



NSSE 2024 Administration Summary

Texas A&M University-Commerce

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

Population and Respondents

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

Survey sampling and completions	First-year	Senior
Submitted population <small>Counts from the original population file.</small>	2,756	3,206
Adjusted population <small>Adjusted for ineligible students and undeliverables.</small>	2,739	3,206
Survey sample <small>Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples are not included.</small>	2,739	3,206
Total respondents	229	393
Full completions <small>Number who submitted demographic items and (if applicable) Topical Module sets.</small>	132	290
Partial completions <small>Number who completed part of the survey but stopped before submitting demographic items and (if applicable) Topical Modules.</small>	97	103
Sampling error <small>Also known as "margin of error," an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "very often" to a particular item, then the true population value is most likely between 35% and 45%.</small>	+/- 6.2%	+/- 4.6%

Population file options

Did you include an oversample? <small>Asked NSSE to survey other students in addition to the standard first-year and senior samples.</small>	No
Did you update the eligibility of students in the population file? <small>Updated for spring semester eligibility status.</small>	Yes
Did you customize the report sample? <small>Flagged a subset of students for inclusion in Institutional Reports.</small>	No

Note for U.S. institutions: Consistent with the institutional participation agreement, NSSE used a very small sample of students for experimental purposes this year while testing two questions related to religious identity. Since the experimental sample (coded as *sample=6*) received all other NSSE questions we included the group in other reports to improve the precision of survey estimates. Consequently, counts and percentages here may differ slightly from other reports.

Response Rates

The table below summarizes response rates for your institution and your selected comparison groups. For more information see [NSSE's Response Rate FAQ \(https://go.iu.edu/4qjk\)](#). Comparison group response rates were computed at the institution level (i.e., they do not reflect student-level aggregate results).

	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024
First-year	8%	18%	25%	25%
Senior	12%	19%	24%	24%

Representativeness

The table below details variables submitted in your population file. NSSE reports use weights based on institution-reported sex and enrollment status (full- or part-time) so that results better reflect the population with respect to these categories. Institutions may also submit race/ethnicity (based on IPEDS categories) and age (birthyear) which, while not used for weights, may also help gauge the representation of these groups in your data.

Respondent and population percentages are listed side by side as a convenience to see how well the identities of your respondents reflect your first-year and senior populations. For detailed information about the identities and experiences of the respondents in your reports, refer to your *Respondent Profile*.

	First-year respondents (%)	First-year population (%)	Senior respondents (%)	Senior population (%)
Sex				
Female	69	59	67	60
Male	31	41	33	40
Another sex	0	0	0	0
Full-time	80	56	80	75
Race/ethnicity				
American Indian or Alaska Native	0	0	1	0
Asian	1	3	3	3
Black or African American	25	25	13	17
Hispanic or Latino	31	25	24	25
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	33	32	49	44
Another race/ethnicity	0	0	0	0
Foreign or Nonresident alien	1	1	0	1
Two or more races/ethnicities	3	3	7	7
Unknown	4	10	4	3

Notes:

Sex categories may not sum to 100% due to students whose sex was reported as "unknown" in the population file. For weighting, NSSE asks institutions to report students' sex in the population file, with four options: female, male, another, and unknown (or missing). The NSSE questionnaire asks students to provide their gender identities (Woman, Man, Agender or gender neutral, Demigender, etc.) in a select-all-that-apply item. Sex and gender are distinct terms with different meanings, and NSSE does not treat them as interchangeable.

Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Survey Customization

The information below documents customization options for your NSSE survey and data collection from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used	Yes
Incentive offered	Yes
Survey version	US Standard

Additional question and companion surveys

Topical Module(s)	HIP Quality
Customized consortium questions	None
BCSSE 2023 participation	No
FSSE 2024 participation	No



NSSE 2024

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▽	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	▽	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▽	▽	▽

Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	▽	--
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	▽	▼	▼
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

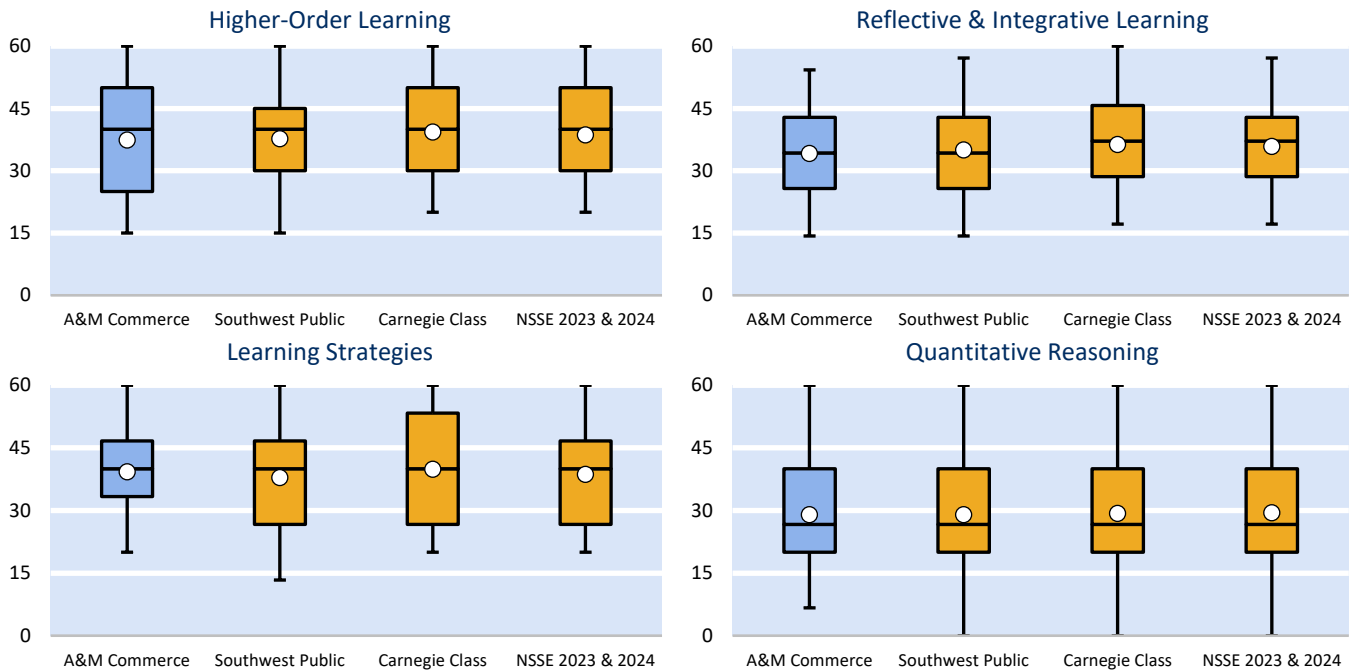
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	A&M Commerce	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.4	37.7	-.03	39.4	-.14	38.6	-.09
Reflective & Integrative Learning	34.2	35.0	-.07	36.4 *	-.17	35.9	-.14
Learning Strategies	39.3	37.9	.10	39.9	-.04	38.6	.05
Quantitative Reasoning	29.0	29.0	.00	29.3	-.02	29.5	-.03

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
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	56	-12	-15	-15
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-3	-6	-6
4d. Evaluating a point of view, decision, or information source	66	-3	-7	-5
4e. Forming a new idea or understanding from various pieces of information	71	+1	-2	-1
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	50	-2	-2	-4
2b. Connected your learning to societal problems or issues	45	-4	-8	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+2	-2	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-3	-5	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	-0	-3	-1
2f. Learned something that changed the way you understand an issue or concept	69	+2	-1	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2	-4	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+5	-1	+2
9b. Reviewed your notes after class	71	+5	+2	+5
9c. Summarized what you learned in class or from course materials	65	+1	-4	-1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-3	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+4	+3	+3
6c. Evaluated what others have concluded from numerical information	38	-4	-5	-6

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

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

Academic Challenge: Seniors

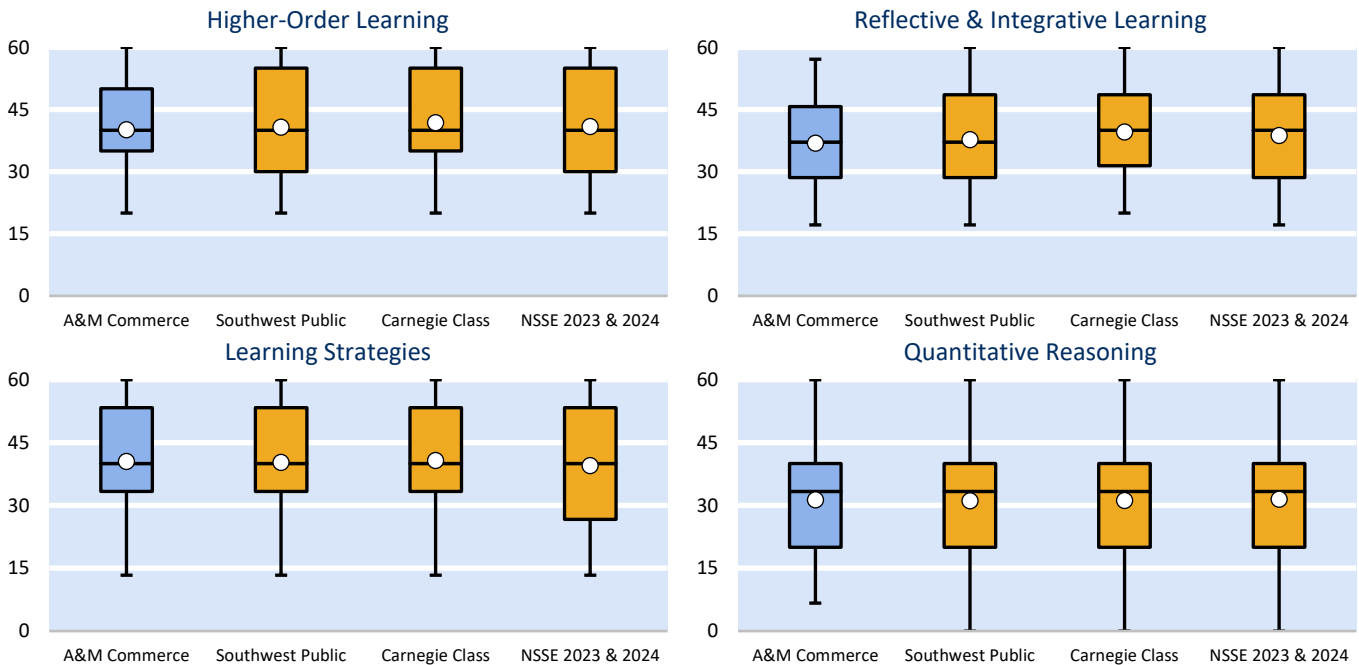
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	40.1	40.8	-.04	41.8 *	-.12	40.9	-.06
Reflective & Integrative Learning	36.9	37.7	-.06	39.6 ***	-.21	38.7 **	-.14
Learning Strategies	40.5	40.2	.02	40.7	-.02	39.5	.07
Quantitative Reasoning	31.3	31.0	.02	31.1	.01	31.4	-.01

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	A&M Commerce	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
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	75	-2	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	-0	+1
4d. Evaluating a point of view, decision, or information source	73	+2	-3	+1
4e. Forming a new idea or understanding from various pieces of information	77	+3	+0	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61	-4	-5	-8
2b. Connected your learning to societal problems or issues	59	+1	-5	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-2	-12	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-2	-7	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	-2	-5	-3
2f. Learned something that changed the way you understand an issue or concept	68	-4	-5	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+1	-2	+0
9b. Reviewed your notes after class	73	+3	+4	+7
9c. Summarized what you learned in class or from course materials	73	+3	+2	+5
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.)	58	-0	+2	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+3	+2	+2
6c. Evaluated what others have concluded from numerical information	44	-2	-2	-4

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

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

Learning with Peers: First-year students

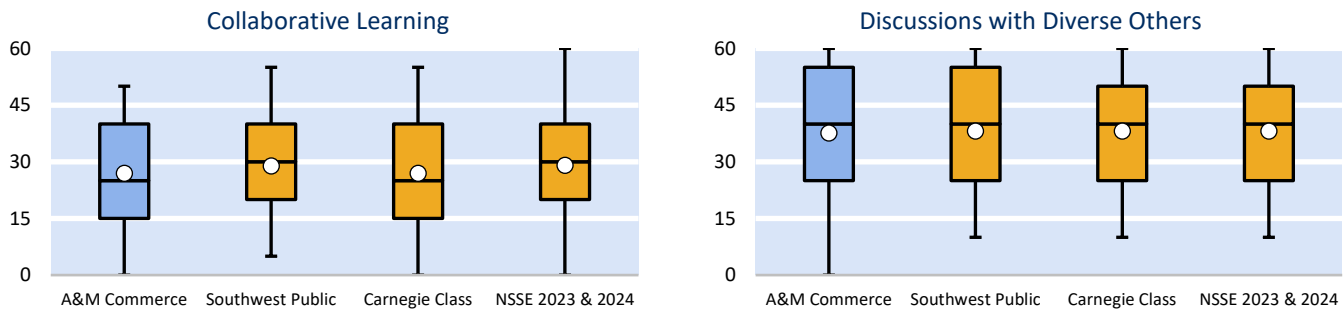
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.9	28.9	-.13	26.9	.00	29.1 *	-.14
Discussions with Diverse Others	37.6	38.1	-.03	38.2	-.03	38.1	-.03

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

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	A&M Commerce	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	41	-3	+2	-3
1c. Explained course material to one or more students	44	-2	+1	-3
1d. Prepared for exams by discussing or working through course material with other students	35	-5	-3	-6
1e. Worked with other students on course projects or assignments	48	-3	+1	-3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	71	+2	+0	+2
8b. People from economic backgrounds other than your own	69	-1	-1	-1
8c. People with religious beliefs other than your own	64	-0	+1	-0
8d. People with political views other than your own	60	+0	+0	+2

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Learning with Peers: Seniors

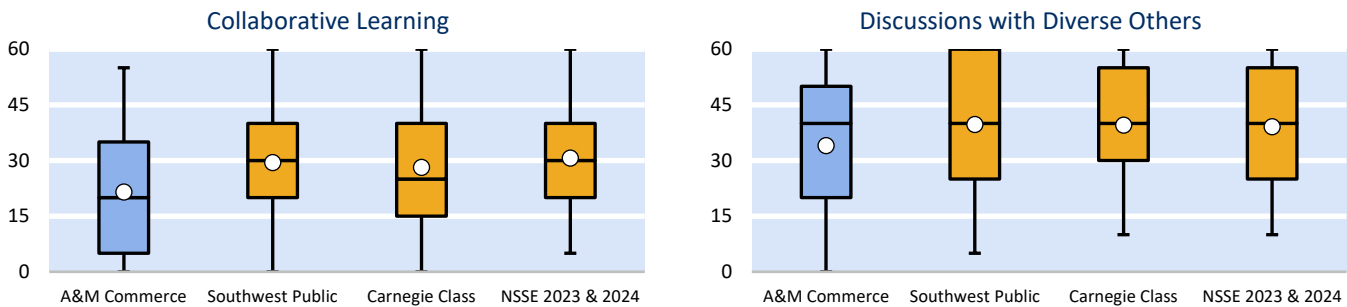
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Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	21.5	29.5 ***	-.49	28.2 ***	-.40	30.6 ***	-.57
Discussions with Diverse Others	34.0	39.7 ***	-.33	39.6 ***	-.33	39.1 ***	-.31

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Collaborative Learning				
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1b. Asked another student to help you understand course material	27	-13	-9	-15
1c. Explained course material to one or more students	37	-12	-10	-15
1d. Prepared for exams by discussing or working through course material with other students	28	-11	-9	-13
1e. Worked with other students on course projects or assignments	37	-20	-18	-24
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	61	-12	-11	-10
8b. People from economic backgrounds other than your own	61	-11	-12	-11
8c. People with religious beliefs other than your own	53	-14	-11	-12
8d. People with political views other than your own	55	-7	-8	-5

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Experiences with Faculty: First-year students

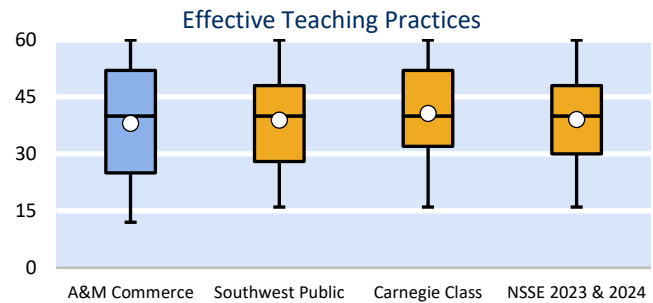
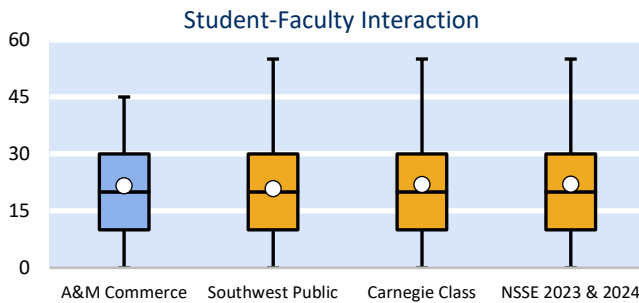
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Effect size		Carnegie Class Effect size		NSSE 2023 & 2024 Effect size	
	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	21.6	20.8	.05	21.9	-.02	22.0	-.03
Effective Teaching Practices	38.0	38.9	-.06	40.6 *	-.19	39.0	-.08

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

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Performance on Indicator Items

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

Student-Faculty Interaction	A&M Commerce	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	37	-0	-2	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+0	+1	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-1	-3	-4
3d. Discussed your academic performance with a faculty member	30	+2	-3	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-1	-3	-1
5b. Taught course sessions in an organized way	73	-1	-3	-1
5c. Used examples or illustrations to explain difficult points	67	-6	-9	-7
5d. Provided feedback on a draft or work in progress	59	-5	-10	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-1	-7	-3

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

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

Experiences with Faculty: Seniors

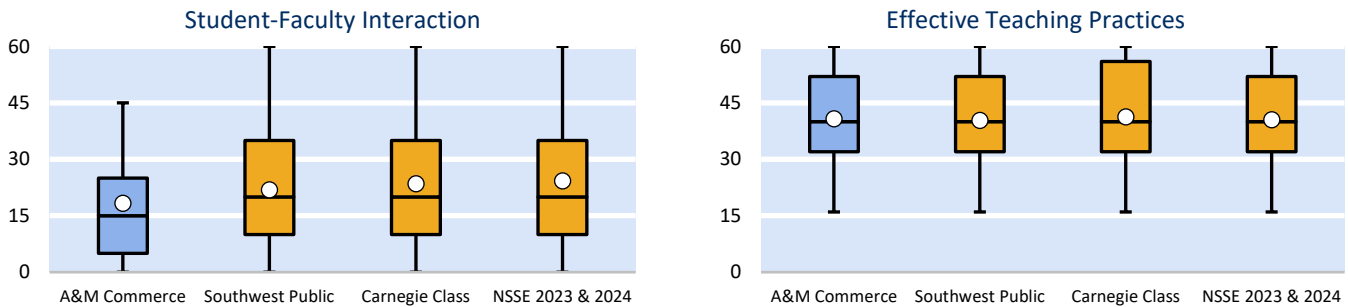
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.2	21.8 ***	-.22	23.4 ***	-.31	24.2 ***	-.36
Effective Teaching Practices	40.7	40.3	.03	41.3	-.04	40.4	.02

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	A&M Commerce	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	34	-4	-9	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-5	-7	-9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-6	-8	-10
3d. Discussed your academic performance with a faculty member	26	-4	-8	-8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	-2	-2	-2
5b. Taught course sessions in an organized way	77	+1	-1	-0
5c. Used examples or illustrations to explain difficult points	74	-3	-2	-3
5d. Provided feedback on a draft or work in progress	67	+5	-1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+8	+3	+6

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

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

Campus Environment: First-year students

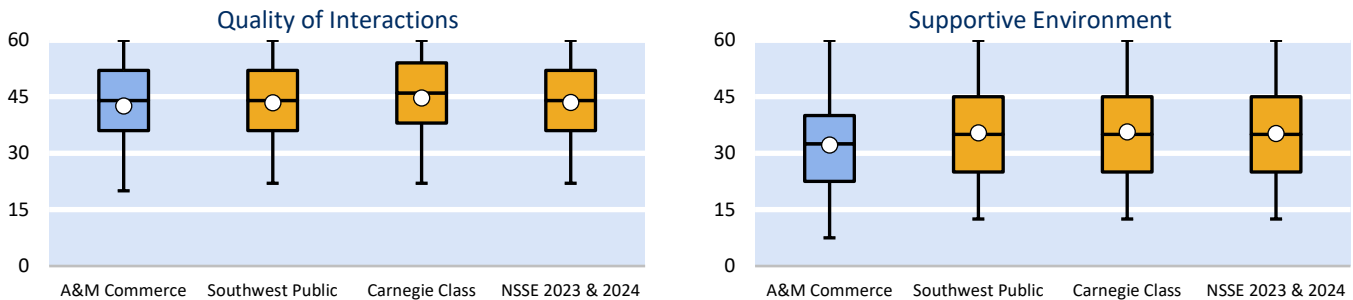
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	43.4	-.07	44.7	-.17	43.5	-.08
Supportive Environment	32.1	35.4 **	-.24	35.6 **	-.25	35.3 **	-.23

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	A&M Commerce	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-5	-9	-6
13b. Academic advisors	61	+6	+1	+4
13c. Faculty	58	+5	-1	+3
13d. Student services staff (career services, student activities, housing, etc.)	49	-1	-3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+3	-2	+3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-4	-6	-5
14c. Using learning support services (tutoring services, writing center, etc.)	67	-8	-9	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-9	-10	-9
14e. Providing opportunities to be involved socially	66	-4	-5	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-6	-6	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-6	-7	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-2	+2	-0
14i. Attending events that address important social, economic, or political issues	36	-8	-9	-9

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

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

Campus Environment: Seniors

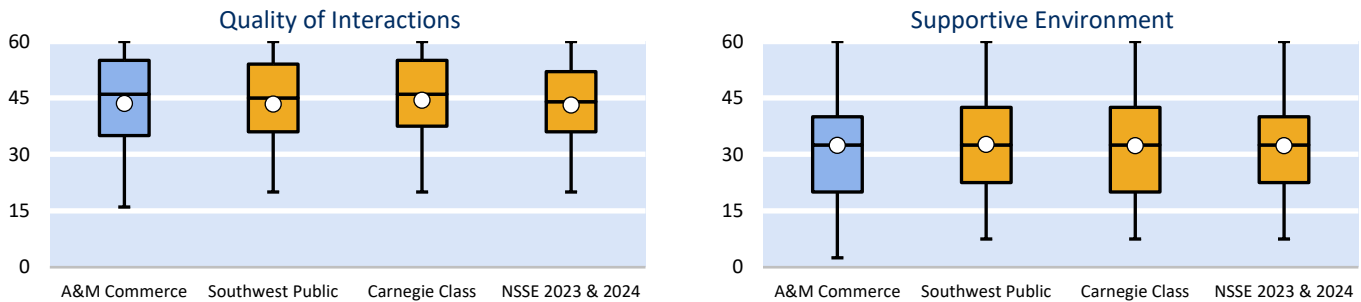
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Quality of Interactions	43.6	43.4	.01	44.4	-.07	43.1	.04
Supportive Environment	32.5	32.7	-.02	32.3	.01	32.4	.01

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	A&M Commerce %	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-6	-7	-4
13b. Academic advisors	54	+2	-3	+2
13c. Faculty	63	+5	+0	+4
13d. Student services staff (career services, student activities, housing, etc.)	51	+3	+1	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+6	+2	+7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	+0	-1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	68	+1	-0	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-1	-0	+0
14e. Providing opportunities to be involved socially	65	+1	+3	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-1	+1	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+2	+2	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-2	+3	-1
14i. Attending events that address important social, economic, or political issues	43	+5	+5	+3

