



NSSE 2020

Administration Summary

Texas A&M University-Commerce

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Administration Summary

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

Population and Respondents

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

Survey completions	<i>First-year</i>	<i>Senior</i>
Submitted population	2,276	2,736
Adjusted population ^a	2,020	1,956
Survey sample ^b	2,020	1,956
Total respondents ^b	399	472
Full completions ^c	255	376
Partial completions	144	96

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.

c. Submitted demographic and (if applicable) Topical Module sets.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: go.iu.edu/NSSE-RRFAQ

	<i>First-year</i>				<i>Senior</i>			
	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020
Response rate	20%	25%	20%	25%	24%	24%	19%	23%
Sampling error ^b	+/- 4.4%	+/- 1.0%	+/- 0.7%	+/- 0.2%	+/- 3.9%	+/- 1.0%	+/- 0.5%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.

b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

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

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

Representativeness

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Female	67	59	66	60
Full-time	86	70	73	73
First-time, first-year	69	52	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	1	1	1	1
Asian	3	2	1	2
Black or African American	21	24	10	15
Hispanic or Latino	24	22	26	24
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	39	40	51	46
Other	0	0	0	0
Foreign or nonresident	2	2	3	3
Two or more races/ethnicities	10	9	6	7
Unknown	1	1	1	1

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

Weighting^a

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	57	40	49	45
Full-time, male	28	30	24	29
Part-time, female	10	19	17	16
Part-time, male	5	11	10	11

a. Weights were also calculated for students with "Another" or "Unknown" codes for sex.

Population File

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

Population file options

Included "group" variable(s) ^a	Yes	Identified students who completed BCSSE 2019 ^d	N/A
Identified an oversample ^b	No	Customized the report sample ^e	No
Updated to identify ineligible students ^c	Yes		

- a. Institutions had the option to include additional variables in the population file for oversampling or for post hoc analyses. Up to five group variables were allowed. If formatting specifications were met, Group 1 can be used in the Report Builder.
- b. Institutions that did not census-administer to first-year and senior students had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the BCSSE-NSSE Combined Report.
- e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey.

Survey Options

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

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used ^a	Yes (9, 1%)
Incentive offered	Yes
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents ^b	601, 69%

Additional question sets and companion surveys

Topical module(s)	Global Learning
Customized consortium questions	None
BCSSE 2019	No
FSSE 2020	No

- a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents who used posted survey links.
- b. Number and percentage of students who responded with a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

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

Message schedule

	Date	Cumulative response rate	
		First-year	Senior
Invitation	02/12/2020	9%	10%
Reminder 1	02/20/2020	12%	14%
Reminder 2	02/26/2020	17%	19%
Reminder 3	03/05/2020	18%	22%
Final reminder	03/11/2020	20%	24%

Report Customization

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

Comparison groups for NSSE core survey reports

Comparison Group 1	Similar Institutions* (customized, N=20)
Comparison Group 2	Southwest Public (customized, N=43)
Comparison Group 3	NSSE 2019 & 2020 (default, N=881)

Comparison groups for additional question set report(s)

Topical Module: Global Learning	Global Learning (default, N=46)
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NSSE 2020

Engagement Indicators

Texas A&M University-Commerce

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Similar Institutions	Your first-year students compared with Southwest Public	Your first-year students compared with NSSE 2019 & 2020
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▽	▼	▽

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Similar Institutions	Your seniors compared with Southwest Public	Your seniors compared with NSSE 2019 & 2020
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	△
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▼	▽	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▼	--	▽
	Effective Teaching Practices	▽	▽	▽
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

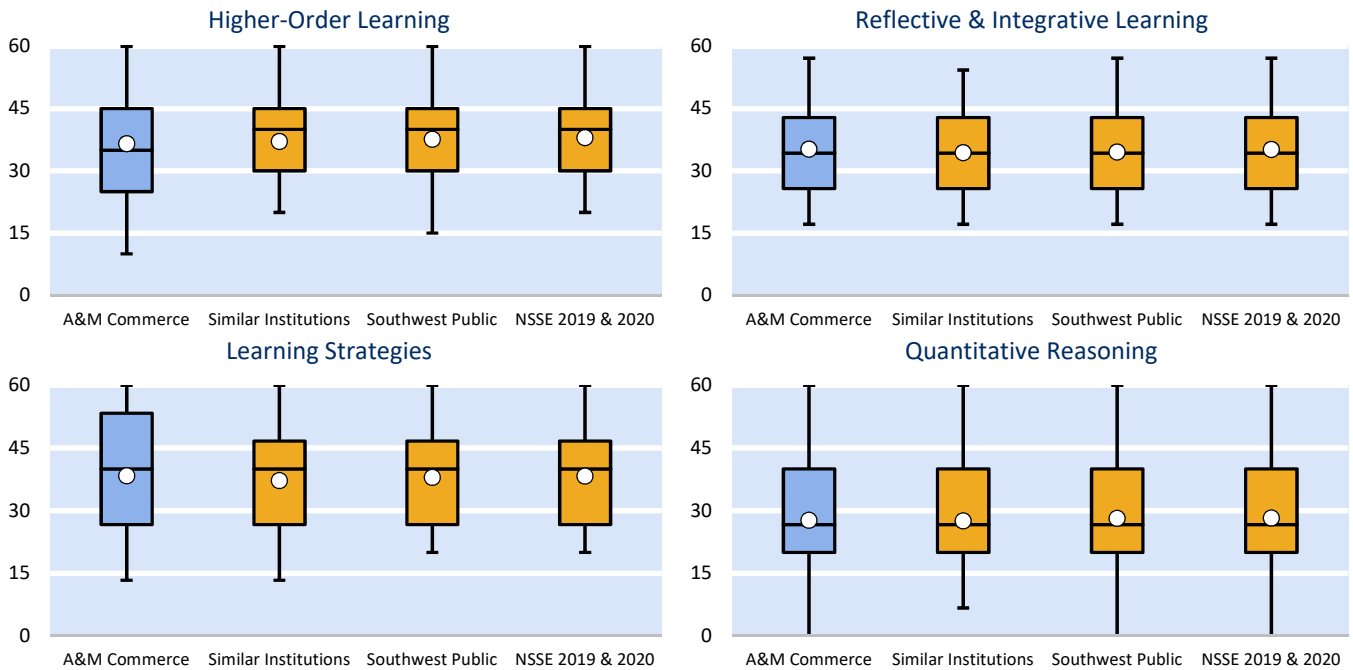
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	A&M Commerce	Your first-year students compared with					
		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	37.1	-.04	37.7	-.08	38.1 *	-.12
Reflective & Integrative Learning	35.3	34.4	.07	34.6	.06	35.2	.01
Learning Strategies	38.4	37.2	.09	38.0	.03	38.3	.01
Quantitative Reasoning	27.7	27.6	.01	28.2	-.03	28.2	-.04

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference ^a between your FY students and		
		Similar Institutions	Southwest Public	NSSE 2019 & 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-2	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-6	-7	-9
4d. Evaluating a point of view, decision, or information source	65	-3	-3	-5
4e. Forming a new idea or understanding from various pieces of information	71	+3	+2	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	42	-10	-8	-9
2b. Connected your learning to societal problems or issues	52	+3	+5	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+5	+5	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+2	+0	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-4	-5	-5
2f. Learned something that changed the way you understand an issue or concept	65	+0	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2	-1	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-2	-2	-5
9b. Reviewed your notes after class	70	+5	+3	+4
9c. Summarized what you learned in class or from course materials	66	+6	+3	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	+1	-1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+3	+2	+1
6c. Evaluated what others have concluded from numerical information	37	-2	-2	-3

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

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

Academic Challenge: Seniors

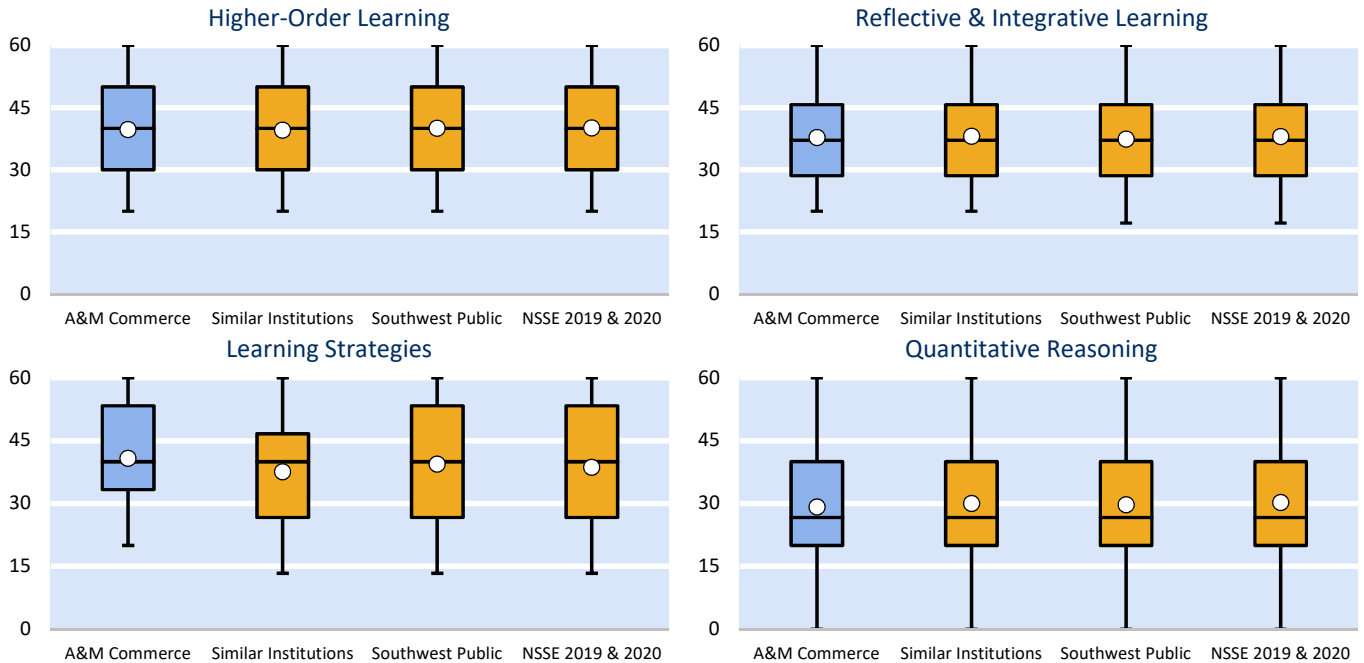
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.7	39.6	.01	40.1	-.02	40.1	-.03
Reflective & Integrative Learning	37.8	38.1	-.02	37.4	.03	38.1	-.02
Learning Strategies	40.8	37.5 ***	.23	39.4	.09	38.6 **	.15
Quantitative Reasoning	29.2	30.0	-.05	29.7	-.03	30.2	-.07

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference ^a between your seniors and		
		Similar Institutions	Southwest Public	NSSE 2019 & 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	-4	-4	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+2	+0	+0
4d. Evaluating a point of view, decision, or information source	73	+3	+2	+2
4e. Forming a new idea or understanding from various pieces of information	75	+4	+2	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	66	-6	+0	-2
2b. Connected your learning to societal problems or issues	60	-2	+2	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+5	+7	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+3	+3	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-0	+0	-0
2f. Learned something that changed the way you understand an issue or concept	67	-5	-4	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-5	-2	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+3	+2	+1
9b. Reviewed your notes after class	75	+14	+8	+12
9c. Summarized what you learned in class or from course materials	73	+12	+7	+9
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-2	-2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+2	+3	+2
6c. Evaluated what others have concluded from numerical information	42	-3	-2	-4

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

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Learning with Peers: First-year students

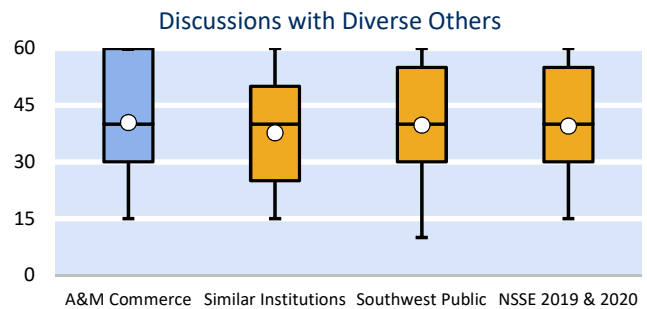
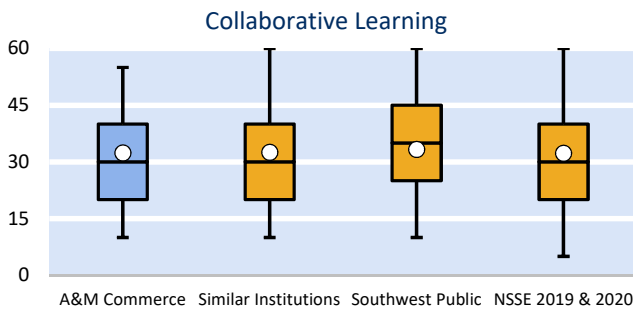
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.3	32.5	-.01	33.3	-.07	32.3	.01
Discussions with Diverse Others	40.4	37.7 **	.17	39.7	.04	39.5	.06

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		Similar Institutions	Southwest Public	NSSE 2019 & 2020
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	50	-4	-5	-2
1f. Explained course material to one or more students	54	-3	-6	-3
1g. Prepared for exams by discussing or working through course material with other students	53	+3	+1	+3
1h. Worked with other students on course projects or assignments	55	-2	-1	+1
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	75	+13	+2	+4
8b. People from an economic background other than your own	71	+4	+0	-0
8c. People with religious beliefs other than your own	65	+2	-2	-1
8d. People with political views other than your own	68	+3	+3	+4

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Learning with Peers: Seniors

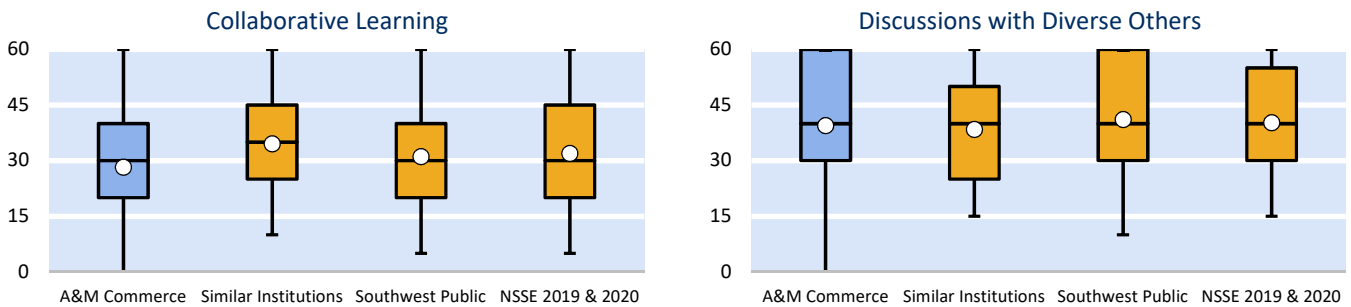
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.3	34.6 ***	-.43	31.1 ***	-.18	32.0 ***	-.24
Discussions with Diverse Others	39.5	38.4	.07	41.1	-.10	40.2	-.05

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

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1f. Explained course material to one or more students	47	-17	-7	-10
1g. Prepared for exams by discussing or working through course material with other students	40	-10	-5	-6
1h. Worked with other students on course projects or assignments	49	-20	-10	-14
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Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	73	+10	-1	+2
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8c. People with religious beliefs other than your own	69	+3	-1	+1
8d. People with political views other than your own	70	+4	+3	+5

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

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

Experiences with Faculty: First-year students

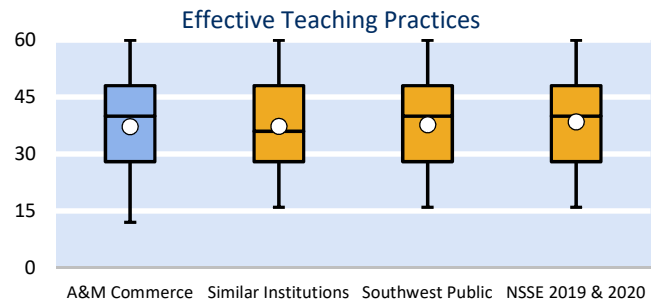
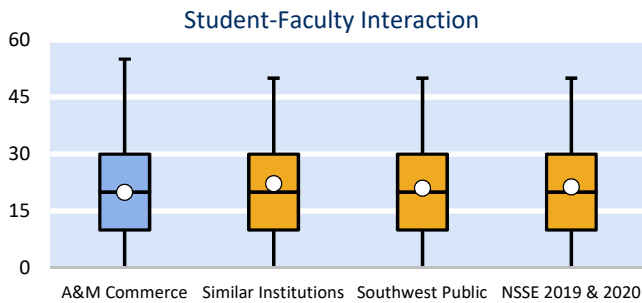
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your first-year students compared with					
		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.9	22.2 **	-.16	21.0	-.07	21.4	-.10
Effective Teaching Practices	37.2	37.3	-.01	37.7	-.04	38.4	-.10

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	A&M Commerce %	Percentage point difference ^a between your FY students and			
		Similar Institutions	Southwest Public	NSSE 2019 & 2020	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	38	-2	-0	-1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-5	-4	-3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-6	-5	-6	
3d. Discussed your academic performance with a faculty member	29	-3	-0	-1	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	71	-3	-5	-6	
5b. Taught course sessions in an organized way	70	-1	-2	-4	
5c. Used examples or illustrations to explain difficult points	70	-1	-3	-4	
5d. Provided feedback on a draft or work in progress	60	-1	+1	-3	
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-0	+1	-2	

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

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

Experiences with Faculty: Seniors

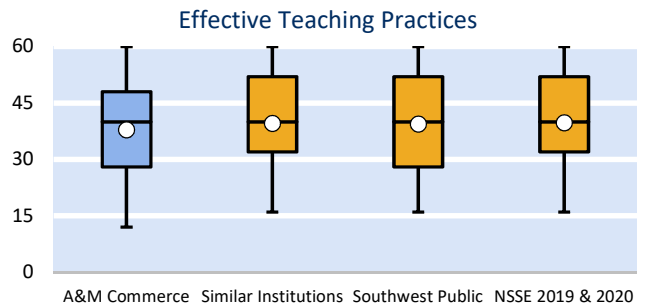
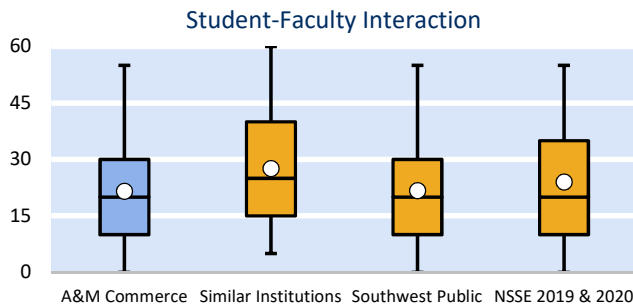
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.5	27.5 ***	-.37	21.7	-.01	23.9 **	-.15
Effective Teaching Practices	37.9	39.6 *	-.12	39.3 *	-.10	39.7 *	-.13

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	A&M Commerce %	Percentage point difference ^a between your seniors and			
		Similar Institutions	Southwest Public	NSSE 2019 & 2020	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	40	-10	+2	-3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-10	+2	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-12	-0	-4	
3d. Discussed your academic performance with a faculty member	31	-8	+1	-2	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	76	-3	-4	-5	
5b. Taught course sessions in an organized way	71	-5	-5	-6	
5c. Used examples or illustrations to explain difficult points	68	-10	-7	-9	
5d. Provided feedback on a draft or work in progress	59	-4	+0	-2	
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-3	+0	-2	

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

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

Campus Environment: First-year students

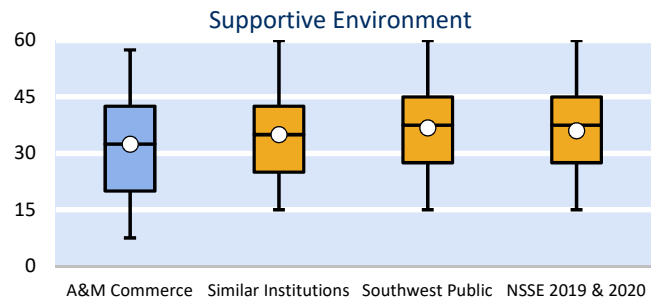
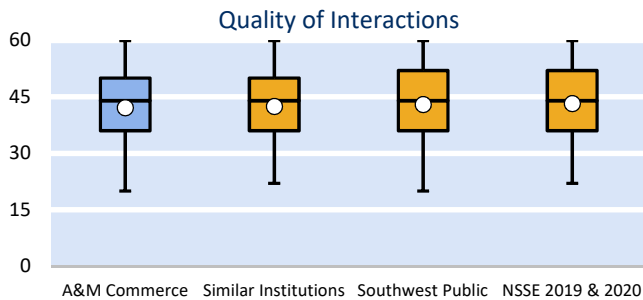
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your first-year students compared with					
		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	42.5	-.03	43.0	-.07	43.2	-.09
Supportive Environment	32.5	35.0 **	-.19	36.7 ***	-.32	36.0 ***	-.26

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	A&M Commerce	Percentage point difference ^a between your FY students and		
		Similar Institutions	Southwest Public	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	47	-2	-5	-6
13b. Academic advisors	49	-4	-4	-5
13c. Faculty	49	-0	-1	-3
13d. Student services staff (career services, student activities, housing, etc.)	46	-1	-2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+1	-2	-3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	63	-9	-11	-12
14c. Using learning support services (tutoring services, writing center, etc.)	62	-12	-15	-14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-3	-9	-7
14e. Providing opportunities to be involved socially	62	-9	-10	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-3	-6	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-4	-9	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-9	-10	-8
14i. Attending events that address important social, economic, or political issues	36	-11	-12	-12

