Angelo State University

NSSE Major Field Report 2023 - Between-Institution Results

Engineering

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 'Engineering' includes the following majors: Aero-, astronautical engineering; Bioengineering; Biomedical engineering; Chemical engineering; Civil engineering; Computer engineering and technology; Electrical or electronic engineering; Engineering (general); Industrial engineering; Materials engineering; Mechanical engineering; Other engineering; Petroleum engineering; Software engineering.

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NSSE Major Field Report 2023

About This Report

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: Engineering.

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 *Engagement Indicators* report for more details.
High-Impact Practices*	Results on student participation in six High-Impact Practices (HIPs). See your *High-Impact Practices* 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.

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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 6

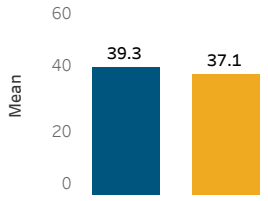
Displaying: **Engineering**

Start | Define Groups

First-year

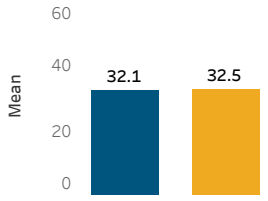
First-year

Higher-Order Learning



Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little		4%
	Some		26%
	Quite a bit	71%	45%
	Very much	29%	24%
	Total	100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little		3%
	Some	29%	24%
	Quite a bit	71%	46%
	Very much		26%
	Total	100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	14%	6%
	Some	29%	32%
	Quite a bit	29%	42%
	Very much	29%	20%
	Total	100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little		5%
	Some	14%	28%
	Quite a bit	57%	48%
	Very much	29%	19%
	Total	100%	100%

Reflective & Integrative Learning



How often: Combined ideas from different courses when completing assignments	Never	14%	10%
	Sometimes	29%	37%
	Often	57%	40%
	Very often		14%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never	29%	2%
	Sometimes	29%	22%
	Often	43%	48%
	Very often		28%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	43%	17%
	Sometimes	14%	46%
	Often	43%	26%
	Very often		10%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never		7%
	Sometimes	29%	34%
	Often	71%	43%
	Very often		16%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never		20%
	Sometimes	33%	45%
	Often	67%	25%
	Very often		10%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never		3%
	Sometimes	29%	36%
	Often	29%	40%
	Very often	43%	21%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never		4%
	Sometimes		31%
	Often	86%	43%
	Very often	14%	22%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

89. Civil engineering	2
94. Mechanical engineering	5
Group Total	7

Comparison Group Majors

84. Engineering (general)	17
85. Aero-, astronautical ..	4
86. Bioengineering	3
87. Biomedical engineeri..	4
88. Chemical engineering	16
89. Civil engineering	58
90. Computer engineerin..	66
91. Electrical or electron..	96
92. Industrial engineering	4
93. Materials engineering	1
94. Mechanical engineer..	199
95. Petroleum engineeri..	5
96. Software engineering	13
97. Other engineering	81
Group Total	552

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.

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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 6

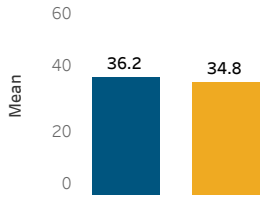
Displaying: **Engineering**

Start | Define Groups

First-year

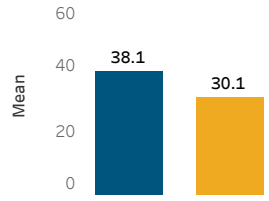
First-year

Learning Strategies



How often: Identified key information from reading assignments	Never		3%
	Sometimes	57%	35%
	Often	29%	43%
	Very often	14%	18%
	Total	100%	100%
How often: Reviewed your notes after class	Never		4%
	Sometimes	29%	33%
	Often	57%	40%
	Very often	14%	22%
	Total	100%	100%
How often: Summarized what you learned in class or from course materials	Never	14%	7%
	Sometimes		38%
	Often	57%	37%
	Very often	29%	18%
	Total	100%	100%

Quantitative Reasoning



How often: Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never		14%
	Sometimes	14%	41%
	Often	29%	34%
	Very often	57%	10%
	Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	29%	5%
	Sometimes	29%	32%
	Often	14%	45%
	Very often	29%	18%
	Total	100%	100%
How often: Evaluated what others have concluded from numerical information	Never		19%
	Sometimes	29%	37%
	Often	57%	32%
	Very often	14%	11%
	Total	100%	100%

ASU

Comparison Group

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

Select a major group: Major Group 6

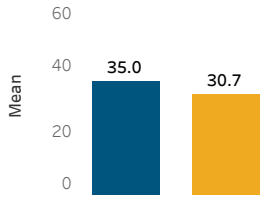
Displaying: **Engineering**

Start | Define Groups

First-year

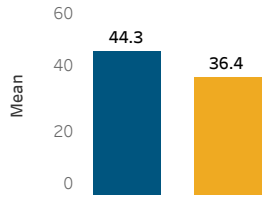
First-year

Collaborative Learning



		ASU	Comparison Group
How often: Asked another student to help you understand course material	Never	33%	10%
	Sometimes	17%	41%
	Often	33%	32%
	Very often	17%	17%
	Total	100%	100%
How often: Explained course material to one or more students	Never		8%
	Sometimes	43%	41%
	Often	43%	34%
	Very often	14%	18%
	Total	100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never	14%	23%
	Sometimes	29%	37%
	Often	43%	25%
	Very often	14%	14%
	Total	100%	100%
How often: Worked with other students on course projects or assignments	Never		7%
	Sometimes	14%	38%
	Often	43%	38%
	Very often	43%	17%
	Total	100%	100%

