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**Angelo State University**  
***NSSE Major Field Report 2023 -***  
***Between-Institution Results***  
**Undeclared**

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*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 'Undeclared' includes the following majors: Other, not listed; Undecided, undeclared.*

### 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: Undeclared.

#### 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

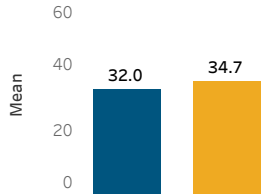
### Engagement Indicators, Sense of Belonging, and Perceived Gains

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.

<b>Select scales and item sets:</b> Higher-Order Learning / Reflective & Integrative Learning	<b>Select a major group:</b> Major Group 10	<b>Displaying:</b> <b>Undeclared</b>	<b>Start</b> <hr/> <b>Define Groups</b>
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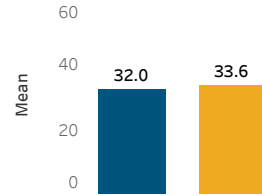
#### First-year First-year

#### Higher-Order Learning



Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	20%	6%
	Some	20%	34%
	Quite a bit	60%	44%
	Very much		16%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little		6%
	Some	40%	34%
	Quite a bit	60%	46%
	Very much		14%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little		5%
	Some	40%	27%
	Quite a bit	60%	51%
	Very much		16%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little		4%
	Some	20%	31%
	Quite a bit	80%	49%
	Very much		16%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

#### Reflective & Integrative Learning



How often: Combined ideas from different courses when completing assignments	Never		11%
	Sometimes	50%	43%
	Often	50%	36%
	Very often		10%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Connected your learning to societal problems or issues	Never	33%	2%
	Sometimes	33%	25%
	Often	33%	51%
	Very often		22%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never		12%
	Sometimes	67%	38%
	Often	33%	36%
	Very often		14%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never		6%
	Sometimes	33%	35%
	Often	50%	43%
	Very often	17%	17%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never		11%
	Sometimes	20%	39%
	Often	60%	35%
	Very often	20%	16%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Learned something that changed the way you understand an issue or concept	Never		3%
	Sometimes	17%	34%
	Often	83%	44%
	Very often		19%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Connected ideas from your courses to your prior experiences and knowledge	Never		3%
	Sometimes	17%	29%
	Often	83%	50%
	Very often		18%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

ASU ■  
 Comparison Group ■

#### Respondent Counts by Major

ASU Majors	
138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

Comparison Group Majors	
138. Other, not listed	98
999. Undecided, undeclared	282
<b>Group Total</b>	<b>380</b>

**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 10

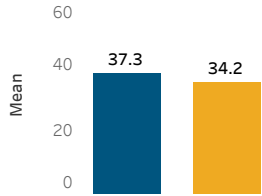
Displaying: **Undeclared**

Start

Define Groups

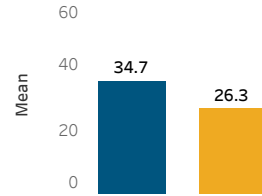
**First-year** First-year

**Learning Strategies**



Item	ASU	Comparison Group
How often: Identified key information from reading assignments		
Never	2%	2%
Sometimes	40%	34%
Often	40%	46%
Very often	20%	18%
Total	100%	100%
How often: Reviewed your notes after class		
Never	20%	5%
Sometimes	40%	40%
Often	40%	34%
Very often	40%	21%
Total	100%	100%
How often: Summarized what you learned in class or from course materials		
Never	20%	8%
Sometimes	38%	38%
Often	60%	38%
Very often	20%	16%
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	20%	20%
Sometimes	60%	47%
Often	20%	25%
Very often	20%	9%
Total	100%	100%
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		
Never	15%	15%
Sometimes	40%	41%
Often	40%	32%
Very often	20%	12%
Total	100%	100%
How often: Evaluated what others have concluded from numerical information		
Never	19%	19%
Sometimes	40%	41%
Often	40%	31%
Very often	20%	9%
Total	100%	100%

ASU

Comparison Group

Respondent Counts by Major

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## Major Field Report 2023—Between-Institution Results

### Angelo State University

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

**Select a major group:**  
Major Group 10

**Displaying:**  
**Undeclared**

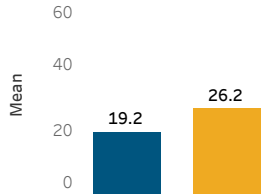
**Start**

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**Define Groups**

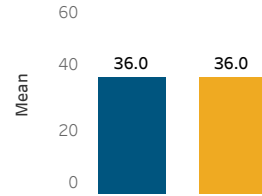
### First-year First-year

#### Collaborative Learning



Item	ASU	Comparison Group
How often: Asked another student to help you understand course material	Never	13%
	Sometimes	50%
	Often	25%
	Very often	12%
	<b>Total</b>	<b>100%</b>
How often: Explained course material to one or more students	Never	14%
	Sometimes	50%
	Often	27%
	Very often	9%
	<b>Total</b>	<b>100%</b>
How often: Prepared for exams by discussing or working through course material with other students	Never	25%
	Sometimes	46%
	Often	21%
	Very often	8%
	<b>Total</b>	<b>100%</b>
How often: Worked with other students on course projects or assignments	Never	10%
	Sometimes	45%
	Often	36%
	Very often	8%
	<b>Total</b>	<b>100%</b>

