Angelo State University

NSSE Major Field Report 2023 -

Between-Institution Results

Health Professions

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 'Health Professions' includes the following majors: Allied health; Dentistry; Health science; Health technology (medical, dental, laboratory); Healthcare administration and policy; Kinesiology; Medicine; Nursing; Nutrition and dietetics; Occupational safety and health; Occupational therapy; Other health professions; Pharmacy; Physical therapy; Rehabilitation sciences; Speech therapy; Veterinary science.

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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: Health Professions.

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 7

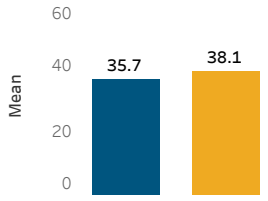
Displaying: **Health Professions**

Start | Define Groups

First-year

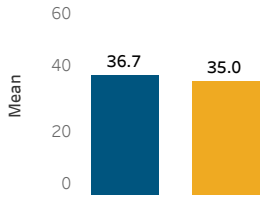
First-year

Higher-Order Learning



		ASU	Comparison Group
Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	5%	5%
	Some	30%	26%
	Quite a bit	46%	46%
	Very much	19%	23%
	Total	100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8%	4%
	Some	32%	25%
	Quite a bit	38%	46%
	Very much	22%	25%
	Total	100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	3%	4%
	Some	38%	27%
	Quite a bit	32%	47%
	Very much	27%	23%
	Total	100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little	8%	4%
	Some	27%	25%
	Quite a bit	43%	46%
	Very much	22%	24%
	Total	100%	100%

Reflective & Integrative Learning



		ASU	Comparison Group
How often: Combined ideas from different courses when completing assignments	Never	3%	9%
	Sometimes	46%	39%
	Often	30%	37%
	Very often	22%	15%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never	14%	1%
	Sometimes	27%	22%
	Often	43%	49%
	Very often	16%	27%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	8%	10%
	Sometimes	38%	41%
	Often	32%	33%
	Very often	22%	15%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never	8%	5%
	Sometimes	35%	34%
	Often	35%	44%
	Very often	22%	18%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never		11%
	Sometimes	27%	39%
	Often	49%	34%
	Very often	24%	16%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never	5%	2%
	Sometimes	24%	29%
	Often	43%	47%
	Very often	27%	22%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never		2%
	Sometimes	19%	28%
	Often	38%	46%
	Very often	43%	24%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

100. Health science	2
103. Kinesiology	8
104. Medicine	1
105. Nursing	18
108. Occupational therapy	2
110. Physical therapy	1
113. Veterinary science	6
Group Total	**37**

Comparison Group Majors

98. Allied health	27
99. Dentistry	13
100. Health science	92
101. Health technology (..	104
102. Healthcare adminis..	49
103. Kinesiology	395
104. Medicine	47
105. Nursing	824
106. Nutrition and diete..	26
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108. Occupational thera..	19
109. Pharmacy	9
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111. Rehabilitation scie..	10
112. Speech therapy	73
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114. Other health profes..	179
Group Total	**1,993**

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

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Select scales and item sets: Learning Strategies / Quantitative Reasoning

Select a major group: Major Group 7

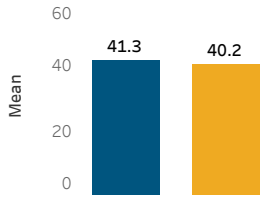
Displaying: **Health Professions**

Start | Define Groups

First-year

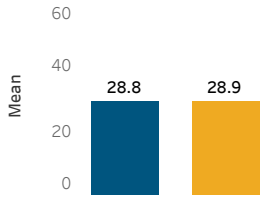
First-year

Learning Strategies



		ASU	Comparison Group
How often: Identified key information from reading assignments	Never	3%	2%
	Sometimes	19%	25%
	Often	54%	48%
	Very often	24%	24%
	Total	100%	100%
How often: Reviewed your notes after class	Never	3%	2%
	Sometimes	16%	23%
	Often	41%	38%
	Very often	41%	37%
	Total	100%	100%
How often: Summarized what you learned in class or from course materials	Never	3%	3%
	Sometimes	27%	25%
	Often	38%	42%
	Very often	32%	29%
	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	19%	18%
	Sometimes	19%	41%
	Often	38%	30%
	Very often	24%	11%
	Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	19%	8%
	Sometimes	36%	39%
	Often	28%	39%
	Very often	17%	15%
	Total	100%	100%
How often: Evaluated what others have concluded from numerical information	Never	19%	17%
	Sometimes	47%	40%
	Often	22%	30%
	Very often	11%	13%
	Total	100%	100%

