
Angelo State University

NSSE Major Field Report 2023 - Between-Institution Results

Education

*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 'Education' includes the following majors: Business education; Early childhood education; Education (general); Elementary, middle school education; Mathematics education; Multi, Interdisciplinary studies; Music or art education; Other education; Physical education; Secondary education; Social studies education; Special education.

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: Education.

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 5

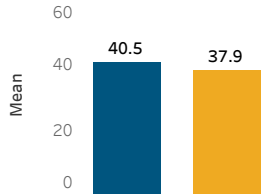
Displaying:
Education

Start

Define Groups

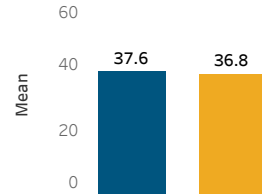
First-year First-year

Higher-Order Learning



Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	10%	4%
	Some	15%	29%
	Quite a bit	55%	45%
	Very much	20%	22%
Total		100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	5%	3%
	Some	25%	29%
	Quite a bit	45%	49%
	Very much	25%	20%
Total		100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little		3%
	Some	25%	25%
	Quite a bit	45%	47%
	Very much	30%	25%
Total		100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little		3%
	Some	15%	24%
	Quite a bit	40%	48%
	Very much	45%	24%
Total		100%	100%

Reflective & Integrative Learning



How often: Combined ideas from different courses when completing assignments	Never	5%	9%
	Sometimes	55%	34%
	Often	20%	40%
	Very often	20%	18%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never		1%
	Sometimes	45%	19%
	Often	45%	52%
	Very often	10%	28%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	5%	7%
	Sometimes	20%	34%
	Often	50%	39%
	Very often	25%	20%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never		4%
	Sometimes	10%	29%
	Often	80%	48%
	Very often	10%	19%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never		7%
	Sometimes	35%	32%
	Often	30%	39%
	Very often	35%	23%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never		3%
	Sometimes	15%	29%
	Often	55%	46%
	Very often	30%	23%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never		2%
	Sometimes	30%	24%
	Often	55%	48%
	Very often	15%	25%
	Total	100%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors	
73. Education (general)	1
75. Early childhood education	6
76. Elementary, middle scho..	1
77. Mathematics education	3
78. Music or art education	1
80. Secondary education	1
83. Other education	4
131. Multi, Interdisciplinary ..	4
Group Total	20

Comparison Group Majors

73. Education (general)	67
74. Business education	7
75. Early childhood educ..	305
76. Elementary, middle s..	424
77. Mathematics educat..	61
78. Music or art educati..	151
79. Physical education	63
80. Secondary education	127
81. Social studies educat..	36
82. Special education	152
83. Other education	215
131. Multi, Interdisciplin..	12
Group Total	1,516

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

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Select scales and item sets:
Learning Strategies / Quantitative Reasoning

Select a major group:
Major Group 5

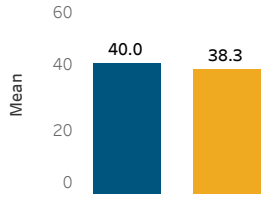
Displaying:
Education

Start

Define Groups

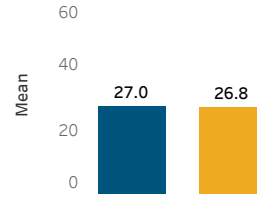
First-year First-year

Learning Strategies



How often: Identified key information from reading assignments	Never		3%
	Sometimes	25%	24%
	Often	50%	48%
	Very often	25%	26%
	Total	100%	100%
How often: Reviewed your notes after class	Never		5%
	Sometimes	20%	29%
	Often	60%	37%
	Very often	20%	29%
	Total	100%	100%
How often: Summarized what you learned in class or from course materials	Never	5%	4%
	Sometimes	20%	30%
	Often	45%	43%
	Very often	30%	24%
	Total	100%	100%

Quantitative Reasoning



How often: Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never	15%	20%
	Sometimes	30%	42%
	Often	40%	28%
	Very often	15%	9%
	Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	25%	14%
	Sometimes	30%	40%
	Often	40%	34%
	Very often	5%	13%
	Total	100%	100%
How often: Evaluated what others have concluded from numerical information	Never	20%	19%
	Sometimes	45%	42%
	Often	25%	28%
	Very often	10%	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 5

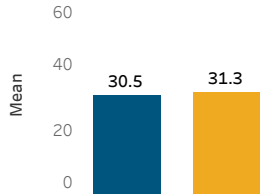
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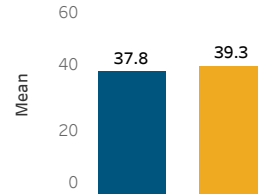
First-year First-year

