NSSE 2016
Administration Summary

Texas A&M University - Commerce

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NSSE 2016 Administration Summary
Texas A&M University - Commerce

Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	First-year	Senior
Submitted population	1,962	2,779
Adjusted population[a]	1,962	2,779
Survey sample[b]	1,956	2,771
Total respondents[b]	296	534
Full completions[c]	212	437
Partial completions	84	97

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
b. Targeted, experimental, and locally administered samples were not included.
c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error[a]

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

	First-year				Senior			
	A&M Commerce	Southwest Public	Peer Group	Aspirational Group	A&M Commerce	Southwest Public	Peer Group	Aspirational Group
Response rate	15%	17%	19%	17%	19%	18%	24%	20%
Sampling error[b]	+/- 5.3%	+/- 0.7%	+/- 1.2%	+/- 1.0%	+/- 3.8%	+/- 0.6%	+/- 1.0%	+/- 0.9%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages).
b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right reports on variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For more respondent characteristics, refer to your *Respondent Profile* report.

NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your 2016 weights. For more information, see nsse.indiana.edu/html/weighting.cfm

Representativeness	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	65	53	70	64
Full-time	98	79	69	64
First-time, first-year	73	55	N/A	N/A
Race/ethnicity[a]				
Am. Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian/Other Pac. Isl.	--	--	--	--
White	--	--	--	--
Other	--	--	--	--
Foreign or nonresident alien	--	--	--	--
Two or more races/ethnicities	--	--	--	--
Unknown	--	--	--	--

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results not reported for institutions without full (at least 90%) race/ethnicity information in the population file.

Weighting	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	64	40	50	42
Full-time, male	34	39	19	22
Part-time, female	1	13	21	22
Part-time, male	2	9	11	14

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Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variables[a]	No
Identified an oversample[b]	No
Updated to identify ineligible students[c]	No
Identified students who completed BCSSE 2015[d]	BCSSE not administered

a. Institutions had the option to include additional variables in their population files for oversampling or for their own *post hoc* analyses. Up to five "group" variables were allowed; If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.

b. Institutions that did not survey all first-year and senior students (census) had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.

c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.

d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report.*

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Sample type	Census
Recruitment method	Email
Portal/LMS used[a]	No
Incentive offered	Yes
Survey version	U.S. English
Institution logo used in survey	No
Mobile respondents[b]	396, 48%

Additional question sets and companion surveys

Asked optional sexual orientation question	No
Topical module(s)	None
Consortium	None
BCSSE 2015	No
FSSE 2016	No

a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents that used posted survey links."

b. Number and percentage of students who responded with either a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

		Cumulative response rate	
	Date	*First-year*	*Senior*
Invitation	02/16/2016	4%	5%
Reminder 1	02/24/2016	9%	8%
Reminder 2	03/03/2016	12%	13%
Reminder 3	03/09/2016	13%	16%
Final reminder	03/21/2016	15%	19%

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	Southwest Public (default)
Group 2	Peer Group* (customized)
Group 3	Aspirational Group (customized)

Comparison groups for additional question set report(s)

None selected	

NSSE 2016
Engagement Indicators

Texas A&M University - Commerce

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2016 Engagement Indicators

Overview

Texas A&M University - Commerce

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Peer Group	Your first-year students compared with Aspirational Group
Academic Challenge	Higher-Order Learning	--	△	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	▽
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	△	--
	Supportive Environment	--	△	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Public	Your seniors compared with Peer Group	Your seniors compared with Aspirational Group
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▼
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	△	△

NSSE 2016 Engagement Indicators
Academic Challenge
Texas A&M University - Commerce
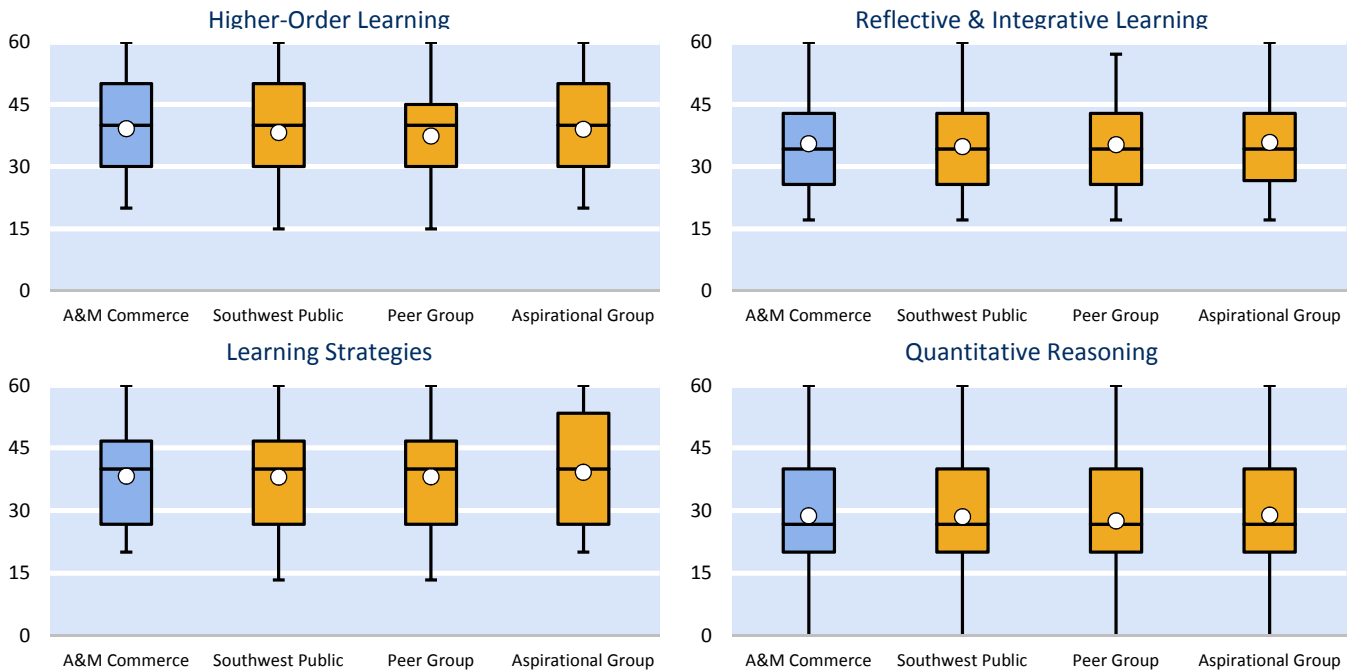
Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your first-year students compared with					
		Southwest Public		Peer Group		Aspirational Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.2	.07	37.4 *	.13	39.0	.02
Reflective & Integrative Learning	35.6	34.8	.06	35.3	.02	35.8	-.02
Learning Strategies	38.3	38.0	.02	38.1	.01	39.2	-.07
Quantitative Reasoning	28.7	28.5	.02	27.5	.07	28.9	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	A&M Commerce	Percentage point difference[a] between your FY students and		
Higher-Order Learning		Southwest Public	Peer Group	Aspirational Group
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+0	+1	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+1	+2	-3
4d. Evaluating a point of view, decision, or information source	70	+1	+2	+0
4e. Forming a new idea or understanding from various pieces of information	72	+4	+6	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	48	-4	-7	-8
2b. Connected your learning to societal problems or issues	47	-3	-5	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-1	-1	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+7	+7	+6
2f. Learned something that changed the way you understand an issue or concept	69	+5	+5	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	74	+1	-1	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	74	-2	-2	-5
9b. Reviewed your notes after class	71	+7	+8	+6
9c. Summarized what you learned in class or from course materials	62	+2	+1	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+2	+5	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+0	+2	-0
6c. Evaluated what others have concluded from numerical information	37	-2	-1	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	A&M Commerce	Your seniors compared with					
		Southwest Public		Peer Group		Aspirational Group	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.1	40.4	.05	40.1	.07	40.4	.05
Reflective & Integrative Learning	39.3	37.5 **	.13	38.0 *	.10	38.1	.09
Learning Strategies	42.6	40.0 ***	.17	39.2 ***	.23	39.2 ***	.23
Quantitative Reasoning	31.5	30.1	.08	30.1	.08	31.6	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05$, $**p < .01$, $***p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	A&M Commerce	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Southwest Public	Peer Group	Aspirational Group
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	-1	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-0	-0	-1
4d. Evaluating a point of view, decision, or information source	75	+5	+7	+6
4e. Forming a new idea or understanding from various pieces of information	75	+3	+5	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	+1	-4	-3
2b. Connected your learning to societal problems or issues	66	+6	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+6	+5	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+7	+5	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+5	+5	+4
2f. Learned something that changed the way you understand an issue or concept	71	+3	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+4	+3	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	+2	+3	+1
9b. Reviewed your notes after class	74	+9	+12	+13
9c. Summarized what you learned in class or from course materials	73	+7	+10	+10
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+1	+2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+7	+8	+5
6c. Evaluated what others have concluded from numerical information	48	+4	+4	-0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2016 Engagement Indicators
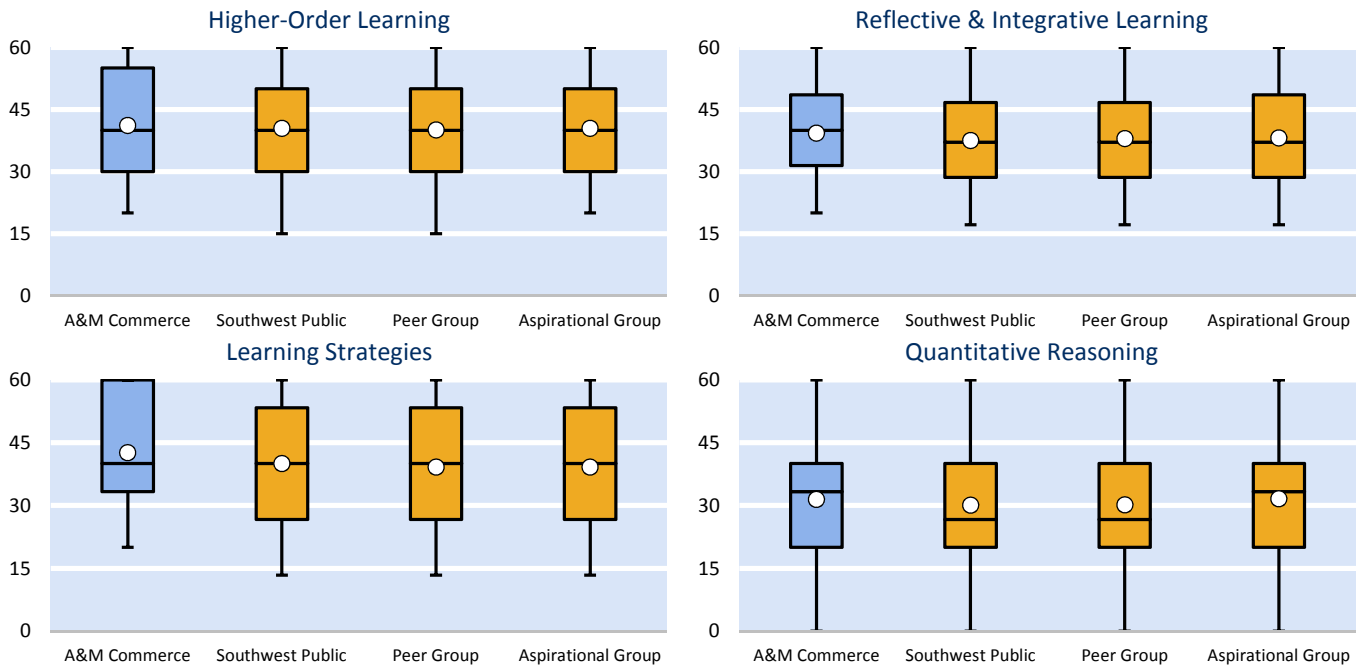## Learning with Peers
Texas A&M University - Commerce

Learning with Peers: First-year students

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	A&M Commerce	Your first-year students compared with					
		Southwest Public		Peer Group		Aspirational Group	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	33.0	-.05	31.9	.03	34.3 *	-.15
Discussions with Diverse Others	42.3	40.7	.10	39.9 *	.15	41.8	.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Collaborative Learning

Discussions with Diverse Others

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	A&M Commerce	Percentage point difference [a] between your FY students and		
		Southwest Public	Peer Group	Aspirational Group
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	50	-3	-1	-6
1f. Explained course material to one or more students	62	+3	+5	-1
1g. Prepared for exams by discussing or working through course material with other students	51	-0	+4	-5
1h. Worked with other students on course projects or assignments	57	+2	+5	-1

Discussions with Diverse Others	A&M Commerce	Southwest Public	Peer Group	Aspirational Group
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	80	+8	+12	+8
8b. People from an economic background other than your own	78	+6	+8	+3
8c. People with religious beliefs other than your own	74	+5	+6	+1
8d. People with political views other than your own	73	+4	+4	+0

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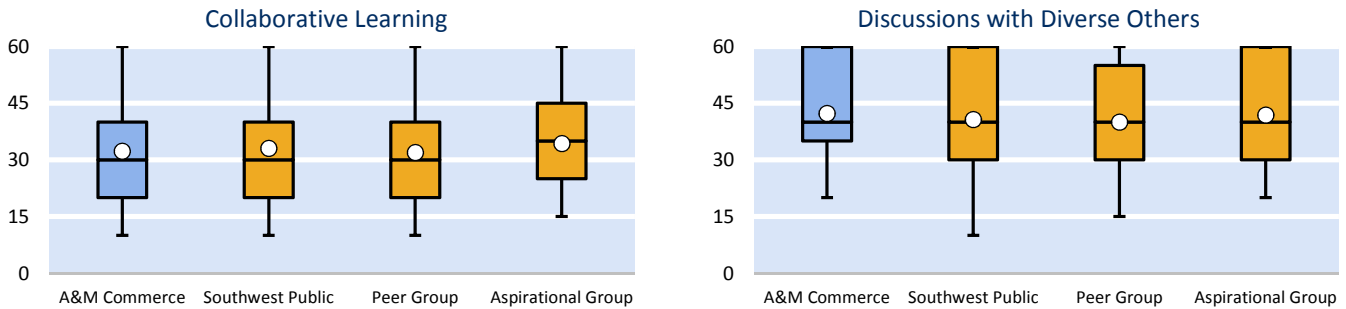
Learning with Peers: Seniors

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Mean Comparisons

	A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
		Your seniors compared with					
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	30.0	32.4 ***	-.16	33.0 ***	-.20	34.6 ***	-.32
Discussions with Diverse Others	41.0	42.1	-.06	40.4	.04	41.6	-.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

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	A&M Commerce	Southwest Public	Peer Group	Aspirational Group
		Percentage point difference [a] between your seniors and		
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	36	-6	-7	-11
1f. Explained course material to one or more students	52	-7	-10	-12
1g. Prepared for exams by discussing or working through course material with other students	44	-2	-2	-7
1h. Worked with other students on course projects or assignments	57	-6	-7	-12
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	76	+0	+9	+5
8b. People from an economic background other than your own	73	-2	+0	-1
8c. People with religious beliefs other than your own	67	-4	-2	-4
8d. People with political views other than your own	70	-1	-2	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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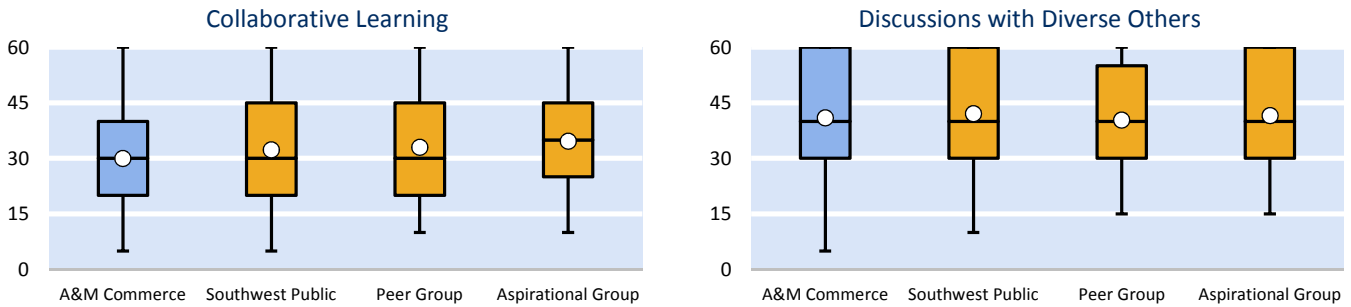
Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | A&M Commerce | Your first-year students compared with | | | | | |
| | | Southwest Public | | Peer Group | | Aspirational Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.5	20.7 **	.18	20.6 **	.19	20.7 **	.19
Effective Teaching Practices	39.1	38.8	.02	38.6	.03	39.0	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | A&M Commerce | Percentage point difference [a] between your FY students and | | |
		Southwest Public	Peer Group	Aspirational Group
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	35	+0	+0	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+9	+10	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-1	+1	-1
3d. Discussed your academic performance with a faculty member	39	+10	+10	+10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-4	-4	-5
5b. Taught course sessions in an organized way	74	-2	-2	-5
5c. Used examples or illustrations to explain difficult points	75	+1	+1	+0
5d. Provided feedback on a draft or work in progress	65	+3	+2	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+4	+4	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE national survey of student engagement

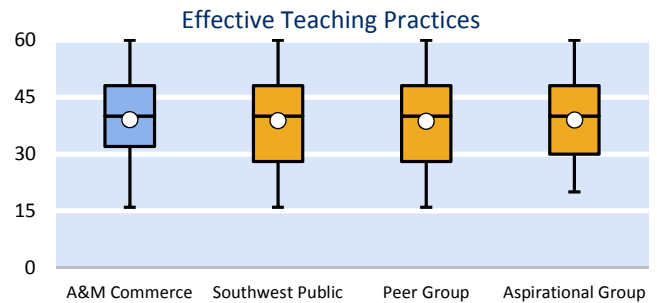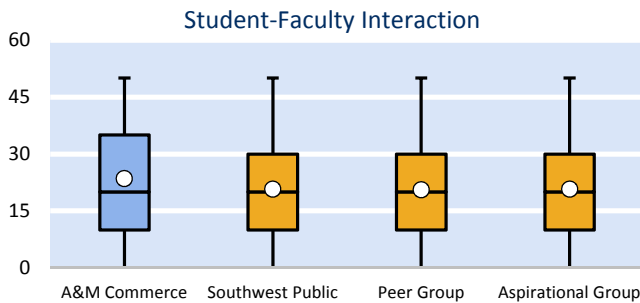## Experiences with Faculty: Seniors

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	A&M Commerce	Your seniors compared with					
		Southwest Public		Peer Group		Aspirational Group	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.8	21.8 *	.12	23.9	.00	24.1	-.01
Effective Teaching Practices	41.5	39.8 *	.12	39.5 **	.14	39.8 *	.12

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	A&M Commerce	Percentage point difference [a] between your seniors and		
Student-Faculty Interaction	%	Southwest Public	Peer Group	Aspirational Group
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	44	+6	+2	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+4	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+3	-2	-2
3d. Discussed your academic performance with a faculty member	39	+9	+6	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	-1	-0	-1
5b. Taught course sessions in an organized way	80	+2	+2	+1
5c. Used examples or illustrations to explain difficult points	76	-0	-2	-2
5d. Provided feedback on a draft or work in progress	63	+5	+4	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+4	+4	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
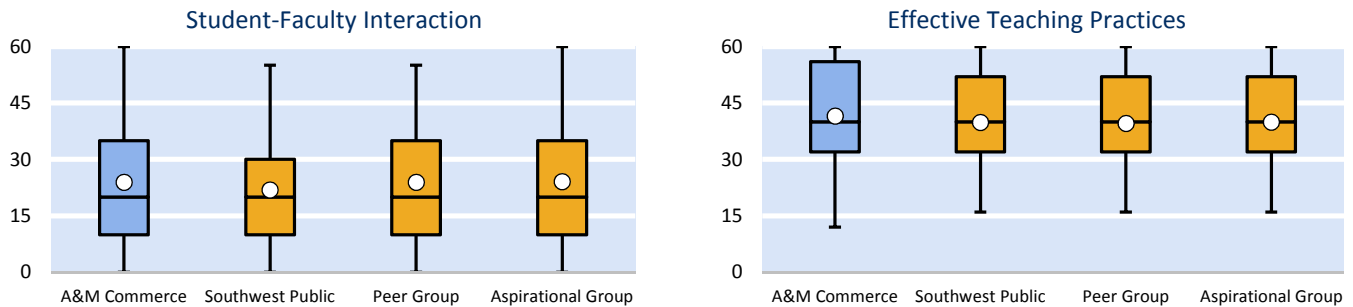
NSSE 2016 Engagement Indicators

Campus Environment

Texas A&M University - Commerce

Campus Environment: First-year students

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	A&M Commerce	Your first-year students compared with					
		Southwest Public		Peer Group		Aspirational Group	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.0	41.4	.12	40.6 **	.19	42.3	.05
Supportive Environment	38.2	37.5	.05	36.0 *	.17	38.8	-.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	A&M Commerce	Percentage point difference [a] between your FY students and		
		Southwest Public	Peer Group	Aspirational Group
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	54	+1	+5	-4
13b. Academic advisors	52	+3	+5	+1
13c. Faculty	51	+3	+4	+2
13d. Student services staff (career services, student activities, housing, etc.)	49	+4	+7	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+5	+8	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	-1	+1	-4
14c. Using learning support services (tutoring services, writing center, etc.)	80	+2	+4	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+6	+9	+5
14e. Providing opportunities to be involved socially	74	+1	+3	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+4	+5	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	+5	+10	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+4	+9	-0
14i. Attending events that address important social, economic, or political issues	58	+5	+8	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
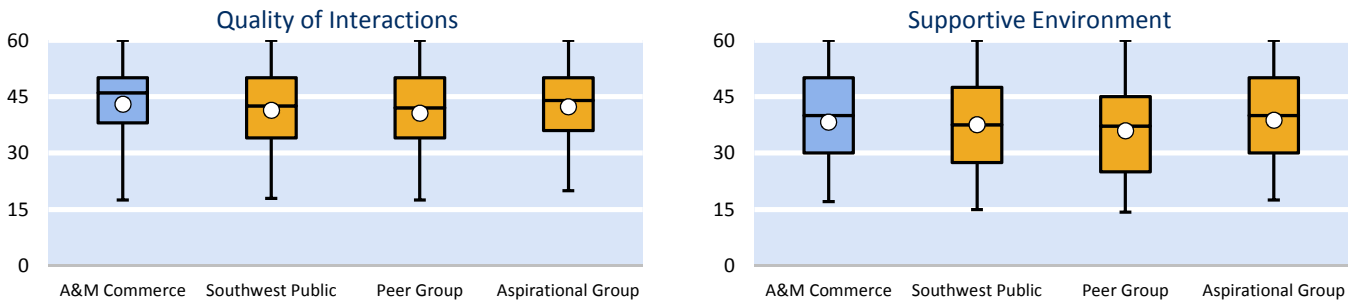
Campus Environment: Seniors

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	A&M Commerce	Your seniors compared with					
		Southwest Public		Peer Group		Aspirational Group	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.9	42.3 ***	.21	41.6 ***	.28	42.2 ***	.24
Supportive Environment	35.5	33.3 **	.15	31.9 ***	.26	33.5 **	.15

