

**Table 1**  
**Profile of U.S. NSSE 2007 Institutions against all U.S. Baccalaureate Degree-Granting Colleges and Universities <sup>a</sup>**

	NSSE 2007	National <sup>b</sup>
<b>Carnegie Classification – Basic 2005 <sup>c</sup></b>		
DRU-VH	6%	6%
DRU-H	9%	7%
DRU	5%	5%
Master's-L	26%	22%
Master's-M	11%	12%
Master's-S	6%	8%
Bac-AS	21%	18%
Bac-DIV	15%	23%
<b>Sector</b>		
Public 4-year	41%	35%
Private 4-year	59%	65%
<b>Region</b>		
New England	10%	8%
Mid East	17%	18%
Great Lakes	16%	15%
Plains	12%	11%
Southeast	26%	24%
Southwest	8%	8%
Rocky Mountains	2%	3%
Far West	8%	10%
Outlying Areas	1%	2%
<b>Location</b>		
City	47%	46%
Suburban	21%	23%
Town	24%	22%
Rural	8%	8%

DRU-VH	Research Universities (very high research activity)
DRU-H	Research Universities (high research activity)
DRU	Doctoral/Research Universities
Master's-L	Master's Colleges and Universities (larger programs)
Master's-M	Master's Colleges and Universities (medium programs)
Master's-S	Master's Colleges and Universities (smaller programs)
Bac-AS	Baccalaureate Colleges-Art & Sciences
Bac-DIV	Baccalaureate Colleges-Diverse Fields

- a. Percentages based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of eight Carnegie classes in the table. Totals may not sum to 100% due to rounding.
- b. National percentages are based on the 2006 IPEDS Institutional Characteristics data.
- c. For information on the 2005 Carnegie Classifications, see: [www.carnegiefoundation.org/classifications](http://www.carnegiefoundation.org/classifications)



Table 2 shows selected characteristics of the NSSE 2007 U.S. respondents. The first column represents the students who responded to the survey in 2007. The second column represents the student population at NSSE 2007 participating institutions.

The third column shows the profile of all students attending all baccalaureate degree-granting institutions in the US as indicated by IPEDS data.

**Table 2**  
**Characteristics of NSSE 2007 Respondents, Students at NSSE 2007 Institutions, and Students at U.S. Baccalaureate Degree-Granting Institutions <sup>a</sup>**

	NSSE 2007 Respondents	NSSE 2007 Population <sup>b</sup>	National <sup>c</sup>
<b>Gender</b>			
Male	35%	44%	44%
Female	65%	56%	56%
<b>Race/Ethnicity <sup>d</sup></b>			
African American/Black	7%	10%	12%
Amer. Indian/Alaska Native	1%	1%	1%
Asian/Asian American/Pacific Islander	5%	6%	6%
Caucasian/White	74%	73%	68%
Hispanic	6%	8%	10%
Other	1%	1%	n/a
Multiracial/Ethnic	<1%	<1%	n/a
<b>International (attending US schools only)</b>	5%	2%	3%
<b>Enrollment Status</b>			
Full-time	91%	88%	84%
Part-time	9%	12%	16%

- a. Totals may not sum to 100% due to rounding.
- b. NSSE 2007 population data are provided to NSSE by participating institutions.
- c. National data are from the 2005 IPEDS Enrollment Data File.
- d. The IPEDS and NSSE categories for race and ethnicity differ. For NSSE 2007 respondents, results do not include students whose ethnicity was unknown or not provided.



Kennesaw State University

The standard NSSE sampling scheme calls for an equal number of randomly sampled first-year and senior students to comprise the institution's sample, with the sample size based on the total number of undergraduate students enrolled at the institution. Many schools request random oversamples to increase the number of respondents in order to disaggregate the results in different ways, such as by major, to guide improvement efforts. For reporting purposes, NSSE includes only randomly-selected students for the institution and comparison groups. As a result, the 2007 cohort is 298,083 respondents, made up of 99,542 students sampled under the standard sampling scheme and an additional 198,541 students randomly sampled through standard over-sampling protocols or at the request of participating

**Table 3**  
Primary Majors by Class and Gender at NSSE U.S. Institutions

Major	First-Years		Seniors	
	Male	Female	Male	Female
Arts & Humanities	13%	15%	14%	15%
Biological Sciences	7%	9%	7%	7%
Business	18%	13%	20%	15%
Education	5%	12%	5%	13%
Engineering	13%	2%	12%	2%
Physical Sciences	4%	3%	4%	3%
Professional Schools	5%	15%	4%	12%
Social Sciences	10%	13%	12%	17%
Other	19%	13%	22%	17%
Undecided	5%	5%	<1%	<1%



## Response Rates

The average institutional response rate for NSSE 2007 (Table 4) was 36%. The average institutional response rate for paper schools (institutions where students were invited by postal mail, but had the option of completing either the paper or the Web version) was 33%, with approximately 70% of these institutions achieving a range of 23% to 50%. At these institutions, 60% of students completed the paper form of the survey, and 40% completed NSSE online. The average institutional response rate for NSSE 2007 Web-only schools (institutions where students could only complete the survey online) was 37%, with approximately 70% of these institutions achieving a range of 23% to 51%. Institutions participating using the Web+ mode of

administration recorded an overall response rate of 35% with a majority of Web+ respondents using the online survey (95%).

About 4% of the NSSE 2007 respondents completed the paper version of NSSE and approximately 96% completed it using the Web. This continues the trend of more students responding via the Web, even at paper administration schools. Additional information about response rates, including the response rate for your institution, is in the *Respondent Characteristics* report. Note that the average institutional response rate of 36% is slightly higher than NSSE 2007 response rate reported in the *Respondent Characteristics* report due to different units of analysis (institutions versus students).

**Table 4**  
NSSE 2007 Number of Institutions & Average Institutional Response Rates by Survey Administration Mode

Survey Administration Mode	Number of Institutions	Average Response Rate
All	610	36%
Paper	81	33%
Web-only	320	37%
Web +	209	35%



## Canadian Institutions and Respondents

In total, seventeen Canadian institutions from six different provinces participated in NSSE 2007. Of these, seven were from Ontario, three from both British Columbia and New Brunswick, two from Alberta, and one from both Manitoba and Nova Scotia. Trinity Western University participated in the Council for Christian Colleges and Universities consortium and Brescia University participated in the Women's Colleges consortium. All Canadian institutions participate via Web-only.

### Response Rates

The average Canadian institutional response rate for NSSE 2007 was 37%, ranging from 8% to 55%.

### Student Overview

The total number of Canadian students invited was 42,619, and the total number of respondents was 14,091 (Table 5). Women comprised 65% of the respondents. About 91% of respondents were enrolled full-time. Of all respondents, 21% were enrolled in a social science major, 16% in an arts & humanities major, and 11% in business.

### Summary of Ethno-Cultural Categories

The majority of Canadian students identified themselves as White (80%). Additionally 9% identified as Chinese, 3% South Asian, and 2% each identified as Arab, Black, North American Indian, and/or Métis.

### Age

Students 20-23 years of age comprise the largest group (46%). About 35% of respondents were 19 years old or younger and 12% were between the ages of 24-29.

Table 5  
Characteristics of Canadian  
NSSE 2007 Respondents

	NSSE 2007 Respondents N=14,091
<b>Gender</b>	
Male	35%
Female	65%
<b>Enrollment Status</b>	
Full-time	91%
Part-time	9%
<b>Enrollment Status</b>	
Arts & Humanities	16%
Biological Sciences	10%
Business	11%
Education	2%
Engineering	6%
Physical Sciences	4%
Professional Schools	7%
Social Sciences	21%
Other	21%
Undecided	1%

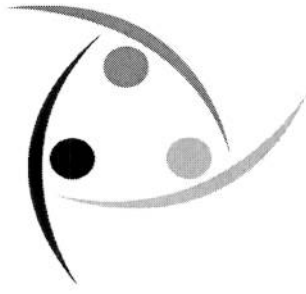


## National Survey of Student Engagement

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**National Survey  
of Student Engagement**

**Texas A&M University-Commerce**

**Respondent Characteristics**

August 2007



	A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
	FY	SR	FY	SR	FY	SR	FY	SR
<b>Response Rate<sup>a</sup></b>								
Overall	21%		25%		28%		30%	
By class	11%	24%	23%	27%	27%	30%	29%	31%
NSSE sample size <sup>b</sup>	622	1,711	10,112	12,716	39,217	37,613	504,080	471,436
<b>Sampling Error<sup>c</sup></b>								
Overall	4.0%		1.2%		0.6%		0.2%	
By class	11.1%	4.2%	1.9%	1.5%	0.8%	0.8%	0.2%	0.2%
Number of respondents <sup>b</sup>	69	411	2,310	3,437	10,559	11,186	147,157	148,102
Total population	622	1,711	16,433	18,061	44,147	45,739	693,254	684,860
<b>Student Characteristics<sup>d</sup></b>								
<i>Mode of Completion</i>								
Paper	1%	5%	2%	5%	1%	2%	4%	4%
Web	99%	95%	98%	95%	99%	98%	96%	96%
<i>Class Level<sup>e</sup></i>								
	14%	86%	40%	60%	49%	51%	50%	50%
<i>Enrollment Status<sup>e</sup></i>								
Full-time	90%	83%	96%	83%	95%	84%	96%	86%
Less than full-time	10%	17%	4%	17%	5%	16%	4%	14%
<i>Gender<sup>e</sup></i>								
Female	68%	76%	61%	64%	68%	67%	65%	65%
Male	32%	24%	39%	36%	32%	33%	35%	35%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	0%	1%	1%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	2%	1%	3%	3%	5%	4%	6%	5%
Black/African American	15%	14%	4%	4%	7%	7%	6%	6%
White (non-Hispanic)	67%	71%	65%	63%	71%	71%	72%	73%
Mexican/Mexican American	6%	4%	13%	11%	3%	3%	3%	3%
Puerto Rican	0%	0%	0%	0%	1%	0%	1%	1%
Other Hispanic or Latino	0%	2%	6%	8%	3%	4%	2%	2%
Multiracial	4%	0%	2%	2%	2%	2%	2%	2%
Other	0%	2%	1%	1%	2%	2%	2%	1%
I prefer not to respond	7%	6%	6%	7%	5%	7%	6%	7%
<i>International Student</i>								
	2%	2%	4%	4%	4%	5%	5%	4%
<i>Place of Residence</i>								
On-campus	60%	13%	66%	8%	67%	14%	72%	20%
Off-campus	40%	87%	34%	92%	33%	86%	28%	80%
<i>Transfer Status</i>								
Transfer students	20%	78%	10%	52%	10%	47%	9%	40%
<i>Age</i>								
Non-traditional (24 or older)	19%	67%	2%	38%	7%	36%	5%	31%
Traditional (less than 24)	81%	33%	98%	62%	93%	64%	95%	69%

<sup>a</sup> Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

<sup>b</sup> This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

<sup>c</sup> Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

<sup>d</sup> Percent of total respondents within each category. These results are *not* weighted.

<sup>e</sup> Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.



**National Survey  
of Student Engagement**

**Texas A&M University-Commerce**

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**Selected Peer Groups**

August 2007

NSSE reports enable participating institutions to compare their students with their counterparts attending institutions in three selected peer groups. The composition of these peer groups were determined by your institution as the most relevant, appropriate peers from the available pool of 2007 participants. In May and June of 2007, institutions were invited to customize their peer groups via the "Report Info Form" on the Institution Interface. The Selected Peer Groups Report summarizes how your institution selected its peer groups and lists the institutions within them.

The standard NSSE reports display results for your institution and three comparison groups. In past years these groups were comprised of (1) selected peer or consortium institutions, (2) peers based on Carnegie classifications, and (3) all current-year NSSE participants. In 2007, institutions had the option to customize all three columns (see below) by either (a) choosing a default peer group for each column or (b) selecting institutions from a list or based on institution-level criteria (enrollment size, sector, region, etc.).

Institutions that did not complete the Report Info Form received the following default peer groups:

*Column 1* - NSSE 2007 institutions in your institution's geographic region and sector (private/public).

*Column 2* - NSSE 2007 institutions with the same Basic 2005 Carnegie classification as your institution.

*Column 3* - All NSSE 2007 institutions.

The terms "column 1," "column 2," and "column 3" correspond to the selected peer group locations in the institutional reports. In NSSEville's example below, column 1 is "Selected Peers", column 2 "Carnegie Peers" and column 3 "NSSE2007".

	Column 1 Selected Peer Group/Consortium				Column 2 Selected Peer Group				Column 3 Selected Peer Group				
	Your Institution's Responses				NSSEville State compared with:								
	Variable	Benchmark	Class	NSSEville State	Selected Peers	Carnegie Peers	NSSE 2007	Effect Size*	Effect Size*	Effect Size*	Effect Size*		
1. Academic and Intellectual Experiences													
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY 2.94	SR 3.28	2.76 3.08	*** ***	.22 .24	2.88 3.20	.07 .10	2.78 3.06	*** ***	.19 .26
b.	Made a class presentation	CLPRESEN	ACL	FY 2.27	SR 2.82	2.24 2.77	.04 .07	2.34 2.87	-.09 -.06	2.23 2.80	.05 .03		

The Selected Peer Groups report consists of a summary page that details when and how your peer groups were selected (or if you received the default due to not completing the Report Info Form) and three sections that provide peer group details for each of the three report columns.

**Report Column**  
Criteria for how your institution created each of your three peer groups.

**COLUMN 1 - Peer Group Details**

This report displays the 2007 COLUMN 1 comparison institutions for NSSEville State University. The institutions listed below are represented in the 'Selected Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

**HOW GROUP WAS SELECTED**

Your institution did not identify a column 1 peer group. Your default criteria were all institutions in your IPEDS geographic region and sector (private/public).

**SELECTED PEER GROUP CRITERIA \***

Basic 2005 Carnegie Classification(s):

Carnegie: Undergraduate Instructional Program(s):

Carnegie: Graduate Instructional Program(s):

Carnegie: Enrollment Profile(s):

Carnegie: Undergraduate Profile(s):

Carnegie: Size and Setting(s):

IPEDS: Sector(s): 1

IPEDS: Undergraduate enrollment(s):

IPEDS: Locale(s):

IPEDS: Region(s): 2

IPEDS: State(s):

Barron's admissions selectivity rating(s):

---

**SELECTED COLUMN 1 INSTITUTIONS**

Institution Name	City	State
Chadron State College	Chadron	NE
Illinois State University	Normal	IL
Indiana University-South Bend	South Bend	IN

**How Group was Selected**  
Indicates whether your group was drawn from a list, built based on criteria, or is the default group.

**Selection Criteria**  
If criteria were used to build your peer group, they are listed here. The criterion codes are explained on the Comparison Group Selection Criteria Codelist.





## SUMMARY - Peer Group Selection

This page provides an overview of how your three NSSE 2007 peer groups were selected. These groups were either (a) submitted by your institution through the Report Info Form located on the NSSE Institution Interface or (b) defaults assigned because your institution did not complete the Report Info Form. Included below are the date the groups were submitted, the method used to pick them, the column labels your institutional contact provided, the number of institutions in each group, and a short description of the group written by the contact when he/she constructed the group. The following pages list the institutions selected for each peer group.

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### COLUMN 1 PEER GROUP SELECTION

---

Date Submitted: 5/24/07  
Selection Method: Your NSSE 2007 consortium is represented in this column  
Column Label: Texas A&M System  
Number of Institutions: 9  
The Reason Your Institution Provided For Choosing This Group: This institution is in the Texas A&M System consortium.

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### COLUMN 2 PEER GROUP SELECTION

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Date Submitted: 5/24/07  
Selection Method: DEFAULT GROUP - Institution Selected  
Column Label: Carnegie Peers  
Number of Institutions: 28  
The Reason Your Institution Provided For Choosing This Group:

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### COLUMN 3 PEER GROUP SELECTION

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Date Submitted: 5/24/07  
Selection Method: DEFAULT GROUP - Institution Selected  
Column Label: NSSE 2007  
Number of Institutions: 585  
The Reason Your Institution Provided For Choosing This Group:

## COLUMN 1 - Peer Group Details

This report displays the 2007 COLUMN 1 comparison institutions for Texas A&M University-Commerce. The institutions listed below are represented in the 'Texas A&M System' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

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Your institution participated in the NSSE consortium 'Texas A&M System' in 2007.

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### SELECTED PEER GROUP CRITERIA <sup>a</sup>

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Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

IPEDS - Sector(s):

IPEDS - Undergraduate enrollment(s):

IPEDS - Locale(s):

IPEDS - Region(s):

IPEDS - State(s):

Barron's admissions selectivity ratings(s):

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### SELECTED COLUMN 1 INSTITUTIONS

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<b>Institution Name</b>	<b>City</b>	<b>State</b>
Prairie View A&M University	Prairie View	TX
Tarleton State University	Stephenville	TX
Texas A&M International University	Laredo	TX
Texas A&M University-Corpus Christi	Corpus Christi	TX
Texas A&M University-Kingsville	Kingsville	TX
Texas A&M University-Texarkana	Texarkana	TX
Texas A&M University	College Station	TX
Texas A&M University at Galveston	Galveston	TX
West Texas A&M University	Canyon	TX



## COLUMN 2 - Peer Group Details

This report displays the 2007 COLUMN 2 comparison institutions for Texas A&M University-Commerce. The institutions listed below are represented in the 'Carnegie Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Your institution selected the default group of all institutions with the same 2005 Basic Carnegie Classification.

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### SELECTED PEER GROUP CRITERIA <sup>a</sup>

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Basic 2005 Carnegie Classification(s): 17

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

IPEDS - Sector(s):

IPEDS - Undergraduate enrollment(s):

IPEDS - Locale(s):

IPEDS - Region(s):

IPEDS - State(s):

Barron's admissions selectivity ratings(s):

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### SELECTED COLUMN 2 INSTITUTIONS

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Institution Name	City	State
Adelphi University	Garden City	NY
Ball State University	Muncie	IN
Barry University	Miami	FL
Capella University	Minneapolis	MN
DePaul University	Chicago	IL
Duquesne University	Pittsburgh	PA
Idaho State University	Pocatello	ID
Illinois State University	Normal	IL
Indiana State University	Terre Haute	IN
Indiana University of Pennsylvania	Indiana	PA
Louisiana Tech University	Ruston	LA
Nova Southeastern University	Ft. Lauderdale	FL
Oakland University	Rochester Hills	MI
Pace University	New York	NY
Pepperdine University	Malibu	CA
Portland State University	Portland	OR

<sup>a</sup> See the Comparison Group Selection Criteria Codelist for code details.

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**SELECTED COLUMN 2 INSTITUTIONS**

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<b>Institution Name</b>	<b>City</b>	<b>State</b>
Saint Mary's University of Minnesota	Winona	MN
Samford University	Birmingham	AL
Seton Hall University	South Orange	NJ
Texas A&M University-Kingsville	Kingsville	TX
Texas Christian University	Ft. Worth	TX
Texas Woman's University	Denton	TX
The University of West Florida	Pensacola	FL
Trevecca Nazarene University	Nashville	TN
University of Arkansas at Little Rock	Little Rock	AR
University of North Carolina at Charlotte	Charlotte	NC
University of San Diego	San Diego	CA
University of San Francisco	San Francisco	CA

## **COLUMN 3 - Peer Group Details**

This report displays the 2007 COLUMN 3 comparison institutions for Texas A&M University-Commerce. The institutions listed below are represented in the 'NSSE 2007' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

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### **HOW GROUP WAS SELECTED**

Your institution selected the default group of all NSSE 2007 institutions

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### **SELECTED PEER GROUP CRITERIA <sup>a</sup>**

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

IPEDS - Sector(s):

IPEDS - Undergraduate enrollment(s):

IPEDS - Locale(s):

IPEDS - Region(s):

IPEDS - State(s):

Barron's admissions selectivity ratings(s):

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### **SELECTED COLUMN 3 INSTITUTIONS**

<b>Institution Name</b>	<b>City</b>	<b>State</b>
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ALL NSSE 07 INSTITUTIONS

View list at [http://nsse.iub.edu/nsse\\_2007/2007-colleges.cfm](http://nsse.iub.edu/nsse_2007/2007-colleges.cfm)



# NSSE 2007 Comparison Group Selection Criteria Codelist

## CARNEGIE CLASSIFICATION SELECTION CRITERIA

For more information visit [www.carnegiefoundation.org/classifications/](http://www.carnegiefoundation.org/classifications/)

### 2005 Basic Carnegie Classification

- 15 Research Universities (very high research activity)
- 16 Research Universities (high research activity)
- 17 Doctoral/Research Universities
- 18 Master's Colleges and Universities (larger programs)
- 19 Master's Colleges and Universities (medium programs)
- 20 Master's Colleges and Universities (smaller programs)
- 21 Baccalaureate Colleges--Arts & Sciences
- 22 Baccalaureate Colleges--Diverse Fields
- 23 Baccalaureate/Associate's Colleges
- 24 Special Focus Institutions--Theological seminaries & Bible colleges
- 25 Special Focus Institutions--Medical schools and medical centers
- 26 Special Focus Institutions--Other health professions schools
- 27 Special Focus Institutions--Schools of engineering
- 28 Special Focus Institutions--Other technology-related schools
- 29 Special Focus Institutions--Schools of business and management
- 30 Special Focus Institutions--Schools of art, music, and design

### 2005 Adv. Carnegie Classification – Undergraduate Instructional Program

- 2 Associate's Dominant
- 3 Arts & sciences focus, no graduate coexistence
- 4 Arts & sciences focus, some graduate coexistence
- 5 Arts & sciences focus, high graduate coexistence
- 6 Arts & sciences plus professions, no graduate coexistence
- 7 Arts & sciences plus professions, some graduate coexistence
- 8 Arts & sciences plus professions, high graduate coexistence
- 9 Balanced arts & sciences/professions, no graduate coexistence
- 10 Balanced arts & sciences/professions, some graduate coexistence
- 11 Balanced arts & sciences/professions, high graduate coexistence
- 12 Professions plus arts & sciences, no graduate coexistence
- 13 Professions plus arts & sciences, some graduate coexistence
- 14 Professions plus arts & sciences, high graduate coexistence
- 15 Professions focus, no graduate coexistence
- 16 Professions focus, some graduate coexistence
- 17 Professions focus, high graduate coexistence

### 2005 Adv. Carnegie Classification – Enrollment Profile

- 2 Exclusively undergraduate four-year
- 3 Very high undergraduate
- 4 High undergraduate
- 5 Majority undergraduate
- 6 Majority graduate/professional

### 2005 Adv. Carnegie Classification – Graduate Instructional Program

- 1 Single Postbaccalaureate (education)
- 2 Single Postbaccalaureate (business)
- 3 Single Postbaccalaureate (other field)
- 4 Postbaccalaureate comprehensive
- 5 Postbaccalaureate, arts & sciences dominant
- 6 Postbaccalaureate with arts & sciences (education dominant)
- 7 Postbaccalaureate with arts & sciences (business dominant)
- 8 Postbaccalaureate with arts & sciences (other dominant fields)
- 9 Postbaccalaureate professional (education dominant)
- 10 Postbaccalaureate professional (business dominant)
- 11 Postbaccalaureate professional (other dominant fields)
- 12 Single doctoral (education)
- 13 Single doctoral (other field)
- 14 Comprehensive doctoral with medical/veterinary
- 15 Comprehensive doctoral (no medical/veterinary)
- 16 Doctoral, humanities/social sciences dominant
- 17 Doctoral, STEM dominant
- 18 Doctoral, professions dominant

### 2005 Adv. Carnegie Classification – Undergraduate Profile

- 5 Higher part-time four-year
- 6 Medium full-time four-year, inclusive
- 7 Medium full-time four-year, selective, lower transfer-in
- 8 Medium full-time four-year, selective, higher transfer-in
- 9 Full-time four-year, inclusive
- 10 Full-time four-year, selective, lower transfer-in
- 11 Full-time four-year, selective, higher transfer-in
- 12 Full-time four-year, more selective, lower transfer-in
- 13 Full-time four-year, more selective, higher transfer-in

### 2005 Adv. Carnegie Classification – Size and Setting

- 6 Very small four-year, primarily nonresidential
- 7 Very small four-year, primarily residential
- 8 Very small four-year, highly residential
- 9 Small four-year, primarily nonresidential
- 10 Small four-year, primarily residential
- 11 Small four-year, highly residential
- 12 Medium four-year, primarily nonresidential
- 13 Medium four-year, primarily residential
- 14 Medium four-year, highly residential
- 15 Large four-year, primarily nonresidential
- 16 Large four-year, primarily residential
- 17 Large four-year, highly residential



**National Survey  
of Student Engagement**

**Texas A&M University-Commerce**

Frequency Distributions

August 2007



# Interpreting the Frequency Distributions Report

## Sample

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

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

## Variable Names

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

## Benchmark

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

**LAC**=Level of Academic Challenge

**ACL**=Active and Collaborative Learning

**SFI**=Student-Faculty Interaction

**EEE**=Enriching Educational Experiences

**SCE**=Supportive Campus Environment

## Response Options

Response options appear in the second column just as they appear on the instrument.

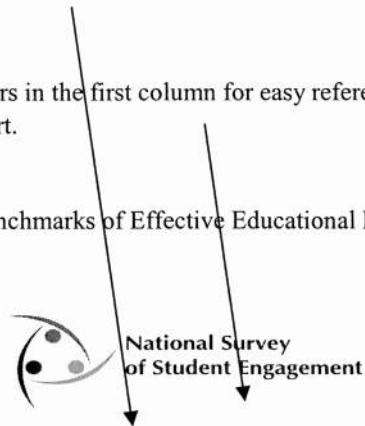
## Weighting

Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at

[www.nsse.iub.edu/2007\\_Institutional\\_Report/NSSE\\_2007\\_Weighting.cfm](http://www.nsse.iub.edu/2007_Institutional_Report/NSSE_2007_Weighting.cfm)

## Class

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



NSSE 2007 Engagement Item Frequency Distributions \*  
NSSEville State University

Variable	Response Options	First-Year Students				Seniors			
		NSSEville State	Selectd Peers	Carnegie Peers	NSSE 2007	NSSEville State	Selectd Peers	Carnegie Peers	NSSE 2007
		Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	Never	7	1%	210	3%	202	2%	3,791	3%
	Sometimes	138	31%	2721	40%	3,083	33%	47,772	38%
	Often	163	40%	2404	35%	3,290	38%	46,652	35%
	Very often	94	27%	1549	22%	2,158	26%	32,486	23%
	Total	402	100%	6884	100%	8,733	100%	130,701	100%
b. Made a class presentation	Never	43	11%	948	14%	955	12%	17,353	16%
	Sometimes	244	57%	3768	54%	4,515	50%	71,227	53%
	Often	98	25%	1739	25%	2,529	28%	32,693	24%
	Very often	17	7%	426	7%	726	9%	9,340	7%
	Total	402	100%	6881	100%	8,725	100%	130,613	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	Never	35	10%	988	14%	884	11%	17,251	13%
	Sometimes	101	23%	2170	32%	2,494	29%	41,938	31%
	Often	150	38%	2195	32%	2,998	34%	42,107	32%
	Very often	115	29%	1525	22%	2,349	27%	29,281	23%
	Total	401	100%	6878	100%	8,725	100%	130,577	100%
Worked on a paper or project that required integrating ideas or information from various sources	Never	10	3%	157	2%	179	3%	2,737	3%
	Sometimes	76	16%	1536	22%	1,758	21%	28,128	22%
	Often	186	46%	3174	46%	3,963	45%	58,796	44%
	Very often	130	35%	2007	29%	2,826	31%	40,907	31%
	Total	402	100%	6874	100%	8,726	100%	130,568	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	Never	25	6%	422	6%	598	8%	7,741	7%
	Sometimes	134	33%	2343	34%	3,107	34%	42,685	33%
	Often	172	39%	2613	38%	3,246	38%	49,846	38%
	Very often	71	22%	1497	22%	1,771	21%	30,252	22%
	Total	402	100%	6875	100%	8,722	100%	130,524	100%
	Never	2	1%	52	1%	78	1%	1,210	1%
	Sometimes	50	15%	716	13%	869	12%	15,432	13%
	Often	134	41%	2389	40%	2,913	40%	49,980	40%
	Very often	145	43%	2934	46%	3,485	47%	61,533	46%
	Total	331	100%	6091	100%	7,345	100%	128,155	100%
	Never	16	5%	348	6%	507	7%	8,164	8%
	Sometimes	100	30%	1926	32%	2,470	33%	40,724	33%
	Often	117	35%	2129	35%	2,489	34%	44,705	34%
	Very often	97	29%	1683	27%	1,870	25%	34,484	26%
	Total	330	100%	6086	100%	7,336	100%	128,077	100%

## Count

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

## Column Percentage (%)

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





# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

Variable	Response Options	First-Year Students								Seniors								
		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	1	1%	210	9%	324	3%	4,849	4%	5	1%	118	3%	175	2%	2,712	2%
		Sometimes	21	30%	1151	49%	4,034	38%	55,828	39%	80	19%	1140	33%	2,762	25%	38,529	28%
		Often	27	39%	649	27%	3,633	34%	52,839	35%	131	33%	1173	33%	3,739	33%	49,130	33%
		Very often	20	29%	298	15%	2,558	25%	34,919	22%	195	46%	1005	31%	4,501	40%	57,641	36%
	Total	69	100%	2308	100%	10,549	100%	148,435	100%	411	100%	3436	100%	11,177	100%	148,012	100%	
b. Made a class presentation	CLPRESEN (ACL)	Never	11	15%	655	29%	1,335	13%	20,377	16%	35	9%	225	6%	518	5%	6,676	6%
		Sometimes	37	52%	1116	46%	5,520	53%	80,957	53%	104	27%	1209	34%	3,479	32%	49,020	35%
		Often	16	25%	409	17%	2,866	26%	36,410	23%	150	36%	1164	35%	4,144	36%	55,615	36%
		Very often	5	8%	127	7%	828	8%	10,657	7%	122	28%	837	25%	3,034	26%	36,662	23%
	Total	69	100%	2307	100%	10,549	100%	148,401	100%	411	100%	3435	100%	11,175	100%	147,973	100%	
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	8	12%	539	24%	1,230	12%	19,543	14%	50	13%	537	15%	1,703	15%	24,508	17%
		Sometimes	23	35%	728	32%	3,035	29%	46,901	31%	132	33%	1229	37%	4,096	37%	56,942	38%
		Often	21	28%	646	28%	3,506	34%	47,578	32%	142	34%	987	29%	3,094	27%	39,275	27%
		Very often	17	24%	393	16%	2,777	26%	34,325	23%	87	21%	681	20%	2,278	21%	27,213	18%
	Total	69	100%	2306	100%	10,548	100%	148,347	100%	411	100%	3434	100%	11,171	100%	147,938	100%	
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	0	0%	137	7%	186	2%	2,955	3%	7	2%	53	1%	101	1%	1,470	1%
		Sometimes	15	22%	679	31%	1,950	19%	31,714	23%	51	13%	531	16%	1,239	12%	18,249	14%
		Often	28	39%	916	38%	4,682	45%	66,563	44%	164	42%	1395	40%	4,231	38%	57,631	40%
		Very often	26	39%	572	25%	3,727	34%	47,078	31%	189	44%	1454	43%	5,597	50%	70,578	46%
	Total	69	100%	2304	100%	10,545	100%	148,310	100%	411	100%	3433	100%	11,168	100%	147,928	100%	
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	1	1%	326	14%	591	6%	8,991	7%	23	6%	333	10%	643	6%	9,446	7%
		Sometimes	13	20%	823	37%	3,355	31%	48,716	33%	96	25%	1207	34%	3,316	30%	46,582	32%
		Often	28	40%	787	34%	3,911	37%	56,845	38%	157	38%	1150	34%	3,894	34%	51,329	34%
		Very often	27	39%	366	15%	2,683	26%	33,671	22%	135	31%	739	22%	3,308	30%	40,456	27%
	Total	69	100%	2302	100%	10,540	100%	148,223	100%	411	100%	3429	100%	11,161	100%	147,813	100%	
f. Come to class without completing readings or assignments	CLUNPREP	Never	11	17%	368	17%	2,635	25%	34,811	22%	102	25%	568	16%	2,358	20%	28,873	19%
		Sometimes	45	63%	1362	59%	6,138	58%	87,610	58%	248	60%	2013	60%	6,523	59%	87,519	59%
		Often	10	16%	414	17%	1,218	12%	18,269	13%	41	10%	553	16%	1,562	14%	21,789	16%
		Very often	3	4%	163	7%	544	5%	7,532	6%	20	5%	295	9%	721	7%	9,680	7%
	Total	69	100%	2307	100%	10,535	100%	148,222	100%	411	100%	3429	100%	11,164	100%	147,861	100%	
g. Worked with other students on projects during class	CLASSGRP (ACL)	Never	11	14%	451	21%	1,193	11%	17,797	12%	39	10%	438	13%	1,054	10%	15,400	11%
		Sometimes	34	50%	974	41%	4,855	45%	68,984	45%	148	36%	1387	39%	4,608	42%	63,949	43%
		Often	19	29%	620	26%	3,343	33%	46,645	32%	125	31%	1035	30%	3,493	31%	45,677	31%
		Very often	5	7%	260	12%	1,151	11%	14,856	10%	99	23%	571	18%	2,013	18%	22,868	16%
	Total	69	100%	2305	100%	10,542	100%	148,282	100%	411	100%	3431	100%	11,168	100%	147,894	100%	

