
Angelo State University

NSSE Major Field Report 2023 - Between-Institution Results

Biology

*Comparing your students majoring in the fields shown below to those
in the same fields at your comparison group institutions*

The Major Field Report group 'Biology' includes the following majors: Biochemistry or biophysics; Biology (general); Biomedical science; Botany; Cell and molecular biology; Environmental science/studies; Marine science; Microbiology or bacteriology; Natural science; Neuroscience; Other biological sciences; Physiology and developmental biology; Zoology.

About Your Major Field Report - Between Institution Results

NSSE data serve to identify institutional strengths and weaknesses in reference to selected comparison institutions, yet institution-level comparisons may not capture important variation in student engagement that can be found within key subpopulations such as major. This report displays selected results for students at your institution and at your selected comparison institutions in the major category: Biology.

NSSE results included in MFR

- Engagement Indicators
- High-Impact Practices
- Additional Academic Challenge Items
- Time Spent in Selected Activities

Related-Major Groups

Self-reported first and second (if applicable) majors were identified from the survey. Your institution had the option to customize how these majors were grouped, using up to ten related-major groups. Institutions choosing not to customize their major categories receive NSSE's ten default groups. The majors used in this report are listed on the cover page of this report.

Sample

This report is based on information from all randomly selected or census-administered students in the indicated group of majors for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students are not included. Report Sample (if applicable) respondents are also excluded.

Class

Results are presented separately by institution-reported class level. Keep in mind that majors are student-reported. First-year students may report *intended* majors that have not yet been *declared*. Also, much of the first-year experience may take place outside of the major field. For these reasons, first-year results should be interpreted with caution.

Technical Requirements

Frequencies will be reported for related-major groups that have at least 5 respondents, but NSSE requires a group to have at least 20 respondents for statistical comparisons (e.g., means and t-tests). Comparison groups must contain at least 20 respondents in the major category, or they remain blank. Although 20 is a minimum requirement for all other statistics (Engagement Indicators, means, etc.), keep in mind that any statistical result requires a sufficient number of respondents per group to produce a reliable estimate. Due to the disaggregation of results by student-reported major, *Major Field Report* results are unweighted.

Report Sections (Those marked with an asterisk are included if at least one related-major group includes 20 or more respondents.)

Engagement Indicators*	Results on NSSE's ten Engagement Indicators (EIs) organized into four themes. See your <i>Engagement Indicators</i> report for more details.
High-Impact Practices*	Results on student participation in six High-Impact Practices (HIPs). See your <i>High-Impact Practices</i> report for more details.
Additional Academic Challenge Items	Contains four engagement indicators as well as several important individual items.
Time Spent in Selected Activities	Results on how students allocate time among academic work, employment, and other activities and commitments offers insight into both student support needs and programmatic differences in expectations and requirements.

Major Field Report 2023—Between-Institution Results

Angelo State University

Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets:
Higher-Order Learning / Reflective & Integrative Learning

Select a major group:
Major Group 3

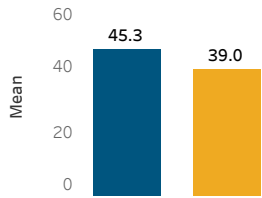
Displaying:
Biology

Start

Define Groups

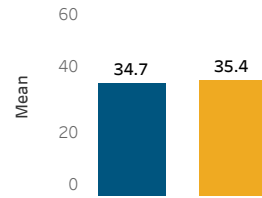
First-year First-year

Higher-Order Learning



Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little		4%
	Some	16%	24%
	Quite a bit	32%	43%
	Very much	53%	29%
	Total	100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little		3%
	Some	16%	22%
	Quite a bit	26%	43%
	Very much	58%	32%
	Total	100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	5%	5%
	Some	26%	28%
	Quite a bit	26%	42%
	Very much	42%	26%
	Total	100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little		4%
	Some	21%	25%
	Quite a bit	37%	46%
	Very much	42%	25%
	Total	100%	100%

Reflective & Integrative Learning



How often: Combined ideas from different courses when completing assignments	Never	16%	8%
	Sometimes	32%	38%
	Often	37%	39%
	Very often	16%	15%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never	5%	1%
	Sometimes	37%	19%
	Often	37%	49%
	Very often	21%	30%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	21%	11%
	Sometimes	42%	38%
	Often	16%	35%
	Very often	21%	15%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never	5%	5%
	Sometimes	32%	31%
	Often	42%	44%
	Very often	21%	20%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	16%	13%
	Sometimes	26%	39%
	Often	47%	33%
	Very often	11%	16%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never	5%	3%
	Sometimes	11%	28%
	Often	42%	45%
	Very often	42%	24%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never		3%
	Sometimes	26%	24%
	Often	47%	49%
	Very often	26%	25%
	Total	100%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors

16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19

Comparison Group Majors

16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Angelo State University

Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets:
Learning Strategies / Quantitative Reasoning