Collaborative Learning



How often: Asked another student to help you understand course material	Never	10%	9%
	Sometimes	40%	44%
	Often	35%	31%
	Very often	15%	16%
	Total	100%	100%
How often: Explained course material to one or more students	Never	5%	7%
	Sometimes	45%	41%
	Often	40%	37%
	Very often	10%	16%
	Total	100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never	20%	19%
	Sometimes	35%	38%
	Often	40%	28%
	Very often	5%	15%
	Total	100%	100%
How often: Worked with other students on course projects or assignments	Never		6%
	Sometimes	40%	38%
	Often	50%	37%
	Very often	10%	19%
	Total	100%	100%

Discussions with Diverse Others



Frequency of discussion with: People from a race or ethnicity other than your own	Never		4%
	Sometimes	35%	29%
	Often	40%	34%
	Very often	25%	34%
	Total	100%	100%
Frequency of discussion with: People from an economic background other than your own	Never		4%
	Sometimes	40%	25%
	Often	35%	37%
	Very often	25%	34%
	Total	100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never		5%
	Sometimes	40%	28%
	Often	35%	35%
	Very often	25%	31%
	Total	100%	100%
Frequency of discussion with: People with political views other than your own	Never		6%
	Sometimes	40%	26%
	Often	25%	37%
	Very often	35%	31%
	Total	100%	100%

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

Select a major group:
Major Group 5

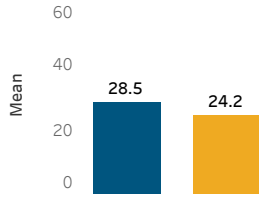
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Education

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Define Groups

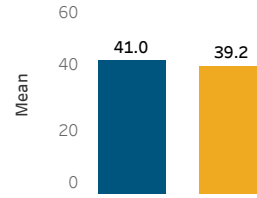
First-year First-year

Student-Faculty Interaction



How often: Talked about career plans with a faculty member	Never		30%
	Sometimes	25%	39%
	Often	55%	20%
	Very often	20%	10%
	Total	100%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	45%	20%
	Sometimes	20%	44%
	Often	30%	24%
	Very often	5%	12%
	Total	100%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	25%	13%
	Sometimes	30%	39%
	Often	40%	29%
	Very often	5%	18%
	Total	100%	100%
How often: Discussed your academic performance with a faculty member	Never	10%	43%
	Sometimes	30%	31%
	Often	55%	17%
	Very often	5%	10%
	Total	100%	100%

Effective Teaching Practices



To what extent: Clearly explained course goals and requirements	Very little		2%
	Some	30%	21%
	Quite a bit	35%	46%
	Very much	35%	32%
	Total	100%	100%
To what extent: Taught course sessions in an organized way	Very little		5%
	Some	30%	26%
	Quite a bit	25%	40%
	Very much	45%	28%
	Total	100%	100%
To what extent: Used examples or illustrations to explain difficult points	Very little	5%	8%
	Some	20%	29%
	Quite a bit	40%	39%
	Very much	35%	24%
	Total	100%	100%
To what extent: Provided feedback on a draft or work in progress	Very little		4%
	Some	30%	22%
	Quite a bit	30%	46%
	Very much	40%	29%
	Total	100%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little	10%	3%
	Some	25%	22%
	Quite a bit	30%	44%
	Very much	35%	31%
	Total	100%	100%

ASU ■

Comparison Group ■

Respondent Counts by Major

ASU Majors

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Comparison Group Majors

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

Select a major group:
Major Group 5

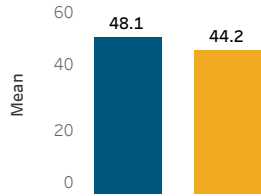
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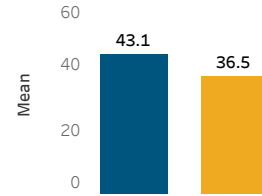
Define Groups

First-year First-year

Quality of Interactions



Supportive Environment



ASU ■
Comparison Group ■

Quality of your interactions: Students	Poor	2%	
	2	3%	
	3	8%	
	4	35%	11%
	5	5%	17%
	6	25%	22%
	Excellent	35%	36%
Not applicable		1%	
Total	100%	100%	
Quality of your interactions: Academic Advisors	Poor	5%	1%
	2	10%	2%
	3		4%
	4	5%	13%
	5	5%	28%
	6	20%	28%
	Excellent	55%	24%
Not applicable		1%	
Total	100%	100%	
Quality of your interactions: Faculty	Poor	2%	
	2		2%
	3		6%
	4	5%	12%
	5	15%	22%
	6	30%	23%
	Excellent	50%	24%
Not applicable		8%	
Total	100%	100%	
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Poor	2%	
	2	5%	3%
	3	5%	6%
	4	5%	11%
	5	20%	22%
	6	20%	21%
	Excellent	35%	24%
Not applicable	10%	10%	
Total	100%	100%	
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor		1%
	2	5%	1%
	3		4%
	4	10%	12%
	5	10%	29%
	6	40%	28%
	Excellent	30%	24%
Not applicable	5%	1%	
Total	100%	100%	

