



A Profile of Latino Undergraduate Students

Presented to the
Latino Initiative Committee

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John Jay College
A Profile of Latino Undergraduate Students
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John Jay College of the City University of New York is a majority-minority institution. That is, the student body has more students from traditional ethnic minority groups than from non-minority ethnic groups. Latinos are the largest of these groups. In fact, 40% of undergraduate student are Latino. That also qualifies John Jay College as a Hispanic Serving Institution.

The term “Latino” is used to refer to students whose ancestry or nationality is any Spanish speaking country. Students are asked to self-identify ethnically upon application for admission to CUNY. For students not providing this information, CUNY uses a well-established rubric to impute an ethnicity category which has proven highly accurate. The Institutional Research Database (IRDB) value “Hispanic” under the variable named “Ethnicity Imputed Group 1 Desc” will be used to identify Latino students.

What follows is a profile of Latino representation in the undergraduate student body, in new freshmen, their admissions information, all reported using the fall 2012 enrollment. That is followed by trends in new student retention and graduation rates along with degree awards. Finally, items from surveys on student satisfaction and engagement will be presented.

Undergraduate student profile. The fall 2012 undergraduate enrollment was 13,167 students (Table 1). More than 97% were bachelor degree-seeking. Thus, for the remainder of this report all totals and percentages reported will be on bachelor degree-seeking students.

Table 1. Latino Representation in the Undergraduate Population, fall 2012.

Undergraduate Student Profile	Total	Latino	Latino % of Total
Total Undergraduates	13,167	5,296	40%
Degree-seeking Undergraduates	12,834	5,184	40%
Full Time	10,269	4,195	41%
Part Time	2,565	989	39%
Men	5,677	2,092	37%
Women	7,157	3,092	43%
Freshmen	3,345	1,469	44%
Sophomore	2,824	1,180	42%
Junior	3,842	1,514	39%
Senior	2,823	1,021	36%
Residence: New York City	10,134	4,390	43%
New York State	1,853	540	29%
US State	495	133	27%
Foreign	353	121	34%

Latinos comprised 40% of the degree-seeking undergraduate population. They make up 41% of our full time students, 39% of our part time students, 37% of our male students and 43% of our female students. They account for 43% of our undergraduate degree-seeking students from New York City but only 29% of students from NY outside the city, 27% of students from other US states. Latinos also comprise 37% of our foreign students, in this case by federal definition (they are here on student visas).

On class level, Latinos comprised 44% of freshmen. This percentage decreased as classification progresses through seniors where the percentage that is Latino is 36%. All in all, Latinos make up about 40% of the basic enrollment demographics.

Next, the percentages within the Latino and non-Latino populations are presented (Table 2). In the degree seeking undergraduate population we find that 81% of Latinos enrolled full time versus 79% of non-Latinos. The percentage of Latinos that are female is 60% which is significantly higher than the percent of females in the non-Latino population, at 53%. A larger percent of the Latinos are from NYC for Latinos (85%) than non-Latinos (75%). The other notable difference is in age. There, 70% of Latinos are under the age of 23 whereas 65% of non-Latinos are under 23. In fact, the average age of a Latino student is 22.7 compared to 23.7 for non-Latino students.

Table 2. Latino and non-Latino Demographic Breakdowns, fall 2012.

Degree-seeking Undergraduates	Latino	% of Latino	Not Latino	% of Not Latino
Total	5,184		7,650	
Full Time	4,195	81%	6,074	79%
Part Time	989	19%	1,576	21%
Men	2,092	40%	3,585	47%
Women	3,092	60%	4,065	53%
Residence: New York City	4,390	85%	5,744	75%
New York State	540	10%	1,313	17%
US State	133	3%	362	5%
Foreign	121	2%	231	3%
Age under 23	3,653	70%	4,978	65%
23 and Older	1,531	30%	2,672	35%

New student profile. There were 1,908 degree-seeking new freshmen students enrolled during the fall 2012. Latinos accounted for 43% of them (Table 3). Latinos were also 42% of all full time new freshmen students, 38% of new freshmen male and 46% of new freshmen females. Latinos were also the majority of new part time students, 65%, but the actual number of new part time students is quite small, comparatively. Each of these percentages are slightly higher than the percentages of Latinos in the overall degree-seeking undergraduate student body.

