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Introduction

Each year the National Survey of Student Engagement (NSSE) collects information from undergraduates at four-year colleges and universities across the country to assess the extent to which students engage in a variety of effective educational practices. The NSSE project is grounded in the proposition that student engagement, the frequency with which students participate in activities that represent effective educational practice, is a meaningful proxy for collegiate quality. Launched with a generous grant from The Pew Charitable Trusts, the annual survey is now supported by institutional participation fees. NSSE is cosponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

This overview is divided into several key sections. First, we compare the characteristics of participating institutions and students with institutional and national profiles as well as provide general information on overall response rates. In the second section we present selected findings, including descriptive information about the students who completed the survey and preliminary analyses of patterns of engagement among various groups of students. Finally, we provide suggestions for interpreting the data presented in this report.

Later this fall you will receive national benchmarks of effective educational practice as well as benchmarks for your institution. This information will be based on the aggregated data from 731 different colleges and universities that have participated in NSSE since 2000.

NSSE 2003 Institutions and Respondents

About 348,000 first-year and senior students were included in the NSSE 2003 sample.¹ These students were randomly selected from data files provided by 437 participating four-year colleges and universities. A list of these institutions is available in the "Additional Information" tab of the institutional report. NSSE sampling procedures call for sending the survey to an equal number of first-year and senior students with the standard sample size determined by the number of undergraduate students enrolled at the institution. Students at the majority of colleges and universities (73% or 316 schools) had the option of responding either via a traditional paper questionnaire or via the World Wide Web. One-hundred and nineteen (27%) schools opted to be Web-only institutions where students received an introduction letter through the mail and all further contact electronically.

Tables 1 and 2 on the next two pages show that NSSE 2003 participating institutions and respondents approximate the characteristics of students enrolled at participating schools as well as the national profile of all four-year colleges and universities. The source of the comparative data is the 1999-2000 Integrated Postsecondary Education Data System (IPEDS) database, the most recent complete data file available. However, the IPEDS data are three years old so the comparisons may not accurately reflect certain institutional and student characteristics for the 2002-2003 academic year.

**NSSE 2003 schools
closely resemble
the national profile
of four-year
colleges and
universities**

**Table 1
NSSE 2003 Institutions and
all Four-Year Colleges and Universities**

	<u>NSSE 2003</u>	<u>National</u>
Carnegie Classification		
Doc/Res – Ext	10%	11%
Doc/Res – Int	9%	8%
Master's I & II	45%	43%
Bac – Liberal Arts	19%	16%
Bac – General	17%	22%
Sector		
Public 4-year	42%	37%
Private 4-year	58%	63%
Region		
Far West	8%	10%
Great Lakes	18%	15%
Mideast	19%	19%
New England	8%	9%
Plains	11%	11%
Rocky Mountains	2%	3%
Southeast	24%	26%
Southwest	9%	7%
Location		
Large city (>250,000)	20%	19%
Mid-size city (<250,000)	30%	29%
Urban fringe large city	17%	17%
Urban fringe mid-size city	7%	8%
Large town (>25,000)	3%	4%
Small town (~5,000)	17%	17%
Rural	4%	6%

Source: National data are from 1999-2000 IPEDS Data File

Profile of NSSE 2003 Institutions

NSSE 2003 schools closely resembled the national profile of four-year colleges and universities in terms of region of the country and location. However, NSSE 2003 institutions included slightly more Master's Universities and Baccalaureate Colleges-Liberal Arts and slightly fewer Baccalaureate Colleges-General as defined by the 2000 Carnegie Classification of Institutions of Higher Education.

Doctoral/Research Universities and Master's Colleges and Universities enroll more than three-quarters of all undergraduates. At the same time, ample numbers of smaller, independent colleges also took part in NSSE 2003, insuring that the results reflect the experiences of a broad cross-section of students attending four-year colleges and universities from both the public and private sector, from all regions of the country, and from different types of settings.

Profile of NSSE 2003 Respondents

Table 2, on the following page, shows selected characteristics of the students who completed *The College Student Report* in 2003. The first column represents students who responded to the NSSE survey in 2003. The second column shows the characteristics of students at four-year schools that participated in NSSE 2003, as reflected by 1999-2000 IPEDS data. The third column represents the national profile of students at all four-year colleges and universities from IPEDS data.

Year in School

The sample was equally divided between first-year (50%) and senior (50%) students.

Gender

Women made up two-thirds (66%) of the respondents compared with 55% of the students enrolled at NSSE 2003 schools and 58% nationally (Table 2). The larger proportion of women respondents is consistent with the widely reported survey research findings that women are more likely than men to return questionnaires.

Age

Students 19 years of age or younger compose the largest group (45%), reflecting the fact that half the students selected to receive the survey were in their first year of college. About 37% of respondents were 20-23, 8% were between the ages of 24 and 29, and 10% were 30 years of age or older.

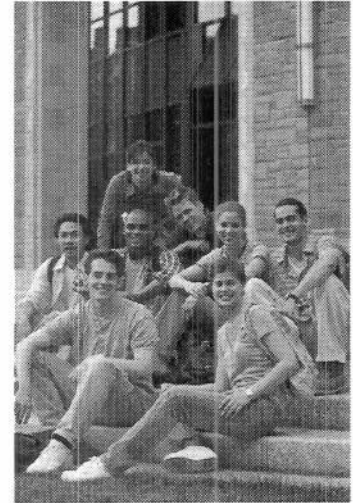


Table 2
Characteristics of NSSE 2003 Respondents,
Students at NSSE 2003 Institutions, and
Students at all Four-Year Institutions

	<u>NSSE Respondents</u>	<u>All NSSE 2003 Schools</u>	<u>National</u>
Gender			
Men	34%	45%	45%
Women	66%	55%	55%
Race/Ethnicity*			
African American/Black	8%	10%	11%
Amer. Indian/Alaska Native	2%	1%	1%
Asian/Pacific Islander	6%	5%	6%
Caucasian/White	79%	70%	68%
Hispanic	8%	8%	8%
Other	1%	3%	4%
Multiple	6%	-	-
International	5%	3%	3%
Enrollment Status			
Full-time	89%	83%	82%
Part-time	11%	17%	18%

* Notes: Students could check more than one racial or ethnic group so the percentages exceed 100%. The IPEDS and NSSE categories for race and ethnicity differ.

Source for All NSSE 2003 Schools and National: 1999-2000 IPEDS Enrollment Data File



Race and Ethnicity

White, Asian/Pacific Islander, and American Indian/Alaska Native students are slightly over-represented and African American students are slightly under-represented (Table 2).

Living Arrangements

Forty-five percent of all students lived in campus housing (70% of first-year students, 21% of seniors). The remainder lived within driving distance (42%), within walking distance (12%), or in a fraternity or sorority house (1%).

Fraternity or Sorority

Thirteen percent of men and 11% of women were members of a social fraternity or sorority.

Grades

Just over 41% of all students reported that they have earned mostly A grades. Only 3% of students reported earning mostly C's or lower.

Parents' Education

Thirty-two percent of all respondents were first-generation college students. Almost two-fifths (39%) had parents who both graduated from college.

Enrollment Status

About 89% of all students were enrolled full-time (Table 2). Approximately 36% of all students attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group of multiple-institution attendees, 15% went to another four-year college, 20% to a community college, 5% to a vocational-technical school, and 4% to some other form of postsecondary education.

Demographic characteristics of NSSE respondents nearly mirror the national profile

Female students are almost three times more likely to major in education than their male counterparts

Male students are six times more likely than female students to major in engineering

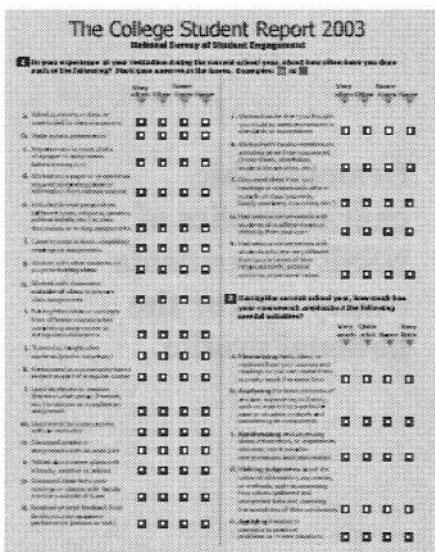
Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender. More men are majoring in business, engineering, and physical sciences, while more women are pursuing degrees in education, professional schools, and the social sciences.

<u>Major</u>	<u>1st Year Students</u>		<u>Seniors</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Arts & Humanities	13%	15%	14%	16%
Biological Sciences	7%	8%	6%	7%
Business	18%	14%	22%	18%
Education	5%	14%	5%	14%
Engineering	13%	2%	12%	2%
Physical Sciences	5%	3%	5%	2%
Professional Schools	4%	12%	3%	9%
Social Sciences	11%	14%	12%	17%
Other	19%	13%	21%	15%
Undecided	5%	5%	-	-

Response Rates

The average institutional response rate for NSSE 2003 was 43%.² The average institutional response rate for paper schools (institutions where students had the option of completing either the paper or the Web version of *The College Student Report*) was 43%, with a range of 14% to 70% across schools. The average institutional response rate for NSSE 2003 Web-only schools (institutions where students only had the option of completing the survey online) was 44%, with a range of 7% to 78% across schools. About 48% of the NSSE 2003 respondents completed the paper version of *The College Student Report* and approximately 52% completed it using the Web. Additional information about response rates, including the response rate for your institution, can be found under the Respondent Characteristics tab of the institutional report.



Selected Results

This section is divided into two parts. The first part presents a general view of the nature and frequency of undergraduate student engagement in effective educational practices. The second part briefly summarizes the results from a series of regression analyses examining the levels of engagement of different groups of students, controlling for various student characteristics and institutional factors such as selectivity and sector.

College Activities

Page 1 of *The Report* includes questions about the nature of the activities in which students engage. A “substantial amount” of engagement is defined to be at least 50% of all students reporting “often” or “very often” (Table 4).

The least frequent activities are those where the percentage of students who responded “never” exceeded 35%, meaning that roughly one third or more of the students had no experiences in these areas during the 2002-2003 academic year (Table 4).

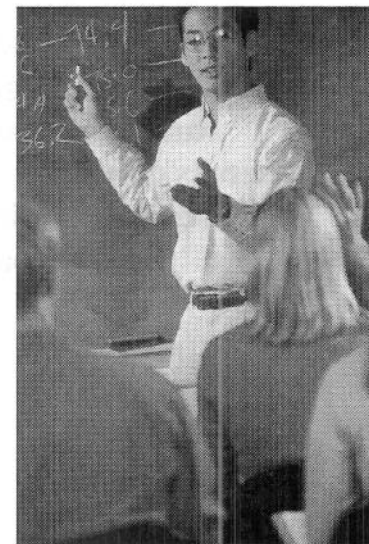


Table 4
Most Frequently and Least Frequently Reported Activities

	1st Year Students Responding Very Often or Often	Seniors Responding Very Often or Often
<u>Most Frequent Activities</u>		
Worked on a paper or project that required integrating ideas or information from various sources	76%	87%
Used email to communicate with an instructor	68%	76%
Asked questions in class or contributed to class discussions	61%	73%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	59%	65%
Received prompt feedback from faculty on your academic performance (written or oral)	55%	66%
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignments	58%	58%
<u>Least Frequent Activities</u>		
	1st Year Students Responding Never	Seniors Responding Never
Participated in community-based project as part of a regular course	66%	56%
Worked with faculty members on activities other than coursework	61%	46%
Tutored or taught other students	51%	43%

87% of seniors worked on a paper or project that required integrating ideas or information from various sources

More than half (56%) of all seniors never participated in a community-based project as part of a course.

35% of seniors at Baccalaureate Liberal Arts colleges studied abroad, whereas only 18% of all seniors studied abroad

Course Emphasis and Educational Programs

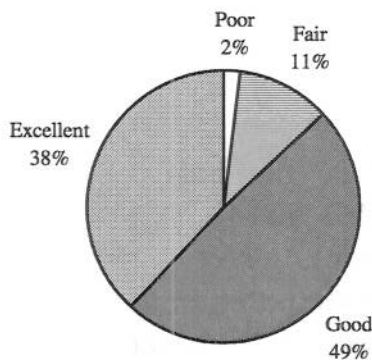
Another way to gain insight into the student experience is to look at the kinds of intellectual and mental activities that institutions emphasize and the types of educational programs in which students take part that complement and enrich their collegiate experience.

- Nearly 80% of seniors said their classes, to a substantial degree, emphasized applying theories or concepts to practical problems (combination of “quite a bit” and “very much” responses).
- More than four-fifths (86%) of seniors said their classes emphasized analyzing ideas or situations.
- Seven of ten seniors completed an internship or other type of field experience.
- About one-quarter of seniors (27%) worked on a research project with a faculty member outside of course or program requirements.
- About 41% of seniors took foreign language coursework.
- One-fifth (18%) of seniors studied abroad.

Table 5
Percentage of Seniors who Participated in Various Educationally Enriching Activities

	DR- Ext	DR - Int	Master's	B-LA	B-Gen	Total
Practicum, internship, field experience	72%	72%	72%	74%	71%	72%
Community service/volunteer work	66%	60%	64%	77%	67%	66%
Research with faculty member	29%	26%	23%	39%	24%	27%
Learning community	25%	25%	27%	25%	28%	27%
Foreign language	44%	35%	35%	65%	36%	41%
Study abroad	18%	14%	14%	35%	15%	18%
Independent study/self-designed	24%	26%	26%	43%	30%	29%
Culminating senior experience	49%	58%	55%	73%	66%	60%

Figure 1
Satisfaction with College Experience



Community Service and Volunteerism

Two thirds of seniors (66%) did community service or volunteer work during college. Students who belong to Greek organizations were more likely than their non-member peers to perform a service activity. In addition, transfer and older students were less likely to engage in community service than their non-transfer or traditional-age peers. We also found that students who live on or near campus are more engaged in volunteer work than their peers who drive to campus.

Student Satisfaction

Most students were generally satisfied with their college experience. Eighty-seven percent of all students rated their college experience “good” or “excellent” (Figure 1). Only 2% said their experience was “poor.” Eighty-four percent of first-year students and 81% of seniors would “probably” or “definitely” attend the same school if they were starting college again.



	TX A&M Commerce		Texas A&M System		Doctoral Intensive		NSSE 2003	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate ^a								
Overall	30%		32%		39%		43%	
By Class	24%	35%	28%	36%	38%	40%	42%	45%
NSSE Sample Size ^b	304	334	2,804	3,263	11,987	16,999	112,095	109,938
Sampling Error ^c								
Overall	6.9%		2.2%		1.0%		0.3%	
By Class	11.3%	8.7%	3.4%	2.9%	1.4%	1.4%	0.4%	0.4%
Number of Respondents ^b	71	117	807	1,083	4,415	4,638	46,066	47,327
Total Population	1,230	1,460	17,938	21,860	61,449	66,981	478,540	504,822
Student Characteristics ^d								
Mode of Completion								
Paper	69%	74%	55%	69%	39%	52%	42%	55%
Web	31%	26%	45%	31%	61%	48%	58%	45%
Gender								
Female	70%	73%	65%	66%	61%	60%	66%	66%
Male	30%	27%	35%	34%	39%	40%	34%	34%
Race/Ethnicity								
African American/Black	15%	6%	10%	9%	8%	7%	8%	8%
American Indian/Native American	3%	3%	2%	3%	2%	3%	2%	2%
Asian American/Pacific Islander	0%	4%	3%	3%	9%	8%	6%	6%
Caucasian/White	79%	82%	67%	67%	74%	75%	78%	79%
Hispanic	6%	6%	25%	24%	9%	10%	8%	8%
Other	1%	3%	1%	1%	1%	1%	1%	1%
Multiple	6%	4%	9%	1%	6%	6%	6%	6%
International	6%	6%	4%	9%	5%	7%	5%	5%
Class Level								
	38%	62%	57%	43%	49%	51%	49%	51%
Enrollment Status								
Full-time	89%	73%	92%	78%	97%	82%	96%	83%
Part-time	11%	27%	8%	22%	3%	18%	4%	17%
Place of Residence								
On-campus	51%	18%	58%	10%	66%	14%	71%	23%
Off-campus	49%	82%	42%	90%	34%	86%	29%	77%

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses.

^b Oversampled students are included in institution numbers but not in consortium, Carnegie classification, or total NSSE 2003 sample numbers. Consortium, Carnegie classification, and total NSSE 2003 sample numbers include your institution numbers, unlike the means and frequency reports that exclude your institution numbers.

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

^d Each number represents the percent of total respondents within the category.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Texas A&M University-Commerce

TX A&M Commerce	TX A&M Commerce compared with:									
	Texas A&M System			Doc-Int			NSSE 2003			

Variable Class

Mean	System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b
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In your experience at your institution during the current school year, about how often have you done each of the following?
1=never, 2=sometimes, 3=often, 4=very often

1. Academic and Intellectual Experiences

a.	Asked questions in class or contributed to class discussions	CLQUEST	FY	3.01	2.52	***	.60	2.72	**	.36	2.84		
			SR	3.18	2.98	*	.24	3.00	*	.21	3.12		
b.	Made a class presentation	CLPRESEN	FY	2.44	2.07	***	.44	2.26			2.24	*	.25
			SR	2.79	2.87			2.79			2.84		
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	2.73	2.56			2.66			2.70		
			SR	2.69	2.68			2.52			2.51		
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	3.03	2.92			3.05			3.06		
			SR	3.35	3.31			3.28			3.34		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	2.73	2.54			2.69			2.73		
			SR	2.90	2.65	**	.27	2.62	**	.30	2.75		
f.	Come to class without completing readings or assignments	CLUNPREP	FY	2.00	2.13			2.04			2.01		
			SR	1.90	2.07	*	-.23	2.08	*	-.23	2.07	*	-.22
g.	Worked with other students on projects during class	CLASSGRP	FY	2.39	2.30			2.36			2.34		
			SR	2.68	2.52			2.46	**	.25	2.46	**	.25
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	2.06	2.52	***	-.50	2.42	***	-.43	2.40	***	-.42
			SR	2.65	2.89	**	-.28	2.81			2.73		
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	2.41	2.49			2.46			2.49		
			SR	2.72	2.88			2.84			2.85		
j.	Tutored or taught other students (paid or voluntary)	TUTOR	FY	1.51	1.79	**	-.32	1.71	*	-.24	1.68		
			SR	1.83	1.92			1.87			1.87		
k.	Participated in a community-based project as part of a regular course	COMMPROJ	FY	1.32	1.37			1.44			1.46		
			SR	1.42	1.56			1.58	*	-.20	1.63	**	-.24

^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

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



Variable	Class	Mean	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b

*In your experience at your institution during the current school year, about how often have you done each of the following?
1=never, 2=sometimes, 3=often, 4=very often*

1. Academic and Intellectual Experiences (continued)

l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	FY	2.69	2.61			2.70			2.65		
			SR	2.79	2.92			2.85			2.81		
m.	Used e-mail to communicate with an instructor	EMAIL	FY	2.62	2.76			2.98	***	-.42	2.96	**	-.38
			SR	3.08	3.09			3.21			3.18		
n.	Discussed grades or assignments with an instructor	FACGRADE	FY	2.55	2.63			2.56			2.62		
			SR	2.92	2.90			2.79			2.83		
o.	Talked about career plans with a faculty member or advisor	FACPLANS	FY	1.89	2.14	*	-.28	2.08			2.15	*	-.30
			SR	2.53	2.43			2.33	*	.21	2.48		
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	1.82	1.74			1.74			1.81		
			SR	2.09	2.09			2.01			2.10		
q.	Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	FY	2.51	2.47			2.55			2.63		
			SR	3.03	2.75	***	.35	2.72	***	.37	2.83	**	.25
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	2.44	2.64			2.56			2.61		
			SR	2.86	2.77			2.67	*	.23	2.71	*	.18
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	FY	1.52	1.58			1.50			1.56		
			SR	1.68	1.80			1.74			1.85		
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	2.54	2.78	*	-.27	2.66			2.77	*	-.27
			SR	2.97	2.86			2.81			2.88		
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	2.56	2.56			2.60			2.61		
			SR	2.62	2.60			2.59			2.60		
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	2.52	2.63			2.75			2.77	*	-.25
			SR	2.62	2.62			2.65			2.69		

^a * p<.05 ** p<.01 *** p<.001 (2-tailed).

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Texas A&M University-Commerce

Variable	Class	Mean	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b

During the current school year, how much has your coursework emphasized the following mental activities?
1=very little, 2=some, 3=quite a bit, 4=very much

2. Mental Activities

a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.83	3.08	*	-.30	2.95	2.93		
				SR				2.80			
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	FY	3.04	3.03			3.15	3.15		
				SR				3.28			
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	FY	2.82	2.76			2.89	2.88		
				SR				3.18			
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	FY	2.85	2.78			2.83	2.83		
				SR				2.96			
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	FY	2.73	2.97	*	-.27	3.02	3.01	**	-.33
				SR				3.26			

3. Examinations

1=very little to 7=very much

To what extent have your examinations during the current school year challenged you to do your best work?	EXAMS	FY	5.34	5.68	*	-.31	5.50	5.54			
			SR				5.79				

During the current school year, about how much reading and writing have you done?

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

4. Reading and Writing

a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	FY	3.23	3.21			3.39	3.49	*	-.27
				SR				2.89			
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	1.85	1.95			1.97	2.01		
				SR				2.36			
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	FY	1.27	1.26			1.24	1.24		
				SR				1.47			

^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

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



				TX A&M Commerce	TX A&M Commerce compared with:						
				Texas A&M System			Doc-Int		NSSE 2003		
Variable	Class	Mean	System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b
4. Reading and Writing (continued)											
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20</i>											
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	FY	2.25	2.03	*	.26	2.45	2.44		
		SR		2.22	2.36			2.59	2.66	***	-.45
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	FY	3.24	2.73	***	.50	3.29	3.30		
		SR		2.94	2.83			3.05	3.11		
5. Problem Sets											
<i>In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>											
a.	Number of <i>problem sets</i> that take you more than an hour to complete	PROBSETA	FY	2.39	2.61			2.58	2.52		
		SR		2.54	2.51			2.50	2.35		
b.	Number of <i>problem sets</i> that take you less than an hour to complete	PROBSETB	FY	2.46	2.57			2.62	2.59		
		SR		2.43	2.25			2.24	2.18	*	.21
6. Homework Problems											
<i>In a typical week, how many homework problems take you more than 15 minutes each to complete? 1=none, 2=1-3, 3=4-6, 4=7-10, 5=more than 10</i>											
	In a <i>typical week</i> , how many homework problems take you more than 15 minutes each to complete?	HWPROBS	FY	2.48	2.74			2.72	2.68		
		SR		2.62	2.67			2.75	2.61		
7. Enriching Educational Experiences											
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (These items were recoded 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)</i>											
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	.73	.78			.83	.81	*	-.25
		SR		.66	.69			.72	.72		
b.	Community service or volunteer work	VOLUNTER	FY	.65	.77	*	-.28	.72	.75	*	-.24
		SR		.45	.63	***	-.36	.60	.66	***	-.44
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM	FY	.38	.40			.35	.34		
		SR		.23	.27			.25	.27		
d.	Work on a research project with a faculty member outside of course or program requirements	RESEARCH	FY	.23	.30			.31	.29		
		SR		.13	.23	*	-.23	.26	.27	***	-.32
e.	Foreign language coursework	FORLANG	FY	.23	.35	*	-.27	.42	.48	***	-.51
		SR		.17	.23			.35	.41	***	-.48
f.	Study abroad	STUDYABR	FY	.21	.29			.32	.38	**	-.35
		SR		.15	.11			.14	.18		

^a * p<.05 ** p<.01 *** p<.001 (2-tailed).

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



Variable	Class	Mean	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b

Which of the following have you done or do you plan to do before you graduate from your institution? (These items were recoded 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)

7. Enriching Educational Experiences (continued)

g. Independent study or self-designed major	INDSTUDY	FY	.13			.18			.15			.18		
			SR	.25			.22			.26			.29	
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	FY	.62			.31	***	.67	.41	***	.43	.43	**	.37
			SR	.72			.45	***	.54	.57	**	.30	.59	**

Mark the box that best represents the quality of your relationships with people at your institution.

1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

8. Quality of Relationships

a. Relationships with other students	ENVSTU	FY	5.85			5.95			5.63			5.74
			SR	6.09			5.99			5.67	***	.31

1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic

b. Relationships with faculty members	ENVFAC	FY	5.44			5.46			5.36			5.56
			SR	6.06			5.56	***	.38	5.48	***	.44

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

c. Relationships with administrative personnel and offices	ENVADM	FY	4.92			5.25			4.91			5.09
			SR	5.26			4.97			4.57	***	.41

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

9. Time Usage

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	ACADPR01	FY	3.62			3.83			4.03	*	-.25	4.11	*	-.29
			SR	3.84			3.80			4.08			4.13	
b. Working for pay on campus	WORKON01	FY	1.57			1.36			1.50			1.60		
			SR	1.35			1.91	***	-.32	1.79	**	-.29	1.89	***
c. Working for pay off campus	WORKOF01	FY	2.62			2.22			2.14	*	.24	2.20		
			SR	4.82			3.72	***	.38	3.62	***	.44	3.56	***
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	FY	2.27			2.29			2.19			2.28		
			SR	1.88			2.04			2.09			2.17	*
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	SOCIAL01	FY	3.87			3.81			3.92			3.86		
			SR	3.08			3.30			3.61	***	-.32	3.57	**

^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

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



Variable	Class	TX A&M Commerce	TX A&M Commerce compared with:										
			Texas A&M System			Doc-Int			NSSE 2003				
			Mean	System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b	
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk</i>													
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CARED01	FY SR	2.32 3.68	1.53 2.91	*** **	.56 .28	1.49 2.25	*** ***	.64 .65	1.54 2.23	*** ***	.55 .64
g.	Commuting to class (driving, walking, etc.)	COMMUTE	FY SR	2.24 2.71	2.24 2.51			2.28 2.40	 **	 .30	2.13 2.29	 ***	 .41

9. Time Usage (continued)

10. Institutional Environment

*To what extent does your institution emphasize each of the following?
1=very little, 2=some, 3=quite a bit, 4=very much*

a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	FY SR	2.96 3.07	3.19 3.12	* 	-.30 	3.15 3.09	* 	-.25 	3.18 3.15	* 	-.29
b.	Providing the support you need to help you succeed academically	ENVSUPRT	FY SR	2.70 3.04	3.03 2.86	** *	-.41 .21	2.96 2.78	** ***	-.32 .31	3.09 2.95	*** 	-.49
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	FY SR	2.28 2.55	2.51 2.33	 *	 .22	2.54 2.30	* **	-.27 .26	2.59 2.39	** 	-.32
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY SR	1.86 1.98	2.15 1.89	* 	-.31 	2.00 1.77	 *	 .24	2.11 1.89	* 	-.27
e.	Providing the support you need to thrive socially	ENVSOCAL	FY SR	2.03 2.12	2.45 2.19	*** 	-.44 	2.21 1.97	 	 	2.34 2.09	** 	-.34
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY SR	2.37 2.26	2.92 2.51	*** **	-.60 -.27	2.67 2.39	** 	-.33 	2.82 2.57	*** ***	-.50 -.33
g.	Using computers in academic work	ENVCOMPT	FY SR	3.30 3.31	3.32 3.44	 	 	3.38 3.46	 *	 -.20	3.34 3.44	 	

11. Educational and Personal Growth

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

a.	Acquiring a broad general education	GNGENLED	FY SR	3.04 3.40	3.16 3.25	 *	 .19	3.08 3.13	 ***	 .33	3.18 3.30	 	
b.	Acquiring job or work-related knowledge and skills	GNWORK	FY SR	2.37 3.14	2.64 3.05	* 	-.28 	2.66 2.98	** 	-.32 	2.68 3.00	** 	-.33
c.	Writing clearly and effectively	GNWRITE	FY SR	2.87 3.08	2.73 2.97	 	 	2.85 2.96	 	 	2.98 3.09	 	
d.	Speaking clearly and effectively	GNSPEAK	FY SR	2.72 2.99	2.64 2.95	 	 	2.66 2.88	 	 	2.72 2.99	 	

^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Texas A&M University-Commerce

Variable	Class	TX A&M Commerce	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
			Mean	System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a

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

11. Educational and Personal Growth (continued)

e.	Thinking critically and analytically	GNANALY	FY	3.03	3.15			3.17		3.20			
			SR	3.37	3.30			3.30		3.35			
f.	Analyzing quantitative problems	GNQUANT	FY	2.61	2.81			2.74		2.68			
			SR	3.04	3.04			2.95		2.89			
g.	Using computing and information technology	GNCMPTS	FY	2.79	3.04	*	-.28	3.03	*	-.27	2.92		
			SR	3.23	3.29			3.23		3.15			
h.	Working effectively with others	GNOTHERS	FY	2.68	2.89			2.85		2.86			
			SR	3.18	3.16			3.09		3.12			
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.00	2.07			1.75	*	.27	1.84		
			SR	2.05	2.07			1.74	***	.33	1.85	*	.21
j.	Learning effectively on your own	GNINQ	FY	2.73	3.00	*	-.31	2.88		2.93	*	-.23	
			SR	3.16	3.13			3.02		3.07			
k.	Understanding yourself	GNSELF	FY	2.42	2.76	**	-.34	2.62		2.75	**	-.34	
			SR	2.85	2.82			2.70		2.85			
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.44	2.49			2.51		2.55			
			SR	2.69	2.49			2.46	*	.22	2.55		
m.	Solving complex real-world problems	GNPROBSV	FY	2.31	2.62	**	-.33	2.50		2.52			
			SR	2.86	2.73			2.66	*	.21	2.68	*	.20
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.24	2.72	***	-.48	2.49	*	-.25	2.62	**	-.38
			SR	2.76	2.76			2.55	*	.20	2.71		
o.	Contributing to the welfare of your community	GNCOMMUN	FY	1.97	2.41	***	-.44	2.18		2.34	**	-.38	
			SR	2.34	2.45			2.22		2.40			

Academic Advising

1=poor, 2=fair, 3=good, 4=excellent

12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.79	3.04	*	-.31	2.92		3.01	*	-.27
			SR	2.98	2.87			2.74	**	.25	2.93	

Satisfaction

1=poor, 2=fair, 3=good, 4=excellent

13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	2.89	3.27	***	-.57	3.14	**	-.36	3.23	***	-.49
			SR	3.21	3.21			3.11		3.24			

1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes

14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	2.89	3.39	***	-.63	3.15	**	-.32	3.22	***	-.41
			SR	3.22	3.25			3.04	*	.20	3.17		

^a * p<.05 ** p<.01 *** p<.001 (2-tailed).

