NSSE 2018
Administration Summary

Texas A&M University-Commerce

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NSSE 2018 Administration Summary
Texas A&M University-Commerce

Administration Summary

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

Population and Respondents

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

Survey completions	First-year	Senior
Submitted population	2,307	3,197
Adjusted population[a]	1,977	2,328
Survey sample[b]	1,971	2,323
Total respondents[b]	466	784
Full completions[c]	379	656
Partial completions	87	128

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.
c. Submitted demographic and (if applicable) Topical Module sets.

Response Rate and Sampling Error[a]

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

	First-year				Senior			
	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2017 & 2018	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2017 & 2018
Response rate	24%	22%	16%	24%	34%	23%	18%	24%
Sampling error[b]	+/- 4.0%	+/- 1.1%	+/- 0.7%	+/- 0.2%	+/- 2.9%	+/- 1.1%	+/- 0.6%	+/- 0.2%

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

Representativeness and Weighting

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

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

Representativeness	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	70	56	73	64
Full-time	93	70	69	69
First-time, first-year	72	51	N/A	N/A
Race/ethnicity[a]				
Am. Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian/Other Pac. Isl.	--	--	--	--
White	--	--	--	--
Other	--	--	--	--
Foreign or nonresident alien	--	--	--	--
Two or more races/ethnicities	--	--	--	--
Unknown	--	--	--	--

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

Weighting	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	67	39	50	44
Full-time, male	27	31	18	25
Part-time, female	4	17	22	20
Part-time, male	3	12	9	11

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Population File

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

Population file options

Included "group" variable(s)[a]	No	Identified students who completed BCSSE 2017[d]	N/A
Identified an oversample[b]	No	Customized the report sample[e]	No
Updated to identify ineligible students[c]	Yes		

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

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

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

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

e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey. For details, visit: nsse.indiana.edu/html/customization_options.cfm

Survey Options

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

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used[a]	Yes (573, 46%)
Incentive offered	Yes
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents[b]	569, 46%

Additional question sets and companion surveys

Topical module(s)	Global Learning
Consortium	None
BCSSE 2017	No
FSSE 2018	No

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

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

Recruitment Messages

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

Message schedule

	Date	Cumulative response rate	
		First-year	*Senior*
Invitation	02/15/2018	6%	5%
Reminder 1	02/27/2018	10%	12%
Reminder 2	03/07/2018	12%	15%
Reminder 3	03/13/2018	13%	17%
Final reminder	03/21/2018	24%	34%

Report Customization

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

Comparison groups for NSSE core survey reports

Group 1	Similar Institutions* (customized, N=19)
Group 2	Southwest Public (customized, N=44)
Group 3	NSSE 2017 & 2018 (default, N=943)

Comparison groups for additional question set report(s)

Topical Module: Global Learning	Global Learning (default, N=67)

NSSE 2018
Engagement Indicators

Texas A&M University-Commerce

About Your *Engagement Indicators* Report

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

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

Report Sections

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

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

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 participating institutions.

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

NSSE 2018 Engagement Indicators

Overview

Texas A&M University-Commerce

Engagement Indicators: Overview

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

Use the following key:

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

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

-- No significant difference.

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Similar Institutions	Your first-year students compared with Southwest Public	Your first-year students compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

| Theme	Engagement Indicator	Your seniors compared with Similar Institutions	Your seniors compared with Southwest Public	Your seniors compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	--	△	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	▽	▽
	Discussions with Diverse Others	△	--	--
Experiences with Faculty	Student-Faculty Interaction	▼	--	▽
	Effective Teaching Practices	--	△	△
Campus Environment	Quality of Interactions	--	△	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

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

Mean Comparisons	A&M Commerce	Your first-year students compared with					
		Similar Institutions		Southwest Public		NSSE 2017 & 2018	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	35.5	36.9	-.10	37.0 *	-.11	37.8 ***	-.18
Reflective & Integrative Learning	35.9	34.2 **	.14	34.0 **	.15	35.1	.07
Learning Strategies	37.7	37.5	.01	37.2	.04	38.0	-.03
Quantitative Reasoning	25.3	26.9 *	-.10	27.3 *	-.12	27.5 **	-.14

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

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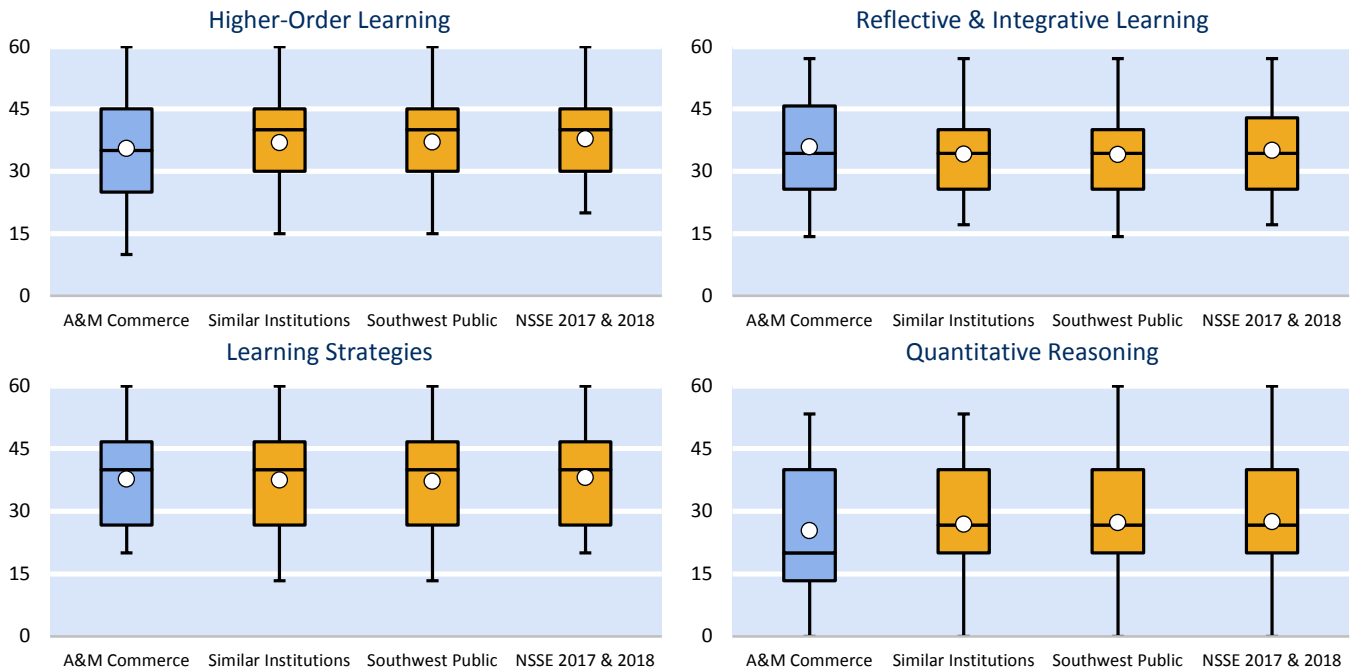
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference [a] between your FY students and		
		Similar Institutions	Southwest Public	NSSE 2017 & 2018
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	59	-9	-9	-12
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-6	-6	-8
4d. Evaluating a point of view, decision, or information source	68	+0	+1	-1
4e. Forming a new idea or understanding from various pieces of information	66	+0	-1	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	49	-2	+1	-2
2b. Connected your learning to societal problems or issues	51	+3	+4	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+7	+7	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+6	+5	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+6	+3	+3
2f. Learned something that changed the way you understand an issue or concept	66	+2	+1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2	+1	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	70	-3	-1	-5
9b. Reviewed your notes after class	65	-1	+1	+0
9c. Summarized what you learned in class or from course materials	62	+0	+1	-1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47	-4	-6	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-4	-5	-6
6c. Evaluated what others have concluded from numerical information	30	-7	-7	-8

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

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

Academic Challenge: Seniors

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

Mean Comparisons

| | A&M Commerce | Your seniors compared with | | | | | |
| | | Similar Institutions | | Southwest Public | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	39.5 ***	.15	39.6 ***	.13	39.8 **	.12
Reflective & Integrative Learning	38.2	37.7	.04	36.7 **	.12	37.8	.03
Learning Strategies	40.8	37.3 ***	.25	38.7 ***	.14	38.3 ***	.18
Quantitative Reasoning	28.8	29.2	-.03	29.0	-.01	29.6	-.05

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

Score Distributions
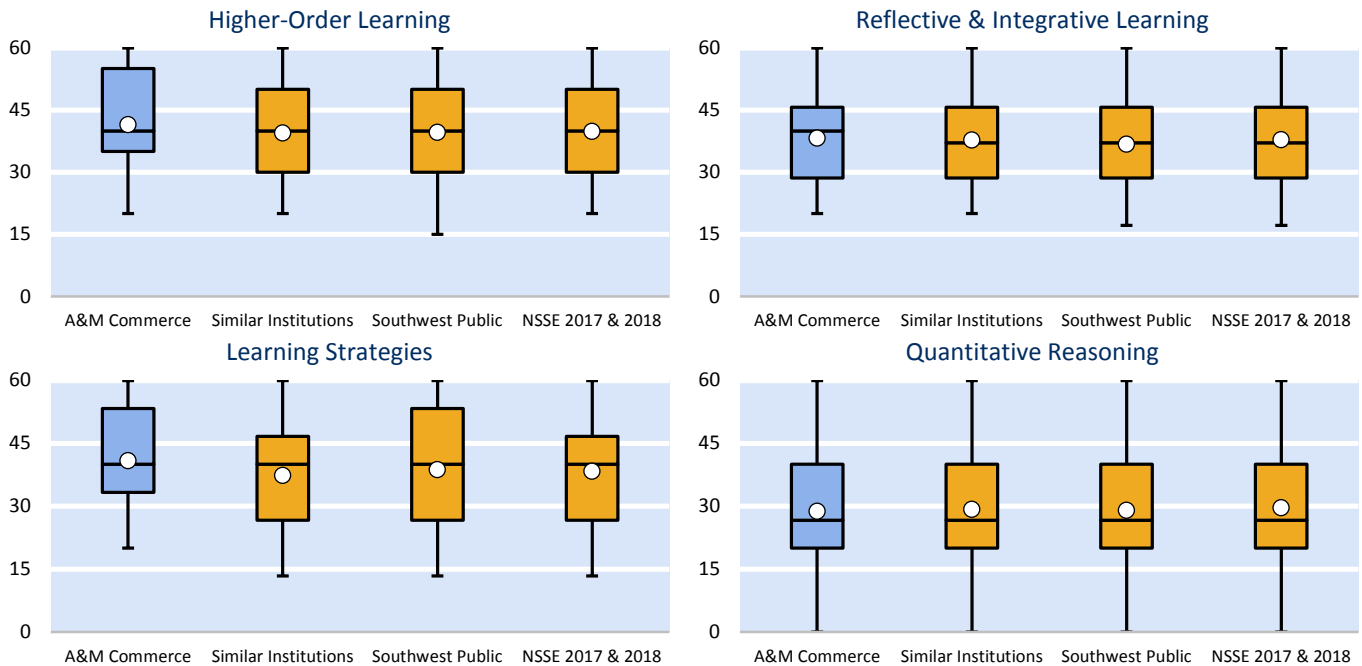
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Similar Institutions	Southwest Public	NSSE 2017 & 2018
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+3	+4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+4	+4	+4
4d. Evaluating a point of view, decision, or information source	77	+9	+9	+8
4e. Forming a new idea or understanding from various pieces of information	76	+6	+6	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	63	-9	-3	-5
2b. Connected your learning to societal problems or issues	60	+0	+4	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+5	+9	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+7	+8	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+6	+5	+4
2f. Learned something that changed the way you understand an issue or concept	71	+1	+2	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	+0	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	83	+5	+5	+4
9b. Reviewed your notes after class	70	+12	+6	+9
9c. Summarized what you learned in class or from course materials	70	+9	+6	+7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+1	-1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+1	+2	+0
6c. Evaluated what others have concluded from numerical information	41	-2	-1	-3

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

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

Learning with Peers: First-year students

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

Mean Comparisons

	A&M Commerce	Your first-year students compared with					
		Similar Institutions		Southwest Public		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	32.7	-.06	32.9	-.07	32.3	-.03
Discussions with Diverse Others	41.6	38.1 ***	.23	39.1 **	.15	39.4 **	.14

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

Score Distributions

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Collaborative Learning	A&M Commerce	Percentage point difference [a] between your FY students and		
		Similar Institutions	Southwest Public	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	53	-1	-1	+0
1f. Explained course material to one or more students	56	-2	-2	-2
1g. Prepared for exams by discussing or working through course material with other students	51	+1	-0	+1
1h. Worked with other students on course projects or assignments	54	-1	-1	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	74	+11	+4	+4
8b. People from an economic background other than your own	73	+5	+3	+2
8c. People with religious beliefs other than your own	66	+3	+0	+0
8d. People with political views other than your own	68	+1	+3	+3

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

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

Learning with Peers: Seniors

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

Mean Comparisons

| | A&M Commerce | Your seniors compared with | | | | | |
| | | Similar Institutions | | Southwest Public | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.7	34.5 ***	-.33	31.2 **	-.09	32.5 ***	-.18
Discussions with Diverse Others	40.7	38.6 **	.14	40.7	.00	40.3	.03

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

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Performance on Indicator Items

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| Collaborative Learning | A&M Commerce | Percentage point difference [a] between your seniors and | | |
		Similar Institutions	Southwest Public	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	38	-11	-4	-5
1f. Explained course material to one or more students	51	-14	-5	-8
1g. Prepared for exams by discussing or working through course material with other students	43	-8	-2	-4
1h. Worked with other students on course projects or assignments	57	-10	-3	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	75	+12	+1	+3
8b. People from an economic background other than your own	74	+6	+1	+1
8c. People with religious beliefs other than your own	67	+2	-3	-1
8d. People with political views other than your own	70	+2	+3	+4

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

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

Experiences with Faculty: First-year students

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

Mean Comparisons

	A&M Commerce	Your first-year students compared with					
		Similar Institutions		Southwest Public		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.8	22.3 ***	-.17	20.4	-.04	21.1	-.09
Effective Teaching Practices	37.3	37.7	-.03	37.8	-.04	38.5	-.09

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

Score Distributions

Student-Faculty Interaction


Effective Teaching Practices

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

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference[a] between your FY students and		
Student-Faculty Interaction		Similar Institutions	Southwest Public	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	31	-9	-5	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-2	+0	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-4	-1	-3
3d. Discussed your academic performance with a faculty member	27	-4	-2	-4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	71	-5	-5	-6
5b. Taught course sessions in an organized way	70	-3	-3	-5
5c. Used examples or illustrations to explain difficult points	65	-8	-7	-9
5d. Provided feedback on a draft or work in progress	59	-4	-1	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	58	+0	+2	-1

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

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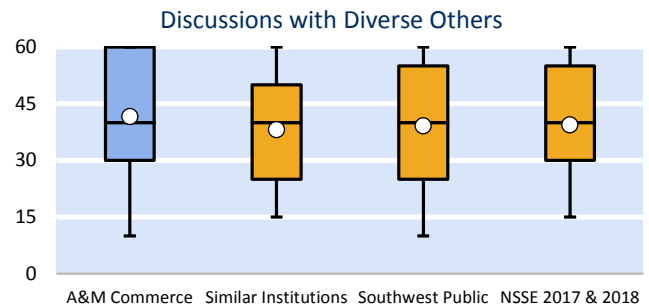
Experiences with Faculty: Seniors

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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
		Similar Institutions		Southwest Public		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.6	27.4 ***	-.36	21.9	-.02	23.9 ***	-.14
Effective Teaching Practices	40.4	39.8	.04	38.7 **	.12	39.4 *	.07

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

Score Distributions

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

Performance on Indicator Items

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

Student-Faculty Interaction	A&M Commerce %	Percentage point difference [a] between your seniors and		
		Similar Institutions	Southwest Public	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	41	-10	+2	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-12	-1	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	-9	+1	-2
3d. Discussed your academic performance with a faculty member	33	-7	+2	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	+0	+1	+0
5b. Taught course sessions in an organized way	80	+2	+4	+3
5c. Used examples or illustrations to explain difficult points	74	-4	-1	-2
5d. Provided feedback on a draft or work in progress	65	+1	+7	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-0	+5	+2

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

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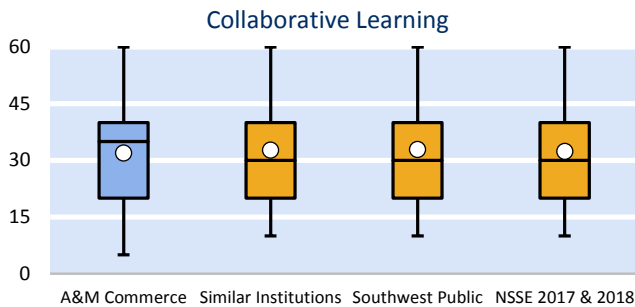
Campus Environment: First-year students

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

Mean Comparisons

	A&M Commerce	Your first-year students compared with					
		Similar Institutions		Southwest Public		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	42.0	-.10	40.9	-.01	41.7	-.07
Supportive Environment	35.1	36.6	-.11	36.2	-.07	36.1	-.07

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

Score Distributions

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

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference [a] between your FY students and		
Quality of Interactions		Similar Institutions	Southwest Public	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	48	-1	+1	-2
13b. Academic advisors	43	-6	-5	-7
13c. Faculty	51	+3	+5	+2
13d. Student services staff (career services, student activities, housing, etc.)	45	-2	+2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-2	+0	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	71	-4	-3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	75	-1	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+1	-1	-1
14e. Providing opportunities to be involved socially	68	-6	-3	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-5	-2	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-2	-2	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	-4	-1	+0
14i. Attending events that address important social, economic, or political issues	52	-2	+3	+1

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

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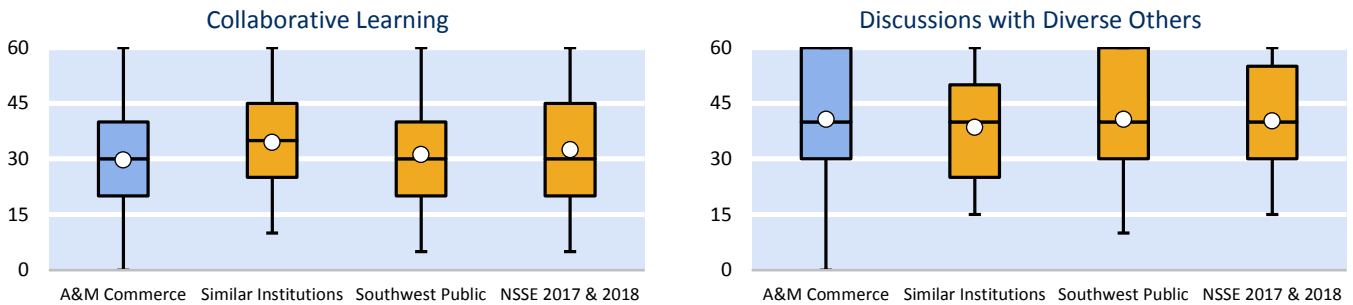
Campus Environment: Seniors

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

Mean Comparisons

	A&M Commerce	Your seniors compared with					
		Similar Institutions		Southwest Public		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	43.0	.06	41.9 **	.13	42.0 **	.13
Supportive Environment	32.2	33.3	-.08	31.6	.04	32.0	.01

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

Score Distributions

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

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference [a] between your seniors and		
Quality of Interactions		Similar Institutions	Southwest Public	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	61	+5	+5	+5
13b. Academic advisors	57	+3	+6	+6
13c. Faculty	58	+1	+4	+2
13d. Student services staff (career services, student activities, housing, etc.)	41	-2	-0	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+2	+4	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	-2	+3	+1
14c. Using learning support services (tutoring services, writing center, etc.)	63	-3	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+5	+3	+3
14e. Providing opportunities to be involved socially	62	-8	-1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-4	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-1	+0	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-5	+2	+1
14i. Attending events that address important social, economic, or political issues	47	-1	+8	+4

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
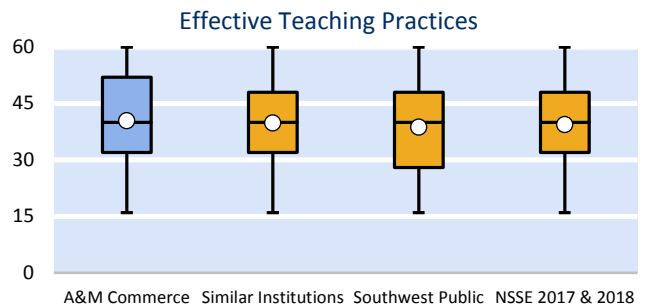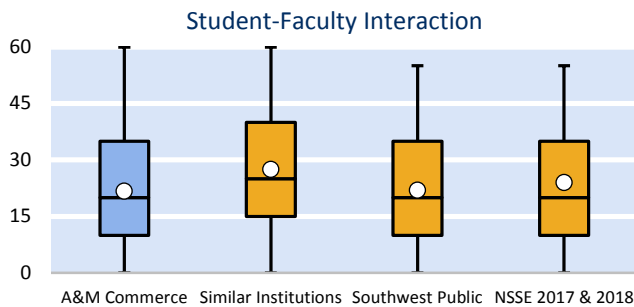
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NSSE 2018 Engagement Indicators
Comparisons with High-Performing Institutions
Texas A&M University-Commerce

Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

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

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

First-Year Students

| | | A&M Commerce | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.5	38.9 ***	-.26		40.5 ***	-.37	
	Reflective and Integrative Learning	35.9	36.5	-.05	✓	38.1 ***	-.18	
	Learning Strategies	37.7	39.5 **	-.13		41.6 ***	-.28	
	Quantitative Reasoning	25.3	28.7 ***	-.22		30.4 ***	-.33	
Learning with Peers	Collaborative Learning	31.9	35.1 ***	-.24		37.2 ***	-.39	
	Discussions with Diverse Others	41.6	41.4	.01	✓	43.4 *	-.12	
Experiences with Faculty	Student-Faculty Interaction	19.8	24.3 ***	-.30		27.2 ***	-.47	
	Effective Teaching Practices	37.3	40.3 ***	-.22		42.0 ***	-.34	
Campus Environment	Quality of Interactions	40.8	43.9 ***	-.27		45.9 ***	-.42	
	Supportive Environment	35.1	37.9 ***	-.21		39.7 ***	-.35	

Seniors

| | | A&M Commerce | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.5	41.3	.01	✓	42.5	-.07	✓
	Reflective and Integrative Learning	38.2	39.6 **	-.11		41.1 ***	-.24	
	Learning Strategies	40.8	40.2	.05	✓	42.3 **	-.11	
	Quantitative Reasoning	28.8	30.7 **	-.12		32.7 ***	-.25	
Learning with Peers	Collaborative Learning	29.7	35.7 ***	-.43		38.1 ***	-.62	
	Discussions with Diverse Others	40.7	41.9	-.08	✓	43.8 ***	-.20	
Experiences with Faculty	Student-Faculty Interaction	21.6	29.2 ***	-.48		33.3 ***	-.72	
	Effective Teaching Practices	40.4	41.1	-.06	✓	43.1 ***	-.20	
Campus Environment	Quality of Interactions	43.6	44.4	-.07	✓	46.5 ***	-.24	
	Supportive Environment	32.2	34.3 ***	-.15		36.4 ***	-.30	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2018 Engagement Indicators