Table 3. New Freshmen, fall 2012.

Degree Seeking New Freshmen	Total	Latino	Latino % of Total
Total	1,908	811	43%
Full Time	1,891	800	42%
Part Time	17	11	65%
Men	855	329	38%
Women	1,053	482	46%
Regular Admission	1,032	370	36%
SEEK Program	205	124	60%
Conditional Admission	671	317	47%
Pell Recipient	1,201	602	50%

Only 36% of regularly admitted students are Latinos. Latinos comprise 60% of the students admitted via the SEEK Program. Latinos also represent the largest percentage of students, 47%, who were conditional admits.

The Pell grant is often used as a proxy for income. Basically, if a student qualifies for a Pell grant his household is considered to be in the low income category. Here, 50% of Pell grant recipients are Latino. That is higher than their percentage of the new freshmen class, which is 43% Latino.

A note about conditional admission: all students enrolling at John Jay College must be skills certified upon entry. Conditional admission means a student is not fully skills certified upon applying for admission. These applicants are offered the opportunity to become skills certified by taking and passing a certification examination or by enrolling in and successfully completing a certification course offered at John Jay during the summer. Conditional admission, then, is simply a code for those students who were not initially fully skills certified but became so by the time they enrolled at John Jay College.

Table 4. New Freshmen Admissions Scores and Status, fall 2012.

Degree Seeking New Freshmen	Total	Latino	Not Latino
Admission Scores			
College Admissions Average	82.9	82.7	83.0
SAT Verbal	458	448	466
Sat Math	479	459	494
Admission Status			
Regular	54%	46%	60%
SEEK	11%	15%	7%
Conditional	35%	39%	32%
Total	100%	100%	100%

Admission status and scores are one area where Latinos significantly differ from non-Latinos (Table 4.). The average College Admissions Average (CAA) is not significantly different (82.7 versus 83.0). But their SAT verbal and math test scores are significantly lower for Latinos; the math score more so. These resulted in a very different status at admission to John Jay for Latinos. Only 46% of Latinos receive a “Regular” admission compared to non-Latino, at 60%. Latinos are admitted through the SEEK program at a higher rate, 15% versus 7%. They also are admitted conditionally at a higher rate than non-Latinos (39% versus 32%).

Table 5. Transfer Students, fall 2012.

Degree Seeking Transfers	Total	Latino	Latino % of Total
Total	1,621	576	36%
Full Time	1,315	479	36%
Part Time	306	96	31%
Men	709	248	35%
Women	912	327	36%
Regular	1,573	549	35%
SEEK	48	26	54%
Pell Recipient	911	383	42%

In contrast to new freshmen the percentages of Latinos among transfer students (Table 5.) are lower. The percentage of Latinos among full time transfers is 36%, part time transfers, 36%, male, 35%, and female transfer students, 36%. For new transfers, 42% of Pell grant recipients are Latino. That is higher than their percentage of the transferring class, which is 36% Latino. When compared to new freshmen, transfers have a smaller percentage of Pell grant recipients that are Latino. That means, our non-Latino transfer students have a higher rate of being from a low income household than our new freshmen.

Table 6. Degree-Seeking Student Enrollment Trend, Fall 2006 to 2012.

Degree Seeking Undergraduates	Fall Semester						
	2006	2007	2008	2009	2010	2011	2012
Total	12,627	12,634	12,615	13,170	12,821	12,437	12,834
Latino	5,068	5,220	5,296	5,498	5,303	5,067	5,184
Not Latino	7,559	7,414	7,319	7,672	7,518	7,370	7,650
Bachelor	72%	73%	77%	80%	90%	96%	98%
Latino	37%	38%	39%	40%	40%	40%	40%
Not Latino	63%	62%	61%	60%	60%	60%	60%
Associates/Certificate	28%	27%	23%	20%	10%	4%	2%
Latino	49%	50%	52%	50%	50%	47%	47%
Not Latino	51%	50%	48%	50%	50%	53%	53%

During this time, a significant programmatic change reduced the number of total new freshmen: *John Jay no longer admits associate degree students*. Fall 2010 is the first all bachelor degree-seeking class admitted to John Jay. Associate degree students accounted for approximately 1/5 to 1/4 of the total degree-seeking undergraduates. By ending admission into associate degree programs, the number of Latino students was significantly reduced in the degree-seeking undergraduate population.

