
5	Four Times		6	2%
6	Five Times		3	1%
7	Between six and ten times		8	3%
8	More often than ten times		19	6%
	Total		319	100%

Statistic	Value
Min Value	1
Max Value	8
Mean	2.31
Variance	3.80
Standard Deviation	1.95
Total Responses	319

6. Is advising mandatory for you?

#	Answer		Response	%
1	Yes		203	63%
2	No		118	37%
	Total		321	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.37
Variance	0.23
Standard Deviation	0.48
Total Responses	321

7. Should advising be mandatory for all students?

#	Answer	Response	%
1	Yes	225	70%
2	No	95	30%
	Total	320	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.30
Variance	0.21
Standard Deviation	0.46
Total Responses	320

8. Please indicate your level of agreement to each of the statements below. A space for comments will be available at the end of this survey.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses	Mean
1	Advising is important to me.	166	113	21	16	4	320	1.68
2	I know the name of my advisor.	218	77	7	10	8	320	1.48
3	There is a shared responsibility between me and my advisor.	133	100	42	18	23	316	2.04
4	I typically make appointments for advising.	122	86	47	46	10	311	2.15
5	I attend advising sessions prepared.	166	111	21	6	2	306	1.58
6	Advisors only assist with course registration.	55	66	54	100	42	317	3.03
7	I would take advantage of online advising services.	106	88	50	42	22	308	2.31

Statistic	Advising is important to me.	I know the name of my advisor.	There is a shared responsibility between me and my advisor.	I typically make appointments for advising.	I attend advising sessions prepared.	Advisors only assist with course registration.	I would take advantage of online advising services.
Min Value	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5
Mean	1.68	1.48	2.04	2.15	1.58	3.03	2.31
Variance	0.80	0.78	1.44	1.41	0.58	1.75	1.61
Standard Deviation	0.89	0.88	1.20	1.19	0.76	1.32	1.27
Total Responses	320	320	316	311	306	317	308

9. Did you attend New Student Orientation?

#	Answer	Response	%
1	Yes	202	63%
2	No	117	37%
	Total	319	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.37
Variance	0.23
Standard Deviation	0.48
Total Responses	319

10. Advising at New Student Orientation.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses	Mean
1	The advising session during orientation was helpful.	56	79	20	29	4	188	2.18
2	The amount of time spent with my advisor during orientation was adequate.	43	63	25	38	13	182	2.53
3	The advisor provided necessary information.	51	81	33	13	10	188	2.20
4	The advisor clearly provided explanations during summer orientation.	48	72	32	21	12	185	2.34
5	The class schedule received at orientation was beneficial.	58	81	17	20	15	191	2.23

Statistic	The advising session during orientation was helpful.	The amount of time spent with my advisor during orientation was adequate.	The advisor provided necessary information.	The advisor clearly provided explanations during summer orientation.	The class schedule received at orientation was beneficial.
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	2.18	2.53	2.20	2.34	2.23
Variance	1.19	1.58	1.17	1.37	1.47
Standard Deviation	1.09	1.26	1.08	1.17	1.21
Total Responses	188	182	188	185	191

11. Advisor questions. Please indicate your level of agreement. If you feel that a statement does not apply to you, please answer "N/A/"



#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses	Mean
1	My advisor is easily accessible.	132	117	25	22	20	316	1.99
2	I am able to reach my advisor by phone.	86	79	50	30	15	260	2.27
3	I am able to reach my advisor by email.	150	124	14	12	8	308	1.71
4	I am able to reach my advisor in person.	132	119	29	20	11	311	1.90
5	Advising is offered during convenient operating hours.	112	125	37	20	15	309	2.03
6	My advisor provides an appropriate academic atmosphere.	140	121	31	9	10	311	1.80
7	My advisor makes me feel comfortable.	138	121	25	19	11	314	1.87
8	My advisor is a good listener.	149	95	35	13	13	305	1.84
9	My advisor is patient.	146	98	39	10	11	304	1.82
10	My advisor shows an	157	90	29	17	13	306	1.82

	interest in my academic success.							
11	My advisor is generally knowledgeable.	157	99	22	15	14	307	1.79
12	My advisor provides accurate information.	143	109	26	13	17	308	1.87
13	My advisor gives clear explanations.	141	102	33	12	19	307	1.91
14	My advisor encourages my academic goals.	151	99	28	12	15	305	1.82
15	My advisor treats me with respect.	175	93	29	5	4	306	1.59
16	My advisor ensures my privacy.	168	101	35	1	1	306	1.58
17	My advisor assists with class scheduling and registration.	164	95	20	17	9	305	1.73
18	My advisor is available for non-registration issues	136	93	41	12	5	287	1.80
19	My advisor provides appropriate academic advice.	153	96	30	15	10	304	1.79
20	My advisor makes effective referrals.	127	99	34	15	9	284	1.87
21	My advisor keeps me informed.	132	85	41	20	21	299	2.04

