



CB3021 Business Discovery Methods

2018/19 Semester B

Project Report

Group 1

Topic: Discovering Information System (IS), Economics & Finance (EF) and Management Science (MS) students' opinion and choice behaviour in major allocation after year 1 study.

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1. Executive Summary

This report aims to ascertain IS, EF and MS students choice behaviour of their majors and opinions on City University's current major allocation system. 3 management problems & 3 research questions were discovered. There were in total 10 Structured interviews and 5 unstructured interviews, which generated ideas from three selected departments' students. Moreover, 186 questionnaires were distributed and well- received from respondents. 5 hypothesis were complied to understand and analyze student's choice behaviour of their majors, students opinions on the current major allocation, the practicality of courses offered in year 1 as well as the student's opinion to complete an introductory year before choosing their major. 3 recommendations were suggested in order to enhance student's university experience and productivity.

Introduction

As the option of a double major is being slowly introduced to certain departments, information regarding students major choice behaviour and also their opinion on the existing allocation system have become increasingly significant. We have conducted research based on both variables, in the hopes of allowing every department to gain more insight into students opinions and behaviors in making their major choice. Additionally, we hope to illuminate how the new double major system can *best* be introduced to students.

Management Problems:

- 1) To determine if CityU should re-construct the major allocation system.
- 2) To determine whether EF/MS/IS departments provide sufficient information to assist to student's of their major choice
- 3) To determine if there are any significant differences among choice behaviors and opinions on the major allocation system within the three different departments.

Research Questions:

- 1) What is students current satisfaction level with regards to the screening criteria of the current major allocation system?
- 2) Does the information provided by the department ease the process of choosing a major?
- 3) What are the differences of opinions and choice behaviours in major allocation amongst each respective department?

Student's selection of their major and the major allocation system is an essential and significant component of a university, it is thus imperative to understand this topic more in-depth, specifically relating to IS, EF and MS students. Therefore, our first management problem is to understand students preferences on the existing major allocation system. In order to obtain this information, data that measures their satisfaction and discovery of the underlying reasons relating to their opinion are required.

By the same token, it is also key that we understand behavioural patterns among the 3 different departments when choosing their majors. Thus, our second management problem is to determine if the above mentioned departments provide adequate information for students decision making process. This information will guide CityU to better understand students and assist in their selection of a major. Moreover, this information will support CityU's efforts towards successfully implementing a double major scheme across multiple different departments.

Our third management problem aims to better understand each department as an individual unit. It is crucial for us to find out whether or not students from different departments choose their major based on similar factors or vice versa. No matter the outcome, it is important that we determine whether such contrasts exist.

2. Research Design, Sampling, Data Collection Form/Plan

Research Design

The research will be divided into qualitative research and quantitative research. Firstly, through qualitative research, unstructured and structured interviews allowed us to gain a preliminary understanding of the choice behavior and opinions of EF, IS and MS students regarding the major decision process. These interviews served as the roadmap for our research. Through the adoption of inductive logic, we were able to transform our findings from specific to general so as to form our hypotheses.

After our hypotheses were developed, we were able to assemble a survey from which we could obtain quantitative research. The data generated as a result allowed us to perform data analysis to put our hypotheses to the test through Excel and SPSS.

Sampling

Snowball sampling was adopted for both the unstructured and structured interviews as most of the respondents are our friends and fellow students. The average time for each interview was 20 minutes in order to give us adequate insights with sufficient probing. For quantitative research, snowball sampling was utilized as our peers were instructed to pass the survey on to as many other students as they could. At the same time, convenience sampling was adopted as we aimed to obtain more diverse samples. We randomly recruited CityU students to help us complete the surveys on campus.

Data Collection Form/Plan

The interviews and survey were our main source of primary research. Our online survey was made using google forms with a sample of 186 responses. Surveys were sent through a multitude of channels to reach as many people as possible. The survey consists of 20 questions and is split into 5 categories, which are; demographic information, students opinion on first year study, students opinion on ease of information when choosing their

major, students opinions on their own choice behaviour, and lastly students satisfaction with screening criteria. There are 5 dichotomous questions, 6 multiple choice questions and 9 scale questions.

Apart from primary research, we also conducted secondary research in regards to assistance offered by each department for students choosing their major. For example, to find out if there was any specific medium of help offered to students in different departments when choosing their major, and each departments unique admission requirements.

3. Qualitative Research & Data Analysis

Through the 10 structured interviews and 5 unstructured interviews, the interviewees included 4 Information System Department students, 7 students from the Economic and Finance Department and 4 from the Management Science Department.

Method of Choice

From our interviewees, we found that many students favoured a deduction method (eliminating what they did not want to study and choosing among the majors leftover) when choosing what their major should be. They found this an easy, logical way to figure out what they should do. Some students also chose based on their interests outside of academics. For instance, many students favoured an international environment so they would choose GBMS over IS due to the number of non-local students in the former. In regards to their career after graduation, we found that while it is most definitely a consideration when students choose a major, it is not the sole factor in their decision. The degree of importance depended on whether or not students wanted to work in a closely related industry. Students were also aware that most of the working population works in an area different from their studies, so they did not feel their program choice was a determining factor.

GPA

It was also interesting to learn that GPA played no role in students decision making process. Despite the possibility of a low GPA students would pick whichever major they felt they wanted to pursue.

Importance of Broad / Narrow Program Scope

Furthermore, the broadness of program scope was found to be important only among those students who were unclear of what career and skills they wished to pursue. For those students who know they want to be, for example, and accountant, a more specific set of courses was desired. Many also felt as if you are being introduced to different business subjects when you start your major courses and prior to this you take GE's, neither of which will allow you an in-depth understanding regardless of your program choice.

Research Channels

The following channels were the most popular among interviewees for their research. The first is senior students, who were asked their opinions and why they chose the major they did. They obtained this feedback both from friends and/or through the participation in mentorship programs. They also found department staff and course leaders helpful and accommodating. Students felt they were easily accessible through email and eager to provide assistance. However, few of interviewees think the professors cannot actively connect to students in giving advice.

Length of Decision Period

Strong opinions regarding length of study before major choice were also illuminated during out interview phase. Almost every student felt that 1 year of study was more than sufficient. Many wished they could have chosen a major at the beginning of the semester in year 1. Students also agreed that freshman year was a waste, as the most of the material taught in that time had already been learnt in high school. Yet, some interviewees think the first year study can get an overall structure of the courses and familiarize the university environment.

Ratio of GE to Department Courses

As was mentioned above students feel that GE courses play no role in helping to choose their major. Furthermore, according to interviewees, the departments introductory courses did not give them an adequate idea of what they would study in their later years of university. They expressed the desire to have more freedom to study courses unrelated to their departments in order to explore new areas of knowledge. They feel that this opportunity would make learning more fun and interesting and also less intense/stressful.

4. Hypothesis, Quantitative Research & Data Analysis

In total we created and tested 5 hypotheses. 3 of these hypotheses are related to students choice behavior (*hypotheses 1, 2, 3*) and 2 are centred around students opinions on the major allocation systems of each department (*hypotheses 4, 5*).

Hypothesis

- 1) There is no significant difference when choosing a major with a broader set of skills between students who have and do not have a specific target major choice
- 2) EF, IS and MS students' choice of major and their factor of choice are independent.
- 3) EF, IS and MS students have same opinion on going into their major at the Semester A of Year 1.
- 4) Students agree that they received enough information from their departments when choosing their major.

- 5) The satisfaction towards GPA based entrance has no difference between students who regret their choice in major and students who don't regret their choice in major.

Hypothesis 1

H0: There is no significant difference in choosing a major with a broader set of skills between students who have a specific target major choice and who do not have a specific target major choice.

In order to test the hypothesis, all 177 respondents were asked the following questions (Appendix 2 with respect to 2 groups of students (those who have a specific target major choice and those who do not have a specific target major choice) with regards to choosing a major that provides a broader set of skills.

For testing the hypothesis, we let:

- μ_1 be the population mean of the students who have a clear preference for choosing a major which provides a broader set of skills.
- μ_2 be the population mean of the students who do not have clear preference when choosing a major which provides a broader set of skills

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

A two-tailed independent-sample t-test was conducted for the analysis. According to the Hypothesis 1.1 in Appendix 3, the results generated show that the mean score of μ_2 (3.86) is greater than μ_1 (2.73). Moreover, according to Levene's Test for Equality of Variances, we should assume two groups have equal variance as its significance (0.581) is greater than the alpha (0.05). While the significance of the t-test (.000) is smaller than the alpha (0.05). Hence, we reject the hypothesis. From our SPSS output, students without a specific major preference greatly prefer to choose major that provides a broader set of skills. This happens since these students are not certain about what they want and hope to obtain knowledge of more skills while at the same time further explore their own interests.