Table 7. Bachelor Degree Student Enrollment Trend, Fall 2006 to 2012.

	Fall Semester						
	2006	2007	2008	2009	2010	2011	2012
Bachelor	9,045	9,268	9,773	10,479	11,515	11,938	12,627
Latino	3,323	3,527	3,828	4,156	4,654	4,832	5,086
Not Latino	5,722	5,741	5,945	6,323	6,861	7,106	7,541

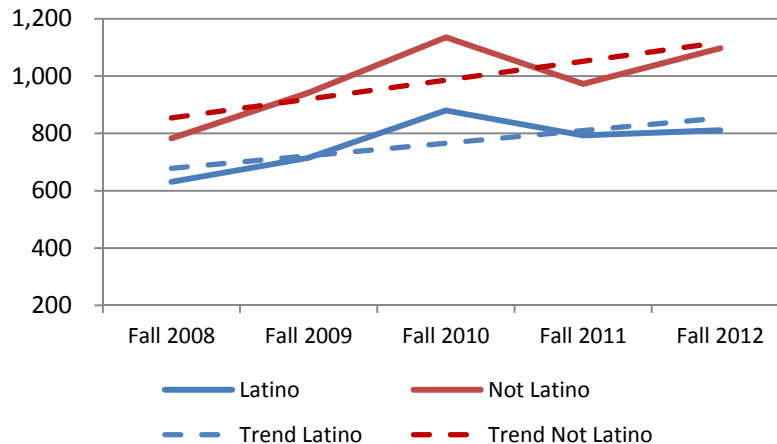
However, the bachelor degree seeking population continued to increase (Table 7). The Latino student percentage of the bachelor degree-seeking population also increased (Table 8). This is despite the loss of associate programs which had a larger percentage of Latinos than bachelor degree programs.

Table 8. Bachelor Degree Student, Fall 2008 to 2012.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Latino	39%	40%	40%	40%	40%
Not Latino	61%	60%	60%	60%	60%

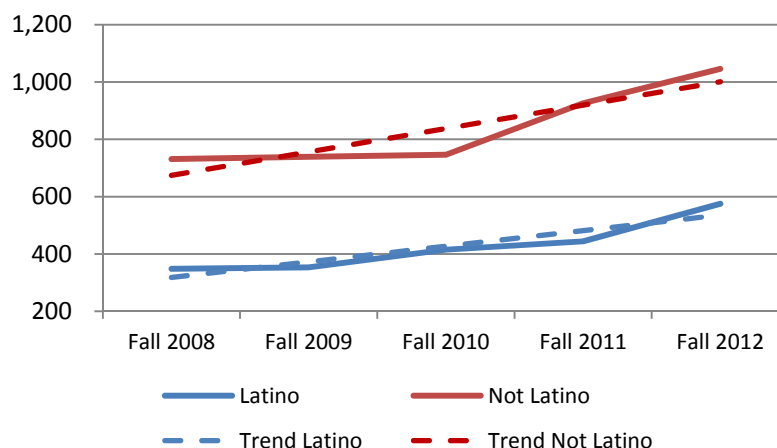
The enrollment trends of degree-seeking new freshmen and new transfers are in Figures 1 and 2. In the figures presented here, the data points are connected by the solid line. The dashed line is the linear regression line that indicates the trend for each group. The trends for both Latino and non-Latino new freshmen are increasing (Figure 1). The non-Latino trend is increasing at a slightly higher rate than for Latinos.

Figure 1. Trend in New Freshmen Enrollment, Fall 2008 to 2012.



The trends for both Latino and non-Latino new transfers are also increasing (Figure 2). The non-Latino trend is increasing at a slightly higher rate than for Latinos. The gap between the Latino and non-Latino new student enrollment trends are much larger for transfers than for new freshmen.