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05$, $**p < .01$, $***p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	A&M Commerce	Percentage point difference [a] between your seniors and		
Quality of Interactions	%	Southwest Public	Peer Group	Aspirational Group
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	62	+2	+4	+2
13b. Academic advisors	61	+10	+11	+12
13c. Faculty	65	+7	+9	+8
13d. Student services staff (career services, student activities, housing, etc.)	50	+6	+11	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+12	+17	+15
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+6	+8	+7
14c. Using learning support services (tutoring services, writing center, etc.)	71	+5	+6	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+9	+14	+12
14e. Providing opportunities to be involved socially	69	+3	+5	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+1	+1	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+10	+16	+13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+3	+6	-1
14i. Attending events that address important social, economic, or political issues	49	+5	+6	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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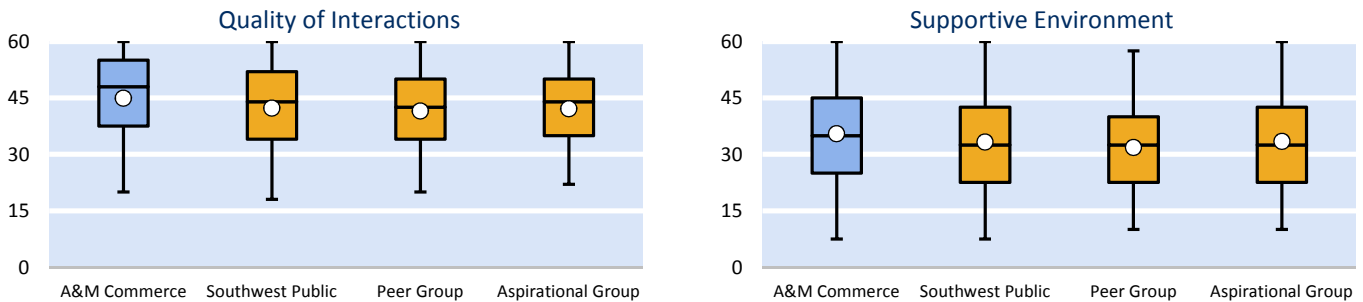
NSSE 2016 Engagement Indicators
Comparisons with High-Performing Institutions
Texas A&M University - Commerce

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

| | | A&M Commerce | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.2	40.5	-.10	✓	42.7 ***	-.25	
	Reflective and Integrative Learning	35.6	37.4 *	-.15		39.5 ***	-.31	
	Learning Strategies	38.3	41.2 **	-.21		43.7 ***	-.39	
	Quantitative Reasoning	28.7	29.4	-.05	✓	31.3 **	-.16	
Learning with Peers	Collaborative Learning	32.2	35.2 ***	-.22		37.3 ***	-.37	
	Discussions with Diverse Others	42.3	42.7	-.03	✓	44.3 *	-.14	
Experiences with Faculty	Student-Faculty Interaction	23.5	23.8	-.02	✓	26.9 ***	-.21	
	Effective Teaching Practices	39.1	41.6 **	-.19		43.8 ***	-.35	
Campus Environment	Quality of Interactions	43.0	44.1	-.09	✓	45.9 ***	-.24	
	Supportive Environment	38.2	39.2	-.07	✓	40.9 **	-.20	

Seniors

| | | A&M Commerce | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.1	43.1 **	-.15		44.7 ***	-.26	
	Reflective and Integrative Learning	39.3	41.0 **	-.13		42.9 ***	-.29	
	Learning Strategies	42.6	42.2	.03	✓	44.5 **	-.13	
	Quantitative Reasoning	31.5	31.8	-.02	✓	33.2 *	-.10	
Learning with Peers	Collaborative Learning	30.0	35.8 ***	-.42		37.9 ***	-.57	
	Discussions with Diverse Others	41.0	43.3 **	-.15		45.1 ***	-.26	
Experiences with Faculty	Student-Faculty Interaction	23.8	29.6 ***	-.35		33.0 ***	-.56	
	Effective Teaching Practices	41.5	42.7	-.09	✓	44.5 ***	-.22	
Campus Environment	Quality of Interactions	44.9	45.3	-.04	✓	46.9 **	-.17	
	Supportive Environment	35.5	35.7	-.01	✓	38.1 ***	-.18	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
Texas A&M University - Commerce

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
A&M Commerce (N = 247)	39.2	13.9	.89	20	30	40	50	60				
Southwest Public	38.2	13.9	.12	15	30	40	50	60	13,567	1.0	.283	.069
Peer Group	37.4	13.6	.22	15	30	40	45	60	4,190	1.8	.045	.132
Aspirational Group	39.0	13.2	.17	20	30	40	50	60	6,526	.2	.805	.016
Top 50%	40.5	13.6	.05	20	30	40	50	60	69,701	-1.3	.128	-.097
Top 10%	42.7	13.7	.11	20	35	40	55	60	15,084	-3.5	.000	-.254
Reflective & Integrative Learning												
A&M Commerce (N = 266)	35.6	12.4	.76	17	26	34	43	60				
Southwest Public	34.8	12.6	.11	17	26	34	43	60	14,207	.7	.341	.059
Peer Group	35.3	12.5	.19	17	26	34	43	57	4,379	.3	.729	.022
Aspirational Group	35.8	12.3	.15	17	27	34	43	60	6,821	-.3	.728	-.022
Top 50%	37.4	12.5	.05	17	29	37	46	60	73,541	-1.8	.017	-.146
Top 10%	39.5	12.8	.11	20	31	40	49	60	14,206	-4.0	.000	-.310
Learning Strategies												
A&M Commerce (N = 227)	38.3	13.7	.91	20	27	40	47	60				
Southwest Public	38.0	14.3	.13	13	27	40	47	60	235	.2	.791	.017
Peer Group	38.1	14.3	.24	13	27	40	47	60	258	.1	.876	.010
Aspirational Group	39.2	14.0	.18	20	27	40	53	60	5,963	-.9	.327	-.066
Top 50%	41.2	14.1	.06	20	33	40	53	60	61,406	-2.9	.002	-.206
Top 10%	43.7	14.3	.11	20	33	47	60	60	233	-5.5	.000	-.385
Quantitative Reasoning												
A&M Commerce (N = 252)	28.7	14.9	.94	0	20	27	40	60				
Southwest Public	28.5	16.3	.14	0	20	27	40	60	262	.2	.796	.015
Peer Group	27.5	16.1	.26	0	20	27	40	60	4,221	1.2	.251	.075
Aspirational Group	28.9	16.1	.20	0	20	27	40	60	6,614	-.2	.845	-.013
Top 50%	29.4	16.1	.05	0	20	27	40	60	252	-.7	.437	-.046
Top 10%	31.3	16.2	.11	0	20	33	40	60	258	-2.6	.007	-.158
Learning with Peers												
Collaborative Learning												
A&M Commerce (N = 284)	32.2	13.8	.82	10	20	30	40	60				
Southwest Public	33.0	14.2	.12	10	20	30	40	60	14,746	-.8	.369	-.054
Peer Group	31.9	14.0	.21	10	20	30	40	60	4,582	.4	.682	.025
Aspirational Group	34.3	13.9	.17	15	25	35	45	60	7,082	-2.1	.015	-.147
Top 50%	35.2	13.8	.05	15	25	35	45	60	80,465	-3.0	.000	-.217
Top 10%	37.3	13.6	.10	15	25	40	45	60	17,174	-5.1	.000	-.373
Discussions with Diverse Others												
A&M Commerce (N = 229)	42.3	14.9	.98	20	35	40	60	60				
Southwest Public	40.7	16.5	.15	10	30	40	60	60	239	1.6	.106	.098
Peer Group	39.9	16.0	.27	15	30	40	55	60	3,867	2.3	.031	.146
Aspirational Group	41.8	15.0	.20	20	30	40	60	60	6,025	.4	.677	.028
Top 50%	42.7	15.2	.06	20	35	40	60	60	71,469	-.4	.687	-.027
Top 10%	44.3	15.1	.10	20	35	45	60	60	22,286	-2.1	.040	-.137

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Experiences with Faculty												
Student-Faculty Interaction												
A&M Commerce (N = 258)	23.5	15.4	.96	0	10	20	35	50				
Southwest Public	20.7	15.2	.13	0	10	20	30	50	13,854	2.8	.004	.181
Peer Group	20.6	15.1	.24	0	10	20	30	50	4,258	2.9	.003	.193
Aspirational Group	20.7	14.6	.18	0	10	20	30	50	6,657	2.8	.003	.187
Top 50%	23.8	15.0	.07	0	15	20	35	55	49,166	-.3	.735	-.021
Top 10%	26.9	16.0	.18	5	15	25	40	60	8,510	-3.4	.001	-.213
Effective Teaching Practices												
A&M Commerce (N = 257)	39.1	13.4	.84	16	32	40	48	60				
Southwest Public	38.8	13.6	.12	16	28	40	48	60	13,915	.3	.715	.023
Peer Group	38.6	13.2	.21	16	28	40	48	60	4,276	.5	.588	.035
Aspirational Group	39.0	12.9	.16	20	30	40	48	60	6,672	.1	.903	.008
Top 50%	41.6	13.4	.05	20	32	40	52	60	61,912	-2.5	.003	-.185
Top 10%	43.8	13.5	.12	20	36	44	56	60	13,123	-4.7	.000	-.351
Campus Environment												
Quality of Interactions												
A&M Commerce (N = 218)	43.0	11.8	.80	18	38	46	50	60				
Southwest Public	41.4	12.7	.12	18	34	43	50	60	12,017	1.6	.070	.124
Peer Group	40.6	12.3	.21	18	34	42	50	60	3,676	2.3	.006	.190
Aspirational Group	42.3	11.8	.16	20	36	44	50	60	5,758	.6	.437	.054
Top 50%	44.1	11.8	.05	22	38	46	52	60	51,785	-1.1	.168	-.094
Top 10%	45.9	12.1	.12	22	40	48	56	60	11,237	-2.9	.000	-.239
Supportive Environment												
A&M Commerce (N = 207)	38.2	13.8	.96	17	30	40	50	60				
Southwest Public	37.5	13.9	.13	15	28	38	48	60	11,504	.7	.473	.050
Peer Group	36.0	13.8	.24	14	25	37	45	60	3,570	2.3	.021	.165
Aspirational Group	38.8	13.4	.18	18	30	40	50	60	5,524	-.6	.562	-.041
Top 50%	39.2	13.3	.05	18	30	40	50	60	59,338	-.9	.313	-.070
Top 10%	40.9	13.3	.11	20	33	40	53	60	14,984	-2.6	.005	-.197

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

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

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
Texas A&M University - Commerce

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
A&M Commerce (N = 480)	41.1	14.3	.65	20	30	40	55	60				
Southwest Public	40.4	14.4	.10	15	30	40	50	60	22,952	.7	.299	.048
Peer Group	40.1	14.1	.19	15	30	40	50	60	5,772	1.0	.120	.074
Aspirational Group	40.4	13.8	.15	20	30	40	50	60	8,872	.7	.285	.050
Top 50%	43.1	13.8	.05	20	35	40	55	60	73,025	-2.0	.002	-.145
Top 10%	44.7	13.7	.09	20	40	45	60	60	23,020	-3.5	.000	-.259
Reflective & Integrative Learning												
A&M Commerce (N = 504)	39.3	12.9	.57	20	31	40	49	60				
Southwest Public	37.5	13.3	.09	17	29	37	47	60	23,777	1.8	.003	.132
Peer Group	38.0	12.9	.17	17	29	37	47	60	5,989	1.3	.031	.100
Aspirational Group	38.1	13.0	.14	17	29	37	49	60	9,273	1.2	.051	.089
Top 50%	41.0	12.7	.05	20	31	40	51	60	75,867	-1.7	.003	-.134
Top 10%	42.9	12.5	.09	20	34	43	54	60	19,511	-3.6	.000	-.287
Learning Strategies												
A&M Commerce (N = 459)	42.6	15.3	.71	20	33	40	60	60				
Southwest Public	40.0	14.9	.10	13	27	40	53	60	21,202	2.6	.000	.174
Peer Group	39.2	15.0	.21	13	27	40	53	60	5,459	3.5	.000	.230
Aspirational Group	39.2	14.6	.17	13	27	40	53	60	8,268	3.4	.000	.233
Top 50%	42.2	14.5	.05	20	33	40	60	60	88,050	.4	.581	.026
Top 10%	44.5	14.1	.09	20	33	47	60	60	474	-1.9	.009	-.133
Quantitative Reasoning												
A&M Commerce (N = 489)	31.5	16.9	.77	0	20	33	40	60				
Southwest Public	30.1	17.0	.11	0	20	27	40	60	23,181	1.4	.071	.083
Peer Group	30.1	17.2	.23	0	20	27	40	60	5,851	1.3	.106	.076
Aspirational Group	31.6	16.9	.18	0	20	33	40	60	9,040	-.1	.860	-.008
Top 50%	31.8	16.9	.05	0	20	33	40	60	114,221	-.3	.692	-.018
Top 10%	33.2	16.8	.09	0	20	33	47	60	31,964	-1.8	.022	-.105
Learning with Peers												
Collaborative Learning												
A&M Commerce (N = 518)	30.0	15.5	.68	5	20	30	40	60				
Southwest Public	32.4	15.1	.10	5	20	30	45	60	24,557	-2.3	.000	-.155
Peer Group	33.0	14.7	.20	10	20	30	45	60	6,105	-3.0	.000	-.202
Aspirational Group	34.6	14.4	.15	10	25	35	45	60	9,514	-4.6	.000	-.318
Top 50%	35.8	13.9	.04	15	25	35	45	60	521	-5.8	.000	-.416
Top 10%	37.9	13.7	.09	15	30	40	50	60	536	-7.9	.000	-.574
Discussions with Diverse Others												
A&M Commerce (N = 469)	41.0	17.5	.81	5	30	40	60	60				
Southwest Public	42.1	16.9	.12	10	30	40	60	60	21,397	-1.1	.171	-.064
Peer Group	40.4	16.1	.23	15	30	40	55	60	544	.6	.471	.037
Aspirational Group	41.6	15.5	.17	15	30	40	60	60	513	-.6	.495	-.036
Top 50%	43.3	15.9	.05	15	35	45	60	60	472	-2.3	.004	-.146
Top 10%	45.1	15.8	.09	20	35	50	60	60	480	-4.1	.000	-.259

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
A&M Commerce (N = 489)	23.8	17.6	.79	0	10	20	35	60				
Southwest Public	21.8	16.3	.11	0	10	20	30	55	506	2.0	.013	.122
Peer Group	23.9	16.3	.22	0	10	20	35	55	567	.0	.974	-.002
Aspirational Group	24.1	16.2	.17	0	10	20	35	60	536	-.2	.794	-.013
Top 50%	29.6	16.1	.08	5	20	30	40	60	497	-5.7	.000	-.354
Top 10%	33.0	16.3	.19	5	20	30	45	60	546	-9.2	.000	-.560
Effective Teaching Practices												
A&M Commerce (N = 496)	41.5	15.5	.70	12	32	40	56	60				
Southwest Public	39.8	14.4	.09	16	32	40	52	60	514	1.7	.018	.116
Peer Group	39.5	13.9	.19	16	32	40	52	60	570	1.9	.007	.138
Aspirational Group	39.8	13.5	.15	16	32	40	52	60	539	1.6	.021	.121
Top 50%	42.7	13.7	.05	20	32	44	56	60	501	-1.2	.075	-.091
Top 10%	44.5	13.4	.11	20	36	44	56	60	520	-3.0	.000	-.224
Campus Environment												
Quality of Interactions												
A&M Commerce (N = 423)	44.9	12.5	.61	20	38	48	55	60				
Southwest Public	42.3	12.6	.09	18	34	44	52	60	20,092	2.6	.000	.206
Peer Group	41.6	12.0	.17	20	34	43	50	60	5,203	3.4	.000	.279
Aspirational Group	42.2	11.5	.13	22	35	44	50	60	462	2.8	.000	.239
Top 50%	45.3	11.5	.05	24	40	48	54	60	426	-.4	.497	-.036
Top 10%	46.9	11.9	.08	24	40	50	56	60	438	-2.0	.001	-.165
Supportive Environment												
A&M Commerce (N = 437)	35.5	15.5	.74	8	25	35	45	60				
Southwest Public	33.3	14.8	.11	8	23	33	43	60	20,037	2.2	.002	.147
Peer Group	31.9	13.8	.20	10	23	33	40	58	501	3.6	.000	.259
Aspirational Group	33.5	13.9	.16	10	23	33	43	60	478	2.0	.007	.146
Top 50%	35.7	13.9	.05	13	25	35	45	60	440	-.2	.780	-.015
Top 10%	38.1	13.9	.12	15	28	40	48	60	459	-2.6	.001	-.184

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

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

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2016
Frequencies and Statistical Comparisons

Texas A&M University - Commerce

NSSE 2016 Frequencies and Statistical Comparisons
About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (**nsse.indiana.edu**) or contact a member of the NSSE team.

1. *Class level:* As reported by your institution.

2. *Item numbers:* Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

3. *Item wording and variable names:* Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. *Values and response options:* Values are used to calculate means. Response options are worded as they appear on the instrument.

5. *Count and column percentage (%):* The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

   Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: **nsse.indiana.edu/html/weighting.cfm**

6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (*$p < .05$, **$p < .01$, ***$p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Exceptions are items 11 a-f which are compared using a z-test.

7. *Effect size:* Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t-tests use Cohen's d; z-tests use Cohen's h. Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. *Key to symbols:*

   ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

   △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

   ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

   ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

   Note: It is important to interpret the direction of differences relative to item wording and your institutional context.

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name [c]	Values [d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size [e]	Peer Group Mean	Peer Group Effect size [e]	Aspirational Group Mean	Aspirational Group Effect size [e]
1. During the current school year, about how often have you done the following?																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	8	2	704	5	179	4	251	4							
		2	Sometimes	94	37	5,925	40	1,874	37	2,612	36							
		3	Often	104	33	5,119	34	1,735	34	2,615	35	2.9	2.7 ** △	.17	2.8	.07	2.8	.08
		4	Very often	89	28	3,287	22	1,238	25	1,794	24							
			Total	295	100	15,035	100	5,026	100	7,272	100							
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	76	24	2,678	19	841	18	1,146	17							
		2	Sometimes	106	38	4,963	34	1,677	34	2,473	35							
		3	Often	66	22	4,316	28	1,485	29	2,163	30	2.3	2.5 ** ▽	-.16	2.5 ** ▽	-.19	2.5 *** ▽	-.21
		4	Very often	44	16	2,930	19	976	19	1,415	19							
			Total	292	100	14,887	100	4,979	100	7,197	100							
c. Come to class without completing readings or assignments	unpreparedr (Reverse-coded version of unprepared created by NSSE.)	1	Very often	25	8	902	6	283	6	397	6							
		2	Often	48	15	2,103	15	707	15	1,012	15							
		3	Sometimes	152	53	8,276	55	2,780	56	4,153	58	2.9	3.0	-.04	3.0	-.06	2.9	-.02
		4	Never	66	24	3,524	23	1,197	24	1,592	21							
			Total	291	100	14,805	100	4,967	100	7,154	100							
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	65	21	5,454	37	1,829	39	2,332	34							
		2	Sometimes	138	51	5,628	39	1,948	38	3,017	41							
		3	Often	53	18	2,301	15	718	14	1,161	16	2.2	2.0 *** △	.21	1.9 *** △	.25	2.0 ** △	.18
		4	Very often	32	10	1,367	9	453	9	619	9							
			Total	288	100	14,750	100	4,948	100	7,129	100							
e. Asked another student to help you understand course material	CLaskhelp	1	Never	27	12	1,165	9	447	10	440	7							
		2	Sometimes	102	38	5,501	38	1,891	39	2,565	37							
		3	Often	105	32	5,293	35	1,712	34	2,699	36	2.6	2.6	-.09	2.6	-.03	2.7 * ▽	-.15
		4	Very often	56	18	2,740	18	883	17	1,401	20							
			Total	290	100	14,699	100	4,933	100	7,105	100							
f. Explained course material to one or more students	CLexplain	1	Never	12	4	644	5	210	4	232	4							
		2	Sometimes	94	34	5,343	37	1,861	39	2,372	34							
		3	Often	123	43	5,736	39	1,918	38	2,987	41	2.8	2.7	.04	2.7	.07	2.8	-.04
		4	Very often	60	19	2,902	20	919	19	1,471	21							
			Total	289	100	14,625	100	4,908	100	7,062	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	49	17	1,986	14	746	16	795	12							
		2	Sometimes	88	32	5,047	35	1,761	37	2,346	33							
		3	Often	92	33	4,473	30	1,458	29	2,398	33	2.5	2.6	-.06	2.5	.03	2.7 * ▽	-.15
		4	Very often	58	18	3,098	21	936	18	1,525	22							
			Total	287	100	14,604	100	4,901	100	7,064	100							
h. Worked with other students on course projects or assignments	CLproject	1	Never	26	9	1,039	8	397	9	379	6							
		2	Sometimes	94	34	5,357	38	1,925	40	2,497	37							
		3	Often	114	40	5,292	35	1,685	34	2,734	37	2.6	2.7	-.02	2.6	.05	2.7	-.08
		4	Very often	52	17	2,856	19	870	17	1,399	20							
			Total	286	100	14,544	100	4,877	100	7,009	100							
i. Given a course presentation	present	1	Never	52	19	3,177	24	989	21	1,237	19							
		2	Sometimes	129	45	6,406	43	2,012	42	3,215	45							
		3	Often	75	27	3,378	22	1,300	26	1,807	25	2.3	2.2	.08	2.3	-.01	2.3	.00
		4	Very often	30	9	1,546	11	567	11	732	10							
			Total	286	100	14,507	100	4,868	100	6,991	100							

2. During the current school year, about how often have you done the following?

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	27	10	1,112	8	324	7	404	6							
		2	Sometimes	116	43	5,542	40	1,826	38	2,567	38							
		3	Often	104	35	5,097	36	1,754	37	2,583	37	2.5	2.6	-.11	2.7 ** ▽	-.17	2.7 ** ▽	-.19
		4	Very often	34	13	2,355	17	837	18	1,238	18							
			Total	281	100	14,106	100	4,741	100	6,792	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	33	11	1,403	11	413	9	458	7							
		2	Sometimes	113	42	5,475	39	1,830	39	2,574	38							
		3	Often	99	33	4,908	34	1,684	35	2,542	37	2.5	2.5	-.06	2.6	-.10	2.6 ** ▽	-.17
		4	Very often	34	14	2,216	16	786	17	1,167	17							
			Total	279	100	14,002	100	4,713	100	6,741	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	26	9	1,558	12	510	12	576	9							
		2	Sometimes	112	43	5,299	39	1,776	38	2,555	38							
		3	Often	94	30	4,712	32	1,573	33	2,367	34	2.6	2.5	.06	2.6	.03	2.6	-.02
		4	Very often	45	19	2,408	17	833	18	1,231	18							
			Total	277	100	13,977	100	4,692	100	6,729	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	13	5	715	5	240	5	317	5							
		2	Sometimes	83	31	4,553	33	1,498	32	2,193	32							
		3	Often	127	46	5,896	42	2,007	42	2,882	42	2.8	2.8	.04	2.8	.02	2.8	.01
		4	Very often	50	19	2,749	20	924	20	1,316	21							
			Total	273	100	13,913	100	4,669	100	6,708	100							
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	1	Never	8	3	491	4	182	4	207	4							
		2	Sometimes	59	23	3,965	29	1,291	28	1,851	28							
		3	Often	127	47	5,949	43	2,047	43	2,958	43	3.0	2.9 *	.12	2.9 *	.13	2.9	.10
		4	Very often	75	27	3,479	25	1,121	24	1,661	25		△		△			
			Total	269	100	13,884	100	4,641	100	6,677	100							
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	10	4	438	3	168	4	187	3							
		2	Sometimes	72	27	4,340	33	1,428	31	2,016	31							
		3	Often	110	40	5,907	42	1,969	42	2,934	43	3.0	2.8 *	.15	2.8 *	.15	2.9	.11
		4	Very often	76	30	3,138	22	1,068	23	1,530	23		△		△			
			Total	268	100	13,823	100	4,633	100	6,667	100							
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	6	2	244	2	80	2	64	1							
		2	Sometimes	64	23	3,289	24	1,051	23	1,369	21							
		3	Often	117	42	6,260	45	2,112	45	3,174	47	3.0	3.0	.05	3.0	.00	3.1	-.05
		4	Very often	84	32	3,964	29	1,371	30	2,025	31							
			Total	271	100	13,757	100	4,614	100	6,632	100							