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



TX A&M Commerce	<i>TX A&M Commerce compared with: Texas A&M System</i>
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Texas A&M System Consortium Questions		Variable	Class	Mean	Texas A&M System Mean	Sig ^a	Effect size ^b
1	Library staff are helpful in finding the resources I need.	TXAM0301	FY	3.14	3.17		
			SR	3.18	3.15		
2	Administrative staff I interact with are knowledgeable about their area.	TXAM0302	FY	3.20	3.28		
			SR	3.20	3.17		
3	Admission materials were easy to obtain.	TXAM0303	FY	3.20	3.36	*	-.26
			SR	3.34	3.31		
4	Information about student services is easy to obtain.	TXAM0304	FY	2.94	3.21	***	-.42
			SR	3.05	3.10		
5	Information about academic requirements is easy to obtain.	TXAM0305	FY	3.04	3.22	*	-.29
			SR	3.14	3.09		
6	I use the university's website to find information I need.	TXAM0306	FY	2.97	3.29	**	-.39
			SR	3.38	3.19	*	.22
7	I can find the information I need on the university's website.	TXAM0307	FY	2.91	3.21	**	-.39
			SR	3.37	3.11	***	.33
8	The university catalog clearly states academic requirements.	TXAM0308	FY	3.11	3.32	**	-.34
			SR	3.18	3.18		
9	The student handbook provides the information I need.	TXAM0309	FY	3.04	3.23	**	-.33
			SR	3.18	3.11		
10	The admissions material I received accurately portrayed the institution.	TXAM0310	FY	3.03	3.27	**	-.39
			SR	3.13	3.13		
11	The time it takes me to register is reasonable.	TXAM0311	FY	3.15	3.23		
			SR	3.46	3.26	**	.26
12	My academic advisor is accessible.	TXAM0312	FY	2.97	3.11		
			SR	3.10	3.02		
13	Offices are open during convenient hours.	TXAM0313	FY	3.01	3.01		
			SR	3.16	3.03		

^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

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



TX A&M Commerce	<i>TX A&M Commerce compared with:</i> Texas A&M System
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Texas A&M System Consortium Questions

	<i>Variable</i>	<i>Class</i>	<i>Mean</i>	<i>Texas A&M System Mean</i>	<i>Sig^a</i>	<i>Effect size^b</i>
14 I know how to make a complaint regarding student services.	TXAM0314	FY	2.34	2.35		
		SR	2.54	2.39		
15 I know how to make a complaint regarding academic issues.	TXAM0315	FY	2.40	2.40		
		SR	2.60	2.49		
16 I believe the institution will respond to my concerns.	TXAM0316	FY	2.68	2.86		
		SR	2.86	2.59	***	.33
17 The grounds are well-kept.	TXAM0317	FY	3.25	3.46	**	-.34
		SR	3.29	3.41		
18 Teaching facilities are adequate for their purpose.	TXAM0318	FY	3.01	3.26	**	-.42
		SR	3.06	3.08		
19 Adequate computing resources are available.	TXAM0319	FY	3.27	3.48	**	-.36
		SR	3.11	3.25	*	-.21
20 The library has the resources I need.	TXAM0320	FY	3.34	3.34		
		SR	3.14	3.14		

^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

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



	Mean				Margin of error (95% level) ^a				Standard deviation ^b				Number of respondents				Significance ^c			Effect size ^d		
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce compared with:			TX A&M Commerce compared with:		
																	Texas A&M System	Doc-Int	NSSE 2003	Texas A&M System	Doc-Int	NSSE 2003
CLQUEST	3.01	2.52	2.72	2.84	.19	.06	.02	.01	.80	.82	.84	.84	71	730	4,332	46,006	.000	.003	.077	.60	.36	.21
CLPRESEN	2.44	2.07	2.26	2.24	.20	.06	.02	.01	.84	.82	.78	.77	71	730	4,332	45,978	.000	.057	.033	.44	.23	.25
REWROPAP	2.73	2.56	2.66	2.70	.23	.08	.03	.01	.97	1.06	.99	.98	71	729	4,328	45,963	.197	.530	.786	.16	.08	.03
INTEGRAT	3.03	2.92	3.05	3.06	.20	.06	.02	.01	.84	.88	.79	.78	71	730	4,330	45,980	.313	.796	.717	.13	-.03	-.04
DIVCLASS	2.73	2.54	2.69	2.73	.22	.07	.03	.01	.94	.94	.88	.87	71	729	4,325	45,943	.106	.711	.993	.20	.04	.00
CLUNPREP	2.00	2.13	2.04	2.01	.18	.06	.02	.01	.76	.80	.73	.72	71	730	4,323	45,920	.194	.651	.917	-.16	-.05	-.01
CLASSGRP	2.39	2.30	2.36	2.34	.20	.06	.02	.01	.87	.88	.81	.80	71	730	4,326	45,926	.381	.713	.578	.11	.04	.07
OCCGRP	2.06	2.52	2.42	2.40	.19	.07	.03	.01	.83	.91	.85	.83	71	731	4,326	45,961	.000	.000	.001	-.50	-.43	-.42
INTIDEAS	2.41	2.49	2.46	2.49	.19	.06	.02	.01	.84	.86	.80	.80	71	728	4,325	45,906	.461	.577	.406	-.09	-.07	-.10
TUTOR	1.51	1.79	1.71	1.68	.15	.06	.03	.01	.65	.87	.84	.83	71	728	4,325	45,937	.008	.045	.079	-.32	-.24	-.21
COMMPROJ	1.32	1.37	1.44	1.46	.15	.05	.02	.01	.63	.66	.74	.74	71	731	4,326	45,911	.569	.204	.112	-.07	-.15	-.19
ITACADEM	2.69	2.61	2.70	2.65	.22	.08	.03	.01	.95	1.08	1.04	1.05	71	730	4,326	45,963	.546	.952	.760	.07	-.01	.04
EMAIL	2.62	2.76	2.98	2.96	.21	.07	.03	.01	.92	.94	.87	.90	71	730	4,324	45,934	.217	.001	.001	-.15	-.42	-.38
FACGRADE	2.55	2.63	2.56	2.62	.20	.06	.03	.01	.84	.85	.85	.85	71	730	4,326	45,946	.435	.936	.510	-.10	-.01	-.08
FACPLANS	1.89	2.14	2.08	2.15	.21	.07	.03	.01	.90	.92	.87	.88	71	730	4,327	45,933	.025	.071	.012	-.28	-.22	-.30
FACIDEAS	1.82	1.74	1.74	1.81	.21	.06	.02	.01	.90	.82	.80	.81	71	731	4,324	45,931	.479	.420	.916	.09	.10	.01
FACFEED	2.51	2.47	2.55	2.63	.20	.06	.02	.01	.84	.86	.83	.83	71	730	4,324	45,944	.698	.639	.203	.05	-.06	-.15
WORKHARD	2.44	2.64	2.56	2.61	.20	.06	.03	.01	.84	.85	.85	.85	71	730	4,325	45,941	.057	.211	.078	-.24	-.15	-.21
FACOTHER	1.52	1.58	1.50	1.56	.21	.06	.02	.01	.89	.85	.78	.80	71	730	4,327	45,943	.574	.827	.700	-.07	.03	-.05
OOCIDEAS	2.54	2.78	2.66	2.77	.21	.06	.03	.01	.92	.89	.87	.87	71	731	4,323	45,919	.031	.249	.025	-.27	-.14	-.27
DIVRSTUD	2.56	2.56	2.60	2.61	.24	.07	.03	.01	1.04	1.03	1.03	1.02	71	731	4,319	45,879	.968	.782	.676	.01	-.03	-.05
DIFFSTU2	2.52	2.63	2.75	2.77	.23	.07	.03	.01	.98	1.00	.98	.98	71	730	4,320	45,900	.364	.055	.035	-.11	-.23	-.25
MEMORIZE	2.83	3.08	2.95	2.93	.22	.06	.03	.01	.93	.83	.86	.87	71	731	4,324	45,932	.017	.259	.345	-.30	-.14	-.11
ANALYZE	3.04	3.03	3.15	3.15	.18	.06	.02	.01	.78	.81	.78	.77	71	729	4,323	45,916	.926	.245	.234	.01	-.14	-.14
SYNTHESZ	2.82	2.76	2.89	2.88	.21	.06	.03	.01	.90	.89	.84	.84	71	727	4,323	45,898	.636	.457	.508	.06	-.09	-.08
EVALUATE	2.85	2.78	2.83	2.83	.22	.07	.03	.01	.97	.92	.87	.87	71	730	4,322	45,895	.544	.901	.857	.08	.01	.02
APPLYING	2.73	2.97	3.02	3.01	.21	.06	.03	.01	.89	.89	.87	.86	71	729	4,319	45,908	.029	.006	.006	-.27	-.33	-.33
EXAMS	5.34	5.68	5.50	5.54	.30	.08	.03	.01	1.30	1.07	1.11	1.09	70	717	4,200	44,813	.015	.246	.125	-.31	-.14	-.18
READASGN	3.23	3.21	3.39	3.49	.21	.07	.03	.01	.91	.93	.96	.97	71	723	4,246	45,324	.905	.146	.022	.01	-.17	-.27
READOWN	1.85	1.95	1.97	2.01	.21	.06	.03	.01	.92	.88	.86	.87	71	722	4,252	45,338	.351	.224	.110	-.12	-.15	-.19
WRITEMOR	1.27	1.26	1.24	1.24	.17	.05	.02	.01	.72	.63	.61	.63	71	724	4,249	45,289	.934	.711	.714	.01	.04	.04
WRITEMID	2.25	2.03	2.45	2.44	.25	.06	.03	.01	1.07	.86	.91	.91	71	723	4,248	45,317	.041	.067	.079	.26	-.22	-.21
WRITESML	3.24	2.73	3.29	3.30	.26	.07	.03	.01	1.10	1.01	1.08	1.07	71	724	4,254	45,331	.000	.711	.608	.50	-.04	-.06

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

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

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

^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



NSSE 2003 Detailed Statistics
TX A&M Commerce First-Year Students

	Mean				Margin of error (95% level) ^a				Standard deviation ^b				Number of respondents				Significance ^c			Effect size ^d		
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce compared with:			TX A&M Commerce compared with:		
																	Texas A&M System	Doc-Int	NSSE 2003	Texas A&M System	Doc-Int	NSSE 2003
PROBSETA	2.39	2.61	2.58	2.52	.22	.08	.03	.01	.96	1.13	1.10	1.12	71	722	4,238	45,160	.119	.162	.353	-.19	-.17	-.11
PROBSETB	2.46	2.57	2.62	2.59	.23	.09	.04	.01	.97	1.19	1.19	1.19	71	721	4,231	45,088	.489	.280	.396	-.08	-.13	-.10
HWPROBS	2.48	2.74	2.72	2.68	.28	.08	.04	.01	1.19	1.16	1.17	1.19	71	725	4,240	45,171	.070	.082	.146	-.23	-.21	-.17
INTERN	.73	.78	.83	.81	.10	.03	.01	.00	.45	.41	.38	.39	71	723	4,252	45,345	.359	.038	.103	-.12	-.25	-.19
VOLUNTER	.65	.77	.72	.75	.11	.03	.01	.00	.48	.42	.45	.43	71	723	4,252	45,332	.025	.178	.041	-.28	-.16	-.24
LEARNCOM	.38	.40	.35	.34	.11	.04	.01	.00	.49	.49	.48	.47	71	724	4,247	45,296	.791	.624	.421	-.03	.06	.10
RESEARCH	.23	.30	.31	.29	.10	.03	.01	.00	.42	.46	.46	.46	71	721	4,249	45,275	.198	.136	.201	-.16	-.18	-.15
FORLANG	.23	.35	.42	.48	.10	.03	.01	.00	.42	.48	.49	.50	71	723	4,251	45,301	.029	.001	.000	-.27	-.39	-.51
STUDYABR	.21	.29	.32	.38	.10	.03	.01	.00	.41	.45	.47	.49	71	721	4,244	45,286	.154	.045	.003	-.18	-.24	-.35
INDSTUDY	.13	.18	.15	.18	.08	.03	.01	.00	.34	.38	.36	.39	70	720	4,251	45,314	.300	.561	.246	-.13	-.07	-.14
SENIORX	.62	.31	.41	.43	.11	.03	.01	.00	.49	.46	.49	.50	71	720	4,252	45,299	.000	.000	.002	.67	.43	.37
ENVSTU	5.85	5.95	5.63	5.74	.32	.09	.04	.01	1.39	1.22	1.33	1.28	71	725	4,256	45,365	.500	.177	.504	-.08	.16	.08
ENVFAC	5.44	5.46	5.36	5.56	.37	.09	.04	.01	1.59	1.27	1.22	1.19	71	724	4,254	45,356	.865	.599	.381	-.02	.06	-.10
ENVADM	4.92	5.25	4.91	5.09	.41	.10	.04	.01	1.75	1.42	1.47	1.45	71	724	4,257	45,341	.066	.991	.300	-.23	.00	-.12
ACADPR01	3.62	3.83	4.03	4.11	.38	.12	.05	.02	1.62	1.66	1.67	1.70	71	720	4,223	45,071	.312	.039	.015	-.13	-.25	-.29
WORKON01	1.57	1.36	1.50	1.60	.34	.08	.03	.01	1.43	1.15	1.15	1.18	70	721	4,228	45,118	.161	.592	.831	.18	.06	-.03
WORKOF01	2.62	2.22	2.14	2.20	.59	.16	.06	.02	2.51	2.22	2.01	2.09	69	721	4,219	45,037	.152	.050	.091	.18	.24	.20
COCURR01	2.27	2.29	2.19	2.28	.44	.11	.04	.01	1.89	1.48	1.48	1.50	71	722	4,219	45,046	.897	.655	.957	-.02	.05	-.01
SOCIAL01	3.87	3.81	3.92	3.86	.44	.12	.05	.02	1.90	1.71	1.73	1.74	71	721	4,221	45,075	.778	.811	.964	.04	-.03	.01
CAREDE01	2.32	1.53	1.49	1.54	.55	.10	.04	.01	2.38	1.41	1.30	1.44	71	722	4,230	45,098	.000	.000	.000	.56	.64	.55
COMMUTE	2.24	2.24	2.28	2.13	.31	.07	.03	.01	1.33	.93	.99	.98	71	721	4,230	45,099	.988	.755	.365	.00	-.04	.11
ENVSCHOL	2.96	3.19	3.15	3.18	.22	.05	.02	.01	.92	.75	.77	.76	70	722	4,232	45,131	.018	.039	.014	-.30	-.25	-.29
ENVSUPRT	2.70	3.03	2.96	3.09	.22	.06	.02	.01	.95	.81	.80	.79	71	722	4,229	45,123	.001	.007	.000	-.41	-.32	-.49
ENVDIVRS	2.28	2.51	2.54	2.59	.24	.07	.03	.01	1.04	.99	.97	.97	71	723	4,224	45,094	.065	.026	.007	-.23	-.27	-.32
ENVNACAD	1.86	2.15	2.00	2.11	.20	.07	.03	.01	.85	.93	.89	.91	71	721	4,222	45,070	.012	.198	.021	-.31	-.15	-.27
ENVSOCAL	2.03	2.45	2.21	2.34	.23	.07	.03	.01	.98	.95	.88	.91	70	721	4,218	45,030	.001	.078	.004	-.44	-.21	-.34
ENVEVENT	2.37	2.92	2.67	2.82	.22	.07	.03	.01	.93	.92	.90	.91	71	721	4,232	45,086	.000	.005	.000	-.60	-.33	-.50
ENVCOMPT	3.30	3.32	3.38	3.34	.18	.06	.02	.01	.78	.77	.76	.77	71	722	4,228	45,108	.813	.357	.627	-.03	-.11	-.06
GNGENLED	3.04	3.16	3.08	3.18	.18	.06	.02	.01	.78	.77	.78	.77	71	725	4,232	45,134	.215	.722	.146	-.15	-.04	-.17
GNWORK	2.37	2.64	2.66	2.68	.24	.07	.03	.01	1.02	.96	.94	.93	71	721	4,228	45,089	.024	.008	.005	-.28	-.32	-.33
GNWRITE	2.87	2.73	2.85	2.98	.22	.07	.03	.01	.92	.92	.87	.86	71	720	4,230	45,119	.225	.808	.283	.15	.03	-.13
GNSPEAK	2.72	2.64	2.66	2.72	.24	.07	.03	.01	1.03	.94	.91	.91	71	722	4,227	45,108	.521	.598	.992	.08	.06	.00

^a The margin of error surrounding the reported mean forms a 95% confidence interval, a range of values with a 95% likelihood to contain the true population mean.
^b Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.
^c This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



NSSE 2003 Detailed Statistics
TX A&M Commerce First-Year Students

	Mean				Margin of error (95% level) ^a				Standard deviation ^b				Number of respondents				Significance ^c			Effect size ^d		
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce compared with:			TX A&M Commerce compared with:		
																	Texas A&M System	Doc-Int	NSSE 2003	Texas A&M System	Doc-Int	NSSE 2003
GNANALY	3.03	3.15	3.17	3.20	.21	.06	.02	.01	.89	.83	.78	.78	71	724	4,227	45,112	.222	.133	.060	-.15	-.18	-.22
GNQUANT	2.61	2.81	2.74	2.68	.21	.06	.03	.01	.92	.87	.90	.90	71	723	4,223	45,045	.058	.220	.496	-.24	-.15	-.08
GNCMPTS	2.79	3.04	3.03	2.92	.21	.06	.03	.01	.91	.89	.91	.91	71	722	4,227	45,111	.024	.023	.242	-.28	-.27	-.14
GNOTHERS	2.68	2.89	2.85	2.86	.23	.07	.03	.01	1.00	.90	.87	.86	71	724	4,227	45,083	.055	.096	.066	-.24	-.20	-.22
GNCITIZN	2.00	2.07	1.75	1.84	.24	.07	.03	.01	1.01	.99	.90	.94	71	723	4,224	45,060	.577	.023	.143	-.07	.27	.17
GNINQ	2.73	3.00	2.88	2.93	.20	.06	.03	.01	.88	.87	.85	.85	71	723	4,221	45,077	.015	.155	.049	-.31	-.17	-.23
GNSSELF	2.42	2.76	2.62	2.75	.24	.07	.03	.01	1.02	.99	.99	.97	71	724	4,228	45,094	.006	.094	.005	-.34	-.20	-.34
GNDIVERS	2.44	2.49	2.51	2.55	.25	.07	.03	.01	1.08	.98	.96	.97	71	724	4,226	45,081	.671	.502	.346	-.05	-.08	-.11
GNPROBSV	2.31	2.62	2.50	2.52	.22	.07	.03	.01	.93	.94	.92	.92	71	724	4,223	45,095	.009	.083	.055	-.33	-.21	-.23
GNETHICS	2.24	2.72	2.49	2.62	.22	.07	.03	.01	.96	1.01	.97	.99	71	723	4,226	45,103	.000	.034	.001	-.48	-.25	-.38
GNCOMMUN	1.97	2.41	2.18	2.34	.22	.07	.03	.01	.93	1.00	.95	.97	71	724	4,226	45,086	.000	.064	.002	-.44	-.22	-.38
ADVISE	2.79	3.04	2.92	3.01	.21	.06	.03	.01	.89	.80	.83	.82	71	726	4,228	45,149	.015	.182	.025	-.31	-.16	-.27
ENTIREXP	2.89	3.27	3.14	3.23	.19	.05	.02	.01	.80	.68	.70	.70	71	725	4,233	45,180	.000	.003	.000	-.57	-.36	-.49
SAMECOLL	2.89	3.39	3.15	3.22	.23	.06	.02	.01	.98	.79	.83	.82	71	725	4,233	45,133	.000	.009	.001	-.63	-.32	-.41
TXAM0301	3.14	3.17			.17	.04			.72	.60			71	692			.697			-.05		
TXAM0302	3.20	3.28			.14	.04			.60	.58			70	696			.275			-.14		
TXAM0303	3.20	3.36			.17	.05			.71	.61			71	697			.038			-.26		
TXAM0304	2.94	3.21			.16	.05			.67	.63			71	695			.001			-.42		
TXAM0305	3.04	3.22			.18	.05			.77	.62			70	699			.024			-.29		
TXAM0306	2.97	3.29			.23	.06			.98	.81			70	697			.002			-.39		
TXAM0307	2.91	3.21			.19	.06			.83	.76			70	699			.002			-.39		
TXAM0308	3.11	3.32			.15	.05			.65	.61			70	697			.008			-.34		
TXAM0309	3.04	3.23			.15	.04			.62	.58			70	695			.010			-.33		
TXAM0310	3.03	3.27			.17	.05			.72	.62			70	697			.002			-.39		
TXAM0311	3.15	3.23			.18	.05			.76	.63			68	689			.294			-.14		
TXAM0312	2.97	3.11			.20	.06			.83	.74			67	690			.132			-.20		
TXAM0313	3.01	3.01			.16	.05			.66	.66			68	691			.984			.00		
TXAM0314	2.34	2.35			.21	.06			.87	.77			68	688			.881			-.02		
TXAM0315	2.40	2.40			.21	.06			.90	.77			68	690			.988			.00		
TXAM0316	2.68	2.86			.20	.05			.84	.71			68	691			.052			-.25		
TXAM0317	3.25	3.46			.18	.05			.76	.61			68	685			.009			-.34		
TXAM0318	3.01	3.26			.15	.04			.63	.59			68	690			.001			-.42		
TXAM0319	3.27	3.48			.14	.04			.59	.60			67	687			.005			-.36		
TXAM0320	3.34	3.34			.14	.04			.59	.59			68	688			.934			-.01		

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

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

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

^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Detailed Statistics TX A&M Commerce Seniors

	Mean				Margin of error (95% level) ^a				Standard deviation ^b				Number of respondents				Significance ^c			Effect size ^d		
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce compared with:			TX A&M Commerce compared with:		
																	Texas A&M System	Doc-Int	NSSE 2003	Texas A&M System	Doc-Int	NSSE 2003
CLQUEST	3.18	2.98	3.00	3.12	.14	.05	.03	.01	.77	.85	.86	.84	117	959	4,498	47,042	.014	.023	.459	.24	.21	.07
CLPRESEN	2.79	2.87	2.79	2.84	.15	.05	.03	.01	.80	.87	.87	.84	117	960	4,497	47,008	.367	.962	.554	-.09	.00	-.05
REWROPAP	2.69	2.68	2.52	2.51	.18	.06	.03	.01	.98	.96	.97	.98	115	958	4,492	46,977	.903	.074	.051	.01	.17	.18
INTEGRAT	3.35	3.31	3.28	3.34	.13	.05	.02	.01	.72	.73	.74	.72	117	958	4,496	47,016	.561	.325	.914	.06	.09	.01
DIVCLASS	2.90	2.65	2.62	2.75	.15	.06	.03	.01	.85	.93	.93	.91	117	958	4,490	46,964	.005	.001	.083	.27	.30	.16
CLUNPREP	1.90	2.07	2.08	2.07	.11	.05	.02	.01	.59	.74	.77	.74	115	955	4,484	46,944	.019	.013	.020	-.23	-.23	-.22
CLASSGRP	2.68	2.52	2.46	2.46	.15	.06	.03	.01	.82	.89	.86	.85	117	960	4,489	46,977	.075	.007	.006	.17	.25	.25
OCCGRP	2.65	2.89	2.81	2.73	.16	.05	.03	.01	.88	.86	.91	.87	116	958	4,494	47,000	.005	.062	.297	-.28	-.18	-.10
INTIDEAS	2.72	2.88	2.84	2.85	.14	.05	.02	.01	.76	.81	.82	.81	116	957	4,483	46,946	.057	.132	.101	-.19	-.14	-.15
TUTOR	1.83	1.92	1.87	1.87	.15	.06	.03	.01	.85	.97	.95	.96	117	959	4,485	46,978	.312	.643	.608	-.10	-.04	-.05
COMMPROJ	1.42	1.56	1.58	1.63	.13	.05	.02	.01	.69	.79	.81	.83	116	957	4,484	46,917	.081	.035	.009	-.17	-.20	-.24
ITACADEM	2.79	2.92	2.85	2.81	.17	.07	.03	.01	.95	1.03	1.01	1.02	117	958	4,492	46,998	.172	.503	.771	-.13	-.06	-.03
EMAIL	3.08	3.09	3.21	3.18	.15	.05	.02	.01	.83	.87	.84	.86	116	959	4,487	46,972	.867	.101	.217	-.02	-.15	-.11
FACGRADE	2.92	2.90	2.79	2.83	.15	.05	.03	.01	.83	.85	.87	.86	116	960	4,484	46,968	.807	.114	.272	.02	.15	.10
FACPLANS	2.53	2.43	2.33	2.48	.18	.06	.03	.01	.97	.94	.95	.96	117	959	4,492	46,983	.269	.028	.556	.11	.21	.05
FACIDEAS	2.09	2.09	2.01	2.10	.16	.06	.02	.01	.91	.89	.85	.87	117	958	4,491	46,989	.961	.319	.960	.00	.09	.00
FACFEED	3.03	2.75	2.72	2.83	.13	.05	.02	.01	.72	.80	.82	.80	117	960	4,490	46,976	.000	.000	.007	.35	.37	.25
WORKHARD	2.86	2.77	2.67	2.71	.15	.05	.02	.01	.83	.81	.84	.84	116	959	4,489	46,969	.267	.014	.049	.11	.23	.18
FACOTHER	1.68	1.80	1.74	1.85	.17	.06	.03	.01	.93	.91	.91	.95	117	959	4,492	46,984	.207	.477	.066	-.12	-.07	-.17
OOCIDEAS	2.97	2.86	2.81	2.88	.14	.05	.02	.01	.78	.82	.85	.84	117	960	4,491	46,983	.185	.050	.298	.13	.18	.10
DIVRSTUD	2.62	2.60	2.59	2.60	.17	.06	.03	.01	.95	1.00	1.00	.99	117	957	4,481	46,923	.890	.756	.874	.01	.03	.01
DIFFSTU2	2.62	2.62	2.65	2.69	.17	.06	.03	.01	.96	.96	.98	.96	117	959	4,479	46,937	.988	.754	.483	.00	-.03	-.06
MEMORIZE	2.80	2.89	2.75	2.72	.17	.06	.03	.01	.94	.90	.92	.93	117	959	4,491	46,989	.337	.559	.355	-.09	.05	.09
ANALYZE	3.28	3.25	3.27	3.28	.12	.05	.02	.01	.64	.74	.75	.74	117	959	4,487	46,967	.698	.818	.990	.04	.02	.00
SYNTHESZ	3.18	2.99	3.01	3.07	.14	.05	.02	.01	.76	.85	.83	.84	117	958	4,485	46,945	.020	.031	.146	.22	.20	.13
EVALUATE	2.96	2.91	2.89	2.96	.16	.06	.03	.01	.86	.92	.91	.89	117	960	4,487	46,952	.584	.426	.980	.05	.07	.00
APPLYING	3.26	3.17	3.17	3.20	.15	.05	.02	.01	.81	.84	.84	.83	117	960	4,489	46,955	.282	.292	.452	.11	.10	.07
EXAMS	5.79	5.55	5.40	5.45	.22	.07	.04	.01	1.18	1.15	1.20	1.18	113	930	4,365	45,813	.036	.001	.003	.21	.32	.28
READASGN	2.89	3.11	3.23	3.34	.17	.07	.03	.01	.93	1.05	1.03	1.05	113	948	4,440	46,475	.036	.001	.000	-.21	-.32	-.42
READOWN	2.36	2.19	2.23	2.21	.20	.06	.03	.01	1.11	1.00	1.02	.99	116	951	4,446	46,563	.091	.161	.107	.17	.13	.15
WRITEMOR	1.47	1.62	1.68	1.66	.13	.05	.02	.01	.69	.84	.82	.78	116	947	4,432	46,489	.069	.008	.009	-.18	-.25	-.24
WRITEMID	2.22	2.36	2.59	2.66	.17	.06	.03	.01	.93	.95	.97	.98	114	951	4,442	46,534	.137	.000	.000	-.15	-.38	-.45
WRITESML	2.94	2.83	3.05	3.11	.22	.07	.04	.01	1.21	1.17	1.20	1.19	116	949	4,443	46,526	.329	.330	.117	.10	-.09	-.15

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

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

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

^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



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	Mean				Margin of error (95% level) ^a				Standard deviation ^b				Number of respondents				Significance ^c				Effect size ^d			
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce compared with:				TX A&M Commerce compared with:			
																	Texas A&M System	Doc-Int	NSSE 2003	Texas A&M System	Doc-Int	NSSE 2003		
PROBSETA	2.54	2.51	2.50	2.35	.22	.07	.03	.01	1.22	1.18	1.18	1.17	113	947	4,406	46,138	.793	.736	.092	.03	.03	.16		
PROBSETB	2.43	2.25	2.24	2.18	.22	.07	.03	.01	1.17	1.17	1.18	1.17	114	943	4,393	45,987	.125	.085	.024	.15	.16	.21		
HWPROBS	2.62	2.67	2.75	2.61	.22	.08	.04	.01	1.21	1.25	1.26	1.27	114	947	4,404	46,007	.673	.301	.890	-.04	-.10	.01		
INTERN	.66	.69	.72	.72	.09	.03	.01	.00	.48	.46	.45	.45	115	951	4,440	46,514	.528	.183	.148	-.06	-.13	-.14		
VOLUNTER	.45	.63	.60	.66	.09	.03	.01	.00	.50	.48	.49	.47	115	949	4,437	46,515	.000	.001	.000	-.36	-.31	-.44		
LEARNCOM	.23	.27	.25	.27	.08	.03	.01	.00	.43	.45	.43	.44	115	951	4,440	46,460	.366	.682	.451	-.09	-.04	-.07		
RESEARCH	.13	.23	.26	.27	.06	.03	.01	.00	.34	.42	.44	.45	115	948	4,434	46,442	.018	.001	.001	-.23	-.30	-.32		
FORLANG	.17	.23	.35	.41	.07	.03	.01	.00	.38	.42	.48	.49	115	948	4,434	46,474	.159	.000	.000	-.14	-.37	-.48		
STUDYABR	.15	.11	.14	.18	.07	.02	.01	.00	.36	.31	.35	.39	115	949	4,435	46,434	.223	.910	.318	.12	.01	-.09		
INDSTUDY	.25	.22	.26	.29	.08	.03	.01	.00	.44	.41	.44	.46	115	948	4,435	46,471	.442	.932	.321	.08	-.01	-.09		
SENIORX	.72	.45	.57	.59	.08	.03	.01	.00	.45	.50	.49	.49	115	949	4,438	46,487	.000	.001	.005	.54	.30	.26		
ENVSTU	6.09	5.99	5.67	5.80	.19	.07	.04	.01	1.06	1.16	1.32	1.26	116	951	4,447	46,591	.415	.001	.014	.08	.31	.23		
ENVFAC	6.06	5.56	5.48	5.72	.19	.08	.04	.01	1.02	1.30	1.32	1.23	116	952	4,446	46,582	.000	.000	.003	.38	.44	.28		
ENVADM	5.26	4.97	4.57	4.80	.27	.10	.05	.01	1.48	1.61	1.70	1.64	115	953	4,445	46,570	.066	.000	.003	.18	.41	.28		
ACADPR01	3.84	3.80	4.08	4.13	.36	.11	.05	.02	1.98	1.71	1.81	1.79	116	948	4,424	46,420	.773	.162	.092	.03	-.13	-.16		
WORKON01	1.35	1.91	1.79	1.89	.19	.11	.05	.01	1.02	1.79	1.54	1.54	115	946	4,426	46,389	.001	.002	.000	-.32	-.29	-.35		
WORKOF01	4.82	3.72	3.62	3.56	.56	.18	.08	.02	3.08	2.90	2.74	2.74	115	946	4,428	46,349	.000	.000	.000	.38	.44	.46		
COCURR01	1.88	2.04	2.09	2.17	.28	.09	.04	.01	1.52	1.45	1.48	1.53	115	948	4,423	46,363	.256	.121	.043	-.11	-.15	-.19		
SOCIAL01	3.08	3.30	3.61	3.57	.26	.10	.05	.01	1.43	1.51	1.63	1.62	115	951	4,438	46,407	.131	.001	.001	-.15	-.32	-.31		
CAREDE01	3.68	2.91	2.25	2.23	.51	.17	.06	.02	2.79	2.69	2.19	2.25	115	952	4,432	46,438	.004	.000	.000	.28	.65	.64		
COMMUTE	2.71	2.51	2.40	2.29	.25	.08	.03	.01	1.35	1.21	1.02	1.03	116	950	4,436	46,466	.094	.002	.000	.17	.30	.41		
ENVSCHOL	3.07	3.12	3.09	3.15	.15	.05	.02	.01	.81	.76	.80	.76	116	950	4,427	46,440	.515	.811	.244	-.06	-.02	-.11		
ENVSUPRT	3.04	2.86	2.78	2.95	.14	.05	.02	.01	.78	.86	.85	.82	116	950	4,426	46,426	.031	.001	.208	.21	.31	.12		
ENVDIVRS	2.55	2.33	2.30	2.39	.16	.06	.03	.01	.89	.99	.98	.98	114	947	4,418	46,394	.025	.006	.076	.22	.26	.17		
ENVNACAD	1.98	1.89	1.77	1.89	.17	.06	.03	.01	.95	.91	.86	.88	116	950	4,416	46,377	.306	.011	.285	.10	.24	.10		
ENVSOCAL	2.12	2.19	1.97	2.09	.16	.06	.03	.01	.85	.93	.87	.89	115	947	4,407	46,313	.466	.069	.743	-.07	.17	.03		
ENVEVENT	2.26	2.51	2.39	2.57	.18	.06	.03	.01	.99	.95	.92	.93	116	948	4,416	46,360	.007	.123	.000	-.27	-.15	-.33		
ENVCOMPT	3.31	3.44	3.46	3.44	.12	.05	.02	.01	.68	.75	.75	.74	116	949	4,419	46,406	.076	.038	.063	-.17	-.20	-.17		
NGENLED	3.40	3.25	3.13	3.30	.13	.05	.02	.01	.71	.76	.82	.78	115	951	4,433	46,483	.049	.001	.158	.19	.33	.13		
GNWORK	3.14	3.05	2.98	3.00	.17	.06	.03	.01	.90	.90	.92	.92	114	952	4,428	46,458	.338	.066	.100	.10	.17	.15		
GNWRITE	3.08	2.97	2.96	3.09	.15	.05	.03	.01	.81	.83	.87	.84	115	951	4,431	46,479	.173	.141	.854	.13	.14	-.02		
GNSPEAK	2.99	2.95	2.88	2.99	.16	.06	.03	.01	.87	.87	.91	.88	115	949	4,430	46,471	.592	.177	.946	.05	.13	.01		

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

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

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

^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



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	Mean				Margin of error (95% level) ^a				Standard deviation ^b				Number of respondents				Significance ^c			Effect size ^d		
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2003	TX A&M Commerce compared with:			TX A&M Commerce compared with:		
																	Texas A&M System	Doc-Int	NSSE 2003	Texas A&M System	Doc-Int	NSSE 2003
GNANALY	3.37	3.30	3.30	3.35	.13	.05	.02	.01	.71	.73	.76	.74	115	951	4,429	46,482	.332	.334	.856	.10	.09	.02
GNQUANT	3.04	3.04	2.95	2.89	.15	.05	.03	.01	.80	.85	.89	.90	115	950	4,426	46,415	.937	.278	.069	.01	.10	.17
GNCMPTS	3.23	3.29	3.23	3.15	.15	.05	.02	.01	.81	.81	.84	.86	115	952	4,433	46,489	.395	.994	.351	-.08	.00	.09
GNOTHERS	3.18	3.16	3.09	3.12	.15	.05	.03	.01	.82	.82	.85	.83	115	950	4,431	46,468	.780	.230	.416	.03	.11	.08
GNCITIZN	2.05	2.07	1.74	1.85	.17	.06	.03	.01	.93	1.02	.95	.96	115	949	4,424	46,395	.861	.001	.022	-.02	.33	.21
GNINQ	3.16	3.13	3.02	3.07	.14	.05	.03	.01	.75	.83	.87	.85	114	950	4,425	46,453	.707	.088	.290	.04	.16	.10
GNSELF	2.85	2.82	2.70	2.85	.18	.07	.03	.01	.98	1.02	1.02	.99	115	949	4,426	46,416	.724	.116	.964	.03	.15	.00
GNDIVERS	2.69	2.49	2.46	2.55	.18	.07	.03	.01	.99	1.03	1.01	1.00	115	951	4,428	46,435	.053	.019	.129	.19	.22	.14
GNPROBSV	2.86	2.73	2.66	2.68	.16	.06	.03	.01	.89	.95	.97	.94	115	951	4,427	46,436	.151	.025	.036	.14	.21	.20
GNETHICS	2.76	2.76	2.55	2.71	.18	.07	.03	.01	1.00	1.03	1.03	1.02	115	951	4,434	46,452	.971	.037	.651	.00	.20	.04
GNCOMMUN	2.34	2.45	2.22	2.40	.18	.07	.03	.01	.98	1.02	1.02	1.01	115	951	4,424	46,406	.257	.201	.488	-.11	.12	-.06
ADVISE	2.98	2.87	2.74	2.93	.17	.06	.03	.01	.95	.94	.96	.92	115	949	4,432	46,475	.238	.008	.528	.12	.25	.06
ENTIREXP	3.21	3.21	3.11	3.24	.12	.05	.02	.01	.67	.74	.75	.72	115	950	4,438	46,510	.956	.154	.617	-.01	.13	-.05
SAMECOLL	3.22	3.25	3.04	3.17	.14	.06	.03	.01	.75	.89	.89	.86	115	951	4,433	46,481	.713	.038	.552	-.04	.20	.06
TXAM0301	3.18	3.15			.12	.04			.64	.68			114	899			.694			.04		
TXAM0302	3.20	3.17			.12	.04			.66	.66			116	913			.698			.04		
TXAM0303	3.34	3.31			.10	.04			.56	.61			116	908			.696			.04		
TXAM0304	3.05	3.10			.11	.04			.62	.68			115	907			.438			-.08		
TXAM0305	3.14	3.09			.12	.05			.66	.71			115	909			.446			.07		
TXAM0306	3.38	3.19			.14	.06			.74	.85			116	907			.023			.22		
TXAM0307	3.37	3.11			.13	.05			.72	.80			116	911			.001			.33		
TXAM0308	3.18	3.18			.13	.04			.72	.69			116	907			.964			.00		
TXAM0309	3.18	3.11			.11	.04			.59	.64			115	900			.252			.11		
TXAM0310	3.13	3.13			.12	.04			.64	.66			115	908			.981			.00		
TXAM0311	3.46	3.26			.11	.05			.61	.73			112	880			.008			.26		
TXAM0312	3.10	3.02			.17	.06			.89	.85			110	878			.349			.10		
TXAM0313	3.16	3.03			.12	.05			.67	.73			112	881			.069			.18		
TXAM0314	2.54	2.39			.16	.05			.86	.80			112	875			.078			.18		
TXAM0315	2.60	2.49			.16	.05			.84	.81			112	875			.199			.13		
TXAM0316	2.86	2.59			.13	.05			.71	.82			111	879			.001			.33		
TXAM0317	3.29	3.41			.11	.04			.61	.63			112	874			.063			-.19		
TXAM0318	3.06	3.08			.14	.05			.75	.71			112	877			.822			-.02		
TXAM0319	3.11	3.25			.13	.05			.68	.69			112	876			.034			-.21		
TXAM0320	3.14	3.14			.11	.05			.62	.68			111	874			.893			.01		

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

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

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

^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



Means and Standard Deviations by Carnegie Classification

Question	Variable	First-Year Students											
		Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1a. How often do your instructors require you to use information technology, other than word processing, to complete assignments?	EXP0301	3.37	0.79	3.30	0.79	3.16	0.81	3.13	0.83	3.17	0.81	3.21	0.82
2a. Used computer and information technology when making class presentations	EXP0302A	2.57	1.15	2.80	1.07	2.70	1.07	2.59	1.09	2.79	1.02	2.68	1.09
b. Communicated with classmates online to complete academic work	EXP0302B	2.66	1.02	2.70	1.01	2.45	1.02	2.61	1.01	2.46	1.01	2.57	1.02
c. Worked in teams during class using information technology	EXP0302C	2.03	0.94	2.25	1.00	2.11	0.92	2.02	0.90	2.15	0.92	2.12	0.94
d. Worked in teams outside of class using information technology to complete course assignments	EXP0302D	2.29	1.01	2.51	0.98	2.27	0.95	2.37	0.94	2.36	0.94	2.35	0.97
e. Used email to ask an instructor to clarify an assignment	EXP0302E	2.85	0.93	2.81	0.95	2.70	0.96	2.90	0.93	2.69	0.97	2.78	0.96
f. Expressed ideas to a professor via email that you did not feel comfortable saying in class	EXP0302F	1.97	1.06	1.95	1.05	1.86	1.02	1.94	1.05	1.85	1.02	1.91	1.04
g. Used your institution's library website to obtain resources for your academic work	EXP0302G	2.61	0.99	2.62	0.97	2.62	0.96	2.85	0.94	2.71	0.93	2.66	0.97
h. Used another library website to obtain resources for your academic work	EXP0302H	1.65	0.89	1.74	0.92	1.76	0.92	1.69	0.91	1.79	0.91	1.73	0.91
i. Asked a librarian at your school for help in obtaining resources for your academic work	EXP0302I	1.84	0.88	1.91	0.90	1.97	0.91	2.10	0.90	2.05	0.89	1.97	0.90
j. Used the WWW to obtain resources for your academic work	EXP0302J	3.23	0.83	3.26	0.81	3.21	0.81	3.17	0.83	3.19	0.83	3.21	0.82
k. Made judgments about the quality of information you find on the WWW for use in your academic work	EXP0302K	3.00	0.93	3.03	0.91	2.97	0.92	3.05	0.90	3.00	0.89	3.00	0.92
3. How often do your instructors use information technology in the classroom?	EXP0303	3.00	0.84	2.94	0.82	2.79	0.82	2.79	0.81	2.83	0.81	2.86	0.83
4. How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	EXP0304	1.21	0.66	1.21	0.70	1.24	0.74	1.12	0.56	1.25	0.76	1.20	0.69
5. To what extent do you gain new insights into course materials from online discussions?	EXP0305	2.26	0.83	2.29	0.83	2.24	0.82	2.18	0.80	2.22	0.82	2.23	0.82
6a. Spending time online (WWW/internet/email) for any reason	EXP0306A	4.08	1.88	4.11	1.92	3.94	1.89	3.94	1.87	3.77	1.85	3.96	1.89
b. Spending time online (WWW/internet/email) doing academic work	EXP0306B	2.65	1.10	2.67	1.15	2.61	1.07	2.56	1.03	2.58	1.07	2.61	1.08
7. How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	EXP0307	2.24	0.75	2.26	0.76	2.26	0.77	1.94	0.71	2.23	0.73	2.18	0.76

Note: Only students responding to the online survey received these questions. Numbers of respondents for each item can be found in the Frequency Distributions.



