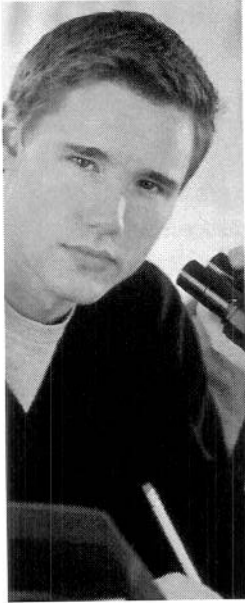


Tables 1 and 2 on the next two pages show that NSSE 2005 respondents and institutions approximate the characteristics of students enrolled at participating schools as well as the national profile of all four-year colleges and universities. The comparative data for these tables are from selected 2004 Integrated Postsecondary Education Data System (IPEDS) data files.

Profile of NSSE 2005 Institutions

NSSE 2005 schools closely resemble the national profile of four-year colleges and universities in all areas. Baccalaureate-General institutions as defined by the 2000 Carnegie Classification of Institutions of Higher Education were slightly underrepresented. Public institutions were slightly overrepresented. The inclusion of a broad array of campuses in NSSE 2005, including specialized institutions, insures that the results reflect the experiences of students attending four-year public and private colleges and universities from all regions of the country and different types of settings.



NSSE 2005 schools closely resemble the national profile of four-year colleges and universities

Table 1
NSSE 2005 Institutions and all Four-Year Colleges and Universities

	<i>NSSE 2005</i>	<i>National</i>
Carnegie Classification		
Doctoral/Research – Extensive	11%	11%
Doctoral/Research – Intensive	8%	8%
Master's I & II	47%	43%
Baccalaureate – Liberal Arts	19%	16%
Baccalaureate – General	15%	23%
Sector		
Public 4-year	47%	38%
Private 4-year	53%	62%
Region		
Far West	10%	10%
Great Lakes	14%	15%
Mideast	19%	19%
New England	10%	9%
Plains	11%	11%
Rocky Mountains	3%	3%
Southeast	26%	25%
Southwest	7%	7%
Location		
Large city (>250,000)	18%	19%
Mid-size city (<250,000)	30%	29%
Urban fringe large city	17%	16%
Urban fringe mid-size city	8%	8%
Large town (>25,000)	4%	4%
Small town (~5,000)	18%	17%
Rural	5%	6%

Note: Percentages are based on U.S. postsecondary institutions that award baccalaureate degrees. NSSE-participating or other national institutions that do not share these characteristics were not included. Totals may not sum to 100% due to rounding error.

Source: National data are from the 2004 IPEDS Institutional Characteristics File.

Profile of NSSE 2005 Respondents

Table 2 shows selected characteristics of the students who completed NSSE in 2005. The first column represents students who responded to the NSSE survey in 2005. The second column shows the characteristics of students at four-year schools that participated in NSSE 2005, as reflected by 2004 IPEDS data. The third column represents the national profile of students at all four-year colleges and universities.

Year in School

First-year (52%) and senior (48%) students comprised nearly equal proportions of NSSE 2005 respondents.

Gender

Women made up two-thirds (66%) of the respondents compared with 56% of the female students enrolled at NSSE 2005 schools as well as nationally (Table 2). The larger proportion of women respondents is consistent with widely reported survey research findings that women are more likely than men to return survey questionnaires.

Race and Ethnicity

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

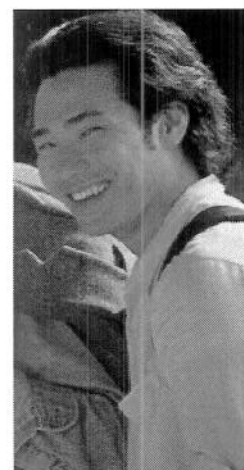


Table 2
Characteristics of NSSE 2005 Respondents, Students at NSSE 2005
Institutions, and Students at all Four-Year Institutions

	<i>NSSE Respondents</i>	<i>All NSSE 2005 Schools</i>	<i>National</i>
Gender			
Men	34%	44%	44%
Women	66%	56%	56%
Race/Ethnicity			
African American/Black	7%	11%	11%
Amer. Indian/Alaska Native	1%	1%	1%
Asian/Pacific Islander	5%	6%	6%
Caucasian/White	74%	68%	65%
Hispanic	6%	8%	9%
Other	.8%	5%	6%
Multiple	.3%	-	-
International	5%	2%	2%
Enrollment Status			
Full-time	90%	82%	82%
Part-time	10%	18%	18%

Note: 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. Percentages are based on U.S. postsecondary institutions that award baccalaureate degrees. NSSE-participating or other national institutions that do not share these characteristics were not included. Totals may not sum to 100% due to rounding error.

Source: NSSE 2005 school and national data are from the 2004 IPEDS Enrollment Data File.

Enrollment Status

About 90% of all respondents were enrolled full-time (Table 2). About a third of all students attended one or more institutions in addition to the one at which they were currently enrolled. Of this group, 27% went to another four-year college, 37% to a community college, 6% to a vocational-technical school, 5% to another form of post-secondary education, and 25% went to a combination of these.



Female students are almost twice as likely as men to major in education

Age

Students 19 years of age or younger comprise the largest group (41%), reflecting the fact that half the students selected to receive the survey were in their first year of college. About 40% of respondents were 20-23, 9% were between the ages of 24 and 29, and 10% were 30 years of age or older.

Living Arrangements

Forty-five percent of all students lived in campus housing; the largest proportion -- 70% -- was first-year students. The remainder lived within driving distance (41%), within walking distance (13%), or in a fraternity or sorority house (1%).

Fraternity or Sorority

Approximately one of every ten students (12% men, 10% women) belonged to a social fraternity or sorority.

Grades

About two-fifths (41%) of all students reported that they have earned mostly A grades. Only 4% of students reported earning mostly Cs or lower.

Parents' Education

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

Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender. A greater proportion of men select Business, Engineering, and Physical Sciences as their major field of study, while a higher percentage of women pursue degrees in Education, Professional Schools, and the Social Sciences.

Table 3
Primary Major Field of Study by Class and Gender

<i>Major</i>	<i>First-Year Students</i>		<i>Seniors</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Arts & Humanities	15%	16%	16%	17%
Biological Sciences	8%	9%	6%	7%
Business	16%	13%	21%	16%
Education	6%	13%	5%	14%
Engineering	11%	2%	10%	1%
Physical Sciences	5%	3%	5%	3%
Professional Schools	5%	14%	4%	10%
Social Sciences	12%	15%	13%	18%
Other	18%	12%	21%	14%
Undecided	5%	5%	0%	0%

Response Rates

The average institutional response rate for NSSE 2005 was 39%.² The average institutional response rate for paper schools (institutions where students had the option of completing either the paper or the Web version) was 35%, with a range of 8% to 89% across schools. The average institutional response rate for NSSE 2005 Web-only schools (institutions where students only had the option of completing the survey online) was 42%, with a range of 3% to 87% across schools. Institutions participating using the Web+ mode of administration recorded an overall response rate of 39% with a majority of Web+ respondents using the online version (93%).

About 14% of the NSSE 2005 respondents completed the paper version of NSSE and approximately 86% completed it using the Web. This continues the trend of more students responding via the web, even at paper-only schools. Additional information about response rates, including the response rate for your institution, can be found under the Respondent Characteristics tab of this binder. Please note the average institutional response rate of 39% is slightly higher than NSSE 2005 response rate of 36% reported in the Respondent Characteristics tab due to differences in the unit of analysis (institutions versus students). Another thing to keep in mind is that because of the larger numbers of students sampled in the Web-only and Web+ modes, most of those institutions using these administration approaches typically have many more respondents represented in their data which reduces sampling error; thus, greater confidence can be placed in the results (Table 4).

The average institutional response rate for the Web-only mode of administration surpassed the paper response rate for the first time

Table 4
NSSE 2005 Average Number of Respondents, Response Rates, and Sampling Error

<i>Institution Type</i>	<i>Number of Respondents</i>	<i>Response Rate</i>	<i>Sampling Error</i>
All	457	39%	4.9%
Paper	209	35%	6.8%
Web Only	728	42%	3.6%
Web+	440	39%	4.3%
Private	334	45%	5.1%
Public	570	33%	4.7%

Selected Results

The following sections present a general view of the nature and frequency of undergraduate student engagement based upon NSSE 2005 aggregated data.

College Activities

The first page of the survey includes questions about the nature of the activities in which students engage. A “substantial amount” of engagement is defined to be at least 60% of all students reporting “often” or “very often” on a given item (Table 5).

The least frequent activities are those where the percentages of students who respond “never” exceed 35%, meaning that roughly one-third or more of the students had no experiences in these areas during the 2004-2005 academic year (Table 5).

Table 5
Most Frequently and Least Frequently Reported Activities

	<i>First-Year Responding "Very Often" or "Often"</i>	<i>Seniors Responding "Very Often" or "Often"</i>
<i>Most Frequent Activities</i>		
Worked on a paper or project that required integrating ideas or information from various sources	77%	88%
Used e-mail to communicate with an instructor	72%	82%
Asked questions in class or contributed to class discussions	62%	75%
Received prompt feedback from faculty on your academic performance (written or oral)	63%	73%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	61%	62%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	58%	65%
Put together ideas or concepts from different courses when completing assignments or during class discussions.	51%	70%
<i>Least Frequent Activities</i>		
Participated in community-based project (e.g., service learning) as part of a regular course	62%	50%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	56%	42%
Tutored or taught other students (paid or voluntary)	49%	40%

Almost three quarters of all students say their institution provides the support they need to help them succeed academically

Institutional Environments

Student engagement is comprised of two components: the time and energy students dedicate to educationally purposeful activities and to what extent institutions emphasize the use of effective educational practices. The items in this section measure students' perceptions of the degree to which their campus supports their academic and social needs.

- About four-fifths (81%) of both first-year students and seniors think their school emphasizes spending significant amounts of time studying and on academic work (combination of "quite a bit" and "very much" responses).
- Although three quarters (74%) say their institution provides the support they need to help them succeed academically, only 38% of students believe their institution provides the support they need to thrive socially.



More than four-fifths of seniors say their classes emphasized analyzing ideas or situations

Table 6
Correlations Between NSSE Items and Student Satisfaction

	<i>First-year Students</i>		<i>Seniors</i>	
	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>
The quality of academic advising you have received at your institution	.62	.47	.59	.48
Relationships with faculty members	.49	.41	.52	.45
Relationships with administrative personnel and offices	.48	.35	.45	.38
Institution provides the support you need to help you succeed academically	.47	.40	.48	.45
Relationships with other students	.35	.42	.36	.38
Institution encourages contact among students from different economic, social, and racial or ethnic backgrounds	.32	.37	.32	.37
Institution provides the support you need to thrive socially	.32	.37	.32	.33
Institution helps you cope with your non-academic responsibilities (work, family, etc.)	.31	.31	.32	.33
Received prompt feedback from faculty on your academic performance (written or oral)	.30	.27	.34	.32

Note: All correlations are significant at the $p < .01$ level.

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.

- Eighty percent of seniors say their classes emphasize applying theories or concepts to practical problems (combination of “quite a bit” and “very much” responses).
- More than four-fifths (84%) of seniors say their classes emphasized analyzing ideas or situations.
- Almost three-fifths (58%) of all seniors complete an internship or other type of field experience and another one in five (19%) plan to do so before graduating (Table 7).
- One-fifth (21%) of all seniors work on research with a faculty member outside of course or program requirements.

- Only about 18% of students have studied abroad by the time they are seniors; more than twice this number of students attending baccalaureate liberal arts colleges do so.

Table 7
Percentage of Seniors who Participated in Various
Educationally Enriching Activities

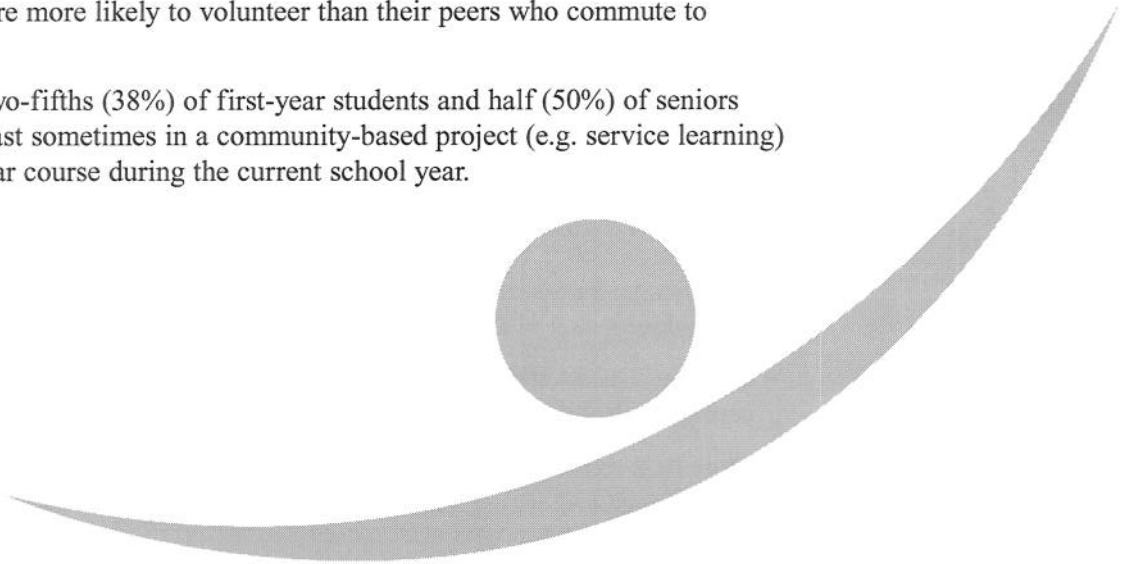
	<i>DR-Ext</i>	<i>DR-Int</i>	<i>Master's</i>	<i>B-LA</i>	<i>B-Gen</i>	<i>Total</i>
Practicum, internship, field experience	54%	53%	56%	68%	61%	58%
Community service/volunteer work	62%	60%	62%	75%	65%	64%
Research with faculty member	22%	20%	18%	32%	19%	21%
Learning community	25%	26%	27%	24%	31%	27%
Foreign language	49%	37%	41%	70%	36%	46%
Study abroad	17%	14%	13%	37%	14%	18%
Independent study/self-designed	18%	20%	20%	36%	24%	23%
Culminating senior experience	28%	35%	34%	56%	40%	38%

37% of seniors at Baccalaureate Liberal Arts colleges studied abroad, twice the number of seniors nationally

Community Service and Volunteerism

Three-fifths of seniors (64%) are involved in community service or volunteer work at some point during college. Transfers, students 25 or older, part-time students, and first-generation students are less likely to engage in community service while students who belong to Greek organizations, varsity athletes, African Americans, and women are more likely to perform a service activity. Likewise, students who live on or near campus are more likely to volunteer than their peers who commute to campus.

Approximately two-fifths (38%) of first-year students and half (50%) of seniors participated at least sometimes in a community-based project (e.g. service learning) as part of a regular course during the current school year.



Arts, Wellness, and Spirituality

The NSSE survey asks students about how often they attend fine and performing arts events, participate in exercise and physical fitness activities, and engage in spiritual and religious activities during college. Table 8 presents some of these findings.

Table 8
Student Engagement in Arts, Wellness, and Spirituality Activities

	<i>First-Year Students</i>				<i>Seniors</i>			
	<i>Responding "Never"</i>		<i>Responding "Very Often" or "Often"</i>		<i>Responding "Never"</i>		<i>Responding "Very Often" or "Often"</i>	
	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>
Attended an art exhibit, gallery, play, dance, or other theater performance	40%	22%	18%	30%	18%	30%	17%	27%
Exercised or participated in physical fitness activities	27%	11%	22%	11%	42%	61%	42%	57%
Participated in activities to enhance spirituality (worship, meditation, prayer, etc.)	37%	37%	33%	34%	37%	34%	39%	36%



Time on Task

What students put into their education determines what they get out of it. Of the seven time-usage items on the survey, three are positively correlated with other engagement items and self-reported educational and personal growth. These three items are “time devoted to preparing for class,” “co-curricular activities,” and “on-campus work.” Of the remaining four time-usage items, two of them, “working off campus” and “caring for dependents,” may be prompted by circumstances not fully under the control of the student.

- Only about 11% of full-time students spend more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college. More than two-fifths (43%) spend 10 or fewer hours a week (Figure 2).
- On average, part-time seniors work about 21 hours per week off-campus which is about double that of full-time seniors (Table 9).
- A non-trivial fraction of seniors (about 19%) spend 11 or more hours per week caring for dependents.
- More than three quarters (78%) of all students spend 15 or fewer hours a week relaxing and socializing. About 7% spend more than 25 hours.

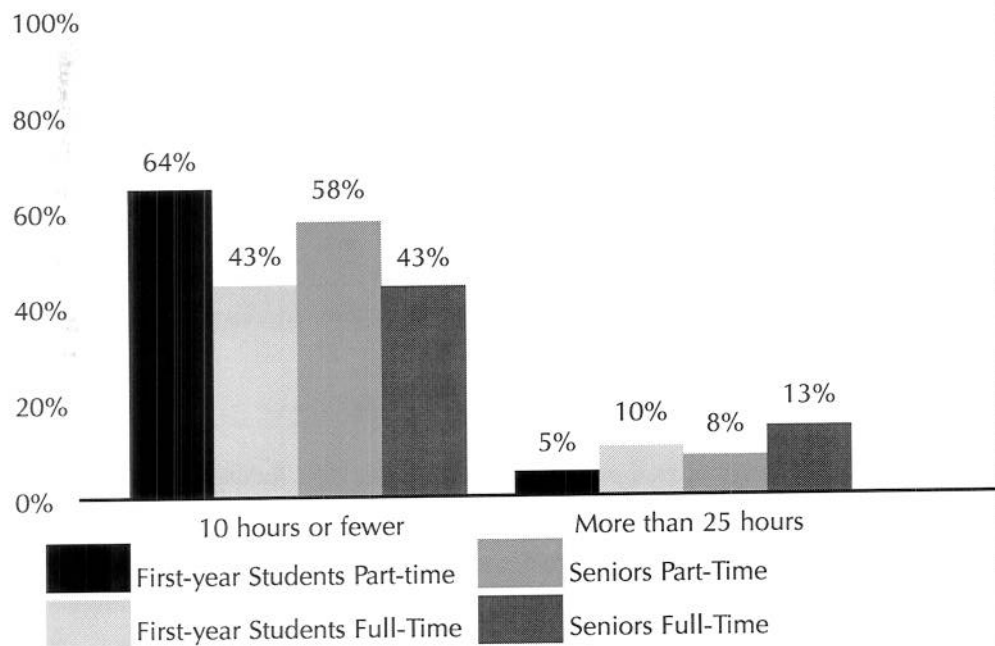
Table 9
Student Time Usage Hours Per Week

	First-Year Students		Seniors	
	Part-time	Full-time	Part-time	Full-time
Studying	11	13	11	14
Working on-campus	2	3	2	4
Working off-campus	17	5	21	10
Participating in co-curricular activities	2	5	2	5
Relaxing and socializing	9	11	8	10
Caring for Dependents	12	2	13	4
Commuting to class	5	4	6	5

Note: Student time usage hours were calculated by averaging the median of each category in NSSE 05 Question 9.

A non-trivial fraction of seniors (about 19%) spend 11 or more hours per week caring for dependents.

Figure 2
Hours Per Week Students Spend Preparing for Class



Only about 11% of full-time students spend more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college.

Educational and Personal Growth

A number of questions on the survey ask students to self-report the extent to which their college experience has contributed to their knowledge, skills, and personal development. Table 10 highlights the areas where students report the greatest and least gains.

Table 10
Self-Reported Educational and Personal Gains from College

	<i>First-year Students</i>		<i>Seniors</i>	
	<i>Responding "Very much"</i> <i>Part-time</i>	<i>Full-time</i>	<i>Responding "Very much"</i> <i>Part-time</i>	<i>Full-time</i>
Thinking critically and analytically	38%	40%	46%	52%
Acquiring a broad general education	35%	37%	45%	50%
Using computing and information technology	36%	33%	45%	43%
	<i>First-year Students</i>		<i>Seniors</i>	
	<i>Responding "Very little"</i> <i>Part-time</i>	<i>Full-time</i>	<i>Responding "Very little"</i> <i>Part-time</i>	<i>Full-time</i>
Developing a deepened sense of spirituality	44%	36%	47%	42%
Voting in local, state, or national elections	38%	21%	38%	27%
Contributing to the welfare of your community	29%	19%	25%	18%



New Core Survey Items: Reflective Learning

Several new questions appeared on the core survey this year focused on reflective learning, a component of deep or integrative learning.

- More than half (53%) first-year students and seniors (58%) reported frequently (combination of “often” and “very often” responses) examining the strengths and weaknesses of their own views on a topic or issue (Figure 3).
- Approximately three in five students (61% first-year students; 65% seniors) tried to better understand someone else's views by imagining how an issue looks from his or her perspective.
- About three-fifths of all students (62% first-year students; 66% seniors) frequently learned something that changed the way they understand an issue or concept (combination of “often” and “very often” responses).



National Survey of Student Engagement

NSSE 2005 Respondent Characteristics Texas A&M University-Commerce

	TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	29%		28%		32%		37%	
By Class	23%	35%	25%	31%	30%	33%	36%	38%
NSSE Sample Size ^b	531	620	2,385	2,541	13,190	12,815	135,257	131,767
Sampling Error^c								
Overall	4.8%		2.6%		1.1%		0.3%	
By Class	7.8%	6.2%	4.0%	3.4%	1.5%	1.5%	0.4%	0.4%
Number of Respondents ^b	123	215	590	780	3,999	4,230	48,038	50,564
Total Population	559	1,398	16,383	14,705	82,004	78,123	671,971	619,783
Student Characteristics^d								
Mode of Completion								
Paper	7%	9%	11%	23%	11%	15%	15%	21%
Web	93%	91%	89%	77%	89%	85%	85%	79%
Gender								
Female	66%	67%	65%	68%	64%	63%	67%	67%
Male	34%	33%	35%	32%	36%	37%	33%	33%
Race/Ethnicity								
Am. Indian/Native American	2%	3%	1%	1%	1%	1%	1%	1%
Asian Am./Pacific Islander	1%	0%	2%	1%	5%	5%	5%	4%
Black/African American	18%	10%	8%	9%	8%	7%	7%	7%
White (non-Hispanic)	64%	74%	60%	57%	67%	69%	72%	72%
Mexican/Mexican American	2%	3%	12%	13%	5%	5%	3%	2%
Puerto Rican	0%	0%	0%	0%	1%	1%	1%	1%
Other Hispanic or Latino	2%	2%	8%	8%	3%	2%	2%	2%
Multiracial	3%	2%	4%	2%	2%	2%	2%	2%
Other	4%	0%	2%	2%	2%	3%	2%	2%
I prefer not to respond	5%	4%	4%	6%	6%	6%	6%	7%
International Student	6%	4%	3%	4%	6%	6%	5%	5%
Class Level	36%	64%	43%	57%	49%	51%	49%	51%
Enrollment Status								
Full-time	90%	82%	96%	83%	95%	83%	95%	85%
Less than full-time	10%	18%	4%	17%	5%	17%	5%	15%
Place of Residence								
On-campus	51%	14%	55%	8%	60%	11%	70%	25%
Off-campus	49%	86%	45%	92%	40%	89%	30%	75%
Transfer Status								
Transfer Students	15%	86%	14%	52%	10%	47%	9%	39%
Age								
Non-Traditional (24 or older)	7%	69%	4%	42%	5%	37%	6%	31%
Traditional (less than 24)	93%	31%	96%	58%	95%	63%	94%	69%

^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 upon request but not in consortium, Carnegie, or NSSE 2005 sample 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 students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

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



**National Survey
of Student Engagement**

Texas A&M University-Commerce

Means Comparison Report
August 2005



Interpreting the Means Comparison Report

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. Responses set values are also provided to help you interpret the statistics.

Variable Names

The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section.

Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Mean

The mean is the arithmetic average of student responses on a particular item. Means are provided for your institution, selected peers or consortium, Carnegie classification, and for the NSSE 2005 national sample.

Class

Means are reported for first-year students (FY) and seniors (SR). If applicable, first-year and senior students that were part of an oversample are included in your institution’s data, but not in any of the comparison groups.