22	My advisor offers appropriate career advice.	112	95	43	20	16	286	2.07
23	After advising sessions, I feel better prepared.	132	101	38	21	13	305	1.96
24	Typically, my expectations of advising are met.	142	94	35	18	21	310	1.97
25	Overall, I am satisfied with the advising services I receive from Marshall University.	141	96	37	17	23	314	2.00

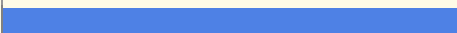





Statistic	My advisor is easily accessible.	I am able to reach my advisor by phone.	I am able to reach my advisor by email.	I am able to reach my advisor in person.	Advising is offered during convenient operating hours.	My advisor provides an appropriate academic atmosphere.	My advisor makes me feel comfortable.	My advisor is a good listener.	My advisor is patient.
Min Value	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5
Mean	1.99	2.27	1.71	1.90	2.03	1.80	1.87	1.84	1.82
Variance	1.35	1.44	0.84	1.09	1.18	0.92	1.06	1.14	1.04
Standard Deviation	1.16	1.20	0.92	1.04	1.09	0.96	1.03	1.07	1.02
Total Responses	316	260	308	311	309	311	314	305	304

12. My responses above are based on:

#	Answer		Response	%
1	Current Advising		219	69%
2	Past Advising		97	31%
	Total		316	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.31
Variance	0.21
Standard Deviation	0.46
Total Responses	316

13. What is the best way for advisors to contact you? (Check all that apply.)

#	Answer		Response	%
1	Email		304	96%
2	Mailed Letter		27	8%
3	Phone		114	36%
4	Texting		94	30%
5	Facebook		57	18%
6	Other		3	1%

Other
In person
Person
In Person

Statistic	Value
Min Value	1
Max Value	6
Total Responses	318

14. How can advising services better serve you?

Text Response

They do great!

Be more knowledgeable.

I understand that there needs to be monitoring of our progress within the colleges but I have never found the advising within my college to be as consistent as what I receive from my major advisor. I feel like I am given conflicting information from one advisor to another (specifically from advisors who are no longer there vs. ones that are currently there). I feel like a number when I go for advising in the college and usually I only go to this advisor to remove HOLDS on my account and that will continue to be the case.

Advisors should have better knowledge of what they are advising us on and should thoroughly check our schedules to make sure we are on track.

No suggestions, really. My advisor has been great.

I would like to actually to have had an advisor. Each advisor we would get wouldn't be our advisor the following semester and now we just don't even have an advisor for students in my major.

They work great for me!

Advisors need to know what classes I need and actually spend some time looking over my classes. I feel advisors do nothing more than refer me to other people for help in scheduling and registration.

Because my advisor does not know the processes/paperwork/classes I need to complete, it is not useful for me to meet with him. If he had some training in these areas and was required to meet with students each semester, he would be able to offer more help. As it is, I don't know of anyone in my department graduate students can go to in order to receive helpful advising.

My adviser really doesn't care to check up on anyone unless we have a question. She didn't feel it necessary to tell me that I need to take another science elective until she did my junior/senior evaluation that I had to ask her to do.

Have more advisors for the number of people in each college. There are too many students for one advisor.

There should be more advisors. If I even have a faculty advisor, I have no idea who that is.

Have evening hours.

Once you get into your major you should be able to pick advisors.

If they were offered a little later.

I feel that as with many services at Marshall, advisors are not fully prepared to deal with non-traditional students. When I applied at Marshall, I noted that I would be part-time and non-traditional and on the day of summer advising I was presented with a full-time, every day schedule. It's almost as if they didn't look at my application at all! However, since then, for the most part, my advising has been good.