ASU
Comparison Group

Respondent Counts by Major

ASU Majors

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

Select a major group: Major Group 7

Displaying: **Health Professions**

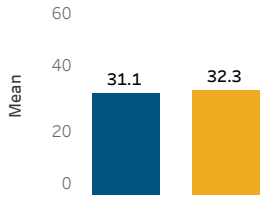
Start

Define Groups

First-year

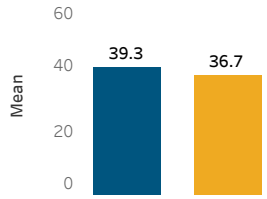
First-year

Collaborative Learning



		ASU	Comparison Group
How often: Asked another student to help you understand course material	Never	14%	7%
	Sometimes	38%	40%
	Often	24%	33%
	Very often	24%	19%
	Total	100%	100%
How often: Explained course material to one or more students	Never	8%	6%
	Sometimes	36%	40%
	Often	31%	36%
	Very often	25%	17%
	Total	100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never	27%	14%
	Sometimes	27%	37%
	Often	27%	31%
	Very often	19%	18%
	Total	100%	100%
How often: Worked with other students on course projects or assignments	Never	19%	8%
	Sometimes	30%	39%
	Often	30%	36%
	Very often	22%	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	8%	6%
	Sometimes	32%	30%
	Often	30%	32%
	Very often	30%	31%
	Total	100%	100%
Frequency of discussion with: People from an economic background other than your own	Never	8%	6%
	Sometimes	22%	27%
	Often	36%	38%
	Very often	33%	28%
	Total	100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never	5%	10%
	Sometimes	22%	30%
	Often	35%	33%
	Very often	38%	27%
	Total	100%	100%
Frequency of discussion with: People with political views other than your own	Never	3%	8%
	Sometimes	30%	32%
	Often	27%	33%
	Very often	41%	27%
	Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

ASU Majors

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

Select a major group: Major Group 7

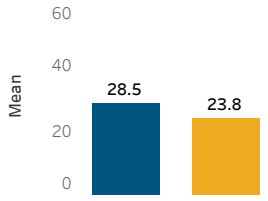
Displaying: **Health Professions**

Start | Define Groups

First-year

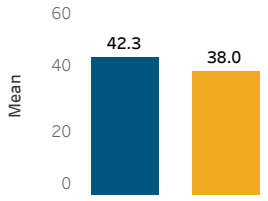
First-year

Student-Faculty Interaction



		ASU	Comparison Group
How often: Talked about career plans with a faculty member	Never	11%	30%
	Sometimes	24%	41%
	Often	19%	20%
	Very often	46%	9%
	Total	100%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	38%	20%
	Sometimes	27%	43%
	Often	19%	25%
	Very often	16%	11%
	Total	100%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	33%	13%
	Sometimes	28%	41%
	Often	17%	30%
	Very often	22%	16%
	Total	100%	100%
How often: Discussed your academic performance with a faculty member	Never	22%	43%
	Sometimes	41%	31%
	Often	22%	17%
	Very often	16%	9%
	Total	100%	100%

Effective Teaching Practices



		ASU	Comparison Group
To what extent: Clearly explained course goals and requirements	Very little	3%	3%
	Some	14%	22%
	Quite a bit	43%	46%
	Very much	41%	29%
	Total	100%	100%
To what extent: Taught course sessions in an organized way	Very little	11%	7%
	Some	19%	28%
	Quite a bit	22%	38%
	Very much	47%	27%
	Total	100%	100%
To what extent: Used examples or illustrations to explain difficult points	Very little	3%	10%
	Some	11%	31%
	Quite a bit	32%	36%
	Very much	54%	23%
	Total	100%	100%
To what extent: Provided feedback on a draft or work in progress	Very little	8%	6%
	Some	22%	24%
	Quite a bit	30%	42%
	Very much	41%	28%
	Total	100%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little	11%	3%
	Some	22%	24%
	Quite a bit	28%	42%
	Very much	39%	31%
	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 7

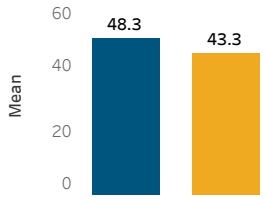
Displaying: **Health Professions**

Start | Define Groups

First-year

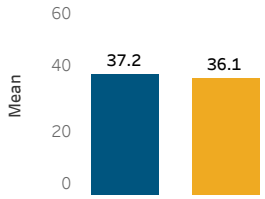
First-year

Quality of Interactions



		ASU	Comparison Group
Quality of your interactions: Students	Poor	6%	3%
	2	3%	4%
	3	3%	7%
	4	6%	12%
	5	19%	17%
	6	31%	21%
	Excellent	33%	36%
	Not applicable		1%
	Total	100%	100%
Quality of your interactions: Academic Advisors	Poor		2%
	2	3%	3%
	3		6%
	4		14%
	5	24%	27%
	6	22%	27%
	Excellent	51%	21%
	Not applicable		1%
	Total	100%	100%
Quality of your interactions: Faculty	Poor		3%
	2		4%
	3		7%
	4	8%	12%
	5	24%	22%
	6	27%	24%
	Excellent	41%	24%
	Not applicable		5%
	Total	100%	100%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Poor	3%	3%
	2		3%
	3	8%	6%
	4	3%	12%
	5	16%	20%
	6	19%	23%
	Excellent	41%	24%
	Not applicable	11%	10%
	Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor	5%	1%
	2		3%
	3	8%	5%
	4	5%	14%
	5	16%	25%
	6	24%	27%
	Excellent	38%	24%
	Not applicable	3%	1%
	Total	100%	100%