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
A&M Commerce (N = 414)	35.5	14.0	.69	10	25	35	45	60				
Similar Institutions	36.9	13.2	.18	15	30	40	45	60	472	-1.3	.059	-.102
Southwest Public	37.0	13.6	.10	15	30	40	45	60	18,462	-1.5	.024	-.112
NSSE 2017 & 2018	37.8	13.2	.03	20	30	40	45	60	415	-2.3	.001	-.175
Top 50%	38.9	13.1	.04	20	30	40	50	60	416	-3.4	.000	-.262
Top 10%	40.5	13.3	.08	20	30	40	50	60	423	-5.0	.000	-.374
Reflective & Integrative Learning												
A&M Commerce (N = 442)	35.9	12.9	.61	14	26	34	46	57				
Similar Institutions	34.2	11.8	.16	17	26	34	40	57	501	1.7	.007	.143
Southwest Public	34.0	12.1	.09	14	26	34	40	57	459	1.9	.003	.153
NSSE 2017 & 2018	35.1	11.9	.02	17	26	34	43	57	442	.8	.191	.067
Top 50%	36.5	11.8	.03	17	29	37	43	57	443	-.6	.331	-.050
Top 10%	38.1	12.0	.07	20	29	37	46	60	454	-2.2	.000	-.183
Learning Strategies												
A&M Commerce (N = 413)	37.7	13.7	.67	20	27	40	47	60				
Similar Institutions	37.5	13.7	.20	13	27	40	47	60	5,096	.2	.790	.014
Southwest Public	37.2	14.0	.11	13	27	40	47	60	16,898	.5	.445	.038
NSSE 2017 & 2018	38.0	13.7	.03	20	27	40	47	60	199,848	-.4	.593	-.026
Top 50%	39.5	13.7	.04	20	27	40	53	60	105,673	-1.8	.007	-.134
Top 10%	41.6	14.1	.09	20	33	40	53	60	25,808	-3.9	.000	-.279
Quantitative Reasoning												
A&M Commerce (N = 416)	25.3	15.1	.74	0	13	20	40	53				
Similar Institutions	26.9	14.8	.21	0	20	27	40	53	5,595	-1.5	.043	-.103
Southwest Public	27.3	15.6	.12	0	20	27	40	60	17,820	-1.9	.013	-.123
NSSE 2017 & 2018	27.5	15.3	.03	0	20	27	40	60	213,980	-2.1	.004	-.140
Top 50%	28.7	15.2	.04	0	20	27	40	60	137,818	-3.3	.000	-.218
Top 10%	30.4	15.3	.08	7	20	27	40	60	34,001	-5.0	.000	-.330
Learning with Peers												
Collaborative Learning												
A&M Commerce (N = 447)	31.9	15.9	.75	5	20	35	40	60				
Similar Institutions	32.7	13.6	.18	10	20	30	40	60	497	-.8	.286	-.060
Southwest Public	32.9	14.3	.10	10	20	30	40	60	461	-1.0	.193	-.069
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	447	-.4	.571	-.030
Top 50%	35.1	13.6	.04	15	25	35	45	60	448	-3.3	.000	-.239
Top 10%	37.2	13.6	.08	15	25	40	45	60	455	-5.4	.000	-.394
Discussions with Diverse Others												
A&M Commerce (N = 412)	41.6	17.2	.85	10	30	40	60	60				
Similar Institutions	38.1	15.3	.22	15	25	40	50	60	469	3.5	.000	.225
Southwest Public	39.1	16.5	.13	10	25	40	55	60	430	2.5	.004	.149
NSSE 2017 & 2018	39.4	15.5	.03	15	30	40	55	60	413	2.2	.010	.142
Top 50%	41.4	15.0	.04	15	30	40	55	60	413	.2	.814	.013
Top 10%	43.4	14.8	.09	20	35	45	60	60	420	-1.8	.032	-.124

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
A&M Commerce (N = 433)	19.8	14.7	.71	0	10	20	30	50				
Similar Institutions	22.3	14.5	.20	0	10	20	30	50	5,863	-2.5	.001	-.173
Southwest Public	20.4	14.8	.11	0	10	20	30	50	19,007	-.6	.370	-.044
NSSE 2017 & 2018	21.1	14.6	.03	0	10	20	30	50	223,916	-1.3	.059	-.091
Top 50%	24.3	14.8	.05	5	15	20	35	55	81,809	-4.5	.000	-.302
Top 10%	27.2	15.8	.14	5	15	25	40	60	464	-7.5	.000	-.474
Effective Teaching Practices												
A&M Commerce (N = 422)	37.3	14.1	.68	12	28	36	48	60				
Similar Institutions	37.7	13.0	.18	16	28	40	48	60	480	-.4	.602	-.028
Southwest Public	37.8	13.6	.10	16	28	40	48	60	18,421	-.5	.471	-.035
NSSE 2017 & 2018	38.5	13.1	.03	16	28	40	48	60	423	-1.1	.098	-.086
Top 50%	40.3	13.1	.04	20	32	40	52	60	424	-3.0	.000	-.225
Top 10%	42.0	13.7	.09	20	32	40	52	60	25,331	-4.6	.000	-.338
Campus Environment												
Quality of Interactions												
A&M Commerce (N = 364)	40.8	13.9	.73	16	32	42	50	60				
Similar Institutions	42.0	11.7	.17	20	34	44	50	60	406	-1.2	.111	-.101
Southwest Public	40.9	13.1	.11	16	32	42	50	60	15,899	-.1	.848	-.010
NSSE 2017 & 2018	41.7	12.5	.03	18	34	43	50	60	365	-.9	.212	-.073
Top 50%	43.9	11.6	.04	22	38	46	52	60	366	-3.1	.000	-.269
Top 10%	45.9	12.1	.09	22	40	48	56	60	375	-5.1	.000	-.421
Supportive Environment												
A&M Commerce (N = 400)	35.1	14.3	.71	13	25	35	45	58				
Similar Institutions	36.6	13.3	.20	15	28	38	45	60	465	-1.5	.051	-.108
Southwest Public	36.2	14.0	.11	13	25	38	45	60	16,156	-1.0	.145	-.074
NSSE 2017 & 2018	36.1	13.5	.03	13	28	38	45	60	189,909	-1.0	.156	-.071
Top 50%	37.9	13.2	.04	15	30	40	48	60	402	-2.8	.000	-.214
Top 10%	39.7	13.1	.08	18	30	40	50	60	411	-4.5	.000	-.347

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

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

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

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

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

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

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

NSSE 2018 Engagement Indicators

Detailed Statistics[a]

Texas A&M University-Commerce

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
A&M Commerce (N = 701)	41.5	13.7	.52	20	35	40	55	60				
Similar Institutions	39.5	13.3	.14	20	30	40	50	60	9,507	2.0	.000	.151
Southwest Public	39.6	14.2	.07	15	30	40	50	60	40,656	1.9	.000	.134
NSSE 2017 & 2018	39.8	13.7	.02	20	30	40	50	60	396,588	1.7	.001	.122
Top 50%	41.3	13.5	.03	20	35	40	55	60	185,768	.2	.740	.013
Top 10%	42.5	13.7	.06	20	35	40	55	60	56,501	-1.0	.065	-.070
Reflective & Integrative Learning												
A&M Commerce (N = 745)	38.2	12.2	.45	20	29	40	46	60				
Similar Institutions	37.7	12.2	.13	20	29	37	46	60	9,860	.5	.300	.040
Southwest Public	36.7	12.7	.06	17	29	37	46	60	42,747	1.5	.002	.117
NSSE 2017 & 2018	37.8	12.4	.02	17	29	37	46	60	413,189	.4	.421	.029
Top 50%	39.6	12.2	.03	20	31	40	49	60	181,985	-1.4	.003	-.111
Top 10%	41.1	12.2	.06	20	33	40	51	60	39,292	-2.9	.000	-.239
Learning Strategies												
A&M Commerce (N = 681)	40.8	13.7	.53	20	33	40	53	60				
Similar Institutions	37.3	14.4	.16	13	27	40	47	60	815	3.5	.000	.245
Southwest Public	38.7	14.8	.08	13	27	40	53	60	709	2.1	.000	.144
NSSE 2017 & 2018	38.3	14.5	.02	13	27	40	47	60	683	2.5	.000	.176
Top 50%	40.2	14.4	.03	20	27	40	53	60	196,516	.7	.227	.046
Top 10%	42.3	14.2	.06	20	33	40	53	60	699	-1.5	.005	-.105
Quantitative Reasoning												
A&M Commerce (N = 677)	28.8	16.0	.61	0	20	27	40	60				
Similar Institutions	29.2	16.1	.17	0	20	27	40	60	9,350	-.4	.487	-.028
Southwest Public	29.0	16.2	.08	0	20	27	40	60	39,611	-.2	.767	-.011
NSSE 2017 & 2018	29.6	16.1	.03	0	20	27	40	60	389,246	-.8	.192	-.050
Top 50%	30.7	16.0	.03	0	20	33	40	60	254,756	-1.9	.002	-.117
Top 10%	32.7	15.7	.07	7	20	33	40	60	56,115	-3.9	.000	-.245
Learning with Peers												
Collaborative Learning												
A&M Commerce (N = 759)	29.7	16.2	.59	0	20	30	40	60				
Similar Institutions	34.5	14.2	.15	10	25	35	45	60	854	-4.8	.000	-.331
Southwest Public	31.2	15.9	.08	5	20	30	40	60	44,336	-1.5	.010	-.094
NSSE 2017 & 2018	32.5	15.0	.02	5	20	30	45	60	760	-2.8	.000	-.184
Top 50%	35.7	13.9	.03	15	25	35	45	60	761	-6.0	.000	-.430
Top 10%	38.1	13.5	.07	15	30	40	50	60	778	-8.4	.000	-.618
Discussions with Diverse Others												
A&M Commerce (N = 684)	40.7	17.8	.68	0	30	40	60	60				
Similar Institutions	38.6	15.4	.17	15	25	40	50	60	774	2.2	.002	.140
Southwest Public	40.7	16.9	.09	10	30	40	60	60	38,344	.0	.948	.003
NSSE 2017 & 2018	40.3	15.8	.03	15	30	40	55	60	685	.4	.518	.028
Top 50%	41.9	15.6	.03	15	30	40	60	60	686	-1.2	.078	-.077
Top 10%	43.8	15.5	.06	20	35	45	60	60	695	-3.1	.000	-.198

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
A&M Commerce (N = 723)	21.6	16.8	.62	0	10	20	35	60				
Similar Institutions	27.4	16.2	.17	0	15	25	40	60	9,659	-5.8	.000	-.357
Southwest Public	21.9	16.2	.08	0	10	20	35	55	41,511	-.3	.662	-.016
NSSE 2017 & 2018	23.9	15.9	.03	0	10	20	35	55	725	-2.3	.000	-.144
Top 50%	29.2	15.8	.05	5	20	30	40	60	731	-7.6	.000	-.480
Top 10%	33.3	16.1	.14	10	20	35	45	60	13,758	-11.6	.000	-.721
Effective Teaching Practices												
A&M Commerce (N = 706)	40.4	14.3	.54	16	32	40	52	60				
Similar Institutions	39.8	13.2	.14	16	32	40	48	60	806	.6	.303	.043
Southwest Public	38.7	14.3	.07	16	28	40	48	60	40,655	1.7	.002	.118
NSSE 2017 & 2018	39.4	13.7	.02	16	32	40	48	60	397,849	1.0	.048	.075
Top 50%	41.1	13.6	.03	16	32	40	52	60	160,968	-.8	.134	-.056
Top 10%	43.1	13.7	.08	20	36	44	56	60	33,654	-2.7	.000	-.198
Campus Environment												
Quality of Interactions												
A&M Commerce (N = 597)	43.6	12.7	.52	20	35	45	54	60				
Similar Institutions	43.0	11.4	.13	22	36	44	50	60	675	.6	.232	.056
Southwest Public	41.9	12.9	.07	18	34	44	52	60	34,833	1.7	.001	.131
NSSE 2017 & 2018	42.0	12.3	.02	20	34	44	50	60	343,853	1.6	.001	.131
Top 50%	44.4	11.9	.03	22	38	46	54	60	600	-.8	.116	-.069
Top 10%	46.5	12.3	.07	22	40	50	58	60	615	-2.9	.000	-.238
Supportive Environment												
A&M Commerce (N = 675)	32.2	14.7	.57	8	20	33	40	58				
Similar Institutions	33.3	13.6	.16	10	23	33	43	58	779	-1.1	.057	-.082
Southwest Public	31.6	14.6	.08	8	20	33	40	60	36,853	.5	.333	.038
NSSE 2017 & 2018	32.0	14.1	.02	10	23	33	40	58	354,087	.2	.769	.011
Top 50%	34.3	13.7	.03	13	25	35	43	60	678	-2.1	.000	-.154
Top 10%	36.4	13.7	.08	13	28	38	45	60	698	-4.2	.000	-.304

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

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

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

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

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

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

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

NSSE 2018

Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Please note: The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

NSSE 2018 Frequencies and Statistical Comparisons
About This Report

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

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

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

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

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

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

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

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

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

8. *Key to symbols:*

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

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

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

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

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

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7 &

Effect size[a]

.43

-.05

.06

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NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]					
														Your first-year students compared with			
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
1. During the current school year, about how often have you done the following?																	
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	13	3	169	3	804	6	8,101	4	2.8	2.8	.04	2.7 ** △	.15	2.8
		2	Sometimes	179	37	2,181	37	5,797	40	88,561	35						
		3	Often	157	36	2,042	36	4,854	34	90,101	35						
		4	Very often	113	25	1,307	24	2,956	21	65,594	26						
			Total	462	100	5,699	100	14,411	100	252,357	100						
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	103	22	952	18	2,633	19	41,439	17	2.4	2.5 * ▽	-.10	2.4	-.08	2.5 ** ▽
		2	Sometimes	178	37	2,012	36	5,023	35	89,015	35						
		3	Often	124	25	1,707	29	4,094	28	74,419	29						
		4	Very often	55	17	1,002	17	2,571	17	45,897	18						
			Total	460	100	5,673	100	14,321	100	250,770	100						
c. Come to class without completing readings or assignments	unpreparedr *(Reverse-coded version of unprepared created by NSSE.)*	1	Very often	27	6	244	4	834	6	11,849	5	3.1	3.1	-.03	3.0	.08	3.0
		2	Often	70	13	645	12	2,131	15	31,861	13						
		3	Sometimes	266	51	3,161	55	7,806	54	141,279	56						
		4	Never	100	30	1,619	28	3,552	25	65,662	27						
			Total	463	100	5,669	100	14,323	100	250,651	100						
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	136	33	1,869	34	5,946	42	92,002	39	2.1	2.0	.09	1.9 *** △	.23	1.9 *** △
		2	Sometimes	194	38	2,337	41	5,172	36	96,184	37						
		3	Often	72	15	951	16	2,093	15	40,532	15						
		4	Very often	59	14	500	9	1,091	8	21,374	8						
			Total	461	100	5,657	100	14,302	100	250,092	100						
e. Asked another student to help you understand course material	CLaskhelp	1	Never	38	13	404	8	1,244	10	21,104	10	2.6	2.6	-.05	2.6	-.04	2.6
		2	Sometimes	152	34	2,112	38	5,065	36	91,032	37						
		3	Often	175	33	2,105	36	5,145	35	91,225	35						
		4	Very often	94	20	1,027	18	2,821	19	46,446	18						
			Total	459	100	5,648	100	14,275	100	249,807	100						
f. Explained course material to one or more students	CLexplain	1	Never	28	10	236	4	785	6	12,730	6	2.7	2.7	-.04	2.7	-.05	2.7
		2	Sometimes	162	34	2,146	38	5,084	36	89,640	36						
		3	Often	169	34	2,271	40	5,650	39	100,684	39						
		4	Very often	102	21	988	18	2,713	19	46,213	18						
			Total	461	100	5,641	100	14,232	100	249,267	100						

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 4

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your first-year students compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 & 2018
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	75	19	735	14	2,017	15	33,837	15						
		2	Sometimes	149	30	2,043	36	4,827	34	85,288	35						
		3	Often	145	32	1,841	32	4,478	31	81,086	32	2.5	2.5	-.03	2.6	-.06	2.5
		4	Very often	88	19	1,003	17	2,835	20	47,874	18						
			Total	457	100	5,622	100	14,157	100	248,085	100						
h. Worked with other students on course projects or assignments	CLproject	1	Never	32	12	313	6	1,054	8	18,103	9						
		2	Sometimes	160	34	2,148	39	5,194	37	90,670	37						
		3	Often	164	32	2,225	39	5,245	37	93,380	37	2.6	2.7	-.02	2.7	-.02	2.6
		4	Very often	101	22	916	16	2,609	18	44,951	18						
			Total	457	100	5,602	100	14,102	100	247,104	100						
i. Given a course presentation	present	1	Never	78	22	939	16	3,119	23	42,599	19						
		2	Sometimes	198	42	2,500	45	6,114	43	108,233	43						
		3	Often	130	24	1,547	27	3,386	24	67,451	27	2.2	2.3 * ▽	-.10	2.2	.03	2.3
		4	Very often	48	11	608	11	1,466	10	28,630	11						
			Total	454	100	5,594	100	14,085	100	246,913	100						

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

a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	47	11	414	8	1,477	11	19,734	9						
		2	Sometimes	190	40	2,257	41	5,611	40	97,092	40						
		3	Often	152	33	2,149	38	4,992	36	92,509	37	2.6	2.6	-.02	2.5	.06	2.6
		4	Very often	68	16	714	13	1,806	13	34,956	14						
			Total	457	100	5,534	100	13,886	100	244,291	100						
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	59	13	583	12	1,774	14	22,192	10						
		2	Sometimes	174	36	2,278	41	5,456	40	93,256	38						
		3	Often	160	33	1,893	34	4,591	33	89,127	36	2.5	2.5	.05	2.5 * △	.10	2.6
		4	Very often	62	17	757	14	1,926	14	38,472	16						
			Total	455	100	5,511	100	13,747	100	243,047	100						
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	45	9	640	12	1,815	14	23,849	11						
		2	Sometimes	170	36	2,215	40	5,196	39	90,911	38						
		3	Often	159	32	1,806	33	4,489	32	85,202	34	2.7	2.5 *** △	.21	2.5 *** △	.22	2.6 ** △
		4	Very often	78	23	807	15	2,140	15	41,551	17						
			Total	452	100	5,468	100	13,640	100	241,513	100						

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

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]						
													Your first-year students compared with					
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 & 2018	
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean	
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	21	4	283	5	747	6	10,748	5	2.9	2.7 *** △	.21	2.7 *** △	.19	2.8 ** △	
		2	Sometimes	145	29	1,901	34	4,396	32	76,250	32							
		3	Often	194	41	2,360	43	5,942	44	109,262	45							
		4	Very often	87	26	896	17	2,422	18	43,490	18							
			Total	447	100	5,440	100	13,507	100	239,750	100							
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	16	3	169	3	428	3	6,418	3	3.0	2.9 ** △	.15	2.9	.09	2.9	
		2	Sometimes	127	25	1,635	30	3,545	27	63,831	27							
		3	Often	190	45	2,430	44	6,113	45	110,967	46							
		4	Very often	112	28	1,170	22	3,228	24	56,210	24							
			Total	445	100	5,404	100	13,314	100	237,426	100							
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	18	6	173	4	430	4	6,348	3	2.9	2.8	.10	2.8	.06	2.8	
		2	Sometimes	143	29	1,709	33	4,037	31	69,626	30							
		3	Often	183	38	2,440	44	5,886	44	108,861	45							
		4	Very often	98	27	1,037	19	2,814	21	50,431	21							
			Total	442	100	5,359	100	13,167	100	235,266	100							
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	9	2	63	1	240	2	2,867	1	3.0	3.0	-.01	3.0	.04	3.0	
		2	Sometimes	110	23	1,146	22	3,063	24	48,289	21							
		3	Often	221	46	2,800	52	6,399	49	119,367	50							
		4	Very often	100	28	1,308	25	3,318	25	62,895	27							
			Total	440	100	5,317	100	13,020	100	233,418	100							

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

a. Talked about career plans with a faculty member	SFcareer	1	Never	101	25	938	18	2,777	22	45,445	21	2.2	2.4 *** ▽	-.19	2.3	-.09	2.3 * ▽	
		2	Sometimes	195	44	2,274	42	5,433	42	100,974	43							
		3	Often	94	19	1,375	25	3,179	24	56,960	24							
		4	Very often	49	12	746	14	1,645	12	30,245	13							
			Total	439	100	5,333	100	13,034	100	233,624	100							
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	186	46	2,309	43	6,204	48	108,709	48	1.8	1.9	-.08	1.8	.01	1.8	
		2	Sometimes	148	33	1,786	33	3,967	31	75,066	31							
		3	Often	76	16	847	16	1,934	15	33,673	14							
		4	Very often	25	5	368	8	866	7	15,256	7							
			Total	435	100	5,310	100	12,971	100	232,704	100							

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your first-year students compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	165	39	1,537	29	4,717	36	70,685	32						
		2	Sometimes	166	39	2,353	45	5,049	40	99,342	42						
		3	Often	77	17	1,015	19	2,166	17	44,425	19	1.9	2.1 *** ▽	-.18	1.9	-.05	2.0 ** ▽
		4	Very often	29	6	380	7	919	7	16,768	7						
			Total	437	100	5,285	100	12,851	100	231,220	100						
d. Discussed your academic performance with a faculty member	SFperform	1	Never	93	25	1,222	23	3,470	27	54,109	24						
		2	Sometimes	213	48	2,470	46	5,711	44	106,546	46						
		3	Often	102	19	1,146	22	2,614	20	51,184	22	2.1	2.2	-.09	2.1	.00	2.1
		4	Very often	28	7	442	9	1,045	8	19,082	8						
			Total	436	100	5,280	100	12,840	100	230,921	100						

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

				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size	Mean	Effect size	Mean
a. Memorizing course material	memorize	1	Very little	15	4	124	3	436	4	8,378	4						
		2	Some	119	28	1,268	24	3,058	25	60,664	27						
		3	Quite a bit	200	44	2,509	47	5,751	45	105,501	46	2.9	3.0 * ▽	-.11	3.0 * ▽	-.10	2.9
		4	Very much	99	23	1,353	25	3,511	27	55,459	24						
			Total	433	100	5,254	100	12,756	100	230,002	100						
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	29	7	180	4	574	5	7,862	4						
		2	Some	143	34	1,429	28	3,404	27	57,369	25						
		3	Quite a bit	177	39	2,514	47	5,767	45	109,078	47	2.7	2.9 *** ▽	-.18	2.9 *** ▽	-.18	2.9 *** ▽
		4	Very much	78	20	1,121	22	2,949	23	54,802	24						
			Total	427	100	5,244	100	12,694	100	229,111	100						
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	26	7	201	4	555	5	8,058	4						
		2	Some	151	32	1,488	28	3,539	29	59,611	27						
		3	Quite a bit	171	40	2,432	46	5,513	44	103,842	45	2.8	2.8 * ▽	-.12	2.9 * ▽	-.12	2.9 *** ▽
		4	Very much	78	21	1,082	21	2,983	23	56,223	24						
			Total	426	100	5,203	100	12,590	100	227,734	100						
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	18	4	208	4	590	5	8,685	4						
		2	Some	123	28	1,471	28	3,465	28	59,730	27						
		3	Quite a bit	197	45	2,448	47	5,606	44	104,734	46	2.9	2.8	.04	2.8	.04	2.9
		4	Very much	86	23	1,061	21	2,887	22	53,955	23						
			Total	424	100	5,188	100	12,548	100	227,104	100						