Institution emphasizes: Providing support to help students succeed academically	Very little		7%
	Some	20%	25%
	Quite a bit	40%	41%
	Very much	40%	28%
Total	100%	100%	
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little	10%	13%
	Some	15%	36%
	Quite a bit	25%	33%
	Very much	50%	18%
Total	100%	100%	
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	5%	8%
	Some	21%	29%
	Quite a bit	32%	39%
	Very much	42%	23%
Total	100%	100%	
Institution emphasizes: Providing opportunities to be involved socially	Very little		20%
	Some	20%	37%
	Quite a bit	30%	28%
	Very much	50%	14%
Total	100%	100%	
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little		4%
	Some	15%	22%
	Quite a bit	30%	43%
	Very much	55%	31%
Total	100%	100%	
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	15%	6%
	Some	20%	24%
	Quite a bit	20%	39%
	Very much	45%	30%
Total	100%	100%	
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	5%	3%
	Some	15%	24%
	Quite a bit	30%	44%
	Very much	50%	29%
Total	100%	100%	
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little	5%	6%
	Some	35%	19%
	Quite a bit	25%	40%
	Very much	35%	36%
Total	100%	100%	

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Major Field Report 2023—Between-Institution Results

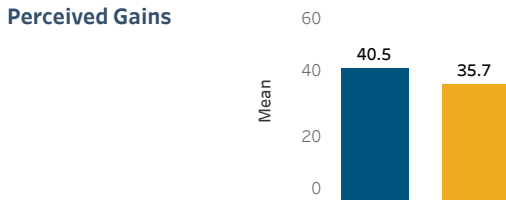
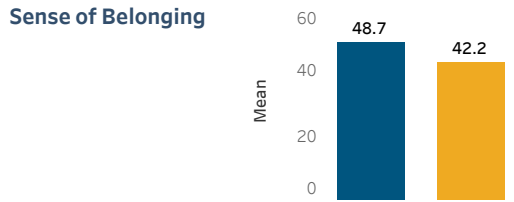
Angelo State University

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 5	Displaying: Education	Start <hr/> Define Groups
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First-year First-year



■ ASU
■ Comparison Group

Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..		2%
	Disagree		8%
	Agree	50%	55%
	Strongly agr..	50%	35%
	Total	100%	100%
Agree/Disagree: I feel valued by this institution.	Stongly disa..	5%	3%
	Disagree		15%
	Agree	45%	55%
	Strongly agr..	50%	27%
	Total	100%	100%
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..		3%
	Disagree	10%	14%
	Agree	40%	59%
	Strongly agr..	50%	24%
	Total	100%	100%

Perceived Gains: Writing clearly and effectively	Very little	5%	11%
	Some	20%	31%
	Quite a bit	40%	37%
	Very much	35%	21%
	Total	100%	100%
Perceived Gains: Speaking clearly and effectively	Very little	5%	15%
	Some	30%	38%
	Quite a bit	45%	33%
	Very much	20%	14%
	Total	100%	100%
Perceived Gains: Thinking critically and analytically	Very little		10%
	Some	15%	30%
	Quite a bit	50%	39%
	Very much	35%	21%
	Total	100%	100%
Perceived Gains: Analyzing numerical and statistical information	Very little	10%	8%
	Some	30%	27%
	Quite a bit	35%	42%
	Very much	25%	22%
	Total	100%	100%
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little		10%
	Some	15%	32%
	Quite a bit	50%	37%
	Very much	35%	20%
	Total	100%	100%
Perceived Gains: Working effectively with others	Very little	5%	8%
	Some	15%	27%
	Quite a bit	55%	42%
	Very much	25%	23%
	Total	100%	100%
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little		3%
	Some	20%	21%
	Quite a bit	55%	47%
	Very much	25%	29%
	Total	100%	100%
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..)	Very little		5%
	Some	15%	24%
	Quite a bit	45%	42%
	Very much	40%	29%
	Total	100%	100%
Perceived Gains: Solving complex real-world problems	Very little	5%	5%
	Some	20%	24%
	Quite a bit	45%	44%
	Very much	30%	28%
	Total	100%	100%
Perceived Gains: Being an informed and active citizen	Very little	10%	6%
	Some	15%	26%
	Quite a bit	45%	47%
	Very much	30%	21%
	Total	100%	100%

Respondent Counts by Major

ASU Majors	
73. Education (general)	1
75. Early childhood education	6
76. Elementary, middle scho..	1
77. Mathematics education	3
78. Music or art education	1
80. Secondary education	1
83. Other education	4
131. Multi, Interdisciplinary ..	4
Group Total	20
Comparison Group Majors	
73. Education (general)	67
74. Business education	7
75. Early childhood educ..	305
76. Elementary, middle s..	424
77. Mathematics educat..	61
78. Music or art educati..	151
79. Physical education	63
80. Secondary education	127
81. Social studies educat..	36
82. Special education	152
83. Other education	215
131. Multi, Interdisciplin..	12
Group Total	1,516

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.

