

**Table 1
Comparison of NSSE 2001 Institutions
And All Four-Year Colleges and Universities**

	<u>NSSE 2001</u>	<u>National</u>
<u>Carnegie Classification</u>		
Doc/Res – Ext	16%	11%
Doc/Res – Int	10%	8%
Master's I & II	42%	43%
Bac – Liberal Arts	21%	16%
Bac – General	11%	23%
<u>Sector</u>		
Public 4-year	48%	36%
Private 4-year	52%	64%
<u>Region</u>		
Far West	9%	10%
Great Lakes	20%	16%
Mideast	19%	19%
New England	9%	9%
Plains	8%	11%
Rocky Mountains	3%	3%
Southeast	22%	26%
Southwest	9%	7%
<u>Location</u>		
Large city (>250,000)	20%	19%
Mid-size city (<250,000)	32%	29%
Urban fringe large city	17%	17%
Urban fringe small city	7%	8%
Large town (>25,000)	5%	4%
Small town (~5,000)	13%	17%
Rural	5%	6%

Source: 1998-1999 IPEDS Data File

Profile of NSSE 2001 Institutions

Table 1 shows that NSSE 2001 schools mirror the national profile of four-year colleges and universities in terms of region of the country and location. However, NSSE 2001 institutions included more Doctoral/Research Universities and Baccalaureate Colleges—Liberal Arts and fewer Baccalaureate Colleges—General as defined by the 2000 Carnegie Classification of Institutions of Higher Education. Doctoral/Research

Universities and Master's Colleges and Universities enroll more than three-quarters of all undergraduates. At the same time, ample numbers of smaller, independent colleges also took part in NSSE 2001, insuring that the results would reflect the experiences of a broad cross-section of students attending four-year colleges and universities from both the public and private sector, from all regions of the country and from different types of settings.

Profile of NSSE 2001 Respondents

Table 2 on the following page shows selected respondent characteristics. The first column represents NSSE 2001 respondents, the second column shows the characteristics of students at the four-year schools that participated in NSSE 2001 as reflected by 1998-1999 IPEDS data, and the third column represents the national profile of students at four-year colleges and universities from IPEDS data.

at NSSE 2001 schools and 56% nationally (Table 2). The larger proportion of women respondents is consistent with the widely reported survey research phenomenon that women are more likely than men to return questionnaires. However, the percentages of women and men responding via the Web (57% women, 43% men) more closely matched the national profile.

Class

Of the 71,425 respondents, 47% were students in their first-year of college and 53% were seniors.

Age

Students 19 years of age or younger compose the largest group (42%), reflecting the fact that half the students selected to receive the survey were in their first year of college. Thirty-nine (39%) percent were 20-23, 9% 24-29, and 10% 30 years of age or older.

Gender

Women made up almost two-thirds (65%) of the respondents compared with 54% of the students enrolled

Profile of NSSE 2001 Respondents - Continued

Race and ethnicity

White students are over-represented and African American students are slightly under-represented (Table 2).

Enrollment status

About 88% of all students were enrolled full-time (Table 2). Approximately 28% of all students had attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group of multiple-institution attenders, 51% had gone to a community college, 34% to another four-year college, 7% to a vocational-technical school, and 8% to some other form of postsecondary education.

Parents' education

Forty percent of all respondents were first generation college students. More than one third (34%) had both parents graduate from college.

Living arrangements

Forty-four percent of all students lived in campus housing (74% first-year students, 20% seniors). The remainder lived within driving distance (41%), within walking distance (13%), or in a fraternity or sorority house (2%).

Fraternity or sorority

About 12% of all students (13% of men and 11% of women) were members of a fraternity or sorority.

Future teachers

About 17% of all students said they intended to teach at some pre-kindergarten through high school level within one to two years of completing their degree. Approximately 92% of seniors majoring in education plan to teach.

Table 2
Characteristics of NSSE 2001 Respondents, Students At NSSE 2001 Institutions, and Students at All Four-Year Institutions

	NSSE Respondents	All NSSE 2001 Schools	National
Gender			
Men	35%	46%	44%
Women	65%	54%	56%
Race/Ethnicity*			
African American/Black	7%	9%	10%
Amer. Indian/Alaska Native	2%	1%	1%
Asian/Pacific Islander	6%	5%	6%
Caucasian/White	80%	75%	70%
Hispanic	7%	7%	6%
Other	.4%	-	-
Multiple	5%	-	-
International	4%	3%	3%
Enrollment Status			
Full-time	88%	83%	79%
Part-time	12%	17%	21%

* Notes: Students could check more than one racial or ethnic group so the percentages exceed 100%. The IPEDS and NSSE categories for race and ethnicity differ. Also, changes were made in the NSSE categories between 2000 and 2001 so use caution in making comparisons across the two years.

Source for All NSSE 2001 Schools and National: 1998-1999 IPEDS Enrollment Data File

Table 3
Primary Major Field of Study
By Class and Gender

Major	1 st Year Students		Seniors	
	Male	Female	Male	Female
Business	17%	12%	19%	16%
Social sciences	9%	13%	12%	17%
Education	4%	14%	5%	15%
Biological/life sciences	7%	9%	7%	7%
Engineering	14%	2%	14%	2%
Other	7%	7%	6%	7%
Health-related fields	3%	9%	3%	8%
Computer and information sciences	11%	2%	9%	3%
Communications	4%	6%	4%	5%
Visual and performing arts	4%	5%	4%	4%
Humanities	3%	4%	4%	5%
Undecided	6%	8%	-	-
Multiple Primary Major	2%	3%	2%	2%
Physical sciences	3%	2%	4%	2%
Mathematics	2%	1%	2%	1%

Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender.

More men are majoring in business, engineering, computer and information sciences, and physical sciences, while more women are pursuing degrees in education, health-related fields, and the social sciences.

Response Rates

The overall average adjusted institutional response rate for NSSE 2001 was 42%.² About 58% of the NSSE 2001 respondents completed the paper version of *The College Student Report* and approximately 42% completed it using the Web, which is up from 36% in NSSE 2000. The average adjusted institutional response rate for standard schools (institutions where students had the option of completing either the paper or the Web version of *The Report*) was 43%,

with a range of 20% to 82% across schools. The average adjusted institutional response rate for NSSE 2001 Web-only schools (institutions where students only had the option of completing the survey online) was 41%, up from 39% in NSSE 2000. Additional information about response rates, including the response rate for your institution, is in Table 7 at the end of the "Overview" on page 21.

The overall average adjusted institutional response rate for NSSE 2001 was 42%.

II. Selected Results

This section is divided into two parts. The first part presents a birds-eye view of the nature and frequency of undergraduate student engagement in effective educational practices. The NSSE project is grounded in the proposition that the frequency with which students engage in activities that represent effective educational practice is a good proxy for collegiate quality.

The second part briefly summarizes the results from a series of

regression analyses examining the levels of engagement of different groups of students, controlling for various student characteristics and such institutional factors as selectivity, sector, and size.

College Activities

Page 1 of *The Report* includes 20 questions about the nature of the activities in which students engage. A “substantial amount” of engagement is defined to be at least 50% of all

students reporting “often” or “very often” (Table 4).

The least frequent activities are those where the percentage of students who responded “never” exceeded 35%, meaning that roughly one-third or more of the students had no experiences in these areas during the 2000-2001 academic year (Table 4).



Table 4
Most Frequently and Least Frequently Reported Activities

<u>Most Frequent Activities</u>	All Students Responding <u>Very Often or Often</u>	1 st Year Students Responding <u>Very Often or Often</u>	Seniors Responding <u>Very Often or Often</u>
Worked on a paper or project that required integrating ideas or information from various sources	80%	74%	87%
Asked questions in class or contributed to class discussions	65%	58%	71%
Used email to communicate with an instructor	63%	60%	67%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	63%	65%	62%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	61%	58%	65%
Received prompt feedback from faculty on your academic performance (written or oral)	60%	54%	65%
<u>Least Frequent Activities</u>	All Students Responding <u>Never</u>	1 st Year Students Responding <u>Never</u>	Seniors Responding <u>Never</u>
Participated in community-based project as part of a regular course	66%	73%	59%
Worked with faculty members on activities other than coursework	55%	63%	47%
Tutored or taught other students	50%	54%	45%
Discussed ideas from classes or reading with a faculty member	36%	45%	28%

Course Emphasis and Educational Programs

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

- More than four-fifths (86%) of seniors said their classes emphasized analyzing ideas or situations to a substantial degree (combination of "quite a bit" and "very much" responses).
- About three quarters (78%) of seniors said their classes emphasized applying concepts or theories to new situations.
- More than two-thirds (70%) of first-year students and over half (61%) of seniors said their classes emphasized memorization to a substantial degree.



Table 5
Percentage of seniors who participated in various educational enriching activities

	<u>Doc/Res - Ext</u>	<u>Doc/Res - Int</u>	<u>Master's</u>	<u>Bac - LA</u>	<u>Bac - Gen</u>	<u>Total</u>
Practicum, internship, field experience	72%	71%	72%	73%	75%	72%
Community service/volunteer work	61%	59%	62%	75%	63%	63%
Research with faculty member outside of course requirements	24%	23%	20%	30%	22%	23%
Foreign language	43%	37%	35%	61%	30%	41%
Study abroad	16%	16%	13%	34%	13%	18%
Independent study/self-designed major	24%	26%	27%	42%	33%	29%
Culminating senior experience	46%	55%	54%	72%	68%	57%

- Close to three quarters (72%) of seniors did an internship or other type of field experience.
- Almost two thirds of seniors (63%) did community service or volunteer work during college.
- Only about one quarter of seniors (23%) worked on a research project with a faculty member outside of course or program requirements.
- About 41% of seniors took foreign language coursework.
- Almost one-fifth (18%) of seniors studied abroad.

Enough Time on Task? - continued

Full-time enrolled seniors are very similar to their first-year counterparts in how much time they spend studying and in co-curriculars. But more of them work on and off the campus and more report caring for dependents. And more seniors spend more time getting to and from class as many of them live off campus.

The experiences of part-time students differ in many ways including the amount of time they devote to various activities. Part-time students study about 10 hours per week and are almost three times as likely to work off campus (about 80% of both first-year and senior students compared with only 20% of full-time first-year and 40% of senior students). Also, many more part-time students care for dependents.

Substantial proportions of both first-year students (21%) and seniors (24%) say they frequently ("often" and "very often") come to class unprepared. The combination of students spending only about half as much time preparing for class as their teachers claim is necessary and 20% of students frequently coming to class unprepared points to a disconcerting shortfall of academic effort.

That said, however, students are generally satisfied. At the same time, students say their institution could help them more in coping with non-academic responsibilities (37% say their college does "very little" of this) and in providing the support they need to thrive socially (26% say their college does this "very little").

The combination of students spending only about half as much time preparing for class as their teachers claim is necessary and 20% of students frequently coming to class unprepared points to a disconcerting shortfall of academic effort.

**Table 6
Hours Spent Per Week**

Activity	Full-time	Part-time
	Hours/Week	Hours/Week
Attending class	15	6-8
Studying	14	10
Extracurricular activities	5	2
Working	11	23
Eating*	20	20
Socializing/relaxing	13	11
Traveling to and from class*	4	10
Caring for dependents	3	12
Miscellaneous*	14	14
Total	99	110

* Estimates

Do We Expect Enough of One Another?

All this paints a somewhat disconcerting picture of a sizeable fraction of today's undergraduates, especially traditional-age students enrolled full-time. Most students study only about half as much as faculty members say is desirable. And many students, particularly in the first year, are not highly involved in other

activities on campus that are known to contribute to desired outcomes of college.

What are students doing with the hours we can't account for? More important, are students spending enough time on academic pursuits? How can colleges and universities structure learning and other activities inside and outside the classroom that

will result in more productive, focused use of perhaps the most precious resource all students have – their time?

With these questions in mind, the final section of the "Overview" offers some suggestions for making productive use of your institutional results.

Table 7
NSSE Respondent Characteristics

	Texas A&M University- Commerce	Texas A & M	Doc/Res-Intensive	NSSE 2001
Overall Response Rate^a	24%	33%	41%	42%
Mode of Administration^b				
Paper	89%	82%	62%	64%
Web	11%	18%	38%	36%
Number of Respondents	157	1,946	8,113	71,425
NSSE Sample Size^c	700	6,282	20,883	177,103
Sampling Error^d				
Overall	± 7.4%	± 2.2%	± 1.0%	± 0.4%
First-Year Students	± 12.4%	± 3.3%	± 1.5%	± 0.5%
Seniors	± 9.3%	± 2.9%	± 1.4%	± 0.5%
Gender				
Female	71%	65%	61%	65%
Male	29%	35%	39%	35%
Race/Ethnicity^e				
African American/Black	15%	10%	6%	7%
American Indian/Native American	4%	2%	2%	2%
Asian American/Pacific Islander	1%	2%	7%	6%
Caucasian/White	79%	56%	70%	80%
Hispanic	9%	20%	7%	7%
Other	0%	0%	0%	0.4%
Multiple	8%	8%	5%	5%
International	1%	2%	5%	4%
Class Level				
First-year	36%	43%	47%	47%
Senior	64%	57%	53%	53%
Enrollment Status				
Full-time	77%	84%	89%	88%
Part-time	23%	16%	11%	12%
Place of Residence				
On-campus	29%	28%	58%	45%
Off-campus	71%	72%	42%	55%

Notes:

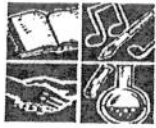
^a Response rate is adjusted for unusable mail and email addresses.

^b Percentages reflect the number of students who responded using each of the modes of administration.

^c Oversampled students are included in institution numbers but not in the consortium, Carnegie, or total NSSE 2001 sample numbers.

^d 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 because of one or more reasons (e.g., differences in one or more important characteristics between the sample and the population). To interpret the sampling error, assume that 60% of your respondents reply "very often" to a particular item. If the sampling error is ± 5% then there is a 95% chance that the population value is between 55% and 65%.

^e Percentages may not equal 100% due to missing values or students choosing to select more than one racial or ethnic group.



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NSSE 2001 Means Summary Report Texas A&M University - Commerce

Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
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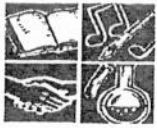
Academic, Intellectual, and Social Experiences

Var. Name Class Mean Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b
1=never, 2=sometimes, 3=often, 4=very often

Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
Asked questions in class or contributed to class discussions	CLQUEST 1st Yr.	2.72	2.53			2.73			2.79		
	Senior	3.14	3.00			2.98			3.08		
Made a class presentation	CLPRESEN 1st Yr.	2.02	2.16			2.15			2.18		
	Senior	2.85	2.89			2.75			2.79		
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP 1st Yr.	2.63	2.63			2.67			2.70		
	Senior	2.81	2.68			2.46	**	.35	2.50		
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT 1st Yr.	2.98	2.95			2.99			3.01		
	Senior	3.40	3.27			3.28			3.32		
Came to class without completing readings or assignments	CLUNPREP 1st Yr.	2.18	2.16			2.11			2.09		
	Senior	2.11	2.16			2.16			2.16		
Worked with other students on projects during class	CLASSGRP 1st Yr.	2.51	2.43			2.40			2.42		
	Senior	2.61	2.57			2.48			2.51		
Worked with other students on projects outside of class to prepare class assignments	OCCGRP 1st Yr.	1.91	2.46	*	-.61	2.36	**	-.52	2.35	**	-.52
	Senior	2.57	2.80			2.80			2.73		
Tutored or taught other students (paid or voluntary)	TUTOR 1st Yr.	1.51	1.75			1.66			1.63		
	Senior	1.59	1.85	*	-.28	1.80			1.83		
Participated in a community-based project as a part of a regular course	COMMPROJ 1st Yr.	1.40	1.37			1.33			1.37		
	Senior	1.31	1.59	*	-.34	1.50	**	-.25	1.57	**	-.33
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM 1st Yr.	2.35	2.53			2.58			2.58		
	Senior	2.73	2.71			2.74			2.71		
Used email to communicate with an instructor	EMAIL 1st Yr.	2.56	2.59			2.82			2.77		
	Senior	2.79	2.75			2.99			2.95		

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

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



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NSSE 2001 Means Summary Report
Texas A&M University - Commerce

Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
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Var. Name Class Mean Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b
1=never, 2=sometimes, 3=often, 4=very often

Academic, Intellectual, and Social Experiences (continued)

Discussed grades or assignments with an instructor	FACGRADE	1st Yr.	2.49	2.57	2.55	2.56
		Senior	2.65	2.88	2.75	2.79
Talked about career plans with a faculty member or advisor	FACPLANS	1st Yr.	2.02	2.11	2.04	2.11
		Senior	2.21	2.35	2.33	2.43
Discussed ideas from your reading or classes with faculty members outside of class	FACIDEAS	1st Yr.	1.75	1.70	1.71	1.75
		Senior	1.90	1.99	1.96	2.03
Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	1st Yr.	2.43	2.50	2.60	2.61
		Senior	2.94	2.74	2.74	2.80
Worked harder than you thought you could to meet an instructor's standards or expectations.	WORKHARD	1st Yr.	2.44	2.63	2.57	2.58
		Senior	2.64	2.70	2.63	2.67
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	1st Yr.	1.54	1.53	1.47	1.51
		Senior	1.65	1.82	1.71	1.81
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	1st Yr.	2.58	2.74	2.70	2.74
		Senior	2.98	2.90	2.79	2.87
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	1st Yr.	2.57	2.55	2.73	2.65
		Senior	2.72	2.65	2.67	2.64
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	1st Yr.	2.77	2.74	2.95	2.90
		Senior	2.69	2.73	2.83	2.84