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	A&M Commerce Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.4	39.8 *	-.18		42.4 ***	-.40	
	Reflective and Integrative Learning	34.2	37.3 ***	-.26		39.9 ***	-.49	
	Learning Strategies	39.3	40.2	-.07	✓	43.1 ***	-.27	
	Quantitative Reasoning	29.0	30.8	-.12		33.3 ***	-.28	
Learning with Peers	Collaborative Learning	26.9	33.4 ***	-.46		36.7 ***	-.71	
	Discussions with Diverse Others	37.6	40.7 *	-.21		44.2 ***	-.48	
Experiences with Faculty	Student-Faculty Interaction	21.6	25.4 ***	-.25		29.9 ***	-.54	
	Effective Teaching Practices	38.0	40.8 *	-.20		43.6 ***	-.39	
Campus Environment	Quality of Interactions	42.6	45.7 **	-.27		48.7 ***	-.51	
	Supportive Environment	32.1	37.1 ***	-.38		40.4 ***	-.65	

Seniors

Theme	Engagement Indicator	A&M Commerce Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.1	42.4 **	-.17		44.9 ***	-.37	
	Reflective and Integrative Learning	36.9	40.6 ***	-.30		43.2 ***	-.53	
	Learning Strategies	40.5	41.2	-.05	✓	44.1 ***	-.25	
	Quantitative Reasoning	31.3	32.8	-.09	✓	36.2 ***	-.30	
Learning with Peers	Collaborative Learning	21.5	34.7 ***	-.93		38.0 ***	-1.20	
	Discussions with Diverse Others	34.0	41.4 ***	-.47		44.1 ***	-.68	
Experiences with Faculty	Student-Faculty Interaction	18.2	29.9 ***	-.72		34.9 ***	-1.05	
	Effective Teaching Practices	40.7	42.5 *	-.13		45.2 ***	-.34	
Campus Environment	Quality of Interactions	43.6	45.4 *	-.15		48.1 ***	-.37	
	Supportive Environment	32.5	34.6 *	-.15		38.0 ***	-.40	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
A&M Commerce (N = 179)	37.4	15.0	1.12	15	25	40	50	60				
Southwest Public	37.7	13.6	.18	15	30	40	45	60	187	-.4	.749	-.027
Carnegie Class	39.4	13.7	.17	20	30	40	50	60	186	-2.0	.083	-.144
NSSE 2023 & 2024	38.6	13.4	.05	20	30	40	50	60	179	-1.2	.272	-.093
Top 50%	39.8	13.2	.07	20	30	40	50	60	179	-2.4	.032	-.185
Top 10%	42.4	12.5	.19	20	35	40	55	60	188	-5.0	.000	-.396
Reflective & Integrative Learning												
A&M Commerce (N = 203)	34.2	12.6	.88	14	26	34	43	54				
Southwest Public	35.0	12.4	.15	14	26	34	43	57	6,765	-.8	.357	-.066
Carnegie Class	36.4	12.5	.15	17	29	37	46	60	7,228	-2.2	.014	-.174
NSSE 2023 & 2024	35.9	12.2	.05	17	29	37	43	57	66,177	-1.7	.053	-.136
Top 50%	37.3	12.0	.06	17	29	37	46	60	35,580	-3.1	.000	-.259
Top 10%	39.9	11.7	.18	20	31	40	49	60	4,346	-5.7	.000	-.488
Learning Strategies												
A&M Commerce (N = 165)	39.3	13.8	1.07	20	33	40	47	60				
Southwest Public	37.9	14.2	.19	13	27	40	47	60	5,608	1.4	.213	.098
Carnegie Class	39.9	14.2	.19	20	27	40	53	60	5,935	-.6	.574	-.044
NSSE 2023 & 2024	38.6	13.9	.06	20	27	40	47	60	54,825	.6	.551	.047
Top 50%	40.2	13.9	.08	20	33	40	53	60	31,814	-.9	.403	-.065
Top 10%	43.1	14.5	.17	20	33	40	60	60	172	-3.9	.000	-.267
Quantitative Reasoning												
A&M Commerce (N = 171)	29.0	14.5	1.11	7	20	27	40	60				
Southwest Public	29.0	15.8	.21	0	20	27	40	60	182	.0	.987	-.001
Carnegie Class	29.3	16.3	.21	0	20	27	40	60	182	-.4	.755	-.022
NSSE 2023 & 2024	29.5	15.7	.07	0	20	27	40	60	171	-.5	.666	-.031
Top 50%	30.8	15.5	.08	7	20	33	40	60	37,599	-1.9	.116	-.121
Top 10%	33.3	15.4	.18	7	20	33	40	60	7,265	-4.3	.000	-.279
Learning with Peers												
Collaborative Learning												
A&M Commerce (N = 222)	26.9	15.2	1.02	0	15	25	40	50				
Southwest Public	28.9	14.8	.17	5	20	30	40	55	7,434	-2.0	.052	-.132
Carnegie Class	26.9	16.0	.18	0	15	25	40	55	8,016	.0	.994	.000
NSSE 2023 & 2024	29.1	15.3	.06	0	20	30	40	60	72,618	-2.1	.039	-.139
Top 50%	33.4	13.9	.07	10	25	35	40	60	223	-6.5	.000	-.464
Top 10%	36.7	13.7	.15	15	25	35	45	60	231	-9.8	.000	-.710
Discussions with Diverse Others												
A&M Commerce (N = 163)	37.6	17.0	1.33	0	25	40	55	60				
Southwest Public	38.1	16.7	.22	10	25	40	55	60	5,693	-.5	.681	-.033
Carnegie Class	38.2	16.5	.22	10	25	40	50	60	5,982	-.6	.661	-.035
NSSE 2023 & 2024	38.1	16.1	.07	10	25	40	50	60	55,346	-.5	.675	-.033
Top 50%	40.7	14.9	.08	20	30	40	55	60	163	-3.1	.021	-.209
Top 10%	44.2	13.8	.23	20	35	45	60	60	171	-6.7	.000	-.477

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
A&M Commerce (N = 186)	21.6	14.2	1.04	0	10	20	30	45				
Southwest Public	20.8	15.5	.20	0	10	20	30	55	6,452	.7	.537	.046
Carnegie Class	21.9	15.6	.19	0	10	20	30	55	6,818	-.4	.750	-.024
NSSE 2023 & 2024	22.0	15.3	.06	0	10	20	30	55	62,934	-.5	.679	-.030
Top 50%	25.4	15.3	.10	5	15	25	35	60	22,714	-3.8	.001	-.248
Top 10%	29.9	15.5	.30	5	20	30	40	60	216	-8.3	.000	-.539
Effective Teaching Practices												
A&M Commerce (N = 180)	38.0	15.6	1.16	12	25	40	52	60				
Southwest Public	38.9	13.5	.18	16	28	40	48	60	187	-.9	.464	-.064
Carnegie Class	40.6	13.9	.18	16	32	40	52	60	187	-2.6	.027	-.187
NSSE 2023 & 2024	39.0	13.4	.05	16	30	40	48	60	180	-1.0	.388	-.075
Top 50%	40.8	13.5	.08	20	32	40	52	60	181	-2.7	.021	-.202
Top 10%	43.6	14.1	.20	20	36	44	56	60	189	-5.5	.000	-.390
Campus Environment												
Quality of Interactions												
A&M Commerce (N = 122)	42.6	12.0	1.09	20	36	44	52	60				
Southwest Public	43.4	12.0	.17	22	36	44	52	60	5,121	-.8	.464	-.067
Carnegie Class	44.7	12.2	.17	22	38	46	54	60	5,409	-2.1	.062	-.171
NSSE 2023 & 2024	43.5	11.7	.05	22	36	44	52	60	50,089	-.9	.375	-.080
Top 50%	45.7	11.5	.08	24	40	48	54	60	21,473	-3.1	.003	-.271
Top 10%	48.7	11.9	.19	24	42	52	60	60	4,228	-6.1	.000	-.513
Supportive Environment												
A&M Commerce (N = 157)	32.1	14.6	1.16	8	23	33	40	60				
Southwest Public	35.4	13.7	.19	13	25	35	45	60	5,373	-3.3	.003	-.238
Carnegie Class	35.6	14.1	.19	13	25	35	45	60	5,686	-3.5	.002	-.247
NSSE 2023 & 2024	35.3	13.6	.06	13	25	35	45	60	52,804	-3.1	.004	-.228
Top 50%	37.1	13.0	.08	17	28	38	45	60	158	-5.0	.000	-.381
Top 10%	40.4	12.6	.27	20	33	40	50	60	174	-8.3	.000	-.649

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
A&M Commerce (N = 341)	40.1	13.8	.75	20	35	40	50	60				
Southwest Public	40.8	14.2	.12	20	30	40	55	60	359	-.6	.411	-.044
Carnegie Class	41.8	13.9	.13	20	35	40	55	60	11,844	-1.7	.026	-.123
NSSE 2023 & 2024	40.9	13.8	.04	20	30	40	55	60	106,426	-.8	.286	-.058
Top 50%	42.4	13.6	.06	20	35	40	55	60	45,190	-2.3	.002	-.169
Top 10%	44.9	12.8	.19	20	40	45	60	60	5,025	-4.8	.000	-.370
Reflective & Integrative Learning												
A&M Commerce (N = 353)	36.9	12.8	.68	17	29	37	46	57				
Southwest Public	37.7	13.2	.11	17	29	37	49	60	14,296	-.9	.228	-.065
Carnegie Class	39.6	12.9	.12	20	31	40	49	60	12,708	-2.7	.000	-.209
NSSE 2023 & 2024	38.7	12.9	.04	17	29	40	49	60	113,781	-1.9	.007	-.144
Top 50%	40.6	12.4	.06	20	31	40	51	60	45,256	-3.7	.000	-.299
Top 10%	43.2	11.8	.18	23	34	43	54	60	403	-6.3	.000	-.529
Learning Strategies												
A&M Commerce (N = 310)	40.5	14.2	.81	13	33	40	53	60				
Southwest Public	40.2	14.6	.13	13	33	40	53	60	12,655	.3	.760	.018
Carnegie Class	40.7	14.8	.14	13	33	40	53	60	329	-.2	.769	-.016
NSSE 2023 & 2024	39.5	14.6	.05	13	27	40	53	60	99,606	1.0	.245	.066
Top 50%	41.2	14.5	.06	20	33	40	53	60	54,570	-.7	.402	-.048
Top 10%	44.1	14.2	.17	20	33	47	60	60	338	-3.6	.000	-.254
Quantitative Reasoning												
A&M Commerce (N = 321)	31.3	16.4	.92	7	20	33	40	60				
Southwest Public	31.0	16.6	.15	0	20	33	40	60	12,850	.3	.759	.017
Carnegie Class	31.1	17.0	.16	0	20	33	40	60	11,264	.2	.840	.011
NSSE 2023 & 2024	31.4	16.7	.05	0	20	33	40	60	101,242	-.1	.913	-.006
Top 50%	32.8	16.5	.07	7	20	33	40	60	58,853	-1.5	.103	-.091
Top 10%	36.2	16.2	.21	7	20	40	47	60	6,192	-4.8	.000	-.300
Learning with Peers												
Collaborative Learning												
A&M Commerce (N = 382)	21.5	16.9	.86	0	5	20	35	55				
Southwest Public	29.5	16.1	.13	0	20	30	40	60	399	-8.0	.000	-.495
Carnegie Class	28.2	16.6	.15	0	15	25	40	60	13,488	-6.6	.000	-.400
NSSE 2023 & 2024	30.6	16.0	.05	5	20	30	40	60	383	-9.1	.000	-.572
Top 50%	34.7	14.2	.06	10	25	35	45	60	385	-13.2	.000	-.929
Top 10%	38.0	13.6	.16	15	30	40	50	60	409	-16.5	.000	-1.196
Discussions with Diverse Others												
A&M Commerce (N = 315)	34.0	19.2	1.08	0	20	40	50	60				
Southwest Public	39.7	17.1	.15	5	25	40	60	60	327	-5.7	.000	-.333
Carnegie Class	39.6	16.5	.16	10	30	40	55	60	328	-5.5	.000	-.334
NSSE 2023 & 2024	39.1	16.4	.05	10	25	40	55	60	316	-5.1	.000	-.312
Top 50%	41.4	15.6	.07	15	30	40	60	60	317	-7.3	.000	-.471
Top 10%	44.1	14.5	.18	20	35	45	60	60	332	-10.1	.000	-.684

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
A&M Commerce (N = 347)	18.2	14.4	.77	0	5	15	25	45				
Southwest Public	21.8	16.7	.14	0	10	20	35	60	370	-3.6	.000	-.216
Carnegie Class	23.4	16.9	.15	0	10	20	35	60	374	-5.2	.000	-.309
NSSE 2023 & 2024	24.2	16.5	.05	0	10	20	35	60	349	-6.0	.000	-.362
Top 50%	29.9	16.3	.10	5	20	30	40	60	358	-11.7	.000	-.719
Top 10%	34.9	16.1	.32	10	20	35	45	60	470	-16.6	.000	-1.049
Effective Teaching Practices												
A&M Commerce (N = 335)	40.7	14.6	.80	16	32	40	52	60				
Southwest Public	40.3	14.4	.13	16	32	40	52	60	13,405	.4	.578	.031
Carnegie Class	41.3	14.6	.14	16	32	40	56	60	11,823	-.6	.487	-.039
NSSE 2023 & 2024	40.4	14.0	.04	16	32	40	52	60	106,081	.3	.715	.020
Top 50%	42.5	13.8	.07	20	32	44	56	60	40,816	-1.8	.020	-.127
Top 10%	45.2	13.1	.19	20	36	48	60	60	5,286	-4.5	.000	-.343
Campus Environment												
Quality of Interactions												
A&M Commerce (N = 232)	43.6	13.7	.90	16	35	46	55	60				
Southwest Public	43.4	12.8	.12	20	36	45	54	60	11,299	.2	.845	.013
Carnegie Class	44.4	12.6	.13	20	38	46	55	60	9,883	-.8	.315	-.067
NSSE 2023 & 2024	43.1	12.4	.04	20	36	44	52	60	232	.5	.583	.040
Top 50%	45.4	12.0	.06	22	38	48	55	60	233	-1.8	.046	-.151
Top 10%	48.1	12.3	.14	23	42	50	60	60	242	-4.5	.000	-.366
Supportive Environment												
A&M Commerce (N = 305)	32.5	16.4	.94	3	20	33	40	60				
Southwest Public	32.7	14.8	.14	8	23	33	43	60	317	-.2	.795	-.017
Carnegie Class	32.3	15.1	.15	8	20	33	43	60	10,679	.2	.852	.011
NSSE 2023 & 2024	32.4	14.4	.05	8	23	33	40	60	305	.1	.917	.007
Top 50%	34.6	14.2	.07	10	25	35	45	60	307	-2.2	.021	-.153
Top 10%	38.0	13.7	.22	15	28	40	48	60	338	-5.5	.000	-.395

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

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

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

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

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

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

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



NSSE 2024

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 has the potential to be very influential and rewarding (Kilgo et al., 2015; Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

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

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

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

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

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

Study Abroad

Culminating Senior Experience

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

Report Sections

Participation Comparisons (p. 3)

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

Overall HIP Participation

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

Statistical Comparisons

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

Response Detail (pp. 4-5)

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

Participation by Student Social Identities and Experiences (p. 6-End)

Displays your students' participation in each HIP by selected student social identities and experiences.

Interpreting Comparisons

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

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education*, 69, 509-525.

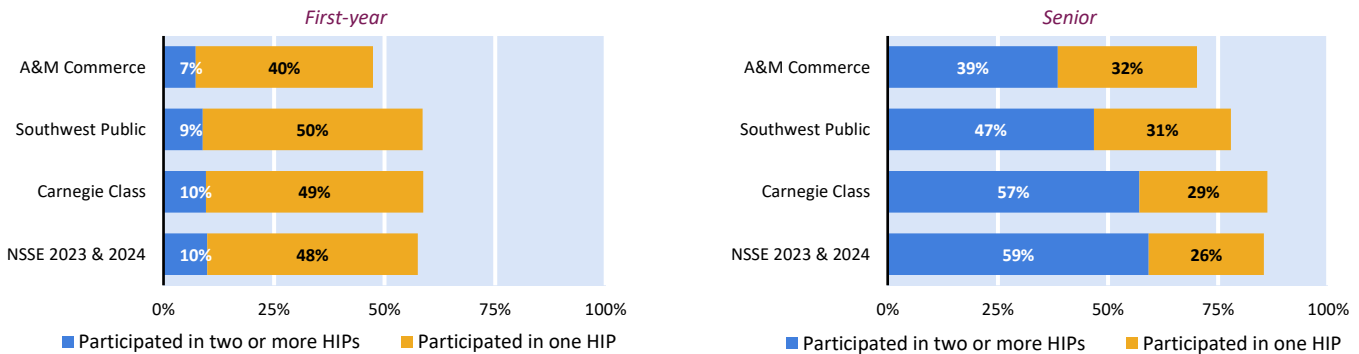
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Indiana University Center for Postsecondary Research.

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

Overall HIP Participation

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



Statistical Comparisons

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

Your students' participation compared with:

	A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	46	-10 *	-.20	-10 *	-.19	-7	-.15
Learning Community	9	+0	.00	-1	-.04	-2	-.07
Research with Faculty	4	-2	-.09	-2	-.08	-2	-.10
Participated in at least one	47	-11 **	-.23	-11 **	-.23	-10 **	-.20
Participated in two or more	7	-2	-.06	-2	-.08	-3	-.09
Senior							
Service-Learning	49	-7 *	-.13	-18 ***	-.37	-10 ***	-.21
Learning Community	14	-4	-.10	-8 ***	-.22	-8 ***	-.22
Research with Faculty	13	-4 *	-.12	-6 **	-.16	-10 ***	-.26
Internship or Field Exp.	25	-12 ***	-.27	-21 ***	-.44	-24 ***	-.51
Study Abroad	4	-3 **	-.14	-5 ***	-.20	-7 ***	-.26
Culminating Senior Exp.	31	-2	-.05	-13 ***	-.27	-14 ***	-.30
Participated in at least one	70	-8 **	-.18	-16 ***	-.39	-15 ***	-.37
Participated in two or more	39	-8 **	-.17	-19 ***	-.37	-21 ***	-.42

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

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

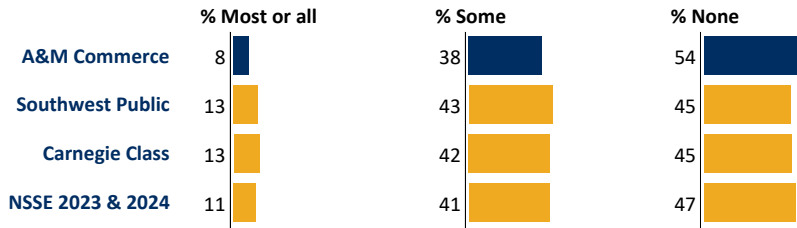
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

First-year students

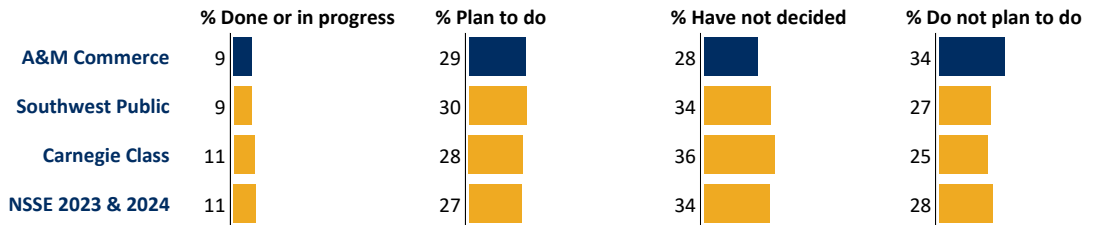
Service-Learning

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



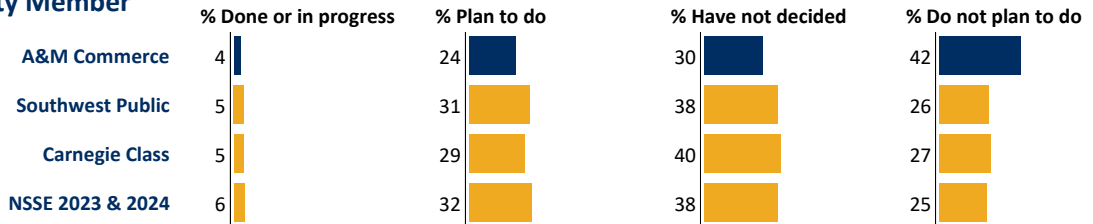
Learning Community

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



Research with a Faculty Member

Work with a faculty member on a research project.



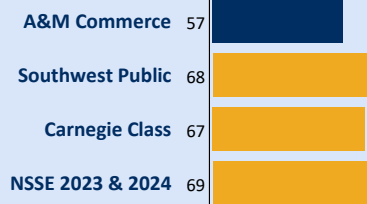
Plans to Participate^a

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

Percentage responding "Plan to do"

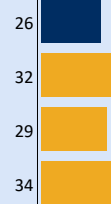
Internship or Field Experience

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



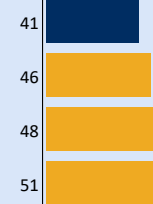
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



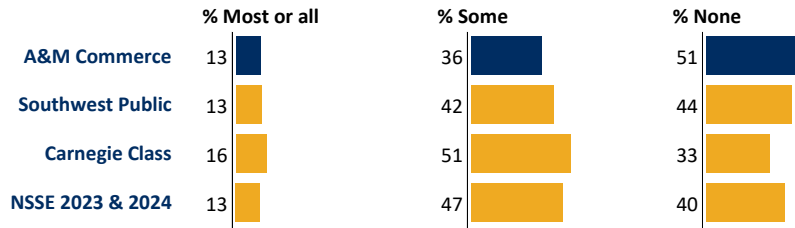
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

Seniors

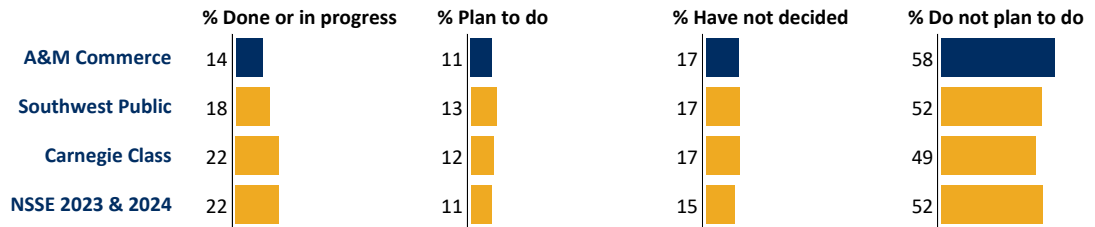
Service-Learning

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



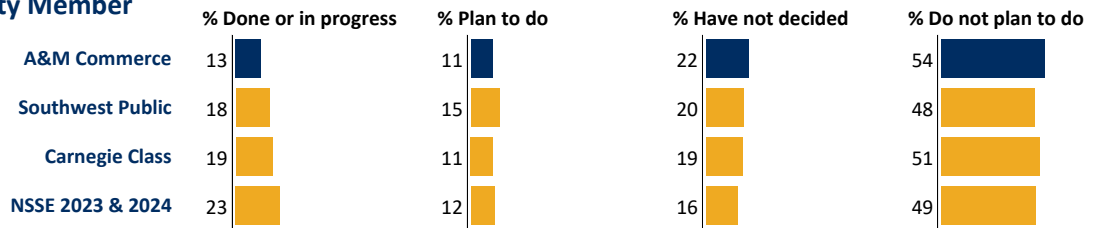
Learning Community

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



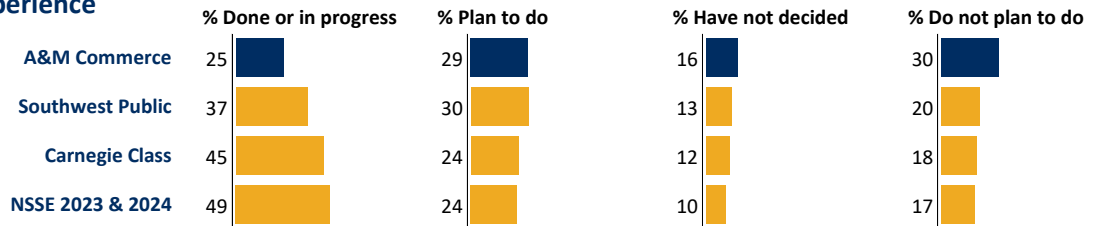
Research with a Faculty Member

Work with a faculty member on a research project.



