Table 1
Comparison of NSSE 2001 Institutions
And All Four-Year Colleges and Universities

	NSSE 2001	National
Carnegie Classification		
Doc/Res - Ext	16%	11%
Doc/Res - Int	10%	8%
Master's I & II	42%	43%
Bac - Liberal Arts	21%	16%
Bac - General	11%	23%
Sector		
Public 4-year	48%	36%
Private 4-year	52%	64%
Region		
Far West	9%	10%
Great Lakes "	20%	16%
Mideast	19%	19%
New England	9%	9%
Plains	8%	11%
Rocky Mountains	3%	3%
Southeast	22%	26%
Southwest	9%	7%
Location		
Large city (>250,000)	20%	19%
Mid-size city (<250,000)	32%	29%
Urban fringe large city	17%	17%
Urban fringe small city	7%	8%
Large town (>25,000)	5%	4%
Small town (~5,000)	13%	17%
Rural	5%	6%
Source: 1998-1999 IPEDS	Data File	

Profile of NSSE 2001 Institutions

Table 1 shows that NSSE 2001 schools mirror the national profile of four-year colleges and universities in terms of region of the country and location. However, NSSE 2001 institutions included more Doctoral/Research Universities and Baccalaureate Colleges-Liberal Arts and fewer Baccalaureate Colleges-General as defined by the 2000 Carnegie Classification of Institutions of Higher Education. Doctoral/Research

Universities and Master's Colleges and Universities enroll more than threequarters of all undergraduates. At the same time, ample numbers of smaller, independent colleges also took part in NSSE 2001, insuring that the results would reflect the experiences of a broad cross-section of students attending four-year colleges and universities from both the public and private sector, from all regions of the country and from different types of settings.

Profile of NSSE 2001 Respondents

Table 2 on the following page shows selected respondent characteristics. The first column represents NSSE 2001 respondents, the second column shows the characteristics of students at the four-year schools that participated in NSSE 2001 as reflected by 1998-1999 IPEDS data, and the third column represents the national profile of students at four-year colleges and universities from IPEDS data.

Class

Of the 71,425 respondents, 47% were students in their first-year of college and 53% were seniors.

Gender

Women made up almost twothirds (65%) of the respondents compared with 54% of the students enrolled at NSSE 2001 schools and 56% nationally (Table 2). The larger proportion of women respondents is consistent with the widely reported survey research phenomenon that women are more likely than men to return questionnaires. However, the percentages of women and men responding via the Web (57% women, 43% men) more closely matched the national profile.

Age

Students 19 years of age or younger compose the largest group (42%), reflecting the fact that half the students selected to receive the survey were in their first year of college. Thirty-nine (39%) percent were 20-23, 9% 24-29, and 10% 30 years of age or older.

Profile of NSSE 2001 Respondents - Continued

Race and ethnicity

White students are overrepresented and African American students are slightly under-represented (Table 2).

Enrollment status

About 88% of all students were enrolled full-time (Table 2). Approximately 28% of all students had attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group of multiple-institution attenders, 51% had gone to a community college. 34% to another four-year college, 7% to a vocational-technical school, and 8% to some other form of postsecondary education.

Parents' education

Forty percent of all respondents were first generation college students. More than one third (34%) had both parents graduate from college.

Living arrangements

Forty-four percent of all students lived in campus housing (74% first-year students, 20% seniors). The remainder lived within driving distance (41%), within walking distance (13%), or in a fraternity or sorority house (2%).

Fraternity or sorority

About 12% of all students (13% of men and 11% of women) were members of a fraternity or sorority.

Future teachers

About 17% of all students said they intended to teach at some pre-kindergarten through high school level within one to two years of completing their degree. Approximately 92% of seniors majoring in education plan to teach.

Table 2 Characteristics of NSSE 2001 Respondents, Students At NSSE 2001 Institutions, and Students at All Four-Year Institutions

and the second restricted the second			And the same
	NSSE Respondents	All NSSE 2001 Schools	National
Gender			
Men	35%	46%	44%
Women	65%	54%	56%
Race/Ethnicity*			
African American/Black	7%	9%	10%
Amer. Indian/Alaska Native	2%	1%	1%
Asian/Pacific Islander	6%	5%	6%
Caucasian/White	80%	75%	70%
Hispanic	7%	7%	6%
Other	.4%	3.0	-
Multiple	5%		-
International	4%	3%	3%
Enrollment Status			
Full-time	88%	83%	79%
Part-time	12%	17%	21%

Notes: Students could check more than one racial or ethnic group so the percentages exceed 100%. The IPEDS and NSSE categories for race and ethnicity differ. Also, changes were made in the NSSE categories between 2000 and 2001 so use caution in making comparisons across the two years.

Source for All NSSE 2001 Schools and National: 1998-1999 IPEDS Enrollment Data File

Table 3 Primary Major Field of Study By Class and Gender									
	1st Year	Students	Se	eniors					
Major	Male	Female	Male	<u>Female</u>					
Business	17%	12%	19%	16%					
Social sciences	9%	13%	12%	17%					
Education	4%	14%	5%	15%					
Biological/life sciences	7%	9%	7%	7%					
Engineering	14%	2%	14%	2%					
Other	7%	7%	6%	7%					
Health-related fields	3%	9%	3%	8%					
Computer and information sciences	11%	2%	9%	3%					
Communications	4%	6%	4%	5%					
Visual and performing arts	4%	5%	4%	4%					
Humanities	3%	4%	4%	5%					
Undecided	6%	8%	- 20						
Multiple Primary Major	2%	3%	2%	2%					
Physical sciences	3%	2%	4%	2%					
Mathematics	2%	1%	2%	1%					

Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender.

More men are majoring in business, engineering, computer and information sciences, and physical sciences, while more women are pursuing degrees in education, health-related fields, and the social sciences.

response rate for NSSE

The overall average

adjusted institutional

2001 was 42%.

Response Rates

The overall average adjusted institutional response rate for NSSE 2001 was 42%.2 About 58% of the NSSE 2001 respondents completed the paper version of The College Student Report and approximately 42% completed it using the Web, which is up from 36% in NSSE 2000. The average adjusted institutional response rate for standard schools (institutions where students had the option of completing either the paper or the Web version of The Report) was 43%,

with a range of 20% to 82% across schools. The average adjusted institutional response rate for NSSE 2001 Web-only schools (institutions where students only had the option of completing the survey online) was 41%, up from 39% in NSSE 2000. Additional information about response rates, including the response rate for your institution, is in Table 7 at the end of the "Overview" on page 21.

II. Selected Results

This section is divided into two parts. The first part presents a birdseye view of the nature and frequency of undergraduate student engagement in effective educational practices. The NSSE project is grounded in the proposition that the frequency with which students engage in activities that represent effective educational practice is a good proxy for collegiate quality.

The second part briefly summarizes the results from a series of

regression analyses examining the levels of engagement of different groups of students, controlling for various student characteristics and such institutional factors as selectivity, sector, and size.

College Activities

Page 1 of *The Report* includes 20 questions about the nature of the activities in which students engage. A "substantial amount" of engagement is defined to be at least 50% of all

students reporting "often" or "very often" (Table 4).

The least frequent activities are those where the percentage of students who responded "never" exceeded 35%, meaning that roughly one-third or more of the students had no experiences in these areas during the 2000-2001 academic year (Table 4).



Table 4 Most Frequently and Least Freque	ntly Reported A	ctivities	
Most Frequent Activities	All Students Responding Very Often or Often	1st Year Students Responding Very Often or Often	Seniors Responding Very Often or Often
Worked on a paper or project that required integrating ideas or information from various sources	80%	74%	87%
Asked questions in class or contributed to class discussions	65%	58%	71%
Used email to communicate with an instructor	63%	60%	67%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	63%	65%	62%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	61%	58%	65%
Received prompt feedback from faculty on your academic performance (written or oral)	60%	54%	65%
Least Frequent Activities	All Students Responding <u>Never</u>	1st Year Students Responding Never	Seniors Responding <u>Never</u>
Participated in community-based project as part of a regular course	66%	73%	59%
Worked with faculty members on activities other than coursework	55%	63%	47%
Tutored or taught other students	50%	54%	45%
Discussed ideas from classes or reading with a faculty member	36%	45%	28%

Course Emphasis and Educational Programs

Another way to gain insight into the student experience is to look at the kinds of intellectual and mental activities that institutions emphasize and the types of educational programs in which students take part that complement and enrich their collegiate experience.

- More than four-fifths (86%) of seniors said their classes emphasized analyzing ideas or situations to a substantial degree (combination of "quite a bit" and "very much" responses).
- About three quarters (78%) of seniors said their classes emphasized applying concepts or theories to new situations.
- More than two-thirds (70%) of first-year students and over half (61%) of seniors said their classes emphasized memorization to a substantial degree.



Table 5 Percentage of seniors who participated in various educational enriching activities									
	Doc/Res - Ext	Doc/Res - Int	Master's	Bac - LA	Bac - Gen	Total			
Practicum, internship, field experience	72%	71%	72%	73%	75%	72%			
Community service/volunteer work	61%	59%	62%	75%	63%	63%			
Research with faculty member outside of course requirements	24%	23%	20%	30%	22%	23%			
Foreign language	43%	37%	35%	61%	30%	41%			
Study abroad	16%	16%	13%	34%	13%	18%			
Independent study/self-designed major	24%	26%	27%	42%	33%	29%			
Culminating senior experience	46%	55%	54%	72%	68%	57%			

- Close to three quarters (72%) of seniors did an internship or other type of field experience.
- Almost two thirds of seniors (63%) did community service or volunteer work during college.
- Only about one quarter of seniors (23%) worked on a research project with a faculty member outside of course or program requirements.
- About 41% of seniors took foreign language coursework.
- Almost one-fifth (18%) of seniors studied abroad.

Enough Time on Task? - continued

Full-time enrolled seniors are very similar to their first-year counterparts in how much time they spend studying and in co-curriculars. But more of them work on and off the campus and more report caring for dependents. And more seniors spend more time getting to and from class as many of them live off campus.

The experiences of parttime students differ in many ways including the amount of time they devote to various activities. Part-time students study about 10 hours per week and are almost three times as likely to work off campus (about 80% of both firstyear and senior students compared with only 20% of full-time first-year and 40% of senior students). Also, many more parttime students care for dependents.

Substantial proportions of both first-year students (21%) and seniors (24%) say they frequently ("often" and "very often") come to class unprepared. The combination of students spending only about half as much time preparing for class as their teachers claim is necessary and 20% of students frequently coming to class unprepared points to a disconcerting shortfall of academic effort.

That said, however, students are generally satisfied. At the same time, students say their institution could help them more in coping with non-academic responsibilities (37% say their college does "very little" of this) and in providing the support they need to thrive socially (26% say their college does this "very little").

The combination of students spending only about half as much time preparing for class as their teachers claim is necessary and 20% of students frequently coming to class unprepared points to a disconcerting shortfall of academic effort.

Table 6 Hours Spent Per Week								
	Full-time	Part-time						
Activity	Hours/Week	Hours/Week						
Attending class	15	6-8						
Studying	14	10						
Extracurricular activities	5	2						
Working	11	23						
Eating*	20	20						
Socializing/relaxing	13	11						
Traveling to and from class*	4	10						
Caring for dependents	3	12						
Miscellaneous*	14	14						
Total	99	110						
* Estimates								

Do We Expect Enough of One Another?

All this paints a somewhat disconcerting picture of a sizeable fraction of today's undergraduates, especially traditional-age students enrolled full-time. Most students study only about half as much as faculty members say is

desirable. And many

the first year, are not

students, particularly in

highly involved in other

activities on campus that are known to contribute to desired outcomes of college.

What are students doing with the hours we can't account for? More important, are students spending enough time on academic pursuits? How can colleges and universities structure learning and other activities inside and outside the classroom that will result in more productive, focused use of perhaps the most precious resource all students have – their time?

With these questions in mind, the final section of the "Overview" offers some suggestions for making productive use of your institutional results.

Ne	Tal SE Responde	ble 7 nt Characteris		的强制的
And the state of t	Texas A&M	ill GhanaGlens	51165	
•	University-			
	Commerce	Texas A & M	Doc/Res-Intensive	NSSE 2001
Overall Response Rate	24%	33%	41%	42%
Mode of Administration b				
Paper	89%	82%	62%	64%
Web	11%	18%	38%	36%
Number of Respondents	157	1,946	8,113	71,425
NSSE Sample Size ^c	700	6,282	20,883	177,103
Sampling Error ^d				
Overall	<u>+</u> 7.4%	± 2.2%	± 1.0%	+ 0.4%
First-Year Students	± 12.4%	± 3.3%	± 1.5%	+ 0.5%
Seniors	+ 9.3%	+ 2.9%	± 1.4%	+ 0.5%
Gender				
Female	71%	65%	61%	65%
Male	29%	35%	39%	35%
Race/Ethnicity ^e			33.73	30,3
African American/Black	15%	10%	6%	7%
American Indian/Native American	4%	2%	2%	2%
Asian American/Pacific Islander	1%	2%	7%	6%
Caucasian/White	79%	56%	70%	80%
Hispanic	9%	20%	7%	7%
Other	0%	0%	0%	0.4%
Multiple	8%	8%	5%	5%
International	1%	2%	5%	4%
Class Level				. , , ,
First-year	36%	43%	47%	47%
Senior	64%	57%	53%	53%
Enrollment Status				5070
Full-time	77%	84%	89%	88%
Part-time	23%	16%	11%	12%
Place of Residence		. 3 / 3	1.70	12/0
On-campus	29%	28%	58%	45%
Off-campus	71%	72%	42%	55%

Notes:

Response rate is adjusted for unusable mail and email addresses.

Percentages reflect the number of students who responded using each of the modes of administration.

Oversampled students are included in institution numbers but not in the consortium, Carnegie, or total NSSE 2001 sample numbers.

^d Sampling error is an estimate of the margin by which the "true" score for your institution on a given item could differ from the reported score because of one or more reasons (e.g., differences in one or more important characteristics between the sample and the population). To interpret the sampling error, assume that 60% of your respondents reply "very often" to a particular item. If the sampling error is ± 5% then there is a 95% chance that the population value is between 55% and

^e Percentages may not equal 100% due to missing values or students choosing to select more than one racial or ethnic group.



Texas A&M-Commerce Texas A&M System **NSSE 2001** Doc/Res-Intensive Var. Name Sig " Effect Size b Class Mean Mean Sig" Effect Size b Mean Sig " Effect Size " Meun Academic, Intellectual, and Social Experiences I=never, 2=sometimes, 3=often, 4=very often Asked questions in class or contributed to lst Yr. 2.72 2.53 2.73 2.79 CLQUEST class discussions Senior 3.14 3.00 2.98 3.08 2.02 1st Yr. 2.16 2.15 2.18 Made a class presentation CLPRESEN Senior 2.85 2.89 2.75 2.79 Prepared two or more drafts of a paper or 1st Yr. 2.63 2.63 2.67 2.70 REWROPAP assignment before turning it in Senior 2.81 2.68 2.46 .35 2.50 Worked on a paper or project that required integrating ideas or information from various INTEGRAT 1st Yr. 2.98 2.95 2.99 3.01 sources Senior 3.40 3.27 3.28 3.32 Came to class without completing readings or 1st Yr. 2.18 2.16 2.11 2.09 CLUNPREP assignments 2.11 2.16 Senior 2.16 2.16 Worked with other students on projects 1st Yr. 2.51 2.43 2.40 2.42 CLASSGRP during class Senior 2.61 2.57 2.48 2.51 Worked with other students on projects 1.91 1st Yr. 2.46 -.61 2.36 -.52 2.35 -.52 OCCGRP outside of class to prepare class assignments 2.57 2.80 Senior 2.80 2.73 Tutored or taught other students (paid or 1.51 1st Yr. 1.75 1.66 1.63 TUTOR voluntary) 1.59 Senior 1.85 -.28 1.80 1.83 Participated in a community-based project as 1st Yr. 1.40 1.37 1.33 1.37 COMMPROJ a part of a regular course 1.31 Senior 1.59 -.34 1.50 ** -.25 1.57 -.33 Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete **ITACADEM** 2.35 1st Yr. 2.53 2.58 2.58 an assignment Senior 2.73 2.71 2.74 2.71 Used email to communicate with an 2.56 1st Yr. 2.59 2.82 2.77 **EMAIL** instructor 2.79 Senior 2.75 2.99 2.95

.

a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

b Effect size= mean difference divided by the standard deviation of the comparison group.



			Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
ademic Intellectual and Social E	Var. Name	Class	Mean	Mean Sig* Effect Size*	Mean Sig " Effect Size "	Meun Sig Effect Size
ademic, Intellectual, and Social Experiences	s (continued)	1	1=never, 2=sometimes, 3=often, 4	=very often		
Discussed grades or assignments with an instructor	FACGRADE	1st Yr.	2.49	2.57	2.55	2.56
instructor		Senior	2.65	2.88	2.75	2.79
Γalked about career plans with a faculty nember or advisor	FACPLANS	1st Yr.	2.02	2.11	2.04	2.11
nember of advisor		Senior	2.21	2.35	2.33	2.43
Discussed ideas from your reading or classes with faculty members outside of class	FACIDEAS	1st Yr.	1.75	1.70	1.71	1.75
vitil faculty members outside of class		Senior	1.90	1.99	1.96	2.03
Received prompt feedback from faculty on rour academic performance (written or oral)	FACFEED	lst Yr.	2.43	2.50	2.60	2.61
your academic performance (written or orar)		Senior	2.94	2.74	2.74	2.80
Worked harder than you thought you could to neet an instructor's standards or	WORKHARD	lst Yr.	2.44	2.63	2.57	2.58
expectations.		Senior	2.64	2.70	2.63	2.67
Worked with faculty members on activities other than coursework (committees,	FACOTHER	lst Yr.	1.54	1.53	1.47	1.51
orientation, student life activities, etc.)		Senior	1.65	1.82	1.71	1.81
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	lst Yr.	2.58	2.74	2.70	2.74
anniy members, coworkers, etc.)		Senior	2.98	2 90	2.70	2 97

Mental Activities

Had serious conversations with students of a

Had serious conversations with students who differ from you in terms of their religious

beliefs, political opinions, or personal values

different race or ethnicity than your own

1=very little, 2=some, 3=quite a bit, 4=very much

2.90

2.55

2.65

2.74

2.73

2.79

2.73

2.67

2.95

2.83

	Memorizing facts, ideas, or methods from						
	your courses and readings so you can repeat	MEMORIZE	lst Yr.	2.84	3.07	2.95	2.94
-	them in pretty much the same form		Senior	2.77	2.93	2.78	2 77
						M117 G	2.11

2.98

2.57

2.72

2.77

2.69

Senior

1st Yr.

Senior

1st Yr.

Senior

DIVRSTUD

DIFFSTUD

2.87

2.65

2.64

2.90

2.84

a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

^b Effect size= mean difference divided by the standard deviation of the comparison group.



			Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
	Var. Name	Class	Mean	Mean Sig " Effect Size b	Mean Sig 4 Effect Size 5	Meun Sig * Effect Size
ental Activities (continued)			1=very little, 2=some, 3=quite a bi	it, 4=very much		
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	1st Yr.	3.00 3.14	3.05 3.25	3.15 3.25	3.13 3.28
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	1st Yr.	2.80 2.91	2.76 2.99	2.86 3.01	2.84
Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	1st Yr.	2.77 2.80	2.74 2.92	2.76 2.87	2.78
Applying theories or concepts to practical problems or in new situations	APPLYING	1st Yr. Senior	2.84 3.07	2.89 3.15	2.98 3.15	2.97 3.16

Reading and Writing

1=none, 2= fewer than 5, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

Number of assigned textbooks, books, or	READASGN	1st Yr.	3.11	3.14	3.41	3.43
book-length packs of course readings		Senior	2.95	3.04	3.20	3.29 **33
Number of books read on your own (not assigned) for personal enjoyment or	READOWN	lst Yr.	2.05	1.91	1.97	1.99
academic enrichment		Senior	2.10	2.23	2.19	2.20
Number of written papers or reports of 20	WRITEMOR	lst Yr.	1.18	1.27	1.23	1.21
pages or more		Senior	1.52	1.61	1.65	1.64
Number of written papers or reports between	WRITEMID	1st Yr.	2.21	2.04	2.47	2.41
5 and 19 pages		Senior	2.27	2.37	2.61 **36	2.66 **40
Number of written papers or reports of fewer than 5 pages	WRITESML	lst Yr.	3.36	2.75 * .57	3.23	3.25
		Senior	3.03	2.92	3.08	3.12

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

^b Effect size= mean difference divided by the standard deviation of the comparison group.



senege etadent kep			Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
Challenge of Examinations Var. Name Class		Mean 1=mostly multiple choice or short t	Mean Sig* Effect Size* Mean Sig* Effect Sinswer to 7=mostly essay or open-ended problems		* Meun Sig* Effect Size*	
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	1st Yr.	5.30 5.58	5.62 5.70	5.59 5.48	5.61 5.53
uality of Advising			1=Poor, 2=Fair, 3=Good, 4=Exce	dlent		
Overall how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	1st Yr.	2.82 2.81	2.92 2.79	2.84	2.91 2.83

Enriching Educational Experiences

Note: The response type of the items in this section of The College Student Report is categorical. Refer to frequency data for comparative results.

Time Usage

 $1=0\ hours/week,\ 2=5\ or\ fewer\ hours/week,\ 3=6-10\ hours/week,\ 4=11-15\ hours/week,\ 5=16-20\ hours/week,\ 6=21-25\ hours/week,\ 7=26-30\ hours/week,\ 8=more\ than\ 30\ hours/week$

Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	lst Yr.	3.37	3.81			4.09	**	42	4.08	**	41
related to your academic program)		Senior	3.64	3.84			4.05			4.11		
Working for pay on campus	WORKON01	lst Yr.	1.65	1.54			1.53			1.61		
		Senior	1.42	1.83	*	24	1.79			1.87		
Working for pay off campus	WORKOF01	lst Yr.	3.16	2.60			2.22			2.35		
		Senior	4.46	3.88			3.55			3.62		
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	1st Yr.	2.48 1.70	2.32	*	27	2.34	**	32	2.32	**	33
Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	SOCIAL01	1st Yr.	3.64 3.74	3.85			4.19		,54	4.12		55
Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	1st Yr. Senior	1.72	1.86	*	.32	1.50	**	.88	1.58	**	.82

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

b Effect size= mean difference divided by the standard deviation of the comparison group.