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

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

Campus Environment: Seniors

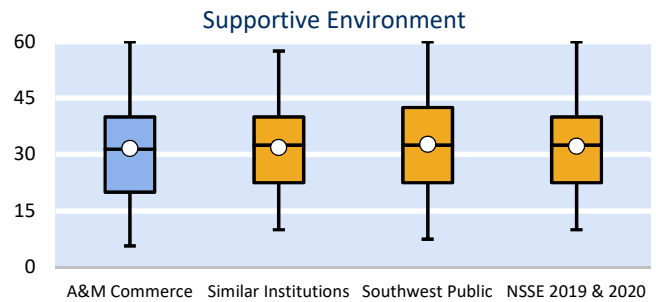
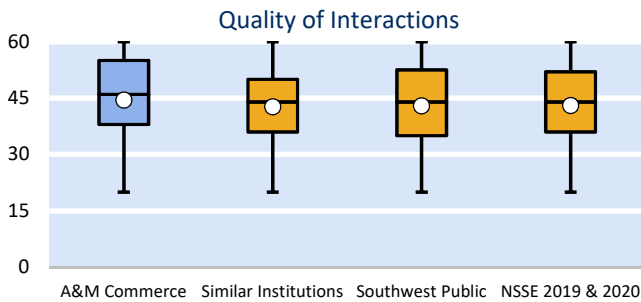
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.5	42.7 *	.16	43.0 *	.12	43.0 *	.12
Supportive Environment	31.6	31.9	-.02	32.7	-.08	32.2	-.04

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	A&M Commerce	Percentage point difference ^a between your seniors and		
		Similar Institutions	Southwest Public	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	64	+8	+7	+6
13b. Academic advisors	59	+7	+7	+5
13c. Faculty	59	+2	+2	+2
13d. Student services staff (career services, student activities, housing, etc.)	50	+7	+4	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+7	+3	+5
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-3	-4	-5
14c. Using learning support services (tutoring services, writing center, etc.)	59	-6	-8	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+6	-3	+1
14e. Providing opportunities to be involved socially	61	-5	-3	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+3	+3	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+4	+0	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-4	-2	-2
14i. Attending events that address important social, economic, or political issues	41	+1	+0	+1

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	A&M Commerce Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.5	39.3 ***	-.21		41.4 ***	-.38	
	Reflective and Integrative Learning	35.3	36.7 *	-.12		39.0 ***	-.32	
	Learning Strategies	38.4	39.9	-.11		42.3 ***	-.28	
	Quantitative Reasoning	27.7	29.4 *	-.12		31.4 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	32.3	35.2 ***	-.21		37.4 ***	-.37	
	Discussions with Diverse Others	40.4	41.5	-.07	✓	43.6 ***	-.22	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.9	24.5 ***	-.31		28.1 ***	-.53	
	Effective Teaching Practices	37.2	40.5 ***	-.25		42.3 ***	-.36	
<i>Campus Environment</i>	Quality of Interactions	42.1	45.2 ***	-.27		47.2 ***	-.44	
	Supportive Environment	32.5	37.9 ***	-.41		40.0 ***	-.59	

Seniors

Theme	Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.7	41.7 **	-.15		43.2 ***	-.26	
	Reflective and Integrative Learning	37.8	39.8 ***	-.16		41.8 ***	-.33	
	Learning Strategies	40.8	40.7	.01	✓	42.7 **	-.13	
	Quantitative Reasoning	29.2	31.4 **	-.14		33.4 ***	-.26	
<i>Learning with Peers</i>	Collaborative Learning	28.3	35.9 ***	-.55		38.4 ***	-.74	
	Discussions with Diverse Others	39.5	42.1 **	-.17		43.8 ***	-.28	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.5	29.7 ***	-.51		33.2 ***	-.73	
	Effective Teaching Practices	37.9	41.8 ***	-.29		43.7 ***	-.43	
<i>Campus Environment</i>	Quality of Interactions	44.5	45.2	-.06	✓	47.4 ***	-.24	
	Supportive Environment	31.6	34.6 ***	-.21		36.8 ***	-.37	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
A&M Commerce (N = 316)	36.5	14.1	.79	10	25	35	45	60				
Similar Institutions	37.1	12.8	.19	20	30	40	45	60	353	-.5	.502	-.043
Southwest Public	37.7	13.5	.11	15	30	40	45	60	14,261	-1.1	.135	-.085
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	168,514	-1.5	.039	-.116
Top 50%	39.3	13.1	.04	20	30	40	50	60	316	-2.8	.000	-.214
Top 10%	41.4	12.8	.09	20	35	40	50	60	324	-4.9	.000	-.379
Reflective & Integrative Learning												
A&M Commerce (N = 344)	35.3	12.3	.66	17	26	34	43	57				
Similar Institutions	34.4	11.8	.17	17	26	34	43	54	389	.9	.196	.075
Southwest Public	34.6	12.1	.10	17	26	34	43	57	15,486	.7	.284	.058
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	182,372	.1	.874	.009
Top 50%	36.7	11.8	.04	17	29	37	46	57	346	-1.4	.032	-.121
Top 10%	39.0	11.7	.10	20	31	40	49	60	358	-3.7	.000	-.315
Learning Strategies												
A&M Commerce (N = 292)	38.4	14.6	.85	13	27	40	53	60				
Similar Institutions	37.2	13.7	.21	13	27	40	47	60	4,463	1.2	.153	.086
Southwest Public	38.0	13.8	.12	20	27	40	47	60	13,466	.4	.631	.028
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	159,296	.1	.911	.007
Top 50%	39.9	13.7	.05	20	33	40	53	60	80,827	-1.6	.054	-.113
Top 10%	42.3	14.1	.11	20	33	40	53	60	18,100	-3.9	.000	-.279
Quantitative Reasoning												
A&M Commerce (N = 294)	27.7	16.2	.94	0	20	27	40	60				
Similar Institutions	27.6	14.7	.23	7	20	27	40	60	328	.1	.935	.005
Southwest Public	28.2	15.3	.13	0	20	27	40	60	13,727	-.5	.564	-.034
NSSE 2019 & 2020	28.2	15.3	.04	0	20	27	40	60	161,992	-.6	.537	-.036
Top 50%	29.4	15.2	.05	7	20	27	40	60	105,416	-1.8	.046	-.117
Top 10%	31.4	15.3	.10	7	20	33	40	60	22,470	-3.7	.000	-.243
Learning with Peers												
Collaborative Learning												
A&M Commerce (N = 376)	32.3	14.2	.73	10	20	30	40	55				
Similar Institutions	32.5	13.8	.19	10	20	30	40	60	5,707	-.2	.819	-.012
Southwest Public	33.3	14.3	.11	10	25	35	45	60	16,658	-1.0	.191	-.068
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	196,423	.1	.911	.006
Top 50%	35.2	13.7	.04	15	25	35	45	60	121,597	-2.8	.000	-.206
Top 10%	37.4	13.5	.09	15	30	40	45	60	25,758	-5.1	.000	-.373
Discussions with Diverse Others												
A&M Commerce (N = 296)	40.4	16.1	.94	15	30	40	60	60				
Similar Institutions	37.7	15.4	.24	15	25	40	50	60	4,503	2.7	.004	.175
Southwest Public	39.7	16.2	.14	10	30	40	55	60	13,584	.6	.500	.040
NSSE 2019 & 2020	39.5	15.6	.04	15	30	40	55	60	160,462	.9	.343	.055
Top 50%	41.5	15.0	.05	20	30	40	55	60	296	-1.1	.247	-.073
Top 10%	43.6	14.5	.10	20	35	45	60	60	301	-3.2	.001	-.224

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
A&M Commerce (N = 323)	19.9	15.2	.85	0	10	20	30	55				
Similar Institutions	22.2	14.4	.21	0	10	20	30	50	4,953	-2.3	.006	-.157
Southwest Public	21.0	14.9	.12	0	10	20	30	50	14,825	-1.1	.183	-.075
NSSE 2019 & 2020	21.4	14.6	.04	0	10	20	30	50	174,517	-1.5	.067	-.102
Top 50%	24.5	14.7	.06	5	15	20	35	55	61,897	-4.6	.000	-.312
Top 10%	28.1	15.5	.17	5	15	25	40	60	349	-8.2	.000	-.533
Effective Teaching Practices												
A&M Commerce (N = 310)	37.2	13.9	.79	12	28	40	48	60				
Similar Institutions	37.3	13.0	.20	16	28	36	48	60	4,721	-.1	.909	-.007
Southwest Public	37.7	13.4	.11	16	28	40	48	60	14,241	-.5	.491	-.040
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	167,877	-1.3	.088	-.097
Top 50%	40.5	13.2	.05	20	32	40	52	60	70,106	-3.4	.000	-.255
Top 10%	42.3	14.1	.10	16	32	44	56	60	19,536	-5.1	.000	-.361
Campus Environment												
Quality of Interactions												
A&M Commerce (N = 247)	42.1	11.5	.73	20	36	44	50	60				
Similar Institutions	42.5	11.4	.18	22	36	44	50	60	4,220	-.4	.636	-.031
Southwest Public	43.0	12.3	.11	20	36	44	52	60	12,709	-.8	.281	-.069
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	149,020	-1.1	.139	-.094
Top 50%	45.2	11.2	.04	24	38	46	54	60	65,478	-3.1	.000	-.273
Top 10%	47.2	11.6	.09	25	40	50	58	60	15,945	-5.1	.000	-.437
Supportive Environment												
A&M Commerce (N = 270)	32.5	14.3	.87	8	20	33	43	58				
Similar Institutions	35.0	13.0	.21	15	25	35	43	60	300	-2.5	.005	-.194
Southwest Public	36.7	13.6	.12	15	28	38	45	60	12,995	-4.3	.000	-.315
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	154,148	-3.5	.000	-.263
Top 50%	37.9	13.1	.05	18	30	38	48	60	271	-5.4	.000	-.414
Top 10%	40.0	12.9	.11	18	33	40	50	60	278	-7.6	.000	-.586

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
A&M Commerce (N = 417)	39.7	12.8	.63	20	30	40	50	60				
Similar Institutions	39.6	13.4	.17	20	30	40	50	60	6,585	.1	.829	.011
Southwest Public	40.1	13.9	.08	20	30	40	50	60	428	-.3	.602	-.024
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	278,131	-.4	.590	-.026
Top 50%	41.7	13.4	.04	20	35	40	55	60	419	-2.0	.002	-.147
Top 10%	43.2	13.3	.08	20	35	40	55	60	428	-3.4	.000	-.258
Reflective & Integrative Learning												
A&M Commerce (N = 440)	37.8	12.3	.59	20	29	37	46	60				
Similar Institutions	38.1	12.1	.15	20	29	37	46	60	7,056	-.3	.646	-.023
Southwest Public	37.4	12.7	.07	17	29	37	46	60	34,064	.4	.495	.033
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	294,840	-.3	.672	-.020
Top 50%	39.8	12.2	.03	20	31	40	49	60	122,181	-2.0	.001	-.164
Top 10%	41.8	12.0	.09	20	34	40	51	60	20,073	-4.0	.000	-.328
Learning Strategies												
A&M Commerce (N = 402)	40.8	14.3	.71	20	33	40	53	60				
Similar Institutions	37.5	14.4	.19	13	27	40	47	60	6,240	3.2	.000	.225
Southwest Public	39.4	14.7	.08	13	27	40	53	60	30,639	1.4	.061	.094
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	266,326	2.2	.003	.148
Top 50%	40.7	14.5	.04	20	33	40	53	60	135,845	.1	.880	.008
Top 10%	42.7	14.4	.07	20	33	40	60	60	44,124	-1.9	.009	-.130
Quantitative Reasoning												
A&M Commerce (N = 406)	29.2	15.9	.79	0	20	27	40	60				
Similar Institutions	30.0	16.0	.21	0	20	27	40	60	6,341	-.8	.322	-.051
Southwest Public	29.7	16.3	.09	0	20	27	40	60	31,034	-.5	.521	-.032
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	269,680	-1.1	.189	-.065
Top 50%	31.4	16.1	.04	0	20	33	40	60	174,122	-2.2	.005	-.138
Top 10%	33.4	15.9	.09	7	20	33	40	60	34,402	-4.2	.000	-.263
Learning with Peers												
Collaborative Learning												
A&M Commerce (N = 458)	28.3	16.4	.77	0	20	30	40	60				
Similar Institutions	34.6	14.4	.17	10	25	35	45	60	505	-6.3	.000	-.433
Southwest Public	31.1	15.9	.08	5	20	30	40	60	35,824	-2.9	.000	-.180
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	308,394	-3.7	.000	-.240
Top 50%	35.9	14.0	.03	15	25	35	45	60	459	-7.7	.000	-.548
Top 10%	38.4	13.6	.08	15	30	40	50	60	468	-10.1	.000	-.743
Discussions with Diverse Others												
A&M Commerce (N = 403)	39.5	17.7	.88	0	30	40	60	60				
Similar Institutions	38.4	15.2	.20	15	25	40	50	60	443	1.1	.241	.069
Southwest Public	41.1	16.8	.10	10	30	40	60	60	30,755	-1.6	.055	-.096
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	267,479	-.7	.354	-.046
Top 50%	42.1	15.5	.04	15	30	40	60	60	403	-2.6	.004	-.166
Top 10%	43.8	15.3	.07	20	35	45	60	60	408	-4.3	.000	-.281

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
A&M Commerce (N = 431)	21.5	16.3	.78	0	10	20	30	55				
Similar Institutions	27.5	16.3	.20	5	15	25	40	60	6,803	-6.0	.000	-.369
Southwest Public	21.7	16.2	.09	0	10	20	30	55	32,967	-.2	.805	-.012
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	285,555	-2.4	.002	-.151
Top 50%	29.7	15.9	.06	5	20	30	40	60	64,926	-8.1	.000	-.513
Top 10%	33.2	16.0	.15	10	20	35	45	60	11,519	-11.7	.000	-.734
Effective Teaching Practices												
A&M Commerce (N = 415)	37.9	14.9	.73	12	28	40	48	60				
Similar Institutions	39.6	13.6	.17	16	32	40	52	60	462	-1.7	.025	-.124
Southwest Public	39.3	14.2	.08	16	28	40	52	60	32,026	-1.5	.036	-.103
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	415	-1.9	.011	-.135
Top 50%	41.8	13.7	.04	20	32	40	52	60	417	-3.9	.000	-.286
Top 10%	43.7	13.4	.09	20	36	44	56	60	427	-5.8	.000	-.435
Campus Environment												
Quality of Interactions												
A&M Commerce (N = 345)	44.5	13.1	.70	20	38	46	55	60				
Similar Institutions	42.7	11.6	.16	20	36	44	50	60	378	1.8	.011	.157
Southwest Public	43.0	12.8	.08	20	35	44	53	60	27,988	1.5	.028	.119
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	246,562	1.5	.023	.122
Top 50%	45.2	11.7	.04	24	38	48	54	60	345	-.7	.315	-.061
Top 10%	47.4	12.0	.06	24	40	50	58	60	349	-2.9	.000	-.238
Supportive Environment												
A&M Commerce (N = 383)	31.6	15.1	.77	6	20	31	40	60				
Similar Institutions	31.9	13.8	.18	10	23	33	40	58	426	-.3	.730	-.020
Southwest Public	32.7	14.8	.09	8	23	33	43	60	29,882	-1.1	.143	-.075
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	383	-.6	.438	-.042
Top 50%	34.6	14.0	.04	13	25	35	45	60	384	-3.0	.000	-.214
Top 10%	36.8	14.1	.10	13	28	38	48	60	394	-5.2	.000	-.368

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

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

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

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

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

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

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



NSSE 2020
High-Impact Practices
Texas A&M University-Commerce

About Your *High-Impact Practices* Report

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

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

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

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

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

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

Study Abroad

Culminating Senior Experience

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

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Characteristics (p. 6)

Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

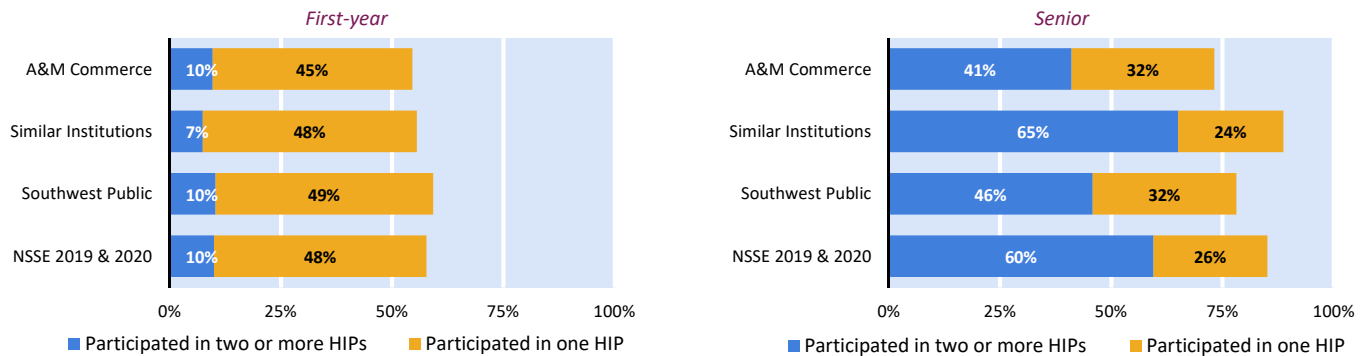
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand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

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities. National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

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



Statistical Comparisons

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

Your students' participation compared with:

	A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	52	+1	.01	-2	-.04	+0	.00
Learning Community	11	+2	.07	-1	-.03	-1	-.04
Research with Faculty	4	+1	.05	-0	-.02	-0	-.02
Participated in at least one	55	-1	-.02	-5	-.09	-3	-.06
Participated in two or more	10	+2	.08	-1	-.02	-0	-.01
<i>Senior</i>							
Service-Learning	55	-8	** -.16	-3	-.06	-6	* -.12
Learning Community	20	-7	** -.15	+2	.04	-3	-.06
Research with Faculty	11	-15	*** -.39	-5	** -.14	-11	*** -.31
Internship or Field Exp.	35	-17	*** -.34	+0	.01	-13	*** -.26
Study Abroad	6	-8	*** -.28	-3	-.10	-8	*** -.27
Culminating Senior Exp.	26	-20	*** -.43	-5	* -.11	-18	*** -.39
Participated in at least one	73	-16	*** -.40	-5	* -.12	-12	*** -.30
Participated in two or more	41	-24	*** -.48	-5	-.10	-18	*** -.37

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

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

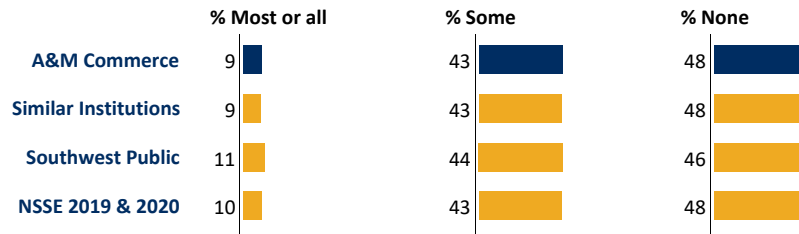
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

First-Year Students

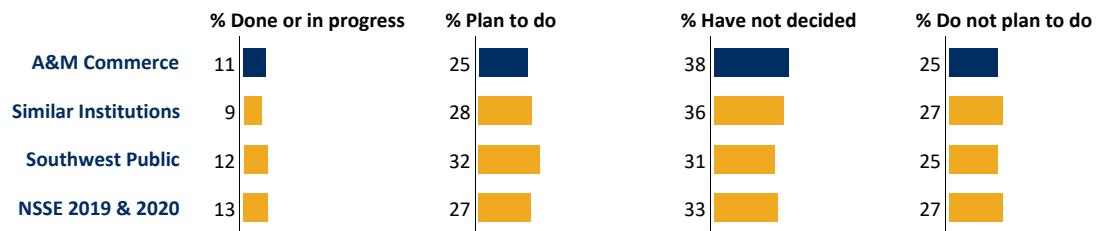
Service-Learning

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



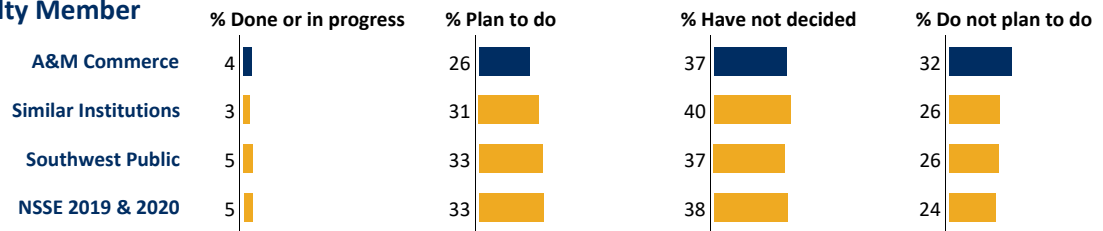
Learning Community

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



Research with a Faculty Member

Work with a faculty member on a research project.



