



National Survey of Student Engagement (NSSE) 2009 Results



Texas A&M University-Corpus Christi

**Prepared by the Office of Planning and Institutional
Effectiveness**



What is NSSE?

The National Survey of Student Engagement (NSSE) is a surveying project that began from a generous grant provided by Pew Charitable Trusts, and is sustained by institutional participation fees. NSSE is cosponsored by the Carnegie Foundation for the Advancement of Teaching.

The design of the survey is aimed at collecting data relevant to the undergraduate student experience and participation in academics and extra-curricular activities. The 2009 national survey consists of 5 variable categories:

- Demographics
- Academic and Intellectual Experience
- Student Participation Measures
- Levels of Student Engagement
- Quality of Campus Environment



What is NSSE?

The National Survey of Student Engagement (NSSE) has been collecting data from students at 4 year colleges and institutions around the country since 2000, with 643 institutions participating in the spring 2009 survey.

NSSE sampling procedures required sending the survey to freshman and senior students. As per NSSE random sampling procedures, TAMU-CC invited 1,246 freshman and 1,574 seniors to participate in the online survey via email. 22% of contacted students (n= 625) completed the survey.

The Office of Planning and Institutional Effectiveness has compiled the results of the NSSE 2009 survey in an easy to follow power-point format, with frequency percentage scores from TAMU-CC Freshman, TAMU-CC Senior, TAMU System Peer Group, and National responses being provided for each response category. Additionally, the overall TAMU-CC campus, TAMU System, and National averages (means) have been included for review.

If additional information is needed, please contact the Office of Planning and Institutional Effectiveness at extension 2242.



TAMU-CC NSSE 2009 Peer Groups

2009 NSSE administration allotted for an additional consortium category on its survey. Students from TAMU-CC and the below mentioned peer groups were asked additional questions that were separate from the national survey.

- Prairie View A&M University
- Tarleton State University
- Texas A&M International University
- Texas A&M University-Commerce
- Texas A&M University-Kingsville
- Texas A&M University-Texarkana
- Texas A&M University
- West Texas A&M University



NSSE 2009 Results



Key Findings*

*A 'Means Comparison Analysis' has been conducted to test for statistically significant differences between overall response averages for each question answered by participating groups. There are no outliers that influence the mean.



NSSE 2009 Findings

First Year TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **both the TAMU System and National results** on the following items:

First Year TAMU-CC vs. System and National

- Students made more class presentations
- Students prepared multiple drafts of an assignment before submittal
- Students integrated ideas or information from various sources
- Students worked with other students on projects during class
- Students connected ideas from other courses to complete assignments/class discussions
- Students wrote more papers or reports consisting of 20 pages or more
- Students wrote more papers or reports consisting of 5 to 19 pages
- Students were more likely to have participated in a learning community
- Students were more likely to have studied abroad



NSSE 2009 Findings

First Year TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **the TAMU System results only** on the following items:

First Year TAMU-CC vs. System

- Students included diverse perspectives in class and coursework
- Students wrote more papers or reports consisting of fewer than 5 pages
- Students worked more hours for pay off campus
- Students spent more time caring for dependents



NSSE 2009 Findings

First Year TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **National results only** on the following items:

First Year TAMU-CC vs. National

- Students worked with classmates on projects outside of class
- Students spent more time commuting to class (driving, walking, etc.)



NSSE 2009 Findings

Senior TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **both the TAMU System and National results** on the following items:

Senior TAMU-CC vs. System *and* National

- Students made more class presentations
- Students prepared multiple drafts of an assignment before submittal
- Students worked with other students on projects during class
- Students received prompt feedback from faculty on academic performance
- Students worked harder than anticipated to meet instructors' expectations
- Students had conversations with students of different races and ethnicities
- Students completed more problem sets that took less than an hour
- Students spent more time caring for dependents
- Students spent more time commuting to class (driving, walking, etc.)
- Students found faculty to be available, helpful, and sympathetic



NSSE 2009 Findings

Senior TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **the TAMU System results only** on the following items:

Senior TAMU-CC vs. System

- Students collaborated on a community based project (service learning)
- Students discussed ideas from class or coursework with faculty outside of class
- Students had coursework that emphasized making judgments about the value of information, arguments, or methods
- Students were more likely to have participated in foreign language coursework
- Students worked more hours for pay off campus



NSSE 2009 Findings

Senior TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **National results only** on the following items:

Senior TAMU-CC vs. National

- Students worked with classmates on projects outside of class
- Students found administrative personnel and offices helpful, considerate, and flexible
- Students felt course exams challenged them to do their best work