Moreover, according to Hypothesis 1.2 in Appendix 3, more than 60% of respondents have a specific major target while EF, IS and MS students tend to have a specific target of major choice before applying for their majors. As a result, we would like to further

investigate whether EF, IS and MS students wish to enter a major in Semester A of Year 1 in our third hypothesis.

Hypothesis 2

H0: EF, MS & IS choice of major and their factors of choice are independent.

In order to test of the independence of a student's choice of major and factor choice, all respondents within the EF / IS / MS department were required to answer the following questions in *Appendix 3 - Hypothesis 2.1*.

A cross-tabulation test and chi-square test were conducted along with the extraction of the standardized residual results to measure the significant contributors of the value obtained in the chi-square test.

For this analysis, a significance level of 0.05 was used.

In Hypothesis 2.2 in Appendix 3, we can observe the results obtained from the cross tabulation and chi-square test. The P value obtained was 0.011, which is less than the alpha used - 0.05. To that end we can reject the null hypothesis and accept H1 that *EF, MS and IS choice of major and their factors of choice are not independent*. Therefore, a potential association exists between the major choice amongst EF, MS & IS majors and the factors behind their ultimate choice.

Based on the data obtained from the standardized residual values from Hypothesis 2.1 in Appendix 3 (highlighted in red), & using the general rule of thumb (Residual Less than -2 & Residual More than 2) two highlighted cells of Management Science & Economic/Finance students indicate that Career Prospects & Personal Interests are of equal importance. These factors could potentially have a dependent association based on the standardized residual values obtained.

To provide further insight into this hypothesis (as observed in the bar chart from Hypothesis 2.3 in Appendix 3 and from statistics shown in the cross-tabulation test from Hypothesis 2.2 in Appendix 3) we can observe that amongst the 3 majors (EF, MS & IS majors), personal interests were of greater consideration than career prospects according to our survey results. Furthermore, only a minority of respondents found the 2 to be equally important.

Accordingly, this hypothesis has provided insight in regards to the association present between student's major and their factors of consideration in their decision process.

Hypothesis 3

H0: EF, IS and MS students have the same opinions on going into their major in

Semester A of Year 1.

In order to test the hypothesis, all 177 respondents were asked the following questions -

Appendix 3 Hypothesis 3.1.

For testing the hypothesis, we let:

- μ_1 be the population mean of EF students who agree that going into a major in Semester A of Year 1 is helpful
- μ_2 be the population mean of MS students who agree that going into a major in Semester A of Year 1 is helpful
- μ_3 be the population mean of IS students who agree that going into a major in Semester A of Year 1 is helpful

$$H_0: \mu_1 = \mu_2 = \mu_3$$

H_1 : Not all the same

For our analysis an ANOVA F Test was conducted. The results generated in Hypothesis 3.1 in Appendix 3, show mean scores of $\mu_1(3.07)$, $\mu_2(3.64)$ and $\mu_3(2.28)$ respectively. According to the F test value, the significance of the ANOVA F Test (.000) is smaller than the alpha (0.05). Hence, we reject the hypothesis. As a result, EF, IS and MS students do not actually share the same opinions on choosing their major in Semester A of Year 1.

Interestingly, we have also discovered that MS students have the highest mean score (3.64) for Q5 while IS students have the lowest (2.28) from the descriptive statistics. The aforementioned phenomenon observed could be explained by several factors. Take MS students as an example. Students tend to give a higher rating to the statement as they can acquire programming and statistical skills earlier on. Moreover, the MS department provides subsidies for its students to obtain certificates prior to others. All these advantages allow MS students an easier path to internship opportunities and a better resume from the get go.

To further investigate why EF, IS and MS students have different opinions on going into their major in Semester A of Year 1, we asked the following questions to see whether introductory courses related to majors and GE courses in Year 1 helped EF, IS and MS students in choosing their major - *Appendix 3 Hypothesis 3.2.*

The results indicate that EF and MS students generally disagree on the level of assistance provided by both GE courses and Introductory courses in Year 1 with regards to choosing a major. Moreover, they also wish for more time to build up their major knowledge as their mean score for Q5 is above 3. This can be explained by the fact that most of the major courses in these two departments are more related to: (1) specialized programming knowledge (e.g. SAS/ R / Bloomberg), (2) specialized statistical knowledge (e.g.

Regression and Forecasting Model) and (3) specialized financial knowledge (e.g. DCF Model and Derivatives).

Hypothesis 4

Students agree that they received enough information from their departments when choosing their major.

In order to test the hypothesis, only respondents who answered “Yes” in the following question could proceed to the next two questions which were used to test this hypothesis - *Appendix 3 Hypothesis 4 - 4.4.*

There were 146 out of 177 respondents who answered the following questions - *Appendix 3 Hypothesis 4 - 4.5.*

For testing the hypothesis, we let:

- Let μ_1 be the population mean of students who agree that they have received enough information from departments for choosing their major.

$$H_0: \mu_1 \geq 4$$

$$H_1: \mu_1 < 4$$

A one-tailed one-sample t-test was conducted for the analysis. According to Hypothesis 4.1 in Appendix 3, the results generated show that the mean score of μ_1 (2.88) is lower than 4. While the significance of the t-test (.000) is smaller than the alpha (0.05). Thus, we reject the hypothesis and conclude that students do not agree that they have received enough information from their departments when choosing their major.

In order to further analyse our results from the aforementioned hypothesis, we have also asked respondents to pick the most useful information tool their department provided to them when choosing their major - *Appendix 3 Hypothesis Testing 4.6.*

After we collected the data, another interesting discovery was made in that we found (from Hypothesis 4.2 in Appendix 3) that only a few EF students (5 EF respondents) regarded department websites as useful or best assisted them in their decision of major. The other two departments have much larger figures at 19 and 23 respondents. One possible explanation of this is that EF department websites may provide insufficient information.

However, all three departments have the highest frequency for Course leaders/ Mentors. Given our observations, we would like to further investigate whether senior students' advice or department advice is more useful. In order to prove this result, we asked respondents the following questions - *Appendix 3 Hypothesis Testing 4.7.*

In order to compare which advice is more useful, only the data of respondents who answered all questions (from Q9 - Q13) will be used for our analysis.

According to the results of Hypothesis 4.3 in Appendix 3, (135/177 respondents) the mean score of Q10 is lower than the mean score of Q12. It is interesting that although EF, IS and MS students disagree that they receive enough information from departments, they still consider advice from departments more useful than advice from senior students. In order to improve students' satisfaction with regards to the departments' provided information, students may be better assisted if they have more opportunities to speak with course leaders/mentors before choosing their major. For example, the MS department already provides a mentoring scheme for BANL students.

Hypothesis 5:

Satisfaction towards GPA based entrance is no different between students who regret their choice in major and students who don't regret their choice in major.

In order to test the hypothesis, we will conduct an independent t-test based on the following two questions - *Appendix 3 Hypothesis 5 - 5.1.*

We aimed to compare the mean satisfaction level of the current GPA screening system between two samples, excluding Year 1 students as it is impossible for them to regret their choice if they haven't made one. In total, according to Hypothesis 5 - 5.2. in Appendix 3, 72 students regretted their choice and 101 students did not.

With regards to Hypothesis 5.3 in Appendix 3 the significant value of the independent t-test is 0.000 which is less than the alpha of 0.05. This means that the null hypothesis is rejected. We can conclude that differences do indeed exist among the two groups of people. We deduced that some students cannot enroll into their desired major due to GPA criteria and consequently may have a lower satisfaction level from GPA screening.

We also wanted to investigate the reasons why students felt regret after they had chosen their major. We created a follow-up question for those who regretted their choice - *Appendix 3 Hypothesis 5 - 5.4.*

Based on our findings in Hypothesis 5.5. in Appendix 3, most students feel that the courses are impractical, which is a total of 44.4% of respondents. Meanwhile, the percentage of students who think that getting a good GPA in the courses is very difficult and the number of students who owe their regret to discrepancies between their expectations and what they are actually taught both came to 18%. Only 5 students feel that the courses provide a narrow career path.

For this reason we have also investigated the two groups engagement levels in school - *Appendix 3 Hypothesis 5 - 5.6.*

Generally speaking, according to Hypothesis 5.7. in Appendix 3, the mean scores from students who don't regret their choice in major are relatively lower in all five statements. And yet, in the second and third statements (related to the tutorial and lecture

engagement) we noticed that the mean score of both statements was significantly lower when compared to the others, regardless of whether or not students regretted their choice. It is possible that students have low motivation to engage in tutorials and lectures, or students believe that classes have little to do with the effectiveness of their studies.

5. Conclusion & Recommendations

From our research we have come to many conclusions, however we have isolated 3 that we find to be most relevant to CityU's implementation of the double major scheme.