•			Texas A&M-Commerce	Texas	A&M	System	Doc/l	Res-Intensive	N:	SSE 2001
	Var. Name	Cluss	Mean	Mean	Sig"	Effect Size "	Mean	Sig* Effect Size*	Mean	Sig " Effect Size"
lucational and Personal Growth			1=very little, 2=some, 3=quite a bi	it, 4=very n	nuch					
Acquiring a broad general education	GNGENLED	lst Yr.	2.95	3.07			3.02		3.09	
. 0 0		Senior	2.99	3.23	*	29	3.14		3.25	
Acquiring job or work-related knowledge and	GNWORK	1st Yr.	2.34	2.60			2.50		2.52	
skills		Senior	3.08	3.04			3.00		3.01	
Writing clearly and effectively	GNWRITE	1st Yr.	2.77	2.71			2.74		2.85	
		Senior	2.93	2.95			2.91		3.03	
Speaking clearly and effectively	GNSPEAK	1st Yr.	2.63	2.66			2.52		2.59	
		Senior	2.85	2.96			2.85		2.94	
Thinking critically and analytically	GNANALY	lst Yr.	2.82	3.06			3.07		3.09	
		Senior	3.14	3.27			3.26		3.31	
Analyzing quantitative problems	GNQUANT	lst Yr.	2.43	2.73	*	34	2.66		2.63	
		Senior	2.76	2.98			2.93		2.90	
Using computing and information technology	GNCMPTS	1st Yr.	2.41	2.87	*	50	2.78		2.73	
		Senior	2.99	3.16			3.06		3.00	
Working effectively with others	GNOTHERS	1st Yr.	2.64	2.96			2.80		2.82	79
		Senior	3.06	3.25			3.11		3.13	
Voting in local, state, or national elections	GNCITIZN	1st Yr.	2.02	2.17			1.82		1.93	
		Senior	2.13	2.18			1.77		1.90	
Learning effectively on your own	GNINQ	1st Yr.	2.54	3.07	*	64	2.95		2.97	
		Senior	2.91	3.17	*	31	3.08		3.11	
Understanding yourself	GNSELF	1st Yr.	2.52	2.95	*	46	2.81		2.87	
		Senior	2.84	2.99			2.92		3.01	
Understanding people of other racial and	GNDIVERS	lst Yr.	2.48	2.57			2.58		2.58	
ethnic backgrounds		Senior	2.61	2.64			2.58		2.63	

a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

^b Effect size= mean difference divided by the standard deviation of the comparison group.



			Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
	Var. Name	Class	Mean	Mean Sig" Effect Size"	Mean Sig" Effect Size "	Meun Sig* Effect Size*
ducational and Personal Growth (continued)		1=very little, 2=some, 3=quite a bi	it, 4=very much		
Developing a personal code of values and	GNETHICS	1st Yr.	2.46	2.77	2.58	2.64
ethics		Senior	2.56	2.81	2.63	2.71
Contributing to the welfare of your	GNCOMMUN	1st Yr.	2.02	2.23	2.06	2.15
community		Senior	2.18	2.45 *26	2.19	2.33

OPINIONS ABOUT YOUR SCHOOL

stitutional Emphases		1=	very little, 2=some, 3=qui	te a bit, 4=very much		
Spending significant amounts of time	ENVSCHOL	lst Yr.	3.05	3.17	3.14	3.15
studying and on academic work		Senior	3.11	3.14	3.10	3.12
Providing the support you need to help you	ENVSUPRT	1st Yr.	2.68	3.02 *40	2.93	3.00
succeed academically		Senior	2.69	2.83	2.74	2.84
Encouraging contact among students from different economic, social, and racial or	ENVDIVRS	lst Yr.	2.37	2.41	2.55	2.54
ethnic backgrounds		Senior	2.36	2.38	2.31	2.33
Helping you cope with your non-academic	ENVNACAD	lst Yr.	1.81	2.14	2.00	2.08
responsibilities (work, family, etc.)		Senior	1.86	1.95	1.78	1.87
Providing the support you need to thrive	ENVSOCAL	lst Yr.	2.05	2.36	2.26	2.33
socially		Senior	1.95	2.21	1.99	2.09

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

^b Effect size= mean difference divided by the standard deviation of the comparison group.



			Texas A&M-Commerce	Texas	A&M	System	Doc/I	Res-In	tensive	N	SSE 2	001
	Var. Name	Class	Mean	Mean	Sig a	Effect Size b	Mean	Sig "	Effect Size b	Meun	Sig ²	Effect Size
uality of Relationships			1=unfriendly, unsupportive, sense of	of alienatio	n to 7=j	friendly, sup	portive, se	nse of be	clonging			
Relationships with other students	ENVSTU	lst Yr.	5.42	5.76			5.61			5.69		
		Senior	5.63	5.85			5.62			5.71		
:			1=unavailable, unhelpful, unsympa	thetic to 7	=availai	ble, helpful, :	sympatheti	c				
Relationships with faculty members	ENVFAC	lst Yr.	5.07	5.26			5.27			5.39		
		Senior	5.33	5.41			5.33			5.52		
			l=unhelpful, inconsiderate, rigid to	7=helpfin	, consid	lerate, flexib	le					
Relationships with administrative personnel and offices	ENVADM	lst Yr.	5.00	4.85			4.81			4.90		
and offices	2500	Senior	4.23	4.82	*	36	4.46			4.56		
tisfaction		4	1=poor, 2=fair, 3=good, 4=excelle	nı								
How would you evaluate your entire educational experience at this institution?	ENTIREXP	lst Yr.	2.82	3.20	*	57	3.14	**	44	3.19	**	53
educational experience at this institution:		Senior	3.11	3.22			3.14			3.23		
			1=definitely no, 2=probably no, 3=	probably y	es, 4=d	efinitely yes						
If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	1st Yr.	2.89	3.28	*	49	3.15			3.19		
		Senior	2.98	3.21			3.04			3.13		

^b Effect size= mean difference divided by the standard deviation of the comparison group.

a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.



park of the control o			Texas A&M-Commerce	Tex	as A&M Sy	stem
xas A&M University System Consortium Questions	Ver. Neme	Class	Mean	Meun	Sig 2	Effect Size
Library staff are helpful in finding the resources I need.	TXAM0101	1st Yr.	3.20	3.16		
,		Senior	3.30	3.15		
Administrative staff I interact with are knowledgeable about their area.	TXAM0102	lst Yr.	3.24	3.23		
	17111110102	Senior	3.05	3.19		
Admission materials were easy to obtain.	TXAM0103	lst Yr.	3.33	3.29		
	17011110103	Senior	3.43	3.30		
Information about student services is easy to obtain.	TXAM0104	1st Yr.	3.00	3.19		
	17/7/1/10104	Senior	3.14	3.11		
Information about academic requirements is easy to obtain.	TXAM0105	1st Yr.	2.96	3.15		
	TAMMOTOS	Senior	3.02	3.08		
I use the university's website to find information I need.	TXAM0106	1st Yr.	2.83	2.95		
	17111110100	Senior	3.08	2.84		
I can find the information I need on the university's website.	TXAM0107	1st Yr.	2.91	2.99		
	- Inninotor	Senior	3.12	2.87	*	.29
The university catalog clearly states academic requirements.	TXAM0108	1st Yr.	3.17	3.29		
	171111110100	Senior	3.16	3.26		
The student handbook provides the information I need.	TXAM0109	lst Yr.	3.07	3.19		
	17441110107	Senior	3.10	3.10		
The admissions material I received accurately portrayed the institution.	TXAM0110	1st Yr.	2.94	3.18		
The damastons material received accurately portrayed the histitution.	TAAMOTTO	Senior	3.18	3.08		
The time it takes me to register is reasonable.	TXAM0111	1st Yr.	3.09	2.74	*	.39
The time is the to register is reasonable.	TARMOTT	Senior	3.35	2.99	*	.41
My academic advisor is accessible.	TXAM0112	1st Yr.	2.94	3.00		
additional is accession.	1 AAWOTT2	Senior	2.97	2.97		
Offices are open during convenient hours.	TXAM0113	1st Yr.	3.00	2.99		
emete are open during convenient noties.	1AAWUI13	Senior	3.04	2.92		

^a Independent sample t-tests, 2-tailed, *p<.01. Summary statistics on pgs 10-15.

^b Effect size=mean difference divided by the standard deviation of the comparison group.



			Texas A&M-Commerce	Tex	as A&M Sy	stem
xas A&M University System Consortium Questions	Ver. Neme	Class	Mean	Mean	Sig"	Effect Size 8
I know how to make a complaint regarding student services.	TXAM0114	1st Yr.	2.17	2.32		
		Senior	2.35	2.39		
I know how to make a complaint regarding academic issues.	TXAM0115	1st Yr.	2.19	2.37		
		Senior	2.36	2.51		
I believe the institution will respond to my concerns.	TXAM0116	1st Yr.	2.72	2.75		
. , , , , , , , , , , , , , , , , , , ,		Senior	2.51	2.59		
The grounds are well-kept.	TXAM0117	lst Yr.	3.17	3.38		
•		Senior	3.35	3.45		
reaching facilities are adequate for their purpose.	TXAM0118	1st Yr.	2.79	3.23	*	76
* * * *		Senior	2.81	3.10	*	40
Adequate computing resources are available.	TXAM0119	1st Yr.	3.09	3.34		
		Senior	3.03	3.13		
The library has the resources I need.	TXAM0120	1st Yr.	3.25	3.28		
	100000000000000000000000000000000000000	Senior	3.08	3.02		

^a Independent sample t-tests, 2-tailed, *p<.01. Summary statistics on pgs 10-15.

^b Effect size=mean difference divided by the standard deviation of the comparison group.



NSSE 2001 Summary Statistics

Texas A&M University - Commerce First-Year Students

		me	ean		margi	n of erro	or (95%	level)a	s	tandard	deviatio	n ^b	10.07	number o	of responde	nts	S	ignificane	e ^c	e	ffect siz	e ^d
	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001
CLQUEST	2.72	2.53	2.73	2.79	.19	.06	.03	.01	.75	.83	.83	.84	57	763	3,905	33,939	.070	.892	.473	.23	02	09
CLPRESEN	2.02	2.16	2.15	2.18	.17	.06	.02	.01	.64	.88	.78	.77	57	764	3,900	33,903	.121	.125	.069	16	17	20
REWROPAP	2.63	2.63	2.67	2.70	.29	.07	.03	.01	1.11	1.01	1.01	.99	57	764	3,896	33,908	.983	.813	.660	.00	03	07
INTEGRAT	2.98	2.95	2.99	3.01	.22	.06	.03	.01	.84	.86	.83	.80	56	760	3,896	33,890	.767	.959	.777	.04	01	04
CLUNPREP	2.18	2.16	2.11	2.09	.20	.05	.02	.01	.78	.75	.73	.74	57	761	3,898	33,877	.888	.511	.441	.02	.09	.11
CLASSGRP	2.51	2.43	2.40	2.42	.19	.06	.03	.01	.73	.85	.81	.81	57	760	3,893	33,877	.460	.264	.383	.09	.14	.11
OCCGRP	1.91	2.46	2.36	2.35	.18	.06	.03	.01	.69	.90	.86	.84	57	761	3,901	33,903	.000	.000	.000	61	52	52
TUTOR	1.51	1.75	1.66	1.63	.18	.06	.03	.01	.68	.85	.83	.82	57	762	3,897	33,888	.015	.116	.179	28	18	15
COMMPROJ	1.40	1.37	1.33	1.37	.20	.05	.02	.01	.75	.69	.65	.69	57	762	3,891	33,843	.775	.468	.714	.04	.11	.05
ITACADEM	2.35	2.53	2.58	2.58	.28	.08	.03	.01	1.09	1.13	1.07	1.07	57	761	3,896	33,894	.236	.123	.126	16	21	21
EMAIL	2.56	2.59	2.82	2.77	.22	.07	.03	.01	.87	1.00	.91	.93	57	761	3,892	33,885	.838	.028	.070	02	29	23
FACGRADE	2.49	2.57	2.55	2.56	.22	.06	.03	.01	.85	.86	.82	.83	57	761	3,897	33,866	.507	.601	.564	09	07	08
FACPLANS	2.02	2.11	2.04	2.11	.24	.06	.03	.01	.94	.87	.83	.86	57	761	3,895	33,868	.464	.861	.472	11	03	10
FACIDEAS	1.75	1.70	1.71	1.75	.22	.06	.02	.01	.85	.78	.79	.80	57	764	3,894	33,866	.627	.718	.938	.07	.05	.01
FACFEED	2.43	2.50	2.60	2.61	.21	.06	.03	.01	.78	.84	.84	.84	56	762	3,893	33,841	.538	.118	.092	08	20	21
WORKHARD	2.44	2.63	2.57	2.58	.21	.06	.03	.01	.82	.86	.84	.84	57	761	3,898	33,866	.091	.244	.207	23	15	17
FACOTHER	1.54	1.53	1.47	1.51	.21	.06	.02	.01	.80	.83	.75	.78	57	761	3,897	33,845	.870	.495	.766	.02	.10	.04
OOCIDEAS	2.58	2.74	2.70	2.74	.22	.06	.03	.01	.86	.86	.86	.85	57	764	3,894	33,873	.174	.303	.178	19	14	18
DIVRSTUD	2.57	2.55	2.73	2.65	.25	.07	.03	.01	.95	1.03	1.01	1.02	56	760	3,897	33,832	.895	.232	.523	.02	15	08
DIFFSTUD	2.77	2.74	2.95	2.90	.25	.07	.03	.01	.95	1.00	.94	.96	56	758	3,894	33,830	.835	.162	.293	.03	19	14
MEMORIZE	2.84	3.07	2.95	2.94	.27	.06	.03	.01	1.03	.84	.87	.87	57	761	3,894	33,846	.101	.433	.498	28	12	11
ANALYZE	3.00	3.05	3.15	3.13	.21	.06	.02	.01	.79	.81	.77	.78	56	759	3,894	33,833	.674	.176	.218	06	19	17
SYNTHESZ	2.80	2.76	2.86	2.84	.21	.06	.03	.01	.80	.86	.86	.86	56	761	3,888	33,787	.684	.627	.728	.05	06	04
EVALUATE	2.77	2.74	2.76	2.78	.24	.07	.03	.01	.91	.92	.89	.88	56	761	3,895	33,802	.801	.949	.912	.03	.01	02
APPLYING	2.84	2.89	2.98	2.97	.25	.07	.03	.01	.98	.92	.87	.88	57	759	3,890	33,797	.740	.310	.343	05	15	14
READASGN	3.11	3.14	3.41	3.43	.23	.07	.03	.01	.88	.93	.94	.98	57	758	3,876	33,555	.793	.012	.007	03	32	34
READOWN	2.05	1.91	1.97	1.99	.28	.06	.03	.01	1.08	.85	.85	.87	57	756	3,873	33,598	.319	.586	.679	.17	.09	.07
WRITEMOR	1.18	1.27	1.23	1.21	.17	.04	.02	.01	.66	.57	.60	.57	57	758	3,877	33,550	.320	.526	.679	16	09	06
WRITEMID	2.21	2.04	2.47	2.41	.27	.06	.03	.01	1.02	.84	.91	.90	56	755	3,868	33,558	.221	.069	.155	.21	28	22



NSSE 2001 Summary Statistics

Texas A&M University - Commerce First-Year Students

		me	ean		margi	n of erro	or (95%	level)a	st	andard	deviatio	n ^b		number o	f responde	nts	si	ignificanc	e ^c	e	ffect siz	e ^d
	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001
WRITESML	3.36	2.75	3.23	3.25	.30	.08	.03	.01	1.14	1.06	1.10	1.07	56	755	3,872	33,580	.000	.399	.474	.57	.12	.10
EXAMS	5.30	5.62	5.59	5.61	.34	.08	.03	.01	1.32	1.09	1.09	1.08	57	758	3,877	33,610	.075	.098	.082	30	27	29
ADVISE	2.82	2.92	2.84	2.91	.22	.06	.03	.01	.86	.85	.87	.86	56	753	3,869	33,530	.413	.871	.446	11	02	10
ACADPR01	3.37	3.81	4.09	4.08	.39	.12	.05	.02	1.48	1.71	1.74	1.74	57	754	3,866	33,531	.036	.001	.001	26	42	41
WORKON01	1.65	1.54	1.53	1.61	.34	.10	.04	.01	1.32	1.36	1.18	1.20	57	752	3,868	33,534	.559	.502	.820	.08	.10	.03
WORKOF01	3.16	2.60	2.22	2.35	.72	.17	.07	.02	2.78	2.42	2.07	2.20	57	745	3,862	33,456	.148	.013	.032	.23	.45	.37
COCURR01	2.48	2.32	2.34	2.32	.51	.12	.05	.02	1.94	1.66	1.59	1.54	56	756	3,871	33,520	.534	.581	.523	.10	.09	.11
SOCIAL01	3.64	3.85	4.19	4.12	.46	.13	.06	.02	1.76	1.84	1.84	1.82	56	753	3,861	33,484	.395	.026	.049	11	30	26
CAREDE01	1.72	1.86	1.50	1.58	.41	.13	.04	.02	1.58	1.83	1.27	1.49	57	756	3,868	33,540	.532	.298	.502	08	.17	.10
GNGENLED	2.95	3.07	3.02	3.09	.23	.05	.03	.01	.86	.76	.81	.78	56	757	3,857	33,387	.311	.517	.227	16	09	18
GNWORK	2.34	2.60	2.50	2.52	.26	.07	.03	.01	.98	.95	.96	.94	56	754	3,860	33,348	.059	.231	.183	27	17	19
GNWRITE	2.77	2.71	2.74	2.85	.24	.06	.03	.01	.91	.91	.90	.86	56	754	3,859	33,385	.632	.809	.493	.07	.03	10
GNSPEAK	2.63	2.66	2.52	2.59	.22	.07	.03	.01	.82	.96	.94	.92	56	756	3,857	33,377	.788	.335	.762	03	.11	.04
GNANALY	2.82	3.06	3.07	3.09	.22	.06	.03	.01	.83	.77	.82	.81	56	755	3,865	33,402	.046	.032	.019	30	30	33
GNQUANT	2.43	2.73	2.66	2.63	.21	.06	.03	.01	.81	.88	.90	.90	56	754	3,852	33,311	.010	.034	.070	34	26	22
GNCMPTS	2.41	2.87	2.78	2.73	.24	.07	.03	.01	.93	.92	.96	.97	56	756	3,861	33,393	.001	.005	.012	50	38	33
GNOTHERS	2.64	2.96	2.80	2.82	.24	.06	.03	.01	.92	.87	.88	.88	56	754	3,853	33,362	.017	.224	.158	36	17	20
GNCITIZN	2.02	2.17	1.82	1.93	.27	.08	.03	.01	1.04	1.07	.95	1.00	56	753	3,841	33,322	.282	.154	.515	15	.21	.09
GNINQ	2.54	3.07	2.95	2.97	.25	.06	.03	.01	.95	.83	.87	.85	56	749	3,848	33,306	.000	.002	.001	64	48	51
GNSELF	2.52	2.95	2.81	2.87	.26	.07	.03	.01	1.01	.93	.96	.95	56	748	3,855	33,276	.003	.033	.011	46	31	38
GNDIVERS	2.48	2.57	2.58	2.58	.29	.07	.03	.01	1.10	1.04	.98	1.00	56	753	3,860	33,358	.565	.490	.493	08	10	10
GNETHICS	2.46	2.77	2.58	2.64	.27	.07	.03	.01	1.04	.98	1.01	1.01	56	753	3,857	33,351	.038	.409	.204	31	12	18
GNCOMMUN	2.02	2.23	2.06	2.15	.23	.07	.03	.01	.88	.98	.94	.96	56	751	3,852	33,329	.090	.707	.260	22	05	14
ENVSCHOL	3.05	3.17	3.14	3.15	.20	.06	.03	.01	.77	.77	.80	.78	57	754	3,858	33,385	.265	.405	.362	15	11	12
ENVSUPRT	2.68	3.02	2.93	3.00	.23	.06	.03	.01	.87	.85	.87	.85	57	757	3,862	33,359	.006	.039	.009	40	28	37
ENVDIVRS	2.37	2.41	2.55	2.54	.27	.07	.03	.01	1.05	1.01	.98	1.00	57	753	3,852	33,328	.771	.193	.224	04	19	17
ENVNACAD	1.81	2.14	2.00	2.08	.24	.07	.03	.01	.93	.98	.90	.94	57	754	3,856	33,345	.011	.134	.033	35	21	29
ENVSOCAL	2.05	2.36	2.26	2.33	.25	.07	.03	.01	.97	.99	.93	.95	57	754	3,851	33,332	.025	.118	.038	31	22	29
ENVSTU	5.42	5.76	5.61	5.69	.35	.09	.04	.01	1.35	1.28	1.33	1.29	57	759	3,867	33,454	.070	.296	.144	27	14	20



NSSE 2001 Summary Statistics Texas A&M University - Commerce First-Year Students

	of the second	m	ean	- 73	margi	n of err	or (95%	level)a	st	andard	deviatio	n ^b		number o	of responde	its ·	si	gnificane	e ^c	e	ffect size	e ^d
	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001
ENVFAC	5.07	5.26	5.27	5.39	.31	.09	.04	.01	1.19	1.33	1.23	1.24	57	759	3,866	33,436	.243	.226	.046	15	16	26
ENVADM	5.00	4.85	4.81	4.90	.32	.11	.05	.02	1.24	1.56	1.46	1.47	57	760	3,859	33,405	.387	.266	.555	.10	.13	.07
ENTIREXP	2.82	3.20	3.14	3.19	.16	.05	.02	.01	.60	.65	.71	.69	57	758	3,864	33,402	.000	.000	.000	57	44	53
SAMECOLL	2.89	3.28	3.15	3.19	.19	.06	.03	.01	.75	.78	.84	.82	57	758	3,851	33,364	.000	.013	.004	49	30	36
TXAM0101	3.20	3.16			.15	.04			.56	.61			54	706			.575			.07		
TXAM0102	3.24	3.23			.14	.04			.51	.61			54	716			.919			.01		
TXAM0103	3.33	3.29			.14	.05			.51	.64			54	713			.537			.07		
TXAM0104	3.00	3.19			.18	.05			.67	.66			54	712			.055			28		
TXAM0105	2.96	3.15			.17	.05			.65	.66			53	715			.043			29		
TXAM0106	2.83	2.95			.23	.07			.87	.96			53	713			.332			13		
TXAM0107	2.91	2.99			.22	.07			.81	.89			54	712			.474			09		
TXAM0108	3.17	3.29			.18	.04			.67	.59			54	710			.176			22		
TXAM0109	3.07	3.19			.15	.04			.54	.58			54	703			.151			20		
TXAM0110	2.94	3.18			.18	.04			.66	.58			53	708		18	.014			41		
TXAM0111	3.09	2.74			.17	.07			.63	.90			53	709			.000			.39		
TXAM0112	2.94	3.00			.21	.05			.77	.74			53	706			.598			08		
TXAM0113	3.00	2.99			.17	.05			.62	.63			53	708			.874			.02		
TXAM0114	2.17	2.32			.22	.06			.83	.79			53	706			.209			19		
TXAM0115	2.19	2.37			.22	.06			.83	.77			53	710			.129			24		
TXAM0116	2.72	2.75			.18	.05			.66	.74			53	706			.713			05		
TXAM0117	3.17	3.38			.20	.05			.73	.66			53	706			.049			31		
TXAM0118	2.79	3.23			.19	.04			.69	.58			53	705			.000			76		
TXAM0119	3.09	3.34			.18	.05			.66	.68			53	710			.010			37		
TXAM0120	3.25	3.28			.16	.05			.59	.63			52	705			.756			04		

^a The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

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

^c This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^d Effect size is calculated by dividing the difference between the two means by the standard deviation of the comparison group.