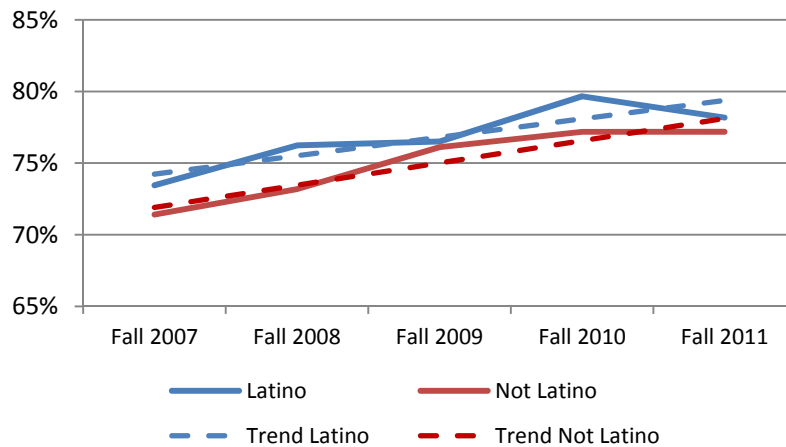
Figure 2. Trend in New Transfers Enrollment, Fall 2008 to 2012.



Retention and graduation profile. Presented next are the enrollment and degree completion performance of John Jay’s degree-seeking students. Recall that prior to fall 2010, associate degree-seeking students were included in the new student cohorts. Since John Jay made the change to an all bachelor degree-seeking new freshmen class, the new freshmen cohorts have been adjusted so that only the bachelor degree students are included in these retention and graduation trends.

Retention is the percentage of degree-seeking cohort (either new freshmen or new transfers) enrolled full time during their first semester who enrolled the next fall.

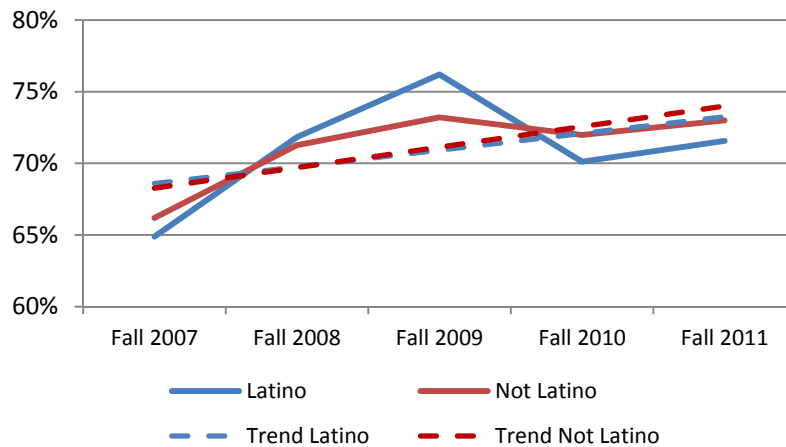
Figure 3. New Freshmen Retention, Fall 2007 to 2011 Cohorts.



New freshmen retention (Figure 3) is increasing for both Latinos and non-Latinos. For new freshmen, the retention rate is higher for Latinos than for non-Latinos. The narrowing gap means the difference in retention rates is decreasing over time.

For new transfers (Figure 4), the retention rates are also increasing. Notice that they are almost identical for Latinos and non-Latinos. The trend for Latinos, however, is ever so slightly decreasing compared to non-Latinos.

Figure 4. Trend in New Transfers Retention, Fall 2007 to 2011 Cohorts.



The retention trends for Latino new freshmen and transfers suggest that the percentages of students that continue onward to completing their bachelor degrees should have a similar breakdown of Latino and non-Latino. . Historically, this has not been the case (Table 9).

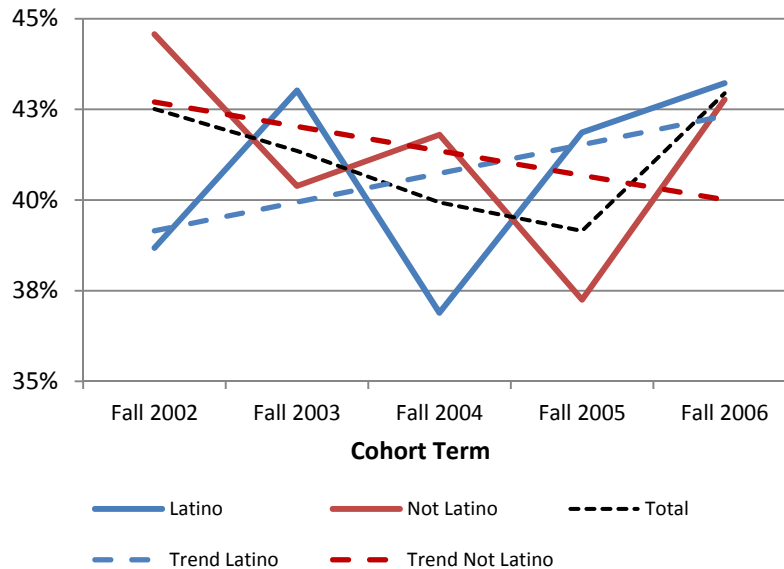
Table 9. Trend in Bachelor Degree Awards, Academic Year 2001-08 to 2011-12.