#### Discussions with Diverse Others



Item	ASU	Comparison Group
Frequency of discussion with: People from a race or ethnicity other than your own	Never	6%
	Sometimes	32%
	Often	31%
	Very often	31%
	<b>Total</b>	<b>100%</b>
Frequency of discussion with: People from an economic background other than your own	Never	5%
	Sometimes	32%
	Often	36%
	Very often	27%
	<b>Total</b>	<b>100%</b>
Frequency of discussion with: People with religious beliefs other than your own	Never	8%
	Sometimes	35%
	Often	32%
	Very often	25%
	<b>Total</b>	<b>100%</b>
Frequency of discussion with: People with political views other than your own	Never	8%
	Sometimes	35%
	Often	33%
	Very often	24%
	<b>Total</b>	<b>100%</b>

ASU ■  
Comparison Group ■

#### Respondent Counts by Major

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

**Select a major group:**  
Major Group 10

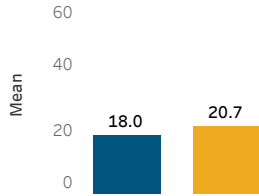
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**Undeclared**

**Start**

**Define Groups**

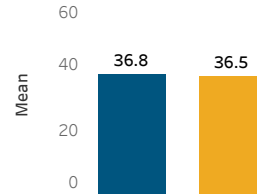
**First-year** First-year

### Student-Faculty Interaction



How often: Talked about career plans with a faculty member	Never	17%	33%
	Sometimes	17%	41%
	Often	50%	19%
	Very often	17%	7%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	50%	22%
	Sometimes	17%	50%
	Often	33%	20%
	Very often	7%	7%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	40%	16%
	Sometimes	60%	47%
	Often	28%	28%
	Very often	9%	9%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Discussed your academic performance with a faculty member	Never	60%	49%
	Sometimes	20%	32%
	Often	20%	13%
	Very often	6%	6%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

### Effective Teaching Practices



To what extent: Clearly explained course goals and requirements	Very little	4%
	Some	20%
	Quite a bit	60%
	Very much	20%
	<b>Total</b>	<b>100%</b>
To what extent: Taught course sessions in an organized way	Very little	8%
	Some	20%
	Quite a bit	80%
	Very much	22%
	<b>Total</b>	<b>100%</b>
To what extent: Used examples or illustrations to explain difficult points	Very little	12%
	Some	40%
	Quite a bit	40%
	Very much	20%
	<b>Total</b>	<b>100%</b>
To what extent: Provided feedback on a draft or work in progress	Very little	20%
	Some	40%
	Quite a bit	20%
	Very much	20%
	<b>Total</b>	<b>100%</b>
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little	5%
	Some	27%
	Quite a bit	80%
	Very much	20%
	<b>Total</b>	<b>100%</b>

ASU ■  
Comparison Group ■

**Respondent Counts by Major**

ASU Majors	
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**Comparison Group Majors**

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### Angelo State University

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

**Select a major group:**  
Major Group 10

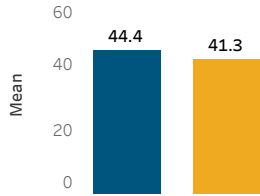
**Displaying:**  
**Undeclared**

**Start**

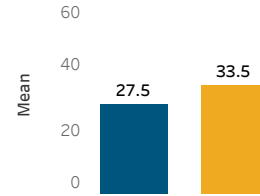
**Define Groups**

**First-year** First-year

### Quality of Interactions



### Supportive Environment



ASU ■  
Comparison Group ■

Category	ASU (%)	Comparison Group (%)
Quality of your interactions: Students	20%	4%
2	4%	4%
3	9%	10%
4	40%	18%
5	25%	25%
6	40%	29%
Excellent	40%	29%
Not applicable	1%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Quality of your interactions: Academic Advisors	2%	2%
2	2%	2%
3	7%	7%
4	40%	16%
5	26%	26%
6	40%	28%
Excellent	20%	19%
Not applicable	1%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Quality of your interactions: Faculty	2%	4%
2	4%	7%
3	7%	7%
4	20%	12%
5	20%	25%
6	40%	21%
Excellent	20%	16%
Not applicable	12%	12%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	5%	5%
2	5%	5%
3	20%	6%
4	20%	14%
5	20%	20%
6	40%	21%
Excellent	20%	17%
Not applicable	14%	14%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	5%	3%
2	3%	3%
3	5%	5%
4	20%	16%
5	28%	28%
6	40%	22%
Excellent	40%	19%
Not applicable	2%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>

Category	ASU (%)	Comparison Group (%)
Institution emphasizes: Providing support to help students succeed academically	20%	10%
Very little	20%	31%
Some	60%	38%
Quite a bit	20%	21%
Very much	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	20%	21%
Very little	40%	34%
Some	40%	34%
Quite a bit	20%	11%
Very much	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	20%	11%
Very little	40%	30%
Some	40%	39%
Quite a bit	40%	19%
Very much	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Institution emphasizes: Providing opportunities to be involved socially	20%	24%
Very little	20%	40%
Some	60%	28%
Quite a bit	8%	8%
Very much	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	6%	6%
Very little	40%	26%
Some	60%	43%
Quite a bit	25%	25%
Very much	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	40%	6%
Very little	20%	28%
Some	40%	44%
Quite a bit	40%	22%
Very much	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	20%	5%
Very little	20%	28%
Some	60%	43%
Quite a bit	24%	24%
Very much	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Institution emphasizes: Attending events that address important social, economic, or political issues	20%	8%
Very little	40%	21%
Some	40%	42%
Quite a bit	29%	29%
Very much	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>

Respondent Counts by Major	
<b>ASU Majors</b>	
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<b>Group Total</b>	<b>380</b>