NSSE 2003 Technology Items

Means and Standard Deviations by Carnegie Classification

		Seniors													
		Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total			
Question	Variable	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1a. How often do your instructors require you to use information technology, other than word processing, to complete assignments?	EXP0301	3.41	0.78	3.38	0.79	3.33	0.79	3.16	0.83	3.31	0.79	3.32	0.80		
2a. Used computer and information technology when making class presentations	EXP0302A	3.12	1.03	3.26	0.92	3.20	0.95	3.02	1.00	3.21	0.91	3.17	0.97		
b. Communicated with classmates online to complete academic work	EXP0302B	2.87	1.03	2.93	1.01	2.69	1.03	2.65	1.02	2.66	1.02	2.76	1.03		
c. Worked in teams during class using information technology	EXP0302C	2.17	1.01	2.35	1.03	2.35	1.00	2.06	0.93	2.30	0.99	2.27	1.01		
d. Worked in teams outside of class using information technology to complete course assignments	EXP0302D	2.76	1.03	2.89	0.98	2.74	0.99	2.54	0.95	2.72	0.96	2.74	0.99		
e. Used email to ask an instructor to clarify an assignment	EXP0302E	3.06	0.91	3.04	0.92	2.91	0.95	3.09	0.89	2.92	0.95	3.00	0.93		
f. Expressed ideas to a professor via email that you did not feel comfortable saying in class	EXP0302F	2.11	1.07	2.07	1.09	1.99	1.07	2.02	1.05	1.99	1.05	2.03	1.07		
g. Used your institution's library website to obtain resources for your academic work	EXP0302G	2.84	0.98	2.75	0.98	2.86	0.99	3.24	0.86	2.92	0.96	2.90	0.98		
h. Used another library website to obtain resources for your academic work	EXP0302H	1.83	0.94	1.93	0.97	2.04	1.00	2.11	1.02	2.05	0.99	2.00	0.99		
i. Asked a librarian at your school for help in obtaining resources for your academic work	EXP0302I	1.90	0.87	1.98	0.89	2.06	0.91	2.23	0.92	2.07	0.91	2.04	0.91		
j. Used the WWW to obtain resources for your academic work	EXP0302J	3.42	0.76	3.41	0.75	3.40	0.76	3.32	0.79	3.38	0.75	3.39	0.76		
k. Made judgments about the quality of information you find on the WWW for use in your academic work	EXP0302K	3.20	0.87	3.20	0.86	3.20	0.87	3.27	0.84	3.23	0.83	3.22	0.86		
3. How often do your instructors use information technology in the classroom?	EXP0303	3.11	0.83	2.98	0.83	2.97	0.83	2.78	0.80	2.90	0.82	2.96	0.83		
4. How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	EXP0304	1.17	0.61	1.22	0.70	1.19	0.63	1.07	0.42	1.21	0.72	1.17	0.62		
5. To what extent do you gain new insights into course materials from online discussions?	EXP0305	2.18	0.85	2.19	0.84	2.25	0.84	2.09	0.82	2.24	0.85	2.20	0.84		
6a. Spending time online (WWW/internet/email) for any reason	EXP0306A	3.76	1.73	3.78	1.76	3.55	1.69	3.57	1.67	3.37	1.62	3.62	1.71		
b. Spending time online (WWW/internet/email) doing academic work	EXP0306B	2.67	1.15	2.75	1.22	2.65	1.10	2.54	1.01	2.63	1.12	2.65	1.12		
7. How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	EXP0307	2.32	0.77	2.36	0.81	2.37	0.80	2.07	0.73	2.32	0.79	2.28	0.79		

Note: Only students responding to the online survey received these questions. Numbers of respondents for each item can be found in the Frequency Distributions.



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Variable	Response Options	First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
1a. Asked questions in class or contributed to class discussions	CLQUEST	Never	0	0	52	7	168	4	1,343	3	1	1	22	2	111	2	756	2
	Sometimes	22	31	349	48	1,802	42	16,755	36	23	20	290	30	1,354	30	11,889	25	
	Often	26	37	226	31	1,451	33	15,987	35	47	40	335	35	1,476	33	15,266	32	
	Very often	23	32	103	14	911	21	11,921	26	46	39	312	33	1,557	35	19,131	41	
	Total	71	100%	730	100%	4,332	100%	46,006	100%	117	100%	959	100%	4,498	100%	47,042	100%	
b. Made a class presentation	CLPRESEN	Never	5	7	177	24	582	13	6,321	14	3	3	43	4	251	6	1,714	4
	Sometimes	41	58	364	50	2,381	55	25,409	55	43	37	300	31	1,517	34	15,587	33	
	Often	14	20	147	20	1,039	24	11,081	24	46	39	355	37	1,650	37	18,182	39	
	Very often	11	15	42	6	330	8	3,167	7	25	21	262	27	1,079	24	11,525	25	
	Total	71	100%	730	100%	4,332	100%	45,978	100%	117	100%	960	100%	4,497	100%	47,008	100%	
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	8	11	139	19	599	14	5,654	12	13	11	108	11	663	15	7,351	16
	Sometimes	21	30	219	30	1,334	31	14,106	31	39	34	325	34	1,696	38	17,649	38	
	Often	24	34	192	26	1,344	31	14,542	32	34	30	295	31	1,251	28	12,707	27	
	Very often	18	25	179	25	1,051	24	11,661	25	29	25	230	24	882	20	9,270	20	
	Total	71	100%	729	100%	4,328	100%	45,963	100%	115	100%	958	100%	4,492	100%	46,977	100%	
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	1	1	39	5	96	2	893	2	1	1	7	1	40	1	426	1
	Sometimes	21	30	199	27	960	22	10,126	22	14	12	131	14	639	14	5,687	12	
	Often	24	34	275	38	1,894	44	20,203	44	45	38	379	40	1,827	41	18,227	39	
	Very often	25	35	217	30	1,380	32	14,758	32	57	49	441	46	1,990	44	22,676	48	
	Total	71	100%	730	100%	4,330	100%	45,980	100%	117	100%	958	100%	4,496	100%	47,016	100%	
e. Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments	DIVCLASS	Never	6	8	99	14	329	8	3,047	7	4	3	101	11	487	11	3,487	7
	Sometimes	25	35	267	37	1,544	36	16,223	35	37	32	344	36	1,684	38	16,235	35	
	Often	22	31	231	32	1,576	36	16,690	36	43	37	307	32	1,377	31	15,707	33	
	Very often	18	25	132	18	876	20	9,983	22	33	28	206	22	942	21	11,535	25	
	Total	71	100%	729	100%	4,325	100%	45,943	100%	117	100%	958	100%	4,490	100%	46,964	100%	
f. Came to class without completing readings or assignments	CLUNPREP	Never	15	21	136	19	863	20	9,690	21	24	21	173	18	865	19	8,820	19
	Sometimes	46	65	421	58	2,643	61	28,219	61	80	70	593	62	2,667	59	28,876	62	
	Often	5	7	116	16	599	14	5,923	13	9	8	136	14	659	15	6,585	14	
	Very often	5	7	57	8	218	5	2,088	5	2	2	53	6	293	7	2,663	6	
	Total	71	100%	730	100%	4,323	100%	45,920	100%	115	100%	955	100%	4,484	100%	46,944	100%	



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		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
g. Worked with other students on projects during class	CLASSGRP	Never	10	14	133	18	530	12	5,707	12	7	6	105	11	510	11	5,059	11
		Sometimes	31	44	319	44	2,117	49	22,577	49	43	37	406	42	2,001	45	21,320	45
		Often	22	31	205	28	1,277	30	13,890	30	48	41	293	31	1,394	31	14,543	31
		Very often	8	11	73	10	402	9	3,752	8	19	16	156	16	584	13	6,055	13
	Total	71	100%	730	100%	4,326	100%	45,926	100%	117	100%	960	100%	4,489	100%	46,977	100%	
h. Worked with classmates outside of class to prepare class assignments	OCCGRP	Never	18	25	94	13	501	12	5,467	12	7	6	51	5	302	7	2,951	6
		Sometimes	35	49	285	39	2,042	47	21,454	47	51	44	259	27	1,458	32	17,148	36
		Often	14	20	232	32	1,259	29	14,061	31	34	29	395	41	1,545	34	16,479	35
		Very often	4	6	120	16	524	12	4,979	11	24	21	253	26	1,189	26	10,422	22
	Total	71	100%	731	100%	4,326	100%	45,961	100%	116	100%	958	100%	4,494	100%	47,000	100%	
i. Put together ideas or concepts from different courses when completing assignments or class discussions	INTIDEAS	Never	9	13	79	11	392	9	3,865	8	4	3	32	3	165	4	1,629	3
		Sometimes	31	44	317	44	1,993	46	21,008	46	42	36	287	30	1,422	32	14,638	31
		Often	24	34	230	32	1,491	34	15,807	34	52	45	406	42	1,862	42	19,928	42
		Very often	7	10	102	14	449	10	5,226	11	18	16	232	24	1,034	23	10,751	23
	Total	71	100%	728	100%	4,325	100%	45,906	100%	116	100%	957	100%	4,483	100%	46,946	100%	
j. Tutored or taught other students (paid or voluntary)	TUTOR	Never	40	56	325	45	2,141	50	23,519	51	48	41	392	41	1,940	43	20,354	43
		Sometimes	27	38	274	38	1,511	35	15,672	34	47	40	345	36	1,584	35	16,582	35
		Often	3	4	87	12	465	11	4,617	10	16	14	125	13	565	13	5,627	12
		Very often	1	1	42	6	208	5	2,129	5	6	5	97	10	396	9	4,415	9
	Total	71	100%	728	100%	4,325	100%	45,937	100%	117	100%	959	100%	4,485	100%	46,978	100%	
k. Participated in a community-based project as part of a regular course	COMMPROJ	Never	53	75	524	72	2,968	69	30,288	66	78	67	571	60	2,625	59	26,154	56
		Sometimes	14	20	154	21	948	22	11,192	24	29	25	276	29	1,287	29	14,316	31
		Often	3	4	42	6	293	7	3,198	7	7	6	73	8	389	9	4,272	9
		Very often	1	1	11	2	117	3	1,233	3	2	2	37	4	183	4	2,175	5
	Total	71	100%	731	100%	4,326	100%	45,911	100%	116	100%	957	100%	4,484	100%	46,917	100%	
l. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	Never	7	10	143	20	666	15	7,697	17	10	9	103	11	478	11	5,612	12
		Sometimes	25	35	198	27	1,213	28	13,089	28	37	32	236	25	1,243	28	12,999	28
		Often	22	31	190	26	1,210	28	12,693	28	38	32	251	26	1,248	28	12,912	27
		Very often	17	24	199	27	1,237	29	12,484	27	32	27	368	38	1,523	34	15,475	33
	Total	71	100%	730	100%	4,326	100%	45,963	100%	117	100%	958	100%	4,492	100%	46,998	100%	



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		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
m. Used e-mail to communicate with an instructor	EMAIL	Never	7	10	69	9	145	3	2,289	5	1	1	33	3	90	2	1,338	3
		Sometimes	27	38	224	31	1,246	29	12,493	27	32	28	222	23	940	21	9,769	21
		Often	23	32	247	34	1,476	34	15,924	35	40	34	328	34	1,408	31	15,167	32
		Very often	14	20	190	26	1,457	34	15,228	33	43	37	376	39	2,049	46	20,698	44
		Total	71	100%	730	100%	4,324	100%	45,934	100%	116	100%	959	100%	4,487	100%	46,972	100%
n. Discussed grades or assignments with an instructor	FACGRADE	Never	5	7	47	6	329	8	3,169	7	4	3	24	3	212	5	1,875	4
		Sometimes	33	46	304	42	1,967	45	19,395	42	32	28	325	34	1,602	36	16,221	35
		Often	22	31	250	34	1,319	30	15,295	33	49	42	332	35	1,568	35	16,663	35
		Very often	11	15	129	18	711	16	8,087	18	31	27	279	29	1,102	25	12,209	26
		Total	71	100%	730	100%	4,326	100%	45,946	100%	116	100%	960	100%	4,484	100%	46,968	100%
o. Talked about career plans with a faculty member or advisor	FACPLANS	Never	29	41	188	26	1,152	27	10,726	23	15	13	150	16	876	20	7,207	15
		Sometimes	25	35	323	44	2,034	47	21,759	47	50	43	407	42	1,912	43	18,805	40
		Often	13	18	146	20	804	19	9,336	20	27	23	244	25	1,036	23	12,301	26
		Very often	4	6	73	10	337	8	4,112	9	25	21	158	16	668	15	8,670	18
		Total	71	100%	730	100%	4,327	100%	45,933	100%	117	100%	959	100%	4,492	100%	46,983	100%
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	Never	31	44	332	45	1,936	45	18,478	40	34	29	258	27	1,302	29	11,933	25
		Sometimes	27	38	284	39	1,742	40	19,761	43	47	40	440	46	2,114	47	22,237	47
		Often	8	11	85	12	483	11	5,781	13	27	23	176	18	783	17	9,099	19
		Very often	5	7	30	4	163	4	1,911	4	9	8	84	9	292	7	3,720	8
		Total	71	100%	731	100%	4,324	100%	45,931	100%	117	100%	958	100%	4,491	100%	46,989	100%
q. Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	Never	7	10	85	12	371	9	3,342	7	2	2	42	4	259	6	1,941	4
		Sometimes	30	42	312	43	1,759	41	17,195	37	23	20	337	35	1,506	34	13,997	30
		Often	25	35	241	33	1,624	38	18,442	40	62	53	404	42	1,937	43	21,326	45
		Very often	9	13	92	13	570	13	6,965	15	30	26	177	18	788	18	9,712	21
		Total	71	100%	730	100%	4,324	100%	45,944	100%	117	100%	960	100%	4,490	100%	46,976	100%
r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Never	8	11	52	7	380	9	3,665	8	3	3	39	4	295	7	2,933	6
		Sometimes	32	45	289	40	1,778	41	17,748	39	40	34	328	34	1,693	38	16,761	36
		Often	23	32	260	36	1,515	35	17,180	37	43	37	403	42	1,711	38	18,367	39
		Very often	8	11	129	18	652	15	7,348	16	30	26	189	20	790	18	8,908	19
		Total	71	100%	730	100%	4,325	100%	45,941	100%	116	100%	959	100%	4,489	100%	46,969	100%



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		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	Never	49	69	445	61	2,791	65	27,752	60	67	57	451	47	2,292	51	21,603	46
		Sometimes	11	15	181	25	1,056	24	12,411	27	27	23	316	33	1,344	30	14,955	32
		Often	7	10	69	9	330	8	4,121	9	16	14	128	13	568	13	6,498	14
		Very often	4	6	35	5	150	3	1,659	4	7	6	64	7	288	6	3,928	8
		Total	71	100%	730	100%	4,327	100%	45,943	100%	117	100%	959	100%	4,492	100%	46,984	100%
t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	Never	7	10	51	7	325	8	2,567	6	3	3	34	4	207	5	1,660	4
		Sometimes	33	46	237	32	1,673	39	16,154	35	28	24	301	31	1,521	34	14,780	31
		Often	17	24	268	37	1,490	34	16,645	36	56	48	391	41	1,683	37	17,870	38
		Very often	14	20	175	24	835	19	10,553	23	30	26	234	24	1,080	24	12,673	27
		Total	71	100%	731	100%	4,323	100%	45,919	100%	117	100%	960	100%	4,491	100%	46,983	100%
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Never	13	18	128	18	705	16	6,923	15	11	9	144	15	645	14	6,306	13
		Sometimes	21	30	238	33	1,402	32	15,470	34	51	44	313	33	1,616	36	17,273	37
		Often	21	30	194	27	1,138	26	11,872	26	27	23	280	29	1,168	26	12,188	26
		Very often	16	23	171	23	1,074	25	11,614	25	28	24	220	23	1,052	23	11,156	24
		Total	71	100%	731	100%	4,319	100%	45,879	100%	117	100%	957	100%	4,481	100%	46,923	100%
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	Never	11	15	101	14	457	11	4,636	10	12	10	118	12	537	12	4,718	10
		Sometimes	26	37	246	34	1,389	32	14,642	32	48	41	340	35	1,571	35	16,961	36
		Often	20	28	202	28	1,267	29	13,431	29	29	25	287	30	1,282	29	13,602	29
		Very often	14	20	181	25	1,207	28	13,191	29	28	24	214	22	1,089	24	11,656	25
		Total	71	100%	730	100%	4,320	100%	45,900	100%	117	100%	959	100%	4,479	100%	46,937	100%
2a. Coursework emphasizes: Memorizing facts, ideas or methods from your courses and readings	MEMORIZE	Often	5	7	25	3	210	5	2,473	5	12	10	68	7	400	9	4,776	10
		Some	22	31	152	21	1,082	25	11,597	25	29	25	243	25	1,403	31	14,470	31
		Quite a bit	24	34	293	40	1,759	41	18,615	41	46	39	376	39	1,595	36	16,718	36
		Very much	20	28	261	36	1,273	29	13,247	29	30	26	272	28	1,093	24	11,025	23
		Total	71	100%	731	100%	4,324	100%	45,932	100%	117	100%	959	100%	4,491	100%	46,989	100%
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	ANALYZE	Often	1	1	20	3	91	2	866	2	0	0	9	1	75	2	694	1
		Some	17	24	166	23	754	17	8,027	17	12	10	141	15	606	14	6,068	13
		Quite a bit	31	44	313	43	1,892	44	20,339	44	60	51	406	42	1,857	41	19,541	42
		Very much	22	31	230	32	1,586	37	16,684	36	45	38	403	42	1,949	43	20,664	44
		Total	71	100%	729	100%	4,323	100%	45,916	100%	117	100%	959	100%	4,487	100%	46,967	100%



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		First-Year Students								Seniors							
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003	
Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ																
	Very little	3	4	46	6	188	4	2,044	4	1	1	38	4	168	4	1,648	4
	Some	27	38	252	35	1,229	28	13,114	29	22	19	241	25	1,032	23	10,099	22
	Quite a bit	21	30	256	35	1,768	41	18,903	41	49	42	374	39	1,867	42	18,672	40
	Very much	20	28	173	24	1,138	26	11,837	26	45	38	305	32	1,418	32	16,526	35
	Total	71	100%	727	100%	4,323	100%	45,898	100%	117	100%	958	100%	4,485	100%	46,945	100%
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE																
	Very little	6	8	60	8	276	6	2,882	6	5	4	69	7	318	7	2,698	6
	Some	21	30	228	31	1,240	29	13,349	29	31	26	244	25	1,165	26	11,432	24
	Quite a bit	22	31	258	35	1,740	40	18,518	40	45	38	353	37	1,698	38	18,095	39
	Very much	22	31	184	25	1,066	25	11,146	24	36	31	294	31	1,306	29	14,727	31
	Total	71	100%	730	100%	4,322	100%	45,895	100%	117	100%	960	100%	4,487	100%	46,952	100%
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING																
	Very little	3	4	31	4	197	5	1,897	4	3	3	37	4	167	4	1,397	3
	Some	31	44	205	28	996	23	10,880	24	18	15	164	17	773	17	8,183	17
	Quite a bit	19	27	245	34	1,642	38	17,871	39	42	36	360	38	1,664	37	17,069	36
	Very much	18	25	248	34	1,484	34	15,260	33	54	46	399	42	1,885	42	20,306	43
	Total	71	100%	729	100%	4,319	100%	45,908	100%	117	100%	960	100%	4,489	100%	46,955	100%
3. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS																
	Very little	1	1	3	0	22	1	208	0	1	1	4	0	35	1	398	1
	2	1	1	4	1	39	1	418	1	2	2	16	2	77	2	718	2
	3	3	4	20	3	147	4	1,248	3	0	0	33	4	186	4	1,689	4
	4	12	17	46	6	398	9	4,134	9	13	12	70	8	451	10	4,586	10
	5	17	24	222	31	1,353	32	14,194	32	19	17	292	31	1,431	33	14,425	31
	6	23	33	248	35	1,494	36	16,215	36	44	39	322	35	1,409	32	15,573	34
	Very much	13	19	174	24	747	18	8,396	19	34	30	193	21	776	18	8,424	18
	Total	70	100%	717	100%	4,200	100%	44,813	100%	113	100%	930	100%	4,365	100%	45,813	100%
4a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN																
	None	1	1	13	2	40	1	379	1	2	2	18	2	81	2	682	1
	Between 1-4	13	18	142	20	735	17	6,918	15	40	35	293	31	1,115	25	10,529	23
	Between 5-10	33	46	315	44	1,587	37	15,776	35	48	42	334	35	1,586	36	15,532	33
	Between 11-20	17	24	185	26	1,287	30	14,589	32	14	12	171	18	1,034	23	11,917	26
	More than 20	7	10	68	9	597	14	7,662	17	9	8	132	14	624	14	7,815	17
	Total	71	100%	723	100%	4,246	100%	45,324	100%	113	100%	948	100%	4,440	100%	46,475	100%



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NSSE 2003 Engagement Item Frequency Distributions Texas A&M University-Commerce

Variable	Response Options	First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	27	38	230	32	1,206	28	11,853	26	20	17	211	22	959	22	9,634	21
	Between 1-4	34	48	353	49	2,304	54	25,129	55	61	53	493	52	2,257	51	24,477	53	
	Between 5-10	7	10	101	14	496	12	5,542	12	18	16	143	15	713	16	7,468	16	
	Between 11-20	0	0	23	3	154	4	1,648	4	7	6	60	6	294	7	2,842	6	
	More than 20	3	4	15	2	92	2	1,166	3	10	9	44	5	223	5	2,142	5	
	Total	71	100%	722	100%	4,252	100%	45,338	100%	116	100%	951	100%	4,446	100%	46,563	100%	
c. Number of written papers or reports of 20 pages or more	WRITEMOR	None	59	83	583	81	3,498	82	37,591	83	71	61	511	54	2,143	48	21,991	47
	Between 1-4	8	11	111	15	591	14	5,771	13	37	32	336	35	1,808	41	20,145	43	
	Between 5-10	2	3	18	2	84	2	1,040	2	7	6	64	7	311	7	2,911	6	
	Between 11-20	1	1	6	1	42	1	517	1	0	0	19	2	103	2	870	2	
	More than 20	1	1	6	1	34	1	370	1	1	1	17	2	67	2	572	1	
	Total	71	100%	724	100%	4,249	100%	45,289	100%	116	100%	947	100%	4,432	100%	46,489	100%	
d. Number of written papers or reports between 5 and 19 pages	WRITEMID	None	19	27	200	28	471	11	5,178	11	29	25	149	16	407	9	3,869	8
	Between 1-4	28	39	350	48	2,043	48	21,704	48	39	34	459	48	1,953	44	19,020	41	
	Between 5-10	12	17	134	19	1,173	28	12,724	28	40	35	220	23	1,328	30	14,927	32	
	Between 11-20	11	15	30	4	453	11	4,577	10	4	4	98	10	551	12	6,553	14	
	More than 20	1	1	9	1	108	3	1,134	3	2	2	25	3	203	5	2,165	5	
	Total	71	100%	723	100%	4,248	100%	45,317	100%	114	100%	951	100%	4,442	100%	46,534	100%	
e. Number of written papers or reports of fewer than 5 pages	WRITESML	None	2	3	49	7	91	2	1,185	3	12	10	92	10	338	8	3,094	7
	Between 1-4	19	27	296	41	1,044	25	10,325	23	37	32	354	37	1,360	31	13,644	29	
	Between 5-10	21	30	230	32	1,384	33	14,741	33	28	24	240	25	1,213	27	12,461	27	
	Between 11-20	18	25	99	14	1,022	24	11,650	26	24	21	152	16	807	18	9,556	21	
	More than 20	11	15	50	7	713	17	7,430	16	15	13	111	12	725	16	7,771	17	
	Total	71	100%	724	100%	4,254	100%	45,331	100%	116	100%	949	100%	4,443	100%	46,526	100%	
5a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	12	17	113	16	676	16	8,224	18	25	22	189	20	952	22	12,565	27
	1-2	29	41	254	35	1,500	35	16,314	36	34	30	346	37	1,476	33	14,970	32	
	3-4	22	31	217	30	1,314	31	13,006	29	34	30	240	25	1,194	27	11,630	25	
	5-6	6	8	77	11	430	10	4,252	9	8	7	85	9	383	9	3,639	8	
	More than 6	2	3	61	8	318	8	3,364	7	12	11	87	9	401	9	3,334	7	
	Total	71	100%	722	100%	4,238	100%	45,160	100%	113	100%	947	100%	4,406	100%	46,138	100%	



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		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	10	14	120	17	732	17	8,373	19	26	23	291	31	1,380	31	15,945	35
		1-2	30	42	302	42	1,493	35	15,818	35	43	38	328	35	1,559	35	15,157	33
		3-4	21	30	145	20	1,092	26	11,434	25	23	20	183	19	815	19	8,532	19
		5-6	8	11	79	11	485	11	5,071	11	14	12	78	8	312	7	3,334	7
		More than 6	2	3	75	10	429	10	4,392	10	8	7	63	7	327	7	3,019	7
	Total	71	100%	721	100%	4,231	100%	45,088	100%	114	100%	943	100%	4,393	100%	45,987	100%	
6. In a typical week, how many homework problems take you more than 15 minutes each to complete?	HWPROBS	None	17	24	99	14	625	15	7,497	17	21	18	174	18	800	18	10,664	23
		1-3	21	30	236	33	1,350	32	14,315	32	37	32	303	32	1,223	28	12,662	28
		4-6	21	30	217	30	1,257	30	12,832	28	33	29	240	25	1,245	28	12,038	26
		7-10	6	8	99	14	593	14	6,003	13	10	9	117	12	566	13	5,410	12
		More than 10	6	8	74	10	415	10	4,524	10	13	11	113	12	570	13	5,233	11
	Total	71	100%	725	100%	4,240	100%	45,171	100%	114	100%	947	100%	4,404	100%	46,007	100%	
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	Undecided	13	18	117	16	564	13	6,654	15	11	10	93	10	311	7	3,230	7
		No	6	8	42	6	172	4	2,028	4	28	24	202	21	943	21	9,729	21
		Yes	52	73	564	78	3,516	83	36,663	81	76	66	656	69	3,186	72	33,555	72
		Total	71	100%	723	100%	4,252	100%	45,345	100%	115	100%	951	100%	4,440	100%	46,514	100%
b. Community service or volunteer work	VOLUNTER	Undecided	14	20	109	15	813	19	7,869	17	17	15	113	12	489	11	4,413	9
		No	11	15	59	8	376	9	3,353	7	46	40	240	25	1,268	29	11,414	25
		Yes	46	65	555	77	3,063	72	34,110	75	52	45	596	63	2,680	60	30,688	66
	Total	71	100%	723	100%	4,252	100%	45,332	100%	115	100%	949	100%	4,437	100%	46,515	100%	
c. Participate in a learning community or formal program where groups take 2+ classes together	LEARNCOM	Undecided	20	28	246	34	1,660	39	18,489	41	11	10	158	17	555	13	5,527	12
		No	24	34	191	26	1,091	26	11,627	26	77	67	532	56	2,768	62	28,579	62
		Yes	27	38	287	40	1,496	35	15,180	34	27	23	261	27	1,117	25	12,354	27
	Total	71	100%	724	100%	4,247	100%	45,296	100%	115	100%	951	100%	4,440	100%	46,460	100%	
d. Worked on a research project with a faculty member outside of course or program requirements	RESEARCH	Undecided	28	39	301	42	1,940	46	20,837	46	14	12	151	16	606	14	5,648	12
		No	27	38	205	28	1,002	24	11,097	25	86	75	582	61	2,653	60	28,082	60
		Yes	16	23	215	30	1,307	31	13,341	29	15	13	215	23	1,175	26	12,712	27
		Total	71	100%	721	100%	4,249	100%	45,275	100%	115	100%	948	100%	4,434	100%	46,442	100%
e. Foreign language coursework	FORLANG	Undecided	19	27	199	28	1,091	26	10,464	23	13	11	118	12	330	7	3,117	7
		No	36	51	268	37	1,378	32	13,196	29	82	71	610	64	2,556	58	24,243	52
		Yes	16	23	256	35	1,782	42	21,641	48	20	17	220	23	1,548	35	19,114	41
		Total	71	100%	723	100%	4,251	100%	45,301	100%	115	100%	948	100%	4,434	100%	46,474	100%



