**National Survey
of Student Engagement**

Texas A&M University - Commerce

Mean Comparisons

August 2009

Interpreting the Mean Comparisons Report

National Survey of Student Engagement

Sample

The *Mean Comparisons* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

Benchmark

Items that make up the five "Benchmarks of Effective Educational Practice" are indicated by the following:

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information about weighting go to:

www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm.

Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels (p<.05, p< .01, and p<.001). The smaller the significance level, the smaller the likelihood that the difference is due to chance. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

Effect Size

Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the "coming to class unprepared" item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

NSSE 2009 Mean Comparisons
NSSEville State University

NSSEville State compared with:

	Variable	Bench-mark	Class	NSSEville State Mean *	Mid East Public Mean *	Sig ᵇ	Effect Size	Carnegie Class Mean *	Sig ᵇ	Effect Size	NSSE 2009 Mean *	Sig ᵇ	Effect Size

1. Academic and Intellectual Experiences

In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often

	Variable	Bench-mark	Class	NSSEville State Mean	Mid East Public Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2009 Mean	Sig	Effect Size
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94	2.61	***	.40	2.64	***	.35	2.78	***	.18
				SR	3.25	2.90	***	.39	2.91	***	.39	3.07	***	.21
b.	Made a class presentation	CLPRESEN	ACL	FY	2.22	2.11	**	.14	2.14	*	.10	2.27		-.07
				SR	3.11	2.65	***	.54	2.65	***	.54	2.80	***	.36
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.73	2.50	***	.23	2.56	***	.18	2.65	*	.08
				SR	2.36	2.32		.04	2.34		.03	2.47	**	-.11
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.27	2.93	***	.42	2.98	***	.36	3.06	***	.26
				SR	3.40	3.22	***	.24	3.23	***	.23	3.30	***	.14
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.88	2.67	***	.23	2.72	***	.18	2.78	*	.11
				SR	2.89	2.72	***	.19	2.72	***	.19	2.81	*	.09
f.	Come to class without completing readings or assignments	CLUNPREP		FY	1.96	2.07	**	-.14	2.05	**	-.12	2.01		-.07
				SR	2.07	2.22	***	-.18	2.21	***	-.18	2.10		-.04

National Survey of Student Engagement

A&M Commerce compared with:

Variable	Bench-mark	Class	A&M Commerce Mean [a]	Texas A&M System Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2009 Mean [a]	Sig [b]	Effect Size [c]

1. Academic and Intellectual Experiences

In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often

Variable	Bench-mark	Class	A&M Commerce Mean [a]	Texas A&M System Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2009 Mean [a]	Sig [b]	Effect Size [c]
a. Asked questions in class or contributed to class discussions — CLQUEST	ACL	FY	2.97	2.50	***	.55	2.83	*	.17	2.84	*	.15
		SR	3.31	2.99	***	.37	3.12	***	.21	3.11	***	.23
b. Made a class presentation — CLPRESEN	ACL	FY	2.25	2.02	***	.26	2.25		-.01	2.27		-.03
		SR	2.92	2.77	***	.17	2.79	***	.15	2.78	***	.16
c. Prepared two or more drafts of a paper or assignment before turning it in — REWROPAP		FY	2.57	2.42		.14	2.75	*	-.18	2.69		-.12
		SR	2.79	2.52	***	.28	2.49	***	.31	2.49	***	.31
d. Worked on a paper or project that required integrating ideas or information from various sources — INTEGRAT		FY	3.13	2.86	***	.32	3.11		.03	3.10		.04
		SR	3.42	3.27	***	.20	3.34	**	.12	3.33	**	.12
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments — DIVCLASS		FY	3.00	2.56	***	.47	2.81	**	.22	2.80	***	.22
		SR	3.05	2.70	***	.37	2.87	***	.20	2.83	***	.23
f. Come to class without completing readings or assignments — CLUNPREP		FY	2.06	2.17		-.14	2.02		.05	2.03		.04
		SR	1.89	2.21	***	-.39	2.11	***	-.27	2.13	***	-.30
g. Worked with other students on projects **during class** — CLASSGRP	ACL	FY	2.40	2.40		.00	2.48		-.09	2.44		-.05
		SR	2.72	2.50	***	.24	2.59	***	.15	2.55	***	.19
h. Worked with classmates **outside of class** to prepare class assignments — OCCGRP	ACL	FY	2.30	2.65	***	-.38	2.40		-.10	2.44	*	-.15
		SR	2.67	2.96	***	-.31	2.74		-.07	2.76	*	-.10
i. Put together ideas or concepts from different courses when completing assignments or during class discussions — INTIDEAS		FY	2.62	2.55		.08	2.61		.01	2.63		-.01
		SR	2.98	2.97		.01	2.92		.07	2.95		.04
j. Tutored or taught other students (paid or voluntary) — TUTOR	ACL	FY	1.79	1.86		-.08	1.65	*	.16	1.68		.12
		SR	1.80	1.94	***	-.15	1.80		.00	1.86		-.06
k. Participated in a community-based project (e.g. service learning) as part of a regular course — COMMPROJ	ACL	FY	1.54	1.68	*	-.16	1.61		-.09	1.56		-.03
		SR	1.55	1.70	***	-.17	1.77	***	-.25	1.71	***	-.18

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

NSSE 2009 Mean Comparisons
Texas A&M University - Commerce

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce	Texas A&M System			Carnegie Class			NSSE 2009		
				Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.51	2.66		-.15	2.65		-.14	2.64		-.13
			SR	2.97	2.92		.05	2.89		.08	2.87	*	.10
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.16	2.98	**	.21	3.19		-.03	3.17		-.01
			SR	3.43	3.37		.08	3.43		.01	3.42		.02
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.70	2.57		.14	2.65		.06	2.64		.06
			SR	2.96	2.85	**	.13	2.83	**	.14	2.83	**	.15
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.21	2.21		.01	2.19		.02	2.20		.01
			SR	2.51	2.41	*	.10	2.37	**	.14	2.41	*	.10
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.92	1.82		.11	1.86		.06	1.88		.04
			SR	2.09	2.04		.05	2.07		.02	2.08		.00
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.73	2.45	***	.32	2.67		.07	2.67		.07
			SR	2.98	2.73	***	.30	2.80	***	.22	2.81	***	.21
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.74	2.71		.03	2.70		.04	2.68		.07
			SR	2.98	2.75	***	.27	2.75	***	.26	2.74	***	.28
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.80	1.69		.12	1.65	*	.17	1.64	*	.19
			SR	1.67	1.83	***	-.17	1.80	**	-.13	1.82	***	-.15
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.66	2.77		-.13	2.72		-.07	2.76		-.11
			SR	3.01	2.92	*	.11	2.90	**	.13	2.90	**	.13
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.80	2.57	**	.22	2.63	*	.16	2.62	*	.18
			SR	2.75	2.70		.05	2.72		.03	2.70		.05
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.78	2.66		.12	2.71		.07	2.72		.06
			SR	2.74	2.73		.01	2.73		.01	2.76		-.02

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

A&M Commerce compared with:

Variable	Bench-mark	Class	A&M Commerce Mean [a]	Texas A&M System Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2009 Mean [a]	Sig [b]	Effect Size [c]
2. Mental Activities			*During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*									
a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.79	2.99	**	-.24	2.93	*	-.17	2.93	*	-.16
		SR	2.72	2.79		-.08	2.78		-.07	2.77		-.06
b. **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	FY	3.09	3.09		.00	3.11		-.02	3.14		-.06
		SR	3.17	3.26	*	-.11	3.25	*	-.10	3.28	**	-.15
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY	2.91	2.89		.01	2.91		-.01	2.93		-.03
		SR	3.11	3.06		.07	3.03	*	.09	3.08		.04
d. **Making judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	FY	2.91	2.88		.04	2.92		-.01	2.93		-.02
		SR	3.08	3.00	*	.10	3.01		.08	3.03		.06
e. **Applying** theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	2.98	3.08		-.12	3.05		-.08	3.08		-.12
		SR	3.22	3.23		-.01	3.21		.02	3.24		-.02
3. Reading and Writing			*During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20*									
a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.17	3.11		.07	3.23		-.06	3.26		-.09
		SR	2.99	3.01		-.01	3.15	***	-.15	3.19	***	-.19
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.12	2.06		.06	2.09		.03	2.09		.03
		SR	2.24	2.17		.07	2.22		.02	2.21		.03
c. Number of written papers or reports of **20 pages or more**	WRITEMOR	LAC	FY	1.33	1.27		.09	1.32		.02	1.30		.05
		SR	1.54	1.61		-.09	1.65	**	-.13	1.65	**	-.13
d. Number of written papers or reports **between 5 and 19 pages**	WRITEMID	LAC	FY	2.25	1.91	***	.40	2.30		-.07	2.28		-.04
		SR	2.24	2.33	*	-.09	2.55	***	-.31	2.55	***	-.32
e. Number of written papers or reports of **fewer than 5 pages**	WRITESML	LAC	FY	3.12	2.71	***	.43	3.07		.05	3.05		.07
		SR	2.92	2.83		.08	2.99		-.06	3.00		-.06

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05   ** p<.01   *** p<.001   (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

National Survey of Student Engagement

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce Mean[a]	Texas A&M System Mean[a]	Sig[b]	Effect Size[c]	Carnegie Class Mean[a]	Sig[b]	Effect Size[c]	NSSE 2009 Mean[a]	Sig[b]	Effect Size[c]
4.	**Problem Sets**			*In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6*									
a.	Number of problem sets that take you **more** than an hour to complete	PROBSETA	FY	2.81	2.79		.01	2.66		.13	2.69		.10
			SR	2.79	2.66	*	.11	2.62	**	.14	2.61	***	.15
b.	Number of problem sets that take you **less** than an hour to complete	PROBSETB	FY	2.92	2.76		.12	2.84		.06	2.75		.14
			SR	2.48	2.34	*	.11	2.39		.07	2.34	*	.11
5.	**Examinations**			*1=Very little to 7=Very much*									
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	5.45	5.63	*	-.16	5.37		.06	5.45		.00
			SR	5.64	5.55		.07	5.41	***	.18	5.45	***	.15
6.	**Additional Collegiate Experiences**			*During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*									
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07	FY	2.23	2.16		.08	2.17		.07	2.18		.06
			SR	1.87	1.93		-.07	2.03	***	-.18	2.05	***	-.20
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.73	2.98	**	-.26	2.80		-.06	2.82		-.08
			SR	2.42	2.77	***	-.34	2.68	***	-.26	2.73	***	-.30
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	FY	2.10	2.47	***	-.32	2.02		.07	2.08		.02
			SR	2.45	2.38		.06	2.14	***	.27	2.15	***	.27
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.72	2.65		.08	2.60		.13	2.62		.11
			SR	2.77	2.73		.04	2.75		.02	2.73		.04
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.93	2.81		.14	2.80	*	.15	2.80		.15
			SR	2.83	2.84		-.02	2.90		-.08	2.88		-.06
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.93	2.87		.08	2.87		.08	2.88		.07
			SR	2.88	2.88		.00	2.91		-.04	2.92		-.05
7.	**Enriching Educational Experiences**			*Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)*									
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.10	.08		.08	.08		.10	.08		.10
			SR	.48	.49		-.02	.49		-.02	.52		-.08

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Texas A&M System Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2009 Mean [a]	Sig [b]	Effect Size [c]
b.	Community service or volunteer work	EEE	FY	.34	.56	***	-.43	.40		-.11	.39		-.10
			SR	.47	.66	***	-.41	.60	***	-.26	.60	***	-.26
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	EEE	FY	.23	.27		-.08	.17	*	.17	.18		.15
			SR	.24	.28	*	-.09	.28	*	-.09	.26		-.06
d.	Work on a research project with a faculty member outside of course or program requirements	SFI	FY	.09	.07		.08	.06		.15	.05		.18
			SR	.11	.19	***	-.21	.17	***	-.16	.19	***	-.21
e.	Foreign language coursework	EEE	FY	.04	.12	***	-.26	.19	***	-.39	.22	***	-.44
			SR	.18	.29	***	-.24	.38	***	-.41	.41	***	-.46
f.	Study abroad	EEE	FY	.02	.04	*	-.12	.03		-.09	.03		-.07
			SR	.04	.11	***	-.24	.12	***	-.27	.15	***	-.32
g.	Independent study or self-designed major	EEE	FY	.04	.06		-.10	.04		-.02	.04		-.01
			SR	.13	.13		-.01	.16	*	-.10	.17	**	-.12
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	EEE	FY	.00	.03	***	-.15	.02	**	-.12	.02	**	-.11
			SR	.19	.25	***	-.14	.35	***	-.33	.34	***	-.31

8. Quality of Relationships

Select the circle that best represents the quality of your relationships with people at your institution.
1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Texas A&M System Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2009 Mean [a]	Sig [b]	Effect Size [c]
a.	Relationships with **other students**	SCE	FY	5.46	5.67	*	-.17	5.40		.04	5.47		-.01
			SR	5.73	5.85	*	-.10	5.54	**	.14	5.59	*	.11

1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic

b.	Relationships with **faculty members**	SCE	FY	5.27	5.08		.14	5.15		.10	5.21		.05
			SR	5.61	5.42	**	.14	5.38	***	.17	5.42	**	.14

1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible

c.	Relationships with **administrative personnel and offices**	SCE	FY	4.88	4.75		.09	4.65		.15	4.74		.09
			SR	5.00	4.84	*	.10	4.52	***	.28	4.60	***	.24

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

NSSE 2009 Mean Comparisons
Texas A&M University - Commerce

A&M Commerce compared with:

Variable	Bench-mark	Class	A&M Commerce Mean [a]	Texas A&M System Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2009 Mean [a]	Sig [b]	Effect Size [c]

About how many hours do you spend in a typical 7-day week doing each of the following?
1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

9. Time Usage

Variable	Bench-mark	Class	A&M Commerce Mean	Texas A&M System Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2009 Mean	Sig	Effect Size
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.18	4.52	*	-.19	4.06		.08	4.17		.01
			SR	4.03	4.24	**	-.12	4.15		-.07	4.23	**	-.11
b. Working for pay **on campus**	WORKON01		FY	1.81	1.50	*	.22	1.54	*	.20	1.53	*	.23
			SR	1.56	2.00	***	-.24	1.80	***	-.15	1.83	***	-.17
c. Working for pay **off campus**	WORKOF01		FY	2.77	1.70	***	.63	2.33	*	.20	2.35	*	.19
			SR	4.98	3.30	***	.60	3.98	***	.35	3.74	***	.45
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.37	2.82	**	-.24	2.21		.10	2.29		.05
			SR	1.64	2.34	***	-.42	2.03	***	-.25	2.11	***	-.30
e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.66	3.66		.00	3.89		-.14	3.81		-.09
			SR	3.15	3.48	***	-.22	3.50	***	-.23	3.53	***	-.24
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	2.20	1.46	***	.56	1.84	*	.21	1.84	*	.21
			SR	4.35	2.53	***	.72	2.58	***	.73	2.47	***	.80
g. Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.49	2.53		-.03	2.34		.13	2.32		.15
			SR	2.28	2.43	**	-.13	2.40	*	-.11	2.39	*	-.11

To what extent does your institution emphasize each of the following?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much

10. Institutional Environment

Variable	Bench-mark	Class	A&M Commerce Mean	Texas A&M System Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2009 Mean	Sig	Effect Size
a. Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.06	3.26	***	-.27	3.09		-.04	3.14		-.11
			SR	3.14	3.19		-.06	3.07		.09	3.13		.02
b. Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.97	3.14	**	-.22	3.04		-.09	3.08		-.14
			SR	3.05	3.01		.05	2.87	***	.21	2.94	**	.13
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.61	2.83	**	-.23	2.72		-.12	2.72		-.12
			SR	2.60	2.60		.01	2.55		.06	2.55		.06

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

National Survey of Student Engagement

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Texas A&M System Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2009 Mean [a]	Sig [b]	Effect Size [c]
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.11	2.42	***	-.32	2.27	*	-.17	2.28	*	-.17
				SR	1.99	2.13	**	-.15	1.95		.05	2.00		-.01
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.40	2.70	***	-.32	2.49		-.09	2.50		-.11
				SR	2.20	2.37	***	-.17	2.17		.03	2.23		-.04
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.84	3.06	**	-.25	2.79		.05	2.85		-.02
				SR	2.43	2.77	***	-.34	2.56	**	-.13	2.63	***	-.20
g.	Using computers in academic work	ENVCOMPT		FY	3.35	3.38		-.04	3.33		.02	3.33		.03
				SR	3.45	3.48		-.05	3.47		-.02	3.47		-.03

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
1=Very little, 2=Some, 3=Quite a bit, 4=Very much

11. Educational and Personal Growth

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Texas A&M System Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2009 Mean [a]	Sig [b]	Effect Size [c]
a.	Acquiring a broad general education	GNGENLED		FY	3.13	3.24		-.15	3.12		.01	3.16		-.04
				SR	3.34	3.32		.03	3.21	***	.16	3.25	*	.11
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.84	2.95		-.12	2.81		.03	2.82		.02
				SR	3.30	3.17	**	.15	3.05	***	.27	3.06	***	.25
c.	Writing clearly and effectively	GNWRITE		FY	2.98	2.86		.13	3.03		-.06	3.02		-.05
				SR	3.17	3.11		.06	3.08	*	.10	3.11		.07
d.	Speaking clearly and effectively	GNSPEAK		FY	2.83	2.80		.03	2.85		-.02	2.84		-.02
				SR	3.09	3.04		.05	2.96	**	.14	2.99	*	.11
e.	Thinking critically and analytically	GNANALY		FY	3.14	3.28	*	-.18	3.19		-.07	3.23		-.11
				SR	3.41	3.41		-.01	3.32	*	.12	3.36		.05
f.	Analyzing quantitative problems	GNQUANT		FY	2.90	3.10	**	-.23	2.93		-.03	2.96		-.07
				SR	3.17	3.21		-.05	3.03	**	.15	3.08	*	.10
g.	Using computing and information technology	GNCMPTS		FY	3.00	3.19	**	-.23	3.08		-.09	3.05		-.05
				SR	3.29	3.29		.00	3.20	*	.10	3.21	*	.10
h.	Working effectively with others	GNOTHERS		FY	2.99	3.15	*	-.18	3.01		-.02	3.01		-.01
				SR	3.26	3.28		-.02	3.15	**	.12	3.16	*	.11

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

National Survey of Student Engagement

A&M Commerce compared with:

	Variable	Bench-mark	Class	**A&M Commerce** Mean [a]	**Texas A&M System** Mean [a]	Sig [b]	Effect Size [c]	**Carnegie Class** Mean [a]	Sig [b]	Effect Size [c]	**NSSE 2009** Mean [a]	Sig [b]	Effect Size [c]
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.38	2.63	**	-.24	2.57	*	-.18	2.57	*	-.18
			SR	2.29	2.45	**	-.15	2.30		-.01	2.33		-.04
j.	Learning effectively on your own	GNINQ	FY	2.89	3.12	***	-.27	2.97		-.10	2.99		-.12
			SR	3.14	3.15		-.01	3.01	**	.15	3.05	*	.10
k.	Understanding yourself	GNSELF	FY	2.80	2.97	*	-.18	2.83		-.03	2.83		-.03
			SR	2.87	2.92		-.05	2.77	*	.10	2.82		.05
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.65	2.81	*	-.17	2.73		-.08	2.71		-.06
			SR	2.75	2.68		.07	2.67		.08	2.67		.09
m.	Solving complex real-world problems	GNPROBSV	FY	2.65	2.87	**	-.25	2.71		-.07	2.72		-.08
			SR	2.90	2.92		-.03	2.77	**	.14	2.80	*	.10
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.56	2.98	***	-.44	2.71		-.15	2.72	*	-.17
			SR	2.77	2.95	***	-.18	2.67	*	.10	2.72		.06
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.27	2.74	***	-.47	2.47	*	-.20	2.50	**	-.23
			SR	2.41	2.70	***	-.27	2.47		-.05	2.49		-.08
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.99	2.50	***	-.48	2.17	*	-.16	2.17	*	-.16
			SR	2.02	2.17	**	-.14	1.92		.09	1.96		.05

12. Academic Advising — *1=Poor, 2=Fair, 3=Good, 4=Excellent*

	Variable		Class	A&M Commerce Mean	Texas A&M System Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2009 Mean	Sig	Effect Size
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.99	3.16	**	-.22	3.01		-.02	3.04		-.07
			SR	3.03	3.03		.00	2.81	***	.23	2.89	***	.16

13. Satisfaction — *1=Poor, 2=Fair, 3=Good, 4=Excellent*

	Variable		Class	A&M Commerce Mean	Texas A&M System Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2009 Mean	Sig	Effect Size
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.09	3.35	***	-.37	3.16		-.10	3.21	*	-.17
			SR	3.30	3.34		-.07	3.15	***	.19	3.21	*	.11

14. — *1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes*

	Variable		Class	A&M Commerce Mean	Texas A&M System Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2009 Mean	Sig	Effect Size
	If you could start over again, would you go to the **same institution** you are now attending?	SAMECOLL	FY	3.08	3.43	***	-.46	3.19		-.12	3.23	*	-.18
			SR	3.31	3.39	*	-.10	3.13	***	.21	3.20	**	.13

IPEDS: 224554

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

NSSE 2009 Detailed Statistics [a]