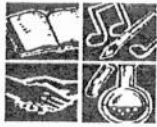
Mental Activities

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

Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	1st Yr.	2.84	3.07	2.95	2.94
		Senior	2.77	2.93	2.78	2.77

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

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



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NSSE 2001 Means Summary Report Texas A&M University - Commerce

Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
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Var. Name	Class	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
<i>Mental Activities (continued)</i>											
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	1st Yr.	3.00			3.15			3.13		
		Senior	3.14			3.25			3.28		
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	1st Yr.	2.80			2.86			2.84		
		Senior	2.91			3.01			3.04		
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	1st Yr.	2.77			2.76			2.78		
		Senior	2.80			2.87			2.92		
Applying theories or concepts to practical problems or in new situations	APPLYING	1st Yr.	2.84			2.98			2.97		
		Senior	3.07			3.15			3.16		

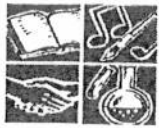
Reading and Writing

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

Number of assigned textbooks, books, or book-length packs of course readings	READASGN	1st Yr.	3.11			3.41			3.43		
		Senior	2.95			3.20			3.29	**	-.33
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	1st Yr.	2.05			1.97			1.99		
		Senior	2.10			2.19			2.20		
Number of written papers or reports of 20 pages or more	WRITEMOR	1st Yr.	1.18			1.23			1.21		
		Senior	1.52			1.65			1.64		
Number of written papers or reports between 5 and 19 pages	WRITEMID	1st Yr.	2.21			2.47			2.41		
		Senior	2.27			2.61	**	-.36	2.66	**	-.40
Number of written papers or reports of fewer than 5 pages	WRITESML	1st Yr.	3.36			3.23			3.25		
		Senior	3.03			2.92	*	.57	3.08		

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

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



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The College Student Report

NSSE 2001 Means Summary Report Texas A&M University - Commerce

Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
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Challenge of Examinations

Var. Name Class Mean Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b
1=mostly multiple choice or short answer to 7=mostly essay or open-ended problems

Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	1st Yr.	5.30	5.62		5.59			5.61		
	Senior	5.58	5.70		5.48			5.53			

Quality of Advising

1=Poor, 2=Fair, 3=Good, 4=Excellent

Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
Overall how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	1st Yr.	2.82	2.92		2.84			2.91		
	Senior	2.81	2.79		2.72			2.83			

Enriching Educational Experiences

Note: The response type of the items in this section of The College Student Report is categorical. Refer to frequency data for comparative results.

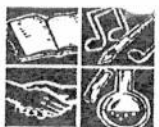
Time Usage

1=0 hours/week, 2= 5 or fewer hours/week, 3= 6-10 hours/week, 4= 11-15 hours/week, 5= 16-20 hours/week, 6= 21-25 hours/week, 7= 26-30 hours/week, 8= more than 30 hours/week

Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	1st Yr.	3.37	3.81		4.09	**	-.42	4.08	**	-.41
	Senior	3.64	3.84		4.05			4.11			
Working for pay on campus	WORKON01	1st Yr.	1.65	1.54		1.53			1.61		
	Senior	1.42	1.83	*	-.24	1.79			1.87		
Working for pay off campus	WORKOF01	1st Yr.	3.16	2.60		2.22			2.35		
	Senior	4.46	3.88		3.55			3.62			
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	1st Yr.	2.48	2.32		2.34			2.32		
	Senior	1.70	2.10	*	-.27	2.19	**	-.32	2.21	**	-.33
Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	SOCIAL01	1st Yr.	3.64	3.85		4.19			4.12		
	Senior	3.74	3.53		3.83			3.77			
Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	1st Yr.	1.72	1.86		1.50			1.58		
	Senior	4.07	3.18	*	.32	2.17	**	.88	2.24	**	.82

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Texas A&M University - Commerce

Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
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Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
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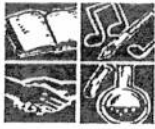
1=very little, 2=some, 3=quite a bit, 4=very much

Educational and Personal Growth

Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
Acquiring a broad general education	GNGENLED	1st Yr.	2.95			3.02			3.09		
		Senior	2.99	*	-.29	3.14			3.25		
Acquiring job or work-related knowledge and skills	GNWORK	1st Yr.	2.34			2.50			2.52		
		Senior	3.08			3.00			3.01		
Writing clearly and effectively	GNWRITE	1st Yr.	2.77			2.74			2.85		
		Senior	2.93			2.91			3.03		
Speaking clearly and effectively	GNSPEAK	1st Yr.	2.63			2.52			2.59		
		Senior	2.85			2.85			2.94		
Thinking critically and analytically	GNANALY	1st Yr.	2.82			3.07			3.09		
		Senior	3.14			3.26			3.31		
Analyzing quantitative problems	GNQUANT	1st Yr.	2.43	*	-.34	2.66			2.63		
		Senior	2.76			2.93			2.90		
Using computing and information technology	GNCMPTS	1st Yr.	2.41	*	-.50	2.78			2.73		
		Senior	2.99			3.06			3.00		
Working effectively with others	GNOTHERS	1st Yr.	2.64			2.80			2.82		
		Senior	3.06			3.11			3.13		
Voting in local, state, or national elections	GNCITIZN	1st Yr.	2.02			1.82			1.93		
		Senior	2.13			1.77			1.90		
Learning effectively on your own	GNINQ	1st Yr.	2.54	*	-.64	2.95			2.97		
		Senior	2.91	*	-.31	3.08			3.11		
Understanding yourself	GNSELF	1st Yr.	2.52	*	-.46	2.81			2.87		
		Senior	2.84			2.92			3.01		
Understanding people of other racial and ethnic backgrounds	GNDIVERS	1st Yr.	2.48			2.58			2.58		
		Senior	2.61			2.58			2.63		

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

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



National Survey of Student Engagement
The College Student Report

NSSE 2001 Means Summary Report
Texas A&M University - Commerce

Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001
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<i>Var. Name</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^a</i>	<i>Effect Size^b</i>	<i>Mean</i>	<i>Sig^a</i>	<i>Effect Size^b</i>	<i>Mean</i>	<i>Sig^a</i>	<i>Effect Size^b</i>
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Developing a personal code of values and ethics	GNETHICS	1st Yr.	2.46	2.77		2.58			2.64		
		Senior	2.56	2.81		2.63			2.71		
Contributing to the welfare of your community	GNCOMMUN	1st Yr.	2.02	2.23		2.06			2.15		
		Senior	2.18	2.45	*	-.26	2.19		2.33		

OPINIONS ABOUT YOUR SCHOOL

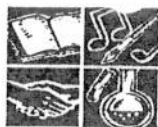
Institutional Emphases

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

<i>Var. Name</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^a</i>	<i>Effect Size^b</i>	<i>Mean</i>	<i>Sig^a</i>	<i>Effect Size^b</i>	<i>Mean</i>	<i>Sig^a</i>	<i>Effect Size^b</i>
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Spending significant amounts of time studying and on academic work	ENVSCHOL	1st Yr.	3.05	3.17		3.14			3.15		
		Senior	3.11	3.14		3.10			3.12		
Providing the support you need to help you succeed academically	ENVSUPRT	1st Yr.	2.68	3.02	*	-.40	2.93		3.00		
		Senior	2.69	2.83		2.74		2.84			
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	1st Yr.	2.37	2.41		2.55			2.54		
		Senior	2.36	2.38		2.31		2.33			
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1st Yr.	1.81	2.14		2.00			2.08		
		Senior	1.86	1.95		1.78		1.87			
Providing the support you need to thrive socially	ENVSOCAL	1st Yr.	2.05	2.36		2.26			2.33		
		Senior	1.95	2.21		1.99		2.09			

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

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



National Survey of Student Engagement

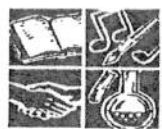
The College Student Report

NSSE 2001 Means Summary Report Texas A&M University - Commerce

			Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001						
Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	
Quality of Relationships												
<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>												
Relationships with other students	ENVSTU	1st Yr.	5.42	5.76		5.61		5.69				
		Senior	5.63	5.85		5.62		5.71				
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>												
Relationships with faculty members	ENVFAC	1st Yr.	5.07	5.26		5.27		5.39				
		Senior	5.33	5.41		5.33		5.52				
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>												
Relationships with administrative personnel and offices	ENVADM	1st Yr.	5.00	4.85		4.81		4.90				
		Senior	4.23	4.82	*	-.36	4.46		4.56			
Satisfaction												
<i>1=poor, 2=fair, 3=good, 4=excellent</i>												
How would you evaluate your entire educational experience at this institution?	ENTIREXP	1st Yr.	2.82	3.20	*	-.57	3.14	**	-.44	3.19	**	-.53
		Senior	3.11	3.22			3.14		3.23			
<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	1st Yr.	2.89	3.28	*	-.49	3.15		3.19			
		Senior	2.98	3.21			3.04		3.13			

^a Independent sample t-tests, 2-tailed; *Consortium comparisons at p<.01; **Carnegie and NSSE 2001 at p<.001. Summary statistics on pgs 10-15.

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National Survey of Student Engagement
The College Student Report

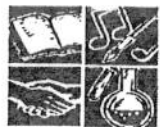
NSSE 2001 Means Summary Report
Texas A&M University - Commerce

Texas A&M University System Consortium Questions

	<i>Ver. Name</i>	<i>Class</i>	Texas A&M-Commerce		Texas A&M System	
			<i>Mean</i>	<i>Mean</i>	<i>Sig.^a</i>	<i>Effect Size^b</i>
Library staff are helpful in finding the resources I need.	TXAM0101	1st Yr.	3.20	3.16		
		Senior	3.30	3.15		
Administrative staff I interact with are knowledgeable about their area.	TXAM0102	1st Yr.	3.24	3.23		
		Senior	3.05	3.19		
Admission materials were easy to obtain.	TXAM0103	1st Yr.	3.33	3.29		
		Senior	3.43	3.30		
Information about student services is easy to obtain.	TXAM0104	1st Yr.	3.00	3.19		
		Senior	3.14	3.11		
Information about academic requirements is easy to obtain.	TXAM0105	1st Yr.	2.96	3.15		
		Senior	3.02	3.08		
I use the university's website to find information I need.	TXAM0106	1st Yr.	2.83	2.95		
		Senior	3.08	2.84		
I can find the information I need on the university's website.	TXAM0107	1st Yr.	2.91	2.99		
		Senior	3.12	2.87	*	.29
The university catalog clearly states academic requirements.	TXAM0108	1st Yr.	3.17	3.29		
		Senior	3.16	3.26		
The student handbook provides the information I need.	TXAM0109	1st Yr.	3.07	3.19		
		Senior	3.10	3.10		
The admissions material I received accurately portrayed the institution.	TXAM0110	1st Yr.	2.94	3.18		
		Senior	3.18	3.08		
The time it takes me to register is reasonable.	TXAM0111	1st Yr.	3.09	2.74	*	.39
		Senior	3.35	2.99	*	.41
My academic advisor is accessible.	TXAM0112	1st Yr.	2.94	3.00		
		Senior	2.97	2.97		
Offices are open during convenient hours.	TXAM0113	1st Yr.	3.00	2.99		
		Senior	3.04	2.92		

^a Independent sample t-tests, 2-tailed, *p<.01. Summary statistics on pgs 10-15.

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



National Survey of Student Engagement

The College Student Report

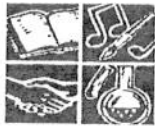
NSSE 2001 Means Summary Report Texas A&M University - Commerce

Texas A&M University System Consortium Questions

	Ver. Name	Class	Texas A&M-Commerce		Texas A&M System		
			Mean		Mean	Sig ^a	Effect Size ^b
I know how to make a complaint regarding student services.	TXAM0114	1st Yr.	2.17		2.32		
		Senior	2.35		2.39		
I know how to make a complaint regarding academic issues.	TXAM0115	1st Yr.	2.19		2.37		
		Senior	2.36		2.51		
I believe the institution will respond to my concerns.	TXAM0116	1st Yr.	2.72		2.75		
		Senior	2.51		2.59		
The grounds are well-kept.	TXAM0117	1st Yr.	3.17		3.38		
		Senior	3.35		3.45		
Teaching facilities are adequate for their purpose.	TXAM0118	1st Yr.	2.79		3.23	*	-.76
		Senior	2.81		3.10	*	-.40
Adequate computing resources are available.	TXAM0119	1st Yr.	3.09		3.34		
		Senior	3.03		3.13		
The library has the resources I need.	TXAM0120	1st Yr.	3.25		3.28		
		Senior	3.08		3.02		

^a Independent sample t-tests, 2-tailed, *p<.01. Summary statistics on pgs 10-15.

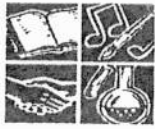
^b Effect size=mean difference divided by the standard deviation of the comparison group.



National Survey of Student Engagement
The College Student Report

NSSE 2001 Summary Statistics
Texas A&M University - Commerce First-Year Students

	mean				margin of error (95% level) ^a				standard deviation ^b				number of respondents				significance ^c			effect size ^d		
	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001
CLQUEST	2.72	2.53	2.73	2.79	.19	.06	.03	.01	.75	.83	.83	.84	57	763	3,905	33,939	.070	.892	.473	.23	-.02	-.09
CLPRESEN	2.02	2.16	2.15	2.18	.17	.06	.02	.01	.64	.88	.78	.77	57	764	3,900	33,903	.121	.125	.069	-.16	-.17	-.20
REWROPAP	2.63	2.63	2.67	2.70	.29	.07	.03	.01	1.11	1.01	1.01	.99	57	764	3,896	33,908	.983	.813	.660	.00	-.03	-.07
INTEGRAT	2.98	2.95	2.99	3.01	.22	.06	.03	.01	.84	.86	.83	.80	56	760	3,896	33,890	.767	.959	.777	.04	-.01	-.04
CLUNPREP	2.18	2.16	2.11	2.09	.20	.05	.02	.01	.78	.75	.73	.74	57	761	3,898	33,877	.888	.511	.441	.02	.09	.11
CLASSGRP	2.51	2.43	2.40	2.42	.19	.06	.03	.01	.73	.85	.81	.81	57	760	3,893	33,877	.460	.264	.383	.09	.14	.11
OCCGRP	1.91	2.46	2.36	2.35	.18	.06	.03	.01	.69	.90	.86	.84	57	761	3,901	33,903	.000	.000	.000	-.61	-.52	-.52
TUTOR	1.51	1.75	1.66	1.63	.18	.06	.03	.01	.68	.85	.83	.82	57	762	3,897	33,888	.015	.116	.179	-.28	-.18	-.15
COMMPROJ	1.40	1.37	1.33	1.37	.20	.05	.02	.01	.75	.69	.65	.69	57	762	3,891	33,843	.775	.468	.714	.04	.11	.05
ITACADEM	2.35	2.53	2.58	2.58	.28	.08	.03	.01	1.09	1.13	1.07	1.07	57	761	3,896	33,894	.236	.123	.126	-.16	-.21	-.21
EMAIL	2.56	2.59	2.82	2.77	.22	.07	.03	.01	.87	1.00	.91	.93	57	761	3,892	33,885	.838	.028	.070	-.02	-.29	-.23
FACGRADE	2.49	2.57	2.55	2.56	.22	.06	.03	.01	.85	.86	.82	.83	57	761	3,897	33,866	.507	.601	.564	-.09	-.07	-.08
FACPLANS	2.02	2.11	2.04	2.11	.24	.06	.03	.01	.94	.87	.83	.86	57	761	3,895	33,868	.464	.861	.472	-.11	-.03	-.10
FACIDEAS	1.75	1.70	1.71	1.75	.22	.06	.02	.01	.85	.78	.79	.80	57	764	3,894	33,866	.627	.718	.938	.07	.05	.01
FACFEED	2.43	2.50	2.60	2.61	.21	.06	.03	.01	.78	.84	.84	.84	56	762	3,893	33,841	.538	.118	.092	-.08	-.20	-.21
WORKHARD	2.44	2.63	2.57	2.58	.21	.06	.03	.01	.82	.86	.84	.84	57	761	3,898	33,866	.091	.244	.207	-.23	-.15	-.17
FACOTHER	1.54	1.53	1.47	1.51	.21	.06	.02	.01	.80	.83	.75	.78	57	761	3,897	33,845	.870	.495	.766	.02	.10	.04
OOCIDEAS	2.58	2.74	2.70	2.74	.22	.06	.03	.01	.86	.86	.86	.85	57	764	3,894	33,873	.174	.303	.178	-.19	-.14	-.18
DIVRSTUD	2.57	2.55	2.73	2.65	.25	.07	.03	.01	.95	1.03	1.01	1.02	56	760	3,897	33,832	.895	.232	.523	.02	-.15	-.08
DIFFSTUD	2.77	2.74	2.95	2.90	.25	.07	.03	.01	.95	1.00	.94	.96	56	758	3,894	33,830	.835	.162	.293	.03	-.19	-.14
MEMORIZE	2.84	3.07	2.95	2.94	.27	.06	.03	.01	1.03	.84	.87	.87	57	761	3,894	33,846	.101	.433	.498	-.28	-.12	-.11
ANALYZE	3.00	3.05	3.15	3.13	.21	.06	.02	.01	.79	.81	.77	.78	56	759	3,894	33,833	.674	.176	.218	-.06	-.19	-.17
SYNTHESZ	2.80	2.76	2.86	2.84	.21	.06	.03	.01	.80	.86	.86	.86	56	761	3,888	33,787	.684	.627	.728	.05	-.06	-.04
EVALUATE	2.77	2.74	2.76	2.78	.24	.07	.03	.01	.91	.92	.89	.88	56	761	3,895	33,802	.801	.949	.912	.03	.01	-.02
APPLYING	2.84	2.89	2.98	2.97	.25	.07	.03	.01	.98	.92	.87	.88	57	759	3,890	33,797	.740	.310	.343	-.05	-.15	-.14
READASGN	3.11	3.14	3.41	3.43	.23	.07	.03	.01	.88	.93	.94	.98	57	758	3,876	33,555	.793	.012	.007	-.03	-.32	-.34
READOWN	2.05	1.91	1.97	1.99	.28	.06	.03	.01	1.08	.85	.85	.87	57	756	3,873	33,598	.319	.586	.679	.17	.09	.07
WRITEMOR	1.18	1.27	1.23	1.21	.17	.04	.02	.01	.66	.57	.60	.57	57	758	3,877	33,550	.320	.526	.679	-.16	-.09	-.06
WRITEMID	2.21	2.04	2.47	2.41	.27	.06	.03	.01	1.02	.84	.91	.90	56	755	3,868	33,558	.221	.069	.155	.21	-.28	-.22



