



NSSE 2014

Administration Summary

Texas A&M University - Commerce

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Administration Summary

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

Population and Respondents

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

| Survey completions | <i>First-year</i> | <i>Senior</i> |
|----------------------------------|-------------------|---------------|
| Submitted population | 825 | 2,103 |
| Adjusted population ^a | 825 | 2,103 |
| Survey sample ^b | 825 | 2,103 |
| Total respondents ^b | 109 | 496 |
| Full completions ^c | 88 | 448 |
| Partial completions | 21 | 48 |

- a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
 b. Targeted and locally administered oversamples were not included.
 c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.iub.edu/pdf/Resp_Rate_FAQ.pdf

| | <i>First-year</i> | | | | <i>Senior</i> | | | |
|-----------------------------|-------------------|---------------------|---|-----------------------|-----------------|---------------------|---|-----------------------|
| | A&M Commerce | Southwest Public | Comparison Carnegie Class Group 3 | Comparison Group 3 | A&M Commerce | Southwest Public | Comparison Carnegie Class Group 3 | Comparison Group 3 |
| Response rate | 13% | 17% | 19% | 16% | 24% | 20% | 22% | 21% |
| Sampling error ^b | +/- 8.7% | +/- 1.3% | +/- 0.7% | +/- 1.1% | +/- 3.8% | +/- 1.1% | +/- 0.6% | +/- 0.9% |

- a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages).
 b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

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

Because females and full-time students are consistently overrepresented among respondents, NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your 2014 weights. For more information, see nsse.iub.edu/html/weighting.cfm

Representativeness

| | <i>First-year</i> | | <i>Senior</i> | |
|---------------------------------|-------------------|--------------|---------------|--------------|
| | Respondent % | Population % | Respondent % | Population % |
| Female | 51 | 49 | 64 | 61 |
| Full-time | 85 | 70 | 79 | 75 |
| First-time, first-year | 83 | 66 | N/A | N/A |
| Race/ethnicity ^a | | | | |
| Am. Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| Native Hawaiian/Other Pac. Isl. | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A |
| Other | N/A | N/A | N/A | N/A |
| Foreign or nonresident alien | N/A | N/A | N/A | N/A |
| Two or more races/ethnicities | N/A | N/A | N/A | N/A |
| Unknown | N/A | N/A | N/A | N/A |

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

Weighting

| | <i>First-year</i> | | <i>Senior</i> | |
|-------------------|-------------------|--------------|---------------|--------------|
| | Respondent % | Population % | Respondent % | Population % |
| Full-time, female | 44 | 34 | 51 | 46 |
| Full-time, male | 41 | 36 | 29 | 29 |
| Part-time, female | 7 | 15 | 14 | 16 |
| Part-time, male | 7 | 15 | 7 | 10 |

Population File

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

Population file options

| | |
|---|------------------------|
| Included "group" variables ^a | No |
| Identified an oversample ^b | No |
| Updated to identify ineligible students ^c | No |
| Identified students who completed BCSSE 2013 ^d | BCSSE not administered |

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

Survey Options

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

Administration features

| | |
|---------------------------------|--------------|
| Sample type | Census |
| Recruitment method | Email |
| Incentive offered | Yes |
| Survey version | U.S. English |
| Institution logo used in survey | No |

Additional question sets and companion surveys

| | |
|--|---------------------|
| Asked optional sexual orientation question | Yes |
| Topical module(s) | Transferable Skills |
| Consortium | None |
| BCSSE 2013 | No |
| FSSE 2014 | No |

Recruitment Messages

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

Message schedule

| | Date | Cumulative response rate | |
|----------------|------------|--------------------------|---------------|
| | | <i>First-year</i> | <i>Senior</i> |
| Invitation | 02/18/2014 | 4% | 8% |
| Reminder 1 | 02/26/2014 | 7% | 14% |
| Reminder 2 | 03/06/2014 | 10% | 18% |
| Reminder 3 | 03/18/2014 | 11% | 20% |
| Final reminder | 03/24/2014 | 13% | 24% |

Report Customization

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

Comparison groups for NSSE core survey reports

| | |
|---------|---------------------------------|
| Group 1 | Southwest Public* (customized) |
| Group 2 | Carnegie Class (default) |
| Group 3 | Comparison Group 3 (customized) |

Comparison groups for additional question set report(s)

| | |
|-------------------------------------|-------------------------------|
| Topical Module: Transferable Skills | Transferable Skills (default) |
| None | |



NSSE 2014

Engagement Indicators

Texas A&M University - Commerce

About Your Engagement Indicators Report

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

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

Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

| <i>Theme</i> | <i>Engagement Indicator</i> | Your first-year students compared with Southwest Public | Your first-year students compared with Carnegie Class | Your first-year students compared with Comparison Group 3 |
|---------------------------------|-----------------------------------|--|--|--|
| <i>Academic Challenge</i> | Higher-Order Learning | -- | -- | -- |
| | Reflective & Integrative Learning | -- | -- | -- |
| | Learning Strategies | -- | -- | -- |
| | Quantitative Reasoning | -- | -- | -- |
| <i>Learning with Peers</i> | Collaborative Learning | -- | △ | -- |
| | Discussions with Diverse Others | -- | -- | -- |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | △ | -- | △ |
| | Effective Teaching Practices | -- | -- | -- |
| <i>Campus Environment</i> | Quality of Interactions | -- | -- | -- |
| | Supportive Environment | -- | -- | -- |

Seniors

| <i>Theme</i> | <i>Engagement Indicator</i> | Your seniors compared with Southwest Public | Your seniors compared with Carnegie Class | Your seniors compared with Comparison Group 3 |
|---------------------------------|-----------------------------------|--|--|--|
| <i>Academic Challenge</i> | Higher-Order Learning | △ | -- | △ |
| | Reflective & Integrative Learning | △ | -- | △ |
| | Learning Strategies | △ | △ | △ |
| | Quantitative Reasoning | -- | -- | -- |
| <i>Learning with Peers</i> | Collaborative Learning | -- | -- | -- |
| | Discussions with Diverse Others | -- | -- | △ |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | -- | △ | -- |
| | Effective Teaching Practices | △ | -- | -- |
| <i>Campus Environment</i> | Quality of Interactions | △ | -- | △ |
| | Supportive Environment | △ | △ | △ |

Academic Challenge: First-year students

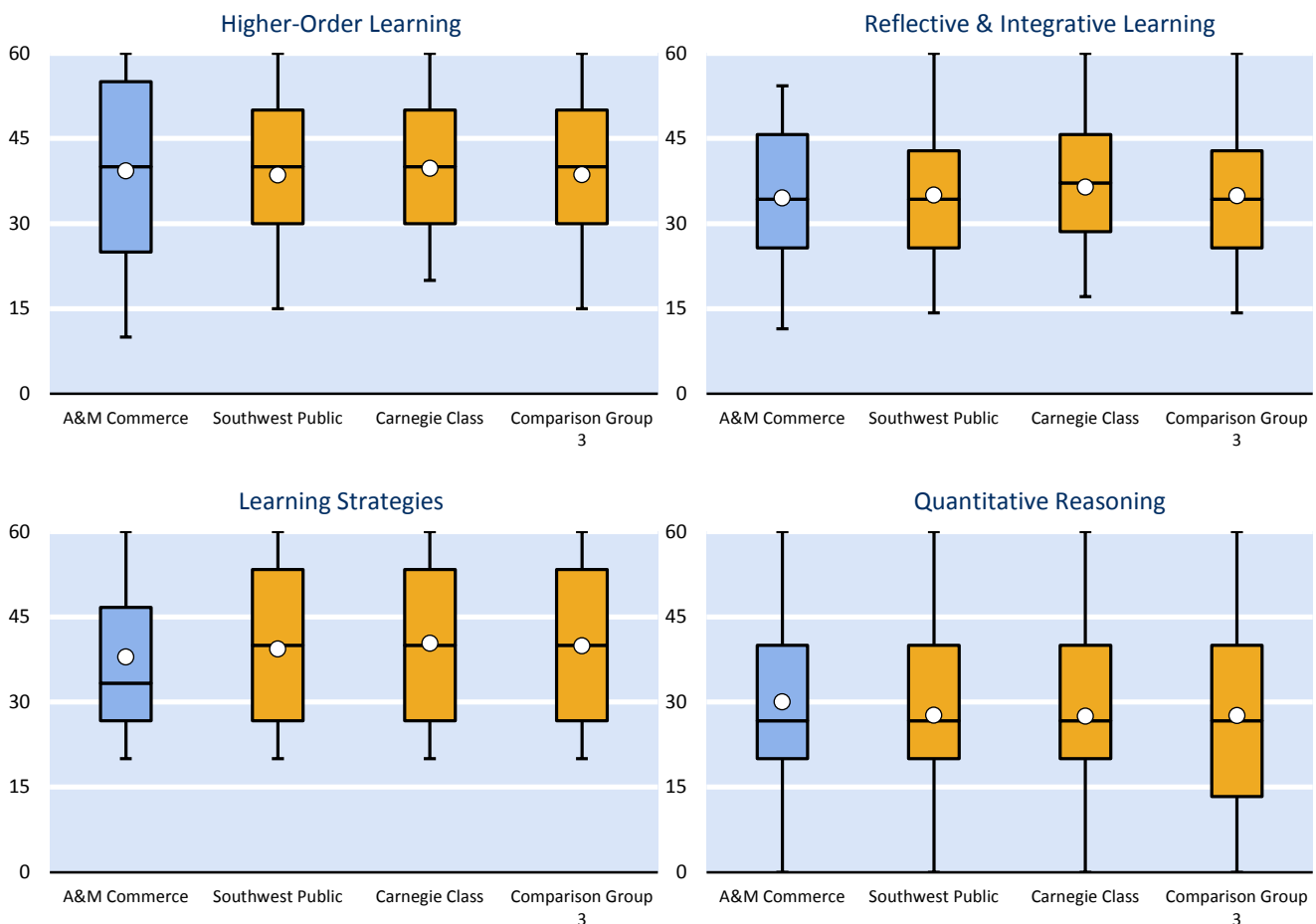
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

| Engagement Indicator | A&M Commerce Mean | Your first-year students compared with | | | | | |
|-----------------------------------|----------------------|--|-------------|----------------|-------------|--------------------|-------------|
| | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Higher-Order Learning | 39.3 | 38.5 | .05 | 39.7 | -.03 | 38.6 | .05 |
| Reflective & Integrative Learning | 34.5 | 35.0 | -.04 | 36.4 | -.15 | 34.9 | -.03 |
| Learning Strategies | 37.9 | 39.3 | -.10 | 40.4 | -.17 | 39.9 | -.14 |
| Quantitative Reasoning | 30.0 | 27.7 | .14 | 27.5 | .15 | 27.6 | .14 |

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|---|---|--|--|--|
| Higher-Order Learning | | | | |
| <i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i> | | | | |
| | % | % | % | % |
| 4b. Applying facts, theories, or methods to practical problems or new situations | 70  | 72  | 74  | 72  |
| 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 68  | 70  | 73  | 71  |
| 4d. Evaluating a point of view, decision, or information source | 66  | 68  | 73  | 68  |
| 4e. Forming a new idea or understanding from various pieces of information | 70  | 68  | 71  | 69  |
| Reflective & Integrative Learning | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 2a. Combined ideas from different courses when completing assignments | 53  | 54  | 56  | 54  |
| 2b. Connected your learning to societal problems or issues | 53  | 50  | 55  | 49  |
| 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 48  | 48  | 53  | 47  |
| 2d. Examined the strengths and weaknesses of your own views on a topic or issue | 60  | 62  | 64  | 62  |
| 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 63  | 66  | 68  | 65  |
| 2f. Learned something that changed the way you understand an issue or concept | 60  | 64  | 66  | 64  |
| 2g. Connected ideas from your courses to your prior experiences and knowledge | 71  | 73  | 78  | 73  |
| Learning Strategies | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 9a. Identified key information from reading assignments | 80  | 79  | 82  | 79  |
| 9b. Reviewed your notes after class | 65  | 67  | 67  | 69  |
| 9c. Summarized what you learned in class or from course materials | 54  | 61  | 65  | 63  |
| Quantitative Reasoning | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 56  | 52  | 51  | 52  |
| 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 48  | 39  | 39  | 39  |
| 6c. Evaluated what others have concluded from numerical information | 40  | 38  | 38  | 38  |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Academic Challenge: Seniors

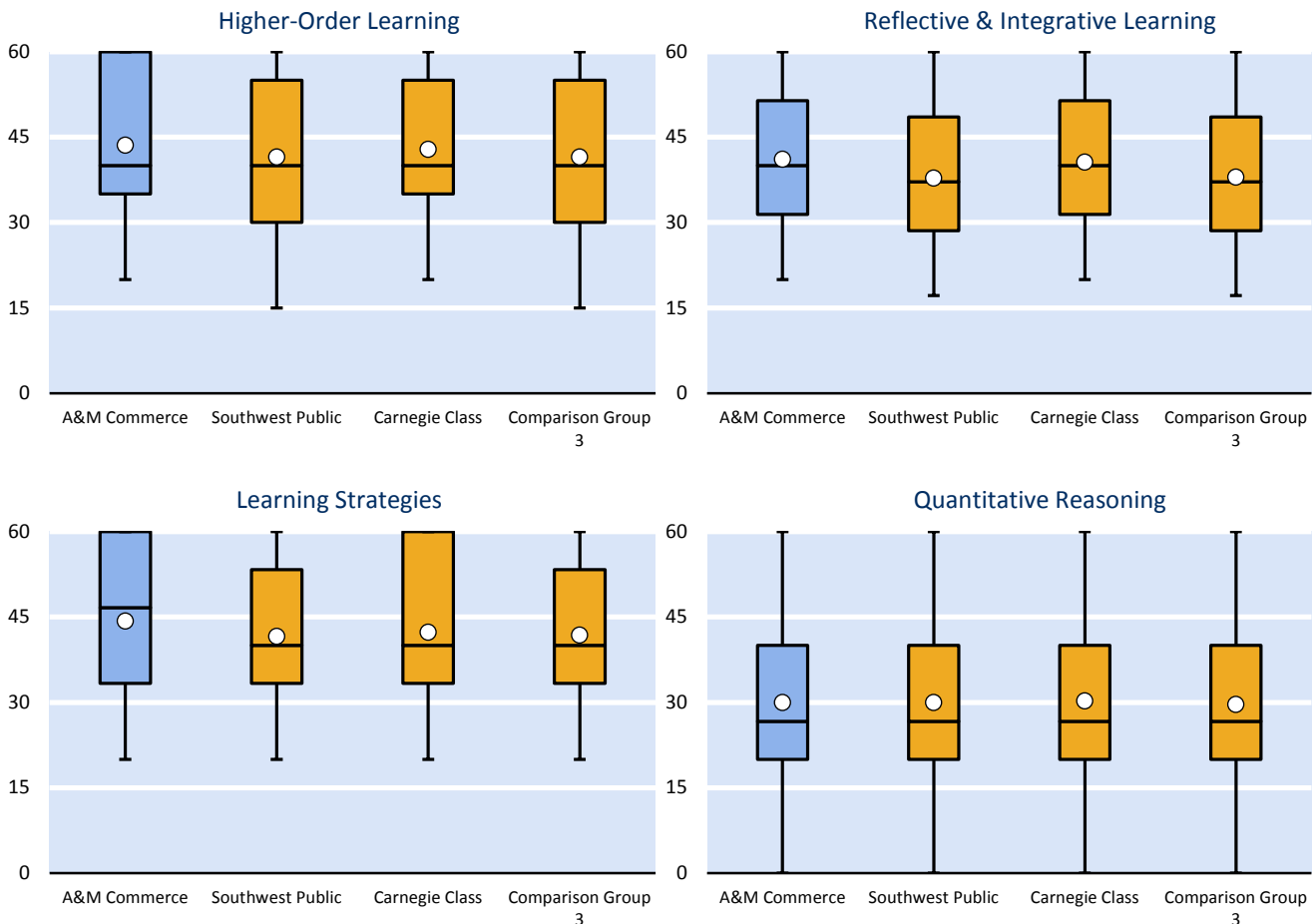
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Mean Comparisons

| Engagement Indicator | A&M Commerce Mean | Your seniors compared with | | | | | |
|-----------------------------------|----------------------|----------------------------|-------------|----------------|-------------|--------------------|-------------|
| | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Higher-Order Learning | 43.6 | 41.5 ** | .14 | 42.9 | .05 | 41.5 ** | .14 |
| Reflective & Integrative Learning | 41.1 | 37.8 *** | .24 | 40.6 | .04 | 38.0 *** | .23 |
| Learning Strategies | 44.3 | 41.6 *** | .18 | 42.3 ** | .14 | 41.8 *** | .17 |
| Quantitative Reasoning | 30.0 | 29.9 | .00 | 30.3 | -.02 | 29.6 | .02 |

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





































































Score Distributions



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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|---|---|--|--|--|
| Higher-Order Learning | | | | |
| <i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i> | | | | |
| | % | % | % | % |
| 4b. Applying facts, theories, or methods to practical problems or new situations | 83  | 79  | 82  | 80  |
| 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 81  | 77  | 80  | 77  |
| 4d. Evaluating a point of view, decision, or information source | 80  | 71  | 77  | 72  |
| 4e. Forming a new idea or understanding from various pieces of information | 79  | 73  | 77  | 73  |
| Reflective & Integrative Learning | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 2a. Combined ideas from different courses when completing assignments | 74  | 69  | 72  | 70  |
| 2b. Connected your learning to societal problems or issues | 66  | 61  | 69  | 62  |
| 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 61  | 50  | 61  | 51  |
| 2d. Examined the strengths and weaknesses of your own views on a topic or issue | 71  | 64  | 71  | 65  |
| 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 78  | 69  | 75  | 68  |
| 2f. Learned something that changed the way you understand an issue or concept | 72  | 68  | 73  | 69  |
| 2g. Connected ideas from your courses to your prior experiences and knowledge | 89  | 82  | 86  | 83  |
| Learning Strategies | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 9a. Identified key information from reading assignments | 87  | 83  | 86  | 83  |
| 9b. Reviewed your notes after class | 77  | 69  | 67  | 70  |
| 9c. Summarized what you learned in class or from course materials | 73  | 68  | 71  | 69  |
| Quantitative Reasoning | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 56  | 56  | 55  | 55  |
| 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 46  | 45  | 46  | 45  |
| 6c. Evaluated what others have concluded from numerical information | 42  | 43  | 44  | 43  |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: First-year students

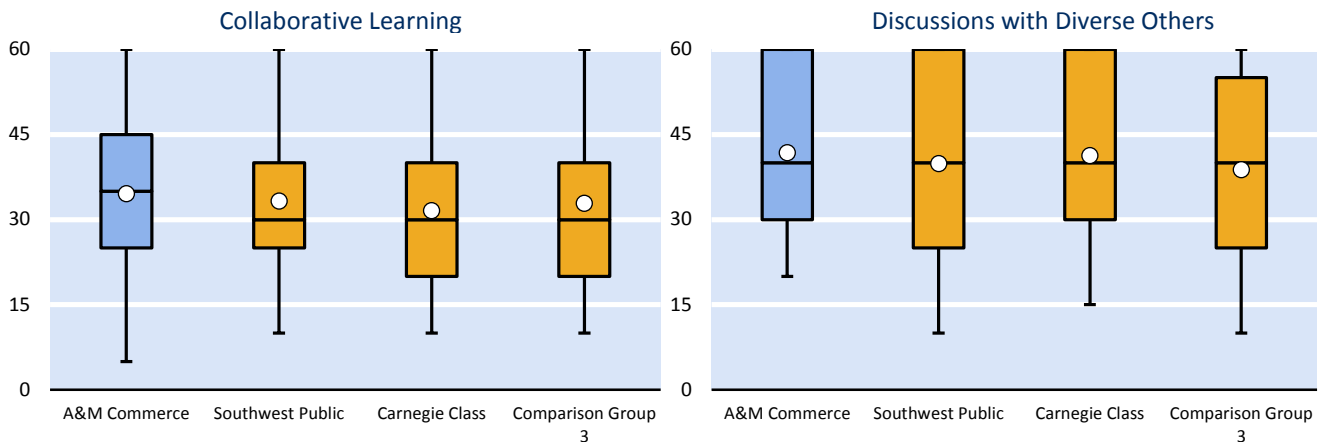
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

| Engagement Indicator | A&M Commerce Mean | Your first-year students compared with | | | | | |
|---------------------------------|----------------------|--|-------------|------------------------|-------------|----------------------------|-------------|
| | | Southwest Public Mean | Effect size | Carnegie Class Mean | Effect size | Comparison Group 3 Mean | Effect size |
| Collaborative Learning | 34.5 | 33.2 | .09 | 31.5 * | .21 | 32.8 | .12 |
| Discussions with Diverse Others | 41.7 | 39.8 | .11 | 41.3 | .03 | 38.8 | .17 |

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|---|--------------|------------------|----------------|--------------------|
| 1e. Asked another student to help you understand course material | 63 | 51 | 46 | 50 |
| 1f. Explained course material to one or more students | 59 | 59 | 56 | 58 |
| 1g. Prepared for exams by discussing or working through course material with other students | 61 | 52 | 47 | 51 |
| 1h. Worked with other students on course projects or assignments | 54 | 54 | 53 | 54 |

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|--|--------------|------------------|----------------|--------------------|
| 8a. People from a race or ethnicity other than your own | 81 | 70 | 73 | 68 |
| 8b. People from an economic background other than your own | 73 | 70 | 74 | 68 |
| 8c. People with religious beliefs other than your own | 60 | 66 | 68 | 63 |
| 8d. People with political views other than your own | 61 | 66 | 68 | 65 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

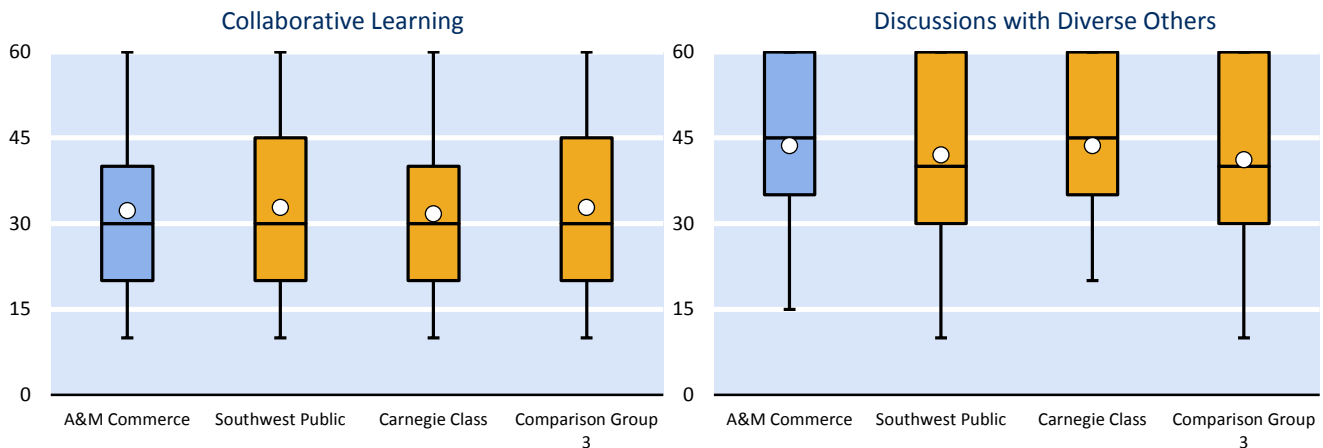
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

| Engagement Indicator | A&M Commerce Mean | Your seniors compared with | | | | | |
|---------------------------------|----------------------|----------------------------|-------------|------------------------|-------------|----------------------------|-------------|
| | | Southwest Public Mean | Effect size | Carnegie Class Mean | Effect size | Comparison Group 3 Mean | Effect size |
| Collaborative Learning | 32.3 | 32.8 | -.04 | 31.7 | .04 | 32.8 | -.04 |
| Discussions with Diverse Others | 43.6 | 42.0 | .09 | 43.6 | .00 | 41.2 ** | .14 |

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|---|--------------|------------------|----------------|--------------------|
| 1e. Asked another student to help you understand course material | 42 | 42 | 32 | 41 |
| 1f. Explained course material to one or more students | 58 | 58 | 52 | 58 |
| 1g. Prepared for exams by discussing or working through course material with other students | 46 | 47 | 41 | 47 |
| 1h. Worked with other students on course projects or assignments | 64 | 64 | 72 | 65 |

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|--|--------------|------------------|----------------|--------------------|
| 8a. People from a race or ethnicity other than your own | 79 | 74 | 77 | 72 |
| 8b. People from an economic background other than your own | 78 | 75 | 78 | 73 |
| 8c. People with religious beliefs other than your own | 72 | 70 | 73 | 68 |
| 8d. People with political views other than your own | 75 | 69 | 74 | 69 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: First-year students

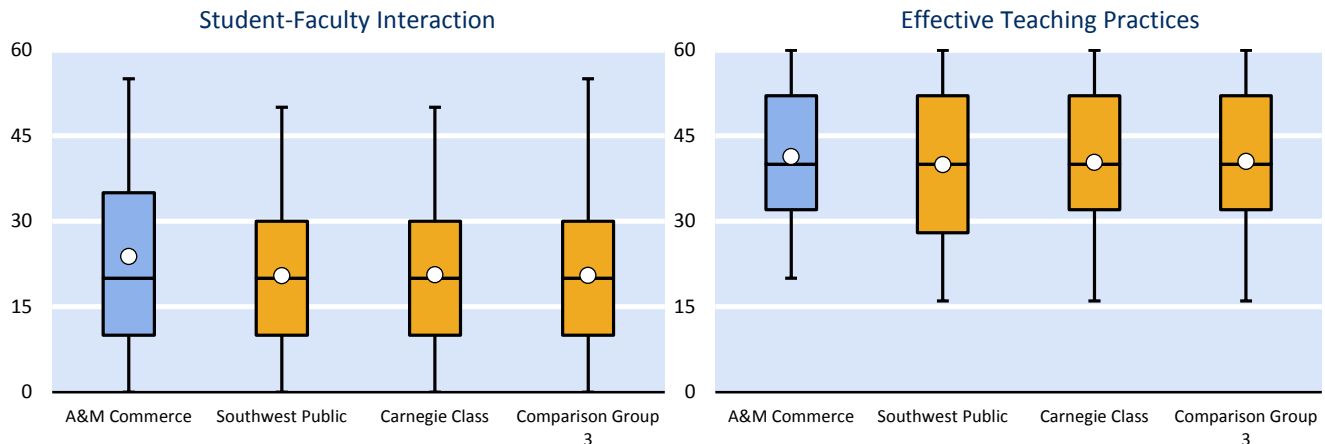
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

| Engagement Indicator | A&M Commerce Mean | Your first-year students compared with | | | | | |
|------------------------------|----------------------|--|-------------|------------------------|-------------|----------------------------|-------------|
| | | Southwest Public Mean | Effect size | Carnegie Class Mean | Effect size | Comparison Group 3 Mean | Effect size |
| Student-Faculty Interaction | 23.8 | 20.4 * | .22 | 20.6 | .22 | 20.5 * | .22 |
| Effective Teaching Practices | 41.3 | 39.9 | .10 | 40.3 | .08 | 40.5 | .06 |

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|---|--------------|------------------|----------------|--------------------|
| 3a. Talked about career plans with a faculty member | 39 | 35 | 34 | 35 |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 31 | 20 | 19 | 20 |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 27 | 26 | 25 | 26 |
| 3d. Discussed your academic performance with a faculty member | 35 | 29 | 31 | 30 |

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|---|--------------|------------------|----------------|--------------------|
| 5a. Clearly explained course goals and requirements | 84 | 79 | 80 | 80 |
| 5b. Taught course sessions in an organized way | 77 | 77 | 78 | 78 |
| 5c. Used examples or illustrations to explain difficult points | 73 | 76 | 75 | 76 |
| 5d. Provided feedback on a draft or work in progress | 68 | 65 | 66 | 66 |
| 5e. Provided prompt and detailed feedback on tests or completed assignments | 73 | 59 | 63 | 62 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: Seniors

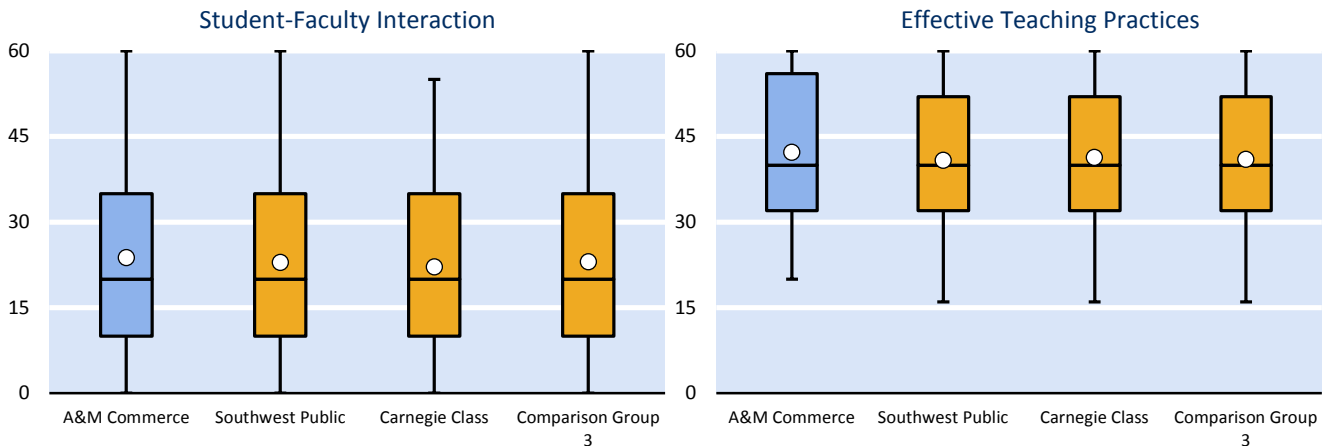
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

| Engagement Indicator | A&M Commerce Mean | Your seniors compared with | | | | | |
|------------------------------|----------------------|----------------------------|-------------|------------------------|-------------|----------------------------|-------------|
| | | Southwest Public Mean | Effect size | Carnegie Class Mean | Effect size | Comparison Group 3 Mean | Effect size |
| Student-Faculty Interaction | 23.7 | 22.9 | .05 | 22.1 * | .10 | 23.0 | .04 |
| Effective Teaching Practices | 42.2 | 40.8 * | .10 | 41.3 | .06 | 41.0 | .08 |

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|---|--------------|------------------|----------------|--------------------|
| 3a. Talked about career plans with a faculty member | 46 | 39 | 40 | 40 |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 28 | 26 | 23 | 26 |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 31 | 32 | 29 | 31 |
| 3d. Discussed your academic performance with a faculty member | 37 | 33 | 33 | 34 |

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|---|--------------|------------------|----------------|--------------------|
| 5a. Clearly explained course goals and requirements | 86 | 81 | 82 | 82 |
| 5b. Taught course sessions in an organized way | 85 | 79 | 81 | 79 |
| 5c. Used examples or illustrations to explain difficult points | 82 | 78 | 76 | 78 |
| 5d. Provided feedback on a draft or work in progress | 63 | 61 | 63 | 62 |
| 5e. Provided prompt and detailed feedback on tests or completed assignments | 68 | 66 | 70 | 67 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: First-year students

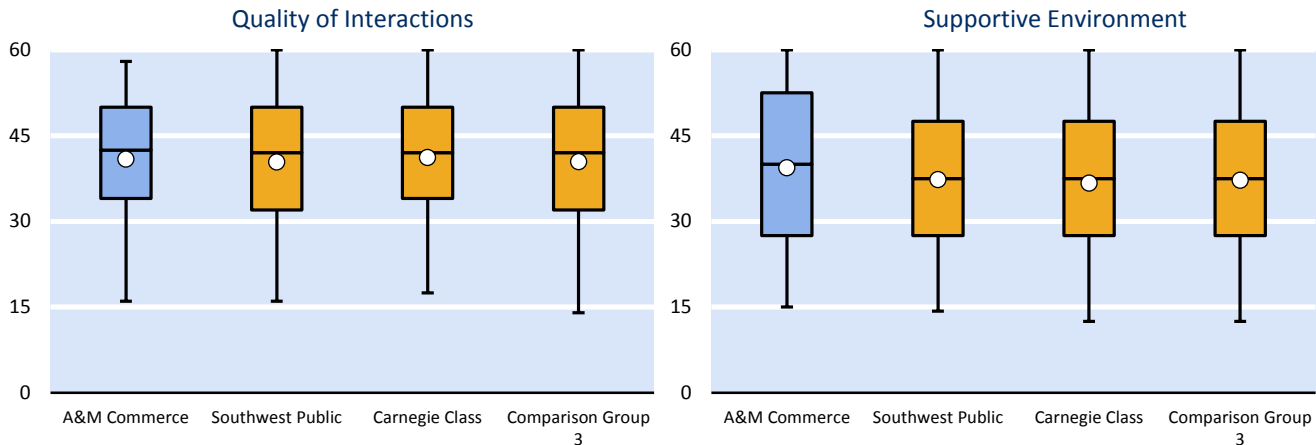
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

| Engagement Indicator | A&M Commerce Mean | Your first-year students compared with | | | | | |
|-------------------------|----------------------|--|-------------|----------------|-------------|--------------------|-------------|
| | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Quality of Interactions | 40.9 | 40.4 | .04 | 41.2 | -.02 | 40.4 | .03 |
| Supportive Environment | 39.3 | 37.3 | .14 | 36.7 | .19 | 37.2 | .15 |

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|--|--------------|------------------|----------------|--------------------|
| 13a. Students | 53 | 55 | 57 | 55 |
| 13b. Academic advisors | 45 | 46 | 50 | 47 |
| 13c. Faculty | 49 | 47 | 49 | 48 |
| 13d. Student services staff (career services, student activities, housing, etc.) | 52 | 43 | 43 | 43 |
| 13e. Other administrative staff and offices (registrar, financial aid, etc.) | 42 | 40 | 40 | 40 |

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|--|--------------|------------------|----------------|--------------------|
| 14b. Providing support to help students succeed academically | 79 | 78 | 77 | 78 |
| 14c. Using learning support services (tutoring services, writing center, etc.) | 70 | 81 | 77 | 79 |
| 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) | 62 | 58 | 59 | 59 |
| 14e. Providing opportunities to be involved socially | 72 | 70 | 71 | 69 |
| 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | 66 | 71 | 69 | 70 |
| 14g. Helping you manage your non-academic responsibilities (work, family, etc.) | 47 | 47 | 44 | 47 |
| 14h. Attending campus activities and events (performing arts, athletic events, etc.) | 70 | 65 | 65 | 66 |
| 14i. Attending events that address important social, economic, or political issues | 59 | 50 | 53 | 51 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: Seniors

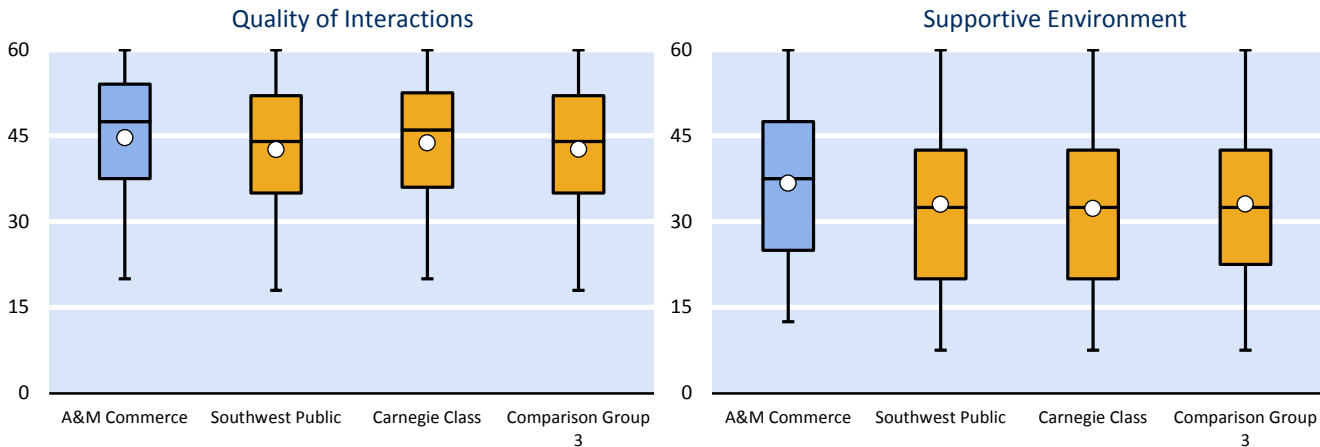
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

| Engagement Indicator | A&M Commerce Mean | Your seniors compared with | | | | | |
|-------------------------|----------------------|----------------------------|-------------|----------------|-------------|--------------------|-------------|
| | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Quality of Interactions | 44.7 | 42.6 *** | .16 | 43.7 | .07 | 42.6 ** | .16 |
| Supportive Environment | 36.7 | 33.0 *** | .24 | 32.3 *** | .29 | 33.1 *** | .24 |

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|--|--------------|------------------|----------------|--------------------|
| 13a. Students | 69 | 65 | 64 | 64 |
| 13b. Academic advisors | 59 | 53 | 58 | 53 |
| 13c. Faculty | 64 | 60 | 62 | 60 |
| 13d. Student services staff (career services, student activities, housing, etc.) | 52 | 45 | 45 | 44 |
| 13e. Other administrative staff and offices (registrar, financial aid, etc.) | 52 | 44 | 48 | 45 |

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

| | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 |
|--|--------------|------------------|----------------|--------------------|
| 14b. Providing support to help students succeed academically | 76 | 72 | 72 | 71 |
| 14c. Using learning support services (tutoring services, writing center, etc.) | 68 | 67 | 70 | 67 |
| 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) | 69 | 55 | 58 | 54 |
| 14e. Providing opportunities to be involved socially | 74 | 64 | 61 | 64 |
| 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | 72 | 60 | 56 | 61 |
| 14g. Helping you manage your non-academic responsibilities (work, family, etc.) | 43 | 33 | 34 | 34 |
| 14h. Attending campus activities and events (performing arts, athletic events, etc.) | 62 | 53 | 48 | 55 |
| 14i. Attending events that address important social, economic, or political issues | 54 | 44 | 41 | 45 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

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

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

| First-Year Students | | A&M Commerce | Your first-year students compared with | | | | | |
|---------------------------------|-------------------------------------|-------------------------|---|--------------------|----------|---------------------|--------------------|----------|
| <i>Theme</i> | <i>Engagement Indicator</i> | | NSSE Top 50% | | | NSSE Top 10% | | |
| | | | <i>Mean</i> | <i>Effect size</i> | <i>✓</i> | <i>Mean</i> | <i>Effect size</i> | <i>✓</i> |
| <i>Academic Challenge</i> | Higher-Order Learning | 39.3 | 40.6 | -.09 | ✓ | 42.7 * | -.25 | |
| | Reflective and Integrative Learning | 34.5 | 37.3 * | -.22 | | 39.3 *** | -.38 | |
| | Learning Strategies | 37.9 | 41.2 * | -.24 | | 43.4 *** | -.39 | |
| | Quantitative Reasoning | 30.0 | 28.8 | .07 | ✓ | 30.6 | -.04 ✓ | |
| <i>Learning with Peers</i> | Collaborative Learning | 34.5 | 34.7 | -.01 | ✓ | 37.0 | -.18 | |
| | Discussions with Diverse Others | 41.7 | 43.2 | -.10 | ✓ | 45.6 * | -.26 | |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | 23.8 | 23.3 | .03 | ✓ | 26.9 | -.19 | |
| | Effective Teaching Practices | 41.3 | 42.4 | -.08 | ✓ | 44.6 * | -.25 | |
| <i>Campus Environment</i> | Quality of Interactions | 40.9 | 44.0 * | -.27 | | 46.0 *** | -.44 | |
| | Supportive Environment | 39.3 | 39.4 | .00 | ✓ | 41.4 | -.16 | |

| Seniors | | A&M Commerce | Your seniors compared with | | | | | |
|---------------------------------|-------------------------------------|-------------------------|-----------------------------------|--------------------|----------|---------------------|--------------------|----------|
| <i>Theme</i> | <i>Engagement Indicator</i> | | NSSE Top 50% | | | NSSE Top 10% | | |
| | | | <i>Mean</i> | <i>Effect size</i> | <i>✓</i> | <i>Mean</i> | <i>Effect size</i> | <i>✓</i> |
| <i>Academic Challenge</i> | Higher-Order Learning | 43.6 | 43.3 | .02 | ✓ | 45.3 * | -.12 | |
| | Reflective and Integrative Learning | 41.1 | 41.1 | .00 | ✓ | 43.1 *** | -.16 | |
| | Learning Strategies | 44.3 | 42.5 ** | .13 | ✓ | 44.9 | -.04 ✓ | |
| | Quantitative Reasoning | 30.0 | 31.3 | -.08 | ✓ | 33.0 *** | -.18 | |
| <i>Learning with Peers</i> | Collaborative Learning | 32.3 | 35.4 *** | -.23 | | 37.7 *** | -.40 | |
| | Discussions with Diverse Others | 43.6 | 43.9 | -.02 | ✓ | 45.8 ** | -.14 | |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | 23.7 | 29.5 *** | -.36 | | 34.4 *** | -.65 | |
| | Effective Teaching Practices | 42.2 | 43.1 | -.06 | ✓ | 45.1 *** | -.22 | |
| <i>Campus Environment</i> | Quality of Interactions | 44.7 | 45.3 | -.05 | ✓ | 47.4 *** | -.23 | |
| | Supportive Environment | 36.7 | 36.1 | .04 | ✓ | 39.0 ** | -.17 | |

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|--|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^c | 5th | 25th | 50th | 75th | 95th | Deg. of freedom ^e | Mean diff. | Sig. ^f | Effect size ^g |
| Academic Challenge | | | | | | | | | | | | |
| Higher-Order Learning | | | | | | | | | | | | |
| A&M Commerce (N = 98) | 39.3 | 15.8 | 1.59 | 10 | 25 | 40 | 55 | 60 | | | | |
| Southwest Public | 38.5 | 14.6 | .26 | 15 | 30 | 40 | 50 | 60 | 3,183 | .8 | .602 | .053 |
| Carnegie Class | 39.7 | 14.1 | .14 | 20 | 30 | 40 | 50 | 60 | 99 | -.5 | .778 | -.032 |
| Comparison Group 3 | 38.6 | 14.7 | .22 | 15 | 30 | 40 | 50 | 60 | 4,606 | .7 | .646 | .047 |
| Top 50% | 40.6 | 13.6 | .05 | 20 | 30 | 40 | 50 | 60 | 98 | -1.3 | .420 | -.095 |
| Top 10% | 42.7 | 13.6 | .13 | 20 | 35 | 40 | 55 | 60 | 99 | -3.4 | .036 | -.249 |
| Reflective & Integrative Learning | | | | | | | | | | | | |
| A&M Commerce (N = 103) | 34.5 | 13.2 | 1.30 | 11 | 26 | 34 | 46 | 54 | | | | |
| Southwest Public | 35.0 | 13.1 | .23 | 14 | 26 | 34 | 43 | 60 | 3,322 | -.5 | .693 | -.040 |
| Carnegie Class | 36.4 | 12.7 | .13 | 17 | 29 | 37 | 46 | 60 | 10,415 | -1.9 | .130 | -.150 |
| Comparison Group 3 | 34.9 | 13.1 | .19 | 14 | 26 | 34 | 43 | 60 | 4,820 | -.4 | .763 | -.030 |
| Top 50% | 37.3 | 12.5 | .05 | 17 | 29 | 37 | 46 | 60 | 62,862 | -2.8 | .023 | -.225 |
| Top 10% | 39.3 | 12.6 | .11 | 20 | 31 | 40 | 49 | 60 | 13,536 | -4.8 | .000 | -.380 |
| Learning Strategies | | | | | | | | | | | | |
| A&M Commerce (N = 90) | 37.9 | 13.8 | 1.45 | 20 | 27 | 33 | 47 | 60 | | | | |
| Southwest Public | 39.3 | 14.3 | .27 | 20 | 27 | 40 | 53 | 60 | 2,914 | -1.4 | .356 | -.099 |
| Carnegie Class | 40.4 | 14.2 | .15 | 20 | 27 | 40 | 53 | 60 | 9,186 | -2.5 | .103 | -.172 |
| Comparison Group 3 | 39.9 | 14.2 | .22 | 20 | 27 | 40 | 53 | 60 | 4,245 | -2.0 | .186 | -.140 |
| Top 50% | 41.2 | 14.0 | .06 | 20 | 33 | 40 | 53 | 60 | 55,153 | -3.3 | .025 | -.235 |
| Top 10% | 43.4 | 14.0 | .13 | 20 | 33 | 40 | 60 | 60 | 11,753 | -5.5 | .000 | -.392 |
| Quantitative Reasoning | | | | | | | | | | | | |
| A&M Commerce (N = 102) | 30.0 | 16.7 | 1.65 | 0 | 20 | 27 | 40 | 60 | | | | |
| Southwest Public | 27.7 | 17.0 | .30 | 0 | 20 | 27 | 40 | 60 | 3,248 | 2.3 | .178 | .136 |
| Carnegie Class | 27.5 | 16.9 | .17 | 0 | 20 | 27 | 40 | 60 | 10,124 | 2.5 | .135 | .149 |
| Comparison Group 3 | 27.6 | 17.2 | .25 | 0 | 13 | 27 | 40 | 60 | 4,716 | 2.4 | .168 | .138 |
| Top 50% | 28.8 | 16.3 | .06 | 0 | 20 | 27 | 40 | 60 | 80,251 | 1.2 | .451 | .075 |
| Top 10% | 30.6 | 16.2 | .12 | 0 | 20 | 27 | 40 | 60 | 18,297 | -.6 | .692 | -.039 |
| Learning with Peers | | | | | | | | | | | | |
| Collaborative Learning | | | | | | | | | | | | |
| A&M Commerce (N = 104) | 34.5 | 14.6 | 1.43 | 5 | 25 | 35 | 45 | 60 | | | | |
| Southwest Public | 33.2 | 14.0 | .24 | 10 | 25 | 30 | 40 | 60 | 3,418 | 1.3 | .352 | .093 |
| Carnegie Class | 31.5 | 14.1 | .14 | 10 | 20 | 30 | 40 | 60 | 10,670 | 3.0 | .032 | .212 |
| Comparison Group 3 | 32.8 | 14.2 | .20 | 10 | 20 | 30 | 40 | 60 | 4,960 | 1.7 | .223 | .121 |
| Top 50% | 34.7 | 13.7 | .05 | 15 | 25 | 35 | 45 | 60 | 75,863 | -.2 | .902 | -.012 |
| Top 10% | 37.0 | 13.6 | .10 | 15 | 25 | 35 | 45 | 60 | 17,389 | -2.5 | .062 | -.184 |
| Discussions with Diverse Others | | | | | | | | | | | | |
| A&M Commerce (N = 91) | 41.7 | 15.8 | 1.65 | 20 | 30 | 40 | 60 | 60 | | | | |
| Southwest Public | 39.8 | 17.0 | .32 | 10 | 25 | 40 | 60 | 60 | 2,964 | 1.9 | .288 | .113 |
| Carnegie Class | 41.3 | 16.2 | .17 | 15 | 30 | 40 | 60 | 60 | 9,344 | .5 | .790 | .028 |
| Comparison Group 3 | 38.8 | 17.1 | .26 | 10 | 25 | 40 | 55 | 60 | 4,320 | 3.0 | .103 | .173 |
| Top 50% | 43.2 | 15.4 | .06 | 20 | 35 | 45 | 60 | 60 | 69,379 | -1.5 | .350 | -.098 |
| Top 10% | 45.6 | 14.8 | .12 | 20 | 40 | 50 | 60 | 60 | 14,591 | -3.9 | .012 | -.262 |