To begin with, it would be in CityU's best interests to allow more course flexibility in year 1. We found that many students feel restricted to their department courses, and have little room to explore. If they are to make an informed choice of major then additional investigation into the courses of other departments would be beneficial in helping them to determine what they like and don't like. Going back to our initial cause for research, this would also impel more students to apply for a double major. Due to their exploration they may find that they simply cannot pick between two majors, and thus may end up doing both. What's more, students may show an increased satisfaction level with their topic of study having had the chance to try it out beforehand.

Likewise, CityU could create an option for students to enroll in a major in year 1 rather than 2. This option would not be mandatory but it would help those who are certain of what they want to do not waste any time. Our data shows that a large majority of students dislike their first year and its courses, this may help alleviate that. On top of that, students would have more time to pursue their double major if they had the option to start in year 1.

In conjunction with these changes, there needs to be an increased flow of information among the 3 different departments. Our research found many discrepancies between what students found useful in each department. The largest examples being EF students dislike of their department website and also the absence of mentoring schemes. Each department should have equal resources. Due to their similarities each department could also offer joint information sessions. In terms of a double major this would be especially helpful as students would have the opportunity to learn how the two programs complement each other.

6. Appendix 1 - Structured Interviews

Standardized Interview Questions

The following script was used when speaking with each interviewee.

Introduction

Hello guys, hope your day is going well! I am a student at the CityU of Hong Kong. My name is (insert name) and I am a year (x) student. We are conducting these interviews to better understand how and why you chose your majors. We also hope to hear some of your opinions about the way that majors are allocated to respective students. All of the data obtained in this interview will be confidential and used only for academic purposes.

For this interview we really want you to express your opinions freely and openly and in as much detail as you can provide. We will only interject if we feel you are going off topic.

If all that is okay with you we can now start the interview. Thank you guys so much for your time.

I would like to know the following:

Why did you choose your major?

Probe: (How interested were you in the topics your major allowed you to study?)

Probe: (Did your friends/parents have anything to do with the decision?)

Probe: (Why do you think they made you choose a major after year 1?)

How did you choose your major?

Probe: (Did you ask older students for advice?)

Probe: (Did you know what you wanted to study prior to starting at cityu?)

Probe: (What was most important to you when you had to decide about your major?)

Once you started your major courses did you enjoy them?

Probe: (Did year 1 give you a good idea of what your major would be like?)

Probe: (What were the major reasons you liked/disliked your major?)

Probe: (Good or bad, how was your major different than you expected?)

What is your opinion on the way majors are allocated to students?

Probe: (Were you admitted to your first choice of major?)

Probe: (How big a role did GPA play when you applied for your major?)

Probe: (What other factors beside GPA helped you get admitted to your major (if there are any)?)

Did your department help you in your decision process?

Probe: (Was the system explained to you when you began studying at CityU?)

Probe: (Did you know what GPA you had to have to be admitted to different majors?)

Probe: (Did your department do anything special (parties, briefings, personality tests) to help you find which major would be the best fit for you?)

Structured Interview #1 (year 4, BOM)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: I used the deduction process to a very high degree.

Interviewer: Why?

Respondent: I mean it's just an easier and more logical way to choose if you don't know what you want to do. Anyone with a little bit of logic or anyone who's studied math would tell you that the best way to choose is to use deduction. To be honest, not many courses at CityU are actually that good in terms of department representation of professors. The professors are smart but they're not good teachers. They're good researchers. They're not all bad but only a handful of them are good at teaching. It's also about the course design. If you actual guys look at BOM every year there are at least one or two courses where you can learn something new. With finance and econ marketing , especially marketing, every year you're learning the same thing. Once you know that it's easier to say you don't want to do that. I also did a lot of research by asking seniors from different majors what they did and why they chose what they did. They all gave me different answers. In the end I chose my own method of deduction.

Interviewer: How important was the scope of skills each major provided in your decision? Was having an in depth knowledge of a specific skill set important? Was having a broad set of skills (with a lesser amount of in depth knowledge) important to you?

Respondent: I mean, for me back then I really didn't know what I wanted to do. If I was sure that I wanted a specific skill I wouldn't have taken BOM. If I was sure I wanted to work in a bank I would've taken finance or accounting because then you have a specific skill. BOM is a major for those people who want to explore what kind of skills they'd like to have at the end of four years. That's why having a broad set of skills was more important to me.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: Well, I was pretty certain because initially I wasn't accepted into my major, I was only accepted into BANL because of my GPA. BOM needed 3.62 and my GPA was less than that. I really didn't take the interview seriously, I went in my slippers and shorts because that was just freshman me. I thought they'd take me for sure, I thought 3.52 was a pretty reasonable GPA. When I didn't get in and I did one year of BANL I got a feel for the atmosphere. I felt like it wasn't competitive and that everyone was like a zombie. The only reason they took that major is because they like mathematics and felt that could get them a job. They were taking a very career oriented view, not living in the present living in the future. Like they would endure 4 years of unhappiness just to have a job. For me it was more like what do I want to in four years, I wanna explore myself and I want to explore what I can be and that's why I chose BOM. I was certain BOM could give me that. It was like looking at your neighbors and thinking that's my ideal family because BOM and BANL are neighbors. The department had instagram pages, societies within the major they had social events. It was a much more competitive environment and also the required GPA for BANL was 2.8 which to me was surprisingly low and signified that maybe people there didn't study as hard.

Interviewer: To what degree did you feel pressured to just "pick something" before time ran out?

Respondent: No degree. Zero degree. I didn't feel like I was pressured to pick something. Because I had already gotten into a major and wanted to switch. I didn't just pick something I planned it. (He switched in year two, you can apply for a change in major at the end of every semester)

Interviewer: Do you feel that your course leaders/ department staff were helpful and accomodating to your questions regarding what major to choose?

Respondent: I guess they were. I don't recall that much but Stephen was quite helpful. I visited with him 3 or 4 times before I made a final decision to move to BOM and he was quite helpful. They were helpful and accommodating to my questions.

Interviewer: Did you, or do you, believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: No. Well I did believe that. Of course every kid who joins university believes that. I think I came to a realisation primarily in my second year because I started hanging out with a lot of seniors. Some seniors graduated from marketing and ending up working as flight attendants, some went to banks or compliance or telecom. So I believed that choosing my major would have determined my career but I don't believe that anymore. I myself am going into technology consulting which makes no sense because I did business.

Interviewer: Do you feel that one years worth of first year courses was / is a sufficient amount of time to help you in choosing your major?

Respondent: I think no. This is a huge issue and waste of a whole year. All the courses that I took in the first year I had already done in high school.

Interviewer: Do you feel like the ratio of GE to department courses was balanced?

Respondent: If there was the option I would just take out my first year and just do three years of school. Just go into my major and take three years of that. They did not help at all to describe what my major would be. The introductory BOM course is completely terrible. It doesn't tell you anything about what you're going to study for the next 4 years. Neither does financial accounting or information management, none of them,

Interviewer: So do you feel like they should give you more time to choose your major?

Respondent: The first year is useful for those people who are unsure of what major they want. But I think they should have the option to explore other stuff they're interested in. For instance, you enter the college of business, why is the scope still so narrow? Why can you only choose business courses when you still have the option to move to another college in year 2? Like what if I came to college and suddenly realised I was great at photography. The college made me feel like I could only choose between 10 majors. They also gave me a very distorted perception of these 10 majors because clearly introductory courses don't help. I don't know. Maybe more GE courses would be nice because also you could just be done with them. I feel like going into your major directly might be easier because you'll have more time. If you don't like it in your first year you still have time to switch. Right now by the time you choose your major you're already so many courses in so it's hard to facilitate a switch.

Structured Interview #2 (year 2, IM)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: A low degree.

Interviewer: Why?

Respondent: I was not paying so much attention to the system because I don't really mind which major I will be allocated to. In my opinion, each of them has their own advantages and disadvantages. Take GBSM as an example, it is obvious we are going to learn something more professional than IM and GBSM has more exchange study opportunities. However, it takes a lot more effort to first get into the major, and I believe it will also take more effort to study in GBSM.

Interviewer: How important was the scope of skills each major provided in your decision? Was having an in depth knowledge of a specific skill set important? Was having a broad set of skills (with a lesser amount of in depth knowledge) important to you?

Respondent: I don't think it is important. First, the knowledge or skills the major provided me in Year 1 are not all related to my major as there are CB courses and GE's. Second, even if the courses are related to my major, it was mostly introduction courses, and we all know it cannot reflect how hard can the course be or how many variations are there in the course. So to me, I had a broad set of skills, knowing something in each part but it didn't really help me in choosing my major. I guess I may need some in depth knowledge in courses that is related to the two choices of major saying if it really affects my choice.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: I am not that certain. As I have mentioned earlier, I didn't really pay that much effort or care about the major allocation system. Or I should say it this way, I am totally fine with the two majors that I can possibly be allocated to. Thinking in this way, I do not have much preference and interest in choosing the major.