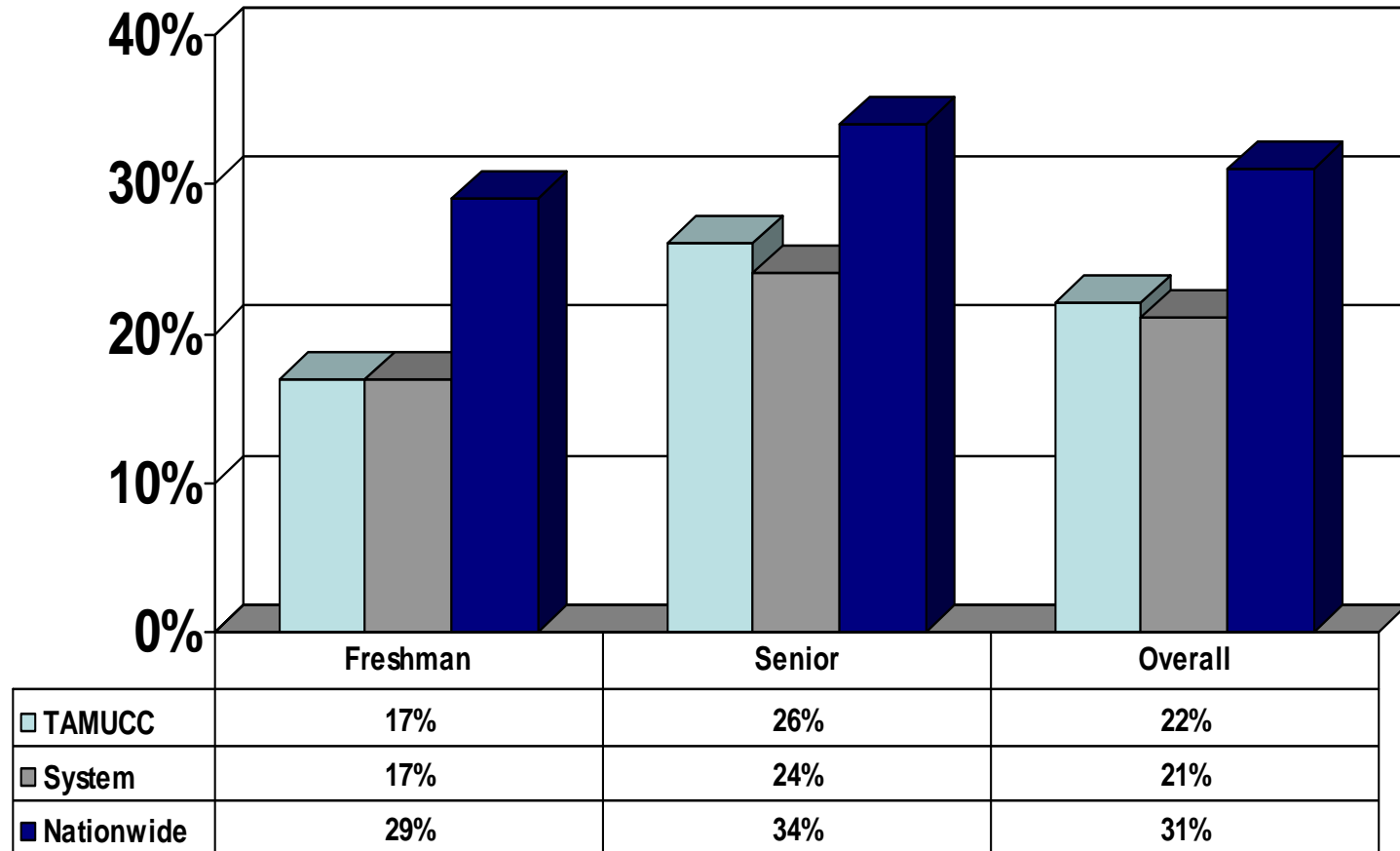


NSSE 2009 Results





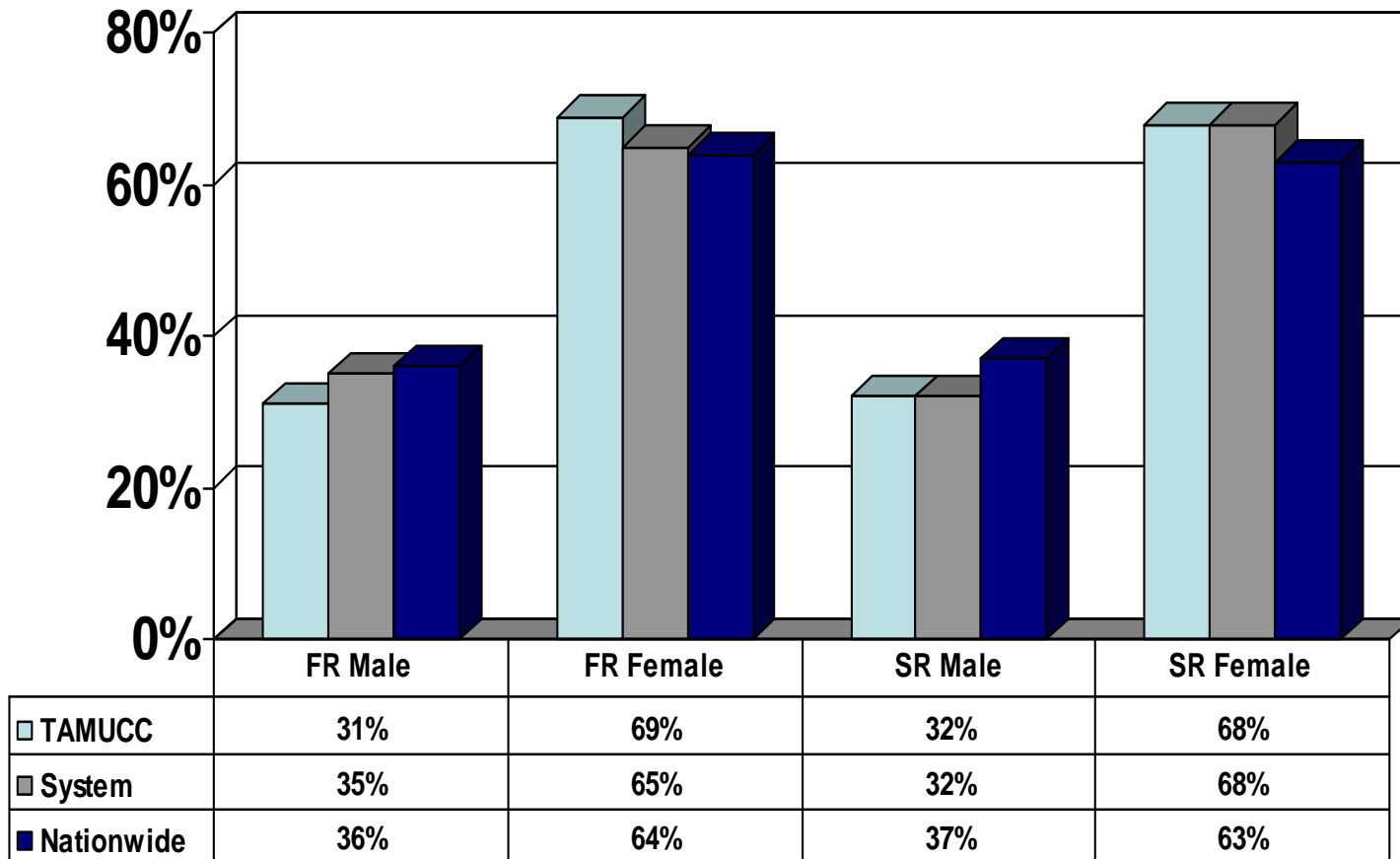
NSSE 2009 Results



Demographics – Response Rate, by Class Level



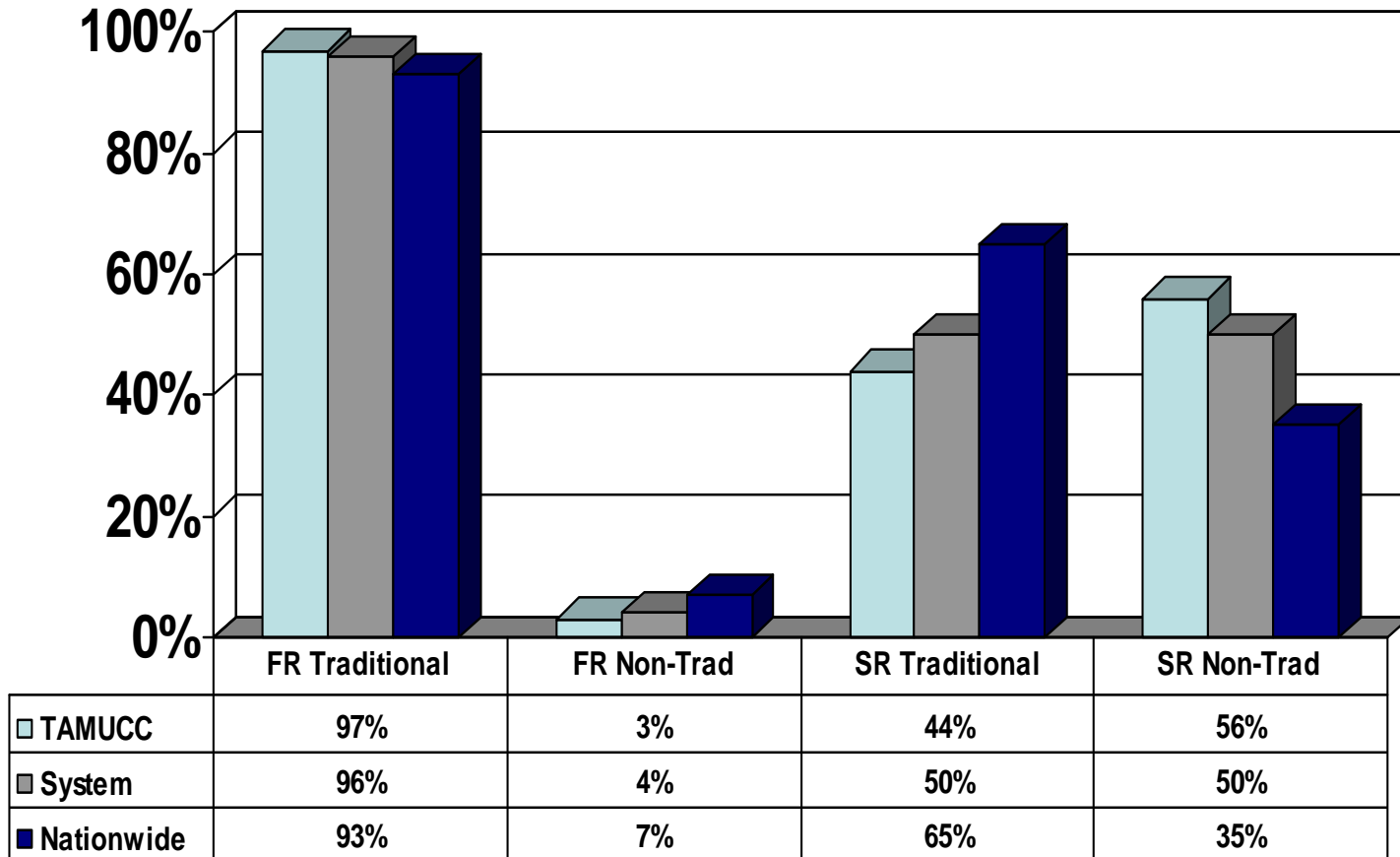
NSSE 2009 Results



Demographics – Gender, by Class Level



NSSE 2009 Results



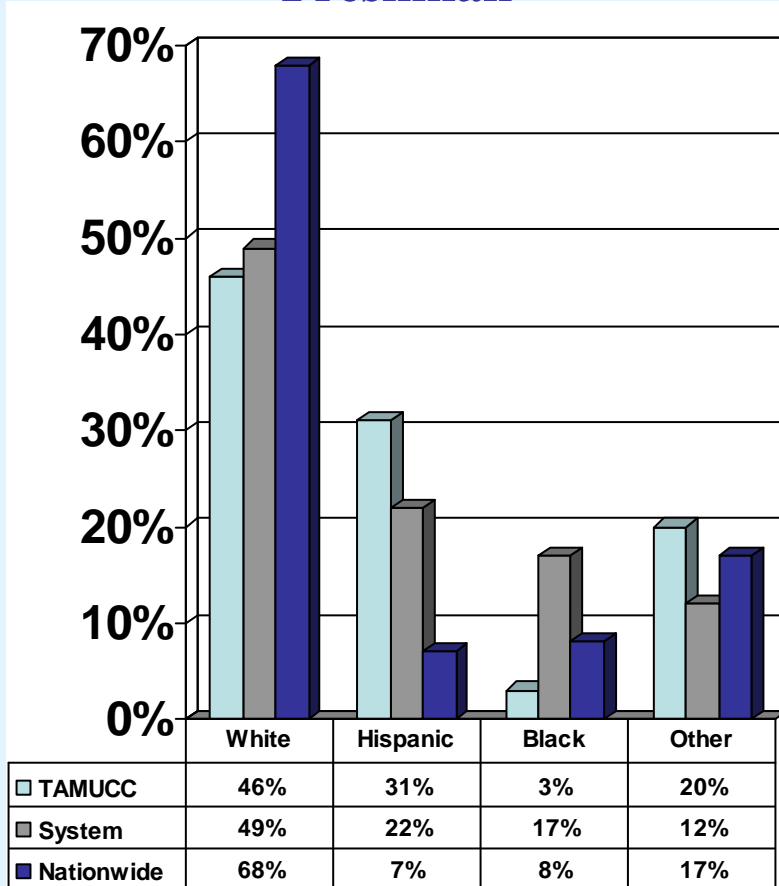
Demographics – Age, by Class Level

(Traditional = <24 Years Old: Non-Traditional = 24 Years or Older)