Discussions with Diverse Others



		ASU	Comparison Group
Frequency of discussion with: People from a race or ethnicity other than your own	Never	14%	8%
	Sometimes	14%	30%
	Often		35%
	Very often	71%	28%
	Total	100%	100%
Frequency of discussion with: People from an economic background other than your own	Never	14%	6%
	Sometimes	14%	27%
	Often		39%
	Very often	71%	27%
	Total	100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never	14%	9%
	Sometimes	14%	29%
	Often		36%
	Very often	71%	25%
	Total	100%	100%
Frequency of discussion with: People with political views other than your own	Never	14%	8%
	Sometimes	29%	28%
	Often		37%
	Very often	57%	26%
	Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

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

Select a major group: Major Group 6

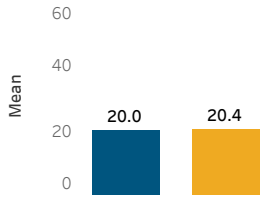
Displaying: **Engineering**

Start | Define Groups

First-year

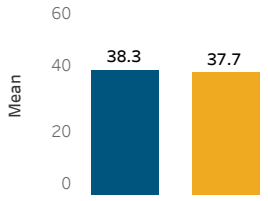
First-year

Student-Faculty Interaction



		ASU	Comparison Group
How often: Talked about career plans with a faculty member	Never	29%	35%
	Sometimes	29%	40%
	Often	29%	18%
	Very often	14%	7%
	Total	100%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	43%	26%
	Sometimes	43%	49%
	Often	14%	18%
	Very often		8%
	Total	100%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	29%	21%
	Sometimes	43%	47%
	Often	29%	21%
	Very often		12%
	Total	100%	100%
How often: Discussed your academic performance with a faculty member	Never	14%	48%
	Sometimes	71%	33%
	Often	14%	12%
	Very often		7%
	Total	100%	100%

Effective Teaching Practices



		ASU	Comparison Group
To what extent: Clearly explained course goals and requirements	Very little		2%
	Some		23%
	Quite a bit	57%	48%
	Very much	43%	28%
	Total	100%	100%
To what extent: Taught course sessions in an organized way	Very little		8%
	Some	43%	29%
	Quite a bit	14%	40%
	Very much	43%	23%
	Total	100%	100%
To what extent: Used examples or illustrations to explain difficult points	Very little		8%
	Some	29%	30%
	Quite a bit	43%	42%
	Very much	29%	20%
	Total	100%	100%
To what extent: Provided feedback on a draft or work in progress	Very little	14%	4%
	Some	43%	21%
	Quite a bit	14%	48%
	Very much	29%	26%
	Total	100%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little		6%
	Some	57%	22%
	Quite a bit	29%	46%
	Very much	14%	26%
	Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

ASU Majors

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

Select a major group: Major Group 6

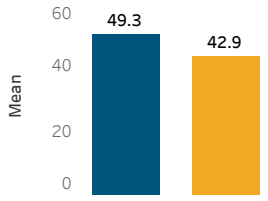
Displaying: **Engineering**

Start | Define Groups

First-year

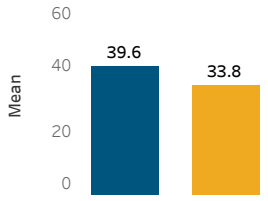
First-year

Quality of Interactions



		ASU	Comparison Group
Quality of your interactions: Students	Poor		2%
	2		4%
	3		8%
	4		14%
	5	29%	20%
	6	14%	25%
	Excellent	57%	26%
	Not applicable		2%
	Total	100%	100%
Quality of your interactions: Academic Advisors	Poor		2%
	2		2%
	3	14%	5%
	4		11%
	5		28%
	6	29%	31%
	Excellent	57%	20%
	Not applicable		1%
	Total	100%	100%
Quality of your interactions: Faculty	Poor		3%
	2		3%
	3		8%
	4	29%	11%
	5	14%	21%
	6	14%	24%
	Excellent	43%	23%
	Not applicable		8%
	Total	100%	100%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Poor		4%
	2		3%
	3		6%
	4		11%
	5	14%	22%
	6	29%	24%
	Excellent	43%	18%
	Not applicable	14%	12%
	Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor		2%
	2		1%
	3		4%
	4	29%	11%
	5	29%	30%
	6	14%	30%
	Excellent	29%	21%
	Not applicable		1%
	Total	100%	100%