Degree Awards Trend	Degree Award Year				
	2007-08	2008-09	2009-10	2010-11	2011-12
Latino	33%	34%	34%	34%	36%
Not Latino	67%	66%	66%	66%	64%

Latinos accounted for only 33% of bachelor degree awards in 2007-08. This percentage has increased through 2011-12 and is now closer to the percentage of Latino students in the total undergraduate degree-seeking population, 40%, than it has been in the past.

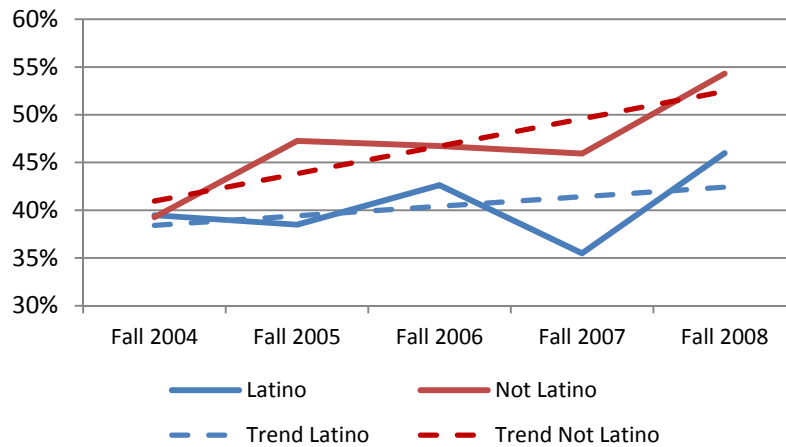
Next we look at the new degree-seeking students' 6-year graduation rates. That is, the rate at which a cohort of degree-seeking students (either new freshmen or new transfers), who enrolled full time during their first semester, graduate by the end of their 6th academic year. Figures 5 and 6 present these trends. For added perspective the total, actual graduation rates are provided as a black dashed line in Figure 5.

Figure 5. Trend in New Freshmen 6-Year Graduation Rate, Fall 2002 to 2006 Cohorts



New freshmen 6-year graduation rates are increasing for Latino students. For non-Latino students the trend is decreasing. There was a gradual decline in the actual graduation rate for the fall 2003 to 2005 cohorts. The fall 2008 cohort reversed that trend significantly. There is fluctuation in both groups as indicated by the solid line's deviation from the dashed line of the same color.

Figure 6. Trend in New Transfers 6-Year Graduation Rate, Fall 2002 to 2006 Cohorts



For transfer cohorts, the 6-year graduation rate continues to increase. Non-Latino students are graduating at a higher rate and their rate is increasing at a higher than Latino students. Notice that the fluctuation from the trend (dashed line) is much less than it was for new freshmen. That transfer students are much more acclimated to college and have succeeded in getting this far, this is not surprising to see.

Student Satisfaction and Ratings of John Jay. Finally, we look at what our students are telling us. Several assessment instruments are regularly administered to our students. The Noel-Levitz Student Satisfaction Inventory (SSI) is used by CUNY to assess student satisfaction. The National Survey of Student Engagement looks at student engagement in their course work and in their time management. The Evaluation of the Major is used to assess faculty instruction and advising as well as courses in their major program.