Supportive Environment



		ASU	Comparison Group
Institution emphasizes: Providing support to help students succeed academically	Very little	11%	10%
	Some	19%	26%
	Quite a bit	32%	38%
	Very much	38%	26%
	Total	100%	100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little	11%	18%
	Some	14%	33%
	Quite a bit	32%	31%
	Very much	43%	18%
	Total	100%	100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	14%	10%
	Some	27%	28%
	Quite a bit	27%	36%
	Very much	32%	26%
	Total	100%	100%
Institution emphasizes: Providing opportunities to be involved socially	Very little	11%	21%
	Some	16%	35%
	Quite a bit	30%	28%
	Very much	43%	16%
	Total	100%	100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little	8%	5%
	Some	16%	23%
	Quite a bit	35%	41%
	Very much	41%	30%
	Total	100%	100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	24%	7%
	Some	22%	24%
	Quite a bit	19%	39%
	Very much	35%	30%
	Total	100%	100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	11%	4%
	Some	19%	23%
	Quite a bit	28%	43%
	Very much	42%	31%
	Total	100%	100%
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little	35%	6%
	Some	22%	17%
	Quite a bit	24%	39%
	Very much	19%	38%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

100. Health science	2
103. Kinesiology	8
104. Medicine	1
105. Nursing	18
108. Occupational therapy	2
110. Physical therapy	1
113. Veterinary science	6
Group Total	**37**

Comparison Group Majors

98. Allied health	27
99. Dentistry	13
100. Health science	92
101. Health technology (..	104
102. Healthcare adminis..	49
103. Kinesiology	395
104. Medicine	47
105. Nursing	824
106. Nutrition and diete..	26
107. Occupational safet..	10
108. Occupational thera..	19
109. Pharmacy	9
110. Physical therapy	35
111. Rehabilitation scie..	10
112. Speech therapy	73
113. Veterinary science	111
114. Other health profes..	179
Group Total	**1,993**

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: Sense of Belonging / Perceived Gains

Select a major group: Major Group 7

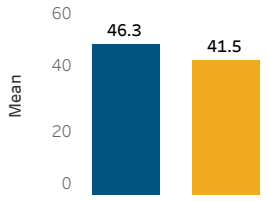
Displaying: **Health Professions**

Start | Define Groups

First-year

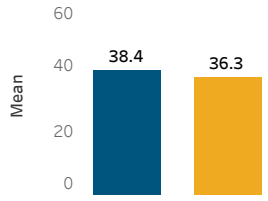
First-year

Sense of Belonging



		ASU	Comparison Group
Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..		2%
	Disagree	3%	7%
	Agree	38%	59%
	Strongly agr..	59%	33%
	Total	100%	100%
Agree/Disagree: I feel valued by this institution.	Stongly disa..	5%	3%
	Disagree	5%	16%
	Agree	59%	57%
	Strongly agr..	30%	23%
	Total	100%	100%
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..	3%	3%
	Disagree	8%	15%
	Agree	51%	60%
	Strongly agr..	38%	22%
	Total	100%	100%

Perceived Gains



ASU

Comparison Group

		ASU	Comparison Group
Perceived Gains: Writing clearly and effectively	Very little	3%	12%
	Some	19%	30%
	Quite a bit	49%	38%
	Very much	30%	21%
	Total	100%	100%
Perceived Gains: Speaking clearly and effectively	Very little	8%	9%
	Some	24%	31%
	Quite a bit	35%	39%
	Very much	32%	21%
	Total	100%	100%
Perceived Gains: Thinking critically and analytically	Very little		10%
	Some	11%	32%
	Quite a bit	59%	37%
	Very much	30%	21%
	Total	100%	100%
Perceived Gains: Analyzing numerical and statistical information	Very little	19%	9%
	Some	24%	28%
	Quite a bit	38%	41%
	Very much	19%	22%
	Total	100%	100%
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little	8%	10%
	Some	31%	30%
	Quite a bit	22%	39%
	Very much	39%	21%
	Total	100%	100%
Perceived Gains: Working effectively with others	Very little	3%	7%
	Some	32%	27%
	Quite a bit	32%	42%
	Very much	32%	24%
	Total	100%	100%
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little	6%	3%
	Some	28%	18%
	Quite a bit	36%	48%
	Very much	31%	32%
	Total	100%	100%
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..	Very little	5%	6%
	Some	24%	27%
	Quite a bit	35%	39%
	Very much	35%	28%
	Total	100%	100%
Perceived Gains: Solving complex real-world problems	Very little	8%	6%
	Some	30%	24%
	Quite a bit	30%	43%
	Very much	32%	27%
	Total	100%	100%
Perceived Gains: Being an informed and active citizen	Very little	8%	4%
	Some	30%	25%
	Quite a bit	32%	47%
	Very much	30%	23%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

100. Health science	2
103. Kinesiology	8
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Group Total	**1,993**

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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High-Impact Practices

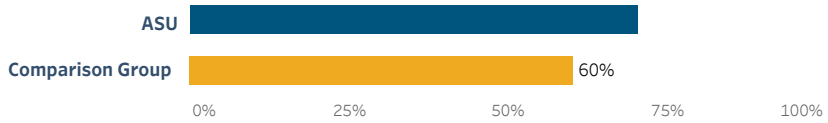
This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a **High-Impact Practice,** alongside results for your customized comparison group and the percentage who participated overall (at least one for FY students, two or more for 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 7 | Displaying: **Health Professions** | Define Groups | Start