Texas A&M University - Commerce
First-Year Students

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009
CLQUEST	195	2.97	2.50	2.83	2.84	.06	.01	.01	.00	.83	.87	.85	.85	215	200	194	.000	.019	.029	.55	.17	.15
CLPRESEN	194	2.25	2.02	2.25	2.27	.05	.01	.01	.00	.77	.87	.81	.81	4,093	12,730	178,633	.000	.939	.672	.26	-.01	-.03
REWROPAP	196	2.57	2.42	2.75	2.69	.07	.02	.01	.00	.98	1.04	.97	.98	4,087	12,701	178,150	.050	.013	.096	.14	-.18	-.12
INTEGRAT	196	3.13	2.86	3.11	3.10	.06	.01	.01	.00	.78	.87	.79	.79	220	12,758	178,877	.000	.681	.568	.32	.03	.04
DIVCLASS	196	3.00	2.56	2.81	2.80	.06	.02	.01	.00	.80	.94	.88	.88	223	202	195	.000	.001	.001	.47	.22	.22
CLUNPREP	196	2.06	2.17	2.02	2.03	.06	.01	.01	.00	.84	.83	.79	.78	4,064	12,743	178,716	.065	.470	.606	-.14	.05	.04
CLASSGRP	196	2.40	2.40	2.48	2.44	.06	.01	.01	.00	.89	.88	.85	.86	4,089	12,767	178,741	.989	.189	.457	.00	-.09	-.05
OCCGRP	196	2.30	2.65	2.40	2.44	.07	.01	.01	.00	.94	.91	.89	.89	4,097	12,798	179,312	.000	.149	.031	-.38	-.10	-.15
INTIDEAS	182	2.62	2.55	2.61	2.63	.06	.01	.01	.00	.81	.81	.83	.82	3,778	11,951	168,943	.269	.881	.921	.08	.01	-.01
TUTOR	184	1.79	1.86	1.65	1.68	.06	.02	.01	.00	.86	.91	.85	.85	3,799	12,008	169,517	.291	.030	.099	-.08	.16	.12
COMMPROJ	182	1.54	1.68	1.61	1.56	.06	.01	.01	.00	.77	.89	.85	.82	207	188	168,628	.018	.203	.708	-.16	-.09	-.03
ITACADEM	183	2.51	2.66	2.65	2.64	.08	.02	.01	.00	1.03	1.03	1.02	1.03	3,804	11,996	169,606	.051	.068	.070	-.15	-.14	-.13
EMAIL	183	3.16	2.98	3.19	3.17	.06	.01	.01	.00	.83	.85	.80	.81	3,812	11,986	169,459	.005	.724	.905	.21	-.03	-.01
FACGRADE	185	2.70	2.57	2.65	2.64	.06	.01	.01	.00	.84	.87	.88	.87	3,809	12,006	169,357	.064	.456	.413	.14	.06	.06
FACPLANS	185	2.21	2.21	2.19	2.20	.07	.02	.01	.00	.92	.91	.91	.90	3,799	11,983	169,386	.934	.772	.871	.01	.02	.01
FACIDEAS	185	1.92	1.82	1.86	1.88	.07	.01	.01	.00	.91	.89	.90	.90	3,808	12,006	169,606	.141	.410	.552	.11	.06	.04
FACFEED	181	2.73	2.45	2.67	2.67	.06	.01	.01	.00	.82	.88	.84	.84	202	11,741	166,422	.000	.383	.381	.32	.07	.07
WORKHARD	182	2.74	2.71	2.70	2.68	.06	.01	.01	.00	.85	.87	.85	.85	3,712	11,748	166,444	.672	.547	.374	.03	.04	.07
FACOTHER	182	1.80	1.69	1.65	1.64	.07	.01	.01	.00	.94	.88	.87	.86	3,698	11,703	165,992	.113	.025	.012	.12	.17	.19
OOCIDEAS	182	2.66	2.77	2.72	2.76	.07	.01	.01	.00	.95	.85	.88	.87	197	11,733	182	.121	.348	.156	-.13	-.07	-.11
DIVRSTUD	182	2.80	2.57	2.63	2.62	.07	.02	.01	.00	.99	1.03	1.03	1.02	3,713	11,765	166,495	.003	.027	.018	.22	.16	.18
DIFFSTU2	182	2.78	2.66	2.71	2.72	.07	.02	.01	.00	.95	.99	.99	.98	3,713	11,760	166,674	.109	.378	.406	.12	.07	.06
MEMORIZE	178	2.79	2.99	2.93	2.93	.07	.01	.01	.00	.88	.85	.86	.86	3,667	11,651	165,359	.002	.027	.030	-.24	-.17	-.16
ANALYZE	178	3.09	3.09	3.11	3.14	.06	.01	.01	.00	.79	.79	.79	.78	3,662	11,610	164,775	.996	.834	.393	.00	-.02	-.06
SYNTHESZ	177	2.91	2.89	2.91	2.93	.06	.01	.01	.00	.84	.85	.84	.84	3,642	11,587	164,562	.870	.929	.695	.01	-.01	-.03
EVALUATE	178	2.91	2.88	2.92	2.93	.07	.02	.01	.00	.90	.89	.86	.85	3,644	11,629	164,865	.609	.933	.814	.04	-.01	-.02
APPLYING	177	2.98	3.08	3.05	3.08	.07	.01	.01	.00	.89	.88	.86	.84	3,659	11,636	165,182	.125	.280	.126	-.12	-.08	-.12
READASGN	177	3.17	3.11	3.23	3.26	.07	.02	.01	.00	.87	.93	.97	.98	3,645	183	177	.377	.376	.198	.07	-.06	-.09

[a] All statistics are weighted by gender, enrollment status, and institutional size.

[b] The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

[c] A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

[d] Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

[e] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

National Survey of Student Engagement

NSSE 2009 Detailed Statistics [a]

Texas A&M University - Commerce
First-Year Students

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009
READOWN	177	2.12	2.06	2.09	2.09	.07	.02	.01	.00	.97	.91	.94	.93	3,655	11,604	164,869	.421	.675	.664	.06	.03	.03
WRITEMOR	175	1.33	1.27	1.32	1.30	.06	.01	.01	.00	.79	.72	.74	.71	3,635	11,589	164,615	.256	.840	.474	.09	.02	.05
WRITEMID	176	2.25	1.91	2.30	2.28	.07	.01	.01	.00	.92	.83	.83	.83	190	11,595	164,489	.000	.372	.566	.40	-.07	-.04
WRITESML	176	3.12	2.71	3.07	3.05	.08	.02	.01	.00	1.07	.97	1.03	1.04	190	11,606	164,817	.000	.507	.324	.43	.05	.07
PROBSETA	176	2.81	2.79	2.66	2.69	.09	.02	.01	.00	1.15	1.17	1.12	1.11	3,636	11,567	164,328	.858	.078	.168	.01	.13	.10
PROBSETB	176	2.92	2.76	2.84	2.75	.10	.02	.01	.00	1.33	1.28	1.21	1.21	3,644	180	164,370	.114	.445	.059	.12	.06	.14
EXAMS	175	5.45	5.63	5.37	5.45	.09	.02	.01	.00	1.15	1.15	1.18	1.16	3,655	11,595	164,874	.040	.400	.994	-.16	.06	.00
ATDART07	175	2.23	2.16	2.17	2.18	.07	.02	.01	.00	.95	.92	.93	.92	3,594	11,424	162,832	.277	.352	.454	.08	.07	.06
EXRCSE05	175	2.73	2.98	2.80	2.82	.08	.02	.01	.00	1.07	.93	1.02	1.04	187	11,422	162,763	.004	.425	.278	-.26	-.06	-.08
WORSHP05	173	2.10	2.47	2.02	2.08	.08	.02	.01	.00	1.09	1.14	1.09	1.12	192	11,403	162,506	.000	.356	.830	-.32	.07	.02
OWNVIEW	175	2.72	2.65	2.60	2.62	.07	.02	.01	.00	.92	.91	.90	.89	3,589	11,397	162,433	.310	.078	.151	.08	.13	.11
OTHRVIEW	175	2.93	2.81	2.80	2.80	.06	.02	.01	.00	.84	.88	.88	.86	194	180	162,594	.059	.042	.050	.14	.15	.15
CHNGVIEW	175	2.93	2.87	2.87	2.88	.06	.01	.01	.00	.77	.84	.85	.84	195	180	174	.288	.245	.351	.08	.08	.07
INTERN04	171	.10	.08	.08	.08	.02	.00	.00	.00	.30	.27	.26	.26	184	174	170	.350	.269	.259	.08	.10	.10
VOLNTR04	169	.34	.56	.40	.39	.04	.01	.00	.00	.48	.50	.49	.49	187	174	168	.000	.161	.175	-.43	-.11	-.10
LRNCOM04	168	.23	.27	.17	.18	.03	.01	.00	.00	.42	.44	.37	.38	186	171	167	.290	.050	.086	-.08	.17	.15
RESRCH04	170	.09	.07	.06	.05	.02	.00	.00	.00	.29	.26	.23	.22	183	172	169	.346	.111	.080	.08	.15	.18
FORLNG04	170	.04	.12	.19	.22	.01	.01	.00	.00	.19	.32	.39	.41	224	192	171	.000	.000	.000	-.26	-.39	-.44
STDABR04	170	.02	.04	.03	.03	.01	.00	.00	.00	.13	.20	.18	.17	209	179	159,818	.039	.108	.352	-.12	-.09	-.07
INDSTD04	170	.04	.06	.04	.04	.01	.00	.00	.00	.19	.24	.20	.19	197	11,179	159,684	.120	.768	.904	-.10	-.02	-.01
SNRX04	170	.00	.03	.02	.02	.01	.00	.00	.00	.07	.17	.15	.14	283	193	170	.000	.002	.004	-.15	-.12	-.11
ENVSTU	171	5.46	5.67	5.40	5.47	.10	.02	.01	.00	1.29	1.29	1.40	1.37	3,518	11,225	160,015	.033	.603	.869	-.17	.04	-.01
ENVFAC	171	5.27	5.08	5.15	5.21	.10	.02	.01	.00	1.33	1.35	1.32	1.32	3,538	11,223	160,074	.069	.217	.551	.14	.10	.05
ENVADM	169	4.88	4.75	4.65	4.74	.11	.03	.01	.00	1.44	1.54	1.54	1.53	3,536	11,230	159,908	.278	.053	.232	.09	.15	.09
ACADPR01	169	4.18	4.52	4.06	4.17	.13	.03	.02	.00	1.75	1.77	1.59	1.64	3,499	172	158,940	.015	.371	.926	-.19	.08	.01
WORKON01	168	1.81	1.50	1.54	1.53	.13	.02	.01	.00	1.65	1.35	1.31	1.23	178	170	167	.019	.039	.027	.22	.20	.23
WORKOF01	168	2.77	1.70	2.33	2.35	.20	.03	.02	.01	2.61	1.65	2.20	2.24	174	170	167	.000	.031	.040	.63	.20	.19
COCURR01	169	2.37	2.82	2.21	2.29	.14	.03	.01	.00	1.82	1.81	1.57	1.60	3,494	172	168	.002	.259	.581	-.24	.10	.05

[a] All statistics are weighted by gender, enrollment status, and institutional size.

[b] The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

[c] A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

[d] Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

[e] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

National Survey of Student Engagement

Texas A&M University - Commerce
First-Year Students

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009
SOCIAL05	168	3.66	3.66	3.89	3.81	.13	.03	.02	.00	1.71	1.55	1.68	1.65	182	11,073	157,963	.966	.078	.229	.00	-.14	-.09
CAREDE01	167	2.20	1.46	1.84	1.84	.17	.02	.02	.00	2.18	1.25	1.70	1.72	172	169	166	.000	.034	.033	.56	.21	.21
COMMUTE	169	2.49	2.53	2.34	2.32	.11	.02	.01	.00	1.42	1.20	1.16	1.13	3,478	172	168	.685	.179	.122	-.03	.13	.15
ENVSCHOL	167	3.06	3.26	3.09	3.14	.06	.01	.01	.00	.82	.74	.77	.76	3,431	10,948	156,734	.001	.604	.169	-.27	-.04	-.11
ENVSUPRT	163	2.97	3.14	3.04	3.08	.06	.01	.01	.00	.82	.79	.80	.80	3,421	10,910	156,232	.006	.249	.074	-.22	-.09	-.14
ENVDIVRS	166	2.61	2.83	2.72	2.72	.07	.02	.01	.00	.90	.96	.95	.97	3,424	10,910	156,054	.003	.122	.126	-.23	-.12	-.12
ENVNACAD	167	2.11	2.42	2.27	2.28	.07	.02	.01	.00	.88	.98	.96	.97	187	172	166	.000	.022	.017	-.32	-.17	-.17
ENVSOCAL	164	2.40	2.70	2.49	2.50	.07	.02	.01	.00	.88	.93	.95	.94	3,413	10,864	155,823	.000	.242	.179	-.32	-.09	-.11
ENVEVENT	166	2.84	3.06	2.79	2.85	.07	.02	.01	.00	.90	.89	.96	.94	3,417	10,914	156,220	.002	.540	.843	-.25	.05	-.02
ENVCOMPT	167	3.35	3.38	3.33	3.33	.06	.01	.01	.00	.77	.75	.78	.78	3,428	10,928	156,504	.597	.758	.743	-.04	.02	.03
GNGENLED	160	3.13	3.24	3.12	3.16	.06	.01	.01	.00	.82	.75	.79	.79	3,348	10,757	154,047	.066	.865	.595	-.15	.01	-.04
GNWORK	161	2.84	2.95	2.81	2.82	.08	.02	.01	.00	.97	.92	.92	.93	3,344	10,755	153,988	.130	.724	.812	-.12	.03	.02
GNWRITE	160	2.98	2.86	3.03	3.02	.07	.02	.01	.00	.88	.89	.84	.85	3,349	10,763	154,224	.102	.428	.519	.13	-.06	-.05
GNSPEAK	161	2.83	2.80	2.85	2.84	.07	.02	.01	.00	.89	.93	.91	.92	3,344	10,736	153,810	.700	.781	.812	.03	-.02	-.02
GNANALY	161	3.14	3.28	3.19	3.23	.06	.01	.01	.00	.80	.78	.79	.78	3,350	10,758	153,999	.029	.395	.165	-.18	-.07	-.11
GNQUANT	159	2.90	3.10	2.93	2.96	.07	.02	.01	.00	.88	.86	.87	.87	3,344	10,742	153,474	.005	.700	.364	-.23	-.03	-.07
GNCMPTS	161	3.00	3.19	3.08	3.05	.07	.01	.01	.00	.91	.84	.87	.88	3,339	10,776	154,050	.005	.240	.487	-.23	-.09	-.05
GNOTHERS	160	2.99	3.15	3.01	3.01	.07	.02	.01	.00	.90	.86	.87	.87	3,348	10,780	154,148	.023	.839	.860	-.18	-.02	-.01
GNCITIZN	158	2.38	2.63	2.57	2.57	.09	.02	.01	.00	1.09	1.07	1.08	1.08	3,277	10,560	151,706	.004	.024	.027	-.24	-.18	-.18
GNINQ	158	2.89	3.12	2.97	2.99	.07	.02	.01	.00	.91	.85	.86	.85	3,267	10,580	158	.001	.217	.145	-.27	-.10	-.12
GNSELF	159	2.80	2.97	2.83	2.83	.08	.02	.01	.00	.96	.95	.96	.96	3,270	10,555	151,148	.028	.700	.698	-.18	-.03	-.03
GNDIVERS	159	2.65	2.81	2.73	2.71	.08	.02	.01	.00	.96	.95	.96	.96	3,281	10,586	151,569	.038	.318	.448	-.17	-.08	-.06
GNPROBSV	158	2.65	2.87	2.71	2.72	.07	.02	.01	.00	.94	.90	.93	.93	3,272	10,597	151,646	.002	.375	.335	-.25	-.07	-.08
GNETHICS	158	2.56	2.98	2.71	2.72	.08	.02	.01	.00	1.04	.96	.98	.98	171	10,592	151,635	.000	.056	.035	-.44	-.15	-.17
GNCOMMUN	158	2.27	2.74	2.47	2.50	.08	.02	.01	.00	.95	.99	.99	.99	3,258	10,588	151,595	.000	.012	.004	-.47	-.20	-.23
GNSPIRIT	159	1.99	2.50	2.17	2.17	.08	.02	.01	.00	1.02	1.06	1.09	1.10	176	164	159	.000	.032	.028	-.48	-.16	-.16
ADVISE	160	2.99	3.16	3.01	3.04	.07	.01	.01	.00	.83	.79	.83	.83	3,326	10,745	153,685	.008	.767	.392	-.22	-.02	-.07
ENTIREXP	160	3.09	3.35	3.16	3.21	.06	.01	.01	.00	.70	.70	.72	.72	175	10,742	159	.000	.210	.028	-.37	-.10	-.17
SAMECOLL	160	3.08	3.43	3.19	3.23	.07	.01	.01	.00	.86	.76	.83	.82	3,327	10,757	153,731	.000	.121	.020	-.46	-.12	-.18

[a] All statistics are weighted by gender, enrollment status, and institutional size.

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[c] A measure of the average amount individual scores deviate from the mean of all the scores in the distribution

[d] Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption

[e] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

IPEDS: 224554

National Survey of Student Engagement

NSSE 2009 Detailed Statistics [a]

Texas A&M University - Commerce
Seniors

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009
CLQUEST	512	3.31	2.99	3.12	3.11	.03	.01	.01	.00	.79	.88	.86	.86	6,354	19,731	253,538	.000	.000	.000	.37	.21	.23
CLPRESEN	522	2.92	2.77	2.79	2.78	.04	.01	.01	.00	.92	.89	.89	.88	6,383	19,831	254,368	.000	.001	.000	.17	.15	.16
REWROPAP	521	2.79	2.52	2.49	2.49	.04	.01	.01	.00	.99	.97	.99	.98	6,373	19,762	253,866	.000	.000	.000	.28	.31	.31
INTEGRAT	523	3.42	3.27	3.34	3.33	.03	.01	.01	.00	.69	.76	.74	.74	641	556	525	.000	.004	.003	.20	.12	.12
DIVCLASS	522	3.05	2.70	2.87	2.83	.04	.01	.01	.00	.91	.95	.92	.93	626	19,802	254,037	.000	.000	.000	.37	.20	.23
CLUNPREP	523	1.89	2.21	2.11	2.13	.03	.01	.01	.00	.73	.83	.81	.80	649	557	524	.000	.000	.000	-.39	-.27	-.30
CLASSGRP	523	2.72	2.50	2.59	2.55	.04	.01	.01	.00	.96	.94	.90	.90	6,385	19,804	254,356	.000	.001	.000	.24	.15	.19
OCCGRP	523	2.67	2.96	2.74	2.76	.04	.01	.01	.00	.91	.91	.92	.92	6,407	19,864	255,039	.000	.101	.022	-.31	-.07	-.10
INTIDEAS	508	2.98	2.97	2.92	2.95	.04	.01	.01	.00	.83	.81	.82	.82	6,120	19,168	246,221	.756	.106	.319	.01	.07	.04
TUTOR	508	1.80	1.94	1.80	1.86	.04	.01	.01	.00	.91	.93	.93	.95	6,120	19,222	246,998	.001	.961	.158	-.15	.00	-.06
COMMPROJ	504	1.55	1.70	1.77	1.71	.04	.01	.01	.00	.80	.88	.92	.90	618	539	506	.000	.000	.000	-.17	-.25	-.18
ITACADEM	509	2.97	2.92	2.89	2.87	.04	.01	.01	.00	1.01	1.00	1.01	1.01	6,125	19,247	247,218	.250	.073	.019	.05	.08	.10
EMAIL	508	3.43	3.37	3.43	3.42	.03	.01	.01	.00	.74	.75	.73	.73	6,094	19,226	247,002	.071	.873	.707	.08	.01	.02
FACGRADE	509	2.96	2.85	2.83	2.83	.04	.01	.01	.00	.90	.87	.87	.87	6,112	534	510	.006	.002	.001	.13	.14	.15
FACPLANS	508	2.51	2.41	2.37	2.41	.04	.01	.01	.00	1.00	.97	.97	.96	6,120	533	509	.034	.003	.039	.10	.14	.10
FACIDEAS	503	2.09	2.04	2.07	2.08	.04	.01	.01	.00	.97	.94	.94	.93	6,116	19,229	247,180	.272	.714	.973	.05	.02	.00
FACFEED	501	2.98	2.73	2.80	2.81	.03	.01	.01	.00	.77	.83	.82	.82	611	532	502	.000	.000	.000	.30	.22	.21
WORKHARD	506	2.98	2.75	2.75	2.74	.04	.01	.01	.00	.83	.85	.86	.86	606	535	507	.000	.000	.000	.27	.26	.28
FACOTHER	500	1.67	1.83	1.80	1.82	.04	.01	.01	.00	.91	.94	.95	.95	6,042	18,953	244,131	.000	.003	.001	-.17	-.13	-.15
OOCIDEAS	507	3.01	2.92	2.90	2.90	.04	.01	.01	.00	.88	.85	.86	.85	6,068	19,002	244,634	.023	.004	.004	.11	.13	.13
DIVRSTUD	502	2.75	2.70	2.72	2.70	.05	.01	.01	.00	1.02	1.00	.99	1.00	6,065	18,992	244,811	.270	.485	.281	.05	.03	.05
DIFFSTU2	503	2.74	2.73	2.73	2.76	.04	.01	.01	.00	.99	.99	.97	.97	6,060	18,999	244,896	.874	.796	.726	.01	.01	-.02
MEMORIZE	503	2.72	2.79	2.78	2.77	.04	.01	.01	.00	.93	.91	.92	.92	6,024	18,873	243,375	.097	.142	.150	-.08	-.07	-.06
ANALYZE	499	3.17	3.26	3.25	3.28	.03	.01	.01	.00	.76	.74	.76	.74	6,006	18,810	242,759	.021	.032	.001	-.11	-.10	-.15
SYNTHESZ	503	3.11	3.06	3.03	3.08	.04	.01	.01	.00	.83	.84	.86	.83	6,004	18,779	242,520	.143	.038	.361	.07	.09	.04
EVALUATE	501	3.08	3.00	3.01	3.03	.04	.01	.01	.00	.86	.86	.88	.86	6,001	18,836	242,792	.042	.062	.192	.10	.08	.06
APPLYING	503	3.22	3.23	3.21	3.24	.04	.01	.01	.00	.80	.81	.83	.81	6,027	18,867	243,284	.873	.678	.678	-.01	.02	-.02
READASGN	502	2.99	3.01	3.15	3.19	.05	.01	.01	.00	1.06	1.04	1.05	1.04	6,040	18,825	242,725	.800	.001	.000	-.01	-.15	-.19

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[c] A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

[d] Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

[e] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

NSSE 2009 Detailed Statistics [a]