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
h. Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	18	27%	281	11%	1,418	14%	18,623	15%	51	13%	181	5%	706	7%	9,927	7%
		Sometimes	33	48%	888	37%	4,797	45%	66,266	45%	153	36%	1019	28%	3,653	34%	50,701	35%
		Often	13	19%	734	33%	3,118	29%	45,531	29%	125	31%	1196	35%	3,880	34%	50,990	34%
		Very often	5	6%	405	18%	1,213	11%	17,903	12%	82	20%	1038	32%	2,931	25%	36,311	24%
		Total	69	100%	2308	100%	10,546	100%	148,323	100%	411	100%	3434	100%	11,170	100%	147,929	100%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS (ACL)	Never	5	7%	184	9%	637	7%	8,765	7%	18	5%	105	3%	313	3%	4,091	3%
		Sometimes	20	34%	985	45%	4,196	42%	59,329	42%	121	31%	930	28%	3,000	27%	39,850	28%
		Often	27	43%	727	32%	3,817	38%	53,674	37%	157	38%	1454	43%	4,614	43%	62,679	43%
		Very often	10	17%	282	14%	1,332	13%	19,176	13%	108	26%	841	26%	2,877	27%	37,130	25%
		Total	62	100%	2178	100%	9,982	100%	140,944	100%	404	100%	3330	100%	10,804	100%	143,750	100%
j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	29	47%	891	39%	5,298	53%	71,533	51%	180	44%	1227	35%	4,667	43%	59,883	43%
		Sometimes	17	25%	904	44%	3,276	33%	48,187	34%	143	35%	1282	37%	3,850	36%	51,423	36%
		Often	13	23%	265	11%	995	10%	14,915	11%	41	11%	500	17%	1,302	12%	18,425	13%
		Very often	3	5%	120	6%	416	4%	6,354	5%	39	10%	321	10%	983	9%	14,048	9%
		Total	62	100%	2180	100%	9,985	100%	140,989	100%	403	100%	3330	100%	10,802	100%	143,779	100%
k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	43	67%	1278	58%	5,948	61%	86,029	64%	237	60%	1734	51%	5,154	48%	73,176	54%
		Sometimes	13	22%	599	28%	2,594	26%	36,670	24%	106	26%	997	31%	3,433	32%	44,402	29%
		Often	3	4%	216	10%	1,001	9%	12,837	8%	36	8%	348	11%	1,367	12%	16,575	11%
		Very often	3	7%	86	4%	442	4%	5,385	4%	25	6%	251	8%	850	8%	9,571	6%
		Total	62	100%	2179	100%	9,985	100%	140,921	100%	404	100%	3330	100%	10,804	100%	143,724	100%
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	10	16%	395	18%	1,586	16%	23,173	16%	41	10%	343	10%	1,128	10%	16,526	11%
		Sometimes	17	29%	670	30%	3,099	31%	44,533	31%	108	27%	918	27%	2,885	27%	40,700	28%
		Often	18	28%	560	26%	2,770	28%	38,685	27%	128	32%	895	28%	2,870	27%	38,296	27%
		Very often	17	28%	555	27%	2,526	25%	34,561	25%	126	31%	1175	35%	3,922	36%	48,252	34%
		Total	62	100%	2180	100%	9,981	100%	140,952	100%	403	100%	3331	100%	10,805	100%	143,774	100%
m. Used e-mail to communicate with an instructor	EMAIL	Never	1	2%	58	3%	152	2%	2,180	2%	2	1%	25	1%	47	1%	865	1%
		Sometimes	16	26%	655	31%	2,192	23%	31,776	25%	77	19%	598	19%	1,357	14%	19,935	16%
		Often	21	34%	796	35%	3,694	37%	52,634	37%	131	34%	1087	34%	3,379	32%	45,548	32%
		Very often	24	38%	669	31%	3,944	38%	54,364	36%	194	46%	1619	46%	6,020	54%	77,430	51%
		Total	62	100%	2178	100%	9,982	100%	140,954	100%	404	100%	3329	100%	10,803	100%	143,778	100%
n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	2	4%	191	8%	787	8%	10,575	8%	19	6%	119	4%	429	5%	6,003	5%
		Sometimes	27	44%	1032	46%	4,203	42%	60,595	44%	116	29%	1181	35%	3,724	36%	50,987	37%
		Often	18	29%	647	30%	3,168	32%	44,691	31%	145	37%	1136	36%	3,597	33%	48,002	33%
		Very often	15	24%	311	16%	1,823	18%	25,090	17%	123	29%	891	26%	3,051	27%	38,768	25%
		Total	62	100%	2181	100%	9,981	100%	140,951	100%	403	100%	3327	100%	10,801	100%	143,760	100%

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors								
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		
o.	Variable	Response Options	Count		Count		Count		Count		Count		Count		Count		Count		
			%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	18	28%	518	23%	2,356	24%	31,849	24%	58	16%	527	15%	1,763	18%	21,711	17%
			Sometimes	27	43%	1043	45%	4,709	47%	67,008	47%	155	37%	1409	42%	4,460	42%	58,596	42%
			Often	7	13%	437	24%	2,024	20%	29,124	20%	109	28%	822	25%	2,666	24%	37,311	24%
			Very often	10	16%	181	9%	891	9%	12,967	9%	82	20%	570	18%	1,915	17%	26,151	16%
		Total	62	100%	2179	100%	9,980	100%	140,948	100%	404	100%	3328	100%	10,804	100%	143,769	100%	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	27	41%	1005	43%	4,234	41%	56,814	42%	117	30%	1028	29%	3,113	29%	38,537	29%
			Sometimes	26	42%	783	36%	3,806	39%	56,262	39%	161	39%	1469	45%	4,705	44%	64,105	44%
			Often	5	8%	276	15%	1,358	14%	19,473	14%	76	19%	543	17%	1,862	17%	26,239	17%
			Very often	4	9%	115	5%	584	6%	8,384	6%	50	12%	286	9%	1,126	10%	14,872	10%
		Total	62	100%	2179	100%	9,982	100%	140,933	100%	404	100%	3326	100%	10,806	100%	143,753	100%	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	6	10%	290	14%	688	7%	9,556	8%	21	6%	165	5%	443	5%	5,966	5%
			Sometimes	21	34%	898	41%	3,601	37%	51,666	39%	105	26%	1112	35%	3,202	31%	43,391	32%
			Often	24	38%	699	32%	3,951	40%	56,271	39%	184	46%	1417	43%	4,794	44%	64,655	44%
			Very often	10	17%	252	12%	1,564	16%	20,984	14%	93	22%	596	18%	2,220	20%	28,293	18%
		Total	61	100%	2139	100%	9,804	100%	138,477	100%	403	100%	3290	100%	10,659	100%	142,305	100%	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	8	13%	158	8%	686	8%	10,172	8%	14	4%	174	5%	562	6%	8,521	7%
			Sometimes	20	34%	893	40%	3,713	38%	53,730	39%	136	35%	1139	34%	3,627	35%	50,849	37%
			Often	23	37%	782	38%	3,745	37%	52,632	37%	156	38%	1276	39%	4,096	37%	54,071	37%
			Very often	10	16%	308	15%	1,658	17%	21,928	15%	97	23%	699	22%	2,373	22%	28,814	19%
		Total	61	100%	2141	100%	9,802	100%	138,462	100%	403	100%	3288	100%	10,658	100%	142,255	100%	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	37	60%	1254	59%	5,755	59%	78,160	59%	209	52%	1541	44%	5,021	49%	62,620	48%
			Sometimes	10	15%	595	27%	2,617	26%	39,899	27%	110	27%	1033	33%	3,174	29%	46,028	31%
			Often	10	17%	190	9%	1,009	10%	14,576	10%	49	13%	447	15%	1,490	13%	21,009	13%
			Very often	4	8%	101	4%	420	4%	5,798	4%	35	9%	268	8%	967	9%	12,586	8%
		Total	61	100%	2140	100%	9,801	100%	138,433	100%	403	100%	3289	100%	10,652	100%	142,243	100%	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	6	10%	172	9%	676	7%	9,141	8%	19	5%	121	4%	433	4%	5,707	5%
			Sometimes	22	37%	820	37%	3,842	39%	52,581	38%	120	30%	1073	32%	3,513	32%	46,457	33%
			Often	16	26%	731	34%	3,422	35%	48,987	35%	150	39%	1241	39%	3,905	37%	53,440	37%
			Very often	17	27%	414	20%	1,858	19%	27,701	19%	114	27%	854	25%	2,801	26%	36,643	25%
		Total	61	100%	2137	100%	9,798	100%	138,410	100%	403	100%	3289	100%	10,652	100%	142,247	100%	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	7	12%	355	18%	1,551	16%	21,910	16%	38	10%	437	13%	1,279	12%	18,048	12%
			Sometimes	17	27%	713	34%	3,429	35%	47,921	34%	120	31%	1115	34%	3,650	33%	51,175	35%
			Often	17	29%	578	27%	2,597	27%	36,525	27%	120	30%	960	29%	2,999	28%	38,093	28%
			Very often	20	32%	492	22%	2,223	23%	32,051	23%	122	29%	774	24%	2,721	26%	34,845	25%
		Total	61	100%	2138	100%	9,800	100%	138,407	100%	400	100%	3286	100%	10,649	100%	142,161	100%	

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	9	14%	250	11%	1,130	12%	15,062	12%	43	11%	350	11%	1,002	10%	13,229	10%
		Sometimes	15	26%	760	37%	3,402	34%	46,704	34%	140	36%	1,151	33%	3,753	35%	50,076	35%
		Often	18	30%	624	29%	2,854	29%	40,949	29%	113	28%	1,005	32%	3,050	28%	42,134	30%
		Very often	19	30%	505	23%	2,412	25%	35,682	25%	106	26%	780	25%	2,844	27%	36,741	26%
	Total		61	100%	2,139	100%	9,798	100%	138,397	100%	402	100%	3,286	100%	10,649	100%	142,180	100%
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	2	3%	119	6%	568	6%	7,852	6%	43	10%	221	7%	928	9%	12,777	9%
		Some	18	31%	540	27%	2,543	27%	37,824	27%	142	35%	950	29%	3,273	32%	44,727	31%
		Quite a bit	28	48%	863	39%	3,871	40%	55,948	41%	154	39%	1,251	37%	3,862	36%	51,541	37%
		Very much	12	19%	581	27%	2,741	27%	35,711	26%	61	15%	832	26%	2,511	23%	32,307	23%
	Total		60	100%	2,103	100%	9,723	100%	137,335	100%	400	100%	3,254	100%	10,574	100%	141,352	100%
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	1	1%	56	2%	202	2%	2,791	2%	11	3%	63	2%	157	2%	1,994	2%
		Some	17	29%	521	23%	1,916	20%	26,513	20%	71	18%	533	17%	1,516	14%	19,829	15%
		Quite a bit	21	37%	917	45%	4,380	45%	62,428	45%	177	45%	1,412	42%	4,556	43%	61,477	43%
		Very much	20	33%	607	30%	3,217	33%	45,537	32%	141	35%	1,240	39%	4,344	41%	58,014	40%
	Total		59	100%	2,101	100%	9,715	100%	137,269	100%	400	100%	3,248	100%	10,573	100%	141,314	100%
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	6	9%	113	5%	454	5%	5,951	5%	20	5%	121	4%	370	4%	4,554	4%
		Some	14	24%	686	33%	2,800	29%	39,050	30%	94	24%	775	24%	2,272	22%	30,801	23%
		Quite a bit	26	43%	861	40%	4,067	41%	58,104	42%	152	39%	1,301	39%	4,310	41%	58,143	41%
		Very much	14	24%	443	22%	2,393	25%	34,132	24%	134	32%	1,046	33%	3,618	34%	47,756	33%
	Total		60	100%	2,103	100%	9,714	100%	137,237	100%	400	100%	3,243	100%	10,570	100%	141,254	100%
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	4	6%	142	6%	474	5%	7,140	6%	22	5%	182	6%	524	5%	6,802	5%
		Some	18	30%	619	28%	2,695	28%	38,467	29%	108	27%	785	24%	2,417	23%	33,096	24%
		Quite a bit	20	33%	845	41%	4,075	41%	57,527	41%	145	37%	1,281	40%	4,124	39%	56,357	39%
		Very much	18	31%	493	25%	2,475	26%	34,102	24%	125	30%	1,002	31%	3,507	33%	45,025	31%
	Total		60	100%	2,099	100%	9,719	100%	137,236	100%	400	100%	3,250	100%	10,572	100%	141,280	100%
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	3	5%	89	4%	354	4%	4,943	4%	15	4%	99	3%	307	3%	3,786	3%
		Some	20	32%	550	25%	2,259	23%	31,500	23%	77	20%	586	18%	1,698	17%	23,660	18%
		Quite a bit	13	23%	785	37%	3,947	41%	56,080	40%	147	38%	1,181	35%	3,912	37%	53,205	38%
		Very much	24	40%	679	33%	3,156	32%	44,737	32%	161	38%	1,385	43%	4,656	43%	60,656	42%
	Total		60	100%	2,103	100%	9,716	100%	137,260	100%	400	100%	3,251	100%	10,573	100%	141,307	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	0	0%	24	1%	67	1%	957	1%	7	2%	63	2%	120	1%	1,759	1%
		1-4	19	30%	496	25%	2,001	22%	26,283	22%	136	35%	1,197	38%	2,878	28%	37,104	28%
		5-10	26	44%	1,004	48%	4,172	43%	58,522	44%	140	34%	1,245	37%	4,145	39%	54,449	39%
		11-20	8	13%	433	19%	2,478	24%	35,867	24%	70	18%	433	14%	2,081	20%	29,356	20%
	More than 20	7	13%	133	6%	961	10%	15,247	10%	44	10%	300	9%	1,307	12%	18,171	12%	
Total		60	100%	2,090	100%	9,679	100%	136,876	100%	397	100%	3,238	100%	10,531	100%	140,839	100%	

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	12	21%	660	31%	2,544	27%	35,452	27%	97	26%	708	21%	2,245	21%	29,776	21%
		1-4	30	50%	1,127	53%	5,412	55%	75,758	55%	188	48%	1,802	56%	5,788	54%	76,551	54%
		5-10	9	14%	181	10%	1,104	12%	16,708	12%	51	12%	442	14%	1,533	15%	21,380	15%
		11-20	6	11%	56	3%	319	3%	4,726	3%	27	7%	133	4%	514	5%	6,832	5%
		More than 20	3	4%	65	3%	300	3%	4,233	3%	35	8%	155	5%	454	4%	6,334	5%
	Total		60	100%	2,089	100%	9,679	100%	136,877	100%	398	100%	3,240	100%	10,534	100%	140,873	100%
c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	47	75%	1,798	83%	8,122	83%	115,061	83%	272	68%	1,796	53%	5,120	50%	69,027	50%
		1-4	10	20%	235	13%	1,132	12%	16,504	13%	105	27%	1,183	37%	4,388	41%	60,466	41%
		5-10	1	1%	37	2%	228	3%	2,977	3%	11	3%	183	7%	715	7%	7,912	6%
		11-20	2	4%	11	1%	103	1%	1,275	1%	4	1%	42	2%	176	2%	1,894	2%
		More than 20	0	0%	9	0%	92	1%	1,051	1%	6	1%	37	1%	132	1%	1,539	1%
	Total		60	100%	2,090	100%	9,677	100%	136,868	100%	398	100%	3,241	100%	10,531	100%	140,838	100%
d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	5	8%	670	31%	1,036	12%	17,246	15%	103	26%	496	14%	899	9%	11,737	9%
		1-4	31	49%	1,070	51%	4,996	52%	72,799	53%	176	44%	1,662	51%	4,630	44%	61,326	45%
		5-10	14	25%	286	14%	2,816	28%	35,746	24%	85	21%	780	25%	3,303	31%	45,345	31%
		11-20	8	14%	47	3%	692	7%	9,189	6%	22	5%	219	7%	1,216	11%	16,502	11%
		More than 20	2	3%	15	1%	134	1%	1,879	1%	12	3%	83	3%	486	4%	5,932	4%
	Total		60	100%	2,088	100%	9,674	100%	136,859	100%	398	100%	3,240	100%	10,534	100%	140,842	100%
e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	2	4%	147	7%	257	3%	3,454	3%	26	7%	278	9%	626	6%	8,382	7%
		1-4	24	39%	993	49%	3,018	32%	40,010	32%	155	39%	1,295	40%	3,604	34%	46,599	35%
		5-10	17	29%	567	27%	3,406	35%	47,038	34%	98	25%	868	27%	2,934	28%	39,549	28%
		11-20	11	19%	255	12%	2,000	20%	30,022	20%	63	15%	458	14%	1,822	17%	25,711	17%
		More than 20	6	8%	129	6%	1,004	11%	16,389	11%	56	14%	338	10%	1,552	14%	20,638	14%
	Total		60	100%	2,091	100%	9,685	100%	136,913	100%	398	100%	3,237	100%	10,538	100%	140,879	100%
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	10	18%	285	15%	1,290	14%	17,741	13%	74	17%	583	18%	1,921	18%	28,673	20%
		1-2	16	27%	758	34%	3,499	36%	49,610	37%	126	32%	1,065	33%	3,263	31%	45,251	33%
		3-4	20	34%	644	31%	3,173	32%	43,791	31%	108	28%	918	28%	3,172	31%	39,544	28%
		5-6	9	14%	192	10%	961	10%	13,894	10%	42	11%	325	9%	1,083	10%	13,047	9%
		More than 6	4	7%	205	11%	725	8%	11,498	9%	46	11%	345	12%	1,067	10%	13,787	10%
	Total		59	100%	2,084	100%	9,648	100%	136,534	100%	396	100%	3,236	100%	10,506	100%	140,302	100%
b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	9	14%	326	17%	1,139	12%	18,300	14%	90	22%	858	27%	2,640	26%	38,825	28%
		1-2	16	27%	834	40%	3,490	36%	49,002	36%	146	38%	1,270	39%	3,840	36%	50,188	36%
		3-4	12	21%	491	23%	2,667	27%	37,150	27%	91	23%	587	18%	2,222	20%	28,873	20%
		5-6	10	16%	198	10%	1,165	12%	16,266	11%	28	7%	254	7%	849	8%	11,021	8%
		More than 6	12	22%	236	11%	1,180	13%	15,732	12%	41	10%	263	8%	952	9%	11,331	8%
	Total		59	100%	2,085	100%	9,641	100%	136,450	100%	396	100%	3,232	100%	10,503	100%	140,238	100%

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1 Very little	1	1%	10	0%	55	1%	779	1%	7	2%	23	1%	92	1%	1,539	1%
		2	4	9%	24	1%	111	1%	1,560	1%	2	1%	50	2%	209	2%	2,481	2%
		3	1	2%	51	2%	324	4%	4,548	4%	9	2%	124	4%	438	4%	5,808	4%
		4	12	21%	236	11%	1,265	14%	16,699	13%	42	11%	352	11%	1,233	12%	16,675	12%
		5	14	23%	604	28%	3,059	32%	43,093	31%	96	24%	923	28%	3,022	29%	41,480	29%
		6	14	22%	716	36%	3,133	32%	45,531	32%	109	29%	988	30%	3,269	30%	44,765	31%
		7 Very much	13	22%	447	21%	1,715	17%	24,448	18%	129	31%	774	24%	2,249	22%	27,759	20%
	Total		59	100%	2088	100%	9,662	100%	136,658	100%	394	100%	3234	100%	10,512	100%	140,507	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	11	18%	482	23%	2,243	25%	26,722	23%	157	41%	1041	32%	3,008	29%	36,738	28%
		Sometimes	28	48%	1065	51%	4,570	47%	63,959	47%	175	44%	1535	47%	4,880	47%	65,703	47%
		Often	8	14%	328	17%	1,728	17%	28,072	19%	35	9%	436	15%	1,597	15%	22,605	15%
		Very often	11	19%	187	9%	1,033	11%	16,867	11%	26	6%	201	6%	963	9%	14,795	10%
	Total		58	100%	2062	100%	9,574	100%	135,620	100%	393	100%	3213	100%	10,448	100%	139,841	100%
b. Exercised or participated in physical fitness activities	EXRCSE05	Never	9	14%	144	7%	1,207	14%	15,792	13%	92	23%	483	14%	1,605	16%	19,095	15%
		Sometimes	15	23%	598	29%	2,850	30%	39,094	29%	153	38%	1119	34%	3,599	35%	45,989	33%
		Often	15	27%	578	29%	2,529	26%	34,288	25%	82	21%	761	25%	2,375	23%	32,713	23%
		Very often	19	36%	741	36%	2,987	31%	46,437	32%	66	17%	849	27%	2,869	27%	42,042	29%
	Total		58	100%	2061	100%	9,573	100%	135,611	100%	393	100%	3212	100%	10,448	100%	139,839	100%
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	19	33%	594	28%	3,646	40%	52,975	41%	130	35%	908	28%	3,588	37%	50,857	38%
		Sometimes	14	25%	627	32%	2,763	28%	38,708	28%	96	24%	967	30%	3,118	30%	40,773	28%
		Often	11	19%	376	18%	1,441	14%	19,955	14%	79	20%	559	17%	1,580	14%	20,612	14%
		Very often	14	22%	465	22%	1,722	17%	23,955	17%	88	21%	780	24%	2,159	19%	27,560	19%
	Total		58	100%	2062	100%	9,572	100%	135,593	100%	393	100%	3214	100%	10,445	100%	139,802	100%
d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	7	12%	189	9%	966	10%	12,937	10%	40	11%	261	8%	793	8%	10,537	8%
		Sometimes	19	32%	851	41%	3,809	39%	54,135	40%	143	36%	1191	37%	3,653	34%	50,214	36%
		Often	19	33%	716	35%	3,198	34%	45,710	33%	124	33%	1168	36%	3,846	37%	50,350	36%
		Very often	13	23%	305	15%	1,598	17%	22,778	16%	86	21%	593	18%	2,156	21%	28,716	20%
	Total		58	100%	2061	100%	9,571	100%	135,560	100%	393	100%	3213	100%	10,448	100%	139,817	100%
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	2	4%	129	6%	590	7%	7,998	7%	22	6%	178	6%	447	4%	6,285	5%
		Sometimes	17	26%	748	37%	3,389	35%	47,928	36%	124	31%	1102	33%	3,318	31%	44,780	32%
		Often	22	41%	802	38%	3,600	37%	51,453	37%	142	37%	1240	39%	4,131	39%	54,889	39%
		Very often	17	29%	383	19%	1,990	21%	28,202	21%	105	26%	694	22%	2,552	25%	33,873	24%
	Total		58	100%	2062	100%	9,569	100%	135,581	100%	393	100%	3214	100%	10,448	100%	139,827	100%
f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	4	7%	92	5%	394	5%	5,238	4%	20	6%	119	4%	265	3%	3,883	3%
		Sometimes	15	25%	738	37%	3,266	34%	45,543	34%	116	31%	1105	34%	3,224	31%	43,850	32%
		Often	22	40%	792	37%	3,802	39%	53,315	39%	147	37%	1259	39%	4,254	41%	56,446	40%
		Very often	17	28%	440	21%	2,105	22%	31,479	22%	110	26%	731	23%	2,706	26%	35,637	25%
	Total		58	100%	2062	100%	9,567	100%	135,575	100%	393	100%	3214	100%	10,449	100%	139,816	100%

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

	Variable	Response Options	First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	10	20%	259	11%	1,166	13%	16,922	14%	35	9%	275	8%	814	8%	9,941	8%
		Do not plan to do	3	6%	85	4%	394	4%	5,073	4%	52	15%	573	18%	1,567	16%	21,858	16%
		Plan to do	35	59%	1526	76%	7,182	75%	101,793	75%	106	26%	792	25%	2,436	25%	28,588	23%
		Done	8	15%	162	9%	674	7%	9,894	7%	196	50%	1540	49%	5,517	51%	78,198	53%
	Total		56	100%	2032	100%	9,416	100%	133,682	100%	389	100%	3180	100%	10,334	100%	138,585	100%
b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	8	15%	180	9%	1,284	16%	18,076	15%	55	14%	271	8%	946	9%	12,420	10%
		Do not plan to do	1	1%	78	4%	621	8%	8,285	8%	84	23%	426	13%	1,643	17%	21,661	17%
		Plan to do	27	48%	708	35%	3,761	40%	53,481	40%	69	17%	421	13%	1,453	15%	17,722	14%
		Done	20	35%	1066	52%	3,747	37%	53,807	38%	181	46%	2063	66%	6,295	59%	86,758	59%
	Total		56	100%	2032	100%	9,413	100%	133,649	100%	389	100%	3181	100%	10,337	100%	138,561	100%
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	13	24%	614	31%	3,007	33%	46,675	34%	64	17%	424	13%	1,392	14%	19,172	15%
		Do not plan to do	12	21%	524	25%	2,417	26%	35,392	27%	180	47%	1581	49%	5,019	49%	72,579	52%
		Plan to do	21	37%	431	24%	2,128	23%	29,746	22%	43	10%	244	9%	898	10%	9,979	8%
		Done	10	17%	463	21%	1,861	18%	21,789	17%	102	26%	930	30%	3,018	28%	36,754	25%
	Total		56	100%	2032	100%	9,413	100%	133,602	100%	389	100%	3179	100%	10,327	100%	138,484	100%
d. Worked on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	19	33%	794	37%	3,762	40%	54,461	40%	77	19%	523	17%	1,785	18%	21,479	17%
		Do not plan to do	11	19%	510	25%	2,513	27%	32,203	25%	207	53%	1715	53%	5,541	52%	73,900	52%
		Plan to do	20	37%	627	34%	2,688	29%	40,675	30%	58	16%	375	11%	1,216	13%	15,203	12%
		Done	6	11%	101	5%	448	5%	6,254	5%	47	12%	565	19%	1,784	17%	27,928	19%
	Total		56	100%	2032	100%	9,411	100%	133,593	100%	389	100%	3178	100%	10,326	100%	138,510	100%
e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	16	30%	454	21%	1,662	18%	23,954	19%	64	16%	308	10%	878	9%	10,716	8%
		Do not plan to do	17	28%	645	31%	2,663	29%	34,245	27%	218	57%	1673	52%	4,315	42%	58,299	42%
		Plan to do	20	37%	720	38%	2,912	32%	42,558	32%	39	11%	337	11%	902	9%	10,691	9%
		Done	3	5%	213	10%	2,175	21%	32,868	22%	68	16%	860	27%	4,234	40%	58,830	41%
	Total		56	100%	2032	100%	9,412	100%	133,625	100%	389	100%	3178	100%	10,329	100%	138,536	100%
f. Study abroad	STDABR04 (EEE)	Have not decided	21	39%	613	30%	2,748	30%	38,462	30%	89	22%	426	13%	1,346	14%	16,253	13%
		Do not plan to do	19	33%	605	27%	2,835	31%	33,629	27%	239	62%	2178	67%	6,785	66%	89,078	64%
		Plan to do	13	23%	772	41%	3,623	36%	58,435	41%	41	11%	265	10%	774	8%	10,375	9%
		Done	3	5%	41	3%	206	2%	3,082	3%	20	5%	308	10%	1,423	13%	22,794	14%
	Total		56	100%	2031	100%	9,412	100%	133,608	100%	389	100%	3177	100%	10,328	100%	138,500	100%
g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	24	45%	632	30%	3,173	34%	46,028	34%	87	21%	426	13%	1,378	14%	15,753	13%
		Do not plan to do	14	24%	1034	50%	4,666	48%	63,104	47%	207	54%	2027	63%	6,323	61%	85,403	61%
		Plan to do	13	23%	294	15%	1,331	15%	20,642	16%	40	11%	285	9%	962	9%	10,786	9%
		Done	5	8%	71	5%	241	3%	3,824	3%	55	15%	441	15%	1,661	16%	26,556	17%
	Total		56	100%	2031	100%	9,411	100%	133,598	100%	389	100%	3179	100%	10,324	100%	138,498	100%

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

	Variable	Response Options	First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	21	37%	900	41%	3,723	39%	52,352	40%	49	12%	375	11%	1,244	11%	14,015	11%
		Do not plan to do	5	8%	315	15%	1,115	12%	14,186	12%	82	22%	1,092	33%	2,637	24%	35,018	27%
		Plan to do	29	52%	796	43%	4,462	47%	65,223	46%	102	26%	924	29%	3,189	32%	40,112	29%
		Done	1	2%	21	1%	112	1%	1,836	2%	156	40%	787	26%	3,258	32%	49,353	32%
	Total	56	100%	2,032	100%	9,412	100%	133,597	100%	389	100%	3,178	100%	10,328	100%	138,498	100%	
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of Alienation	0	0%	16	1%	123	1%	1,359	1%	3	1%	16	0%	79	1%	1,144	1%
		2	1	2%	34	2%	239	3%	3,205	3%	6	1%	45	1%	231	3%	2,858	2%
		3	2	3%	74	4%	497	6%	6,407	5%	8	2%	108	4%	478	5%	5,852	5%
		4	8	14%	183	9%	1,088	12%	14,919	12%	39	11%	272	9%	1,066	11%	13,674	10%
		5	12	23%	369	20%	2,019	22%	27,080	21%	73	19%	512	16%	2,022	20%	27,265	20%
		6	12	22%	562	27%	2,670	28%	40,478	30%	98	25%	955	29%	3,057	29%	41,858	30%
		7 Friendly, Supportive, Sense of Belonging	20	35%	789	38%	2,755	28%	39,849	28%	160	40%	1,264	41%	3,378	31%	45,607	31%
		Total	55	100%	2,027	100%	9,391	100%	133,297	100%	387	100%	3,172	100%	10,311	100%	138,258	100%
b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	1	2%	17	1%	78	1%	977	1%	1	0%	30	1%	73	1%	1,170	1%
		2	1	2%	68	3%	212	2%	2,887	3%	5	1%	53	2%	256	3%	2,980	3%
		3	3	5%	153	8%	578	6%	7,640	7%	16	4%	150	5%	482	5%	6,343	5%
		4	9	17%	384	19%	1,640	18%	21,909	18%	45	12%	389	13%	1,241	13%	16,550	13%
		5	10	18%	579	28%	2,562	27%	36,455	27%	75	19%	749	24%	2,463	24%	32,231	24%
		6	14	25%	466	24%	2,621	27%	38,871	27%	121	32%	979	31%	3,201	30%	43,282	30%
		7 Available, Helpful, Sympathetic	17	31%	361	17%	1,703	18%	24,566	17%	124	30%	821	25%	2,597	24%	35,735	24%
		Total	55	100%	2,028	100%	9,394	100%	133,305	100%	387	100%	3,171	100%	10,313	100%	138,291	100%
c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	4	7%	45	3%	338	4%	3,812	3%	16	4%	97	3%	527	5%	6,766	5%
		2	0	0%	116	5%	629	7%	7,960	7%	25	7%	189	6%	913	10%	11,236	9%
		3	7	11%	202	11%	1,096	12%	14,504	12%	38	10%	307	9%	1,192	12%	15,711	12%
		4	8	15%	484	25%	2,202	24%	30,750	24%	74	19%	621	20%	2,184	21%	28,936	21%
		5	13	23%	477	22%	2,201	23%	32,264	23%	72	18%	700	22%	2,137	21%	29,904	21%
		6	11	21%	413	20%	1,680	17%	26,078	19%	76	20%	652	20%	1,869	18%	25,601	18%
		7 Helpful, Considerate, Flexible	12	22%	291	13%	1,242	13%	17,865	13%	86	21%	605	19%	1,483	14%	20,062	14%
		Total	55	100%	2,028	100%	9,388	100%	133,233	100%	387	100%	3,171	100%	10,305	100%	138,216	100%

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hr/wk	0	0%	4	0%	28	0%	386	0%	2	1%	14	0%	35	0%	460	0%
		1-5 hr/wk	10	20%	339	18%	1,634	18%	20,392	17%	94	24%	649	21%	1,814	18%	23,792	18%
		6-10 hr/wk	14	24%	554	25%	2,614	28%	34,441	27%	93	25%	862	27%	2,734	26%	35,877	26%
		11-15 hr/wk	12	20%	391	20%	2,090	22%	29,497	22%	92	24%	595	19%	2,040	19%	27,128	19%
		16-20 hr/wk	9	16%	309	17%	1,419	15%	22,237	16%	41	11%	421	13%	1,596	15%	21,319	15%
		21-25 hr/wk	4	8%	191	10%	810	8%	13,003	9%	27	8%	274	8%	908	9%	12,587	9%
		26-30 hr/wk	5	10%	114	5%	380	4%	6,695	5%	20	5%	159	6%	501	5%	7,562	5%
		30+ hr/wk	1	2%	111	6%	358	4%	5,863	4%	16	4%	185	6%	643	6%	8,996	6%
		<b>Total</b>		<b>55</b>	<b>100%</b>	<b>2013</b>	<b>100%</b>	<b>9,333</b>	<b>100%</b>	<b>132,514</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>3159</b>	<b>100%</b>	<b>10,271</b>	<b>100%</b>	<b>137,721</b>
b. Working for pay on campus	WORKON01	0 hr/wk	46	82%	1680	85%	7,411	80%	100,254	79%	308	79%	2374	72%	7,754	77%	95,960	73%
		1-5 hr/wk	0	0%	32	1%	279	3%	6,329	4%	4	1%	68	2%	332	3%	7,230	4%
		6-10 hr/wk	1	1%	51	3%	608	6%	12,463	7%	12	3%	137	5%	599	5%	12,657	7%
		11-15 hr/wk	3	5%	90	4%	543	6%	7,518	5%	16	4%	170	5%	603	5%	9,086	6%
		16-20 hr/wk	2	5%	119	5%	323	4%	4,061	3%	32	9%	251	9%	605	6%	7,740	6%
		21-25 hr/wk	2	5%	24	1%	68	1%	855	1%	5	1%	67	2%	152	2%	2,092	2%
		26-30 hr/wk	0	0%	5	0%	25	0%	328	0%	2	1%	23	1%	62	1%	926	1%
		30+ hr/wk	1	2%	10	0%	80	1%	704	1%	6	1%	69	2%	164	2%	2,023	2%
		<b>Total</b>		<b>55</b>	<b>100%</b>	<b>2011</b>	<b>100%</b>	<b>9,337</b>	<b>100%</b>	<b>132,512</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>3159</b>	<b>100%</b>	<b>10,271</b>	<b>100%</b>	<b>137,714</b>
c. Working for pay off campus	WORKOF01	0 hr/wk	28	53%	1478	77%	5,927	62%	90,253	65%	153	40%	1479	49%	3,914	37%	58,967	41%
		1-5 hr/wk	4	7%	84	3%	457	5%	6,330	4%	12	3%	144	5%	489	5%	7,253	5%
		6-10 hr/wk	2	3%	81	4%	495	5%	6,668	5%	16	4%	178	5%	680	7%	9,029	6%
		11-15 hr/wk	5	9%	70	3%	555	6%	6,605	5%	12	3%	152	5%	701	7%	9,380	7%
		16-20 hr/wk	6	11%	88	4%	581	6%	7,445	6%	27	6%	261	8%	997	10%	12,908	10%
		21-25 hr/wk	3	5%	86	4%	455	5%	5,225	5%	22	6%	185	5%	825	8%	10,153	8%
		26-30 hr/wk	1	2%	60	3%	261	3%	3,186	3%	21	6%	169	5%	573	6%	7,000	6%
		30+ hr/wk	6	10%	65	3%	604	7%	6,783	7%	122	32%	589	18%	2,090	21%	23,011	19%
		<b>Total</b>		<b>55</b>	<b>100%</b>	<b>2012</b>	<b>100%</b>	<b>9,335</b>	<b>100%</b>	<b>132,495</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>3157</b>	<b>100%</b>	<b>10,269</b>	<b>100%</b>	<b>137,701</b>
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hr/wk	23	40%	545	24%	3,751	43%	46,933	39%	235	61%	1314	38%	4,977	52%	59,718	47%
		1-5 hr/wk	15	28%	694	35%	2,966	30%	44,681	32%	91	23%	1007	33%	2,940	27%	41,374	29%
		6-10 hr/wk	6	11%	363	17%	1,236	13%	18,693	13%	28	7%	388	13%	1,093	10%	16,380	11%
		11-15 hr/wk	6	10%	185	10%	593	6%	9,771	7%	8	3%	172	6%	497	4%	8,152	5%
		16-20 hr/wk	2	4%	104	6%	371	4%	5,867	4%	7	2%	112	4%	314	3%	5,272	3%
		21-25 hr/wk	0	0%	40	3%	169	2%	2,926	2%	2	1%	58	2%	177	2%	2,730	2%
		26-30 hr/wk	2	5%	26	1%	87	1%	1,315	1%	3	1%	27	1%	83	1%	1,365	1%
		30+ hr/wk	1	2%	56	4%	158	2%	2,343	2%	11	3%	82	3%	191	2%	2,732	2%
		<b>Total</b>		<b>55</b>	<b>100%</b>	<b>2013</b>	<b>100%</b>	<b>9,331</b>	<b>100%</b>	<b>132,529</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>3160</b>	<b>100%</b>	<b>10,272</b>	<b>100%</b>	<b>137,723</b>