Interviewer: To what degree did you feel pressured to just "pick something" before time ran out?

Respondent: A low degree.

Interviewer: Why?

If you do not care about something, you would not feel any pressure. I do not want to choose since I know this allocation system. So I just did what I could do and chose it on time on canvas. I don't think time is an important factor to me. I can choose when the semester start.

Interviewer: Do you feel that your course leaders/ department staff were helpful and accomodating to your questions regarding what major to choose?

I am not sure because I did not seek help all the way long. But I have received some emails from the department saying to assist or giving advice so I guess they are offering help.

Interviewer: Did you, or do you, believe that what you choose as your major will solely determine what career you will have upon graduation?

Of course not. I have totally no interest in sitting and working at a office. I chose the major simply because I think it's interesting to study at some of the courses. I am planning to work at somewhere my major has no affect on it like the Immigration Department.

Interviewer: Do you feel that one years worth of first year courses was / is a sufficient amount of time to help you in choosing your major?

Yes I think so. As I have said, I could just choose from the beginning of the semester. Even my friends or some people who are more concern about their future, they would choose GBSM over IM because they are so different in terms of the prospects.

Interviewer: Do you feel like the ratio of GE to department courses was balanced?

Yes, I think so. I think it bring benefits to people like me who doesn't really mind what the major is. I can study courses that is totally unrelated to my major and it brings so much fun for me to learn different things. I guess people who care a lot about their knowledge in the major field would think the opposite.

Interviewer: So do you feel like they should give you more time to choose your major?

No, I think it's enough. It's actually more than enough to me. against each other in order to get into the GBSM major. Time don't know it's just me and my friends, but after knowing about the two majors and how are we allocated to it, most of us have already made up our minds. Instead of choosing our major, I think it's more like competing doesn't really make a difference.

Structured Interview #3 (year 2, IM)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: A low degree. I wanted to get into the GBSM at the very beginning.

Interviewer: Why wouldn't you consider the other major, IM?

Respondent: Well, I don't really like comparisons. But simply from the names of the majors you can tell there are some differences between the majors. I am not trying to belittle IM students and what they study, but I think GBSM is way better and it just gets me a better future. GBSM is studying something more global while including some information systems and technology knowledge at the same time; IM seems a lot narrower when you really have to compare these two majors. In this case, I would rather directly choose GBSM instead of using a deduction process.

Interviewer: How important was the scope of skills each major provided in your decision? Was having an in depth knowledge of a specific skill set important? Was having a broad set of skills (with a lesser amount of in depth knowledge) important to you?

Respondent: It was not important. I think there are not any dominating courses that affected my decision. An important factor is that I have made up my mind at an early stage and I mean I wouldn't be affected to change my choice easily unless there are some really astonishing features that I do not know about IM. I think I would prefer having a specific skill set to having a broad one. IS, the department itself is already quite specific, I mean you are obviously going to learn big data and stuff like that. Inside this professional field, I would like to get some in depth knowledge so as to become an expert in the field, helping me in the studies and also my future career. I would not mind to learn a broad set of skills as that is also good to me, but under a limited time of 4 years, I guess I will go with the first choice.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: I can't really tell, it's a fifty-fifty since I have chosen the department of IS. Of course I am interested in the course at my department, but at the same time I am also concerned about my career, so another fifty of my choice is at the career prospect. When it comes to the major allocation, I don't think it really make a huge difference in terms of our interest since we can still study similar courses which are related to IS. So if I am a person who is interested in IS, I don't really mind where am I allocated. The main difference I would say would be the directions that the majors bring people to. If it is being thought this way, then yes I am certain of my interest because I like to work under international environment, dealing with people in different countries instead of sitting in an office everyday handling data.

Interviewer: To what degree did you feel pressured to just "pick something" before time ran out?

Respondent: A low degree. I don't think it's really a time limit to me. To be honest if I could choose again, I would not mind to choose my major when I enter the department. Of course they will need our academic results to refer our choices so it's probably impossible. But I did think clearly in a reasonable amount of time. The only pressure I got is only the pressure on academic results as we use that to determine whether we are allocated to our choices of major. It means if I did not get good results like I did, I will be allocated to the IM, which was quite a pressure to me.

Interviewer: Do you feel that your course leaders/ department staff were helpful and accomodating to your questions regarding what major to choose?

Respondent: Yes I think so, although I have not literally consulted or asked them any questions regarding my choices my major. It's still a yes to me because I did receive emails offering and welcoming to help me. But I have already made up my mind and I don't really think there are any unclear parts about the two majors, so I did not reach for help. I have asked some of the IS senior students for advice though.

Interviewer: Why would you choose to ask senior students for advice instead of the course leaders/ department staff?

Respondent: I would ask the course leaders if I have a need to. But I asked the senior students at the very beginning when they haven't really start to offer help yet. Anyways the senior students are from the mentorship programme offered by the department so I guess it would still be credited to the department for helping me then.

Interviewer: Did you, or do you, believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: I don't think it will solely determine my career, although I am currently planning to work on career related to my major. The reason I said so is that I don't think my major is a shackles on my career, I can still do whatever I want to disregarding to what my major is. I can be a police or whatever. Studying in my major, however, brings me advantage if I want to work on related industry.

Interviewer: Do you feel that one years worth of first year courses was / is a sufficient amount of time to help you in choosing your major?

Respondent: Yes I think so. There is actually not much to think about to me as I have said I don't mind to choose at the beginning of Year 1. The courses, similarly, did not affect my choice at all.

Interviewer: Do you feel like the ratio of GE to department courses was balanced?

Respondent: Yes I guess so. I am not really sure how do the University set the ratio between the course, but I am happy that I can study some courses that is unrelated to my major like art. It would be a bit too intense if every single subject that I study is solely about IS or similar things.

Interviewer: Will you be worried about the current department courses are not enough for you to be professional enough in the your major?

Respondent: No I don't think so as basically everyone is studying the same amount of courses at least in CityU. Besides I never relied solely on courses offered at the University, I always learn outside the school through different books and I am planning for an internship in summer to better equip myself.

Interviewer: So do you feel like they should give you more time to choose your major?

Respondent: No, I think it's enough. There is really not much to consider about, it's basically a competition for Year 1 students to get in the GBSM and that's it. I have never met a person who choose IM as his or her choice of major.

Strutured Interview #4 (Year 3, IM - major in information management)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: High degree.

Interviewer: Why?

Respondent: Using deduction process is really good for the person with difficulty in making choices. It is easier for me to find out the things that I am not interested in. Therefore, it would be helpful to find out which major would be the most suitable to me. For example, I do not want to go for 1 year exchange so I would not choose the major in global business systems management. By streaming the major with deduction process, I chose the stream of internet services and social network under information management.

Interviewer: How important was the scope of skills each major provided in your decision? Was having an in depth knowledge of a specific skill set important? Was having a broad set of skills (with a lesser amount of in depth knowledge) important to you?

Respondent: It is not that important. In my opinion, the skills and knowledge probably cannot apply to the daily life easily. The skills that learnt from this course cannot follow the latest trend. In my major, it is teaching about some internet service that may be related to some social media or digital items but these products or function would be easily updated or replaced. Therefore, the skills are not really important for me. Choosing this major would due to my interest in digital marketing.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: As it is mentioned before, I am interested in digital marketing. Before choosing my major, I considered the courses that are related to my interest which included computer science, marketing and information system. For computer science, the skills that would be learnt are too professional and specific which my restricted my future career path. And marketing would be too general and focusing on the whole marketing industry. As my interest is in digital marketing, I chosen my major to gain both hard skill and soft skill.

Interviewer: To what degree did you feel pressured to just “pick something” before time ran out?

Respondent: There is no pressure in choosing major before the time ran out. When I enter this department, I have a clear vision for my future career. In my department, the major that is highly related to my vision would be just the internet service and social network. Therefore I can pick my major easily. I have doubted whether the major is suitable to me but after seek some advices from my friends, my choose is more confirm.

Interviewer: Do you feel that your course leaders/department staff were helpful and accommodating to your questions regarding which major to choose?

Respondent: No. From my points of view, the meaning of helpful would be actively correcting me in giving me some advice. However, there is no professor help me initially. Also, the talk held by the department is not useful to me. They are just telling the advantages in taking the major which is more related to the career path but there is less focusing on the studies of the major. Thus, we cannot really know what the major is about or what knowledge would be taught from the courses. Therefore, their advice cannot help use to find out what is suitable to us.

Interviewer: Did you, or do you believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: Yes. As I have mentioned that I am interested in the digital marketing industry, my major is highly related about this industry. And the skills and knowledge would help me working in this industry. So my major would determine my future career after graduation.

Interviewer: Do you feel that one year worth of first year courses was/is a sufficient amount of time to help you in choosing your major?