Administered by CUNY every other spring, SSI is used in the Performance Measurement Process (PMP). There are 12 satisfaction scales, 11 of which are rated for importance, measured by the SSI. Satisfaction scales are reported in the PMP and report John Jay in a very favorable light. Presented here for context, the 12 items and their means on a 7-point Likert scale are:

Campus Support Services	5.33	Service Excellence	4.94
Instructional Effectiveness	5.29	Concern for the Individual	4.89
Student Centeredness	5.05	Responsiveness to	
Campus Climate	5.12	Diverse Populations	5.29
Academic Advising	5.12	Campus Life	4.97
Registration Effectiveness	4.98	Safety and Security	4.70
Recruitment and Financial Aid	4.93		

On 11 of these 12 items, John Jay has the highest mean among CUNY senior colleges. That is, our students report that are the most satisfied among CUNY senior college students. The sole item for which we did not rate the highest was Safety and Security. Two of the four items comprising that scale pertain to parking (availability and lighting/security). Table 10 lists the four SSI scales that are most important and the least important to our students.

Table 10. Importance Scales, Student Satisfaction Inventory, Spring 2013.

NL Student Satisfaction Inventory Scales *	Rank	
	Latino	Not Latino
Most Important		
Academic Advising	1	1
Registration Effectiveness	2	3
Campus Support Services	3	4
Instructional Effectiveness	4	2
Least Important		
Service Excellence	8	7
Concern for the Individual	9	9
Campus Life	10	10
Safety and Security	11	11

* Responsiveness to Diverse Populations was not a scale under "Importance"

Collectively, the four most important and least important are the same for Latino and non-Latino students. However, the order is interestingly different for one item. Non-Latino students rate Instructional Effectiveness as more important than Registration Effectiveness and Campus Support Services.

Table 11. NSSE Benchmarks, Spring 2012.

Noel-Levitz Benchmarks (un-weighted score, not rescaled)	Latino	Not Latino
Academic Challenge	56	55
Active and Collaborative Learning	43	43
Student Faculty Interaction	39	37
Enriching Educational Experience	27	29
Supportive Campus Environment	61	58

Next, NSSE is an externally published survey administered by the John Jay IR office every third spring to new fall freshmen still enrolled the next spring and to seniors also enrolled that spring. The most recent administration was spring 2012. NSSE benchmarks are presented in Table 11. These are the five scales NSSE research shows measure how a student engages in their own education. Presented here are the raw scores. That is, they are un-weighted and have not been rescaled. Thus, for example, a score of 56 on Academic Challenge cannot be compared to the score of 43 in Active and Collaborative Learning.

Latino students rate John Jay as having a more Supportive Campus Environment than non-Latino students and rate their faculty interaction more favorably. On the other hand, Latino students rate John Jay as a lesser Enriching Educational Experience than non-Latino students.

To add some context, not otherwise presented, there are three notable differences between freshmen and senior scores. Seniors find John Jay to be a much more Enriching Educational Experience (33 to 24) and have a higher score on Student-Faculty Interaction (40 to 36) than freshmen. Freshmen find John Jay to provide a more Supportive Campus Environment than do seniors. Academic Challenge and Active and Collaborative Learning scores showed no practical difference between freshmen and seniors.

Table 12. Top 10 Ratings, NSSE, Spring 2012.

NSSE Items	% of Latino	% of Not Latino
Worked on a paper or project that required integrating ideas or information from various sources	90%	87%
Institutional contribution: Thinking critically and analytically	88%	87%
Institutional contribution: Writing clearly and effectively	86%	78%
Institutional emphasis: Using computers in academic work	86%	80%
Practicum, internship, field experience, co-op experience, or clinical assignment	85%	70%
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	85%	81%
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	83%	74%
Institutional contribution: Speaking clearly and effectively	82%	76%
Institutional contribution: Acquiring a broad general education	82%	86%
Institutional contribution: Analyzing quantitative problems	81%	76%

The highest rated NSSE individual items by Latino students are in Table 12. Each of these items on this list had a positive rating by at least 80% of Latino students. A positive response means the choices were from among “Often/Very often,” “Strongly agree/Agree,” “Very much/Much,” and the like. Also, these items had no option of neutral.

Latino student agree at higher rates, for all but one item, than non-Latinos that John Jay has contributed to their skills development. Note that the skills listed under the specific items “institutional contribution” (Table 12) are very much the core of academic programming at John Jay; the general education core. Additionally, Latino students agree that their course work, including projects and papers requiring integration of ideas, emphasize combining those skills (Analysis and Synthesis rated as “Very much,” or “Quite a bit”).