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Variable	Response Options	First-Year Students								Seniors							
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003	
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
f. Study abroad	STUDYABR Undecided No Yes Total	22	31	256	36	1,455	34	14,795	33	12	10	106	11	393	9	3,341	7
		34	48	255	35	1,417	33	13,185	29	86	75	739	78	3,403	77	34,550	74
		15	21	210	29	1,372	32	17,306	38	17	15	104	11	639	14	8,543	18
		71	100%	721	100%	4,244	100%	45,286	100%	115	100%	949	100%	4,435	100%	46,434	100%
g. Independent study or self-designed major	INDSTUDY Undecided No Yes Total	23	33	248	34	1,512	36	17,061	38	10	9	111	12	390	9	3,451	7
		38	54	344	48	2,085	49	20,002	44	76	66	628	66	2,911	66	29,340	63
		9	13	128	18	654	15	8,251	18	29	25	209	22	1,134	26	13,680	29
		70	100%	720	100%	4,251	100%	45,314	100%	115	100%	948	100%	4,435	100%	46,471	100%
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX Undecided No Yes Total	20	28	342	48	1,862	44	19,456	43	5	4	116	12	452	10	3,865	8
		7	10	154	21	645	15	6,183	14	27	23	403	42	1,443	33	15,015	32
		44	62	224	31	1,745	41	19,660	43	83	72	430	45	2,543	57	27,607	59
		71	100%	720	100%	4,252	100%	45,299	100%	115	100%	949	100%	4,438	100%	46,487	100%
8a. Quality of relationships with other students	ENVSTU 1 Unfriendly, Unsupportive, Sense of Alienation 2 3 4 5 6 7 Friendly, Supportive, Sense of Belonging Total	0	0	5	1	41	1	339	1	0	0	3	0	38	1	303	1
		4	6	9	1	99	2	889	2	1	1	12	1	95	2	787	2
		0	0	21	3	195	5	1,724	4	3	3	21	2	197	4	1,657	4
		8	11	50	7	393	9	3,859	9	5	4	65	7	432	10	3,816	8
		10	14	120	17	886	21	8,857	20	17	15	161	17	872	20	8,725	19
		18	25	213	29	1,358	32	14,358	32	40	34	278	29	1,374	31	14,732	32
		31	44	307	42	1,284	30	15,339	34	50	43	411	43	1,439	32	16,571	36
		71	100%	725	100%	4,256	100%	45,365	100%	116	100%	951	100%	4,447	100%	46,591	100%
b. Quality of relationships with faculty members	ENVFAC 1 Unavailable, Unhelpful, Unsympathetic 2 3 4 5 6 7 Available, Helpful, Sympathetic Total	1	1	9	1	31	1	238	1	0	0	5	1	50	1	336	1
		4	6	10	1	83	2	683	2	1	1	25	3	105	2	751	2
		6	8	28	4	200	5	1,652	4	3	3	39	4	216	5	1,632	4
		4	6	93	13	564	13	4,889	11	4	3	106	11	491	11	4,000	9
		17	24	195	27	1,231	29	11,574	26	17	15	225	24	1,054	24	9,526	20
		15	21	227	31	1,425	33	16,012	35	46	40	289	30	1,502	34	16,289	35
		24	34	162	22	720	17	10,308	23	45	39	263	28	1,028	23	14,048	30
		71	100%	724	100%	4,254	100%	45,356	100%	116	100%	952	100%	4,446	100%	46,582	100%



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		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003	
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
c. Quality of relationships with administrative personnel and offices	ENVADM 1 Unhelpful, Inconsiderate, Rigid	4	6	16	2	120	3	1,016	2	3	3	28	3	273	6	2,032	4
		3	4	19	3	192	5	1,795	4	4	3	57	6	353	8	3,113	7
		6	8	40	6	379	9	3,325	7	5	4	98	10	535	12	4,583	10
		15	21	118	16	768	18	7,432	16	20	17	150	16	763	17	7,834	17
		16	23	186	26	1,147	27	11,615	26	24	21	210	22	1,027	23	10,963	24
		8	11	191	26	1,088	26	12,503	28	34	30	220	23	912	21	10,719	23
		19	27	154	21	563	13	7,655	17	25	22	190	20	582	13	7,326	16
	Total	71	100%	724	100%	4,257	100%	45,341	100%	115	100%	953	100%	4,445	100%	46,570	100%
9a. Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01 0 hr/wk	0	0	4	1	20	0	188	0	0	0	3	0	21	0	191	0
		20	28	179	25	809	19	8,217	18	38	33	251	26	930	21	9,255	20
		23	32	176	24	1,086	26	11,255	25	28	24	258	27	1,128	25	11,509	25
		10	14	145	20	824	20	8,807	20	16	14	160	17	770	17	8,347	18
		7	10	97	13	658	16	7,139	16	12	10	112	12	618	14	6,843	15
		6	8	62	9	415	10	4,583	10	4	3	75	8	375	8	4,367	9
		3	4	27	4	233	6	2,660	6	6	5	43	5	273	6	2,783	6
	2	3	30	4	178	4	2,222	5	12	10	46	5	309	7	3,125	7	
Total	71	100%	720	100%	4,223	100%	45,071	100%	116	100%	948	100%	4,424	100%	46,420	100%	
b. Working for pay on campus	WORKON01 0 hr/wk	59	84	643	89	3,401	80	33,509	74	101	88	713	75	3,262	74	31,321	68
		0	0	8	1	167	4	2,640	6	3	3	17	2	182	4	2,962	6
		2	3	12	2	282	7	4,872	11	1	1	39	4	311	7	4,963	11
		3	4	21	3	219	5	2,463	5	5	4	49	5	287	6	3,179	7
		5	7	27	4	111	3	1,155	3	5	4	80	8	227	5	2,417	5
		0	0	4	1	28	1	257	1	0	0	12	1	67	2	652	1
		0	0	2	0	10	0	97	0	0	0	12	1	32	1	301	1
	1	1	4	1	10	0	125	0	0	0	24	3	58	1	594	1	
Total	70	100%	721	100%	4,228	100%	45,118	100%	115	100%	946	100%	4,426	100%	46,389	100%	
c. Working for pay off campus	WORKOF01 0 hr/wk	44	64	514	71	2,923	69	30,882	69	38	33	426	45	1,905	43	20,408	44
		4	6	27	4	194	5	2,207	5	2	2	43	5	202	5	2,387	5
		1	1	23	3	195	5	2,218	5	6	5	49	5	288	7	3,021	7
		4	6	30	4	221	5	2,173	5	5	4	42	4	316	7	3,036	7
		1	1	34	5	256	6	2,455	5	4	3	76	8	422	10	4,226	9
		5	7	25	3	175	4	1,827	4	9	8	60	6	339	8	3,279	7
		5	7	22	3	110	3	1,106	2	8	7	48	5	214	5	2,250	5
	5	7	46	6	145	3	2,169	5	43	37	202	21	742	17	7,742	17	
Total	69	100%	721	100%	4,219	100%	45,037	100%	115	100%	946	100%	4,428	100%	46,349	100%	



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Variable	Response Options	First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hr/wk	36	51	249	34	1,676	40	16,384	36	69	60	411	43	1,973	45	19,642	42
	1-5 hr/wk	16	23	254	35	1,408	33	15,314	34	26	23	346	36	1,369	31	14,603	31	
	6-10 hr/wk	6	8	101	14	500	12	5,894	13	5	4	89	9	494	11	5,345	12	
	11-15 hr/wk	4	6	58	8	292	7	3,295	7	6	5	31	3	227	5	2,699	6	
	16-20 hr/wk	2	3	27	4	158	4	2,037	5	2	2	29	3	179	4	1,755	4	
	21-25 hr/wk	2	3	15	2	81	2	997	2	4	3	15	2	71	2	1,016	2	
	26-30 hr/wk	3	4	6	1	37	1	464	1	2	2	9	1	37	1	493	1	
	30+ hr/wk	2	3	12	2	67	2	661	1	1	1	18	2	73	2	810	2	
	Total	71	100%	722	100%	4,219	100%	45,046	100%	115	100%	948	100%	4,423	100%	46,363	100%	
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	SOCIAL01	0 hr/wk	1	1	5	1	40	1	434	1	6	5	28	3	77	2	715	2
	1-5 hr/wk	17	24	171	24	872	21	10,219	23	42	37	316	33	1,171	26	12,838	28	
	6-10 hr/wk	20	28	207	29	1,200	28	12,578	28	36	31	265	28	1,312	30	13,743	30	
	11-15 hr/wk	14	20	134	19	825	20	8,750	19	14	12	180	19	817	18	8,337	18	
	16-20 hr/wk	8	11	87	12	544	13	5,545	12	6	5	86	9	507	11	5,034	11	
	21-25 hr/wk	1	1	54	7	313	7	3,001	7	8	7	28	3	229	5	2,499	5	
	26-30 hr/wk	2	3	18	2	139	3	1,557	3	2	2	16	2	123	3	1,210	3	
	30+ hr/wk	8	11	45	6	288	7	2,991	7	1	1	32	3	202	5	2,031	4	
	Total	71	100%	721	100%	4,221	100%	45,075	100%	115	100%	951	100%	4,438	100%	46,407	100%	
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CARED01	0 hr/wk	46	65	568	79	3,320	78	35,788	79	42	37	531	56	2,808	63	30,889	67
	1-5 hr/wk	9	13	77	11	486	11	4,530	10	14	12	76	8	540	12	4,629	10	
	6-10 hr/wk	2	3	27	4	166	4	1,657	4	9	8	69	7	286	6	2,502	5	
	11-15 hr/wk	3	4	16	2	78	2	795	2	10	9	40	4	151	3	1,462	3	
	16-20 hr/wk	0	0	8	1	48	1	521	1	8	7	34	4	122	3	1,141	2	
	21-25 hr/wk	1	1	2	0	29	1	262	1	3	3	20	2	71	2	699	2	
	26-30 hr/wk	3	4	4	1	19	0	223	0	4	3	22	2	63	1	626	1	
	30+ hr/wk	7	10	20	3	84	2	1,322	3	25	22	160	17	391	9	4,490	10	
	Total	71	100%	722	100%	4,230	100%	45,098	100%	115	100%	952	100%	4,432	100%	46,438	100%	



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NSSE 2003 Engagement Item Frequency Distributions Texas A&M University-Commerce

Variable	Response Options	First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	18	25	69	10	436	10	7,405	16	10	9	54	6	291	7	4,993	11
		1-5 hr/wk	36	51	504	70	2,828	67	30,003	67	55	47	608	64	2,886	65	30,619	66
		6-10 hr/wk	9	13	101	14	627	15	4,915	11	32	28	179	19	827	19	7,108	15
		11-15 hr/wk	4	6	20	3	189	4	1,406	3	9	8	49	5	262	6	2,084	4
		16-20 hr/wk	0	0	15	2	81	2	606	1	4	3	25	3	77	2	698	2
		21-25 hr/wk	3	4	7	1	25	1	251	1	2	2	11	1	36	1	314	1
		26-30 hr/wk	0	0	1	0	6	0	177	0	2	2	6	1	13	0	175	0
		30+ hr/wk	1	1	4	1	38	1	336	1	2	2	18	2	44	1	475	1
	Total	71	100%	721	100%	4,230	100%	45,099	100%	116	100%	950	100%	4,436	100%	46,466	100%	
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL	Very little	5	7	14	2	82	2	848	2	5	4	19	2	130	3	951	2
		Some	16	23	106	15	729	17	7,069	16	19	16	166	17	852	19	7,728	17
		Quite a bit	26	37	334	46	1,900	45	20,370	45	55	47	449	47	1,948	44	21,078	45
		Very much	23	33	268	37	1,521	36	16,844	37	37	32	316	33	1,497	34	16,683	36
		Total	70	100%	722	100%	4,232	100%	45,131	100%	116	100%	950	100%	4,427	100%	46,440	100%
b. Providing the support you need to help you succeed academically	ENVSUPRT	Very little	8	11	22	3	140	3	1,131	3	3	3	59	6	284	6	1,989	4
		Some	21	30	160	22	1,021	24	8,793	19	24	21	247	26	1,339	30	11,117	24
		Quite a bit	26	37	312	43	1,918	45	20,214	45	54	47	410	43	1,879	42	20,708	45
		Very much	16	23	228	32	1,150	27	14,985	33	35	30	234	25	924	21	12,612	27
		Total	71	100%	722	100%	4,229	100%	45,123	100%	116	100%	950	100%	4,426	100%	46,426	100%
c. Encouraging contact among students from different economic, social, racial/ethnic backgrounds	ENVDIVRS	Very little	20	28	121	17	642	15	6,282	14	14	12	212	22	1,027	23	9,161	20
		Some	22	31	255	35	1,478	35	15,370	34	40	35	354	37	1,680	38	17,432	38
		Quite a bit	18	25	204	28	1,281	30	13,778	31	43	38	233	25	1,077	24	12,346	27
		Very much	11	15	143	20	823	19	9,664	21	17	15	148	16	634	14	7,455	16
		Total	71	100%	723	100%	4,224	100%	45,094	100%	114	100%	947	100%	4,418	100%	46,394	100%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Very little	29	41	195	27	1,391	33	12,606	28	45	39	383	40	2,024	46	17,949	39
		Some	25	35	295	41	1,744	41	18,856	42	36	31	356	37	1,593	36	18,149	39
		Quite a bit	15	21	158	22	800	19	9,709	22	27	23	143	15	570	13	7,481	16
		Very much	2	3	73	10	287	7	3,899	9	8	7	68	7	229	5	2,798	6
		Total	71	100%	721	100%	4,222	100%	45,070	100%	116	100%	950	100%	4,416	100%	46,377	100%



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		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
e. Providing the support you need to thrive socially	ENVSOCAL	Very little	27	39	127	18	910	22	8,374	19	28	24	235	25	1,472	33	12,915	28
		Some	19	27	255	35	1,841	44	18,155	40	52	45	399	42	1,832	42	19,520	42
		Quite a bit	19	27	228	32	1,118	27	13,435	30	28	24	213	22	854	19	10,464	23
		Very much	5	7	111	15	349	8	5,066	11	7	6	100	11	249	6	3,414	7
		Total	70	100%	721	100%	4,218	100%	45,030	100%	115	100%	947	100%	4,407	100%	46,313	100%
f. Attending campus events and activities (speakers, performances, athletics, etc.)	ENVEVENT	Very little	14	20	57	8	441	10	3,881	9	28	24	149	16	783	18	6,345	14
		Some	25	35	164	23	1,337	32	11,843	26	47	41	322	34	1,680	38	15,457	33
		Quite a bit	24	34	281	39	1,643	39	17,814	40	24	21	319	34	1,390	31	16,435	35
		Very much	8	11	219	30	811	19	11,548	26	17	15	158	17	563	13	8,123	18
		Total	71	100%	721	100%	4,232	100%	45,086	100%	116	100%	948	100%	4,416	100%	46,360	100%
g. Using computers in academic work	ENVCOMPT	Very little	2	3	13	2	84	2	923	2	1	1	17	2	90	2	849	2
		Some	8	11	98	14	485	11	5,663	13	11	9	96	10	423	10	4,545	10
		Quite a bit	28	39	257	36	1,399	33	15,654	35	55	47	289	30	1,285	29	14,403	31
		Very much	33	46	354	49	2,260	53	22,868	51	49	42	547	58	2,621	59	26,609	57
		Total	71	100%	722	100%	4,228	100%	45,108	100%	116	100%	949	100%	4,419	100%	46,406	100%
11a. Acquiring a broad general education	GNGENLED	Very little	2	3	21	3	119	3	1,017	2	3	3	23	2	145	3	1,047	2
		Some	14	20	103	14	795	19	7,054	16	6	5	114	12	806	18	5,981	13
		Quite a bit	34	48	339	47	1,965	46	20,068	44	48	42	413	43	1,797	41	17,543	38
		Very much	21	30	262	36	1,353	32	16,995	38	58	50	401	42	1,685	38	21,912	47
		Total	71	100%	725	100%	4,232	100%	45,134	100%	115	100%	951	100%	4,433	100%	46,483	100%
b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	16	23	93	13	490	12	4,878	11	8	7	54	6	307	7	3,112	7
		Some	25	35	231	32	1,331	31	14,525	32	15	13	200	21	997	23	10,265	22
		Quite a bit	18	25	241	33	1,516	36	15,937	35	44	39	338	36	1,601	36	16,652	36
		Very much	12	17	156	22	891	21	9,749	22	47	41	360	38	1,523	34	16,429	35
		Total	71	100%	721	100%	4,228	100%	45,089	100%	114	100%	952	100%	4,428	100%	46,458	100%
c. Writing clearly and effectively	GNWRITE	Very little	5	7	71	10	294	7	2,305	5	3	3	33	3	241	5	1,816	4
		Some	20	28	209	29	1,106	26	10,062	22	24	21	248	26	1,052	24	9,138	20
		Quite a bit	25	35	280	39	1,780	42	18,871	42	49	43	388	41	1,792	40	18,445	40
		Very much	21	30	160	22	1,050	25	13,881	31	39	34	282	30	1,346	30	17,080	37
		Total	71	100%	720	100%	4,230	100%	45,119	100%	115	100%	951	100%	4,431	100%	46,479	100%



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Variable	Response Options	First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	
d. Speaking clearly and effectively	GNSPEAK	Very little	12	17	87	12	463	11	4,339	10	5	4	46	5	332	7	2,448	5
	Some	14	20	232	32	1,339	32	13,944	31	29	25	248	26	1,154	26	10,817	23	
	Quite a bit	27	38	255	35	1,595	38	16,863	37	43	37	367	39	1,679	38	18,154	39	
	Very much	18	25	148	20	830	20	9,962	22	38	33	288	30	1,265	29	15,052	32	
	Total	71	100%	722	100%	4,227	100%	45,108	100%	115	100%	949	100%	4,430	100%	46,471	100%	
e. Thinking critically and analytically	GNANALY	Very little	5	7	24	3	97	2	1,031	2	1	1	16	2	95	2	765	2
	Some	12	17	127	18	698	17	7,033	16	12	10	106	11	530	12	5,245	11	
	Quite a bit	30	42	286	40	1,826	43	18,818	42	46	40	410	43	1,773	40	17,306	37	
	Very much	24	34	287	40	1,606	38	18,230	40	56	49	419	44	2,031	46	23,166	50	
	Total	71	100%	724	100%	4,227	100%	45,112	100%	115	100%	951	100%	4,429	100%	46,482	100%	
f. Analyzing quantitative problems	GNQUANT	Very little	10	14	47	7	343	8	4,183	9	2	2	45	5	262	6	3,050	7
	Some	19	27	212	29	1,378	33	15,110	34	28	24	193	20	1,089	25	12,557	27	
	Quite a bit	31	44	294	41	1,546	37	16,775	37	48	42	394	41	1,674	38	17,242	37	
	Very much	11	15	170	24	956	23	8,977	20	37	32	318	33	1,401	32	13,566	29	
	Total	71	100%	723	100%	4,223	100%	45,045	100%	115	100%	950	100%	4,426	100%	46,415	100%	
g. Using computing and information technology	GNCMPTS	Very little	5	7	39	5	250	6	3,168	7	3	3	24	3	147	3	1,855	4
	Some	23	32	155	21	916	22	11,424	25	18	16	141	15	725	16	8,716	19	
	Quite a bit	25	35	266	37	1,498	35	16,555	37	44	38	318	33	1,537	35	16,467	35	
	Very much	18	25	262	36	1,563	37	13,964	31	50	43	469	49	2,024	46	19,451	42	
	Total	71	100%	722	100%	4,227	100%	45,111	100%	115	100%	952	100%	4,433	100%	46,489	100%	
h. Working effectively with others	GNOTHERS	Very little	8	11	46	6	257	6	2,473	5	3	3	24	3	179	4	1,480	3
	Some	26	37	195	27	1,198	28	12,673	28	21	18	182	19	899	20	9,065	20	
	Quite a bit	18	25	274	38	1,694	40	18,476	41	43	37	362	38	1,715	39	18,339	39	
	Very much	19	27	209	29	1,078	26	11,461	25	48	42	382	40	1,638	37	17,584	38	
	Total	71	100%	724	100%	4,227	100%	45,083	100%	115	100%	950	100%	4,431	100%	46,468	100%	
i. Voting in local, state, or national elections	GNCITIZN	Very little	28	39	257	36	2,111	50	20,889	46	36	31	347	37	2,351	53	21,620	47
	Some	23	32	235	33	1,295	31	13,996	31	47	41	300	32	1,204	27	14,319	31	
	Quite a bit	12	17	155	21	562	13	6,838	15	22	19	191	20	520	12	6,419	14	
	Very much	8	11	76	11	256	6	3,337	7	10	9	111	12	349	8	4,037	9	
	Total	71	100%	723	100%	4,224	100%	45,060	100%	115	100%	949	100%	4,424	100%	46,395	100%	



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Variable	Response Options	First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
j. Learning effectively on your own	GNINQ	Very little	5	7	40	6	239	6	2,198	5	1	1	39	4	234	5	2,074	4
		Some	24	34	153	21	1,110	26	11,249	25	21	18	156	16	931	21	9,089	20
		Quite a bit	27	38	299	41	1,800	43	19,098	42	51	45	400	42	1,783	40	18,648	40
		Very much	15	21	231	32	1,072	25	12,532	28	41	36	355	37	1,477	33	16,642	36
		Total	71	100%	723	100%	4,221	100%	45,077	100%	114	100%	950	100%	4,425	100%	46,453	100%
k. Understanding yourself	GNSELF	Very little	15	21	88	12	653	15	5,226	12	12	10	123	13	634	14	5,139	11
		Some	24	34	196	27	1,206	29	12,531	28	29	25	231	24	1,255	28	11,463	25
		Quite a bit	19	27	242	33	1,461	35	15,726	35	38	33	292	31	1,338	30	15,127	33
		Very much	13	18	198	27	908	21	11,611	26	36	31	303	32	1,199	27	14,687	32
		Total	71	100%	724	100%	4,228	100%	45,094	100%	115	100%	949	100%	4,426	100%	46,416	100%
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	18	25	130	18	670	16	6,999	16	16	14	180	19	860	19	7,611	16
		Some	18	25	238	33	1,464	35	15,167	34	32	28	326	34	1,513	34	15,542	33
		Quite a bit	21	30	228	31	1,342	32	14,248	32	39	34	243	26	1,201	27	13,611	29
		Very much	14	20	128	18	750	18	8,667	19	28	24	202	21	854	19	9,671	21
		Total	71	100%	724	100%	4,226	100%	45,081	100%	115	100%	951	100%	4,428	100%	46,435	100%
m. Solving complex real-world problems	GNPROBSV	Very little	14	20	89	12	587	14	6,062	13	7	6	108	11	565	13	5,313	11
		Some	30	42	244	34	1,608	38	16,855	37	33	29	274	29	1,389	31	14,719	32
		Quite a bit	18	25	247	34	1,354	32	14,903	33	44	38	339	36	1,475	33	16,089	35
		Very much	9	13	144	20	674	16	7,275	16	31	27	230	24	998	23	10,315	22
		Total	71	100%	724	100%	4,223	100%	45,095	100%	115	100%	951	100%	4,427	100%	46,436	100%
n. Developing a personal code of values and ethics	GNETHICS	Very little	19	27	101	14	749	18	6,790	15	13	11	134	14	808	18	6,660	14
		Some	23	32	192	27	1,399	33	13,682	30	35	30	242	25	1,365	31	12,831	28
		Quite a bit	22	31	238	33	1,348	32	14,464	32	34	30	293	31	1,262	28	14,127	30
		Very much	7	10	192	27	730	17	10,167	23	33	29	282	30	999	23	12,834	28
		Total	71	100%	723	100%	4,226	100%	45,103	100%	115	100%	951	100%	4,434	100%	46,452	100%
o. Contributing to the welfare of your community	GNCOMMU	Very little	26	37	150	21	1,124	27	9,787	22	26	23	196	21	1,272	29	9,918	21
		Some	26	37	251	35	1,680	40	16,808	37	40	35	312	33	1,564	35	16,087	35
		Quite a bit	14	20	201	28	949	22	11,941	26	33	29	259	27	947	21	12,100	26
		Very much	5	7	122	17	473	11	6,550	15	16	14	184	19	641	14	8,301	18
		Total	71	100%	724	100%	4,226	100%	45,086	100%	115	100%	951	100%	4,424	100%	46,406	100%



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Variable	Response Options	First-Year Students								Seniors							
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003	
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE																
	Poor	6	8	33	5	271	6	2,312	5	13	11	97	10	569	13	4,053	9
	Fair	19	27	123	17	835	20	8,091	18	14	12	198	21	1,031	23	9,304	20
	Good	30	42	355	49	2,074	49	21,708	48	50	43	383	40	1,800	41	19,039	41
	Excellent	16	23	215	30	1,048	25	13,038	29	38	33	271	29	1,032	23	14,079	30
	Total	71	100%	726	100%	4,228	100%	45,149	100%	115	100%	949	100%	4,432	100%	46,475	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP																
	Poor	4	6	10	1	81	2	707	2	1	1	19	2	126	3	851	2
	Fair	15	21	63	9	543	13	4,899	11	13	11	121	13	648	15	5,203	11
	Good	37	52	371	51	2,324	55	23,010	51	62	54	449	47	2,284	51	22,284	48
	Excellent	15	21	281	39	1,285	30	16,564	37	39	34	361	38	1,380	31	18,172	39
	Total	71	100%	725	100%	4,233	100%	45,180	100%	115	100%	950	100%	4,438	100%	46,510	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL																
	Definitely no	8	11	27	4	206	5	1,959	4	3	3	64	7	301	7	2,526	5
	Probably no	14	20	61	8	560	13	5,325	12	13	11	96	10	759	17	6,320	14
	Probably yes	27	38	241	33	1,870	44	18,551	41	55	48	330	35	1,820	41	18,379	40
	Definitely yes	22	31	396	55	1,597	38	19,298	43	44	38	461	48	1,553	35	19,256	41
	Total	71	100%	725	100%	4,233	100%	45,133	100%	115	100%	951	100%	4,433	100%	46,481	100%



NSSE 2003 Background Item Frequency Distributions
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Variable	Response Options	First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	
15. Age	AGE	19 or younger	31	44	391	54	2,600	62	26,447	59	0	0	2	0	8	0	91	0
		20-23	30	43	288	40	1,468	35	16,139	36	36	31	378	40	2,445	55	27,446	59
		24-29	4	6	15	2	75	2	856	2	29	25	322	34	1,196	27	10,334	22
		30-39	3	4	10	1	41	1	751	2	26	22	119	13	448	10	4,360	9
		40-55	1	1	11	2	27	1	629	1	19	16	105	11	282	6	3,524	8
		Over 55	1	1	5	1	9	0	160	0	6	5	18	2	33	1	479	1
	Total	70	100%	720	100%	4,220	100%	44,982	100%	116	100%	944	100%	4,412	100%	46,234	100%	
16. Sex	SEX	Male	21	30	259	36	1,638	39	15,231	34	32	27	327	35	1,797	41	15,944	34
		Female	50	70	461	64	2,591	61	29,875	66	85	73	619	65	2,639	59	30,519	66
		Total	71	100%	720	100%	4,229	100%	45,106	100%	117	100%	946	100%	4,436	100%	46,463	100%
17. Are you an international student or foreign national?	INTERNAT	No	67	94	690	96	4,002	95	42,865	95	109	94	921	97	4,136	93	44,013	95
		Yes	4	6	28	4	214	5	2,146	5	7	6	26	3	296	7	2,382	5
		Total	71	100%	718	100%	4,216	100%	45,011	100%	116	100%	947	100%	4,432	100%	46,395	100%
18. Are you of Hispanic, Latino, or Spanish origin?	RELATINO	No	66	94	526	73	3,822	91	41,268	92	107	94	690	73	3,960	90	42,691	92
		Yes	4	6	194	27	395	9	3,676	8	7	6	250	27	451	10	3,568	8
		Total	70	100%	720	100%	4,217	100%	44,944	100%	114	100%	940	100%	4,411	100%	46,259	100%
19. What is your racial or ethnic identification? (Mark all that apply.)	REAMIND	Native American	2	3%	18	2%	92	2%	1,100	2%	3	3%	32	3%	114	3%	1,062	2%
	REASIAN	Islander	0	0%	23	3%	386	9%	2,784	6%	5	4%	30	3%	374	8%	2,625	6%
	REAFRAM	Black or African American	11	15%	66	9%	346	8%	3,703	8%	7	6%	88	9%	332	7%	3,804	8%
	REWHITE	White	56	79%	479	66%	3,195	74%	35,985	78%	96	82%	626	65%	3,345	74%	37,245	79%
	REOTHR1	Other	1	1%	8	1%	57	1%	403	1%	3	3%	9	1%	45	1%	440	1%
		Total	70	100%	720	100%	4,217	100%	44,944	100%	114	100%	940	100%	4,411	100%	46,259	100%
Multiple racial or ethnic identifications	MULTRE	Single race or ethnicity	66	93%	652	89%	3,943	91%	41,971	91%	111	95%	838	87%	4,118	91%	43,285	92%
		More than one race or ethnicity	4	6%	65	9%	250	6%	2,699	6%	5	4%	96	10%	253	6%	2,636	6%
20. What is your current classification in college?	CLASS	Freshman/first-year	42	60	592	83	3,851	91	40,363	90	0	0	1	0	7	0	144	0
		Sophomore	27	39	102	14	291	7	3,642	8	0	0	4	0	11	0	125	0
		Junior	0	0	14	2	49	1	466	1	2	2	34	4	116	3	1,476	3
		Senior	0	0	2	0	15	0	227	1	109	96	829	90	4,136	94	43,052	93
		Unclassified	1	1	6	1	20	0	363	1	2	2	54	6	129	3	1,268	3
		Total	70	100%	716	100%	4,226	100%	45,061	100%	113	100%	922	100%	4,399	100%	46,065	100%



NSSE 2003 Background Item Frequency Distributions
Texas A&M University-Commerce

Variable	Response Options	First-Year Students								Seniors									
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003			
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%		
21. Did you begin college at your current institution or elsewhere?	ENTER	Started here		55	77	612	85	3,936	93	41,646	92	22	19	404	43	2,568	58	28,713	62
	Started elsewhere		16	23	108	15	291	7	3,418	8	94	81	541	57	1,862	42	17,709	38	
	Total		71	100%	720	100%	4,227	100%	45,064	100%	116	100%	945	100%	4,430	100%	46,422	100%	
22. Since high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)	VOCTECH	Vocational-technical		3	4%	17	2%	85	2%	1,262	3%	9	8%	73	8%	244	5%	3,180	7%
	COMMCOLL	Community or junior college		19	27%	159	22%	360	8%	3,504	8%	90	77%	650	68%	1,739	39%	15,266	32%
	FOURYEAR	Other 4-year college		8	11%	35	5%	232	5%	2,447	5%	51	44%	286	30%	1,160	26%	11,605	25%
	NONE	None		39	55%	500	68%	3,533	82%	37,589	82%	13	11%	174	18%	1,882	42%	21,805	46%
	OTHRCOLI	Other school		2	3%	28	4%	89	2%	1,134	2%	4	3%	31	3%	156	3%	2,206	5%
23. How would you characterize your enrollment this term?	ENRLMENT	Less than full-time		8	11	53	7	123	3	2,002	4	31	27	199	21	807	18	7,813	17
	Full-time		63	89	669	93	4,102	97	43,053	96	84	73	740	79	3,612	82	38,486	83	
	Total		71	100%	722	100%	4,225	100%	45,055	100%	115	100%	939	100%	4,419	100%	46,299	100%	
24. Are you member of a social fraternity or sorority?	FRATSORO	No		60	85	655	91	3,692	87	40,587	90	97	84	843	89	3,777	85	40,594	87
	Yes		11	15	68	9	539	13	4,518	10	19	16	105	11	650	15	5,844	13	
	Total		71	100%	723	100%	4,231	100%	45,105	100%	116	100%	948	100%	4,427	100%	46,438	100%	
25. Are you a student-athlete on a team sponsored by the athletics department?	ATHLETE	No		63	89	684	95	3,907	92	39,114	87	114	97	914	97	4,215	95	42,481	92
	Yes		8	11	37	5	317	8	5,960	13	3	3	32	3	211	5	3,921	8	
	Total		71	100%	721	100%	4,224	100%	45,074	100%	117	100%	946	100%	4,426	100%	46,402	100%	
26. What have most of your grades been up to now at this institution?	GRADES03	C-, C-, or lower		1	2	53	7	213	5	2,070	5	2	2	24	3	83	2	690	2
	B-, C+		15	23	181	25	607	14	6,697	15	9	8	180	20	535	12	5,259	12	
	B		12	18	158	22	920	22	9,499	21	18	16	179	20	963	22	9,123	20	
	B+		16	24	113	16	809	19	9,165	21	17	15	188	21	895	21	9,730	21	
	A-		10	15	84	12	739	18	8,092	18	19	17	119	13	702	16	9,043	20	
	A		12	18	126	18	902	22	8,855	20	46	41	227	25	1,166	27	11,463	25	
Total		66	100%	715	100%	4,190	100%	44,378	100%	111	100%	917	100%	4,344	100%	45,308	100%		
27. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory, campus housing		29	41	419	58	2,746	65	31,589	70	16	14	79	8	506	11	9,877	21
	Residence, walking distance		8	11	54	8	165	4	1,781	4	8	7	81	9	1,010	23	8,986	19	
	Residence, driving distance		27	38	243	34	1,237	29	11,368	25	86	75	780	83	2,779	63	26,580	57	
	Fraternity, sorority house		7	10	2	0	74	2	292	1	5	4	1	0	118	3	868	2	
	Total		71	100%	718	100%	4,222	100%	45,030	100%	115	100%	941	100%	4,413	100%	46,311	100%	