Statistical Significance

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

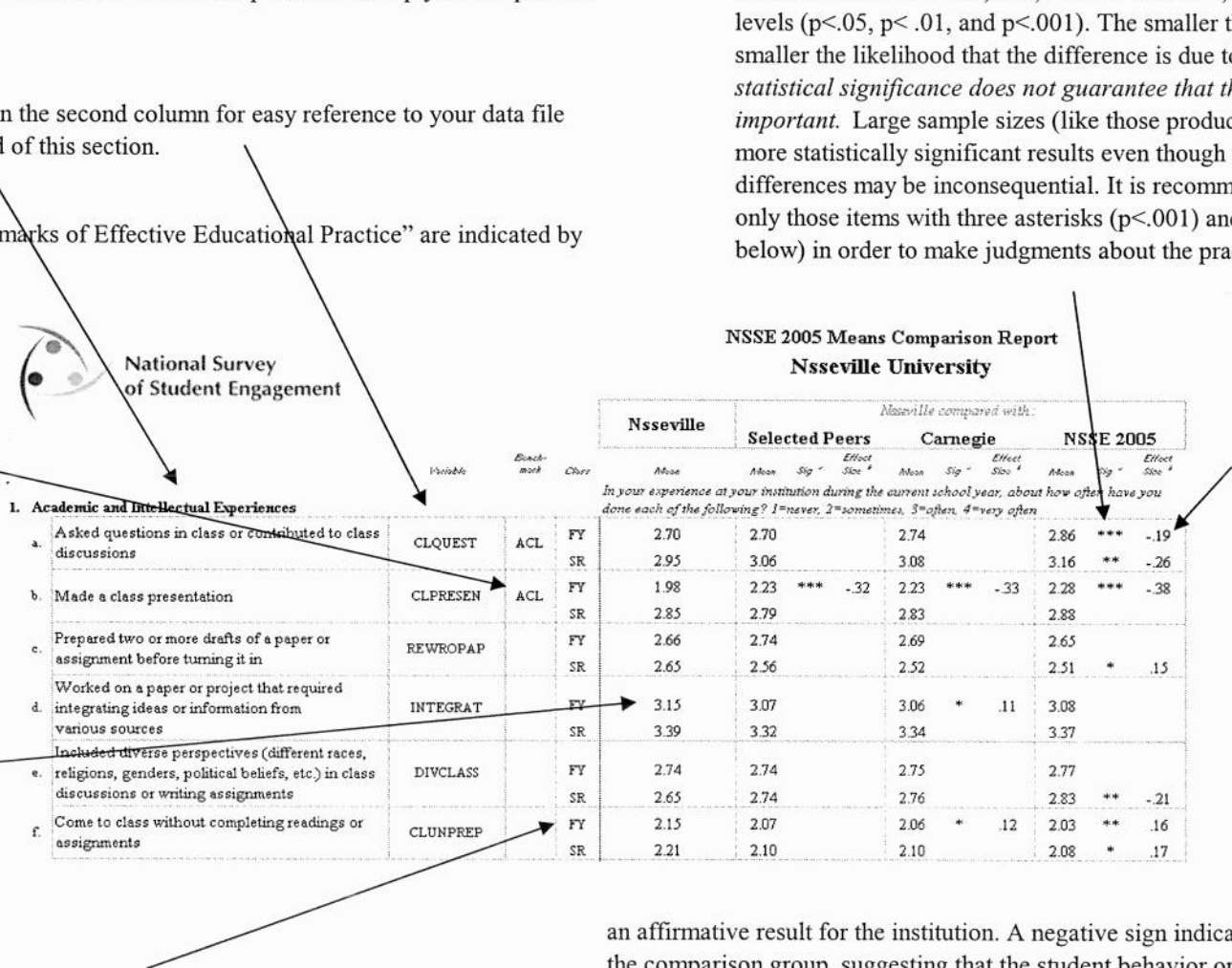
Effect Size

Effect size indicates the “practical significance” of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group with which the institution is being compared (consortium, Carnegie type, or NSSE 2005). In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution’s mean was greater, thus showing

an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

NSSE 2005 Means Comparison Report
Nesseville University

Variable	Benchmark	Class	Nesseville compared with:											
			Nesseville			Selected Peers			Carnegie			NSSE 2005		
			Mean	Mean	Sig *	Effect Size †	Mean	Mean	Sig *	Effect Size †	Mean	Mean	Sig *	Effect Size †
I. Academic and Intellectual Experiences														
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.70	2.70		2.74	2.86	***		2.86	***		-.19
			SR	2.95	3.06		3.08	3.16	**		3.16	**		-.26
b. Made a class presentation	CLPRESEN	ACL	FY	1.98	2.23	***	-.32	2.23	***	-.33	2.28	***		-.38
			SR	2.85	2.79			2.83	2.88			2.88		
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.66	2.74			2.69			2.65			
			SR	2.65	2.56			2.52			2.51	*		.15
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.15	3.07			3.06	*	.11	3.08			
			SR	3.39	3.32			3.34			3.37			
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.74	2.74			2.75			2.77			
			SR	2.65	2.74			2.76			2.83	**		-.21
f. Come to class without completing readings or assignments	CLUNPREP		FY	2.15	2.07			2.06	*	.12	2.03	**		.16
			SR	2.21	2.10			2.10			2.08	*		.17





Variable	Benchmark	Class	TX A&M Commerce		TX A&M Commerce compared with:									
			Texas A&M		Doc-Int			NSSE 2005						
			Mean	Sig. ^a	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	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>														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.89		2.56	***	.40	2.74		2.86		
					SR	3.17		3.03	*	.16	3.08		3.16	
b.	Made a class presentation	CLPRESEN	ACL	FY	2.20		2.13			2.22		2.28		
					SR	2.94		2.97			2.83		2.88	
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.67		2.63			2.69		2.65		
					SR	2.64		2.58			2.52		2.51	*
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.16		2.98	*	.21	3.06		3.08		
					SR	3.33		3.32			3.34		3.37	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.90		2.65	**	.28	2.75		2.77		
					SR	2.86		2.69	*	.18	2.76		2.83	
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.16		2.20			2.06		2.03	*	.18
					SR	2.00		2.14	*	-.19	2.10		2.08	
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.37		2.35			2.46		2.40		
					SR	2.80		2.59	**	.22	2.59	***	.24	2.52
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.29		2.47	*	-.20	2.37		2.43		
					SR	2.60		2.95	***	-.40	2.83	***	-.27	2.77
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.61		2.53			2.54		2.57		
					SR	2.99		2.95			2.92		2.93	
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.81		1.80			1.71		1.72		
					SR	2.02		2.00			1.93		1.94	
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.42		1.50			1.49		1.54		
					SR	1.68		1.69			1.75		1.77	

^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			Doc-Int			NSSE 2005		
				Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
Variable	Bench- mark	Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.43			2.54			2.63			2.61
			SR	2.85			2.92			2.88			2.81
m. Used e-mail to communicate with an instructor	EMAIL		FY	2.86			2.85			3.02			3.06 *
			SR	3.26			3.19			3.32			3.32
n. Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.78		.20	2.60 *		.26	2.55 **		.26	2.62
			SR	2.98			2.91			2.83 *		.17	2.87
o. Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.95		-.20	2.14 *			2.09			2.17 **
			SR	2.48			2.45			2.39			2.53
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.84			1.73			1.77			1.86
			SR	2.14			2.14			2.06			2.16
q. Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	SFI	FY	2.72		.18	2.65			2.70			2.76
			SR	2.96			2.82 *			2.88			2.94
r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.66			2.64			2.59			2.63
			SR	2.86			2.83			2.72 *		.17	2.76
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.65			1.62			1.57			1.63
			SR	1.84			1.89			1.83			1.93
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.82			2.65			2.66 *		.19	2.73
			SR	2.89			2.86			2.82			2.88
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.84		.32	2.52 **		.22	2.62 *		.22	2.60 **
			SR	2.79			2.67			2.66			2.65 *
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.83			2.68			2.75			2.77
			SR	2.74			2.71			2.72			2.76

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

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



Variable	Bench- mark	Class	TX A&M Commerce		TX A&M Commerce compared with:					
			Texas A&M		Doc-Int			NSSE 2005		
			Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a

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	2.70	2.93	*	-.28	2.92	*	-.26	2.85		
				SR	2.75	2.87		2.74		2.70			
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	FY	2.95	2.93			3.06		3.09		
				SR	3.05	3.14		3.22	**	-.22	3.24	***	-.26
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHEZ	LAC	FY	2.65	2.66			2.84	*	-.23	2.87	**
				SR	2.93	3.00		3.00		3.06	*	-.15	
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	FY	2.77	2.76			2.81		2.84		
				SR	2.94	2.99		2.94		2.99			
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	2.86	2.88			2.97		2.99		
				SR	3.12	3.11		3.17		3.19			

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

3. Reading and Writing

a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.02	3.04			3.19		3.31	**	-.31
				SR	2.82	2.95		3.09	***	-.27	3.22	***	-.39
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	LAC	FY	2.21	2.03			2.06		2.08		
				SR	2.25	2.15		2.19		2.22			
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	FY	1.23	1.21			1.24		1.25		
				SR	1.44	1.59	*	-.19	1.70	***	-.32	1.68	***
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	FY	2.16	2.00			2.36	*	-.24	2.40	**
				SR	2.15	2.32	*	-.20	2.63	***	-.50	2.68	***
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	FY	3.14	2.68	***	.44	3.15		3.21		
				SR	2.94	2.85		3.10		3.13	*	-.16	

^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			Doc-Int			NSSE 2005			
Variable	Benchmark	Class	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	
<p>4. Problem Sets</p> <p><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></p>													
a.	Number of problem sets that take you more than an hour to complete	PROBSETA		FY	2.59								
				SR	2.66					2.56		2.56	
										2.58		2.51	
b.	Number of problem sets that take you less than an hour to complete	PROBSETB		FY	2.76					2.73		2.70	
				SR	2.44					2.40		2.33	
<p>5. Examinations</p> <p><i>1=very little to 7=very much</i></p>													
	To what extent have your examinations during the current school year challenged you to do your best work?	EXAMS		FY	5.27					5.43		5.46	
				SR	5.59					5.40	*	.15	
												5.44	
<p>6. Additional Collegiate Experiences</p> <p><i>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></p>													
a.	Attended an art exhibit, gallery, play, dance, or other theatre performance	ATDART05		FY	2.19					2.06		2.17	
				SR	1.89					1.97		2.08	
											**	-.21	
b.	Exercised or participated in physical fitness activities	EXRCSE05		FY	2.95					2.74	*	.20	
				SR	2.36	**	-.22			2.66	***	-.28	
												2.74	
											***	-.36	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05		FY	2.32					2.06	*	.24	
				SR	2.38					2.13	**	.23	
												2.16	
												2.23	
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW		FY	2.64					2.54		2.61	
				SR	2.69					2.65		2.73	
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW		FY	2.89					2.76		2.77	
				SR	2.90	*	.19			2.80		2.86	
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW		FY	2.85					2.76		2.80	
				SR	2.84					2.83		2.88	
<p>7. Enriching Educational Experiences</p> <p><i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)</i></p>													
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.08					.07		.09	
				SR	.43					.53	**	-.22	
												.58	
											***	-.32	

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

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



	Variable	Bench- mark	Class	TX A&M Commerce compared with:											
				TX A&M Commerce			Texas A&M			Doc-Int			NSSE 2005		
				Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
b. Community service or volunteer work	VOLNTR04	EEE	FY	.36			.47	*	-.23	.39			.42		
			SR	.49			.62	***	-.28	.60	**	-.23	.64	***	-.32
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04		FY	.23			.24			.17			.15	*	.24
			SR	.25			.29			.26			.27		
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.08			.06			.05			.05		
			SR	.18			.18			.20			.21		
e. Foreign language coursework	FORLNG04	EEE	FY	.09			.09			.22	***	-.31	.25	***	-.37
			SR	.19			.27	**	-.19	.38	***	-.39	.46	***	-.54
f. Study abroad	STDABR04	EEE	FY	.06			.04			.03			.02		
			SR	.07			.08			.14	***	-.21	.18	***	-.29
g. Independent study or self-designed major	INDSTD04	EEE	FY	.02			.04			.03			.03		
			SR	.16			.17			.20			.23	**	-.17
h. Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	EEE	FY	.01			.01			.02			.02		
			SR	.52			.24	***	.65	.35	***	.38	.38	***	.29

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	SCE	FY	5.40			5.66			5.38			5.56		
			SR	5.79			5.88			5.55	**	.19	5.68		
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>															
b. Relationships with faculty members	ENVFAC	SCE	FY	5.07			5.12			5.10			5.36	*	-.23
			SR	5.63			5.47			5.40	*	.18	5.64		
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>															
c. Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.59			4.77			4.53			4.76		
			SR	4.98			4.84			4.52	***	.28	4.63	**	.21

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

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



Variable	Benchmark	Class	TX A&M Commerce compared with:												
			TX A&M Commerce		Texas A&M			Doc-Int			NSSE 2005				
			Mean	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b		
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 academic activities)	ACADPR01	LAC	FY	3.67		3.81			3.90		4.05	*	-.23	
					SR	3.84		3.95		3.96		4.09	*	-.14	
b.	Working for pay on campus	WORKON01		FY	1.63		1.45			1.59		1.66			
					SR	1.75		1.96		1.84		1.90			
c.	Working for pay off campus	WORKOF01		FY	3.03		2.36	*	.29	2.51	*	.22	2.27	**	.35
					SR	4.28		3.67	*	.21	3.88		3.50	***	.29
d.	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.30		2.33			2.12		2.31			
					SR	1.80		2.03	*	-.15	1.99		2.19	***	-.25
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.46		3.73			3.76		3.63			
					SR	3.16		3.23		3.38		3.36			
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.80		1.61			1.69		1.63			
					SR	4.19		2.75	***	.54	2.38	***	.79	2.29	***
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.41		2.32			2.32		2.14	*	.25	
					SR	2.61		2.51		2.44		2.31	**	.27	
To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much															
10. Institutional Environment															
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	2.90		3.08	*	-.23	3.05		3.13	**	-.30	
					SR	3.08		3.08		3.05		3.14			
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.68		3.00	***	-.38	2.93	**	-.30	3.06	***	-.48
					SR	2.94		2.88		2.82	*	.14	2.97		
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.36		2.49			2.54		2.60	*	-.25	
					SR	2.37		2.40		2.34		2.42			

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

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



Variable	Benchmark	Class	TX A&M Commerce		TX A&M Commerce compared with:								
			Mean	Texas A&M			Doc-Int			NSSE 2005			
				Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	1.84	2.13	**	-.30	2.06	*	-.24	2.17	***	-.35
			SR	1.97	1.96			1.85			1.97		
e. Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.11	2.43	***	-.35	2.28	*	-.19	2.38	**	-.29
			SR	2.12	2.17			2.05			2.17		
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.64	2.88	*	-.25	2.66			2.84	*	-.21
			SR	2.30	2.57	***	-.28	2.48	**	-.19	2.63	***	-.35
g. Using computers in academic work	ENVCOMPT		FY	3.11	3.31	*	-.24	3.34	**	-.29	3.32	**	-.27
			SR	3.23	3.46	***	-.33	3.48	***	-.34	3.46	***	-.31

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

a. Acquiring a broad general education	GNGENLED		FY	2.90	3.11	**	-.27	3.06	*	-.21	3.18	***	-.36
			SR	3.26	3.25			3.20			3.33		
b. Acquiring job or work-related knowledge and skills	GNWORK		FY	2.42	2.71	**	-.30	2.66	**	-.25	2.72	***	-.33
			SR	3.14	3.06			3.01	*	.14	3.04		
c. Writing clearly and effectively	GNWRITE		FY	2.88	2.73			2.90			3.00		
			SR	2.94	3.05			3.05			3.14	***	-.24
d. Speaking clearly and effectively	GNSPEAK		FY	2.58	2.71			2.69			2.78	*	-.22
			SR	2.88	3.02	*	-.16	2.93			3.03	*	-.17
e. Thinking critically and analytically	GNANALY		FY	2.94	3.11			3.09			3.18	**	-.30
			SR	3.23	3.32			3.31			3.37	**	-.19
f. Analyzing quantitative problems	GNQUANT		FY	2.67	2.91	*	-.27	2.84			2.84		
			SR	2.99	3.08			3.03			3.01		
g. Using computing and information technology	GNCMPTS		FY	2.75	3.08	**	-.38	3.01	**	-.30	2.96	*	-.24
			SR	3.18	3.29			3.22			3.18		
h. Working effectively with others	GNOTHERS		FY	2.74	2.98	*	-.26	2.88			2.95	*	-.25
			SR	3.16	3.23			3.14			3.18		

^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		Doc-Int			NSSE 2005			
	Variable	Bench- mark	Class	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.59	2.63			2.44			2.48		
				2.21	2.44	**	-.21	2.20			2.31		
j.	Learning effectively on your own	GNINQ	FY	2.85	3.01			2.83			2.93		
				2.91	3.09	*	-.21	2.98			3.07	*	-.18
k.	Understanding yourself	GNSELF	FY	2.52	2.82	**	-.31	2.63			2.77	**	-.26
				2.63	2.81	*	-.18	2.73			2.88	***	-.25
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.51	2.50			2.57			2.59		
				2.62	2.58			2.54			2.60		
m.	Solving complex real-world problems	GNPROBSV	FY	2.46	2.63			2.54			2.58		
				2.60	2.81	**	-.21	2.71			2.72		
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.42	2.67	*	-.25	2.48			2.64	*	-.22
				2.62	2.73			2.59			2.74		
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.10	2.43	**	-.33	2.27			2.43	***	-.34
				2.32	2.46			2.37			2.50	*	-.18
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.96	2.19	*	-.21	2.00			2.15		
				1.92	2.04			1.88			2.04		

12. Academic Advising

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

Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE		FY	2.66	3.04	***	-.44	2.86	*	-.23	3.00	***	-.42
				2.88	2.94			2.76			2.94		

13. Satisfaction

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

How would you evaluate your entire educational experience at this institution?	ENTIREXP		FY	2.92	3.21	***	-.40	3.09	**	-.24	3.22	***	-.42
				3.22	3.24			3.14			3.27		

14.

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

If you could start over again, would you go to the same institution you are now attending?	SAMECOLL		FY	2.88	3.32	***	-.54	3.12	**	-.28	3.22	***	-.40
				3.27	3.23			3.09	**	.21	3.19		

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

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



National Survey
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NSSE 2005 Detailed Statistics
Texas A&M University-Commerce
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	Mean				Standard Error of the Mean ^a				Standard deviation ^b				Number of respondents				Significance ^c			Effect size ^d			
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce compared with:			TX A&M Commerce compared with:			
																	Texas A&M System	Doc-Int	NSSE 2005	Texas A&M System	Doc-Int	NSSE 2005	
CLQUEST	2.89	2.56	2.74	2.86	.08	.03	.01	.00	.87	.83	.84	.84	123	589	3,997	47,974	.000	.057	.740	.40	.17	.03	
CLPRESEN	2.20	2.13	2.22	2.28	.08	.03	.01	.00	.86	.85	.77	.78	123	588	3,994	47,956	.413	.796	.297	.08	-.02	-.09	
REWROPAP	2.67	2.63	2.69	2.65	.09	.04	.02	.00	.96	1.02	.98	.98	123	586	3,985	47,916	.726	.806	.882	.03	-.02	.01	
INTEGRAT	3.16	2.98	3.06	3.08	.07	.04	.01	.00	.82	.85	.79	.78	123	588	3,987	47,919	.032	.150	.259	.21	.13	.11	
DIVCLASS	2.90	2.65	2.75	2.77	.08	.04	.01	.00	.83	.90	.86	.87	123	588	3,990	47,906	.003	.051	.099	.28	.18	.15	
CLUNPREP	2.16	2.20	2.06	2.03	.07	.03	.01	.00	.80	.77	.76	.74	123	585	3,987	47,871	.659	.140	.041	-.04	.14	.18	
CLASSGRP	2.37	2.35	2.46	2.40	.08	.04	.01	.00	.86	.93	.83	.82	123	588	3,991	47,933	.865	.236	.638	.02	-.11	-.04	
OCCGRP	2.29	2.47	2.37	2.43	.08	.04	.01	.00	.94	.90	.84	.84	123	588	3,991	47,946	.045	.339	.076	-.20	-.09	-.16	
INTIDEAS	2.61	2.53	2.54	2.57	.08	.03	.01	.00	.82	.81	.79	.80	120	555	3,796	46,038	.361	.371	.618	.09	.08	.05	
TUTOR	1.81	1.80	1.71	1.72	.07	.04	.01	.00	.81	.86	.85	.84	120	556	3,797	46,062	.892	.224	.244	.01	.11	.11	
COMMPROJ	1.42	1.50	1.49	1.54	.07	.03	.01	.00	.77	.78	.79	.81	120	557	3,795	46,046	.275	.301	.094	-.11	-.10	-.15	
ITACADEM	2.43	2.54	2.63	2.61	.10	.05	.02	.00	1.14	1.09	1.04	1.05	120	556	3,798	46,068	.302	.051	.081	-.10	-.20	-.17	
EMAIL	2.86	2.85	3.02	3.06	.09	.04	.01	.00	.93	.92	.85	.85	119	556	3,798	46,057	.976	.061	.022	.00	-.19	-.24	
FACGRADE	2.78	2.60	2.55	2.62	.08	.04	.01	.00	.83	.87	.85	.86	120	556	3,794	46,052	.044	.005	.055	.20	.26	.18	
FACPLANS	1.95	2.14	2.09	2.17	.09	.04	.01	.00	.95	.92	.87	.89	120	556	3,796	46,059	.046	.094	.008	-.20	-.16	-.24	
FACIDEAS	1.84	1.73	1.77	1.86	.08	.03	.01	.00	.87	.82	.84	.86	120	555	3,793	46,047	.172	.391	.840	.14	.08	-.02	
FACFEED	2.72	2.65	2.70	2.76	.07	.04	.01	.00	.81	.86	.79	.80	119	557	3,759	45,600	.386	.713	.594	.09	.03	-.05	
WORKHARD	2.66	2.64	2.59	2.63	.07	.04	.01	.00	.79	.84	.84	.84	119	557	3,758	45,604	.818	.335	.690	.02	.09	.04	
FACOTHER	1.65	1.62	1.57	1.63	.08	.04	.01	.00	.82	.83	.81	.84	118	557	3,755	45,594	.725	.266	.792	.04	.10	.02	
OOCIDEAS	2.82	2.65	2.66	2.73	.08	.04	.01	.00	.90	.89	.85	.86	119	556	3,757	45,593	.067	.046	.267	.19	.19	.10	
DIVRSTUD	2.84	2.52	2.62	2.60	.10	.04	.02	.00	1.05	1.01	1.01	1.02	119	557	3,756	45,579	.002	.017	.010	.32	.22	.24	
DIFFSTU2	2.83	2.68	2.75	2.77	.09	.04	.02	.00	.95	1.00	.98	.97	119	554	3,759	45,588	.107	.373	.508	.16	.08	.06	
MEMORIZE	2.70	2.93	2.92	2.85	.09	.04	.01	.00	.97	.85	.85	.88	115	553	3,732	45,309	.016	.016	.086	-.28	-.26	-.18	
ANALYZE	2.95	2.93	3.06	3.09	.08	.04	.01	.00	.83	.82	.79	.78	115	551	3,729	45,281	.792	.138	.058	.03	-.14	-.18	
SYNTHEsz	2.65	2.66	2.84	2.87	.08	.04	.01	.00	.89	.86	.84	.84	115	553	3,731	45,261	.913	.016	.006	-.01	-.23	-.26	
EVALUATE	2.77	2.76	2.81	2.84	.08	.04	.01	.00	.88	.92	.85	.85	115	553	3,731	45,277	.908	.633	.420	.01	-.05	-.08	
APPLYING	2.86	2.88	2.97	2.99	.08	.04	.01	.00	.87	.88	.85	.85	115	552	3,729	45,287	.844	.189	.114	-.02	-.12	-.15	
READASGN	3.02	3.04	3.19	3.31	.09	.04	.02	.00	.99	.90	.92	.97	115	548	3,715	45,106	.809	.055	.001	-.03	-.18	-.31	

^a The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the sample 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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Texas A&M University-Commerce
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	Mean				Standard Error of the Mean ^a				Standard deviation ^b				Number of respondents				Significance ^c				Effect size ^d			
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce compared with:				TX A&M Commerce compared with:			
																	Texas A&M System	Doc-Int	NSSE 2005	Texas A&M System	Doc-Int	NSSE 2005		
READOWN	2.21	2.03	2.06	2.08	.10	.04	.02	.00	1.02	.91	.92	.91	115	548	3,715	45,103	.089	.138	.171	.19	.16	.14		
WRITEMOR	1.23	1.21	1.24	1.25	.06	.02	.01	.00	.64	.53	.61	.63	115	549	3,712	45,091	.610	.961	.858	.05	.00	-.02		
WRITEMID	2.16	2.00	2.36	2.40	.09	.03	.01	.00	.96	.81	.85	.87	115	548	3,712	45,102	.097	.012	.003	.20	-.24	-.27		
WRITESML	3.14	2.68	3.15	3.21	.10	.04	.02	.01	1.03	1.03	1.07	1.06	115	549	3,716	45,116	.000	.936	.452	.44	-.01	-.07		
PROBSETA	2.59	2.63	2.56	2.56	.11	.05	.02	.01	1.22	1.24	1.10	1.11	115	545	3,699	44,847	.765	.794	.741	-.03	.02	.03		
PROBSETB	2.76	2.70	2.73	2.70	.12	.06	.02	.01	1.31	1.30	1.20	1.20	114	544	3,695	44,810	.621	.782	.547	.05	.03	.06		
EXAMS	5.27	5.42	5.43	5.46	.12	.05	.02	.01	1.26	1.16	1.12	1.13	115	549	3,708	44,987	.206	.138	.077	-.13	-.14	-.17		
ATDART05	2.19	2.04	2.06	2.17	.09	.04	.01	.00	.99	.90	.88	.90	112	538	3,664	44,683	.140	.191	.858	.17	.14	.02		
EXRCSE05	2.95	2.84	2.74	2.84	.09	.04	.02	.00	.95	1.03	1.03	1.04	111	537	3,661	44,660	.238	.023	.218	.12	.20	.11		
WORSHPO5	2.32	2.30	2.06	2.16	.11	.05	.02	.01	1.12	1.14	1.10	1.11	112	539	3,663	44,663	.836	.012	.116	.02	.24	.15		
OWNVIEW	2.64	2.62	2.54	2.61	.08	.04	.01	.00	.90	.93	.89	.88	112	540	3,665	44,662	.814	.239	.734	.02	.11	.03		
OTHRVIEW	2.89	2.71	2.76	2.77	.08	.04	.01	.00	.87	.91	.85	.84	112	539	3,664	44,674	.052	.109	.136	.20	.15	.14		
CHNGVIEW	2.85	2.72	2.76	2.80	.08	.04	.01	.00	.82	.88	.83	.82	112	539	3,665	44,661	.144	.268	.561	.14	.11	.06		
INTERN04	.08	.08	.07	.09	.03	.01	.00	.00	.27	.28	.26	.28	111	518	3,608	44,169	.947	.657	.862	-.01	.04	-.02		
VOLNTR04	.36	.47	.39	.42	.05	.02	.01	.00	.48	.50	.49	.49	111	522	3,600	44,141	.028	.575	.185	-.23	-.05	-.12		
LRNCOM04	.23	.24	.17	.15	.04	.02	.01	.00	.43	.42	.38	.36	111	522	3,606	44,128	.975	.123	.038	.00	.17	.24		
RESRCH04	.08	.06	.05	.05	.03	.01	.00	.00	.27	.23	.22	.21	111	523	3,603	44,139	.346	.226	.172	.10	.15	.17		
FORLNG04	.09	.09	.22	.25	.03	.01	.01	.00	.29	.29	.41	.43	111	522	3,604	44,150	.901	.000	.000	-.01	-.31	-.37		
STDABR04	.06	.04	.03	.02	.02	.01	.00	.00	.24	.19	.16	.15	111	522	3,606	44,134	.317	.133	.093	.13	.22	.26		
INDSTD04	.02	.04	.03	.03	.01	.01	.00	.00	.13	.20	.18	.17	111	521	3,605	44,124	.118	.367	.443	-.12	-.09	-.07		
SNRX04	.01	.01	.02	.02	.01	.01	.00	.00	.09	.12	.12	.12	111	521	3,602	44,131	.705	.594	.597	-.04	-.05	-.05		
ENVSTU	5.40	5.66	5.38	5.56	.12	.06	.02	.01	1.27	1.32	1.38	1.34	111	523	3,598	44,127	.054	.918	.193	-.20	.01	-.12		
ENVFAC	5.07	5.12	5.10	5.36	.12	.06	.02	.01	1.24	1.32	1.30	1.26	110	522	3,596	44,127	.726	.824	.017	-.04	-.02	-.23		
ENVADM	4.59	4.77	4.53	4.76	.14	.07	.03	.01	1.43	1.52	1.55	1.51	111	522	3,590	44,085	.247	.705	.226	-.12	.04	-.12		
ACADPR01	3.67	3.81	3.90	4.05	.16	.07	.03	.01	1.69	1.60	1.62	1.66	108	514	3,563	43,775	.398	.147	.017	-.09	-.14	-.23		
WORKON01	1.63	1.45	1.59	1.66	.13	.05	.02	.01	1.40	1.23	1.30	1.29	108	515	3,560	43,782	.229	.749	.826	.14	.03	-.02		
WORKOF01	3.03	2.36	2.51	2.27	.24	.10	.04	.01	2.51	2.33	2.30	2.16	108	514	3,563	43,756	.012	.037	.002	.29	.22	.35		
COCURR01	2.30	2.33	2.12	2.31	.16	.07	.02	.01	1.70	1.51	1.46	1.54	108	513	3,561	43,761	.840	.286	.909	-.02	.12	-.01		