NSSE 2001 Summary Statistics Texas A&M University - Commerce Seniors

		me	ean		margi	n of err	or (95%	level)a	st	andard	deviatio	n ^b		number o	f responder	nts	si	ignificanc	e ^c	e	ffect siz	.e ^d
	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001
CLQUEST	3.14	3.00	2.98	3.08	.17	.05	.03	.01	.89	.83	.86	.85	100	1,010	4,279	37,606	.138	.075	.487	.17	.19	.07
CLPRESEN	2.85	2.89	2.75	2.79	.17	.05	.03	.01	.86	.85	.84	.84	100	1,009	4,273	37,582	.673	.271	.482	04	.11	.07
REWROPAP	2.81	2.68	2.46	2.50	.19	.06	.03	.01	.97	.96	.98	.98	100	1,008	4,273	37,578	.216	.001	.002	.13	.35	.31
INTEGRAT	3.40	3.27	3.28	3.32	.13	.05	.02	.01	.66	.75	.76	.73	101	1,005	4,272	37,571	.074	.077	.265	.17	.16	.10
CLUNPREP	2.11	2.16	2.16	2.16	.13	.05	.02	.01	.68	.74	.75	.75	101	1,008	4,271	37,554	.512	.443	.480	06	07	06
CLASSGRP	2.61	2.57	2.48	2.51	.17	.06	.03	.01	.87	.89	.86	.85	101	1,009	4,266	37,536	.654	.117	.220	.05	.16	.13
OCCGRP	2.57	2.80	2.80	2.73	.18	.06	.03	.01	.91	.89	.91	.88	100	1,008	4,272	37,564	.016	.016	.075	26	25	19
TUTOR	1.59	1.85	1.80	1.83	.16	.06	.03	.01	.84	.90	.91	.93	101	1,008	4,265	37,535	.005	.019	.007	28	22	25
COMMPROJ	1.31	1.59	1.50	1.57	.11	.05	.02	.01	.56	.84	.78	.81	101	1,006	4,265	37,491	.000	.001	.000	34	25	33
ITACADEM	2.73	2.71	2.74	2.71	.19	.07	.03	.01	.99	1.07	1.03	1.04	101	1,007	4,275	37,575	.858	.935	.848	.02	01	.02
EMAIL	2.79	2.75	2.99	2.95	.19	.06	.03	.01	.95	.98	.90	.92	101	1,005	4,274	37,551	.697	.041	.103	.04	22	17
FACGRADE	2.65	2.88	2.75	2.79	.17	.05	.03	.01	.88	.83	.84	.84	101	1,009	4,266	37,527	.013	.254	.127	27	12	16
FACPLANS	2.21	2.35	2.33	2.43	.16	.06	.03	.01	.83	.92	.93	.94	101	1,003	4,270	37,515	.117	.158	.009	15	13	23
FACIDEAS	1.90	1.99	1.96	2.03	.16	.05	.03	.01	.80	.89	.85	.86	100	1,006	4,263	37,528	.278	.433	.097	10	07	15
FACFEED	2.94	2.74	2.74	2.80	.15	.05	.02	.01	.76	.81	.81	.80	101	1,004	4,268	37,541	.014	.011	.059	.25	.25	.18
WORKHARD	2.64	2.70	2.63	2.67	.17	.05	.03	.01	.86	.83	.84	.84	101	1,002	4,269	37,519	.516	.872	.797	07	.02	03
FACOTHER	1.65	1.82	1.71	1.81	.17	.06	.03	.01	.87	.94	.90	.94	101	1,006	4,271	37,518	.070	.522	.067	18	06	17
OOCIDEAS	2.98	2.90	2.79	2.87	.16	.05	.03	.01	.84	.86	.83	.83	101	1,009	4,269	37,563	.355	.028	.199	.09	.23	.13
DIVRSTUD	2.72	2.65	2.67	2.64	.19	.06	.03	.01	.96	1.01	.97	.98	101	1,004	4,265	37,498	.486	.587	.364	.07	.05	.09
DIFFSTUD	2.69	2.73	2.83	2.84	.19	.06	.03	.01	.96	.97	.93	.93	101	1,002	4,265	37,475	.686	.155	.122	04	15	16
MEMORIZE	2.77	2.93	2.78	2.77	.17	.06	.03	.01	.86	.91	.92	.94	101	1,007	4,272	37,535	.087	.927	.934	17	01	.01
ANALYZE	3.14	3.25	3.25	3.28	.14	.05	.02	.01	.74	.78	.76	.74	101	1,008	4,261	37,519	.141	.151	.062	15	14	19
SYNTHESZ	2.91	2.99	3.01	3.04	.15	.05	.03	.01	.78	.86	.85	.85	101	1,003	4,264	37,492	.348	.219	.096	09	11	15
EVALUATE	2.80	2.92	2.87	2.92	.16	.06	.03	.01	.81	.90	.90	.90	101	1,007	4,269	37,490	.155	.401	.158	14	08	13
APPLYING	3.07	3.15	3.15	3.16	.17	.05	.03	.01	.85	.88	.85	.84	101	1,006	4,265	37,491	.355	.335	.271	09	10	
READASGN	2.95	3.04	3.20	3.29	.19	.06	.03	.01	.95	1.03	1.03	1.04	99	997	4,231	37,268	.382	.011	.001	09	10	11
READOWN	2.10	2.23	2.19	2.20	.17	.06	.03	.01	.89	1.04	1.00	.98	99	998	4,240	37,312	.185	.312	.250	12	09	11
WRITEMOR	1.52	1.61	1.65	1.64	.14	.05	.02	.01	.69	.79	.76	.75	98	999	4,234	37,273	.227	.061	.087	11	18	16
WRITEMID	2.27	2.37	2.61	2.66	.19	.06	.03	.01	.96	.94	.96	.97	98	999	4,230	37,312	.311	.001	.000	11	36	40



NSSE 2001 Summary Statistics Texas A&M University - Commerce Seniors

	350	me	ean		margi	n of erre	or (95%	level)a	S	andard	deviatio	n ^b		number o	of responde	nts	s	ignificanc	e ^c	e	ffect siz	.e ^d
	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001
WRITESML	3.03	2.92	3.08	3.12	.23	.07	.04	.01	1.15	1.17	1.19	1.19	99	998	4,230	37,288	.355	.691	.462	.10	04	07
EXAMS	5.58	5.70	5.48	5.53	.25	.07	.04	.01	1.25	1.18	1.22	1.18	99	1,005	4,241	37,313	.333	.435	.716	11	.08	.04
ADVISE	2.81	2.79	2.72	2.83	.20	.06	.03	.01	1.00	.97	.96	.95	99	1,000	4,233	37,315	.826	.375	.835	.02	.09	02
ACADPR01	3.64	3.84	4.05	4.11	.34	.11	.05	.02	1.72	1.70	1.79	1.80	98	1,001	4,238	37,271	.275	.023	.009	12	23	26
WORKON01	1.42	1.83	1.79	1.87	.26	.11	.05	.02	1.31	1.71	1.52	1.53	99	997	4,228	37,248	.005	.008	.001	24	24	29
WORKOF01	4.46	3.88	3.55	3.62	.59	.18	.08	.03	2.97	2.91	2.69	2.70	99	1,000	4,224	37,195	.062	.003	.006	.20	.34	.31
COCURR01	1.70	2.10	2.19	2.21	.24	.09	.05	.02	1.22	1.49	1.54	1.54	99	1,002	4,223	37,293	.003	.000	.000	27	32	33
SOCIAL01	3.74	3.53	3.83	3.77	.36	.10	.05	.02	1.82	1.68	1.71	1.70	98	997	4,227	37,289	.266	.650	.905	.13	05	01
CAREDE01	4.07	3.18	2.17	2.24	.58	.17	.07	.02	2.93	2.76	2.16	2.24	99	1,000	4,231	37,272	.004	.000	.000	.32	.88	.82
GNGENLED	2.99	3.23	3.14	3.25	.16	.05	.02	.01	.82	.81	.83	.78	98	999	4,232	37,235	.007	.085	.002	29	18	33
GNWORK	3.08	3.04	3.00	3.01	.16	.06	.03	.01	.83	.91	.91	.91	98	995	4,230	37,206	.659	.338	.378	.04	.09	.08
GNWRITE	2.93	2.95	2.91	3.03	.17	.05	.03	.01	.86	.84	.87	.84	98	998	4,229	37,232	.807	.856	.256	03	.02	12
GNSPEAK	2.85	2.96	2.85	2.94	.18	.06	.03	.01	.88	.89	.90	.87	97	997	4,224	37,217	.229	.979	.312	13	.00	10
GNANALY	3.14	3.27	3.26	3.31	.15	.05	.02	.01	.74	.76	.76	.75	99	1,000	4,229	37,243	.115	.118	.025	16	16	23
GNQUANT	2.76	2.98	2.93	2.90	.17	.05	.03	.01	.85	.87	.89	.89	97	995	4,226	37,186	.020	.057	.127	25	19	15
GNCMPTS	2.99	3.16	3.06	3.00	.17	.05	.03	.01	.86	.86	.92	.91	97	998	4,231	37,236	.071	.406	.880	19	08	01
GNOTHERS	3.06	3.25	3.11	3.13	.18	.05	.03	.01	.90	.81	.85	.84	97	999	4,229	37,217	.053	.623	.482	23	05	08
GNCITIZN	2.13	2.18	1.77	1.90	.21	.07	.03	.01	1.07	1.08	.96	1.01	99	995	4,223	37,144	.673	.001	.034	04	.37	.23
GNINQ	2.91	3.17	3.08	3.11	.17	.05	.03	.01	.84	.86	.86	.84	98	998	4,222	37,145	.003	.050	.019	31	20	24
GNSELF	2.84	2.99	2.92	3.01	.19	.06	.03	.01	.96	.99	.97	.95	98	996	4,209	37,102	.146	.386	.083	15	09	18
GNDIVERS	2.61	2.64	2.58	2.63	.19	.07	.03	.01	.95	1.05	1.01	1.01	98	998	4,222	37,183	.805	.728	.874	02	.03	02
GNETHICS	2.56	2.81	2.63	2.71	.21	.06	.03	.01	1.08	1.04	1.03	1.03	99	996	4,224	37,170	.027	.506	.156	24	07	
GNCOMMUN	2.18	2.45	2.19	2.33	.19	.06	.03	.01	.94	1.02	1.00	1.00	99	994	4,216	37,173	.009	.966	.132	26		15
ENVSCHOL	3.11	3.14	3.10	3.12	.15	.05	.02	.01	.78	.78	.80	.78	99	997	4,221	37,191	.740	.884	.899		.00	14
ENVSUPRT	2.69	2.83	2.74	2.84	.17	.06	.03	.01	.85	.89	.89	.87	99	998	4,216	37,198	.104	.506	5.5507	04	.01	01
ENVDIVRS	2.36	2.38	2.31	2.33	.18	.06	.03	.01	.93	1.01	.98	.99	99	996	4,210	37,148	.873	.581	.072	17	07	18
ENVNACAD	1.86	1.95	1.78	1.87	.20	.06	.03	.01	1.00	.95	.87	.90	99	998	4,214	37,170	.396	.439	.720	02	.05	.03
ENVSOCAL	1.95	2.21	1.99	2.09	.19	.06	.03	.01	.98	.99	.91	.93	98	1,000	4,210	37,170	.014	.704	.912	09	.09	01
ENVSTU	5.63	5.85	5.62	5.71	.26	.08	.04	.01	1.34	1.25	1.31	1.27	99	1,004	4,234	37,307	.115	.958	.540	26 18	04 .01	15



NSSE 2001 Summary Statistics Texas A&M University - Commerce Seniors

[100	me	ean	i sel	margi	n of erro	or (95%	level) ^a	st	andard	deviatio	n ^b	- Tanv	number o	f responde	nts	si	gnificance	e ^c	e	ffect size	e ^d
	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M- Commerce	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001	Texas A&M System	Doc/Res- Intensive	NSSE 2001
ENVFAC	5.33	5.41	5.33	5.52	.28	.09	.04	.01	1.42	1.40	1.32	1.29	99	1,003	4,238	37,299	.601	.982	.204	06	.00	14
ENVADM	4.23	4.82	4.46	4.56	.37	.10	.05	.02	1.87	1.64	1.63	1.64	99	1,002	4,235	37,274	.003	.233	.080	36	14	20
ENTIREXP	3.11	3.22	3.14	3.23	.13	.05	.02	.01	.66	.73	.74	.70	98	1,002	4,219	37,241	.115	.664	.068	15	04	17
SAMECOLL	2.98	3.21	3.04	3.13	.17	.05	.03	.01	.87	.87	.87	.85	98	1,000	4,226	37,230	.016	.472	.094	26	07	18
TXAM0101	3.30	3.15			.12	.04			.58	.66			97	909			.023			.22		
TXAM0102	3.05	3.19			.14	.04			.72	.64			99	903			.075			21		3
TXAM0103	3.43	3.30			.12	.04			.59	.64			99	913			.030			.22		
TXAM0104	3.14	3.11			.13	.05			.67	.70			100	916			.663			.04		
TXAM0105	3.02	3.08			.16	.05			.80	.73			99	920			.456			09		
TXAM0106	3.08	2.84			.17	.06			.88	.95			99	920			.011			.25		
TXAM0107	3.12	2.87			.16	.06			.79	.87			97	912			.004			.29		
TXAM0108	3.16	3.26			.14	.04			.72	.64			99	916			.203			15		
TXAM0109	3.10	3.10			.11	.04			.57	.62			96	908			.992			.00		
TXAM0110	3.18	3.08			.11	.04			.58	.66			100	913			.107			.15		
TXAM0111	3.35	2.99			.14	.06			.69	.86			98	909			.000			.41		
TXAM0112	2.97	2.97			.17	.06			.87	.86			97	906			.953			01		
TXAM0113	3.04	2.92			.16	.05			.81	.72			98	906			.166			.16		
TXAM0114	2.35	2.39			.17	.05			.84	.80			98	906			.631			05		
TXAM0115	2.36	2.51			.17	.05			.85	.82			99	904			.095			18		
TXAM0116	2.51	2.59			.18	.05			.89	.84			98	903			.383			10		
TXAM0117	3.35	3.45			.12	.04			.59	.61			99	910			.111			16		
TXAM0118	2.81	3.10			.15	.05			.77	.73			98	911			.001			40		
TXAM0119	3.03	3.13			.15	.05			.75	.79			98	907			.209			13		
TXAM0120	3.08	3.02			.14	.05			.71	.76			99	903			.457			.07		

^a The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

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

^c This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^d Effect size is calculated by dividing the difference between the two means by the standard deviation of the comparison group.



The College Student Report

NSSE 2001 Grand Means^a for First-Year Students Including Means for Texas A&M University System and Doctoral/Research Universities-Intensive

	NY LEGISLE	mean	40世纪 经营	marg	in of error (95%	level) ^b	September 5	tandard deviation		nu	mber of respond	lents
	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res- Intensive	NSSE 2001
CLQUEST	2.54	2.73	2.79	.06	.03	.01	.82	.83	.84	820	3,962	33,817
CLPRESEN	2.15	2.15	2.18	.06	.02	.01	.87	.77	.77	821	3,957	33,780
REWROPAP	2.63	2.67	2.70	.07	.03	.01	1.02	1.01	.99	821	3,953	33,785
INTEGRAT	2.95	2.99	3.01	.06	.03	.01	.86	.83	.80	816	3,952	33,766
CLUNPREP	2.16	2.11	2.10	.05	.02	.01	.75	.73	.74	818	3,955	33,755
CLASSGRP	2.44	2.40	2.42	.06	.03	.01	.85	.81	.81	817	3,950	33,755
OCCGRP	2.42	2.36	2.35	.06	.03	.01	.89	.86	.84	818	3,958	33,780
TUTOR	1.73	1.65	1.63	.06	.03	.01	.84	.83	.82	819	3,954	33,766
COMMPROJ	1.38	1.33	1.37	.05	.02	.01	.69	.65	.69	819	3,948	33,721
ITACADEM	2.52	2.58	2.58	.08	.03	.01	1.13	1.07	1.07	818	3,953	33,771
EMAIL	2.58	2.82	2.78	.07	.03	.01	.99	.91	.93	818	3,949	33,763
FACGRADE	2.56	2.55	2.56	.06	.03	.01	.86	.82	.83	818	3,954	33,743
FACPLANS	2.11	2.04	2.11	.06	.03	.01	.88	.84	.86	818	3,952	33,746
FACIDEAS	1.70	1.71	1.75	.05	.02	.01	.78	.79	.80	821	3,951	
FACFEED	2.49	2.59	2.61	.06	.03	.01	.84	.84	.84	818	3,949	33,743
WORKHARD	2.62	2.57	2.58	.06	.03	.01	.85	.84	.84	818	3,949	33,717
FACOTHER	1.53	1.47	1.51	.06	.02	.01	.83	.75	.78	818		33,744
OOCIDEAS	2.73	2.70	2.74	.06	.03	.01	.86	.86	.85		3,954	33,722
DIVRSTUD	2.56	2.72	2.65	.07	.03	.01	1.02	1.01	1.02	821	3,951	33,750
DIFFSTUD	2.74	2.95	2.90	.07	.03	.01	1.00	.94	2-30.00000	816	3,953	33,710
MEMORIZE	3.06	2.95	2.94	.06	.03	.01	.85		.96	814	3,950	33,707
ANALYZE	3.04	3.14	3.13	.06	.02	.01		.87	.87	818	3,951	33,726
SYNTHESZ	2.76	2.86	2.84	.06	.02	.01	.81	.77	.78	815	3,950	33,711
EVALUATE	2.74	2.76	2.78	.06	.03	2.75295	.85	.86	.86	817	3,944	33,664
APPLYING	2.88	2.97	2.97	.06		.01	.92	.89	.88	817	3,951	33,679
READASGN	3.13	3.41	3.43		.03	.01	.92	.87	.88	816	3,947	33,675
READOWN	1.92	1.98	1.99	.06	.03	.01	.93	.94	.98	815	3,933	33,434
WRITEMOR	1.26			.06	.03	.01	.87	.86	.87	813	3,930	33,476
WRITEMID	2.05	1.23	1.21	.04	.02	.01	.57	.60	.57	815	3,934	33,429
WRITESML		2.47	2.41	.06	.03	.01	.86	.92	.90	811	3,924	33,436
EXAMS	2.80	3.23	3.25	.07	.03	.01	1.07	1.10	1.07	811	3,928	33,457
200000000000000000000000000000000000000	5.60	5.59	5.61	.08	.03	.01	1.11	1.09	1.08	815	3,934	33,490
ADVISE	2.91	2.84	2.91	.06	.03	.01	.85	.87	.86	809	3,925	33,408



The College Student Report

NSSE 2001 Grand Means^a for First-Year Students Including Means for Texas A&M University System and Doctoral/Research Universities-Intensive

		LALIN PROMISE	margi	n of error (95%	level)	The house of s	tandard deviation	nc year	nu	mber of respond	lents
Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M			A&M			Fexas A&M		NSSE 2001
3.78	4.08	4.09	.12	.05	.02	1.70	1.74	1.74	811		33,411
1.55	1.53	1.61	.09	.04	.01	1.36	1.18	1.20	175100750		33,414
2.64	2.23	2.34	.17	.07	.02	2.45	2.08	2.19			33,334
2.33	2.34	2.32	.12	.05	.02	1.68	1.59		1000		33,398
3.84	4.18	4.12	.13	.06	.02	1.84	1.84		THE STATE OF THE S		33,365
1.85	1.50	1.57	.12	.04	.02	1.81					33,418
3.06	3.02	3.09	.05	.03	.01	.76					33,266
2.58	2.50	2.52	.07	.03	.01	.96					33,229
2.71	2.74	2.85	.06	.03	.01	.91					33,264
2.65	2.52	2.59	.07	.03	.01	.96	.94				33,256
3.04	3.07	3.09	.05	.03	.01	.78					33,281
2.71	2.66	2.63	.06	.03	.01	.88					33,191
2.84	2.78	2.73	.06	.03	.01	.93					33,273
2.93	2.79	2.82	.06	.03	.01	.88		-			33,241
2.16	1.82	1.93	.07	.03	.01	1.07		2220022 -41			33,203
3.03	2.95	2.97	.06	.03	.01	.85					33,185
2.92	2.81	2.87	.07	.03	.01	.94					33,156
2.56	2.58	2.58	.07	.03	.01	1.05					33,238
2.75	2.58	2.64	.07	.03	0.000						33,231
2.22	2.06	2.15	.07	.03	27,410						33,209
3.16	3.14	3.15									
3.00	2.93										33,267
2.41	2.55	1			100000						33,241
2.12								Colorador Sa			33,209
2.34					2000						33,226
5.74					4200						33,213
5.25					2002			******			33,335
								20.000			33,318
					1			400			33,288
		550,000,0									33,284 33,247
	3.78 1.55 2.64 2.33 3.84 1.85 3.06 2.58 2.71 2.65 3.04 2.71 2.84 2.93 2.16 3.03 2.92 2.56 2.75 2.22 3.16 3.00 2.41 2.12 2.34 5.74	3.78	3.78 4.08 4.09 1.55 1.53 1.61 2.64 2.23 2.34 2.33 2.34 2.32 3.84 4.18 4.12 1.85 1.50 1.57 3.06 3.02 3.09 2.58 2.50 2.52 2.71 2.74 2.85 2.65 2.52 2.59 3.04 3.07 3.09 2.71 2.66 2.63 2.84 2.78 2.73 2.93 2.79 2.82 2.16 1.82 1.93 3.03 2.95 2.97 2.92 2.81 2.87 2.56 2.58 2.58 2.75 2.58 2.64 2.22 2.06 2.15 3.16 3.14 3.15 3.00 2.93 3.00 2.41 2.55 2.54 2.12 1.99 2.08	3.78 4.08 4.09 .12 1.55 1.53 1.61 .09 2.64 2.23 2.34 .17 2.33 2.34 2.32 .12 3.84 4.18 4.12 .13 1.85 1.50 1.57 .12 3.06 3.02 3.09 .05 2.58 2.50 2.52 .07 2.71 2.74 2.85 .06 2.65 2.52 2.59 .07 3.04 3.07 3.09 .05 2.71 2.66 2.63 .06 2.84 2.78 2.73 .06 2.93 2.79 2.82 .06 2.93 2.79 2.82 .06 2.16 1.82 1.93 .07 3.03 2.95 2.97 .06 2.92 2.81 2.87 .07 2.56 2.58 2.58 .07 2.75	Section Sect		Section Sect	Section Sect	R		R



The College Student Report

NSSE 2001 Grand Means^a for Seniors Including Means for Texas A&M University System and