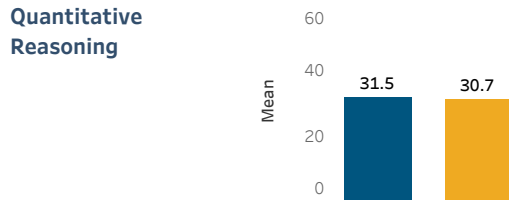
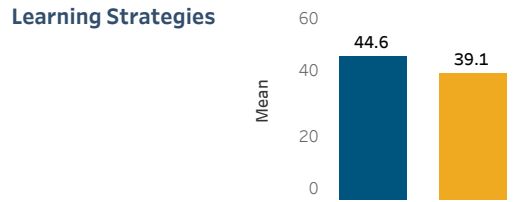
Select a major group:
Major Group 3

Displaying:
Biology

Start

Define Groups

First-year First-year



Item	ASU (%)	Comparison Group (%)
How often: Identified key information from reading assignments	Never	2%
	Sometimes	25%
	Often	49%
	Very often	24%
Total	100%	100%
How often: Reviewed your notes after class	Never	4%
	Sometimes	25%
	Often	39%
	Very often	32%
Total	100%	100%
How often: Summarized what you learned in class or from course materials	Never	4%
	Sometimes	28%
	Often	37%
	Very often	30%
Total	100%	100%

Item	ASU (%)	Comparison Group (%)
How often: Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never	13%
	Sometimes	40%
	Often	33%
	Very often	14%
Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	6%
	Sometimes	33%
	Often	43%
	Very often	18%
Total	100%	100%
How often: Evaluated what others have concluded from numerical information	Never	16%
	Sometimes	40%
	Often	33%
	Very often	12%
Total	100%	100%

Respondent Counts by Major

ASU Majors	
16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19
Comparison Group Majors	
16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Angelo State University

Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets:
 Collaborative Learning / Discussions with Diverse Others

Select a major group:
 Major Group 3

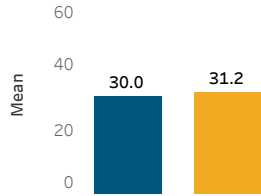
Displaying:
Biology

Start

Define Groups

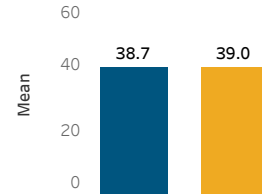
First-year First-year

Collaborative Learning



Item	Response	ASU (%)	Comparison Group (%)
How often: Asked another student to help you understand course material	Never	5%	10%
	Sometimes	47%	42%
	Often	32%	29%
	Very often	16%	19%
Total		100%	100%
How often: Explained course material to one or more students	Never	5%	6%
	Sometimes	53%	38%
	Often	37%	36%
	Very often	5%	20%
Total		100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never	21%	19%
	Sometimes	42%	39%
	Often	32%	27%
	Very often	5%	15%
Total		100%	100%
How often: Worked with other students on course projects or assignments	Never		8%
	Sometimes	32%	40%
	Often	58%	36%
	Very often	11%	16%
Total		100%	100%

Discussions with Diverse Others



Item	Response	ASU (%)	Comparison Group (%)
Frequency of discussion with: People from a race or ethnicity other than your own	Never	5%	6%
	Sometimes	42%	26%
	Often	16%	33%
	Very often	37%	35%
Total		100%	100%
Frequency of discussion with: People from an economic background other than your own	Never	5%	6%
	Sometimes	32%	23%
	Often	21%	39%
	Very often	42%	33%
Total		100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never		9%
	Sometimes	42%	29%
	Often	16%	31%
	Very often	42%	31%
Total		100%	100%
Frequency of discussion with: People with political views other than your own	Never	11%	7%
	Sometimes	26%	25%
	Often	26%	32%
	Very often	37%	36%
Total		100%	100%

■ ASU
■ Comparison Group

Respondent Counts by Major

ASU Majors	
16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19

Comparison Group Majors

16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets: Student-Faculty Interaction / Effective Teaching Practices

Select a major group: Major Group 3

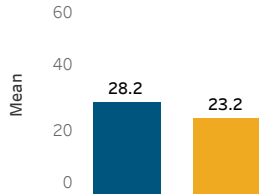
Displaying: **Biology**

Start

Define Groups

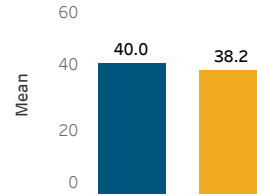
First-year First-year

Student-Faculty Interaction



How often: Talked about career plans with a faculty member	Never	5%	30%
	Sometimes	47%	41%
	Often	11%	19%
	Very often	37%	10%
	Total	100%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	37%	21%
	Sometimes	16%	44%
	Often	42%	24%
	Very often	5%	11%
	Total	100%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	21%	15%
	Sometimes	42%	42%
	Often	21%	27%
	Very often	16%	15%
	Total	100%	100%
How often: Discussed your academic performance with a faculty member	Never	21%	43%
	Sometimes	37%	34%
	Often	26%	15%
	Very often	16%	9%
	Total	100%	100%

Effective Teaching Practices



To what extent: Clearly explained course goals and requirements	Very little	2%	22%
	Some	16%	45%
	Quite a bit	53%	30%
	Very much	32%	30%
	Total	100%	100%
To what extent: Taught course sessions in an organized way	Very little	11%	7%
	Some	11%	29%
	Quite a bit	42%	36%
	Very much	37%	28%
	Total	100%	100%
To what extent: Used examples or illustrations to explain difficult points	Very little	9%	33%
	Some	11%	35%
	Quite a bit	42%	22%
	Very much	47%	22%
	Total	100%	100%
To what extent: Provided feedback on a draft or work in progress	Very little	5%	5%
	Some	26%	24%
	Quite a bit	42%	43%
	Very much	26%	29%
	Total	100%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little	16%	3%
	Some	37%	23%
	Quite a bit	26%	42%
	Very much	21%	32%
	Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