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^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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	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce compared with:			TX A&M Commerce compared with:			
																	Texas A&M System	Doc-Int	NSSE 2005	Texas A&M System	Doc-Int	NSSE 2005	
SOCIAL05	3.46	3.73	3.76	3.63	.16	.08	.03	.01	1.65	1.81	1.74	1.66	108	514	3,561	43,768	.155	.082	.295	-.15	-.17	-.10	
CAREDE01	1.80	1.61	1.69	1.63	.17	.07	.03	.01	1.82	1.54	1.59	1.56	108	514	3,562	43,751	.325	.509	.332	.12	.06	.11	
COMMUTE	2.41	2.32	2.32	2.14	.12	.05	.02	.00	1.22	1.11	1.12	1.04	108	513	3,563	43,777	.443	.439	.027	.08	.08	.25	
ENVSCHOL	2.90	3.08	3.05	3.13	.08	.04	.01	.00	.79	.79	.77	.77	107	511	3,551	43,590	.034	.051	.002	-.23	-.19	-.30	
ENVSUPRT	2.68	3.00	2.93	3.06	.08	.04	.01	.00	.85	.82	.82	.80	107	511	3,551	43,574	.000	.002	.000	-.38	-.30	-.48	
ENVDIVRS	2.36	2.49	2.54	2.60	.09	.04	.02	.00	.97	.98	.97	.97	107	510	3,550	43,545	.203	.050	.010	-.14	-.19	-.25	
ENVNACAD	1.84	2.13	2.06	2.17	.08	.04	.02	.00	.87	.93	.90	.92	107	509	3,548	43,527	.004	.014	.000	-.30	-.24	-.35	
ENVSOCAL	2.11	2.43	2.28	2.38	.08	.04	.02	.00	.83	.93	.90	.92	107	511	3,543	43,494	.000	.039	.001	-.35	-.19	-.29	
ENVEVENT	2.64	2.88	2.66	2.84	.08	.04	.02	.00	.86	.92	.94	.92	107	509	3,550	43,544	.017	.845	.028	-.25	-.02	-.21	
ENVCOMPT	3.11	3.31	3.34	3.32	.08	.04	.01	.00	.85	.81	.78	.78	107	510	3,548	43,561	.024	.003	.006	-.24	-.29	-.27	
GNGENLED	2.90	3.11	3.06	3.18	.07	.04	.01	.00	.76	.80	.80	.78	106	507	3,513	43,137	.010	.034	.000	-.27	-.21	-.36	
GNWORK	2.42	2.71	2.66	2.72	.09	.04	.02	.00	.91	.99	.95	.94	106	505	3,510	43,100	.004	.010	.001	-.30	-.25	-.33	
GNWRITE	2.88	2.73	2.90	3.00	.08	.04	.01	.00	.87	.95	.86	.85	106	507	3,512	43,122	.130	.779	.134	.15	-.03	-.15	
GNSPEAK	2.58	2.71	2.69	2.78	.09	.04	.02	.00	.95	.98	.91	.92	106	505	3,513	43,113	.209	.206	.022	-.13	-.12	-.22	
GNANALY	2.94	3.11	3.09	3.18	.08	.04	.01	.00	.83	.83	.80	.79	106	507	3,510	43,112	.064	.056	.002	-.20	-.19	-.30	
GNQUANT	2.67	2.91	2.84	2.84	.08	.04	.01	.00	.84	.86	.88	.89	106	507	3,510	43,053	.010	.052	.050	-.27	-.19	-.19	
GNCMPTS	2.75	3.08	3.01	2.96	.10	.04	.02	.00	1.00	.88	.90	.91	106	507	3,513	43,112	.002	.008	.025	-.38	-.30	-.24	
GNOTHERS	2.74	2.98	2.88	2.95	.10	.04	.01	.00	.98	.91	.88	.87	106	507	3,510	43,112	.021	.138	.025	-.26	-.16	-.25	
GNCITIZN	2.59	2.63	2.44	2.48	.10	.05	.02	.01	1.07	1.05	1.07	1.07	104	507	3,479	42,846	.720	.156	.332	-.04	.14	.10	
GNINQ	2.85	3.01	2.83	2.93	.09	.04	.01	.00	.89	.85	.87	.85	104	507	3,482	42,859	.079	.867	.315	-.19	.02	-.10	
GNSSELF	2.52	2.82	2.63	2.77	.10	.04	.02	.00	1.02	.98	.99	.96	104	506	3,480	42,856	.004	.258	.007	-.31	-.11	-.26	
GNDIVERS	2.51	2.50	2.57	2.59	.10	.04	.02	.00	1.03	.97	.96	.96	104	506	3,479	42,847	.942	.536	.406	.01	-.06	-.08	
GNPROBSV	2.46	2.63	2.54	2.58	.09	.04	.02	.00	.95	.95	.93	.92	104	507	3,479	42,853	.101	.412	.190	-.18	-.08	-.13	
GNETHICS	2.42	2.67	2.48	2.64	.11	.04	.02	.00	1.10	.97	.99	.99	104	505	3,476	42,850	.038	.596	.043	-.25	-.06	-.22	
GNCOMMUN	2.10	2.43	2.27	2.43	.10	.04	.02	.00	.98	1.00	.96	.98	104	506	3,475	42,846	.002	.066	.001	-.33	-.18	-.34	
GNSPIRIT	1.96	2.19	2.00	2.15	.11	.05	.02	.01	1.10	1.09	1.04	1.08	104	505	3,478	42,846	.050	.685	.073	-.21	-.04	-.18	
ADVISE	2.66	3.04	2.86	3.00	.09	.04	.01	.00	.90	.86	.87	.83	105	510	3,484	42,977	.000	.019	.000	-.44	-.23	-.42	
ENTIREXP	2.92	3.21	3.09	3.22	.06	.03	.01	.00	.60	.71	.72	.71	105	511	3,485	43,005	.000	.005	.000	-.40	-.24	-.42	
SAMECOLL	2.88	3.32	3.12	3.22	.08	.04	.01	.00	.82	.81	.85	.83	104	510	3,485	42,987	.000	.005	.000	-.54	-.28	-.40	

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National Survey
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NSSE 2005 Detailed Statistics
Texas A&M University-Commerce
Seniors

	Mean				Standard Error of the Mean ^a				Standard deviation ^b				Number of respondents				Significance ^c			Effect size ^d				
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce compared with:			TX A&M Commerce compared with:				
																	Texas A&M System	Doc-Int	NSSE 2005	Texas A&M System	Doc-Int	NSSE 2005		
CLQUEST	3.17	3.03	3.08	3.16	.05	.03	.01	.00	.80	.86	.85	.83	215	779	4,227	50,497	.034	.135	.925	.16	.10	.01		
CLPRESEN	2.94	2.97	2.83	2.88	.06	.03	.01	.00	.88	.86	.85	.84	215	778	4,223	50,482	.614	.065	.297	-.04	.13	.07		
REWROPAP	2.64	2.58	2.52	2.51	.06	.03	.02	.00	.95	.96	.98	.98	215	778	4,223	50,457	.401	.074	.048	.06	.12	.13		
INTEGRAT	3.33	3.32	3.34	3.37	.05	.03	.01	.00	.74	.74	.73	.72	215	779	4,224	50,470	.971	.785	.412	.00	-.02	-.06		
DIVCLASS	2.86	2.69	2.76	2.83	.06	.03	.01	.00	.94	.90	.92	.89	215	778	4,220	50,421	.018	.107	.633	.18	.11	.03		
CLUNPREP	2.00	2.14	2.10	2.08	.05	.03	.01	.00	.74	.74	.75	.76	215	778	4,217	50,436	.016	.060	.147	-.19	-.13	-.10		
CLASSGRP	2.80	2.59	2.59	2.52	.06	.03	.01	.00	.88	.91	.88	.87	215	776	4,223	50,451	.004	.001	.000	.22	.24	.32		
OCCGRP	2.60	2.95	2.83	2.77	.06	.03	.01	.00	.92	.90	.90	.88	215	779	4,224	50,472	.000	.000	.003	-.40	-.27	-.20		
INTIDEAS	2.99	2.95	2.92	2.93	.06	.03	.01	.00	.81	.80	.79	.80	213	759	4,118	49,485	.557	.201	.243	.05	.09	.08		
TUTOR	2.02	2.00	1.93	1.94	.07	.03	.02	.00	1.05	.96	.97	.97	213	759	4,119	49,503	.718	.157	.203	.03	.10	.09		
COMMPROJ	1.68	1.69	1.75	1.77	.06	.03	.01	.00	.94	.88	.92	.92	213	759	4,118	49,489	.837	.223	.159	-.02	-.09	-.10		
ITACADEM	2.85	2.92	2.88	2.81	.07	.04	.02	.00	1.01	1.03	1.02	1.03	212	759	4,119	49,514	.358	.710	.629	-.07	-.03	.03		
EMAIL	3.26	3.19	3.32	3.32	.06	.03	.01	.00	.81	.83	.78	.79	213	759	4,120	49,516	.305	.300	.271	.08	-.07	-.08		
FACGRADE	2.98	2.91	2.83	2.87	.06	.03	.01	.00	.87	.85	.87	.86	213	758	4,119	49,505	.327	.015	.076	.08	.17	.12		
FACPLANS	2.48	2.45	2.39	2.53	.07	.03	.01	.00	.99	.95	.95	.96	213	759	4,119	49,503	.665	.202	.402	.03	.09	-.06		
FACIDEAS	2.14	2.14	2.06	2.16	.07	.03	.01	.00	.97	.95	.90	.91	213	759	4,119	49,507	.995	.292	.719	.00	.08	-.02		
FACFEED	2.96	2.82	2.88	2.94	.06	.03	.01	.00	.82	.80	.78	.77	211	755	4,098	49,285	.023	.126	.691	.18	.11	.03		
WORKHARD	2.86	2.83	2.72	2.76	.06	.03	.01	.00	.85	.84	.85	.84	211	756	4,098	49,269	.679	.018	.088	.03	.17	.12		
FACOTHER	1.84	1.89	1.83	1.93	.07	.03	.01	.00	1.02	.95	.95	.97	211	756	4,096	49,275	.516	.847	.161	-.05	.01	-.10		
OOCIDEAS	2.89	2.86	2.82	2.88	.06	.03	.01	.00	.87	.83	.84	.84	211	756	4,098	49,284	.657	.279	.958	.03	.08	.00		
DIVRSTUD	2.79	2.67	2.66	2.65	.07	.04	.02	.00	1.01	.99	1.00	.99	211	756	4,096	49,239	.114	.057	.041	.12	.13	.14		
DIFFSTU2	2.74	2.71	2.72	2.76	.07	.03	.02	.00	1.03	.95	.97	.95	211	756	4,098	49,245	.633	.759	.856	.04	.02	-.01		
MEMORIZE	2.75	2.87	2.74	2.70	.06	.03	.01	.00	.90	.86	.90	.92	211	747	4,081	49,110	.084	.868	.457	-.14	.01	.05		
ANALYZE	3.05	3.14	3.22	3.24	.06	.03	.01	.00	.81	.79	.76	.74	211	748	4,079	49,108	.180	.002	.000	-.11	-.22	-.26		
SYNTHESZ	2.93	3.00	3.00	3.06	.06	.03	.01	.00	.86	.84	.85	.83	211	747	4,079	49,083	.286	.298	.032	-.08	-.07	-.15		
EVALUATE	2.94	2.99	2.94	2.99	.06	.03	.01	.00	.85	.87	.87	.86	211	748	4,078	49,088	.463	.952	.424	-.06	.00	-.06		
APPLYING	3.12	3.11	3.17	3.19	.06	.03	.01	.00	.81	.84	.83	.82	211	748	4,079	49,088	.899	.435	.210	.01	-.06	-.09		
READASGN	2.82	2.95	3.09	3.22	.06	.04	.02	.00	.94	1.01	1.00	1.03	210	745	4,060	48,911	.100	.000	.000	-.13	-.27	-.39		

^a The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the sample 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
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NSSE 2005 Detailed Statistics
Texas A&M University-Commerce
Seniors

	Mean				Standard Error of the Mean ^a				Standard deviation ^b				Number of respondents				Significance ^c			Effect size ^d			
	TX A&M Commerce	Texas A&M System	Doe-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doe-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doe-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doe-Int	NSSE 2005	TX A&M Commerce compared with:			TX A&M Commerce compared with:			
																	Texas A&M System	Doe-Int	NSSE 2005	Texas A&M System	Doe-Int	NSSE 2005	
READOWN	2.25	2.15	2.19	2.22	.08	.04	.01	.00	1.11	.97	.95	.98	211	745	4,067	48,952	.260	.459	.770	.10	.06	.02	
WRITEMOR	1.44	1.59	1.70	1.68	.05	.03	.01	.00	.72	.79	.79	.77	211	745	4,059	48,923	.014	.000	.000	-.19	-.32	-.31	
WRITEMID	2.15	2.32	2.63	2.68	.06	.03	.02	.00	.90	.90	.97	.97	211	744	4,061	48,937	.012	.000	.000	-.20	-.50	-.55	
WRITESML	2.94	2.85	3.10	3.13	.08	.04	.02	.01	1.15	1.16	1.20	1.19	211	742	4,063	48,938	.303	.058	.021	.08	-.13	-.16	
PROBSETA	2.66	2.62	2.58	2.51	.08	.04	.02	.01	1.18	1.17	1.17	1.19	211	743	4,036	48,566	.675	.369	.070	.03	.06	.13	
PROBSETB	2.44	2.36	2.40	2.33	.09	.05	.02	.01	1.24	1.23	1.22	1.20	211	742	4,032	48,499	.392	.651	.193	.07	.03	.09	
EXAMS	5.59	5.60	5.40	5.44	.09	.04	.02	.01	1.38	1.15	1.23	1.22	211	742	4,047	48,707	.908	.031	.086	-.01	.15	.12	
ATDART05	1.89	1.86	1.97	2.08	.06	.03	.01	.00	.88	.83	.88	.91	211	743	4,033	48,691	.681	.185	.002	.03	-.09	-.21	
EXRCSE05	2.36	2.59	2.66	2.74	.07	.04	.02	.00	1.03	1.02	1.04	1.04	211	742	4,028	48,683	.005	.000	.000	-.22	-.28	-.36	
WORSHPO5	2.38	2.39	2.13	2.23	.08	.04	.02	.01	1.13	1.13	1.11	1.12	211	743	4,033	48,677	.911	.001	.050	-.01	.23	.14	
OWNVIEW	2.69	2.63	2.65	2.73	.06	.03	.01	.00	.93	.88	.88	.87	211	743	4,030	48,679	.383	.513	.553	.07	.05	-.04	
OTHRVIEW	2.90	2.74	2.80	2.86	.06	.03	.01	.00	.88	.84	.85	.83	211	742	4,032	48,682	.016	.094	.461	.19	.12	.05	
CHNGVIEW	2.84	2.80	2.83	2.88	.06	.03	.01	.00	.84	.82	.81	.81	211	743	4,031	48,666	.453	.830	.515	.06	.02	-.04	
INTERN04	.43	.47	.53	.58	.03	.02	.01	.00	.50	.50	.50	.49	209	734	3,996	48,380	.229	.002	.000	-.09	-.22	-.32	
VOLNTR04	.49	.62	.60	.64	.03	.02	.01	.00	.50	.49	.49	.48	208	734	3,996	48,364	.001	.002	.000	-.28	-.23	-.32	
LRNCOM04	.25	.29	.26	.27	.03	.02	.01	.00	.43	.45	.44	.44	207	735	3,990	48,344	.300	.763	.646	-.08	-.02	-.03	
RESRCH04	.18	.18	.20	.21	.03	.01	.01	.00	.39	.39	.40	.41	208	734	3,994	48,363	.997	.624	.252	.00	-.03	-.08	
FORLNG04	.19	.27	.38	.46	.03	.02	.01	.00	.39	.45	.48	.50	208	734	3,993	48,364	.008	.000	.000	-.19	-.39	-.54	
STDABR04	.07	.08	.14	.18	.02	.01	.01	.00	.25	.27	.35	.38	208	730	3,994	48,337	.605	.000	.000	-.04	-.21	-.29	
INDSTD04	.16	.17	.20	.23	.03	.01	.01	.00	.37	.37	.40	.42	207	734	3,994	48,348	.746	.121	.007	-.03	-.10	-.17	
SNRX04	.52	.24	.35	.38	.03	.02	.01	.00	.50	.43	.48	.49	208	732	3,993	48,344	.000	.000	.000	.65	.38	.29	
ENVSTU	5.79	5.88	5.55	5.68	.09	.04	.02	.01	1.28	1.21	1.32	1.30	209	735	3,994	48,349	.349	.008	.199	-.07	.19	.09	
ENVFAC	5.63	5.47	5.40	5.64	.10	.05	.02	.01	1.41	1.33	1.28	1.26	209	734	3,995	48,350	.136	.012	.949	.12	.18	.00	
ENVADM	4.98	4.84	4.52	4.63	.12	.06	.03	.01	1.72	1.58	1.63	1.66	209	735	3,996	48,315	.290	.000	.003	.09	.28	.21	
ACADPR01	3.84	3.95	3.96	4.09	.13	.07	.03	.01	1.82	1.80	1.72	1.75	209	732	3,973	48,066	.432	.324	.042	-.06	-.07	-.14	
WORKON01	1.75	1.96	1.84	1.90	.11	.06	.03	.01	1.64	1.76	1.62	1.57	209	733	3,975	48,066	.096	.423	.159	-.12	-.06	-.10	
WORKOF01	4.28	3.67	3.88	3.50	.21	.10	.04	.01	3.09	2.84	2.76	2.73	209	733	3,976	48,047	.012	.067	.000	.21	.15	.29	
COCURR01	1.80	2.03	1.99	2.19	.09	.05	.02	.01	1.35	1.43	1.40	1.55	209	732	3,973	48,084	.046	.055	.000	-.15	-.14	-.25	

^a The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the sample 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

NSSE 2005 Detailed Statistics
Texas A&M University-Commerce
Seniors

	Mean				Standard Error of the Mean ^a				Standard deviation ^b				Number of respondents				Significance ^c					Effect size ^d			
	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce	Texas A&M System	Doc-Int	NSSE 2005	TX A&M Commerce compared with:					TX A&M Commerce compared with:			
																	Texas A&M System	Doc-Int	NSSE 2005	Texas A&M System	Doc-Int	NSSE 2005			
SOCIAL05	3.16	3.23	3.38	3.36	.11	.06	.02	.01	1.64	1.51	1.54	1.54	209	733	3,971	48,073	.596	.052	.070	-.04	-.14	-.13			
CAREDE01	4.19	2.75	2.38	2.29	.21	.10	.04	.01	3.00	2.64	2.30	2.31	209	732	3,972	48,071	.000	.000	.000	.54	.79	.82			
COMMUTE	2.61	2.51	2.44	2.31	.10	.04	.02	.00	1.38	1.13	1.05	1.09	209	732	3,975	48,081	.341	.092	.002	.09	.16	.27			
ENVSCHOL	3.08	3.08	3.05	3.14	.06	.03	.01	.00	.82	.76	.78	.77	208	730	3,948	47,945	.985	.677	.271	.00	.03	-.08			
ENVSUPRT	2.94	2.88	2.82	2.97	.06	.03	.01	.00	.86	.83	.83	.83	209	729	3,944	47,919	.377	.044	.676	.07	.14	-.03			
ENVDIVRS	2.37	2.40	2.34	2.42	.07	.04	.02	.00	1.02	.97	.96	.98	209	729	3,940	47,870	.736	.678	.448	-.03	.03	-.05			
ENVNACAD	1.97	1.96	1.85	1.97	.06	.04	.01	.00	.91	.95	.88	.91	208	729	3,937	47,859	.883	.054	.925	.01	.14	.01			
ENVSOCAL	2.12	2.17	2.05	2.17	.06	.03	.01	.00	.93	.93	.89	.91	208	727	3,931	47,797	.471	.345	.389	-.06	.07	-.06			
ENVEVENT	2.30	2.57	2.48	2.63	.07	.04	.01	.00	.99	.96	.94	.94	209	730	3,937	47,870	.000	.009	.000	-.28	-.19	-.35			
ENVCOMPT	3.23	3.46	3.48	3.46	.06	.03	.01	.00	.90	.70	.73	.74	208	729	3,945	47,921	.001	.000	.000	-.33	-.34	-.31			
GNGENLED	3.26	3.25	3.20	3.33	.06	.03	.01	.00	.80	.79	.81	.77	208	729	3,927	47,718	.925	.333	.208	.01	.07	-.09			
GNWORK	3.14	3.06	3.01	3.04	.06	.03	.01	.00	.92	.92	.92	.92	208	728	3,923	47,714	.248	.045	.095	.09	.14	.12			
GNWRITE	2.94	3.05	3.05	3.14	.06	.03	.01	.00	.93	.87	.86	.84	208	728	3,921	47,724	.116	.062	.001	-.13	-.13	-.24			
GNSPEAK	2.88	3.02	2.93	3.03	.06	.03	.01	.00	.91	.87	.91	.88	208	728	3,923	47,713	.046	.517	.014	-.16	-.05	-.17			
GNANALY	3.23	3.32	3.31	3.37	.05	.03	.01	.00	.79	.76	.76	.74	208	729	3,924	47,718	.114	.139	.006	-.13	-.11	-.19			
GNQUANT	2.99	3.08	3.03	3.01	.06	.03	.01	.00	.92	.85	.88	.89	208	728	3,921	47,684	.190	.576	.695	-.11	-.04	-.03			
GNCMPTS	3.18	3.29	3.22	3.18	.06	.03	.01	.00	.92	.82	.84	.85	208	729	3,922	47,720	.138	.514	.944	-.13	-.05	.00			
GNOTHERS	3.16	3.23	3.14	3.18	.06	.03	.01	.00	.87	.82	.85	.83	208	727	3,924	47,708	.292	.664	.727	-.08	.03	-.02			
GNCITIZN	2.21	2.44	2.20	2.31	.08	.04	.02	.00	1.10	1.09	1.07	1.07	206	727	3,907	47,527	.007	.840	.186	-.21	.01	-.09			
GNINQ	2.91	3.09	2.98	3.07	.07	.03	.01	.00	.95	.85	.89	.86	206	729	3,911	47,563	.015	.309	.019	-.21	-.08	-.18			
GNSELF	2.63	2.81	2.73	2.88	.07	.04	.02	.00	1.04	1.01	1.02	.98	206	727	3,908	47,550	.027	.175	.001	-.18	-.10	-.25			
GNDIVERS	2.62	2.58	2.54	2.60	.07	.04	.02	.00	1.01	1.00	.99	.99	206	728	3,910	47,552	.617	.298	.797	.04	.07	.02			
GNPROBSV	2.60	2.81	2.71	2.72	.07	.04	.02	.00	.99	.95	.94	.94	206	729	3,913	47,570	.007	.119	.063	-.21	-.11	-.13			
GNETHICS	2.62	2.73	2.59	2.74	.08	.04	.02	.00	1.08	1.04	1.04	1.02	205	728	3,912	47,559	.212	.665	.120	-.10	.03	-.11			
GNCOMMUN	2.32	2.46	2.37	2.50	.07	.04	.02	.00	1.01	1.02	1.03	1.01	206	727	3,910	47,558	.075	.438	.011	-.14	-.06	-.18			
GNSPIRIT	1.92	2.04	1.88	2.04	.07	.04	.02	.01	1.03	1.09	1.05	1.09	206	727	3,911	47,540	.158	.631	.113	-.11	.03	-.11			
ADVISE	2.88	2.94	2.76	2.94	.07	.03	.02	.00	1.00	.90	.95	.92	206	728	3,921	47,667	.469	.063	.390	-.06	.13	-.07			
ENTIREXP	3.22	3.24	3.14	3.27	.05	.03	.01	.00	.74	.72	.73	.71	206	729	3,924	47,679	.704	.124	.346	-.03	.11	-.07			
SAMECOLL	3.27	3.23	3.09	3.19	.06	.03	.01	.00	.81	.87	.86	.85	206	729	3,925	47,670	.602	.004	.221	.04	.21	.09			

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



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

	<i>Variable</i>	<i>Class</i>	<i>Mean</i>	<i>Texas A&M Mean</i>	<i>Sig^a</i>	<i>Effect size^b</i>
1a. Library staff are helpful in finding the resources I need.	tam0501a	FY	3.23	3.16		
		SR	3.20	3.13		
1b. Administrative staff I interact with are knowledgeable about their area.	tam0501b	FY	3.02	3.22	**	-.34
		SR	3.16	3.10		
2a. Admission materials were easy to obtain.	tam0502a	FY	3.19	3.22		
		SR	3.30	3.24		
2b. Information about student services is easy to obtain.	tam0502b	FY	3.10	3.17		
		SR	3.12	3.11		
2c. Information about academic requirements is easy to obtain.	tam0502c	FY	3.09	3.15		
		SR	3.09	3.10		
3a. I use the university's website to find information I need.	tam0503a	FY	3.27	3.31		
		SR	3.42	3.31		
3b. It's easy to find the information I need on the university's website.	tam0503b	FY	2.95	3.12	*	-.21
		SR	3.12	3.06		
4a. The university catalog clearly states academic requirements.	tam0504a	FY	3.13	3.28	*	-.24
		SR	3.17	3.23		
4b. The student handbook provides the information I need.	tam0504b	FY	3.14	3.21		
		SR	3.15	3.16		
4c. Printed materials about the university I have seen accurately portrayed the institution.	tam0504c	FY	3.06	3.20		
		SR	3.10	3.13		
5a. The time it takes me to register is reasonable.	tam0505a	FY	3.07	3.16		
		SR	3.36	3.31		
5b. My academic advisor is accessible.	tam0505b	FY	2.91	3.02		
		SR	3.17	3.11		

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

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

^c Response set is categorical.