3. During the current school year, about how often have you done the following?

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
a. Talked about career plans with a faculty member	SFcareer	1	Never	54	21	2,830	21	941	22	1,394	22							
		2	Sometimes	112	44	6,055	44	2,014	44	2,981	44							
		3	Often	64	21	3,255	23	1,071	22	1,516	23	2.3	2.2	.03	2.3	.02	2.2	.05
		4	Very often	37	13	1,611	11	567	12	738	11							
			Total	267	100	13,751	100	4,593	100	6,629	100							
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	93	34	6,639	49	2,347	53	3,272	50							
		2	Sometimes	92	36	4,088	30	1,271	27	2,031	30							
		3	Often	53	20	1,970	14	621	13	858	13	2.1	1.8 ***	.27	1.8 ***	.32	1.8 ***	.32
		4	Very often	26	10	1,021	8	340	8	453	7		△		▲		▲	
			Total	264	100	13,718	100	4,579	100	6,614	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 5

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	78	29	4,680	34	1,520	34	1,985	30							
		2	Sometimes	114	46	5,453	39	1,920	41	2,881	43							
		3	Often	47	16	2,466	18	754	17	1,239	19	2.1	2.0	.07	2.0	.08	2.0	.03
		4	Very often	27	9	1,084	8	366	8	486	8							
			Total	266	100	13,683	100	4,560	100	6,591	100							
d. Discussed your academic performance with a faculty member	SFperform	1	Never	52	18	3,561	27	1,153	26	1,620	24							
		2	Sometimes	110	42	6,058	44	2,051	45	3,068	47							
		3	Often	69	27	2,818	20	924	19	1,317	20	2.3	2.1 ***	.25	2.1 ***	.23	2.1 ***	.23
		4	Very often	34	13	1,216	9	431	9	568	9		△		△		△	
			Total	265	100	13,653	100	4,559	100	6,573	100							

4. During the current school year, how much has your coursework emphasized the following?

				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
a. Memorizing course material	memorize	1	Very little	13	5	471	4	139	3	220	3							
		2	Some	64	25	3,187	24	1,073	24	1,571	24							
		3	Quite a bit	113	44	6,139	44	2,043	44	2,997	45	2.9	3.0	-.08	3.0	-.09	3.0	-.07
		4	Very much	72	26	3,891	28	1,313	28	1,807	27							
			Total	262	100	13,688	100	4,568	100	6,595	100							
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	11	4	546	4	180	4	170	3							
		2	Some	63	25	3,442	25	1,159	26	1,437	22							
		3	Quite a bit	113	42	6,057	44	2,063	45	3,095	46	3.0	2.9	.03	2.9	.06	3.0	-.08
		4	Very much	69	29	3,573	27	1,152	25	1,865	29							
			Total	256	100	13,618	100	4,554	100	6,567	100							
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	12	4	550	4	180	4	202	3							
		2	Some	63	25	3,455	26	1,231	27	1,519	23							
		3	Quite a bit	118	44	5,797	43	1,952	44	2,919	44	2.9	2.9	.01	2.9	.05	3.0	-.07
		4	Very much	65	27	3,729	27	1,158	25	1,900	29							
			Total	258	100	13,531	100	4,521	100	6,540	100							
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	7	2	610	5	199	5	261	4							
		2	Some	72	28	3,507	27	1,241	28	1,673	26							
		3	Quite a bit	107	40	5,874	43	2,010	44	2,899	44	3.0	2.9	.09	2.9 *	.13	2.9	.07
		4	Very much	71	29	3,564	26	1,079	23	1,700	26				△			
			Total	257	100	13,555	100	4,529	100	6,533	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 6

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]						
													Your first-year students compared with					
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	11	4	623	5	243	6	306	5							
		2	Some	59	24	3,612	27	1,277	29	1,724	27							
		3	Quite a bit	124	45	5,825	43	1,957	43	2,856	43	2.9	2.9	.08	2.8 *	.15	2.9	.09
		4	Very much	63	27	3,462	25	1,045	22	1,627	25				△			
			Total	257	100	13,522	100	4,522	100	6,513	100							

5. During the current school year, to what extent have your instructors done the following?

Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
a. Clearly explained course goals and requirements	ETgoals	1	Very little	6	2	324	3	79	2	106	2							
		2	Some	60	23	2,623	19	896	20	1,211	19							
		3	Quite a bit	108	39	5,983	44	2,060	45	3,104	46	3.1	3.1	-.02	3.1	-.01	3.1	-.04
		4	Very much	87	36	4,675	34	1,511	33	2,129	34							
			Total	261	100	13,605	100	4,546	100	6,550	100							
b. Taught course sessions in an organized way	ETorganize	1	Very little	12	4	516	4	149	3	142	2							
		2	Some	59	22	2,692	20	951	21	1,219	19							
		3	Quite a bit	112	42	6,007	44	2,095	47	3,180	47	3.0	3.0	-.03	3.0	.01	3.1	-.07
		4	Very much	78	32	4,354	32	1,336	29	1,993	31							
			Total	261	100	13,569	100	4,531	100	6,534	100							
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	10	4	510	4	149	4	181	3							
		2	Some	55	21	2,900	21	974	22	1,384	22							
		3	Quite a bit	116	42	5,488	41	1,906	41	2,832	42	3.0	3.0	.00	3.0	.02	3.0	.00
		4	Very much	80	33	4,628	34	1,494	33	2,123	33							
			Total	261	100	13,526	100	4,523	100	6,520	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	19	8	1,138	9	364	8	487	8							
		2	Some	69	27	3,953	30	1,291	29	1,906	29							
		3	Quite a bit	100	39	4,767	35	1,647	36	2,426	36	2.8	2.8	.03	2.8	.01	2.8	.02
		4	Very much	71	25	3,686	26	1,223	27	1,701	26							
			Total	259	100	13,544	100	4,525	100	6,520	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	16	6	1,321	10	414	10	571	9							
		2	Some	87	33	4,293	32	1,470	33	2,191	34							
		3	Quite a bit	96	40	4,714	35	1,622	36	2,351	35	2.8	2.7	.08	2.7	.09	2.7	.09
		4	Very much	61	22	3,167	23	996	22	1,398	22							
			Total	260	100	13,495	100	4,502	100	6,511	100							

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

Frequency Distributions[a] — **Statistical Comparisons[b]**

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
6. During the current school year, about how often have you done the following?																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	32	10	1,578	11	553	13	695	10							
		2	Sometimes	83	34	4,717	34	1,675	36	2,273	33							
		3	Often	96	36	4,806	36	1,548	34	2,400	37	2.7	2.6	.04	2.6	.11	2.7	.01
		4	Very often	47	20	2,453	19	749	17	1,182	19							
			Total	258	100	13,554	100	4,525	100	6,550	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	54	17	2,804	21	973	22	1,332	20							
		2	Sometimes	108	41	5,188	38	1,778	39	2,586	38							
		3	Often	62	28	3,772	28	1,230	27	1,832	28	2.4	2.3	.04	2.3	.09	2.3	.03
		4	Very often	35	14	1,767	14	537	12	796	13							
			Total	259	100	13,531	100	4,518	100	6,546	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	46	17	2,730	20	906	21	1,210	18							
		2	Sometimes	119	46	5,564	41	1,910	41	2,801	42							
		3	Often	70	28	3,636	27	1,225	27	1,817	28	2.3	2.3	-.03	2.3	.01	2.3	-.06
		4	Very often	23	9	1,562	12	469	11	707	12							
			Total	258	100	13,492	100	4,510	100	6,535	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages	wrshortnum	0	None	12	4	894	8	135	4	220	5							
	(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	61	26	2,781	23	804	20	1,143	20							
		4	3-5	79	35	4,080	33	1,391	34	2,084	34							
		8	6-10	47	21	2,774	22	1,017	24	1,528	25	5.9	5.8	.01	6.7 * ▽	-.14	6.4	-.09
		13	11-15	19	7	1,035	8	439	10	582	9							
		18	16-20	14	5	384	3	174	4	217	3							
		23	More than 20	8	3	422	4	176	4	253	4							
			Total	240	100	12,370	100	4,136	100	6,027	100							
b. Between 6 and 10 pages	wrmednum	0	None	97	41	5,159	44	1,300	33	1,770	32							
	(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	77	33	4,108	34	1,698	41	2,492	42							
		4	3-5	47	21	1,708	14	738	18	1,187	19							
		8	6-10	8	3	737	6	243	6	341	6	2.0	1.9	.01	2.2	-.07	2.2	-.06
		13	11-15	3	1	188	2	63	2	81	1							
		18	16-20	1	0	46	0	10	0	23	0							
		23	More than 20	2	1	60	1	18	1	23	0							
			Total	235	100	12,006	100	4,070	100	5,917	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

First-Year Students

Frequency Distributions[a] · Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
c. 11 pages or more	wrlongnum	0	None	166	71	9,601	81	3,113	77	4,436	76							
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	55	24	1,378	12	667	17	1,025	18							
		4	3-5	6	3	328	3	118	3	175	3							
		8	6-10	2	1	225	2	62	1	81	1	.9	.8	.03	.8	.05	.8	.07
		13	11-15	2	1	144	1	30	1	43	1							
		18	16-20	2	1	38	0	7	0	10	0							
		23	More than 20	2	1	69	1	18	1	18	0							
			Total	235	100	11,783	100	4,015	100	5,788	100							
Estimated number of assigned pages of student writing.	wrpages *(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)*											45.8	43.6	.03	47.5	-.03	46.0	.00

8. During the current school year, about how often have you had discussions with people from the following groups?

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
a. People of a race or ethnicity other than your own	DDrace	1	Never	10	4	720	6	227	6	195	3							
		2	Sometimes	45	16	2,702	21	1,128	27	1,490	24							
		3	Often	90	41	3,855	30	1,254	30	1,931	31	3.1	3.1	.07	3.0 ** △	.16	3.1	.06
		4	Very often	95	39	5,223	42	1,553	38	2,472	41							
			Total	240	100	12,500	100	4,162	100	6,088	100							
b. People from an economic background other than your own	DDeconomic	1	Never	9	4	681	6	205	5	189	3							
		2	Sometimes	49	18	2,716	22	983	24	1,316	22							
		3	Often	91	40	4,240	34	1,476	35	2,176	35	3.1	3.1	.08	3.0	.13	3.1	.02
		4	Very often	90	38	4,825	39	1,483	36	2,392	40							
			Total	239	100	12,462	100	4,147	100	6,073	100							
c. People with religious beliefs other than your own	DDreligion	1	Never	12	5	838	7	272	7	237	4							
		2	Sometimes	55	21	2,993	24	1,018	25	1,382	23							
		3	Often	73	33	3,804	30	1,355	32	2,044	33	3.1	3.0	.11	3.0 * △	.13	3.1	.04
		4	Very often	99	42	4,816	39	1,506	37	2,408	39							
			Total	239	100	12,451	100	4,151	100	6,071	100							
d. People with political views other than your own	DDpolitical	1	Never	11	4	827	7	248	7	271	5							
		2	Sometimes	57	22	2,972	24	1,004	24	1,336	22							
		3	Often	76	33	3,994	32	1,410	34	2,057	34	3.1	3.0	.10	3.0	.11	3.1	.01
		4	Very often	93	40	4,616	37	1,477	35	2,384	39							
			Total	237	100	12,409	100	4,139	100	6,048	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 9

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]							
													Your first-year students compared with					
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
9. During the current school year, about how often have you done the following?																		
a. Identified key information from reading assignments	LSreading	1	Never	5	2	250	2	83	2	81	2	3.0	3.0	-.08	3.0	-.08	3.1 ** ▽	-.18
		2	Sometimes	57	24	2,706	22	910	22	1,154	20							
		3	Often	112	48	5,535	45	1,817	44	2,722	45							
		4	Very often	61	26	3,887	31	1,319	32	2,092	34							
			Total	235	100	12,378	100	4,129	100	6,049	100							
b. Reviewed your notes after class	LSnotes	1	Never	11	5	576	5	200	5	246	5	3.0	2.9	.07	2.9	.08	2.9	.04
		2	Sometimes	59	24	3,639	30	1,249	32	1,757	30							
		3	Often	89	42	4,221	34	1,379	33	2,064	34							
		4	Very often	78	29	3,921	30	1,288	30	1,968	31							
			Total	237	100	12,357	100	4,116	100	6,035	100							
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	15	6	938	8	265	7	363	6	2.8	2.8	.03	2.8	.02	2.8	-.05
		2	Sometimes	76	32	3,825	32	1,271	31	1,788	30							
		3	Often	80	37	4,267	35	1,512	37	2,205	36							
		4	Very often	65	25	3,232	25	1,031	24	1,637	27							
			Total	236	100	12,262	100	4,079	100	5,993	100							
10. During the current school year, to what extent have your courses challenged you to do your best work?																		
	challenge	1	Not at all	1	1	73	1	11	0	17	0	5.5	5.5	.00	5.4	.04	5.5	-.03
		2		2	1	130	1	40	1	48	1							
		3		2	1	394	3	153	4	160	3							
		4		30	13	1,320	11	471	12	620	11							
		5		88	36	4,120	34	1,413	34	1,990	33							
		6		67	31	3,483	28	1,220	29	1,941	31							
		7	Very much	47	18	2,823	22	806	19	1,259	21							
			Total	237	100	12,343	100	4,114	100	6,035	100							
11. Which of the following have you done or do you plan to do before you graduate?[f]																		
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern *(Means indicate the percentage who responded "Done or in progress.")*		Have not decided	36	19	1,382	12	547	14	523	9	6%	9%	-.10	8%	-.09	8%	-.10
			Do not plan to do	15	6	574	5	182	5	209	4							
			Plan to do	169	68	9,340	75	3,067	73	4,818	79							
			Done or in progress	15	6	1,030	9	312	8	469	8							
			Total	235	100	12,326	100	4,108	100	6,019	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	64	30	3,231	26	1,111	27	1,476	24							
(Means indicate the percentage who responded "Done or in progress.")			Do not plan to do	50	21	2,673	22	1,065	27	1,104	19	13%	13%	.01	11%	.06	14%	-.01
			Plan to do	86	36	4,869	39	1,459	35	2,613	43							
			Done or in progress	33	13	1,523	13	453	11	809	14							
			Total	233	100	12,296	100	4,088	100	6,002	100							
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	77	33	3,692	30	1,322	30	1,844	30							
(Means indicate the percentage who responded "Done or in progress.")			Do not plan to do	49	20	2,974	24	1,086	28	1,605	27	14%	15%	-.02	15%	-.04	16%	-.04
			Plan to do	78	33	3,897	31	1,125	27	1,633	28							
			Done or in progress	29	14	1,694	15	546	15	899	16							
			Total	233	100	12,257	100	4,079	100	5,981	100							
d. Participate in a study abroad program	abroad		Have not decided	77	34	3,363	27	1,244	31	1,509	26							
(Means indicate the percentage who responded "Done or in progress.")			Do not plan to do	54	22	3,115	26	1,125	29	1,150	21	2%	4%	-.12	3%	-.05	5%	-.14
			Plan to do	98	41	5,275	42	1,598	37	3,057	48							
			Done or in progress	5	2	510	4	107	3	266	5							
			Total	234	100	12,263	100	4,074	100	5,982	100							
e. Work with a faculty member on a research project	research		Have not decided	79	34	4,257	34	1,587	39	2,152	35							
(Means indicate the percentage who responded "Done or in progress.")			Do not plan to do	57	22	2,999	24	972	24	1,373	23	7%	6%	.03	4%	.11	6%	.02
			Plan to do	86	38	4,235	36	1,336	33	2,102	35							
			Done or in progress	12	7	738	6	179	4	336	6							
			Total	234	100	12,229	100	4,074	100	5,963	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone		Have not decided	80	36	3,956	33	1,336	34	1,709	29							
(Means indicate the percentage who responded "Done or in progress.")			Do not plan to do	32	13	1,306	11	386	10	535	10	2%	3%	-.08	3%	-.05	3%	-.07
			Plan to do	116	48	6,566	53	2,230	53	3,564	57							
			Done or in progress	5	2	380	3	116	3	147	3							
			Total	233	100	12,208	100	4,068	100	5,955	100							

12. About how many of your courses at this institution have included a community-based project (service-learning)?

	Variable name	Values	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size	Peer Group Mean	Effect size	Aspirational Group Mean	Effect size
	servcourse	1	None	77	31	5,447	45	2,021	50	3,207	54							
		2	Some	126	59	5,579	45	1,724	43	2,319	39	1.8	1.7 **	.20	1.6 ***	.34	1.5 ***	.38
		3	Most	22	9	974	8	248	6	358	6		△		▲		▲	
		4	All	3	1	201	2	46	1	59	1							
			Total	228	100	12,201	100	4,039	100	5,943	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]							
													Your first-year students compared with						
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent	1	Poor	3	2	212	2	68	2	59	1							
		2		6	2	267	2	98	2	90	2							
		3		10	4	632	5	202	5	247	4							
		4		31	12	1,544	12	501	12	630	11							
		5		59	25	3,025	24	1,137	28	1,489	23	5.5	5.4	.01	5.4	.08	5.6	-.08
		6		59	28	3,148	26	1,073	27	1,806	30							
		7	Excellent	58	26	3,375	27	976	23	1,645	28							
		—	Not applicable	3	1	91	1	26	1	29	1							
			Total	229	100	12,294	100	4,081	100	5,995	100							
b. Academic advisors	QIadvisor	1	Poor	8	3	437	4	149	4	179	3							
		2		13	5	605	5	228	5	249	4							
		3		25	10	1,010	8	352	9	441	8							
		4		26	10	1,718	14	579	14	725	12							
		5		41	19	2,352	19	807	19	1,184	20	5.2	5.2	.02	5.1	.07	5.3	-.04
		6		51	25	2,547	21	825	20	1,316	21							
		7	Excellent	63	27	3,426	28	1,071	27	1,701	29							
		—	Not applicable	4	2	175	2	58	1	194	3							
			Total	231	100	12,270	100	4,069	100	5,989	100							
c. Faculty	QIfaculty	1	Poor	6	2	334	3	64	2	87	2							
		2		7	3	482	4	154	4	152	3							
		3		11	5	905	7	291	7	334	6							
		4		28	11	1,666	14	602	15	789	13							
		5		57	28	2,961	24	999	25	1,612	26	5.3	5.2	.09	5.2	.09	5.3	.02
		6		72	32	3,165	26	1,134	28	1,742	29							
		7	Excellent	46	19	2,565	21	775	19	1,187	20							
		—	Not applicable	2	1	136	1	33	1	54	1							
			Total	229	100	12,214	100	4,052	100	5,957	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 12

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name [c]	Values [d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size [e]	Mean	Effect size [e]	Mean	Effect size [e]
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	8	3	586	5	182	5	222	4							
		2		8	3	633	5	226	6	244	4							
		3		12	5	894	7	302	8	397	7							
		4		27	11	1,628	13	584	14	848	14							
		5		59	26	2,484	20	814	20	1,338	22	5.3	5.0 *	.15	4.9 ***	.22	5.1	.12
		6		58	26	2,598	21	850	21	1,366	22		△		△			
		7	Excellent	46	20	2,441	20	699	16	1,137	20							
		—	Not applicable	13	5	964	8	407	11	406	7							
			Total	231	100	12,228	100	4,064	100	5,958	100							
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	9	4	634	5	191	5	235	4							
		2		6	2	714	6	270	7	300	5							
		3		14	5	1,015	8	367	9	449	8							
		4		32	15	1,868	16	638	15	870	14							
		5		55	25	2,590	21	899	22	1,333	21	5.2	4.9 **	.17	4.8 ***	.23	4.9 *	.14
		6		58	25	2,467	20	771	19	1,236	21		△		△		△	
		7	Excellent	45	19	2,323	19	677	16	1,032	18							
		—	Not applicable	12	5	639	6	261	7	515	8							
			Total	231	100	12,250	100	4,074	100	5,970	100							
14. How much does your institution emphasize the following?																		
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	9	4	218	2	79	2	73	1							
		2	Some	36	16	1,996	18	644	17	788	14							
		3	Quite a bit	102	49	5,104	44	1,816	47	2,503	44	3.1	3.1	-.09	3.1	-.07	3.2 **	-.21
		4	Very much	73	31	4,193	36	1,343	34	2,289	40						▽	
			Total	220	100	11,511	100	3,882	100	5,653	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	10	5	414	4	150	4	153	3							
		2	Some	43	19	2,231	20	795	21	936	17							
		3	Quite a bit	90	45	4,549	40	1,631	42	2,322	41	3.0	3.1	-.09	3.0	-.02	3.2 *	-.18
		4	Very much	74	30	4,216	36	1,278	33	2,202	39						▽	
			Total	217	100	11,410	100	3,854	100	5,613	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	7	3	576	5	199	6	238	5							
		2	Some	37	17	1,899	17	700	19	847	15							
		3	Quite a bit	86	44	3,990	35	1,443	37	1,998	36	3.1	3.1	-.02	3.1	.06	3.2	-.08
		4	Very much	87	36	4,937	42	1,506	38	2,512	44							
			Total	217	100	11,402	100	3,848	100	5,595	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

Frequency Distributions[a] — **Statistical Comparisons[b]**

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	15	7	1,155	10	441	12	561	11							
		2	Some	58	26	3,155	28	1,105	29	1,494	27							
		3	Quite a bit	80	40	3,861	34	1,350	35	1,864	33	2.9	2.8	.09	2.7 **	.17	2.8	.08
		4	Very much	65	27	3,238	28	950	24	1,695	29				△			
			Total	218	100	11,409	100	3,846	100	5,614	100							
e. Providing opportunities to be involved socially	SEsocial	1	Very little	12	6	603	5	242	7	239	4							
		2	Some	46	20	2,439	22	847	23	1,036	18							
		3	Quite a bit	81	40	4,355	39	1,545	40	2,187	39	3.0	3.0	.00	2.9	.08	3.1	-.11
		4	Very much	80	34	3,993	34	1,209	31	2,143	38							
			Total	219	100	11,390	100	3,843	100	5,605	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	11	5	712	6	245	7	235	4							
		2	Some	46	20	2,532	22	850	23	1,145	20							
		3	Quite a bit	81	41	4,240	37	1,537	40	2,135	38	3.0	3.0	.06	2.9	.12	3.1	-.06
		4	Very much	80	34	3,880	34	1,203	30	2,079	37							
			Total	218	100	11,364	100	3,835	100	5,594	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	35	15	2,211	20	852	24	1,017	18							
		2	Some	77	33	3,766	34	1,342	35	1,966	35							
		3	Quite a bit	64	33	3,426	30	1,086	28	1,619	29	2.5	2.4	.11	2.3 **	.23	2.5	.08
		4	Very much	42	18	1,962	16	554	14	980	18				△			
			Total	218	100	11,365	100	3,834	100	5,582	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	8	3	803	7	295	9	240	4							
		2	Some	49	23	2,611	23	978	27	1,248	22							
		3	Quite a bit	87	44	4,260	38	1,474	37	2,230	40	3.0	2.9	.06	2.8 **	.18	3.0	-.04
		4	Very much	72	30	3,658	32	1,074	27	1,859	34				△			
			Total	216	100	11,332	100	3,821	100	5,577	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	26	11	1,600	14	538	15	621	12							
		2	Some	68	31	3,628	33	1,304	35	1,833	33							
		3	Quite a bit	77	38	3,644	32	1,241	31	1,916	34	2.7	2.6	.07	2.5 *	.14	2.7	.02
		4	Very much	46	20	2,410	21	730	19	1,196	22				△			
			Total	217	100	11,282	100	3,813	100	5,566	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 14