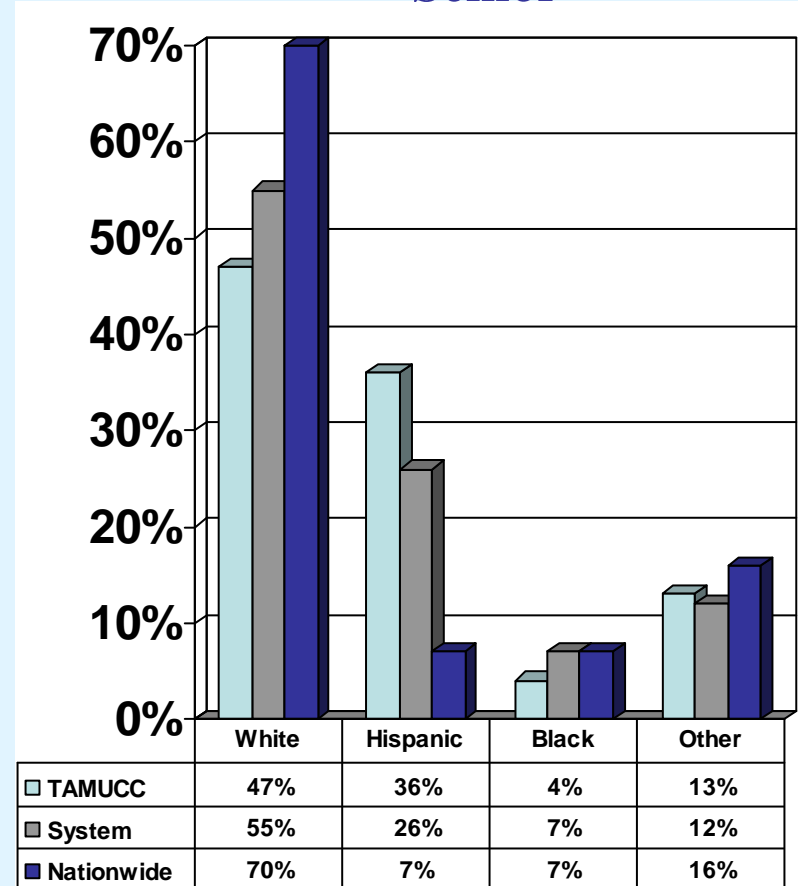


NSSE 2009 Results

Freshman



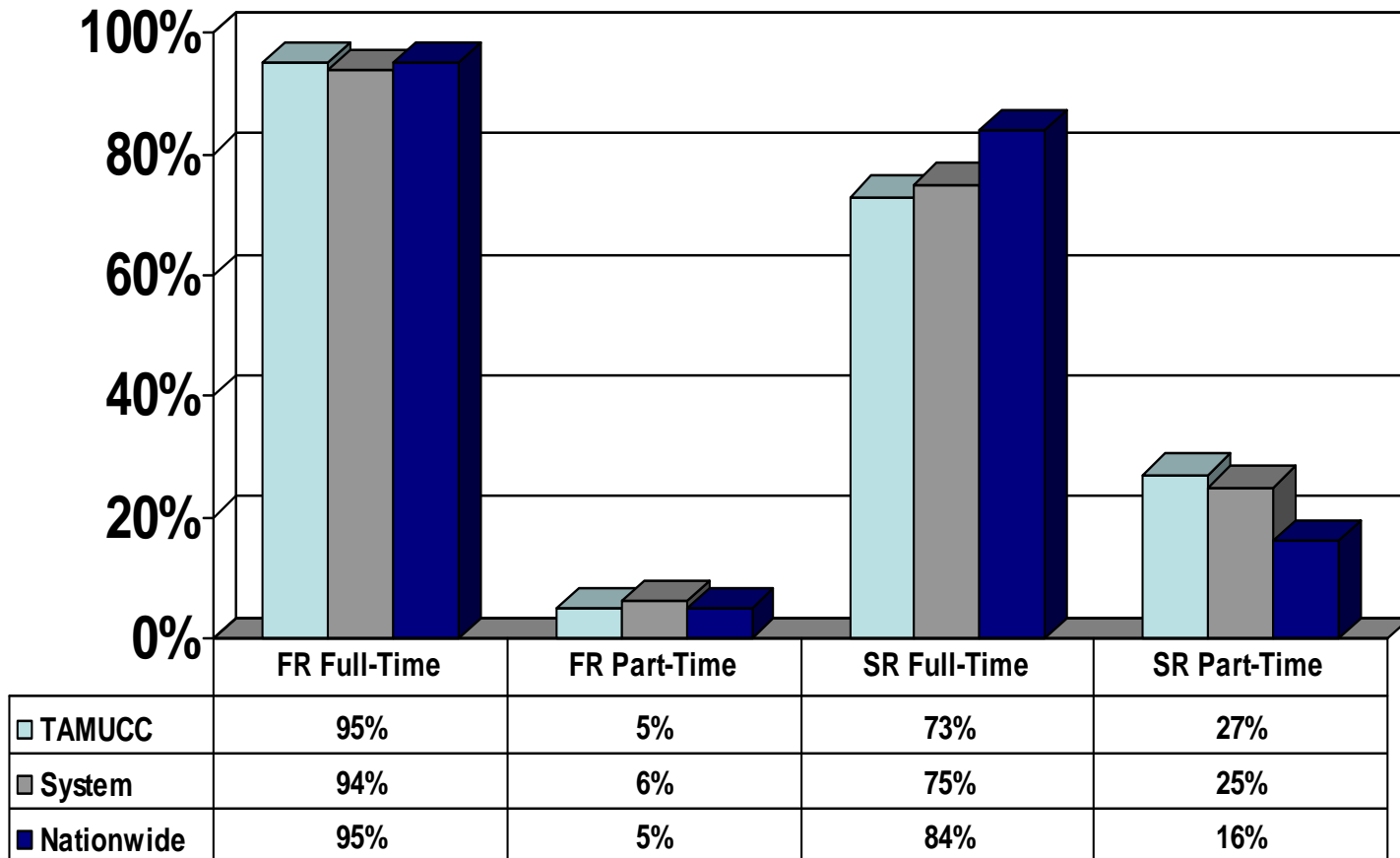
Senior



Demographics – Student Ethnicity



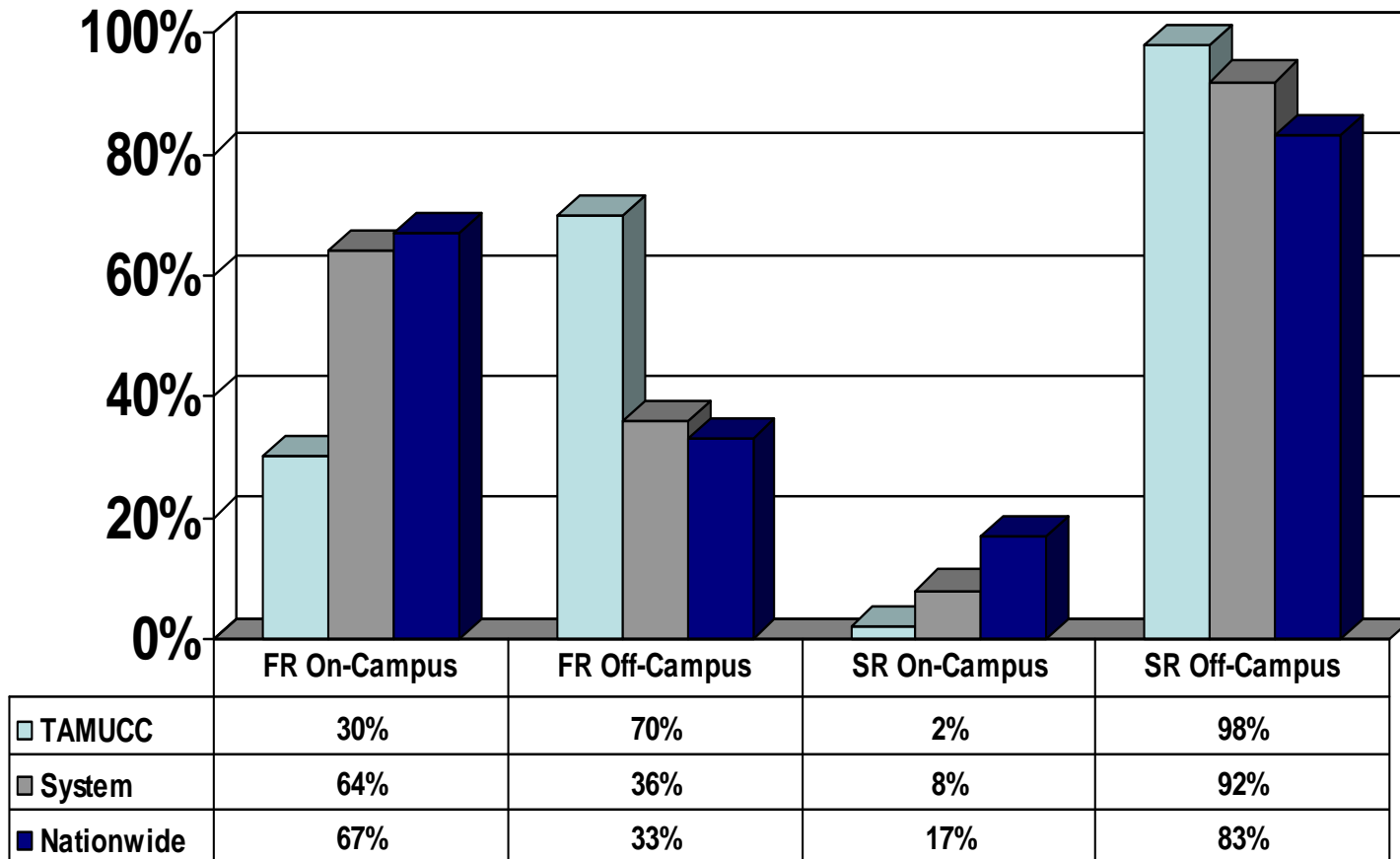
NSSE 2009 Results



Demographics – Class Enrollment Status



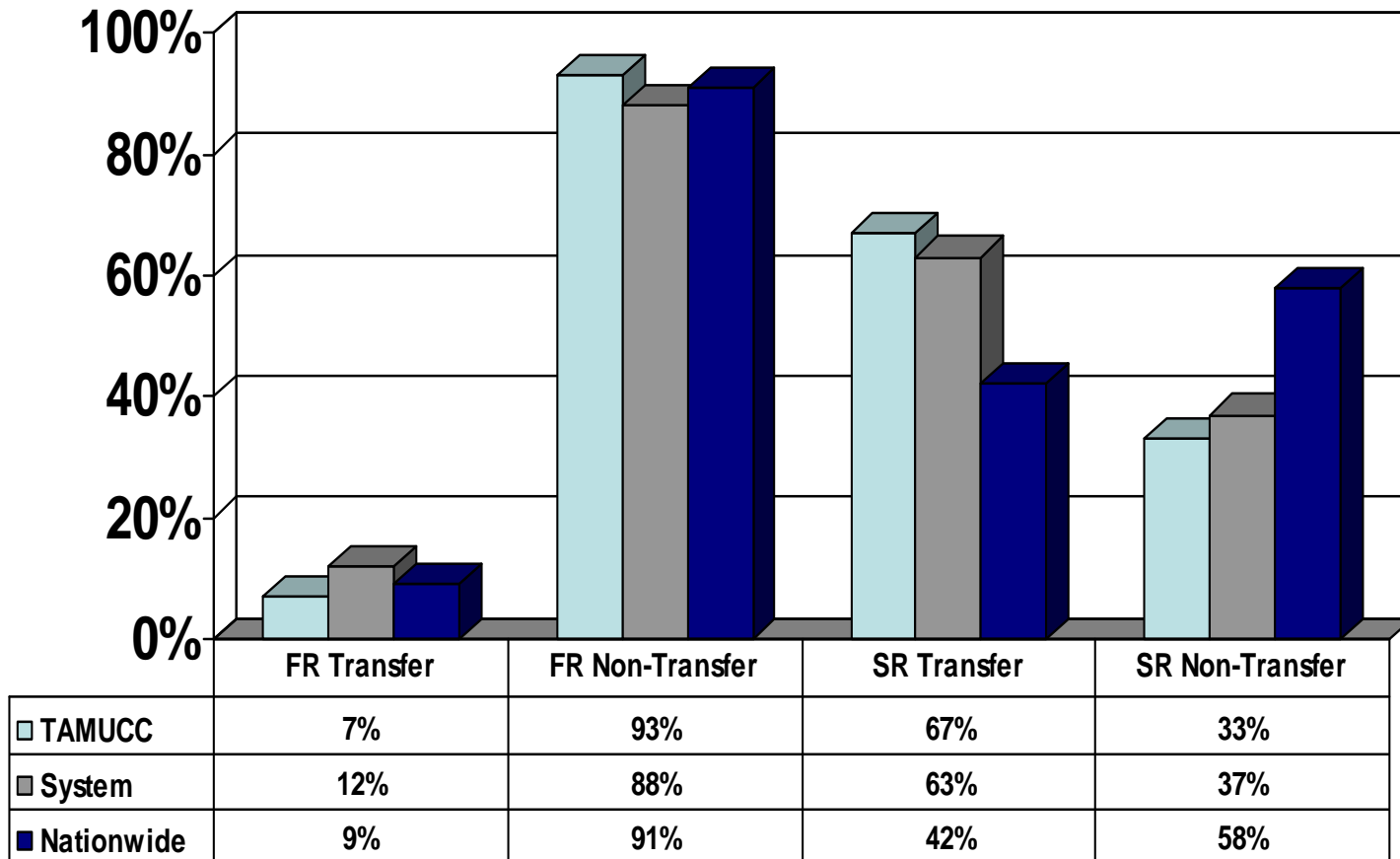
NSSE 2009 Results



Demographics – Class Residence



NSSE 2009 Results

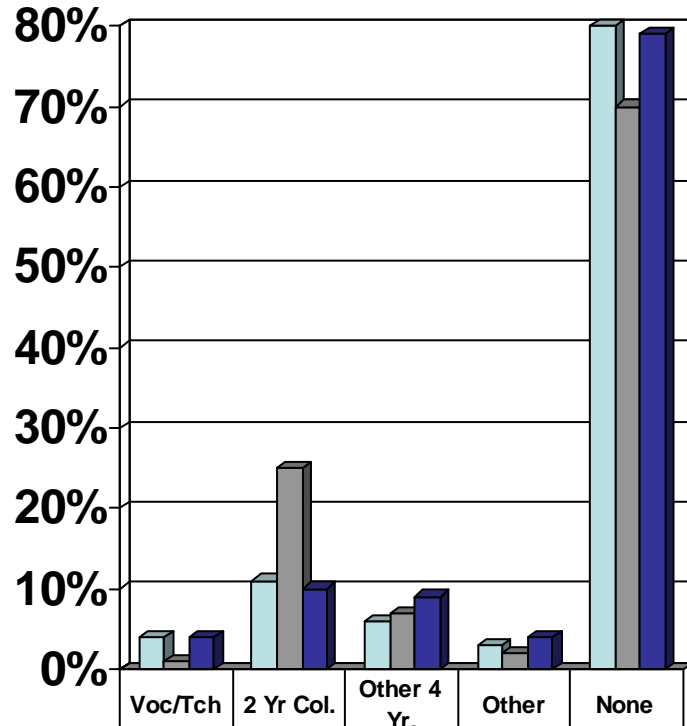


Demographics – Did student transfer to TAMU-CC?



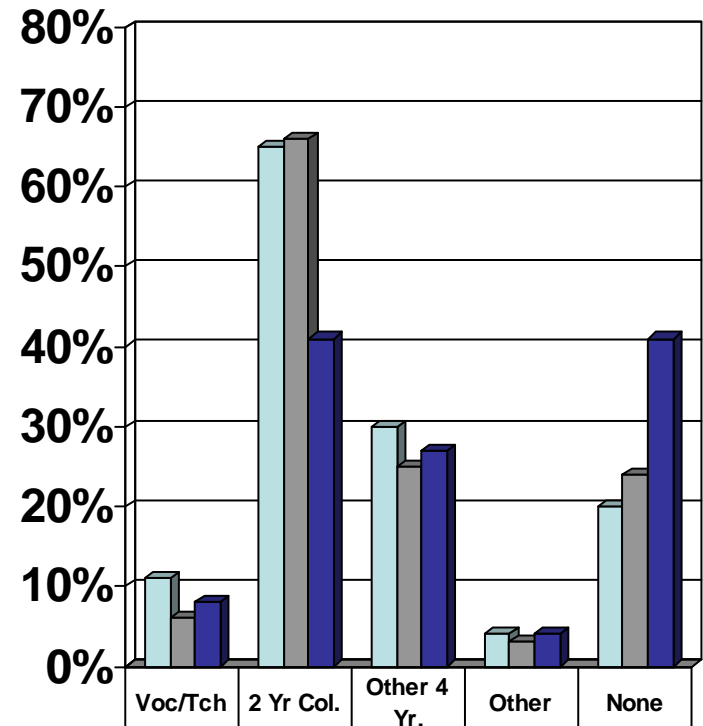
NSSE 2009 Results

Freshman



TAMUCC	4%	11%	6%	3%	80%
System	1%	25%	7%	2%	70%
Nationwide	4%	10%	9%	4%	79%

Senior



TAMUCC	11%	65%	30%	4%	20%
System	6%	66%	25%	3%	24%
Nationwide	8%	41%	27%	4%	41%

Demographics – Besides current institution, other schools attended since high school