NSSE 2005 Means Comparison Report
Texas A&M System
Texas A&M University-Commerce

TX A&M Commerce	TX A&M Commerce compared with Texas A&M System
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Texas A&M System Consortium Questions

	Variable	Class	Mean	Texas A&M Mean	Sig. ^a	Effect size ^b
5c. Offices are open during convenient hours.	tam0505c	FY	3.04	3.03		
		SR	3.10	3.07		
6a. I know how to make a complaint regarding student services.	tam0506a	FY	2.41	2.46		
		SR	2.58	2.44	*	.17
6b. I know how to make a complaint regarding academic issues.	tam0506b	FY	2.40	2.49		
		SR	2.63	2.49	*	.17
6c. I believe the institution will respond to my concerns.	tam0506c	FY	2.78	2.92		
		SR	2.88	2.67	**	.24
7a. The grounds are well-kept.	tam0507a	FY	3.24	3.43	**	-.30
		SR	3.39	3.45		
7b. Teaching facilities are adequate for their purpose.	tam0507b	FY	3.01	3.28	***	-.45
		SR	3.05	3.14		
7c. Adequate computing resources are available.	tam0507c	FY	3.26	3.43	**	-.28
		SR	3.08	3.19		
7d. The library has the resources I need.	tam0507d	FY	3.32	3.34		
		SR	3.25	3.15		

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

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

^c Response set is categorical.



National Survey
of Student Engagement

NSSE 2005 Detailed Statistics
Texas A&M System
Texas A&M University-Commerce

First-Year Students

	Mean		Standard Error of the Mean ^a		Standard deviation ^b		Number of respondents		Sig. ^c	Effect size ^d
	TX A&M Commerce	Texas A&M System	TX A&M Commerce	Texas A&M System	TX A&M Commerce	Texas A&M System	TX A&M Commerce	Texas A&M System	TX A&M Commerce compared with Texas A&M System	TX A&M Commerce compared with Texas A&M System
tam0501a	3.23	3.16	.06	.03	.57	.58	93	489	.330	.11
tam0501b	3.02	3.22	.06	.03	.61	.57	91	488	.006	-.34
tam0502a	3.19	3.22	.07	.03	.66	.65	93	494	.671	-.05
tam0502b	3.10	3.17	.08	.03	.72	.64	93	494	.333	-.11
tam0502c	3.09	3.15	.07	.03	.69	.66	93	492	.378	-.10
tam0503a	3.27	3.31	.08	.04	.72	.81	91	491	.735	-.04
tam0503b	2.95	3.12	.08	.04	.74	.85	91	490	.042	-.21
tam0504a	3.13	3.28	.05	.03	.52	.60	91	492	.019	-.24
tam0504b	3.14	3.21	.06	.03	.55	.61	91	492	.299	-.11
tam0504c	3.06	3.20	.07	.03	.68	.66	89	489	.054	-.22
tam0505a	3.07	3.16	.07	.03	.66	.69	94	489	.294	-.12
tam0505b	2.91	3.02	.08	.03	.74	.77	94	489	.203	-.14
tam0505c	3.04	3.03	.06	.03	.59	.68	94	489	.917	.01
tam0506a	2.41	2.46	.09	.04	.85	.83	94	489	.613	-.06
tam0506b	2.40	2.49	.09	.04	.83	.84	94	488	.343	-.11
tam0506c	2.78	2.92	.08	.03	.80	.76	92	487	.121	-.18
tam0507a	3.24	3.43	.07	.03	.67	.61	94	492	.009	-.30
tam0507b	3.01	3.28	.07	.03	.70	.61	93	491	.000	-.45
tam0507c	3.26	3.43	.06	.03	.55	.62	92	490	.007	-.28
tam0507d	3.32	3.34	.05	.03	.49	.67	94	489	.680	-.04

Seniors

	Mean		Standard Error of the Mean ^a		Standard deviation ^b		Number of respondents		Sig. ^c	Effect size ^d
	TX A&M Commerce	Texas A&M System	TX A&M Commerce	Texas A&M System	TX A&M Commerce	Texas A&M System	TX A&M Commerce	Texas A&M System	TX A&M Commerce compared with Texas A&M System	TX A&M Commerce compared with Texas A&M System
	3.20	3.13	.04	.02	.59	.65	184	705	.196	.11
	3.16	3.10	.05	.02	.62	.62	181	706	.285	.09
	3.30	3.24	.04	.02	.58	.58	186	708	.215	.10
	3.12	3.11	.05	.02	.63	.66	185	708	.753	.03
	3.09	3.10	.05	.03	.74	.68	185	707	.940	-.01
	3.42	3.31	.06	.03	.76	.79	185	709	.094	.14
	3.12	3.06	.06	.03	.79	.85	183	708	.361	.07
	3.17	3.23	.05	.02	.71	.62	185	705	.260	-.10
	3.15	3.16	.05	.02	.65	.65	182	698	.902	-.01
	3.10	3.13	.06	.03	.75	.67	183	698	.558	-.05
	3.36	3.31	.04	.03	.60	.70	183	705	.360	.07
	3.17	3.11	.06	.03	.77	.84	181	702	.404	.07
	3.10	3.07	.06	.03	.75	.74	182	703	.686	.03
	2.58	2.44	.06	.03	.83	.85	183	701	.041	.17
	2.63	2.49	.06	.03	.83	.85	182	699	.046	.17
	2.88	2.67	.06	.03	.81	.84	181	695	.003	.24
	3.39	3.45	.04	.02	.55	.58	181	701	.235	-.10
	3.05	3.14	.05	.03	.70	.68	182	700	.156	-.12
	3.08	3.19	.06	.03	.83	.75	182	699	.079	-.15
	3.25	3.15	.05	.03	.64	.72	181	699	.093	.14

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

^e Response set is categorical.



National Survey
of Student Engagement

NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
Variable	Response Options																	
1a. Asked questions in class or contributed to class discussions	CLQUEST	Never	4	3%	37	6%	137	3%	1,264	3%	2	1%	21	3%	84	2%	755	1%
		Sometimes	42	34%	277	47%	1,643	41%	16,995	35%	48	22%	211	27%	1,129	27%	11,860	23%
		Often	41	33%	184	31%	1,338	33%	16,864	35%	77	36%	271	35%	1,385	33%	16,329	32%
		Very often	36	29%	91	15%	879	22%	12,851	27%	88	41%	276	35%	1,629	39%	21,553	43%
		Total	123	100%	589	100%	3,997	100%	47,974	100%	215	100%	779	100%	4,227	100%	50,497	100%
b. Made a class presentation	CLPRESEN	Never	24	20%	139	24%	580	15%	6,183	13%	16	7%	28	4%	184	4%	1,776	4%
		Sometimes	61	50%	268	46%	2,208	55%	25,965	54%	42	20%	211	27%	1,412	33%	15,905	32%
		Often	27	22%	144	24%	947	24%	12,160	25%	96	45%	293	38%	1,568	37%	19,419	38%
		Very often	11	9%	37	6%	259	6%	3,648	8%	61	28%	246	32%	1,059	25%	13,382	27%
		Total	123	100%	588	100%	3,994	100%	47,956	100%	215	100%	778	100%	4,223	100%	50,482	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	17	14%	96	16%	488	12%	6,288	13%	25	12%	102	13%	640	15%	7,735	15%
		Sometimes	33	27%	166	28%	1,247	31%	15,228	32%	74	34%	286	37%	1,611	38%	19,231	38%
		Often	47	38%	182	31%	1,268	32%	15,197	32%	69	32%	227	29%	1,110	26%	13,506	27%
		Very often	26	21%	142	24%	982	25%	11,203	23%	47	22%	163	21%	862	20%	9,985	20%
		Total	123	100%	586	100%	3,985	100%	47,916	100%	215	100%	778	100%	4,223	100%	50,457	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	2	2%	25	4%	92	2%	870	2%	4	2%	7	1%	47	1%	430	1%
		Sometimes	27	22%	142	24%	866	22%	10,076	21%	23	11%	104	13%	509	12%	5,813	12%
		Often	43	35%	239	41%	1,748	44%	21,407	45%	87	40%	298	38%	1,631	39%	19,093	38%
		Very often	51	41%	182	31%	1,281	32%	15,566	32%	101	47%	370	47%	2,037	48%	25,134	50%
		Total	123	100%	588	100%	3,987	100%	47,919	100%	215	100%	779	100%	4,224	100%	50,470	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	DIVCLASS	Never	4	3%	52	9%	264	7%	2,953	6%	19	9%	65	8%	324	8%	3,053	6%
		Sometimes	37	30%	219	37%	1,323	33%	15,724	33%	55	26%	275	35%	1,439	34%	16,004	32%
		Often	49	40%	199	34%	1,557	39%	18,454	39%	78	36%	271	35%	1,395	33%	17,762	35%
		Very often	33	27%	118	20%	846	21%	10,775	22%	63	29%	167	21%	1,062	25%	13,602	27%
		Total	123	100%	588	100%	3,990	100%	47,906	100%	215	100%	778	100%	4,220	100%	50,421	100%
f. Come to class without completing readings or assignments	CLUNPREP	Never	19	15%	87	15%	807	20%	10,070	21%	48	22%	124	16%	752	18%	9,580	19%
		Sometimes	77	63%	336	57%	2,362	59%	29,025	61%	128	60%	462	59%	2,526	60%	30,371	60%
		Often	15	12%	122	21%	590	15%	6,250	13%	29	13%	149	19%	689	16%	7,353	15%
		Very often	12	10%	40	7%	228	6%	2,526	5%	10	5%	43	6%	250	6%	3,132	6%
		Total	123	100%	585	100%	3,987	100%	47,871	100%	215	100%	778	100%	4,217	100%	50,436	100%
g. Worked with other students on projects during class	CLASSGRP	Never	19	15%	118	20%	410	10%	5,499	11%	11	5%	80	10%	357	8%	4,989	10%
		Sometimes	52	42%	215	37%	1,808	45%	22,519	47%	76	35%	299	39%	1,786	42%	22,200	44%
		Often	40	33%	186	32%	1,318	33%	15,130	32%	74	34%	253	33%	1,328	31%	15,477	31%
		Very often	12	10%	69	12%	455	11%	4,785	10%	54	25%	144	19%	752	18%	7,785	15%
		Total	123	100%	588	100%	3,991	100%	47,933	100%	215	100%	776	100%	4,223	100%	50,451	100%



National Survey
of Student Engagement

NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
<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>	
h. Worked with classmates outside of class to prepare class assignments	OCCGRP	Never	24	20%	81	14%	541	14%	5,604	12%	23	11%	42	5%	255	6%	3,073	6%
		Sometimes	56	46%	230	39%	1,860	47%	21,837	46%	82	38%	207	27%	1,341	32%	17,414	35%
		Often	26	21%	195	33%	1,175	29%	14,874	31%	69	32%	277	36%	1,479	35%	17,919	36%
		Very often	17	14%	82	14%	415	10%	5,631	12%	41	19%	253	32%	1,149	27%	12,066	24%
		Total	123	100%	588	100%	3,991	100%	47,946	100%	215	100%	779	100%	4,224	100%	50,472	100%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	11	9%	46	8%	256	7%	2,956	6%	10	5%	24	3%	106	3%	1,331	3%
		Sometimes	40	33%	235	42%	1,671	44%	19,786	43%	41	19%	191	25%	1,142	28%	13,631	28%
		Often	54	45%	206	37%	1,421	37%	17,301	38%	103	48%	340	45%	1,847	45%	21,856	44%
		Very often	15	13%	68	12%	448	12%	5,995	13%	59	28%	204	27%	1,023	25%	12,667	26%
		Total	120	100%	555	100%	3,796	100%	46,038	100%	213	100%	759	100%	4,118	100%	49,485	100%
j. Tutored or taught other students (paid or voluntary)	TUTOR	Never	48	40%	240	43%	1,883	50%	22,549	49%	82	38%	271	36%	1,674	41%	19,762	40%
		Sometimes	52	43%	220	40%	1,301	34%	16,132	35%	76	36%	300	40%	1,488	36%	18,062	36%
		Often	15	13%	65	12%	433	11%	5,186	11%	23	11%	108	14%	541	13%	6,628	13%
		Very often	5	4%	31	6%	180	5%	2,195	5%	32	15%	80	11%	416	10%	5,051	10%
		Total	120	100%	556	100%	3,797	100%	46,062	100%	213	100%	759	100%	4,119	100%	49,503	100%
k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	Never	86	72%	358	64%	2,490	66%	28,730	62%	124	58%	405	53%	2,075	50%	24,617	50%
		Sometimes	23	19%	138	25%	876	23%	11,511	25%	50	23%	228	30%	1,274	31%	15,434	31%
		Often	6	5%	41	7%	296	8%	4,045	9%	23	11%	82	11%	472	11%	5,880	12%
		Very often	5	4%	20	4%	133	4%	1,760	4%	16	8%	44	6%	297	7%	3,558	7%
		Total	120	100%	557	100%	3,795	100%	46,046	100%	213	100%	759	100%	4,118	100%	49,489	100%
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	Never	34	28%	120	22%	634	17%	7,975	17%	23	11%	86	11%	453	11%	6,055	12%
		Sometimes	29	24%	159	29%	1,112	29%	13,817	30%	58	27%	174	23%	1,068	26%	13,745	28%
		Often	29	24%	134	24%	1,070	28%	12,580	27%	59	28%	212	28%	1,136	28%	13,033	26%
		Very often	28	23%	143	26%	982	26%	11,696	25%	72	34%	287	38%	1,462	35%	16,681	34%
		Total	120	100%	556	100%	3,798	100%	46,068	100%	212	100%	759	100%	4,119	100%	49,514	100%
m. Used e-mail to communicate with an instructor	EMAIL	Never	7	6%	35	6%	106	3%	1,257	3%	5	2%	11	1%	44	1%	573	1%
		Sometimes	40	34%	178	32%	1,016	27%	11,491	25%	35	16%	170	22%	681	17%	8,200	17%
		Often	35	29%	176	32%	1,370	36%	16,708	36%	73	34%	240	32%	1,327	32%	15,672	32%
		Very often	37	31%	167	30%	1,306	34%	16,601	36%	100	47%	338	45%	2,068	50%	25,071	51%
		Total	119	100%	556	100%	3,798	100%	46,057	100%	213	100%	759	100%	4,120	100%	49,516	100%
n. Discussed grades or assignments with an instructor	FACGRADE	Never	3	3%	45	8%	310	8%	3,199	7%	5	2%	22	3%	167	4%	1,766	4%
		Sometimes	49	41%	233	42%	1,689	45%	19,416	42%	67	31%	244	32%	1,462	35%	16,703	34%
		Often	40	33%	178	32%	1,188	31%	14,946	32%	69	32%	271	36%	1,403	34%	17,172	35%
		Very often	28	23%	100	18%	607	16%	8,491	18%	72	34%	221	29%	1,087	26%	13,864	28%
		Total	120	100%	556	100%	3,794	100%	46,052	100%	213	100%	758	100%	4,119	100%	49,505	100%



National Survey
of Student Engagement

NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
<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>	
o. Talked about career plans with a faculty member or advisor	FACPLANS	Never	47	39%	149	27%	987	26%	10,631	23%	37	17%	119	16%	694	17%	6,728	14%
		Sometimes	42	35%	237	43%	1,793	47%	21,529	47%	78	37%	310	41%	1,772	43%	19,578	40%
		Often	21	18%	115	21%	722	19%	9,540	21%	57	27%	202	27%	990	24%	13,222	27%
		Very often	10	8%	55	10%	294	8%	4,359	9%	41	19%	128	17%	663	16%	9,975	20%
	Total	120	100%	556	100%	3,796	100%	46,059	100%	213	100%	759	100%	4,119	100%	49,503	100%	
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	Never	50	42%	258	46%	1,683	44%	18,203	40%	61	29%	214	28%	1,160	28%	12,094	24%
		Sometimes	45	38%	213	38%	1,456	38%	18,834	41%	89	42%	314	41%	1,913	46%	22,714	46%
		Often	19	16%	61	11%	479	13%	6,377	14%	36	17%	145	19%	668	16%	9,445	19%
		Very often	6	5%	23	4%	175	5%	2,633	6%	27	13%	86	11%	378	9%	5,254	11%
	Total	120	100%	555	100%	3,793	100%	46,047	100%	213	100%	759	100%	4,119	100%	49,507	100%	
q. Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	Never	8	7%	46	8%	215	6%	2,140	5%	9	4%	30	4%	136	3%	1,242	3%
		Sometimes	36	30%	200	36%	1,289	34%	14,826	33%	47	22%	235	31%	1,106	27%	12,301	25%
		Often	56	47%	215	39%	1,681	45%	20,393	45%	98	46%	332	44%	1,978	48%	23,861	48%
		Very often	19	16%	96	17%	574	15%	8,241	18%	57	27%	158	21%	878	21%	11,881	24%
	Total	119	100%	557	100%	3,759	100%	45,600	100%	211	100%	755	100%	4,098	100%	49,285	100%	
r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Never	3	3%	40	7%	320	9%	3,350	7%	8	4%	39	5%	260	6%	2,660	5%
		Sometimes	55	46%	211	38%	1,456	39%	17,412	38%	69	33%	224	30%	1,446	35%	16,924	34%
		Often	40	34%	213	38%	1,432	38%	17,457	38%	79	37%	319	42%	1,591	39%	19,335	39%
		Very often	21	18%	93	17%	550	15%	7,385	16%	55	26%	174	23%	801	20%	10,350	21%
	Total	119	100%	557	100%	3,758	100%	45,604	100%	211	100%	756	100%	4,098	100%	49,269	100%	
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	Never	64	54%	316	57%	2,268	60%	25,495	56%	106	50%	325	43%	1,934	47%	20,432	41%
		Sometimes	34	29%	155	28%	981	26%	13,342	29%	55	26%	252	33%	1,267	31%	16,417	33%
		Often	17	14%	66	12%	367	10%	4,790	11%	28	13%	118	16%	569	14%	7,717	16%
		Very often	3	3%	20	4%	139	4%	1,967	4%	22	10%	61	8%	326	8%	4,709	10%
	Total	118	100%	557	100%	3,755	100%	45,594	100%	211	100%	756	100%	4,096	100%	49,275	100%	
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	Never	6	5%	48	9%	244	6%	2,673	6%	12	6%	25	3%	166	4%	1,684	3%
		Sometimes	43	36%	209	38%	1,489	40%	16,721	37%	57	27%	248	33%	1,368	33%	15,480	31%
		Often	37	31%	189	34%	1,336	36%	16,555	36%	85	40%	293	39%	1,593	39%	19,028	39%
		Very often	33	28%	110	20%	688	18%	9,644	21%	57	27%	190	25%	971	24%	13,092	27%
	Total	119	100%	556	100%	3,757	100%	45,593	100%	211	100%	756	100%	4,098	100%	49,284	100%	
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Never	15	13%	92	17%	542	14%	6,965	15%	23	11%	88	12%	541	13%	6,063	12%
		Sometimes	31	26%	207	37%	1,268	34%	15,476	34%	65	31%	270	36%	1,386	34%	17,449	35%
		Often	31	26%	136	24%	1,035	28%	12,035	26%	56	27%	202	27%	1,108	27%	13,289	27%
		Very often	42	35%	122	22%	911	24%	11,103	24%	67	32%	196	26%	1,061	26%	12,438	25%
	Total	119	100%	557	100%	3,756	100%	45,579	100%	211	100%	756	100%	4,096	100%	49,239	100%	



National Survey
of Student Engagement

NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
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	12	10%	65	12%	399	11%	4,349	10%	29	14%	73	10%	412	10%	4,363	9%
		Sometimes	29	24%	198	36%	1,190	32%	14,609	32%	59	28%	262	35%	1,406	34%	16,681	34%
		Often	45	38%	143	26%	1,119	30%	13,665	30%	60	28%	235	31%	1,185	29%	14,761	30%
		Very often	33	28%	148	27%	1,051	28%	12,965	28%	63	30%	186	25%	1,095	27%	13,440	27%
	Total	119	100%	554	100%	3,759	100%	45,588	100%	211	100%	756	100%	4,098	100%	49,245	100%	
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	14	12%	29	5%	182	5%	2,868	6%	18	9%	43	6%	336	8%	4,879	10%
		Some	34	30%	133	24%	962	26%	12,804	28%	64	30%	204	27%	1,308	32%	15,876	32%
		Quite a bit	40	35%	237	43%	1,570	42%	17,803	39%	82	39%	310	41%	1,525	37%	17,387	35%
		Very much	27	23%	154	28%	1,018	27%	11,834	26%	47	22%	190	25%	912	22%	10,968	22%
	Total	115	100%	553	100%	3,732	100%	45,309	100%	211	100%	747	100%	4,081	100%	49,110	100%	
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE	Very little	5	4%	25	5%	81	2%	1,000	2%	7	3%	16	2%	78	2%	692	1%
		Some	27	23%	133	24%	804	22%	9,056	20%	43	20%	140	19%	582	14%	6,964	14%
		Quite a bit	52	45%	251	46%	1,661	45%	20,257	45%	93	44%	319	43%	1,777	44%	21,192	43%
		Very much	31	27%	142	26%	1,183	32%	14,968	33%	68	32%	273	36%	1,642	40%	20,260	41%
	Total	115	100%	551	100%	3,729	100%	45,281	100%	211	100%	748	100%	4,079	100%	49,108	100%	
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	Very little	12	10%	48	9%	174	5%	2,086	5%	11	5%	33	4%	168	4%	1,636	3%
		Some	36	31%	187	34%	1,125	30%	13,076	29%	53	25%	162	22%	986	24%	10,698	22%
		Quite a bit	47	41%	222	40%	1,543	41%	18,877	42%	86	41%	321	43%	1,618	40%	19,991	41%
		Very much	20	17%	96	17%	889	24%	11,222	25%	61	29%	231	31%	1,307	32%	16,758	34%
	Total	115	100%	553	100%	3,731	100%	45,261	100%	211	100%	747	100%	4,079	100%	49,083	100%	
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	Very little	8	7%	50	9%	220	6%	2,565	6%	10	5%	37	5%	225	6%	2,354	5%
		Some	36	31%	163	29%	1,107	30%	13,096	29%	53	25%	177	24%	1,001	25%	11,577	24%
		Quite a bit	45	39%	208	38%	1,557	42%	18,715	41%	88	42%	292	39%	1,637	40%	19,559	40%
		Very much	26	23%	132	24%	847	23%	10,901	24%	60	28%	242	32%	1,215	30%	15,598	32%
	Total	115	100%	553	100%	3,731	100%	45,277	100%	211	100%	748	100%	4,078	100%	49,088	100%	
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	Very little	9	8%	34	6%	152	4%	1,881	4%	4	2%	25	3%	139	3%	1,334	3%
		Some	25	22%	151	27%	963	26%	11,038	24%	46	22%	149	20%	715	18%	8,482	17%
		Quite a bit	54	47%	215	39%	1,470	39%	18,186	40%	81	38%	289	39%	1,542	38%	18,611	38%
		Very much	27	23%	152	28%	1,144	31%	14,182	31%	80	38%	285	38%	1,683	41%	20,661	42%
	Total	115	100%	552	100%	3,729	100%	45,287	100%	211	100%	748	100%	4,079	100%	49,088	100%	
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN	None	2	2%	6	1%	34	1%	402	1%	3	1%	15	2%	58	1%	589	1%
		Between 1-4	37	32%	154	28%	844	23%	9,130	20%	90	43%	278	37%	1,239	31%	13,088	27%
		Between 5-10	45	39%	240	44%	1,592	43%	17,421	39%	75	36%	263	35%	1,507	37%	17,292	35%
		Between 11-20	19	17%	108	20%	889	24%	12,222	27%	26	12%	109	15%	807	20%	10,999	22%
		More than 20	12	10%	40	7%	356	10%	5,931	13%	16	8%	80	11%	449	11%	6,943	14%
	Total	115	100%	548	100%	3,715	100%	45,106	100%	210	100%	745	100%	4,060	100%	48,911	100%	