Supportive Environment



		ASU	Comparison Group
Institution emphasizes: Providing support to help students succeed academically	Very little		8%
	Some		32%
	Quite a bit	57%	37%
	Very much	43%	22%
	Total	100%	100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little		19%
	Some	14%	39%
	Quite a bit	14%	29%
	Very much	71%	13%
	Total	100%	100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little		11%
	Some	43%	34%
	Quite a bit	43%	37%
	Very much	14%	18%
	Total	100%	100%
Institution emphasizes: Providing opportunities to be involved socially	Very little		23%
	Some		40%
	Quite a bit	57%	27%
	Very much	43%	10%
	Total	100%	100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little		6%
	Some	14%	28%
	Quite a bit	57%	41%
	Very much	29%	25%
	Total	100%	100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little		7%
	Some	71%	28%
	Quite a bit	29%	42%
	Very much		23%
	Total	100%	100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	14%	4%
	Some	14%	24%
	Quite a bit	43%	48%
	Very much	29%	24%
	Total	100%	100%
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little		7%
	Some	57%	19%
	Quite a bit	43%	42%
	Very much		32%
	Total	100%	100%

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96. Software engineering	13
97. Other engineering	81
Group Total	552

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.

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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 6

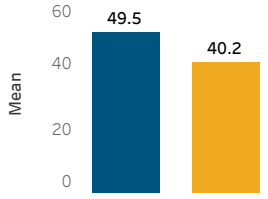
Displaying: **Engineering**

Start | Define Groups

First-year

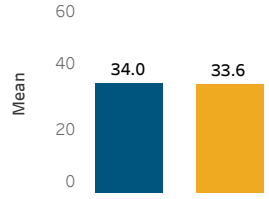
First-year

Sense of Belonging



Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..		2%
	Disagree		9%
	Agree	43%	58%
	Strongly agr..	57%	31%
	Total	100%	100%
Agree/Disagree: I feel valued by this institution.	Stongly disa..		4%
	Disagree		18%
	Agree	57%	58%
	Strongly agr..	43%	19%
	Total	100%	100%
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..		4%
	Disagree		18%
	Agree	57%	59%
	Strongly agr..	43%	19%
	Total	100%	100%

Perceived Gains



Perceived Gains: Writing clearly and effectively	Very little	14%	13%
	Some	29%	34%
	Quite a bit	43%	35%
	Very much	14%	18%
	Total	100%	100%
Perceived Gains: Speaking clearly and effectively	Very little		4%
	Some	43%	25%
	Quite a bit	57%	41%
	Very much		30%
	Total	100%	100%
Perceived Gains: Thinking critically and analytically	Very little		15%
	Some	14%	39%
	Quite a bit	71%	31%
	Very much	14%	15%
	Total	100%	100%
Perceived Gains: Analyzing numerical and statistical information	Very little		14%
	Some	14%	34%
	Quite a bit	43%	36%
	Very much	43%	16%
	Total	100%	100%
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little		10%
	Some	14%	36%
	Quite a bit	57%	36%
	Very much	29%	18%
	Total	100%	100%
Perceived Gains: Working effectively with others	Very little		12%
	Some		33%
	Quite a bit	86%	40%
	Very much	14%	15%
	Total	100%	100%
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little	14%	3%
	Some	43%	22%
	Quite a bit	29%	47%
	Very much	14%	28%
	Total	100%	100%
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..	Very little	14%	12%
	Some	29%	35%
	Quite a bit	43%	34%
	Very much	14%	19%
	Total	100%	100%
Perceived Gains: Solving complex real-world problems	Very little		5%
	Some	57%	31%
	Quite a bit	43%	43%
	Very much		21%
	Total	100%	100%
Perceived Gains: Being an informed and active citizen	Very little	43%	9%
	Some	29%	31%
	Quite a bit	29%	45%
	Very much		15%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

89. Civil engineering	2
94. Mechanical engineering	5
Group Total	7

Comparison Group Majors

84. Engineering (general)	17
85. Aero-, astronautical ..	4
86. Bioengineering	3
87. Biomedical engineeri..	4
88. Chemical engineering	16
89. Civil engineering	58
90. Computer engineerin..	66
91. Electrical or electron..	96
92. Industrial engineering	4
93. Materials engineering	1
94. Mechanical engineer..	199
95. Petroleum engineeri..	5
96. Software engineering	13
97. Other engineering	81
Group Total	552

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.

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Major Field Report 2023—Between-Institution Results

Angelo State University

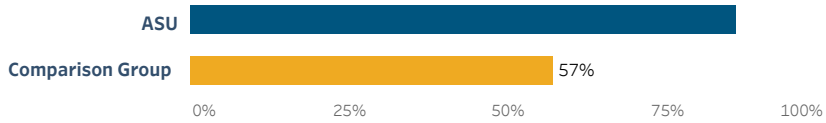
High-Impact Practices

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.