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name [c]	Values [d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size [e]	Peer Group Mean	Effect size [e]	Aspirational Group Mean	Effect size [e]
15. About how many hours do you spend in a typical 7-day week doing the following?																		
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs *(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	4	2	74	1	17	1	19	0	12.6	13.6 * ▽	-.13	13.6	-.12	14.5 *** ▽	-.23
		3	1-5 hrs	28	12	1,793	16	594	16	594	11							
		8	6-10 hrs	67	33	2,906	26	971	25	1,304	25							
		13	11-15 hrs	49	24	2,480	22	849	22	1,279	23							
		18	16-20 hrs	32	13	1,892	16	684	18	1,095	19							
		23	21-25 hrs	23	9	1,102	10	383	10	659	11							
		28	26-30 hrs	7	3	546	5	178	5	319	5							
		33	More than 30 hrs	8	3	581	5	162	5	308	5							
			Total	218	100	11,374	100	3,838	100	5,577	100							
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs *(Recoded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	41	17	3,809	34	1,302	35	1,275	25	6.9	5.5 ** △	.20	5.2 *** △	.25	6.2	.11
		3	1-5 hrs	82	37	3,542	31	1,226	31	1,964	34							
		8	6-10 hrs	47	25	1,868	17	631	16	1,163	20							
		13	11-15 hrs	26	10	1,020	9	312	8	585	11							
		18	16-20 hrs	11	4	583	5	192	5	315	6							
		23	21-25 hrs	7	3	250	2	84	2	127	2							
		28	26-30 hrs	2	1	106	1	38	1	56	1							
		33	More than 30 hrs	4	2	141	1	36	1	64	1							
			Total	220	100	11,319	100	3,821	100	5,549	100							
c. Working for pay **on campus**	tmworkonhrs *(Recoded version of tmworkon created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	168	79	9,231	82	2,977	79	4,469	80	3.3	2.5	.13	2.6	.10	2.4	.15
		3	1-5 hrs	7	3	279	3	137	3	152	3							
		8	6-10 hrs	6	3	444	4	255	6	318	6							
		13	11-15 hrs	13	5	513	4	214	5	322	5							
		18	16-20 hrs	18	7	590	5	144	4	202	4							
		23	21-25 hrs	3	1	169	1	67	2	66	1							
		28	26-30 hrs	0	0	46	0	18	0	16	0							
		33	More than 30 hrs	4	2	54	1	19	1	18	0							
			Total	219	100	11,326	100	3,831	100	5,563	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 15

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
d. Working for pay **off campus**	tmworkoffhrs *(Recoded version of* tmworkoff *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	142	60	7,616	68	2,583	68	4,187	75							
		3	1-5 hrs	18	8	547	5	201	5	264	5							
		8	6-10 hrs	13	5	545	5	178	5	230	4							
		13	11-15 hrs	17	12	539	5	195	5	249	4	5.8	5.3	.06	5.3	.05	3.6 *** △	.28
		18	16-20 hrs	11	7	737	6	230	6	274	5							
		23	21-25 hrs	4	2	573	5	165	4	181	3							
		28	26-30 hrs	7	3	326	3	114	3	82	2							
		33	More than 30 hrs	7	3	413	4	140	4	77	1							
			Total	219	100	11,296	100	3,806	100	5,544	100							
Estimated number of hours working for pay	tmworkhrs *(Continuous variable created by NSSE)*											9.1	7.7	.13	7.8	.12	5.9 *** ▲	.32
e. Doing community service or volunteer work	tmservicehrs *(Recoded version of* tmservice *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	108	49	5,691	51	2,221	60	2,939	54							
		3	1-5 hrs	80	37	3,804	33	1,123	28	1,961	34							
		8	6-10 hrs	16	7	878	8	256	7	344	6							
		13	11-15 hrs	9	4	409	4	98	3	137	3							
		18	16-20 hrs	2	1	222	2	47	1	81	2	2.8	2.9	-.03	2.4	.08	2.4	.09
		23	21-25 hrs	2	1	122	1	33	1	38	1							
		28	26-30 hrs	1	1	34	0	14	0	4	0							
		33	More than 30 hrs	1	0	54	1	14	0	12	0							
			Total	219	100	11,214	100	3,806	100	5,516	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs *(Recoded version of* tmrelax *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	9	4	243	2	57	2	67	1							
		3	1-5 hrs	57	25	2,684	23	765	20	1,053	19							
		8	6-10 hrs	53	23	3,083	27	1,100	27	1,615	28							
		13	11-15 hrs	46	21	2,241	20	766	20	1,249	23							
		18	16-20 hrs	23	12	1,388	13	522	14	761	14	11.6	12.0	-.05	12.5	-.11	12.4	-.10
		23	21-25 hrs	10	4	712	6	273	7	362	7							
		28	26-30 hrs	6	3	323	3	112	3	147	3							
		33	More than 30 hrs	16	7	626	6	219	7	275	5							
			Total	220	100	11,300	100	3,814	100	5,529	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name [c]	Values [d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size [e]	Peer Group Mean	Effect size [e]	Aspirational Group Mean	Effect size [e]
g. Providing care for dependents (children, parents, etc.) *(Recoded version of* tmcare *created by NSSE. Values are estimated number of hours per week.)*	tmcarehrs	0	0 hrs	152	67	8,307	74	3,027	79	4,610	82							
		3	1-5 hrs	35	15	1,321	12	349	9	462	9							
		8	6-10 hrs	9	4	600	5	152	4	170	3							
		13	11-15 hrs	7	8	394	3	82	3	110	2							
		18	16-20 hrs	5	2	222	2	55	1	75	2	3.5	2.7	.12	2.4 * △	.16	1.6 *** ▲	.37
		23	21-25 hrs	2	1	118	1	38	1	40	1							
		28	26-30 hrs	1	0	55	1	16	0	11	0							
		33	More than 30 hrs	8	3	253	2	95	3	45	1							
			Total	219	100	11,270	100	3,814	100	5,523	100							
h. Commuting to campus (driving, walking, etc.) *(Recoded version of* tmcommute *created by NSSE. Values are estimated number of hours per week.)*	tmcommutehrs	0	0 hrs	83	35	3,241	29	1,596	39	2,194	37							
		3	1-5 hrs	76	37	5,018	43	1,489	40	2,308	42							
		8	6-10 hrs	32	15	1,732	15	437	12	638	12							
		13	11-15 hrs	13	5	613	5	128	3	209	4							
		18	16-20 hrs	10	5	344	3	64	2	109	2	4.6	4.7	-.02	3.7 * △	.16	3.7 * △	.17
		23	21-25 hrs	1	0	137	1	36	1	40	1							
		28	26-30 hrs	1	1	64	1	20	1	16	0							
		33	More than 30 hrs	4	1	164	1	36	1	38	1							
			Total	220	100	11,313	100	3,806	100	5,552	100							

16. Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading?*

Item wording or description	Variable name	Values	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size	Peer Group Mean	Effect size	Aspirational Group Mean	Effect size
	reading	1	Very little	23	10	1,442	14	488	13	658	14							
		2	Some	77	38	3,777	34	1,295	35	1,850	34							
		3	About half	68	31	3,425	30	1,102	28	1,641	29	2.7	2.7	.03	2.7	.01	2.7	.01
		4	Most	30	15	1,946	17	691	18	1,031	18							
		5	Almost all	16	6	705	6	239	6	355	6							
			Total	214	100	11,295	100	3,815	100	5,535	100							
(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs *based on* reading*, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)*	tmreadinghrs											5.7	6.1	-.06	6.0	-.05	6.4	-.12

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 17

First-Year Students

Frequency Distributions[a] | **Statistical Comparisons**[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
	tmreadinghrscol	1	0 hrs	3	2	70	1	14	0	17	0							
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	119	58	6,104	55	2,078	55	2,703	52							
		3	More than 5, up to 10 hrs	59	27	3,154	28	1,101	28	1,702	29							
		4	More than 10, up to 15 hrs	13	6	942	8	312	8	558	9							
		5	More than 15, up to 20 hrs	9	3	498	4	157	4	284	5							
		6	More than 20, up to 25 hrs	6	3	320	3	106	3	179	3							
		7	More than 25 hrs	3	1	148	1	29	1	64	1							
			Total	212	100	11,236	100	3,797	100	5,507	100							

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
a. Writing clearly and effectively	pgwrite	1	Very little	18	8	940	9	266	8	454	9							
		2	Some	54	24	2,953	27	1,080	30	1,473	27							
		3	Quite a bit	90	44	4,557	40	1,597	40	2,307	40	**2.9**	2.8	.07	2.8	.10	2.8	.09
		4	Very much	53	25	2,832	24	858	23	1,301	24							
			Total	215	100	11,282	100	3,801	100	5,535	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	11	4	1,268	12	421	12	663	13							
		2	Some	65	28	3,378	30	1,157	32	1,791	32							
		3	Quite a bit	91	44	4,203	37	1,470	37	1,974	35	**2.9**	2.7 ***	.22	2.6 ***	.25	2.6 ***	.25
		4	Very much	47	23	2,401	21	746	19	1,081	20		△		△		△	
			Total	214	100	11,250	100	3,794	100	5,509	100							
c. Thinking critically and analytically	pgthink	1	Very little	6	2	391	4	145	4	180	4							
		2	Some	42	18	2,274	21	791	21	1,048	19							
		3	Quite a bit	89	43	4,824	42	1,696	44	2,433	43	**3.1**	3.1	.11	3.0 *	.18	3.1	.09
		4	Very much	78	37	3,758	33	1,167	30	1,857	34				△			
			Total	215	100	11,247	100	3,799	100	5,518	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	18	7	1,319	11	481	14	705	12							
		2	Some	63	27	3,563	31	1,246	33	1,726	31							
		3	Quite a bit	79	39	3,937	35	1,326	34	1,898	35	**2.9**	2.7 **	.20	2.6 ***	.29	2.7 **	.20
		4	Very much	54	27	2,428	22	744	20	1,171	23		△		△		△	
			Total	214	100	11,247	100	3,797	100	5,500	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	22	9	1,627	15	549	16	755	14							
		2	Some	66	28	3,650	32	1,261	33	1,786	31							
		3	Quite a bit	72	37	3,681	33	1,270	32	1,874	34	2.8	2.6 ** △	.22	2.5 *** △	.28	2.6 ** △	.20
		4	Very much	55	26	2,286	20	716	18	1,094	21							
			Total	215	100	11,244	100	3,796	100	5,509	100							
f. Working effectively with others	pgothers	1	Very little	8	3	786	8	283	9	350	7							
		2	Some	61	26	3,021	27	1,069	29	1,465	27							
		3	Quite a bit	90	45	4,375	38	1,539	39	2,256	40	2.9	2.8	.11	2.8 ** △	.19	2.8	.10
		4	Very much	56	26	3,048	27	910	23	1,440	26							
			Total	215	100	11,230	100	3,801	100	5,511	100							
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	16	6	1,392	13	485	14	709	14							
		2	Some	60	26	3,210	29	1,201	32	1,593	28							
		3	Quite a bit	85	41	3,977	35	1,316	34	2,009	36	2.9	2.7 *** △	.22	2.6 *** △	.30	2.7 *** △	.23
		4	Very much	52	27	2,642	23	783	20	1,192	22							
			Total	213	100	11,221	100	3,785	100	5,503	100							
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	10	4	1,076	10	397	11	593	12							
		2	Some	54	23	2,947	27	1,113	30	1,503	28							
		3	Quite a bit	93	45	4,117	36	1,319	35	2,007	36	3.0	2.8 ** △	.19	2.7 *** △	.26	2.7 *** △	.24
		4	Very much	55	28	3,082	27	961	25	1,410	25							
			Total	212	100	11,222	100	3,790	100	5,513	100							
i. Solving complex real-world problems	pgprobsolve	1	Very little	19	8	1,396	13	465	13	634	12							
		2	Some	70	30	3,697	33	1,313	35	1,835	33							
		3	Quite a bit	75	37	3,797	33	1,301	34	1,954	35	2.8	2.6 ** △	.20	2.6 *** △	.24	2.6 * △	.18
		4	Very much	49	25	2,319	21	704	18	1,081	20							
			Total	213	100	11,209	100	3,783	100	5,504	100							
j. Being an informed and active citizen	pgcitizen	1	Very little	22	10	1,356	13	488	14	667	13							
		2	Some	60	25	3,518	32	1,261	34	1,764	32							
		3	Quite a bit	80	40	3,851	34	1,316	33	1,923	35	2.8	2.6 * △	.16	2.6 *** △	.25	2.6 * △	.17
		4	Very much	49	25	2,465	22	720	19	1,129	21							
			Total	211	100	11,190	100	3,785	100	5,483	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
18. How would you evaluate your entire educational experience at this institution?	evalexp																	
		1	Poor	2	1	190	2	61	2	71	2							
		2	Fair	30	13	1,365	12	471	14	487	9							
		3	Good	101	49	5,595	49	2,070	54	2,678	49	3.2	3.2	.02	3.1	.12	3.3	-.10
		4	Excellent	77	37	4,132	36	1,209	30	2,294	41							
			Total	210	100	11,282	100	3,811	100	5,530	100							
19. If you could start over again, would you go to the *same institution* you are now attending?	sameinst																	
		1	Definitely no	9	4	378	3	118	4	146	3							
		2	Probably no	25	11	1,402	12	505	13	525	10							
		3	Probably yes	84	43	4,750	43	1,706	45	2,180	39	3.2	3.2	-.01	3.2	.06	3.3	-.13
		4	Definitely yes	93	42	4,760	42	1,478	38	2,685	48							
			Total	211	100	11,290	100	3,807	100	5,536	100							

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]						
													Your seniors compared with				
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
1. During the current school year, about how often have you done the following?																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	10	2	729	4	165	2	245	3							
		2	Sometimes	110	21	6,159	28	1,739	24	2,478	25							
		3	Often	147	28	7,299	32	2,346	31	3,210	32	3.3	3.0 ***	.25	3.1 **	.13	3.1 ***	.19
		4	Very often	262	49	8,779	37	3,162	42	4,024	40		△		△		△	
			Total	529	100	22,966	100	7,412	100	9,957	100							
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	78	15	4,499	20	1,608	22	2,176	22							
		2	Sometimes	158	29	7,693	33	2,618	36	3,433	34							
		3	Often	156	30	5,980	26	1,784	24	2,499	26	2.7	2.5 ***	.22	2.4 ***	.29	2.4 ***	.28
		4	Very often	139	26	4,560	20	1,333	18	1,741	18		△		△		△	
			Total	531	100	22,732	100	7,343	100	9,849	100							
c. Come to class without completing readings or assignments	unpreparedr (Reverse-coded version of unprepared created by NSSE.)	1	Very often	31	6	1,551	7	492	7	722	7							
		2	Often	52	10	3,249	14	1,137	15	1,531	16							
		3	Sometimes	245	46	12,224	54	3,955	54	5,582	57	3.2	3.0 ***	.24	2.9 ***	.26	2.9 ***	.32
		4	Never	198	38	5,599	25	1,739	24	1,975	20		△		△		▲	
			Total	526	100	22,623	100	7,323	100	9,810	100							
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	261	50	10,658	48	3,289	47	3,974	42							
		2	Sometimes	173	32	7,748	34	2,677	35	3,802	38							
		3	Often	52	10	2,513	11	811	11	1,224	12	1.7	1.8	-.03	1.8	-.03	1.9 **	-.12
		4	Very often	39	7	1,609	7	519	7	772	8						▽	
			Total	525	100	22,528	100	7,296	100	9,772	100							
e. Asked another student to help you understand course material	CLaskhelp	1	Never	100	20	3,043	15	893	13	1,019	11							
		2	Sometimes	231	44	9,729	43	3,151	44	4,102	42							
		3	Often	122	23	6,256	27	2,082	28	3,001	30	2.3	2.4 ***	-.15	2.4 ***	-.18	2.5 ***	-.26
		4	Very often	70	13	3,446	15	1,161	15	1,630	17		▽		▽		▽	
			Total	523	100	22,474	100	7,287	100	9,752	100							
f. Explained course material to one or more students	CLexplain	1	Never	45	9	1,333	7	307	4	340	4							
		2	Sometimes	206	39	7,912	35	2,423	34	3,153	33							
		3	Often	160	30	8,323	36	2,861	39	3,941	40	2.6	2.7 *	-.11	2.8 ***	-.20	2.8 ***	-.24
		4	Very often	113	21	4,852	22	1,660	23	2,284	24		▽		▽		▽	
			Total	524	100	22,420	100	7,251	100	9,718	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE national survey of student engagement

Seniors — Frequency Distributions[a] / Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	115	23	4,005	19	1,276	19	1,402	15	2.4	2.5 * ▽	-.09	2.5 * ▽	-.09	2.6 *** ▽	-.21
		2	Sometimes	169	32	7,707	35	2,504	35	3,320	34							
		3	Often	144	27	6,094	27	1,972	26	2,776	29							
		4	Very often	94	18	4,565	20	1,501	20	2,198	23							
			Total	522	100	22,371	100	7,253	100	9,696	100							
h. Worked with other students on course projects or assignments	CLproject	1	Never	53	11	1,714	8	428	6	445	5	2.7	2.8 *** ▽	-.16	2.9 *** ▽	-.19	3.0 *** ▼	-.32
		2	Sometimes	163	32	6,394	29	2,171	30	2,551	27							
		3	Often	178	34	7,713	34	2,536	35	3,394	35							
		4	Very often	126	23	6,497	29	2,098	29	3,274	34							
			Total	520	100	22,318	100	7,233	100	9,664	100							
i. Given a course presentation	present	1	Never	87	18	3,180	16	773	12	934	10	2.6	2.6	.00	2.7 * ▽	-.10	2.7 *** ▽	-.18
		2	Sometimes	152	30	7,284	33	2,392	33	2,951	31							
		3	Often	154	29	6,653	29	2,350	32	3,203	33							
		4	Very often	125	23	5,104	22	1,694	23	2,523	26							
			Total	518	100	22,221	100	7,209	100	9,611	100							

2. During the current school year, about how often have you done the following?

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	16	3	844	4	189	3	248	3	3.0	2.9	.05	3.0	-.04	3.0	-.05
		2	Sometimes	139	28	5,812	28	1,690	24	2,321	25							
		3	Often	188	37	8,401	38	2,891	41	3,706	39							
		4	Very often	167	32	6,683	30	2,322	32	3,153	33							
			Total	510	100	21,740	100	7,092	100	9,428	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	33	7	1,580	8	438	7	600	7	2.9	2.8 * △	.11	2.8	.08	2.8	.08
		2	Sometimes	138	27	6,630	31	2,115	31	2,816	31							
		3	Often	188	38	7,634	35	2,645	37	3,405	36							
		4	Very often	148	29	5,741	26	1,839	25	2,550	26							
			Total	507	100	21,585	100	7,037	100	9,371	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	47	10	3,013	16	909	14	1,174	14	2.7	2.6 *** △	.16	2.6 ** △	.13	2.6 ** △	.13
		2	Sometimes	175	34	7,328	34	2,418	35	3,240	35							
		3	Often	156	31	6,432	29	2,164	30	2,800	30							
		4	Very often	129	25	4,782	21	1,548	21	2,133	22							
			Total	507	100	21,555	100	7,039	100	9,347	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	10	2	1,127	6	363	6	482	6							
		2	Sometimes	139	28	6,533	31	2,058	29	2,795	30							
		3	Often	227	45	8,579	40	2,922	41	3,768	40	2.9	2.8 ***	.14	2.8 **	.13	2.8 **	.13
		4	Very often	129	25	5,262	24	1,683	24	2,268	24		△		△		△	
			Total	505	100	21,501	100	7,026	100	9,313	100							
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	1	Never	9	2	788	4	274	4	334	4							
		2	Sometimes	121	24	5,707	27	1,833	26	2,422	27							
		3	Often	220	44	8,768	41	2,924	42	3,792	40	3.0	2.9 *	.11	2.9 *	.11	2.9 *	.09
		4	Very often	152	30	6,169	28	1,978	28	2,742	29		△		△		△	
			Total	502	100	21,432	100	7,009	100	9,290	100							
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	12	3	521	3	172	3	204	2							
		2	Sometimes	130	26	6,159	30	2,003	30	2,573	28							
		3	Often	208	41	8,753	41	2,949	42	3,877	42	3.0	2.9	.08	2.9 *	.09	2.9	.06
		4	Very often	154	30	5,911	27	1,876	26	2,620	27				△			
			Total	504	100	21,344	100	7,000	100	9,274	100							
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	8	2	265	1	59	1	93	1							
		2	Sometimes	64	13	3,542	17	1,097	16	1,485	17							
		3	Often	231	46	9,062	43	3,027	43	3,898	42	3.2	3.2	.07	3.2	.03	3.2	.03
		4	Very often	200	40	8,396	39	2,781	40	3,749	40							
			Total	503	100	21,265	100	6,964	100	9,225	100							

3. During the current school year, about how often have you done the following?

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
a. Talked about career plans with a faculty member	SFcareer	1	Never	104	22	4,475	23	1,214	19	1,594	18							
		2	Sometimes	173	35	8,399	40	2,732	39	3,672	40							
		3	Often	130	25	5,013	23	1,758	24	2,246	24	2.4	2.3 *	.10	2.4	-.01	2.4	-.02
		4	Very often	94	18	3,410	15	1,254	18	1,713	18		△					
			Total	501	100	21,297	100	6,958	100	9,225	100							
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	230	46	9,958	49	3,019	45	3,850	43							
		2	Sometimes	125	24	5,791	27	2,009	28	2,715	29							
		3	Often	90	18	3,195	15	1,069	15	1,546	17	1.9	1.9	.07	1.9	.00	2.0	-.03
		4	Very often	58	11	2,297	10	839	12	1,081	12							
			Total	503	100	21,241	100	6,936	100	9,192	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name [c]	Values [d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size [e]	Peer Group Mean	Peer Group Effect size [e]	Aspirational Group Mean	Aspirational Group Effect size [e]
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	153	32	6,594	32	1,703	25	2,256	25							
		2	Sometimes	180	36	8,115	38	2,805	41	3,803	41							
		3	Often	101	20	4,131	19	1,561	22	1,992	22	2.1	2.1	.05	2.2 * ▽	-.09	2.2	-.09
		4	Very often	64	13	2,377	11	870	13	1,139	12							
			Total	498	100	21,217	100	6,939	100	9,190	100							
d. Discussed your academic performance with a faculty member	SFperform	1	Never	121	25	5,390	27	1,535	23	2,104	23							
		2	Sometimes	182	36	9,061	43	3,051	44	4,038	44							
		3	Often	125	25	4,421	20	1,515	21	1,939	21	2.3	2.1 ** △	.16	2.2	.07	2.2	.07
		4	Very often	73	14	2,306	10	817	12	1,094	12							
			Total	501	100	21,178	100	6,918	100	9,175	100							