Respondent: That's enough time to determine my choice. The common courses that studied in the first year helped me to understand what I am interested in. Besides, I understood what I can learn from

Respondent: the course of information management. However the courses only help me to understand the details about my department and it cannot help me to understand the detail of my stream. Therefore I hope there would be more information for me to know about the difference between different stream.

Structured Interview #5 (Year 3, EF - major in Finance)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: I would say no degree. Like I said before I wanted accountancy but I got rejected so I chose finance which was my second option. Its requirement was 3.4gpa, once i gotten the rejection letter in May, I had a month to decide my choice and it was finance. I wanted either accounting or finance before entering university as I had been exposed to business due to my family business and found accounting and finance as complements and chose to focus on them 2 rather than management and marketing as they were more interesting in terms of the skills applicable in the professional working field.

Interviewer: How important was the scope of skills each major provided in your decision?

Respondent: On a scale of 10 probably a 10. When I looked deeper into the courses offered in finance I realized the higher depth it provided would be make further specialization in the field much easier.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: Not certain at all. I started liking finance a lot only after my 2nd year in uni. I had a plan to study accounting or finance but didn't have an intense interest in the majors initially and started liking more about it as i started to learn more.

Interviewer: To what degree did you feel pressured to just “pick something” before time ran out?

Respondent: On a scale of 10- 4. I was very confident with my choices but after getting rejected from accountancy I had to hurry a little

Interviewer: Do you feel that your course leaders/ department staff were helpful and accomodating to your questions regarding what major to choose?

Respondent: Yes my course leaders and seniors were helpful. They had provided great insight on the choices I had in mind, finance and accounting and the possible career paths that it could lead to.

Interviewer: Did you, or do you, believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: I disagree with that statement. You can do whatever you want. Major becomes irrelevant as nobody cares especially in industries like banking and finance as I had a friend of mine who studied English, another studied psychology and they are working for banks now.

Interviewer: Do you feel that one years worth of first year courses was / is a sufficient amount of time to help you in choosing your major and did you feel it would be better to just choose your major as you enter university or do choose your major in year 2 after the introductory year?

Respondent: Yes. Yes the year one courses were important. Mostly you get an idea of the overall structure of your entire course and understand what uni is going to be like instead of directly jumping into your major

Structured Interview #6 (Year 4, EF - major in Finance)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: The deduction process was quite simple actually. I was particularly well read in business prior to university and was clear on my path for business school. After joining business school, I tested my waters by learning introductory courses in business and finally picked Finance.

Interviewer: Follow-up question - How was your knowledge in business before you entered university and where did the interest come from?

Respondent: Business particularly runs in my family as I come from a business background and I've always wanted to own a company myself.

Interviewer: How important was the scope of skills each major provided in your decision?

Respondent: It was highly important because science majors require you to know key fundamentals and skills beforehand and as said I was good at business and had previous knowledge from before so predominantly chose that. Having an in-depth knowledge of a specific skill is important because that creates a niche for me to excel in.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: I was quite certain on my major choice as it was the only viable option as I had interest for Finance and I lacked skills required for other majors.

Interviewer: To what degree did you feel pressured to just "pick something" before time ran out?

Respondent: I did not feel I "picked something" and it was not a hasty decision.

Interviewer: Do you feel that your course leaders/ department staff were helpful and accomodating to your questions regarding what major to choose?

Respondent: Yes they were as I had a consultation with my course leader who guided me regarding my course structure before choosing my major.

Interviewer: Did you, or do you, believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: Yes your major will predominantly define your career if you are in the job market.

Interviewer: Do you feel that one years worth of first year courses was / is a sufficient amount of time to help you in choosing your major and did you feel it would be better to just choose your major as you enter university or do choose your major in year 2 after the introductory year?

Respondent: Yes I believe that gives ample time for students to finalize on on major. I'd rather have year 1 to explore options and declare a major in year 2 as it gives me more time to finalize my ultimate choice.

Structured Interview #7 (Year 3, EF - major in Finance)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: I had already somewhat formed an opinion and choice based on the knowledge I had learnt in High School and family conversations, but i also do a pro con analysis of the majors of my choice to assess what would be a suitable major for myself and career I would want to pursue in.

Interviewer: How important was the scope of skills each major provided in your decision?

Respondent: For me , the scope of skills of the major was the most significant in my decision making. Its all about acquiring the right knowledge, the future opportunities that lie within those skills as well as spending my time wisely - that's how i believe I can succeed.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: In year 1 , I had got A+ in marketing and management, C for accounting and B for finance and economics. However, I still chose Finance in the end as I was interested in the subject and found it more technical and relatable to real world application as it taught contents such as investment strategies.

Interviewer: To what degree did you feel pressured to just "pick something" before time ran out?

Respondent: No degree whatsoever.

Interviewer: Do you feel that your course leaders/ department staff were helpful and accomodating to your questions regarding what major to choose?

Respondent: Nope. However, the marketing professor did personally call me to convince me to take marketing as my major. Did you seek out help from anyone?

Interviewer: Did you, or do you, believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: Nope - other factors such as importance of my personality and apart from the content learnt in your major, other general knowledge and skill sets I have developed across other subjects is important.

Interviewer: Do you feel that one years worth of first year courses was / is a sufficient amount of time to help you in choosing your major and did you feel it would be better to just choose your major as you enter university or do choose your major in year 2 after the introductory year?

Yes. I think doing one year of everything is a good idea as its important to attempt all subjects and strive to have a balance before making the decision to specialize into a particular major of choice.

Structured Interview #8 (Year 1, EF-not yet enter into a major)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: High degree.

Interviewer: Why?

Respondent: Although there are only two majors for me to choose, it is really difficult for me to choose between finance and economics. I don't have any preference between these two and I have no idea about which is more suitable to me. Therefore, I would like to use deduction process to find out my choice.

Interviewer: How do you work with this process?

Respondent: I first list out what I want to learn or experience from the major. For example, I would like to learn more practical skills and the things that is more close to my daily life. Besides, I really don't like too much theories and graphs. After listing out, I would like to match my likes and dislikes with the two majors. Therefore, I would like to choose finance instead of economics.

Interviewer: How important was the scope of skills each major provided in your decision? Was having an in depth knowledge of a specific skill set important? Was having a broad set of skills (with a lesser amount of in depth knowledge) important to you?

Respondent: It is important for me to choose the major with more specific skills or professional knowledge. As I think that the major that I would like to choose is highly related to my future career, I hope I can practise and learn some financial skills before I enter into my job. Besides, I think that learning some practical skills can increase my competitiveness. Therefore, it is an important concern before making up my mind.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: I'm not sure about it. Initially, I would like to choose marketing department instead of choosing the Economic and Financial Department. However, I cannot choose it because of my exam scores in HKDSE. Therefore, if you ask my interest, it is probably something that about marketing. Therefore, I would choose the major relatively based on the future career path instead of my interest. Besides, I don't think following my interest would help my future career earn more money. Therefore, I would rather consider about the career path.

Interviewer: To what degree did you feel pressured to just "pick something" before time ran out?

Respondent: No. As I know what major I should pick, I don't really feel pressure about the time. Instead of the time, I would rather concern about my GPA. As I know, the major allocation would solely based on my GPA but my GPA cannot make me enter the major certainly. And I know that it is really hard to transfer to another major. Therefore my pressure would be more likely to base on whether I can successfully enter to my preference major.

Interviewer: Do you feel that your course leaders/department staff were helpful and accommodating to your questions regarding which major to choose?

Respondent: No. Choosing major would probably depend on ourselves instead of the information provided by the course leaders. As I know, I haven't receive any information about the major seminar or information section. This may be because I haven't notice that or there is not enough promotion about it. Therefore, it is really hard to seek any help from the department or the course leader.

Interviewer: Did you, or do you believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: Yes. As I would like to choose Finance as my major, I would like to enter into the banking industry. I think that the future courses would be highly based on the skills needed in financial industry. And there would be more case studies or situation questions to help us practice the skills before entering the industry. Although my interest is in marketing, it is hard to change my future career from finance to marketing once I chose my major. Unless I am really talented in marketing industry, I can't easily move into it. Therefore, my major would solely determine what career I will have upon graduation.

Interviewer: Do you feel that one year worth of first year courses was/is a sufficient amount of time to help you in choosing your major?

Respondent: I don't think so. It's really hard to determine my major after my first year studies. After I entering into CityU, I used my first semester to familiarize myself into the university environment. Then, I became a committee of a society so I cannot have enough time to consider which major should I choose. Besides, the common college courses cannot help me to know what my major is really about.

Structured Interview #9 (Year 4,MS - Major in BANL)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: A low degree

Interviewer: Why?