National Survey
of Student Engagement

NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
Variable	Response Options	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	23%	136	25%	924	25%	10,663	24%	47	22%	170	23%	820	20%	9,410	19%
		Between 1-4	56	49%	319	58%	2,040	55%	25,182	56%	112	53%	395	53%	2,207	54%	26,586	54%
		Between 5-10	17	15%	53	10%	469	13%	5,856	13%	20	9%	105	14%	658	16%	7,837	16%
		Between 11-20	11	10%	19	3%	151	4%	1,906	4%	17	8%	47	6%	216	5%	2,815	6%
		More than 20	4	3%	21	4%	131	4%	1,496	3%	15	7%	28	4%	166	4%	2,304	5%
	Total	115	100%	548	100%	3,715	100%	45,103	100%	211	100%	745	100%	4,067	100%	48,952	100%	
c. Number of written papers or reports of 20 pages or more	WRITEMOR	None	98	85%	461	84%	3,065	83%	37,125	82%	139	66%	405	54%	1,835	45%	22,176	45%
		Between 1-4	10	9%	70	13%	503	14%	6,070	13%	57	27%	274	37%	1,805	44%	22,183	45%
		Between 5-10	4	3%	12	2%	82	2%	1,059	2%	11	5%	42	6%	286	7%	3,148	6%
		Between 11-20	3	3%	5	1%	33	1%	477	1%	2	1%	15	2%	84	2%	834	2%
		More than 20	0	0%	1	0%	29	1%	360	1%	2	1%	9	1%	49	1%	582	1%
	Total	115	100%	549	100%	3,712	100%	45,091	100%	211	100%	745	100%	4,059	100%	48,923	100%	
d. Number of written papers or reports between 5 and 19 pages	WRITEMID	None	27	23%	145	26%	456	12%	5,064	11%	45	21%	105	14%	334	8%	3,620	7%
		Between 1-4	56	49%	290	53%	1,872	50%	22,861	51%	112	53%	388	52%	1,734	43%	19,986	41%
		Between 5-10	24	21%	87	16%	1,024	28%	12,341	27%	37	18%	175	24%	1,302	32%	16,043	33%
		Between 11-20	3	3%	22	4%	314	8%	3,936	9%	12	6%	58	8%	488	12%	6,926	14%
		More than 20	5	4%	4	1%	46	1%	900	2%	5	2%	18	2%	203	5%	2,362	5%
	Total	115	100%	548	100%	3,712	100%	45,102	100%	211	100%	744	100%	4,061	100%	48,937	100%	
e. Number of written papers or reports of fewer than 5 pages	WRITESML	None	0	0%	39	7%	127	3%	1,314	3%	14	7%	68	9%	260	6%	3,020	6%
		Between 1-4	39	34%	251	46%	1,026	28%	11,481	25%	79	37%	280	38%	1,268	31%	14,498	30%
		Between 5-10	35	30%	145	26%	1,220	33%	14,882	33%	49	23%	178	24%	1,038	26%	12,973	27%
		Between 11-20	27	23%	74	13%	859	23%	11,121	25%	44	21%	131	18%	805	20%	10,112	21%
		More than 20	14	12%	40	7%	484	13%	6,318	14%	25	12%	85	11%	692	17%	8,335	17%
	Total	115	100%	549	100%	3,716	100%	45,116	100%	211	100%	742	100%	4,063	100%	48,938	100%	
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	21	18%	98	18%	562	15%	7,043	16%	31	15%	119	16%	713	18%	10,477	22%
		1-2	41	36%	193	35%	1,415	38%	16,985	38%	78	37%	264	36%	1,407	35%	16,207	33%
		3-4	31	27%	138	25%	1,099	30%	13,240	30%	57	27%	221	30%	1,163	29%	13,193	27%
		5-6	8	7%	45	8%	320	9%	3,947	9%	22	10%	58	8%	350	9%	4,033	8%
		More than 6	14	12%	71	13%	303	8%	3,632	8%	23	11%	81	11%	403	10%	4,656	10%
	Total	115	100%	545	100%	3,699	100%	44,847	100%	211	100%	743	100%	4,036	100%	48,566	100%	
b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	16	14%	93	17%	509	14%	6,757	15%	49	23%	193	26%	1,026	25%	13,605	28%
		1-2	45	39%	201	37%	1,308	35%	15,825	35%	83	39%	296	40%	1,461	36%	17,152	35%
		3-4	23	20%	117	22%	980	27%	11,846	26%	40	19%	122	16%	823	20%	9,836	20%
		5-6	10	9%	44	8%	462	13%	5,084	11%	15	7%	56	8%	343	9%	3,816	8%
		More than 6	20	18%	89	16%	436	12%	5,298	12%	24	11%	75	10%	379	9%	4,090	8%
	Total	114	100%	544	100%	3,695	100%	44,810	100%	211	100%	742	100%	4,032	100%	48,499	100%	



**National Survey
of Student Engagement**

**NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce**

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
<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>	
5. Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	Very little	0	0%	3	1%	20	1%	252	1%	6	3%	3	0%	49	1%	500	1%
		2	3	3%	5	1%	40	1%	518	1%	3	1%	8	1%	63	2%	790	2%
		3	8	7%	20	4%	123	3%	1,406	3%	4	2%	23	3%	162	4%	1,843	4%
		4	17	15%	79	14%	455	12%	5,514	12%	22	10%	79	11%	490	12%	5,603	12%
		5	34	30%	168	31%	1,191	32%	13,723	31%	50	24%	202	27%	1,199	30%	14,239	29%
		6	33	29%	170	31%	1,271	34%	15,713	35%	65	31%	248	33%	1,353	33%	16,232	33%
		Very much	20	17%	104	19%	608	16%	7,861	17%	61	29%	179	24%	731	18%	9,500	20%
	Total	115	100%	549	100%	3,708	100%	44,987	100%	211	100%	742	100%	4,047	100%	48,707	100%	
6a. Attended an art exhibit, gallery, play, dance, or other theater performance	ATDART05	Never	30	27%	165	31%	995	27%	10,178	23%	81	38%	269	36%	1,281	32%	13,229	27%
		Sometimes	47	42%	230	43%	1,757	48%	21,292	48%	85	40%	348	47%	1,902	47%	22,987	47%
		Often	19	17%	101	19%	599	16%	8,551	19%	32	15%	84	11%	528	13%	7,619	16%
		Very often	16	14%	42	8%	313	9%	4,662	10%	13	6%	42	6%	322	8%	4,856	10%
		Total	112	100%	538	100%	3,664	100%	44,683	100%	211	100%	743	100%	4,033	100%	48,691	100%
b. Exercised or participated in physical fitness activities	EXRCSE05	Never	7	6%	62	12%	470	13%	5,122	11%	48	23%	108	15%	579	14%	6,269	13%
		Sometimes	31	28%	151	28%	1,135	31%	12,658	28%	78	37%	274	37%	1,342	33%	15,625	32%
		Often	33	30%	137	26%	920	25%	10,973	25%	45	21%	174	23%	977	24%	11,328	23%
		Very often	40	36%	187	35%	1,136	31%	15,907	36%	40	19%	186	25%	1,130	28%	15,461	32%
		Total	111	100%	537	100%	3,661	100%	44,660	100%	211	100%	742	100%	4,028	100%	48,683	100%
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	33	29%	175	32%	1,515	41%	16,416	37%	59	28%	207	28%	1,512	37%	16,436	34%
		Sometimes	35	31%	149	28%	1,016	28%	13,091	29%	63	30%	219	29%	1,221	30%	14,676	30%
		Often	19	17%	95	18%	544	15%	6,915	15%	39	18%	138	19%	571	14%	7,620	16%
		Very often	25	22%	120	22%	588	16%	8,241	18%	50	24%	179	24%	729	18%	9,945	20%
		Total	112	100%	539	100%	3,663	100%	44,663	100%	211	100%	743	100%	4,033	100%	48,677	100%
d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	11	10%	61	11%	392	11%	4,027	9%	25	12%	64	9%	337	8%	3,299	7%
		Sometimes	39	35%	190	35%	1,487	41%	17,092	38%	59	28%	283	38%	1,502	37%	16,978	35%
		Often	41	37%	182	34%	1,191	32%	15,611	35%	83	39%	259	35%	1,421	35%	18,087	37%
		Very often	21	19%	107	20%	595	16%	7,932	18%	44	21%	137	18%	770	19%	10,315	21%
		Total	112	100%	540	100%	3,665	100%	44,662	100%	211	100%	743	100%	4,030	100%	48,679	100%
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	6	5%	46	9%	193	5%	2,209	5%	11	5%	43	6%	206	5%	1,916	4%
		Sometimes	31	28%	183	34%	1,269	35%	15,270	34%	59	28%	254	34%	1,341	33%	15,022	31%
		Often	44	39%	191	35%	1,416	39%	17,576	39%	81	38%	297	40%	1,541	38%	19,796	41%
		Very often	31	28%	119	22%	786	21%	9,619	22%	60	28%	148	20%	944	23%	11,948	25%
		Total	112	100%	539	100%	3,664	100%	44,674	100%	211	100%	742	100%	4,032	100%	48,682	100%
f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	4	4%	34	6%	159	4%	1,650	4%	9	4%	21	3%	107	3%	1,202	2%
		Sometimes	35	31%	204	38%	1,346	37%	15,508	35%	66	31%	277	37%	1,403	35%	15,580	32%
		Often	47	42%	179	33%	1,377	38%	17,500	39%	85	40%	278	37%	1,584	39%	19,743	41%
		Very often	26	23%	122	23%	783	21%	10,003	22%	51	24%	167	22%	937	23%	12,141	25%
		Total	112	100%	539	100%	3,665	100%	44,661	100%	211	100%	743	100%	4,031	100%	48,666	100%



National Survey
of Student Engagement

NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors							
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	15	14%	71	14%	502	14%	5,853	13%	18	9%	82	11%	299	7%	3,273	7%
		7	6%	27	5%	122	3%	1,711	4%	29	14%	143	19%	635	16%	7,658	16%
		80	72%	377	73%	2,731	76%	32,820	74%	73	35%	162	22%	926	23%	9,296	19%
		9	8%	43	8%	253	7%	3,785	9%	89	43%	347	47%	2,136	53%	28,153	58%
	Total		111	100%	518	100%	3,608	100%	44,169	100%	209	100%	734	100%	3,996	100%	48,380
b. Community service or volunteer work	VOLNTR04	21	19%	53	10%	525	15%	5,943	13%	25	12%	69	9%	387	10%	4,145	9%
		4	4%	28	5%	254	7%	2,844	6%	48	23%	103	14%	705	18%	7,512	16%
		46	41%	194	37%	1,429	40%	16,747	38%	34	16%	105	14%	511	13%	5,703	12%
		40	36%	247	47%	1,392	39%	18,607	42%	101	49%	457	62%	2,393	60%	31,004	64%
	Total		111	100%	522	100%	3,600	100%	44,141	100%	208	100%	734	100%	3,996	100%	48,364
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	27	24%	157	30%	1,215	34%	16,212	37%	40	19%	124	17%	571	14%	6,696	14%
		27	24%	120	23%	1,021	28%	11,973	27%	99	48%	332	45%	2,060	52%	25,401	53%
		31	28%	122	23%	754	21%	9,358	21%	16	8%	68	9%	319	8%	3,419	7%
		26	23%	123	24%	616	17%	6,585	15%	52	25%	211	29%	1,040	26%	12,828	27%
	Total		111	100%	522	100%	3,606	100%	44,128	100%	207	100%	735	100%	3,990	100%	48,344
d. Worked on a research project with a faculty member outside of course or program requirements	RESRCH04	41	37%	220	42%	1,446	40%	18,262	41%	38	18%	142	19%	637	16%	7,034	15%
		36	32%	128	24%	906	25%	10,876	25%	111	53%	365	50%	2,105	53%	26,010	54%
		25	23%	145	28%	1,074	30%	13,001	29%	21	10%	93	13%	467	12%	4,988	10%
		9	8%	30	6%	177	5%	2,000	5%	38	18%	134	18%	785	20%	10,331	21%
	Total		111	100%	523	100%	3,603	100%	44,139	100%	208	100%	734	100%	3,994	100%	48,363
e. Foreign language coursework	FORLNG04	23	21%	130	25%	654	18%	7,667	17%	35	17%	80	11%	320	8%	3,434	7%
		39	35%	150	29%	1,059	29%	11,123	25%	114	55%	374	51%	1,828	46%	19,233	40%
		39	35%	193	37%	1,113	31%	14,225	32%	20	10%	80	11%	342	9%	3,598	7%
		10	9%	49	9%	778	22%	11,135	25%	39	19%	200	27%	1,503	38%	22,099	46%
	Total		111	100%	522	100%	3,604	100%	44,150	100%	208	100%	734	100%	3,993	100%	48,364
f. Study abroad	STDABR04	24	22%	173	33%	1,075	30%	12,500	28%	40	19%	126	17%	512	13%	5,282	11%
		44	40%	167	32%	1,084	30%	11,498	26%	132	63%	482	66%	2,607	65%	30,876	64%
		36	32%	162	31%	1,347	37%	19,087	43%	22	11%	65	9%	317	8%	3,578	7%
		7	6%	20	4%	100	3%	1,049	2%	14	7%	57	8%	558	14%	8,601	18%
	Total		111	100%	522	100%	3,606	100%	44,134	100%	208	100%	730	100%	3,994	100%	48,337
g. Independent study or self-designed major	INDSTD04	32	29%	198	38%	1,261	35%	15,528	35%	35	17%	116	16%	435	11%	4,969	10%
		58	52%	224	43%	1,701	47%	19,888	45%	113	55%	421	57%	2,400	60%	28,525	59%
		19	17%	77	15%	522	14%	7,360	17%	26	13%	73	10%	359	9%	3,758	8%
		2	2%	22	4%	121	3%	1,348	3%	33	16%	124	17%	800	20%	11,096	23%
	Total		111	100%	521	100%	3,605	100%	44,124	100%	207	100%	734	100%	3,994	100%	48,348



National Survey
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NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors							
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
<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>
h. Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04																
	Have not decided	34	31%	237	45%	1,447	40%	16,865	38%	10	5%	114	16%	414	10%	4,594	10%
	Do not plan to do	8	7%	78	15%	413	11%	4,601	10%	25	12%	247	34%	1,084	27%	12,059	25%
	Plan to do	68	61%	199	38%	1,687	47%	21,997	50%	64	31%	192	26%	1,115	28%	13,240	27%
	Done	1	1%	7	1%	55	2%	668	2%	109	52%	179	24%	1,380	35%	18,451	38%
	Total	111	100%	521	100%	3,602	100%	44,131	100%	208	100%	732	100%	3,993	100%	48,344	100%
8a. Quality of relationships with other students	ENVSTU																
	1 Unfriendly, Unsupportive, Sense of Alienation	0	0%	5	1%	46	1%	391	1%	1	0%	3	0%	25	1%	353	1%
	2	0	0%	9	2%	102	3%	1,069	2%	3	1%	8	1%	94	2%	909	2%
	3	11	10%	21	4%	205	6%	2,128	5%	7	3%	29	4%	200	5%	1,994	4%
	4	17	15%	59	11%	487	14%	4,860	11%	23	11%	57	8%	453	11%	4,887	10%
	5	25	23%	108	21%	825	23%	9,434	21%	39	19%	117	16%	900	23%	9,869	20%
	6	33	30%	148	28%	1,102	31%	13,817	31%	56	27%	241	33%	1,224	31%	14,833	31%
	7 Friendly, Supportive, Sense of Belonging	25	23%	173	33%	831	23%	12,428	28%	80	38%	280	38%	1,098	27%	15,504	32%
	Total	111	100%	523	100%	3,598	100%	44,127	100%	209	100%	735	100%	3,994	100%	48,349	100%
b. Quality of relationships with faculty members	ENVFAC																
	1 Unavailable, Unhelpful, Unsympathetic	0	0%	2	0%	40	1%	288	1%	5	2%	9	1%	24	1%	304	1%
	2	1	1%	19	4%	93	3%	896	2%	3	1%	13	2%	95	2%	863	2%
	3	12	11%	35	7%	256	7%	2,271	5%	9	4%	34	5%	208	5%	1,904	4%
	4	21	19%	104	20%	653	18%	6,560	15%	20	10%	102	14%	537	13%	4,993	10%
	5	37	34%	143	27%	1,075	30%	11,795	27%	41	20%	166	23%	1,015	25%	10,475	22%
	6	22	20%	136	26%	992	28%	13,799	31%	63	30%	227	31%	1,293	32%	16,178	33%
	7 Available, Helpful, Sympathetic	17	15%	83	16%	487	14%	8,518	19%	68	33%	183	25%	823	21%	13,633	28%
	Total	110	100%	522	100%	3,596	100%	44,127	100%	209	100%	734	100%	3,995	100%	48,350	100%
c. Quality of relationships with administrative personnel and offices	ENVADM																
	1 Unhelpful, Inconsiderate, Rigid	0	0%	14	3%	142	4%	1,195	3%	7	3%	20	3%	174	4%	2,242	5%
	2	11	10%	25	5%	255	7%	2,523	6%	15	7%	45	6%	363	9%	3,879	8%
	3	14	13%	62	12%	449	13%	4,560	10%	20	10%	82	11%	486	12%	5,479	11%
	4	26	23%	120	23%	865	24%	10,130	23%	40	19%	146	20%	876	22%	9,879	20%
	5	30	27%	131	25%	844	24%	10,590	24%	30	14%	165	22%	875	22%	10,349	21%
	6	19	17%	86	16%	664	18%	9,182	21%	46	22%	150	20%	725	18%	9,450	20%
	7 Helpful, Considerate, Flexible	11	10%	84	16%	371	10%	5,905	13%	51	24%	127	17%	497	12%	7,037	15%
	Total	111	100%	522	100%	3,590	100%	44,085	100%	209	100%	735	100%	3,996	100%	48,315	100%



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NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors							
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 0 hr/wk	0	0%	4	1%	18	1%	215	0%	0	0%	6	1%	21	1%	194	0%
	1-5 hr/wk	35	32%	117	23%	721	20%	8,058	18%	53	25%	176	24%	861	22%	9,421	20%
	6-10 hr/wk	26	24%	136	26%	1,001	28%	11,126	25%	68	33%	180	25%	1,053	27%	12,193	25%
	11-15 hr/wk	17	16%	102	20%	721	20%	9,096	21%	26	12%	135	18%	717	18%	9,065	19%
	16-20 hr/wk	12	11%	80	16%	517	15%	6,805	16%	24	11%	90	12%	573	14%	7,158	15%
	21-25 hr/wk	10	9%	39	8%	287	8%	4,147	9%	12	6%	56	8%	338	9%	4,325	9%
	26-30 hr/wk	4	4%	17	3%	153	4%	2,389	5%	11	5%	42	6%	198	5%	2,752	6%
	30+ hr/wk	4	4%	19	4%	145	4%	1,939	4%	15	7%	47	6%	212	5%	2,958	6%
	Total	108	100%	514	100%	3,563	100%	43,775	100%	209	100%	732	100%	3,973	100%	48,066	100%
b. Working for pay on campus	WORKON01 0 hr/wk	86	80%	442	86%	2,791	78%	32,060	73%	167	80%	538	73%	2,919	73%	32,429	67%
	1-5 hr/wk	4	4%	10	2%	143	4%	2,659	6%	4	2%	13	2%	156	4%	3,170	7%
	6-10 hr/wk	2	2%	13	3%	255	7%	4,690	11%	3	1%	29	4%	262	7%	5,199	11%
	11-15 hr/wk	7	6%	13	3%	179	5%	2,323	5%	10	5%	38	5%	237	6%	3,006	6%
	16-20 hr/wk	8	7%	30	6%	118	3%	1,309	3%	18	9%	81	11%	229	6%	2,512	5%
	21-25 hr/wk	0	0%	5	1%	37	1%	294	1%	2	1%	15	2%	74	2%	679	1%
	26-30 hr/wk	0	0%	0	0%	10	0%	85	0%	1	0%	10	1%	29	1%	290	1%
	30+ hr/wk	1	1%	2	0%	27	1%	362	1%	4	2%	9	1%	69	2%	781	2%
	Total	108	100%	515	100%	3,560	100%	43,782	100%	209	100%	733	100%	3,975	100%	48,066	100%
c. Working for pay off campus	WORKOF01 0 hr/wk	53	49%	351	68%	2,230	63%	29,394	67%	81	39%	325	44%	1,525	38%	21,564	45%
	1-5 hr/wk	12	11%	23	4%	166	5%	2,274	5%	13	6%	36	5%	201	5%	2,651	6%
	6-10 hr/wk	3	3%	20	4%	189	5%	2,176	5%	7	3%	37	5%	255	6%	3,146	7%
	11-15 hr/wk	9	8%	21	4%	186	5%	2,050	5%	7	3%	41	6%	268	7%	3,153	7%
	16-20 hr/wk	6	6%	21	4%	246	7%	2,442	6%	11	5%	61	8%	412	10%	4,155	9%
	21-25 hr/wk	8	7%	19	4%	194	5%	1,756	4%	13	6%	55	8%	340	9%	3,209	7%
	26-30 hr/wk	9	8%	20	4%	128	4%	1,225	3%	11	5%	38	5%	255	6%	2,293	5%
	30+ hr/wk	8	7%	39	8%	224	6%	2,439	6%	66	32%	140	19%	720	18%	7,876	16%
	Total	108	100%	514	100%	3,563	100%	43,756	100%	209	100%	733	100%	3,976	100%	48,047	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 0 hr/wk	49	45%	171	33%	1,547	43%	15,853	36%	125	60%	343	47%	1,923	48%	20,450	43%
	1-5 hr/wk	24	22%	173	34%	1,105	31%	14,280	33%	47	22%	223	30%	1,171	29%	14,635	30%
	6-10 hr/wk	13	12%	90	18%	411	12%	6,064	14%	17	8%	79	11%	386	10%	5,603	12%
	11-15 hr/wk	11	10%	40	8%	210	6%	3,338	8%	5	2%	36	5%	231	6%	3,025	6%
	16-20 hr/wk	6	6%	15	3%	137	4%	2,041	5%	6	3%	21	3%	119	3%	1,933	4%
	21-25 hr/wk	0	0%	7	1%	73	2%	967	2%	6	3%	11	2%	64	2%	1,012	2%
	26-30 hr/wk	2	2%	5	1%	30	1%	479	1%	3	1%	10	1%	35	1%	537	1%
	30+ hr/wk	3	3%	12	2%	48	1%	739	2%	0	0%	9	1%	44	1%	889	2%
	Total	108	100%	513	100%	3,561	100%	43,761	100%	209	100%	732	100%	3,973	100%	48,084	100%



**National Survey
of Student Engagement**

**NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce**

		First-Year Students								Seniors							
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
<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>
e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05 0 hr/wk	3	3%	9	2%	41	1%	712	2%	12	6%	22	3%	74	2%	1,045	2%
	1-5 hr/wk	35	32%	137	27%	910	26%	11,833	27%	83	40%	263	36%	1,306	33%	15,844	33%
	6-10 hr/wk	26	24%	152	30%	1,007	28%	12,537	29%	51	24%	218	30%	1,152	29%	14,162	29%
	11-15 hr/wk	21	19%	77	15%	659	19%	8,033	18%	25	12%	107	15%	666	17%	7,865	16%
	16-20 hr/wk	12	11%	57	11%	378	11%	4,759	11%	17	8%	56	8%	383	10%	4,462	9%
	21-25 hr/wk	3	3%	27	5%	222	6%	2,468	6%	11	5%	34	5%	178	4%	2,141	4%
	26-30 hr/wk	3	3%	16	3%	108	3%	1,208	3%	1	0%	13	2%	77	2%	921	2%
	30+ hr/wk	5	5%	39	8%	236	7%	2,218	5%	9	4%	20	3%	135	3%	1,633	3%
	Total	108	100%	514	100%	3,561	100%	43,768	100%	209	100%	733	100%	3,971	100%	48,073	100%
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01 0 hr/wk	82	76%	394	77%	2,644	74%	33,909	78%	70	33%	426	58%	2,429	61%	31,587	66%
	1-5 hr/wk	8	7%	56	11%	404	11%	4,388	10%	21	10%	74	10%	474	12%	4,796	10%
	6-10 hr/wk	5	5%	29	6%	171	5%	1,675	4%	17	8%	43	6%	259	7%	2,548	5%
	11-15 hr/wk	3	3%	6	1%	89	2%	1,011	2%	12	6%	26	4%	168	4%	1,560	3%
	16-20 hr/wk	3	3%	3	1%	75	2%	617	1%	9	4%	22	3%	108	3%	1,174	2%
	21-25 hr/wk	1	1%	5	1%	34	1%	337	1%	5	2%	12	2%	68	2%	753	2%
	26-30 hr/wk	0	0%	2	0%	28	1%	247	1%	11	5%	9	1%	60	2%	634	1%
	30+ hr/wk	6	6%	19	4%	117	3%	1,567	4%	64	31%	120	16%	406	10%	5,019	10%
	Total	108	100%	514	100%	3,562	100%	43,751	100%	209	100%	732	100%	3,972	100%	48,071	100%
g. Commuting to class (driving, walking, etc.)	COMMUTE 0 hr/wk	11	10%	46	9%	419	12%	8,046	18%	16	8%	32	4%	236	6%	5,598	12%
	1-5 hr/wk	67	62%	356	69%	2,267	64%	27,821	64%	119	57%	465	64%	2,520	63%	30,692	64%
	6-10 hr/wk	20	19%	71	14%	545	15%	4,868	11%	45	22%	152	21%	799	20%	7,471	16%
	11-15 hr/wk	4	4%	16	3%	172	5%	1,527	3%	14	7%	46	6%	248	6%	2,391	5%
	16-20 hr/wk	2	2%	8	2%	68	2%	645	1%	6	3%	15	2%	81	2%	808	2%
	21-25 hr/wk	1	1%	7	1%	35	1%	303	1%	1	0%	7	1%	36	1%	339	1%
	26-30 hr/wk	1	1%	1	0%	6	0%	150	0%	0	0%	3	0%	14	0%	201	0%
	30+ hr/wk	2	2%	8	2%	51	1%	417	1%	8	4%	12	2%	41	1%	581	1%
	Total	108	100%	513	100%	3,563	100%	43,777	100%	209	100%	732	100%	3,975	100%	48,081	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL Very little	2	2%	14	3%	77	2%	894	2%	11	5%	14	2%	115	3%	1,056	2%
	Some	33	31%	100	20%	756	21%	7,690	18%	29	14%	141	19%	760	19%	8,324	17%
	Quite a bit	46	43%	230	45%	1,646	46%	19,941	46%	101	49%	349	48%	1,871	47%	21,608	45%
	Very much	26	24%	167	33%	1,072	30%	15,065	35%	67	32%	226	31%	1,202	30%	16,957	35%
	Total	107	100%	511	100%	3,551	100%	43,590	100%	208	100%	730	100%	3,948	100%	47,945	100%
b. Providing the support you need to help you succeed academically	ENVSUPRT Very little	10	9%	17	3%	145	4%	1,263	3%	12	6%	34	5%	199	5%	2,006	4%
	Some	31	29%	122	24%	878	25%	8,797	20%	48	23%	193	26%	1,156	29%	11,301	24%
	Quite a bit	49	46%	217	42%	1,609	45%	19,366	44%	89	43%	325	45%	1,728	44%	20,898	44%
	Very much	17	16%	155	30%	919	26%	14,148	32%	60	29%	177	24%	861	22%	13,714	29%
	Total	107	100%	511	100%	3,551	100%	43,574	100%	209	100%	729	100%	3,944	100%	47,919	100%