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**National Survey  
of Student Engagement**

**NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup>  
Texas A&M University-Commerce**

			First-Year Students					Seniors											
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hr/wk	0	0%	27	1%	88	1%	1,356	1%	4	1%	53	1%	128	1%	1,679	1%
			1-5 hr/wk	20	35%	507	25%	2,280	25%	30,541	23%	146	36%	1044	33%	3,144	31%	39,749	29%
			6-10 hr/wk	14	26%	633	32%	2,790	29%	39,037	29%	109	28%	977	31%	3,139	31%	42,836	31%
			11-15 hr/wk	9	16%	396	19%	1,851	20%	26,644	20%	67	18%	521	16%	1,801	17%	25,116	18%
			16-20 hr/wk	7	12%	213	10%	1,077	12%	16,290	13%	26	7%	290	9%	1,051	10%	14,411	11%
			21-25 hr/wk	2	5%	103	6%	499	5%	7,875	6%	12	4%	106	3%	448	4%	5,973	4%
			26-30 hr/wk	1	2%	49	2%	260	3%	3,639	3%	3	1%	71	3%	198	2%	2,800	2%
			30+ hr/wk	2	4%	83	5%	466	5%	6,889	6%	20	6%	94	4%	340	3%	4,959	4%
			<b>Total</b>	<b>55</b>	<b>100%</b>	<b>2011</b>	<b>100%</b>	<b>9,311</b>	<b>100%</b>	<b>132,271</b>	<b>100%</b>	<b>387</b>	<b>100%</b>	<b>3156</b>	<b>100%</b>	<b>10,249</b>	<b>100%</b>	<b>137,523</b>	<b>100%</b>
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hr/wk	28	51%	1647	81%	6,665	70%	100,193	73%	123	33%	1834	61%	5,919	56%	86,954	61%
			1-5 hr/wk	8	16%	207	10%	1,283	14%	15,814	13%	31	8%	343	11%	1,427	15%	16,579	13%
			6-10 hr/wk	5	9%	60	3%	492	6%	5,939	5%	27	7%	201	6%	698	7%	8,192	7%
			11-15 hr/wk	2	4%	34	2%	244	3%	3,024	3%	22	6%	118	4%	378	4%	4,696	4%
			16-20 hr/wk	2	3%	16	2%	156	2%	1,778	2%	29	8%	90	3%	317	3%	3,652	3%
			21-25 hr/wk	2	3%	12	0%	68	1%	800	1%	15	4%	49	1%	155	2%	1,837	2%
			26-30 hr/wk	2	4%	5	0%	48	1%	538	0%	10	2%	24	1%	132	1%	1,429	1%
			30+ hr/wk	6	10%	31	1%	348	4%	4,148	4%	130	32%	496	14%	1,223	12%	14,161	11%
			<b>Total</b>	<b>55</b>	<b>100%</b>	<b>2012</b>	<b>100%</b>	<b>9,304</b>	<b>100%</b>	<b>132,234</b>	<b>100%</b>	<b>387</b>	<b>100%</b>	<b>3155</b>	<b>100%</b>	<b>10,249</b>	<b>100%</b>	<b>137,500</b>	<b>100%</b>
g.	Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	8	14%	157	6%	1,493	15%	22,409	13%	52	15%	138	4%	995	8%	14,053	8%
			1-5 hr/wk	31	59%	1439	69%	5,830	62%	85,369	64%	197	49%	2167	68%	6,392	61%	89,236	64%
			6-10 hr/wk	13	22%	279	15%	1,262	14%	15,815	14%	93	24%	591	19%	1,869	21%	23,017	19%
			11-15 hr/wk	1	1%	79	6%	385	4%	4,695	4%	26	7%	135	4%	603	6%	6,564	5%
			16-20 hr/wk	0	0%	25	2%	163	2%	1,923	2%	7	2%	54	2%	186	2%	2,247	2%
			21-25 hr/wk	0	0%	17	1%	58	1%	782	1%	2	0%	19	1%	60	1%	768	1%
			26-30 hr/wk	2	4%	9	1%	31	0%	362	0%	1	0%	10	0%	44	1%	404	0%
			30+ hr/wk	0	0%	9	1%	92	1%	945	1%	8	2%	43	1%	105	1%	1,261	1%
			<b>Total</b>	<b>55</b>	<b>100%</b>	<b>2014</b>	<b>100%</b>	<b>9,314</b>	<b>100%</b>	<b>132,300</b>	<b>100%</b>	<b>386</b>	<b>100%</b>	<b>3157</b>	<b>100%</b>	<b>10,254</b>	<b>100%</b>	<b>137,550</b>	<b>100%</b>
10a.	Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	4	7%	22	1%	185	2%	2,237	2%	8	2%	79	3%	242	3%	3,009	3%
			Some	13	25%	328	17%	1,707	19%	22,314	19%	65	17%	547	18%	1,917	20%	24,367	19%
			Quite a bit	23	39%	915	45%	4,399	48%	62,175	48%	188	51%	1470	46%	4,702	46%	62,983	46%
			Very much	15	28%	725	38%	2,922	30%	44,272	32%	123	30%	1040	34%	3,311	32%	46,264	32%
			<b>Total</b>	<b>55</b>	<b>100%</b>	<b>1990</b>	<b>100%</b>	<b>9,213</b>	<b>100%</b>	<b>130,998</b>	<b>100%</b>	<b>384</b>	<b>100%</b>	<b>3136</b>	<b>100%</b>	<b>10,172</b>	<b>100%</b>	<b>136,623</b>	<b>100%</b>
b.	Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	7	13%	60	3%	269	3%	3,511	3%	14	4%	138	4%	531	6%	6,526	6%
			Some	10	18%	375	19%	1,921	22%	25,694	22%	93	25%	726	23%	2,527	26%	33,103	26%
			Quite a bit	23	39%	908	46%	4,154	45%	59,042	45%	165	43%	1398	45%	4,502	43%	60,179	44%
			Very much	15	30%	645	32%	2,867	29%	42,733	30%	111	28%	872	28%	2,618	25%	36,816	24%
			<b>Total</b>	<b>55</b>	<b>100%</b>	<b>1988</b>	<b>100%</b>	<b>9,211</b>	<b>100%</b>	<b>130,980</b>	<b>100%</b>	<b>383</b>	<b>100%</b>	<b>3134</b>	<b>100%</b>	<b>10,178</b>	<b>100%</b>	<b>136,624</b>	<b>100%</b>

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

	Variable	Response Options	First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	13	24%	231	13%	1,228	14%	16,231	13%	57	15%	493	16%	1,895	19%	25,100	19%
		Some	14	26%	611	30%	2,936	32%	41,897	33%	118	32%	1,063	34%	3,528	34%	48,563	35%
		Quite a bit	16	29%	652	34%	2,949	32%	43,024	32%	126	33%	979	30%	2,841	29%	38,876	28%
		Very much	11	20%	494	24%	2,092	22%	29,763	22%	83	20%	595	21%	1,905	19%	23,964	17%
		<b>Total</b>	<b>54</b>	<b>100%</b>	<b>1,988</b>	<b>100%</b>	<b>9,205</b>	<b>100%</b>	<b>130,915</b>	<b>100%</b>	<b>384</b>	<b>100%</b>	<b>3,130</b>	<b>100%</b>	<b>10,169</b>	<b>100%</b>	<b>136,503</b>	<b>100%</b>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	21	36%	427	22%	2,368	27%	32,482	27%	118	31%	1,029	32%	3,922	40%	50,646	40%
		Some	19	35%	751	38%	3,600	39%	52,360	40%	139	38%	1,180	37%	3,705	36%	51,735	37%
		Quite a bit	9	17%	550	27%	2,243	24%	32,261	23%	87	23%	623	20%	1,742	17%	23,939	17%
		Very much	6	12%	259	12%	996	10%	13,778	10%	40	9%	300	10%	797	8%	10,167	7%
		<b>Total</b>	<b>55</b>	<b>100%</b>	<b>1,987</b>	<b>100%</b>	<b>9,207</b>	<b>100%</b>	<b>130,881</b>	<b>100%</b>	<b>384</b>	<b>100%</b>	<b>3,132</b>	<b>100%</b>	<b>10,166</b>	<b>100%</b>	<b>136,487</b>	<b>100%</b>
e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	12	22%	257	12%	1,515	17%	20,635	17%	83	22%	661	20%	2,642	28%	33,326	26%
		Some	19	33%	662	36%	3,454	38%	48,943	38%	141	37%	1,179	37%	4,080	39%	55,138	40%
		Quite a bit	17	31%	702	34%	2,968	32%	43,162	32%	109	28%	857	28%	2,487	24%	35,075	25%
		Very much	7	13%	368	18%	1,269	13%	18,127	13%	51	13%	433	15%	955	9%	12,882	9%
		<b>Total</b>	<b>55</b>	<b>100%</b>	<b>1,989</b>	<b>100%</b>	<b>9,206</b>	<b>100%</b>	<b>130,867</b>	<b>100%</b>	<b>384</b>	<b>100%</b>	<b>3,130</b>	<b>100%</b>	<b>10,164</b>	<b>100%</b>	<b>136,421</b>	<b>100%</b>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	2	3%	121	7%	909	11%	10,457	10%	78	21%	405	12%	1,727	17%	18,113	14%
		Some	23	44%	451	22%	2,613	29%	32,652	27%	114	29%	906	28%	3,361	34%	42,113	32%
		Quite a bit	17	28%	729	37%	3,427	37%	51,594	38%	114	30%	1,092	35%	3,367	33%	48,944	35%
		Very much	13	25%	688	34%	2,257	24%	36,224	25%	78	19%	732	25%	1,710	16%	27,312	19%
		<b>Total</b>	<b>55</b>	<b>100%</b>	<b>1,989</b>	<b>100%</b>	<b>9,206</b>	<b>100%</b>	<b>130,927</b>	<b>100%</b>	<b>384</b>	<b>100%</b>	<b>3,135</b>	<b>100%</b>	<b>10,165</b>	<b>100%</b>	<b>136,482</b>	<b>100%</b>
g. Using computers in academic work	ENVCOMPT	Very little	6	11%	32	1%	188	2%	2,609	2%	4	1%	56	2%	195	2%	2,318	2%
		Some	10	18%	257	13%	1,148	13%	17,366	13%	43	12%	265	8%	924	9%	12,806	10%
		Quite a bit	15	28%	701	36%	3,174	35%	46,005	35%	124	33%	945	30%	2,878	28%	40,050	29%
		Very much	23	43%	1,001	51%	4,698	50%	64,989	50%	213	54%	1,868	60%	6,177	60%	81,436	60%
		<b>Total</b>	<b>54</b>	<b>100%</b>	<b>1,991</b>	<b>100%</b>	<b>9,208</b>	<b>100%</b>	<b>130,969</b>	<b>100%</b>	<b>384</b>	<b>100%</b>	<b>3,134</b>	<b>100%</b>	<b>10,174</b>	<b>100%</b>	<b>136,610</b>	<b>100%</b>
11a. Acquiring a broad general education	NGENLED	Very little	2	4%	43	2%	223	3%	2,911	3%	11	3%	67	2%	250	3%	3,331	3%
		Some	10	19%	343	19%	1,466	17%	20,729	17%	55	15%	421	14%	1,468	16%	18,404	15%
		Quite a bit	25	44%	848	44%	4,139	46%	57,661	45%	138	36%	1,213	39%	3,875	38%	51,617	39%
		Very much	17	33%	707	35%	3,239	35%	47,871	35%	175	45%	1,400	45%	4,453	44%	62,006	44%
		<b>Total</b>	<b>54</b>	<b>100%</b>	<b>1,941</b>	<b>100%</b>	<b>9,067</b>	<b>100%</b>	<b>129,172</b>	<b>100%</b>	<b>379</b>	<b>100%</b>	<b>3,101</b>	<b>100%</b>	<b>10,046</b>	<b>100%</b>	<b>135,358</b>	<b>100%</b>
b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	8	15%	191	10%	911	11%	12,307	10%	19	5%	144	5%	584	7%	8,634	7%
		Some	15	28%	518	26%	2,649	30%	37,938	30%	56	16%	552	18%	1,986	21%	27,835	21%
		Quite a bit	19	34%	698	36%	3,205	35%	46,706	36%	118	32%	1,033	34%	3,395	34%	45,987	34%
		Very much	12	23%	534	28%	2,299	24%	32,170	24%	186	47%	1,373	44%	4,081	39%	52,874	38%
		<b>Total</b>	<b>54</b>	<b>100%</b>	<b>1,941</b>	<b>100%</b>	<b>9,064</b>	<b>100%</b>	<b>129,121</b>	<b>100%</b>	<b>379</b>	<b>100%</b>	<b>3,102</b>	<b>100%</b>	<b>10,046</b>	<b>100%</b>	<b>135,330</b>	<b>100%</b>

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors								
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
c.	Writing clearly and effectively	GNWRITE	Very little	4	8%	185	9%	410	5%	6,156	5%	16	5%	161	5%	385	4%	5,544	5%
			Some	11	21%	594	32%	1,886	22%	28,621	24%	90	24%	683	21%	1,970	21%	26,778	21%
			Quite a bit	20	34%	709	37%	3,793	42%	53,367	41%	129	35%	1,192	39%	3,798	38%	51,752	38%
			Very much	19	37%	454	23%	2,982	32%	41,007	30%	144	36%	1,065	34%	3,893	37%	51,271	36%
		Total	54	100%	1,942	100%	9,071	100%	129,151	100%	379	100%	3,101	100%	10,046	100%	135,345	100%	
d.	Speaking clearly and effectively	GNSPEAK	Very little	7	11%	224	11%	703	8%	11,062	9%	19	5%	217	7%	620	7%	7,929	7%
			Some	15	29%	581	30%	2,346	27%	36,848	29%	83	23%	691	22%	2,277	24%	30,774	24%
			Quite a bit	19	35%	697	35%	3,565	39%	48,868	37%	140	38%	1,157	37%	3,704	36%	50,970	37%
			Very much	13	25%	440	23%	2,452	26%	32,359	24%	137	34%	1,036	34%	3,444	33%	45,660	32%
		Total	54	100%	1,942	100%	9,066	100%	129,137	100%	379	100%	3,101	100%	10,045	100%	135,333	100%	
e.	Thinking critically and analytically	GNANALY	Very little	4	8%	52	3%	218	3%	2,925	3%	8	3%	68	2%	204	2%	2,517	2%
			Some	8	16%	312	15%	1,423	16%	20,016	16%	47	12%	343	11%	1,207	13%	15,062	12%
			Quite a bit	19	33%	804	41%	3,894	43%	54,192	42%	138	37%	1,125	36%	3,641	36%	49,289	37%
			Very much	23	43%	774	41%	3,533	39%	52,019	39%	186	48%	1,566	51%	4,994	49%	68,476	49%
		Total	54	100%	1,942	100%	9,068	100%	129,152	100%	379	100%	3,102	100%	10,046	100%	135,344	100%	
f.	Analyzing quantitative problems	GNQUANT	Very little	5	9%	110	6%	566	6%	7,811	6%	20	6%	137	4%	561	6%	7,021	5%
			Some	17	32%	444	21%	2,324	26%	33,335	26%	72	20%	579	18%	2,289	23%	30,185	22%
			Quite a bit	20	37%	754	39%	3,709	41%	52,092	41%	141	37%	1,121	35%	3,656	36%	49,444	36%
			Very much	12	22%	634	34%	2,463	27%	35,828	28%	145	37%	1,264	42%	3,531	35%	48,618	36%
		Total	54	100%	1,942	100%	9,062	100%	129,066	100%	378	100%	3,101	100%	10,037	100%	135,268	100%	
g.	Using computing and information technology	GNCMPTS	Very little	5	9%	91	4%	478	5%	7,487	6%	14	4%	100	4%	369	4%	5,381	4%
			Some	13	25%	383	18%	1,926	22%	29,256	22%	50	13%	395	13%	1,673	18%	23,544	17%
			Quite a bit	21	39%	738	39%	3,392	37%	48,677	38%	130	35%	1,089	34%	3,406	33%	46,855	34%
			Very much	15	27%	729	39%	3,273	36%	43,721	34%	184	48%	1,518	50%	4,595	45%	59,557	45%
		Total	54	100%	1,941	100%	9,069	100%	129,141	100%	378	100%	3,102	100%	10,043	100%	135,337	100%	
h.	Working effectively with others	GNOTHERS	Very little	6	10%	104	5%	448	6%	6,528	6%	10	3%	108	4%	340	4%	4,845	4%
			Some	15	30%	403	20%	2,133	24%	31,287	25%	55	16%	494	15%	1,767	19%	24,210	19%
			Quite a bit	16	28%	751	41%	3,639	40%	50,982	39%	130	35%	1,032	33%	3,636	35%	49,454	36%
			Very much	17	32%	685	34%	2,847	30%	40,337	30%	184	46%	1,468	48%	4,297	42%	56,801	40%
		Total	54	100%	1,943	100%	9,067	100%	129,134	100%	379	100%	3,102	100%	10,040	100%	135,310	100%	
i.	Voting in local, state, or national elections	GNCITIZN	Very little	24	44%	541	26%	3,400	38%	47,893	37%	125	34%	952	30%	4,027	40%	49,587	37%
			Some	15	29%	684	35%	2,857	31%	41,668	32%	111	29%	1,060	33%	3,128	31%	43,354	32%
			Quite a bit	10	19%	434	24%	1,751	19%	24,614	20%	71	19%	611	22%	1,666	17%	24,984	19%
			Very much	5	9%	253	15%	951	11%	13,566	11%	68	18%	455	15%	1,134	12%	16,454	12%
		Total	54	100%	1,912	100%	8,959	100%	127,741	100%	375	100%	3,078	100%	9,955	100%	134,379	100%	

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors								
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
j.	Learning effectively on your own	GNINQ	Very little	10	17%	91	4%	548	7%	6,789	6%	19	5%	164	5%	634	7%	7,575	6%
			Some	9	19%	432	23%	2,292	26%	32,078	25%	78	21%	534	16%	2,088	21%	27,060	20%
			Quite a bit	22	41%	822	41%	3,893	43%	56,499	43%	135	36%	1,250	40%	3,953	40%	54,581	40%
			Very much	13	24%	567	32%	2,226	24%	32,416	25%	143	38%	1,132	38%	3,285	32%	45,220	33%
			Total	54	100%	1,912	100%	8,959	100%	127,782	100%	375	100%	3,080	100%	9,960	100%	134,436	100%
k.	Understanding yourself	GNSSELF	Very little	11	19%	189	10%	1,064	13%	14,028	12%	45	12%	344	11%	1,249	14%	15,240	13%
			Some	10	18%	480	24%	2,423	27%	34,722	27%	93	25%	685	22%	2,533	26%	33,383	26%
			Quite a bit	24	46%	685	35%	3,261	36%	46,693	36%	112	31%	1,060	33%	3,284	32%	45,199	33%
			Very much	9	18%	559	31%	2,209	24%	32,313	25%	125	32%	991	34%	2,894	29%	40,590	29%
			Total	54	100%	1,913	100%	8,957	100%	127,756	100%	375	100%	3,080	100%	9,960	100%	134,412	100%
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	7	14%	263	14%	1,215	14%	17,210	14%	54	15%	441	13%	1,497	15%	20,121	15%
			Some	18	34%	586	31%	2,855	32%	41,735	32%	98	26%	984	30%	3,242	32%	44,030	33%
			Quite a bit	22	39%	625	32%	3,006	34%	42,624	33%	118	31%	971	32%	3,025	30%	41,285	31%
			Very much	7	14%	436	24%	1,881	21%	26,168	21%	105	27%	682	24%	2,189	23%	28,936	22%
			Total	54	100%	1,910	100%	8,957	100%	127,737	100%	375	100%	3,078	100%	9,953	100%	134,372	100%
m.	Solving complex real-world problems	GNPROBSV	Very little	11	20%	173	9%	1,078	13%	14,264	12%	41	11%	296	9%	1,062	11%	13,987	11%
			Some	15	27%	575	29%	3,010	33%	43,228	34%	96	26%	768	24%	2,966	29%	39,042	29%
			Quite a bit	18	34%	728	37%	3,210	36%	45,898	35%	124	33%	1,109	36%	3,531	35%	48,142	35%
			Very much	10	19%	434	25%	1,660	19%	24,351	19%	114	30%	906	31%	2,400	24%	33,246	25%
			Total	54	100%	1,910	100%	8,958	100%	127,741	100%	375	100%	3,079	100%	9,959	100%	134,417	100%
n.	Developing a personal code of values and ethics	GNETHICS	Very little	14	25%	211	11%	1,241	15%	17,239	15%	68	19%	364	11%	1,460	16%	19,495	16%
			Some	13	25%	453	22%	2,585	29%	37,744	30%	81	22%	693	21%	2,740	28%	36,350	28%
			Quite a bit	21	39%	660	36%	3,065	34%	42,792	33%	113	30%	970	32%	3,028	30%	41,399	30%
			Very much	6	11%	587	31%	2,070	22%	29,976	22%	113	29%	1,052	36%	2,733	26%	37,162	26%
			Total	54	100%	1,911	100%	8,961	100%	127,751	100%	375	100%	3,079	100%	9,961	100%	134,406	100%
o.	Contributing to the welfare of your community	GNCOMMUN	Very little	17	30%	282	15%	1,734	20%	23,104	20%	88	25%	462	14%	1,999	20%	25,427	21%
			Some	15	28%	582	29%	3,125	35%	44,645	36%	100	26%	923	29%	3,384	34%	44,247	34%
			Quite a bit	19	36%	609	33%	2,575	28%	38,359	29%	104	28%	941	31%	2,681	26%	37,805	27%
			Very much	3	6%	439	23%	1,522	16%	21,612	15%	83	21%	753	26%	1,891	19%	26,912	19%
			Total	54	100%	1,912	100%	8,956	100%	127,720	100%	375	100%	3,079	100%	9,955	100%	134,391	100%
p.	Developing a deepened sense of spirituality	GNSPIRIT	Very little	19	33%	551	28%	3,111	37%	46,192	39%	162	45%	1,194	38%	4,417	47%	60,381	49%
			Some	16	30%	563	30%	2,478	28%	35,422	28%	93	24%	850	27%	2,615	26%	33,679	24%
			Quite a bit	10	19%	434	24%	1,944	21%	26,018	19%	64	17%	545	18%	1,557	14%	20,681	14%
			Very much	9	18%	363	19%	1,421	14%	20,080	14%	56	14%	490	18%	1,363	13%	19,621	13%
			Total	54	100%	1,911	100%	8,954	100%	127,712	100%	375	100%	3,079	100%	9,952	100%	134,362	100%

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**National Survey  
of Student Engagement**

**NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup>  
Texas A&M University-Commerce**

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	9	18%	86	4%	546	7%	6,972	6%	38	10%	273	9%	1,205	13%	13,291	11%
		Fair	10	18%	320	17%	1,658	19%	22,692	19%	79	22%	561	18%	2,241	24%	27,859	22%
		Good	23	42%	859	46%	4,149	46%	59,430	46%	138	36%	1,232	42%	3,822	37%	53,419	40%
		Excellent	12	21%	652	33%	2,614	28%	38,880	29%	120	32%	1,022	32%	2,703	26%	40,031	28%
		Total		54	100%	1,917	100%	8,967	100%	127,974	100%	375	100%	3,088	100%	9,971	100%	134,600
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	2	3%	29	1%	177	2%	2,273	2%	12	3%	46	2%	206	2%	2,840	2%
		Fair	6	13%	180	11%	1,077	13%	13,963	12%	50	14%	305	10%	1,283	14%	15,125	12%
		Good	32	58%	883	46%	4,688	53%	64,897	52%	155	42%	1,296	43%	4,873	49%	63,935	48%
		Excellent	14	26%	825	42%	3,027	32%	46,873	34%	158	41%	1,441	46%	3,611	34%	52,715	37%
		Total		54	100%	1,917	100%	8,969	100%	128,006	100%	375	100%	3,088	100%	9,973	100%	134,615
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	1	2%	49	3%	372	4%	5,398	4%	21	6%	113	4%	567	6%	7,108	5%
		Probably no	9	17%	155	9%	1,178	14%	15,227	12%	52	15%	299	10%	1,433	15%	17,294	13%
		Probably yes	22	40%	596	31%	3,662	41%	50,991	40%	124	33%	992	33%	3,964	40%	51,591	39%
		Definitely yes	22	41%	1,118	57%	3,757	41%	56,369	43%	178	46%	1,685	53%	4,004	39%	58,582	43%
		Total		54	100%	1,918	100%	8,969	100%	127,985	100%	375	100%	3,089	100%	9,968	100%	134,575

IPEDS: 224554

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# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

	Variable	Response Options	First-Year Students								Seniors								
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
15.	Age	AGE	19 or younger	39	71%	1772	91%	7,627	82%	113,094	85%	0	0%	5	0%	29	0%	418	0%
			20-23	5	11%	110	7%	644	8%	8,003	8%	122	33%	1888	63%	6,197	59%	90,936	63%
			24-29	2	4%	15	1%	200	3%	2,535	3%	93	25%	512	18%	1,496	18%	19,270	18%
			30-39	6	11%	10	0%	240	3%	2,336	2%	80	21%	369	11%	1,057	12%	11,646	10%
			40-55	2	3%	7	0%	190	2%	1,640	2%	72	19%	266	7%	930	10%	9,543	8%
			Over 55	0	0%	1	0%	23	0%	130	0%	6	2%	23	1%	70	1%	766	1%
			Total	54	100%	1915	100%	8,924	100%	127,738	100%	373	100%	3063	100%	9,779	100%	132,579	100%
16.	Sex	SEX	Male	19	46%	732	50%	2,837	41%	44,441	45%	87	35%	1096	42%	3,208	39%	46,543	43%
			Female	35	54%	1185	50%	6,134	59%	83,686	55%	288	65%	1996	58%	6,770	61%	88,025	57%
			Total	54	100%	1917	100%	8,971	100%	128,127	100%	375	100%	3092	100%	9,978	100%	134,568	100%
17.	Are you an international student or foreign national?	INTERNAT	No	53	98%	1840	96%	8,575	95%	121,845	95%	366	98%	2969	95%	9,509	95%	128,662	95%
			Yes	1	2%	74	4%	391	5%	6,131	5%	9	2%	122	5%	463	5%	5,853	5%
			Total	54	100%	1914	100%	8,966	100%	127,976	100%	375	100%	3091	100%	9,972	100%	134,515	100%
18.	Racial or ethnic identification	RACE05	American Indian or other Native American	0	0%	10	0%	50	1%	948	1%	4	1%	26	1%	60	1%	1,031	1%
			Asian, Asian American, or Pacific Islander	1	2%	59	3%	425	5%	7,468	7%	2	0%	90	3%	429	5%	6,306	6%
			Black or African American	8	16%	72	13%	658	7%	7,803	7%	52	14%	112	9%	728	7%	7,862	6%
			White (non-Hispanic)	36	63%	1254	57%	6,378	70%	91,634	68%	265	70%	1957	58%	7,037	68%	98,103	68%
			Mexican or Mexican American	3	6%	243	12%	248	3%	3,465	3%	15	4%	354	11%	271	3%	3,507	4%
			Puerto Rican	0	0%	7	0%	54	1%	1,066	1%	0	0%	9	0%	48	1%	941	1%
			Other Hispanic or Latino	0	0%	108	5%	265	3%	3,103	3%	8	2%	239	7%	356	4%	3,071	3%
			Multiracial	2	4%	40	2%	220	3%	3,102	3%	1	0%	74	3%	207	2%	2,732	2%
			Other	0	0%	15	1%	172	2%	1,978	2%	7	2%	29	1%	169	2%	1,978	2%
			I prefer not to respond	4	9%	107	5%	492	6%	7,411	6%	21	6%	201	7%	665	7%	8,942	7%
			Total	54	100%	1915	100%	8,962	100%	127,978	100%	375	100%	3091	100%	9,970	100%	134,473	100%
19.	What is your current classification in college?	CLASS	Freshman/first year	47	87%	1572	77%	7,506	81%	110,205	82%	0	0%	2	0%	10	0%	126	0%
			Sophomore	3	6%	329	21%	1,173	15%	14,443	15%	0	0%	6	0%	34	0%	510	0%
			Junior	4	7%	7	1%	144	2%	1,779	2%	15	4%	120	4%	535	5%	6,109	5%
			Senior	0	0%	3	0%	50	1%	575	1%	352	94%	2903	94%	9,148	92%	124,545	92%
			Unclassified	0	0%	5	0%	90	1%	969	1%	7	2%	52	2%	227	3%	3,103	3%
			Total	54	100%	1916	100%	8,963	100%	127,971	100%	374	100%	3083	100%	9,954	100%	134,393	100%
20.	Did you begin college at your current institution or elsewhere?	ENTER	Started here	43	81%	1732	89%	8,028	88%	116,826	90%	82	23%	1478	50%	5,293	48%	80,119	55%
			Started elsewhere	11	19%	185	11%	935	12%	11,155	10%	292	77%	1612	50%	4,675	52%	54,421	45%
			Total	54	100%	1917	100%	8,963	100%	127,981	100%	374	100%	3090	100%	9,968	100%	134,540	100%

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# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions<sup>a</sup> Texas A&M University-Commerce

	Variable	Response Options	First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)	VOTECH05	Vocational or technical school	3	5%	19	1%	355	4%	3,873	3%	39	9%	216	6%	814	7%	9,628	7%
	COMCOL05	Community or junior college	8	11%	424	19%	823	8%	10,459	8%	308	74%	2108	59%	4,181	41%	47,984	36%
	FOURYR05	4-year college other than this one	4	5%	107	5%	733	7%	9,062	7%	114	28%	773	23%	2,801	27%	33,680	24%
	NONE05	None	41	61%	1383	58%	7,221	66%	105,600	68%	43	11%	692	21%	4,078	33%	62,417	38%
	OCOL1_05	Other	2	3%	47	2%	237	3%	3,512	3%	10	4%	84	2%	390	4%	5,577	4%
22. Thinking about this current academic term, how would you characterize your enrollment?	ENRLMENT	Less than full-time	4	7%	51	2%	404	6%	4,452	5%	54	15%	559	18%	1,456	17%	17,848	16%
		Full-time	50	93%	1865	98%	8,556	94%	123,484	95%	320	85%	2528	82%	8,503	83%	116,569	84%
	Total	54	100%	1916	100%	8,960	100%	127,936	100%	374	100%	3087	100%	9,959	100%	134,417	100%	
23. Are you member of a fraternity or sorority?	FRATSORO	No	50	93%	1658	88%	7,884	90%	115,163	90%	340	90%	2745	87%	8,652	88%	118,495	89%
		Yes	4	7%	256	12%	1,072	10%	12,702	10%	35	10%	343	13%	1,309	12%	15,933	11%
	Total	54	100%	1914	100%	8,956	100%	127,865	100%	375	100%	3088	100%	9,961	100%	134,428	100%	
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	50	92%	1804	94%	8,360	94%	113,806	92%	369	98%	3019	97%	9,638	97%	126,300	96%
		Yes	4	8%	108	6%	595	6%	14,030	8%	6	2%	69	3%	320	3%	8,103	4%
	Total	54	100%	1912	100%	8,955	100%	127,836	100%	375	100%	3088	100%	9,958	100%	134,403	100%	
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	0	0%	60	3%	164	2%	2,372	2%	1	0%	11	0%	18	0%	275	0%
		C	2	5%	138	7%	366	4%	5,382	5%	9	2%	81	2%	191	2%	2,708	2%
		C+	3	6%	208	12%	513	6%	7,636	7%	14	4%	205	8%	358	4%	5,406	5%
		B-	4	6%	223	12%	670	7%	10,901	9%	23	7%	326	10%	692	7%	9,795	8%
		B	18	33%	400	20%	1,898	21%	26,855	21%	75	20%	672	23%	1,925	20%	26,750	21%
		B+	5	10%	333	18%	1,789	20%	24,959	19%	70	19%	576	18%	2,116	21%	27,791	21%
		A-	6	11%	272	15%	1,512	17%	22,627	17%	55	15%	510	17%	1,858	19%	26,416	19%
		A	16	29%	278	13%	2,029	23%	26,589	21%	126	33%	693	22%	2,785	28%	34,764	25%
Total	54	100%	1912	100%	8,941	100%	127,321	100%	373	100%	3074	100%	9,943	100%	133,905	100%		
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or campus housing	29	59%	1235	67%	5,799	62%	88,972	63%	43	13%	210	10%	1,205	11%	23,423	13%
		Residence, walking distance	3	7%	201	11%	410	6%	7,206	7%	46	15%	426	15%	1,968	21%	30,253	23%
		Residence, driving distance	17	32%	454	22%	2,458	32%	28,673	29%	251	71%	2334	75%	6,052	68%	73,840	62%
		Fraternity or sorority house	1	2%	9	0%	40	0%	1,082	1%	2	1%	16	1%	86	1%	2,234	2%
		Total	50	100%	1899	100%	8,707	100%	125,933	100%	342	100%	2986	100%	9,311	100%	129,750	100%

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**National Survey  
of Student Engagement**