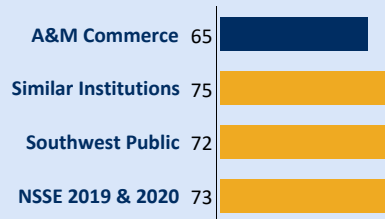
Plans to Participate^a

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

Percentage responding "Plan to do"

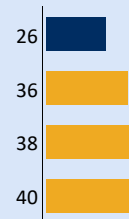
Internship or Field Experience

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



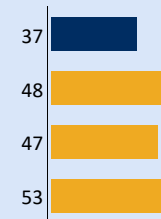
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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

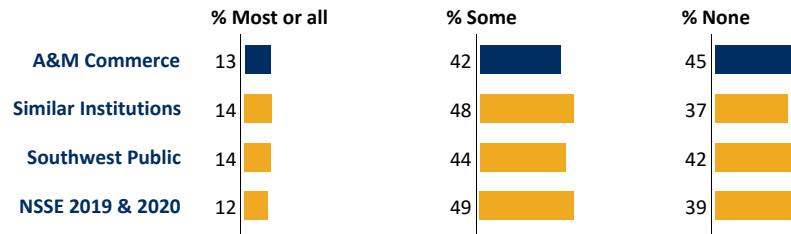


a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Seniors

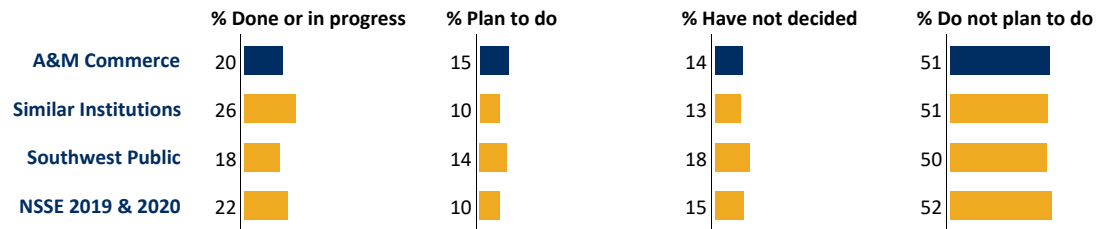
Service-Learning

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



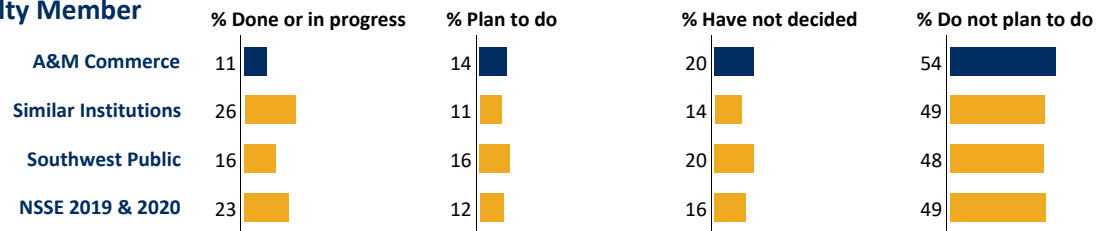
Learning Community

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



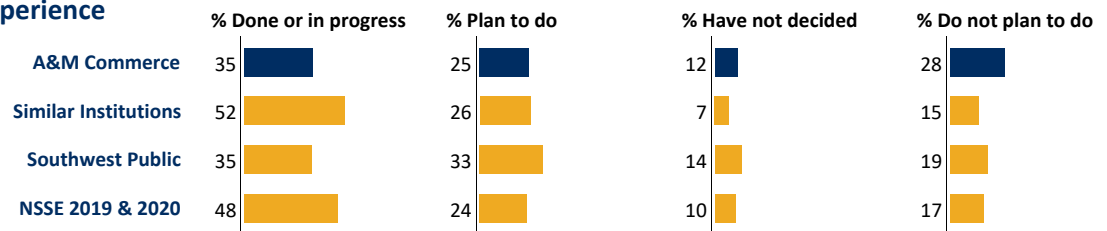
Research with a Faculty Member

Work with a faculty member on a research project.



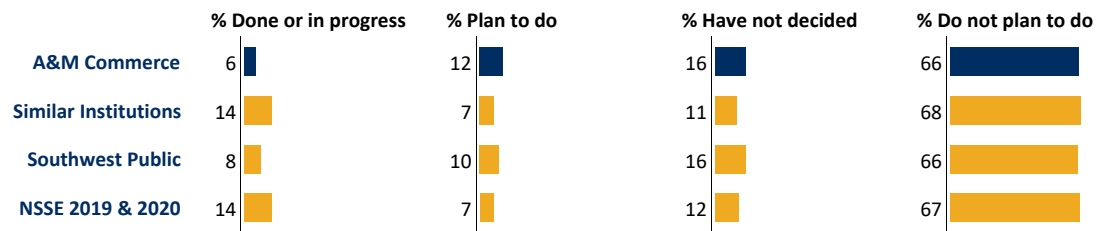
Internship or Field Experience

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



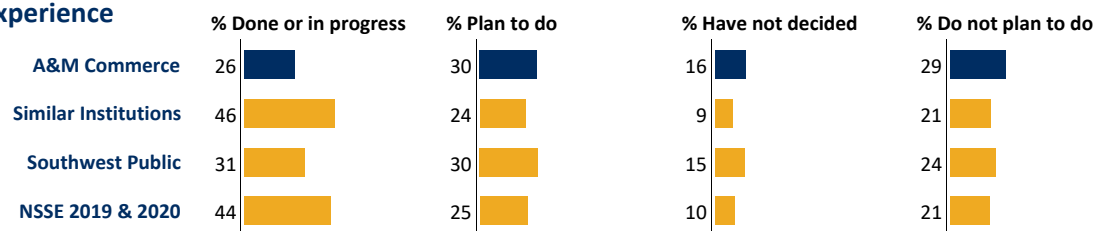
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



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

Participation in High-Impact Practices by Student Characteristics

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

	<i>First-year</i>			<i>Senior</i>					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	57	11	3	53	21	12	37	5	24
Male	53	11	7	58	18	11	32	7	29
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	55	11	6	66	18	8	25	5	28
Hispanic or Latino	68	10	3	64	26	12	42	6	26
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	50	13	3	45	18	10	36	6	26
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	60	10	10	—	0	0
Two or more races/ethnicities	50	7	7	73	23	27	45	5	23
Age									
Traditional (FY < 21, Seniors < 25)	56	12	4	65	27	17	45	10	30
Nontraditional (FY 21+, Seniors 25+)	42	0	4	46	15	8	28	2	23
First-generation^b									
Not first-generation	53	11	0	47	19	12	36	9	26
First-generation	57	11	7	57	21	11	35	4	26
Enrollment status^a									
Not full-time	39	13	3	45	14	8	27	3	14
Full-time	58	11	4	58	22	13	39	7	30
Residence									
Not on campus	41	10	5	52	19	8	34	3	22
On campus	62	11	4	66	26	32	46	22	48
Major category^c									
Arts & humanities	69	8	0	—	—	—	—	—	—
Biological sciences, agriculture, natural res.	50	16	2	62	21	14	31	3	3
Physical sciences, math, computer science	32	11	0	45	14	35	45	9	39
Social sciences	44	6	6	36	8	15	14	31	21
Business	71	6	3	41	8	2	16	2	28
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	60	8	4	74	30	13	50	7	24
Engineering	30	0	0	60	47	20	67	7	67
Health professions	64	14	7	78	24	22	35	11	30
Social service professions	69	6	0	74	32	6	45	10	35
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	52	11	4	55	20	11	35	6	26

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

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

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

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



NSSE 2020

Frequencies and Statistical Comparisons

Texas A&M University-Commerce

NSSE 2020 Frequencies and Statistical Comparisons


About This Report

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

1. **Class level:** As reported by your institution.
2. **Item numbers:** Numbering corresponds to the survey available on the NSSE website.
3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

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



NSSE Frequencies and Statistical Comparisons

NSSEville State University

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	3	0	244	2	54	2	6,952	3	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43	
		2	Sometimes	197	20	4,397	27	845	29	75,222	33								
		3	Often	112	33	5,947	37	1,086	38	81,724	35								
		4	Very often	280	46	5,440	34	889	31	66,983	29								
			Total	630	100	16,028	100	2,874	100	230,881	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 *	-.09	2.6	-.05	
		2	Sometimes	267	42	5,959	37	978	34	79,495	34								
		3	Often	164	26	4,548	29	88	3	67,348	29								
		4	Very often	113	19	2,722	20	52	2	47,208	21								
			Total	626	100	15,118	100	2,858	100	229,541	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06	
		2	Sometimes	56	9	1,666	11	262	10	28,134	13								
		3	Often	384	63	9,147	57	1,586	57	128,802	56								
		4	Very often	150	24	4,267	27	851	29	58,873	26								
			Total	615	100	15,858	100	2,833	100	228,352	100								

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

8. **Key to symbols:**

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
1. During the current school year, about how often have you done the following?																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	20	5	247	4	856	5	9,198	4	2.8	2.8	-0.01	2.7	.07	2.8	-0.05
		2	Sometimes	163	40	2,631	38	7,156	41	94,300	37							
		3	Often	123	31	2,571	37	5,862	34	90,134	35							
		4	Very often	87	24	1,500	21	3,490	20	62,368	24							
		Total		393	100	6,949	100	17,364	100	256,000	100							
b. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	28	7	287	4	925	5	12,190	5	3.0	3.1 *	-0.12	3.0	-0.05	3.1	-0.09
		2	Often	43	10	746	12	2,166	12	29,278	12							
		3	Sometimes	226	59	3,773	55	9,559	55	140,412	55							
		4	Never	99	24	2,127	29	4,628	27	73,209	29							
		Total		396	100	6,933	100	17,278	100	255,089	100							
c. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	168	44	2,638	41	7,315	42	105,124	43	1.9	1.9	.04	1.9	.04	1.8	.08
		2	Sometimes	123	32	2,658	38	6,113	35	94,321	36							
		3	Often	53	13	1,046	14	2,416	14	35,339	13							
		4	Very often	47	11	577	8	1,407	8	19,739	7							
		Total		391	100	6,919	100	17,251	100	254,523	100							
d. Asked another student to help you understand course material	CLaskhelp	1	Never	39	11	518	9	1,420	9	23,268	11	2.6	2.6	-0.06	2.7	-0.09	2.6	-0.02
		2	Sometimes	149	39	2,556	37	6,060	36	93,080	37							
		3	Often	126	31	2,574	37	6,266	35	90,651	34							
		4	Very often	75	19	1,251	17	3,475	20	47,148	18							
		Total		389	100	6,899	100	17,221	100	254,147	100							
e. Explained course material to one or more students	CLexplain	1	Never	27	8	332	6	857	5	15,407	7	2.6	2.7	-0.05	2.7 *	-0.12	2.7	-0.06
		2	Sometimes	155	38	2,588	38	6,086	35	90,854	36							
		3	Often	139	35	2,798	41	6,814	39	99,827	38							
		4	Very often	66	18	1,158	16	3,396	20	47,356	19							
		Total		387	100	6,876	100	17,153	100	253,444	100							
f. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	59	15	940	15	2,360	15	37,068	16	2.6	2.5	.04	2.6	-0.03	2.5	.03
		2	Sometimes	132	32	2,412	35	5,665	33	85,141	34							
		3	Often	121	36	2,268	33	5,468	32	80,228	31							
		4	Very often	72	17	1,204	17	3,574	21	49,642	19							
		Total		384	100	6,824	100	17,067	100	252,079	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public	NSSE 2019 & 2020		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
g. Worked with other students on course projects or assignments	CLproject	1	Never	20	7	400	6	1,232	8	21,016	9	2.7	2.7	.02	2.7	.02	2.6	.07
		2	Sometimes	147	38	2,462	37	6,051	36	89,021	36							
		3	Often	135	34	2,702	40	6,273	36	92,985	36							
		4	Very often	78	21	1,221	17	3,416	20	47,531	18							
		Total		380	100	6,785	100	16,972	100	250,553	100							
h. Given a course presentation	present	1	Never	80	23	1,239	19	3,852	23	47,524	20	2.2	2.3 *	-0.12	2.2	-0.01	2.3	-0.09
		2	Sometimes	175	46	2,924	43	7,403	44	109,330	43							
		3	Often	83	20	1,882	28	3,912	22	65,168	25							
		4	Very often	41	11	729	10	1,778	10	28,176	11							
		Total		379	100	6,774	100	16,945	100	250,198	100							
2. During the current school year, about how often have you done the following?																		
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	49	14	541	8	1,726	11	20,411	9	2.4	2.6 **	-0.18	2.5 *	-0.13	2.6 **	-0.17
		2	Sometimes	168	44	2,619	40	6,606	40	97,026	40							
		3	Often	97	27	2,544	38	5,895	35	92,011	37							
		4	Very often	56	15	942	14	2,446	15	37,029	15							
		Total		370	100	6,646	100	16,673	100	246,477	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	41	10	676	11	1,920	13	22,643	10	2.6	2.5 *	.12	2.5 **	.15	2.6	.06
		2	Sometimes	146	38	2,646	40	6,588	40	94,289	39							
		3	Often	115	32	2,354	35	5,517	32	88,023	35							
		4	Very often	64	20	905	13	2,514	15	39,594	16							
		Total		366	100	6,581	100	16,539	100	244,549	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	36	10	818	13	2,086	14	25,246	12	2.6	2.5 **	.16	2.5 **	.15	2.6	.08
		2	Sometimes	147	37	2,591	40	6,182	38	90,660	38							
		3	Often	119	32	2,130	33	5,372	31	84,317	34							
		4	Very often	61	20	971	15	2,749	16	42,129	17							
		Total		363	100	6,510	100	16,389	100	242,352	100							
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	15	4	314	5	760	5	10,885	5	2.8	2.7 *	.11	2.8	.07	2.8	.06
		2	Sometimes	124	33	2,177	33	5,161	32	76,159	32							
		3	Often	137	39	2,840	44	7,127	43	108,060	44							
		4	Very often	80	24	1,102	17	3,151	19	44,625	19							
		Total		356	100	6,433	100	16,199	100	239,729	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public	NSSE 2019 & 2020			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	Rlperspect	1	Never	10	3	173	3	444	3	6,286	3	2.9	2.9	.01	2.9	-.04	2.9	-.02	
		2	Sometimes	109	31	1,690	27	4,081	26	61,356	26								
		3	Often	138	38	2,968	47	7,232	45	110,664	46								
		4	Very often	95	27	1,464	23	4,199	26	58,033	24								
		Total		352	100	6,295	100	15,956	100	236,339	100								
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	6	2	172	3	436	3	6,267	3	2.9	2.8	.09	2.9	.03	2.9	.03	
		2	Sometimes	121	34	1,925	33	4,726	31	68,743	30								
		3	Often	135	40	2,840	45	7,009	44	106,401	45								
		4	Very often	82	25	1,252	19	3,584	22	51,571	22								
		Total		344	100	6,189	100	15,755	100	232,982	100								
g. Connected ideas from your courses to your prior experiences and knowledge	Rlconnect	1	Never	2	1	79	1	249	2	2,998	2	3.0	3.0	.06	3.0	.05	3.0	.00	
		2	Sometimes	91	25	1,371	23	3,570	23	47,479	21								
		3	Often	147	44	3,127	52	7,571	48	115,470	50								
		4	Very often	94	30	1,522	24	4,164	26	64,272	28								
		Total		334	100	6,099	100	15,554	100	230,219	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	90	26	999	16	3,071	20	41,960	19	2.2	2.4 **	-0.15	2.3	-0.08	2.3	-0.10	
		2	Sometimes	127	36	2,629	44	6,549	42	98,595	43								
		3	Often	77	25	1,585	26	3,702	24	57,825	25								
		4	Very often	38	12	868	14	2,223	14	31,742	14								
		Total		332	100	6,081	100	15,545	100	230,122	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	168	50	2,620	43	7,203	47	107,489	48	1.7	1.9 *	-0.13	1.8	-0.08	1.8	-0.06	
		2	Sometimes	103	33	2,043	34	4,826	31	72,690	31								
		3	Often	38	11	938	16	2,289	14	33,164	14								
		4	Very often	22	7	437	7	1,158	7	15,602	7								
		Total		331	100	6,038	100	15,476	100	228,945	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	126	36	1,777	30	5,470	35	70,111	32	1.9	2.0 *	-0.15	2.0	-0.08	2.0 *	-0.12	
		2	Sometimes	134	44	2,610	44	5,982	39	96,273	42								
		3	Often	45	13	1,141	19	2,697	18	43,097	19								
		4	Very often	22	7	443	7	1,177	8	17,347	8								
		Total		327	100	5,971	100	15,326	100	226,828	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Discussed your academic performance with a faculty member	SFperform	1	Never	100	29	1,385	23	4,194	28	54,677	25	2.1	2.2	-.08	2.1	-.01	2.1	-.05	
		2	Sometimes	140	42	2,702	45	6,605	43	102,635	45								
		3	Often	58	19	1,364	23	3,159	21	49,446	22								
		4	Very often	31	10	508	8	1,355	9	19,921	9								
		Total		329	100	5,959	100	15,313	100	226,679	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	6	2	158	3	410	3	8,026	4	3.0	2.9	.10	3.0	.04	2.9	.09	
		2	Some	98	28	1,546	26	3,735	25	57,878	26								
		3	Quite a bit	126	40	2,814	48	6,946	46	102,916	46								
		4	Very much	93	30	1,403	23	4,113	26	56,362	25								
		Total		323	100	5,921	100	15,204	100	225,182	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	24	7	189	3	617	4	7,530	4	2.8	2.9	-.02	2.9	-.05	2.9	-.09	
		2	Some	91	26	1,616	28	4,137	27	57,014	26								
		3	Quite a bit	136	44	2,854	49	6,740	45	105,117	46								
		4	Very much	72	24	1,208	20	3,610	24	54,225	24								
		Total		323	100	5,867	100	15,104	100	223,886	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	20	6	208	4	598	4	7,757	4	2.8	2.8	-.07	2.9 *	-.13	2.9 *	-.15	
		2	Some	114	33	1,712	30	4,156	28	58,521	27								
		3	Quite a bit	115	38	2,634	45	6,517	44	100,030	45								
		4	Very much	69	23	1,220	21	3,674	24	55,317	25								
		Total		318	100	5,774	100	14,945	100	221,625	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	25	7	202	3	611	5	8,013	4	2.8	2.9	-.08	2.9	-.09	2.9	-.12	
		2	Some	94	28	1,588	28	4,015	27	57,696	27								
		3	Quite a bit	134	42	2,695	47	6,574	44	101,101	45								
		4	Very much	65	23	1,242	21	3,672	24	53,586	24								
		Total		318	100	5,727	100	14,872	100	220,396	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	16	5	193	3	586	4	7,741	4	2.9	2.8	.04	2.9	.00	2.9	-.01	
		2	Some	86	24	1,601	29	3,919	27	57,686	27								
		3	Quite a bit	149	49	2,705	47	6,673	45	101,962	46								
		4	Very much	65	22	1,206	21	3,627	24	52,052	23								
		Total		316	100	5,705	100	14,805	100	219,441	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	11	3	131	2	330	2	4,388	2	3.0	3.0	-.02	3.1	-.09	3.1	-.10	
		2	Some	90	26	1,318	23	3,211	22	44,573	21								
		3	Quite a bit	124	41	2,600	46	6,588	44	101,173	46								
		4	Very much	88	30	1,601	28	4,587	32	67,724	31								
		Total		313	100	5,650	100	14,716	100	217,858	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	24	6	254	5	750	5	8,551	4	3.0	2.9	.05	3.0	-.01	3.0	-.04	
		2	Some	76	23	1,388	24	3,435	23	46,950	22								
		3	Quite a bit	123	39	2,577	46	6,309	43	99,687	45								
		4	Very much	87	31	1,413	25	4,185	29	62,005	29								
		Total		310	100	5,632	100	14,679	100	217,193	100								
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	17	5	210	4	546	4	7,102	4	3.0	3.0	-.01	3.0	-.06	3.0	-.08	
		2	Some	86	25	1,382	25	3,487	23	47,402	22								
		3	Quite a bit	117	39	2,438	43	6,092	41	94,389	43								
		4	Very much	91	31	1,589	28	4,526	31	67,903	31								
		Total		311	100	5,619	100	14,651	100	216,796	100								
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	31	9	385	7	1,335	10	15,603	8	2.7	2.8	-.03	2.7	.01	2.8	-.07	
		2	Some	100	30	1,769	31	4,596	31	63,073	29								
		3	Quite a bit	104	37	2,166	39	5,159	35	81,580	37								
		4	Very much	74	24	1,286	23	3,521	24	56,137	26								
		Total		309	100	5,606	100	14,611	100	216,393	100								
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	35	11	521	9	1,604	11	18,091	9	2.7	2.7	.03	2.7	.04	2.7	-.04	
		2	Some	109	32	1,894	33	4,885	33	68,749	32								
		3	Quite a bit	99	34	2,109	39	5,074	35	82,024	38								
		4	Very much	66	23	1,060	19	3,024	21	46,891	22								
		Total		309	100	5,584	100	14,587	100	215,755	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
6. During the current school year, about how often have you done the following?																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	35	12	580	10	1,480	10	23,378	10	2.5	2.5	.01	2.6	-.05	2.6	-.04
		2	Sometimes	123	37	2,199	40	5,413	37	79,790	37							
		3	Often	104	37	2,007	37	5,282	37	78,150	37							
		4	Very often	44	15	707	13	2,224	16	31,767	16							
		Total		306	100	5,493	100	14,399	100	213,085	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	68	22	1,045	18	2,803	20	41,746	19	2.3	2.3	.04	2.3	.02	2.3	.01
		2	Sometimes	115	36	2,315	42	5,699	40	85,365	40							
		3	Often	81	29	1,559	29	4,092	28	60,893	29							
		4	Very often	39	13	531	10	1,723	12	23,860	12							
		Total		303	100	5,450	100	14,317	100	211,864	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	70	23	1,004	17	2,601	18	38,498	18	2.3	2.3	-.06	2.3	-.07	2.3	-.08
		2	Sometimes	126	40	2,368	44	5,973	42	88,864	42							
		3	Often	74	26	1,566	30	4,165	29	62,534	30							
		4	Very often	29	11	477	9	1,523	11	21,201	10							
		Total		299	100	5,415	100	14,262	100	211,097	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages	wrshortnum <i>(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	25	8	369	7	1,403	10	12,548	6	5.4	6.1 *	-0.13	5.4	.01	6.5 ***	-0.19
		1.5	1-2	81	26	1,219	22	3,471	25	41,219	20							
		4	3-5	94	32	1,788	33	4,763	33	68,225	33							
		8	6-10	58	19	1,160	22	2,691	19	48,298	23							
		13	11-15	29	11	489	9	1,100	8	21,488	10							
		18	16-20	7	2	199	4	357	3	8,938	4							
		23	More than 20	6	2	191	4	442	3	9,958	5							
		Total		300	100	5,415	100	14,227	100	210,674	100							
b. Between 6 and 10 pages	wrmednum <i>(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	162	55	2,251	41	6,641	47	74,493	37	2.0	2.1	-0.03	2.0	-0.01	2.3	-0.11
		1.5	1-2	64	20	1,911	35	4,212	30	77,267	36							
		4	3-5	36	13	783	15	1,956	13	37,163	17							
		8	6-10	24	8	309	6	899	6	14,460	7							
		13	11-15	8	3	78	2	315	2	4,307	2							
		18	16-20	2	0	28	1	71	1	1,065	1							
		23	More than 20	1	0	33	1	83	1	1,282	1							
Total		297	100	5,393	100	14,177	100	210,037	100									