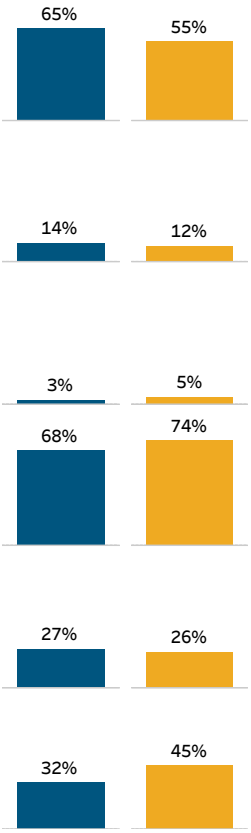
First-year

First-year

Completed at least one HIP



		ASU	Comparison Group
Participate in a service-learning course	None	35%	45%
	Some	46%	43%
	Most	19%	10%
	All		2%
	Total	100%	100%
Participate in a learning community	Done or in progress	14%	12%
	Plan to do	41%	30%
	Do not plan to do	19%	23%
	Have not decided	27%	35%
	Total	100%	100%
Participate in undergraduate research	Done or in progress	3%	5%
	Plan to do	24%	28%
	Do not plan to do	38%	28%
	Have not decided	35%	39%
	Total	100%	100%
Participate in internship, field exp., etc.	Done or in progress	14%	6%
	Plan to do	68%	74%
	Do not plan to do	8%	6%
	Have not decided	11%	14%
	Total	100%	100%
Participate in a study abroad program	Done or in progress	3%	2%
	Plan to do	27%	26%
	Do not plan to do	32%	39%
	Have not decided	38%	33%
	Total	100%	100%
Complete a capstone project	Done or in progress	3%	3%
	Plan to do	32%	45%
	Do not plan to do	19%	15%
	Have not decided	46%	37%
	Total	100%	100%



Respondent Counts by Major

ASU Majors

100. Health science	2
103. Kinesiology	8
104. Medicine	1
105. Nursing	18
108. Occupational therapy	2
110. Physical therapy	1
113. Veterinary science	6
Group Total	37

Comparison Group Majors

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109. Pharmacy	9
110. Physical therapy	35
111. Rehabilitation scie..	10
112. Speech therapy	73

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

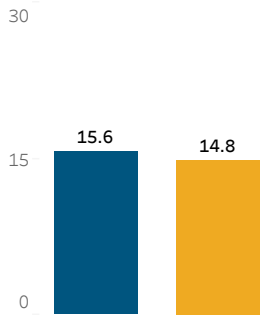
The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions. Keep in mind that results require a sufficient number of respondents per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

Select a major group: Major Group 7 | Displaying: **Health Professions** | Define Groups | Start

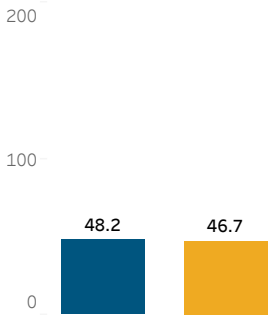
First-year

First-year

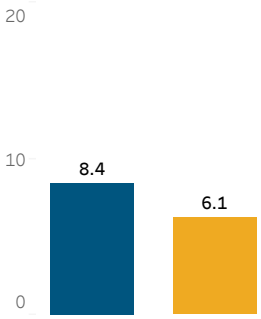
Time Spent Preparing for Class (hours/week)



Estimated Total Pages of Assigned Writing, Current Year

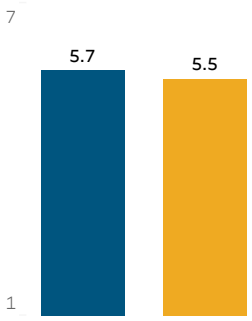


Average Hours per Week on Course Reading



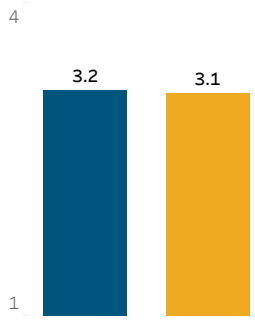
How Challenged Were Students to Do Their Best Work?

(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

100. Health science	2
103. Kinesiology	8
104. Medicine	1
105. Nursing	18
108. Occupational therapy	2
110. Physical therapy	1
113. Veterinary science	6
Group Total	37

Comparison Group Majors

98. Allied health	27
99. Dentistry	13
100. Health science	92
101. Health technology (..	104
102. Healthcare adminis..	49
103. Kinesiology	395
104. Medicine	47
105. Nursing	824
106. Nutrition and diete..	26
107. Occupational safet..	10
108. Occupational thera..	19
109. Pharmacy	9
110. Physical therapy	35
111. Rehabilitation scie..	10
112. Speech therapy	73
113. Veterinary science	111

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 7

Displaying: **Health Professions**

Define Groups | Start

First-year

First-year

Respondent Counts by Major

ASU Majors

100. Health science	2
103. Kinesiology	8
104. Medicine	1
105. Nursing	18
108. Occupational therapy	2
110. Physical therapy	1
113. Veterinary science	6
Group Total	37