ASU Majors

16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19

Comparison Group Majors

16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class.Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Angelo State University

Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets:
Quality of Interactions/ Supportive Environment

Select a major group:
Major Group 3

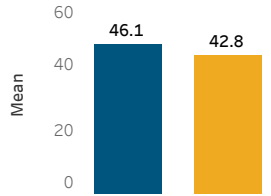
Displaying:
Biology

Start

Define Groups

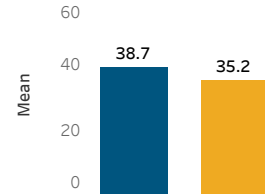
First-year First-year

Quality of Interactions



Category	ASU (%)	Comparison Group (%)
Quality of your interactions: Students		
Poor	3%	5%
2	5%	6%
3	16%	13%
4	26%	19%
5	42%	21%
6	16%	33%
Excellent	16%	33%
Not applicable	1%	1%
Total	100%	100%
Quality of your interactions: Academic Advisors		
Poor	1%	2%
2	2%	4%
3	5%	13%
4	32%	28%
5	21%	29%
6	37%	21%
Excellent	37%	21%
Not applicable	5%	1%
Total	100%	100%
Quality of your interactions: Faculty		
Poor	2%	3%
2	5%	7%
3	11%	15%
4	11%	21%
5	42%	24%
6	32%	20%
Excellent	32%	20%
Not applicable	8%	8%
Total	100%	100%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)		
Poor	2%	3%
2	3%	7%
3	11%	14%
4	11%	22%
5	16%	22%
6	11%	21%
Excellent	37%	19%
Not applicable	16%	12%
Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)		
Poor	1%	2%
2	2%	6%
3	21%	14%
4	5%	29%
5	32%	29%
6	11%	26%
Excellent	32%	21%
Not applicable	1%	1%
Total	100%	100%

Supportive Environment



Category	ASU (%)	Comparison Group (%)
Institution emphasizes: Providing support to help students succeed academically		
Very little	6%	8%
Some	33%	29%
Quite a bit	28%	40%
Very much	33%	24%
Total	100%	100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)		
Very little	11%	17%
Some	11%	36%
Quite a bit	37%	30%
Very much	42%	16%
Total	100%	100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)		
Very little	16%	11%
Some	26%	32%
Quite a bit	26%	35%
Very much	32%	23%
Total	100%	100%
Institution emphasizes: Providing opportunities to be involved socially		
Very little	5%	24%
Some	32%	38%
Quite a bit	16%	26%
Very much	47%	12%
Total	100%	100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)		
Very little	6%	6%
Some	16%	25%
Quite a bit	42%	43%
Very much	42%	26%
Total	100%	100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)		
Very little	11%	7%
Some	42%	25%
Quite a bit	11%	42%
Very much	37%	26%
Total	100%	100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)		
Very little	11%	5%
Some	21%	22%
Quite a bit	32%	43%
Very much	37%	30%
Total	100%	100%
Institution emphasizes: Attending events that address important social, economic, or political issues		
Very little	16%	5%
Some	32%	16%
Quite a bit	21%	40%
Very much	32%	39%
Total	100%	100%

Respondent Counts by Major	
ASU Majors	
16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19
Comparison Group Majors	
16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

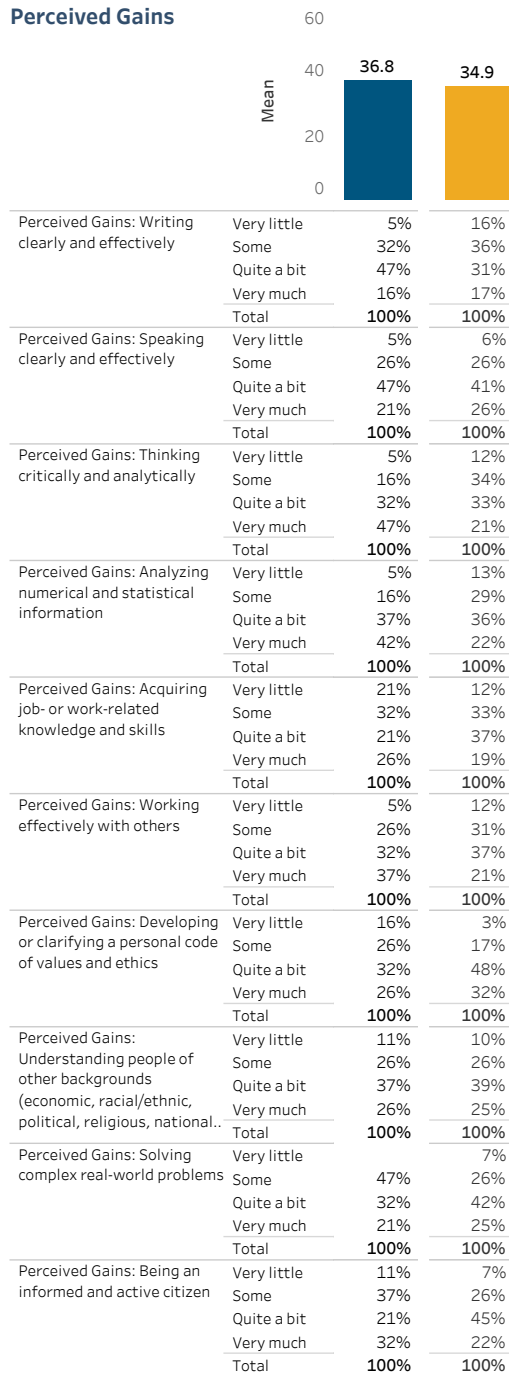
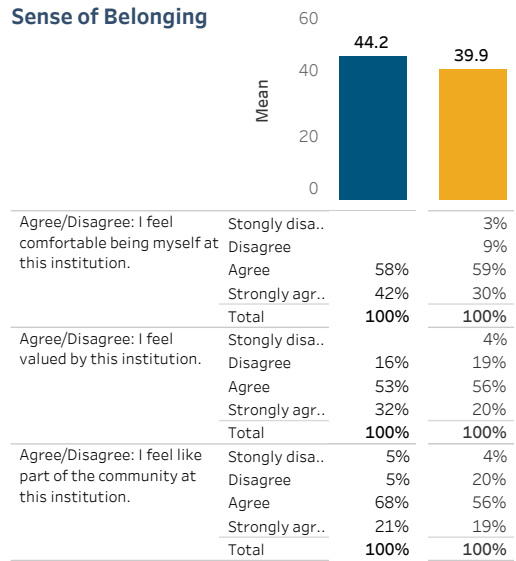
Angelo State University

Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets: Sense of Belonging / Perceived Gains	Select a major group: Major Group 3	Displaying: Biology	Start
			Define Groups

First-year First-year



■ ASU
■ Comparison Group

Respondent Counts by Major

ASU Majors	
16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19

Comparison Group Majors	
16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

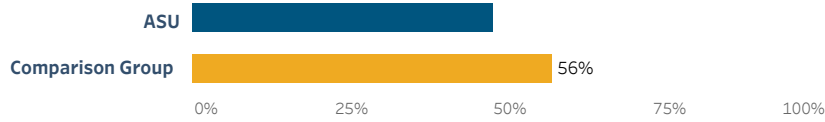
Comp. group filters: Carnegie class.Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a High-Impact Practice, alongside results for your customized comparison group and the percentage who participated overall (at least one for FY students, two or more for seniors). For FY students, internships, study abroad, and capstone experiences show “plan to do.” For seniors, all results show the participation percentage. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Select a major group: Major Group 3 Displaying: **Biology** **Define Groups** **Start**

First-year First-year

Completed at least one HIP



		ASU	Comparison Group		
Participate in a service-learning course	None	53%	50%		
	Some	32%	40%		
	Most	16%	8%	47%	50%
	All		2%		
	Total	100%	100%		
Participate in a learning community	Done or in progress	11%	12%		
	Plan to do	21%	30%		
	Do not plan to do	5%	26%		
	Have not decided	63%	32%	11%	12%
	Total	100%	100%		
Participate in undergraduate research	Done or in progress		8%		
	Plan to do	47%	47%		
	Do not plan to do	26%	15%		
	Have not decided	26%	30%		
	Total	100%	100%	0%	8%
Participate in internship, field exp., etc.	Done or in progress	5%	8%		
	Plan to do	58%	73%	58%	73%
	Do not plan to do	16%	6%		
	Have not decided	21%	13%		
	Total	100%	100%		
Participate in a study abroad program	Done or in progress		2%		
	Plan to do	21%	34%		
	Do not plan to do	42%	33%		
	Have not decided	37%	31%	21%	34%
	Total	100%	100%		
Complete a capstone project	Done or in progress		2%		
	Plan to do	42%	54%		
	Do not plan to do	11%	12%	42%	54%
	Have not decided	47%	32%		
	Total	100%	100%		

Respondent Counts by Major

ASU Majors

16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19

Comparison Group Majors

16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Notes—Visit the Define Groups page to edit major groups and other filters. Items with 0 respondents are blank, as are figures with < 5 respondents and comp. groups with < 5 institutions. Results are unweighted.

* Participation in service-learning is the percentage who responded that at least “some” courses included a community-based project.

**For first-year students, column charts show the percentages who responded “plan to do.”

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

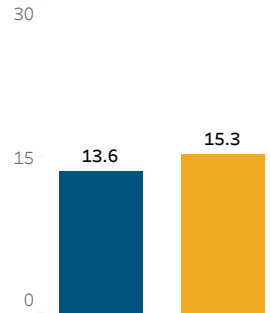
Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

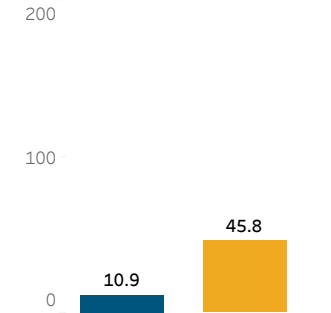
Select a major group: Major Group 3 Displaying: **Biology** [Define Groups](#) [Start](#)

