NSSE
national survey of
student engagement

Texas A&M University - Commerce

Benchmark Comparisons

August 2012

Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected comparison groups. In addition, it provides comparisons with two sets of highly engaging institutions, those with benchmarks in the top 50% and top 10% of all NSSE institutions.

Each benchmark is an index of responses to several NSSE questions. Because NSSE questions have different response sets, each question's response set was rescaled from zero to 100, and students' rescaled responses were then averaged. Thus a benchmark score of zero would mean that every student chose the lowest response option for every item, and 100 would mean every student chose the highest response to every item. Although benchmarks are reported on a 0-100 scale, they are not percentages.

Additional details regarding how benchmarks are created can be found on the NSSE Web site.
nsse.iub.edu/links/institutional_reporting

Class and Sample
Means are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected or census-administered students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Statistical Significance
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of 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 (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes to judge the practical meaning of the results.

Effect Size[a]
Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. 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.

Mean
The mean is the *weighted* arithmetic average of the student level benchmark scores.
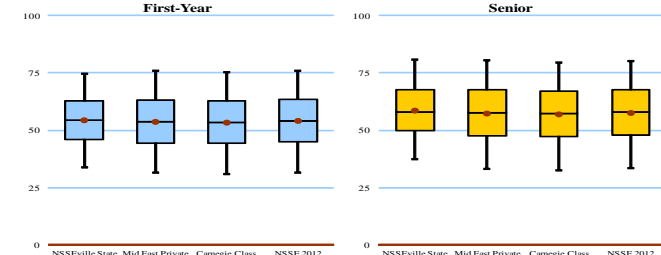
Level of Academic Challenge (LAC)

Mean Comparisons

NSSEville State University compared with:

Class	NSSEville State Mean[a]	Mid East Private Mean[a]	Sig[b]	Effect Size[c]	Carnegie Class Mean[a]	Sig[b]	Effect Size[c]	NSSE 2012 Mean[a]	Sig[b]	Effect Size[c]
First-Year	54.4	53.7		.05	53.3	*	.08	54.1		.02
Senior	58.6	57.3	**	.09	56.9	***	.11	57.5	*	.07

[a] Weighted by gender and enrollment status (and by institution size for comparison groups).
[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores

Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Benchmark Description & Survey Items
A description of the benchmark and the individual items used in its creation is provided.

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

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Box and Whiskers Charts
A visual display of first-year and senior benchmark score dispersion for your institution and your selected comparison or consortium groups.

Box and Whiskers Key
A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.

- **95th** Percentile
- **75th** Percentile
- **50th** Percentile/Median (Bar)
- **Mean** (Dot)
- **25th** Percentile
- **5th** Percentile

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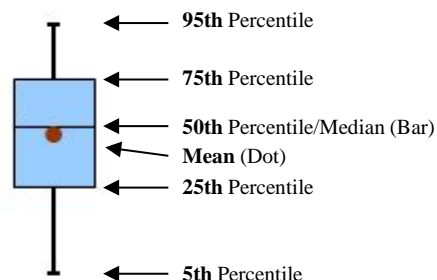
[a] See *Contextualizing NSSE Effect Sizes* at nsse.iub.edu/pdf/effect_size_guide.pdf for additional information.

Level of Academic Challenge (LAC)

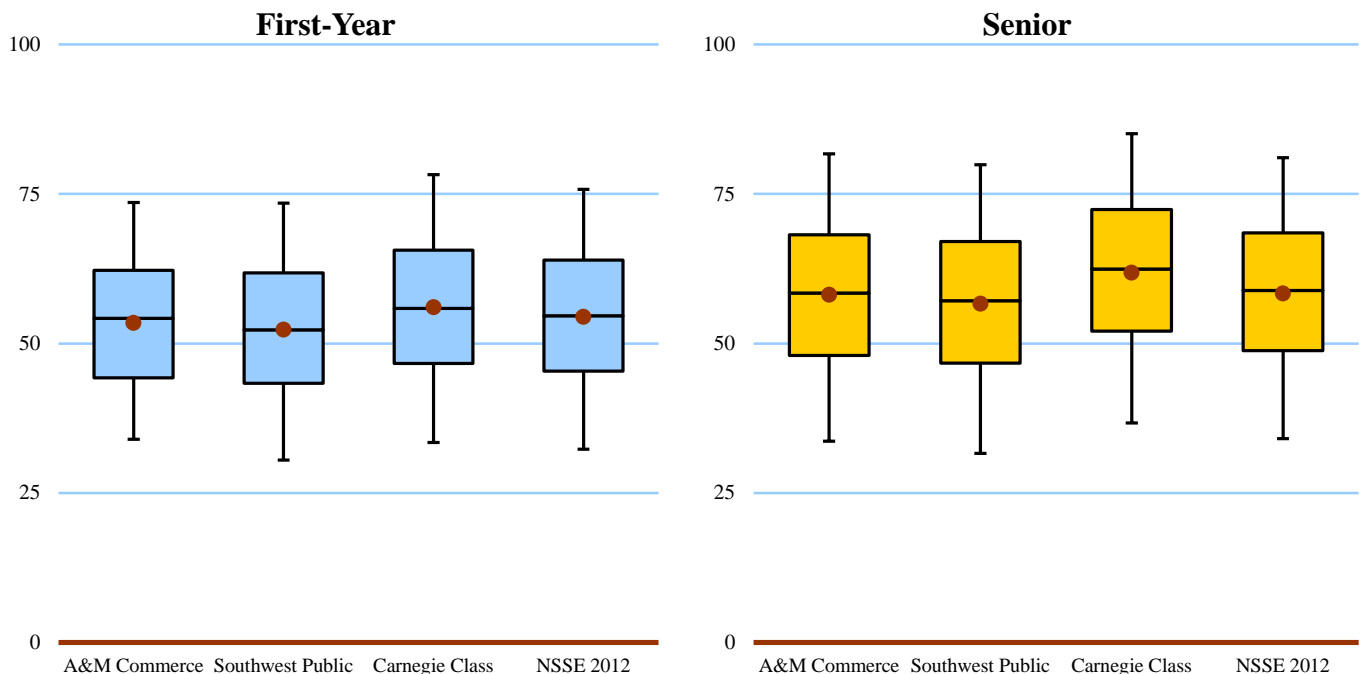## Mean Comparisons

Texas A&M University - Commerce compared with:

Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
First-Year	53.4	52.3		.08	56.0	**	-.19	54.5		-.08
Senior	58.2	56.6	*	.10	61.8	***	-.25	58.4		-.01

[a] Weighted by gender and enrollment status (and by institution size for comparison groups)

[b] * $p<.05$ ** $p<.01$ ***$p<.001$ (2-tailed)

[c] Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores

First-Year

A&M Commerce   Southwest Public   Carnegie Class   NSSE 2012

Senior

A&M Commerce   Southwest Public   Carnegie Class   NSSE 2012

Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

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

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc.)
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- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
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- Coursework emphasizes: **Making judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Active and Collaborative Learning (ACL)

Mean Comparisons

*Texas A&M University - Commerce compared with:*

Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
First-Year	46.5	42.0	***	.27	47.4		-.05	44.2		.14
Senior	52.4	50.3	**	.11	53.9	*	-.09	52.1		.01

[a] Weighted by gender and enrollment status (and by institution size for comparison groups)

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed)

[c] Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores
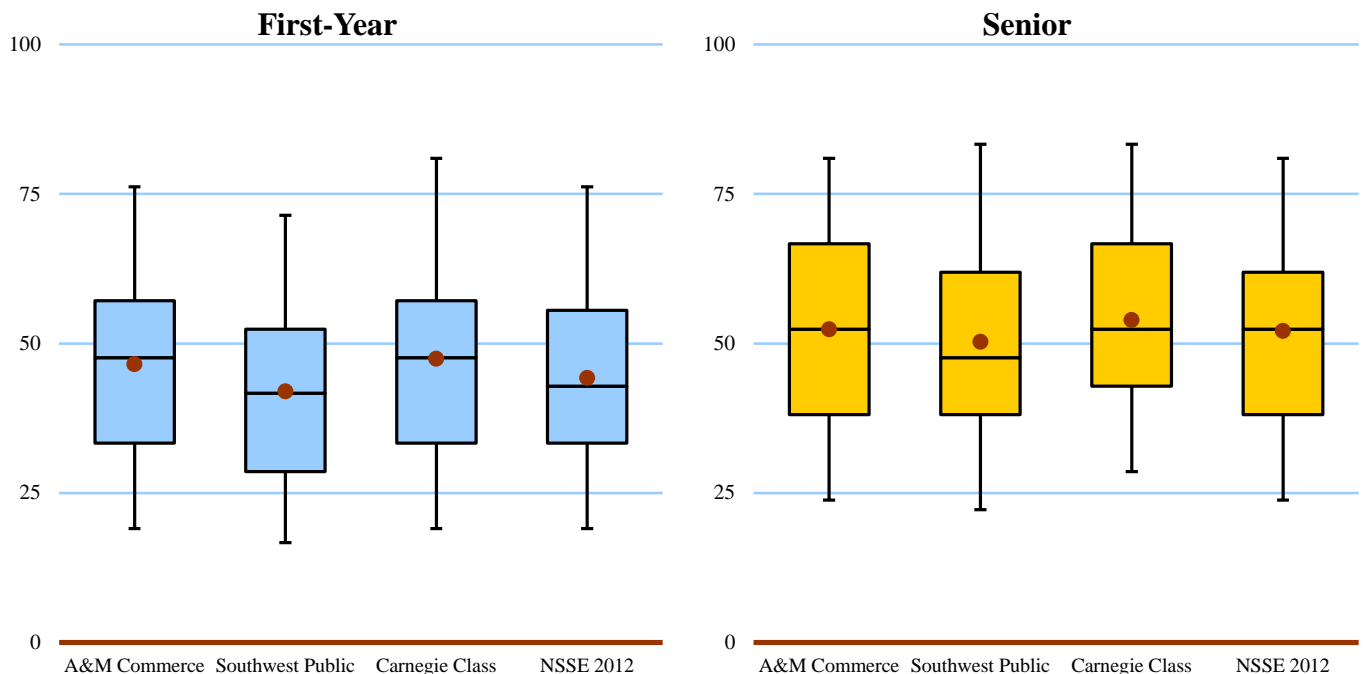
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Active and Collaborative Learning (ACL) Items

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

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction (SFI)

Mean Comparisons

Texas A&M University - Commerce compared with:

	A&M Commerce	**Southwest Public**			**Carnegie Class**			**NSSE 2012**		
				Effect			Effect			Effect
Class	Mean [a]	Mean [a]	Sig [b]	Size [c]	Mean [a]	Sig [b]	Size [c]	Mean [a]	Sig [b]	Size [c]
First-Year	40.8	34.0	***	.36	36.9	*	.20	35.9	**	.26
Senior	42.2	40.4	*	.09	38.8	***	.17	42.9		-.03

[a] Weighted by gender and enrollment status (and by institution size for comparison groups)

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed)

[c] Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores
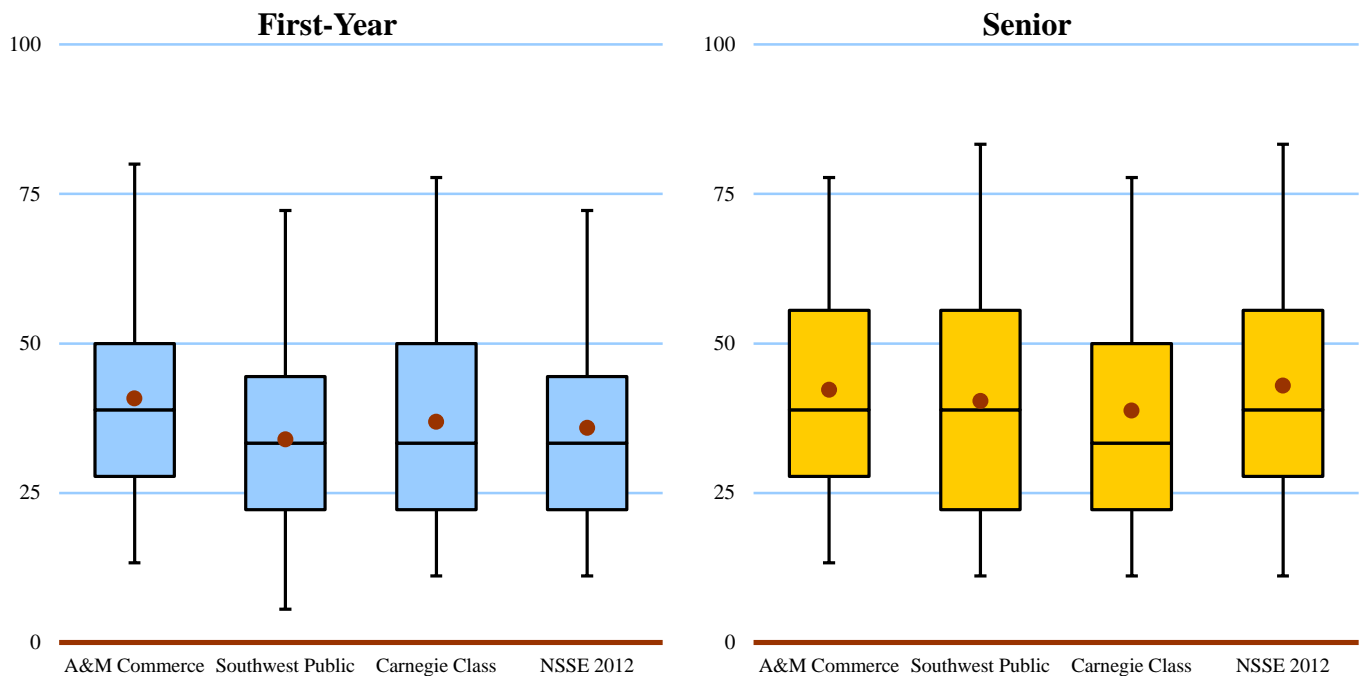
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Student-Faculty Interaction (SFI) Items

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

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

Enriching Educational Experiences (EEE)

Mean Comparisons

Texas A&M University - Commerce compared with:

Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
First-Year	30.1	27.9		.17	29.0		.08	28.4		.12
Senior	35.9	37.6	*	-.09	36.5		-.03	40.4	***	-.24

[a] Weighted by gender and enrollment status (and by institution size for comparison groups)

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed)

[c] Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores
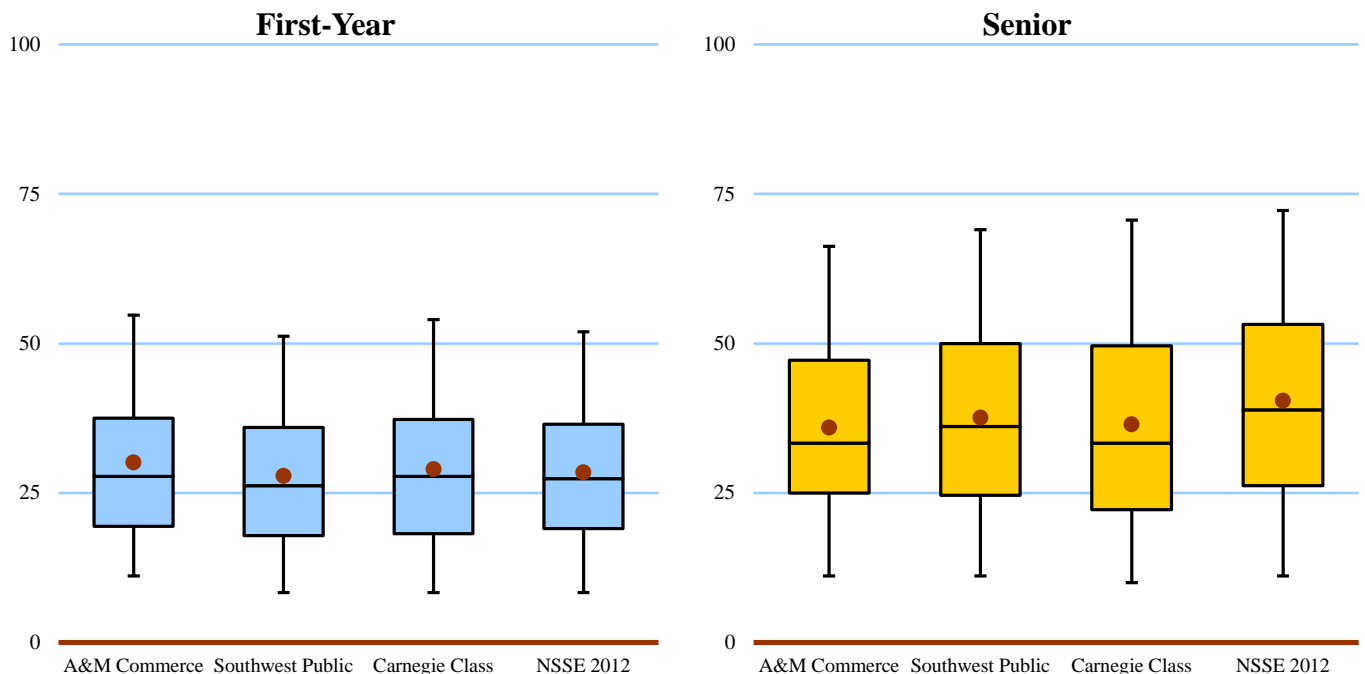
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Enriching Educational Experiences (EEE) Items

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

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment (SCE)

Mean Comparisons

Texas A&M University - Commerce compared with:

Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
First-Year	66.3	61.2	**	.27	64.1		.11	63.4		.15
Senior	62.7	59.2	***	.18	62.6		.01	60.5	*	.11

[a] Weighted by gender and enrollment status (and by institution size for comparison groups)

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed)

[c] Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores
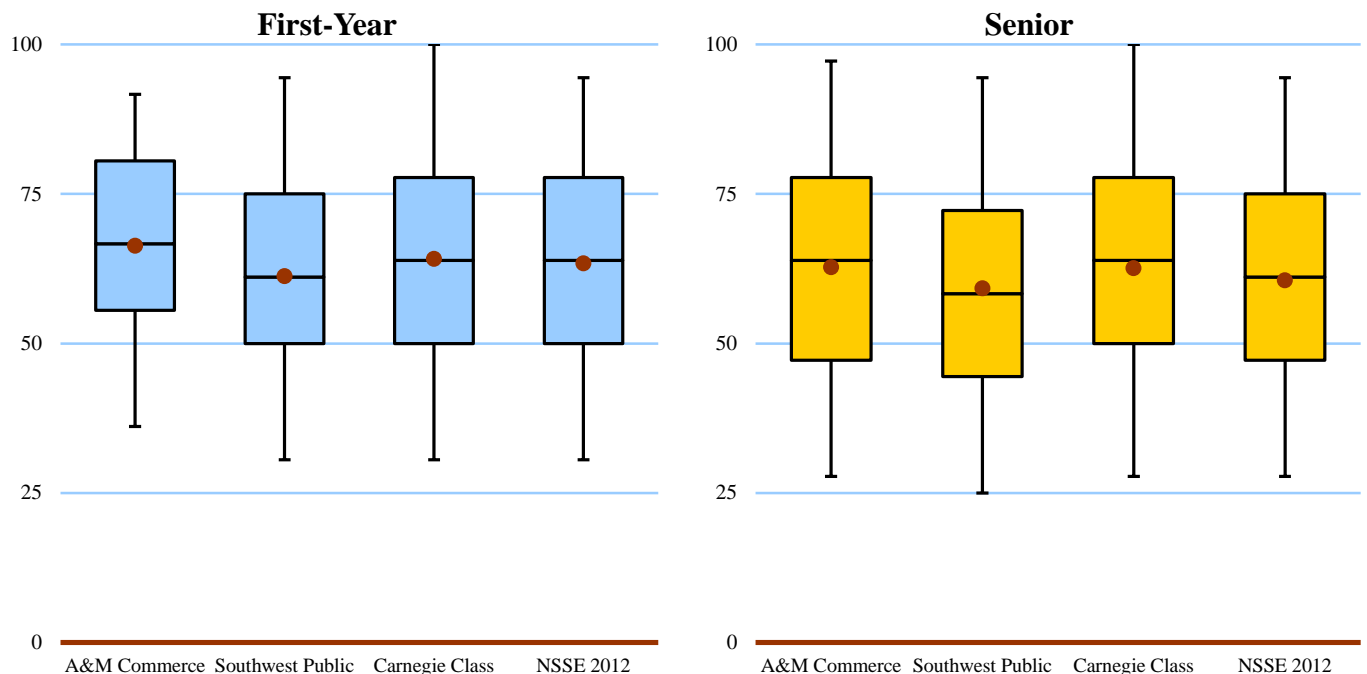
Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Supportive Campus Environment (SCE) Items

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

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

Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending institutions identified by NSSE for their high levels of student engagement: (a) institutions with benchmark scores placing them in the top 50% of all NSSE schools in 2012 and (b) institutions with benchmark scores in the top 10% for 2012.[a] These comparisons allow an institution to determine if the engagement of their students differs in significant, meaningful ways from students in these high performing institutions.

Example

		NSSEville State	NSSEville State compared with					
			NSSE 2012 Top 50%			NSSE 2012 Top 10%		
		Mean	*Mean*	*Sig*	*Effect size*	*Mean*	*Sig*	*Effect size*
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

Based on the example above NSSEville State CAN conclude...

- The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2012 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2012 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- It is *likely* that NSSEville State is in the top 50% of all NSSE 2012 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).[a]

Based on the example above NSSEville State CANNOT conclude[a]...

- NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.
- NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.

Additional information regarding the Top 50% and Top 10% section of the benchmark report can be found on the NSSE Web site. **nsse.iub.edu/links/institutional_reporting**

[a] Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and our policy against the ranking of institutions.