Be informative. Inform the student what he/she needs to be taking, if the student is unaware. Suggest things for the student to get involved in that may be informative with the student's future career.

Online advising.

Maybe they could actually take the time to advise students? I have heard of some of them doing that, but the people I had as "Advisors" were worthless and sent me in the wrong direction twice. That cost

me a lot of time and money; it even cost me my post graduate career.

I have not gone to advising since it was required, but when I did go, I hated it. The advisors were graduate students and did not seem knowledgeable or interested in helping.

I have never actually met my advisor, and anytime I did e-mail her with a question she didn't know the answer, so I just gave up. It would be nice if whoever oversees advisors made sure they were actually doing their job.

More interest in the student, especially non-traditional, off-campus students.

I am pleased with my advisor. She seems to care about my future, my classes, and how I am dealing with school. Even without an appointment, she is willing to make time for me for any situation. I am very pleased with my advisor.

Provide information you were not normally aware was available.

Advisors can be more prepared and remember advising appointments. Advisors should give you the correct CRN numbers so you can register for classes on time.

I have received best possible service from my advisor. Without her help, I could not make it here. I am just thankful to her.

If there was an advisor for each department rather than each college, it would better help me.

I have had trouble contacting my advisor for advising appointments. I emailed him a couple of times requesting an appointment but did not get a reply. I instead just figured out my class schedule for myself. It would make me feel better to be advised, but I am able to schedule my classes on my own.

Stop changing advisors.

I think we need professors and not graduate students advising the undergraduates.

In my Department you never have the same advisor. I have had 5 different advisors during my time and none ever communicate with one another to help us.

BY HAVING PEOPLE WHO ACTUALLY LIKE ADVISING STUDENTS

Uniform Advising Procedures and advisors who actively are involved in the student's academic life while at Marshall. I did not know who my advisor was until my Junior/Senior evaluation. That could be fixed as well.

Secondary Education Majors should have only one advisor and that person should be from our major academic department.

I would like for them to give more details about the actual registration for classes.

If they were mandatory.

I wish my advisor were more involved. I have received no emails about scheduling and no response to my email.

Better explain courses related to major that have to be taken

Notify about things that I need to do or know about upcoming events. Be there when I need advice, reply to my emails.

If I were better informed that would be cool.

I do not feel my advisor has an interest in my success; she has yet to learn my name and when I present her with questions she does not know the answer to, rather than finding them out she simply ignores them or response with "that is a good question". I have no academic guidance I feel.

My advisor doesn't seem to know much about the classes I need to take for my major.

Help more with class selection

My advisor is amazing but I could use more help in my job search.

Actually explaining what courses I need and why would be very much appreciated.

Someone who knows a specific major. It would help to know they know exactly what I need.

Continue to provide friendly and helpful advisers.

My major advisor's office hours began at 2:00 pm which was also my practice time for swimming so that was inconvenient, however with understanding coaches I was able to meet with my advisor as needed.

We have group advising sessions where our advisor lectures us. She doesn't know any answers for personal questions and schedules the times during bad times.

Given my experience with a Department hold every semester, regardless of class rank, I'd say there are ups and downs. The advisor is necessary in our department because of class lockout, which basically requires a signature to get in to the class, but more recently the advising session seems more informative than advising. I tend to keep track of my class situation (following along with requirement sheets) and thus know what I need to take/want to take by the time I get to the advising session and the advisor session normally leads to maybe one or two classes being selected by the advisor and the rest I already knew to take. The last advising session (last semester) was just problematic though. While the teachers had a day set aside to do the department that worked really well (the first time I got advised and had my hold removed in time to register for class, every other semester was late by at least 2 days: this semester appears headed for the track of late by 1 day) but caused some complications when the advisor didn't sign permission forms or actually select any classes for me to take. I took all the classes I brought and I had to go hunting for people to sign my permission forms to get in classes, so it really begs the question: why did I need to meet with the advisor? I did everything anyway. Last semester was also the first semester in a new Department and thus my first semester meeting with that advisor. Being a junior: I didn't have to, but it was recommended for first semesters. That advising session ended the same way: I ended up in all the classes I brought and registered for everything myself, which was a lot easier since my new major has no real class lockout like my previous major, but I really think the advising session should be more 'prepared', like the teachers coming with pre-signed slips or knowing what you should be doing without you having to bring everything and feel like the advising session was just a formality to remove the hold and tell them what you're taking next semester.