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Texas A&M University - Commerce First-Year Students

	mean				margin of error (95% level) ^a				standard deviation ^b				number of respondents				significance ^c			effect size ^d		
	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001
WRITESML	3.36	2.75	3.23	3.25	.30	.08	.03	.01	1.14	1.06	1.10	1.07	56	755	3,872	33,580	.000	.399	.474	.57	.12	.10
EXAMS	5.30	5.62	5.59	5.61	.34	.08	.03	.01	1.32	1.09	1.09	1.08	57	758	3,877	33,610	.075	.098	.082	-.30	-.27	-.29
ADVISE	2.82	2.92	2.84	2.91	.22	.06	.03	.01	.86	.85	.87	.86	56	753	3,869	33,530	.413	.871	.446	-.11	-.02	-.10
ACADPR01	3.37	3.81	4.09	4.08	.39	.12	.05	.02	1.48	1.71	1.74	1.74	57	754	3,866	33,531	.036	.001	.001	-.26	-.42	-.41
WORKON01	1.65	1.54	1.53	1.61	.34	.10	.04	.01	1.32	1.36	1.18	1.20	57	752	3,868	33,534	.559	.502	.820	.08	.10	.03
WORKOF01	3.16	2.60	2.22	2.35	.72	.17	.07	.02	2.78	2.42	2.07	2.20	57	745	3,862	33,456	.148	.013	.032	.23	.45	.37
COCURR01	2.48	2.32	2.34	2.32	.51	.12	.05	.02	1.94	1.66	1.59	1.54	56	756	3,871	33,520	.534	.581	.523	.10	.09	.11
SOCIAL01	3.64	3.85	4.19	4.12	.46	.13	.06	.02	1.76	1.84	1.84	1.82	56	753	3,861	33,484	.395	.026	.049	-.11	-.30	-.26
CAREDE01	1.72	1.86	1.50	1.58	.41	.13	.04	.02	1.58	1.83	1.27	1.49	57	756	3,868	33,540	.532	.298	.502	-.08	.17	.10
GNGENLED	2.95	3.07	3.02	3.09	.23	.05	.03	.01	.86	.76	.81	.78	56	757	3,857	33,387	.311	.517	.227	-.16	-.09	-.18
GNWORK	2.34	2.60	2.50	2.52	.26	.07	.03	.01	.98	.95	.96	.94	56	754	3,860	33,348	.059	.231	.183	-.27	-.17	-.19
GNWRITE	2.77	2.71	2.74	2.85	.24	.06	.03	.01	.91	.91	.90	.86	56	754	3,859	33,385	.632	.809	.493	.07	.03	-.10
GNSPEAK	2.63	2.66	2.52	2.59	.22	.07	.03	.01	.82	.96	.94	.92	56	756	3,857	33,377	.788	.335	.762	-.03	.11	.04
GNANALY	2.82	3.06	3.07	3.09	.22	.06	.03	.01	.83	.77	.82	.81	56	755	3,865	33,402	.046	.032	.019	-.30	-.30	-.33
GNQUANT	2.43	2.73	2.66	2.63	.21	.06	.03	.01	.81	.88	.90	.90	56	754	3,852	33,311	.010	.034	.070	-.34	-.26	-.22
GNCMPTS	2.41	2.87	2.78	2.73	.24	.07	.03	.01	.93	.92	.96	.97	56	756	3,861	33,393	.001	.005	.012	-.50	-.38	-.33
GNOTHERS	2.64	2.96	2.80	2.82	.24	.06	.03	.01	.92	.87	.88	.88	56	754	3,853	33,362	.017	.224	.158	-.36	-.17	-.20
GNCITIZN	2.02	2.17	1.82	1.93	.27	.08	.03	.01	1.04	1.07	.95	1.00	56	753	3,841	33,322	.282	.154	.515	-.15	.21	.09
GNINQ	2.54	3.07	2.95	2.97	.25	.06	.03	.01	.95	.83	.87	.85	56	749	3,848	33,306	.000	.002	.001	-.64	-.48	-.51
GNSSELF	2.52	2.95	2.81	2.87	.26	.07	.03	.01	1.01	.93	.96	.95	56	748	3,855	33,276	.003	.033	.011	-.46	-.31	-.38
GNDIVERS	2.48	2.57	2.58	2.58	.29	.07	.03	.01	1.10	1.04	.98	1.00	56	753	3,860	33,358	.565	.490	.493	-.08	-.10	-.10
GNETHICS	2.46	2.77	2.58	2.64	.27	.07	.03	.01	1.04	.98	1.01	1.01	56	753	3,857	33,351	.038	.409	.204	-.31	-.12	-.18
GNCOMMUN	2.02	2.23	2.06	2.15	.23	.07	.03	.01	.88	.98	.94	.96	56	751	3,852	33,329	.090	.707	.260	-.22	-.05	-.14
ENVSCHOL	3.05	3.17	3.14	3.15	.20	.06	.03	.01	.77	.77	.80	.78	57	754	3,858	33,385	.265	.405	.362	-.15	-.11	-.12
ENVSUPRT	2.68	3.02	2.93	3.00	.23	.06	.03	.01	.87	.85	.87	.85	57	757	3,862	33,359	.006	.039	.009	-.40	-.28	-.37
ENVDIVRS	2.37	2.41	2.55	2.54	.27	.07	.03	.01	1.05	1.01	.98	1.00	57	753	3,852	33,328	.771	.193	.224	-.04	-.19	-.17
ENVNACAD	1.81	2.14	2.00	2.08	.24	.07	.03	.01	.93	.98	.90	.94	57	754	3,856	33,345	.011	.134	.033	-.35	-.21	-.29
ENVSOCAL	2.05	2.36	2.26	2.33	.25	.07	.03	.01	.97	.99	.93	.95	57	754	3,851	33,332	.025	.118	.038	-.31	-.22	-.29
ENVSTU	5.42	5.76	5.61	5.69	.35	.09	.04	.01	1.35	1.28	1.33	1.29	57	759	3,867	33,454	.070	.296	.144	-.27	-.14	-.20



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Texas A&M University - Commerce First-Year Students

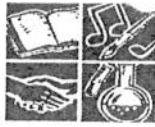
	mean				margin of error (95% level) ^a				standard deviation ^b				number of respondents				significance ^c			effect size ^d		
	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001
ENVFAC	5.07	5.26	5.27	5.39	.31	.09	.04	.01	1.19	1.33	1.23	1.24	57	759	3,866	33,436	.243	.226	.046	-.15	-.16	-.26
ENVADM	5.00	4.85	4.81	4.90	.32	.11	.05	.02	1.24	1.56	1.46	1.47	57	760	3,859	33,405	.387	.266	.555	.10	.13	.07
ENTIREXP	2.82	3.20	3.14	3.19	.16	.05	.02	.01	.60	.65	.71	.69	57	758	3,864	33,402	.000	.000	.000	-.57	-.44	-.53
SAMECOLL	2.89	3.28	3.15	3.19	.19	.06	.03	.01	.75	.78	.84	.82	57	758	3,851	33,364	.000	.013	.004	-.49	-.30	-.36
TXAM0101	3.20	3.16			.15	.04			.56	.61			54	706			.575			.07		
TXAM0102	3.24	3.23			.14	.04			.51	.61			54	716			.919			.01		
TXAM0103	3.33	3.29			.14	.05			.51	.64			54	713			.537			.07		
TXAM0104	3.00	3.19			.18	.05			.67	.66			54	712			.055			-.28		
TXAM0105	2.96	3.15			.17	.05			.65	.66			53	715			.043			-.29		
TXAM0106	2.83	2.95			.23	.07			.87	.96			53	713			.332			-.13		
TXAM0107	2.91	2.99			.22	.07			.81	.89			54	712			.474			-.09		
TXAM0108	3.17	3.29			.18	.04			.67	.59			54	710			.176			-.22		
TXAM0109	3.07	3.19			.15	.04			.54	.58			54	703			.151			-.20		
TXAM0110	2.94	3.18			.18	.04			.66	.58			53	708			.014			-.41		
TXAM0111	3.09	2.74			.17	.07			.63	.90			53	709			.000			.39		
TXAM0112	2.94	3.00			.21	.05			.77	.74			53	706			.598			-.08		
TXAM0113	3.00	2.99			.17	.05			.62	.63			53	708			.874			.02		
TXAM0114	2.17	2.32			.22	.06			.83	.79			53	706			.209			-.19		
TXAM0115	2.19	2.37			.22	.06			.83	.77			53	710			.129			-.24		
TXAM0116	2.72	2.75			.18	.05			.66	.74			53	706			.713			-.05		
TXAM0117	3.17	3.38			.20	.05			.73	.66			53	706			.049			-.31		
TXAM0118	2.79	3.23			.19	.04			.69	.58			53	705			.000			-.76		
TXAM0119	3.09	3.34			.18	.05			.66	.68			53	710			.010			-.37		
TXAM0120	3.25	3.28			.16	.05			.59	.63			52	705			.756			-.04		

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

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

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

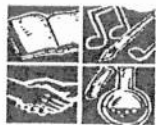
^d Effect size is calculated by dividing the difference between the two means by the standard deviation of the comparison group.



National Survey of Student Engagement
The College Student Report

NSSE 2001 Summary Statistics
Texas A&M University - Commerce Seniors

	mean				margin of error (95% level) ^a				standard deviation ^b				number of respondents				significance ^c			effect size ^d		
	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001
CLQUEST	3.14	3.00	2.98	3.08	.17	.05	.03	.01	.89	.83	.86	.85	100	1,010	4,279	37,606	.138	.075	.487	.17	.19	.07
CLPRESEN	2.85	2.89	2.75	2.79	.17	.05	.03	.01	.86	.85	.84	.84	100	1,009	4,273	37,582	.673	.271	.482	-.04	.11	.07
REWROPAP	2.81	2.68	2.46	2.50	.19	.06	.03	.01	.97	.96	.98	.98	100	1,008	4,273	37,578	.216	.001	.002	.13	.35	.31
INTEGRAT	3.40	3.27	3.28	3.32	.13	.05	.02	.01	.66	.75	.76	.73	101	1,005	4,272	37,571	.074	.077	.265	.17	.16	.10
CLUNPREP	2.11	2.16	2.16	2.16	.13	.05	.02	.01	.68	.74	.75	.75	101	1,008	4,271	37,554	.512	.443	.480	-.06	-.07	-.06
CLASSGRP	2.61	2.57	2.48	2.51	.17	.06	.03	.01	.87	.89	.86	.85	101	1,009	4,266	37,536	.654	.117	.220	.05	.16	.13
OCCGRP	2.57	2.80	2.80	2.73	.18	.06	.03	.01	.91	.89	.91	.88	100	1,008	4,272	37,564	.016	.016	.075	-.26	-.25	-.19
TUTOR	1.59	1.85	1.80	1.83	.16	.06	.03	.01	.84	.90	.91	.93	101	1,008	4,265	37,535	.005	.019	.007	-.28	-.22	-.25
COMMPROJ	1.31	1.59	1.50	1.57	.11	.05	.02	.01	.56	.84	.78	.81	101	1,006	4,265	37,491	.000	.001	.000	-.34	-.25	-.33
ITACADEM	2.73	2.71	2.74	2.71	.19	.07	.03	.01	.99	1.07	1.03	1.04	101	1,007	4,275	37,575	.858	.935	.848	.02	-.01	.02
EMAIL	2.79	2.75	2.99	2.95	.19	.06	.03	.01	.95	.98	.90	.92	101	1,005	4,274	37,551	.697	.041	.103	.04	-.22	-.17
FACGRADE	2.65	2.88	2.75	2.79	.17	.05	.03	.01	.88	.83	.84	.84	101	1,009	4,266	37,527	.013	.254	.127	-.27	-.12	-.16
FACPLANS	2.21	2.35	2.33	2.43	.16	.06	.03	.01	.83	.92	.93	.94	101	1,003	4,270	37,515	.117	.158	.009	-.15	-.13	-.23
FACIDEAS	1.90	1.99	1.96	2.03	.16	.05	.03	.01	.80	.89	.85	.86	100	1,006	4,263	37,528	.278	.433	.097	-.10	-.07	-.15
FACFEED	2.94	2.74	2.74	2.80	.15	.05	.02	.01	.76	.81	.81	.80	101	1,004	4,268	37,541	.014	.011	.059	.25	.25	.18
WORKHARD	2.64	2.70	2.63	2.67	.17	.05	.03	.01	.86	.83	.84	.84	101	1,002	4,269	37,519	.516	.872	.797	-.07	.02	-.03
FACOTHER	1.65	1.82	1.71	1.81	.17	.06	.03	.01	.87	.94	.90	.94	101	1,006	4,271	37,518	.070	.522	.067	-.18	-.06	-.17
OOCIDEAS	2.98	2.90	2.79	2.87	.16	.05	.03	.01	.84	.86	.83	.83	101	1,009	4,269	37,563	.355	.028	.199	.09	.23	.13
DIVRSTUD	2.72	2.65	2.67	2.64	.19	.06	.03	.01	.96	1.01	.97	.98	101	1,004	4,265	37,498	.486	.587	.364	.07	.05	.09
DIFFSTUD	2.69	2.73	2.83	2.84	.19	.06	.03	.01	.96	.97	.93	.93	101	1,002	4,265	37,475	.686	.155	.122	-.04	-.15	-.16
MEMORIZE	2.77	2.93	2.78	2.77	.17	.06	.03	.01	.86	.91	.92	.94	101	1,007	4,272	37,535	.087	.927	.934	-.17	-.01	.01
ANALYZE	3.14	3.25	3.25	3.28	.14	.05	.02	.01	.74	.78	.76	.74	101	1,008	4,261	37,519	.141	.151	.062	-.15	-.14	-.19
SYNTHESZ	2.91	2.99	3.01	3.04	.15	.05	.03	.01	.78	.86	.85	.85	101	1,003	4,264	37,492	.348	.219	.096	-.09	-.11	-.15
EVALUATE	2.80	2.92	2.87	2.92	.16	.06	.03	.01	.81	.90	.90	.90	101	1,007	4,269	37,490	.155	.401	.158	-.14	-.08	-.13
APPLYING	3.07	3.15	3.15	3.16	.17	.05	.03	.01	.85	.88	.85	.84	101	1,006	4,265	37,491	.355	.335	.271	-.09	-.10	-.11
READASGN	2.95	3.04	3.20	3.29	.19	.06	.03	.01	.95	1.03	1.03	1.04	99	997	4,231	37,268	.382	.011	.001	-.09	-.25	-.33
READOWN	2.10	2.23	2.19	2.20	.17	.06	.03	.01	.89	1.04	1.00	.98	99	998	4,240	37,312	.185	.312	.250	-.12	-.09	-.11
WRITEMOR	1.52	1.61	1.65	1.64	.14	.05	.02	.01	.69	.79	.76	.75	98	999	4,234	37,273	.227	.061	.087	-.11	-.18	-.16
WRITEMID	2.27	2.37	2.61	2.66	.19	.06	.03	.01	.96	.94	.96	.97	98	999	4,230	37,312	.311	.001	.000	-.11	-.36	-.40