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

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & 2018 Mean
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	22	6	217	4	603	5	8,909	4						
		2	Some	127	28	1,504	30	3,451	28	61,348	28						
		3	Quite a bit	197	45	2,424	46	5,611	45	104,280	45	2.8	2.8	.00	2.8	-.03	2.9
		4	Very much	77	21	1,023	20	2,832	22	51,914	23						
			Total	423	100	5,168	100	12,497	100	226,451	100						

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

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & 2018 Mean
a. Clearly explained course goals and requirements	ETgoals	1	Very little	12	3	97	2	322	3	4,476	2						
		2	Some	111	26	1,118	22	2,658	21	45,749	21						
		3	Quite a bit	177	36	2,422	46	5,544	44	106,159	46	3.0	3.0	.00	3.0	-.02	3.1
		4	Very much	124	35	1,511	29	3,900	32	69,259	31						
			Total	424	100	5,148	100	12,424	100	225,643	100						
b. Taught course sessions in an organized way	ETorganize	1	Very little	18	4	183	4	554	5	6,902	4						
		2	Some	116	26	1,144	22	2,724	22	47,923	21						
		3	Quite a bit	193	43	2,489	48	5,422	43	106,215	46	2.9	3.0	-.01	3.0	-.05	3.0
		4	Very much	96	28	1,322	26	3,695	30	64,224	29						
			Total	423	100	5,138	100	12,395	100	225,264	100						
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	24	5	159	3	501	4	7,391	4						
		2	Some	118	30	1,188	23	2,874	23	49,223	22						
		3	Quite a bit	168	35	2,308	44	5,079	41	99,402	43	2.9	3.0	-.10	3.0 * ▽	-.11	3.0 * ▽
		4	Very much	112	30	1,481	29	3,902	32	68,897	31						
			Total	422	100	5,136	100	12,356	100	224,913	100						
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	44	10	380	8	1,151	9	16,059	8						
		2	Some	137	31	1,508	29	3,731	30	63,722	29						
		3	Quite a bit	143	34	2,048	40	4,436	36	86,235	38	2.8	2.8	-.04	2.8	.00	2.8
		4	Very much	97	26	1,197	23	3,034	24	58,733	26						
			Total	421	100	5,133	100	12,352	100	224,749	100						
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	42	9	463	9	1,296	11	18,193	9						
		2	Some	155	32	1,669	33	4,070	33	71,321	32						
		3	Quite a bit	146	35	2,035	39	4,407	36	87,387	38	2.7	2.7	.05	2.7	.06	2.7
		4	Very much	77	23	947	19	2,524	21	47,127	21						
			Total	420	100	5,114	100	12,297	100	224,028	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]
Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & 2018 Mean
6. During the current school year, about how often have you done the following?																	
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	51	11	560	11	1,413	11	26,083	11						
		2	Sometimes	183	42	2,017	39	4,504	36	83,423	37						
		3	Often	137	34	1,863	37	4,412	37	81,831	37	2.5	2.5	-.06	2.6	-.10	2.6
		4	Very often	48	13	650	14	1,847	16	31,411	15						
			Total	419	100	5,090	100	12,176	100	222,748	100						
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	115	28	1,095	21	2,758	23	47,161	21						
		2	Sometimes	166	40	2,196	42	4,800	39	90,984	40						
		3	Often	103	20	1,381	27	3,247	27	61,439	28	2.2	2.2	-.09	2.3 * ▽	-.10	2.3 ** ▽
		4	Very often	34	12	430	9	1,306	11	22,465	11						
			Total	418	100	5,102	100	12,111	100	222,049	100						
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	106	22	988	19	2,529	21	42,983	19						
		2	Sometimes	179	48	2,280	44	5,051	42	94,914	42						
		3	Often	101	22	1,449	29	3,356	28	64,104	29	2.2	2.3 * ▽	-.11	2.3 * ▽	-.12	2.3 ** ▽
		4	Very often	26	8	373	8	1,148	10	19,765	9						
			Total	412	100	5,090	100	12,084	100	221,766	100						
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																	
a. Up to 5 pages	wrshortnum	0	None	38	8	271	6	1,024	9	11,015	6						
	(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	106	25	1,041	22	2,624	22	39,177	19						
		4	3-5	140	34	1,553	32	3,968	34	67,832	32						
		8	6-10	67	17	997	22	2,348	20	50,965	23	5.5	6.4 ** ▽	-.15	5.8	-.05	6.7 *** ▽
		13	11-15	37	10	457	10	962	8	22,134	10						
		18	16-20	10	3	193	4	353	3	9,877	4						
		23	More than 20	16	3	206	5	459	4	10,677	5						
			Total	414	100	4,718	100	11,738	100	211,677	100						
b. Between 6 and 10 pages	wrmednum	0	None	178	45	1,857	40	5,213	45	70,100	35						
	(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	151	34	1,863	38	3,732	32	80,661	37						
		4	3-5	44	13	644	15	1,684	14	39,478	18						
		8	6-10	26	6	218	5	730	6	14,493	7	1.9	1.9	.00	2.0	-.02	2.3 * ▽
		13	11-15	9	2	62	2	215	2	3,819	2						
		18	16-20	2	0	17	0	54	0	1,032	1						
		23	More than 20	4	1	23	1	68	1	1,192	1						
			Total	414	100	4,684	100	11,696	100	210,775	100						

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

First-Year Students

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

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & 2018 Mean
c. 11 pages or more	wrlongnum	0	None	323	79	3,797	81	9,348	80	158,880	75						
(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)		1.5	1-2	57	13	648	14	1,393	12	35,832	16						
		4	3-5	13	2	104	2	439	4	7,728	4						
		8	6-10	7	1	71	2	254	2	4,245	2	1.1	.7 * △	.15	.9	.08	.9
		13	11-15	8	2	39	1	178	2	2,426	1						
		18	16-20	3	0	9	0	36	0	652	0						
		23	More than 20	4	2	27	1	60	1	1,040	1						
			Total	415	100	4,695	100	11,708	100	210,803	100						
Estimated number of assigned pages of student writing.	wrpages											47.6	45.3	.03	46.0	.02	52.6
(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)																	

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

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & 2018 Mean
a. People of a race or ethnicity other than your own	DDrace	1	Never	19	4	280	6	751	7	9,727	5						
		2	Sometimes	92	22	1,459	31	2,650	23	51,513	24						
		3	Often	120	28	1,522	32	3,751	32	69,143	33	3.2	2.9 *** ▲	.31	3.0 ** △	.15	3.0 ** △
		4	Very often	183	46	1,426	31	4,533	38	80,144	38						
			Total	414	100	4,687	100	11,685	100	210,527	100						
b. People from an economic background other than your own	DDeconomic	1	Never	27	7	201	4	716	6	9,079	5						
		2	Sometimes	94	20	1,264	27	2,766	24	49,411	24						
		3	Often	127	29	1,834	38	4,135	35	78,252	37	3.1	2.9 ** △	.18	3.0 * △	.13	3.0
		4	Very often	167	44	1,376	30	4,051	35	73,315	35						
			Total	415	100	4,675	100	11,668	100	210,057	100						
c. People with religious beliefs other than your own	DDreligion	1	Never	38	10	312	7	887	8	14,426	7						
		2	Sometimes	109	24	1,374	30	3,010	26	56,121	27						
		3	Often	111	24	1,619	34	3,714	31	68,729	33	3.0	2.9 * △	.13	2.9	.06	2.9
		4	Very often	155	42	1,377	29	4,039	34	70,783	34						
			Total	413	100	4,682	100	11,650	100	210,059	100						
d. People with political views other than your own	DDpolitical	1	Never	32	7	224	5	859	8	13,469	7						
		2	Sometimes	117	26	1,267	28	3,276	28	59,962	28						
		3	Often	122	26	1,653	34	3,777	32	68,853	33	3.0	2.9	.09	2.9 ** △	.14	2.9 ** △
		4	Very often	143	42	1,534	33	3,745	33	67,774	32						
			Total	414	100	4,678	100	11,657	100	210,058	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your first-year students compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
9. During the current school year, about how often have you done the following?																	
a. Identified key information from reading assignments	LSreading	1	Never	15	5	77	2	303	3	3,418	2						
		2	Sometimes	130	25	1,082	24	2,940	26	44,618	22						
		3	Often	189	49	2,311	49	5,485	47	102,014	49	2.9	3.0 *	-.11	2.9	-.08	3.0 ***
		4	Very often	78	21	1,173	24	2,850	24	58,670	27		▽				▽
			Total	412	100	4,643	100	11,578	100	208,720	100						
b. Reviewed your notes after class	LSnotes	1	Never	12	2	194	5	559	5	9,715	5						
		2	Sometimes	139	33	1,336	30	3,480	30	62,042	30						
		3	Often	139	33	1,753	38	4,135	36	75,872	36	2.9	2.9	.06	2.9	.08	2.9
		4	Very often	121	32	1,360	28	3,379	29	60,987	29						
			Total	411	100	4,643	100	11,553	100	208,616	100						
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	25	5	297	7	859	8	12,119	6						
		2	Sometimes	156	33	1,411	31	3,669	31	64,737	31						
		3	Often	138	37	1,902	40	4,364	38	82,376	39	2.8	2.8	.06	2.8	.08	2.8
		4	Very often	93	25	1,018	22	2,648	22	48,973	23						
			Total	412	100	4,628	100	11,540	100	208,205	100						
10. During the current school year, to what extent have your courses challenged you to do your best work?																	
	challenge	1	Not at all	3	1	37	1	131	1	1,887	1						
		2		6	3	56	2	186	2	2,492	1						
		3		24	5	177	4	653	6	9,462	5						
		4		65	13	577	12	1,464	13	24,662	12	5.4	5.4	-.03	5.3	.02	5.4
		5		136	30	1,583	34	3,806	33	68,932	33						
		6		78	20	1,209	26	2,595	23	53,387	25						
		7	Very much	97	27	982	21	2,642	23	46,629	23						
			Total	409	100	4,621	100	11,477	100	207,451	100						
11. Which of the following have you done or do you plan to do before you graduate?[f]																	
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement *(Means indicate the percentage who responded "Done or in progress.")*	intern		Have not decided	66	21	514	12	1,533	14	24,126	13						
			Do not plan to do	27	10	187	5	631	6	9,938	6						
			Plan to do	286	59	3,661	78	8,533	74	157,219	74	9%	6% **	.13	7% *	.10	8%
			Done or in progress	31	9	246	6	750	7	15,883	8		△		△		
			Total	410	100	4,608	100	11,447	100	207,166	100						

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

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your first-year students compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	94	28	1,320	29	3,058	27	54,921	27	**11%**	11%	-.01	10%	.03	11%
	(Means indicate the percentage who responded "Done or in progress.")		Do not plan to do	81	25	961	22	2,654	24	45,343	23						
			Plan to do	175	36	1,793	38	4,558	39	83,081	39						
			Done or in progress	59	11	507	11	1,143	10	23,300	11						
			Total	409	100	4,581	100	11,413	100	206,645	100						
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	125	33	1,615	36	3,575	31	67,692	32	**10%**	11%	-.05	12%	-.09	13% * ▽
	(Means indicate the percentage who responded "Done or in progress.")		Do not plan to do	88	23	1,168	25	2,725	24	53,271	27						
			Plan to do	154	34	1,282	28	3,699	32	58,603	28						
			Done or in progress	42	10	500	11	1,370	12	26,265	13						
			Total	409	100	4,565	100	11,369	100	205,831	100						
d. Participate in a study abroad program	abroad		Have not decided	114	27	1,367	30	3,219	28	55,245	27	**2%**	3%	-.03	3%	-.03	3%
	(Means indicate the percentage who responded "Done or in progress.")		Do not plan to do	117	33	1,199	27	3,266	29	53,130	28						
			Plan to do	166	37	1,898	40	4,599	40	91,483	41						
			Done or in progress	8	2	117	3	296	3	6,214	3						
			Total	405	100	4,581	100	11,380	100	206,072	100						
e. Work with a faculty member on a research project	research		Have not decided	154	36	1,816	39	4,142	36	77,156	38	**5%**	4%	.05	5%	.01	5%
	(Means indicate the percentage who responded "Done or in progress.")		Do not plan to do	111	29	1,130	24	2,748	24	47,243	24						
			Plan to do	121	30	1,455	33	3,963	35	72,118	34						
			Done or in progress	23	5	169	4	512	5	9,331	5						
			Total	409	100	4,570	100	11,365	100	205,848	100						
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone		Have not decided	146	35	1,692	37	4,097	36	65,160	33	**2%**	1%	.08	2%	.03	2%
	(Means indicate the percentage who responded "Done or in progress.")		Do not plan to do	58	16	479	11	1,396	12	20,365	11						
			Plan to do	191	46	2,330	51	5,635	49	116,259	54						
			Done or in progress	13	2	61	1	207	2	3,755	2						
			Total	408	100	4,562	100	11,335	100	205,539	100						

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

				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
	servcourse	1	None	137	42	2,027	45	5,192	45	96,457	48	**1.7**	1.7	.09	1.7	.06	1.6 * △
		2	Some	222	48	2,088	45	4,906	44	89,341	43						
		3	Most	36	7	385	8	960	9	15,549	8						
		4	All	10	3	57	1	237	2	3,453	2						
			Total	405	100	4,557	100	11,295	100	204,800	100						

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

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & 2018 Mean
13. Indicate the quality of your interactions with the following people at your institution.																	
a. Students	QIstudent	1	Poor	8	1	54	1	229	2	3,321	2						
		2		8	1	84	2	315	3	4,361	2						
		3		26	8	236	5	730	6	11,053	6						
		4		53	10	601	13	1,661	14	26,430	13						
		5		112	28	1,330	29	2,972	26	54,712	26	**5.4**	5.4	.00	5.3	.06	5.4
		6		81	20	1,161	26	2,509	22	52,070	25						
		7	Excellent	112	25	1,047	23	2,745	25	50,976	25						
		—	Not applicable	6	6	33	1	122	1	2,015	1						
			Total	406	100	4,546	100	11,283	100	204,938	100						
b. Academic advisors	QIadvisor	1	Poor	20	4	148	3	455	4	6,851	4						
		2		15	4	192	4	560	5	8,988	4						
		3		48	11	376	8	1,003	9	16,030	8						
		4		63	13	666	14	1,679	14	28,507	14						
		5		86	22	962	21	2,266	20	41,894	20	**5.0**	5.2 * ▽	-.11	5.1	-.06	5.2 * ▽
		6		65	15	994	23	2,113	19	41,780	20						
		7	Excellent	100	25	1,175	26	3,005	27	56,533	28						
		—	Not applicable	8	5	37	1	198	2	4,181	2						
			Total	405	100	4,550	100	11,279	100	204,764	100						
c. Faculty	QIfaculty	1	Poor	17	3	57	1	308	3	3,695	2						
		2		13	3	115	3	418	4	5,548	3						
		3		39	10	309	7	879	7	12,422	6						
		4		56	11	672	14	1,752	15	28,667	14						
		5		89	21	1,237	27	2,825	25	53,137	26	**5.2**	5.3	-.02	5.1	.06	5.3
		6		99	24	1,208	27	2,572	23	54,051	26						
		7	Excellent	85	25	920	21	2,372	21	44,851	22						
		—	Not applicable	8	3	29	1	144	1	2,174	1						
			Total	406	100	4,547	100	11,270	100	204,545	100						

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]						
													Your first-year students compared with					
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	24	6	135	3	531	5	7,705	4						
		2		19	5	158	4	550	5	8,369	4						
		3		34	8	351	8	884	8	15,026	7						
		4		51	10	657	14	1,619	14	29,001	14						
		5		89	17	1,025	22	2,245	20	44,127	21	4.9	5.1	-.12	5.0	-.02	5.0
		6		65	17	1,062	23	2,054	18	42,170	20						
		7	Excellent	87	20	918	21	2,277	20	39,857	19						
		—	Not applicable	36	16	230	6	1,110	10	18,183	10						
			Total	405	100	4,536	100	11,270	100	204,438	100						
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	24	5	134	3	531	5	8,162	4						
		2		28	7	221	5	603	5	9,611	5						
		3		35	9	387	9	984	8	16,420	8						
		4		66	14	660	14	1,821	16	31,187	15						
		5		91	19	1,027	22	2,351	21	44,797	21	4.9	5.0	-.08	4.9	-.01	5.0
		6		60	15	986	21	2,031	18	41,206	20						
		7	Excellent	81	23	878	20	2,294	21	39,436	20						
		—	Not applicable	20	9	251	6	664	6	13,765	7						
			Total	405	100	4,544	100	11,279	100	204,584	100						

14. How much does your institution emphasize the following?

Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	10	3	69	2	239	2	3,238	2						
		2	Some	111	27	762	19	2,150	20	35,454	18						
		3	Quite a bit	196	50	2,184	49	5,174	47	96,075	48	2.9	3.1 *** ▽	-.26	3.1 *** ▽	-.24	3.1 *** ▽
		4	Very much	86	20	1,388	30	3,521	31	65,142	32						
			Total	403	100	4,403	100	11,084	100	199,909	100						
b. Providing support to help students succeed academically	SEacademic	1	Very little	14	3	143	4	411	4	6,405	4						
		2	Some	96	26	911	22	2,360	22	39,462	21						
		3	Quite a bit	182	42	1,933	44	4,613	41	87,176	43	3.0	3.0	-.06	3.0	-.07	3.0
		4	Very much	109	29	1,382	31	3,667	33	65,979	32						
			Total	401	100	4,369	100	11,051	100	199,022	100						
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	11	4	245	6	590	6	10,306	6						
		2	Some	81	21	764	18	1,874	17	35,118	18						
		3	Quite a bit	171	44	1,738	40	4,085	37	77,127	39	3.0	3.1	-.05	3.1 * ▽	-.09	3.1
		4	Very much	138	32	1,624	37	4,489	40	76,499	38						
			Total	401	100	4,371	100	11,038	100	199,050	100						

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

Frequency Distributions[a] / Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	42	14	449	11	1,206	11	19,746	11						
		2	Some	111	25	1,314	29	2,913	27	54,478	28						
		3	Quite a bit	152	35	1,576	36	3,871	35	71,561	36	2.7	2.7	.00	2.8	-.04	2.8
		4	Very much	96	26	1,034	24	3,031	27	52,932	26						
			Total	401	100	4,373	100	11,021	100	198,717	100						
e. Providing opportunities to be involved socially	SEsocial	1	Very little	24	7	200	5	683	7	10,893	6						
		2	Some	98	25	892	21	2,446	22	44,364	23						
		3	Quite a bit	169	43	1,904	43	4,387	40	81,924	41	2.9	3.0 ** ▽	-.17	3.0 * ▽	-.11	2.9 * ▽
		4	Very much	108	25	1,358	31	3,492	31	61,316	30						
			Total	399	100	4,354	100	11,008	100	198,497	100						
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	29	11	231	6	804	8	12,710	7						
		2	Some	90	23	968	23	2,474	23	45,785	24						
		3	Quite a bit	174	39	1,827	41	4,337	39	80,168	40	2.8	3.0 * ▽	-.13	2.9	-.08	2.9
		4	Very much	102	28	1,324	30	3,371	30	59,459	29						
			Total	395	100	4,350	100	10,986	100	198,122	100						
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	84	26	844	20	2,364	22	41,405	22						
		2	Some	141	33	1,576	36	3,830	35	71,866	36						
		3	Quite a bit	126	31	1,317	30	3,082	28	56,519	28	2.3	2.4 * ▽	-.12	2.4 * ▽	-.12	2.4 * ▽
		4	Very much	41	10	608	14	1,721	16	28,211	14						
			Total	392	100	4,345	100	10,997	100	198,001	100						
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	25	11	272	7	981	9	17,872	11						
		2	Some	98	26	1,082	25	2,870	26	50,880	26						
		3	Quite a bit	162	37	1,835	42	4,218	38	77,576	38	2.8	2.9	-.09	2.8	-.02	2.8
		4	Very much	106	26	1,151	26	2,898	26	51,472	25						
			Total	391	100	4,340	100	10,967	100	197,800	100						
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	47	16	536	13	1,815	17	27,580	15						
		2	Some	129	32	1,421	33	3,766	34	66,404	34						
		3	Quite a bit	142	32	1,571	36	3,480	31	67,680	33	2.5	2.6	-.05	2.5	.06	2.5
		4	Very much	76	20	806	18	1,917	17	35,989	18						
			Total	394	100	4,334	100	10,978	100	197,653	100						

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 15

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

				Frequency Distributions[a]									Statistical Comparisons[b]					
														Your first-year students compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 & 2018
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
15. About how many hours do you spend in a typical 7-day week doing the following?																	
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs *(Recoded version of* tmprep *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	1	0	9	0	57	1	754	0	**12.2**	14.2 *** ▽	-.25	13.8 *** ▽	-.19	14.7 *** ▼
		3	1-5 hrs	82	23	535	13	1,639	15	22,876	13						
		8	6-10 hrs	101	28	990	24	2,674	25	42,988	22						
		13	11-15 hrs	92	22	961	22	2,394	22	43,907	22						
		18	16-20 hrs	48	11	919	20	1,998	18	39,041	19						
		23	21-25 hrs	31	7	477	11	1,085	10	23,976	12						
		28	26-30 hrs	9	2	232	5	497	4	11,916	6						
		33	More than 30 hrs	26	6	203	5	598	6	11,797	6						
			Total	390	100	4,326	100	10,942	100	197,255	100						
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs *(Recoded version of* tmcocurr *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	116	39	995	24	3,985	37	58,612	33	**5.9**	6.4	-.08	5.2	.09	5.7
		3	1-5 hrs	122	27	1,655	37	3,455	31	65,868	32						
		8	6-10 hrs	59	12	773	18	1,581	14	32,468	16						
		13	11-15 hrs	39	10	427	10	917	9	18,628	9						
		18	16-20 hrs	21	5	233	6	498	4	11,199	5						
		23	21-25 hrs	10	2	110	3	220	2	5,391	3						
		28	26-30 hrs	12	3	54	1	98	1	1,910	1						
		33	More than 30 hrs	8	1	63	2	156	1	2,645	1						
			Total	387	100	4,310	100	10,910	100	196,721	100						
c. Working for pay **on campus**	tmworkonhrs *(Recoded version of* tmworkon *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	290	79	3,365	78	9,090	83	152,087	79	**3.0**	2.5	.09	2.4 * △	.11	2.4
		3	1-5 hrs	20	4	197	5	248	2	9,201	4						
		8	6-10 hrs	11	2	305	7	347	3	15,571	7						
		13	11-15 hrs	21	5	217	5	471	4	9,907	5						
		18	16-20 hrs	38	9	142	3	485	4	6,308	3						
		23	21-25 hrs	3	1	56	2	169	2	2,244	1						
		28	26-30 hrs	4	1	13	0	47	0	570	0						
		33	More than 30 hrs	4	1	20	1	64	1	1,058	1						
			Total	391	100	4,315	100	10,921	100	196,946	100						