I feel that they need to be better informed about Marshall's policy for disabled students. Mainly being able to see that there will be a problem with a disabled student taking certain courses where they may be endangering themselves.

Better communication with the email service.

Better knowledge of requirements.

More comprehensive advice on the various majors.

We need more advisors – (this response appeared a number of times).

Advising was great... the only time I was required to go.

They're fine.

Be clearer about scheduled days and times they are open and available.

I am happy with the advising services.

More frequent graduation checks. Having a joint appointment if you are a double major.

It would be easier if my advisor wasn't always busy.

I think advisors need to be better informed on classes the student needs to take and in what order to graduate on time; if they give you one wrong class it could set you behind a year.

I am a double major and I really wish that there was more communication in between the colleges because a lot of things get mixed up between the two.

Oftentimes when I still had to go for mandatory advising I felt like I was wasting my time. I had my schedule perfectly prepared, and only went to my advisor to get my hold lifted. My department is great about letting students know exactly what they need to take via their website. I know some majors and some students really do need advising; however I think it should be at the student's discretion and not mandatory, even for underclassmen.

So far, it is working well for me the way it is.

I have an amazing advisor, and I cannot think of anything that he could do better!

If the advisors could be more specialized to the area that your major is in.

Sometimes I feel like I am a burden to my advisor and because I get confused easily I bother her

My advisor is really good. He knows what classes I need to take and helps me figure out what electives are best suited for me.

I think they are fine, but more personalized advising needs to be done during New Student Orientation.

Do not make advising web based! In person is the best to get correct communication through advising.

In my program I think that the advising services are excellent.

I am an off campus student who would be greatly benefited through online advising services as opposed to making arrangements to meet in person with an advisor. I live 40 minutes away and find it difficult to drive such a distance to sit with an advisor for maybe 20 minutes to discuss classes I feel that I am fully capable of answering on my own.

If possible offer a day similar to assessment day but make it advising day.

Advisors need training!

Make sure all students know who their advisors are.

I just like to be kept informed of what I need to do to graduate and when those tasks need to be accomplished.

Advisors should know their advisees educational goals and advise them accordingly.

My advisor always makes me feel rushed when I go to see him for advising. I like to lay out everything and see what my course options are, but he fills out the sheet and signs it, then I am on my way to register.

A more personal connection to my advisor.

My advisor specifically told me she was not good at advising and she is very confused when trying to help schedule and has to get other people to come in and help her figure it out. It makes me anxious and I think that not all teachers are meant to be advisors.

I understand that the department is large and we are unable to have one on one advising sessions, but it would really help if we could. In the past the group advising sessions have not been very helpful and I have to go to student resource when I have questions because I can't meet with my advisor.

More often required visits.

The importance of advising isn't really acknowledged after your first two years or so. Students at higher levels need to be reminded more of how important it is.

When I explain how important it is that I graduate as soon as possible without any unneeded extra classes I want to be taken seriously. I need to know that I am getting as close as possible to completing my degree.

My old advisor isn't available anymore so I was assigned a new one. This advisor did not show up for my appointment I made with him to help me schedule my Spring 2012 courses. I was put with some random woman to help me. I went back to my advisor to discuss my summer school options as well as the Master's program because I know NOTHING about it. He referred me to the main office. The woman who works in that office is amazing. She is always so friendly and patient with anyone who has a question. She doesn't even know my name but is willing to do anything to help me get out of here!!!! The College needs new advisors or some kind of advisor training because even my old advisor was never helpful. It is absolutely ridiculous and unacceptable that I am a junior at this college and have met with an advisor fewer than 4 times.

Help me be better prepared earlier in the 4-year term for future classes. Possibly build an assessment survey or two.

I am satisfied with my advising experiences.

Actually help me with advising and preparing me for my career.

I wish my advisor hadn't changed every year.

Just be more available besides making appointments through email or in person

I have no issues. I hardly use him just for advice. The Office of Student Support Services does an excellent job of advising my academic needs.

As a student, advising can be frustrating. We have to see at least two different advisors; one for ED and one for our content area. Try to find a faculty member who can advise for both.

The advising offered by my program is great. Advising offered our college is not as good.

Make sure that the advisers are fully educated on their role as an adviser.