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Texas A&M University - Commerce Seniors

	mean				margin of error (95% level) ^a				standard deviation ^b				number of respondents				significance ^c			effect size ^d		
	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001
WRITESML	3.03	2.92	3.08	3.12	.23	.07	.04	.01	1.15	1.17	1.19	1.19	99	998	4,230	37,288	.355	.691	.462	.10	-.04	-.07
EXAMS	5.58	5.70	5.48	5.53	.25	.07	.04	.01	1.25	1.18	1.22	1.18	99	1,005	4,241	37,313	.333	.435	.716	-.11	.08	.04
ADVISE	2.81	2.79	2.72	2.83	.20	.06	.03	.01	1.00	.97	.96	.95	99	1,000	4,233	37,315	.826	.375	.835	.02	.09	-.02
ACADPR01	3.64	3.84	4.05	4.11	.34	.11	.05	.02	1.72	1.70	1.79	1.80	98	1,001	4,238	37,271	.275	.023	.009	-.12	-.23	-.26
WORKON01	1.42	1.83	1.79	1.87	.26	.11	.05	.02	1.31	1.71	1.52	1.53	99	997	4,228	37,248	.005	.008	.001	-.24	-.24	-.29
WORKOF01	4.46	3.88	3.55	3.62	.59	.18	.08	.03	2.97	2.91	2.69	2.70	99	1,000	4,224	37,195	.062	.003	.006	.20	.34	.31
COCURR01	1.70	2.10	2.19	2.21	.24	.09	.05	.02	1.22	1.49	1.54	1.54	99	1,002	4,223	37,293	.003	.000	.000	-.27	-.32	-.33
SOCIAL01	3.74	3.53	3.83	3.77	.36	.10	.05	.02	1.82	1.68	1.71	1.70	98	997	4,227	37,289	.266	.650	.905	.13	-.05	-.01
CAREDE01	4.07	3.18	2.17	2.24	.58	.17	.07	.02	2.93	2.76	2.16	2.24	99	1,000	4,231	37,272	.004	.000	.000	.32	.88	.82
NGENLED	2.99	3.23	3.14	3.25	.16	.05	.02	.01	.82	.81	.83	.78	98	999	4,232	37,235	.007	.085	.002	-.29	-.18	-.33
GNWORK	3.08	3.04	3.00	3.01	.16	.06	.03	.01	.83	.91	.91	.91	98	995	4,230	37,206	.659	.338	.378	.04	.09	.08
GNWRITE	2.93	2.95	2.91	3.03	.17	.05	.03	.01	.86	.84	.87	.84	98	998	4,229	37,232	.807	.856	.256	-.03	.02	-.12
GNSPEAK	2.85	2.96	2.85	2.94	.18	.06	.03	.01	.88	.89	.90	.87	97	997	4,224	37,217	.229	.979	.312	-.13	.00	-.10
GNANALY	3.14	3.27	3.26	3.31	.15	.05	.02	.01	.74	.76	.76	.75	99	1,000	4,229	37,243	.115	.118	.025	-.16	-.16	-.23
GNQUANT	2.76	2.98	2.93	2.90	.17	.05	.03	.01	.85	.87	.89	.89	97	995	4,226	37,186	.020	.057	.127	-.25	-.19	-.15
GNCMPTS	2.99	3.16	3.06	3.00	.17	.05	.03	.01	.86	.86	.92	.91	97	998	4,231	37,236	.071	.406	.880	-.19	-.08	-.01
GNOTHERS	3.06	3.25	3.11	3.13	.18	.05	.03	.01	.90	.81	.85	.84	97	999	4,229	37,217	.053	.623	.482	-.23	-.05	-.08
GNCITIZN	2.13	2.18	1.77	1.90	.21	.07	.03	.01	1.07	1.08	.96	1.01	99	995	4,223	37,144	.673	.001	.034	-.04	.37	.23
GNINQ	2.91	3.17	3.08	3.11	.17	.05	.03	.01	.84	.86	.86	.84	98	998	4,222	37,145	.003	.050	.019	-.31	-.20	-.24
GNSELF	2.84	2.99	2.92	3.01	.19	.06	.03	.01	.96	.99	.97	.95	98	996	4,209	37,102	.146	.386	.083	-.15	-.09	-.18
GNDIVERS	2.61	2.64	2.58	2.63	.19	.07	.03	.01	.95	1.05	1.01	1.01	98	998	4,222	37,183	.805	.728	.874	-.02	.03	-.02
GNETHICS	2.56	2.81	2.63	2.71	.21	.06	.03	.01	1.08	1.04	1.03	1.03	99	996	4,224	37,170	.027	.506	.156	-.24	-.07	-.15
GNCOMMUN	2.18	2.45	2.19	2.33	.19	.06	.03	.01	.94	1.02	1.00	1.00	99	994	4,216	37,173	.009	.966	.132	-.26	.00	-.14
ENVSCHOL	3.11	3.14	3.10	3.12	.15	.05	.02	.01	.78	.78	.80	.78	99	997	4,221	37,191	.740	.884	.899	-.04	.01	-.01
ENVSUPRT	2.69	2.83	2.74	2.84	.17	.06	.03	.01	.85	.89	.89	.87	99	998	4,216	37,198	.104	.506	.072	-.17	-.07	-.18
ENVDIVRS	2.36	2.38	2.31	2.33	.18	.06	.03	.01	.93	1.01	.98	.99	99	996	4,210	37,148	.873	.581	.720	-.02	.05	.03
ENVNACAD	1.86	1.95	1.78	1.87	.20	.06	.03	.01	1.00	.95	.87	.90	99	998	4,214	37,170	.396	.439	.912	-.09	.09	-.01
ENVSOCAL	1.95	2.21	1.99	2.09	.19	.06	.03	.01	.98	.99	.91	.93	98	1,000	4,210	37,139	.014	.704	.171	-.26	-.04	-.15
ENVSTU	5.63	5.85	5.62	5.71	.26	.08	.04	.01	1.34	1.25	1.31	1.27	99	1,004	4,234	37,307	.115	.958	.540	-.18	.01	-.07



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics Texas A&M University - Commerce Seniors

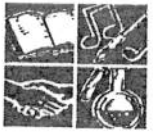
	mean				margin of error (95% level) ^a				standard deviation ^b				number of respondents				significance ^c			effect size ^d		
	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M-Commerce	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001	Texas A&M System	Doc/Res-Intensive	NSSE 2001
ENVFAC	5.33	5.41	5.33	5.52	.28	.09	.04	.01	1.42	1.40	1.32	1.29	99	1,003	4,238	37,299	.601	.982	.204	-.06	.00	-.14
ENVADM	4.23	4.82	4.46	4.56	.37	.10	.05	.02	1.87	1.64	1.63	1.64	99	1,002	4,235	37,274	.003	.233	.080	-.36	-.14	-.20
ENTIREXP	3.11	3.22	3.14	3.23	.13	.05	.02	.01	.66	.73	.74	.70	98	1,002	4,219	37,241	.115	.664	.068	-.15	-.04	-.17
SAMECOLL	2.98	3.21	3.04	3.13	.17	.05	.03	.01	.87	.87	.87	.85	98	1,000	4,226	37,230	.016	.472	.094	-.26	-.07	-.18
TXAM0101	3.30	3.15			.12	.04			.58	.66			97	909			.023			.22		
TXAM0102	3.05	3.19			.14	.04			.72	.64			99	903			.075			-.21		
TXAM0103	3.43	3.30			.12	.04			.59	.64			99	913			.030			.22		
TXAM0104	3.14	3.11			.13	.05			.67	.70			100	916			.663			.04		
TXAM0105	3.02	3.08			.16	.05			.80	.73			99	920			.456			-.09		
TXAM0106	3.08	2.84			.17	.06			.88	.95			99	920			.011			.25		
TXAM0107	3.12	2.87			.16	.06			.79	.87			97	912			.004			.29		
TXAM0108	3.16	3.26			.14	.04			.72	.64			99	916			.203			-.15		
TXAM0109	3.10	3.10			.11	.04			.57	.62			96	908			.992			.00		
TXAM0110	3.18	3.08			.11	.04			.58	.66			100	913			.107			.15		
TXAM0111	3.35	2.99			.14	.06			.69	.86			98	909			.000			.41		
TXAM0112	2.97	2.97			.17	.06			.87	.86			97	906			.953			-.01		
TXAM0113	3.04	2.92			.16	.05			.81	.72			98	906			.166			.16		
TXAM0114	2.35	2.39			.17	.05			.84	.80			98	906			.631			-.05		
TXAM0115	2.36	2.51			.17	.05			.85	.82			99	904			.095			-.18		
TXAM0116	2.51	2.59			.18	.05			.89	.84			98	903			.383			-.10		
TXAM0117	3.35	3.45			.12	.04			.59	.61			99	910			.111			-.16		
TXAM0118	2.81	3.10			.15	.05			.77	.73			98	911			.001			-.40		
TXAM0119	3.03	3.13			.15	.05			.75	.79			98	907			.209			-.13		
TXAM0120	3.08	3.02			.14	.05			.71	.76			99	903			.457			.07		

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

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

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

^d Effect size is calculated by dividing the difference between the two means by the standard deviation of the comparison group.

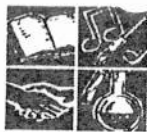


National Survey of Student Engagement

The College Student Report

NSSE 2001 Grand Means^a for First-Year Students Including Means for Texas A&M University System and Doctoral/Research Universities-Intensive

	mean			margin of error (95% level) ^b			standard deviation ^c			number of respondents		
	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001
CLQUEST	2.54	2.73	2.79	.06	.03	.01	.82	.83	.84	820	3,962	33,817
CLPRESEN	2.15	2.15	2.18	.06	.02	.01	.87	.77	.77	821	3,957	33,780
REWROPAP	2.63	2.67	2.70	.07	.03	.01	1.02	1.01	.99	821	3,953	33,785
INTEGRAT	2.95	2.99	3.01	.06	.03	.01	.86	.83	.80	816	3,952	33,766
CLUNPREP	2.16	2.11	2.10	.05	.02	.01	.75	.73	.74	818	3,955	33,755
CLASSGRP	2.44	2.40	2.42	.06	.03	.01	.85	.81	.81	817	3,950	33,755
OCCGRP	2.42	2.36	2.35	.06	.03	.01	.89	.86	.84	818	3,958	33,780
TUTOR	1.73	1.65	1.63	.06	.03	.01	.84	.83	.82	819	3,954	33,766
COMMPROJ	1.38	1.33	1.37	.05	.02	.01	.69	.65	.69	819	3,948	33,721
ITACADEM	2.52	2.58	2.58	.08	.03	.01	1.13	1.07	1.07	818	3,953	33,771
EMAIL	2.58	2.82	2.78	.07	.03	.01	.99	.91	.93	818	3,949	33,763
FACGRADE	2.56	2.55	2.56	.06	.03	.01	.86	.82	.83	818	3,954	33,743
FACPLANS	2.11	2.04	2.11	.06	.03	.01	.88	.84	.86	818	3,952	33,746
FACIDEAS	1.70	1.71	1.75	.05	.02	.01	.78	.79	.80	821	3,951	33,743
FACFEED	2.49	2.59	2.61	.06	.03	.01	.84	.84	.84	818	3,949	33,717
WORKHARD	2.62	2.57	2.58	.06	.03	.01	.85	.84	.84	818	3,955	33,744
FACOTHER	1.53	1.47	1.51	.06	.02	.01	.83	.75	.78	818	3,954	33,722
OOCIDEAS	2.73	2.70	2.74	.06	.03	.01	.86	.86	.85	821	3,951	33,750
DIVRSTUD	2.56	2.72	2.65	.07	.03	.01	1.02	1.01	1.02	816	3,953	33,710
DIFFSTUD	2.74	2.95	2.90	.07	.03	.01	1.00	.94	.96	814	3,950	33,707
MEMORIZE	3.06	2.95	2.94	.06	.03	.01	.85	.87	.87	818	3,951	33,726
ANALYZE	3.04	3.14	3.13	.06	.02	.01	.81	.77	.78	815	3,950	33,711
SYNTHESZ	2.76	2.86	2.84	.06	.03	.01	.85	.86	.86	817	3,944	33,664
EVALUATE	2.74	2.76	2.78	.06	.03	.01	.92	.89	.88	817	3,951	33,679
APPLYING	2.88	2.97	2.97	.06	.03	.01	.92	.87	.88	816	3,947	33,675
READASGN	3.13	3.41	3.43	.06	.03	.01	.93	.94	.98	815	3,933	33,434
READOWN	1.92	1.98	1.99	.06	.03	.01	.87	.86	.87	813	3,930	33,476
WRITEMOR	1.26	1.23	1.21	.04	.02	.01	.57	.60	.57	815	3,934	33,429
WRITEMID	2.05	2.47	2.41	.06	.03	.01	.86	.92	.90	811	3,924	33,436
WRITESML	2.80	3.23	3.25	.07	.03	.01	1.07	1.10	1.07	811	3,928	33,457
EXAMS	5.60	5.59	5.61	.08	.03	.01	1.11	1.09	1.08	815	3,934	33,490
ADVISE	2.91	2.84	2.91	.06	.03	.01	.85	.87	.86	809	3,925	33,408

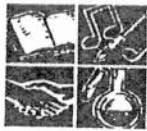


National Survey of Student Engagement

The College Student Report

NSSE 2001 Grand Means^a for First-Year Students Including Means for Texas A&M University System and Doctoral/Research Universities-Intensive

	mean			margin of error (95% level) ^b			standard deviation ^c			number of respondents		
	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001
ACADPR01	3.78	4.08	4.09	.12	.05	.02	1.70	1.74	1.74	811	3,923	33,411
WORKON01	1.55	1.53	1.61	.09	.04	.01	1.36	1.18	1.20	809	3,925	33,414
WORKOF01	2.64	2.23	2.34	.17	.07	.02	2.45	2.08	2.19	802	3,919	33,334
COCURR01	2.33	2.34	2.32	.12	.05	.02	1.68	1.59	1.54	812	3,927	33,398
SOCIAL01	3.84	4.18	4.12	.13	.06	.02	1.84	1.84	1.82	809	3,917	33,365
CAREDE01	1.85	1.50	1.57	.12	.04	.02	1.81	1.28	1.48	813	3,925	33,418
NGENLED	3.06	3.02	3.09	.05	.03	.01	.76	.81	.79	813	3,913	33,266
GNWORK	2.58	2.50	2.52	.07	.03	.01	.96	.96	.94	810	3,916	33,229
GNWRITE	2.71	2.74	2.85	.06	.03	.01	.91	.90	.86	810	3,915	33,264
GNSPEAK	2.65	2.52	2.59	.07	.03	.01	.96	.94	.92	812	3,913	33,256
GNANALY	3.04	3.07	3.09	.05	.03	.01	.78	.82	.81	811	3,921	33,281
GNQUANT	2.71	2.66	2.63	.06	.03	.01	.88	.89	.90	810	3,908	33,191
GNCMPTS	2.84	2.78	2.73	.06	.03	.01	.93	.97	.97	812	3,917	33,273
GNOTHERS	2.93	2.79	2.82	.06	.03	.01	.88	.88	.88	810	3,909	33,241
GNCITIZN	2.16	1.82	1.93	.07	.03	.01	1.07	.96	1.00	809	3,897	33,203
GNINQ	3.03	2.95	2.97	.06	.03	.01	.85	.87	.85	805	3,904	33,185
GNSELF	2.92	2.81	2.87	.07	.03	.01	.94	.96	.95	804	3,911	33,156
GNDIVERS	2.56	2.58	2.58	.07	.03	.01	1.05	.98	1.00	809	3,916	33,238
GNETHICS	2.75	2.58	2.64	.07	.03	.01	.98	1.01	1.01	809	3,913	33,231
GNCOMMUN	2.22	2.06	2.15	.07	.03	.01	.98	.94	.96	807	3,908	33,209
ENVSCHOL	3.16	3.14	3.15	.05	.02	.01	.77	.79	.78	811	3,915	33,267
ENVSUPRT	3.00	2.93	3.00	.06	.03	.01	.85	.87	.85	814	3,919	33,241
ENVDIVRS	2.41	2.55	2.54	.07	.03	.01	1.01	.99	1.00	810	3,909	33,209
ENVNACAD	2.12	1.99	2.08	.07	.03	.01	.98	.90	.94	811	3,913	33,226
ENVSOCAL	2.34	2.26	2.33	.07	.03	.01	.99	.94	.95	811	3,908	33,213
ENVSTU	5.74	5.61	5.69	.09	.04	.01	1.29	1.33	1.29	816	3,924	33,335
ENVFAC	5.25	5.26	5.39	.09	.04	.01	1.33	1.23	1.24	816	3,923	33,318
ENVADM	4.86	4.82	4.90	.11	.05	.02	1.54	1.46	1.47	817	3,916	33,288
ENTIREXP	3.17	3.13	3.19	.04	.02	.01	.65	.71	.69	815	3,921	33,284
SAMECOLL	3.25	3.15	3.19	.05	.03	.01	.78	.84	.82	815	3,908	33,247