Texas A&M University - Commerce
Seniors

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009
READOWN	505	2.24	2.17	2.22	2.21	.05	.01	.01	.00	1.05	.96	.99	.98	583	18,815	242,592	.148	.738	.506	.07	.02	.03
WRITEMOR	506	1.54	1.61	1.65	1.65	.04	.01	.01	.00	.84	.82	.81	.81	6,038	18,807	242,597	.062	.003	.003	-.09	-.13	-.13
WRITEMID	501	2.24	2.33	2.55	2.55	.04	.01	.01	.00	.97	.92	.96	.96	6,031	527	502	.049	.000	.000	-.09	-.31	-.32
WRITESML	500	2.92	2.83	2.99	3.00	.05	.02	.01	.00	1.13	1.12	1.17	1.15	6,032	18,797	242,597	.090	.193	.160	.08	-.06	-.06
PROBSETA	503	2.79	2.66	2.62	2.61	.05	.02	.01	.00	1.15	1.22	1.21	1.21	610	533	504	.012	.001	.000	.11	.14	.15
PROBSETB	499	2.48	2.34	2.39	2.34	.05	.02	.01	.00	1.23	1.24	1.23	1.22	6,016	18,716	241,315	.015	.104	.013	.11	.07	.11
EXAMS	503	5.64	5.55	5.41	5.45	.06	.02	.01	.00	1.26	1.22	1.29	1.24	6,024	18,772	242,413	.112	.000	.001	.07	.18	.15
ATDART07	492	1.87	1.93	2.03	2.05	.04	.01	.01	.00	.87	.83	.92	.91	573	18,549	240,330	.150	.000	.000	-.07	-.18	-.20
EXRCSE05	492	2.42	2.77	2.68	2.73	.05	.01	.01	.00	1.00	1.02	1.04	1.04	5,971	520	493	.000	.000	.000	-.34	-.26	-.30
WORSHP05	491	2.45	2.38	2.14	2.15	.05	.02	.01	.00	1.18	1.16	1.14	1.14	5,956	515	492	.218	.000	.000	.06	.27	.27
OWNVIEW	493	2.77	2.73	2.75	2.73	.04	.01	.01	.00	.89	.89	.90	.89	5,966	18,513	239,910	.385	.699	.421	.04	.02	.04
OTHRVIEW	492	2.83	2.84	2.90	2.88	.04	.01	.01	.00	.85	.87	.86	.85	5,965	18,547	239,981	.706	.089	.208	-.02	-.08	-.06
CHNGVIEW	496	2.88	2.88	2.91	2.92	.04	.01	.01	.00	.83	.81	.84	.82	5,986	18,563	240,471	.959	.427	.296	.00	-.04	-.05
INTERN04	495	.48	.49	.49	.52	.02	.01	.00	.00	.50	.50	.50	.50	5,906	18,364	237,962	.646	.643	.080	-.02	-.02	-.08
VOLNTR04	494	.47	.66	.60	.60	.02	.01	.00	.00	.50	.47	.49	.49	577	520	495	.000	.000	.000	-.41	-.26	-.26
LRNCOM04	489	.24	.28	.28	.26	.02	.01	.00	.00	.43	.45	.45	.44	590	518	490	.040	.038	.158	-.09	-.09	-.06
RESRCH04	494	.11	.19	.17	.19	.01	.01	.00	.00	.31	.39	.37	.40	642	532	496	.000	.000	.000	-.21	-.16	-.21
FORLNG04	493	.18	.29	.38	.41	.02	.01	.00	.00	.38	.45	.49	.49	623	536	496	.000	.000	.000	-.24	-.41	-.46
STDABR04	493	.04	.11	.12	.15	.01	.00	.00	.00	.19	.31	.33	.36	769	581	500	.000	.000	.000	-.24	-.27	-.32
INDSTD04	489	.13	.13	.16	.17	.02	.00	.00	.00	.33	.34	.37	.38	5,894	522	490	.834	.012	.002	-.01	-.10	-.12
SNRX04	495	.19	.25	.35	.34	.02	.01	.00	.00	.39	.43	.48	.47	609	535	497	.001	.000	.000	-.14	-.33	-.31
ENVSTU	493	5.73	5.85	5.54	5.59	.06	.02	.01	.00	1.27	1.24	1.34	1.32	5,905	18,303	237,614	.039	.002	.019	-.10	.14	.11
ENVFAC	491	5.61	5.42	5.38	5.42	.06	.02	.01	.00	1.32	1.37	1.36	1.34	5,903	18,319	237,610	.004	.000	.002	.14	.17	.14
ENVADM	491	5.00	4.84	4.52	4.60	.07	.02	.01	.00	1.65	1.64	1.71	1.67	5,905	520	237,579	.040	.000	.000	.10	.28	.24
ACADPR01	494	4.03	4.24	4.15	4.23	.07	.02	.01	.00	1.60	1.82	1.73	1.75	617	526	496	.006	.114	.005	-.12	-.07	-.11
WORKON01	494	1.56	2.00	1.80	1.83	.07	.03	.01	.00	1.45	1.83	1.63	1.60	648	528	496	.000	.000	.000	-.24	-.15	-.17
WORKOF01	494	4.98	3.30	3.98	3.74	.14	.04	.02	.01	3.09	2.79	2.85	2.80	570	517	495	.000	.000	.000	.60	.35	.45
COCURR01	493	1.64	2.34	2.03	2.11	.06	.02	.01	.00	1.28	1.69	1.53	1.57	660	532	495	.000	.000	.000	-.42	-.25	-.30

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National Survey of Student Engagement

NSSE 2009 Detailed Statistics [a]

Texas A&M University - Commerce
Seniors

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	A&M Commerce	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009	Texas A&M System	Carnegie Class	NSSE 2009
SOCIAL05	489	3.15	3.48	3.50	3.53	.07	.02	.01	.00	1.44	1.48	1.54	1.54	586	519	490	.000	.000	.000	-.22	-.23	-.24
CAREDE01	488	4.35	2.53	2.58	2.47	.13	.03	.02	.00	2.95	2.47	2.40	2.34	551	505	488	.000	.000	.000	.72	.73	.80
COMMUTE	487	2.28	2.43	2.40	2.39	.05	.01	.01	.00	1.07	1.09	1.06	1.07	5,846	18,147	235,548	.004	.013	.018	-.13	-.11	-.11
ENVSCHOL	483	3.14	3.19	3.07	3.13	.03	.01	.01	.00	.77	.76	.80	.78	5,817	17,976	234,002	.197	.054	.713	-.06	.09	.02
ENVSUPRT	480	3.05	3.01	2.87	2.94	.04	.01	.01	.00	.85	.83	.87	.85	5,808	508	233,300	.341	.000	.003	.05	.21	.13
ENVDIVRS	485	2.60	2.60	2.55	2.55	.05	.01	.01	.00	1.02	1.01	1.00	1.00	5,801	17,909	233,112	.887	.224	.205	.01	.06	.06
ENVNACAD	483	1.99	2.13	1.95	2.00	.05	.01	.01	.00	1.00	.98	.94	.95	5,815	506	484	.002	.351	.851	-.15	.05	-.01
ENVSOCAL	483	2.20	2.37	2.17	2.23	.04	.01	.01	.00	.98	.99	.93	.94	5,791	506	232,546	.000	.521	.431	-.17	.03	-.04
ENVEVENT	477	2.43	2.77	2.56	2.63	.05	.01	.01	.00	1.00	1.00	.96	.97	5,790	17,842	232,905	.000	.007	.000	-.34	-.13	-.20
ENVCOMPT	483	3.45	3.48	3.47	3.47	.04	.01	.01	.00	.77	.72	.75	.74	562	17,934	233,723	.350	.664	.501	-.05	-.02	-.03
GNGENLED	475	3.34	3.32	3.21	3.25	.04	.01	.01	.00	.79	.76	.81	.80	5,714	17,699	230,818	.567	.001	.012	.03	.16	.11
GNWORK	475	3.30	3.17	3.05	3.06	.04	.01	.01	.00	.83	.89	.92	.92	5,729	17,713	231,057	.002	.000	.000	.15	.27	.25
GNWRITE	477	3.17	3.11	3.08	3.11	.04	.01	.01	.00	.86	.86	.87	.85	5,734	17,726	231,281	.189	.028	.121	.06	.10	.07
GNSPEAK	474	3.09	3.04	2.96	2.99	.04	.01	.01	.00	.93	.90	.91	.90	555	17,694	475	.315	.003	.024	.05	.14	.11
GNANALY	476	3.41	3.41	3.32	3.36	.03	.01	.01	.00	.76	.73	.78	.75	5,724	17,711	230,851	.916	.013	.239	-.01	.12	.05
GNQUANT	470	3.17	3.21	3.03	3.08	.04	.01	.01	.00	.86	.83	.90	.88	5,706	17,638	230,424	.310	.001	.027	-.05	.15	.10
GNCMPTS	476	3.29	3.29	3.20	3.21	.04	.01	.01	.00	.85	.81	.86	.85	555	17,741	231,285	.998	.028	.032	.00	.10	.10
GNOTHERS	473	3.26	3.28	3.15	3.16	.04	.01	.01	.00	.84	.81	.86	.85	5,723	17,728	231,242	.629	.008	.014	-.02	.12	.11
GNCITIZN	469	2.29	2.45	2.30	2.33	.05	.01	.01	.00	1.09	1.07	1.08	1.09	5,666	17,502	228,540	.002	.907	.385	-.15	-.01	-.04
GNINQ	471	3.14	3.15	3.01	3.05	.04	.01	.01	.00	.85	.84	.89	.88	5,665	17,457	228,329	.760	.002	.027	-.01	.15	.10
GNSELF	468	2.87	2.92	2.77	2.82	.05	.01	.01	.00	1.02	.98	1.01	1.00	548	17,469	227,874	.279	.042	.304	-.05	.10	.05
GNDIVERS	472	2.75	2.68	2.67	2.67	.05	.01	.01	.00	.99	.98	.99	.99	5,673	17,488	228,457	.154	.093	.063	.07	.08	.09
GNPROBSV	470	2.90	2.92	2.77	2.80	.04	.01	.01	.00	.96	.93	.95	.95	5,664	17,513	228,571	.600	.003	.027	-.03	.14	.10
GNETHICS	469	2.77	2.95	2.67	2.72	.05	.01	.01	.00	1.05	.99	1.04	1.03	547	17,502	228,570	.000	.038	.218	-.18	.10	.06
GNCOMMUN	473	2.41	2.70	2.47	2.49	.05	.01	.01	.00	1.05	1.02	1.01	1.02	5,684	17,512	228,549	.000	.286	.091	-.27	-.05	-.08
GNSPIRIT	473	2.02	2.17	1.92	1.96	.05	.02	.01	.00	1.13	1.12	1.08	1.09	5,679	17,522	228,603	.004	.065	.243	-.14	.09	.05
ADVISE	477	3.03	3.03	2.81	2.89	.04	.01	.01	.00	.91	.92	.96	.94	5,732	506	478	.995	.000	.001	.00	.23	.16
ENTIREXP	476	3.30	3.34	3.15	3.21	.03	.01	.01	.00	.71	.71	.75	.74	5,726	17,727	231,287	.148	.000	.018	-.07	.19	.11
SAMECOLL	477	3.31	3.39	3.13	3.20	.04	.01	.01	.00	.81	.80	.88	.85	5,731	17,738	231,311	.044	.000	.004	-.10	.21	.13

[a] All statistics are weighted by gender, enrollment status, and institutional size.
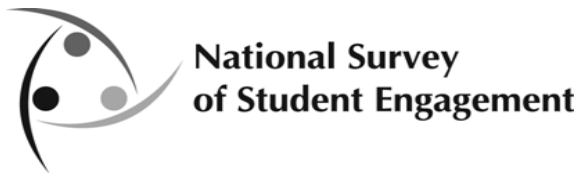
[b] The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean

[c] A measure of the average amount individual scores deviate from the mean of all the scores in the distribution

[d] Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption

[e] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

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Texas A&M System Consortium Questions

Refer to the Texas A&M System consortium codebook for response option values.

			A&M Commerce	A&M Commerce compared with Texas A&M System		
	Variable	Class	Mean	Mean	Sig [b]	Effect size [c]

1. To what extent do you agree with the following statements?

			A&M Commerce			
1a. Library staff are helpful in finding the resources I need.	TAM0901A	FY	3.16	3.18		-.04
		SR	3.11	3.20	**	-.14
1b. Administrative staff I interact with are knowledgeable about their area.	TAM0901B	FY	3.21	3.23		-.04
		SR	3.18	3.17		.01
1c. The admission process is easy to understand and complete.	TAM0901C	FY	2.96	3.11	*	-.21
		SR	3.10	3.13		-.04
1d. University communications convey information in a clear and effective manner.	TAM0901D	FY	3.04	3.13		-.14
		SR	3.03	3.07		-.06
1e. Information about academic requirements is easy to understand.	TAM0901E	FY	2.95	3.11	**	-.24
		SR	2.99	3.01		-.03
1f. The university's website is organized to promote easy access to information.	TAM0901F	FY	2.82	3.18	***	-.49
		SR	3.03	3.14	**	-.15
1g. Energy and professionalism are communicated by the university's website.	TAM0901G	FY	3.04	3.25	***	-.34
		SR	3.22	3.22		-.01
1h. The university catalog clearly states academic requirements.	TAM0901H	FY	2.95	3.21	***	-.37
		SR	3.17	3.18		-.01
1i. The student handbook provides the information I need.	TAM0901I	FY	2.97	3.13	**	-.28
		SR	3.07	3.07		.01
1j. Printed materials about the university I have seen accurately portrayed the institution.	TAM0901J	FY	2.95	3.19	***	-.40
		SR	3.09	3.15		-.09
1k. The time it takes me to register is reasonable.	TAM0901K	FY	3.10	3.14		-.07
		SR	3.33	3.22	**	.16

[a.] Weighted by gender, enrollment status, and institution size

[b.] * p<.05, ** p<.01, ***p<.001

[c.] Mean difference divided by the pooled s.d.

			A&M Commerce	A&M Commerce compared with Texas A&M System		
Texas A&M System Consortium Questions						
Refer to the Texas A&M System consortium codebook for response option values.	*Variable*	*Class*	*Mean*	*Mean*	*Sig* [b]	*Effect size* [c]
1l. My academic advisor is accessible.	TAM0901L	FY	3.14	3.21		-.11
		SR	3.12	3.14		-.02
1m. Offices are open during convenient hours.	TAM0901M	FY	3.04	3.12		-.13
		SR	3.13	3.11		.02
1n. I know how to make a complaint regarding student services.	TAM0901N	FY	2.50	2.59		-.10
		SR	2.66	2.49	***	.18
1o. I know how to make a complaint regarding academic issues.	TAM0901O	FY	2.57	2.61		-.05
		SR	2.71	2.57	**	.16
1p. I believe the institution will respond to my concerns.	TAM0901P	FY	2.80	2.90		-.13
		SR	2.94	2.77	***	.21
1q. The physical environment of the campus is well maintained.	TAM0901Q	FY	3.19	3.27		-.12
		SR	3.26	3.28		-.02
1r. Teaching facilities provide an appropriate learning environment.	TAM0901R	FY	3.16	3.25		-.14
		SR	3.23	3.21		.02
1s. Adequate computing resources are available.	TAM0901S	FY	3.17	3.41	***	-.39
		SR	3.24	3.29		-.07
1t. The library has the resources I need.	TAM0901T	FY	3.27	3.37	*	-.17
		SR	3.22	3.27		-.08

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[a.] Weighted by gender, enrollment status, and institution size

[b.] * p<.05, ** p<.01, ***p<.001

[c.] Mean difference divided by the pooled s.d.

National Survey of Student Engagement

First-Year Students

	N	Mean		Standard Error of the Mean [b]		Standard deviation [c]		DF [d]	Sig. [e]	Effect size [f]
	A&M Commerce	A&M Commerce	Texas A&M System	A&M Commerce	Texas A&M System	A&M Commerce	Texas A&M System	Texas A&M System	A&M Commerce compared with Texas A&M System	
TAM0901A	141	3.16	3.18	.05	.01	.61	.60	2968	.674	-.04
TAM0901B	143	3.21	3.23	.05	.01	.55	.59	2959	.655	-.04
TAM0901C	143	2.96	3.11	.06	.01	.71	.69	2961	.013	-.21
TAM0901D	143	3.04	3.13	.06	.01	.66	.68	2945	.093	-.14
TAM0901E	143	2.95	3.11	.06	.01	.73	.67	2966	.006	-.24
TAM0901F	142	2.82	3.18	.07	.01	.87	.74	151	.000	-.49
TAM0901G	143	3.04	3.25	.05	.01	.63	.63	156	.000	-.34
TAM0901H	142	2.95	3.21	.06	.01	.75	.70	153	.000	-.37
TAM0901I	141	2.97	3.13	.05	.01	.61	.58	2922	.001	-.28
TAM0901J	143	2.95	3.19	.06	.01	.68	.62	2940	.000	-.40
TAM0901K	143	3.10	3.14	.05	.01	.63	.67	2948	.410	-.07
TAM0901L	143	3.14	3.21	.06	.01	.76	.71	2940	.210	-.11
TAM0901M	142	3.04	3.12	.05	.01	.61	.67	158	.104	-.13
TAM0901N	143	2.50	2.59	.07	.02	.87	.91	2943	.239	-.10
TAM0901O	140	2.57	2.61	.07	.02	.78	.85	2920	.540	-.05
TAM0901P	140	2.80	2.90	.06	.01	.74	.76	2912	.120	-.13
TAM0901Q	140	3.19	3.27	.05	.01	.65	.66	2925	.152	-.12
TAM0901R	139	3.16	3.25	.05	.01	.56	.59	154	.090	-.14
TAM0901S	140	3.17	3.41	.05	.01	.65	.60	152	.000	-.39
TAM0901T	140	3.27	3.37	.05	.01	.61	.58	2921	.049	-.17

Seniors

	N	Mean		Standard Error of the Mean [b]		Standard deviation [c]		DF [d]	Sig. [e]	Effect size [f]
	A&M Commerce	A&M Commerce	Texas A&M System	A&M Commerce	Texas A&M System	A&M Commerce	Texas A&M System	Texas A&M System	A&M Commerce compared with Texas A&M System	
TAM0901A	431	3.11	3.20	.03	.01	.65	.64	5244	.004	-.14
TAM0901B	439	3.18	3.17	.03	.01	.67	.65	5287	.828	.01
TAM0901C	440	3.10	3.13	.03	.01	.72	.67	5297	.409	-.04
TAM0901D	439	3.03	3.07	.04	.01	.74	.70	5295	.229	-.06
TAM0901E	440	2.99	3.01	.04	.01	.79	.75	5313	.497	-.03
TAM0901F	441	3.03	3.14	.04	.01	.84	.74	5309	.004	-.15
TAM0901G	438	3.22	3.22	.03	.01	.64	.64	5301	.894	-.01
TAM0901H	440	3.17	3.18	.03	.01	.67	.72	535	.905	-.01
TAM0901I	433	3.07	3.07	.03	.01	.60	.66	532	.887	.01
TAM0901J	439	3.09	3.15	.03	.01	.63	.63	5260	.086	-.09
TAM0901K	443	3.33	3.22	.03	.01	.58	.69	5297	.001	.16
TAM0901L	440	3.12	3.14	.04	.01	.83	.85	5300	.619	-.02
TAM0901M	442	3.13	3.11	.03	.01	.70	.73	5280	.677	.02
TAM0901N	441	2.66	2.49	.04	.01	.92	.93	5282	.000	.18
TAM0901O	441	2.71	2.57	.04	.01	.87	.89	5281	.001	.16
TAM0901P	435	2.94	2.77	.04	.01	.79	.83	524	.000	.21
TAM0901Q	438	3.26	3.28	.03	.01	.59	.70	556	.584	-.02
TAM0901R	434	3.23	3.21	.03	.01	.58	.65	538	.637	.02
TAM0901S	433	3.24	3.29	.03	.01	.63	.74	545	.096	-.07
TAM0901T	430	3.22	3.27	.03	.01	.62	.68	526	.081	-.08

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[a.] All statistics are weighted by gender, enrollment status, and institutional size.

[b.] The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

[c.] A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

[d.] Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

[e.] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

[f.] Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

Texas A&M University - Commerce

National Survey
of Student Engagement

Frequency Distributions

August 2009

National Survey of Student Engagement

Interpreting the Frequency Distributions Report

Sample
The *Frequency Distributions* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

Variables
The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

Variable Names
The name of each variable appears in the first column for easy reference to your raw data file and the *Mean Comparisons* report.

Benchmark
Items that comprise the five "Benchmarks of Effective Educational Practice" are indicated by the following:
LAC=Level of Academic Challenge
ACL=Active and Collaborative Learning
SFI=Student-Faculty Interaction
EEE=Enriching Educational Experiences
SCE=Supportive Campus Environment

Weighting
Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm.

Class
Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.

Response Options
Response options listed just as they appear on the instrument.

Count
The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

Column Percentage (%)
This column represents the *weighted* percentage of students responding to the particular option in each question.

National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
NSSEville State University

				First-Year Students								Seniors							
				NSSEville State		Mid East Public		Carnegie Class		NSSE 2009		NSSEville State		Mid East Public		Carnegie Class		NSSE 2009	
	Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never		10	2%	1,003	5%	1,917	6%	6,351	4%	7	2%	602	3%	937	4%	3,773	2%
		Sometimes		158	31%	9,276	45%	14,476	42%	65,653	37%	96	19%	7,194	33%	9,772	33%	47,285	27%
		Often		191	38%	7,127	34%	12,442	34%	64,626	35%	169	31%	7,649	33%	10,741	32%	62,543	33%
		Very often		150	29%	3,377	16%	7,030	18%	44,696	24%	250	48%	7,570	31%	11,379	31%	78,261	38%
		Total		509	100%	20,783	100%	35,865	100%	181,326	100%	522	100%	23,015	100%	32,829	100%	191,862	100%
1b. Made a class presentation	CLPRESEN (ACL)	Never		57	11%	3,518	19%	5,573	18%	23,434	15%	7	1%	1,109	6%	1,545	6%	8,445	5%
		Sometimes		310	61%	11,820	56%	19,707	55%	96,070	52%	121	21%	8,839	41%	12,395	42%	61,770	34%
		Often		116	22%	4,398	20%	8,225	21%	46,873	25%	222	43%	8,362	34%	11,854	33%	72,438	36%
		Very often		26	5%	1,037	5%	2,274	6%	14,562	8%	172	35%	4,691	19%	7,007	19%	49,038	24%
		Total		509	100%	20,773	100%	35,779	100%	180,939	100%	522	100%	23,001	100%	32,801	100%	191,691	100%
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never		49	10%	3,263	18%	5,137	16%	23,636	13%	82	16%	4,379	20%	6,096	20%	31,065	16%
		Sometimes		152	29%	6,885	33%	11,440	32%	58,221	31%	240	47%	9,607	42%	13,342	41%	74,803	38%
		Often		187	39%	6,567	30%	11,717	32%	58,917	32%	120	22%	5,583	24%	8,216	24%	50,342	27%
		Very often		121	22%	4,072	19%	7,540	20%	40,343	23%	81	15%	3,423	14%	5,128	15%	35,502	18%
		Total		509	100%	20,787	100%	35,834	100%	181,117	100%	523	100%	22,992	100%	32,782	100%	191,712	100%
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never		5	1%	597	4%	894	3%	3,635	2%	2	0%	263	1%	339	1%	1,927	1%
		Sometimes		63	13%	5,196	26%	8,045	24%	36,672	21%	48	9%	3,381	16%	4,706	16%	23,178	13%
		Often		218	44%	9,614	45%	16,368	44%	82,244	45%	209	41%	9,613	41%	13,373	41%	74,885	40%
		Very often		222	42%	5,384	25%	10,532	28%	58,631	32%	262	50%	9,729	41%	14,375	42%	91,727	46%
		Total		508	100%	20,791	100%	35,839	100%	181,182	100%	521	100%	22,986	100%	32,793	100%	191,717	100%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	DIVCLASS	Never		21	4%	1,486	8%	2,468	8%	10,808	7%	29	6%	1,616	9%	2,411	9%	12,010	7%
		Sometimes		141	28%	7,408	35%	12,131	34%	57,446	32%	147	29%	7,895	35%	11,050	34%	59,116	31%
		Often		219	43%	7,953	37%	13,742	38%	70,683	38%	182	36%	7,873	33%	11,133	33%	66,426	34%
		Very often		127	24%	3,904	19%	7,456	21%	41,971	23%	161	29%	5,575	23%	8,138	24%	53,888	27%
		Total		508	100%	20,751	100%	35,797	100%	180,908	100%	519	100%	22,959	100%	32,732	100%	191,440	100%