Comparison Group Majors

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112. Speech therapy	73

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 7

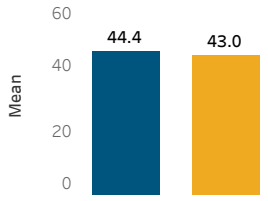
Displaying: **Health Professions**

Start | Define Groups

Senior

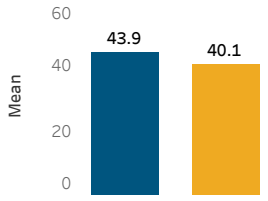
Senior

Higher-Order Learning



		ASU	Comparison Group
Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	4%	2%
	Some	10%	17%
	Quite a bit	46%	43%
	Very much	40%	37%
	Total	100%	100%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	2%	2%
	Some	18%	15%
	Quite a bit	33%	43%
	Very much	47%	40%
	Total	100%	100%
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	6%	2%
	Some	14%	19%
	Quite a bit	37%	42%
	Very much	43%	36%
	Total	100%	100%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little	2%	3%
	Some	10%	18%
	Quite a bit	43%	44%
	Very much	45%	35%
	Total	100%	100%

Reflective & Integrative Learning



		ASU	Comparison Group
How often: Combined ideas from different courses when completing assignments	Never	2%	4%
	Sometimes	14%	25%
	Often	39%	39%
	Very often	45%	32%
	Total	100%	100%
How often: Connected your learning to societal problems or issues	Never	2%	1%
	Sometimes	14%	13%
	Often	47%	45%
	Very often	37%	42%
	Total	100%	100%
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	6%	5%
	Sometimes	21%	28%
	Often	42%	38%
	Very often	31%	30%
	Total	100%	100%
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never		3%
	Sometimes	22%	25%
	Often	43%	44%
	Very often	35%	28%
	Total	100%	100%
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never		9%
	Sometimes	20%	31%
	Often	43%	34%
	Very often	37%	25%
	Total	100%	100%
How often: Learned something that changed the way you understand an issue or concept	Never	2%	2%
	Sometimes	20%	22%
	Often	39%	45%
	Very often	39%	31%
	Total	100%	100%
How often: Connected ideas from your courses to your prior experiences and knowledge	Never		2%
	Sometimes	8%	21%
	Often	33%	46%
	Very often	59%	32%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

98. Allied health	3
99. Dentistry	1
100. Health science	6
103. Kinesiology	15
105. Nursing	15
106. Nutrition and dietetics	1
110. Physical therapy	1
113. Veterinary science	5
114. Other health professions	3
Group Total	**49**

Comparison Group Majors

98. Allied health	52
99. Dentistry	3
100. Health science	239
101. Health technology (..	106
102. Healthcare adminis..	121
103. Kinesiology	425
104. Medicine	17
105. Nursing	1,218
106. Nutrition and diete..	63
107. Occupational safet..	44
108. Occupational thera..	22
109. Pharmacy	8
110. Physical therapy	27
111. Rehabilitation scie..	11
112. Speech therapy	135
113. Veterinary science	84
114. Other health profes..	344
Group Total	**2,863**

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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Select scales and item sets: Learning Strategies / Quantitative Reasoning

Select a major group: Major Group 7

Displaying: **Health Professions**

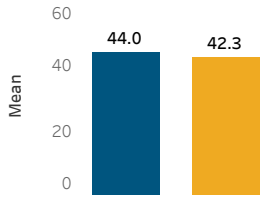
Start

Define Groups

Senior

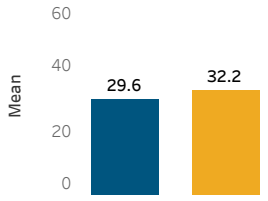
Senior

Learning Strategies



		ASU	Comparison Group
How often: Identified key information from reading assignments	Never	6%	2%
	Sometimes	8%	20%
	Often	52%	43%
	Very often	33%	36%
	Total	100%	100%
How often: Reviewed your notes after class	Never	2%	4%
	Sometimes	13%	21%
	Often	32%	35%
	Very often	53%	40%
	Total	100%	100%
How often: Summarized what you learned in class or from course materials	Never	2%	3%
	Sometimes	21%	21%
	Often	42%	39%
	Very often	35%	37%
	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	8%	12%
	Sometimes	46%	38%
	Often	35%	32%
	Very often	10%	17%
	Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	15%	8%
	Sometimes	29%	36%
	Often	44%	36%
	Very often	13%	20%
	Total	100%	100%
How often: Evaluated what others have concluded from numerical information	Never	19%	12%
	Sometimes	28%	36%
	Often	40%	32%
	Very often	13%	20%
	Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

ASU Majors

98. Allied health	3
99. Dentistry	1
100. Health science	6
103. Kinesiology	15
105. Nursing	15
106. Nutrition and dietetics	1
110. Physical therapy	1
113. Veterinary science	5
114. Other health professions	3
Group Total	**49**