Variable	Response Options	First-Year Students								Seniors							
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003	
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
28a. Father's educational attainment	FATHREDU																
	Did not finish high school	10	15	66	9	278	7	3,120	7	14	12	155	17	430	10	4,470	10
	Graduated from high school	20	29	144	20	931	22	9,842	22	34	30	187	20	976	22	10,691	23
	Attended college, no degree degree	19	28	121	17	645	15	6,607	15	23	20	167	18	694	16	6,716	15
	Completed Bachelor's degree	3	4	52	7	335	8	3,465	8	13	11	53	6	356	8	3,626	8
	Completed Master's degree	12	18	190	27	1,140	27	11,366	26	15	13	225	24	1,099	25	10,977	24
	Completed Doctoral degree	4	6	93	13	620	15	6,796	15	12	11	107	11	570	13	6,297	14
Total	0	0	40	6	223	5	3,227	7	3	3	40	4	253	6	3,157	7	
		68	100%	706	100%	4,172	100%	44,423	100%	114	100%	934	100%	4,378	100%	45,934	100%
28b. Mother's educational attainment	MOTHREDU																
	Did not finish high school	8	11	64	9	242	6	2,634	6	15	13	127	13	373	8	3,692	8
	Graduated from high school	17	24	119	17	989	23	10,270	23	40	34	232	25	1,224	28	12,294	27
	Attended college, no degree degree	15	21	161	22	717	17	7,497	17	21	18	183	19	663	15	7,175	16
	Completed Bachelor's degree	7	10	68	9	496	12	5,170	12	9	8	92	10	514	12	5,474	12
	Completed Master's degree	14	20	209	29	1,153	27	11,983	27	20	17	194	21	1,033	23	10,710	23
	Completed Doctoral degree	9	13	86	12	542	13	6,312	14	11	9	103	11	542	12	6,130	13
Total	0	0	10	1	74	2	986	2	1	1	13	1	67	2	803	2	
		70	100%	717	100%	4,213	100%	44,852	100%	117	100%	944	100%	4,416	100%	46,278	100%
29. Primary major or expected primary major, in collapsed categories	MAJRPCOL																
	Arts and humanities	6	8	44	6	375	9	6,343	14	13	11	65	7	461	10	7,191	15
	Biological science	5	7	97	14	285	7	3,601	8	3	3	96	10	200	5	3,076	7
	Business	5	7	117	16	719	17	6,722	15	23	20	188	20	871	20	8,959	19
	Education	18	25	50	7	385	9	4,807	11	32	27	99	10	505	11	5,120	11
	Engineering	1	1	75	10	601	14	2,499	6	0	0	75	8	606	14	2,420	5
	Physical science	2	3	15	2	108	3	1,572	4	6	5	20	2	135	3	1,565	3
	Professional	7	10	71	10	433	10	4,297	10	2	2	58	6	289	7	3,008	6
	Social science	9	13	87	12	452	11	5,930	13	12	10	94	10	496	11	7,133	15
	Undecided	16	23	144	20	655	16	6,606	15	26	22	247	26	856	19	7,844	17
Other	2	3	17	2	200	5	2,452	5	0	0	2	0	7	0	84	0	
Total		71	100%	717	100%	4,213	100%	44,829	100%	117	100%	944	100%	4,426	100%	46,400	100%



NSSE 2003 Background Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2003		
<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>	<i>Count</i>	<i>Col%</i>	<i>Count</i>	<i>Col%</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>	<i>Count</i>	<i>Col%</i>	<i>Count</i>	<i>Col%</i>	
30. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	0	0	30	4	254	6	4,077	9	1	1	13	1	177	4	2,516	5
		Biological science	1	1	16	2	54	1	752	2	1	1	14	1	31	1	377	1
		Business	6	8	47	6	261	6	2,455	5	4	3	33	3	203	5	1,831	4
		Education	3	4	16	2	96	2	1,354	3	6	5	22	2	84	2	1,221	3
		Engineering	1	1	13	2	131	3	431	1	0	0	4	0	60	1	201	0
		Physical science	3	4	12	2	98	2	1,002	2	6	5	12	1	63	1	628	1
		Professional	2	3	20	3	104	2	1,145	2	1	1	7	1	52	1	438	1
		Social science	4	6	22	3	192	4	2,839	6	3	3	27	3	126	3	1,917	4
		Undecided	6	8	37	5	208	5	2,118	5	8	7	30	3	161	4	1,406	3
		Other	8	11	86	12	688	16	6,650	14	9	8	135	14	703	16	5,956	13
		No second major indicated	37	52	432	59	2,248	52	23,213	50	78	67	663	69	2,842	63	30,588	65
	Total	71	100%	731	100%	4,334	100%	46,036	100%	117	100%	960	100%	4,502	100%	47,079	100%	
Institution reported gender	GENDER	Male	21	30	265	36	1,687	39	15,224	34	32	27	328	34	1,817	40	15,830	34
		Female	50	70	466	64	2,644	61	29,501	66	85	73	632	66	2,684	60	30,090	66
		Total	71	100%	731	100%	4,331	100%	44,725	100%	117	100%	960	100%	4,501	100%	45,920	100%
Institution reported race or ethnicity	ETHNICIT	African American/Black	10	14	63	9	323	8	2,931	7	8	7	91	9	292	7	3,182	7
		Native	3	4	2	0	56	1	309	1	0	0	6	1	60	1	334	1
		Asian/Pacific Islander	0	0	18	2	330	8	2,156	5	4	3	26	3	301	7	1,938	4
		Caucasian/White	53	75	445	61	2,919	69	32,467	75	97	83	589	61	3,078	70	33,835	76
		Hispanic	4	6	189	26	310	7	2,858	7	6	5	236	25	372	8	2,826	6
		Other	1	1	2	0	55	1	435	1	2	2	4	0	52	1	335	1
		Multi-racial	0	0	10	1	54	1	624	1	0	0	7	1	83	2	783	2
		Foreign	0	0	0	0	8	0	100	0	0	0	0	0	3	0	78	0
		Unknown	0	0	2	0	151	4	1,655	4	0	0	0	0	171	4	1,479	3
	Total	71	100%	731	100%	4,206	100%	43,535	100%	117	100%	959	100%	4,412	100%	44,790	100%	
Mode of completion	MODECOMP	Paper	49	69	394	54	1,657	38	19,412	42	87	74	660	69	2,296	51	25,908	55
		Web	22	31	337	46	2,677	62	26,624	58	30	26	300	31	2,206	49	21,171	45
		Total	71	100%	731	100%	4,334	100%	46,036	100%	117	100%	960	100%	4,502	100%	47,079	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Texas A&M System Questions Frequency Distributions Texas A&M University-Commerce

Variable	Response Options	First-Year Students				Seniors					
		TX A&M Commerce		Texas A&M System		TX A&M Commerce		Texas A&M System			
		Count	Col %	Count	Col %	Count	Col %	Count	Col %		
Staff											
1	Library staff are helpful in finding the resources I need.	TXAM0301	Strongly disagree	3	4	9	1	1	1	23	3
			Disagree	5	7	48	7	12	11	80	9
			Agree	42	59	451	65	67	59	536	60
			Strongly agree	21	30	184	27	34	30	260	29
			Total	71	100%	692	100%	114	100%	899	100%
2	Administrative staff I interact with are knowledgeable about their area.	TXAM0302	Strongly disagree	1	1	7	1	2	2	19	2
			Disagree	4	6	27	4	10	9	75	8
			Agree	45	64	426	61	67	58	548	60
			Strongly agree	20	29	236	34	37	32	271	30
			Total	70	100%	696	100%	116	100%	913	100%
Communications											
3	Admission materials were easy to obtain.	TXAM0303	Strongly disagree	1	1	6	1	0	0	10	1
			Disagree	9	13	31	4	5	4	43	5
			Agree	36	51	368	53	67	58	508	56
			Strongly agree	25	35	292	42	44	38	347	38
			Total	71	100%	697	100%	116	100%	908	100%
4	Information about student services is easy to obtain.	TXAM0304	Strongly disagree	1	1	11	2	2	2	15	2
			Disagree	15	21	49	7	13	11	120	13
			Agree	42	59	420	60	77	67	528	58
			Strongly agree	13	18	215	31	23	20	244	27
			Total	71	100%	695	100%	115	100%	907	100%
5	Information about academic requirements is easy to obtain.	TXAM0305	Strongly disagree	2	3	6	1	2	2	28	3
			Disagree	13	19	55	8	12	10	111	12
			Agree	35	50	415	59	69	60	525	58
			Strongly agree	20	29	223	32	32	28	245	27
			Total	70	100%	699	100%	115	100%	909	100%
Internet Site											
6	I use the university's website to find information I need.	TXAM0306	Never	3	4	8	1	2	2	17	2
			Occasionally	25	36	135	19	12	10	205	23
			Often	13	19	200	29	42	36	273	30
			Very often	29	41	354	51	60	52	412	45
			Total	70	100%	697	100%	116	100%	907	100%



National Survey of Student Engagement

The College Student Report

**NSSE 2003 Texas A&M System Questions Frequency Distributions
Texas A&M University-Commerce**

7 I can find the information I need on the university's website.

Printed Information

8 The university catalog clearly states academic requirements.

9 The student handbook provides the information I need.

10 The admissions material I received accurately portrayed the institution.

Timeliness

11 The time it takes me to register is reasonable.

12 My academic advisor is accessible.

Variable	Response Options	First-Year Students				Seniors			
		TX A&M Commerce		Texas A&M System		TX A&M Commerce		Texas A&M System	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
TXAM0307	Never	2	3	9	1	2	2	15	2
	Occasionally	21	30	117	17	10	9	200	22
	Often	28	40	290	41	47	41	367	40
	Very often	19	27	283	40	57	49	329	36
	Total	70	100%	699	100%	116	100%	911	100%
TXAM0308	Strongly disagree	0	0	3	0	3	3	18	2
	Disagree	11	16	44	6	12	10	91	10
	Agree	40	57	378	54	62	53	504	56
	Strongly agree	19	27	272	39	39	34	294	32
	Total	70	100%	697	100%	116	100%	907	100%
TXAM0309	Strongly disagree	0	0	6	1	1	1	18	2
	Disagree	12	17	37	5	8	7	83	9
	Agree	43	61	441	63	75	65	580	64
	Strongly agree	15	21	211	30	31	27	219	24
	Total	70	100%	695	100%	115	100%	900	100%
TXAM0310	Strongly disagree	2	3	12	2	2	2	24	3
	Disagree	11	16	30	4	11	10	76	8
	Agree	40	57	413	59	72	63	567	62
	Strongly agree	17	24	242	35	30	26	241	27
	Total	70	100%	697	100%	115	100%	908	100%
TXAM0311	Strongly disagree	3	4	6	1	2	2	28	3
	Disagree	6	9	55	8	1	1	65	7
	Agree	37	54	401	58	53	47	435	49
	Strongly agree	22	32	227	33	56	50	352	40
	Total	68	100%	689	100%	112	100%	880	100%
TXAM0312	Strongly disagree	5	7	25	4	8	7	58	7
	Disagree	9	13	78	11	14	13	131	15
	Agree	36	54	380	55	47	43	425	48
	Strongly agree	17	25	207	30	41	37	264	30
	Total	67	100%	690	100%	110	100%	878	100%



**NSSE 2003 Texas A&M System Questions Frequency Distributions
Texas A&M University-Commerce**

13 Offices are open during convenient hours.

Complaint Handling Process

14 I know how to make a complaint regarding student services.

15 I know how to make a complaint regarding academic issues.

16 I believe the institution will respond to my concerns.

Facilities

17 The grounds are well-kept.

18 Teaching facilities are adequate for their purpose.

Variable	Response Options	First-Year Students				Seniors			
		TX A&M Commerce		Texas A&M System		TX A&M Commerce		Texas A&M System	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
TXAM0313	Strongly disagree	2	3	19	3	1	1	30	3
	Disagree	8	12	88	13	14	13	129	15
	Agree	45	66	449	65	63	56	507	58
	Strongly agree	13	19	135	20	34	30	215	24
	Total	68	100%	691	100%	112	100%	881	100%
TXAM0314	Strongly disagree	11	16	76	11	12	11	96	11
	Disagree	30	44	344	50	43	38	416	48
	Agree	20	29	217	32	42	38	286	33
	Strongly agree	7	10	51	7	15	13	77	9
	Total	68	100%	688	100%	112	100%	875	100%
TXAM0315	Strongly disagree	11	16	70	10	11	10	92	11
	Disagree	27	40	327	47	38	34	342	39
	Agree	22	32	241	35	48	43	358	41
	Strongly agree	8	12	52	8	15	13	83	9
	Total	68	100%	690	100%	112	100%	875	100%
TXAM0316	Strongly disagree	6	9	33	5	3	3	100	11
	Disagree	20	29	133	19	27	24	249	28
	Agree	32	47	426	62	63	57	440	50
	Strongly agree	10	15	99	14	18	16	90	10
	Total	68	100%	691	100%	111	100%	879	100%
TXAM0317	Strongly disagree	2	3	7	1	0	0	10	1
	Disagree	7	10	23	3	9	8	38	4
	Agree	31	46	304	44	61	54	408	47
	Strongly agree	28	41	351	51	42	38	418	48
	Total	68	100%	685	100%	112	100%	874	100%
TXAM0318	Strongly disagree	1	1	8	1	5	4	27	3
	Disagree	10	15	29	4	13	12	110	13
	Agree	44	65	427	62	64	57	507	58
	Strongly agree	13	19	226	33	30	27	233	27
	Total	68	100%	690	100%	112	100%	877	100%



National Survey of Student Engagement

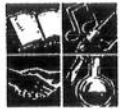
The College Student Report

NSSE 2003 Texas A&M System Questions Frequency Distributions Texas A&M University-Commerce

19 Adequate computing resources are available.

Variable	Response Options	First-Year Students				Seniors			
		TX A&M Commerce		Texas A&M System		TX A&M Commerce		Texas A&M System	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
TXAM0319	Strongly disagree	0	0	5	1	3	3	18	2
	Disagree	5	7	21	3	11	10	70	8
	Agree	39	58	298	43	69	62	460	53
	Strongly agree	23	34	363	53	29	26	328	37
	Total	67	100%	687	100%	112	100%	876	100%
TXAM0320	Strongly disagree	0	0	4	1	0	0	18	2
	Disagree	4	6	31	5	14	13	97	11
	Agree	37	54	377	55	67	60	508	58
	Strongly agree	27	40	276	40	30	27	251	29
	Total	68	100%	688	100%	111	100%	874	100%

20 The library has the resources I need.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Item Frequency Distributions First-Year Students

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
1. How often do your instructors require you to use information technology, other than word processing, to complete assignments?	EXP0301	Never	109	2	66	2	238	2	177	2	70	2	702	2
		Sometimes	1,069	15	653	16	2,518	21	1,786	23	749	20	7,107	19
		Often	2,110	29	1,347	33	4,508	37	2,809	35	1,428	38	12,769	34
		Very often	3,939	55	1,989	49	4,920	40	3,143	40	1,542	41	16,446	44
		Total	7,227	100%	4,055	100%	12,184	100%	7,915	100%	3,789	100%	37,024	100%
2a. Used computer and information technology when making class presentations	EXP0302A	Never	1,787	25	628	16	2,045	17	1,620	21	488	13	6,813	18
		Sometimes	1,652	23	932	23	3,193	26	2,131	27	1,001	27	9,337	25
		Often	1,641	23	1,101	27	3,294	27	2,030	26	1,107	29	9,679	26
		Very often	2,119	29	1,379	34	3,605	30	2,113	27	1,181	31	11,070	30
		Total	7,199	100%	4,040	100%	12,137	100%	7,894	100%	3,777	100%	36,899	100%
b. Communicated with classmates online to complete academic work	EXP0302B	Never	1,024	14	547	14	2,432	20	1,219	15	745	20	6,325	17
		Sometimes	2,301	32	1,202	30	4,098	34	2,504	32	1,266	34	11,862	32
		Often	1,996	28	1,204	30	3,260	27	2,273	29	1,050	28	10,219	28
		Very often	1,882	26	1,092	27	2,336	19	1,892	24	712	19	8,482	23
		Total	7,203	100%	4,045	100%	12,126	100%	7,888	100%	3,773	100%	36,888	100%
c. Worked in teams during class using information technology	EXP0302C	Never	2,440	34	1,041	26	3,463	29	2,500	32	990	26	10,774	29
		Sometimes	2,775	39	1,506	37	4,923	41	3,332	42	1,579	42	14,725	40
		Often	1,315	18	900	22	2,621	22	1,406	18	833	22	7,595	21
		Very often	660	9	578	14	1,090	9	634	8	367	10	3,707	10
		Total	7,190	100%	4,025	100%	12,097	100%	7,872	100%	3,769	100%	36,801	100%
d. Worked in teams outside of class using information technology to complete course assignments	EXP0302D	Never	1,799	25	661	16	2,726	23	1,448	18	723	19	7,690	21
		Sometimes	2,589	36	1,433	36	4,888	40	3,186	41	1,496	40	14,126	38
		Often	1,697	24	1,171	29	2,978	25	2,096	27	1,028	27	9,486	26
		Very often	1,094	15	768	19	1,511	12	1,131	14	516	14	5,485	15
		Total	7,179	100%	4,033	100%	12,103	100%	7,861	100%	3,763	100%	36,787	100%
e. Used email to ask an instructor to clarify an assignment	EXP0302E	Never	485	7	329	8	1,272	10	516	7	412	11	3,242	9
		Sometimes	2,302	32	1,312	33	4,113	34	2,295	29	1,318	35	11,981	32
		Often	2,212	31	1,199	30	3,719	31	2,539	32	1,084	29	11,216	30
		Very often	2,200	31	1,195	30	3,019	25	2,536	32	958	25	10,426	28
		Total	7,199	100%	4,035	100%	12,123	100%	7,886	100%	3,772	100%	36,865	100%
f. Expressed ideas to a professor via email that you did not feel comfortable saying in class	EXP0302F	Never	3,172	44	1,831	45	5,950	49	3,577	45	1,882	50	17,399	47
		Sometimes	2,034	28	1,090	27	3,181	26	2,184	28	981	26	9,895	27
		Often	1,041	14	596	15	1,692	14	1,129	14	502	13	5,181	14
		Very often	954	13	515	13	1,302	11	982	12	400	11	4,372	12
		Total	7,201	100%	4,032	100%	12,125	100%	7,872	100%	3,765	100%	36,847	100%

Note: Only students responding to the online survey received these questions.



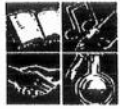
National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Item Frequency Distributions First-Year Students

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
g. Used your institution's library website to obtain resources for your academic work	EXP0302G	Never	1,007	14	531	13	1,535	13	645	8	359	10	4,441	12
		Sometimes	2,447	34	1,382	34	4,172	34	2,235	28	1,272	34	12,287	33
		Often	2,108	29	1,222	30	3,771	31	2,632	33	1,255	33	11,423	31
		Very often	1,634	23	902	22	2,659	22	2,374	30	886	23	8,731	24
		Total	7,196	100%	4,037	100%	12,137	100%	7,886	100%	3,772	100%	36,882	100%
h. Used another library website to obtain resources for your academic work	EXP0302H	Never	4,139	58	2,117	53	6,107	50	4,317	55	1,798	48	19,383	53
		Sometimes	1,840	26	1,108	27	3,586	30	2,153	27	1,237	33	10,515	29
		Often	789	11	543	13	1,647	14	891	11	476	13	4,581	12
		Very often	413	6	263	7	783	6	511	6	262	7	2,351	6
		Total	7,181	100%	4,031	100%	12,123	100%	7,872	100%	3,773	100%	36,830	100%
i. Asked a librarian at your school for help in obtaining resources for your academic work	EXP0302I	Never	3,037	42	1,535	38	4,220	35	2,132	27	1,121	30	12,780	35
		Sometimes	2,669	37	1,592	40	4,915	41	3,496	44	1,641	44	15,058	41
		Often	1,041	15	606	15	2,040	17	1,562	20	705	19	6,206	17
		Very often	417	6	279	7	914	8	672	9	296	8	2,692	7
		Total	7,164	100%	4,012	100%	12,089	100%	7,862	100%	3,763	100%	36,736	100%
j. Used the WWW to obtain resources for your academic work	EXP0302J	Never	202	3	91	2	296	2	226	3	103	3	965	3
		Sometimes	1,216	17	677	17	2,126	18	1,504	19	688	18	6,612	18
		Often	2,488	35	1,363	34	4,427	37	2,834	36	1,363	36	13,101	36
		Very often	3,271	46	1,896	47	5,278	44	3,312	42	1,613	43	16,148	44
		Total	7,177	100%	4,027	100%	12,127	100%	7,876	100%	3,767	100%	36,826	100%
k. Made judgments about the quality of information you find on the WWW for use in your academic work	EXP0302K	Never	488	7	245	6	816	7	440	6	199	5	2,325	6
		Sometimes	1,664	23	884	22	2,908	24	1,707	22	883	24	8,511	23
		Often	2,376	33	1,412	35	4,226	35	2,761	35	1,384	37	12,775	35
		Very often	2,642	37	1,492	37	4,163	34	2,959	38	1,289	34	13,174	36
		Total	7,170	100%	4,033	100%	12,113	100%	7,867	100%	3,755	100%	36,785	100%
3. How often do your instructors use information technology in the classroom?	EXP0303	Never	219	3	127	3	493	4	279	4	120	3	1,330	4
		Sometimes	1,870	26	1,107	27	4,192	35	2,767	35	1,236	33	11,685	32
		Often	2,798	39	1,689	42	4,827	40	3,170	40	1,580	42	14,705	40
		Very often	2,319	32	1,123	28	2,630	22	1,683	21	842	22	9,205	25
		Total	7,206	100%	4,046	100%	12,142	100%	7,899	100%	3,778	100%	36,925	100%

Note: Only students responding to the online survey received these questions.



NSSE 2003 Technology Item Frequency Distributions
First-Year Students

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
4. How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	EXP0304	1=0	6,334	88	3,602	89	10,628	88	7,443	94	3,291	87	32,932	89
		2=1	496	7	226	6	773	6	213	3	248	7	2,065	6
		3=2	189	3	103	3	353	3	92	1	113	3	910	2
		4=3	91	1	45	1	151	1	51	1	41	1	402	1
		5=4 or more	89	1	70	2	237	2	95	1	82	2	606	2
		Total	7,199	100%	4,046	100%	12,142	100%	7,894	100%	3,775	100%	36,915	100%
5. To what extent do you gain new insights into course materials from online discussions?	EXP0305	Very little	743	18	397	17	1,234	18	813	19	402	19	3,775	18
		Some	1,968	46	1,111	46	3,251	47	2,059	49	1,025	47	9,895	47
		Quite a bit	1,204	28	707	29	1,998	29	1,100	26	595	28	5,892	28
		Very much	323	8	190	8	445	6	225	5	141	7	1,402	7
		Total	4,238	100%	2,405	100%	6,928	100%	4,197	100%	2,163	100%	20,964	100%
6a. Spending time online (WWW/internet/email) for any reason	EXP0306A	1=0	23	0	20	0	73	1	36	0	21	1	186	1
		2=1-5	1,603	22	924	23	3,251	27	2,001	25	1,143	30	9,460	26
		3=6-10	1,857	26	994	25	3,011	25	2,103	27	961	25	9,391	25
		4=11-15	1,278	18	715	18	2,016	17	1,342	17	628	17	6,272	17
		5=16-20	919	13	470	12	1,369	11	872	11	370	10	4,191	11
		6=21-25	512	7	321	8	841	7	532	7	223	6	2,533	7
		7=26-30	301	4	175	4	503	4	307	4	119	3	1,488	4
		8=More than 30	718	10	426	11	1,111	9	716	9	314	8	3,457	9
				Total	7,211	100%	4,045	100%	12,175	100%	7,909	100%	3,779	100%
b. Spending time online (WWW/internet/email) doing academic work	EXP0306B	1=0	177	2	103	3	362	3	246	3	121	3	1,099	3
		2=1-5	4,090	57	2,309	57	7,083	59	4,764	61	2,252	60	21,533	59
		3=6-10	1,743	24	968	24	2,848	24	1,737	22	844	23	8,588	23
		4=11-15	659	9	356	9	1,071	9	680	9	296	8	3,217	9
		5=16-20	278	4	152	4	422	3	259	3	148	4	1,321	4
		6=21-25	113	2	67	2	170	1	87	1	44	1	516	1
		7=26-30	40	1	31	1	62	1	35	0	21	1	197	1
		8=More than 30	52	1	40	1	77	1	39	0	23	1	246	1
				Total	7,152	100%	4,026	100%	12,095	100%	7,847	100%	3,749	100%
7. How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	EXP0307	Never	790	11	432	11	1,407	12	1,911	24	415	11	5,329	14
		Sometimes	4,395	61	2,429	60	7,177	59	4,814	61	2,320	62	22,215	60
		Often	1,457	20	837	21	2,525	21	819	10	766	20	6,684	18
		Very often	543	8	330	8	1,006	8	320	4	256	7	2,564	7
		Total	7,185	100%	4,028	100%	12,115	100%	7,864	100%	3,757	100%	36,792	100%

NSSE 2003 Technology Item Frequency Distributions
Seniors

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
1. How often do your instructors require you to use information technology, other than word processing, to complete assignments?	EXP0301	Never	76	1	52	2	116	1	88	2	29	1	381	1
		Sometimes	828	15	508	15	1,583	17	1,327	23	533	17	4,949	17
		Often	1,457	26	960	28	2,880	30	1,866	33	976	32	8,503	30
		Very often	3,324	58	1,905	56	4,961	52	2,400	42	1,528	50	14,985	52
		Total	5,685	100%	3,425	100%	9,540	100%	5,681	100%	3,066	100%	28,818	100%
2a. Used computer and information technology when making class presentations	EXP0302A	Never	580	10	206	6	644	7	510	9	145	5	2,141	7
		Sometimes	1,001	18	515	15	1,563	16	1,242	22	581	19	5,015	17
		Often	1,276	22	887	26	2,522	27	1,525	27	821	27	7,301	25
		Very often	2,817	50	1,813	53	4,786	50	2,389	42	1,506	49	14,286	50
		Total	5,674	100%	3,421	100%	9,515	100%	5,666	100%	3,053	100%	28,743	100%
b. Communicated with classmates online to complete academic work	EXP0302B	Never	660	12	350	10	1,366	14	810	14	434	14	3,760	13
		Sometimes	1,471	26	842	25	2,846	30	1,834	32	990	32	8,282	29
		Often	1,505	27	938	27	2,625	28	1,548	27	802	26	7,734	27
		Very often	2,038	36	1,287	38	2,663	28	1,478	26	821	27	8,940	31
		Total	5,674	100%	3,417	100%	9,500	100%	5,670	100%	3,047	100%	28,716	100%
c. Worked in teams during class using information technology	EXP0302C	Never	1,717	30	801	23	2,086	22	1,743	31	689	23	7,272	25
		Sometimes	2,089	37	1,246	36	3,598	38	2,350	41	1,217	40	10,903	38
		Often	1,064	19	751	22	2,191	23	1,044	18	663	22	6,095	21
		Very often	794	14	616	18	1,617	17	533	9	472	16	4,426	15
		Total	5,664	100%	3,414	100%	9,492	100%	5,670	100%	3,041	100%	28,696	100%
d. Worked in teams outside of class using information technology to complete course assignments	EXP0302D	Never	756	13	328	10	1,110	12	782	14	316	10	3,399	12
		Sometimes	1,582	28	862	25	2,852	30	2,129	38	1,001	33	8,686	30
		Often	1,575	28	1,064	31	2,951	31	1,670	29	959	32	8,638	30
		Very often	1,748	31	1,159	34	2,582	27	1,082	19	768	25	7,962	28
		Total	5,661	100%	3,413	100%	9,495	100%	5,663	100%	3,044	100%	28,685	100%
e. Used email to ask an instructor to clarify an assignment	EXP0302E	Never	247	4	164	5	656	7	210	4	213	7	1,580	6
		Sometimes	1,462	26	879	26	2,770	29	1,378	24	869	29	7,733	27
		Often	1,680	30	1,028	30	2,817	30	1,761	31	924	30	8,594	30
		Very often	2,281	40	1,347	39	3,261	34	2,317	41	1,043	34	10,816	38
		Total	5,670	100%	3,418	100%	9,504	100%	5,666	100%	3,049	100%	28,723	100%
f. Expressed ideas to a professor via email that you did not feel comfortable saying in class	EXP0302F	Never	2,051	36	1,360	40	4,130	44	2,262	40	1,275	42	11,693	41
		Sometimes	1,876	33	1,017	30	2,701	28	1,855	33	935	31	8,809	31
		Often	818	14	479	14	1,282	14	752	13	421	14	3,891	14
		Very often	923	16	558	16	1,381	15	798	14	412	14	4,306	15
		Total	5,668	100%	3,414	100%	9,494	100%	5,667	100%	3,043	100%	28,699	100%

Note: Only students responding to the online survey received these questions.



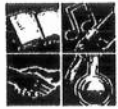
National Survey of Student Engagement

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NSSE 2003 Technology Item Frequency Distributions Seniors

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
g. Used your institution's library website to obtain resources for your academic work	EXP0302G	Never	529	9	371	11	905	10	188	3	247	8	2,526	9
		Sometimes	1,643	29	1,068	31	2,637	28	1,035	18	798	26	7,738	27
		Often	1,687	30	1,013	30	2,797	29	1,665	29	942	31	8,456	29
		Very often	1,819	32	963	28	3,159	33	2,777	49	1,059	35	9,999	35
		Total	5,678	100%	3,415	100%	9,498	100%	5,665	100%	3,046	100%	28,719	100%
h. Used another library website to obtain resources for your academic work	EXP0302H	Never	2,636	47	1,408	41	3,417	36	1,871	33	1,073	35	10,936	38
		Sometimes	1,847	33	1,166	34	3,349	35	2,065	36	1,113	37	10,036	35
		Often	710	13	520	15	1,615	17	959	17	498	16	4,554	16
		Very often	470	8	326	10	1,104	12	768	14	359	12	3,163	11
		Total	5,663	100%	3,420	100%	9,485	100%	5,663	100%	3,043	100%	28,689	100%
i. Asked a librarian at your school for help in obtaining resources for your academic work	EXP0302I	Never	2,084	37	1,122	33	2,805	30	1,231	22	875	29	8,640	30
		Sometimes	2,441	43	1,488	44	4,198	44	2,555	45	1,372	45	12,657	44
		Often	750	13	535	16	1,591	17	1,199	21	501	16	4,773	17
		Very often	379	7	259	8	884	9	671	12	289	10	2,569	9
		Total	5,654	100%	3,404	100%	9,478	100%	5,656	100%	3,037	100%	28,639	100%
j. Used the WWW to obtain resources for your academic work	EXP0302J	Never	78	1	43	1	134	1	87	2	36	1	394	1
		Sometimes	707	12	412	12	1,167	12	885	16	395	13	3,709	13
		Often	1,651	29	1,067	31	2,979	31	1,800	32	994	33	8,883	31
		Very often	3,229	57	1,895	55	5,216	55	2,890	51	1,615	53	15,710	55
		Total	5,665	100%	3,417	100%	9,496	100%	5,662	100%	3,040	100%	28,696	100%
k. Made judgments about the quality of information you find on the WWW for use in your academic work	EXP0302K	Never	239	4	134	4	397	4	174	3	92	3	1,076	4
		Sometimes	994	18	585	17	1,624	17	905	16	503	17	4,859	17
		Often	1,847	33	1,142	34	3,151	33	1,825	32	1,049	35	9,435	33
		Very often	2,578	46	1,545	45	4,296	45	2,753	49	1,390	46	13,263	46
		Total	5,658	100%	3,406	100%	9,468	100%	5,657	100%	3,034	100%	28,633	100%
3. How often do your instructors use information technology in the classroom?	EXP0303	Never	135	2	92	3	252	3	180	3	76	2	763	3
		Sometimes	1,299	23	940	27	2,650	28	2,058	36	960	31	8,232	29
		Often	2,063	36	1,332	39	3,708	39	2,273	40	1,194	39	11,068	39
		Very often	2,179	38	1,060	31	2,895	30	1,157	20	819	27	8,674	30
		Total	5,676	100%	3,424	100%	9,505	100%	5,668	100%	3,049	100%	28,737	100%

Note: Only students responding to the online survey received these questions.