**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

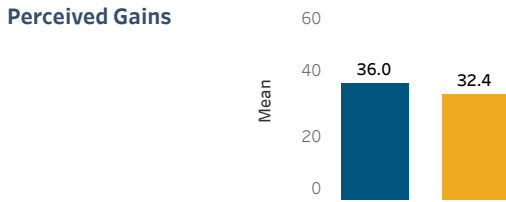
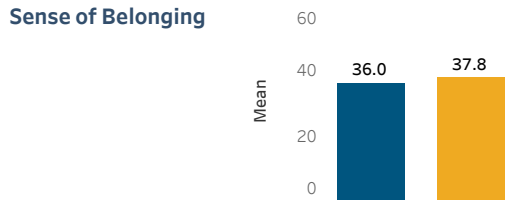
**Select a major group:**  
Major Group 10

**Displaying:**  
**Undeclared**

**Start**

**Define Groups**

**First-year** First-year



Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..	20%	3%
	Disagree	20%	13%
	Agree	20%	58%
	Strongly agr..	40%	26%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Agree/Disagree: I feel valued by this institution.	Stongly disa..	20%	6%
	Disagree	20%	26%
	Agree	20%	54%
	Strongly agr..	40%	14%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..	20%	4%
	Disagree	20%	24%
	Agree	20%	58%
	Strongly agr..	40%	14%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

Perceived Gains: Writing clearly and effectively	Very little		18%
	Some	60%	38%
	Quite a bit	20%	31%
	Very much	20%	12%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Speaking clearly and effectively	Very little		15%
	Some	40%	35%
	Quite a bit	40%	36%
	Very much	20%	14%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Thinking critically and analytically	Very little		14%
	Some		35%
	Quite a bit	60%	38%
	Very much	40%	13%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Analyzing numerical and statistical information	Very little		14%
	Some	20%	31%
	Quite a bit	60%	40%
	Very much	20%	15%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little	40%	12%
	Some		35%
	Quite a bit	40%	40%
	Very much	20%	12%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Working effectively with others	Very little	20%	9%
	Some	20%	32%
	Quite a bit	20%	44%
	Very much	40%	16%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little		3%
	Some	40%	24%
	Quite a bit	40%	49%
	Very much	20%	24%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..)	Very little	20%	8%
	Some	20%	29%
	Quite a bit	40%	43%
	Very much	20%	21%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Solving complex real-world problems	Very little	20%	10%
	Some		35%
	Quite a bit	60%	39%
	Very much	20%	16%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Perceived Gains: Being an informed and active citizen	Very little		6%
	Some	40%	30%
	Quite a bit	40%	45%
	Very much	20%	19%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

#### Respondent Counts by Major

<b>ASU Majors</b>	
138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>
<b>Comparison Group Majors</b>	
138. Other, not listed	98
999. Undecided, undeclared	282
<b>Group Total</b>	<b>380</b>

**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.

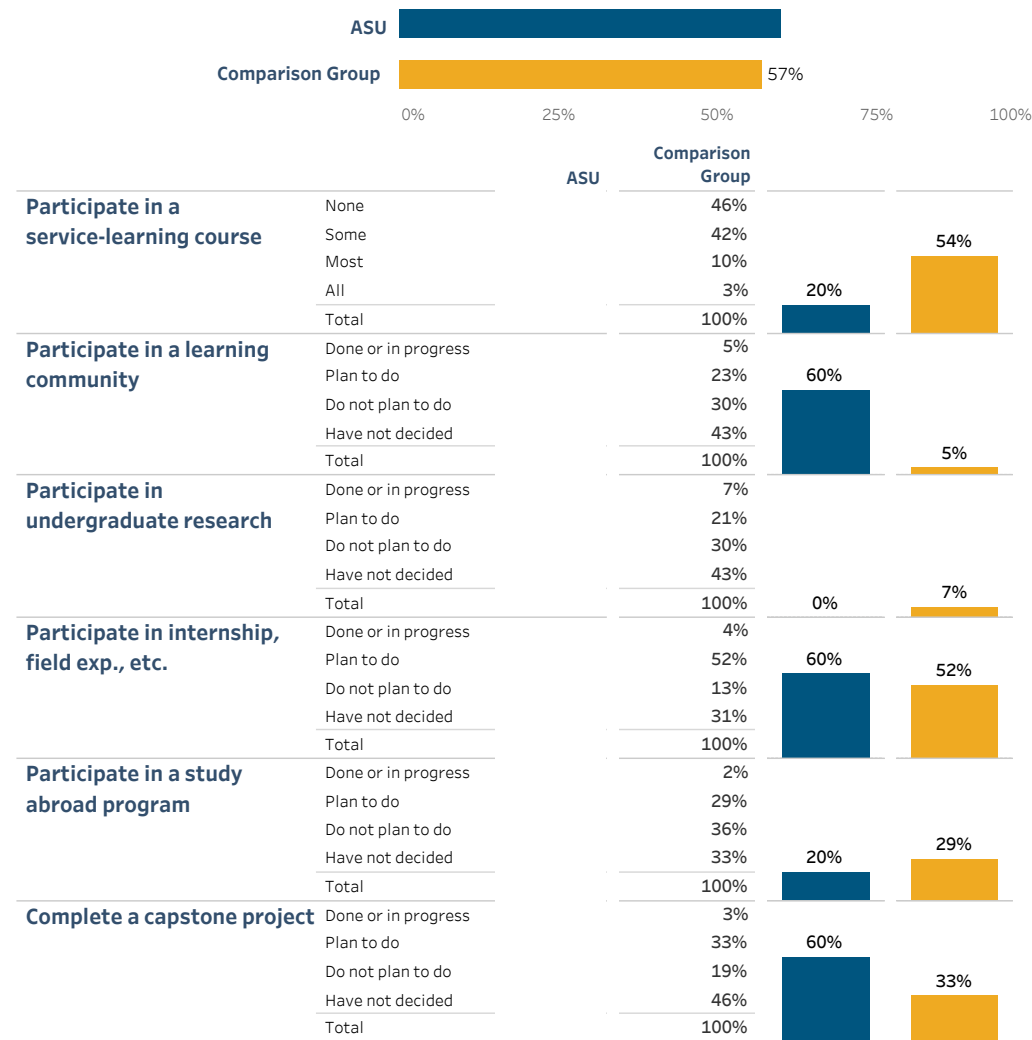


This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a High-Impact Practice, alongside results for your customized comparison group and the percentage who participated overall (at least one for FY students, two or more for seniors). 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 10      Displaying: **Undeclared**      [Define Groups](#)      [Start](#)