Comparison Group Majors

98. Allied health	52
99. Dentistry	3
100. Health science	239
101. Health technology (..	106
102. Healthcare adminis..	121
103. Kinesiology	425
104. Medicine	17
105. Nursing	1,218
106. Nutrition and diete..	63
107. Occupational safet..	44
108. Occupational thera..	22
109. Pharmacy	8
110. Physical therapy	27
111. Rehabilitation scie..	11
112. Speech therapy	135
113. Veterinary science	84
114. Other health profes..	344
Group Total	**2,863**

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

Engagement Indicators, Sense of Belonging, and Perceived Gains

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

Select a major group: Major Group 7

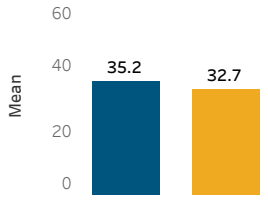
Displaying: **Health Professions**

Start | Define Groups

Senior

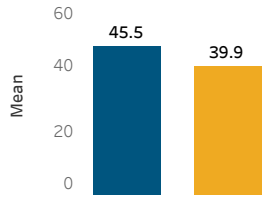
Senior

Collaborative Learning



		ASU	Comparison Group
How often: Asked another student to help you understand course material	Never	14%	15%
	Sometimes	31%	37%
	Often	33%	27%
	Very often	22%	21%
	Total	100%	100%
How often: Explained course material to one or more students	Never	4%	11%
	Sometimes	33%	34%
	Often	41%	33%
	Very often	22%	22%
	Total	100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never	16%	21%
	Sometimes	35%	30%
	Often	22%	25%
	Very often	27%	24%
	Total	100%	100%
How often: Worked with other students on course projects or assignments	Never	6%	9%
	Sometimes	18%	29%
	Often	45%	32%
	Very often	31%	30%
	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	2%	5%
	Sometimes	15%	24%
	Often	40%	31%
	Very often	44%	40%
	Total	100%	100%
Frequency of discussion with: People from an economic background other than your own	Never	2%	5%
	Sometimes	10%	23%
	Often	42%	35%
	Very often	46%	37%
	Total	100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never		7%
	Sometimes	15%	27%
	Often	44%	33%
	Very often	42%	33%
	Total	100%	100%
Frequency of discussion with: People with political views other than your own	Never	4%	6%
	Sometimes	10%	26%
	Often	40%	33%
	Very often	46%	35%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

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114. Other health professions	3
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113. Veterinary science	84
114. Other health profes..	344
Group Total	**2,863**

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

Select a major group: Major Group 7

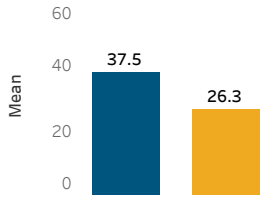
Displaying: **Health Professions**

Start | Define Groups

Senior

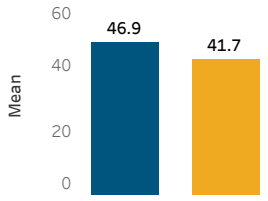
Senior

Student-Faculty Interaction



		ASU	Comparison Group
How often: Talked about career plans with a faculty member	Never		28%
	Sometimes	23%	38%
	Often	29%	20%
	Very often	48%	14%
	Total	100%	100%
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	31%	18%
	Sometimes	16%	42%
	Often	27%	24%
	Very often	27%	16%
	Total	100%	100%
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	8%	14%
	Sometimes	33%	34%
	Often	31%	28%
	Very often	29%	24%
	Total	100%	100%
How often: Discussed your academic performance with a faculty member	Never	4%	39%
	Sometimes	31%	29%
	Often	33%	18%
	Very often	33%	13%
	Total	100%	100%

Effective Teaching Practices



		ASU	Comparison Group
To what extent: Clearly explained course goals and requirements	Very little	2%	2%
	Some	4%	16%
	Quite a bit	37%	40%
	Very much	57%	42%
	Total	100%	100%
To what extent: Taught course sessions in an organized way	Very little	8%	7%
	Some	4%	25%
	Quite a bit	43%	35%
	Very much	45%	33%
	Total	100%	100%
To what extent: Used examples or illustrations to explain difficult points	Very little		6%
	Some	10%	24%
	Quite a bit	37%	37%
	Very much	53%	33%
	Total	100%	100%
To what extent: Provided feedback on a draft or work in progress	Very little	6%	4%
	Some	12%	18%
	Quite a bit	29%	40%
	Very much	53%	38%
	Total	100%	100%
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little	4%	4%
	Some	12%	17%
	Quite a bit	37%	39%
	Very much	47%	40%
	Total	100%	100%

ASU
Comparison Group

Respondent Counts by Major

ASU Majors

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99. Dentistry	1
100. Health science	6
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Group Total	**49**