National Survey
of Student Engagement

NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
<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>	
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	Very little	23	21%	90	18%	571	16%	6,192	14%	52	25%	145	20%	831	21%	9,112	19%
		Some	38	36%	174	34%	1,149	32%	14,365	33%	58	28%	259	36%	1,478	38%	17,318	36%
		Quite a bit	31	29%	153	30%	1,165	33%	13,784	32%	68	33%	214	29%	1,073	27%	13,434	28%
		Very much	15	14%	93	18%	665	19%	9,204	21%	31	15%	111	15%	558	14%	8,006	17%
		Total	107	100%	510	100%	3,550	100%	43,545	100%	209	100%	729	100%	3,940	100%	47,870	100%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Very little	43	40%	147	29%	1,083	31%	11,400	26%	73	35%	280	38%	1,657	42%	17,268	36%
		Some	45	42%	198	39%	1,442	41%	17,674	41%	83	40%	263	36%	1,436	36%	18,518	39%
		Quite a bit	12	11%	117	23%	755	21%	10,294	24%	37	18%	121	17%	623	16%	8,544	18%
		Very much	7	7%	47	9%	268	8%	4,159	10%	15	7%	65	9%	221	6%	3,529	7%
		Total	107	100%	509	100%	3,548	100%	43,527	100%	208	100%	729	100%	3,937	100%	47,859	100%
e. Providing the support you need to thrive socially	ENVSOCAL	Very little	26	24%	84	16%	711	20%	7,768	18%	65	31%	192	26%	1,188	30%	12,181	25%
		Some	48	45%	195	38%	1,493	42%	16,774	39%	67	32%	289	40%	1,626	41%	19,565	41%
		Quite a bit	28	26%	158	31%	967	27%	13,511	31%	63	30%	178	24%	837	21%	11,803	25%
		Very much	5	5%	74	14%	372	10%	5,441	13%	13	6%	68	9%	280	7%	4,248	9%
		Total	107	100%	511	100%	3,543	100%	43,494	100%	208	100%	727	100%	3,931	100%	47,797	100%
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	10	9%	41	8%	440	12%	3,692	8%	53	25%	106	15%	623	16%	6,187	13%
		Some	35	33%	128	25%	1,046	29%	11,215	26%	67	32%	244	33%	1,431	36%	14,851	31%
		Quite a bit	45	42%	193	38%	1,335	38%	17,035	39%	62	30%	238	33%	1,270	32%	17,261	36%
		Very much	17	16%	147	29%	729	21%	11,602	27%	27	13%	142	19%	613	16%	9,571	20%
		Total	107	100%	509	100%	3,550	100%	43,544	100%	209	100%	730	100%	3,937	100%	47,870	100%
g. Using computers in academic work	ENVCOMPT	Very little	4	4%	14	3%	80	2%	987	2%	11	5%	10	1%	72	2%	849	2%
		Some	21	20%	69	14%	449	13%	5,618	13%	32	15%	56	8%	349	9%	4,460	9%
		Quite a bit	41	38%	173	34%	1,213	34%	15,317	35%	63	30%	251	34%	1,147	29%	14,328	30%
		Very much	41	38%	254	50%	1,806	51%	21,639	50%	102	49%	412	57%	2,377	60%	28,284	59%
		Total	107	100%	510	100%	3,548	100%	43,561	100%	208	100%	729	100%	3,945	100%	47,921	100%
11a. Acquiring a broad general education	GNGENLED	Very little	4	4%	18	4%	126	4%	1,059	2%	6	3%	16	2%	120	3%	1,009	2%
		Some	24	23%	81	16%	642	18%	6,735	16%	29	14%	108	15%	602	15%	5,784	12%
		Quite a bit	57	54%	233	46%	1,630	46%	18,760	43%	78	38%	280	38%	1,562	40%	17,528	37%
		Very much	21	20%	175	35%	1,115	32%	16,583	38%	95	46%	325	45%	1,643	42%	23,397	49%
		Total	106	100%	507	100%	3,513	100%	43,137	100%	208	100%	729	100%	3,927	100%	47,718	100%
b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	18	17%	63	12%	422	12%	4,521	10%	13	6%	45	6%	256	7%	3,076	6%
		Some	39	37%	152	30%	1,122	32%	13,109	30%	35	17%	155	21%	858	22%	10,139	21%
		Quite a bit	36	34%	156	31%	1,208	34%	15,276	35%	69	33%	239	33%	1,387	35%	16,420	34%
		Very much	13	12%	134	27%	758	22%	10,194	24%	91	44%	289	40%	1,422	36%	18,079	38%
		Total	106	100%	505	100%	3,510	100%	43,100	100%	208	100%	728	100%	3,923	100%	47,714	100%



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NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
<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>	
c. Writing clearly and effectively	GNWRITE	Very little	8	8%	57	11%	206	6%	2,057	5%	19	9%	32	4%	183	5%	1,729	4%
		Some	23	22%	144	28%	869	25%	9,510	22%	39	19%	163	22%	817	21%	8,841	19%
		Quite a bit	49	46%	183	36%	1,503	43%	17,857	41%	86	41%	272	37%	1,532	39%	18,346	38%
		Very much	26	25%	123	24%	934	27%	13,698	32%	64	31%	261	36%	1,389	35%	18,808	39%
		Total	106	100%	507	100%	3,512	100%	43,122	100%	208	100%	728	100%	3,921	100%	47,724	100%
d. Speaking clearly and effectively	GNSPEAK	Very little	15	14%	68	13%	357	10%	3,820	9%	18	9%	37	5%	263	7%	2,370	5%
		Some	34	32%	136	27%	1,092	31%	12,512	29%	45	22%	159	22%	987	25%	10,379	22%
		Quite a bit	38	36%	177	35%	1,351	38%	16,104	37%	88	42%	282	39%	1,448	37%	18,221	38%
		Very much	19	18%	124	25%	713	20%	10,677	25%	57	27%	250	34%	1,225	31%	16,743	35%
		Total	106	100%	505	100%	3,513	100%	43,113	100%	208	100%	728	100%	3,923	100%	47,713	100%
e. Thinking critically and analytically	GNANALY	Very little	4	4%	24	5%	99	3%	1,060	2%	6	3%	15	2%	71	2%	742	2%
		Some	27	25%	79	16%	681	19%	7,046	16%	28	13%	84	12%	504	13%	5,278	11%
		Quite a bit	46	43%	222	44%	1,519	43%	17,928	42%	87	42%	282	39%	1,502	38%	17,406	36%
		Very much	29	27%	182	36%	1,211	35%	17,078	40%	87	42%	348	48%	1,847	47%	24,292	51%
		Total	106	100%	507	100%	3,510	100%	43,112	100%	208	100%	729	100%	3,924	100%	47,718	100%
f. Analyzing quantitative problems	GNQUANT	Very little	7	7%	28	6%	246	7%	3,043	7%	15	7%	35	5%	192	5%	2,464	5%
		Some	39	37%	129	25%	964	27%	11,926	28%	44	21%	130	18%	897	23%	10,960	23%
		Quite a bit	42	40%	213	42%	1,409	40%	16,988	39%	77	37%	305	42%	1,451	37%	17,678	37%
		Very much	18	17%	137	27%	891	25%	11,096	26%	72	35%	258	35%	1,381	35%	16,582	35%
		Total	106	100%	507	100%	3,510	100%	43,053	100%	208	100%	728	100%	3,921	100%	47,684	100%
g. Using computing and information technology	GNCMPTS	Very little	13	12%	25	5%	207	6%	2,768	6%	13	6%	21	3%	127	3%	1,770	4%
		Some	30	28%	104	21%	775	22%	10,140	24%	34	16%	106	15%	661	17%	8,543	18%
		Quite a bit	34	32%	184	36%	1,305	37%	16,045	37%	63	30%	244	33%	1,349	34%	16,803	35%
		Very much	29	27%	194	38%	1,226	35%	14,159	33%	98	47%	358	49%	1,785	46%	20,604	43%
		Total	106	100%	507	100%	3,513	100%	43,112	100%	208	100%	729	100%	3,922	100%	47,720	100%
h. Working effectively with others	GNOTHERS	Very little	13	12%	33	7%	219	6%	2,203	5%	9	4%	22	3%	145	4%	1,525	3%
		Some	29	27%	117	23%	937	27%	10,727	25%	37	18%	114	16%	759	19%	8,350	18%
		Quite a bit	37	35%	186	37%	1,401	40%	17,107	40%	73	35%	264	36%	1,433	37%	17,672	37%
		Very much	27	25%	171	34%	953	27%	13,075	30%	89	43%	327	45%	1,587	40%	20,161	42%
		Total	106	100%	507	100%	3,510	100%	43,112	100%	208	100%	727	100%	3,924	100%	47,708	100%
i. Voting in local, state, or national elections	GNCITIZN	Very little	21	20%	89	18%	830	24%	9,523	22%	70	34%	179	25%	1,287	33%	13,505	28%
		Some	26	25%	141	28%	1,035	30%	12,545	29%	59	29%	206	28%	1,194	31%	14,453	30%
		Quite a bit	32	31%	147	29%	883	25%	11,259	26%	40	19%	182	25%	791	20%	10,763	23%
		Very much	25	24%	130	26%	731	21%	9,519	22%	37	18%	160	22%	635	16%	8,806	19%
		Total	104	100%	507	100%	3,479	100%	42,846	100%	206	100%	727	100%	3,907	100%	47,527	100%



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NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce

			First-Year Students								Seniors							
			TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
<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>
j. Learning effectively on your own	GNINQ	Very little	8	8%	24	5%	236	7%	2,315	5%	16	8%	31	4%	243	6%	2,364	5%
		Some	26	25%	108	21%	948	27%	10,161	24%	54	26%	141	19%	857	22%	9,144	19%
		Quite a bit	44	42%	215	42%	1,464	42%	18,593	43%	68	33%	287	39%	1,540	39%	18,879	40%
		Very much	26	25%	160	32%	834	24%	11,790	28%	68	33%	270	37%	1,271	32%	17,176	36%
		Total	104	100%	507	100%	3,482	100%	42,859	100%	206	100%	729	100%	3,911	100%	47,563	100%
k. Understanding yourself	GNSELF	Very little	20	19%	59	12%	513	15%	4,754	11%	37	18%	93	13%	550	14%	4,977	10%
		Some	31	30%	120	24%	1,044	30%	11,608	27%	51	25%	174	24%	1,064	27%	11,367	24%
		Quite a bit	32	31%	178	35%	1,138	33%	15,092	35%	69	33%	239	33%	1,184	30%	15,653	33%
		Very much	21	20%	149	29%	785	23%	11,402	27%	49	24%	221	30%	1,110	28%	15,553	33%
		Total	104	100%	506	100%	3,480	100%	42,856	100%	206	100%	727	100%	3,908	100%	47,550	100%
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	21	20%	82	16%	492	14%	6,016	14%	33	16%	121	17%	623	16%	7,125	15%
		Some	30	29%	178	35%	1,186	34%	14,326	33%	60	29%	221	30%	1,341	34%	15,334	32%
		Quite a bit	32	31%	156	31%	1,132	33%	13,790	32%	66	32%	231	32%	1,146	29%	14,592	31%
		Very much	21	20%	90	18%	669	19%	8,715	20%	47	23%	155	21%	800	20%	10,501	22%
		Total	104	100%	506	100%	3,479	100%	42,847	100%	206	100%	728	100%	3,910	100%	47,552	100%
m. Solving complex real-world problems	GNPROBSV	Very little	19	18%	65	13%	463	13%	5,213	12%	33	16%	73	10%	420	11%	4,983	10%
		Some	33	32%	160	32%	1,282	37%	15,272	36%	58	28%	195	27%	1,212	31%	14,539	31%
		Quite a bit	37	36%	180	36%	1,136	33%	14,669	34%	73	35%	262	36%	1,375	35%	16,668	35%
		Very much	15	14%	102	20%	598	17%	7,699	18%	42	20%	199	27%	906	23%	11,380	24%
		Total	104	100%	507	100%	3,479	100%	42,853	100%	206	100%	729	100%	3,913	100%	47,570	100%
n. Developing a personal code of values and ethics	GNETHICS	Very little	27	26%	64	13%	640	18%	6,201	14%	39	19%	109	15%	687	18%	6,596	14%
		Some	29	28%	158	31%	1,160	33%	12,894	30%	54	26%	193	27%	1,180	30%	12,911	27%
		Quite a bit	25	24%	165	33%	1,039	30%	13,685	32%	57	28%	213	29%	1,087	28%	14,526	31%
		Very much	23	22%	118	23%	637	18%	10,070	24%	55	27%	213	29%	958	24%	13,526	28%
		Total	104	100%	505	100%	3,476	100%	42,850	100%	205	100%	728	100%	3,912	100%	47,559	100%
o. Contributing to the welfare of your community	GNCOMMUN	Very little	32	31%	100	20%	829	24%	8,150	19%	52	25%	151	21%	914	23%	8,863	19%
		Some	43	41%	178	35%	1,304	38%	15,136	35%	68	33%	231	32%	1,312	34%	15,795	33%
		Quite a bit	16	15%	138	27%	909	26%	12,451	29%	55	27%	205	28%	998	26%	13,328	28%
		Very much	13	13%	90	18%	433	12%	7,109	17%	31	15%	140	19%	686	18%	9,572	20%
		Total	104	100%	506	100%	3,475	100%	42,846	100%	206	100%	727	100%	3,910	100%	47,558	100%
p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	48	46%	175	35%	1,443	41%	15,436	36%	96	47%	306	42%	1,940	50%	20,280	43%
		Some	28	27%	142	28%	994	29%	12,229	29%	53	26%	197	27%	950	24%	12,366	26%
		Quite a bit	12	12%	104	21%	627	18%	8,451	20%	35	17%	115	16%	565	14%	7,687	16%
		Very much	16	15%	84	17%	414	12%	6,730	16%	22	11%	109	15%	456	12%	7,207	15%
		Total	104	100%	505	100%	3,478	100%	42,846	100%	206	100%	727	100%	3,911	100%	47,540	100%



**National Survey
of Student Engagement**

**NSSE 2005 Engagement Item Frequency Distributions
Texas A&M University-Commerce**

	<i>Variable</i>	<i>Response Options</i>	First-Year Students								Seniors							
			TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
			<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>
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	12	11%	30	6%	274	8%	2,321	5%	24	12%	54	7%	477	12%	4,103	9%
		Fair	30	29%	87	17%	776	22%	7,849	18%	44	21%	159	22%	918	23%	9,392	20%
		Good	45	43%	227	45%	1,602	46%	20,166	47%	70	34%	292	40%	1,606	41%	19,261	40%
		Excellent	18	17%	166	33%	832	24%	12,641	29%	68	33%	223	31%	920	23%	14,911	31%
		Total	105	100%	510	100%	3,484	100%	42,977	100%	206	100%	728	100%	3,921	100%	47,667	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	1	1%	7	1%	89	3%	758	2%	5	2%	12	2%	90	2%	803	2%
		Fair	20	19%	66	13%	485	14%	4,764	11%	23	11%	85	12%	540	14%	5,099	11%
		Good	70	67%	253	50%	1,919	55%	21,822	51%	100	49%	348	48%	2,032	52%	22,414	47%
		Excellent	14	13%	185	36%	992	28%	15,661	36%	78	38%	284	39%	1,262	32%	19,363	41%
		Total	105	100%	511	100%	3,485	100%	43,005	100%	206	100%	729	100%	3,924	100%	47,679	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	7	7%	19	4%	193	6%	1,947	5%	8	4%	37	5%	230	6%	2,414	5%
		Probably no	20	19%	56	11%	491	14%	5,258	12%	23	11%	97	13%	613	16%	6,325	13%
		Probably yes	55	53%	177	35%	1,492	43%	17,184	40%	81	39%	255	35%	1,661	42%	18,520	39%
		Definitely yes	22	21%	258	51%	1,309	38%	18,598	43%	94	46%	340	47%	1,421	36%	20,411	43%
		Total	104	100%	510	100%	3,485	100%	42,987	100%	206	100%	729	100%	3,925	100%	47,670	100%

IPEDS: 224554



National Survey
of Student Engagement

NSSE 2005 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 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
15. Age	AGE	19 or younger	89	85%	450	87%	2,984	85%	37,162	86%	1	0%	0	0%	11	0%	129	0%
		20-23	9	9%	43	8%	321	9%	3,283	8%	63	31%	421	58%	2,471	63%	32,635	69%
		24-29	3	3%	11	2%	90	3%	1,008	2%	53	26%	158	22%	723	18%	6,718	14%
		30-39	2	2%	6	1%	58	2%	889	2%	45	22%	82	11%	382	10%	4,043	8%
		40-55	2	2%	5	1%	34	1%	672	2%	35	17%	64	9%	303	8%	3,761	8%
		Over 55	0	0%	0	0%	4	0%	61	0%	7	3%	2	0%	24	1%	349	1%
		Total	105	100%	515	100%	3,491	100%	43,075	100%	204	100%	727	100%	3,914	100%	47,635	100%
16. Sex	SEX	Male	36	34%	178	35%	1,265	36%	14,214	33%	68	33%	235	32%	1,443	37%	15,780	33%
		Female	69	66%	337	65%	2,229	64%	28,928	67%	137	67%	494	68%	2,483	63%	31,973	67%
		Total	105	100%	515	100%	3,494	100%	43,142	100%	205	100%	729	100%	3,926	100%	47,753	100%
17. Are you an international student or foreign national?	INTERNAT	No	98	94%	496	97%	3,296	94%	40,956	95%	196	96%	701	96%	3,677	94%	45,272	95%
		Yes	6	6%	17	3%	196	6%	2,104	5%	9	4%	26	4%	245	6%	2,418	5%
		Total	104	100%	513	100%	3,492	100%	43,060	100%	205	100%	727	100%	3,922	100%	47,690	100%
18. Racial or ethnic identification	RACE05	American Indian or other Native American	2	2%	3	1%	31	1%	332	1%	6	3%	10	1%	26	1%	382	1%
		Asian American or Pacific Islander	1	1%	8	2%	191	5%	1,953	5%	0	0%	9	1%	189	5%	1,985	4%
		Black or African American	19	18%	41	8%	264	8%	2,811	7%	20	10%	63	9%	264	7%	3,113	7%
		White (non-Hispanic)	67	64%	307	60%	2,339	67%	30,936	72%	152	74%	415	57%	2,712	69%	34,528	72%
		Mexican or Mexican American	2	2%	63	12%	177	5%	1,149	3%	7	3%	98	13%	182	5%	1,156	2%
		Puerto Rican	0	0%	0	0%	26	1%	391	1%	0	0%	2	0%	25	1%	385	1%
		Other Hispanic or Latino	2	2%	43	8%	98	3%	973	2%	5	2%	55	8%	92	2%	989	2%
		Multiracial	3	3%	19	4%	76	2%	983	2%	5	2%	15	2%	76	2%	883	2%
		Other	4	4%	8	2%	69	2%	929	2%	1	0%	16	2%	101	3%	1,077	2%
		I prefer not to respond	5	5%	21	4%	222	6%	2,579	6%	9	4%	43	6%	250	6%	3,168	7%
		Total	105	100%	513	100%	3,493	100%	43,036	100%	205	100%	726	100%	3,917	100%	47,666	100%
19. What is your current classification in college?	CLASS	Freshman/First year	92	88%	386	75%	2,754	79%	36,236	84%	0	0%	0	0%	3	0%	42	0%
		Soph./Second Year	12	11%	122	24%	656	19%	5,460	13%	1	0%	1	0%	10	0%	154	0%
		Junior/Third Year	0	0%	5	1%	47	1%	675	2%	5	2%	17	2%	101	3%	1,863	4%
		Senior/Fourth Year	0	0%	0	0%	8	0%	224	1%	198	97%	686	95%	3,664	94%	44,418	93%
		Unclassified	1	1%	0	0%	21	1%	442	1%	1	0%	15	2%	127	3%	1,139	2%
		Total	105	100%	513	100%	3,486	100%	43,037	100%	205	100%	719	100%	3,905	100%	47,616	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	89	85%	440	86%	3,126	90%	39,051	91%	28	14%	349	48%	2,084	53%	29,030	61%
		Started elsewhere	16	15%	71	14%	360	10%	3,999	9%	177	86%	378	52%	1,836	47%	18,702	39%
		Total	105	100%	511	100%	3,486	100%	43,050	100%	205	100%	727	100%	3,920	100%	47,732	100%



**National Survey
of Student Engagement**

**NSSE 2005 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 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
			Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
21.	Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)	VOTECH05	Vocational or technical school	4	3%	8	1%	108	3%	1,451	3%	28	13%	57	7%	300	7%	3,419	7%
		COMCOL05	Community or junior college	29	24%	101	17%	332	8%	3,428	7%	182	85%	453	58%	1,572	37%	15,677	31%
		FOUR05	4-year college other than this one	4	3%	41	7%	254	6%	3,029	6%	64	30%	179	23%	1,095	26%	11,825	23%
		NONE05	None	71	58%	357	61%	2,796	70%	35,159	73%	12	6%	178	23%	1,611	38%	22,599	45%
		OCOL1_05	Other	2	2%	13	2%	65	2%	956	2%	4	2%	17	2%	128	3%	2,083	4%
22.	Thinking about this current academic term, how would you characterize your enrollment?	ENRLMENT	Less than full-time	11	10%	22	4%	166	5%	2,013	5%	37	18%	127	17%	659	17%	7,036	15%
			Full-time	94	90%	489	96%	3,317	95%	40,986	95%	168	82%	599	83%	3,245	83%	40,585	85%
			Total	105	100%	511	100%	3,483	100%	42,999	100%	205	100%	726	100%	3,904	100%	47,621	100%
23.	Are you member of a social fraternity or sorority?	FRATSORO	No	90	86%	463	90%	3,168	91%	39,004	91%	180	88%	640	88%	3,462	88%	41,677	87%
			Yes	15	14%	49	10%	312	9%	3,994	9%	25	12%	86	12%	454	12%	6,010	13%
			Total	105	100%	512	100%	3,480	100%	42,998	100%	205	100%	726	100%	3,916	100%	47,687	100%
24.	Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	96	91%	484	95%	3,267	94%	37,110	86%	201	98%	709	97%	3,782	97%	43,631	92%
			Yes	9	9%	27	5%	215	6%	5,862	14%	4	2%	19	3%	131	3%	4,008	8%
			Total	105	100%	511	100%	3,482	100%	42,972	100%	205	100%	728	100%	3,913	100%	47,639	100%
25.	What have most of your grades been up to now at this institution?	GRADES04	C- or lower	6	6%	19	4%	85	2%	749	2%	0	0%	4	1%	13	0%	104	0%
			C	5	5%	30	6%	149	4%	1,769	4%	0	0%	28	4%	79	2%	901	2%
			C+	5	5%	60	12%	221	6%	2,680	6%	9	4%	50	7%	177	5%	1,926	4%
			B-	10	10%	71	14%	334	10%	3,850	9%	19	9%	76	11%	269	7%	3,317	7%
			B	22	21%	97	19%	758	22%	9,172	22%	39	19%	162	23%	850	22%	9,330	20%
			B+	23	22%	89	17%	658	19%	8,468	20%	35	17%	139	19%	795	21%	10,249	22%
			A-	10	10%	71	14%	534	15%	7,411	17%	29	14%	97	14%	732	19%	9,205	20%
			A	23	22%	72	14%	709	21%	8,309	20%	73	36%	162	23%	959	25%	11,785	25%
			Total	104	100%	509	100%	3,448	100%	42,408	100%	204	100%	718	100%	3,874	100%	46,817	100%
26.	Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or campus housing	48	46%	280	55%	2,036	59%	29,687	69%	29	14%	52	7%	385	10%	10,836	23%
			Residence, walking distance	10	10%	54	11%	216	6%	2,180	5%	24	12%	69	10%	896	23%	9,395	20%
			Residence, driving distance	41	39%	174	34%	1,184	34%	10,704	25%	152	74%	598	83%	2,572	66%	26,347	55%
			Fraternity or sorority house	5	5%	1	0%	34	1%	332	1%	0	0%	5	1%	51	1%	903	2%
			Total	104	100%	509	100%	3,470	100%	42,903	100%	205	100%	724	100%	3,904	100%	47,481	100%



National Survey
of Student Engagement

NSSE 2005 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 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
27a. Father's educational attainment	FATHREDU	Did not finish HS	16	15%	39	8%	238	7%	3,015	7%	47	23%	100	14%	373	10%	4,540	10%
		Graduated from HS	19	18%	119	23%	825	24%	10,260	24%	69	34%	181	25%	946	24%	11,443	24%
		Attended, no degree	25	24%	99	20%	545	16%	6,085	14%	35	17%	130	18%	570	15%	6,691	14%
		Completed Associate's	7	7%	33	7%	305	9%	3,309	8%	14	7%	42	6%	358	9%	3,675	8%
		Completed Bachelor's	24	23%	132	26%	940	27%	10,713	25%	23	11%	154	21%	947	24%	11,115	24%
		Completed Master's	12	12%	61	12%	423	12%	6,083	14%	11	5%	76	11%	458	12%	6,291	13%
		Completed Doctorate	1	1%	24	5%	160	5%	2,943	7%	4	2%	37	5%	227	6%	3,432	7%
	Total	104	100%	507	100%	3,436	100%	42,408	100%	203	100%	720	100%	3,879	100%	47,187	100%	
27b. Mother's educational attainment	MOTHREDU	Did not finish HS	9	9%	42	8%	209	6%	2,432	6%	29	14%	96	13%	333	9%	3,719	8%
		Graduated from HS	30	29%	109	22%	797	23%	9,665	23%	64	31%	160	22%	1,060	27%	12,218	26%
		Attended, no degree	23	22%	109	22%	629	18%	6,921	16%	49	24%	152	21%	612	16%	7,324	15%
		Completed Associate's	10	10%	51	10%	444	13%	5,153	12%	21	10%	76	10%	475	12%	5,654	12%
		Completed Bachelor's	23	22%	121	24%	900	26%	11,472	27%	31	15%	154	21%	914	23%	11,178	24%
		Completed Master's	7	7%	59	12%	420	12%	5,947	14%	11	5%	80	11%	446	11%	6,340	13%
		Completed Doctorate	1	1%	15	3%	58	2%	1,080	3%	0	0%	6	1%	57	1%	984	2%
	Total	103	100%	506	100%	3,457	100%	42,670	100%	205	100%	724	100%	3,897	100%	47,417	100%	
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and humanities	21	20%	34	7%	389	11%	6,496	15%	26	13%	65	9%	451	12%	7,734	16%
		Biological science	4	4%	76	15%	273	8%	3,592	8%	7	3%	77	11%	250	6%	3,197	7%
		Business	12	12%	73	14%	530	15%	5,783	14%	33	16%	119	17%	745	19%	8,356	18%
		Education	19	18%	41	8%	332	10%	4,486	11%	41	20%	90	12%	444	11%	5,227	11%
		Engineering	2	2%	43	8%	293	9%	2,025	5%	6	3%	61	8%	287	7%	1,904	4%
		Physical science	2	2%	11	2%	115	3%	1,452	3%	5	2%	24	3%	111	3%	1,613	3%
		Professional	8	8%	61	12%	453	13%	4,790	11%	3	1%	32	4%	368	9%	3,821	8%
		Social science	7	7%	42	8%	373	11%	5,852	14%	15	7%	65	9%	473	12%	7,731	16%
		Other	19	18%	114	22%	533	16%	5,879	14%	68	33%	188	26%	766	20%	7,749	16%
		Undecided	10	10%	14	3%	143	4%	2,016	5%	0	0%	0	0%	1	0%	15	0%
	Total	104	100%	509	100%	3,434	100%	42,371	100%	204	100%	721	100%	3,896	100%	47,347	100%	