Texting services; online chat-based advising; events offered to students with non-registration issues (e.g. choosing electives that work well with career goals); etc.

If they tried harder to care about what you want for yourself, not just what they think is best for you.

I love my advisor. There is nothing I would change.

I think advising should be mandatory. It used to be for my major, but now that I am a junior it is no longer required. However, meeting with my advisor would make me feel more prepared and would let me know that I am on the right track.

I'm fine with the advising services that I have received in my college. I would say the Professors/Advisors are here are the most helpful.

I just wish there was an online service for people who know what they're doing. I always arrive with my schedule made and ready, and all they have to do is sign off on it....

Pay more attention to classes and when they fall so I am not stumped when I am a senior and possibly have to stay and take another semester of coursework.

Clearer explanations of what course can count for what requirements would be very helpful.

Statistic	Value
Total Responses	113

15. Please provide any other comments here:




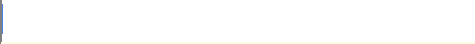
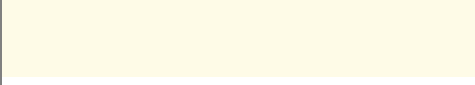
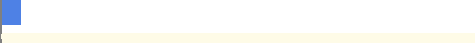


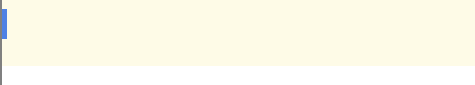



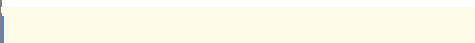
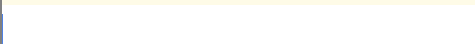

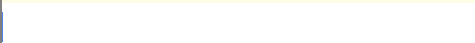
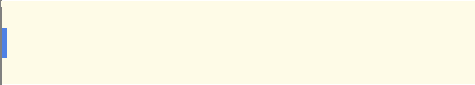
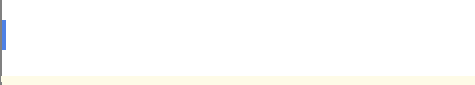

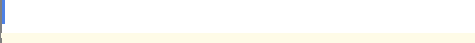

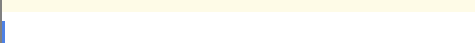



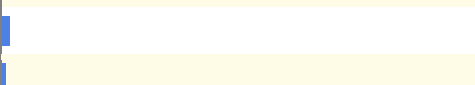


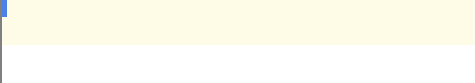

Text Response
Responses were both positive and negative. A summary of major trends appears below.
Some students reported having excellent advising, while other students reported having poor advising.
Many students feel that poor advising has been responsible for delaying their graduation.
Students are often unhappy when their advisors change frequently.
Some students felt that having more than one advisor was confusing and not helpful!
Some students expressed a desire to be able to choose their advisors.
Advisors should account for each individual's personal situation and not just assign the classes without looking at your past grades or scores.
Several students expressed concerns about advising during Student Orientation. Basically, they felt advisors didn't have the time to really work with them to develop the best schedules possible.
All areas where advising takes place need to be handicap accessible!
Campus-Wide advising information needs to be improved.
Advisors should "advise," not "tell" you what to do.
Professors who also are advisors should know the University regulations and course schedules well.
Advisors should care about student success.
If an advisor provides poor advice, which keeps a student from graduating on time, accommodations should be made for the student.

Statistic	Value
Total Responses	26

16. Current Major: Choose all that apply:

#	Answer	Response	%
1	Accounting	11	3%
2	Economics: BBA	1	0%
3	Economics: BA	2	1%
4	International Business	3	1%
5	Finance	6	2%
6	Management	7	2%
7	Management Information Systems	3	1%
8	Marketing	7	2%
9	Business Undecided	2	1%
10	MBA Program	1	0%
11	Early Childhood Education	2	1%
12	Family and Consumer Science	0	0%
13	Hospitality Management	0	0%
14	Pre-Elementary Education	5	2%
15	Pre-Secondary Education	3	1%
16	Elementary Education	14	4%
17	Secondary Education	25	8%
18	Education - Undecided	0	0%
19	Music	9	3%
20	Theatre	6	2%
21	Art	6	2%
22	Pre-Music	0	0%
23	Music Undecided	1	0%
24	Exercise Science	3	1%
25	Athletic Training	11	3%
26	Medical Imaging	2	1%
27	Nursing - ASN	0	0%
28	Nursing - BSN	18	6%
29	Nursing - MSN	1	0%