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

Select a major group: Major Group 7

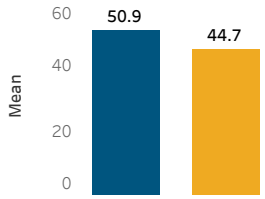
Displaying: **Health Professions**

Start | Define Groups

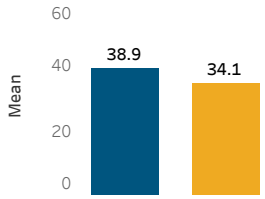
Senior

Senior

Quality of Interactions



Supportive Environment



ASU
Comparison Group

		ASU	Comparison Group
Quality of your interactions: Students	Poor	2%	5%
	2		4%
	3	4%	6%
	4		11%
	5	21%	17%
	6	17%	19%
	Excellent	56%	37%
	Not applicable		2%
	Total	100%	100%
Quality of your interactions: Academic Advisors	Poor	2%	2%
	2		2%
	3	6%	4%
	4	6%	11%
	5	13%	21%
	6	26%	28%
	Excellent	43%	31%
	Not applicable	4%	1%
	Total	100%	100%
Quality of your interactions: Faculty	Poor		3%
	2		4%
	3		6%
	4	4%	13%
	5	13%	20%
	6	23%	21%
	Excellent	60%	26%
	Not applicable		7%
	Total	100%	100%
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Poor		3%
	2	6%	3%
	3	2%	5%
	4	2%	12%
	5	19%	16%
	6	21%	18%
	Excellent	38%	21%
	Not applicable	13%	23%
	Total	100%	100%
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor	2%	1%
	2	2%	1%
	3	2%	3%
	4	4%	8%
	5	8%	22%
	6	25%	27%
	Excellent	54%	34%
	Not applicable	2%	3%
	Total	100%	100%

		ASU	Comparison Group
Institution emphasizes: Providing support to help students succeed academically	Very little		17%
	Some	21%	28%
	Quite a bit	35%	33%
	Very much	44%	22%
	Total	100%	100%
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little	6%	21%
	Some	19%	32%
	Quite a bit	35%	30%
	Very much	40%	17%
	Total	100%	100%
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	10%	12%
	Some	35%	28%
	Quite a bit	23%	34%
	Very much	31%	26%
	Total	100%	100%
Institution emphasizes: Providing opportunities to be involved socially	Very little	2%	27%
	Some	23%	32%
	Quite a bit	44%	25%
	Very much	31%	16%
	Total	100%	100%
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little	4%	8%
	Some	17%	25%
	Quite a bit	40%	38%
	Very much	40%	28%
	Total	100%	100%
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	15%	9%
	Some	29%	26%
	Quite a bit	31%	37%
	Very much	25%	28%
	Total	100%	100%
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	4%	5%
	Some	27%	23%
	Quite a bit	35%	41%
	Very much	33%	31%
	Total	100%	100%
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little	15%	9%
	Some	27%	24%
	Quite a bit	38%	37%
	Very much	21%	30%
	Total	100%	100%

Respondent Counts by Major

ASU Majors

98. Allied health	3
99. Dentistry	1
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Group Total	**2,863**

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Select scales and item sets: Sense of Belonging / Perceived Gains

Select a major group: Major Group 7

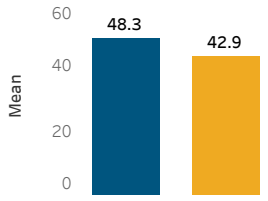
Displaying: **Health Professions**

Start | Define Groups

Senior

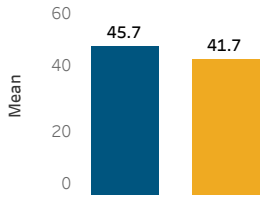
Senior

Sense of Belonging



		ASU	Comparison Group
Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..		2%
	Disagree	2%	6%
	Agree	35%	50%
	Strongly agr..	63%	43%
	Total	100%	100%
Agree/Disagree: I feel valued by this institution.	Stongly disa..	2%	4%
	Disagree	10%	17%
	Agree	46%	51%
	Strongly agr..	42%	29%
	Total	100%	100%
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..	2%	4%
	Disagree	10%	15%
	Agree	35%	52%
	Strongly agr..	52%	28%
	Total	100%	100%

Perceived Gains



		ASU	Comparison Group
Perceived Gains: Writing clearly and effectively	Very little	2%	5%
	Some	17%	16%
	Quite a bit	38%	35%
	Very much	44%	44%
	Total	100%	100%
Perceived Gains: Speaking clearly and effectively	Very little		6%
	Some	15%	25%
	Quite a bit	31%	39%
	Very much	54%	31%
	Total	100%	100%
Perceived Gains: Thinking critically and analytically	Very little		8%
	Some	6%	23%
	Quite a bit	33%	36%
	Very much	60%	32%
	Total	100%	100%
Perceived Gains: Analyzing numerical and statistical information	Very little	4%	6%
	Some	21%	20%
	Quite a bit	42%	38%
	Very much	33%	37%
	Total	100%	100%
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little	4%	7%
	Some	10%	21%
	Quite a bit	27%	37%
	Very much	58%	35%
	Total	100%	100%
Perceived Gains: Working effectively with others	Very little	2%	5%
	Some	11%	22%
	Quite a bit	34%	39%
	Very much	53%	34%
	Total	100%	100%
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little	4%	1%
	Some	19%	11%
	Quite a bit	33%	38%
	Very much	44%	49%
	Total	100%	100%
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..	Very little		6%
	Some	21%	20%
	Quite a bit	38%	36%
	Very much	42%	38%
	Total	100%	100%
Perceived Gains: Solving complex real-world problems	Very little	4%	3%
	Some	15%	17%
	Quite a bit	31%	37%
	Very much	50%	43%
	Total	100%	100%
Perceived Gains: Being an informed and active citizen	Very little		4%
	Some	19%	19%
	Quite a bit	42%	41%
	Very much	40%	37%
	Total	100%	100%