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NSSE 2005 Background Item Frequency Distributions
Texas A&M University-Commerce

		First-Year Students								Seniors								
		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		TX A&M Commerce		Texas A&M System		Doc-Int		NSSE 2005		
<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>	
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	6	10%	37	14%	286	16%	4,768	21%	14	14%	14	5%	164	10%	3,013	16%
		Biological science	3	5%	17	6%	71	4%	786	3%	0	0%	8	3%	36	2%	404	2%
		Business	5	9%	19	7%	242	13%	2,360	10%	8	8%	33	13%	192	12%	2,032	11%
		Education	5	9%	18	7%	98	5%	1,465	6%	19	18%	23	9%	100	6%	1,492	8%
		Engineering	0	0%	11	4%	50	3%	411	2%	0	0%	8	3%	35	2%	245	1%
		Physical science	3	5%	11	4%	82	4%	944	4%	5	5%	9	3%	73	4%	585	3%
		Professional	3	5%	12	4%	116	6%	1,378	6%	3	3%	8	3%	66	4%	629	3%
		Social science	8	14%	14	5%	187	10%	3,067	13%	4	4%	18	7%	181	11%	2,250	12%
		Other	7	12%	52	19%	170	9%	2,213	10%	19	18%	28	11%	165	10%	1,713	9%
		Undecided	18	31%	77	29%	543	29%	5,619	24%	31	30%	114	43%	632	38%	6,740	35%
	Total	58	100%	268	100%	1,845	100%	23,011	100%	103	100%	263	100%	1,644	100%	19,103	100%	
Institution reported gender	GENDER	Male	42	34%	208	35%	1,453	36%	16,146	34%	69	32%	265	34%	1,583	37%	17,012	34%
		Female	81	66%	382	65%	2,546	64%	31,892	66%	146	68%	515	66%	2,647	63%	33,552	66%
	Total	123	100%	590	100%	3,999	100%	48,038	100%	215	100%	780	100%	4,230	100%	50,564	100%	
Institution reported race or ethnicity	ETHNICIT	African American/Black	26	21%	42	7%	350	9%	3,543	8%	24	11%	73	9%	302	7%	3,597	7%
		Am. Indian/Native Amer.	1	1%	5	1%	34	1%	352	1%	6	3%	6	1%	25	1%	416	1%
		Asian/Pacific Islander	1	1%	9	2%	233	6%	2,309	5%	1	0%	17	2%	198	5%	2,301	5%
		Caucasian/White	84	68%	391	66%	2,749	69%	34,842	74%	165	77%	500	64%	3,040	72%	37,368	75%
		Hispanic/Latino	8	7%	136	23%	343	9%	2,769	6%	12	6%	172	22%	309	7%	2,716	5%
		Other	3	2%	1	0%	40	1%	387	1%	7	3%	1	0%	52	1%	392	1%
		Multi-racial	0	0%	5	1%	87	2%	725	2%	0	0%	11	1%	118	3%	888	2%
		Foreign	0	0%	0	0%	7	0%	181	0%	0	0%	0	0%	6	0%	152	0%
		Unknown	0	0%	1	0%	136	3%	2,091	4%	0	0%	0	0%	166	4%	2,034	4%
	Total	123	100%	590	100%	3,979	100%	47,199	100%	215	100%	780	100%	4,216	100%	49,864	100%	
Mode of completion	MODECOMP	Paper	9	7%	65	11%	439	11%	7,036	15%	19	9%	181	23%	625	15%	10,675	21%
		Web	114	93%	525	89%	3,560	89%	41,002	85%	196	91%	599	77%	3,605	85%	39,889	79%
	Total	123	100%	590	100%	3,999	100%	48,038	100%	215	100%	780	100%	4,230	100%	50,564	100%	

IPEDS: 224554



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NSSE 2005 Frequency Distributions
Texas A&M System
Texas A&M University-Commerce

Variable	Response Options	First-Year Students				Seniors				
		TX A&M Commerce		Texas A&M		TX A&M Commerce		Texas A&M		
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	
1a. Library staff are helpful in finding the resources I need.	tam0501a	Strongly disagree	1	1%	6	1%	1	1%	16	2%
		Disagree	4	4%	32	7%	14	8%	60	9%
		Agree	61	66%	328	67%	117	64%	447	63%
		Strongly agree	27	29%	123	25%	52	28%	182	26%
		Total	93	100%	489	100%	184	100%	705	100%
1b. Administrative staff I interact with are knowledgeable about their area.	tam0501b	Strongly disagree	3	3%	7	1%	3	2%	13	2%
		Disagree	7	8%	17	3%	13	7%	65	9%
		Agree	66	73%	328	67%	117	65%	463	66%
		Strongly agree	15	16%	136	28%	48	27%	165	23%
		Total	91	100%	488	100%	181	100%	706	100%
2a. Admission materials were easy to obtain.	tam0502a	Strongly disagree	1	1%	8	2%	1	1%	10	1%
		Disagree	10	11%	36	7%	9	5%	25	4%
		Agree	52	56%	287	58%	109	59%	457	65%
		Strongly agree	30	32%	163	33%	67	36%	216	31%
		Total	93	100%	494	100%	186	100%	708	100%
2b. Information about student services is easy to obtain.	tam0502b	Strongly disagree	3	3%	5	1%	2	1%	13	2%
		Disagree	11	12%	50	10%	20	11%	81	11%
		Agree	53	57%	296	60%	116	63%	431	61%
		Strongly agree	26	28%	143	29%	47	25%	183	26%
		Total	93	100%	494	100%	185	100%	708	100%
2c. Information about academic requirements is easy to obtain.	tam0502c	Strongly disagree	1	1%	9	2%	8	4%	14	2%
		Disagree	15	16%	49	10%	19	10%	89	13%
		Agree	52	56%	292	59%	106	57%	419	59%
		Strongly agree	25	27%	142	29%	52	28%	185	26%
		Total	93	100%	492	100%	185	100%	707	100%
3a. I use the university's website to find information I need.	tam0503a	Never	0	0%	10	2%	1	1%	6	1%
		Occasionally	14	15%	79	16%	28	15%	126	18%
		Often	38	42%	153	31%	48	26%	217	31%
		Very often	39	43%	249	51%	108	58%	360	51%
		Total	91	100%	491	100%	185	100%	709	100%
3b. It's easy to find the information I need on the university's website.	tam0503b	Never	0	0%	16	3%	3	2%	23	3%
		Occasionally	27	30%	104	21%	38	21%	170	24%
		Often	42	46%	174	36%	76	42%	259	37%
		Very often	22	24%	196	40%	66	36%	256	36%
		Total	91	100%	490	100%	183	100%	708	100%



National Survey
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NSSE 2005 Frequency Distributions
Texas A&M System
Texas A&M University-Commerce

Variable	Response Options	First-Year Students				Seniors			
		TX A&M Commerce		Texas A&M		TX A&M Commerce		Texas A&M	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
4a. The university catalog clearly states academic requirements.	Strongly disagree	0	0%	0	0%	6	3%	6	1%
	Disagree	7	8%	39	8%	15	8%	55	8%
	Agree	65	71%	278	57%	105	57%	413	59%
	Strongly agree	19	21%	175	36%	59	32%	231	33%
	Total	91	100%	492	100%	185	100%	705	100%
4b. The student handbook provides the information I need.	Strongly disagree	0	0%	1	0%	4	2%	14	2%
	Disagree	8	9%	47	10%	14	8%	57	8%
	Agree	62	68%	292	59%	114	63%	430	62%
	Strongly agree	21	23%	152	31%	50	27%	197	28%
	Total	91	100%	492	100%	182	100%	698	100%
4c. Printed materials about the university I have seen accurately portrayed the institution.	Strongly disagree	2	2%	9	2%	7	4%	11	2%
	Disagree	12	13%	41	8%	22	12%	84	12%
	Agree	54	61%	280	57%	100	55%	405	58%
	Strongly agree	21	24%	159	33%	54	30%	198	28%
	Total	89	100%	489	100%	183	100%	698	100%
5a. The time it takes me to register is reasonable.	Strongly disagree	2	2%	14	3%	0	0%	18	3%
	Disagree	11	12%	42	9%	12	7%	41	6%
	Agree	59	63%	287	59%	93	51%	351	50%
	Strongly agree	22	23%	146	30%	78	43%	295	42%
	Total	94	100%	489	100%	183	100%	705	100%
5b. My academic advisor is accessible.	Strongly disagree	6	6%	23	5%	7	4%	38	5%
	Disagree	12	13%	69	14%	20	11%	95	14%
	Agree	60	64%	270	55%	89	49%	318	45%
	Strongly agree	16	17%	127	26%	65	36%	251	36%
	Total	94	100%	489	100%	181	100%	702	100%
5c. Offices are open during convenient hours.	Strongly disagree	2	2%	14	3%	8	4%	25	4%
	Disagree	8	9%	63	13%	19	10%	93	13%
	Agree	68	72%	304	62%	102	56%	390	55%
	Strongly agree	16	17%	108	22%	53	29%	195	28%
	Total	94	100%	489	100%	182	100%	703	100%
6a. I know how to make a complaint regarding student services.	Strongly disagree	12	13%	49	10%	16	9%	83	12%
	Disagree	41	44%	222	45%	69	38%	309	44%
	Agree	31	33%	161	33%	73	40%	226	32%
	Strongly agree	10	11%	57	12%	25	14%	83	12%
	Total	94	100%	489	100%	183	100%	701	100%



National Survey
of Student Engagement

NSSE 2005 Frequency Distributions
Texas A&M System
Texas A&M University-Commerce

Variable	Response Options	First-Year Students				Seniors			
		TX A&M Commerce		Texas A&M		TX A&M Commerce		Texas A&M	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
6b. I know how to make a complaint regarding academic issues.	Strongly disagree	13	14%	51	10%	16	9%	79	11%
	Disagree	38	40%	204	42%	60	33%	280	40%
	Agree	35	37%	174	36%	81	45%	257	37%
	Strongly agree	8	9%	59	12%	25	14%	83	12%
	Total	94	100%	488	100%	182	100%	699	100%
6c. I believe the institution will respond to my concerns.	Strongly disagree	7	8%	25	5%	13	7%	75	11%
	Disagree	20	22%	87	18%	32	18%	171	25%
	Agree	51	55%	278	57%	100	55%	354	51%
	Strongly agree	14	15%	97	20%	36	20%	95	14%
	Total	92	100%	487	100%	181	100%	695	100%
7a. The grounds are well-kept.	Strongly disagree	2	2%	5	1%	1	1%	4	1%
	Disagree	6	6%	17	3%	3	2%	20	3%
	Agree	53	56%	233	47%	101	56%	334	48%
	Strongly agree	33	35%	237	48%	76	42%	343	49%
	Total	94	100%	492	100%	181	100%	701	100%
7b. Teaching facilities are adequate for their purpose.	Strongly disagree	2	2%	5	1%	4	2%	16	2%
	Disagree	16	17%	25	5%	28	15%	72	10%
	Agree	54	58%	287	58%	104	57%	413	59%
	Strongly agree	21	23%	174	35%	46	25%	199	28%
	Total	93	100%	491	100%	182	100%	700	100%
7c. Adequate computing resources are available.	Strongly disagree	0	0%	4	1%	11	6%	19	3%
	Disagree	5	5%	22	4%	23	13%	83	12%
	Agree	58	63%	221	45%	88	48%	340	49%
	Strongly agree	29	32%	243	50%	60	33%	257	37%
	Total	92	100%	490	100%	182	100%	699	100%
7d. The library has the resources I need.	Strongly disagree	0	0%	6	1%	2	1%	23	3%
	Disagree	1	1%	38	8%	14	8%	66	9%
	Agree	62	66%	227	46%	102	56%	393	56%
	Strongly agree	31	33%	218	45%	63	35%	217	31%
	Total	94	100%	489	100%	181	100%	699	100%

IPEDS: 224554



NSSE 2005 Experimental Items¹ Frequency Distributions
First-Year Students

Motivation to Learn²
1. How much do you agree or disagree with the following statements?

a. I am not highly motivated to succeed.

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 %
ex05L01a	Disagree	1,457	64%	1,223	65%	4,705	67%	3,071	67%	1,766	65%	13,232	66%
	Slightly disagree	286	13%	221	12%	844	12%	530	12%	338	12%	2,374	12%
	Slightly agree	202	9%	165	9%	581	8%	353	8%	229	8%	1,612	8%
	Agree	334	15%	265	14%	913	13%	625	14%	386	14%	2,728	14%
	Total	2,279	100%	1,874	100%	7,043	100%	4,579	100%	2,719	100%	19,946	100%
ex05L01b	Disagree	22	1%	21	1%	74	1%	36	1%	22	1%	190	1%
	Slightly disagree	84	4%	69	4%	237	3%	163	4%	86	3%	682	3%
	Slightly agree	562	25%	433	23%	1,603	23%	1,119	24%	611	22%	4,651	23%
	Agree	1,607	71%	1,350	72%	5,126	73%	3,268	71%	2,004	74%	14,424	72%
	Total	2,275	100%	1,873	100%	7,040	100%	4,586	100%	2,723	100%	19,947	100%
ex05L01c	Disagree	93	4%	79	4%	246	3%	169	4%	82	3%	715	4%
	Slightly disagree	488	21%	378	20%	1,332	19%	939	20%	505	19%	3,858	19%
	Slightly agree	1,072	47%	859	46%	3,459	49%	2,209	48%	1,308	48%	9,593	48%
	Agree	621	27%	560	30%	2,004	28%	1,267	28%	824	30%	5,782	29%
	Total	2,274	100%	1,876	100%	7,041	100%	4,584	100%	2,719	100%	19,948	100%
ex05L01d	Disagree	128	6%	78	4%	310	4%	250	5%	103	4%	933	5%
	Slightly disagree	477	21%	356	19%	1,255	18%	1,082	24%	449	17%	3,837	19%
	Slightly agree	811	36%	703	38%	2,661	38%	1,701	37%	1,018	37%	7,421	37%
	Agree	855	38%	730	39%	2,788	40%	1,537	34%	1,147	42%	7,697	39%
	Total	2,271	100%	1,867	100%	7,014	100%	4,570	100%	2,717	100%	19,888	100%
ex05L01e	Disagree	820	36%	661	35%	2,727	39%	1,662	36%	997	37%	7,446	37%
	Slightly disagree	814	36%	637	34%	2,258	32%	1,607	35%	904	33%	6,682	34%
	Slightly agree	483	21%	453	24%	1,569	22%	1,044	23%	603	22%	4,459	22%
	Agree	156	7%	124	7%	474	7%	267	6%	221	8%	1,349	7%
	Total	2,273	100%	1,875	100%	7,028	100%	4,580	100%	2,725	100%	19,936	100%
ex05L01f	Disagree	836	37%	717	38%	2,796	40%	1,954	43%	1,068	39%	8,049	40%
	Slightly disagree	697	31%	574	31%	2,195	31%	1,397	30%	860	32%	6,127	31%
	Slightly agree	594	26%	455	24%	1,593	23%	971	21%	616	23%	4,531	23%
	Agree	149	7%	129	7%	452	6%	259	6%	184	7%	1,241	6%
	Total	2,276	100%	1,875	100%	7,036	100%	4,581	100%	2,728	100%	19,948	100%
ex05L01g	Disagree	875	39%	711	38%	2,774	39%	1,727	38%	1,058	39%	7,793	39%
	Slightly disagree	919	40%	748	40%	2,724	39%	1,868	41%	1,024	38%	7,804	39%
	Slightly agree	396	17%	304	16%	1,176	17%	781	17%	479	18%	3,347	17%
	Agree	82	4%	112	6%	354	5%	209	5%	164	6%	993	5%
	Total	2,272	100%	1,875	100%	7,028	100%	4,585	100%	2,725	100%	19,937	100%

¹ Only students responding to the online survey received these questions.

² Only non-consortium school students received these questions.

³ These questions are for first-year students.



NSSE 2005 Experimental Items¹ 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 %		
First-Year Experience³															
1.	Did you participate in an orientation program at this college or university?	ex05f01	No	482	11%	450	15%	1,807	13%	582	9%	549	16%	4,198	13%
			Yes	4,053	89%	2,526	85%	11,684	87%	6,048	91%	2,988	84%	28,746	87%
			Total	4,535	100%	2,976	100%	13,491	100%	6,630	100%	3,537	100%	32,944	100%
2.	Did you take, or are you currently taking, a course specifically designed to enhance the academic skills and/or social development of first-year college students?	ex05f02	No	2,659	59%	1,548	52%	5,779	43%	2,423	37%	1,147	32%	14,449	44%
			Yes	1,879	41%	1,422	48%	7,701	57%	4,202	63%	2,386	68%	18,475	56%
			Total	4,538	100%	2,970	100%	13,480	100%	6,625	100%	3,533	100%	32,924	100%
3.	During the current academic year, about how often did you use the following resources on your campus?														
a.	Academic advising or planning	ex05f03a	Never	540	12%	345	12%	1,540	11%	640	10%	399	11%	3,705	11%
			Sometimes	2,450	54%	1,511	51%	6,804	50%	3,322	50%	1,685	47%	16,654	50%
			Often	1,091	24%	783	26%	3,608	27%	1,864	28%	997	28%	8,773	27%
			Very often	465	10%	343	12%	1,583	12%	816	12%	467	13%	3,901	12%
			Total	4,546	100%	2,982	100%	13,535	100%	6,642	100%	3,548	100%	33,033	100%
b.	Career advising or planning	ex05f03b	Never	2,390	53%	1,415	47%	6,313	47%	3,496	53%	1,541	44%	15,886	48%
			Sometimes	1,527	34%	1,063	36%	4,790	35%	2,188	33%	1,298	37%	11,501	35%
			Often	443	10%	347	12%	1,708	13%	679	10%	498	14%	3,935	12%
			Very often	178	4%	154	5%	688	5%	258	4%	200	6%	1,622	5%
			Total	4,538	100%	2,979	100%	13,499	100%	6,621	100%	3,537	100%	32,944	100%
c.	Financial aid advising	ex05f03c	Never	2,604	57%	1,307	44%	5,544	41%	3,159	48%	1,154	33%	14,426	44%
			Sometimes	1,224	27%	951	32%	4,574	34%	2,194	33%	1,337	38%	10,912	33%
			Often	489	11%	459	15%	2,287	17%	871	13%	713	20%	5,120	16%
			Very often	213	5%	258	9%	1,087	8%	387	6%	334	9%	2,464	7%
			Total	4,530	100%	2,975	100%	13,492	100%	6,611	100%	3,538	100%	32,922	100%
d.	Academic assistance (tutoring, writing center, etc.)	ex05f03d	Never	2,091	46%	1,226	41%	6,018	45%	2,358	36%	1,424	40%	13,833	42%
			Sometimes	1,494	33%	1,077	36%	4,576	34%	2,622	40%	1,240	35%	11,559	35%
			Often	621	14%	414	14%	1,888	14%	1,074	16%	565	16%	4,853	15%
			Very often	327	7%	259	9%	1,002	7%	578	9%	304	9%	2,687	8%
			Total	4,533	100%	2,976	100%	13,484	100%	6,632	100%	3,533	100%	32,932	100%

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² Only non-consortium school students received these questions.

³ These questions are for first-year students.



NSSE 2005 Experimental Items¹ 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. During the current academic year, which of the following sources contributed to paying your college expenses?														
a. Parents/family	ex05f04a	Do not know	27	1%	24	1%	136	1%	34	1%	37	1%	277	1%
		Not a source	531	12%	496	17%	2,149	17%	535	8%	591	18%	4,773	15%
		Minor source	933	21%	654	23%	2,998	23%	1,297	20%	826	25%	7,067	22%
		Major source	2,891	66%	1,683	59%	7,555	59%	4,622	71%	1,885	56%	19,427	62%
		Total	4,382	100%	2,857	100%	12,838	100%	6,488	100%	3,339	100%	31,544	100%
b. Self (job, savings, etc.)	ex05f04b	Do not know	88	2%	61	2%	270	2%	119	2%	61	2%	643	2%
		Not a source	1,754	42%	1,095	40%	4,689	38%	2,501	41%	1,038	32%	11,724	39%
		Minor source	1,781	42%	1,110	40%	5,244	42%	2,800	46%	1,483	45%	13,010	43%
		Major source	577	14%	477	17%	2,232	18%	717	12%	678	21%	5,014	16%
		Total	4,200	100%	2,743	100%	12,435	100%	6,137	100%	3,260	100%	30,391	100%
c. Scholarships and grants	ex05f04c	Do not know	74	2%	52	2%	243	2%	105	2%	50	1%	560	2%
		Not a source	997	23%	543	19%	2,063	16%	823	13%	360	11%	5,146	16%
		Minor source	1,293	30%	788	28%	3,598	28%	1,638	25%	975	29%	8,705	27%
		Major source	1,996	46%	1,478	52%	7,117	55%	3,858	60%	1,990	59%	17,318	55%
		Total	4,360	100%	2,861	100%	13,021	100%	6,424	100%	3,375	100%	31,729	100%
d. Loans	ex05f04d	Do not know	159	4%	94	3%	448	4%	235	4%	126	4%	1,112	4%
		Not a source	2,109	49%	1,071	38%	4,401	34%	2,177	35%	861	26%	11,303	36%
		Minor source	666	16%	496	18%	2,463	19%	1,520	24%	680	21%	6,066	20%
		Major source	1,331	31%	1,154	41%	5,467	43%	2,359	37%	1,647	50%	12,623	41%
		Total	4,265	100%	2,815	100%	12,779	100%	6,291	100%	3,314	100%	31,104	100%
5. How difficult have the following been during the current school year?														
a. Keeping up with school work	ex05f05a	Not at all difficult	218	5%	169	6%	882	7%	298	5%	243	7%	1,938	6%
		2	387	9%	297	10%	1,549	12%	607	9%	455	13%	3,470	11%
		3	654	15%	489	17%	2,443	18%	1,034	16%	670	19%	5,564	17%
		4	945	21%	664	22%	3,151	24%	1,462	22%	782	22%	7,341	22%
		5	1,237	28%	731	25%	3,155	24%	1,779	27%	813	23%	8,133	25%
		6	678	15%	404	14%	1,451	11%	933	14%	359	10%	4,069	12%
		Very difficult	374	8%	206	7%	769	6%	476	7%	184	5%	2,199	7%
		Total	4,493	100%	2,960	100%	13,400	100%	6,589	100%	3,506	100%	32,714	100%

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³ These questions are for first-year students.



NSSE 2005 Experimental Items¹ Frequency Distributions
First-Year Students

		Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total		
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
b. Managing time	ex05f05b	Not at all difficult	197	4%	154	5%	728	5%	255	4%	203	6%	1,629	5%
		2	349	8%	240	8%	1,292	10%	592	9%	375	11%	3,001	9%
		3	582	13%	426	14%	1,992	15%	918	14%	511	15%	4,632	14%
		4	840	19%	567	19%	2,715	20%	1,324	20%	696	20%	6,437	20%
		5	1,077	24%	663	22%	3,066	23%	1,539	23%	801	23%	7,531	23%
		6	832	19%	518	18%	2,150	16%	1,180	18%	540	15%	5,528	17%
		Very difficult	613	14%	388	13%	1,445	11%	776	12%	374	11%	3,924	12%
		Total	4,490	100%	2,956	100%	13,388	100%	6,584	100%	3,500	100%	32,682	100%
c. Paying for college expenses	ex05f05c	Not at all difficult	1,024	23%	549	19%	2,480	19%	1,325	20%	542	15%	6,483	20%
		2	700	16%	388	13%	1,739	13%	942	14%	433	12%	4,401	13%
		3	538	12%	344	12%	1,696	13%	879	13%	423	12%	4,068	12%
		4	672	15%	433	15%	1,983	15%	1,015	15%	549	16%	4,872	15%
		5	577	13%	408	14%	1,854	14%	871	13%	526	15%	4,429	14%
		6	444	10%	347	12%	1,680	13%	743	11%	450	13%	3,830	12%
		Very difficult	529	12%	488	17%	1,945	15%	791	12%	581	17%	4,567	14%
		Total	4,484	100%	2,957	100%	13,377	100%	6,566	100%	3,504	100%	32,650	100%
d. Getting help with school work	ex05f05d	Not at all difficult	827	18%	537	18%	3,025	23%	1,534	23%	813	23%	7,253	22%
		2	1,002	22%	682	23%	3,297	25%	1,814	28%	908	26%	8,127	25%
		3	955	21%	651	22%	2,800	21%	1,397	21%	750	21%	6,892	21%
		4	915	20%	571	19%	2,398	18%	1,062	16%	554	16%	5,752	18%
		5	481	11%	309	10%	1,085	8%	481	7%	282	8%	2,769	8%
		6	189	4%	115	4%	463	3%	194	3%	123	4%	1,141	3%
		Very difficult	116	3%	92	3%	305	2%	95	1%	69	2%	719	2%
		Total	4,485	100%	2,957	100%	13,373	100%	6,577	100%	3,499	100%	32,653	100%
e. Making new friends	ex05f05e	Not at all difficult	1,224	27%	829	28%	4,323	32%	2,099	32%	1,221	35%	10,370	32%
		2	952	21%	644	22%	2,737	20%	1,562	24%	792	23%	7,067	22%
		3	707	16%	421	14%	2,004	15%	1,013	15%	502	14%	4,879	15%
		4	605	13%	421	14%	1,767	13%	819	12%	412	12%	4,232	13%
		5	464	10%	257	9%	1,155	9%	520	8%	265	8%	2,798	9%
		6	278	6%	199	7%	783	6%	323	5%	159	5%	1,819	6%
		Very difficult	257	6%	184	6%	601	4%	246	4%	149	4%	1,489	5%
		Total	4,487	100%	2,955	100%	13,370	100%	6,582	100%	3,500	100%	32,654	100%

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³ These questions are for first-year students.