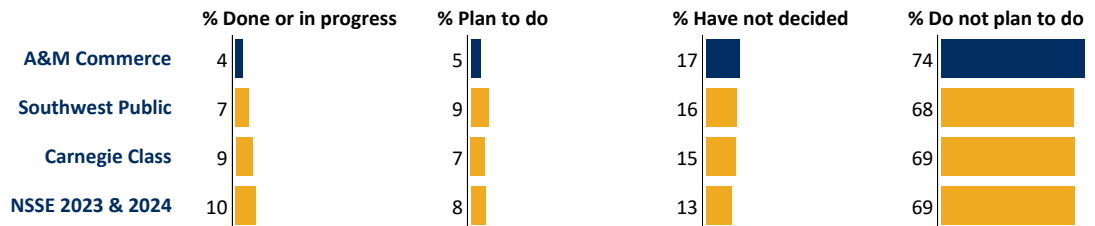
Internship or Field Experience

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



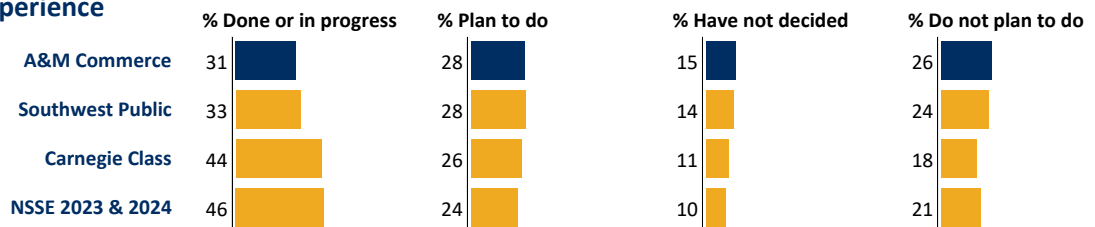
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	5/8	63	0/8	0	0/8	0	4/10	40	1/10	10	2/10	20	1/10	10	0/10	0	4/10	40
Bio. sci., agric., and natural res.	5/11	45	1/11	9	1/11	9	11/20	55	2/20	10	7/20	35	9/20	45	1/20	5	7/20	35
Physical sci., math, computer sci.	1/4	25	0/4	0	0/4	0	4/9	44	0/8	0	3/8	38	2/9	22	1/9	11	1/9	11
Social sciences	2/6	33	0/6	0	0/6	0	7/11	64	2/11	18	2/11	18	2/11	18	2/11	18	4/11	36
Business	15/29	52	2/29	7	1/30	3	29/66	44	5/66	8	8/66	12	11/66	17	4/66	6	20/66	30
Communications, media, public rel.	1/4	25	0/4	0	0/4	0	1/2	50	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0
Education	4/17	24	2/17	12	0/17	0	19/37	51	8/36	22	1/36	3	18/37	49	0/35	0	6/37	16
Engineering	3/10	30	0/10	0	0/10	0	11/18	61	6/18	33	5/18	28	9/18	50	1/18	6	8/18	44
Health professions	28/41	68	3/40	8	1/40	3	16/33	48	4/33	12	2/33	6	7/33	21	1/33	3	10/33	30
Social service professions	5/11	45	1/11	9	0/11	0	32/51	63	5/50	10	2/50	4	11/51	22	2/51	4	19/51	37
Undecided/undeclared	1/2	50	0/2	0	0/2	0	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	53/112	47	7/111	6	1/112	1	36/65	55	11/63	17	17/65	26	17/65	26	7/64	11	27/65	42
Started elsewhere	16/33	48	3/33	9	1/33	3	115/232	50	32/231	14	23/229	10	61/232	26	5/231	2	67/232	29
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	12/32	38	5/34	15	2/35	6	26/61	43	9/61	15	6/60	10	13/62	21	1/61	2	11/61	18
Full-time	61/121	50	6/121	5	1/121	1	129/250	52	35/249	14	36/250	14	67/252	27	12/250	5	88/251	35
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	20/42	48	1/41	2	1/41	2	49/109	45	22/107	21	18/106	17	34/109	31	5/107	5	34/109	31
First-generation	45/87	52	9/87	10	0/87	0	99/183	54	21/182	12	21/183	11	43/183	23	7/183	4	60/183	33
I prefer not to respond	5/17	29	0/17	0	1/18	6	3/6	50	0/6	0	1/6	17	1/6	17	0/6	0	1/6	17
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	5/8	63	0/7	0	0/7	0	8/11	73	2/11	18	3/11	27	4/11	36	1/11	9	5/11	45
Black or African American	18/34	53	2/34	6	0/34	0	22/36	61	8/35	23	6/34	18	8/36	22	1/35	3	13/36	36
Hispanic, Latina/o, Latine, or Latinx	30/51	59	5/51	10	1/51	2	45/70	64	8/69	12	3/70	4	17/70	24	5/70	7	16/70	23
Indigenous, American Indian, etc.	1/2	50	1/2	50	0/2	0	1/6	17	0/6	0	1/6	17	1/6	17	0/6	0	1/6	17
Middle Eastern or North African	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Native Hawaiian or Pacific Islander	1/1	100	0/1	0	0/1	0	1/4	25	0/3	0	0/4	0	3/4	75	0/4	0	0/4	0
White	27/67	40	6/67	9	2/67	3	81/179	45	26/179	15	27/178	15	46/179	26	5/179	3	62/179	35
Another race or ethnicity	1/1	100	0/1	0	0/1	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
I prefer not to respond	0/0	0	0/0	0	0/0	0	6/15	40	2/15	13	3/15	20	5/15	33	0/15	0	4/15	27

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
International status																		
Not an international student	65/140	46	10/139	7	2/140	1	147/293	50	42/290	14	40/290	14	77/293	26	11/292	4	92/293	31
International student	3/4	75	0/4	0	0/4	0	4/5	80	1/5	20	0/5	0	1/5	20	1/5	20	3/5	60
Gender identity^d																		
Woman	39/90	43	6/90	7	0/90	0	103/192	54	33/190	17	27/191	14	56/192	29	9/191	5	57/192	30
Man	29/50	58	3/49	6	2/49	4	44/96	46	10/95	11	10/94	11	21/96	22	3/96	3	35/96	36
Trans/Transgender	0/2	0	1/2	50	0/2	0	2/2	100	0/2	0	0/2	0	1/2	50	1/2	50	1/2	50
Agender or gender neutral	1/1	100	1/1	100	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Demigender	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/0		0/1	0
Genderqueer, non-binary, etc.	3/4	75	1/4	25	0/4	0	3/5	60	0/5	0	2/5	40	1/5	20	1/5	20	3/5	60
Two-spirit	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	2/5	40	2/5	40	0/5	0	3/7	43	1/7	14	2/7	29	2/7	29	1/7	14	3/7	43
Questioning or unsure	2/2	100	1/2	50	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Another gender identity	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	0/3	0	0/3	0	0/4	0	2/5	40	0/5	0	1/5	20	1/5	20	0/5	0	1/5	20
Sexual orientation^d																		
Straight or heterosexual	53/114	46	4/113	4	2/113	2	131/253	52	33/250	13	29/250	12	65/253	26	9/252	4	82/253	32
Bisexual	10/17	59	3/17	18	0/17	0	6/14	43	2/14	14	4/14	29	4/14	29	1/13	8	5/14	36
Lesbian	1/3	33	1/3	33	0/3	0	1/3	33	1/3	33	0/3	0	0/3	0	0/3	0	0/3	0
Gay	1/1	100	0/1	0	0/1	0	1/4	25	0/4	0	1/4	25	1/4	25	0/4	0	1/4	25
Queer	1/1	100	0/1	0	0/1	0	2/6	33	0/6	0	1/6	17	0/6	0	0/6	0	2/6	33
Pansexual or polysexual	2/3	67	0/3	0	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Ace, gray, or asexual	3/6	50	1/6	17	0/6	0	4/8	50	1/8	13	3/8	38	4/8	50	2/8	25	4/8	50
Demisexual	1/2	50	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Questioning or unsure	2/2	100	0/2	0	0/2	0	3/6	50	1/6	17	3/6	50	0/6	0	0/6	0	3/6	50
Another sexual orientation	0/0		0/0		0/0		1/1	100	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0
I prefer not to respond	2/7	29	2/7	29	0/8	0	7/15	47	5/15	33	2/15	13	5/15	33	1/15	7	3/15	20
Age^b																		
FY 21+, Seniors 25+	9/27	33	3/30	10	1/30	3	84/195	43	26/195	13	17/193	9	39/197	20	5/194	3	59/195	30
FY < 21, Seniors < 25	64/126	51	8/125	6	2/126	2	71/116	61	18/115	16	25/117	21	41/117	35	8/117	7	40/117	34

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Disability status^d																		
Sensory disability	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Physical disability	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Mental health or develop. disability	3/8	38	1/8	13	0/8	0	13/27	48	3/27	11	4/27	15	7/27	26	1/27	4	7/27	26
Another disability or condition	0/0		0/0		0/0		2/5	40	2/5	40	1/5	20	2/5	40	0/0		1/5	20
Multiple types of disab. or cond.	3/10	30	1/10	10	0/10	0	13/25	52	5/25	20	4/25	16	7/25	28	1/25	4	9/25	36
No disability or condition	58/117	50	7/116	6	1/117	1	112/216	52	31/214	14	25/214	12	54/216	25	8/215	4	69/216	32
I prefer not to respond	3/6	50	1/6	17	1/6	17	9/21	43	2/20	10	6/20	30	7/21	33	2/21	10	8/21	38
Residence																		
Not on campus	26/58	45	5/58	9	1/58	2	120/248	48	34/247	14	24/245	10	62/248	25	4/247	2	75/248	30
On campus	42/85	49	5/84	6	1/85	1	29/47	62	9/45	20	16/47	34	15/47	32	8/47	17	20/47	43
Athlete status						0				0								
Not an athlete	64/138	46	9/137	7	2/138	1	149/294	51	43/291	15	39/291	13	76/294	26	12/293	4	95/294	32
Student-athlete	4/6	67	1/6	17	0/6	0	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	0/2	0
Greek membership																		
Not a member	61/130	47	9/129	7	2/129	2	133/272	49	33/270	12	36/269	13	67/272	25	8/271	3	86/272	32
Member	6/13	46	1/13	8	0/14	0	14/19	74	10/18	56	4/19	21	9/19	47	4/19	21	8/19	42
Military status																		
No military service	66/139	47	9/138	7	2/139	1	140/269	52	41/266	15	38/268	14	72/269	27	11/268	4	83/269	31
Current or former military service	2/5	40	1/5	20	0/5	0	9/26	35	2/26	8	2/24	8	5/26	19	1/26	4	12/26	46
Satisfaction^e																		
Fair or poor	18/36	50	0/36	0	0/36	0	23/45	51	9/44	20	9/45	20	13/45	29	5/44	11	10/45	22
Good or excellent	54/113	48	11/112	10	3/113	3	127/256	50	33/254	13	30/253	12	65/256	25	7/255	3	85/256	33
Overall	73/153	46	11/155	9	3/156	4	155/311	49	44/310	14	42/310	13	80/314	25	13/311	4	99/312	31

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status if applicable. Percentages are within-group and can be read, for example, "X% of business major respondents participated in a learning community."

a. NSSE's default categories, based on first major if more than one was reported. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."

b. Institution-reported variable.

c. No parent, guardian, or person who raised you holds a bachelor's degree.

d. Select-all-that-apply item; students may be represented in more than one category.

e. Based on responses to "How would you evaluate your entire educational experience at this institution?"



NSSE 2024

Frequencies and Statistical Comparisons

Texas A&M University-Commerce

NSSE 2024 Frequencies and Statistical Comparisons

About This Report

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

- Class level:** As reported by your institution.
- Item numbers:** Numbering corresponds to the instrument available on the NSSE website.

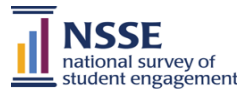
- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

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

- 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 will generate more statistically significant results even when the magnitude of mean differences are inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are items 11 a-f which are compared using a z -test.



NSSE Frequencies and Statistical Comparisons

NSSEville State University

		Seniors										Frequency Distributions ^a					Statistical Comparisons ^b							
												NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		Your seniors compared with				
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. Doing 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 2 3 4	Never Sometimes Often Very often	3 135 112 280	0 20 33 46	244 4,397 5,947 5,440	2 27 37 34	54 845 1,086 889	2 29 38 31	6,952 75,222 81,724 66,983	3 33 35 29	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43						
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1 2 3 4	Never Sometimes Often Very often	82 267 164 113	13 42 26 19	2,369 5,959 4,548 3,072	14 37 29 20	401 978 858 611	14 34 31 1	35,490 79,495 67,348 17,208	16 34 29 21	2.5	2.5	-.04	2.6 *	-.09	2.6	-.05						
c. Evaluated what others have concluded from numerical information	QRrevaluate	1 2 3 4	Never Sometimes Often Very often	25 56 384 150	4 9 63 24	778 1,666 9,147 4,267	5 11 57 27	134 262 1,586 851	5 10 57 29	12,543 28,134 128,802 58,873	6 13 56 26	3.1	3.1	.02	3.1	-.04	3.0	.06						
				Total	630	100	16,028	100	2,874	100	230,881	100												
				Total	626	100	15,948	100	851	100	229,541	100												
				Total	615	100	15,858	100	2,833	100	228,352	100												

- Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large (NSSE adjusts this to .1/.3/.5 for the Engagement Indicators). A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d ; z -tests use Cohen's h . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. Key to symbols:

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

Note: It is important to interpret the direction of differences relative to item wording and your institutional context. You may not see all of these symbols in your report.

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
1. During the current school year, about how often have you done the following?																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	8	3	658	5	510	3	6,808	4	2.7	2.7	.00	2.9 ***	-.27	2.8	-.12
		2	Sometimes	95	43	5,442	41	5,864	32	64,446	37							
		3	Often	81	37	4,545	33	6,598	34	62,172	34							
		4	Very often	43	18	2,853	21	5,701	30	44,177	24							
		Total		227	100	13,498	100	18,673	100	177,603	100							
b. Asked another student to help you understand course material	CLaskhelp	1	Never	37	16	1,791	15	3,680	21	23,846	16	2.4	2.4	-.08	2.3	.06	2.4	-.08
		2	Sometimes	96	42	5,507	41	7,277	40	70,948	40							
		3	Often	64	30	4,014	29	4,993	26	53,233	29							
		4	Very often	29	11	2,146	15	2,669	13	29,019	15							
		Total		226	100	13,458	100	18,619	100	177,046	100							
c. Explained course material to one or more students	CLexplain	1	Never	30	15	1,402	12	2,882	17	18,350	12	2.4	2.5	-.06	2.4	.03	2.5	-.08
		2	Sometimes	98	40	5,592	42	7,256	40	70,497	40							
		3	Often	68	30	4,327	31	5,719	29	59,132	32							
		4	Very often	31	15	2,102	15	2,741	14	28,630	16							
		Total		227	100	13,423	100	18,598	100	176,609	100							
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	71	33	2,978	24	4,746	28	36,305	23	2.1	2.3 *	-.16	2.2	-.10	2.3 **	-.19
		2	Sometimes	76	32	4,800	36	6,296	34	63,316	36							
		3	Often	51	23	3,534	25	4,658	24	47,979	26							
		4	Very often	26	12	2,036	15	2,752	14	27,899	15							
		Total		224	100	13,348	100	18,452	100	175,499	100							
e. Worked with other students on course projects or assignments	CLproject	1	Never	36	19	1,402	11	3,105	19	19,675	13	2.4	2.6	-.13	2.4	.00	2.5	-.11
		2	Sometimes	81	33	5,036	38	6,280	34	62,655	36							
		3	Often	71	33	4,625	34	5,919	31	61,195	34							
		4	Very often	36	15	2,233	16	3,017	16	31,018	17							
		Total		224	100	13,296	100	18,321	100	174,543	100							
f. Given a course presentation	present	1	Never	62	34	3,676	29	4,150	25	36,060	22	2.0	2.1	-.04	2.2 *	-.17	2.2 **	-.19
		2	Sometimes	92	37	5,781	43	7,542	41	77,876	44							
		3	Often	53	21	2,600	19	4,406	23	41,128	23							
		4	Very often	17	9	1,201	9	2,187	11	19,035	11							
		Total		224	100	13,258	100	18,285	100	174,099	100							

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
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	36	16	1,366	11	1,787	11	14,620	10	2.5	2.6	-.08	2.6	-.11	2.6 *	-0.14	
			2	Sometimes	79	35	4,856	37	6,568	37	62,831								37
			3	Often	75	35	4,788	36	6,493	35	65,001								37
			4	Very often	29	14	2,052	15	3,138	17	28,859								16
			Total	219	100	13,062	100	17,986	100	171,311	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	30	14	1,451	12	1,641	10	15,530	10	2.5	2.5	-.03	2.6 *	-.15	2.6	-.12	
			2	Sometimes	89	41	4,987	39	6,413	37	62,762								37
			3	Often	62	28	4,433	33	6,284	34	60,891								35
			4	Very often	33	17	2,030	15	3,448	19	30,425								17
			Total	214	100	12,901	100	17,786	100	169,608	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	33	16	1,691	15	1,691	10	16,632	11	2.6	2.5	.03	2.7	-.11	2.6	-.07	
			2	Sometimes	72	32	4,500	35	5,963	35	58,171								35
			3	Often	72	34	4,275	33	6,109	34	59,697								34
			4	Very often	35	18	2,296	17	3,791	21	33,401								19
			Total	212	100	12,762	100	17,554	100	167,901	100								
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	15	9	612	5	726	5	7,266	5	2.7	2.8	-.06	2.9	-.13	2.8	-.07	
			2	Sometimes	65	29	3,814	30	4,875	28	49,483								30
			3	Often	84	39	5,514	43	7,709	44	74,935								45
			4	Very often	45	22	2,630	21	4,002	23	33,815								21
			Total	209	100	12,570	100	17,312	100	165,499	100								
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	7	5	385	4	456	3	4,672	3	2.9	2.9	-.06	3.0	-.13	2.9	-.07	
			2	Sometimes	55	25	3,137	26	3,988	24	41,167								26
			3	Often	92	48	5,629	45	7,868	46	76,150								46
			4	Very often	52	22	3,181	26	4,660	27	40,511								25
			Total	206	100	12,332	100	16,972	100	162,500	100								
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	7	4	410	4	482	3	4,383	3	2.9	2.9	.00	2.9	-.07	2.9	-.03	
			2	Sometimes	64	27	3,507	30	4,520	27	44,923								29
			3	Often	85	47	5,396	44	7,364	44	72,228								44
			4	Very often	47	22	2,803	23	4,275	26	38,064								24
			Total	203	100	12,116	100	16,641	100	159,598	100								

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Effect size ^e	Effect size ^e	Effect size ^e
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean	Effect size ^e	Effect size ^e	Effect size ^e
g. Connected ideas from your courses to your prior experiences and knowledge	Rlconnect	1	Never	4	2	215	2	268	2	2,185	2	3.0	3.0	-10	3.1 *	-16	3.1 *	-14
		2	Sometimes	52	23	2,481	21	3,093	19	29,992	20							
		3	Often	96	50	5,717	47	7,725	47	77,086	48							
		4	Very often	48	24	3,550	29	5,306	32	48,241	30							
		Total		200	100	11,963	100	16,392	100	157,504	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	44	20	2,375	21	2,996	20	27,915	19	2.3	2.3	-01	2.3	-06	2.3	-04
		2	Sometimes	81	43	4,986	41	6,809	41	66,907	42							
		3	Often	46	25	2,878	23	3,971	23	39,312	24							
		4	Very often	27	12	1,691	14	2,594	16	23,145	14							
		Total		198	100	11,930	100	16,370	100	157,279	100							
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	80	41	5,474	47	7,540	49	69,093	46	1.9	1.8	.09	1.8	.10	1.9	.08
		2	Sometimes	73	35	3,592	30	4,848	29	49,600	31							
		3	Often	26	13	1,826	15	2,467	14	24,716	15							
		4	Very often	18	10	977	8	1,428	8	13,049	8							
		Total		197	100	11,869	100	16,283	100	156,458	100							
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	69	34	4,270	37	5,244	35	46,958	32	2.0	2.0	.01	2.0	-05	2.0	-08
		2	Sometimes	75	41	4,351	37	6,158	37	62,724	39							
		3	Often	34	17	2,077	17	3,141	19	30,515	19							
		4	Very often	14	7	1,043	9	1,531	9	14,519	9							
		Total		192	100	11,741	100	16,074	100	154,716	100							
d. Discussed your academic performance with a faculty member	SFperform	1	Never	48	26	3,368	30	3,732	25	35,740	24	2.1	2.1	.04	2.2	-09	2.2	-08
		2	Sometimes	84	44	4,960	42	6,902	43	67,999	44							
		3	Often	43	23	2,358	19	3,676	22	35,045	22							
		4	Very often	14	7	1,051	9	1,766	11	15,869	10							
		Total		189	100	11,737	100	16,076	100	154,653	100							
4. During the current school year, how much has your coursework emphasized the following?																		
a. Memorizing course material	memorize	1	Very little	12	7	390	4	721	5	6,149	4	2.9	2.9	-06	2.9	.03	2.9	.00
		2	Some	52	24	2,864	25	4,238	27	40,097	26							
		3	Quite a bit	71	42	5,176	45	6,849	43	68,132	44							
		4	Very much	52	27	3,175	27	4,084	25	38,776	25							
		Total		187	100	11,605	100	15,892	100	153,154	100							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	14	7	491	5	538	4	5,281	4	2.7	2.9 *	-0.18	2.9 **	-0.26	2.9 **	-0.25
		2	Some	65	37	3,073	27	3,902	25	37,431	25							
		3	Quite a bit	65	33	5,199	44	7,142	45	70,228	46							
		4	Very much	42	23	2,746	24	4,186	26	39,103	25							
		Total		186	100	11,509	100	15,768	100	152,043	100							
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	9	6	494	5	509	4	5,232	4	2.8	2.9	-0.03	2.9	-0.13	2.9	-0.10
		2	Some	58	29	3,126	28	3,936	26	38,387	26							
		3	Quite a bit	71	39	5,002	43	6,763	43	67,331	44							
		4	Very much	44	26	2,750	24	4,373	28	39,279	26							
		Total		182	100	11,372	100	15,581	100	150,229	100							
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	8	4	487	5	463	3	5,352	4	2.9	2.9	0.07	3.0	-0.06	2.9	0.02
		2	Some	53	30	2,947	26	3,639	24	37,597	26							
		3	Quite a bit	64	34	5,083	44	6,856	44	67,790	45							
		4	Very much	52	32	2,799	24	4,506	29	38,562	26							
		Total		177	100	11,316	100	15,464	100	149,301	100							
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	8	5	445	4	435	3	4,792	4	2.9	2.9	0.03	3.0	-0.06	2.9	-0.01
		2	Some	50	25	2,851	26	3,629	24	36,550	25							
		3	Quite a bit	73	43	5,121	45	6,980	45	68,776	46							
		4	Very much	47	27	2,810	25	4,364	28	38,372	26							
		Total		178	100	11,227	100	15,408	100	148,490	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	7	4	256	3	305	2	2,999	2	3.1	3.1	0.01	3.1	-0.05	3.1	0.02
		2	Some	37	20	2,220	19	2,752	19	28,987	20							
		3	Quite a bit	71	39	5,011	44	6,518	42	67,501	45							
		4	Very much	60	38	3,657	34	5,699	37	47,788	33							
		Total		175	100	11,144	100	15,274	100	147,275	100							
b. Taught course sessions in an organized way	ETorganize	1	Very little	15	9	494	5	644	5	5,665	4	3.0	3.0	-0.05	3.1	-0.10	3.0	-0.04
		2	Some	36	17	2,339	21	2,979	20	31,286	21							
		3	Quite a bit	70	39	4,798	43	6,299	41	65,766	44							
		4	Very much	54	34	3,454	32	5,269	35	43,919	31							
		Total		175	100	11,085	100	15,191	100	146,636	100							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	11	5	442	4	524	4	5,012	4	3.0	3.0	-.07	3.1	-.15	3.0	-.09
		2	Some	51	28	2,512	23	3,096	21	31,869	22							
		3	Quite a bit	61	33	4,523	40	6,035	39	62,538	42							
		4	Very much	51	34	3,581	33	5,512	36	46,886	32							
		Total		174	100	11,058	100	15,167	100	146,305	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	23	16	866	8	901	6	10,125	7	2.7	2.8	-.15	3.0 ***	-.30	2.9	-.16
		2	Some	48	25	3,055	28	3,603	24	40,517	28							
		3	Quite a bit	57	32	4,055	36	5,489	35	54,935	37							
		4	Very much	47	27	3,037	28	5,134	34	40,376	28							
		Total		175	100	11,013	100	15,127	100	145,953	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	20	12	1,064	10	1,005	7	11,155	8	2.8	2.7	.04	2.9	-.13	2.8	.00
		2	Some	51	29	3,393	30	3,980	27	44,407	30							
		3	Quite a bit	56	28	4,015	37	5,533	36	55,010	37							
		4	Very much	47	31	2,460	24	4,508	30	34,486	24							
		Total		174	100	10,932	100	15,026	100	145,058	100							
f. Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	9	6	403	4	478	4	4,822	4	3.0	3.0	.00	3.1	-.09	3.0	.01
		2	Some	40	21	2,433	22	2,933	20	32,210	22							
		3	Quite a bit	69	39	4,585	41	5,995	39	62,712	43							
		4	Very much	54	35	3,472	33	5,497	38	44,413	32							
		Total		172	100	10,893	100	14,903	100	144,157	100							
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	10	5	316	3	386	3	4,058	3	3.0	3.0	-.02	3.1	-.12	3.0	-.02
		2	Some	46	26	2,515	23	2,935	20	32,423	23							
		3	Quite a bit	64	33	4,821	44	6,375	42	65,574	45							
		4	Very much	53	35	3,201	30	5,186	35	41,633	29							
		Total		173	100	10,853	100	14,882	100	143,688	100							
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	15	10	970	9	1,023	8	10,751	8	2.8	2.7	.12	2.8	.02	2.7	.11
		2	Some	54	28	3,738	34	4,634	32	49,427	34							
		3	Quite a bit	60	35	4,042	37	5,583	37	55,434	38							
		4	Very much	41	27	2,071	20	3,567	24	27,635	20							
		Total		170	100	10,821	100	14,807	100	143,247	100							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	7	6	295	3	400	3	3,777	3	3.1	3.1	.02	3.1	-.03	3.1	.02
		2	Some	31	19	2,073	20	2,501	17	26,462	19							
		3	Quite a bit	63	33	4,574	42	6,276	42	63,175	44							
		4	Very much	69	42	3,868	36	5,631	38	49,608	35							
		Total		170	100	10,810	100	14,808	100	143,022	100							
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	9	986	9	1,579	11	13,927	10	2.5	2.6	-.09	2.6	-.07	2.6	-.08
		2	Sometimes	70	39	3,878	36	5,257	36	51,010	36							
		3	Often	63	40	3,927	37	5,038	34	51,623	37							
		4	Very often	20	12	1,833	17	2,673	19	23,939	18							
		Total		166	100	10,624	100	14,547	100	140,499	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	25	12	1,961	19	2,488	18	23,734	17	2.5	2.4	.12	2.4	.08	2.4	.09
		2	Sometimes	73	41	4,036	38	5,518	38	54,695	39							
		3	Often	49	33	3,115	29	4,272	29	42,211	30							
		4	Very often	20	14	1,435	14	2,185	15	19,020	14							
		Total		167	100	10,547	100	14,463	100	139,660	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	34	16	1,913	19	2,559	18	23,097	17	2.3	2.4	-.05	2.4	-.07	2.4	-.09
		2	Sometimes	73	46	4,201	39	5,649	39	55,745	40							
		3	Often	45	29	3,133	30	4,247	30	43,233	31							
		4	Very often	14	9	1,249	12	1,924	13	16,979	12							
		Total		166	100	10,496	100	14,379	100	139,054	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	wrshortnum	0	None	24	15	980	10	1,055	7	9,549	7	6.4	5.7	.12	7.1	-.11	6.5	-.02
		1.5	1-2	31	16	2,457	23	2,446	17	26,933	20							
		4	3-5	42	26	3,306	32	4,380	31	44,155	32							
		8	6-10	35	21	2,161	20	3,307	23	31,282	22							
		13	11-15	19	13	845	8	1,494	10	13,955	10							
		18	16-20	5	4	333	3	745	5	5,896	4							
		23	More than 20	8	5	397	4	925	6	6,868	5							
Total		164	100	10,479	100	14,352	100	138,638	100									