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. 11 pages or more	wrlongnum	0	None	229	77	4,344	80	11,505	81	159,604	76	1.1	.9	.10	.9	.07	1.0	.05	
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	33	11	652	12	1,414	10	33,226	15								
		4	3-5	16	6	171	3	502	3	7,873	4								
		8	6-10	7	2	102	2	348	2	4,400	2								
		13	11-15	10	3	70	1	279	2	3,210	2								
		18	16-20	1	0	20	0	62	0	724	0								
		23	More than 20	1	0	32	1	79	1	1,149	1								
	Total			297	100	5,391	100	14,189	100	210,186	100								
Estimated number of assigned pages of student writing.	wrpages (Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)											48.2	47.5	.01	45.7	.03	52.5	-.06	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	10	4	329	6	781	6	9,701	5	3.1	2.9 ***	.31	3.1	.08	3.0	.11	
		2	Sometimes	64	21	1,714	32	3,126	22	51,295	24								
		3	Often	96	32	1,730	32	4,515	32	67,713	32								
		4	Very often	127	43	1,609	30	5,725	40	81,139	38								
			Total	297	100	5,382	100	14,147	100	209,848	100								
b. People from an economic background other than your own	DDeconomic	1	Never	13	4	275	5	754	5	9,171	5	3.0	2.9 *	.14	3.0	.02	3.0	.01	
		2	Sometimes	73	24	1,494	28	3,316	23	48,959	24								
		3	Often	106	35	2,032	38	4,890	35	76,469	36								
		4	Very often	105	36	1,567	29	5,151	36	74,737	35								
			Total	297	100	5,368	100	14,111	100	209,336	100								
c. People with religious beliefs other than your own	DDreligion	1	Never	19	7	373	7	1,047	7	14,166	7	2.9	2.9	.05	2.9	-.04	2.9	-.03	
		2	Sometimes	86	28	1,644	31	3,646	26	56,303	27								
		3	Often	97	32	1,763	33	4,475	32	67,799	32								
		4	Very often	95	33	1,592	30	4,944	35	71,117	34								
			Total	297	100	5,372	100	14,112	100	209,385	100								
d. People with political views other than your own	DDpolitical	1	Never	20	7	362	6	1,065	7	14,593	7	3.0	2.9	.11	2.9	.09	2.9	.11	
		2	Sometimes	79	25	1,538	28	3,874	27	60,742	29								
		3	Often	90	31	1,873	35	4,477	32	68,029	32								
		4	Very often	108	38	1,595	31	4,709	33	66,102	32								
			Total	297	100	5,368	100	14,125	100	209,466	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	15	5	111	2	301	2	3,874	2	2.9	2.9	-.07	2.9	-.10	3.0 **	-0.17	
		2	Sometimes	81	25	1,351	26	3,577	26	46,735	23								
		3	Often	133	47	2,622	49	6,607	47	99,584	47								
		4	Very often	65	23	1,244	23	3,531	25	57,908	27								
		Total		294	100	5,328	100	14,016	100	208,101	100								
b. Reviewed your notes after class	LSnotes	1	Never	11	4	214	4	557	4	9,067	5	3.0	2.9 *	.12	2.9	.07	2.9	.09	
		2	Sometimes	80	26	1,558	30	3,968	29	59,828	29								
		3	Often	109	36	1,953	37	5,104	37	75,504	36								
		4	Very often	94	34	1,592	28	4,364	30	63,481	30								
		Total		294	100	5,317	100	13,993	100	207,880	100								
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	21	7	319	6	852	6	11,546	6	2.9	2.8 *	.15	2.8	.08	2.8	.07	
		2	Sometimes	84	27	1,772	34	4,266	31	63,212	31								
		3	Often	107	36	1,978	37	5,332	38	80,675	39								
		4	Very often	82	30	1,251	23	3,558	25	52,465	25								
		Total		294	100	5,320	100	14,008	100	207,898	100								
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
challenge		1	Not at all	2	1	33	1	109	1	1,603	1	5.4	5.3	.06	5.4	.01	5.4	.00	
		2		3	2	59	1	142	1	2,118	1								
		3		16	6	235	5	714	5	8,867	5								
		4		36	12	692	13	1,795	13	24,183	12								
		5		99	33	1,869	35	4,691	34	69,866	33								
		6		64	23	1,349	26	3,230	23	53,224	25								
		7	Very much	71	24	1,053	19	3,241	23	46,796	23								
		Total		291	100	5,290	100	13,922	100	206,657	100								
11. Which of the following have you done or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided		49	21	694	14	2,053	15	26,586	14	6%	6%	.01	7%	-.04	7%	-.07	
		(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	25	9	266	6	845	6	10,780	6								
		Plan to do	194	65	4,008	75	10,096	72	153,966	73									
		Done or in progress	20	6	285	6	877	7	14,793	7									
		Total	288	100	5,253	100	13,871	100	206,125	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

			Your first-year students compared with															
			A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Hold a formal leadership role in a student organization or group	leader	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	84	29	1,558	30	3,750	27	57,260	28	13%	11%	.07	10%	.10	10%	.09
			Do not plan to do	60	21	1,145	23	3,246	24	47,599	24							
			Plan to do	112	37	1,977	36	5,460	39	79,396	38							
			Done or in progress	32	13	563	11	1,360	10	21,326	10							
			Total	288	100	5,243	100	13,816	100	205,581	100							
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	104	38	1,871	36	4,333	31	68,385	33	11%	9%	.07	12%	-.03	13%	-.04
			Do not plan to do	75	25	1,349	27	3,282	25	54,613	27							
			Plan to do	73	25	1,478	28	4,501	32	56,220	27							
			Done or in progress	31	11	527	9	1,675	12	25,667	13							
			Total	283	100	5,225	100	13,791	100	204,885	100							
d. Participate in a study abroad program	abroad	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	91	33	1,570	30	4,093	30	57,120	28	3%	2%	.07	3%	.05	3%	.03
			Do not plan to do	106	37	1,544	32	4,018	30	55,676	29							
			Plan to do	77	26	1,988	36	5,321	38	86,479	40							
			Done or in progress	9	3	117	2	337	3	5,631	3							
			Total	283	100	5,219	100	13,769	100	204,906	100							
e. Work with a faculty member on a research project	research	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	105	37	2,110	40	5,101	37	77,887	38	4%	3%	.05	5%	-.02	5%	-.02
			Do not plan to do	90	32	1,297	26	3,590	26	47,976	24							
			Plan to do	78	26	1,641	31	4,522	33	69,681	33							
			Done or in progress	12	4	176	3	559	5	9,309	5							
			Total	285	100	5,224	100	13,772	100	204,853	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	110	39	1,976	37	5,051	37	67,465	34	3%	2%	.04	2%	.03	2%	.04
			Do not plan to do	59	20	607	13	1,940	14	21,873	12							
			Plan to do	108	37	2,530	48	6,467	47	111,569	53							
			Done or in progress	7	3	102	2	301	2	3,777	2							
			Total	284	100	5,215	100	13,759	100	204,684	100							
12. About how many of your courses at this institution have included a community-based project (service-learning)?																		
	servcourse		1 None	125	48	2,474	48	6,251	46	96,030	48	1.6	1.6	.03	1.7	-.04	1.6	.01
			2 Some	128	43	2,236	43	5,926	44	88,690	43							
			3 Most	19	7	403	8	1,227	9	15,605	8							
			4 All	8	3	82	2	283	2	3,439	2							
			Total	280	100	5,195	100	13,687	100	203,764	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public	NSSE 2019 & 2020		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
13. Indicate the quality of your interactions with the following people at your institution.																		
a. Students	QIstudent	1	Poor	4	1	70	2	220	2	2,877	2	5.3	5.4	-0.02	5.4	-0.06	5.4	-0.08
		2		3	1	71	1	293	2	3,759	2							
		3		12	4	239	5	680	5	9,207	5							
		4		40	14	710	14	1,721	12	23,581	12							
		5		90	30	1,522	29	3,684	27	54,304	27							
		6		72	26	1,339	25	3,401	25	55,084	26							
	7	Excellent	50	19	1,200	23	3,533	26	51,795	25								
	—	Not applicable	8	4	30	1	142	1	2,935	2								
		Total		279	100	5,181	100	13,674	100	203,542	100							
b. Academic advisors	QIadvisor	1	Poor	8	2	156	3	362	3	5,152	3	5.1	5.3	-0.10	5.3	-0.12	5.4 *	-0.15
		2		16	5	209	4	548	4	7,178	4							
		3		28	10	361	7	1,005	7	13,164	6							
		4		41	13	705	13	1,949	14	25,295	12							
		5		51	18	1,061	21	2,752	20	41,231	20							
		6		62	21	1,212	24	2,686	20	44,370	22							
	7	Excellent	62	25	1,434	28	4,106	31	62,708	31								
	—	Not applicable	11	5	40	1	243	2	4,184	2								
		Total		279	100	5,178	100	13,651	100	203,282	100							
c. Faculty	QIfaculty	1	Poor	2	1	72	2	267	2	2,756	2	5.3	5.3	.01	5.3	.00	5.4	-0.05
		2		6	2	126	2	438	3	4,332	2							
		3		20	7	271	5	841	6	9,960	5							
		4		44	15	721	14	1,861	13	25,219	13							
		5		69	24	1,417	27	3,369	25	52,329	26							
		6		78	25	1,507	29	3,404	25	57,806	28							
	7	Excellent	53	22	1,023	20	3,279	25	48,623	24								
	—	Not applicable	7	4	32	1	190	1	2,178	1								
		Total		279	100	5,169	100	13,649	100	203,203	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	4	1	144	3	442	3	5,929	3	5.3	5.2	.06	5.2	.03	5.2	.05
		2		7	2	181	3	551	4	6,626	3							
		3		18	7	342	6	903	6	12,612	6							
		4		41	12	710	14	1,799	13	26,338	13							
		5		67	23	1,183	23	2,850	21	44,274	21							
		6		56	18	1,280	24	2,736	20	44,162	21							
		7	Excellent	55	20	1,057	20	3,248	24	44,606	22							
		—	Not applicable	31	16	273	6	1,114	8	18,630	10							
	Total	279	100	5,170	100	13,643	100	203,177	100									
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	11	3	188	4	462	3	6,130	3	5.1	5.0	.02	5.1	-.04	5.2	-.05
		2		13	4	186	4	585	4	7,511	4							
		3		21	8	420	8	1,042	7	13,635	7							
		4		39	12	732	14	1,994	14	28,041	14							
		5		64	23	1,244	24	2,960	22	44,939	22							
		6		57	19	1,126	22	2,672	20	43,848	21							
		7	Excellent	51	20	968	19	3,190	24	44,508	22							
		—	Not applicable	23	11	310	6	755	6	14,626	8							
	Total	279	100	5,174	100	13,660	100	203,238	100									
14. How much does your institution emphasize the following?																		
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	10	4	84	2	223	2	3,038	2	2.9	3.0	-.13	3.1 **	-.19	3.1 ***	-.22
		2	Some	69	25	1,040	21	2,757	20	37,288	19							
		3	Quite a bit	134	47	2,619	51	6,477	48	97,395	48							
		4	Very much	66	25	1,406	26	4,135	30	64,664	31							
			Total	279	100	5,149	100	13,592	100	202,385	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	15	6	198	4	461	3	6,537	4	2.9	3.0	-.13	3.0 ***	-.23	3.0 ***	-.22
		2	Some	92	31	1,142	23	3,023	22	41,168	21							
		3	Quite a bit	100	35	2,284	45	5,656	42	86,471	42							
		4	Very much	71	29	1,500	28	4,388	33	67,655	33							
			Total	278	100	5,124	100	13,528	100	201,831	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	20	10	284	6	700	5	10,196	5	2.9	3.0 **	-.20	3.1 ***	-.32	3.1 ***	-.28
		2	Some	73	28	957	19	2,401	18	35,125	18							
		3	Quite a bit	89	29	2,030	40	4,861	36	76,388	38							
		4	Very much	94	33	1,849	35	5,559	42	80,016	39							
			Total	276	100	5,120	100	13,521	100	201,725	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	45	15	616	12	1,274	10	20,686	11	2.6	2.6	-0.03	2.8 **	-0.20	2.8 *	-0.15	
		2	Some	88	31	1,576	31	3,723	27	56,666	28								
		3	Quite a bit	85	31	1,837	37	4,773	35	71,405	35								
		4	Very much	58	23	1,086	20	3,744	27	52,702	26								
		Total		276	100	5,115	100	13,514	100	201,459	100								
e. Providing opportunities to be involved socially	SEsocial	1	Very little	24	10	229	5	711	5	10,918	6	2.8	2.9 **	-0.20	3.0 ***	-0.25	3.0 **	-0.22	
		2	Some	78	28	1,214	24	3,024	23	45,457	23								
		3	Quite a bit	105	37	2,146	42	5,232	39	81,331	40								
		4	Very much	66	25	1,516	28	4,515	33	63,382	31								
		Total		273	100	5,105	100	13,482	100	201,088	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	23	10	371	7	883	7	13,254	7	2.8	2.9	-0.05	3.0 *	-0.16	2.9	-0.12	
		2	Some	75	26	1,288	26	3,212	23	47,248	24								
		3	Quite a bit	97	36	2,042	40	5,082	38	79,132	39								
		4	Very much	78	28	1,405	26	4,307	32	61,178	30								
		Total		273	100	5,106	100	13,484	100	200,812	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	79	29	1,149	23	2,689	20	42,481	22	2.2	2.3	-0.11	2.4 ***	-0.23	2.3 **	-0.17	
		2	Some	98	35	1,860	37	4,734	36	73,592	36								
		3	Quite a bit	65	24	1,448	28	3,815	28	55,729	28								
		4	Very much	30	12	654	12	2,234	16	28,900	14								
		Total		272	100	5,111	100	13,472	100	200,702	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	35	15	331	7	1,093	9	18,560	10	2.6	2.8 **	-0.20	2.9 ***	-0.25	2.8 **	-0.17	
		2	Some	84	29	1,441	29	3,408	26	51,499	26								
		3	Quite a bit	95	33	2,033	40	4,957	36	76,656	38								
		4	Very much	59	23	1,281	24	3,991	29	53,753	26								
		Total		273	100	5,086	100	13,449	100	200,468	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	71	27	811	17	2,207	17	32,419	17	2.2	2.4 ***	-0.22	2.5 ***	-0.25	2.5 ***	-0.23	
		2	Some	107	38	1,825	37	4,693	35	70,510	35								
		3	Quite a bit	55	20	1,671	32	4,105	30	63,642	31								
		4	Very much	39	15	787	14	2,457	18	33,883	16								
		Total		272	100	5,094	100	13,462	100	200,454	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	SBmyself <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	9	3	81	3	126	2	2,356	2	3.1	3.2	-11	3.3 **	-19	3.3 **	-19	
		2	Disagree	31	10	318	9	652	8	9,480	8								
		3	Agree	157	59	1,971	53	4,173	53	63,361	52								
		4	Strongly agree	73	28	1,319	35	2,753	37	46,167	38								
		Total		270	100	3,689	100	7,704	100	121,364	100								
b. I feel valued by this institution.	SBvalued <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	11	4	154	5	259	3	3,987	4	2.9	2.9	-.03	3.0	-.11	3.0 *	-.14	
		2	Disagree	58	19	654	18	1,380	17	19,396	16								
		3	Agree	154	58	2,103	57	4,408	57	67,988	56								
		4	Strongly agree	45	18	773	20	1,639	22	29,859	24								
		Total		268	100	3,684	100	7,686	100	121,230	100								
c. I feel like part of the community at this institution.	SBcommunity <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	17	6	148	4	305	4	4,363	4	2.9	3.0	-.10	3.0	-.11	3.0 **	-.18	
		2	Disagree	52	19	655	19	1,425	19	20,100	17								
		3	Agree	153	58	2,015	54	4,166	53	64,384	53								
		4	Strongly agree	46	18	876	23	1,803	24	32,522	27								
		Total		268	100	3,694	100	7,699	100	121,369	100								
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	3	1	20	0	60	1	756	0	12.6	13.4	-.11	13.6 *	-.13	14.4 ***	-.22	
		3	1-5 hrs	57	24	745	15	2,052	15	24,269	13								
		8	6-10 hrs	54	21	1,281	25	3,353	25	45,056	23								
		13	11-15 hrs	60	21	1,170	23	3,053	23	45,509	23								
		18	16-20 hrs	52	19	945	18	2,393	18	39,503	19								
		23	21-25 hrs	13	5	499	10	1,290	9	23,075	11								
		28	26-30 hrs	14	5	216	4	573	4	10,887	5								
33	More than 30 hrs	14	5	188	4	626	5	10,592	5										
Total		267	100	5,064	100	13,400	100	199,647	100										
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs <i>(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	87	34	1,356	27	4,772	36	63,808	34	6.6	6.2	.06	5.3 *	.18	5.6 *	.14	
		3	1-5 hrs	77	27	1,805	35	4,162	32	65,084	31								
		8	6-10 hrs	37	15	878	17	1,968	15	31,725	16								
		13	11-15 hrs	28	11	443	9	1,159	9	18,132	9								
		18	16-20 hrs	18	5	289	6	677	5	10,601	5								
		23	21-25 hrs	8	4	152	3	350	2	5,207	3								
		28	26-30 hrs	4	1	43	1	105	1	1,890	1								
33	More than 30 hrs	8	3	84	2	163	1	2,659	1										
Total		267	100	5,050	100	13,356	100	199,106	100										

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. Working for pay on campus	tmworkonhrs	0	0 hrs	223	86	3,899	77	11,040	83	155,253	80	1.8	2.7 ** ▽	-.15	2.5 * ▽	-.11	2.4	-.11	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	9	3	227	4	273	2	8,902	4								
	8	6-10 hrs	9	3	344	7	366	3	14,407	6									
	13	11-15 hrs	11	3	261	5	606	4	10,029	5									
	18	16-20 hrs	14	4	220	4	688	5	6,560	3									
	23	21-25 hrs	0	0	63	1	231	2	2,289	1									
	28	26-30 hrs	1	0	15	0	72	1	647	0									
	33	More than 30 hrs	2	1	27	1	84	1	1,095	1									
	Total		269	100	5,056	100	13,360	100	199,182	100									
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	168	61	3,602	71	8,368	64	134,408	66	7.2	4.4 *** ▲	.33	6.4	.07	5.9	.13	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	17	5	247	5	624	4	9,419	5								
	8	6-10 hrs	9	4	310	6	717	5	10,754	5									
	13	11-15 hrs	15	7	255	5	818	6	11,170	6									
	18	16-20 hrs	20	7	266	5	937	7	11,585	6									
	23	21-25 hrs	14	6	181	4	796	6	8,205	4									
	28	26-30 hrs	7	2	78	1	451	3	4,518	2									
	33	More than 30 hrs	18	8	125	3	662	5	9,341	6									
	Total		268	100	5,064	100	13,373	100	199,400	100									
Estimated number of hours working for pay	tmworkhrs										9.0	7.0 * △	.18	8.9	.01	8.3	.06		
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	140	51	3,053	60	7,440	56	116,877	59	2.9	2.4	.10	2.9	.01	2.5	.08	
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	88	34	1,404	27	3,850	29	58,815	29								
	8	6-10 hrs	25	10	306	6	1,047	8	11,798	6									
	13	11-15 hrs	5	1	136	3	469	3	5,672	3									
	18	16-20 hrs	5	1	86	2	284	2	3,065	2									
	23	21-25 hrs	0	0	43	1	129	1	1,562	1									
	28	26-30 hrs	3	1	7	0	47	0	518	0									
	33	More than 30 hrs	2	1	26	1	94	1	993	1									
	Total		268	100	5,061	100	13,360	100	199,300	100									