**First-year**      First-year

**Completed at least one HIP**



**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.

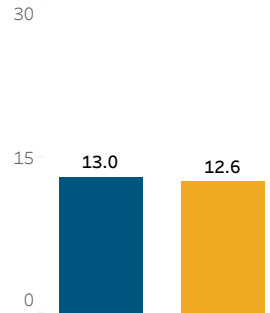
**Comp. group filters:** Carnegie class: Master-I; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

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.

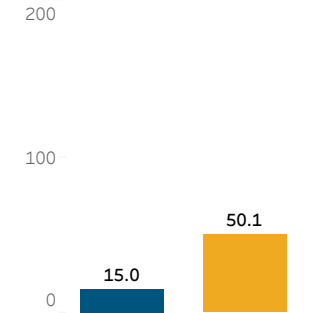
Select a major group: Major Group 10      Displaying: **Undeclared**      [Define Groups](#)      [Start](#)

**First-year**      First-year

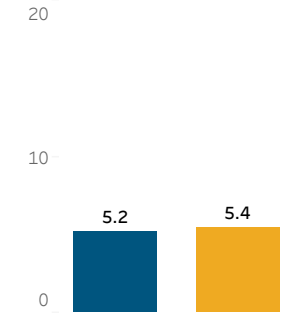
**Time Spent Preparing for Class** (hours/week)



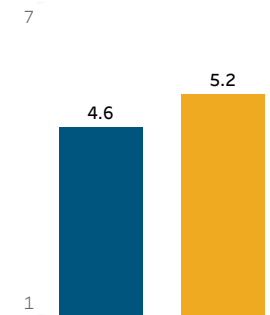
**Estimated Total Pages of Assigned Writing, Current Year**



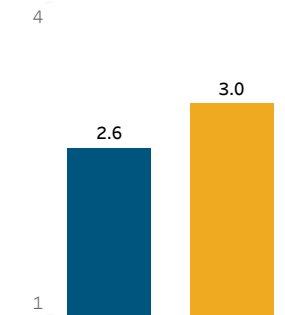
**Average Hours per Week on Course Reading**



**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**

138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

**Comparison Group Majors**

138. Other, not listed	98
999. Undecided, undeclared	282
<b>Group Total</b>	<b>380</b>

ASU   
 Comparison Group 

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

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

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

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

Select a major group: Major Group 10      Displaying: **Undeclared**      **Define Groups**      **Start**



Respondent Counts by Major

ASU Majors	
138. Other, not listed	5
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Comparison Group Majors	
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**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

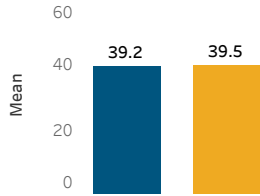
Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. 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.

<b>Select scales and item sets:</b> Higher-Order Learning / Reflective & Integrative Learning	<b>Select a major group:</b> Major Group 10	<b>Displaying:</b> <b>Undeclared</b>	<b>Start</b>
			<b>Define Groups</b>

### Senior

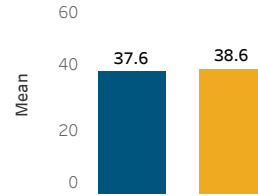
Senior

#### Higher-Order Learning



Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	Very little	33%	7%
	Some	33%	18%
	Quite a bit	33%	46%
	Very much	33%	29%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	33%	6%
	Some	33%	22%
	Quite a bit	33%	40%
	Very much	33%	32%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Coursework emphasized: Evaluating a point of view, decision, or information source	Very little	50%	7%
	Some	17%	21%
	Quite a bit	17%	40%
	Very much	33%	32%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Coursework emphasized: Forming a new idea or understanding from various pieces of information	Very little	17%	8%
	Some	67%	18%
	Quite a bit	17%	40%
	Very much	17%	35%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

#### Reflective & Integrative Learning



How often: Combined ideas from different courses when completing assignments	Never	50%	7%
	Sometimes	50%	21%
	Often		38%
	Very often		33%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Connected your learning to societal problems or issues	Never	33%	3%
	Sometimes	50%	14%
	Often	17%	39%
	Very often	17%	44%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never	33%	17%
	Sometimes	33%	27%
	Often	33%	31%
	Very often	33%	31%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Examined the strengths and weaknesses of your own views on a topic or issue	Never	33%	8%
	Sometimes	50%	26%
	Often	17%	39%
	Very often	17%	27%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	33%	14%
	Sometimes	33%	28%
	Often	33%	28%
	Very often	33%	30%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Learned something that changed the way you understand an issue or concept	Never	17%	5%
	Sometimes	17%	26%
	Often	67%	37%
	Very often	67%	32%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Connected ideas from your courses to your prior experiences and knowledge	Never	17%	7%
	Sometimes	67%	22%
	Often	17%	39%
	Very often	17%	32%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