Doctoral/Research Universities-Intensive

	视神影的影	Mean Me	ining the property	marg	in of error (95%	level)	mathematics s	tandard deviatio	n ^c - Aggregation	nu nu	mber of respond	lents
	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res-	NSSE 2001
CLQUEST	3.01	2.98	3.08	.05	.03	.01	.83	.86	.85	1,108	4,377	37,510
CLPRESEN	2.88	2.76	2.79	.05	.03	.01	.85	.84	.84	1,107	4,371	37,487
REWROPAP	2.70	2.47	2.50	.06	.03	.01	.96	.98	.98	1,106	4,371	37,482
INTEGRAT	3.28	3.28	3.32	.04	.02	.01	.75	.75	.73	1,104	4,371	37,476
CLUNPREP	2.15	2.16	2.16	.04	.02	.01	.73	.75	.75	1,107	4,370	37,460
CLASSGRP	2.58	2.48	2.51	.05	.03	.01	.89	.86	.85	1,108	4,365	37,441
OCCGRP	2.78	2.79	2.74	.05	.03	.01	.90	.91	.88	1,106	4,370	37,441
TUTOR	1.82	1.79	1.83	.05	.03	.01	.90	.90	.93	1,107	4,364	37,449
COMMPROJ	1.56	1.50	1.57	.05	.02	.01	.82	.78	.81	1,105	4,364	37,396
ITACADEM	2.72	2.74	2.72	.06	.03	.01	1.06	1.03	1.04	1,106	4,374	37,480
EMAIL	2.76	2.99	2.95	.06	.03	.01	.98	.91	.92	1,104	4,374	37,457
FACGRADE	2.86	2.75	2.79	.05	.02	.01	.84	.84	.84	1,108	4,365	37,437
FACPLANS	2.33	2.32	2.43	.05	.03	.01	.91	.92	.94	1,102	4,369	37,433
FACIDEAS	1.98	1.96	2.03	.05	.03	.01	.88	.85	.86	1,104	4,361	37,421
FACFEED	2.76	2.75	2.80	.05	.02	.01	.81	.81	.80	1,103	4,367	55,088,0000
WORKHARD	2.70	2.63	2.67	.05	.02	.01	.83	.84	.84	1,101	4,368	37,446
FACOTHER	1.81	1.71	1.81	.06	.03	.01	.93	.90	.94	1,105	4,370	37,424
OOCIDEAS	2.91	2.80	2.87	.05	.02	.01	.86	.83	.83			37,424
DIVRSTUD	2.66	2.67	2.64	.06	.03	.01	1.00	.97	.98	1,108	4,368	37,468
DIFFSTUD	2.73	2.83	2.84	.06	.03	.01	.97	.93	.93	1,103	4,364	37,403
MEMORIZE	2.92	2.78	2.77	.05	.03	.01	.90	.92	.93	1,101	4,364	37,381
ANALYZE	3.24	3.24	3.28	.05	.02	.01	.77			1,106	4,371	37,440
SYNTHESZ	2.98	3.01	3.04	.05	.03	.01		.76	.74	1,107	4,360	37,425
EVALUATE	2.91	2.87	2.92	.05	.03	.01	.86	.85	.85	1,102	4,363	37,398
APPLYING	3.14	3.15	3.16	.05	.03		.89	.90	.90	1,106	4,368	37,397
READASGN	3.03	3.20	3.29	.06		.01	.88	.85	.84	1,105	4,364	37,396
READOWN	2.22	2.19	2.20		.03	.01	1.02	1.03	1.04	1,094	4,328	37,173
WRITEMOR	1.60	1.65	1.64	.06	.03	.01	1.03	1.00	.98	1,095	4,337	37,218
WRITEMID	2.36	2.60		.05	.02	.01	.78	.76	.75	1,095	4,330	37,179
WRITESML	2.93	3.08	2.66	.06	.03	.01	.94	.96	.97	1,095	4,326	37,217
EXAMS	5.69	5.48	3.12	.07	.04	.01	1.16	1.19	1.19	1,095	4,327	37,194
ADVISE	2.79	2.72	5.53	.07	.04	.01	1.19	1.22	1.18	1,102	4,338	37,220
ADVISE	2.19	2.12	2.83	.06	.03	.01	.97	.96	.95	1,097	4,330	37,221



NSSE 2001 Grand Means^a for Seniors Including Means for Texas A&M University System and

The College Student Report

Doctoral/Research Universities-Intensive

	對地路網	mean	1. 对人的人们的事件	marg	in of error (95%	level) ^b	and the second second	tandard deviatio	n ^c What the	e z z z nur	nber of respond	ents 1
	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res- Intensive	NSSE 2001	Texas A&M	Doc/Res- Intensive	NSSE 2001
ACADPR01	3.83	4.04	4.11	.10	.05	.02	1.71	1.79	1.80	1,097	4,334	37,175
WORKON01	1.80	1.78	1.87	.10	.05	.02	1.68	1.52	1.53	1,094	4,325	37,152
WORKOF01	3.93	3.57	3.61	.17	.08	.03	2.92	2.70	2.70	1,097	4,321	37,101
COCURR01	2.07	2.18	2.21	.09	.05	.02	1.48	1.54	1.54	1,099	4,320	37,198
SOCIAL01	3.55	3.83	3.77	.10	.05	.02	1.70	1.71	1.70	1,093	4,323	37,195
CAREDE01	3.26	2.22	2.24	.17	.07	.02	2.79	2.20	2.24	1,097	4,328	37,178
GNGENLED	3.21	3.13	3.25	.05	.02	.01	.81	.83	.78	1,095	4,328	37,138
GNWORK	3.04	3.00	3.01	.05	.03	.01	.91	.91	.91	1,091	4,326	37,109
GNWRITE	2.95	2.91	3.03	.05	.03	.01	.84	.87	.84	1,094	4,325	37,135
GNSPEAK	2.95	2.85	2.94	.05	.03	.01	.89	.90	.87	1,092	4,319	37,119
GNANALY	3.26	3.26	3.31	.05	.02	.01	.76	.76	.75	1,097	4,326	37,147
GNQUANT	2.96	2.93	2.90	.05	.03	.01	.87	.89	.89	1,090	4,321	37,088
GNCMPTS	3.14	3.06	3.00	.05	.03	.01	.86	.92	.91	1,093	4,326	37,138
GNOTHERS	3.23	3.11	3.13	.05	.03	.01	.82	.85	.84	1,094	4,324	37,119
GNCITIZN	2.18	1.78	1.90	.06	.03	.01	1.08	.97	1.01	1,092	4,320	37,048
GNINQ	3.15	3.07	3.11	.05	.03	.01	.86	.86	.84	1,094	4,318	37,049
GNSELF	2.97	2.92	3.01	.06	.03	.01	.99	.97	.95	1,092	4,305	37,007
GNDIVERS	2.64	2.58	2.63	.06	.03	.01	1.04	1.01	1.01	1,094	4,318	37,087
GNETHICS	2.79	2.63	2.71	.06	.03	.01	1.05	1.03	1.03	1,093	4,321	37,074
GNCOMMUN	2.43	2.19	2.33	.06	.03	.01	1.01	1.00	1.00	1,091	4,313	37,078
ENVSCHOL	3.14	3.10	3.12	.05	.02	.01	.77	.80	.78	1,094	4,318	37,096
ENVSUPRT	2.82	2.74	2.84	.05	.03	.01	.89	.88	.87	1,095	4,313	37,104
ENVDIVRS	2.38	2.31	2.33	.06	.03	.01	1.00	.98	.99	1,093	4,307	37,053
ENVNACAD	1.94	1.78	1.87	.06	.03	.01	.96	.87	.90	1,095	4,311	37,075
ENVSOCAL	2.19	1.99	2.09	.06	.03	.01	.99	.91	.93	1,096	4,306	37,042
ENVSTU	5.83	5.62	5.71	.07	.04	.01	1.26	1.31	1.27	1,101	4,331	37,211
ENVFAC	5.40	5.33	5.52	.08	.04	.01	1.40	1.32	1.29	1,100	4,335	37,203
ENVADM	4.77	4.46	4.56	.10	.05	.02	1.66	1.63	1.64	1,099	4,332	37,178
ENTIREXP	3.21	3.14	3.23	.04	.02	.01	.72	.74	.70	1,098	4,315	37,145
SAMECOLL	3.19	3.04	3.13	.05	.03	.01	.87	.87	.85	1,096	4,322	37,133



Texas A&M University System Consortium Question Grand Means* for First-Year Students and Seniors

	mean		margin of error	(95% level) ^b	standard dev	viation ^c	number of res	pondents
	First-Year Students	Seniors	First-Year Students	Seniors	First-Year Students	Seniors	First-Year Students	Seniors
txam0101	3.16	3.17	.04	.04	.60	.65	760	1,004
txam0102	3.23	3.17	.04	.04	.61	.65	770	1,000
txam0103	3.29	3.31	.04	.04	.63	.64	767	1,010
txam0104	3.17	3.11	.05	.04	.66	.70	766	1,014
txam0105	3.14	3.08	.05	.05	.66	.74	768	1,017
txam0106	2.94	2.86	.07	.06	.95	.95	766	1,017
txam0107	2.98	2.89	.06	.05	.89	.87	766	1,007
txam0108	3.29	3.25	.04	.04	.60	.65	764	1,013
txam0109	3.18	3.10	.04	.04	.57	.61	757	1,002
txam0110	3.16	3.09	.04	.04	.59	.65	761	1,011
txam0111	2.77	3.03	.06	.05	.88	.85	762	1,005
txam0112	3.00	2.98	.05	.05	.74	.86	759	1,001
txam0113	2.99	2.93	.04	.05	.63	.73	761	1,002
txam0114	2.31	2.39	.06	.05	.79	.80	759	1,002
txam0115	2.36	2.50	.05	.05	.77	.82	763	1,001
txam0116	2.75	2.59	.05	.05	.73	.84	759	999
txam0117	3.36	3.45	.05	.04	.67	.61	759	1,007
txam0118	3.20	3.07	.04	.05	.60	.74	758	1,007
txam0119	3.33	3.12	.05	.05	.68	.79	763	1,003
txam0120	3.27	3.03	.04	.05	.62	.76	757	1,000

^a Grand Means are calculated using all institutions in the category (consortium, Carnegie class, and NSSE 2001). Thus, unlike the means listed on your Means Summary Report, your institution's data are included in these calculations.

^b The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

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

					First-yea	r Students									b .		
		Texas A&M	-Commerce	Texas A&		Doc/R	tes-Int	Nati	ional	Texas A&N	1 -Conunerce	Texas A&	Sen M System	iors Doc/R	es Int	Nu	ional
		Count	Col%		0.10						,			1,500		1141	Ottal
	Never	Count	1.8%	Count 52	Col % 6 8%	Count 124	Col%	Count	Col%	Count	Col %	Count	Col %	Count	Col%	Count	Colt
Asked questions in class or	Sometimes	23	40.4%	369	48.4%	1625	3.2%	1031	3.0%	2	2 0%	14	14%	94	2 2%	630	1.
contributed to class discussions	Often	24	42.1%	229	30.0%	1326	34 0%	11685	38.7% 34.4%	27	27.0%	303	30 0%	1337	31.2%	10255	27
	Very often	9	15.8%	113	14.8%	830	21.3%	8098	23 9%	26 45	26 0%	360	35.6%	1414	33.0%	12271	32
	Total	57	100.0%	763	100.0%						45.0%	333	33.0%	1434	33.5%	14450	38
	10000					3905	100 0%	33939	100.0%	100	100 0%	1010	100 0%	4279	100 0%	37606	100
	Never Sometimes	- 11	19.3%	183	24.0%	681	17.5%	5617	16.6%	6	6.0%	35	3 5%	202	4.7%	1452	3
Made a class presentation	Often	34	59.6%	339	44.4%	2189	56.1%	18805	55.5%	27	27.0%	322	31.9%	1570	36.7%	13544	36
	Very often	12	21.1%	179	23.4%	790	20.3%	7401	21.8%	43	43.0%	373	37.0%	1578	36 9%	14050	37.
	• • • • • • • • • • • • • • • • • • • •	0	.0%	63	8.2%	240	6.2%	2080	6.1%	24	24 0%	279	27.7%	923	21.6%	8536	22
	Total	57	100.0%	764	100.0%	3900	100 0%	33903	100.0%	100	100.0%	1009	100.0%	4273			
P	Never	- 11	19.3%	113	14.8%	576		4161						2000	100.0%	37582	100
Prepared two or more drafts of a paper or assignment before turning it	Sometimes	16	28.1%	242	31.7%	1125	14.8% 28.9%	4454	13.1%	10	10.0%	111	11.0%	721	16 9%	5944	15.8
in	Often	13	22.8%	220	28.8%	1216	31.2%	10068	29.7%	28	28.0%	344	34.1%	1630	38.1%	14189	37.8
	Very often	17	29.8%	189	24.7%	979	25.1%	8697	31.5% 25.6%	33	33.0%	306	30.4%	1139	26.7%	10024	26.7
	Total	57	100.0%				500000000			29	29.0%	247	24.5%	783	18.3%	7421	19.7
			40000000	764	100.0%	3896	100.0%	33908	100.0%	100	100 0%	1008	100.0%	4273	100.0%	37578	100.0
Worked on a paper or project that	Never	1	1.8%	36	4.7%	148	3.8%	871	2.6%	1	1.0%	15	1.5%	53	1.2%	366	
required integrating ideas or	Often Sometimes	17	30.4%	192	25.3%	927	23.8%	8021	23.7%	7	6.9%	141	14.0%	635	14.9%	4829	1.0
information from various sources		20	35.7%	308	40.5%	1645	42.2%	14753	43.5%	44	43.6%	407	40.5%	1664	39.0%	14722	12.99
	Very often	18	32.1%	224	29.5%	1176	30.2%	10245	30.2%	49	48.5%	442	44 0%	1920	44 9%	17654	39.29 47.09
	Total Never	56	100.0%	760	100.0%	3896	100.0%	33890	100.0%	101	100.0%	1005	100.0%	4272	100 0%	37571	100 0
Came to class without completing	Sometimes	- 8	14 0%	105	13.8%	639	16.4%	5823	17.2%	13	12.9%	147	14.6%	628	14.7%	5559	14.85
readings or assignments	Often	36	63.2%	486	63.9%	2419	62.1%	20970	61.9%	69	68.3%	617	61.2%	2622	61.4%	23142	61.69
	Very often	8	14.0%	113	14.8%	626	16.1%	5128	15.1%	14	13.9%	184	18.3%	724	17.0%	6260	16.75
		5	8.8%	57	7.5%	214	5.5%	1956	5.8%	5	5.0%	60	6.0%	297	7.0%	2593	6.99
	Total	57	100.0%	761	100.0%	3898	100.0%	33877	100.0%	101	100.0%	1008	100.0%	4271			
	Never	4	7.0%	98	12.9%	442	11.4%	100000000000000000000000000000000000000					100.0%	4271	100 0%	37554	100.09
Worked with other students on	Sometimes	24	42.1%	321	42.2%	1832		3508	10.4%	10	9.9%	105	10.4%	423	9.9%	3477	9 39
projects during class	Often	25	43.9%	255	33.6%	1247	47.1% 32.0%	16008	47.3%	35	34.7%	395	39.1%	2009	47.1%	16972	45.25
	Very often	4	7.0%	86	11.3%	372	9.6%	10882 3479	32.1%	40	39 6%	335	33.2%	1217	28.5%	11680	31.19
	Total	57					100000000000000000000000000000000000000		10.3%	16	15.8%	174	17 2%	617	14.5%	5407	14.45
			100.0%	760	100.0%	3893	100.0%	33877	100.0%	101	100.0%	1009	100.0%	4266	100.0%	37536	100.05
W	Never	16	28.1%	108	14.2%	572	14.7%	4827	14.2%	9	9 0%	61	6.1%				
Worked with classmates outside of class to prepare class assignments	Sometimes	30	52.6%	296	38.9%	1775	45.5%	15876	46.8%	45	45 0%	339	33.6%	295 1417	6.9%	2469	6.69
so prepare crass assignments	Often	- 11	19.3%	254	33.4%	1125	28.8%	9780	28.8%	26	26.0%	346	34.3%	1417	33.2%	13564	36.19
	Very often	0	.0%	103	13.5%	429	11.0%	3420	10.1%	20	20.0%	262	26.0%	1141	26.7%	12999 8532	34.69
	Total	57	100.0%	761	100.0%	3901	100.0%	33903	100.0%	100	100.0%	1008	100.0%			-	22.79
	Never	33	57.9%	356	46.7%	2080					3,000,000			4272	100.0%	37564	100.0%
Tutored or taught other students (paid	Sometimes	20	35.1%	279	36.6%	1258	53.4%	18381	54.2%	59	58.4%	424	42.1%	1971	46.2%	17003	45 3%
or voluntary)	Often	3	5.3%	90	11.8%	382	9.8%	10991	32.4%	29	28.7%	391	38 8%	1498	35.1%	13169	35 1%
	Very often	1	1.8%	37	4.9%	177	4.5%	3110	9.2%	8	7.9%	118	11.7%	494	11.6%	4248	11.35
	Total	57	100.0%	762	100.0%	3897	100.0%	1406 33888	100 0%	5	5.0%	75	7 4%	302	7.1%	3115	8.3%
	Never	42	73.7%	551	72.3%	1000000		1000000			100.0%	1008	100.0%	4265	100.0%	37535	100 0%
Participated in a community-based	Sometimes	8	14.0%	153	20.1%	2931	75.3%	24739	73.1%	74	73.3%	598	59 4%	2720	63 8%	22204	59.2%
project as part of a regular course	Often	6	10.5%	42	5.5%	703	18 1%	6540	19.3%	24	23.8%	271	26.9%	1093	25 6%	10703	28 5%
=	Very often	1	1.8%	16	2.1%	189	4 9%	1819	5 4%	2	2.0%	91	9 0%	296	6.9%	3000	8 0%
	Total	57	100.0%	762	100.0%	3891	1.7%	745 33843	100.0%	101	1.0%	46	4 6%	156	3.7%	1584	4 2%
	Never	14	24.6%	188						28536	200000000	1006	100 0%	4265	100 0%	37491	100 0%
sed an electronic medium (list-serv,	Sometimes	22	38.6%	181	24.7%	761	19.5%	6618	19.5%	- 11	10.9%	166	16.5%	569	13.3%	5408	14.45
nat group, Internet, etc.) to discuss complete an assignment	Often	8	14.0%	192	25.2%	1109	28.5%	9692	28.6%	33	32.7%	260	25.8%	1259	29 5%	10915	29.09
Ton-piece an assignment	Very often	13	22.8%	200	26.3%	1035	26.6%	9035	26.7%	29	28.7%	277	27.5%	1158	27.1%	10279	27.49
	*			1000	-	991	25.4%	8549	25.2%	28	27.7%	304	30.2%	1289	30.2%	10973	29 2%
	Total	57	100.0%	761	100 0%	3896	100.0%	33894	100.0%	101	100.0%	1007	100 0%	-			

		Texas ARA	-Conunerce	T		Students							Sen	iors			
					M System		tes-Int	Nati	ional	Texas A&N	1 -Commerce	Texas A&	M System		Res-Int	Nat	tional
	Never	Count	Col %	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col %	Count	Col%	Count	Colt
Used e-mail to communicate with an	Sometimes	21	10.5% 36.8%	116	15 2%	253	6.5%	2738	8.1%	9	8 9%	109	10.8%	201	4 7%	2028	5
instructor	Often	22	THE RESERVE AND ADDRESS OF THE PARTY.	257	33.8%	1244	32.0%	11054	32.6%	31	30.7%	309	30.7%	1163	27.2%	10686	28
	Very often	8	38.6%	214	28.1%	1335	34.3%	11238	33.2%	33	32.7%	308	30.6%	1385	32.4%	12036	32
			14.0%	174	22.9%	1060	27.2%	8855	26 1%	28	27.7%	279	27.8%	1525	35.7%	12801	34
	Total	57	100.0%	761	100.0%	3892	100.0%	33885	100.0%	101	100.0%	1005					
	Never	6	10.5%	62	0.10		200000000	2.00000	3.0000000	101	100.076	1003	100.0%	4274	100.0%	37551	100
Discussed grades or assignments with	Sometimes	24	42.1%	331	8.1%	275	7.1%	2456	7.3%	5	5.0%	29	2.9%	174	4.1%	1409	3
an instructor	Often	20	35.1%	The second second second second	43.5%	1761	45.2%	15144	44.7%	47	46.5%	330	32.7%	1637	38.4%	13834	36
	Very often	7	The second second second second	241	31.7%	1301	33.4%	11230	33.2%	27	26.7%	381	37.8%	1517	35 6%	13586	36
			12.3%	127	16.7%	560	14.4%	5036	14.9%	22	21.8%	269	26.7%	938	22 0%	8698	23
	Total	57	100.0%	761	100.0%	3897	100.0%	33866	100.0%	101	100.0%	1000					1
	Never	20	35.1%	100	20000000	52.000				101	100.0%	1009	100.0%	4266	100.0%	37527	100.0
Talked about career plans with a	Sometimes	The state of the s		192	25.2%	1039	26.7%	8222	24.3%	20	19.8%	175	17.4%	781	18.3%	5901	15.7
faculty member or advisor	Often	20	35.1%	353	46.4%	1907	49.0%	16364	48.3%	46	45.5%	440	43.9%	1888	44.2%	15784	42.1
	Very often	13	22.8%	155	20.4%	705	18.1%	6706	19.8%	29	28.7%	254	25.3%	1025	24 0%	9697	25.8
		4	7.0%	61	8.0%	244	6.3%	2576	7.6%	6	5.9%	134	13.4%	576	13.5%	6133	16.3
	Total	57	100.0%	761	100.0%	3895	100.0%	33868	100.0%	101	100.0%	1003	100.0%	4270	100.0%	37515	100 0
Discussed ideas from your readings	The same of the sa	27	47.4%	360	47.1%	1799	46.2%	15062	44.5%	32	32.0%	326	32.4%	1351	31.7%	10.749	
or classes with faculty members	Sometimes		33.3%	297	38.9%	1544	39.7%	13635	40.3%	51	51.0%	437	43.4%	1991	The state of the s	10597	28 2
outside of class	Often	9	15.8%	85	11.1%	420	10.8%	3891	11.5%	12	12.0%	168	16.7%		46.7%	17880	47.6
	Very often	2	3.5%	22	2.9%	131	3.4%	1278	3.8%	5	5.0%	75		646	15.2%	6234	16.6
	Total	57	100.0%	764	100.0%	3894	100.0%	33866	100.0%	100	100 0%	1006	7.5%	275 4263	6.5%	2817 37528	7.5
Received prompt feedback from	Never	4	7.1%	77	10.1%	339	8.7%	2888	8.5%	2	2.0%				200223		
faculty on your academic	Sometimes	30	53 6%	327	42.9%	1473	37.8%	12634	37.3%	26	25.7%	55	5.5%	227	5.3%	1581	4.29
performance (written or oral)	Often	16	28.6%	261	34.3%	1503	38.6%	13161	38.9%	49	48.5%	326	32 5%	1405	32.9%	11822	31.59
	Very often	6	10.7%	97	12.7%	578	14.8%	5158	15.2%	24		447	44.5%	1878	44.0%	16800	44.85
	Total	56	100.0%	762	100.0%	3893	100.0%	33841	100.0%	101	23.8%	176	17.5%	758	17.8%	7338	19.5%
	Never	6	10.5%	63	0.304						100.074	1004	100.0%	4268	100.0%	37541	100 09
Worked harder than you thought you could to meet an instructor's	Sometimes	26	45.6%	280	8.3%	350	9.0%	2939	8.7%	7	6.9%	49	4.9%	319	7.5%	2447	6 5 %
standards or expectations	Often	19	33.3%		36.8%	1544	39.6%	13421	39.6%	40	39.6%	390	38.9%	1641	38.4%	14132	37.79
randard of expectations	Very often	6		291	38.2%	1444	37.0%	12495	36.9%	36	35.6%	374	37.3%	1611	37.7%	14461	38 59
			10.5%	127	16.7%	560	14.4%	5011	14.8%	18	17.8%	189	18.9%	698	16.4%	6479	17 35
	Total	57	100.0%	761	100.0%	3898	100.0%	33866	100.0%	101	100.0%	1002	100.0%	4269	100.0%	37519	100.09
Worked with faculty members on	Never	36	63.2%	496	65.2%	2572	66.0%	21446	63.4%	56	55.4%	472	16.000				
activities other than coursework (committees, orientation, student life	Sometimes	12	21.1%	164	21.6%	919	23.6%	8570	25.3%	29	28.7%	320	46.9%	2248	52.6%	17770	47.4%
activities, etc.)	Often	8	14.0%	67	8.8%	304	7.8%	2728	8.1%	11	10.9%		31.8%	1296	30 3%	11899	31.7%
	Very often	1	1.8%	34	4.5%	102	2 6%	1101	3.3%	5	5.0%	137	13.6%	447	10.5%	4934	13.2%
	Total	57	100.0%	761	100.0%	3897	100.0%	33845	100.0%	101	100.0%	1006	7.7%	280 4271	6 6%	2915 37518	7.8%
Discussed ideas from your readings	Never	4	7.0%	45	5.9%	243	6.2%	1832	5.4%	2	9.007					2000000	100 07
or classes with others outside of class	Sometimes	26	45.6%	269	35.2%	1473	37.8%	12493	-	2	2.0%	43	4.3%	168	3 9%	1132	3.0%
students, family members,	Often	17	29.8%	288	37.7%	1392	35.7%	12352	36.9%	30	29.7%	299	29.6%	1516	35.5%	12101	32.2%
oworkers, etc)	Very often	10	17.5%	162	21.2%	786	20.2%	7196	36.5%	37	36.6%	384	38 1%	1621	38 0%	14760	39 3%
	Total	57	100.0%	764	100.0%	3894	100.0%	33873	100.0%	32	31.7% 100.0%	1009	100.0%	964	22 6%	9570	25.5%
	Never	7	12.5%	127	16.7%	479	12.20/				0.000		100.074	4269	100 0%	37563	100.0%
lad serious conversations with tudents of a different race or	Sometimes	21	37.5%	265	34.9%		12.3%	4803	14.2%	9	8.9%	136	13.5%	489	11.5%	4605	12.3%
thnicity than your own	Often	17	30.4%	188	The second second	1215	31.2%	11096	32.8%	37	36 6%	335	33.4%	1492	35.0%	13598	36 3%
, jou van	Very often	11	19.6%	188	24.7%	1097	28.1%	8962	26.5%	28	27.7%	275	27.4%	1221	28.6%	10153	27 1%
	Total	56	100 0%	760	23.7%	1106 3897	28 4%	33832	26.5%	27	26 7%	258	25.7%	1063	24.9%	9142	24.4%
ad serious conversations with	Never	5	9.004						100.0%	101	100 0%	1004	100.0%	4265	100 0%	37498	100 05
adents who differ from you in terms	Sometimes		8 9%	89	11.7%	275	7.1%	2652	7.8%	11	10.9%	105	10.5%	327	7.7%	2628	7.04
their religious beliefs, political	Often	18	32.1%	237	31.3%	1000	25.7%	9345	27.6%	33	32.7%	327	32 6%	1291	30 3%	11787	7.0%
unions, or personal values	THE RESERVE OF THE PARTY OF THE	18	32.1%	214	28.2%	1265	32.5%	10454	30.9%	33	32.7%	300	29.9%	1423	The state of the s		31.5%
	Very often	15	26.8%	218	28.8%	1354	34 8%	11379	33.6%	24	23.8%	270	26 9%	1224	33 4%	11951	31.9%
	Total	56	100 0%	758	100.0%	3894							-	1224	28.7%	11109	29.6%
		1		130	100 070	3694	100.0%	33830	100.0%	101	100.0%	1002	100.0%	4265	100 0%		100.0%