NSSE 2005 Experimental Items¹ Frequency Distributions
First-Year Students

6. Please mark the statement below that best represents your educational plans for the next academic year.

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 %
ex05f06	I plan to return to this college or university for the next academic year.	4,205	93%	2,708	91%	12,189	91%	6,087	92%	3,108	89%	29,937	91%
	I plan to attend another college or university for the next academic year.	254	6%	232	8%	1,108	8%	471	7%	342	10%	2,515	8%
	I do not plan to attend any college or university during the next academic year.	46	1%	23	1%	108	1%	36	1%	59	2%	295	1%
	Total	4,505	100%	2,963	100%	13,405	100%	6,594	100%	3,509	100%	32,747	100%

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³ These questions are for first-year students.



Motivation to Learn²
1. How much do you agree or disagree with the following statements?

a. I am not highly motivated to succeed.

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 %
ex05L01a	Disagree	1,615	70%	1,460	73%	5,546	73%	3,296	74%	2,091	73%	15,002	73%
	Slightly disagree	241	10%	169	8%	681	9%	393	9%	245	9%	1,852	9%
	Slightly agree	130	6%	115	6%	394	5%	223	5%	145	5%	1,082	5%
	Agree	321	14%	249	12%	1,001	13%	549	12%	396	14%	2,713	13%
	Total	2,307	100%	1,993	100%	7,622	100%	4,461	100%	2,877	100%	20,649	100%
ex05L01b	Disagree	24	1%	19	1%	90	1%	43	1%	28	1%	219	1%
	Slightly disagree	79	3%	71	4%	218	3%	182	4%	56	2%	655	3%
	Slightly agree	489	21%	427	21%	1,549	20%	1,179	26%	599	21%	4,503	22%
	Agree	1,716	74%	1,478	74%	5,764	76%	3,064	69%	2,196	76%	15,283	74%
	Total	2,308	100%	1,995	100%	7,621	100%	4,468	100%	2,879	100%	20,660	100%
ex05L01c	Disagree	68	3%	32	2%	153	2%	108	2%	47	2%	441	2%
	Slightly disagree	271	12%	209	10%	732	10%	539	12%	246	9%	2,119	10%
	Slightly agree	955	41%	829	42%	3,052	40%	1,794	40%	1,190	41%	8,357	40%
	Agree	1,014	44%	923	46%	3,688	48%	2,024	45%	1,391	48%	9,738	47%
	Total	2,308	100%	1,993	100%	7,625	100%	4,465	100%	2,874	100%	20,655	100%
ex05L01d	Disagree	129	6%	88	4%	366	5%	270	6%	111	4%	1,033	5%
	Slightly disagree	448	19%	359	18%	1,333	17%	999	22%	433	15%	3,779	18%
	Slightly agree	868	38%	734	37%	2,809	37%	1,757	39%	1,108	39%	7,759	38%
	Agree	863	37%	810	41%	3,110	41%	1,441	32%	1,222	43%	8,075	39%
	Total	2,308	100%	1,991	100%	7,618	100%	4,467	100%	2,874	100%	20,646	100%
ex05L01e	Disagree	860	37%	816	41%	3,107	41%	1,695	38%	1,192	42%	8,216	40%
	Slightly disagree	713	31%	599	30%	2,362	31%	1,536	34%	850	30%	6,476	31%
	Slightly agree	552	24%	440	22%	1,609	21%	1,002	22%	619	22%	4,531	22%
	Agree	182	8%	140	7%	545	7%	240	5%	205	7%	1,431	7%
	Total	2,307	100%	1,995	100%	7,623	100%	4,473	100%	2,866	100%	20,654	100%
ex05L01f	Disagree	1,081	47%	1,044	52%	4,095	54%	2,306	52%	1,569	55%	10,846	53%
	Slightly disagree	614	27%	500	25%	1,913	25%	1,147	26%	710	25%	5,222	25%
	Slightly agree	476	21%	357	18%	1,256	16%	776	17%	461	16%	3,540	17%
	Agree	138	6%	96	5%	358	5%	237	5%	135	5%	1,048	5%
	Total	2,309	100%	1,997	100%	7,622	100%	4,466	100%	2,875	100%	20,656	100%
ex05L01g	Disagree	1,082	47%	950	48%	3,661	48%	1,980	44%	1,459	51%	9,840	48%
	Slightly disagree	815	35%	731	37%	2,693	35%	1,754	39%	966	34%	7,401	36%
	Slightly agree	325	14%	255	13%	988	13%	605	14%	324	11%	2,662	13%
	Agree	81	4%	56	3%	276	4%	125	3%	121	4%	731	4%
	Total	2,303	100%	1,992	100%	7,618	100%	4,464	100%	2,870	100%	20,634	100%

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NSSE 2005 Experimental Items¹ 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 %		
Multiple Institution Attendance³															
1.	What class standing were you assigned at the time that you first enrolled at your current institution?	ex05s01	First-year / Freshman	2,821	62%	1,891	57%	8,694	60%	5,551	84%	2,466	67%	22,544	65%
			Sophomore	807	18%	616	19%	2,325	16%	506	8%	529	14%	5,099	15%
			Junior	745	16%	631	19%	2,974	20%	425	6%	556	15%	5,615	16%
			Senior	149	3%	160	5%	552	4%	135	2%	140	4%	1,224	4%
			Total	4,522	100%	3,298	100%	14,545	100%	6,617	100%	3,691	100%	34,482	100%
2.	Since graduating from high school, but prior to enrolling at your current institution, from how many other postsecondary institutions did you take at least one course?	ex05s02	None	2,503	55%	1,551	47%	7,168	49%	4,891	74%	2,004	54%	18,937	55%
			1	1,185	26%	938	28%	3,922	27%	1,070	16%	940	25%	8,531	25%
			2	565	13%	529	16%	2,130	15%	446	7%	479	13%	4,467	13%
			3	156	3%	195	6%	851	6%	129	2%	165	4%	1,627	5%
			4	59	1%	46	1%	239	2%	44	1%	44	1%	466	1%
			5 or more	46	1%	38	1%	215	1%	39	1%	57	2%	430	1%
			Total	4,514	100%	3,297	100%	14,525	100%	6,619	100%	3,689	100%	34,458	100%
3a.	Since graduating from high school, but prior to enrolling at your current institution: From what type of postsecondary institution did you take the majority of your courses?	ex05s03a	Vocational-technical school	50	3%	63	4%	260	4%	41	2%	127	8%	611	4%
			Community, junior, or other two-year college	1,018	51%	885	51%	3,734	51%	699	41%	750	45%	7,524	49%
			Four-year college or university	878	44%	752	43%	3,140	43%	898	53%	751	45%	6,847	45%
			Other, specify:	37	2%	33	2%	144	2%	54	3%	43	3%	357	2%
			Total	1,983	100%	1,733	100%	7,278	100%	1,692	100%	1,671	100%	15,339	100%
4.	What was your primary enrollment status at the other postsecondary institution(s)?	ex05s04	Less than full-time	538	27%	483	28%	2,055	28%	680	40%	489	29%	4,519	29%
			Full-time	1,441	73%	1,246	72%	5,217	72%	1,016	60%	1,177	71%	10,804	71%
			Total	1,979	100%	1,729	100%	7,272	100%	1,696	100%	1,666	100%	15,323	100%
5.	What were your reasons for transferring to your current institution? (Select all that apply)														
a.	Location	ex05s05a	Checked	969	48%	894	51%	3,753	51%	732	42%	806	48%	7,628	49%
b.	Availability of desired program or major	ex05s05b	Checked	954	47%	860	49%	3,682	50%	643	37%	755	45%	7,410	48%
c.	Affordability or other financial reasons	ex05s05c	Checked	658	33%	478	27%	1,971	27%	386	22%	382	23%	4,115	27%
d.	Reputation of program, faculty or school	ex05s05d	Checked	702	35%	552	32%	2,379	32%	675	39%	506	30%	5,101	33%

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NSSE 2005 Experimental Items¹ 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 %		
e. Better academic fit than at previous	ex05s05e	Checked	397	20%	313	18%	1,274	17%	439	25%	298	18%	2,915	19%	
f. Better social fit than at previous institution(s)	ex05s05f	Checked	323	16%	182	10%	828	11%	293	17%	227	13%	1,944	13%	
g. To prepare for a new career or advance in	ex05s05g	Checked	376	19%	403	23%	1,667	23%	287	17%	408	24%	3,475	22%	
h. Other, specify:	ex05s05h	Checked	267	13%	237	14%	1,192	16%	407	24%	372	22%	2,635	17%	
6. Since first enrolling at your current institution, from how many other postsecondary institutions have you taken at least one course?	ex05s06	None	3,048	68%	2,208	67%	9,970	69%	4,259	65%	2,588	70%	23,434	68%	
		1	1,061	24%	803	24%	3,294	23%	1,685	26%	821	22%	7,973	23%	
		2	306	7%	206	6%	892	6%	503	8%	195	5%	2,180	6%	
		3	50	1%	38	1%	213	1%	94	1%	40	1%	471	1%	
		4	17	0%	9	0%	55	0%	36	1%	15	0%	143	0%	
		5 or more	15	0%	17	1%	68	0%	14	0%	25	1%	149	0%	
		Total	4,497	100%	3,281	100%	14,492	100%	6,591	100%	3,684	100%	34,350	100%	
7. Part A: During the following years at your current institution, how many courses have you taken from other postsecondary institutions?	a. Senior	ex05s07a	None	745	70%	541	66%	2,187	65%	1,055	68%	520	65%	5,256	66%
			1	155	15%	162	20%	612	18%	279	18%	143	18%	1,404	18%
			2	76	7%	59	7%	238	7%	111	7%	51	6%	555	7%
			3	26	2%	17	2%	104	3%	37	2%	28	4%	221	3%
			4	17	2%	9	1%	70	2%	35	2%	13	2%	156	2%
			5 or more	46	4%	37	4%	167	5%	35	2%	44	6%	357	4%
			Total	1,065	100%	825	100%	3,378	100%	1,552	100%	799	100%	7,949	100%
	b. Junior	ex05s07b	None	539	47%	396	49%	1,647	46%	620	32%	392	47%	3,789	44%
			1	282	24%	213	26%	931	26%	467	24%	215	26%	2,163	25%
			2	138	12%	90	11%	447	12%	243	13%	90	11%	1,031	12%
			3	61	5%	29	4%	159	4%	122	6%	42	5%	431	5%
			4	51	4%	30	4%	133	4%	228	12%	34	4%	488	6%
			5 or more	83	7%	58	7%	269	8%	258	13%	57	7%	762	9%
Total	1,154	100%	816	100%	3,586	100%	1,938	100%	830	100%	8,664	100%			

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NSSE 2005 Experimental Items¹ 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 %	
c. Sophomore	ex05s07c	None	358	39%	252	39%	1,171	42%	750	47%	336	48%	3,004	43%	
		1	258	28%	201	31%	852	31%	502	32%	181	26%	2,048	30%	
		2	158	17%	83	13%	398	14%	196	12%	83	12%	948	14%	
		3	34	4%	39	6%	92	3%	41	3%	22	3%	237	3%	
		4	35	4%	17	3%	64	2%	39	2%	11	2%	170	2%	
		5 or more	83	9%	60	9%	210	8%	56	4%	63	9%	506	7%	
		Total	926	100%	652	100%	2,787	100%	1,584	100%	696	100%	6,913	100%	
d. First-year/Freshman	ex05s07d	None	377	59%	232	60%	1,108	60%	861	72%	317	66%	3,017	64%	
		1	129	20%	84	22%	400	22%	210	18%	86	18%	938	20%	
		2	53	8%	38	10%	162	9%	79	7%	28	6%	373	8%	
		3	22	3%	7	2%	50	3%	11	1%	17	4%	108	2%	
		4	16	3%	6	2%	40	2%	16	1%	6	1%	87	2%	
		5 or more	38	6%	21	5%	92	5%	22	2%	25	5%	219	5%	
		Total	635	100%	388	100%	1,852	100%	1,199	100%	479	100%	4,742	100%	
8.	Part B: From what type of institution did you take the majority of the courses identified in Part A?	ex05s08a	Vocational-technical school	35	3%	33	3%	128	3%	31	1%	50	5%	293	3%
			Community or junior college	781	59%	568	58%	2,235	54%	682	31%	392	40%	4,820	48%
			4-year college	425	32%	316	32%	1,488	36%	1,115	51%	449	45%	3,965	40%
			Other, specify:	87	7%	56	6%	283	7%	371	17%	100	10%	939	9%
			Total	1,328	100%	973	100%	4,134	100%	2,199	100%	991	100%	10,017	100%

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NSSE 2005 Experimental Items¹ Frequency Distributions
Seniors

9. Part C: In what format did you take the majority of the courses identified in Part A?

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 %
ex05s09	Classroom instruction on a campus within 30 minutes of your residence	960	73%	639	67%	2,771	68%	1,397	64%	585	60%	6,602	67%
	Classroom instruction on a campus more than 30 minutes from my residence	254	19%	212	22%	814	20%	643	30%	240	25%	2,252	23%
	Distance education (live or pre-recorded video/audio, Internet, CD-ROM, correspondence, etc.)	98	7%	104	11%	482	12%	135	6%	146	15%	1,016	10%
	Total	1,312	100%	955	100%	4,067	100%	2,175	100%	971	100%	9,870	100%

10. Why did you decide to take courses at another institution while attending your current institution? (Select all that apply)

- a. Complete degree requirements sooner
- b. Take easier courses to fulfill requirements
- c. Better course schedule at other school
- d. Prepare to transfer to or try out another
- e. Try a program or major not available at
- f. Take courses at a branch campus, through
- g. Take extra courses not related to my program
- h. Financial reasons
- i. Other, specify:

ex05s10a	Checked	597	41%	449	42%	1,943	43%	853	37%	459	42%	4,440	41%
ex05s10b	Checked	336	23%	180	17%	691	15%	361	15%	135	12%	1,750	16%
ex05s10c	Checked	193	13%	171	16%	666	15%	203	9%	154	14%	1,430	13%
ex05s10d	Checked	48	3%	31	3%	152	3%	60	3%	50	5%	364	3%
ex05s10e	Checked	57	4%	53	5%	258	6%	248	11%	62	6%	709	6%
ex05s10f	Checked	141	10%	59	5%	360	8%	528	23%	113	10%	1,220	11%
ex05s10g	Checked	93	6%	61	6%	267	6%	220	9%	82	7%	754	7%
ex05s10h	Checked	314	22%	263	25%	929	21%	209	9%	187	17%	1,967	18%
ex05s10i	Checked	285	20%	212	20%	879	19%	534	23%	225	21%	2,239	21%

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First-Year				
Benchmark	NSSEville State Benchmark Score	Comparison Group Statistics		
			Master's	National
Level of Academic Challenge	49.8	Benchmark Score	52.6	53.6
		Score Difference	-2.8	-3.7
		Standard Deviation	3.5	4.0
		Standard Score	-0.8	-0.9
Active and Collaborative Learning	42.3	Benchmark Score	41.6	42.3
		Score Difference	0.8	0.0
		Standard Deviation	4.2	4.8
		Standard Score	0.2	0.0
Student-Faculty Interaction	36.7	Benchmark Score	32.3	33.3
		Score Difference	4.4	3.4
		Standard Deviation	3.7	4.9
		Standard Score	1.2	0.7
Enriching Educational Experiences	24.8	Benchmark Score	25.8	26.7
		Score Difference	-1.0	-1.9
		Standard Deviation	3.5	4.1
		Standard Score	-0.3	-0.5
Supportive Campus Environment	66.7	Benchmark Score	62.3	62.8
		Score Difference	4.4	3.9
		Standard Deviation	4.7	5.2
		Standard Score	0.9	0.7
Number of Institutions			201	530

Senior				
Benchmark	NSSEville State Benchmark Score	Comparison Group Statistics		
			Master's	National
Level of Academic Challenge	51.4	Benchmark Score	56.8	57.6
		Score Difference	-5.4	-6.2
		Standard Deviation	3.1	3.8
		Standard Score	-1.7	-1.6
Active and Collaborative Learning	52.7	Benchmark Score	51.2	51.4
		Score Difference	1.4	1.2
		Standard Deviation	3.7	4.3
		Standard Score	0.4	0.3
Student-Faculty Interaction	42.0	Benchmark Score	42.5	44.0
		Score Difference	-0.5	-2.0
		Standard Deviation	5.3	6.9
		Standard Score	-0.1	-0.3
Enriching Educational Experiences	34.4	Benchmark Score	38.6	40.9
		Score Difference	-4.3	-6.6
		Standard Deviation	6.4	7.9
		Standard Score	-0.7	-0.8
Supportive Campus Environment	63.2	Benchmark Score	59.4	59.7
		Score Difference	3.8	3.5
		Standard Deviation	4.4	5.5
		Standard Score	0.9	0.6
Number of Institutions			202	530

Explanation of Statistics

Benchmark Score: The arithmetic average (mean) of the corresponding items is calculated for each student after each item is re-scaled to range from 0 to 100. Each benchmark is the weighted mean of students' scores at your institution. Each comparison group benchmark score is the mean 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.

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	43.0	48.5	50.0	51.3	52.4	53.3	54.2	55.5	56.8	58.8	66.7	46.1	53.3	54.5	55.2	56.3	57.0	58.2	59.3	60.6	62.5	74.6
Active and Collaborative Learning	31.1	36.5	37.9	39.5	40.7	41.9	43.4	44.6	46.1	48.6	65.3	40.2	46.4	47.8	49.2	50.2	51.0	52.3	53.8	54.9	57.1	68.3
Student-Faculty Interaction	23.5	27.6	29.2	30.6	31.6	32.7	34.0	35.4	36.9	38.8	54.7	28.5	36.1	37.8	39.6	41.2	43.0	45.0	47.1	50.3	54.4	68.6
Enriching Educational Experiences	17.8	21.9	23.2	24.2	25.1	26.4	27.5	28.7	30.1	32.3	41.4	24.6	31.5	34.2	36.1	37.8	39.7	41.6	44.6	48.0	52.1	66.1
Supportive Campus Environment	48.7	55.7	58.1	59.7	61.5	63.0	64.2	65.5	67.2	69.4	80.4	46.0	52.7	55.0	56.5	57.9	59.1	60.8	62.3	64.4	66.8	84.5
Doc-Extensive																						
Level of Academic Challenge	47.7	48.8	49.4	49.5	50.7	51.3	52.1	53.7	54.4	57.9	59.7	52.1	52.9	53.4	53.9	54.4	55.4	56.0	56.6	57.2	59.4	60.7
Active and Collaborative Learning	32.3	35.6	36.3	36.9	37.2	38.1	39.5	40.1	41.5	43.7	49.3	42.4	44.1	45.2	46.0	46.6	47.0	47.8	48.8	49.7	51.6	52.5
Student-Faculty Interaction	25.5	26.6	27.6	28.0	28.3	28.8	30.0	30.8	31.7	32.7	36.7	32.1	34.7	36.2	37.0	37.8	39.0	40.2	41.3	42.1	43.9	47.9
Enriching Educational Experiences	20.7	22.9	23.6	24.3	26.3	26.8	27.3	28.4	29.4	29.8	34.7	31.0	33.0	35.6	36.5	38.1	38.5	40.2	41.1	42.8	45.1	55.9
Supportive Campus Environment	52.9	54.7	56.5	57.4	57.6	58.8	59.5	59.9	60.8	63.6	73.4	47.9	49.4	51.0	52.2	53.0	53.8	54.5	55.9	56.9	58.6	69.7
Doc-Intensive																						
Level of Academic Challenge	47.2	48.4	49.1	49.8	51.1	51.6	53.0	54.3	56.0	57.3	59.0	49.4	53.0	53.7	54.4	55.0	55.5	56.6	57.0	58.4	59.1	63.4
Active and Collaborative Learning	31.1	35.1	36.8	37.5	38.6	39.2	40.4	41.8	43.4	45.1	48.2	40.4	42.5	46.1	47.4	48.3	49.4	50.3	51.4	52.4	54.0	55.3
Student-Faculty Interaction	23.9	25.2	26.9	28.1	29.3	30.3	31.1	32.5	33.8	35.2	38.1	30.2	32.1	35.2	36.4	37.5	38.6	39.8	41.6	42.9	47.5	51.7
Enriching Educational Experiences	18.6	21.8	23.1	23.9	24.4	25.0	25.8	26.6	28.6	31.1	34.8	26.1	30.0	32.2	34.6	35.6	36.4	37.2	39.7	42.1	46.2	54.7
Supportive Campus Environment	50.0	53.8	55.2	55.8	57.6	58.1	60.1	62.3	63.6	64.5	67.8	47.6	50.0	51.5	52.3	53.6	54.6	55.7	57.2	58.9	60.8	69.0
Master's I & II																						
Level of Academic Challenge	43.0	47.9	49.4	50.8	51.5	52.6	53.4	54.4	55.7	57.6	64.0	48.7	53.0	54.2	55.0	55.9	56.7	57.2	58.5	59.5	61.0	65.7
Active and Collaborative Learning	31.2	36.3	37.7	39.0	40.3	41.4	42.3	43.8	44.9	47.1	55.2	40.2	47.2	48.3	49.5	50.2	50.8	51.7	53.2	54.5	56.2	62.2
Student-Faculty Interaction	23.5	27.2	29.1	30.1	31.2	32.3	33.4	34.6	35.8	37.3	41.0	28.5	36.0	37.9	39.3	40.5	42.2	44.0	45.5	46.9	49.6	55.8
Enriching Educational Experiences	18.6	21.6	23.0	23.7	24.5	25.3	26.3	27.6	28.9	30.4	36.0	24.6	30.9	33.0	34.7	36.3	37.8	39.3	41.4	44.7	48.2	57.4
Supportive Campus Environment	48.7	55.8	58.1	59.7	60.8	62.6	63.7	65.0	66.0	67.8	74.9	48.2	54.4	56.0	56.9	57.8	58.9	59.9	62.1	63.3	65.1	74.9
Bac-Liberal Arts																						
Level of Academic Challenge	50.4	52.7	54.7	55.5	56.7	57.4	58.6	59.6	61.9	62.9	66.7	46.1	56.0	57.9	59.0	60.3	60.7	62.2	63.0	65.3	67.3	74.6
Active and Collaborative Learning	39.1	41.0	41.7	42.5	43.9	45.0	46.3	47.6	48.4	49.4	54.0	45.7	48.9	50.2	52.1	53.1	54.0	54.5	55.4	56.1	58.3	66.8
Student-Faculty Interaction	28.5	32.0	32.9	34.6	35.6	36.8	37.5	38.4	40.7	43.0	54.7	37.2	41.7	48.0	50.2	51.8	52.8	54.7	55.5	56.5	59.0	68.6
Enriching Educational Experiences	24.2	26.2	27.7	28.7	29.6	30.3	31.4	32.3	33.2	33.9	40.9	33.5	40.6	46.0	48.1	49.8	51.3	52.9	54.7	57.6	59.7	66.1
Supportive Campus Environment	52.4	60.7	63.0	64.2	65.4	66.6	67.6	68.8	71.0	71.9	80.4	52.7	56.3	59.5	60.6	61.8	62.9	63.9	65.9	67.4	69.2	76.7
Bac-General Colleges																						
Level of Academic Challenge	45.4	48.6	51.4	52.3	52.7	53.2	54.1	54.9	55.5	56.8	59.2	49.4	53.6	54.7	55.6	56.7	58.1	58.6	59.8	61.2	62.4	65.1
Active and Collaborative Learning	35.8	37.6	39.5	41.0	43.1	43.5	45.1	46.9	49.8	50.9	58.6	41.6	47.8	48.8	50.5	51.2	52.5	54.8	56.2	58.4	59.6	68.3
Student-Faculty Interaction	26.3	29.2	31.3	32.4	33.6	34.1	35.5	36.9	38.6	43.4	50.7	34.2	37.3	40.7	41.6	43.5	44.9	46.4	48.0	52.1	53.7	57.2
Enriching Educational Experiences	17.8	20.8	22.2	23.7	24.7	26.6	27.3	28.6	30.2	32.3	37.7	27.0	33.0	35.9	37.6	39.3	40.5	42.2	43.7	45.5	49.5	54.9
Supportive Campus Environment	52.6	58.6	62.2	63.2	64.2	64.9	66.0	67.3	67.9	69.0	74.2	53.0	55.8	57.4	58.7	60.8	63.4	64.5	65.4	66.7	68.1	71.8

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 2005 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	Predicted ²	Residual	Standardized Residual ³	Actual	Predicted ²	Residual	Standardized Residual ³
Level of Academic Challenge	49.8	55.0	-5.2	-2.0	51.4	56.4	-4.9	-1.8
Active and Collaborative Learning	42.3	39.8	2.6	0.8	52.7	50.2	2.5	0.8
Student-Faculty Interaction	36.7	38.7	-2.0	-0.7	42.0	39.6	2.4	0.6
Enriching Educational Experiences	24.8	25.9	-1.1	-0.4	34.4	32.1	2.2	0.6
Supportive Campus Environment	66.7	65.7	1.0	0.3	63.2	62.9	0.3	0.1

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.

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.²

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.³

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

Standardized Residuals