NSSE 2009 Results



Comprehensive Frequency Report



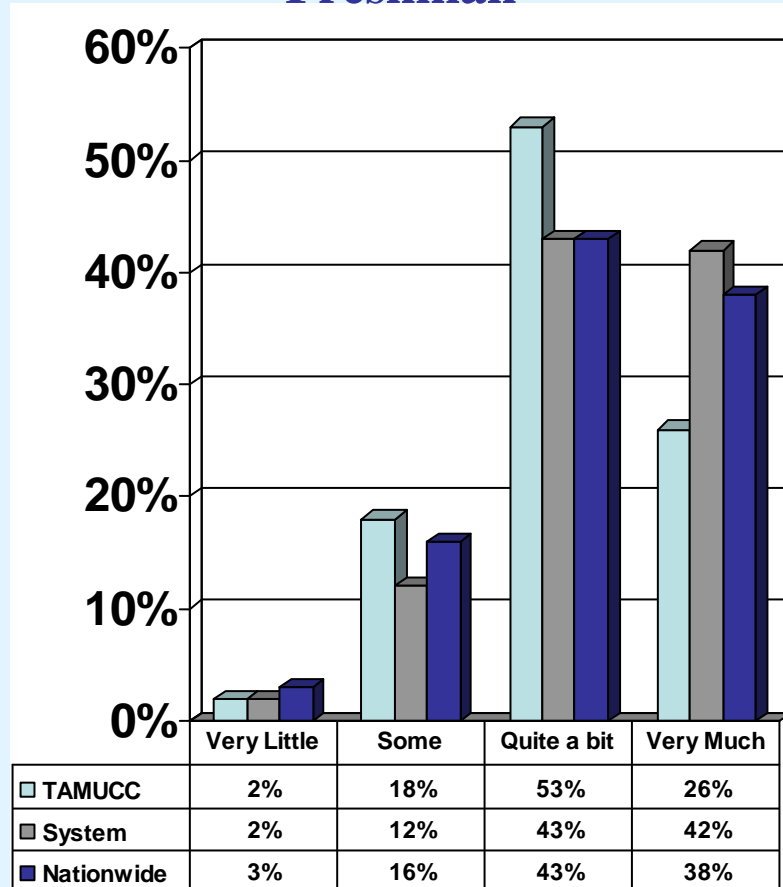
NSSE 2009 Results

Academic & Intellectual Experience (A&IE)