		A&M Commerce	A&M Commerce compared with					
			NSSE 2012 Top 50%			NSSE 2012 Top 10%		
		Mean [a]	Mean [a]	Sig [b]	Effect size [c]	Mean [a]	Sig [b]	Effect size [c]
First-Year	LAC	53.4	57.4	***	-.30	59.6	***	-.49
	ACL	46.5	49.1		-.15	52.2	***	-.31
	SFI	40.8	40.2		.03	44.0		-.15
	EEE	30.1	31.2		-.08	34.5	***	-.32
	SCE	66.3	68.1		-.10	70.6	**	-.23
Senior	LAC	58.2	61.8	***	-.26	64.3	***	-.44
	ACL	52.4	56.2	***	-.23	60.6	***	-.47
	SFI	42.2	50.3	***	-.37	56.0	***	-.63
	EEE	35.9	48.4	***	-.69	56.0	***	-1.16
	SCE	62.7	65.5	**	-.14	69.2	***	-.35

Level of Academic Challenge (LAC)

Active and Collaborative Learning (ACL)

Student-Faculty Interaction (SFI)
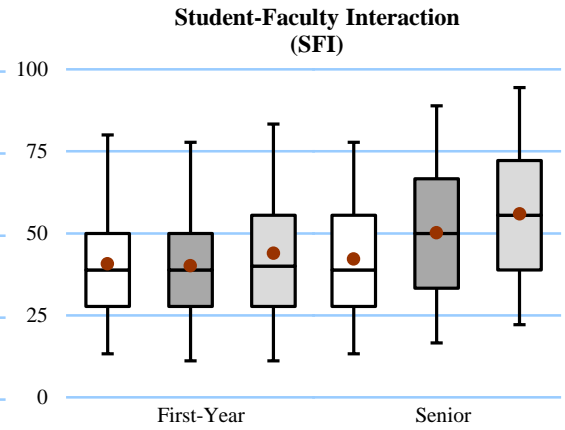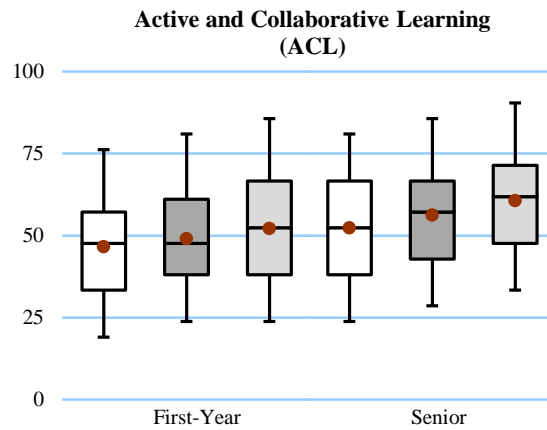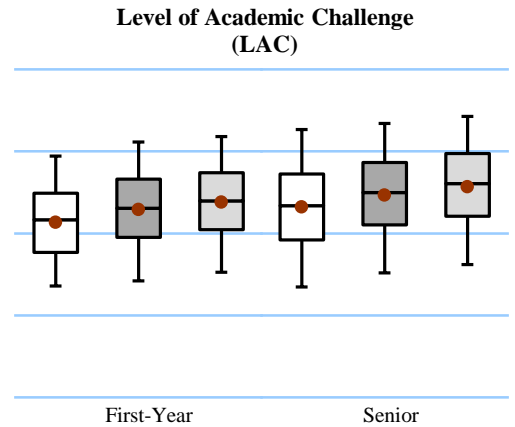
Legend

☐ A&M Commerce

▨ Top 50%

☐ Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2012 institutions on a particular benchmark.
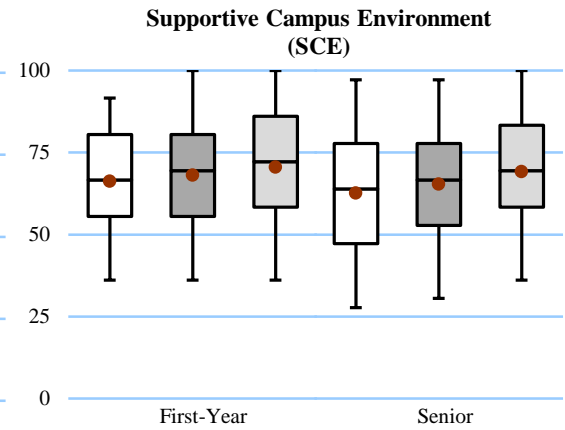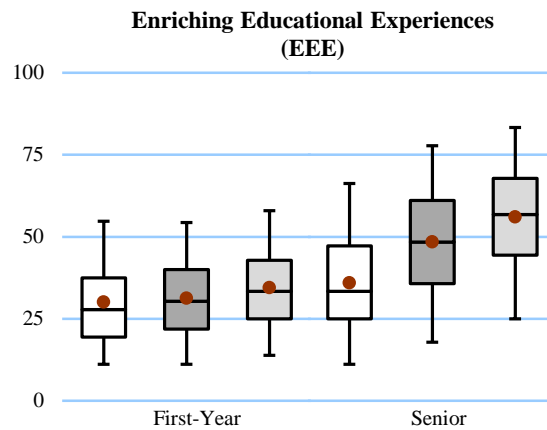
Enriching Educational Experiences (EEE)

Supportive Campus Environment (SCE)

Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

[a] Weighted by gender and enroll. status (and inst. size for comparisons)

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed)

[c] Mean diff. divided by pooled SD

First-Year Students

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
				Percentiles [d]					Deg. of Freedom [e]	Mean Diff.	Sig. [f]	Effect size [g]
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th				
LEVEL OF ACADEMIC CHALLENGE (LAC)												
A&M Commerce (N = 146)	53.4	11.6	1.0	34	44	54	62	74				
Southwest Public	52.3	13.3	.2	31	43	52	62	73	6,950	1.1	.313	.08
Carnegie Class	56.0	13.8	.2	33	47	56	66	78	158	-2.6	.009	-.19
NSSE 2012	54.5	13.4	.1	32	45	55	64	76	68,177	-1.0	.361	-.08
Top 50%	57.4	13.0	.1	35	49	58	67	78	27,637	-3.9	.000	-.30
Top 10%	59.6	12.7	.1	38	51	60	69	80	7,566	-6.2	.000	-.49
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
A&M Commerce (N = 161)	46.5	17.3	1.4	19	33	48	57	76				
Southwest Public	42.0	17.0	.2	17	29	42	52	71	7,590	4.6	.001	.27
Carnegie Class	47.4	17.9	.2	19	33	48	57	81	5,699	-.9	.537	-.05
NSSE 2012	44.2	17.3	.1	19	33	43	56	76	74,698	2.3	.086	.14
Top 50%	49.1	17.2	.1	24	38	48	61	81	25,212	-2.5	.064	-.15
Top 10%	52.2	18.4	.2	24	38	52	67	86	7,058	-5.7	.000	-.31
STUDENT-FACULTY INTERACTION (SFI)												
A&M Commerce (N = 147)	40.8	20.9	1.7	13	28	39	50	80				
Southwest Public	34.0	19.0	.2	6	22	33	44	72	7,019	6.8	.000	.36
Carnegie Class	36.9	20.0	.3	11	22	33	50	78	5,239	3.9	.019	.20
NSSE 2012	35.9	19.0	.1	11	22	33	44	72	68,978	4.9	.002	.26
Top 50%	40.2	19.7	.1	11	28	39	50	78	21,249	.6	.712	.03
Top 10%	44.0	21.1	.3	11	28	40	56	83	4,411	-3.2	.072	-.15
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
A&M Commerce (N = 142)	30.1	15.2	1.3	11	19	28	38	55				
Southwest Public	27.9	13.5	.2	8	18	26	36	51	6,753	2.3	.050	.17
Carnegie Class	29.0	14.6	.2	8	18	28	37	54	5,005	1.2	.355	.08
NSSE 2012	28.4	13.7	.1	8	19	27	37	52	66,137	1.7	.147	.12
Top 50%	31.2	13.7	.1	11	22	30	40	54	30,603	-1.1	.331	-.08
Top 10%	34.5	14.0	.2	14	25	33	43	58	5,828	-4.4	.000	-.32
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
A&M Commerce (N = 137)	66.3	18.0	1.5	36	56	67	81	92				
Southwest Public	61.2	19.0	.2	31	50	61	75	94	6,598	5.1	.002	.27
Carnegie Class	64.1	20.1	.3	31	50	64	78	100	4,861	2.2	.213	.11
NSSE 2012	63.4	19.1	.1	31	50	64	78	94	64,549	2.9	.071	.15
Top 50%	68.1	18.5	.1	36	56	69	81	100	19,690	-1.8	.248	-.10
Top 10%	70.6	19.2	.3	36	58	72	86	100	4,581	-4.3	.009	-.23

[a] All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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

[c] Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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

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

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

[g] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

IPEDS: 224554

Seniors

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
				Percentiles [d]					Deg. of Freedom [e]	Mean Diff.	Sig. [f]	Effect size [g]
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th				
LEVEL OF ACADEMIC CHALLENGE (LAC)												
A&M Commerce (N = 547)	58.2	14.7	.6	34	48	58	68	82				
Southwest Public	56.6	14.7	.1	32	47	57	67	80	15,823	1.5	.018	.10
Carnegie Class	61.8	14.7	.1	37	52	62	72	85	14,301	-3.7	.000	-.25
NSSE 2012	58.4	14.3	.0	34	49	59	69	81	132,470	-.2	.729	-.01
Top 50%	61.8	13.9	.1	38	53	62	72	84	48,281	-3.6	.000	-.26
Top 10%	64.3	13.9	.1	40	55	65	74	86	16,737	-6.1	.000	-.44
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
A&M Commerce (N = 573)	52.4	17.9	.7	24	38	52	67	81				
Southwest Public	50.3	18.6	.1	22	38	48	62	83	16,697	2.1	.009	.11
Carnegie Class	53.9	17.0	.1	29	43	52	67	83	15,004	-1.5	.033	-.09
NSSE 2012	52.1	17.9	.0	24	38	52	62	81	139,990	.2	.745	.01
Top 50%	56.2	17.3	.1	29	43	57	67	86	48,164	-3.9	.000	-.23
Top 10%	60.6	17.6	.2	33	48	62	71	90	8,559	-8.3	.000	-.47
STUDENT-FACULTY INTERACTION (SFI)												
A&M Commerce (N = 552)	42.2	19.7	.8	13	28	39	56	78				
Southwest Public	40.4	21.4	.2	11	22	39	56	83	598	1.9	.029	.09
Carnegie Class	38.8	20.2	.2	11	22	33	50	78	14,390	3.4	.000	.17
NSSE 2012	42.9	21.5	.1	11	28	39	56	83	556	-.7	.395	-.03
Top 50%	50.3	22.0	.1	17	33	50	67	89	575	-8.0	.000	-.37
Top 10%	56.0	22.1	.3	22	39	56	72	94	727	-13.8	.000	-.63
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
A&M Commerce (N = 541)	35.9	16.3	.7	11	25	33	47	66				
Southwest Public	37.6	18.0	.1	11	25	36	50	69	589	-1.6	.021	-.09
Carnegie Class	36.5	18.8	.2	10	22	33	50	71	600	-.5	.466	-.03
NSSE 2012	40.4	18.6	.1	11	26	39	53	72	546	-4.5	.000	-.24
Top 50%	48.4	18.1	.1	18	36	48	61	78	559	-12.5	.000	-.69
Top 10%	56.0	17.5	.2	25	44	57	68	83	7,519	-20.1	.000	-1.16
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
A&M Commerce (N = 530)	62.7	20.6	.9	28	47	64	78	97				
Southwest Public	59.2	20.0	.2	25	44	58	72	94	15,130	3.5	.000	.18
Carnegie Class	62.6	20.6	.2	28	50	64	78	100	13,637	.1	.888	.01
NSSE 2012	60.5	19.8	.1	28	47	61	75	94	127,158	2.2	.011	.11
Top 50%	65.5	19.3	.1	31	53	67	78	97	541	-2.7	.003	-.14
Top 10%	69.2	18.5	.3	36	58	69	83	100	622	-6.5	.000	-.35

[a] All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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

[c] Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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

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

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

[g] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

IPEDS: 224554

Texas A&M University - Commerce

Frequency Distributions

August 2012

Interpreting the Frequency Distributions 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.

Sample

The *Frequency Distributions* report is based on information from all randomly selected or census-administered students for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students are not included.

Class

Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.

Benchmark

Items that make up 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

NSSE 2012 Engagement Item Frequency Distributions [a]
NSSEville State University

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | NSSEville State | | Mid East Private | | Carnegie Class | | NSSE 2012 | | NSSEville State | | Mid East Private | | Carnegie Class | | NSSE 2012 |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	15	2%	211	2%	1,248	3%	4,922	3%	9	1%	124	1%	901	2%	3,538	2%
		Sometimes	300	32%	2,905	34%	14,781	35%	57,335	35%	203	19%	2,088	22%	12,633	23%	46,587	25%
		Often	333	37%	2,967	35%	15,134	36%	57,083	35%	321	32%	3,048	33%	17,608	33%	60,869	32%
		Very often	263	29%	2,079	29%	11,163	26%	44,027	27%	487	49%	4,058	44%	23,086	42%	81,914	41%
		Total	911	100%	8,162	100%	42,326	100%	163,367	100%	1,020	100%	9,318	100%	54,228	100%	192,908	100%
1b. Made a class presentation	CLPRESEN (ACL)	Never	80	9%	775	9%	5,215	13%	21,742	14%	24	2%	277	3%	2,779	5%	10,865	6%
		Sometimes	541	59%	4,202	50%	21,727	50%	85,258	51%	310	30%	2,761	30%	16,041	30%	62,084	33%
		Often	240	27%	2,406	30%	11,642	28%	42,552	26%	438	43%	3,688	39%	20,570	37%	71,247	36%
		Very often	47	5%	802	11%	3,780	9%	13,872	9%	255	24%	2,638	28%	15,083	27%	49,267	25%
		Total	908	100%	8,185	100%	42,364	100%	163,424	100%	1,027	100%	9,364	100%	54,473	100%	193,463	100%
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	137	15%	960	11%	4,445	11%	20,566	13%	199	20%	1,624	16%	7,821	14%	30,644	16%
		Sometimes	346	39%	2,658	32%	12,162	29%	49,181	30%	384	38%	3,644	38%	19,675	36%	72,374	37%
		Often	282	31%	2,709	33%	14,262	34%	52,973	33%	268	26%	2,451	27%	15,467	29%	52,575	28%
		Very often	145	15%	1,803	25%	11,341	27%	40,180	25%	176	17%	1,628	18%	11,403	21%	37,522	20%
		Total	910	100%	8,130	100%	42,210	100%	162,900	100%	1,027	100%	9,347	100%	54,366	100%	193,115	100%
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	12	1%	133	2%	805	2%	3,275	2%	4	0%	88	1%	584	1%	2,004	1%
		Sometimes	189	21%	1,558	19%	7,790	19%	30,757	19%	79	8%	1,045	12%	5,944	11%	22,154	12%
		Often	438	48%	3,796	46%	18,693	44%	71,661	43%	388	38%	3,565	38%	20,389	38%	71,169	37%
		Very often	272	29%	2,696	33%	15,110	35%	57,856	35%	551	54%	4,669	49%	27,625	50%	98,358	50%
		Total	911	100%	8,183	100%	42,398	100%	163,549	100%	1,022	100%	9,367	100%	54,542	100%	193,685	100%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	DIVCLASS	Never	66	7%	516	6%	2,614	7%	10,590	7%	52	5%	542	6%	3,288	7%	12,973	7%
		Sometimes	319	35%	2,548	30%	12,747	30%	50,123	31%	306	30%	2,780	29%	15,326	28%	56,316	29%
		Often	359	40%	3,248	39%	16,448	38%	62,783	38%	360	34%	3,253	35%	18,995	35%	66,376	34%
		Very often	160	17%	1,865	25%	10,544	25%	39,804	24%	308	30%	2,780	30%	16,844	30%	57,710	29%
		Total	904	100%	8,177	100%	42,353	100%	163,300	100%	1,026	100%	9,355	100%	54,453	100%	193,375	100%

Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the *Mean Comparisons* report.

Response Options

Response options are listed as they appear on the instrument.

Column Percentage (%)

This column presents the *weighted* percentage of students responding to the particular option in each question.

Weighting

Weights adjusting for gender and enrollment status (and by institutional size for comparison groups) are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The count is the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, one cannot replicate column percentages from counts.* Additional details about weighting can be found on the NSSE Web site. **nsse.iub.edu/links/institutional_reporting**

NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	5	3%	438	6%	168	2%	3,640	3%	8	2%	407	4%	154	1%	2,885	2%
		Sometimes	51	31%	3,281	42%	2,047	25%	41,252	34%	84	14%	3,541	29%	1,911	13%	36,027	23%
		Often	49	32%	2,547	32%	2,220	31%	41,624	34%	181	32%	3,986	32%	3,215	23%	49,137	30%
		Very often	55	34%	1,577	20%	2,464	42%	34,743	29%	298	53%	4,492	35%	7,465	63%	73,562	45%
		Total	160	100%	7,843	100%	6,899	100%	121,259	100%	571	100%	12,426	100%	12,745	100%	161,611	100%
1b. Made a class presentation	CLPRESEN (ACL)	Never	19	11%	1,678	22%	841	13%	15,813	14%	58	11%	1,089	10%	1,198	10%	9,838	7%
		Sometimes	61	38%	4,039	51%	3,004	39%	61,435	50%	156	28%	4,241	34%	2,963	21%	49,861	32%
		Often	60	38%	1,620	21%	2,025	29%	32,227	26%	191	33%	4,168	33%	4,059	30%	58,493	35%
		Very often	20	13%	493	6%	1,022	18%	11,611	10%	165	28%	2,942	23%	4,522	38%	43,376	27%
		Total	160	100%	7,830	100%	6,892	100%	121,086	100%	570	100%	12,440	100%	12,742	100%	161,568	100%
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	29	19%	1,127	15%	797	11%	15,642	13%	67	12%	1,894	15%	1,537	11%	25,189	16%
		Sometimes	49	31%	2,194	28%	1,928	26%	36,527	30%	155	27%	4,329	34%	3,826	28%	58,832	36%
		Often	46	29%	2,509	32%	2,180	31%	38,912	32%	176	30%	3,573	29%	3,495	27%	43,808	27%
		Very often	34	21%	1,968	25%	1,963	33%	29,659	25%	173	31%	2,620	21%	3,888	34%	33,458	21%
		Total	158	100%	7,798	100%	6,868	100%	120,740	100%	571	100%	12,416	100%	12,746	100%	161,287	100%
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	2	1%	298	4%	114	2%	2,417	2%	7	1%	266	2%	90	1%	1,954	1%
		Sometimes	21	13%	1,659	21%	1,072	14%	21,798	18%	51	9%	1,705	14%	918	7%	17,520	11%
		Often	80	51%	3,316	43%	2,659	37%	51,717	42%	194	34%	4,652	37%	3,604	26%	57,085	35%
		Very often	56	35%	2,554	33%	3,056	48%	45,238	37%	320	56%	5,829	46%	8,160	67%	85,091	52%
		Total	159	100%	7,827	100%	6,901	100%	121,170	100%	572	100%	12,452	100%	12,772	100%	161,650	100%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	6	4%	718	9%	495	7%	8,178	7%	26	5%	1,329	12%	677	5%	11,529	8%
		Sometimes	42	25%	2,556	33%	1,861	26%	37,213	31%	121	21%	3,499	28%	2,841	21%	44,924	28%
		Often	67	42%	2,778	36%	2,472	35%	45,172	37%	192	34%	3,943	32%	3,936	30%	54,145	33%
		Very often	46	29%	1,765	23%	2,061	32%	30,413	25%	233	41%	3,648	29%	5,303	45%	50,787	31%
		Total	161	100%	7,817	100%	6,889	100%	120,976	100%	572	100%	12,419	100%	12,757	100%	161,385	100%
1f. Come to class without completing readings or assignments	CLUNPREP	Never	31	20%	1,773	23%	2,272	35%	33,640	28%	202	36%	2,687	23%	4,047	34%	38,397	24%
		Sometimes	96	60%	4,378	55%	3,541	50%	66,636	54%	293	51%	6,912	54%	6,573	50%	89,927	55%
		Often	24	15%	1,158	15%	696	10%	14,087	12%	50	9%	1,868	15%	1,339	10%	22,070	14%
		Very often	8	5%	513	7%	385	6%	6,829	6%	25	4%	986	8%	812	6%	11,330	7%
		Total	159	100%	7,822	100%	6,894	100%	121,192	100%	570	100%	12,453	100%	12,771	100%	161,724	100%
1g. Worked with other students on projects **during class**	CLASSGRP (ACL)	Never	30	18%	1,155	15%	946	13%	15,790	13%	70	13%	1,537	13%	1,456	11%	17,925	11%
		Sometimes	69	43%	3,246	41%	2,793	35%	51,299	41%	167	29%	4,635	37%	3,620	24%	62,364	37%
		Often	43	27%	2,484	32%	2,131	31%	38,769	32%	182	31%	3,785	30%	3,378	25%	49,466	30%
		Very often	19	12%	947	12%	1,017	21%	15,308	14%	151	26%	2,488	19%	4,287	40%	31,935	21%
		Total	161	100%	7,832	100%	6,887	100%	121,166	100%	570	100%	12,445	100%	12,741	100%	161,690	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

3

NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1h. Worked with classmates **outside of class** to prepare class assignments	OCCGRP (ACL)	Never	21	13%	1,040	14%	1,199	18%	15,403	14%	48	9%	1,050	9%	2,031	18%	13,524	9%
		Sometimes	60	37%	3,165	40%	2,688	37%	48,806	40%	198	34%	3,900	31%	3,662	28%	50,550	31%
		Often	55	34%	2,501	32%	2,033	29%	38,890	31%	189	33%	4,102	33%	3,423	25%	54,588	33%
		Very often	24	15%	1,151	15%	1,010	17%	18,511	15%	137	24%	3,436	27%	3,704	29%	43,624	27%
		Total	160	100%	7,857	100%	6,930	100%	121,610	100%	572	100%	12,488	100%	12,820	100%	162,286	100%
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	8	5%	576	8%	467	8%	7,252	7%	16	3%	494	5%	475	4%	4,733	3%
		Sometimes	59	38%	2,918	39%	2,214	33%	42,411	37%	143	26%	3,083	26%	2,688	21%	38,080	25%
		Often	52	33%	2,809	38%	2,421	37%	44,598	39%	211	38%	4,847	40%	4,898	38%	65,513	41%
		Very often	34	23%	1,115	15%	1,368	22%	20,482	18%	176	32%	3,609	30%	4,304	36%	48,016	31%
		Total	153	100%	7,418	100%	6,470	100%	114,743	100%	546	100%	12,033	100%	12,365	100%	156,342	100%
1j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	70	45%	3,493	46%	3,683	59%	58,852	51%	263	49%	5,124	43%	6,915	58%	69,228	45%
		Sometimes	56	36%	2,562	34%	1,814	26%	36,975	32%	186	33%	4,102	33%	3,417	26%	51,684	33%
		Often	20	14%	916	13%	637	9%	12,944	11%	61	11%	1,606	13%	1,135	8%	19,364	12%
		Very often	8	5%	449	6%	357	6%	6,176	6%	41	7%	1,231	10%	933	7%	16,337	10%
		Total	154	100%	7,420	100%	6,491	100%	114,947	100%	551	100%	12,063	100%	12,400	100%	156,613	100%
1k. Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ (ACL)	Never	87	56%	4,339	60%	3,341	55%	65,605	59%	315	58%	6,404	54%	6,794	58%	76,953	52%
		Sometimes	41	27%	2,000	27%	1,735	25%	30,506	26%	154	28%	3,378	28%	3,376	26%	47,589	29%
		Often	15	10%	737	10%	865	12%	12,395	11%	55	10%	1,366	11%	1,279	10%	19,119	12%
		Very often	9	6%	294	4%	512	8%	5,746	5%	26	5%	879	7%	869	7%	12,167	7%
		Total	152	100%	7,370	100%	6,453	100%	114,252	100%	550	100%	12,027	100%	12,318	100%	155,828	100%
1l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	11	7%	1,066	14%	893	13%	16,376	14%	26	5%	1,119	10%	1,121	9%	14,948	10%
		Sometimes	43	28%	2,130	29%	1,703	26%	33,613	29%	107	19%	2,996	25%	2,873	23%	40,513	26%
		Often	46	30%	2,089	28%	1,842	27%	32,838	28%	146	26%	3,400	28%	3,011	23%	43,300	27%
		Very often	54	36%	2,147	29%	2,061	35%	32,134	29%	271	50%	4,568	38%	5,406	45%	57,966	37%
		Total	154	100%	7,432	100%	6,499	100%	114,961	100%	550	100%	12,083	100%	12,411	100%	156,727	100%
1m. Used e-mail to communicate with an instructor	EMAIL	Never	1	1%	135	2%	157	5%	1,204	2%	3	1%	99	1%	558	6%	1,174	1%
		Sometimes	30	19%	1,679	24%	1,065	20%	19,129	19%	47	9%	1,690	15%	2,446	25%	17,153	13%
		Often	44	29%	2,629	35%	2,047	30%	39,819	35%	144	26%	3,659	31%	2,988	23%	43,726	29%
		Very often	78	51%	2,970	39%	3,220	45%	54,690	45%	356	65%	6,612	54%	6,380	46%	94,399	58%
		Total	153	100%	7,413	100%	6,489	100%	114,842	100%	550	100%	12,060	100%	12,372	100%	156,452	100%
1n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	8	5%	681	10%	543	9%	8,280	8%	14	3%	648	6%	615	5%	6,708	5%
		Sometimes	64	43%	3,009	41%	2,383	38%	44,559	39%	163	29%	4,188	35%	4,895	42%	52,685	35%
		Often	43	27%	2,239	30%	2,005	29%	36,935	32%	173	31%	3,916	33%	3,606	28%	51,505	32%
		Very often	37	25%	1,489	20%	1,555	24%	24,995	22%	204	37%	3,294	26%	3,271	25%	45,575	28%
		Total	152	100%	7,418	100%	6,486	100%	114,769	100%	554	100%	12,046	100%	12,387	100%	156,473	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1o. Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	35	22%	1,720	25%	1,437	23%	24,593	23%	93	18%	2,337	21%	2,719	24%	24,855	18%
		Sometimes	55	35%	3,235	43%	2,694	41%	50,824	44%	215	38%	4,767	40%	4,885	39%	60,491	39%
		Often	40	26%	1,653	22%	1,476	22%	25,809	22%	152	27%	2,893	23%	2,767	21%	40,473	25%
		Very often	24	16%	817	10%	876	14%	13,600	12%	92	16%	2,062	16%	2,017	16%	30,646	18%
		Total	154	100%	7,425	100%	6,483	100%	114,826	100%	552	100%	12,059	100%	12,388	100%	156,465	100%
1p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	52	33%	3,146	42%	2,730	44%	45,869	40%	164	31%	3,890	33%	5,160	45%	45,201	31%
		Sometimes	64	41%	2,675	36%	2,274	33%	43,241	37%	216	39%	4,842	39%	4,222	31%	65,147	41%
		Often	22	15%	1,086	15%	908	13%	17,257	15%	111	19%	2,081	17%	1,761	13%	28,475	18%
		Very often	15	11%	526	7%	591	10%	8,671	8%	61	11%	1,278	10%	1,269	10%	17,994	11%
		Total	153	100%	7,433	100%	6,503	100%	115,038	100%	552	100%	12,091	100%	12,412	100%	156,817	100%
1q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	8	6%	720	10%	381	6%	6,676	7%	9	2%	824	7%	406	3%	6,265	5%
		Sometimes	45	30%	2,671	37%	1,876	28%	36,310	33%	145	27%	3,904	33%	2,850	21%	42,259	28%
		Often	56	37%	2,764	37%	2,529	38%	46,886	40%	247	45%	4,791	40%	5,188	41%	68,491	43%
		Very often	38	27%	1,149	15%	1,600	27%	23,279	20%	144	26%	2,444	19%	3,866	34%	38,327	24%
		Total	147	100%	7,304	100%	6,386	100%	113,151	100%	545	100%	11,963	100%	12,310	100%	155,342	100%
1r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	7	5%	471	7%	360	5%	6,377	6%	19	4%	638	5%	501	4%	7,793	5%
		Sometimes	43	30%	2,562	35%	1,954	30%	36,563	33%	132	24%	3,718	31%	3,406	27%	47,033	31%
		Often	63	42%	2,823	39%	2,490	38%	45,349	40%	221	40%	4,690	39%	4,824	39%	61,047	39%
		Very often	34	23%	1,439	20%	1,572	27%	24,700	22%	177	32%	2,901	25%	3,588	30%	39,253	25%
		Total	147	100%	7,295	100%	6,376	100%	112,989	100%	549	100%	11,947	100%	12,319	100%	155,126	100%
1s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	60	40%	4,070	56%	3,506	59%	59,830	55%	319	59%	5,724	50%	7,156	63%	68,172	47%
		Sometimes	46	31%	1,998	27%	1,648	23%	32,636	28%	126	23%	3,470	28%	2,761	20%	47,016	29%
		Often	23	17%	790	11%	753	11%	13,623	12%	64	11%	1,647	14%	1,364	10%	23,588	14%
		Very often	17	12%	407	5%	454	7%	6,546	6%	36	7%	1,074	8%	987	7%	15,990	10%
		Total	146	100%	7,265	100%	6,361	100%	112,635	100%	545	100%	11,915	100%	12,268	100%	154,766	100%
1t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	3	2%	534	7%	431	8%	7,132	7%	26	5%	563	5%	603	5%	6,232	4%
		Sometimes	51	35%	2,604	36%	2,093	32%	38,304	34%	135	24%	3,492	30%	3,501	29%	45,517	30%
		Often	49	33%	2,478	34%	2,094	32%	39,769	35%	209	38%	4,371	36%	4,330	35%	56,994	36%
		Very often	45	31%	1,678	23%	1,741	28%	27,671	24%	181	33%	3,516	29%	3,863	32%	46,363	29%
		Total	148	100%	7,294	100%	6,359	100%	112,876	100%	551	100%	11,942	100%	12,297	100%	155,106	100%
1u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	24	17%	1,213	16%	991	17%	17,525	16%	59	11%	1,631	13%	1,690	14%	20,194	13%
		Sometimes	51	33%	2,275	31%	1,811	28%	35,420	31%	167	30%	3,604	30%	3,706	29%	50,588	32%
		Often	30	21%	1,973	27%	1,710	26%	30,329	27%	161	29%	3,341	28%	3,372	28%	42,698	28%
		Very often	43	29%	1,848	26%	1,879	29%	29,924	26%	161	29%	3,381	29%	3,544	29%	41,904	27%
		Total	148	100%	7,309	100%	6,391	100%	113,198	100%	548	100%	11,957	100%	12,312	100%	155,384	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

