Abstract: In order to improve education quality through simulation and increase interests of college professors in simulation study, this research was conducted to measure college students’ general attitudes towards simulation, factors facilitating simulation effectiveness, and the effects of simulation on learning. The research was tested by conducting questionnaire survey on 130 students from Engineering School and Business School who had been through identical simulations in their classes. The analysis finds students have positive attitudes towards simulation generally, while the attitudes moderated by students’ majors and find that engineering students prefer simulation method more than business students. Informative feedback from professor during simulation facilitate students learning and performance. According to the result, university professors may adopt simulations and relevant methods of teaching in different courses to increase students’ learning performance.