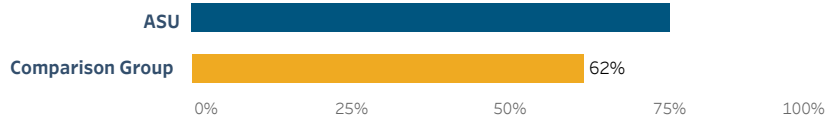
Comp. group filters: Carnegie class.Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

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 5 Displaying: **Education** [Define Groups](#) [Start](#)

First-year First-year

Completed at least one HIP



	ASU	Comparison Group
Participate in a service-learning course	None	43%
	Some	47%
	Most	9%
	All	2%
	Total	100%
Participate in a learning community	Done or in progress	12%
	Plan to do	26%
	Do not plan to do	25%
	Have not decided	37%
	Total	100%
Participate in undergraduate research	Done or in progress	5%
	Plan to do	19%
	Do not plan to do	34%
	Have not decided	41%
	Total	100%
Participate in internship, field exp., etc.	Done or in progress	13%
	Plan to do	75%
	Do not plan to do	3%
	Have not decided	9%
	Total	100%
Participate in a study abroad program	Done or in progress	2%
	Plan to do	22%
	Do not plan to do	44%
	Have not decided	32%
	Total	100%
Complete a capstone project	Done or in progress	2%
	Plan to do	50%
	Do not plan to do	10%
	Have not decided	40%
	Total	100%

Respondent Counts by Major

ASU Majors	
73. Education (general)	1
75. Early childhood education	6
76. Elementary, middle scho..	1
77. Mathematics education	3
78. Music or art education	1
80. Secondary education	1
83. Other education	4
131. Multi, Interdisciplinary ..	4
Group Total	20

Comparison Group Majors	
73. Education (general)	67
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80. Secondary education	127
81. Social studies educat..	36
82. Special education	152
83. Other education	215
131. Multi, Interdisciplin..	12
Group Total	1,516

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.

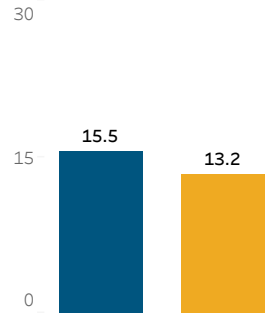
Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

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.

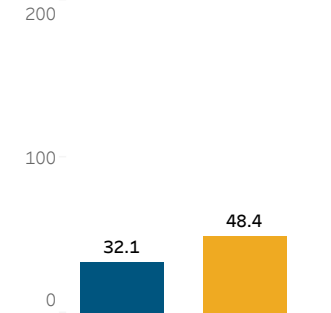
Select a major group: Major Group 5 Displaying: **Education** **Define Groups** **Start**

First-year First-year

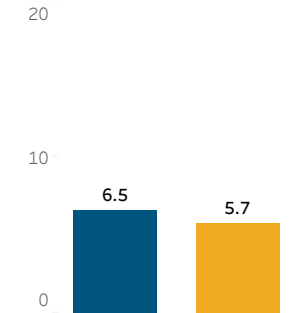
Time Spent Preparing for Class (hours/week)



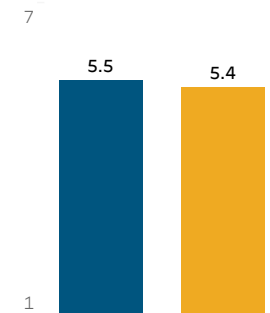
Estimated Total Pages of Assigned Writing, Current Year



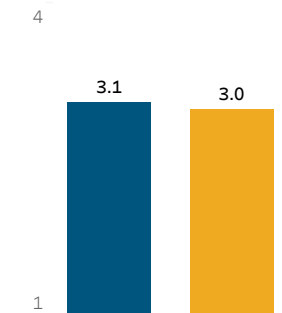
Average Hours per Week on Course Reading



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)



ASU 
 Comparison Group 

Respondent Counts by Major

ASU Majors

73. Education (general)	1
75. Early childhood education	6
76. Elementary, middle scho..	1
77. Mathematics education	3
78. Music or art education	1
80. Secondary education	1
83. Other education	4
131. Multi, Interdisciplinary ..	4
Group Total	20

Comparison Group Majors

73. Education (general)	67
74. Business education	7
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77. Mathematics educat..	61
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81. Social studies educat..	36
82. Special education	152
83. Other education	215
131. Multi, Interdisciplin..	12
Group Total	1,516

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 5 Displaying: **Education** **Define Groups** **Start**

First-year First-year



Respondent Counts by Major

ASU Majors	
73. Education (general)	1
75. Early childhood education	6
76. Elementary, middle scho..	1
77. Mathematics education	3
78. Music or art education	1
80. Secondary education	1
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82. Special education	152
83. Other education	215
131. Multi, Interdisciplin..	12
Group Total	1,516