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NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	19	13%	1,011	14%	884	16%	14,466	14%	66	12%	1,509	13%	1,622	14%	17,476	12%
		Sometimes	46	31%	2,360	32%	1,876	29%	35,936	32%	182	33%	3,812	32%	3,839	30%	51,387	32%
		Often	37	25%	2,037	28%	1,767	27%	31,927	28%	157	29%	3,313	27%	3,444	28%	44,802	29%
		Very often	45	30%	1,896	26%	1,864	29%	30,906	27%	143	26%	3,331	28%	3,413	28%	41,776	27%
		Total	147	100%	7,304	100%	6,391	100%	113,235	100%	548	100%	11,965	100%	12,318	100%	155,441	100%
2a. Coursework emphasizes: **Memorizing** facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	8	6%	305	4%	426	8%	5,621	5%	45	8%	925	8%	1,567	14%	13,796	9%
		Some	36	24%	1,689	23%	1,535	25%	26,799	24%	169	31%	3,331	28%	3,770	31%	44,795	29%
		Quite a bit	56	38%	2,955	41%	2,460	38%	44,953	40%	202	37%	4,245	36%	4,033	33%	55,282	36%
		Very much	46	32%	2,296	31%	1,901	29%	34,779	31%	129	24%	3,347	29%	2,880	23%	40,552	26%
		Total	146	100%	7,245	100%	6,322	100%	112,152	100%	545	100%	11,848	100%	12,250	100%	154,425	100%
2b. Coursework emphasizes: **Analyzing** the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	2	2%	149	2%	109	2%	1,968	2%	7	1%	186	1%	161	1%	1,930	1%
		Some	27	19%	1,289	18%	908	15%	17,147	16%	70	13%	1,581	13%	1,376	11%	17,627	12%
		Quite a bit	62	42%	3,054	43%	2,607	42%	47,152	43%	244	45%	4,635	39%	4,706	39%	60,689	39%
		Very much	53	37%	2,726	38%	2,668	42%	45,388	40%	221	41%	5,414	47%	5,937	49%	73,622	47%
		Total	144	100%	7,218	100%	6,292	100%	111,655	100%	542	100%	11,816	100%	12,180	100%	153,868	100%
2c. Coursework emphasizes: **Synthesizing** and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	5	3%	331	4%	203	3%	4,138	4%	15	3%	466	4%	335	3%	4,429	3%
		Some	36	25%	1,842	26%	1,424	23%	26,275	24%	94	17%	2,393	20%	2,104	17%	28,053	19%
		Quite a bit	59	42%	2,911	40%	2,513	40%	46,083	41%	229	42%	4,439	37%	4,659	38%	60,064	39%
		Very much	44	30%	2,117	30%	2,137	34%	35,045	31%	204	38%	4,501	39%	5,078	42%	61,127	39%
		Total	144	100%	7,201	100%	6,277	100%	111,541	100%	542	100%	11,799	100%	12,176	100%	153,673	100%
2d. Coursework emphasizes: **Making judgments** about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	8	5%	395	5%	263	4%	4,897	5%	19	4%	647	6%	464	4%	6,231	4%
		Some	37	25%	1,831	25%	1,351	21%	26,440	24%	107	20%	2,431	20%	2,210	18%	30,287	20%
		Quite a bit	57	40%	2,900	41%	2,588	41%	46,206	41%	216	40%	4,446	38%	4,664	38%	59,319	38%
		Very much	42	30%	2,084	29%	2,091	34%	34,179	30%	200	37%	4,302	37%	4,868	41%	58,057	37%
		Total	144	100%	7,210	100%	6,293	100%	111,722	100%	542	100%	11,826	100%	12,206	100%	153,894	100%
2e. Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	3	2%	284	4%	194	3%	3,761	4%	12	2%	368	3%	252	2%	3,680	3%
		Some	35	26%	1,543	21%	1,152	18%	22,041	20%	90	17%	1,911	16%	1,591	13%	21,838	15%
		Quite a bit	55	38%	2,715	38%	2,286	36%	42,514	38%	185	34%	4,007	33%	4,134	34%	52,950	34%
		Very much	50	34%	2,686	37%	2,676	43%	43,650	38%	258	47%	5,556	48%	6,258	51%	75,764	48%
		Total	143	100%	7,228	100%	6,308	100%	111,966	100%	545	100%	11,842	100%	12,235	100%	154,232	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	1	1%	76	1%	57	1%	874	1%	5	1%	216	2%	137	1%	2,221	2%
		1-4	38	27%	2,028	29%	1,480	25%	23,883	24%	208	38%	4,017	34%	2,764	21%	42,280	29%
		5-10	65	45%	3,210	45%	2,507	40%	46,430	42%	181	33%	4,436	37%	3,883	30%	57,118	37%
		11-20	30	20%	1,238	17%	1,483	22%	26,496	22%	92	17%	1,820	15%	2,657	23%	29,963	19%
		More than 20	10	7%	675	8%	779	13%	13,988	11%	60	11%	1,337	11%	2,737	26%	22,272	14%
		Total	144	100%	7,227	100%	6,306	100%	111,671	100%	546	100%	11,826	100%	12,178	100%	153,854	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	36	24%	1,895	27%	1,564	24%	30,045	27%	107	20%	2,658	23%	2,250	18%	33,484	22%
		1-4	69	47%	3,805	53%	3,268	51%	58,586	52%	278	51%	6,069	52%	6,068	49%	80,207	52%
		5-10	17	12%	954	13%	918	15%	14,852	13%	91	17%	1,876	16%	2,213	19%	24,711	16%
		11-20	4	3%	285	4%	280	5%	4,312	4%	25	4%	617	5%	843	7%	8,114	5%
		More than 20	20	14%	284	4%	266	5%	3,815	4%	42	8%	603	5%	817	7%	7,385	5%
		Total	146	100%	7,223	100%	6,296	100%	111,610	100%	543	100%	11,823	100%	12,191	100%	153,901	100%
3c. Number of written papers or reports of **20 pages or more**	WRITEMOR (LAC)	None	118	80%	5,880	81%	4,778	74%	91,904	81%	315	57%	6,665	55%	5,735	48%	76,970	51%
		1-4	19	13%	877	13%	1,038	17%	13,664	13%	171	32%	4,114	35%	4,552	35%	62,343	39%
		5-10	7	5%	287	4%	261	5%	3,289	3%	32	6%	687	7%	1,075	9%	9,418	6%
		11-20	2	1%	107	1%	108	2%	1,425	1%	14	2%	183	2%	360	3%	2,624	2%
		More than 20	0	0%	60	1%	105	2%	1,194	1%	12	2%	182	2%	476	5%	2,568	2%
		Total	146	100%	7,211	100%	6,290	100%	111,476	100%	544	100%	11,831	100%	12,198	100%	153,923	100%
3d. Number of written papers or reports **between 5 and 19 pages**	WRITEMID (LAC)	None	31	20%	1,543	21%	738	13%	15,426	15%	92	17%	1,745	15%	806	6%	14,296	10%
		1-4	69	48%	3,766	53%	3,209	49%	59,534	53%	268	49%	5,776	48%	3,910	29%	65,815	43%
		5-10	36	25%	1,517	21%	1,765	27%	28,443	25%	128	24%	2,931	25%	3,638	28%	47,658	30%
		11-20	10	7%	322	4%	457	8%	6,775	6%	36	6%	987	8%	2,087	19%	18,069	12%
		More than 20	0	0%	78	1%	147	3%	1,604	2%	20	4%	404	3%	1,783	18%	8,329	6%
		Total	146	100%	7,226	100%	6,316	100%	111,782	100%	544	100%	11,843	100%	12,224	100%	154,167	100%
3e. Number of written papers or reports of **fewer than 5 pages**	WRITESML (LAC)	None	3	2%	352	5%	243	4%	3,237	4%	29	5%	990	9%	832	7%	8,897	6%
		1-4	52	35%	2,911	41%	2,124	35%	35,178	33%	218	40%	4,725	41%	3,703	29%	50,977	34%
		5-10	49	33%	2,374	32%	2,026	31%	38,869	34%	135	25%	2,923	24%	3,251	26%	42,557	27%
		11-20	29	20%	1,092	14%	1,248	18%	22,621	19%	84	16%	1,750	14%	2,116	17%	28,300	18%
		More than 20	13	9%	520	7%	675	11%	12,097	10%	81	15%	1,471	12%	2,338	20%	23,645	15%
		Total	146	100%	7,249	100%	6,316	100%	112,002	100%	547	100%	11,859	100%	12,240	100%	154,376	100%
4a. Number of problem sets that take you **more** than an hour to complete	PROBSETA	None	15	10%	645	9%	643	11%	12,275	11%	69	13%	1,679	14%	1,890	15%	26,440	16%
		1-2	48	33%	2,352	33%	2,080	33%	37,109	34%	169	31%	3,592	30%	3,652	30%	46,525	30%
		3-4	45	32%	2,474	33%	2,110	32%	36,953	33%	157	29%	3,555	30%	3,619	30%	44,775	29%
		5-6	18	11%	795	11%	728	12%	12,508	11%	55	10%	1,271	11%	1,318	11%	16,034	10%
		More than 6	18	13%	954	14%	744	12%	12,772	12%	91	17%	1,708	15%	1,647	14%	19,820	13%
		Total	144	100%	7,220	100%	6,305	100%	111,617	100%	541	100%	11,805	100%	12,126	100%	153,594	100%
4b. Number of problem sets that take you **less** than an hour to complete	PROBSETB	None	20	13%	828	11%	876	15%	13,956	13%	113	21%	2,876	24%	2,916	23%	39,456	26%
		1-2	44	30%	2,675	37%	2,284	36%	39,766	36%	197	36%	4,357	37%	4,113	33%	54,326	36%
		3-4	39	27%	1,732	24%	1,573	25%	29,168	26%	127	23%	2,342	20%	2,591	22%	31,502	20%
		5-6	17	12%	851	12%	721	11%	12,839	11%	37	7%	922	8%	1,063	9%	12,226	8%
		More than 6	24	17%	1,126	16%	848	14%	15,832	15%	70	13%	1,302	11%	1,456	13%	15,933	11%
		Total	144	100%	7,212	100%	6,302	100%	111,561	100%	544	100%	11,799	100%	12,139	100%	153,443	100%

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Texas A&M University - Commerce

		Variable	Response Options	First-Year Students								Seniors							
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5.	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	1 Very little	1	1%	43	1%	71	2%	655	1%	5	1%	122	1%	272	3%	1,873	1%
			2	4	3%	89	1%	78	1%	1,136	1%	6	1%	178	1%	190	2%	2,212	2%
			3	2	2%	213	3%	213	3%	3,360	3%	20	4%	425	4%	449	4%	5,223	4%
			4	17	11%	900	13%	752	12%	12,175	11%	41	8%	1,201	10%	1,166	9%	15,334	10%
			5	41	28%	2,205	31%	1,855	28%	33,169	30%	121	22%	3,091	26%	3,000	23%	41,836	27%
			6	46	32%	2,259	31%	1,930	28%	37,275	32%	180	33%	3,568	30%	3,515	28%	48,997	31%
			7 Very much	35	24%	1,528	21%	1,414	25%	24,101	22%	172	32%	3,243	28%	3,605	31%	38,606	25%
			Total	146	100%	7,237	100%	6,313	100%	111,871	100%	545	100%	11,828	100%	12,197	100%	154,081	100%
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	28	19%	1,974	30%	1,656	31%	26,493	26%	237	44%	4,461	38%	4,239	36%	48,947	34%
			Sometimes	72	49%	3,254	44%	2,798	42%	50,253	45%	220	41%	4,863	42%	5,436	45%	67,318	44%
			Often	25	17%	1,230	17%	1,103	17%	21,288	18%	46	8%	1,441	12%	1,578	13%	22,202	14%
			Very often	20	15%	690	9%	668	10%	12,477	11%	36	7%	931	8%	818	6%	14,147	9%
			Total	145	100%	7,148	100%	6,225	100%	110,511	100%	539	100%	11,696	100%	12,071	100%	152,614	100%
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	16	11%	876	13%	844	14%	12,290	12%	93	17%	1,953	17%	1,585	14%	19,909	14%
			Sometimes	45	31%	2,067	29%	1,805	29%	29,791	27%	213	39%	3,875	33%	4,059	34%	47,423	31%
			Often	46	32%	1,864	26%	1,555	25%	28,172	25%	123	23%	2,712	23%	3,031	25%	36,500	24%
			Very often	37	26%	2,333	32%	1,999	32%	40,060	35%	109	21%	3,139	28%	3,364	27%	48,586	31%
			Total	144	100%	7,140	100%	6,203	100%	110,313	100%	538	100%	11,679	100%	12,039	100%	152,418	100%
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	Never	52	36%	2,968	42%	2,767	42%	45,821	42%	178	33%	4,663	40%	4,272	34%	58,484	40%
			Sometimes	44	31%	1,907	27%	1,545	25%	29,032	26%	138	25%	3,058	26%	3,301	28%	40,655	27%
			Often	22	16%	1,038	15%	815	14%	16,153	14%	101	19%	1,684	15%	1,928	17%	22,269	14%
			Very often	26	18%	1,208	16%	1,061	19%	19,123	17%	125	23%	2,266	19%	2,516	22%	30,760	19%
			Total	144	100%	7,121	100%	6,188	100%	110,129	100%	542	100%	11,671	100%	12,017	100%	152,168	100%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	17	11%	799	11%	554	8%	10,983	10%	36	6%	1,176	10%	783	6%	11,737	8%
			Sometimes	59	40%	2,698	37%	2,117	32%	40,135	36%	157	29%	4,000	34%	3,538	28%	49,886	33%
			Often	32	21%	2,388	34%	2,103	34%	37,584	34%	221	42%	3,960	34%	4,543	39%	55,074	36%
			Very often	38	28%	1,231	18%	1,414	26%	21,337	20%	125	23%	2,535	22%	3,160	28%	35,459	23%
			Total	146	100%	7,116	100%	6,188	100%	110,039	100%	539	100%	11,671	100%	12,024	100%	152,156	100%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	10	7%	467	7%	304	4%	6,215	6%	21	4%	669	6%	407	3%	6,817	5%
			Sometimes	43	30%	2,285	32%	1,777	27%	34,066	31%	161	30%	3,394	29%	2,877	23%	42,449	28%
			Often	52	35%	2,686	37%	2,289	37%	42,254	38%	229	42%	4,435	38%	4,718	39%	60,134	39%
			Very often	40	28%	1,693	24%	1,835	31%	27,757	25%	131	24%	3,194	27%	4,055	35%	42,991	28%
			Total	145	100%	7,131	100%	6,205	100%	110,292	100%	542	100%	11,692	100%	12,057	100%	152,391	100%
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	3	2%	294	4%	227	4%	3,995	4%	19	4%	438	4%	301	3%	4,279	3%
			Sometimes	43	30%	2,267	31%	1,632	26%	32,139	29%	159	29%	3,506	30%	2,962	24%	42,130	28%
			Often	61	41%	2,713	38%	2,434	39%	43,322	39%	202	37%	4,477	38%	4,907	40%	61,296	40%
			Very often	39	27%	1,870	27%	1,923	32%	31,086	28%	162	30%	3,268	28%	3,906	34%	44,994	29%
			Total	146	100%	7,144	100%	6,216	100%	110,542	100%	542	100%	11,689	100%	12,076	100%	152,699	100%

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NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	20	15%	843	12%	676	13%	12,308	12%	50	10%	1,104	10%	1,582	15%	11,975	9%
		Do not plan to do	4	3%	310	4%	297	7%	4,089	4%	84	17%	1,723	15%	2,508	23%	22,747	16%
		Plan to do	101	70%	5,391	76%	4,619	72%	84,299	76%	173	32%	3,786	34%	2,944	25%	37,213	26%
		Done	15	12%	497	7%	508	9%	8,096	7%	234	42%	4,935	41%	4,880	36%	79,135	49%
		Total	140	100%	7,041	100%	6,100	100%	108,792	100%	541	100%	11,548	100%	11,914	100%	151,070	100%
7b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	22	16%	691	11%	603	13%	11,787	12%	75	14%	1,105	10%	1,374	13%	12,900	9%
		Do not plan to do	5	4%	353	6%	274	6%	5,415	6%	102	20%	1,642	15%	1,778	16%	20,176	15%
		Plan to do	57	40%	2,992	42%	2,438	39%	45,596	42%	102	19%	2,193	20%	2,234	20%	23,448	17%
		Done	58	40%	2,982	41%	2,754	43%	45,640	40%	258	47%	6,570	54%	6,482	50%	93,842	59%
		Total	142	100%	7,018	100%	6,069	100%	108,438	100%	537	100%	11,510	100%	11,868	100%	150,366	100%
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	43	30%	1,999	28%	1,960	32%	34,796	31%	92	17%	1,803	16%	2,121	19%	21,029	15%
		Do not plan to do	28	20%	1,711	24%	1,275	22%	25,923	25%	225	43%	5,210	45%	5,288	45%	72,629	48%
		Plan to do	38	27%	2,017	29%	1,724	29%	28,351	26%	70	13%	1,356	13%	1,325	12%	13,704	10%
		Done	31	23%	1,272	19%	1,099	17%	19,086	18%	149	27%	3,106	26%	3,107	24%	42,758	27%
		Total	140	100%	6,999	100%	6,058	100%	108,156	100%	536	100%	11,475	100%	11,841	100%	150,120	100%
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	52	37%	2,309	33%	2,230	37%	40,070	36%	122	23%	2,298	20%	2,419	21%	25,232	17%
		Do not plan to do	26	18%	1,524	21%	1,340	24%	23,308	22%	254	48%	5,175	44%	6,290	54%	74,085	48%
		Plan to do	50	36%	2,729	40%	2,153	33%	39,343	36%	87	16%	1,974	18%	1,442	12%	20,048	14%
		Done	11	9%	449	6%	368	6%	5,761	6%	74	13%	2,080	17%	1,753	13%	31,390	20%
		Total	139	100%	7,011	100%	6,091	100%	108,482	100%	537	100%	11,527	100%	11,904	100%	150,755	100%
7e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	37	26%	1,280	20%	1,207	21%	19,604	19%	101	18%	1,224	11%	1,487	14%	12,937	9%
		Do not plan to do	37	26%	1,811	26%	1,652	28%	29,689	28%	280	52%	4,775	41%	5,559	48%	63,954	43%
		Plan to do	51	36%	2,595	36%	2,104	34%	34,669	32%	68	13%	1,428	13%	1,580	15%	13,257	10%
		Done	16	12%	1,350	18%	1,139	16%	24,745	21%	91	17%	4,105	34%	3,279	23%	60,789	38%
		Total	141	100%	7,036	100%	6,102	100%	108,707	100%	540	100%	11,532	100%	11,905	100%	150,937	100%
7f. Study abroad	STDABR04 (EEE)	Have not decided	41	29%	1,982	29%	1,597	26%	29,822	28%	94	17%	1,848	16%	1,679	15%	18,358	13%
		Do not plan to do	47	34%	1,832	27%	1,588	31%	27,074	27%	366	68%	7,095	62%	7,681	66%	95,234	64%
		Plan to do	47	33%	2,961	40%	2,708	39%	48,298	42%	54	10%	1,439	13%	1,023	9%	12,805	9%
		Done	6	5%	230	4%	186	4%	3,166	3%	22	4%	1,098	9%	1,463	10%	23,861	14%
		Total	141	100%	7,005	100%	6,079	100%	108,360	100%	536	100%	11,480	100%	11,846	100%	150,258	100%
7g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	43	31%	2,166	32%	2,000	33%	34,717	32%	114	21%	1,891	17%	1,997	18%	18,457	13%
		Do not plan to do	58	42%	3,190	45%	2,547	39%	51,135	46%	275	52%	6,389	55%	6,521	54%	90,993	60%
		Plan to do	27	20%	1,327	19%	1,183	21%	18,170	18%	64	12%	1,379	13%	1,549	15%	13,865	10%
		Done	9	7%	306	4%	328	7%	4,054	4%	82	15%	1,800	16%	1,743	14%	26,507	17%
		Total	137	100%	6,989	100%	6,058	100%	108,076	100%	535	100%	11,459	100%	11,810	100%	149,822	100%

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NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	52	38%	2,548	37%	2,092	35%	38,599	36%	96	18%	1,596	14%	1,764	17%	15,225	11%
		Do not plan to do	12	9%	841	12%	681	13%	11,150	11%	162	31%	2,695	24%	2,615	24%	31,131	22%
		Plan to do	71	51%	3,492	48%	3,154	48%	56,754	50%	166	31%	4,164	37%	3,811	31%	49,970	33%
		Done	4	3%	148	2%	179	4%	2,212	2%	111	20%	3,077	25%	3,719	28%	54,625	33%
		Total	139	100%	7,029	100%	6,106	100%	108,715	100%	535	100%	11,532	100%	11,909	100%	150,951	100%
8a. Quality of relationships with **other students**	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	2	1%	103	2%	78	1%	1,142	1%	6	1%	121	1%	87	1%	1,229	1%
		2	2	1%	181	3%	167	3%	2,681	3%	6	1%	237	2%	193	2%	2,820	2%
		3	6	4%	352	5%	317	6%	5,217	5%	18	3%	463	4%	425	4%	5,583	4%
		4	22	16%	972	14%	754	13%	12,221	12%	52	10%	1,181	11%	1,181	10%	14,968	10%
		5	31	20%	1,463	21%	1,216	20%	22,209	21%	110	21%	2,277	20%	2,280	19%	29,101	19%
		6	36	25%	2,090	30%	1,767	28%	33,583	30%	154	29%	3,459	30%	3,711	31%	47,836	31%
		7 Friendly, Supportive, Sense of belonging	43	31%	1,856	26%	1,781	30%	31,566	28%	192	35%	3,785	32%	4,024	34%	49,213	32%
		Total	142	100%	7,017	100%	6,080	100%	108,619	100%	538	100%	11,523	100%	11,901	100%	150,750	100%
8b. Quality of relationships with **faculty members**	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	1	1%	72	1%	67	1%	835	1%	11	2%	149	1%	128	1%	1,430	1%
		2	4	3%	197	3%	112	2%	2,059	2%	13	3%	322	3%	247	2%	3,111	2%
		3	7	5%	476	7%	314	5%	5,491	6%	20	4%	593	5%	538	5%	6,224	5%
		4	15	11%	1,188	17%	930	15%	15,732	15%	60	11%	1,393	13%	1,412	12%	16,390	12%
		5	39	27%	1,855	26%	1,456	23%	27,656	26%	108	19%	2,515	22%	2,461	20%	32,382	22%
		6	42	29%	1,983	28%	1,758	28%	33,661	30%	182	34%	3,566	31%	3,641	30%	48,733	32%
		7 Available, Helpful, Sympathetic	34	25%	1,233	17%	1,440	25%	23,144	21%	145	27%	2,987	25%	3,467	30%	42,481	27%
		Total	142	100%	7,004	100%	6,077	100%	108,578	100%	539	100%	11,525	100%	11,894	100%	150,751	100%
8c. Quality of relationships with **administrative personnel and offices**	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	4	3%	219	3%	171	3%	2,610	3%	13	3%	547	5%	499	4%	6,480	5%
		2	6	4%	376	6%	318	5%	5,254	5%	29	5%	795	6%	702	5%	10,065	7%
		3	11	8%	742	10%	548	8%	9,839	9%	33	6%	1,209	10%	1,002	7%	14,649	10%
		4	32	22%	1,574	22%	1,255	19%	22,695	21%	78	14%	2,273	20%	2,040	16%	28,689	19%
		5	32	22%	1,650	24%	1,299	20%	25,603	23%	104	19%	2,380	21%	2,123	17%	31,898	21%
		6	30	22%	1,397	20%	1,302	21%	24,243	21%	141	27%	2,314	21%	2,488	22%	31,614	21%
		7 Helpful, Considerate, Flexible	26	19%	1,058	15%	1,198	23%	18,360	17%	141	26%	2,003	17%	3,056	29%	27,478	18%
		Total	141	100%	7,016	100%	6,091	100%	108,604	100%	539	100%	11,521	100%	11,910	100%	150,873	100%