ASU ■  
Comparison Group ■

#### Respondent Counts by Major

##### ASU Majors

138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

##### Comparison Group Majors

138. Other, not listed	171
999. Undecided, undeclared	39
<b>Group Total</b>	<b>210</b>

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

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

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

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

Select scales and item sets: Learning Strategies / Quantitative Reasoning

Select a major group: Major Group 10

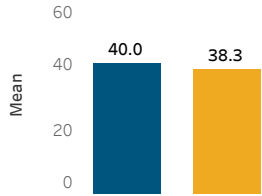
Displaying: **Undeclared**

Start

Define Groups

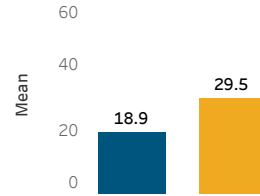
**Senior** Senior

**Learning Strategies**



How often: Identified key information from reading assignments	Never		7%
	Sometimes	40%	17%
	Often	40%	47%
	Very often	20%	29%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Reviewed your notes after class	Never		10%
	Sometimes	33%	27%
	Often	33%	31%
	Very often	33%	33%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Summarized what you learned in class or from course materials	Never		10%
	Sometimes	33%	23%
	Often	33%	35%
	Very often	33%	32%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

**Quantitative Reasoning**



How often: Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never	17%	23%
	Sometimes	83%	29%
	Often		31%
	Very often		17%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never		16%
	Sometimes	83%	34%
	Often	17%	30%
	Very often		20%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Evaluated what others have concluded from numerical information	Never	17%	25%
	Sometimes	83%	27%
	Often		26%
	Very often		22%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

ASU ■  
 Comparison Group ■

Respondent Counts by Major

**ASU Majors**

138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

**Comparison Group Majors**

138. Other, not listed	171
999. Undecided, undeclared	39
<b>Group Total</b>	<b>210</b>

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

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

Select a major group: Major Group 10

Displaying: **Undeclared**

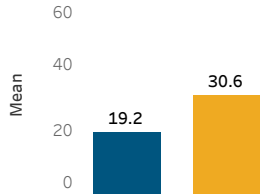
Start

Define Groups

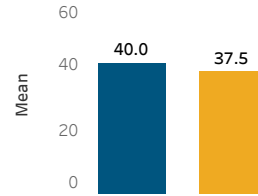
**Senior**

Senior

**Collaborative Learning**



**Discussions with Diverse Others**



ASU

Comparison Group

How often: Asked another student to help you understand course material	Never	33%	21%
	Sometimes	50%	36%
	Often	17%	23%
	Very often		20%
	Total	100%	100%
How often: Explained course material to one or more students	Never	17%	14%
	Sometimes	50%	35%
	Often	33%	30%
	Very often		21%
	Total	100%	100%
How often: Prepared for exams by discussing or working through course material with other students	Never	67%	27%
	Sometimes		30%
	Often	33%	23%
	Very often		20%
	Total	100%	100%
How often: Worked with other students on course projects or assignments	Never	17%	12%
	Sometimes	50%	29%
	Often	33%	31%
	Very often		27%
	Total	100%	100%

Frequency of discussion with: People from a race or ethnicity other than your own	Never	17%	7%
	Sometimes	33%	25%
	Often	33%	33%
	Very often	17%	35%
	Total	100%	100%
Frequency of discussion with: People from an economic background other than your own	Never		7%
	Sometimes	33%	23%
	Often	33%	37%
	Very often	33%	33%
	Total	100%	100%
Frequency of discussion with: People with religious beliefs other than your own	Never		11%
	Sometimes	17%	30%
	Often	50%	34%
	Very often	33%	26%
	Total	100%	100%
Frequency of discussion with: People with political views other than your own	Never		9%
	Sometimes		29%
	Often	67%	33%
	Very often	33%	29%
	Total	100%	100%

Respondent Counts by Major

**ASU Majors**

138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

**Comparison Group Majors**

138. Other, not listed	171
999. Undecided, undeclared	39
<b>Group Total</b>	<b>210</b>

**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

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 10

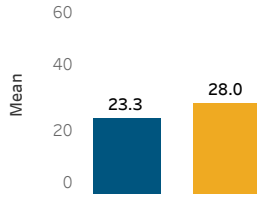
Displaying: **Undeclared**

Start

Define Groups

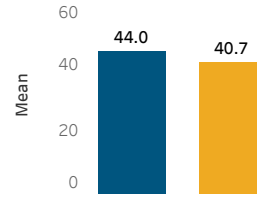
**Senior** Senior

**Student-Faculty Interaction**



How often: Talked about career plans with a faculty member	Never		23%
	Sometimes	33%	36%
	Often	50%	21%
	Very often	17%	21%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	33%	26%
	Sometimes	50%	39%
	Often	17%	15%
	Very often		20%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	33%	13%
	Sometimes	67%	32%
	Often		24%
	Very often		31%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
How often: Discussed your academic performance with a faculty member	Never		36%
	Sometimes	67%	26%
	Often	33%	18%
	Very often		20%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

**Effective Teaching Practices**



To what extent: Clearly explained course goals and requirements	Very little		3%
	Some	17%	18%
	Quite a bit	33%	38%
	Very much	50%	42%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
To what extent: Taught course sessions in an organized way	Very little		11%
	Some	17%	22%
	Quite a bit	50%	30%
	Very much	33%	37%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
To what extent: Used examples or illustrations to explain difficult points	Very little		10%
	Some	17%	25%
	Quite a bit	33%	35%
	Very much	50%	30%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
To what extent: Provided feedback on a draft or work in progress	Very little		5%
	Some	33%	22%
	Quite a bit	33%	34%
	Very much	33%	39%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
To what extent: Provided prompt and detailed feedback on tests or completed assignments	Very little		4%
	Some	33%	16%
	Quite a bit	17%	38%
	Very much	50%	41%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