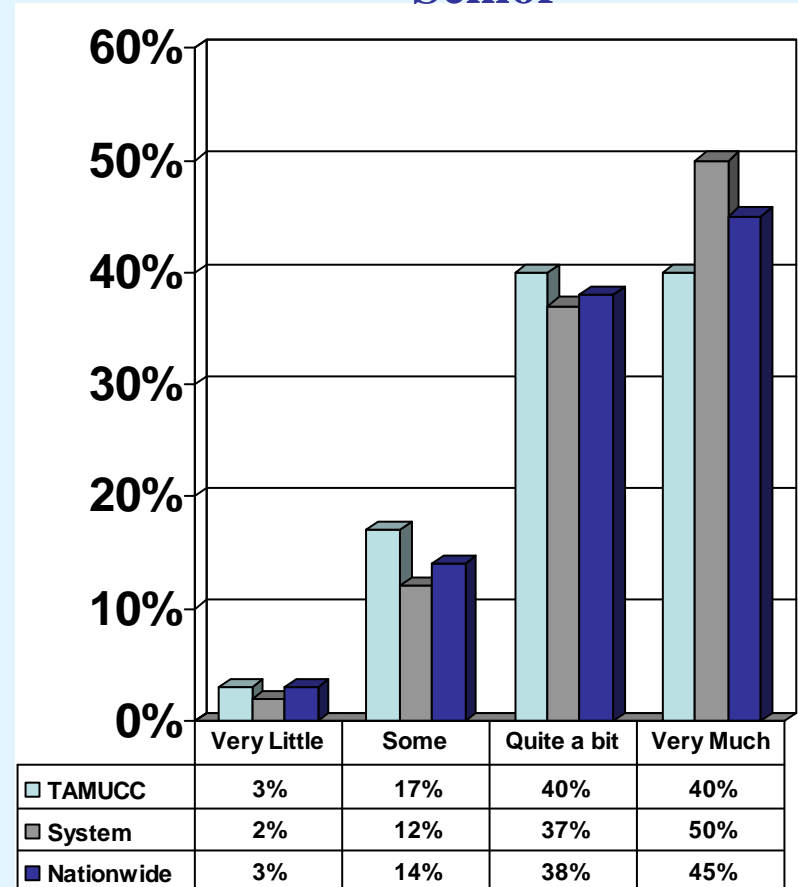


NSSE 2009 Results

Freshman



Senior

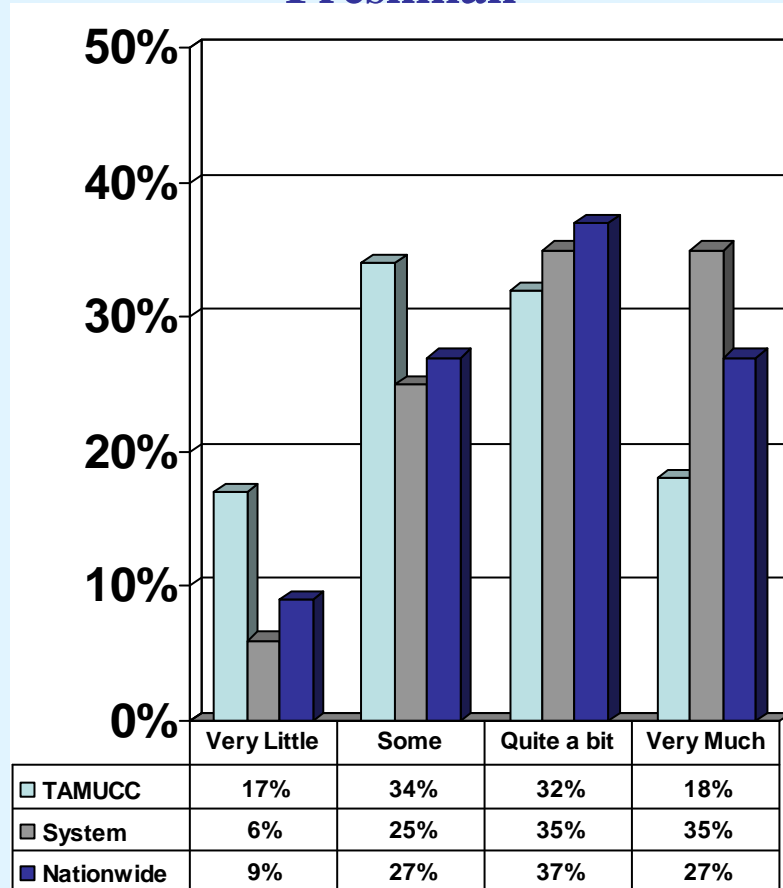


(A&IE): Acquiring a broad, general knowledge

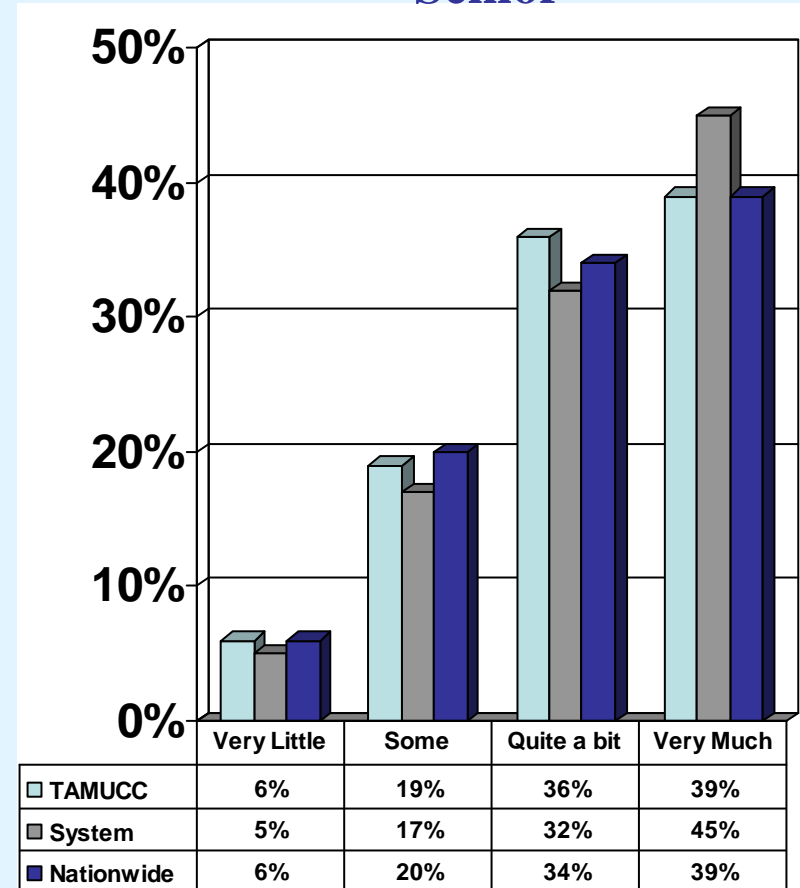


NSSE 2009 Results

Freshman



Senior

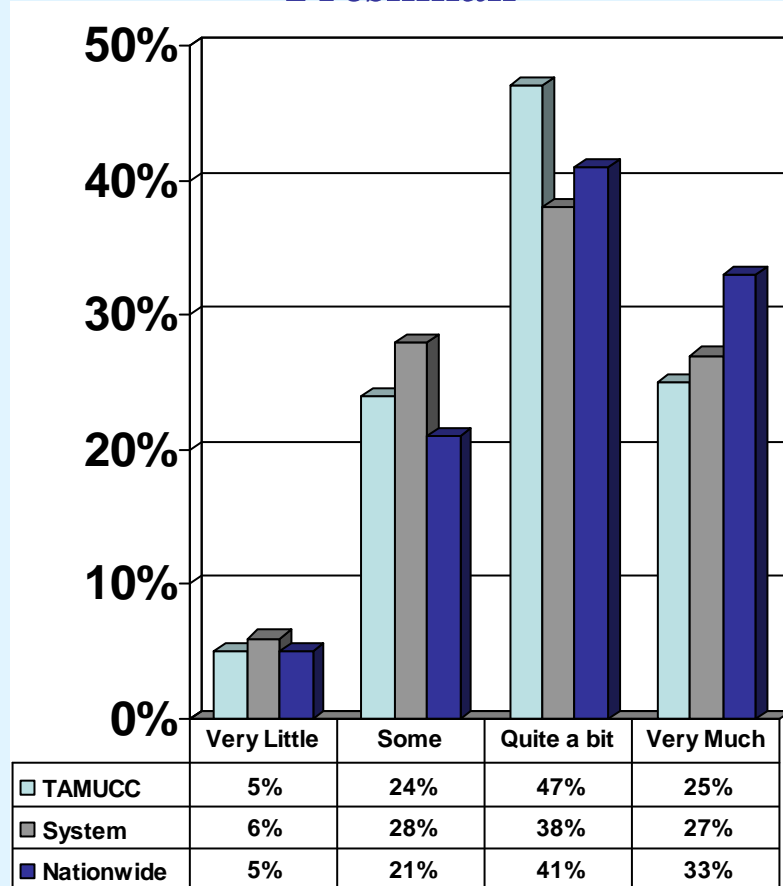


(A&IE): Acquiring job or work-related knowledge and skills

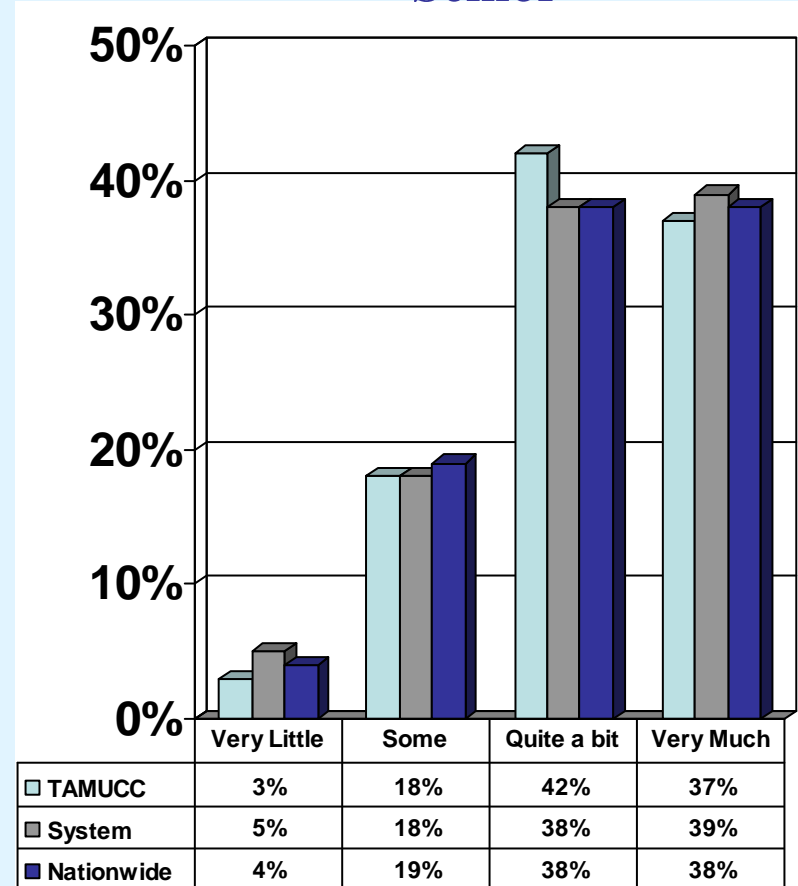


NSSE 2009 Results

Freshman



Senior

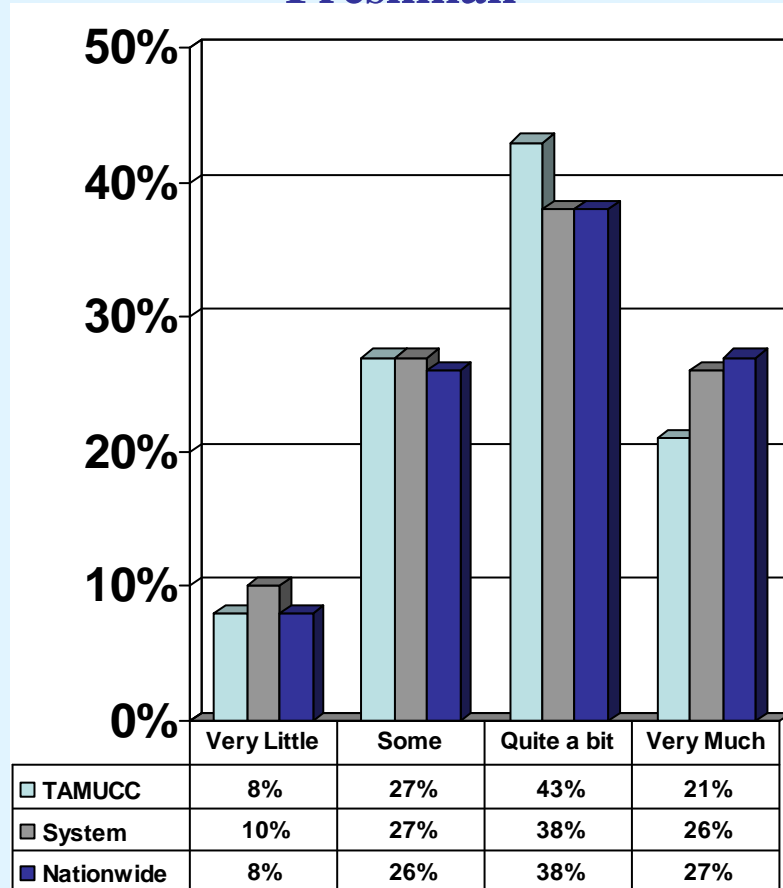


(A&IE): Writing clearly and effectively

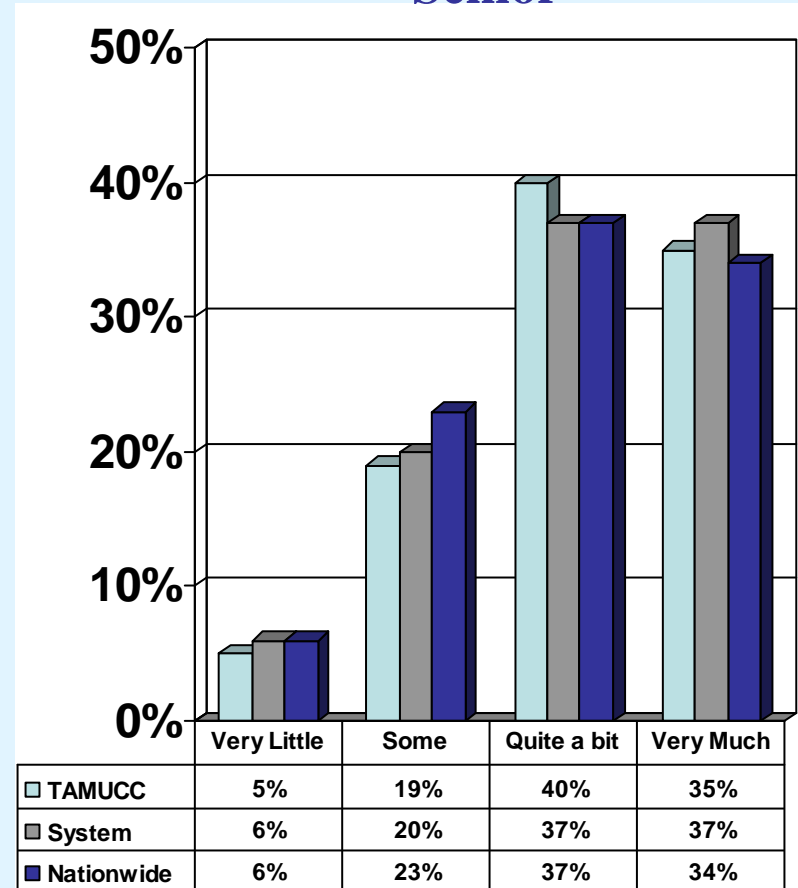