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 16

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
d. Working for pay **off campus**	tmworkoffhrs	0	0 hrs	256	59	3,224	75	7,047	65	135,734	67						
	(Recoded version	3	1-5 hrs	25	6	182	4	470	4	9,141	4						
	of tmworkoff	8	6-10 hrs	20	5	202	4	549	5	10,185	5						
	created by NSSE.	13	11-15 hrs	20	6	205	5	659	6	10,618	5						
	Values are	18	16-20 hrs	18	6	192	4	771	7	10,915	6	7.8	3.9 ***	.45	6.2 **	.16	5.8 ***
	estimated number	23	21-25 hrs	17	6	148	4	534	5	7,687	4		▲		△		△
	of hours per	28	26-30 hrs	13	3	73	2	368	3	4,271	2						
	week.)	33	More than 30 hrs	20	10	91	2	532	5	8,431	6						
			Total	389	100	4,317	100	10,930	100	196,982	100						
Estimated number of hours working for pay	tmworkhrs (Continuous variable created by NSSE)											10.8	6.4 *** ▲	.41	8.6 *** △	.19	8.1 *** △
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	203	52	2,473	59	6,003	56	112,282	58						
	(Recoded version	3	1-5 hrs	128	29	1,413	31	3,195	28	60,782	30						
	of tmservice	8	6-10 hrs	33	10	221	5	877	8	12,343	6						
	created by NSSE.	13	11-15 hrs	16	4	92	2	422	4	5,467	3						
	Values are	18	16-20 hrs	7	3	57	1	215	2	3,071	2	3.0	2.3 **	.16	2.9	.03	2.5
	estimated number	23	21-25 hrs	2	0	26	1	113	1	1,564	1		△				
	of hours per	28	26-30 hrs	3	1	10	0	37	0	450	0						
	week.)	33	More than 30 hrs	0	0	18	0	62	1	933	1						
			Total	392	100	4,310	100	10,924	100	196,892	100						
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	9	2	46	1	256	2	3,835	2						
	(Recoded version	3	1-5 hrs	102	30	788	18	2,558	23	41,465	21						
	of tmrelax created	8	6-10 hrs	103	24	1,162	26	2,940	26	53,787	27						
	by NSSE. Values	13	11-15 hrs	78	20	970	22	2,117	20	40,902	20						
	are estimated	18	16-20 hrs	47	13	647	15	1,362	13	26,838	14	10.9	13.1 ***	-.26	12.2 **	-.15	12.3 ***
	number of hours	23	21-25 hrs	14	3	301	7	649	6	12,283	6		▽		▽		▽
	per week.)	28	26-30 hrs	9	2	141	3	298	3	5,524	3						
		33	More than 30 hrs	30	6	260	7	735	7	12,179	7						
			Total	392	100	4,315	100	10,915	100	196,813	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & 2018 Mean
g. Providing care for dependents (children, parents, etc.)	tmcarehrs *(Recoded version of tmcare created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	279	64	3,631	83	7,876	73	151,613	75	5.3	1.7 *** ▲	.59	3.0 *** ▲	.32	3.1 *** △
		3	1-5 hrs	46	14	313	7	1,264	11	19,276	10						
		8	6-10 hrs	19	3	135	4	623	6	8,454	5						
		13	11-15 hrs	22	6	78	2	429	4	5,422	3						
		18	16-20 hrs	6	2	57	1	234	2	3,401	2						
		23	21-25 hrs	3	1	23	1	118	1	1,889	1						
		28	26-30 hrs	2	0	10	0	48	0	781	0						
		33	More than 30 hrs	15	10	58	1	301	3	5,599	4						
			Total	392	100	4,305	100	10,893	100	196,435	100						
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs *(Recoded version of tmcommute created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	146	38	2,153	50	3,132	29	91,915	44	4.5	3.0 *** △	.28	5.2 * ▽	-.11	3.9
		3	1-5 hrs	138	37	1,510	34	4,340	40	64,068	33						
		8	6-10 hrs	52	13	366	9	1,857	17	21,861	12						
		13	11-15 hrs	25	7	129	3	754	7	9,107	5						
		18	16-20 hrs	11	3	76	2	333	3	4,200	2						
		23	21-25 hrs	5	1	35	1	166	2	2,159	1						
		28	26-30 hrs	4	1	7	0	84	1	869	0						
		33	More than 30 hrs	10	2	33	1	243	2	2,635	1						
			Total	391	100	4,309	100	10,909	100	196,814	100						

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

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & 2018 Mean
	reading	1	Very little	65	18	492	13	1,628	15	22,306	12	2.7	2.7	-.01	2.6	.03	2.7
		2	Some	130	31	1,550	36	3,836	35	64,343	33						
		3	About half	117	26	1,234	28	3,068	28	57,778	29						
		4	Most	59	15	783	17	1,721	16	38,384	19						
		5	Almost all	20	9	240	6	645	6	13,704	7						
			Total	391	100	4,299	100	10,898	100	196,515	100						
	tmreadinghrs *(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)*											5.3	6.3 ** ▽	-.16	5.9 * ▽	-.11	6.7 *** ▽

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 18

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]						
													Your first-year students compared with					
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 & 2018
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
tmreadinghrscol		1	0 hrs	1	0	9	0	55	1	739	0						
(Collapsed version of tmreadinghrs *created by NSSE.)*		2	More than zero, up to 5 hrs	242	63	2,260	55	6,059	56	94,306	50						
		3	More than 5, up to 10 hrs	95	23	1,232	28	3,002	27	58,597	29						
		4	More than 10, up to 15 hrs	24	6	410	9	889	8	21,255	10						
		5	More than 15, up to 20 hrs	15	4	220	5	449	4	11,133	5						
		6	More than 20, up to 25 hrs	8	2	105	2	285	3	7,030	3						
		7	More than 25 hrs	3	2	56	1	113	1	2,645	1						
			Total	388	100	4,292	100	10,852	100	195,705	100						

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

Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
a. Writing clearly and effectively	pgwrite	1	Very little	29	8	272	7	817	8	12,968	7						
		2	Some	120	29	1,161	28	2,915	27	53,350	27						
		3	Quite a bit	164	44	1,976	45	4,614	43	85,402	43	2.8	2.8	-.02	2.8	-.04	2.8
		4	Very much	77	20	870	20	2,488	23	43,765	23						
			Total	390	100	4,279	100	10,834	100	195,485	100						
b. Speaking clearly and effectively	pgspeak	1	Very little	38	10	416	11	1,189	11	20,429	11						
		2	Some	137	33	1,318	31	3,289	30	61,065	31						
		3	Quite a bit	136	37	1,755	40	4,065	37	74,958	38	2.7	2.7	.02	2.7	.00	2.7
		4	Very much	80	21	795	19	2,284	21	39,204	20						
			Total	391	100	4,284	100	10,827	100	195,656	100						
c. Thinking critically and analytically	pgthink	1	Very little	18	7	125	4	378	4	6,119	4						
		2	Some	94	19	847	20	2,137	20	37,595	20						
		3	Quite a bit	165	42	2,026	47	4,819	44	88,115	44	3.0	3.0	-.02	3.0	-.05	3.1
		4	Very much	114	33	1,281	30	3,502	32	63,869	33						
			Total	391	100	4,279	100	10,836	100	195,698	100						
d. Analyzing numerical and statistical information	pganalyze	1	Very little	54	14	520	12	1,162	11	25,888	13						
		2	Some	146	35	1,422	33	3,290	30	61,880	31						
		3	Quite a bit	124	32	1,565	35	4,010	37	69,175	35	2.5	2.6	-.07	2.7 ***	-.18	2.6 *
		4	Very much	67	18	779	19	2,368	22	38,705	21				▽		▽
			Total	391	100	4,286	100	10,830	100	195,648	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

Frequency Distributions[a]

Statistical Comparisons[b]

Your first-year students compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	56	18	503	12	1,616	15	25,779	14						
		2	Some	121	30	1,394	32	3,475	32	63,621	32						
		3	Quite a bit	140	33	1,566	36	3,611	33	67,818	34	2.5	2.6	-.09	2.6	-.04	2.6
		4	Very much	72	19	817	19	2,122	20	38,414	20						
			Total	389	100	4,280	100	10,824	100	195,632	100						
f. Working effectively with others	pgothers	1	Very little	29	11	234	6	808	8	12,323	7						
		2	Some	99	24	1,195	29	2,868	27	53,237	28						
		3	Quite a bit	170	43	1,857	42	4,417	40	81,397	41	2.8	2.8	-.06	2.8	-.05	2.8
		4	Very much	92	23	990	23	2,726	25	48,541	25						
			Total	390	100	4,276	100	10,819	100	195,498	100						
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	43	13	472	11	1,261	12	20,171	11						
		2	Some	113	29	1,274	30	3,100	28	55,417	29						
		3	Quite a bit	161	41	1,686	39	4,057	37	75,143	37	2.6	2.7	-.05	2.7	-.07	2.7
		4	Very much	74	17	846	20	2,389	22	44,720	23						
			Total	391	100	4,278	100	10,807	100	195,451	100						
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	35	10	414	10	1,020	10	17,468	10						
		2	Some	102	28	1,234	29	2,843	27	52,897	27						
		3	Quite a bit	149	37	1,649	37	4,046	37	74,259	37	2.8	2.7	.04	2.8	-.02	2.8
		4	Very much	103	25	977	23	2,909	26	50,748	26						
			Total	389	100	4,274	100	10,818	100	195,372	100						
i. Solving complex real-world problems	pgprobsolve	1	Very little	53	16	481	12	1,344	13	21,653	12						
		2	Some	127	30	1,477	34	3,391	32	64,010	33						
		3	Quite a bit	135	32	1,551	36	3,865	35	70,989	36	2.6	2.6	.01	2.6	-.02	2.6
		4	Very much	75	22	767	18	2,216	20	38,774	20						
			Total	390	100	4,276	100	10,816	100	195,426	100						
j. Being an informed and active citizen	pgcitizen	1	Very little	52	16	459	11	1,348	13	21,738	12						
		2	Some	124	29	1,413	33	3,339	31	60,884	31						
		3	Quite a bit	138	34	1,587	37	3,810	35	70,913	36	2.6	2.7	-.05	2.6	-.04	2.7
		4	Very much	73	21	818	20	2,318	21	41,748	21						
			Total	387	100	4,277	100	10,815	100	195,283	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

First-Year Students

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your first-year students compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 & 2018
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
18. How would you evaluate your entire educational experience at this institution?																	
	evalexp	1	Poor	10	5	71	2	258	3	4,018	2						
		2	Fair	77	16	515	13	1,547	14	25,080	14						
		3	Good	175	43	2,179	50	5,325	48	94,112	48	**3.1**	3.2	-.11	3.2	-.06	3.2
		4	Excellent	129	36	1,517	35	3,731	35	72,634	36						
			Total	391	100	4,282	100	10,861	100	195,844	100						
19. If you could start over again, would you go to the *same institution* you are now attending?																	
	sameinst	1	Definitely no	20	5	155	4	421	4	7,719	4						
		2	Probably no	48	10	506	12	1,500	14	25,160	13						
		3	Probably yes	183	49	1,825	42	4,673	43	81,611	42	**3.2**	3.2	-.07	3.2	-.02	3.2
		4	Definitely yes	140	36	1,804	42	4,311	40	81,793	41						
			Total	391	100	4,290	100	10,905	100	196,283	100						
20. Do you intend to return to this institution next year?[f]																	
	returnexp		No	21	4	65	6	536	6	4,931	5						
(Means indicate the percentage who responded "Yes." Comparison data are limited to NSSE 2018 participants.)			Yes	331	84	1,018	87	7,382	86	86,431	86	**84%**	87%	-.11	86%	-.05	86%
			Not sure	40	12	76	7	662	8	8,050	8						
			Total	392	100	1,159	100	8,580	100	99,412	100						

& 2018

Effect size[e]

-.01

-.13

.02

.19

.00

-.03

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

& 2018

Effect size [e]

-.03

.01

-.07

-.02

-.02

.13

& 2018

Effect size[e]

.16

.09

.03

-.03

-.12

.02

& 2018

Effect
size [e]

-.12

-.06

-.04

-.24

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-.02

Effect
size [e]

-.06

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Effect size [e]

-.09

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-.14

-.21

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

.06

-.07

.14

.10

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.13

Effect
size [e]

-.19

.07

.03

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& 2018

Effect
size [e]

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Effect
size [e]

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& 2018

*Effect
size[e]*

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Effect size [e]

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& 2018

*Effect
size* [e]

-.30

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& 2018

Effect size [e]

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& 2018

Effect
size [e]

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& 2018
*Effect
size [e]*

-.06

.00

-.07

-.11

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 37

Effect
size [e]

-.07

-.06

-.09

-.02

-.03

-.06

Effect
size [e]

-.10

-.04

-.07

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
1. During the current school year, about how often have you done the following?																	
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	16	2	119	2	900	4	7,656	3						
		2	Sometimes	163	21	1,600	24	6,705	29	76,919	26						
		3	Often	251	33	2,189	33	7,320	31	97,670	31	3.2	3.1	.06	3.0 ***	.19	3.1 **
		4	Very often	347	43	2,652	41	9,021	37	128,217	40				△		△
			Total	777	100	6,560	100	23,946	100	310,462	100						
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	135	18	1,429	22	4,783	21	65,116	21						
		2	Sometimes	221	30	2,478	38	8,151	34	111,174	35						
		3	Often	233	30	1,611	24	6,332	26	78,003	25	2.6	2.3 ***	.24	2.4 ***	.14	2.4 ***
		4	Very often	182	23	1,015	16	4,566	19	54,460	18		△		△		△
			Total	771	100	6,533	100	23,832	100	308,753	100						
c. Come to class without completing readings or assignments	unpreparedr *(Reverse-coded version of unprepared created by NSSE.)*	1	Very often	30	4	377	6	1,510	7	19,198	6						
		2	Often	86	11	906	14	3,409	15	45,747	15						
		3	Sometimes	367	47	3,579	54	12,273	52	166,648	53	3.2	3.0 ***	.22	3.0 ***	.23	3.0 ***
		4	Never	290	37	1,673	26	6,605	27	77,058	26		△		△		△
			Total	773	100	6,535	100	23,797	100	308,651	100						
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	435	57	2,838	43	12,413	52	133,668	45						
		2	Sometimes	223	28	2,457	38	7,692	33	112,937	36						
		3	Often	62	8	746	12	2,336	10	38,260	12	1.7	1.8 ***	-.19	1.7	-.04	1.8 ***
		4	Very often	55	7	482	7	1,322	5	23,341	7		▽				▽
			Total	775	100	6,523	100	23,763	100	308,206	100						
e. Asked another student to help you understand course material	CLaskhelp	1	Never	151	20	595	10	4,101	17	40,601	15						
		2	Sometimes	323	42	2,587	40	9,607	41	127,655	42						
		3	Often	199	26	2,199	33	6,365	27	91,666	29	2.3	2.6 ***	-.28	2.4 **	-.10	2.4 ***
		4	Very often	99	13	1,141	17	3,679	15	48,075	15		▽		▽		▽
			Total	772	100	6,522	100	23,752	100	307,997	100						
f. Explained course material to one or more students	CLexplain	1	Never	88	11	241	4	2,201	9	17,628	7						
		2	Sometimes	291	38	2,002	31	8,373	35	105,293	35						
		3	Often	235	31	2,703	41	8,273	35	117,324	37	2.6	2.8 ***	-.29	2.7 *	-.08	2.7 ***
		4	Very often	155	20	1,575	24	4,858	21	67,373	22		▽		▽		▽
			Total	769	100	6,521	100	23,705	100	307,618	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your seniors compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	182	24	890	15	5,140	22	52,732	19						
		2	Sometimes	254	33	2,236	34	7,837	33	103,874	34						
		3	Often	194	25	2,027	31	6,172	26	89,678	28	2.4	2.6 ***	-.19	2.4	-.05	2.5 **
		4	Very often	140	18	1,344	20	4,474	19	60,189	19		▽				▽
			Total	770	100	6,497	100	23,623	100	306,473	100						
h. Worked with other students on course projects or assignments	CLproject	1	Never	108	14	257	5	2,759	11	20,314	8						
		2	Sometimes	217	28	1,726	27	6,698	28	86,587	28						
		3	Often	254	33	2,483	38	7,959	34	112,431	36	2.7	2.9 ***	-.29	2.7 *	-.07	2.8 ***
		4	Very often	189	24	2,004	30	6,131	26	86,447	28		▽		▽		▽
			Total	768	100	6,470	100	23,547	100	305,779	100						
i. Given a course presentation	present	1	Never	141	18	444	8	4,002	17	31,243	12						
		2	Sometimes	254	33	1,880	30	7,631	33	91,725	31						
		3	Often	207	27	2,318	35	6,887	29	102,216	32	2.5	2.8 ***	-.33	2.5	-.03	2.7 ***
		4	Very often	168	21	1,834	28	5,006	21	80,485	25		▼				▽
			Total	770	100	6,476	100	23,526	100	305,669	100						

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

a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	34	5	159	3	1,206	5	10,689	4						
		2	Sometimes	249	32	1,613	25	6,721	29	82,163	28						
		3	Often	269	36	2,754	42	9,367	40	126,845	41	2.9	3.0 ***	-.15	2.9	.00	2.9
		4	Very often	210	28	1,912	30	6,067	26	84,037	27		▽				
			Total	762	100	6,438	100	23,361	100	303,734	100						
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	42	6	372	6	2,254	10	20,426	8						
		2	Sometimes	256	34	2,124	34	7,597	33	93,896	32						
		3	Often	289	38	2,424	37	8,131	34	111,890	36	2.8	2.8	.00	2.7 **	.10	2.8
		4	Very often	175	23	1,502	23	5,297	22	76,694	24				△		
			Total	762	100	6,422	100	23,279	100	302,906	100						
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	82	11	725	12	3,820	18	34,453	13						
		2	Sometimes	247	33	2,377	37	8,062	35	103,350	35						
		3	Often	264	35	1,997	31	6,715	28	97,039	31	2.7	2.6 *	.08	2.5 ***	.18	2.6
		4	Very often	165	21	1,298	20	4,521	19	66,593	21		△		△		
			Total	758	100	6,397	100	23,118	100	301,435	100						

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

Seniors

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

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	32	4	285	5	1,280	6	13,009	5						
		2	Sometimes	188	24	2,023	31	6,961	30	87,708	29						
		3	Often	357	48	2,744	43	9,707	42	132,066	44	2.9	2.8 **	.12	2.8 ***	.13	2.8 *
		4	Very often	176	23	1,318	21	5,042	22	67,270	22		△		△		△
			Total	753	100	6,370	100	22,990	100	300,053	100						
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	20	3	168	3	791	4	7,788	3						
		2	Sometimes	154	21	1,687	27	5,606	25	72,066	25						
		3	Often	372	50	2,849	45	10,163	44	135,474	45	3.0	2.9 **	.10	2.9 *	.09	3.0
		4	Very often	207	27	1,623	26	6,219	27	82,677	28		△		△		
			Total	753	100	6,327	100	22,779	100	298,005	100						
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	9	1	102	2	550	3	5,605	2						
		2	Sometimes	210	28	1,773	29	6,244	28	77,598	27						
		3	Often	340	46	2,880	45	10,011	44	134,518	45	2.9	2.9	.03	2.9	.03	2.9
		4	Very often	186	25	1,530	24	5,777	25	78,339	26						
			Total	745	100	6,285	100	22,582	100	296,060	100						
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	7	1	49	1	260	1	2,624	1						
		2	Sometimes	128	17	980	16	3,766	17	44,823	16						
		3	Often	328	44	3,014	48	10,384	46	140,504	47	3.2	3.2	.00	3.2	.04	3.2
		4	Very often	279	37	2,212	36	7,995	35	106,474	36						
			Total	742	100	6,255	100	22,405	100	294,425	100						

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

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
a. Talked about career plans with a faculty member	SFcareer	1	Never	174	24	777	13	5,059	23	47,142	18						
		2	Sometimes	262	35	2,253	36	8,491	38	113,340	39						
		3	Often	173	23	1,751	28	5,064	22	76,042	25	2.3	2.6 ***	-.27	2.3	.02	2.4 **
		4	Very often	131	18	1,477	23	3,813	17	58,178	19		▽				▽
			Total	740	100	6,258	100	22,427	100	294,702	100						
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	386	52	2,000	33	10,551	47	118,588	43						
		2	Sometimes	184	25	1,980	31	6,236	28	91,561	30						
		3	Often	103	14	1,291	20	3,275	15	49,343	16	1.8	2.2 ***	-.36	1.9 *	-.07	2.0 ***
		4	Very often	67	9	976	15	2,282	10	34,443	11		▼		▽		▽
			Total	740	100	6,247	100	22,344	100	293,935	100						

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]
Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Similar Institutions Count	%	Southwest Public Count	%	NSSE 2017 & 2018 Count	%	A&M Commerce Mean	Similar Institutions Mean	Effect size[e]	Southwest Public Mean	Effect size[e]	NSSE 2017 & Mean
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	271	37	1,212	20	7,636	34	74,607	27						
		2	Sometimes	243	33	2,554	40	8,127	37	119,387	40						
		3	Often	142	19	1,567	25	4,200	19	64,554	21	2.0	2.3 ***	-.31	2.1	-.01	2.2 ***
		4	Very often	82	11	893	14	2,230	10	33,945	11		▼				▽
			Total	738	100	6,226	100	22,193	100	292,493	100						
d. Discussed your academic performance with a faculty member	SFperform	1	Never	190	27	1,054	17	5,910	27	61,760	22						
		2	Sometimes	303	41	2,710	43	9,409	42	129,974	44						
		3	Often	164	22	1,610	26	4,673	21	67,592	23	2.2	2.4 ***	-.21	2.1	.04	2.2
		4	Very often	78	11	856	14	2,199	10	33,069	11		▽				
			Total	735	100	6,230	100	22,191	100	292,395	100						

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

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Similar Institutions Count	%	Southwest Public Count	%	NSSE 2017 & 2018 Count	%	A&M Commerce Mean	Similar Institutions Mean	Effect size[e]	Southwest Public Mean	Effect size[e]	NSSE 2017 & Mean
a. Memorizing course material	memorize	1	Very little	59	7	419	7	1,690	8	23,939	8						
		2	Some	217	30	1,906	30	6,733	30	92,156	32						
		3	Quite a bit	329	45	2,568	41	8,726	40	114,822	39	2.7	2.8	-.04	2.8	-.04	2.7
		4	Very much	130	18	1,316	21	4,952	22	60,613	21						
			Total	735	100	6,209	100	22,101	100	291,530	100						
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	21	3	153	3	699	3	8,148	3						
		2	Some	122	17	1,202	19	4,337	20	55,752	19						
		3	Quite a bit	334	46	2,874	46	9,644	43	131,762	45	3.1	3.1	.07	3.1	.07	3.1
		4	Very much	255	35	1,965	32	7,356	33	95,183	33						
			Total	732	100	6,194	100	22,036	100	290,845	100						
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	22	3	196	3	845	4	9,682	4						
		2	Some	136	18	1,406	22	4,713	22	61,947	22						
		3	Quite a bit	324	45	2,787	45	9,251	42	125,508	43	3.1	3.0 **	.11	3.0 *	.08	3.0
		4	Very much	243	33	1,782	29	7,064	32	92,332	32		△		△		
			Total	725	100	6,171	100	21,873	100	289,469	100						
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	23	3	298	5	1,348	7	14,746	6						
		2	Some	142	19	1,619	26	5,239	25	69,451	24						
		3	Quite a bit	332	46	2,665	43	9,032	41	123,863	42	3.1	2.9 ***	.18	2.9 ***	.17	2.9 ***
		4	Very much	224	31	1,567	26	6,187	28	80,696	28		△		△		△
			Total	721	100	6,149	100	21,806	100	288,756	100						