ASU

Comparison Group

Respondent Counts by Major

**ASU Majors**

138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

**Comparison Group Majors**

138. Other, not listed	171
999. Undecided, undeclared	39
<b>Group Total</b>	<b>210</b>

**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 10

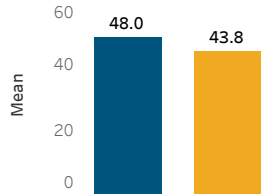
**Displaying:**  
**Undeclared**

**Start**

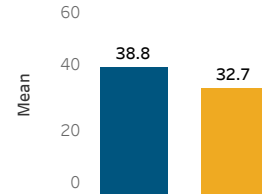
**Define Groups**

### Senior Senior

#### Quality of Interactions



#### Supportive Environment



ASU ■  
Comparison Group ■

Quality of your interactions: Students	Poor	5%
	2	4%
	3	6%
	4	12%
	5	17%
	6	67%
	Excellent	17%
Not applicable		2%
<b>Total</b>		<b>100%</b>
Quality of your interactions: Academic Advisors	Poor	3%
	2	2%
	3	2%
	4	10%
	5	20%
	6	33%
	Excellent	67%
Not applicable		3%
<b>Total</b>		<b>100%</b>
Quality of your interactions: Faculty	Poor	6%
	2	3%
	3	5%
	4	33%
	5	17%
	6	17%
	Excellent	50%
Not applicable		7%
<b>Total</b>		<b>100%</b>
Quality of your interactions: Student services staff (career services, student activities, housing, etc.)	Poor	5%
	2	5%
	3	4%
	4	13%
	5	50%
	6	17%
	Excellent	24%
Not applicable		19%
<b>Total</b>		<b>100%</b>
Quality of your interactions: Other administrative staff and offices (registrar, financial aid, etc.)	Poor	1%
	2	3%
	3	17%
	4	33%
	5	17%
	6	22%
	Excellent	33%
Not applicable		4%
<b>Total</b>		<b>100%</b>

Institution emphasizes: Providing support to help students succeed academically	Very little	18%
	Some	24%
	Quite a bit	50%
	Very much	50%
	<b>Total</b>	<b>100%</b>
Institution emphasizes: Using learning support services (tutoring services, writing center, etc.)	Very little	24%
	Some	17%
	Quite a bit	50%
	Very much	33%
	<b>Total</b>	<b>100%</b>
Institution emphasizes: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	33%
	Some	17%
	Quite a bit	17%
	Very much	33%
	<b>Total</b>	<b>100%</b>
Institution emphasizes: Providing opportunities to be involved socially	Very little	35%
	Some	17%
	Quite a bit	50%
	Very much	33%
	<b>Total</b>	<b>100%</b>
Institution emphasizes: Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very little	12%
	Some	17%
	Quite a bit	50%
	Very much	33%
	<b>Total</b>	<b>100%</b>
Institution emphasizes: Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	13%
	Some	50%
	Quite a bit	17%
	Very much	33%
	<b>Total</b>	<b>100%</b>
Institution emphasizes: Attending campus activities and events (performing arts, athletic events, etc.)	Very little	33%
	Some	8%
	Quite a bit	33%
	Very much	33%
	<b>Total</b>	<b>100%</b>
Institution emphasizes: Attending events that address important social, economic, or political issues	Very little	33%
	Some	17%
	Quite a bit	17%
	Very much	33%
	<b>Total</b>	<b>100%</b>

Respondent Counts by Major	
<b>ASU Majors</b>	
138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>
<b>Comparison Group Majors</b>	
138. Other, not listed	171
999. Undecided, undeclared	39
<b>Group Total</b>	<b>210</b>

**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

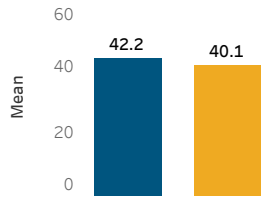
## Engagement Indicators, Sense of Belonging, and Perceived Gains

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.

<b>Select scales and item sets:</b> Sense of Belonging / Perceived Gains	<b>Select a major group:</b> Major Group 10	<b>Displaying:</b> <b>Undeclared</b>	<div style="border: 1px solid gray; padding: 2px; display: inline-block;">Start</div> <div style="border: 1px solid gray; padding: 2px; display: inline-block;">Define Groups</div>
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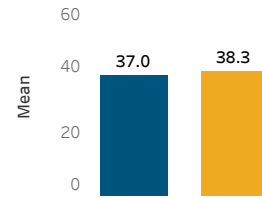
**Senior**      Senior

### Sense of Belonging



Item	ASU	Comparison Group
Agree/Disagree: I feel comfortable being myself at this institution.	Stongly disa..	5%
	Disagree	9%
	Agree	46%
	Strongly agr..	40%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Agree/Disagree: I feel valued by this institution.	Stongly disa..	11%
	Disagree	20%
	Agree	41%
	Strongly agr..	29%
<b>Total</b>	<b>100%</b>	<b>100%</b>
Agree/Disagree: I feel like part of the community at this institution.	Stongly disa..	11%
	Disagree	18%
	Agree	42%
	Strongly agr..	30%
<b>Total</b>	<b>100%</b>	<b>100%</b>