National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	5	2%	102	9%	354	3%	4,503	3%	7	1%	55	3%	261	2%	2,963	2%
		Sometimes	59	30%	632	47%	4,053	37%	54,491	36%	82	16%	639	30%	3,248	25%	40,807	26%
		Often	71	38%	418	28%	3,768	34%	56,471	35%	168	33%	774	32%	4,280	32%	54,534	32%
		Very often	60	31%	262	16%	2,955	26%	43,422	26%	255	50%	897	35%	5,652	41%	75,351	41%
		Total	195	100%	1,414	100%	11,130	100%	158,887	100%	512	100%	2,365	100%	13,441	100%	173,655	100%
1b. Made a class presentation	CLPRESEN (ACL)	Never	31	17%	315	30%	1,781	16%	19,988	15%	35	7%	131	6%	860	6%	8,970	6%
		Sometimes	92	46%	622	44%	5,812	52%	83,902	52%	127	25%	685	35%	4,286	33%	56,266	34%
		Often	65	35%	340	19%	2,648	24%	41,552	25%	189	36%	848	35%	4,896	36%	64,419	36%
		Very often	6	3%	144	7%	905	8%	13,690	9%	171	32%	713	24%	3,461	24%	44,494	24%
		Total	194	100%	1,421	100%	11,146	100%	159,132	100%	522	100%	2,377	100%	13,503	100%	174,149	100%
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	27	14%	245	23%	1,282	12%	19,431	13%	57	11%	308	15%	2,172	17%	28,238	16%
		Sometimes	70	36%	389	30%	3,160	28%	48,618	30%	145	28%	830	37%	4,942	36%	66,143	38%
		Often	56	29%	423	28%	3,730	34%	51,601	33%	161	31%	704	28%	3,655	27%	46,352	27%
		Very often	43	21%	361	19%	2,944	26%	38,994	25%	158	30%	531	20%	2,690	19%	33,151	19%
		Total	196	100%	1,418	100%	11,116	100%	158,644	100%	521	100%	2,373	100%	13,459	100%	173,884	100%
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	4	2%	51	5%	239	2%	2,781	2%	4	1%	26	1%	165	1%	1,766	1%
		Sometimes	39	19%	356	30%	2,075	19%	29,981	20%	45	9%	307	15%	1,583	12%	19,972	13%
		Often	82	43%	556	38%	4,845	44%	70,445	44%	195	38%	920	39%	4,976	38%	64,592	38%
		Very often	71	36%	455	27%	4,016	35%	56,058	34%	279	53%	1,126	45%	6,771	49%	87,969	49%
		Total	196	100%	1,418	100%	11,175	100%	159,265	100%	523	100%	2,379	100%	13,495	100%	174,299	100%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	8	3%	157	14%	700	7%	9,288	7%	26	5%	213	11%	941	7%	11,473	8%
		Sometimes	43	22%	442	33%	3,315	30%	48,966	31%	115	23%	713	33%	3,838	29%	51,076	30%
		Often	88	46%	520	35%	4,338	39%	62,329	38%	173	33%	794	32%	4,636	34%	60,294	34%
		Very often	57	29%	295	18%	2,799	24%	38,396	24%	208	39%	655	24%	4,067	30%	51,158	28%
		Total	196	100%	1,414	100%	11,152	100%	158,979	100%	522	100%	2,375	100%	13,482	100%	174,001	100%
1f. Come to class without completing readings or assignments	CLUNPREP	Never	46	25%	297	19%	2,773	24%	38,477	23%	154	29%	436	17%	2,869	20%	34,875	19%
		Sometimes	105	53%	791	54%	6,318	57%	91,413	57%	295	57%	1,364	55%	7,663	57%	99,570	57%
		Often	29	15%	227	19%	1,419	13%	20,494	14%	53	10%	370	18%	2,010	15%	27,044	16%
		Very often	16	8%	100	9%	662	6%	8,754	6%	21	4%	200	10%	964	8%	12,620	8%
		Total	196	100%	1,415	100%	11,172	100%	159,138	100%	523	100%	2,370	100%	13,506	100%	174,109	100%
1g. Worked with other students on projects **during class**	CLASSGRP (ACL)	Never	29	15%	164	14%	1,322	11%	19,160	12%	57	11%	280	14%	1,460	10%	19,075	11%
		Sometimes	81	41%	591	44%	4,751	42%	68,999	43%	158	30%	876	40%	5,184	39%	70,614	40%
		Often	62	32%	460	29%	3,741	34%	52,276	33%	174	34%	747	29%	4,380	33%	54,811	31%
		Very often	24	12%	205	13%	1,360	12%	18,736	12%	134	25%	473	17%	2,469	18%	29,706	17%
		Total	196	100%	1,420	100%	11,174	100%	159,171	100%	523	100%	2,376	100%	13,493	100%	174,206	100%

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National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009		A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1h. Worked with classmates **outside of class** to prepare class assignments	OCCGRP (ACL)	Never	44	22%	137	9%	1,692	15%	19,527	14%	50	10%	146	6%	1,138	9%	13,127	8%
		Sometimes	72	36%	502	36%	4,771	43%	66,088	41%	175	33%	653	27%	4,301	33%	56,572	33%
		Often	57	30%	490	34%	3,306	30%	51,587	31%	190	37%	814	34%	4,589	34%	60,302	34%
		Very often	23	11%	297	20%	1,437	12%	22,454	14%	108	20%	770	34%	3,501	24%	44,661	25%
		Total	196	100%	1,426	100%	11,206	100%	159,656	100%	523	100%	2,383	100%	13,529	100%	174,662	100%
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	11	6%	97	8%	768	7%	9,314	7%	16	3%	81	3%	420	4%	5,019	3%
		Sometimes	76	40%	512	42%	4,113	39%	58,943	39%	131	26%	582	25%	3,508	27%	43,925	26%
		Often	68	38%	516	38%	4,005	38%	59,379	39%	207	41%	971	44%	5,528	42%	72,275	43%
		Very often	28	15%	192	13%	1,666	15%	23,752	15%	155	31%	663	28%	3,614	27%	47,980	28%
		Total	183	100%	1,317	100%	10,552	100%	151,388	100%	509	100%	2,297	100%	13,070	100%	169,199	100%
1j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	82	44%	594	42%	5,754	55%	78,788	52%	236	46%	947	38%	6,072	47%	74,327	44%
		Sometimes	75	40%	452	37%	3,234	30%	49,528	32%	180	36%	829	39%	4,445	34%	58,732	35%
		Often	16	10%	179	14%	1,118	11%	16,226	11%	55	11%	302	15%	1,477	11%	20,738	12%
		Very often	11	6%	103	7%	492	5%	7,360	5%	37	7%	220	9%	1,120	8%	15,922	9%
		Total	184	100%	1,328	100%	10,598	100%	151,902	100%	508	100%	2,298	100%	13,114	100%	169,719	100%
1k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	112	60%	702	55%	6,143	59%	89,393	61%	307	61%	1,158	53%	6,397	49%	85,660	53%
		Sometimes	52	29%	376	28%	2,727	26%	40,312	25%	140	28%	704	31%	4,108	32%	52,193	30%
		Often	14	8%	164	12%	1,149	11%	14,882	9%	35	7%	262	10%	1,604	12%	19,548	11%
		Very often	5	3%	78	6%	515	5%	6,552	4%	23	4%	165	6%	972	7%	11,777	6%
		Total	183	100%	1,320	100%	10,534	100%	151,139	100%	505	100%	2,289	100%	13,081	100%	169,178	100%
1l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	37	20%	224	15%	1,627	15%	23,770	16%	41	9%	232	10%	1,277	10%	17,986	11%
		Sometimes	56	29%	373	30%	3,247	31%	46,774	31%	138	27%	561	25%	3,446	27%	46,267	27%
		Often	54	30%	375	28%	2,909	28%	42,694	28%	121	23%	638	29%	3,533	27%	46,470	28%
		Very often	37	20%	357	27%	2,806	26%	38,715	26%	210	41%	867	36%	4,876	36%	59,159	35%
		Total	184	100%	1,329	100%	10,589	100%	151,953	100%	510	100%	2,298	100%	13,132	100%	169,882	100%
1m. Used e-mail to communicate with an instructor	EMAIL	Never	2	1%	28	3%	130	2%	1,667	2%	3	1%	15	1%	75	1%	756	1%
		Sometimes	43	24%	364	29%	2,026	20%	28,485	21%	64	13%	292	14%	1,507	12%	18,957	13%
		Often	59	32%	467	36%	3,787	36%	55,085	36%	147	29%	715	33%	3,788	30%	50,685	31%
		Very often	80	43%	470	33%	4,642	42%	66,602	41%	295	58%	1,268	53%	7,742	57%	99,353	56%
		Total	184	100%	1,329	100%	10,585	100%	151,839	100%	509	100%	2,290	100%	13,112	100%	169,751	100%
1n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	11	6%	93	8%	785	8%	10,196	7%	11	2%	75	4%	479	4%	6,585	4%
		Sometimes	68	37%	563	45%	4,207	40%	60,482	41%	184	36%	769	36%	4,531	35%	57,654	35%
		Often	70	39%	403	29%	3,422	32%	50,858	33%	127	25%	777	33%	4,413	34%	58,011	34%
		Very often	36	18%	271	18%	2,178	20%	30,219	19%	188	36%	672	28%	3,688	27%	47,450	27%
		Total	185	100%	1,330	100%	10,592	100%	151,755	100%	510	100%	2,293	100%	13,111	100%	169,700	100%

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National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | Variable | Response Options | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1o. Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	44	25%	283	22%	2,314	23%	32,015	23%	81	16%	380	18%	2,328	19%	26,013	17%
		Sometimes	77	39%	580	45%	4,828	45%	69,223	45%	196	39%	880	39%	5,301	41%	67,662	41%
		Often	46	27%	291	22%	2,297	21%	34,640	22%	123	24%	631	26%	3,230	24%	44,801	25%
		Very often	18	10%	170	10%	1,135	10%	15,896	10%	108	21%	407	16%	2,255	16%	31,227	17%
		Total	185	100%	1,324	100%	10,574	100%	151,774	100%	508	100%	2,298	100%	13,114	100%	169,703	100%
1p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	75	39%	557	45%	4,539	42%	59,774	40%	159	31%	699	32%	4,022	31%	46,889	29%
		Sometimes	68	37%	474	35%	3,817	36%	59,563	38%	205	41%	936	42%	5,389	41%	73,693	43%
		Often	30	17%	207	15%	1,544	15%	22,645	15%	78	16%	413	16%	2,367	18%	31,693	18%
		Very often	12	7%	90	6%	697	7%	9,987	7%	61	12%	250	10%	1,341	10%	17,609	10%
		Total	185	100%	1,328	100%	10,597	100%	151,969	100%	503	100%	2,298	100%	13,119	100%	169,884	100%
1q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	9	5%	146	14%	717	7%	9,128	7%	9	2%	124	6%	569	5%	6,604	5%
		Sometimes	64	35%	488	41%	3,640	35%	51,016	35%	122	25%	703	33%	3,823	31%	47,838	31%
		Often	75	41%	458	33%	4,137	40%	62,128	40%	235	47%	969	42%	5,749	44%	76,096	44%
		Very often	34	18%	197	13%	1,890	17%	27,137	17%	136	26%	481	19%	2,817	21%	37,607	21%
		Total	182	100%	1,289	100%	10,384	100%	149,409	100%	502	100%	2,277	100%	12,958	100%	168,145	100%
1r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	12	7%	75	7%	623	7%	9,592	7%	16	3%	111	6%	685	6%	9,652	6%
		Sometimes	61	33%	421	35%	3,629	36%	53,314	36%	125	25%	697	33%	4,272	34%	56,268	34%
		Often	73	41%	495	37%	4,086	39%	58,676	39%	211	42%	935	40%	5,018	38%	65,444	39%
		Very often	37	20%	302	21%	2,047	19%	27,820	18%	154	30%	538	21%	2,992	22%	36,840	21%
		Total	183	100%	1,293	100%	10,385	100%	149,402	100%	506	100%	2,281	100%	12,967	100%	168,204	100%
1s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	93	50%	659	55%	5,870	57%	81,761	57%	285	57%	1,058	46%	6,172	49%	75,410	48%
		Sometimes	50	27%	365	27%	2,752	27%	42,928	27%	127	26%	695	32%	3,935	30%	52,859	30%
		Often	29	17%	197	14%	1,206	12%	17,200	11%	56	11%	323	14%	1,730	13%	24,543	14%
		Very often	11	6%	69	5%	525	5%	7,139	5%	32	6%	197	8%	1,101	8%	15,064	8%
		Total	183	100%	1,290	100%	10,353	100%	149,028	100%	500	100%	2,273	100%	12,938	100%	167,876	100%
1t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	20	11%	67	5%	666	7%	8,166	6%	18	4%	72	3%	490	4%	5,904	4%
		Sometimes	63	35%	451	36%	3,663	36%	51,405	35%	135	27%	641	30%	3,973	31%	50,197	30%
		Often	59	32%	467	37%	3,644	35%	54,728	36%	172	34%	870	38%	4,728	36%	63,463	38%
		Very often	41	22%	303	23%	2,399	22%	35,053	23%	182	36%	693	29%	3,784	29%	48,656	28%
		Total	183	100%	1,288	100%	10,372	100%	149,352	100%	507	100%	2,276	100%	12,975	100%	168,220	100%
1u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	21	11%	241	17%	1,568	16%	21,994	15%	62	13%	312	12%	1,451	12%	20,221	12%
		Sometimes	50	27%	412	31%	3,217	31%	48,745	32%	146	29%	768	33%	4,157	32%	56,370	33%
		Often	58	32%	356	28%	2,865	28%	40,838	27%	144	29%	615	27%	3,675	28%	46,919	28%
		Very often	54	30%	283	23%	2,752	26%	37,951	25%	150	30%	586	27%	3,687	28%	44,829	27%
		Total	183	100%	1,292	100%	10,402	100%	149,528	100%	502	100%	2,281	100%	12,970	100%	168,339	100%

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Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009		A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	14	7%	184	13%	1,172	12%	15,933	11%	55	11%	300	11%	1,268	10%	15,760	10%
		Sometimes	67	37%	427	33%	3,291	32%	48,270	32%	164	32%	732	32%	4,314	34%	55,613	33%
		Often	48	27%	369	29%	3,049	30%	44,540	29%	142	28%	648	29%	3,739	29%	50,462	30%
		Very often	54	29%	312	25%	2,885	27%	40,900	27%	142	28%	598	28%	3,656	27%	46,561	28%
		Total	183	100%	1,292	100%	10,397	100%	149,643	100%	503	100%	2,278	100%	12,977	100%	168,396	100%
2a. Coursework emphasizes: **Memorizing** facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	14	7%	57	4%	514	5%	7,681	5%	48	9%	184	8%	1,123	9%	15,015	9%
		Some	54	30%	311	24%	2,483	25%	37,882	25%	166	33%	681	30%	3,678	29%	50,611	30%
		Quite a bit	69	41%	510	40%	4,208	41%	60,956	41%	170	34%	834	37%	4,780	37%	61,153	37%
		Very much	42	23%	397	31%	3,107	29%	41,946	28%	119	24%	563	25%	3,316	25%	40,638	25%
		Total	179	100%	1,275	100%	10,312	100%	148,465	100%	503	100%	2,262	100%	12,897	100%	167,417	100%
2b. Coursework emphasizes: **Analyzing** the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	4	2%	37	3%	243	3%	2,810	2%	11	2%	28	2%	224	2%	2,143	1%
		Some	37	20%	251	19%	1,877	19%	25,197	18%	77	15%	314	13%	1,688	14%	21,097	13%
		Quite a bit	78	44%	552	45%	4,522	44%	65,397	44%	230	46%	966	43%	5,336	42%	68,830	41%
		Very much	59	34%	433	34%	3,641	34%	54,618	36%	182	37%	952	42%	5,614	42%	74,981	44%
		Total	178	100%	1,273	100%	10,283	100%	148,022	100%	500	100%	2,260	100%	12,862	100%	167,051	100%
2c. Coursework emphasizes: **Synthesizing** and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	6	3%	65	5%	436	4%	5,875	4%	17	3%	75	4%	492	4%	5,117	3%
		Some	54	30%	330	27%	2,728	27%	37,626	26%	95	19%	444	20%	2,720	22%	33,283	21%
		Quite a bit	69	39%	517	42%	4,208	41%	62,461	42%	204	41%	925	42%	5,068	40%	67,173	40%
		Very much	48	27%	355	26%	2,884	27%	41,833	28%	187	37%	810	34%	4,561	34%	61,301	36%
		Total	177	100%	1,267	100%	10,256	100%	147,795	100%	503	100%	2,254	100%	12,841	100%	166,874	100%
2d. Coursework emphasizes: **Making judgments** about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	13	8%	76	6%	532	6%	6,725	5%	19	4%	103	5%	632	5%	7,042	5%
		Some	40	22%	325	27%	2,533	25%	36,841	25%	106	21%	456	22%	2,699	21%	35,033	22%
		Quite a bit	75	42%	494	39%	4,247	42%	62,740	42%	191	38%	931	41%	5,085	40%	66,395	39%
		Very much	51	28%	374	28%	2,978	28%	41,762	28%	186	37%	766	32%	4,456	33%	58,583	34%
		Total	179	100%	1,269	100%	10,290	100%	148,068	100%	502	100%	2,256	100%	12,872	100%	167,053	100%
2e. Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	9	5%	56	5%	388	4%	4,908	4%	12	3%	55	3%	359	3%	4,007	3%
		Some	46	25%	278	22%	2,186	22%	30,264	21%	76	15%	342	15%	1,979	17%	25,314	16%
		Quite a bit	64	37%	467	35%	3,990	39%	59,079	39%	196	39%	866	38%	4,573	36%	60,085	36%
		Very much	59	33%	473	39%	3,739	35%	54,097	36%	219	43%	1,002	44%	5,990	44%	77,997	45%
		Total	178	100%	1,274	100%	10,303	100%	148,348	100%	503	100%	2,265	100%	12,901	100%	167,403	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	1	1%	19	1%	143	1%	1,775	1%	12	3%	45	2%	260	2%	2,820	2%
		1-4	36	20%	346	26%	2,144	22%	28,172	21%	179	36%	806	36%	3,525	28%	42,016	27%
		5-10	82	48%	531	42%	4,216	41%	59,241	40%	170	34%	759	34%	4,745	36%	61,311	37%
		11-20	44	24%	255	22%	2,450	23%	38,277	24%	78	15%	350	16%	2,482	19%	35,138	20%
		More than 20	15	8%	116	9%	1,349	12%	20,658	13%	63	12%	311	12%	1,858	15%	25,755	15%
		Total	178	100%	1,267	100%	10,302	100%	148,123	100%	502	100%	2,271	100%	12,870	100%	167,040	100%

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	44	26%	310	25%	2,511	25%	35,931	25%	107	21%	490	22%	2,628	21%	33,871	21%
		1-4	86	48%	686	54%	5,364	52%	78,457	52%	259	51%	1,197	53%	6,705	51%	88,139	53%
		5-10	34	18%	174	14%	1,616	15%	22,592	15%	81	16%	365	16%	2,227	18%	28,541	17%
		11-20	8	5%	54	4%	430	4%	6,025	4%	24	5%	126	6%	721	6%	8,879	5%
		More than 20	6	3%	46	3%	359	3%	5,039	3%	34	6%	96	4%	581	5%	7,568	5%
		Total	178	100%	1,270	100%	10,280	100%	148,044	100%	505	100%	2,274	100%	12,862	100%	166,998	100%
3c. Number of written papers or reports of **20 pages or more**	WRITEMOR (LAC)	None	140	79%	1,011	84%	8,171	79%	120,236	80%	314	61%	1,232	54%	6,244	50%	81,016	50%
		1-4	24	14%	164	10%	1,431	14%	19,293	14%	142	28%	804	36%	5,206	40%	69,646	40%
		5-10	5	3%	49	4%	386	4%	4,878	4%	30	6%	153	7%	970	7%	11,011	7%
		11-20	4	2%	25	2%	163	2%	1,998	2%	12	2%	40	2%	242	2%	2,894	2%
		More than 20	3	2%	18	1%	117	1%	1,450	1%	8	2%	38	2%	194	1%	2,396	1%
		Total	176	100%	1,267	100%	10,268	100%	147,855	100%	506	100%	2,267	100%	12,856	100%	166,963	100%
3d. Number of written papers or reports **between 5 and 19 pages**	WRITEMID (LAC)	None	32	17%	348	32%	1,236	12%	18,075	14%	106	20%	330	15%	1,253	10%	14,521	10%
		1-4	93	53%	668	53%	5,556	54%	78,204	53%	244	48%	1,126	51%	5,708	45%	71,926	44%
		5-10	36	20%	177	11%	2,670	25%	39,667	26%	101	21%	551	24%	3,905	29%	53,433	31%
		11-20	11	6%	51	3%	636	6%	9,565	6%	33	7%	193	8%	1,434	11%	19,600	11%
		More than 20	5	3%	22	2%	162	2%	2,234	2%	17	3%	67	3%	536	4%	7,290	4%
		Total	177	100%	1,266	100%	10,260	100%	147,745	100%	501	100%	2,267	100%	12,836	100%	166,770	100%
3e. Number of written papers or reports of **fewer than 5 pages**	WRITESML (LAC)	None	6	3%	43	4%	289	3%	3,686	3%	29	6%	176	7%	809	6%	9,378	6%
		1-4	54	31%	556	47%	3,152	30%	43,154	32%	192	38%	902	40%	4,433	35%	54,420	34%
		5-10	46	27%	412	30%	3,592	35%	51,572	34%	134	27%	579	26%	3,442	27%	47,087	28%
		11-20	51	28%	167	12%	2,109	20%	32,324	20%	83	17%	357	16%	2,247	17%	31,287	18%
		More than 20	20	11%	93	7%	1,132	11%	17,254	11%	62	12%	252	11%	1,920	15%	24,803	14%
		Total	177	100%	1,271	100%	10,274	100%	147,990	100%	500	100%	2,266	100%	12,851	100%	166,975	100%
4a. Number of problem sets that take you **more** than an hour to complete	PROBSETA	None	20	11%	140	11%	1,327	13%	18,066	12%	53	10%	370	18%	2,250	18%	32,835	19%
		1-2	54	31%	448	36%	3,765	37%	52,893	36%	177	35%	736	32%	4,191	33%	53,427	32%
		3-4	62	36%	379	30%	3,192	31%	47,454	32%	163	33%	659	29%	3,715	29%	46,427	28%
		5-6	18	10%	143	10%	1,017	10%	15,232	10%	46	10%	224	9%	1,214	9%	15,374	9%
		More than 6	23	12%	157	13%	944	9%	13,911	10%	64	13%	273	12%	1,424	11%	18,131	11%
		Total	177	100%	1,267	100%	10,245	100%	147,556	100%	503	100%	2,262	100%	12,794	100%	166,194	100%
4b. Number of problem sets that take you **less** than an hour to complete	PROBSETB	None	20	11%	164	14%	1,134	11%	19,473	13%	103	21%	582	28%	3,228	26%	46,386	28%
		1-2	66	37%	470	37%	3,632	35%	52,931	36%	200	40%	860	37%	4,625	36%	59,185	36%
		3-4	38	23%	308	22%	2,857	28%	39,252	26%	99	20%	435	18%	2,626	20%	32,998	20%
		5-6	13	7%	137	10%	1,217	12%	16,842	11%	40	8%	152	7%	1,043	8%	12,500	7%
		More than 6	40	22%	191	16%	1,421	15%	19,093	13%	57	11%	232	10%	1,268	10%	14,975	9%
		Total	177	100%	1,270	100%	10,261	100%	147,591	100%	499	100%	2,261	100%	12,790	100%	166,044	100%