Table 13. Bottom 12 Ratings, NSSE, Spring 2012.

NSSE Items	% of Latino	% of Not Latino
Institutional contribution: Voting in local, state (provincial), or national (federal) elections	34%	30%
Exercised or participated in physical fitness activities	34%	41%
Discussed ideas from your readings or classes with faculty members outside of class	31%	27%
Independent study or self-designed major	30%	27%
Talked about career plans with a faculty member or advisor	29%	33%
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	26%	25%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	18%	20%
Attended an art exhibit, play, dance, music, theater, or other performance	17%	16%
Tutored or taught other students (paid or voluntary)	14%	12%
Come to class without completing readings or assignments	14%	16%
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	14%	25%
Participated in a community-based project (e.g., service learning) as part of a regular course	8%	9%

The lowest rated NSSE items by Latino students are in Table 13. Each of these had a percentage below 40%. All but one of these items pertains to activities outside the classroom which are not necessarily required for in the class performance. In fact, the only item pertaining to their in-class performance is “Come to class without completing readings or assignments.” Few Latino students indicated this was the case.

From Table 14 we learn that Latino students spend similar amounts of time preparing for class as non-Latino students. Latino students are less likely to work off campus, much less likely to participate in co-curricular activities, and are slightly more likely to provide care for dependents or other family members living with them. Overall, we also see that many of our students do work off campus, that 2/3 of our students provide care for family members, and that few of our students participate in co-curricular activities.

Table 14. Time Spent Outside of Class, NSSE, Spring 2012

NSSE Items	% of Latino	% of Not Latino
Time spent preparing for class		
Less than 5 hours per week	29%	26%
More than 15 hours per week	31%	31%
Work for pay ON campus	13%	13%
Work for pay OFF campus	46%	72%
More than 15 hours per week	34%	49%
Participate in co-curricular activities	16%	24%
Provide care for dependents living with you (children, parents, spouse, etc.)	68%	65%
More than 15 hours per week	32%	31%

Specific items where Latino students report a higher positive response rate than non-Latino students are presented in Table 15. The top 4 items are those which Latino students reported doing more than non-Latino students reported doing. Here more Latinos report they sought advice on career plans and asked questions at a rate higher than non-Latino students report doing. Latino students also agree at a higher rate than non-Latino students that John Jay has contributed to their acquisition of job related knowledge or skills.

Table 15. Latino Percentages Largest Difference versus non-Latino, NSSE, Spring 2012.

NSSE Items	Latino	Not Latino	Difference
Asked questions in class or contributed to class discussions	74%	64%	10%
Exercised or participated in physical fitness activities	41%	34%	7%
Talked about career plans with a faculty member or advisor	33%	29%	4%
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	25%	14%	11%
Institutional contribution: Acquiring job or work-related knowledge and skills	66%	61%	5%

On the flip side, Table 16 presents those items where Latinos differ in a negative direction from non-Latino students. Latino students are less likely to report participation in a practicum or internship/field experience and are less likely to participate in a learning community. Latino students are less likely to discuss ideas from readings or classes with people outside of class

including students. They also report they are less likely to write two or more drafts of a paper before turning it in than non-Latino students.

Latino students agree at a higher rate than non-Latinos that their coursework requires them to organize information into more complex interpretations. An alternate interpretation is that non-Latinos do not think their course work requires as much synthesis of ideas as Latinos think it does. Latinos think John Jay emphasizes and contributes less to personal development than non-Latino students think. Further, while Latino students think John Jay emphasizes support for their academic success, they think so at a much lower rate than non-Latino students.

Table 16. Latino Percentages Highest vs non-Latino, NSSE, Spring 2012.