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NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a.	ACADPR01	0 hrs/wk	0	0%	29	1%	23	0%	294	0%	1	0%	45	0%	42	0%	445	0%
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	(LAC)	1-5 hrs/wk	24	17%	1,082	16%	786	14%	13,259	13%	70	13%	1,800	16%	1,532	13%	19,882	14%
		6-10 hrs/wk	30	22%	1,663	24%	1,331	22%	24,357	23%	114	21%	2,758	24%	2,553	21%	33,833	23%
		11-15 hrs/wk	29	21%	1,543	21%	1,367	22%	23,799	22%	111	21%	2,269	19%	2,259	19%	30,210	20%
		16-20 hrs/wk	26	19%	1,165	17%	1,146	18%	20,423	18%	93	18%	1,809	16%	2,170	19%	26,303	17%
		21-25 hrs/wk	16	12%	736	11%	669	11%	12,530	11%	52	10%	1,105	10%	1,388	12%	16,606	11%
		26-30 hrs/wk	6	4%	365	5%	357	7%	6,797	6%	40	7%	707	6%	912	8%	10,304	7%
		30+ hrs/wk	7	5%	398	6%	374	7%	6,418	6%	54	10%	946	9%	963	8%	12,406	8%
		Total	138	100%	6,981	100%	6,053	100%	107,877	100%	535	100%	11,439	100%	11,819	100%	149,989	100%
9b.	WORKON01	0 hrs/wk	108	78%	5,967	86%	5,031	86%	84,969	81%	463	87%	8,784	79%	9,696	86%	105,142	73%
Working for pay **on campus**		1-5 hrs/wk	1	1%	109	2%	240	3%	5,322	4%	8	1%	279	2%	279	2%	7,707	4%
		6-10 hrs/wk	7	5%	201	2%	315	4%	8,810	7%	14	3%	460	3%	476	3%	13,348	7%
		11-15 hrs/wk	6	4%	263	4%	211	3%	4,726	4%	11	2%	538	4%	471	3%	9,607	6%
		16-20 hrs/wk	13	9%	287	4%	154	3%	2,722	3%	26	5%	843	7%	418	3%	8,528	5%
		21-25 hrs/wk	2	1%	64	1%	48	1%	647	1%	2	0%	212	2%	177	1%	2,311	2%
		26-30 hrs/wk	1	1%	22	0%	14	0%	223	0%	1	0%	118	1%	84	1%	1,024	1%
		30+ hrs/wk	1	1%	61	1%	35	1%	487	1%	10	2%	195	2%	171	1%	2,035	1%
		Total	139	100%	6,974	100%	6,048	100%	107,906	100%	535	100%	11,429	100%	11,772	100%	149,702	100%
9c.	WORKOF01	0 hrs/wk	108	78%	4,914	68%	4,027	62%	77,344	70%	196	35%	4,957	42%	4,105	32%	68,268	44%
Working for pay **off campus**		1-5 hrs/wk	5	4%	267	4%	267	4%	4,960	4%	20	4%	517	4%	414	3%	7,870	5%
		6-10 hrs/wk	10	7%	295	4%	300	4%	4,811	4%	17	3%	599	5%	539	4%	8,938	6%
		11-15 hrs/wk	4	3%	280	4%	223	3%	4,489	4%	11	2%	618	5%	508	4%	8,950	6%
		16-20 hrs/wk	4	3%	392	6%	268	4%	5,053	5%	33	6%	935	8%	764	6%	11,823	8%
		21-25 hrs/wk	2	1%	274	4%	162	2%	3,357	3%	27	5%	797	7%	618	5%	9,327	6%
		26-30 hrs/wk	2	1%	205	3%	118	2%	2,059	2%	23	4%	627	6%	508	4%	6,734	5%
		30+ hrs/wk	4	3%	330	5%	665	17%	5,568	7%	207	41%	2,374	23%	4,356	43%	27,841	21%
		Total	139	100%	6,957	100%	6,030	100%	107,641	100%	534	100%	11,424	100%	11,812	100%	149,751	100%
9d.	COCURR01	0 hrs/wk	50	35%	2,790	41%	2,654	51%	39,039	40%	365	69%	5,894	53%	7,119	66%	68,724	49%
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	(EEE)	1-5 hrs/wk	36	25%	2,068	29%	1,730	24%	33,066	29%	92	17%	3,067	26%	2,286	17%	39,709	25%
		6-10 hrs/wk	27	20%	1,045	14%	795	11%	15,949	14%	41	7%	1,186	10%	1,046	7%	17,851	11%
		11-15 hrs/wk	8	6%	485	7%	357	6%	8,592	8%	18	3%	574	5%	510	3%	9,520	6%
		16-20 hrs/wk	6	5%	298	4%	243	4%	5,514	5%	4	1%	319	3%	368	3%	6,181	4%
		21-25 hrs/wk	4	3%	136	2%	132	2%	2,676	2%	5	1%	165	1%	192	1%	3,315	2%
		26-30 hrs/wk	3	2%	49	1%	47	1%	1,132	1%	2	0%	80	1%	98	1%	1,666	1%
		30+ hrs/wk	5	4%	108	2%	100	2%	2,047	2%	9	2%	167	1%	213	2%	3,185	2%
		Total	139	100%	6,979	100%	6,058	100%	108,015	100%	536	100%	11,452	100%	11,832	100%	150,151	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9e.	SOCIAL05	0 hrs/wk	2	2%	92	1%	75	1%	1,318	1%	18	3%	251	2%	186	2%	2,253	2%
Relaxing and socializing (watching TV, partying, etc.)		1-5 hrs/wk	44	30%	1,824	26%	1,603	29%	26,129	24%	217	41%	3,843	34%	3,771	33%	44,204	30%
		6-10 hrs/wk	29	21%	2,082	29%	1,710	28%	32,014	29%	162	31%	3,490	30%	3,574	30%	45,981	30%
		11-15 hrs/wk	24	17%	1,325	19%	1,153	17%	21,780	20%	70	13%	1,861	17%	1,957	16%	27,848	18%
		16-20 hrs/wk	18	13%	782	11%	720	12%	12,840	12%	24	5%	1,034	9%	1,213	10%	15,272	10%
		21-25 hrs/wk	12	9%	374	5%	349	5%	6,099	6%	18	3%	400	4%	472	4%	6,397	4%
		26-30 hrs/wk	2	1%	141	2%	146	3%	2,561	2%	4	1%	193	2%	220	2%	2,807	2%
		30+ hrs/wk	9	7%	344	6%	266	5%	4,770	5%	17	3%	333	3%	374	3%	4,815	3%
		Total	140	100%	6,964	100%	6,022	100%	107,511	100%	530	100%	11,405	100%	11,767	100%	149,577	100%
9f.	CAREDE01	0 hrs/wk	102	73%	4,774	66%	3,872	56%	78,654	70%	150	28%	5,512	48%	5,062	37%	86,702	56%
Providing care for dependents living with you (parents, children, spouse, etc.)		1-5 hrs/wk	14	10%	945	14%	700	11%	12,368	12%	59	11%	1,596	14%	1,322	11%	18,079	12%
		6-10 hrs/wk	7	5%	440	7%	382	7%	5,437	6%	56	11%	927	9%	884	8%	10,087	7%
		11-15 hrs/wk	0	0%	246	4%	204	5%	2,876	3%	27	5%	583	5%	629	6%	6,035	4%
		16-20 hrs/wk	0	0%	150	2%	165	3%	1,815	2%	34	7%	479	4%	616	6%	4,847	4%
		21-25 hrs/wk	3	2%	80	1%	86	2%	918	1%	26	5%	251	2%	313	3%	2,516	2%
		26-30 hrs/wk	1	1%	45	1%	61	1%	589	1%	17	3%	217	2%	286	3%	2,075	2%
		30+ hrs/wk	12	9%	257	4%	550	14%	4,665	5%	165	30%	1,809	15%	2,653	26%	19,004	14%
		Total	139	100%	6,937	100%	6,020	100%	107,322	100%	534	100%	11,374	100%	11,765	100%	149,345	100%
9g.	COMMUTE	0 hrs/wk	18	13%	617	8%	1,743	34%	22,978	19%	124	24%	741	8%	4,679	48%	22,520	15%
Commuting to class (driving, walking, etc.)		1-5 hrs/wk	77	54%	4,320	60%	2,968	43%	62,841	58%	239	44%	6,675	56%	4,594	32%	88,796	57%
		6-10 hrs/wk	23	17%	1,209	19%	706	12%	12,905	14%	106	20%	2,573	23%	1,455	11%	24,820	18%
		11-15 hrs/wk	14	10%	453	7%	307	5%	4,651	5%	37	7%	790	7%	574	5%	7,650	6%
		16-20 hrs/wk	1	1%	172	3%	151	3%	2,006	2%	13	2%	289	3%	232	2%	2,783	2%
		21-25 hrs/wk	2	1%	77	1%	53	1%	796	1%	2	0%	114	1%	100	1%	1,081	1%
		26-30 hrs/wk	0	0%	34	0%	24	0%	355	0%	2	0%	68	1%	47	0%	589	0%
		30+ hrs/wk	4	3%	87	1%	85	2%	1,160	1%	9	2%	178	1%	134	1%	1,680	1%
		Total	139	100%	6,969	100%	6,037	100%	107,692	100%	532	100%	11,428	100%	11,815	100%	149,919	100%
10a.	ENVSCHOL (LAC)	Very little	0	0%	120	2%	126	2%	1,666	2%	10	2%	264	2%	338	3%	2,892	2%
Spending significant amounts of time studying and on academic work		Some	20	14%	1,076	16%	928	16%	14,903	15%	65	12%	1,850	16%	1,933	17%	22,389	16%
		Quite a bit	65	47%	3,149	45%	2,647	45%	47,242	45%	234	44%	4,812	42%	5,027	43%	63,884	43%
		Very much	52	38%	2,567	37%	2,278	37%	42,963	39%	220	42%	4,420	39%	4,418	37%	59,649	39%
		Total	137	100%	6,912	100%	5,979	100%	106,774	100%	529	100%	11,346	100%	11,716	100%	148,814	100%
10b.	ENVSUPRT (SCE)	Very little	3	2%	199	3%	162	4%	2,459	3%	21	4%	576	5%	546	5%	6,047	5%
Providing the support you need to help you succeed academically		Some	17	12%	1,286	19%	1,002	17%	17,551	18%	109	21%	2,637	24%	2,336	20%	30,459	22%
		Quite a bit	61	44%	2,971	43%	2,333	39%	44,211	42%	216	41%	4,680	41%	4,677	40%	62,508	42%
		Very much	56	41%	2,421	34%	2,447	40%	42,001	37%	179	34%	3,401	30%	4,112	36%	49,182	32%
		Total	137	100%	6,877	100%	5,944	100%	106,222	100%	525	100%	11,294	100%	11,671	100%	148,196	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

	Variable	Response Options	First-Year Students A&M Commerce Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2012 Count	%	Seniors A&M Commerce Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2012 Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	14	10%	832	12%	647	12%	11,560	12%	61	12%	1,916	17%	1,669	14%	22,984	16%
		Some	34	25%	2,030	29%	1,484	24%	29,245	28%	133	25%	3,461	30%	3,077	25%	45,793	30%
		Quite a bit	46	35%	2,266	33%	1,864	31%	35,244	33%	180	34%	3,325	29%	3,577	31%	44,734	30%
		Very much	39	30%	1,742	25%	1,938	33%	30,220	28%	151	29%	2,588	23%	3,313	30%	34,658	23%
		Total	133	100%	6,870	100%	5,933	100%	106,269	100%	525	100%	11,290	100%	11,636	100%	148,169	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	23	16%	1,741	25%	1,365	24%	23,136	23%	190	36%	4,259	39%	3,941	33%	48,845	35%
		Some	51	37%	2,491	37%	2,072	33%	38,653	36%	165	31%	3,763	33%	3,843	32%	53,184	35%
		Quite a bit	40	30%	1,713	25%	1,544	25%	28,584	26%	102	19%	2,062	18%	2,332	20%	29,823	19%
		Very much	22	16%	937	13%	970	17%	16,058	15%	70	13%	1,238	11%	1,568	14%	16,611	11%
		Total	136	100%	6,882	100%	5,951	100%	106,431	100%	527	100%	11,322	100%	11,684	100%	148,463	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	11	8%	1,094	17%	933	18%	14,732	15%	112	22%	2,778	26%	3,040	27%	33,092	24%
		Some	44	32%	2,357	34%	1,880	30%	34,989	33%	179	34%	4,086	36%	4,057	34%	53,983	36%
		Quite a bit	52	39%	2,269	33%	1,909	31%	36,012	33%	158	30%	2,911	25%	2,843	24%	40,347	27%
		Very much	28	21%	1,141	16%	1,186	20%	20,220	19%	77	15%	1,465	13%	1,681	15%	20,327	13%
		Total	135	100%	6,861	100%	5,908	100%	105,953	100%	526	100%	11,240	100%	11,621	100%	147,749	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	10	7%	616	10%	847	21%	8,639	10%	141	27%	1,629	15%	3,482	36%	21,347	16%
		Some	19	13%	1,679	25%	1,319	22%	23,436	23%	130	25%	3,330	29%	3,049	25%	40,145	28%
		Quite a bit	48	35%	2,548	36%	1,974	31%	39,728	36%	145	27%	3,791	34%	3,085	23%	51,444	34%
		Very much	60	44%	2,046	30%	1,794	26%	34,492	30%	111	21%	2,522	22%	1,984	16%	35,016	22%
		Total	137	100%	6,889	100%	5,934	100%	106,295	100%	527	100%	11,272	100%	11,600	100%	147,952	100%
10g. Using computers in academic work	ENVCOMPT	Very little	0	0%	173	3%	148	3%	2,691	3%	13	3%	298	3%	306	3%	3,319	2%
		Some	21	15%	931	14%	783	12%	15,151	14%	47	9%	1,162	10%	912	7%	15,016	10%
		Quite a bit	46	33%	2,228	32%	1,768	28%	36,057	33%	134	25%	3,203	28%	2,558	20%	42,804	28%
		Very much	71	52%	3,571	51%	3,256	58%	52,598	50%	330	63%	6,632	59%	7,899	70%	87,330	59%
		Total	138	100%	6,903	100%	5,955	100%	106,497	100%	524	100%	11,295	100%	11,675	100%	148,469	100%
11a. Acquiring a broad general education	GNGENLED	Very little	1	1%	211	3%	170	4%	2,641	3%	15	3%	388	4%	343	3%	4,111	3%
		Some	19	14%	1,120	16%	883	15%	15,158	15%	66	13%	1,704	16%	1,552	13%	19,823	14%
		Quite a bit	59	44%	2,965	44%	2,369	40%	43,908	42%	177	34%	3,959	35%	3,937	33%	52,195	36%
		Very much	54	42%	2,491	37%	2,432	41%	43,145	40%	262	50%	5,139	46%	5,699	51%	70,633	47%
		Total	133	100%	6,787	100%	5,854	100%	104,852	100%	520	100%	11,190	100%	11,531	100%	146,762	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	9	7%	706	11%	478	9%	8,316	9%	27	5%	761	7%	594	5%	8,348	6%
		Some	32	23%	1,876	28%	1,375	23%	26,817	26%	76	15%	2,102	19%	1,929	16%	26,863	19%
		Quite a bit	47	35%	2,428	35%	2,045	34%	37,780	36%	164	32%	3,643	32%	3,622	31%	48,605	33%
		Very much	45	35%	1,768	26%	1,951	33%	31,786	29%	253	48%	4,688	42%	5,391	48%	62,982	42%
		Total	133	100%	6,778	100%	5,849	100%	104,699	100%	520	100%	11,194	100%	11,536	100%	146,798	100%

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Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	7	6%	388	6%	256	5%	4,347	5%	15	3%	539	5%	400	3%	5,332	4%
		Some	26	19%	1,561	24%	1,094	17%	20,727	20%	76	14%	2,183	19%	1,600	12%	25,219	18%
		Quite a bit	46	34%	2,654	39%	2,162	36%	41,648	40%	193	37%	4,033	36%	3,750	31%	53,598	36%
		Very much	54	41%	2,174	32%	2,338	42%	38,130	36%	235	45%	4,445	39%	5,800	53%	62,782	42%
		Total	133	100%	6,777	100%	5,850	100%	104,852	100%	519	100%	11,200	100%	11,550	100%	146,931	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	8	6%	630	10%	420	8%	7,431	8%	29	6%	765	8%	924	9%	7,996	6%
		Some	28	21%	1,794	27%	1,347	22%	25,823	25%	97	19%	2,366	21%	2,172	18%	29,559	21%
		Quite a bit	56	41%	2,483	36%	2,066	34%	39,223	37%	175	34%	3,908	35%	3,706	31%	52,978	36%
		Very much	41	32%	1,854	27%	1,999	35%	32,103	30%	218	42%	4,129	36%	4,710	42%	56,015	38%
		Total	133	100%	6,761	100%	5,832	100%	104,580	100%	519	100%	11,168	100%	11,512	100%	146,548	100%
11e. Thinking critically and analytically	GNANALY	Very little	1	1%	148	2%	143	3%	2,054	2%	9	2%	259	3%	216	2%	2,564	2%
		Some	18	13%	980	15%	780	14%	13,541	13%	49	9%	1,257	11%	1,021	8%	14,255	10%
		Quite a bit	53	40%	2,797	41%	2,125	35%	40,885	39%	172	33%	3,838	34%	3,613	30%	48,903	34%
		Very much	61	46%	2,833	42%	2,796	49%	48,151	45%	293	56%	5,808	52%	6,667	59%	80,824	54%
		Total	133	100%	6,758	100%	5,844	100%	104,631	100%	523	100%	11,162	100%	11,517	100%	146,546	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	3	2%	316	5%	336	7%	5,017	5%	15	3%	480	4%	509	4%	6,491	5%
		Some	34	26%	1,406	21%	1,256	21%	22,748	22%	86	16%	2,050	18%	1,970	16%	27,515	19%
		Quite a bit	53	41%	2,787	42%	2,122	36%	41,101	40%	181	35%	3,900	35%	3,825	33%	51,607	35%
		Very much	40	30%	2,257	33%	2,121	37%	35,502	34%	237	46%	4,715	43%	5,194	47%	60,703	42%
		Total	130	100%	6,766	100%	5,835	100%	104,368	100%	519	100%	11,145	100%	11,498	100%	146,316	100%
11g. Using computing and information technology	GNCMPTS	Very little	5	4%	374	6%	332	6%	6,015	6%	14	3%	463	4%	439	4%	6,046	4%
		Some	28	21%	1,329	20%	1,078	17%	22,591	21%	68	13%	1,859	16%	1,569	12%	25,589	17%
		Quite a bit	50	38%	2,539	37%	1,962	32%	38,443	36%	152	29%	3,560	31%	3,267	27%	49,105	33%
		Very much	49	37%	2,546	37%	2,470	45%	37,752	37%	289	55%	5,318	48%	6,276	57%	66,162	46%
		Total	132	100%	6,788	100%	5,842	100%	104,801	100%	523	100%	11,200	100%	11,551	100%	146,902	100%
11h. Working effectively with others	GNOTHERS	Very little	7	6%	428	7%	303	6%	4,766	5%	16	3%	494	5%	373	3%	4,852	4%
		Some	34	25%	1,537	23%	1,114	18%	21,970	22%	76	15%	2,056	19%	1,492	12%	23,721	17%
		Quite a bit	45	33%	2,565	37%	2,104	34%	39,957	38%	182	35%	3,646	32%	3,531	30%	51,061	34%
		Very much	46	36%	2,251	33%	2,339	42%	38,115	35%	247	47%	5,001	44%	6,146	55%	67,255	45%
		Total	132	100%	6,781	100%	5,860	100%	104,808	100%	521	100%	11,197	100%	11,542	100%	146,889	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	50	39%	2,614	38%	2,709	48%	47,506	45%	209	41%	4,620	41%	5,465	49%	62,207	43%
		Some	41	32%	2,047	31%	1,508	26%	29,572	28%	127	25%	3,213	29%	2,910	24%	43,314	29%
		Quite a bit	24	19%	1,199	18%	851	14%	16,170	16%	98	19%	1,838	17%	1,585	14%	22,842	16%
		Very much	14	11%	784	12%	647	12%	9,646	10%	74	15%	1,379	13%	1,440	13%	16,667	12%
		Total	129	100%	6,644	100%	5,715	100%	102,894	100%	508	100%	11,050	100%	11,400	100%	145,030	100%

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NSSE 2012 Engagement Item Frequency Distributions [a]
Texas A&M University - Commerce

First-Year Students   **Seniors**

	Variable	Response Options	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Carnegie Class Count	Carnegie Class %	NSSE 2012 Count	NSSE 2012 %	A&M Commerce Count	A&M Commerce %	Southwest Public Count	Southwest Public %	Carnegie Class Count	Carnegie Class %	NSSE 2012 Count	NSSE 2012 %
11j. Learning effectively on your own	GNINQ	Very little	4	3%	371	6%	313	6%	4,890	5%	33	6%	653	6%	562	5%	7,265	5%
		Some	27	21%	1,479	22%	1,170	19%	22,503	22%	78	15%	1,969	17%	1,652	13%	25,337	18%
		Quite a bit	57	44%	2,774	41%	2,266	38%	44,121	42%	186	37%	4,242	38%	3,839	32%	56,226	38%
		Very much	40	32%	2,008	31%	1,948	36%	31,182	31%	206	42%	4,151	38%	5,332	50%	55,896	39%
		Total	128	100%	6,632	100%	5,697	100%	102,696	100%	503	100%	11,015	100%	11,385	100%	144,724	100%
11k. Understanding yourself	GNSELF	Very little	10	8%	707	11%	518	10%	9,298	10%	54	10%	1,395	13%	1,092	10%	14,345	11%
		Some	31	23%	1,685	25%	1,267	21%	24,895	24%	118	24%	2,582	23%	2,403	20%	32,424	23%
		Quite a bit	47	36%	2,342	35%	2,012	35%	37,424	36%	166	33%	3,481	31%	3,477	30%	48,390	33%
		Very much	40	32%	1,896	29%	1,894	34%	30,869	30%	166	33%	3,529	32%	4,381	40%	49,228	34%
		Total	128	100%	6,630	100%	5,691	100%	102,486	100%	504	100%	10,987	100%	11,353	100%	144,387	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	13	10%	838	13%	606	12%	12,274	12%	51	10%	1,535	14%	1,288	11%	18,793	13%
		Some	36	28%	1,984	30%	1,453	24%	30,530	29%	114	22%	3,149	28%	2,875	24%	42,715	29%
		Quite a bit	43	33%	2,235	34%	1,953	33%	35,244	34%	183	36%	3,438	31%	3,533	31%	45,928	31%
		Very much	37	29%	1,580	24%	1,712	31%	24,796	24%	158	32%	2,908	27%	3,692	35%	37,443	26%
		Total	129	100%	6,637	100%	5,724	100%	102,844	100%	506	100%	11,030	100%	11,388	100%	144,879	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	9	7%	666	11%	542	10%	9,746	10%	45	9%	1,108	11%	932	8%	12,662	9%
		Some	36	28%	2,019	30%	1,568	26%	30,614	30%	132	26%	2,806	25%	2,567	22%	36,284	25%
		Quite a bit	53	41%	2,413	36%	1,978	34%	37,987	36%	169	33%	3,840	34%	3,850	33%	51,972	35%
		Very much	30	24%	1,537	23%	1,631	29%	24,486	24%	162	32%	3,287	30%	4,048	37%	44,004	30%
		Total	128	100%	6,635	100%	5,719	100%	102,833	100%	508	100%	11,041	100%	11,397	100%	144,922	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	14	11%	893	14%	634	12%	11,530	12%	71	14%	1,744	16%	1,309	11%	17,832	13%
		Some	38	29%	1,858	28%	1,386	23%	26,554	26%	115	23%	2,688	25%	2,511	21%	34,228	24%
		Quite a bit	40	30%	2,188	32%	1,923	33%	35,840	34%	150	30%	3,261	29%	3,375	29%	45,297	31%
		Very much	37	30%	1,697	26%	1,780	32%	28,852	27%	167	33%	3,343	30%	4,195	39%	47,613	32%
		Total	129	100%	6,636	100%	5,723	100%	102,776	100%	503	100%	11,036	100%	11,390	100%	144,970	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	22	17%	1,172	19%	912	19%	16,804	18%	111	22%	2,310	21%	2,275	21%	25,198	19%
		Some	45	34%	2,333	35%	1,716	29%	32,898	32%	150	30%	3,437	32%	3,325	28%	44,017	31%
		Quite a bit	38	30%	1,971	29%	1,722	28%	31,781	30%	141	28%	2,949	26%	2,929	25%	41,393	28%
		Very much	24	19%	1,165	17%	1,373	24%	21,345	20%	102	20%	2,329	21%	2,866	26%	34,279	23%
		Total	129	100%	6,641	100%	5,723	100%	102,828	100%	504	100%	11,025	100%	11,395	100%	144,887	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	40	32%	2,568	40%	2,101	38%	36,936	38%	216	43%	5,490	50%	5,295	46%	63,923	47%
		Some	36	27%	1,710	25%	1,433	24%	26,569	25%	117	23%	2,486	22%	2,510	21%	34,284	23%
		Quite a bit	29	23%	1,325	19%	1,109	19%	21,028	20%	93	18%	1,525	14%	1,537	14%	22,456	15%
		Very much	23	19%	1,039	15%	1,083	19%	18,377	17%	77	16%	1,537	14%	2,061	19%	24,409	16%
		Total	128	100%	6,642	100%	5,726	100%	102,910	100%	503	100%	11,038	100%	11,403	100%	145,072	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