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National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1 Very little	1	1%	6	1%	73	1%	851	1%	5	1%	21	1%	157	1%	1,763	1%
		2	1	0%	14	1%	114	1%	1,567	1%	6	1%	34	1%	222	2%	2,601	2%
		3	9	5%	40	3%	362	4%	4,832	4%	19	4%	66	3%	479	4%	6,083	4%
		4	17	10%	146	10%	1,355	14%	17,057	12%	49	10%	221	9%	1,492	12%	18,341	11%
		5	52	31%	350	25%	3,179	31%	45,052	30%	106	21%	590	28%	3,564	28%	47,322	28%
		6	62	35%	434	37%	3,453	33%	52,163	34%	176	35%	765	34%	4,216	32%	56,588	33%
		7 Very much	33	17%	281	24%	1,735	16%	26,519	18%	142	27%	565	23%	2,717	20%	34,141	20%
		Total	175	100%	1,271	100%	10,271	100%	148,041	100%	503	100%	2,262	100%	12,847	100%	166,839	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	42	24%	284	25%	2,435	24%	31,103	24%	191	39%	779	33%	3,902	31%	46,372	30%
		Sometimes	73	42%	569	46%	4,581	46%	67,572	46%	207	42%	1,010	48%	5,737	45%	75,641	46%
		Often	37	21%	236	19%	1,891	18%	30,019	19%	62	12%	296	13%	1,848	14%	26,420	15%
		Very often	23	13%	156	11%	1,220	12%	17,706	11%	32	7%	162	6%	1,228	10%	17,111	10%
		Total	175	100%	1,245	100%	10,127	100%	146,400	100%	492	100%	2,247	100%	12,715	100%	165,544	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	24	15%	117	6%	1,182	12%	16,541	13%	96	19%	342	12%	1,686	14%	20,866	13%
		Sometimes	55	30%	345	25%	2,921	29%	39,667	27%	194	38%	784	32%	4,183	33%	51,865	32%
		Often	40	22%	372	32%	2,703	27%	37,544	26%	114	24%	523	25%	3,100	24%	40,050	24%
		Very often	56	33%	413	36%	3,315	32%	52,567	34%	89	19%	594	32%	3,746	29%	52,685	31%
		Total	175	100%	1,247	100%	10,121	100%	146,319	100%	493	100%	2,243	100%	12,715	100%	165,466	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	Never	66	37%	371	26%	4,193	43%	58,185	41%	141	29%	707	30%	4,540	39%	60,956	39%
		Sometimes	54	33%	351	27%	2,669	27%	39,575	27%	121	25%	615	27%	3,455	27%	46,427	28%
		Often	21	12%	242	21%	1,530	15%	22,115	15%	88	18%	389	18%	1,922	14%	24,450	14%
		Very often	33	18%	284	26%	1,711	15%	26,233	17%	141	28%	529	25%	2,769	19%	33,446	20%
		Total	174	100%	1,248	100%	10,103	100%	146,108	100%	491	100%	2,240	100%	12,686	100%	165,279	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	15	8%	126	9%	1,058	11%	13,226	10%	35	7%	201	8%	976	8%	11,769	8%
		Sometimes	60	35%	458	38%	3,676	37%	54,177	37%	161	32%	753	32%	4,121	32%	55,291	34%
		Often	60	33%	413	33%	3,517	35%	51,452	35%	182	37%	820	38%	4,637	36%	61,187	37%
		Very often	40	23%	244	21%	1,855	18%	27,157	19%	115	23%	466	22%	2,945	23%	36,979	22%
		Total	175	100%	1,241	100%	10,106	100%	146,012	100%	493	100%	2,240	100%	12,679	100%	165,226	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	6	4%	84	7%	597	6%	7,513	6%	23	5%	129	5%	600	5%	7,010	5%
		Sometimes	49	28%	366	31%	3,164	32%	46,619	32%	156	32%	682	31%	3,521	28%	48,009	29%
		Often	72	40%	468	38%	3,879	38%	57,483	39%	191	39%	870	37%	5,075	40%	66,227	40%
		Very often	48	28%	319	25%	2,479	24%	34,547	24%	122	24%	560	26%	3,509	27%	44,084	26%
		Total	175	100%	1,237	100%	10,119	100%	146,162	100%	492	100%	2,241	100%	12,705	100%	165,330	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	2	2%	46	4%	406	4%	4,927	4%	14	3%	63	3%	401	4%	4,445	3%
		Sometimes	50	28%	377	31%	3,011	31%	43,739	31%	157	32%	701	32%	3,675	29%	47,214	29%
		Often	78	45%	485	40%	3,993	39%	59,048	40%	193	39%	902	40%	5,072	40%	67,804	41%
		Very often	45	25%	336	26%	2,731	26%	38,740	26%	132	26%	582	25%	3,571	28%	46,206	27%
		Total	175	100%	1,244	100%	10,141	100%	146,454	100%	496	100%	2,248	100%	12,719	100%	165,669	100%

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NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	22	13%	141	11%	1,247	13%	18,081	13%	41	9%	211	9%	1,021	8%	12,305	8%
		Do not plan to do	10	6%	52	4%	437	5%	5,863	5%	63	13%	370	18%	1,883	15%	24,489	15%
		Plan to do	123	70%	931	78%	7,548	75%	109,427	74%	149	30%	576	24%	3,286	27%	35,839	24%
		Done	16	10%	96	8%	739	8%	11,048	8%	242	48%	1,065	49%	6,398	49%	91,526	52%
		Total	171	100%	1,220	100%	9,971	100%	144,419	100%	495	100%	2,222	100%	12,588	100%	164,159	100%
7b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	23	14%	80	6%	1,241	13%	17,322	13%	65	13%	234	8%	1,061	9%	14,582	10%
		Do not plan to do	13	9%	56	5%	559	6%	7,986	7%	97	20%	281	12%	1,796	15%	22,977	15%
		Plan to do	74	43%	432	33%	4,014	41%	58,417	41%	99	20%	370	14%	2,043	17%	23,862	15%
		Done	59	34%	645	56%	4,141	40%	60,259	39%	233	47%	1,339	66%	7,654	60%	102,134	60%
		Total	169	100%	1,213	100%	9,955	100%	143,984	100%	494	100%	2,224	100%	12,554	100%	163,555	100%
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	49	28%	265	25%	3,227	32%	48,158	32%	98	20%	367	14%	1,838	15%	23,759	15%
		Do not plan to do	42	25%	233	25%	2,271	23%	34,517	25%	217	45%	988	49%	5,877	47%	80,422	50%
		Plan to do	40	24%	318	23%	2,764	28%	36,566	26%	56	11%	235	9%	1,236	10%	13,868	9%
		Done	38	23%	390	27%	1,668	17%	24,432	18%	118	24%	621	28%	3,560	28%	45,078	26%
		Total	169	100%	1,206	100%	9,930	100%	143,673	100%	489	100%	2,211	100%	12,511	100%	163,127	100%
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	52	29%	414	35%	3,835	38%	56,061	38%	112	23%	439	17%	2,328	18%	27,469	17%
		Do not plan to do	44	26%	294	25%	2,475	24%	33,041	23%	282	57%	1,100	51%	6,340	50%	83,329	50%
		Plan to do	60	36%	414	33%	3,112	32%	47,908	33%	47	9%	316	13%	1,740	15%	19,969	13%
		Done	14	9%	100	7%	541	6%	7,160	5%	53	11%	372	19%	2,159	17%	33,091	19%
		Total	170	100%	1,222	100%	9,963	100%	144,170	100%	494	100%	2,227	100%	12,567	100%	163,858	100%
7e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	52	31%	259	21%	1,873	19%	26,586	19%	70	14%	293	11%	1,170	9%	14,084	9%
		Do not plan to do	64	38%	365	33%	2,771	28%	36,944	26%	273	56%	1,045	50%	5,371	44%	66,610	41%
		Plan to do	47	27%	451	34%	3,365	34%	47,442	34%	58	12%	269	10%	1,121	9%	14,215	9%
		Done	7	4%	145	12%	1,976	19%	33,394	22%	92	18%	615	29%	4,911	38%	69,143	41%
		Total	170	100%	1,220	100%	9,985	100%	144,366	100%	493	100%	2,222	100%	12,573	100%	164,052	100%
7f. Study abroad	STDABR04 (EEE)	Have not decided	58	33%	326	28%	2,903	30%	40,675	29%	95	19%	359	13%	1,794	15%	20,787	14%
		Do not plan to do	63	36%	289	22%	2,594	27%	35,349	26%	335	68%	1,436	67%	7,951	64%	101,197	62%
		Plan to do	46	29%	536	46%	4,146	40%	64,125	42%	45	9%	235	9%	1,108	9%	13,250	9%
		Done	3	2%	66	4%	305	3%	3,865	3%	18	4%	187	11%	1,687	12%	28,234	15%
		Total	170	100%	1,217	100%	9,948	100%	144,014	100%	493	100%	2,217	100%	12,540	100%	163,468	100%
7g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	58	34%	380	31%	3,285	33%	49,016	34%	95	19%	367	14%	1,778	14%	20,359	13%
		Do not plan to do	80	46%	512	48%	4,557	45%	65,397	45%	274	56%	1,282	63%	7,403	59%	97,761	60%
		Plan to do	26	16%	221	15%	1,702	18%	24,422	17%	60	13%	257	9%	1,257	11%	14,428	10%
		Done	6	4%	101	6%	382	4%	4,981	4%	60	13%	306	13%	2,092	16%	30,742	17%
		Total	170	100%	1,214	100%	9,926	100%	143,816	100%	489	100%	2,212	100%	12,530	100%	163,290	100%

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National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009		A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	62	35%	474	41%	3,607	36%	53,114	38%	99	20%	347	13%	1,479	11%	16,830	11%
		Do not plan to do	18	11%	169	15%	1,101	11%	15,392	12%	141	29%	622	33%	2,832	21%	36,981	24%
		Plan to do	89	54%	538	41%	5,064	50%	73,096	48%	161	32%	727	29%	4,032	33%	49,830	31%
		Done	1	0%	37	3%	212	2%	2,764	2%	94	19%	525	25%	4,225	35%	60,449	34%
		Total	170	100%	1,218	100%	9,984	100%	144,366	100%	495	100%	2,221	100%	12,568	100%	164,090	100%
8a. Quality of relationships with **other students**	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	2	1%	10	1%	115	1%	1,537	1%	3	1%	12	1%	123	1%	1,413	1%
		2	2	1%	19	1%	267	3%	3,389	3%	7	1%	28	1%	259	2%	3,336	2%
		3	10	5%	56	5%	575	6%	7,036	5%	15	3%	71	3%	500	4%	6,484	4%
		4	27	16%	139	10%	1,313	13%	17,214	13%	54	11%	192	8%	1,407	12%	17,127	11%
		5	37	23%	255	20%	2,158	22%	30,238	22%	97	20%	404	18%	2,624	21%	33,396	21%
		6	52	31%	365	31%	2,987	30%	45,540	31%	143	29%	665	31%	3,988	32%	52,784	32%
		7 Friendly, Supportive, Sense of belonging	41	24%	373	32%	2,555	24%	39,181	26%	174	34%	845	38%	3,646	27%	49,392	29%
		Total	171	100%	1,217	100%	9,970	100%	144,135	100%	493	100%	2,217	100%	12,547	100%	163,932	100%
8b. Quality of relationships with **faculty members**	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	0	0%	13	1%	105	1%	1,179	1%	4	1%	22	1%	139	1%	1,546	1%
		2	6	4%	48	4%	251	3%	3,071	3%	8	2%	63	3%	293	3%	3,590	3%
		3	14	9%	73	6%	664	7%	7,978	6%	22	5%	101	5%	649	5%	7,253	5%
		4	26	15%	233	19%	1,799	18%	22,891	17%	60	12%	255	12%	1,610	13%	19,463	13%
		5	33	19%	326	29%	2,769	28%	39,160	27%	101	21%	477	24%	2,969	24%	37,902	24%
		6	64	38%	317	26%	2,783	28%	43,960	29%	146	30%	686	31%	4,034	32%	53,840	32%
		7 Available, Helpful, Sympathetic	28	16%	213	15%	1,596	16%	25,911	17%	150	30%	613	24%	2,866	22%	40,326	23%
		Total	171	100%	1,223	100%	9,967	100%	144,150	100%	491	100%	2,217	100%	12,560	100%	163,920	100%
8c. Quality of relationships with **administrative personnel and offices**	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	1	0%	40	3%	331	4%	3,880	3%	17	4%	79	4%	736	7%	7,801	5%
		2	12	7%	75	6%	619	6%	7,410	6%	22	5%	144	7%	1,001	8%	11,999	8%
		3	15	9%	122	10%	1,093	11%	13,781	10%	45	9%	205	9%	1,300	11%	17,374	11%
		4	38	23%	278	23%	2,364	24%	32,406	23%	99	20%	410	19%	2,635	21%	33,551	21%
		5	41	24%	258	22%	2,390	24%	34,942	24%	95	20%	452	21%	2,656	21%	36,176	22%
		6	38	21%	266	23%	1,948	20%	31,646	21%	92	19%	494	23%	2,476	19%	33,048	20%
		7 Helpful, Considerate, Flexible	24	15%	183	13%	1,229	12%	19,982	13%	121	24%	434	17%	1,751	13%	23,953	14%
		Total	169	100%	1,222	100%	9,974	100%	144,047	100%	491	100%	2,218	100%	12,555	100%	163,902	100%

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hrs/wk	1	0%	7	1%	47	1%	638	1%	1	0%	15	1%	62	1%	611	0%
		1-5 hrs/wk	31	19%	169	11%	1,489	16%	19,215	15%	82	16%	406	17%	2,029	17%	24,721	16%
		6-10 hrs/wk	40	22%	266	20%	2,588	26%	33,930	24%	141	29%	548	24%	3,150	26%	39,236	25%
		11-15 hrs/wk	30	17%	281	23%	2,255	23%	32,157	22%	94	19%	438	20%	2,513	20%	33,150	20%
		16-20 hrs/wk	34	21%	199	17%	1,696	17%	26,409	18%	93	19%	335	16%	2,005	16%	27,595	16%
		21-25 hrs/wk	14	9%	130	13%	953	9%	15,742	10%	42	9%	170	8%	1,186	10%	16,402	10%
		26-30 hrs/wk	7	4%	68	6%	449	4%	8,071	5%	20	4%	115	5%	692	5%	9,688	6%
		30+ hrs/wk	12	7%	91	9%	419	4%	7,032	5%	21	4%	172	9%	846	6%	11,662	7%
		Total	169	100%	1,211	100%	9,896	100%	143,194	100%	494	100%	2,199	100%	12,483	100%	163,065	100%
9b. Working for pay **on campus**	WORKON01	0 hrs/wk	132	77%	1,013	85%	7,972	81%	111,090	80%	414	84%	1,675	73%	9,353	76%	114,672	73%
		1-5 hrs/wk	3	2%	27	2%	319	3%	6,828	4%	9	2%	36	2%	418	3%	8,413	4%
		6-10 hrs/wk	3	2%	21	2%	587	5%	12,325	7%	16	4%	74	4%	765	6%	14,787	7%
		11-15 hrs/wk	12	7%	59	5%	494	5%	6,887	5%	16	3%	108	6%	708	6%	10,288	6%
		16-20 hrs/wk	12	8%	56	4%	342	4%	3,956	3%	23	5%	182	9%	724	6%	8,847	6%
		21-25 hrs/wk	2	2%	18	1%	61	1%	906	1%	5	1%	46	2%	201	2%	2,345	1%
		26-30 hrs/wk	1	1%	7	0%	33	0%	366	0%	3	1%	21	1%	60	1%	1,023	1%
		30+ hrs/wk	3	2%	11	1%	86	1%	772	1%	8	2%	58	2%	232	2%	2,508	2%
		Total	168	100%	1,212	100%	9,894	100%	143,130	100%	494	100%	2,200	100%	12,461	100%	162,883	100%
9c. Working for pay **off campus**	WORKOF01	0 hrs/wk	107	63%	920	81%	6,541	66%	98,773	66%	159	32%	987	52%	4,937	39%	70,496	42%
		1-5 hrs/wk	4	3%	45	3%	513	5%	6,939	5%	16	3%	100	5%	564	4%	8,378	5%
		6-10 hrs/wk	4	3%	32	2%	492	5%	6,959	5%	9	2%	102	5%	782	6%	10,578	6%
		11-15 hrs/wk	9	6%	52	4%	505	5%	6,876	5%	20	4%	120	6%	785	6%	11,015	7%
		16-20 hrs/wk	9	5%	59	4%	598	6%	7,468	6%	32	6%	168	7%	1,143	10%	14,410	9%
		21-25 hrs/wk	9	5%	45	3%	399	4%	5,089	4%	27	6%	128	5%	922	8%	11,242	7%
		26-30 hrs/wk	7	4%	23	1%	226	2%	2,924	2%	29	6%	89	4%	682	6%	7,501	5%
		30+ hrs/wk	19	12%	32	2%	612	6%	7,989	7%	202	41%	507	17%	2,655	22%	29,329	19%
		Total	168	100%	1,208	100%	9,886	100%	143,017	100%	494	100%	2,201	100%	12,470	100%	162,949	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	77	44%	358	23%	4,167	43%	52,978	40%	345	69%	1,065	39%	6,261	52%	74,085	48%
		1-5 hrs/wk	43	25%	401	34%	2,831	28%	43,340	29%	80	16%	594	29%	3,149	25%	43,825	26%
		6-10 hrs/wk	17	12%	171	16%	1,289	13%	19,850	13%	23	5%	245	15%	1,348	10%	19,216	11%
		11-15 hrs/wk	9	6%	113	11%	694	7%	11,477	8%	17	4%	119	7%	702	6%	10,341	6%
		16-20 hrs/wk	11	7%	79	8%	443	4%	7,367	5%	16	3%	69	4%	464	4%	6,656	4%
		21-25 hrs/wk	4	2%	28	3%	205	2%	3,619	2%	6	1%	37	2%	218	2%	3,653	2%
		26-30 hrs/wk	3	2%	18	2%	81	1%	1,701	1%	2	1%	23	2%	97	1%	1,782	1%
		30+ hrs/wk	5	3%	41	5%	183	2%	2,897	2%	4	1%	50	3%	247	2%	3,571	2%
		Total	169	100%	1,209	100%	9,893	100%	143,229	100%	493	100%	2,202	100%	12,486	100%	163,129	100%

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

	Variable	Response Options	First-Year Students A&M Commerce Count	%	Texas A&M System Count	%	Carnegie Class Count	%	NSSE 2009 Count	%	Seniors A&M Commerce Count	%	Texas A&M System Count	%	Carnegie Class Count	%	NSSE 2009 Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	3	2%	16	1%	86	1%	1,480	1%	9	2%	29	1%	167	1%	2,025	1%
		1-5 hrs/wk	48	28%	296	22%	2,120	21%	30,858	22%	192	39%	711	28%	3,475	28%	44,071	27%
		6-10 hrs/wk	44	27%	369	32%	2,751	27%	40,708	28%	149	31%	661	32%	3,843	31%	49,562	30%
		11-15 hrs/wk	28	17%	260	22%	2,117	21%	30,605	21%	68	14%	373	19%	2,363	19%	31,650	19%
		16-20 hrs/wk	19	11%	126	11%	1,340	14%	18,997	14%	35	7%	221	11%	1,347	11%	18,272	11%
		21-25 hrs/wk	11	6%	63	6%	601	6%	8,628	6%	18	4%	91	5%	543	4%	7,677	5%
		26-30 hrs/wk	6	4%	17	2%	292	3%	3,979	3%	3	1%	41	2%	236	2%	3,348	2%
		30+ hrs/wk	9	5%	53	4%	536	6%	7,078	5%	15	3%	64	3%	450	4%	5,710	4%
		Total	168	100%	1,200	100%	9,843	100%	142,333	100%	489	100%	2,191	100%	12,424	100%	162,315	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	110	66%	873	80%	6,728	68%	102,246	69%	139	29%	1,046	61%	6,909	56%	97,670	58%
		1-5 hrs/wk	15	9%	152	10%	1,404	14%	17,908	13%	51	11%	247	10%	1,680	14%	19,903	13%
		6-10 hrs/wk	14	8%	68	4%	558	6%	7,516	6%	40	8%	183	6%	971	8%	10,680	7%
		11-15 hrs/wk	4	3%	39	2%	312	3%	4,347	3%	31	7%	113	4%	546	4%	6,433	4%
		16-20 hrs/wk	4	2%	22	1%	220	2%	2,525	2%	28	6%	89	3%	405	3%	4,957	3%
		21-25 hrs/wk	3	2%	11	1%	115	1%	1,255	1%	17	3%	53	2%	241	2%	2,721	2%
		26-30 hrs/wk	2	1%	2	0%	64	1%	792	1%	20	4%	47	2%	184	2%	2,089	1%
		30+ hrs/wk	15	9%	30	2%	409	4%	5,522	4%	162	32%	412	13%	1,480	12%	17,717	11%
		Total	167	100%	1,197	100%	9,810	100%	142,111	100%	488	100%	2,190	100%	12,416	100%	162,170	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	20	12%	68	4%	1,504	14%	23,941	14%	82	18%	125	5%	1,478	10%	18,909	9%
		1-5 hrs/wk	98	57%	749	66%	5,849	60%	87,899	61%	259	52%	1,382	67%	7,410	60%	101,376	62%
		6-10 hrs/wk	31	19%	206	17%	1,507	16%	18,580	15%	107	22%	436	19%	2,340	20%	27,957	19%
		11-15 hrs/wk	11	6%	81	6%	509	5%	6,361	5%	21	4%	122	5%	728	6%	8,263	6%
		16-20 hrs/wk	2	1%	45	3%	228	3%	2,893	2%	8	2%	55	2%	257	2%	2,843	2%
		21-25 hrs/wk	0	0%	16	1%	87	1%	1,041	1%	3	1%	15	0%	81	1%	1,098	1%
		26-30 hrs/wk	1	1%	7	1%	43	0%	486	0%	4	1%	14	1%	51	0%	547	0%
		30+ hrs/wk	6	4%	30	2%	120	1%	1,337	1%	3	1%	44	2%	109	1%	1,610	1%
		Total	169	100%	1,202	100%	9,847	100%	142,538	100%	487	100%	2,193	100%	12,454	100%	162,603	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	6	3%	22	1%	207	2%	2,434	2%	14	3%	41	2%	332	3%	3,454	2%
		Some	33	21%	173	13%	1,677	18%	22,313	17%	70	14%	361	16%	2,168	19%	26,512	17%
		Quite a bit	70	43%	503	43%	4,553	47%	65,049	46%	231	48%	955	44%	5,573	45%	72,575	45%
		Very much	57	33%	488	42%	3,302	32%	51,548	35%	168	35%	827	39%	4,274	33%	59,108	35%
		Total	166	100%	1,186	100%	9,739	100%	141,344	100%	483	100%	2,184	100%	12,347	100%	161,649	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	6	3%	36	3%	293	3%	3,494	3%	22	5%	92	4%	673	6%	7,023	5%
		Some	42	26%	202	16%	1,895	21%	25,003	20%	92	19%	465	21%	2,975	26%	35,248	24%
		Quite a bit	69	43%	510	45%	4,369	45%	61,473	44%	204	43%	932	44%	5,237	42%	69,687	43%
		Very much	46	28%	432	36%	3,154	31%	50,931	33%	162	34%	692	31%	3,413	26%	49,177	28%
		Total	163	100%	1,180	100%	9,711	100%	140,901	100%	480	100%	2,181	100%	12,298	100%	161,135	100%