Detailed Statistics: First-Year Students

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|-------------------------------------|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^c | 5th | 25th | 50th | 75th | 95th | Deg. of freedom ^e | Mean diff. | Sig. ^f | Effect size ^g |
| Experiences with Faculty | | | | | | | | | | | | |
| Student-Faculty Interaction | | | | | | | | | | | | |
| A&M Commerce (N = 99) | 23.8 | 16.5 | 1.65 | 0 | 10 | 20 | 35 | 55 | | | | |
| Southwest Public | 20.4 | 15.3 | .27 | 0 | 10 | 20 | 30 | 50 | 3,252 | 3.4 | .031 | .220 |
| Carnegie Class | 20.6 | 14.8 | .15 | 0 | 10 | 20 | 30 | 50 | 100 | 3.2 | .056 | .216 |
| Comparison Group 3 | 20.5 | 15.5 | .23 | 0 | 10 | 20 | 30 | 55 | 4,716 | 3.3 | .034 | .215 |
| Top 50% | 23.3 | 15.0 | .07 | 0 | 10 | 20 | 30 | 55 | 45,484 | .5 | .749 | .032 |
| Top 10% | 26.9 | 16.2 | .19 | 5 | 15 | 25 | 40 | 60 | 7,517 | -3.1 | .056 | -.193 |
| Effective Teaching Practices | | | | | | | | | | | | |
| A&M Commerce (N = 101) | 41.3 | 14.1 | 1.41 | 20 | 32 | 40 | 52 | 60 | | | | |
| Southwest Public | 39.9 | 14.3 | .25 | 16 | 28 | 40 | 52 | 60 | 3,280 | 1.4 | .318 | .101 |
| Carnegie Class | 40.3 | 13.8 | .14 | 16 | 32 | 40 | 52 | 60 | 10,271 | 1.1 | .447 | .076 |
| Comparison Group 3 | 40.5 | 14.5 | .21 | 16 | 32 | 40 | 52 | 60 | 4,775 | .9 | .554 | .060 |
| Top 50% | 42.4 | 13.2 | .06 | 20 | 32 | 44 | 52 | 60 | 50,462 | -1.0 | .441 | -.077 |
| Top 10% | 44.6 | 13.3 | .13 | 20 | 36 | 44 | 56 | 60 | 10,138 | -3.3 | .014 | -.247 |
| Campus Environment | | | | | | | | | | | | |
| Quality of Interactions | | | | | | | | | | | | |
| A&M Commerce (N = 82) | 40.9 | 12.9 | 1.43 | 16 | 34 | 43 | 50 | 58 | | | | |
| Southwest Public | 40.4 | 13.3 | .25 | 16 | 32 | 42 | 50 | 60 | 2,863 | .5 | .743 | .037 |
| Carnegie Class | 41.2 | 12.8 | .14 | 18 | 34 | 42 | 50 | 60 | 8,851 | -.3 | .833 | -.023 |
| Comparison Group 3 | 40.4 | 13.7 | .21 | 14 | 32 | 42 | 50 | 60 | 4,131 | .5 | .761 | .034 |
| Top 50% | 44.0 | 11.4 | .06 | 22 | 38 | 46 | 52 | 60 | 42,716 | -3.1 | .013 | -.273 |
| Top 10% | 46.0 | 11.6 | .12 | 24 | 40 | 48 | 55 | 60 | 8,916 | -5.2 | .000 | -.444 |
| Supportive Environment | | | | | | | | | | | | |
| A&M Commerce (N = 85) | 39.3 | 14.6 | 1.58 | 15 | 28 | 40 | 53 | 60 | | | | |
| Southwest Public | 37.3 | 14.5 | .28 | 14 | 28 | 38 | 48 | 60 | 2,672 | 2.0 | .202 | .141 |
| Carnegie Class | 36.7 | 14.4 | .16 | 13 | 28 | 38 | 48 | 60 | 8,535 | 2.7 | .088 | .186 |
| Comparison Group 3 | 37.2 | 14.9 | .24 | 13 | 28 | 38 | 48 | 60 | 3,885 | 2.2 | .181 | .147 |
| Top 50% | 39.4 | 13.2 | .06 | 18 | 30 | 40 | 50 | 60 | 84 | .0 | .976 | -.004 |
| Top 10% | 41.4 | 12.8 | .12 | 20 | 33 | 40 | 53 | 60 | 85 | -2.0 | .208 | -.156 |

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

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

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

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

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

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

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

Detailed Statistics: Seniors

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|--|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^c | 5th | 25th | 50th | 75th | 95th | Deg. of freedom ^e | Mean diff. | Sig. ^f | Effect size ^g |
| Academic Challenge | | | | | | | | | | | | |
| Higher-Order Learning | | | | | | | | | | | | |
| A&M Commerce (N = 459) | 43.6 | 13.5 | .63 | 20 | 35 | 40 | 60 | 60 | | | | |
| Southwest Public | 41.5 | 14.9 | .18 | 15 | 30 | 40 | 55 | 60 | 535 | 2.1 | .001 | .142 |
| Carnegie Class | 42.9 | 14.2 | .09 | 20 | 35 | 40 | 55 | 60 | 25,174 | .8 | .259 | .053 |
| Comparison Group 3 | 41.5 | 14.6 | .15 | 15 | 30 | 40 | 55 | 60 | 10,363 | 2.1 | .002 | .145 |
| Top 50% | 43.3 | 13.7 | .04 | 20 | 35 | 40 | 55 | 60 | 109,692 | .3 | .596 | .025 |
| Top 10% | 45.3 | 13.6 | .08 | 20 | 40 | 45 | 60 | 60 | 27,421 | -1.6 | .010 | -.121 |
| Reflective & Integrative Learning | | | | | | | | | | | | |
| A&M Commerce (N = 473) | 41.1 | 12.7 | .58 | 20 | 31 | 40 | 51 | 60 | | | | |
| Southwest Public | 37.8 | 13.5 | .16 | 17 | 29 | 37 | 49 | 60 | 7,563 | 3.3 | .000 | .244 |
| Carnegie Class | 40.6 | 13.0 | .08 | 20 | 31 | 40 | 51 | 60 | 26,220 | .5 | .400 | .039 |
| Comparison Group 3 | 38.0 | 13.3 | .13 | 17 | 29 | 37 | 49 | 60 | 10,734 | 3.1 | .000 | .234 |
| Top 50% | 41.1 | 12.6 | .04 | 20 | 31 | 40 | 51 | 60 | 107,447 | .0 | .958 | .002 |
| Top 10% | 43.1 | 12.5 | .08 | 20 | 34 | 43 | 54 | 60 | 24,030 | -2.0 | .001 | -.157 |
| Learning Strategies | | | | | | | | | | | | |
| A&M Commerce (N = 450) | 44.3 | 14.4 | .68 | 20 | 33 | 47 | 60 | 60 | | | | |
| Southwest Public | 41.6 | 14.9 | .19 | 20 | 33 | 40 | 53 | 60 | 6,863 | 2.7 | .000 | .182 |
| Carnegie Class | 42.3 | 14.6 | .10 | 20 | 33 | 40 | 60 | 60 | 23,903 | 2.0 | .004 | .137 |
| Comparison Group 3 | 41.8 | 14.7 | .15 | 20 | 33 | 40 | 53 | 60 | 9,762 | 2.5 | .000 | .170 |
| Top 50% | 42.5 | 14.5 | .04 | 20 | 33 | 40 | 60 | 60 | 134,631 | 1.8 | .008 | .125 |
| Top 10% | 44.9 | 14.1 | .08 | 20 | 33 | 47 | 60 | 60 | 34,365 | -.6 | .377 | -.042 |
| Quantitative Reasoning | | | | | | | | | | | | |
| A&M Commerce (N = 471) | 30.0 | 17.2 | .79 | 0 | 20 | 27 | 40 | 60 | | | | |
| Southwest Public | 29.9 | 17.8 | .21 | 0 | 20 | 27 | 40 | 60 | 7,436 | .0 | .962 | .002 |
| Carnegie Class | 30.3 | 17.4 | .11 | 0 | 20 | 27 | 40 | 60 | 25,690 | -.3 | .730 | -.016 |
| Comparison Group 3 | 29.6 | 17.7 | .18 | 0 | 20 | 27 | 40 | 60 | 10,540 | .4 | .648 | .022 |
| Top 50% | 31.3 | 17.2 | .04 | 0 | 20 | 33 | 40 | 60 | 170,380 | -1.3 | .090 | -.078 |
| Top 10% | 33.0 | 16.9 | .08 | 0 | 20 | 33 | 47 | 60 | 42,997 | -3.1 | .000 | -.181 |
| Learning with Peers | | | | | | | | | | | | |
| Collaborative Learning | | | | | | | | | | | | |
| A&M Commerce (N = 477) | 32.3 | 15.3 | .70 | 10 | 20 | 30 | 40 | 60 | | | | |
| Southwest Public | 32.8 | 15.0 | .18 | 10 | 20 | 30 | 45 | 60 | 7,654 | -.5 | .439 | -.037 |
| Carnegie Class | 31.7 | 13.7 | .08 | 10 | 20 | 30 | 40 | 60 | 491 | .5 | .436 | .040 |
| Comparison Group 3 | 32.8 | 14.7 | .14 | 10 | 20 | 30 | 45 | 60 | 10,816 | -.5 | .424 | -.037 |
| Top 50% | 35.4 | 13.8 | .04 | 15 | 25 | 35 | 45 | 60 | 479 | -3.1 | .000 | -.226 |
| Top 10% | 37.7 | 13.6 | .08 | 15 | 30 | 40 | 50 | 60 | 489 | -5.5 | .000 | -.400 |
| Discussions with Diverse Others | | | | | | | | | | | | |
| A&M Commerce (N = 456) | 43.6 | 16.7 | .78 | 15 | 35 | 45 | 60 | 60 | | | | |
| Southwest Public | 42.0 | 17.4 | .22 | 10 | 30 | 40 | 60 | 60 | 6,933 | 1.6 | .051 | .095 |
| Carnegie Class | 43.6 | 16.1 | .10 | 20 | 35 | 45 | 60 | 60 | 24,133 | .0 | .975 | .001 |
| Comparison Group 3 | 41.2 | 17.4 | .18 | 10 | 30 | 40 | 60 | 60 | 9,870 | 2.4 | .003 | .141 |
| Top 50% | 43.9 | 15.8 | .04 | 20 | 35 | 45 | 60 | 60 | 165,532 | -.3 | .673 | -.020 |
| Top 10% | 45.8 | 15.4 | .07 | 20 | 40 | 50 | 60 | 60 | 463 | -2.2 | .005 | -.144 |

Detailed Statistics: Seniors

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|-------------------------------------|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^c | 5th | 25th | 50th | 75th | 95th | Deg. of freedom ^e | Mean diff. | Sig. ^f | Effect size ^g |
| Experiences with Faculty | | | | | | | | | | | | |
| Student-Faculty Interaction | | | | | | | | | | | | |
| A&M Commerce (N = 464) | 23.7 | 17.6 | .82 | 0 | 10 | 20 | 35 | 60 | | | | |
| Southwest Public | 22.9 | 16.8 | .20 | 0 | 10 | 20 | 35 | 60 | 521 | .9 | .301 | .052 |
| Carnegie Class | 22.1 | 16.5 | .10 | 0 | 10 | 20 | 35 | 55 | 478 | 1.7 | .045 | .100 |
| Comparison Group 3 | 23.0 | 16.8 | .17 | 0 | 10 | 20 | 35 | 60 | 503 | .8 | .368 | .045 |
| Top 50% | 29.5 | 16.1 | .06 | 5 | 20 | 30 | 40 | 60 | 468 | -5.8 | .000 | -.359 |
| Top 10% | 34.4 | 16.4 | .17 | 10 | 20 | 35 | 45 | 60 | 504 | -10.6 | .000 | -.648 |
| Effective Teaching Practices | | | | | | | | | | | | |
| A&M Commerce (N = 474) | 42.2 | 14.0 | .64 | 20 | 32 | 40 | 56 | 60 | | | | |
| Southwest Public | 40.8 | 14.7 | .18 | 16 | 32 | 40 | 52 | 60 | 7,499 | 1.4 | .045 | .095 |
| Carnegie Class | 41.3 | 14.4 | .09 | 16 | 32 | 40 | 52 | 60 | 25,980 | .9 | .184 | .062 |
| Comparison Group 3 | 41.0 | 14.7 | .15 | 16 | 32 | 40 | 52 | 60 | 10,636 | 1.2 | .077 | .083 |
| Top 50% | 43.1 | 13.6 | .04 | 20 | 36 | 44 | 56 | 60 | 101,760 | -.9 | .171 | -.063 |
| Top 10% | 45.1 | 13.4 | .10 | 20 | 36 | 48 | 60 | 60 | 17,707 | -2.9 | .000 | -.218 |
| Campus Environment | | | | | | | | | | | | |
| Quality of Interactions | | | | | | | | | | | | |
| A&M Commerce (N = 438) | 44.7 | 12.2 | .58 | 20 | 38 | 48 | 54 | 60 | | | | |
| Southwest Public | 42.6 | 12.7 | .16 | 18 | 35 | 44 | 52 | 60 | 6,619 | 2.1 | .001 | .163 |
| Carnegie Class | 43.7 | 12.3 | .08 | 20 | 36 | 46 | 53 | 60 | 22,911 | .9 | .126 | .074 |
| Comparison Group 3 | 42.6 | 12.8 | .13 | 18 | 35 | 44 | 52 | 60 | 9,493 | 2.0 | .001 | .160 |
| Top 50% | 45.3 | 11.3 | .04 | 24 | 38 | 48 | 54 | 60 | 440 | -.6 | .289 | -.055 |
| Top 10% | 47.4 | 11.6 | .08 | 24 | 40 | 50 | 58 | 60 | 24,041 | -2.7 | .000 | -.233 |
| Supportive Environment | | | | | | | | | | | | |
| A&M Commerce (N = 438) | 36.7 | 14.8 | .71 | 13 | 25 | 38 | 48 | 60 | | | | |
| Southwest Public | 33.0 | 15.4 | .20 | 8 | 20 | 33 | 43 | 60 | 6,497 | 3.7 | .000 | .242 |
| Carnegie Class | 32.3 | 15.0 | .10 | 8 | 20 | 33 | 43 | 60 | 22,799 | 4.4 | .000 | .294 |
| Comparison Group 3 | 33.1 | 15.3 | .16 | 8 | 23 | 33 | 43 | 60 | 9,262 | 3.6 | .000 | .239 |
| Top 50% | 36.1 | 13.8 | .04 | 13 | 28 | 38 | 45 | 60 | 440 | .6 | .388 | .044 |
| Top 10% | 39.0 | 13.3 | .10 | 17 | 30 | 40 | 50 | 60 | 455 | -2.3 | .002 | -.170 |

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

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

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

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

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

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

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

NSSE 2014

Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Please note: The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

NSSE 2014 Frequencies and Statistical Comparisons

About This Report


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

1. **Class level:** As reported by your institution.
2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.iub.edu/html/weighting.cfm

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



NSSE 2014 Frequencies and Statistical Comparisons

NSSEville State University

| | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|--|----------------|--------------------------------------|------------------|-------------------|-----|--------------|-----|------------------|-----|--------------------------------------|-----|-------------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|--|
| | | NSSEville State | | Public Master's L | | Large Public | | NSSE 2013 & 2014 | | NSSEville State | | Public Master's L | | Large Public | | NSSE 2013 & 2014 | | | |
| Item wording # description | Variable name* | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| 6. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | QRconclude | 1 | Never | 68 | 6 | 8,616 | 14 | 8,407 | 13 | 43,329 | 13 | 2.9 | 2.6 *** | .31 | 2.6 *** | .28 | 2.6 *** | .28 | |
| | | 2 | Sometimes | 307 | 28 | 20,467 | 33 | 20,064 | 32 | 103,303 | 32 | | | | | | | | |
| | | 3 | Often | 374 | 36 | 19,337 | 32 | 19,953 | 33 | 100,187 | 33 | | | | | | | | |
| | | 4 | Very often | 298 | 30 | 12,371 | 21 | 13,018 | 22 | 66,650 | 22 | | | | | | | | |
| | | | Total | 1,043 | 100 | 60,791 | 100 | 61,442 | 100 | 313,469 | 100 | | | | | | | | |
| b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | QRproblem | 1 | Never | 147 | 14 | 12,110 | 20 | 11,155 | 20 | 50,885 | 19 | 2.6 | 2.4 *** | .20 | 2.4 *** | .20 | 2.4 *** | .18 | |
| | | 2 | Sometimes | 366 | 35 | 22,556 | 37 | 21,155 | 36 | 115,411 | 36 | | | | | | | | |
| | | 3 | Often | 294 | 28 | 14,007 | 27 | 13,432 | 27 | 84,466 | 27 | | | | | | | | |
| | | 4 | Very often | 234 | 23 | 9,888 | 17 | 10,058 | 17 | 52,057 | 17 | | | | | | | | |
| | | | Total | 1,041 | 100 | 60,658 | 100 | 61,330 | 100 | 312,819 | 100 | | | | | | | | |
| c. Evaluated what others have concluded from numerical information | QRevaluate | 1 | Never | 110 | 10 | 11,688 | 19 | 11,280 | 18 | 56,993 | 18 | 2.7 | 2.4 *** | .29 | 2.4 *** | .27 | 2.4 *** | .26 | |
| | | 2 | Sometimes | 367 | 35 | 23,158 | 38 | 23,396 | 38 | 118,394 | 38 | | | | | | | | |
| | | 3 | Often | 333 | 32 | 16,466 | 28 | 17,101 | 28 | 87,844 | 28 | | | | | | | | |
| | | 4 | Very often | 231 | 23 | 9,140 | 15 | 9,355 | 16 | 48,722 | 16 | | | | | | | | |
| | | | Total | 1,041 | 100 | 60,452 | 100 | 61,132 | 100 | 311,953 | 100 | | | | | | | | |

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

8. **Key to symbols:**

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

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| Item wording or description | | | | Variable name ^c | | | | Values ^d Response options | | | | Frequency Distributions ^a | | | | | | | | | | Statistical Comparisons ^b | | | | | |
|--|--|--|--|--|--|--------------|-----|--------------------------------------|-----|--------|-----|--------------------------------------|-----|------------------|----|----------------|--------|--------------------|---------|--------------|--------|--------------------------------------|--------------------------|----------------|--------------------------|--------------------|--------------------------|
| | | | | | | | | | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| | | | | | | | | | | | | Count | % | Count | % | Count | % | Count | % | Count | % | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| 1. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. Asked questions or contributed to course discussions in other ways | | | | askquest | | 1 Never | | 1 | 2 | 238 | 5 | 465 | 3 | 294 | 5 | 2.9 | 2.7 | .13 | 2.9 | -.09 | 2.8 | .10 | | | | | |
| | | | | 2 Sometimes | | 39 | 34 | 1,699 | 38 | 5,208 | 31 | 2,354 | 36 | | | | | | | | | | | | | | |
| | | | | 3 Often | | 42 | 40 | 1,553 | 35 | 5,787 | 35 | 2,216 | 35 | | | | | | | | | | | | | | |
| | | | | 4 Very often | | 26 | 24 | 986 | 22 | 5,044 | 31 | 1,445 | 23 | | | | | | | | | | | | | | |
| | | | | Total | | 108 | 100 | 4,476 | 100 | 16,504 | 100 | 6,309 | 100 | | | | | | | | | | | | | | |
| b. Prepared two or more drafts of a paper or assignment before turning it in | | | | drafts | | 1 Never | | 16 | 17 | 714 | 16 | 2,346 | 14 | 918 | 15 | 2.5 | 2.6 | -.07 | 2.6 | -.09 | 2.6 | -.10 | | | | | |
| | | | | 2 Sometimes | | 35 | 35 | 1,404 | 31 | 5,455 | 33 | 1,988 | 31 | | | | | | | | | | | | | | |
| | | | | 3 Often | | 32 | 28 | 1,406 | 32 | 4,988 | 30 | 1,974 | 32 | | | | | | | | | | | | | | |
| | | | | 4 Very often | | 24 | 20 | 941 | 21 | 3,640 | 23 | 1,404 | 23 | | | | | | | | | | | | | | |
| | | | | Total | | 107 | 100 | 4,465 | 100 | 16,429 | 100 | 6,284 | 100 | | | | | | | | | | | | | | |
| c. Come to class without completing readings or assignments | | | | unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i> | | 1 Very often | | 5 | 4 | 261 | 6 | 855 | 5 | 366 | 6 | 3.1 | 3.0 | .03 | 3.1 | -.01 | 3.1 | -.01 | | | | | |
| | | | | 2 Often | | 16 | 15 | 559 | 12 | 1,904 | 12 | 759 | 12 | | | | | | | | | | | | | | |
| | | | | 3 Sometimes | | 56 | 53 | 2,438 | 54 | 8,969 | 54 | 3,384 | 53 | | | | | | | | | | | | | | |
| | | | | 4 Never | | 29 | 28 | 1,187 | 28 | 4,648 | 29 | 1,755 | 30 | | | | | | | | | | | | | | |
| | | | | Total | | 106 | 100 | 4,445 | 100 | 16,376 | 100 | 6,264 | 100 | | | | | | | | | | | | | | |
| d. Attended an art exhibit, play or other arts performance (dance, music, etc.) | | | | attendart | | 1 Never | | 31 | 27 | 1,660 | 38 | 5,853 | 38 | 2,279 | 37 | 2.2 | 2.0 * | .25 | 2.0 ** | .25 | 2.0 * | .20 | | | | | |
| | | | | 2 Sometimes | | 41 | 42 | 1,642 | 36 | 6,343 | 37 | 2,335 | 37 | | | | | | | | | | | | | | |
| | | | | 3 Often | | 16 | 16 | 735 | 16 | 2,661 | 15 | 999 | 16 | | | | | | | | | | | | | | |
| | | | | 4 Very often | | 19 | 16 | 398 | 9 | 1,488 | 9 | 632 | 11 | | | | | | | | | | | | | | |
| | | | | Total | | 107 | 100 | 4,435 | 100 | 16,345 | 100 | 6,245 | 100 | | | | | | | | | | | | | | |
| e. Asked another student to help you understand course material | | | | CLaskhelp | | 1 Never | | 7 | 7 | 334 | 9 | 1,677 | 11 | 502 | 9 | 2.9 | 2.6 ** | .28 | 2.5 *** | .41 | 2.6 ** | .31 | | | | | |
| | | | | 2 Sometimes | | 33 | 30 | 1,739 | 40 | 7,015 | 43 | 2,464 | 40 | | | | | | | | | | | | | | |
| | | | | 3 Often | | 37 | 34 | 1,521 | 33 | 4,985 | 30 | 2,113 | 33 | | | | | | | | | | | | | | |
| | | | | 4 Very often | | 31 | 29 | 834 | 18 | 2,597 | 16 | 1,157 | 18 | | | | | | | | | | | | | | |
| | | | | Total | | 108 | 100 | 4,428 | 100 | 16,274 | 100 | 6,236 | 100 | | | | | | | | | | | | | | |
| f. Explained course material to one or more students | | | | CLexplain | | 1 Never | | 5 | 5 | 158 | 4 | 822 | 5 | 246 | 4 | 2.7 | 2.8 | -.05 | 2.7 | .04 | 2.7 | -.02 | | | | | |
| | | | | 2 Sometimes | | 37 | 36 | 1,570 | 37 | 6,186 | 39 | 2,272 | 38 | | | | | | | | | | | | | | |
| | | | | 3 Often | | 41 | 41 | 1,652 | 38 | 5,913 | 37 | 2,279 | 37 | | | | | | | | | | | | | | |
| | | | | 4 Very often | | 24 | 19 | 923 | 21 | 2,958 | 19 | 1,266 | 21 | | | | | | | | | | | | | | |
| | | | | Total | | 107 | 100 | 4,303 | 100 | 15,879 | 100 | 6,063 | 100 | | | | | | | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

| Item wording or description | Variable name ^c | Values ^d | Response options | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|----------------------------|---------------------|------------------|--------------------------------------|------|--------------------------|------|--------------------------|------|--------------------------|-----|--|------------------|----------------|--------------------|------|-----|------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | | | | |
| | | | | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | | | | | | | | | |
| g. Prepared for exams by discussing or working through course material with other students | CLstudy | 1 | Never | 12 | 11 | 558 | 13 | 2,476 | 17 | 837 | 14 | 2.8 | 2.6 | .15 | 2.5 ** | .27 | 2.6 | .18 | |
| | | 2 | Sometimes | 30 | 28 | 1,505 | 35 | 5,761 | 36 | 2,120 | 35 | | | | | | | | |
| | | 3 | Often | 37 | 36 | 1,263 | 29 | 4,625 | 28 | 1,781 | 29 | | | | | | | | |
| | | 4 | Very often | 26 | 25 | 985 | 22 | 3,066 | 19 | 1,328 | 21 | | | | | | | | |
| | | Total | | 105 | 100 | 4,311 | 100 | 15,928 | 100 | 6,066 | 100 | | | | | | | | |
| h. Worked with other students on course projects or assignments | CLproject | 1 | Never | 13 | 13 | 316 | 8 | 1,200 | 8 | 474 | 9 | 2.6 | 2.7 | -.10 | 2.6 | -.06 | 2.7 | -.08 | |
| | | 2 | Sometimes | 34 | 34 | 1,620 | 38 | 6,363 | 39 | 2,245 | 38 | | | | | | | | |
| | | 3 | Often | 38 | 37 | 1,444 | 33 | 5,390 | 34 | 2,055 | 33 | | | | | | | | |
| | | 4 | Very often | 20 | 17 | 905 | 21 | 2,891 | 19 | 1,256 | 21 | | | | | | | | |
| | | Total | | 105 | 100 | 4,285 | 100 | 15,844 | 100 | 6,030 | 100 | | | | | | | | |
| i. Gave a course presentation | present | 1 | Never | 29 | 30 | 1,116 | 27 | 2,890 | 19 | 1,496 | 26 | 2.1 | 2.1 | -.08 | 2.3 ** | -.27 | 2.2 | -.11 | |
| | | 2 | Sometimes | 43 | 45 | 1,805 | 42 | 7,011 | 43 | 2,533 | 42 | | | | | | | | |
| | | 3 | Often | 19 | 15 | 910 | 21 | 3,961 | 25 | 1,331 | 21 | | | | | | | | |
| | | 4 | Very often | 14 | 11 | 434 | 10 | 1,888 | 13 | 634 | 11 | | | | | | | | |
| | | Total | | 105 | 100 | 4,265 | 100 | 15,750 | 100 | 5,994 | 100 | | | | | | | | |
| 2. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Combined ideas from different courses when completing assignments | RIintegrate | 1 | Never | 10 | 11 | 352 | 8 | 1,016 | 7 | 513 | 9 | 2.6 | 2.6 | -.10 | 2.7 | -.15 | 2.6 | -.10 | |
| | | 2 | Sometimes | 37 | 36 | 1,567 | 38 | 5,723 | 37 | 2,154 | 37 | | | | | | | | |
| | | 3 | Often | 38 | 38 | 1,462 | 34 | 5,588 | 36 | 2,076 | 35 | | | | | | | | |
| | | 4 | Very often | 18 | 15 | 798 | 19 | 3,171 | 21 | 1,133 | 19 | | | | | | | | |
| | | Total | | 103 | 100 | 4,179 | 100 | 15,498 | 100 | 5,876 | 100 | | | | | | | | |
| b. Connected your learning to societal problems or issues | RIsocietal | 1 | Never | 13 | 12 | 498 | 12 | 1,205 | 8 | 697 | 12 | 2.5 | 2.5 | -.01 | 2.7 | -.14 | 2.5 | .00 | |
| | | 2 | Sometimes | 35 | 35 | 1,613 | 39 | 5,600 | 37 | 2,297 | 39 | | | | | | | | |
| | | 3 | Often | 40 | 41 | 1,337 | 33 | 5,499 | 35 | 1,836 | 32 | | | | | | | | |
| | | 4 | Very often | 15 | 12 | 679 | 17 | 2,970 | 20 | 969 | 17 | | | | | | | | |
| | | Total | | 103 | 100 | 4,127 | 100 | 15,274 | 100 | 5,799 | 100 | | | | | | | | |
| c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | RIdiverse | 1 | Never | 12 | 12 | 563 | 13 | 1,247 | 9 | 782 | 13 | 2.5 | 2.5 | -.01 | 2.6 | -.14 | 2.5 | .01 | |
| | | 2 | Sometimes | 37 | 40 | 1,622 | 39 | 5,799 | 38 | 2,315 | 39 | | | | | | | | |
| | | 3 | Often | 35 | 32 | 1,263 | 31 | 5,271 | 33 | 1,763 | 30 | | | | | | | | |
| | | 4 | Very often | 19 | 15 | 668 | 17 | 2,976 | 20 | 933 | 17 | | | | | | | | |
| | | Total | | 103 | 100 | 4,116 | 100 | 15,293 | 100 | 5,793 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|--|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|--|-------|--------------------------|--------|--------------------------|-------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| d. Examined the strengths and weaknesses of your own views on a topic or issue | Rlownview | 1 | Never | 6 | 5 | 241 | 6 | 686 | 5 | 315 | 5 | 2.8 | 2.8 | .05 | 2.8 | .01 | 2.8 | .06 | |
| | | 2 | Sometimes | 34 | 35 | 1,352 | 32 | 4,767 | 31 | 1,906 | 33 | | | | | | | | |
| | | 3 | Often | 31 | 32 | 1,605 | 40 | 6,450 | 42 | 2,296 | 39 | | | | | | | | |
| | | 4 | Very often | 30 | 28 | 903 | 22 | 3,358 | 23 | 1,252 | 22 | | | | | | | | |
| | | Total | | 101 | 100 | 4,101 | 100 | 15,261 | 100 | 5,769 | 100 | | | | | | | | |
| e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | Rlperspect | 1 | Never | 9 | 8 | 206 | 5 | 500 | 4 | 272 | 5 | 2.8 | 2.9 | -.05 | 2.9 | -.11 | 2.9 | -.04 | |
| | | 2 | Sometimes | 26 | 28 | 1,199 | 29 | 4,382 | 29 | 1,707 | 30 | | | | | | | | |
| | | 3 | Often | 37 | 36 | 1,627 | 40 | 6,299 | 41 | 2,336 | 40 | | | | | | | | |
| | | 4 | Very often | 30 | 27 | 1,050 | 26 | 4,042 | 27 | 1,442 | 25 | | | | | | | | |
| | | Total | | 102 | 100 | 4,082 | 100 | 15,223 | 100 | 5,757 | 100 | | | | | | | | |
| f. Learned something that changed the way you understand an issue or concept | Rlnewview | 1 | Never | 5 | 4 | 148 | 4 | 399 | 3 | 192 | 3 | 2.9 | 2.8 | .02 | 2.9 | -.04 | 2.8 | .02 | |
| | | 2 | Sometimes | 34 | 36 | 1,322 | 32 | 4,633 | 31 | 1,877 | 33 | | | | | | | | |
| | | 3 | Often | 33 | 30 | 1,600 | 40 | 6,277 | 41 | 2,272 | 39 | | | | | | | | |
| | | 4 | Very often | 30 | 30 | 1,011 | 24 | 3,850 | 26 | 1,408 | 24 | | | | | | | | |
| | | Total | | 102 | 100 | 4,081 | 100 | 15,159 | 100 | 5,749 | 100 | | | | | | | | |
| g. Connected ideas from your courses to your prior experiences and knowledge | Rlconnect | 1 | Never | 7 | 6 | 96 | 2 | 188 | 1 | 122 | 2 | 3.0 | 3.0 | -.10 | 3.1 | -.19 | 3.0 | -.10 | |
| | | 2 | Sometimes | 24 | 23 | 959 | 24 | 3,104 | 21 | 1,378 | 24 | | | | | | | | |
| | | 3 | Often | 40 | 41 | 1,662 | 40 | 6,647 | 43 | 2,376 | 41 | | | | | | | | |
| | | 4 | Very often | 30 | 30 | 1,346 | 33 | 5,121 | 34 | 1,849 | 33 | | | | | | | | |
| | | Total | | 101 | 100 | 4,063 | 100 | 15,060 | 100 | 5,725 | 100 | | | | | | | | |
| 3. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Talked about career plans with a faculty member | SFcareer | 1 | Never | 23 | 23 | 928 | 23 | 3,204 | 22 | 1,326 | 24 | 2.4 | 2.2 | .15 | 2.2 | .15 | 2.2 | .14 | |
| | | 2 | Sometimes | 41 | 38 | 1,723 | 42 | 6,791 | 44 | 2,394 | 41 | | | | | | | | |
| | | 3 | Often | 18 | 18 | 916 | 22 | 3,394 | 22 | 1,279 | 22 | | | | | | | | |
| | | 4 | Very often | 20 | 21 | 503 | 12 | 1,736 | 12 | 730 | 13 | | | | | | | | |
| | | Total | | 102 | 100 | 4,070 | 100 | 15,125 | 100 | 5,729 | 100 | | | | | | | | |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | SFotherwork | 1 | Never | 43 | 42 | 2,100 | 52 | 7,928 | 53 | 2,973 | 53 | 2.0 | 1.8 * | .26 | 1.7 ** | .29 | 1.8 * | .26 | |
| | | 2 | Sometimes | 30 | 27 | 1,128 | 27 | 4,302 | 28 | 1,577 | 27 | | | | | | | | |
| | | 3 | Often | 16 | 19 | 524 | 13 | 1,840 | 12 | 729 | 13 | | | | | | | | |
| | | 4 | Very often | 13 | 12 | 303 | 8 | 992 | 7 | 430 | 8 | | | | | | | | |
| | | Total | | 102 | 100 | 4,055 | 100 | 15,062 | 100 | 5,709 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