First-year First-year

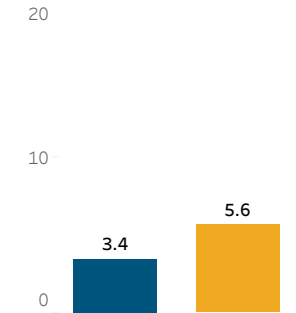
Time Spent Preparing for Class (hours/week)



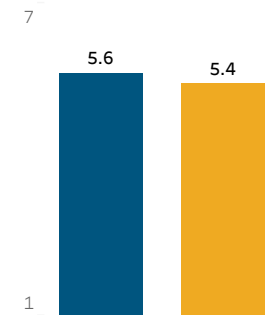
Estimated Total Pages of Assigned Writing, Current Year



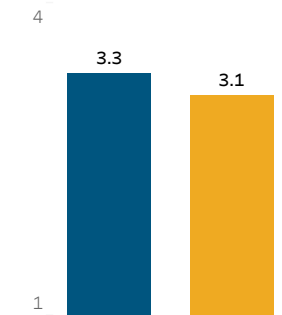
Average Hours per Week on Course Reading



How Challenged Were Students to Do Their Best Work?
(1=Not at all to 7=Very much)



Emphasis on Studying and on Academic Work
(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)



Respondent Counts by Major

ASU Majors

16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19

Comparison Group Majors

16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Notes—Visit the Define Groups page to adjust major groups, change the class level, and filter by student and institution characteristics. Figures with < 5 respondents are blank, as are comparison groups with < 5 institutions. Results are unweighted.

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class.Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Understanding how students allocate time among academic work, employment, and other activities and commitments offers insight into both student support needs and programmatic differences in expectations and requirements. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Select a major group: Major Group 3 Displaying: **Biology** **Define Groups** **Start**

First-year First-year



Respondent Counts by Major

ASU Majors	
16. Biology (general)	18
18. Biochemistry or biophysi..	1
Group Total	19

Comparison Group Majors	
16. Biology (general)	599
18. Biochemistry or biop..	86
19. Biomedical science	115
20. Botany	5
21. Cell and molecular bi..	18
22. Environmental scien..	54
23. Marine science	101
24. Microbiology or bact..	12
26. Natural science	2
27. Neuroscience	6
28. Physiology and devel..	1
29. Zoology	21
31. Other biological scie..	59
Group Total	1,072

Notes—Visit the Define Groups page to adjust major groups, change the class level, and filter by student and institution characteristics. Figures with < 5 respondents are blank, as are comparison groups with fewer than five institutions. Results are unweighted.

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-I; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Angelo State University

Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets:
Higher-Order Learning / Reflective & Integrative Learning

Select a major group:
Major Group 3

Displaying:
Biology

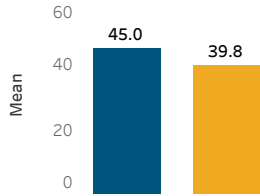
Start

Define Groups

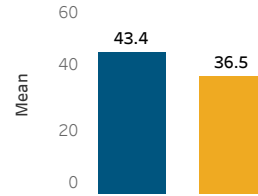
Senior

Senior

Higher-Order Learning



Reflective & Integrative Learning



ASU ■
Comparison Group ■

Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	5%	4%
	Some	19%	21%
	Quite a bit	43%	43%
	Very much	33%	32%
Total		100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	3%	3%
	Some	5%	20%
	Quite a bit	50%	43%
	Very much	45%	34%
Total		100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	6%	6%
	Some	5%	27%
	Quite a bit	62%	41%
	Very much	33%	26%
Total		100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little	4%	4%
	Some	19%	24%
	Quite a bit	48%	45%
	Very much	33%	28%
Total		100%	100%

How often: Combined ideas from different courses when completing assignments	Never	3%	3%
	Sometimes	14%	28%
	Often	45%	42%
	Very often	41%	27%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never	5%	1%
	Sometimes	18%	17%
	Often	55%	47%
	Very often	23%	35%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	5%	9%
	Sometimes	41%	38%
	Often	32%	33%
	Very often	23%	20%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never	5%	5%
	Sometimes	9%	33%
	Often	59%	42%
	Very often	32%	20%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	5%	17%
	Sometimes	10%	42%
	Often	52%	27%
	Very often	33%	15%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never	2%	2%
	Sometimes	5%	27%
	Often	48%	44%
	Very often	48%	26%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never	3%	3%
	Sometimes	26%	26%
	Often	45%	45%
	Very often	55%	26%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22

Comparison Group Majors

16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results
Angelo State University
 Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets: Learning Strategies / Quantitative Reasoning

Select a major group: Major Group 3

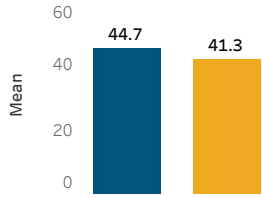
Displaying: **Biology**

Start

Define Groups

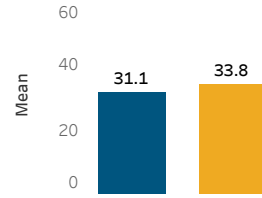
Senior Senior

Learning Strategies



Item	ASU	Comparison Group
How often: Identified key information from reading assignments		
Never	2%	2%
Sometimes	15%	21%
Often	35%	43%
Very often	50%	34%
Total	100%	100%
How often: Reviewed your notes after class		
Never	3%	3%
Sometimes	10%	23%
Often	45%	34%
Very often	45%	40%
Total	100%	100%
How often: Summarized what you learned in class or from course materials		
Never	5%	4%
Sometimes	30%	24%
Often	25%	37%
Very often	40%	34%
Total	100%	100%