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 5

Displaying:
Education

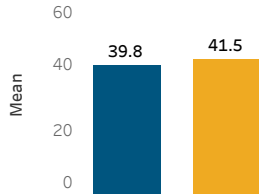
Start

Define Groups

Senior

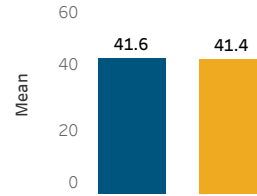
Senior

Higher-Order Learning



Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	4%	3%
	Some	15%	22%
	Quite a bit	62%	42%
	Very much	19%	33%
Total		100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8%	2%
	Some	23%	19%
	Quite a bit	50%	44%
	Very much	19%	35%
Total		100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	8%	4%
	Some	23%	21%
	Quite a bit	42%	43%
	Very much	27%	32%
Total		100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little	4%	2%
	Some	20%	20%
	Quite a bit	58%	46%
	Very much	38%	32%
Total		100%	100%

Reflective & Integrative Learning



How often: Combined ideas from different courses when completing assignments	Never	4%	3%
	Sometimes	27%	22%
	Often	58%	39%
	Very often	12%	36%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never	4%	1%
	Sometimes	23%	11%
	Often	42%	44%
	Very often	31%	44%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	4%	4%
	Sometimes	31%	26%
	Often	46%	38%
	Very often	23%	31%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never	3%	3%
	Sometimes	12%	24%
	Often	62%	44%
	Very often	27%	29%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	6%	6%
	Sometimes	19%	24%
	Often	42%	36%
	Very often	38%	34%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never	2%	2%
	Sometimes	31%	25%
	Often	27%	41%
	Very often	42%	32%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never	2%	2%
	Sometimes	4%	19%
	Often	48%	45%
	Very often	48%	34%
	Total	100%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors

73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
77. Mathematics education	1
78. Music or art education	2
82. Special education	2
83. Other education	1
131. Multi, Interdisciplinary ..	8
Group Total	26

Comparison Group Majors

73. Education (general)	128
74. Business education	10
75. Early childhood educ..	471
76. Elementary, middle s..	670
77. Mathematics educat..	94
78. Music or art educati..	156
79. Physical education	104
80. Secondary education	190
81. Social studies educat..	73
82. Special education	248
83. Other education	296
131. Multi, Interdisciplin..	165
Group Total	2,425

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

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Select scales and item sets:
Learning Strategies / Quantitative Reasoning

Select a major group:
Major Group 5

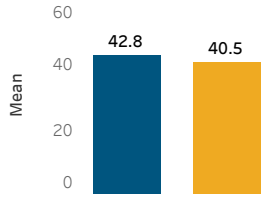
Displaying:
Education

Start

Define Groups

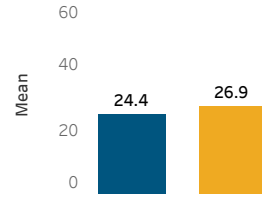
Senior Senior

Learning Strategies



Item	ASU	Comparison Group
How often: Identified key information from reading assignments		
Never	4%	3%
Sometimes	19%	17%
Often	42%	41%
Very often	35%	39%
Total	100%	100%
How often: Reviewed your notes after class		
Never	4%	7%
Sometimes	15%	27%
Often	35%	33%
Very often	46%	33%
Total	100%	100%
How often: Summarized what you learned in class or from course materials		
Never		5%
Sometimes	27%	24%
Often	35%	40%
Very often	38%	32%
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	23%	23%
Sometimes	23%	40%
Often	42%	23%
Very often	12%	14%
Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		
Never	33%	17%
Sometimes	25%	37%
Often	38%	30%
Very often	4%	17%
Total	100%	100%
How often: Evaluated what others have concluded from numerical information		
Never	31%	24%
Sometimes	35%	37%
Often	31%	24%
Very often	4%	15%
Total	100%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors

73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
77. Mathematics education	1
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82. Special education	2
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Group Total	2,425