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	7	2	67	1	296	2	3,737	2	11.9	13.4 **	-0.17	12.4	-0.06	12.6	-0.08	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	76	28	879	17	3,016	22	40,307	20								
	8	6-10 hrs	67	25	1,352	27	3,522	26	53,574	26									
	13	11-15 hrs	45	17	1,060	21	2,663	20	42,369	21									
	18	16-20 hrs	30	10	811	16	1,781	14	28,280	14									
	23	21-25 hrs	16	6	370	7	835	6	12,975	7									
	28	26-30 hrs	9	4	167	3	337	3	5,523	3									
	33	More than 30 hrs	19	8	351	8	917	7	12,507	7									
	Total			269	100	5,057	100	13,367	100	199,272	100								
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	186	65	4,129	81	9,535	72	152,715	75	3.6	2.0 **	.27	3.0	.07	3.1	.07	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	37	16	408	8	1,653	12	19,498	10								
	8	6-10 hrs	18	8	171	4	744	6	8,406	5									
	13	11-15 hrs	9	4	148	3	493	3	5,863	3									
	18	16-20 hrs	5	1	75	1	306	2	3,552	2									
	23	21-25 hrs	3	1	43	1	182	1	2,017	1									
	28	26-30 hrs	1	0	13	0	78	1	848	1									
	33	More than 30 hrs	8	4	65	2	360	3	6,050	4									
	Total			267	100	5,052	100	13,351	100	198,949	100								
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	85	34	2,298	43	4,099	32	89,826	43	5.3	3.9 **	.22	5.2	.02	4.1 *	.19	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	99	37	1,734	36	5,192	39	66,281	34								
	8	6-10 hrs	38	14	491	10	2,058	15	22,585	12									
	13	11-15 hrs	18	7	223	4	890	6	9,643	5									
	18	16-20 hrs	6	2	115	2	488	3	4,568	2									
	23	21-25 hrs	6	2	81	2	245	2	2,373	1									
	28	26-30 hrs	4	1	26	1	91	1	986	1									
	33	More than 30 hrs	9	3	81	2	322	2	3,066	2									
	Total			265	100	5,049	100	13,385	100	199,328	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																			
	reading	1	Very little	44	16	593	13	1,751	14	22,748	12	2.6	2.7	-10	2.6	-04	2.7	-12	
		2	Some	85	33	1,766	35	4,835	37	67,849	35								
		3	About half	86	33	1,490	29	3,859	28	57,759	29								
		4	Most	36	12	881	17	2,086	15	37,272	18								
		5	Almost all	18	6	316	6	806	6	13,330	6								
			Total	269	100	5,046	100	13,337	100	198,958	100								
	tmreadinghrs											5.4	6.0	-11	5.8	-08	6.5 **	-18	
			<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprehrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)</i>																
	tmreadinghrscol	1	0 hrs	3	1	20	0	60	1	733	0								
		2	More than zero, up to 5 hrs	157	61	2,734	56	7,557	57	99,872	52								
		3	More than 5, up to 10 hrs	62	24	1,407	27	3,526	27	58,416	29								
		4	More than 10, up to 15 hrs	21	7	468	9	1,138	8	20,355	10								
		5	More than 15, up to 20 hrs	10	3	234	5	552	4	10,141	5								
		6	More than 20, up to 25 hrs	8	2	117	2	319	2	6,208	3								
		7	More than 25 hrs	3	1	42	1	133	1	2,432	1								
			Total	264	100	5,022	100	13,285	100	198,157	100								
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																			
a. Writing clearly and effectively	pgwrite	1	Very little	26	9	331	7	935	8	13,493	7	2.7	2.8	-08	2.8	-10	2.8	-11	
		2	Some	85	30	1,454	29	3,683	28	55,413	28								
		3	Quite a bit	112	42	2,225	45	5,636	42	84,996	42								
		4	Very much	43	19	1,004	19	3,030	22	44,185	22								
			Total	266	100	5,014	100	13,284	100	198,087	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Speaking clearly and effectively	pgspeak	1	Very little	36	13	505	11	1,270	10	20,438	11	2.5	2.7 *	-13	2.7 **	-21	2.7 *	-16	
		2	Some	95	34	1,586	32	3,874	29	61,508	31								
		3	Quite a bit	98	38	2,008	40	5,209	39	75,509	38								
		4	Very much	36	15	909	18	2,923	22	40,599	21								
		Total		265	100	5,008	100	13,276	100	198,054	100								
c. Thinking critically and analytically	pgthink	1	Very little	14	6	168	4	372	3	5,716	3	3.0	3.0	.00	3.1	-.09	3.1	-.08	
		2	Some	46	15	996	20	2,594	20	37,296	19								
		3	Quite a bit	140	51	2,395	47	5,843	43	89,442	44								
		4	Very much	65	28	1,457	29	4,470	34	65,660	33								
		Total		265	100	5,016	100	13,279	100	198,114	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	29	11	634	13	1,268	10	24,741	12	2.7	2.6	.12	2.7	-.03	2.7	.04	
		2	Some	82	30	1,652	32	4,001	30	61,124	30								
		3	Quite a bit	98	35	1,831	37	4,919	37	70,744	36								
		4	Very much	55	24	898	18	3,090	24	41,448	22								
		Total		264	100	5,015	100	13,278	100	198,057	100								
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	47	18	629	13	1,778	13	25,076	13	2.5	2.6 *	-14	2.6 *	-15	2.6 *	-16	
		2	Some	91	33	1,627	33	4,185	31	63,404	32								
		3	Quite a bit	86	32	1,812	36	4,628	35	69,225	35								
		4	Very much	42	17	948	19	2,684	21	40,398	21								
		Total		266	100	5,016	100	13,275	100	198,103	100								
f. Working effectively with others	pgothers	1	Very little	23	9	290	7	803	6	11,919	7	2.8	2.8	-.06	2.9	-.10	2.9	-.08	
		2	Some	81	27	1,300	26	3,377	26	52,191	27								
		3	Quite a bit	104	41	2,214	43	5,493	41	82,688	41								
		4	Very much	58	24	1,212	24	3,590	27	51,215	26								
		Total		266	100	5,016	100	13,263	100	198,013	100								
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	37	14	539	12	1,344	11	20,263	11	2.6	2.7	-.08	2.7 **	-17	2.7 *	-15	
		2	Some	89	32	1,502	30	3,608	27	55,965	28								
		3	Quite a bit	96	36	1,991	39	5,105	37	75,674	37								
		4	Very much	44	18	980	19	3,214	24	46,058	23								
		Total		266	100	5,012	100	13,271	100	197,960	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	27	9	465	10	1,015	9	17,058	9	2.9	2.7 *	.13	2.9	.00	2.8	.05	
		2	Some	66	23	1,459	29	3,318	26	53,426	27								
		3	Quite a bit	102	40	1,921	38	5,013	37	74,841	37								
		4	Very much	70	28	1,173	23	3,926	29	52,693	27								
		Total		265	100	5,018	100	13,272	100	198,018	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	33	13	577	12	1,402	11	21,027	11	2.6	2.6	-.05	2.7	-.12	2.7	-.11	
		2	Some	98	35	1,662	33	4,164	31	64,341	32								
		3	Quite a bit	90	35	1,916	38	4,843	36	71,905	36								
		4	Very much	45	17	863	17	2,870	21	40,804	21								
		Total		266	100	5,018	100	13,279	100	198,077	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	38	14	599	12	1,287	10	22,402	12	2.6	2.6	-.03	2.7 *	-.16	2.7	-.09	
		2	Some	95	34	1,673	33	3,953	30	62,932	32								
		3	Quite a bit	88	31	1,850	36	4,892	36	70,567	35								
		4	Very much	46	20	899	18	3,155	23	42,405	21								
		Total		267	100	5,021	100	13,287	100	198,306	100								
19. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	7	2	87	2	222	2	3,575	2	3.1	3.1	-.01	3.2	-.12	3.2	-.12	
		2	Fair	49	16	745	16	1,899	14	25,565	13								
		3	Good	143	51	2,699	54	6,698	49	98,485	49								
		4	Excellent	69	30	1,497	29	4,533	35	71,494	35								
		Total		268	100	5,028	100	13,352	100	199,119	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	20	7	173	4	450	3	6,906	4	3.0	3.2 ***	-.24	3.2 ***	-.30	3.2 ***	-.30	
		2	Probably no	55	18	714	15	1,762	13	25,032	13								
		3	Probably yes	123	48	2,159	43	5,857	44	84,532	42								
		4	Definitely yes	72	28	2,027	38	5,357	40	83,467	41								
		Total		270	100	5,073	100	13,426	100	199,937	100								
21. Do you intend to return to this institution next year?^f																			
(Means indicate the percentage who responded "Yes.")	returnexp	No		32	11	231	5	651	5	8,007	4	72%	87% ***	-.37	87% ***	-.38	88% ***	-.40	
		Yes		195	72	4,450	87	11,719	87	177,160	88								
		Not sure		46	17	407	8	1,132	8	15,130	8								
		Total		273	100	5,088	100	13,502	100	200,297	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
1. During the current school year, about how often have you done the following?																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	12	3	155	2	1,014	4	8,256	3	3.1	3.1	.05	3.0 **	.15	3.1	.08
		2	Sometimes	107	23	1,834	26	7,991	29	77,931	27							
		3	Often	155	34	2,349	33	8,681	31	93,697	31							
		4	Very often	193	41	2,674	38	10,305	36	116,466	39							
		Total		467	100	7,012	100	27,991	100	296,350	100							
b. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	20	4	415	6	1,678	6	18,697	6	3.2	3.0 ***	.26	3.0 ***	.24	3.0 ***	.26
		2	Often	52	11	901	13	3,719	14	39,675	14							
		3	Sometimes	193	41	3,740	53	14,120	50	154,995	52							
		4	Never	203	43	1,953	28	8,325	30	81,915	28							
		Total		468	100	7,009	100	27,842	100	295,282	100							
c. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	294	62	3,257	47	14,752	53	139,309	49	1.6	1.8 ***	-.25	1.7 ***	-.16	1.7 ***	-.22
		2	Sometimes	117	25	2,538	36	8,664	31	102,672	34							
		3	Often	35	8	693	10	2,591	9	32,226	10							
		4	Very often	23	5	505	7	1,755	6	20,583	7							
		Total		469	100	6,993	100	27,762	100	294,790	100							
d. Asked another student to help you understand course material	CLaskhelp	1	Never	97	21	684	11	4,757	17	44,059	16	2.3	2.6 ***	-.30	2.4 **	-.12	2.4 ***	-.16
		2	Sometimes	206	44	2,798	41	11,315	41	118,841	41							
		3	Often	102	22	2,256	32	7,361	26	85,150	28							
		4	Very often	63	14	1,245	17	4,334	15	46,492	15							
		Total		468	100	6,983	100	27,767	100	294,542	100							
e. Explained course material to one or more students	CLexplain	1	Never	57	12	280	4	2,639	9	23,709	8	2.5	2.8 ***	-.38	2.7 **	-.14	2.7 ***	-.19
		2	Sometimes	187	40	2,152	31	10,041	36	99,672	34							
		3	Often	141	30	2,794	40	9,362	33	107,491	36							
		4	Very often	81	18	1,745	24	5,694	21	63,290	21							
		Total		466	100	6,971	100	27,736	100	294,162	100							
f. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	123	26	1,038	16	5,988	22	56,059	20	2.3	2.6 ***	-.23	2.4 *	-.10	2.5 **	-.13
		2	Sometimes	155	33	2,337	34	9,013	33	96,669	33							
		3	Often	102	22	2,110	30	7,302	26	82,280	27							
		4	Very often	86	18	1,456	20	5,306	19	57,874	19							
		Total		466	100	6,941	100	27,609	100	292,882	100							

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NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
g. Worked with other students on course projects or assignments	CLproject	1	Never	71	15	294	5	3,052	11	25,902	9	2.5	3.0 ***	-.48	2.7 ***	-.21	2.8 ***	-.29
		2	Sometimes	164	36	1,752	26	8,063	30	80,798	28							
		3	Often	133	29	2,664	38	9,119	33	103,293	35							
		4	Very often	94	20	2,193	31	7,257	26	81,828	28							
		Total		462	100	6,903	100	27,491	100	291,821	100							
h. Given a course presentation	present	1	Never	79	17	477	8	4,763	18	34,460	13	2.5	2.8 ***	-.37	2.5	-.03	2.7 ***	-.18
		2	Sometimes	166	36	1,981	29	9,103	34	89,420	32							
		3	Often	132	29	2,445	35	7,718	28	93,876	31							
		4	Very often	88	19	1,995	28	5,859	21	73,788	24							
		Total		465	100	6,898	100	27,443	100	291,544	100							
2. During the current school year, about how often have you done the following?																		
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	23	5	203	3	1,533	6	11,410	4	2.9	3.0 **	-.16	2.9	-.01	2.9	-.07
		2	Sometimes	136	29	1,681	25	7,752	29	78,351	28							
		3	Often	188	41	2,899	42	10,638	39	118,570	41							
		4	Very often	115	24	2,050	30	7,265	27	80,697	27							
		Total		462	100	6,833	100	27,188	100	289,028	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	37	8	417	6	2,324	10	19,233	8	2.7	2.8	-.07	2.7	.02	2.8	-.05
		2	Sometimes	145	32	2,153	32	8,559	32	88,694	32							
		3	Often	175	38	2,515	37	9,671	35	106,005	36							
		4	Very often	100	22	1,694	25	6,473	23	73,867	25							
		Total		457	100	6,779	100	27,027	100	287,799	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	55	12	793	13	4,027	16	32,425	13	2.7	2.6	.08	2.5 **	.13	2.6	.05
		2	Sometimes	142	31	2,387	35	9,009	34	96,982	34							
		3	Often	157	34	2,162	32	8,117	30	91,873	31							
		4	Very often	103	22	1,385	20	5,712	20	64,806	22							
		Total		457	100	6,727	100	26,865	100	286,086	100							
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	12	3	304	5	1,334	5	12,085	5	2.9	2.8	.07	2.8	.07	2.8	.05
		2	Sometimes	129	29	2,004	29	7,717	29	81,841	29							
		3	Often	207	46	2,918	44	11,358	42	124,339	43							
		4	Very often	103	23	1,445	22	6,245	23	65,907	23							
		Total		451	100	6,671	100	26,654	100	284,172	100							

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NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	6	1	165	3	765	3	7,283	3	3.0	3.0	.01	3.0	.00	3.0	.00	
		2	Sometimes	113	26	1,604	24	6,160	24	65,959	24								
		3	Often	205	46	2,972	45	11,728	44	127,566	45								
		4	Very often	122	27	1,844	28	7,713	29	80,538	28								
		Total		446	100	6,585	100	26,366	100	281,346	100								
f. Learned something that changed the way you understand an issue or concept	RNewview	1	Never	7	2	131	2	569	3	5,366	2	2.9	3.0	-.06	3.0	-.07	3.0	-.08	
		2	Sometimes	137	31	1,662	26	6,739	26	70,448	26								
		3	Often	184	42	2,971	46	11,537	44	125,558	45								
		4	Very often	114	25	1,712	26	7,269	28	77,276	27								
		Total		442	100	6,476	100	26,114	100	278,648	100								
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	4	1	55	1	295	1	2,467	1	3.2	3.2	-.04	3.2	-.02	3.2	-.04	
		2	Sometimes	84	19	921	14	4,158	16	41,026	15								
		3	Often	184	42	3,129	49	11,860	46	129,867	47								
		4	Very often	165	37	2,313	36	9,565	37	103,068	37								
		Total		437	100	6,418	100	25,878	100	276,428	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	98	23	780	13	5,723	23	44,825	18	2.4	2.6 ***	-27	2.3	.02	2.5 *	-10	
		2	Sometimes	163	37	2,335	37	9,915	39	105,904	39								
		3	Often	100	23	1,745	27	5,760	22	69,998	24								
		4	Very often	78	18	1,562	24	4,495	17	55,639	19								
		Total		439	100	6,422	100	25,893	100	276,366	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	221	50	1,990	32	12,340	48	112,909	43	1.9	2.2 ***	-.33	1.9	.00	2.0 *	-11	
		2	Sometimes	103	24	2,097	33	7,148	28	83,450	30								
		3	Often	74	17	1,298	20	3,692	14	45,875	16								
		4	Very often	40	9	1,003	15	2,617	10	33,205	12								
		Total		438	100	6,388	100	25,797	100	275,439	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	168	38	1,189	20	8,970	35	72,541	28	2.0	2.4 ***	-.40	2.0	-.07	2.2 ***	-20	
		2	Sometimes	146	34	2,602	41	9,354	37	109,642	40								
		3	Often	90	21	1,560	24	4,680	18	59,050	21								
		4	Very often	31	7	980	15	2,601	10	32,309	11								
		Total		435	100	6,331	100	25,605	100	273,542	100								

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NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

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				Count	%	Count	%	Count	%	Count	%		Mean	Mean	Effect size ^e	Mean		Effect size ^e	Mean
d. Discussed your academic performance with a faculty member	SFperform	1	Never	117	27	1,094	18	6,919	27	60,398	23	2.1	2.3 ***	-0.22	2.1	.02	2.2	-0.08	
		2	Sometimes	181	42	2,723	43	10,757	42	118,808	43								
		3	Often	90	21	1,625	25	5,185	20	62,332	22								
		4	Very often	45	10	895	14	2,712	10	32,054	11								
		Total		433	100	6,337	100	25,573	100	273,592	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	30	7	363	6	1,726	7	20,814	8	2.7	2.8 *	-0.13	2.8 **	-0.13	2.8	-0.06	
		2	Some	151	36	1,864	30	7,282	28	83,476	31								
		3	Quite a bit	161	38	2,584	41	10,402	41	107,543	39								
		4	Very much	86	20	1,478	23	6,030	24	60,297	22								
		Total		428	100	6,289	100	25,440	100	272,130	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	9	2	156	3	766	3	7,247	3	3.0	3.1 *	-0.12	3.1 *	-0.11	3.1 **	-0.13	
		2	Some	108	25	1,261	21	5,090	20	53,100	20								
		3	Quite a bit	201	47	2,812	45	11,147	44	122,895	45								
		4	Very much	109	26	2,028	32	8,338	32	87,845	32								
		Total		427	100	6,257	100	25,341	100	271,087	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	7	2	189	3	799	3	8,329	3	3.0	3.0	.01	3.0	-0.04	3.0	-0.04	
		2	Some	98	23	1,420	23	5,376	22	57,513	22								
		3	Quite a bit	207	49	2,753	44	10,872	43	117,830	44								
		4	Very much	113	26	1,830	29	8,081	32	85,297	31								
		Total		425	100	6,192	100	25,128	100	268,969	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	15	4	297	5	1,192	6	12,246	5	3.0	2.9	.08	2.9	.03	2.9	.04	
		2	Some	97	23	1,547	25	5,738	23	62,417	24								
		3	Quite a bit	190	45	2,665	43	10,616	42	115,782	43								
		4	Very much	120	28	1,649	26	7,454	29	77,407	28								
		Total		422	100	6,158	100	25,000	100	267,852	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	10	2	204	3	926	4	9,626	4	3.0	2.9	.04	3.0	.01	3.0	.01	
		2	Some	94	23	1,529	25	5,696	23	61,508	24								
		3	Quite a bit	211	50	2,785	45	10,974	44	120,394	45								
		4	Very much	106	25	1,621	26	7,321	29	75,442	28								
		Total		421	100	6,139	100	24,917	100	266,970	100								

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Texas A&M University-Commerce

Seniors

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				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	11	3	131	2	551	2	5,535	2	3.1	3.1	-06	3.2 *	-13	3.1 *	-11	
		2	Some	90	22	1,144	19	4,333	18	45,370	17								
		3	Quite a bit	176	42	2,656	43	10,216	41	115,929	43								
		4	Very much	141	34	2,162	35	9,648	39	98,652	37								
		Total		418	100	6,093	100	24,748	100	265,486	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	28	7	221	4	1,200	5	10,275	4	2.9	3.0 *	-12	3.1 **	-13	3.1 **	-15	
		2	Some	91	22	1,211	20	4,791	19	49,097	19								
		3	Quite a bit	171	41	2,689	44	10,029	41	116,371	43								
		4	Very much	125	30	1,954	32	8,657	35	89,139	34								
		Total		415	100	6,075	100	24,677	100	264,882	100								
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	23	6	172	3	982	4	8,643	4	2.9	3.1 ***	-25	3.1 ***	-21	3.1 ***	-23	
		2	Some	108	26	1,153	19	4,968	20	49,745	19								
		3	Quite a bit	166	40	2,541	42	9,484	38	109,224	41								
		4	Very much	120	28	2,207	36	9,203	37	96,926	36								
		Total		417	100	6,073	100	24,637	100	264,538	100								
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	45	11	522	9	2,828	12	24,820	10	2.8	2.8	-06	2.7	.01	2.8	-03	
		2	Some	123	30	1,717	29	7,002	29	73,156	28								
		3	Quite a bit	131	32	2,177	36	7,975	32	91,807	34								
		4	Very much	115	27	1,648	27	6,798	27	74,345	27								
		Total		414	100	6,064	100	24,603	100	264,128	100								
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	41	10	444	8	2,267	10	19,272	8	2.8	2.8	-02	2.8	.02	2.8	-03	
		2	Some	116	28	1,676	28	6,959	29	72,902	28								
		3	Quite a bit	140	34	2,417	40	8,731	35	101,202	38								
		4	Very much	119	28	1,507	25	6,606	26	70,188	26								
		Total		416	100	6,044	100	24,563	100	263,564	100								

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Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	37	9	649	10	2,565	10	28,186	10	2.6	2.6	-.03	2.6	-.04	2.7	-.05	
		2	Sometimes	154	38	2,074	34	8,338	34	90,134	34								
		3	Often	155	38	2,130	36	8,762	36	93,059	36								
		4	Very often	66	16	1,113	19	4,631	19	49,562	20								
		Total		412	100	5,966	100	24,296	100	260,941	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	71	17	1,059	17	4,567	20	45,927	18	2.4	2.4	.01	2.4	.04	2.4	.01	
		2	Sometimes	147	36	2,224	37	8,690	36	96,420	37								
		3	Often	136	33	1,762	30	7,081	29	76,810	30								
		4	Very often	59	14	886	15	3,838	16	40,762	16								
		Total		413	100	5,931	100	24,176	100	259,919	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	82	20	966	16	4,228	18	41,841	16	2.3	2.4 *	-.11	2.4	-.08	2.4 *	-.12	▽
		2	Sometimes	159	39	2,309	39	9,219	38	100,177	38								
		3	Often	126	31	1,841	32	7,304	30	80,638	31								
		4	Very often	43	10	795	14	3,358	14	36,535	14								
		Total		410	100	5,911	100	24,109	100	259,191	100								
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																			
a. Up to 5 pages	wrshortnum <i>(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	32	8	355	6	2,092	9	14,865	6	6.5	7.4 **	-.14	6.6	-.01	7.7 ***	-.18	▽
		1.5	1-2	86	21	1,055	18	4,865	21	43,764	17								
		4	3-5	125	31	1,751	30	7,394	30	74,012	29								
		8	6-10	82	20	1,315	22	4,744	19	57,938	22								
		13	11-15	46	12	616	11	2,202	9	28,809	11								
		18	16-20	20	5	305	5	1,113	5	15,295	6								
		23	More than 20	17	4	489	8	1,612	7	23,720	9								
		Total		408	100	5,886	100	24,022	100	258,403	100								
b. Between 6 and 10 pages	wrmednum <i>(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	129	31	1,445	25	7,510	32	58,707	24	3.0	3.3	-.07	3.1	-.02	3.7 **	-.14	▽
		1.5	1-2	132	32	2,040	35	7,648	32	84,341	32								
		4	3-5	84	21	1,420	24	4,800	20	63,729	24								
		8	6-10	41	10	574	10	2,398	10	31,194	12								
		13	11-15	10	2	209	4	841	4	11,008	4								
		18	16-20	9	2	92	2	345	1	4,076	2								
		23	More than 20	3	1	84	1	384	2	4,525	2								
Total		408	100	5,864	100	23,926	100	257,580	100										