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your seniors compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 & 2018
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	18	3	234	4	1,063	5	11,843	5	3.0	2.9 ** △	.12	2.9 *** △	.12	2.9 ** △
		2	Some	151	21	1,571	25	5,214	25	69,201	24						
		3	Quite a bit	341	48	2,766	45	9,359	43	127,850	44						
		4	Very much	207	29	1,561	26	6,104	28	79,165	27						
			Total	717	100	6,132	100	21,740	100	288,059	100						

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

Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
a. Clearly explained course goals and requirements	ETgoals	1	Very little	17	2	122	2	579	3	6,244	2	3.2	3.1	.08	3.1	.07	3.1
		2	Some	122	17	1,075	18	3,859	18	50,117	18						
		3	Quite a bit	284	40	2,838	46	9,093	42	128,381	44						
		4	Very much	289	40	2,097	35	8,079	37	102,432	36						
			Total	712	100	6,132	100	21,610	100	287,174	100						
b. Taught course sessions in an organized way	ETorganize	1	Very little	22	3	152	3	909	4	8,908	3	3.1	3.1	.08	3.1 ** △	.10	3.1 * △
		2	Some	121	17	1,168	19	4,180	20	53,912	19						
		3	Quite a bit	306	43	2,867	47	9,105	42	129,826	45						
		4	Very much	265	37	1,930	32	7,374	34	94,237	33						
			Total	714	100	6,117	100	21,568	100	286,883	100						
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	39	6	147	3	915	4	9,525	4	3.0	3.1 * ▽	-.10	3.1	-.02	3.1
		2	Some	141	20	1,122	19	4,404	21	54,774	20						
		3	Quite a bit	282	40	2,698	44	8,561	40	121,287	42						
		4	Very much	250	35	2,151	35	7,640	35	100,865	35						
			Total	712	100	6,118	100	21,520	100	286,451	100						
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	65	10	505	9	2,745	13	28,764	11	2.9	2.8	.05	2.7 *** △	.17	2.8 ** △
		2	Some	178	26	1,703	28	6,293	30	81,906	29						
		3	Quite a bit	245	34	2,330	37	6,998	32	100,179	34						
		4	Very much	220	30	1,570	26	5,468	25	75,353	26						
			Total	708	100	6,108	100	21,504	100	286,202	100						
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	49	7	401	7	2,117	10	20,687	8	2.9	2.8	.05	2.7 *** △	.14	2.8 * △
		2	Some	191	27	1,701	28	6,184	29	81,628	29						
		3	Quite a bit	251	36	2,524	41	7,774	36	112,370	39						
		4	Very much	215	30	1,463	25	5,360	24	70,720	25						
			Total	706	100	6,089	100	21,435	100	285,405	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
6. During the current school year, about how often have you done the following?																	
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	81	11	699	11	2,357	11	32,697	11						
		2	Sometimes	250	35	2,221	36	7,434	34	98,289	34						
		3	Often	273	39	2,107	35	7,639	36	100,553	36	2.6	2.6	-.02	2.6	-.06	2.6
		4	Very often	99	15	1,046	18	3,884	19	52,756	19						
			Total	703	100	6,073	100	21,314	100	284,295	100						
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	125	17	1,175	19	4,351	20	53,762	19						
		2	Sometimes	279	39	2,367	38	8,005	37	107,633	37						
		3	Often	200	30	1,695	29	5,910	28	81,304	29	2.4	2.4	.02	2.4	.05	2.4
		4	Very often	96	14	825	14	2,944	14	40,853	15						
			Total	700	100	6,062	100	21,210	100	283,552	100						
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	141	20	1,003	16	4,046	19	47,563	17						
		2	Sometimes	273	39	2,506	41	8,414	39	112,394	39						
		3	Often	197	30	1,820	30	6,098	29	86,573	31	2.3	2.4 * ▽	-.09	2.4	-.04	2.4 * ▽
		4	Very often	76	11	742	13	2,596	13	36,940	13						
			Total	687	100	6,071	100	21,154	100	283,470	100						
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																	
a. Up to 5 pages *(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)*	wrshortnum	0	None	71	10	272	5	1,745	9	14,917	6						
		1.5	1-2	142	20	1,100	20	4,182	20	45,437	17						
		4	3-5	196	28	1,696	30	6,207	30	77,196	29						
		8	6-10	151	21	1,230	22	4,139	20	61,690	22	6.7	7.3 ** ▽	-.10	6.8	-.02	7.7 *** ▽
		13	11-15	66	10	587	11	1,851	9	30,448	11						
		18	16-20	34	5	306	6	1,004	5	16,692	6						
		23	More than 20	41	6	415	7	1,527	7	24,756	9						
			Total	701	100	5,606	100	20,655	100	271,136	100						
b. Between 6 and 10 pages *(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)*	wrmednum	0	None	220	31	1,261	23	6,299	31	58,751	23						
		1.5	1-2	245	35	2,100	36	6,684	32	90,587	33						
		4	3-5	145	21	1,371	25	4,245	21	68,434	25						
		8	6-10	54	8	575	11	2,072	10	32,919	12	2.7	3.2 ** ▽	-.12	3.1 ** ▽	-.09	3.6 *** ▽
		13	11-15	23	4	156	3	640	3	10,698	4						
		18	16-20	7	1	58	1	281	1	4,091	2						
		23	More than 20	2	0	62	1	312	2	4,321	2						
			Total	696	100	5,583	100	20,533	100	269,801	100						

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 45

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

Frequency Distributions[a] / Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
c. 11 pages or more	wrlongnum	0	None	404	57	2,641	47	11,580	56	122,921	46						
(Recoded version of wrlong *created by NSSE. Values are estimated number of papers, reports, etc.)*		1.5	1-2	168	24	2,072	36	5,624	27	95,971	34						
		4	3-5	72	11	548	10	1,795	9	30,419	11	1.7	1.7	.00	1.8	-.03	2.0 * ▽
		8	6-10	32	5	194	3	759	4	10,872	4						
		13	11-15	12	2	64	1	378	2	4,994	2						
		18	16-20	3	1	32	1	173	1	2,039	1						
		23	More than 20	5	1	38	1	265	1	3,028	1						
			Total	696	100	5,589	100	20,574	100	270,244	100						
Estimated number of assigned pages of student writing. *(Continuous variable, recoded and summed by NSSE from* wrshort, wrmed, *and* wrlong. *Values are estimated pages of assigned writing.)*	wrpages											67.1	72.3	-.06	71.6	-.05	81.5 *** ▽

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

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
a. People of a race or ethnicity other than your own	DDrace	1	Never	55	8	344	6	1,280	7	12,957	5						
		2	Sometimes	115	17	1,826	31	4,028	20	62,713	23						
		3	Often	206	29	1,670	30	6,160	30	83,590	31	3.1	2.9 *** △	.26	3.1	.02	3.1
		4	Very often	316	46	1,756	32	9,108	44	111,133	41						
			Total	692	100	5,596	100	20,576	100	270,393	100						
b. People from an economic background other than your own	DDeconomic	1	Never	48	7	210	4	1,160	6	10,994	5						
		2	Sometimes	127	19	1,556	27	4,304	21	61,241	23						
		3	Often	228	33	2,098	37	6,856	33	96,442	35	3.1	3.0 *** △	.16	3.1	.03	3.1
		4	Very often	292	42	1,715	31	8,207	39	101,101	38						
			Total	695	100	5,579	100	20,527	100	269,778	100						
c. People with religious beliefs other than your own	DDreligion	1	Never	61	9	324	6	1,446	7	17,077	6						
		2	Sometimes	168	24	1,651	29	4,744	23	70,350	26						
		3	Often	210	30	1,881	33	6,377	31	86,616	32	2.9	2.9	.04	3.0	-.07	3.0
		4	Very often	255	36	1,727	31	7,973	38	95,716	36						
			Total	694	100	5,583	100	20,540	100	269,759	100						
d. People with political views other than your own	DDpolitical	1	Never	54	8	241	5	1,461	7	15,834	6						
		2	Sometimes	152	22	1,506	27	5,117	25	75,840	28						
		3	Often	221	32	2,006	36	6,490	31	86,868	32	3.0	3.0	.04	3.0	.05	2.9
		4	Very often	268	38	1,828	33	7,469	36	91,242	34						
			Total	695	100	5,581	100	20,537	100	269,784	100						

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 46

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]						
													Your seniors compared with					
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	*Variable name[c]*	*Values[d]*	*Response options*	Count	%	Count	%	Count	%	Count	%	Mean	Mean	*Effect size[e]*	Mean	*Effect size[e]*	Mean
9. During the current school year, about how often have you done the following?																	
a. Identified key information from reading assignments	LSreading	1	Never	12	2	129	2	536	3	5,790	2						
		2	Sometimes	107	16	1,153	21	3,855	20	49,744	19						
		3	Often	313	46	2,533	45	8,878	43	119,089	44	3.2	3.1 ***	.14	3.1 **	.10	3.1 *
		4	Very often	258	37	1,736	32	7,146	34	93,861	35		△		△		△
			Total	690	100	5,551	100	20,415	100	268,484	100						
b. Reviewed your notes after class	LSnotes	1	Never	31	5	470	9	1,349	7	20,986	8						
		2	Sometimes	166	25	1,821	33	5,706	29	83,404	31						
		3	Often	251	36	1,835	33	6,994	34	88,858	33	3.0	2.8 ***	.26	2.9 ***	.13	2.8 ***
		4	Very often	244	34	1,424	26	6,368	31	75,177	28		△		△		△
			Total	692	100	5,550	100	20,417	100	268,425	100						
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	27	4	418	8	1,444	7	18,414	7						
		2	Sometimes	177	26	1,767	31	5,730	29	80,162	30						
		3	Often	275	40	2,077	37	7,596	37	101,070	38	3.0	2.8 ***	.21	2.8 ***	.14	2.8 ***
		4	Very often	214	30	1,277	24	5,629	27	68,329	26		△		△		△
			Total	693	100	5,539	100	20,399	100	267,975	100						
10. During the current school year, to what extent have your courses challenged you to do your best work?																	
	challenge	1	Not at all	8	1	65	1	261	1	2,980	1						
		2		7	1	66	1	320	2	3,931	2						
		3		30	5	231	4	852	4	11,435	4						
		4		55	8	582	11	2,057	11	27,813	11	5.8	5.5 ***	.21	5.6 ***	.15	5.5 ***
		5		140	21	1,662	30	5,143	26	76,403	28		△		△		△
		6		167	25	1,454	26	4,815	23	68,669	25						
		7	Very much	281	40	1,461	27	6,831	33	75,531	29						
			Total	688	100	5,521	100	20,279	100	266,762	100						
11. Which of the following have you done or do you plan to do before you graduate?[f]																	
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern *(Means indicate the percentage who responded "Done or in progress.")*		Have not decided	88	13	350	7	2,501	12	24,453	10						
			Do not plan to do	146	22	801	16	3,829	19	41,989	17						
			Plan to do	215	31	1,348	25	6,209	31	62,823	24	34%	53% ***	-.38	38% *	-.08	49% ***
			Done or in progress	239	34	3,035	53	7,754	38	137,801	49		▼		▽		▼
			Total	688	100	5,534	100	20,293	100	267,066	100						

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 47

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]					
														Your seniors compared with			
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
b. Hold a formal leadership role in a student organization or group	leader *(Means indicate the percentage who responded "Done or in progress.")*		Have not decided	118	17	516	10	2,893	14	30,132	12	25%	43% *** ▼	-.37	29%	-.07	35% *** ▽
			Do not plan to do	324	47	2,151	40	9,397	46	114,368	44						
			Plan to do	74	10	399	8	2,114	11	21,808	9						
			Done or in progress	172	25	2,456	43	5,847	29	100,249	35						
			Total	688	100	5,522	100	20,251	100	266,557	100						
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom *(Means indicate the percentage who responded "Done or in progress.")*		Have not decided	127	18	664	12	3,416	17	37,264	14	19%	26% *** ▽	-.16	20%	-.01	23% * ▽
			Do not plan to do	325	48	2,905	53	10,258	51	137,901	53						
			Plan to do	99	14	451	8	2,466	12	25,821	10						
			Done or in progress	133	19	1,482	26	4,038	20	64,612	23						
			Total	684	100	5,502	100	20,178	100	265,598	100						
d. Participate in a study abroad program	abroad *(Means indicate the percentage who responded "Done or in progress.")*		Have not decided	109	16	531	10	3,049	15	30,079	12	8%	15% *** ▽	-.23	9%	-.04	14% *** ▽
			Do not plan to do	455	67	3,742	68	13,478	66	174,804	67						
			Plan to do	66	9	345	7	1,880	9	18,714	7						
			Done or in progress	56	8	890	15	1,777	9	42,417	14						
			Total	686	100	5,508	100	20,184	100	266,014	100						
e. Work with a faculty member on a research project	research *(Means indicate the percentage who responded "Done or in progress.")*		Have not decided	124	18	700	13	3,761	19	39,070	15	13%	25% *** ▼	-.33	17% *** ▽	-.14	23% *** ▽
			Do not plan to do	404	59	2,836	51	9,889	48	131,627	49						
			Plan to do	72	11	547	11	3,033	15	30,611	12						
			Done or in progress	86	13	1,421	25	3,500	17	64,596	23						
			Total	686	100	5,504	100	20,183	100	265,904	100						
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone *(Means indicate the percentage who responded "Done or in progress.")*		Have not decided	113	16	423	8	2,791	14	23,786	10	27%	48% *** ▼	-.44	33% *** ▽	-.13	45% *** ▼
			Do not plan to do	185	27	1,126	20	4,869	25	53,565	21						
			Plan to do	205	30	1,277	24	5,792	29	61,484	24						
			Done or in progress	181	27	2,668	48	6,701	33	126,738	45						
			Total	684	100	5,494	100	20,153	100	265,573	100						

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

				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
	servcourse	1	None	270	41	1,877	35	8,390	43	98,321	39	1.8	1.8	-.05	1.7	.07	1.7
		2	Some	303	44	2,799	51	9,028	44	133,158	49						
		3	Most	88	13	687	12	2,135	10	27,376	10						
		4	All	20	3	117	2	527	3	6,083	2						
			Total	681	100	5,480	100	20,080	100	264,938	100						

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

NSSE national survey of student engagement

Seniors

Frequency Distributions[a]
Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
13. Indicate the quality of your interactions with the following people at your institution.																	
a. Students	QIstudent	1	Poor	6	1	70	1	278	1	3,354	1						
		2		14	2	71	1	414	2	4,611	2						
		3		22	3	192	4	929	5	11,389	4						
		4		69	10	552	10	2,262	11	28,830	11						
		5		131	19	1,438	26	4,658	23	65,847	25	**5.7**	5.6 * △	.10	5.5 ** △	.12	5.5 ** △
		6		149	22	1,598	28	4,741	24	70,380	26						
		7	Excellent	246	35	1,509	28	6,240	31	77,028	29						
		—	Not applicable	46	7	66	2	597	3	3,878	2						
			Total	683	100	5,496	100	20,119	100	265,317	100						
b. Academic advisors	QIadvisor	1	Poor	26	4	222	4	1,105	6	12,518	5						
		2		37	5	243	4	1,103	5	13,242	5						
		3		49	7	410	7	1,605	8	20,332	8						
		4		74	11	668	12	2,458	12	33,796	13						
		5		100	15	1,028	19	3,562	18	48,784	18	**5.4**	5.3	.04	5.1 ** △	.12	5.2 ** △
		6		118	18	1,161	21	3,673	18	51,072	19						
		7	Excellent	256	37	1,722	32	6,278	31	81,566	31						
		—	Not applicable	19	3	40	1	319	2	3,783	2						
			Total	679	100	5,494	100	20,103	100	265,093	100						
c. Faculty	QIfaculty	1	Poor	11	2	69	1	451	2	4,117	2						
		2		10	1	104	2	599	3	5,929	2						
		3		48	7	248	4	1,143	6	12,929	5						
		4		85	12	644	11	2,479	13	30,926	12						
		5		130	19	1,344	24	4,330	22	62,495	23	**5.5**	5.5	.02	5.4 * △	.10	5.5
		6		153	23	1,609	29	5,110	25	73,933	27						
		7	Excellent	236	34	1,429	27	5,722	28	72,398	27						
		—	Not applicable	11	2	24	1	242	1	1,970	1						
			Total	684	100	5,471	100	20,076	100	264,697	100						

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 49

Seniors

Frequency Distributions[a] / Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	25	4	198	4	1,019	5	12,566	5						
		2		31	5	219	4	923	5	12,413	5						
		3		35	5	377	7	1,392	7	19,841	7						
		4		76	11	772	14	2,421	12	36,105	13						
		5		99	15	1,162	20	3,243	16	49,672	18	4.9	5.0	-.05	4.9	.03	4.9
		6		71	11	1,045	19	2,926	15	44,294	16						
		7	Excellent	120	17	973	18	3,562	17	45,018	17						
		—	Not applicable	223	32	725	14	4,583	23	44,765	18						
			Total	680	100	5,471	100	20,069	100	264,674	100						
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	30	4	211	4	1,064	5	13,565	5						
		2		33	5	246	4	1,015	5	14,175	5						
		3		53	8	400	7	1,655	8	22,765	8						
		4		95	14	827	15	2,796	14	41,188	15						
		5		111	16	1,239	22	3,972	20	56,429	21	5.1	5.1	.01	4.9 *	.08	4.9 **
		6		114	17	1,214	22	3,770	19	50,425	19				△		△
		7	Excellent	182	26	1,065	21	4,237	21	50,771	20						
		—	Not applicable	66	10	281	6	1,561	8	15,595	6						
			Total	684	100	5,483	100	20,070	100	264,913	100						

14. How much does your institution emphasize the following?

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	A&M Commerce %	Similar Institutions Count	Similar Institutions %	Southwest Public Count	Southwest Public %	NSSE 2017 & 2018 Count	NSSE 2017 & 2018 %	A&M Commerce Mean	Similar Institutions Mean	Similar Institutions Effect size[e]	Southwest Public Mean	Southwest Public Effect size[e]	NSSE 2017 & Mean
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	10	2	91	2	457	2	5,179	2						
		2	Some	146	22	1,028	20	3,684	19	46,746	18						
		3	Quite a bit	316	47	2,605	48	8,949	45	119,897	46	3.1	3.1	-.03	3.1	-.06	3.1
		4	Very much	211	30	1,612	30	6,739	34	88,322	33						
			Total	683	100	5,336	100	19,829	100	260,144	100						
b. Providing support to help students succeed academically	SEacademic	1	Very little	25	4	201	4	1,171	6	12,417	5						
		2	Some	165	25	1,211	23	4,861	25	62,107	24						
		3	Quite a bit	297	44	2,494	47	8,243	41	112,545	43	3.0	3.0	.00	2.9	.06	2.9
		4	Very much	195	28	1,404	26	5,492	27	72,121	27						
			Total	682	100	5,310	100	19,767	100	259,190	100						
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	78	12	474	9	1,925	10	23,025	9						
		2	Some	168	25	1,321	25	4,963	26	65,331	26						
		3	Quite a bit	251	37	2,138	40	7,227	36	99,158	38	2.8	2.8	-.07	2.8	-.06	2.8
		4	Very much	181	26	1,377	26	5,653	28	71,754	27						
			Total	678	100	5,310	100	19,768	100	259,268	100						

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

Seniors

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

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Similar Institutions Count	%	Southwest Public Count	%	NSSE 2017 & 2018 Count	%	A&M Commerce Mean	Similar Institutions Mean	Effect size[e]	Southwest Public Mean	Effect size[e]	NSSE 2017 & Mean
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	89	14	732	14	3,070	16	37,633	15						
		2	Some	191	28	1,783	33	5,643	29	78,970	30						
		3	Quite a bit	237	35	1,770	33	6,430	32	84,853	32	2.7	2.6 *	.10	2.6	.05	2.6
		4	Very much	161	23	1,014	20	4,568	23	57,296	22		△				
			Total	678	100	5,299	100	19,711	100	258,752	100						
e. Providing opportunities to be involved socially	SEsocial	1	Very little	66	10	335	7	2,014	11	22,187	10						
		2	Some	182	28	1,230	23	5,272	27	68,415	27						
		3	Quite a bit	255	37	2,317	44	7,429	37	101,304	38	2.8	2.9 ***	-.15	2.8	-.01	2.8
		4	Very much	173	25	1,410	26	4,986	25	66,654	25		▽				
			Total	676	100	5,292	100	19,701	100	258,560	100						
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	89	13	447	9	2,571	13	29,600	12						
		2	Some	174	26	1,342	26	5,604	28	71,057	28						
		3	Quite a bit	245	36	2,171	40	6,870	35	95,654	36	2.7	2.8 *	-.10	2.7	.04	2.7
		4	Very much	172	25	1,322	25	4,609	23	61,844	24		▽				
			Total	680	100	5,282	100	19,654	100	258,155	100						
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	217	32	1,564	30	6,843	35	85,811	34						
		2	Some	239	36	2,005	37	6,515	33	91,577	35						
		3	Quite a bit	154	23	1,201	23	4,059	21	53,632	20	2.1	2.1	-.04	2.1	.01	2.1
		4	Very much	67	9	515	10	2,226	11	26,988	10						
			Total	677	100	5,285	100	19,643	100	258,008	100						
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	149	22	626	13	3,774	19	42,672	18						
		2	Some	169	25	1,580	29	5,892	30	78,602	30						
		3	Quite a bit	227	33	2,008	38	6,265	32	86,927	33	2.5	2.7 ***	-.16	2.5	.00	2.5
		4	Very much	134	20	1,062	20	3,692	19	49,445	19		▽				
			Total	679	100	5,276	100	19,623	100	257,646	100						
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	150	22	826	16	4,897	25	52,037	22						
		2	Some	208	31	1,981	37	7,062	36	93,159	36						
		3	Quite a bit	210	31	1,710	32	5,093	26	75,923	28	2.4	2.5	-.06	2.3 ***	.14	2.3
		4	Very much	107	16	757	15	2,557	13	36,359	14				△		
			Total	675	100	5,274	100	19,609	100	257,478	100						