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009		A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	21	11%	112	9%	1,055	11%	15,028	12%	83	17%	360	16%	2,017	17%	25,674	17%
		Some	55	35%	343	28%	2,836	30%	40,764	29%	134	28%	631	30%	3,962	32%	52,235	32%
		Quite a bit	62	37%	388	33%	3,362	35%	47,833	34%	157	32%	690	31%	3,732	30%	48,640	30%
		Very much	27	17%	340	30%	2,451	24%	37,144	25%	111	23%	498	23%	2,589	21%	34,529	21%
		Total	165	100%	1,183	100%	9,704	100%	140,769	100%	485	100%	2,179	100%	12,300	100%	161,078	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	49	28%	242	20%	2,283	24%	31,049	24%	192	40%	679	30%	4,594	39%	55,080	36%
		Some	64	40%	378	35%	3,583	37%	52,935	37%	153	31%	785	39%	4,399	36%	59,341	36%
		Quite a bit	43	26%	340	29%	2,554	26%	38,258	26%	86	18%	447	19%	2,261	18%	31,589	18%
		Very much	10	6%	215	16%	1,288	13%	18,751	13%	52	11%	271	12%	1,051	8%	15,283	9%
		Total	166	100%	1,175	100%	9,708	100%	140,993	100%	483	100%	2,182	100%	12,305	100%	161,293	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	32	18%	140	10%	1,556	17%	20,036	16%	136	29%	505	21%	3,137	27%	36,928	24%
		Some	52	32%	364	32%	3,245	34%	48,263	35%	167	34%	765	36%	4,732	39%	61,780	39%
		Quite a bit	65	41%	406	35%	3,233	33%	48,385	33%	123	26%	571	26%	3,114	24%	43,313	26%
		Very much	14	9%	268	23%	1,635	16%	23,819	16%	56	11%	328	16%	1,285	10%	18,702	11%
		Total	163	100%	1,178	100%	9,669	100%	140,503	100%	482	100%	2,169	100%	12,268	100%	160,723	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	12	7%	91	5%	1,025	11%	11,443	10%	97	20%	335	13%	1,891	16%	21,564	14%
		Some	48	29%	249	21%	2,388	26%	32,136	24%	162	34%	595	25%	3,759	32%	45,951	30%
		Quite a bit	61	38%	417	36%	3,588	37%	54,285	38%	133	28%	732	34%	4,208	34%	57,343	35%
		Very much	44	26%	424	37%	2,706	27%	43,064	29%	85	17%	512	28%	2,410	18%	36,047	21%
		Total	165	100%	1,181	100%	9,707	100%	140,928	100%	477	100%	2,174	100%	12,268	100%	160,905	100%
10g. Using computers in academic work	ENVCOMPT	Very little	6	3%	29	2%	211	2%	3,038	2%	12	3%	43	2%	225	2%	2,937	2%
		Some	17	9%	120	11%	1,233	13%	18,206	13%	46	10%	183	7%	1,137	9%	14,727	9%
		Quite a bit	58	37%	404	34%	3,290	34%	48,607	34%	135	28%	643	31%	3,380	28%	45,659	28%
		Very much	85	51%	632	53%	4,990	51%	71,341	51%	290	60%	1,312	60%	7,583	60%	98,162	60%
		Total	166	100%	1,185	100%	9,724	100%	141,192	100%	483	100%	2,181	100%	12,325	100%	161,485	100%
11a. Acquiring a broad general education	GNGENLED	Very little	8	5%	27	2%	261	3%	3,285	3%	11	3%	52	2%	359	3%	4,191	3%
		Some	19	12%	163	13%	1,614	18%	20,779	16%	56	12%	276	12%	1,778	15%	21,452	14%
		Quite a bit	75	47%	513	44%	4,166	44%	59,646	43%	160	34%	779	37%	4,684	39%	58,913	38%
		Very much	58	36%	455	41%	3,544	35%	55,308	38%	248	52%	1,033	49%	5,339	43%	74,960	45%
		Total	160	100%	1,158	100%	9,585	100%	139,018	100%	475	100%	2,140	100%	12,160	100%	159,516	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	16	10%	95	7%	808	9%	10,974	9%	15	3%	107	5%	696	6%	9,257	6%
		Some	44	27%	288	25%	2,581	28%	36,945	27%	65	14%	389	18%	2,306	21%	31,316	20%
		Quite a bit	54	33%	415	34%	3,577	37%	51,764	37%	154	33%	700	33%	4,243	35%	54,448	34%
		Very much	47	30%	356	34%	2,614	26%	39,283	27%	241	50%	954	44%	4,937	38%	64,692	39%
		Total	161	100%	1,154	100%	9,580	100%	138,966	100%	475	100%	2,150	100%	12,182	100%	159,713	100%

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	10	6%	58	6%	393	4%	5,706	5%	17	4%	80	5%	507	5%	5,845	4%
		Some	35	21%	286	28%	1,917	21%	28,452	21%	85	18%	368	18%	2,338	20%	29,455	19%
		Quite a bit	66	42%	458	39%	4,020	42%	57,846	41%	169	35%	826	39%	4,631	38%	60,940	38%
		Very much	49	31%	355	27%	3,256	33%	47,167	33%	206	43%	874	39%	4,711	37%	63,623	38%
		Total	160	100%	1,157	100%	9,586	100%	139,171	100%	477	100%	2,148	100%	12,187	100%	159,863	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	14	8%	90	10%	750	8%	10,417	8%	28	6%	114	6%	767	7%	8,724	6%
		Some	40	25%	275	27%	2,460	26%	36,132	26%	98	21%	391	20%	2,731	23%	34,708	23%
		Quite a bit	69	43%	451	38%	3,667	39%	53,453	38%	147	31%	812	38%	4,491	37%	59,768	37%
		Very much	38	24%	339	26%	2,691	27%	38,805	27%	201	42%	825	36%	4,180	33%	56,316	34%
		Total	161	100%	1,155	100%	9,568	100%	138,807	100%	474	100%	2,142	100%	12,169	100%	159,516	100%
11e. Thinking critically and analytically	GNANALY	Very little	4	2%	28	2%	219	3%	2,791	2%	12	3%	37	2%	248	2%	2,657	2%
		Some	31	20%	155	13%	1,421	16%	19,213	15%	38	8%	202	9%	1,409	12%	16,346	11%
		Quite a bit	65	41%	454	39%	3,929	41%	57,083	41%	167	35%	783	35%	4,464	37%	56,373	36%
		Very much	61	38%	518	46%	4,013	40%	59,814	42%	259	54%	1,125	54%	6,055	48%	84,166	51%
		Total	161	100%	1,155	100%	9,582	100%	138,901	100%	476	100%	2,147	100%	12,176	100%	159,542	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	13	7%	54	4%	541	6%	7,088	5%	22	5%	67	3%	614	6%	7,420	5%
		Some	35	22%	253	20%	2,322	25%	32,412	23%	72	15%	376	17%	2,594	22%	33,082	21%
		Quite a bit	69	44%	446	38%	3,834	41%	56,358	41%	176	38%	797	35%	4,397	36%	57,946	37%
		Very much	42	27%	403	38%	2,861	29%	42,707	31%	201	42%	904	44%	4,525	36%	60,792	38%
		Total	159	100%	1,156	100%	9,558	100%	138,565	100%	471	100%	2,144	100%	12,130	100%	159,240	100%
11g. Using computing and information technology	GNCMPTS	Very little	12	7%	47	4%	453	5%	7,225	5%	16	4%	53	3%	431	4%	5,803	4%
		Some	33	21%	193	17%	1,857	19%	29,487	21%	71	15%	272	13%	1,957	17%	27,253	17%
		Quite a bit	62	38%	415	37%	3,666	39%	52,938	38%	144	30%	773	35%	4,077	34%	55,394	34%
		Very much	54	34%	499	43%	3,621	37%	49,375	36%	245	51%	1,053	48%	5,734	45%	71,400	45%
		Total	161	100%	1,154	100%	9,597	100%	139,025	100%	476	100%	2,151	100%	12,199	100%	159,850	100%
11h. Working effectively with others	GNOTHERS	Very little	10	6%	43	4%	459	5%	5,968	5%	16	4%	58	3%	457	4%	5,203	4%
		Some	35	23%	229	20%	2,111	23%	29,847	23%	70	15%	298	14%	2,085	18%	26,877	18%
		Quite a bit	60	38%	402	34%	3,710	39%	55,155	39%	155	33%	759	35%	4,314	36%	58,075	36%
		Very much	55	34%	483	42%	3,319	33%	48,134	33%	232	48%	1,033	48%	5,339	42%	69,674	42%
		Total	160	100%	1,157	100%	9,599	100%	139,104	100%	473	100%	2,148	100%	12,195	100%	159,829	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	40	26%	207	19%	1,962	21%	27,855	21%	137	29%	481	23%	3,665	30%	44,127	28%
		Some	49	30%	291	27%	2,437	26%	37,618	27%	150	32%	642	31%	3,495	30%	47,140	30%
		Quite a bit	37	23%	317	27%	2,583	27%	37,421	27%	89	19%	498	24%	2,609	22%	35,874	23%
		Very much	32	21%	322	27%	2,440	26%	34,090	25%	93	20%	511	22%	2,258	19%	30,853	20%
		Total	158	100%	1,137	100%	9,422	100%	136,984	100%	469	100%	2,132	100%	12,027	100%	157,994	100%

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National Survey of Student Engagement

NSSE 2009 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	10	7%	42	4%	457	5%	5,965	5%	22	5%	88	4%	692	6%	8,158	6%
		Some	41	26%	227	20%	2,016	22%	29,002	22%	74	16%	358	17%	2,399	21%	29,367	19%
		Quite a bit	62	38%	433	37%	4,009	42%	59,458	43%	188	40%	833	39%	4,642	39%	62,707	39%
		Very much	45	29%	428	39%	2,948	30%	42,331	31%	187	39%	848	40%	4,265	34%	57,544	36%
		Total	158	100%	1,130	100%	9,430	100%	136,756	100%	471	100%	2,127	100%	11,998	100%	157,776	100%
11k. Understanding yourself	GNSELF	Very little	17	10%	86	8%	921	11%	12,730	10%	57	12%	231	10%	1,473	13%	16,784	12%
		Some	42	27%	235	22%	2,298	25%	33,935	25%	106	23%	449	21%	3,065	26%	37,839	25%
		Quite a bit	54	35%	385	34%	3,386	36%	49,730	36%	143	30%	705	34%	3,817	32%	52,832	33%
		Very much	46	28%	425	36%	2,800	29%	40,116	29%	161	34%	739	34%	3,650	29%	50,072	30%
		Total	159	100%	1,131	100%	9,405	100%	136,511	100%	467	100%	2,124	100%	12,005	100%	157,527	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	20	12%	111	10%	1,023	11%	15,236	12%	52	11%	275	13%	1,612	13%	20,818	13%
		Some	51	32%	298	27%	2,760	30%	41,475	30%	140	30%	587	30%	3,650	30%	48,901	31%
		Quite a bit	53	34%	409	36%	3,251	34%	47,166	34%	144	30%	687	33%	3,810	32%	50,028	32%
		Very much	35	22%	318	28%	2,393	25%	32,941	24%	136	28%	580	24%	2,951	24%	38,174	24%
		Total	159	100%	1,136	100%	9,427	100%	136,818	100%	472	100%	2,129	100%	12,023	100%	157,921	100%
11m Solving complex real-world problems	GNPROBSV	Very little	24	14%	98	7%	900	10%	12,580	10%	45	10%	178	8%	1,228	10%	14,458	10%
		Some	39	26%	294	26%	2,911	31%	42,348	31%	105	22%	517	23%	3,268	28%	43,008	27%
		Quite a bit	66	42%	428	39%	3,405	36%	50,809	36%	170	36%	767	37%	4,327	36%	57,148	36%
		Very much	29	19%	310	28%	2,228	23%	31,185	23%	149	32%	667	32%	3,218	26%	43,371	27%
		Total	158	100%	1,130	100%	9,444	100%	136,922	100%	469	100%	2,129	100%	12,041	100%	157,985	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	35	22%	100	9%	1,166	13%	15,668	13%	69	15%	243	11%	1,787	16%	21,021	15%
		Some	31	20%	262	22%	2,511	27%	37,191	28%	109	23%	460	20%	3,192	27%	40,775	27%
		Quite a bit	60	38%	383	33%	3,265	35%	47,585	34%	143	30%	687	32%	3,593	30%	49,367	31%
		Very much	32	20%	386	37%	2,495	25%	36,452	25%	148	31%	740	37%	3,453	27%	46,849	28%
		Total	158	100%	1,131	100%	9,437	100%	136,896	100%	469	100%	2,130	100%	12,025	100%	158,012	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	38	24%	157	12%	1,658	18%	21,488	18%	103	23%	338	15%	2,328	20%	27,740	19%
		Some	58	37%	347	29%	3,151	34%	45,384	34%	160	34%	638	29%	3,956	34%	50,570	33%
		Quite a bit	43	28%	342	31%	2,792	29%	42,634	30%	111	23%	616	30%	3,312	28%	45,321	28%
		Very much	18	12%	283	28%	1,840	18%	27,376	19%	98	20%	540	27%	2,436	19%	34,364	20%
		Total	157	100%	1,129	100%	9,441	100%	136,882	100%	472	100%	2,132	100%	12,032	100%	157,995	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	66	41%	255	21%	3,228	36%	46,252	36%	214	46%	828	38%	5,614	49%	69,358	48%
		Some	46	30%	332	30%	2,517	28%	36,690	27%	116	24%	537	25%	2,779	23%	38,093	23%
		Quite a bit	29	18%	296	26%	1,931	20%	29,103	20%	61	13%	400	20%	1,766	14%	25,125	15%
		Very much	18	11%	252	23%	1,766	17%	24,942	17%	82	17%	368	18%	1,883	14%	25,502	14%
		Total	159	100%	1,135	100%	9,442	100%	136,987	100%	473	100%	2,133	100%	12,042	100%	158,078	100%

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Texas A&M University - Commerce

	Variable	Response Options	First-Year Students A&M Commerce Count	%	Texas A&M System Count	%	Carnegie Class Count	%	NSSE 2009 Count	%	Seniors A&M Commerce Count	%	Texas A&M System Count	%	Carnegie Class Count	%	NSSE 2009 Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	7	4%	37	3%	487	5%	6,222	5%	36	8%	159	8%	1,280	12%	14,168	10%
		Fair	36	22%	162	15%	1,629	18%	21,696	17%	82	17%	373	17%	2,615	22%	31,224	21%
		Good	71	44%	532	45%	4,551	48%	65,256	47%	186	40%	835	39%	4,840	39%	64,298	40%
		Excellent	46	29%	420	37%	2,909	29%	45,579	31%	173	36%	786	36%	3,459	27%	50,187	29%
		Total	160	100%	1,151	100%	9,576	100%	138,753	100%	477	100%	2,153	100%	12,194	100%	159,877	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	5	3%	11	1%	194	2%	2,345	2%	5	1%	36	1%	292	3%	3,274	2%
		Fair	19	12%	123	10%	1,118	13%	14,155	11%	50	11%	227	10%	1,509	13%	17,513	12%
		Good	92	59%	525	42%	4,972	52%	68,086	50%	214	45%	956	42%	5,967	50%	74,232	48%
		Excellent	44	27%	493	47%	3,288	33%	54,117	37%	207	43%	930	47%	4,423	34%	64,843	38%
		Total	160	100%	1,152	100%	9,572	100%	138,703	100%	476	100%	2,149	100%	12,191	100%	159,862	100%
14. If you could start over again, would you go to the **same institution** you are now attending?	SAMECOLL	Definitely no	9	5%	39	3%	413	4%	5,419	4%	20	5%	85	4%	683	6%	7,947	5%
		Probably no	28	18%	98	7%	1,261	13%	16,200	12%	37	8%	234	9%	1,697	15%	20,486	13%
		Probably yes	66	41%	430	33%	3,882	42%	55,026	40%	187	39%	740	32%	4,761	40%	60,867	39%
		Definitely yes	57	36%	584	57%	4,030	41%	62,145	44%	233	48%	1,093	55%	5,056	39%	70,599	43%
		Total	160	100%	1,151	100%	9,586	100%	138,790	100%	477	100%	2,152	100%	12,197	100%	159,899	100%

IPEDS: 224554

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Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009		A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009	
	Variable	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
15. Age	AGE	19 or younger	124	77%	1,064	93%	8,114	83%	120,313	84%	0	0%	8	1%	26	0%	513	0%
		20-23	16	10%	64	6%	695	8%	9,402	8%	141	29%	1,137	64%	7,238	56%	104,223	61%
		24-29	6	4%	12	1%	277	3%	3,378	3%	113	25%	412	16%	2,129	19%	25,064	19%
		30-39	9	6%	9	1%	250	3%	3,258	3%	105	22%	302	10%	1,423	13%	15,602	11%
		40-55	3	2%	8	0%	243	3%	2,462	2%	113	24%	271	10%	1,247	10%	13,097	8%
		Over 55	3	2%	0	0%	17	0%	250	0%	4	1%	20	1%	129	1%	1,292	1%
		Total	161	100%	1,157	100%	9,596	100%	139,063	100%	476	100%	2,150	100%	12,192	100%	159,791	100%
16. Your sex:	SEX	Male	53	43%	387	48%	3,249	44%	49,879	45%	114	30%	720	45%	4,241	42%	57,793	43%
		Female	108	57%	769	52%	6,359	56%	89,324	55%	362	70%	1,431	55%	7,966	58%	102,226	57%
		Total	161	100%	1,156	100%	9,608	100%	139,203	100%	476	100%	2,151	100%	12,207	100%	160,019	100%
17. Are you an international student or foreign national?	INTERNAT	No	158	98%	1,066	93%	9,004	93%	130,603	94%	459	96%	2,051	95%	11,565	95%	151,969	95%
		Yes	3	2%	83	7%	546	7%	7,992	6%	17	4%	98	5%	592	5%	7,613	5%
		Total	161	100%	1,149	100%	9,550	100%	138,595	100%	476	100%	2,149	100%	12,157	100%	159,582	100%
18. What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	4	2%	8	1%	54	1%	1,073	1%	3	1%	16	1%	88	1%	1,317	1%
		Asian, Asian American, or Pacific Islander	5	4%	45	4%	448	5%	8,905	7%	6	1%	56	3%	530	5%	8,271	6%
		Black or African American	31	19%	171	10%	1,065	11%	11,552	9%	49	10%	128	5%	1,244	9%	11,934	7%
		White (non-Hispanic)	94	57%	542	59%	6,454	67%	94,947	64%	333	71%	1,084	58%	8,431	69%	112,458	67%
		Mexican or Mexican American	8	6%	169	10%	164	2%	3,762	4%	29	6%	435	15%	207	2%	4,277	4%
		Puerto Rican	1	1%	4	0%	110	1%	1,191	2%	1	0%	5	0%	88	1%	1,026	1%
		Other Hispanic or Latino	4	3%	126	7%	297	3%	4,186	3%	16	3%	229	8%	344	3%	4,283	3%
		Multiracial	5	3%	26	2%	293	3%	3,812	3%	5	1%	51	2%	285	2%	3,712	2%
		Other	1	1%	12	1%	195	2%	2,277	2%	2	0%	27	1%	213	2%	2,348	2%
		I prefer not to respond	8	5%	51	5%	497	5%	7,221	5%	30	7%	121	5%	756	7%	10,213	7%
		Total	161	100%	1,154	100%	9,577	100%	138,926	100%	474	100%	2,152	100%	12,186	100%	159,839	100%
19. What is your current classification in college?	CLASS	Freshman/first year	117	73%	998	83%	8,128	83%	120,026	83%	0	0%	2	0%	25	0%	185	0%
		Sophomore	37	22%	138	15%	1,116	13%	15,151	14%	2	0%	10	0%	49	0%	681	0%
		Junior	4	2%	12	1%	188	2%	1,985	2%	32	7%	123	5%	739	6%	8,350	6%
		Senior	0	0%	5	0%	44	1%	647	1%	435	91%	1,993	93%	10,918	89%	146,882	91%
		Unclassified	3	2%	5	0%	105	1%	1,232	1%	8	2%	22	1%	441	4%	3,693	3%
		Total	161	100%	1,158	100%	9,581	100%	139,041	100%	477	100%	2,150	100%	12,172	100%	159,791	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	124	79%	1,048	91%	8,530	88%	126,140	89%	87	19%	871	51%	6,266	49%	92,725	55%
		Started elsewhere	37	21%	110	9%	1,049	12%	12,809	11%	391	81%	1,280	49%	5,919	51%	67,197	45%
		Total	161	100%	1,158	100%	9,579	100%	138,949	100%	478	100%	2,151	100%	12,185	100%	159,922	100%

National Survey of Student Engagement

Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009		A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009	
	Variable	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	7	5%	15	1%	414	4%	4,756	4%	50	11%	153	6%	1,033	9%	11,855	8%
	COMCOL05	Community or junior college	43	27%	230	23%	933	10%	11,651	10%	417	87%	1,454	64%	5,109	45%	57,971	41%
	FOURYR05	4-year college other than this one	19	12%	91	7%	863	9%	11,025	9%	147	31%	580	25%	3,551	31%	41,339	27%
	NONE05	None	107	66%	833	70%	7,426	78%	111,357	79%	38	8%	456	25%	4,803	37%	71,342	41%
	OCOL1_05	Other	8	5%	21	2%	328	4%	4,391	4%	16	4%	70	3%	549	5%	6,848	4%
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	6	4%	41	3%	494	6%	6,163	6%	107	23%	413	16%	2,263	20%	23,592	17%
		Full-time	155	96%	1,113	97%	9,088	94%	132,817	94%	370	77%	1,741	84%	9,921	80%	136,272	83%
		Total	161	100%	1,154	100%	9,582	100%	138,980	100%	477	100%	2,154	100%	12,184	100%	159,864	100%
– Thinking about this current academic term...Are you taking all courses entirely on-line? *(Item appeared only in the online instrument.)*	DISTED	No	159	99%	1,128	99%	8,846	95%	131,053	97%	402	84%	2,040	97%	10,873	92%	147,757	95%
		Yes	2	1%	18	1%	482	5%	3,925	3%	75	16%	81	3%	1,221	8%	8,841	5%
		Total	161	100%	1,146	100%	9,328	100%	134,978	100%	477	100%	2,121	100%	12,094	100%	156,598	100%
– Do you have any disabilities? (Select all that apply.) *(Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE09 data file or codebook.)*	DISNONE	No, I do not have any disabilities	143	89%	1,042	91%	8,225	88%	118,732	88%	400	83%	1,878	88%	10,606	87%	137,522	88%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	3	2%	24	2%	216	3%	2,988	2%	14	3%	33	2%	181	2%	2,677	2%
	DISMOBIL	Yes, I have a mobility impairment	0	0%	7	1%	60	1%	737	1%	6	2%	26	1%	123	1%	1,406	1%
	DISLEARN	Yes, I have a learning disability	3	2%	22	2%	323	4%	4,970	4%	30	7%	70	4%	408	3%	5,530	3%
	DISMENT	Yes, I have a mental health disorder	1	1%	8	1%	167	2%	2,505	2%	10	2%	31	2%	280	3%	3,534	2%
	DISOTHER	Yes, I have another disability	4	3%	13	1%	150	2%	2,127	2%	5	1%	50	3%	243	2%	2,822	2%
	DISREFUS	I choose not to answer	7	4%	34	3%	296	3%	4,470	3%	21	5%	65	3%	457	4%	5,268	4%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	146	90%	1,036	88%	8,736	92%	125,818	91%	430	90%	1,891	87%	10,755	89%	141,520	89%
		Yes	15	10%	113	12%	828	8%	13,030	9%	45	10%	260	13%	1,432	11%	18,259	11%
		Total	161	100%	1,149	100%	9,564	100%	138,848	100%	475	100%	2,151	100%	12,187	100%	159,779	100%
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	150	93%	1,087	95%	8,950	94%	122,907	91%	467	98%	2,102	98%	11,710	97%	149,275	95%
		Yes	11	7%	65	5%	601	6%	15,772	9%	7	2%	45	2%	465	3%	10,319	5%
		Total	161	100%	1,152	100%	9,551	100%	138,679	100%	474	100%	2,147	100%	12,175	100%	159,594	100%