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. 11 pages or more	wrlongnum	0	None	234	57	2,867	49	13,693	57	121,503	48	1.6	1.9	-.08	1.8	-.06	2.0 *	-.11	
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	106	27	2,001	34	6,305	26	86,853	32								
		4	3-5	45	11	555	10	1,941	8	28,030	11								
		8	6-10	9	2	219	4	938	4	10,583	4								
		13	11-15	6	2	123	2	552	2	5,726	2								
		18	16-20	2	1	40	1	232	1	2,136	1								
		23	More than 20	5	1	71	1	325	1	3,291	1								
	Total			407	100	5,876	100	23,986	100	258,122	100								
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									67.5	77.1	-.10	71.7	-.04	82.4 ***	-.15	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	36	9	336	6	1,339	6	12,565	5	3.0	2.9 **	.16	3.1 *	-.11	3.1	-.05	
		2	Sometimes	70	17	1,856	31	4,529	19	60,011	23								
		3	Often	137	34	1,843	32	7,199	29	79,936	31								
		4	Very often	161	39	1,834	31	10,862	45	105,398	41								
		Total		404	100	5,869	100	23,929	100	257,910	100								
b. People from an economic background other than your own	DDeconomic	1	Never	34	8	214	4	1,254	6	10,836	5	3.0	3.0	.05	3.1	-.08	3.1	-.06	
		2	Sometimes	73	18	1,538	26	4,863	21	57,956	22								
		3	Often	150	37	2,300	39	8,028	33	91,793	35								
		4	Very often	148	36	1,796	31	9,741	40	96,726	38								
		Total		405	100	5,848	100	23,886	100	257,311	100								
c. People with religious beliefs other than your own	DDreligion	1	Never	36	9	329	6	1,628	7	16,564	6	2.9	2.9	.03	3.0 *	-.10	3.0	-.05	
		2	Sometimes	88	22	1,683	29	5,372	23	67,781	26								
		3	Often	146	36	2,080	35	7,493	31	82,214	32								
		4	Very often	134	33	1,767	30	9,393	39	90,806	36								
		Total		404	100	5,859	100	23,886	100	257,365	100								
d. People with political views other than your own	DDpolitical	1	Never	39	10	329	6	1,712	7	16,873	7	2.9	2.9	.01	3.0	-.05	2.9	.00	
		2	Sometimes	80	20	1,670	28	5,941	25	73,329	28								
		3	Often	158	39	2,058	35	7,417	31	82,128	32								
		4	Very often	128	31	1,813	31	8,833	36	85,149	34								
		Total		405	100	5,870	100	23,903	100	257,479	100								

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NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

				Frequency Distributions ^a						Statistical Comparisons ^b									
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	12	3	156	3	560	3	5,945	3	3.1	3.0	.05	3.1	.01	3.1	.00	
		2	Sometimes	73	18	1,268	22	4,677	20	49,581	20								
		3	Often	183	46	2,557	44	10,210	43	111,917	43								
		4	Very often	135	33	1,841	32	8,349	34	88,884	34								
		Total		403	100	5,822	100	23,796	100	256,327	100								
b. Reviewed your notes after class	LSnotes	1	Never	21	5	441	8	1,331	6	18,585	7	3.1	2.8 ***	.29	2.9 **	.14	2.8 ***	.23	
		2	Sometimes	79	20	1,847	32	6,361	27	76,678	30								
		3	Often	152	38	1,935	34	8,190	34	85,143	33								
		4	Very often	151	37	1,585	27	7,880	33	75,703	30								
		Total		403	100	5,808	100	23,762	100	256,109	100								
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	20	5	436	7	1,461	7	16,700	7	3.0	2.8 ***	.21	2.9 *	.09	2.8 **	.14	
		2	Sometimes	88	22	1,791	31	6,486	28	74,233	29								
		3	Often	176	44	2,179	37	8,734	36	95,587	37								
		4	Very often	120	29	1,409	24	7,095	29	69,559	27								
		Total		404	100	5,815	100	23,776	100	256,079	100								
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
challenge		1	Not at all	1	0	59	1	258	1	2,458	1	5.8	5.5 ***	.21	5.6 **	.14	5.6 ***	.19	
		2		6	2	74	1	312	2	3,342	1								
		3		17	4	237	4	958	4	10,572	4								
		4		29	7	566	10	2,245	10	25,624	10								
		5		89	22	1,687	29	6,258	27	72,679	28								
		6		103	26	1,610	28	5,595	23	65,702	25								
		7	Very much	154	38	1,551	26	7,980	33	74,268	29								
		Total		399	100	5,784	100	23,606	100	254,645	100								
11. Which of the following have you done or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided		46	12	417	7	3,211	14	25,295	10	35%	52% ***	-.34	35%	.01	48% ***	-.26	
		Do not plan to do		111	28	812	15	4,384	19	40,942	17								
		Plan to do		101	25	1,468	26	7,722	33	60,585	24								
		Done or in progress		142	35	3,075	52	8,278	35	127,586	48								
		Total		400	100	5,772	100	23,595	100	254,408	100								

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NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Hold a formal leadership role in a student organization or group	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	51	13	550	10	3,701	16	30,476	12	27%	42% ***	-0.32	26%	.03	34% **	-0.16	
			Do not plan to do	190	48	2,237	39	10,906	47	110,356	44								
			Plan to do	47	12	461	8	2,827	12	21,600	9								
			Done or in progress	108	27	2,510	42	6,126	26	91,503	34								
			Total	396	100	5,758	100	23,560	100	253,935	100								
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	56	14	730	13	4,349	18	37,195	15	20%	26% **	-0.15	18%	.04	22%	-0.06	
			Do not plan to do	203	51	2,903	51	11,437	50	130,647	52								
			Plan to do	57	15	563	10	3,314	14	25,954	10								
			Done or in progress	79	20	1,538	26	4,370	18	59,313	22								
			Total	395	100	5,734	100	23,470	100	253,109	100								
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	62	16	622	11	3,738	16	29,739	12	6%	14% ***	-0.28	8%	-0.10	14% ***	-0.27	
			Do not plan to do	263	66	3,840	68	15,374	66	166,804	67								
			Plan to do	47	12	414	7	2,356	10	17,438	7								
			Done or in progress	23	6	855	14	2,015	8	39,251	14								
			Total	395	100	5,731	100	23,483	100	253,232	100								
e. Work with a faculty member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	80	20	776	14	4,761	20	38,961	16	11%	26% ***	-0.39	16% **	-0.14	23% ***	-0.31	
			Do not plan to do	214	54	2,847	49	11,271	48	124,317	49								
			Plan to do	55	14	618	11	3,639	16	29,659	12								
			Done or in progress	45	11	1,487	26	3,816	16	60,254	23								
			Total	394	100	5,728	100	23,487	100	253,191	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	64	16	531	9	3,589	15	24,323	10	26%	46% ***	-0.43	31% *	-0.11	44% ***	-0.39	
			Do not plan to do	116	29	1,189	21	5,269	24	49,713	21								
			Plan to do	113	30	1,310	24	7,224	30	60,734	25								
			Done or in progress	101	26	2,696	46	7,373	31	118,306	44								
			Total	394	100	5,726	100	23,455	100	253,076	100								

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

	servcourse	1	2	3	4	Total	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020		
	None	178	45	2,111	37	9,456	42	93,770	39	1.7	1.8	-0.10	1.7	-0.03	1.8	-0.04
	Some	161	42	2,765	48	10,525	44	126,513	49							
	Most	39	10	707	12	2,732	11	25,944	10							
	All	14	4	126	2	688	3	6,086	2							
	Total	392	100	5,709	100	23,401	100	252,313	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

		Frequency Distributions ^a										Statistical Comparisons ^b						
												<i>Your seniors compared with</i>						
Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
13. Indicate the quality of your interactions with the following people at your institution.																		
a. Students	QIstudent	1	Poor	11	3	54	1	316	1	2,964	1	5.7	5.6 *	.12	5.6	.10	5.6	.10
		2		5	1	76	1	393	2	3,853	2							
		3		8	2	216	4	961	4	9,622	4							
		4		28	7	560	10	2,380	10	24,553	10							
		5		75	19	1,490	26	5,420	23	61,225	24							
		6		93	24	1,642	28	5,735	24	69,027	27							
		7	Excellent	137	35	1,581	28	7,467	31	74,906	30							
		—	Not applicable	36	9	86	2	701	3	6,146	3							
			Total	393	100	5,705	100	23,373	100	252,296	100							
b. Academic advisors	QIadvisor	1	Poor	20	5	235	4	1,096	5	10,516	4	5.5	5.2 *	.13	5.2 **	.13	5.3 *	.11
		2		15	4	287	5	1,163	5	11,212	5							
		3		18	5	431	8	1,684	7	17,596	7							
		4		41	11	647	11	2,895	12	29,850	12							
		5		64	16	1,108	20	4,215	18	45,938	18							
		6		64	16	1,114	19	4,162	18	49,562	19							
		7	Excellent	158	41	1,835	32	7,791	33	83,654	33							
		—	Not applicable	12	3	47	1	348	1	3,779	2							
			Total	392	100	5,704	100	23,354	100	252,107	100							
c. Faculty	QIfaculty	1	Poor	8	2	74	1	461	2	3,593	2	5.6	5.5	.04	5.5	.05	5.5	.03
		2		13	3	104	2	569	2	4,846	2							
		3		22	6	276	5	1,165	5	10,994	5							
		4		34	9	638	11	2,657	11	27,085	11							
		5		79	20	1,364	23	5,058	21	58,284	23							
		6		80	20	1,682	29	5,961	26	71,250	28							
		7	Excellent	148	38	1,522	27	7,179	31	73,599	29							
		—	Not applicable	9	2	36	1	313	1	2,383	1							
			Total	393	100	5,696	100	23,363	100	252,034	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

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Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	20	5	242	5	1,031	4	10,248	4	5.1	5.0	.07	5.0	.03	5.0	.05
		2		14	4	232	4	907	4	10,246	4							
		3		14	4	420	7	1,426	6	17,003	7							
		4		38	10	748	13	2,655	12	31,939	12							
		5		52	13	1,165	20	3,746	16	46,735	18							
		6		62	16	1,099	19	3,677	16	43,802	17							
		7	Excellent	76	19	1,074	19	4,853	21	48,482	19							
		—	Not applicable	116	29	713	13	5,047	22	43,451	18							
	Total	392	100	5,693	100	23,342	100	251,906	100									
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	13	3	238	4	1,063	5	11,258	5	5.2	5.0 **	.15	5.1	.08	5.0 *	.11
		2		24	6	289	5	1,115	5	11,816	5							
		3		25	6	448	8	1,730	7	19,204	8							
		4		46	12	848	15	3,159	14	36,130	14							
		5		73	19	1,259	22	4,428	19	52,417	20							
		6		65	17	1,254	22	4,403	19	50,286	20							
		7	Excellent	114	29	1,075	19	5,678	24	54,999	22							
		—	Not applicable	33	9	289	5	1,780	8	15,893	7							
	Total	393	100	5,700	100	23,356	100	252,003	100									
14. How much does your institution emphasize the following?																		
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	10	2	122	2	451	2	4,759	2	3.1	3.0	.03	3.1	-.07	3.1	-.06
		2	Some	76	19	1,162	21	4,314	19	45,775	19							
		3	Quite a bit	184	47	2,658	47	10,185	43	114,532	46							
		4	Very much	122	31	1,743	30	8,322	36	86,137	34							
			Total	392	100	5,685	100	23,272	100	251,203	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	20	5	302	6	1,354	6	12,871	6	2.9	2.9	-.03	2.9	-.09	2.9	-.09
		2	Some	114	29	1,449	26	5,628	24	59,645	24							
		3	Quite a bit	159	41	2,452	43	9,326	40	105,829	42							
		4	Very much	97	25	1,469	25	6,910	30	72,374	28							
			Total	390	100	5,672	100	23,218	100	250,719	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	52	14	534	10	2,325	10	22,146	9	2.7	2.8 **	-.15	2.9 ***	-.21	2.9 ***	-.20
		2	Some	107	28	1,442	26	5,405	23	60,623	25							
		3	Quite a bit	140	36	2,168	38	8,216	35	94,215	37							
		4	Very much	85	22	1,531	27	7,253	31	73,530	29							
			Total	384	100	5,675	100	23,199	100	250,514	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	47	12	939	17	3,151	14	36,697	15	2.6	2.5 *	.11	2.7	-.07	2.6	.00
		2	Some	121	32	1,862	33	6,356	28	76,047	30							
		3	Quite a bit	140	36	1,818	32	7,563	32	80,348	32							
		4	Very much	75	19	1,039	18	6,090	26	57,040	23							
		Total		383	100	5,658	100	23,160	100	250,132	100							
e. Providing opportunities to be involved socially	SEsocial	1	Very little	36	9	396	7	2,265	10	22,005	9	2.7	2.8 *	-.11	2.8	-.08	2.8	-.07
		2	Some	113	30	1,439	26	5,826	26	65,440	27							
		3	Quite a bit	152	39	2,369	42	8,545	37	95,915	38							
		4	Very much	84	22	1,448	25	6,500	28	66,542	26							
		Total		385	100	5,652	100	23,136	100	249,902	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	41	10	619	11	2,910	13	29,613	12	2.8	2.7	.06	2.7	.04	2.7	.06
		2	Some	100	26	1,552	28	6,341	27	69,578	28							
		3	Quite a bit	147	39	2,173	38	7,847	34	89,045	35							
		4	Very much	95	25	1,299	22	6,035	26	61,374	24							
		Total		383	100	5,643	100	23,133	100	249,610	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	117	30	1,925	34	7,312	32	81,645	33	2.2	2.1 *	.12	2.2	.01	2.1	.08
		2	Some	133	35	1,956	34	7,594	33	87,305	35							
		3	Quite a bit	84	22	1,185	21	5,056	22	52,320	21							
		4	Very much	49	13	566	10	3,110	13	28,113	11							
		Total		383	100	5,632	100	23,072	100	249,383	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	80	21	745	14	4,229	19	42,860	18	2.5	2.6 *	-.11	2.5	-.07	2.5	-.05
		2	Some	111	29	1,779	32	6,638	29	74,381	30							
		3	Quite a bit	120	32	1,963	35	7,273	31	82,353	32							
		4	Very much	72	19	1,131	19	4,916	21	49,500	20							
		Total		383	100	5,618	100	23,056	100	249,094	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	94	24	1,121	20	5,446	24	55,260	23	2.3	2.3	-.01	2.3	.00	2.3	.01
		2	Some	132	35	2,200	39	8,093	35	91,224	37							
		3	Quite a bit	102	27	1,565	28	6,091	26	68,901	27							
		4	Very much	55	14	740	13	3,451	15	33,772	13							
		Total		383	100	5,626	100	23,081	100	249,157	100							

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
												<i>Your seniors compared with</i>							
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	SBmyself <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	14	4	98	2	305	3	3,696	3	3.2	3.3	-.08	3.3 *	-.12	3.3 *	-.10	
		2	Disagree	22	6	298	7	827	6	10,178	7								
		3	Agree	202	53	2,044	47	6,323	47	70,201	46								
		4	Strongly agree	145	38	1,873	43	5,961	44	64,588	44								
		Total		383	100	4,313	100	13,416	100	148,663	100								
b. I feel valued by this institution.	SBvalued <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	19	5	244	6	834	7	9,606	7	3.0	2.9 *	.11	2.9	.09	2.9 *	.10	
		2	Disagree	61	16	845	20	2,321	18	27,373	18								
		3	Agree	194	51	2,154	50	6,632	49	73,622	49								
		4	Strongly agree	106	28	1,075	24	3,617	26	37,926	26								
		Total		380	100	4,318	100	13,404	100	148,527	100								
c. I feel like part of the community at this institution.	SBcommunity <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	21	6	205	5	833	7	8,353	6	3.0	3.0	-.02	2.9	.05	3.0	.00	
		2	Disagree	69	18	789	19	2,603	20	26,942	18								
		3	Agree	199	52	2,150	50	6,500	48	73,462	49								
		4	Strongly agree	96	25	1,179	26	3,480	25	39,865	27								
		Total		385	100	4,323	100	13,416	100	148,622	100								
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	2	0	24	0	101	1	969	0	14.8	14.5	.03	14.8	.00	14.9	-.02	
		3	1-5 hrs	48	12	746	14	3,153	14	32,087	13								
		8	6-10 hrs	93	24	1,353	24	5,297	23	57,169	23								
		13	11-15 hrs	78	21	1,116	20	4,719	20	51,376	21								
		18	16-20 hrs	75	20	1,051	19	4,116	18	45,081	18								
		23	21-25 hrs	41	11	597	10	2,424	10	26,871	11								
		28	26-30 hrs	20	5	356	6	1,346	6	15,327	6								
Total		384	100	5,611	100	23,001	100	248,594	100										
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs <i>(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	230	59	1,789	33	11,563	51	104,910	44	4.1	6.0 ***	-.26	4.2	-.02	5.0 *	-.12	
		3	1-5 hrs	68	18	1,762	31	5,725	25	67,767	26								
		8	6-10 hrs	29	8	893	16	2,372	10	31,991	13								
		13	11-15 hrs	23	6	488	9	1,460	6	18,807	7								
		18	16-20 hrs	14	4	302	5	898	4	11,748	5								
		23	21-25 hrs	8	2	162	3	449	2	6,273	2								
		28	26-30 hrs	4	1	75	1	174	1	2,604	1								
Total		384	100	5,593	100	22,947	100	248,172	100										

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. Working for pay on campus	tmworkonhrs	0	0 hrs	312	81	3,685	67	18,346	80	174,296	72	2.6	4.3 *** ▽	-.23	3.2	-.07	3.6 **	-.14
	(Recorded version of tmworkon created by NSSE.)	3	1-5 hrs	7	2	312	5	417	2	12,360	4							
		8	6-10 hrs	11	3	514	9	723	3	20,918	7							
		13	11-15 hrs	22	6	404	7	1,003	4	16,246	6							
	(Values are estimated number of hours per week.)	18	16-20 hrs	25	7	405	7	1,521	7	15,178	6							
		23	21-25 hrs	3	1	159	3	482	2	4,608	2							
		28	26-30 hrs	2	1	40	1	169	1	1,699	1							
		33	More than 30 hrs	1	0	74	1	305	1	2,863	1							
		Total			383	100	5,593	100	22,966	100	248,168							
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	116	30	2,627	46	8,083	35	101,828	41	17.8	10.4 *** ▲	.60	15.4 ***	.17	13.0 ***	.36
	(Recorded version of tmworkoff created by NSSE.)	3	1-5 hrs	11	3	303	5	851	4	12,245	5							
		8	6-10 hrs	16	4	394	7	1,198	5	15,946	6							
		13	11-15 hrs	27	7	424	7	1,393	6	17,340	7							
	(Values are estimated number of hours per week.)	18	16-20 hrs	35	9	570	10	2,053	9	22,885	9							
		23	21-25 hrs	16	4	397	7	1,801	8	17,803	7							
		28	26-30 hrs	16	4	249	4	1,408	6	13,069	5							
		33	More than 30 hrs	145	38	637	12	6,203	27	47,273	21							
		Total			382	100	5,601	100	22,990	100	248,389							
Estimated number of hours working for pay	tmworkhrs										20.3	14.7 *** ▲	.44	18.5 *	.13	16.6 ***	.27	
	(Continuous variable created by NSSE)																	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	194	50	2,787	50	11,381	51	123,762	51	3.4	3.3	.01	3.5	-.02	3.3	.02
	(Recorded version of tmservice created by NSSE.)	3	1-5 hrs	115	30	1,888	33	7,270	31	82,461	32							
		8	6-10 hrs	43	11	432	8	2,065	9	20,636	8							
		13	11-15 hrs	14	3	216	4	955	4	9,380	4							
	(Values are estimated number of hours per week.)	18	16-20 hrs	11	3	122	2	596	3	5,552	2							
		23	21-25 hrs	3	1	52	1	288	1	2,567	1							
		28	26-30 hrs	1	0	29	0	133	1	1,156	0							
		33	More than 30 hrs	4	1	70	1	272	1	2,705	1							
		Total			385	100	5,596	100	22,960	100	248,219							

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NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs <i>(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	25	6	127	2	928	4	7,447	3	8.9	11.8 ***	-.34	10.3 ***	-.17	10.9 ***	-.24
		3	1-5 hrs	137	35	1,326	23	7,209	30	66,722	27							
		8	6-10 hrs	105	27	1,553	27	6,300	27	70,242	28							
		13	11-15 hrs	55	15	1,084	19	3,858	17	46,281	18							
		18	16-20 hrs	33	9	736	13	2,230	10	28,708	12							
		23	21-25 hrs	10	3	328	6	973	4	11,967	5							
		28	26-30 hrs	7	2	142	3	418	2	5,391	2							
		33	More than 30 hrs	12	3	303	6	1,042	5	11,428	5							
	Total	384	100	5,599	100	22,958	100	248,186	100									
g. Providing care for dependents (children, parents, etc.)	tmcarehrs <i>(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	176	46	4,174	74	12,433	55	160,396	63	11.2	4.2 ***	.72	7.9 ***	.27	6.3 ***	.44
		3	1-5 hrs	40	10	472	8	2,730	12	25,895	10							
		8	6-10 hrs	25	6	227	4	1,469	6	12,628	5							
		13	11-15 hrs	16	4	142	3	962	4	8,383	4							
		18	16-20 hrs	22	6	107	2	868	4	6,660	3							
		23	21-25 hrs	5	1	51	1	424	2	3,793	2							
		28	26-30 hrs	13	3	32	1	326	1	2,616	1							
		33	More than 30 hrs	88	23	395	8	3,717	15	27,501	12							
	Total	385	100	5,600	100	22,929	100	247,872	100									
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs <i>(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	160	42	1,231	22	5,054	22	63,678	25	4.6	5.0	-.06	5.8 ***	-.17	5.0	-.06
		3	1-5 hrs	118	30	2,996	53	10,193	44	116,545	47							
		8	6-10 hrs	57	15	743	13	4,157	19	38,448	16							
		13	11-15 hrs	26	7	273	5	1,610	7	14,098	6							
		18	16-20 hrs	5	1	115	2	755	3	5,939	3							
		23	21-25 hrs	2	0	61	1	324	1	2,946	1							
		28	26-30 hrs	3	1	30	0	208	1	1,425	1							
		33	More than 30 hrs	13	3	158	3	671	3	5,202	2							
	Total	384	100	5,607	100	22,972	100	248,281	100									