4. During the current school year, how much has your coursework emphasized the following?

Item wording or description	Variable name [c]	Values [d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size [e]	Peer Group Mean	Peer Group Effect size [e]	Aspirational Group Mean	Aspirational Group Effect size [e]
a. Memorizing course material	memorize	1	Very little	53	11	1,755	9	566	8	762	8							
		2	Some	156	31	6,327	30	2,126	31	2,808	30							
		3	Quite a bit	183	37	8,181	38	2,626	38	3,373	37	2.7	2.8	-.08	2.8	-.09	2.8 * ▽	-.11
		4	Very much	108	21	4,950	23	1,626	23	2,245	25							
			Total	500	100	21,213	100	6,944	100	9,188	100							
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	14	3	660	3	187	3	214	2							
		2	Some	100	20	3,858	19	1,282	18	1,635	18							
		3	Quite a bit	211	42	9,001	42	2,929	42	3,925	43	3.1	3.1	-.02	3.1	-.05	3.1	-.07
		4	Very much	174	34	7,626	36	2,519	37	3,373	37							
			Total	499	100	21,145	100	6,917	100	9,147	100							
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	16	3	765	4	257	4	269	3							
		2	Some	107	21	4,246	20	1,429	20	1,878	21							
		3	Quite a bit	211	43	8,585	40	2,835	41	3,760	41	3.0	3.1	-.03	3.1	-.02	3.1	-.04
		4	Very much	163	32	7,477	35	2,376	34	3,203	35							
			Total	497	100	21,073	100	6,897	100	9,110	100							
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	18	4	1,170	6	415	7	530	6							
		2	Some	107	22	4,892	24	1,753	26	2,254	25							
		3	Quite a bit	217	45	8,580	40	2,750	40	3,652	40	3.0	2.9	.08	2.9 ** △	.14	2.9 ** △	.11
		4	Very much	149	30	6,421	30	1,967	28	2,670	29							
			Total	491	100	21,063	100	6,885	100	9,106	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 24

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	16	3	965	5	331	5	437	5							
		2	Some	109	22	4,900	23	1,715	25	2,222	25							
		3	Quite a bit	206	41	8,698	41	2,836	41	3,750	41	3.1	3.0 *	.10	2.9 **	.14	2.9 **	.12
		4	Very much	168	33	6,464	30	1,993	29	2,694	29		△		△		△	
			Total	499	100	21,027	100	6,875	100	9,103	100							

5. During the current school year, to what extent have your instructors done the following?

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
a. Clearly explained course goals and requirements	ETgoals	1	Very little	15	3	536	3	149	2	176	2							
		2	Some	85	17	3,454	17	1,162	17	1,527	17							
		3	Quite a bit	179	36	8,793	41	3,084	44	4,076	44	3.2	3.2	.06	3.1	.09	3.2	.07
		4	Very much	222	44	8,364	39	2,524	36	3,372	37							
			Total	501	100	21,147	100	6,919	100	9,151	100							
b. Taught course sessions in an organized way	ETorganize	1	Very little	21	4	713	4	193	3	216	3							
		2	Some	78	16	3,777	18	1,259	18	1,658	18							
		3	Quite a bit	177	35	8,907	42	3,139	45	4,179	45	3.2	3.1 **	.13	3.1 ***	.16	3.1 **	.14
		4	Very much	223	45	7,698	36	2,322	33	3,080	34		△		△		△	
			Total	499	100	21,095	100	6,913	100	9,133	100							
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	25	5	831	4	231	4	258	3							
		2	Some	89	18	3,889	19	1,216	18	1,674	19							
		3	Quite a bit	165	33	8,063	38	2,869	41	3,767	41	3.1	3.1	.04	3.1	.04	3.1	.03
		4	Very much	218	43	8,288	39	2,583	37	3,419	37							
			Total	497	100	21,071	100	6,899	100	9,118	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	57	12	2,413	12	786	12	949	11							
		2	Some	125	25	6,014	29	1,945	28	2,682	30							
		3	Quite a bit	142	29	6,581	31	2,343	33	3,094	34	2.9	2.7 **	.12	2.7 **	.13	2.7 *	.12
		4	Very much	170	34	6,050	28	1,818	26	2,381	26		△		△		△	
			Total	494	100	21,058	100	6,892	100	9,106	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	50	10	1,828	9	537	8	638	7							
		2	Some	108	22	5,593	27	1,882	28	2,582	29							
		3	Quite a bit	162	32	7,606	36	2,649	38	3,535	38	2.9	2.8 **	.12	2.8 **	.13	2.8 *	.12
		4	Very much	177	36	5,967	28	1,805	26	2,336	26		△		△		△	
			Total	497	100	20,994	100	6,873	100	9,091	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
6. During the current school year, about how often have you done the following?																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	55	10	2,528	12	902	12	1,018	11							
		2	Sometimes	161	32	6,813	32	2,255	32	2,813	30							
		3	Often	183	37	7,261	34	2,239	32	3,134	35	2.7	2.7	.01	2.7	.02	2.7	-.07
		4	Very often	98	20	4,490	22	1,511	23	2,186	25							
			Total	497	100	21,092	100	6,907	100	9,151	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	76	15	4,002	19	1,329	19	1,640	18							
		2	Sometimes	168	33	7,553	36	2,516	37	3,235	35							
		3	Often	162	34	5,957	28	1,844	27	2,630	29	2.6	2.4 ** △	.13	2.4 * △	.12	2.5	.07
		4	Very often	88	18	3,545	17	1,195	18	1,634	18							
			Total	494	100	21,057	100	6,884	100	9,139	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	82	16	3,768	18	1,230	18	1,359	15							
		2	Sometimes	180	36	8,025	38	2,620	38	3,377	37							
		3	Often	150	31	6,040	29	1,955	28	2,782	31	2.5	2.4	.08	2.4	.07	2.5	-.02
		4	Very often	82	17	3,188	15	1,070	16	1,585	18							
			Total	494	100	21,021	100	6,875	100	9,103	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages *(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)*	wrshortnum	0	None	34	7	1,474	8	355	6	485	7							
		1.5	1-2	98	21	4,326	23	1,223	19	1,600	20							
		4	3-5	147	32	5,669	29	1,767	28	2,442	29							
		8	6-10	92	19	3,820	20	1,371	21	1,744	20	6.8	6.5	.06	7.6 * ▽	-.12	7.3	-.08
		13	11-15	42	9	1,731	9	730	11	886	10							
		18	16-20	20	4	880	4	399	6	502	6							
		23	More than 20	36	8	1,234	6	569	9	685	8							
			Total	469	100	19,134	100	6,414	100	8,344	100							
b. Between 6 and 10 pages *(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)*	wrmednum	0	None	129	28	5,313	29	1,413	23	1,737	22							
		1.5	1-2	154	34	6,624	35	2,268	36	2,951	35							
		4	3-5	96	22	4,050	21	1,588	24	2,208	26							
		8	6-10	47	11	1,850	10	726	11	872	10	3.2	3.0	.06	3.3	-.01	3.4	-.04
		13	11-15	11	2	550	3	205	3	285	3							
		18	16-20	8	2	211	1	80	1	127	2							
		23	More than 20	7	2	210	1	64	1	91	1							
			Total	452	100	18,808	100	6,344	100	8,271	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

Seniors

				Frequency Distributions[a]									Statistical Comparisons[b]						
														Your seniors compared with					
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group			A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%		Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
c. 11 pages or more	wrlongnum	0	None	258	56	9,647	52	2,846	46	3,490	43								
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	116	26	5,762	31	2,288	36	3,107	37								
		4	3-5	45	10	1,740	9	689	11	971	12								
		8	6-10	14	3	654	4	230	4	326	4		1.9	1.8	.02	1.8	.03	2.0	-.02
		13	11-15	14	3	363	2	85	1	153	2								
		18	16-20	2	0	152	1	38	1	47	1								
		23	More than 20	7	2	232	1	53	1	85	1								
			Total	456	100	18,550	100	6,229	100	8,179	100								
Estimated number of assigned pages of student writing.	wrpages (Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)												72.9	67.7	.06	74.8	-.02	77.0	-.05

8. During the current school year, about how often have you had discussions with people from the following groups?

Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%		Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
a. People of a race or ethnicity other than your own	DDrace	1	Never	28	6	1,036	6	426	7	361	4								
		2	Sometimes	82	18	3,840	19	1,829	27	2,131	25								
		3	Often	142	29	5,614	28	1,888	28	2,497	29		3.2	3.2	-.01	3.0 ***	.19	3.1	.09
		4	Very often	225	47	9,177	47	2,408	38	3,539	41					△			
			Total	477	100	19,667	100	6,551	100	8,528	100								
b. People from an economic background other than your own	DDeconomic	1	Never	22	5	987	5	282	5	290	4								
		2	Sometimes	102	22	3,984	20	1,527	23	1,921	23								
		3	Often	145	30	6,232	31	2,358	35	2,900	34		3.1	3.1	-.02	3.0	.06	3.1	.01
		4	Very often	207	43	8,395	43	2,361	37	3,396	40								
			Total	476	100	19,598	100	6,528	100	8,507	100								
c. People with religious beliefs other than your own	DDreligion	1	Never	44	10	1,244	7	352	6	403	5								
		2	Sometimes	106	23	4,450	22	1,626	25	2,033	24								
		3	Often	149	31	5,766	29	2,058	31	2,659	31		2.9	3.1 **	-.13	3.0	-.09	3.1 *	-.13
		4	Very often	176	36	8,131	42	2,486	38	3,400	39			▽				▽	
			Total	475	100	19,591	100	6,522	100	8,495	100								
d. People with political views other than your own	DDpolitical	1	Never	35	8	1,214	7	306	5	366	4								
		2	Sometimes	103	22	4,322	22	1,512	23	1,903	23								
		3	Often	150	31	6,029	30	2,255	34	2,798	33		3.0	3.1	-.05	3.0	-.04	3.1	-.09
		4	Very often	185	39	7,945	41	2,433	37	3,408	40								
			Total	473	100	19,510	100	6,506	100	8,475	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

NSSE national survey of student engagement

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
9. During the current school year, about how often have you done the following?																		
a. Identified key information from reading assignments	LSreading	1	Never	8	2	431	2	167	3	178	2							
		2	Sometimes	78	16	3,296	17	1,153	18	1,414	17							
		3	Often	183	39	7,915	40	2,540	39	3,421	40	3.2	3.2	.06	3.2	.07	3.2	.06
		4	Very often	205	43	7,889	40	2,658	41	3,460	40							
			Total	474	100	19,531	100	6,518	100	8,473	100							
b. Reviewed your notes after class	LSnotes	1	Never	23	5	1,183	6	469	7	632	7							
		2	Sometimes	97	20	5,428	28	1,989	30	2,642	31							
		3	Often	148	32	6,277	32	1,987	31	2,627	31	3.1	2.9 *** △	.20	2.9 *** △	.27	2.8 *** △	.29
		4	Very often	201	42	6,611	33	2,057	31	2,546	30							
			Total	469	100	19,499	100	6,502	100	8,447	100							
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	22	5	1,301	7	440	7	624	8							
		2	Sometimes	103	22	5,181	27	1,926	30	2,417	29							
		3	Often	168	37	6,815	35	2,204	34	2,943	35	3.0	2.9 *** △	.16	2.8 *** △	.22	2.8 *** △	.22
		4	Very often	173	37	6,042	31	1,883	29	2,408	29							
			Total	466	100	19,339	100	6,453	100	8,392	100							
10. During the current school year, to what extent have your courses challenged you to do your best work?																		
	challenge	1	Not at all	4	1	140	1	46	1	53	1							
		2		2	0	231	1	97	2	91	1							
		3		10	2	578	3	223	4	244	3							
		4		51	11	1,634	9	615	10	684	8	5.8	5.7 * △	.10	5.5 *** △	.22	5.6 *** △	.18
		5		95	20	5,135	26	1,906	29	2,554	30							
		6		135	28	5,614	29	1,948	29	2,694	31							
		7	Very much	174	37	6,157	31	1,658	25	2,119	25							
			Total	471	100	19,489	100	6,493	100	8,439	100							
11. Which of the following have you done or do you plan to do before you graduate?[f]																		
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement *(Means indicate the percentage who responded "Done or in progress.")*	intern		Have not decided	59	13	1,945	10	465	7	598	7							
			Do not plan to do	99	22	3,639	19	1,079	18	1,353	17							
			Plan to do	134	28	5,679	30	1,520	24	1,944	23	37%	41%	-.08	51% *** ▽	-.29	52% *** ▼	-.31
			Done or in progress	179	37	8,183	41	3,431	51	4,542	52							
			Total	471	100	19,446	100	6,495	100	8,437	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size[e]	Peer Group Mean	Peer Group Effect size[e]	Aspirational Group Mean	Aspirational Group Effect size[e]
b. Hold a formal leadership role in a student organization or group *(Means indicate the percentage who responded "Done or in progress.")*	leader		Have not decided	67	14	2,373	13	602	9	713	9	28%	30%	-.04	35% ** ▽	-.15	40% *** ▽	-.24
			Do not plan to do	213	46	8,999	47	3,070	48	3,609	44							
			Plan to do	53	11	1,932	10	441	7	602	8							
			Done or in progress	136	28	6,080	30	2,370	35	3,492	40							
			Total	469	100	19,384	100	6,483	100	8,416	100							
c. Participate in a learning community or some other formal program where groups of students take two or more classes together *(Means indicate the percentage who responded "Done or in progress.")*	learncom		Have not decided	78	16	2,850	15	807	13	967	12	24%	22%	.05	25%	-.03	26%	-.06
			Do not plan to do	215	46	9,895	52	3,524	55	4,475	54							
			Plan to do	64	13	2,262	12	482	7	706	9							
			Done or in progress	114	24	4,334	22	1,659	25	2,257	26							
			Total	471	100	19,341	100	6,472	100	8,405	100							
d. Participate in a study abroad program *(Means indicate the percentage who responded "Done or in progress.")*	abroad		Have not decided	90	19	2,658	14	697	11	858	11	7%	10%	-.09	11% ** ▽	-.14	18% *** ▼	-.33
			Do not plan to do	284	61	12,697	66	4,527	71	5,267	64							
			Plan to do	62	13	1,914	10	444	7	626	7							
			Done or in progress	34	7	2,048	10	792	11	1,631	18							
			Total	470	100	19,317	100	6,460	100	8,382	100							
e. Work with a faculty member on a research project *(Means indicate the percentage who responded "Done or in progress.")*	research		Have not decided	95	21	3,228	17	987	16	1,108	14	17%	20%	-.08	23% ** ▽	-.16	26% *** ▽	-.23
			Do not plan to do	226	48	9,057	47	3,113	48	3,948	47							
			Plan to do	65	14	3,032	16	812	13	1,117	14							
			Done or in progress	81	17	3,941	20	1,536	23	2,201	26							
			Total	467	100	19,258	100	6,448	100	8,374	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) *(Means indicate the percentage who responded "Done or in progress.")*	capstone		Have not decided	79	17	2,197	12	637	10	558	7	30%	36% ** ▽	-.13	41% *** ▽	-.24	52% *** ▼	-.45
			Do not plan to do	129	28	4,328	23	1,490	23	1,307	17							
			Plan to do	114	25	5,612	30	1,562	25	2,023	24							
			Done or in progress	142	30	7,169	36	2,775	41	4,508	52							
			Total	464	100	19,306	100	6,464	100	8,396	100							

12. About how many of your courses at this institution have included a community-based project (service-learning)?

	Variable name	Values	Response options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Peer Group Count	Peer Group %	Aspirational Group Count	Aspirational Group %	A&M Commerce Mean	Southwest Public Mean	Southwest Public Effect size	Peer Group Mean	Peer Group Effect size	Aspirational Group Mean	Aspirational Group Effect size
	servcourse	1	None	190	41	7,878	42	2,694	44	3,724	45	1.8	1.7	.06	1.7 * △	.12	1.7 ** △	.14
		2	Some	214	45	8,864	45	3,069	46	3,815	45							
		3	Most	54	11	2,090	10	591	9	713	8							
		4	All	14	3	451	2	113	2	131	2							
			Total	472	100	19,283	100	6,467	100	8,383	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name [c]	Values [d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size [e]	Peer Group Mean	Effect size [e]	Aspirational Group Mean	Effect size [e]
13. Indicate the quality of your interactions with the following people at your institution.																		
a. Students	QIstudent	1	Poor	5	1	260	1	76	1	99	1							
		2		6	1	322	2	103	2	130	2							
		3		11	2	828	4	270	4	306	4							
		4		42	9	1,803	9	609	9	758	9							
		5		100	22	4,232	22	1,598	25	2,005	23	5.8	5.6	.07	5.6 **	.13	5.7	.07
		6		124	26	5,191	26	1,898	29	2,534	30				△			
		7	Excellent	155	33	6,414	33	1,879	29	2,533	31							
		—	Not applicable	27	6	327	2	47	1	52	1							
			Total	470	100	19,377	100	6,480	100	8,417	100							
b. Academic advisors	QIadvisor	1	Poor	19	4	983	5	352	6	452	6							
		2		24	5	957	5	378	6	488	6							
		3		36	7	1,519	8	473	7	676	8							
		4		40	9	2,341	12	802	13	1,083	13							
		5		60	13	3,443	18	1,173	18	1,558	19	5.5	5.2 ***	.18	5.1 ***	.21	5.1 ***	.22
		6		79	17	3,808	19	1,300	20	1,692	20		△		△		△	
		7	Excellent	196	42	6,062	31	1,907	29	2,364	28							
		—	Not applicable	11	3	254	1	90	2	93	1							
			Total	465	100	19,367	100	6,475	100	8,406	100							
c. Faculty	QIfaculty	1	Poor	6	1	369	2	97	2	119	2							
		2		12	3	500	3	141	2	177	2							
		3		19	4	935	5	299	5	384	5							
		4		40	9	1,986	10	697	11	917	11							
		5		84	18	4,089	21	1,587	24	1,951	23	5.7	5.5 **	.15	5.5 ***	.18	5.5 ***	.17
		6		124	26	5,406	28	1,916	29	2,631	31		△		△		△	
		7	Excellent	172	37	5,809	30	1,671	26	2,139	26							
		—	Not applicable	9	2	193	1	32	1	40	1							
			Total	466	100	19,287	100	6,440	100	8,358	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 30

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]							
													Your seniors compared with					
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	18	4	1,004	5	339	6	361	5							
		2		21	5	873	5	315	5	368	4							
		3		28	6	1,287	7	496	7	580	7							
		4		39	8	2,272	12	834	13	1,099	13							
		5		70	15	3,320	17	1,197	18	1,647	19	5.1	4.9 **	.14	4.8 ***	.22	4.9 *	.13
		6		64	13	3,279	17	1,081	16	1,664	19		△		△		△	
		7	Excellent	109	23	3,533	18	930	14	1,367	16							
		—	Not applicable	116	26	3,702	19	1,272	21	1,295	16							
			Total	465	100	19,270	100	6,464	100	8,381	100							
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	20	4	1,067	6	390	6	394	5							
		2		14	3	1,043	6	359	6	417	5							
		3		29	6	1,538	8	542	8	706	8							
		4		61	13	2,772	14	1,078	16	1,314	16							
		5		78	17	3,843	20	1,422	22	1,933	23	5.3	4.9 ***	.26	4.8 ***	.34	4.9 ***	.29
		6		90	19	3,882	19	1,241	19	1,745	20		△		▲		△	
		7	Excellent	149	32	4,081	21	1,056	17	1,451	17							
		—	Not applicable	29	6	1,087	6	375	6	438	5							
			Total	470	100	19,313	100	6,463	100	8,398	100							
14. How much does your institution emphasize the following?																		
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	13	3	380	2	131	2	150	2							
		2	Some	66	15	3,067	17	1,128	19	1,275	16							
		3	Quite a bit	195	44	8,002	44	2,811	45	3,638	45	3.2	3.2	.01	3.1	.08	3.2	.01
		4	Very much	170	38	6,972	38	2,129	34	2,977	37							
			Total	444	100	18,421	100	6,199	100	8,040	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	17	4	920	5	304	5	380	5							
		2	Some	82	19	4,198	24	1,541	25	1,898	25							
		3	Quite a bit	175	40	7,505	41	2,686	44	3,406	42	3.1	3.0 ***	.17	2.9 ***	.24	2.9 ***	.21
		4	Very much	168	37	5,649	30	1,617	26	2,289	28		△		△		△	
			Total	442	100	18,272	100	6,148	100	7,973	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	42	9	1,632	9	517	9	631	8							
		2	Some	84	19	4,305	24	1,587	26	1,987	25							
		3	Quite a bit	158	36	6,629	36	2,439	40	3,044	38	3.0	2.9 *	.10	2.8 ***	.17	2.9 *	.12
		4	Very much	157	35	5,717	30	1,605	26	2,321	28		△		△		△	
			Total	441	100	18,283	100	6,148	100	7,983	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name [c]	Values [d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size [e]	Peer Group Mean	Effect size [e]	Aspirational Group Mean	Effect size [e]
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	46	10	2,756	16	1,085	17	1,247	16							
		2	Some	107	25	5,342	29	2,015	32	2,523	32							
		3	Quite a bit	148	33	5,696	31	1,907	32	2,476	31	2.9	2.6 *** △	.21	2.5 *** ▲	.35	2.6 *** △	.28
		4	Very much	140	31	4,491	24	1,134	19	1,728	22							
			Total	441	100	18,285	100	6,141	100	7,974	100							
e. Providing opportunities to be involved socially	SEsocial	1	Very little	48	11	1,543	9	475	9	540	7							
		2	Some	84	20	4,521	25	1,652	28	1,937	25							
		3	Quite a bit	162	37	6,718	37	2,453	40	3,070	39	2.9	2.9	.04	2.8 * △	.12	2.9	.00
		4	Very much	147	32	5,467	29	1,549	24	2,421	29							
			Total	441	100	18,249	100	6,129	100	7,968	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	45	10	2,194	12	652	11	786	10							
		2	Some	112	27	4,701	26	1,615	27	2,065	26							
		3	Quite a bit	158	36	6,312	35	2,366	38	2,893	36	2.8	2.8	.04	2.7	.07	2.8	-.01
		4	Very much	125	27	4,993	27	1,493	23	2,209	27							
			Total	440	100	18,200	100	6,126	100	7,953	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	122	28	6,043	34	2,234	37	2,723	34							
		2	Some	126	29	6,035	33	2,162	35	2,787	35							
		3	Quite a bit	119	27	3,801	21	1,172	19	1,625	20	2.3	2.1 *** △	.19	2.0 *** ▲	.34	2.1 *** △	.26
		4	Very much	71	16	2,346	13	552	9	819	10							
			Total	438	100	18,225	100	6,120	100	7,954	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	63	15	2,514	14	767	13	809	11							
		2	Some	108	25	5,060	28	1,911	32	2,156	28							
		3	Quite a bit	153	35	6,042	33	2,206	35	2,841	35	2.7	2.7	.03	2.6 * △	.11	2.8	-.06
		4	Very much	116	26	4,559	25	1,241	19	2,130	26							
			Total	440	100	18,175	100	6,125	100	7,936	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	91	21	3,664	21	1,126	19	1,258	17							
		2	Some	130	30	6,377	35	2,313	39	2,935	37							
		3	Quite a bit	121	28	5,027	28	1,832	29	2,442	31	2.5	2.4	.08	2.4 * △	.12	2.5	.03
		4	Very much	92	21	3,060	17	829	13	1,289	16							
			Total	434	100	18,128	100	6,100	100	7,924	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 32