Quantitative Reasoning



Item	ASU	Comparison Group
How often: Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)		
Never	9%	9%
Sometimes	38%	37%
Often	52%	34%
Very often	10%	20%
Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		
Never	10%	4%
Sometimes	38%	30%
Often	48%	41%
Very often	5%	25%
Total	100%	100%
How often: Evaluated what others have concluded from numerical information		
Never	5%	14%
Sometimes	48%	35%
Often	43%	32%
Very often	5%	19%
Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

ASU Majors

16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22

Comparison Group Majors

16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class.Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Angelo State University

Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets:
Collaborative Learning / Discussions with Diverse Others

Select a major group:
Major Group 3

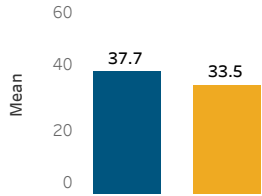
Displaying:
Biology

Start

Define Groups

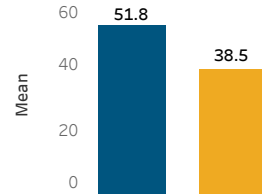
Senior Senior

Collaborative Learning



Item	ASU (%)	Comparison Group (%)
How often: Asked another student to help you understand course material	Never	9%
	Sometimes	27%
	Often	36%
	Very often	27%
Total	100%	100%
How often: Explained course material to one or more students	Never	9%
	Sometimes	14%
	Often	45%
	Very often	32%
Total	100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never	9%
	Sometimes	23%
	Often	45%
	Very often	23%
Total	100%	100%
How often: Worked with other students on course projects or assignments	Never	5%
	Sometimes	23%
	Often	50%
	Very often	23%
Total	100%	100%

Discussions with Diverse Others



Item	ASU (%)	Comparison Group (%)
Frequency of discussion with: People from a race or ethnicity other than your own	Never	6%
	Sometimes	27%
	Often	25%
	Very often	75%
Total	100%	100%
Frequency of discussion with: People from an economic background other than your own	Never	5%
	Sometimes	5%
	Often	25%
	Very often	70%
Total	100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never	8%
	Sometimes	24%
	Often	14%
	Very often	62%
Total	100%	100%
Frequency of discussion with: People with political views other than your own	Never	7%
	Sometimes	10%
	Often	24%
	Very often	67%
Total	100%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors	
16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22

Comparison Group Majors

16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Angelo State University

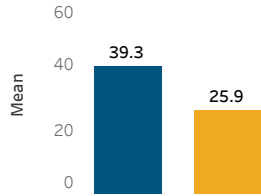
Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets: Student-Faculty Interaction / Effective Teaching Practices	Select a major group: Major Group 3	Displaying: Biology	<div style="border: 1px solid gray; padding: 2px; display: inline-block;">Start</div> <div style="border: 1px solid gray; padding: 2px; display: inline-block;">Define Groups</div>
---	---	--------------------------------------	--

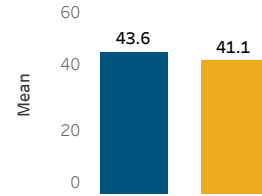
Senior Senior

Student-Faculty Interaction



Item	Never	Sometimes	Often	Very often	Total
How often: Talked about career plans with a faculty member	22%	40%	24%	13%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	22%	43%	22%	13%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	15%	38%	28%	19%	100%
How often: Discussed your academic performance with a faculty member	36%	31%	18%	15%	100%

Effective Teaching Practices



Item	Very little	Some	Quite a bit	Very much	Total
To what extent: Clearly explained course goals and requirements	1%	17%	44%	38%	100%
To what extent: Taught course sessions in an organized way	8%	25%	35%	31%	100%
To what extent: Used examples or illustrations to explain difficult points	6%	30%	36%	28%	100%
To what extent: Provided feedback on a draft or work in progress	3%	19%	42%	35%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	2%	16%	41%	41%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors	
16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22
Comparison Group Majors	
16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Angelo State University

Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets:
Quality of Interactions/ Supportive Environment

Select a major group:
Major Group 3

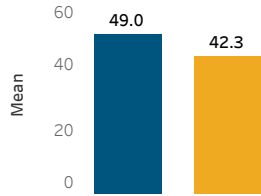
Displaying:
Biology

Start

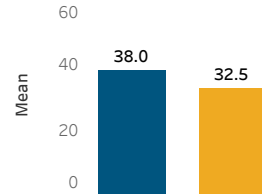
Define Groups

Senior Senior

Quality of Interactions



Supportive Environment



ASU ■
Comparison Group ■

Category	ASU (%)	Comparison Group (%)
Quality of your interactions: Students		
Poor	6%	6%
2	6%	9%
3	15%	12%
4	5%	20%
5	35%	19%
6	45%	27%
Excellent	45%	27%
Not applicable	1%	1%
Total	100%	100%
Quality of your interactions: Academic Advisors		
Poor	1%	1%
2	2%	2%
3	15%	5%
4	10%	12%
5	20%	25%
6	15%	29%
Excellent	40%	27%
Not applicable	0%	0%
Total	100%	100%
Quality of your interactions: Faculty		
Poor	5%	5%
2	5%	7%
3	10%	14%
4	29%	21%
5	19%	20%
6	43%	21%
Excellent	43%	21%
Not applicable	7%	7%
Total	100%	100%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)		
Poor	4%	4%
2	5%	3%
3	5%	7%
4	13%	13%
5	29%	18%
6	24%	18%
Excellent	33%	18%
Not applicable	5%	19%
Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)		
Poor	1%	1%
2	5%	2%
3	4%	4%
4	9%	9%
5	19%	27%
6	33%	31%
Excellent	43%	26%
Not applicable	0%	0%
Total	100%	100%