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

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				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Between 6 and 10 pages	wrmednum	0	None	83	48	4,819	46	5,337	38	52,064	39	2.9	2.3	.15	2.7	.05	2.5	.10	
	(Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	36	26	2,894	28	4,470	30	45,806	32								
		4	3-5	17	10	1,507	14	2,537	18	23,666	17								
		8	6-10	14	9	773	8	1,210	8	10,461	8								
		13	11-15	9	4	257	2	395	3	3,690	3								
		18	16-20	2	1	71	1	132	1	934	1								
		23	More than 20	3	3	112	1	183	1	1,343	1								
	Total			164	100	10,433	100	14,264	100	137,964	100								
c. 11 pages or more	wrlongnum	0	None	115	68	8,150	78	10,571	74	103,184	75	2.1	1.3 *	.23	1.4 *	.20	1.3 *	.24	
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	17	14	1,070	10	1,989	13	19,717	14								
		4	3-5	10	4	447	4	692	5	6,184	5								
		8	6-10	10	7	354	3	460	3	4,043	3								
		13	11-15	5	2	236	2	309	2	2,982	2								
		18	16-20	3	1	77	1	103	1	736	1								
		23	More than 20	3	3	111	1	173	1	1,247	1								
	Total			163	100	10,445	100	14,297	100	138,093	100								
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									74.7	54.2 *	.23	62.7	.13	58.1	.19	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of races or ethnicities other than your own	DDrace	1	Never	9	7	586	7	888	7	7,106	6	3.0	3.0	-.02	3.0	-.04	3.0	-.03	
		2	Sometimes	36	22	2,286	24	3,117	22	33,303	24								
		3	Often	63	38	3,510	33	4,796	33	46,392	33								
		4	Very often	55	33	4,051	37	5,504	37	51,246	36								
		Total			163	100	10,433	100	14,305	100	138,047								100
b. People from economic backgrounds other than your own	DDeconomic	1	Never	11	7	567	7	844	7	6,757	6	2.9	3.0	-.05	3.0	-.07	3.0	-.07	
		2	Sometimes	38	24	2,337	24	3,210	23	32,038	24								
		3	Often	63	40	3,809	36	5,125	36	51,462	37								
		4	Very often	50	29	3,694	34	5,086	35	47,409	34								
		Total			162	100	10,407	100	14,265	100	137,666								100

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

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				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. People with religious beliefs other than your own	DDreligion	1	Never	18	11	775	9	1,192	9	10,341	8	2.8	2.9	-0.03	2.9	.00	2.9	-0.03
		2	Sometimes	44	25	2,682	27	3,982	29	37,858	28							
		3	Often	50	32	3,437	32	4,480	31	45,497	33							
		4	Very often	49	32	3,508	32	4,618	31	43,934	32							
		Total		161	100	10,402	100	14,272	100	137,630	100							
d. People with political views other than your own	DDpolitical	1	Never	20	13	912	10	1,353	10	12,113	10	2.7	2.8	-0.06	2.8	-0.06	2.8	-0.04
		2	Sometimes	45	27	3,063	30	4,382	30	44,548	32							
		3	Often	56	35	3,335	31	4,412	31	43,671	31							
		4	Very often	41	25	3,077	28	4,107	29	37,171	27							
		Total		162	100	10,387	100	14,254	100	137,503	100							
e. People with sexual orientations other than your own	ddsexorient	1	Never	24	15	1,100	12	1,784	14	13,466	11	2.8	2.8	-0.01	2.7	.05	2.8	-0.04
		2	Sometimes	47	29	2,815	28	4,111	30	38,529	29							
		3	Often	41	24	3,171	30	4,048	27	42,227	30							
		4	Very often	51	33	3,295	30	4,301	29	43,266	30							
		Total		163	100	10,381	100	14,244	100	137,488	100							
f. People from countries other than your own	ddcountry	1	Never	24	16	1,029	11	1,702	13	13,497	11	2.5	2.7 **	-0.24	2.6	-0.14	2.7 **	-0.22
		2	Sometimes	69	41	3,606	35	5,178	37	50,268	36							
		3	Often	42	25	2,965	28	3,827	26	38,676	28							
		4	Very often	29	18	2,797	26	3,550	24	35,195	25							
		Total		164	100	10,397	100	14,257	100	137,636	100							
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	3	272	3	302	2	2,888	2	3.0	2.9	.04	3.1	-0.11	3.0	-0.03
		2	Sometimes	35	21	2,630	26	2,885	21	31,437	24							
		3	Often	79	51	4,759	45	6,515	45	64,086	46							
		4	Very often	38	25	2,621	25	4,446	31	38,084	28							
		Total		158	100	10,282	100	14,148	100	136,495	100							
b. Reviewed your notes after class	LSnotes	1	Never	5	4	460	5	579	5	5,908	5	3.1	2.9 *	.17	3.0	.09	2.9 *	.15
		2	Sometimes	43	25	2,824	29	3,692	27	38,727	29							
		3	Often	60	33	3,765	36	4,996	35	49,825	36							
		4	Very often	53	38	3,205	30	4,852	34	41,869	30							
		Total		161	100	10,254	100	14,119	100	136,329	100							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

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Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. Summarized what you learned in class or from course materials	LSummary	1	Never	5	3	534	6	538	4	5,868	5	2.9	2.8	.03	3.0	-.10	2.9	-.02
		2	Sometimes	50	32	3,005	30	3,696	27	39,102	29							
		3	Often	67	40	3,992	39	5,542	39	54,673	40							
		4	Very often	39	25	2,739	26	4,370	30	36,696	27							
		Total		161	100	10,270	100	14,146	100	136,339	100							
10. During the current school year, to what extent have your courses challenged you to do your best work?																		
	challenge	1	Not at all	2	1	100	1	132	1	1,067	1	5.5	5.3 *	.18	5.5	.03	5.4	.15
		2		4	2	163	2	168	1	1,715	1							
		3		6	3	565	6	588	4	6,784	5							
		4		22	12	1,405	14	1,677	12	17,657	13							
		5		53	31	3,439	34	4,246	30	46,204	34							
		6		31	22	2,337	23	3,286	23	33,309	24							
		7	Very much	41	29	2,171	21	3,940	28	28,656	22							
		Total		159	100	10,180	100	14,037	100	135,392	100							
11. Which of the following have you done while in college 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 <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	36	23	1,631	17	2,428	18	19,563	16	4%	7%	-.10	7%	-.13	8% *	-.16	
		Do not plan to do	18	15	779	8	1,034	8	8,999	7								
		Plan to do	94	57	7,035	68	9,475	67	95,402	69								
		Done or in progress	8	4	712	7	1,048	7	10,994	8								
		Total	156	100	10,157	100	13,985	100	134,958	100								
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	35	21	2,762	28	4,379	32	37,718	28	11%	10%	.03	9%	.04	10%	.01	
		Do not plan to do	53	36	2,764	28	3,557	27	33,606	26								
		Plan to do	49	32	3,549	34	4,596	32	48,715	35								
		Done or in progress	20	11	1,053	10	1,403	9	14,526	10								
		Total	157	100	10,128	100	13,935	100	134,565	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	53	28	3,401	34	4,975	36	45,473	34	9%	9%	.00	11%	-.04	11%	-.07	
		Do not plan to do	47	34	2,675	27	3,328	25	35,885	28								
		Plan to do	44	29	3,014	30	3,954	28	37,199	27								
		Done or in progress	11	9	981	9	1,619	11	15,531	11								
		Total	155	100	10,071	100	13,876	100	134,088	100								

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	49	28	3,015	30	4,295	32	38,855	29	1%	3% *	-0.13	3%	-0.12	3% *	-0.13
			Do not plan to do	65	45	3,536	35	4,904	37	42,919	34							
			Plan to do	39	26	3,205	32	4,221	29	48,207	34							
			Done or in progress	3	1	318	3	443	3	4,153	3							
			Total	156	100	10,074	100	13,863	100	134,134	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	54	30	3,678	38	5,526	40	49,856	38	4%	5%	-0.09	5%	-0.08	6%	-0.10
			Do not plan to do	63	42	2,723	26	3,551	27	32,116	25							
			Plan to do	36	24	3,146	31	4,068	29	44,457	32							
			Done or in progress	3	4	539	5	718	5	7,621	6							
			Total	156	100	10,086	100	13,863	100	134,050	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	47	26	3,669	37	4,906	36	44,538	34	7%	3% *	0.19	2% *	0.21	3% *	0.21
			Do not plan to do	33	26	1,468	14	1,735	13	15,851	13							
			Plan to do	66	41	4,659	46	6,857	48	70,450	51							
			Done or in progress	9	7	285	3	345	2	3,148	3							
			Total	155	100	10,081	100	13,843	100	133,987	100							
12. About how many of your courses at this institution have included a community-based project (service-learning)?																		
	servcourse		1 None	80	54	4,467	45	5,829	45	61,481	47	1.5	1.7 **	-0.22	1.7 **	-0.23	1.7 *	-0.17
			2 Some	61	38	4,292	43	6,003	42	56,368	41							
			3 Most	10	7	971	10	1,366	10	11,764	9							
			4 All	2	1	264	3	523	4	3,208	3							
			Total	153	100	9,994	100	13,721	100	132,821	100							
13. Indicate the quality of your interactions with the following people at your institution.																		
a. Students	Q1student		1 Poor	5	2	166	2	254	2	2,192	2	5.2	5.4	-0.14	5.5 *	-0.21	5.4	-0.16
			2	4	3	206	2	287	2	2,532	2							
			3	12	5	464	5	583	4	6,030	5							
			4	22	11	1,267	12	1,547	11	15,705	12							
			5	41	24	2,753	27	3,479	25	36,236	27							
			6	33	21	2,686	26	3,407	24	36,388	27							
			7 Excellent	22	17	2,309	24	3,894	28	30,519	23							
			— Not applicable	15	16	147	2	302	3	3,601	3							
Total	154	100	9,998	100	13,753	100	133,203	100										

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Academic advisors	QIadvisor	1	Poor	7	3	268	3	338	3	3,087	3	5.5	5.4	.08	5.6	-.02	5.5	.04
		2		4	2	328	3	380	3	4,102	3							
		3		9	5	648	6	708	5	7,992	6							
		4		18	9	1,274	13	1,472	11	15,734	12							
		5		24	13	1,984	20	2,583	18	26,388	19							
		6		32	18	2,103	21	2,831	21	29,576	22							
		7	Excellent	46	32	3,190	33	5,147	38	43,422	33							
		—	Not applicable	14	17	178	2	262	2	2,657	2							
	Total	154	100	9,973	100	13,721	100	132,958	100									
c. Faculty	QIfaculty	1	Poor	3	1	148	2	203	2	1,694	1	5.5	5.4	.08	5.6	-.04	5.5	.04
		2		5	2	217	2	225	2	2,332	2							
		3		10	5	495	5	531	4	5,687	4							
		4		16	10	1,225	12	1,428	11	15,852	12							
		5		34	19	2,505	25	3,098	23	34,202	25							
		6		34	23	2,780	27	3,712	26	38,261	28							
		7	Excellent	42	29	2,401	25	4,264	31	32,834	25							
		—	Not applicable	9	10	201	2	256	2	2,050	2							
	Total	153	100	9,972	100	13,717	100	132,912	100									
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	6	3	270	3	401	3	3,537	3	5.2	5.3	-.03	5.3	-.07	5.2	.00
		2		2	1	264	3	377	3	3,882	3							
		3		11	5	585	6	752	5	7,883	6							
		4		23	12	1,271	12	1,595	12	17,396	13							
		5		29	15	2,018	20	2,615	18	28,594	21							
		6		29	17	2,140	20	2,742	19	28,802	21							
		7	Excellent	25	18	2,310	23	3,521	26	28,805	22							
		—	Not applicable	28	29	1,112	13	1,709	14	13,951	12							
	Total	153	100	9,970	100	13,712	100	132,850	100									

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								A&M Commerce							
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	5	2	293	3	368	3	3,599	3	5.2	5.2	.02	5.4	-.09	5.2	.02	
		2		6	3	349	3	438	3	4,343	3								
		3		11	5	645	6	782	6	8,532	6								
		4		24	15	1,421	14	1,680	12	18,621	14								
		5		25	14	2,216	22	2,713	19	29,082	21								
		6		36	21	2,084	20	2,874	20	28,335	21								
		7	Excellent	29	20	2,262	23	3,895	29	29,417	23								
		—	Not applicable	17	18	715	8	966	8	11,062	9								
	Total			153	100	9,985	100	13,716	100	132,991	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	3	2	172	2	270	2	2,395	2	2.9	3.0	-.14	3.0 *	-.16	3.0 *	-.16	
		2	Some	38	26	2,186	22	2,847	21	27,410	22								
		3	Quite a bit	76	50	4,719	47	6,362	47	63,028	47								
		4	Very much	34	22	2,858	28	4,183	30	39,471	29								
			Total			151	100	9,935	100	13,662	100								132,304
b. Providing support to help students succeed academically	SEacademic	1	Very little	10	7	415	5	622	5	5,239	5	2.9	3.0	-.09	3.0	-.16	3.0	-.11	
		2	Some	38	25	2,274	23	2,849	21	29,240	23								
		3	Quite a bit	63	40	4,225	42	5,486	40	57,284	43								
		4	Very much	41	28	2,977	30	4,656	34	40,147	30								
			Total			152	100	9,891	100	13,613	100								131,910
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	13	11	583	6	891	7	7,787	6	2.9	3.0 *	-.20	3.1 **	-.23	3.0 *	-.18	
		2	Some	31	22	1,846	19	2,448	18	25,041	19								
		3	Quite a bit	56	36	3,803	39	4,911	36	50,970	38								
		4	Very much	52	31	3,635	36	5,347	39	47,956	36								
			Total			152	100	9,867	100	13,597	100								131,754
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	20	18	944	10	1,313	11	12,665	10	2.5	2.8 ***	-.28	2.8 ***	-.31	2.8 ***	-.28	
		2	Some	48	29	2,796	28	3,647	27	37,713	29								
		3	Quite a bit	61	37	3,599	36	4,802	35	48,339	36								
		4	Very much	23	15	2,517	25	3,829	27	32,933	25								
			Total			152	100	9,856	100	13,591	100								131,650

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Providing opportunities to be involved socially	SEsocial	1	Very little	15	10	586	7	914	7	7,630	7	2.8	2.9	-13	3.0 *	-16	2.9	-13
		2	Some	32	24	2,270	24	3,014	22	30,431	24							
		3	Quite a bit	64	40	3,877	39	5,236	39	53,597	40							
		4	Very much	40	26	3,117	30	4,398	32	39,794	30							
		Total		151	100	9,850	100	13,562	100	131,452	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	18	13	656	7	1,051	8	8,715	7	2.7	2.9 *	-21	2.9 **	-21	2.9 *	-21
		2	Some	35	26	2,558	26	3,404	25	33,677	26							
		3	Quite a bit	63	40	3,820	39	5,025	37	52,236	39							
		4	Very much	36	21	2,798	28	4,059	30	36,699	28							
		Total		152	100	9,832	100	13,539	100	131,327	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	37	29	2,062	21	2,869	22	28,051	22	2.2	2.4	-15	2.4 *	-17	2.3	-12
		2	Some	53	34	3,550	35	4,697	34	48,792	37							
		3	Quite a bit	41	23	2,774	29	3,643	27	35,991	27							
		4	Very much	21	14	1,440	15	2,312	17	18,303	14							
		Total		152	100	9,826	100	13,521	100	131,137	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	18	13	833	10	2,019	15	12,936	11	2.7	2.8	-10	2.7	.00	2.8	-.05
		2	Some	34	24	2,397	25	3,213	24	32,881	25							
		3	Quite a bit	64	40	3,738	37	4,628	34	50,502	37							
		4	Very much	36	23	2,848	28	3,648	27	34,701	26							
		Total		152	100	9,816	100	13,508	100	131,020	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	39	30	1,886	20	2,749	21	23,192	19	2.2	2.4 **	-23	2.4 **	-23	2.4 **	-25
		2	Some	53	34	3,576	36	4,515	33	46,895	36							
		3	Quite a bit	44	25	2,828	29	3,898	28	40,232	30							
		4	Very much	16	11	1,522	16	2,322	17	20,637	15							
		Total		152	100	9,812	100	13,484	100	130,956	100							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
15. To what extent do you agree or disagree with the following statements?																		
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	8	7	185	2	264	2	2,545	2	3.0	3.2 **	-0.25	3.3 ***	-0.29	3.2 **	-0.26
		2	Disagree	16	10	790	8	1,070	8	10,593	8							
		3	Agree	86	55	5,550	56	7,076	52	72,448	55							
		4	Strongly agree	42	28	3,294	34	5,087	38	45,376	35							
		Total		152	100	9,819	100	13,497	100	130,962	100							
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	9	7	332	4	389	3	4,408	4	2.9	3.0	-0.14	3.1 ***	-0.31	3.0 *	-0.19
		2	Disagree	29	20	1,720	18	1,784	14	20,950	16							
		3	Agree	86	53	5,661	57	7,461	55	74,973	57							
		4	Strongly agree	28	20	2,087	22	3,856	28	30,429	23							
		Total		152	100	9,800	100	13,490	100	130,760	100							
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	12	9	407	5	447	4	4,757	4	2.8	2.9	-0.16	3.1 ***	-0.30	3.0 *	-0.22
		2	Disagree	32	21	1,804	18	2,086	16	21,897	17							
		3	Agree	81	49	5,397	54	7,077	52	71,711	54							
		4	Strongly agree	27	21	2,205	22	3,891	28	32,543	25							
		Total		152	100	9,813	100	13,501	100	130,908	100							
16. About how many hours do you spend in a typical 7-day week doing the following?																		
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	1	1	55	1	58	1	590	1	12.8	14.2 *	-0.17	14.2 *	-0.17	14.4 *	-0.20
		3	1-5 hrs	36	22	1,393	14	1,817	14	16,125	13							
		8	6-10 hrs	37	27	2,277	23	3,062	23	29,353	23							
		13	11-15 hrs	33	18	2,146	22	2,995	22	29,484	22							
		18	16-20 hrs	18	12	1,837	18	2,547	19	25,890	19							
		23	21-25 hrs	9	5	1,065	11	1,491	11	15,074	11							
		28	26-30 hrs	8	5	520	5	773	5	7,199	5							
33	More than 30 hrs	10	8	500	5	713	5	6,812	5									
Total		152	100	9,793	100	13,456	100	130,527	100									

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmocurrhrs	0	0 hrs	61	44	3,752	41	5,292	42	44,097	37	4.7	4.9	-.03	5.1	-.05	5.3	-.09
	(Recorded version of tmocurr	3	1-5 hrs	40	25	2,881	28	3,942	28	41,583	30							
	created by NSSE.	8	6-10 hrs	26	15	1,386	14	1,725	13	19,421	14							
	Values are	13	11-15 hrs	12	9	833	8	1,012	7	11,522	9							
	estimated number	18	16-20 hrs	7	4	465	4	692	5	7,024	5							
	of hours per	23	21-25 hrs	3	2	255	2	372	3	3,531	3							
	week.)	28	26-30 hrs	0	0	76	1	143	1	1,270	1							
		33	More than 30 hrs	1	2	116	1	204	1	1,653	1							
		Total			150	100	9,764	100	13,382	100	130,101	100						
c. Working for pay on campus	tmworkonhrs	0	0 hrs	127	87	7,939	82	10,568	80	101,610	80	2.3	2.7	-.06	2.3	-.01	2.5	-.03
	(Recorded version of tmworkon	3	1-5 hrs	1	1	191	2	647	4	5,700	4							
	created by NSSE.	8	6-10 hrs	6	3	335	3	873	6	8,600	6							
	Values are	13	11-15 hrs	6	3	462	5	599	4	6,658	5							
	estimated number	18	16-20 hrs	7	3	553	6	414	3	4,774	4							
	of hours per	23	21-25 hrs	1	1	176	2	176	1	1,696	1							
	week.)	28	26-30 hrs	0	0	53	0	43	0	502	0							
		33	More than 30 hrs	3	2	60	1	90	1	733	1							
		Total			151	100	9,769	100	13,410	100	130,273	100						
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	86	55	5,742	59	7,743	58	83,444	63	9.8	7.5 *	.21	8.4	.12	6.7 **	.29
	(Recorded version of tmworkoff	3	1-5 hrs	9	6	472	5	722	5	6,394	5							
	created by NSSE.	8	6-10 hrs	10	4	561	5	850	6	7,430	6							
	Values are	13	11-15 hrs	6	4	621	6	807	6	8,026	6							
	estimated number	18	16-20 hrs	4	4	725	7	913	7	8,221	6							
	of hours per	23	21-25 hrs	12	9	613	6	584	4	5,793	5							
	week.)	28	26-30 hrs	3	1	408	4	381	3	3,505	3							
		33	More than 30 hrs	22	17	622	7	1,434	12	7,516	7							
		Total			152	100	9,764	100	13,434	100	130,329	100						
Estimated number of hours working for pay	tmworkhrs											12.2	10.1	.17	10.7	.11	9.1 *	.25
	(Continuous variable created by NSSE)																	