Very little	Texas A&M	-Commerce	Texas A&		r Students				-			Sen	iors			
Very little			7 411113 7 100	M System	Doc/I	Res-Int	Nati	ional	Texas A&M	-Conunerce	Texas A&	M System	Doc/R	es-Int	Nat	ional
Very little	Count	Col%	Count	Col %	Count	Col%										
	7	12 3%	33	4.3%	208	5 3%	Count 1884	Col%	Count	Col %	Count	Col %	Count	Col%	Count	Col%
Some	14	24.6%	142	18.7%	959	24.6%	8370	5.6%	6	5.9%	78	7.7%	361	8 5%	3625	9.7
Quite a bit	17	29.8%	321	42.2%	1545	39.7%	13645	24.7%	33	32 7%	220	21.8%	1300	30 4%	11095	29.6
Very much	19	33.3%	265	34.8%	1182	THE RESIDENCE AND ADDRESS.		40.3%	40	39.6%	406	40.3%	1528	35.8%	13285	35.4
					1182	30.4%	9947	29.4%	22	21.8%	303	30.1%	1083	25.4%	9530	25 4
Total	57	100 0%	761	100 0%	3894	100.0%	33846	100.0%	101	100.0%	1007	100.0%	1272	100.04	17516	100 0
Very little	1	1.89/	20	2.00			-						200		37333	1000
						the second second second		The state of the s	The second secon		22	2.2%	75	1.8%	519	1.4
				The second second second		The second section is the second section of	100000000000000000000000000000000000000	The second second second second	18	17.8%	142	14.1%	597	14 0%	4962	13.2
						The second second second second	The second second second second		48	47.5%	403	40.0%	1795	42.1%	15656	41.7
very much	16	28.6%	239	31.5%	1419	36.4%	12129	35.8%	34	33.7%	441	43 8%	1794			43.7
Total	56	100.0%	759	100.0%	3894	100.0%	33833	100.0%	101	100.0%	1008	100 0%				100 0
Very little	2	3.6%	39	5.1%	202	5.29/	1974	6.600				00.02.0000007				
Some				THE RESERVE THE PARTY OF THE PA		The state of the s								4.2%	1434	3.8
Ouite a bit		The state of the s	The second secon			The second second					The state of the s	The second second second	1006	23.6%	8402	22.4
				The second secon							402	40.1%	1688	39 6%	14859	39 6
		19 0%	1/1	22.5%	992	25.5%	8335	24.7%	23	22.8%	319	31.8%	1393	32.7%	12797	34.15
Total	56	100.0%	761	100.0%	3888	100.0%	33787	100.0%	101	100.0%	1003	100.0%	1261	100.00		100 09
Very little	4	7 194	71	0.10/	202	7.00								100.0%	37492	100 09
		The second secon				The second section is a second second				A STATE OF THE PARTY OF THE PAR		6.8%	291	6 8%	2328	6.25
										26.7%	243	24.1%	1180	27.6%	9753	26.0%
								39.0%	49	48.5%	393	39.0%	1586	37.2%	14103	37.69
1 very much	14	25.0%	174	22.9%	891	22.9%	7818	23.1%	19	18.8%	303	30.1%		The second second second		30.25
Total	56	100.0%	761	100.0%	3895	100.0%	33802	100.0%	101	100.0%	1007	100.0%	4269			100.0%
	6	10.5%	54	7.1%	189	4 9%	1684	5.0%		5.04/			0.000	1,000,000		
Some	14	24.6%	206	27.1%												3.3%
Quite a bit	20	35.1%					The second second second								7077	18.9%
Very much					The state of the s	The second secon	and the same of the same of			the state of the s					13509	36.0%
Total														200000000000000000000000000000000000000	15668	41 8%
None								100.0%	101	100.0%	1006	100 0%	4265	100.0%	37491	100 0%
The state of the s				The state of the s	34	.9%	284	.8%	2	2.0%	16	1.6%	77	1.89/	501	1.4%
		The second secon	and the same of th	24.9%	624	16.1%	5747	17.1%	33	33 3%	340					23.9%
The second secon		49.1%	321	42.3%	1466	37.8%	11964	35.7%	40					The second secon		
	14	24.6%	171	22.6%	1222	31.5%	10269	30.6%				the second second second	The second secon		THE RESERVE OF THE PERSON NAMED IN COLUMN 1	35.1%
More than 20	3	5.3%	69	9.1%	530	13.7%	5291	THE RESERVE OF THE PARTY OF THE							The second second second second	24.1%
Total	57	100.0%	758	100.0%	3876											15 6%
None	10	11 19/	222	21.20				100000000				100.0%	4231	100.0%	37268	100 0%
										22.2%	221	22.1%	922	21.7%	7560	20.3%
The second secon		A STATE OF THE PARTY OF THE PAR			-		the second second second second	55.8%	55	55.6%	506	50.7%	2239	52.8%	20116	53.9%
		The second second second second				12.0%	3835	11.4%	14	14.1%	146	14.6%				15.5%
		- The Transfer of the Land				2.9%	1223	3.6%	6	6.1%	73					5.7%
More than 20	3	5.3%	18	2.4%	93	2.4%	826	2.5%	2	2.0%				-		4 6%
Total	57	100.0%	756	100.0%	3873	100.0%	33598	100.0%	99	100 0%	998	-				100 0%
None	52	91.2%	594	78 49/	3215	93.09/	20120								17/11/25	100 0%
Between 1 and 4					The Control of Control	The second second second		-					2003	47.3%	17788	47.7%
									-			39.9%	1855	43.8%	16399	44.0%
							the same of the sa	-		5.1%		5 0%	257	6 1%	2129	5.7%
								.8%	0	.0%	17	1.7%	73	1.7%	577	1.5%
		1.8%	2	.3%	28	.7%	201	.6%	1	1.0%	15	1.5%	46	1.1%		1.0%
Total	57	100 0%	758	100.0%	3877	100.0%	33550	100.0%	98	100 0%	999	100.0%	4234	100.0%		100 0%
None	14	25.0%	192	25 4%	417	10.8%	3979	11.9%	10	10.10	140	11.00				
Between 1 and 4	24	42.9%		The second second	The second section is a second section of the section of the second section of the section of th			THE RESERVE AND ADDRESS OF THE PARTY OF THE								8.0%
Between 5 and 10				# 75 mm	The second second second second second		The second secon	The second secon						42.9%	15524	41 6%
		The second secon				The second section is a second section of the second section of the second section is a second section of the secti	THE RESERVE OF THE PERSON NAMED IN						1314	31.1%	11828	31.7%
								The state of the s		11.2%	99	9.9%	552	13 0%	5226	14.0%
	- 2	3.6%	8	1.1%	97	2.5%	751	2.2%	2	2.0%	28	2.8%	176	4 2%		4.7%
Total	56	100 0%	755	100.0%	3868	100.0%	33558	100.0%	00	100.000	000					100.0%
	Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total None Between 1 and 4 Between 5 and 10 Between 11 and 20 More than 20 Total None Between 1 and 4 Between 5 and 10 Between 11 and 20 More than 20 Total None Between 1 and 4 Between 1 and 4 Between 1 and 4 Between 1 and 20 More than 20 Total None Between 1 and 4 Between 1 and 20 More than 20 Total None Between 1 and 4 Between 1 and 1	Very little	Very linite	Very linite	Very linite	Very linite	Very linite	Very link	Very link							

					First-year	Students							e	iore	3		
		Texas A&M	-Commerce	Texas A&	M System	Doc/F	tes-Int	Nati	ional	Texas A&N	-Commerce	Texas A&	Sen M System	ors Doc/R	es-Int	Nati	ional
		Count	Col %	Count	Col %	Count	Col%										. Orași
	None	1	1.8%	59	7.8%	150	3.9%	Count 1000	Col%	Count	Col %	Count	Col %	Count	Col%	Count	Col
Number of written papers or reports	Between 1 and 4	15	26.8%	299	39.6%	945	24.4%	8193	3.0%	- 8	8.1%	85	8 5%	322	7.6%	2493	6
of fewer than 5 pages	Between 5 and 10	14	25.0%	224	29.7%	1244	32.1%		24.4%	27	27.3%	343	34.4%	1225	29.0%	10757	28
,	Between 11 and 20	15	26.8%	114	15.1%	941		10858	32.3%	30	30 3%	262	26.3%	1148	27.1%	10096	27
	More than 20	11	19.6%	59	7.8%	592	24.3%	8545	25.4%	22	22.2%	185	18.5%	876	20.7%	7836	21
	Total		-			392	15.3%	4984	14.8%	12	12.1%	123	12.3%	659	15.6%	6106	16
		56	100.0%	755	100.0%	3872	100.0%	33580	100 0%	99	100.0%	998	100.0%	4230	100.0%	27200	
	Very little	1	1.8%	4	.5%	32	8%	169	for.			2.55		The state of the s	100.074	37288	100
Mark the box that best represents the	2	2	3.5%	4	.5%	26	.7%	296	.5%	1	1.0%	7	.7%	47	1.1%	319	
extent to which your examinations	3	3	5.3%	16	2.1%	103	2.7%	The second second	.9%	3	3.0%	16	1.6%	69	1.6%	518	1
during the current school year have	4	2	3.5%	79	10.4%	298	7.7%	842	2.5%	1	1.0%	26	2.6%	182	4.3%	1345	3
challenged you to do your best work.	5	24	42.1%	216	28.5%	1154		2763	8.2%	12	12.1%	76	7.6%	379	8.9%	3266	8
	6	15	26.3%	266	35.1%	1513	29.8%	9794	29.1%	20	20.2%	248	24.7%	1245	29.4%	10921	29
	Very much	10	17.5%	173	22.8%		39.0%	13025	38.8%	40	40.4%	353	35 1%	1482	34.9%	13338	35.
	Total					751	19.4%	6721	20.0%	22	22.2%	279	27.8%	837	19.7%	7606	20.
		57	100.0%	758	100.0%	3877	100.0%	33610	100.0%	99	100.0%	1005	100.0%	4241	100.0%	37313	
Overall, how would you evaluate the	Poor	4	7.1%	54	7.2%	304	7.9%	2375	7.1%	10(0)	0.000.000					3/313	100.0
quality of academic advising you	Fair	14	25.0%	144	19.1%	916	23.7%	7028	21.0%	11	11.1%	128	12.8%	541	12.8%	4108	11.0
have received at your institution?	Good	26	46.4%	364	48.3%	1743	45.1%	15393	The state of the s	27	27.3%	217	21.7%	1073	25.3%	8317	22.3
	Excellent	12	21.4%	191	25.4%	906	23.4%	8734	45.9%	31	31.3%	397	39.7%	1658	39.2%	14736	39.5
	Total	56	100.001		7			8/34	26.0%	30	30.3%	258	25.8%	961	22.7%	10154	27.2
		36	100.0%	753	100.0%	3869	100.0%	33530	100.0%	99	100.0%	1000	100 0%	4233	100 0%	37315	100.0
Practicum, internship, field	Undecided	10	17.5%	136	18.1%	530	13.7%	5220	15.6%	9	9.1%					3/313	100.0
experience, co-op experience, or clinical assignment	No	4	7.0%	52	6.9%	179	4.6%	1638	4.9%	41	41.4%	243	8.6%	251	5.9%	2212	5.9
- Burnin	Yes	43	75.4%	565	75.0%	3163	81.7%	26687	79.6%	49		The state of the s	24 3%	971	22.9%	8054	21.6
	Total	57	100.0%	753	100.0%	3872	100.0%				49.5%	669	67.0%	3012	71.1%	26969	72.4
	Undecided						2000	33545	100.0%	99	100.0%	998	100.0%	4234	100.0%	37235	100.09
Community service or volunteer work	No	16	28.1%	122	16.2%	824	21.3%	6603	19.7%	16	16.5%	106	10.7%	423	10.0%		
A server of renames more	Yes	4	7.0%	80	10.6%	391	10.1%	3038	9.1%	46	47.4%	273	27.5%	1349	31.9%	3373	9.15
		37	64.9%	550	73.1%	2655	68.6%	23882	71.2%	35	36.1%	615	61.9%	2456		10435	28.05
	Total	57	100.0%	752	100.0%	3870	100.0%	33523	100.0%						58.1%	23403	62.99
Work on a research project with a	Undecided	29	50.9%			2.51.50			100.0%	97	100.0%	994	100.0%	4228	100.0%	37211	100.05
faculty member outside of course or	No	14	The state of the s	332	43.9%	1817	47.0%	16161	48.3%	17	17.2%	141	14.3%	490	11.5%	4071	
program requirements	Yes		24.6%	229	30.3%	985	25.5%	8940	26.7%	68	68.7%	654	66.1%	2771	65.7%	24402	11.09
		14	- 24.6%	195	25.8%	1060	27.4%	8364	25.0%	14	14.1%	194	19.6%	957	22.7%	The state of the s	65.79
and the second of the second o	Total	57	100.0%	756	100.0%	3862	100.0%	33465	100.0%						22.170	8653	23.3*
	Undecided	15	26.3%					33403	100.076	99	100.0%	989	100 0%	4218	100 0%	37126	100 09
oreign language coursework	No		-	187	24.8%	859	22.2%	7240	21.6%	5	5.2%	84	8.5%	230	5.4%	1865	5.00
20000000000000000000000000000000000000	Yes	26	45.6%	298	39.5%	1373	35.5%	11203	33.4%	71	73.2%	637	64.1%	2460	58.3%	20243	5.09
			28.1%	270	35.8%	1639	42.3%	15083	45.0%	21	21.6%	273	27.5%	1532	36.3%	15074	40.55
	Total	57	100.0%	755	100.0%	3871	100.0%	33526	100.0%	97	100.0%	994					
	Undecided	16	28.1%	250	33.2%	0.500.5	2850000000				100.0%	994	100.0%	4222	100.0%	37182	100 09
tudy abroad	No	23	40.4%	311	The second second	1415	36.6%	11777	35.2%	12	12 4%	89	9.0%	280	6.6%	2519	6.89
	Yes	18	31.6%	191	41.4%	1240	32.1%	10215	30.5%	77	79.4%	804	80.9%	3253	77.2%	28109	75 79
					25.4%	1212	31.3%	11468	34.3%	8	8.2%	101	10.2%	679	16.1%	6482	17.59
	Total	57	100.0%	752	100.0%	3867	100.0%	33460	100.0%	97	100 0%	994	100.0%				
dependent study or self-designed	Undecided	20	35.1%	263	35.2%	1412	36.5%			7.8783			100,0%	4212	100.0%	37110	100.05
ajor	No	27	47.4%	345	46.1%	1835		12779	38.2%	12	12.4%	99	10 0%	280	6.6%	2532	6.89
	Yes	10	17.5%	140	18 7%	619	47.5%	14934	44.6%	67	69.1%	647	65 2%	2827	67.1%	23768	64.09
	Total		100000000000000000000000000000000000000				16.0%	5754	17.2%	18	18.6%	247	24 9%	1109	26.3%	10835	29.29
		57	100.0%	748	100.0%	3866	100.0%	33467	100 0%	97	100 0%	993	100.0%	4216			
dminating senior experience	Undecided	13	23.2%	327	43.8%	1669	43.2%	14652	100000000000000000000000000000000000000					100.000	100.0%	37135	100 09
imprehensive exam, capstone	No	4	7.1%	128	17.1%	526	13.6%		43.8%	4	4.1%	129	13.0%	380	9.0%	3117	8.49
urse, thesis, project, etc.)	Yes	39	69.6%	292	39.1%	1671	The second second second	4494	13.4%	17	17.3%	435	43.9%	1548	36.6%	13247	35.6%
	Total	56					43.2%	14326	42.8%	77	78.6%	426	43.0%	2296	54.4%	20814	56 0%
	I Utali	1 36	100.0%	747	100.0%	3866	100.0%	33472	100.0%	98	100 0%						-