Respondent: As I feel certain about my choice between my majors, I don't really need the deduction process when choosing my major. I really know what I am interested in and things that I am good at. Therefore, I have a clear choice when I face the situation in choosing my major.

Interviewer: How important was the scope of skills each major provided in your decision? Was having an in depth knowledge of a specific skill set important? Was having a broad set of skills (with a lesser amount of in depth knowledge) important to you?

Respondent: It is really important about what knowledge or skills that would be provided by my major. In my major, I can learn how to use different program to analyze the data. This is really helpful in my future career and it would make me become outstanding in interview comparing to other business students. Therefore, if the people want to become a business analyst, the skills that provided by my major would be really helpful and important.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: I really agree to this. I have studied ICT in my secondary school and I found that I am interested in database, programming and things that related to computer. Therefore I chose BANL as my major instead of BOM. This would because of my interest in it.

Interviewer: To what degree did you feel pressured to just "pick something" before time ran out?

Respondent: Low. As I mentioned before, I am really certain about my choice in choosing my major. Besides, I am really interested in the things that would be taught in my major so I would not feel any pressure in choosing my major.

Interviewer: Do you feel that your course leaders/department staff were helpful and accommodating to your questions regarding which major to choose?

Respondent: No. As I remembered that I haven't received any information about choosing major or any seminar talking about the major. The only way that I can find the information about choosing major from my department is to visit the department website. However, there are only some general things written on the website about different majors. This can only be the reference instead of useful information. I would rather seek help from some forums or opinions from my friends instead of the information provided by the website.

Interviewer: Did you, or do you believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: Yes. As I am seeking some graduation job, during the interview, the interviewer would ask me why I haven't choose something that is directly related to my major. This is the interview from a

financial industry and I apply for some front line position that may not be directly related to what I am studying. Therefore, I found that it is really hard for me to choose career that is totally not related to my future career. Thus, I believe that my major would solely determine my future career.

Interviewer: Do you feel that one year worth of first year courses was/is a sufficient amount of time to help you in choosing your major?

Yes. As mentioned before, I am really understand what the difference between the two majors and the future career path between the two majors. Therefore, it is not really important to use one more year to understand more. Besides, I believed that giving me one more year would not affect my choice in choosing BANL. Thus, it would be enough time for me to choose my major.

Structured Interview #10 (Year 4,IS - Major in BANL)

Interviewer: To what degree would you say you used a deduction process (knowing what you did not want to study) when choosing your major?

Respondent: I would say I mostly agree. I had offers from marketing and business analysis when I was choosing my major so yea it was easy to deduce from there what I wanted to do.

Interviewer: How important was the scope of skills each major provided in your decision? Was having an in depth knowledge of a specific skill set important? Was having a broad set of skills (with a lesser amount of in depth knowledge) important to you?

Respondent: A special skill was really important to me. It was like an opportunity cost. For example in BANL you need to know specific sets of skills, for instance programming, that only students who study BANL will be familiar with and no how to do. Rather than marketing where you don't really have anything special to show for your studies. I felt like I got my broad set of skills from my GE courses so by the time I entered into my major I didn't feel like that was my priority.

Interviewer: How certain were you of your interest in your chosen major?

Respondent: I wasn't certain. It was only while I was studying that I found I was actually really interested and capable of doing all these types of programming and stuff.

Interviewer: To what degree did you feel pressured to just "pick something" before time ran out?

Respondent: I felt like I was pressured to a low degree. I'm a really determined person and was well aware of what my options were. I rarely doubt my decisions.

Interviewer: Do you feel that your course leaders/department staff were helpful and accommodating to your questions regarding which major to choose?

Respondent: I didn't really consult my department staff so I can't really answer this question.

Interviewer: Did you, or do you believe that what you choose as your major will solely determine what career you will have upon graduation?

Respondent: No. Definitely not. Obviously I'm a BANL student who didn't want to be stuck with an occupation directly related to my major. I would rather stay in the marketing field with the skills I have learned in BANL. So no I don't believe major will determine my future job.

Interviewer: Do you feel that one year worth of first year courses was/is a sufficient amount of time to help you in choosing your major?

Respondent: I don't think that one year courses helped me choose my major. The courses we study in year one are all relatively simple. When we get to year 3 or 4 the courses are of course much more challenging. So no I don't feel that the first year courses helped my decision process at that time.

Appendix 2 - Questionnaire

Students Choice Behavior and Opinion on Major Allocation

Hey! We are students from City University of Hong Kong. Currently, we are conducting a survey about students' choice behaviors and opinions on CityU's major allocation process.

Please kindly spend a few minutes to complete the following questions. If you have any strong opinions, negative or positive, now is your chance to share! The information collected will be used for academic purpose only. Thanks so much for your time.

Part A: Demographic Information

説明 (選填)

Are you currently studying under the BBAU4 (4 Year Business Administration Undergraduate Program) at City University of Hong Kong? *

☐ Yes

☐ No

Which BBA department do you belong to? *

☐ EF

☐ IS

☐ MS

☐ Other

What year of study are you currently in? *

☐ Year 1

☐ Year 2

☐ Year 3

☐ Year 4

Part B: Choice Behavior

説明 (選択)

1. Did you have a specific target for your major choice before applying for your major? *

☐ Yes

☐ No

2. To what extent would you choose a major because it provides a multidisciplinary range of content compared to other specialized majors? *

Multidisciplinary: combining or involving several academic topics that provides you with general knowledge of different professional specifications.

	1	2	3	4	5	
Very Unlikely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Likely

3. When choosing a major which of the following factors was/is more important to you? *

☐ Career Path is more important than personal interests

☐ Personal interests are more important than a career path

☐ Career path and personal interests are of equal importance

Part C1: Student's Opinion on First Year Study

4. To what extent to you agree with the following statements?

說明 (選填)

4a) GE courses in year 1 help me choose my major *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

4b) Introductory courses related to majors in year 1 help me to choose my major *

Introductory courses are: (CB2100) Introduction to Financial Accounting, (CB2601) Marketing, (CB2201) Operations Management, (CB2400) Micro-Economics, (CB2300) Management, (CB2500) Information Management

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

5. Going into a major at the Semester A of Year 1 allows me more adequate time to explore a major that will suit me best *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Part C2: Student's Opinion on the Ease of Information for Choosing Major

說明 (選填)

6. Did your department provide any information that helped you choose your major?

- ☐ Yes
- ☐ No (Please skip Q7 - Q8, Go to Q9)

7. Which information tool from your department best assisted you in your decision of major?

- ☐ Briefing sessions
- ☐ Course leaders/ Mentors
- ☐ Department Websites

8. To what extent do you think you have received enough information from departments with regards to choosing your major?

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Part C2: Student's Opinion on the Ease of Information for Choosing Major

9. Did you receive advice from senior students when choosing your major?

- ☐ Yes
- ☐ No (Please skip Q10- Q13, Go to Q14)

Part C2: Student's Opinion on the Ease of Information for Choosing Major

10. To what extent do you agree that advice from senior students is useful for your major choice?

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. Did you receive advice from departments when making your major decision?

- ☐ Yes
- ☐ No (Please skip Q12 - Q13, Go to Q14)

Part C2: Student's Opinion on the Ease of Information for Choosing Major

12. To what extent do you agree the advice from departments is useful for your major choice?

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

13. Which of the following factors was most helpful to you when making an informed decision for your choice of major?

- ☐ Advice from senior students
- ☐ Advice from department professors
- ☐ Both were equally helpful
- ☐ Neither were helpful

Part C3: Student's Opinion on Their Choice Behaviour

14. Do you regret your choice in major? (If you are Year 1 student, please skip to the end of the survey)

☐ Yes

☐ No

15. To what extent do you agree with the following statements?

15a) I will try my best to finish my assignments

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15b) I will actively engage in the lectures

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15c) I will actively engage in the tutorials

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15d) I will try my best to finish my group projects

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15e) I will try my best to prepare for my exams

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Part C2: Student's Opinion on the Ease of Information for Choosing Major

16. Please choose the statement that best describes you; I regret my choice of major due to? (If you choose "No" in Q14, please skip this question)

- ☐ Heavy work load
- ☐ Knowledge of the course is impractical
- ☐ Difficulty of obtaining a good GPA Score
- ☐ What I have learnt is very different from what I expected
- ☐ Narrow career path it gives me

Part C2: Student's Opinion on the Ease of Information for Choosing Major

17. Overall, I am satisfied with the current GPA allocation system *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Appendix 3 Hypothesis Outputs

Hypothesis 1 - 1.1

Q1.Did you have a specific target for your major choice before choosing your major?

Yes No

Q2.To what extent will you choose a major providing a broader set of skills?

Multidisciplinary: combining or involving several academic topics that provides you with general knowledge of different professional specifications.