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NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020					
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e						
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																							
	reading	1	Very little	42	11	856	15	2,827	14	33,659	14	3.0	2.7 ***	.20	2.9	.08	2.8 **	.14					
		2	Some	93	25	1,777	32	6,062	27	71,233	29												
		3	About half	116	30	1,437	26	6,518	28	67,757	27												
		4	Most	101	26	1,066	19	5,106	22	52,627	21												
		5	Almost all	32	8	450	8	2,421	10	22,625	9												
			Total	384	100	5,586	100	22,934	100	247,901	100												
	tmreadinghrs			<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprehrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)</i>																			
				7.7								6.7 **		.16		7.4		.05		7.1		.10	
	tmreadinghrscol	1	0 hrs	2	0	23	0	99	1	950	0												
		2	More than zero, up to 5 hrs	161	42	2,882	52	10,553	47	118,013	49												
		3	More than 5, up to 10 hrs	134	35	1,505	27	6,472	28	71,867	29												
		4	More than 10, up to 15 hrs	35	9	558	10	2,528	11	25,955	10												
		5	More than 15, up to 20 hrs	29	8	319	6	1,530	6	14,835	6												
		6	More than 20, up to 25 hrs	12	3	197	3	1,070	4	10,412	4												
		7	More than 25 hrs	10	3	85	2	595	3	4,947	2												
			Total	383	100	5,569	100	22,847	100	246,979	100												
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																							
a. Writing clearly and effectively	pgwrite	1	Very little	16	4	287	5	1,317	6	12,605	6	3.0	3.0	-.03	3.0	-.03	3.0	-.07					
		2	Some	100	26	1,249	23	5,118	23	51,839	21												
		3	Quite a bit	150	39	2,279	40	8,681	38	97,153	39												
		4	Very much	116	30	1,765	32	7,756	33	85,751	34												
			Total	382	100	5,580	100	22,872	100	247,348	100												

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public		NSSE 2019 & 2020		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Speaking clearly and effectively	pgspeak	1	Very little	29	8	331	6	1,881	9	17,282	8	2.8	2.9 *	-13	2.9	-.07	2.9 *	-10	
		2	Some	114	30	1,300	24	5,383	24	56,779	23								▽
		3	Quite a bit	127	33	2,169	39	8,313	36	92,917	37								
		4	Very much	110	29	1,781	31	7,295	32	80,358	32								
		Total		380	100	5,581	100	22,872	100	247,336	100								
c. Thinking critically and analytically	pgthink	1	Very little	6	2	109	2	571	3	5,147	2	3.2	3.3	-10	3.3	-.09	3.3 *	-13	
		2	Some	67	17	700	13	3,000	13	29,857	13								
		3	Quite a bit	152	39	2,209	39	8,662	37	92,801	37								
		4	Very much	157	41	2,560	45	10,654	46	119,639	48								
		Total		382	100	5,578	100	22,887	100	247,444	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	29	8	535	10	2,036	9	23,827	9	2.9	2.8	.02	2.9	-.09	2.9	-.05	
		2	Some	107	28	1,503	26	5,350	23	62,380	24								
		3	Quite a bit	135	35	1,904	35	7,850	34	82,311	33								
		4	Very much	110	29	1,633	29	7,652	34	78,861	33								
		Total		381	100	5,575	100	22,888	100	247,379	100								
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	21	6	393	7	2,118	10	19,644	9	3.0	3.0	.00	2.9	.08	3.0	.04	
		2	Some	92	24	1,207	22	5,226	23	56,115	23								
		3	Quite a bit	136	36	1,982	35	7,661	33	85,075	34								
		4	Very much	131	34	2,000	36	7,875	34	86,570	35								
		Total		380	100	5,582	100	22,880	100	247,404	100								
f. Working effectively with others	pgothers	1	Very little	22	6	210	4	1,354	6	11,816	5	3.0	3.1 *	-12	3.0	-.02	3.1	-.05	
		2	Some	80	21	994	18	4,731	21	48,612	20								▽
		3	Quite a bit	150	39	2,213	40	8,371	36	94,764	38								
		4	Very much	129	34	2,155	38	8,448	36	92,152	37								
		Total		381	100	5,572	100	22,904	100	247,344	100								
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	35	10	524	10	2,429	12	23,524	11	2.9	2.9	.03	2.8	.03	2.9	.01	
		2	Some	92	24	1,364	25	5,295	24	57,729	24								
		3	Quite a bit	138	36	1,986	35	7,729	33	85,959	34								
		4	Very much	118	31	1,699	30	7,420	32	79,970	31								
		Total		383	100	5,573	100	22,873	100	247,182	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				A&M Commerce		Similar Institutions		Southwest Public		NSSE 2019 & 2020		A&M Commerce	Similar Institutions		Southwest Public	NSSE 2019 & 2020			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	29	8	506	9	2,014	9	21,641	10	2.9	2.8	.07	2.9	-.01	2.9	.03	
		2	Some	101	26	1,481	27	5,248	23	60,815	25								
		3	Quite a bit	131	34	1,919	34	7,641	33	85,033	34								
		4	Very much	124	32	1,666	30	7,990	34	79,813	32								
		Total		385	100	5,572	100	22,893	100	247,302	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	25	7	438	8	2,150	10	20,516	9	2.9	2.8	.06	2.8	.07	2.9	.05	
		2	Some	104	26	1,465	27	5,879	26	64,585	26								
		3	Quite a bit	140	36	2,084	37	7,854	34	88,619	35								
		4	Very much	116	30	1,581	28	6,990	30	73,588	30								
		Total		385	100	5,568	100	22,873	100	247,308	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	39	11	663	12	2,821	13	29,407	13	2.8	2.7 *	.10	2.7	.07	2.7	.08	
		2	Some	106	27	1,686	30	6,405	28	70,810	29								
		3	Quite a bit	128	33	1,820	32	7,235	31	80,580	32								
		4	Very much	111	29	1,401	25	6,436	28	66,743	27								
		Total		384	100	5,570	100	22,897	100	247,540	100								
19. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	6	2	139	3	571	3	5,952	3	3.2	3.2	.08	3.2	.02	3.2	.00	
		2	Fair	53	14	737	14	2,905	13	29,233	12								
		3	Good	168	44	2,632	47	9,927	43	107,875	43								
		4	Excellent	159	41	2,089	37	9,599	41	105,358	42								
		Total		386	100	5,597	100	23,002	100	248,418	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	14	4	269	5	956	5	11,510	5	3.3	3.2 *	.13	3.2	.03	3.2	.06	
		2	Probably no	45	12	757	14	2,708	12	30,814	12								
		3	Probably yes	146	38	2,233	40	8,614	38	95,431	38								
		4	Definitely yes	183	47	2,353	41	10,799	46	111,372	45								
		Total		388	100	5,612	100	23,077	100	249,127	100								

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

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University-Commerce

First-Year Students

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	A&M Commerce	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:						
														Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020				
1 a. askquest	393	2.75	2.76	2.69	2.80	.044	.011	.007	.002	.88	.83	.85	.85	443	17,240	202,894	.878	.148	.294	-.01	.07	-.05				
b. unpreparedr	397	3.00	3.09	3.04	3.07	.040	.010	.006	.002	.79	.75	.78	.77	5,885	17,150	202,000	.021	.287	.064	-.12	-.05	-.09				
c. attendart	392	1.92	1.89	1.88	1.85	.051	.012	.007	.002	1.01	.92	.94	.91	439	407	392	.520	.438	.145	.04	.04	.08				
d. CLaskhelp	391	2.58	2.63	2.66	2.60	.047	.012	.007	.002	.93	.87	.89	.90	440	17,073	201,078	.292	.093	.705	-.06	-.09	-.02				
e. CLexplain	385	2.64	2.68	2.74	2.69	.044	.011	.007	.002	.87	.81	.84	.85	432	16,992	200,370	.423	.020	.264	-.05	-.12	-.06				
f. CLstudy	384	2.56	2.52	2.58	2.53	.048	.013	.008	.002	.94	.94	.97	.98	5,786	16,911	199,190	.443	.615	.564	.04	-.03	.03				
g. CLproject	381	2.70	2.68	2.68	2.64	.045	.011	.007	.002	.87	.83	.87	.89	5,751	16,786	197,824	.673	.750	.190	.02	.02	.07				
h. present	378	2.19	2.30	2.20	2.27	.047	.012	.007	.002	.91	.89	.91	.91	5,736	16,764	197,465	.023	.835	.074	-.12	-.01	-.09				
2 a. RIintegrate	368	2.43	2.58	2.54	2.57	.048	.011	.007	.002	.92	.83	.87	.85	411	16,457	368	.003	.016	.002	-.18	-.13	-.17				
b. RISocietal	364	2.62	2.51	2.49	2.56	.048	.012	.007	.002	.91	.86	.89	.88	410	16,318	192,494	.030	.006	.222	.12	.15	.06				
c. RIDiverse	362	2.63	2.48	2.49	2.56	.048	.013	.007	.002	.92	.90	.92	.90	5,501	16,149	190,514	.003	.006	.150	.16	.15	.08				
d. Rlownview	355	2.83	2.74	2.77	2.77	.045	.011	.007	.002	.85	.80	.82	.81	5,427	15,946	188,171	.044	.217	.235	.11	.07	.06				
e. Rlperspect	352	2.90	2.90	2.93	2.92	.045	.011	.006	.002	.84	.79	.80	.79	395	365	352	.893	.504	.669	.01	-.04	-.02				
f. RInewview	344	2.88	2.81	2.85	2.86	.043	.011	.006	.002	.80	.78	.80	.79	5,221	15,465	182,204	.098	.531	.561	.09	.03	.03				
g. RIconnect	334	3.03	2.99	3.00	3.03	.042	.010	.006	.002	.77	.73	.75	.74	376	15,246	179,737	.284	.381	.997	.06	.05	.00				
3 a. SFcareer	332	2.24	2.37	2.31	2.33	.054	.013	.008	.002	.98	.91	.95	.93	5,125	15,223	179,637	.009	.143	.081	-.15	-.08	-.10				
b. SFotherwork	332	1.75	1.87	1.82	1.80	.049	.013	.008	.002	.90	.93	.94	.92	5,088	15,147	178,581	.023	.153	.280	-.13	-.08	-.06				
c. SFdiscuss	326	1.90	2.03	1.98	2.02	.048	.013	.008	.002	.87	.89	.91	.90	5,021	14,992	176,744	.010	.163	.025	-.15	-.08	-.12				
d. SFperform	328	2.10	2.17	2.10	2.14	.051	.013	.007	.002	.93	.88	.90	.89	5,018	14,980	176,566	.142	.906	.344	-.08	-.01	-.05				
4 a. memorize	322	2.99	2.91	2.96	2.91	.045	.011	.007	.002	.81	.78	.79	.80	4,982	14,853	175,225	.093	.510	.090	.10	.04	.09				
b. HOapply	322	2.84	2.85	2.89	2.91	.048	.011	.007	.002	.86	.77	.82	.80	358	14,754	322	.798	.337	.144	-.02	-.05	-.09				
c. HOanalyze	317	2.78	2.83	2.88	2.90	.049	.012	.007	.002	.87	.79	.82	.81	354	329	317	.262	.037	.011	-.07	-.13	-.15				
d. HOevaluate	317	2.80	2.86	2.87	2.89	.049	.012	.007	.002	.87	.78	.83	.81	353	14,504	317	.226	.121	.057	-.08	-.09	-.12				
e. HOform	316	2.88	2.85	2.88	2.89	.045	.012	.007	.002	.81	.78	.82	.80	4,804	14,427	170,269	.515	.951	.833	.04	.00	-.01				
5 a. ETgoals	313	2.98	3.00	3.06	3.06	.046	.012	.007	.002	.82	.78	.79	.78	353	14,326	168,902	.747	.106	.079	-.02	-.09	-.10				
b. ETorganize	310	2.95	2.91	2.96	2.99	.051	.012	.007	.002	.89	.82	.85	.82	347	14,294	310	.462	.814	.504	.05	-.01	-.04				
c. ETexample	309	2.95	2.96	3.00	3.02	.050	.012	.007	.002	.87	.82	.84	.82	4,734	14,260	309	.928	.298	.202	-.01	-.06	-.08				
d. ETdraftfb	309	2.75	2.78	2.74	2.81	.053	.013	.008	.002	.92	.88	.93	.91	4,718	14,221	167,661	.586	.848	.208	-.03	.01	-.07				
e. ETfeedback	307	2.70	2.67	2.66	2.73	.054	.013	.008	.002	.95	.89	.93	.90	345	14,182	307	.644	.516	.521	.03	.04	-.04				
6 a. QRconclude	305	2.55	2.54	2.59	2.58	.051	.013	.007	.002	.89	.85	.87	.87	4,633	13,996	164,896	.844	.418	.515	.01	-.05	-.04				
b. QRproblem	303	2.34	2.31	2.32	2.33	.055	.013	.008	.002	.96	.88	.92	.92	338	13,907	163,870	.584	.786	.869	.04	.02	.01				
c. QRevaluate	296	2.25	2.30	2.32	2.33	.054	.013	.008	.002	.93	.86	.89	.89	330	13,842	163,216	.373	.215	.150	-.06	-.07	-.08				

NSSE 2020 Frequencies and Statistical Comparisons

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Texas A&M University-Commerce

First-Year Students

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	A&M Commerce	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:						
														Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020				
7 a. wrshortnum	298	5.41	6.11	5.36	6.49	.283	.083	.044	.014	4.89	5.43	5.16	5.69	4,571	13,808	299	.029	.875	.000	-.13	.01	-.19				
b. wrmednum	295	1.95	2.06	1.98	2.32	.198	.051	.029	.008	3.40	3.30	3.35	3.40	4,553	13,759	162,354	.586	.880	.066	-.03	-.01	-.11				
c. wrlongnum	296	1.14	.86	.94	1.00	.180	.044	.026	.007	3.09	2.87	3.01	2.95	331	13,771	162,456	.130	.256	.400	.10	.07	.05				
— wrpages	295	48.21	47.47	45.65	52.47	4.352	1.102	.647	.184	74.70	71.77	74.89	73.73	4,535	13,690	161,472	.864	.563	.321	.01	.03	-.06				
8 a. DDrace	296	3.14	2.86	3.07	3.04	.051	.014	.008	.002	.88	.92	.92	.91	4,546	13,724	162,137	.000	.181	.070	.31	.08	.11				
b. DDeconomic	296	3.03	2.91	3.02	3.03	.051	.013	.008	.002	.88	.88	.90	.88	4,534	13,692	161,685	.023	.760	.860	.14	.02	.01				
c. DDreligion	296	2.91	2.86	2.94	2.94	.055	.014	.008	.002	.94	.93	.95	.94	4,538	13,687	161,696	.393	.543	.591	.05	-.04	-.03				
d. DDpolitical	296	2.99	2.89	2.91	2.89	.055	.014	.008	.002	.94	.91	.95	.94	4,533	13,696	161,767	.070	.142	.058	.11	.09	.11				
9 a. LSreading	292	2.87	2.93	2.94	3.00	.048	.012	.007	.002	.82	.75	.77	.77	326	13,585	292	.253	.101	.008	-.07	-.10	-.17				
b. LSnotes	292	2.99	2.89	2.93	2.91	.051	.013	.008	.002	.87	.87	.87	.88	4,486	13,564	160,389	.043	.211	.105	.12	.07	.09				
c. LSsummary	292	2.89	2.76	2.82	2.83	.054	.013	.008	.002	.92	.87	.88	.87	4,488	13,573	160,405	.014	.161	.222	.15	.08	.07				
10. challenge	289	5.42	5.34	5.40	5.42	.075	.019	.011	.003	1.27	1.20	1.25	1.24	4,468	13,485	159,373	.323	.808	.938	.06	.01	.00				
11 a. intern ^l	286	.057	.055	.066	.073	.0137	.0035	.0022	.0007	--	--	--	--	--	--	--	.914	.517	.278	.01	-.04	-.07				
b. leader ^l	286	.133	.111	.100	.103	.0201	.0049	.0026	.0008	--	--	--	--	--	--	--	.266	.067	.092	.07	.10	.09				
c. learncom ^l	281	.114	.092	.124	.127	.0190	.0045	.0029	.0008	--	--	--	--	--	--	--	.241	.593	.501	.07	-.03	-.04				
d. abroad ^l	281	.034	.022	.025	.028	.0108	.0023	.0014	.0004	--	--	--	--	--	--	--	.186	.360	.556	.07	.05	.03				
e. research ^l	284	.043	.033	.047	.047	.0121	.0028	.0019	.0005	--	--	--	--	--	--	--	.346	.771	.802	.05	-.02	-.02				
f. capstone ^l	282	.027	.021	.022	.020	.0096	.0022	.0013	.0004	--	--	--	--	--	--	--	.505	.578	.424	.04	.03	.04				
12. servcourse	276	1.65	1.62	1.67	1.64	.044	.011	.006	.002	.73	.69	.72	.71	4,383	13,259	157,005	.607	.557	.813	.03	-.04	.01				
13 a. QIstudent	264	5.35	5.38	5.42	5.45	.077	.021	.012	.003	1.26	1.34	1.38	1.36	4,331	276	154,275	.731	.330	.220	-.02	-.06	-.08				
b. QIadvisor	260	5.15	5.31	5.34	5.38	.101	.025	.014	.004	1.63	1.58	1.59	1.58	4,318	12,965	153,214	.112	.051	.015	-.10	-.12	-.15				
c. QIfaculty	264	5.34	5.32	5.34	5.41	.083	.021	.013	.003	1.34	1.35	1.45	1.37	4,324	13,016	154,569	.852	.961	.377	.01	.00	-.05				
d. QIstaff	230	5.26	5.17	5.22	5.19	.095	.025	.015	.004	1.44	1.53	1.60	1.58	4,080	240	140,169	.359	.618	.486	.06	.03	.05				
e. QIadmin	244	5.07	5.04	5.14	5.16	.104	.026	.015	.004	1.62	1.59	1.61	1.59	4,091	12,444	144,606	.754	.499	.418	.02	-.04	-.05				
14 a. empstudy	275	2.92	3.02	3.07	3.08	.048	.012	.007	.002	.80	.74	.76	.75	307	13,153	155,807	.051	.002	.000	-.13	-.19	-.22				
b. SEacademic	275	2.86	2.97	3.05	3.04	.054	.013	.007	.002	.90	.82	.83	.83	305	283	274	.058	.001	.001	-.13	-.23	-.22				
c. SElearnsup	273	2.86	3.03	3.14	3.10	.060	.014	.008	.002	1.00	.88	.88	.88	301	281	273	.005	.000	.000	-.20	-.32	-.28				
d. SEdiverse	273	2.62	2.65	2.81	2.77	.061	.015	.008	.002	1.00	.94	.95	.95	305	283	273	.692	.003	.019	-.03	-.20	-.15				
e. SESocial	270	2.77	2.94	2.99	2.96	.057	.013	.008	.002	.94	.85	.88	.88	299	279	270	.003	.000	.001	-.20	-.25	-.22				
f. SEwellness	270	2.81	2.86	2.95	2.92	.058	.014	.008	.002	.96	.89	.90	.90	301	279	270	.450	.015	.073	-.05	-.16	-.12				