**NSSE 2007 Background Item Frequency Distributions<sup>a</sup>  
Texas A&M University-Commerce**

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
27a. Father's educational attainment	FATHREDU	Did not finish HS	10	19%	163	8%	635	8%	8,595	8%	82	21%	412	13%	939	10%	12,194	10%
		Graduated from HS	22	40%	370	20%	2,294	27%	30,642	24%	127	34%	634	20%	2,465	24%	31,872	23%
		Attended, no degree	8	15%	328	18%	1,390	16%	18,175	15%	63	17%	508	16%	1,545	16%	19,091	14%
		Completed Associate's	3	6%	115	5%	758	9%	10,236	8%	23	6%	217	8%	774	8%	10,759	8%
		Completed Bachelor's	5	11%	589	31%	2,202	24%	32,991	26%	53	14%	813	27%	2,416	24%	32,882	25%
		Completed Master's	3	6%	233	12%	1,146	12%	17,474	13%	20	5%	344	11%	1,211	12%	17,584	13%
		Completed Doctorate	2	4%	99	5%	448	5%	8,476	6%	6	2%	141	5%	539	5%	9,096	7%
		Total		53	100%	1897	100%	8,873	100%	126,589	100%	374	100%	3069	100%	9,889	100%	133,478
27b. Mother's educational attainment	MOTHREDU	Did not finish HS	6	12%	144	7%	453	6%	6,502	6%	69	18%	389	12%	757	9%	9,587	8%
		Graduated from HS	17	31%	342	17%	2,172	25%	27,244	22%	129	34%	649	21%	2,721	27%	33,144	25%
		Attended, no degree	18	32%	389	19%	1,518	17%	20,357	16%	69	18%	587	18%	1,612	16%	20,734	16%
		Completed Associate's	3	6%	172	11%	1,114	12%	15,630	12%	29	8%	313	11%	1,143	11%	16,281	12%
		Completed Bachelor's	5	9%	622	34%	2,428	27%	36,913	28%	62	17%	795	26%	2,343	23%	33,720	25%
		Completed Master's	4	7%	199	11%	1,065	11%	17,275	13%	16	4%	309	11%	1,189	12%	17,624	13%
		Completed Doctorate	1	2%	34	2%	146	2%	3,118	2%	0	0%	35	1%	157	2%	2,781	2%
		Total		54	100%	1902	100%	8,896	100%	127,039	100%	374	100%	3077	100%	9,922	100%	133,871
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and humanities	7	15%	105	6%	1,024	12%	17,873	13%	47	13%	233	8%	1,166	12%	19,883	14%
		Biological science	1	2%	251	12%	533	6%	10,336	8%	12	3%	258	8%	493	5%	8,896	7%
		Business	7	14%	271	16%	1,536	17%	18,622	16%	65	19%	440	15%	1,948	20%	22,592	17%
		Education	12	20%	147	5%	1,058	10%	11,665	8%	86	20%	329	9%	1,340	11%	13,674	9%
		Engineering	0	0%	262	17%	268	4%	7,230	7%	13	4%	298	11%	316	4%	7,211	7%
		Physical science	0	0%	62	3%	206	3%	4,273	3%	8	3%	83	3%	226	3%	4,322	3%
		Professional	5	8%	184	10%	1,337	15%	14,851	12%	9	2%	192	7%	1,193	12%	12,089	9%
		Social science	4	7%	162	8%	1,044	12%	15,220	11%	16	4%	308	10%	1,310	15%	19,989	15%
		Other	15	30%	401	21%	1,360	16%	19,332	17%	118	32%	910	30%	1,883	19%	24,585	20%
		Undecided	2	4%	47	2%	470	5%	6,620	5%	0	0%	1	0%	4	0%	58	0%
Total		53	100%	1892	100%	8,836	100%	126,022	100%	374	100%	3052	100%	9,879	100%	133,299	100%	
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	2	13%	61	16%	505	22%	9,128	24%	10	14%	70	16%	421	20%	7,044	21%
		Biological science	1	7%	19	4%	65	3%	1,417	4%	1	2%	32	5%	51	2%	1,155	4%
		Business	2	17%	78	23%	396	18%	4,761	15%	3	4%	105	21%	447	22%	4,942	17%
		Education	1	7%	26	4%	196	8%	2,620	7%	20	29%	47	8%	205	9%	2,881	8%
		Engineering	0	0%	25	7%	40	2%	655	3%	1	3%	13	3%	19	1%	425	2%
		Physical science	0	0%	26	8%	97	5%	1,939	6%	7	12%	40	9%	95	6%	1,675	6%
		Professional	1	7%	28	6%	178	8%	2,524	8%	2	3%	17	3%	132	6%	1,448	5%
		Social science	2	21%	47	10%	360	17%	5,576	15%	7	9%	69	13%	371	19%	5,812	19%
		Other	3	28%	83	19%	302	14%	4,691	15%	16	23%	88	18%	292	14%	4,650	16%
		Undecided	0	0%	12	3%	72	3%	1,053	3%	0	0%	11	4%	27	1%	401	2%
Total		12	100%	405	100%	2,211	100%	34,364	100%	67	100%	492	100%	2,060	100%	30,433	100%	

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# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions <sup>a</sup> Texas A&M University-Commerce

			First-Year Students								Seniors							
			A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007		A&M Commerce		Texas A&M System		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Institution reported gender	GENDER	Male	22	42%	900	50%	3,354	42%	52,233	45%	100	36%	1247	44%	3,636	39%	52,040	43%
		Female	47	58%	1410	50%	7,205	58%	96,313	55%	311	64%	2190	56%	7,550	61%	96,062	57%
	Total	69	100%	2310	100%	10,559	100%	148,546	100%	411	100%	3437	100%	11,186	100%	148,102	100%	
Institution reported race or ethnicity	ETHNICIT	African American/Black	16	23%	105	14%	872	9%	10,019	9%	63	15%	112	8%	836	8%	9,217	7%
		Am. Indian/Native Amer.	1	2%	10	0%	40	0%	901	1%	4	1%	21	1%	51	1%	1,012	1%
		Asian/Pacific Islander	1	1%	68	3%	466	6%	7,672	6%	3	1%	78	2%	432	5%	6,427	6%
		Caucasian/White	47	67%	1589	61%	6,654	69%	100,543	69%	307	75%	2265	63%	7,195	69%	105,426	71%
		Hispanic/Latino	4	6%	487	20%	637	7%	8,734	8%	28	7%	750	22%	837	8%	8,369	8%
		Other	0	0%	3	0%	78	1%	1,338	1%	6	2%	4	0%	66	1%	1,335	1%
		Foreign	0	0%	41	2%	173	2%	2,778	2%	0	0%	60	3%	195	2%	2,482	2%
		Multi-racial	0	0%	0	0%	45	1%	436	0%	0	0%	0	0%	27	0%	315	0%
		Unknown	0	0%	7	0%	515	6%	6,582	5%	0	0%	8	0%	534	7%	6,601	5%
Total	69	100%	2310	100%	9,480	100%	139,003	100%	411	100%	3298	100%	10,173	100%	141,184	100%		
Institution reported enrollment	ENROLLMT	Part-time	7	10%	85	4%	479	6%	6,190	6%	69	18%	590	18%	1,824	20%	21,369	19%
		Full-time	62	90%	2225	96%	10,080	94%	142,356	94%	342	82%	2847	82%	9,362	80%	126,733	81%
		Total	69	100%	2310	100%	10,559	100%	148,546	100%	411	100%	3437	100%	11,186	100%	148,102	100%
Mode of completion	MODECOMP	Paper	1	2%	37	5%	110	2%	5,413	6%	22	5%	186	9%	171	4%	6,090	6%
		Web	68	98%	2273	95%	10,449	98%	143,133	94%	389	95%	3251	91%	11,015	96%	142,012	94%
		Total	69	100%	2310	100%	10,559	100%	148,546	100%	411	100%	3437	100%	11,186	100%	148,102	100%
Thinking about this current academic term, are you taking all courses entirely online? (item asked with the online version only)	DISTED	No	49	94%	1867	99%	8,607	98%	120,769	98%	322	91%	2809	97%	9,165	95%	124,019	97%
		Yes	3	6%	12	1%	243	2%	1,766	2%	31	9%	94	3%	627	5%	4,391	3%
		Total	52	100%	1879	100%	8,850	100%	122,535	100%	353	100%	2903	100%	9,792	100%	128,410	100%

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<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2007 Frequency Distributions <sup>a</sup>  
Texas A&M System  
Texas A&M University-Commerce**

			First-Year Students				Seniors				
			A&M Commerce		Texas A&M System		A&M Commerce		Texas A&M System		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1a.	Library staff are helpful in finding the resources I need.	TAM0701a	Strongly disagree	2	5%	20	2%	8	2%	55	2%
			Disagree	7	17%	101	7%	23	7%	195	7%
			Agree	29	60%	1164	67%	201	61%	1857	64%
			Strongly agree	9	18%	442	24%	99	29%	738	27%
		Total		47	100%	1727	100%	331	100%	2845	100%
1b.	Administrative staff I interact with are knowledgeable about their area.	TAM0701b	Strongly disagree	2	5%	12	1%	7	2%	49	2%
			Disagree	6	12%	81	6%	35	12%	203	7%
			Agree	25	55%	1108	64%	187	56%	1830	64%
			Strongly agree	14	28%	530	29%	105	30%	779	27%
		Total		47	100%	1731	100%	334	100%	2861	100%
1c.	The admission process is easy to understand and complete.	TAM0701c	Strongly disagree	4	9%	32	2%	17	5%	70	3%
			Disagree	7	15%	181	12%	38	12%	306	12%
			Agree	27	59%	1073	62%	189	55%	1764	62%
			Strongly agree	9	18%	447	24%	93	27%	723	24%
		Total		47	100%	1733	100%	337	100%	2863	100%
1d.	University communications convey information in a clear and effective manner.	TAM0701d	Strongly disagree	5	11%	27	2%	21	7%	91	3%
			Disagree	9	19%	172	11%	51	16%	350	13%
			Agree	25	52%	1093	63%	193	56%	1809	63%
			Strongly agree	8	18%	444	24%	71	21%	611	20%
		Total		47	100%	1736	100%	336	100%	2861	100%
1e.	Information about academic requirements is easy to understand.	TAM0701e	Strongly disagree	4	9%	22	1%	20	7%	92	4%
			Disagree	6	14%	239	14%	64	20%	466	16%
			Agree	27	56%	1082	63%	188	55%	1721	60%
			Strongly agree	10	21%	394	21%	64	18%	586	20%
		Total		47	100%	1737	100%	336	100%	2865	100%
1f.	The university's website is organized to promote easy access to information.	TAM0701f	Strongly disagree	1	2%	43	3%	15	5%	94	4%
			Disagree	5	12%	163	11%	32	10%	308	11%
			Agree	27	55%	949	55%	186	55%	1613	56%
			Strongly agree	14	31%	578	31%	103	31%	853	30%
		Total		47	100%	1733	100%	336	100%	2868	100%
1g.	Energy and professionalism are communicated by the university's website.	TAM0701g	Strongly disagree	1	2%	16	1%	9	3%	48	2%
			Disagree	2	5%	92	5%	23	7%	211	8%
			Agree	31	66%	1095	65%	200	58%	1826	63%
			Strongly agree	13	27%	528	30%	105	31%	782	27%
		Total		47	100%	1731	100%	337	100%	2867	100%

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**National Survey  
of Student Engagement**

**NSSE 2007 Frequency Distributions <sup>a</sup>  
Texas A&M System  
Texas A&M University-Commerce**

			First-Year Students				Seniors				
			A&M Commerce		Texas A&M System		A&M Commerce		Texas A&M System		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1h.	The university catalog clearly states academic requirements.	TAM0701h	Strongly disagree	2	4%	30	2%	17	6%	53	2%
			Disagree	4	9%	158	10%	40	13%	317	11%
			Agree	31	68%	1009	59%	180	52%	1667	59%
			Strongly agree	10	19%	535	30%	96	29%	829	28%
		Total		47	100%	1732	100%	333	100%	2866	100%
1i.	The student handbook provides the information I need.	TAM0701i	Strongly disagree	3	6%	11	1%	11	3%	47	2%
			Disagree	7	16%	146	9%	35	11%	294	10%
			Agree	27	56%	1150	67%	224	67%	1937	68%
			Strongly agree	10	23%	392	24%	63	18%	540	20%
		Total		47	100%	1699	100%	333	100%	2818	100%
1j.	Printed materials about the university I have seen accurately portrayed the institution.	TAM0701j	Strongly disagree	3	6%	18	1%	16	5%	44	2%
			Disagree	5	10%	107	11%	32	11%	250	10%
			Agree	25	55%	1108	63%	213	63%	1878	65%
			Strongly agree	13	29%	467	26%	73	21%	663	23%
		Total		46	100%	1700	100%	334	100%	2835	100%
1k.	The time it takes me to register is reasonable.	TAM0701k	Strongly disagree	1	3%	18	1%	8	2%	62	2%
			Disagree	2	6%	119	9%	17	6%	148	6%
			Agree	30	62%	1084	64%	194	57%	1665	60%
			Strongly agree	14	29%	484	26%	115	34%	965	32%
		Total		47	100%	1705	100%	334	100%	2840	100%
1l.	My academic advisor is accessible.	TAM0701l	Strongly disagree	2	5%	43	2%	16	5%	151	5%
			Disagree	5	11%	185	11%	42	12%	343	11%
			Agree	26	57%	932	56%	170	52%	1347	48%
			Strongly agree	14	27%	548	31%	107	31%	1001	35%
		Total		47	100%	1708	100%	335	100%	2842	100%
1m.	Offices are open during convenient hours.	TAM0701m	Strongly disagree	2	4%	20	1%	11	3%	85	3%
			Disagree	4	9%	175	11%	39	11%	361	13%
			Agree	31	67%	1058	61%	201	60%	1660	59%
			Strongly agree	10	20%	447	26%	83	25%	737	25%
		Total		47	100%	1700	100%	334	100%	2843	100%
1n.	I know how to make a complaint regarding student services.	TAM0701n	Strongly disagree	9	19%	164	11%	41	12%	381	13%
			Disagree	16	34%	682	39%	117	34%	1158	39%
			Agree	11	21%	630	38%	125	37%	951	34%
			Strongly agree	11	25%	232	13%	53	16%	346	13%
		Total		47	100%	1708	100%	336	100%	2836	100%

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**National Survey  
of Student Engagement**

**NSSE 2007 Frequency Distributions <sup>a</sup>  
Texas A&M System  
Texas A&M University-Commerce**

				First-Year Students				Seniors			
				A&M Commerce		Texas A&M System		A&M Commerce		Texas A&M System	
	Variable	Response Options		Count	%	Count	%	Count	%	Count	%
1o.	I know how to make a complaint regarding academic issues.	TAM0701o	Strongly disagree	10	22%	159	10%	39	12%	364	12%
			Disagree	15	32%	652	36%	111	33%	1062	36%
			Agree	12	25%	644	40%	128	39%	1057	38%
			Strongly agree	10	21%	252	15%	55	16%	360	14%
			Total	47	100%	1707	100%	333	100%	2843	100%
1p.	I believe the institution will respond to my concerns.	TAM0701p	Strongly disagree	3	7%	63	5%	29	9%	210	8%
			Disagree	11	24%	220	15%	50	15%	568	21%
			Agree	24	50%	1024	59%	176	52%	1539	53%
			Strongly agree	9	19%	401	21%	78	23%	520	17%
			Total	47	100%	1708	100%	333	100%	2837	100%
1q.	The physical environment of the campus is well maintained.	TAM0701q	Strongly disagree	1	2%	21	2%	5	2%	59	2%
			Disagree	1	3%	79	6%	29	9%	185	6%
			Agree	28	58%	821	49%	189	56%	1397	50%
			Strongly agree	17	38%	792	43%	111	33%	1201	42%
			Total	47	100%	1713	100%	334	100%	2842	100%
1r.	Teaching facilities provide an appropriate learning environment.	TAM0701r	Strongly disagree	1	2%	9	0%	8	2%	37	1%
			Disagree	3	7%	65	5%	27	8%	195	8%
			Agree	29	63%	1047	64%	212	64%	1691	58%
			Strongly agree	14	29%	594	31%	87	26%	920	33%
			Total	47	100%	1715	100%	334	100%	2843	100%
1s.	Adequate computing resources are available.	TAM0701s	Strongly disagree	0	0%	7	1%	15	5%	86	4%
			Disagree	5	14%	54	4%	37	11%	260	10%
			Agree	24	47%	803	50%	179	53%	1319	45%
			Strongly agree	18	39%	847	45%	104	31%	1179	41%
			Total	47	100%	1711	100%	335	100%	2844	100%
1t.	The library has the resources I need.	TAM0701t	Strongly disagree	3	7%	7	0%	7	2%	46	2%
			Disagree	2	5%	50	3%	24	7%	188	8%
			Agree	26	53%	916	56%	203	62%	1594	55%
			Strongly agree	16	35%	729	41%	97	29%	998	35%
			Total	47	100%	1702	100%	331	100%	2826	100%

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<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey  
of Student Engagement**

**Texas A&M University-Commerce**

**Mean Comparisons**

August 2007

# Interpreting the Mean Comparisons Report

## Sample

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

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

## Benchmark

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

**LAC**=Level of Academic Challenge

**ACL**=Active and Collaborative Learning

**SFI**=Student-Faculty Interaction

**EEE**=Enriching Educational Experiences

**SCE**=Supportive Campus Environment

## Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information about weighting go to:

[www.nsse.iub.edu/2007\\_Institutional\\_Report/NSSE\\_2007\\_Weighting.cfm](http://www.nsse.iub.edu/2007_Institutional_Report/NSSE_2007_Weighting.cfm)

## Class

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

## Statistical Significance

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

## Effect Size

Effect size indicates the “practical significance” of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group with which the institution is being compared. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution



NSSE 2007 Mean Comparisons  
NSSEville State University

Variable	Benchmark	Class	NSSEville State compared with:									
			NSSEville State	Selected Peers			Carnegie Peers			NSSE 2007		
			Mean *	Mean *	Sig. *	Effect Size *	Mean *	Sig. *	Effect Size *	Mean *	Sig. *	Effect Size *
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often												
<b>1. Academic and Intellectual Experiences</b>												
a.	Asked questions in class or contributed to class discussions	CLQUEST	FY	2.94	2.76	***	.22	2.88	.07	2.78	***	.19
			SR	3.28	3.08	***	.24	3.20	.10	3.06	***	.26
b.	Made a class presentation	CLPRESEN	FY	2.27	2.24		.04	2.34	-.09	2.23		.05
			SR	2.82	2.77		.07	2.87	-.06	2.80		.03
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	2.85	2.61	***	.25	2.77	.09	2.65	***	.21
	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	3.13	3.01	**	.15	3.05	.11	3.03	*	.13
			SR	3.26	3.31		-.07	3.32	-.08	3.30		-.05
d.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	2.76	2.75		.01	2.71	.06	2.76		.00
			SR	2.88	2.83		.06	2.78	.12	2.78		.11
e.	Come to class without completing readings or assignments	CLUNPREP	FY	1.86	2.07	***	-.28	1.93	-.10	2.03	***	-.23
			SR	1.89	2.14	***	-.32	1.98	-.12	2.12	***	-.30

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

NSSE 2007 Mean Comparisons  
Texas A&M University-Commerce

*A&M Commerce compared with:*

Variable	Bench- mark	Class	A&M Commerce		Texas A&M System			Carnegie Peers			NSSE 2007			
			Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>														
<b>1. Academic and Intellectual Experiences</b>														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.97	2.48	***	.58	2.80		.20	2.74	*	.27
				SR	3.24	2.91	***	.38	3.11	**	.16	3.03	***	.24
b.	Made a class presentation	CLPRESEN	ACL	FY	2.25	2.03	*	.25	2.28		-.03	2.21		.06
				SR	2.82	2.78		.05	2.83		-.01	2.77		.06
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.65	2.36	*	.29	2.73		-.08	2.64		.01
				SR	2.63	2.53		.10	2.53		.09	2.47	**	.16
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.17	2.81	***	.41	3.10		.08	3.03		.18
				SR	3.27	3.25		.03	3.36	*	-.11	3.29		-.03
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	3.17	2.51	***	.72	2.82	**	.39	2.75	***	.47
				SR	2.94	2.68	***	.29	2.88		.07	2.80	**	.16
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.08	2.15		-.08	1.98		.14	2.02		.08
				SR	1.95	2.17	***	-.29	2.07	**	-.16	2.11	***	-.21
g.	Worked with other students on projects <b>during class</b>	CLASSGRP	ACL	FY	2.30	2.30		.00	2.44		-.17	2.40		-.12
				SR	2.66	2.52	**	.14	2.57	*	.10	2.52	**	.16
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	ACL	FY	2.04	2.59	***	-.60	2.37	**	-.38	2.38	**	-.39
				SR	2.57	2.95	***	-.42	2.78	***	-.24	2.75	***	-.20
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.70	2.51		.23	2.59		.14	2.57		.16
				SR	2.86	2.91		-.06	2.93		-.09	2.90		-.05
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.85	1.85		.00	1.66		.24	1.69		.19
				SR	1.86	2.03	**	-.17	1.87		.00	1.88		-.02
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.50	1.60		-.12	1.57		-.08	1.52		-.03
				SR	1.60	1.75	**	-.16	1.81	***	-.22	1.69	*	-.10

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.



**NSSE 2007 Mean Comparisons  
Texas A&M University-Commerce**

*A&M Commerce compared with:*

	Variable	Bench- mark	Class	A&M Commerce	Texas A&M System			Carnegie Peers			NSSE 2007			
				Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.67	2.62		.05	2.63		.05	2.61		.06
					SR	2.83	2.88		-.05	2.89		-.05	2.83	
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.08	2.94		.16	3.12		-.05	3.06		.02
					SR	3.26	3.26		.00	3.38	***	-.17	3.33	*
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.73	2.54		.22	2.60		.15	2.57		.19
					SR	2.89	2.84		.06	2.82		.08	2.79	*
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.17	2.18		-.01	2.14		.04	2.14		.04
					SR	2.52	2.46		.06	2.39	*	.13	2.39	**
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.85	1.82		.04	1.85		.01	1.84		.02
					SR	2.13	2.06		.07	2.08		.05	2.08	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.62	2.43		.22	2.64		-.02	2.59		.04
					SR	2.84	2.74	*	.13	2.80		.06	2.75	*
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.56	2.60		-.05	2.63		-.08	2.60		-.04
					SR	2.79	2.77		.01	2.75		.04	2.69	*
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.73	1.59		.17	1.60		.16	1.59		.18
					SR	1.79	1.87		-.09	1.81		-.03	1.81	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.70	2.65		.05	2.66		.05	2.66		.05
					SR	2.86	2.85		.02	2.86		.01	2.83	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.81	2.52	*	.28	2.57		.23	2.56		.24
					SR	2.79	2.65	**	.14	2.68	*	.11	2.66	**
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.76	2.64		.12	2.68		.08	2.68		.08
					SR	2.69	2.70		-.01	2.72		-.04	2.71	

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.



				A&M Commerce compared with:									
				A&M Commerce	Texas A&M System			Carnegie Peers			NSSE 2007		
Variable	Benchmark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
2. Mental Activities													
During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much													
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.83	2.88		-.05	2.87		-.05	2.88		-.06
			SR	2.59	2.83	***	-.27	2.74	**	-.16	2.75	***	-.17
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.01	3.02		-.02	3.08		-.10	3.07		-.08
			SR	3.12	3.19		-.09	3.24	**	-.15	3.23	**	-.14
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.83	2.79		.05	2.86		-.03	2.85		-.02
			SR	2.98	3.01		-.03	3.05		-.08	3.03		-.06
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	2.90	2.85		.05	2.88		.03	2.84		.06
			SR	2.93	2.96		-.04	2.99		-.07	2.96		-.04
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	2.97	3.00		-.04	3.01		-.05	3.01		-.04
			SR	3.11	3.19		-.10	3.20	*	-.11	3.18		-.09
3. Reading and Writing													
During the current school year, about how much reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20													
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.09	3.04		.05	3.20		-.12	3.20		-.12
			SR	3.00	2.89	*	.11	3.15	**	-.15	3.13	*	-.13
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.28	1.93	*	.39	2.01		.30	2.02		.29
			SR	2.24	2.14		.11	2.18		.07	2.17		.07
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	1.33	1.22		.20	1.25		.12	1.24		.14
			SR	1.41	1.61	***	-.26	1.64	***	-.29	1.62	***	-.28
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	2.54	1.91	***	.77	2.33		.25	2.25	*	.34
			SR	2.14	2.34	***	-.22	2.58	***	-.46	2.55	***	-.43
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	2.89	2.60	*	.29	3.04		-.15	3.03		-.13
			SR	2.90	2.76	*	.13	3.00		-.08	2.96		-.06

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

**NSSE 2007 Mean Comparisons  
Texas A&M University-Commerce**

				<i>A&amp;M Commerce compared with:</i>									
				<b>A&amp;M Commerce</b>	<b>Texas A&amp;M System</b>			<b>Carnegie Peers</b>			<b>NSSE 2007</b>		
<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>		<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
<b>4. Problem Sets</b>													
<i>In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>													
a.	Number of problem sets that take you more than an hour to complete	PROBSETA	FY	2.65	2.67	-.01		2.61	.04		2.64		.01
			SR	2.68	2.65	.03		2.63	.04		2.58		.08
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	3.06	2.59	**	.39	2.76	.25		2.72	*	.29
			SR	2.45	2.31	*	.12	2.38	.06		2.32	*	.11
<b>5. Examinations</b>													
<i>1=very little to 7=very much</i>													
	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	5.11	5.56	*	-.40	5.39	-.25		5.42		-.27
			SR	5.64	5.54		.08	5.44	**	.16	5.40	***	.19
<b>6. Additional Collegiate Experiences</b>													
<i>1=never, 2=sometimes, 3=often, 4=very often</i>													
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07	FY	2.35	2.12		.26	2.14	.22		2.19		.18
			SR	1.80	1.96	***	-.19	2.03	***	-.26	2.07	***	-.30
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.84	2.93		-.09	2.73	.11		2.77		.07
			SR	2.33	2.66	***	-.32	2.61	***	-.27	2.66	***	-.32
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	2.31	2.34		-.03	2.08	.21		2.07		.22
			SR	2.29	2.38		-.08	2.14	*	.13	2.14	*	.13
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.66	2.56		.12	2.58	.09		2.56		.12
			SR	2.64	2.65		-.02	2.71	-.08		2.68		-.05
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.95	2.71	*	.29	2.73	.25		2.72	*	.27
			SR	2.82	2.77		.06	2.85	-.03		2.82		.01
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.89	2.75		.17	2.79	.12		2.79		.11
			SR	2.84	2.81		.03	2.90	-.07		2.86		-.03
<b>7. Enriching Educational Experiences</b>													
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)</i>													
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.15		.20	.07	.28		.07		.28
			SR	.50	.49		.01	.51	-.03		.53		-.06

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

**NSSE 2007 Mean Comparisons  
Texas A&M University-Commerce**

				<i>A&amp;M Commerce compared with:</i>									
				<b>A&amp;M Commerce</b>	<b>Texas A&amp;M System</b>			<b>Carnegie Peers</b>			<b>NSSE 2007</b>		
<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>		<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
b. Community service or volunteer work	VOLNTR04	EEE	FY	.35	.52	*	-.34	.37		-.03	.38		-.05
			SR	.46	.66	***	-.43	.59	***	-.27	.59	***	-.27
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.17	.21		-.09	.18		-.03	.17		.01
			SR	.26	.30		-.08	.28		-.04	.25		.02
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.11	.05		.29	.05		.26	.05		.26
			SR	.12	.19	***	-.17	.17	**	-.13	.19	***	-.18
e. Foreign language coursework	FORLNG04	EEE	FY	.05	.10		-.15	.21	***	-.39	.22	***	-.40
			SR	.16	.27	***	-.24	.40	***	-.48	.41	***	-.50
f. Study abroad	STDABR04	EEE	FY	.05	.03		.12	.02		.19	.03		.16
			SR	.05	.10	***	-.18	.13	***	-.24	.14	***	-.26
g. Independent study or self-designed major	INDSTD04	EEE	FY	.08	.05		.17	.03		.33	.03		.28
			SR	.15	.15		.00	.16		-.04	.17		-.08
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.02	.01		.12	.01		.09	.02		.06
			SR	.40	.26	***	.31	.32	**	.16	.32	**	.16
<b>8. Quality of Relationships</b>				<i>Mark the box that best represents the quality of your relationships with people at your institution. 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>									
a. Relationships with other students	ENVSTU	SCE	FY	5.63	5.76		-.09	5.47		.11	5.53		.08
			SR	5.84	5.89		-.04	5.57	***	.20	5.62	**	.16
				<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>									
b. Relationships with faculty members	ENVFAC	SCE	FY	5.47	5.12		.26	5.23		.18	5.19		.21
			SR	5.67	5.50	*	.14	5.45	**	.17	5.41	***	.19
				<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>									
c. Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.98	4.73		.17	4.58		.26	4.64		.22
			SR	4.85	4.92		-.05	4.50	***	.20	4.54	***	.19

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

NSSE 2007 Mean Comparisons  
Texas A&M University-Commerce

				<i>A&amp;M Commerce compared with:</i>												
				A&M Commerce	Texas A&M System			Carnegie Peers			NSSE 2007					
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>			
<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>																
<i>1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk</i>																
<b>9. Time Usage</b>																
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.06			4.14			3.93			4.01		
				SR	3.81			4.00	*		4.10	**		4.10	***	
b.	Working for pay <b>on campus</b>	WORKON01		FY	1.75			1.50			1.59			1.57		
				SR	1.76			2.02	**		1.76			1.84		
c.	Working for pay <b>off campus</b>	WORKOF01		FY	2.89			1.91	**		2.52			2.41		
				SR	4.33			3.43	***		4.01	*		3.79	***	
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.41			2.71			2.15			2.24		
				SR	1.81			2.30	***		1.95			2.07	***	
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.49			3.61			3.70			3.79		
				SR	3.38			3.37			3.41			3.49		
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	2.66			1.40	***	1.14	1.79	**		1.71	**	
				SR	4.28			2.52	***		2.54	***		2.38	***	
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.30			2.38			2.24			2.25		
				SR	2.44			2.40			2.43			2.38		
<i>To what extent does your institution emphasize each of the following?</i>																
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>																
<b>10. Institutional Environment</b>																
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	2.88			3.19	**		3.07			3.09		
				SR	3.08			3.11			3.07			3.08		
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.87			3.07			3.01			3.02		
				SR	2.94			2.97			2.87			2.87		
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.45			2.68			2.63			2.63		
				SR	2.59			2.56			2.48	*		2.44	**	

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.



				<i>A&amp;M Commerce compared with:</i>									
				A&M Commerce	Texas A&M System			Carnegie Peers			NSSE 2007		
	Variable	Benchmark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.05		-.26	2.18		-.14	2.16		-.12
				SR	2.10		.02	1.93	***	.19	1.91	***	.21
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.35		-.23	2.41		-.06	2.41		-.07
				SR	2.31		-.07	2.14	***	.18	2.17	**	.16
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.75		-.25	2.73		.02	2.79		-.04
				SR	2.48	***	-.26	2.48		.00	2.58		-.10
g.	Using computers in academic work	ENVCOMPT		FY	3.02	*	-.45	3.33	*	-.40	3.32	*	-.38
				SR	3.41		-.10	3.47		-.07	3.47		-.07

*To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*

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

**11. Educational and Personal Growth**

a.	Acquiring a broad general education	NGNGLED		FY	3.05		-.09	3.12		-.09	3.13		-.10
				SR	3.24		-.05	3.22		.02	3.24		.00
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.64		-.18	2.73		-.10	2.73		-.10
				SR	3.20		.03	3.05	**	.16	3.02	***	.19
c.	Writing clearly and effectively	GNWRITE		FY	3.02	*	.31	3.01		.01	2.95		.08
				SR	3.03		.01	3.09		-.06	3.06		-.03
d.	Speaking clearly and effectively	GNSPEAK		FY	2.73		.03	2.82		-.10	2.76		-.03
				SR	3.01		.04	2.96		.06	2.95		.07
e.	Thinking critically and analytically	GNANALY		FY	3.11		-.10	3.18		-.08	3.17		-.07
				SR	3.30		-.06	3.33		-.03	3.33		-.04
f.	Analyzing quantitative problems	GNQUANT		FY	2.72	*	-.32	2.88		-.18	2.89		-.19
				SR	3.06		-.10	3.01		.06	3.04		.03
g.	Using computing and information technology	GNCMPTS		FY	2.84	*	-.33	3.04		-.22	3.01		-.18
				SR	3.27		-.04	3.19		.08	3.20		.08
h.	Working effectively with others	GNOTHERS		FY	2.81		-.26	2.95		-.17	2.93		-.14
				SR	3.25		-.01	3.14	*	.12	3.12	**	.14

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.



				<i>A&amp;M Commerce compared with:</i>									
				A&M Commerce	Texas A&M System			Carnegie Peers		NSSE 2007			
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
i.	Voting in local, state, or national elections	GNCITIZN	FY	1.93	2.29	*	-.35	2.04		-.11	2.05		-.12
			SR	2.21	2.21		.00	2.02	**	.18	2.06	**	.15
j.	Learning effectively on your own	GNINQ	FY	2.71	3.00	*	-.34	2.85		-.16	2.88		-.20
			SR	3.07	3.11		-.05	2.97	*	.11	3.00		.08
k.	Understanding yourself	GNSELF	FY	2.62	2.86		-.24	2.72		-.10	2.73		-.12
			SR	2.82	2.90		-.08	2.76		.06	2.78		.04
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.53	2.65		-.13	2.62		-.10	2.61		-.09
			SR	2.70	2.67		.03	2.61		.09	2.59	*	.11
m.	Solving complex real-world problems	GNPROBSV	FY	2.52	2.78	*	-.29	2.61		-.10	2.62		-.11
			SR	2.81	2.88		-.07	2.73		.09	2.74		.08
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.37	2.87	***	-.51	2.63	*	-.27	2.62		-.25
			SR	2.69	2.92	***	-.23	2.67		.02	2.66		.03
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.17	2.64	***	-.47	2.40		-.23	2.39		-.22
			SR	2.46	2.69	***	-.23	2.45		.01	2.43		.02
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	2.21	2.34		-.13	2.12		.08	2.08		.12
			SR	2.01	2.15	*	-.13	1.93		.07	1.91		.09
<b>12. Academic Advising</b>				<i>1=poor, 2=fair, 3=good, 4=excellent</i>									
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.66	3.08	**	-.51	2.96	*	-.34	2.98	*	-.37
			SR	2.89	2.97		-.09	2.76	*	.12	2.84		.05
<b>13. Satisfaction</b>				<i>1=poor, 2=fair, 3=good, 4=excellent</i>									
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.07	3.28	*	-.29	3.15		-.12	3.18		-.15
			SR	3.20	3.33	***	-.18	3.15		.05	3.20		.00
<b>14.</b>				<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>									
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.20	3.42	*	-.28	3.18		.02	3.22		-.02
			SR	3.18	3.36	***	-.21	3.12		.07	3.19		-.01

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.



# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup> Texas A&M University-Commerce First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup> <i>A&amp;M Commerce compared with:</i>				Effect Size <sup>f</sup> <i>A&amp;M Commerce compared with:</i>		
		A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce	Texas A&M System	Texas A&M System	NSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007
CLQUEST	69	2.97	2.48	2.80	2.74	.10	.02	.01	.00	.81	.85	.84	.84	73	5,303	82,730	.000	.094	.024	.58	.20	.27	
CLPRESEN	69	2.25	2.03	2.28	2.21	.10	.02	.01	.00	.81	.87	.79	.80	2,035	5,304	82,720	.038	.819	.645	.25	-.03	.06	
REWROPAP	69	2.65	2.36	2.73	2.64	.12	.02	.01	.00	.98	1.01	.97	.98	2,034	5,303	82,680	.018	.501	.911	.29	-.08	.01	
INTEGRAT	69	3.17	2.81	3.10	3.03	.09	.02	.01	.00	.76	.88	.78	.80	2,034	5,302	82,661	.001	.485	.145	.41	.08	.18	
DIVCLASS	69	3.17	2.51	2.82	2.75	.09	.02	.01	.00	.79	.91	.89	.88	75	5,297	82,609	.000	.001	.000	.72	.39	.47	
CLUNPREP	69	2.08	2.15	1.98	2.02	.09	.02	.01	.00	.71	.77	.76	.76	2,035	5,296	82,597	.513	.245	.500	-.08	.14	.08	
CLASSGRP	69	2.30	2.30	2.44	2.40	.10	.02	.01	.00	.79	.93	.83	.83	75	5,300	82,637	.988	.155	.300	.00	-.17	-.12	
OCCGRP	69	2.04	2.59	2.37	2.38	.10	.02	.01	.00	.84	.91	.87	.87	74	70	68	.000	.002	.001	-.60	-.38	-.39	
INTIDEAS	61	2.70	2.51	2.59	2.57	.11	.02	.01	.00	.84	.83	.80	.81	1,914	4,986	78,099	.079	.275	.204	.23	.14	.16	
TUTOR	61	1.85	1.85	1.66	1.69	.12	.02	.01	.00	.94	.85	.83	.84	63	4,988	78,112	.980	.068	.137	.00	.24	.19	
COMMPROJ	61	1.50	1.60	1.57	1.52	.11	.02	.01	.00	.86	.84	.83	.80	1,915	4,989	78,078	.354	.538	.839	-.12	-.08	-.03	
ITACADEM	61	2.67	2.62	2.63	2.61	.13	.02	.01	.00	1.05	1.06	1.02	1.03	1,916	4,986	78,098	.675	.716	.617	.05	.05	.06	
EMAIL	61	3.08	2.94	3.12	3.06	.11	.02	.01	.00	.86	.86	.82	.84	1,914	4,987	78,093	.213	.721	.885	.16	-.05	.02	
FACGRADE	61	2.73	2.54	2.60	2.57	.11	.02	.01	.00	.87	.85	.87	.87	1,916	4,984	78,090	.099	.253	.148	.22	.15	.19	
FACPLANS	61	2.17	2.18	2.14	2.14	.13	.02	.01	.00	1.02	.88	.89	.88	1,915	4,986	78,095	.959	.737	.752	-.01	.04	.04	
FACIDEAS	61	1.85	1.82	1.85	1.84	.12	.02	.01	.00	.91	.87	.88	.87	1,915	4,985	78,089	.779	.965	.877	.04	.01	.02	
FACFEED	60	2.62	2.43	2.64	2.59	.12	.02	.01	.00	.89	.88	.83	.83	1,878	4,892	76,579	.091	.889	.757	.22	-.02	.04	
WORKHARD	60	2.56	2.60	2.63	2.60	.12	.02	.01	.00	.92	.84	.85	.84	1,879	4,890	76,566	.704	.543	.744	-.05	-.08	-.04	
FACOTHER	60	1.73	1.59	1.60	1.59	.13	.02	.01	.00	1.02	.83	.84	.82	62	60	59	.292	.313	.266	.17	.16	.18	
OOCIDEAS	60	2.70	2.65	2.66	2.66	.13	.02	.01	.00	.98	.89	.86	.87	1,875	4,888	76,530	.682	.689	.679	.05	.05	.05	
DIVRSTUD	60	2.81	2.52	2.57	2.56	.13	.02	.01	.00	1.02	1.02	1.01	1.01	1,877	4,890	76,531	.031	.071	.061	.28	.23	.24	
DIFFSTU2	60	2.76	2.64	2.68	2.68	.13	.02	.01	.00	1.04	.96	.98	.98	1,878	4,888	76,520	.349	.513	.513	.12	.08	.08	
MEMORIZE	59	2.83	2.88	2.87	2.88	.10	.02	.01	.00	.77	.88	.88	.86	1,844	4,846	75,894	.678	.694	.654	-.05	-.05	-.06	
ANALYZE	58	3.01	3.02	3.08	3.07	.11	.02	.01	.00	.83	.79	.78	.78	1,842	4,841	75,852	.904	.460	.543	-.02	-.10	-.08	
SYNTHESZ	59	2.83	2.79	2.86	2.85	.12	.02	.01	.00	.90	.84	.85	.84	1,844	4,842	75,826	.681	.813	.895	.05	-.03	-.02	
EVALUATE	59	2.90	2.85	2.88	2.84	.12	.02	.01	.00	.92	.87	.85	.86	1,842	4,842	75,833	.689	.847	.618	.05	.03	.06	
APPLYING	59	2.97	3.00	3.01	3.01	.13	.02	.01	.00	.97	.86	.84	.85	61	59	58	.799	.740	.775	-.04	-.05	-.04	
READASGN	60	3.09	3.04	3.20	3.20	.13	.02	.01	.00	.98	.85	.92	.92	1,828	4,817	75,594	.688	.372	.354	.05	-.12	-.12	

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

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<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.





**National Survey  
of Student Engagement**

**NSSE 2007 Detailed Statistics <sup>a</sup>  
Texas A&M University-Commerce  
First-Year Students**

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup> <i>A&amp;M Commerce compared with:</i>				Effect Size <sup>f</sup> <i>A&amp;M Commerce compared with:</i>		
		A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce	Texas A&M System	Texas A&M System	NSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007
READOWN	60	2.28	1.93	2.01	2.02	.14	.02	.01	.00	1.05	.88	.90	.90	62	60	59	.015	.051	.062	.39	.30	.29	
WRITEMOR	60	1.33	1.22	1.25	1.24	.09	.01	.01	.00	.69	.57	.66	.63	61	4,818	75,587	.214	.346	.265	.20	.12	.14	
WRITEMID	60	2.54	1.91	2.33	2.25	.12	.02	.01	.00	.94	.81	.82	.83	62	4,816	59	.000	.056	.022	.77	.25	.34	
WRITESML	60	2.89	2.60	3.04	3.03	.13	.02	.01	.00	1.04	.97	1.03	1.04	1,828	4,823	75,605	.028	.252	.300	.29	-.15	-.13	
PROBSETA	58	2.65	2.67	2.61	2.64	.15	.03	.02	.00	1.15	1.16	1.08	1.10	1,822	4,805	75,418	.921	.759	.912	-.01	.04	.01	
PROBSETB	58	3.06	2.59	2.76	2.72	.18	.03	.02	.00	1.37	1.20	1.19	1.19	1,822	4,802	75,352	.003	.061	.028	.39	.25	.29	
EXAMS	58	5.11	5.56	5.39	5.42	.20	.03	.02	.00	1.56	1.14	1.17	1.17	59	58	57	.032	.166	.134	-.40	-.25	-.27	
ATDART07	58	2.35	2.12	2.14	2.19	.13	.02	.01	.00	.99	.86	.91	.91	59	4,766	74,824	.093	.091	.184	.26	.22	.18	
EXRCSE05	58	2.84	2.93	2.73	2.77	.14	.02	.02	.00	1.07	.96	1.04	1.04	1,791	4,766	74,808	.495	.419	.581	-.09	.11	.07	
WORSHP05	58	2.31	2.34	2.08	2.07	.15	.03	.02	.00	1.16	1.11	1.11	1.10	1,803	4,765	74,811	.844	.122	.091	-.03	.21	.22	
OWNVIEW	58	2.66	2.56	2.58	2.56	.13	.02	.01	.00	.97	.85	.89	.88	1,791	4,765	74,777	.354	.481	.373	.12	.09	.12	
OTHRVIEW	58	2.95	2.71	2.73	2.72	.11	.02	.01	.00	.84	.84	.87	.86	1,803	4,764	74,800	.030	.061	.044	.29	.25	.27	
CHNGVIEW	58	2.89	2.75	2.79	2.79	.12	.02	.01	.00	.90	.84	.84	.84	1,803	4,763	74,788	.218	.374	.393	.17	.12	.11	
INTERN04	56	.15	.09	.07	.07	.05	.01	.00	.00	.36	.29	.26	.26	57	56	55	.242	.128	.127	.20	.28	.28	
VOLNTR04	56	.35	.52	.37	.38	.06	.01	.01	.00	.48	.50	.48	.48	59	4,678	73,624	.013	.830	.710	-.34	-.03	-.05	
LRNCOM04	56	.17	.21	.18	.17	.05	.01	.01	.00	.38	.41	.39	.37	1,779	4,678	73,612	.503	.848	.918	-.09	-.03	.01	
RESRCH04	56	.11	.05	.05	.05	.04	.01	.00	.00	.31	.21	.22	.22	57	56	55	.153	.184	.184	.29	.26	.26	
FORLNG04	56	.05	.10	.21	.22	.03	.01	.01	.00	.23	.30	.41	.41	61	59	55	.152	.000	.000	-.15	-.39	-.40	
STDABR04	56	.05	.03	.02	.03	.03	.00	.00	.00	.23	.17	.15	.16	1,778	56	55	.370	.341	.400	.12	.19	.16	
INDSTD04	56	.08	.05	.03	.03	.04	.01	.00	.00	.28	.21	.16	.18	57	55	55	.337	.147	.190	.17	.33	.28	
SNRX04	56	.02	.01	.01	.02	.02	.00	.00	.00	.15	.10	.11	.12	1,779	4,676	73,592	.385	.491	.629	.12	.09	.06	
ENVSTU	55	5.63	5.76	5.47	5.53	.18	.03	.02	.01	1.32	1.35	1.42	1.37	1,774	4,667	73,409	.492	.397	.572	-.09	.11	.08	
ENVFAC	55	5.47	5.12	5.23	5.19	.20	.03	.02	.00	1.47	1.35	1.32	1.32	1,775	4,667	73,414	.062	.187	.117	.26	.18	.21	
ENVADM	55	4.98	4.73	4.58	4.64	.23	.04	.02	.01	1.72	1.52	1.58	1.55	1,775	4,665	73,365	.222	.059	.098	.17	.26	.22	
ACADPR01	55	4.06	4.14	3.93	4.01	.23	.04	.02	.01	1.68	1.70	1.58	1.61	1,763	4,634	72,963	.719	.530	.802	-.05	.09	.03	
WORKON01	55	1.75	1.50	1.59	1.57	.23	.03	.02	.00	1.70	1.29	1.34	1.28	56	55	54	.288	.485	.438	.19	.12	.14	
WORKOF01	55	2.89	1.91	2.52	2.41	.33	.05	.03	.01	2.46	1.89	2.32	2.26	56	4,636	72,944	.005	.246	.114	.52	.16	.21	
COCURR01	55	2.41	2.71	2.15	2.24	.24	.04	.02	.01	1.79	1.73	1.49	1.53	1,763	55	72,962	.211	.297	.408	-.17	.17	.11	

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		A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce	Texas A&M System	Texas A&M System	NSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007
SOCIAL05	55	3.49	3.61	3.70	3.79	.22	.04	.02	.01	1.61	1.62	1.66	1.67	1,751	4,620	72,824	.573	.340	.190	-.08	-.13	-.18	
CAREDE01	55	2.66	1.40	1.79	1.71	.32	.03	.02	.01	2.39	1.11	1.67	1.61	55	55	54	.000	.009	.005	1.14	.52	.59	
COMMUTE	55	2.30	2.38	2.24	2.25	.16	.03	.02	.00	1.15	1.05	1.08	1.04	1,764	4,623	72,849	.569	.728	.766	-.08	.05	.04	
ENVSCHOL	55	2.88	3.19	3.07	3.09	.12	.02	.01	.00	.91	.74	.77	.76	1,741	55	54	.003	.142	.095	-.41	-.24	-.27	
ENVSUPRT	55	2.87	3.07	3.01	3.02	.13	.02	.01	.00	1.00	.79	.80	.80	56	55	54	.136	.298	.271	-.26	-.18	-.19	
ENVDIVRS	54	2.45	2.68	2.63	2.63	.15	.02	.01	.00	1.07	.97	.98	.97	1,738	4,562	72,026	.092	.188	.179	-.23	-.18	-.18	
ENVNACAD	55	2.05	2.29	2.18	2.16	.14	.02	.01	.00	1.01	.95	.94	.94	1,739	4,565	72,018	.059	.306	.370	-.26	-.14	-.12	
ENVSOCAL	55	2.35	2.57	2.41	2.41	.13	.02	.01	.00	.98	.92	.92	.92	1,740	4,563	71,993	.088	.662	.624	-.23	-.06	-.07	
ENVEVENT	55	2.75	2.98	2.73	2.79	.12	.02	.01	.00	.87	.92	.94	.93	1,740	4,564	72,037	.073	.855	.761	-.25	.02	-.04	
ENVCOMPT	54	3.02	3.36	3.33	3.32	.14	.02	.01	.00	1.04	.74	.78	.78	55	54	53	.022	.034	.042	-.45	-.40	-.38	
NGENLED	54	3.05	3.12	3.12	3.13	.11	.02	.01	.00	.84	.78	.78	.78	1,700	4,493	71,004	.508	.490	.467	-.09	-.09	-.10	
GNWORK	54	2.64	2.82	2.73	2.73	.14	.02	.01	.00	1.00	.95	.95	.94	1,700	4,491	70,973	.181	.486	.469	-.18	-.10	-.10	
GNWRITE	54	3.02	2.73	3.01	2.95	.13	.02	.01	.00	.95	.91	.86	.87	1,701	4,496	70,987	.024	.930	.574	.31	.01	.08	
GNSPEAK	54	2.73	2.71	2.82	2.76	.13	.02	.01	.00	.96	.95	.91	.92	1,701	4,493	70,983	.856	.466	.844	.03	-.10	-.03	
GNANALY	54	3.11	3.20	3.18	3.17	.13	.02	.01	.00	.95	.80	.79	.79	1,701	4,494	70,996	.471	.561	.615	-.10	-.08	-.07	
GNQUANT	54	2.72	3.01	2.88	2.89	.12	.02	.01	.00	.92	.88	.87	.88	1,701	4,491	70,936	.020	.191	.152	-.32	-.18	-.19	
GNCMPTS	54	2.84	3.13	3.04	3.01	.13	.02	.01	.00	.93	.85	.89	.89	1,700	4,495	70,989	.017	.114	.181	-.33	-.22	-.18	
GNOTHERS	54	2.81	3.04	2.95	2.93	.14	.02	.01	.00	1.01	.87	.87	.88	56	54	53	.103	.292	.383	-.26	-.17	-.14	
GNCITIZN	54	1.93	2.29	2.04	2.05	.14	.03	.02	.00	1.00	1.01	1.01	1.01	1,675	4,438	70,175	.010	.419	.358	-.35	-.11	-.12	
GNINQ	54	2.71	3.00	2.85	2.88	.14	.02	.01	.00	1.02	.85	.86	.85	56	54	53	.043	.332	.216	-.34	-.16	-.20	
GNSSELF	54	2.62	2.86	2.72	2.73	.13	.02	.01	.00	.99	.97	.97	.96	1,675	4,437	70,183	.079	.444	.389	-.24	-.10	-.12	
GNDIVERS	54	2.53	2.65	2.62	2.61	.12	.02	.01	.00	.90	.99	.96	.96	1,673	4,436	70,164	.349	.467	.528	-.13	-.10	-.09	
GNPROBSV	54	2.52	2.78	2.61	2.62	.14	.02	.01	.00	1.03	.93	.93	.92	1,673	4,437	70,174	.039	.483	.415	-.29	-.10	-.11	
GNETHICS	54	2.37	2.87	2.63	2.62	.13	.02	.01	.00	.99	.98	.99	.99	1,674	4,439	70,174	.000	.048	.062	-.51	-.27	-.25	
GNCOMMUN	54	2.17	2.64	2.40	2.39	.13	.02	.01	.00	.94	1.00	.99	.97	1,674	4,436	70,163	.001	.090	.104	-.47	-.23	-.22	
GNSPIRIT	54	2.21	2.34	2.12	2.08	.15	.03	.02	.00	1.10	1.08	1.07	1.07	1,674	4,433	70,153	.359	.569	.366	-.13	.08	.12	
ADVISE	54	2.66	3.08	2.96	2.98	.14	.02	.01	.00	1.02	.81	.86	.85	56	54	53	.004	.038	.027	-.51	-.34	-.37	
ENTIREXP	54	3.07	3.28	3.15	3.18	.10	.02	.01	.00	.72	.71	.72	.72	57	4,441	70,320	.042	.397	.258	-.29	-.12	-.15	
SAMECOLL	54	3.20	3.42	3.18	3.22	.11	.02	.01	.00	.79	.77	.83	.82	1,680	4,441	70,310	.040	.855	.865	-.28	.02	-.02	

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## NSSE 2007 Detailed Statistics <sup>a</sup> Texas A&M University-Commerce Seniors

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>				Effect Size <sup>f</sup>								
		A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce compared with:				A&M Commerce compared with:							
																		Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007
CLQUEST	411	3.24	2.91	3.11	3.03	.04	.01	.01	.00	.80	.87	.84	.86	4,751	11,372	165,047	.000	.001	.000	.38	.16	.24							
CLPRESEN	411	2.82	2.78	2.83	2.77	.05	.01	.01	.00	.94	.89	.87	.87	4,749	437	412	.376	.793	.235	.05	-.01	.06							
REWROPAP	411	2.63	2.53	2.53	2.47	.05	.01	.01	.00	.95	.97	.98	.98	4,748	11,368	164,955	.060	.062	.001	.10	.09	.16							
INTEGRAT	411	3.27	3.25	3.36	3.29	.04	.01	.01	.00	.75	.76	.73	.74	4,747	11,364	164,935	.555	.023	.561	.03	-.11	-.03							
DIVCLASS	411	2.94	2.68	2.88	2.80	.04	.01	.01	.00	.90	.92	.91	.92	496	442	412	.000	.170	.001	.29	.07	.16							
CLUNPREP	411	1.95	2.17	2.07	2.11	.04	.01	.01	.00	.73	.79	.78	.78	505	11,361	412	.000	.001	.000	-.29	-.16	-.21							
CLASSGRP	411	2.66	2.52	2.57	2.52	.05	.01	.01	.00	.94	.93	.89	.88	4,744	11,366	412	.005	.049	.003	.14	.10	.16							
OCCGRP	411	2.57	2.95	2.78	2.75	.05	.01	.01	.00	.95	.89	.90	.91	480	438	412	.000	.000	.000	-.42	-.24	-.20							
INTIDEAS	402	2.86	2.91	2.93	2.90	.04	.01	.01	.00	.86	.81	.81	.81	472	429	403	.288	.110	.333	-.06	-.09	-.05							
TUTOR	401	1.86	2.03	1.87	1.88	.05	.01	.01	.00	.96	.97	.95	.95	4,607	10,970	159,908	.001	.922	.622	-.17	.00	-.02							
COMMPROJ	402	1.60	1.75	1.81	1.69	.04	.01	.01	.00	.87	.93	.94	.89	4,592	10,972	159,822	.002	.000	.043	-.16	-.22	-.10							
ITACADEM	401	2.83	2.88	2.89	2.83	.05	.02	.01	.00	.98	1.01	1.01	1.02	4,608	10,974	403	.375	.292	.917	-.05	-.05	.01							
EMAIL	402	3.26	3.26	3.38	3.33	.04	.01	.01	.00	.79	.79	.75	.77	4,607	10,973	159,918	.964	.001	.050	.00	-.17	-.10							
FACGRADE	401	2.89	2.84	2.82	2.79	.04	.01	.01	.00	.89	.85	.88	.88	4,603	10,967	159,867	.285	.102	.019	.06	.08	.12							
FACPLANS	402	2.52	2.46	2.39	2.39	.05	.01	.01	.00	.98	.95	.96	.95	4,606	10,974	159,897	.239	.011	.008	.06	.13	.13							
FACIDEAS	402	2.13	2.06	2.08	2.08	.05	.01	.01	.00	.97	.91	.93	.92	470	429	403	.201	.338	.285	.07	.05	.06							
FACFEED	401	2.84	2.74	2.80	2.75	.04	.01	.01	.00	.83	.81	.81	.81	4,558	10,826	158,134	.013	.264	.026	.13	.06	.11							
WORKHARD	401	2.79	2.77	2.75	2.69	.04	.01	.01	.00	.84	.85	.86	.86	4,556	10,823	158,050	.782	.431	.024	.01	.04	.11							
FACOTHER	401	1.79	1.87	1.81	1.81	.05	.01	.01	.00	.98	.94	.97	.94	4,557	10,820	158,056	.101	.566	.667	-.09	-.03	-.02							
OOCIDEAS	401	2.86	2.85	2.86	2.83	.04	.01	.01	.00	.87	.85	.86	.86	4,557	10,819	158,068	.733	.882	.416	.02	.01	.04							
DIVRSTUD	398	2.79	2.65	2.68	2.66	.05	.02	.01	.00	.98	.99	.99	.99	4,550	10,814	157,944	.007	.036	.008	.14	.11	.13							
DIFFSTU2	401	2.69	2.70	2.72	2.71	.05	.01	.01	.00	.97	.96	.97	.96	4,552	10,810	157,964	.793	.477	.650	-.01	-.04	-.02							
MEMORIZE	399	2.59	2.83	2.74	2.75	.04	.01	.01	.00	.87	.90	.91	.91	4,509	10,743	157,012	.000	.001	.001	-.27	-.16	-.17							
ANALYZE	398	3.12	3.19	3.24	3.23	.04	.01	.01	.00	.79	.77	.75	.75	4,501	10,742	156,960	.096	.003	.004	-.09	-.15	-.14							
SYNTHESZ	398	2.98	3.01	3.05	3.03	.04	.01	.01	.00	.88	.85	.84	.83	4,493	10,739	156,874	.508	.128	.266	-.03	-.08	-.06							
EVALUATE	398	2.93	2.96	2.99	2.96	.04	.01	.01	.00	.89	.88	.88	.87	4,503	10,741	156,918	.484	.162	.384	-.04	-.07	-.04							
APPLYING	398	3.11	3.19	3.20	3.18	.04	.01	.01	.00	.85	.84	.83	.83	4,504	10,742	156,957	.067	.032	.072	-.10	-.11	-.09							
READASGN	395	3.00	2.89	3.15	3.13	.05	.02	.01	.00	1.01	.97	1.00	1.00	4,464	10,688	156,402	.033	.004	.011	.11	-.15	-.13							

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<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



**National Survey  
of Student Engagement**

**NSSE 2007 Detailed Statistics <sup>a</sup>**

**Texas A&M University-Commerce  
Seniors**

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup> <i>A&amp;M Commerce compared with:</i>				Effect Size <sup>f</sup> <i>A&amp;M Commerce compared with:</i>			
		A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Peers	NSSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSSE 2007	Texas A&M System	Carnegie Peers	NSSSE 2007	Texas A&M System	Carnegie Peers	NSSSE 2007	Texas A&M System	Carnegie Peers	NSSSE 2007	
READOWN	396	2.24	2.14	2.18	2.17	.06	.01	.01	.00	1.15	.95	.97	.97	449	417	396	.085	.274	.232	.11	.07	.07		
WRITEMOR	396	1.41	1.61	1.64	1.62	.04	.01	.01	.00	.72	.79	.78	.77	492	432	397	.000	.000	.000	-.26	-.29	-.28		
WRITEMID	396	2.14	2.34	2.58	2.55	.05	.01	.01	.00	.96	.90	.95	.94	4,462	425	397	.000	.000	.000	-.22	-.46	-.43		
WRITESML	396	2.90	2.76	3.00	2.96	.06	.02	.01	.00	1.18	1.12	1.15	1.16	4,463	10,701	156,452	.015	.098	.260	.13	-.08	-.06		
PROBSETA	394	2.68	2.65	2.63	2.58	.06	.02	.01	.00	1.22	1.21	1.18	1.20	4,483	10,653	155,842	.579	.418	.096	.03	.04	.08		
PROBSETB	394	2.45	2.31	2.38	2.32	.06	.02	.01	.00	1.20	1.19	1.21	1.19	4,479	10,648	155,777	.023	.217	.027	.12	.06	.11		
EXAMS	392	5.64	5.54	5.44	5.40	.07	.02	.01	.00	1.30	1.22	1.27	1.27	4,453	10,664	156,026	.123	.002	.000	.08	.16	.19		
ATDART07	391	1.80	1.96	2.03	2.07	.04	.01	.01	.00	.83	.85	.90	.90	4,444	10,601	155,234	.000	.000	.000	-.19	-.26	-.30		
EXRCSE05	391	2.33	2.66	2.61	2.66	.05	.02	.01	.00	1.02	1.02	1.05	1.04	4,442	422	392	.000	.000	.000	-.32	-.27	-.32		
WORSH05	391	2.29	2.38	2.14	2.14	.06	.02	.01	.00	1.15	1.13	1.12	1.13	4,445	418	392	.134	.016	.013	-.08	.13	.13		
OWNVIEW	391	2.64	2.65	2.71	2.68	.05	.01	.01	.00	.93	.87	.89	.89	458	10,600	155,195	.734	.116	.342	-.02	-.08	-.05		
OTHRVIEW	391	2.82	2.77	2.85	2.82	.04	.01	.01	.00	.89	.86	.85	.85	4,445	10,601	155,203	.285	.542	.920	.06	-.03	.01		
CHNGVIEW	391	2.84	2.81	2.90	2.86	.04	.01	.01	.00	.89	.83	.82	.82	4,445	416	391	.583	.190	.544	.03	-.07	-.03		
INTERN04	387	.50	.49	.51	.53	.03	.01	.00	.00	.50	.50	.50	.50	4,413	10,477	153,668	.924	.607	.220	.01	-.03	-.06		
VOLNTR04	387	.46	.66	.59	.59	.03	.01	.00	.00	.50	.47	.49	.49	455	415	388	.000	.000	.000	-.43	-.27	-.27		
LRNCOM04	387	.26	.30	.28	.25	.02	.01	.00	.00	.44	.46	.45	.43	470	10,471	153,574	.099	.421	.707	-.08	-.04	.02		
RESRCH04	387	.12	.19	.17	.19	.02	.01	.00	.00	.33	.39	.37	.39	498	426	389	.000	.005	.000	-.17	-.13	-.18		
FORLNG04	387	.16	.27	.40	.41	.02	.01	.00	.00	.37	.44	.49	.49	498	439	389	.000	.000	.000	-.24	-.48	-.50		
STDABR04	387	.05	.10	.13	.14	.01	.00	.00	.00	.22	.31	.34	.35	542	458	391	.000	.000	.000	-.18	-.24	-.26		
INDSTD04	387	.15	.15	.16	.17	.02	.01	.00	.00	.35	.35	.37	.38	4,411	10,464	388	.979	.482	.107	.00	-.04	-.08		
SNRX04	387	.40	.26	.32	.32	.02	.01	.00	.00	.49	.44	.47	.47	448	413	388	.000	.004	.003	.31	.16	.16		
ENVSTU	385	5.84	5.89	5.57	5.62	.07	.02	.01	.00	1.28	1.25	1.38	1.34	4,401	418	153,301	.467	.000	.002	-.04	.20	.16		
ENVFAC	385	5.67	5.50	5.45	5.41	.06	.02	.01	.00	1.24	1.29	1.34	1.35	4,400	10,448	386	.011	.001	.000	.14	.17	.19		
ENVADM	385	4.85	4.92	4.50	4.54	.09	.02	.02	.00	1.72	1.58	1.70	1.68	448	10,440	153,267	.429	.000	.000	-.05	.20	.19		
ACADPR01	383	3.81	4.00	4.10	4.10	.08	.03	.02	.00	1.65	1.75	1.74	1.74	4,382	10,412	384	.042	.001	.001	-.11	-.17	-.16		
WORKON01	383	1.76	2.02	1.76	1.84	.08	.03	.02	.00	1.62	1.84	1.60	1.61	482	10,414	152,647	.003	.921	.325	-.14	-.01	-.05		
WORKOF01	383	4.33	3.43	4.01	3.79	.16	.04	.03	.01	3.10	2.82	2.81	2.79	444	406	383	.000	.042	.001	.32	.12	.20		
COCURR01	383	1.81	2.30	1.95	2.07	.08	.03	.01	.00	1.50	1.64	1.43	1.50	474	10,409	152,633	.000	.062	.001	-.30	-.10	-.18		

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# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup>

### Texas A&M University-Commerce Seniors

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>				Effect Size <sup>f</sup>				
	A&M Commerce	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	A&M Commerce compared with:				A&M Commerce compared with:				
																	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007	Texas A&M System	Carnegie Peers	NSSE 2007
SOCIAL05	385	3.38	3.37	3.41	3.49	.08	.02	.02	.00	1.63	1.55	1.51	1.55	4,380	10,397	152,457	.887	.768	.187	.01	-.02	-.07			
CAREDE01	385	4.28	2.52	2.54	2.38	.15	.04	.02	.01	2.98	2.49	2.38	2.30	436	403	385	.000	.000	.000	.71	.73	.83			
COMMUTE	384	2.44	2.40	2.43	2.38	.06	.02	.01	.00	1.24	1.03	1.07	1.03	435	405	384	.544	.847	.350	.04	.01	.06			
ENVSCHOL	382	3.08	3.11	3.07	3.08	.04	.01	.01	.00	.75	.78	.79	.78	465	10,319	151,422	.577	.716	.955	-.03	.02	.00			
ENVSUPRT	381	2.94	2.97	2.87	2.87	.04	.01	.01	.00	.83	.82	.85	.85	4,349	10,312	151,410	.549	.093	.080	-.03	.09	.09			
ENVDIVRS	382	2.59	2.56	2.48	2.44	.05	.02	.01	.00	.97	.99	1.00	.99	4,345	10,300	151,237	.564	.030	.003	.03	.11	.15			
ENVNACAD	382	2.10	2.08	1.93	1.91	.05	.02	.01	.00	.94	.96	.93	.91	4,347	10,302	151,254	.705	.000	.000	.02	.19	.21			
ENVSOCAL	382	2.31	2.38	2.14	2.17	.05	.02	.01	.00	.95	.96	.93	.92	4,344	409	383	.196	.001	.003	-.07	.18	.16			
ENVEVENT	382	2.48	2.73	2.48	2.58	.05	.02	.01	.00	1.03	.97	.96	.95	448	407	383	.000	.951	.066	-.26	.00	-.10			
ENVCOMPT	382	3.41	3.49	3.47	3.47	.04	.01	.01	.00	.73	.72	.75	.74	4,350	10,309	151,394	.050	.151	.144	-.10	-.07	-.07			
NGENLED	377	3.24	3.27	3.22	3.24	.04	.01	.01	.00	.82	.77	.81	.80	4,290	10,190	149,926	.379	.747	.999	-.05	.02	.00			
GNWORK	377	3.20	3.17	3.05	3.02	.05	.01	.01	.00	.89	.88	.93	.94	4,306	10,189	149,902	.581	.002	.000	.03	.16	.19			
GNWRITE	377	3.03	3.03	3.09	3.06	.05	.01	.01	.00	.89	.88	.86	.87	4,305	10,191	149,902	.872	.231	.532	.01	-.06	-.03			
GNSPEAK	377	3.01	2.98	2.96	2.95	.05	.01	.01	.00	.88	.92	.91	.91	4,305	10,190	149,907	.507	.288	.199	.04	.06	.07			
GNANALY	377	3.30	3.35	3.33	3.33	.04	.01	.01	.00	.78	.77	.77	.77	4,306	10,190	149,916	.241	.578	.490	-.06	-.03	-.04			
GNQUANT	376	3.06	3.15	3.01	3.04	.05	.01	.01	.00	.90	.87	.90	.89	4,304	10,175	149,839	.065	.256	.626	-.10	.06	.03			
GNCMPTS	376	3.27	3.30	3.19	3.20	.04	.01	.01	.00	.84	.82	.87	.86	4,305	10,182	149,907	.418	.114	.116	-.04	.08	.08			
GNOTHERS	377	3.25	3.25	3.14	3.12	.04	.01	.01	.00	.83	.84	.86	.86	4,306	10,185	149,870	.863	.025	.006	-.01	.12	.14			
GNCITIZN	373	2.21	2.21	2.02	2.06	.06	.02	.01	.00	1.10	1.04	1.03	1.02	438	398	374	.953	.001	.007	.00	.18	.15			
GNINQ	373	3.07	3.11	2.97	3.00	.05	.01	.01	.00	.89	.86	.90	.89	4,277	10,098	148,879	.347	.043	.148	-.05	.11	.08			
GNSELF	373	2.82	2.90	2.76	2.78	.05	.02	.01	.00	1.01	.99	1.01	1.00	4,277	10,110	148,867	.152	.236	.414	-.08	.06	.04			
GNDIVERS	373	2.70	2.67	2.61	2.59	.05	.02	.01	.00	1.03	.99	1.00	.99	4,275	10,093	148,800	.537	.083	.034	.03	.09	.11			
GNPROBSV	373	2.81	2.88	2.73	2.74	.05	.02	.01	.00	.99	.96	.95	.95	4,276	10,108	148,883	.195	.092	.142	-.07	.09	.08			
GNETHICS	373	2.69	2.92	2.67	2.66	.06	.02	.01	.00	1.08	1.01	1.03	1.04	436	10,111	148,862	.000	.654	.520	-.23	.02	.03			
GNCOMMUN	373	2.46	2.69	2.45	2.43	.06	.02	.01	.00	1.08	1.01	1.02	1.02	437	398	374	.000	.873	.659	-.23	.01	.02			
GNSPIRIT	373	2.01	2.15	1.93	1.91	.06	.02	.01	.00	1.09	1.11	1.06	1.07	4,276	10,088	148,799	.017	.156	.092	-.13	.07	.09			
ADVISE	373	2.89	2.97	2.76	2.84	.05	.01	.01	.00	.97	.92	.98	.95	438	10,125	149,105	.103	.020	.338	-.09	.12	.05			
ENTIREXP	373	3.20	3.33	3.15	3.20	.04	.01	.01	.00	.81	.72	.74	.74	4,287	397	374	.001	.341	.969	-.18	.05	.00			
SAMECOLL	373	3.18	3.36	3.12	3.19	.05	.01	.01	.00	.91	.82	.87	.86	431	399	149,077	.000	.187	.879	-.21	.07	-.01			

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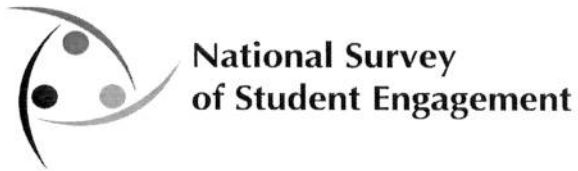
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**National Survey  
of Student Engagement**

**NSSE 2007 Mean Comparisons<sup>a</sup>  
Texas A&M System  
Texas A&M University-Commerce**

**A&M Commerce**

*A&M Commerce compared with  
Texas A&M System*

**Texas A&M System Consortium Questions**

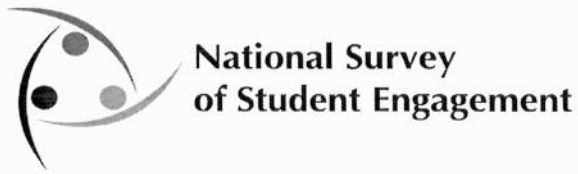
*Refer to the Texas A&M System codebook for response option values.*

	Variable	Class	Mean	Texas A&M Mean	Sig. <sup>b</sup>	Effect size <sup>c</sup>
<b>1. To what extent do you agree with the following statements?</b>						
1a. Library staff are helpful in finding the resources I need.	TAM0701a	FY	2.92	3.13	*	-.36
		SR	3.17	3.16		.02
1b. Administrative staff I interact with are knowledgeable about their area.	TAM0701b	FY	3.06	3.22		-.27
		SR	3.14	3.17		-.04
1c. The admission process is easy to understand and complete.	TAM0701c	FY	2.86	3.09	*	-.36
		SR	3.05	3.07		-.02
1d. University communications convey information in a clear and effective manner.	TAM0701d	FY	2.76	3.10	*	-.52
		SR	2.92	3.01	*	-.13
1e. Information about academic requirements is easy to understand.	TAM0701e	FY	2.89	3.05		-.25
		SR	2.85	2.98	**	-.18
1f. The university's website is organized to promote easy access to information.	TAM0701f	FY	3.15	3.15		-.01
		SR	3.11	3.12		-.01
1g. Energy and professionalism are communicated by the university's website.	TAM0701g	FY	3.19	3.24		-.09
		SR	3.17	3.16		.02
1h. The university catalog clearly states academic requirements.	TAM0701h	FY	3.03	3.17		-.21
		SR	3.04	3.14	*	-.15
1i. The student handbook provides the information I need.	TAM0701i	FY	2.96	3.14	*	-.31
		SR	3.00	3.06		-.09
1j. Printed materials about the university I have seen accurately portrayed the institution.	TAM0701j	FY	3.07	3.13		-.10
		SR	3.00	3.09	*	-.14
1k. The time it takes me to register is reasonable.	TAM0701k	FY	3.18	3.14		.07
		SR	3.24	3.22		.03
1l. My academic advisor is accessible.	TAM0701l	FY	3.06	3.15		-.14
		SR	3.10	3.13		-.04

<sup>a</sup> Weighted by sex, enrollment stat., and instit. size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comp. group s.d.