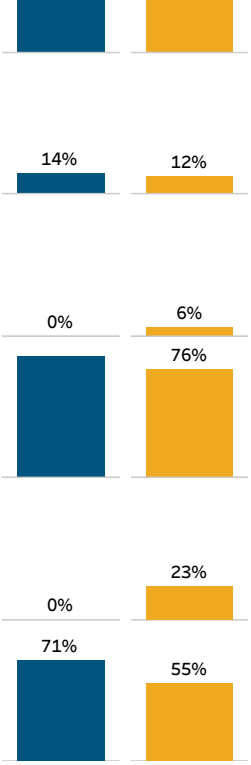
First-year

First-year

Completed at least one HIP



		ASU	Comparison Group
Participate in a service-learning course	None		48%
	Some		43%
	Most		7%
	All		2%
	Total		100%
Participate in a learning community	Done or in progress		12%
	Plan to do		26%
	Do not plan to do		26%
	Have not decided		35%
	Total		100%
Participate in undergraduate research	Done or in progress		6%
	Plan to do		34%
	Do not plan to do		18%
	Have not decided		42%
	Total		100%
Participate in internship, field exp., etc.	Done or in progress		5%
	Plan to do		76%
	Do not plan to do		4%
	Have not decided		14%
	Total		100%
Participate in a study abroad program	Done or in progress		4%
	Plan to do		23%
	Do not plan to do		40%
	Have not decided		33%
	Total		100%
Complete a capstone project	Done or in progress		2%
	Plan to do		55%
	Do not plan to do		9%
	Have not decided		33%
	Total		100%



Group Total 552

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.

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Additional Academic Challenge Items

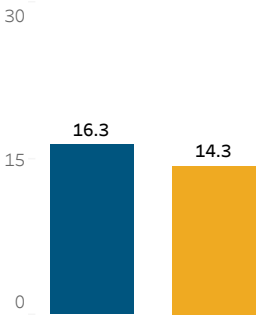
The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions. Keep in mind that results require a sufficient number of respondents per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

Select a major group: Major Group 6 | Displaying: **Engineering** | Define Groups | Start

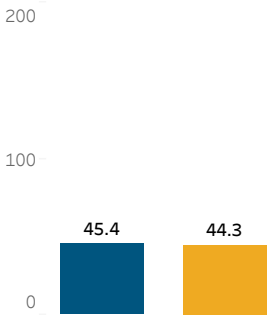
First-year

First-year

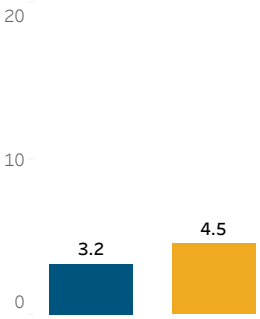
Time Spent Preparing for Class (hours/week)



Estimated Total Pages of Assigned Writing, Current Year

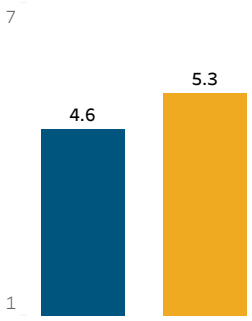


Average Hours per Week on Course Reading



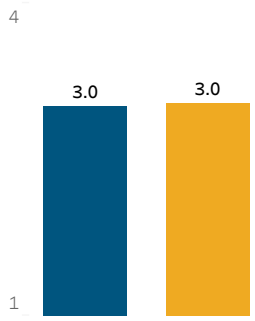
How Challenged Were Students to Do Their Best Work?

(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

89. Civil engineering	2
94. Mechanical engineering	5
Group Total	**7**

Comparison Group Majors

84. Engineering (general)	17
85. Aero-, astronautical ..	4
86. Bioengineering	3
87. Biomedical engineeri..	4
88. Chemical engineering	16
89. Civil engineering	58
90. Computer engineerin..	66
91. Electrical or electron..	96
92. Industrial engineering	4
93. Materials engineering	1
94. Mechanical engineer..	199
95. Petroleum engineeri..	5
96. Software engineering	13
97. Other engineering	81
Group Total	**552**

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.

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Time Spent in Selected Activities

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 6 | Displaying: **Engineering** | Define Groups | Start

First-year

First-year

Respondent Counts by Major

ASU Majors

89. Civil engineering	2
94. Mechanical engineering	5
Group Total	7

Comparison Group Majors

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95. Petroleum engineeri..	5
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97. Other engineering	81
Group Total	**552**

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-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.

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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 6

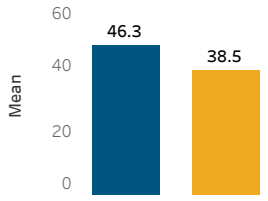
Displaying: **Engineering**

Start | Define Groups

Senior

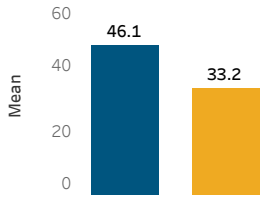
Senior

Higher-Order Learning



		ASU	Comparison Group
Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little		5%
	Some		21%
	Quite a bit	50%	40%
	Very much	50%	34%
	Total	100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little		3%
	Some	25%	18%
	Quite a bit	25%	40%
	Very much	50%	40%
	Total	100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	13%	13%
	Some	13%	29%
	Quite a bit	25%	37%
	Very much	50%	22%
	Total	100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little		7%
	Some	13%	25%
	Quite a bit	38%	44%
	Very much	50%	23%
	Total	100%	100%