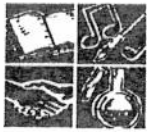


National Survey of Student Engagement

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NSSE 2001 Grand Means^a for Seniors Including Means for Texas A&M University System and Doctoral/Research Universities-Intensive

	mean			margin of error (95% level) ^b			standard deviation ^c			number of respondents		
	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001
CLQUEST	3.01	2.98	3.08	.05	.03	.01	.83	.86	.85	1,108	4,377	37,510
CLPRESEN	2.88	2.76	2.79	.05	.03	.01	.85	.84	.84	1,107	4,371	37,487
REWROPAP	2.70	2.47	2.50	.06	.03	.01	.96	.98	.98	1,106	4,371	37,482
INTEGRAT	3.28	3.28	3.32	.04	.02	.01	.75	.75	.73	1,104	4,371	37,476
CLUNPREP	2.15	2.16	2.16	.04	.02	.01	.73	.75	.75	1,107	4,370	37,460
CLASSGRP	2.58	2.48	2.51	.05	.03	.01	.89	.86	.85	1,108	4,365	37,441
OCCGRP	2.78	2.79	2.74	.05	.03	.01	.90	.91	.88	1,106	4,370	37,469
TUTOR	1.82	1.79	1.83	.05	.03	.01	.90	.90	.93	1,107	4,364	37,440
COMMPROJ	1.56	1.50	1.57	.05	.02	.01	.82	.78	.81	1,105	4,364	37,396
ITACADEM	2.72	2.74	2.72	.06	.03	.01	1.06	1.03	1.04	1,106	4,374	37,480
EMAIL	2.76	2.99	2.95	.06	.03	.01	.98	.91	.92	1,104	4,373	37,457
FACGRADE	2.86	2.75	2.79	.05	.02	.01	.84	.84	.84	1,108	4,365	37,433
FACPLANS	2.33	2.32	2.43	.05	.03	.01	.91	.92	.94	1,102	4,369	37,421
FACIDEAS	1.98	1.96	2.03	.05	.03	.01	.88	.85	.86	1,104	4,361	37,435
FACFEED	2.76	2.75	2.80	.05	.02	.01	.81	.81	.80	1,103	4,367	37,446
WORKHARD	2.70	2.63	2.67	.05	.02	.01	.83	.84	.84	1,101	4,368	37,424
FACOTHER	1.81	1.71	1.81	.06	.03	.01	.93	.90	.94	1,105	4,370	37,424
OOCIDEAS	2.91	2.80	2.87	.05	.02	.01	.86	.83	.83	1,108	4,368	37,468
DIVRSTUD	2.66	2.67	2.64	.06	.03	.01	1.00	.97	.98	1,103	4,364	37,403
DIFFSTUD	2.73	2.83	2.84	.06	.03	.01	.97	.93	.93	1,101	4,364	37,381
MEMORIZE	2.92	2.78	2.77	.05	.03	.01	.90	.92	.94	1,106	4,371	37,440
ANALYZE	3.24	3.24	3.28	.05	.02	.01	.77	.76	.74	1,107	4,360	37,425
SYNTHESZ	2.98	3.01	3.04	.05	.03	.01	.86	.85	.85	1,102	4,363	37,398
EVALUATE	2.91	2.87	2.92	.05	.03	.01	.89	.90	.90	1,106	4,368	37,397
APPLYING	3.14	3.15	3.16	.05	.03	.01	.88	.85	.84	1,105	4,364	37,396
READASGN	3.03	3.20	3.29	.06	.03	.01	1.02	1.03	1.04	1,094	4,328	37,173
READOWN	2.22	2.19	2.20	.06	.03	.01	1.03	1.00	.98	1,095	4,337	37,218
WRITEMOR	1.60	1.65	1.64	.05	.02	.01	.78	.76	.75	1,095	4,330	37,179
WRITEMID	2.36	2.60	2.66	.06	.03	.01	.94	.96	.97	1,095	4,326	37,217
WRITESML	2.93	3.08	3.12	.07	.04	.01	1.16	1.19	1.19	1,095	4,327	37,194
EXAMS	5.69	5.48	5.53	.07	.04	.01	1.19	1.22	1.18	1,102	4,338	37,220
ADVISE	2.79	2.72	2.83	.06	.03	.01	.97	.96	.95	1,097	4,330	37,221

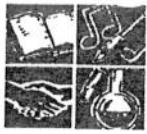


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	mean			margin of error (95% level) ^b			standard deviation ^c			number of respondents		
	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001	Texas A&M	Doc/Res-Intensive	NSSE 2001
ACADPR01	3.83	4.04	4.11	.10	.05	.02	1.71	1.79	1.80	1,097	4,334	37,175
WORKON01	1.80	1.78	1.87	.10	.05	.02	1.68	1.52	1.53	1,094	4,325	37,152
WORKOF01	3.93	3.57	3.61	.17	.08	.03	2.92	2.70	2.70	1,097	4,321	37,101
COCURR01	2.07	2.18	2.21	.09	.05	.02	1.48	1.54	1.54	1,099	4,320	37,198
SOCIAL01	3.55	3.83	3.77	.10	.05	.02	1.70	1.71	1.70	1,093	4,323	37,195
CAREDE01	3.26	2.22	2.24	.17	.07	.02	2.79	2.20	2.24	1,097	4,328	37,178
NGENLED	3.21	3.13	3.25	.05	.02	.01	.81	.83	.78	1,095	4,328	37,138
GNWORK	3.04	3.00	3.01	.05	.03	.01	.91	.91	.91	1,091	4,326	37,109
GNWRITE	2.95	2.91	3.03	.05	.03	.01	.84	.87	.84	1,094	4,325	37,135
GNSPEAK	2.95	2.85	2.94	.05	.03	.01	.89	.90	.87	1,092	4,319	37,119
GNANALY	3.26	3.26	3.31	.05	.02	.01	.76	.76	.75	1,097	4,326	37,147
GNQUANT	2.96	2.93	2.90	.05	.03	.01	.87	.89	.89	1,090	4,321	37,088
GNCMPTS	3.14	3.06	3.00	.05	.03	.01	.86	.92	.91	1,093	4,326	37,138
GNOTHERS	3.23	3.11	3.13	.05	.03	.01	.82	.85	.84	1,094	4,324	37,119
GNCITIZN	2.18	1.78	1.90	.06	.03	.01	1.08	.97	1.01	1,092	4,320	37,048
GNINQ	3.15	3.07	3.11	.05	.03	.01	.86	.86	.84	1,094	4,318	37,049
GNSELF	2.97	2.92	3.01	.06	.03	.01	.99	.97	.95	1,092	4,305	37,007
GNDIVERS	2.64	2.58	2.63	.06	.03	.01	1.04	1.01	1.01	1,094	4,318	37,087
GNETHICS	2.79	2.63	2.71	.06	.03	.01	1.05	1.03	1.03	1,093	4,321	37,074
GNCOMMUN	2.43	2.19	2.33	.06	.03	.01	1.01	1.00	1.00	1,091	4,313	37,078
ENVSCHOL	3.14	3.10	3.12	.05	.02	.01	.77	.80	.78	1,094	4,318	37,096
ENVSUPRT	2.82	2.74	2.84	.05	.03	.01	.89	.88	.87	1,095	4,313	37,104
ENVDIVRS	2.38	2.31	2.33	.06	.03	.01	1.00	.98	.99	1,093	4,307	37,053
ENVNACAD	1.94	1.78	1.87	.06	.03	.01	.96	.87	.90	1,095	4,311	37,075
ENVSOCAL	2.19	1.99	2.09	.06	.03	.01	.99	.91	.93	1,096	4,306	37,042
ENVSTU	5.83	5.62	5.71	.07	.04	.01	1.26	1.31	1.27	1,101	4,331	37,211
ENVFAC	5.40	5.33	5.52	.08	.04	.01	1.40	1.32	1.29	1,100	4,335	37,203
ENVADM	4.77	4.46	4.56	.10	.05	.02	1.66	1.63	1.64	1,099	4,332	37,178
ENTIREXP	3.21	3.14	3.23	.04	.02	.01	.72	.74	.70	1,098	4,315	37,145
SAMECOLL	3.19	3.04	3.13	.05	.03	.01	.87	.87	.85	1,096	4,322	37,133



National Survey of Student Engagement
The College Student Report

Texas A&M University System
Consortium Question Grand Means^a for First-Year Students and Seniors

	mean		margin of error (95% level) ^b		standard deviation ^c		number of respondents	
	First-Year Students	Seniors	First-Year Students	Seniors	First-Year Students	Seniors	First-Year Students	Seniors
txam0101	3.16	3.17	.04	.04	.60	.65	760	1,004
txam0102	3.23	3.17	.04	.04	.61	.65	770	1,000
txam0103	3.29	3.31	.04	.04	.63	.64	767	1,010
txam0104	3.17	3.11	.05	.04	.66	.70	766	1,014
txam0105	3.14	3.08	.05	.05	.66	.74	768	1,017
txam0106	2.94	2.86	.07	.06	.95	.95	766	1,017
txam0107	2.98	2.89	.06	.05	.89	.87	766	1,007
txam0108	3.29	3.25	.04	.04	.60	.65	764	1,013
txam0109	3.18	3.10	.04	.04	.57	.61	757	1,002
txam0110	3.16	3.09	.04	.04	.59	.65	761	1,011
txam0111	2.77	3.03	.06	.05	.88	.85	762	1,005
txam0112	3.00	2.98	.05	.05	.74	.86	759	1,001
txam0113	2.99	2.93	.04	.05	.63	.73	761	1,002
txam0114	2.31	2.39	.06	.05	.79	.80	759	1,002
txam0115	2.36	2.50	.05	.05	.77	.82	763	1,001
txam0116	2.75	2.59	.05	.05	.73	.84	759	999
txam0117	3.36	3.45	.05	.04	.67	.61	759	1,007
txam0118	3.20	3.07	.04	.05	.60	.74	758	1,007
txam0119	3.33	3.12	.05	.05	.68	.79	763	1,003
txam0120	3.27	3.03	.04	.05	.62	.76	757	1,000

^a Grand Means are calculated using all institutions in the category (consortium, Carnegie class, and NSSE 2001). Thus, unlike the means listed on your Means Summary Report, your institution's data are included in these calculations.