NSSE 2003 Technology Item Frequency Distributions
Seniors

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
4. How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	EXP0304	1=0	5,117	90	3,010	88	8,457	89	5,437	96	2,726	89	25,946	90
		2=1	349	6	234	7	625	7	126	2	165	5	1,612	6
		3=2	95	2	90	3	236	2	51	1	67	2	598	2
		4=3	40	1	31	1	73	1	22	0	39	1	226	1
		5=4 or more	73	1	60	2	116	1	31	1	58	2	361	1
		Total	5,674	100%	3,425	100%	9,507	100%	5,667	100%	3,055	100%	28,743	100%
5. To what extent do you gain new insights into course materials from online discussions?	EXP0305	Very little	768	21	445	20	1,088	18	765	24	347	19	3,573	20
		Some	1,709	47	1,050	47	2,719	46	1,539	48	810	45	8,240	47
		Quite a bit	906	25	560	25	1,646	28	729	23	496	28	4,547	26
		Very much	263	7	158	7	463	8	166	5	143	8	1,283	7
		Total	3,646	100%	2,213	100%	5,916	100%	3,199	100%	1,796	100%	17,643	100%
6a. Spending time online (WWW/internet/email) for any reason	EXP0306A	1=0	19	0	14	0	44	0	17	0	12	0	114	0
		2=1-5	1,517	27	945	28	3,146	33	1,781	31	1,139	37	8,899	31
		3=6-10	1,616	28	904	26	2,652	28	1,643	29	887	29	8,060	28
		4=11-15	1,032	18	617	18	1,461	15	961	17	416	14	4,755	17
		5=16-20	596	10	389	11	963	10	508	9	276	9	2,890	10
		6=21-25	352	6	209	6	473	5	305	5	114	4	1,544	5
		7=26-30	187	3	122	4	248	3	147	3	63	2	813	3
		8=More than 30	366	6	230	7	534	6	312	5	148	5	1,708	6
		Total	5,685	100%	3,430	100%	9,521	100%	5,674	100%	3,055	100%	28,783	100%
b. Spending time online (WWW/internet/email) doing academic work	EXP0306B	1=0	161	3	80	2	255	3	169	3	79	3	786	3
		2=1-5	3,227	57	1,856	54	5,430	57	3,497	62	1,804	59	16,546	58
		3=6-10	1,346	24	842	25	2,283	24	1,223	22	696	23	6,736	24
		4=11-15	497	9	339	10	883	9	453	8	239	8	2,558	9
		5=16-20	240	4	165	5	350	4	181	3	127	4	1,146	4
		6=21-25	82	1	54	2	140	1	65	1	47	2	415	1
		7=26-30	44	1	29	1	68	1	19	0	16	1	188	1
		8=More than 30	54	1	46	1	65	1	27	0	26	1	237	1
		Total	5,651	100%	3,411	100%	9,474	100%	5,634	100%	3,034	100%	28,612	100%
7. How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	EXP0307	Never	530	9	327	10	894	9	1,017	18	296	10	3,285	11
		Sometimes	3,316	59	1,910	56	5,257	56	3,538	63	1,790	59	16,642	58
		Often	1,269	22	781	23	2,246	24	771	14	625	21	5,919	21
		Very often	533	9	396	12	1,063	11	309	5	323	11	2,754	10
		Total	5,648	100%	3,414	100%	9,460	100%	5,635	100%	3,034	100%	28,600	100%



National Survey of Student Engagement

The College Student Report

FSSE 2003 Pilot Test Respondent Characteristics Texas A&M University-Commerce

	Lower Division	Upper Division	Other	Total
Total number of respondents	24	74	34	132
Class size				
Fewer than 20	25%	32%	44%	34%
20-49	63%	62%	47%	58%
50-99	13%	5%	3%	6%
100 or more	0%	0%	6%	2%
Full-time/Part Time				
Part-time	9%	9%	9%	9%
Full-time	91%	91%	91%	91%
Rank				
Professor	17%	24%	24%	23%
Associate Professor	4%	15%	24%	15%
Assistant Professor	26%	28%	33%	29%
Instructor	30%	29%	15%	26%
Lecturer	13%	4%	36%	6%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	9%	0%	0%	2%
Tenure status				
Tenured	30%	41%	33%	37%
On tenure track but not tenured	22%	19%	30%	23%
Not on tenure track, institution has tenure system	43%	40%	36%	40%
No tenure system	4%	0%	0%	1%
Years teaching				
Less than 5	18%	24%	27%	24%
6-10	18%	19%	18%	19%
11-15	23%	9%	9%	11%
More than 15	41%	48%	45%	46%
Age				
Less than 35	26%	14%	3%	13%
35-44	13%	15%	18%	16%
45-54	26%	27%	21%	25%
More than 54	35%	44%	58%	46%
Gender				
Male	78%	51%	61%	59%
Female	22%	49%	39%	41%
Race/ethnicity				
African American/Black	9%	0%	6%	3%
American Indian/Alaska Native	0%	0%	0%	0%
Asian/Pacific Islander	0%	3%	3%	2%
Caucasian/White	87%	87%	87%	87%
Hispanic, Latino, or Spanish	4%	0%	0%	1%
Other	0%	3%	0%	2%
Multi-racial/ethnic	0%	7%	3%	5%
International	0%	0%	3%	1%
Discipline of appointment				
Arts and Humanities	26%	22%	12%	20%
Biological Science	4%	3%	0%	2%
Business	9%	10%	12%	10%
Education	0%	15%	36%	18%
Engineering	0%	1%	6%	2%
Physical Science	13%	13%	0%	10%
Professional	0%	1%	6%	2%
Social Science	17%	16%	21%	18%
Other	30%	18%	6%	17%



1 Level of students in your selected course:

	N	%
Lower division (mostly 1st year students and sophomores)	24	18%
Upper division (mostly juniors and seniors)	74	56%
Other	34	26%

2 How many students are enrolled in your selected course section?

	N	%
Fewer than 10	8	6%
10 to 19	37	28%
20 to 29	38	29%
30 to 49	39	30%
50 to 74	7	5%
75 to 99	1	1%
100 to 149	1	1%
150 to 199	0	0%
200 or more	1	1%

3 Prior to this semester, how many times have you taught your selected course?

	N	%
None	20	15%
1 to 3	32	24%
4 to 6	20	15%
7 to 9	13	10%
More than 9	48	36%

4 What is the general area of your selected course?

	N	%
Arts and Humanities	28	21%
Biological Science	4	3%
Business	14	11%
Education	22	17%
Engineering	3	2%
Physical Science	10	8%
Professional	0	0%
Social Science	25	19%
Other	27	20%



5 About what percent of students in your selected course section at least occasionally do the following?

	N	None	1-24%	25-49%	50-74%	75% or higher
a. Frequently ask questions in class or contribute to class discussions?	134	0%	27%	19%	26%	28%
b. Frequently come to class without completing readings or assignments	133	2%	44%	25%	19%	11%
c. Use e-mail to communicate with you	133	2%	40%	22%	22%	15%
d. Discuss grades or assignments with you	133	0%	30%	23%	29%	17%
e. Talk about career plans with you	133	2%	50%	22%	14%	13%
f. Discuss ideas from readings or classes with you outside of class	133	2%	56%	25%	12%	5%
g. Work harder than they usually do to meet your standards	129	2%	31%	29%	28%	10%

6 How often do students in your selected course section engage in the following?

	N	Never	Some-times	Often	Very Often
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	132	14%	32%	23%	30%
b. Work with other students on projects during class	132	10%	34%	27%	29%
c. Participate in a community-based project as part of your course	132	57%	20%	11%	13%
d. Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	132	20%	33%	21%	26%
e. Receive prompt feedback (written or oral) from you on their academic performance	132	0%	3%	29%	68%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	131	10%	34%	33%	24%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	130	8%	42%	32%	18%

7 In your selected course section, about how much reading and writing do you assign students?

	N	None	1	2-3	4-6	More than 6
a. Number of assigned textbooks, books, and/or book length packs of course readings	127	4%	47%	43%	5%	2%
b. Number of written papers of more than 10 pages	127	57%	31%	9%	1%	2%
c. Number of written papers between 5 and 10 pages	127	50%	30%	15%	4%	2%
d. Number of written papers of fewer than 5 pages	126	24%	12%	21%	17%	25%



8 In a typical week, how many homework assignments do you require students in your selected course section to complete?

	N	None	1	2-3	4-6	More than 6
a. Number of homework assignments that take your students more than one hour to complete	127	12%	59%	18%	4%	7%
b. Number of homework assignments that take your students less than one hour to complete	127	31%	48%	9%	5%	8%

9 Time students spend preparing for your selected course section (# of hours per week):

	N	Hours Per Week							
		0	1-2	3-4	5-6	7-8	9-10	11-12	More than 12
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	127	0%	10%	32%	33%	12%	7%	3%	2%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	127	6%	49%	26%	11%	3%	3%	1%	1%

10 In your selected course, how important to you is it that your students:

	N	Not	Somewhat		Very
		Important	Important	Important	Important
a. Prepare two or more drafts of a paper or assignment before turning it in	127	30%	29%	24%	17%
b. Work on a paper or project that requires integrating ideas or information from various sources	127	7%	14%	23%	56%
c. Work with classmates outside of class to prepare class assignments	127	21%	31%	29%	18%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	127	8%	25%	32%	35%
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	127	6%	35%	35%	23%
f. Tutor or teach other students (paid or voluntary)	127	35%	32%	23%	9%

11 In your selected course, on average, what percent of time is spent on the following:

	N								
		0	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75% or more
a. Lecture	127	4%	14%	25%	13%	15%	4%	17%	8%
b. Teacher-led discussion	127	1%	17%	25%	24%	13%	6%	9%	5%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	127	19%	17%	22%	16%	9%	3%	8%	6%
d. Computer mediated activities	127	41%	31%	20%	2%	2%	2%	2%	2%
e. Small group activities	127	27%	25%	20%	9%	3%	6%	5%	4%
f. Student presentations	127	35%	30%	17%	6%	5%	2%	6%	1%
g. In-class writing	126	55%	26%	14%	3%	1%	1%	0%	0%
h. Performances in applied and fine arts (e.g., dance, drama, music)	125	82%	7%	4%	2%	0%	1%	0%	4%
i. Experiential (labs, field work, etc.)	127	46%	19%	11%	11%	4%	2%	3%	4%



12

Mark the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?

N	Very Little						Very Much
	1	2	3	4	5	6	7
127	1%	0%	2%	11%	21%	39%	27%

13

In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?

	N	Very	Some	Quite a	Very
		Little		Bit	Much
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	126	44%	37%	16%	3%
b. Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	126	0%	10%	48%	41%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	126	0%	14%	32%	54%
d. Making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	126	3%	21%	38%	37%
e. Applying theories or concepts to practical problems or in new situations	126	0%	9%	28%	63%

14

To what extent do you structure your selected course section so that students learn and develop in the following areas?

	N	Very	Some	Quite a	Very
		Little		Bit	Much
a. Acquiring a broad general education	125	6%	29%	42%	23%
b. Acquiring job or work-related knowledge and skills	125	3%	14%	36%	47%
c. Writing clearly and effectively	125	6%	27%	34%	33%
d. Speaking clearly and effectively	125	12%	26%	33%	29%
e. Thinking critically and analytically	125	0%	0%	21%	79%
f. Analyzing quantitative problems	126	42%	19%	17%	21%
g. Using computing and information technology	126	22%	36%	22%	20%
h. Working effectively with others	126	9%	34%	25%	33%
i. Learning effectively on their own	126	1%	11%	48%	40%
j. Understanding themselves	126	13%	25%	25%	37%
k. Understanding people of other racial and ethnic backgrounds	126	23%	29%	18%	30%
l. Solving complex real-world problems	126	7%	21%	28%	44%



15 About how many hours do you spend in a typical week doing each of the following?

	N	Hours Per Week							
		0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30
a. Teaching undergraduate students in class	126	12%	20%	25%	30%	5%	6%	2%	1%
b. Grading papers	126	2%	42%	32%	13%	6%	4%	1%	0%
c. Giving feedback to students	126	0%	50%	29%	14%	4%	3%	0%	0%
d. Preparing for class	126	0%	24%	34%	23%	11%	7%	1%	0%
e. Reflecting on and revising class activities	126	0%	55%	29%	12%	3%	1%	0%	0%
f. Advising undergraduate students	126	21%	49%	17%	6%	5%	2%	0%	1%
g. Working with under-graduates on research	126	52%	34%	7%	2%	4%	0%	0%	0%
h. Supervising internships or other field experiences	125	65%	13%	11%	5%	3%	2%	2%	0%
i. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	126	29%	50%	10%	5%	3%	2%	0%	2%
j. Other interactions with students outside of the classroom	126	7%	59%	14%	10%	6%	2%	1%	2%

16 How important is it to you that undergraduates at your institution do the following?

	N	Not	Somewhat	Very	
		Important	Important	Important	Important
a. Practicum, internship, field experience, co-op experience	124	6%	19%	22%	53%
b. Community service or volunteer work	125	19%	39%	27%	14%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	125	18%	41%	27%	14%
d. Work on a research project with you outside of course program requirements	124	31%	39%	20%	10%
e. Foreign language coursework	124	33%	34%	23%	10%
f. Study abroad	125	27%	31%	28%	14%
g. Independent study	125	18%	38%	24%	21%
h. Self-designed major	125	48%	34%	13%	5%
i. Culminating senior experience	125	15%	30%	32%	23%

17 Mark the box that you believe best represents the quality of student relationships with people at your institution.

	N	Unfriendly, Unsupportive, Sense of Alienation					Friendly, Supportive, Sense of Belonging	
		1	2	3	4	5	6	7
a. Student relationships with other students	122	0%	0%	3%	7%	28%	42%	20%
b. Student relationships with faculty	122	0%	1%	3%	7%	30%	41%	18%
c. Student relationships with administrative personnel and offices	122	0%	7%	16%	27%	18%	25%	7%



18 To what extent does your institution emphasize each of the following?

	N	Very Little	Some	Quite a Bit	Very Much
a. Requiring student to spend significant amounts of time studying and on academic work	123	9%	33%	46%	12%
b. Providing students support they need to help them succeed academically	123	4%	20%	47%	28%
c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds	123	15%	37%	34%	15%
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	123	14%	45%	31%	11%
e. Providing students the support they need to thrive socially	122	15%	47%	34%	5%
f. Attending campus events and activities (special speakers, cultural events, symposia, etc.)	123	20%	39%	34%	7%
g. Encouraging students to use computers in their academic work	123	2%	15%	46%	36%

19 During this term, does your institution consider you to be employed part-time or full-time?

	N	%
Part-time	11	9%
Full-time	113	91%

20 Which of the following best describes your academic rank, title or current position?

	N	%
Professor	28	23%
Associate Professor	19	15%
Assistant Professor	36	29%
Instructor	32	26%
Lecturer	7	6%
Graduate Teaching Assistant	0	0%
Other	2	2%

21 What is the general discipline of your academic appointment? (Please specify an academic discipline)

	N	%
Arts and Humanities	25	20%
Biological Science	3	2%
Business	13	10%
Education	22	18%
Engineering	3	2%
Physical Science	12	10%
Professional	3	2%
Social Science	22	18%
Other	21	17%



22 What is your current tenure status?

	N	%
Tenured	46	37%
On tenure track but not tenured	28	23%
Not on tenure track, although this institution has a tenure system	49	40%
No tenure system at this institution	1	1%

23 Number of years teaching at *any* college/university:

	N	%
Less than 5	29	24%
5-9	23	19%
10-14	14	11%
15 or more	56	46%

24 Age:

	N	%
34 or younger	16	13%
35-44	19	16%
45-54	31	25%
Over 54	56	46%

24 Your sex:

	N	%
Male	73	59%
Female	51	41%

26 Are you a foreign national?

	N	%
No	123	99%
Yes	1	1%

27 What is your racial or ethnic identification?

	N	%
African American/Black	4	3%
American Indian/Alaska Native	0	0%
Asian/Pacific Islander	3	2%
Caucasian/White	106	87%
Latina/o	1	1%
Other	2	2%
Multi-racial/ethnic	6	5%



National Survey of Student Engagement

The College Student Report

FSSE 2003 Pilot Test Frequency Distributions

Texas A&M University-Commerce

	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
2. How many students are enrolled in your selected course section?	crssize	Fewer than 10	1	4	3	4	8	6
		10 to 19	5	21	21	28	37	28
		20 to 29	7	29	21	28	38	29
		30 to 49	8	33	25	34	39	30
		50 to 74	3	13	4	5	7	5
		75 to 99	0	0	0	0	1	1
		100 to 149	0	0	0	0	1	1
		150 to 199	0	0	0	0	0	0
		200 or more	0	0	0	0	1	1
	Total	24	100%	74	100%	132	100%	
3. Prior to this semester, how many times have you taught your selected course?	crstimes	None	1	4	12	16	20	15
		1 to 3	5	20	21	28	32	24
		4 to 6	1	4	12	16	20	15
		7 to 9	3	12	8	11	13	10
		More than 9	15	60	21	28	48	36
		Total	25	100%	74	100%	133	100%
4. What is the general area of your selected course?	csdiscol	Arts and Humanities	7	28	16	22	28	21
		Biological Science	2	8	2	3	4	3
		Business	3	12	8	11	14	11
		Education	0	0	11	15	22	17
		Engineering	0	0	2	3	3	2
		Physical Science	3	12	7	9	10	8
		Professional	0	0	0	0	0	0
		Social Science	4	16	12	16	25	19
		Other	6	24	16	22	27	20
		Total	25	100%	74	100%	133	100%
5a. Frequently ask questions in class or contribute to class discussions?	fclquest	None	0	0	0	0	0	0
		1-24%	12	46	17	23	36	27
		25-49%	6	23	10	14	26	19
		50-74%	4	15	25	34	35	26
		75% or higher	4	15	22	30	37	28
		Total	26	100%	74	100%	134	100%



	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
5b. Frequently come to class without completing readings or assignments	fclunpre	None	0	0	2	3	2	2
		1-24%	8	32	31	42	58	44
		25-49%	7	28	20	27	33	25
		50-74%	7	28	14	19	25	19
		75% or higher	3	12	7	9	15	11
		Total	25	100%	74	100%	133	100%
5c. Use e-mail to communicate with you	femail	None	1	4	1	1	2	2
		1-24%	16	64	25	34	53	40
		25-49%	4	16	17	23	29	22
		50-74%	3	12	18	24	29	22
		75% or higher	1	4	13	18	20	15
		Total	25	100%	74	100%	133	100%
5d. Discuss grades or assignments with you	fgrade	None	0	0	0	0	0	0
		1-24%	14	56	18	24	40	30
		25-49%	6	24	17	23	31	23
		50-74%	5	20	25	34	39	29
		75% or higher	0	0	14	19	23	17
		Total	25	100%	74	100%	133	100%
5e. Talk about career plans with you	fplans	None	2	8	0	0	3	2
		1-24%	17	68	33	45	66	50
		25-49%	2	8	21	28	29	22
		50-74%	1	4	11	15	18	14
		75% or higher	3	12	9	12	17	13
		Total	25	100%	74	100%	133	100%
5f. Discuss ideas from readings or classes with you outside of class	fideas	None	1	4	1	1	3	2
		1-24%	17	68	40	54	74	56
		25-49%	4	16	20	27	33	25
		50-74%	3	12	8	11	16	12
		75% or higher	0	0	5	7	7	5
		Total	25	100%	74	100%	133	100%



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		Count	Col %	Count	Col %	Count	Col%	
5g. Work harder than they usually do to meet your standards	fworkhrd	None	0	0	0	0	2	2
		1-24%	13	52	22	31	40	31
		25-49%	6	24	18	25	38	29
		50-74%	5	20	24	34	36	28
		75% or higher	1	4	7	10	13	10
	Total	25	100%	71	100%	129	100%	
6a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	fdivclas	Never	5	20	11	15	19	14
		Sometimes	14	56	19	26	42	32
		Often	1	4	20	27	31	23
		Very Often	5	20	23	32	40	30
	Total	25	100%	73	100%	132	100%	
6b. Worked with other students on projects during class	fclassgr	Never	4	16	5	7	13	10
		Sometimes	13	52	21	29	45	34
		Often	4	16	20	27	36	27
		Very Often	4	16	27	37	38	29
	Total	25	100%	73	100%	132	100%	
6c. Participate in a community-based project as part of your course	fcommpro	Never	19	76	43	59	75	57
		Sometimes	4	16	14	19	26	20
		Often	0	0	7	10	14	11
		Very Often	2	8	9	12	17	13
	Total	25	100%	73	100%	132	100%	
6d. Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	fiticade	Never	7	28	15	21	27	20
		Sometimes	9	36	21	29	43	33
		Often	6	24	16	22	28	21
		Very Often	3	12	21	29	34	26
	Total	25	100%	73	100%	132	100%	
6e. Receive prompt feedback (written or oral) from you on their academic performance	ffeed	Never	0	0	0	0	0	0
		Sometimes	0	0	2	3	4	3
		Often	9	36	18	25	38	29
		Very Often	16	64	53	73	90	68
	Total	25	100%	73	100%	132	100%	



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	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
6f. Have serious conversations in your course with students of a different race or ethnicity than their own	fdivrstu	Never	2	8	6	8	13	10
		Sometimes	11	44	24	33	44	34
		Often	7	28	27	38	43	33
		Very Often	5	20	15	21	31	24
		Total	25	100%	72	100%	131	100%
6g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	fdiffstu	Never	1	4	4	6	11	8
		Sometimes	16	64	28	39	54	42
		Often	6	24	24	34	41	32
		Very Often	2	8	15	21	24	18
		Total	25	100%	71	100%	130	100%
7a. Number of assigned textbooks, books, and/or book length packs of course readings	freadasg	None	0	0	3	4	5	4
		1	12	50	37	53	60	47
		2-3	12	50	27	39	54	43
		4-6	0	0	2	3	6	5
		More than 6	0	0	1	1	2	2
		Total	24	100%	70	100%	127	100%
7b. Number of written papers of more than 10 pages	fwritmor	None	17	71	42	60	72	57
		1	6	25	20	29	40	31
		2-3	1	4	6	9	12	9
		4-6	0	0	1	1	1	1
		More than 6	0	0	1	1	2	2
		Total	24	100%	70	100%	127	100%
7c. Number of written papers between 5 and 10 pages	fwritmid	None	13	54	39	56	63	50
		1	7	29	20	29	38	30
		2-3	2	8	9	13	19	15
		4-6	2	8	1	1	5	4
		More than 6	0	0	1	1	2	2
		Total	24	100%	70	100%	127	100%



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	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
7d. Number of written papers of fewer than 5 pages	fwritsm1	None	7	29	16	23	30	24
		1	4	17	5	7	15	12
		2-3	5	21	16	23	27	21
		4-6	4	17	14	20	22	17
		More than 6	4	17	18	26	32	25
		Total	24	100%	69	100%	126	100%
8a. Number of homework assignments that take your students more than one hour to complete	fprobsta	None	6	25	9	13	15	12
		1	10	42	39	56	75	59
		2-3	6	25	13	19	23	18
		4-6	0	0	4	6	5	4
		More than 6	2	8	5	7	9	7
		Total	24	100%	70	100%	127	100%
8b. Number of homework assignments that take your students less than one hour to complete	fprobstb	None	7	29	18	26	39	31
		1	13	54	34	49	61	48
		2-3	1	4	7	10	11	9
		4-6	2	8	2	3	6	5
		More than 6	1	4	9	13	10	8
		Total	24	100%	70	100%	127	100%
9a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	fexprep	0 hrs./week	0	0	0	0	0	0
		1-2 hrs./week	2	8	7	10	13	10
		3-4 hrs./week	9	38	16	23	41	32
		5-6 hrs./week	8	33	27	39	42	33
		7-8 hrs./week	2	8	10	14	15	12
		9-10 hrs./week	1	4	6	9	9	7
		11-12 hrs./week	1	4	2	3	4	3
		More than 12 hrs./week	1	4	2	3	3	2
		Total	24	100%	70	100%	127	100%



Variable	Response Options	Lower Division		Upper Division		Total		
		Count	Col %	Count	Col %	Count	Col%	
9b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	factprep	0 hrs./week	3	13	4	6	8	6
		1-2 hrs./week	14	58	33	47	62	49
		3-4 hrs./week	5	21	17	24	33	26
		5-6 hrs./week	2	8	8	11	14	11
		7-8 hrs./week	0	0	4	6	4	3
		9-10 hrs./week	0	0	3	4	4	3
		11-12 hrs./week	0	0	0	0	1	1
		More than 12 hrs./week	0	0	1	1	1	1
	Total	24	100%	70	100%	127	100%	
10a. Prepare two or more drafts of a paper or assignment before turning it in	frewropa	Not Important	10	42	18	26	38	30
		Somewhat Important	5	21	22	31	37	29
		Important	4	17	21	30	30	24
		Very Important	5	21	9	13	22	17
		Total	24	100%	70	100%	127	100%
10b. Work on a paper or project that requires integrating ideas or information from various sources	fintegra	Not Important	7	29	1	1	9	7
		Somewhat Important	3	13	10	14	18	14
		Important	5	21	18	26	29	23
		Very Important	9	38	41	59	71	56
		Total	24	100%	70	100%	127	100%
10c. Work with classmates outside of class to prepare class assignments	focgrp	Not Important	12	50	7	10	27	21
		Somewhat Important	4	17	28	40	40	31
		Important	5	21	23	33	37	29
		Very Important	3	13	12	17	23	18
		Total	24	100%	70	100%	127	100%
10d. Put together ideas or concepts from different courses when completing assignments or during class discussions	fintidea	Not Important	5	21	2	3	10	8
		Somewhat Important	5	21	20	29	32	25
		Important	7	29	21	30	41	32
		Very Important	7	29	27	39	44	35
		Total	24	100%	70	100%	127	100%



Variable	Response Options	Lower Division		Upper Division		Total		
		Count	Col %	Count	Col %	Count	Col%	
10e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	foocidea	Not Important	2	8	4	6	8	6
		Somewhat Important	11	46	22	31	45	35
		Important	7	29	29	41	45	35
		Very Important	4	17	15	21	29	23
		Total	24	100%	70	100%	127	100%
10f. Tutor or teach other students (paid or voluntary)	ftutor	Not Important	7	29	21	30	45	35
		Somewhat Important	5	21	28	40	41	32
		Important	10	42	13	19	29	23
		Very Important	2	8	8	11	12	9
		Total	24	100%	70	100%	127	100%
11a. Lecture	lecture	0% of class time	1	4	3	4	5	4
		1-9% of class time	1	4	9	13	18	14
		10-19% of class time	6	25	20	29	32	25
		20-29% of class time	3	13	11	16	16	13
		30-39% of class time	6	25	9	13	19	15
		40-49% of class time	1	4	1	1	5	4
		50-74% of class time	5	21	12	17	22	17
		75% of class time or more	1	4	5	7	10	8
		Total	24	100%	70	100%	127	100%
12b. Teacher-led discussion	teachled	0% of class time	0	0	1	1	1	1
		1-9% of class time	6	25	12	17	21	17
		10-19% of class time	2	8	20	29	32	25
		20-29% of class time	9	38	15	21	31	24
		30-39% of class time	5	21	8	11	17	13
		40-49% of class time	1	4	4	6	7	6
		50-74% of class time	1	4	8	11	12	9
	75% of class time or more	0	0	2	3	6	5	
	Total	24	100%	70	100%	127	100%	



	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
12c. Teacher-student shared responsibility (seminar, discussion, etc.)	teachstu	0% of class time	10	42	8	11	24	19
		1-9% of class time	3	13	15	21	22	17
		10-19% of class time	5	21	19	27	28	22
		20-29% of class time	1	4	10	14	20	16
		30-39% of class time	2	8	8	11	12	9
		40-49% of class time	2	8	0	0	4	3
		50-74% of class time	0	0	5	7	10	8
		75% of class time or more	1	4	5	7	7	6
	Total	24	100%	70	100%	127	100%	
12d. Computer mediated activities	compmed	0% of class time	12	50	25	36	52	41
		1-9% of class time	7	29	23	33	39	31
		10-19% of class time	3	13	15	21	25	20
		20-29% of class time	1	4	0	0	2	2
		30-39% of class time	0	0	2	3	2	2
		40-49% of class time	0	0	2	3	2	2
		50-74% of class time	0	0	2	3	3	2
		75% of class time or more	1	4	1	1	2	2
	Total	24	100%	70	100%	127	100%	
12e. Small group activities	groupsml	0% of class time	13	54	14	20	34	27
		1-9% of class time	3	13	20	29	32	25
		10-19% of class time	4	17	13	19	26	20
		20-29% of class time	0	0	7	10	12	9
		30-39% of class time	0	0	3	4	4	3
		40-49% of class time	2	8	6	9	8	6
		50-74% of class time	2	8	2	3	6	5
		75% of class time or more	0	0	5	7	5	4
	Total	24	100%	70	100%	127	100%	



<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total		
		<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>	
12f. Student presentations	stupres	0% of class time	15	63	19	27	44	35
		1-9% of class time	4	17	23	33	38	30
		10-19% of class time	4	17	12	17	21	17
		20-29% of class time	0	0	3	4	7	6
		30-39% of class time	0	0	4	6	6	5
		40-49% of class time	0	0	3	4	3	2
		50-74% of class time	1	4	5	7	7	6
		75% of class time or more	0	0	1	1	1	1
	Total	24	100%	70	100%	127	100%	
12g. In-class writing	clswrite	0% of class time	12	50	37	53	69	55
		1-9% of class time	8	33	17	24	33	26
		10-19% of class time	2	8	13	19	18	14
		20-29% of class time	2	8	2	3	4	3
		30-39% of class time	0	0	1	1	1	1
		40-49% of class time	0	0	0	0	1	1
		50-74% of class time	0	0	0	0	0	0
		75% of class time or more	0	0	0	0	0	0
	Total	24	100%	70	100%	126	100%	
12h. Performances in applied and fine arts (e.g., dance, drama, music)	perform	0% of class time	16	67	58	83	102	82
		1-9% of class time	2	8	6	9	9	7
		10-19% of class time	2	8	3	4	5	4
		20-29% of class time	2	8	0	0	3	2
		30-39% of class time	0	0	0	0	0	0
		40-49% of class time	0	0	1	1	1	1
		50-74% of class time	0	0	0	0	0	0
		75% of class time or more	2	8	2	3	5	4
	Total	24	100%	70	100%	125	100%	



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			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
12i. Experiential (labs, field work, etc.)	experien	0% of class time	9	38	32	46	58	46
		1-9% of class time	5	21	12	17	24	19
		10-19% of class time	1	4	9	13	14	11
		20-29% of class time	6	25	6	9	14	11
		30-39% of class time	2	8	3	4	5	4
		40-49% of class time	0	0	2	3	3	2
		50-74% of class time	1	4	1	1	4	3
		75% of class time or more	0	0	5	7	5	4
	Total	24	100%	70	100%	127	100%	
12j. Mark the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	fexams	Very Little	1	4	0	0	1	1
		2	0	0	0	0	0	0
		3	0	0	1	1	2	2
		4	4	17	6	9	14	11
		5	2	8	17	24	27	21
		6	9	38	29	41	49	39
		Very much	8	33	17	24	34	27
		Total	24	100%	70	100%	127	100%
13a. Memorizing facts, ideas, or methods from your course and readings	fmemoriz	Very Little	9	39	36	51	55	44
		Some	10	43	17	24	47	37
		Quite a Bit	4	17	13	19	20	16
		Very Much	0	0	4	6	4	3
		Total	23	100%	70	100%	126	100%
13b. Analyzing the basic elements of an idea, experience or theory	fanalyze	Very Little	0	0	0	0	0	0
		Some	2	9	9	13	13	10
		Quite a Bit	15	65	29	41	61	48
		Very Much	6	26	32	46	52	41
		Total	23	100%	70	100%	126	100%
13c. Synthesizing and organizing ideas, information, or experiences	fsynthes	Very Little	0	0	0	0	0	0
		Some	4	17	10	14	18	14
		Quite a Bit	10	43	17	24	40	32
		Very Much	9	39	43	61	68	54
		Total	23	100%	70	100%	126	100%



Variable	Response Options	Lower Division		Upper Division		Total		
		Count	Col %	Count	Col %	Count	Col%	
13d. Making judgments about the value of information, arguments or methods	fevaluat	Very Little	2	9	1	1	4	3
		Some	7	30	15	21	27	21
		Quite a Bit	8	35	25	36	48	38
		Very Much	6	26	29	41	47	37
		Total	23	100%	70	100%	126	100%
13e. Applying theories or concepts to practical problems or in new situations	fapplyin	Very Little	0	0	0	0	0	0
		Some	1	4	5	7	11	9
		Quite a Bit	8	35	17	24	35	28
		Very Much	14	61	48	69	80	63
		Total	23	100%	70	100%	126	100%
14a. Acquiring a broad general education	fgngenle	Very Little	2	9	2	3	8	6
		Some	4	17	21	30	36	29
		Quite a Bit	11	48	30	43	52	42
		Very Much	6	26	17	24	29	23
		Total	23	100%	70	100%	125	100%
14b. Acquiring job or work-related knowledge and skills	fgnwork	Very Little	2	9	2	3	4	3
		Some	4	17	10	14	17	14
		Quite a Bit	8	35	26	37	45	36
		Very Much	9	39	32	46	59	47
		Total	23	100%	70	100%	125	100%
14c. Writing clearly and effectively	fgnwrite	Very Little	2	9	4	6	7	6
		Some	14	61	16	23	34	27
		Quite a Bit	3	13	27	39	43	34
		Very Much	4	17	23	33	41	33
		Total	23	100%	70	100%	125	100%
14d. Speaking clearly and effectively	fgnspk	Very Little	5	22	6	9	15	12
		Some	8	35	17	24	33	26
		Quite a Bit	7	30	23	33	41	33
		Very Much	3	13	24	34	36	29
		Total	23	100%	70	100%	125	100%



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		Count	Col %	Count	Col %	Count	Col%	
14e. Thinking critically and analytically	fgnanaly	Very Little	0	0	0	0	0	0
		Some	0	0	0	0	0	0
		Quite a Bit	8	35	12	17	26	21
		Very Much	15	65	58	83	99	79
	Total	23	100%	70	100%	125	100%	
14f. Analyzing quantitative problems	fgnquant	Very Little	7	30	28	40	53	42
		Some	6	26	13	19	24	19
		Quite a Bit	7	30	11	16	22	17
		Very Much	3	13	18	26	27	21
	Total	23	100%	70	100%	126	100%	
14g. Using computing and information technology	fgncmpts	Very Little	6	26	13	19	28	22
		Some	8	35	23	33	45	36
		Quite a Bit	4	17	17	24	28	22
		Very Much	5	22	17	24	25	20
	Total	23	100%	70	100%	126	100%	
14h. Working effectively with others	fgnother	Very Little	5	22	4	6	11	9
		Some	10	43	20	29	43	34
		Quite a Bit	2	9	19	27	31	25
		Very Much	6	26	27	39	41	33
	Total	23	100%	70	100%	126	100%	
14i. Learning effectively on their own	fgninq	Very Little	0	0	0	0	1	1
		Some	4	17	7	10	14	11
		Quite a Bit	9	39	33	47	60	48
		Very Much	10	43	30	43	51	40
	Total	23	100%	70	100%	126	100%	
14j. Understanding themselves	fgnself	Very Little	5	22	8	11	16	13
		Some	4	17	21	30	32	25
		Quite a Bit	3	13	17	24	31	25
		Very Much	11	48	24	34	47	37
	Total	23	100%	70	100%	126	100%	



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	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
14k. Understanding people of other racial and ethnic backgrounds	fgndiver	Very Little	8	35	15	21	29	23
		Some	7	30	20	29	36	29
		Quite a Bit	2	9	13	19	23	18
		Very Much	6	26	22	31	38	30
		Total	23	100%	70	100%	126	100%
14l. Solving complex real-world problems	fgnprobs	Very Little	2	9	4	6	9	7
		Some	5	22	15	21	26	21
		Quite a Bit	9	39	15	21	35	28
		Very Much	7	30	36	51	56	44
		Total	23	100%	70	100%	126	100%
15a. Teaching undergraduate students in class	ugteach	0 hrs./week	0	0	0	0	15	12
		1-4 hrs./week	6	26	12	17	25	20
		5-8 hrs./week	3	13	22	31	31	25
		9-12 hrs./week	7	30	28	40	38	30
		13-16 hrs./week	2	9	3	4	6	5
		17-20 hrs./week	4	17	4	6	8	6
		21-30 hrs./week	0	0	1	1	2	2
		More than 30 hrs./week	1	4	0	0	1	1
		Total	23	100%	70	100%	126	100%
15b. Grading papers	gradepap	0 hrs./week	1	4	1	1	2	2
		1-4 hrs./week	7	30	27	39	53	42
		5-8 hrs./week	10	43	22	31	40	32
		9-12 hrs./week	4	17	10	14	17	13
		13-16 hrs./week	0	0	5	7	8	6
		17-20 hrs./week	1	4	4	6	5	4
		21-30 hrs./week	0	0	1	1	1	1
		More than 30 hrs./week	0	0	0	0	0	0
		Total	23	100%	70	100%	126	100%