NSSE 2009 Results

Freshman



Senior

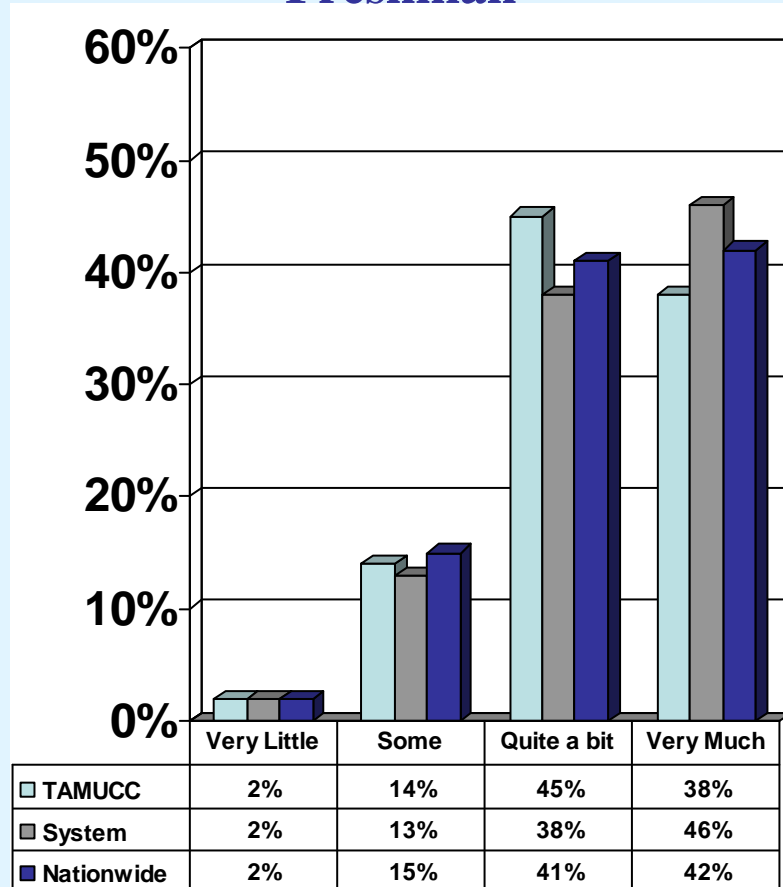


(A&IE): Speaking clearly and effectively

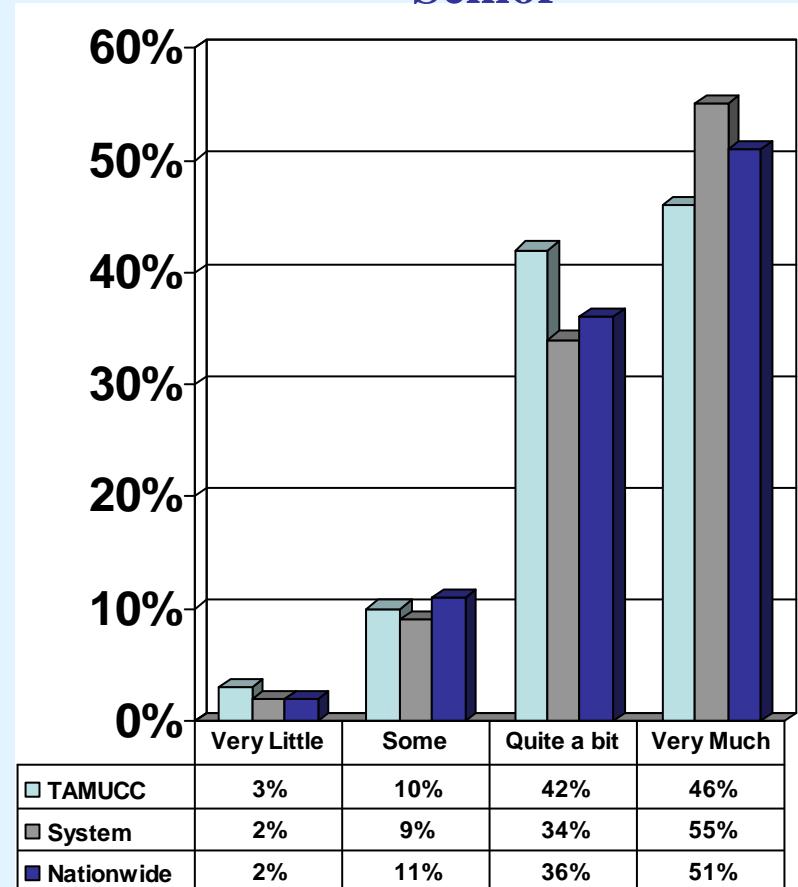


NSSE 2009 Results

Freshman



Senior

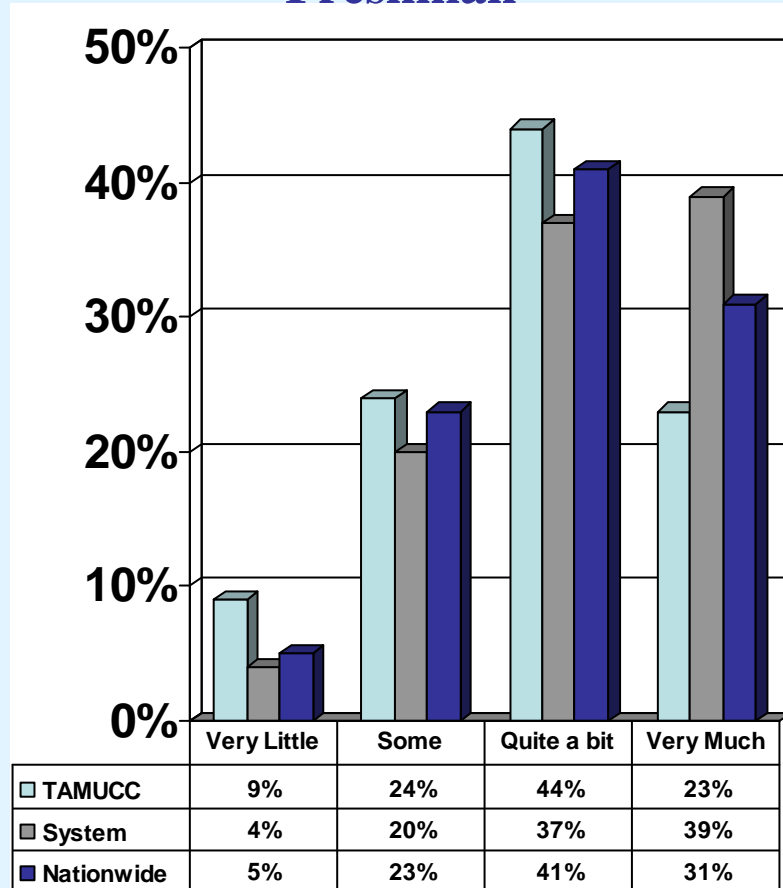


(A&IE): Thinking critically and analytically

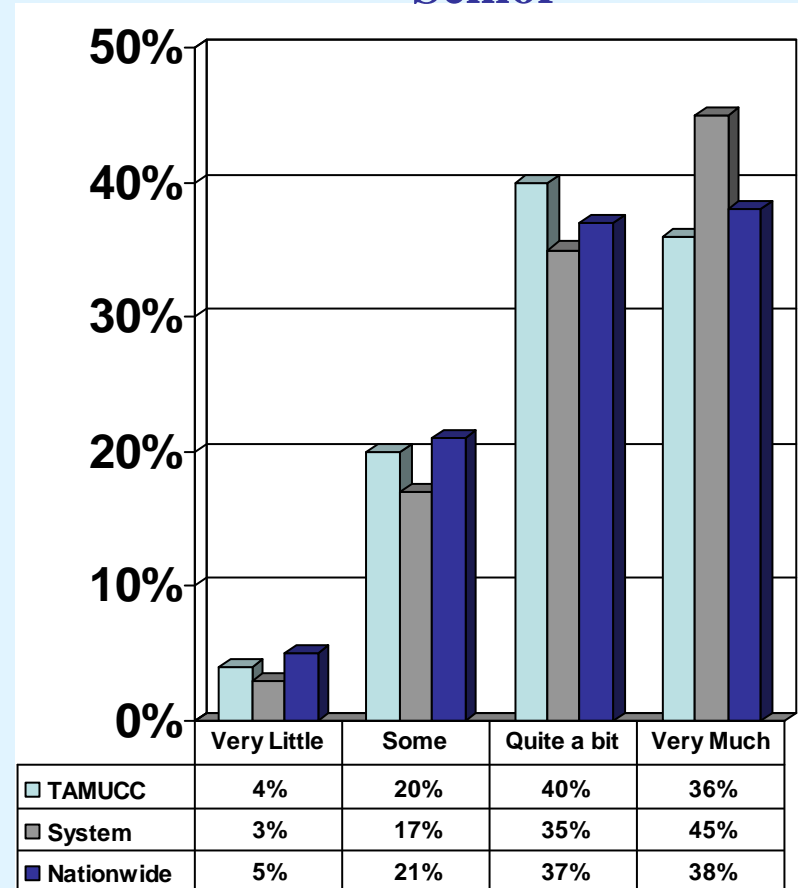


NSSE 2009 Results

Freshman



Senior

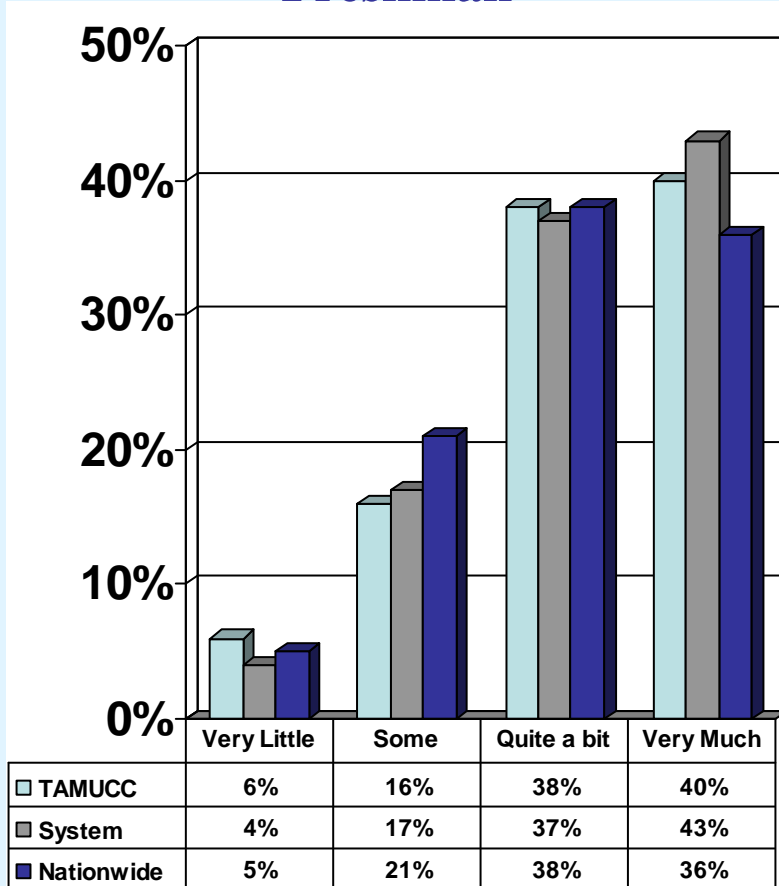


(A&IE): Analyzing quantitative problems

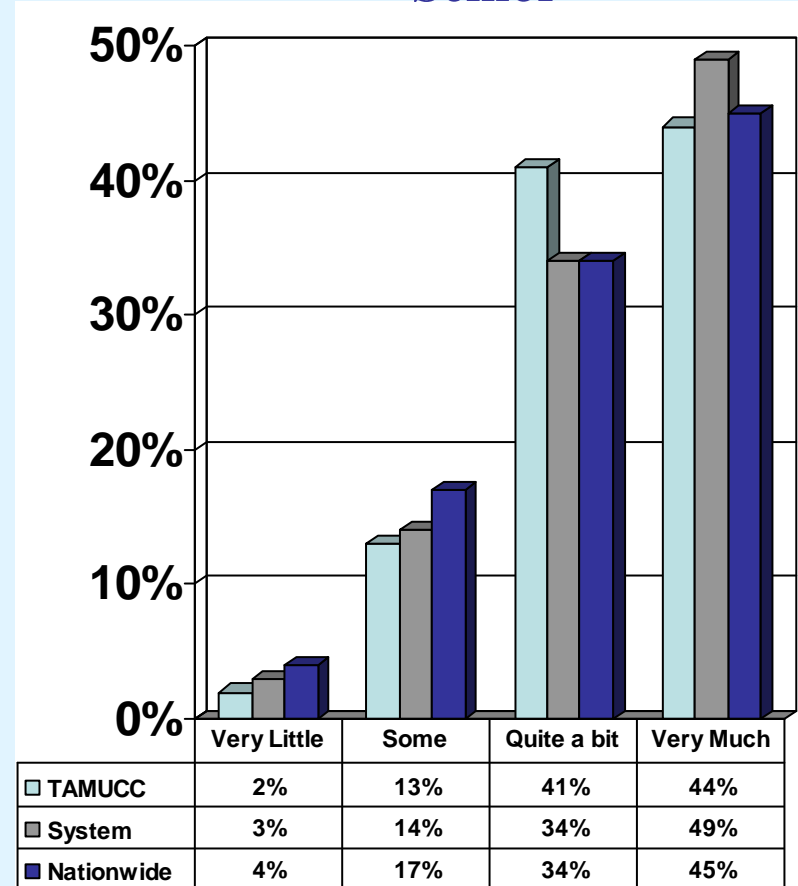


NSSE 2009 Results

Freshman



Senior