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

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

NSSE 2001 Frequency Distributions

		First-year Students															
		Texas A&M -Commerce		Texas A&M System		Doc/Res-Int		National		Texas A&M -Commerce		Texas A&M System		Doc/Res-Int		National	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Number of written papers or reports of fewer than 5 pages	None	1	1.8%	59	7.8%	150	3.9%	1000	3.0%	8	8.1%	85	8.5%	322	7.6%	2493	6.7%
	Between 1 and 4	15	26.8%	299	39.6%	945	24.4%	8193	24.4%	27	27.3%	343	34.4%	1225	29.0%	10757	28.8%
	Between 5 and 10	14	25.0%	224	29.7%	1244	32.1%	10858	32.3%	30	30.3%	262	26.3%	1148	27.1%	10096	27.1%
	Between 11 and 20	15	26.8%	114	15.1%	941	24.3%	8545	25.4%	22	22.2%	185	18.5%	876	20.7%	7836	21.0%
	More than 20	11	19.6%	59	7.8%	592	15.3%	4984	14.8%	12	12.1%	123	12.3%	659	15.6%	6106	16.4%
Total		56	100.0%	755	100.0%	3872	100.0%	33580	100.0%	99	100.0%	998	100.0%	4230	100.0%	37288	100.0%
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	Very little	1	1.8%	4	.5%	32	.8%	169	.5%	1	1.0%	7	.7%	47	1.1%	319	.9%
	2	2	3.5%	4	.5%	26	.7%	296	.9%	3	3.0%	16	1.6%	69	1.6%	518	1.4%
	3	3	5.3%	16	2.1%	103	2.7%	842	2.5%	1	1.0%	26	2.6%	182	4.3%	1345	3.6%
	4	2	3.5%	79	10.4%	298	7.7%	2763	8.2%	12	12.1%	76	7.6%	379	8.9%	3266	8.8%
	5	24	42.1%	216	28.5%	1154	29.8%	9794	29.1%	20	20.2%	248	24.7%	1245	29.4%	10921	29.3%
	6	15	26.3%	266	35.1%	1513	39.0%	13025	38.8%	40	40.4%	353	35.1%	1482	34.9%	13338	35.7%
Total		10	17.5%	173	22.8%	751	19.4%	6721	20.0%	22	22.2%	279	27.8%	837	19.7%	7606	20.4%
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	4	7.1%	54	7.2%	304	7.9%	2375	7.1%	11	11.1%	128	12.8%	541	12.8%	4108	11.0%
	Fair	14	25.0%	144	19.1%	916	23.7%	7028	21.0%	27	27.3%	217	21.7%	1073	25.3%	8317	22.3%
	Good	26	46.4%	364	48.3%	1743	45.1%	15393	45.9%	31	31.3%	397	39.7%	1658	39.2%	14736	39.5%
	Excellent	12	21.4%	191	25.4%	906	23.4%	8734	26.0%	30	30.3%	258	25.8%	961	22.7%	10154	27.2%
Total		56	100.0%	753	100.0%	3869	100.0%	33530	100.0%	99	100.0%	1000	100.0%	4233	100.0%	37313	100.0%
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	10	17.5%	136	18.1%	530	13.7%	5220	15.6%	9	9.1%	86	8.6%	251	5.9%	2212	5.9%
	No	4	7.0%	52	6.9%	179	4.6%	1638	4.9%	41	41.4%	243	24.3%	971	22.9%	8054	21.6%
	Yes	43	75.4%	565	75.0%	3163	81.7%	26687	79.6%	49	49.5%	669	67.0%	3012	71.1%	26969	72.4%
Total		57	100.0%	753	100.0%	3872	100.0%	33545	100.0%	99	100.0%	998	100.0%	4234	100.0%	37235	100.0%
Community service or volunteer work	Undecided	16	28.1%	122	16.2%	824	21.3%	6603	19.7%	16	16.5%	106	10.7%	423	10.0%	3373	9.1%
	No	4	7.0%	80	10.6%	391	10.1%	3038	9.1%	46	47.4%	273	27.5%	1349	31.9%	10435	28.0%
	Yes	37	64.9%	550	73.1%	2655	68.6%	23882	71.2%	35	36.1%	615	61.9%	2456	58.1%	23403	62.9%
Total		57	100.0%	752	100.0%	3870	100.0%	33523	100.0%	97	100.0%	994	100.0%	4228	100.0%	37211	100.0%
Work on a research project with a faculty member outside of course or program requirements	Undecided	29	50.9%	332	43.9%	1817	47.0%	16161	48.3%	17	17.2%	141	14.3%	490	11.6%	4071	11.0%
	No	14	24.6%	229	30.3%	985	25.5%	8940	26.7%	68	68.7%	654	66.1%	2771	65.7%	24402	65.7%
	Yes	14	24.6%	195	25.8%	1060	27.4%	8364	25.0%	14	14.1%	194	19.6%	957	22.7%	8653	23.3%
Total		57	100.0%	756	100.0%	3862	100.0%	33465	100.0%	99	100.0%	989	100.0%	4218	100.0%	37126	100.0%
Foreign language coursework	Undecided	15	26.3%	187	24.8%	859	22.2%	7240	21.6%	5	5.2%	84	8.5%	230	5.4%	1865	5.0%
	No	26	45.6%	298	39.5%	1373	35.5%	11203	33.4%	71	73.2%	637	64.1%	2460	58.3%	20243	54.4%
	Yes	16	28.1%	270	35.8%	1639	42.3%	15083	45.0%	21	21.6%	273	27.5%	1532	36.3%	15074	40.5%
Total		57	100.0%	755	100.0%	3871	100.0%	33526	100.0%	97	100.0%	994	100.0%	4222	100.0%	37182	100.0%
Study abroad	Undecided	16	28.1%	250	33.2%	1415	36.6%	11777	35.2%	12	12.4%	89	9.0%	280	6.6%	2519	6.8%
	No	23	40.4%	311	41.4%	1240	32.1%	10215	30.5%	77	79.4%	804	80.9%	3253	77.2%	28109	75.7%
	Yes	18	31.6%	191	25.4%	1212	31.3%	11468	34.3%	8	8.2%	101	10.2%	679	16.1%	6482	17.5%
Total		57	100.0%	752	100.0%	3867	100.0%	33460	100.0%	97	100.0%	994	100.0%	4212	100.0%	37110	100.0%
Independent study or self-designed major	Undecided	20	35.1%	263	35.2%	1412	36.5%	12779	38.2%	12	12.4%	99	10.0%	280	6.6%	2532	6.8%
	No	27	47.4%	345	46.1%	1835	47.5%	14934	44.6%	67	69.1%	647	65.2%	2827	67.1%	23768	64.0%
	Yes	10	17.5%	140	18.7%	619	16.0%	5754	17.2%	18	18.6%	247	24.9%	1109	26.3%	10835	29.2%
Total		57	100.0%	748	100.0%	3866	100.0%	33467	100.0%	97	100.0%	993	100.0%	4216	100.0%	37135	100.0%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Undecided	13	23.2%	327	43.8%	1669	43.2%	14652	43.8%	4	4.1%	129	13.0%	380	9.0%	3117	8.4%
	No	4	7.1%	128	17.1%	526	13.6%	4494	13.4%	17	17.3%	435	43.9%	1548	36.6%	13247	35.6%
	Yes	39	69.6%	292	39.1%	1671	43.2%	14326	42.8%	77	78.6%	426	43.0%	2296	54.4%	20814	56.0%
Total		56	100.0%	747	100.0%	3866	100.0%	33472	100.0%	98	100.0%	990	100.0%	4224	100.0%	37178	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students																			
		Texas A&M -Commerce				Texas A&M System				Doc/Res-Int				National				Seniors			
		Count	Col %	Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col %	Count	Col%				
Total		57	100.0%	756	100.0%	3868	100.0%	33540	100.0%	99	100.0%	1000	100.0%	4231	100.0%	37272	100.0%				
Contributed to Acquiring a broad general education	Very little	3	5.4%	18	2.4%	153	4.0%	941	2.8%	5	5.1%	29	2.9%	150	3.5%	887	2.4%				
	Some	13	23.2%	139	18.4%	756	19.6%	6132	18.4%	18	18.4%	152	15.2%	751	17.7%	5263	14.1%				
	Quite a bit	24	42.9%	374	49.4%	1801	46.7%	15385	46.1%	48	49.0%	381	38.1%	1708	40.4%	14712	39.5%				
	Very much	16	28.6%	226	29.9%	1147	29.7%	10929	32.7%	27	27.6%	437	43.7%	1623	38.4%	16373	44.0%				
Total		56	100.0%	757	100.0%	3857	100.0%	33387	100.0%	98	100.0%	999	100.0%	4232	100.0%	37235	100.0%				
Contributed to Acquiring job or work-related knowledge and skills	Very little	12	21.4%	97	12.9%	607	15.7%	4882	14.6%	3	3.1%	59	5.9%	272	6.4%	2325	6.2%				
	Some	21	37.5%	263	34.9%	1392	36.1%	12216	36.6%	21	21.4%	216	21.7%	940	22.2%	8372	22.5%				
	Quite a bit	15	26.8%	239	31.7%	1190	30.8%	10419	31.2%	39	39.8%	344	34.6%	1536	36.3%	13230	35.6%				
	Very much	8	14.3%	155	20.6%	671	17.4%	5831	17.5%	35	35.7%	376	37.8%	1482	35.0%	13279	35.7%				
Total		56	100.0%	754	100.0%	3860	100.0%	33348	100.0%	98	100.0%	995	100.0%	4230	100.0%	37206	100.0%				
Contributed to Writing clearly and effectively	Very little	7	12.5%	74	9.8%	356	9.2%	2091	6.3%	4	4.1%	43	4.3%	245	5.8%	1499	4.0%				
	Some	10	17.9%	232	30.8%	1123	29.1%	8969	26.9%	28	28.6%	249	24.9%	1060	25.1%	8138	21.9%				
	Quite a bit	28	50.0%	289	38.3%	1556	40.3%	14105	42.2%	37	37.8%	420	42.1%	1744	41.2%	15396	41.4%				
	Very much	11	19.6%	159	21.1%	824	21.4%	8220	24.6%	29	29.6%	286	28.7%	1180	27.9%	12199	32.8%				
Total		56	100.0%	754	100.0%	3859	100.0%	33385	100.0%	98	100.0%	998	100.0%	4229	100.0%	37232	100.0%				
Contributed to Speaking clearly and effectively	Very little	6	10.7%	99	13.1%	595	15.4%	4130	12.4%	4	4.1%	65	6.5%	307	7.3%	2072	5.6%				
	Some	15	26.8%	229	30.3%	1304	33.8%	11476	34.4%	34	35.1%	222	22.3%	1148	27.2%	9151	24.6%				
	Quite a bit	29	51.8%	261	34.5%	1326	34.4%	11669	35.0%	32	33.0%	399	40.0%	1650	39.1%	15060	40.5%				
	Very much	6	10.7%	167	22.1%	632	16.4%	6102	18.3%	27	27.8%	311	31.2%	1119	26.5%	10934	29.4%				
Total		56	100.0%	756	100.0%	3857	100.0%	33377	100.0%	97	100.0%	997	100.0%	4224	100.0%	37217	100.0%				
Contributed to Thinking critically and analytically	Very little	3	5.4%	12	1.6%	140	3.6%	987	3.0%	2	2.0%	19	1.9%	83	2.0%	584	1.6%				
	Some	16	28.6%	170	22.5%	759	19.6%	6508	19.5%	15	15.2%	136	13.6%	576	13.6%	4618	12.4%				
	Quite a bit	25	44.6%	337	44.6%	1662	43.0%	14420	43.2%	49	49.5%	405	40.5%	1727	40.8%	14655	39.3%				
	Very much	12	21.4%	236	31.3%	1304	33.7%	11487	34.4%	33	33.3%	440	44.0%	1843	43.6%	17386	46.7%				
Total		56	100.0%	755	100.0%	3865	100.0%	33402	100.0%	99	100.0%	1000	100.0%	4229	100.0%	37243	100.0%				
Contributed to Analyzing quantitative problems	Very little	6	10.7%	60	8.0%	369	9.6%	3483	10.5%	7	7.2%	50	5.0%	254	6.0%	2206	5.9%				
	Some	25	44.6%	245	32.5%	1300	33.7%	11574	34.7%	28	28.9%	238	23.9%	1069	25.3%	10150	27.3%				
	Quite a bit	20	35.7%	289	38.3%	1436	37.3%	12109	36.4%	43	44.3%	392	39.4%	1615	38.2%	14132	38.0%				
	Very much	5	8.9%	160	21.2%	747	19.4%	6145	18.4%	19	19.6%	315	31.7%	1288	30.5%	10698	28.8%				
Total		56	100.0%	754	100.0%	3852	100.0%	33311	100.0%	97	100.0%	995	100.0%	4226	100.0%	37186	100.0%				
Contributed to Using computing and information technology	Very little	10	17.9%	62	8.2%	420	10.9%	3784	11.3%	5	5.2%	37	3.7%	263	6.2%	2231	6.0%				
	Some	20	35.7%	192	25.4%	1054	27.3%	9913	29.7%	21	21.6%	192	19.2%	885	20.9%	8827	23.7%				
	Quite a bit	19	33.9%	285	37.7%	1341	34.7%	11132	33.3%	41	42.3%	347	34.8%	1403	33.2%	12781	34.3%				
	Very much	7	12.5%	217	28.7%	1046	27.1%	8564	25.6%	30	30.9%	422	42.3%	1680	39.7%	13397	36.0%				
Total		56	100.0%	756	100.0%	3861	100.0%	33393	100.0%	97	100.0%	998	100.0%	4231	100.0%	37236	100.0%				
Contributed to Working effectively with others	Very little	7	12.5%	36	4.8%	259	6.7%	2202	6.6%	5	5.2%	25	2.5%	165	3.9%	1268	3.4%				
	Some	16	28.6%	195	25.9%	1178	30.6%	9790	29.3%	21	21.6%	157	15.7%	839	19.8%	7205	19.4%				
	Quite a bit	23	41.1%	289	38.3%	1508	39.1%	13190	39.5%	34	35.1%	363	36.3%	1602	37.9%	14302	38.4%				
	Very much	10	17.9%	234	31.0%	908	23.6%	8180	24.5%	37	38.1%	454	45.4%	1623	38.4%	14442	38.8%				
Total		56	100.0%	754	100.0%	3853	100.0%	33362	100.0%	97	100.0%	999	100.0%	4229	100.0%	37217	100.0%				
Contributed to Voting in local, state, or national elections	Very little	22	39.3%	260	34.5%	1864	48.5%	14607	43.8%	35	35.4%	342	34.4%	2197	52.0%	16909	45.5%				
	Some	18	32.1%	216	28.7%	1119	29.1%	9906	29.7%	31	31.3%	298	29.9%	1135	26.9%	10886	29.3%				
	Quite a bit	9	16.1%	163	21.6%	556	14.5%	5443	16.3%	18	18.2%	190	19.1%	546	12.9%	5457	14.7%				
	Very much	7	12.5%	114	15.1%	302	7.9%	3366	10.1%	15	15.2%	165	16.6%	345	8.2%	3892	10.5%				
Total		56	100.0%	753	100.0%	3841	100.0%	33322	100.0%	99	100.0%	995	100.0%	4223	100.0%	37144	100.0%				
Contributed to Learning effectively on your own	Very little	8	14.3%	25	3.3%	218	5.7%	1641	4.9%	7	7.1%	47	4.7%	202	4.8%	1590	4.3%				
	Some	20	35.7%	160	21.4%	879	22.8%	7609	22.8%	18	18.4%	158	15.8%	793	18.8%	6636	17.9%				
	Quite a bit	18	32.1%	301	40.2%	1613	41.9%	14097	42.3%	50	51.0%	368	36.9%	1701	40.3%	14970	40.3%				
	Very much	10	17.9%	263	35.1%	1138	29.6%	9959	29.9%	23	23.5%	425	42.6%	1526	36.1%	13949	37.6%				
Total		56	100.0%	749	100.0%	3848	100.0%	33306	100.0%	98	100.0%	998	100.0%	4222	100.0%	37145	100.0%				

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students															
		Texas A&M -Commerce				Texas A&M System				Doc/Res-Int				National			
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %		
Contributed to Understanding yourself	Very little	11	19.6%	58	7.8%	395	10.2%	3059	9.2%	10	10.2%	101	10.1%	420	10.0%	2948	7.9%
	Some	15	26.8%	170	22.7%	1018	26.4%	8181	24.6%	24	24.5%	196	19.7%	900	21.4%	7695	20.7%
	Quite a bit	20	35.7%	271	36.2%	1351	35.0%	11934	35.9%	36	36.7%	315	31.6%	1477	35.1%	12618	34.0%
	Very much	10	17.9%	249	33.3%	1091	28.3%	10102	30.4%	28	28.6%	384	38.6%	1412	33.5%	13841	37.3%
	Total	56	100.0%	748	100.0%	3855	100.0%	33276	100.0%	98	100.0%	996	100.0%	4209	100.0%	37102	100.0%
Contributed to Understanding people of other racial and ethnic backgrounds	Very little	14	25.0%	139	18.5%	579	15.0%	5297	15.9%	12	12.2%	170	17.0%	686	16.2%	5563	15.0%
	Some	13	23.2%	224	29.7%	1262	32.7%	10521	31.5%	34	34.7%	284	28.5%	1353	32.0%	11665	31.4%
	Quite a bit	17	30.4%	212	28.2%	1203	31.2%	10329	31.0%	32	32.7%	282	28.3%	1238	29.3%	11015	29.6%
	Very much	12	21.4%	178	23.6%	816	21.1%	7211	21.6%	20	20.4%	262	26.3%	945	22.4%	8940	24.0%
	Total	56	100.0%	753	100.0%	3860	100.0%	33358	100.0%	98	100.0%	998	100.0%	4222	100.0%	37183	100.0%
Contributed to Developing a personal code of values and ethics	Very little	12	21.4%	89	11.8%	651	16.9%	5177	15.5%	20	20.2%	136	13.7%	704	16.7%	5498	14.8%
	Some	17	30.4%	199	26.4%	1176	30.5%	9646	28.9%	29	29.3%	247	24.8%	1211	28.7%	10105	27.2%
	Quite a bit	16	28.6%	262	34.8%	1168	30.3%	10415	31.2%	25	25.3%	284	28.5%	1258	29.8%	11211	30.2%
	Very much	11	19.6%	203	27.0%	862	22.3%	8113	24.3%	25	25.3%	329	33.0%	1051	24.9%	10356	27.9%
	Total	56	100.0%	753	100.0%	3857	100.0%	33351	100.0%	99	100.0%	996	100.0%	4224	100.0%	37170	100.0%
Contributed to Improving the welfare of your community	Very little	18	32.1%	194	25.8%	1254	32.6%	9488	28.5%	26	26.3%	204	20.5%	1229	29.2%	8743	23.5%
	Some	22	39.3%	290	38.6%	1451	37.7%	12915	38.8%	39	39.4%	327	32.9%	1518	36.0%	13390	36.0%
	Quite a bit	13	23.2%	167	22.2%	798	20.7%	7281	21.8%	24	24.2%	276	27.8%	925	21.9%	9236	24.8%
	Very much	3	5.4%	100	13.3%	349	9.1%	3645	10.9%	10	10.1%	187	18.8%	544	12.9%	5804	15.6%
	Total	56	100.0%	751	100.0%	3852	100.0%	33329	100.0%	99	100.0%	994	100.0%	4216	100.0%	37173	100.0%
Emphasize: Spending significant amounts of time studying and on academic work	Very little	1	1.8%	15	2.0%	103	2.7%	788	2.4%	3	3.0%	22	2.2%	120	2.8%	857	2.3%
	Some	12	21.1%	127	16.8%	680	17.6%	5713	17.1%	16	16.2%	174	17.5%	813	19.3%	6619	17.8%
	Quite a bit	27	47.4%	326	43.2%	1655	42.9%	14725	44.1%	47	47.5%	445	44.6%	1815	43.0%	16876	45.4%
	Very much	17	29.8%	286	37.9%	1420	36.8%	12159	36.4%	33	33.3%	356	35.7%	1473	34.9%	12839	34.5%
	Total	57	100.0%	754	100.0%	3858	100.0%	33385	100.0%	99	100.0%	997	100.0%	4221	100.0%	37191	100.0%
Emphasize: Providing the support you need to help you succeed academically	Very little	4	7.0%	33	4.4%	217	5.6%	1539	4.6%	9	9.1%	76	7.6%	356	8.4%	2459	6.6%
	Some	21	36.8%	164	21.7%	942	24.4%	7422	22.2%	29	29.3%	263	26.4%	1258	29.8%	10137	27.3%
	Quite a bit	21	36.8%	315	41.6%	1598	41.4%	13968	41.9%	45	45.5%	409	41.0%	1708	40.5%	15394	41.4%
	Very much	11	19.3%	245	32.4%	1105	28.6%	10430	31.3%	16	16.2%	250	25.1%	894	21.2%	9208	24.8%
	Total	57	100.0%	757	100.0%	3862	100.0%	33359	100.0%	99	100.0%	998	100.0%	4216	100.0%	37198	100.0%
Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	14	24.6%	152	20.2%	607	15.8%	5548	16.6%	19	19.2%	217	21.8%	964	22.9%	8265	22.2%
	Some	18	31.6%	278	36.9%	1294	33.6%	11138	33.4%	37	37.4%	354	35.5%	1587	37.7%	14014	37.7%
	Quite a bit	15	26.3%	185	24.6%	1168	30.3%	9773	29.3%	31	31.3%	255	25.6%	1044	24.8%	9217	24.8%
	Very much	10	17.5%	138	18.3%	783	20.3%	6869	20.6%	12	12.1%	170	17.1%	615	14.6%	5652	15.2%
	Total	57	100.0%	753	100.0%	3852	100.0%	33328	100.0%	99	100.0%	996	100.0%	4210	100.0%	37148	100.0%
Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc)	Very little	27	47.4%	227	30.1%	1290	33.5%	10402	31.2%	47	47.5%	395	39.6%	1935	45.9%	15393	41.4%
	Some	18	31.6%	277	36.7%	1576	40.9%	13000	39.0%	29	29.3%	343	34.4%	1496	35.5%	13685	36.8%
	Quite a bit	8	14.0%	164	21.8%	704	18.3%	6915	20.7%	13	13.1%	177	17.7%	559	13.3%	5633	15.2%
	Very much	4	7.0%	86	11.4%	286	7.4%	3028	9.1%	10	10.1%	83	8.3%	224	5.3%	2459	6.6%
	Total	57	100.0%	754	100.0%	3856	100.0%	33345	100.0%	99	100.0%	998	100.0%	4214	100.0%	37170	100.0%
Emphasize: Providing the support you need to thrive socially	Very little	20	35.1%	165	21.9%	899	23.3%	7055	21.2%	38	38.8%	284	28.4%	1459	34.7%	11241	30.3%
	Some	19	33.3%	271	35.9%	1474	38.3%	12677	38.0%	38	38.8%	350	35.0%	1647	39.1%	14700	39.6%
	Quite a bit	13	22.8%	200	26.5%	1063	27.6%	9285	27.9%	11	11.2%	241	24.1%	804	19.1%	7979	21.5%
	Very much	5	8.8%	118	15.6%	415	10.8%	4315	12.9%	11	11.2%	125	12.5%	300	7.1%	3219	8.7%
	Total	57	100.0%	754	100.0%	3851	100.0%	33332	100.0%	98	100.0%	1000	100.0%	4210	100.0%	37139	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students																Seniors							
		Texas A&M -Commerce		Texas A&M System		Doc/Res-Int		National		Texas A&M -Commerce		Texas A&M System		Doc/Res-Int		National									
		Count	Col %	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col %	Count	Col%	Count	Col%								
Quality: Relationships with other students	Unfriendly, unsupportive, sense of alienation	0	.0%	5	.7%	40	1.0%	285	.9%	1	1.0%	5	.5%	28	.7%	248	.7%								
	2	2	3.5%	17	2.2%	89	2.3%	701	2.1%	2	2.0%	15	1.5%	84	2.0%	683	1.8%								
	3	5	8.8%	28	3.7%	165	4.3%	1306	3.9%	4	4.0%	31	3.1%	217	5.1%	1460	3.9%								
	4	4	7.0%	59	7.8%	391	10.1%	3050	9.1%	11	11.1%	93	9.3%	433	10.2%	3440	9.2%								
	5	15	26.3%	141	18.6%	794	20.5%	6672	19.9%	22	22.2%	181	18.0%	892	21.1%	7503	20.1%								
	6	18	31.6%	254	33.5%	1266	32.7%	11035	33.0%	27	27.3%	285	28.4%	1308	30.9%	12076	32.4%								
	Friendly, supportive, sense of belonging	13	22.8%	255	33.6%	1122	29.0%	10405	31.1%	32	32.3%	394	39.2%	1272	30.0%	11897	31.9%								
Total		57	100.0%	759	100.0%	3867	100.0%	33454	100.0%	99	100.0%	1004	100.0%	4234	100.0%	37307	100.0%								
Quality: Relationships with faculty members	Unavailable, unhelpful, unsympathetic	0	.0%	8	1.1%	31	.8%	244	.7%	1	1.0%	20	2.0%	55	1.3%	355	1.0%								
	2	0	.0%	23	3.0%	74	1.9%	624	1.9%	5	5.1%	24	2.4%	113	2.7%	815	2.2%								
	3	6	10.5%	49	6.5%	213	5.5%	1620	4.8%	4	4.0%	53	5.3%	236	5.6%	1667	4.5%								
	4	14	24.6%	100	13.2%	576	14.9%	4328	12.9%	15	15.2%	115	11.5%	532	12.6%	4022	10.8%								
	5	13	22.8%	215	28.3%	1171	30.3%	9316	27.9%	20	20.2%	248	24.7%	1105	26.1%	8832	23.7%								
	6	18	31.6%	228	30.0%	1229	31.8%	11032	33.0%	33	33.3%	300	29.9%	1432	33.8%	12739	34.2%								
	Available, helpful, sympathetic	6	10.5%	136	17.9%	572	14.8%	6272	18.8%	21	21.2%	243	24.2%	765	18.1%	8869	23.8%								
Total		57	100.0%	759	100.0%	3866	100.0%	33436	100.0%	99	100.0%	1003	100.0%	4238	100.0%	37299	100.0%								
Quality: Relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid	0	.0%	29	3.8%	109	2.8%	936	2.8%	8	8.1%	53	5.3%	253	6.0%	2011	5.4%								
	2	2	3.5%	42	5.5%	202	5.2%	1536	4.6%	17	17.2%	53	5.3%	348	8.2%	2936	7.9%								
	3	3	5.3%	72	9.5%	352	9.1%	2954	8.8%	9	9.1%	97	9.7%	517	12.2%	4315	11.6%								
	4	15	26.3%	136	17.9%	757	19.6%	6118	18.3%	17	17.2%	151	15.1%	838	19.8%	6953	18.7%								
	5	17	29.8%	175	23.0%	1081	28.0%	9066	27.1%	18	18.2%	270	26.9%	1014	23.9%	9079	24.4%								
	6	13	22.8%	205	27.0%	931	24.1%	8472	25.4%	18	18.2%	222	22.2%	891	21.0%	7758	20.8%								
	Helpful, considerate, flexible	7	12.3%	101	13.3%	427	11.1%	4323	12.9%	12	12.1%	156	15.6%	374	8.8%	4222	11.3%								
Total		57	100.0%	760	100.0%	3859	100.0%	33405	100.0%	99	100.0%	1002	100.0%	4235	100.0%	37274	100.0%								
How would you evaluate your entire educational experience at this institution?	Poor	1	1.8%	7	.9%	88	2.3%	538	1.6%	2	2.0%	21	2.1%	93	2.2%	601	1.6%								
	Fair	13	22.8%	78	10.3%	488	12.6%	3801	11.4%	10	10.2%	116	11.6%	623	14.8%	4099	11.0%								
	Good	38	66.7%	433	57.1%	2095	54.2%	17739	53.1%	61	62.2%	483	48.2%	2097	49.7%	18492	49.7%								
	Excellent	5	8.8%	240	31.7%	1193	30.9%	11324	33.9%	25	25.5%	382	38.1%	1406	33.3%	14049	37.7%								
Total		57	100.0%	758	100.0%	3864	100.0%	33402	100.0%	98	100.0%	1002	100.0%	4219	100.0%	37241	100.0%								
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3	5.3%	23	3.0%	212	5.5%	1531	4.6%	7	7.1%	60	6.0%	273	6.5%	1965	5.3%								
	Probably no	10	17.5%	84	11.1%	486	12.6%	4087	12.2%	17	17.3%	118	11.8%	698	16.5%	5430	14.6%								
	Probably yes	34	59.6%	309	40.8%	1659	43.1%	14219	42.6%	45	45.9%	379	37.9%	1825	43.2%	15680	42.1%								
	Definitely yes	10	17.5%	342	45.1%	1494	38.8%	13527	40.5%	29	29.6%	443	44.3%	1430	33.8%	14155	38.0%								
Total		57	100.0%	758	100.0%	3851	100.0%	33364	100.0%	98	100.0%	1000	100.0%	4226	100.0%	37230	100.0%								