| Item wording or description | Variable name ^c | Values ^d | Response options | Your first-year students compared with | | | | | | | | | | | | | | |
|--|----------------------------|---------------------|------------------|--|-----|-------|-----|--------------------|-----|-------|-----|--------------------|-------|--------------------------|------|--------------------------|-------|--------------------------|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Comparison Group 3 | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| c. Discussed course topics, ideas, or concepts with a faculty member outside of class | SFdiscuss | 1 | Never | 31 | 30 | 1,430 | 34 | 4,913 | 34 | 2,057 | 36 | 2.1 | 2.0 | .05 | 2.0 | .07 | 2.0 | .07 |
| | | 2 | Sometimes | 42 | 42 | 1,600 | 39 | 6,406 | 41 | 2,180 | 38 | | | | | | | |
| | | 3 | Often | 20 | 18 | 686 | 18 | 2,574 | 17 | 984 | 18 | | | | | | | |
| | | 4 | Very often | 9 | 9 | 341 | 8 | 1,147 | 8 | 487 | 9 | | | | | | | |
| | | Total | | 102 | 100 | 4,057 | 100 | 15,040 | 100 | 5,708 | 100 | | | | | | | |
| d. Discussed your academic performance with a faculty member | SFperform | 1 | Never | 15 | 16 | 1,152 | 28 | 3,488 | 23 | 1,570 | 28 | 2.3 | 2.1 * | .24 | 2.2 | .18 | 2.1 * | .22 |
| | | 2 | Sometimes | 50 | 49 | 1,724 | 42 | 7,022 | 46 | 2,419 | 42 | | | | | | | |
| | | 3 | Often | 21 | 21 | 779 | 20 | 3,116 | 21 | 1,133 | 20 | | | | | | | |
| | | 4 | Very often | 14 | 14 | 385 | 10 | 1,389 | 10 | 565 | 10 | | | | | | | |
| | | Total | | 100 | 100 | 4,040 | 100 | 15,015 | 100 | 5,687 | 100 | | | | | | | |
| 4. During the current school year, how much has your coursework emphasized the following? | | | | | | | | | | | | | | | | | | |
| a. Memorizing course material | memorize | 1 | Very little | 2 | 2 | 165 | 4 | 664 | 5 | 230 | 4 | 3.1 | 3.0 | .08 | 3.0 | .12 | 3.0 | .09 |
| | | 2 | Some | 27 | 27 | 937 | 23 | 3,530 | 24 | 1,293 | 23 | | | | | | | |
| | | 3 | Quite a bit | 36 | 34 | 1,708 | 43 | 6,289 | 42 | 2,443 | 43 | | | | | | | |
| | | 4 | Very much | 36 | 37 | 1,245 | 30 | 4,576 | 29 | 1,751 | 30 | | | | | | | |
| | | Total | | 101 | 100 | 4,055 | 100 | 15,059 | 100 | 5,717 | 100 | | | | | | | |
| b. Applying facts, theories, or methods to practical problems or new situations | HOapply | 1 | Very little | 5 | 4 | 185 | 5 | 509 | 4 | 244 | 5 | 3.0 | 2.9 | .01 | 3.0 | -.05 | 2.9 | .01 |
| | | 2 | Some | 24 | 26 | 966 | 23 | 3,342 | 22 | 1,399 | 24 | | | | | | | |
| | | 3 | Quite a bit | 41 | 40 | 1,739 | 44 | 6,591 | 44 | 2,437 | 44 | | | | | | | |
| | | 4 | Very much | 31 | 30 | 1,141 | 27 | 4,541 | 30 | 1,597 | 27 | | | | | | | |
| | | Total | | 101 | 100 | 4,031 | 100 | 14,983 | 100 | 5,677 | 100 | | | | | | | |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | HOanalyze | 1 | Very little | 6 | 5 | 209 | 5 | 591 | 4 | 282 | 5 | 3.0 | 2.9 | .01 | 3.0 | -.05 | 3.0 | .01 |
| | | 2 | Some | 28 | 26 | 982 | 24 | 3,288 | 23 | 1,392 | 24 | | | | | | | |
| | | 3 | Quite a bit | 34 | 36 | 1,596 | 41 | 6,238 | 42 | 2,258 | 40 | | | | | | | |
| | | 4 | Very much | 34 | 33 | 1,216 | 30 | 4,795 | 31 | 1,720 | 30 | | | | | | | |
| | | Total | | 102 | 100 | 4,003 | 100 | 14,912 | 100 | 5,652 | 100 | | | | | | | |
| d. Evaluating a point of view, decision, or information source | HOevaluate | 1 | Very little | 5 | 6 | 224 | 5 | 539 | 4 | 295 | 5 | 2.9 | 2.9 | .05 | 3.0 | -.06 | 2.9 | .04 |
| | | 2 | Some | 27 | 28 | 1,063 | 27 | 3,398 | 24 | 1,461 | 26 | | | | | | | |
| | | 3 | Quite a bit | 33 | 33 | 1,629 | 41 | 6,417 | 42 | 2,329 | 40 | | | | | | | |
| | | 4 | Very much | 36 | 33 | 1,104 | 27 | 4,570 | 30 | 1,570 | 28 | | | | | | | |
| | | Total | | 101 | 100 | 4,020 | 100 | 14,924 | 100 | 5,655 | 100 | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|--|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|--------------------|-----|--------------------|-----|--|-------|--------------------------|------|--------------------------|-------|--------------------------|--|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Your first-year students compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| e. Forming a new idea or understanding from various pieces of information | HOform | 1 | Very little | 7 | 7 | 235 | 6 | 672 | 5 | 300 | 6 | 2.9 | 2.9 | .04 | 2.9 | -.02 | 2.9 | .03 | |
| | | 2 | Some | 22 | 23 | 1,035 | 25 | 3,615 | 24 | 1,450 | 25 | | | | | | | | |
| | | 3 | Quite a bit | 37 | 39 | 1,629 | 41 | 6,239 | 42 | 2,305 | 41 | | | | | | | | |
| | | 4 | Very much | 34 | 30 | 1,104 | 27 | 4,374 | 29 | 1,584 | 28 | | | | | | | | |
| | | Total | | 100 | 100 | 4,003 | 100 | 14,900 | 100 | 5,639 | 100 | | | | | | | | |
| 5. During the current school year, to what extent have your instructors done the following? | | | | | | | | | | | | | | | | | | | |
| a. Clearly explained course goals and requirements | ETgoals | 1 | Very little | 1 | 1 | 112 | 3 | 328 | 3 | 160 | 3 | 3.2 | 3.2 | .08 | 3.2 | .08 | 3.2 | .05 | |
| | | 2 | Some | 17 | 15 | 742 | 18 | 2,517 | 17 | 997 | 17 | | | | | | | | |
| | | 3 | Quite a bit | 43 | 45 | 1,606 | 39 | 6,493 | 42 | 2,224 | 38 | | | | | | | | |
| | | 4 | Very much | 41 | 39 | 1,585 | 40 | 5,696 | 38 | 2,334 | 41 | | | | | | | | |
| | | Total | | 102 | 100 | 4,045 | 100 | 15,034 | 100 | 5,715 | 100 | | | | | | | | |
| b. Taught course sessions in an organized way | ETorganize | 1 | Very little | 3 | 5 | 160 | 4 | 411 | 3 | 231 | 4 | 3.1 | 3.1 | -.01 | 3.1 | -.03 | 3.1 | -.04 | |
| | | 2 | Some | 20 | 19 | 782 | 19 | 2,711 | 19 | 1,057 | 18 | | | | | | | | |
| | | 3 | Quite a bit | 40 | 40 | 1,632 | 40 | 6,539 | 42 | 2,265 | 39 | | | | | | | | |
| | | 4 | Very much | 39 | 36 | 1,462 | 36 | 5,338 | 36 | 2,146 | 38 | | | | | | | | |
| | | Total | | 102 | 100 | 4,036 | 100 | 14,999 | 100 | 5,699 | 100 | | | | | | | | |
| c. Used examples or illustrations to explain difficult points | ETexample | 1 | Very little | 5 | 4 | 160 | 4 | 536 | 4 | 239 | 4 | 3.1 | 3.1 | -.04 | 3.1 | -.01 | 3.1 | -.05 | |
| | | 2 | Some | 22 | 23 | 794 | 20 | 2,954 | 20 | 1,136 | 20 | | | | | | | | |
| | | 3 | Quite a bit | 35 | 35 | 1,521 | 38 | 5,870 | 38 | 2,074 | 36 | | | | | | | | |
| | | 4 | Very much | 40 | 38 | 1,556 | 39 | 5,593 | 37 | 2,241 | 40 | | | | | | | | |
| | | Total | | 102 | 100 | 4,031 | 100 | 14,953 | 100 | 5,690 | 100 | | | | | | | | |
| d. Provided feedback on a draft or work in progress | ETdraftfb | 1 | Very little | 9 | 10 | 374 | 9 | 1,082 | 8 | 494 | 9 | 3.0 | 2.9 | .10 | 2.9 | .06 | 2.9 | .06 | |
| | | 2 | Some | 19 | 22 | 1,080 | 26 | 3,838 | 26 | 1,461 | 25 | | | | | | | | |
| | | 3 | Quite a bit | 32 | 31 | 1,342 | 34 | 5,412 | 35 | 1,875 | 33 | | | | | | | | |
| | | 4 | Very much | 41 | 37 | 1,229 | 31 | 4,612 | 31 | 1,852 | 33 | | | | | | | | |
| | | Total | | 101 | 100 | 4,025 | 100 | 14,944 | 100 | 5,682 | 100 | | | | | | | | |
| e. Provided prompt and detailed feedback on tests or completed assignments | ETfeedback | 1 | Very little | 10 | 8 | 446 | 11 | 1,171 | 8 | 592 | 11 | 3.0 | 2.8 * | .25 | 2.8 | .19 | 2.8 * | .20 | |
| | | 2 | Some | 19 | 19 | 1,199 | 29 | 4,237 | 28 | 1,596 | 28 | | | | | | | | |
| | | 3 | Quite a bit | 35 | 37 | 1,268 | 32 | 5,487 | 36 | 1,833 | 32 | | | | | | | | |
| | | 4 | Very much | 38 | 36 | 1,091 | 27 | 4,001 | 28 | 1,638 | 30 | | | | | | | | |
| | | Total | | 102 | 100 | 4,004 | 100 | 14,896 | 100 | 5,659 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | |
|---|---|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------|-----|--|------------------|--------------------------|--------------------|--------------------------|------|--------------------------|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | | | | | | | | | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| 6. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | |
| a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | QRconclude | 1 | Never | 13 | 10 | 557 | 14 | 2,359 | 15 | 803 | 15 | 2.7 | 2.6 | .11 | 2.5 | .13 | 2.6 | .10 |
| | | 2 | Sometimes | 33 | 33 | 1,405 | 34 | 5,144 | 34 | 1,947 | 33 | | | | | | | |
| | | 3 | Often | 33 | 35 | 1,299 | 33 | 4,856 | 33 | 1,843 | 33 | | | | | | | |
| | | 4 | Very often | 24 | 22 | 775 | 19 | 2,645 | 19 | 1,106 | 20 | | | | | | | |
| | | | Total | 103 | 100 | 4,036 | 100 | 15,004 | 100 | 5,699 | 100 | | | | | | | |
| b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | QRproblem | 1 | Never | 17 | 17 | 939 | 23 | 3,441 | 23 | 1,306 | 23 | 2.5 | 2.3 | .16 | 2.3 | .16 | 2.3 | .16 |
| | | 2 | Sometimes | 38 | 35 | 1,536 | 38 | 5,768 | 38 | 2,144 | 37 | | | | | | | |
| | | 3 | Often | 33 | 32 | 997 | 26 | 3,848 | 26 | 1,435 | 25 | | | | | | | |
| | | 4 | Very often | 15 | 16 | 560 | 14 | 1,894 | 14 | 803 | 14 | | | | | | | |
| | | | Total | 103 | 100 | 4,032 | 100 | 14,951 | 100 | 5,688 | 100 | | | | | | | |
| c. Evaluated what others have concluded from numerical information | QRevaluate | 1 | Never | 19 | 20 | 924 | 23 | 3,448 | 23 | 1,352 | 24 | 2.3 | 2.3 | .07 | 2.3 | .07 | 2.3 | .07 |
| | | 2 | Sometimes | 41 | 40 | 1,577 | 39 | 5,919 | 39 | 2,159 | 38 | | | | | | | |
| | | 3 | Often | 28 | 26 | 1,016 | 26 | 3,845 | 26 | 1,421 | 25 | | | | | | | |
| | | 4 | Very often | 14 | 14 | 500 | 12 | 1,670 | 12 | 729 | 13 | | | | | | | |
| | | | Total | 102 | 100 | 4,017 | 100 | 14,882 | 100 | 5,661 | 100 | | | | | | | |
| 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) | | | | | | | | | | | | | | | | | | |
| a. Up to 5 pages | wrshortnum | 0 | None | 8 | 10 | 311 | 9 | 539 | 5 | 445 | 9 | 6.0 | 5.2 | .17 | 6.8 | -.14 | 5.1 | .19 |
| | | 1.5 | 1-2 | 12 | 14 | 991 | 27 | 2,550 | 20 | 1,424 | 27 | | | | | | | |
| | (Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.) | 4 | 3-5 | 31 | 35 | 1,222 | 34 | 4,195 | 31 | 1,738 | 33 | | | | | | | |
| | | 8 | 6-10 | 22 | 26 | 699 | 19 | 3,511 | 25 | 981 | 19 | | | | | | | |
| | | 13 | 11-15 | 8 | 7 | 220 | 6 | 1,489 | 10 | 309 | 6 | | | | | | | |
| | | 18 | 16-20 | 4 | 4 | 102 | 3 | 680 | 5 | 130 | 3 | | | | | | | |
| | | 23 | More than 20 | 3 | 3 | 113 | 3 | 737 | 5 | 144 | 2 | | | | | | | |
| | | | Total | 88 | 100 | 3,658 | 100 | 13,701 | 100 | 5,171 | 100 | | | | | | | |
| b. Between 6 and 10 pages | wrmednum | 0 | None | 33 | 36 | 1,623 | 46 | 4,019 | 33 | 2,261 | 46 | 1.9 | 1.7 | .05 | 2.3 | -.14 | 1.8 | .04 |
| | | 1.5 | 1-2 | 39 | 41 | 1,223 | 35 | 5,446 | 39 | 1,720 | 35 | | | | | | | |
| | (Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.) | 4 | 3-5 | 13 | 16 | 439 | 12 | 2,605 | 19 | 639 | 13 | | | | | | | |
| | | 8 | 6-10 | 4 | 6 | 160 | 5 | 928 | 7 | 238 | 5 | | | | | | | |
| | | 13 | 11-15 | 1 | 1 | 46 | 1 | 216 | 2 | 63 | 1 | | | | | | | |
| | | 18 | 16-20 | 0 | 0 | 12 | 0 | 63 | 1 | 19 | 0 | | | | | | | |
| | | 23 | More than 20 | 0 | 0 | 18 | 0 | 57 | 1 | 25 | 0 | | | | | | | |
| | | | Total | 90 | 100 | 3,521 | 100 | 13,334 | 100 | 4,965 | 100 | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| Item wording or description | | | | Variable name ^c | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | | | | | | | | |
|---|--|--|--|--|-------|--------------|----|--------------------------------------|-------|--------------------------|-------------|--------------------------------------|-------|--------------------------|------------|--|------------------|----------------|--------------------|--------|------|
| | | | | | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | |
| | | | | | | | | Count | % | Count | % | Count | % | Count | % | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | | |
| | | | | | | | | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | | | | | | | |
| c. 11 pages or more | | | | wrlongnum | 0 | None | 63 | 75 | 2,743 | 80 | 9,375 | 73 | 3,851 | 79 | .7 | .8 | -.05 | 1.0 | -.10 | .9 | -.07 |
| | | | | (Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.) | 1.5 | 1-2 | 21 | 22 | 448 | 13 | 2,593 | 19 | 638 | 13 | | | | | | | |
| | | | | | 4 | 3-5 | 0 | 0 | 108 | 3 | 475 | 4 | 152 | 3 | | | | | | | |
| | | | | | 8 | 6-10 | 1 | 2 | 59 | 2 | 213 | 2 | 84 | 2 | | | | | | | |
| | | | | | 13 | 11-15 | 0 | 0 | 38 | 1 | 125 | 1 | 58 | 1 | | | | | | | |
| | | | | | 18 | 16-20 | 1 | 1 | 13 | 1 | 46 | 0 | 28 | 1 | | | | | | | |
| | | | | | 23 | More than 20 | 0 | 0 | 23 | 1 | 75 | 1 | 32 | 1 | | | | | | | |
| | | | | Total | | | 86 | 100 | 3,432 | 100 | 12,902 | 100 | 4,843 | 100 | | | | | | | |
| Estimated number of assigned pages of student writing. | | | | wrpages | | | | | | | 38.9 | 39.5 | -.01 | 51.0 ** | -.19 | 40.3 | -.02 | ▼ | | | |
| | | | | (Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.) | | | | | | | | | | | | | | | | | |
| 8. During the current school year, about how often have you had discussions with people from the following groups? | | | | | | | | | | | | | | | | | | | | | |
| a. People of a race or ethnicity other than your own | | | | DDrace | 1 | Never | 2 | 2 | 253 | 7 | 602 | 5 | 415 | 8 | 3.3 | 3.1 ** | .28 | 3.1 | .20 | 3.0 ** | .33 |
| | | | | | 2 | Sometimes | 14 | 17 | 844 | 23 | 2,955 | 22 | 1,263 | 24 | | | | | | | |
| | | | | | 3 | Often | 28 | 29 | 1,050 | 28 | 3,968 | 28 | 1,483 | 28 | | | | | | | |
| | | | | | 4 | Very often | 49 | 53 | 1,578 | 42 | 6,449 | 45 | 2,115 | 40 | | | | | | | |
| | | | | | Total | | 93 | 100 | 3,725 | 100 | 13,974 | 100 | 5,276 | 100 | | | | | | | |
| b. People from an economic background other than your own | | | | DDeconomic | 1 | Never | 3 | 3 | 250 | 7 | 544 | 4 | 389 | 7 | 3.2 | 3.0 | .18 | 3.1 | .08 | 3.0 * | .22 |
| | | | | | 2 | Sometimes | 19 | 24 | 858 | 24 | 2,940 | 22 | 1,289 | 25 | | | | | | | |
| | | | | | 3 | Often | 26 | 26 | 1,206 | 32 | 4,428 | 32 | 1,689 | 32 | | | | | | | |
| | | | | | 4 | Very often | 44 | 47 | 1,409 | 38 | 6,026 | 42 | 1,905 | 36 | | | | | | | |
| | | | | Total | | | 92 | 100 | 3,723 | 100 | 13,938 | 100 | 5,272 | 100 | | | | | | | |
| c. People with religious beliefs other than your own | | | | DDreligion | 1 | Never | 6 | 6 | 298 | 8 | 867 | 7 | 477 | 9 | 2.9 | 3.0 | -.02 | 3.0 | -.07 | 2.9 | .04 |
| | | | | | 2 | Sometimes | 28 | 35 | 938 | 26 | 3,499 | 25 | 1,398 | 27 | | | | | | | |
| | | | | | 3 | Often | 22 | 21 | 1,054 | 28 | 3,907 | 28 | 1,496 | 28 | | | | | | | |
| | | | | | 4 | Very often | 37 | 39 | 1,412 | 38 | 5,630 | 40 | 1,876 | 35 | | | | | | | |
| | | | | Total | | | 93 | 100 | 3,702 | 100 | 13,903 | 100 | 5,247 | 100 | | | | | | | |
| d. People with political views other than your own | | | | DDpolitical | 1 | Never | 5 | 5 | 327 | 8 | 902 | 7 | 508 | 9 | 2.9 | 2.9 | -.03 | 3.0 | -.09 | 2.9 | .01 |
| | | | | | 2 | Sometimes | 26 | 34 | 917 | 25 | 3,358 | 24 | 1,336 | 26 | | | | | | | |
| | | | | | 3 | Often | 27 | 27 | 1,118 | 30 | 4,136 | 30 | 1,580 | 30 | | | | | | | |
| | | | | | 4 | Very often | 35 | 35 | 1,316 | 36 | 5,447 | 39 | 1,790 | 35 | | | | | | | |
| | | | | Total | | | 93 | 100 | 3,678 | 100 | 13,843 | 100 | 5,214 | 100 | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | |
|--|--|---------------------|---------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------|-----|--|------------------|--------------------------|--------------------|--------------------------|------|--------------------------|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | | | | | | | | | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| 9. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | |
| a. Identified key information from reading assignments | LSreading | 1 | Never | 1 | 1 | 65 | 2 | 202 | 2 | 93 | 2 | 3.1 | 3.1 | .03 | 3.2 | -.07 | 3.1 | .01 |
| | | 2 | Sometimes | 17 | 19 | 709 | 19 | 2,253 | 17 | 973 | 19 | | | | | | | |
| | | 3 | Often | 40 | 44 | 1,604 | 44 | 5,825 | 42 | 2,272 | 43 | | | | | | | |
| | | 4 | Very often | 34 | 36 | 1,308 | 35 | 5,585 | 40 | 1,885 | 36 | | | | | | | |
| | | | Total | 92 | 100 | 3,686 | 100 | 13,865 | 100 | 5,223 | 100 | | | | | | | |
| b. Reviewed your notes after class | LSnotes | 1 | Never | 2 | 3 | 164 | 4 | 661 | 4 | 213 | 4 | 2.9 | 3.0 | -.10 | 3.0 | -.11 | 3.0 | -.15 |
| | | 2 | Sometimes | 31 | 32 | 1,062 | 29 | 3,914 | 29 | 1,440 | 28 | | | | | | | |
| | | 3 | Often | 36 | 40 | 1,215 | 33 | 4,515 | 33 | 1,751 | 33 | | | | | | | |
| | | 4 | Very often | 22 | 25 | 1,237 | 34 | 4,737 | 34 | 1,806 | 36 | | | | | | | |
| | | | Total | 91 | 100 | 3,678 | 100 | 13,827 | 100 | 5,210 | 100 | | | | | | | |
| c. Summarized what you learned in class or from course materials | LSsummary | 1 | Never | 6 | 8 | 277 | 8 | 817 | 6 | 365 | 7 | 2.7 | 2.8 | -.13 | 2.9 * | -.22 | 2.9 | -.17 |
| | | 2 | Sometimes | 32 | 38 | 1,158 | 31 | 3,882 | 29 | 1,571 | 30 | | | | | | | |
| | | 3 | Often | 31 | 31 | 1,204 | 33 | 4,820 | 35 | 1,752 | 34 | | | | | | | |
| | | 4 | Very often | 23 | 23 | 1,000 | 28 | 4,128 | 30 | 1,462 | 29 | | | | | | | |
| | | | Total | 92 | 100 | 3,639 | 100 | 13,647 | 100 | 5,150 | 100 | | | | | | | |
| 10. During the current school year, to what extent have your courses challenged you to do your best work? | | | | | | | | | | | | | | | | | | |
| | challenge | 1 | Not at all | 0 | 0 | 11 | 0 | 78 | 1 | 20 | 1 | 5.3 | 5.5 | -.14 | 5.5 | -.17 | 5.6 | -.19 |
| | | 2 | | 2 | 2 | 50 | 1 | 151 | 1 | 59 | 1 | | | | | | | |
| | | 3 | | 1 | 2 | 135 | 4 | 402 | 3 | 173 | 3 | | | | | | | |
| | | 4 | | 13 | 16 | 405 | 11 | 1,374 | 10 | 570 | 11 | | | | | | | |
| | | 5 | | 32 | 37 | 1,149 | 31 | 4,169 | 30 | 1,542 | 29 | | | | | | | |
| | | 6 | | 28 | 27 | 1,060 | 28 | 4,408 | 31 | 1,499 | 28 | | | | | | | |
| | | 7 | Very much | 16 | 17 | 876 | 24 | 3,219 | 24 | 1,346 | 26 | | | | | | | |
| | | | Total | 92 | 100 | 3,686 | 100 | 13,801 | 100 | 5,209 | 100 | | | | | | | |
| 11. Which of the following have you done or do you plan to do before you graduate?^f | | | | | | | | | | | | | | | | | | |
| a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | intern | | Have not decided | 14 | 17 | 383 | 11 | 1,339 | 10 | 616 | 13 | 12% | 8% | .11 | 9% | .10 | 9% | .10 |
| | (Means indicate the percentage who responded "Done or in progress.") | | Do not plan to do | 5 | 7 | 180 | 5 | 700 | 6 | 272 | 6 | | | | | | | |
| | | | Plan to do | 61 | 64 | 2,806 | 75 | 10,592 | 75 | 3,865 | 72 | | | | | | | |
| | | | Done or in progress | 12 | 12 | 313 | 8 | 1,172 | 9 | 459 | 9 | | | | | | | |
| | | | Total | 92 | 100 | 3,682 | 100 | 13,803 | 100 | 5,212 | 100 | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | | |
|--|---|---------------------|--------------------------------------|-------|------------------|-------|----------------|--------|--------------------|-------|--|------------|------------------|--------------------------|----------------|--------------------------|--------------------|--------------------------|-----|
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | | | |
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| b. Hold a formal leadership role in a student organization or group | leader <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 17 | 17 | 970 | 26 | 3,604 | 27 | 1,376 | 27 | 19% | 13% | .18 | 13% | .18 | 12% * | △ | .19 |
| | | | Do not plan to do | 19 | 21 | 855 | 24 | 3,277 | 25 | 1,275 | 25 | | | | | | | | |
| | | | Plan to do | 39 | 43 | 1,384 | 38 | 5,147 | 36 | 1,910 | 36 | | | | | | | | |
| | | | Done or in progress | 17 | 19 | 462 | 13 | 1,733 | 13 | 631 | 12 | | | | | | | | |
| | | | Total | 92 | 100 | 3,671 | 100 | 13,761 | 100 | 5,192 | 100 | | | | | | | | |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 28 | 34 | 1,020 | 28 | 4,029 | 29 | 1,456 | 28 | 11% | 17% | -.17 | 17% | -.17 | 17% | -.17 | |
| | | | Do not plan to do | 17 | 19 | 917 | 24 | 3,728 | 27 | 1,249 | 24 | | | | | | | | |
| | | | Plan to do | 34 | 36 | 1,133 | 31 | 3,736 | 27 | 1,608 | 30 | | | | | | | | |
| | | | Done or in progress | 10 | 11 | 578 | 17 | 2,242 | 17 | 852 | 17 | | | | | | | | |
| | | | Total | 89 | 100 | 3,648 | 100 | 13,735 | 100 | 5,165 | 100 | | | | | | | | |
| d. Participate in a study abroad program | abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 34 | 38 | 1,026 | 29 | 3,510 | 27 | 1,475 | 29 | 4% | 4% | .00 | 4% | .01 | 4% | .00 | |
| | | | Do not plan to do | 17 | 17 | 1,036 | 29 | 3,638 | 29 | 1,462 | 30 | | | | | | | | |
| | | | Plan to do | 36 | 41 | 1,456 | 38 | 6,051 | 41 | 2,027 | 37 | | | | | | | | |
| | | | Done or in progress | 3 | 4 | 134 | 4 | 535 | 4 | 196 | 4 | | | | | | | | |
| | | | Total | 90 | 100 | 3,652 | 100 | 13,734 | 100 | 5,160 | 100 | | | | | | | | |
| e. Work with a faculty member on a research project | research <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 38 | 44 | 1,252 | 35 | 4,975 | 37 | 1,797 | 36 | 10% | 6% | .13 | 6% | .17 | 7% | .11 | |
| | | | Do not plan to do | 19 | 19 | 806 | 22 | 3,390 | 25 | 1,136 | 22 | | | | | | | | |
| | | | Plan to do | 26 | 28 | 1,347 | 37 | 4,583 | 33 | 1,852 | 35 | | | | | | | | |
| | | | Done or in progress | 8 | 10 | 238 | 6 | 736 | 6 | 363 | 7 | | | | | | | | |
| | | | Total | 91 | 100 | 3,643 | 100 | 13,684 | 100 | 5,148 | 100 | | | | | | | | |
| f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 24 | 28 | 1,239 | 35 | 4,214 | 31 | 1,735 | 34 | 3% | 4% | -.09 | 4% | -.06 | 4% | -.09 | |
| | | | Do not plan to do | 7 | 8 | 410 | 12 | 1,469 | 11 | 565 | 12 | | | | | | | | |
| | | | Plan to do | 56 | 61 | 1,844 | 50 | 7,525 | 53 | 2,640 | 50 | | | | | | | | |
| | | | Done or in progress | 3 | 3 | 144 | 4 | 460 | 4 | 204 | 4 | | | | | | | | |
| | | | Total | 90 | 100 | 3,637 | 100 | 13,668 | 100 | 5,144 | 100 | | | | | | | | |
| 12. About how many of your courses at this institution have included a community-based project (service-learning)? | | | | | | | | | | | | | | | | | | | |
| | servcourse | | 1 None | 26 | 36 | 1,718 | 48 | 5,853 | 44 | 2,259 | 45 | 1.7 | 1.6 | .16 | 1.7 | .12 | 1.7 | .09 | |
| | | | 2 Some | 54 | 56 | 1,566 | 43 | 6,640 | 48 | 2,313 | 44 | | | | | | | | |
| | | | 3 Most | 8 | 8 | 289 | 8 | 946 | 7 | 464 | 9 | | | | | | | | |
| | | | 4 All | 1 | 1 | 54 | 2 | 165 | 1 | 88 | 2 | | | | | | | | |
| | | | Total | 89 | 100 | 3,627 | 100 | 13,604 | 100 | 5,124 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| Item wording or description | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|---------------------|------------------|----------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------|------|--|--------------------------|----------------|--------------------------|------|--------------------------|------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | | | | |
| Variable name ^c | Values ^d | Response options | | | | | | | | | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | | |
| 13. Indicate the quality of your interactions with the following people at your institution. | | | | | | | | | | | | | | | | | | | |
| a. Students | QIstudent | 1 | Poor | 1 | 1 | 81 | 2 | 229 | 2 | 114 | 2 | 5.5 | 5.4 | .06 | 5.5 | .01 | 5.5 | .05 | |
| | | 2 | | 2 | 2 | 94 | 3 | 319 | 3 | 133 | 3 | | | | | | | | |
| | | 3 | | 2 | 3 | 204 | 5 | 624 | 5 | 289 | 6 | | | | | | | | |
| | | 4 | | 8 | 9 | 420 | 11 | 1,436 | 11 | 589 | 11 | | | | | | | | |
| | | 5 | | 27 | 32 | 860 | 23 | 3,052 | 22 | 1,190 | 22 | | | | | | | | |
| | | 6 | | 26 | 29 | 969 | 26 | 3,852 | 27 | 1,333 | 26 | | | | | | | | |
| | | 7 | Excellent | 23 | 24 | 1,032 | 28 | 4,181 | 30 | 1,514 | 29 | | | | | | | | |
| | | — | Not applicable | 0 | 0 | 16 | 1 | 89 | 1 | 32 | 1 | | | | | | | | |
| | | | Total | 89 | 100 | 3,676 | 100 | 13,782 | 100 | 5,194 | 100 | | | | | | | | |
| b. Academic advisors | QIadvisor | 1 | Poor | 3 | 3 | 168 | 5 | 553 | 4 | 221 | 5 | 5.0 | 5.0 | .01 | 5.2 | -.09 | 5.0 | -.02 | |
| | | 2 | | 4 | 5 | 251 | 7 | 719 | 5 | 344 | 7 | | | | | | | | |
| | | 3 | | 11 | 12 | 370 | 10 | 1,149 | 8 | 490 | 9 | | | | | | | | |
| | | 4 | | 12 | 13 | 503 | 13 | 1,839 | 13 | 722 | 13 | | | | | | | | |
| | | 5 | | 17 | 20 | 710 | 19 | 2,518 | 18 | 961 | 18 | | | | | | | | |
| | | 6 | | 21 | 22 | 737 | 21 | 2,941 | 21 | 1,047 | 20 | | | | | | | | |
| | | 7 | Excellent | 19 | 20 | 888 | 25 | 3,741 | 28 | 1,325 | 26 | | | | | | | | |
| | | — | Not applicable | 2 | 5 | 38 | 1 | 283 | 2 | 66 | 2 | | | | | | | | |
| | | | Total | 89 | 100 | 3,665 | 100 | 13,743 | 100 | 5,176 | 100 | | | | | | | | |
| c. Faculty | QIfaculty | 1 | Poor | 3 | 3 | 118 | 3 | 282 | 2 | 179 | 3 | 5.2 | 5.1 | .02 | 5.2 | -.05 | 5.1 | .03 | |
| | | 2 | | 5 | 6 | 193 | 5 | 447 | 4 | 274 | 5 | | | | | | | | |
| | | 3 | | 4 | 4 | 271 | 7 | 966 | 7 | 404 | 8 | | | | | | | | |
| | | 4 | | 14 | 16 | 545 | 14 | 1,852 | 13 | 744 | 13 | | | | | | | | |
| | | 5 | | 18 | 21 | 846 | 23 | 3,297 | 24 | 1,152 | 22 | | | | | | | | |
| | | 6 | | 24 | 27 | 878 | 25 | 3,681 | 26 | 1,216 | 24 | | | | | | | | |
| | | 7 | Excellent | 19 | 21 | 752 | 21 | 2,990 | 22 | 1,129 | 23 | | | | | | | | |
| | | — | Not applicable | 2 | 3 | 37 | 1 | 157 | 1 | 52 | 1 | | | | | | | | |
| | | | Total | 89 | 100 | 3,640 | 100 | 13,672 | 100 | 5,150 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|--|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|--------------------|-----|--------------------|-----|--|------|--------------------------|------|--------------------------|------|--------------------------|-------|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Your first-year students compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| d. Student services staff (career services, student activities, housing, etc.) | QIstaff | 1 | Poor | 6 | 7 | 245 | 6 | 664 | 5 | 368 | 7 | 5.0 | 4.8 | .11 | 4.9 | .09 | 4.8 | .12 | |
| | | 2 | | 3 | 3 | 234 | 6 | 686 | 5 | 320 | 6 | | | | | | | | |
| | | 3 | | 7 | 8 | 296 | 8 | 1,033 | 8 | 417 | 8 | | | | | | | | |
| | | 4 | | 8 | 7 | 524 | 14 | 1,789 | 13 | 703 | 14 | | | | | | | | |
| | | 5 | | 14 | 16 | 673 | 18 | 2,748 | 19 | 911 | 17 | | | | | | | | |
| | | 6 | | 25 | 25 | 692 | 20 | 2,829 | 20 | 962 | 19 | | | | | | | | |
| | | 7 | Excellent | 19 | 19 | 695 | 19 | 2,424 | 18 | 1,027 | 20 | | | | | | | | |
| | | — | Not applicable | 8 | 16 | 297 | 9 | 1,512 | 12 | 454 | 10 | | | | | | | | |
| Total | | | | 90 | 100 | 3,656 | 100 | 13,685 | 100 | 5,162 | 100 | | | | | | | | |
| e. Other administrative staff and offices (registrar, financial aid, etc.) | QIadmin | 1 | Poor | 4 | 4 | 231 | 6 | 801 | 6 | 344 | 7 | 4.7 | 4.8 | -.06 | 4.8 | -.06 | 4.8 | -.05 | |
| | | 2 | | 9 | 11 | 293 | 7 | 879 | 7 | 405 | 8 | | | | | | | | |
| | | 3 | | 13 | 14 | 348 | 9 | 1,253 | 9 | 487 | 9 | | | | | | | | |
| | | 4 | | 12 | 11 | 582 | 15 | 2,010 | 14 | 799 | 15 | | | | | | | | |
| | | 5 | | 13 | 15 | 704 | 19 | 2,752 | 20 | 967 | 18 | | | | | | | | |
| | | 6 | | 20 | 23 | 678 | 19 | 2,757 | 20 | 950 | 19 | | | | | | | | |
| | | 7 | Excellent | 14 | 16 | 654 | 19 | 2,395 | 18 | 1,001 | 20 | | | | | | | | |
| | | — | Not applicable | 4 | 6 | 159 | 5 | 844 | 6 | 204 | 5 | | | | | | | | |
| Total | | | | 89 | 100 | 3,649 | 100 | 13,691 | 100 | 5,157 | 100 | | | | | | | | |
| 14. How much does your institution emphasize the following? | | | | | | | | | | | | | | | | | | | |
| a. Spending significant amounts of time studying and on academic work | empstudy | 1 | Very little | 2 | 2 | 54 | 2 | 221 | 2 | 80 | 2 | 3.2 | 3.2 | .02 | 3.2 | .05 | 3.2 | .03 | |
| | | 2 | Some | 14 | 16 | 512 | 16 | 1,923 | 16 | 719 | 16 | | | | | | | | |
| | | 3 | Quite a bit | 35 | 40 | 1,391 | 41 | 5,622 | 43 | 2,016 | 42 | | | | | | | | |
| | | 4 | Very much | 36 | 42 | 1,404 | 41 | 5,083 | 39 | 1,946 | 40 | | | | | | | | |
| | | Total | | | | 87 | 100 | 3,361 | 100 | 12,849 | 100 | | | | | | | | 4,761 |
| b. Providing support to help students succeed academically | SEacademic | 1 | Very little | 2 | 2 | 109 | 4 | 472 | 4 | 180 | 5 | 3.2 | 3.2 | .01 | 3.1 | .08 | 3.1 | .03 | |
| | | 2 | Some | 18 | 19 | 584 | 18 | 2,387 | 19 | 842 | 18 | | | | | | | | |
| | | 3 | Quite a bit | 32 | 41 | 1,275 | 38 | 5,143 | 40 | 1,799 | 37 | | | | | | | | |
| | | 4 | Very much | 34 | 38 | 1,368 | 41 | 4,774 | 37 | 1,901 | 40 | | | | | | | | |
| | | Total | | | | 86 | 100 | 3,336 | 100 | 12,776 | 100 | | | | | | | | 4,722 |
| c. Using learning support services (tutoring services, writing center, etc.) | SElearnsup | 1 | Very little | 2 | 2 | 172 | 5 | 705 | 6 | 261 | 7 | 3.2 | 3.2 | -.09 | 3.1 | .05 | 3.2 | -.03 | |
| | | 2 | Some | 22 | 28 | 446 | 14 | 2,192 | 17 | 676 | 15 | | | | | | | | |
| | | 3 | Quite a bit | 19 | 22 | 1,082 | 32 | 4,535 | 35 | 1,528 | 32 | | | | | | | | |
| | | 4 | Very much | 44 | 48 | 1,642 | 49 | 5,351 | 42 | 2,264 | 47 | | | | | | | | |
| | | Total | | | | 87 | 100 | 3,342 | 100 | 12,783 | 100 | | | | | | | | 4,729 |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

| Item wording or description | Variable name ^c | Values ^d | Response options | Your first-year students compared with | | | | | | | | | | | | | | |
|---|----------------------------|---------------------|------------------|--|-----|-------|-----|--------------------|-----|-------|-----|--------------------|-------|--------------------------|------|--------------------------|-------|--------------------------|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Comparison Group 3 | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | SEdiverse | 1 | Very little | 4 | 5 | 442 | 14 | 1,457 | 13 | 601 | 14 | 2.9 | 2.7 | .17 | 2.7 | .15 | 2.7 | .15 |
| | | 2 | Some | 30 | 33 | 928 | 28 | 3,595 | 28 | 1,297 | 27 | | | | | | | |
| | | 3 | Quite a bit | 24 | 29 | 1,044 | 31 | 4,134 | 32 | 1,474 | 31 | | | | | | | |
| | | 4 | Very much | 28 | 33 | 930 | 28 | 3,610 | 28 | 1,366 | 28 | | | | | | | |
| | | Total | | 86 | 100 | 3,344 | 100 | 12,796 | 100 | 4,738 | 100 | | | | | | | |
| e. Providing opportunities to be involved socially | SEsocial | 1 | Very little | 1 | 2 | 202 | 7 | 780 | 7 | 310 | 8 | 3.1 | 3.0 | .12 | 3.0 | .11 | 3.0 | .13 |
| | | 2 | Some | 19 | 25 | 763 | 23 | 2,681 | 22 | 1,072 | 23 | | | | | | | |
| | | 3 | Quite a bit | 30 | 34 | 1,211 | 36 | 4,730 | 36 | 1,678 | 35 | | | | | | | |
| | | 4 | Very much | 36 | 38 | 1,168 | 34 | 4,590 | 34 | 1,673 | 34 | | | | | | | |
| | | Total | | 86 | 100 | 3,344 | 100 | 12,781 | 100 | 4,733 | 100 | | | | | | | |
| f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | SEwellness | 1 | Very little | 6 | 9 | 235 | 8 | 952 | 9 | 349 | 9 | 3.1 | 3.0 | .07 | 2.9 | .14 | 3.0 | .10 |
| | | 2 | Some | 21 | 26 | 693 | 21 | 2,785 | 22 | 1,005 | 21 | | | | | | | |
| | | 3 | Quite a bit | 15 | 17 | 1,200 | 36 | 4,619 | 36 | 1,663 | 35 | | | | | | | |
| | | 4 | Very much | 44 | 49 | 1,192 | 36 | 4,344 | 33 | 1,690 | 35 | | | | | | | |
| | | Total | | 86 | 100 | 3,320 | 100 | 12,700 | 100 | 4,707 | 100 | | | | | | | |
| g. Helping you manage your non-academic responsibilities (work, family, etc.) | SEnonacad | 1 | Very little | 14 | 18 | 674 | 21 | 2,685 | 23 | 957 | 22 | 2.5 | 2.4 | .07 | 2.4 | .13 | 2.5 | .06 |
| | | 2 | Some | 29 | 35 | 1,080 | 32 | 4,338 | 34 | 1,462 | 31 | | | | | | | |
| | | 3 | Quite a bit | 22 | 24 | 914 | 27 | 3,423 | 26 | 1,306 | 27 | | | | | | | |
| | | 4 | Very much | 19 | 23 | 652 | 19 | 2,262 | 18 | 979 | 20 | | | | | | | |
| | | Total | | 84 | 100 | 3,320 | 100 | 12,708 | 100 | 4,704 | 100 | | | | | | | |
| h. Attending campus activities and events (performing arts, athletic events, etc.) | SEactivities | 1 | Very little | 3 | 3 | 337 | 11 | 1,195 | 11 | 467 | 11 | 3.0 | 2.9 | .17 | 2.8 | .19 | 2.9 | .16 |
| | | 2 | Some | 21 | 27 | 806 | 24 | 2,962 | 24 | 1,106 | 23 | | | | | | | |
| | | 3 | Quite a bit | 29 | 35 | 1,128 | 33 | 4,574 | 35 | 1,598 | 34 | | | | | | | |
| | | 4 | Very much | 33 | 35 | 1,049 | 31 | 3,952 | 30 | 1,533 | 32 | | | | | | | |
| | | Total | | 86 | 100 | 3,320 | 100 | 12,683 | 100 | 4,704 | 100 | | | | | | | |
| i. Attending events that address important social, economic, or political issues | SEevents | 1 | Very little | 9 | 10 | 557 | 18 | 1,808 | 16 | 794 | 18 | 2.8 | 2.6 * | .24 | 2.6 | .21 | 2.6 * | .23 |
| | | 2 | Some | 26 | 31 | 1,067 | 32 | 3,888 | 31 | 1,471 | 31 | | | | | | | |
| | | 3 | Quite a bit | 25 | 28 | 943 | 28 | 4,064 | 31 | 1,343 | 28 | | | | | | | |
| | | 4 | Very much | 26 | 30 | 738 | 22 | 2,890 | 22 | 1,081 | 23 | | | | | | | |
| | | Total | | 86 | 100 | 3,305 | 100 | 12,650 | 100 | 4,689 | 100 | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | Frequency Distributions ^a | | | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|---|--------------------------------------|------------------|------------------|-----|----------------|-----|--------------------|-----|--|-----|--------------------------------------|---------|--------------------------|---------|--------------------------|--------|--------------------------|--|
| | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | | | | |
| | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| 15. About how many hours do you spend in a typical 7-day week doing the following? | | | | | | | | | | | | | | | | | | | |
| a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i> | 0 | 0 hrs | 1 | 1 | 19 | 1 | 64 | 1 | 27 | 1 | 13.0 | 12.9 | .02 | 13.6 | -.07 | 12.5 | .07 | |
| | | 3 | 1-5 hrs | 15 | 17 | 675 | 20 | 1,948 | 16 | 1,013 | 22 | | | | | | | | |
| | | 8 | 6-10 hrs | 25 | 29 | 858 | 25 | 3,105 | 25 | 1,241 | 26 | | | | | | | | |
| | | 13 | 11-15 hrs | 15 | 17 | 677 | 21 | 2,779 | 22 | 971 | 21 | | | | | | | | |
| | | 18 | 16-20 hrs | 15 | 20 | 500 | 15 | 2,133 | 16 | 687 | 15 | | | | | | | | |
| | | 23 | 21-25 hrs | 7 | 7 | 288 | 9 | 1,326 | 10 | 385 | 8 | | | | | | | | |
| | | 28 | 26-30 hrs | 5 | 6 | 146 | 4 | 714 | 5 | 198 | 4 | | | | | | | | |
| | | 33 | More than 30 hrs | 4 | 4 | 175 | 5 | 679 | 5 | 210 | 5 | | | | | | | | |
| | Total | | | 87 | 100 | 3,338 | 100 | 12,748 | 100 | 4,732 | 100 | | | | | | | | |
| b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | tmcoccrrhrs <i>(Recorded version of tmcoccurr created by NSSE. Values are estimated number of hours per week.)</i> | 0 | 0 hrs | 23 | 27 | 1,273 | 39 | 4,407 | 38 | 1,938 | 42 | 7.2 | 4.5 ** | .42 | 4.8 ** | .36 | 4.4 ** | .44 | |
| | | 3 | 1-5 hrs | 31 | 33 | 1,103 | 33 | 4,292 | 32 | 1,486 | 31 | | | | | | | | |
| | | 8 | 6-10 hrs | 11 | 12 | 477 | 15 | 1,938 | 15 | 637 | 13 | | | | | | | | |
| | | 13 | 11-15 hrs | 8 | 9 | 225 | 7 | 1,018 | 8 | 295 | 7 | | | | | | | | |
| | | 18 | 16-20 hrs | 7 | 8 | 122 | 4 | 539 | 4 | 179 | 4 | | | | | | | | |
| | | 23 | 21-25 hrs | 5 | 9 | 44 | 1 | 245 | 2 | 59 | 1 | | | | | | | | |
| | | 28 | 26-30 hrs | 1 | 1 | 30 | 1 | 112 | 1 | 43 | 1 | | | | | | | | |
| | | 33 | More than 30 hrs | 1 | 1 | 30 | 1 | 117 | 1 | 48 | 1 | | | | | | | | |
| | Total | | | 87 | 100 | 3,304 | 100 | 12,668 | 100 | 4,685 | 100 | | | | | | | | |
| c. Working for pay on campus | tmworkonhrs <i>(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)</i> | 0 | 0 hrs | 79 | 93 | 2,766 | 83 | 10,110 | 81 | 3,967 | 84 | .9 | 2.4 *** | -.24 | 2.2 *** | -.24 | 2.2 ** | -.22 | |
| | | 3 | 1-5 hrs | 1 | 1 | 98 | 3 | 558 | 4 | 136 | 3 | | | | | | | | |
| | | 8 | 6-10 hrs | 1 | 1 | 102 | 3 | 860 | 6 | 139 | 3 | | | | | | | | |
| | | 13 | 11-15 hrs | 2 | 2 | 112 | 3 | 603 | 4 | 150 | 3 | | | | | | | | |
| | | 18 | 16-20 hrs | 3 | 3 | 186 | 5 | 365 | 3 | 249 | 5 | | | | | | | | |
| | | 23 | 21-25 hrs | 0 | 0 | 30 | 1 | 135 | 1 | 39 | 1 | | | | | | | | |
| | | 28 | 26-30 hrs | 0 | 0 | 5 | 0 | 28 | 0 | 9 | 0 | | | | | | | | |
| | | 33 | More than 30 hrs | 0 | 0 | 29 | 1 | 59 | 1 | 37 | 1 | | | | | | | | |
| | Total | | | 86 | 100 | 3,328 | 100 | 12,718 | 100 | 4,726 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | |
|--|---|---------------------|------------------|--------------------------------------|----|------------------|-------|----------------|--------|--------------------|-------|--|------------------|--------------------------|--------------------|--------------------------|--------|--------------------------|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | | | | | | | | | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| d. Working for pay off campus | tmworkoffhrs | 0 | 0 hrs | 57 | 61 | 2,289 | 68 | 8,624 | 66 | 3,073 | 65 | 7.8 | 5.1 * | .29 | 6.2 | .16 | 6.2 | .16 |
| | (Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 1 | 1 | 167 | 5 | 633 | 5 | 239 | 5 | | | | | | | |
| | | 8 | 6-10 hrs | 5 | 7 | 171 | 5 | 699 | 6 | 244 | 5 | | | | | | | |
| | | 13 | 11-15 hrs | 5 | 6 | 178 | 5 | 681 | 5 | 252 | 5 | | | | | | | |
| | | 18 | 16-20 hrs | 4 | 7 | 182 | 5 | 564 | 5 | 285 | 6 | | | | | | | |
| | | 23 | 21-25 hrs | 6 | 6 | 125 | 4 | 422 | 4 | 212 | 4 | | | | | | | |
| | | 28 | 26-30 hrs | 3 | 4 | 100 | 3 | 279 | 3 | 169 | 4 | | | | | | | |
| | | 33 | More than 30 hrs | 6 | 8 | 102 | 3 | 762 | 8 | 226 | 6 | | | | | | | |
| | | Total | | | 87 | 100 | 3,314 | 100 | 12,664 | 100 | 4,700 | 100 | | | | | | |
| Estimated number of hours working for pay | tmworkhrs | | | | | | | | | | | 8.8 | 7.3 | .13 | 8.3 | .04 | 8.2 | .05 |
| e. Doing community service or volunteer work | tmservicehrs | 0 | 0 hrs | 45 | 48 | 1,799 | 55 | 6,808 | 54 | 2,479 | 53 | 2.7 | 2.5 | .04 | 2.6 | .03 | 2.9 | -.03 |
| | (Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 26 | 35 | 1,060 | 32 | 4,229 | 33 | 1,494 | 32 | | | | | | | |
| | | 8 | 6-10 hrs | 11 | 13 | 249 | 7 | 861 | 7 | 375 | 8 | | | | | | | |
| | | 13 | 11-15 hrs | 2 | 2 | 95 | 3 | 346 | 3 | 149 | 3 | | | | | | | |
| | | 18 | 16-20 hrs | 2 | 2 | 47 | 1 | 183 | 2 | 85 | 2 | | | | | | | |
| | | 23 | 21-25 hrs | 0 | 0 | 22 | 1 | 88 | 1 | 38 | 1 | | | | | | | |
| | | 28 | 26-30 hrs | 0 | 0 | 7 | 0 | 33 | 0 | 12 | 0 | | | | | | | |
| | | 33 | More than 30 hrs | 0 | 0 | 13 | 0 | 40 | 0 | 28 | 1 | | | | | | | |
| | | Total | | | 86 | 100 | 3,292 | 100 | 12,588 | 100 | 4,660 | 100 | | | | | | |
| f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | tmrelaxhrs | 0 | 0 hrs | 2 | 2 | 63 | 2 | 244 | 2 | 120 | 3 | 12.9 | 11.5 | .16 | 12.0 | .10 | 11.0 * | .22 |
| | (Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 17 | 23 | 901 | 28 | 2,840 | 23 | 1,362 | 29 | | | | | | | |
| | | 8 | 6-10 hrs | 22 | 23 | 879 | 26 | 3,488 | 27 | 1,244 | 26 | | | | | | | |
| | | 13 | 11-15 hrs | 20 | 22 | 587 | 18 | 2,504 | 19 | 800 | 17 | | | | | | | |
| | | 18 | 16-20 hrs | 10 | 14 | 369 | 11 | 1,599 | 13 | 504 | 11 | | | | | | | |
| | | 23 | 21-25 hrs | 1 | 1 | 218 | 6 | 802 | 6 | 289 | 6 | | | | | | | |
| | | 28 | 26-30 hrs | 4 | 4 | 100 | 3 | 426 | 3 | 126 | 3 | | | | | | | |
| | | 33 | More than 30 hrs | 10 | 11 | 189 | 6 | 739 | 6 | 237 | 6 | | | | | | | |
| | | Total | | | 86 | 100 | 3,306 | 100 | 12,642 | 100 | 4,682 | 100 | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|--|----------------------------|---------------------|--|--------------------------------------|-----|------------------|-------|----------------|--------|--------------------|-------|--|------------------|--------------------------|--------------------|--------------------------|------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | | | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | | | | | | | | | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| g. Providing care for dependents (children, parents, etc.) | tmcarehrs | 0 | 0 hrs | 61 | 67 | 2,286 | 68 | 9,090 | 70 | 2,984 | 63 | 3.5 | 3.5 | .00 | 4.0 | -.06 | 4.7 | -.13 | |
| | | 3 | 1-5 hrs | 13 | 15 | 466 | 14 | 1,463 | 12 | 699 | 15 | | | | | | | | |
| | | 8 | 6-10 hrs | 4 | 5 | 186 | 6 | 637 | 5 | 305 | 6 | | | | | | | | |
| | | 13 | 11-15 hrs | 1 | 2 | 125 | 4 | 381 | 3 | 210 | 5 | | | | | | | | |
| | | 18 | 16-20 hrs | 2 | 3 | 65 | 2 | 227 | 2 | 122 | 3 | | | | | | | | |
| | | 23 | 21-25 hrs | 1 | 2 | 39 | 1 | 133 | 1 | 66 | 1 | | | | | | | | |
| | | 28 | 26-30 hrs | 2 | 3 | 25 | 1 | 70 | 1 | 48 | 1 | | | | | | | | |
| | | 33 | More than 30 hrs | 1 | 1 | 99 | 4 | 595 | 6 | 242 | 6 | | | | | | | | |
| | | Total | | | 85 | 100 | 3,291 | 100 | 12,596 | 100 | 4,676 | 100 | | | | | | | |
| h. Commuting to campus (driving, walking, etc.) | tmcommutehrs | 0 | 0 hrs | 28 | 32 | 866 | 27 | 5,121 | 38 | 1,077 | 24 | 6.2 | 4.9 | .21 | 4.2 * | .34 | 5.3 | .14 | |
| | | 3 | 1-5 hrs | 35 | 40 | 1,508 | 45 | 4,736 | 38 | 2,181 | 46 | | | | | | | | |
| | | 8 | 6-10 hrs | 6 | 7 | 534 | 16 | 1,581 | 14 | 789 | 16 | | | | | | | | |
| | | 13 | 11-15 hrs | 4 | 5 | 183 | 6 | 584 | 5 | 305 | 7 | | | | | | | | |
| | | 18 | 16-20 hrs | 4 | 5 | 98 | 3 | 275 | 2 | 159 | 3 | | | | | | | | |
| | | 23 | 21-25 hrs | 3 | 3 | 45 | 1 | 138 | 1 | 75 | 2 | | | | | | | | |
| | | 28 | 26-30 hrs | 2 | 3 | 21 | 1 | 72 | 1 | 31 | 1 | | | | | | | | |
| | | 33 | More than 30 hrs | 4 | 4 | 58 | 2 | 136 | 1 | 84 | 2 | | | | | | | | |
| | | Total | | | 86 | 100 | 3,313 | 100 | 12,643 | 100 | 4,701 | 100 | | | | | | | |
| 16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading? | | | | | | | | | | | | | | | | | | | |
| | reading | 1 | Very little | 10 | 11 | 296 | 13 | 669 | 9 | 332 | 11 | 2.7 | 2.7 | -.05 | 2.9 | -.18 | 2.8 | -.11 | |
| | | 2 | Some | 27 | 35 | 787 | 34 | 2,248 | 30 | 939 | 32 | | | | | | | | |
| | | 3 | About half | 28 | 34 | 679 | 29 | 2,440 | 32 | 924 | 31 | | | | | | | | |
| | | 4 | Most | 14 | 15 | 412 | 18 | 1,658 | 21 | 581 | 19 | | | | | | | | |
| | | 5 | Almost all | 5 | 5 | 163 | 7 | 592 | 7 | 220 | 7 | | | | | | | | |
| | | | Total | 84 | 100 | 2,337 | 100 | 7,607 | 100 | 2,996 | 100 | | | | | | | | |
| | tmreadinghrs | | | | | | | | | | | 6.2 | 5.8 | .08 | 6.5 | -.04 | 5.9 | .05 | |
| | | | | | | | | | | | | | | | | | | | |
| | | | (Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90) | | | | | | | | | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| Item wording or description | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | | |
|---|--|--|--|--------------------------------------|-----------------------------|------------------|-----|----------------|-----|--------------------|-----|--|------|--------------------------|------|--------------------------|------|--------------------------|-----|------|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | | |
| tmreadinghrscol (Collapsed version of tmreadinghrs created by NSSE.) | | | | 1 | 0 hrs | 1 | 1 | 14 | 1 | 43 | 1 | 16 | 1 | 3.0 | 2.9 | .12 | 2.9 | .05 | 2.9 | .06 |
| | | | | 2 | More than zero, up to 5 hrs | 48 | 58 | 1,336 | 58 | 3,726 | 51 | 1,685 | 58 | | | | | | | |
| | | | | 3 | More than 5, up to 10 hrs | 18 | 25 | 604 | 25 | 2,254 | 29 | 770 | 25 | | | | | | | |
| | | | | 4 | More than 10, up to 15 hrs | 9 | 9 | 188 | 8 | 774 | 10 | 252 | 8 | | | | | | | |
| | | | | 5 | More than 15, up to 20 hrs | 1 | 1 | 101 | 4 | 396 | 5 | 123 | 4 | | | | | | | |
| | | | | 6 | More than 20, up to 25 hrs | 4 | 4 | 54 | 2 | 268 | 3 | 90 | 3 | | | | | | | |
| | | | | 7 | More than 25 hrs | 3 | 3 | 30 | 2 | 100 | 1 | 42 | 2 | | | | | | | |
| | | | | Total | | 84 | 100 | 2,327 | 100 | 7,561 | 100 | 2,978 | 100 | | | | | | | |
| 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | | | | | | | | | | | | | | | | | | | | |
| a. Writing clearly and effectively pgwrite | | | | 1 | Very little | 3 | 4 | 312 | 9 | 841 | 7 | 388 | 8 | 3.0 | 2.9 | .12 | 2.9 | .05 | 2.9 | .06 |
| | | | | 2 | Some | 23 | 25 | 806 | 24 | 2,920 | 23 | 1,055 | 23 | | | | | | | |
| | | | | 3 | Quite a bit | 34 | 40 | 1,283 | 38 | 5,058 | 40 | 1,871 | 39 | | | | | | | |
| | | | | 4 | Very much | 27 | 31 | 926 | 29 | 3,863 | 30 | 1,409 | 30 | | | | | | | |
| | | | | Total | | 87 | 100 | 3,327 | 100 | 12,682 | 100 | 4,723 | 100 | | | | | | | |
| b. Speaking clearly and effectively pgspeak | | | | 1 | Very little | 10 | 14 | 411 | 12 | 1,323 | 11 | 495 | 10 | 2.8 | 2.7 | .07 | 2.8 | .01 | 2.8 | .00 |
| | | | | 2 | Some | 22 | 25 | 960 | 29 | 3,508 | 27 | 1,302 | 28 | | | | | | | |
| | | | | 3 | Quite a bit | 29 | 31 | 1,159 | 35 | 4,715 | 37 | 1,695 | 36 | | | | | | | |
| | | | | 4 | Very much | 26 | 30 | 788 | 24 | 3,080 | 25 | 1,214 | 26 | | | | | | | |
| | | | | Total | | 87 | 100 | 3,318 | 100 | 12,626 | 100 | 4,706 | 100 | | | | | | | |
| c. Thinking critically and analytically pgthink | | | | 1 | Very little | 6 | 7 | 133 | 4 | 452 | 4 | 166 | 4 | 3.1 | 3.1 | .01 | 3.1 | -.01 | 3.1 | -.01 |
| | | | | 2 | Some | 17 | 19 | 650 | 20 | 2,344 | 19 | 924 | 20 | | | | | | | |
| | | | | 3 | Quite a bit | 27 | 32 | 1,366 | 40 | 5,267 | 41 | 1,907 | 39 | | | | | | | |
| | | | | 4 | Very much | 36 | 42 | 1,171 | 36 | 4,576 | 36 | 1,712 | 37 | | | | | | | |
| | | | | Total | | 86 | 100 | 3,320 | 100 | 12,639 | 100 | 4,709 | 100 | | | | | | | |
| d. Analyzing numerical and statistical information pganalyze | | | | 1 | Very little | 12 | 13 | 393 | 12 | 2,015 | 15 | 538 | 12 | 2.7 | 2.7 | .04 | 2.6 | .12 | 2.7 | .01 |
| | | | | 2 | Some | 25 | 28 | 1,031 | 32 | 3,935 | 31 | 1,434 | 31 | | | | | | | |
| | | | | 3 | Quite a bit | 30 | 35 | 1,096 | 32 | 4,076 | 32 | 1,593 | 33 | | | | | | | |
| | | | | 4 | Very much | 20 | 25 | 792 | 24 | 2,611 | 21 | 1,137 | 25 | | | | | | | |
| | | | | Total | | 87 | 100 | 3,312 | 100 | 12,637 | 100 | 4,702 | 100 | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------|-----|--|------|--------------------------|------|--------------------------|------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your first-year students compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| e. Acquiring job- or work-related knowledge and skills | pgwork | 1 | Very little | 9 | 10 | 492 | 16 | 1,704 | 14 | 703 | 16 | 2.7 | 2.6 | .08 | 2.7 | .02 | 2.6 | .06 | |
| | | 2 | Some | 31 | 36 | 1,036 | 32 | 3,800 | 30 | 1,411 | 30 | | | | | | | | |
| | | 3 | Quite a bit | 26 | 30 | 1,047 | 31 | 4,223 | 33 | 1,507 | 32 | | | | | | | | |
| | | 4 | Very much | 21 | 24 | 742 | 22 | 2,919 | 23 | 1,087 | 23 | | | | | | | | |
| | | Total | | 87 | 100 | 3,317 | 100 | 12,646 | 100 | 4,708 | 100 | | | | | | | | |
| f. Working effectively with others | pgothers | 1 | Very little | 4 | 5 | 244 | 8 | 865 | 7 | 347 | 8 | 2.9 | 2.9 | .08 | 2.9 | .10 | 2.9 | .08 | |
| | | 2 | Some | 21 | 26 | 861 | 26 | 3,363 | 27 | 1,207 | 26 | | | | | | | | |
| | | 3 | Quite a bit | 31 | 37 | 1,225 | 36 | 4,928 | 38 | 1,704 | 35 | | | | | | | | |
| | | 4 | Very much | 28 | 31 | 980 | 29 | 3,454 | 27 | 1,442 | 30 | | | | | | | | |
| | | Total | | 84 | 100 | 3,310 | 100 | 12,610 | 100 | 4,700 | 100 | | | | | | | | |
| g. Developing or clarifying a personal code of values and ethics | pgvalues | 1 | Very little | 6 | 7 | 466 | 14 | 1,499 | 13 | 617 | 14 | 2.9 | 2.7 | .21 | 2.7 | .18 | 2.7 | .18 | |
| | | 2 | Some | 25 | 30 | 934 | 29 | 3,408 | 28 | 1,283 | 28 | | | | | | | | |
| | | 3 | Quite a bit | 25 | 29 | 1,070 | 31 | 4,322 | 33 | 1,556 | 32 | | | | | | | | |
| | | 4 | Very much | 30 | 34 | 844 | 26 | 3,398 | 26 | 1,244 | 27 | | | | | | | | |
| | | Total | | 86 | 100 | 3,314 | 100 | 12,627 | 100 | 4,700 | 100 | | | | | | | | |
| h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | pgdiverse | 1 | Very little | 7 | 11 | 386 | 11 | 1,260 | 11 | 546 | 12 | 2.8 | 2.8 | .04 | 2.8 | .02 | 2.8 | .03 | |
| | | 2 | Some | 29 | 34 | 921 | 28 | 3,459 | 28 | 1,235 | 27 | | | | | | | | |
| | | 3 | Quite a bit | 17 | 19 | 1,105 | 33 | 4,331 | 33 | 1,580 | 33 | | | | | | | | |
| | | 4 | Very much | 34 | 36 | 908 | 27 | 3,580 | 28 | 1,345 | 28 | | | | | | | | |
| | | Total | | 87 | 100 | 3,320 | 100 | 12,630 | 100 | 4,706 | 100 | | | | | | | | |
| i. Solving complex real-world problems | pgprobsolve | 1 | Very little | 11 | 13 | 453 | 14 | 1,550 | 13 | 638 | 14 | 2.8 | 2.6 | .14 | 2.6 | .12 | 2.6 | .13 | |
| | | 2 | Some | 19 | 24 | 1,077 | 32 | 4,030 | 32 | 1,471 | 32 | | | | | | | | |
| | | 3 | Quite a bit | 33 | 37 | 1,064 | 32 | 4,282 | 33 | 1,508 | 31 | | | | | | | | |
| | | 4 | Very much | 23 | 26 | 723 | 22 | 2,753 | 22 | 1,078 | 23 | | | | | | | | |
| | | Total | | 86 | 100 | 3,317 | 100 | 12,615 | 100 | 4,695 | 100 | | | | | | | | |
| j. Being an informed and active citizen | pgcitizen | 1 | Very little | 7 | 8 | 468 | 15 | 1,550 | 13 | 618 | 14 | 2.8 | 2.6 | .20 | 2.7 | .16 | 2.7 | .16 | |
| | | 2 | Some | 25 | 30 | 1,057 | 32 | 3,761 | 30 | 1,407 | 30 | | | | | | | | |
| | | 3 | Quite a bit | 28 | 34 | 1,035 | 31 | 4,318 | 34 | 1,527 | 32 | | | | | | | | |
| | | 4 | Very much | 25 | 28 | 741 | 23 | 2,935 | 23 | 1,127 | 24 | | | | | | | | |
| | | Total | | 85 | 100 | 3,301 | 100 | 12,564 | 100 | 4,679 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