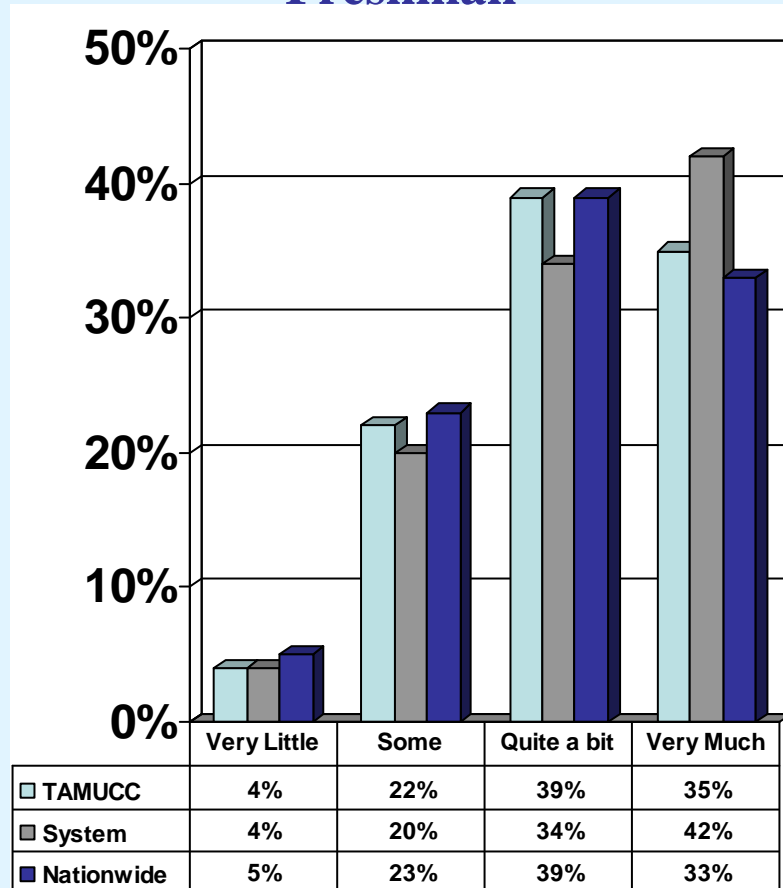


(A&IE): Using computing and information technology

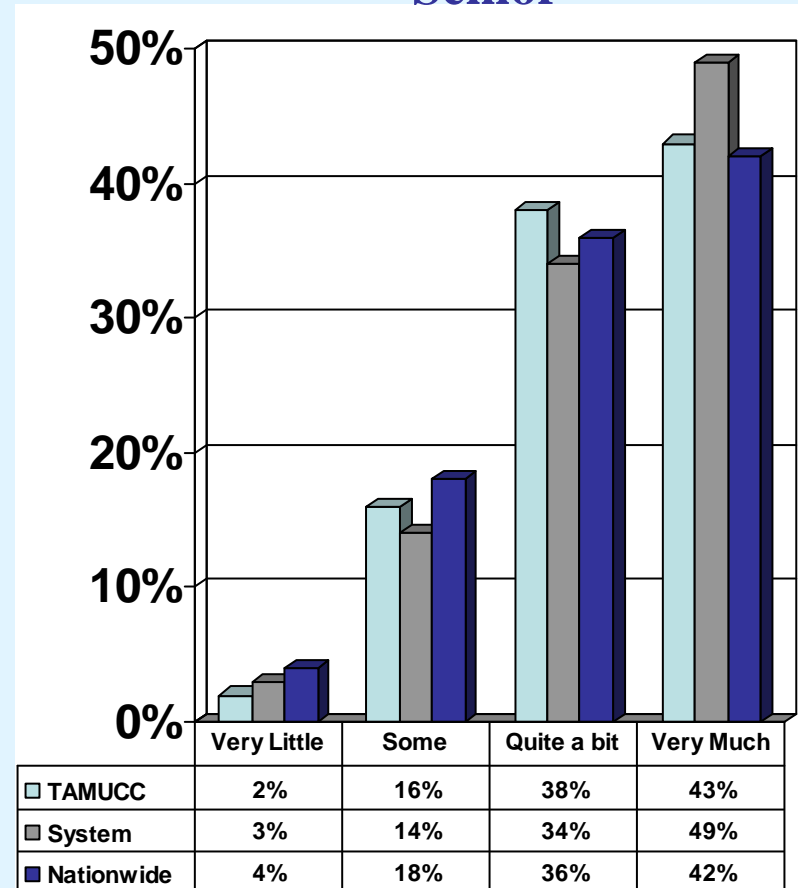


NSSE 2009 Results

Freshman



Senior

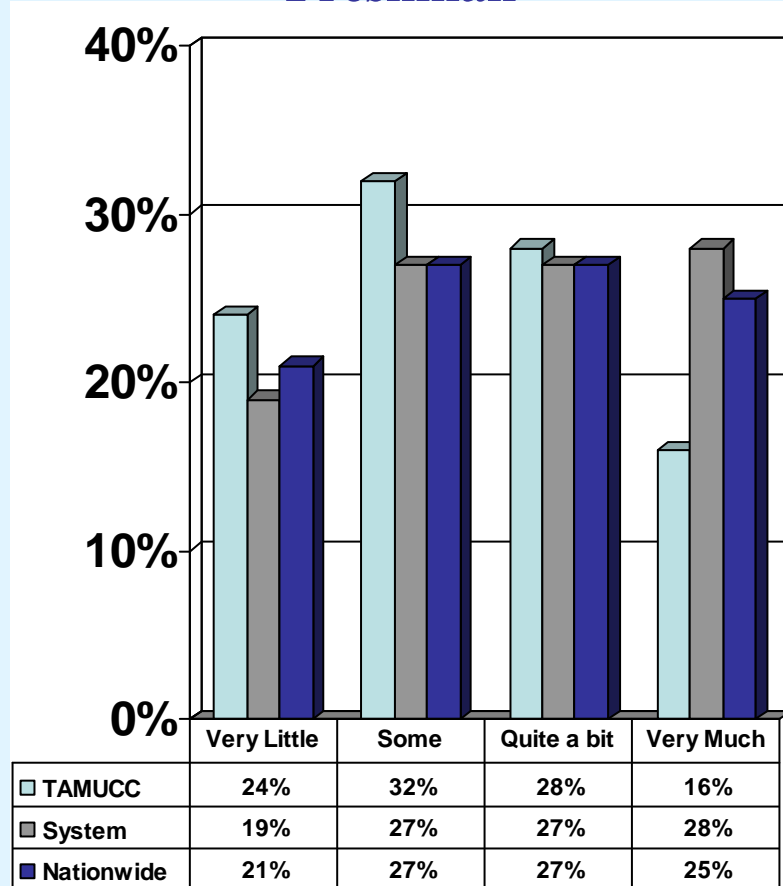


(A&IE): Working effectively with others

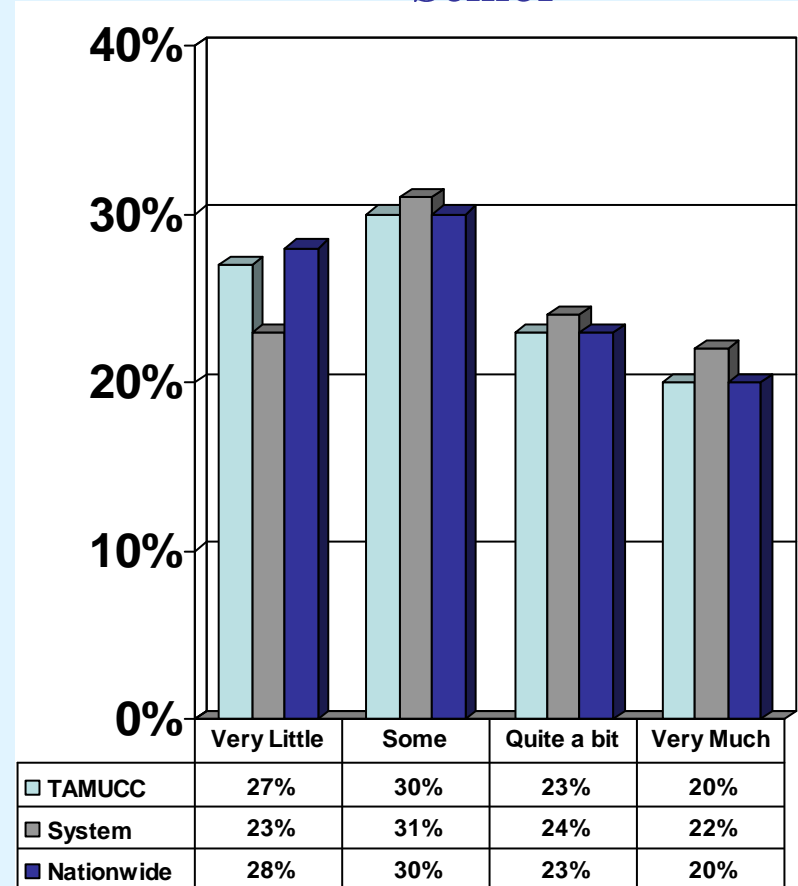


NSSE 2009 Results

Freshman



Senior

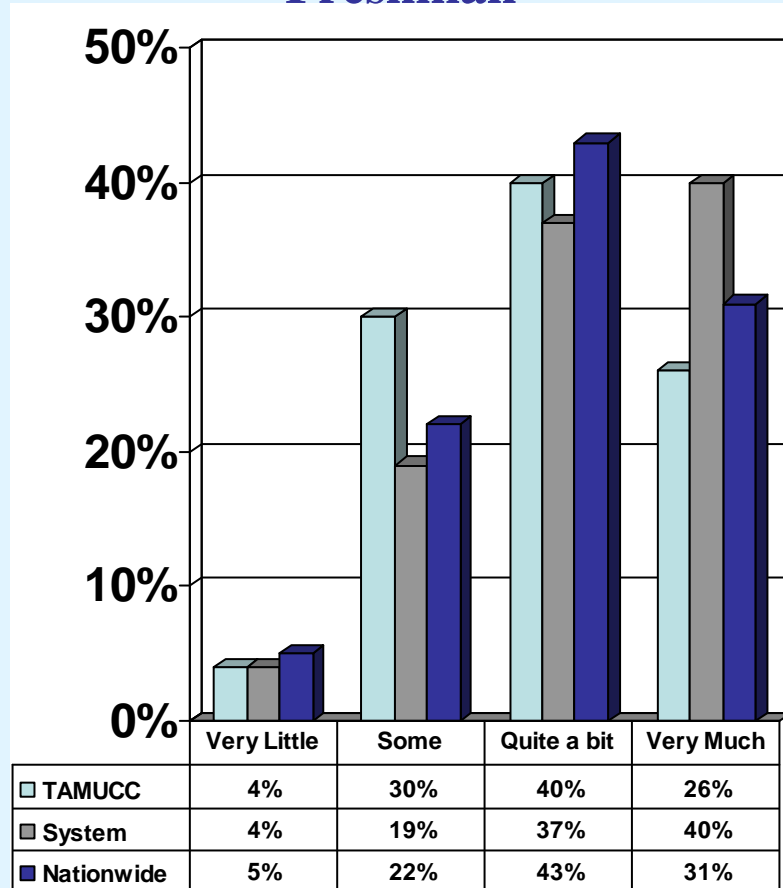


(A&IE): Voting in local, state, or national elections

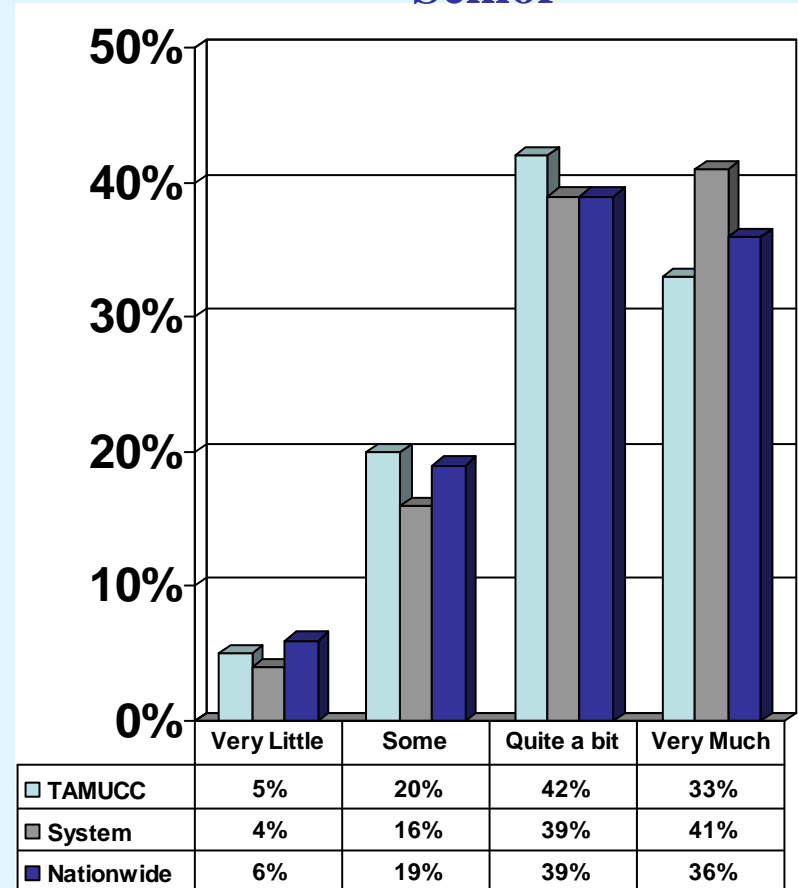


NSSE 2009 Results

Freshman



Senior

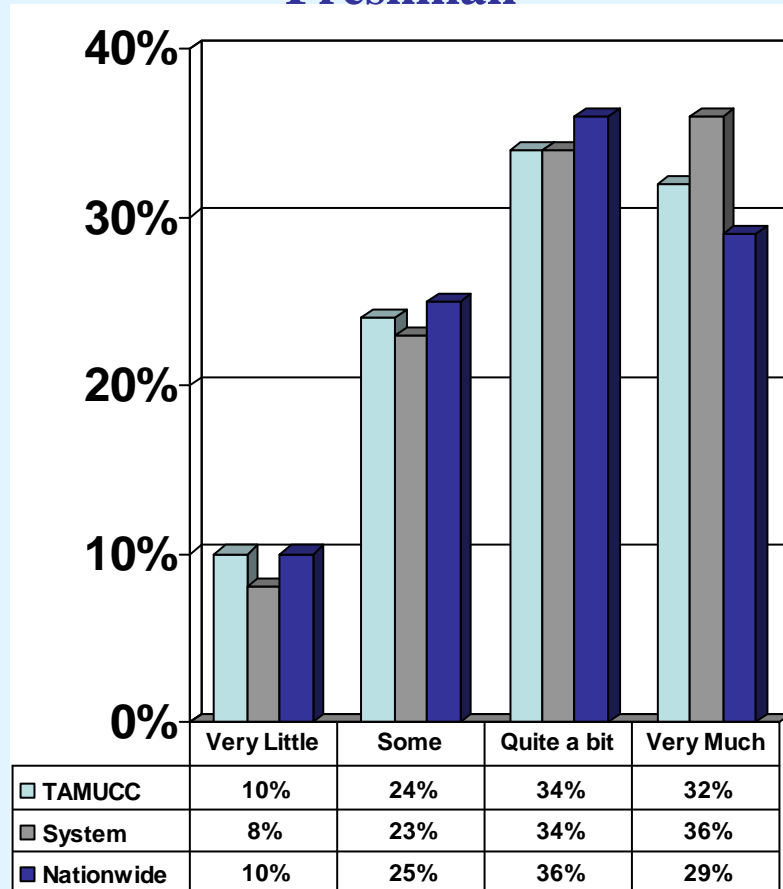