Reflective & Integrative Learning



		ASU	Comparison Group
How often: Combined ideas from different courses when completing assignments	Never		4%
	Sometimes		26%
	Often	25%	40%
	Very often	75%	30%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never	13%	2%
	Sometimes	13%	21%
	Often	13%	44%
	Very often	63%	33%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	25%	17%
	Sometimes	25%	44%
	Often		26%
	Very often	50%	13%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never	13%	9%
	Sometimes	13%	37%
	Often	25%	37%
	Very often	50%	16%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	13%	34%
	Sometimes	13%	42%
	Often	25%	17%
	Very often	50%	8%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never		5%
	Sometimes	13%	30%
	Often	25%	43%
	Very often	63%	22%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never		8%
	Sometimes		28%
	Often	38%	43%
	Very often	63%	21%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

84. Engineering (general)	1
89. Civil engineering	1
94. Mechanical engineering	6
Group Total	8

Comparison Group Majors

84. Engineering (general)	21
85. Aero-, astronautical ..	4
86. Bioengineering	13
87. Biomedical engineeri..	6
88. Chemical engineering	22
89. Civil engineering	71
90. Computer engineerin..	64
91. Electrical or electron..	174
92. Industrial engineering	37
93. Materials engineering	1
94. Mechanical engineer..	313
95. Petroleum engineeri..	9
96. Software engineering	23
97. Other engineering	122
Group Total	841

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.

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Select scales and item sets: Learning Strategies / Quantitative Reasoning

Select a major group: Major Group 6

Displaying: **Engineering**

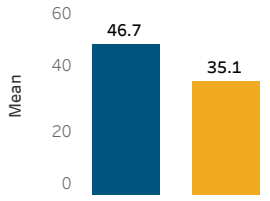
Start

Define Groups

Senior

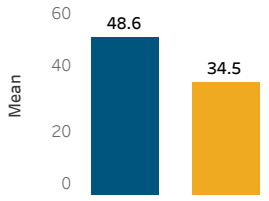
Senior

Learning Strategies



		ASU	Comparison Group
How often: Identified key information from reading assignments	Never	13%	10%
	Sometimes		32%
	Often	50%	38%
	Very often	38%	20%
	Total	100%	100%
How often: Reviewed your notes after class	Never		8%
	Sometimes		30%
	Often	63%	32%
	Very often	38%	30%
	Total	100%	100%
How often: Summarized what you learned in class or from course materials	Never		9%
	Sometimes	13%	33%
	Often	25%	34%
	Very often	63%	24%
	Total	100%	100%

Quantitative Reasoning



		ASU	Comparison Group
How often: Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never		11%
	Sometimes	13%	34%
	Often	13%	35%
	Very often	75%	19%
	Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never		4%
	Sometimes	25%	23%
	Often	13%	41%
	Very often	63%	33%
	Total	100%	100%
How often: Evaluated what others have concluded from numerical information	Never	14%	18%
	Sometimes		32%
	Often	14%	29%
	Very often	71%	21%
	Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

ASU Majors

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94. Mechanical engineering	6
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Select scales and item sets: Collaborative Learning / Discussions with Diverse Others

Select a major group: Major Group 6

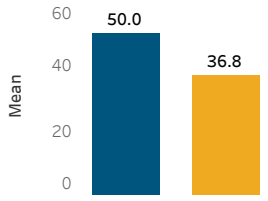
Displaying: **Engineering**

Start | Define Groups

Senior

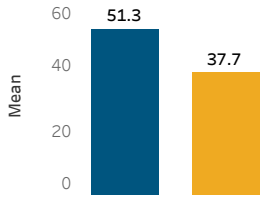
Senior

Collaborative Learning



		ASU	Comparison Group
How often: Asked another student to help you understand course material	Never		7%
	Sometimes	13%	37%
	Often	50%	32%
	Very often	38%	24%
	Total	100%	100%
How often: Explained course material to one or more students	Never		4%
	Sometimes	13%	28%
	Often	38%	40%
	Very often	50%	28%
	Total	100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never		15%
	Sometimes	13%	34%
	Often	25%	28%
	Very often	63%	23%
	Total	100%	100%
How often: Worked with other students on course projects or assignments	Never		4%
	Sometimes		20%
	Often	13%	34%
	Very often	88%	41%
	Total	100%	100%

Discussions with Diverse Others



		ASU	Comparison Group
Frequency of discussion with: People from a race or ethnicity other than your own	Never		9%
	Sometimes	25%	30%
	Often	25%	27%
	Very often	50%	34%
	Total	100%	100%
Frequency of discussion with: People from an economic background other than your own	Never		7%
	Sometimes		28%
	Often	38%	31%
	Very often	63%	35%
	Total	100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never		8%
	Sometimes		28%
	Often	25%	32%
	Very often	75%	32%
	Total	100%	100%
Frequency of discussion with: People with political views other than your own	Never		8%
	Sometimes		29%
	Often	38%	29%
	Very often	63%	34%
	Total	100%	100%