First-Year Students   **Seniors**

	Variable	Response Options	A&M Commerce Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2012 Count	%	A&M Commerce Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2012 Count	%
12.	ADVISE	Poor	1	1%	289	4%	229	4%	4,248	5%	47	9%	1,043	9%	835	7%	11,423	8%
Overall, how would you evaluate the quality of academic advising you have received at your institution?		Fair	12	8%	998	15%	889	15%	15,239	15%	60	11%	2,018	18%	1,989	16%	25,445	18%
		Good	60	46%	3,098	46%	2,558	42%	46,567	45%	203	39%	4,314	39%	4,262	36%	56,967	39%
		Excellent	58	45%	2,347	34%	2,150	39%	38,236	35%	206	40%	3,790	34%	4,459	41%	52,967	35%
		Total	131	100%	6,732	100%	5,826	100%	104,290	100%	516	100%	11,165	100%	11,545	100%	146,802	100%
13.	ENTIREXP	Poor	1	1%	111	2%	140	3%	1,722	2%	17	3%	275	3%	288	3%	3,217	3%
How would you evaluate your entire educational experience at this institution?		Fair	8	6%	719	12%	608	11%	10,354	11%	56	11%	1,272	12%	1,236	11%	15,774	11%
		Good	60	45%	3,371	50%	2,698	45%	48,862	48%	214	42%	5,159	46%	4,905	41%	64,654	44%
		Excellent	62	48%	2,524	36%	2,366	40%	43,169	40%	228	44%	4,450	39%	5,108	45%	63,021	42%
		Total	131	100%	6,725	100%	5,812	100%	104,107	100%	515	100%	11,156	100%	11,537	100%	146,666	100%
14.	SAMECOLL	Definitely no	1	1%	239	4%	278	5%	3,900	4%	25	5%	561	5%	648	6%	7,568	5%
If you could start over again, would you go to the **same institution** you are now attending?		Probably no	12	9%	756	12%	687	12%	11,669	11%	52	10%	1,298	12%	1,451	13%	17,992	12%
		Probably yes	51	38%	2,660	41%	2,198	37%	40,108	39%	175	34%	4,086	37%	4,019	34%	53,159	36%
		Definitely yes	67	52%	3,090	44%	2,667	45%	48,727	45%	265	51%	5,227	47%	5,437	48%	68,194	46%
		Total	131	100%	6,745	100%	5,830	100%	104,404	100%	517	100%	11,172	100%	11,555	100%	146,913	100%

IPEDS: 224554

NSSE 2012 Background Item Frequency Distributions [a]
Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | | A&M Commerce | | Southwest Public | | Carnegie Class | | NSSE 2012 | |
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	98	74%	5,786	84%	4,307	62%	89,163	81%	2	0%	46	0%	18	0%	476	0%
		20-23	17	13%	570	9%	434	8%	7,185	8%	112	20%	5,610	47%	4,645	32%	90,410	57%
		24-29	6	5%	156	3%	278	8%	2,732	4%	108	21%	2,564	24%	1,720	15%	22,689	17%
		30-39	4	3%	136	2%	401	11%	2,789	4%	127	25%	1,644	16%	2,303	23%	16,314	13%
		40-55	5	4%	98	2%	365	10%	2,363	3%	147	29%	1,152	11%	2,523	26%	14,945	11%
		Over 55	1	1%	13	0%	46	1%	290	0%	20	4%	135	1%	306	3%	1,890	1%
		Total	131	100%	6,759	100%	5,831	100%	104,522	100%	516	100%	11,151	100%	11,515	100%	146,724	100%
16. Your sex:	SEX	Male	52	46%	2,422	48%	1,890	41%	35,923	45%	147	33%	4,185	45%	3,879	37%	53,230	43%
		Female	79	54%	4,343	52%	3,958	59%	68,602	55%	368	67%	6,968	55%	7,642	63%	93,476	57%
		Total	131	100%	6,765	100%	5,848	100%	104,525	100%	515	100%	11,153	100%	11,521	100%	146,706	100%
17. Are you an international student or foreign national?	INTERNAT	No	116	91%	6,193	91%	5,364	92%	97,713	93%	481	94%	10,407	93%	10,944	95%	139,145	95%
		Yes	10	9%	526	9%	438	8%	6,193	7%	32	6%	692	7%	544	5%	7,062	5%
		Total	126	100%	6,719	100%	5,802	100%	103,906	100%	513	100%	11,099	100%	11,488	100%	146,207	100%
18. What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	1	1%	192	3%	29	1%	871	1%	13	3%	340	3%	79	1%	1,269	1%
		Asian, Asian American, or Pacific Islander	4	3%	549	9%	403	7%	6,954	7%	18	4%	731	7%	453	4%	7,548	6%
		Black or African American	24	18%	488	8%	952	19%	9,962	11%	63	12%	645	7%	1,623	16%	12,908	10%
		White (non-Hispanic)	67	50%	3,156	44%	3,173	50%	68,403	61%	324	62%	5,567	48%	7,106	59%	100,234	65%
		Mexican or Mexican American	15	12%	1,078	17%	98	2%	3,384	4%	29	6%	1,753	16%	255	3%	4,322	4%
		Puerto Rican	0	0%	40	1%	184	5%	1,122	1%	1	0%	42	0%	335	3%	1,300	1%
		Other Hispanic or Latino	5	4%	551	8%	249	4%	3,403	4%	16	3%	867	8%	444	4%	4,246	3%
		Multiracial	7	5%	262	4%	257	5%	3,468	3%	13	3%	363	3%	330	3%	3,848	3%
		Other	1	1%	108	2%	143	2%	1,631	2%	7	1%	183	2%	201	2%	2,135	2%
		I prefer not to respond	7	6%	326	5%	342	6%	5,167	5%	33	7%	665	6%	705	6%	8,895	6%
		Total	131	100%	6,750	100%	5,830	100%	104,365	100%	517	100%	11,156	100%	11,531	100%	146,705	100%
19. What is your current classification in college?	CLASS	Freshman/first-year	91	70%	5,578	82%	4,667	74%	89,528	83%	0	0%	14	0%	18	0%	218	0%
		Sophomore	37	29%	969	15%	802	16%	11,645	13%	3	1%	77	1%	66	1%	839	1%
		Junior	0	0%	107	1%	184	5%	1,627	2%	37	7%	876	9%	629	5%	9,320	7%
		Senior	0	0%	50	1%	41	1%	493	1%	444	87%	9,913	87%	10,111	88%	132,135	89%
		Unclassified	2	2%	39	1%	126	3%	1,058	1%	29	5%	261	3%	681	6%	4,162	3%
		Total	130	100%	6,743	100%	5,820	100%	104,351	100%	513	100%	11,141	100%	11,505	100%	146,674	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	110	85%	5,914	88%	4,817	77%	94,040	88%	88	17%	4,792	40%	5,535	46%	82,799	53%
		Started elsewhere	20	15%	823	12%	1,005	23%	10,244	12%	429	83%	6,366	60%	6,004	54%	63,940	47%
		Total	130	100%	6,737	100%	5,822	100%	104,284	100%	517	100%	11,158	100%	11,539	100%	146,739	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

First-Year Students   **Seniors**

	Variable	Response Options	A&M Commerce Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2012 Count	%	A&M Commerce Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2012 Count	%
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	4	3%	250	4%	449	11%	3,936	5%	69	14%	1,049	10%	1,903	19%	12,321	9%
	COMCOL05	Community or junior college	25	19%	1,043	16%	705	17%	8,944	10%	428	83%	6,763	64%	5,039	46%	55,664	42%
	FOURYR05	4-year college other than this one	7	5%	530	8%	678	15%	7,962	9%	139	27%	3,164	29%	3,468	31%	37,412	27%
	NONE05	None	94	72%	4,885	73%	4,079	62%	82,642	77%	43	8%	2,810	23%	3,667	28%	63,213	40%
	OCOL1_05	Other	6	4%	181	3%	276	7%	3,357	4%	21	4%	450	4%	684	7%	6,287	5%
– Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? *(Item appeared only in the online instrument.)*	VETERAN	No	129	98%	6,585	98%	5,598	94%	101,610	97%	478	92%	10,399	94%	10,204	90%	136,553	94%
		Yes	2	2%	90	2%	196	6%	1,937	3%	40	8%	620	6%	986	10%	7,757	6%
		Total	131	100%	6,675	100%	5,794	100%	103,547	100%	518	100%	11,019	100%	11,190	100%	144,310	100%
– If yes: As part of your military experience, did you receive combat pay, hostile fire pay, or imminent danger pay? *(Item appeared only in the online instrument.)*	VETPAY	No	1	50%	42	49%	91	49%	1,050	49%	20	50%	266	44%	464	47%	3,753	47%
		Yes	1	50%	48	51%	103	51%	871	51%	20	50%	350	56%	518	53%	3,971	53%
		Total	2	100%	90	100%	194	100%	1,921	100%	40	100%	616	100%	982	100%	7,724	100%
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	4	3%	325	6%	465	10%	4,576	6%	122	26%	2,024	20%	1,727	14%	21,567	16%
		Full-time	127	97%	6,414	94%	5,356	90%	99,777	94%	395	74%	9,118	80%	9,806	86%	125,171	84%
		Total	131	100%	6,739	100%	5,821	100%	104,353	100%	517	100%	11,142	100%	11,533	100%	146,738	100%
– Thinking about this current academic term...Are you taking all courses entirely online? *(Item appeared only in the online instrument.)*	DISTED	No	129	99%	6,574	98%	4,965	74%	99,999	95%	378	71%	10,357	92%	6,411	47%	130,575	88%
		Yes	1	1%	106	2%	828	26%	3,562	5%	138	29%	675	8%	4,788	53%	13,812	12%
		Total	130	100%	6,680	100%	5,793	100%	103,561	100%	516	100%	11,032	100%	11,199	100%	144,387	100%

NSSE 2012 Background Item Frequency Distributions [a]
Texas A&M University - Commerce

	Variable	Response Options	First-Year Students								Seniors							
			A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
–	Do you have any disabilities or impairments? (Select all that apply.) *(Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE data file or codebook.)*	DISNONE — No, I do not have any disabilities or impairments	105	81%	5,646	85%	4,747	81%	85,992	84%	427	83%	9,220	85%	9,295	84%	120,439	84%
		DISSENSE — Yes, I have a sensory impairment (vision or hearing)	3	2%	167	3%	167	3%	2,931	3%	14	3%	267	2%	237	2%	3,261	2%
		DISMOBIL — Yes, I have a mobility impairment	1	1%	40	1%	49	1%	566	1%	6	1%	129	1%	152	2%	1,406	1%
		DISLEARN — Yes, I have a learning disability	1	1%	120	2%	151	3%	2,513	2%	11	2%	261	2%	217	2%	3,440	2%
		DISDEVLP — Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)	2	2%	166	3%	163	3%	3,199	3%	16	3%	310	3%	264	2%	4,248	3%
		DISMENT — Yes, I have a mental health disorder	2	2%	116	2%	140	3%	2,303	2%	9	2%	248	2%	254	2%	3,812	2%
		DISMED — Yes, I have a medical disability not listed above	2	2%	77	1%	114	2%	1,571	2%	11	2%	185	2%	272	3%	2,451	2%
		DISOTHER — Yes, I have another disability	11	8%	545	9%	589	11%	9,974	10%	55	11%	996	9%	1,050	10%	13,771	10%
		DISREFUS — I choose not to answer	13	10%	339	5%	324	6%	5,339	6%	27	5%	542	5%	635	6%	7,118	5%
23.	Are you member of a social fraternity or sorority?	FRATSORO — No	111	85%	6,033	90%	5,406	94%	94,261	91%	463	90%	10,053	90%	10,474	92%	129,829	89%
		Yes	19	15%	696	10%	406	6%	9,872	9%	53	10%	1,072	10%	1,059	8%	16,683	11%
		Total	130	100%	6,729	100%	5,812	100%	104,133	100%	516	100%	11,125	100%	11,533	100%	146,512	100%
24.	Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE — No	121	94%	6,446	97%	5,463	96%	92,974	92%	510	99%	10,857	98%	11,187	98%	137,487	95%
		Yes	8	6%	269	3%	339	4%	10,988	8%	6	1%	234	2%	317	2%	8,748	5%
		Total	129	100%	6,715	100%	5,802	100%	103,962	100%	516	100%	11,091	100%	11,504	100%	146,235	100%

Texas A&M University - Commerce

			First-Year Students								Seniors							
			A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2012	
	Variable	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	2	1%	167	2%	77	2%	1,819	2%	3	1%	51	0%	38	0%	385	0%
		C	3	2%	209	3%	136	3%	3,188	3%	6	1%	197	2%	164	2%	2,212	2%
		C+	8	6%	343	5%	211	4%	5,110	5%	20	4%	516	5%	323	3%	5,256	4%
		B-	4	3%	489	8%	307	6%	6,898	7%	21	4%	811	7%	551	5%	8,703	6%
		B	17	13%	1,270	19%	993	16%	19,510	19%	65	13%	2,142	20%	1,659	14%	25,661	18%
		B+	29	23%	1,221	18%	1,022	16%	19,965	19%	86	17%	2,088	19%	2,133	18%	29,312	20%
		A-	21	16%	1,192	18%	1,280	22%	20,698	19%	98	19%	2,063	19%	2,642	23%	31,222	21%
		A	45	35%	1,834	27%	1,784	31%	26,857	26%	215	41%	3,252	28%	4,008	35%	43,664	30%
		Total	129	100%	6,725	100%	5,810	100%	104,045	100%	514	100%	11,120	100%	11,518	100%	146,415	100%
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	76	59%	3,644	49%	3,285	47%	69,176	60%	38	7%	702	6%	706	5%	21,475	12%
		Residence, **walking distance**	19	14%	653	10%	396	7%	6,398	7%	51	10%	1,783	15%	2,054	15%	33,872	22%
		Residence, **driving distance**	25	20%	2,125	37%	1,297	24%	23,209	27%	317	62%	7,724	71%	4,843	39%	74,741	54%
		Fraternity or sorority house	7	5%	51	1%	2	0%	379	0%	5	1%	61	1%	115	1%	1,797	1%
		None of the above	3	2%	221	4%	798	22%	4,469	6%	101	21%	795	8%	3,739	40%	14,077	11%
		Total	130	100%	6,694	100%	5,778	100%	103,631	100%	512	100%	11,065	100%	11,457	100%	145,962	100%
27a. What is the highest level of education that your **father** completed?	FATHREDU	Did not finish HS	26	22%	916	14%	618	13%	8,937	10%	116	23%	1,867	17%	1,655	17%	14,762	11%
		Graduated from HS	38	28%	1,477	22%	1,512	28%	25,601	25%	161	32%	2,438	22%	3,481	32%	37,084	26%
		Attended, no degree	27	20%	1,030	15%	838	15%	14,055	14%	83	16%	1,654	16%	1,591	14%	19,763	14%
		Completed Associate's	6	5%	519	8%	553	10%	8,712	8%	39	8%	812	7%	953	8%	11,930	8%
		Completed Bachelor's	21	17%	1,605	24%	1,244	20%	25,739	24%	82	16%	2,494	23%	2,171	18%	34,311	23%
		Completed Master's	7	5%	766	12%	721	11%	13,709	13%	26	5%	1,164	11%	1,030	8%	17,975	12%
		Completed Doctorate	4	3%	335	5%	232	4%	6,005	6%	4	1%	545	5%	475	3%	9,075	6%
		Total	129	100%	6,648	100%	5,718	100%	102,758	100%	511	100%	10,974	100%	11,356	100%	144,900	100%
27b. What is the highest level of education that your **mother** completed?	MOTHREDU	Did not finish HS	19	16%	804	13%	463	10%	6,563	8%	82	16%	1,727	16%	1,293	13%	11,737	9%
		Graduated from HS	34	26%	1,305	20%	1,308	25%	20,893	21%	175	35%	2,501	23%	3,504	32%	35,440	25%
		Attended, no degree	25	20%	1,161	17%	855	15%	15,840	15%	95	18%	1,873	17%	1,768	15%	21,924	15%
		Completed Associate's	10	8%	718	11%	719	12%	13,017	12%	37	7%	1,136	10%	1,353	12%	18,314	12%
		Completed Bachelor's	25	19%	1,815	27%	1,526	24%	29,786	28%	88	17%	2,550	23%	2,160	17%	36,509	24%
		Completed Master's	13	10%	732	11%	740	12%	14,408	13%	29	6%	1,058	9%	1,123	9%	18,174	12%
		Completed Doctorate	3	2%	145	2%	139	2%	2,781	3%	6	1%	198	2%	217	2%	3,468	2%
		Total	129	100%	6,680	100%	5,750	100%	103,288	100%	512	100%	11,043	100%	11,418	100%	145,566	100%

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

First-Year Students   **Seniors**

	Variable	Response Options	A&M Commerce Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2012 Count	%	A&M Commerce Count	%	Southwest Public Count	%	Carnegie Class Count	%	NSSE 2012 Count	%
28. Primary major or expected primary major, in NSSE's collapsed eight major field categories. This does not reflect any customization made for the Major Field Report.	MAJRPCOL	Arts and Humanities	17	13%	569	8%	563	10%	12,257	11%	76	16%	1,236	11%	946	6%	19,023	12%
		Biological Science	14	12%	735	11%	464	9%	10,469	10%	16	3%	897	8%	452	3%	10,861	7%
		Business	18	14%	911	15%	950	19%	13,836	15%	116	24%	1,947	18%	3,124	31%	26,202	20%
		Education	18	14%	467	6%	360	7%	7,891	7%	146	27%	1,313	10%	720	6%	13,495	8%
		Engineering	3	3%	732	14%	320	5%	7,083	8%	8	2%	1,000	11%	439	3%	9,357	7%
		Physical Science	6	5%	253	4%	161	3%	3,915	4%	11	2%	421	4%	244	2%	5,164	4%
		Professional (other)	10	7%	1,004	14%	845	14%	13,758	13%	11	2%	1,060	11%	1,504	14%	16,184	11%
		Social Science	16	12%	718	10%	869	13%	13,292	12%	52	10%	1,406	12%	1,735	15%	21,961	15%
		Other	23	18%	1,005	15%	954	18%	15,355	16%	69	14%	1,672	16%	2,108	19%	22,064	16%
		Undecided	4	3%	178	3%	156	2%	3,617	3%	1	0%	10	0%	7	0%	121	0%
		Total	129	100%	6,572	100%	5,642	100%	101,473	100%	506	100%	10,962	100%	11,279	100%	144,432	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in NSSE's collapsed eight major field categories.	MAJRSCOL	Arts and Humanities	5	14%	268	16%	250	15%	5,918	21%	13	12%	353	15%	335	11%	6,459	19%
		Biological Science	1	3%	82	5%	73	6%	1,370	5%	3	3%	124	5%	70	2%	1,328	4%
		Business	5	14%	322	21%	251	18%	3,702	16%	18	19%	454	21%	596	28%	5,554	20%
		Education	4	10%	114	6%	78	5%	1,850	6%	12	12%	190	8%	147	5%	2,701	8%
		Engineering	1	3%	79	6%	42	2%	675	3%	2	2%	69	4%	62	2%	661	2%
		Physical Science	6	18%	141	8%	87	6%	1,677	7%	14	14%	197	9%	103	4%	1,832	6%
		Professional (other)	4	11%	185	10%	133	9%	2,051	8%	6	5%	118	5%	163	7%	1,673	5%
		Social Science	5	14%	221	12%	240	14%	4,431	16%	11	11%	344	15%	380	15%	5,716	18%
		Other	5	13%	219	13%	246	20%	3,394	14%	16	16%	310	13%	475	21%	4,193	14%
		Undecided	0	0%	58	3%	53	4%	869	4%	5	5%	91	4%	106	5%	795	3%
		Total	36	100%	1,689	100%	1,453	100%	25,937	100%	100	100%	2,250	100%	2,437	100%	30,912	100%
– Institution reported: Gender	GENDER	Male	67	48%	2,862	49%	2,268	41%	42,254	46%	175	35%	4,747	46%	4,281	37%	59,573	44%
		Female	95	52%	5,041	51%	4,692	59%	79,928	54%	400	65%	7,799	54%	8,609	63%	103,434	56%
		Total	162	100%	7,903	100%	6,960	100%	122,182	100%	575	100%	12,546	100%	12,890	100%	163,007	100%
– Institution reported: Race or ethnicity	ETHNICIT	African American/Black	33	20%	578	8%	853	17%	11,927	12%	70	12%	755	8%	1,766	17%	14,789	10%
		Am. Ind./Alaska Native	6	4%	205	3%	10	0%	794	1%	17	3%	374	2%	70	1%	1,225	1%
		Asian/Pacific Islander	6	4%	485	7%	335	6%	5,487	5%	10	2%	692	6%	424	4%	6,525	5%
		Caucasian/White	86	53%	3,499	41%	2,761	48%	73,136	60%	407	71%	6,352	49%	6,508	54%	104,570	65%
		Hispanic	23	14%	2,149	29%	593	13%	9,621	10%	49	9%	3,288	27%	998	9%	11,449	9%
		Other	0	0%	23	0%	12	1%	474	0%	0	0%	28	0%	111	1%	687	1%
		Foreign	7	5%	394	6%	133	2%	3,630	4%	22	4%	503	4%	98	1%	3,660	3%
		Multi-racial	0	0%	227	3%	141	3%	3,018	3%	0	0%	162	1%	104	1%	2,142	1%
		Unknown	0	0%	289	4%	577	11%	5,671	5%	0	0%	332	3%	1,408	13%	7,958	5%
		Total	161	100%	7,849	100%	5,415	100%	113,758	100%	575	100%	12,486	100%	11,487	100%	153,005	100%
– Institution reported: Enrollment status	ENROLLMT	Part-time	3	2%	468	7%	892	10%	6,344	7%	171	34%	3,242	30%	1,650	11%	26,233	19%
		Full-time	159	98%	7,435	93%	6,068	90%	115,838	93%	404	66%	9,304	70%	11,240	89%	136,774	81%
		Total	162	100%	7,903	100%	6,960	100%	122,182	100%	575	100%	12,546	100%	12,890	100%	163,007	100%

IPEDS: 224554

[a] Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.
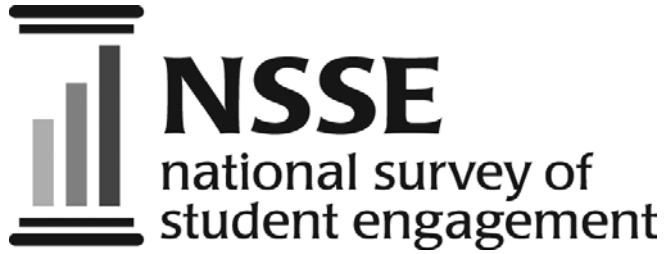
Texas A&M University - Commerce

Mean Comparisons

August 2012

Interpreting the Mean Comparisons Report

NSSE national survey of student engagement

Sample

The *Mean Comparisons* report is based on information from all randomly selected or census-administered students for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students are not included.