First-Year Students

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|---|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|--------------------------|-----|--------------------------|-----|--------------------------|-----|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| | | | | Count | | Count | | Count | | Count | | Mean | | Mean | | Mean | | Mean | |
| | | | | % | | % | | % | | % | | Effect size ^e | | Effect size ^e | | Effect size ^e | | Effect size ^e | |
| Item wording or description | Variable name ^c | Values ^d | Response options | | | | | | | | | | | | | | | | |
| 18. How would you evaluate your entire educational experience at this institution? | | | | | | | | | | | | | | | | | | | |
| | evalexp | 1 | Poor | 1 | 1 | 42 | 1 | 220 | 2 | 68 | 2 | 3.1 | 3.2 | -.08 | 3.2 | -.10 | 3.2 | -.10 | |
| | | 2 | Fair | 12 | 15 | 420 | 13 | 1,465 | 12 | 562 | 12 | | | | | | | | |
| | | 3 | Good | 47 | 54 | 1,766 | 52 | 6,193 | 49 | 2,499 | 52 | | | | | | | | |
| | | 4 | Excellent | 27 | 29 | 1,105 | 33 | 4,818 | 36 | 1,591 | 34 | | | | | | | | |
| | | | Total | 87 | 100 | 3,333 | 100 | 12,696 | 100 | 4,720 | 100 | | | | | | | | |
| 19. If you could start over again, would you go to the same institution you are now attending? | | | | | | | | | | | | | | | | | | | |
| | sameinst | 1 | Definitely no | 1 | 1 | 105 | 3 | 508 | 5 | 156 | 3 | 3.2 | 3.2 | -.01 | 3.2 | -.01 | 3.2 | -.02 | |
| | | 2 | Probably no | 12 | 11 | 433 | 13 | 1,569 | 13 | 597 | 13 | | | | | | | | |
| | | 3 | Probably yes | 44 | 55 | 1,493 | 45 | 5,100 | 41 | 2,072 | 44 | | | | | | | | |
| | | 4 | Definitely yes | 28 | 32 | 1,302 | 39 | 5,531 | 42 | 1,897 | 40 | | | | | | | | |
| | | | Total | 85 | 100 | 3,333 | 100 | 12,708 | 100 | 4,722 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|--|--|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|----------------------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| f. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Asked questions or contributed to course discussions in other ways | askquest | 1 | Never | 2 | 0 | 207 | 3 | 440 | 2 | 293 | 3 | 3.3 | 3.1 *** | .29 | 3.3 | .00 | 3.1 *** | .27 | |
| | | 2 | Sometimes | 81 | 16 | 1,716 | 26 | 4,564 | 17 | 2,432 | 25 | | | | | | | | |
| | | 3 | Often | 169 | 34 | 2,099 | 32 | 7,180 | 28 | 3,135 | 32 | | | | | | | | |
| | | 4 | Very often | 241 | 49 | 2,511 | 39 | 12,305 | 53 | 3,793 | 40 | | | | | | | | |
| | | Total | | 493 | 100 | 6,533 | 100 | 24,489 | 100 | 9,653 | 100 | | | | | | | | |
| b. Prepared two or more drafts of a paper or assignment before turning it in | drafts | 1 | Never | 69 | 14 | 1,105 | 17 | 4,344 | 16 | 1,590 | 16 | 2.7 | 2.6 * | .11 | 2.7 | .02 | 2.6 * | .10 | |
| | | 2 | Sometimes | 149 | 30 | 2,159 | 33 | 7,608 | 30 | 3,101 | 32 | | | | | | | | |
| | | 3 | Often | 147 | 30 | 1,823 | 28 | 6,257 | 26 | 2,735 | 28 | | | | | | | | |
| | | 4 | Very often | 126 | 26 | 1,413 | 22 | 6,178 | 28 | 2,180 | 23 | | | | | | | | |
| | | Total | | 491 | 100 | 6,500 | 100 | 24,387 | 100 | 9,606 | 100 | | | | | | | | |
| c. Come to class without completing readings or assignments | unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i> | 1 | Very often | 22 | 5 | 360 | 5 | 1,302 | 5 | 528 | 5 | 3.1 | 3.0 | .08 | 3.1 | .00 | 3.0 | .08 | |
| | | 2 | Often | 58 | 12 | 849 | 13 | 2,884 | 11 | 1,185 | 12 | | | | | | | | |
| | | 3 | Sometimes | 258 | 52 | 3,516 | 54 | 12,728 | 51 | 5,303 | 55 | | | | | | | | |
| | | 4 | Never | 151 | 32 | 1,749 | 28 | 7,395 | 32 | 2,563 | 28 | | | | | | | | |
| | | Total | | 489 | 100 | 6,474 | 100 | 24,309 | 100 | 9,579 | 100 | | | | | | | | |
| d. Attended an art exhibit, play or other arts performance (dance, music, etc.) | attendart | 1 | Never | 219 | 45 | 3,116 | 49 | 10,779 | 46 | 4,429 | 47 | 1.9 | 1.8 ** | .16 | 1.8 * | .12 | 1.8 * | .13 | |
| | | 2 | Sometimes | 149 | 30 | 2,193 | 33 | 8,693 | 35 | 3,351 | 34 | | | | | | | | |
| | | 3 | Often | 66 | 13 | 691 | 11 | 2,921 | 12 | 1,052 | 11 | | | | | | | | |
| | | 4 | Very often | 58 | 12 | 471 | 7 | 1,864 | 7 | 730 | 8 | | | | | | | | |
| | | Total | | 492 | 100 | 6,471 | 100 | 24,257 | 100 | 9,562 | 100 | | | | | | | | |
| e. Asked another student to help you understand course material | CLaskhelp | 1 | Never | 80 | 17 | 841 | 14 | 4,017 | 18 | 1,243 | 14 | 2.4 | 2.4 | -.04 | 2.3 *** | .16 | 2.4 | -.02 | |
| | | 2 | Sometimes | 195 | 40 | 2,798 | 44 | 11,800 | 49 | 4,327 | 45 | | | | | | | | |
| | | 3 | Often | 142 | 28 | 1,845 | 28 | 5,552 | 21 | 2,607 | 27 | | | | | | | | |
| | | 4 | Very often | 74 | 14 | 983 | 15 | 2,875 | 11 | 1,387 | 14 | | | | | | | | |
| | | Total | | 491 | 100 | 6,467 | 100 | 24,244 | 100 | 9,564 | 100 | | | | | | | | |
| f. Explained course material to one or more students | CLexplain | 1 | Never | 31 | 7 | 335 | 6 | 1,306 | 6 | 427 | 5 | 2.8 | 2.8 | .00 | 2.7 * | .11 | 2.8 | -.01 | |
| | | 2 | Sometimes | 168 | 36 | 2,262 | 36 | 9,676 | 42 | 3,454 | 37 | | | | | | | | |
| | | 3 | Often | 166 | 34 | 2,288 | 35 | 8,195 | 33 | 3,373 | 35 | | | | | | | | |
| | | 4 | Very often | 119 | 24 | 1,469 | 23 | 4,591 | 19 | 2,122 | 23 | | | | | | | | |
| | | Total | | 484 | 100 | 6,354 | 100 | 23,768 | 100 | 9,376 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|---|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|----------------------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| g. Prepared for exams by discussing or working through course material with other students | CLstudy | 1 | Never | 101 | 22 | 1,102 | 18 | 5,217 | 24 | 1,584 | 17 | 2.5 | 2.5 | -.05 | 2.3 * | .11 | 2.5 | -.06 | |
| | | 2 | Sometimes | 157 | 32 | 2,182 | 34 | 8,396 | 35 | 3,308 | 35 | | | | | | | | |
| | | 3 | Often | 123 | 25 | 1,647 | 25 | 5,848 | 23 | 2,476 | 26 | | | | | | | | |
| | | 4 | Very often | 107 | 21 | 1,428 | 22 | 4,339 | 18 | 2,029 | 21 | | | | | | | | |
| | | Total | | 488 | 100 | 6,359 | 100 | 23,800 | 100 | 9,397 | 100 | | | | | | | | |
| h. Worked with other students on course projects or assignments | CLproject | 1 | Never | 26 | 6 | 426 | 7 | 1,276 | 5 | 627 | 7 | 2.9 | 2.9 | .02 | 3.1 *** | -.23 | 2.9 | .00 | |
| | | 2 | Sometimes | 146 | 31 | 1,785 | 29 | 6,056 | 23 | 2,587 | 28 | | | | | | | | |
| | | 3 | Often | 163 | 33 | 2,178 | 34 | 7,523 | 30 | 3,286 | 35 | | | | | | | | |
| | | 4 | Very often | 152 | 31 | 1,937 | 30 | 8,864 | 42 | 2,845 | 30 | | | | | | | | |
| | | Total | | 487 | 100 | 6,326 | 100 | 23,719 | 100 | 9,345 | 100 | | | | | | | | |
| i. Gave a course presentation | present | 1 | Never | 87 | 19 | 957 | 16 | 3,145 | 15 | 1,360 | 15 | 2.5 | 2.6 | -.03 | 2.7 *** | -.17 | 2.6 | -.07 | |
| | | 2 | Sometimes | 146 | 30 | 2,100 | 33 | 6,624 | 27 | 3,069 | 33 | | | | | | | | |
| | | 3 | Often | 141 | 29 | 1,805 | 29 | 7,207 | 29 | 2,724 | 29 | | | | | | | | |
| | | 4 | Very often | 108 | 22 | 1,435 | 22 | 6,673 | 29 | 2,164 | 23 | | | | | | | | |
| | | Total | | 482 | 100 | 6,297 | 100 | 23,649 | 100 | 9,317 | 100 | | | | | | | | |
| 2. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Combined ideas from different courses when completing assignments | RIintegrate | 1 | Never | 7 | 1 | 252 | 4 | 751 | 3 | 376 | 4 | 3.1 | 3.0 *** | .16 | 3.0 * | .10 | 3.0 *** | .16 | |
| | | 2 | Sometimes | 113 | 24 | 1,611 | 26 | 5,824 | 25 | 2,350 | 26 | | | | | | | | |
| | | 3 | Often | 173 | 36 | 2,381 | 38 | 8,897 | 37 | 3,572 | 38 | | | | | | | | |
| | | 4 | Very often | 184 | 38 | 1,990 | 32 | 7,926 | 35 | 2,930 | 32 | | | | | | | | |
| | | Total | | 477 | 100 | 6,234 | 100 | 23,398 | 100 | 9,228 | 100 | | | | | | | | |
| b. Connected your learning to societal problems or issues | RIsocietal | 1 | Never | 22 | 5 | 502 | 8 | 1,200 | 5 | 713 | 8 | 2.9 | 2.8 ** | .13 | 3.0 | -.07 | 2.8 ** | .12 | |
| | | 2 | Sometimes | 135 | 29 | 1,921 | 31 | 6,113 | 26 | 2,796 | 30 | | | | | | | | |
| | | 3 | Often | 173 | 36 | 2,117 | 35 | 8,334 | 36 | 3,195 | 35 | | | | | | | | |
| | | 4 | Very often | 141 | 30 | 1,616 | 26 | 7,403 | 33 | 2,411 | 26 | | | | | | | | |
| | | Total | | 471 | 100 | 6,156 | 100 | 23,050 | 100 | 9,115 | 100 | | | | | | | | |
| c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | RIdiverse | 1 | Never | 33 | 7 | 951 | 15 | 1,975 | 8 | 1,336 | 15 | 2.8 | 2.6 *** | .26 | 2.8 | .00 | 2.6 *** | .24 | |
| | | 2 | Sometimes | 149 | 32 | 2,122 | 34 | 7,154 | 30 | 3,117 | 34 | | | | | | | | |
| | | 3 | Often | 156 | 33 | 1,796 | 29 | 7,619 | 33 | 2,719 | 30 | | | | | | | | |
| | | 4 | Very often | 134 | 28 | 1,296 | 21 | 6,403 | 29 | 1,972 | 22 | | | | | | | | |
| | | Total | | 472 | 100 | 6,165 | 100 | 23,151 | 100 | 9,144 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | | |
|--|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|--------------------|-----|--------------------|-----|--------------------------------------|---------|--------------------------|--------|--------------------------|---------|--------------------------|---|---|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Your seniors compared with | | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | | |
| d. Examined the strengths and weaknesses of your own views on a topic or issue | Rlownview | 1 | Never | 11 | 2 | 355 | 6 | 844 | 3 | 501 | 6 | 3.0 | 2.8 *** | .20 | 3.0 | .03 | 2.8 *** | .20 | | |
| | | 2 | Sometimes | 124 | 26 | 1,862 | 30 | 6,119 | 25 | 2,739 | 30 | | | | | | | | Δ | Δ |
| | | 3 | Often | 188 | 40 | 2,408 | 39 | 9,477 | 41 | 3,643 | 40 | | | | | | | | | |
| | | 4 | Very often | 152 | 32 | 1,533 | 25 | 6,670 | 30 | 2,233 | 25 | | | | | | | | | |
| | | Total | | 475 | 100 | 6,158 | 100 | 23,110 | 100 | 9,116 | 100 | | | | | | | | | |
| e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | Rlperspect | 1 | Never | 12 | 3 | 263 | 4 | 609 | 3 | 358 | 4 | 3.1 | 2.9 *** | .22 | 3.1 | .07 | 2.9 *** | .22 | | |
| | | 2 | Sometimes | 94 | 20 | 1,643 | 27 | 5,492 | 23 | 2,521 | 28 | | | | | | | | Δ | Δ |
| | | 3 | Often | 196 | 42 | 2,500 | 41 | 9,600 | 41 | 3,655 | 40 | | | | | | | | | |
| | | 4 | Very often | 170 | 36 | 1,738 | 28 | 7,352 | 33 | 2,579 | 28 | | | | | | | | | |
| | | Total | | 472 | 100 | 6,144 | 100 | 23,053 | 100 | 9,113 | 100 | | | | | | | | | |
| f. Learned something that changed the way you understand an issue or concept | Rlnewview | 1 | Never | 7 | 2 | 157 | 3 | 409 | 2 | 232 | 3 | 3.0 | 2.9 * | .11 | 3.0 | .00 | 2.9 * | .11 | | |
| | | 2 | Sometimes | 120 | 26 | 1,779 | 29 | 5,986 | 25 | 2,579 | 28 | | | | | | | | Δ | Δ |
| | | 3 | Often | 185 | 40 | 2,436 | 39 | 9,440 | 41 | 3,718 | 41 | | | | | | | | | |
| | | 4 | Very often | 155 | 32 | 1,750 | 29 | 7,176 | 32 | 2,539 | 28 | | | | | | | | | |
| | | Total | | 467 | 100 | 6,122 | 100 | 23,011 | 100 | 9,068 | 100 | | | | | | | | | |
| g. Connected ideas from your courses to your prior experiences and knowledge | Rlconnect | 1 | Never | 1 | 0 | 91 | 2 | 193 | 1 | 121 | 1 | 3.4 | 3.2 *** | .21 | 3.3 * | .10 | 3.2 *** | .21 | | |
| | | 2 | Sometimes | 50 | 11 | 1,011 | 17 | 3,160 | 13 | 1,440 | 16 | | | | | | | | Δ | Δ |
| | | 3 | Often | 181 | 39 | 2,430 | 39 | 9,116 | 39 | 3,689 | 41 | | | | | | | | | |
| | | 4 | Very often | 234 | 50 | 2,569 | 42 | 10,417 | 47 | 3,786 | 42 | | | | | | | | | |
| | | Total | | 466 | 100 | 6,101 | 100 | 22,886 | 100 | 9,036 | 100 | | | | | | | | | |
| 3. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | | |
| a. Talked about career plans with a faculty member | SFcareer | 1 | Never | 90 | 21 | 1,236 | 21 | 4,369 | 20 | 1,852 | 21 | 2.5 | 2.3 * | .13 | 2.4 * | .11 | 2.4 * | .12 | | |
| | | 2 | Sometimes | 157 | 34 | 2,423 | 40 | 8,906 | 39 | 3,534 | 39 | | | | | | | | Δ | Δ |
| | | 3 | Often | 112 | 23 | 1,447 | 23 | 5,599 | 23 | 2,152 | 24 | | | | | | | | | |
| | | 4 | Very often | 108 | 22 | 1,007 | 16 | 4,084 | 17 | 1,512 | 16 | | | | | | | | | |
| | | Total | | 467 | 100 | 6,113 | 100 | 22,958 | 100 | 9,050 | 100 | | | | | | | | | |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | SFotherwork | 1 | Never | 220 | 48 | 2,878 | 48 | 11,325 | 53 | 4,271 | 48 | 1.9 | 1.9 | .03 | 1.8 ** | .12 | 1.9 | .03 | | |
| | | 2 | Sometimes | 114 | 24 | 1,600 | 25 | 5,865 | 24 | 2,383 | 26 | | | | | | | | Δ | |
| | | 3 | Often | 73 | 15 | 888 | 14 | 3,233 | 13 | 1,311 | 14 | | | | | | | | | |
| | | 4 | Very often | 62 | 13 | 736 | 12 | 2,471 | 10 | 1,073 | 12 | | | | | | | | | |
| | | Total | | 469 | 100 | 6,102 | 100 | 22,894 | 100 | 9,038 | 100 | | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|--|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|----------------------------|---------|--------------------------|--------|--------------------------|---------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| c. Discussed course topics, ideas, or concepts with a faculty member outside of class | SFdiscuss | 1 | Never | 159 | 35 | 1,827 | 31 | 7,372 | 36 | 2,698 | 31 | 2.1 | 2.1 | -.05 | 2.0 | .04 | 2.1 | -.05 | |
| | | 2 | Sometimes | 161 | 34 | 2,308 | 37 | 8,387 | 35 | 3,478 | 38 | | | | | | | | |
| | | 3 | Often | 85 | 18 | 1,184 | 19 | 4,390 | 18 | 1,717 | 19 | | | | | | | | |
| | | 4 | Very often | 63 | 13 | 771 | 13 | 2,715 | 11 | 1,122 | 12 | | | | | | | | |
| | | Total | | 468 | 100 | 6,090 | 100 | 22,864 | 100 | 9,015 | 100 | | | | | | | | |
| d. Discussed your academic performance with a faculty member | SFperform | 1 | Never | 109 | 24 | 1,420 | 24 | 5,154 | 23 | 2,109 | 24 | 2.3 | 2.2 | .08 | 2.2 | .07 | 2.2 | .06 | |
| | | 2 | Sometimes | 178 | 38 | 2,635 | 43 | 9,937 | 43 | 3,837 | 42 | | | | | | | | |
| | | 3 | Often | 103 | 22 | 1,259 | 20 | 4,863 | 21 | 1,890 | 21 | | | | | | | | |
| | | 4 | Very often | 76 | 16 | 758 | 12 | 2,855 | 12 | 1,152 | 13 | | | | | | | | |
| | | Total | | 466 | 100 | 6,072 | 100 | 22,809 | 100 | 8,988 | 100 | | | | | | | | |
| 4. During the current school year, how much has your coursework emphasized the following? | | | | | | | | | | | | | | | | | | | |
| a. Memorizing course material | memorize | 1 | Very little | 39 | 8 | 527 | 9 | 2,535 | 12 | 671 | 7 | 2.8 | 2.8 | -.01 | 2.6 ** | .14 | 2.8 | -.03 | |
| | | 2 | Some | 141 | 31 | 1,740 | 29 | 7,194 | 32 | 2,641 | 29 | | | | | | | | |
| | | 3 | Quite a bit | 169 | 36 | 2,261 | 37 | 8,071 | 34 | 3,439 | 38 | | | | | | | | |
| | | 4 | Very much | 122 | 25 | 1,579 | 26 | 5,092 | 21 | 2,311 | 25 | | | | | | | | |
| | | Total | | 471 | 100 | 6,107 | 100 | 22,892 | 100 | 9,062 | 100 | | | | | | | | |
| b. Applying facts, theories, or methods to practical problems or new situations | HOapply | 1 | Very little | 5 | 1 | 209 | 4 | 578 | 3 | 271 | 3 | 3.2 | 3.2 | .09 | 3.2 | .04 | 3.2 | .09 | |
| | | 2 | Some | 73 | 16 | 1,036 | 17 | 3,657 | 16 | 1,544 | 17 | | | | | | | | |
| | | 3 | Quite a bit | 200 | 43 | 2,416 | 40 | 9,449 | 41 | 3,666 | 41 | | | | | | | | |
| | | 4 | Very much | 190 | 40 | 2,426 | 40 | 9,088 | 40 | 3,548 | 39 | | | | | | | | |
| | | Total | | 468 | 100 | 6,087 | 100 | 22,772 | 100 | 9,029 | 100 | | | | | | | | |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | HOanalyze | 1 | Very little | 12 | 2 | 221 | 4 | 675 | 3 | 315 | 4 | 3.2 | 3.1 | .08 | 3.2 | .02 | 3.1 | .09 | |
| | | 2 | Some | 76 | 17 | 1,179 | 20 | 3,905 | 17 | 1,732 | 19 | | | | | | | | |
| | | 3 | Quite a bit | 188 | 40 | 2,240 | 37 | 9,018 | 39 | 3,440 | 38 | | | | | | | | |
| | | 4 | Very much | 194 | 41 | 2,419 | 40 | 9,158 | 41 | 3,515 | 39 | | | | | | | | |
| | | Total | | 470 | 100 | 6,059 | 100 | 22,756 | 100 | 9,002 | 100 | | | | | | | | |
| d. Evaluating a point of view, decision, or information source | HOevaluate | 1 | Very little | 18 | 4 | 354 | 6 | 892 | 4 | 479 | 5 | 3.2 | 3.0 *** | .19 | 3.1 | .07 | 3.0 *** | .19 | |
| | | 2 | Some | 78 | 17 | 1,382 | 23 | 4,538 | 19 | 2,009 | 23 | | | | | | | | |
| | | 3 | Quite a bit | 182 | 39 | 2,290 | 38 | 9,097 | 40 | 3,546 | 39 | | | | | | | | |
| | | 4 | Very much | 189 | 40 | 2,037 | 34 | 8,222 | 37 | 2,960 | 33 | | | | | | | | |
| | | Total | | 467 | 100 | 6,063 | 100 | 22,749 | 100 | 8,994 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|--|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|--------------------|-----|--------------------|-----|--------------------------------------|--------|--------------------------|-------|--------------------------|--------|--------------------------|--|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| e. Forming a new idea or understanding from various pieces of information | HOform | 1 | Very little | 10 | 2 | 306 | 5 | 879 | 4 | 433 | 5 | 3.1 | 3.0 ** | .14 | 3.1 | .07 | 3.0 ** | .14 | |
| | | 2 | Some | 86 | 18 | 1,347 | 22 | 4,636 | 20 | 1,948 | 22 | | | | | | | | |
| | | 3 | Quite a bit | 197 | 42 | 2,309 | 38 | 9,213 | 41 | 3,526 | 39 | | | | | | | | |
| | | 4 | Very much | 173 | 37 | 2,078 | 34 | 7,920 | 36 | 3,048 | 34 | | | | | | | | |
| | | Total | | 466 | 100 | 6,040 | 100 | 22,648 | 100 | 8,955 | 100 | | | | | | | | |
| 5. During the current school year, to what extent have your instructors done the following? | | | | | | | | | | | | | | | | | | | |
| a. Clearly explained course goals and requirements | ETgoals | 1 | Very little | 10 | 2 | 151 | 3 | 531 | 3 | 232 | 3 | 3.3 | 3.2 ** | .13 | 3.2 * | .12 | 3.2 * | .12 | |
| | | 2 | Some | 55 | 12 | 982 | 16 | 3,538 | 16 | 1,409 | 16 | | | | | | | | |
| | | 3 | Quite a bit | 187 | 39 | 2,426 | 39 | 9,223 | 39 | 3,584 | 39 | | | | | | | | |
| | | 4 | Very much | 223 | 47 | 2,545 | 42 | 9,614 | 43 | 3,817 | 42 | | | | | | | | |
| | | Total | | 475 | 100 | 6,104 | 100 | 22,906 | 100 | 9,042 | 100 | | | | | | | | |
| b. Taught course sessions in an organized way | ETorganize | 1 | Very little | 15 | 3 | 180 | 3 | 688 | 3 | 293 | 4 | 3.2 | 3.1 * | .12 | 3.2 | .08 | 3.1 * | .11 | |
| | | 2 | Some | 58 | 12 | 1,103 | 18 | 3,716 | 16 | 1,591 | 18 | | | | | | | | |
| | | 3 | Quite a bit | 201 | 43 | 2,500 | 41 | 9,594 | 41 | 3,638 | 40 | | | | | | | | |
| | | 4 | Very much | 200 | 42 | 2,301 | 38 | 8,854 | 40 | 3,486 | 39 | | | | | | | | |
| | | Total | | 474 | 100 | 6,084 | 100 | 22,852 | 100 | 9,008 | 100 | | | | | | | | |
| c. Used examples or illustrations to explain difficult points | ETexample | 1 | Very little | 17 | 3 | 208 | 4 | 921 | 5 | 326 | 4 | 3.2 | 3.2 | .06 | 3.1 * | .11 | 3.2 | .06 | |
| | | 2 | Some | 68 | 15 | 1,089 | 18 | 4,224 | 19 | 1,616 | 18 | | | | | | | | |
| | | 3 | Quite a bit | 183 | 39 | 2,280 | 37 | 8,501 | 36 | 3,335 | 37 | | | | | | | | |
| | | 4 | Very much | 202 | 43 | 2,505 | 41 | 9,149 | 40 | 3,724 | 41 | | | | | | | | |
| | | Total | | 470 | 100 | 6,082 | 100 | 22,795 | 100 | 9,001 | 100 | | | | | | | | |
| d. Provided feedback on a draft or work in progress | ETdraftfb | 1 | Very little | 55 | 12 | 737 | 12 | 2,555 | 12 | 1,030 | 12 | 2.9 | 2.8 | .06 | 2.8 | .02 | 2.8 | .03 | |
| | | 2 | Some | 114 | 24 | 1,623 | 27 | 5,806 | 25 | 2,332 | 26 | | | | | | | | |
| | | 3 | Quite a bit | 140 | 29 | 1,832 | 30 | 7,153 | 31 | 2,814 | 31 | | | | | | | | |
| | | 4 | Very much | 162 | 34 | 1,885 | 31 | 7,259 | 33 | 2,822 | 31 | | | | | | | | |
| | | Total | | 471 | 100 | 6,077 | 100 | 22,773 | 100 | 8,998 | 100 | | | | | | | | |
| e. Provided prompt and detailed feedback on tests or completed assignments | ETfeedback | 1 | Very little | 36 | 8 | 493 | 8 | 1,437 | 6 | 714 | 8 | 2.9 | 2.9 | .04 | 3.0 | -.06 | 2.9 | .03 | |
| | | 2 | Some | 113 | 24 | 1,554 | 26 | 5,460 | 23 | 2,213 | 25 | | | | | | | | |
| | | 3 | Quite a bit | 158 | 34 | 2,092 | 34 | 8,213 | 36 | 3,164 | 35 | | | | | | | | |
| | | 4 | Very much | 162 | 34 | 1,906 | 32 | 7,589 | 35 | 2,857 | 32 | | | | | | | | |
| | | Total | | 469 | 100 | 6,045 | 100 | 22,699 | 100 | 8,948 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|---|--|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|----------------------------|---------|--------------------------|---------|--------------------------|-------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| 6. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | QRconclude | 1 | Never | 54 | 11 | 813 | 13 | 3,139 | 13 | 1,232 | 14 | 2.7 | 2.7 | .00 | 2.6 | .02 | 2.6 | .02 | |
| | | 2 | Sometimes | 154 | 32 | 1,883 | 31 | 7,510 | 32 | 2,853 | 31 | | | | | | | | |
| | | 3 | Often | 168 | 35 | 2,008 | 33 | 7,386 | 33 | 2,972 | 33 | | | | | | | | |
| | | 4 | Very often | 99 | 21 | 1,401 | 23 | 4,836 | 22 | 1,979 | 22 | | | | | | | | |
| | | Total | | 475 | 100 | 6,105 | 100 | 22,871 | 100 | 9,036 | 100 | | | | | | | | |
| b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | QRproblem | 1 | Never | 83 | 18 | 1,233 | 20 | 4,255 | 18 | 1,817 | 20 | 2.5 | 2.4 | .03 | 2.5 | .00 | 2.4 | .04 | |
| | | 2 | Sometimes | 171 | 36 | 2,098 | 34 | 8,322 | 36 | 3,180 | 35 | | | | | | | | |
| | | 3 | Often | 134 | 29 | 1,646 | 27 | 6,352 | 28 | 2,452 | 27 | | | | | | | | |
| | | 4 | Very often | 85 | 18 | 1,113 | 18 | 3,875 | 18 | 1,562 | 17 | | | | | | | | |
| | | Total | | 473 | 100 | 6,090 | 100 | 22,804 | 100 | 9,011 | 100 | | | | | | | | |
| c. Evaluated what others have concluded from numerical information | QRevaluate | 1 | Never | 87 | 18 | 1,211 | 20 | 4,148 | 17 | 1,846 | 20 | 2.4 | 2.4 | -.02 | 2.4 | -.05 | 2.4 | .00 | |
| | | 2 | Sometimes | 185 | 40 | 2,219 | 37 | 8,711 | 38 | 3,329 | 37 | | | | | | | | |
| | | 3 | Often | 132 | 28 | 1,635 | 27 | 6,419 | 28 | 2,403 | 27 | | | | | | | | |
| | | 4 | Very often | 69 | 14 | 1,006 | 17 | 3,485 | 16 | 1,411 | 16 | | | | | | | | |
| | | Total | | 473 | 100 | 6,071 | 100 | 22,763 | 100 | 8,989 | 100 | | | | | | | | |
| 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) | | | | | | | | | | | | | | | | | | | |
| a. Up to 5 pages | wrshortnum <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i> | 0 | None | 24 | 5 | 502 | 9 | 942 | 5 | 708 | 9 | 6.1 | 6.2 | -.03 | 9.3 *** | -.43 | 6.2 | -.01 | |
| | | 1.5 | 1-2 | 113 | 26 | 1,307 | 24 | 3,355 | 15 | 1,949 | 24 | | | | | | | | |
| | | 4 | 3-5 | 144 | 32 | 1,615 | 30 | 5,360 | 25 | 2,471 | 31 | | | | | | | | |
| | | 8 | 6-10 | 87 | 19 | 1,011 | 18 | 4,451 | 21 | 1,504 | 19 | | | | | | | | |
| | | 13 | 11-15 | 40 | 9 | 445 | 8 | 2,299 | 11 | 645 | 8 | | | | | | | | |
| | | 18 | 16-20 | 21 | 5 | 223 | 4 | 1,486 | 8 | 315 | 4 | | | | | | | | |
| | | 23 | More than 20 | 18 | 4 | 337 | 6 | 2,702 | 15 | 481 | 6 | | | | | | | | |
| Total | | 447 | 100 | 5,440 | 100 | 20,595 | 100 | 8,073 | 100 | | | | | | | | | | |
| b. Between 6 and 10 pages | wrmednum <i>(Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i> | 0 | None | 137 | 32 | 1,569 | 30 | 3,620 | 17 | 2,303 | 30 | 2.5 | 3.0 *** | -.14 | 5.1 *** | -.45 | 2.9 * | -.11 | |
| | | 1.5 | 1-2 | 167 | 38 | 1,861 | 35 | 6,420 | 29 | 2,857 | 36 | | | | | | | | |
| | | 4 | 3-5 | 86 | 19 | 1,090 | 20 | 5,275 | 25 | 1,660 | 21 | | | | | | | | |
| | | 8 | 6-10 | 31 | 7 | 492 | 9 | 2,833 | 14 | 708 | 9 | | | | | | | | |
| | | 13 | 11-15 | 11 | 2 | 175 | 3 | 1,044 | 6 | 237 | 3 | | | | | | | | |
| | | 18 | 16-20 | 5 | 1 | 74 | 1 | 563 | 4 | 89 | 1 | | | | | | | | |
| | | 23 | More than 20 | 1 | 0 | 62 | 1 | 727 | 5 | 84 | 1 | | | | | | | | |
| Total | | 438 | 100 | 5,323 | 100 | 20,482 | 100 | 7,938 | 100 | | | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|--|---------------------|--|--------------------------------------|-----|------------------|-----|------------------|-----|--------------------|-----|--------------------------------------|----------|--------------------------|-----------|--------------------------|---------|--------------------------|--|
| | | | | A&M Commerce | | | | Southwest Public | | | | Carnegie Class | | | | Comparison Group 3 | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| c. 11 pages or more | wrlongnum | 0 | None | 229 | 54 | 2,721 | 52 | 7,956 | 40 | 4,097 | 53 | 1.4 | 2.0 *** | -0.15 | 2.7 *** | -0.28 | 1.8 ** | -0.12 | |
| | (Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.) | 1.5 | 1-2 | 140 | 33 | 1,595 | 30 | 7,167 | 34 | 2,384 | 31 | | | | | | | | |
| | | 4 | 3-5 | 33 | 7 | 497 | 9 | 2,738 | 14 | 683 | 9 | | | | | | | | |
| | | 8 | 6-10 | 14 | 3 | 195 | 4 | 1,013 | 5 | 268 | 3 | | | | | | | | |
| | | 13 | 11-15 | 4 | 1 | 117 | 2 | 463 | 3 | 167 | 2 | | | | | | | | |
| | | 18 | 16-20 | 2 | 0 | 58 | 1 | 274 | 2 | 82 | 1 | | | | | | | | |
| | | 23 | More than 20 | 3 | 1 | 72 | 1 | 392 | 2 | 91 | 1 | | | | | | | | |
| | | Total | | 425 | 100 | 5,255 | 100 | 20,003 | 100 | 7,772 | 100 | | | | | | | | |
| Estimated number of assigned pages of student writing. | wpages | | (Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.) | | | | | | | | | 56.2 | 67.6 *** | -0.13 | 103.5 *** | -0.43 | 64.9 * | -0.10 | |
| 8. During the current school year, about how often have you had discussions with people from the following groups? | | | | | | | | | | | | | | | | | | | |
| a. People of a race or ethnicity other than your own | DDrace | 1 | Never | 18 | 4 | 361 | 7 | 838 | 4 | 573 | 7 | 3.3 | 3.2 ** | .14 | 3.2 | .06 | 3.1 *** | .19 | |
| | | 2 | Sometimes | 76 | 17 | 1,078 | 19 | 4,324 | 19 | 1,713 | 21 | | | | | | | | |
| | | 3 | Often | 112 | 25 | 1,474 | 26 | 5,905 | 27 | 2,262 | 26 | | | | | | | | |
| | | 4 | Very often | 253 | 54 | 2,799 | 49 | 10,543 | 50 | 3,948 | 46 | | | | | | | | |
| | | | Total | 459 | 100 | 5,712 | 100 | 21,610 | 100 | 8,496 | 100 | | | | | | | | |
| b. People from an economic background other than your own | DDeconomic | 1 | Never | 20 | 5 | 326 | 6 | 773 | 4 | 493 | 6 | 3.2 | 3.1 | .09 | 3.2 | .00 | 3.1 ** | .13 | |
| | | 2 | Sometimes | 79 | 17 | 1,087 | 19 | 4,172 | 19 | 1,709 | 21 | | | | | | | | |
| | | 3 | Often | 138 | 30 | 1,727 | 30 | 6,693 | 30 | 2,644 | 31 | | | | | | | | |
| | | 4 | Very often | 222 | 48 | 2,548 | 45 | 9,920 | 48 | 3,619 | 42 | | | | | | | | |
| | | | Total | 459 | 100 | 5,688 | 100 | 21,558 | 100 | 8,465 | 100 | | | | | | | | |
| c. People with religious beliefs other than your own | DDreligion | 1 | Never | 31 | 7 | 403 | 7 | 1,133 | 5 | 638 | 8 | 3.1 | 3.1 | .03 | 3.1 | -0.04 | 3.0 | .08 | |
| | | 2 | Sometimes | 98 | 22 | 1,236 | 22 | 4,959 | 22 | 1,963 | 24 | | | | | | | | |
| | | 3 | Often | 123 | 27 | 1,577 | 27 | 6,148 | 28 | 2,355 | 27 | | | | | | | | |
| | | 4 | Very often | 205 | 44 | 2,473 | 43 | 9,262 | 45 | 3,498 | 41 | | | | | | | | |
| | | | Total | 457 | 100 | 5,689 | 100 | 21,502 | 100 | 8,454 | 100 | | | | | | | | |
| d. People with political views other than your own | DDpolitical | 1 | Never | 29 | 6 | 418 | 8 | 1,020 | 5 | 616 | 8 | 3.1 | 3.0 * | .10 | 3.1 | -0.01 | 3.0 ** | .13 | |
| | | 2 | Sometimes | 86 | 19 | 1,292 | 23 | 4,636 | 21 | 1,986 | 24 | | | | | | | | |
| | | 3 | Often | 134 | 30 | 1,592 | 28 | 6,558 | 30 | 2,433 | 29 | | | | | | | | |
| | | 4 | Very often | 208 | 45 | 2,357 | 42 | 9,204 | 44 | 3,383 | 40 | | | | | | | | |
| | | | Total | 457 | 100 | 5,659 | 100 | 21,418 | 100 | 8,418 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|--|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|----------------------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| 9. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Identified key information from reading assignments | LSreading | 1 | Never | 6 | 1 | 124 | 2 | 307 | 1 | 156 | 2 | 3.4 | 3.3 ** | .15 | 3.4 | .04 | 3.3 ** | .14 | |
| | | 2 | Sometimes | 50 | 11 | 837 | 15 | 2,800 | 13 | 1,234 | 15 | | | | | | | | |
| | | 3 | Often | 161 | 36 | 2,157 | 38 | 7,844 | 36 | 3,218 | 38 | | | | | | | | |
| | | 4 | Very often | 241 | 52 | 2,557 | 45 | 10,545 | 50 | 3,837 | 45 | | | | | | | | |
| | | Total | | 458 | 100 | 5,675 | 100 | 21,496 | 100 | 8,445 | 100 | | | | | | | | |
| b. Reviewed your notes after class | LSnotes | 1 | Never | 18 | 4 | 305 | 5 | 1,455 | 7 | 425 | 5 | 3.2 | 3.0 *** | .18 | 3.0 *** | .22 | 3.0 *** | .16 | |
| | | 2 | Sometimes | 82 | 18 | 1,469 | 26 | 5,858 | 26 | 2,091 | 25 | | | | | | | | |
| | | 3 | Often | 154 | 33 | 1,810 | 32 | 6,611 | 31 | 2,740 | 32 | | | | | | | | |
| | | 4 | Very often | 203 | 44 | 2,083 | 37 | 7,495 | 36 | 3,160 | 38 | | | | | | | | |
| | | Total | | 457 | 100 | 5,667 | 100 | 21,419 | 100 | 8,416 | 100 | | | | | | | | |
| c. Summarized what you learned in class or from course materials | LSsummary | 1 | Never | 21 | 5 | 360 | 6 | 1,206 | 5 | 520 | 6 | 3.1 | 3.0 ** | .13 | 3.0 | .07 | 3.0 ** | .13 | |
| | | 2 | Sometimes | 100 | 22 | 1,463 | 26 | 5,292 | 24 | 2,097 | 25 | | | | | | | | |
| | | 3 | Often | 142 | 32 | 1,846 | 33 | 7,331 | 34 | 2,832 | 34 | | | | | | | | |
| | | 4 | Very often | 189 | 41 | 1,941 | 35 | 7,419 | 37 | 2,888 | 35 | | | | | | | | |
| | | Total | | 452 | 100 | 5,610 | 100 | 21,248 | 100 | 8,337 | 100 | | | | | | | | |
| 10. During the current school year, to what extent have your courses challenged you to do your best work? | | | | | | | | | | | | | | | | | | | |
| challenge | | 1 | Not at all | 2 | 0 | 34 | 1 | 132 | 1 | 48 | 1 | 5.9 | 5.8 | .06 | 5.8 | .06 | 5.8 | .06 | |
| | | 2 | | 5 | 1 | 87 | 2 | 231 | 1 | 110 | 1 | | | | | | | | |
| | | 3 | | 8 | 2 | 144 | 3 | 536 | 3 | 214 | 3 | | | | | | | | |
| | | 4 | | 25 | 6 | 437 | 8 | 1,649 | 8 | 628 | 7 | | | | | | | | |
| | | 5 | | 106 | 23 | 1,276 | 22 | 5,231 | 23 | 1,910 | 23 | | | | | | | | |
| | | 6 | | 154 | 34 | 1,673 | 29 | 6,598 | 30 | 2,545 | 30 | | | | | | | | |
| | | 7 | Very much | 156 | 34 | 1,999 | 36 | 7,054 | 35 | 2,960 | 35 | | | | | | | | |
| | | Total | | 456 | 100 | 5,650 | 100 | 21,431 | 100 | 8,415 | 100 | | | | | | | | |
| 11. Which of the following have you done or do you plan to do before you graduate?^f | | | | | | | | | | | | | | | | | | | |
| a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | intern | Have not decided | | 44 | 10 | 491 | 9 | 2,146 | 12 | 772 | 9 | 30% | 41% *** | -.23 | 42% *** | -.23 | 41% *** | -.21 | |
| | | Do not plan to do | | 98 | 23 | 1,033 | 19 | 4,703 | 24 | 1,551 | 19 | | | | | | | | |
| | | Plan to do | | 174 | 37 | 1,769 | 31 | 4,803 | 23 | 2,639 | 31 | | | | | | | | |
| | | Done or in progress | | 141 | 30 | 2,367 | 41 | 9,809 | 42 | 3,458 | 41 | | | | | | | | |
| | | Total | | 457 | 100 | 5,660 | 100 | 21,461 | 100 | 8,420 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|--|---|---------------------|---|-------|------------------|-------|----------------|--------|--------------------|-------|--------------------------------------|------------|------------------|--------------------------|----------------|--------------------------|--------------------|--------------------------|
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| b. Hold a formal leadership role in a student organization or group | leader <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 56 | 12 | 760 | 13 | 2,581 | 13 | 1,165 | 14 | 30% | 30% | .00 | 30% | .01 | 29% | .03 |
| | | | Do not plan to do | 205 | 46 | 2,541 | 46 | 10,041 | 48 | 3,871 | 47 | | | | | | | |
| | | | Plan to do | 55 | 12 | 599 | 10 | 1,694 | 8 | 906 | 11 | | | | | | | |
| | | | Done or in progress | 142 | 30 | 1,740 | 30 | 7,086 | 30 | 2,452 | 29 | | | | | | | |
| | | | Total | 458 | 100 | 5,640 | 100 | 21,402 | 100 | 8,394 | 100 | | | | | | | |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 79 | 17 | 842 | 15 | 2,931 | 15 | 1,298 | 15 | 21% | 24% | -.07 | 23% | -.04 | 24% | -.06 |
| | | | Do not plan to do | 215 | 48 | 2,718 | 49 | 11,145 | 52 | 4,008 | 48 | | | | | | | |
| | | | Plan to do | 64 | 14 | 694 | 12 | 1,979 | 10 | 1,079 | 13 | | | | | | | |
| | | | Done or in progress | 99 | 21 | 1,380 | 24 | 5,279 | 23 | 2,001 | 24 | | | | | | | |
| | | | Total | 457 | 100 | 5,634 | 100 | 21,334 | 100 | 8,386 | 100 | | | | | | | |
| d. Participate in a study abroad program | abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 69 | 15 | 884 | 16 | 2,737 | 14 | 1,334 | 16 | 8% | 7% | .04 | 11% | -.08 | 7% | .05 |
| | | | Do not plan to do | 296 | 65 | 3,639 | 65 | 14,311 | 68 | 5,413 | 65 | | | | | | | |
| | | | Plan to do | 56 | 12 | 668 | 12 | 1,624 | 8 | 994 | 12 | | | | | | | |
| | | | Done or in progress | 39 | 8 | 435 | 7 | 2,634 | 11 | 629 | 7 | | | | | | | |
| | | | Total | 460 | 100 | 5,626 | 100 | 21,306 | 100 | 8,370 | 100 | | | | | | | |
| e. Work with a faculty member on a research project | research <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 89 | 19 | 1,043 | 19 | 3,504 | 18 | 1,622 | 20 | 19% | 21% | -.05 | 18% | .02 | 20% | -.03 |
| | | | Do not plan to do | 214 | 47 | 2,411 | 43 | 10,901 | 53 | 3,618 | 44 | | | | | | | |
| | | | Plan to do | 67 | 15 | 966 | 17 | 2,495 | 12 | 1,400 | 17 | | | | | | | |
| | | | Done or in progress | 87 | 19 | 1,190 | 21 | 4,331 | 18 | 1,704 | 20 | | | | | | | |
| | | | Total | 457 | 100 | 5,610 | 100 | 21,231 | 100 | 8,344 | 100 | | | | | | | |
| f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i> | | Have not decided | 73 | 16 | 799 | 14 | 2,354 | 12 | 1,193 | 14 | 31% | 33% | -.03 | 40% *** | -0.18 | 33% | -.03 |
| | | | Do not plan to do | 125 | 28 | 1,250 | 23 | 4,891 | 24 | 1,835 | 22 | | | | | | | |
| | | | Plan to do | 111 | 24 | 1,696 | 30 | 4,906 | 23 | 2,523 | 30 | | | | | | | |
| | | | Done or in progress | 145 | 31 | 1,869 | 33 | 9,161 | 40 | 2,806 | 33 | | | | | | | |
| | | | Total | 454 | 100 | 5,614 | 100 | 21,312 | 100 | 8,357 | 100 | | | | | | | |
| | | | 12. About how many of your courses at this institution have included a community-based project (service-learning)? | | | | | | | | | | | | | | | |
| | servcourse | | 1 None | 193 | 43 | 2,098 | 38 | 7,782 | 39 | 3,124 | 38 | 1.7 | 1.8 * | -.11 | 1.8 | -.07 | 1.8 * | -.11 |
| | | | 2 Some | 209 | 45 | 2,694 | 48 | 10,914 | 49 | 3,993 | 47 | | | | | | | |
| | | | 3 Most | 39 | 8 | 680 | 12 | 2,181 | 10 | 1,032 | 12 | | | | | | | |
| | | | 4 All | 14 | 3 | 141 | 3 | 441 | 2 | 208 | 3 | | | | | | | |
| | | | Total | 455 | 100 | 5,613 | 100 | 21,318 | 100 | 8,357 | 100 | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|--------------------|-----|--------------------|-----|--------------------------------------|-------|--------------------------|------|--------------------------|-------|--------------------------|--|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| 13. Indicate the quality of your interactions with the following people at your institution. | | | | | | | | | | | | | | | | | | | |
| a. Students | QIstudent | 1 | Poor | 5 | 1 | 87 | 2 | 225 | 1 | 135 | 2 | 5.8 | 5.7 | .08 | 5.7 | .06 | 5.7 | .08 | |
| | | 2 | | 10 | 2 | 101 | 2 | 336 | 2 | 144 | 2 | | | | | | | | |
| | | 3 | | 14 | 3 | 237 | 4 | 772 | 4 | 344 | 4 | | | | | | | | |
| | | 4 | | 34 | 8 | 486 | 9 | 1,721 | 8 | 705 | 8 | | | | | | | | |
| | | 5 | | 76 | 17 | 1,057 | 19 | 4,493 | 21 | 1,602 | 19 | | | | | | | | |
| | | 6 | | 130 | 29 | 1,576 | 28 | 6,292 | 29 | 2,297 | 27 | | | | | | | | |
| | | 7 | Excellent | 179 | 39 | 2,032 | 36 | 7,400 | 35 | 3,082 | 37 | | | | | | | | |
| | | — | Not applicable | 9 | 2 | 82 | 2 | 201 | 1 | 110 | 1 | | | | | | | | |
| | | | Total | 457 | 100 | 5,658 | 100 | 21,440 | 100 | 8,419 | 100 | | | | | | | | |
| b. Academic advisors | QIadvisor | 1 | Poor | 21 | 5 | 292 | 5 | 988 | 5 | 445 | 5 | 5.4 | 5.2 * | .11 | 5.4 | .00 | 5.2 * | .11 | |
| | | 2 | | 17 | 4 | 273 | 5 | 1,036 | 4 | 431 | 5 | | | | | | | | |
| | | 3 | | 37 | 8 | 454 | 8 | 1,445 | 6 | 639 | 7 | | | | | | | | |
| | | 4 | | 47 | 10 | 660 | 12 | 2,338 | 10 | 1,015 | 12 | | | | | | | | |
| | | 5 | | 63 | 14 | 969 | 17 | 3,456 | 15 | 1,380 | 16 | | | | | | | | |
| | | 6 | | 94 | 20 | 1,259 | 22 | 4,425 | 20 | 1,776 | 21 | | | | | | | | |
| | | 7 | Excellent | 168 | 37 | 1,685 | 30 | 7,423 | 37 | 2,616 | 31 | | | | | | | | |
| | | — | Not applicable | 9 | 2 | 64 | 1 | 276 | 1 | 102 | 1 | | | | | | | | |
| | | | Total | 456 | 100 | 5,656 | 100 | 21,387 | 100 | 8,404 | 100 | | | | | | | | |
| c. Faculty | QIfaculty | 1 | Poor | 8 | 2 | 118 | 2 | 343 | 2 | 190 | 2 | 5.7 | 5.5 * | .12 | 5.6 | .04 | 5.5 * | .11 | |
| | | 2 | | 13 | 3 | 155 | 3 | 438 | 2 | 227 | 3 | | | | | | | | |
| | | 3 | | 12 | 3 | 311 | 6 | 846 | 4 | 461 | 5 | | | | | | | | |
| | | 4 | | 41 | 9 | 604 | 11 | 1,975 | 9 | 857 | 10 | | | | | | | | |
| | | 5 | | 85 | 19 | 1,099 | 19 | 4,419 | 20 | 1,618 | 19 | | | | | | | | |
| | | 6 | | 128 | 28 | 1,600 | 28 | 6,417 | 30 | 2,364 | 28 | | | | | | | | |
| | | 7 | Excellent | 164 | 35 | 1,697 | 31 | 6,622 | 32 | 2,581 | 31 | | | | | | | | |
| | | — | Not applicable | 6 | 1 | 48 | 1 | 212 | 1 | 64 | 1 | | | | | | | | |
| | | | Total | 457 | 100 | 5,632 | 100 | 21,272 | 100 | 8,362 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|--|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|----------------------------|---------|--------------------------|-------|--------------------------|---------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| d. Student services staff (career services, student activities, housing, etc.) | Q1staff | 1 | Poor | 22 | 5 | 361 | 6 | 1,121 | 5 | 541 | 7 | 5.1 | 4.9 * | .13 | 4.9 | .10 | 4.8 * | .13 | |
| | | 2 | | 20 | 4 | 291 | 5 | 1,015 | 5 | 458 | 5 | | | | | | | | |
| | | 3 | | 26 | 6 | 403 | 7 | 1,350 | 6 | 573 | 7 | | | | | | | | |
| | | 4 | | 38 | 8 | 636 | 11 | 2,346 | 10 | 964 | 11 | | | | | | | | |
| | | 5 | | 64 | 14 | 881 | 15 | 3,465 | 15 | 1,365 | 16 | | | | | | | | |
| | | 6 | | 91 | 20 | 995 | 18 | 3,529 | 16 | 1,455 | 17 | | | | | | | | |
| | | 7 | Excellent | 90 | 20 | 1,009 | 18 | 3,671 | 18 | 1,550 | 19 | | | | | | | | |
| | | — | Not applicable | 105 | 24 | 1,048 | 20 | 4,819 | 26 | 1,466 | 18 | | | | | | | | |
| | Total | | | 456 | 100 | 5,624 | 100 | 21,316 | 100 | 8,372 | 100 | | | | | | | | |
| e. Other administrative staff and offices (registrar, financial aid, etc.) | Q1admin | 1 | Poor | 18 | 4 | 358 | 6 | 1,283 | 6 | 547 | 7 | 5.2 | 4.9 *** | .18 | 5.0 * | .11 | 4.9 *** | .17 | |
| | | 2 | | 16 | 3 | 354 | 6 | 1,267 | 6 | 510 | 6 | | | | | | | | |
| | | 3 | | 40 | 9 | 478 | 8 | 1,672 | 7 | 668 | 8 | | | | | | | | |
| | | 4 | | 60 | 13 | 780 | 14 | 2,829 | 12 | 1,169 | 14 | | | | | | | | |
| | | 5 | | 78 | 17 | 1,076 | 19 | 4,058 | 18 | 1,598 | 19 | | | | | | | | |
| | | 6 | | 103 | 23 | 1,179 | 21 | 4,336 | 20 | 1,790 | 21 | | | | | | | | |
| | | 7 | Excellent | 123 | 27 | 1,156 | 21 | 4,832 | 25 | 1,782 | 22 | | | | | | | | |
| | | — | Not applicable | 19 | 4 | 255 | 5 | 1,085 | 5 | 317 | 4 | | | | | | | | |
| | Total | | | 457 | 100 | 5,636 | 100 | 21,362 | 100 | 8,381 | 100 | | | | | | | | |
| 14. How much does your institution emphasize the following? | | | | | | | | | | | | | | | | | | | |
| a. Spending significant amounts of time studying and on academic work | empstudy | 1 | Very little | 4 | 1 | 114 | 2 | 468 | 3 | 174 | 2 | 3.2 | 3.2 | -.06 | 3.2 | .03 | 3.2 | .00 | |
| | | 2 | Some | 76 | 17 | 779 | 15 | 3,256 | 16 | 1,230 | 16 | | | | | | | | |
| | | 3 | Quite a bit | 185 | 43 | 2,115 | 39 | 8,733 | 43 | 3,270 | 41 | | | | | | | | |
| | | 4 | Very much | 172 | 39 | 2,315 | 44 | 7,902 | 39 | 3,249 | 41 | | | | | | | | |
| | | | Total | 437 | 100 | 5,323 | 100 | 20,359 | 100 | 7,923 | 100 | | | | | | | | |
| b. Providing support to help students succeed academically | SEacademic | 1 | Very little | 7 | 2 | 312 | 6 | 1,087 | 6 | 492 | 6 | 3.1 | 3.0 * | .10 | 3.0 * | .10 | 3.0 ** | .12 | |
| | | 2 | Some | 95 | 23 | 1,141 | 22 | 4,485 | 22 | 1,735 | 22 | | | | | | | | |
| | | 3 | Quite a bit | 180 | 41 | 2,053 | 38 | 8,155 | 40 | 3,060 | 39 | | | | | | | | |
| | | 4 | Very much | 153 | 35 | 1,770 | 34 | 6,479 | 33 | 2,569 | 33 | | | | | | | | |
| | | | Total | 435 | 100 | 5,276 | 100 | 20,206 | 100 | 7,856 | 100 | | | | | | | | |
| c. Using learning support services (tutoring services, writing center, etc.) | SElearnsup | 1 | Very little | 35 | 8 | 508 | 10 | 1,632 | 8 | 755 | 10 | 2.9 | 2.9 | .03 | 3.0 | -.04 | 2.9 | .04 | |
| | | 2 | Some | 101 | 24 | 1,220 | 23 | 4,596 | 22 | 1,853 | 24 | | | | | | | | |
| | | 3 | Quite a bit | 151 | 35 | 1,814 | 34 | 7,382 | 36 | 2,725 | 34 | | | | | | | | |
| | | 4 | Very much | 147 | 33 | 1,746 | 33 | 6,626 | 35 | 2,544 | 32 | | | | | | | | |
| | | | Total | 434 | 100 | 5,288 | 100 | 20,236 | 100 | 7,877 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|---|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|----------------------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | SEdiverse | 1 | Very little | 34 | 8 | 833 | 16 | 3,047 | 15 | 1,270 | 17 | 2.9 | 2.6 *** | .29 | 2.7 *** | .22 | 2.6 *** | .31 | |
| | | 2 | Some | 103 | 24 | 1,536 | 29 | 5,739 | 27 | 2,318 | 29 | | | | | | | | |
| | | 3 | Quite a bit | 155 | 36 | 1,594 | 30 | 6,181 | 30 | 2,390 | 30 | | | | | | | | |
| | | 4 | Very much | 144 | 33 | 1,343 | 25 | 5,317 | 28 | 1,923 | 24 | | | | | | | | |
| | | Total | | 436 | 100 | 5,306 | 100 | 20,284 | 100 | 7,901 | 100 | | | | | | | | |
| e. Providing opportunities to be involved socially | SEsocial | 1 | Very little | 29 | 7 | 500 | 10 | 2,186 | 13 | 745 | 10 | 3.0 | 2.8 *** | .20 | 2.8 *** | .25 | 2.8 *** | .20 | |
| | | 2 | Some | 84 | 19 | 1,370 | 26 | 5,186 | 26 | 2,053 | 26 | | | | | | | | |
| | | 3 | Quite a bit | 170 | 40 | 1,889 | 35 | 7,087 | 33 | 2,836 | 36 | | | | | | | | |
| | | 4 | Very much | 151 | 34 | 1,537 | 29 | 5,808 | 28 | 2,242 | 28 | | | | | | | | |
| | | Total | | 434 | 100 | 5,296 | 100 | 20,267 | 100 | 7,876 | 100 | | | | | | | | |
| f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | SEwellness | 1 | Very little | 36 | 8 | 649 | 13 | 2,993 | 17 | 985 | 13 | 3.0 | 2.7 *** | .25 | 2.6 *** | .34 | 2.7 *** | .25 | |
| | | 2 | Some | 84 | 19 | 1,414 | 27 | 5,443 | 27 | 2,042 | 26 | | | | | | | | |
| | | 3 | Quite a bit | 163 | 38 | 1,790 | 33 | 6,549 | 31 | 2,721 | 34 | | | | | | | | |
| | | 4 | Very much | 152 | 35 | 1,422 | 27 | 5,176 | 25 | 2,098 | 26 | | | | | | | | |
| | | Total | | 435 | 100 | 5,275 | 100 | 20,161 | 100 | 7,846 | 100 | | | | | | | | |
| g. Helping you manage your non-academic responsibilities (work, family, etc.) | SEnonacad | 1 | Very little | 116 | 27 | 1,840 | 36 | 6,826 | 34 | 2,656 | 34 | 2.3 | 2.1 *** | .21 | 2.1 *** | .19 | 2.1 *** | .19 | |
| | | 2 | Some | 134 | 30 | 1,656 | 31 | 6,663 | 32 | 2,470 | 31 | | | | | | | | |
| | | 3 | Quite a bit | 106 | 25 | 1,042 | 20 | 4,057 | 20 | 1,627 | 20 | | | | | | | | |
| | | 4 | Very much | 78 | 18 | 736 | 14 | 2,614 | 14 | 1,102 | 14 | | | | | | | | |
| | | Total | | 434 | 100 | 5,274 | 100 | 20,160 | 100 | 7,855 | 100 | | | | | | | | |
| h. Attending campus activities and events (performing arts, athletic events, etc.) | SEactivities | 1 | Very little | 60 | 14 | 877 | 17 | 4,480 | 27 | 1,215 | 16 | 2.8 | 2.6 *** | .19 | 2.4 *** | .34 | 2.6 ** | .15 | |
| | | 2 | Some | 105 | 24 | 1,565 | 30 | 5,270 | 25 | 2,270 | 29 | | | | | | | | |
| | | 3 | Quite a bit | 141 | 33 | 1,616 | 30 | 6,089 | 28 | 2,515 | 32 | | | | | | | | |
| | | 4 | Very much | 130 | 29 | 1,197 | 23 | 4,248 | 20 | 1,830 | 23 | | | | | | | | |
| | | Total | | 436 | 100 | 5,255 | 100 | 20,087 | 100 | 7,830 | 100 | | | | | | | | |
| i. Attending events that address important social, economic, or political issues | SEevents | 1 | Very little | 71 | 16 | 1,149 | 22 | 4,802 | 27 | 1,625 | 21 | 2.6 | 2.4 *** | .21 | 2.3 *** | .29 | 2.4 *** | .19 | |
| | | 2 | Some | 130 | 30 | 1,815 | 34 | 6,446 | 31 | 2,647 | 34 | | | | | | | | |
| | | 3 | Quite a bit | 131 | 31 | 1,373 | 26 | 5,395 | 25 | 2,165 | 28 | | | | | | | | |
| | | 4 | Very much | 101 | 23 | 919 | 18 | 3,428 | 16 | 1,376 | 18 | | | | | | | | |
| | | Total | | 433 | 100 | 5,256 | 100 | 20,071 | 100 | 7,813 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | Frequency Distributions ^a | | | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|---|--------------------------------------|------------------|------------------|-----|----------------|-----|--------------------|-----|--------------|-----|--------------------------------------|------|--------------------------|---------|--------------------------|------|--------------------------|--|
| | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| 15. About how many hours do you spend in a typical 7-day week doing the following? | | | | | | | | | | | | | | | | | | | |
| a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i> | 0 | 0 hrs | 0 | 0 | 25 | 1 | 68 | 0 | 36 | 1 | 13.9 | 14.5 | -.06 | 15.0 ** | -12 | 14.0 | .00 | |
| | | 3 | 1-5 hrs | 67 | 16 | 883 | 17 | 2,883 | 14 | 1,354 | 17 | | | | | | | | |
| | | 8 | 6-10 hrs | 115 | 27 | 1,278 | 24 | 4,831 | 23 | 1,988 | 25 | | | | | | | | |
| | | 13 | 11-15 hrs | 89 | 21 | 976 | 19 | 3,861 | 19 | 1,500 | 19 | | | | | | | | |
| | | 18 | 16-20 hrs | 71 | 16 | 806 | 15 | 3,511 | 18 | 1,172 | 15 | | | | | | | | |
| | | 23 | 21-25 hrs | 39 | 9 | 546 | 10 | 2,196 | 11 | 779 | 10 | | | | | | | | |
| | | 28 | 26-30 hrs | 32 | 7 | 348 | 6 | 1,345 | 7 | 459 | 6 | | | | | | | | |
| | | 33 | More than 30 hrs | 25 | 5 | 434 | 8 | 1,541 | 8 | 585 | 7 | | | | | | | | |
| | | | Total | 438 | 100 | 5,296 | 100 | 20,236 | 100 | 7,873 | 100 | | | | | | | | |
| b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | tmcoccrrhrs <i>(Recorded version of tmcoccurr created by NSSE. Values are estimated number of hours per week.)</i> | 0 | 0 hrs | 220 | 52 | 2,642 | 52 | 10,217 | 55 | 3,994 | 52 | 4.2 | 3.8 | .06 | 3.7 | .08 | 3.7 | .07 | |
| | | 3 | 1-5 hrs | 108 | 25 | 1,468 | 27 | 5,168 | 23 | 2,181 | 27 | | | | | | | | |
| | | 8 | 6-10 hrs | 39 | 9 | 521 | 9 | 2,187 | 10 | 759 | 9 | | | | | | | | |
| | | 13 | 11-15 hrs | 27 | 6 | 285 | 6 | 1,073 | 5 | 399 | 5 | | | | | | | | |
| | | 18 | 16-20 hrs | 21 | 5 | 163 | 3 | 688 | 3 | 232 | 3 | | | | | | | | |
| | | 23 | 21-25 hrs | 8 | 2 | 96 | 2 | 381 | 2 | 134 | 2 | | | | | | | | |
| | | 28 | 26-30 hrs | 6 | 1 | 42 | 1 | 168 | 1 | 64 | 1 | | | | | | | | |
| | | 33 | More than 30 hrs | 5 | 1 | 58 | 1 | 246 | 1 | 75 | 1 | | | | | | | | |
| | | | Total | 434 | 100 | 5,275 | 100 | 20,128 | 100 | 7,838 | 100 | | | | | | | | |
| c. Working for pay on campus | tmworkonhrs <i>(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)</i> | 0 | 0 hrs | 334 | 77 | 4,022 | 77 | 15,410 | 80 | 6,032 | 78 | 3.6 | 3.6 | .01 | 2.9 * | .12 | 3.6 | .00 | |
| | | 3 | 1-5 hrs | 13 | 3 | 110 | 2 | 707 | 3 | 166 | 2 | | | | | | | | |
| | | 8 | 6-10 hrs | 13 | 3 | 216 | 4 | 1,255 | 5 | 285 | 4 | | | | | | | | |
| | | 13 | 11-15 hrs | 22 | 5 | 212 | 4 | 1,024 | 4 | 288 | 4 | | | | | | | | |
| | | 18 | 16-20 hrs | 34 | 7 | 492 | 9 | 993 | 5 | 751 | 9 | | | | | | | | |
| | | 23 | 21-25 hrs | 15 | 3 | 88 | 2 | 358 | 2 | 121 | 1 | | | | | | | | |
| | | 28 | 26-30 hrs | 3 | 1 | 37 | 1 | 130 | 1 | 58 | 1 | | | | | | | | |
| | | 33 | More than 30 hrs | 5 | 1 | 95 | 2 | 285 | 1 | 143 | 2 | | | | | | | | |
| | | | Total | 439 | 100 | 5,272 | 100 | 20,162 | 100 | 7,844 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|--|---|---------------------|---------------------------------------|--------------------------------------|-------|------------------|--------|------------------|-------|--------------------|----|--------------------------------------|--------|--------------------------|------|----------------------------|------|--------------------------|--|--|--|
| | | | | A&M Commerce | | | | Southwest Public | | | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | | | |
| d. Working for pay off campus | tmworkoffhrs | 0 | 0 hrs | 197 | 44 | 2,414 | 44 | 8,077 | 38 | 3,448 | 43 | 14.2 | 12.9 | .10 | 15.0 | -.05 | 13.5 | .05 | | | |
| | (Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 17 | 4 | 229 | 4 | 854 | 4 | 339 | 4 | | | | | | | | | | |
| | | 8 | 6-10 hrs | 19 | 4 | 254 | 5 | 1,175 | 5 | 374 | 5 | | | | | | | | | | |
| | | 13 | 11-15 hrs | 15 | 3 | 290 | 5 | 1,125 | 5 | 395 | 5 | | | | | | | | | | |
| | | 18 | 16-20 hrs | 22 | 5 | 386 | 7 | 1,461 | 7 | 585 | 7 | | | | | | | | | | |
| | | 23 | 21-25 hrs | 22 | 5 | 345 | 6 | 1,186 | 6 | 493 | 6 | | | | | | | | | | |
| | | 28 | 26-30 hrs | 19 | 4 | 241 | 5 | 872 | 4 | 383 | 5 | | | | | | | | | | |
| | | 33 | More than 30 hrs | 124 | 31 | 1,092 | 23 | 5,300 | 31 | 1,776 | 25 | | | | | | | | | | |
| | | Total | 435 | 100 | 5,251 | 100 | 20,050 | 100 | 7,793 | 100 | | | | | | | | | | | |
| Estimated number of hours working for pay | tmworkhrs | | (Continuous variable created by NSSE) | | | | | | | | | 17.7 | 16.3 * | .10 | 17.7 | .00 | 17.0 | .05 | | | |
| e. Doing community service or volunteer work | tmservicehrs | 0 | 0 hrs | 182 | 42 | 2,483 | 48 | 9,468 | 48 | 3,616 | 47 | 3.7 | 3.4 | .06 | 3.3 | .07 | 3.4 | .05 | | | |
| | (Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 170 | 39 | 1,858 | 35 | 7,201 | 35 | 2,798 | 35 | | | | | | | | | | |
| | | 8 | 6-10 hrs | 40 | 9 | 443 | 8 | 1,733 | 9 | 692 | 9 | | | | | | | | | | |
| | | 13 | 11-15 hrs | 17 | 4 | 196 | 4 | 716 | 3 | 290 | 4 | | | | | | | | | | |
| | | 18 | 16-20 hrs | 14 | 3 | 120 | 2 | 406 | 2 | 189 | 3 | | | | | | | | | | |
| | | 23 | 21-25 hrs | 7 | 2 | 39 | 1 | 195 | 1 | 60 | 1 | | | | | | | | | | |
| | | 28 | 26-30 hrs | 2 | 0 | 24 | 0 | 90 | 0 | 37 | 0 | | | | | | | | | | |
| | | 33 | More than 30 hrs | 3 | 1 | 66 | 1 | 195 | 1 | 89 | 1 | | | | | | | | | | |
| | | Total | 435 | 100 | 5,229 | 100 | 20,004 | 100 | 7,771 | 100 | | | | | | | | | | | |
| f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | tmrelaxhrs | 0 | 0 hrs | 23 | 5 | 262 | 5 | 748 | 4 | 385 | 5 | 9.5 | 9.1 | .05 | 9.8 | -.04 | 9.0 | .06 | | | |
| | (Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 141 | 32 | 1,954 | 37 | 6,438 | 33 | 2,973 | 38 | | | | | | | | | | |
| | | 8 | 6-10 hrs | 119 | 27 | 1,378 | 26 | 5,507 | 27 | 2,017 | 26 | | | | | | | | | | |
| | | 13 | 11-15 hrs | 73 | 17 | 750 | 14 | 3,272 | 16 | 1,117 | 14 | | | | | | | | | | |
| | | 18 | 16-20 hrs | 41 | 9 | 424 | 8 | 2,033 | 10 | 630 | 8 | | | | | | | | | | |
| | | 23 | 21-25 hrs | 22 | 5 | 193 | 4 | 880 | 4 | 298 | 4 | | | | | | | | | | |
| | | 28 | 26-30 hrs | 7 | 2 | 94 | 2 | 437 | 2 | 136 | 2 | | | | | | | | | | |
| | | 33 | More than 30 hrs | 12 | 3 | 195 | 4 | 771 | 4 | 258 | 3 | | | | | | | | | | |
| | | Total | 438 | 100 | 5,250 | 100 | 20,086 | 100 | 7,814 | 100 | | | | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| Item wording or description | | | | Variable name ^c | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | | | | | | | | |
|---|--|--|--|--|------------------|---------|-----|--------------------------------------|-------|--------------------------|--------|---|-------|---|---|----------------------------|------------------|----------------|--------------------|---|--|
| | | | | | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | |
| | | | | | | | | Count | % | Count | % | Count | % | Count | % | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | | |
| | | | | | | | | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | | | | | | | |
| g. Providing care for dependents (children, parents, etc.) | | | | tmcarehrs | 0 | 0 hrs | 200 | 45 | 2,678 | 50 | 10,965 | 50 | 3,799 | 48 | <div style="font-size: 2em; font-weight: bold; color: #0056b3;">11.2</div> 9.5 * .13 9.9 * .10 9.8 * .10 ▲ ▲ ▲ | | | | | | |
| | | | | (Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 45 | 11 | 659 | 13 | 2,167 | 11 | 1,001 | 13 | | | | | 528 | 7 | |
| | | | | 8 | 6-10 hrs | 32 | 7 | 329 | 6 | 1,207 | 6 | 528 | 7 | | | | | | | | |
| | | | | 13 | 11-15 hrs | 18 | 4 | 232 | 5 | 720 | 4 | 351 | 5 | | | | | | | | |
| | | | | 18 | 16-20 hrs | 24 | 5 | 166 | 3 | 655 | 4 | 275 | 4 | | | | | | | | |
| | | | | 23 | 21-25 hrs | 13 | 3 | 118 | 2 | 451 | 3 | 175 | 2 | | | | | | | | |
| | | | | 28 | 26-30 hrs | 10 | 2 | 111 | 2 | 361 | 2 | 170 | 2 | | | | | | | | |
| | | | | 33 | More than 30 hrs | 94 | 23 | 946 | 19 | 3,484 | 20 | 1,499 | 20 | | | | | | | | |
| Total | | | | 436 | 100 | 5,239 | 100 | 20,010 | 100 | 7,798 | 100 | | | | | | | | | | |
| h. Commuting to campus (driving, walking, etc.) | | | | tmcommutehrs | 0 | 0 hrs | 129 | 31 | 768 | 16 | 6,093 | 36 | 983 | 13 | <div style="font-size: 2em; font-weight: bold; color: #0056b3;">4.6</div> 5.3 * -.11 4.1 .09 5.6 ** -.15 ▼ ▼ | | | | | | |
| | | | | (Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 188 | 42 | 2,852 | 53 | 9,260 | 41 | 4,335 | 55 | | | | | | | |
| | | | | 8 | 6-10 hrs | 69 | 15 | 1,025 | 20 | 2,894 | 14 | 1,541 | 20 | | | | | | | | |
| | | | | 13 | 11-15 hrs | 28 | 6 | 340 | 7 | 926 | 5 | 506 | 7 | | | | | | | | |
| | | | | 18 | 16-20 hrs | 11 | 2 | 106 | 2 | 395 | 2 | 177 | 2 | | | | | | | | |
| | | | | 23 | 21-25 hrs | 5 | 1 | 50 | 1 | 166 | 1 | 85 | 1 | | | | | | | | |
| | | | | 28 | 26-30 hrs | 4 | 1 | 32 | 1 | 106 | 1 | 47 | 1 | | | | | | | | |
| | | | | 33 | More than 30 hrs | 5 | 1 | 83 | 2 | 259 | 1 | 144 | 2 | | | | | | | | |
| Total | | | | 439 | 100 | 5,256 | 100 | 20,099 | 100 | 7,818 | 100 | | | | | | | | | | |
| 16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading? | | | | | | | | | | | | | | | | | | | | | |
| reading | | | | 1 | Very little | 38 | 9 | 514 | 13 | 1,031 | 11 | 592 | 12 | <div style="font-size: 2em; font-weight: bold; color: #0056b3;">3.1</div> 3.0 .08 3.0 .08 3.0 .06 | | | | | | | |
| | | | | (Revised for 2014. Comparison data are limited to NSSE 2014 participating institutions.) | 2 | Some | 103 | 23 | 994 | 24 | 2,390 | 25 | 1,229 | | | | | 25 | | | |
| | | | | 3 | About half | 126 | 28 | 1,077 | 26 | 2,793 | 29 | 1,332 | 26 | | | | | | | | |
| | | | | 4 | Most | 124 | 29 | 974 | 25 | 2,460 | 25 | 1,245 | 25 | | | | | | | | |
| | | | | 5 | Almost all | 44 | 10 | 486 | 12 | 1,064 | 11 | 600 | 12 | | | | | | | | |
| | | | | Total | | | | 435 | 100 | 4,045 | 100 | 9,738 | 100 | | | | | 4,998 | 100 | | |
| tmreadinghrs | | | | (Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90) | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | <div style="font-size: 2em; font-weight: bold; color: #0056b3;">7.7</div> 7.5 .03 7.3 .07 7.3 .05 | | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|--|---------------------|-----------------------------|--------------------------------------|-----|------------------|-----|--------------------|-----|--------------------|-----|--------------------------------------|------|--------------------------|---------|--------------------------|------|--------------------------|--|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| | tmreadinghrscol | 1 | 0 hrs | 0 | 0 | 20 | 1 | 29 | 0 | 27 | 1 | | | | | | | | |
| | (Collapsed version of tmreadinghrs created by NSSE.) | 2 | More than zero, up to 5 hrs | 198 | 46 | 1,906 | 47 | 4,433 | 47 | 2,386 | 48 | | | | | | | | |
| | | 3 | More than 5, up to 10 hrs | 122 | 28 | 1,082 | 27 | 2,877 | 29 | 1,346 | 27 | | | | | | | | |
| | | 4 | More than 10, up to 15 hrs | 43 | 10 | 414 | 10 | 1,061 | 11 | 481 | 10 | | | | | | | | |
| | | 5 | More than 15, up to 20 hrs | 30 | 7 | 270 | 7 | 622 | 6 | 333 | 7 | | | | | | | | |
| | | 6 | More than 20, up to 25 hrs | 31 | 7 | 218 | 5 | 442 | 4 | 258 | 5 | | | | | | | | |
| | | 7 | More than 25 hrs | 9 | 2 | 112 | 3 | 214 | 2 | 137 | 3 | | | | | | | | |
| | | | Total | 433 | 100 | 4,022 | 100 | 9,678 | 100 | 4,968 | 100 | | | | | | | | |
| 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | | | | | | | | | | | | | | | | | | | |
| a. Writing clearly and effectively | pgwrite | 1 | Very little | 20 | 4 | 383 | 7 | 1,021 | 5 | 512 | 7 | 3.0 | 3.0 | .04 | 3.2 *** | -.16 | 3.0 | .01 | |
| | | 2 | Some | 102 | 23 | 1,128 | 21 | 3,498 | 16 | 1,628 | 21 | | | | | | | | |
| | | 3 | Quite a bit | 157 | 36 | 1,836 | 34 | 6,929 | 33 | 2,751 | 35 | | | | | | | | |
| | | 4 | Very much | 160 | 36 | 1,930 | 37 | 8,723 | 45 | 2,953 | 38 | | | | | | | | |
| | | | Total | 439 | 100 | 5,277 | 100 | 20,171 | 100 | 7,844 | 100 | | | | | | | | |
| b. Speaking clearly and effectively | pgspeak | 1 | Very little | 28 | 6 | 458 | 9 | 1,640 | 9 | 618 | 8 | 3.0 | 2.9 | .03 | 3.0 | -.01 | 3.0 | .01 | |
| | | 2 | Some | 106 | 25 | 1,138 | 22 | 4,304 | 21 | 1,691 | 22 | | | | | | | | |
| | | 3 | Quite a bit | 150 | 35 | 1,877 | 35 | 6,756 | 32 | 2,791 | 35 | | | | | | | | |
| | | 4 | Very much | 152 | 35 | 1,779 | 34 | 7,392 | 37 | 2,710 | 35 | | | | | | | | |
| | | | Total | 436 | 100 | 5,252 | 100 | 20,092 | 100 | 7,810 | 100 | | | | | | | | |
| c. Thinking critically and analytically | pgthink | 1 | Very little | 10 | 2 | 153 | 3 | 463 | 2 | 206 | 3 | 3.3 | 3.3 | -.01 | 3.4 | -.07 | 3.3 | -.01 | |
| | | 2 | Some | 53 | 12 | 660 | 13 | 2,347 | 12 | 1,000 | 13 | | | | | | | | |
| | | 3 | Quite a bit | 174 | 39 | 1,850 | 35 | 6,965 | 34 | 2,786 | 35 | | | | | | | | |
| | | 4 | Very much | 203 | 46 | 2,594 | 49 | 10,306 | 52 | 3,812 | 49 | | | | | | | | |
| | | | Total | 440 | 100 | 5,257 | 100 | 20,081 | 100 | 7,804 | 100 | | | | | | | | |
| d. Analyzing numerical and statistical information | pganalyze | 1 | Very little | 42 | 9 | 514 | 10 | 2,332 | 11 | 757 | 10 | 2.9 | 2.9 | -.01 | 2.8 | .05 | 2.9 | .00 | |
| | | 2 | Some | 109 | 25 | 1,289 | 25 | 5,532 | 27 | 1,993 | 25 | | | | | | | | |
| | | 3 | Quite a bit | 152 | 35 | 1,714 | 32 | 6,182 | 31 | 2,529 | 32 | | | | | | | | |
| | | 4 | Very much | 136 | 31 | 1,730 | 33 | 6,060 | 31 | 2,526 | 33 | | | | | | | | |
| | | | Total | 439 | 100 | 5,247 | 100 | 20,106 | 100 | 7,805 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|--------------------|-----|--------------------|-----|--------------------------------------|--------------|--------------------------|-------------|--------------------------|--------------|--------------------------|--|
| | | | | A&M Commerce | | | | Comparison Group 3 | | | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| e. Acquiring job- or work-related knowledge and skills | pgwork | 1 | Very little | 20 | 5 | 487 | 9 | 1,669 | 9 | 718 | 9 | 3.1 | 3.0 | .06 | 3.0 | .05 | 3.0 | .08 | |
| | | 2 | Some | 98 | 23 | 1,060 | 20 | 4,198 | 21 | 1,613 | 20 | | | | | | | | |
| | | 3 | Quite a bit | 148 | 34 | 1,671 | 32 | 6,487 | 32 | 2,546 | 32 | | | | | | | | |
| | | 4 | Very much | 169 | 39 | 2,038 | 39 | 7,777 | 39 | 2,946 | 38 | | | | | | | | |
| | | Total | | 435 | 100 | 5,256 | 100 | 20,131 | 100 | 7,823 | 100 | | | | | | | | |
| f. Working effectively with others | pgothers | 1 | Very little | 18 | 4 | 287 | 6 | 953 | 5 | 433 | 6 | 3.1 | 3.1 | .06 | 3.1 | .01 | 3.1 | .07 | |
| | | 2 | Some | 75 | 18 | 1,038 | 20 | 3,895 | 19 | 1,554 | 20 | | | | | | | | |
| | | 3 | Quite a bit | 168 | 38 | 1,824 | 34 | 7,056 | 34 | 2,759 | 35 | | | | | | | | |
| | | 4 | Very much | 176 | 40 | 2,089 | 40 | 8,150 | 42 | 3,053 | 39 | | | | | | | | |
| | | Total | | 437 | 100 | 5,238 | 100 | 20,054 | 100 | 7,799 | 100 | | | | | | | | |
| g. Developing or clarifying a personal code of values and ethics | pgvalues | 1 | Very little | 45 | 10 | 688 | 13 | 2,103 | 11 | 1,000 | 13 | 2.9 | 2.9 | .08 | 2.9 | .02 | 2.9 | .09 | |
| | | 2 | Some | 93 | 21 | 1,183 | 22 | 4,504 | 22 | 1,760 | 22 | | | | | | | | |
| | | 3 | Quite a bit | 136 | 31 | 1,559 | 30 | 6,229 | 30 | 2,356 | 30 | | | | | | | | |
| | | 4 | Very much | 163 | 37 | 1,825 | 35 | 7,256 | 37 | 2,697 | 35 | | | | | | | | |
| | | Total | | 437 | 100 | 5,255 | 100 | 20,092 | 100 | 7,813 | 100 | | | | | | | | |
| h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | pgdiverse | 1 | Very little | 25 | 6 | 578 | 11 | 1,936 | 10 | 836 | 11 | 3.1 | 2.9 *** △ | .17 | 2.9 ** △ | .13 | 2.9 *** △ | .17 | |
| | | 2 | Some | 90 | 21 | 1,232 | 23 | 4,864 | 23 | 1,851 | 24 | | | | | | | | |
| | | 3 | Quite a bit | 152 | 34 | 1,622 | 30 | 6,323 | 31 | 2,446 | 31 | | | | | | | | |
| | | 4 | Very much | 171 | 39 | 1,819 | 35 | 6,982 | 36 | 2,683 | 34 | | | | | | | | |
| | | Total | | 438 | 100 | 5,251 | 100 | 20,105 | 100 | 7,816 | 100 | | | | | | | | |
| i. Solving complex real-world problems | pgprobsolve | 1 | Very little | 36 | 8 | 524 | 10 | 1,906 | 10 | 794 | 10 | 2.9 | 2.9 | .06 | 2.9 | .03 | 2.9 | .07 | |
| | | 2 | Some | 105 | 24 | 1,340 | 26 | 5,096 | 25 | 1,970 | 25 | | | | | | | | |
| | | 3 | Quite a bit | 153 | 35 | 1,712 | 32 | 6,716 | 33 | 2,623 | 34 | | | | | | | | |
| | | 4 | Very much | 143 | 32 | 1,667 | 32 | 6,369 | 33 | 2,415 | 31 | | | | | | | | |
| | | Total | | 437 | 100 | 5,243 | 100 | 20,087 | 100 | 7,802 | 100 | | | | | | | | |
| j. Being an informed and active citizen | pgcitizen | 1 | Very little | 35 | 8 | 759 | 15 | 2,392 | 12 | 1,078 | 14 | 2.9 | 2.7 ** △ | .14 | 2.8 | .07 | 2.7 ** △ | .13 | |
| | | 2 | Some | 117 | 27 | 1,436 | 27 | 5,375 | 26 | 2,126 | 27 | | | | | | | | |
| | | 3 | Quite a bit | 156 | 35 | 1,555 | 30 | 6,381 | 31 | 2,389 | 31 | | | | | | | | |
| | | 4 | Very much | 129 | 30 | 1,463 | 29 | 5,831 | 30 | 2,165 | 28 | | | | | | | | |
| | | Total | | 437 | 100 | 5,213 | 100 | 19,979 | 100 | 7,758 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Texas A&M University - Commerce