Category	ASU (%)	Comparison Group (%)
Institution emphasizes: Providing support to help students succeed academically		
Very little	5%	14%
Some	24%	29%
Quite a bit	29%	36%
Very much	43%	21%
Total	100%	100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)		
Very little	5%	22%
Some	24%	38%
Quite a bit	19%	26%
Very much	52%	14%
Total	100%	100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)		
Very little	14%	15%
Some	38%	31%
Quite a bit	24%	32%
Very much	24%	22%
Total	100%	100%
Institution emphasizes: Providing opportunities to be involved socially		
Very little	35%	35%
Some	24%	35%
Quite a bit	29%	20%
Very much	48%	10%
Total	100%	100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)		
Very little	5%	8%
Some	33%	26%
Quite a bit	19%	40%
Very much	43%	25%
Total	100%	100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)		
Very little	14%	11%
Some	57%	30%
Quite a bit	10%	36%
Very much	19%	24%
Total	100%	100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)		
Very little	4%	4%
Some	24%	26%
Quite a bit	43%	45%
Very much	33%	25%
Total	100%	100%
Institution emphasizes: Attending events that address important social, economic, or political issues		
Very little	5%	7%
Some	52%	24%
Quite a bit	14%	38%
Very much	29%	31%
Total	100%	100%

Respondent Counts by Major	
ASU Majors	
16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22
Comparison Group Majors	
16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Angelo State University

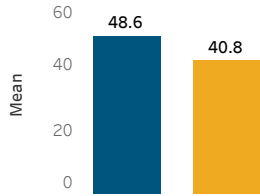
Engagement Indicators, Sense of Belonging, and Perceived Gains

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets: Sense of Belonging / Perceived Gains	Select a major group: Major Group 3	Displaying: Biology	Start <hr/> Define Groups
---	---	--------------------------------------	--

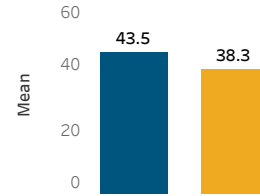
Senior Senior

Sense of Belonging



Item	ASU	Comparison Group
Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..	2%
	Disagree	6%
	Agree	52%
	Strongly agr..	40%
Total	100%	100%
Agree/Disagree: I feel valued by this institution.	Stongly disa..	5%
	Disagree	20%
	Agree	51%
	Strongly agr..	24%
Total	100%	100%
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..	6%
	Disagree	19%
	Agree	53%
	Strongly agr..	21%
Total	100%	100%

Perceived Gains



Item	ASU	Comparison Group
Perceived Gains: Writing clearly and effectively	Very little	12%
	Some	28%
	Quite a bit	34%
	Very much	26%
	Total	100%
Perceived Gains: Speaking clearly and effectively	Very little	3%
	Some	16%
	Quite a bit	41%
	Very much	40%
	Total	100%
Perceived Gains: Thinking critically and analytically	Very little	14%
	Some	31%
	Quite a bit	31%
	Very much	24%
	Total	100%
Perceived Gains: Analyzing numerical and statistical information	Very little	12%
	Some	29%
	Quite a bit	33%
	Very much	27%
	Total	100%
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little	10%
	Some	29%
	Quite a bit	34%
	Very much	26%
	Total	100%
Perceived Gains: Working effectively with others	Very little	7%
	Some	25%
	Quite a bit	40%
	Very much	29%
	Total	100%
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little	2%
	Some	12%
	Quite a bit	40%
	Very much	46%
	Total	100%
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..)	Very little	5%
	Some	27%
	Quite a bit	34%
	Very much	27%
	Total	100%
Perceived Gains: Solving complex real-world problems	Very little	4%
	Some	21%
	Quite a bit	42%
	Very much	34%
	Total	100%
Perceived Gains: Being an informed and active citizen	Very little	4%
	Some	21%
	Quite a bit	43%
	Very much	31%
	Total	100%

Respondent Counts by Major	
ASU Majors	
16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22
Comparison Group Majors	
16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

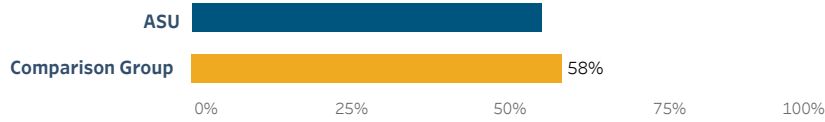
Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a High-Impact Practice, alongside results for your customized comparison group and the percentage who participated overall (at least one for FY students, two or more for seniors). For FY students, internships, study abroad, and capstone experiences show “plan to do.” For seniors, all results show the participation percentage. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Select a major group: Major Group 3 Displaying: **Biology** [Define Groups](#) [Start](#)