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 5

Displaying:
Education

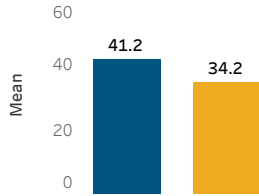
Start

Define Groups

Senior

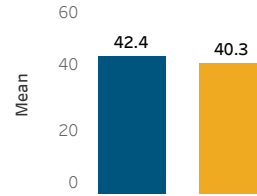
Senior

Collaborative Learning



Item	Response	ASU (%)	Comparison Group (%)
How often: Asked another student to help you understand course material	Never	8%	10%
	Sometimes	24%	39%
	Often	32%	29%
	Very often	36%	23%
	Total	100%	100%
How often: Explained course material to one or more students	Never	12%	5%
	Sometimes	12%	32%
	Often	31%	35%
	Very often	46%	28%
	Total	100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never	12%	19%
	Sometimes	27%	35%
	Often	35%	27%
	Very often	27%	20%
	Total	100%	100%
How often: Worked with other students on course projects or assignments	Never	8%	7%
	Sometimes	8%	28%
	Often	46%	35%
	Very often	38%	29%
	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	4%	4%
	Sometimes	12%	26%
	Often	35%	32%
	Very often	50%	38%
	Total	100%	100%
Frequency of discussion with: People from an economic background other than your own	Never	3%	3%
	Sometimes	15%	22%
	Often	50%	37%
	Very often	35%	38%
	Total	100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never	6%	6%
	Sometimes	31%	28%
	Often	35%	31%
	Very often	35%	35%
	Total	100%	100%
Frequency of discussion with: People with political views other than your own	Never	8%	5%
	Sometimes	24%	27%
	Often	36%	33%
	Very often	32%	35%
	Total	100%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors	
73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
77. Mathematics education	1
78. Music or art education	2
82. Special education	2
83. Other education	1
131. Multi, Interdisciplinary ..	8
Group Total	26

Comparison Group Majors

73. Education (general)	128
74. Business education	10
75. Early childhood educ..	471
76. Elementary, middle s..	670
77. Mathematics educat..	94
78. Music or art educati..	156
79. Physical education	104
80. Secondary education	190
81. Social studies educat..	73
82. Special education	248
83. Other education	296
131. Multi, Interdisciplin..	165
Group Total	2,425

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 5

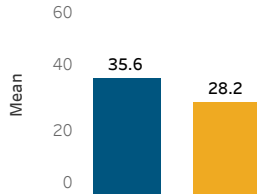
Displaying:
Education

Start

Define Groups

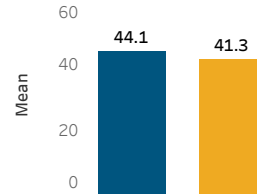
Senior Senior

Student-Faculty Interaction



How often: Talked about career plans with a faculty member	Never		23%
	Sometimes	38%	38%
	Often	23%	23%
	Very often	38%	16%
Total		100%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	35%	16%
	Sometimes	15%	40%
	Often	19%	27%
	Very often	31%	18%
Total		100%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	15%	10%
	Sometimes	23%	33%
	Often	27%	29%
	Very often	35%	28%
Total		100%	100%
How often: Discussed your academic performance with a faculty member	Never	12%	37%
	Sometimes	31%	32%
	Often	19%	17%
	Very often	38%	15%
Total		100%	100%

Effective Teaching Practices



To what extent: Clearly explained course goals and requirements	Very little		2%
	Some	19%	18%
	Quite a bit	42%	40%
	Very much	38%	39%
Total		100%	100%
To what extent: Taught course sessions in an organized way	Very little	4%	6%
	Some	12%	23%
	Quite a bit	31%	34%
	Very much	54%	37%
Total		100%	100%
To what extent: Used examples or illustrations to explain difficult points	Very little		6%
	Some	28%	25%
	Quite a bit	28%	35%
	Very much	44%	34%
Total		100%	100%
To what extent: Provided feedback on a draft or work in progress	Very little	8%	4%
	Some	19%	19%
	Quite a bit	27%	42%
	Very much	46%	36%
Total		100%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little	8%	4%
	Some	12%	21%
	Quite a bit	35%	39%
	Very much	46%	36%
Total		100%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors

73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
77. Mathematics education	1
78. Music or art education	2
82. Special education	2
83. Other education	1
131. Multi, Interdisciplinary ..	8
Group Total	26

Comparison Group Majors

73. Education (general)	128
74. Business education	10
75. Early childhood educ..	471
76. Elementary, middle s..	670
77. Mathematics educat..	94
78. Music or art educati..	156
79. Physical education	104
80. Secondary education	190
81. Social studies educat..	73
82. Special education	248
83. Other education	296
131. Multi, Interdisciplin..	165
Group Total	2,425

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 5

Displaying:
Education

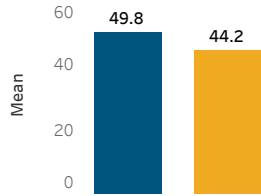
Start

Define Groups

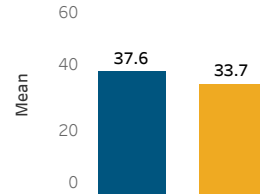
Senior

Senior

Quality of Interactions



Supportive Environment



ASU ■
Comparison Group ■

Quality of your interactions: Students	Poor	4%	2%
	2	6%	6%
	3	4%	7%
	4	8%	12%
	5	8%	16%
	6	23%	18%
	Excellent	58%	37%
Not applicable		1%	
Total		100%	100%
Quality of your interactions: Academic Advisors	Poor	4%	2%
	2	2%	2%
	3	8%	4%
	4	11%	11%
	5	15%	22%
	6	23%	28%
	Excellent	50%	30%
Not applicable		1%	
Total		100%	100%
Quality of your interactions: Faculty	Poor	3%	3%
	2	4%	4%
	3	4%	7%
	4	12%	12%
	5	15%	19%
	6	27%	21%
	Excellent	42%	24%
Not applicable		8%	
Total		100%	100%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Poor	4%	4%
	2	4%	3%
	3	4%	7%
	4	8%	11%
	5	15%	18%
	6	27%	17%
	Excellent	35%	21%
Not applicable		8%	20%
Total		100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor	1%	1%
	2	4%	2%
	3	3%	3%
	4	8%	8%
	5	15%	22%
	6	23%	27%
	Excellent	50%	35%
Not applicable		1%	
Total		100%	100%