1

Second Color Seco			1															
Property			Taxas A 8 A	1.0			-							Sen	iors			
Separate of tellifer plane Personal Pe					Texas A&	M System	Doc/	Res-Int	Nati	ional	Texas A&A	1 -Commerce	Texas A&			es-Int	Na	tional
Sharper		0 hours/u eak					Count	Col%	Count	Col%	Count	Col %	Count	Colv	Court	C by		T
Proposing inclination of the proposition of the p						The second second	17	.4%	161	TOTAL CANADA	The second second second							Col%
selege desirency, and other selections of the continual continual property of the continual	Preparing for all as (as 4					26.9%	747	19.3%	6664		28				The second second second			
such entailed your accesses programs and the standard your accesses programs are such as a such and and a such as a such and and a such as a such and and a such as a such and a such as a	writing reheavior and other				187	24.8%	960	24.8%	8137	24.3%		The second secon					THE RESERVE OF THE PARTY OF	20
131 Surprised 1	activities related to your academic		-	-		17.5%	742	19.2%	6561									24
1 15 15 15 15 15 15 15	program)		9	15.8%	97	12.9%	599	15.5%				The second second	The second secon	The second secon	The second second second			18
Programme			1	1.8%	.60	8.0%	353	The second second									5385	14
Market Man Manayeets 1 15% 32 42% 220 3.5% 100 3.5% 100 3.5% 100 3.5% 100 3.5% 100 3.5% 100 3.5% 100 3.5% 100 3.5% 100 3.5% 100 3.5% 100 3.5% 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100			2	3.5%	39	5.2%					-			The second state of the se		8 5%	3297	8
Tool		More than 30 hours/week	1	1.8%	32	4.2%			The second second second							5 8%	2195	5
Observing the part of the pa		Total	57	100.0%	754						3000							6
No for pay on carging for pay of		0 hours/week	45	78.9%	630	91 99/	2010					100.074	1001	100 0%	4238	100.0%	37271	100
6-10 bunches 3 3, 3, 3, 3 1 2, 275 330 320 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 200 2		1-5 hours/week		The second second		The second second second		The same of the sa			88	88.9%	773	77.5%	3079	72.8%	25362	68
1-13 boser-veck		6-10 hours/week				The second second second second					1	1.0%	20	2.0%	203		The second second	6
16-30 Interviewed	Working for nav. on	11-15 hours/week				-					- 1	1.0%	26	2.6%				10
21-37 Inserviewek				The second second second						The second second second second	2	2.0%						-
## 19-00 lours/week			The second secon							2.6%	4	4 0%						6.
More than 30 hours week 0 0 0% 6 35% 11 35% 67 25% 0 0 0% 10 10 10% 32 15% 13% 13% 13% 13% 13% 13% 13% 13% 13% 13				The state of the s						.7%	2	2.0%						
Total 57 1000% 4 55% 12 35% 122 48% 1 100% 10 15% 15 105% 27 1000% 27 1000% 399 1000% 99 1000% 99 1000% 99 1000% 422 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324 1000% 324								The second second second	67	.2%	0	Committee of the late of the l		The second second second				1.
1					4	.5%	12	.3%	122	.4%	1					THE RESERVE AND ADDRESS OF THE PARTY OF THE		-
1.5 hours/week						100.0%	3868	100 0%	33534	100.0%	99	100.0%	997					100.0
Varing for pay off campune					The second second	63.1%	2633	68.2%	21934	65.6%	12	32.3%	120	12.04/	1011			
## Problem Profession 1 1875 24 32% 170 44% 1641 3.09% 4 1.09% 170 170 170 2.00% 2.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00% 1.00%					31	4.2%	165	4.3%				-	-					41.6
Varling for psy off campus 11 Dound Veck	*		1	1.8%	24	3.2%	171		THE RESERVE OF THE PARTY OF THE								2018	5.
16-10 bour/week	Working for pay off campus		4	7.0%	43	5.8%										6.9%	2620	7.0
1-125 hours/week			6	10.5%	44	5.9%	The state of the s			-	-	The second second				7.7%	2794	7.5
2-9 10 hours/veck		21-25 hours/week	1	1.8%	47	The same of the same of the same of	THE RESERVE AND ADDRESS OF THE PARTY OF THE	The second second second						The second second second	395	9 4%	3596	9.7
More than 9 bours/week			4	7.0%			The second second second second		-			-		6.8%	313	7.4%	2808	7.5
Total 57 100 0% 745 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 3862 100 0% 386		More than 30 hours/week	8											6.5%	258	6.1%	1986	5.3
## 2 1 37.5% 305 40.3% 1416 37.1% 150 10.0% 59 10.0% 10.0% 42.2% 10.00% 37.1% 17.1% 15.0ms/weck 20 15.7% 220 29.1% 1213 31.3% 11.20 33.7% 27 27.3% 35.5 35.5 % 31.5 35.5 % 13.6 32.2% 120.5% 30.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0%		Total	57	100 0%												14.7%	5905	15.9
1-5 hours/weck 20 55.7% 220 20.7% 221 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20.7% 20		0 hours/week	21	37.5%	205	10.707	0.200				99	100.0%	1000	100 0%	4224	100 0%	37195	100 0
chi-fries (aganizations, carquic by high disclass), studies (aganizations), carquic by high disclass), studies (aganizations, carquic by high disclass), studies (aganizations, carquic by high disclass), studies (aganizations, carquic by high disclass), studies (aganizations), carquic by high disclass (aganizations), carquic by high disclass (aganizations), carquic by high di	articipating in co-curricular	1-5 hours/week		The state of the s					The second secon	The second second	60	60.6%	426	42.5%	1749	41.4%	15111	40.5
biblications, student government, south flatering to strotely, set of flatering to strotely, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely set of flatering to strotely. accollegate or intranual sports, set of flatering to strotely set o	ctivities (organizations, campus	6-10 hours/week				The second secon			The Part of the Pa	33.7%	27	27.3%	351	35.0%	The second second second			32.3
16-20 hours/week	ublications, student government.	11-15 hours/week		-						13.7%	3	3.0%	97				The second secon	
22.5 hours/week 2 3.6% 21 28% 05 2.2% 790 2.4% 0 0.7% 13 1.3% 80 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1.19% 800 1	ocial fraternity or sorority.								2437	7.3%	4	4.0%		The state of the s		-		11.7
20 30 hours/week 2 3 36% 8 113% 55 1.45% 404 1.25% 2 2.05% 16 1.05% 80 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95% 800 1.95%	tercollegiate or intramural sports,			The state of the s	The state of the s			4.7%	1518	4.5%	3	3.0%				The second secon		6.2
More than 30 hours/week	(c)							2.5%	796	2.4%	0	The second section of the second section is		The state of the s		The second second	The state of the s	4.1
Total 56 100.0% 756 100.0% 3871 100.0% 33520 100.0% 99 100.0% 1002 100.0% 4223 100.0% 37293 Dhours/week				The state of the s			55	1.4%	404	1.2%	2			The same of the sa			The second secon	2.1
Total 56 100.0% 756 100.0% 3871 100.0% 33520 100.0% 99 100.0% 1002 100.0% 4223 100.0% 37293 100.0% 150.00% 150.00% 37293 100.0% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00% 150.00		Wore than 50 nours week	2	3.6%	20	2.6%	70	1.8%	548									1.3
claxing and socializing (watching week			56	100.0%	756	100.0%	3871	100.0%	33520	100.0%	99							100 0
Laxing and socializing (watching) (partying, exercising, playing) uputer and other games, etc.) 1 1 5 hours/week	ļ			.0%	14	1.9%	35	9%	273	98/		1.00						100.0
Asking and socializing (watching bying muter and other games, etc.) 6-10 hours/week 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 7 12.5% 11 1 14.7% 11 1 14.7% 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ļ		19	33.9%						The second secon						1.3%	513	1.4
V, partying, exercising, playing imputer and other games, etc.) 11-15 hours/week	claxing and socializing (matching		14	25.0%		-		The second second second						The second second second second		22.7%	9041	24.2
## 16-20 hours/week	, partying, exercising playing		The state of the s	-				The second secon	-	The second second					1184	28 0%	10473	28.1
21-25 hours/week 4 7.1% 61 8.1% 333 8.6% 2718 8.1% 1 15.3% 105 10.5% 547 12.9% 4502 26.30 hours/week 0 0 0% 22 2.9% 182 4.7% 1563 4.7% 5 5.1% 18 1.8% 147 3.5% 1313 2.0% 2431 2.0% 2.0% 2.0% 2.0% 2.0% 2.0% 2.0% 2.0%	imputer and other games, etc.)											-		14.7%	802	19 0%	-	18 7
26-30 hours/week 0 0 0% 22 2.9% 182 4.7% 1563 4.7% 5 5.1% 18 1.8% 147 3.5% 1313 More than 30 hours/week 4 7.1% 60 8.0% 354 9.2% 2830 8.5% 7 7.1% 47 4.7% 244 5.8% 2026 Total 56 100.0% 753 100.0% 3861 100.0% 33484 100.0% 98 100.0% 997 100.0% 4227 100.0% 37289 Obours/week 39 68.4% 546 72.2% 3015 77.9% 26165 78.0% 32 32.3% 486 48.6% 27.92 66.0% 24544 1-5 hours/week 10 17.5% 79 10.4% 447 11.6% 3561 10.0% 12 12.1% 107 10.7% 402 10.9% 1837 High you (parents, children, spouse, 1) 11.5 hours/week 1 1 1.8% 25 3.3% 87 2.2% 634 1.9% 8 8.1% 48 4.8% 143 3.4% 12.89 1-6 20 hours/week 0 0 0.0% 17 2.2% 50 1.3% 421 1.3% 5 5.1% 34 3.4% 10.0 10.0% 12.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2% 10.0 1.2%				-		-							105	10.5%	547		THE RESERVE AND ADDRESS OF THE PARTY OF THE	12.1
More than 30 hours/week				The second second second				-	The second second second second			1.0%	74	7.4%				6.55
Total 56 100 0% 753 100 0% 3861 100 0% 33484 100 0% 98 100 0% 997 100 0% 4227 100 0% 37289 O hours/week										-	5	5.1%	18	1.8%	147	-	The second second second second	3 59
0 hours/week 39 68.4% 546 72.2% 3015 77.9% 26165 78.0% 32 32.3% 48.0 48.0% 2792 66.0% 24544 1.5 hours/week 10 17.5% 79 10.4% 447 11.6% 3561 10.6% 12 12.1% 10.7 10.7% 462 10.9% 3837 10.00% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0% 10.0	-									-								5 49
1-5 hours/week 10 17.5% 79 10.4% 447 11.6% 3561 10.6% 12 12.1% 107 10.7% 402 10.9% 3837 6.10 hours/week 4 7.0% 34 4.5% 159 4.1% 1282 3.8% 7 7.1% 79 7.9% 256 6.1% 2054 11.15 hours/week 0.10 18.8% 25 3.3% 87 2.2% 6.34 1.9% 8 8.1% 48 4.8% 143 3.4% 1289 12.2 hours/week 0.0 0.0% 17 2.2% 50 1.3% 421 1.3% 5 5.1% 34 3.4% 104 2.5% 893 12.2 hours/week 0.0 0.0% 9 1.2% 25 6.6% 218 7.9% 4 4.0% 29 2.9% 62 1.5% 620 hours/week 0.0 0.0% 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 50.00 hours/week 0.0 0.0% 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 50.00 hours/week 0.0 0.0% 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 50.00 hours/week 0.0 0.0% 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 50.00 hours/week 0.0 0.0% 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 50.00 hours/week 0.0 0.0% 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 50.00 hours/week 0.0 0.0% 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 50.00 hours/week 0.0 0.0% 1.0% 1.0% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 50.00 hours/week 0.0 0.0% 1.0% 1.0% 1.0% 1.0% 1.0% 1.0%		0 hours/week		200000000000000000000000000000000000000					33484	100.0%	98	100 0%	997	100 0%	4227	100.0%	37289	100 05
widing care for dependents living h you (parents, children, spouse, life-20 hours/week 1 18% 25 33% 87 22% 634 19% 8 81% 18 48% 143 34% 1289 12 12 15 hours/week 0 0 0.0% 17 22% 50 13% 421 13% 5 51% 34 3.4% 104 25% 893 12 6.30 hours/week 1 18% 9 12% 25 6% 238 7% 4 4 0.0% 29 29% 62 15% 893 12 6.30 hours/week 1 18% 9 12% 17 4% 190 65% 3 3.0% 28 28% 49 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 12% 50 1				-	The second secon	CONTRACTOR DESCRIPTION OF THE PARTY OF THE P		The second second second	26165	78 0%	32	32 3%	486	48.6%	2792	44.08	2000	
widing care for dependents living h you (parents, children, spouse,) 1 18% 25 33% 87 22% 634 19% 8 81% 48 48% 143 34% 1289 16-20 hours/week 0 0.0% 17 22% 50 1.3% 421 1.3% 5 5.1% 34 3.4% 104 2.5% 893 126-30 hours/week 1 1.8% 9 1.2% 25 65% 238 7% 4 4.0% 29 2.9% 62 1.5% 620 hours/week 2 1.8% 9 1.2% 17 4% 190 65% 3 3.0% 28 2.8% 49 1.2% 502 1.5% 620									3561	10.6%			The second second second second		and the second second second	The state of the s		65 99
h you (parents, children, spouse, 1 1 8% 25 3 3% 87 2 2% 634 1 9% 8 8 1% 48 4 8% 143 3 4% 2054 16-20 hours/week 0 0 0% 17 2 2% 50 1 3% 421 1 3% 5 5 15% 34 3 4% 104 2 5% 893 2 6-30 hours/week 1 1 1.8% 9 1 2% 25 6% 238 7% 4 4 0 0% 29 2 9% 62 1 5% 620 More than 30 hours/week 2 3 2 5% 2 3 2 5% 2 3 2 5% 50 1 3 3 3 0 6 2 8 2 8% 49 1 2 5% 50 7	viding care for dependents living	The state of the s	4				159	4.1%	1282			The second second second						10 35
16-20 hours/week 0 .0% 17 2.2% 50 1.3% 421 1.3% 5 5.1% 34 3.4% 143 3.4% 1289 21-25 hours/week 0 .0% 9 1.2% 25 6% 238 7% 4 4.0% 29 2.9% 62 1.5% 893 26-30 hours/week 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 620 More than 30 hours/week 2 3.5% 23 2.8% 49 1.2% 620	h you (parents, children, spouse,		1			3.3%	87	2.2%						The state of the s	-		-	5.5
21-25 hours/week 0 0% 9 1.2% 25 6% 238 7% 4 4.0% 29 2.9% 62 1.5% 893 26-30 hours/week 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 620 More than 30 hours/week 2 3.5% 23 2 6 7 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 637						2.2%	50	The second second second	The second second			The state of the s						3 59
26-30 hours/week 1 1.8% 9 1.2% 17 4% 190 6% 3 3.0% 28 2.8% 49 1.2% 507			0	.0%	9		-								The second second second second	2.5%	893	2.45
More than 30 hours/week 2 3 55% 23 50% 190 65% 3 3.0% 28 2.8% 49 1.2% 502			1	The second second second												15%	620	1.75
1) 2 3.5% 37 4.9% 68 1.8% 1049 3.1% 28 28.3% 189 18.9% 163 265 307		More than 30 hours/week	2	3.5%	37	4.9%	68	1.8%						2 8%	49	1.2%	507	1.4%

					First-yea	r Students				T					4		
		Texas A&N	1-Commerce	Texas Að	M System	1	Res-Int	Nat	tional	Texas A&N	1 -Commerce	Texas As	:M System	Doc/I	Res-Int	Nan	ional
		Count	Col %	Count	Col %	Count	Col%	Count	Col%	0	T					11411	ionai
	Total	57	100.0%	756	100.0%	3868	100.0%	33540	100.0%	Count 99	Col %	Count 1000	Col %	Count 4231	Col%	Count	Col?
C	Very little	3	5.4%	18	2.4%	153	4.0%	941	2.8%						100.0%	37272	100
Contributed to Acquiring a broad general education	Some	13	23.2%	139	18.4%	756	19.6%	6132	18.4%	5	5.1%	29	2.9%	150	3.5%	887	2
9	Quite a bit	24	42.9%	374	49.4%	1801	46.7%	15385	46.1%	48	49.0%	152	15.2%	751	17.7%	5263	14
	Very much	16	28.6%	226	29.9%	1147	29.7%	10929	32.7%	27	27.6%	381	38.1%	1708	40.4%	14712	39
	Total	56	100.0%	757	100.0%	3857	100.0%	33387	100.0%	98	100.0%	999	43.7%	1623 4232	38 4%	16373	44
AND A CONTROL OF THE RESE	Very little	12	21.4%	97	12.9%	607	15.7%	4882	14.6%					7,530	100.0%	37235	100
Contributed to Acquiring job or	Some	21	37.5%	263	34.9%	1392	36.1%	12216	36.6%	3	3.1%	59	5 9%	272	6 4%	2325	6
work-related knowledge and skills	Quite a bit	15	26.8%	239	31.7%	1190	30.8%	10419		21	21.4%	216	21.7%	940	22.2%	8372	22
	Very much	8	14.3%	155	20.6%	671	17.4%		31 2%	39	39.8%	344	34.6%	1536	36.3%	13230	35
	Total	56	100.0%	754	100.0%	3860	100.0%	5831	17.5%	35	35.7%	376	37.8%	1482	35 0%	13279	35
	Very little				100000000		100.0%	33348	100.0%	98	100.0%	995	100.0%	4230	100.0%	37206	100
Contributed to Writing clearly and	Some	7	12.5%	74	9.8%	356	9.2%	2091	6.3%	4	4.1%	43	4.3%	245	5.8%		
effectively	Quite a bit	10	17.9%	232	30.8%	1123	29.1%	8969	26.9%	28	28.6%	249	24.9%	1060	25 1%	1499	4
	Very much	28	50.0%	289	38.3%	1556	40.3%	14105	42.2%	37	37.8%	420	42 1%	1744	THE RESERVE AND ADDRESS OF THE PARTY OF THE	8138	21
		11	19.6%	159	21.1%	824	21.4%	8220	24 6%	29	29.6%	286	28.7%	1180	41.2%	15396	41
	Total	56	100.0%	754	100.0%	3859	100.0%	33385	100.0%	98	100.0%	998	100.0%	4229	27.9%	12199 37232	100
Contributed to Possition 1	Very little	6	10.7%	99	13.1%	595	15.4%	4130	12.4%	4	1.180					1000000	100
Contributed to Speaking clearly and	Some	15	26 8%	229	30.3%	1304	33.8%	11476	34.4%	34	4.1% 35.1%	65	6.5%	307	7.3%	2072	5
	Quite a bit	29	51.8%	261	34.5%	1326	34.4%	11669	35.0%	32	THE RESERVE AND ADDRESS OF THE PARTY OF THE	222	22.3%	1148	27.2%	9151	24
	Very much	6	10.7%	167	22.1%	632	16.4%	6102	18.3%	27	33.0%	399	40 0%	1650	39.1%	15060	40
	Total	56	100 0%	756	100.0%	3857	100.0%	33377	100.0%	97	27.8%	997	31 2% 100 0%	1119	26.5%	10934	29
	Very little	3	5.4%	12	1.6%	140	2.00		200000000			991	100.0%	4224	100.0%	37217	100
ontributed to: Thinking critically	Some	16	28.6%	170	22.5%	759	3.6%	987	3.0%	2	2.0%	19	1.9%	83	2.0%	584	1.
and analytically	Quite a bit	25	44.6%	337	44.6%	1662		6508	19.5%	15	15.2%	136	13.6%	576	13.6%	4618	12
	Very much	12	21.4%	236	31.3%	1304	43.0%	14420	43 2%	49	49.5%	405	40.5%	1727	40.8%	14655	39.
	Total	56	100.0%	755	100.0%	3865	33.7% 100.0%	33402	34.4%	33 99	33.3%	440	44 0%	1843	43 6%	17386	46
	Very little	6	10.7%	60	0.000	55-98-75-75-1				99	100 0%	1000	100 0%	4229	100 0%	37243	100 (
Contributed to: Analyzing	Some	25	44.6%	245	8.0%	369	9.6%	3483	10.5%	7	7.2%	50	5.0%	254	6.0%	2206	59
uantitative problems	Quite a bit	20	35.7%	289	32.5%	1300	33.7%	11574	34 7%	28	28.9%	238	23 9%	1069	25.3%	10150	27.3
	Very much	5	8.9%	160	38.3%	1436	37.3%	12109	36.4%	43	44.3%	392	39.4%	1615	38.2%	14132	38.0
				100	21.2%	747	19.4%	6145	18.4%	19	19.6%	315	31.7%	1288	30.5%	10698	28 1
	Total	56	100 0%	754	100.0%	3852	100.0%	33311	100.0%	97	100.0%	995	100.0%	4226	100.0%	37186	100.6
ontributed to: Using computing and	Very little	10	17.9%	62	8.2%	420	10.9%	3784	11.3%	5	5.2%	37	1.70			0.000000	
formation technology	Some	20	35.7%	192	25.4%	1054	27.3%	9913	29.7%	21	21.6%		3.7%	263	6.2%	2231	6.0
in including)	Quite a bit	19	33.9%	285	37.7%	1341	34 7%	11132	33.3%	41	42.3%	192	19.2%	885	20.9%	8827	23.7
	Very much	7	12.5%	217	28.7%	1046	27.1%	8564	25.6%	30	30.9%	347	34.8%	1403	33.2%	12781	343
	Total	56	100.0%	756	100.0%	3861	100.0%	33393	100.0%	97	100 0%	998	100.0%	1680	39.7%	13397	36 0
and the same of th	Very little	7	12.5%	36	4.8%	259	6.7%	2202						4231	100.0%	37236	100.0
ontributed to Working effectively	Some	16	28.6%	195	25 9%	1178	30.6%	9790	6.6%	5	5.2%	25	2.5%	165	3 9%	1268	3.4
ui ouicis	Quite a bit	23	41.1%	289	38.3%	1508	39.1%	13190	29.3%	21	21.6%	157	15 7%	839	19.8%	7205	19.4
	Very much	10	17.9%	234	31.0%	908	23.6%	8180	39.5%	34	35.1%	363	36.3%	1602	37.9%	14302	38.4
	Total	56	100.0%	754	100.0%	3853	100 0%	33362	100.0%	97	38.1%	454	45.4%	1623	38 4%	14442	38 8
	Very little	22	39.3%	260	34.5%	1244				550	- CONTRACTOR	999	100.0%	4229	100 0%	37217	100.0
nurbuted to Voting in local, state,	Some	18	32.1%	216	28.7%	1864	48.5%	14607	43.8%	35	35.4%	342	34.4%	2197	52 0%	16909	45.5
national elections	Quite a bit	9	16.1%	163	21.6%	1119	29.1%	9906	29.7%	31	31.3%	298	29.9%	1135	26.9%	10886	29 3
	Very much	7	12.5%	114	The second secon	556	14.5%	5443	16.3%	18	18.2%	190	19.1%	546	12 9%	5457	14.7
	Total	56	100 0%	753	15.1%	302	7.9%	3366	10.1%	15	15 2%	165	16 6%	345	8 2%	3892	10.5
	Very little	8	14.3%					33322	100.0%	99	100.0%	995	100.0%	4223	100.0%	37144	100 0
ntributed to Learning effectively	Some	20	35.7%	160	3.3%	218	5.7%	1641	49%	7	7.1%	47	4.7%	202	4.8%	1590	43
your own	Quite a bit	18	The second secon		21.4%	879	22.8%	7609	22.8%	18	18.4%	158	15.8%	793	18 8%	6636	
	Very much	10	32.1%	301	40.2%	1613	41.9%	14097	42.3%	50	51.0%	368	36.9%	1701	40.3%	14970	17.9
	Total	56	17.9%	263 749	35.1%	1138	29.6%	9959	29.9%	23	23 5%	425	42 6%	1526	36 1%	13949	40 3°
					100.0%	3848											210