### Perceived Gains



Item	ASU	Comparison Group
Perceived Gains: Writing clearly and effectively	Very little	11%
	Some	22%
	Quite a bit	26%
	Very much	40%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Speaking clearly and effectively	Very little	16%
	Some	24%
	Quite a bit	28%
	Very much	31%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Thinking critically and analytically	Very little	15%
	Some	26%
	Quite a bit	26%
	Very much	33%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Analyzing numerical and statistical information	Very little	14%
	Some	21%
	Quite a bit	32%
	Very much	33%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Acquiring job- or work-related knowledge and skills	Very little	14%
	Some	25%
	Quite a bit	27%
	Very much	34%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Working effectively with others	Very little	11%
	Some	22%
	Quite a bit	32%
	Very much	35%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Developing or clarifying a personal code of values and ethics	Very little	6%
	Some	15%
	Quite a bit	36%
	Very much	43%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national..)	Very little	10%
	Some	24%
	Quite a bit	28%
	Very much	38%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Solving complex real-world problems	Very little	7%
	Some	20%
	Quite a bit	32%
	Very much	41%
	<b>Total</b>	<b>100%</b>
Perceived Gains: Being an informed and active citizen	Very little	10%
	Some	19%
	Quite a bit	37%
	Very much	34%
	<b>Total</b>	<b>100%</b>

Respondent Counts by Major	
<b>ASU Majors</b>	
138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>
<b>Comparison Group Majors</b>	
138. Other, not listed	171
999. Undecided, undecla..	39
<b>Group Total</b>	<b>210</b>

**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.

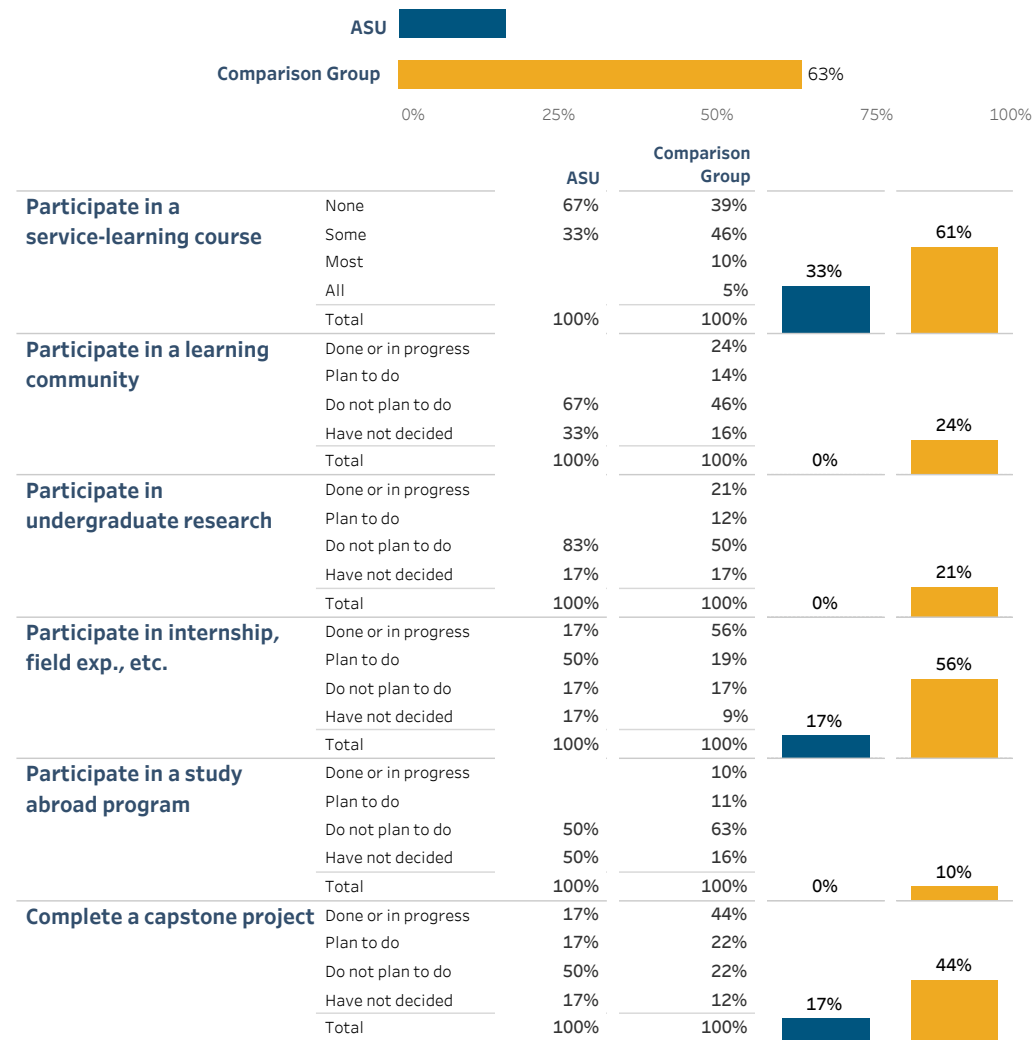
This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a High-Impact Practice, alongside results for your customized comparison group and the percentage who participated overall (at least one for FY students, two or more for seniors). 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 10      Displaying: **Undeclared**      [Define Groups](#)      [Start](#)

**Senior**

Senior

**Completed two or more HIPs**



Respondent Counts by Major

ASU Majors	
138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

Comparison Group Majors	
138. Other, not listed	171
999. Undecided, undeclared	39
<b>Group Total</b>	<b>210</b>

**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.

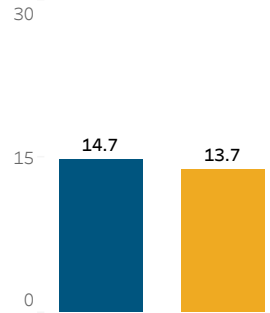
**Comp. group filters:** Carnegie class: Master-I; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

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.