30	Physical Education		1	0%
31	Social Work		2	1%
32	Pre-Communication Disorders		6	2%
33	Communication Disorders		11	3%
34	Pre-Clinical Laboratory Science		0	0%
35	Medical Laboratory Technician - Associate's Degree Program		0	0%
36	Medical Technology - Bachelor's Degree Program		0	0%
37	Cytotechnology		0	0%
38	Pre-Dietetics		3	1%
39	Dietetics		1	0%
40	Pre-Health Professions		6	2%
41	Advertising		3	1%
42	Broadcast Journalism		3	1%
43	Print Journalism		2	1%
44	Public Relations		5	2%
45	Radio/TV Production		5	2%
46	Sports Journalism		0	0%
47	Journalism Undecided		3	1%
48	Anthropology		0	0%
49	Communication Studies		5	2%
50	Criminal Justice		15	5%
51	English		8	2%
52	Geography		2	1%
53	History		6	2%
54	Humanities		1	0%
55	International Affairs		3	1%
56	Japanese		1	0%
57	German		0	0%
58	French		2	1%
59	Spanish		1	0%
60	Political Science		9	3%

61	Psychology		20	6%
62	Sociology		2	1%
63	Undecided - Liberal Arts		0	0%
64	RBA Program		1	0%
65	Bachelor of Applied Science Program		0	0%
66	Biology		13	4%
67	Microbiology		3	1%
68	Biomedical Sciences		7	2%
69	Cellular/Molecular Biology		4	1%
70	Ecology/Evolutionary Biology		0	0%
71	Chemistry		4	1%
72	Chemistry: ACS		0	0%
73	Forensic Chemistry		2	1%
74	Biochemistry		1	0%
75	Environmental Science		1	0%
76	Geology		1	0%
77	Integrated Science and Technology		4	1%
78	Computer and Information Technology		3	1%
79	Mathematics		1	0%
80	Applied Mathematics		2	1%
81	Natural Resources/Recreation Management		0	0%
82	Physics		2	1%
83	Pre-Science		2	1%
84	Science Undecided		1	0%
85	Computer Science		3	1%
86	Engineering		6	2%
87	Safety Technology		3	1%
88	Pre-Engineering		0	0%
89	Human Resource Management		4	1%
90	Pre-Computer Science		0	0%

91	Technology/Engineering Undecided		0	0%
92	Public Health		2	1%
93	Adult and Technical Education		0	0%
94	Respiratory Care		1	0%
95	Sports Administration		0	0%
96	Information Systems		0	0%
97	Technology Management		0	0%
98	Philosophy		1	0%
99	Religious Studies		0	0%
100	Physical and Applied Science		1	0%
101	Counseling		3	1%
102	EdD Program		3	1%
103	EdS program		0	0%
104	Educational Leadership		2	1%
105	Literacy Education		1	0%
106	MAT Program		1	0%
107	EdS in School Psychology		0	0%
108	Special Education		3	1%
109	Health Care Administration		6	2%
110	Nurse Anesthesia		0	0%
111	Forensic Science		4	1%
112	MD Program		1	0%
113	Other		13	4%

Other
exercise science
PsyD
School Counseling
Comm. Studies
Education (Ed.D.)
Health Informatics
special education
Online Journalism
MS-Accountancy
Counseling
Secondary Journalism
ATE

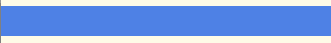




Statistic	Value
Min Value	1
Max Value	113
Total Responses	325

17. Have you changed majors while at Marshall?

#	Answer	Response	%
1	Yes	129	40%
2	No	195	60%
	Total	324	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.24
Standard Deviation	0.49
Total Responses	324

18. If you have changed your major, how many times have you done this since enrolling at Marshall?

#	Answer		Response	%
1	One Time		89	70%
2	Two Times		24	19%
3	Three Times		11	9%
4	Four Times		1	1%
5	More than Four Times		2	2%
	Total		127	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.45
Variance	0.66
Standard Deviation	0.81
Total Responses	127