**NSSE 2007 Mean Comparisons<sup>a</sup>  
Texas A&M System  
Texas A&M University-Commerce**

**A&M Commerce**

*A&M Commerce compared with  
Texas A&M System*

**Texas A&M System Consortium Questions**

*Refer to the Texas A&M System codebook for response option values.*

	Variable	Class	Mean	Texas A&M Mean	Sig <sup>b</sup>	Effect size <sup>c</sup>
1m. Offices are open during convenient hours.	TAM0701m	FY	3.03	3.12		-.13
		SR	3.07	3.06		.02
1n. I know how to make a complaint regarding student services.	TAM0701n	FY	2.52	2.53		.00
		SR	2.57	2.47	*	.12
1o. I know how to make a complaint regarding academic issues.	TAM0701o	FY	2.46	2.60		-.17
		SR	2.60	2.53		.08
1p. I believe the institution will respond to my concerns.	TAM0701p	FY	2.82	2.96		-.18
		SR	2.90	2.80	*	.12
1q. The physical environment of the campus is well maintained.	TAM0701q	FY	3.31	3.34		-.05
		SR	3.20	3.32	**	-.18
1r. Teaching facilities provide an appropriate learning environment.	TAM0701r	FY	3.18	3.26		-.13
		SR	3.13	3.23	**	-.16
1s. Adequate computing resources are available.	TAM0701s	FY	3.25	3.40		-.24
		SR	3.10	3.24	**	-.18
1t. The library has the resources I need.	TAM0701t	FY	3.16	3.37	*	-.37
		SR	3.18	3.24		-.09

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<sup>a</sup> Weighted by sex, enrollment stat., and instit. size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comp. group s.d.

**First-Year Students**

	N	Mean			Standard Error of the Mean <sup>b</sup>		Standard deviation <sup>c</sup>			DF <sup>d</sup>	Sig. <sup>e</sup>	Effect size <sup>f</sup>
		A&M Commerce	A&M Commerce	Texas A&M System	A&M Commerce	Texas A&M System	A&M Commerce	Texas A&M System	Texas A&M System			
												<i>A&amp;M Commerce compared with Texas A&amp;M System</i>
TAM0701a	48	2.92	3.13	.11	.02	.74	.60	1513	.017		-.36	
TAM0701b	48	3.06	3.22	.11	.02	.78	.58	1528	.075		-.27	
TAM0701c	48	2.86	3.09	.12	.02	.82	.65	1529	.017		-.36	
TAM0701d	48	2.76	3.10	.13	.02	.88	.64	48	.013		-.52	
TAM0701e	48	2.89	3.05	.12	.02	.85	.63	48	.205		-.25	
TAM0701f	48	3.15	3.15	.10	.02	.71	.71	1529	.946		-.01	
TAM0701g	48	3.19	3.24	.09	.01	.61	.56	1528	.555		-.09	
TAM0701h	48	3.03	3.17	.10	.02	.67	.66	1529	.153		-.21	
TAM0701i	48	2.96	3.14	.11	.02	.79	.58	1503	.041		-.31	
TAM0701j	46	3.07	3.13	.12	.02	.80	.62	1499	.524		-.10	
TAM0701k	48	3.18	3.14	.10	.02	.66	.62	1508	.646		.07	
TAM0701l	48	3.06	3.15	.11	.02	.77	.70	1511	.361		-.14	
TAM0701m	48	3.03	3.12	.10	.02	.68	.65	1504	.372		-.13	
TAM0701n	48	2.52	2.53	.16	.02	1.08	.85	48	.992		.00	
TAM0701o	48	2.46	2.60	.15	.02	1.06	.86	49	.363		-.17	
TAM0701p	48	2.82	2.96	.12	.02	.83	.75	1512	.230		-.18	
TAM0701q	48	3.31	3.34	.09	.02	.63	.67	1517	.749		-.05	
TAM0701r	48	3.18	3.26	.09	.01	.64	.56	1517	.367		-.13	
TAM0701s	48	3.25	3.40	.10	.02	.69	.60	1514	.100		-.24	
TAM0701t	48	3.16	3.37	.12	.01	.82	.57	1507	.013		-.37	

**Seniors**

	N	Mean			Standard Error of the Mean <sup>b</sup>		Standard deviation <sup>c</sup>			DF <sup>d</sup>	Sig. <sup>e</sup>	Effect size <sup>f</sup>
		A&M Commerce	A&M Commerce	Texas A&M System	A&M Commerce	Texas A&M System	A&M Commerce	Texas A&M System	Texas A&M System			
												<i>A&amp;M Commerce compared with Texas A&amp;M System</i>
TAM0701a	331	3.17	3.16	.04	.01	.66	.63	3943	.667		.02	
TAM0701b	334	3.14	3.17	.04	.01	.70	.62	383	.526		-.04	
TAM0701c	336	3.05	3.07	.04	.01	.78	.68	384	.703		-.02	
TAM0701d	336	2.92	3.01	.04	.01	.80	.67	380	.045		-.13	
TAM0701e	336	2.85	2.98	.04	.01	.79	.71	386	.005		-.18	
TAM0701f	336	3.11	3.12	.04	.01	.77	.73	3986	.810		-.01	
TAM0701g	336	3.17	3.16	.04	.01	.70	.63	387	.746		.02	
TAM0701h	333	3.04	3.14	.04	.01	.81	.67	375	.025		-.15	
TAM0701i	333	3.00	3.06	.04	.01	.66	.61	3916	.132		-.09	
TAM0701j	334	3.00	3.09	.04	.01	.72	.62	3934	.015		-.14	
TAM0701k	334	3.24	3.22	.04	.01	.66	.65	3951	.588		.03	
TAM0701l	335	3.10	3.13	.04	.01	.79	.81	3946	.494		-.04	
TAM0701m	334	3.07	3.06	.04	.01	.70	.71	3957	.706		.02	
TAM0701n	336	2.57	2.47	.05	.01	.90	.88	3949	.041		.12	
TAM0701o	333	2.60	2.53	.05	.01	.90	.88	3955	.149		.08	
TAM0701p	332	2.90	2.80	.05	.01	.86	.82	3947	.034		.12	
TAM0701q	334	3.20	3.32	.04	.01	.67	.67	397	.001		-.18	
TAM0701r	334	3.13	3.23	.04	.01	.65	.63	394	.005		-.16	
TAM0701s	335	3.10	3.24	.04	.01	.77	.77	398	.002		-.18	
TAM0701t	331	3.18	3.24	.04	.01	.65	.67	398	.092		-.09	

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<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.





**National Survey  
of Student Engagement**

**Texas A&M University-Commerce**

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**Benchmark Comparisons**

August 2007



To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at [www.nsse.iub.edu/2007\\_Institutional\\_Report/](http://www.nsse.iub.edu/2007_Institutional_Report/).

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

**Statistical Significance**

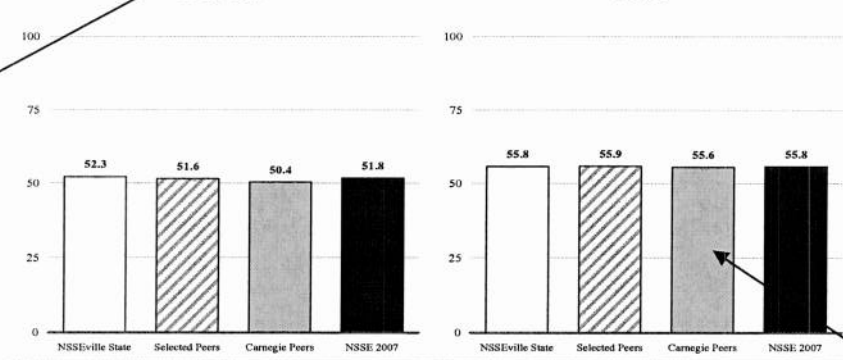
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

**Effect Size**

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

**Level of Academic Challenge (LAC)**  
*Benchmark Comparisons*

Class	NSSEville State				NSSEville State compared with:					
	Mean*	Mean*	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean*	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean*	Sig. <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	52.3	51.6	.05	.14	50.4	*	.14	51.8		
Senior	55.8	55.9	-.01	.02	55.6		.02	55.8		.00



**Mean**  
The mean is the weighted arithmetic average of student level benchmark scores.

**Benchmark Description & Survey Items**  
A description of the benchmark and the individual items used in its creation are summarized.

**Level of Academic Challenge (LAC) Items**

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

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

**Bar Charts**

A visual display of first-year and senior mean benchmark scores for your institution and your selected peer or consortium groups.

## Level of Academic Challenge (LAC)

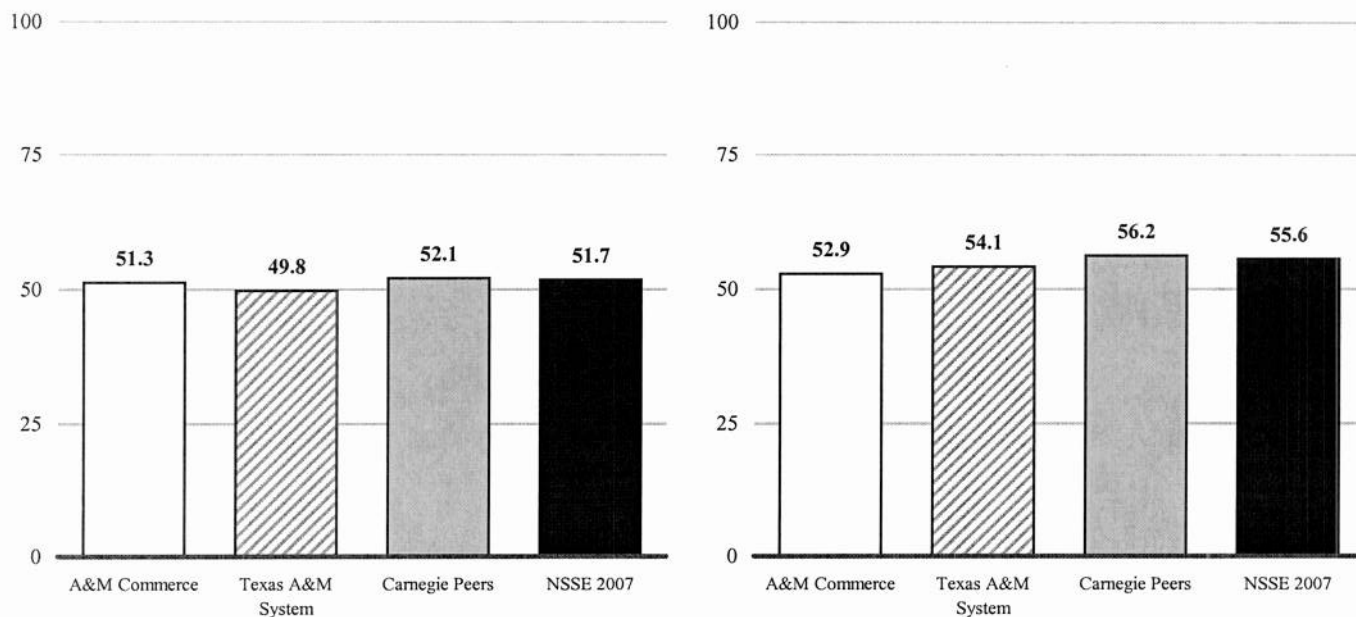
### Benchmark Comparisons

A&M Commerce compared with:

Class	A&M Commerce		Texas A&M System			Carnegie Peers		NSSE 2007			
	Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	51.3		49.8		.12	52.1		-.06	51.7		-.03
Senior	52.9		54.1		-.09	56.2	***	-.23	55.6	***	-.19

#### First-Year

#### Senior



### Level of Academic Challenge (LAC) Items

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

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

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

## Active and Collaborative Learning (ACL)

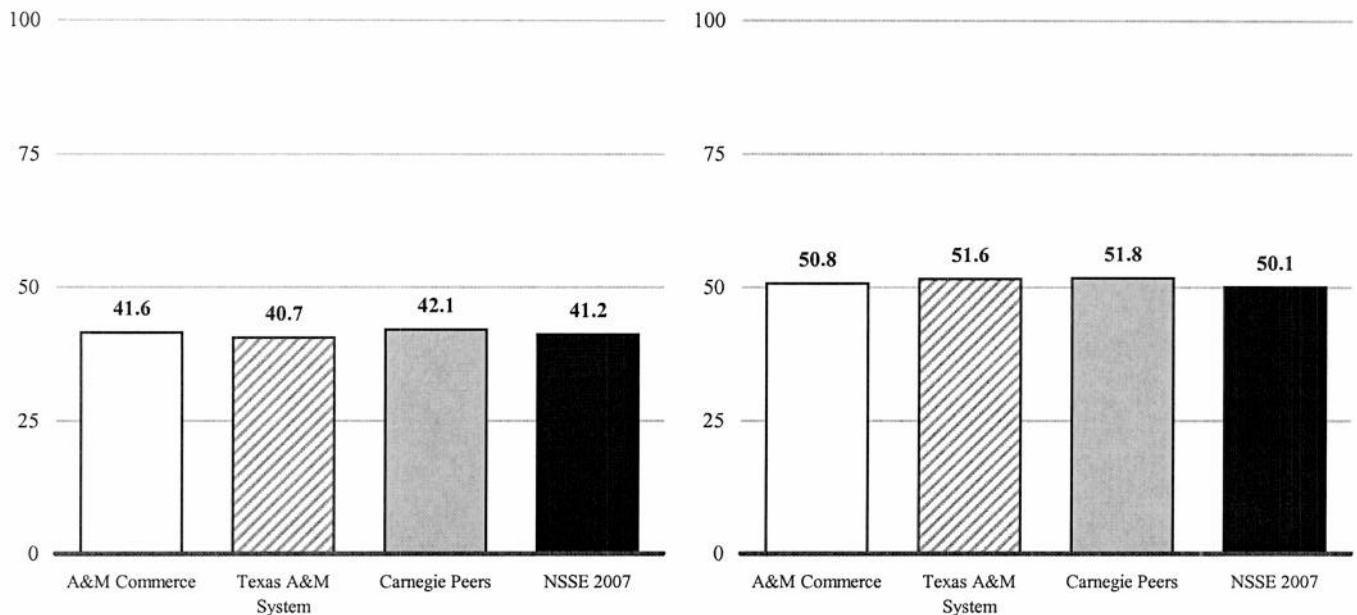
### Benchmark Comparisons

A&M Commerce compared with:

Class	A&M Commerce		Texas A&M System			Carnegie Peers		NSSE 2007			
	Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	41.6		40.7		.05	42.1		-.03	41.2		.02
Senior	50.8		51.6		-.04	51.8		-.06	50.1		.04

#### First-Year

#### Senior



### Active and Collaborative Learning (ACL) Items

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

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

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

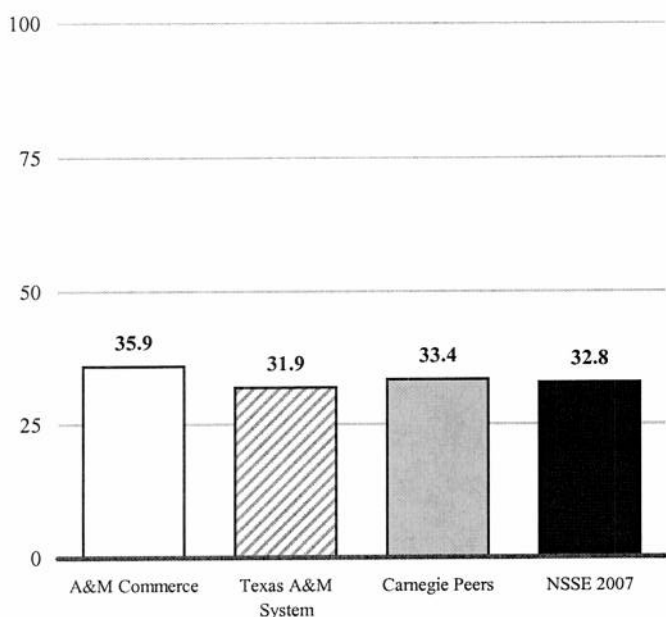
## Student-Faculty Interaction (SFI)

### Benchmark Comparisons

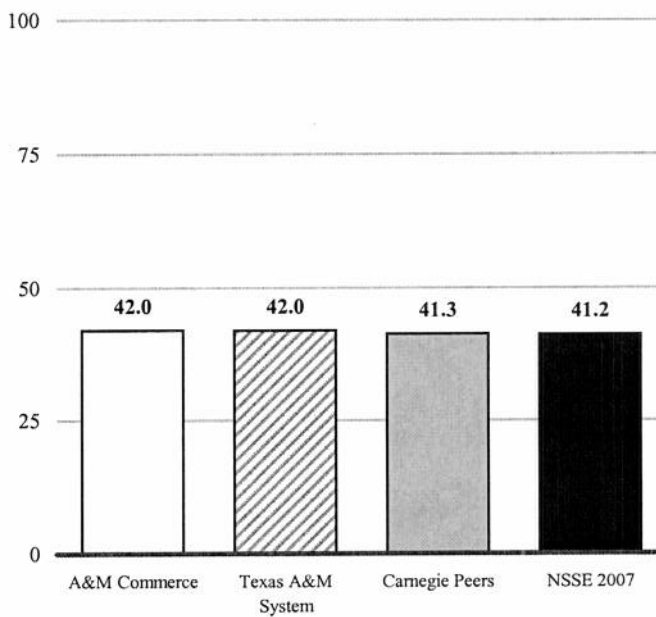
A&M Commerce compared with:

Class	A&M Commerce		Texas A&M System			Carnegie Peers		NSSE 2007			
	Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	35.9		31.9		.23	33.4		.14	32.8		.18
Senior	42.0		42.0		.00	41.3		.03	41.2		.04

#### First-Year



#### Senior



### Student-Faculty Interaction (SFI) Items

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

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

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.



## Enriching Educational Experiences (EEE)

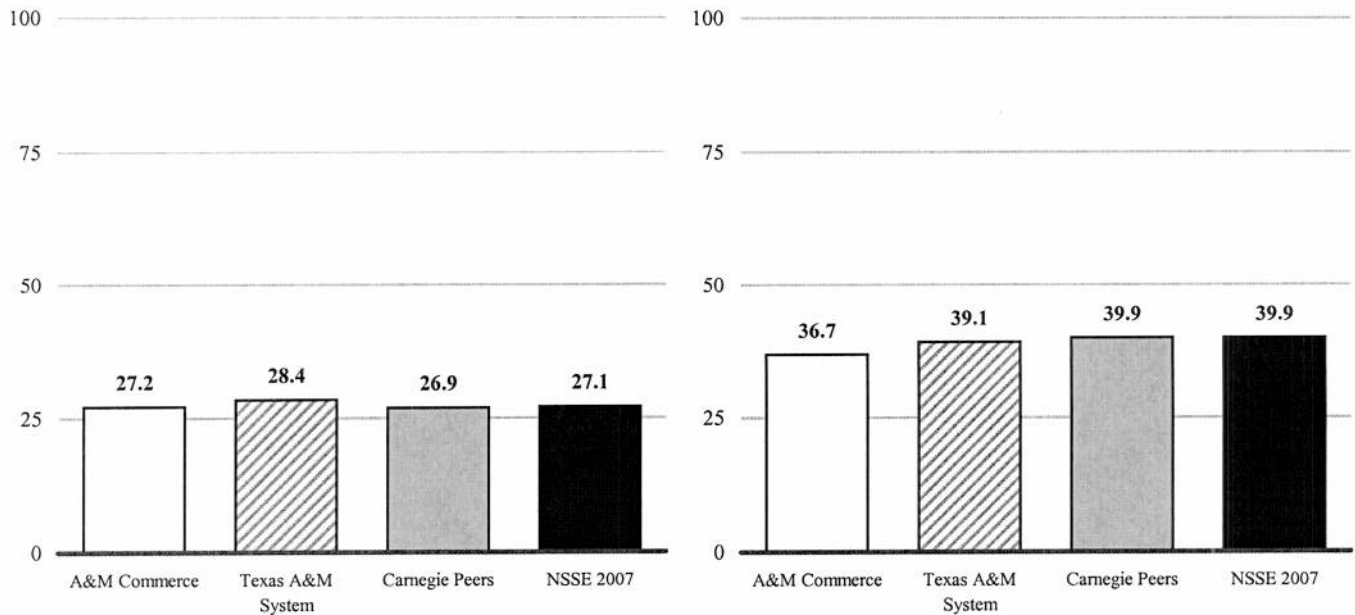
### Benchmark Comparisons

A&M Commerce compared with:

Class	A&M Commerce		Texas A&M System			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	27.2		28.4		-.09	26.9		.02	27.1		.01
Senior	36.7		39.1	*	-.14	39.9	***	-.18	39.9	***	-.18

#### First-Year

#### Senior



### Enriching Educational Experiences (EEE) Items

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

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

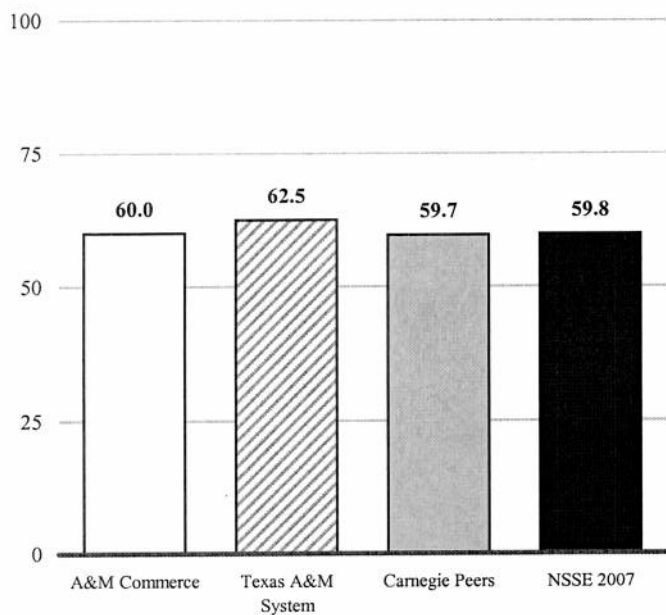
## Supportive Campus Environment (SCE)

### Benchmark Comparisons

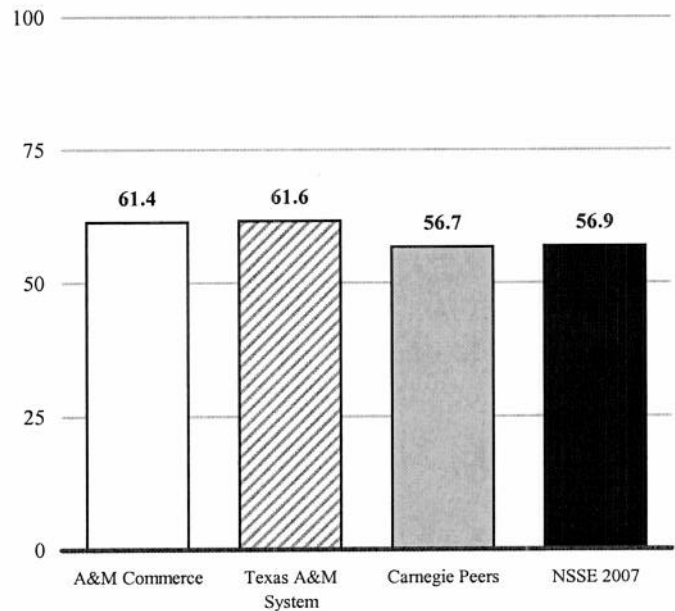
A&M Commerce compared with:

Class	A&M Commerce		Texas A&M System			Carnegie Peers			NSSE 2007		
	Mean <sup>a</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	60.0		62.5		-.13	59.7		.02	59.8		.01
Senior	61.4		61.6		-.01	56.7	***	.24	56.9	***	.24

### First-Year



### Senior



### Supportive Campus Environment (SCE) Items

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

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

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

## Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of student engagement: (a) those with benchmark scores placing them in the top 50% of all NSSE schools in 2007 and (b) those with benchmark scores in the top 10% for 2007.<sup>a</sup> These comparisons allow an institution to determine if their engagement of their students differs in significant, meaningful ways from these high performing peer groups.

### Example

		NSSEville State	NSSE 2007 Top 50%			NSSE 2007 Top 10%		
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

#### NSSEville State CAN conclude...

- ◆ The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2007 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- ◆ The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2007 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- ◆ It is *likely* that NSSEville State is in the top 50% of all NSSE 2007 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).<sup>a,b</sup>

#### NSSEville State CANNOT conclude<sup>a</sup>...

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

For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see [www.nsse.iub.edu/2007\\_Institutional\\_Report/](http://www.nsse.iub.edu/2007_Institutional_Report/).

<sup>a</sup> Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers.

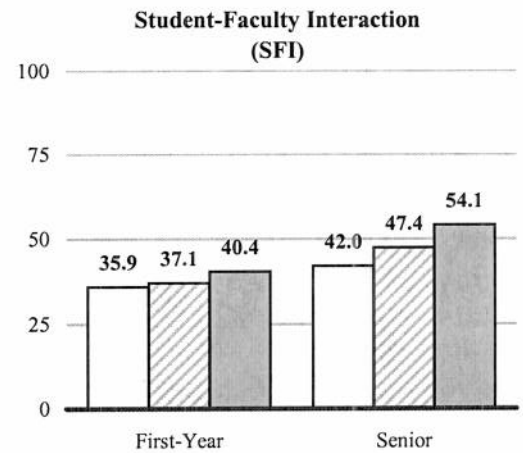
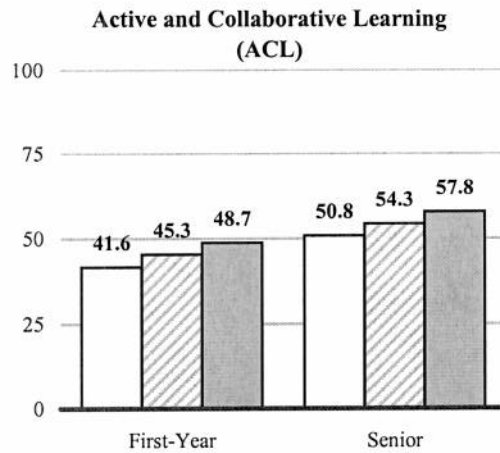
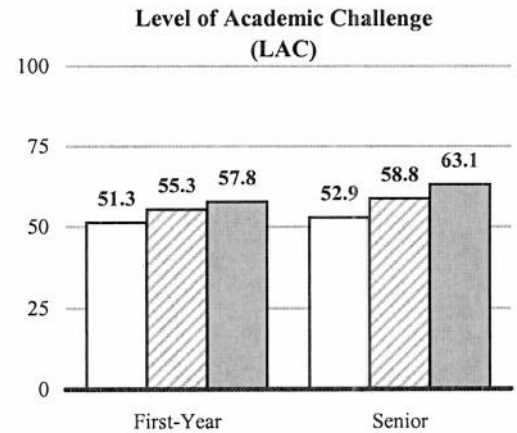
<sup>b</sup> NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and because of issues raised in our policy against the ranking of institutions.





A&M Commerce compared with

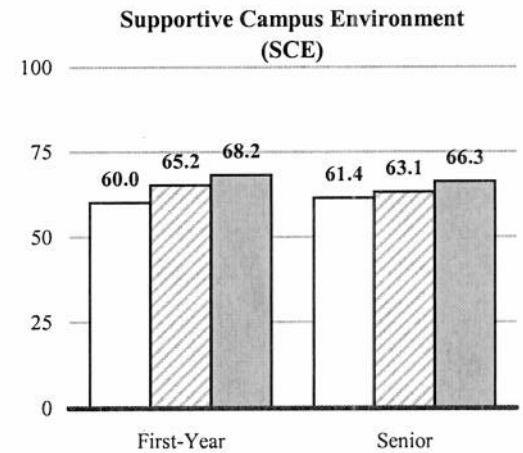
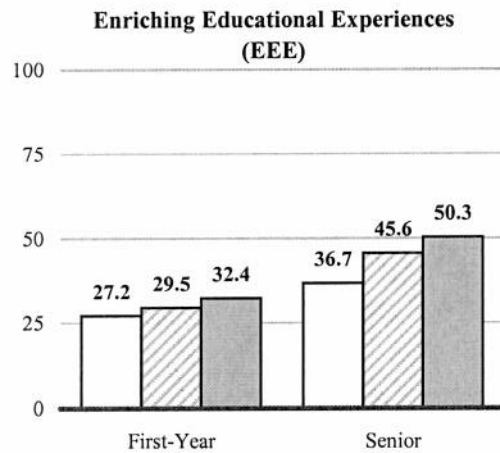
	A&M Commerce	NSSE 2007 Top 50%			NSSE 2007 Top 10%			
		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>
First-Year	LAC	51.3	55.3	*	-.32	57.8	***	-.51
	ACL	41.6	45.3		-.23	48.7	***	-.41
	SFI	35.9	37.1		-.06	40.4		-.23
	EEE	27.2	29.5		-.18	32.4	**	-.39
	SCE	60.0	65.2		-.29	68.2	**	-.45
Senior	LAC	52.9	58.8	***	-.43	63.1	***	-.76
	ACL	50.8	54.3	***	-.21	57.8	***	-.40
	SFI	42.0	47.4	***	-.25	54.1	***	-.56
	EEE	36.7	45.6	***	-.51	50.3	***	-.77
	SCE	61.4	63.1		-.09	66.3	***	-.26



**Legend**

- A&M Commerce
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2007 institutions on the benchmark.



<sup>a</sup> Weighted by gender, enrollment status, and institutional size.  
<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).  
<sup>c</sup> Mean difference divided by comparison group standard deviation.