Variables

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

Benchmark

Items that make up 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 *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. Additional details regarding weighting can be found on the NSSE Web site.
nsse.iub.edu/links/institutional_reporting

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. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see below) to judge 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 pooled standard deviation. 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 your 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 2012 Mean Comparisons
NSSEville State University

NSSEville State compared with:

			NSSEville State	Mid East Private			Carnegie Class			NSSE 2012		
Variable	Bench-mark	Class	Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]

In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often

1. Academic and Intellectual Experiences

a. Asked questions in class or contributed to class discussions	CLQUEST	ACL FY	2.94	2.90		.04	2.85 **		.10	2.85 **		.10
		SR	3.28	3.19 ***		.12	3.15 ***		.15	3.12 ***		.19
b. Made a class presentation	CLPRESEN	ACL FY	2.28	2.43 ***		-.18	2.32		-.05	2.29		-.01
		SR	2.89	2.91		-.03	2.86		.03	2.79 ***		.11
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	2.46	2.71 ***		-.26	2.77 ***		-.31	2.70 ***		-.24
		SR	2.40	2.48 *		-.08	2.57 ***		-.17	2.51 ***		-.11
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	3.06	3.11		-.07	3.12 **		-.08	3.11 *		-.07
		SR	3.46	3.35 ***		.14	3.36 ***		.13	3.35 ***		.14
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	2.67	2.82 ***		-.17	2.82 ***		-.17	2.80 ***		-.14
		SR	2.89	2.88		.01	2.89		.00	2.85		.04

Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
1.	**Academic and Intellectual Experiences**			*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*									
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.97	2.66 ***	.37	3.13 *	-.18	2.88		.11
				SR	3.35	2.99 ***	.41	3.48 ***	-.17	3.18 ***	.20
b.	Made a class presentation	CLPRESEN	ACL	FY	2.54	2.12 ***	.51	2.53	.01	2.32 ***	.26
				SR	2.79	2.69 *	.10	2.96 ***	-.17	2.81	-.03
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.53	2.67	-.14	2.85 ***	-.33	2.70 *	-.17
				SR	2.81	2.57 ***	.25	2.84	-.03	2.54 ***	.27
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.20	3.04 *	.19	3.30	-.14	3.14	.07
				SR	3.45	3.28 ***	.22	3.59 ***	-.21	3.38 *	.10
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.97	2.72 ***	.27	2.92	.06	2.80 *	.18
				SR	3.11	2.77 ***	.34	3.14	-.04	2.88 ***	.24
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.05	2.06	-.01	1.87 **	.22	1.97	.11
				SR	1.82	2.08 ***	-.32	1.88	-.08	2.04 ***	-.27
g.	Worked with other students on projects **during class**	CLASSGRP	ACL	FY	2.33	2.41	-.09	2.61 ***	-.29	2.46	-.15
				SR	2.72	2.56 ***	.16	2.94 ***	-.22	2.61 **	.11
h.	Worked with classmates **outside of class** to prepare class assignments	OCCGRP	ACL	FY	2.52	2.47	.05	2.44	.08	2.47	.05
				SR	2.71	2.78	-.07	2.65	.06	2.77	-.06
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.74	2.61	.15	2.74	.00	2.67	.07
				SR	3.00	2.95	.06	3.06	-.07	2.99	.01
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.80	1.80	.00	1.62 *	.20	1.71	.10
				SR	1.77	1.90 **	-.14	1.64 ***	.14	1.86 *	-.10
k.	Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	ACL	FY	1.66	1.58	.09	1.74	-.08	1.62	.05
				SR	1.61	1.70 *	-.10	1.65	-.04	1.74 ***	-.14

[a] Weighted by gender and enrollment status (and inst. size for comparisons)

[b] * p<.05   ** p<.01   *** p<.001 (2-tailed)

[c] Mean diff. divided by pooled SD

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a] Sig [b]	Effect Size [c]	Carnegie Class Mean [a] Sig [b]	Effect Size [c]	NSSE 2012 Mean [a] Sig [b]	Effect Size [c]
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.94	2.72 **	.21	2.83	.11	2.71 **	.22
				SR	3.21	2.94 ***	.27	3.04 ***	.17	2.93 ***	.29
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.31	3.11 **	.25	3.15 *	.18	3.23	.10
				SR	3.55	3.38 ***	.23	3.09 ***	.48	3.43 ***	.17
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.71	2.59	.13	2.68	.03	2.67	.05
				SR	3.02	2.79 ***	.25	2.72 ***	.34	2.84 ***	.21
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.36	2.18 *	.20	2.28	.09	2.23	.14
				SR	2.43	2.35	.07	2.29 **	.14	2.44	-.01
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	2.04	1.88 *	.18	1.90	.15	1.91	.15
				SR	2.11	2.05	.06	1.88 ***	.23	2.09	.02
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.85	2.58 ***	.31	2.87	-.02	2.74	.13
				SR	2.96	2.71 ***	.29	3.06 **	-.12	2.86 **	.12
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.85	2.71	.16	2.86	-.02	2.77	.09
				SR	3.01	2.83 ***	.21	2.96	.06	2.84 ***	.20
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	2.00	1.65 ***	.40	1.67 ***	.35	1.69 ***	.35
				SR	1.65	1.80 ***	-.16	1.61	.05	1.87 ***	-.22
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.92	2.72 **	.23	2.81	.12	2.76 *	.18
				SR	2.98	2.90 *	.10	2.92	.07	2.91 *	.09
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.62	2.62	.00	2.66	-.04	2.64	-.02
				SR	2.76	2.72	.04	2.71	.05	2.69	.07
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	2.73	2.66	.07	2.68	.04	2.68	.04
				SR	2.69	2.69	-.01	2.69	-.01	2.71	-.03

[a] Weighted by gender and enrollment status (and inst. size for comparisons)

[b] * p<.05   ** p<.01   *** p<.001 (2-tailed)

[c] Mean diff. divided by pooled SD

4

A&M Commerce compared with:

Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
2. Mental Activities			*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*									
a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form		FY	2.96	2.99		-.04	2.89		.08	2.96		-.01
	MEMORIZE	SR	2.76	2.85	*	-.10	2.65	**	.12	2.80		-.04
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	3.15	3.16		-.01	3.23		-.10	3.20		-.06
		SR	3.25	3.30		-.07	3.34	**	-.13	3.33	*	-.10
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY	2.98	2.95		.04	3.05		-.08	2.99		-.01
		SR	3.15	3.11		.04	3.19		-.05	3.14		.01
d. **Making judgments** about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	FY	2.93	2.94		-.01	3.04		-.13	2.97		-.05
		SR	3.10	3.06		.05	3.15		-.06	3.09		.02
e. **Applying** theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	3.05	3.07		-.03	3.18		-.16	3.11		-.08
		SR	3.26	3.25		.01	3.34	*	-.10	3.28		-.03
3. Reading and Writing			*During the current school year, about how much reading and writing have you done?* *1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20*									
a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.05	3.02		.03	3.20	*	-.16	3.19		-.15
		SR	2.98	3.00		-.01	3.51	***	-.47	3.16	***	-.17
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY	2.35	2.05	**	.31	2.17		.18	2.05	**	.32
		SR	2.29	2.18	*	.11	2.37		-.08	2.20		.09
c. Number of written papers or reports of **20 pages or more**	WRITEMOR	LAC	FY	1.28	1.28		-.01	1.42	**	-.17	1.29		-.02
		SR	1.61	1.59		.02	1.81	***	-.20	1.65		-.05
d. Number of written papers or reports **between 5 and 19 pages**	WRITEMID	LAC	FY	2.19	2.11		.09	2.39	**	-.22	2.26		-.09
		SR	2.31	2.37		-.06	3.14	***	-.69	2.60	***	-.29
e. Number of written papers or reports of **fewer than 5 pages**	WRITESML	LAC	FY	3.00	2.76	**	.23	2.96		.04	2.99		.01
		SR	2.95	2.78	**	.14	3.14	***	-.16	3.00		-.05

[a] Weighted by gender and enrollment status (and inst. size for comparisons)
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed)
[c] Mean diff. divided by pooled SD

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
4.	**Problem Sets**			*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*									
a.	Number of problem sets that take you **more** than an hour to complete	PROBSETA	FY	2.84	2.88		-.03	2.80		.03	2.79		.04
			SR	2.87	2.84		.03	2.81		.05	2.74	**	.11
b.	Number of problem sets that take you **less** than an hour to complete	PROBSETB	FY	2.90	2.84		.05	2.74		.13	2.79		.09
			SR	2.55	2.44	*	.09	2.56		.00	2.43	*	.10
5.	**Examinations**			*1=Very little to 7=Very much*									
	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	FY	5.56	5.46		.08	5.48		.06	5.51		.04
			SR	5.75	5.59	**	.12	5.59	**	.12	5.54	***	.16
6.	**Additional Collegiate Experiences**			*During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*									
a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	FY	2.29	2.05	**	.26	2.07	**	.23	2.13	*	.17
			SR	1.78	1.89	**	-.12	1.90	**	-.13	1.98	***	-.21
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.74	2.77		-.03	2.74		-.01	2.83		-.09
			SR	2.47	2.61	***	-.14	2.66	***	-.19	2.72	***	-.24
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	FY	2.16	2.06		.09	2.10		.05	2.06		.09
			SR	2.31	2.14	***	.15	2.27		.03	2.14	***	.15
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.66	2.59		.07	2.77		-.12	2.64		.02
			SR	2.82	2.69	***	.14	2.88		-.07	2.75		.07
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.84	2.79		.06	2.95		-.13	2.83		.01
			SR	2.87	2.86		.00	3.06	***	-.23	2.91		-.05
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.94	2.88		.07	2.98		-.06	2.91		.03
			SR	2.94	2.90		.05	3.05	**	-.13	2.95		-.01
7.	**Enriching Educational Experiences**			*Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 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.)*									
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 EEE	FY	.12	.07		.19	.09		.11	.07		.16
			SR	.42	.41		.02	.36	*	.11	.49	***	-.15

[a] Weighted by gender and enrollment status (and inst. size for comparisons)
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed)
[c] Mean diff. divided by pooled SD

A&M Commerce compared with:

				A&M Commerce	Southwest Public			Carnegie Class			NSSE 2012		
		Variable	Bench-mark	Class	Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.40	.41		-.01	.43		-.05	.40		.00
				SR	.47	.54	**	-.14	.50		-.06	.59	***	-.24
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.23	.19		.11	.17		.16	.18		.13
				SR	.27	.26		.02	.24		.07	.27		.00
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.09	.06		.10	.06		.09	.06		.13
				SR	.13	.17	**	-.11	.13		.01	.20	***	-.17
e.	Foreign language coursework	FORLNG04	EEE	FY	.12	.18	*	-.16	.16		-.12	.21	**	-.22
				SR	.17	.34	***	-.38	.23	***	-.15	.38	***	-.43
f.	Study abroad	STDABR04	EEE	FY	.05	.04		.07	.04		.05	.03		.08
				SR	.04	.09	***	-.18	.10	***	-.20	.14	***	-.29
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.07	.04		.13	.07		.01	.04		.13
				SR	.15	.16		-.01	.14		.05	.17		-.04
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.03	.02		.07	.04		-.03	.02		.05
				SR	.20	.25	**	-.11	.28	***	-.18	.33	***	-.27

8. Quality of Relationships

Select the circle 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

a.	Relationships with **other students**	ENVSTU	SCE	FY	5.55	5.43		.09	5.51		.03	5.52		.02
				SR	5.73	5.65		.06	5.75		-.01	5.68		.04

1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic

b.	Relationships with **faculty members**	ENVFAC	SCE	FY	5.48	5.18	**	.22	5.40		.06	5.35		.10
				SR	5.52	5.43		.07	5.58		-.04	5.53		-.01

1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible

c.	Relationships with **administrative personnel and offices**	ENVADM	SCE	FY	4.99	4.75		.15	5.04		-.03	4.89		.07
				SR	5.26	4.75	***	.30	5.17		.05	4.80	***	.27

[a] Weighted by gender and enrollment status (and inst. size for comparisons)

[b] * p<.05   ** p<.01   *** p<.001   (2-tailed)

[c] Mean diff. divided by pooled SD

A&M Commerce compared with:

Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]

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

Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.19	4.20		.00	4.36		-.10	4.30		-.06
			SR	4.52	4.34	*	.10	4.52		.00	4.40		.07
b. Working for pay **on campus**	WORKON01		FY	1.78	1.47	*	.24	1.42	**	.30	1.50	*	.24
			SR	1.48	1.77	***	-.18	1.49		-.01	1.81	***	-.21
c. Working for pay **off campus**	WORKOF01		FY	1.72	2.29	***	-.26	2.84	***	-.41	2.22	***	-.23
			SR	4.75	3.91	***	.29	4.94		-.06	3.72	***	.36
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.54	2.21	*	.22	2.03	**	.33	2.30		.15
			SR	1.64	1.93	***	-.21	1.75		-.08	2.12	***	-.31
e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.75	3.66		.05	3.58		.10	3.69		.04
			SR	3.03	3.29	***	-.17	3.34	***	-.20	3.44	***	-.27
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.97	1.88		.05	2.69	***	-.29	1.88		.05
			SR	4.31	2.97	***	.52	3.83	***	.16	2.67	***	.65
g. Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.51	2.48		.03	2.11	***	.30	2.24	*	.23
			SR	2.29	2.54	***	-.21	1.91	***	.30	2.32		-.03

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

Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
a. Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.24	3.17		.09	3.17		.10	3.20		.05
			SR	3.26	3.19	*	.09	3.14	**	.14	3.19	*	.09
b. Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.25	3.08	*	.21	3.15		.12	3.14		.14
			SR	3.05	2.96	*	.11	3.07		-.02	3.01		.05
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.85	2.71		.14	2.86		-.01	2.77		.08
			SR	2.81	2.58	***	.22	2.77		.03	2.61	***	.19

[a] Weighted by gender and enrollment status (and inst. size for comparisons)

[b] * p<.05   ** p<.01   *** p<.001 (2-tailed)

[c] Mean diff. divided by pooled SD

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.46	2.26	*	.21	2.36		.10	2.32		.14
				SR	2.09	2.01		.08	2.16		-.06	2.07		.03
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.73	2.49	**	.26	2.54	*	.19	2.55	*	.19
				SR	2.37	2.26	*	.11	2.27	*	.10	2.30		.07
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	3.16	2.86	***	.32	2.62	***	.50	2.87	***	.29
				SR	2.42	2.63	***	-.22	2.19	***	.21	2.62	***	-.20
g.	Using computers in academic work	ENVCOMPT		FY	3.37	3.32		.06	3.41		-.05	3.31		.07
				SR	3.49	3.44		.07	3.58	*	-.11	3.45		.06

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

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
a.	Acquiring a broad general education	GNGENLED		FY	3.26	3.14		.16	3.19		.09	3.19		.10
				SR	3.32	3.23	*	.10	3.32		.00	3.27		.06
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.97	2.75	**	.23	2.92		.05	2.86		.11
				SR	3.23	3.09	**	.15	3.21		.02	3.11	**	.12
c.	Writing clearly and effectively	GNWRITE		FY	3.11	2.96	*	.17	3.15		-.05	3.06		.06
				SR	3.25	3.10	***	.17	3.34	*	-.11	3.16	*	.10
d.	Speaking clearly and effectively	GNSPEAK		FY	2.99	2.81	*	.19	2.97		.02	2.90		.09
				SR	3.12	3.00	**	.12	3.06		.06	3.04		.08
e.	Thinking critically and analytically	GNANALY		FY	3.32	3.22		.12	3.29		.03	3.27		.06
				SR	3.43	3.36	*	.10	3.47		-.05	3.40		.04
f.	Analyzing quantitative problems	GNQUANT		FY	3.00	3.03		-.04	3.04		-.04	3.02		-.02
				SR	3.23	3.16		.08	3.22		.01	3.14	*	.11
g.	Using computing and information technology	GNCMPTS		FY	3.09	3.05		.04	3.17		-.09	3.04		.05
				SR	3.37	3.23	***	.16	3.38		-.01	3.21	***	.19
h.	Working effectively with others	GNOTHERS		FY	3.00	2.96		.05	3.12		-.13	3.03		-.03
				SR	3.26	3.16	**	.11	3.37	**	-.13	3.21		.06

[a] Weighted by gender and enrollment status (and inst. size for comparisons)
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed)
[c] Mean diff. divided by pooled SD

A&M Commerce compared with:

	Variable	Bench-mark	Class	A&M Commerce Mean [a]	Southwest Public Mean [a]	Sig [b]	Effect Size [c]	Carnegie Class Mean [a]	Sig [b]	Effect Size [c]	NSSE 2012 Mean [a]	Sig [b]	Effect Size [c]
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.01	2.04		-.02	1.90		.10	1.91		.10
			SR	2.08	2.01		.06	1.91	***	.16	1.97	*	.11
j.	Learning effectively on your own	GNINQ	FY	3.05	2.97		.09	3.04		.01	2.98		.08
			SR	3.14	3.09		.05	3.26	**	-.15	3.10		.03
k.	Understanding yourself	GNSELF	FY	2.93	2.82		.11	2.93		-.01	2.86		.07
			SR	2.89	2.83		.06	3.01	**	-.12	2.89		-.01
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.82	2.69		.14	2.82		.00	2.70		.12
			SR	2.89	2.70	***	.19	2.89		.00	2.71	***	.18
m.	Solving complex real-world problems	GNPROBSV	FY	2.82	2.72		.11	2.82		.00	2.74		.08
			SR	2.89	2.84		.05	2.99	*	-.10	2.87		.02
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.78	2.69		.09	2.86		-.07	2.76		.02
			SR	2.82	2.73		.08	2.95	**	-.13	2.81		.01
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.51	2.45		.07	2.56		-.05	2.51		.00
			SR	2.46	2.47		-.01	2.54		-.08	2.54		-.07
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	2.29	2.10		.16	2.18		.09	2.16		.11
			SR	2.06	1.92	**	.13	2.04		.02	1.99		.07

12. Academic Advising — *1=Poor, 2=Fair, 3=Good, 4=Excellent*

	Variable		Class	A&M Commerce Mean	Southwest Public Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2012 Mean	Sig	Effect Size
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	3.36	3.09	***	.32	3.15	**	.25	3.11	***	.30
			SR	3.10	2.97	**	.13	3.12		-.02	3.00	*	.10

13. Satisfaction — *1=Poor, 2=Fair, 3=Good, 4=Excellent*

	Variable		Class	A&M Commerce Mean	Southwest Public Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2012 Mean	Sig	Effect Size
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.41	3.21	**	.29	3.23	**	.25	3.25	**	.23
			SR	3.27	3.22		.06	3.29		-.04	3.25		.02

14. — *1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes*

	Variable		Class	A&M Commerce Mean	Southwest Public Mean	Sig	Effect Size	Carnegie Class Mean	Sig	Effect Size	NSSE 2012 Mean	Sig	Effect Size
	If you could start over again, would you go to the **same institution** you are now attending?	SAMECOLL	FY	3.41	3.25	*	.21	3.22	**	.22	3.26	*	.19
			SR	3.31	3.25		.07	3.23		.09	3.23	*	.10

IPEDS: 224554

[a] Weighted by gender and enrollment status (and inst. size for comparisons)
[b] * p<.05   ** p<.01   *** p<.001 (2-tailed)
[c] Mean diff. divided by pooled SD

NSSE 2012 Detailed Statistics [a]

Texas A&M University - Commerce
First-Year Students

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012
CLQUEST	160	2.97	2.66	3.13	2.88	.07	.01	.01	.00	.88	.86	.86	.86	7,568	5,655	74,385	.000	.028	.153	.37	-.18	.11
CLPRESEN	160	2.54	2.12	2.53	2.32	.07	.01	.01	.00	.86	.82	.94	.84	165	170	74,314	.000	.884	.001	.51	.01	.26
REWROPAP	158	2.53	2.67	2.85	2.70	.08	.01	.01	.00	1.03	1.00	1.00	.99	7,519	5,641	74,095	.081	.000	.033	-.14	-.33	-.17
INTEGRAT	159	3.20	3.04	3.30	3.14	.06	.01	.01	.00	.70	.83	.77	.79	7,558	169	74,370	.015	.069	.361	.19	-.14	.07
DIVCLASS	161	2.97	2.72	2.92	2.80	.07	.01	.01	.00	.83	.91	.92	.90	168	172	161	.000	.435	.013	.27	.06	.18
CLUNPREP	159	2.05	2.06	1.87	1.97	.06	.01	.01	.00	.74	.80	.81	.80	7,545	169	74,361	.875	.003	.168	-.01	.22	.11
CLASSGRP	161	2.33	2.41	2.61	2.46	.07	.01	.01	.00	.91	.89	.96	.88	7,560	170	74,354	.234	.000	.063	-.09	-.29	-.15
OCCGRP	160	2.52	2.47	2.44	2.47	.07	.01	.01	.00	.91	.90	.97	.91	7,578	5,690	74,613	.517	.291	.488	.05	.08	.05
INTIDEAS	153	2.74	2.61	2.74	2.67	.07	.01	.01	.00	.88	.84	.90	.84	7,122	5,287	69,958	.058	.993	.364	.15	.00	.07
TUTOR	154	1.80	1.80	1.62	1.71	.07	.01	.01	.00	.87	.90	.88	.88	7,128	5,320	70,105	.982	.014	.233	.00	.20	.10
COMMPROJ	152	1.66	1.58	1.74	1.62	.07	.01	.01	.00	.90	.82	.96	.86	7,077	5,288	69,658	.250	.336	.529	.09	-.08	.05
ITACADEM	154	2.94	2.72	2.83	2.71	.08	.01	.01	.00	.96	1.03	1.05	1.03	161	164	154	.006	.164	.004	.21	.11	.22
EMAIL	153	3.31	3.11	3.15	3.23	.06	.01	.01	.00	.80	.83	.92	.80	7,118	5,317	70,030	.002	.026	.216	.25	.18	.10
FACGRADE	152	2.71	2.59	2.68	2.67	.07	.01	.01	.00	.90	.91	.94	.90	7,121	5,316	69,983	.121	.704	.567	.13	.03	.05
FACPLANS	154	2.36	2.18	2.28	2.23	.08	.01	.01	.00	1.01	.92	.97	.93	159	5,313	154	.026	.287	.113	.20	.09	.14
FACIDEAS	153	2.04	1.88	1.90	1.91	.08	.01	.01	.00	.95	.92	.98	.93	7,135	5,332	70,156	.029	.073	.071	.18	.15	.15
FACFEED	148	2.85	2.58	2.87	2.74	.07	.01	.01	.00	.89	.87	.88	.85	7,007	5,229	68,894	.000	.813	.125	.31	-.02	.13
WORKHARD	147	2.85	2.71	2.86	2.77	.07	.01	.01	.00	.83	.86	.87	.86	6,998	5,220	68,819	.057	.854	.280	.16	-.02	.09
FACOTHER	147	2.00	1.65	1.67	1.69	.08	.01	.01	.00	1.03	.88	.94	.90	6,976	5,213	68,598	.000	.000	.000	.40	.35	.35
OOCIDEAS	149	2.92	2.72	2.81	2.76	.07	.01	.01	.00	.85	.90	.93	.90	7,000	158	68,747	.006	.118	.028	.23	.12	.18
DIVRSTUD	149	2.62	2.62	2.66	2.64	.09	.01	.01	.00	1.08	1.04	1.07	1.04	7,004	5,237	68,933	.983	.631	.853	.00	-.04	-.02
DIFFSTU2	147	2.73	2.66	2.68	2.68	.09	.01	.01	.00	1.04	1.01	1.05	1.01	7,002	5,244	68,952	.400	.601	.615	.07	.04	.04
MEMORIZE	146	2.96	2.99	2.89	2.96	.07	.01	.01	.00	.89	.85	.92	.86	6,944	5,169	68,210	.648	.360	.931	-.04	.08	-.01
ANALYZE	144	3.15	3.16	3.23	3.20	.06	.01	.01	.00	.78	.78	.77	.77	6,917	5,146	67,908	.945	.235	.455	-.01	-.10	-.06
SYNTHESZ	144	2.98	2.95	3.05	2.99	.07	.01	.01	.00	.83	.85	.83	.84	6,902	5,134	67,849	.661	.345	.925	.04	-.08	-.01
EVALUATE	144	2.93	2.94	3.04	2.97	.07	.01	.01	.00	.88	.86	.85	.85	6,905	5,140	67,946	.935	.129	.589	-.01	-.13	-.05
APPLYING	144	3.05	3.07	3.18	3.11	.07	.01	.01	.00	.83	.86	.84	.85	6,927	5,155	68,098	.710	.056	.368	-.03	-.16	-.08
READASGN	145	3.05	3.02	3.20	3.19	.07	.01	.01	.00	.89	.91	.99	.96	6,929	154	144	.719	.042	.061	.03	-.16	-.15