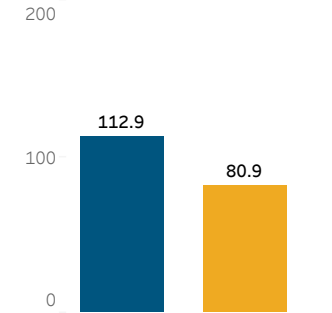
Select a major group: Major Group 10      Displaying: **Undeclared**      [Define Groups](#)      [Start](#)

**Senior**      Senior

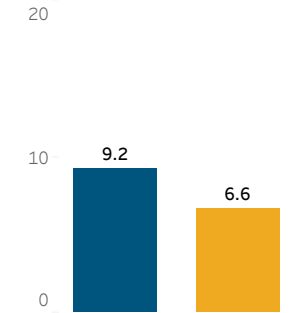
**Time Spent Preparing for Class** (hours/week)



**Estimated Total Pages of Assigned Writing, Current Year**



**Average Hours per Week on Course Reading**



Respondent Counts by Major

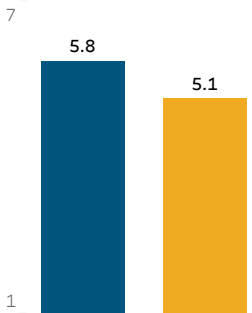
**ASU Majors**

138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

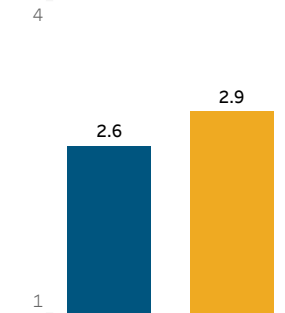
**Comparison Group Majors**

138. Other, not listed	171
999. Undecided, undeclared	39
<b>Group Total</b>	<b>210</b>

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



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



ASU   
 Comparison Group 

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

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

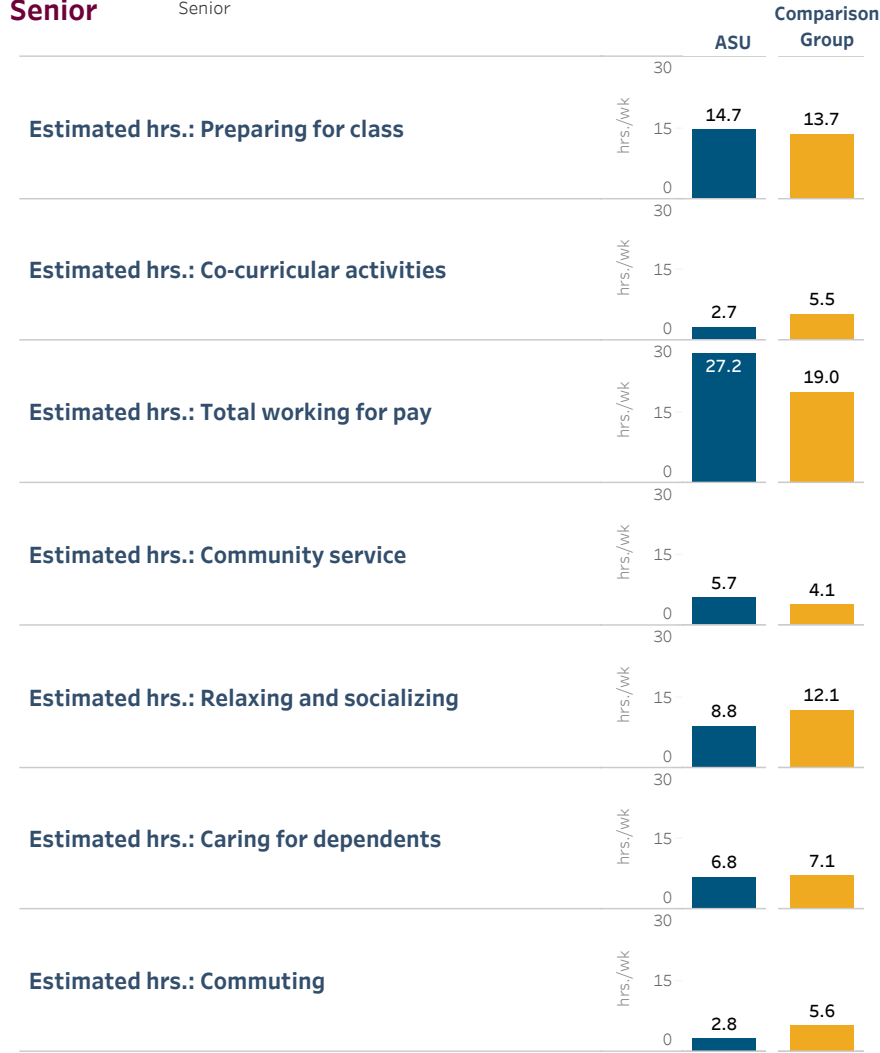
**Comp. group filters:** Carnegie class: Master-L; Control: Public Institution; Size: Large (5,000-9,999); Region/Canada: New England (CT, ME, MA, NH, RI, VT), Mid East (DE, DC, MD, NJ, NY, PA), Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) and 7 more; HBCU: All; HSI: All; Year: All.

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

Select a major group: Major Group 10      Displaying: **Undeclared**      [Define Groups](#)      [Start](#)

**Senior**

Senior



Respondent Counts by Major

ASU Majors	
138. Other, not listed	5
999. Undecided, undeclared	1
<b>Group Total</b>	<b>6</b>

Comparison Group Majors	
138. Other, not listed	171
999. Undecided, undeclared	39
<b>Group Total</b>	<b>210</b>

**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.