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	81	53	5,825	62	8,174	61	82,116	64	3.0	2.6	.09	2.6	.08	2.3	.14
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	46	31	2,546	25	3,486	25	33,091	25							
	8	6-10 hrs	12	9	649	7	804	6	6,951	5								
	13	11-15 hrs	4	2	362	3	415	3	3,883	3								
	18	16-20 hrs	5	2	194	2	239	2	2,025	2								
	23	21-25 hrs	1	0	108	1	137	1	1,206	1								
	28	26-30 hrs	1	0	35	0	54	0	376	0								
	33	More than 30 hrs	1	2	42	0	93	1	570	0								
	Total			151	100	9,761	100	13,402	100	130,218	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	6	3	217	3	506	4	3,049	3	11.9	11.9	.00	11.6	.04	12.2	-.03
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	42	30	2,198	22	3,233	24	26,775	21							
	8	6-10 hrs	40	23	2,688	27	3,579	26	35,428	27								
	13	11-15 hrs	28	17	1,981	20	2,502	18	27,579	21								
	18	16-20 hrs	14	10	1,277	13	1,727	13	18,249	14								
	23	21-25 hrs	7	4	595	6	775	6	8,362	6								
	28	26-30 hrs	3	1	281	3	347	3	3,741	3								
	33	More than 30 hrs	12	12	530	6	740	6	7,041	6								
	Total			152	100	9,767	100	13,409	100	130,224	100							
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	93	55	6,906	69	8,607	63	96,167	72	6.6	3.5 *** ▲	.41	6.0	.06	3.7 *** ▲	.35
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	20	14	1,139	12	1,461	11	12,980	10							
	8	6-10 hrs	12	9	580	7	819	6	6,216	5								
	13	11-15 hrs	10	8	401	4	499	4	4,418	4								
	18	16-20 hrs	2	1	269	3	343	3	2,722	2								
	23	21-25 hrs	2	2	152	2	229	2	1,696	1								
	28	26-30 hrs	0	0	52	1	162	1	772	1								
	33	More than 30 hrs	12	11	237	3	1,253	10	5,003	5								
	Total			151	100	9,736	100	13,373	100	129,974	100							

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d Response options		NSSE 2023 & 2024								Your first-year students compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs (Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	58	41	2,839	29	7,406	55	56,935	42	4.8	5.1	-.03	3.4 *	.23	4.1	.12
		3	1-5 hrs	53	34	4,144	41	3,376	25	44,884	35							
		8	6-10 hrs	19	12	1,434	15	1,316	10	14,633	12							
		13	11-15 hrs	7	4	628	6	571	4	6,508	5							
		18	16-20 hrs	5	3	326	3	315	2	3,285	3							
		23	21-25 hrs	3	2	162	2	170	1	1,766	1							
		28	26-30 hrs	1	0	80	1	87	1	734	1							
		33	More than 30 hrs	6	4	150	2	180	1	1,527	1							
	Total	152	100	9,763	100	13,421	100	130,272	100									
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																		
	reading	1	Very little	19	13	1,717	17	1,463	12	18,283	15	2.8	2.5 **	.23	2.7	.03	2.6	.13
		2	Some	54	33	3,645	37	4,469	33	46,387	36							
		3	About half	45	28	2,593	26	4,019	30	35,614	27							
		4	Most	22	16	1,263	14	2,398	17	21,256	16							
		5	Almost all	11	10	507	5	1,015	7	8,215	6							
	Total	151	100	9,725	100	13,364	100	129,755	100									
	tmreadinghrs											6.3	5.8	.08	6.6	-.04	6.2	.01
	(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)																	
	tmreadinghrscol	1	0 hrs	1	1	54	1	56	1	572	1							
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	85	52	5,729	58	6,769	53	69,089	55							
		3	More than 5, up to 10 hrs	43	29	2,396	25	3,792	27	36,009	27							
		4	More than 10, up to 15 hrs	7	5	780	8	1,323	10	12,113	9							
		5	More than 15, up to 20 hrs	8	8	400	4	653	5	6,055	4							
		6	More than 20, up to 25 hrs	4	1	212	2	465	3	3,708	3							
		7	More than 25 hrs	3	3	119	1	249	2	1,673	1							
		Total	151	100	9,690	100	13,307	100	129,219	100								

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce				Southwest Public				Carnegie Class				NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																						
a. Writing clearly and effectively	pgwrite	1	Very little	15	10	637	7	676	5	8,209	7	2.8	2.9	-.02	3.0	-.14	2.8	.00				
		2	Some	35	20	2,495	25	3,199	23	34,578	27											
		3	Quite a bit	70	46	4,243	43	5,551	41	56,169	43											
		4	Very much	32	24	2,350	24	3,942	30	30,856	24											
			Total	152	100	9,725	100	13,368	100	129,812	100											
b. Speaking clearly and effectively	pgspeak	1	Very little	18	13	942	10	1,041	8	12,407	10	2.7	2.7	-.05	2.8 *	-.18	2.7	-.05				
		2	Some	41	27	2,781	29	3,534	26	38,587	30											
		3	Quite a bit	60	39	3,813	39	5,129	38	50,035	38											
		4	Very much	33	21	2,164	22	3,624	27	28,495	22											
			Total	152	100	9,700	100	13,328	100	129,524	100											
c. Thinking critically and analytically	pgthink	1	Very little	11	8	284	3	322	3	3,554	3	3.0	3.1	-.08	3.1	-.15	3.1	-.08				
		2	Some	23	14	1,787	18	2,316	17	24,314	19											
		3	Quite a bit	71	45	4,353	44	5,720	43	58,043	44											
		4	Very much	47	33	3,296	34	4,971	37	43,680	34											
			Total	152	100	9,720	100	13,329	100	129,591	100											
d. Analyzing numerical and statistical information	pganalyze	1	Very little	26	17	901	9	1,579	12	14,978	11	2.6	2.8	-.15	2.7	-.08	2.7	-.09				
		2	Some	44	28	2,811	29	4,031	30	38,441	29											
		3	Quite a bit	51	30	3,698	38	4,515	34	46,890	36											
		4	Very much	31	25	2,304	24	3,221	24	29,229	23											
			Total	152	100	9,714	100	13,346	100	129,538	100											
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	26	16	1,243	14	1,437	11	15,424	13	2.6	2.6	-.02	2.7	-.14	2.7	-.07				
		2	Some	45	27	3,055	32	3,963	30	40,478	31											
		3	Quite a bit	52	38	3,460	35	4,513	33	45,534	34											
		4	Very much	29	19	1,964	20	3,426	25	28,129	22											
			Total	152	100	9,722	100	13,339	100	129,565	100											
f. Working effectively with others	pgothers	1	Very little	14	9	661	8	787	7	8,142	7	2.7	2.8	-.10	2.9 *	-.19	2.8	-.11				
		2	Some	44	31	2,530	26	3,257	25	34,358	27											
		3	Quite a bit	61	38	4,067	41	5,269	39	53,571	40											
		4	Very much	33	23	2,457	25	4,033	30	33,490	26											
			Total	152	100	9,715	100	13,346	100	129,561	100											

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your first-year students compared with							
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	17	11	1,067	12	1,003	8	12,605	11	2.7	2.7	.01	2.9	-.16	2.7	-.01	
		2	Some	42	29	2,710	28	3,379	25	36,809	29								
		3	Quite a bit	61	39	3,736	38	5,034	37	49,715	38								
		4	Very much	30	22	2,202	23	3,922	29	30,374	23								
		Total		150	100	9,715	100	13,338	100	129,503	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	12	8	742	8	902	8	9,615	8	2.9	2.8	.02	2.9	-.06	2.8	.02	
		2	Some	30	22	2,558	27	3,219	25	34,301	27								
		3	Quite a bit	72	46	3,732	37	4,978	36	50,453	38								
		4	Very much	36	24	2,687	27	4,242	31	35,197	27								
		Total		150	100	9,719	100	13,341	100	129,566	100								
i. Solving complex real-world problems	pgprobolve	1	Very little	23	16	1,041	12	1,202	10	12,757	11	2.7	2.7	.03	2.8	-.07	2.7	.00	
		2	Some	34	23	3,078	32	4,016	30	40,939	31								
		3	Quite a bit	60	37	3,516	35	4,703	35	47,772	36								
		4	Very much	34	24	2,087	22	3,418	26	28,218	22								
		Total		151	100	9,722	100	13,339	100	129,686	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	18	12	1,074	12	1,356	11	14,354	12	2.7	2.7	.05	2.7	-.03	2.7	.05	
		2	Some	43	27	3,107	31	3,972	30	41,194	32								
		3	Quite a bit	60	40	3,494	35	4,560	33	46,270	35								
		4	Very much	28	21	2,065	22	3,483	26	28,107	22								
		Total		149	100	9,740	100	13,371	100	129,925	100								
19. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	6	3	205	3	251	2	2,643	2	3.1	3.1	-.04	3.2 *	-.16	3.1	-.07	
		2	Fair	30	18	1,503	16	1,840	14	19,593	16								
		3	Good	77	49	5,191	52	6,417	47	67,299	51								
		4	Excellent	40	30	2,911	30	4,973	36	41,065	31								
		Total		153	100	9,810	100	13,481	100	130,600	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	9	6	322	3	499	4	4,560	4	3.0	3.2 *	-.18	3.2 **	-.21	3.2 *	-.18	
		2	Probably no	30	17	1,257	13	1,770	13	17,021	13								
		3	Probably yes	67	42	4,610	47	5,634	41	59,348	45								
		4	Definitely yes	49	34	3,681	37	5,666	42	50,457	38								
		Total		155	100	9,870	100	13,569	100	131,386	100								

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Frequency Distributions ^a								Statistical Comparisons ^b						
			A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
21. Do you intend to return to this institution next year?^f																	
	returnexp	No	16	14	490	5	579	5	5,449	4	75%						
	(Means indicate the percentage who responded "Yes.")	Yes	122	75	8,716	88	11,831	87	116,867	88		88% ***	-0.32	87% ***	-0.30	88% ***	-0.34
		Not sure	18	10	697	7	1,100	8	9,323	7		▼		▼		▼	
		Total	156	100	9,903	100	13,510	100	131,639	100							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
1. During the current school year, about how often have you done the following?																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	20	5	664	4	372	2	5,853	3	2.9	3.0	-08	3.2 ***	-33	3.1 **	-14
		2	Sometimes	125	32	5,272	29	4,065	21	48,147	26							
		3	Often	111	29	6,015	31	5,961	30	59,065	32							
		4	Very often	136	34	7,142	36	9,031	47	72,906	39							
		Total		392	100	19,093	100	19,429	100	185,971	100							
b. Asked another student to help you understand course material	CLaskhelp	1	Never	139	37	3,566	20	4,253	25	30,445	18	2.0	2.4 ***	-37	2.3 ***	-26	2.4 ***	-42
		2	Sometimes	140	36	7,524	40	7,625	39	75,096	41							
		3	Often	64	16	4,663	24	4,466	22	47,850	25							
		4	Very often	49	11	3,277	16	3,033	15	32,071	17							
		Total		392	100	19,030	100	19,377	100	185,462	100							
c. Explained course material to one or more students	CLexplain	1	Never	117	31	2,335	13	2,841	17	19,657	11	2.2	2.6 ***	-42	2.5 ***	-34	2.6 ***	-49
		2	Sometimes	125	32	7,146	38	6,847	36	66,688	37							
		3	Often	106	27	5,801	30	5,770	28	59,805	32							
		4	Very often	43	10	3,735	19	3,863	19	39,024	21							
		Total		391	100	19,017	100	19,321	100	185,174	100							
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	160	43	4,868	27	5,426	31	43,026	25	1.9	2.3 ***	-32	2.2 ***	-26	2.3 ***	-37
		2	Sometimes	112	29	6,353	34	6,089	31	63,225	34							
		3	Often	75	19	4,422	23	4,308	21	45,299	24							
		4	Very often	41	9	3,268	16	3,404	16	32,610	17							
		Total		388	100	18,911	100	19,227	100	184,160	100							
e. Worked with other students on course projects or assignments	CLproject	1	Never	111	30	2,235	12	2,328	13	19,159	11	2.2	2.7 ***	-51	2.7 ***	-47	2.8 ***	-58
		2	Sometimes	127	33	5,660	31	5,854	32	51,406	28							
		3	Often	94	24	5,941	31	6,102	31	61,571	33							
		4	Very often	54	14	5,019	26	4,873	24	51,301	28							
		Total		386	100	18,855	100	19,157	100	183,437	100							
f. Given a course presentation	present	1	Never	75	19	3,332	18	2,679	15	23,412	14	2.3	2.4 *	-12	2.5 ***	-23	2.6 ***	-29
		2	Sometimes	168	43	7,015	38	6,713	37	63,877	35							
		3	Often	101	27	5,021	26	5,543	28	55,221	30							
		4	Very often	44	12	3,454	18	4,178	20	40,653	22							
		Total		388	100	18,822	100	19,113	100	183,163	100							

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
2. During the current school year, about how often have you done the following?																		
a. Combined ideas from different courses when completing assignments	RIntegrate	1	Never	25	7	1,045	6	906	6	7,662	5	2.8	2.9 *	-0.13	2.9 **	-0.16	2.9 ***	-0.22
		2	Sometimes	120	32	5,101	29	5,156	28	47,147	27							
		3	Often	152	40	7,086	37	7,247	37	71,522	39							
		4	Very often	83	21	5,394	28	5,599	29	55,057	30							
		Total		380	100	18,626	100	18,908	100	181,388	100							
b. Connected your learning to societal problems or issues	RSocietal	1	Never	41	12	1,612	10	1,138	7	12,607	8	2.7	2.7	-0.03	2.9 **	-0.16	2.8 *	-0.11
		2	Sometimes	109	29	5,639	32	5,295	29	52,967	30							
		3	Often	137	36	6,421	34	6,738	35	63,907	35							
		4	Very often	88	23	4,851	25	5,607	29	50,805	27							
		Total		375	100	18,523	100	18,778	100	180,286	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	59	17	2,897	18	1,545	10	20,430	13	2.5	2.6	-0.02	2.8 ***	-0.25	2.7 **	-0.14
		2	Sometimes	128	35	5,702	32	5,588	30	55,290	31							
		3	Often	99	26	5,426	28	6,267	32	57,035	31							
		4	Very often	84	22	4,371	22	5,281	28	46,456	25							
		Total		370	100	18,396	100	18,681	100	179,211	100							
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlowview	1	Never	14	4	938	6	673	4	8,119	5	2.8	2.9	-0.03	3.0 **	-0.15	2.9	-0.06
		2	Sometimes	114	32	4,981	28	4,590	25	47,706	27							
		3	Often	158	42	7,562	41	7,957	43	76,236	42							
		4	Very often	83	22	4,751	25	5,299	28	45,538	25							
		Total		369	100	18,232	100	18,519	100	177,599	100							
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	8	2	646	4	423	3	5,428	4	2.9	3.0	-0.06	3.1 **	-0.16	3.0	-0.08
		2	Sometimes	96	27	4,085	24	3,798	21	40,020	23							
		3	Often	167	46	7,892	43	8,086	43	77,259	43							
		4	Very often	89	25	5,408	29	5,945	33	52,616	30							
		Total		360	100	18,031	100	18,252	100	175,323	100							
f. Learned something that changed the way you understand an issue or concept	Rnewview	1	Never	10	3	417	3	329	2	3,712	2	2.9	3.0	-0.07	3.0 *	-0.12	3.0	-0.08
		2	Sometimes	100	29	4,390	25	4,180	24	42,173	25							
		3	Often	145	41	7,590	42	7,816	42	75,245	43							
		4	Very often	98	28	5,391	30	5,710	32	52,016	30							
		Total		353	100	17,788	100	18,035	100	173,146	100							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your seniors compared with							
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Effect size ^e	Effect size ^e	Effect size ^e	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Connected ideas from your courses to your prior experiences and knowledge	Rlconnect	1	Never	4	1	207	1	181	1	1,845	1	3.2	3.2	.05	3.3	-.02	3.2	.01	
		2	Sometimes	48	13	2,654	16	2,347	14	23,829	15								
		3	Often	162	46	7,765	44	7,807	43	76,325	44								
		4	Very often	139	40	7,040	39	7,531	42	69,565	40								
		Total		353	100	17,666	100	17,866	100	171,564	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	96	28	3,692	23	2,998	19	27,531	18	2.2	2.3 **	-.16	2.4 ***	-.28	2.5 ***	-.30	
		2	Sometimes	133	38	6,728	38	6,555	37	65,312	39								
		3	Often	88	24	3,938	21	4,309	23	42,166	24								
		4	Very often	38	10	3,278	17	4,000	21	36,451	20								
		Total		355	100	17,636	100	17,862	100	171,460	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	196	57	7,992	48	7,528	46	67,567	42	1.7	1.9 ***	-.19	1.9 ***	-.23	2.0 ***	-.29	
		2	Sometimes	84	23	4,750	27	5,086	27	51,457	29								
		3	Often	53	14	2,709	15	2,831	15	28,706	16								
		4	Very often	22	6	2,099	11	2,348	12	22,986	13								
		Total		355	100	17,550	100	17,793	100	170,716	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	153	45	5,843	35	5,376	34	45,570	29	1.8	2.0 ***	-.23	2.1 ***	-.27	2.2 ***	-.36	
		2	Sometimes	112	32	6,259	36	6,337	35	65,599	38								
		3	Often	70	19	3,264	18	3,574	19	35,513	20								
		4	Very often	15	4	2,062	11	2,362	13	22,744	13								
		Total		350	100	17,428	100	17,649	100	169,426	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	115	34	4,743	29	3,917	24	38,505	24	2.0	2.1 **	-.15	2.2 ***	-.27	2.2 ***	-.26	
		2	Sometimes	143	40	7,226	41	7,465	42	71,793	42								
		3	Often	75	21	3,451	19	3,875	21	37,038	21								
		4	Very often	20	5	2,016	11	2,410	13	22,161	13								
		Total		353	100	17,436	100	17,667	100	169,497	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	28	8	1,200	7	1,579	10	13,441	8	2.6	2.8 ***	-.25	2.7 *	-.12	2.8 **	-.17	
		2	Some	128	36	4,853	28	5,344	31	51,150	31								
		3	Quite a bit	142	42	6,856	39	6,620	37	64,746	38								
		4	Very much	50	14	4,433	25	3,992	22	38,980	23								
		Total		348	100	17,342	100	17,535	100	168,317	100								

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Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce				Southwest Public				Carnegie Class				NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	8	2	542	3	444	3	4,648	3	3.0	3.1	-0.09	3.1 *	-0.14	3.1	-0.10						
		2	Some	75	22	3,258	19	3,054	18	31,309	19													
		3	Quite a bit	164	47	7,398	43	7,572	43	73,035	43													
		4	Very much	100	28	6,064	35	6,382	36	58,506	35													
		Total		347	100	17,262	100	17,452	100	167,498	100													
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	14	4	595	4	493	3	5,183	3	3.0	3.1	-0.04	3.1	-0.08	3.1	-0.05						
		2	Some	65	18	3,425	20	3,225	19	33,220	20													
		3	Quite a bit	162	47	7,127	41	7,429	42	70,618	42													
		4	Very much	104	30	5,973	34	6,149	35	57,058	34													
		Total		345	100	17,120	100	17,296	100	166,079	100													
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	15	4	868	6	586	4	7,488	5	3.0	3.0	-0.01	3.1 *	-0.12	3.0	-0.02						
		2	Some	76	22	3,783	23	3,312	19	36,528	23													
		3	Quite a bit	158	46	6,922	40	7,390	42	68,968	41													
		4	Very much	98	28	5,474	31	5,917	34	52,319	31													
		Total		347	100	17,047	100	17,205	100	165,303	100													
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	10	3	632	4	516	3	5,600	4	3.0	3.0	.00	3.1	-0.07	3.0	-0.01						
		2	Some	68	20	3,563	22	3,286	20	34,778	22													
		3	Quite a bit	174	50	7,266	42	7,612	44	72,251	43													
		4	Very much	95	28	5,486	32	5,734	33	51,921	31													
		Total		347	100	16,947	100	17,148	100	164,550	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	11	3	370	2	354	2	3,476	2	3.2	3.2	-0.03	3.2	-0.05	3.2	-0.01						
		2	Some	63	18	2,756	17	2,715	17	27,305	17													
		3	Quite a bit	128	38	6,780	40	6,787	39	69,397	42													
		4	Very much	139	41	6,949	41	7,170	42	63,340	39													
		Total		341	100	16,855	100	17,026	100	163,518	100													
b. Taught course sessions in an organized way	ETorganize	1	Very little	18	6	680	4	647	4	5,982	4	3.1	3.1	.00	3.1	-0.04	3.1	.01						
		2	Some	61	17	3,155	19	2,889	18	30,493	19													
		3	Quite a bit	134	39	6,649	39	6,758	38	69,039	42													
		4	Very much	128	38	6,320	37	6,684	40	57,497	36													
		Total		341	100	16,804	100	16,978	100	163,011	100													

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				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	16	5	632	4	686	5	5,531	4	3.0	3.1	-0.10	3.1	-0.07	3.1	-0.10
		2	Some	72	22	3,213	19	3,096	19	30,636	19							
		3	Quite a bit	133	40	6,340	38	6,390	36	64,628	39							
		4	Very much	116	34	6,614	39	6,778	39	61,955	38							
		Total		337	100	16,799	100	16,950	100	162,750	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	24	7	1,582	10	1,311	8	13,550	9	2.9	2.8	.10	2.9	-0.01	2.9	.06
		2	Some	88	26	4,483	28	3,999	24	42,222	26							
		3	Quite a bit	115	34	5,397	32	5,771	33	55,973	34							
		4	Very much	112	33	5,311	30	5,846	34	50,702	31							
		Total		339	100	16,773	100	16,927	100	162,447	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	22	7	1,388	9	1,066	7	11,544	8	3.0	2.8 **	.14	2.9	.02	2.9 *	.11
		2	Some	75	22	4,586	28	4,068	24	43,480	27							
		3	Quite a bit	133	39	5,762	34	6,129	35	60,545	37							
		4	Very much	106	32	4,967	29	5,588	33	46,206	28							
		Total		336	100	16,703	100	16,851	100	161,775	100							
f. Explained in advance the criteria for successfully completing your assignments	eterriteria	1	Very little	10	3	583	4	553	4	5,354	4	3.1	3.1	.03	3.2	-0.02	3.1	.05
		2	Some	63	19	3,272	20	2,956	18	31,479	20							
		3	Quite a bit	131	39	6,302	38	6,461	37	66,019	40							
		4	Very much	127	39	6,483	38	6,815	41	58,196	36							
		Total		331	100	16,640	100	16,785	100	161,048	100							
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	17	5	587	4	512	4	4,986	3	3.0	3.1	-0.08	3.1 *	-0.12	3.1	-0.08
		2	Some	71	22	3,257	20	3,023	19	31,027	19							
		3	Quite a bit	132	40	6,645	40	6,814	39	68,579	42							
		4	Very much	113	34	6,116	36	6,404	38	56,054	35							
		Total		333	100	16,605	100	16,753	100	160,646	100							
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	22	6	1,373	9	1,153	8	11,291	8	2.9	2.8 *	.12	2.8	.04	2.8	.09
		2	Some	86	26	4,863	30	4,471	27	46,495	29							
		3	Quite a bit	132	40	6,157	37	6,355	36	62,870	39							
		4	Very much	90	27	4,174	25	4,723	28	39,679	25							
		Total		330	100	16,567	100	16,702	100	160,335	100							