Seniors

				Frequency Distributions[a]									**Statistical Comparisons**[b]						
														Your seniors compared with					
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group			A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%		Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
15. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs *(Recoded version of* tmprep *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	1	0	75	0	27	1	26	0								
		3	1-5 hrs	56	13	2,800	16	852	14	1,005	13								
		8	6-10 hrs	116	27	4,473	24	1,444	23	1,904	24								
		13	11-15 hrs	81	19	3,516	19	1,249	20	1,583	20								
		18	16-20 hrs	73	16	3,024	16	1,069	17	1,374	17		14.9	14.5	.05	14.8	.02	15.0	.00
		23	21-25 hrs	42	10	1,763	10	622	10	834	10								
		28	26-30 hrs	30	6	1,102	6	372	6	515	6								
		33	More than 30 hrs	41	9	1,484	8	491	8	695	9								
			Total	440	100	18,237	100	6,126	100	7,936	100								
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs *(Recoded version of* tmcocurr *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	227	53	8,517	48	2,635	45	2,968	39								
		3	1-5 hrs	99	22	5,039	28	1,760	28	2,384	29								
		8	6-10 hrs	40	9	2,130	11	816	13	1,189	15								
		13	11-15 hrs	26	6	1,121	6	400	6	658	8								
		18	16-20 hrs	27	6	688	4	256	4	359	5		4.5	4.1	.07	4.4	.02	5.1	-.08
		23	21-25 hrs	9	2	317	2	110	2	186	2								
		28	26-30 hrs	2	0	127	1	54	1	63	1								
		33	More than 30 hrs	9	2	207	1	72	1	95	1								
			Total	439	100	18,146	100	6,103	100	7,902	100								
c. Working for pay **on campus**	tmworkonhrs *(Recoded version of* tmworkon *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	330	76	13,719	77	4,277	71	5,602	72								
		3	1-5 hrs	6	1	445	2	276	4	277	3								
		8	6-10 hrs	14	3	781	4	476	7	548	7								
		13	11-15 hrs	26	6	935	5	367	6	526	6								
		18	16-20 hrs	40	9	1,412	7	365	6	543	7		4.1	3.7	.05	4.1	.00	4.1	.00
		23	21-25 hrs	10	2	423	2	157	3	226	3								
		28	26-30 hrs	2	0	152	1	72	1	82	1								
		33	More than 30 hrs	11	3	289	2	118	2	110	1								
			Total	439	100	18,156	100	6,108	100	7,914	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

Seniors

Frequency Distributions[a] | Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
d. Working for pay **off campus**	tmworkoffhrs *(Recoded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	156	34	7,611	41	2,683	43	3,631	45	16.8	13.5 *** △	.24	12.0 *** ▲	.37	11.3 *** ▲	.43
		3	1-5 hrs	15	3	780	4	303	5	422	5							
		8	6-10 hrs	12	3	945	5	394	6	506	6							
		13	11-15 hrs	25	6	992	5	410	6	567	7							
		18	16-20 hrs	34	8	1,584	9	565	9	736	9							
		23	21-25 hrs	33	7	1,248	7	469	8	555	7							
		28	26-30 hrs	15	3	1,029	5	345	6	406	5							
		33	More than 30 hrs	150	36	3,909	23	912	17	1,056	15							
			Total	440	100	18,098	100	6,081	100	7,879	100							
Estimated number of hours working for pay	tmworkhrs *(Continuous variable created by NSSE)*											20.9	17.0 *** △	.28	16.0 *** ▲	.37	15.3 *** ▲	.43
e. Doing community service or volunteer work	tmservicehrs *(Recoded version of tmservice created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	176	41	8,613	49	3,001	51	3,736	49	4.0	3.3 * △	.14	3.1 ** △	.18	3.2 ** △	.15
		3	1-5 hrs	176	40	6,322	34	2,160	34	2,870	35							
		8	6-10 hrs	36	8	1,571	8	469	8	632	8							
		13	11-15 hrs	23	5	675	4	186	3	267	3							
		18	16-20 hrs	13	3	427	2	118	2	173	2							
		23	21-25 hrs	4	1	183	1	57	1	77	1							
		28	26-30 hrs	1	0	73	0	28	0	31	0							
		33	More than 30 hrs	9	2	185	1	59	1	67	1							
			Total	438	100	18,049	100	6,078	100	7,853	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs *(Recoded version of tmrelax created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	24	5	697	4	143	3	187	3	9.4	9.9	-.06	10.7 *** ▽	-.16	11.3 *** ▽	-.23
		3	1-5 hrs	149	34	5,748	32	1,675	27	1,962	25							
		8	6-10 hrs	128	29	5,169	28	1,776	29	2,229	28							
		13	11-15 hrs	60	14	2,985	16	1,121	18	1,532	19							
		18	16-20 hrs	31	7	1,754	9	692	11	976	12							
		23	21-25 hrs	20	4	736	4	305	5	427	5							
		28	26-30 hrs	9	2	363	2	123	2	213	3							
		33	More than 30 hrs	18	4	661	4	259	4	368	5							
			Total	439	100	18,113	100	6,094	100	7,894	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 34

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]						
													Your seniors compared with					
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group		A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
g. Providing care for dependents (children, parents, etc.) *(Recoded version of tmcare created by NSSE. Values are estimated number of hours per week.)*	tmcarehrs	0	0 hrs	193	44	10,343	56	4,044	65	5,502	68							
		3	1-5 hrs	45	10	2,037	11	631	11	776	10							
		8	6-10 hrs	27	7	1,051	6	301	5	359	5							
		13	11-15 hrs	26	6	717	4	191	3	226	3							
		18	16-20 hrs	20	4	604	3	146	3	186	3	11.7	7.8 *** ▲	.33	5.8 *** ▲	.54	5.0 *** ▲	.65
		23	21-25 hrs	9	2	373	2	70	1	116	2							
		28	26-30 hrs	10	2	264	2	72	1	69	1							
		33	More than 30 hrs	108	25	2,693	15	636	11	648	8							
			Total	438	100	18,082	100	6,091	100	7,882	100							
h. Commuting to campus (driving, walking, etc.) *(Recoded version of tmcommute created by NSSE. Values are estimated number of hours per week.)*	tmcommutehrs	0	0 hrs	145	34	2,472	14	908	14	812	10							
		3	1-5 hrs	185	41	9,915	53	3,699	60	4,840	60							
		8	6-10 hrs	64	14	3,538	20	1,003	17	1,453	19							
		13	11-15 hrs	14	3	1,165	7	255	4	432	5							
		18	16-20 hrs	12	3	472	3	114	2	178	3	4.7	5.6 * ▽	-.14	4.8	.00	5.3	-.10
		23	21-25 hrs	7	2	186	1	37	1	76	1							
		28	26-30 hrs	2	0	121	1	25	0	37	0							
		33	More than 30 hrs	13	3	297	2	70	1	92	1							
			Total	442	100	18,166	100	6,111	100	7,920	100							

16. Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading?*

| | | | | A&M Commerce | | Southwest Public | | Peer Group | | Aspirational Group | | A&M Commerce | Southwest Public | | Peer Group | | Aspirational Group | |
Item wording or description	Variable name	Values	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
	reading	1	Very little	47	11	2,419	14	934	16	1,089	15							
		2	Some	109	24	4,725	26	1,726	28	2,123	27							
		3	About half	120	28	4,963	27	1,595	26	2,088	27	3.0	2.9 * △	.12	2.8 *** △	.22	2.8 *** △	.17
		4	Most	110	25	4,087	23	1,296	21	1,800	22							
		5	Almost all	55	12	1,935	10	563	9	785	9							
			Total	441	100	18,129	100	6,114	100	7,885	100							
(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)	tmreadinghrs											8.1	7.2 * △	.13	6.8 *** △	.19	7.1 ** △	.16

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 35

NSSE 2016 Frequencies and Statistical Comparisons
Texas A&M University - Commerce

Seniors

				Frequency Distributions[a]									Statistical Comparisons[b]						
														Your seniors compared with					
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group			A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%		Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
tmreadinghrscol		1	0 hrs	1	0	71	0	27	1	24	0								
(Collapsed version of tmreadinghrs created by NSSE.)		2	More than zero, up to 5 hrs	197	45	8,581	48	2,994	50	3,600	47								
		3	More than 5, up to 10 hrs	109	25	5,205	29	1,783	29	2,410	30								
		4	More than 10, up to 15 hrs	57	13	1,833	10	584	9	843	10								
		5	More than 15, up to 20 hrs	35	8	1,095	6	334	5	482	6								
		6	More than 20, up to 25 hrs	23	5	844	5	249	4	341	4								
		7	More than 25 hrs	15	3	412	2	113	2	144	2								
			Total	437	100	18,041	100	6,084	100	7,844	100								

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Item wording or description	Variable name	Values	Response options	Count	%	Count	%	Count	%	Count	%		Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
a. Writing clearly and effectively	pgwrite	1	Very little	32	7	1,190	7	424	7	484	6								
		2	Some	97	22	3,915	22	1,436	24	1,776	23								
		3	Quite a bit	164	38	6,616	36	2,347	38	2,878	36		3.0	3.0	-.01	2.9	.06	3.0	-.02
		4	Very much	148	34	6,433	35	1,912	31	2,766	35								
			Total	441	100	18,154	100	6,119	100	7,904	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	33	7	1,543	9	575	10	631	8								
		2	Some	109	25	4,242	24	1,553	26	1,946	25								
		3	Quite a bit	156	36	6,273	34	2,220	36	2,828	35		2.9	2.9	.02	2.8 *	.10	2.9	.02
		4	Very much	143	32	6,036	33	1,748	28	2,472	31					△			
			Total	441	100	18,094	100	6,096	100	7,877	100								
c. Thinking critically and analytically	pgthink	1	Very little	16	4	515	3	183	3	188	3								
		2	Some	63	14	2,420	14	853	14	958	13								
		3	Quite a bit	161	37	6,558	36	2,300	38	2,873	36		3.2	3.3	-.04	3.2	.00	3.3	-.09
		4	Very much	199	45	8,621	47	2,756	44	3,859	49								
			Total	439	100	18,114	100	6,092	100	7,878	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	44	9	1,827	10	684	11	806	10								
		2	Some	109	25	4,525	25	1,725	28	1,946	24								
		3	Quite a bit	154	35	5,854	32	1,894	31	2,489	32		2.9	2.9	-.01	2.8	.07	2.9	-.04
		4	Very much	136	31	5,881	33	1,797	30	2,634	35								
			Total	443	100	18,087	100	6,100	100	7,875	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 36

Seniors

				Frequency Distributions[a]									Statistical Comparisons[b]						
														Your seniors compared with					
				A&M Commerce		Southwest Public		Peer Group		Aspirational Group			A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%		Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	Effect size[e]
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	34	8	1,739	10	609	10	738	10								
		2	Some	91	21	4,081	23	1,415	23	1,851	24								
		3	Quite a bit	140	32	5,850	32	2,031	33	2,588	33		3.0	2.9 *	.12	2.9 **	.14	2.9 *	.12
		4	Very much	175	39	6,439	35	2,046	33	2,707	34			△		△		△	
			Total	440	100	18,109	100	6,101	100	7,884	100								
f. Working effectively with others	pgothers	1	Very little	21	5	1,043	6	363	6	375	5								
		2	Some	88	20	3,809	22	1,352	23	1,615	21								
		3	Quite a bit	164	37	6,442	35	2,289	37	2,907	37		3.1	3.0	.05	3.0 *	.10	3.1	.02
		4	Very much	165	37	6,771	37	2,093	34	2,972	37					△			
			Total	438	100	18,065	100	6,097	100	7,869	100								
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	46	10	2,249	13	841	15	1,029	14								
		2	Some	95	22	4,375	25	1,658	28	2,046	26								
		3	Quite a bit	132	30	5,695	31	1,948	31	2,487	31		3.0	2.8 **	.15	2.7 ***	.27	2.7 ***	.21
		4	Very much	168	38	5,776	31	1,645	26	2,314	29			△		△		△	
			Total	441	100	18,095	100	6,092	100	7,876	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	33	7	1,909	11	766	13	878	12								
		2	Some	95	22	4,554	25	1,824	30	2,139	27								
		3	Quite a bit	155	35	5,704	31	1,888	31	2,561	32		3.0	2.8 **	.15	2.7 ***	.29	2.8 ***	.21
		4	Very much	159	36	5,931	32	1,615	26	2,297	29			△		△		△	
			Total	442	100	18,098	100	6,093	100	7,875	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	50	11	1,890	11	663	11	729	10								
		2	Some	97	22	4,637	26	1,727	28	2,111	27								
		3	Quite a bit	167	38	6,013	33	2,066	34	2,695	34		2.8	2.8	.02	2.8	.08	2.8	.00
		4	Very much	126	29	5,525	30	1,636	27	2,337	29								
			Total	440	100	18,065	100	6,092	100	7,872	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	50	11	2,529	15	957	17	1,108	15								
		2	Some	116	26	5,129	29	1,914	31	2,382	30								
		3	Quite a bit	140	32	5,505	30	1,822	30	2,341	30		2.8	2.7 **	.13	2.6 ***	.24	2.7 **	.16
		4	Very much	134	31	4,837	26	1,374	22	2,004	25			△		△		△	
			Total	440	100	18,000	100	6,067	100	7,835	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 37

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Southwest Public Count	%	Peer Group Count	%	Aspirational Group Count	%	A&M Commerce Mean	Southwest Public Mean	Effect size[e]	Peer Group Mean	Effect size[e]	Aspirational Group Mean	Effect size[e]
18. How would you evaluate your entire educational experience at this institution?																		
	evalexp	1	Poor	5	1	431	3	171	3	167	2							
		2	Fair	42	10	1,973	12	761	13	804	11							
		3	Good	177	40	7,864	43	2,981	49	3,426	44	3.4	3.3 ***	.16	3.2 ***	.29	3.3 **	.13
		4	Excellent	217	49	7,903	42	2,208	35	3,505	43		△		△		△	
			Total	441	100	18,171	100	6,121	100	7,902	100							
19. If you could start over again, would you go to the *same institution* you are now attending?																		
	sameinst	1	Definitely no	12	3	797	5	312	6	286	4							
		2	Probably no	49	11	2,116	12	769	13	935	12							
		3	Probably yes	153	35	6,709	37	2,594	42	2,929	37	3.4	3.2 **	.13	3.1 ***	.25	3.3 *	.11
		4	Definitely yes	230	52	8,554	46	2,454	39	3,760	47		△		△		△	
			Total	444	100	18,176	100	6,129	100	7,910	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2016 FREQUENCIES AND STATISTICAL COMPARISONS • 38

NSSE 2016 Frequencies and Statistical Comparisons

Detailed Statistics[g]

Texas A&M University - Commerce

First-Year Students

Variable Name	N — A&M Commerce	Mean — A&M Commerce	Mean — Southwest Public	Mean — Peer Group	Mean — Aspirational Group	SE — A&M Commerce	SE — Southwest Public	SE — Peer Group	SE — Aspirational Group	SD — A&M Commerce	SD — Southwest Public	SD — Peer Group	SD — Aspirational Group	DF — Southwest Public	DF — Peer Group	DF — Aspirational Group	Sig — Southwest Public	Sig — Peer Group	Sig — Aspirational Group	ES — Southwest Public	ES — Peer Group	ES — Aspirational Group
1 a. askquest	295	2.86	2.72	2.80	2.80	.050	.007	.013	.010	.85	.86	.85	.85	15,556	4,808	7,527	.003	.242	.194	.17	.07	.08
b. drafts	293	2.30	2.46	2.49	2.51	.059	.008	.015	.012	1.00	1.00	1.00	.98	15,370	4,764	7,442	.006	.002	.000	-.16	-.19	-.21
c. unpreparedr	291	2.93	2.96	2.98	2.94	.049	.007	.012	.009	.84	.80	.78	.77	15,284	324	311	.491	.342	.736	-.04	-.06	-.02
d. attendart	283	2.17	1.97	1.93	2.00	.052	.008	.014	.011	.88	.95	.94	.92	15,205	4,714	7,355	.000	.000	.003	.21	.25	.18
e. CLaskhelp	290	2.55	2.63	2.58	2.68	.054	.007	.013	.010	.92	.88	.89	.87	15,160	4,708	7,342	.149	.618	.013	-.09	-.03	-.15
f. CLexplain	289	2.77	2.74	2.71	2.80	.047	.007	.012	.010	.79	.82	.82	.82	15,088	4,686	7,292	.518	.271	.500	.04	.07	-.04
g. CLstudy	287	2.52	2.58	2.49	2.66	.058	.008	.015	.011	.98	.97	.96	.95	15,065	4,673	7,276	.309	.632	.011	-.06	.03	-.15
h. CLproject	287	2.65	2.66	2.60	2.72	.051	.007	.013	.010	.87	.87	.87	.85	14,999	4,653	7,211	.743	.377	.164	-.02	.05	-.08
i. present	287	2.26	2.19	2.27	2.26	.051	.008	.014	.011	.87	.92	.91	.89	14,943	4,635	7,185	.192	.898	.983	.08	-.01	.00
2 a. RIintegrate	276	2.51	2.61	2.66	2.67	.050	.007	.013	.010	.84	.85	.85	.84	14,492	4,488	6,956	.070	.007	.002	-.11	-.17	-.19
b. RIsocietal	273	2.50	2.55	2.59	2.64	.052	.007	.014	.010	.87	.88	.87	.85	14,380	4,460	6,891	.362	.093	.007	-.06	-.10	-.17
c. RIdiverse	272	2.59	2.54	2.56	2.61	.054	.008	.014	.011	.89	.91	.91	.89	14,352	4,443	6,881	.367	.614	.769	.06	.03	-.02
d. RIownview	269	2.79	2.76	2.78	2.78	.049	.007	.013	.010	.80	.83	.82	.83	14,275	4,406	6,850	.570	.760	.860	.04	.02	.01
e. RIperspect	265	2.99	2.88	2.88	2.90	.049	.007	.013	.010	.79	.82	.82	.82	274	301	287	.040	.031	.095	.12	.13	.10
f. RInewview	264	2.95	2.83	2.83	2.86	.052	.007	.013	.010	.85	.81	.82	.81	14,165	4,367	6,805	.016	.022	.071	.15	.15	.11
g. RIconnect	266	3.04	3.01	3.04	3.08	.049	.007	.012	.009	.80	.78	.78	.75	14,112	4,354	6,761	.440	.942	.456	.05	.00	-.05
3 a. SFcareer	262	2.27	2.24	2.25	2.22	.058	.008	.015	.011	.94	.92	.93	.91	14,097	4,333	6,759	.658	.777	.433	.03	.02	.05
b. SFotherwork	260	2.06	1.80	1.75	1.77	.060	.008	.015	.011	.97	.94	.95	.92	14,056	4,317	6,744	.000	.000	.000	.27	.32	.32
c. SFdiscuss	261	2.06	2.00	1.99	2.04	.056	.008	.014	.011	.91	.92	.91	.89	14,021	4,300	6,722	.270	.238	.668	.07	.08	.03
d. SFperform	260	2.33	2.11	2.13	2.13	.057	.008	.014	.011	.92	.90	.90	.88	268	292	278	.000	.000	.001	.25	.23	.23
4 a. memorize	257	2.91	2.97	2.98	2.97	.052	.007	.013	.010	.84	.81	.81	.81	14,025	4,306	6,727	.193	.176	.257	-.08	-.09	-.07
b. HOapply	253	2.96	2.93	2.91	3.02	.053	.007	.013	.010	.84	.82	.81	.79	13,953	4,290	6,689	.619	.357	.224	.03	.06	-.08
c. HOanalyze	254	2.94	2.93	2.90	3.00	.052	.007	.013	.010	.83	.83	.82	.81	13,853	4,263	6,673	.900	.408	.263	.01	.05	-.07
d. HOevaluate	254	2.97	2.89	2.86	2.91	.051	.007	.013	.010	.81	.84	.83	.82	13,877	4,267	6,654	.172	.041	.290	.09	.13	.07
e. HOform	254	2.95	2.88	2.82	2.87	.051	.007	.013	.011	.82	.84	.85	.84	13,835	288	6,639	.233	.015	.152	.08	.15	.09
5 a. ETgoals	258	3.08	3.10	3.09	3.11	.051	.007	.012	.010	.82	.79	.77	.76	13,944	4,282	275	.714	.861	.521	-.02	-.01	-.04
b. ETorganize	258	3.02	3.04	3.02	3.07	.053	.007	.013	.010	.84	.82	.80	.77	13,906	4,267	6,660	.680	.919	.277	-.03	.01	-.07
c. ETexample	258	3.05	3.05	3.03	3.05	.052	.007	.013	.010	.83	.84	.84	.82	13,864	4,263	6,651	.952	.760	.970	.00	.02	.00
d. ETdraftfb	256	2.82	2.79	2.81	2.80	.056	.008	.015	.012	.90	.93	.93	.92	13,875	4,261	6,648	.598	.882	.799	.03	.01	.02
e. ETfeedback	256	2.78	2.71	2.70	2.70	.053	.008	.014	.011	.85	.93	.92	.91	267	295	279	.188	.146	.142	.08	.09	.09

Note on column headers: N, Mean, Standard error[h], Standard deviation[i], Degrees of freedom[j] (Comparisons with), Significance[k] (Comparisons with), Effect size[e] (Comparisons with).

See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons

Detailed Statistics[g]
Texas A&M University - Commerce

First-Year Students

Variable Name	N	Mean				Standard error[h]				Standard deviation[i]				Degrees of freedom[j] Comparisons with:			Significance[k] Comparisons with:			Effect size[e] Comparisons with:		
	A&M Commerce	A&M Commerce	Southwest Public	Peer Group	Aspirational Group	A&M Commerce	Southwest Public	Peer Group	Aspirational Group	A&M Commerce	Southwest Public	Peer Group	Aspirational Group	Southwest Public	Peer Group	Aspirational Group	Southwest Public	Peer Group	Aspirational Group	Southwest Public	Peer Group	Aspirational Group
6 a. QRconclude	255	2.66	2.62	2.56	2.65	.057	.008	.014	.011	.91	.92	.92	.90	13,896	4,265	6,677	.483	.081	.929	.04	.11	.01
b. QRproblem	256	2.37	2.34	2.29	2.35	.058	.008	.015	.012	.93	.95	.95	.95	13,862	4,253	6,665	.561	.168	.647	.04	.09	.03
c. QRevaluate	255	2.28	2.31	2.27	2.33	.053	.008	.014	.011	.85	.92	.91	.91	265	4,249	278	.577	.901	.344	-.03	.01	-.06
7 a. wrshortnum	232	5.90	5.84	6.69	6.37	.347	.048	.092	.071	5.28	5.29	5.58	5.39	12,624	3,885	6,055	.865	.036	.191	.01	-.14	-.09
b. wrmednum	229	1.97	1.95	2.18	2.15	.205	.029	.051	.038	3.10	3.18	3.04	2.91	12,204	3,822	5,933	.899	.317	.363	.01	-.07	-.06
c. wrlongnum	228	.91	.83	.77	.75	.191	.026	.043	.032	2.88	2.83	2.54	2.36	11,979	3,768	5,807	.684	.427	.330	.03	.05	.07
— wrpages	226	45.80	43.60	47.46	45.98	4.696	.620	1.015	.758	70.54	66.73	60.04	56.29	11,823	3,722	5,740	.623	.692	.964	.03	-.03	.00
8 a. DDrace	233	3.15	3.08	3.00	3.10	.054	.008	.015	.012	.83	.93	.93	.88	243	270	253	.234	.009	.348	.07	.16	.06
b. DDeconomic	232	3.13	3.05	3.02	3.11	.055	.008	.015	.011	.83	.91	.90	.86	12,687	3,900	6,086	.211	.062	.749	.08	.13	.02
c. DDreligion	232	3.11	3.01	2.98	3.08	.059	.009	.016	.012	.90	.95	.95	.89	12,684	3,903	6,086	.107	.048	.586	.11	.13	.04
d. DDpolitical	231	3.08	2.99	2.98	3.08	.059	.008	.015	.012	.89	.94	.93	.89	12,637	3,889	6,061	.116	.090	.918	.10	.11	.01
9 a. LSreading	229	2.98	3.04	3.04	3.11	.051	.007	.013	.010	.77	.79	.80	.76	12,582	3,873	6,068	.241	.218	.009	-.08	-.08	-.18
b. LSnotes	231	2.95	2.89	2.88	2.92	.056	.008	.015	.012	.85	.90	.90	.89	239	264	250	.285	.225	.543	.07	.08	.04
c. LSsummary	229	2.80	2.77	2.79	2.85	.059	.008	.015	.012	.89	.92	.89	.90	12,464	3,829	6,006	.630	.793	.471	.03	.02	-.05
10. challenge	231	5.48	5.48	5.44	5.52	.070	.011	.019	.015	1.07	1.18	1.14	1.13	12,566	3,863	6,049	.979	.542	.604	.00	.04	-.03
11 a. intern[l]	229	.059	.085	.083	.084	.0156	.0025	.0046	.0037	--	--	--	--	--	--	--	.166	.200	.179	-.10	-.09	-.10
b. leader[l]	227	.132	.127	.114	.137	.0225	.0030	.0053	.0045	--	--	--	--	--	--	--	.831	.405	.827	.01	.06	-.01
c. learncom[l]	227	.140	.146	.153	.156	.0231	.0032	.0060	.0048	--	--	--	--	--	--	--	.806	.584	.518	-.02	-.04	-.04
d. abroad[l]	228	.021	.041	.028	.045	.0095	.0018	.0028	.0027	--	--	--	--	--	--	--	.123	.514	.079	-.12	-.05	-.14
e. research[l]	228	.068	.061	.043	.062	.0167	.0022	.0034	.0032	--	--	--	--	--	--	--	.688	.073	.716	.03	.11	.02
f. capstone[l]	227	.021	.034	.029	.031	.0095	.0016	.0028	.0023	--	--	--	--	--	--	--	.291	.457	.366	-.08	-.05	-.07
12. servcourse	223	1.80	1.66	1.58	1.55	.042	.006	.011	.009	.63	.70	.66	.66	232	252	241	.001	.000	.000	.20	.34	.38
13 a. QIstudent	215	5.47	5.45	5.35	5.57	.093	.013	.023	.017	1.37	1.41	1.38	1.31	12,387	3,797	5,956	.828	.233	.238	.01	.08	-.08
b. QIadvisor	221	5.21	5.18	5.09	5.27	.112	.015	.029	.022	1.67	1.68	1.71	1.63	12,262	3,767	5,828	.800	.329	.603	.02	.07	-.04
c. QIfaculty	221	5.32	5.18	5.19	5.29	.094	.014	.024	.018	1.39	1.52	1.44	1.39	230	3,770	5,894	.132	.177	.722	.09	.09	.02
d. QIstaff	213	5.25	4.99	4.88	5.06	.102	.016	.030	.022	1.49	1.70	1.69	1.62	222	250	5,538	.012	.001	.083	.15	.22	.12
e. QIadmin	213	5.16	4.88	4.77	4.93	.103	.016	.029	.023	1.51	1.71	1.70	1.66	222	248	233	.006	.000	.027	.17	.23	.14
14 a. empstudy	211	3.07	3.14	3.12	3.23	.055	.007	.013	.010	.80	.77	.76	.74	11,656	3,628	5,596	.182	.310	.002	-.09	-.07	-.21
b. SEacademic	209	3.01	3.09	3.03	3.16	.058	.008	.014	.011	.84	.84	.84	.81	11,557	3,603	5,552	.195	.774	.011	-.09	-.02	-.18
c. SElearnsup	209	3.13	3.15	3.08	3.20	.056	.008	.015	.012	.81	.88	.89	.86	217	3,595	227	.711	.435	.228	-.02	.06	-.08

See the endnotes on the last page of this report.