NSSE 2001 Frequency Distributions

		First-year Students															
		Texas A&M -Commerce		Texas A&M System		Doc/Res-Int		National		Texas A&M -Commerce		Texas A&M System		Doc/Res-Int		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
Age	19 or younger	51	91.1%	619	82.2%	3560	93.0%	29644	89.3%	0	0%	3	.3%	9	.2%	86	.2%
	20-23	3	5.4%	97	12.9%	186	4.9%	1922	5.8%	41	41.8%	511	51.3%	2971	70.9%	25498	69.0%
	24-29	0	.0%	13	1.7%	35	.9%	584	1.8%	23	23.5%	233	23.4%	625	14.9%	5489	14.9%
	30-39	1	1.8%	10	1.3%	24	.6%	515	1.6%	17	17.3%	131	13.2%	322	7.7%	3065	8.3%
	40-55	1	1.8%	10	1.3%	17	.4%	429	1.3%	14	14.3%	109	10.9%	244	5.8%	2599	7.0%
	Over 55	0	.0%	4	.5%	7	.2%	86	.3%	3	3.1%	9	.9%	20	.5%	198	.5%
Total		56	100.0%	753	100.0%	3829	100.0%	33180	100.0%	98	100.0%	996	100.0%	4191	100.0%	36935	100.0%
Student-reported sex	Male	15	26.3%	269	35.6%	1490	38.7%	11301	33.9%	31	31.0%	343	34.5%	1667	39.7%	13092	35.3%
	Female	42	73.7%	487	64.4%	2361	61.3%	22023	66.1%	69	69.0%	652	65.5%	2537	60.3%	23973	64.7%
Total		57	100.0%	756	100.0%	3851	100.0%	33324	100.0%	100	100.0%	995	100.0%	4204	100.0%	37065	100.0%
Student-reported: Are you of Hispanic, Latino, or Spanish origin?	No	50	87.7%	548	72.9%	3525	92.1%	30538	92.2%	92	92.9%	745	75.4%	3855	92.1%	34329	93.1%
	Yes	7	12.3%	204	27.1%	304	7.9%	2575	7.8%	7	7.1%	243	24.6%	330	7.9%	2528	6.9%
Total		57	100.0%	752	100.0%	3829	100.0%	33113	100.0%	99	100.0%	988	100.0%	4185	100.0%	36857	100.0%
Student-reported: American Indian or	Yes	2	100.0%	8	100.0%	88	100.0%	693	100.0%	4	100.0%	26	100.0%	89	100.0%	765	100.0%
Total		2	100.0%	8	100.0%	88	100.0%	693	100.0%	4	100.0%	26	100.0%	89	100.0%	765	100.0%
Student-reported: Asian American or	Yes	1	100.0%	16	100.0%	376	100.0%	2256	100.0%	0	0%	27	100.0%	302	100.0%	2293	100.0%
Total		1	100.0%	16	100.0%	376	100.0%	2256	100.0%	0	0%	27	100.0%	302	100.0%	2293	100.0%
Student-reported: Black or African	Yes	10	100.0%	99	100.0%	271	100.0%	2514	100.0%	14	100.0%	112	100.0%	255	100.0%	2406	100.0%
Total		10	100.0%	99	100.0%	271	100.0%	2514	100.0%	14	100.0%	112	100.0%	255	100.0%	2406	100.0%
Student-reported: White	Yes	45	100.0%	484	100.0%	2987	100.0%	26822	100.0%	79	100.0%	690	100.0%	3421	100.0%	30462	100.0%
Total		45	100.0%	484	100.0%	2987	100.0%	26822	100.0%	79	100.0%	690	100.0%	3421	100.0%	30462	100.0%
Student-reported: Other race/ethnicity	Yes	0	0%	3	100.0%	20	100.0%	163	100.0%	0	0%	1	100.0%	19	100.0%	153	100.0%
Total		0	0%	3	100.0%	20	100.0%	163	100.0%	0	0%	1	100.0%	19	100.0%	153	100.0%
Multiple racial or ethnic identifications	One racial or ethnic identification checked	49	86.0%	694	92.2%	3588	94.3%	31177	94.5%	95	96.0%	885	89.4%	3921	94.3%	34871	95.1%
	More than one racial or ethnic identification checked	8	14.0%	59	7.8%	217	5.7%	1820	5.5%	4	4.0%	105	10.6%	236	5.7%	1791	4.9%
Total		57	100.0%	753	100.0%	3805	100.0%	32997	100.0%	99	100.0%	990	100.0%	4157	100.0%	36662	100.0%
Student-reported: Are you an international student	No	55	98.2%	719	96.5%	3651	95.3%	31927	96.1%	97	99.0%	963	97.1%	3961	94.2%	35502	96.0%
	Yes	1	1.8%	26	3.5%	181	4.7%	1299	3.9%	1	1.0%	29	2.9%	242	5.8%	1479	4.0%
Total		56	100.0%	745	100.0%	3832	100.0%	33226	100.0%	98	100.0%	992	100.0%	4203	100.0%	36981	100.0%
Also attended: Vocational-technical	Yes	0	.0%	21	100.0%	64	100.0%	894	100.0%	8	100.0%	66	100.0%	213	100.0%	2363	100.0%
Total		0	.0%	21	100.0%	64	100.0%	894	100.0%	8	100.0%	66	100.0%	213	100.0%	2363	100.0%
Also attended: Community or junior	Yes	8	100.0%	143	100.0%	270	100.0%	2550	100.0%	77	100.0%	623	100.0%	1528	100.0%	11864	100.0%
Total		8	100.0%	143	100.0%	270	100.0%	2550	100.0%	77	100.0%	623	100.0%	1528	100.0%	11864	100.0%
Also attended: 4-year college other	Yes	4	100.0%	47	100.0%	206	100.0%	1848	100.0%	44	100.0%	281	100.0%	1011	100.0%	9010	100.0%
Total		4	100.0%	47	100.0%	206	100.0%	1848	100.0%	44	100.0%	281	100.0%	1011	100.0%	9010	100.0%
Also attended: None	Yes	47	100.0%	553	100.0%	3287	100.0%	28078	100.0%	12	100.0%	250	100.0%	1959	100.0%	18160	100.0%
Total		47	100.0%	553	100.0%	3287	100.0%	28078	100.0%	12	100.0%	250	100.0%	1959	100.0%	18160	100.0%
Also attended: Other school	Yes	1	100.0%	17	100.0%	95	100.0%	729	100.0%	1	100.0%	32	100.0%	191	100.0%	1741	100.0%
Total		1	100.0%	17	100.0%	95	100.0%	729	100.0%	1	100.0%	32	100.0%	191	100.0%	1741	100.0%
Did you begin college at your current institution or elsewhere?	Started here	49	86.0%	629	83.3%	3566	92.8%	30603	91.8%	28	28.0%	456	45.8%	2478	58.8%	23100	62.2%
	Started elsewhere	8	14.0%	126	16.7%	278	7.2%	2724	8.2%	72	72.0%	539	54.2%	1738	41.2%	14050	37.8%
Total		57	100.0%	755	100.0%	3844	100.0%	33327	100.0%	100	100.0%	995	100.0%	4216	100.0%	37150	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students																Seniors															
		Texas A&M -Commerce				Texas A&M System				Doc/Res-Int				National				Texas A&M -Commerce				Texas A&M System				Doc/Res-Int				National			
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%				
How would you characterize your enrollment?	Less than full-time	3	5.3%	45	6.0%	161	4.2%	1851	5.6%	32	32.7%	225	22.8%	685	16.2%	6264	16.9%																
	Full-time	54	94.7%	709	94.0%	3685	95.8%	31476	94.4%	66	67.3%	761	77.2%	3537	83.8%	30816	83.1%																
Total		57	100.0%	754	100.0%	3846	100.0%	33327	100.0%	98	100.0%	986	100.0%	4222	100.0%	37080	100.0%																
Are you a member of a social fraternity or sorority?	No	50	87.7%	683	90.6%	3295	85.7%	30008	90.1%	91	91.9%	874	87.8%	3501	83.2%	32222	86.9%																
	Yes	7	12.3%	71	9.4%	551	14.3%	3305	9.9%	8	8.1%	122	12.2%	708	16.8%	4874	13.1%																
Total		57	100.0%	754	100.0%	3846	100.0%	33313	100.0%	99	100.0%	996	100.0%	4209	100.0%	37096	100.0%																
Do you intend to teach at some pre-kindergarten through high school grade level after completing your college degree?	Undecided	7	12.3%	139	18.4%	665	17.3%	6334	19.0%	6	6.0%	116	11.6%	413	9.8%	3998	10.8%																
	No	33	57.9%	503	66.6%	2712	70.4%	22126	66.4%	63	63.0%	644	64.5%	3136	74.3%	26390	71.0%																
	Yes	17	29.8%	113	15.0%	473	12.3%	4875	14.6%	31	31.0%	239	23.9%	672	15.9%	6758	18.2%																
Total		57	100.0%	755	100.0%	3850	100.0%	33335	100.0%	100	100.0%	999	100.0%	4221	100.0%	37146	100.0%																
Which of the following best describes where you are living now while attending college?	Dormitory or other campus housing (not fraternity/sorority)	30	52.6%	390	51.7%	2554	66.4%	23090	69.4%	9	9.0%	89	9.0%	553	13.1%	7361	19.9%																
	Residence (house, apartment, etc.) within walking distance	2	3.5%	63	8.3%	117	3.0%	1294	3.9%	12	12.0%	109	11.0%	1008	23.9%	8154	22.0%																
	Residence (house, apartment, etc.) within driving distance	21	36.8%	299	39.6%	1089	28.3%	8596	25.8%	77	77.0%	792	79.9%	2528	59.9%	20801	56.1%																
	Fraternity or sorority house	4	7.0%	3	.4%	88	2.3%	305	.9%	2	2.0%	1	.1%	129	3.1%	743	2.0%																
Total		57	100.0%	755	100.0%	3848	100.0%	33285	100.0%	100	100.0%	991	100.0%	4218	100.0%	37059	100.0%																
Did either of your parents graduate from college?	No	32	56.1%	336	44.4%	1399	36.3%	12563	37.7%	66	66.7%	517	52.1%	1790	42.4%	15879	42.7%																
	Yes, father only	8	14.0%	108	14.3%	570	14.8%	4726	14.2%	12	12.1%	151	15.2%	682	16.1%	5604	15.1%																
	Yes, mother only	4	7.0%	102	13.5%	409	10.6%	3711	11.1%	3	3.0%	99	10.0%	396	9.4%	3749	10.1%																
	Yes, both parents	11	19.3%	200	26.4%	1427	37.0%	11872	35.6%	17	17.2%	220	22.2%	1328	31.4%	11708	31.5%																
	Don't know	2	3.5%	11	1.5%	50	1.3%	493	1.5%	1	1.0%	6	.6%	29	.7%	226	.6%																
Total		57	100.0%	757	100.0%	3855	100.0%	33365	100.0%	99	100.0%	993	100.0%	4225	100.0%	37166	100.0%																
Primary major	Agriculture	4	7.0%	44	5.9%	8	.2%	283	.9%	1	1.0%	58	5.9%	12	.3%	321	.9%																
	Biological/life sciences	4	7.0%	88	11.7%	295	7.7%	2747	8.3%	3	3.0%	79	8.0%	273	6.5%	2679	7.2%																
	Business	6	10.5%	114	15.2%	589	15.4%	4757	14.4%	24	24.0%	171	17.3%	786	18.6%	6192	16.7%																
	Communications	2	3.5%	36	4.8%	171	4.5%	1722	5.2%	1	1.0%	18	1.8%	193	4.6%	1660	4.5%																
	Computer and information sciences	8	14.0%	45	6.0%	284	7.4%	1639	5.0%	6	6.0%	55	5.5%	260	6.2%	1801	4.9%																
	Education	12	21.1%	67	8.9%	318	8.3%	3469	10.5%	27	27.0%	161	16.2%	459	10.9%	4167	11.3%																
	Engineering	2	3.5%	60	8.0%	468	12.2%	2168	6.5%	2	2.0%	69	7.0%	539	12.8%	2298	6.2%																
	Ethnic, cultural studies, and area studies	0	.0%	2	.3%	4	.1%	69	.2%	0	.0%	1	.1%	8	.2%	109	.3%																
	Foreign languages and literature	0	.0%	2	.3%	12	.3%	285	.9%	2	2.0%	4	.4%	36	.9%	432	1.2%																
	Health-related fields	2	3.5%	58	7.7%	192	5.0%	2144	6.5%	2	2.0%	52	5.2%	254	6.0%	2301	6.2%																
	Humanities	1	1.8%	5	.7%	84	2.2%	1123	3.4%	6	6.0%	27	2.7%	142	3.4%	1826	4.9%																
	Liberal/general studies	1	1.8%	10	1.3%	18	.5%	242	.7%	0	.0%	14	1.4%	52	1.2%	529	1.4%																
	Mathematics	1	1.8%	6	.8%	42	1.1%	407	1.2%	0	.0%	16	1.6%	40	.9%	473	1.3%																
	Multi/interdisciplinary studies	0	.0%	2	.3%	40	1.0%	234	.7%	0	.0%	4	.4%	48	1.1%	366	1.0%																
	Parks, recreation, leisure studies, sports management	0	.0%	1	.1%	9	.2%	119	.4%	0	.0%	7	.7%	18	.4%	228	.6%																
	Physical sciences	0	.0%	13	1.7%	86	2.2%	657	2.0%	3	3.0%	19	1.9%	94	2.2%	870	2.3%																
	Public administration	0	.0%	13	1.7%	30	.8%	339	1.0%	0	.0%	14	1.4%	40	.9%	410	1.1%																
	Social sciences	5	8.8%	51	6.8%	375	9.8%	3826	11.6%	9	9.0%	103	10.4%	458	10.9%	5657	15.3%																
	Visual and performing arts	3	5.3%	20	2.7%	182	4.7%	1501	4.5%	4	4.0%	28	2.8%	164	3.9%	1483	4.0%																
	Undecided	2	3.5%	31	4.1%	241	6.3%	2421	7.3%	0	.0%	2	.2%	0	.0%	25	.1%																
	Other	3	5.3%	48	6.4%	295	7.7%	2140	6.5%	8	8.0%	66	6.7%	258	6.1%	2380	6.4%																
	Two or more primary majors selected	1	1.8%	33	4.4%	93	2.4%	814	2.5%	2	2.0%	23	2.3%	82	1.9%	825	2.2%																
	Total		57	100.0%	749	100.0%	3836	100.0%	33106	100.0%	100	100.0%	991	100.0%	4216	100.0%	37032	100.0%															