Seniors

| | | | | Frequency Distributions ^a | | | | | | Statistical Comparisons ^b | | | | | | | | | |
|---|----------------------------|---------------------|------------------|--------------------------------------|-----|------------------|-----|----------------|-----|--------------------------------------|-----|----------------------------|--------|--------------------------|------|--------------------------|--------|--------------------------|--|
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | Your seniors compared with | | | | | | | |
| | | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| 18. How would you evaluate your entire educational experience at this institution? | | | | | | | | | | | | | | | | | | | |
| | evalexp | 1 | Poor | 3 | 1 | 132 | 3 | 430 | 2 | 189 | 3 | 3.3 | 3.2 ** | .13 | 3.3 | .06 | 3.2 ** | .14 | |
| | | 2 | Fair | 49 | 11 | 603 | 12 | 2,109 | 11 | 904 | 12 | | | | | | | | |
| | | 3 | Good | 182 | 41 | 2,392 | 44 | 8,594 | 42 | 3,599 | 45 | | | | | | | | |
| | | 4 | Excellent | 206 | 47 | 2,144 | 41 | 9,050 | 45 | 3,152 | 41 | | | | | | | | |
| | | | Total | 440 | 100 | 5,271 | 100 | 20,183 | 100 | 7,844 | 100 | | | | | | | | |
| 19. If you could start over again, would you go to the same institution you are now attending? | | | | | | | | | | | | | | | | | | | |
| | sameinst | 1 | Definitely no | 21 | 5 | 253 | 5 | 1,024 | 5 | 392 | 5 | 3.3 | 3.2 | .06 | 3.2 | .07 | 3.2 | .08 | |
| | | 2 | Probably no | 43 | 10 | 677 | 13 | 2,542 | 13 | 997 | 13 | | | | | | | | |
| | | 3 | Probably yes | 168 | 38 | 1,984 | 37 | 7,365 | 36 | 3,002 | 37 | | | | | | | | |
| | | 4 | Definitely yes | 208 | 47 | 2,363 | 46 | 9,268 | 46 | 3,463 | 45 | | | | | | | | |
| | | | Total | 440 | 100 | 5,277 | 100 | 20,199 | 100 | 7,854 | 100 | | | | | | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University - Commerce

First-Year Students

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ⁱ | | | Significance ^k | | | Effect size ^e | | |
|-----------------|--------------|--------------|------------------|----------------|--------------------|-----------------------------|------------------|----------------|--------------------|---------------------------------|------------------|----------------|--------------------|---------------------------------|----------------|--------------------|---------------------------|----------------|--------------------|--------------------------|----------------|--------------------|
| | A&M Commerce | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 |
| 1 a. askquest | 108 | 2.86 | 2.74 | 2.94 | 2.77 | .077 | .015 | .008 | .012 | .80 | .86 | .86 | .86 | 3,638 | 11,446 | 5,315 | .177 | .327 | .318 | .13 | -.09 | .10 |
| b. drafts | 107 | 2.52 | 2.58 | 2.61 | 2.62 | .097 | .017 | .009 | .014 | 1.00 | 1.00 | .99 | 1.00 | 3,627 | 11,377 | 5,287 | .495 | .331 | .305 | -.07 | -.09 | -.10 |
| c. unpreparedr | 105 | 3.06 | 3.04 | 3.07 | 3.07 | .075 | .013 | .007 | .011 | .77 | .80 | .78 | .80 | 3,609 | 11,341 | 5,268 | .791 | .944 | .917 | .03 | -.01 | -.01 |
| d. attendart | 107 | 2.20 | 1.96 | 1.96 | 2.00 | .098 | .016 | .009 | .014 | 1.01 | .96 | .95 | .98 | 3,605 | 11,309 | 5,250 | .011 | .009 | .036 | .25 | .25 | .20 |
| e. CLaskhelp | 107 | 2.86 | 2.61 | 2.50 | 2.59 | .089 | .015 | .008 | .012 | .92 | .88 | .89 | .89 | 3,599 | 11,267 | 5,246 | .004 | .000 | .002 | .28 | .41 | .31 |
| f. CLexplain | 106 | 2.73 | 2.77 | 2.69 | 2.74 | .080 | .014 | .008 | .012 | .82 | .82 | .84 | .83 | 3,498 | 10,956 | 5,095 | .614 | .653 | .819 | -.05 | .04 | -.02 |
| g. CLstudy | 105 | 2.76 | 2.61 | 2.49 | 2.58 | .093 | .017 | .009 | .014 | .95 | .97 | .98 | .98 | 3,504 | 10,977 | 5,092 | .131 | .005 | .063 | .15 | .27 | .18 |
| h. CLproject | 105 | 2.58 | 2.67 | 2.64 | 2.66 | .090 | .015 | .008 | .013 | .92 | .89 | .88 | .90 | 3,483 | 10,911 | 5,053 | .320 | .528 | .402 | -.10 | -.06 | -.08 |
| i. present | 105 | 2.07 | 2.14 | 2.32 | 2.17 | .092 | .016 | .009 | .013 | .94 | .93 | .92 | .94 | 3,470 | 10,844 | 5,031 | .418 | .006 | .275 | -.08 | -.27 | -.11 |
| 2 a. RIntegrate | 103 | 2.56 | 2.65 | 2.70 | 2.65 | .087 | .015 | .009 | .013 | .88 | .88 | .87 | .89 | 3,393 | 10,640 | 4,923 | .342 | .120 | .338 | -.10 | -.15 | -.10 |
| b. RISocietal | 103 | 2.54 | 2.55 | 2.66 | 2.54 | .084 | .016 | .009 | .013 | .85 | .90 | .89 | .91 | 3,352 | 10,474 | 4,857 | .936 | .166 | .973 | -.01 | -.14 | .00 |
| c. RIDiverse | 103 | 2.51 | 2.52 | 2.64 | 2.51 | .089 | .016 | .009 | .013 | .90 | .93 | .89 | .93 | 3,339 | 10,494 | 4,845 | .956 | .145 | .955 | -.01 | -.14 | .01 |
| d. Rlownview | 100 | 2.83 | 2.79 | 2.83 | 2.78 | .090 | .015 | .008 | .012 | .90 | .85 | .83 | .85 | 3,328 | 10,469 | 4,829 | .588 | .925 | .552 | .05 | .01 | .06 |
| e. Rlperspect | 102 | 2.82 | 2.87 | 2.91 | 2.86 | .092 | .015 | .008 | .012 | .93 | .86 | .83 | .85 | 3,311 | 10,311 | 4,816 | .618 | .336 | .668 | -.05 | -.11 | -.04 |
| f. Rlnewview | 102 | 2.86 | 2.85 | 2.89 | 2.85 | .089 | .015 | .008 | .012 | .90 | .83 | .81 | .83 | 3,315 | 10,311 | 4,812 | .870 | .719 | .858 | .02 | -.04 | .02 |
| g. Rlconnect | 101 | 2.96 | 3.04 | 3.10 | 3.04 | .087 | .014 | .008 | .012 | .88 | .82 | .77 | .81 | 3,301 | 10,327 | 4,791 | .308 | .060 | .323 | -.10 | -.19 | -.10 |
| 3 a. SFcareer | 101 | 2.38 | 2.24 | 2.24 | 2.24 | .106 | .017 | .009 | .014 | 1.06 | .95 | .93 | .96 | 105 | 101 | 103 | .187 | .192 | .197 | .15 | .15 | .14 |
| b. SFotherwork | 101 | 2.00 | 1.76 | 1.73 | 1.76 | .104 | .017 | .009 | .014 | 1.05 | .95 | .93 | .95 | 3,291 | 10,332 | 4,778 | .011 | .003 | .010 | .26 | .29 | .26 |
| c. SFdiscuss | 101 | 2.05 | 2.00 | 1.99 | 1.99 | .091 | .016 | .009 | .014 | .92 | .93 | .91 | .94 | 3,298 | 10,304 | 4,780 | .592 | .500 | .488 | .05 | .07 | .07 |
| d. SFperform | 99 | 2.33 | 2.11 | 2.17 | 2.12 | .092 | .016 | .009 | .014 | .92 | .92 | .90 | .93 | 3,283 | 10,280 | 4,763 | .018 | .081 | .029 | .24 | .18 | .22 |
| 4 a. memorize | 99 | 3.07 | 3.00 | 2.96 | 2.99 | .085 | .015 | .008 | .012 | .85 | .83 | .85 | .83 | 3,293 | 10,309 | 4,782 | .419 | .218 | .395 | .08 | .12 | .09 |
| b. HOapply | 100 | 2.96 | 2.94 | 3.00 | 2.94 | .086 | .015 | .008 | .012 | .86 | .84 | .82 | .83 | 3,275 | 10,253 | 4,748 | .896 | .598 | .891 | .01 | -.05 | .01 |
| c. HOanalyze | 101 | 2.96 | 2.95 | 3.00 | 2.95 | .089 | .015 | .008 | .013 | .89 | .86 | .84 | .87 | 3,255 | 10,202 | 4,728 | .900 | .614 | .932 | .01 | -.05 | .01 |
| d. HOevaluate | 100 | 2.94 | 2.90 | 2.99 | 2.91 | .092 | .015 | .008 | .013 | .92 | .86 | .83 | .86 | 3,266 | 10,101 | 4,734 | .643 | .577 | .699 | .05 | -.06 | .04 |
| e. HOform | 99 | 2.93 | 2.89 | 2.95 | 2.91 | .091 | .016 | .008 | .013 | .91 | .88 | .85 | .87 | 3,253 | 10,185 | 4,721 | .697 | .811 | .796 | .04 | -.02 | .03 |
| 5 a. ETgoals | 101 | 3.22 | 3.16 | 3.16 | 3.18 | .073 | .014 | .008 | .012 | .73 | .82 | .79 | .82 | 3,283 | 10,283 | 4,781 | .438 | .426 | .618 | .08 | .08 | .05 |
| b. ETorganize | 101 | 3.08 | 3.09 | 3.11 | 3.12 | .086 | .015 | .008 | .012 | .86 | .84 | .81 | .85 | 3,277 | 10,267 | 4,772 | .931 | .765 | .676 | -.01 | -.03 | -.04 |
| c. ETexample | 101 | 3.08 | 3.11 | 3.08 | 3.12 | .088 | .015 | .009 | .013 | .88 | .86 | .86 | .87 | 3,273 | 10,229 | 4,763 | .696 | .940 | .644 | -.04 | -.01 | -.05 |
| d. ETdraftfb | 100 | 2.96 | 2.86 | 2.90 | 2.90 | .100 | .017 | .009 | .014 | 1.00 | .96 | .93 | .96 | 3,269 | 10,226 | 4,754 | .323 | .542 | .549 | .10 | .06 | .06 |
| e. ETfeedback | 101 | 3.00 | 2.76 | 2.82 | 2.81 | .093 | .017 | .009 | .014 | .94 | .98 | .93 | .98 | 107 | 10,194 | 105 | .011 | .055 | .039 | .25 | .19 | .20 |