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.
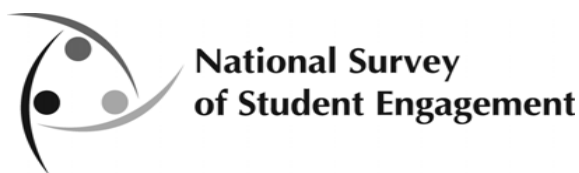
Texas A&M University - Commerce

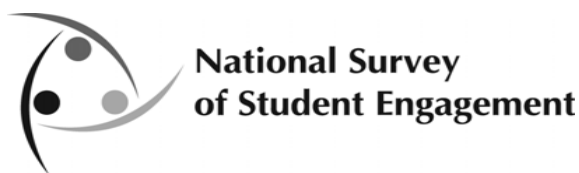|			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009		A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009	
	Variable	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	8	6%	31	2%	201	2%	2,694	2%	0	0%	6	0%	32	0%	391	0%
		C	8	5%	49	4%	326	4%	4,668	4%	5	1%	45	2%	175	1%	2,633	2%
		C+	7	4%	90	8%	559	6%	7,615	6%	18	4%	103	5%	483	4%	6,005	4%
		B-	10	6%	152	14%	764	8%	10,587	8%	25	6%	197	10%	812	7%	10,314	7%
		B	24	15%	206	19%	1,824	19%	27,538	20%	67	14%	426	21%	2,298	19%	29,969	19%
		B+	23	14%	219	19%	1,861	19%	26,886	19%	88	19%	423	19%	2,408	20%	32,233	20%
		A-	29	18%	202	18%	1,752	18%	27,238	19%	94	19%	405	18%	2,507	21%	34,247	21%
		A	50	32%	201	16%	2,258	23%	31,232	22%	181	37%	547	24%	3,460	28%	43,620	26%
		Total	159	100%	1,150	100%	9,545	100%	138,458	100%	478	100%	2,152	100%	12,175	100%	159,412	100%
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	93	58%	682	63%	5,971	61%	91,418	59%	37	8%	128	8%	1,371	9%	25,258	12%
		Residence, **walking distance**	23	15%	123	13%	568	7%	8,690	8%	43	10%	241	14%	2,312	19%	35,767	22%
		Residence, **driving distance**	35	21%	308	23%	2,459	27%	32,411	29%	298	62%	1,657	73%	7,193	62%	85,303	59%
		Fraternity or sorority house	5	3%	4	0%	20	0%	823	1%	10	2%	5	1%	98	1%	2,300	1%
		None of the above	4	3%	24	2%	500	5%	4,776	4%	86	18%	115	4%	1,166	8%	10,539	6%
		Total	160	100%	1,141	100%	9,518	100%	138,118	100%	474	100%	2,146	100%	12,140	100%	159,167	100%
27a. What is the highest level of education that your **father** completed?	FATHREDU	Did not finish HS	17	12%	146	9%	771	8%	10,813	9%	93	19%	409	14%	1,230	11%	14,983	10%
		Graduated from HS	50	30%	246	17%	2,614	27%	33,756	25%	146	30%	512	20%	3,189	26%	38,470	24%
		Attended, no degree	30	18%	182	14%	1,426	15%	18,926	14%	87	18%	365	16%	1,846	16%	21,874	14%
		Completed Associate's	9	6%	82	7%	783	8%	11,190	8%	35	7%	150	7%	1,095	9%	12,710	8%
		Completed Bachelor's	34	23%	323	35%	2,325	25%	34,837	25%	88	19%	440	27%	2,842	23%	38,576	25%
		Completed Master's	11	7%	115	13%	1,105	12%	18,607	13%	19	4%	188	11%	1,326	11%	20,841	13%
		Completed Doctorate	7	4%	39	5%	417	4%	8,789	6%	4	1%	72	5%	536	4%	10,717	7%
		Total	158	100%	1,133	100%	9,441	100%	136,918	100%	472	100%	2,136	100%	12,064	100%	158,171	100%
27b. What is the highest level of education that your **mother** completed?	MOTHREDU	Did not finish HS	17	12%	118	7%	490	6%	8,041	7%	85	18%	377	13%	952	8%	11,952	8%
		Graduated from HS	40	24%	232	17%	2,381	25%	29,518	22%	162	34%	497	21%	3,401	28%	38,828	24%
		Attended, no degree	42	26%	218	16%	1,582	17%	21,745	16%	85	18%	415	18%	1,943	16%	24,003	15%
		Completed Associate's	16	10%	116	10%	1,268	13%	17,267	12%	45	9%	194	8%	1,614	13%	19,650	12%
		Completed Bachelor's	31	20%	307	34%	2,457	26%	38,881	27%	50	11%	459	28%	2,663	21%	39,769	25%
		Completed Master's	8	6%	131	13%	1,151	12%	18,638	13%	41	9%	177	10%	1,344	11%	20,916	13%
		Completed Doctorate	5	3%	20	2%	162	2%	3,481	2%	6	1%	24	2%	194	2%	3,714	2%
		Total	159	100%	1,142	100%	9,491	100%	137,571	100%	474	100%	2,143	100%	12,111	100%	158,832	100%

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

National Survey of Student Engagement

NSSE 2009 Background Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | | A&M Commerce | | Texas A&M System | | Carnegie Class | | NSSE 2009 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	22	14%	67	6%	1,109	12%	18,100	12%	57	12%	183	8%	1,526	14%	22,791	14%
		Biological Science	10	6%	151	14%	677	7%	11,874	9%	16	4%	150	8%	669	5%	11,165	7%
		Business	24	15%	144	14%	1,546	18%	20,424	16%	74	16%	352	16%	2,384	20%	28,797	18%
		Education	27	16%	93	6%	979	10%	12,420	8%	134	27%	337	10%	1,390	10%	16,126	9%
		Engineering	5	4%	130	18%	528	7%	9,420	8%	8	2%	145	13%	617	5%	9,245	7%
		Physical Science	8	5%	34	4%	226	3%	4,786	3%	12	3%	66	3%	315	3%	5,170	3%
		Professional	6	3%	154	8%	1,372	13%	16,210	12%	9	2%	176	7%	1,335	10%	15,150	9%
		Social Science	16	10%	105	8%	1,098	11%	16,642	12%	26	6%	238	11%	1,595	14%	23,285	14%
		Other	36	24%	237	22%	1,448	16%	19,385	16%	136	29%	479	23%	2,163	18%	25,900	17%
		Undecided	5	4%	12	1%	344	4%	5,580	4%	0	0%	0	0%	5	0%	64	0%
		Total	159	100%	1,127	100%	9,327	100%	134,841	100%	472	100%	2,126	100%	11,999	100%	157,693	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	7	14%	43	18%	592	25%	9,675	24%	17	17%	48	13%	621	23%	9,390	23%
		Biological Science	2	4%	16	5%	94	4%	1,686	4%	1	1%	26	8%	101	4%	1,524	4%
		Business	5	10%	40	18%	338	16%	5,154	15%	17	19%	59	18%	482	18%	6,685	18%
		Education	6	11%	15	5%	148	6%	2,730	7%	19	20%	45	9%	243	7%	3,368	7%
		Engineering	1	3%	15	8%	43	2%	843	3%	0	0%	4	1%	42	1%	625	2%
		Physical Science	11	25%	21	11%	111	6%	2,271	6%	9	11%	36	12%	165	6%	2,379	7%
		Professional	5	9%	18	9%	213	9%	2,662	7%	4	4%	12	4%	191	6%	1,835	5%
		Social Science	6	10%	23	7%	358	15%	6,109	16%	9	9%	66	17%	500	18%	7,374	19%
		Other	6	12%	41	15%	321	14%	4,769	14%	17	18%	47	16%	401	15%	5,230	14%
		Undecided	1	2%	9	4%	83	4%	1,119	3%	1	1%	7	2%	44	1%	532	2%
		Total	50	100%	241	100%	2,301	100%	37,018	100%	94	100%	350	100%	2,790	100%	38,942	100%
– Institution reported: Gender	GENDER	Male	65	43%	493	49%	3,838	44%	57,887	46%	124	30%	816	45%	4,795	43%	64,119	44%
		Female	132	57%	939	51%	7,437	56%	102,671	54%	401	70%	1,577	55%	8,795	57%	111,292	56%
		Total	197	100%	1,432	100%	11,275	100%	160,558	100%	525	100%	2,393	100%	13,590	100%	175,411	100%
– Institution reported: Race or ethnicity	ETHNICIT	African American/Black	43	22%	218	10%	1,247	12%	13,436	10%	56	10%	138	5%	1,467	11%	12,657	8%
		Am. Indian/Native Amer.	4	2%	7	0%	45	0%	1,110	1%	6	1%	13	1%	90	1%	1,378	1%
		Asian/Pacific Islander	8	4%	32	3%	402	4%	8,209	6%	1	0%	49	3%	499	4%	7,811	6%
		Caucasian/White	118	60%	701	61%	5,681	59%	100,174	64%	396	76%	1,206	63%	7,874	66%	117,445	68%
		Hispanic/Latino	24	12%	390	20%	590	6%	10,545	9%	58	11%	761	25%	685	7%	10,638	9%
		Other	0	0%	3	0%	106	1%	1,551	1%	0	0%	9	0%	110	1%	1,507	1%
		Foreign	0	0%	66	4%	205	2%	3,846	3%	8	2%	57	3%	257	2%	3,437	2%
		Multi-racial	0	0%	0	0%	14	0%	582	0%	0	0%	0	0%	11	0%	456	0%
		Unknown	0	0%	15	1%	1,742	15%	10,448	6%	0	0%	0	0%	1,330	9%	9,720	5%
		Total	197	100%	1,432	100%	10,032	100%	149,901	100%	525	100%	2,233	100%	12,323	100%	165,049	100%
– Institution reported: Enrollment status	ENROLLMT	Part-time	3	2%	93	8%	779	8%	8,607	8%	152	30%	591	20%	2,888	24%	27,788	20%
		Full-time	194	98%	1,339	92%	10,496	92%	151,951	92%	373	70%	1,802	80%	10,702	76%	147,623	80%
		Total	197	100%	1,432	100%	11,275	100%	160,558	100%	525	100%	2,393	100%	13,590	100%	175,411	100%

IPEDS: 224554

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			First-Year Students				Seniors			
			A&M Commerce		Texas A&M System		A&M Commerce		Texas A&M System	
	Variable	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
1a. Library staff are helpful in finding the resources I need.	TAM0901A	Strongly disagree	1	*1%*	18	*2%*	9	*2%*	39	*2%*
		Disagree	14	*10%*	52	*5%*	43	*10%*	133	*6%*
		Agree	89	*63%*	658	*67%*	273	*63%*	1,175	*62%*
		Strongly agree	37	*27%*	305	*27%*	107	*25%*	627	*30%*
		Total	141	*100%*	1,033	*100%*	432	*100%*	1,974	*100%*
1b. Administrative staff I interact with are knowledgeable about their area.	TAM0901B	Strongly disagree	2	*1%*	13	*2%*	12	*3%*	45	*2%*
		Disagree	5	*3%*	50	*4%*	30	*7%*	150	*7%*
		Agree	98	*69%*	637	*64%*	261	*60%*	1,191	*62%*
		Strongly agree	37	*27%*	328	*30%*	136	*30%*	608	*29%*
		Total	142	*100%*	1,028	*100%*	439	*100%*	1,994	*100%*
1c. The admission process is easy to understand and complete.	TAM0901C	Strongly disagree	5	*3%*	31	*3%*	12	*3%*	53	*3%*
		Disagree	25	*17%*	98	*9%*	55	*13%*	180	*9%*
		Agree	84	*60%*	612	*61%*	246	*56%*	1,191	*62%*
		Strongly agree	28	*20%*	291	*27%*	127	*28%*	573	*27%*
		Total	142	*100%*	1,032	*100%*	440	*100%*	1,997	*100%*
1d. University communications convey information in a clear and effective manner.	TAM0901D	Strongly disagree	3	*2%*	28	*2%*	18	*5%*	63	*3%*
		Disagree	21	*14%*	112	*10%*	54	*12%*	249	*12%*
		Agree	88	*62%*	603	*60%*	260	*59%*	1,165	*60%*
		Strongly agree	30	*22%*	285	*28%*	107	*24%*	519	*25%*
		Total	142	*100%*	1,028	*100%*	439	*100%*	1,996	*100%*
1e. Information about academic requirements is easy to understand.	TAM0901E	Strongly disagree	8	*6%*	22	*2%*	21	*5%*	67	*4%*
		Disagree	17	*11%*	117	*12%*	74	*17%*	311	*17%*
		Agree	92	*65%*	607	*59%*	233	*53%*	1,115	*55%*
		Strongly agree	25	*18%*	286	*27%*	112	*26%*	508	*25%*
		Total	142	*100%*	1,032	*100%*	440	*100%*	2,001	*100%*
1f. The university's website is organized to promote easy access to information.	TAM0901F	Strongly disagree	12	*8%*	36	*4%*	27	*7%*	65	*3%*
		Disagree	31	*23%*	88	*9%*	62	*14%*	231	*11%*
		Agree	67	*46%*	533	*53%*	215	*49%*	1,048	*53%*
		Strongly agree	31	*22%*	373	*34%*	137	*31%*	655	*32%*
		Total	141	*100%*	1,030	*100%*	441	*100%*	1,999	*100%*
1g. Energy and professionalism are communicated by the university's website.	TAM0901G	Strongly disagree	4	*3%*	18	*2%*	7	*2%*	35	*2%*
		Disagree	13	*9%*	65	*6%*	28	*7%*	135	*6%*
		Agree	98	*69%*	597	*58%*	260	*59%*	1,195	*59%*
		Strongly agree	27	*19%*	351	*34%*	143	*32%*	634	*33%*
		Total	142	*100%*	1,031	*100%*	438	*100%*	1,999	*100%*

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

Texas A&M University - Commerce

			First-Year Students				Seniors			
			A&M Commerce		Texas A&M System		A&M Commerce		Texas A&M System	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1h. The university catalog clearly states academic requirements.	TAM0901H	Strongly disagree	8	6%	18	2%	6	1%	32	2%
		Disagree	19	13%	99	11%	49	11%	219	12%
		Agree	87	62%	539	52%	247	56%	1,073	51%
		Strongly agree	27	20%	373	35%	138	31%	676	34%
		Total	141	100%	1,029	100%	440	100%	2,000	100%
1i. The student handbook provides the information I need.	TAM0901I	Strongly disagree	3	2%	16	2%	6	1%	40	2%
		Disagree	20	14%	63	6%	41	10%	196	11%
		Agree	96	69%	696	69%	296	69%	1,261	64%
		Strongly agree	22	15%	241	23%	90	20%	459	23%
		Total	141	100%	1,016	100%	433	100%	1,956	100%
1j. Printed materials about the university I have seen accurately portrayed the institution.	TAM0901J	Strongly disagree	6	4%	18	2%	8	2%	34	2%
		Disagree	19	13%	72	6%	41	10%	155	8%
		Agree	94	66%	634	63%	285	65%	1,264	64%
		Strongly agree	24	16%	296	29%	105	23%	526	26%
		Total	143	100%	1,020	100%	439	100%	1,979	100%
1k. The time it takes me to register is reasonable.	TAM0901K	Strongly disagree	4	3%	32	3%	2	1%	60	3%
		Disagree	11	7%	90	8%	18	4%	137	7%
		Agree	96	68%	615	62%	252	57%	1,119	56%
		Strongly agree	32	22%	285	28%	171	38%	674	34%
		Total	143	100%	1,022	100%	443	100%	1,990	100%
1l. My academic advisor is accessible.	TAM0901L	Strongly disagree	8	5%	37	3%	26	6%	101	6%
		Disagree	12	8%	73	7%	52	12%	229	11%
		Agree	79	55%	554	55%	208	47%	907	45%
		Strongly agree	44	32%	357	35%	154	36%	752	38%
		Total	143	100%	1,021	100%	440	100%	1,989	100%
1m. Offices are open during convenient hours.	TAM0901M	Strongly disagree	3	2%	23	3%	10	2%	61	3%
		Disagree	15	11%	96	10%	55	12%	230	12%
		Agree	97	69%	614	61%	248	56%	1,103	55%
		Strongly agree	26	19%	287	27%	129	29%	587	30%
		Total	141	100%	1,020	100%	442	100%	1,981	100%
1n. I know how to make a complaint regarding student services.	TAM0901N	Strongly disagree	21	14%	125	12%	48	11%	285	15%
		Disagree	49	33%	316	33%	142	32%	691	37%
		Agree	56	41%	395	38%	163	37%	666	32%
		Strongly agree	17	11%	185	17%	88	20%	343	16%
		Total	143	100%	1,021	100%	441	100%	1,985	100%

[a] Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

			First-Year Students				Seniors			
			A&M Commerce		Texas A&M System		A&M Commerce		Texas A&M System	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1o. I know how to make a complaint regarding academic issues.	TAM0901O	Strongly disagree	11	7%	99	10%	42	9%	234	12%
		Disagree	56	40%	319	33%	128	29%	637	33%
		Agree	56	42%	431	42%	191	44%	796	39%
		Strongly agree	16	11%	167	15%	80	18%	311	15%
		Total	139	100%	1,016	100%	441	100%	1,978	100%
1p. I believe the institution will respond to my concerns.	TAM0901P	Strongly disagree	9	6%	57	6%	25	6%	166	9%
		Disagree	29	20%	167	16%	73	17%	411	21%
		Agree	83	60%	599	60%	239	55%	1,058	54%
		Strongly agree	19	13%	190	18%	98	22%	340	16%
		Total	140	100%	1,013	100%	435	100%	1,975	100%
1q. The physical environment of the campus is well maintained.	TAM0901Q	Strongly disagree	3	2%	16	2%	4	1%	32	2%
		Disagree	9	7%	55	6%	19	5%	99	7%
		Agree	85	61%	544	55%	270	62%	1,027	51%
		Strongly agree	43	30%	400	37%	145	33%	819	40%
		Total	140	100%	1,015	100%	438	100%	1,977	100%
1r. Teaching facilities provide an appropriate learning environment.	TAM0901R	Strongly disagree	1	1%	14	1%	4	1%	36	2%
		Disagree	10	7%	37	4%	22	5%	132	7%
		Agree	94	68%	624	63%	278	64%	1,160	58%
		Strongly agree	34	24%	339	31%	130	30%	641	32%
		Total	139	100%	1,014	100%	434	100%	1,969	100%
1s. Adequate computing resources are available.	TAM0901S	Strongly disagree	5	4%	11	1%	6	1%	65	3%
		Disagree	4	3%	41	3%	28	7%	161	8%
		Agree	92	67%	517	51%	254	59%	964	46%
		Strongly agree	39	27%	450	45%	145	33%	788	43%
		Total	140	100%	1,019	100%	433	100%	1,978	100%
1t. The library has the resources I need.	TAM0901T	Strongly disagree	2	2%	11	1%	5	1%	46	2%
		Disagree	6	4%	31	2%	31	7%	142	6%
		Agree	84	60%	551	56%	258	60%	1,077	53%
		Strongly agree	48	34%	422	41%	137	32%	703	38%
		Total	140	100%	1,015	100%	431	100%	1,968	100%

IPEDS: 224554

National Survey of Student Engagement

Texas A&M University - Commerce

Multi-Year Benchmark Report
August 2009

National Survey of Student Engagement

Interpreting the Multi-Year Benchmark Report

For institutions that have participated in multiple NSSE administrations, this *Multi-Year Benchmark Report* presents comparable benchmark scores by year so that patterns of change or stability may be discernible. It also provides statistics such as *number of respondents*, *standard deviation*, and *standard error* so that shorthand mean comparison tests can be calculated.

Questions that might be answered with this report include, "How stable was the level of student-faculty interaction over the years?" or "Given the implementation of initiative X three years ago, did the level of active and collaborative learning increase?"

This report has three main parts: (a) a table of *data quality indicators* (p. 3), which provides a quick reference to important statistics for each year's participation, (b) *multi-year charts,* and (c) *detailed statistics*. Key terms and features of (b) and (c) are described below using data from the fictional "NSSEville State University."

For more information and recommendations for analyzing past and present NSSE data for trends or stability, consult the *Multi-Year Data Analysis Guide*: **www.nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf.**

Key Terms and Features in this Report

Multi-year charts
appear on pages 4 & 6.

Y-Axis
Benchmarks are computed on a 0 to 100 scale, however nearly all institutional scores are between the y-axis values of 15 and 85.

Benchmark Score
The benchmark score is the weighted average of the student-level scores, using only randomly sampled students from each year's data.

n
Unweighted number of respondents represented in the data.

SEM
Standard error of the mean is how much a score based on a sample may differ from the true population score. *SEM* is used to compute confidence intervals.
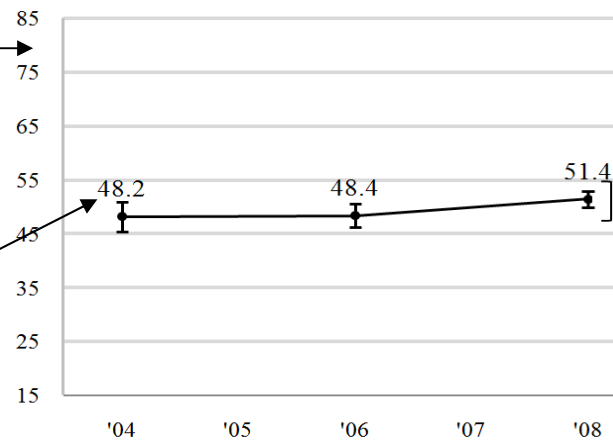
Error Bars/Confidence Intervals
Error bars around each benchmark score show the upper and lower bounds of the 95% confidence interval (mean +/- 1.96 * *SEM*), a range of values 95% likely to contain the true population score. "Upper" and "Lower" limits are also reported in the detailed statistics tables. Where confidence intervals do not overlap between years, a statistically significant difference ($p < .05$) is likely to be present.