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				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	8	2	482	3	475	3	4,648	3	3.2	3.2	.01	3.2	.01	3.2	.04
		2	Some	60	18	2,679	17	2,602	16	25,879	16							
		3	Quite a bit	125	38	6,549	39	6,666	39	66,790	41							
		4	Very much	135	42	6,861	41	6,956	41	62,871	39							
		Total		328	100	16,571	100	16,699	100	160,188	100							
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	25	8	1,567	9	1,715	11	15,910	10	2.7	2.7	.00	2.7	.04	2.7	.01
		2	Sometimes	112	35	5,368	33	5,523	33	52,518	33							
		3	Often	122	37	5,791	36	5,633	34	55,458	35							
		4	Very often	66	21	3,627	23	3,620	22	34,184	22							
		Total		325	100	16,353	100	16,491	100	158,070	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	44	14	2,708	17	2,417	16	24,951	16	2.5	2.5	.06	2.5	.02	2.5	.03
		2	Sometimes	117	35	5,730	35	5,788	35	56,046	35							
		3	Often	111	34	4,887	30	4,991	30	47,280	30							
		4	Very often	55	17	2,968	18	3,221	19	29,171	19							
		Total		327	100	16,293	100	16,417	100	157,448	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	51	15	2,639	16	2,504	16	23,380	15	2.4	2.5	-.03	2.5	-.04	2.5	-.07
		2	Sometimes	133	40	6,016	37	6,057	37	57,649	36							
		3	Often	95	30	4,939	30	4,920	29	49,223	31							
		4	Very often	46	15	2,632	16	2,866	17	26,552	17							
		Total		325	100	16,226	100	16,347	100	156,804	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	wrshortnum	0	None	19	6	1,479	10	764	5	10,323	7	7.4	6.7 *	.12	9.0 ***	-0.21	7.5	-0.01
		1.5	1-2	65	19	3,458	21	2,512	15	28,360	18							
		4	3-5	87	26	4,663	29	4,293	26	44,953	29							
		8	6-10	75	25	3,114	19	3,568	21	33,664	21							
		13	11-15	34	10	1,512	9	1,908	12	16,785	11							
		18	16-20	22	7	775	5	1,120	7	8,718	6							
		23	More than 20	20	7	1,146	7	2,137	14	13,512	9							
Total		322	100	16,147	100	16,302	100	156,315	100									

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				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Between 6 and 10 pages	wrmednum	0	None	87	26	5,441	35	3,561	23	40,245	27	3.4	3.1	.08	4.4 ***	-1.8	3.6	-.03
	(Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	86	27	5,023	31	4,979	30	50,469	32							
	4	3-5	87	27	2,966	18	3,749	22	35,372	22								
	8	6-10	42	14	1,568	10	2,237	14	17,823	11								
	13	11-15	10	3	581	4	851	6	6,316	4								
	18	16-20	4	1	226	1	403	3	2,386	2								
	23	More than 20	2	1	291	2	471	3	3,057	2								
Total				318	100	16,096	100	16,251	100	155,668	100							
c. 11 pages or more	wrlongnum	0	None	182	55	9,586	59	7,857	49	78,273	51	2.0	1.8	.03	2.4 *	-1.1	2.1	-.03
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	79	25	3,720	23	4,868	28	47,842	30							
	4	3-5	29	9	1,345	8	1,708	10	15,541	10								
	8	6-10	19	6	682	4	841	5	6,638	4								
	13	11-15	8	3	391	2	483	3	3,839	3								
	18	16-20	3	1	150	1	215	1	1,419	1								
	23	More than 20	3	1	247	2	299	2	2,449	2								
Total				323	100	16,121	100	16,271	100	156,001	100							
Estimated number of assigned pages of student writing.	wrpages										78.7	71.7	.07	98.1 ***	-1.7	81.4	-.03	
	(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 races or ethnicities other than your own	DDrace	1	Never	40	13	884	7	902	6	8,450	6	2.8	3.1 ***	-.33	3.1 ***	-.32	3.0 ***	-.30
	2	Sometimes	84	26	3,169	21	3,657	22	36,969	23								
	3	Often	99	31	5,044	31	5,112	31	48,862	31								
	4	Very often	97	29	7,055	42	6,580	40	61,661	40								
	Total				320	100	16,152	100	16,251	100	155,942							
b. People from economic backgrounds other than your own	DDeconomic	1	Never	38	13	836	6	797	6	7,636	5	2.8	3.0 ***	-.28	3.1 ***	-.30	3.0 ***	-.28
	2	Sometimes	84	27	3,341	22	3,492	21	35,370	23								
	3	Often	98	31	5,496	34	5,801	35	55,337	35								
	4	Very often	99	30	6,444	38	6,119	38	57,247	37								
	Total				319	100	16,117	100	16,209	100	155,590							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. People with religious beliefs other than your own	DDreligion	1	Never	50	17	1,161	8	1,203	8	11,711	8	2.6	3.0 ***	-0.35	2.9 ***	-0.30	2.9 ***	-0.31
		2	Sometimes	95	30	3,808	25	4,487	28	42,720	27							
		3	Often	90	28	5,068	31	5,050	30	48,760	31							
		4	Very often	84	25	6,081	36	5,473	34	52,350	34							
		Total		319	100	16,118	100	16,213	100	155,541	100							
d. People with political views other than your own	DDpolitical	1	Never	48	16	1,302	9	1,203	8	12,589	9	2.6	2.9 ***	-0.23	2.9 ***	-0.25	2.8 **	-0.19
		2	Sometimes	91	28	4,363	28	4,691	28	48,326	31							
		3	Often	96	31	4,987	30	5,104	31	47,451	30							
		4	Very often	81	25	5,450	33	5,197	33	47,072	31							
		Total		316	100	16,102	100	16,195	100	155,438	100							
e. People with sexual orientations other than your own	ddsexorient	1	Never	61	21	1,530	11	1,806	12	14,331	10	2.5	2.8 ***	-0.34	2.8 ***	-0.25	2.8 ***	-0.34
		2	Sometimes	98	31	4,367	28	4,833	30	44,259	29							
		3	Often	79	25	4,736	29	4,492	27	45,879	29							
		4	Very often	76	23	5,466	32	5,030	31	50,862	32							
		Total		314	100	16,099	100	16,161	100	155,331	100							
f. People from countries other than your own	ddcountry	1	Never	66	22	1,448	10	1,865	13	15,671	10	2.4	2.8 ***	-0.36	2.6 ***	-0.23	2.7 ***	-0.30
		2	Sometimes	111	34	5,340	33	6,101	37	57,201	36							
		3	Often	80	25	4,484	28	4,158	25	41,442	27							
		4	Very often	59	19	4,847	29	4,065	25	41,213	27							
		Total		316	100	16,119	100	16,189	100	155,527	100							
9. During the current school year, about how often have you done the following?																		
a. Identified key information from reading assignments	LSreading	1	Never	7	2	471	3	394	3	4,241	3	3.1	3.1	-0.01	3.1	-0.08	3.1	-0.01
		2	Sometimes	62	20	3,105	20	2,890	18	30,149	20							
		3	Often	138	44	6,620	41	6,697	41	64,878	42							
		4	Very often	105	33	5,830	36	6,103	38	55,362	35							
		Total		312	100	16,026	100	16,084	100	154,630	100							
b. Reviewed your notes after class	LSnotes	1	Never	14	5	815	5	988	7	9,712	7	3.0	3.0	.01	3.0	.02	2.9	.09
		2	Sometimes	69	22	3,993	25	4,123	25	43,463	28							
		3	Often	131	42	5,564	35	5,372	34	52,027	34							
		4	Very often	98	31	5,637	34	5,597	35	49,295	32							
		Total		312	100	16,009	100	16,080	100	154,497	100							

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce				Southwest Public				Carnegie Class				NSSE 2023 & 2024				A&M Commerce				Southwest Public				Carnegie Class				NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Summarized what you learned in class or from course materials	LSummary	1	Never	12	4	760	5	725	5	7,902	5	3.0	3.0	.05	3.0	.01	2.9	.09																	
		2	Sometimes	72	23	3,853	25	3,837	24	40,725	26																								
		3	Often	131	42	6,155	38	6,094	38	58,833	38																								
		4	Very often	98	32	5,246	32	5,421	34	46,993	30																								
		Total		313	100	16,014	100	16,077	100	154,453	100																								
10. During the current school year, to what extent have your courses challenged you to do your best work?																																			
challenge		1	Not at all	2	1	137	1	164	1	1,533	1	5.8	5.6 **	.16	5.7	.09	5.5 ***	.20																	
		2		4	1	255	2	207	1	2,208	2																								
		3		7	2	730	5	692	5	7,058	5																								
		4		36	12	1,701	11	1,560	9	16,905	11																								
		5		66	21	4,141	26	4,105	25	43,958	28																								
		6		76	25	3,768	23	3,902	23	38,745	25																								
		7	Very much	120	38	5,181	32	5,328	35	43,053	28																								
Total		311	100	15,913	100	15,958	100	153,460	100																										
11. Which of the following have you done while in college 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 <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	51	16	1,994	13	1,811	12	14,703	10	25%	37% ***	-0.27	45% ***	-0.44	49% ***	-0.51																		
		Do not plan to do	90	30	3,056	20	2,723	18	25,253	17																									
		Plan to do	93	29	4,586	30	3,636	24	34,853	24																									
		Done or in progress	80	25	6,256	37	7,778	45	78,539	49																									
		Total	314	100	15,892	100	15,948	100	153,348	100																									
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	47	15	2,289	15	2,263	15	18,469	13	15%	25% ***	-0.25	29% ***	-0.34	32% ***	-0.41																		
		Do not plan to do	193	63	7,704	50	6,984	46	68,468	46																									
		Plan to do	22	7	1,650	11	1,581	10	13,548	9																									
		Done or in progress	50	15	4,202	25	5,081	29	52,509	32																									
		Total	312	100	15,845	100	15,909	100	152,994	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	52	17	2,659	17	2,606	17	21,959	15	14%	18%	-0.10	22% ***	-0.22	22% ***	-0.22																		
		Do not plan to do	179	58	8,042	52	7,559	49	78,446	52																									
		Plan to do	35	11	2,057	13	1,779	12	15,963	11																									
		Done or in progress	44	14	3,041	18	3,912	22	36,066	22																									
		Total	310	100	15,799	100	15,856	100	152,434	100																									

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NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	54	17	2,408	16	2,278	15	19,120	13	4%	7% **	-0.14	9% ***	-0.20	10% ***	-0.26
			Do not plan to do	228	74	10,824	68	10,892	69	104,794	69							
			Plan to do	16	5	1,412	9	1,126	7	11,366	8							
			Done or in progress	13	4	1,164	7	1,571	9	17,257	10							
			Total	311	100	15,808	100	15,867	100	152,537	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	67	22	3,013	20	2,769	19	23,606	16	13%	18% *	-0.12	19% **	-0.16	23% ***	-0.26
			Do not plan to do	165	54	7,685	48	8,121	51	74,253	49							
			Plan to do	36	11	2,209	15	1,718	11	17,510	12							
			Done or in progress	42	13	2,889	18	3,256	19	37,103	23							
			Total	310	100	15,796	100	15,864	100	152,472	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	47	15	2,081	14	1,601	11	14,188	10	31%	33%	-0.05	44% ***	-0.27	46% ***	-0.30
			Do not plan to do	79	26	3,743	24	2,738	18	30,367	21							
			Plan to do	87	28	4,430	28	3,865	26	35,151	24							
			Done or in progress	99	31	5,549	33	7,646	44	72,759	46							
			Total	312	100	15,803	100	15,850	100	152,465	100							
12. About how many of your courses at this institution have included a community-based project (service-learning)?																		
	servcourse		1 None	156	51	6,647	44	5,173	33	58,461	40	1.7	1.7	-0.08	1.9 ***	-0.27	1.7 *	-0.13
			2 Some	114	36	6,817	42	8,116	51	73,328	47							
			3 Most	30	9	1,759	11	1,942	12	15,573	10							
			4 All	11	3	487	3	550	3	4,202	3							
			Total	311	100	15,710	100	15,781	100	151,564	100							
13. Indicate the quality of your interactions with the following people at your institution.																		
a. Students	Q1student		1 Poor	9	3	256	2	190	1	2,166	2	5.5	5.6	-0.12	5.7 *	-0.17	5.6	-0.10
			2	3	1	279	2	239	2	2,466	2							
			3	13	4	587	4	648	4	5,753	4							
			4	32	10	1,459	9	1,419	9	14,592	10							
			5	56	18	3,539	22	3,405	21	35,832	23							
			6	48	16	4,066	26	4,184	25	41,916	27							
			7 Excellent	86	27	5,138	33	5,332	35	44,745	30							
			— Not applicable	62	21	407	3	380	3	4,485	3							
			Total	309	100	15,731	100	15,797	100	151,955	100							

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Texas A&M University-Commerce

Seniors

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Statistical Comparisons^b

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				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Academic advisors	QIadvisor	1	Poor	13	4	825	5	632	4	6,798	5	5.3	5.2	.04	5.4	-.07	5.3	.04
		2		17	6	779	5	655	4	6,995	5							
		3		23	8	1,111	7	1,015	6	10,854	7							
		4		39	12	1,921	12	1,760	11	18,030	12							
		5		51	16	2,726	17	2,703	16	27,168	18							
		6		49	17	2,757	17	2,945	18	29,177	19							
		7	Excellent	117	38	5,364	35	5,816	38	50,415	33							
		—	Not applicable	1	0	226	2	260	2	2,319	2							
	Total			310	100	15,709	100	15,786	100	151,756	100							
c. Faculty	QIfaculty	1	Poor	8	3	278	2	231	2	2,311	2	5.7	5.6	.09	5.7	.01	5.6	.09
		2		4	1	327	2	294	2	2,914	2							
		3		6	2	718	5	562	4	6,409	4							
		4		32	10	1,683	11	1,483	9	15,921	11							
		5		61	20	3,394	21	3,279	20	34,502	22							
		6		78	25	4,064	25	4,323	26	43,143	28							
		7	Excellent	108	35	5,034	32	5,374	35	44,909	30							
		—	Not applicable	10	3	222	2	237	2	1,637	1							
	Total			307	100	15,720	100	15,783	100	151,746	100							
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	11	4	615	4	643	4	5,947	4	5.2	5.1	.04	5.2	.02	5.1	.08
		2		9	3	563	4	636	4	5,993	4							
		3		12	4	899	6	903	6	9,835	6							
		4		20	6	1,737	11	1,830	11	18,779	12							
		5		42	13	2,482	16	2,585	15	27,479	18							
		6		36	12	2,395	15	2,568	15	25,927	17							
		7	Excellent	61	19	3,428	22	3,705	24	30,750	21							
		—	Not applicable	118	39	3,593	23	2,910	21	26,955	19							
	Total			309	100	15,712	100	15,780	100	151,665	100							

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Texas A&M University-Commerce

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				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	12	4	688	5	710	5	6,699	5	5.3	5.1	.11	5.2	.06	5.0 *	.15
		2		11	3	690	4	675	4	6,931	5							
		3		20	6	1,066	7	1,132	7	11,246	7							
		4		30	10	2,048	13	2,052	12	21,290	14							
		5		57	18	2,991	19	2,884	17	30,334	20							
		6		50	17	2,796	17	3,012	18	28,828	19							
		7	Excellent	94	30	3,989	25	4,222	28	34,074	23							
		—	Not applicable	35	12	1,458	10	1,107	9	12,394	9							
	Total			309	100	15,726	100	15,794	100	151,796	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	7	2	303	2	311	2	2,961	2	3.0	3.1 **	-.18	3.1 *	-.11	3.1 *	-.13
		2	Some	68	22	2,842	18	3,108	20	29,070	20							
		3	Quite a bit	153	50	6,970	44	7,177	45	68,292	45							
		4	Very much	81	26	5,558	35	5,126	32	50,915	33							
			Total			309	100	15,673	100	15,722	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	26	10	885	6	925	6	8,205	6	2.9	2.9	-.06	3.0	-.10	2.9	-.04
		2	Some	67	21	3,860	25	3,676	23	37,726	25							
		3	Quite a bit	129	42	6,323	40	6,222	39	63,164	42							
		4	Very much	85	27	4,570	29	4,861	31	41,792	27							
			Total			307	100	15,638	100	15,684	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	37	13	1,555	10	1,404	9	13,913	10	2.8	2.9	-.03	2.9	-.08	2.8	-.01
		2	Some	56	19	3,586	23	3,585	23	36,937	25							
		3	Quite a bit	121	39	5,696	37	5,582	35	56,750	37							
		4	Very much	90	29	4,765	30	5,092	33	43,152	28							
			Total			304	100	15,602	100	15,663	100							
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	53	19	2,061	13	2,137	14	20,607	14	2.6	2.7	-.08	2.7	-.05	2.6	-.03
		2	Some	80	25	4,483	29	4,626	29	45,871	30							
		3	Quite a bit	99	32	5,135	33	4,987	31	49,670	33							
		4	Very much	75	24	3,920	25	3,902	25	34,391	23							
			Total			307	100	15,599	100	15,652	100							

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				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Providing opportunities to be involved socially	SEsocial	1	Very little	40	14	1,421	10	1,605	11	13,138	9	2.8	2.8	-.03	2.8	-.01	2.8	-.02
		2	Some	63	20	3,948	26	4,047	26	39,236	27							
		3	Quite a bit	119	38	5,917	38	5,534	34	57,924	38							
		4	Very much	86	27	4,286	27	4,430	28	40,113	26							
		Total		308	100	15,572	100	15,616	100	150,411	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	43	15	1,771	12	2,016	14	16,698	12	2.7	2.7	-.03	2.7	.02	2.7	-.01
		2	Some	80	26	4,397	28	4,419	28	44,052	29							
		3	Quite a bit	104	33	5,496	35	5,269	33	53,915	36							
		4	Very much	81	26	3,909	25	3,902	25	35,647	24							
		Total		308	100	15,573	100	15,606	100	150,312	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	89	30	4,755	31	4,870	33	47,474	32	2.2	2.2	.04	2.2	.06	2.1	.09
		2	Some	99	32	5,265	33	5,082	32	52,518	35							
		3	Quite a bit	73	23	3,380	22	3,460	22	31,923	21							
		4	Very much	44	15	2,146	14	2,174	14	18,208	12							
		Total		305	100	15,546	100	15,586	100	150,123	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	53	18	2,511	17	3,410	23	23,336	17	2.6	2.6	-.06	2.5	.06	2.6	-.05
		2	Some	84	28	4,176	27	4,096	26	42,185	28							
		3	Quite a bit	107	34	5,181	33	4,755	29	51,411	33							
		4	Very much	63	20	3,661	23	3,287	21	33,026	22							
		Total		307	100	15,529	100	15,548	100	149,958	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	76	26	4,035	26	4,078	28	34,592	24	2.3	2.3	.08	2.2	.10	2.3	.05
		2	Some	94	31	5,472	35	5,351	34	54,395	36							
		3	Quite a bit	84	26	3,807	24	3,865	24	40,178	26							
		4	Very much	53	17	2,222	14	2,274	15	20,837	14							
		Total		307	100	15,536	100	15,568	100	150,002	100							
15. To what extent do you agree or disagree with the following statements?																		
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	7	3	395	3	417	3	3,982	3	3.3	3.3	.01	3.3	-.01	3.3	.04
		2	Disagree	14	4	1,049	7	1,110	7	11,099	7							
		3	Agree	160	53	7,534	48	7,302	46	73,651	48							
		4	Strongly agree	123	40	6,556	43	6,770	44	61,311	41							
		Total		304	100	15,534	100	15,599	100	150,043	100							

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	12	4	992	7	917	6	9,848	7	3.0	3.0 *	.11	3.0	.01	2.9 *	.12
		2	Disagree	42	13	2,633	17	2,435	15	27,276	18							
		3	Agree	176	57	7,798	50	7,456	47	74,244	49							
		4	Strongly agree	76	26	4,095	26	4,773	31	38,554	26							
		Total		306	100	15,518	100	15,581	100	149,922	100							
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	16	5	928	6	813	6	8,590	6	2.9	2.9	.00	3.0	-.08	3.0	-.01
		2	Disagree	60	19	2,776	18	2,674	18	27,056	18							
		3	Agree	154	51	7,762	49	7,332	46	74,242	49							
		4	Strongly agree	74	24	4,073	26	4,765	31	40,152	27							
		Total		304	100	15,539	100	15,584	100	150,040	100							
16. About how many hours do you spend in a typical 7-day week doing the following?																		
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	1	0	58	0	63	0	641	0	14.0	15.7 ***	-.19	15.3 **	-.15	15.3 **	-.15
		3	1-5 hrs	41	13	1,822	12	1,879	13	17,611	12							
		8	6-10 hrs	78	25	3,373	22	3,429	22	32,945	22							
		13	11-15 hrs	67	22	3,012	19	3,209	20	30,775	20							
		18	16-20 hrs	58	20	2,949	19	2,939	19	28,493	19							
		23	21-25 hrs	26	9	1,818	12	1,763	11	16,961	11							
		28	26-30 hrs	18	5	1,022	7	1,031	7	9,727	6							
		33	More than 30 hrs	16	5	1,457	10	1,248	8	12,478	8							
Total		305	100	15,511	100	15,561	100	149,631	100									

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce				Southwest Public				Carnegie Class				NSSE 2023 & 2024				A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmccurrhrs	0	0 hrs	198	67	7,824	52	7,225	51	63,904	45	2.7	4.1 *** ▼	-0.21	4.5 *** ▼	-0.25	4.9 *** ▼	-0.31								
	(Recorded version of tmccurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	52	16	3,712	23	3,878	23	40,160	26															
	8	6-10 hrs	24	8	1,644	10	1,726	10	18,702	12																
	13	11-15 hrs	12	4	1,050	7	1,078	6	11,439	7																
	18	16-20 hrs	11	4	592	4	761	4	7,248	5																
	23	21-25 hrs	2	1	305	2	375	2	3,725	2																
	28	26-30 hrs	0	0	142	1	204	1	1,668	1																
	33	More than 30 hrs	2	1	203	1	265	2	2,450	2																
	Total			301	100	15,472	100	15,512	100	149,296	100															
c. Working for pay on campus	tmworkonhrs	0	0 hrs	252	84	12,116	79	11,480	77	106,007	73	2.5	3.2	-0.09	2.9	-0.05	3.4 * ▼	-0.13								
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	0	0	339	2	797	4	7,891	5															
	8	6-10 hrs	6	2	654	4	1,168	6	12,121	7																
	13	11-15 hrs	15	4	704	4	894	5	9,355	6																
	18	16-20 hrs	23	7	1,028	6	682	4	8,858	6																
	23	21-25 hrs	4	1	314	2	245	1	2,643	2																
	28	26-30 hrs	1	0	127	1	104	1	989	1																
	33	More than 30 hrs	2	1	201	1	164	1	1,586	1																
	Total			303	100	15,483	100	15,534	100	149,450	100															
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	93	30	5,575	37	5,677	36	61,247	41	19.1	14.8 *** ▲	0.31	14.9 *** ▲	0.30	12.7 *** ▲	0.49								
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	9	3	655	4	786	5	7,774	5															
	8	6-10 hrs	12	4	831	5	1,122	6	10,228	6																
	13	11-15 hrs	16	5	938	6	1,116	6	10,993	7																
	18	16-20 hrs	13	4	1,349	8	1,361	8	13,899	9																
	23	21-25 hrs	12	4	1,247	8	1,036	6	10,686	7																
	28	26-30 hrs	12	4	1,013	6	789	5	7,912	5																
	33	More than 30 hrs	138	46	3,864	25	3,653	27	26,724	19																
	Total			305	100	15,472	100	15,540	100	149,463	100															
Estimated number of hours working for pay	tmworkhrs										21.5	17.9 *** ▲	0.26	17.8 *** ▲	0.27	16.1 *** ▲	0.40									
	(Continuous variable created by NSSE)																									