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														Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020				
g. SEnonacad	269	2.19	2.30	2.41	2.35	.060	.015	.009	.002	.99	.96	.98	.97	4,304	13,022	154,377	.068	.000	.006	-.11	-.23	-.17				
h. SEactivities	270	2.63	2.81	2.86	2.79	.061	.014	.008	.002	1.00	.88	.93	.94	298	279	270	.004	.000	.007	-.20	-.25	-.17				
i. SEevents	269	2.24	2.44	2.48	2.47	.062	.015	.009	.002	1.01	.93	.97	.96	4,292	13,006	154,148	.001	.000	.000	-.22	-.25	-.23				
15 a. SBmyself	266	3.13	3.21	3.26	3.26	.042	.013	.008	.002	.69	.71	.67	.69	317	287	267	.083	.003	.003	-.11	-.19	-.19				
b. SBvalued	265	2.90	2.93	2.98	3.01	.045	.014	.009	.003	.73	.75	.73	.74	3,244	6,766	86,927	.603	.089	.022	-.03	-.11	-.14				
c. SBcommunity	263	2.87	2.95	2.96	3.02	.047	.014	.010	.003	.77	.77	.77	.77	3,250	6,770	87,036	.112	.069	.003	-.10	-.11	-.18				
16 a. tmprephrs	263	12.58	13.43	13.62	14.41	.519	.124	.072	.021	8.41	7.82	8.06	8.15	4,257	12,931	153,521	.090	.038	.000	-.11	-.13	-.22				
b. tmcocurrhrs	261	6.62	6.21	5.35	5.60	.507	.115	.061	.018	8.19	7.25	6.88	7.04	288	268	261	.424	.013	.046	.06	.18	.14				
c. tmworkonhrs	263	1.82	2.71	2.51	2.42	.328	.094	.056	.015	5.32	5.97	6.31	5.77	307	278	263	.009	.037	.066	-.15	-.11	-.11				
d. tmworkoffhrs	262	7.21	4.37	6.44	5.92	.682	.133	.092	.026	11.03	8.43	10.30	10.11	281	270	261	.000	.264	.059	.33	.07	.13				
— tmworkhrs	261	8.98	7.04	8.92	8.31	.768	.168	.108	.030	12.40	10.61	12.12	11.68	285	12,860	261	.014	.935	.377	.18	.01	.06				
e. tmservicehrs	262	2.91	2.41	2.87	2.52	.323	.075	.047	.013	5.22	4.76	5.29	4.90	4,257	12,902	153,217	.102	.888	.190	.10	.01	.08				
f. tmrelaxhrs	263	11.89	13.39	12.40	12.55	.571	.137	.078	.022	9.25	8.68	8.76	8.61	4,253	12,906	262	.007	.351	.246	-.17	-.06	-.08				
g. tmcarehrs	261	3.57	1.99	3.05	3.07	.472	.091	.063	.019	7.63	5.76	7.13	7.55	280	12,891	152,962	.001	.242	.283	.27	.07	.07				
h. tmcommutehrs	260	5.28	3.91	5.16	4.10	.463	.099	.062	.016	7.46	6.27	6.99	6.34	283	12,917	259	.004	.788	.011	.22	.02	.19				
17. reading	263	2.58	2.69	2.62	2.71	.066	.017	.010	.003	1.07	1.08	1.08	1.09	4,243	12,881	152,950	.121	.552	.051	-.10	-.04	-.12				
— tmreadinghrs	258	5.42	6.02	5.84	6.46	.339	.086	.048	.015	5.45	5.42	5.42	5.70	4,219	12,819	152,292	.082	.216	.003	-.11	-.08	-.18				
18 a. pgwrite	260	2.70	2.77	2.79	2.80	.054	.013	.008	.002	.87	.84	.88	.87	4,219	12,830	152,237	.224	.108	.072	-.08	-.10	-.11				
b. pgspeak	260	2.54	2.65	2.73	2.69	.056	.014	.008	.002	.90	.89	.91	.92	4,212	12,827	152,208	.048	.001	.010	-.13	-.21	-.16				
c. pgthink	260	3.01	3.01	3.08	3.08	.051	.013	.007	.002	.82	.80	.81	.80	4,219	12,828	152,208	.961	.178	.188	.00	-.09	-.08				
d. pganalyze	259	2.72	2.60	2.74	2.68	.059	.015	.008	.002	.95	.92	.93	.94	4,218	12,828	152,205	.059	.652	.492	.12	-.03	.04				
e. pgwork	261	2.48	2.61	2.62	2.63	.061	.015	.009	.002	.98	.93	.96	.95	4,218	12,832	152,240	.026	.016	.012	-.14	-.15	-.16				
f. pgothers	260	2.79	2.84	2.88	2.86	.056	.014	.008	.002	.91	.86	.88	.88	4,220	12,814	152,147	.341	.104	.221	-.06	-.10	-.08				
g. pgvalues	261	2.58	2.66	2.74	2.72	.058	.015	.008	.002	.94	.92	.95	.94	4,216	12,817	152,143	.204	.008	.018	-.08	-.17	-.15				
h. pgdiverse	260	2.86	2.74	2.86	2.81	.058	.015	.008	.002	.93	.92	.93	.93	4,219	12,809	152,165	.038	.991	.380	.13	.00	.05				
i. pgprobsolve	261	2.56	2.60	2.67	2.66	.057	.014	.008	.002	.92	.90	.94	.93	4,218	12,826	152,215	.475	.056	.077	-.05	-.12	-.11				
j. pgcitizen	261	2.57	2.60	2.72	2.66	.060	.015	.008	.002	.97	.92	.94	.94	4,219	12,827	152,379	.677	.012	.139	-.03	-.16	-.09				
19. evalexp	260	3.09	3.10	3.18	3.18	.046	.011	.006	.002	.74	.72	.72	.74	4,228	12,914	153,168	.893	.058	.056	-.01	-.12	-.12				
20. sameinst	262	2.97	3.16	3.21	3.21	.052	.013	.007	.002	.85	.81	.79	.80	4,263	12,995	153,861	.000	.000	.000	-.24	-.30	-.30				
21. returnexp ¹	266	.722	.870	.872	.879	.0275	.0053	.0030	.0008	--	--	--	--	--	--	--	.000	.000	.000	-.37	-.38	-.40				

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University-Commerce

Seniors

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	A&M Commerce	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Comparisons with:			Comparisons with:			Comparisons with:						
														Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020				
1 a. askquest	467	3.12	3.08	2.98	3.05	.040	.010	.005	.002	.85	.85	.90	.88	7,625	36,835	316,179	.304	.001	.100	.05	.15	.08				
b. unpreparedr	468	3.24	3.03	3.03	3.02	.038	.009	.004	.001	.81	.80	.83	.82	529	480	469	.000	.000	.000	.26	.24	.26				
c. attendart	469	1.55	1.78	1.69	1.75	.038	.011	.005	.002	.83	.90	.88	.89	7,608	482	314,138	.000	.000	.000	-.25	-.16	-.22				
d. CLaskhelp	468	2.28	2.55	2.40	2.43	.044	.011	.005	.002	.95	.89	.95	.93	7,599	36,527	313,880	.000	.009	.001	-.30	-.12	-.16				
e. CLexplain	466	2.53	2.84	2.66	2.70	.043	.010	.005	.002	.92	.84	.91	.90	517	36,495	313,415	.000	.002	.000	-.38	-.14	-.19				
f. CLstudy	465	2.32	2.55	2.43	2.46	.049	.012	.005	.002	1.06	.99	1.03	1.02	519	36,278	311,819	.000	.034	.004	-.23	-.10	-.13				
g. CLproject	461	2.54	2.96	2.75	2.81	.046	.010	.005	.002	.98	.87	.97	.95	509	36,122	462	.000	.000	.000	-.48	-.21	-.29				
h. present	465	2.49	2.84	2.52	2.67	.045	.011	.005	.002	.98	.92	1.01	.98	519	36,036	310,182	.000	.552	.000	-.37	-.03	-.18				
2 a. RIintegrate	462	2.85	2.98	2.86	2.91	.039	.010	.005	.002	.85	.82	.87	.85	519	35,652	307,195	.001	.783	.131	-.16	-.01	-.07				
b. RISocietal	457	2.73	2.80	2.71	2.78	.042	.011	.005	.002	.89	.89	.93	.91	7,370	35,417	305,704	.132	.699	.268	-.07	.02	-.05				
c. RIDiverse	456	2.66	2.59	2.54	2.62	.045	.011	.005	.002	.96	.95	.99	.96	7,311	35,172	303,545	.119	.008	.327	.08	.13	.05				
d. Rlownview	450	2.89	2.83	2.83	2.85	.037	.010	.005	.002	.78	.82	.84	.83	516	463	450	.135	.123	.292	.07	.07	.05				
e. Rlperspect	445	2.99	2.98	2.98	2.98	.036	.010	.004	.001	.76	.79	.81	.80	7,157	34,412	297,846	.859	.944	.989	.01	.00	.00				
f. RInewview	441	2.91	2.96	2.96	2.97	.038	.010	.004	.001	.79	.78	.80	.79	498	34,056	294,595	.207	.138	.085	-.06	-.07	-.08				
g. RIconnect	436	3.16	3.19	3.18	3.19	.036	.009	.004	.001	.76	.71	.74	.73	486	33,727	291,925	.439	.745	.381	-.04	-.02	-.04				
3 a. SFcareer	438	2.35	2.61	2.33	2.45	.049	.012	.006	.002	1.02	.98	1.01	.99	6,971	33,758	291,832	.000	.633	.035	-.27	.02	-.10				
b. SFotherwork	436	1.85	2.19	1.86	1.96	.048	.013	.005	.002	1.01	1.05	1.00	1.02	6,931	33,613	290,677	.000	.931	.022	-.33	.00	-.11				
c. SFdiscuss	434	1.97	2.35	2.03	2.16	.045	.012	.005	.002	.94	.96	.96	.96	496	33,353	288,519	.000	.169	.000	-.40	-.07	-.20				
d. SFperform	432	2.15	2.35	2.13	2.22	.045	.012	.005	.002	.94	.93	.93	.93	6,873	33,300	288,523	.000	.715	.106	-.22	.02	-.08				
4 a. memorize	427	2.70	2.81	2.82	2.76	.042	.011	.005	.002	.86	.85	.87	.88	6,818	33,110	286,759	.011	.007	.213	-.13	-.13	-.06				
b. HOapply	426	2.96	3.06	3.05	3.07	.037	.010	.004	.001	.77	.79	.81	.79	6,783	32,967	285,550	.014	.021	.007	-.12	-.11	-.13				
c. HOanalyze	424	3.00	2.99	3.03	3.03	.036	.010	.005	.002	.75	.81	.82	.81	492	436	425	.883	.394	.355	.01	-.04	-.04				
d. HOevaluate	421	2.97	2.91	2.95	2.94	.039	.011	.005	.002	.81	.84	.86	.85	484	433	281,813	.122	.463	.460	.08	.03	.04				
e. HOform	421	2.97	2.94	2.97	2.96	.037	.010	.005	.002	.76	.80	.83	.82	485	433	421	.351	.900	.768	.04	.01	.01				
5 a. ETgoals	417	3.07	3.11	3.17	3.15	.040	.010	.004	.001	.81	.79	.79	.78	6,601	32,176	278,983	.243	.010	.029	-.06	-.13	-.11				
b. ETorganize	415	2.94	3.04	3.05	3.06	.044	.010	.005	.002	.89	.82	.86	.83	462	32,073	278,267	.022	.007	.002	-.12	-.13	-.15				
c. ETexample	417	2.91	3.11	3.09	3.10	.043	.010	.005	.002	.87	.81	.86	.83	6,576	32,006	277,887	.000	.000	.000	-.25	-.21	-.23				
d. ETdraftfb	414	2.75	2.81	2.74	2.79	.048	.012	.006	.002	.98	.93	.99	.96	465	31,963	277,379	.276	.791	.477	-.06	.01	-.03				
e. ETfeedback	416	2.80	2.82	2.78	2.83	.047	.011	.005	.002	.96	.89	.94	.91	465	31,926	416	.705	.700	.593	-.02	.02	-.03				
6 a. QRconclude	411	2.61	2.64	2.65	2.65	.042	.012	.005	.002	.86	.91	.91	.91	6,459	31,548	273,672	.519	.431	.338	-.03	-.04	-.05				
b. QRproblem	413	2.45	2.43	2.41	2.44	.046	.012	.006	.002	.94	.95	.97	.96	6,419	31,373	272,452	.779	.437	.915	.01	.04	.01				
c. QRevaluate	409	2.33	2.43	2.40	2.44	.045	.012	.005	.002	.91	.91	.93	.92	6,395	31,296	271,631	.030	.100	.012	-.11	-.08	-.12				

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Texas A&M University-Commerce

Seniors

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j				Significance ^k				Effect size ^e			
	A&M Commerce					Similar Institutions				Southwest Public				NSSE 2019 & 2020				Comparisons with:				Comparisons with:				Comparisons with:			
	A&M Commerce	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	A&M Commerce	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	
7 a. wrshortnum	408	6.52	7.40	6.60	7.69	.289	.084	.036	.013	5.83	6.50	6.27	6.69	479	31,189	408	.004	.796	.000	-.14	-.01	-.18							
b. wrmednum	408	3.03	3.35	3.13	3.67	.203	.056	.025	.009	4.10	4.33	4.41	4.59	6,342	31,050	269,703	.157	.669	.005	-.07	-.02	-.14							
c. wrlongnum	407	1.60	1.88	1.82	2.02	.173	.048	.022	.007	3.48	3.73	3.92	3.88	6,353	420	407	.129	.203	.014	-.08	-.06	-.11							
— wrpages	406	67.52	77.05	71.73	82.36	4.354	1.241	.565	.191	87.72	95.37	98.56	98.94	6,310	30,889	407	.050	.391	.001	-.10	-.04	-.15							
8 a. DDrace	404	3.04	2.89	3.14	3.08	.048	.012	.005	.002	.96	.92	.93	.92	6,341	31,069	270,068	.002	.030	.359	.16	-.11	-.05							
b. DDeconomic	405	3.01	2.97	3.08	3.06	.047	.011	.005	.002	.94	.85	.91	.88	450	31,014	269,379	.402	.106	.246	.05	-.08	-.06							
c. DDreligion	404	2.93	2.90	3.02	2.97	.047	.012	.005	.002	.95	.90	.95	.93	6,328	31,003	269,419	.551	.041	.328	.03	-.10	-.05							
d. DDpolitical	405	2.92	2.92	2.96	2.92	.047	.012	.005	.002	.95	.90	.95	.94	6,344	31,028	269,570	.910	.361	.980	.01	-.05	.00							
9 a. LSreading	403	3.09	3.05	3.09	3.09	.039	.010	.005	.002	.79	.80	.80	.80	6,289	30,882	268,245	.319	.907	.951	.05	.01	.00							
b. LSnotes	403	3.06	2.80	2.94	2.85	.044	.012	.005	.002	.89	.93	.91	.93	465	30,842	404	.000	.006	.000	.29	.14	.23							
c. LSsummary	404	2.97	2.78	2.88	2.85	.042	.012	.005	.002	.84	.90	.91	.90	468	416	405	.000	.042	.004	.21	.09	.14							
10. challenge	399	5.80	5.53	5.61	5.55	.063	.017	.008	.003	1.26	1.28	1.33	1.30	6,243	410	266,376	.000	.003	.000	.21	.14	.19							
11 a. intern ^l	400	.352	.519	.347	.481	.0239	.0065	.0027	.0010	--	--	--	--	--	--	--	.000	.845	.000	-.34	.01	-.26							
b. leader ^l	396	.270	.424	.258	.343	.0224	.0065	.0025	.0009	--	--	--	--	--	--	--	.000	.577	.002	-.32	.03	-.16							
c. learncom ^l	395	.198	.264	.182	.224	.0201	.0058	.0022	.0008	--	--	--	--	--	--	--	.004	.402	.222	-.15	.04	-.06							
d. abroad ^l	395	.059	.142	.085	.140	.0119	.0046	.0016	.0007	--	--	--	--	--	--	--	.000	.070	.000	-.28	-.10	-.27							
e. research ^l	394	.114	.262	.162	.228	.0160	.0058	.0021	.0008	--	--	--	--	--	--	--	.000	.010	.000	-.39	-.14	-.31							
f. capstone ^l	394	.260	.465	.312	.444	.0221	.0066	.0027	.0010	--	--	--	--	--	--	--	.000	.028	.000	-.43	-.11	-.39							
12. servcourse	392	1.72	1.79	1.74	1.75	.040	.010	.004	.001	.78	.73	.76	.72	439	30,323	392	.074	.560	.415	-.10	-.03	-.04							
13 a. QIstudent	357	5.73	5.58	5.59	5.60	.076	.017	.008	.003	1.44	1.28	1.37	1.33	6,019	29,379	256,538	.028	.051	.058	.12	.10	.10							
b. QIadvisor	380	5.47	5.24	5.24	5.29	.091	.023	.010	.003	1.77	1.73	1.78	1.74	6,077	29,817	259,463	.012	.010	.038	.13	.13	.11							
c. QIfaculty	384	5.58	5.52	5.50	5.54	.079	.018	.009	.003	1.55	1.35	1.46	1.38	423	29,884	384	.469	.308	.652	.04	.05	.03							
d. QIstaff	279	5.10	4.99	5.05	5.02	.109	.024	.011	.004	1.81	1.68	1.75	1.70	305	23,671	214,516	.297	.596	.396	.07	.03	.05							
e. QIadmin	359	5.21	4.96	5.06	5.02	.091	.022	.010	.003	1.72	1.65	1.73	1.70	403	27,893	244,952	.010	.115	.034	.15	.08	.11							
14 a. empstudy	392	3.07	3.04	3.13	3.11	.039	.010	.005	.002	.77	.77	.78	.77	6,123	30,169	262,432	.534	.160	.268	.03	-.07	-.06							
b. SEacademic	390	2.85	2.88	2.93	2.93	.043	.011	.005	.002	.85	.85	.88	.86	6,106	30,096	261,905	.525	.087	.070	-.03	-.09	-.09							
c. SElearnsup	384	2.67	2.81	2.88	2.86	.049	.012	.006	.002	.97	.93	.97	.94	433	30,060	384	.006	.000	.000	-.15	-.21	-.20							
d. SEdiverse	383	2.63	2.52	2.70	2.63	.048	.013	.006	.002	.93	.97	1.00	1.00	6,086	394	383	.031	.138	.938	.11	-.07	.00							
e. SEsocial	386	2.74	2.84	2.82	2.81	.046	.012	.006	.002	.90	.88	.95	.93	6,082	29,985	260,927	.035	.104	.147	-.11	-.08	-.07							
f. SEwellness	383	2.77	2.72	2.74	2.72	.048	.012	.006	.002	.94	.94	.98	.97	6,073	393	260,597	.240	.419	.249	.06	.04	.06							

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Seniors

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														Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020	Similar Institutions	Southwest Public	NSSE 2019 & 2020				
g. SEnonacad	383	2.18	2.07	2.17	2.11	.051	.013	.006	.002	1.01	.97	1.02	.99	6,060	29,888	260,320	.025	.776	.142	.12	.01	.08				
h. SEactivities	383	2.48	2.59	2.55	2.54	.052	.013	.006	.002	1.02	.95	1.02	1.00	429	29,867	259,961	.041	.203	.296	-.11	-.07	-.05				
i. SEevents	383	2.31	2.32	2.31	2.30	.051	.012	.006	.002	1.00	.94	.99	.97	429	29,901	260,027	.799	.988	.820	-.01	.00	.01				
15 a. SBmyself	383	3.25	3.31	3.33	3.32	.037	.011	.005	.002	.72	.71	.71	.71	4,833	17,601	152,699	.116	.023	.042	-.08	-.12	-.10				
b. SBvalued	380	3.02	2.92	2.94	2.93	.041	.012	.006	.002	.80	.82	.85	.85	4,836	17,587	381	.033	.095	.041	.11	.09	.10				
c. SBcommunity	385	2.96	2.97	2.92	2.96	.041	.012	.006	.002	.81	.81	.85	.83	4,846	403	152,616	.769	.271	.956	-.02	.05	.00				
16 a. tmprephrs	384	14.81	14.54	14.79	14.95	.432	.113	.051	.017	8.48	8.54	8.82	8.76	6,040	29,803	259,435	.552	.966	.760	.03	.00	-.02				
b. tmcocurrhrs	384	4.09	6.05	4.20	4.96	.376	.102	.039	.014	7.37	7.63	6.75	7.18	441	29,721	258,969	.000	.748	.018	-.26	-.02	-.12				
c. tmworkonhrs	383	2.63	4.34	3.15	3.64	.312	.101	.042	.014	6.10	7.56	7.21	7.13	466	396	384	.000	.097	.001	-.23	-.07	-.14				
d. tmworkoffhrs	382	17.78	10.42	15.37	13.02	.727	.162	.081	.026	14.22	12.18	13.83	13.39	420	29,783	382	.000	.001	.000	.60	.17	.36				
— tmworkhrs	380	20.35	14.70	18.50	16.64	.695	.170	.082	.027	13.55	12.78	14.00	13.47	426	29,670	258,131	.000	.011	.000	.44	.13	.27				
e. tmservicehrs	385	3.36	3.29	3.48	3.27	.287	.077	.035	.011	5.63	5.81	6.00	5.72	6,025	29,755	259,014	.824	.689	.764	.01	-.02	.02				
f. tmrelaxhrs	384	8.93	11.78	10.32	10.93	.390	.112	.048	.016	7.64	8.42	8.26	8.22	448	395	384	.000	.000	.000	-.34	-.17	-.24				
g. tmcarehrs	385	11.21	4.19	7.91	6.26	.699	.126	.071	.022	13.71	9.45	12.15	11.18	409	392	385	.000	.000	.000	.72	.27	.44				
h. tmcommutehrs	384	4.62	5.03	5.81	5.01	.362	.089	.041	.013	7.10	6.66	7.02	6.42	6,034	29,754	259,073	.245	.001	.225	-.06	-.17	-.06				
17. reading	384	2.97	2.74	2.88	2.81	.057	.016	.007	.002	1.12	1.16	1.19	1.18	441	394	384	.000	.117	.005	.20	.08	.14				
— tmreadinghrs	383	7.68	6.69	7.36	7.06	.328	.081	.039	.012	6.43	6.08	6.61	6.31	5,996	29,580	257,648	.002	.356	.058	.16	.05	.10				
18 a. pgwrite	382	2.96	2.98	2.98	3.01	.044	.012	.005	.002	.86	.87	.90	.88	6,007	29,632	258,057	.591	.562	.200	-.03	-.03	-.07				
b. pgspeak	380	2.84	2.95	2.90	2.93	.048	.012	.006	.002	.94	.90	.94	.93	427	29,628	258,019	.021	.164	.046	-.13	-.07	-.10				
c. pgthink	382	3.21	3.28	3.28	3.31	.040	.010	.005	.002	.79	.77	.79	.78	6,004	29,646	258,149	.066	.082	.011	-.10	-.09	-.13				
d. pganalyze	381	2.86	2.84	2.94	2.90	.048	.013	.006	.002	.93	.96	.96	.97	5,999	29,635	258,059	.725	.099	.351	.02	-.09	-.05				
e. pgwork	380	2.99	2.99	2.91	2.95	.046	.012	.006	.002	.90	.93	.98	.96	6,005	390	380	.933	.078	.388	.00	.08	.04				
f. pgothers	381	3.01	3.11	3.02	3.05	.046	.011	.005	.002	.89	.85	.91	.89	5,995	29,657	258,011	.023	.765	.300	-.12	-.02	-.05				
g. pgvalues	383	2.87	2.85	2.85	2.86	.049	.013	.006	.002	.96	.96	1.00	.98	6,000	29,610	257,860	.630	.625	.790	.03	.03	.01				
h. pgdiverse	385	2.91	2.84	2.92	2.88	.048	.013	.006	.002	.94	.96	.97	.97	6,003	29,641	257,976	.169	.862	.594	.07	-.01	.03				
i. pgprobsolve	385	2.90	2.85	2.84	2.86	.047	.012	.006	.002	.91	.93	.97	.95	5,995	396	258,007	.285	.176	.377	.06	.07	.05				
j. pgcitizen	384	2.80	2.70	2.73	2.73	.050	.013	.006	.002	.97	.98	1.01	.99	5,998	29,645	258,274	.047	.147	.123	.10	.07	.08				
19. evalexp	386	3.24	3.18	3.23	3.24	.038	.010	.005	.002	.74	.76	.78	.77	6,032	29,788	259,311	.115	.723	.929	.08	.02	.00				
20. sameinst	388	3.28	3.17	3.25	3.23	.041	.011	.005	.002	.81	.85	.84	.85	6,046	29,895	260,118	.016	.495	.231	.13	.03	.06				

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a z -test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h . See page 2 for more details.
- f. Statistical comparison uses z -test to compare the percentage who responded "Done or in progress" or "Yes."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- k. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress" or "Yes."