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University - Commerce

First-Year Students

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ⁱ | | | Significance ^k | | | Effect size ^e | | | |
|---------------------------|-----|--------------|--------------|------------------|----------------|-----------------------------|--------------|------------------|----------------|---------------------------------|--------------|------------------|----------------|---------------------------------|-------------------|----------------|---------------------------|-------------------|----------------|--------------------------|-------------------|----------------|--------------------|
| | | A&M Commerce | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 |
| 6 a. QRconclude | 103 | 2.67 | 2.57 | 2.55 | 2.57 | .092 | .017 | .010 | .014 | .93 | .95 | .96 | .96 | 3,277 | 10,267 | 4,766 | .279 | .189 | .294 | .11 | .13 | .10 | |
| b. QRproblem | 103 | 2.46 | 2.30 | 2.30 | 2.30 | .094 | .017 | .010 | .014 | .96 | .97 | .97 | .98 | 3,274 | 10,228 | 4,757 | .103 | .097 | .099 | .16 | .16 | .16 | |
| c. QRevaluate | 102 | 2.34 | 2.28 | 2.27 | 2.27 | .094 | .017 | .009 | .014 | .95 | .95 | .95 | .97 | 3,264 | 10,191 | 4,740 | .517 | .456 | .458 | .07 | .07 | .07 | |
| 7 a. wrshortnum | 87 | 6.02 | 5.18 | 6.84 | 5.09 | .553 | .093 | .060 | .075 | 5.16 | 4.99 | 5.78 | 4.88 | 2,961 | 9,288 | 4,305 | .123 | .187 | .079 | .17 | -.14 | .19 | |
| b. wrmednum | 90 | 1.88 | 1.74 | 2.32 | 1.77 | .252 | .056 | .034 | .047 | 2.38 | 2.94 | 3.21 | 2.98 | 2,850 | 92 | 4,139 | .641 | .087 | .727 | .05 | -.14 | .04 | |
| c. wrlongnum | 85 | .70 | .84 | .98 | .90 | .240 | .055 | .031 | .047 | 2.21 | 2.84 | 2.86 | 2.94 | 2,777 | 8,732 | 4,037 | .644 | .376 | .536 | -.05 | -.10 | -.07 | |
| — wrpages | 84 | 38.93 | 39.45 | 51.05 | 40.32 | 3.969 | 1.217 | .700 | 1.048 | 36.27 | 62.73 | 64.64 | 65.41 | 2,738 | 88 | 3,978 | .939 | .003 | .846 | -.01 | -.19 | -.02 | |
| 8 a. DDrace | 92 | 3.32 | 3.06 | 3.14 | 3.00 | .085 | .018 | .010 | .015 | .82 | .96 | .92 | .98 | 3,016 | 9,484 | 4,390 | .009 | .056 | .002 | .28 | .20 | .33 | |
| b. DDeconomic | 91 | 3.18 | 3.01 | 3.11 | 2.97 | .094 | .017 | .009 | .014 | .90 | .94 | .90 | .95 | 3,015 | 9,456 | 4,389 | .087 | .468 | .035 | .18 | .08 | .22 | |
| c. DDreligion | 92 | 2.93 | 2.96 | 3.01 | 2.89 | .102 | .018 | .010 | .015 | .98 | .98 | .96 | .99 | 2,999 | 9,434 | 4,369 | .834 | .482 | .693 | -.02 | -.07 | .04 | |
| d. DDpolitical | 92 | 2.91 | 2.94 | 3.00 | 2.90 | .098 | .018 | .010 | .015 | .94 | .97 | .96 | .98 | 2,980 | 9,390 | 4,340 | .770 | .402 | .895 | -.03 | -.09 | .01 | |
| 9 a. LSreading | 91 | 3.14 | 3.12 | 3.20 | 3.14 | .079 | .014 | .008 | .012 | .76 | .78 | .77 | .78 | 2,977 | 9,391 | 4,335 | .808 | .515 | .946 | .03 | -.07 | .01 | |
| b. LSnotes | 90 | 2.87 | 2.96 | 2.97 | 3.00 | .087 | .017 | .009 | .014 | .83 | .90 | .90 | .89 | 2,973 | 9,369 | 4,328 | .326 | .309 | .154 | -.10 | -.11 | -.15 | |
| c. LSsummary | 91 | 2.69 | 2.81 | 2.90 | 2.85 | .096 | .017 | .009 | .014 | .92 | .93 | .91 | .92 | 2,944 | 9,248 | 4,283 | .234 | .036 | .110 | -.13 | -.22 | -.17 | |
| 10. challenge | 91 | 5.35 | 5.52 | 5.55 | 5.58 | .117 | .022 | .012 | .018 | 1.12 | 1.20 | 1.19 | 1.20 | 2,983 | 9,355 | 4,331 | .174 | .116 | .065 | -.14 | -.17 | -.19 | |
| 11 a. intern ^l | 91 | .118 | .084 | .088 | .089 | .0340 | .0052 | .0029 | .0044 | -- | -- | -- | -- | -- | -- | -- | .245 | .318 | .331 | .11 | .10 | .10 | |
| b. leader ^l | 91 | .194 | .127 | .129 | .124 | .0416 | .0062 | .0035 | .0051 | -- | -- | -- | -- | -- | -- | -- | .060 | .065 | .047 | .18 | .18 | .19 | |
| c. learncom ^l | 86 | .112 | .170 | .170 | .169 | .0341 | .0070 | .0039 | .0058 | -- | -- | -- | -- | -- | -- | -- | .155 | .150 | .156 | -.17 | -.17 | -.17 | |
| d. abroad ^l | 90 | .040 | .040 | .039 | .040 | .0209 | .0037 | .0020 | .0030 | -- | -- | -- | -- | -- | -- | -- | .996 | .948 | .982 | .00 | .01 | .00 | |
| e. research ^l | 90 | .100 | .064 | .055 | .068 | .0316 | .0046 | .0024 | .0039 | -- | -- | -- | -- | -- | -- | -- | .171 | .066 | .242 | .13 | .17 | .11 | |
| f. capstone ^l | 88 | .027 | .043 | .039 | .045 | .0175 | .0038 | .0020 | .0032 | -- | -- | -- | -- | -- | -- | -- | .470 | .583 | .438 | -.09 | -.06 | -.09 | |
| 12. servcourse | 88 | 1.74 | 1.63 | 1.66 | 1.67 | .068 | .013 | .007 | .011 | .64 | .69 | .67 | .71 | 93 | 9,205 | 91 | .122 | .270 | .347 | .16 | .12 | .09 | |
| 13 a. QIstudent | 88 | 5.52 | 5.44 | 5.51 | 5.45 | .132 | .027 | .015 | .023 | 1.24 | 1.47 | 1.44 | 1.47 | 94 | 9,259 | 92 | .517 | .939 | .596 | .06 | .01 | .05 | |
| b. QIadvisor | 84 | 5.00 | 4.98 | 5.15 | 5.03 | .180 | .033 | .018 | .027 | 1.64 | 1.77 | 1.72 | 1.77 | 2,916 | 9,103 | 4,218 | .908 | .433 | .885 | .01 | -.09 | -.02 | |
| c. QIfaculty | 85 | 5.16 | 5.12 | 5.23 | 5.12 | .171 | .030 | .016 | .025 | 1.57 | 1.58 | 1.50 | 1.63 | 2,900 | 9,138 | 4,216 | .835 | .670 | .816 | .02 | -.05 | .03 | |
| d. QIstaff | 75 | 5.04 | 4.84 | 4.89 | 4.81 | .210 | .035 | .019 | .030 | 1.81 | 1.80 | 1.74 | 1.85 | 2,683 | 8,140 | 3,854 | .343 | .458 | .302 | .11 | .09 | .12 | |
| e. QIadmin | 82 | 4.66 | 4.76 | 4.77 | 4.75 | .199 | .034 | .019 | .029 | 1.81 | 1.78 | 1.78 | 1.82 | 2,796 | 8,679 | 4,057 | .616 | .584 | .648 | -.06 | -.06 | -.05 | |
| 14 a. empstudy | 87 | 3.23 | 3.21 | 3.19 | 3.21 | .084 | .015 | .008 | .013 | .78 | .77 | .77 | .78 | 2,702 | 8,627 | 3,933 | .877 | .639 | .805 | .02 | .05 | .03 | |
| b. SEacademic | 85 | 3.16 | 3.15 | 3.09 | 3.13 | .086 | .017 | .009 | .014 | .79 | .84 | .85 | .86 | 2,681 | 8,576 | 3,902 | .939 | .436 | .783 | .01 | .08 | .03 | |
| c. SElearnsup | 87 | 3.16 | 3.24 | 3.12 | 3.19 | .097 | .017 | .010 | .015 | .90 | .88 | .91 | .92 | 2,689 | 8,582 | 3,907 | .410 | .646 | .771 | -.09 | .05 | -.03 | |

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University - Commerce

First-Year Students

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ⁱ | | | Significance ^k | | | Effect size ^e | | | |
|-----------------|----|--------------|--------------|------------------|----------------|-----------------------------|--------------|------------------|----------------|---------------------------------|--------------|------------------|----------------|---------------------------------|-------------------|----------------|---------------------------|-------------------|----------------|--------------------------|-------------------|----------------|--------------------|
| | | A&M Commerce | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 |
| d. SEdiverse | 85 | 2.89 | 2.72 | 2.74 | 2.74 | .101 | .020 | .011 | .016 | .93 | 1.02 | 1.00 | 1.02 | 2,686 | 8,593 | 3,913 | .133 | .180 | .172 | .17 | .15 | .15 | |
| e. SESocial | 86 | 3.08 | 2.97 | 2.98 | 2.96 | .092 | .018 | .010 | .015 | .86 | .92 | .92 | .94 | 2,688 | 8,581 | 3,911 | .263 | .296 | .221 | .12 | .11 | .13 | |
| f. SEwellness | 86 | 3.06 | 2.99 | 2.93 | 2.97 | .112 | .018 | .010 | .015 | 1.05 | .94 | .95 | .95 | 90 | 87 | 89 | .539 | .249 | .419 | .07 | .14 | .10 | |
| g. SEonacad | 85 | 2.52 | 2.45 | 2.38 | 2.45 | .112 | .020 | .011 | .017 | 1.04 | 1.03 | 1.02 | 1.04 | 2,670 | 8,539 | 3,888 | .546 | .236 | .582 | .07 | .13 | .06 | |
| h. SEactivities | 86 | 3.03 | 2.85 | 2.84 | 2.87 | .093 | .019 | .011 | .016 | .86 | .99 | .98 | .99 | 93 | 88 | 91 | .073 | .055 | .096 | .17 | .19 | .16 | |
| i. SEevents | 85 | 2.79 | 2.55 | 2.59 | 2.55 | .108 | .020 | .011 | .017 | 1.00 | 1.02 | 1.00 | 1.03 | 2,661 | 8,490 | 3,877 | .032 | .060 | .033 | .24 | .21 | .23 | |
| 15 a. tmprephrs | 87 | 13.05 | 12.90 | 13.59 | 12.50 | .872 | .165 | .090 | .133 | 8.15 | 8.39 | 8.28 | 8.24 | 2,686 | 8,566 | 3,910 | .875 | .544 | .537 | .02 | -.07 | .07 | |
| b. tmcocurrhrs | 87 | 7.16 | 4.53 | 4.83 | 4.39 | .867 | .122 | .070 | .102 | 8.10 | 6.20 | 6.46 | 6.28 | 90 | 87 | 89 | .004 | .009 | .002 | .42 | .36 | .44 | |
| c. tmworkonhrs | 86 | .87 | 2.36 | 2.21 | 2.18 | .383 | .122 | .060 | .097 | 3.56 | 6.23 | 5.56 | 6.00 | 104 | 90 | 97 | .000 | .001 | .001 | -.24 | -.24 | -.22 | |
| d. tmworkoffhrs | 87 | 7.84 | 5.10 | 6.18 | 6.15 | 1.224 | .182 | .115 | .167 | 11.43 | 9.24 | 10.58 | 10.30 | 90 | 8,498 | 3,880 | .029 | .146 | .131 | .29 | .16 | .16 | |
| — tmworkhrs | 86 | 8.79 | 7.34 | 8.31 | 8.24 | 1.285 | .220 | .129 | .191 | 11.94 | 11.13 | 11.82 | 11.76 | 2,649 | 8,460 | 3,859 | .234 | .703 | .668 | .13 | .04 | .05 | |
| e. tmervicehrs | 86 | 2.69 | 2.53 | 2.57 | 2.86 | .403 | .088 | .050 | .082 | 3.75 | 4.48 | 4.60 | 5.04 | 2,649 | 8,455 | 3,856 | .731 | .806 | .755 | .04 | .03 | -.03 | |
| f. tmrelaxhrs | 85 | 12.87 | 11.45 | 12.01 | 11.00 | 1.033 | .170 | .094 | .139 | 9.54 | 8.63 | 8.61 | 8.55 | 2,660 | 8,492 | 3,871 | .137 | .361 | .047 | .16 | .10 | .22 | |
| g. tmcarehrs | 86 | 3.54 | 3.55 | 4.03 | 4.67 | .807 | .153 | .096 | .147 | 7.47 | 7.77 | 8.80 | 9.06 | 2,650 | 8,455 | 90 | .994 | .605 | .171 | .00 | -.06 | -.13 | |
| h. tmcommutehrs | 86 | 6.20 | 4.88 | 4.18 | 5.26 | .948 | .122 | .065 | .105 | 8.81 | 6.20 | 5.97 | 6.49 | 88 | 86 | 88 | .169 | .036 | .328 | .21 | .34 | .14 | |
| 16. reading | 85 | 2.68 | 2.73 | 2.87 | 2.80 | .110 | .028 | .015 | .025 | 1.02 | 1.11 | 1.07 | 1.10 | 1,659 | 4,907 | 1,957 | .656 | .099 | .307 | -.05 | -.18 | -.11 | |
| — tmreadinghrs | 85 | 6.25 | 5.78 | 6.46 | 5.94 | .690 | .144 | .083 | .136 | 6.35 | 5.71 | 5.73 | 5.87 | 1,654 | 4,874 | 1,947 | .461 | .741 | .634 | .08 | -.04 | .05 | |
| 17 a. pgwrite | 87 | 2.97 | 2.86 | 2.93 | 2.92 | .092 | .018 | .010 | .015 | .86 | .94 | .90 | .92 | 2,676 | 8,514 | 3,899 | .265 | .670 | .572 | .12 | .05 | .06 | |
| b. pgspeak | 87 | 2.77 | 2.70 | 2.76 | 2.77 | .111 | .019 | .010 | .015 | 1.03 | .97 | .94 | .95 | 2,670 | 8,482 | 3,888 | .505 | .897 | .998 | .07 | .01 | .00 | |
| c. pgthink | 85 | 3.08 | 3.07 | 3.08 | 3.09 | .103 | .017 | .009 | .014 | .95 | .85 | .84 | .84 | 2,668 | 85 | 3,884 | .936 | .966 | .896 | .01 | -.01 | -.01 | |
| d. pganalyze | 87 | 2.71 | 2.68 | 2.59 | 2.70 | .105 | .019 | .011 | .016 | .98 | .97 | .99 | .97 | 2,666 | 8,484 | 3,885 | .739 | .269 | .940 | .04 | .12 | .01 | |
| e. pgwork | 87 | 2.68 | 2.59 | 2.65 | 2.61 | .102 | .020 | .011 | .016 | .95 | 1.00 | .98 | 1.00 | 2,669 | 8,490 | 3,889 | .441 | .828 | .554 | .08 | .02 | .06 | |
| f. pgothers | 85 | 2.94 | 2.87 | 2.85 | 2.87 | .097 | .018 | .010 | .015 | .89 | .93 | .91 | .94 | 2,662 | 8,462 | 3,879 | .462 | .369 | .483 | .08 | .10 | .08 | |
| g. pgvalues | 86 | 2.90 | 2.69 | 2.73 | 2.72 | .103 | .020 | .011 | .016 | .96 | 1.01 | .99 | 1.00 | 2,664 | 8,477 | 3,881 | .059 | .106 | .090 | .21 | .18 | .18 | |
| h. pgdiverse | 87 | 2.80 | 2.76 | 2.78 | 2.77 | .113 | .019 | .011 | .016 | 1.05 | .98 | .97 | .99 | 91 | 88 | 3,884 | .748 | .870 | .787 | .04 | .02 | .03 | |
| i. pgprobsolve | 86 | 2.75 | 2.61 | 2.63 | 2.62 | .107 | .019 | .011 | .016 | .99 | .98 | .96 | .99 | 2,669 | 8,467 | 3,877 | .186 | .252 | .227 | .14 | .12 | .13 | |
| j. pgcitizen | 85 | 2.82 | 2.62 | 2.67 | 2.66 | .101 | .020 | .011 | .016 | .94 | .99 | .97 | 1.00 | 2,658 | 8,428 | 3,866 | .064 | .152 | .144 | .20 | .16 | .16 | |
| 18. evalexp | 87 | 3.12 | 3.18 | 3.19 | 3.19 | .074 | .014 | .008 | .011 | .69 | .70 | .73 | .70 | 2,682 | 8,526 | 3,898 | .447 | .357 | .367 | -.08 | -.10 | -.10 | |
| 19. sameinst | 86 | 3.19 | 3.20 | 3.20 | 3.21 | .072 | .015 | .009 | .013 | .67 | .78 | .83 | .78 | 2,682 | 87 | 90 | .945 | .912 | .837 | -.01 | -.01 | -.02 | |

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University - Commerce

Seniors

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | | |
|-----------------|-----|--------------|--------------|------------------|----------------|-----------------------------|--------------|------------------|----------------|---------------------------------|--------------|------------------|----------------|---------------------------------|-------------------|----------------|---------------------------|-------------------|----------------|--------------------------|-------------------|----------------|--------------------|
| | | A&M Commerce | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 |
| 1 a. askquest | 493 | 3.32 | 3.07 | 3.32 | 3.09 | .034 | .010 | .005 | .008 | .75 | .88 | .82 | .87 | 583 | 513 | 553 | .000 | .950 | .000 | .29 | .00 | .27 | |
| b. drafts | 491 | 2.68 | 2.56 | 2.65 | 2.58 | .046 | .012 | .006 | .010 | 1.01 | 1.01 | 1.05 | 1.02 | 8,007 | 510 | 11,328 | .014 | .640 | .039 | .11 | .02 | .10 | |
| c. unpreparedr | 489 | 3.11 | 3.04 | 3.11 | 3.04 | .035 | .009 | .005 | .008 | .78 | .79 | .80 | .78 | 7,967 | 27,693 | 11,294 | .077 | .956 | .079 | .08 | .00 | .08 | |
| d. attendart | 492 | 1.91 | 1.76 | 1.80 | 1.79 | .046 | .011 | .006 | .009 | 1.02 | .91 | .92 | .92 | 544 | 506 | 528 | .002 | .020 | .011 | .16 | .12 | .13 | |
| e. CLaskhelp | 491 | 2.39 | 2.43 | 2.25 | 2.41 | .042 | .010 | .005 | .009 | .94 | .91 | .88 | .90 | 7,965 | 506 | 11,277 | .349 | .001 | .602 | -.04 | .16 | -.02 | |
| f. CLexplain | 485 | 2.75 | 2.75 | 2.65 | 2.76 | .041 | .010 | .005 | .008 | .90 | .87 | .85 | .86 | 7,825 | 27,040 | 11,058 | .932 | .015 | .819 | .00 | .11 | -.01 | |
| g. CLstudy | 488 | 2.45 | 2.51 | 2.34 | 2.51 | .048 | .012 | .006 | .010 | 1.05 | 1.03 | 1.03 | 1.01 | 7,834 | 27,054 | 11,082 | .246 | .021 | .205 | -.05 | .11 | -.06 | |
| h. CLproject | 487 | 2.88 | 2.87 | 3.10 | 2.88 | .041 | .011 | .006 | .009 | .91 | .93 | .92 | .92 | 7,797 | 26,984 | 11,025 | .747 | .000 | .988 | .02 | -.23 | .00 | |
| i. present | 483 | 2.54 | 2.57 | 2.72 | 2.60 | .047 | .012 | .006 | .010 | 1.03 | 1.00 | 1.04 | 1.00 | 7,752 | 26,878 | 10,985 | .476 | .000 | .156 | -.03 | -.17 | -.07 | |
| 2 a. RIntegrate | 478 | 3.11 | 2.97 | 3.03 | 2.97 | .038 | .010 | .005 | .008 | .82 | .87 | .86 | .86 | 7,670 | 26,585 | 10,873 | .000 | .036 | .001 | .16 | .10 | .16 | |
| b. RIsocietal | 472 | 2.91 | 2.79 | 2.97 | 2.80 | .041 | .011 | .006 | .009 | .88 | .93 | .90 | .92 | 542 | 26,174 | 519 | .004 | .147 | .008 | .13 | -.07 | .12 | |
| c. RIdiverse | 473 | 2.82 | 2.56 | 2.82 | 2.58 | .042 | .012 | .006 | .010 | .92 | .99 | .95 | .98 | 546 | 26,300 | 522 | .000 | 1.000 | .000 | .26 | .00 | .24 | |
| d. Rlownview | 476 | 3.01 | 2.84 | 2.98 | 2.84 | .038 | .010 | .005 | .008 | .82 | .87 | .83 | .86 | 549 | 26,251 | 525 | .000 | .492 | .000 | .20 | .03 | .20 | |
| e. Rlperspect | 473 | 3.11 | 2.93 | 3.05 | 2.93 | .037 | .010 | .005 | .008 | .80 | .85 | .81 | .85 | 7,558 | 26,197 | 10,736 | .000 | .152 | .000 | .22 | .07 | .22 | |
| f. Rlnewview | 468 | 3.03 | 2.94 | 3.03 | 2.94 | .037 | .010 | .005 | .008 | .81 | .83 | .81 | .82 | 7,521 | 26,145 | 10,673 | .026 | .920 | .026 | .11 | .00 | .11 | |
| g. Rlconnect | 467 | 3.39 | 3.22 | 3.32 | 3.23 | .032 | .009 | .005 | .008 | .69 | .78 | .73 | .76 | 549 | 25,992 | 10,633 | .000 | .036 | .000 | .21 | .10 | .21 | |
| 3 a. SFcareer | 468 | 2.47 | 2.35 | 2.37 | 2.36 | .049 | .012 | .006 | .010 | 1.05 | .98 | .99 | .99 | 522 | 482 | 505 | .010 | .030 | .018 | .13 | .11 | .12 | |
| b. SFotherwork | 470 | 1.92 | 1.89 | 1.80 | 1.90 | .049 | .012 | .006 | .010 | 1.07 | 1.04 | 1.02 | 1.04 | 7,508 | 25,984 | 10,653 | .547 | .009 | .556 | .03 | .12 | .03 | |
| c. SFdiscuss | 469 | 2.08 | 2.13 | 2.04 | 2.13 | .047 | .012 | .006 | .010 | 1.02 | .99 | 1.00 | .99 | 7,491 | 25,942 | 10,623 | .318 | .342 | .327 | -.05 | .04 | -.05 | |
| d. SFperform | 467 | 2.29 | 2.21 | 2.22 | 2.22 | .046 | .011 | .006 | .009 | 1.00 | .94 | .94 | .95 | 523 | 481 | 506 | .102 | .177 | .194 | .08 | .07 | .06 | |
| 4 a. memorize | 472 | 2.78 | 2.79 | 2.65 | 2.81 | .042 | .011 | .006 | .009 | .92 | .92 | .95 | .90 | 7,512 | 489 | 10,681 | .908 | .002 | .584 | -.01 | .14 | -.03 | |
| b. HOapply | 469 | 3.23 | 3.15 | 3.19 | 3.15 | .034 | .010 | .005 | .008 | .74 | .83 | .79 | .81 | 7,485 | 25,841 | 10,633 | .066 | .386 | .062 | .09 | .04 | .09 | |
| c. HOanalyze | 471 | 3.20 | 3.13 | 3.18 | 3.12 | .037 | .010 | .005 | .008 | .80 | .85 | .81 | .84 | 7,457 | 25,830 | 10,611 | .088 | .708 | .059 | .08 | .02 | .09 | |
| d. HOevaluate | 467 | 3.16 | 2.99 | 3.10 | 3.00 | .039 | .011 | .005 | .009 | .83 | .89 | .84 | .88 | 7,458 | 25,827 | 10,601 | .000 | .152 | .000 | .19 | .07 | .19 | |
| e. HOform | 467 | 3.14 | 3.02 | 3.09 | 3.02 | .037 | .011 | .005 | .009 | .79 | .88 | .84 | .87 | 7,431 | 25,708 | 10,553 | .003 | .160 | .003 | .14 | .07 | .14 | |
| 5 a. ETgoals | 476 | 3.31 | 3.21 | 3.22 | 3.21 | .035 | .010 | .005 | .008 | .76 | .80 | .80 | .80 | 7,512 | 26,002 | 10,659 | .007 | .011 | .010 | .13 | .12 | .12 | |
| b. ETorganize | 475 | 3.24 | 3.14 | 3.17 | 3.14 | .036 | .010 | .005 | .008 | .78 | .82 | .81 | .83 | 7,489 | 25,940 | 10,623 | .011 | .079 | .016 | .12 | .08 | .11 | |
| c. ETexample | 471 | 3.21 | 3.16 | 3.11 | 3.16 | .038 | .010 | .005 | .008 | .82 | .85 | .87 | .85 | 7,483 | 25,877 | 10,609 | .216 | .016 | .188 | .06 | .11 | .06 | |
| d. ETdraftfb | 472 | 2.85 | 2.80 | 2.84 | 2.82 | .047 | .012 | .006 | .010 | 1.02 | 1.01 | 1.02 | 1.00 | 7,474 | 25,859 | 10,601 | .238 | .744 | .466 | .06 | .02 | .03 | |
| e. ETfeedback | 469 | 2.94 | 2.90 | 2.99 | 2.91 | .044 | .011 | .006 | .009 | .95 | .95 | .91 | .94 | 7,437 | 485 | 10,546 | .361 | .239 | .520 | .04 | -.06 | .03 | |

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University - Commerce

Seniors

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | |
|---------------------------|--------------|--------------|------------------|----------------|--------------------|-----------------------------|------------------|----------------|--------------------|---------------------------------|------------------|----------------|--------------------|---------------------------------|----------------|--------------------|---------------------------|----------------|--------------------|--------------------------|----------------|--------------------|
| | A&M Commerce | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 |
| 6 a. QRconclude | 476 | 2.66 | 2.65 | 2.64 | 2.63 | .043 | .012 | .006 | .010 | .93 | .97 | .96 | .97 | 7,513 | 25,971 | 10,654 | .952 | .729 | .608 | .00 | .02 | .02 |
| b. QRproblem | 474 | 2.46 | 2.43 | 2.47 | 2.42 | .045 | .012 | .006 | .010 | .98 | 1.01 | .98 | 1.00 | 7,493 | 25,878 | 10,625 | .549 | .938 | .396 | .03 | .00 | .04 |
| c. QRevaluate | 474 | 2.38 | 2.40 | 2.43 | 2.38 | .043 | .012 | .006 | .010 | .94 | .98 | .96 | .98 | 7,471 | 25,848 | 10,598 | .697 | .290 | .979 | -.02 | -.05 | .00 |
| 7 a. wrshortnum | 448 | 6.06 | 6.22 | 9.30 | 6.15 | .265 | .077 | .050 | .063 | 5.61 | 6.13 | 7.55 | 6.02 | 526 | 479 | 9,535 | .562 | .000 | .760 | -.03 | -.43 | -.01 |
| b. wrmednum | 439 | 2.47 | 3.03 | 5.10 | 2.90 | .160 | .053 | .039 | .042 | 3.35 | 4.18 | 5.92 | 3.94 | 540 | 492 | 499 | .001 | .000 | .010 | -.14 | -.45 | -.11 |
| c. wrlongnum | 425 | 1.39 | 1.96 | 2.66 | 1.83 | .141 | .051 | .031 | .040 | 2.90 | 3.99 | 4.62 | 3.79 | 544 | 467 | 497 | .000 | .000 | .003 | -.15 | -.28 | -.12 |
| — wrpages | 417 | 56.17 | 67.61 | 103.50 | 64.87 | 3.248 | 1.168 | .761 | .923 | 66.32 | 89.09 | 111.28 | 84.76 | 530 | 463 | 485 | .001 | .000 | .010 | -.13 | -.43 | -.10 |
| 8 a. DDrace | 460 | 3.29 | 3.16 | 3.24 | 3.11 | .042 | .012 | .006 | .010 | .89 | .96 | .89 | .97 | 7,034 | 24,473 | 10,012 | .005 | .188 | .000 | .14 | .06 | .19 |
| b. DDeconomic | 460 | 3.21 | 3.13 | 3.22 | 3.10 | .041 | .011 | .006 | .010 | .89 | .93 | .87 | .93 | 7,006 | 24,412 | 9,976 | .072 | .956 | .008 | .09 | .00 | .13 |
| c. DDreligion | 458 | 3.09 | 3.06 | 3.13 | 3.02 | .045 | .012 | .006 | .010 | .97 | .97 | .93 | .98 | 7,006 | 24,357 | 9,961 | .565 | .408 | .114 | .03 | -.04 | .08 |
| d. DDpolitical | 458 | 3.13 | 3.03 | 3.14 | 3.01 | .044 | .012 | .006 | .010 | .94 | .97 | .91 | .97 | 6,971 | 24,263 | 9,922 | .032 | .902 | .008 | .10 | -.01 | .13 |
| 9 a. LSreading | 459 | 3.38 | 3.26 | 3.35 | 3.27 | .034 | .010 | .005 | .008 | .74 | .79 | .75 | .78 | 6,986 | 24,340 | 9,949 | .001 | .399 | .003 | .15 | .04 | .14 |
| b. LSnotes | 458 | 3.18 | 3.01 | 2.96 | 3.03 | .041 | .011 | .006 | .009 | .87 | .92 | .95 | .91 | 6,975 | 24,259 | 9,917 | .000 | .000 | .001 | .18 | .22 | .16 |
| c. LSsummary | 453 | 3.09 | 2.97 | 3.03 | 2.97 | .043 | .012 | .006 | .009 | .91 | .93 | .90 | .92 | 6,907 | 24,066 | 9,828 | .007 | .147 | .007 | .13 | .07 | .13 |
| 10. challenge | 457 | 5.88 | 5.80 | 5.81 | 5.81 | .052 | .015 | .008 | .012 | 1.11 | 1.24 | 1.20 | 1.21 | 539 | 477 | 510 | .172 | .183 | .203 | .06 | .06 | .06 |
| 11 a. intern ^l | 458 | .304 | .412 | .416 | .405 | .0215 | .0061 | .0032 | .0050 | -- | -- | -- | -- | -- | -- | -- | .000 | .000 | .000 | -.23 | -.23 | -.21 |
| b. leader ^l | 459 | .303 | .302 | .298 | .287 | .0215 | .0057 | .0030 | .0047 | -- | -- | -- | -- | -- | -- | -- | .981 | .839 | .461 | .00 | .01 | .03 |
| c. learncom ^l | 458 | .212 | .242 | .230 | .237 | .0191 | .0053 | .0027 | .0044 | -- | -- | -- | -- | -- | -- | -- | .150 | .376 | .235 | -.07 | -.04 | -.06 |
| d. abroad ^l | 461 | .083 | .072 | .107 | .071 | .0129 | .0032 | .0020 | .0027 | -- | -- | -- | -- | -- | -- | -- | .375 | .098 | .327 | .04 | -.08 | .05 |
| e. research ^l | 458 | .188 | .207 | .181 | .200 | .0183 | .0050 | .0025 | .0041 | -- | -- | -- | -- | -- | -- | -- | .337 | .676 | .527 | -.05 | .02 | -.03 |
| f. capstone ^l | 455 | .315 | .330 | .401 | .330 | .0218 | .0058 | .0032 | .0049 | -- | -- | -- | -- | -- | -- | -- | .510 | .000 | .493 | -.03 | -.18 | -.03 |
| 12. servcourse | 456 | 1.71 | 1.79 | 1.76 | 1.79 | .035 | .009 | .005 | .008 | .75 | .75 | .72 | .75 | 6,923 | 24,129 | 9,858 | .025 | .160 | .020 | -.11 | -.07 | -.11 |
| 13 a. QIstudent | 449 | 5.83 | 5.71 | 5.75 | 5.72 | .063 | .017 | .008 | .014 | 1.33 | 1.39 | 1.30 | 1.39 | 6,854 | 24,028 | 9,783 | .094 | .184 | .115 | .08 | .06 | .08 |
| b. QIadvisor | 448 | 5.40 | 5.21 | 5.41 | 5.21 | .083 | .022 | .011 | .019 | 1.76 | 1.76 | 1.75 | 1.79 | 6,877 | 23,879 | 9,773 | .031 | .936 | .027 | .11 | .00 | .11 |
| c. QIfaculty | 452 | 5.70 | 5.52 | 5.64 | 5.53 | .066 | .018 | .009 | .015 | 1.41 | 1.48 | 1.38 | 1.49 | 523 | 23,789 | 501 | .010 | .412 | .015 | .12 | .04 | .11 |
| d. QIstaff | 348 | 5.10 | 4.85 | 4.91 | 4.85 | .096 | .026 | .014 | .021 | 1.79 | 1.86 | 1.83 | 1.86 | 5,557 | 17,955 | 8,073 | .018 | .062 | .014 | .13 | .10 | .13 |
| e. QIadmin | 439 | 5.21 | 4.89 | 5.02 | 4.90 | .080 | .023 | .012 | .019 | 1.68 | 1.80 | 1.82 | 1.80 | 6,620 | 22,877 | 9,494 | .000 | .023 | .000 | .18 | .11 | .17 |
| 14 a. empstudy | 439 | 3.20 | 3.25 | 3.17 | 3.20 | .036 | .010 | .005 | .008 | .75 | .78 | .79 | .79 | 6,550 | 23,034 | 9,338 | .226 | .493 | .938 | -.06 | .03 | .00 |
| b. SEacademic | 437 | 3.09 | 2.99 | 3.00 | 2.98 | .038 | .012 | .006 | .010 | .79 | .90 | .88 | .90 | 6,492 | 22,852 | 494 | .036 | .034 | .005 | .10 | .10 | .12 |
| c. SElearnsup | 436 | 2.93 | 2.90 | 2.97 | 2.89 | .045 | .013 | .006 | .010 | .94 | .98 | .94 | .97 | 6,503 | 22,898 | 9,279 | .501 | .420 | .391 | .03 | -.04 | .04 |

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University - Commerce

Seniors

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | | |
|-----------------|-----|--------------|--------------|------------------|----------------|-----------------------------|--------------|------------------|----------------|---------------------------------|--------------|------------------|----------------|---------------------------------|-------------------|----------------|---------------------------|-------------------|----------------|--------------------------|-------------------|----------------|--------------------|
| | | A&M Commerce | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | A&M Commerce | Southwest Public | Carnegie Class | Comparison Group 3 | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 | Southwest Public | Carnegie Class | Comparison Group 3 |
| d. SEdiverse | 438 | 2.94 | 2.64 | 2.71 | 2.62 | .045 | .013 | .007 | .011 | .93 | 1.03 | 1.03 | 1.02 | 516 | 458 | 490 | .000 | .000 | .000 | .29 | .22 | .31 | |
| e. SESocial | 436 | 3.02 | 2.83 | 2.77 | 2.82 | .043 | .012 | .007 | .010 | .89 | .96 | 1.00 | .95 | 511 | 457 | 486 | .000 | .000 | .000 | .20 | .25 | .20 | |
| f. SEwellness | 437 | 2.99 | 2.74 | 2.64 | 2.74 | .045 | .013 | .007 | .011 | .93 | .99 | 1.04 | .99 | 511 | 458 | 487 | .000 | .000 | .000 | .25 | .34 | .25 | |
| g. SEonacad | 436 | 2.33 | 2.12 | 2.13 | 2.14 | .051 | .013 | .007 | .011 | 1.06 | 1.04 | 1.03 | 1.04 | 498 | 451 | 478 | .000 | .000 | .000 | .21 | .19 | .19 | |
| h. SEactivities | 438 | 2.78 | 2.58 | 2.40 | 2.62 | .049 | .013 | .007 | .011 | 1.02 | 1.02 | 1.08 | 1.01 | 6,464 | 457 | 9,229 | .000 | .000 | .002 | .19 | .34 | .15 | |
| i. SEevents | 436 | 2.61 | 2.39 | 2.30 | 2.42 | .049 | .013 | .007 | .011 | 1.02 | 1.02 | 1.04 | 1.01 | 6,472 | 22,702 | 9,214 | .000 | .000 | .000 | .21 | .29 | .19 | |
| 15 a. tmprephrs | 440 | 13.95 | 14.49 | 15.03 | 13.97 | .405 | .117 | .059 | .095 | 8.48 | 9.12 | 8.90 | 8.91 | 515 | 458 | 9,286 | .197 | .008 | .949 | -.06 | -.12 | .00 | |
| b. tmcocurrhrs | 436 | 4.17 | 3.79 | 3.66 | 3.70 | .328 | .082 | .043 | .067 | 6.85 | 6.36 | 6.41 | 6.25 | 491 | 450 | 472 | .263 | .126 | .160 | .06 | .08 | .07 | |
| c. tmworkonhrs | 440 | 3.65 | 3.56 | 2.85 | 3.61 | .362 | .097 | .045 | .082 | 7.60 | 7.57 | 6.73 | 7.67 | 6,491 | 453 | 9,247 | .823 | .030 | .930 | .01 | .12 | .00 | |
| d. tmworkoffhrs | 436 | 14.24 | 12.90 | 14.99 | 13.50 | .707 | .178 | .096 | .150 | 14.75 | 13.84 | 14.33 | 14.00 | 492 | 451 | 475 | .067 | .294 | .301 | .10 | -.05 | .05 | |
| — tmworkhrs | 433 | 17.68 | 16.32 | 17.72 | 16.96 | .666 | .180 | .095 | .150 | 13.86 | 13.93 | 14.16 | 13.98 | 6,419 | 22,568 | 9,131 | .049 | .957 | .290 | .10 | .00 | .05 | |
| e. tmservicehrs | 437 | 3.71 | 3.38 | 3.30 | 3.42 | .272 | .075 | .037 | .061 | 5.69 | 5.79 | 5.59 | 5.72 | 6,438 | 22,660 | 9,161 | .245 | .131 | .305 | .06 | .07 | .05 | |
| f. tmrelaxhrs | 440 | 9.48 | 9.10 | 9.83 | 8.99 | .362 | .102 | .054 | .083 | 7.59 | 7.93 | 8.00 | 7.78 | 6,468 | 22,754 | 9,222 | .337 | .357 | .196 | .05 | -.04 | .06 | |
| g. tmcarehrs | 438 | 11.17 | 9.45 | 9.90 | 9.83 | .649 | .168 | .089 | .140 | 13.58 | 13.03 | 13.32 | 13.12 | 497 | 22,666 | 479 | .011 | .048 | .044 | .13 | .10 | .10 | |
| h. tmcommutehrs | 440 | 4.63 | 5.30 | 4.09 | 5.57 | .288 | .076 | .039 | .065 | 6.04 | 5.88 | 5.82 | 6.11 | 6,473 | 22,762 | 9,223 | .020 | .057 | .002 | -.11 | .09 | -.15 | |
| 16. reading | 437 | 3.08 | 2.99 | 3.00 | 3.01 | .054 | .019 | .012 | .017 | 1.13 | 1.22 | 1.17 | 1.20 | 4,721 | 10,454 | 5,319 | .118 | .121 | .196 | .08 | .08 | .06 | |
| — tmreadinghrs | 435 | 7.71 | 7.51 | 7.28 | 7.34 | .320 | .105 | .065 | .098 | 6.66 | 6.87 | 6.47 | 6.80 | 4,695 | 10,388 | 5,289 | .566 | .176 | .274 | .03 | .07 | .05 | |
| 17 a. pgwrite | 441 | 3.04 | 3.01 | 3.19 | 3.04 | .042 | .012 | .006 | .010 | .88 | .94 | .89 | .92 | 6,497 | 22,852 | 9,251 | .451 | .001 | .865 | .04 | -.16 | .01 | |
| b. pgspeak | 438 | 2.97 | 2.94 | 2.98 | 2.97 | .044 | .012 | .007 | .010 | .92 | .96 | .97 | .94 | 6,464 | 22,763 | 9,209 | .514 | .832 | .896 | .03 | -.01 | .01 | |
| c. pgthink | 442 | 3.29 | 3.30 | 3.35 | 3.30 | .037 | .010 | .005 | .009 | .77 | .81 | .78 | .80 | 6,477 | 22,746 | 9,209 | .850 | .122 | .910 | -.01 | -.07 | -.01 | |
| d. pganalyze | 441 | 2.87 | 2.88 | 2.82 | 2.87 | .046 | .013 | .007 | .010 | .96 | .98 | 1.00 | .98 | 6,461 | 458 | 9,207 | .814 | .249 | .952 | -.01 | .05 | .00 | |
| e. pgwork | 437 | 3.06 | 3.01 | 3.01 | 2.99 | .043 | .013 | .006 | .010 | .90 | .98 | .97 | .98 | 6,468 | 22,808 | 9,224 | .255 | .290 | .104 | .06 | .05 | .08 | |
| f. pgothers | 439 | 3.14 | 3.08 | 3.13 | 3.07 | .041 | .012 | .006 | .010 | .86 | .91 | .89 | .90 | 6,447 | 22,722 | 9,196 | .212 | .915 | .132 | .06 | .01 | .07 | |
| g. pgvalues | 439 | 2.95 | 2.86 | 2.93 | 2.86 | .048 | .013 | .007 | .011 | 1.00 | 1.04 | 1.01 | 1.04 | 509 | 22,765 | 486 | .081 | .652 | .070 | .08 | .02 | .09 | |
| h. pgdiverse | 440 | 3.06 | 2.89 | 2.93 | 2.88 | .043 | .013 | .007 | .011 | .91 | 1.01 | .99 | 1.00 | 521 | 460 | 494 | .000 | .003 | .000 | .17 | .13 | .17 | |
| i. pgprobsolve | 438 | 2.91 | 2.86 | 2.89 | 2.85 | .045 | .013 | .007 | .010 | .95 | .98 | .97 | .98 | 509 | 22,747 | 9,199 | .249 | .575 | .178 | .06 | .03 | .07 | |
| j. pgcitizen | 438 | 2.86 | 2.72 | 2.80 | 2.73 | .045 | .013 | .007 | .011 | .94 | 1.03 | 1.01 | 1.02 | 518 | 458 | 491 | .003 | .147 | .006 | .14 | .07 | .13 | |
| 18. evalexp | 442 | 3.34 | 3.24 | 3.30 | 3.24 | .033 | .010 | .005 | .008 | .70 | .76 | .75 | .76 | 6,487 | 22,872 | 9,250 | .008 | .181 | .004 | .13 | .06 | .14 | |
| 19. sameinst | 442 | 3.28 | 3.23 | 3.22 | 3.22 | .039 | .011 | .006 | .009 | .83 | .86 | .87 | .86 | 6,496 | 22,886 | 9,263 | .204 | .158 | .121 | .06 | .07 | .08 | |

Endnotes

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



NSSE 2014
High-Impact Practices
Texas A&M University - Commerce

About Your High-Impact Practices Report

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

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)

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

Overall HIP Participation

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

Statistical Comparisons

Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student

Characteristics (p. 8)

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

Interpreting Comparisons

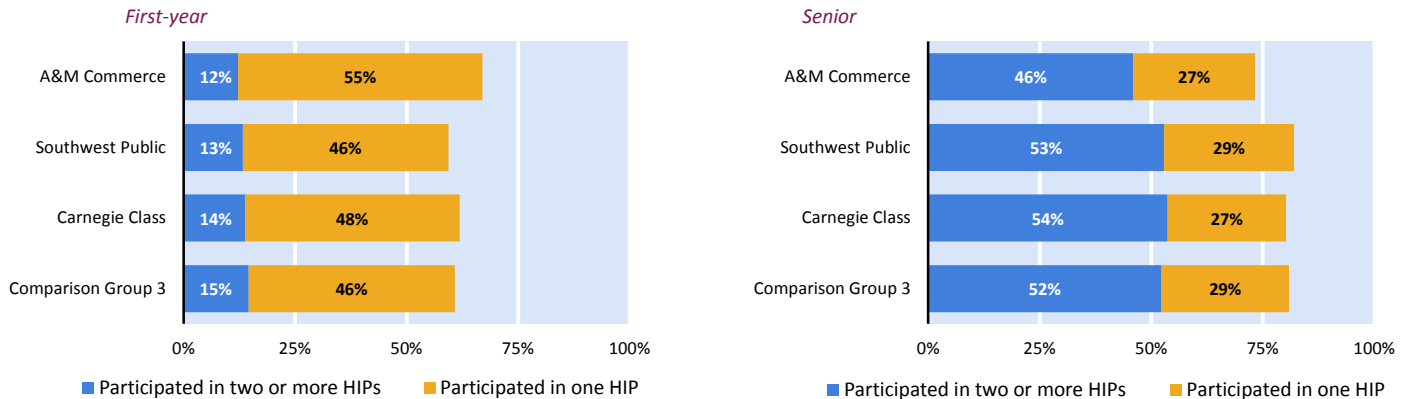
The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