Institution emphasizes: Providing support to help students succeed academically	Very little	14%
	Some	19%
	Quite a bit	46%
	Very much	35%
Total		100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little	4%
	Some	27%
	Quite a bit	27%
	Very much	42%
Total		100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	8%
	Some	31%
	Quite a bit	23%
	Very much	38%
Total		100%
Institution emphasizes: Providing opportunities to be involved socially	Very little	30%
	Some	19%
	Quite a bit	35%
	Very much	46%
Total		100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little	8%
	Some	27%
	Quite a bit	19%
	Very much	46%
Total		100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	27%
	Some	27%
	Quite a bit	27%
	Very much	19%
Total		100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	8%
	Some	23%
	Quite a bit	31%
	Very much	38%
Total		100%
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little	23%
	Some	50%
	Quite a bit	12%
	Very much	15%
Total		100%

Respondent Counts by Major

ASU Majors

73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
77. Mathematics education	1
78. Music or art education	2
82. Special education	2
83. Other education	1
131. Multi, Interdisciplinary ..	8
Group Total	26

Comparison Group Majors

73. Education (general)	128
74. Business education	10
75. Early childhood educ..	471
76. Elementary, middle s..	670
77. Mathematics educat..	94
78. Music or art educati..	156
79. Physical education	104
80. Secondary education	190
81. Social studies educat..	73
82. Special education	248
83. Other education	296
131. Multi, Interdisciplin..	165
Group Total	2,425

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 5

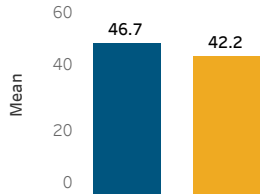
Displaying:
Education

Start

Define Groups

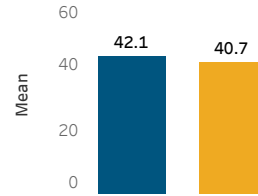
Senior Senior

Sense of Belonging



Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..		2%
	Disagree	4%	7%
	Agree	42%	49%
	Strongly agr..	54%	42%
	Total	100%	100%
Agree/Disagree: I feel valued by this institution.	Stongly disa..	8%	4%
	Disagree	4%	18%
	Agree	54%	49%
	Strongly agr..	35%	29%
	Total	100%	100%
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..	8%	5%
	Disagree		17%
	Agree	42%	50%
	Strongly agr..	50%	28%
	Total	100%	100%

Perceived Gains



Perceived Gains: Writing clearly and effectively	Very little	4%	4%
	Some	19%	16%
	Quite a bit	38%	36%
	Very much	38%	43%
	Total	100%	100%
Perceived Gains: Speaking clearly and effectively	Very little	4%	16%
	Some	8%	32%
	Quite a bit	46%	28%
	Very much	42%	24%
	Total	100%	100%
Perceived Gains: Thinking critically and analytically	Very little		8%
	Some	4%	25%
	Quite a bit	46%	34%
	Very much	50%	33%
	Total	100%	100%
Perceived Gains: Analyzing numerical and statistical information	Very little	15%	6%
	Some	31%	21%
	Quite a bit	35%	35%
	Very much	19%	37%
	Total	100%	100%
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little		7%
	Some	4%	24%
	Quite a bit	42%	36%
	Very much	54%	32%
	Total	100%	100%
Perceived Gains: Working effectively with others	Very little	4%	5%
	Some	15%	21%
	Quite a bit	35%	38%
	Very much	46%	36%
	Total	100%	100%
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little	8%	3%
	Some	15%	13%
	Quite a bit	38%	39%
	Very much	38%	45%
	Total	100%	100%
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..)	Very little		5%
	Some	32%	20%
	Quite a bit	32%	36%
	Very much	36%	39%
	Total	100%	100%
Perceived Gains: Solving complex real-world problems	Very little	15%	3%
	Some	15%	16%
	Quite a bit	35%	38%
	Very much	35%	44%
	Total	100%	100%
Perceived Gains: Being an informed and active citizen	Very little	8%	5%
	Some	35%	21%
	Quite a bit	19%	40%
	Very much	38%	34%
	Total	100%	100%

ASU ■
Comparison Group ■

Respondent Counts by Major

ASU Majors

73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
77. Mathematics education	1
78. Music or art education	2
82. Special education	2
83. Other education	1
131. Multi, Interdisciplinary ..	8
Group Total	26

Comparison Group Majors

73. Education (general)	128
74. Business education	10
75. Early childhood educ..	471
76. Elementary, middle s..	670
77. Mathematics educat..	94
78. Music or art educati..	156
79. Physical education	104
80. Secondary education	190
81. Social studies educat..	73
82. Special education	248
83. Other education	296
131. Multi, Interdisciplin..	165
Group Total	2,425

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.