ASU
Comparison Group

Respondent Counts by Major

ASU Majors

84. Engineering (general)	1
89. Civil engineering	1
94. Mechanical engineering	6
Group Total	**8**

Comparison Group Majors

84. Engineering (general)	21
85. Aero-, astronautical ..	4
86. Bioengineering	13
87. Biomedical engineeri..	6
88. Chemical engineering	22
89. Civil engineering	71
90. Computer engineerin..	64
91. Electrical or electron..	174
92. Industrial engineering	37
93. Materials engineering	1
94. Mechanical engineer..	313
95. Petroleum engineeri..	9
96. Software engineering	23
97. Other engineering	122
Group Total	**841**

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.

NSSE national survey of student engagement

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 6

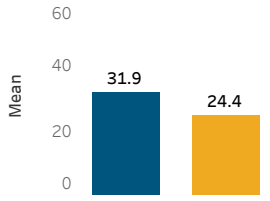
Displaying: **Engineering**

Start | Define Groups

Senior

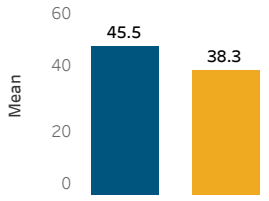
Senior

Student-Faculty Interaction



		ASU	Comparison Group
How often: Talked about career plans with a faculty member	Never	25%	21%
	Sometimes	25%	43%
	Often	13%	23%
	Very often	38%	14%
	Total	100%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	25%	26%
	Sometimes	25%	42%
	Often	13%	21%
	Very often	38%	11%
	Total	100%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	25%	20%
	Sometimes	25%	42%
	Often	13%	21%
	Very often	38%	17%
	Total	100%	100%
How often: Discussed your academic performance with a faculty member	Never	38%	37%
	Sometimes	13%	33%
	Often	13%	17%
	Very often	38%	13%
	Total	100%	100%

Effective Teaching Practices



		ASU	Comparison Group
To what extent: Clearly explained course goals and requirements	Very little		4%
	Some	25%	20%
	Quite a bit	25%	44%
	Very much	50%	32%
	Total	100%	100%
To what extent: Taught course sessions in an organized way	Very little		10%
	Some	25%	32%
	Quite a bit	25%	33%
	Very much	50%	24%
	Total	100%	100%
To what extent: Used examples or illustrations to explain difficult points	Very little		10%
	Some		28%
	Quite a bit	50%	38%
	Very much	50%	24%
	Total	100%	100%
To what extent: Provided feedback on a draft or work in progress	Very little		6%
	Some	25%	22%
	Quite a bit	25%	44%
	Very much	50%	28%
	Total	100%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little		4%
	Some	25%	18%
	Quite a bit	38%	40%
	Very much	38%	37%
	Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

ASU Majors

84. Engineering (general)	1
89. Civil engineering	1
94. Mechanical engineering	6
Group Total	**8**

Comparison Group Majors

84. Engineering (general)	21
85. Aero-, astronautical ..	4
86. Bioengineering	13
87. Biomedical engineeri..	6
88. Chemical engineering	22
89. Civil engineering	71
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92. Industrial engineering	37
93. Materials engineering	1
94. Mechanical engineer..	313
95. Petroleum engineeri..	9
96. Software engineering	23
97. Other engineering	122
Group Total	**841**

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.

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NSSE national survey of student engagement

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 6

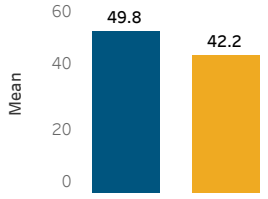
Displaying: **Engineering**

Start | Define Groups

Senior

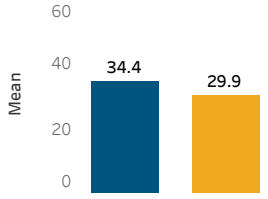
Senior

Quality of Interactions



Quality of your interactions: Students	Poor		7%
	2	13%	6%
	3		7%
	4		12%
	5	13%	17%
	6	13%	18%
	Excellent	63%	30%
	Not applicable		1%
	Total	100%	100%
Quality of your interactions: Academic Advisors	Poor		3%
	2	13%	3%
	3	13%	6%
	4	13%	12%
	5		24%
	6		24%
	Excellent	63%	26%
	Not applicable		1%
	Total	100%	100%
Quality of your interactions: Faculty	Poor		5%
	2		4%
	3		6%
	4	13%	17%
	5	25%	17%
	6		21%
	Excellent	63%	22%
	Not applicable		8%
	Total	100%	100%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Poor		5%
	2		4%
	3		7%
	4	25%	11%
	5		16%
	6	25%	16%
	Excellent	38%	20%
	Not applicable	13%	20%
	Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor		1%
	2		2%
	3		3%
	4		9%
	5	25%	26%
	6	25%	26%
	Excellent	50%	32%
	Not applicable		1%
	Total	100%	100%