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 51

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your seniors compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 & 2018
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
15. About how many hours do you spend in a typical 7-day week doing the following?																	
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) *(Recoded version of* tmprep *created by NSSE. Values are estimated number of hours per week.)*	tmprephrs	0	0 hrs	2	0	17	0	90	1	1,062	0	**14.6**	14.7	-.02	14.9	-.03	15.1
		3	1-5 hrs	98	15	678	13	2,778	14	33,005	13						
		8	6-10 hrs	160	24	1,234	24	4,626	24	57,830	23						
		13	11-15 hrs	123	19	1,123	21	3,776	19	51,537	20						
		18	16-20 hrs	136	20	913	17	3,401	17	46,653	18						
		23	21-25 hrs	62	9	572	11	1,994	10	28,313	11						
		28	26-30 hrs	40	6	330	6	1,192	6	16,753	6						
		33	More than 30 hrs	50	7	401	7	1,752	9	22,115	9						
			Total	671	100	5,268	100	19,609	100	257,268	100						
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) *(Recoded version of* tmcocurr *created by NSSE. Values are estimated number of hours per week.)*	tmcocurrhrs	0	0 hrs	386	56	1,653	33	9,845	50	103,808	43	**3.8** ▽	5.8 ***	-.27	4.1	-.05	5.0 *** ▽
		3	1-5 hrs	143	22	1,764	33	5,054	26	72,922	27						
		8	6-10 hrs	57	9	851	16	2,086	11	34,118	13						
		13	11-15 hrs	39	6	418	8	1,186	6	19,626	7						
		18	16-20 hrs	26	4	255	5	672	4	12,659	5						
		23	21-25 hrs	8	1	138	2	340	2	6,451	2						
		28	26-30 hrs	4	1	66	1	131	1	2,753	1						
		33	More than 30 hrs	10	2	116	2	248	1	4,409	2						
			Total	673	100	5,261	100	19,562	100	256,746	100						
c. Working for pay **on campus** *(Recoded version of* tmworkon *created by NSSE. Values are estimated number of hours per week.)*	tmworkonhrs	0	0 hrs	570	84	3,419	66	15,371	79	178,958	72	**2.5** ▽	4.4 *** ▽	-.26	3.3 *** ▽	-.12	3.6 *** ▽
		3	1-5 hrs	12	2	298	5	426	2	13,575	4						
		8	6-10 hrs	17	2	529	9	722	4	22,748	8						
		13	11-15 hrs	17	3	405	7	876	4	16,691	6						
		18	16-20 hrs	42	6	374	7	1,447	7	15,517	6						
		23	21-25 hrs	7	1	132	2	341	2	4,724	2						
		28	26-30 hrs	3	0	37	1	121	1	1,740	1						
		33	More than 30 hrs	7	1	67	1	275	2	2,894	1						
			Total	675	100	5,261	100	19,579	100	256,847	100						

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your seniors compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
d. Working for pay **off campus**	tmworkoffhrs *(Recoded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	237	35	2,608	50	7,425	38	108,614	41	**16.4**	10.2 *** ▲	.49	14.6 ** △	.13	12.9 *** △
		3	1-5 hrs	30	5	269	5	807	4	13,010	5						
		8	6-10 hrs	34	5	355	6	939	5	16,475	6						
		13	11-15 hrs	30	5	374	7	1,137	6	17,713	7						
		18	16-20 hrs	38	5	451	8	1,533	8	23,318	9						
		23	21-25 hrs	33	5	332	6	1,442	7	18,153	7						
		28	26-30 hrs	36	5	228	4	1,190	6	13,462	5						
		33	More than 30 hrs	238	35	645	14	5,108	26	46,245	20						
			Total	676	100	5,262	100	19,581	100	256,990	100						
Estimated number of hours working for pay	tmworkhrs *(Continuous variable created by NSSE)*											**18.9**	14.6 *** ▲	.33	17.9	.07	16.4 *** △
e. Doing community service or volunteer work	tmservicehrs *(Recoded version of tmservice created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	338	50	2,542	49	9,433	49	124,651	50	**3.4**	3.0	.08	3.4	.00	3.3
		3	1-5 hrs	217	33	1,951	36	6,619	33	88,737	33						
		8	6-10 hrs	59	9	411	8	1,741	9	21,926	8						
		13	11-15 hrs	24	3	182	3	758	4	9,576	4						
		18	16-20 hrs	16	2	82	2	484	2	5,716	2						
		23	21-25 hrs	4	1	33	1	198	1	2,516	1						
		28	26-30 hrs	3	0	16	0	88	0	1,119	0						
		33	More than 30 hrs	13	2	45	1	248	1	2,562	1						
			Total	674	100	5,262	100	19,569	100	256,803	100						
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs *(Recoded version of tmrelax created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	33	5	123	3	843	4	8,119	4	**9.1**	11.4 *** ▽	-.28	9.9 * ▽	-.10	10.6 *** ▽
		3	1-5 hrs	261	38	1,331	26	6,671	33	72,424	28						
		8	6-10 hrs	173	26	1,457	27	5,294	27	72,674	28						
		13	11-15 hrs	82	12	1,038	20	2,990	16	46,369	18						
		18	16-20 hrs	68	10	638	12	1,795	10	28,412	11						
		23	21-25 hrs	18	3	244	5	744	4	12,014	5						
		28	26-30 hrs	12	2	123	2	354	2	5,274	2						
		33	More than 30 hrs	25	4	307	6	869	5	11,480	5						
			Total	672	100	5,261	100	19,560	100	256,766	100						

Seniors

Frequency Distributions[a]

Statistical Comparisons[b]

Your seniors compared with

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Similar Institutions Count	%	Southwest Public Count	%	NSSE 2017 & 2018 Count	%	A&M Commerce Mean	Similar Institutions Mean	Effect size[e]	Southwest Public Mean	Effect size[e]	NSSE 2017 & Mean
g. Providing care for dependents (children, parents, etc.)	tmcarehrs *(Recoded version of* tmcare *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	281	43	3,963	74	10,596	55	167,858	64						
		3	1-5 hrs	87	13	429	8	2,288	12	27,079	11						
		8	6-10 hrs	39	6	160	3	1,306	7	12,615	5						
		13	11-15 hrs	23	3	123	3	751	4	8,114	3	**11.9**	4.5 *** ▲	.70	8.0 *** ▲	.31	6.3 *** ▲
		18	16-20 hrs	32	5	96	2	692	4	6,706	3						
		23	21-25 hrs	11	2	48	1	322	2	3,475	1						
		28	26-30 hrs	10	1	26	1	271	1	2,578	1						
		33	More than 30 hrs	190	27	415	9	3,284	16	27,915	12						
			Total	673	100	5,260	100	19,510	100	256,340	100						
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs *(Recoded version of* tmcommute *created by NSSE. Values are estimated number of hours per week.)*	0	0 hrs	232	35	1,258	25	4,052	20	62,598	24						
		3	1-5 hrs	245	36	2,862	52	8,974	46	123,988	48						
		8	6-10 hrs	107	16	688	14	3,633	19	40,707	16						
		13	11-15 hrs	39	6	217	4	1,363	7	14,332	6	**5.0**	4.4 * △	.10	5.8 ** ▽	-.11	5.0
		18	16-20 hrs	24	4	88	2	606	3	6,024	2						
		23	21-25 hrs	4	1	35	1	263	1	2,754	1						
		28	26-30 hrs	4	1	20	0	140	1	1,394	1						
		33	More than 30 hrs	20	3	92	2	515	3	5,007	2						
			Total	675	100	5,260	100	19,546	100	256,804	100						

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

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Similar Institutions Count	%	Southwest Public Count	%	NSSE 2017 & 2018 Count	%	A&M Commerce Mean	Similar Institutions Mean	Effect size[e]	Southwest Public Mean	Effect size[e]	NSSE 2017 & Mean
	reading	1	Very little	77	12	889	17	2,717	14	35,095	14						
		2	Some	173	26	1,613	30	5,171	27	70,894	28						
		3	About half	204	30	1,365	26	5,501	28	70,746	28	**2.9**	2.7 *** △	.18	2.8	.06	2.8 * △
		4	Most	160	24	980	19	4,207	21	55,429	21						
		5	Almost all	59	9	414	8	1,959	10	24,340	9						
			Total	673	100	5,261	100	19,555	100	256,504	100						
	tmreadinghrs *(Continuous variable created by NSSE. Calculated as a proportion of* tmprephrs *based on* reading, *where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)*												**7.5**	6.6 ** △	.14	7.2	.04	7.2

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

NSSE 2018 FREQUENCIES AND STATISTICAL COMPARISONS • 54

Seniors

Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce Count	%	Similar Institutions Count	%	Southwest Public Count	%	NSSE 2017 & 2018 Count	%	A&M Commerce Mean	Similar Institutions Mean	Effect size[e]	Southwest Public Mean	Effect size[e]	NSSE 2017 & Mean
	tmreadinghrscol	1	0 hrs	2	0	17	0	89	1	1,043	0						
(Collapsed version of tmreadinghrs *created by NSSE.)*		2	More than zero, up to 5 hrs	311	47	2,689	52	9,272	48	118,623	47						
		3	More than 5, up to 10 hrs	179	27	1,468	28	5,466	28	74,645	29						
		4	More than 10, up to 15 hrs	78	11	518	10	2,008	10	27,878	11						
		5	More than 15, up to 20 hrs	50	7	269	5	1,231	6	16,171	6						
		6	More than 20, up to 25 hrs	29	4	186	4	912	4	11,575	4						
		7	More than 25 hrs	16	2	94	2	488	2	5,460	2						
			Total	665	100	5,241	100	19,466	100	255,395	100						

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

Item wording or description	Variable name	Values	Response options	A&M Commerce Count	%	Similar Institutions Count	%	Southwest Public Count	%	NSSE 2017 & 2018 Count	%	A&M Commerce Mean	Similar Institutions Mean	Effect size	Southwest Public Mean	Effect size	NSSE 2017 & Mean
a. Writing clearly and effectively	pgwrite	1	Very little	33	5	250	5	1,232	7	13,471	6						
		2	Some	142	21	1,099	22	4,219	22	54,154	22						
		3	Quite a bit	262	39	2,174	40	7,428	38	100,644	39	3.0	3.0	.02	3.0	.06	3.0
		4	Very much	234	35	1,723	33	6,580	33	87,228	34						
			Total	671	100	5,246	100	19,459	100	255,497	100						
b. Speaking clearly and effectively	pgspeak	1	Very little	48	7	322	7	1,737	9	18,194	8						
		2	Some	147	22	1,140	22	4,612	24	59,095	24						
		3	Quite a bit	257	38	2,113	39	6,974	36	96,754	37	3.0	3.0	-.01	2.9 * △	.07	2.9
		4	Very much	223	33	1,678	32	6,181	31	81,923	31						
			Total	675	100	5,253	100	19,504	100	255,966	100						
c. Thinking critically and analytically	pgthink	1	Very little	15	2	97	2	558	3	5,860	3						
		2	Some	82	13	630	13	2,668	14	32,025	13						
		3	Quite a bit	262	39	2,057	39	7,273	37	96,607	38	3.3	3.3	-.01	3.3	.04	3.3
		4	Very much	315	47	2,461	47	9,002	46	121,591	47						
			Total	674	100	5,245	100	19,501	100	256,083	100						
d. Analyzing numerical and statistical information	pganalyze	1	Very little	67	10	556	10	1,802	9	26,087	10						
		2	Some	166	25	1,466	27	4,970	25	67,719	26						
		3	Quite a bit	234	35	1,725	33	6,533	33	84,645	33	2.9	2.8	.07	2.9	-.02	2.9
		4	Very much	209	31	1,498	29	6,195	33	77,469	31						
			Total	676	100	5,245	100	19,500	100	255,920	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

				Frequency Distributions[a]								Statistical Comparisons[b]					
													Your seniors compared with				
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
Item wording or description	Variable name[c]	Values[d]	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	41	6	348	7	1,945	10	21,554	9						
		2	Some	148	22	1,133	21	4,461	23	59,560	23						
		3	Quite a bit	213	32	1,850	35	6,535	33	88,490	34	3.1	3.0	.05	2.9 ***	.17	2.9 ***
		4	Very much	275	40	1,914	36	6,553	33	86,346	33				△		△
			Total	677	100	5,245	100	19,494	100	255,950	100						
f. Working effectively with others	pgothers	1	Very little	30	5	186	4	1,228	7	11,876	5						
		2	Some	120	18	906	18	4,204	22	51,686	21						
		3	Quite a bit	240	36	2,115	40	7,161	37	98,988	38	3.1	3.1	.02	3.0 ***	.16	3.0 **
		4	Very much	284	41	2,034	38	6,907	35	93,308	36				△		△
			Total	674	100	5,241	100	19,500	100	255,858	100						
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	52	8	472	10	2,316	13	24,934	11						
		2	Some	139	21	1,224	24	4,660	24	60,347	24						
		3	Quite a bit	228	34	1,947	37	6,438	33	89,340	34	3.0	2.9 ***	.14	2.8 ***	.19	2.8 ***
		4	Very much	256	37	1,599	30	6,083	31	81,128	31		△		△		△
			Total	675	100	5,242	100	19,497	100	255,749	100						
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	48	7	488	10	2,007	11	23,278	10						
		2	Some	151	23	1,360	26	4,692	25	65,127	26						
		3	Quite a bit	223	33	1,918	36	6,453	33	87,670	34	3.0	2.8 ***	.17	2.9 ***	.14	2.8 ***
		4	Very much	251	37	1,475	28	6,321	32	79,578	31		△		△		△
			Total	673	100	5,241	100	19,473	100	255,653	100						
i. Solving complex real-world problems	pgprobsolve	1	Very little	48	7	431	9	1,984	11	22,775	10						
		2	Some	161	24	1,377	26	5,304	27	69,004	27						
		3	Quite a bit	242	36	2,002	38	6,590	33	91,255	35	2.9	2.8 **	.11	2.8 ***	.15	2.8 ***
		4	Very much	224	33	1,432	28	5,618	29	72,653	28		△		△		△
			Total	675	100	5,242	100	19,496	100	255,687	100						
j. Being an informed and active citizen	pgcitizen	1	Very little	55	9	577	12	2,746	15	30,671	13						
		2	Some	179	26	1,526	29	5,698	29	73,245	29						
		3	Quite a bit	227	34	1,843	35	6,041	31	84,085	32	2.9	2.7 ***	.15	2.7 ***	.21	2.7 ***
		4	Very much	213	31	1,278	25	4,996	25	67,256	26		△		△		△
			Total	674	100	5,224	100	19,481	100	255,257	100						

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

NSSE 2018 Frequencies and Statistical Comparisons
Texas A&M University-Commerce

Seniors

				Frequency Distributions[a]									Statistical Comparisons[b]					
														Your seniors compared with				
Item wording or description	Variable name[c]	Values[d]	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2017 & 2018		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2017 &
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size[e]	Mean	Effect size[e]	Mean
18. How would you evaluate your entire educational experience at this institution?																	
	evalexp	1	Poor	10	2	107	2	538	3	6,388	3						
		2	Fair	65	10	541	11	2,452	13	29,858	12						
		3	Good	269	39	2,276	43	8,433	43	110,264	43	**3.4**	3.3 **	.11	3.2 ***	.18	3.2 ***
		4	Excellent	337	49	2,307	44	8,168	41	109,681	42		△		△		△
			Total	681	100	5,231	100	19,591	100	256,191	100						
19. If you could start over again, would you go to the *same institution* you are now attending?																	
	sameinst	1	Definitely no	25	4	194	4	868	5	12,305	5						
		2	Probably no	57	9	582	12	2,360	12	32,673	13						
		3	Probably yes	244	36	2,017	37	7,300	37	98,517	38	**3.4**	3.3 **	.10	3.2 ***	.14	3.2 ***
		4	Definitely yes	358	52	2,450	47	9,098	46	113,296	44		△		△		△
			Total	684	100	5,243	100	19,626	100	256,791	100						

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

	Effect size [e]
	.10
	.17
	.25
	-.16
	-.14
	-.16

*Effect
size*[e]

-.11

-.18

-.21

-.06

.00

.06

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

	Effect size[e]
	.08
	.06
	-.01
	.00
	-.11
	-.15

Effect
size[e]

-.13

-.06

.01

.06

.07

.16

& 2018

Effect size [e]

.11

.07

.08

-.06

.10

.09

Effect size [e]

-.06

.01

-.10

-.16

-.20

Effect
size [e]

-.08

-.15

.04

.03

-.04

.07

Effect size [e]

.08

.20

.16

.20

-.30

*Effect
size [e]*

-.21

-.10

-.20

-.28

-.39

.04

& 2018

Effect
size [e]

.12

.11

.05

& 2018

Effect size [e]

.03

.11

-.07

.04

-.06

Effect
size [e]

.06

-.03

.01

.02

-.02

.06

Effect size [e]

-.06

-.16

-.16

Effect size [e]

.26

.19

.02

-.18

*Effect
size* [e]

.50

.00

.07

.04

Effect
size [e]

.03

.04

.01

.02

Effect size [e]
.14
.12
.17
.15
.13
.17

*Effect
size* [e]

.15

.17

First-Year Students

Variable Name	N	Mean				Standard error[h]				Standard deviation[i]				Degrees of freedom[j]			Significance[k]			Effect size	
	A&M Commerce	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2017 & 2018	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2017 & 2018	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2017 & 2018	Similar Institutions	Southwest Public	NSSE 2017 & 2018	Similar Institutions	Southwest Public	NSSE 2017 & 2018	Similar Institutions	Southwest Public
1 a. askquest	463	2.83	2.80	2.70	2.83	.039	.011	.006	.002	.84	.84	.86	.85	6,424	21,747	251,139	.459	.001	.886	.04	.15
b. drafts	461	2.36	2.46	2.44	2.49	.047	.013	.007	.002	1.00	.97	.99	.98	6,393	21,596	249,329	.036	.089	.004	-.10	-.08
c. unpreparedr	464	3.05	3.07	2.98	3.04	.038	.010	.005	.002	.81	.76	.79	.77	6,388	21,582	464	.505	.078	.756	-.03	.08
d. attendart	462	2.09	2.01	1.88	1.92	.047	.012	.006	.002	1.01	.93	.93	.93	525	479	463	.083	.000	.000	.09	.23
e. CLaskhelp	456	2.60	2.64	2.64	2.60	.044	.011	.006	.002	.95	.86	.90	.89	515	473	457	.357	.397	.976	-.05	-.04
f. CLexplain	458	2.67	2.71	2.72	2.70	.043	.010	.006	.002	.93	.81	.84	.84	512	474	458	.417	.299	.582	-.04	-.05
g. CLstudy	451	2.50	2.53	2.56	2.53	.047	.012	.007	.002	1.01	.94	.97	.96	512	21,313	245,964	.521	.205	.484	-.03	-.06
h. CLproject	456	2.64	2.66	2.66	2.63	.045	.011	.006	.002	.95	.82	.87	.87	508	471	456	.722	.764	.824	-.02	-.02
i. present	453	2.24	2.33	2.22	2.31	.044	.012	.006	.002	.93	.88	.91	.90	6,281	21,184	244,515	.037	.549	.149	-.10	.03
2 a. RIintegrate	456	2.55	2.57	2.50	2.57	.042	.011	.006	.002	.89	.82	.85	.84	517	20,858	456	.671	.222	.713	-.02	.06
b. RIsocietal	454	2.55	2.50	2.46	2.57	.044	.012	.006	.002	.93	.87	.89	.87	519	20,647	455	.300	.045	.690	.05	.10
c. RIdiverse	452	2.69	2.50	2.48	2.57	.043	.012	.006	.002	.92	.89	.91	.90	6,144	20,447	238,255	.000	.000	.005	.21	.22
d. RIownview	445	2.90	2.73	2.74	2.77	.040	.011	.006	.002	.83	.81	.82	.80	6,111	20,214	236,135	.000	.000	.001	.21	.19
e. RIperspect	444	2.98	2.85	2.90	2.91	.038	.011	.006	.002	.79	.80	.80	.79	517	19,924	233,511	.002	.056	.064	.15	.09
f. RInewview	442	2.87	2.79	2.82	2.85	.042	.011	.006	.002	.88	.79	.80	.78	498	457	442	.071	.255	.581	.10	.06
g. RIconnect	441	3.00	3.01	2.97	3.02	.037	.010	.005	.002	.78	.73	.76	.74	502	19,480	229,008	.916	.371	.511	-.01	.04
3 a. SFcareer	439	2.18	2.36	2.26	2.29	.045	.013	.007	.002	.94	.94	.94	.93	511	19,493	229,217	.000	.076	.015	-.19	-.09
b. SFotherwork	436	1.81	1.88	1.80	1.79	.042	.013	.007	.002	.89	.94	.92	.92	5,933	19,382	228,144	.131	.849	.738	-.08	.01
c. SFdiscuss	438	1.90	2.05	1.94	2.01	.042	.012	.007	.002	.89	.88	.90	.89	5,913	19,204	226,532	.000	.265	.009	-.18	-.05
d. SFperform	437	2.09	2.17	2.09	2.14	.041	.012	.007	.002	.85	.88	.89	.88	513	19,192	438	.055	.952	.176	-.09	.00
4 a. memorize	435	2.86	2.95	2.95	2.90	.039	.011	.006	.002	.81	.78	.81	.81	501	19,045	225,172	.028	.030	.432	-.11	-.10
b. HOapply	424	2.72	2.86	2.86	2.91	.042	.011	.006	.002	.86	.79	.82	.80	480	440	424	.001	.001	.000	-.18	-.18
c. HOanalyze	426	2.75	2.84	2.85	2.90	.042	.011	.006	.002	.86	.80	.83	.81	485	444	427	.033	.016	.000	-.12	-.12
d. HOevaluate	424	2.87	2.84	2.84	2.88	.039	.011	.006	.002	.81	.80	.83	.81	5,776	18,716	221,984	.484	.464	.739	.04	.04
e. HOform	423	2.81	2.81	2.84	2.86	.041	.011	.006	.002	.84	.80	.82	.81	5,746	18,638	221,224	.932	.535	.183	.00	-.03
5 a. ETgoals	424	3.03	3.03	3.05	3.06	.041	.011	.006	.002	.85	.77	.80	.78	480	440	424	.967	.648	.473	.00	-.02
b. ETorganize	423	2.94	2.95	2.99	3.00	.040	.011	.006	.002	.83	.80	.84	.80	5,708	18,476	424	.791	.310	.144	-.01	-.05
c. ETexample	422	2.91	2.99	3.00	3.01	.043	.011	.006	.002	.89	.81	.85	.82	479	439	423	.064	.028	.017	-.10	-.11
d. ETdraftfb	422	2.75	2.78	2.75	2.82	.046	.012	.007	.002	.95	.89	.93	.91	482	18,404	422	.487	.986	.125	-.04	.00
e. ETfeedback	420	2.72	2.68	2.67	2.73	.045	.012	.007	.002	.92	.88	.92	.89	5,681	18,318	218,506	.299	.226	.941	.05	.06

See the endnotes on the last page of this report.