[a] All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

[b] The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

[c] A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

Texas A&M University - Commerce
First-Year Students

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012
READOWN	146	2.35	2.05	2.17	2.05	.11	.01	.01	.00	1.27	.95	1.02	.94	149	151	146	.006	.086	.005	.31	.18	.32
WRITEMOR	146	1.28	1.28	1.42	1.29	.05	.01	.01	.00	.62	.68	.84	.71	6,913	161	67,777	.932	.009	.827	-.01	-.17	-.02
WRITEMID	146	2.19	2.11	2.39	2.26	.07	.01	.01	.00	.83	.82	.91	.84	6,933	5,162	67,969	.263	.008	.280	.09	-.22	-.09
WRITESML	146	3.00	2.76	2.96	2.99	.08	.01	.01	.00	1.00	.99	1.06	1.03	6,952	5,153	68,082	.005	.658	.947	.23	.04	.01
PROBSETA	144	2.84	2.88	2.80	2.79	.10	.01	.02	.00	1.17	1.16	1.16	1.14	6,921	5,154	67,859	.681	.714	.605	-.03	.03	.04
PROBSETB	144	2.90	2.84	2.74	2.79	.11	.02	.02	.00	1.28	1.25	1.24	1.23	6,911	5,147	67,824	.579	.110	.277	.05	.13	.09
EXAMS	146	5.56	5.46	5.48	5.51	.10	.01	.02	.00	1.22	1.19	1.32	1.18	6,942	5,160	68,021	.340	.487	.611	.08	.06	.04
ATDART07	145	2.29	2.05	2.07	2.13	.08	.01	.01	.00	.94	.91	.94	.92	6,859	5,091	67,065	.002	.006	.042	.26	.23	.17
EXRCSE05	144	2.74	2.77	2.74	2.83	.08	.01	.02	.00	.97	1.04	1.06	1.04	6,849	153	66,976	.698	.947	.275	-.03	-.01	-.09
WORSHP05	144	2.16	2.06	2.10	2.06	.09	.01	.02	.00	1.10	1.10	1.14	1.12	6,834	5,062	66,871	.274	.532	.277	.09	.05	.09
OWNVIEW	146	2.66	2.59	2.77	2.64	.08	.01	.01	.00	1.00	.91	.92	.91	151	153	146	.420	.191	.810	.07	-.12	.02
OTHRVIEW	145	2.84	2.79	2.95	2.83	.08	.01	.01	.00	.92	.89	.87	.88	6,841	5,080	66,974	.509	.129	.878	.06	-.13	.01
CHNGVIEW	146	2.94	2.88	2.98	2.91	.07	.01	.01	.00	.80	.86	.85	.85	6,854	5,086	67,116	.402	.511	.693	.07	-.06	.03
INTERN04	140	.12	.07	.09	.07	.03	.00	.00	.00	.32	.25	.28	.26	143	145	140	.084	.273	.126	.19	.11	.16
VOLNTR04	142	.40	.41	.43	.40	.04	.01	.01	.00	.49	.49	.50	.49	6,713	4,962	65,711	.951	.534	.956	-.01	-.05	.00
LRNCOM04	140	.23	.19	.17	.18	.04	.00	.01	.00	.42	.39	.37	.38	144	145	139	.237	.103	.155	.11	.16	.13
RESRCH04	139	.09	.06	.06	.06	.02	.00	.00	.00	.28	.24	.24	.23	142	144	138	.337	.348	.215	.10	.09	.13
FORLNG04	141	.12	.18	.16	.21	.03	.00	.01	.00	.32	.38	.37	.41	148	150	141	.031	.120	.001	-.16	-.12	-.22
STDABR04	141	.05	.04	.04	.03	.02	.00	.00	.00	.21	.19	.19	.18	6,708	4,961	65,651	.444	.537	.350	.07	.05	.08
INDSTD04	136	.07	.04	.07	.04	.02	.00	.00	.00	.25	.20	.25	.20	139	4,939	136	.221	.902	.236	.13	.01	.13
SNRX04	139	.03	.02	.04	.02	.01	.00	.00	.00	.18	.14	.19	.15	6,722	4,986	65,869	.414	.762	.532	.07	-.03	.05
ENVSTU	142	5.55	5.43	5.51	5.52	.11	.02	.02	.01	1.36	1.42	1.43	1.38	6,728	4,962	65,816	.290	.734	.800	.09	.03	.02
ENVFAC	142	5.48	5.18	5.40	5.35	.11	.02	.02	.01	1.31	1.36	1.39	1.31	6,708	4,956	65,777	.009	.467	.225	.22	.06	.10
ENVADM	141	4.99	4.75	5.04	4.89	.13	.02	.02	.01	1.53	1.56	1.63	1.54	6,722	4,973	65,806	.075	.713	.434	.15	-.03	.07
ACADPR01	138	4.19	4.20	4.36	4.30	.14	.02	.02	.01	1.66	1.70	1.71	1.67	6,677	4,932	65,292	.961	.270	.470	.00	-.10	-.06
WORKON01	139	1.78	1.47	1.42	1.50	.13	.02	.02	.00	1.59	1.30	1.19	1.19	142	143	138	.024	.010	.038	.24	.30	.24
WORKOF01	139	1.72	2.29	2.84	2.22	.14	.03	.04	.01	1.67	2.19	2.75	2.19	148	161	139	.000	.000	.001	-.26	-.41	-.23
COCURR01	139	2.54	2.21	2.03	2.30	.15	.02	.02	.01	1.79	1.50	1.51	1.58	142	144	65,384	.033	.001	.075	.22	.33	.15

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[c] A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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[f] Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

NSSE 2012 Detailed Statistics [a]

Texas A&M University - Commerce
First-Year Students

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e]			Effect Size [f]		
																	A&M Commerce compared with:			A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012
SOCIAL05	140	3.75	3.66	3.58	3.69	.15	.02	.02	.01	1.80	1.66	1.64	1.62	6,659	4,911	140	.534	.226	.670	.05	.10	.04
CAREDE01	139	1.97	1.88	2.69	1.88	.18	.02	.04	.01	2.12	1.69	2.53	1.82	142	150	64,945	.622	.000	.571	.05	-.29	.05
COMMUTE	139	2.51	2.48	2.11	2.24	.12	.01	.02	.00	1.37	1.16	1.32	1.16	6,663	4,922	138	.766	.001	.023	.03	.30	.23
ENVSCHOL	137	3.24	3.17	3.17	3.20	.06	.01	.01	.00	.69	.76	.77	.75	6,598	4,863	64,528	.274	.262	.523	.09	.10	.05
ENVSUPRT	137	3.25	3.08	3.15	3.14	.06	.01	.01	.00	.74	.81	.83	.80	6,569	4,834	64,186	.015	.168	.093	.21	.12	.14
ENVDIVRS	133	2.85	2.71	2.86	2.77	.08	.01	.01	.00	.97	.97	1.01	.98	6,548	4,817	64,192	.100	.953	.330	.14	-.01	.08
ENVNACAD	136	2.46	2.26	2.36	2.32	.08	.01	.02	.00	.95	.98	1.03	.99	6,563	4,835	64,292	.016	.241	.100	.21	.10	.14
ENVSOCAL	135	2.73	2.49	2.54	2.55	.08	.01	.01	.00	.88	.95	1.01	.96	140	144	134	.002	.013	.020	.26	.19	.19
ENVEVENT	137	3.16	2.86	2.62	2.87	.08	.01	.02	.00	.92	.95	1.09	.96	6,572	147	64,202	.000	.000	.001	.32	.50	.29
ENVCOMPT	138	3.37	3.32	3.41	3.31	.06	.01	.01	.00	.74	.81	.80	.81	6,586	4,847	64,327	.507	.566	.410	.06	-.05	.07
GNGENLED	133	3.26	3.14	3.19	3.19	.06	.01	.01	.00	.72	.80	.82	.79	6,472	4,754	63,267	.076	.300	.266	.16	.09	.10
GNWORK	133	2.97	2.75	2.92	2.86	.08	.01	.01	.00	.94	.96	.96	.94	6,470	4,746	63,167	.009	.552	.187	.23	.05	.11
GNWRITE	133	3.11	2.96	3.15	3.06	.08	.01	.01	.00	.91	.89	.87	.86	6,463	4,746	63,251	.050	.579	.490	.17	-.05	.06
GNSPEAK	133	2.99	2.81	2.97	2.90	.08	.01	.01	.00	.88	.95	.95	.92	139	4,738	63,106	.022	.828	.286	.19	.02	.09
GNANALY	133	3.32	3.22	3.29	3.27	.06	.01	.01	.00	.72	.78	.81	.78	6,443	4,742	63,137	.180	.738	.479	.12	.03	.06
GNQUANT	130	3.00	3.03	3.04	3.02	.07	.01	.01	.00	.81	.85	.92	.87	6,456	138	62,994	.693	.614	.785	-.04	-.04	-.02
GNCMPTS	132	3.09	3.05	3.17	3.04	.07	.01	.01	.00	.86	.90	.91	.90	6,473	4,751	63,257	.690	.315	.575	.04	-.09	.05
GNOTHERS	132	3.00	2.96	3.12	3.03	.08	.01	.01	.00	.92	.91	.91	.88	6,466	4,753	63,240	.553	.144	.719	.05	-.13	-.03
GNCITIZN	128	2.01	2.04	1.90	1.91	.09	.01	.02	.00	1.00	1.02	1.05	1.01	6,314	4,616	61,972	.782	.250	.260	-.02	.10	.10
GNINQ	128	3.05	2.97	3.04	2.98	.07	.01	.01	.00	.81	.88	.90	.86	6,307	4,602	61,877	.293	.936	.349	.09	.01	.08
GNSELF	128	2.93	2.82	2.93	2.86	.08	.01	.01	.00	.94	.98	.97	.96	6,304	4,603	61,751	.211	.937	.426	.11	-.01	.07
GNDIVERS	128	2.82	2.69	2.82	2.70	.09	.01	.01	.00	.97	.97	1.00	.97	6,312	4,623	61,947	.126	.956	.184	.14	.00	.12
GNPROBSV	128	2.82	2.72	2.82	2.74	.08	.01	.01	.00	.88	.94	.97	.93	6,305	4,624	61,948	.231	.976	.352	.11	.00	.08
GNETHICS	128	2.78	2.69	2.86	2.76	.09	.01	.01	.00	.99	1.01	1.00	.99	6,311	4,632	61,884	.301	.432	.809	.09	-.07	.02
GNCOMMUN	128	2.51	2.45	2.56	2.51	.09	.01	.02	.00	.99	.98	1.05	1.00	6,320	4,618	61,938	.453	.593	.989	.07	-.05	.00
GNSPIRIT	127	2.29	2.10	2.18	2.16	.10	.01	.02	.00	1.10	1.10	1.13	1.11	6,314	4,624	61,969	.067	.314	.202	.16	.09	.11
ADVISE	131	3.36	3.09	3.15	3.11	.06	.01	.01	.00	.66	.81	.83	.82	6,405	4,719	62,873	.000	.005	.001	.32	.25	.30
ENTIREXP	131	3.41	3.21	3.23	3.25	.06	.01	.01	.00	.63	.72	.77	.72	6,400	4,711	62,775	.001	.006	.009	.29	.25	.23
SAMECOLL	131	3.41	3.25	3.22	3.26	.06	.01	.01	.00	.69	.80	.86	.81	6,416	141	62,945	.018	.002	.029	.21	.22	.19

[a] All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

[b] The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

[c] A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

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NSSE 2012 Detailed Statistics [a]

Texas A&M University - Commerce
Seniors

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012
CLQUEST	571	3.35	2.99	3.48	3.18	.03	.01	.01	.00	.78	.89	.75	.85	16,569	14,876	575	.000	.000	.000	.41	-.17	.20
CLPRESEN	570	2.79	2.69	2.96	2.81	.04	.01	.01	.00	.97	.93	1.00	.91	16,615	14,881	573	.019	.000	.568	.10	-.17	-.03
REWROPAP	571	2.81	2.57	2.84	2.54	.04	.01	.01	.00	1.01	.99	1.01	.99	16,573	14,887	138,890	.000	.535	.000	.25	-.03	.27
INTEGRAT	572	3.45	3.28	3.59	3.38	.03	.01	.01	.00	.70	.79	.64	.74	623	610	139,213	.000	.000	.018	.22	-.21	.10
DIVCLASS	572	3.11	2.77	3.14	2.88	.04	.01	.01	.00	.89	.99	.91	.94	623	14,909	577	.000	.343	.000	.34	-.04	.24
CLUNPREP	570	1.82	2.08	1.88	2.04	.03	.01	.01	.00	.77	.83	.81	.82	16,622	14,913	139,273	.000	.077	.000	-.32	-.08	-.27
CLASSGRP	570	2.72	2.56	2.94	2.61	.04	.01	.01	.00	.99	.95	1.04	.94	16,603	14,878	139,227	.000	.000	.007	.16	-.22	.11
OCCGRP	572	2.71	2.78	2.65	2.77	.04	.01	.01	.00	.93	.95	1.08	.95	16,666	634	139,769	.111	.122	.140	-.07	.06	-.06
INTIDEAS	545	3.00	2.95	3.06	2.99	.04	.01	.01	.00	.84	.86	.86	.83	16,051	14,407	134,159	.180	.090	.828	.06	-.07	.01
TUTOR	550	1.77	1.90	1.64	1.86	.04	.01	.01	.00	.91	.98	.90	.98	16,105	14,462	134,428	.001	.001	.021	-.14	.14	-.10
COMMPROJ	549	1.61	1.70	1.65	1.74	.04	.01	.01	.00	.85	.91	.91	.93	594	599	554	.019	.302	.000	-.10	-.04	-.14
ITACADEM	550	3.21	2.94	3.04	2.93	.04	.01	.01	.00	.92	1.00	1.02	1.00	596	604	554	.000	.000	.000	.27	.17	.29
EMAIL	549	3.55	3.38	3.09	3.43	.03	.01	.01	.00	.68	.76	.97	.75	598	642	554	.000	.000	.000	.23	.48	.17
FACGRADE	553	3.02	2.79	2.72	2.84	.04	.01	.01	.00	.88	.90	.90	.89	594	599	134,312	.000	.000	.000	.25	.34	.21
FACPLANS	551	2.43	2.35	2.29	2.44	.04	.01	.01	.00	.97	.98	1.00	.98	16,088	14,454	134,294	.092	.001	.742	.07	.14	-.01
FACIDEAS	552	2.11	2.05	1.88	2.09	.04	.01	.01	.00	.97	.96	.99	.96	16,133	14,477	134,588	.137	.000	.721	.06	.23	.02
FACFEED	545	2.96	2.71	3.06	2.86	.03	.01	.01	.00	.78	.86	.82	.83	592	593	549	.000	.003	.004	.29	-.12	.12
WORKHARD	549	3.01	2.83	2.96	2.84	.04	.01	.01	.00	.84	.86	.85	.86	590	14,363	553	.000	.196	.000	.21	.06	.20
FACOTHER	545	1.65	1.80	1.61	1.87	.04	.01	.01	.00	.92	.97	.93	.99	15,914	14,294	132,727	.000	.283	.000	-.16	.05	-.22
OOCIDEAS	550	2.98	2.90	2.92	2.91	.04	.01	.01	.00	.88	.88	.90	.87	15,943	596	133,061	.024	.119	.042	.10	.07	.09
DIVRSTUD	547	2.76	2.72	2.71	2.69	.04	.01	.01	.00	1.00	1.02	1.04	1.01	15,945	594	133,244	.305	.247	.102	.04	.05	.07
DIFFSTU2	547	2.69	2.69	2.69	2.71	.04	.01	.01	.00	.99	1.01	1.02	.99	15,961	14,354	133,324	.825	.877	.520	-.01	-.01	-.03
MEMORIZE	545	2.76	2.85	2.65	2.80	.04	.01	.01	.00	.91	.92	.98	.93	15,795	595	132,351	.024	.003	.389	-.10	.12	-.04
ANALYZE	542	3.25	3.30	3.34	3.33	.03	.01	.01	.00	.73	.75	.73	.74	583	14,193	131,854	.110	.004	.020	-.07	-.13	-.10
SYNTHESZ	541	3.15	3.11	3.19	3.14	.03	.01	.01	.00	.80	.86	.82	.83	585	14,179	131,715	.279	.281	.781	.04	-.05	.01
EVALUATE	541	3.10	3.06	3.15	3.09	.04	.01	.01	.00	.84	.89	.85	.86	15,780	14,217	131,923	.214	.178	.629	.05	-.06	.02
APPLYING	544	3.26	3.25	3.34	3.28	.03	.01	.01	.00	.81	.84	.78	.81	15,797	14,251	132,209	.864	.016	.478	.01	-.10	-.03
READASGN	545	2.98	3.00	3.51	3.16	.04	.01	.01	.00	1.01	1.01	1.12	1.04	15,775	598	549	.778	.000	.000	-.01	-.47	-.17

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[c] A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

NSSE 2012 Detailed Statistics [a]

Texas A&M University - Commerce
Seniors

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012
READOWN	542	2.29	2.18	2.37	2.20	.05	.01	.01	.00	1.07	1.00	1.08	1.00	575	14,207	545	.021	.070	.056	.11	-.08	.09
WRITEMOR	544	1.61	1.59	1.81	1.65	.04	.01	.01	.00	.89	.82	1.05	.83	15,757	604	131,869	.692	.000	.263	.02	-.20	-.05
WRITEMID	544	2.31	2.37	3.14	2.60	.04	.01	.01	.00	.95	.95	1.20	1.01	15,786	613	548	.178	.000	.000	-.06	-.69	-.29
WRITESML	547	2.95	2.78	3.14	3.00	.05	.01	.01	.00	1.17	1.15	1.24	1.17	15,813	596	132,264	.001	.000	.259	.14	-.16	-.05
PROBSETA	540	2.87	2.84	2.81	2.74	.05	.01	.01	.00	1.26	1.24	1.24	1.24	15,726	14,127	131,536	.551	.216	.010	.03	.05	.11
PROBSETB	543	2.55	2.44	2.56	2.43	.05	.01	.01	.00	1.26	1.25	1.29	1.25	15,713	14,140	131,403	.045	.919	.019	.09	.00	.10
EXAMS	545	5.75	5.59	5.59	5.54	.05	.01	.01	.00	1.23	1.27	1.42	1.28	15,758	602	131,958	.005	.003	.000	.12	.12	.16
ATDART07	538	1.78	1.89	1.90	1.98	.04	.01	.01	.00	.87	.89	.86	.91	15,574	14,061	130,498	.006	.003	.000	-.12	-.13	-.21
EXRCSE05	537	2.47	2.61	2.66	2.72	.04	.01	.01	.00	1.01	1.06	1.02	1.05	579	14,020	541	.001	.000	.000	-.14	-.19	-.24
WORSHP05	541	2.31	2.14	2.27	2.14	.05	.01	.01	.00	1.16	1.14	1.14	1.14	579	13,995	545	.001	.437	.001	.15	.03	.15
OWNVIEW	538	2.82	2.69	2.88	2.75	.04	.01	.01	.00	.86	.92	.88	.90	582	14,004	542	.001	.115	.079	.14	-.07	.07
OTHRVIEW	541	2.87	2.86	3.06	2.91	.04	.01	.01	.00	.83	.88	.84	.86	585	14,054	130,449	.910	.000	.260	.00	-.23	-.05
CHNGVIEW	541	2.94	2.90	3.05	2.95	.04	.01	.01	.00	.86	.85	.82	.83	15,574	14,066	130,652	.298	.004	.796	.05	-.13	-.01
INTERN04	540	.42	.41	.36	.49	.02	.00	.00	.00	.49	.49	.48	.50	15,386	581	544	.711	.013	.000	.02	.11	-.15
VOLNTR04	537	.47	.54	.50	.59	.02	.00	.00	.00	.50	.50	.50	.49	15,326	580	540	.002	.171	.000	-.14	-.06	-.24
LRNCOM04	536	.27	.26	.24	.27	.02	.00	.00	.00	.44	.44	.43	.44	15,288	575	128,264	.572	.114	.973	.02	.07	.00
RESRCH04	536	.13	.17	.13	.20	.01	.00	.00	.00	.34	.38	.34	.40	585	13,852	542	.007	.777	.000	-.11	.01	-.17
FORLNG04	539	.17	.34	.23	.38	.02	.00	.00	.00	.37	.48	.42	.48	604	595	546	.000	.000	.000	-.38	-.15	-.43
STDABR04	535	.04	.09	.10	.14	.01	.00	.00	.00	.20	.29	.30	.35	622	636	548	.000	.000	.000	-.18	-.20	-.29
INDSTD04	535	.15	.16	.14	.17	.02	.00	.00	.00	.36	.36	.34	.37	15,272	574	128,002	.868	.291	.404	-.01	.05	-.04
SNRX04	535	.20	.25	.28	.33	.02	.00	.00	.00	.40	.43	.45	.47	579	588	540	.006	.000	.000	-.11	-.18	-.27
ENVSTU	538	5.73	5.65	5.75	5.68	.06	.01	.01	.00	1.30	1.35	1.27	1.31	15,336	13,851	128,729	.154	.794	.351	.06	-.01	.04
ENVFAC	539	5.52	5.43	5.58	5.53	.06	.01	.01	.00	1.40	1.39	1.36	1.34	15,346	13,844	128,796	.123	.349	.854	.07	-.04	-.01
ENVADM	539	5.26	4.75	5.17	4.80	.07	.01	.01	.00	1.60	1.67	1.71	1.68	15,341	589	128,889	.000	.194	.000	.30	.05	.27
ACADPR01	534	4.52	4.34	4.52	4.40	.08	.02	.02	.00	1.82	1.83	1.79	1.78	15,249	13,746	128,097	.021	.967	.112	.10	.00	.07
WORKON01	534	1.48	1.77	1.49	1.81	.06	.01	.01	.00	1.39	1.64	1.37	1.57	589	13,685	539	.000	.864	.000	-.18	-.01	-.21
WORKOF01	533	4.75	3.91	4.94	3.72	.14	.02	.03	.01	3.16	2.92	3.10	2.87	566	13,730	536	.000	.168	.000	.29	-.06	.36
COCURR01	535	1.64	1.93	1.75	2.12	.06	.01	.01	.00	1.30	1.42	1.41	1.57	582	586	541	.000	.054	.000	-.21	-.08	-.31

[a] All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

[b] The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

[c] A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

Texas A&M University - Commerce
Seniors

	N	Mean				Standard Error of the Mean [b]				Standard Deviation [c]				Degrees of Freedom [d]			Significance [e] A&M Commerce compared with:			Effect Size [f] A&M Commerce compared with:		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012
SOCIAL05	529	3.03	3.29	3.34	3.44	.06	.01	.01	.00	1.44	1.50	1.49	1.52	571	575	533	.000	.000	.000	-.17	-.20	-.27
CAREDE01	533	4.31	2.97	3.83	2.67	.13	.02	.03	.01	2.89	2.58	2.91	2.50	563	13,688	536	.000	.000	.000	.52	.16	.65
COMMUTE	531	2.29	2.54	1.91	2.32	.05	.01	.01	.00	1.26	1.17	1.28	1.14	15,235	13,741	534	.000	.000	.594	-.21	.30	-.03
ENVSCHOL	528	3.26	3.19	3.14	3.19	.03	.01	.01	.00	.74	.78	.81	.77	15,115	13,620	126,980	.045	.002	.046	.09	.14	.09
ENVSUPRT	524	3.05	2.96	3.07	3.01	.04	.01	.01	.00	.85	.86	.86	.85	15,051	13,574	126,474	.016	.665	.263	.11	-.02	.05
ENVDIVRS	524	2.81	2.58	2.77	2.61	.04	.01	.01	.00	.98	1.02	1.03	1.01	565	570	527	.000	.485	.000	.22	.03	.19
ENVNACAD	526	2.09	2.01	2.16	2.07	.05	.01	.01	.00	1.04	1.00	1.04	.99	561	13,580	529	.077	.152	.576	.08	-.06	.03
ENVSOCAL	525	2.37	2.26	2.27	2.30	.04	.01	.01	.00	.98	.98	1.02	.98	14,983	13,502	126,052	.012	.031	.087	.11	.10	.07
ENVEVENT	526	2.42	2.63	2.19	2.62	.05	.01	.01	.00	1.10	.99	1.08	1.00	556	13,463	529	.000	.000	.000	-.22	.21	-.20
ENVCOMPT	523	3.49	3.44	3.58	3.45	.03	.01	.01	.00	.76	.78	.74	.77	15,044	563	126,647	.096	.015	.158	.07	-.11	.06
GNGENLED	519	3.32	3.23	3.32	3.27	.04	.01	.01	.00	.80	.84	.82	.82	14,910	13,391	125,140	.020	.997	.149	.10	.00	.06
GNWORK	519	3.23	3.09	3.21	3.11	.04	.01	.01	.00	.89	.94	.90	.92	14,927	13,390	125,182	.001	.604	.005	.15	.02	.12
GNWRITE	518	3.25	3.10	3.34	3.16	.04	.01	.01	.00	.81	.88	.82	.85	14,927	13,412	125,302	.000	.012	.020	.17	-.11	.10
GNSPEAK	518	3.12	3.00	3.06	3.04	.04	.01	.01	.00	.91	.94	.98	.91	14,894	567	124,983	.005	.138	.074	.12	.06	.08
GNANALY	522	3.43	3.36	3.47	3.40	.03	.01	.01	.00	.74	.78	.73	.75	14,883	13,377	124,980	.027	.288	.311	.10	-.05	.04
GNQUANT	518	3.23	3.16	3.22	3.14	.04	.01	.01	.00	.83	.87	.86	.88	14,858	13,346	124,777	.078	.841	.017	.08	.01	.11
GNCMPTS	522	3.37	3.23	3.38	3.21	.04	.01	.01	.00	.81	.87	.84	.87	566	13,418	125,256	.000	.867	.000	.16	-.01	.19
GNOTHERS	520	3.26	3.16	3.37	3.21	.04	.01	.01	.00	.83	.89	.81	.85	564	13,400	125,261	.009	.003	.191	.11	-.13	.06
GNCITIZN	507	2.08	2.01	1.91	1.97	.05	.01	.01	.00	1.09	1.04	1.07	1.03	539	13,209	509	.189	.000	.021	.06	.16	.11
GNINQ	502	3.14	3.09	3.26	3.10	.04	.01	.01	.00	.90	.89	.87	.88	14,649	13,189	123,290	.250	.001	.441	.05	-.15	.03
GNSELF	504	2.89	2.83	3.01	2.89	.04	.01	.01	.00	.99	1.02	.99	.99	14,638	13,156	123,007	.201	.007	.889	.06	-.12	-.01
GNDIVERS	505	2.89	2.70	2.89	2.71	.04	.01	.01	.00	.96	1.01	1.01	1.00	545	549	509	.000	.938	.000	.19	.00	.18
GNPROBSV	507	2.89	2.84	2.99	2.87	.04	.01	.01	.00	.96	.97	.96	.95	14,698	13,217	123,510	.306	.022	.653	.05	-.10	.02
GNETHICS	502	2.82	2.73	2.95	2.81	.05	.01	.01	.00	1.05	1.06	1.02	1.03	14,679	540	123,517	.069	.006	.775	.08	-.13	.01
GNCOMMUN	503	2.46	2.47	2.54	2.54	.05	.01	.01	.00	1.05	1.05	1.09	1.04	14,674	545	123,449	.809	.083	.097	-.01	-.08	-.07
GNSPIRIT	502	2.06	1.92	2.04	1.99	.05	.01	.01	.00	1.11	1.10	1.16	1.11	14,698	13,211	123,603	.003	.653	.141	.13	.02	.07
ADVISE	515	3.10	2.97	3.12	3.00	.04	.01	.01	.00	.94	.94	.91	.93	14,879	13,399	125,120	.003	.608	.023	.13	-.02	.10
ENTIREXP	514	3.27	3.22	3.29	3.25	.03	.01	.01	.00	.79	.76	.76	.75	14,875	13,393	125,030	.199	.427	.676	.06	-.04	.02
SAMECOLL	516	3.31	3.25	3.23	3.23	.04	.01	.01	.00	.85	.85	.88	.87	14,894	13,411	125,232	.114	.053	.029	.07	.09	.10