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	170	56	8,443	56	7,963	51	82,647	56	3.2	3.1	.01	3.3	-.03	2.9	.04
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	78	26	4,457	27	4,951	31	43,906	28							
	8	6-10 hrs	24	7	1,189	7	1,259	8	10,798	7								
	13	11-15 hrs	16	6	645	4	618	4	5,455	4								
	18	16-20 hrs	8	3	345	2	349	2	3,091	2								
	23	21-25 hrs	2	1	189	1	165	1	1,469	1								
	28	26-30 hrs	3	1	80	0	79	1	700	0								
	33	More than 30 hrs	2	1	131	1	146	1	1,272	1								
	Total			303	100	15,479	100	15,530	100	149,338	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	27	9	578	4	649	5	4,645	3	8.9	10.5 **	-0.19	10.1 **	-0.15	11.1 ***	-0.27
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	108	36	4,573	29	4,474	30	38,057	25							
	8	6-10 hrs	68	22	4,298	28	4,319	27	42,030	28								
	13	11-15 hrs	39	13	2,689	17	2,733	17	28,895	19								
	18	16-20 hrs	40	13	1,661	11	1,671	10	18,143	12								
	23	21-25 hrs	10	3	653	4	726	5	7,461	5								
	28	26-30 hrs	7	2	354	2	328	2	3,505	2								
	33	More than 30 hrs	7	2	672	5	627	4	6,644	5								
	Total			306	100	15,478	100	15,527	100	149,380	100							
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	129	41	8,901	57	8,922	54	97,589	64	12.9	7.6 ***	.45	8.7 ***	.34	6.0 ***	.64
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	33	11	1,704	12	1,656	10	15,162	10							
	8	6-10 hrs	15	5	944	6	945	7	7,720	5								
	13	11-15 hrs	12	4	653	4	616	4	5,372	4								
	18	16-20 hrs	18	6	519	4	531	4	4,171	3								
	23	21-25 hrs	6	2	304	2	274	2	2,255	2								
	28	26-30 hrs	4	1	236	2	237	2	1,729	1								
	33	More than 30 hrs	89	29	2,203	14	2,335	17	15,211	11								
	Total			306	100	15,464	100	15,516	100	149,209	100							

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	NSSE 2023 & 2024								Your seniors compared with						
				A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs <i>(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	178	59	4,003	27	6,438	45	40,835	27	2.5	5.0 *** ▼	-.40	3.7 *** ▼	-.21	4.7 *** ▼	-.37
		3	1-5 hrs	80	26	6,938	43	5,679	34	70,011	46							
		8	6-10 hrs	28	9	2,585	17	1,891	12	22,269	16							
		13	11-15 hrs	9	3	955	6	753	5	8,094	6							
		18	16-20 hrs	5	2	432	3	329	2	3,585	2							
		23	21-25 hrs	2	1	222	1	183	1	1,797	1							
		28	26-30 hrs	0	0	100	1	82	0	881	1							
		33	More than 30 hrs	2	1	248	2	183	1	1,990	1							
Total				304	100	15,483	100	15,538	100	149,462	100							
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																		
reading	tmreadinghrs	1	Very little	38	12	2,233	15	1,871	12	22,372	16	2.9	2.8 * △	.14	2.8	.09	2.7 ** △	.18
		2	Some	74	25	4,560	29	4,668	29	45,257	31							
		3	About half	87	28	4,301	28	4,528	29	40,117	27							
		4	Most	72	24	2,987	20	3,100	20	28,566	19							
		5	Almost all	33	10	1,341	8	1,311	9	12,560	8							
		Total				304	100	15,422	100	15,478	100							
<i>(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)</i>											7.5	7.3	.02	7.5	.00	7.0	.08	
tmreadinghrscol <i>(Collapsed version of tmreadinghrs created by NSSE.)</i>		1	0 hrs	1	0	56	0	63	0	625	0							
		2	More than zero, up to 5 hrs	141	47	7,360	48	7,325	47	72,742	50							
		3	More than 5, up to 10 hrs	83	27	4,348	28	4,361	28	41,943	28							
		4	More than 10, up to 15 hrs	36	12	1,585	10	1,642	11	15,165	10							
		5	More than 15, up to 20 hrs	15	5	966	7	976	7	8,765	6							
		6	More than 20, up to 25 hrs	16	5	691	4	687	5	6,072	4							
		7	More than 25 hrs	11	3	375	2	373	3	3,042	2							
		Total				303	100	15,381	100	15,427	100	148,354	100					

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce				Southwest Public				Carnegie Class				NSSE 2023 & 2024		A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																									
a. Writing clearly and effectively	pgwrite	1	Very little	12	4	805	6	621	4	7,239	5	3.0	3.0	.00	3.1 *	-0.12	3.0	.00							
			2	Some	68	22	3,224	21	2,877	18	30,576														21
			3	Quite a bit	117	39	5,834	38	5,815	36	58,124														39
			4	Very much	105	35	5,568	36	6,172	41	53,141														35
			Total	302	100	15,431	100	15,485	100	149,080	100														
b. Speaking clearly and effectively	pgspeak	1	Very little	14	5	1,115	8	939	7	9,972	7	3.0	2.9	.03	3.0	-0.04	2.9	.03							
			2	Some	76	25	3,453	23	3,332	22	34,038													23	
			3	Quite a bit	113	38	5,633	36	5,561	35	55,756													37	
			4	Very much	97	32	5,214	33	5,641	37	49,125													33	
			Total	300	100	15,415	100	15,473	100	148,891	100														
c. Thinking critically and analytically	pgthink	1	Very little	5	2	361	3	319	2	3,242	3	3.2	3.3	-0.06	3.3 *	-0.13	3.3	-0.07							
			2	Some	46	16	1,963	13	1,763	12	18,057													13	
			3	Quite a bit	116	39	5,640	36	5,466	35	55,405													37	
			4	Very much	133	44	7,456	48	7,949	51	72,232													48	
			Total	300	100	15,420	100	15,497	100	148,936	100														
d. Analyzing numerical and statistical information	pganalyze	1	Very little	25	8	1,228	8	1,447	10	13,146	9	2.9	3.0	-0.06	2.9	.01	2.9	-0.02							
			2	Some	74	24	3,613	23	3,809	24	35,939													24	
			3	Quite a bit	106	36	5,241	34	5,032	32	49,938													33	
			4	Very much	95	32	5,332	35	5,185	34	49,864													34	
			Total	300	100	15,414	100	15,473	100	148,887	100														
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	16	6	1,299	9	1,069	8	11,071	8	3.1	2.9 *	.13	3.0	.01	3.0	.10	△						
			2	Some	63	21	3,417	23	3,014	20	33,258													23	
			3	Quite a bit	108	35	5,146	33	5,209	33	51,193													34	
			4	Very much	114	38	5,561	35	6,195	40	53,412													35	
			Total	301	100	15,423	100	15,487	100	148,934	100														
f. Working effectively with others	pgothers	1	Very little	18	6	769	6	705	5	7,192	5	3.0	3.0	-0.04	3.1 *	-0.12	3.1	-0.07							
			2	Some	69	23	3,193	22	2,882	20	28,944													20	
			3	Quite a bit	104	34	5,629	36	5,565	35	56,814													38	
			4	Very much	110	36	5,817	37	6,318	41	55,940													37	
			Total	301	100	15,408	100	15,470	100	148,890	100														

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

NSSE 2024 Frequencies and Statistical Comparisons

Texas A&M University-Commerce

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	A&M Commerce		Southwest Public		Carnegie Class		NSSE 2023 & 2024		A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	26	10	1,622	12	1,120	8	14,012	11	2.9	2.9	.10	3.0	-.06	2.9	.08
		2	Some	62	20	3,540	23	3,183	21	34,778	24							
		3	Quite a bit	107	35	5,184	33	5,276	33	51,719	34							
		4	Very much	104	35	5,064	32	5,893	38	48,295	32							
		Total		299	100	15,410	100	15,472	100	148,804	100							
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	21	8	1,310	9	1,103	8	11,918	9	2.9	2.9	.02	3.0	-.06	2.9	.03
		2	Some	72	24	3,463	23	3,333	22	35,481	24							
		3	Quite a bit	105	34	5,241	33	5,290	33	52,019	34							
		4	Very much	102	34	5,409	34	5,763	37	49,467	33							
		Total		300	100	15,423	100	15,489	100	148,885	100							
i. Solving complex real-world problems	pgprobolve	1	Very little	20	7	1,357	10	1,139	8	11,643	8	3.0	2.9	.09	3.0	.02	2.9	.08
		2	Some	68	22	3,722	25	3,609	23	36,945	25							
		3	Quite a bit	112	37	5,320	34	5,423	34	53,268	35							
		4	Very much	102	34	5,021	32	5,311	35	47,113	32							
		Total		302	100	15,420	100	15,482	100	148,969	100							
j. Being an informed and active citizen	pgcizen	1	Very little	29	11	1,925	13	1,554	11	17,301	12	2.9	2.7 *	.12	2.8	.01	2.7 *	.11
		2	Some	74	24	4,243	28	3,993	26	41,761	28							
		3	Quite a bit	105	34	4,853	30	5,003	31	48,597	32							
		4	Very much	95	31	4,431	28	4,952	32	41,540	28							
		Total		303	100	15,452	100	15,502	100	149,199	100							
19. How would you evaluate your entire educational experience at this institution?																		
	evalexp	1	Poor	10	3	456	3	441	3	4,169	3	3.3	3.2 *	.12	3.3	.06	3.2 *	.14
		2	Fair	35	11	1,959	13	1,916	12	19,940	14							
		3	Good	115	38	6,821	44	6,428	41	66,967	44							
		4	Excellent	143	48	6,284	40	6,804	44	58,707	39							
		Total		303	100	15,520	100	15,589	100	149,783	100							
20. If you could start over again, would you go to the same institution you are now attending?																		
	sameinst	1	Definitely no	12	4	687	5	869	6	7,404	5	3.4	3.2 *	.15	3.2 **	.17	3.2 ***	.19
		2	Probably no	28	9	1,818	12	2,042	13	19,662	13							
		3	Probably yes	110	36	6,129	39	5,946	37	60,970	40							
		4	Definitely yes	155	52	6,951	44	6,791	44	62,423	42							
		Total		305	100	15,585	100	15,648	100	150,459	100							

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

NSSE 2024 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University-Commerce

First-Year Students

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024
1 a. askquest	228	2.69	2.69	2.92	2.79	.052	.010	.010	.003	.79	.86	.86	.86	244	8,283	74,880	.980	.000	.079	.00	-.27	-.12
b. CLaskhelp	226	2.36	2.44	2.30	2.43	.059	.011	.011	.003	.89	.92	.95	.93	7,618	8,255	74,605	.208	.369	.238	-.08	.06	-.08
c. CLexplain	228	2.43	2.49	2.41	2.51	.061	.010	.010	.003	.92	.89	.93	.90	7,600	8,243	74,374	.371	.668	.202	-.06	.03	-.08
d. CLstudy	226	2.14	2.30	2.23	2.32	.067	.012	.011	.004	1.01	1.00	1.01	.99	7,560	8,170	73,844	.016	.155	.005	-.16	-.10	-.19
e. CLproject	225	2.44	2.55	2.44	2.54	.065	.010	.011	.003	.97	.89	.97	.92	236	8,098	73,358	.088	.961	.096	-.13	.00	-.11
f. present	226	2.05	2.09	2.21	2.22	.063	.011	.011	.003	.95	.91	.94	.91	7,487	8,085	73,126	.560	.013	.005	-.04	-.17	-.19
2 a. RIntegrate	219	2.48	2.55	2.58	2.61	.062	.010	.010	.003	.92	.88	.90	.87	7,366	7,908	71,771	.227	.122	.032	-.08	-.11	-.14
b. RSocietal	213	2.49	2.52	2.62	2.60	.064	.011	.010	.003	.94	.90	.91	.89	7,265	7,796	70,918	.620	.036	.072	-.03	-.15	-.12
c. RIdiverse	210	2.55	2.53	2.65	2.62	.067	.011	.011	.003	.97	.94	.92	.92	7,170	7,675	70,087	.696	.117	.328	.03	-.11	-.07
d. Rlownview	207	2.75	2.80	2.86	2.81	.063	.010	.010	.003	.91	.83	.83	.81	217	216	207	.414	.087	.338	-.06	-.13	-.07
e. Rlperspect	206	2.87	2.92	2.97	2.92	.057	.010	.009	.003	.81	.81	.80	.80	6,902	7,400	67,524	.388	.076	.342	-.06	-.13	-.07
f. Rlnewview	201	2.86	2.86	2.91	2.89	.057	.010	.010	.003	.80	.81	.81	.80	6,755	7,221	66,118	.959	.347	.629	.00	-.07	-.03
g. Rlconnect	201	2.96	3.04	3.09	3.07	.053	.010	.009	.003	.75	.77	.77	.75	6,661	7,098	65,111	.184	.023	.043	-.10	-.16	-.14
3 a. SFcareer	199	2.29	2.30	2.35	2.33	.065	.012	.012	.004	.92	.96	.97	.95	6,652	7,079	64,996	.905	.412	.534	-.01	-.06	-.04
b. SFotherwork	198	1.92	1.84	1.83	1.85	.070	.012	.012	.004	.98	.96	.97	.96	6,614	7,029	64,599	.196	.165	.289	.09	.10	.08
c. SFdiscuss	193	1.97	1.97	2.02	2.05	.065	.012	.012	.004	.90	.94	.95	.94	6,539	6,925	63,787	.940	.483	.279	.01	-.05	-.08
d. SFperform	190	2.11	2.08	2.19	2.18	.064	.012	.011	.004	.88	.92	.93	.91	6,534	6,918	63,748	.633	.239	.298	.04	-.09	-.08
4 a. memorize	191	2.90	2.95	2.87	2.90	.064	.010	.010	.003	.88	.81	.84	.82	200	6,837	63,052	.423	.728	.951	-.06	.03	.00
b. HOapply	188	2.73	2.87	2.93	2.93	.066	.010	.010	.003	.90	.83	.81	.81	197	196	188	.028	.002	.003	-.18	-.26	-.25
c. HOanalyze	184	2.84	2.87	2.95	2.92	.065	.011	.010	.003	.89	.83	.82	.81	6,318	192	184	.699	.111	.233	-.03	-.13	-.10
d. HOevaluate	181	2.94	2.89	2.99	2.92	.065	.011	.010	.003	.88	.83	.81	.81	6,277	189	181	.374	.434	.759	.07	-.06	.02
e. HOform	182	2.93	2.91	2.98	2.94	.062	.011	.010	.003	.84	.82	.81	.80	6,228	6,600	60,882	.674	.464	.944	.03	-.06	-.01
5 a. ETgoals	178	3.10	3.09	3.14	3.09	.063	.010	.010	.003	.85	.79	.79	.78	6,185	6,540	60,300	.854	.519	.757	.01	-.05	.02
b. ETorganize	180	2.98	3.02	3.06	3.01	.070	.011	.011	.003	.94	.84	.85	.83	6,159	6,498	179	.480	.182	.677	-.05	-.10	-.04
c. ETexample	179	2.95	3.02	3.08	3.03	.068	.011	.011	.003	.91	.85	.85	.83	187	6,484	179	.363	.056	.292	-.07	-.15	-.09
d. ETdraftfb	180	2.71	2.85	2.98	2.86	.077	.012	.012	.004	1.04	.92	.91	.91	188	187	180	.081	.001	.056	-.15	-.30	-.16
e. ETfeedback	179	2.78	2.74	2.89	2.78	.076	.012	.012	.004	1.02	.93	.92	.90	188	187	179	.613	.134	.984	.04	-.13	.00
f. etcriteria	177	3.03	3.03	3.11	3.02	.066	.011	.011	.003	.88	.84	.84	.83	6,036	6,360	58,883	.950	.229	.902	.00	-.09	.01
g. etreview	177	2.99	3.01	3.09	3.01	.068	.011	.010	.003	.91	.81	.81	.80	185	185	177	.792	.160	.847	-.02	-.12	-.02
h. etprefer	176	2.79	2.68	2.77	2.70	.073	.012	.011	.004	.96	.90	.90	.88	5,987	6,306	58,463	.106	.790	.160	.12	.02	.11
i. etdemonstrate	174	3.12	3.11	3.15	3.10	.069	.011	.010	.003	.91	.81	.80	.80	181	181	174	.830	.721	.783	.02	-.03	.02

NSSE 2024 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University-Commerce

First-Year Students

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024
6 a. QRconclude	173	2.55	2.63	2.61	2.62	.063	.012	.012	.004	.83	.88	.91	.88	5,876	184	57,219	.232	.326	.269	-.09	-.07	-.08
b. QRproblem	174	2.49	2.37	2.42	2.41	.067	.013	.012	.004	.88	.95	.95	.93	5,833	6,152	56,850	.108	.310	.257	.12	.08	.09
c. QRevaluate	173	2.31	2.35	2.38	2.39	.064	.012	.012	.004	.84	.92	.93	.91	185	184	173	.492	.298	.212	-.05	-.07	-.09
7 a. wrshortnum	170	6.37	5.73	7.06	6.49	.457	.073	.080	.024	5.95	5.47	6.15	5.79	178	6,095	56,356	.173	.148	.774	.12	-.11	-.02
b. wrmednum	172	2.89	2.30	2.69	2.51	.384	.051	.053	.016	5.03	3.83	4.08	3.85	177	177	171	.132	.616	.330	.15	.05	.10
c. wrlongnum	171	2.14	1.29	1.37	1.28	.379	.050	.049	.015	4.96	3.72	3.75	3.55	176	176	171	.028	.046	.024	.23	.20	.24
— wrpages	169	74.75	54.21	62.72	58.12	9.425	1.205	1.204	.370	122.44	89.86	92.16	87.28	173	173	168	.032	.207	.080	.23	.13	.19
8 a. DDrace	168	2.97	2.99	3.01	3.00	.071	.013	.012	.004	.91	.94	.94	.92	5,761	6,065	56,050	.779	.623	.723	-.02	-.04	-.03
b. DDeconomic	167	2.92	2.97	2.99	2.98	.069	.012	.012	.004	.90	.91	.92	.90	5,746	6,045	55,877	.489	.342	.357	-.05	-.07	-.07
c. DDreligion	167	2.85	2.88	2.85	2.88	.078	.013	.013	.004	1.00	.96	.97	.95	5,743	6,040	55,844	.689	.968	.685	-.03	.00	-.03
d. DDpolitical	169	2.72	2.78	2.78	2.76	.076	.013	.013	.004	.99	.97	.98	.96	5,734	6,041	55,794	.425	.464	.613	-.06	-.06	-.04
e. ddsexorient	169	2.76	2.77	2.71	2.79	.082	.014	.013	.004	1.07	1.01	1.03	.99	5,731	6,037	169	.848	.547	.641	-.01	.05	-.04
f. ddcountry	170	2.46	2.69	2.60	2.67	.074	.013	.013	.004	.96	.98	.99	.97	5,744	6,044	55,837	.003	.063	.005	-.24	-.14	-.22
9 a. LSreading	165	2.97	2.93	3.05	2.99	.060	.011	.010	.003	.77	.79	.78	.78	5,665	5,993	55,308	.571	.183	.723	.04	-.11	-.03
b. LSnotes	166	3.05	2.91	2.98	2.92	.069	.012	.012	.004	.89	.89	.89	.88	5,649	5,974	55,214	.035	.266	.046	.17	.09	.15
c. LSsummary	168	2.86	2.84	2.95	2.88	.064	.012	.011	.004	.83	.87	.86	.85	5,661	5,992	55,245	.698	.186	.788	.03	-.10	-.02
10 challenge	166	5.54	5.31	5.50	5.35	.099	.018	.017	.005	1.28	1.30	1.30	1.26	5,597	5,944	54,796	.022	.707	.059	.18	.03	.15
11 a. intern ^l	165	4%	7%	7%	8%	.016	.003	.003	.001	--	--	--	--	--	--	--	.151	.062	.015	-.10	-.13	-.16
b. leader ^l	165	11%	10%	9%	10%	.024	.004	.004	.001	--	--	--	--	--	--	--	.733	.559	.869	.03	.04	.01
c. learncom ^l	162	9%	9%	11%	11%	.023	.004	.004	.001	--	--	--	--	--	--	--	.961	.591	.413	.00	-.04	-.07
d. abroad ^l	163	1%	3%	3%	3%	.009	.002	.002	.001	--	--	--	--	--	--	--	.046	.053	.046	-.13	-.12	-.13
e. research ^l	164	4%	5%	5%	6%	.014	.003	.003	.001	--	--	--	--	--	--	--	.203	.348	.146	-.09	-.08	-.10
f. capstone ^l	164	7%	3%	2%	3%	.020	.002	.002	.001	--	--	--	--	--	--	--	.043	.030	.030	.19	.21	.21
12 servcourse	158	1.54	1.71	1.72	1.67	.053	.010	.010	.003	.67	.75	.78	.74	5,486	5,791	53,666	.008	.005	.037	-.22	-.23	-.17
13 a. Qlstudent	134	5.18	5.38	5.48	5.40	.126	.019	.019	.006	1.46	1.39	1.42	1.37	5,377	5,630	52,006	.108	.018	.071	-.14	-.21	-.16
b. Qladvisor	134	5.53	5.40	5.57	5.46	.142	.022	.021	.007	1.64	1.59	1.57	1.56	5,345	5,643	52,470	.363	.787	.626	.08	-.02	.04
c. Qlfaculty	142	5.53	5.42	5.59	5.47	.121	.019	.019	.006	1.45	1.38	1.39	1.34	5,330	5,644	52,648	.350	.633	.592	.08	-.04	.04
d. Qlstaff	113	5.23	5.27	5.33	5.23	.146	.023	.023	.007	1.55	1.56	1.60	1.56	4,742	4,961	47,158	.759	.475	.997	-.03	-.07	.00
e. Qladmin	131	5.21	5.19	5.35	5.19	.137	.023	.022	.007	1.57	1.58	1.60	1.57	5,036	5,323	48,906	.846	.329	.858	.02	-.09	.02

NSSE 2024 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University-Commerce

First-Year Students

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	A&M Commerce					Southwest Public				Carnegie Class				NSSE 2023 & 2024				Comparisons with:			Comparisons with:			Comparisons with:		
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	
14 a. empstudy	157	2.91	3.02	3.04	3.04	.060	.011	.010	.003	.75	.77	.77	.77	5,450	5,761	53,422	.086	.047	.047	-.14	-.16	-.16				
b. SEacademic	157	2.89	2.97	3.03	2.98	.072	.012	.012	.004	.90	.85	.87	.84	5,423	5,739	157	.254	.053	.203	-.09	-.16	-.11				
c. SElearnsup	157	2.87	3.05	3.08	3.03	.078	.012	.012	.004	.98	.90	.91	.90	164	5,731	157	.026	.004	.036	-.20	-.23	-.18				
d. SEdiverse	157	2.49	2.76	2.79	2.75	.077	.013	.013	.004	.96	.95	.96	.94	5,403	5,726	53,119	.000	.000	.000	-.28	-.31	-.28				
e. SESocial	157	2.81	2.92	2.96	2.93	.075	.012	.012	.004	.94	.90	.91	.89	5,401	5,716	53,029	.115	.042	.098	-.13	-.16	-.13				
f. SEwellness	157	2.69	2.87	2.88	2.87	.076	.012	.012	.004	.95	.90	.93	.90	5,392	5,698	52,961	.010	.009	.010	-.21	-.21	-.21				
g. SENonacad	157	2.22	2.36	2.39	2.33	.081	.013	.013	.004	1.02	.98	1.00	.97	5,386	5,695	52,881	.063	.035	.137	-.15	-.17	-.12				
h. SEactivities	157	2.73	2.83	2.72	2.78	.077	.013	.014	.004	.96	.95	1.02	.96	5,382	5,692	52,829	.213	.952	.542	-.10	.00	-.05				
i. SEevents	157	2.17	2.40	2.40	2.42	.078	.013	.013	.004	.98	.97	1.00	.97	5,381	5,678	52,811	.004	.004	.001	-.23	-.23	-.25				
15 a. sbmyself	157	3.05	3.22	3.25	3.22	.064	.009	.009	.003	.81	.68	.70	.68	5,376	5,687	52,801	.002	.000	.001	-.25	-.29	-.26				
b. sbvalued	157	2.85	2.96	3.08	2.99	.065	.010	.010	.003	.82	.74	.73	.74	164	164	157	.108	.001	.035	-.14	-.31	-.19				
c. sbcommunity	157	2.82	2.94	3.05	2.99	.069	.011	.010	.003	.86	.77	.76	.76	164	164	157	.072	.001	.014	-.16	-.30	-.22				
16 a. tmprephrs	157	12.78	14.19	14.20	14.44	.732	.115	.110	.036	9.18	8.33	8.19	8.16	5,366	5,668	52,602	.037	.033	.011	-.17	-.17	-.20				
b. tmcocurrhrs	156	4.71	4.90	5.07	5.34	.532	.094	.096	.031	6.64	6.76	7.14	6.98	5,350	5,640	52,418	.728	.537	.261	-.03	-.05	-.09				
c. tmworkonhrs	155	2.28	2.65	2.34	2.46	.537	.089	.078	.026	6.69	6.40	5.79	5.89	5,353	5,649	52,492	.479	.893	.705	-.06	-.01	-.03				
d. tmworkoffhrs	157	9.79	7.47	8.38	6.70	1.046	.153	.161	.047	13.12	11.03	11.98	10.66	163	164	157	.030	.182	.004	.21	.12	.29				
— tmworkhrs	155	12.23	10.09	10.70	9.13	1.230	.178	.179	.054	15.32	12.83	13.26	12.32	161	161	155	.088	.221	.013	.17	.11	.25				
e. tmservicehrs	155	3.02	2.58	2.58	2.34	.455	.071	.070	.021	5.68	5.08	5.17	4.87	5,344	5,650	52,452	.293	.297	.083	.09	.08	.14				
f. tmrelaxhrs	157	11.91	11.93	11.57	12.19	.786	.118	.116	.037	9.86	8.50	8.61	8.45	164	163	157	.986	.665	.721	.00	.04	-.03				
g. tmcarehrs	156	6.58	3.47	5.97	3.66	.862	.103	.145	.036	10.79	7.38	10.76	8.23	160	5,640	156	.000	.484	.001	.41	.06	.35				
h. tmcommutehrs	157	4.84	5.06	3.43	4.11	.609	.091	.083	.027	7.64	6.54	6.19	6.17	5,351	162	157	.677	.023	.229	-.03	.23	.12				
17 reading	157	2.77	2.52	2.74	2.63	.093	.015	.015	.005	1.17	1.09	1.11	1.10	5,325	5,631	52,265	.005	.712	.108	.23	.03	.13				
— tmreadinghrs	157	6.31	5.84	6.58	6.24	.529	.078	.082	.025	6.62	5.60	6.02	5.69	5,307	5,606	52,040	.308	.585	.876	.08	-.04	.01				