(1 represents very unlikely, 5 represents very likely)

1 2 3 4 5

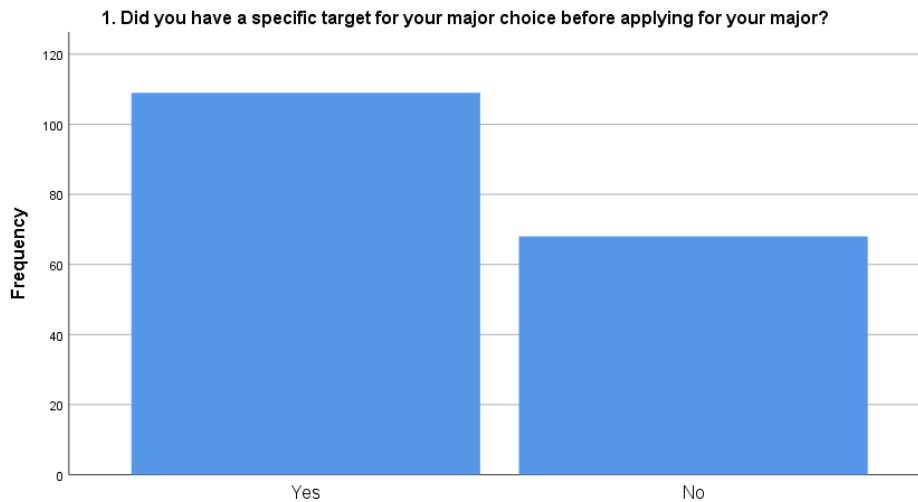
Group Statistics

	1. Did you have a specific target for your major choice before applying for your major?	N	Mean	Std. Deviation	Std. Error Mean
2. To what extent would you choose a major because it provides a multidisciplinary range of content compared to other specialized majors?	Yes	109	2.73	1.281	.123
	No	68	3.66	1.410	.171

Independent Samples Test

		Levene's Test for Equality of Variances							t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference			Lower	Upper
2. To what extent would you choose a major because it provides a multidisciplinary range of content compared to other specialized majors?	Equal variances assumed	.339	.561	-4.507	175	.000	-.928	.206			-1.334	-.522
	Equal variances not assumed			-4.408	132.056	.000	-.928	.210			-1.344	-.511

Hypothesis 1 - 1.2



Which BBA department do you belong to? * 1. Did you have a specific target for your major choice before applying for your major? Crosstabulation

Count

		1. Did you have a specific target for your major choice before applying for your major?		
		Yes	No	Total
Which BBA department do you belong to?	EF	39	20	59
	MS	35	23	58
	IS	35	25	60
Total		109	68	177

Hypothesis 2 - 2.1 - Questions

Q2. Which BBA department are you in?

EF / IS / MS / Others (End of Survey)

Q6. When choosing a major, which of the following factors is more important to you?

Choice 1 - Career Path is more important than personal interests.

Choice 2 - Personal Interests are more important than a career path.

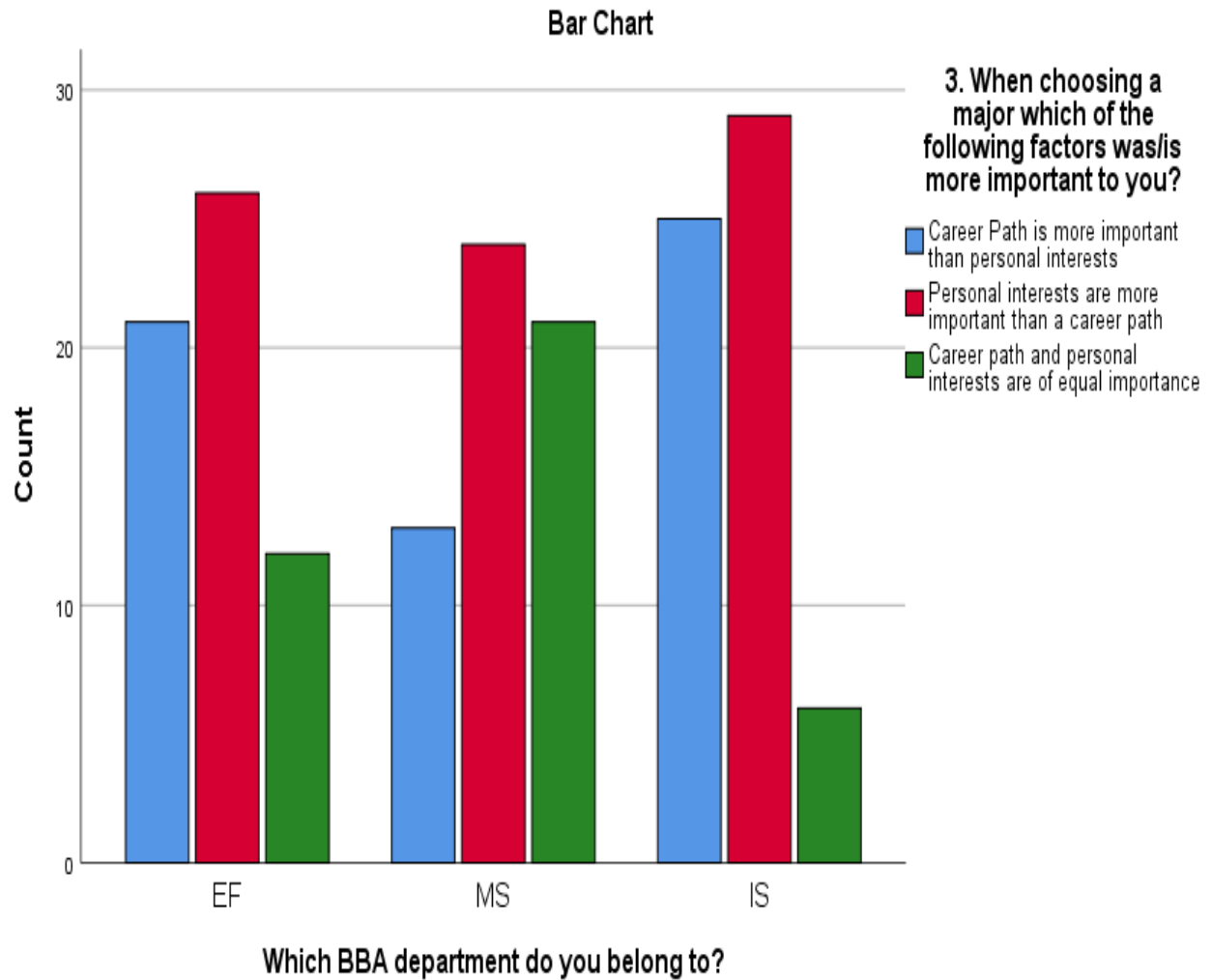
Choice 3 - Career Path & Personal Interests are of equal importance.

Hypothesis 2 - 2.2 - Results Obtained.

Which BBA department do you belong to? * 3. When choosing a major which of the following factors was/is more important to you?						
			Cross tabulation			
			3. When choosing a major which of the following factors was/is more important to you?			Total
			Career Path is more important than personal interests	Personal interests are more important than a career path	Career path and personal interests are of equal importance	
Which BBA department do you belong to?	EF	Count	21	26	12	59
		Standardized Residual	.3	-.1	-.3	
	MS	Count	13	24	21	58
		Standardized Residual	-1.4	-.4	2.3	
	IS	Count	25	29	6	60
		Standardized Residual	1.1	.4	-2.0	
Total		Count	59	79	39	177

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.049 ^a	4	.011
Likelihood Ratio	13.377	4	.010
Linear-by-Linear Association	1.510	1	.219
N of Valid Cases	177		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.78.			

Hypothesis 2 - 2.2 - Bar Chart



Hypothesis 3 - 3.1

Q2. Which BBA department are you in?

EF / IS / MS / Others (End of Survey)

Q5. Going into a major in Semester A of Year 1 allows me more adequate time to explore a major that will suit me best

(1 represents strongly disagree, 5 represents strongly agree)

1 2 3 4 5

Descriptives

5. Going into a major at the Semester A of Year 1 allows me more adequate time to explore a major that will suit me best

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
EF	59	3.07	1.337	.174	2.72	3.42	1	5
MS	58	3.64	.810	.106	3.42	3.85	2	5
IS	60	2.28	1.043	.135	2.01	2.55	1	5
Total	177	2.99	1.215	.091	2.81	3.17	1	5

ANOVA

5. Going into a major at the Semester A of Year 1 allows me more adequate time to explore

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54.669	2	27.334	23.166	.000
Within Groups	205.309	174	1.180		
Total	259.977	176			

Hypothesis 3 - 3.2

To what extent do you agree with the following statement?