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High-Impact Practices

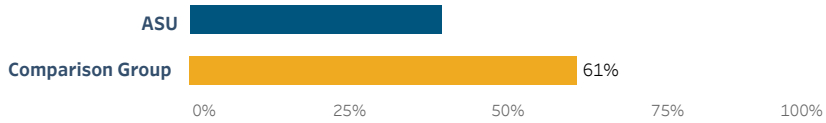
This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a **High-Impact Practice,** alongside results for your customized comparison group and the percentage who participated overall (at least one for FY students, two or more for 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 7 | Displaying: **Health Professions** | Define Groups | Start

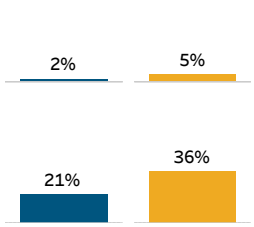
Senior

Senior

Completed two or more HIPs



		ASU	Comparison Group
Participate in a service-learning course	None	25%	22%
	Some	58%	55%
	Most	15%	17%
	All	2%	5%
	Total	100%	100%
Participate in a learning community	Done or in progress	25%	27%
	Plan to do	21%	14%
	Do not plan to do	35%	44%
	Have not decided	19%	14%
	Total	100%	100%
Participate in undergraduate research	Done or in progress	13%	18%
	Plan to do	21%	12%
	Do not plan to do	38%	53%
	Have not decided	28%	17%
	Total	100%	100%
Participate in internship, field exp., etc.	Done or in progress	35%	52%
	Plan to do	31%	26%
	Do not plan to do	17%	15%
	Have not decided	17%	7%
	Total	100%	100%
Participate in a study abroad program	Done or in progress	2%	5%
	Plan to do	10%	8%
	Do not plan to do	56%	74%
	Have not decided	31%	14%
	Total	100%	100%
Complete a capstone project	Done or in progress	21%	36%
	Plan to do	33%	26%
	Do not plan to do	35%	26%
	Have not decided	10%	12%
	Total	100%	100%



Respondent Counts by Major

ASU Majors

98. Allied health	3
99. Dentistry	1
100. Health science	6
103. Kinesiology	15
105. Nursing	15
106. Nutrition and dietetics	1
110. Physical therapy	1
113. Veterinary science	5
114. Other health professions	3
Group Total	49

Comparison Group Majors

98. Allied health	52
99. Dentistry	3
100. Health science	239
101. Health technology (..	106
102. Healthcare adminis..	121
103. Kinesiology	425
104. Medicine	17
105. Nursing	1,218
106. Nutrition and diete..	63
107. Occupational safet..	44
108. Occupational thera..	22
109. Pharmacy	8
110. Physical therapy	27
111. Rehabilitation scie..	11
112. Speech therapy	135

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.

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Additional Academic Challenge Items

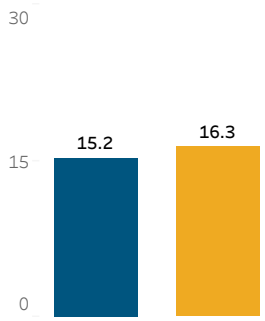
The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions. Keep in mind that results require a sufficient number of respondents per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

Select a major group: Major Group 7 | Displaying: **Health Professions** | Define Groups | Start

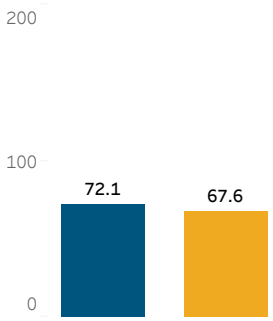
Senior

Senior

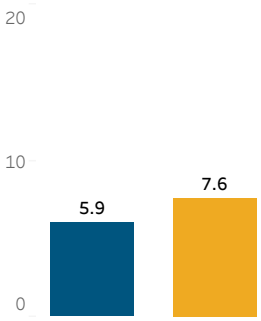
Time Spent Preparing for Class (hours/week)



Estimated Total Pages of Assigned Writing, Current Year

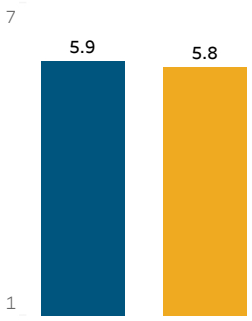


Average Hours per Week on Course Reading



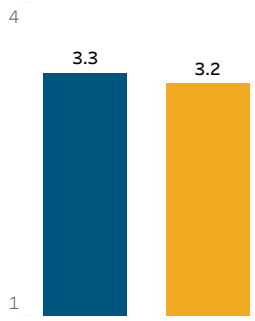
How Challenged Were Students to Do Their Best Work?

(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)



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108. Occupational thera..	22
109. Pharmacy	8
110. Physical therapy	27
111. Rehabilitation scie..	11
112. Speech therapy	135
113. Veterinary science	84

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.

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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 7

Displaying: **Health Professions**

Define Groups | Start

Senior

Senior

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