NSSE 2024 Frequencies and Statistical Comparisons

Detailed Statistics^g

Texas A&M University-Commerce

First-Year Students

Variable Name	N		Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	A&M Commerce		Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:			
	A&M Commerce	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	
18 a. pgwrite	157	2.84	2.85	2.96	2.84	.072	.012	.012	.004	.90	.87	.86	.86	5,324	5,628	52,267	.851	.080	.957	-.02	-.14	.00	
b. pgspeak	157	2.68	2.73	2.84	2.73	.075	.013	.012	.004	.95	.92	.92	.92	5,313	5,612	52,143	.509	.027	.501	-.05	-.18	-.05	
c. pgthink	157	3.03	3.09	3.14	3.09	.071	.011	.011	.004	.89	.80	.80	.80	5,322	5,617	52,194	.323	.065	.328	-.08	-.15	-.08	
d. pganalyze	157	2.63	2.77	2.71	2.71	.083	.013	.013	.004	1.04	.92	.96	.95	164	164	157	.093	.363	.321	-.15	-.08	-.09	
e. pgwork	157	2.59	2.61	2.73	2.66	.078	.013	.013	.004	.98	.96	.97	.96	5,326	5,621	52,175	.829	.079	.408	-.02	-.14	-.07	
f. pgothers	157	2.74	2.84	2.91	2.84	.073	.012	.012	.004	.91	.89	.90	.89	5,321	5,621	52,172	.205	.021	.163	-.10	-.19	-.11	
g. pgvalues	156	2.72	2.71	2.87	2.73	.074	.013	.013	.004	.93	.95	.93	.93	5,319	5,617	52,150	.918	.054	.909	.01	-.16	-.01	
h. pgdiverse	155	2.86	2.84	2.92	2.84	.070	.013	.013	.004	.88	.92	.92	.92	5,321	5,617	52,167	.774	.460	.810	.02	-.06	.02	
i. pgprobolve	157	2.69	2.66	2.76	2.69	.081	.013	.013	.004	1.01	.94	.94	.93	5,327	5,623	52,231	.681	.396	.980	.03	-.07	.00	
j. pgcitizen	155	2.71	2.66	2.74	2.66	.075	.013	.013	.004	.94	.94	.96	.94	5,335	5,634	52,340	.555	.690	.560	.05	-.03	.05	
19 evalexp	158	3.06	3.09	3.18	3.11	.062	.010	.010	.003	.77	.74	.75	.74	5,371	5,679	52,645	.615	.042	.382	-.04	-.16	-.07	
20 sameinst	159	3.04	3.18	3.21	3.18	.070	.011	.011	.003	.88	.78	.81	.79	5,409	5,725	53,017	.029	.009	.022	-.18	-.21	-.18	
21 returexp ^l	162	75%	88%	87%	88%	.0340	.0045	.0045	.0014	--	--	--	--	--	--	--	.000	.001	.000	-.32	-.30	-.34	

IPEDS: 224554

NSSE 2024 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	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024
1 a. askquest	392	2.93	2.99	3.21	3.05	.047	.007	.007	.003	.93	.90	.85	.89	411	410	393	.143	.000	.008	-.08	-.33	-.14
b. CLaskhelp	392	2.00	2.36	2.26	2.40	.050	.008	.009	.003	.98	.97	.99	.96	411	414	393	.000	.000	.000	-.37	-.26	-.42
c. CLexplain	391	2.16	2.55	2.49	2.61	.050	.008	.008	.003	.98	.94	.98	.93	15,368	13,798	122,735	.000	.000	.000	-.42	-.34	-.49
d. CLstudy	387	1.95	2.28	2.22	2.33	.051	.008	.009	.003	.99	1.03	1.06	1.03	408	412	389	.000	.000	.000	-.32	-.26	-.37
e. CLproject	385	2.21	2.71	2.67	2.77	.052	.008	.009	.003	1.02	.98	.98	.97	15,221	13,646	121,410	.000	.000	.000	-.51	-.47	-.58
f. present	387	2.31	2.43	2.54	2.59	.046	.008	.009	.003	.91	.98	.98	.97	410	413	389	.011	.000	.000	-.12	-.23	-.29
2 a. RIntegrate	379	2.75	2.87	2.90	2.94	.045	.007	.008	.002	.87	.89	.89	.86	15,026	13,434	119,848	.011	.002	.000	-.13	-.16	-.22
b. RSocietal	373	2.71	2.73	2.86	2.81	.049	.008	.008	.003	.95	.94	.92	.93	14,943	392	119,044	.611	.003	.032	-.03	-.16	-.11
c. RIdiverse	367	2.54	2.55	2.78	2.68	.053	.009	.008	.003	1.02	1.03	.96	.99	14,834	385	118,210	.744	.000	.006	-.02	-.25	-.14
d. Rlownview	366	2.83	2.86	2.96	2.88	.043	.007	.007	.002	.82	.86	.83	.84	14,677	13,107	116,982	.529	.004	.225	-.03	-.15	-.06
e. Rlperspect	357	2.93	2.97	3.06	2.99	.041	.007	.007	.002	.78	.83	.80	.82	14,503	12,869	115,316	.292	.003	.138	-.06	-.16	-.08
f. Rlnewview	352	2.93	2.99	3.03	3.00	.044	.007	.007	.002	.83	.81	.81	.80	14,277	12,697	113,692	.177	.024	.120	-.07	-.12	-.08
g. Rlconnect	351	3.24	3.20	3.25	3.23	.039	.006	.007	.002	.72	.75	.74	.74	14,174	12,556	112,524	.395	.708	.830	.05	-.02	.01
3 a. SFcareer	353	2.16	2.32	2.45	2.46	.051	.009	.009	.003	.96	1.01	1.02	1.00	372	375	354	.003	.000	.000	-.16	-.28	-.30
b. SFotherwork	353	1.69	1.89	1.93	2.00	.049	.009	.009	.003	.93	1.03	1.04	1.04	14,074	378	111,889	.000	.000	.000	-.19	-.23	-.29
c. SFdiscuss	348	1.82	2.05	2.10	2.17	.047	.008	.009	.003	.88	.99	1.01	.99	13,965	374	350	.000	.000	.000	-.23	-.27	-.36
d. SFperform	351	1.97	2.11	2.23	2.22	.046	.008	.009	.003	.87	.95	.96	.95	372	375	353	.003	.000	.000	-.15	-.27	-.26
4 a. memorize	346	2.61	2.83	2.71	2.76	.044	.008	.008	.003	.82	.89	.91	.90	13,887	370	110,164	.000	.018	.001	-.25	-.12	-.17
b. HOapply	344	3.01	3.08	3.12	3.10	.042	.007	.007	.002	.78	.82	.80	.81	363	365	346	.098	.011	.051	-.09	-.14	-.10
c. HOanalyze	344	3.03	3.06	3.09	3.07	.044	.007	.008	.002	.81	.83	.82	.82	361	363	108,568	.424	.140	.316	-.04	-.08	-.05
d. HOevaluate	345	2.96	2.97	3.07	2.99	.044	.008	.008	.003	.82	.87	.83	.86	365	12,032	108,044	.857	.022	.656	-.01	-.12	-.02
e. HOform	345	3.02	3.02	3.07	3.02	.042	.007	.008	.003	.77	.84	.81	.82	366	367	347	.924	.210	.894	.00	-.07	-.01
5 a. ETgoals	340	3.17	3.19	3.20	3.17	.045	.007	.007	.002	.83	.80	.80	.79	13,478	11,883	106,734	.525	.381	.855	-.03	-.05	-.01
b. ETorganize	339	3.10	3.10	3.13	3.09	.048	.007	.008	.003	.88	.85	.85	.83	13,436	11,845	106,357	.984	.441	.859	.00	-.04	.01
c. ETexample	335	3.03	3.12	3.10	3.11	.047	.007	.008	.003	.86	.85	.88	.84	13,410	11,819	106,172	.066	.181	.072	-.10	-.07	-.10
d. ETdraftfb	337	2.93	2.83	2.94	2.86	.051	.009	.009	.003	.93	.97	.95	.95	355	11,808	105,956	.053	.800	.241	.10	-.01	.06
e. ETfeedback	334	2.96	2.83	2.94	2.86	.049	.008	.009	.003	.90	.94	.93	.92	352	11,749	335	.007	.668	.042	.14	.02	.11
f. etcriteria	329	3.14	3.11	3.15	3.09	.046	.007	.008	.003	.83	.85	.85	.83	13,273	11,696	104,954	.572	.761	.372	.03	-.02	.05
g. etreview	331	3.02	3.09	3.12	3.09	.048	.007	.008	.003	.87	.84	.84	.82	13,250	11,674	104,654	.148	.033	.126	-.08	-.12	-.08
h. etprefer	329	2.88	2.77	2.85	2.80	.049	.008	.009	.003	.88	.92	.92	.90	346	11,619	104,431	.028	.471	.108	.12	.04	.09
i. etdemonstrate	327	3.19	3.18	3.18	3.16	.045	.007	.008	.003	.81	.82	.82	.81	13,216	11,612	104,325	.846	.820	.509	.01	.01	.04

NSSE 2024 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	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024
6 a. QRconclude	324	2.71	2.71	2.67	2.70	.049	.008	.009	.003	.88	.92	.93	.92	13,038	344	102,842	.953	.419	.825	.00	.04	.01
b. QRproblem	326	2.54	2.49	2.53	2.51	.052	.009	.009	.003	.93	.98	.97	.97	12,995	11,402	102,380	.296	.758	.570	.06	.02	.03
c. QRevaluate	324	2.43	2.46	2.47	2.50	.051	.008	.009	.003	.92	.95	.96	.94	12,932	11,344	101,935	.639	.467	.182	-.03	-.04	-.07
7 a. wrshortnum	321	7.44	6.65	8.95	7.49	.356	.057	.070	.021	6.37	6.39	7.38	6.65	12,867	346	101,559	.029	.000	.902	.12	-.21	-.01
b. wrmednum	317	3.44	3.07	4.40	3.56	.221	.040	.052	.015	3.93	4.47	5.42	4.66	12,814	352	319	.140	.000	.583	.08	-.18	-.03
c. wrlongnum	322	1.96	1.85	2.44	2.06	.213	.036	.044	.013	3.83	4.04	4.60	4.10	12,850	349	101,329	.630	.028	.653	.03	-.11	-.03
— wrpages	317	78.67	71.68	98.13	81.37	5.089	.910	1.126	.326	90.67	101.35	117.19	103.26	12,728	348	100,459	.224	.000	.642	.07	-.17	-.03
8 a. DDrace	319	2.77	3.08	3.06	3.05	.057	.008	.009	.003	1.02	.94	.93	.93	333	334	320	.000	.000	.000	-.33	-.32	-.30
b. DDeconomic	319	2.78	3.04	3.06	3.03	.057	.008	.009	.003	1.01	.92	.90	.90	331	332	319	.000	.000	.000	-.28	-.30	-.28
c. DDreligion	319	2.62	2.96	2.91	2.92	.058	.009	.009	.003	1.04	.97	.96	.95	332	334	319	.000	.000	.000	-.35	-.30	-.31
d. DDpolitical	315	2.64	2.86	2.88	2.83	.058	.009	.009	.003	1.03	.98	.96	.96	329	330	316	.000	.000	.001	-.23	-.25	-.19
e. ddsexorient	313	2.50	2.83	2.76	2.84	.060	.009	.010	.003	1.06	1.00	1.02	.99	326	11,157	314	.000	.000	.000	-.34	-.25	-.34
f. ddcountry	315	2.41	2.77	2.63	2.70	.058	.009	.010	.003	1.02	.98	1.00	.98	12,827	11,184	100,946	.000	.000	.000	-.36	-.23	-.30
9 a. LSreading	312	3.08	3.09	3.14	3.09	.045	.007	.008	.003	.79	.82	.81	.82	12,739	11,101	100,317	.842	.187	.832	-.01	-.08	-.01
b. LSnotes	311	2.98	2.98	2.96	2.90	.049	.008	.009	.003	.86	.90	.93	.92	328	332	313	.877	.658	.103	.01	.02	.09
c. LSsummary	313	3.01	2.96	3.00	2.93	.048	.008	.008	.003	.84	.88	.88	.88	12,738	11,097	314	.356	.910	.095	.05	.01	.09
10 challenge	311	5.78	5.57	5.66	5.51	.072	.012	.013	.004	1.28	1.34	1.34	1.32	12,652	11,000	99,512	.006	.129	.000	.16	.09	.20
11 a. intern ^l	313	25%	37%	45%	49%	.0244	.0043	.0048	.0016	--	--	--	--	--	--	--	.000	.000	.000	-.27	-.44	-.51
b. leader ^l	311	15%	25%	29%	32%	.0203	.0039	.0044	.0015	--	--	--	--	--	--	--	.000	.000	.000	-.25	-.34	-.41
c. learncom ^l	309	14%	18%	22%	22%	.0197	.0034	.0040	.0013	--	--	--	--	--	--	--	.070	.000	.000	-.10	-.22	-.22
d. abroad ^l	311	4%	7%	9%	10%	.0109	.0023	.0027	.0010	--	--	--	--	--	--	--	.006	.000	.000	-.14	-.20	-.26
e. research ^l	309	13%	18%	19%	23%	.0192	.0034	.0038	.0013	--	--	--	--	--	--	--	.025	.003	.000	-.12	-.16	-.26
f. capstone ^l	311	31%	33%	44%	46%	.0263	.0043	.0048	.0016	--	--	--	--	--	--	--	.389	.000	.000	-.05	-.27	-.30
12 servcourse	310	1.66	1.72	1.86	1.75	.045	.007	.007	.002	.79	.76	.76	.74	12,484	326	311	.142	.000	.037	-.08	-.27	-.13
13 a. Qlstudent	244	5.46	5.63	5.69	5.59	.100	.013	.013	.004	1.56	1.39	1.36	1.36	251	252	244	.089	.021	.174	-.12	-.17	-.10
b. Qladvisor	308	5.32	5.24	5.44	5.26	.102	.016	.017	.006	1.78	1.80	1.73	1.76	12,298	10,647	96,649	.448	.245	.539	.04	-.07	.04
c. Qlfaculty	295	5.69	5.56	5.68	5.56	.083	.013	.014	.004	1.42	1.43	1.39	1.38	12,289	10,633	97,123	.114	.916	.107	.09	.01	.09
d. Qlstaff	188	5.19	5.12	5.16	5.05	.131	.018	.019	.006	1.80	1.74	1.77	1.71	9,507	8,556	79,671	.560	.808	.263	.04	.02	.08
e. Qladmin	271	5.30	5.11	5.19	5.04	.105	.016	.018	.006	1.73	1.73	1.75	1.72	11,294	9,912	89,709	.073	.314	.012	.11	.06	.15

NSSE 2024 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	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
															Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024
14 a. empstudy	308	2.99	3.13	3.08	3.09	.043	.007	.008	.002	.76	.77	.78	.78	324	327	309	.001	.043	.018	-.18	-.11	-.13	
b. SEacademic	307	2.87	2.92	2.95	2.90	.053	.008	.009	.003	.92	.87	.89	.87	12,428	10,769	97,731	.305	.100	.494	-.06	-.10	-.04	
c. SElearnsup	303	2.83	2.86	2.91	2.84	.057	.009	.009	.003	.99	.96	.96	.94	12,389	10,745	97,607	.614	.167	.929	-.03	-.08	-.01	
d. SEdiverse	306	2.61	2.69	2.67	2.65	.060	.009	.010	.003	1.04	.99	1.01	.98	319	10,748	307	.212	.358	.603	-.08	-.05	-.03	
e. SEsocial	307	2.79	2.81	2.80	2.81	.057	.009	.010	.003	1.00	.94	.98	.93	12,371	10,720	97,356	.638	.880	.692	-.03	-.01	-.02	
f. SEwellness	307	2.70	2.73	2.68	2.71	.058	.009	.010	.003	1.01	.96	1.00	.95	12,377	10,715	97,317	.649	.748	.881	-.03	.02	-.01	
g. SEonacad	304	2.23	2.19	2.17	2.13	.059	.009	.010	.003	1.03	1.02	1.04	1.00	12,352	10,693	97,185	.506	.322	.099	.04	.06	.09	
h. SEactivities	306	2.55	2.62	2.49	2.60	.058	.009	.011	.003	1.01	1.02	1.07	1.00	12,331	326	97,068	.289	.271	.373	-.06	.06	-.05	
i. SEevents	307	2.35	2.26	2.25	2.30	.059	.009	.010	.003	1.04	1.00	1.02	.98	12,340	10,681	307	.142	.089	.395	.08	.10	.05	
15 a. sbmyself	304	3.31	3.30	3.31	3.28	.039	.007	.007	.002	.68	.72	.73	.72	12,333	324	97,122	.908	.915	.517	.01	-.01	.04	
b. sbvalued	306	3.04	2.95	3.04	2.93	.043	.008	.008	.003	.74	.84	.84	.85	325	328	307	.041	.922	.014	.11	.01	.12	
c. sbcommunity	303	2.95	2.95	3.01	2.96	.046	.008	.008	.003	.81	.83	.84	.84	12,340	10,690	97,104	.995	.167	.819	.00	-.08	-.01	
16 a. tmprephrs	304	14.00	15.70	15.27	15.34	.463	.082	.086	.028	8.07	8.95	8.77	8.77	322	324	305	.000	.007	.004	-.19	-.15	-.15	
b. tmcocurrhrs	301	2.72	4.13	4.48	4.90	.316	.062	.071	.023	5.48	6.74	7.18	7.15	323	330	303	.000	.000	.000	-.21	-.25	-.31	
c. tmworkonhrs	302	2.55	3.16	2.90	3.42	.363	.065	.064	.022	6.31	7.14	6.54	6.91	320	10,653	303	.095	.358	.016	-.09	-.05	-.13	
d. tmworkoffhrs	304	19.12	14.79	14.92	12.69	.842	.126	.137	.042	14.69	13.80	13.89	13.17	317	320	305	.000	.000	.000	.31	.30	.49	
— tmworkhrs	301	21.50	17.93	17.80	16.10	.775	.128	.138	.044	13.45	13.99	13.99	13.50	12,233	10,618	96,390	.000	.000	.000	.26	.27	.40	
e. tmservicehrs	302	3.17	3.10	3.33	2.95	.324	.052	.057	.018	5.64	5.71	5.79	5.50	12,284	10,651	96,626	.839	.617	.493	.01	-.03	.04	
f. tmrelaxhrs	305	8.91	10.46	10.14	11.08	.442	.075	.080	.026	7.72	8.18	8.10	8.19	12,295	10,642	96,646	.001	.009	.000	-.19	-.15	-.27	
g. tmcarehrs	305	12.95	7.61	8.66	6.00	.821	.109	.125	.035	14.35	11.93	12.67	10.90	315	318	305	.000	.000	.000	.45	.34	.64	
h. tmcommutehrs	303	2.52	5.03	3.75	4.73	.269	.057	.057	.019	4.68	6.28	5.82	5.96	330	330	305	.000	.000	.000	-.40	-.21	-.37	
17 reading	303	2.95	2.78	2.84	2.74	.068	.011	.011	.004	1.18	1.17	1.15	1.17	12,248	10,611	96,303	.013	.117	.002	.14	.09	.18	
— tmreadinghrs	302	7.49	7.34	7.51	7.00	.395	.060	.066	.020	6.87	6.52	6.67	6.32	12,218	10,578	303	.707	.959	.224	.02	.00	.08	

NSSE 2024 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	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	A&M Commerce	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:			
														Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	Southwest Public	Carnegie Class	NSSE 2023 & 2024	
18 a. pgwrite	302	3.04	3.04	3.14	3.04	.050	.008	.008	.003	.86	.89	.86	.88	12,239	10,608	96,444	.984	.033	.990	.00	-.12	.00	
b. pgspeak	300	2.97	2.94	3.01	2.95	.051	.009	.009	.003	.88	.94	.92	.92	12,225	10,592	96,303	.585	.449	.640	.03	-.04	.03	
c. pgthink	300	3.25	3.30	3.35	3.30	.045	.007	.008	.003	.78	.79	.78	.78	12,231	10,613	96,338	.290	.027	.201	-.06	-.13	-.07	
d. pganalyze	300	2.92	2.97	2.90	2.93	.055	.009	.010	.003	.94	.95	.98	.96	12,224	10,594	96,303	.336	.854	.759	-.06	.01	-.02	
e. pgwork	301	3.06	2.93	3.05	2.96	.052	.009	.009	.003	.90	.97	.95	.95	317	10,609	96,330	.014	.820	.087	.13	.01	.10	
f. pgothers	301	3.00	3.04	3.11	3.06	.053	.008	.009	.003	.92	.90	.89	.88	12,220	10,603	96,307	.502	.043	.257	-.04	-.12	-.07	
g. pgvalues	298	2.95	2.85	3.01	2.87	.056	.009	.009	.003	.97	1.00	.96	.98	313	10,595	96,251	.093	.282	.146	.10	-.06	.08	
h. pgdiverse	300	2.94	2.93	3.00	2.91	.054	.009	.009	.003	.94	.97	.95	.96	12,221	10,605	96,296	.794	.338	.610	.02	-.06	.03	
i. pgprobsolve	302	2.97	2.88	2.95	2.90	.053	.009	.009	.003	.92	.97	.95	.94	318	10,605	96,363	.092	.705	.173	.09	.02	.08	
j. pgcitizen	303	2.86	2.74	2.85	2.75	.056	.009	.010	.003	.98	1.01	1.00	1.00	318	10,621	96,541	.031	.801	.046	.12	.01	.11	
19 evalexp	303	3.30	3.21	3.25	3.19	.046	.007	.008	.003	.80	.79	.79	.79	12,319	10,687	96,962	.039	.297	.016	.12	.06	.14	
20 sameinst	305	3.35	3.23	3.20	3.19	.046	.008	.009	.003	.80	.83	.87	.85	12,368	10,730	97,442	.010	.003	.001	.15	.17	.19	

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Endnotes

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