NSSE Items	Latino	Not Latino	Difference
Practicum, internship, field experience, co-op experience, or clinical assignment	70%	85%	-15%
Participate in a learning community or some other formal program where groups of students take two or more classes together	41%	52%	-11%
Prepared two or more drafts of a paper or assignment before turning it in	53%	62%	-9%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	57%	66%	-9%
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	74%	83%	-9%
Institutional emphasis: Providing the support you need to thrive socially	40%	51%	-11%
Institutional emphasis: Providing the support you need to help you succeed academically	68%	78%	-10%
Institutional contribution: Understanding yourself	67%	76%	-9%
Institutional contribution: Developing a personal code of values and ethics	64%	73%	-9%
Institutional contribution: Developing a deepened sense of spirituality	33%	42%	-9%

How do students rate their overall experience at John Jay? Would attend here again if they were to do it over? Both Latino and non-Latino students rate their experience quite highly, 85% and 83%, respectively (Table 17). When asked if they would do it again at John Jay if they could start over, Latino students are slightly more likely to do so than non-Latino students.

Table 17. Overall Experience, NSSE, Spring 2012.

NSSE Items	% of Latino	% of Not Latino
How would you evaluate your entire educational experience at this institution?	85.0	83.0
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	87.0	81.0

The last point to be made from NSSE is the student reported educational attainment of their parents (Table 18). Parents of non-Latino students are more likely to have attended college AND earned a degree than parents of Latino students. Parents of Latino students are less likely to have completed high school.

There is even a reported educational attainment difference between parents of Latino students. Mothers of Latino students are more likely to have attended college and earned a degree than their fathers. Fathers of Latino students are less likely to have attended college and less likely to have finished high school.

Table 18. Parental Education, NSSE, Spring 2012.

Parental Education	% of Latino	% of Not Latino
Father's education		
Attended college	30%	45%
- Earned college degree	14%	34%
Did not attend college	70%	55%
- Did not finish high school	44%	20%
Mother's education		
Attended college	49%	49%
- Earned college degree	29%	35%
Did not attend college	51%	51%
- Did not finish high school	30%	18%

Lastly, the Evaluation of the Major Survey is an internally developed survey administered by IR every third year to all degree-seeking undergraduate. The latest administration was fall 2012. All items listed here are either positive or negative responses. There is no neutral option. This means, an item with a 75% positive rating necessarily has a 25% negative rating.

Table 19. Highest Positively Rated Items, Evaluation of the Major, Fall 2012.

Evaluation of Major Survey Items	% of Latino	% of Not Latino
To what extent have the courses in your major challenged you to do your best work?	95%	92%
It is clear what level of work is required to earn good grades in courses in the major	94%	93%
Studying this major has changed the way I understand an issue or concept	94%	91%
Courses in this major provide a great deal of depth in their subject matter	93%	93%
Knowledge and experience of faculty in the major	91%	91%
Extent your courses have helped you to acquire a broad general education	91%	86%
Grades are awarded fairly in the major	91%	90%
I worked harder than I thought I could to meet an instructor's standards or expectations in a course in the major	91%	86%

Three of the items in Table 19 appear to measure academic challenge above all else. Latino students rate the academic challenge of their major slightly higher than do non-Latino students. Latino and non-Latino students both highly agree on the knowledge and experience of their instructors, on the breadth of content of the program, on the fairness of grading, and on a change in their own understanding of issues or concepts.

Table 20. Lowest Positively Rated Items, Evaluation of the Major, Fall 2012.

Evaluation of Major Survey Items	% of Latino	% of Not Latino
I know a faculty member in the major well enough to ask for a letter of recommendation	58%	61%
Quality of advising on selecting courses in the major	57%	62%
Extent your courses have helped you to acquire job or work-related knowledge or skills	56%	58%
Overall quality of advising you have received in your major	56%	61%
Availability of advising in the major	55%	60%
Quality of advising on options for further study related to the major (e.g. masters program, law school, medical school, etc.)	54%	58%
Quality of advising on job/ career options related to the major	49%	55%
I would like my major to offer more courses on the weekend	45%	38%

Recall, the ratings presented here are positive ratings. Table 20 has the items with the lowest positively rated items meaning they have the highest negative ratings. For Latino, only two of these items are less than 50% positive; one is 45% and one is 49%. That means, these items have a negative rating of 55% and 51% respectively.

Advising seems to be an issue. Five items on advising fell in list of the lowest positively rated items. For each of these, Latino students rated advising lower than non-Latino students. The lowest of these is advising on job or career options and on furthering their education. The next lowest are the quality of advising in the major and in selecting courses. Satisfaction as rated by the Evaluation of the Major is not as positive as measured on the SSI, previously reported (p. 7).