		Lower Division		Upper Division		Total		
<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>	
15c. Giving feedback to students	gradebck	0 hrs./week	0	0	0	0	0	0
		1-4 hrs./week	10	43	34	49	63	50
		5-8 hrs./week	10	43	16	23	36	29
		9-12 hrs./week	1	4	15	21	18	14
		13-16 hrs./week	0	0	4	6	5	4
		17-20 hrs./week	2	9	1	1	4	3
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	0	0	0	0	0	0
		Total	23	100%	70	100%	126	100%
15d. Preparing for class	classprp	0 hrs./week	0	0	0	0	0	0
		1-4 hrs./week	9	39	13	19	30	24
		5-8 hrs./week	6	26	24	34	43	34
		9-12 hrs./week	5	22	16	23	29	23
		13-16 hrs./week	1	4	11	16	14	11
		17-20 hrs./week	2	9	6	9	9	7
		21-30 hrs./week	0	0	0	0	1	1
		More than 30 hrs./week	0	0	0	0	0	0
		Total	23	100%	70	100%	126	100%
15e. Reflecting on and revising class activities	reflect	0 hrs./week	0	0	0	0	0	0
		1-4 hrs./week	14	61	36	51	69	55
		5-8 hrs./week	3	13	22	31	37	29
		9-12 hrs./week	4	17	10	14	15	12
		13-16 hrs./week	2	9	2	3	4	3
		17-20 hrs./week	0	0	0	0	1	1
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	0	0	0	0	0	0
		Total	23	100%	70	100%	126	100%



National Survey of Student Engagement

The College Student Report

FSSE 2003 Pilot Test Frequency Distributions

Texas A&M University-Commerce

		Lower Division		Upper Division		Total		
<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>	
15f. Advising undergraduate students	advise	0 hrs./week	1	4	13	19	26	21
		1-4 hrs./week	15	65	36	51	62	49
		5-8 hrs./week	4	17	11	16	21	17
		9-12 hrs./week	2	9	4	6	8	6
		13-16 hrs./week	1	4	4	6	6	5
		17-20 hrs./week	0	0	1	1	2	2
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	0	0	1	1	1	1
	Total	23	100%	70	100%	126	100%	
15g. Working with under-graduates on research	fresearc	0 hrs./week	16	70	29	41	66	52
		1-4 hrs./week	5	22	32	46	43	34
		5-8 hrs./week	2	9	4	6	9	7
		9-12 hrs./week	0	0	2	3	3	2
		13-16 hrs./week	0	0	3	4	5	4
		17-20 hrs./week	0	0	0	0	0	0
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	0	0	0	0	0	0
	Total	23	100%	70	100%	126	100%	
15h. Supervising internships or other field experiences	fieldexp	0 hrs./week	13	57	46	66	81	65
		1-4 hrs./week	3	13	10	14	16	13
		5-8 hrs./week	4	17	5	7	14	11
		9-12 hrs./week	2	9	3	4	6	5
		13-16 hrs./week	0	0	3	4	4	3
		17-20 hrs./week	1	4	1	1	2	2
		21-30 hrs./week	0	0	2	3	2	2
		More than 30 hrs./week	0	0	0	0	0	0
	Total	23	100%	70	100%	125	100%	



Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col%
15i. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	ffacothr 0 hrs./week 1-4 hrs./week 5-8 hrs./week 9-12 hrs./week 13-16 hrs./week 17-20 hrs./week 21-30 hrs./week More than 30 hrs./week Total	7	30	17	24	36	29
		10	43	40	57	63	50
		2	9	6	9	12	10
		2	9	3	4	6	5
		1	4	1	1	4	3
		0	0	2	3	3	2
		0	0	0	0	0	0
		1	4	1	1	2	2
		23	100%	70	100%	126	100%
15j. Other interactions with students outside of the classroom	finterac 0 hrs./week 1-4 hrs./week 5-8 hrs./week 9-12 hrs./week 13-16 hrs./week 17-20 hrs./week 21-30 hrs./week More than 30 hrs./week Total	2	9	4	6	9	7
		15	65	39	56	74	59
		1	4	13	19	18	14
		3	13	9	13	13	10
		0	0	3	4	7	6
		0	0	1	1	2	2
		1	4	0	0	1	1
		1	4	1	1	2	2
		23	100%	70	100%	126	100%
16a. Practicum, internship, field experience, co-op experience	fintern Not Important Somewhat Important Important Very Important Total	2	9	5	7	8	6
		6	26	14	20	23	19
		5	22	13	19	27	22
		10	43	38	54	66	53
		23	100%	70	100%	124	100%
16b. Community service or volunteer work	fvoluntr Not Important Somewhat Important Important Very Important Total	5	22	16	23	24	19
		9	39	26	37	49	39
		6	26	15	21	34	27
		3	13	13	19	18	14
		23	100%	70	100%	125	100%
16c. Participation in a learning community or some other formal program where groups of students take 2 or more classes together	flerncom Not Important Somewhat Important Important Very Important Total	5	22	13	19	22	18
		10	43	27	39	51	41
		5	22	19	27	34	27
		3	13	11	16	18	14
		23	100%	70	100%	125	100%



FSSE 2003 Pilot Test Frequency Distributions
Texas A&M University-Commerce

Variable	Response Options	Lower Division		Upper Division		Total		
		Count	Col %	Count	Col %	Count	Col%	
16d. Work on a research project with you outside of course program requirements	fimpres	Not Important	9	39	21	30	39	31
		Somewhat Important	6	26	28	40	48	39
		Important	5	22	14	20	25	20
		Very Important	3	13	7	10	12	10
		Total	23	100%	70	100%	124	100%
16e. Foreign language coursework	fforlang	Not Important	6	26	20	29	41	33
		Somewhat Important	8	35	22	31	42	34
		Important	6	26	19	27	29	23
		Very Important	3	13	9	13	12	10
		Total	23	100%	70	100%	124	100%
16f. Study abroad	fstudyab	Not Important	8	35	16	23	34	27
		Somewhat Important	4	17	21	30	39	31
		Important	7	30	21	30	35	28
		Very Important	4	17	12	17	17	14
		Total	23	100%	70	100%	125	100%
16g. Independent study	findstud	Not Important	6	26	8	11	22	18
		Somewhat Important	9	39	26	37	47	38
		Important	2	9	22	31	30	24
		Very Important	6	26	14	20	26	21
		Total	23	100%	70	100%	125	100%
16h. Self-designed major	fsdmajor	Not Important	12	52	29	41	60	48
		Somewhat Important	8	35	26	37	43	34
		Important	3	13	9	13	16	13
		Very Important	0	0	6	9	6	5
		Total	23	100%	70	100%	125	100%
16i. Culminating senior experience	fsenior	Not Important	4	17	10	14	19	15
		Somewhat Important	7	30	20	29	37	30
		Important	7	30	21	30	40	32
		Very Important	5	22	19	27	29	23
		Total	23	100%	70	100%	125	100%



	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
17a. Student relationships with other students	fenvstu	Unfriendly, Unsupportive, Sense of Alienation	0	0	0	0	0	0
		2	0	0	0	0	0	0
		3	2	9	1	1	4	3
		4	1	4	5	7	9	7
		5	8	35	19	28	34	28
		6	11	48	27	40	51	42
		Friendly, Supportive, Sense of Belonging	1	4	15	22	24	20
		Total	23	100%	67	100%	122	100%
17b. Student relationships with faculty	fenvfac	Unfriendly, Unsupportive, Sense of Alienation	0	0	0	0	0	0
		2	0	0	1	1	1	1
		3	1	4	2	3	4	3
		4	1	4	4	6	9	7
		5	7	30	20	30	36	30
		6	12	52	26	39	50	41
		Friendly, Supportive, Sense of Belonging	2	9	14	21	22	18
		Total	23	100%	67	100%	122	100%
17c. Student relationships with administrative personnel and offices	fenvadm	Unfriendly, Unsupportive, Sense of Alienation	0	0	0	0	0	0
		2	5	22	3	4	9	7
		3	5	22	12	18	20	16
		4	3	13	20	30	33	27
		5	5	22	14	21	22	18
		6	4	17	13	19	30	25
		Friendly, Supportive, Sense of Belonging	1	4	5	7	8	7
		Total	23	100%	67	100%	122	100%
18a. Requiring student to spend significant amounts of time studying and on academic work	fenvscho	Very little	4	17	5	7	11	9
		Some	5	22	22	32	41	33
		Quite a bit	12	52	33	49	56	46
		Very much	2	9	8	12	15	12
		Total	23	100%	68	100%	123	100%



FSSE 2003 Pilot Test Frequency Distributions
Texas A&M University-Commerce

Variable	Response Options	Lower Division		Upper Division		Total		
		Count	Col %	Count	Col %	Count	Col%	
18b. Providing students support they need to help them succeed academically	fenvsupr	Very little	2	9	2	3	5	4
		Some	5	22	11	16	25	20
		Quite a bit	8	35	34	50	58	47
		Very much	8	35	21	31	35	28
		Total	23	100%	68	100%	123	100%
18c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds	fenvdivr	Very little	6	26	7	10	18	15
		Some	9	39	26	38	45	37
		Quite a bit	6	26	23	34	42	34
		Very much	2	9	12	18	18	15
		Total	23	100%	68	100%	123	100%
18d. Helping students cope with their non-academic responsibilities (work, family, etc.)	fenvnaca	Very little	2	9	8	12	17	14
		Some	15	65	30	44	55	45
		Quite a bit	4	17	22	32	38	31
		Very much	2	9	8	12	13	11
		Total	23	100%	68	100%	123	100%
18e. Providing students the support they need to thrive socially	fenvsoca	Very little	6	26	7	10	18	15
		Some	9	39	35	52	57	47
		Quite a bit	7	30	22	33	41	34
		Very much	1	4	3	4	6	5
		Total	23	100%	67	100%	122	100%
18f. Attending campus events and activities (special speakers, cultural events, symposia, etc.)	fenveven	Very little	6	26	10	15	24	20
		Some	6	26	32	47	48	39
		Quite a bit	7	30	22	32	42	34
		Very much	4	17	4	6	9	7
		Total	23	100%	68	100%	123	100%
18g. Encouraging students to use computers in their academic work	fenvcomp	Very little	1	4	2	3	3	2
		Some	6	26	10	15	19	15
		Quite a bit	10	43	28	41	57	46
		Very much	6	26	28	41	44	36
		Total	23	100%	68	100%	123	100%



Variable	Response Options	Lower Division		Upper Division		Total		
		Count	Col %	Count	Col %	Count	Col %	
19. During this term, does your institution consider you to be employed part-time or full-time?	Part-time	2	9	6	9	11	9	
	Full-time	21	91	62	91	113	91	
	Total	23	100%	68	100%	124	100%	
20. Which of the following best describes your academic rank, title or current position?	Professor	4	17	16	24	28	23	
	Associate Professor	1	4	10	15	19	15	
	Assistant Professor	6	26	19	28	36	29	
	Instructor	7	30	20	29	32	26	
	Lecturer	3	13	3	4	7	6	
	Grad. Teaching Asst.	0	0	0	0	0	0	
	Other	2	9	0	0	2	2	
Total	23	100%	68		124	100%		
21. What is the general discipline of your academic appointment? (Please specify an academic discipline)	apdiscol	Arts and Humanities	6	26	15	22	25	20
		Biological Science	1	4	2	3	3	2
		Business	2	9	7	10	13	10
		Education	0	0	10	15	22	18
		Engineering	0	0	1	1	3	2
		Physical Science	3	13	9	13	12	10
		Professional	0	0	1	1	3	2
		Social Science	4	17	11	16	22	18
		Other	7	30	12	18	21	17
Total	23	100%	68	100%	124	100%		
22. What is your current tenure	Tenured	7	30	28	41	46	37	
	Tenure track/not tenured	5	22	13	19	28	23	
	Not on track, institution has tenure	10	43	27	40	49	40	
	No tenure system	1	4	0	0	0	0	
Total	23	100%	68	100%	123	100%		
23. Number of years teaching at any college/university:	Less than 5	4	18	16	24	29	24	
	5-9	4	18	13	19	23	19	
	10-14	5	23	6	9	14	11	
	15 or more	9	41	32	48	56	46	
	Total	22	100%	67	100%	122	100%	



Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col%
24. Age	34 or younger	6	26	9	14	16	13
	35-44	3	13	10	15	19	16
	45-54	6	26	18	27	31	25
	Over 54	8	35	29	44	56	46
	Total	23	100%	66	100%	122	100%
25. Your sex:	Male	18	78	35	51	73	59
	Female	5	22	33	49	51	41
	Total	23	100%	68	100%	124	100%
26. Are you a foreign national	No	23	100	68	100	123	99
	Yes	0	0	0	0	1	1
	Total	23	100%	68	100%	124	100%
27. What is your racial or ethnic identification? (Mark all that apply.)	African American/Black	2	9	0	0	4	3
	American Indian/Alaska Native	0	0	0	0	0	0
	Asian/Pacific Islander	0	0	2	3	3	2
	Caucasian/White	20	87	59	87	106	87
	Hispanic, Latino, or Spanish	1	4	0	0	1	1
	Other	0	0	2	3	2	2
	Multi-racial/ethnic	0	0	5	7	6	5
	Total	23	100%	68	100%	122	100%

FSSE 2003 Faculty Responses

5. Academic and Intellectual Experiences		Variable	Class	50% or Higher	Never
a.	Frequently ask questions in class or contribute to class discussions	fclquest	LD	31%	0%
			UD	64%	0%
b.	Frequently come to class without completing readings or assignments	fclunpre	LD	40%	0%
			UD	28%	3%
c.	Use e-mail to communicate with you	femail	LD	16%	4%
			UD	42%	1%
d.	Discuss grades or assignments with you	fgrade	LD	20%	0%
			UD	53%	0%
e.	Talk about career plans with you	fplans	LD	16%	8%
			UD	27%	0%
f.	Discuss ideas from readings or classes with you outside of class	fideas	LD	12%	4%
			UD	18%	1%
g.	Work harder than they usually do to meet your standards	fworkhrd	LD	24%	0%
			UD	44%	0%

6. Academic and Intellectual Experiences		Variable	Class	Very Often or Often	Never
a.	Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	fdivclas	LD	24%	20%
			UD	59%	15%
b.	Work with other students on projects during class	fclassgr	LD	32%	16%
			UD	64%	7%
c.	Participate in a community-based project as part of your course	fcommpro	LD	8%	76%
			UD	22%	59%
d.	Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	fiticade	LD	36%	28%
			UD	51%	21%
e.	Receive prompt feedback (written or oral) from you on their academic performance	ffeed	LD	100%	0%
			UD	97%	0%
f.	Have serious conversations in your course with students of a different race or ethnicity than their own	fdivrstu	LD	48%	8%
			UD	58%	8%
g.	Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	fdiffstu	LD	32%	4%
			UD	55%	6%

NSSE 2003 Student Responses

1. Academic and Intellectual Experiences		Variable	Class	Very Often or Often	Never
a.	Asked questions in class or contributed to class discussions	clquest	FY	69%	0%
			SR	79%	1%
f.	Come to class without completing assignments	clunprep	FY	14%	21%
			SR	10%	21%
m.	Used e-mail to communicate with an instructor	email	FY	52%	10%
			SR	72%	1%
n.	Discussed grades or assignments with an instructor	facgrade	FY	46%	7%
			SR	69%	3%
o.	Talked about career plans with an instructor	facplans	FY	24%	41%
			SR	44%	13%
p.	Discussed ideas from your readings or classes with faculty members outside of class	facideas	FY	18%	44%
			SR	31%	29%
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	workhard	FY	44%	11%
			SR	63%	3%

1. Academic and Intellectual Experiences		Variable	Class	Very Often or Often	Never
a.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	divclass	FY	56%	8%
			SR	65%	3%
f.	Worked with other students on projects during class	classgrp	FY	42%	14%
			SR	57%	6%
m.	Participated in a community-based project as part a regular course	commproj	FY	6%	75%
			SR	8%	67%
n.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	itacadem	FY	55%	10%
			SR	60%	9%
o.	Received prompt feedback (written or oral) from faculty on your academic performance	facfeed	FY	48%	10%
			SR	79%	2%
p.	Had serious conversations with students of a different race or ethnicity than your own	divrstud	FY	52%	18%
			SR	47%	9%
r.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	diffstu2	FY	48%	15%
			SR	49%	10%



FSSE 2003 Faculty Responses

NSSE 2003 Student Responses

10. Academic and intellectual experiences		Variable	Class	Very Important or Important	Not Important
a.	Prepare two or more drafts of a paper or assignment before turning it in	frewropa	LD	38%	42%
			UD	43%	26%
b.	Work on a paper or project that requires integrating ideas or information from various sources	fintegra	LD	58%	29%
			UD	84%	1%
c.	Work with classmates outside of class to prepare class assignments	focgrp	LD	33%	50%
			UD	50%	10%
d.	Put together ideas or concepts from different courses when completing assignments or during class discussions	fintidea	LD	58%	21%
			UD	69%	3%
e.	Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	foocidea	LD	46%	8%
			UD	63%	6%
f.	Tutor or teach other students (paid or voluntary)	ftutor	LD	50%	29%
			UD	30%	30%

12. Evaluations of student performance		Variable	Class	Very Much	Very Little
Mark the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students to do their best work	fexams	LD		33%	4%
			UD	24%	0%

13. Mental activities		Variable	Class	Very Much or Quite a Bit	Very Little
a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings	fmemoriz	LD	17%	39%
			UD	24%	51%
b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	fanalyze	LD	91%	0%
			UD	87%	0%
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	fsynthes	LD	83%	0%
			UD	86%	0%
d.	Coursework emphasizes: Making judgments about the value of information, arguments or methods	fevaluat	LD	61%	9%
			UD	77%	1%
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	fapplyin	LD	96%	0%
			UD	93%	0%

1. Academic and Intellectual Experiences		Variable	Class	Very Often or Often	Never
i.c.	Prepared two or more drafts of a paper or assignment before turning it in	rewropap	FY	59%	11%
			SR	55%	11%
d.	Worked on a paper or project that required integrating ideas or information from various sources	integrat	FY	69%	1%
			SR	87%	1%
h.	Worked with classmates outside of class to prepare class assignments	occgrp	FY	25%	25%
			SR	50%	6%
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	intideas	FY	44%	13%
			SR	60%	3%
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	oocideas	FY	44%	10%
			SR	74%	3%
j.	Tutored or taught other students (paid or voluntary)	tutor	FY	6%	56%
			SR	19%	41%

3. Evaluations of student performance		Variable	Class	Very Much	Very Little
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	exams	LD	FY	19%	1%
			SR	30%	1%

2. Mental activities		Variable	Class	Very Much or Quite a Bit	Very Little
a.	Coursework emphasizes: Memorizing facts, ideas or methods from your course and readings	memorize	FY	62%	7%
			SR	65%	10%
b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	analyze	FY	75%	1%
			SR	90%	0%
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	synthesz	FY	58%	4%
			SR	80%	1%
d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	evaluate	FY	62%	8%
			SR	69%	4%
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	applying	FY	52%	4%
			SR	82%	3%



FSSE 2003 Faculty Responses

NSSE 2003 Student Responses

14. Educational and personal growth	Variable	Class	Very Much or	
			Quite a Bit	Very Little
a. Acquiring a broad general education	fgngenle	LD	74%	9%
		UD	67%	3%
b. Acquiring job or work-related knowledge and skills	fgnwork	LD	74%	9%
		UD	83%	3%
c. Writing clearly and effectively	fgnwrite	LD	30%	9%
		UD	71%	6%
d. Speaking clearly and effectively	fgnspeak	LD	43%	22%
		UD	67%	9%
e. Thinking critically and analytically	fgnanaly	LD	100%	0%
		UD	100%	0%
f. Analyzing quantitative problems	fgnquant	LD	43%	30%
		UD	41%	40%
g. Using computing and information technology	fgncmpts	LD	39%	26%
		UD	49%	19%
h. Working effectively with others	fgnother	LD	35%	22%
		UD	66%	6%
i. Learning effectively on their own	fgninq	LD	83%	0%
		UD	90%	0%
j. Understanding themselves	fgnself	LD	61%	22%
		UD	59%	11%
k. Understanding people of other racial and ethnic backgrounds	fgndiver	LD	35%	35%
		UD	50%	21%
l. Solving complex real-world problems	fgnprobs	LD	70%	9%
		UD	73%	6%

11. Educational and personal growth	Variable	Class	Very Much or	
			Quite a Bit	Very Little
a. Acquiring a broad general education	gngenled	FY	77%	3%
		SR	92%	3%
b. Acquiring job or work-related knowledge and skills	gnwork	FY	42%	23%
		SR	80%	7%
c. Writing clearly and effectively	gnwrite	FY	65%	7%
		SR	77%	3%
d. Speaking clearly and effectively	gnspeak	FY	63%	17%
		SR	70%	4%
e. Thinking critically and analytically	gnanaly	FY	76%	7%
		SR	89%	1%
f. Analyzing quantitative problems	gnquant	FY	59%	14%
		SR	74%	2%
g. Using computing and information technology	gncmpts	FY	61%	7%
		SR	82%	3%
h. Working effectively with others	gnothers	FY	52%	11%
		SR	79%	3%
j. Learning effectively on their own	gninq	FY	59%	7%
		SR	81%	1%
k. Understanding themselves	gnself	FY	45%	21%
		SR	64%	10%
l. Understanding people of other racial and ethnic backgrounds	gndivers	FY	49%	25%
		SR	58%	14%
m. Solving complex real-world problems	gnprobsv	FY	38%	20%
		SR	65%	6%

16. Enriching Educational Experiences	Variable	Class	Very Important	Not
			or Important	Important
a. Practicum, internship, field experience, co-op experience	fintern	LD	65%	9%
		UD	73%	7%
b. Community service or volunteer work	fvoluntr	LD	39%	22%
		UD	40%	23%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	flerncom	LD	35%	22%
		UD	43%	19%
d. Work on a research project with you outside of course program requirements	fimpres	LD	35%	39%
		UD	30%	30%
e. Foreign language coursework	fforlang	LD	39%	26%
		UD	40%	29%

7. Enriching Educational Experiences	Variable	Class	Yes	
a. Practicum, internship, field experience, co-op experience	intern	FY	73%	
		SR	66%	
b. Community service or volunteer work	volunter	FY	65%	
		SR	45%	
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	38%	
		SR	23%	
d. Work on a research project with you outside of course program requirements	research	FY	23%	
		SR	13%	
e. Foreign language coursework	forlang	FY	23%	
		SR	17%	



FSSE 2003 Faculty Responses

NSSE 2003 Student Responses

16. Enriching Educational Experiences		Variable	Class	Very Important or Important	Not Important
f.	Study abroad	ftudyab	LD	48%	35%
			UD	47%	23%
i.	Culminating senior experience	fsenior	LD	52%	17%
			UD	57%	14%

7. Enriching Educational Experiences		Variable	Class	Yes
f.	Study abroad	studyabr	FY	21%
			SR	15%
i.	Culminating senior experience	seniorx	FY	62%
			SR	72%

17. Quality of Relationships		Variable	Class	Friendly, Supportive, Sense of Belonging (7)	Unfriendly, Unsupportive, Sense of Alienation (1)
a.	Student relationships with other students	fenvstu	LD	4%	0%
			UD	22%	0%
b.	Student relationships with faculty members	fenvfac	LD	9%	0%
			UD	21%	0%
c.	Student relationships with administrative personnel and offices	fenvadm	LD	4%	0%
			UD	7%	0%

17. Quality of Relationships		Variable	Class	Friendly, Supportive, Sense of Belonging (7)	Unfriendly, Unsupportive, Sense of Alienation (1)
a.	Quality of relationships with other students	envstu	FY	44%	0%
			SR	43%	0%
b.	Quality of relationships with faculty members	envfac	FY	34%	1%
			SR	39%	0%
c.	Quality of relationships with administrative personnel and offices	envadm	FY	27%	6%
			SR	22%	3%

18. Institutional Environment		Variable	Class	Very Much or Quite a Bit	Very Little
a.	Requiring students to spend significant amounts of time studying and on academic work	fenvscho	LD	61%	17%
			UD	60%	7%
b.	Providing students support they need to help them succeed academically	fensupr	LD	70%	9%
			UD	81%	3%
c.	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	fenvdivr	LD	35%	26%
			UD	51%	10%
d.	Helping students cope with their non-academic responsibilities (work, family, etc.)	fenvaca	LD	26%	9%
			UD	44%	12%
e.	Providing students the support they need to thrive socially	fenvsoca	LD	35%	26%
			UD	37%	10%
f.	Attending campus events and activities (special speakers, cultural events, symposia, etc.)	fenveven	LD	48%	26%
			UD	38%	15%
g.	Encouraging students to use computers in their academic work	fenvcomp	LD	70%	4%
			UD	82%	3%

10. Institutional Environment		Variable	Class	Very Much or Quite a Bit	Very Little
a.	Spending significant amounts of time studying and on academic work	envschol	FY	70%	7%
			SR	79%	4%
b.	Providing the support you need to help you succeed academically	envsuprt	FY	59%	11%
			SR	77%	11%
c.	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	envdivrs	FY	41%	28%
			SR	53%	12%
d.	Helping students cope with their non-academic responsibilities (work, family, etc.)	envacad	FY	24%	41%
			SR	30%	39%
e.	Providing students the support they need to thrive socially	envsocal	FY	34%	39%
			SR	30%	24%
f.	Attending campus events and activities (special speakers, cultural events, symposia, etc.)	envevent	FY	45%	20%
			SR	35%	24%
g.	Using computers in academic work	envcompt	FY	86%	3%
			SR	8966%	1%

Institutional Benchmark Report

November 2003

Texas A&M University-Commerce

Response Rate 30%
F350 44%



National Survey of
Student Engagement

The College Student Report



Introduction

The National Survey of Student Engagement (NSSE) annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and institutional improvement, NSSE created five clusters or benchmarks of effective educational practice:

- (1) Level of academic challenge
- (2) Active and collaborative learning
- (3) Student-faculty interactions
- (4) Enriching educational experiences
- (5) Supportive campus environment.

The benchmarks are made up of groups of items on the survey and are expressed in 100-point scales. Each year, NSSE calculates benchmark scores to monitor performance at the institutional, sector, and national level. This year's analysis is based on approximately 185,000 randomly selected students at 649 four-year colleges and universities that participated in 2001, 2002, and 2003. The students represent a broad cross-section of first-year and senior students from every region of the country. The institutions are similar in most respects to the universe of four-year schools. More detailed information about the benchmarks can be found in the annual report that accompanies this mailing and on the NSSE website at www.iub.edu/~nsse.

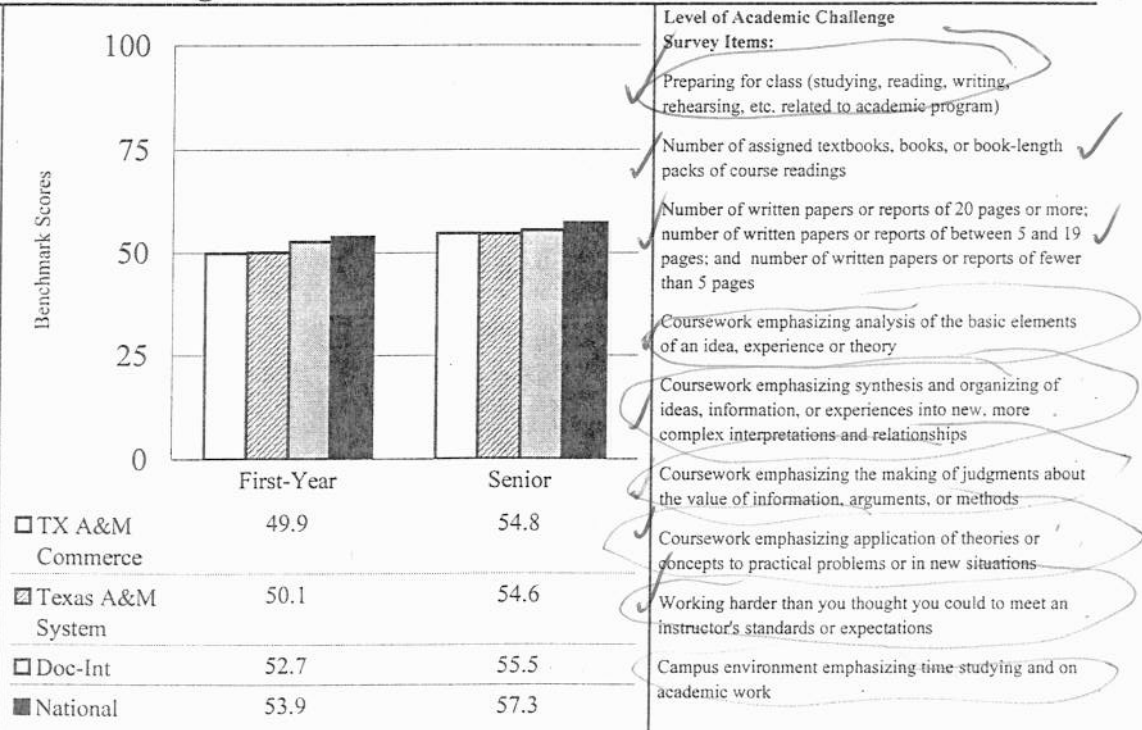
Benchmark Report

The Benchmark Report presents your institution's benchmark scores and compares them to schools in your Carnegie Classification, and the NSSE national norms. In addition, it provides summary statistics, a decile chart that gauges your institution's performance compared with other schools, and your Institutional Engagement Index. This index represents the degree to which your students do more or less than expected in terms of their engagement in the five areas of effective educational practice after adjusting for the types of students that attend your school and various institutional characteristics.

NSSE and the benchmarks of effective educational practice provide an instructive way to look at and talk about teaching and learning. Thus, they are intended to help stimulate conversations on campus and help determine whether student behavior and institutional practices are headed in the right direction.

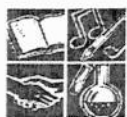
Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.



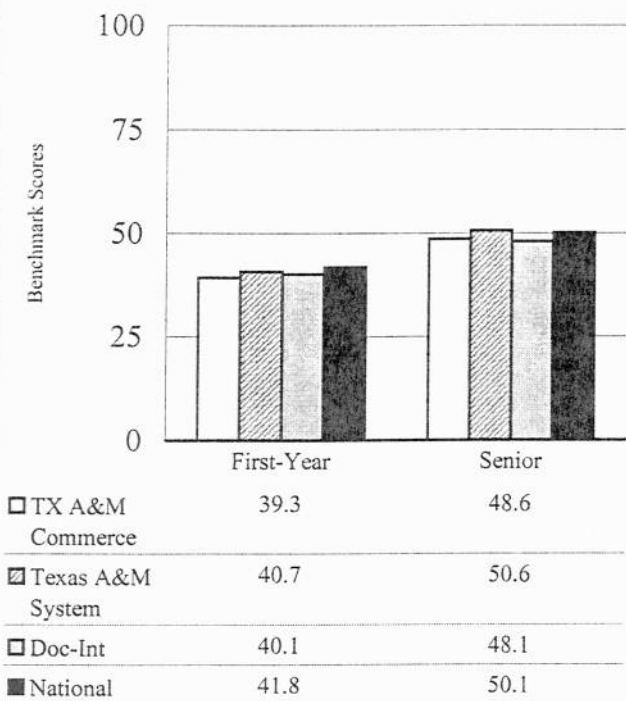
- Level of Academic Challenge Survey Items:**
- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
 - Number of assigned textbooks, books, or book-length packs of course readings
 - Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
 - Coursework emphasizing analysis of the basic elements of an idea, experience or theory
 - Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
 - Coursework emphasizing the making of judgments about the value of information, arguments, or methods
 - Coursework emphasizing application of theories or concepts to practical problems or in new situations
 - Working harder than you thought you could to meet an instructor's standards or expectations
 - Campus environment emphasizing time studying and on academic work

Add



Active and Collaborative Learning

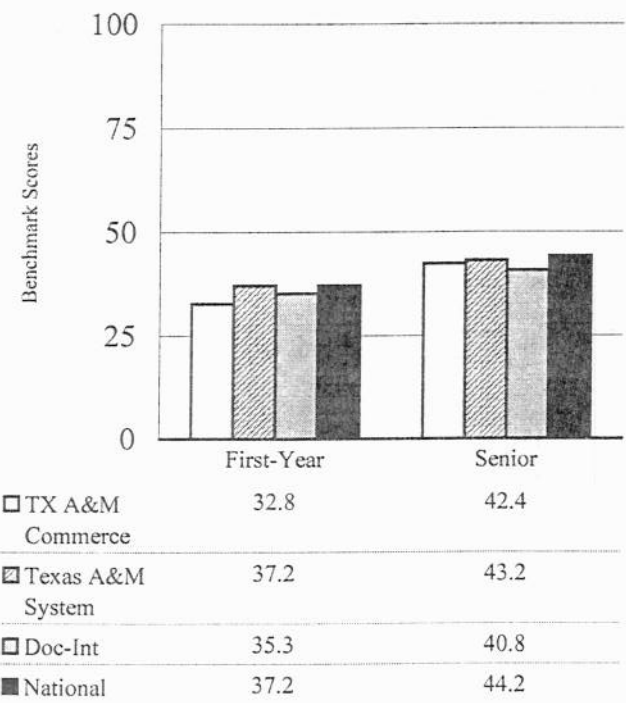
Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.