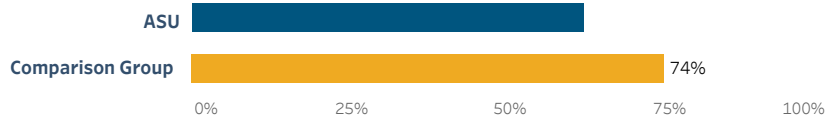
Comp. group filters: Carnegie class.Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

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 5 Displaying: **Education** **Define Groups** **Start**

Senior Senior

Completed two or more HIPs



	ASU	Comparison Group
Participate in a service-learning course	None	24%
	Some	53%
	Most	18%
	All	4%
	Total	100%
Participate in a learning community	Done or in progress	35%
	Plan to do	11%
	Do not plan to do	40%
	Have not decided	15%
	Total	100%
Participate in undergraduate research	Done or in progress	16%
	Plan to do	9%
	Do not plan to do	59%
	Have not decided	15%
	Total	100%
Participate in internship, field exp., etc.	Done or in progress	73%
	Plan to do	20%
	Do not plan to do	4%
	Have not decided	3%
	Total	100%
Participate in a study abroad program	Done or in progress	5%
	Plan to do	7%
	Do not plan to do	75%
	Have not decided	13%
	Total	100%
Complete a capstone project	Done or in progress	44%
	Plan to do	23%
	Do not plan to do	23%
	Have not decided	10%
	Total	100%

Respondent Counts by Major

ASU Majors

73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
77. Mathematics education	1
78. Music or art education	2
82. Special education	2
83. Other education	1
131. Multi, Interdisciplinary ..	8
Group Total	26

Comparison Group Majors

73. Education (general)	128
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80. Secondary education	190
81. Social studies educat..	73
82. Special education	248
83. Other education	296
131. Multi, Interdisciplin..	165
Group Total	2,425

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.

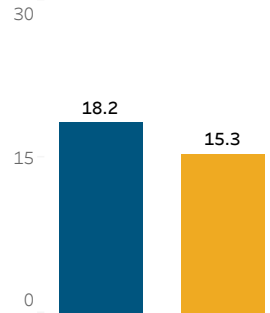
Comp. group filters: Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

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.

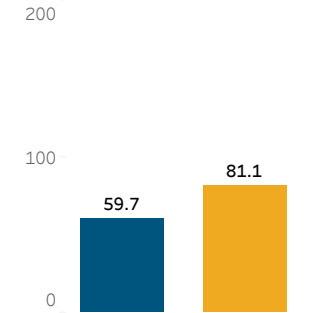
Select a major group: Major Group 5 Displaying: **Education** **Define Groups** **Start**

Senior Senior

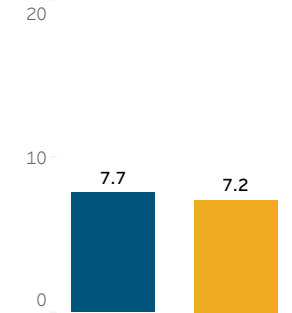
Time Spent Preparing for Class (hours/week)



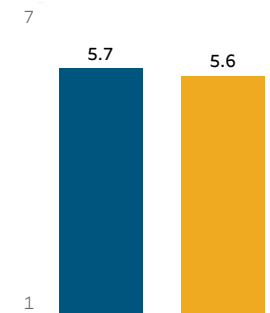
Estimated Total Pages of Assigned Writing, Current Year



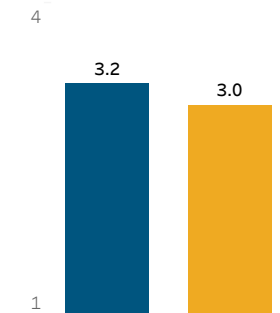
Average Hours per Week on Course Reading



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)



ASU Comparison Group

Respondent Counts by Major

ASU Majors

73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
77. Mathematics education	1
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82. Special education	2
83. Other education	1
131. Multi, Interdisciplinary ..	8
Group Total	26

Comparison Group Majors

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83. Other education	296
131. Multi, Interdisciplin..	165
Group Total	2,425

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 5 Displaying: **Education** **Define Groups** **Start**

Senior

Senior



Respondent Counts by Major

ASU Majors	
73. Education (general)	5
75. Early childhood education	5
76. Elementary, middle scho..	2
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78. Music or art education	2
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Comparison Group Majors	
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131. Multi, Interdisciplin..	165
Group Total	2,425

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.