NSSE 2016 Frequencies and Statistical Comparisons

Detailed Statistics[g]
Texas A&M University - Commerce

First-Year Students

Variable Name	N A&M Commerce	Mean A&M Commerce	Mean Southwest Public	Mean Peer Group	Mean Aspirational Group	SE[h] A&M Commerce	SE Southwest Public	SE Peer Group	SE Aspirational Group	SD[i] A&M Commerce	SD Southwest Public	SD Peer Group	SD Aspirational Group	df[j] Southwest Public	df Peer Group	df Aspirational Group	Sig[k] Southwest Public	Sig Peer Group	Sig Aspirational Group	ES[e] Southwest Public	ES Peer Group	ES Aspirational Group
d. SEdiverse	210	2.88	2.79	2.71	2.80	.061	.009	.017	.013	.89	.96	.97	.97	218	240	229	.172	.009	.240	.09	.17	.08
e. SEsocial	210	3.01	3.02	2.94	3.11	.061	.008	.015	.012	.88	.88	.89	.85	11,550	3,592	5,550	.953	.280	.115	.00	.08	-.11
f. SEwellness	209	3.04	2.98	2.93	3.09	.060	.009	.015	.012	.86	.91	.90	.86	11,523	3,580	5,533	.392	.091	.381	.06	.12	-.06
g. SEnonacad	209	2.55	2.44	2.32	2.47	.067	.009	.017	.014	.96	.98	.99	.99	11,520	3,580	5,523	.100	.001	.239	.11	.23	.08
h. SEactivities	208	3.00	2.94	2.83	3.04	.057	.009	.016	.012	.81	.91	.93	.86	216	241	5,517	.348	.005	.531	.06	.18	-.04
i. SEevents	208	2.67	2.60	2.53	2.66	.064	.009	.017	.013	.92	.97	.96	.95	11,435	3,557	5,508	.296	.047	.829	.07	.14	.02
15 a. tmprephrs	214	12.60	13.65	13.58	14.48	.515	.078	.140	.111	7.54	8.34	8.14	8.07	223	246	233	.045	.067	.000	-.13	-.12	-.23
b. tmcocurrhrs	216	6.92	5.55	5.23	6.21	.481	.065	.115	.093	7.06	6.91	6.65	6.73	11,466	3,569	5,491	.004	.000	.129	.20	.25	.11
c. tmworkonhrs	215	3.26	2.49	2.62	2.41	.498	.057	.105	.077	7.31	6.08	6.08	5.62	220	233	224	.127	.207	.091	.13	.10	.15
d. tmworkoffhrs	214	5.80	5.27	5.28	3.60	.616	.089	.163	.106	9.02	9.41	9.44	7.68	11,440	3,553	226	.413	.438	.001	.06	.05	.28
— tmworkhrs	214	9.10	7.66	7.81	5.92	.752	.107	.194	.134	10.99	11.35	11.20	9.73	11,372	3,539	226	.066	.102	.000	.13	.12	.32
e. tmservicehrs	214	2.79	2.94	2.39	2.40	.321	.048	.081	.057	4.71	5.04	4.70	4.15	11,352	3,551	5,460	.647	.235	.180	-.03	.08	.09
f. tmrelaxhrs	216	11.59	12.00	12.53	12.45	.601	.081	.149	.113	8.83	8.54	8.61	8.17	11,450	3,563	5,481	.488	.120	.132	-.05	-.11	-.10
g. tmcarehrs	215	3.51	2.73	2.44	1.62	.504	.063	.116	.069	7.39	6.63	6.71	4.98	221	237	222	.126	.040	.000	.12	.16	.37
h. tmcommutehrs	216	4.61	4.74	3.72	3.72	.420	.058	.097	.072	6.17	6.14	5.58	5.23	11,451	238	227	.766	.039	.037	-.02	.16	.17
16. reading	208	2.70	2.66	2.68	2.69	.073	.010	.019	.015	1.05	1.08	1.10	1.10	11,424	3,561	5,470	.649	.853	.907	.03	.01	.01
— tmreadinghrs	207	5.72	6.05	5.98	6.42	.367	.053	.094	.078	5.28	5.64	5.43	5.61	11,362	3,544	5,438	.408	.502	.081	-.06	-.05	-.12
17 a. pgwrite	210	2.86	2.79	2.78	2.78	.060	.009	.015	.013	.88	.91	.88	.91	11,428	3,546	5,479	.308	.181	.223	.07	.10	.09
b. pgspeak	208	2.86	2.66	2.63	2.63	.057	.009	.016	.013	.82	.94	.93	.95	218	242	230	.001	.000	.000	.22	.25	.25
c. pgthink	210	3.14	3.05	3.00	3.07	.054	.008	.014	.011	.78	.83	.83	.82	11,392	3,541	5,461	.110	.013	.224	.11	.18	.09
d. pganalyze	209	2.87	2.68	2.60	2.68	.062	.009	.016	.013	.89	.94	.95	.95	217	239	227	.003	.000	.003	.20	.29	.20
e. pgwork	210	2.80	2.59	2.53	2.61	.064	.009	.017	.013	.92	.97	.97	.97	217	238	227	.001	.000	.004	.22	.28	.20
f. pgothers	210	2.94	2.84	2.77	2.85	.055	.009	.016	.012	.79	.91	.90	.89	219	244	230	.082	.004	.104	.11	.19	.10
g. pgvalues	208	2.88	2.67	2.60	2.66	.061	.009	.017	.013	.88	.97	.96	.97	217	240	228	.001	.000	.000	.22	.30	.23
h. pgdiverse	207	2.97	2.79	2.73	2.75	.057	.009	.017	.013	.82	.95	.95	.96	216	242	229	.002	.000	.000	.19	.26	.24
i. pgprobsolve	208	2.80	2.61	2.57	2.64	.063	.009	.016	.013	.90	.95	.93	.93	215	3,526	5,444	.003	.001	.013	.20	.24	.18
j. pgcitizen	206	2.80	2.65	2.56	2.64	.065	.009	.016	.013	.93	.96	.95	.95	214	3,526	5,419	.017	.000	.014	.16	.25	.17
18. evalexp	204	3.22	3.20	3.13	3.29	.049	.007	.012	.010	.71	.72	.71	.69	11,424	3,554	5,464	.807	.083	.165	.02	.12	-.10
19. sameinst	206	3.22	3.23	3.17	3.32	.056	.007	.014	.011	.81	.79	.79	.77	11,432	3,549	5,467	.932	.372	.063	-.01	.06	-.13

IPEDS: 224554

NSSE 2016 Frequencies and Statistical Comparisons

Detailed Statistics[g]

Texas A&M University - Commerce

Seniors

Variable Name	N: A&M Commerce	Mean: A&M Commerce	Mean: Southwest Public	Mean: Peer Group	Mean: Aspirational Group	SE: A&M Commerce	SE: Southwest Public	SE: Peer Group	SE: Aspirational Group	SD: A&M Commerce	SD: Southwest Public	SD: Peer Group	SD: Aspirational Group	df: Southwest Public	df: Peer Group	df: Aspirational Group	Sig: Southwest Public	Sig: Peer Group	Sig: Aspirational Group	ES: Southwest Public	ES: Peer Group	ES: Aspirational Group
1 a. askquest	529	3.25	3.03	3.14	3.09	.037	.006	.011	.009	.85	.89	.86	.86	25,812	6,376	9,978	.000	.004	.000	.25	.13	.19
b. drafts	531	2.68	2.46	2.38	2.40	.044	.006	.013	.011	1.02	1.03	1.02	1.02	25,508	6,321	9,872	.000	.000	.000	.22	.29	.28
c. unpreparedr	525	3.16	2.97	2.95	2.90	.037	.005	.011	.008	.84	.82	.82	.81	546	620	581	.000	.000	.000	.24	.26	.32
d. attendart	525	1.74	1.77	1.77	1.86	.040	.006	.012	.009	.91	.91	.89	.91	25,238	6,268	9,787	.495	.464	.006	-.03	-.03	-.12
e. CLaskhelp	522	2.29	2.42	2.45	2.52	.041	.006	.012	.009	.93	.92	.90	.90	25,187	6,258	9,766	.001	.000	.000	-.15	-.18	-.26
f. CLexplain	523	2.63	2.73	2.80	2.84	.040	.006	.011	.009	.92	.87	.84	.83	543	605	571	.016	.000	.000	-.11	-.20	-.24
g. CLstudy	521	2.39	2.48	2.48	2.59	.045	.006	.013	.010	1.03	1.01	1.01	.99	25,045	6,225	9,708	.045	.040	.000	-.09	-.09	-.21
h. CLproject	519	2.69	2.84	2.86	2.98	.042	.006	.012	.009	.95	.94	.90	.89	24,988	608	571	.000	.000	.000	-.16	-.19	-.32
i. present	518	2.57	2.58	2.67	2.74	.045	.006	.013	.010	1.03	1.00	.96	.95	24,853	601	568	.957	.043	.000	.00	-.10	-.18
2 a. RIintegrate	510	2.99	2.94	3.02	3.02	.038	.006	.011	.009	.85	.86	.82	.83	24,223	6,071	9,425	.224	.336	.321	.05	-.04	-.05
b. RIsocietal	507	2.88	2.78	2.81	2.81	.040	.006	.012	.010	.90	.92	.90	.90	529	6,013	9,367	.013	.075	.087	.11	.08	.08
c. RIdiverse	507	2.71	2.56	2.58	2.59	.042	.006	.013	.010	.95	.99	.97	.98	530	6,020	9,338	.000	.004	.005	.16	.13	.13
d. RIownview	505	2.94	2.82	2.83	2.82	.035	.006	.011	.009	.78	.86	.85	.86	531	621	576	.001	.004	.002	.14	.13	.13
e. RIperspect	501	3.02	2.93	2.92	2.94	.035	.006	.011	.009	.79	.84	.84	.84	525	610	568	.012	.013	.033	.11	.11	.09
f. RInewview	504	2.99	2.92	2.91	2.94	.036	.005	.011	.009	.82	.82	.81	.81	23,697	5,982	9,257	.062	.045	.215	.08	.09	.06
g. RIconnect	502	3.23	3.18	3.21	3.21	.033	.005	.010	.008	.73	.77	.74	.75	23,608	5,950	9,209	.125	.563	.458	.07	.03	.03
3 a. SFcareer	501	2.40	2.30	2.41	2.42	.046	.006	.013	.011	1.02	.98	.98	.98	520	5,952	9,196	.031	.799	.686	.10	-.01	-.02
b. SFotherwork	502	1.94	1.86	1.94	1.97	.047	.007	.014	.011	1.04	1.01	1.04	1.03	23,579	5,935	9,170	.100	.980	.537	.07	.00	-.03
c. SFdiscuss	497	2.13	2.08	2.22	2.21	.045	.006	.013	.010	1.00	.97	.96	.95	516	5,932	9,155	.262	.046	.065	.05	-.09	-.09
d. SFperform	500	2.28	2.13	2.21	2.22	.044	.006	.013	.010	1.00	.93	.93	.93	518	583	551	.001	.155	.155	.16	.07	.07
4 a. memorize	499	2.68	2.76	2.76	2.78	.042	.006	.012	.010	.93	.90	.90	.91	23,552	5,935	9,155	.064	.065	.018	-.08	-.09	-.11
b. HOapply	497	3.08	3.10	3.12	3.14	.036	.005	.011	.009	.81	.82	.81	.79	23,475	5,911	9,109	.623	.298	.131	-.02	-.05	-.07
c. HOanalyze	495	3.05	3.07	3.06	3.08	.037	.006	.011	.009	.81	.84	.84	.82	23,385	5,894	9,075	.490	.720	.371	-.03	-.02	-.04
d. HOevaluate	489	3.01	2.94	2.89	2.91	.037	.006	.012	.010	.81	.88	.89	.88	513	599	556	.051	.002	.010	.08	.14	.11
e. HOform	497	3.05	2.97	2.93	2.95	.037	.006	.012	.009	.83	.86	.86	.86	23,343	5,882	9,067	.036	.004	.009	.10	.14	.12
5 a. ETgoals	499	3.22	3.17	3.14	3.16	.037	.005	.011	.008	.83	.80	.78	.77	519	584	550	.239	.055	.158	.06	.09	.07
b. ETorganize	497	3.21	3.11	3.08	3.10	.038	.005	.011	.008	.86	.82	.80	.78	516	580	546	.006	.001	.005	.13	.16	.14
c. ETexample	495	3.15	3.11	3.12	3.12	.040	.006	.011	.009	.90	.85	.83	.82	514	575	543	.389	.450	.575	.04	.04	.03
d. ETdraftfb	493	2.86	2.74	2.73	2.75	.046	.007	.013	.010	1.02	1.00	.98	.96	23,343	5,892	9,069	.009	.005	.012	.12	.13	.12
e. ETfeedback	495	2.93	2.82	2.81	2.82	.045	.006	.012	.010	.99	.94	.91	.90	23,266	574	542	.009	.009	.016	.12	.13	.12

NSSE 2016 Frequencies and Statistical Comparisons

Detailed Statistics[g]
Texas A&M University - Commerce

Seniors

Variable Name	N A&M Commerce	Mean A&M Commerce	Mean Southwest Public	Mean Peer Group	Mean Aspirational Group	SE A&M Commerce	SE Southwest Public	SE Peer Group	SE Aspirational Group	SD A&M Commerce	SD Southwest Public	SD Peer Group	SD Aspirational Group	df Southwest Public	df Peer Group	df Aspirational Group	Sig Southwest Public	Sig Peer Group	Sig Aspirational Group	ES Southwest Public	ES Peer Group	ES Aspirational Group
6 a. QRconclude	495	2.67	2.66	2.66	2.74	.041	.006	.013	.010	.91	.95	.96	.95	23,390	600	9,115	.766	.719	.128	.01	.02	-.07
b. QRproblem	492	2.56	2.43	2.44	2.48	.043	.006	.013	.011	.95	.98	.99	.99	23,346	5,889	9,098	.006	.011	.115	.13	.12	.07
c. QRevaluate	492	2.49	2.42	2.43	2.51	.043	.006	.013	.010	.96	.95	.96	.95	23,316	5,878	9,067	.077	.160	.602	.08	.07	-.02
7 a. wrshortnum	468	6.81	6.46	7.63	7.33	.296	.043	.095	.074	6.40	6.17	6.74	6.58	21,128	5,471	8,289	.221	.012	.093	.06	-.12	-.08
b. wrmednum	452	3.24	2.99	3.30	3.40	.205	.028	.057	.047	4.36	4.01	4.03	4.17	20,718	5,407	8,188	.180	.765	.445	.06	-.01	-.04
c. wrlongnum	457	1.91	1.83	1.80	1.99	.186	.027	.048	.041	3.99	3.77	3.36	3.58	20,455	518	8,111	.656	.564	.642	.02	.03	-.02
— wrpages	443	72.87	67.70	74.79	77.01	4.694	.622	1.210	1.012	98.85	86.81	83.57	87.39	19,912	5,210	7,904	.216	.650	.337	.06	-.02	-.05
8 a. DDrace	476	3.16	3.17	2.98	3.08	.043	.006	.013	.010	.94	.93	.96	.91	21,721	5,589	8,464	.806	.000	.061	-.01	.19	.09
b. DDeconomic	475	3.10	3.12	3.05	3.10	.042	.006	.012	.010	.92	.92	.89	.87	21,635	559	526	.739	.195	.898	-.02	.06	.01
c. DDreligion	474	2.94	3.06	3.02	3.05	.046	.007	.013	.010	.99	.95	.93	.91	21,640	554	522	.004	.082	.013	-.13	-.09	-.13
d. DDpolitical	473	3.00	3.05	3.04	3.08	.044	.007	.013	.010	.96	.94	.90	.89	21,541	5,547	8,407	.251	.444	.065	-.05	-.04	-.09
9 a. LSreading	473	3.23	3.18	3.17	3.19	.036	.005	.011	.009	.78	.80	.82	.80	21,563	5,561	8,403	.186	.135	.244	.06	.07	.06
b. LSnotes	469	3.11	2.92	2.86	2.84	.042	.006	.013	.011	.91	.93	.95	.94	21,526	565	8,377	.000	.000	.000	.20	.27	.29
c. LSsummary	465	3.05	2.90	2.85	2.85	.041	.006	.013	.010	.89	.92	.92	.92	487	561	526	.000	.000	.000	.16	.22	.22
10. challenge	470	5.82	5.69	5.54	5.61	.056	.009	.018	.013	1.21	1.23	1.25	1.18	21,514	5,539	8,368	.025	.000	.000	.10	.22	.18
11 a. intern[l]	470	.369	.408	.512	.524	.0223	.0034	.0070	.0056	--	--	--	--	--	--	--	.092	.000	.000	-.08	-.29	-.31
b. leader[l]	468	.284	.301	.352	.398	.0208	.0032	.0067	.0055	--	--	--	--	--	--	--	.420	.003	.000	-.04	-.15	-.24
c. learncom[l]	470	.237	.215	.249	.262	.0196	.0028	.0061	.0050	--	--	--	--	--	--	--	.253	.575	.244	.05	-.03	-.06
d. abroad[l]	469	.071	.096	.110	.176	.0118	.0020	.0044	.0043	--	--	--	--	--	--	--	.068	.008	.000	-.09	-.14	-.33
e. research[l]	466	.168	.197	.233	.260	.0173	.0028	.0060	.0050	--	--	--	--	--	--	--	.113	.001	.000	-.08	-.16	-.23
f. capstone[l]	463	.302	.361	.415	.523	.0213	.0033	.0069	.0056	--	--	--	--	--	--	--	.009	.000	.000	-.13	-.24	-.45
12. servcourse	471	1.77	1.72	1.68	1.67	.035	.005	.010	.008	.77	.74	.70	.70	21,285	5,523	8,309	.189	.013	.002	.06	.12	.14
13 a. QIstudent	439	5.75	5.65	5.57	5.66	.061	.010	.019	.015	1.27	1.37	1.34	1.30	461	5,460	8,261	.098	.008	.138	.07	.13	.07
b. QIadvisor	453	5.48	5.17	5.10	5.08	.084	.012	.026	.020	1.79	1.79	1.80	1.80	21,073	5,437	8,223	.000	.000	.000	.18	.21	.22
c. QIfaculty	456	5.72	5.50	5.47	5.49	.066	.010	.020	.016	1.40	1.46	1.39	1.37	21,038	5,453	8,225	.001	.000	.001	.15	.18	.17
d. QIstaff	345	5.15	4.90	4.75	4.93	.097	.014	.028	.021	1.80	1.79	1.76	1.69	17,101	4,337	376	.010	.000	.026	.14	.22	.13
e. QIadmin	439	5.35	4.88	4.76	4.87	.081	.013	.025	.019	1.70	1.77	1.73	1.66	20,015	5,158	7,883	.000	.000	.000	.26	.34	.29
14 a. empstudy	443	3.17	3.17	3.11	3.17	.037	.006	.011	.009	.79	.78	.78	.76	20,289	5,275	7,943	.833	.088	.893	.01	.08	.01
b. SEacademic	441	3.11	2.96	2.90	2.93	.040	.006	.012	.010	.84	.86	.84	.85	20,135	5,230	7,877	.000	.000	.000	.17	.24	.21
c. SElearnsup	440	2.97	2.88	2.82	2.86	.046	.007	.013	.011	.96	.95	.91	.92	20,131	5,232	7,885	.036	.001	.015	.10	.17	.12

See the endnotes on the last page of this report.