Supportive Environment



Institution emphasizes: Providing support to help students succeed academically	Very little	13%	18%
	Some	25%	35%
	Quite a bit	38%	32%
	Very much	25%	16%
	Total	100%	100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little		28%
	Some	13%	39%
	Quite a bit	50%	23%
	Very much	38%	10%
	Total	100%	100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	25%	18%
	Some	13%	35%
	Quite a bit	25%	29%
	Very much	38%	18%
	Total	100%	100%
Institution emphasizes: Providing opportunities to be involved socially	Very little	13%	36%
	Some	13%	33%
	Quite a bit	50%	21%
	Very much	25%	10%
	Total	100%	100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little	25%	11%
	Some		32%
	Quite a bit	38%	36%
	Very much	38%	22%
	Total	100%	100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	38%	13%
	Some	25%	31%
	Quite a bit	13%	36%
	Very much	25%	20%
	Total	100%	100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	25%	6%
	Some		30%
	Quite a bit	50%	40%
	Very much	25%	24%
	Total	100%	100%
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little	38%	13%
	Some	25%	27%
	Quite a bit	13%	36%
	Very much	25%	23%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

84. Engineering (general)	1
89. Civil engineering	1
94. Mechanical engineering	6
Group Total	8

Comparison Group Majors

84. Engineering (general)	21
85. Aero-, astronautical ..	4
86. Bioengineering	13
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92. Industrial engineering	37
93. Materials engineering	1
94. Mechanical engineer..	313
95. Petroleum engineeri..	9
96. Software engineering	23
97. Other engineering	122
Group Total	841

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.

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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 6

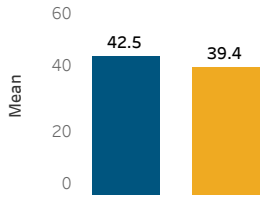
Displaying: Engineering

Start | Define Groups

Senior

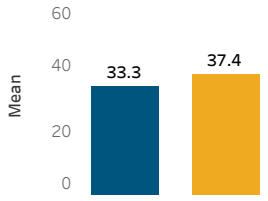
Senior

Sense of Belonging



Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..		4%
	Disagree	13%	7%
	Agree	38%	48%
	Strongly agr..	50%	41%
	Total	100%	100%
Agree/Disagree: I feel valued by this institution.	Stongly disa..		9%
	Disagree	25%	20%
	Agree	38%	47%
	Strongly agr..	38%	24%
	Total	100%	100%
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..		11%
	Disagree	38%	20%
	Agree	38%	47%
	Strongly agr..	25%	22%
	Total	100%	100%

Perceived Gains



Perceived Gains: Writing clearly and effectively	Very little	13%	8%
	Some	25%	24%
	Quite a bit	50%	32%
	Very much	13%	36%
	Total	100%	100%
Perceived Gains: Speaking clearly and effectively	Very little	13%	3%
	Some	13%	10%
	Quite a bit	38%	34%
	Very much	38%	53%
	Total	100%	100%
Perceived Gains: Thinking critically and analytically	Very little	13%	22%
	Some		35%
	Quite a bit	63%	25%
	Very much	25%	18%
	Total	100%	100%
Perceived Gains: Analyzing numerical and statistical information	Very little	13%	16%
	Some		30%
	Quite a bit	38%	30%
	Very much	50%	24%
	Total	100%	100%
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little	25%	9%
	Some	25%	25%
	Quite a bit	25%	30%
	Very much	25%	35%
	Total	100%	100%
Perceived Gains: Working effectively with others	Very little	25%	10%
	Some	13%	28%
	Quite a bit	38%	36%
	Very much	25%	26%
	Total	100%	100%
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little	38%	3%
	Some	13%	12%
	Quite a bit	25%	37%
	Very much	25%	47%
	Total	100%	100%
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..	Very little	25%	18%
	Some	38%	31%
	Quite a bit	13%	30%
	Very much	25%	21%
	Total	100%	100%
Perceived Gains: Solving complex real-world problems	Very little	13%	6%
	Some	13%	20%
	Quite a bit	63%	39%
	Very much	13%	34%
	Total	100%	100%
Perceived Gains: Being an informed and active citizen	Very little	38%	9%
	Some	25%	26%
	Quite a bit	25%	38%
	Very much	13%	26%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

84. Engineering (general)	1
89. Civil engineering	1
94. Mechanical engineering	6
Group Total	8

Comparison Group Majors

84. Engineering (general)	21
85. Aero-, astronautical ..	4
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96. Software engineering	23
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Group Total	841

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.