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

Overall HIP Participation

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



Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

| | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
|-------------------------------------|--------------|--------------------------|------------------|--------------------------|----------------|--------------------------|--------------------|--------------------------|
| | % | Effect size ^a | % | Effect size ^a | % | Effect size ^a | % | Effect size ^a |
| <i>First-year</i> | | | | | | | | |
| 11c. Learning Community | 11 | | 17 | -.17 | 17 | -.17 | 17 | -.17 |
| 12. Service-Learning | 64 | | 52 * | .25 | 56 | .17 | 55 | .19 |
| 11e. Research with Faculty | 10 | | 6 | .13 | 6 | .17 | 7 | .11 |
| Participated in at least one | 67 | | 59 | .16 | 62 | .11 | 61 | .13 |
| Participated in two or more | 12 | | 13 | -.03 | 14 | -.05 | 15 | -.07 |
| <i>Senior</i> | | | | | | | | |
| 11c. Learning Community | 21 | | 24 | -.07 | 23 | -.04 | 24 | -.06 |
| 12. Service-Learning | 57 | | 62 * | -.11 | 61 * | -.10 | 62 * | -.11 |
| 11e. Research with Faculty | 19 | | 21 | -.05 | 18 | .02 | 20 | -.03 |
| 11a. Internship or Field Exp. | 30 | | 41 *** | -.23 | 42 *** | -.23 | 41 *** | -.21 |
| 11d. Study Abroad | 8 | | 7 | .04 | 11 | -.08 | 7 | .05 |
| 11f. Culminating Senior Exp. | 31 | | 33 | -.03 | 40 *** | -.18 | 33 | -.03 |
| Participated in at least one | 73 | | 82 *** | -.21 | 80 *** | -.17 | 81 *** | -.18 |
| Participated in two or more | 46 | | 53 ** | -.14 | 54 ** | -.15 | 52 ** | -.13 |

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

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

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

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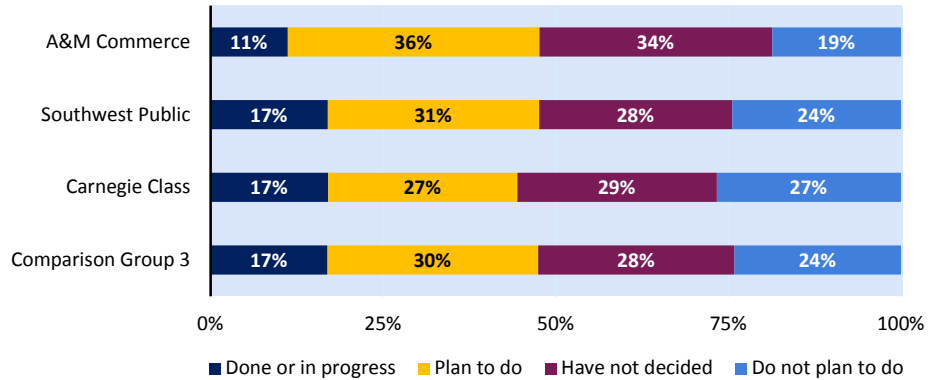
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

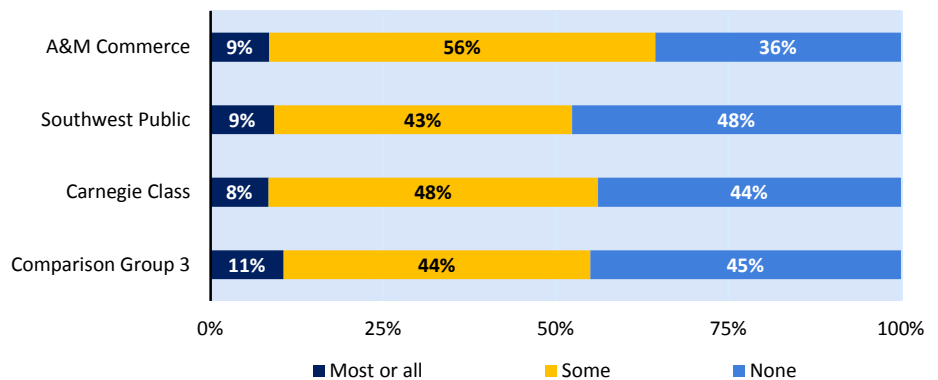
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

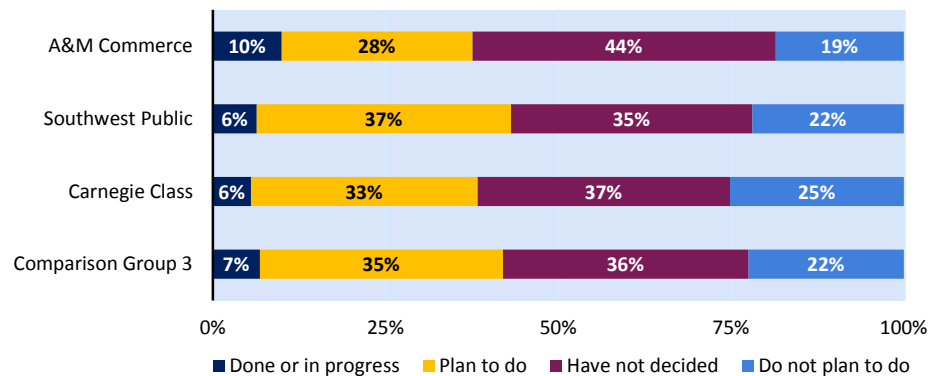
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



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

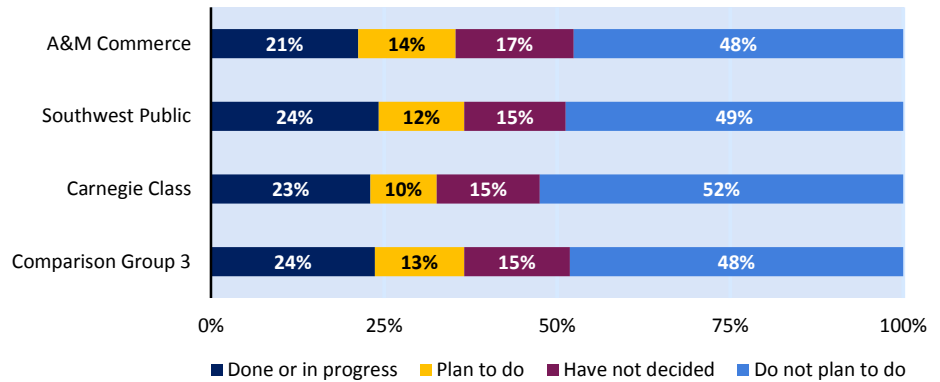
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

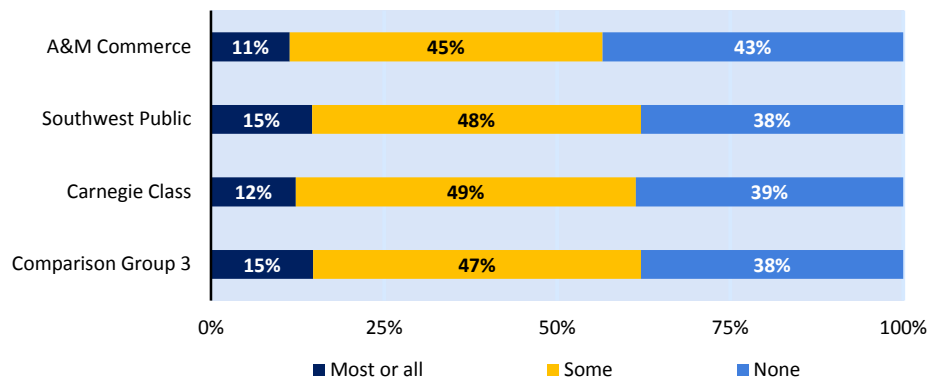
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

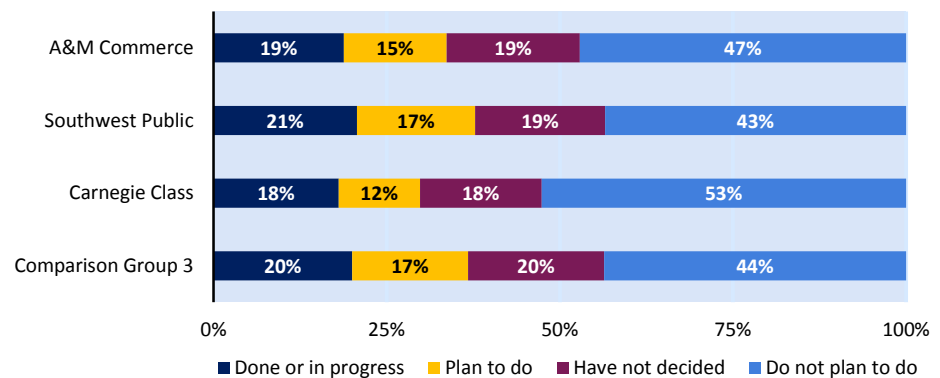
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



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

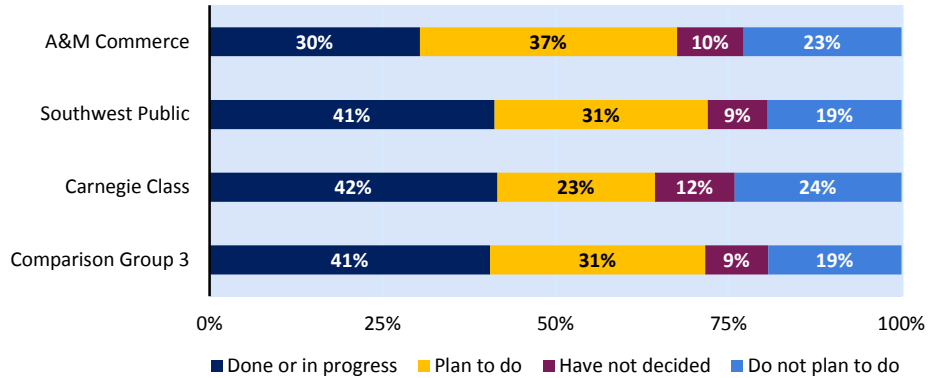
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

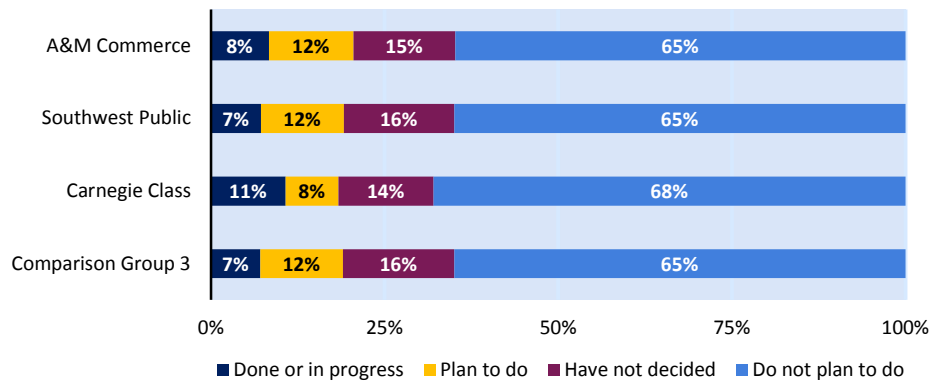
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

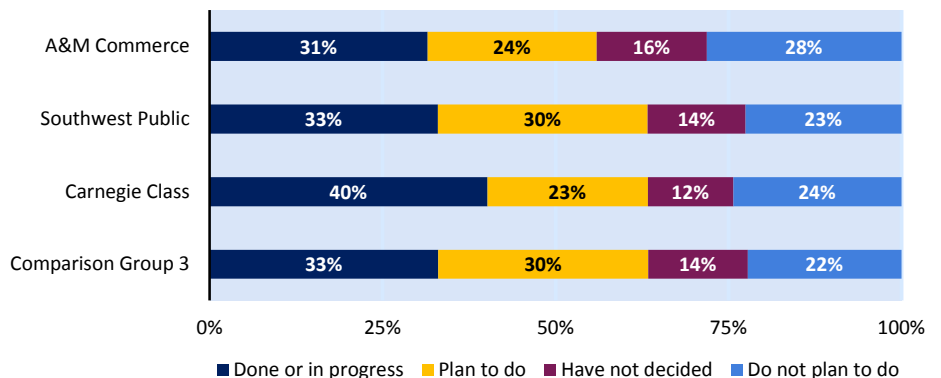
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

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



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

Participation in High-Impact Practices by Student Characteristics

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

| | First-year | | | Senior | | | | | |
|--|--------------------|------------------|-----------------------|--------------------|------------------|-----------------------|--------------------------------|--------------|-------------------------------|
| | Learning Community | Service-Learning | Research with Faculty | Learning Community | Service-Learning | Research with Faculty | Internship or Field Experience | Study Abroad | Culminating Senior Experience |
| Sex^a | % | % | % | % | % | % | % | % | % |
| Female | 6 | 76 | 8 | 23 | 61 | 18 | 29 | 7 | 29 |
| Male | 17 | 65 | 9 | 20 | 52 | 21 | 34 | 11 | 37 |
| Race/ethnicity or international^a | | | | | | | | | |
| American Indian or Alaska Native | — | — | — | — | — | — | — | — | — |
| Asian | — | — | — | — | — | — | — | — | — |
| Black or African American | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | — | — | — | — | — | — | — | — | — |
| Native Hawaiian/Other Pac. Islander | — | — | — | — | — | — | — | — | — |
| White | — | — | — | — | — | — | — | — | — |
| Other | — | — | — | — | — | — | — | — | — |
| Foreign or nonresident alien | — | — | — | — | — | — | — | — | — |
| Two or more races/ethnicities | — | — | — | — | — | — | — | — | — |
| Age | | | | | | | | | |
| Traditional (FY < 21, Seniors < 25): | 14 | 75 | 8 | 26 | 63 | 26 | 36 | 14 | 40 |
| Nontraditional (FY 21+, Seniors 25+) | — | — | — | 17 | 51 | 13 | 26 | 4 | 25 |
| First-generation^b | | | | | | | | | |
| Not first-generation | 6 | 70 | 9 | 24 | 53 | 27 | 31 | 12 | 39 |
| First-generation | 17 | 71 | 8 | 20 | 60 | 15 | 32 | 7 | 28 |
| Enrollment status^a | | | | | | | | | |
| Not full-time | 9 | 33 | 15 | 15 | 45 | 14 | 22 | 5 | 24 |
| Full-time | 12 | 77 | 8 | 23 | 61 | 20 | 33 | 9 | 34 |
| Residence | | | | | | | | | |
| Living off campus | 7 | 63 | 7 | 19 | 54 | 14 | 30 | 6 | 28 |
| Living on campus | 15 | 75 | 9 | 36 | 70 | 47 | 39 | 23 | 53 |
| Major category^c | | | | | | | | | |
| Arts & humanities | — | — | — | 11 | 54 | 19 | 25 | 21 | 36 |
| Biological sciences, agriculture, natural res. | — | — | — | 9 | 57 | 30 | 43 | 0 | 26 |
| Physical sciences, math, computer science | 8 | 77 | 0 | 12 | 28 | 40 | 20 | 8 | 46 |
| Social sciences | — | — | — | 21 | 41 | 33 | 12 | 18 | 31 |
| Business | 12 | 63 | 0 | 19 | 45 | 11 | 15 | 7 | 24 |
| Communications, media, public relations | — | — | — | — | — | — | — | — | — |
| Education | 17 | 69 | 0 | 27 | 83 | 11 | 57 | 6 | 42 |
| Engineering | — | — | — | — | — | — | — | — | — |
| Health professions | 13 | 73 | 13 | 30 | 78 | 19 | 32 | 8 | 28 |
| Social service professions | — | — | — | 42 | 65 | 16 | 38 | 10 | 43 |
| Undecided/undeclared | — | — | — | — | — | — | — | — | — |
| Overall | 11 | 64 | 10 | 21 | 57 | 19 | 30 | 8 | 31 |

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

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

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



NSSE 2014

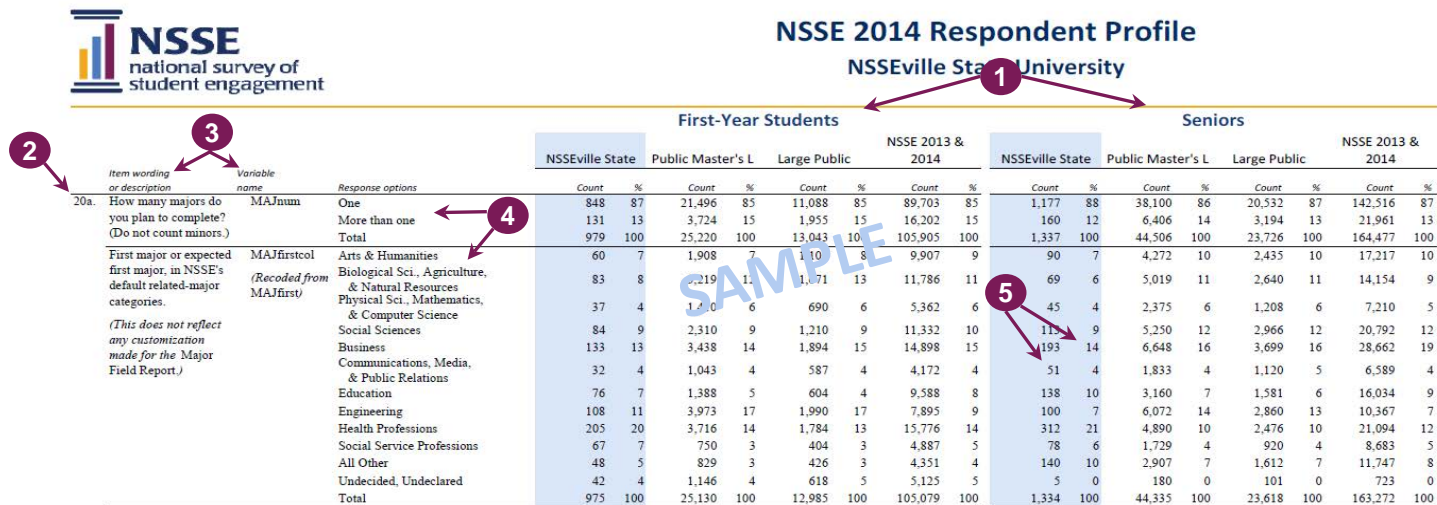
Respondent Profile

Texas A&M University - Commerce

NSSE 2014 Respondent Profile

About This Report

The *Respondent Profile* presents both student- and institution-reported demographic information, allowing you to examine similarities and differences between your students and those at your comparison group institutions. This report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our Web site (nsse.iub.edu) or contact your NSSE Project Services team.



NSSE 2014 Respondent Profile
NSSEville State University

| Item wording or description | Variable name | Response options | First-Year Students | | | | | | Seniors | | | | | | | | | |
|---|---|---|--|--|--|---|--|--|---|---|--|---|--|---|--|---|------------------------------|-----------------|
| | | | NSSEville State | | Public Master's L | | Large Public | | NSSE 2013 & 2014 | | NSSEville State | | Public Master's L | | Large Public | | NSSE 2013 & 2014 | |
| | | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| 20a. How many majors do you plan to complete? (Do not count minors.) | MAJnum | One More than one Total | 848 131 979 | 87 13 100 | 21,496 3,724 25,220 | 85 15 100 | 11,088 1,955 13,043 | 85 15 100 | 89,703 16,202 105,905 | 85 15 100 | 1,177 160 1,337 | 88 12 100 | 38,100 6,406 44,506 | 86 14 100 | 20,532 3,194 23,726 | 87 13 100 | 142,516 21,961 164,477 | 87 13 100 |
| First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.) | MAJfirstcol (Recorded from MAJfirst) | Arts & Humanities Biological Sci., Agriculture, & Natural Resources Physical Sci., Mathematics, & Computer Science Social Sciences Business Communications, Media, & Public Relations Education Engineering Health Professions Social Service Professions All Other Undecided, Undeclared Total | 60 83 37 84 133 32 76 108 205 67 48 42 975 | 7 8 4 9 13 4 7 11 20 7 5 4 100 | 1,908 2,219 1,210 2,310 3,438 1,043 1,388 3,973 3,716 750 829 1,146 25,130 | 7 11 6 9 14 4 5 17 14 3 4 5 100 | 1,110 1,786 690 1,210 1,894 587 604 1,990 1,784 404 426 618 12,985 | 8 11 6 9 15 4 4 17 13 3 3 5 5 100 | 9,907 11,786 5,362 11,332 14,898 4,172 9,588 7,895 15,776 4,887 4,351 5,125 105,079 | 9 11 6 10 15 4 8 9 15 4 8 9 14 5 4 100 | 90 69 45 113 193 51 138 100 312 78 140 5 1,334 | 7 6 4 9 14 4 10 7 21 6 10 0 100 | 4,272 5,019 2,375 5,250 6,648 1,833 3,160 6,072 4,890 1,729 2,907 180 44,335 | 10 11 6 12 16 4 7 14 10 4 7 0 100 | 2,435 2,640 1,208 2,966 3,699 1,120 1,581 2,860 2,476 920 1,612 101 23,618 | 10 11 6 12 16 5 6 13 10 4 7 0 100 | 163,272 | 100 |

- Class level:** As reported by your institution.
 - Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
 - Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
 - Response options:** Response options are worded as they appear on the instrument.
 - Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.
- Note: Column percentages are weighted by institution-reported sex and enrollment status. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.iub.edu/html/weighting.cfm

NSSE 2014 Respondent Profile

Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | | |
|---|---|---|---|-----|------------------|-----|----------------|-------|--------------------|-------|--------------|-----|------------------|-----|----------------|-------|--------------------|-------|----|
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | |
| Item wording or description | Variable name | Response options | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | |
| 20a. How many majors do you plan to complete? (Do not count minors.) | MAJnum | One | 73 | 85 | 2,868 | 86 | 10,742 | 85 | 4,031 | 85 | 356 | 81 | 4,546 | 87 | 17,574 | 88 | 6,873 | 88 | |
| | | More than one | 11 | 15 | 469 | 14 | 1,930 | 15 | 695 | 15 | 82 | 19 | 724 | 13 | 2,541 | 12 | 964 | 12 | |
| | | Total | 84 | 100 | 3,337 | 100 | 12,672 | 100 | 4,726 | 100 | 438 | 100 | 5,270 | 100 | 20,115 | 100 | 7,837 | 100 | |
| | First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.) | MAJfirstcol <i>(Recoded from MAJfirst)</i> | Arts & Humanities | 6 | 6 | 206 | 6 | 1,045 | 8 | 280 | 6 | 28 | 7 | 391 | 7 | 1,513 | 7 | 584 | 7 |
| | | | Biological Sci., Agriculture, & Natural Resources | 4 | 5 | 463 | 13 | 1,190 | 9 | 571 | 11 | 23 | 6 | 495 | 9 | 1,236 | 5 | 680 | 9 |
| | | | Physical Sci., Mathematics, & Computer Science | 13 | 16 | 192 | 6 | 602 | 5 | 252 | 6 | 25 | 6 | 252 | 5 | 677 | 3 | 375 | 5 |
| | | | Social Sciences | 3 | 4 | 230 | 7 | 1,528 | 11 | 348 | 7 | 33 | 7 | 438 | 8 | 2,622 | 13 | 706 | 9 |
| | | | Business | 17 | 19 | 399 | 13 | 2,211 | 18 | 573 | 13 | 100 | 24 | 828 | 16 | 4,272 | 24 | 1,415 | 19 |
| | | | Communications, Media, & Public Relations | 5 | 5 | 79 | 2 | 661 | 5 | 138 | 3 | 8 | 2 | 128 | 2 | 1,001 | 5 | 212 | 3 |
| | | | Education | 13 | 14 | 245 | 8 | 835 | 7 | 383 | 8 | 65 | 15 | 494 | 10 | 1,546 | 7 | 896 | 12 |
| | | | Engineering | 4 | 4 | 379 | 11 | 847 | 8 | 495 | 11 | 9 | 2 | 607 | 11 | 905 | 4 | 687 | 8 |
| | | | Health Professions | 16 | 24 | 803 | 23 | 2,205 | 16 | 1,100 | 22 | 37 | 8 | 948 | 19 | 3,195 | 16 | 1,087 | 14 |
| | | | Social Service Professions | 2 | 2 | 196 | 6 | 591 | 5 | 324 | 7 | 31 | 7 | 271 | 5 | 1,183 | 6 | 519 | 7 |
| All Other | 1 | 1 | 66 | 2 | 514 | 4 | 115 | 2 | 75 | 18 | 371 | 7 | 1,781 | 10 | 616 | 8 | | | |
| Undecided, Undeclared | 0 | 0 | 65 | 2 | 393 | 3 | 128 | 3 | 1 | 0 | 25 | 0 | 94 | 1 | 30 | 0 | | | |
| Total | 84 | 100 | 3,323 | 100 | 12,622 | 100 | 4,707 | 100 | 435 | 100 | 5,248 | 100 | 20,025 | 100 | 7,807 | 100 | | | |
| Second major or expected second major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.) | MAJsecondcol <i>(Recoded from MAJsecond.)</i> | Arts & Humanities | 2 | 13 | 79 | 16 | 353 | 17 | 104 | 15 | 9 | 11 | 106 | 14 | 403 | 14 | 132 | 13 | |
| | | Biological Sci., Agriculture, & Natural Resources | 0 | 0 | 36 | 9 | 84 | 5 | 48 | 8 | 4 | 5 | 46 | 6 | 112 | 4 | 56 | 6 | |
| | | Physical Sci., Mathematics, & Computer Science | 1 | 7 | 36 | 10 | 123 | 6 | 50 | 9 | 18 | 23 | 62 | 9 | 128 | 5 | 86 | 10 | |
| | | Social Sciences | 2 | 22 | 64 | 13 | 319 | 16 | 94 | 14 | 10 | 12 | 95 | 13 | 390 | 15 | 126 | 13 | |
| | | Business | 2 | 23 | 85 | 18 | 399 | 22 | 125 | 18 | 14 | 18 | 147 | 20 | 533 | 22 | 198 | 21 | |
| | | Communications, Media, & Public Relations | 1 | 6 | 9 | 1 | 90 | 5 | 18 | 2 | 0 | 0 | 10 | 1 | 79 | 3 | 14 | 2 | |
| | | Education | 0 | 0 | 37 | 7 | 116 | 6 | 59 | 8 | 7 | 9 | 44 | 6 | 209 | 8 | 69 | 8 | |
| | | Engineering | 0 | 0 | 37 | 8 | 86 | 5 | 43 | 7 | 1 | 1 | 52 | 7 | 64 | 3 | 57 | 6 | |
| | | Health Professions | 2 | 22 | 46 | 9 | 113 | 6 | 69 | 9 | 8 | 10 | 84 | 12 | 205 | 9 | 121 | 13 | |
| | | Social Service Professions | 1 | 6 | 18 | 4 | 102 | 6 | 45 | 7 | 5 | 6 | 36 | 5 | 168 | 7 | 50 | 5 | |
| All Other | 0 | 0 | 12 | 2 | 74 | 4 | 23 | 3 | 3 | 4 | 21 | 3 | 159 | 6 | 30 | 3 | | | |
| Undecided, Undeclared | 0 | 0 | 7 | 2 | 63 | 3 | 11 | 2 | 1 | 1 | 15 | 2 | 54 | 2 | 18 | 2 | | | |
| Total | 11 | 100 | 466 | 100 | 1,922 | 100 | 689 | 100 | 80 | 100 | 718 | 100 | 2,504 | 100 | 957 | 100 | | | |
| 21. What is your class level? | class | Freshman/First-year | 78 | 92 | 2,605 | 77 | 10,657 | 80 | 3,729 | 76 | 2 | 1 | 15 | 0 | 28 | 0 | 18 | 0 | |
| | | Sophomore | 1 | 2 | 615 | 20 | 1,570 | 15 | 841 | 20 | 4 | 1 | 65 | 1 | 127 | 1 | 60 | 1 | |
| | | Junior | 0 | 0 | 66 | 2 | 255 | 2 | 83 | 2 | 25 | 6 | 507 | 10 | 1,287 | 6 | 692 | 9 | |
| | | Senior | 0 | 0 | 18 | 0 | 61 | 1 | 30 | 1 | 404 | 93 | 4,593 | 87 | 18,109 | 90 | 6,933 | 88 | |
| | | Unclassified | 4 | 6 | 18 | 1 | 151 | 1 | 32 | 1 | 0 | 0 | 89 | 2 | 586 | 3 | 128 | 2 | |
| | | Total | 83 | 100 | 3,322 | 100 | 12,694 | 100 | 4,715 | 100 | 435 | 100 | 5,269 | 100 | 20,137 | 100 | 7,831 | 100 | |

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2014 Respondent Profile

Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
|---|---------------|---------------------------|---------------------|-----|------------------|-----|----------------|-----|--------------------|-----|--------------|-----|------------------|-----|----------------|-----|--------------------|-----|
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name | Response options | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| 22. Thinking about this current academic term, are you a full-time student? | fulltime | No | 8 | 17 | 162 | 7 | 706 | 7 | 290 | 9 | 85 | 22 | 1,157 | 25 | 3,923 | 20 | 1,839 | 26 |
| | | Yes | 77 | 83 | 3,149 | 93 | 11,932 | 93 | 4,412 | 91 | 350 | 78 | 4,091 | 75 | 16,153 | 80 | 5,955 | 74 |
| | | Total | 85 | 100 | 3,311 | 100 | 12,638 | 100 | 4,702 | 100 | 435 | 100 | 5,248 | 100 | 20,076 | 100 | 7,794 | 100 |
| 23a. How many courses are you taking for credit this current academic term? | coursenum | 0 | 0 | 0 | 3 | 0 | 65 | 1 | 13 | 1 | 4 | 1 | 52 | 1 | 673 | 4 | 149 | 2 |
| | | 1 | 3 | 7 | 21 | 1 | 192 | 2 | 40 | 2 | 10 | 3 | 202 | 4 | 1,800 | 11 | 271 | 4 |
| | | 2 | 2 | 5 | 37 | 2 | 368 | 4 | 94 | 3 | 29 | 8 | 552 | 12 | 2,023 | 10 | 836 | 12 |
| | | 3 | 2 | 3 | 103 | 4 | 372 | 4 | 211 | 6 | 76 | 18 | 753 | 15 | 2,382 | 12 | 1,159 | 15 |
| | | 4 | 21 | 25 | 914 | 27 | 2,790 | 24 | 1,414 | 29 | 132 | 30 | 1,516 | 29 | 4,878 | 23 | 2,308 | 29 |
| | | 5 | 27 | 29 | 1,296 | 38 | 5,056 | 38 | 1,722 | 34 | 110 | 24 | 1,155 | 20 | 3,985 | 18 | 1,636 | 20 |
| | | 6 | 14 | 13 | 569 | 16 | 2,509 | 18 | 710 | 14 | 40 | 9 | 554 | 9 | 2,063 | 9 | 810 | 10 |
| | | 7 or more | 16 | 18 | 372 | 11 | 1,329 | 11 | 507 | 11 | 34 | 8 | 488 | 9 | 2,269 | 13 | 663 | 8 |
| Total | 85 | 100 | 3,315 | 100 | 12,681 | 100 | 4,711 | 100 | 435 | 100 | 5,272 | 100 | 20,073 | 100 | 7,832 | 100 | | |
| b. Of these, how many are entirely online ? | onlinenum | 0 | 62 | 71 | 2,667 | 81 | 10,744 | 83 | 3,716 | 80 | 155 | 35 | 3,183 | 60 | 12,180 | 55 | 4,698 | 60 |
| | | 1 | 14 | 15 | 470 | 14 | 1,081 | 9 | 702 | 14 | 98 | 22 | 1,048 | 19 | 3,472 | 18 | 1,643 | 21 |
| | | 2 | 4 | 8 | 132 | 4 | 437 | 4 | 186 | 4 | 77 | 19 | 513 | 10 | 1,385 | 7 | 757 | 10 |
| | | 3 | 3 | 4 | 24 | 1 | 140 | 1 | 46 | 1 | 52 | 12 | 236 | 5 | 833 | 5 | 347 | 5 |
| | | 4 | 0 | 0 | 12 | 0 | 95 | 1 | 23 | 1 | 30 | 7 | 137 | 3 | 726 | 5 | 192 | 3 |
| | | 5 | 0 | 0 | 8 | 0 | 36 | 0 | 14 | 0 | 17 | 4 | 42 | 1 | 303 | 2 | 61 | 1 |
| | | 6 | 1 | 1 | 1 | 0 | 35 | 0 | 2 | 0 | 5 | 1 | 40 | 1 | 259 | 2 | 61 | 1 |
| | | 7 or more | 0 | 0 | 4 | 0 | 73 | 1 | 9 | 0 | 1 | 0 | 60 | 1 | 835 | 6 | 55 | 1 |
| Total | 84 | 100 | 3,318 | 100 | 12,641 | 100 | 4,698 | 100 | 435 | 100 | 5,259 | 100 | 19,993 | 100 | 7,814 | 100 | | |
| Collapsed recode of courses taken online (Based on responses to coursenum and onlinenum.) | onlinecrscol | No courses taken online | 62 | 71 | 2,664 | 81 | 10,727 | 83 | 3,713 | 80 | 154 | 35 | 3,177 | 60 | 12,166 | 55 | 4,690 | 60 |
| | | Some courses taken online | 19 | 21 | 615 | 18 | 1,282 | 11 | 905 | 18 | 188 | 42 | 1,499 | 28 | 3,404 | 16 | 2,402 | 30 |
| | | All courses taken online | 3 | 7 | 25 | 1 | 597 | 6 | 66 | 2 | 91 | 23 | 568 | 13 | 4,391 | 29 | 701 | 10 |
| | | Total | 84 | 100 | 3,304 | 100 | 12,606 | 100 | 4,684 | 100 | 433 | 100 | 5,244 | 100 | 19,961 | 100 | 7,793 | 100 |
| 24. What have most of your grades been up to now at this institution? | grades | C- or lower | 2 | 2 | 70 | 2 | 189 | 2 | 92 | 2 | 3 | 1 | 32 | 1 | 65 | 0 | 50 | 1 |
| | | C | 0 | 0 | 119 | 4 | 293 | 3 | 169 | 4 | 3 | 1 | 94 | 2 | 285 | 2 | 138 | 2 |
| | | C+ | 6 | 6 | 198 | 6 | 505 | 4 | 294 | 6 | 15 | 3 | 245 | 5 | 675 | 4 | 400 | 5 |
| | | B- | 13 | 15 | 253 | 8 | 720 | 6 | 369 | 8 | 25 | 6 | 398 | 8 | 1,115 | 6 | 586 | 8 |
| | | B | 17 | 18 | 592 | 18 | 2,121 | 17 | 870 | 18 | 63 | 14 | 1,003 | 19 | 3,208 | 16 | 1,545 | 20 |
| | | B+ | 10 | 10 | 601 | 18 | 2,352 | 19 | 875 | 19 | 74 | 17 | 1,011 | 19 | 3,656 | 18 | 1,493 | 19 |
| | | A- | 19 | 22 | 570 | 16 | 2,664 | 20 | 765 | 16 | 93 | 21 | 962 | 18 | 4,431 | 22 | 1,356 | 17 |
| | | A | 18 | 27 | 923 | 27 | 3,837 | 30 | 1,282 | 28 | 160 | 37 | 1,524 | 28 | 6,695 | 33 | 2,254 | 29 |
| | | Total | 85 | 100 | 3,326 | 100 | 12,681 | 100 | 4,716 | 100 | 436 | 100 | 5,269 | 100 | 20,130 | 100 | 7,822 | 100 |
| 25. Did you begin college at this institution or elsewhere? | begincol | Started here | 73 | 86 | 2,862 | 85 | 11,084 | 85 | 4,056 | 84 | 117 | 26 | 2,113 | 38 | 10,102 | 48 | 3,145 | 38 |
| | | Started elsewhere | 10 | 14 | 449 | 15 | 1,556 | 15 | 643 | 16 | 317 | 74 | 3,144 | 62 | 9,975 | 52 | 4,662 | 62 |
| | | Total | 83 | 100 | 3,311 | 100 | 12,640 | 100 | 4,699 | 100 | 434 | 100 | 5,257 | 100 | 20,077 | 100 | 7,807 | 100 |

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2014 Respondent Profile

Texas A&M University - Commerce

| Item wording or description | Variable name | Response options | First-Year Students | | | | | | | | Seniors | | | | | | | |
|--|--|---|---------------------|-----|------------------|-----|----------------|-----|--------------------|-----|--------------|-----|------------------|-----|----------------|-----|--------------------|-----|
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| | | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| 26. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.) | attend_voc | Vocational or technical school | 0 | 0 | 68 | 3 | 520 | 5 | 194 | 5 | 36 | 9 | 496 | 10 | 2,399 | 14 | 726 | 10 |
| | attend_com | Community or junior college | 9 | 14 | 510 | 16 | 1,215 | 11 | 683 | 15 | 326 | 76 | 3,219 | 64 | 8,823 | 46 | 4,713 | 62 |
| | attend_col | 4-year college or university other than this one | 9 | 10 | 287 | 9 | 1,285 | 11 | 424 | 10 | 144 | 34 | 1,471 | 29 | 5,798 | 30 | 2,232 | 29 |
| | attend_none | None | 68 | 78 | 2,432 | 72 | 9,649 | 73 | 3,405 | 70 | 64 | 14 | 1,325 | 23 | 7,030 | 31 | 1,959 | 23 |
| | attend_other | Other | 2 | 2 | 109 | 4 | 507 | 5 | 166 | 5 | 10 | 2 | 179 | 4 | 881 | 5 | 260 | 3 |
| 27. What is the highest level of education you ever expect to complete? | edaspire | Some college but less than a bachelor's degree | 4 | 5 | 136 | 4 | 541 | 5 | 199 | 4 | 30 | 7 | 280 | 5 | 934 | 5 | 415 | 5 |
| | | Bachelor's degree (B.A., B.S., etc.) | 29 | 30 | 937 | 29 | 3,595 | 30 | 1,383 | 31 | 107 | 25 | 1,425 | 28 | 5,785 | 30 | 2,243 | 29 |
| | | Master's degree (M.A., M.S., etc.) | 33 | 39 | 1,271 | 39 | 5,031 | 39 | 1,791 | 38 | 219 | 49 | 2,367 | 45 | 8,788 | 43 | 3,417 | 44 |
| | | Doctoral or professional degree (Ph.D., J.D., M.D., etc.) | 19 | 25 | 957 | 28 | 3,442 | 26 | 1,309 | 27 | 80 | 18 | 1,180 | 22 | 4,567 | 21 | 1,725 | 22 |
| | | Total | 85 | 100 | 3,301 | 100 | 12,609 | 100 | 4,682 | 100 | 436 | 100 | 5,252 | 100 | 20,074 | 100 | 7,800 | 100 |
| 28. What is the highest level of education completed by either of your parents (or those who raised you)? | parented | Did not finish high school | 8 | 11 | 406 | 13 | 575 | 6 | 642 | 14 | 42 | 10 | 696 | 14 | 1,332 | 7 | 1,125 | 15 |
| | | High school diploma or G.E.D. | 24 | 28 | 599 | 19 | 2,212 | 19 | 954 | 21 | 116 | 27 | 1,152 | 22 | 4,707 | 25 | 1,774 | 23 |
| | | Attended college, but did not complete degree | 9 | 9 | 454 | 14 | 1,516 | 13 | 669 | 14 | 61 | 14 | 666 | 13 | 2,434 | 13 | 975 | 13 |
| | | Associate's degree (A.A., A.S., etc.) | 8 | 8 | 307 | 9 | 1,274 | 10 | 430 | 9 | 45 | 10 | 480 | 9 | 2,163 | 11 | 774 | 10 |
| | | Bachelor's degree (B.A., B.S., etc.) | 24 | 31 | 822 | 24 | 3,691 | 28 | 1,094 | 23 | 109 | 24 | 1,286 | 24 | 5,076 | 24 | 1,857 | 23 |
| | | Master's degree (M.A., M.S., etc.) | 6 | 9 | 547 | 15 | 2,472 | 18 | 704 | 14 | 53 | 12 | 735 | 13 | 3,098 | 14 | 971 | 12 |
| | | Doctoral or professional degree (Ph.D., J.D., M.D., etc.) | 5 | 5 | 176 | 5 | 890 | 6 | 208 | 4 | 8 | 2 | 246 | 4 | 1,294 | 6 | 336 | 4 |
| | | Total | 84 | 100 | 3,311 | 100 | 12,630 | 100 | 4,701 | 100 | 434 | 100 | 5,261 | 100 | 20,104 | 100 | 7,812 | 100 |
| 29. What is your gender identity? (Revised for 2014; Limited to NSSE 2014 institutions.) | genderid | Man | 39 | 47 | 889 | 47 | 2,510 | 44 | 1,102 | 46 | 154 | 38 | 1,622 | 45 | 3,427 | 42 | 1,995 | 46 |
| | | Woman | 43 | 50 | 1,423 | 52 | 5,023 | 55 | 1,864 | 53 | 276 | 61 | 2,362 | 53 | 6,130 | 56 | 2,927 | 53 |
| | | Another gender identity | 0 | 0 | 6 | 0 | 26 | 0 | 5 | 0 | 0 | 0 | 2 | 0 | 27 | 0 | 3 | 0 |
| 30. Enter your year of birth (e.g., 1994): | agecat | 19 or younger | 72 | 87 | 2,927 | 86 | 10,545 | 79 | 3,919 | 80 | 2 | 0 | 62 | 1 | 83 | 0 | 84 | 1 |
| | | 20-23 | 4 | 4 | 260 | 9 | 896 | 8 | 423 | 10 | 190 | 42 | 2,433 | 43 | 10,142 | 44 | 3,434 | 42 |
| | | 24-29 | 3 | 3 | 51 | 2 | 371 | 4 | 118 | 3 | 85 | 19 | 1,155 | 23 | 2,970 | 16 | 1,795 | 23 |
| | (Recoded from the information entered in birthyear.) | 30-39 | 2 | 3 | 38 | 2 | 366 | 4 | 140 | 4 | 68 | 16 | 825 | 17 | 3,031 | 18 | 1,302 | 18 |
| | | 40-55 | 1 | 2 | 29 | 1 | 387 | 4 | 84 | 3 | 77 | 20 | 665 | 14 | 3,283 | 20 | 1,021 | 14 |
| | | Over 55 | 0 | 0 | 2 | 0 | 44 | 0 | 7 | 0 | 10 | 3 | 86 | 2 | 464 | 3 | 130 | 2 |
| | | Total | 82 | 100 | 3,307 | 100 | 12,609 | 100 | 4,691 | 100 | 432 | 100 | 5,226 | 100 | 19,973 | 100 | 7,766 | 100 |

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2014 Respondent Profile

Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
|---|---|---|---------------------|-----|------------------|-----|----------------|-----|--------------------|-----|--------------|-----|------------------|-----|----------------|-----|--------------------|-----|
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name | Response options | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| 31. Are you an international student or foreign national? | internat | No | 77 | 93 | 3,083 | 94 | 11,614 | 92 | 4,324 | 92 | 398 | 92 | 4,853 | 93 | 18,840 | 95 | 7,182 | 93 |
| | | Yes | 7 | 7 | 203 | 6 | 951 | 8 | 343 | 8 | 34 | 8 | 352 | 7 | 1,060 | 5 | 546 | 7 |
| | | Total | 84 | 100 | 3,286 | 100 | 12,565 | 100 | 4,667 | 100 | 432 | 100 | 5,205 | 100 | 19,900 | 100 | 7,728 | 100 |
| 32. What is your racial or ethnic identification? (Select all that apply.) | re_amin re_asian re_black re_latino re_pacific re_white re_other re_pnr | American Indian or Alaska Native | 3 | 3 | 77 | 2 | 257 | 2 | 167 | 4 | 12 | 3 | 130 | 2 | 386 | 2 | 241 | 3 |
| | | Asian | 9 | 10 | 297 | 8 | 1,178 | 8 | 308 | 6 | 29 | 6 | 444 | 8 | 1,148 | 5 | 511 | 6 |
| | | Black or African American | 24 | 24 | 472 | 15 | 1,807 | 17 | 626 | 15 | 51 | 12 | 520 | 10 | 3,023 | 17 | 807 | 11 |
| | | Hispanic or Latino | 14 | 15 | 1,363 | 40 | 1,862 | 15 | 2,102 | 41 | 55 | 12 | 1,920 | 35 | 2,370 | 12 | 3,015 | 37 |
| | | Native Hawaiian or Other Pacific Islander | 0 | 0 | 27 | 1 | 95 | 1 | 27 | 0 | 3 | 1 | 28 | 1 | 150 | 1 | 38 | 1 |
| | | White | 34 | 47 | 1,291 | 40 | 7,740 | 58 | 1,769 | 39 | 282 | 66 | 2,358 | 46 | 12,895 | 62 | 3,392 | 44 |
| | | Other | 4 | 4 | 64 | 2 | 432 | 3 | 90 | 2 | 10 | 2 | 139 | 3 | 543 | 3 | 196 | 2 |
| | | I prefer not to respond | 4 | 5 | 116 | 3 | 485 | 4 | 150 | 3 | 15 | 3 | 221 | 4 | 985 | 5 | 312 | 4 |
| Racial or ethnic identification | re_all <i>(Recoded from re_amin through re_pnr where each student is represented only once.)</i> | American Indian or Alaska Native | 0 | 0 | 22 | 1 | 43 | 0 | 64 | 2 | 2 | 0 | 35 | 0 | 81 | 0 | 95 | 1 |
| | | Asian | 7 | 7 | 252 | 7 | 976 | 7 | 262 | 5 | 27 | 6 | 374 | 7 | 912 | 4 | 417 | 5 |
| | | Black or African American | 21 | 22 | 402 | 12 | 1,506 | 15 | 530 | 13 | 46 | 11 | 466 | 9 | 2,705 | 15 | 722 | 10 |
| | | Hispanic or Latino | 12 | 13 | 1,130 | 33 | 1,377 | 11 | 1,795 | 36 | 49 | 11 | 1,630 | 30 | 1,832 | 9 | 2,629 | 33 |
| | | Native Hawaiian/Other Pac. Islander | 0 | 0 | 6 | 0 | 37 | 0 | 6 | 0 | 2 | 0 | 9 | 0 | 64 | 0 | 15 | 0 |
| | | White | 31 | 42 | 1,014 | 32 | 6,953 | 52 | 1,378 | 31 | 264 | 61 | 1,977 | 39 | 11,983 | 58 | 2,877 | 37 |
| | | Other | 3 | 3 | 36 | 1 | 269 | 2 | 50 | 1 | 8 | 2 | 95 | 2 | 353 | 2 | 121 | 1 |
| | | Multiracial | 7 | 8 | 336 | 10 | 1,002 | 8 | 463 | 9 | 21 | 5 | 448 | 8 | 1,163 | 6 | 622 | 8 |
| | | I prefer not to respond | 4 | 5 | 116 | 3 | 485 | 4 | 150 | 3 | 15 | 3 | 221 | 4 | 985 | 5 | 312 | 4 |
| | | Total | 85 | 100 | 3,314 | 100 | 12,648 | 100 | 4,698 | 100 | 434 | 100 | 5,255 | 100 | 20,078 | 100 | 7,810 | 100 |
| 33. Are you a member of a social fraternity or sorority? | greek | No | 78 | 93 | 3,061 | 93 | 11,495 | 92 | 4,370 | 93 | 360 | 83 | 4,793 | 92 | 18,099 | 91 | 7,112 | 91 |
| | | Yes | 7 | 7 | 242 | 7 | 1,110 | 8 | 317 | 7 | 73 | 17 | 440 | 8 | 1,946 | 9 | 667 | 9 |
| | | Total | 85 | 100 | 3,303 | 100 | 12,605 | 100 | 4,687 | 100 | 433 | 100 | 5,233 | 100 | 20,045 | 100 | 7,779 | 100 |
| 34. Which of the following best describes where you are living while attending college? | living | Dormitory or other campus housing (not fraternity or sorority house) | 57 | 56 | 1,621 | 48 | 7,390 | 54 | 1,916 | 40 | 72 | 16 | 445 | 8 | 2,082 | 8 | 587 | 7 |
| | | Fraternity or sorority house | 0 | 0 | 10 | 0 | 65 | 1 | 16 | 0 | 5 | 1 | 25 | 0 | 123 | 0 | 29 | 0 |
| | | Residence (house, apartment, etc.) within walking distance to the institution | 9 | 11 | 329 | 9 | 1,140 | 9 | 422 | 8 | 67 | 15 | 777 | 14 | 4,152 | 18 | 1,008 | 12 |
| | | Residence (house, apartment, etc.) farther than walking distance to the institution | 17 | 29 | 1,222 | 38 | 3,509 | 32 | 2,134 | 46 | 257 | 60 | 3,744 | 73 | 11,856 | 61 | 5,816 | 76 |
| | | None of the above | 2 | 3 | 126 | 4 | 515 | 5 | 205 | 5 | 32 | 8 | 255 | 5 | 1,859 | 12 | 355 | 5 |
| | | Total | 85 | 100 | 3,308 | 100 | 12,619 | 100 | 4,693 | 100 | 433 | 100 | 5,246 | 100 | 20,072 | 100 | 7,795 | 100 |