Seniors

Variable Name	N A&M Commerce	Mean A&M Commerce	Mean Southwest Public	Mean Peer Group	Mean Aspirational Group	SE A&M Commerce	SE Southwest Public	SE Peer Group	SE Aspirational Group	SD A&M Commerce	SD Southwest Public	SD Peer Group	SD Aspirational Group	DF Southwest Public	DF Peer Group	DF Aspirational Group	Sig Southwest Public	Sig Peer Group	Sig Aspirational Group	ES Southwest Public	ES Peer Group	ES Aspirational Group
d. SEdiverse	440	2.86	2.64	2.51	2.58	.047	.007	.014	.012	.98	1.02	.99	1.00	461	5,220	495	.000	.000	.000	.21	.35	.28
e. SEsocial	441	2.90	2.86	2.80	2.90	.046	.007	.013	.010	.97	.94	.91	.90	20,081	5,213	486	.373	.018	.960	.04	.12	.00
f. SEwellness	439	2.80	2.76	2.74	2.81	.046	.007	.014	.011	.96	.98	.94	.95	20,038	5,211	7,858	.433	.177	.871	.04	.07	-.01
g. SEnonacad	437	2.32	2.12	2.00	2.07	.050	.007	.014	.011	1.05	1.02	.96	.98	455	506	483	.000	.000	.000	.19	.34	.26
h. SEactivities	439	2.72	2.69	2.61	2.77	.048	.007	.014	.011	1.01	1.00	.95	.96	20,000	5,211	7,836	.527	.023	.258	.03	.11	-.06
i. SEevents	434	2.49	2.41	2.37	2.46	.050	.007	.014	.011	1.04	.99	.94	.95	450	498	476	.114	.025	.564	.08	.12	.03
15 a. tmprephrs	439	14.94	14.53	14.75	14.98	.430	.064	.128	.104	9.01	9.00	8.85	8.93	20,063	5,212	7,836	.347	.665	.927	.05	.02	.00
b. tmcocurrhrs	439	4.54	4.10	4.42	5.07	.354	.046	.095	.079	7.41	6.42	6.57	6.82	453	503	7,804	.217	.743	.116	.07	.02	-.08
c. tmworkonhrs	438	4.11	3.69	4.14	4.09	.390	.055	.115	.090	8.17	7.72	7.91	7.71	455	5,194	7,812	.286	.941	.968	.05	.00	.00
d. tmworkoffhrs	439	16.82	13.49	11.99	11.30	.687	.098	.188	.149	14.41	13.73	12.95	12.73	457	506	480	.000	.000	.000	.24	.37	.43
— tmworkhrs	437	20.88	17.05	16.00	15.28	.689	.100	.192	.152	14.39	13.91	13.17	12.97	19,771	506	479	.000	.000	.000	.28	.37	.43
e. tmservicehrs	437	4.05	3.26	3.05	3.20	.307	.040	.079	.064	6.41	5.60	5.42	5.45	451	496	475	.011	.002	.007	.14	.18	.15
f. tmrelaxhrs	438	9.40	9.87	10.72	11.30	.387	.057	.116	.096	8.10	7.95	7.99	8.23	19,916	5,190	7,798	.227	.001	.000	-.06	-.16	-.23
g. tmcarehrs	437	11.73	7.77	5.75	5.02	.663	.087	.157	.117	13.87	12.08	10.82	10.05	451	487	464	.000	.000	.000	.33	.54	.65
h. tmcommutehrs	441	4.74	5.56	4.76	5.31	.331	.043	.076	.065	6.96	5.97	5.26	5.58	455	488	475	.015	.967	.092	-.14	.00	-.10
16. reading	440	3.04	2.90	2.78	2.84	.057	.009	.017	.014	1.19	1.20	1.20	1.19	19,942	5,200	7,787	.012	.000	.001	.12	.22	.17
— tmreadinghrs	436	8.05	7.21	6.85	7.07	.337	.047	.091	.072	7.03	6.55	6.24	6.19	452	500	476	.013	.001	.004	.13	.19	.16
17 a. pgwrite	441	2.97	2.99	2.92	2.99	.044	.007	.013	.011	.92	.92	.91	.91	19,980	5,206	7,810	.802	.249	.682	-.01	.06	-.02
b. pgspeak	441	2.92	2.90	2.82	2.90	.044	.007	.014	.011	.93	.96	.96	.94	19,908	5,185	7,785	.667	.035	.610	.02	.10	.02
c. pgthink	439	3.24	3.27	3.24	3.31	.040	.006	.012	.009	.83	.81	.81	.79	19,931	5,186	7,786	.383	.992	.062	-.04	.00	-.09
d. pganalyze	443	2.88	2.88	2.80	2.91	.045	.007	.014	.011	.96	.98	.99	.98	19,894	533	7,784	.855	.140	.435	-.01	.07	-.04
e. pgwork	440	3.03	2.91	2.89	2.91	.046	.007	.014	.011	.96	.99	.98	.98	19,933	5,193	7,791	.016	.004	.011	.12	.14	.12
f. pgothers	437	3.07	3.02	2.98	3.06	.042	.007	.013	.010	.88	.91	.90	.88	19,882	5,189	7,772	.258	.046	.741	.05	.10	.02
g. pgvalues	441	2.96	2.80	2.69	2.75	.048	.007	.015	.012	1.01	1.03	1.02	1.02	461	527	495	.001	.000	.000	.15	.27	.21
h. pgdiverse	442	2.99	2.84	2.70	2.78	.044	.007	.015	.012	.93	1.00	1.00	.99	464	539	502	.001	.000	.000	.15	.29	.21
i. pgprobsolve	440	2.84	2.82	2.76	2.84	.046	.007	.014	.011	.97	.99	.97	.96	19,877	5,189	7,781	.634	.088	.946	.02	.08	.00
j. pgcitizen	439	2.81	2.68	2.57	2.66	.048	.007	.015	.012	1.00	1.02	1.01	1.01	19,813	5,167	7,742	.006	.000	.002	.13	.24	.16
18. evalexp	440	3.37	3.25	3.16	3.28	.033	.005	.011	.009	.70	.76	.76	.75	20,011	5,213	7,812	.001	.000	.007	.16	.29	.13
19. sameinst	444	3.36	3.25	3.15	3.26	.037	.006	.012	.010	.78	.84	.85	.82	20,018	5,222	7,822	.007	.000	.022	.13	.25	.11

IPEDS: 224554

Endnotes

a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.

b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a z-test.

c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.

d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.

e. Effect size for independent t-tests uses Cohen's $d;$ z-tests use Cohen's $h.$ See page 2 for more details.

f. Statistical comparison uses z-test to compare the percentage who responded "Done or in progress."

g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).

h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.

i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

j. Degrees of freedom used to compute the t-tests. Values differ from Ns due to weighting and whether equal variances were assumed.

k. Statistical comparisons are two-tailed independent t-tests or z-tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

l. Mean represents the proportion who responded "Done or in progress."

NSSE 2016

High-Impact Practices

Texas A&M University - Commerce

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- *Learning community or some other formal program where groups of students take two or more classes together*
- *Courses that included a community-based project (service-learning)*
- *Work with a faculty member on a research project*
- *Internship, co-op, field experience, student teaching, or clinical placement*
- *Study abroad*
- *Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)*

Report Sections

Participation Comparisons (p. 3) — Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation
Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons
Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7) — Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8) — Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. NSSE research has found that interpretations vary by HIP: For service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).
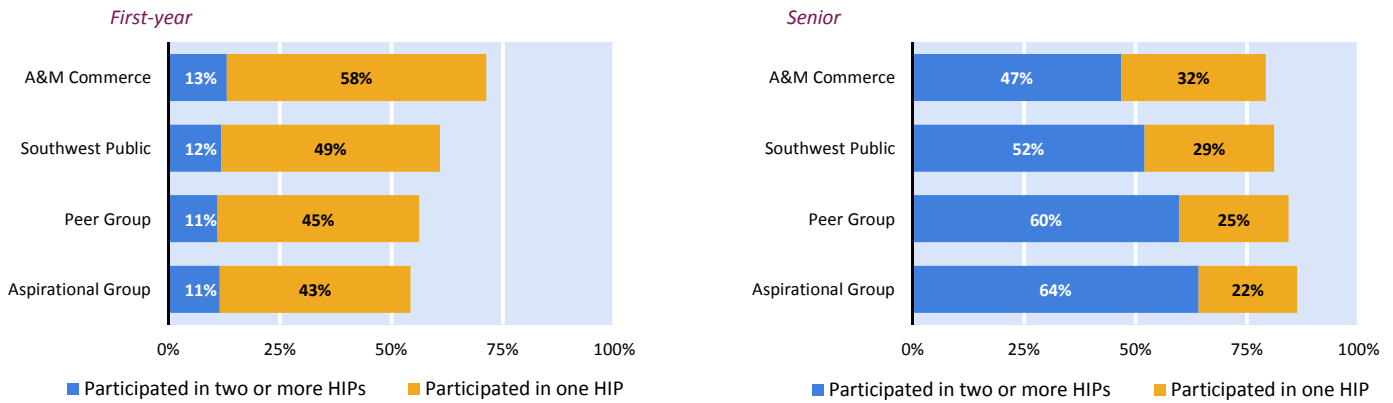
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007.* Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

First-year

	Participated in two or more HIPs	Participated in one HIP
A&M Commerce	13%	58%
Southwest Public	12%	49%
Peer Group	11%	45%
Aspirational Group	11%	43%

Senior

	Participated in two or more HIPs	Participated in one HIP
A&M Commerce	47%	32%
Southwest Public	52%	29%
Peer Group	60%	25%
Aspirational Group	64%	22%

Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	A&M Commerce	Southwest Public		Peer Group		Aspirational Group	
First-year	*%*	*%*	*Effect size [a]*	*%*	*Effect size [a]*	*%*	*Effect size [a]*
11c. **Learning Community**	14	15	-.02	15	-.04	16	-.04
12. **Service-Learning**	69	55 ***	.30	50 ***	.40	46 ***	.46
11e. **Research with Faculty**	7	6	.03	4	.11	6	.02
Participated in at least one	71	61 **	.22	56 ***	.31	54 ***	.35
Participated in two or more	13	12	.04	11	.06	11	.05
Senior							
11c. **Learning Community**	24	22	.05	25	-.03	26	-.06
12. **Service-Learning**	59	58	.04	56	.06	55	.09
11e. **Research with Faculty**	17	20	-.08	23 **	-.16	26 ***	-.23
11a. **Internship or Field Exp.**	37	41	-.08	51 ***	-.29	52 ***	-.31
11d. **Study Abroad**	7	10	-.09	11 **	-.14	18 ***	-.33
11f. **Culminating Senior Exp.**	30	36 **	-.13	41 ***	-.24	52 ***	-.45
Participated in at least one	79	81	-.05	84 **	-.13	86 ***	-.19
Participated in two or more	47	52 *	-.10	60 ***	-.26	64 ***	-.35

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h:* The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. NSSE research finds for service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

$*p < .05$, $**p < .01$, $***p < .001$ (*z*-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.
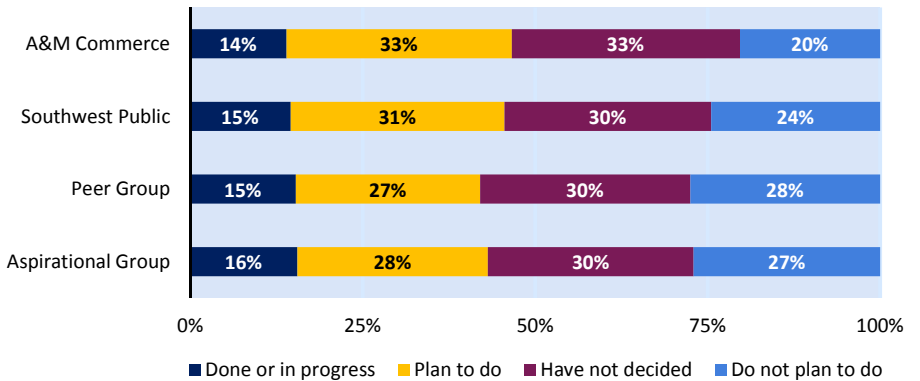
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First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.
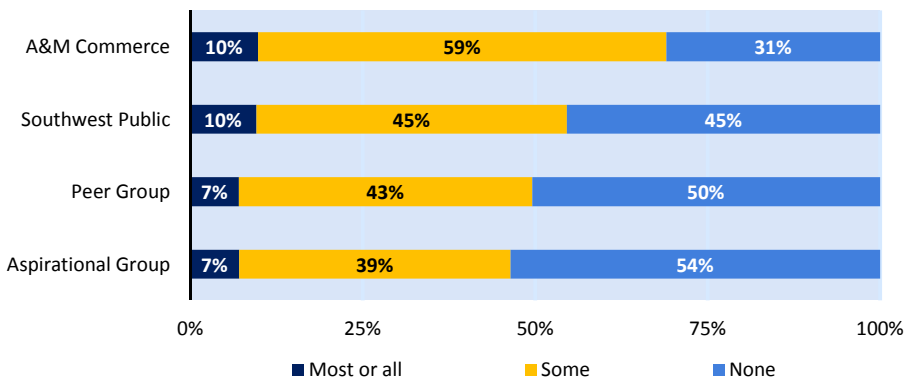
Learning Community

Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.

Group	Done or in progress	Plan to do	Have not decided	Do not plan to do
A&M Commerce	14%	33%	33%	20%
Southwest Public	15%	31%	30%	24%
Peer Group	15%	27%	30%	28%
Aspirational Group	16%	28%	30%	27%

Legend: ■ Done or in progress ■ Plan to do ■ Have not decided ■ Do not plan to do

Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?

Group	Most or all	Some	None
A&M Commerce	10%	59%	31%
Southwest Public	10%	45%	45%
Peer Group	7%	43%	50%
Aspirational Group	7%	39%	54%

Legend: ■ Most or all ■ Some ■ None

Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.

Group	Done or in progress	Plan to do	Have not decided	Do not plan to do
A&M Commerce	7%	38%	34%	22%
Southwest Public	6%	36%	34%	24%
Peer Group	4%	33%	39%	24%
Aspirational Group	6%	35%	35%	23%

Legend: ■ Done or in progress ■ Plan to do ■ Have not decided ■ Do not plan to do

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.
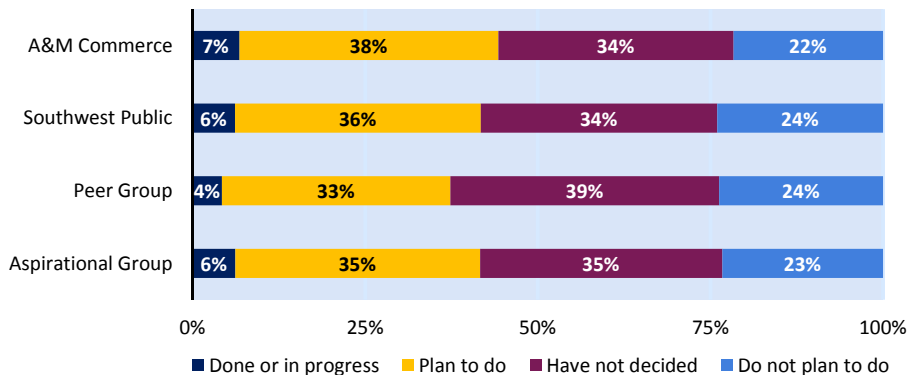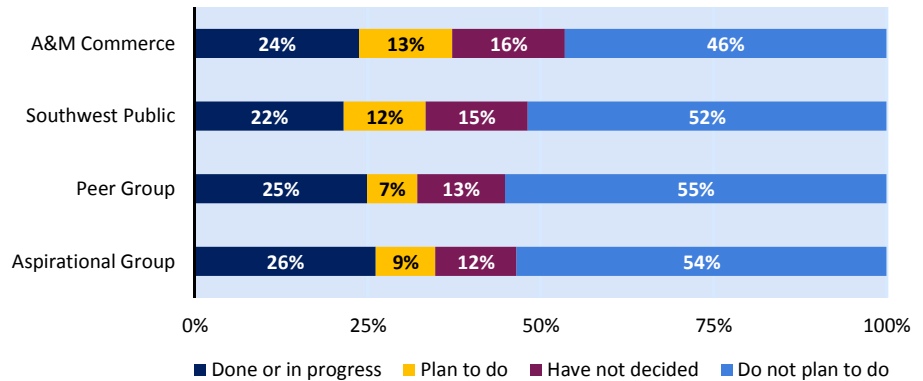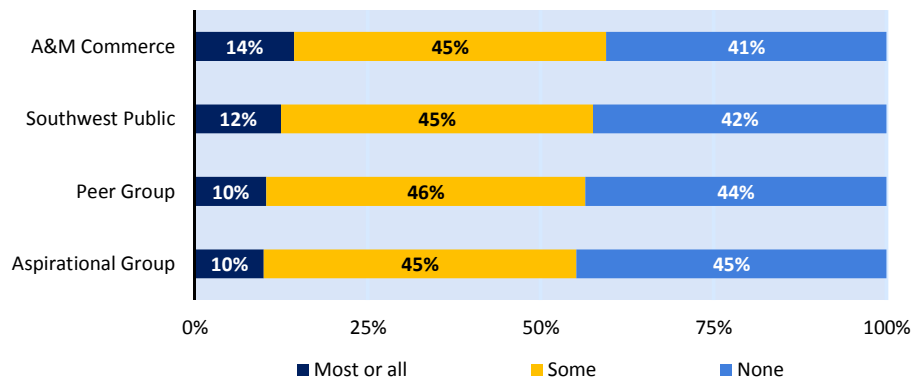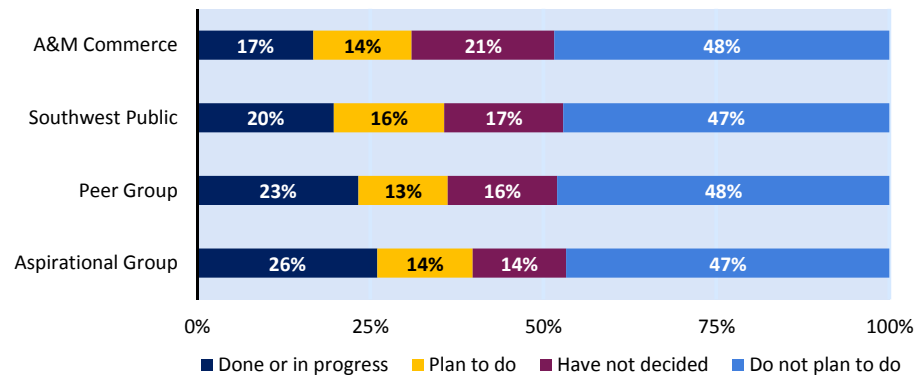
	Done or in progress	Plan to do	Have not decided	Do not plan to do
A&M Commerce	24%	13%	16%	46%
Southwest Public	22%	12%	15%	52%
Peer Group	25%	7%	13%	55%
Aspirational Group	26%	9%	12%	54%

Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?

	Most or all	Some	None
A&M Commerce	14%	45%	41%
Southwest Public	12%	45%	42%
Peer Group	10%	46%	44%
Aspirational Group	10%	45%	45%

Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
A&M Commerce	17%	14%	21%	48%
Southwest Public	20%	16%	17%	47%
Peer Group	23%	13%	16%	48%
Aspirational Group	26%	14%	14%	47%

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
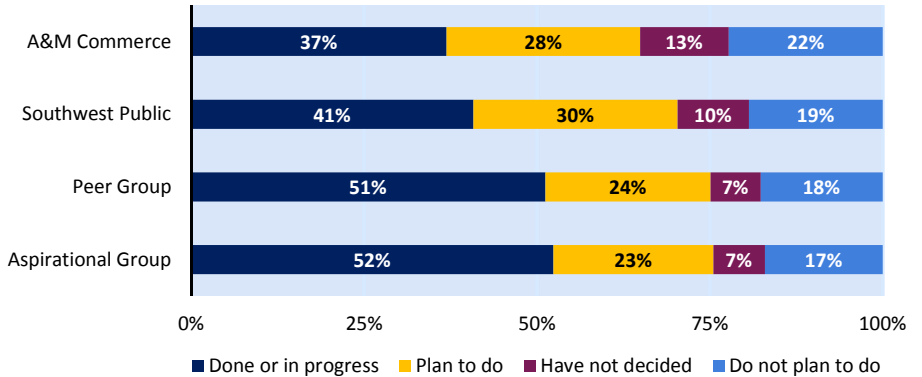
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?
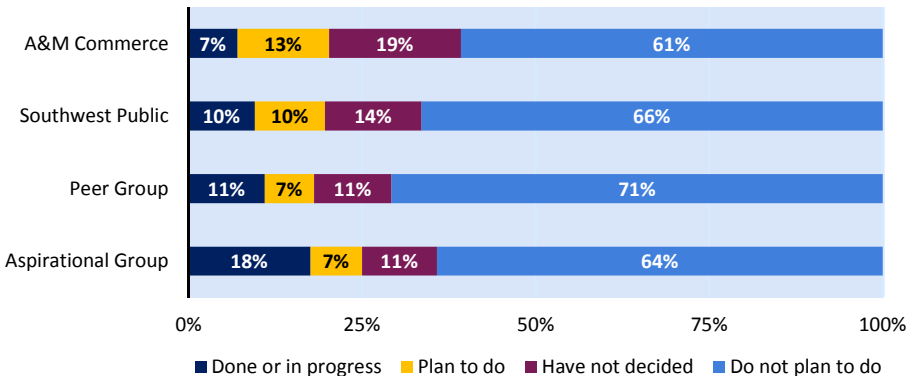
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Group	Done or in progress	Plan to do	Have not decided	Do not plan to do
A&M Commerce	37%	28%	13%	22%
Southwest Public	41%	30%	10%	19%
Peer Group	51%	24%	7%	18%
Aspirational Group	52%	23%	7%	17%

Study Abroad

Which of the following have you done or do you plan to do before you graduate?

Participate in a study abroad program.

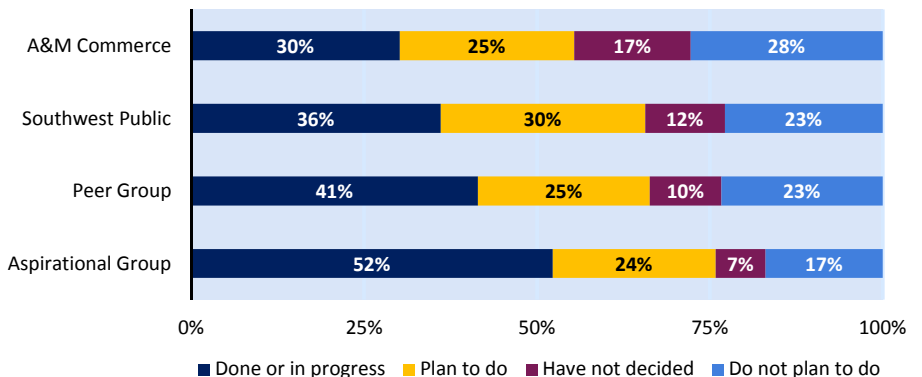| Group	Done or in progress	Plan to do	Have not decided	Do not plan to do
A&M Commerce	7%	13%	19%	61%
Southwest Public	10%	10%	14%	66%
Peer Group	11%	7%	11%	71%
Aspirational Group	18%	7%	11%	64%

Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).

Group	Done or in progress	Plan to do	Have not decided	Do not plan to do
A&M Commerce	30%	25%	17%	28%
Southwest Public	36%	30%	12%	23%
Peer Group	41%	25%	10%	23%
Aspirational Group	52%	24%	7%	17%

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

NSSE 2016 High-Impact Practices
Participation by Student Characteristics
Texas A&M University - Commerce

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex[a]	%	%	%	%	%	%	%	%	%
Female	12	65	5	25	60	18	41	7	31
Male	14	69	5	23	59	16	31	7	29
Race/ethnicity or international[a]									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25):	12	65	4	31	70	29	46	13	37
Nontraditional (FY 21+, Seniors 25+)	9	73	14	18	53	10	32	3	25
First-generation[b]									
Not first-generation	9	65	7	25	62	23	38	11	32
First-generation	14	65	3	23	60	15	38	5	29
Enrollment status[a]									
Not full-time	—	—	—	19	56	11	31	5	26
Full-time	12	65	5	27	61	20	41	8	33
Residence									
Living off campus	10	66	10	21	59	13	38	5	28
Living on campus	12	66	3	39	69	41	41	19	43
Major category[c]									
Arts & humanities	24	65	6	22	56	17	28	6	44
Biological sciences, agriculture, natural res.	14	57	5	26	63	30	52	9	39
Physical sciences, math, computer science	12	65	0	14	50	29	14	7	21
Social sciences	31	33	6	12	52	29	30	4	21
Business	4	75	8	17	49	5	24	9	18
Communications, media, public relations	14	71	7	30	70	30	50	20	40
Education	13	74	9	38	75	13	55	8	33
Engineering	—	—	—	20	30	—	50	0	—
Health professions	6	65	6	42	84	29	39	6	35
Social service professions	20	70	10	35	71	21	41	3	47
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	14	69	7	24	59	17	37	7	30

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."