	ount 11 15 20 10 56 14 13 17 12 56	Col % 19.6% 26.8% 35.7% 17.9% 100.0% 25.0% 23.2% 30.4%	Texas A& Count 58 170 271 249 748	Col % 7.8% 22.7% 36.2% 33.3%	Doc/F Count 395 1018 1351 1091	Col% 10.2% 26.4%	Count 3059	onal Col%	Texas A&M		Texas A&N	Seni M System	Doc/R	es-Int	Nati	onal
Total	11 15 20 10 56 14 13 17	19.6% 26.8% 35.7% 17.9% 100.0% 25.0% 23.2%	58 170 271 249 748	7.8% 22.7% 36.2% 33.3%	395 1018 1351	10.2% 26.4%		Col%	Count I						1	
	15 20 10 56 14 13 17 12	26.8% 35.7% 17.9% 100.0% 25.0% 23.2%	58 170 271 249 748	7.8% 22.7% 36.2% 33.3%	395 1018 1351	10.2% 26.4%		COIZE								
	20 10 56 14 13 17 12	35.7% 17.9% 100.0% 25.0% 23.2%	271 249 748	36.2% 33.3%	1351	26.4%		9.2%	Lount 10	Col %	Count 101	Col %	Count	Col%	Count	Col%
	10 56 14 13 17 12	17.9% 100.0% 25.0% 23.2%	249 748	33.3%	1351		8181	24.6%	24	24.5%	196	10 1%	420	10.0%	2948	7.5
	56 14 13 17 12	100.0% 25.0% 23.2%	748		1001	35.0%	11934	35.9%	36	36.7%	315	31.6%	900	21.4%	7695	20
	14 13 17 12	25.0% 23.2%	15.000	100.0%	1091	28.3%	10102	30.4%	28	28.6%	384	38.6%	1412	35.1%	12618	34 (
Total	13 17 12	23.2%	139	100.076	3855	100.0%	33276	100.0%	98	100.0%	996	100 0%	4209	33.5%	13841	37.
Total	13 17 12	23.2%	137	18.5%	579	15.0%	5207			4500000	00000		1000	100.0%	37102	100.0
Total	17		224	29.7%	1262	32.7%	5297	15.9%	12	12.2%	170	17.0%	686	16.2%	5563	15.0
Total	12		212	28.2%	1202	the second second property and the	10521	31.5%	34	34.7%	284	28.5%	1353	32.0%	11665	31.4
Total	-	21.4%	178	23.6%	816	31.2%	10329	31.0%	32	32.7%	282	28.3%	1238	29.3%	11015	29.6
1021	56					21.1%	7211	21.6%	20	20.4%	262	26.3%	945	22.4%	8940	24.0
		100.0%	753	100.0%	3860	100.0%	33358	100.0%	98	100.0%	998	100.0%	4222	100.0%	37183	100.0
	12	21.4%	89	11.8%	651	16.9%	5177	15.5%	20	20.2%	136	13.7%	204	10.00	630,000	/
	17	30.4%	199	26.4%	1176	30.5%	9646	28 9%	29	29.3%	247	24.8%	704	16.7%	5498	14.8
	16	28.6%	262	34.8%	1168	30.3%	10415	31.2%	25	25.3%	284	28.5%	1211	28.7%	10105	27.2
	11	19.6%	203	27.0%	862	22.3%	8113	24.3%	25	25.3%	329	The second secon	1258	29.8%	11211	30.2
Total	56	100.0%	753	100.0%	3857					-		33.0%	1051	24.9%	10356	27.9
	18	32.1%			1757/1	100.0%	33351	100.0%	99	100.0%	996	100.0%	4224	100.0%	37170	100.05
	22		194	25.8%	1254	32.6%	9488	28.5%	26	26.3%	204	20.5%	1229	29.2%	8743	23.59
	13	39.3%	290	38.6%	1451	37.7%	12915	38.8%	39	39.4%	327	32.9%	1518	36.0%	13390	36.09
	3	23.2%	167	22.2%	798	20.7%	7281	21.8%	24	24.2%	276	27.8%	925	21.9%	9236	24.85
		5.4%	100	13.3%	349	9.1%	3645	10.9%	10	10.1%	187	18.8%	544	12.9%	5804	15.69
Total	56	100.0%	751	100.0%	3852	100.0%	33329	100.0%	99	100.0%	994	100.0%	4216	100.0%	37173	100.05
	1	1.8%	15	2.0%	103	2.7%	788	2.4%	3	3.0%	22	2.24/	120			
	12	21.1%	127	16.8%	680	17.6%	5713	17.1%	16	16.2%	174	2.2%	120	2.8%	857	2.35
	27	47.4%	. 326	43.2%	1655	42.9%	14725	44.1%	47	47.5%	445	17.5%	813	19.3%	6619	17.89
	17	29.8%	286	37.9%	1420	36.8%	12159	36.4%	33	33.3%	356	44.6%	1815	43.0%	16876	45.49
Total	57	100.0%	754	100.0%	3858	100.0%	33385	100.0%	99	100.0%	997	35.7%	1473 4221	34.9%	12839	34.5%
	4	7.0%	33	4.4%	217	5.6%	1610		300					100.0%	37191	100.05
	21	36.8%	164	21.7%	942		1539	4.6%	9	9.1%	76	7.6%	356	8.4%	2459	6.6%
	21	36.8%	315	41.6%	1598	24.4%	7422	22.2%	29	29.3%	263	26.4%	1258	29.8%	10137	27.3%
	11	19.3%	245	32.4%	1105	41.4%	13968	41.9%	45	45.5%	409	41.0%	1708	40.5%	15394	41.4%
Total						28.6%	10430	31.3%	16	16.2%	250	25.1%	894	21.2%	9208	24.8%
Total	57	100.0%	757	100.0%	3862	100.0%	33359	100.0%	99	100.0%	998	100.0%	4216	100 0%	37198	100.0%
	14	24.6%	152	20.2%	607	15.8%	5548	16.6%	19	19.2%	217	21.8%	964	22.9%	8265	22.2%
	18	31.6%	278	36.9%	1294	33.6%	11138	33.4%	37	37.4%	354	35.5%	1587	37.7%	14014	37.7%
	15	26.3%	185	24.6%	1168	30.3%	9773	29.3%	31	31.3%	255	25.6%	1044	24 8%	9217	24.8%
	10	17.5%	138	18.3%	783	20.3%	6869	20.6%	12	12.1%	170	17.1%	615	14.6%	5652	15.2%
Total	57	100.0%	753	100.0%	3852	100.0%	33328	100.0%	99	100.0%	996	100.0%	4210	100.0%	37148	100.0%
	27	47.4%	227	30.1%	1290	33.5%	10402	31.2%	47	47.5%						
	18	31.6%	277	36.7%	1576	40.9%	13000	39.0%	29		395	39.6%	1935	45.9%	15393	41.4%
	8	14.0%	164	21.8%	704			THE RESTORAGE OF THE PARTY OF T		29.3%	343	34.4%	1496	35.5%	13685	36.8%
	4	7.0%	86	11.4%	286	THE RESERVE AND ADDRESS OF THE PARTY OF THE	The state of the s					The state of the s	The second second second	The second second	5633	15.2%
Total	57	100.0%	-								83	8,3%	224	5 3%	2459	6.6%
3500000 WW				2000	1100000	100000000000000000000000000000000000000	27000000	1027100750		100.0%	998	100.0%	4214	100.0%	37170	100.0%
	THE REAL PROPERTY.						7055	21.2%	38	38.8%	284	28.4%	1459	34.7%	11241	30.3%
		The Park of Street, Married	THE PERSON NAMED IN				12677	38 0%	38	38.8%	350	35.0%				39.6%
	-	The second second			-	27.6%	9285	27.9%	11	11.2%	241			-		21.5%
	- 5	8.8%	118	15.6%	415	10.8%	4315	12.9%	11	11.2%	125	12.5%	- Committee of the last			8.7%
	57	100.0%	754	100.0%	3851	100.0%	13332	100.0%	0.0							100 0%
Total		4 57 20 19 13 5	4 7.0% 57 100.0% 20 35.1% 19 33.3% 13 22.8% 5 8.8%	4 7.0% 86 57 100.0% 754 20 35.1% 165 19 33.3% 271 13 22.8% 200 5 8.8% 118	4 7 0% 86 11.4% 57 100.0% 754 100.0% 20 35.1% 165 21.9% 19 33.3% 271 35.9% 13 22.8% 200 26.5% 5 8.8% 118 15.6%	4 7.0% 86 11.4% 286 57 100.0% 754 100.0% 3856 20 35.1% 165 21.9% 899 19 33.3% 271 35.9% 1474 13 22.8% 200 26.5% 1063 5 8.8% 118 15.6% 415	4 7.0% 86 11.4% 286 7.4% 57 100.0% 754 100.0% 3856 100.0% 20 35.1% 165 21.9% 899 23.3% 19 33.3% 271 35.9% 1474 38.3% 13 22.8% 200 26.5% 1063 27.6% 5 8.8% 118 15.6% 415 10.8%	4 7.0% 86 11.4% 286 7.4% 3028 57 100.0% 754 100.0% 3856 100.0% 33345 20 35.1% 165 21.9% 899 23.3% 7055 19 33.3% 271 35.9% 1474 38.3% 12677 13 22.8% 200 26.5% 1063 27.6% 9285 5 8.8% 118 15.6% 415 10.8% 4315	4 7.0% 86 11.4% 286 7.4% 3028 9.1% 57 100.0% 754 100.0% 3856 100.0% 33345 100.0% 20 35.1% 165 21.9% 899 23.3% 7055 21.2% 19 33.3% 271 35.9% 1474 38.3% 12677 38.0% 13 22.8% 200 26.5% 1063 27.6% 9285 27.9% 5 8.8% 118 15.6% 415 10.8% 4315 12.9%	4 7 0% 86 11.4% 286 7.4% 3028 9.1% 10 57 100.0% 754 100.0% 3856 100.0% 33345 100.0% 99 20 35.1% 165 21.9% 899 23.3% 7055 21.2% 38 19 33.3% 271 35.9% 1474 38.3% 12677 38.0% 38 13 22.8% 200 26.5% 1063 27.6% 9285 27.9% 11 5 8.8% 118 15.6% 415 10.8% 4315 12.9% 11	4 7.0% 86 11.4% 286 7.4% 3028 9.1% 10 10.1% 57 100.0% 754 100.0% 3856 100.0% 33345 100.0% 99 100.0% 20 35.1% 165 21.9% 899 23.3% 7055 21.2% 38 38.8% 19 33.3% 271 35.9% 1474 38.3% 12677 38.0% 38 38.8% 13 22.8% 200 26.5% 1063 27.6% 9285 27.9% 11 11.2% 5 8.8% 118 15.6% 415 10.8% 4315 12.9% 11 11.2%	8 14.0% 164 21.8% 704 18.3% 6915 20.7% 13 13.1% 177 4 7.0% 86 11.4% 286 7.4% 3028 9.1% 10 10 10 1% 83 57 100.0% 754 100.0% 3856 100.0% 33345 100.0% 99 100.0% 998 20 35.1% 165 21.9% 899 23.3% 7055 21.2% 38 38.8% 284 19 33.3% 271 35.9% 1474 38.3% 12677 38.0% 38 38.8% 350 13 22.8% 200 26.5% 1063 27.6% 9285 27.9% 11 11.2% 241 5 8.8% 118 15.6% 415 10.8% 4315 12.9% 11 11.2% 125	8 14.0% 164 21.8% 704 18.3% 6915 20.7% 13 13.1% 177 17.7% 4 7.0% 86 11.4% 286 7.4% 3028 9.1% 10 10.11% 83 8.3% 57 100.0% 754 100.0% 3856 100.0% 33345 100.0% 99 100.0% 998 100.0% 20 35.1% 165 21.9% 899 23.3% 7055 21.2% 38 38.8% 284 28.4% 19 33.3% 271 35.9% 1474 38.3% 12677 38.0% 38 38.8% 350 35.0% 13 22.8% 200 26.5% 1063 27.6% 9285 27.9% 11 11.2% 241 24.1% 5 8.8% 118 15.6% 415 10.8% 4315 12.9% 11 11.2% 125 12.5%	8 14.0% 164 21.8% 704 18.3% 6915 20.7% 13 13.1% 177 17.7% 559 4 7.0% 86 11.4% 286 7.4% 3028 9.1% 10 10.1% 83 8.3% 224 57 100.0% 754 100.0% 3856 100.0% 33345 100.0% 99 100.0% 998 100.0% 4214 20 35.1% 165 21.9% 899 23.3% 7055 21.2% 38 38.8% 284 28.4% 1459 19 33.3% 271 35.9% 1474 38.3% 12677 38.0% 38 38.8% 350 35.0% 1647 13 22.8% 200 26.5% 1063 27.6% 9285 27.9% 11 11.2% 241 24.1% 804 57 100.0% 754 100.0% 1851 10.0% 4315 12.9% 11 11.2% 125 12.5% 300	8 14.0% 164 21.8% 704 18.3% 6915 20.7% 13 13.1% 177 17.7% 559 13.1% 177 17.7% 559 13.1% 177 17.7% 559 13.1% 177 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7% 17.7%	8 14.0% 164 21.8% 704 18.3% 6915 20.7% 13 13.1% 177 17.7% 559 13.3% 5633 4 7.0% 86 11.4% 286 7.4% 3028 9.1% 10 10.1% 83 8.3% 224 5.3% 2459 57 100.0% 754 100.0% 3856 100.0% 33345 100.0% 99 100.0% 998 100.0% 4214 100.0% 37170 20 35.1% 165 21.9% 899 23.3% 7055 21.2% 38 38.8% 284 28.4% 1459 34.7% 11241 100.0% 37170 13 22.8% 200 26.5% 1063 27.6% 9285 27.9% 11 11.2% 241 24.1% 804 19.1% 7979 100.0% 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719 3719

					First-year	Ctudente											
		Texas A&M	.Commerce	Terror A 6	M System	-							Seni	ors			
		7.50,007.100.11	Commerce	TEXAS AC	м зумен	Doc/R	es-Int	Natio	inal	Texas A&M	-Commerce	Texas A&	M System	Doc/R	es-Int	Nati	onal
	Unfriendly, unsupportive, sense of	Count	Col %	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
	alienation	0	.0%	5	.7%	40	1.0%	285	.9%	1	1.0%	5	.5%	28	.7%	248	.7
	2	2	3.5%	17	2.2%	89	2.3%	701	2.1%	2	2.0%	15	1.5%	84	2.0%	683	1.8
Quality: Relationships with other	3	5	8.8%	28	3.7%	165	4.3%	1306	3.9%	4	4.0%	31	3.1%	217	5.1%	1460	3.9
students	5	4	7.0%	59	7.8%	391	10.1%	3050	9.1%	11	11.1%	93	9.3%	433	10.2%	3440	9 2
		15	26.3%	141	18.6%	794	20.5%	6672	19.9%	22	22.2%	181	18 0%	892	21.1%	7503	20.19
	6	18	31.6%	254	33.5%	1266	32.7%	11035	33.0%	27	27.3%	285	28.4%	1308	30.9%	12076	
	Friendly, supportive, sense of belonging	13	22.8%	255	33.6%	1122	29.0%	10405	31.1%	32	32.3%	394	39 2%	1272	30.0%	11897	32.45
	Total	57	100.0%	759	100.0%	3867	100.0%	33454	100.0%	99	100.0%	1004	100.0%	4234	100.0%	37307	100.09
	Unavailable, unhelpful, unsympathetic	0	.0%	8	1.1%	31	.8%	244	.7%	1	1.0%	20	2.0%	55	1.300	200	1,000
	2	0	.0%	23	3.0%	74	1.9%	624	1.9%	5	5.1%	24	2.4%	113	1.3%	355	1.09
Quality: Relationships with faculty	3	6	10.5%	49	6.5%	213	5.5%	1620	4.8%	4	4.0%	53	5.3%	236	2.7%	815	2.29
members	4	14	24.6%	100	13.2%	576	14.9%	4328	12.9%	15	15.2%	115	11.5%	532	5.6%	1667	4.59
	5	13	22.8%	215	28.3%	1171	30.3%	9316	27.9%	20	20.2%	248	24.7%	The second second	12.6%	4022	10.8%
	6	18	31.6%	228	30.0%	1229	31.8%	11032	33.0%	33	33.3%	300		1105	26.1%	8832	23.7%
	Available, helpful, sympathetic	6	10.5%	136	17.9%	572	14.8%	6272	18.8%	21	21.2%		29.9%	1432	33.8%	12739	34.2%
	Total	57	100.0%	759	100.0%	3866	100.0%	33436	100.0%	99	100.0%	1003	100.0%	765 4238	18.1%	8869 37299	23.8%
	Unhelpful, inconsiderate, rigid	0	.0%	29	3.8%	109	2.8%	936	2.8%	8	8.1%	53			27000000	1077100	
	2	2	3.5%	42	5.5%	202	5.2%	1536	4.6%	17	17.2%	53	5.3%	253	6.0%	2011	5.4%
Quality: Relationships with	3	3	5.3%	72	9.5%	352	9.1%	2954	8.8%	9	9.1%	97	5.3%	348	8.2%	2936	7.9%
administrative personnel and offices	4	15	26.3%	136	17.9%	757	19.6%	6118	18.3%	17	17.2%		9.7%	517	12.2%	4315	11.6%
	5	17	29.8%	175	23.0%	1081	28.0%	9066	27.1%	18	18.2%	151	15.1%	838	19.8%	6953	18.7%
	6	13	22.8%	205	27.0%	931	24.1%	8472	25.4%	18	-	270	26.9%	1014	23.9%	9079	24.4%
	Helpful, considerate, flexible	7	12.3%	101	13.3%	427	11.1%	4323	12.9%	12	18.2%	222	22.2%	891	21.0%	7758	20.8%
	Total	57	100.0%	760	100.0%	3859	100.0%	33405	100.0%	99	12.1%	156	15.6%	374 4235	8.8%	4222 37274	11.3%
How would you evaluate your entire	Poor	1	1.8%	7	.9%	88	2.3%	538	1.6%	-	2.00		200000000000000000000000000000000000000		5,000,000	3/2/4	100.0%
educational experience at this	Fair	13	22.8%	78	10.3%	488	12.6%	3801	11.4%	2	2.0%	21	2.1%	93	2.2%	601	1.6%
institution?	Good	38	66.7%	433	57.1%	2095	54.2%	17739	53.1%	10	10.2%	116	11.6%	623	14.8%	4099	11.0%
	Excellent	5	8.8%	240	31.7%	1193	30.9%	11324		61	62.2%	483	48.2%	2097	49.7%	18492	49.7%
	Total	57	100.0%	758	100.0%	3864	100.0%	33402	33.9%	25 98	25.5%	1002	38.1%	1406	33.3%	14049	37.7%
	Definitely no	3	5.3%	23	3.0%	212	5.5%	1531		889	100000000000000000000000000000000000000		270000000000000000000000000000000000000		100.0%	37241	100.0%
If you could start over again, would you go to the same institution you are	Probably no	10	17.5%	84	11.1%	486	12.6%	4087	4.6%	7	7.1%	60	6.0%	273	6.5%	1965	5.3%
now attending?	Probably yes	34	59.6%	309	40.8%	1659	-		12.2%	17	17.3%	118	11.8%	698	16.5%	5430	14.6%
	Definitely yes	10	17.5%	342	45.1%	1494	43.1%	14219	42.6%	45	45.9%	379	37.9%	1825	43.2%	15680	42.1%
	Total	57	100.0%	758	100.0%	3851	38.8%	13527 33364	100.0%	98	29.6%	1000	44.3% 100.0%	1430 4226	33.8%	14155 37230	38.0%

		-			First-year	Students				1		***************************************			•		
		Texas A&N	1 -Commerce	Texas A&			Res-Int	Nati	onal	Texas A&N	-Commerce	Texas A&	M System	iors Doc/R	es-Int	Nati	ional
		Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	0.111						
	19 or younger 20-23	51	91.1%	619	82.2%	3560	93.0%	29644	89.3%	Count	Col %	Count 3	Col% .3%	Count	Col%	Count	Col%
	24-29	3 0	5.4%	. 97	12.9%	186	4.9%	1922	5 8%	41	41.8%	511	51.3%	2971	70 9%	86 25498	
ARC	30-39	1	.0%	13	1.7%	35	.9%	584	1.8%	23	23.5%	233	23 4%	625	14.9%	5489	69.
	40-55	- i	1.8%	10	1.3%	24 17	.6%	515	1.6%	17	17.3%	131	13.2%	322	7.7%	3065	8
	Over 55	0	.0%	4	.5%	7	.2%	429 86	1.3%	14	14.3%	109	10.9%	244	5 8%	2599	7
	Total	56	100.0%	753	100.0%	3829	100.0%	33180	100.0%	98	3.1%	9	.9%	20	.5%	198	
Student-reported sex	Male	15	26.3%	269	35.6%	1490	38.7%				100 0%	996	100.0%	4191	100 0%	36935	100
•	Female	42	73.7%	487	64.4%	2361	61.3%	11301 22023	33.9% 66.1%	31	31.0%	343	34.5%	1667	39.7%	13092	35
	Total	57	100.0%	756	100.0%	3851	100.0%	33324	100.0%	100	69.0%	652	65.5%	2537	60.3%	23973	64
Student-reported Are you of	No	50	87.7%	548	72.9%	3525	92.1%		33233277		100.0%	995	100.0%	4204	100.0%	37065	100.0
Hispanic, Latino, or Spanish origin?	Yes	7	12.3%	204	27.1%	304	7.9%	30538 2575	92.2%	92	92.9%	745	75.4%	3855	92.1%	34329	93.1
	Total	57	100.0%	752	100.0%	3829	100.0%			7	7.1%	243	24.6%	330	7.9%	2528	6.9
Student-reported American Indian or	Yes	2	100.0%	8	100.0%	0,073		33113	100.0%	99	100.0%	988	100.0%	4185	100.0%	36857	100.0
	Total	2	100.0%	8	100.0%	88	100.0%	693	100.0%	4	100.0%	26	100.0%	89	100 0%	765	100 0
Student-reported: Asian American or		1	100.0%			88	100.0%	693	100.0%	4	100.0%	26	100.0%	89	100.0%	765	100.0
	Total			16	100.0%	376	100.0%	2256	100.0%	0	.0%	27	100.0%	302	100.0%	2293	100.0
Student-reported Black or African	Yes		100.0%	16	100.0%	376	100.0%	2256	100.0%	0	.0%	27	100.0%	302	100.0%	2293	100.0
		10	100.0%	99	100.0%	271	100.0%	2514	100.0%	14	100.0%	112	100.0%	255	100 0%	2406	
P. 1	Total	10	100.0%	99	100.0%	271	100.0%	2514	100.0%	14	100.0%	112	100.0%	255			100.0
Student-reported White	Yes	45	100.0%	484	100.0%	2987	100.0%	26822	100.0%	79	100 0%				100.0%	2406	100.0
	Total	45	100.0%	484	100.0%	2987	100.0%	26822	100.0%	79		690	100.0%	3421	100.0%	30462	100.09
Student-reported: Other race/ethnicity	Yes	0	.0%	3	100 0%	20	100 0%	163			100.0%	690	100 0%	3421	100.0%	30462	100 05
	Total	0	.0%	3	100.0%	20	100.0%	163	100.0%	0	.0%	- 1	100.0%	19	100.0%	153	100 05
Multiple racial or ethnic	One racial or ethnic identification checked	49	86.0%	694	92.2%	3588	94.3%	31177	94.5%	95	96.0%	885	100 0%	19	100.0%	153	100 05
dentifications	More than one racial or ethnic identification checked	8	14.0%	59	7.8%	217	5.7%	1820	5.5%				89.4%	3921	94 3%	34871	95.15
	Total	57	100.0%	753	100.0%				-	4	4.0%	105	10.6%	236	5.7%	1791	4 99
student-reported. Are you an	No	55				3805	100.0%	32997	100.0%	99	100.0%	990	100 0%	4157	100.0%	36662	100.09
nternational student	Yes	1	98.2%	719	96.5%	3651	95.3%	31927	96.1%	97	99.0%	963	97.1%	3961	94.2%	35502	96 05
	Total			26	3.5%	181	4.7%	1299	3.9%	1	1.0%	29	2.9%	242	5.8%	1479	4 09
lso attended. Vocational-technical	1777	56	100.0%	745	100.0%	3832	100.0%	33226	100.0%	98	100 0%	992	100.0%	4203	100 0%	36981	100 09
Tallonal technical	Yes	0	.0%	21	100.0%	64	100.0%	894	100.0%	8	100 0%	66	100 0%	213	100 0%		N. C. Santon
	Total	0	.0%	21	100.0%	64	100.0%	894	100.0%	8	100 0%	66	100.0%	213	2.00	2363	100 05
lso attended. Community or junior	Yes	8	100.0%	143	100.0%	270	100.0%	2550	100.0%	77	100.0%	700	12/20/10/20		100 0%	2363	100 05
	Total	8	100.0%	143	100.0%	270	100.0%	2550	100.0%	77		623	100.0%	1528	100 0%	11864	100 05
lso attended. 4-year college other	Yes	4	100.0%	47	100.0%	206	100.0%	1000000			100.0%	623	100 0%	1528	100.0%	11864	100 09
	Total	4	100.0%	47	100.0%	206	100.0%	1848	100.0%	- 44	100 0%	281	100.0%	1011	100.0%	9010	100.05
so attended. None	Yes	47	100 0%	553	1100000000	700		1848	100.0%	44	100.0%	281	100 0%	1011	100 0%	9010	100 05
	Total	47	100.0%		100.0%	3287	100.0%	28078	100.0%	12	100 0%	250	100 0%	1959	100 0%	18160	100.0%
so attended. Other school	Yes			553	100.0%	3287	100.0%	28078	100.0%	12	100.0%	250	100.0%	1959	100.0%	18160	100.0%
- Silver			100.0%	17	100.0%	95	100.0%	729	100.0%	1	100.0%	32	100 0%	191	100 0%	1741	100 0%
4 1 2 11	Total	1	100.0%	17	100.0%	95	100.0%	729	100.0%	1	100 0%	32	100.0%	191	100 0%	1741	
d you begin college at your current titution or elsewhere?	Started here Started elsewhere	49	86.0%	629	83.3%	3566	92.8%	30603	91.8%	28	28.0%	456	45.8%			2000	100 05
		8	14.0%	126	16.7%	278	7.2%	2724	8 2%	72	72.0%	539	54.2%	2478 1738	58 8%	23100	62 2%
	Total	57	100.0%	755	100.0%	3844	100.0%	33327	100.0%	100	100 0%	995	2.275	1730	11.270	14050	37 8%