Senior Senior

Completed two or more HIPs



	ASU	Comparison Group			
Participate in a service-learning course	None	50%	48%		
	Some	40%	45%		
	Most	10%	5%	50%	52%
	All		1%		
	Total	100%	100%		
Participate in a learning community	Done or in progress	25%	20%		
	Plan to do	10%	10%		
	Do not plan to do	40%	54%	25%	20%
	Have not decided	25%	16%		
	Total	100%	100%		
Participate in undergraduate research	Done or in progress	45%	39%		
	Plan to do	10%	16%		
	Do not plan to do	30%	29%	45%	39%
	Have not decided	15%	16%		
	Total	100%	100%		
Participate in internship, field exp., etc.	Done or in progress	30%	41%		
	Plan to do	25%	29%		
	Do not plan to do	30%	19%	30%	41%
	Have not decided	15%	11%		
	Total	100%	100%		
Participate in a study abroad program	Done or in progress		7%		
	Plan to do	20%	9%		
	Do not plan to do	75%	70%		
	Have not decided	5%	14%		
	Total	100%	100%	0%	7%
Complete a capstone project	Done or in progress	35%	43%		
	Plan to do	25%	23%		
	Do not plan to do	30%	22%	35%	43%
	Have not decided	10%	12%		
	Total	100%	100%		

Respondent Counts by Major

ASU Majors	
16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22

Comparison Group Majors	
16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

Notes—Visit the Define Groups page to edit major groups and other filters. Items with 0 respondents are blank, as are figures with < 5 respondents and comp. groups with < 5 institutions. Results are unweighted.
 * Participation in service-learning is the percentage who responded that at least “some” courses included a community-based project.
 **For first-year students, column charts show the percentages who responded “plan to do.”

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

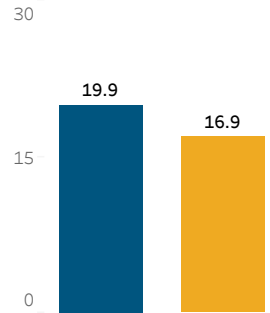
Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

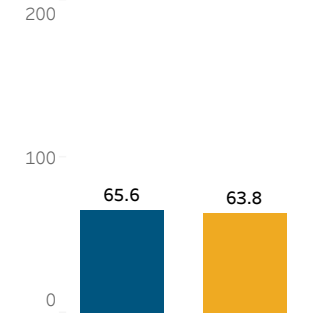
Select a major group: Major Group 3 Displaying: **Biology** **Define Groups** **Start**

Senior Senior

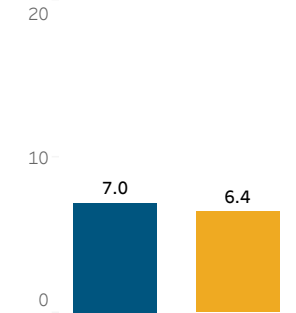
Time Spent Preparing for Class (hours/week)



Estimated Total Pages of Assigned Writing, Current Year



Average Hours per Week on Course Reading



Respondent Counts by Major

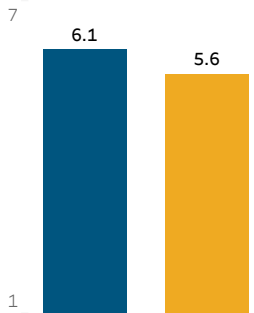
ASU Majors

16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22

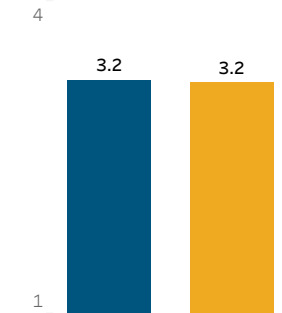
Comparison Group Majors

16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

How Challenged Were Students to Do Their Best Work?
(1=Not at all to 7=Very much)



Emphasis on Studying and on Academic Work
(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)



ASU 
 Comparison Group 

Notes—Visit the Define Groups page to adjust major groups, change the class level, and filter by student and institution characteristics. Figures with < 5 respondents are blank, as are comparison groups with < 5 institutions. Results are unweighted.

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class.Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

Understanding how students allocate time among academic work, employment, and other activities and commitments offers insight into both student support needs and programmatic differences in expectations and requirements. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Select a major group: Major Group 3 Displaying: **Biology** **Define Groups** **Start**

Senior

Senior



Respondent Counts by Major

ASU Majors	
16. Biology (general)	20
18. Biochemistry or biophysi..	1
31. Other biological sciences	1
Group Total	22

Comparison Group Majors	
16. Biology (general)	755
18. Biochemistry or biop..	93
19. Biomedical science	109
20. Botany	7
21. Cell and molecular bi..	47
22. Environmental scien..	101
23. Marine science	100
24. Microbiology or bact..	21
26. Natural science	2
27. Neuroscience	8
29. Zoology	14
31. Other biological scie..	102
Group Total	1,330

Notes—Visit the Define Groups page to adjust major groups, change the class level, and filter by student and institution characteristics. Figures with < 5 respondents are blank, as are comparison groups with fewer than five institutions. Results are unweighted.

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class: Master-I; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.