*First-Year Students*

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	Percentiles <sup>d</sup>					Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
				5th	25th	50th	75th	95th				
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>												
A&M Commerce (N = 58)	51.3	13.8	1.8	29	41	51	60	75				
Texas A&M System	49.8	13.3	.3	28	41	50	60	71	1,824	1.6	.379	.12
Carnegie Peers	52.1	13.5	.2	30	43	52	62	74	4,815	-.8	.658	-.06
NSSE 2007	51.7	13.3	.0	30	43	52	61	74	75,538	-.4	.804	-.03
Top 50%	55.3	12.7	.1	34	47	55	64	76	26,017	-4.0	.016	-.32
Top 10%	57.8	12.7	.2	37	49	58	67	78	6,090	-6.5	.000	-.51
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>												
A&M Commerce (N = 69)	41.6	15.5	1.9	14	33	43	52	67				
Texas A&M System	40.7	17.7	.4	14	29	38	52	71	2,036	.9	.668	.05
Carnegie Peers	42.1	16.6	.2	19	29	38	52	71	5,301	-.5	.787	-.03
NSSE 2007	41.2	16.2	.1	19	29	38	52	71	82,659	.4	.855	.02
Top 50%	45.3	16.0	.1	24	33	43	57	75	25,461	-3.7	.055	-.23
Top 10%	48.7	17.2	.3	24	38	48	58	81	4,522	-7.1	.001	-.41
<b>STUDENT-FACULTY INTERACTION (SFI)</b>												
A&M Commerce (N = 60)	35.9	19.2	2.5	11	22	33	47	67				
Texas A&M System	31.9	17.9	.4	6	17	28	44	67	1,877	4.0	.087	.23
Carnegie Peers	33.4	18.0	.3	11	22	28	44	67	4,888	2.5	.281	.14
NSSE 2007	32.8	17.8	.1	11	22	28	44	67	76,519	3.1	.173	.18
Top 50%	37.1	18.5	.1	11	22	33	50	72	22,386	-1.1	.639	-.06
Top 10%	40.4	19.4	.3	11	28	39	53	78	4,285	-4.4	.079	-.23
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>												
A&M Commerce (N = 56)	27.2	15.3	2.0	7	17	25	36	56				
Texas A&M System	28.4	13.0	.3	10	19	27	37	52	1,779	-1.2	.495	-.09
Carnegie Peers	26.9	13.0	.2	8	17	26	35	50	4,679	.3	.886	.02
NSSE 2007	27.1	13.1	.0	8	18	26	35	50	73,645	.1	.966	.01
Top 50%	29.5	13.1	.1	11	20	29	37	52	36,825	-2.4	.173	-.18
Top 10%	32.4	13.3	.2	12	23	32	41	55	6,849	-5.2	.003	-.39
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>												
A&M Commerce (N = 55)	60.0	21.4	2.9	25	42	61	75	89				
Texas A&M System	62.5	18.3	.4	33	50	64	75	94	57	-2.4	.408	-.13
Carnegie Peers	59.7	18.7	.3	28	47	61	72	92	55	.4	.899	.02
NSSE 2007	59.8	18.6	.1	28	47	61	72	92	54	.2	.943	.01
Top 50%	65.2	17.9	.1	33	53	67	78	94	54	-5.1	.080	-.29
Top 10%	68.2	18.3	.3	36	56	69	81	97	55	-8.1	.007	-.45

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> Standard Deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

<sup>c</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>d</sup> A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

<sup>e</sup> Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

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

<sup>g</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



Seniors

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	Percentiles <sup>d</sup>					Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
				5th	25th	50th	75th	95th				
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>												
A&M Commerce (N = 396)	52.9	14.2	.7	30	43	53	62	76				
Texas A&M System	54.1	14.4	.2	31	44	54	65	77	4,489	-1.3	.094	-.09
Carnegie Peers	56.2	14.4	.1	32	46	57	67	79	10,699	-3.3	.000	-.23
NSSE 2007	55.6	14.2	.0	32	46	56	65	78	156,437	-2.7	.000	-.19
Top 50%	58.8	13.8	.1	36	50	59	69	81	45,138	-5.9	.000	-.43
Top 10%	63.1	13.4	.2	40	54	64	73	84	6,934	-10.2	.000	-.76
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>												
A&M Commerce (N = 411)	50.8	19.2	.9	24	38	48	62	86				
Texas A&M System	51.6	18.1	.3	24	38	52	62	86	481	-.8	.427	-.04
Carnegie Peers	51.8	17.4	.2	24	38	52	62	81	436	-1.0	.301	-.06
NSSE 2007	50.1	17.3	.0	24	38	48	62	81	412	.7	.460	.04
Top 50%	54.3	16.9	.1	29	43	52	67	86	415	-3.5	.000	-.21
Top 10%	57.8	17.5	.2	29	48	57	71	90	438	-7.0	.000	-.40
<b>STUDENT-FACULTY INTERACTION (SFI)</b>												
A&M Commerce (N = 402)	42.0	20.2	1.0	11	28	39	56	78				
Texas A&M System	42.0	20.3	.3	11	28	39	56	78	4,560	.1	.961	.00
Carnegie Peers	41.3	20.8	.2	11	28	39	56	83	10,824	.7	.502	.03
NSSE 2007	41.2	20.7	.1	11	28	39	56	80	158,062	.8	.418	.04
Top 50%	47.4	21.2	.1	17	33	44	61	83	37,686	-5.4	.000	-.25
Top 10%	54.1	21.7	.3	22	39	56	72	94	5,047	-12.1	.000	-.56
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>												
A&M Commerce (N = 386)	36.7	17.3	.9	11	22	36	48	67				
Texas A&M System	39.1	17.3	.3	11	26	39	50	69	4,411	-2.4	.010	-.14
Carnegie Peers	39.9	17.7	.2	12	27	39	52	70	10,478	-3.1	.001	-.18
NSSE 2007	39.9	17.8	.0	11	26	39	52	71	153,678	-3.1	.001	-.18
Top 50%	45.6	17.5	.1	17	33	46	58	75	60,108	-8.8	.000	-.51
Top 10%	50.3	17.5	.2	21	39	51	63	79	12,307	-13.5	.000	-.77
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>												
A&M Commerce (N = 382)	61.4	20.0	1.0	28	47	61	75	94				
Texas A&M System	61.6	18.9	.3	31	47	61	75	94	4,349	-.2	.818	-.01
Carnegie Peers	56.7	19.5	.2	25	44	56	69	89	10,305	4.7	.000	.24
NSSE 2007	56.9	19.1	.0	25	44	58	69	89	151,375	4.5	.000	.24
Top 50%	63.1	18.5	.1	31	50	64	75	94	388	-1.7	.089	-.09
Top 10%	66.3	18.6	.2	33	53	67	81	94	407	-4.9	.000	-.26

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> Standard Deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

<sup>c</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>d</sup> A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

<sup>e</sup> Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

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

<sup>g</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.

In our continuing efforts to provide institutions with the best information possible, changes were made in 2004 in the way we calculate the NSSE benchmarks of effective educational practice. These changes allowed us to produce student-level benchmark scores, enhancing the usability of the information for intra-institutional comparisons. For example, institutions can now examine benchmarks at the school, college, or department level, or can compare particular subgroups of students (e.g., men and women or seniors from two different years). The changes in the calculation require that benchmarks prior to 2004 be recalculated to more accurately compare institutional performance over the years using the same metric (Table 1).

Another change made to the survey in 2004 affects the information in Table 1. Response options for the 'enriching' items (question 7 on the survey) were altered in 2004 making it untenable to compare newer results on these items with those of 2003 and earlier. For this reason, the Student-Faculty Interaction benchmark is recalculated without one item and the Enriching Educational Experiences benchmark is not recalculated.

**Table 1**  
**Recalculated Benchmarks for NSSE Participation since 2001<sup>a</sup>**

<i>Benchmark</i>	<i>Class</i>	2001	2002	2003	2004 <sup>b</sup>	2005	2006	2007
Level of Academic Challenge	FY	48.6		50.0		49.2		51.3
Active and Collaborative Learning	SR	53.3		55.1		52.6		52.9
Student-Faculty Interaction <sup>c</sup>	FY	37.1		39.3		41.7		41.6
Supportive Campus Environment	SR	46.8		48.6		52.6		50.8
	FY	34.8		34.3		39.2		40.9
	SR	42.7		48.0		49.1		47.7
	FY	55.6		56.5		53.8		60.0
	SR	54.0		62.7		59.5		61.4

For more information about benchmark construction and to download syntax that calculates student-level scores, visit the NSSE 2007 Institutional Report Web site: [www.nsse.iub.edu/2007\\_Institutional\\_Report](http://www.nsse.iub.edu/2007_Institutional_Report).

### **How comparable are benchmark scores from year-to-year?**

This report is a brief introduction to comparing institutional performance over time, not an exhaustive treatment of all the pertinent issues that need to be considered. We recommend that you do further analysis to better understand the changes within your institutional context. It is important to keep in mind three issues before comparing benchmark scores from year-to-year:

- 1) Drawing a random sample from a population results in a certain amount of sampling error – an estimate of the degree to which the characteristics of the sample do not match those of the population. Smaller samples relative to the size of the population risk larger sampling errors. Thus, relatively small benchmark differences could be attributed to random sampling fluctuation.
- 2) In addition to sampling error, you should examine the demographic characteristics of the samples to be sure that similar groups of students are represented among the respondents in various years. If respondent characteristics are different, and these differences could likely affect engagement scores, they should be acknowledged and taken into account when attributing reasons for benchmark differences. A more sophisticated approach would be to weight the samples so they more closely resemble the student population, and then recalculate the benchmark scores using the formulas provided by NSSE. However, keep in mind that all of your recalculated benchmarks are weighted by gender and enrollment status.<sup>b</sup>
- 3) Some questions and response options were changed over the years based on psychometric analyses to

improve the survey's validity and reliability. Most notably, response options for the 'enriching' items (question 7 on the survey) were revised in 2004.<sup>d</sup> Our analysis shows that these items are not comparable with prior years. *For most institutions, this change will produce a substantially lower Enriching Educational Experiences score since 2004 compared to prior years, particularly for first-year students.*

### **What constitutes a real change in a benchmark score?**

One way to estimate the magnitude of change in a benchmark score over time is to combine your institutional data from all participating years and run statistical analyses between students from the respective years. For example, t-tests can be computed between first-year students in 2003 and first-year students in 2006 to see if the differences between benchmark scores are statistically significant. Effect sizes can also be computed by dividing the difference of the benchmark scores by the standard deviation of the entire distribution. The t-tests can also be weighted according to statistical weights provided by NSSE (based on gender and enrollment status), or institutions can create their own weights based on school records.

Institutions can also conduct regression analyses using the multi-year data and include a dummy variable for the year of participation as an independent variable. With this approach, the regression model could control for student demographic variables or other independent variables to see what the unique effect of the year of administration might be.

#### **Notes**

- |  |  |  |
|--|--|--|
| <p>a. Scores from NSSE 2000 are not included because several significant changes were made to the survey instrument after that year, thus making year-to-year comparisons less suitable.</p> <p>b. Student weights prior to 2004 were computed exclusively using the most recent IPEDS data available. Starting with 2004, institutional population files were used for class rank and gender because these files provide more recent and accurate data. Beginning in 2005, enrollment status information (full-time/part-time) was also</p> | <p>taken from institutional population files rather than IPEDS.</p> <p>c. All items in question 7 on the current NSSE instrument were rescaled in 2004. One of these items, "Work on a research project with a faculty member outside of course or program requirements," contributes to the Student-Faculty Interaction benchmark. See note 'd' for more details. Therefore the Student-Faculty Interaction scores on this report do not include the 'research' item. This also means that the score on this report will not match benchmarks reported on</p> | <p>previous year reports, or on your 2007 Benchmark Comparisons report.</p> <p>d. All items in question 7 on the 2004 instrument were rescaled in 2004. The old response set (NSSE 2000-2003) was 'yes,' 'no,' or 'undecided' whereas the new (NSSE 2004-2007) response set is 'done,' 'plan to do,' 'do not plan to do,' or 'have not decided.' Our analysis shows that these items are not comparable across years. Therefore, it is not possible to compare the 2004-2007 Enriching Educational Experiences benchmark with prior years (2001-2003).</p> |
|--|--|--|




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<b>Response rate</b>	49%
<b>Number of invited faculty members</b>	261
<b>Total number of respondents</b>	128 (25 teach mostly first-year students, 75 teach mostly seniors, and 18 teach other students, and 10 missing class rank of students taught.)

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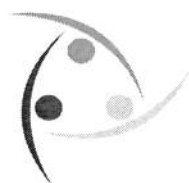
	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
<b>Discipline of appointment</b>				
Arts and humanities	50%	15%	0%	21%
Biological science	5%	5%	0%	4%
Business	0%	11%	23%	10%
Education	5%	22%	31%	19%
Engineering	0%	2%	0%	1%
Physical science	14%	9%	0%	9%
Professional	0%	3%	0%	2%
Social science	14%	15%	46%	19%
Other	14%	18%	0%	15%
<b>Rank</b>				
Professor	22%	22%	18%	21%
Associate Professor	17%	17%	24%	18%
Assistant Professor	39%	41%	47%	41%
Instructor	22%	14%	6%	15%
Lecturer	0%	3%	6%	3%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	0%	3%	0%	2%
<b>Tenure status</b>				
Tenured	35%	34%	24%	32%
On tenure track but not tenured	26%	43%	41%	39%
Not on tenure track	39%	22%	35%	28%
No tenure system	0%	1%	0%	1%
<b>Highest degree earned</b>				
First professional degree	0%	1%	6%	2%
Doctoral degree	57%	81%	88%	77%
Master's degree	30%	17%	6%	18%
Bachelor's degree	0%	0%	0%	0%
Associate's degree	0%	0%	0%	0%
Other	13%	0%	0%	3%
<b>Full-time/Part Time</b>				
Full-time	100%	96%	100%	97%
Part-time	0%	4%	0%	3%

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	<b>Faculty who teach First-year students</b>	<b>Faculty who teach Seniors</b>	<b>Faculty who teach Other students</b>	<b>Total</b>
<b>Number of courses taught 06-07<sup>1</sup></b>				
None	0%	0%	0%	0%
1-3	0%	11%	15%	9%
4-6	35%	37%	15%	34%
7 or more	65%	52%	69%	57%
<b>Years of teaching experience</b>				
4 or less	14%	15%	8%	14%
5-9	23%	31%	31%	29%
10-14	9%	17%	23%	16%
15 or more	55%	37%	38%	41%
<b>Age</b>				
34 or younger	14%	11%	8%	11%
35-44	43%	21%	8%	24%
45-54	10%	27%	46%	26%
Older than 54	33%	41%	38%	39%
<b>Gender</b>				
Male	65%	64%	53%	63%
Female	35%	36%	47%	37%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	4%	3%	0%	3%
Asian/ Asian Amer./ Pacific Isl.	9%	4%	6%	6%
Black or African American	0%	6%	12%	6%
White (non-Hispanic)	83%	72%	71%	74%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	3%	0%	2%
Multiracial	0%	0%	0%	0%
Other	0%	1%	0%	1%
Prefer not to respond	4%	10%	12%	9%
<b>Citizenship status</b>				
U.S. citizen, native	86%	84%	88%	85%
U.S. citizen, naturalized	9%	6%	6%	7%
Permanent resident of the U.S.	5%	7%	6%	7%
Temporary resident of the U.S.	0%	3%	0%	2%

1: Includes 2006-2007 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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How important is it to you that undergraduates at your institution do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	1	4%	5	7%	6	6%
		Somewhat important	7	28%	10	13%	17	17%
		Important	11	44%	23	31%	34	34%
		Very important	6	24%	37	49%	43	43%
		Total	25	100%	75	100%	100	100%
b. Community service or volunteer work	FVOLUNTR	Not important	5	20%	9	12%	14	14%
		Somewhat important	10	40%	32	43%	42	42%
		Important	8	32%	22	29%	30	30%
		Very important	2	8%	12	16%	14	14%
		Total	25	100%	75	100%	100	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	4	16%	13	18%	17	17%
		Somewhat important	10	40%	19	26%	29	29%
		Important	10	40%	28	38%	38	38%
		Very important	1	4%	14	19%	15	15%
		Total	25	100%	74	100%	99	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPRO5	Not important	5	20%	13	17%	18	18%
		Somewhat important	9	36%	28	37%	37	37%
		Important	10	40%	20	27%	30	30%
		Very important	1	4%	14	19%	15	15%
		Total	25	100%	75	100%	100	100%
e. Foreign language coursework	FFORLANG	Not important	5	20%	17	23%	22	22%
		Somewhat important	10	40%	28	38%	38	38%
		Important	6	24%	14	19%	20	20%
		Very important	4	16%	15	20%	19	19%
		Total	25	100%	74	100%	99	100%
f. Study abroad	FSTUDYAB	Not important	6	24%	29	39%	35	35%
		Somewhat important	11	44%	25	33%	36	36%
		Important	3	12%	14	19%	17	17%
		Very important	5	20%	7	9%	12	12%
		Total	25	100%	75	100%	100	100%





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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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How important is it to you that undergraduates at your institution do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	12	48%	32	43%	44	44%
		Somewhat important	7	28%	25	33%	32	32%
		Important	4	16%	15	20%	19	19%
		Very important	2	8%	3	4%	5	5%
		Total	25	100%	75	100%	100	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	8%	5	7%	7	7%
		Somewhat important	3	12%	17	23%	20	20%
		Important	11	44%	29	39%	40	40%
		Very important	9	36%	24	32%	33	33%
		Total	25	100%	75	100%	100	100%

Select the response that you believe best represents the quality of student relationships with people at your institution.

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with <b>other students</b>	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	1	1%	1	1%
		2	0	0%	2	3%	2	2%
		3	0	0%	5	7%	5	5%
		4	5	21%	11	15%	16	16%
		5	7	29%	26	35%	33	34%
		6	9	38%	23	31%	32	33%
		Friendly, Supportive, Sense of Belonging	3	13%	6	8%	9	9%
		Total	24	100%	74	100%	98	100%
Student relationships with <b>faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	1	1%	1	1%
		2	0	0%	0	0%	0	0%
		3	0	0%	7	9%	7	7%
		4	7	28%	9	12%	16	16%
		5	6	24%	28	37%	34	34%
		6	9	36%	23	31%	32	32%
		Available, Helpful, Sympathetic	3	12%	7	9%	10	10%
		Total	25	100%	75	100%	100	100%



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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
Student relationships with administrative personnel and offices FENVADM	Unhelpful, Inconsiderate, Rigid	0	0%	3	4%	3	3%
	2	3	12%	8	11%	11	11%
	3	5	20%	16	21%	21	21%
	4	9	36%	19	25%	28	28%
	5	4	16%	18	24%	22	22%
	6	3	12%	6	8%	9	9%
	Helpful, Considerate, Flexible	1	4%	5	7%	6	6%
	Total	25	100%	75	100%	100	100%

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

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
a. Requiring students to spend significant amounts of time studying and on academic work FENVSCO	Very little	2	8%	13	17%	15	15%
	Some	12	48%	22	29%	34	34%
	Quite a bit	6	24%	33	44%	39	39%
	Very much	5	20%	7	9%	12	12%
	Total	25	100%	75	100%	100	100%
b. Providing students the support they need to help them succeed academically FENVSUPR	Very little	1	4%	3	4%	4	4%
	Some	9	36%	19	25%	28	28%
	Quite a bit	7	28%	36	48%	43	43%
	Very much	8	32%	17	23%	25	25%
	Total	25	100%	75	100%	100	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds FENVDIVR	Very little	5	21%	11	15%	16	16%
	Some	10	42%	23	31%	33	33%
	Quite a bit	6	25%	30	40%	36	36%
	Very much	3	13%	11	15%	14	14%
	Total	24	100%	75	100%	99	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	7	28%	14	19%	21	21%
		Some	12	48%	36	48%	48	48%
		Quite a bit	5	20%	20	27%	25	25%
		Very much	1	4%	5	7%	6	6%
		Total	25	100%	75	100%	100	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	6	24%	12	16%	18	18%
		Some	12	48%	36	48%	48	48%
		Quite a bit	5	20%	24	32%	29	29%
		Very much	2	8%	3	4%	5	5%
		Total	25	100%	75	100%	100	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	2	8%	8	11%	10	10%
		Some	10	40%	29	39%	39	39%
		Quite a bit	11	44%	31	41%	42	42%
		Very much	2	8%	7	9%	9	9%
		Total	25	100%	75	100%	100	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	1	4%	10	13%	11	11%
		Some	12	48%	31	41%	43	43%
		Quite a bit	9	36%	24	32%	33	33%
		Very much	3	12%	10	13%	13	13%
		Total	25	100%	75	100%	100	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	4%	0	0%	1	1%
		Some	5	20%	13	17%	18	18%
		Quite a bit	6	24%	25	33%	31	31%
		Very much	13	52%	37	49%	50	50%
		Total	25	100%	75	100%	100	100%



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About how many hours do you spend in a *typical 7-day week* doing each of the following?

a. Teaching undergraduate students in class

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	
UGTEACH	0	0	0%	2	3%	2	2%	
	1-4	1	4%	15	20%	16	16%	
	5-8	4	16%	28	37%	32	32%	
	9-12	12	48%	21	28%	33	33%	
	13-16	3	12%	3	4%	6	6%	
	17-20	5	20%	4	5%	9	9%	
	21-30	0	0%	2	3%	2	2%	
	More than 30	0	0%	0	0%	0	0%	
	Total		25	100%	75	100%	100	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	1	1%	1	1%
		1-4	10	40%	29	39%	39	39%
		5-8	9	36%	29	39%	38	38%
		9-12	4	16%	8	11%	12	12%
		13-16	2	8%	6	8%	8	8%
		17-20	0	0%	2	3%	2	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		25	100%	75	100%	100
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	0	0%	0	0%
		1-4	15	60%	50	67%	65	65%
		5-8	7	28%	14	19%	21	21%
		9-12	2	8%	8	11%	10	10%
		13-16	1	4%	3	4%	4	4%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		25	100%	75	100%	100



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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	2	8%	20	27%	22	22%
		5-8	13	52%	30	41%	43	43%
		9-12	5	20%	17	23%	22	22%
		13-16	2	8%	2	3%	4	4%
		17-20	2	8%	5	7%	7	7%
		21-30	1	4%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	25	100%	74	100%	99	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	2	3%	2	2%
		1-4	15	60%	48	64%	63	63%
		5-8	7	28%	19	25%	26	26%
		9-12	2	8%	1	1%	3	3%
		13-16	0	0%	3	4%	3	3%
		17-20	1	4%	2	3%	3	3%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	25	100%	75	100%	100	100%
f. Research and scholarly activities	SCHOLAR	0	0	0%	4	5%	4	4%
		1-4	9	36%	17	23%	26	26%
		5-8	4	16%	18	24%	22	22%
		9-12	6	24%	13	18%	19	19%
		13-16	1	4%	13	18%	14	14%
		17-20	5	20%	4	5%	9	9%
		21-30	0	0%	2	3%	2	2%
		More than 30	0	0%	3	4%	3	3%
		Total	25	100%	74	100%	99	100%



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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	12	48%	33	45%	45	45%
		1-4	10	40%	33	45%	43	43%
		5-8	2	8%	5	7%	7	7%
		9-12	0	0%	3	4%	3	3%
		13-16	1	4%	0	0%	1	1%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		25	100%	74	100%	99
h. Advising undergraduate students	ADVISE	0	3	12%	20	27%	23	23%
		1-4	14	56%	34	47%	48	49%
		5-8	4	16%	8	11%	12	12%
		9-12	1	4%	5	7%	6	6%
		13-16	3	12%	3	4%	6	6%
		17-20	0	0%	2	3%	2	2%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total		25	100%	73	100%	98
i. Supervising internships or other field experiences	FIELDEXP	0	17	68%	40	53%	57	57%
		1-4	3	12%	20	27%	23	23%
		5-8	4	16%	6	8%	10	10%
		9-12	1	4%	7	9%	8	8%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		25	100%	75	100%	100



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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	FFACOTHR	0	9	36%	25	33%	34	34%
		1-4	12	48%	45	60%	57	57%
		5-8	2	8%	3	4%	5	5%
		9-12	1	4%	2	3%	3	3%
		13-16	0	0%	0	0%	0	0%
		17-20	1	4%	0	0%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		25	100%	75	100%	100
k. Other interactions with students outside of the classroom	FINTERAC	0	3	12%	18	24%	21	21%
		1-4	12	48%	40	53%	52	52%
		5-8	8	32%	14	19%	22	22%
		9-12	2	8%	2	3%	4	4%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		25	100%	75	100%	100
l. Conducting service activities	SERVICE	0	10	40%	16	21%	26	26%
		1-4	8	32%	38	51%	46	46%
		5-8	4	16%	12	16%	16	16%
		9-12	3	12%	5	7%	8	8%
		13-16	0	0%	2	3%	2	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
		Total		25	100%	75	100%	100



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Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
In what format do you most often teach?	TTEACFOR Classroom, on-campus	23	92%	58	78%	81	82%
	Classroom, auxiliary location	0	0%	9	12%	9	9%
	Distance education	2	8%	7	9%	9	9%
	Total	25	100%	74	100%	99	100%

Please respond to the following two questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

What is the general area of your selected course?

TCSDISCL	Response Options	Count	Col %	Count	Col %	Count	Col %
	Arts and Humanities	11	50%	10	15%	21	24%
	Biological science	1	5%	2	3%	3	3%
	Business	0	0%	7	11%	7	8%
	Education	1	5%	15	23%	16	18%
	Engineering	0	0%	2	3%	2	2%
	Physical science	3	14%	7	11%	10	11%
	Professional	0	0%	4	6%	4	5%
	Social science	3	14%	9	14%	12	14%
	Other	3	14%	10	15%	13	15%
	Total	22	100%	66	100%	88	100%

In your selected course section, on average, what percent of class time is spent on the following?

a. Lecture

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
LECTURE	0%	1	4%	1	1%	2	2%
	1-9%	4	16%	15	21%	19	20%
	10-19%	4	16%	8	11%	12	13%
	20-29%	3	12%	7	10%	10	10%
	30-39%	2	8%	7	10%	9	9%
	40-49%	3	12%	11	15%	14	15%
	50-74%	5	20%	17	24%	22	23%
	75% or more	3	12%	5	7%	8	8%
Total		25	100%	71	100%	96	100%

b. Teacher-led discussion

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
TEACHLED	0%	0	0%	4	5%	4	4%
	1-9%	4	17%	13	18%	17	18%
	10-19%	7	30%	19	26%	26	27%
	20-29%	5	22%	18	25%	23	24%
	30-39%	2	9%	10	14%	12	13%
	40-49%	3	13%	5	7%	8	8%
	50-74%	2	9%	4	5%	6	6%
	75% or more	0	0%	0	0%	0	0%
Total		23	100%	73	100%	96	100%





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In your selected course section, on average, what *percent of class time* is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	9	39%	18	24%	27	28%
		1-9%	5	22%	21	28%	26	27%
		10-19%	4	17%	10	14%	14	14%
		20-29%	2	9%	8	11%	10	10%
		30-39%	1	4%	8	11%	9	9%
		40-49%	2	9%	3	4%	5	5%
		50-74%	0	0%	5	7%	5	5%
		75% or more	0	0%	1	1%	1	1%
		Total	23	100%	74	100%	97	100%
d. Student computer use	COMPMD	0%	12	50%	36	48%	48	48%
		1-9%	6	25%	24	32%	30	30%
		10-19%	3	13%	7	9%	10	10%
		20-29%	1	4%	1	1%	2	2%
		30-39%	1	4%	1	1%	2	2%
		40-49%	0	0%	1	1%	1	1%
		50-74%	0	0%	3	4%	3	3%
		75% or more	1	4%	2	3%	3	3%
		Total	24	100%	75	100%	99	100%
e. Small group activities	GROUPSML	0%	9	39%	14	19%	23	24%
		1-9%	4	17%	26	35%	30	31%
		10-19%	6	26%	10	14%	16	16%
		20-29%	2	9%	9	12%	11	11%
		30-39%	0	0%	8	11%	8	8%
		40-49%	2	9%	1	1%	3	3%
		50-74%	0	0%	4	5%	4	4%
		75% or more	0	0%	2	3%	2	2%
		Total	23	100%	74	100%	97	100%



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In your selected course section, on average, what *percent of class time* is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	10	43%	18	24%	28	29%
		1-9%	4	17%	32	43%	36	37%
		10-19%	6	26%	12	16%	18	18%
		20-29%	2	9%	8	11%	10	10%
		30-39%	1	4%	2	3%	3	3%
		40-49%	0	0%	3	4%	3	3%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	0	0%	0	0%
		Total	23	100%	75	100%	98	100%
g. In-class writing	CLSWRITE	0%	12	48%	34	46%	46	46%
		1-9%	8	32%	26	35%	34	34%
		10-19%	2	8%	9	12%	11	11%
		20-29%	2	8%	2	3%	4	4%
		30-39%	1	4%	1	1%	2	2%
		40-49%	0	0%	1	1%	1	1%
		50-74%	0	0%	1	1%	1	1%
		75% or more	0	0%	0	0%	0	0%
		Total	25	100%	74	100%	99	100%
h. Testing and evaluation	TESTEVAL	0%	2	8%	2	3%	4	4%
		1-9%	11	44%	35	47%	46	46%
		10-19%	10	40%	26	35%	36	36%
		20-29%	1	4%	9	12%	10	10%
		30-39%	1	4%	1	1%	2	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	1	1%	1	1%
		75% or more	0	0%	0	0%	0	0%
		Total	25	100%	74	100%	99	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what *percent of class time* is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	20	80%	63	89%	83	86%
		1-9%	1	4%	4	6%	5	5%
		10-19%	0	0%	1	1%	1	1%
		20-29%	2	8%	1	1%	3	3%
		30-39%	0	0%	0	0%	0	0%
		40-49%	0	0%	1	1%	1	1%
		50-74%	0	0%	1	1%	1	1%
		75% or more	2	8%	0	0%	2	2%
	Total	25	100%	71	100%	96	100%	
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	15	60%	39	55%	54	56%
		1-9%	2	8%	10	14%	12	13%
		10-19%	3	12%	8	11%	11	11%
		20-29%	1	4%	6	8%	7	7%
		30-39%	1	4%	2	3%	3	3%
		40-49%	1	4%	3	4%	4	4%
		50-74%	1	4%	3	4%	4	4%
		75% or more	1	4%	0	0%	1	1%
	Total	25	100%	71	100%	96	100%	
Estimate the total number of students you have taught during this current academic year.	TTSTDCOL	9 or less	0	0%	3	5%	3	4%
		10-19	0	0%	13	21%	13	15%
		20-29	2	9%	15	24%	17	20%
		30-49	4	18%	14	22%	18	21%
		50-99	13	59%	11	17%	24	28%
		100 or more	3	14%	7	11%	10	12%
		Total	22	100%	63	100%	85	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Please respond to the following questions based on the typical students you have taught during this academic year.

About how often has the typical student done each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Asked questions in class or contributed to class discussions	TCLQUEST	Never	0	0%	2	3%	2	2%
		Sometimes	18	72%	26	36%	44	45%
		Often	4	16%	23	32%	27	28%
		Very Often	3	12%	22	30%	25	26%
		Total	25	100%	73	100%	98	100%
b. Made a class presentation	TCLPRSNT	Never	10	40%	10	14%	20	20%
		Sometimes	8	32%	30	41%	38	39%
		Often	5	20%	19	26%	24	24%
		Very Often	2	8%	14	19%	16	16%
		Total	25	100%	73	100%	98	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA	Never	12	48%	25	35%	37	38%
		Sometimes	11	44%	33	46%	44	45%
		Often	1	4%	8	11%	9	9%
		Very Often	1	4%	6	8%	7	7%
		Total	25	100%	72	100%	97	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA	Never	3	12%	4	5%	7	7%
		Sometimes	12	48%	21	29%	33	34%
		Often	8	32%	31	42%	39	40%
		Very Often	2	8%	17	23%	19	19%
		Total	25	100%	73	100%	98	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	TDIVCLAS	Never	8	32%	19	26%	27	28%
		Sometimes	9	36%	24	33%	33	34%
		Often	5	20%	20	28%	25	26%
		Very Often	3	12%	9	13%	12	12%
		Total	25	100%	72	100%	97	100%



## Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Come to class without completing readings or assignments	TCLUNPRE	Never	0	0%	2	3%	2	2%
		Sometimes	10	40%	50	68%	60	61%
		Often	8	32%	13	18%	21	21%
		Very Often	7	28%	8	11%	15	15%
		Total	25	100%	73	100%	98	100%
g. Worked with other students on projects during class	TCLASSGR	Never	8	32%	8	11%	16	16%
		Sometimes	7	28%	34	47%	41	42%
		Often	7	28%	19	26%	26	27%
		Very Often	3	12%	12	16%	15	15%
		Total	25	100%	73	100%	98	100%
h. Worked with classmates outside of class to prepare class assignments	TOCCGRP	Never	2	8%	7	10%	9	9%
		Sometimes	17	68%	32	44%	49	51%
		Often	4	16%	27	38%	31	32%
		Very Often	2	8%	6	8%	8	8%
		Total	25	100%	72	100%	97	100%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA	Never	3	12%	7	10%	10	10%
		Sometimes	18	72%	29	41%	47	49%
		Often	3	12%	24	34%	27	28%
		Very Often	1	4%	11	15%	12	13%
		Total	25	100%	71	100%	96	100%
j. Tutored or taught other students (paid or voluntary)	TTUTOR	Never	9	36%	19	27%	28	29%
		Sometimes	14	56%	39	56%	53	56%
		Often	2	8%	10	14%	12	13%
		Very Often	0	0%	2	3%	2	2%
		Total	25	100%	70	100%	95	100%
k. Participated in a community-based project (e.g., service learning) as part of a regular course	TCOMMPRO	Never	16	64%	37	54%	53	56%
		Sometimes	8	32%	28	41%	36	38%
		Often	1	4%	3	4%	4	4%
		Very Often	0	0%	1	1%	1	1%
		Total	25	100%	69	100%	94	100%



## Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE	Never	6	24%	10	14%	16	17%
		Sometimes	11	44%	23	33%	34	36%
		Often	5	20%	22	31%	27	28%
		Very Often	3	12%	15	21%	18	19%
		Total	25	100%	70	100%	95	100%
m. Used e-mail to communicate with an instructor	TEMAIL	Never	1	4%	1	1%	2	2%
		Sometimes	8	32%	14	20%	22	23%
		Often	10	40%	29	41%	39	41%
		Very Often	6	24%	27	38%	33	34%
		Total	25	100%	71	100%	96	100%
n. Discussed grades or assignments with an instructor	TGRADE	Never	2	8%	2	3%	4	4%
		Sometimes	11	44%	27	38%	38	40%
		Often	9	36%	33	46%	42	44%
		Very Often	3	12%	9	13%	12	13%
		Total	25	100%	71	100%	96	100%
o. Talked about career plans with a faculty member or advisor	TPLANS	Never	3	12%	4	6%	7	7%
		Sometimes	14	56%	29	42%	43	46%
		Often	5	20%	23	33%	28	30%
		Very Often	3	12%	13	19%	16	17%
		Total	25	100%	69	100%	94	100%
p. Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS	Never	4	16%	11	15%	15	16%
		Sometimes	17	68%	42	59%	59	61%
		Often	3	12%	13	18%	16	17%
		Very Often	1	4%	5	7%	6	6%
		Total	25	100%	71	100%	96	100%
q. Received prompt written or oral feedback from faculty on his or her academic performance	TFEED	Never	0	0%	1	1%	1	1%
		Sometimes	2	8%	9	13%	11	11%
		Often	12	48%	33	46%	45	47%
		Very Often	11	44%	28	39%	39	41%
		Total	25	100%	71	100%	96	100%



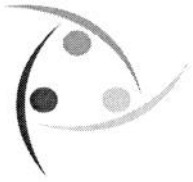
## Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
r. Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD	Never	1	4%	1	1%	2	2%
		Sometimes	17	68%	34	48%	51	53%
		Often	3	12%	29	41%	32	33%
		Very Often	4	16%	7	10%	11	11%
		Total	25	100%	71	100%	96	100%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR	Never	8	32%	20	28%	28	29%
		Sometimes	15	60%	44	62%	59	61%
		Often	2	8%	5	7%	7	7%
		Very Often	0	0%	2	3%	2	2%
		Total	25	100%	71	100%	96	100%
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05	Never	2	8%	5	7%	7	7%
		Sometimes	18	72%	45	65%	63	67%
		Often	5	20%	13	19%	18	19%
		Very Often	0	0%	6	9%	6	6%
		Total	25	100%	69	100%	94	100%
u. Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU	Never	4	16%	8	12%	12	13%
		Sometimes	15	60%	40	58%	55	59%
		Often	3	12%	12	17%	15	16%
		Very Often	3	12%	9	13%	12	13%
		Total	25	100%	69	100%	94	100%
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU	Never	3	12%	11	16%	14	15%
		Sometimes	15	60%	43	62%	58	62%
		Often	5	20%	8	12%	13	14%
		Very Often	2	8%	7	10%	9	10%
		Total	25	100%	69	100%	94	100%
w. Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW	Never	5	21%	11	16%	16	17%
		Sometimes	13	54%	38	56%	51	55%
		Often	3	13%	14	21%	17	18%
		Very Often	3	13%	5	7%	8	9%
		Total	24	100%	68	100%	92	100%



## Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHVW	Never	4	16%	8	12%	12	13%
		Sometimes	16	64%	40	58%	56	60%
		Often	4	16%	12	17%	16	17%
		Very Often	1	4%	9	13%	10	11%
		Total	25	100%	69	100%	94	100%
y. Learned something that changed the way he or she understood an issue or concept	TCHNGVW	Never	0	0%	5	7%	5	5%
		Sometimes	15	60%	32	46%	47	50%
		Often	6	24%	24	35%	30	32%
		Very Often	4	16%	8	12%	12	13%
		Total	25	100%	69	100%	94	100%

During the current school year, about how much reading and writing do you estimate the typical student has done?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Number of assigned textbooks, books, or book length packs of course readings	TREADASG	None	0	0%	2	3%	2	2%
		Between 1 and 4	16	64%	41	58%	57	59%
		Between 5 and 10	6	24%	24	34%	30	31%
		Between 11 and 20	3	12%	3	4%	6	6%
		More than 20	0	0%	1	1%	1	1%
Total	25	100%	71	100%	96	100%		
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN	None	9	36%	14	20%	23	24%
		Between 1 and 4	16	64%	52	75%	68	72%
		Between 5 and 10	0	0%	2	3%	2	2%
		Between 11 and 20	0	0%	1	1%	1	1%
		More than 20	0	0%	0	0%	0	0%
Total	25	100%	69	100%	94	100%		
c. Number of written papers or reports of 20 pages or more	TWRMR05	None	19	76%	29	41%	48	50%
		Between 1 and 4	6	24%	36	51%	42	44%
		Between 5 and 10	0	0%	4	6%	4	4%
		Between 11 and 20	0	0%	2	3%	2	2%
		More than 20	0	0%	0	0%	0	0%
Total	25	100%	71	100%	96	100%		





## Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

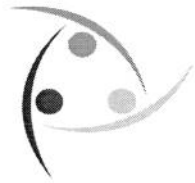
Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, about how much reading and writing do you estimate the typical student has done? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Number of written papers or reports between 5 and 19 pages	TWRMD05	None	7	28%	10	15%	17	18%
		Between 1 and 4	14	56%	43	63%	57	61%
		Between 5 and 10	4	16%	14	21%	18	19%
		Between 11 and 20	0	0%	1	1%	1	1%
		More than 20	0	0%	0	0%	0	0%
		Total		25	100%	68	100%	93
e. Number of written papers or reports of fewer than 5 pages	TWRITSMML	None	1	4%	3	4%	4	4%
		Between 1 and 4	10	40%	31	45%	41	44%
		Between 5 and 10	9	36%	22	32%	31	33%
		Between 11 and 20	4	16%	12	17%	16	17%
		More than 20	1	4%	1	1%	2	2%
		Total		25	100%	69	100%	94

In a typical week, how many homework problem sets does the typical student complete?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take the typical student <b>more than</b> one hour to complete	TPROBSTA	None	3	12%	8	12%	11	12%
		1-2	10	40%	31	46%	41	44%
		3-4	10	40%	26	38%	36	39%
		5-6	1	4%	0	0%	1	1%
		More than 6	1	4%	3	4%	4	4%
		Total		25	100%	68	100%	93
b. Number of problem sets that take the typical student <b>less than</b> one hour to complete	TPROBSTB	None	5	20%	9	14%	14	15%
		1-2	6	24%	35	53%	41	45%
		3-4	8	32%	11	17%	19	21%
		5-6	3	12%	8	12%	11	12%
		More than 6	3	12%	3	5%	6	7%
		Total		25	100%	66	100%	91



## Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* spend in a typical 7-day week doing each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TEXPREP	0	0	0%	0	0%	0	0%
		1-5	4	16%	9	13%	13	13%
		6-10	2	8%	25	35%	27	28%
		11-15	5	20%	11	15%	16	16%
		16-20	4	16%	16	22%	20	21%
		21-25	3	12%	6	8%	9	9%
		26-30	3	12%	1	1%	4	4%
		More than 30	4	16%	4	6%	8	8%
		Total		25	100%	72	100%	97
b. Working for pay <b>on campus</b>	TEXWRKON	0	5	20%	11	16%	16	17%
		1-5	3	12%	8	12%	11	12%
		6-10	10	40%	20	30%	30	33%
		11-15	4	16%	12	18%	16	17%
		16-20	3	12%	16	24%	19	21%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		25	100%	67	100%	92
c. Working for pay <b>off campus</b>	TEXWRKOF	0	10	40%	9	13%	19	20%
		1-5	1	4%	6	9%	7	7%
		6-10	6	24%	17	25%	23	24%
		11-15	5	20%	12	17%	17	18%
		16-20	3	12%	23	33%	26	28%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
		Total		25	100%	69	100%	94



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TEXCOCUR	0	0	0%	2	3%	2	2%
		1-5	12	48%	34	49%	46	48%
		6-10	8	32%	27	39%	35	37%
		11-15	3	12%	6	9%	9	9%
		16-20	1	4%	1	1%	2	2%
		21-25	1	4%	0	0%	1	1%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	25	100%	70	100%	95	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TEXSOCIA	0	1	4%	0	0%	1	1%
		1-5	2	8%	18	26%	20	21%
		6-10	10	40%	27	39%	37	39%
		11-15	7	28%	14	20%	21	22%
		16-20	3	12%	6	9%	9	9%
		21-25	1	4%	3	4%	4	4%
		26-30	1	4%	1	1%	2	2%
		More than 30	0	0%	1	1%	1	1%
		Total	25	100%	70	100%	95	100%
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TEXCARED	0	6	24%	4	6%	10	11%
		1-5	6	24%	8	12%	14	15%
		6-10	6	24%	15	22%	21	22%
		11-15	3	12%	13	19%	16	17%
		16-20	3	12%	15	22%	18	19%
		21-25	1	4%	6	9%	7	7%
		26-30	0	0%	4	6%	4	4%
		More than 30	0	0%	4	6%	4	4%
		Total	25	100%	69	100%	94	100%
g. Commuting to class (driving, walking, etc.)	TEXCOMMU	0	1	4%	2	3%	3	3%
		1-5	17	68%	43	61%	60	63%
		6-10	4	16%	18	26%	22	23%
		11-15	2	8%	4	6%	6	6%
		16-20	0	0%	2	3%	2	2%
		21-25	1	4%	1	1%	2	2%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	25	100%	70	100%	95	100%



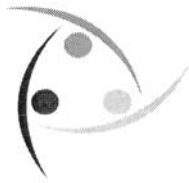
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP	0	0	0%	1	1%	1	1%
		1-5	13	54%	30	42%	43	45%
		6-10	8	33%	28	39%	36	38%
		11-15	2	8%	7	10%	9	9%
		16-20	1	4%	5	7%	6	6%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
	Total	24	100%	71	100%	95	100%	
b. Working for pay on campus	TACTWKON	0	2	9%	12	17%	14	15%
		1-5	4	17%	14	20%	18	19%
		6-10	3	13%	12	17%	15	16%
		11-15	6	26%	13	19%	19	20%
		16-20	7	30%	15	21%	22	24%
		21-25	1	4%	4	6%	5	5%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
	Total	23	100%	70	100%	93	100%	
c. Working for pay off campus	TACTWKOF	0	1	4%	1	1%	2	2%
		1-5	1	4%	6	9%	7	7%
		6-10	2	8%	4	6%	6	6%
		11-15	6	25%	14	20%	20	21%
		16-20	5	21%	20	29%	25	27%
		21-25	4	17%	10	14%	14	15%
		26-30	2	8%	10	14%	12	13%
		More than 30	3	13%	5	7%	8	9%
	Total	24	100%	70	100%	94	100%	
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU	0	1	4%	9	13%	10	11%
		1-5	9	38%	33	48%	42	45%
		6-10	5	21%	13	19%	18	19%
		11-15	4	17%	6	9%	10	11%
		16-20	4	17%	6	9%	10	11%
		21-25	1	4%	1	1%	2	2%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
	Total	24	100%	69	100%	93	100%	



**Faculty Survey  
of Student Engagement**

**FSSE 2007 Frequency Distributions  
Texas A&M University-Commerce**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
e. Relaxing and socializing (watching TV, partying, etc.)	TACTSOCI	0	0	0%	0	0%	0	0%
		1-5	0	0%	6	9%	6	7%
		6-10	1	4%	6	9%	7	8%
		11-15	7	29%	19	28%	26	28%
		16-20	8	33%	20	29%	28	30%
		21-25	5	21%	6	9%	11	12%
		26-30	2	8%	4	6%	6	7%
		More than 30	1	4%	7	10%	8	9%
		Total	24	100%	68	100%	92	100%
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE	0	5	21%	3	4%	8	9%
		1-5	3	13%	10	15%	13	14%
		6-10	5	21%	13	19%	18	20%
		11-15	1	4%	13	19%	14	15%
		16-20	4	17%	8	12%	12	13%
		21-25	4	17%	10	15%	14	15%
		26-30	1	4%	3	4%	4	4%
		More than 30	1	4%	8	12%	9	10%
		Total	24	100%	68	100%	92	100%
g. Commuting to class (driving, walking, etc.)	TACTCOMM	0	0	0%	0	0%	0	0%
		1-5	10	42%	19	28%	29	32%
		6-10	8	33%	38	56%	46	50%
		11-15	3	13%	6	9%	9	10%
		16-20	2	8%	3	4%	5	5%
		21-25	1	4%	2	3%	3	3%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	24	100%	68	100%	92	100%
Select the box that represents the extent to which the typical student's <i>examinations</i> have challenged that student to do his or her best work.	TEXAMS	Very Little	0	0%	1	1%	1	1%
		2	0	0%	2	3%	2	2%
		3	2	8%	4	6%	6	6%
		4	4	17%	13	18%	17	18%
		5	10	42%	25	35%	35	37%
		6	7	29%	19	27%	26	27%
		Very much	1	4%	7	10%	8	8%
		Total	24	100%	71	100%	95	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	TMEMORIZ	Very little	0	0%	7	10%	7	7%
		Some	7	29%	22	31%	29	31%
		Quite a bit	13	54%	27	38%	40	42%
		Very much	4	17%	15	21%	19	20%
		Total	24	100%	71	100%	95	100%
b. <b>Analyzing</b> the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	TANALYZE	Very little	0	0%	1	1%	1	1%
		Some	13	54%	23	33%	36	38%
		Quite a bit	9	38%	31	44%	40	43%
		Very much	2	8%	15	21%	17	18%
		Total	24	100%	70	100%	94	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES	Very little	1	4%	2	3%	3	3%
		Some	15	63%	28	39%	43	45%
		Quite a bit	6	25%	24	34%	30	32%
		Very much	2	8%	17	24%	19	20%
		Total	24	100%	71	100%	95	100%
d. <b>Making judgments</b> about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT	Very little	1	4%	4	6%	5	5%
		Some	14	58%	24	34%	38	40%
		Quite a bit	8	33%	26	37%	34	36%
		Very much	1	4%	17	24%	18	19%
		Total	24	100%	71	100%	95	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	TAPPLYIN	Very little	3	13%	4	6%	7	7%
		Some	10	42%	16	23%	26	27%
		Quite a bit	8	33%	33	46%	41	43%
		Very much	3	13%	18	25%	21	22%
		Total	24	100%	71	100%	95	100%

To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	TGNWRITE	Very little	0	0%	5	7%	5	5%
		Some	14	61%	30	42%	44	47%
		Quite a bit	9	39%	24	34%	33	35%
		Very much	0	0%	12	17%	12	13%
		Total	23	100%	71	100%	94	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Speaking clearly and effectively	TGNSPEAK	Very little	4	17%	6	8%	10	11%
		Some	12	52%	24	34%	36	38%
		Quite a bit	6	26%	30	42%	36	38%
		Very much	1	4%	11	15%	12	13%
		Total	23	100%	71	100%	94	100%
c. Thinking critically and analytically	TGNANALY	Very little	2	9%	6	8%	8	9%
		Some	10	43%	18	25%	28	30%
		Quite a bit	9	39%	31	44%	40	43%
		Very much	2	9%	16	23%	18	19%
		Total	23	100%	71	100%	94	100%
d. Analyzing quantitative problems	TGNQUANT	Very little	4	17%	8	11%	12	13%
		Some	12	52%	26	37%	38	41%
		Quite a bit	6	26%	28	40%	34	37%
		Very much	1	4%	8	11%	9	10%
		Total	23	100%	70	100%	93	100%
e. Using computing and information technology	TGNCMPTS	Very little	1	4%	0	0%	1	1%
		Some	7	30%	11	15%	18	19%
		Quite a bit	9	39%	41	58%	50	53%
		Very much	6	26%	19	27%	25	27%
		Total	23	100%	71	100%	94	100%
f. Working effectively with others	TGNOTHER	Very little	1	4%	3	4%	4	4%
		Some	13	57%	16	23%	29	31%
		Quite a bit	7	30%	39	55%	46	49%
		Very much	2	9%	13	18%	15	16%
		Total	23	100%	71	100%	94	100%
g. Learning effectively on his or her own	TGNINQ	Very little	2	9%	4	6%	6	6%
		Some	11	48%	15	21%	26	28%
		Quite a bit	8	35%	41	58%	49	52%
		Very much	2	9%	11	15%	13	14%
		Total	23	100%	71	100%	94	100%



## Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Texas A&M University-Commerce

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Understanding himself or herself	TGNSELF	Very little	6	26%	5	7%	11	12%
		Some	8	35%	28	40%	36	39%
		Quite a bit	8	35%	27	39%	35	38%
		Very much	1	4%	10	14%	11	12%
		Total	23	100%	70	100%	93	100%
i. Understanding people of other racial and ethnic backgrounds	TGNDIVER	Very little	3	13%	6	9%	9	10%
		Some	18	78%	28	41%	46	51%
		Quite a bit	2	9%	27	40%	29	32%
		Very much	0	0%	7	10%	7	8%
		Total	23	100%	68	100%	91	100%
j. Solving complex real-world problems	TGNPROBS	Very little	7	30%	8	12%	15	16%
		Some	10	43%	27	40%	37	41%
		Quite a bit	6	26%	26	38%	32	35%
		Very much	0	0%	7	10%	7	8%
		Total	23	100%	68	100%	91	100%
k. Developing a personal code of values and ethics	TGNETHIC	Very little	6	26%	10	15%	16	18%
		Some	15	65%	32	47%	47	52%
		Quite a bit	2	9%	18	26%	20	22%
		Very much	0	0%	8	12%	8	9%
		Total	23	100%	68	100%	91	100%
l. Developing a deepened sense of spirituality	TGNSPIRI	Very little	17	74%	29	43%	46	51%
		Some	5	22%	29	43%	34	37%
		Quite a bit	1	4%	10	15%	11	12%
		Very much	0	0%	0	0%	0	0%
		Total	23	100%	68	100%	91	100%
m. Acquiring a broad general education	TGNGENLE	Very little	3	13%	3	4%	6	7%
		Some	8	35%	21	31%	29	32%
		Quite a bit	11	48%	34	50%	45	49%
		Very much	1	4%	10	15%	11	12%
		Total	23	100%	68	100%	91	100%





**Faculty Survey  
of Student Engagement**

**FSSE 2007 Frequency Distributions  
Texas A&M University-Commerce**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
n. Acquiring job or work-related knowledge and skills	TGNWORK	Very little	2	9%	1	1%	3	3%
		Some	9	39%	17	25%	26	29%
		Quite a bit	10	43%	34	50%	44	48%
		Very much	2	9%	16	24%	18	20%
		Total	23	100%	68	100%	91	100%
o. Voting in local, state, or national elections	TGNCITZN	Very little	12	52%	36	53%	48	53%
		Some	11	48%	24	35%	35	38%
		Quite a bit	0	0%	6	9%	6	7%
		Very much	0	0%	2	3%	2	2%
		Total	23	100%	68	100%	91	100%
p. Contributing to the welfare of his or her community	TGNCOMMU	Very little	12	52%	21	31%	33	36%
		Some	10	43%	28	41%	38	42%
		Quite a bit	1	4%	12	18%	13	14%
		Very much	0	0%	7	10%	7	8%
		Total	23	100%	68	100%	91	100%

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
<b>What is the general discipline of your academic appointment? (Please specify an academic discipline)</b>	APDISCOL	Arts and humanities	11	50%	10	15%	21	24%
		Biological science	1	5%	3	5%	4	5%
		Business	0	0%	7	11%	7	8%
		Education	1	5%	14	22%	15	17%
		Engineering	0	0%	1	2%	1	1%
		Physical science	3	14%	6	9%	9	10%
		Professional	0	0%	2	3%	2	2%
		Social science	3	14%	10	15%	13	15%
		Other	3	14%	12	18%	15	17%
		Total	22	100%	65	100%	87	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Asked questions in class or contributed to class discussions	TCLQUEST/	Never	0%	1%	3%	1%
	CLQUEST	Sometimes	72%	30%	36%	19%
		Often	16%	39%	32%	33%
		Very often	12%	29%	30%	46%
		Total		100%	100%	100%
Made a class presentation	TCLPRSNT/	Never	40%	15%	14%	9%
	CLPRESEN	Sometimes	32%	52%	41%	27%
		Often	20%	25%	26%	36%
		Very often	8%	8%	19%	28%
		Total		100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/	Never	48%	12%	35%	13%
	REWROPAP	Sometimes	44%	35%	46%	33%
		Often	4%	28%	11%	34%
		Very often	4%	24%	8%	21%
		Total		100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/	Never	12%	0%	5%	2%
	INTEGRAT	Sometimes	48%	22%	29%	13%
		Often	32%	39%	42%	42%
		Very often	8%	39%	23%	44%
		Total		100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/	Never	32%	1%	26%	6%
	DIVCLASS	Sometimes	36%	20%	33%	25%
		Often	20%	40%	28%	38%
		Very often	12%	39%	13%	31%
		Total		100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/	Never	0%	17%	3%	25%
	CLUNPREP	Sometimes	40%	63%	68%	60%
		Often	32%	16%	18%	10%
		Very often	28%	4%	11%	5%
		Total		100%	100%	100%
Worked with other students on projects during class	TCLASSGR/	Never	32%	14%	11%	10%
	CLASSGRP	Sometimes	28%	50%	47%	36%
		Often	28%	29%	26%	31%
		Very often	12%	7%	16%	23%
		Total		100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	8%	27%	10%	13%
		Sometimes	68%	48%	44%	36%
		Often	16%	19%	38%	31%
		Very often	8%	6%	8%	20%
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	12%	7%	10%	5%
		Sometimes	72%	34%	41%	31%
		Often	12%	43%	34%	38%
		Very often	4%	17%	15%	26%
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	36%	47%	27%	44%
		Sometimes	56%	25%	56%	35%
		Often	8%	23%	14%	11%
		Very often	0%	5%	3%	10%
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	64%	67%	54%	60%
		Sometimes	32%	22%	41%	26%
		Often	4%	4%	4%	8%
		Very often	0%	7%	1%	6%
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TTICADE/ ITACADEM	Never	24%	16%	14%	10%
		Sometimes	44%	29%	33%	27%
		Often	20%	28%	31%	32%
		Very often	12%	28%	21%	31%
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	4%	2%	1%	1%
		Sometimes	32%	26%	20%	19%
		Often	40%	34%	41%	34%
		Very often	24%	38%	38%	46%
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	8%	4%	3%	6%
		Sometimes	44%	44%	38%	29%
		Often	36%	29%	46%	37%
		Very often	12%	24%	13%	29%
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

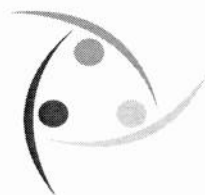
FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	12%	28%	6%	16%
		Sometimes	56%	43%	42%	37%
		Often	20%	13%	33%	28%
		Very often	12%	16%	19%	20%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	16%	41%	15%	30%
		Sometimes	68%	42%	59%	39%
		Often	12%	8%	18%	19%
		Very often	4%	9%	7%	12%
	Total		100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	10%	1%	6%
		Sometimes	8%	34%	13%	26%
		Often	48%	38%	46%	46%
		Very often	44%	17%	39%	22%
	Total		100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	4%	13%	1%	4%
		Sometimes	68%	34%	48%	35%
		Often	12%	37%	41%	38%
		Very often	16%	16%	10%	23%
	Total		100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	32%	60%	28%	52%
		Sometimes	60%	15%	62%	27%
		Often	8%	17%	7%	13%
		Very often	0%	8%	3%	9%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	8%	10%	7%	5%
		Sometimes	72%	37%	65%	30%
		Often	20%	26%	19%	39%
		Very often	0%	27%	9%	27%
	Total		100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	16%	12%	12%	10%
		Sometimes	60%	27%	58%	31%
		Often	12%	29%	17%	30%
		Very often	12%	32%	13%	29%
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	12%	14%	16%	11%
		Sometimes	60%	26%	62%	36%
	Often	20%	30%	12%	28%	
	Very often	8%	30%	10%	26%	
	Total		100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	21%	12%	16%	11%
		Sometimes	54%	32%	56%	36%
	Often	13%	33%	21%	33%	
	Very often	13%	23%	7%	21%	
	Total		100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	16%	4%	12%	6%
		Sometimes	64%	26%	58%	31%
	Often	16%	41%	17%	37%	
	Very often	4%	29%	13%	26%	
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	0%	7%	7%	6%
		Sometimes	60%	25%	46%	31%
	Often	24%	40%	35%	37%	
	Very often	16%	28%	12%	26%	
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	0%	0%	3%	2%
		Between 1-4	64%	30%	58%	35%
	Between 5-10	24%	44%	34%	34%	
	Between 11-20	12%	13%	4%	18%	
	More than 20	0%	13%	1%	10%	
	Total		100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	36%	21%	20%	26%
		Between 1-4	64%	50%	75%	48%
	Between 5-10	0%	14%	3%	12%	
	Between 11-20	0%	11%	1%	7%	
	More than 20	0%	4%	0%	8%	
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
Number of written papers or reports of <b>20 pages or more</b>	TWRITMR05/	None	76%	75%	41%	68%
	WRITEMOR	Between 1-4	24%	20%	51%	27%
		Between 5-10	0%	1%	6%	3%
		Between 11-20	0%	4%	3%	1%
		More than 20	0%	0%	0%	1%
		Total		100%	100%	100%
Number of written papers or reports <b>between 5 and 19 pages</b>	TWRITMD05/	None	28%	8%	15%	26%
	WRITEMID	Between 1-4	56%	49%	63%	44%
		Between 5-10	16%	25%	21%	21%
		Between 11-20	0%	14%	1%	5%
		More than 20	0%	3%	0%	3%
		Total		100%	100%	100%
Number of written papers or reports of <b>fewer than 5 pages</b>	TWRITSML/	None	4%	4%	4%	7%
	WRITESML	Between 1-4	40%	39%	45%	39%
		Between 5-10	36%	29%	32%	25%
		Between 11-20	16%	19%	17%	15%
		More than 20	4%	8%	1%	14%
		Total		100%	100%	100%
In a typical week, number of problem sets that take <b>more</b> than one hour to complete	TPROBSTA/	None	12%	18%	12%	17%
	PROBSETA	1-2	40%	27%	46%	32%
		3-4	40%	34%	38%	28%
		5-6	4%	14%	0%	11%
		More than 6	4%	7%	4%	11%
		Total		100%	100%	100%
In a typical week, number of problem sets that take <b>less</b> than one hour to complete	TPROBSTB/	None	20%	14%	14%	22%
	PROBSETB	1-2	24%	27%	53%	38%
		3-4	32%	21%	17%	23%
		5-6	12%	16%	12%	7%
		More than 6	12%	22%	5%	10%
		Total		100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/	0 hr/wk	0%	0%	1%	1%
	ACADPR01	1-5 hr/wk	54%	20%	42%	24%
		6-10 hr/wk	33%	24%	39%	25%
		11-15 hr/wk	8%	20%	10%	24%
		16-20 hr/wk	4%	16%	7%	11%
		21-25 hr/wk	0%	8%	0%	8%
		26-30 hr/wk	0%	10%	0%	5%
		30+ hr/wk	0%	2%	0%	4%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay <b>on campus</b>	TACTWKON/	0 hr/wk	9%	82%	17%	79%
	WORKON01	1-5 hr/wk	17%	0%	20%	1%
		6-10 hr/wk	13%	1%	17%	3%
		11-15 hr/wk	26%	5%	19%	4%
		16-20 hr/wk	30%	5%	21%	9%
		21-25 hr/wk	4%	5%	6%	1%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	0%	2%	0%	1%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay <b>off campus</b>	TACTWKOF/	0 hr/wk	4%	53%	1%	40%
	WORKOF01	1-5 hr/wk	4%	7%	9%	3%
		6-10 hr/wk	8%	3%	6%	4%
		11-15 hr/wk	25%	9%	20%	3%
		16-20 hr/wk	21%	11%	29%	6%
		21-25 hr/wk	17%	5%	14%	6%
		26-30 hr/wk	8%	2%	14%	6%
		30+ hr/wk	13%	10%	7%	32%
		Total		100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/	0 hr/wk	4%	40%	13%	61%
	COCURR01	1-5 hr/wk	38%	28%	48%	23%
		6-10 hr/wk	21%	11%	19%	7%
		11-15 hr/wk	17%	10%	9%	3%
		16-20 hr/wk	17%	4%	9%	2%
		21-25 hr/wk	4%	0%	1%	1%
		26-30 hr/wk	0%	5%	1%	1%
		30+ hr/wk	0%	2%	0%	3%
		Total		100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOC1/	0 hr/wk	0%	0%	0%	1%
	SOCIAL05	1-5 hr/wk	0%	35%	9%	36%
		6-10 hr/wk	4%	26%	9%	28%
		11-15 hr/wk	29%	16%	28%	18%
		16-20 hr/wk	33%	12%	29%	7%
		21-25 hr/wk	21%	5%	9%	4%
		26-30 hr/wk	8%	2%	6%	1%
		30+ hr/wk	4%	4%	10%	6%
	Total		100%	100%	100%	100%
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/	0 hr/wk	21%	51%	4%	33%
	CAREDE01	1-5 hr/wk	13%	16%	15%	8%
		6-10 hr/wk	21%	9%	19%	7%
		11-15 hr/wk	4%	4%	19%	6%
		16-20 hr/wk	17%	3%	12%	8%
		21-25 hr/wk	17%	3%	15%	4%
		26-30 hr/wk	4%	4%	4%	2%
		30+ hr/wk	4%	10%	12%	32%
	Total		100%	100%	100%	100%





## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	0%	14%	0%	15%
		1-5 hr/wk	42%	59%	28%	49%
	6-10 hr/wk	33%	22%	56%	24%	
	11-15 hr/wk	13%	1%	9%	7%	
	16-20 hr/wk	8%	0%	4%	2%	
	21-25 hr/wk	4%	0%	3%	0%	
	26-30 hr/wk	0%	4%	0%	0%	
	30+ hr/wk	0%	0%	0%	2%	
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	0%	1%	1%	2%
		2	0%	9%	3%	1%
		3	8%	2%	6%	2%
		4	17%	21%	18%	11%
		5	42%	23%	35%	24%
		6	29%	22%	27%	29%
		Very much	4%	22%	10%	31%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	0%	3%	10%	10%
		Some	29%	31%	31%	35%
		Quite a bit	54%	48%	38%	39%
		Very much	17%	19%	21%	15%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	0%	1%	1%	3%
		Some	54%	29%	33%	18%
		Quite a bit	38%	37%	44%	45%
		Very much	8%	33%	21%	35%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHEZ	Very little	4%	9%	3%	5%
		Some	63%	24%	39%	24%
		Quite a bit	25%	43%	34%	39%
		Very much	8%	24%	24%	32%
		Total	100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Coursework emphasis: <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT/ EVALUATE	Very little	4%	6%	6%	5%
		Some	58%	30%	34%	27%
		Quite a bit	33%	33%	37%	37%
		Very much	4%	31%	24%	30%
	Total		100%	100%	100%	100%
Coursework emphasis: <b>Applying</b> theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	13%	5%	6%	4%
		Some	42%	32%	23%	20%
		Quite a bit	33%	23%	46%	38%
		Very much	13%	40%	25%	38%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	0%	8%	7%	5%
		Some	61%	21%	42%	24%
		Quite a bit	39%	34%	34%	35%
		Very much	0%	37%	17%	36%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	17%	11%	8%	5%
		Some	52%	29%	34%	23%
		Quite a bit	26%	35%	42%	38%
		Very much	4%	25%	15%	34%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	9%	8%	8%	3%
		Some	43%	16%	25%	12%
		Quite a bit	39%	33%	44%	37%
		Very much	9%	43%	23%	48%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	17%	9%	11%	6%
		Some	52%	32%	37%	20%
		Quite a bit	26%	37%	40%	37%
		Very much	4%	22%	11%	37%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	4%	9%	0%	4%
		Some	30%	25%	15%	13%
		Quite a bit	39%	39%	58%	35%
		Very much	26%	27%	27%	48%
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	4%	10%	4%	3%
		Some	57%	30%	23%	16%
		Quite a bit	30%	28%	55%	35%
		Very much	9%	32%	18%	46%
	Total		100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNIHQ/ GNIHQ	Very little	9%	17%	6%	5%
		Some	48%	19%	21%	21%
		Quite a bit	35%	41%	58%	36%
		Very much	9%	24%	15%	38%
	Total		100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSSELF	Very little	26%	19%	7%	12%
		Some	35%	18%	40%	25%
		Quite a bit	35%	46%	39%	31%
		Very much	4%	18%	14%	32%
	Total		100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	13%	14%	9%	15%
		Some	78%	34%	41%	26%
		Quite a bit	9%	39%	40%	31%
		Very much	0%	14%	10%	27%
	Total		100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGPROBS/ GNPROBSV	Very little	30%	20%	12%	11%
		Some	43%	27%	40%	26%
		Quite a bit	26%	34%	38%	33%
		Very much	0%	19%	10%	30%
	Total		100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	26%	25%	15%	19%
		Some	65%	25%	47%	22%
		Quite a bit	9%	39%	26%	30%
		Very much	0%	11%	12%	29%
	Total		100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	74%	33%	43%	45%
		Some	22%	30%	43%	24%
		Quite a bit	4%	19%	15%	17%
		Very much	0%	18%	0%	14%
	Total		100%	100%	100%	100%



**Faculty Survey  
of Student Engagement**

**FSSE 2007 and NSSE 2007 Frequencies  
Texas A&M University-Commerce**

<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<b>First-Year Students</b>		<b>Seniors</b>	
			Faculty Perception <i>Col %</i>	Student Responses <i>Col %</i>	Faculty Perception <i>Col %</i>	Student Responses <i>Col %</i>
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	13%	4%	4%	3%
		Some	35%	19%	31%	15%
		Quite a bit	48%	44%	50%	36%
		Very much	4%	33%	15%	45%
	Total		100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	9%	15%	1%	5%
		Some	39%	28%	25%	16%
		Quite a bit	43%	34%	50%	32%
		Very much	9%	23%	24%	47%
	Total		100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITIZN	Very little	52%	44%	53%	34%
		Some	48%	29%	35%	29%
		Quite a bit	0%	19%	9%	19%
		Very much	0%	9%	3%	18%
	Total		100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	52%	30%	31%	25%
		Some	43%	28%	41%	26%
		Quite a bit	4%	36%	18%	28%
		Very much	0%	6%	10%	21%
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

### Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses			
Percentage of faculty who reported that it is important or very important that students at their institution do the following			
FSSE Item	Variable	Students Taught	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	68%
		SR	80%
Community service or volunteer work	FVOLUNTR	FY	40%
		SR	45%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	44%
		SR	57%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	44%
		SR	45%
Foreign language coursework	FFORLANG	FY	40%
		SR	39%
Study abroad	FSTUDYAB	FY	32%
		SR	28%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	80%
		SR	71%

Student Responses						
Distribution of student responses to whether they had done or plan to do the following before graduating						
NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	15%	59%	6%	20%
		SR	50%	26%	15%	9%
Community service or volunteer work	VOLNTR04	FY	35%	48%	1%	15%
		SR	46%	17%	23%	14%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	17%	37%	21%	24%
		SR	26%	10%	47%	17%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	11%	37%	19%	33%
		SR	12%	16%	53%	19%
Foreign language coursework	FORLNG04	FY	5%	37%	28%	30%
		SR	16%	11%	57%	16%
Study abroad	STDABR04	FY	5%	23%	33%	39%
		SR	5%	11%	62%	22%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	52%	8%	37%
		SR	40%	26%	22%	12%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

### Faculty and student perceptions of the campus environment:

#### Faculty Responses

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	FY	<b>44%</b>
		SR	<b>53%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	FY	<b>60%</b>
		SR	<b>71%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	<b>38%</b>
		SR	<b>55%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	<b>24%</b>
		SR	<b>33%</b>
Providing students the support they need to thrive socially	FENVSOCA	FY	<b>28%</b>
		SR	<b>36%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEN	FY	<b>48%</b>
		SR	<b>45%</b>
Encouraging students to use computers in their academic work	FENVCOMP	FY	<b>76%</b>
		SR	<b>83%</b>

#### Student Responses

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	28%	39%	25%	7%
		SR	30%	51%	17%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	30%	39%	18%	13%
		SR	28%	43%	25%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	20%	29%	26%	24%
		SR	20%	33%	32%	15%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	12%	17%	35%	36%
		SR	9%	23%	38%	31%
Providing the support you need to thrive socially	ENVSOCAL	FY	13%	31%	33%	22%
		SR	13%	28%	37%	22%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	25%	28%	44%	3%
		SR	19%	30%	29%	21%
Using computers in academic work	ENVCOMPT	FY	43%	28%	18%	11%
		SR	54%	33%	12%	1%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Texas A&M University-Commerce

### Faculty and student perceptions of the campus environment:

#### Faculty Responses

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	<b>79%</b>
		SR	<b>74%</b>
With faculty members	FENVFAC	FY	<b>72%</b>
		SR	<b>77%</b>
With administrative personnel and offices	FENVADM	FY	<b>32%</b>
		SR	<b>39%</b>

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

#### Student Responses

Distribution of student ratings of the quality of their relationships with the following groups

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	80%	20%
		SR	85%	15%
With faculty members	ENVFAC	FY	74%	26%
		SR	82%	18%
With administrative personnel and offices	ENVADM	FY	66%	34%
		SR	59%	41%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4