Level of Academic Challenge (LAC)

Multi-year detailed statistics
appear on pages 5 & 7.

Year
All NSSE administration years since 2004 are listed regardless of participation.

SD
Standard deviation , the average amount by which students' scores differ from the mean.

	2004	2005	2006	2007	2008
LAC	**48.2**		**48.4**		**51.4**
n	405		303		307
SD	12.1		12.3		11.8
SEM	.60		.71		.67
Upper	49.4		49.8		52.7
Lower	47.0		47.0		50.1

Some NSSE administrations at an institution may yield more precise population estimates than others. The values in this table were drawn from the *Respondent Characteristics* reports for each NSSE administration. An important early step in conducting a multi-year analysis is to review the quality of your data for both first-year and senior respondents in each year.

Year[a]	Mode[b]	Response Rate[c]		Sampling Error[d]		Number of Respondents[e]	
		FY	SR	FY	SR	FY	SR
2004							
2005	Web+	23%	35%	7.8%	6.2%	123	215
2006							
2007	Web+	11%	24%	11.1%	4.2%	69	411
2008							
2009	Web	24%	36%	6.1%	3.4%	197	525

[a] All NSSE administration years since 2004 are listed regardless of participation.

[b] Modes include *Paper* (students receive a paper survey and the option of completing a Web version), *Web* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via e-mail; a subgroup of nonrespondents receive paper surveys).

[c] Response rates (number of respondents divided by sample size) were adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

[d] Sampling error gauges the precision of estimates based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, but any results using them should be interpreted more conservatively.

[e] This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students. In 2004 and 2005 it may also include targeted oversamples. For this reason, the counts for 2004 and 2005 may not match those given in the detailed statistics on pages 5 and 7.

National Survey of Student Engagement

Texas A&M University - Commerce

First-Year Students

Level of Academic Challenge (LAC)
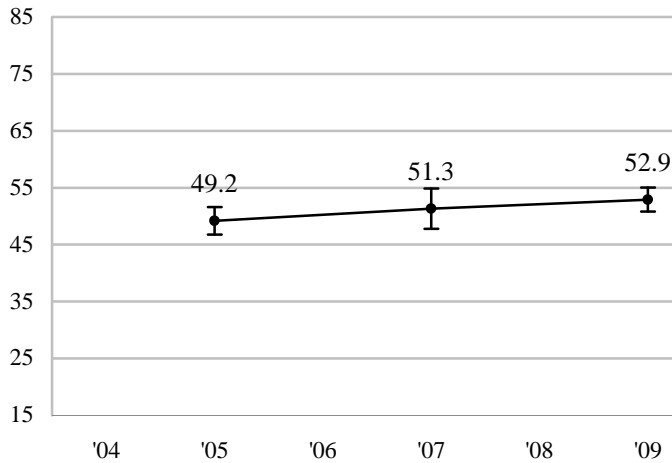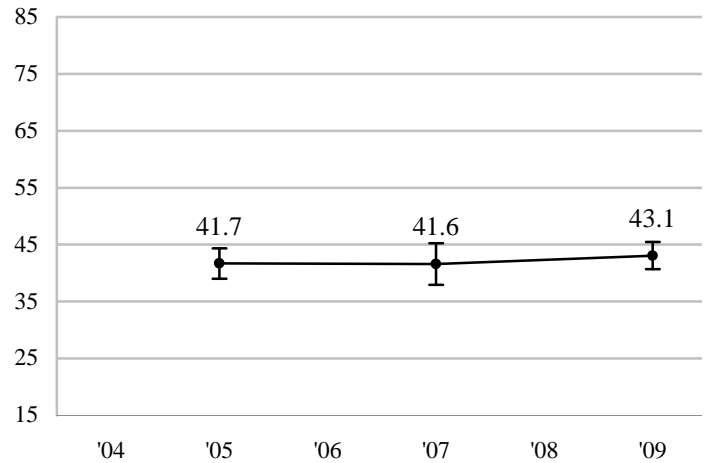
49.2   51.3   52.9

'04 '05 '06 '07 '08 '09

Active and Collaborative Learning (ACL)

41.7   41.6   43.1

'04 '05 '06 '07 '08 '09

Student-Faculty Interaction (SFI)

34.2   35.9   37.1

'04 '05 '06 '07 '08 '09

Enriching Educational Experiences (EEE)

26.7   27.2   26.8

'04 '05 '06 '07 '08 '09

Supportive Campus Environment (SCE)

53.8   60.0   60.2

'04 '05 '06 '07 '08 '09
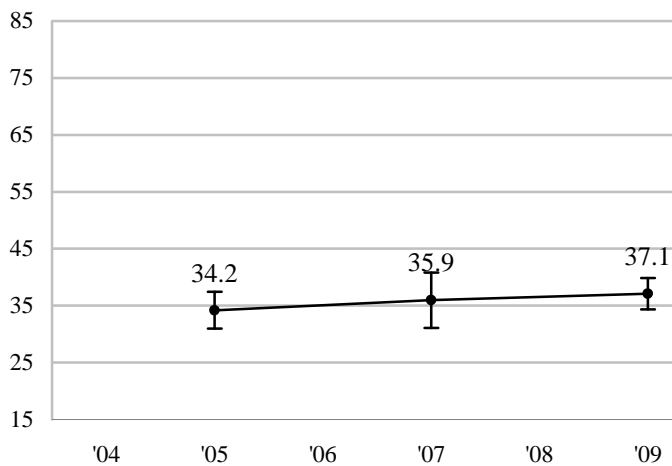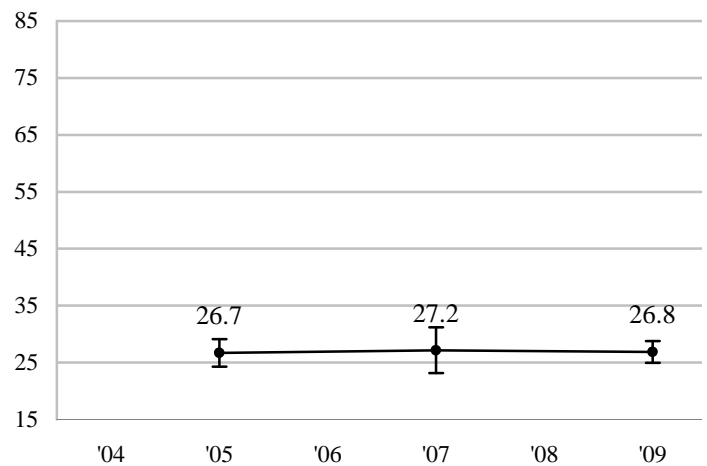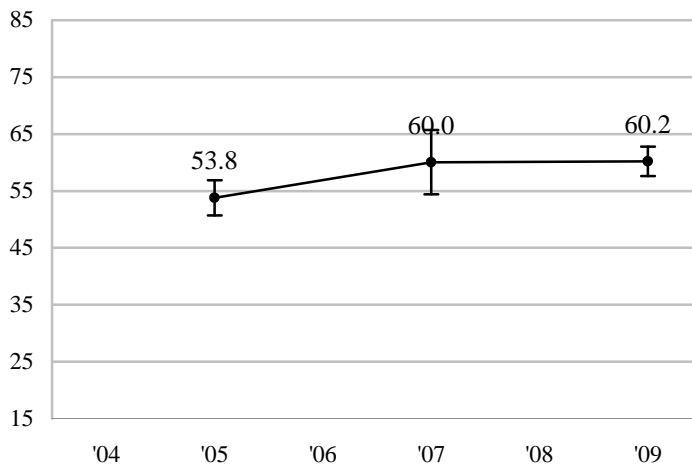
Notes:

- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.

- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf.

4

National Survey of Student Engagement

Texas A&M University - Commerce

		First-Year Students					
		2004	*2005*	*2006*	*2007*	*2008*	*2009*
Level of Academic Challenge	**LAC**		**49.2**		**51.3**		**52.9**
	n		113		58		177
	SD		13.1		13.8		14.2
	SEM		1.23		1.81		1.07
	Upper		51.6		54.9		55.0
	Lower		46.8		47.8		50.8
Active and Collaborative Learning	**ACL**		**41.7**		**41.6**		**43.1**
	n		123		69		195
	SD		15.2		15.5		17.0
	SEM		1.37		1.87		1.22
	Upper		44.4		45.3		45.5
	Lower		39.0		37.9		40.7
Student Faculty Interaction	**SFI**		**34.2**		**35.9**		**37.1**
	n		118		60		181
	SD		17.9		19.2		18.9
	SEM		1.65		2.47		1.40
	Upper		37.4		40.8		39.9
	Lower		31.0		31.1		34.4
Enriching Educational Experiences	**EEE**		**26.7**		**27.2**		**26.8**
	n		110		56		171
	SD		12.9		15.3		12.8
	SEM		1.23		2.05		.98
	Upper		29.1		31.2		28.8
	Lower		24.3		23.1		24.9
Supportive Campus Environment	**SCE**		**53.8**		**60.0**		**60.2**
	n		105		55		167
	SD		16.1		21.4		17.1
	SEM		1.57		2.88		1.33
	Upper		56.9		65.7		62.8
	Lower		50.7		54.4		57.6

[a] n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean; Upper/Lower=95% confidence interval limits

Level of Academic Challenge (LAC)

52.6　　52.9　　56.1

Active and Collaborative Learning (ACL)

52.6　　50.8　　52.5

Student-Faculty Interaction (SFI)

44.2　　42.0　　42.0

Enriching Educational Experiences (EEE)

37.1　　36.7　　34.7

Supportive Campus Environment (SCE)

59.5　　61.4　　60.6
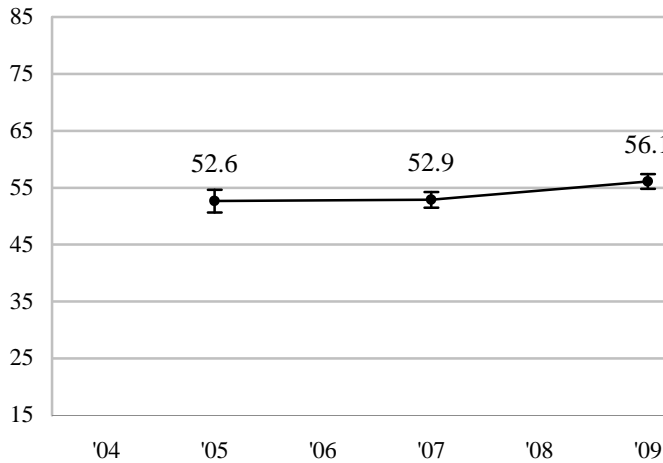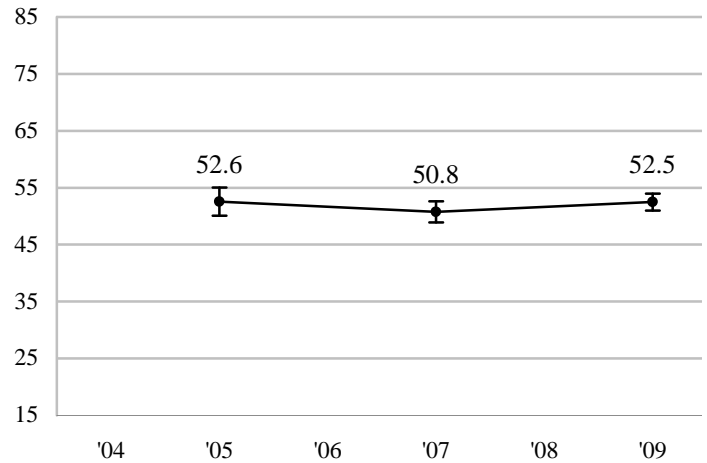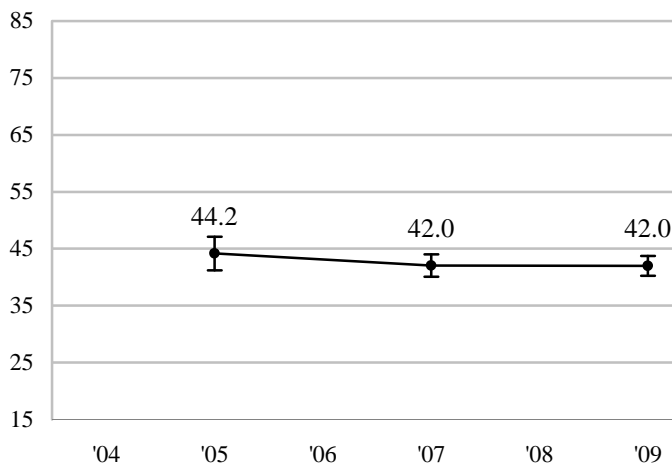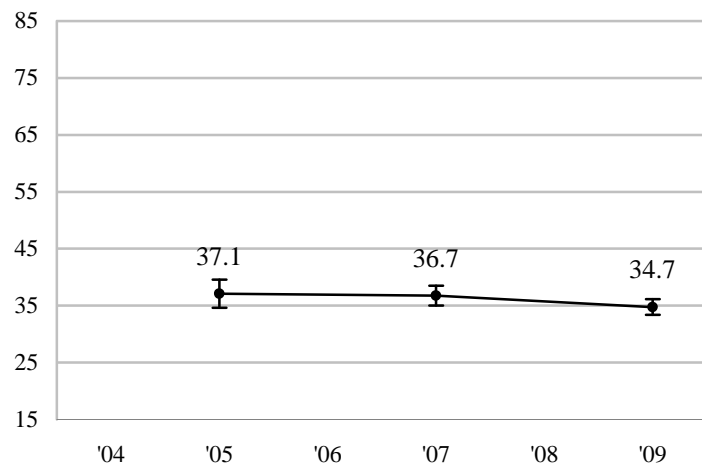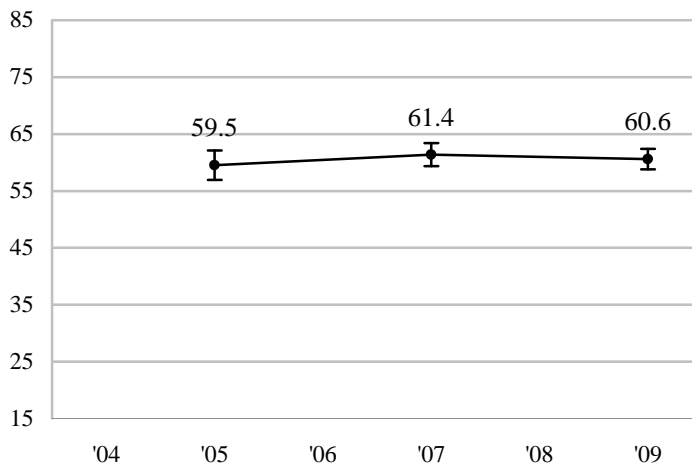
Notes:

- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.

- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf.

National Survey of Student Engagement

Texas A&M University - Commerce

		Seniors					
		2004	*2005*	*2006*	*2007*	*2008*	*2009*
Level of Academic Challenge	**LAC**		**52.6**		**52.9**		**56.1**
	n		211		396		505
	SD		14.9		14.2		14.6
	SEM		1.02		.71		.65
	Upper		54.7		54.3		57.4
	Lower		50.6		51.5		54.8
Active and Collaborative Learning	**ACL**		**52.6**		**50.8**		**52.5**
	n		215		411		524
	SD		18.4		19.2		17.3
	SEM		1.26		.95		.75
	Upper		55.0		52.6		54.0
	Lower		50.1		48.9		51.0
Student Faculty Interaction	**SFI**		**44.2**		**42.0**		**42.0**
	n		211		402		505
	SD		21.9		20.2		19.8
	SEM		1.51		1.01		.88
	Upper		47.1		44.0		43.7
	Lower		41.2		40.1		40.3
Enriching Educational Experiences	**EEE**		**37.1**		**36.7**		**34.7**
	n		208		386		495
	SD		18.1		17.3		15.6
	SEM		1.26		.88		.70
	Upper		39.5		38.5		36.1
	Lower		34.6		35.0		33.4
Supportive Campus Environment	**SCE**		**59.5**		**61.4**		**60.6**
	n		209		382		483
	SD		19.2		20.0		20.1
	SEM		1.33		1.02		.92
	Upper		62.1		63.4		62.4
	Lower		56.9		59.4		58.8

[a] n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean; Upper/Lower=95% confidence interval limits

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National Survey
of Student Engagement

Texas A&M University - Commerce

Respondent Characteristics

August 2009

	A&M Commerce		Texas A&M System		Carnegie Class		NSSE 2009	
	FY	**SR**	**FY**	**SR**	**FY**	**SR**	**FY**	**SR**
Response Rate[a]								
Overall	32%		20%		29%		31%	
By class	24%	36%	16%	23%	26%	32%	29%	34%
NSSE sample size[b]	836	1,449	8,810	10,405	42,320	42,910	557,346	519,927
Sampling Error[c]								
Overall	3.0%		1.5%		0.5%		0.1%	
By class	6.1%	3.4%	2.5%	1.9%	0.8%	0.7%	0.2%	0.2%
Number of respondents[b]	197	525	1,432	2,393	11,073	13,590	158,994	175,411
Total population	836	1,449	15,740	16,332	50,157	53,683	719,201	707,244
Student Characteristics[d]								
Mode of Completion								
Paper	0%	0%	0%	1%	2%	1%	2%	2%
Web	100%	100%	100%	99%	98%	99%	98%	98%
Enrollment Status [e]								
Full-time	98%	71%	94%	75%	93%	79%	95%	84%
Less than full-time	2%	29%	6%	25%	7%	21%	5%	16%
Gender [e]								
Female	67%	76%	66%	66%	66%	65%	64%	63%
Male	33%	24%	34%	34%	34%	35%	36%	37%
Race/Ethnicity								
Am. Indian/Native American	2%	1%	1%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	3%	1%	4%	3%	5%	4%	6%	5%
Black/African American	19%	10%	15%	6%	11%	10%	8%	7%
White (non-Hispanic)	58%	70%	47%	50%	67%	69%	68%	70%
Mexican/Mexican American	5%	6%	15%	20%	2%	2%	3%	3%
Puerto Rican	1%	0%	0%	0%	1%	1%	1%	1%
Other Hispanic or Latino	2%	3%	11%	11%	3%	3%	3%	3%
Multiracial	3%	1%	2%	2%	3%	2%	3%	2%
Other	1%	0%	1%	1%	2%	2%	2%	1%
I prefer not to respond	5%	6%	4%	6%	5%	6%	5%	6%
International Student	2%	4%	7%	5%	6%	5%	6%	5%
Place of Residence								
On-campus[f]	61%	10%	60%	6%	63%	12%	67%	17%
Transfer Status								
Transfer students	23%	82%	9%	60%	11%	49%	9%	42%
Age								
Non-traditional (24 or older)	13%	70%	3%	47%	8%	40%	7%	34%
Traditional (less than 24)	87%	30%	97%	53%	92%	60%	93%	66%

[a] Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

[b] This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

[c] Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

[d] Percent of total respondents within each category. These results are *not* weighted.

[e] Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

[f] Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."

The Student Experience in Brief:
A&M Commerce

National Survey of Student Engagement

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked by previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to provide students and parents key questions to ask during campus visits.

The following responses were provided by 722 randomly selected A&M Commerce students on the 2009 NSSE survey.

Academic Challenge

To what degree is studying and spending time on academic work emphasized?
76% of FY students feel that this institution places substantial emphasis on academics.[1]

Do faculty hold students to high standards?
60% of FY students frequently work harder than they thought they could to meet faculty expectations.[2]

How much time do students spend on homework each week?
41% of FY students spend more than 15 hours per week preparing for class. 19% spend 5 hours or less.

What types of thinking do assignments require?
First-year students report substantial emphasis on the following activities:
Memorizing facts, ideas, or methods: 63%
Analyzing basic elements of an idea or theory: 78%
Synthesizing and organizing ideas: 66%
Making judgments about value of information: 71%
Applying theories or concepts: 70%

How much writing is expected?
9% of FY students write more than 10 papers between 5 and 19 pages and 21% have written a paper more than 20 pages in length.

How much reading is expected during the school year?
31% of FY students read more than 10 assigned books and packs of course readings. 21% read fewer than 5.

Do exams require students to do their best work?
53% of FY students report that their exams strongly challenge them to do their best work.[3]

Active Learning

How often are topics from class discussed outside of the classroom?
55% of FY students frequently discuss readings or ideas from coursework outside of class.

Do students work together on projects – inside and outside of class?
43% of FY students frequently work with other students on projects in class, 41% work with peers on assignments outside of class.

How often do students make class presentations?
38% of FY students report that they make frequent presentations in class.

How many students participate in community-based projects in regular courses?
11% of FY students frequently participate in service-learning or community-based projects during a given year. 60% never took part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?
By their senior year, 48% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Do students have opportunities to tutor or teach other students?
18% of seniors frequently assist their fellow students by tutoring or teaching them.

Student-Faculty Interaction

Are faculty members accessible and supportive?
54% of FY students say their faculty are available, helpful and sympathetic.

How many students work on research projects with faculty?
By their senior year, 11% of students have done research with a faculty member.

Do students receive prompt feedback on academic performance?
60% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.

Note: FY= First-Year Student SR=Senior Student

How often do students talk with advisors or faculty members about their career plans?
84% of seniors at least occasionally discuss career plans with faculty. [4] 16% never talk with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of course work?
50% of FY students at least occasionally spend time with faculty members on activities other than coursework.

Enriching Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?
During their first year, 23% of students participate in a learning community. By their senior year, 13% of students have taken an independent study class.

How often do students interact with peers with different social, political, or religious views?
56% of FY students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

How often do students interact with peers from different racial or ethnic backgrounds?
62% of FY students frequently have serious conversations with those of a different race.

How many students study in other countries?
By their senior year, 4% of students have studied abroad.

Do students participate in activities that enhance their spirituality?
30% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

What percentage of students participate in community service?
By the time they are seniors, 47% of students have participated in community service or volunteer work.

Supportive Campus Environment

How well do students get along with other students?
55% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

Are students satisfied with their overall educational experience?
85% of FY students report a favorable image of this institution; 87% of seniors would choose this school again if they could start their college career over.

How much time do students devote to co-curricular activities?
14% of FY students spend more than 15 hours a week participating in co-curricular activities. 44% spend no time participating in co-curricular activities.

How well do students get along with administrators and staff?
36% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?
71% of FY students feel that this institution has a substantial commitment to their academic success. 50% feel well-supported by the institution regarding their social needs.

A Pocket Guide to Choosing a College is available at www.nsse.iub.edu/html/pocket_guide_intro.cfm

Notes:
1. "Substantial" emphasis is defined by combining the responses to values of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses to values of "Very often" and "Often."
3. "Strongly challenge" is defined by combining response values of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."
4. "Occasionally" is defined by combining the responses to values of "Very often," "Often," and "Sometimes."

Data source: National Survey of Student Engagement 2009

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