[a] All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

[b] The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

[c] A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

[f] Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

IPEDS: 224554

NSSE
national survey of student engagement

Texas A&M University - Commerce

Multi-Year Benchmark Report
August 2012

NSSE
national survey of
student engagement

Interpreting the Multi-Year Benchmark Report

For institutions that have participated in multiple NSSE administrations, this *Multi-Year Benchmark Report* presents recalculated and comparable benchmark scores by year so that patterns of change or stability are discernible. It also provides statistics such as *number of respondents*, *standard deviation*, and *standard error* so that shorthand mean comparison tests can be calculated. This report is necessary because improvements and modifications have been made over time, complicating multi-year analysis of NSSE data. Specifically, the following issues are relevant:

- Response options for question 7 (Done, Plan to do, etc.) were changed in 2004, making current results on these items incompatible with those of 2003 and earlier. Therefore, it is not possible to compare the 2004-2012 Enriching Educational Experiences benchmark with prior years (2001-2003). Also, an alternate version of the Student-Faculty Interaction benchmark – labeled 'SFC' – removes the 'research with faculty' item, allowing this revised version to be compared with prior years (2001-2003).

- In 2004 NSSE changed the way benchmarks were calculated, requiring that benchmarks prior to 2004 be recalculated to more accurately compare institutional performance across years.

- Scores from NSSE 2000 are not included because several significant changes were made to the survey instrument and benchmarks beginning in 2001, making year-to-year comparisons unsuitable.

- The samples used to develop institutional estimates have been refined in recent years, making direct comparisons of reported benchmarks over the years potentially less stable.

This report has three main parts: (a) a table of *data quality indicators* (p. 3), which provides a quick reference to important statistics for each year's administration, (b) *multi-year charts,* and (c) *detailed statistics*. Key terms and features of (b) and (c) are illustrated below.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE Web site. **nsse.iub.edu/pdf/MYDAG.pdf**

Key Terms and Features in this Report

Y-Axis
Benchmarks are computed on a 0 to 100 scale, however nearly all institutional scores are between the y-axis values of 15 and 85.
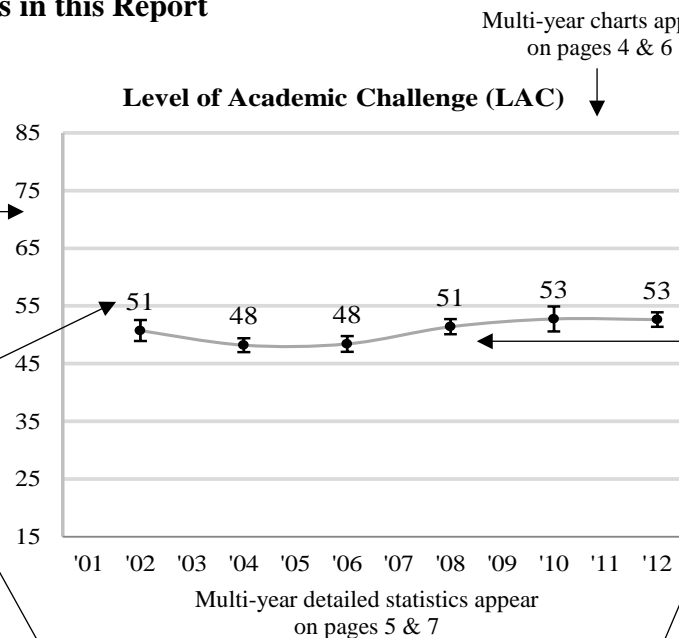
Benchmark Score
The benchmark score is the weighted average of the students' scores, using all census-administered and randomly sampled students from each year's data.

n
Number of respondents represented in the data weighted by gender and enrollment status.

SEM
Standard error of the mean is how much a score based on a sample may differ from the true population score. *SEM* is used to compute confidence intervals.

Multi-year charts appear on pages 4 & 6

Error Bars/Confidence Intervals
Error bars around each benchmark score show the upper and lower bounds of the 95% confidence interval (mean +/- 1.96 * *SEM*), a range of values 95% likely to contain the true population score. "Upper" and "Lower" limits are reported in the detailed statistics tables. Where confidence intervals do not overlap between years, a statistically significant difference ($p < .05$) is likely to be present.

Year
All NSSE administration years are listed regardless of participation.

SD
Standard deviation, the average amount by which students' scores differ from the mean.

Multi-year detailed statistics appear on pages 5 & 7

Level of Academic Challenge (LAC)

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
LAC		**50.7**		**48.2**		**48.4**		**51.4**		**52.7**		**52.6**
n		179		405		303		307		155		171
SD		12.3		12.1		12.3		11.8		13.7		13.1
SEM		.92		.60		.71		.67		1.10		.65
Upper		52.5		49.4		49.8		52.7		54.9		53.9
Lower		48.9		47.0		47.0		50.1		50.6		51.4

An important early step in conducting a multi-year analysis is to review the quality of your data in each year for both first-year and senior respondents. The precision of an institution's population estimates can vary from one year to the next. The values in this table were drawn from the *Respondent Characteristics* reports from each NSSE administration.

Data Quality Indicators for Each NSSE Participation Year

Year[a]	Mode[b]	Response Rate[c]		Sampling Error[d]		Number of Respondents[e]	
		FY	SR	FY	SR	FY	SR
2001	Paper	24%		12.4%	9.3%	57	101
2002							
2003	Paper	24%	35%	11.3%	8.7%	71	117
2004							
2005	Web+	23%	35%	7.8%	6.2%	123	215
2006							
2007	Web+	11%	24%	11.1%	4.2%	69	411
2008							
2009	Web-only	24%	36%	6.1%	3.4%	197	525
2010							
2011							
2012	Web-only	11%	21%	7.3%	3.6%	162	575

[a] All NSSE administration years since 2001 are listed regardless of participation.

[b] Modes include *Paper* (students receive a paper survey, with an option of completing a Web version), *Web-only* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via email; a subgroup of nonrespondents receive paper surveys).

[c] Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration. Before 2003, response rates were not calculated separately by class so overall response rates are reported.

[d] Sampling error gauges the precision of results based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, but any results using them should be interpreted more conservatively.
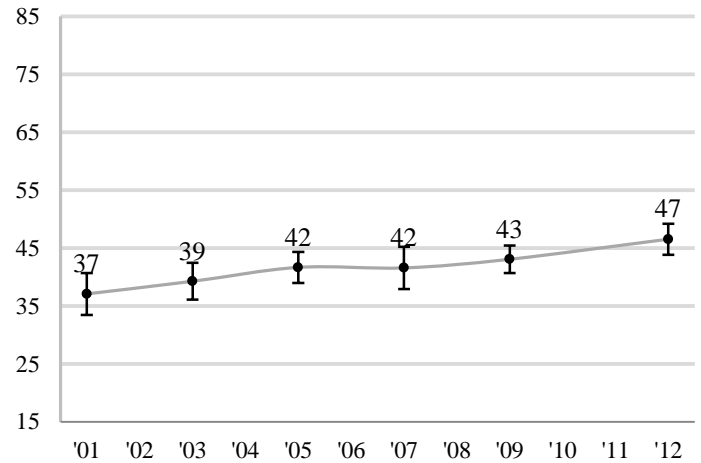
[e] This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all census-administered and randomly sampled students. From 2001 to 2005 it may also include targeted oversamples. For this reason, the counts for 2001 to 2005 may not match those given in the detailed statistics on pages 5 and 7.
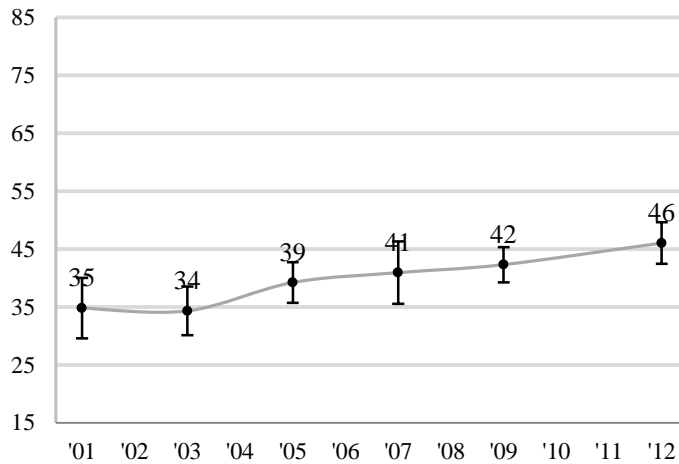
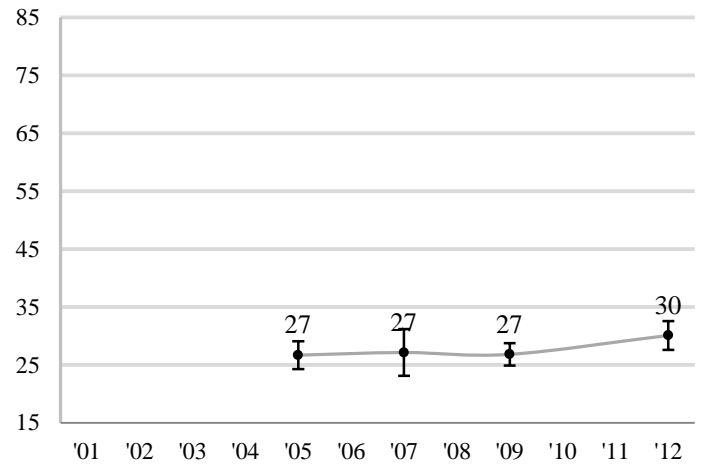**First-Year Students**

Level of Academic Challenge (LAC)
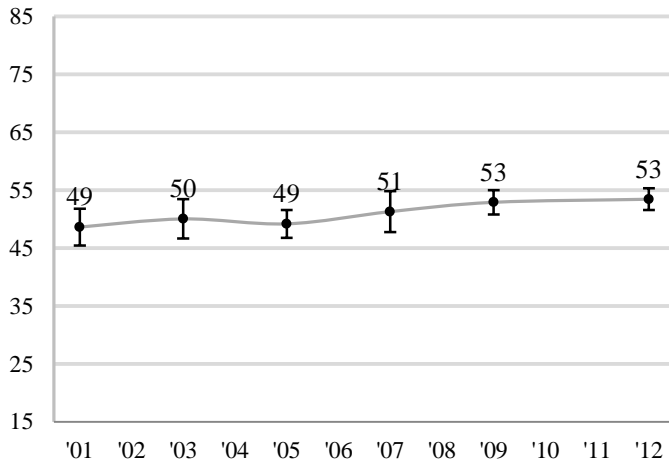
49 50 49 51 53 53

Active and Collaborative Learning (ACL)

37 39 42 42 43 47

Student-Faculty Interaction (SFC)[b]

35 34 39 41 42 46

Enriching Educational Experiences (EEE)[c]

27 27 27 30

Supportive Campus Environment (SCE)

56 57 54 60 60 66
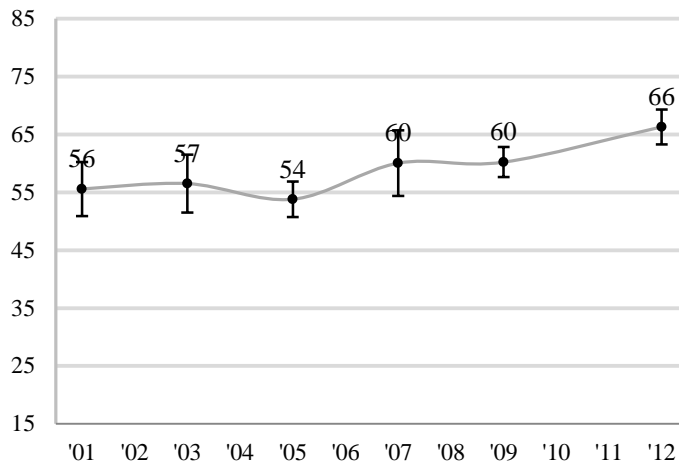
Notes:

a. Recalculated benchmark scores are charted for all years of participation since 2001. See page 5 for detailed statistics. For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide.* **nsse.iub.edu/pdf/MYDAG.pdf**

b. For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted on this page. Statistics for both versions are provided on page 5.

c. 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.

Texas A&M University - Commerce

First-Year Students

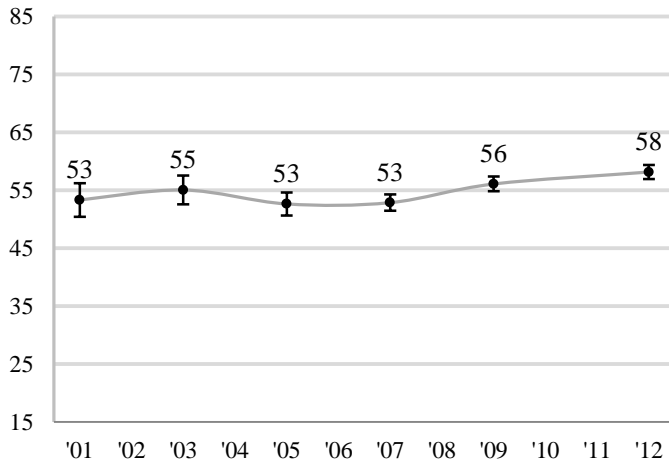|		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Level of Academic Challenge	**LAC**	**48.6**		**50.0**		**49.2**		**51.3**		**52.9**			**53.4**
	n	51		68		113		58		177			146
	SD	11.5		14.4		13.1		13.8		14.2			11.6
	SEM	1.62		1.73		1.23		1.81		1.07			.96
	Upper	51.8		53.4		51.6		54.9		55.0			55.3
	Lower	45.5		46.7		46.8		47.8		50.8			51.6
Active and Collaborative Learning	**ACL**	**37.1**		**39.3**		**41.7**		**41.6**		**43.1**			**46.5**
	n	51		68		123		69		195			161
	SD	13.2		13.4		15.2		15.5		17.0			17.3
	SEM	1.85		1.62		1.37		1.87		1.22			1.36
	Upper	40.7		42.4		44.4		45.3		45.5			49.2
	Lower	33.5		36.1		39.0		37.9		40.7			43.9
Student-Faculty Interaction[b]	**SFC**	**34.8**		**34.3**		**39.2**		**40.9**		**42.3**			**46.1**
	n	51		68		119		61		185			154
	SD	19.1		17.7		19.4		21.4		21.0			22.8
	SEM	2.67		2.14		1.78		2.74		1.55			1.84
	Upper	40.1		38.5		42.7		46.3		45.4			49.7
	Lower	29.6		30.1		35.8		35.6		39.3			42.4
	SFI	-		-		**34.2**		**35.9**		**37.1**			**40.8**
	n	-		-		118		60		181			147
	SD	-		-		17.9		19.2		18.9			20.9
	SEM	-		-		1.65		2.47		1.40			1.72
	Upper	-		-		37.4		40.8		39.9			44.2
	Lower	-		-		31.0		31.1		34.4			37.4
Enriching Educational Experiences[c]	**EEE**	-		-		**26.7**		**27.2**		**26.8**			**30.1**
	n	-		-		110		56		171			142
	SD	-		-		12.9		15.3		12.8			15.2
	SEM	-		-		1.23		2.05		.98			1.27
	Upper	-		-		29.1		31.2		28.8			32.6
	Lower	-		-		24.3		23.1		24.9			27.6
Supportive Campus Environment	**SCE**	**55.6**		**56.5**		**53.8**		**60.0**		**60.2**			**66.3**
	n	51		68		105		55		167			137
	SD	17.1		21.2		16.1		21.4		17.1			18.0
	SEM	2.38		2.56		1.57		2.88		1.33			1.54
	Upper	60.2		61.5		56.9		65.7		62.8			69.3
	Lower	50.9		51.5		50.7		54.4		57.6			63.3

[a] n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean; Upper/Lower=95% confidence interval limits

[b] Due to a change to the 'research with faculty' item in 2004, statistics for 'SFC' (the alternate version of Student-Faculty Interaction that does not include that item) are reported for all years, and 'SFI' is reported beginning with 2004.
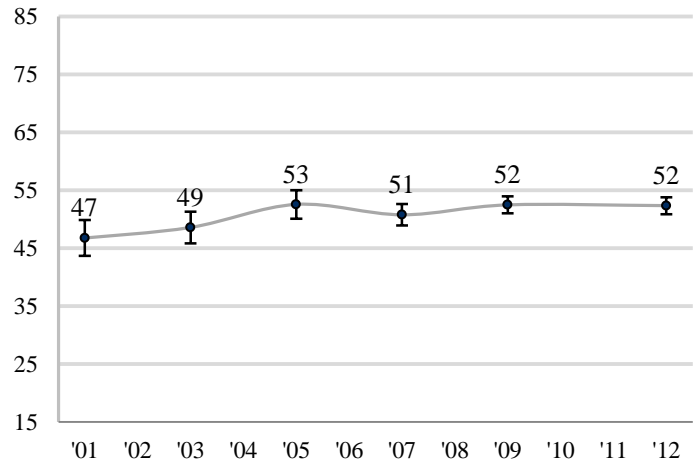
[c] 2001-2003 'EEE' scores are not provided because they are not comparable with those of later years. This is because response options for several of 'EEE' items were substantially altered in 2004.
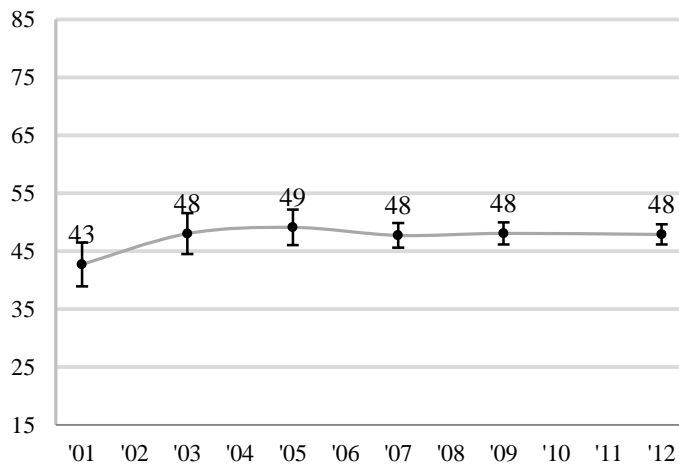
Texas A&M University - Commerce

Seniors

Level of Academic Challenge (LAC)

'01: 53
'03: 55
'05: 53
'07: 53
'09: 56
'12: 58

Active and Collaborative Learning (ACL)

'01: 47
'03: 49
'05: 53
'07: 51
'09: 52
'12: 52

Student-Faculty Interaction (SFC)[b]

'01: 43
'03: 48
'05: 49
'07: 48
'09: 48
'12: 48

Enriching Educational Experiences (EEE)[c]

'05: 37
'07: 37
'09: 35
'12: 36

Supportive Campus Environment (SCE)

'01: 54
'03: 63
'05: 60
'07: 61
'09: 61
'12: 63

Notes:

a. Recalculated benchmark scores are charted for all years of participation since 2001. See page 7 for detailed statistics. For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*. **nsse.iub.edu/pdf/MYDAG.pdf**

b. For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted on this page. Statistics for both versions are provided on page 7.

c. 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.

NSSE 2012 Multi-Year Benchmark Report
Detailed Statistics[a]

Texas A&M University - Commerce

| | | **Seniors** | | | | | | | | | | |
		2001	*2002*	*2003*	*2004*	*2005*	*2006*	*2007*	*2008*	*2009*	*2010*	*2011*	*2012*
Level of Academic Challenge	**LAC**	**53.3**		**55.1**		**52.6**		**52.9**		**56.1**			**58.2**
	n	97		114		211		396		505			547
	SD	14.4		13.5		14.9		14.2		14.6			14.7
	SEM	1.47		1.27		1.02		.71		.65			.63
	Upper	56.2		57.6		54.7		54.3		57.4			59.4
	Lower	50.4		52.6		50.6		51.5		54.8			56.9
Active and Collaborative Learning	**ACL**	**46.8**		**48.6**		**52.6**		**50.8**		**52.5**			**52.4**
	n	99		115		215		411		524			573
	SD	15.8		15.0		18.4		19.2		17.3			17.9
	SEM	1.58		1.40		1.26		.95		.75			.75
	Upper	49.9		51.3		55.0		52.6		54.0			53.8
	Lower	43.7		45.9		50.1		48.9		51.0			50.9
Student-Faculty Interaction[b]	**SFC**	**42.7**		**48.0**		**49.1**		**47.7**		**48.1**			**47.9**
	n	99		115		213		402		507			554
	SD	19.2		19.3		22.9		21.7		21.7			20.9
	SEM	1.93		1.80		1.57		1.08		.96			.89
	Upper	46.5		51.6		52.2		49.9		50.0			49.6
	Lower	38.9		44.5		46.0		45.6		46.2			46.2
	SFI	-		-		**44.2**		**42.0**		**42.0**			**42.2**
	n	-		-		211		402		505			552
	SD	-		-		21.9		20.2		19.8			19.7
	SEM	-		-		1.51		1.01		.88			.84
	Upper	-		-		47.1		44.0		43.7			43.9
	Lower	-		-		41.2		40.1		40.3			40.6
Enriching Educational Experiences[c]	**EEE**	-		-		**37.1**		**36.7**		**34.7**			**35.9**
	n	-		-		208		386		495			541
	SD	-		-		18.1		17.3		15.6			16.3
	SEM	-		-		1.26		.88		.70			.70
	Upper	-		-		39.5		38.5		36.1			37.3
	Lower	-		-		34.6		35.0		33.4			34.6
Supportive Campus Environment	**SCE**	**54.0**		**62.7**		**59.5**		**61.4**		**60.6**			**62.7**
	n	97		114		209		382		483			530
	SD	20.7		17.3		19.2		20.0		20.1			20.6
	SEM	2.10		1.62		1.33		1.02		.92			.90
	Upper	58.1		65.8		62.1		63.4		62.4			64.5
	Lower	49.9		59.5		56.9		59.4		58.8			61.0

[a] n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits

[b] Due to a change to the 'research with faculty' item in 2004, statistics for 'SFC' (the alternate version of Student-Faculty Interaction that does not include that item) are reported for all years, and 'SFI' is reported beginning with 2004.

[c] 2001-2003 'EEE' scores are not provided because they are not comparable with those of later years. This is because response options for several of 'EEE' items were substantially altered in 2004.