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Major Field Report 2023—Between-Institution Results

Angelo State University

High-Impact Practices

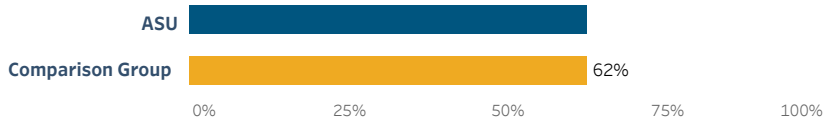
This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a **High-Impact Practice,** alongside results for your customized comparison group and the percentage who participated overall (at least one for FY students, two or more for 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 6 Displaying: **Engineering** Define Groups Start

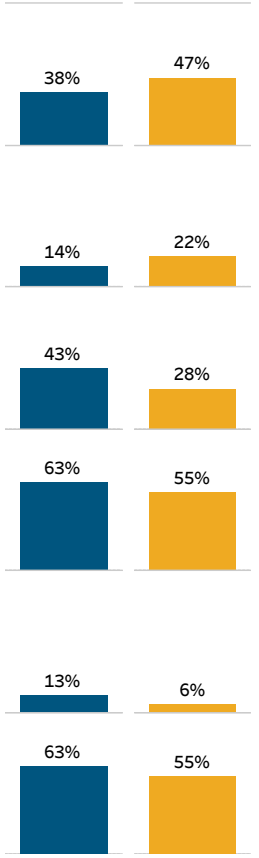
Senior

Senior

Completed two or more HIPs



		ASU	Comparison Group
Participate in a service-learning course	None		53%
	Some		39%
	Most		7%
	All		1%
	Total		100%
Participate in a learning community	Done or in progress		22%
	Plan to do		10%
	Do not plan to do		54%
	Have not decided		14%
	Total		100%
Participate in undergraduate research	Done or in progress		28%
	Plan to do		16%
	Do not plan to do		40%
	Have not decided		16%
	Total		100%
Participate in internship, field exp., etc.	Done or in progress		55%
	Plan to do		29%
	Do not plan to do		10%
	Have not decided		7%
	Total		100%
Participate in a study abroad program	Done or in progress		6%
	Plan to do		7%
	Do not plan to do		74%
	Have not decided		13%
	Total		100%
Complete a capstone project	Done or in progress		55%
	Plan to do		33%
	Do not plan to do		8%
	Have not decided		5%
	Total		100%



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.

NSSE national survey of student engagement

Major Field Report 2023—Between-Institution Results

Angelo State University

Additional Academic Challenge Items

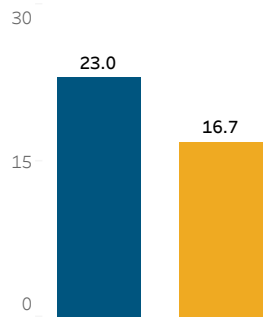
The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions. Keep in mind that results require a sufficient number of respondents per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

Select a major group: Major Group 6 | Displaying: **Engineering** | Define Groups | Start

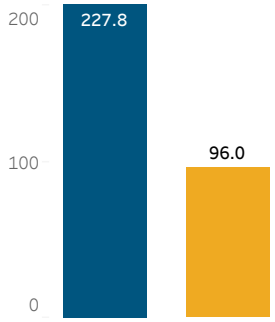
Senior

Senior

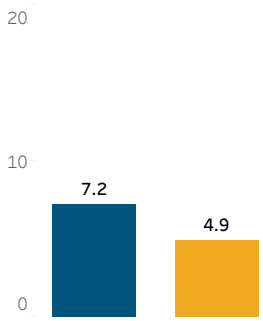
Time Spent Preparing for Class (hours/week)



Estimated Total Pages of Assigned Writing, Current Year

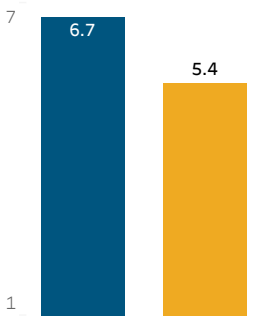


Average Hours per Week on Course Reading



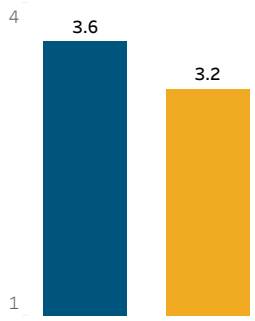
How Challenged Were Students to Do Their Best Work?

(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

84. Engineering (general)	1
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94. Mechanical engineering	6
Group Total	**8**

Comparison Group Majors

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95. Petroleum engineeri..	9
96. Software engineering	23
97. Other engineering	122
Group Total	**841**

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.

NSSE national survey of student engagement

Major Field Report 2023—Between-Institution Results

Angelo State University

Time Spent in Selected Activities

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 6 | Displaying: **Engineering** | Define Groups | Start

Senior

Senior

Respondent Counts by Major

ASU Majors

84. Engineering (general)	1
89. Civil engineering	1
94. Mechanical engineering	6
Group Total	8

Comparison Group Majors

84. Engineering (general)	21
85. Aero-, astronautical ..	4
86. Bioengineering	13
87. Biomedical engineeri..	6
88. Chemical engineering	22
89. Civil engineering	71
90. Computer engineerin..	64
91. Electrical or electron..	174
92. Industrial engineering	37
93. Materials engineering	1
94. Mechanical engineer..	313
95. Petroleum engineeri..	9
96. Software engineering	23
97. Other engineering	122
Group Total	**841**

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.

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