0

***	4		
		**	
*			

					First-vea	r Students									٥.		
		Texas A&M	-Commerce	Texas A&	M System		Res-Int	Nati	ional .	Texas A&M	0		Sen				
						5501	ica iiii	ivaci	OHAI	1 cxus A&M	-Conunctee	Texas A&	M System	Doc/R	es-Int	Nat	ional
How would you characterize your	Less than full-time	Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
enrollment?	Full-time	3	5.3%	45	6.0%	161	4.2%	1851	5.6%	32	32.7%	225	22.8%	685	16.2%	6264	16
		54	94.7%	709	94.0%	3685	95.8%	31476	94.4%	66	67.3%	761	77.2%	3537	83.8%	30816	83
	Total	57	100.0%	754	100.0%	3846	100.0%	33327	100.0%	98	100.0%	986	100.0%				
Are you a member of a social	No	50	87.7%	683	90.6%			5533752	25553255					4222	100.0%	37080	100
fraternity or sorority?	Yes	7	12.3%	71	90.6%	3295 551	85.7%	30008	90 1%	91	91.9%	874	87.8%	3501	83 2%	32222	86
	Total					331	14.3%	3305	9.9%	8	8 1%	122	12.2%	708	16.8%	4874	13
	T	57	100.0%	754	100.0%	3846	100.0%	33313	100.0%	99	100.0%	996	100.0%	4209	100 0%	37096	100
Do you intend to teach at some pre-kindergarten through high school	Undecided	7	12.3%	139	18.4%	665	17.3%	6334	19.0%	6	6.0%	116			4.500.500.50	GOOD S.	1000
grade level after completing your	No	33	57.9%	503	66.6%	2712	70.4%	22126	66.4%	63	63.0%	644	11.6%	413	9.8%	3998	10
demand tonquering you	Yes	17	29.8%	113	15.0%	473	12.3%	4875	14.6%	31	31.0%	239	64.5%	3136	74 3%	26390	71
	Total	57	100.0%	766	100.000						31.0%	239	23.9%	672	15 9%	6758	18
	10000		100.0%	755	100.0%	3850	100.0%	33335	100.0%	100	100 0%	999	100.0%	4221	100.0%	37146	100
	Dormitory or other campus housing	30	52.6%	390	51.7%	2554	66 M	22000						-			
Which of the following best describes	(not fraternity/sorority)		20.076	370	31.7%	2334	66.4%	23090	69.4%	9	9.0%	89	9.0%	553	13.1%	7361	19.9
where you are living now while	Residence (house, apartment, etc.) within walking distance	2	3.5%	63	8.3%	117	3.0%	1294	3.9%	12	12.0%	100					
attending college?	Residence (house, apartment, etc.)						2.074	1224	3.976	12	12.0%	109	11.0%	1008	23.9%	8154	22.0
	within driving distance	21	36.8%	299	39.6%	1089	28.3%	8596	25.8%	77	77.0%	792	79.9%	2528	59.9%	20801	
	Fraternity or sorority house	4	7.0%	3	.4%	88	2.3%	305	001		98(8)5)	3333	209620			20801	56.
	Total							305	.9%	2	2.0%	1	.1%	129	3.1%	743	2.0
		57	100.0%	755	100.0%	3848	100.0%	33285	100.0%	100	100.0%	991	100.0%	4218	100.0%	37059	100 (
	No	32	56.1%	336	44.4%	1399	36.3%	12563	37.7%	66	66.7%	517	62.444				1000000
Did either of your parents graduate	Yes, father only	8	14.0%	108	14.3%	570	14.8%	4726	14.2%	12	12.1%	151	52.1%	1790	42.4%	15879	42.7
from college?	Yes, mother only	4	7.0%	102	13.5%	409	10.6%	3711	11.1%	3	3.0%	99	15.2%	682	16.1%	5604	15.1
2	Yes, both parents	11	19.3%	200	26.4%	1427	37.0%	11872	35.6%	17	17.2%		10.0%	396	9.4%	3749	10.1
	Don't know	2	3.5%	11	1.5%	50	1.3%	493	1.5%	1	1.0%	220	22.2%	1328	31.4%	11708	31.5
	Total	57	100.0%	757	100.0%	3855	100.0%					6	.6%	29	.7%	226	.6
	Agriculture	-				3833	100.0%	33365	100.0%	99	100.0%	993	100.0%	4225	100.0%	37166	100.0
	Biological/life sciences	4	7.0%	44	5.9%	8	.2%	283	.9%	1	1.0%	58	5.9%	12	.3%	321	.9
9	Business	4	7.0%	88	11.7%	295	7.7%	2747	8.3%	3	3 0%	79	8.0%	273	6.5%	2679	7.2
	Communications	6	10.5%	114	15.2%	589	15.4%	4757	14.4%	24	24 0%	171	17.3%	786	18.6%		
		2	3.5%	36	4.8%	171	4.5%	1722	5.2%	1	1.0%	18.	1.8%	193	4.6%	1660	167
	Computer and information sciences	8	14.0%	45	6.0%	284	7.4%	1639	5.0%	6	6.0%	55	5.5%	260	6.2%		4.5
	Education	12	21.1%	67	8.9%	318	8.3%	3469	10.5%	27	27.0%	161	16.2%			1801	4 9
	Engineering	2	3.5%	60	8.0%	468	12.2%	2168	6.5%	2	2.0%	69	7.0%	459	10.9%	4167	11.3
i	Ethnic, cultural studies, and area	0	.0%	2	.3%							69	7.0%	539	12.8%	2298	6.2
	studies		20000		.370	4	.1%	69	.2%	0	.0%	1	.1%	8	.2%	109	3
:	Foreign languages and literature Health-related fields	0	.0%	2	.3%	12	.3%	285	.9%	2	2.0%	4	.4%	36	.9%	432	1.2
1		2	3.5%	58	7.7%	192	5.0%	2144	6.5%	2	2.0%	52	5 2%	254	6 0%	2301	
rimary major	Humanities	1	1.8%	5	.7%	84	2.2%	1123	3.4%	6	6.0%	27	2.7%	142	3.4%	The second secon	6.2
1940-1850	Liberal/general studies	1	1.8%	10	1.3%	18	.5%	242	.7%	0	.0%	14	1.4%	52	1.2%	1826	4.9
-	Mathematics	1	1.8%	6	.8%	42	1.1%	407	1.2%	0	.0%	16	1.6%	40		529	1.4
1	Multi/Interdisciplinary studies	0	.0%	2	.3%	40	1.0%	234	.7%	0	.0%	4			.9%	473	1.3
I	Parks, recreation, leisure studies, sports	0	.0%	,	.1%	9				-			.4%	48	1.1%	366	1.0
-	management		2000	1			.2%	119	.4%	0	.0%	7	.7%	18	.4%	228	.6
	Physical sciences	0	.0%	13	1.7%	86	2.2%	657	2.0%	3	3 0%	19	1.9%	94	2.2%	870	
	Public administration	0	.0%	13	1.7%	30	.8%	339	1.0%	0	0%	14	1.4%	40	9%	410	2.3
-	Social sciences	5	8.8%	51	6.8%	375	9.8%	3826	11.6%	9	9.0%	103	10.4%	458	10.9%		1.1
	Visual and performing arts	3	5.3%	20	2.7%	182	4.7%	1501	4.5%	4	4.0%	28	2.8%	164	3.9%	5657	15.3
F	Undecided	2	3.5%	31	4.1%	241	6.3%	2421	7.3%	0	.0%	20	.2%	0	-	1483	4.0
F	Other	3	5.3%	48	6.4%	295	7.7%	2140	6.5%	8	8.0%	66			.0%	25	.1
	Two or more primary majors selected	1	1.8%	33	4.4%	93	2.4%	814	2.5%	2	2 0%	23	6.7%	258	6.1%	2380	6.4
	Total	57	100.0%	749									2.3%	82	1.9%	825	2 25
		31	100.0%	/49	100.0%	3836	100.0%	33106	100.0%	100	100.0%	991	100.0%	4216	100.0%	37032	100.05

					First-vea	r Students											
		Texas A&M	-Commerce	Texas A&		T	les-Int	Natio	1	-			Seni	-			
						1007	ces-IIII	Natio	onal	Texas A&M	-Conumerce	Texas A&	M System	Doc/R	es-Int	Nati	onal
	No second major selected	Count 25	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
	Agriculture		43.9%	398	52.0%	1946	49.8%	15523	45.7%	70	69.3%	709	70.2%	3114	72.7%	26150	69
	Biological/life sciences	0	.0%		1.0%	12	.3%	101	.3%	0	.0%	9	.9%	6	.1%	62	
	Business	2	3.5%	22	2.9%	63	1.6%	621	1.8%	0	.0%	14	1.4%	52	1.2%	476	1.3
	Communications	3	5.3%	52	6.8%	192	4.9%	1616	4.8%	3	3.0%	48	4.8%	192	4.5%	1393	3.7
	Computer and information sciences	1	1.8%	22	2.9%	75	1.9%	754	2.2%	0	.0%	4	4%	28	7%	336	.9
	Education	0	.0%	15	2.0%	109	2.8%	788	2.3%	2	2.0%	13	1.3%	68	1.6%	521	1.4
		0	.0%	34	4.4%	110	2.8%	1313	3.9%	2	2.0%	24	2.4%	86	2.0%	1190	
	Engineering	0	.0%	10	1.3%	88	2.3%	372	1.1%	0	.0%	8	.8%	40	.9%		3.2
	Ethnic, cultural studies, and area studies	0	.0%	1	.1%	14	.4%	153	.5%	0	.0%	0	.0%	7	2%	189	.5
	Foreign languages and literature	3	5.3%	9	1.2%	112	2.9%	1165	3.4%	5	5.0%	14	1 404	7.0			
S1	Health-related fields	2	3.5%	10	1.3%	57	1.5%	574	1.7%	1	1.0%	9	1.4%	68	1.6%	732	1.95
Second major	Humanities	1	1.8%	15	2.0%	70	1.8%	857	2.5%	4	4.0%	16	.9%	27	.6%	311	.85
	Liberal/general studies	0	.0%	5	.7%	13	.3%	163	.5%	2	2.0%		1.6%	63	1.5%	729	1.99
	Mathematics	6	10.5%	14	1.8%	72	1.8%	576	1.7%	3	The state of the s	4	.4%	13	.3%	158	.45
	Multi/Interdisciplinary studies	0	.0%	1	.1%	21	.5%	176	.5%		3.0%	21	2.1%	47	1.1%	435	1.29
	Parks, recreation, leisure studies, sports management	0	.0%	0	.0%	15	.4%	180	.5%	0	1.0%	3	.3%	17	.4%	160 87	.49
	Physical sciences	0	.0%	14	1.8%	54	1.4%	501			100.00				.276	87	.29
	Public administration	0	.0%	9	1.2%	19	.5%	220	1.5%	0	.0%	10	1.0%	57	1.3%	340	.99
	Social sciences	5	8.8%	23	3.0%	205	5.2%	The second second	.6%	0	.0%	2	.2%	15	.4%	149	.4%
	Visual and performing arts	2	3.5%	11	1.4%	84	2.1%	2110	6.2%	3	3.0%	45	4.5%	164	3.8%	1973	5.2%
	Undecided	7	12.3%	61	8.0%	398		924	2.7%	0	.0%	4	.4%	38	.9%	507	1.39
	Other	0	.0%	15	2.0%	109	10.2%	3737	11.0%	1	1.0%	16	1.6%	44	1.0%	375	1.0%
	Two or more second majors selected	0	.0%	16	2.1%	70	2.8%	980	2.9%	3	3.0%	21	2.1%	96	2.2%	903	2.4%
	Total	57	100.0%	765	100.0%	3908	1.8%	33978	1.7%	101	1.0%	1010	1.3%	32	.7%	367	1.0%
Institution reported: gender	male	15	26.3%	250	36.4%	1455	39.3%				1000000		100.0%	4284	100.0%	37664	100.0%
monaton reported gender	female	42	73.7%	436	63.6%	2252		11241	34.1%	31	31.0%	307	35.0%	1627	40.0%	12942	35.4%
	Total						60.7%	21714	65.9%	69	69.0%	569	65.0%	2441	60.0%	23598	64.6%
	African American/Black	57	17.5%	686 95	100.0%	3707	100.0%	32955	100.0%	100	100.0%	876	100.0%	4068	100.0%	36540	100.0%
	American Indian/Alaska Native	0	.0%		13.8%	238	6.4%	2274	6.9%	14	13.9%	98	11.2%	216	5.3%	2200	6.0%
	Asian/Pacific Islander	0		1	.1%	18	.5%	269	.8%	1	1.0%	'5	.6%	22	.5%	332	.9%
	Caucasian/White		.0%	2	.3%	265	7.1%	1683	5.1%	0	.0%	10	1.1%	200	4.9%	1667	4.5%
nstitution reported: ethnicity	Hispanic Hispanic	44	77.2%	379	55.2%	2720	73.3%	24739	74.7%	77	76.2%	521	59.5%	3094	76.0%	28179	76.9%
	Other	3	5.3%	188	27.4%	211	5.7%	1879	5.7%	9	8.9%	226	25.8%	242	5.9%	1982	The second second second
	Multi-racial	0	.0%	8	1.2%	30	.8%	455	1.4%	0	.0%	8	.9%	20	.5%	471	5.4%
		0	.0%	0	.0%	7	.2%	118	.4%	0	.0%	0	.0%	4	.1%		
	Foreign	0	.0%	7	1.0%	66	1.8%	336	1.0%	0	.0%	6	.7%	78	1.9%	101	.3%
	Unknown	0	.0%	6	.9%	155	4.2%	1379	4.2%	0	.0%	2	.2%	193	The second secon	431	1.2%
	Total	57	100.0%	686	100.0%	3710	100.0%	33132	100.0%	101	100.0%	876	100.0%	4069	100.0%	1303 36666	3.6%
Aode of completion	paper	46	80.7%	607	79.3%	2248	57.5%	20203	59.5%	94	93.1%	046	22.001	100000		55555	10.00000000
• • • • • • • • • • • • • • • • • • • •	web	- 11	19.3%	158	20.7%	1660	42.5%	13775	40.5%	7	-	846	83.8%	2848	66.5%	25909	68.8%
	Total	57	100.0%	765	100.0%	3908	100.0%	33978	100.0%	101	6.9%	164	16.2%	1436	33.5%	11756 37665	31.2%

			First-year	Students			Senie	ors	
		Texas A&M	-Commerce	Texas A&N	M System	Texas A&M		Texas A&N	M System
	1	Count	Col %	Count	Col%	Count	Col %	Count	Col%
Library staff are helpful in	Strongly disagree	1	1.9%	9	1.3%	0	.0%	16	1.8%
finding the resources I need.	Disagree	1	1.9%	56	7.9%	6	6.2%	90	9.9%
need.	Agree	38	70.4%	455	64.4%	56	57.7%	541	59.5%
	Strongly agree	.14	25.9%	186	26.3%	35	36.1%	262	28.8%
Total		54	100.0%	706	100.0%	97	100.0%	909	100.0%
Administrative staff I interact with are	Strongly disagree	0	.0%	9	1.3%	3	3.0%	15	1.7%
knowledgeable about their	Disagree	2	3.7%	43	6.0%	14	14.1%	70	7.8%
area.	Agree	37	68.5%	436	60.9%	57	57.6%	550	60.9%
	Strongly agree	15	27.8%	228	31.8%	25	25.3%	268	29.7%
Total		54	100.0%	716	100.0%	99	100.0%	903	100.0%
Admission materials were	Strongly disagree	0	.0%	10	1.4%	1	1.0%	16	1.8%
easy to obtain.	Disagree	1	1.9%	41	5.8%	2	2.0%	44	4.8%
,	Agree	34	63.0%	396	55.5%	49	49.5%	507	55.5%
	Strongly agree	19	35.2%	266	37.3%	47	47.5%	346	37.9%
Total		54	100.0%	713	100.0%	99	100.0%	913	100.0%
Information about student	Strongly disagree	1	1.9%	11	1.5%	0	.0%	23	2.5%
services is easy to obtain.	Disagree	9	16.7%	66	9.3%	16	16.0%	112	12.2%
, , , , , , , , , , , , , , , , , , , ,	Agree	33	61.1%	415	58.3%	54	54.0%	523	57.1%
	Strongly agree	11	20.4%	220	30.9%	30	30.0%	258	28.2%
Γotal		54	100.0%	712	100.0%	100	100.0%	916	100.0%

12

			First-year	Students			Senie	ors	
		Texas A&M	-Commerce	Texas A&N	M System	Texas A&M	-Commerce	Texas A&N	M System
	T	Count	Col %	Count	Col%	Count	Col %	Count	Col%
Information about	Strongly disagree	I	1.9%	11	1.5%	5	5.1%	32	3.5%
academic requirements is	Disagree	9	17.0%	74	10.3%	15	15.2%	115	12.5%
easy to obtain.	Agree	34	64.2%	424	59.3%	52	52.5%	518	56.39
	Strongly agree	9	17.0%	206	28.8%	27	27.3%	255	27.7%
Total		53	100.0%	715	100.0%	99	100.0%	920	100.0%
I use the university's	Never	1	1.9%	51	7.2%	1	1.0%	63	6.8%
website to find	Occasionally	22	41.5%	190	26.6%	31	31.3%	315	34.2%
information I need.	Often	15	28.3%	214	30.0%	26	26.3%	250	27.29
	Very often	15	28.3%	258	36.2%	41	41.4%	292	31.7%
Total		53	100.0%	713	100.0%	99	100.0%	920	100.0%
I can find the information	Never	1	1.9%	38	5.3%	1	1.0%	48	5.3%
I need on the university's	Occasionally	17	31.5%	172	24.2%	22	22.7%	268	29.4%
website.	Often	22	40.7%	261	36.7%	38	39.2%	351	38.5%
	Very often	14	25.9%	241	33.8%	36	37.1%	245	26.9%
Total		54	100.0%	712	100.0%	97	100.0%	912	100.0%
The university catalog	Strongly disagree	0	.0%	. 5	.7%	4	4.0%	12	1.3%
clearly states academic	Disagree	8	14.8%	36	5.1%	7	7.1%	62	6.8%
requirements.	Agree	29	53.7%	414	58.3%	57	57.6%	519	56.7%
	Strongly agree	17	31.5%	255	35.9%	31	31.3%	323	35.3%
Γotal		54	100.0%	710	100.0%	99	100.0%	916	100.0%
The student handbook	Strongly disagree	0	.0%	6	.9%	1	1.0%	17	1.9%
provides the information I	Disagree	6	11.1%	45	6.4%	8	8.3%	79	8.7%
need.	Agree	38	70.4%	464	66.0%	67	69.8%	605	66.6%
	Strongly agree	10	18.5%	188	26.7%	20	20.8%	207	22.8%

			First-year	Students			Seni	ors	
		Texas A&M	-Commerce	Texas A&N	M System	Texas A&M	-Commerce	Texas A&N	A System
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Total		54	100.0%	703	100.0%	96	100.0%	908	100.0%
The admissions material I	Strongly disagree	2	3.8%	7	1.0%	1	1.0%	25	2.7%
received accurately	Disagree	7	13.2%	46	6.5%	6	6.0%	91	10.0%
portrayed the institution.	Agree	36	67.9%	467	66.0%	67	67.0%	583	63.9%
	Strongly agree	8	15.1%	188	26.6%	26	26.0%	214	23.4%
Total		53	100.0%	708	100.0%	100	100.0%	913	100.0%
The time is selected.	Strongly disagree	0	.0%	85	12.0%	2	2.0%	70	7.7%
The time it takes me to register is reasonable.	Disagree	8	15.1%	143	20.2%	6	6.1%	130	14.3%
Biolot to tousonable.	Agree	32	60.4%	350	49.4%	46	46.9%	445	49.0%
	Strongly agree	13	24.5%	131	18.5%	44	44.9%	264	29.0%
Total		53	100.0%	709	100.0%	98	100.0%	909	100.0%
Muna dania di ing	Strongly disagree	2	3.8%	32	4.5%	7	7.2%	74	8.2%
My academic advisor is accessible.	Disagree	11	20.8%	94	13.3%	17	17.5%	127	14.0%
accessiore.	Agree	28	52.8%	421	59.6%	45	46.4%	453	50.0%
	Strongly agree	12	22.6%	159	22.5%	28	28.9%	252	27.8%
Гotal		53	100.0%	706	100.0%	97	100.0%	906	100.0%
0.65	Strongly disagree	0	.0%	19	2.7%	4	4.1%	35	3.9%
Offices are open during convenient hours.	Disagree	10	18.9%	89	12.6%	18	18.4%	170	18.8%
onvenient nours.	Agree	33	62.3%	483	68.2%	46	46.9%	532	58.7%
	Strongly agree	10	18.9%	117	16.5%	30	30.6%	169	18.7%
Гotal		53	100.0%	708	100.0%	98	100.0%	906	100.0%

(cont.)

			First-year	Students			Senie	ors	
		Texas A&M	-Commerce	Texas A&N	M System	Texas A&M	-Commerce	Texas A&N	M System
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
I know how to make a	Strongly disagree	10	18.9%	96	13.6%	15	15.3%	113	12.5%
complaint regarding	Disagree	28	52.8%	336	47.6%	42	42.9%	395	43.6%
student services.	Agree	11	20.8%	227	32.2%	33	33.7%	330	36.4%
	Strongly agree	4	7.5%	47	6.7%	8	8.2%	68	7.5%
Total		53	100.0%	706	100.0%	98	100.0%	906	100.0%
I know how to make a	Strongly disagree	10	18.9%	85	12.0%	16	16.2%	97	10.7%
complaint regarding	Disagree	27	50.9%	319	44.9%	39	39.4%	335	37.1%
academic issues.	Agree	12	22.6%	264	37.2%	36	36.4%	382	42.3%
	Strongly agree	4	7.5%	42	5.9%	8	8.1%	90	10.0%
Total		53	100.0%	710	100.0%	99	100.0%	904	100.0%
I believe the institution	Strongly disagree	2	3.8%	41	5.8%	16	16.3%	105	11.6%
will respond to my	Disagree	15	28.3%	178	25.2%	26	26.5%	262	29.0%
concerns.	Agree	32	60.4%	402	56.9%	46	46.9%	432	47.8%
	Strongly agree	4	7.5%	85	12.0%	10	10.2%	104	11.5%
Гotal		53	100.0%	706	100.0%	98	100.0%	903	100.0%
The grounds	Strongly disagree	2	3.8%	13	1.8%	2	2.0%	4	.4%
The grounds are well-kept.	Disagree	4	7.5%	31	4.4%	0	.0%	47	5.2%
on nope.	Agree	30	56.6%	339	48.0%	58	58.6%	390	42.9%
	Strongly agree	17	32.1%	323	45.8%	39	39.4%	469	51.5%
Γotal		53	100.0%	706	100.0%	99	100.0%	910	100.0%

			First-year	Students			Senio	ors	
		Texas A&M	-Commerce	Texas A&N	/ System	Texas A&M	-Commerce	Texas A&N	1 System
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Teaching facilities are	Strongly disagree	2	3.8%	5	.7%	5	5.1%	26	2.9%
adequate for their	Disagree	13	24.5%	40	5.7%	25	25.5%	127	13.9%
purpose.	Agree	32	60.4%	446	63.3%	52	53.1%	491	53.9%
	Strongly agree	6	11.3%	214	30.4%	16	16.3%	267	29.3%
Total		53	100.0%	705	100.0%	98	100.0%	911	100.0%
dequate computing	Strongly disagree	1	1.9%	15	2.1%	5	5.1%	39	4.3%
Adequate computing resources are available.	Disagree	6	11.3%	40	5.6%	11	11.2%	116	12.8%
resources are available.	Agree	33	62.3%	341	48.0%	58	59.2%	438	48.3%
	Strongly agree	13	24.5%	314	44.2%	24	24.5%	314	34.6%
Total		53	100.0%	710	100.0%	98	100.0%	907	100.0%
	Strongly disagree	1	1.9%	10	1.4%	4	4.0%	38	4.2%
The library has the resources I need.	Disagree	1	1.9%	38	5.4%	9	9.1%	139	15.4%
resources i need.	Agree	34	65.4%	404	57.3%	61	61.6%	489	54.2%
	Strongly agree	16	30.8%	253	35.9%	25	25.3%	237	26.2%
Total		52	100.0%	705	100.0%	99	100.0%	903	100.0%