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students																Seniors							
		Texas A&M -Commerce		Texas A&M System		Doc/Res-Int		National		Texas A&M -Commerce		Texas A&M System		Doc/Res-Int		National									
		Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%								
Second major	No second major selected	25	43.9%	398	52.0%	1946	49.8%	15523	45.7%	70	69.3%	709	70.2%	3114	72.7%	26150	69.4%								
	Agriculture	0	.0%	8	1.0%	12	.3%	101	3%	0	0%	9	9%	6	.1%	62	2%								
	Biological/life sciences	2	3.5%	22	2.9%	63	1.6%	621	1.8%	0	0%	14	1.4%	52	1.2%	476	1.3%								
	Business	3	5.3%	52	6.8%	192	4.9%	1616	4.8%	3	3.0%	48	4.8%	192	4.5%	1393	3.7%								
	Communications	1	1.8%	22	2.9%	75	1.9%	754	2.2%	0	0%	4	4%	28	7%	336	9%								
	Computer and information sciences	0	0%	15	2.0%	109	2.8%	788	2.3%	2	2.0%	13	1.3%	68	1.6%	521	1.4%								
	Education	0	0%	34	4.4%	110	2.8%	1313	3.9%	2	2.0%	24	2.4%	86	2.0%	1190	3.2%								
	Engineering	0	0%	10	1.3%	88	2.3%	372	1.1%	0	0%	8	8%	40	9%	189	5%								
	Ethnic, cultural studies, and area studies	0	0%	1	.1%	14	.4%	153	.5%	0	0%	0	0%	7	2%	121	3%								
	Foreign languages and literature	3	5.3%	9	1.2%	112	2.9%	1165	3.4%	5	5.0%	14	1.4%	68	1.6%	732	1.9%								
	Health-related fields	2	3.5%	10	1.3%	57	1.5%	574	1.7%	1	1.0%	9	9%	27	6%	311	8%								
	Humanities	1	1.8%	15	2.0%	70	1.8%	857	2.5%	4	4.0%	16	1.6%	63	1.5%	729	1.9%								
	Liberal/general studies	0	0%	5	.7%	13	.3%	163	.5%	2	2.0%	4	.4%	13	3%	158	4%								
	Mathematics	6	10.5%	14	1.8%	72	1.8%	576	1.7%	3	3.0%	21	2.1%	47	1.1%	435	1.2%								
	Multi/Interdisciplinary studies	0	0%	1	.1%	21	.5%	176	.5%	1	1.0%	3	.3%	17	.4%	160	.4%								
	Parks, recreation, leisure studies, sports management	0	0%	0	0%	15	.4%	180	.5%	0	0%	3	.3%	10	.2%	87	.2%								
	Physical sciences	0	0%	14	1.8%	54	1.4%	501	1.5%	0	0%	10	1.0%	57	1.3%	340	9%								
	Public administration	0	0%	9	1.2%	19	.5%	220	.6%	0	0%	2	.2%	15	.4%	149	.4%								
	Social sciences	5	8.8%	23	3.0%	205	5.2%	2110	6.2%	3	3.0%	45	4.5%	164	3.8%	1973	5.2%								
	Visual and performing arts	2	3.5%	11	1.4%	84	2.1%	924	2.7%	0	0%	4	.4%	38	.9%	507	1.3%								
	Undecided	7	12.3%	61	8.0%	398	10.2%	3737	11.0%	1	1.0%	16	1.6%	44	1.0%	375	1.0%								
	Other	0	0%	15	2.0%	109	2.8%	980	2.9%	3	3.0%	21	2.1%	96	2.2%	903	2.4%								
	Two or more second majors selected	0	0%	16	2.1%	70	1.8%	574	1.7%	1	1.0%	13	1.3%	32	.7%	367	1.0%								
	Total		57	100.0%	765	100.0%	3908	100.0%	33978	100.0%	101	100.0%	1010	100.0%	4284	100.0%	37664	100.0%							
Institution reported: gender	male	15	26.3%	250	36.4%	1455	39.3%	11241	34.1%	31	31.0%	307	35.0%	1627	40.0%	12942	35.4%								
	female	42	73.7%	436	63.6%	2252	60.7%	21714	65.9%	69	69.0%	569	65.0%	2441	60.0%	23598	64.6%								
Total		57	100.0%	686	100.0%	3707	100.0%	32955	100.0%	100	100.0%	876	100.0%	4068	100.0%	36540	100.0%								
Institution reported: ethnicity	African American/Black	10	17.5%	95	13.8%	238	6.4%	2274	6.9%	14	13.9%	98	11.2%	216	5.3%	2200	6.0%								
	American Indian/Alaska Native	0	0%	1	.1%	18	.5%	269	.8%	1	1.0%	5	.6%	22	.5%	332	.9%								
	Asian/Pacific Islander	0	0%	2	.3%	265	7.1%	1683	5.1%	0	0%	10	1.1%	200	4.9%	1667	4.5%								
	Caucasian/White	44	77.2%	379	55.2%	2720	73.3%	24739	74.7%	77	76.2%	521	59.5%	3094	76.0%	28179	76.9%								
	Hispanic	3	5.3%	188	27.4%	211	5.7%	1879	5.7%	9	8.9%	226	25.8%	242	5.9%	1982	5.4%								
	Other	0	0%	8	1.2%	30	.8%	455	1.4%	0	0%	8	.9%	20	.5%	471	1.3%								
	Multi-racial	0	0%	0	0%	7	.2%	118	.4%	0	0%	0	0%	4	.1%	101	.3%								
	Foreign	0	0%	7	1.0%	66	1.8%	336	1.0%	0	0%	6	.7%	78	1.9%	431	1.2%								
	Unknown	0	0%	6	.9%	155	4.2%	1379	4.2%	0	0%	2	.2%	193	4.7%	1303	3.6%								
Total		57	100.0%	686	100.0%	3710	100.0%	33132	100.0%	101	100.0%	876	100.0%	4069	100.0%	36666	100.0%								
Mode of completion	paper	46	80.7%	607	79.3%	2248	57.5%	20203	59.5%	94	93.1%	846	83.8%	2848	66.5%	25909	68.8%								
	web	11	19.3%	158	20.7%	1660	42.5%	13775	40.5%	7	6.9%	164	16.2%	1436	33.5%	11756	31.2%								
Total		57	100.0%	765	100.0%	3908	100.0%	33978	100.0%	101	100.0%	1010	100.0%	4284	100.0%	37665	100.0%								

NSSE 2001 Frequency Distributions

		NSSE 2001 Frequency Distributions							
		First-year Students				Seniors			
		Texas A&M -Commerce		Texas A&M System		Texas A&M -Commerce		Texas A&M System	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Library staff are helpful in finding the resources I need.	Strongly disagree	1	1.9%	9	1.3%	0	.0%	16	1.8%
	Disagree	1	1.9%	56	7.9%	6	6.2%	90	9.9%
	Agree	38	70.4%	455	64.4%	56	57.7%	541	59.5%
	Strongly agree	14	25.9%	186	26.3%	35	36.1%	262	28.8%
Total		54	100.0%	706	100.0%	97	100.0%	909	100.0%
Administrative staff I interact with are knowledgeable about their area.	Strongly disagree	0	.0%	9	1.3%	3	3.0%	15	1.7%
	Disagree	2	3.7%	43	6.0%	14	14.1%	70	7.8%
	Agree	37	68.5%	436	60.9%	57	57.6%	550	60.9%
	Strongly agree	15	27.8%	228	31.8%	25	25.3%	268	29.7%
Total		54	100.0%	716	100.0%	99	100.0%	903	100.0%
Admission materials were easy to obtain.	Strongly disagree	0	.0%	10	1.4%	1	1.0%	16	1.8%
	Disagree	1	1.9%	41	5.8%	2	2.0%	44	4.8%
	Agree	34	63.0%	396	55.5%	49	49.5%	507	55.5%
	Strongly agree	19	35.2%	266	37.3%	47	47.5%	346	37.9%
Total		54	100.0%	713	100.0%	99	100.0%	913	100.0%
Information about student services is easy to obtain.	Strongly disagree	1	1.9%	11	1.5%	0	.0%	23	2.5%
	Disagree	9	16.7%	66	9.3%	16	16.0%	112	12.2%
	Agree	33	61.1%	415	58.3%	54	54.0%	523	57.1%
	Strongly agree	11	20.4%	220	30.9%	30	30.0%	258	28.2%
Total		54	100.0%	712	100.0%	100	100.0%	916	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students				Seniors			
		Texas A&M -Commerce		Texas A&M System		Texas A&M -Commerce		Texas A&M System	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Information about academic requirements is easy to obtain.	Strongly disagree	1	1.9%	11	1.5%	5	5.1%	32	3.5%
	Disagree	9	17.0%	74	10.3%	15	15.2%	115	12.5%
	Agree	34	64.2%	424	59.3%	52	52.5%	518	56.3%
	Strongly agree	9	17.0%	206	28.8%	27	27.3%	255	27.7%
Total		53	100.0%	715	100.0%	99	100.0%	920	100.0%
I use the university's website to find information I need.	Never	1	1.9%	51	7.2%	1	1.0%	63	6.8%
	Occasionally	22	41.5%	190	26.6%	31	31.3%	315	34.2%
	Often	15	28.3%	214	30.0%	26	26.3%	250	27.2%
	Very often	15	28.3%	258	36.2%	41	41.4%	292	31.7%
Total		53	100.0%	713	100.0%	99	100.0%	920	100.0%
I can find the information I need on the university's website.	Never	1	1.9%	38	5.3%	1	1.0%	48	5.3%
	Occasionally	17	31.5%	172	24.2%	22	22.7%	268	29.4%
	Often	22	40.7%	261	36.7%	38	39.2%	351	38.5%
	Very often	14	25.9%	241	33.8%	36	37.1%	245	26.9%
Total		54	100.0%	712	100.0%	97	100.0%	912	100.0%
The university catalog clearly states academic requirements.	Strongly disagree	0	.0%	5	.7%	4	4.0%	12	1.3%
	Disagree	8	14.8%	36	5.1%	7	7.1%	62	6.8%
	Agree	29	53.7%	414	58.3%	57	57.6%	519	56.7%
	Strongly agree	17	31.5%	255	35.9%	31	31.3%	323	35.3%
Total		54	100.0%	710	100.0%	99	100.0%	916	100.0%
The student handbook provides the information I need.	Strongly disagree	0	.0%	6	.9%	1	1.0%	17	1.9%
	Disagree	6	11.1%	45	6.4%	8	8.3%	79	8.7%
	Agree	38	70.4%	464	66.0%	67	69.8%	605	66.6%
	Strongly agree	10	18.5%	188	26.7%	20	20.8%	207	22.8%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students				Seniors			
		Texas A&M -Commerce		Texas A&M System		Texas A&M -Commerce		Texas A&M System	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Total		54	100.0%	703	100.0%	96	100.0%	908	100.0%
The admissions material I received accurately portrayed the institution.	Strongly disagree	2	3.8%	7	1.0%	1	1.0%	25	2.7%
	Disagree	7	13.2%	46	6.5%	6	6.0%	91	10.0%
	Agree	36	67.9%	467	66.0%	67	67.0%	583	63.9%
	Strongly agree	8	15.1%	188	26.6%	26	26.0%	214	23.4%
Total		53	100.0%	708	100.0%	100	100.0%	913	100.0%
The time it takes me to register is reasonable.	Strongly disagree	0	.0%	85	12.0%	2	2.0%	70	7.7%
	Disagree	8	15.1%	143	20.2%	6	6.1%	130	14.3%
	Agree	32	60.4%	350	49.4%	46	46.9%	445	49.0%
	Strongly agree	13	24.5%	131	18.5%	44	44.9%	264	29.0%
Total		53	100.0%	709	100.0%	98	100.0%	909	100.0%
My academic advisor is accessible.	Strongly disagree	2	3.8%	32	4.5%	7	7.2%	74	8.2%
	Disagree	11	20.8%	94	13.3%	17	17.5%	127	14.0%
	Agree	28	52.8%	421	59.6%	45	46.4%	453	50.0%
	Strongly agree	12	22.6%	159	22.5%	28	28.9%	252	27.8%
Total		53	100.0%	706	100.0%	97	100.0%	906	100.0%
Offices are open during convenient hours.	Strongly disagree	0	.0%	19	2.7%	4	4.1%	35	3.9%
	Disagree	10	18.9%	89	12.6%	18	18.4%	170	18.8%
	Agree	33	62.3%	483	68.2%	46	46.9%	532	58.7%
	Strongly agree	10	18.9%	117	16.5%	30	30.6%	169	18.7%
Total		53	100.0%	708	100.0%	98	100.0%	906	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students				Seniors			
		Texas A&M -Commerce		Texas A&M System		Texas A&M -Commerce		Texas A&M System	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
I know how to make a complaint regarding student services.	Strongly disagree	10	18.9%	96	13.6%	15	15.3%	113	12.5%
	Disagree	28	52.8%	336	47.6%	42	42.9%	395	43.6%
	Agree	11	20.8%	227	32.2%	33	33.7%	330	36.4%
	Strongly agree	4	7.5%	47	6.7%	8	8.2%	68	7.5%
Total		53	100.0%	706	100.0%	98	100.0%	906	100.0%
I know how to make a complaint regarding academic issues.	Strongly disagree	10	18.9%	85	12.0%	16	16.2%	97	10.7%
	Disagree	27	50.9%	319	44.9%	39	39.4%	335	37.1%
	Agree	12	22.6%	264	37.2%	36	36.4%	382	42.3%
	Strongly agree	4	7.5%	42	5.9%	8	8.1%	90	10.0%
Total		53	100.0%	710	100.0%	99	100.0%	904	100.0%
I believe the institution will respond to my concerns.	Strongly disagree	2	3.8%	41	5.8%	16	16.3%	105	11.6%
	Disagree	15	28.3%	178	25.2%	26	26.5%	262	29.0%
	Agree	32	60.4%	402	56.9%	46	46.9%	432	47.8%
	Strongly agree	4	7.5%	85	12.0%	10	10.2%	104	11.5%
Total		53	100.0%	706	100.0%	98	100.0%	903	100.0%
The grounds are well-kept.	Strongly disagree	2	3.8%	13	1.8%	2	2.0%	4	.4%
	Disagree	4	7.5%	31	4.4%	0	.0%	47	5.2%
	Agree	30	56.6%	339	48.0%	58	58.6%	390	42.9%
	Strongly agree	17	32.1%	323	45.8%	39	39.4%	469	51.5%
Total		53	100.0%	706	100.0%	99	100.0%	910	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students				Seniors			
		Texas A&M -Commerce		Texas A&M System		Texas A&M -Commerce		Texas A&M System	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Teaching facilities are adequate for their purpose.	Strongly disagree	2	3.8%	5	.7%	5	5.1%	26	2.9%
	Disagree	13	24.5%	40	5.7%	25	25.5%	127	13.9%
	Agree	32	60.4%	446	63.3%	52	53.1%	491	53.9%
	Strongly agree	6	11.3%	214	30.4%	16	16.3%	267	29.3%
Total		53	100.0%	705	100.0%	98	100.0%	911	100.0%
Adequate computing resources are available.	Strongly disagree	1	1.9%	15	2.1%	5	5.1%	39	4.3%
	Disagree	6	11.3%	40	5.6%	11	11.2%	116	12.8%
	Agree	33	62.3%	341	48.0%	58	59.2%	438	48.3%
	Strongly agree	13	24.5%	314	44.2%	24	24.5%	314	34.6%
Total		53	100.0%	710	100.0%	98	100.0%	907	100.0%
The library has the resources I need.	Strongly disagree	1	1.9%	10	1.4%	4	4.0%	38	4.2%
	Disagree	1	1.9%	38	5.4%	9	9.1%	139	15.4%
	Agree	34	65.4%	404	57.3%	61	61.6%	489	54.2%
	Strongly agree	16	30.8%	253	35.9%	25	25.3%	237	26.2%
Total		52	100.0%	705	100.0%	99	100.0%	903	100.0%