Q4a. "GE courses in Year 1 help me choose my major"

(1 represents strongly agree, 5 represents strongly disagree)

1 2 3 4 5

Q4b. "Introduction courses related to majors in Year 1 helped me to choose my major"

Introductory courses are: (CB2100) Introduction to Financial Accounting, (CB2601) Marketing, (CB2201) Operations Management, (CB2400) Micro-Economics, (CB2300) Management, (CB2500) Information Management

(1 represents strongly disagree, 5 represents strongly agree)

1 2 3 4 5

Hypothesis 4 - 4.1

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
8. To what extent do you think you have received enough information from departments with regards to choosing your major?	146	2.88	1.069	.088

One-Sample Test

Test Value = 4						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
8. To what extent do you think you have received enough information from departments with regards to choosing your major?	-12.694	145	.000	-1.123	-1.30	-.95

Hypothesis 4 - 4.2

Which BBA department do you belong to? * 7. Which information tool from your department best assisted you in your decision of major?
Crosstabulation

Count

		7. Which information tool from your department best assisted you in your decision of major?			
		Briefing sessions	Course leaders/ Mentors	Department Websites	Total
Which BBA department do you belong to?	EF	9	29	5	43
	MS	12	16	19	47
	IS	10	23	23	56
Total		31	68	47	146

Hypothesis 4 - 4.3

	Mean	N	Std. Deviation	Std. Error Mean
10. To what extent do you agree that advice from senior students is useful for your major choice?	3.39	135	1.198	.103
12. To what extent do you agree the advice from departments is useful for your major choice?	3.74	135	1.058	.091

Paired Samples Correlations

	N	Correlation	Sig.
10. To what extent do you agree that advice from senior students is useful for your major choice? & 12. To what extent do you agree the advice from departments is useful for your major choice?	135	-.137	.113

Hypothesis 4 - 4.4

Q6. Did your department provide any information that helped you choose your major?

Yes No (Please skip Q7 - Q8, Go to Q9)

Hypothesis 4 - 4.5

Q8. To what extent do you agree that you have received enough information from departments for choosing your major?

(1 represents strongly disagree, 5 represents strongly agree)

1 2 3 4 5

Hypothesis 4 - 4.6

Q7. Which information tool from your department best assisted you in your decision of major?

- A. Briefing sessions
- B. Course leaders/ Mentors
- C. Department Websites

Hypothesis 4 - 4.7

9. Did you ask for advice from senior students when choosing your major?

Yes No (Please skip Q10 - Q13, Go to Q14)

10. If yes, to what extent do you agree that advice from senior students is useful for your major choice?

(1 represents “strongly disagree” and 5 represents “strongly agree”)

1 2 3 4 5

11. Did you consult your department when making your major decision?

Yes No (Please skip Q12 - Q13, Go to Q14)

12. If yes, to what extent do you agree the advice from your department is useful for your major choice?

(1 represents “strongly disagree” and 5 represents “strongly agree”)

1 2 3 4 5

13. Which of the following choices can help you to make a better decision for your major?

- A. Advice from senior students
- B. Advice from department professors
- C. No difference between two parties

Hypothesis 5 - 5.1

14. Do you regret your choice in major? (Skip this question if you are year 1)

Yes No

17. Overall, I am satisfied with the current GPA screening system

(1 represents strongly dissatisfied, 5 represents strongly satisfied)

1 2 3 4 5

Hypothesis 5 - 5.2

Group Statistics					
14. Do you regret your choice in major? (If you are Year 1 student, please skip to the end of the survey)		N	Mean	Std. Deviation	Std. Error Mean
17. Overall, I am satisfied with the current GPA allocation system	Yes	72	2.29	1.013	.119
	No	101	3.25	1.195	.119

Hypothesis 5 - 5.3

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
17. Overall, I am satisfied with the current GPA allocation system	Equal variances assumed	5.322	.022	-5.518	171	.000	-.956	.173	-1.298	-.614
	Equal variances not assumed			-5.672	165.850	.000	-.956	.169	-1.289	-.623

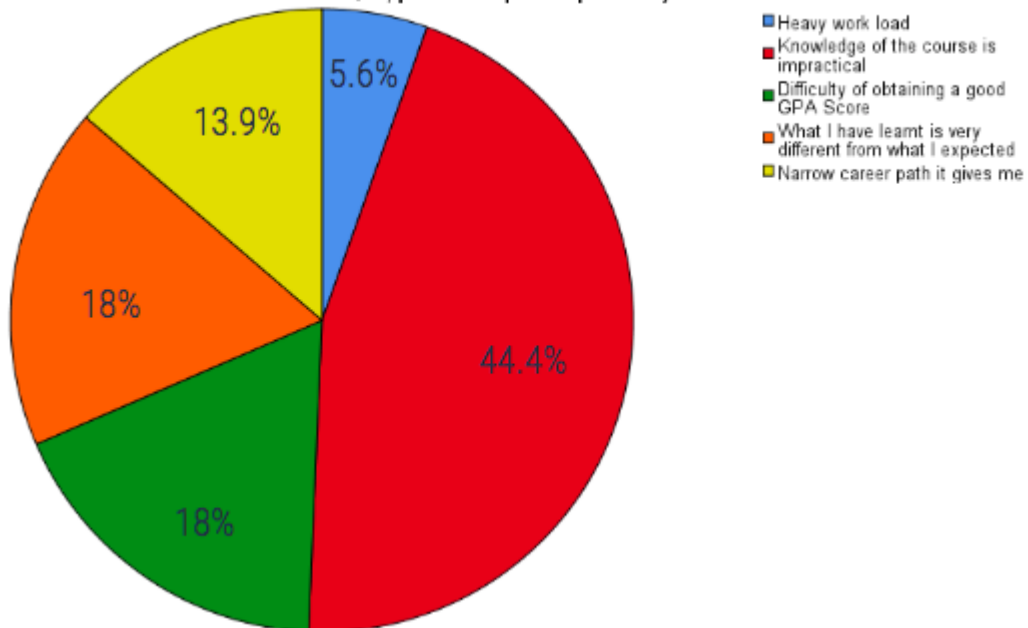
Hypothesis 5 - 5.4

16. Please choose the statement that best describes you?
- a) Heavy work load
 - b) Knowledge of the course is impractical
 - c) Difficult in obtaining a good GPA score
 - d) What I have learnt is very different in what I expected
 - e) Narrow career path it gives me

Hypothesis 5 - 5.4

Hypothesis 5 - 5.5.

16. Please choose the statement that best describes you; I regret my choice of major due to? (If you choose "No" in Q14, please skip this question)



Hypothesis 5 - 5.6.

15. To what extent do you agree with the following statements?

(1 represent very disagree, 5 represent very agree)

- a) "I will try my best to finish my assignments"
1 2 3 4 5
- b) "I will actively engage in the lectures"
1 2 3 4 5
- c) "I will actively engage in the tutorials"
1 2 3 4 5
- d) "I will try my best to finish my group projects"
1 2 3 4 5
- e) "I will try my best to prepare for my exams"
1 2 3 4 5

Hypothesis 5 - 5.7.

Group Statistics

14. Do you regret your choice in major? (If you are Year 1 student, please skip to the end of the survey)		N	Mean	Std. Deviation	Std. Error Mean
15a) I will try my best to finish my assignments	Yes	72	3.83	.979	.115
	No	101	4.22	.769	.077
15b) I will actively engage in the lectures	Yes	72	2.54	1.210	.143
	No	101	3.73	.999	.099
15c) I will actively engage in the tutorials	Yes	72	2.64	1.166	.137
	No	101	3.86	1.010	.101
15d) I will try my best to finish my group projects	Yes	72	3.71	.971	.114
	No	101	4.23	.786	.078
15e) I will try my best to prepare for my exams	Yes	72	3.96	1.013	.119
	No	101	4.35	.805	.080

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
15a) I will try my best to finish my assignments	Equal variances assumed	6.307	.013	-2.890	171	.004	-.384	.133	-.647	-.122
	Equal variances not assumed			-2.777	129.510	.006	-.384	.138	-.658	-.111
15b) I will actively engage in the lectures	Equal variances assumed	6.293	.013	-7.076	171	.000	-1.191	.168	-1.523	-.859
	Equal variances not assumed			-6.854	134.286	.000	-1.191	.174	-1.535	-.847
15c) I will actively engage in the tutorials	Equal variances assumed	5.300	.023	-7.353	171	.000	-1.222	.166	-1.551	-.894
	Equal variances not assumed			-7.178	139.007	.000	-1.222	.170	-1.559	-.886
15d) I will try my best to finish my group projects	Equal variances assumed	3.112	.079	-3.883	171	.000	-.519	.134	-.783	-.255
	Equal variances not assumed			-3.749	132.357	.000	-.519	.139	-.793	-.245
15e) I will try my best to prepare for my exams	Equal variances assumed	.010	.922	-2.804	171	.006	-.388	.138	-.661	-.115
	Equal variances not assumed			-2.700	130.572	.008	-.388	.144	-.673	-.104