NSSE 2014 Respondent Profile

Texas A&M University - Commerce

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
|---|--|--|---------------------|-------|------------------|--------|----------------|-------|--------------------|-----|--------------|-------|------------------|--------|----------------|-------|--------------------|-----|
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| Item wording or description | Variable name | Response options | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| 35. Are you a student-athlete on a team sponsored by your institution's athletics department? | athlete | No | 80 | 94 | 3,161 | 96 | 11,734 | 94 | 4,471 | 96 | 416 | 97 | 5,101 | 98 | 19,338 | 97 | 7,560 | 98 |
| | | Yes | 5 | 6 | 123 | 4 | 816 | 6 | 190 | 4 | 15 | 3 | 100 | 2 | 633 | 3 | 171 | 2 |
| | | Total | 85 | 100 | 3,284 | 100 | 12,550 | 100 | 4,661 | 100 | 431 | 100 | 5,201 | 100 | 19,971 | 100 | 7,731 | 100 |
| 36. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? | veteran | No | 82 | 99 | 3,238 | 98 | 12,279 | 97 | 4,562 | 97 | 404 | 93 | 4,867 | 92 | 18,518 | 92 | 7,205 | 93 |
| | | Yes | 1 | 1 | 54 | 2 | 268 | 3 | 105 | 3 | 29 | 7 | 335 | 8 | 1,434 | 8 | 531 | 7 |
| | | Total | 83 | 100 | 3,292 | 100 | 12,547 | 100 | 4,667 | 100 | 433 | 100 | 5,202 | 100 | 19,952 | 100 | 7,736 | 100 |
| 37a. Have you been diagnosed with any disability or impairment? | disability | No | 72 | 88 | 2,993 | 90 | 11,237 | 88 | 4,240 | 89 | 382 | 89 | 4,630 | 88 | 17,460 | 87 | 6,897 | 88 |
| | | Yes | 7 | 8 | 209 | 8 | 911 | 8 | 290 | 7 | 37 | 9 | 424 | 9 | 1,848 | 10 | 632 | 9 |
| | | I prefer not to respond | 4 | 4 | 92 | 3 | 451 | 4 | 145 | 3 | 10 | 2 | 185 | 4 | 708 | 4 | 251 | 3 |
| | | Total | 83 | 100 | 3,294 | 100 | 12,599 | 100 | 4,675 | 100 | 429 | 100 | 5,239 | 100 | 20,016 | 100 | 7,780 | 100 |
| b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.) | dis_sense | A sensory impairment (vision or hearing) | 0 | 0 | 34 | 13 | 145 | 14 | 49 | 14 | 5 | 13 | 80 | 17 | 265 | 11 | 104 | 14 |
| | dis_mobility | A mobility impairment | 0 | 0 | 20 | 8 | 94 | 10 | 31 | 9 | 3 | 9 | 68 | 15 | 323 | 16 | 113 | 16 |
| | dis_learning | A learning disability (e.g., ADHD, dyslexia) | 5 | 78 | 94 | 46 | 425 | 39 | 121 | 35 | 20 | 54 | 176 | 37 | 731 | 30 | 239 | 33 |
| | dis_mental | A mental health disorder | 1 | 11 | 38 | 15 | 233 | 20 | 47 | 11 | 4 | 10 | 93 | 19 | 453 | 20 | 148 | 20 |
| | dis_other | A disability or impairment not listed above | 1 | 11 | 56 | 24 | 192 | 18 | 84 | 24 | 10 | 27 | 119 | 25 | 522 | 25 | 188 | 25 |
| Disability or impairment | disability_all | A sensory impairment | 0 | 0 | 23 | 1 | 98 | 1 | 35 | 1 | 3 | 1 | 53 | 1 | 177 | 1 | 64 | 1 |
| | <i>(Recoded from disability and</i> | A mobility impairment | 0 | 0 | 13 | 0 | 68 | 1 | 23 | 1 | 2 | 1 | 36 | 1 | 191 | 1 | 62 | 1 |
| | | A learning disability | 5 | 7 | 80 | 3 | 316 | 3 | 102 | 3 | 16 | 4 | 124 | 3 | 510 | 2 | 170 | 2 |
| | <i>through</i> | A mental health disorder | 1 | 1 | 20 | 1 | 140 | 1 | 27 | 1 | 2 | 0 | 43 | 1 | 243 | 1 | 73 | 1 |
| | <i>dis_other</i> | A disability or impairment not listed | 1 | 1 | 38 | 1 | 137 | 1 | 61 | 2 | 9 | 2 | 75 | 1 | 355 | 2 | 121 | 2 |
| | <i>where each student is represented only once.)</i> | More than one disability or impairment | 0 | 0 | 31 | 1 | 150 | 1 | 38 | 1 | 5 | 1 | 90 | 2 | 360 | 2 | 135 | 2 |
| | | No disability or impairment | 72 | 88 | 2,993 | 90 | 11,237 | 88 | 4,240 | 89 | 382 | 89 | 4,630 | 88 | 17,460 | 87 | 6,897 | 88 |
| | | Prefer not to respond | 4 | 4 | 92 | 3 | 451 | 4 | 145 | 3 | 10 | 2 | 185 | 4 | 708 | 4 | 251 | 3 |
| | Total | 83 | 100 | 3,290 | 100 | 12,597 | 100 | 4,671 | 100 | 429 | 100 | 5,236 | 100 | 20,004 | 100 | 7,773 | 100 | |
| 38. Which of the following best describes your sexual orientation? <i>(Question administered per institution request.)</i> | sexorient14 | Heterosexual | 69 | 83 | 839 | 88 | 4,794 | 88 | 1,588 | 86 | 386 | 89 | 1,431 | 87 | 6,618 | 86 | 3,235 | 86 |
| | | Gay | 2 | 2 | 6 | 1 | 70 | 2 | 18 | 1 | 6 | 2 | 20 | 2 | 155 | 3 | 57 | 2 |
| | | Lesbian | 1 | 1 | 9 | 1 | 33 | 1 | 22 | 1 | 5 | 1 | 16 | 1 | 76 | 1 | 33 | 1 |
| | | Bisexual | 1 | 1 | 24 | 2 | 125 | 2 | 42 | 2 | 6 | 1 | 40 | 2 | 183 | 2 | 74 | 2 |
| | | Another sexual orientation | 0 | 0 | 7 | 1 | 37 | 1 | 13 | 1 | 0 | 0 | 7 | 0 | 43 | 1 | 12 | 0 |
| | | Questioning or unsure | 1 | 1 | 4 | 0 | 73 | 1 | 13 | 1 | 5 | 1 | 14 | 1 | 58 | 1 | 26 | 1 |
| | | I prefer not to respond | 10 | 12 | 66 | 7 | 297 | 6 | 154 | 8 | 26 | 6 | 111 | 8 | 505 | 7 | 293 | 8 |
| | | Total | 84 | 100 | 955 | 100 | 5,429 | 100 | 1,850 | 100 | 434 | 100 | 1,639 | 100 | 7,638 | 100 | 3,730 | 100 |

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2014 Respondent Profile

Texas A&M University - Commerce

| Item wording or description | Variable name | Response options | First-Year Students | | | | | | | | Seniors | | | | | | | |
|--|------------------|-------------------------------------|---------------------|-----|------------------|-----|----------------|-----|-----------------------|-----|--------------|-----|------------------|-----|----------------|-----|-----------------------|-----|
| | | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | | A&M Commerce | | Southwest Public | | Carnegie Class | | Comparison Group 3 | |
| | | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Institution-reported information | | | | | | | | | | | | | | | | | | |
| (Variables provided by your institution in your NSSE population file.) | | | | | | | | | | | | | | | | | | |
| Institution-reported sex | IRsex | Female | 56 | 49 | 2,927 | 57 | 10,949 | 56 | 4,143 | 56 | 319 | 61 | 4,152 | 59 | 16,269 | 62 | 6,224 | 59 |
| | | Male | 53 | 51 | 1,577 | 43 | 5,666 | 44 | 2,211 | 44 | 177 | 39 | 2,415 | 41 | 8,366 | 38 | 3,489 | 41 |
| | | Total | 109 | 100 | 4,504 | 100 | 16,615 | 100 | 6,354 | 100 | 496 | 100 | 6,567 | 100 | 24,635 | 100 | 9,713 | 100 |
| Institution-reported race or ethnicity | IRrace | American Indian or Alaska Native | 0 | 0 | 14 | 0 | 52 | 0 | 86 | 2 | 0 | 0 | 24 | 1 | 117 | 1 | 110 | 1 |
| | | Asian | 0 | 0 | 285 | 6 | 900 | 5 | 266 | 4 | 0 | 0 | 403 | 7 | 849 | 4 | 420 | 5 |
| | | Black or African American | 0 | 0 | 609 | 15 | 2,293 | 20 | 816 | 17 | 0 | 0 | 644 | 12 | 3,515 | 18 | 996 | 12 |
| | | Hispanic or Latino | 0 | 0 | 1,540 | 40 | 1,512 | 11 | 2,509 | 41 | 0 | 0 | 1,792 | 33 | 2,021 | 10 | 3,097 | 36 |
| | | Native Hawaiian/Other Pac. Islander | 0 | 0 | 5 | 0 | 26 | 0 | 3 | 0 | 0 | 0 | 5 | 0 | 21 | 0 | 4 | 0 |
| | | White | 0 | 0 | 1,164 | 32 | 8,134 | 52 | 1,607 | 30 | 0 | 0 | 2,152 | 41 | 13,177 | 60 | 3,295 | 40 |
| | | Other | 0 | 0 | 1 | 0 | 10 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 104 | 1 | 0 | 0 |
| | | Foreign or nonresident alien | 0 | 0 | 98 | 2 | 667 | 5 | 193 | 3 | 0 | 0 | 168 | 3 | 444 | 2 | 301 | 3 |
| | | Two or more races/ethnicities | 0 | 0 | 80 | 2 | 420 | 3 | 123 | 2 | 0 | 0 | 83 | 1 | 352 | 2 | 124 | 1 |
| | | Unknown | 0 | 0 | 44 | 1 | 530 | 3 | 73 | 1 | 0 | 0 | 92 | 2 | 1,034 | 4 | 137 | 2 |
| Total | 0 | 0 | 3,840 | 100 | 14,544 | 100 | 5,677 | 100 | 0 | 0 | 5,363 | 100 | 21,634 | 100 | 8,484 | 100 | | |
| Institution-reported class level | IRclass | Freshman/First-Year | 109 | 100 | 4,504 | 100 | 16,615 | 100 | 6,354 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Sophomore | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Junior | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Senior | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 496 | 100 | 6,567 | 100 | 24,635 | 100 | 9,713 | 100 |
| | | Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 109 | 100 | 4,504 | 100 | 16,615 | 100 | 6,354 | 100 | 496 | 100 | 6,567 | 100 | 24,635 | 100 | 9,713 | 100 |
| Institution-reported first-time first-year (FTFY) status | IRftfy | No | 19 | 29 | 713 | 20 | 2,690 | 21 | 1,265 | 27 | 496 | 100 | 6,566 | 100 | 23,514 | 93 | 9,712 | 100 |
| | | Yes | 90 | 71 | 3,791 | 80 | 13,925 | 79 | 5,089 | 73 | 0 | 0 | 1 | 0 | 1,121 | 7 | 1 | 0 |
| | | Total | 109 | 100 | 4,504 | 100 | 16,615 | 100 | 6,354 | 100 | 496 | 100 | 6,567 | 100 | 24,635 | 100 | 9,713 | 100 |
| Institution-reported enrollment status | IREnrollment | Not full-time | 16 | 30 | 236 | 9 | 1,055 | 8 | 486 | 14 | 102 | 25 | 1,631 | 30 | 4,195 | 16 | 2,543 | 30 |
| | | Full-time | 93 | 70 | 4,268 | 91 | 15,560 | 92 | 5,868 | 86 | 394 | 75 | 4,936 | 70 | 20,440 | 84 | 7,170 | 70 |
| | | Total | 109 | 100 | 4,504 | 100 | 16,615 | 100 | 6,354 | 100 | 496 | 100 | 6,567 | 100 | 24,635 | 100 | 9,713 | 100 |

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
The comparison group featured in this report is
Southwest Public
See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2014 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

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

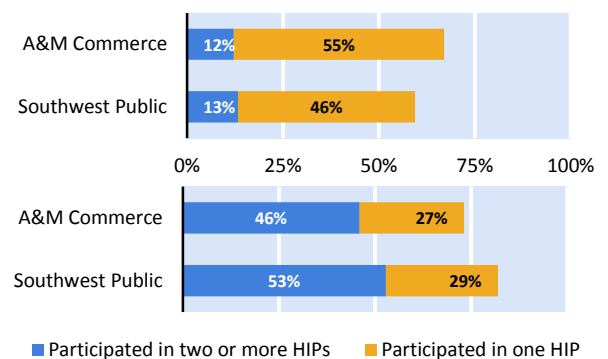
| Theme | Engagement Indicator | Your students compared with Southwest Public | |
|---------------------------------|--|--|--------|
| | | First-year | Senior |
| <i>Academic Challenge</i> | Higher-Order Learning | -- | ▲ |
| | Reflective & Integrative Learning | -- | △ |
| | Learning Strategies | -- | △ |
| | Quantitative Reasoning | -- | -- |
| <i>Learning with Peers</i> | Collaborative Learning | -- | -- |
| | Discussions with Diverse Others | -- | -- |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | △ | -- |
| | Effective Teaching Practices | -- | △ |
| <i>Campus Environment</i> | Quality of Interactions | -- | △ |
| | Supportive Environment | -- | △ |

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Learning Community, Service-Learning, and Research w/Faculty

Senior
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

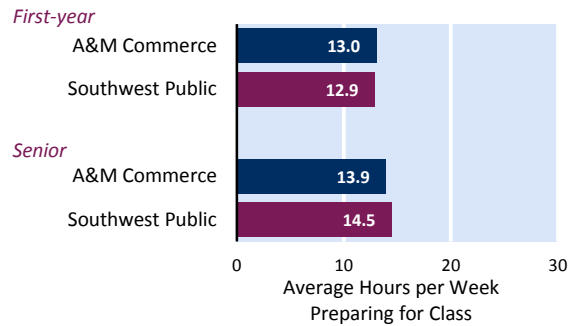


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

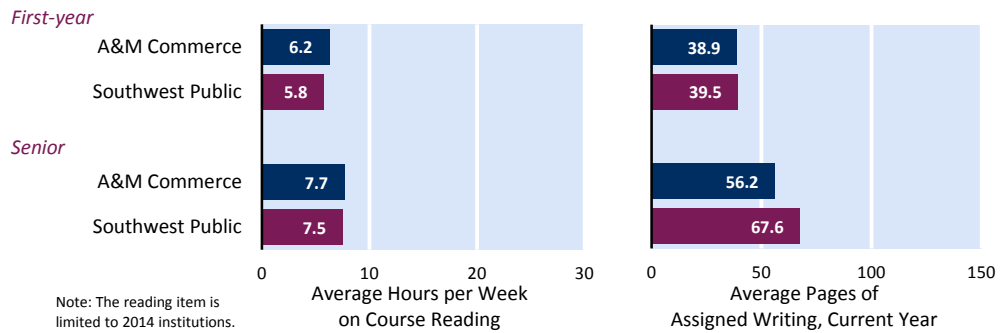
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



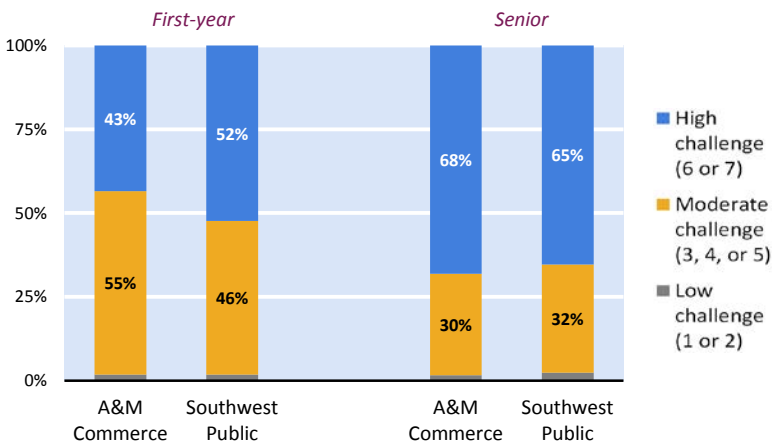
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



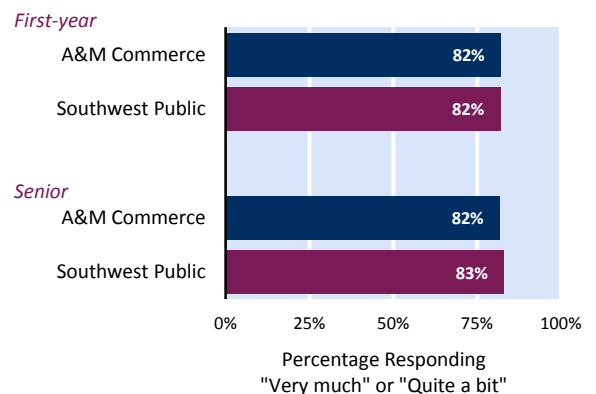
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions^a on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, refer to your *Frequencies and Statistical Comparisons* report.

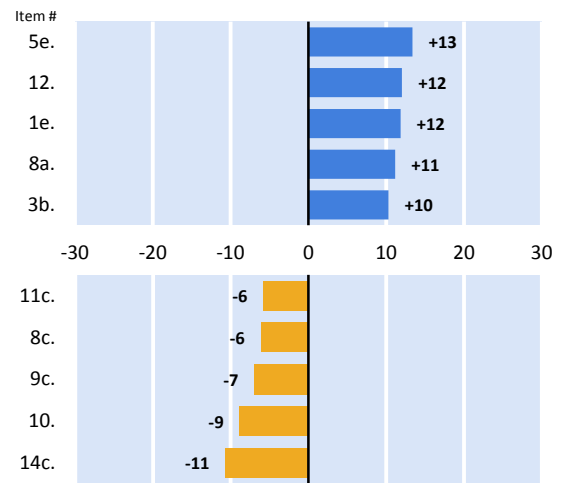
First-year

Highest Performing Relative to Southwest Public

- Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)
- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Asked another student to help you understand course material^b (CL)
- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Worked with a faculty member on activities other than coursework (...)^b (SF)

Lowest Performing Relative to Southwest Public

- Participated in a learning community or some other formal program where... (HIP)
- Discussions with... People with religious beliefs other than your own^b (DD)
- Summarized what you learned in class or from course materials^b (LS)
- Extent to which courses challenged you to do your best work^d
- Institution emphasis on using learning support services (...)^c (SE)



Percentage Point Difference with Southwest Public

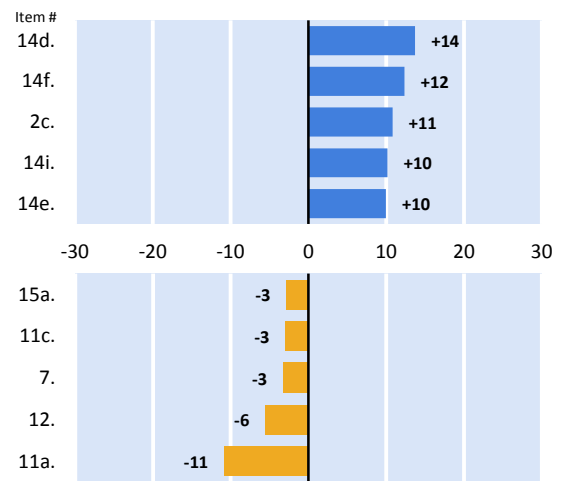
Senior

Highest Performing Relative to Southwest Public

- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Institution emphasis on providing support for your overall well-being...^c (SE)
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Institution emphasis on providing opportunities to be involved socially^c (SE)

Lowest Performing Relative to Southwest Public

- Spent more than 15 hours per week preparing for class
- Participated in a learning community or some other formal program where... (HIP)
- Assigned more than 50 pages of writing^b
- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)



Percentage Point Difference with Southwest Public

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your *Frequencies and Statistical Comparisons* report.

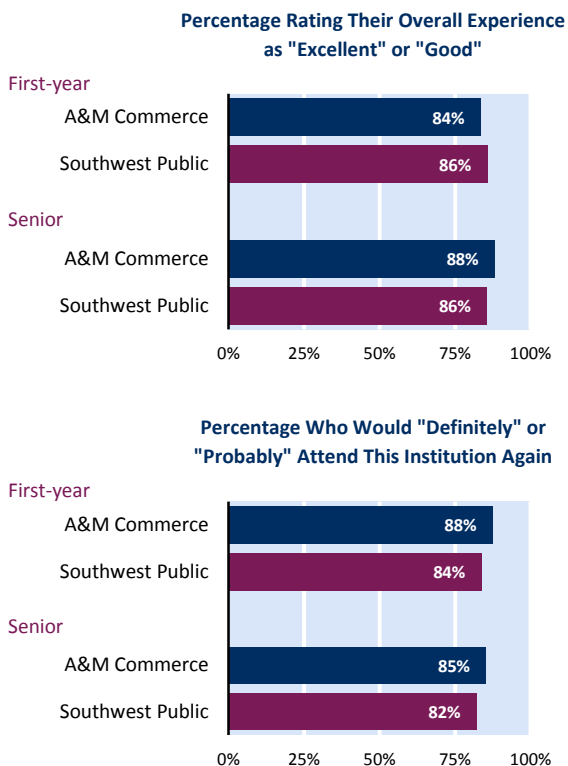
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

| Perceived Gains (Sorted highest to lowest) | Percentage of Seniors Responding "Very much" or "Quite a bit" |
|--|--|
| Thinking critically and analytically | 85% |
| Working effectively with others | 78% |
| Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.) | 73% |
| Acquiring job- or work-related knowledge and skills | 73% |
| Writing clearly and effectively | 72% |
| Speaking clearly and effectively | 69% |
| Developing or clarifying a personal code of values and ethics | 68% |
| Solving complex real-world problems | 68% |
| Analyzing numerical and statistical information | 66% |
| Being an informed and active citizen | 65% |

Satisfaction with A&M Commerce

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

| | Count | Resp. rate | Female | Full-time |
|-------------------|-------|------------|--------|-----------|
| <i>First-year</i> | 109 | 13% | 51% | 85% |
| <i>Senior</i> | 496 | 24% | 64% | 79% |

Refer to your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Development of Transferable Skills

Refer to your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: nsse.iub.edu

About This Topical Module

Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module examines activities that develop useful and transferable skills for the workplace (such as verbal and written fluency and analytic inquiry). The module complements questions on the core survey about higher-order learning, reflective and integrative learning, and students' perceptions of their development in a variety of areas. Complementary FSSE set available.

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Transferable Skills' column of this report.

| | |
|--|---|
| Group label | Transferable Skills |
| Date submitted | Not applicable; comparison group not customized. |
| How was this comparison group constructed? | Your institution did not customize this comparison group; the default group (all module participants) was used. |
| Group description | Default comparison group |

'Transferable Skills' institutions (N=136)

| | |
|--|---|
| Alice Lloyd College (Pippa Passes, KY) | Framingham State University (Framingham, MA)* |
| Bemidji State University (Bemidji, MN)* | Franklin Pierce University (Rindge, NH)* |
| Berea College (Berea, KY) | Golden Gate University-San Francisco (San Francisco, CA)* |
| Berry College (Mount Berry, GA)* | Grand Canyon University (Phoenix, AZ) |
| Blackburn College (Carlinville, IL) | Grand Valley State University (Allendale, MI)* |
| Brenau University (Gainesville, GA) | Holy Cross College (Notre Dame, IN) |
| Brock University (St. Catharines, ON) | Iowa State University (Ames, IA)* |
| Canadian University College (Lacombe, AB)* | Jacksonville University (Jacksonville, FL) |
| Carleton University (Ottawa, ON) | Johnson University (Knoxville, TN)* |
| Carthage College (Kenosha, WI)* | Kennesaw State University (Kennesaw, GA) |
| Central College (Pella, IA)* | Kenyon College (Gambier, OH) |
| Central Penn College (Summerdale, PA) | Kwantlen Polytechnic University (Surrey, BC) |
| Chapman University (Orange, CA)* | La Sierra University (Riverside, CA)* |
| Chestnut Hill College (Philadelphia, PA) | Lawrence University (Appleton, WI)* |
| Coleman University (San Diego, CA)* | Lewis & Clark College (Portland, OR)* |
| College of Saint Elizabeth (Morristown, NJ)* | LIM College (New York, NY)* |
| College of the Ozarks (Point Lookout, MO) | Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)* |
| College of William & Mary (Williamsburg, VA)* | Lyon College (Batesville, AR) |
| Colorado Mesa University (Grand Junction, CO)* | Marlboro College (Marlboro, VT)* |
| Concord University (Athens, WV)* | McMaster University (Hamilton, ON) |
| Concordia University (Portland, OR) | McPherson College (McPherson, KS)* |
| Covenant College (Lookout Mountain, GA)* | Messiah College (Grantham, PA) |
| Defiance College (Defiance, OH) | Metropolitan State University (Saint Paul, MN)* |
| DeSales University (Center Valley, PA)* | Middle Georgia State College (Macon, GA) |
| Dominican College of Blauvelt (Orangeburg, NY)* | Mills College (Oakland, CA) |
| East Tennessee State University (Johnson City, TN) | Mississippi State University (Mississippi State, MS) |
| Eastern University (Saint Davids, PA) | Mount Royal University (Calgary, AB)* |
| Eastern Washington University (Cheney, WA) | Murray State University (Murray, KY) |
| Ferris State University (Grand Rapids, MI) | National American University-Sioux Falls (Sioux Falls, SD)* |
| Florida State University (Tallahassee, FL) | New England College (Henniker, NH) |

'Transferable Skills' institutions (N=136), continued

New Mexico State University (Las Cruces, NM)
Nichols College (Dudley, MA)
Ohio Dominican University (Columbus, OH)*
Ohio Northern University (Ada, OH)
Pacific Union College (Angwin, CA)*
Presbyterian College (Clinton, SC)
Queen's University (Kingston, ON)
Quest University Canada (Squamish, BC)
Randolph-Macon College (Ashland, VA)
Regent University (Virginia Beach, VA)
Saint Francis Medical Center College of Nursing (Peoria, IL)
Saint Mary's College (Notre Dame, IN)*
Saint Mary's College of California (Moraga, CA)*
Saint Xavier University (Chicago, IL)
Savannah College of Art and Design (Savannah, GA)*
Sheridan College Institute of Technology and Advanced Learning (Oakville, ON)
Sierra Nevada College (Incline Village, NV)
Simon Fraser University (Burnaby, BC)
Skidmore College (Saratoga Springs, NY)*
South Dakota State University (Brookings, SD)
Southwestern Assemblies of God University (Waxahachie, TX)*
Southwestern University (Georgetown, TX)
St. Bonaventure University (Saint Bonaventure, NY)*
St. Gregory's University (Shawnee, OK)
St. Lawrence University (Canton, NY)
St. Mary's College of Maryland (Saint Mary's City, MD)
Sterling College (Craftsbury Common, VT)
Stevenson University (Stevenson, MD)*
SUNY College at Old Westbury (Old Westbury, NY)
SUNY College of Technology at Canton (Canton, NY)
Tennessee Technological University (Cookeville, TN)
The College at Brockport, SUNY (Brockport, NY)
The Evergreen State College (Olympia, WA)
The Sage Colleges (Troy, NY)
The University of Texas at Arlington (Arlington, TX)
The University of Virginia's College at Wise (Wise, VA)
The University of West Florida (Pensacola, FL)
Thiel College (Greenville, PA)*
Trevecca Nazarene University (Nashville, TN)
Union College (Barbourville, KY)*
University at Buffalo, State University of New York (Buffalo, NY)
University of Akron (Akron, OH)*
University of Colorado Denver (Denver, CO)*
University of Denver (Denver, CO)
University of Great Falls (Great Falls, MT)
University of La Verne (La Verne, CA)*
University of Maine at Augusta (Augusta, ME)*
University of Maine at Machias (Machias, ME)
University of Maryland (College Park, MD)
University of Mount Union (Alliance, OH)*
University of Nebraska at Kearney (Kearney, NE)*
University of Nebraska at Lincoln (Lincoln, NE)*
University of North Carolina at Charlotte (Charlotte, NC)
University of North Carolina Wilmington (Wilmington, NC)*
University of North Dakota (Grand Forks, ND)*
University of Ontario Institute of Technology (Oshawa, ON)
University of Prince Edward Island (Charlottetown, PE)
University of Sacred Heart (Santurce, PR)
University of the Cumberlands (Williamsburg, KY)
University of Toronto (Toronto, ON)
University of Wisconsin-Green Bay (Green Bay, WI)
University of Wisconsin-Milwaukee (Milwaukee, WI)
Virginia Military Institute (Lexington, VA)
Warren Wilson College (Swannanoa, NC)
Wartburg College (Waverly, IA)*
Washington State University (Pullman, WA)
Wesleyan College (Macon, GA)
West Virginia University Institute of Technology (Montgomery, WV)
West Virginia Wesleyan College (Buckhannon, WV)
Western Oregon University (Monmouth, OR)
Western State Colorado University (Gunnison, CO)
Whitman College (Walla Walla, WA)
Wilfrid Laurier University (Waterloo, ON)
Wilmington University (New Castle, DE)*
York College of Pennsylvania (York, PA)*
Youngstown State University (Youngstown, OH)*

* 2013 participant

NSSE 2014 Topical Module

Development of Transferable Skills

Texas A&M University - Commerce

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First-Year Students

| Item wording or description | Variable name | Values ^c | Response options | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-----|---------------------|-----|--------------------------------------|---------------------|--------------------------|
| | | | | A&M Commerce | | Transferable Skills | | A&M Commerce | Transferable Skills | Effect size ^d |
| | | | | Count | % | Count | % | Mean | Mean | |
| 1. During the current school year, whether course-related or not, about how often have you done the following? | | | | | | | | | | |
| a. Discussed or debated an issue of social, political, or philosophical importance | TRN01a | 1 | Never | 13 | 18 | 5,799 | 15 | 2.5 | 2.5 | -.01 |
| | | 2 | Sometimes | 25 | 28 | 14,067 | 36 | | | |
| | | 3 | Often | 31 | 37 | 11,260 | 30 | | | |
| | | 4 | Very often | 16 | 17 | 7,416 | 19 | | | |
| | | Total | | 85 | 100 | 38,542 | 100 | | | |
| b. Made a speech to a group | TRN01b | 1 | Never | 19 | 21 | 11,499 | 29 | 2.2 | 2.1 | .18 |
| | | 2 | Sometimes | 32 | 44 | 16,133 | 42 | | | |
| | | 3 | Often | 24 | 26 | 7,487 | 20 | | | |
| | | 4 | Very often | 10 | 9 | 3,244 | 9 | | | |
| | | Total | | 85 | 100 | 38,363 | 100 | | | |
| c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc. | TRN01c | 1 | Never | 5 | 6 | 3,148 | 8 | 2.8 | 2.7 | .09 |
| | | 2 | Sometimes | 29 | 38 | 13,826 | 36 | | | |
| | | 3 | Often | 27 | 29 | 13,873 | 36 | | | |
| | | 4 | Very often | 23 | 26 | 7,589 | 20 | | | |
| | | Total | | 84 | 100 | 38,436 | 100 | | | |
| d. Discussed the ethical consequences of a course of action | TRN01d | 1 | Never | 12 | 15 | 6,413 | 17 | 2.4 | 2.4 | -.04 |
| | | 2 | Sometimes | 35 | 45 | 15,480 | 40 | | | |
| | | 3 | Often | 25 | 29 | 11,411 | 30 | | | |
| | | 4 | Very often | 11 | 11 | 5,079 | 13 | | | |
| | | Total | | 83 | 100 | 38,383 | 100 | | | |
| e. Creatively thought about new ideas or about ways to improve things | TRN01e | 1 | Never | 6 | 7 | 2,512 | 7 | 2.8 | 2.8 | .05 |
| | | 2 | Sometimes | 26 | 34 | 12,489 | 32 | | | |
| | | 3 | Often | 24 | 29 | 14,656 | 38 | | | |
| | | 4 | Very often | 28 | 30 | 8,714 | 23 | | | |
| | | Total | | 84 | 100 | 38,371 | 100 | | | |
| f. Critically evaluated multiple solutions to a problem | TRN01f | 1 | Never | 3 | 6 | 2,507 | 7 | 2.7 | 2.8 | .00 |
| | | 2 | Sometimes | 29 | 38 | 12,783 | 33 | | | |
| | | 3 | Often | 28 | 31 | 14,949 | 39 | | | |
| | | 4 | Very often | 24 | 25 | 8,078 | 21 | | | |
| | | Total | | 84 | 100 | 38,317 | 100 | | | |
| g. Discussed complex problems with others to develop a better solution | TRN01g | 1 | Never | 5 | 6 | 3,536 | 9 | 2.7 | 2.6 | .05 |
| | | 2 | Sometimes | 35 | 44 | 13,642 | 36 | | | |
| | | 3 | Often | 22 | 23 | 13,635 | 35 | | | |
| | | 4 | Very often | 21 | 26 | 7,390 | 19 | | | |
| | | Total | | 83 | 100 | 38,203 | 100 | | | |

First-Year Students

| Item wording or description | Variable name | Values ^c | Response options | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-----|---------------------|-----|--------------------------------------|---------------------|--------------------------|
| | | | | A&M Commerce | | Transferable Skills | | A&M Commerce | Transferable Skills | Effect size ^d |
| | | | | Count | % | Count | % | Mean | Mean | |
| 2. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that: | | | | | | | | | | |
| a. Used information from a variety of sources (books, journals, Internet, databases, etc.) | TRN02a | 1 | Never | 3 | 6 | 1,358 | 4 | 3.2 | 3.0 | .19 |
| | | 2 | Sometimes | 15 | 18 | 8,883 | 24 | | | |
| | | 3 | Often | 23 | 28 | 14,015 | 36 | | | |
| | | 4 | Very often | 44 | 49 | 14,289 | 36 | | | |
| | | Total | | 85 | 100 | 38,545 | 100 | | | |
| b. Assessed the conclusions of a published work | TRN02b | 1 | Never | 9 | 13 | 5,335 | 14 | 2.7 | 2.6 | .19 |
| | | 2 | Sometimes | 23 | 26 | 13,317 | 35 | | | |
| | | 3 | Often | 28 | 34 | 12,040 | 31 | | | |
| | | 4 | Very often | 25 | 27 | 7,753 | 19 | | | |
| | | Total | | 85 | 100 | 38,445 | 100 | | | |
| c. Included ideas from more than one academic discipline | TRN02c | 1 | Never | 7 | 11 | 4,151 | 11 | 2.7 | 2.6 | .07 |
| | | 2 | Sometimes | 28 | 33 | 12,818 | 34 | | | |
| | | 3 | Often | 27 | 30 | 13,050 | 34 | | | |
| | | 4 | Very often | 23 | 26 | 8,388 | 21 | | | |
| | | Total | | 85 | 100 | 38,407 | 100 | | | |
| d. Presented multiple viewpoints or perspectives | TRN02d | 1 | Never | 7 | 8 | 3,429 | 9 | 2.7 | 2.7 | .05 |
| | | 2 | Sometimes | 26 | 36 | 13,264 | 35 | | | |
| | | 3 | Often | 25 | 30 | 13,423 | 35 | | | |
| | | 4 | Very often | 24 | 25 | 8,228 | 21 | | | |
| | | Total | | 82 | 100 | 38,344 | 100 | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the Endnotes page for a key to the triangle symbols.

Seniors

| Item wording or description | Variable name | Values ^c | Response options | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-----|---------------------|-----|--------------------------------------|---------------------|--------------------------|
| | | | | A&M Commerce | | Transferable Skills | | A&M Commerce | Transferable Skills | |
| | | | | Count | % | Count | % | Mean | Mean | Effect size ^d |
| 1. During the current school year, whether course-related or not, about how often have you done the following? | | | | | | | | | | |
| a. Discussed or debated an issue of social, political, or philosophical importance | TRN01a | 1 | Never | 60 | 14 | 6,083 | 13 | 2.7 | 2.6 | .02 |
| | | 2 | Sometimes | 138 | 32 | 16,653 | 34 | | | |
| | | 3 | Often | 127 | 30 | 14,033 | 29 | | | |
| | | 4 | Very often | 107 | 25 | 11,627 | 24 | | | |
| | | Total | | 432 | 100 | 48,396 | 100 | | | |
| b. Made a speech to a group | TRN01b | 1 | Never | 72 | 17 | 8,779 | 18 | 2.5 | 2.4 * | .11 |
| | | 2 | Sometimes | 155 | 36 | 18,856 | 39 | | | |
| | | 3 | Often | 108 | 25 | 12,665 | 26 | | | |
| | | 4 | Very often | 92 | 22 | 7,871 | 16 | | | |
| | | Total | | 427 | 100 | 48,171 | 100 | | | |
| c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc. | TRN01c | 1 | Never | 15 | 4 | 2,745 | 6 | 3.0 | 2.9 ** | .14 |
| | | 2 | Sometimes | 120 | 27 | 14,390 | 30 | | | |
| | | 3 | Often | 154 | 36 | 17,779 | 37 | | | |
| | | 4 | Very often | 143 | 33 | 13,358 | 28 | | | |
| | | Total | | 432 | 100 | 48,272 | 100 | | | |
| d. Discussed the ethical consequences of a course of action | TRN01d | 1 | Never | 50 | 12 | 5,611 | 12 | 2.7 | 2.6 * | .12 |
| | | 2 | Sometimes | 142 | 32 | 17,570 | 37 | | | |
| | | 3 | Often | 138 | 32 | 15,685 | 32 | | | |
| | | 4 | Very often | 103 | 24 | 9,355 | 19 | | | |
| | | Total | | 433 | 100 | 48,221 | 100 | | | |
| e. Creatively thought about new ideas or about ways to improve things | TRN01e | 1 | Never | 13 | 3 | 1,920 | 4 | 3.1 | 3.0 * | .11 |
| | | 2 | Sometimes | 102 | 23 | 11,481 | 24 | | | |
| | | 3 | Often | 146 | 34 | 18,837 | 39 | | | |
| | | 4 | Very often | 169 | 40 | 15,956 | 33 | | | |
| | | Total | | 430 | 100 | 48,194 | 100 | | | |
| f. Critically evaluated multiple solutions to a problem | TRN01f | 1 | Never | 14 | 3 | 1,878 | 4 | 3.1 | 3.0 * | .11 |
| | | 2 | Sometimes | 95 | 21 | 11,651 | 24 | | | |
| | | 3 | Often | 162 | 38 | 19,228 | 40 | | | |
| | | 4 | Very often | 161 | 37 | 15,409 | 32 | | | |
| | | Total | | 432 | 100 | 48,166 | 100 | | | |
| g. Discussed complex problems with others to develop a better solution | TRN01g | 1 | Never | 23 | 6 | 2,625 | 6 | 3.0 | 2.9 * | .10 |
| | | 2 | Sometimes | 106 | 24 | 13,087 | 27 | | | |
| | | 3 | Often | 149 | 35 | 17,997 | 37 | | | |
| | | 4 | Very often | 153 | 36 | 14,334 | 30 | | | |
| | | Total | | 431 | 100 | 48,043 | 100 | | | |

Seniors

| Item wording or description | Variable name | Values ^c | Response options | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-----|---------------------|-----|--------------------------------------|---------------------|--------------------------|
| | | | | A&M Commerce | | Transferable Skills | | A&M Commerce | Transferable Skills | Effect size ^d |
| | | | | Count | % | Count | % | Mean | Mean | |
| 2. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that: | | | | | | | | | | |
| a. Used information from a variety of sources (books, journals, Internet, databases, etc.) | TRN02a | 1 | Never | 10 | 2 | 1,465 | 3 | 3.3 | 3.2 | .08 |
| | | 2 | Sometimes | 68 | 16 | 8,061 | 18 | | | |
| | | 3 | Often | 132 | 31 | 14,028 | 30 | | | |
| | | 4 | Very often | 223 | 51 | 24,853 | 49 | | | |
| | | Total | | 433 | 100 | 48,407 | 100 | | | |
| b. Assessed the conclusions of a published work | TRN02b | 1 | Never | 52 | 12 | 5,152 | 11 | 2.8 | 2.8 | .01 |
| | | 2 | Sometimes | 118 | 27 | 13,311 | 29 | | | |
| | | 3 | Often | 126 | 29 | 14,244 | 29 | | | |
| | | 4 | Very often | 136 | 31 | 15,611 | 31 | | | |
| | | Total | | 432 | 100 | 48,318 | 100 | | | |
| c. Included ideas from more than one academic discipline | TRN02c | 1 | Never | 35 | 8 | 3,808 | 9 | 2.9 | 2.9 | .08 |
| | | 2 | Sometimes | 114 | 26 | 13,328 | 28 | | | |
| | | 3 | Often | 130 | 31 | 15,219 | 32 | | | |
| | | 4 | Very often | 153 | 35 | 15,925 | 31 | | | |
| | | Total | | 432 | 100 | 48,280 | 100 | | | |
| d. Presented multiple viewpoints or perspectives | TRN02d | 1 | Never | 28 | 6 | 3,396 | 8 | 2.9 | 2.8 | .09 |
| | | 2 | Sometimes | 126 | 29 | 14,395 | 31 | | | |
| | | 3 | Often | 134 | 31 | 15,975 | 33 | | | |
| | | 4 | Very often | 143 | 33 | 14,449 | 29 | | | |
| | | Total | | 431 | 100 | 48,215 | 100 | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the Endnotes page for a key to the triangle symbols.

NSSE 2014 Development of Transferable Skills

Detailed Statistics^e

Texas A&M University - Commerce

First-Year Students

| Variable name | N | | Mean | | Standard error ^f | | Standard deviation ^g | | DF ^h | Sig. ⁱ | Effect size ^d |
|---------------|--------------|---------------------|--------------|---------------------|-----------------------------|---------------------|---------------------------------|---------------------|-----------------|-------------------|--------------------------|
| | A&M Commerce | Transferable Skills | A&M Commerce | Transferable Skills | A&M Commerce | Transferable Skills | A&M Commerce | Transferable Skills | | | |
| TRN01a | 86 | 2.52 | 2.53 | .11 | .01 | 0.98 | 0.97 | 20,014 | .938 | -.01 | |
| TRN01b | 86 | 2.24 | 2.08 | .10 | .01 | 0.89 | 0.91 | 19,928 | .103 | .18 | |
| TRN01c | 85 | 2.75 | 2.67 | .10 | .01 | 0.92 | 0.88 | 19,959 | .403 | .09 | |
| TRN01d | 84 | 2.35 | 2.39 | .09 | .01 | 0.86 | 0.91 | 19,933 | .689 | -.04 | |
| TRN01e | 85 | 2.82 | 2.77 | .10 | .01 | 0.95 | 0.88 | 19,928 | .628 | .05 | |
| TRN01f | 85 | 2.75 | 2.75 | .10 | .01 | 0.90 | 0.87 | 19,900 | .990 | .00 | |
| TRN01g | 84 | 2.69 | 2.65 | .10 | .01 | 0.94 | 0.90 | 19,838 | .653 | .05 | |
| TRN02a | 86 | 3.20 | 3.04 | .10 | .01 | 0.93 | 0.87 | 20,012 | .086 | .19 | |
| TRN02b | 86 | 2.74 | 2.55 | .11 | .01 | 1.00 | 0.96 | 19,959 | .073 | .19 | |
| TRN02c | 86 | 2.71 | 2.65 | .11 | .01 | 0.98 | 0.94 | 19,936 | .515 | .07 | |
| TRN02d | 83 | 2.72 | 2.68 | .10 | .01 | 0.94 | 0.91 | 19,899 | .649 | .05 | |

Seniors

| Variable name | N | | Mean | | Standard error ^f | | Standard deviation ^g | | DF ^h | Sig. ⁱ | Effect size ^d |
|---------------|--------------|---------------------|--------------|---------------------|-----------------------------|---------------------|---------------------------------|---------------------|-----------------|-------------------|--------------------------|
| | A&M Commerce | Transferable Skills | A&M Commerce | Transferable Skills | A&M Commerce | Transferable Skills | A&M Commerce | Transferable Skills | | | |
| TRN01a | 434 | 2.66 | 2.64 | .05 | .00 | 1.00 | 0.98 | 40,127 | .668 | .02 | |
| TRN01b | 428 | 2.51 | 2.40 | .05 | .00 | 1.01 | 0.96 | 436 | .026 | .11 | |
| TRN01c | 434 | 2.99 | 2.87 | .04 | .00 | 0.87 | 0.89 | 40,028 | .005 | .14 | |
| TRN01d | 434 | 2.69 | 2.58 | .05 | .00 | 0.96 | 0.93 | 39,988 | .016 | .12 | |
| TRN01e | 432 | 3.10 | 3.01 | .04 | .00 | 0.86 | 0.86 | 440 | .025 | .11 | |
| TRN01f | 434 | 3.10 | 3.00 | .04 | .00 | 0.84 | 0.85 | 39,936 | .020 | .11 | |
| TRN01g | 432 | 3.01 | 2.91 | .04 | .00 | 0.91 | 0.89 | 39,840 | .033 | .10 | |
| TRN02a | 434 | 3.31 | 3.24 | .04 | .00 | 0.82 | 0.87 | 40,127 | .082 | .08 | |
| TRN02b | 434 | 2.80 | 2.79 | .05 | .01 | 1.02 | 1.00 | 40,046 | .800 | .01 | |
| TRN02c | 434 | 2.93 | 2.86 | .05 | .00 | 0.97 | 0.96 | 40,017 | .117 | .08 | |
| TRN02d | 433 | 2.91 | 2.82 | .05 | .00 | 0.94 | 0.93 | 39,970 | .051 | .09 | |

Endnotes

- a. Column percentages are weighted by gender and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by gender and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t-tests uses Cohen's *d*.
- e. Statistics are weighted by gender and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t-tests. Values differ from *Ns* due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t-tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

Key to symbols:

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