NSSE 2018 Frequencies and Statistical Comparisons

Detailed Statistics[g]

Texas A&M University-Commerce

First-Year Students

Variable Name	N — A&M Commerce	Mean — A&M Commerce	Mean — Similar Institutions	Mean — Southwest Public	Mean — NSSE 2017 & 2018	SE — A&M Commerce	SE — Similar Institutions	SE — Southwest Public	SE — NSSE 2017 & 2018	SD — A&M Commerce	SD — Similar Institutions	SD — Southwest Public	SD — NSSE 2017 & 2018	df — Similar Institutions	df — Southwest Public	df — NSSE 2017 & 2018	Sig — Similar Institutions	Sig — Southwest Public	Sig — NSSE 2017 & 2018	Effect — Similar Institutions	Effect — Southwest Public
6 a. QRconclude	420	2.48	2.53	2.56	2.56	.042	.012	.007	.002	.85	.86	.89	.88	5,650	18,135	217,105	.231	.051	.070	-.06	-.10
b. QRproblem	420	2.17	2.24	2.26	2.28	.047	.012	.007	.002	.97	.89	.93	.91	5,660	18,037	216,356	.084	.043	.009	-.09	-.10
c. QRevaluate	416	2.16	2.26	2.26	2.28	.042	.012	.007	.002	.86	.85	.90	.88	5,641	436	416	.024	.015	.004	-.11	-.12
7 a. wrshortnum	417	5.52	6.38	5.76	6.72	.256	.082	.041	.013	5.22	5.68	5.40	5.77	505	17,362	418	.001	.355	.000	-.15	-.05
b. wrmednum	417	1.92	1.94	1.99	2.34	.157	.044	.025	.007	3.21	3.05	3.22	3.34	5,179	17,297	203,951	.933	.685	.010	.00	-.02
c. wrlongnum	418	1.12	.73	.89	.94	.183	.037	.022	.006	3.75	2.57	2.82	2.81	452	429	418	.035	.213	.336	.15	.08
— wrpages	416	47.60	45.27	46.02	52.60	3.710	.956	.544	.158	75.71	65.79	70.51	70.90	472	17,196	202,656	.544	.651	.151	.03	.02
8 a. DDrace	417	3.16	2.87	3.01	3.03	.045	.013	.007	.002	.91	.92	.94	.91	5,189	17,275	203,648	.000	.002	.003	.31	.15
b. DDeconomic	417	3.10	2.94	2.98	3.01	.047	.012	.007	.002	.96	.86	.92	.88	477	435	418	.001	.011	.054	.18	.13
c. DDreligion	416	2.98	2.86	2.93	2.92	.051	.013	.007	.002	1.03	.92	.96	.94	475	433	417	.019	.299	.277	.13	.06
d. DDpolitical	417	3.03	2.95	2.90	2.91	.047	.013	.007	.002	.97	.90	.95	.93	481	17,229	203,130	.099	.005	.008	.09	.14
9 a. LSreading	416	2.87	2.96	2.93	3.01	.039	.011	.006	.002	.79	.75	.78	.76	482	17,092	416	.033	.129	.000	-.11	-.08
b. LSnotes	415	2.95	2.89	2.88	2.89	.042	.013	.007	.002	.86	.87	.89	.88	5,136	17,058	201,546	.225	.112	.165	.06	.08
c. LSsummary	416	2.83	2.77	2.76	2.80	.042	.013	.007	.002	.86	.86	.89	.86	5,120	17,032	201,139	.212	.127	.561	.06	.08
10. challenge	414	5.35	5.39	5.33	5.40	.069	.018	.010	.003	1.41	1.24	1.32	1.27	471	431	414	.629	.751	.546	-.03	.02
11 a. intern[l]	414	.092	.057	.066	.076	.0142	.0034	.0019	.0006	--	--	--	--	--	--	--	.005	.036	.250	.13	.10
b. leader[l]	413	.112	.115	.101	.111	.0155	.0047	.0024	.0007	--	--	--	--	--	--	--	.859	.499	.952	-.01	.03
c. learncom[l]	413	.096	.109	.124	.130	.0145	.0046	.0026	.0008	--	--	--	--	--	--	--	.389	.080	.040	-.05	-.09
d. abroad[l]	409	.022	.027	.027	.030	.0073	.0024	.0013	.0004	--	--	--	--	--	--	--	.578	.596	.357	-.03	-.03
e. research[l]	413	.048	.038	.046	.045	.0105	.0028	.0016	.0005	--	--	--	--	--	--	--	.348	.887	.813	.05	.01
f. capstone[l]	412	.024	.014	.019	.020	.0076	.0017	.0011	.0003	--	--	--	--	--	--	--	.081	.474	.516	.08	.03
12. servcourse	409	1.72	1.66	1.67	1.64	.036	.010	.006	.002	.74	.69	.72	.70	5,037	16,660	197,471	.095	.218	.017	.09	.06
13 a. QIstudent	387	5.37	5.37	5.28	5.36	.072	.020	.012	.003	1.41	1.33	1.46	1.41	4,966	16,431	194,990	.987	.222	.919	.00	.06
b. QIadvisor	385	5.02	5.20	5.12	5.20	.087	.024	.013	.004	1.71	1.61	1.69	1.66	4,966	16,346	193,124	.034	.261	.032	-.11	-.06
c. QIfaculty	397	5.24	5.27	5.14	5.27	.080	.020	.012	.003	1.59	1.38	1.53	1.45	449	16,394	397	.708	.226	.698	-.02	.06
d. QIstaff	344	4.92	5.11	4.96	5.01	.098	.024	.014	.004	1.82	1.58	1.71	1.65	385	357	344	.058	.684	.336	-.12	-.02
e. QIadmin	374	4.89	5.01	4.91	4.96	.092	.025	.014	.004	1.79	1.62	1.71	1.67	428	15,588	375	.188	.775	.430	-.08	-.01
14 a. empstudy	409	2.88	3.08	3.07	3.10	.037	.011	.006	.002	.75	.74	.77	.75	4,869	16,308	192,126	.000	.000	.000	-.26	-.24
b. SEacademic	406	2.97	3.02	3.03	3.04	.041	.012	.007	.002	.82	.82	.83	.82	4,835	16,270	191,225	.228	.150	.075	-.06	-.07
c. SElearnsup	406	3.03	3.07	3.11	3.08	.041	.013	.007	.002	.82	.88	.88	.88	494	430	407	.297	.048	.173	-.05	-.09

See the endnotes on the last page of this report.

NSSE 2018 Frequencies and Statistical Comparisons

Detailed Statistics[g]

Texas A&M University-Commerce

First-Year Students

Variable Name	N A&M Commerce	Mean A&M Commerce	Similar Institutions	Southwest Public	NSSE 2017 & 2018	Std error A&M Commerce	Similar Institutions	Southwest Public	NSSE 2017 & 2018	Std dev A&M Commerce	Similar Institutions	Southwest Public	NSSE 2017 & 2018	DF Similar Institutions	Southwest Public	NSSE 2017 & 2018	Sig Similar Institutions	Southwest Public	NSSE 2017 & 2018	Effect Similar Institutions	Southwest Public
d. SEdiverse	406	2.73	2.73	2.77	2.77	.049	.014	.008	.002	.99	.94	.97	.95	4,833	16,220	190,849	.984	.418	.325	.00	-.04
e. SEsocial	405	2.85	3.00	2.96	2.95	.044	.013	.007	.002	.88	.85	.89	.88	477	16,203	190,581	.002	.026	.039	-.17	-.11
f. SEwellness	402	2.84	2.96	2.92	2.92	.047	.013	.007	.002	.95	.87	.91	.90	465	16,174	403	.019	.099	.127	-.13	-.08
g. SEnonacad	399	2.25	2.37	2.37	2.35	.048	.014	.008	.002	.95	.95	.99	.97	4,793	16,181	190,075	.021	.019	.046	-.12	-.12
h. SEactivities	398	2.79	2.88	2.81	2.78	.048	.013	.007	.002	.95	.88	.93	.94	461	16,147	189,897	.102	.735	.775	-.09	-.02
i. SEevents	401	2.55	2.60	2.49	2.53	.049	.014	.008	.002	.98	.93	.97	.95	468	16,159	189,735	.364	.212	.661	-.05	.06
15 a. tmprephrs	394	12.22	14.21	13.82	14.71	.422	.121	.066	.019	8.38	8.02	8.25	8.28	4,767	16,093	189,370	.000	.000	.000	-.25	-.19
b. tmcocurrhrs	392	5.88	6.43	5.23	5.72	.397	.109	.055	.016	7.87	7.20	6.90	7.04	453	407	393	.186	.102	.674	-.08	.09
c. tmworkonhrs	395	3.04	2.50	2.35	2.41	.339	.087	.049	.013	6.75	5.75	6.08	5.69	448	411	396	.123	.044	.062	.09	.11
d. tmworkoffhrs	393	7.83	3.93	6.24	5.77	.585	.125	.081	.023	11.60	8.25	10.19	10.03	429	407	393	.000	.008	.000	.45	.16
— tmworkhrs	392	10.79	6.41	8.56	8.15	.653	.158	.096	.027	12.92	10.41	11.99	11.58	438	408	392	.000	.001	.000	.41	.19
e. tmservicehrs	396	3.02	2.29	2.87	2.55	.244	.068	.041	.011	4.85	4.50	5.17	4.84	459	16,056	188,917	.004	.572	.053	.16	.03
f. tmrelaxhrs	396	10.86	13.07	12.15	12.32	.422	.129	.070	.020	8.40	8.52	8.78	8.61	4,754	16,050	188,887	.000	.004	.001	-.26	-.15
g. tmcarehrs	396	5.27	1.73	2.97	3.08	.513	.082	.056	.017	10.21	5.42	7.01	7.57	415	404	396	.000	.000	.000	.59	.32
h. tmcommutehrs	395	4.49	3.03	5.20	3.95	.326	.078	.053	.014	6.49	5.16	6.66	6.14	441	16,041	188,865	.000	.036	.079	.28	-.11
16. reading	395	2.65	2.67	2.62	2.75	.061	.016	.009	.003	1.21	1.07	1.10	1.10	453	411	396	.821	.586	.131	-.01	.03
— tmreadinghrs	393	5.35	6.27	5.94	6.73	.277	.086	.044	.014	5.50	5.63	5.51	5.86	4,725	15,927	394	.002	.036	.000	-.16	-.11
17 a. pgwrite	394	2.76	2.78	2.80	2.81	.043	.013	.007	.002	.86	.85	.88	.86	4,711	15,925	187,561	.683	.417	.257	-.02	-.04
b. pgspeak	395	2.68	2.66	2.68	2.68	.046	.014	.007	.002	.91	.90	.93	.92	4,717	15,920	187,705	.720	.971	.948	.02	.00
c. pgthink	395	3.00	3.02	3.05	3.06	.044	.012	.007	.002	.88	.80	.82	.81	455	15,926	187,742	.678	.307	.174	-.02	-.05
d. pganalyze	395	2.54	2.61	2.70	2.64	.048	.014	.007	.002	.95	.93	.93	.95	4,721	15,918	187,696	.166	.001	.033	-.07	-.18
e. pgwork	393	2.54	2.62	2.57	2.60	.050	.014	.008	.002	.99	.93	.97	.96	457	15,910	187,677	.091	.466	.176	-.09	-.04
f. pgothers	394	2.78	2.83	2.82	2.83	.046	.013	.007	.002	.92	.85	.90	.88	457	15,896	187,524	.301	.357	.254	-.06	-.05
g. pgvalues	395	2.63	2.67	2.69	2.71	.046	.014	.008	.002	.92	.92	.95	.94	4,712	15,888	187,461	.367	.202	.062	-.05	-.07
h. pgdiverse	390	2.78	2.74	2.79	2.79	.048	.014	.008	.002	.94	.93	.94	.93	4,704	15,886	187,401	.471	.715	.698	.04	-.02
i. pgprobsolve	394	2.61	2.61	2.63	2.64	.051	.014	.008	.002	1.00	.92	.95	.93	455	411	395	.899	.693	.563	.01	-.02
j. pgcitizen	389	2.61	2.65	2.65	2.66	.050	.014	.008	.002	.99	.92	.95	.94	449	15,887	389	.422	.438	.274	-.05	-.04
18. evalexp	395	3.10	3.19	3.15	3.18	.042	.011	.006	.002	.84	.73	.76	.75	450	410	395	.064	.261	.075	-.11	-.06
19. sameinst	391	3.16	3.22	3.18	3.20	.040	.012	.007	.002	.80	.80	.81	.82	4,724	16,034	392	.178	.708	.411	-.07	-.02
20. returnexp[l]	396	.837	.875	.855	.864	.0186	.0092	.0032	.0011	--	--	--	--	--	--	--	.055	.316	.123	-.11	-.05

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See the endnotes on the last page of this report.

NSSE 2018 Frequencies and Statistical Comparisons

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

Seniors

Variable Name	N A&M Commerce	Mean A&M Commerce	Mean Similar Institutions	Mean Southwest Public	Mean NSSE 2017 & 2018	SE A&M Commerce	SE Similar Institutions	SE Southwest Public	SE NSSE 2017 & 2018	SD A&M Commerce	SD Similar Institutions	SD Southwest Public	SD NSSE 2017 & 2018	df Similar Institutions	df Southwest Public	df NSSE 2017 & 2018	Sig Similar Institutions	Sig Southwest Public	Sig NSSE 2017 & 2018	ES Similar Institutions	ES Southwest Public
1 a. askquest	777	3.18	3.13	3.00	3.09	.030	.009	.004	.001	.84	.84	.90	.87	10,343	45,497	435,984	.132	.000	.007	.06	.19
b. drafts	770	2.58	2.34	2.43	2.40	.037	.010	.005	.002	1.03	.99	1.02	1.01	890	45,258	433,297	.000	.000	.000	.24	.14
c. unpreparedr	773	3.18	3.01	3.00	2.98	.028	.008	.004	.001	.78	.79	.82	.81	907	803	775	.000	.000	.000	.22	.23
d. attendart	775	1.66	1.83	1.69	1.80	.033	.009	.004	.001	.91	.90	.86	.90	10,267	45,129	432,298	.000	.303	.000	-.19	-.04
e. CLaskhelp	772	2.31	2.56	2.40	2.44	.033	.009	.004	.001	.93	.89	.95	.92	10,257	45,088	431,875	.000	.007	.000	-.28	-.10
f. CLexplain	768	2.60	2.85	2.67	2.74	.034	.009	.004	.001	.94	.84	.91	.87	869	792	770	.000	.036	.000	-.29	-.08
g. CLstudy	769	2.37	2.56	2.42	2.48	.037	.010	.005	.002	1.04	.98	1.03	1.00	883	44,838	429,414	.000	.155	.003	-.19	-.05
h. CLproject	767	2.68	2.93	2.75	2.84	.036	.009	.005	.001	.99	.87	.97	.92	864	44,674	768	.000	.040	.000	-.29	-.07
i. present	769	2.51	2.82	2.54	2.71	.037	.010	.005	.001	1.02	.92	1.01	.97	873	44,643	770	.000	.461	.000	-.33	-.03
2 a. RIintegrate	761	2.87	2.99	2.86	2.92	.032	.008	.004	.001	.87	.81	.86	.84	870	44,302	762	.000	.987	.088	-.15	.00
b. RIsocietal	761	2.77	2.78	2.68	2.77	.031	.009	.004	.001	.86	.87	.93	.90	10,069	792	763	.907	.004	.963	.00	.10
c. RIdiverse	756	2.66	2.59	2.48	2.60	.034	.010	.005	.001	.93	.94	.99	.96	10,030	785	758	.031	.000	.083	.08	.18
d. RIownview	751	2.90	2.81	2.79	2.83	.029	.009	.004	.001	.80	.82	.85	.82	883	780	753	.001	.000	.018	.12	.13
e. RIperspect	751	3.02	2.94	2.94	2.97	.028	.008	.004	.001	.76	.80	.82	.80	889	781	753	.006	.012	.105	.10	.09
f. RInewview	743	2.94	2.92	2.91	2.95	.028	.008	.004	.001	.76	.77	.80	.78	9,848	771	412,738	.494	.358	.794	.03	.03
g. RIconnect	740	3.18	3.18	3.15	3.18	.027	.008	.004	.001	.74	.72	.75	.73	9,793	42,370	410,118	.973	.326	.997	.00	.04
3 a. SFcareer	738	2.34	2.61	2.32	2.45	.038	.010	.005	.002	1.03	.99	1.01	.99	9,796	42,426	410,467	.000	.606	.004	-.27	.02
b. SFotherwork	737	1.80	2.18	1.88	1.96	.037	.011	.005	.002	.99	1.06	1.00	1.02	876	42,245	409,298	.000	.046	.000	-.36	-.07
c. SFdiscuss	735	2.04	2.34	2.05	2.16	.037	.010	.005	.001	1.00	.96	.96	.95	9,744	759	407,036	.000	.864	.001	-.31	-.01
d. SFperform	732	2.17	2.37	2.13	2.22	.035	.010	.005	.001	.94	.93	.92	.91	9,751	41,950	406,853	.000	.316	.118	-.21	.04
4 a. memorize	732	2.73	2.77	2.77	2.73	.031	.009	.004	.001	.84	.86	.88	.88	9,713	760	734	.355	.284	.783	-.04	-.04
b. HOapply	729	3.12	3.07	3.06	3.07	.029	.008	.004	.001	.79	.79	.81	.80	9,686	41,634	404,415	.080	.062	.103	.07	.07
c. HOanalyze	721	3.09	3.00	3.02	3.03	.030	.009	.004	.001	.80	.80	.84	.82	9,647	41,331	402,376	.006	.031	.059	.11	.08
d. HOevaluate	718	3.05	2.90	2.90	2.92	.030	.009	.004	.001	.79	.84	.88	.86	852	748	720	.000	.000	.000	.18	.17
e. HOform	714	3.02	2.93	2.93	2.94	.029	.009	.004	.001	.77	.81	.85	.83	844	744	716	.001	.001	.003	.12	.12
5 a. ETgoals	707	3.18	3.12	3.13	3.13	.030	.008	.004	.001	.80	.77	.81	.78	815	40,802	708	.054	.071	.080	.08	.07
b. ETorganize	710	3.14	3.08	3.05	3.07	.030	.008	.004	.001	.80	.78	.84	.81	821	40,712	398,191	.054	.007	.026	.08	.10
c. ETexample	707	3.03	3.11	3.06	3.08	.033	.008	.004	.001	.88	.79	.85	.83	801	40,636	397,532	.026	.524	.142	-.10	-.02
d. ETdraftfb	704	2.85	2.80	2.69	2.75	.036	.010	.005	.002	.96	.92	.99	.96	9,521	730	397,164	.176	.000	.006	.05	.17
e. ETfeedback	702	2.88	2.83	2.75	2.80	.035	.009	.005	.001	.92	.88	.94	.90	806	727	395,988	.187	.000	.022	.05	.14

See the endnotes on the last page of this report.

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

Seniors

Variable Name	N — A&M Commerce	Mean — A&M Commerce	Mean — Similar Institutions	Mean — Southwest Public	Mean — NSSE 2017 & 2018	Std error — A&M Commerce	Std error — Similar Institutions	Std error — Southwest Public	Std error — NSSE 2017 & 2018	Std dev — A&M Commerce	Std dev — Similar Institutions	Std dev — Southwest Public	Std dev — NSSE 2017 & 2018	df — Similar Institutions	df — Southwest Public	df — NSSE 2017 & 2018	Sig — Similar Institutions	Sig — Southwest Public	Sig — NSSE 2017 & 2018	Effect size — Similar Institutions	Effect size — Southwest Public
6 a. QRconclude	699	2.58	2.60	2.63	2.64	.033	.010	.005	.001	.87	.91	.91	.91	825	725	701	.509	.111	.081	-.02	-.06
b. QRproblem	696	2.41	2.38	2.36	2.40	.035	.010	.005	.002	.93	.95	.96	.95	9,452	40,034	393,153	.530	.176	.803	.02	.05
c. QRevaluate	683	2.32	2.40	2.36	2.41	.035	.010	.005	.001	.92	.91	.93	.92	9,450	39,936	392,994	.026	.289	.012	-.09	-.04
7 a. wrshortnum	697	6.65	7.32	6.77	7.74	.235	.071	.033	.011	6.20	6.39	6.39	6.68	8,782	38,864	699	.008	.642	.000	-.10	-.02
b. wrmednum	692	2.74	3.21	3.12	3.65	.138	.044	.022	.007	3.62	3.97	4.32	4.48	8,729	728	695	.002	.006	.000	-.12	-.09
c. wrlongnum	693	1.69	1.69	1.78	1.97	.128	.036	.019	.006	3.37	3.20	3.79	3.70	803	38,711	373,076	.996	.499	.041	.00	-.03
— wrpages	689	67.12	72.31	71.62	81.51	3.114	.934	.495	.157	81.73	83.49	96.00	95.07	8,669	723	691	.116	.154	.000	-.06	-.05
8 a. DDrace	688	3.12	2.88	3.11	3.08	.037	.010	.005	.002	.97	.93	.94	.92	8,751	38,720	689	.000	.676	.271	.26	.02
b. DDeconomic	692	3.09	2.95	3.06	3.06	.036	.010	.005	.001	.94	.87	.92	.88	796	38,638	693	.000	.475	.393	.16	.03
c. DDreligion	691	2.94	2.90	3.00	2.97	.037	.010	.005	.002	.98	.92	.95	.93	796	714	692	.330	.084	.348	.04	-.07
d. DDpolitical	692	3.00	2.97	2.96	2.94	.036	.010	.005	.002	.96	.88	.95	.93	795	38,663	372,375	.352	.222	.071	.04	.05
9 a. LSreading	686	3.17	3.07	3.09	3.11	.029	.009	.004	.001	.75	.78	.80	.79	8,674	38,403	370,402	.001	.007	.034	.14	.10
b. LSnotes	688	3.00	2.76	2.88	2.82	.034	.010	.005	.002	.89	.94	.92	.93	825	715	690	.000	.001	.000	.26	.13
c. LSsummary	689	2.96	2.77	2.83	2.82	.032	.010	.005	.001	.85	.90	.91	.90	826	717	691	.000	.000	.000	.21	.14
10. challenge	683	5.79	5.52	5.59	5.53	.051	.014	.007	.002	1.32	1.29	1.36	1.32	8,631	38,148	367,902	.000	.000	.000	.21	.15
11 a. intern[l]	684	.340	.529	.378	.489	.0181	.0056	.0025	.0008	--	--	--	--	--	--	--	.000	.043	.000	-.38	-.08
b. leader[l]	684	.254	.428	.286	.352	.0167	.0056	.0023	.0008	--	--	--	--	--	--	--	.000	.063	.000	-.37	-.07
c. learncom[l]	680	.192	.260	.196	.231	.0151	.0049	.0021	.0007	--	--	--	--	--	--	--	.000	.785	.016	-.16	-.01
d. abroad[l]	682	.079	.152	.091	.142	.0103	.0040	.0015	.0006	--	--	--	--	--	--	--	.000	.296	.000	-.23	-.04
e. research[l]	682	.126	.253	.174	.230	.0127	.0049	.0020	.0007	--	--	--	--	--	--	--	.000	.001	.000	-.33	-.14
f. capstone[l]	680	.267	.479	.328	.453	.0170	.0056	.0024	.0008	--	--	--	--	--	--	--	.000	.001	.000	-.44	-.13
12. servcourse	677	1.78	1.81	1.72	1.75	.030	.008	.004	.001	.77	.72	.75	.72	781	37,746	678	.250	.073	.364	-.05	.07
13 a. QIstudent	634	5.70	5.57	5.53	5.54	.054	.015	.007	.002	1.36	1.30	1.41	1.36	731	36,723	358,627	.016	.003	.002	.10	.12
b. QIadvisor	655	5.36	5.30	5.14	5.17	.069	.019	.009	.003	1.77	1.70	1.81	1.77	759	37,198	359,796	.378	.002	.007	.04	.12
c. QIfaculty	670	5.54	5.51	5.39	5.46	.056	.015	.008	.002	1.46	1.35	1.50	1.41	770	37,302	671	.676	.013	.186	.02	.10
d. QIstaff	457	4.92	5.01	4.86	4.86	.083	.020	.011	.003	1.78	1.63	1.79	1.74	509	29,126	297,353	.307	.486	.510	-.05	.03
e. QIadmin	614	5.07	5.06	4.92	4.87	.071	.019	.009	.003	1.77	1.63	1.75	1.73	702	34,750	341,685	.865	.040	.005	.01	.08
14 a. empstudy	679	3.05	3.07	3.10	3.11	.029	.009	.004	.001	.76	.75	.78	.77	8,351	37,262	357,801	.450	.111	.055	-.03	-.06
b. SEacademic	678	2.95	2.95	2.90	2.92	.031	.009	.005	.001	.82	.81	.87	.85	8,316	706	356,484	.968	.091	.361	.00	.06
c. SElearnsup	674	2.77	2.83	2.83	2.83	.037	.010	.005	.002	.97	.92	.95	.93	784	37,142	676	.109	.135	.111	-.07	-.06

See the endnotes on the last page of this report.