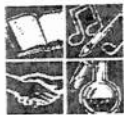
- Active and Collaborative Learning Survey Items:
- Asked questions in class or contributed to class discussions ✓
 - Made a class presentation ✓
 - Worked with other students on projects during class ✓
 - Worked with classmates outside of class to prepare class assignments ✓
 - Tutored or taught other students ✓
 - Participated in a community-based project as part of a regular course ✓
 - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) ✓
- ok*

Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



- Student-Faculty Interaction Survey Items:
- Discussed grades or assignments with an instructor ✓
 - Talked about career plans with a faculty member or advisor ✓
 - Discussed ideas from your readings or classes with faculty members outside of class ✓
 - Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.) ✓
 - Received prompt feedback from faculty on your academic performance (written or oral) ✓
 - Worked or planned to work with a faculty member on a research project outside of course or program requirements ✓
- ok*



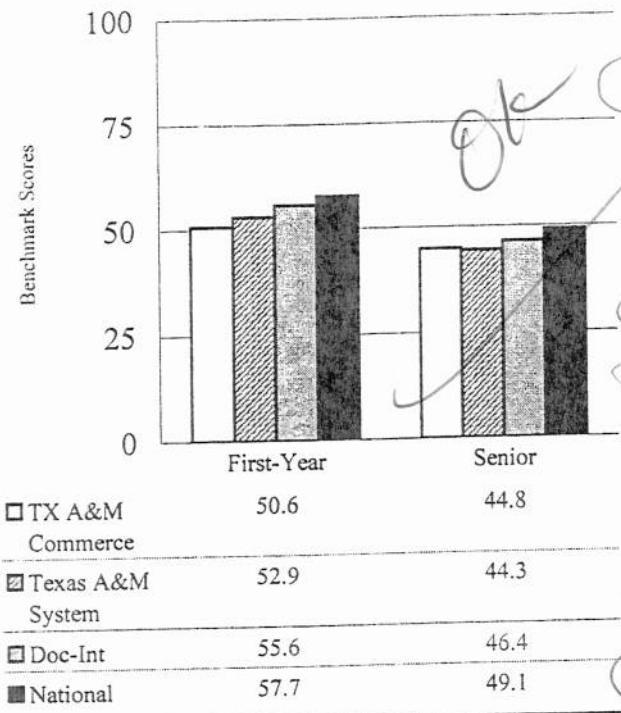
National Survey of Student Engagement

The College Student Report

2003 Institutional Benchmark Report Texas A&M University-Commerce

Enriching Educational Experiences

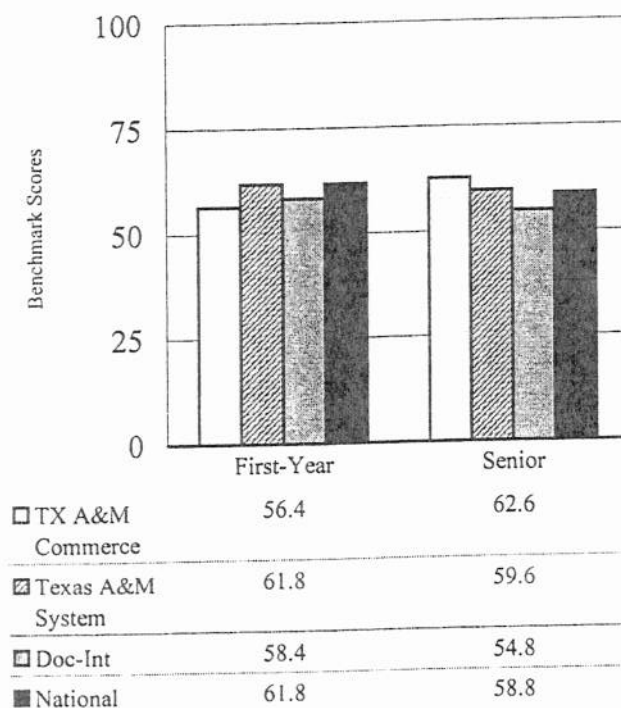
Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.



- Enriching Educational Experiences Survey Items:
- Participating in co-curricular activities (organizations, publications, student government, sports, etc.) ✓
 - Practicum, internship, field experience, co-op experience, or clinical assignment ✓
 - Community service or volunteer work ✓
 - Foreign language coursework & study abroad ✓
 - Independent study or self-designed major ✓
 - Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ✓
 - Serious conversations with students of different religious beliefs, political opinions, or personal values ✓
 - Serious conversations with students of a different race or ethnicity ✓
 - Using electronic technology to discuss or complete an assignment ✓
 - Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds ✓

Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive the working and social relations among different groups on campus.



- Supportive Campus Environment Survey Items:
- Campus environment provides the support you need to help you succeed academically ✓
 - Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ✓
 - Campus environment provides the support you need to thrive socially ✓
 - Quality of relationships with other students ✓
 - Quality of relationships with faculty members ✓
 - Quality of relationships with administrative personnel and offices ✓



First-Year				
Benchmark	TX A&M Commerce Benchmark Score	Comparison Group Statistics		
			Doc-Int	National
Level of Academic Challenge	49.9	Benchmark Score	52.7	53.9
		Score Difference	-2.9	-4.0
		Standard Deviation	3.1	4.2
		Standard Score	-0.9	-1.0
Active and Collaborative Learning	39.3	Benchmark Score	40.1	41.8
		Score Difference	-0.8	-2.5
		Standard Deviation	4.9	4.8
		Standard Score	-0.2	-0.5
Student-Faculty Interaction	32.8	Benchmark Score	35.3	37.2
		Score Difference	-2.5	-4.4
		Standard Deviation	4.5	5.7
		Standard Score	-0.5	-0.8
Enriching Educational Experiences	50.6	Benchmark Score	55.6	57.7
		Score Difference	-5.0	-7.1
		Standard Deviation	5.8	7.3
		Standard Score	-0.9	-1.0
Supportive Campus Environment	56.4	Benchmark Score	58.4	61.8
		Score Difference	-1.9	-5.4
		Standard Deviation	4.0	5.3
		Standard Score	-0.5	-1.0
Number of Institutions			57	646

Explanation of Statistics

Benchmark Score: The weighted arithmetic average (mean) of the corresponding survey items, calculated by dividing the sum of values for each item by the total number of students responding to that item. Each benchmark was put on a 100-point scale. Comparison group benchmark scores are the average of all institutional benchmark scores within the group.

Score Difference: The result of subtracting the comparison group score (Carnegie Classification or national) from your institution's score on each benchmark.

Standard Deviation: The average amount each institution's benchmark score deviates from the mean of all benchmark scores in the comparison group. The greater the dispersion of scores the larger the standard deviation.

Standard Score (SS): In statistical terms, this is a z score, the standardized magnitude of the difference between your school's benchmark score and the mean of the comparison group. It is calculated by dividing the score difference by the standard deviation of the distribution of scores for the comparison group.

Assuming the group means are normally distributed, a SS of 0.5 refers to a benchmark score that is greater than 69% of all comparison group schools, and 1.0 is greater than 84%. Likewise, a negative SS of -0.5 corresponds to a score that is better than 31% of the comparison group, and a -1.0 corresponds to an institution score better than only 16% of the comparison group. A SS of zero indicates that the institution and comparison group benchmark scores are equal, and that the institution's score is higher than roughly 50% of the other schools in the group. These values are illustrated in the table and chart at the bottom of page 8 of this report.

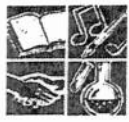
Also note the sign of the SS. A positive sign means that your institution's score was greater than the comparison group average, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind, suggesting that the student behavior or institutional practice represented by the benchmark may warrant attention.

Senior				
Benchmark	TX A&M Commerce Benchmark Score	Comparison Group Statistics		
			Doc-Int	National
Level of Academic Challenge	54.8	Benchmark Score	55.5	57.3
		Score Difference	-0.7	-2.5
		Standard Deviation	2.3	3.9
		Standard Score	-0.3	-0.6
Active and Collaborative Learning	48.6	Benchmark Score	48.1	50.1
		Score Difference	0.5	-1.6
		Standard Deviation	4.1	4.3
		Standard Score	0.1	-0.4
Student-Faculty Interaction	42.4	Benchmark Score	40.8	44.2
		Score Difference	1.6	-1.8
		Standard Deviation	4.9	6.8
		Standard Score	0.3	-0.3
Enriching Educational Experiences	44.8	Benchmark Score	46.4	49.1
		Score Difference	-1.7	-4.3
		Standard Deviation	6.0	7.3
		Standard Score	-0.3	-0.6
Supportive Campus Environment	62.6	Benchmark Score	54.8	58.8
		Score Difference	7.9	3.9
		Standard Deviation	4.2	5.7
		Standard Score	1.9	0.7
Number of Institutions			57	648



These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both first-year and senior students. Deciles are percentile scores that divide the range of benchmark scores into ten equal groups. A percentile is the point in a distribution at or below which a given percentage of institutional benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the institutional benchmark scores fall for the respective comparison group. Deciles are listed for both the NSSE national results and for each of the Carnegie Classifications. To help you gauge your institution's performance relative to the comparison groups, the shaded areas on the national and Carnegie Classification tables indicate the deciles that are less than or equal to your benchmark score. For example, if your benchmark score on Academic Challenge for first-year students is 56.1, then your institution falls within the 70th and 80th percentile range on the national table, and between the 80th and 90th percentiles on the Doc-Extensive table.

	First-Year											Senior										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
National																						
Level of Academic Challenge	44.6	48.9	50.2	51.2	52.4	53.5	54.9	55.9	57.4	59.7	68.2	40.3	52.6	54.2	55.1	56.0	56.8	57.7	59.0	60.2	62.6	74.0
Active and Collaborative Learning	30.5	35.6	37.4	39.1	40.4	41.5	42.8	44.0	45.8	47.9	59.8	38.1	44.8	46.6	47.8	48.9	49.8	50.8	52.0	53.5	55.5	65.8
Student-Faculty Interaction	23.1	30.7	32.4	33.7	35.1	36.3	37.6	39.5	41.5	44.8	74.0	28.1	36.0	38.2	40.0	41.8	43.3	45.3	47.3	49.7	53.5	69.8
Enriching Educational Experiences	39.9	48.4	51.4	53.4	55.7	57.6	59.3	61.3	63.8	67.3	80.3	30.5	40.6	42.5	44.4	45.9	47.7	50.6	52.6	55.1	59.0	75.3
Supportive Campus Environment	45.6	55.1	57.3	58.7	60.1	61.6	63.0	64.5	66.4	68.8	85.4	44.8	51.3	53.7	55.4	57.1	58.6	60.4	61.8	63.7	66.2	76.4
Doc-Extensive																						
Level of Academic Challenge	47.0	48.5	49.5	50.0	50.6	51.4	52.5	53.6	55.2	57.1	62.1	50.5	52.4	53.2	53.8	54.8	54.9	55.3	56.6	57.0	59.0	61.5
Active and Collaborative Learning	33.1	34.7	35.3	36.1	37.1	37.6	38.1	39.7	40.5	41.8	47.1	39.3	42.8	43.7	44.8	45.5	46.2	46.7	47.4	48.3	49.5	55.7
Student-Faculty Interaction	28.7	30.5	31.9	32.4	32.9	33.5	34.0	35.2	36.0	37.8	44.2	30.8	36.2	37.1	37.9	38.5	39.0	40.6	41.7	43.4	44.4	49.7
Enriching Educational Experiences	47.9	51.7	53.2	54.6	56.3	57.6	58.9	59.6	60.8	63.6	71.0	39.0	42.6	44.4	45.2	46.0	46.7	47.6	49.3	51.9	54.2	57.6
Supportive Campus Environment	50.0	53.8	55.0	56.5	57.5	58.2	58.7	59.5	60.4	61.1	72.3	44.9	48.5	50.1	51.2	52.2	53.4	54.1	55.3	56.7	58.1	69.1
Doc-Intensive																						
Level of Academic Challenge	46.0	48.5	50.2	51.0	51.8	52.8	53.4	54.0	55.5	57.1	60.2	50.9	52.4	53.6	54.2	54.7	55.2	56.1	57.0	58.0	58.9	59.6
Active and Collaborative Learning	31.4	34.6	35.5	37.5	38.2	39.4	40.5	41.9	44.0	47.7	54.0	39.9	43.4	44.8	45.6	46.5	47.8	48.5	49.6	51.0	52.8	61.2
Student-Faculty Interaction	27.1	29.3	31.0	32.4	33.6	35.3	36.0	37.2	39.4	41.2	46.4	30.5	34.5	35.9	37.1	39.5	41.4	42.7	43.4	44.5	47.3	50.8
Enriching Educational Experiences	45.3	48.8	50.1	51.2	52.9	55.6	57.4	59.6	60.7	64.5	68.2	38.3	40.4	41.4	42.3	43.6	44.8	45.9	47.9	51.7	55.5	65.6
Supportive Campus Environment	49.3	52.2	55.3	56.6	57.5	58.5	59.1	61.2	61.8	62.3	67.3	45.6	48.8	51.4	52.6	53.6	55.2	55.6	56.8	57.7	60.8	65.6
Master's I & II																						
Level of Academic Challenge	45.2	48.3	49.7	50.4	51.5	52.4	53.2	54.8	55.8	57.4	64.4	48.5	52.6	53.7	54.9	55.6	56.2	56.9	57.7	59.0	60.7	65.4
Active and Collaborative Learning	30.5	35.5	37.1	38.8	40.0	41.0	41.8	43.5	44.7	46.5	54.5	38.7	45.8	47.3	48.2	49.2	50.0	50.8	51.9	53.3	54.6	63.9
Student-Faculty Interaction	23.1	30.0	31.6	33.2	34.4	35.4	36.6	37.7	39.7	41.6	50.0	28.1	35.4	37.5	39.3	40.9	42.2	43.5	45.4	47.2	49.6	57.1
Enriching Educational Experiences	40.5	47.6	49.7	51.8	53.2	55.0	57.0	58.9	60.9	63.4	71.4	30.5	39.9	41.4	42.6	44.5	45.7	47.3	49.4	51.9	54.7	64.0
Supportive Campus Environment	45.6	55.0	56.9	58.6	59.7	61.2	62.6	63.8	65.3	67.5	73.7	44.8	52.2	54.3	55.8	57.4	58.7	59.9	61.3	62.7	64.8	71.8
Bac-Liberal Arts																						
Level of Academic Challenge	48.9	52.6	54.4	55.7	56.9	58.0	58.9	60.2	62.1	63.2	68.2	52.0	56.2	58.0	59.1	60.0	60.9	62.1	63.1	64.2	66.4	72.3
Active and Collaborative Learning	35.9	39.7	41.0	41.9	42.8	43.7	44.7	46.1	47.1	49.1	55.3	41.9	47.1	48.9	49.9	51.0	51.8	52.6	53.7	54.4	56.9	62.0
Student-Faculty Interaction	30.6	35.8	38.1	39.6	40.8	41.7	43.4	45.0	47.1	48.6	59.5	34.4	42.9	47.0	49.1	50.4	51.5	53.4	54.7	56.8	58.9	66.2
Enriching Educational Experiences	48.4	55.2	59.5	63.0	64.5	65.9	67.9	69.4	72.3	74.1	80.3	35.2	47.8	51.9	53.8	55.4	56.7	58.7	60.7	63.2	67.2	75.3
Supportive Campus Environment	54.7	59.7	61.5	63.0	64.6	65.5	66.7	68.2	69.5	71.3	78.8	51.3	57.3	59.8	60.7	61.7	62.5	63.9	64.8	66.1	67.1	72.5
Bac-General Colleges																						
Level of Academic Challenge	44.6	49.4	51.2	52.5	53.4	53.7	54.9	55.6	56.4	57.6	61.8	48.5	51.4	54.8	55.8	56.5	57.3	58.2	59.0	60.2	62.0	74.0
Active and Collaborative Learning	34.0	36.7	39.8	40.9	42.3	43.4	44.4	45.8	47.4	50.4	55.9	42.0	46.7	48.3	49.2	50.0	50.8	51.7	54.2	55.9	58.7	65.8
Student-Faculty Interaction	27.2	31.8	32.8	34.7	35.9	37.1	38.6	39.6	42.1	44.7	56.5	32.5	36.6	39.3	41.5	44.5	45.5	46.9	48.8	49.4	52.3	69.8
Enriching Educational Experiences	42.2	44.6	50.5	53.7	56.3	57.6	58.7	60.3	61.7	64.3	71.0	32.5	40.1	42.6	45.3	46.5	49.0	51.5	52.6	54.8	58.9	64.8
Supportive Campus Environment	49.1	56.3	60.9	62.0	63.5	64.6	65.5	67.0	68.7	70.0	73.9	48.7	54.5	56.5	58.1	59.6	60.7	63.6	64.8	66.8	70.0	73.9



This report represents the degree to which your students engage more or less than *expected* in the five areas of effective educational practice described in the *NSSE 2003 Annual Report*. The scores are statistically adjusted for the types of students that attend your school and other institutional characteristics.¹ Thus, the Institutional Engagement Index provides an alternative way to view institutional performance.

The report answers three main questions:

- 1) If your actual benchmark scores were statistically adjusted for the types of students at your school and other institutional characteristics, what would happen to your benchmark scores?
- 2) Is your institution doing better or worse than expected given your student and institutional characteristics?
- 3) How does the difference between your actual and predicted benchmark scores compare to other NSSE colleges and universities?

Benchmark	First-Year				Senior			
	Actual ²	Predicted ³	Residual	Standardized Residual ⁴	Actual ²	Predicted ³	Residual	Standardized Residual ⁴
Level of Academic Challenge	49.5	50.7	-1.2	-0.4	54.0	52.5	1.5	0.5
Active and Collaborative Learning	39.3	38.8	0.5	0.1	48.6	46.5	2.1	0.7
Student-Faculty Interaction	32.8	35.1	-2.2	-0.6	42.4	37.1	5.3	1.3
Enriching Educational Experiences	50.6	52.4	-1.8	-0.5	44.8	40.9	3.8	0.9
Supportive Campus Environment	56.4	57.1	-0.6	-0.2	62.6	53.3	9.4	2.3

The first column “Actual” highlights your institution’s first-year and senior actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report, with the exception of Level of Academic Challenge².

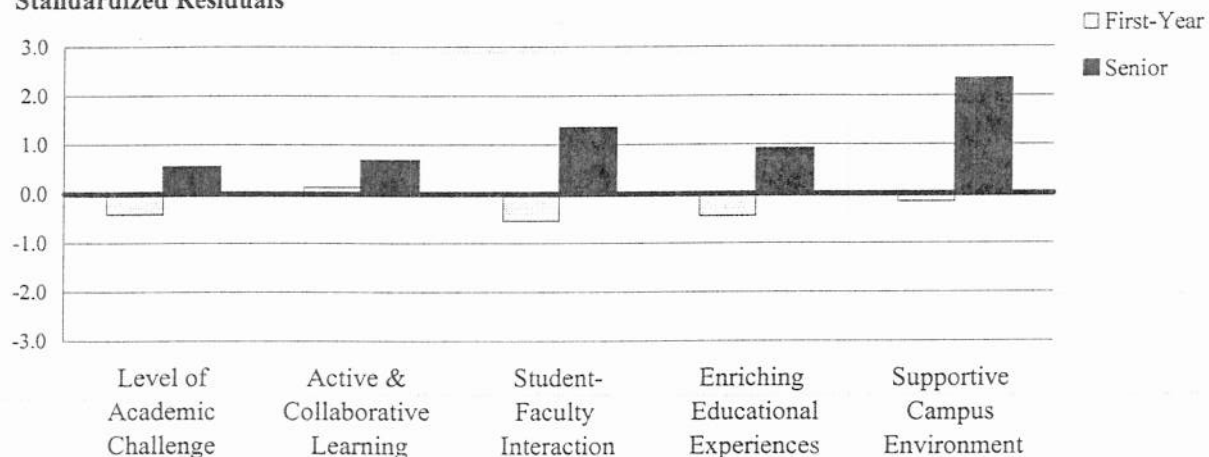
The second column “Predicted” represents what your students are predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.³

The third column “Residual” is the difference between the actual and predicted scores. A positive score indicates that students are more engaged in the respective educational practice (and likely benefiting more) *than expected*. A negative score indicates that students are doing less than expected in these areas of effective educational practice.

The last column is a standardized residual (SR), an estimate of the degree to which your institution exceeded or fell short of its predicted score on each benchmark relative to all other NSSE institutions. It expresses the residual score in standard deviation units. When your school’s actual benchmark score is equal to the predicted score both the residual score and the SR are equal to zero. A large, positive SR indicates that your school exceeded its predicted score by a larger margin than most other schools.⁴

The chart below highlights the value of your institution’s standardized residuals for each benchmark.

Standardized Residuals





National Survey of Student Engagement

The College Student Report

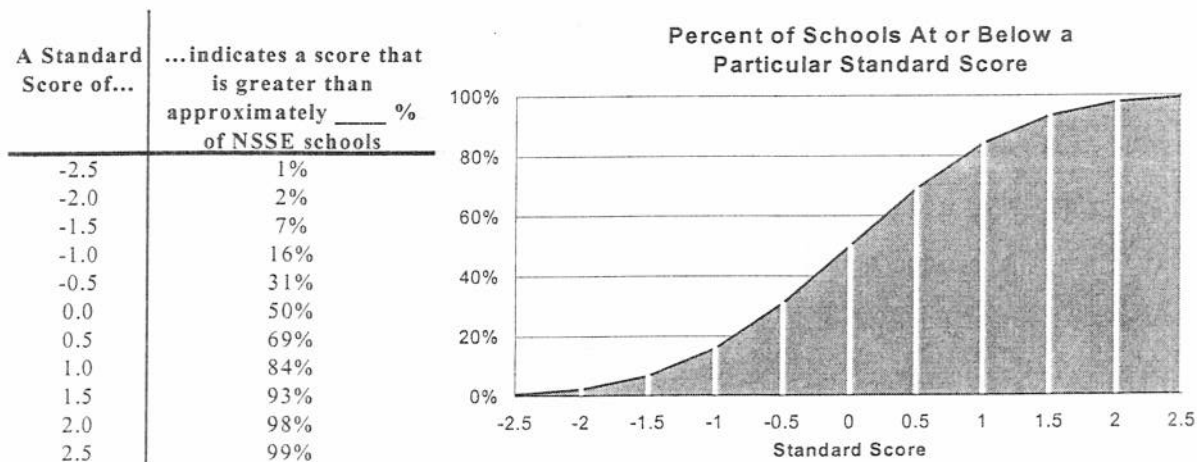
Notes to NSSE 2003 Institutional Engagement Index

The information in these notes will help in understanding the Institutional Engagement Index.

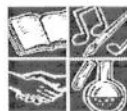
- ¹ Supporting materials related to the Institutional Engagement Index, including the adjusted R^2 and regression coefficients, are available on NSSE's website at www.iub.edu/~nsse.
- ² The actual score for Level of Academic Challenge reported here may differ somewhat from what is reported on previous pages in the Benchmark Report. The score in the Benchmark Report includes an enrollment status adjustment. This adjustment was not included here because enrollment status is included in the regression model to create the predicted scores for the Institutional Engagement Index.
- ³ The following student and institutional characteristics were included in an ordinary least squares regression model to produce the predicted benchmark scores: (a) public/private institutional control, (b) admissions selectivity rating from *Barron's Profiles of American Colleges*, (c) Carnegie Classification (d) undergraduate enrollment, (e) level of urbanization, (f) proportion full-time, (g) proportion female, (h) proportion of different races/ethnicities, (i) proportion of different student-reported major fields, (j) mean student-reported age and, (k) proportion of students reporting on-campus residence. Unless noted otherwise, institutional and student characteristics were obtained from IPEDS data, the most complete database available. These student and institutional characteristics were included in the regression model since they are not easily changed.
- ⁴ Statistically speaking, the standardized residual is known as the studentized deleted residual or externally studentized residual. To understand how your institution's residuals compare to other NSSE institutions, refer to the table and chart below that applies to both the benchmark standard scores (page 5) and the standardized residual scores.

Understanding Standard Scores

A standard score of 1.0 indicates a score that is greater than approximately 84 percent of all institutions' scores; a standard score of .5 indicates the score is greater than about 69 percent of all institutions' scores. In contrast, a negative standard score of -.5 indicates the score exceeds about 31 percent of all NSSE institutions, and a standard score of -1.0 indicates the score is greater than only 16 percent of the scores of all other NSSE institutions.



Level of Academic Challenge



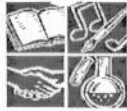
National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Texas A&M University-Commerce

	Class	TX A&M Commerce Mean	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>											
Academic and Intellectual Experiences (continued) Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.44	2.64			2.56			2.61		
	SR	2.86	2.77			2.67	*	.23	2.71	*	.18
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	3.04	3.03			3.15			3.15		
	SR	3.28	3.25			3.27			3.28		
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.82	2.76			2.89			2.88		
	SR	3.18	2.99	*	.22	3.01	*	.20	3.07		
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	2.85	2.78			2.83			2.83		
	SR	2.96	2.91			2.89			2.96		
Applying theories or concepts to practical problems or in new situations	FY	2.73	2.97	*	-.27	3.02	**	-.33	3.01	**	-.33
	SR	3.26	3.17			3.17			3.20		

(Continued on Next Page)



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Texas A&M University-Commerce

		TX A&M Commerce	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int		NSSE 2003			
Class	Mean	System Mean	Sig. ^a	Effect Size ^b	Doc-Int Mean	Sig. ^a	Effect Size ^b	NSSE 2003 Mean	Sig. ^a	Effect Size ^b	
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20</i>											
Number of assigned textbooks, books, or book-length packs of course readings	FY	3.23	3.21		3.39			3.49	*	-.27	
	SR	2.89	3.11	*	-.21	3.23	***	-.32	3.34	***	-.42
Number of written papers or reports of 20 pages or more	FY	1.27	1.26		1.24			1.24			
	SR	1.47	1.62		1.68	**	-.25	1.66	**	-.24	
Number of written papers or reports between 5 and 19 pages	FY	2.25	2.03	*	.26	2.45		2.44			
	SR	2.22	2.36		2.59	***	-.38	2.66	***	-.45	
Number of written papers or reports of fewer than 5 pages	FY	3.24	2.73	***	.50	3.29		3.30			
	SR	2.94	2.83		3.05			3.11			
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk</i>											
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	FY	3.62	3.83		4.03	*	-.25	4.11	*	-.29	
	SR	3.84	3.80		4.08			4.13			
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Spending significant amounts of time studying and on academic work	FY	2.96	3.19	*	-.30	3.15	*	-.25	3.18	*	-.29
	SR	3.07	3.12		3.09			3.15			

Benchmark Scores: Freshmen-- A&M Commerce 49.4 – National 53.9 (SD=4.2, Standard Score=-1.0)
Seniors-- A&M Commerce 54.8 – National 57.3 (SD=3.9, Standard Score=-0.6)

**See Page 7 of the November 2003 Institutional Benchmark Report for predictive scores of Freshmen and Seniors based upon our student population and institution type.*

Active & Collaborative Learning



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Texas A&M University-Commerce

Variable	Class	TX A&M Commerce compared with:										
		TX A&M Commerce			Texas A&M System			Doc-Int		NSSE 2003		
		Mean	System Mean	Effect Size ^a	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	2003 Mean	Sig. ^a
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often												
Asked questions in class or contributed to class discussions	CLQUEST	FY	3.01	2.52	***	.60	2.72	**	.36	2.84		
		SR	3.18	2.98	*	.24	3.00	*	.21	3.12		
Made a class presentation	CLPRESEN	FY	2.44	2.07	***	.44	2.26			2.24	*	.25
		SR	2.79	2.87			2.79			2.84		
Worked with other students on projects during class	CLASSGRP	FY	2.39	2.30			2.36			2.34		
		SR	2.68	2.52			2.46	**	.25	2.46	**	.25
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	2.06	2.52	***	-.50	2.42	***	-.43	2.40	***	-.42
		SR	2.65	2.89	**	-.28	2.81			2.73		
Tutored or taught other students (paid or voluntary)	TUTOR	FY	1.51	1.79	**	-.32	1.71	*	-.24	1.68		
		SR	1.83	1.92			1.87			1.87		
Participated in a community-based project as part of a regular course	COMMPROJ	FY	1.32	1.37			1.44			1.46		
		SR	1.42	1.56			1.58	*	-.20	1.63	**	-.24
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	2.54	2.78	*	-.27	2.66			2.77	*	-.27
		SR	2.97	2.86			2.81			2.88		

Benchmark Score: Freshmen-- A&M Commerce 39.3 – National 41.8 (SD=4.8, Standard Score=-0.5)
Seniors-- A&M Commerce 48.6 – National 50.1 (SD=4.3, Standard Score=-0.4)

*See Page 7 of the November 2003 Institutional Benchmark Report for predictive scores of Freshmen and Seniors based upon our student population and institution type.

Student-Faculty Interaction



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report
Texas A&M University-Commerce

In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often

		TX A&M Commerce	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
Class		Mean	System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	2003 Mean	Sig ^a	Effect Size ^b
Discussed grades or assignments with an instructor	FY	2.55	2.63			2.56			2.62		
	SR	2.92	2.90			2.79			2.83		
Talked about career plans with a faculty member or advisor	FY	1.89	2.14	*	-.28	2.08			2.15	*	-.30
	SR	2.53	2.43			2.33	*	.21	2.48		
Discussed ideas from your readings or classes with faculty members outside of class	FY	1.82	1.74			1.74			1.81		
	SR	2.09	2.09			2.01			2.10		
Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.51	2.47			2.55			2.63		
	SR	3.03	2.75	***	.35	2.72	***	.37	2.83	**	.25
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.52	1.58			1.50			1.56		
	SR	1.68	1.80			1.74			1.85		

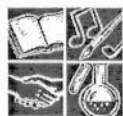
Which of the following have you done or do you plan to do before you graduate from your institution? (These items were recoded 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)

		TX A&M Commerce	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
Class		Mean	System Mean	Sig ^a	Effect Size ^b	Doc-Int Mean	Sig ^a	Effect Size ^b	2003 Mean	Sig ^a	Effect Size ^b
Work on a research project with a faculty member outside of course or program requirements	FY	.23	.30			.31			.29		
	SR	.13	.23	*	-.23	.26	**	-.30	.27	***	-.32

Benchmark Score: Freshmen-- A&M Commerce 32.8 – National 37.2 (SD=5.7, Standard Score=-0.8)
Seniors-- A&M Commerce 37.2 – National 44.2 (SD=6.8, Standard Score=-0.3)

*See Page 7 of the November 2003 Institutional Benchmark Report for predictive scores of Freshmen and Seniors based upon our student population and institution type.

Enriching Educational Experiences



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Texas A&M University-Commerce

In your experience at your institution during the current school year, about how often have you done each of the following?

1=never, 2=sometimes, 3=often, 4=very often

	Class	TX A&M Commerce	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig. ^a	Effect Size ^b	Doc-Int Mean	Sig. ^a	Effect Size ^b	2003 Mean	Sig. ^a	Effect Size ^b
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	FY	2.69	2.61			2.70			2.65		
	SR	2.79	2.92			2.85			2.81		
Had serious conversations with students of a different race or ethnicity than your own	FY	2.56	2.56			2.60			2.61		
	SR	2.62	2.60			2.59			2.60		
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.52	2.63			2.75			2.77	*	-.25
	SR	2.62	2.62			2.65			2.69		

Which of the following have you done or do you plan to do before you graduate from your institution? (These items were recoded 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)

	Class	TX A&M Commerce	TX A&M Commerce compared with:								
			Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig. ^a	Effect Size ^b	Doc-Int Mean	Sig. ^a	Effect Size ^b	2003 Mean	Sig. ^a	Effect Size ^b
Practicum, internship, field experience, co-op experience, or clinical assignment	FY	.73	.78			.83	*	-.25	.81		
	SR	.66	.69			.72			.72		
Community service or volunteer work	FY	.65	.77	*	-.28	.72			.75	*	-.24
	SR	.45	.63	***	-.36	.60	**	-.31	.66	***	-.44
Foreign language coursework	FY	.23	.35	*	-.27	.42	**	-.39	.48	***	-.51
	SR	.17	.23			.35	***	-.37	.41	***	-.48

(Continued on next page)

Enriching Educational Experiences (Continued)



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report
Texas A&M University-Commerce

Which of the following have you done or do you plan to do before you graduate from your institution? (These items were recorded 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)

Class	TX A&M Commerce		TX A&M Commerce compared with:								
	Mean	Sig *	Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig *	Effect Size ^b	Doc-Int Mean	Sig *	Effect Size ^b	2003 Mean	Sig *	Effect Size ^b
Independent study or self-designed major	FY	.13	.18			.15			.18		
	SR	.25	.22			.26			.29		
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	FY	.62	.31 ***	.67	.41 ***	.43	.43 **	.37			
	SR	.72	.45 ***	.54	.57 **	.30	.59 **	.26			

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

Class	TX A&M Commerce		TX A&M Commerce compared with:								
	Mean	Sig *	Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig *	Effect Size ^b	Doc-Int Mean	Sig *	Effect Size ^b	2003 Mean	Sig *	Effect Size ^b
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	2.27	2.29			2.19			2.28		
	SR	1.88	2.04			2.09			2.17 *		-.19

To what extent does your institution emphasize each of the following?

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

Class	TX A&M Commerce		TX A&M Commerce compared with:								
	Mean	Sig *	Texas A&M System			Doc-Int			NSSE 2003		
			System Mean	Sig *	Effect Size ^b	Doc-Int Mean	Sig *	Effect Size ^b	2003 Mean	Sig *	Effect Size ^b
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.28	2.51			2.54 *			2.59 **		-.32
	SR	2.55	2.33 *	.22	2.30 **	.26	2.39				

Benchmark Score: Freshmen-- A&M Commerce 50.6 – National 44 (SD=7.3, Standard Score=-1.0)
Seniors-- A&M Commerce 57.7 – National 49.1 (SD=7.3, Standard Score=-0.6)

*See Page 7 of the November 2003 Institutional Benchmark Report for predictive scores of Freshmen and Seniors based upon our student population and institution type.

Supportive Campus Environment



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Texas A&M University-Commerce

Class	TX A&M Commerce	TX A&M Commerce compared with:								
		Texas A&M System			Doc-Int			NSSE 2003		
	Mean	System Mean	Sig. ^a	Effect Size ^b	Doc-Int Mean	Sig. ^a	Effect Size ^b	2003 Mean	Sig. ^a	Effect Size ^b

Mark the box that best represents the quality of your relationships with people at your institution.

1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

Relationships with other students	FY	5.85	5.95		5.63			5.74		
	SR	6.09	5.99		5.67	***	.31	5.80	*	.23

1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic

Relationships with faculty members	FY	5.44	5.46		5.36			5.56		
	SR	6.06	5.56	***	.38	5.48	***	.44	5.72	**

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

Relationships with administrative personnel and offices	FY	4.92	5.25		4.91			5.09		
	SR	5.26	4.97		4.57	***	.41	4.80	**	.28

To what extent does your institution emphasize each of the following?

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

Providing the support you need to help you succeed academically	FY	2.70	3.03	**	-.41	2.96	**	-.32	3.09	***	-.49
	SR	3.04	2.86	*	.21	2.78	***	.31	2.95		
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	1.86	2.15	*	-.31	2.00			2.11	*	-.27
	SR	1.98	1.89			1.77	*	.24	1.89		
Providing the support you need to thrive socially	FY	2.03	2.45	***	-.44	2.21			2.34	**	-.34
	SR	2.12	2.19			1.97			2.09		

Benchmark Score: Freshmen-- A&M Commerce 56.4 – National 61.8 (SD=5.3, Standard Score=-1.0)
Seniors-- A&M Commerce 62.6 – National 58.8 (SD=5.7, Standard Score=0.7)

*See Page 7 of the November 2003 Institutional Benchmark Report for predictive scores of Freshmen and Seniors based upon our student population and institution type.