Seniors

Variable Name	N — A&M Commerce	Mean — A&M Commerce	Mean — Similar Institutions	Mean — Southwest Public	Mean — NSSE 2017 & 2018	SE[h] — A&M Commerce	SE — Similar Institutions	SE — Southwest Public	SE — NSSE 2017 & 2018	SD[i] — A&M Commerce	SD — Similar Institutions	SD — Southwest Public	SD — NSSE 2017 & 2018	df[j] — Similar Institutions	df — Southwest Public	df — NSSE 2017 & 2018	Sig[k] — Similar Institutions	Sig — Southwest Public	Sig — NSSE 2017 & 2018	Effect size — Similar Institutions	Effect size — Southwest Public
d. SEdiverse	674	2.67	2.58	2.62	2.61	.038	.011	.005	.002	.98	.96	1.01	.99	8,291	37,043	355,731	.018	.173	.128	.10	.05
e. SEsocial	672	2.76	2.89	2.77	2.79	.036	.010	.005	.002	.94	.87	.94	.93	776	37,012	355,451	.001	.856	.449	-.15	-.01
f. SEwellness	676	2.72	2.81	2.68	2.71	.038	.010	.005	.002	.98	.91	.97	.96	783	36,941	354,864	.024	.353	.833	-.10	.04
g. SEnonacad	673	2.09	2.13	2.08	2.07	.037	.011	.005	.002	.96	.96	1.00	.98	8,275	36,900	354,636	.309	.703	.535	-.04	.01
h. SEactivities	675	2.50	2.66	2.51	2.52	.040	.011	.005	.002	1.04	.94	1.01	.99	775	36,881	677	.000	.912	.661	-.16	.00
i. SEevents	671	2.40	2.46	2.26	2.34	.039	.011	.005	.002	1.00	.93	.98	.97	776	694	673	.158	.000	.111	-.06	.14
15 a. tmprephrs	666	14.57	14.73	14.86	15.14	.336	.100	.047	.015	8.67	8.67	9.02	8.89	8,239	36,824	353,595	.646	.411	.102	-.02	-.03
b. tmcocurrhrs	669	3.80	5.76	4.12	4.98	.257	.085	.035	.012	6.65	7.41	6.58	7.17	822	36,729	671	.000	.220	.000	-.27	-.05
c. tmworkonhrs	670	2.46	4.37	3.31	3.57	.251	.086	.038	.012	6.51	7.52	7.28	7.05	836	701	672	.000	.001	.000	-.26	-.12
d. tmworkoffhrs	672	16.37	10.20	14.61	12.85	.565	.144	.073	.023	14.63	12.51	13.94	13.36	760	694	673	.000	.002	.000	.49	.13
— tmworkhrs	670	18.88	14.56	17.89	16.39	.566	.147	.073	.023	14.66	12.79	13.89	13.40	762	691	671	.000	.084	.000	.33	.07
e. tmservicehrs	670	3.41	2.98	3.43	3.28	.234	.058	.031	.009	6.04	5.07	5.87	5.62	754	36,770	352,849	.076	.944	.546	.08	.00
f. tmrelaxhrs	667	9.08	11.41	9.88	10.59	.306	.098	.043	.014	7.92	8.49	8.19	8.16	808	36,739	669	.000	.012	.000	-.28	-.10
g. tmcarehrs	669	11.86	4.54	8.04	6.26	.547	.115	.065	.019	14.15	10.00	12.28	11.22	728	687	670	.000	.000	.000	.70	.31
h. tmcommutehrs	671	5.01	4.41	5.77	5.04	.270	.067	.036	.011	6.99	5.84	6.83	6.31	755	36,719	672	.031	.004	.917	.10	-.11
16. reading	670	2.92	2.71	2.85	2.83	.044	.014	.006	.002	1.14	1.18	1.19	1.18	800	696	671	.000	.091	.046	.18	.06
— tmreadinghrs	660	7.48	6.64	7.23	7.25	.255	.071	.035	.011	6.56	6.13	6.57	6.42	764	36,549	350,867	.002	.319	.343	.14	.04
17 a. pgwrite	668	3.03	3.01	2.98	3.00	.034	.010	.005	.001	.87	.87	.91	.89	8,206	36,550	350,962	.546	.144	.420	.02	.06
b. pgspeak	671	2.96	2.97	2.89	2.92	.035	.010	.005	.002	.92	.90	.95	.93	8,223	698	351,635	.834	.046	.245	-.01	.07
c. pgthink	670	3.30	3.30	3.26	3.28	.030	.009	.004	.001	.77	.76	.81	.79	8,212	36,637	351,806	.844	.263	.704	-.01	.04
d. pganalyze	672	2.87	2.81	2.89	2.86	.037	.011	.005	.002	.96	.97	.96	.97	8,217	36,640	351,574	.104	.606	.673	.07	-.02
e. pgwork	673	3.05	3.00	2.89	2.92	.036	.011	.005	.002	.93	.93	.98	.96	8,215	700	351,576	.204	.000	.000	.05	.17
f. pgothers	670	3.14	3.12	3.00	3.04	.034	.010	.005	.001	.87	.84	.91	.88	782	36,629	351,459	.654	.000	.003	.02	.16
g. pgvalues	671	3.01	2.87	2.81	2.84	.037	.011	.005	.002	.95	.95	1.01	.98	8,208	699	673	.001	.000	.000	.14	.19
h. pgdiverse	670	2.99	2.83	2.85	2.85	.036	.011	.005	.002	.94	.95	.99	.97	8,208	696	671	.000	.000	.000	.17	.14
i. pgprobsolve	671	2.95	2.84	2.80	2.82	.036	.011	.005	.002	.92	.93	.97	.95	8,205	698	673	.005	.000	.000	.11	.15
j. pgcitizen	670	2.88	2.73	2.66	2.71	.037	.011	.005	.002	.95	.96	1.01	.99	8,181	698	672	.000	.000	.000	.15	.21
18. evalexp	677	3.36	3.28	3.22	3.24	.028	.009	.004	.001	.72	.75	.78	.78	8,189	36,808	352,056	.008	.000	.000	.11	.18
19. sameinst	680	3.36	3.27	3.24	3.21	.030	.009	.004	.001	.79	.82	.84	.85	8,214	36,875	352,909	.009	.000	.000	.10	.14

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Endnotes

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

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

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

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

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

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

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

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

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

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

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

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

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NSSE 2018
High-Impact Practices

Texas A&M University-Commerce

About Your *High-Impact Practices* Report

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

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning
Courses that included a community-based project

Learning Community
Formal program where groups of students take two or more classes together

Research with Faculty
Work with a faculty member on a research project

Internship or Field Experience
Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience
Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Report Sections

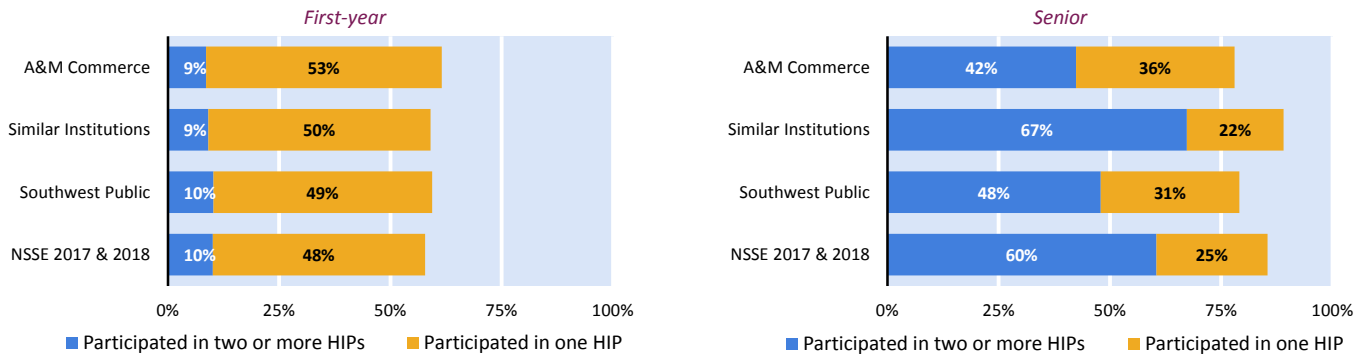|	
Participation Comparisons (p. 3)	Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:
	Overall HIP Participation Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.
	Statistical Comparisons Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.
Response Detail (pp. 4-5)	Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.
Participation by Student Characteristics (p. 6)	Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

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

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

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

Overall HIP Participation

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

First-year

	Participated in two or more HIPs	Participated in one HIP
A&M Commerce	9%	53%
Similar Institutions	9%	50%
Southwest Public	10%	49%
NSSE 2017 & 2018	10%	48%

Senior

	Participated in two or more HIPs	Participated in one HIP
A&M Commerce	42%	36%
Similar Institutions	67%	22%
Southwest Public	48%	31%
NSSE 2017 & 2018	60%	25%

Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

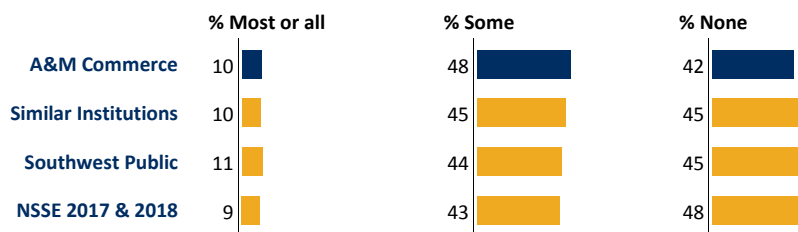|	A&M Commerce	Similar Institutions				Southwest Public				NSSE 2017 & 2018			
First-year	%	*Difference [a]*			*ES [b]*	*Difference [a]*			*ES [b]*	*Difference [a]*			*ES [b]*
Service-Learning	58	+3			.07	+4			.08	+6		*	.12
Learning Community	10	-1			-.05	-3			-.09	-3		*	-.11
Research with Faculty	5	+1			.05	+0			.01	+0			.01
Participated in at least one	62	+3			.05	+2			.04	+4			.08
Participated in two or more	9	-0			-.02	-2			-.06	-2			-.05
Senior													
Service-Learning	59	-6	**		-.12	+2			.04	-1			-.03
Learning Community	19	-7	***		-.16	-0			-.01	-4		*	-.10
Research with Faculty	13	-13	***		-.33	-5	***		-.14	-10		***	-.28
Internship or Field Exp.	34	-19	***		-.38	-4	*		-.08	-15		***	-.30
Study Abroad	8	-7	***		-.23	-1			-.04	-6		***	-.20
Culminating Senior Exp.	27	-21	***		-.44	-6	***		-.13	-19		***	-.39
Participated in at least one	78	-11	***		-.30	-1			-.03	-7		***	-.19
Participated in two or more	42	-25	***		-.51	-6	**		-.11	-18		***	-.36

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

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

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

NSSE 2018 High-Impact Practices
Response Detail
Texas A&M University-Commerce

First-Year Students

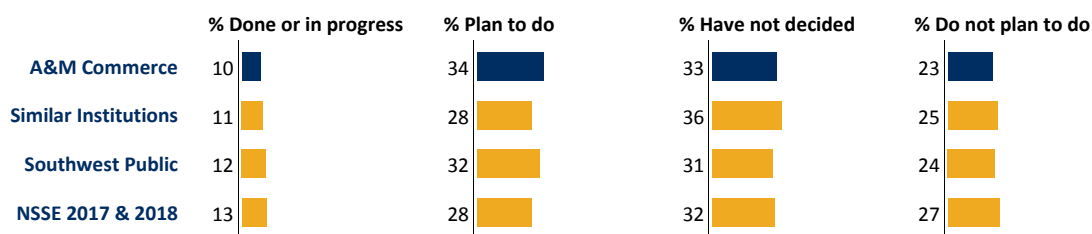### Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?
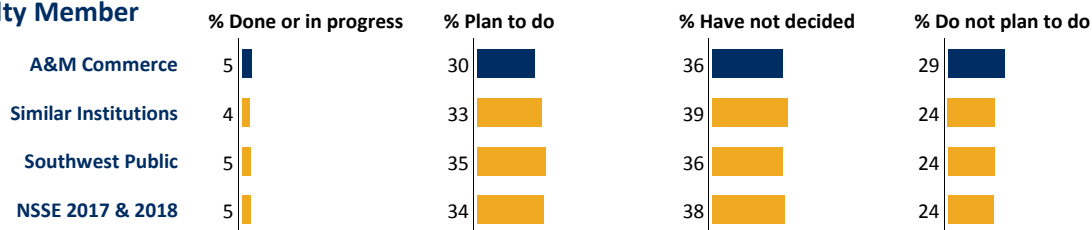
	% Most or all	% Some	% None
A&M Commerce	10	48	42
Similar Institutions	10	45	45
Southwest Public	11	44	45
NSSE 2017 & 2018	9	43	48

Learning Community

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

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
A&M Commerce	10	34	33	23
Similar Institutions	11	28	36	25
Southwest Public	12	32	31	24
NSSE 2017 & 2018	13	28	32	27

Research with a Faculty Member

Work with a faculty member on a research project.

|	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
A&M Commerce	5	30	36	29
Similar Institutions	4	33	39	24
Southwest Public	5	35	36	24
NSSE 2017 & 2018	5	34	38	24

Plans to Participate[a]

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.
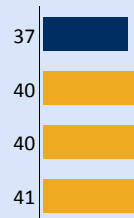
Percentage responding "Plan to do"

Internship or Field Experience
Participate in an internship, co-op, field experience, student teaching, or clinical placement.
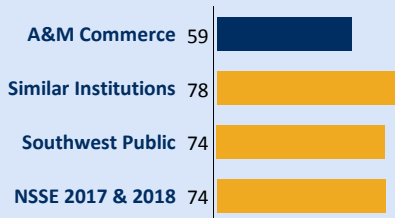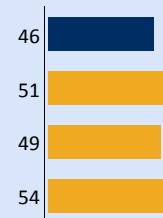
Study Abroad
Participate in a study abroad program.

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

	Internship or Field Experience	Study Abroad	Culminating Senior Experience
A&M Commerce	59	37	46
Similar Institutions	78	40	51
Southwest Public	74	40	49
NSSE 2017 & 2018	74	41	54

a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

Service-Learning

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

	% Most or all	% Some	% None
A&M Commerce	16	44	41
Similar Institutions	14	51	35
Southwest Public	13	44	43
NSSE 2017 & 2018	12	49	39

Learning Community

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

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
A&M Commerce	19	14	18	48
Similar Institutions	26	8	12	53
Southwest Public	20	12	17	51
NSSE 2017 & 2018	23	10	14	53

Research with a Faculty Member

Work with a faculty member on a research project.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
A&M Commerce	13	11	18	59
Similar Institutions	25	11	13	51
Southwest Public	17	15	19	48
NSSE 2017 & 2018	23	12	15	49

Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
A&M Commerce	34	31	13	22
Similar Institutions	53	25	7	16
Southwest Public	38	31	12	19
NSSE 2017 & 2018	49	24	10	17

Study Abroad

Participate in a study abroad program.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
A&M Commerce	8	9	16	67
Similar Institutions	15	7	10	68
Southwest Public	9	9	15	66
NSSE 2017 & 2018	14	7	12	67

Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).
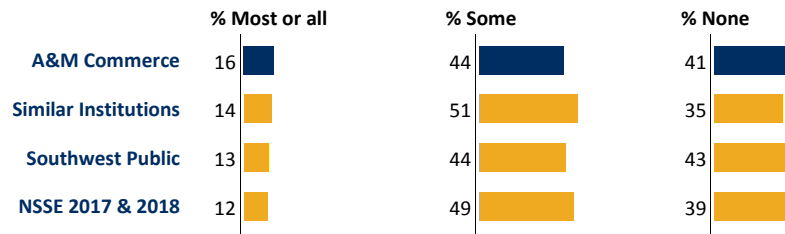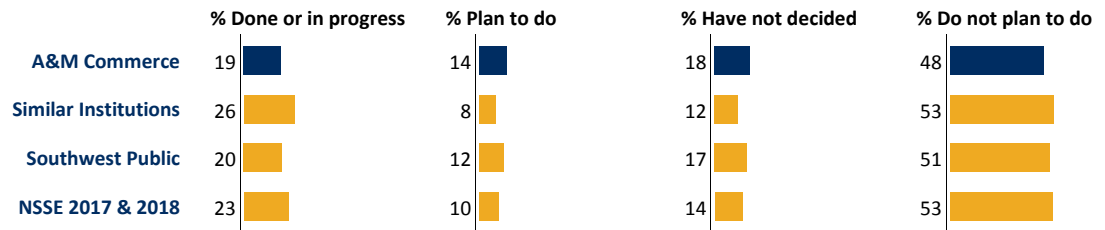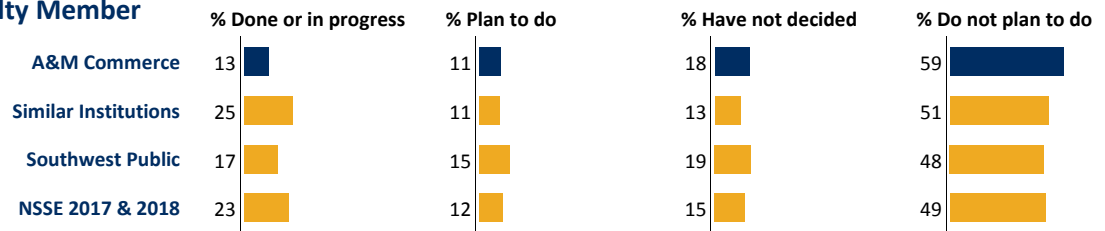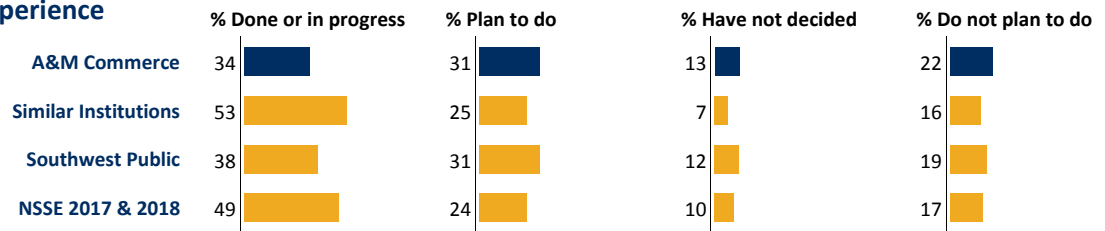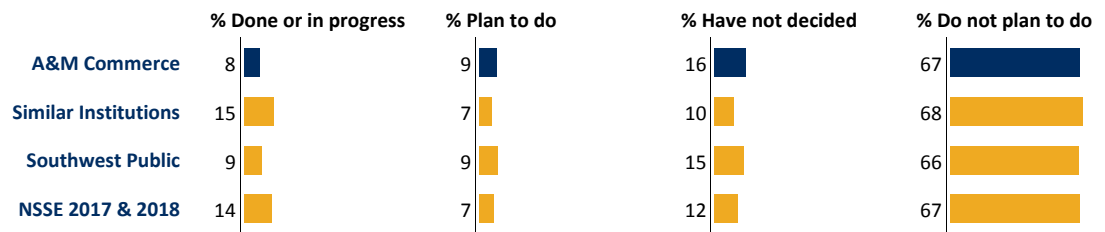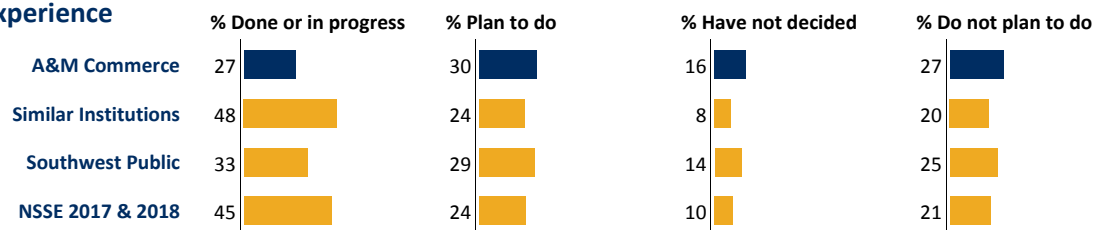
	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
A&M Commerce	27	30	16	27
Similar Institutions	48	24	8	20
Southwest Public	33	29	14	25
NSSE 2017 & 2018	45	24	10	21

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

Participation in High-Impact Practices by Student Characteristics

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

	First-year			Senior					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex[a]	%	%	%	%	%	%	%	%	%
Female	67	10	7	64	21	13	37	9	26
Male	64	10	3	49	16	12	28	6	29
Race/ethnicity or international[a]									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25)	71	11	6	69	26	19	45	16	31
Nontraditional (FY 21+, Seniors 25+)	30	3	0	52	14	8	26	2	23
First-generation[b]									
Not first-generation	65	8	5	61	22	18	40	9	30
First-generation	68	11	6	59	18	10	32	8	25
Enrollment status[a]									
Not full-time	36	7	4	48	9	7	25	3	24
Full-time	68	10	6	66	24	15	39	10	28
Residence									
Not on campus	58	10	3	58	18	9	33	5	24
On campus	71	11	7	72	31	34	44	28	45
Major category[c]									
Arts & humanities	67	14	5	63	20	20	27	20	37
Biological sciences, agriculture, natural res.	63	7	10	60	6	40	46	6	20
Physical sciences, math, computer science	50	4	8	51	20	26	26	9	26
Social sciences	53	22	3	47	12	20	10	16	22
Business	57	11	7	41	12	2	20	5	29
Communications, media, public relations	86	7	7	—	—	—	—	—	—
Education	66	11	6	73	18	4	49	7	23
Engineering	54	15	15	56	31	38	38	6	27
Health professions	78	9	4	85	33	21	44	13	25
Social service professions	78	8	0	65	33	10	49	15	29
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	58	10	5	59	19	13	34	8	27

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

a. Institution-reported variable.

b. Neither parent (or guardian) holds a bachelor's degree.

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