(A&IE): Learning effectively on one's own

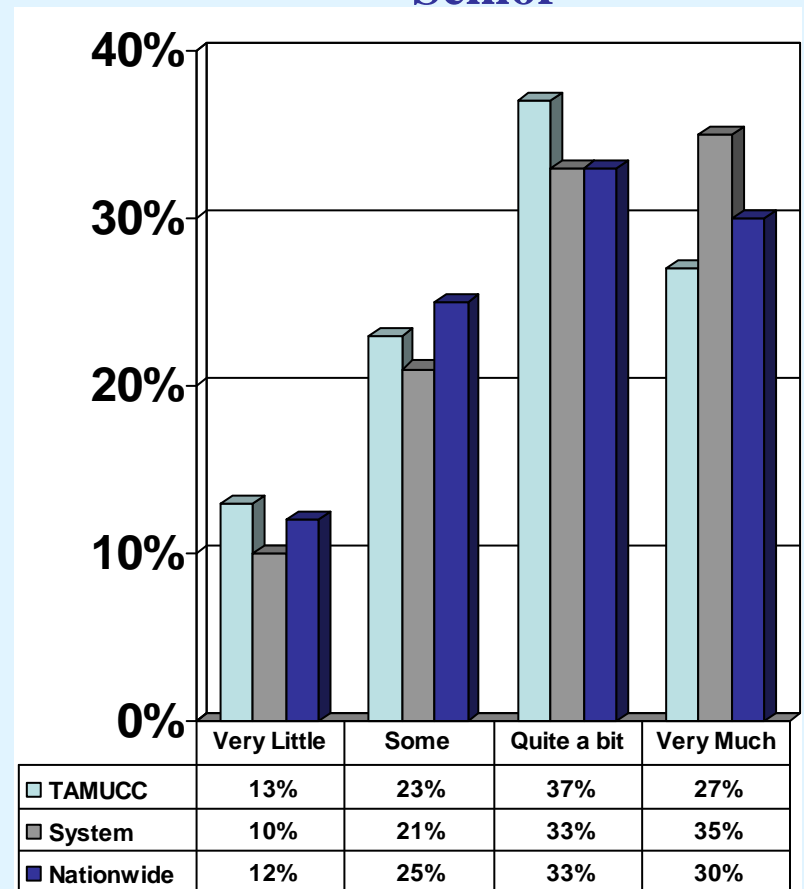


NSSE 2009 Results

Freshman



Senior

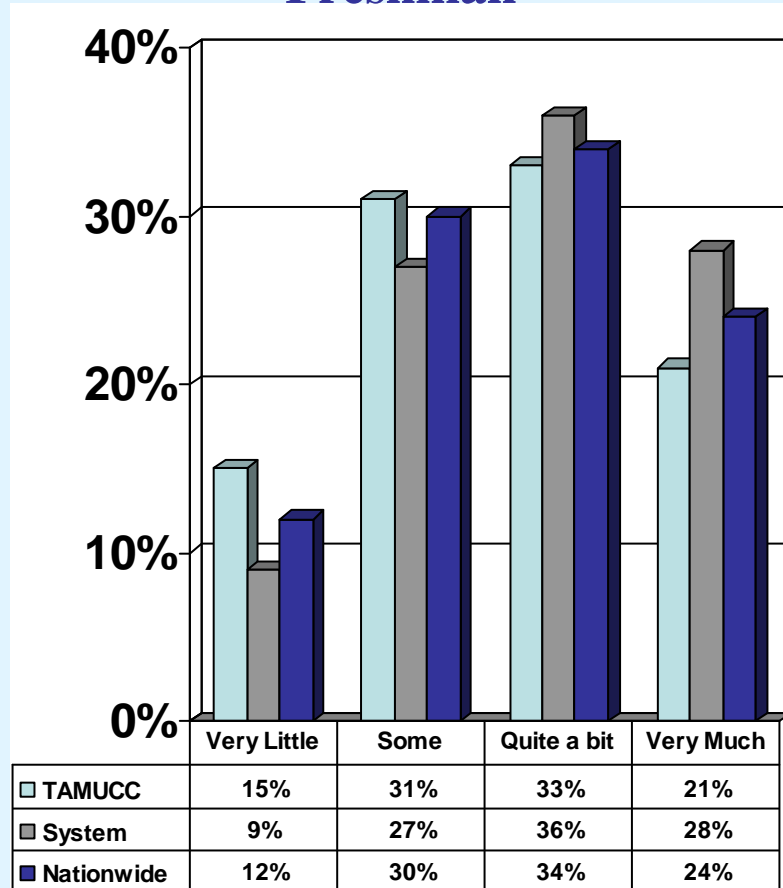


(A&IE): Understanding one's self

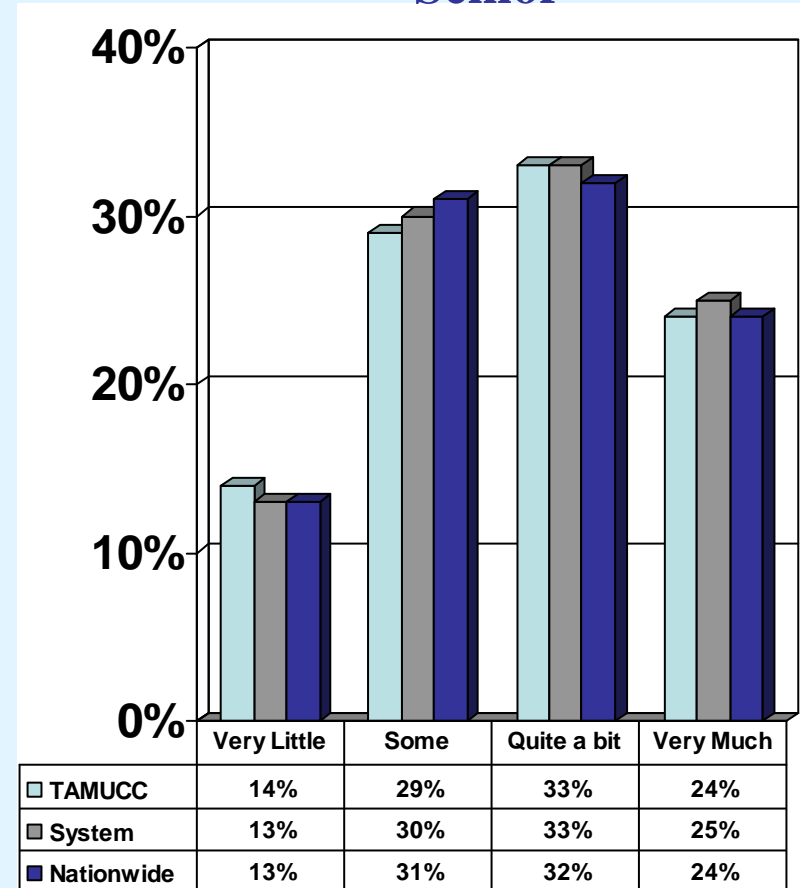


NSSE 2009 Results

Freshman



Senior

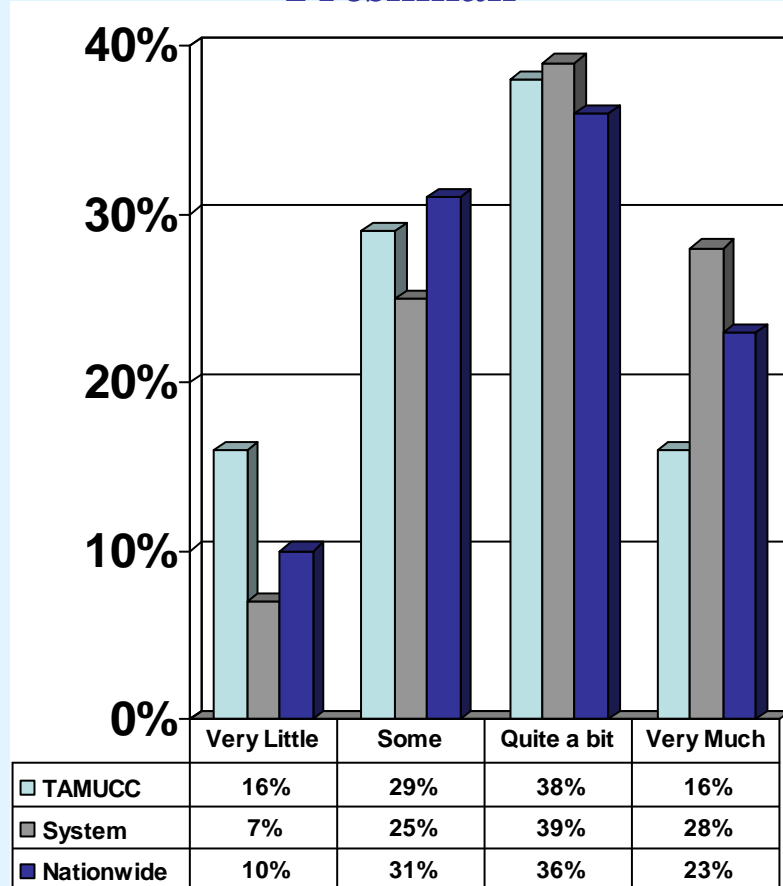


(A&IE): Understanding people of other racial and ethnic backgrounds

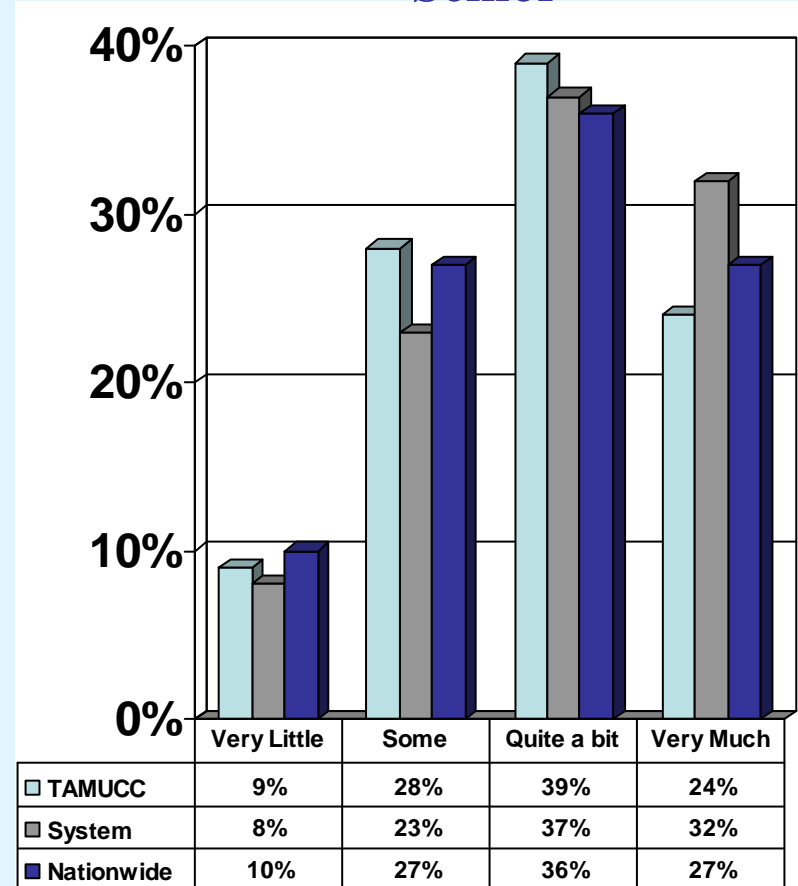


NSSE 2009 Results

Freshman



Senior

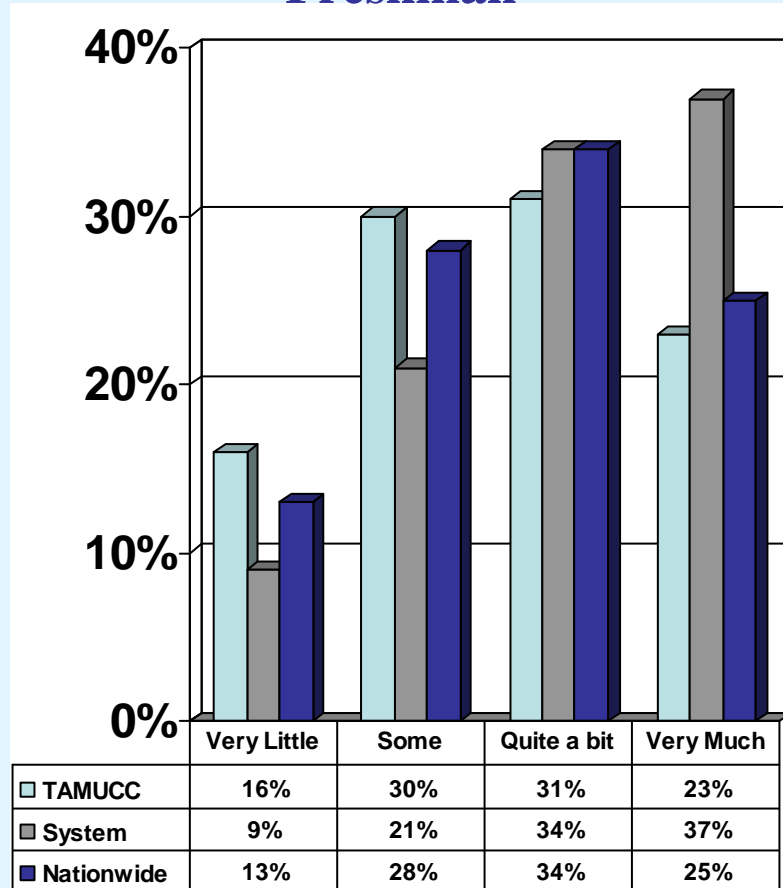


(A&IE): Solving complex real world problems

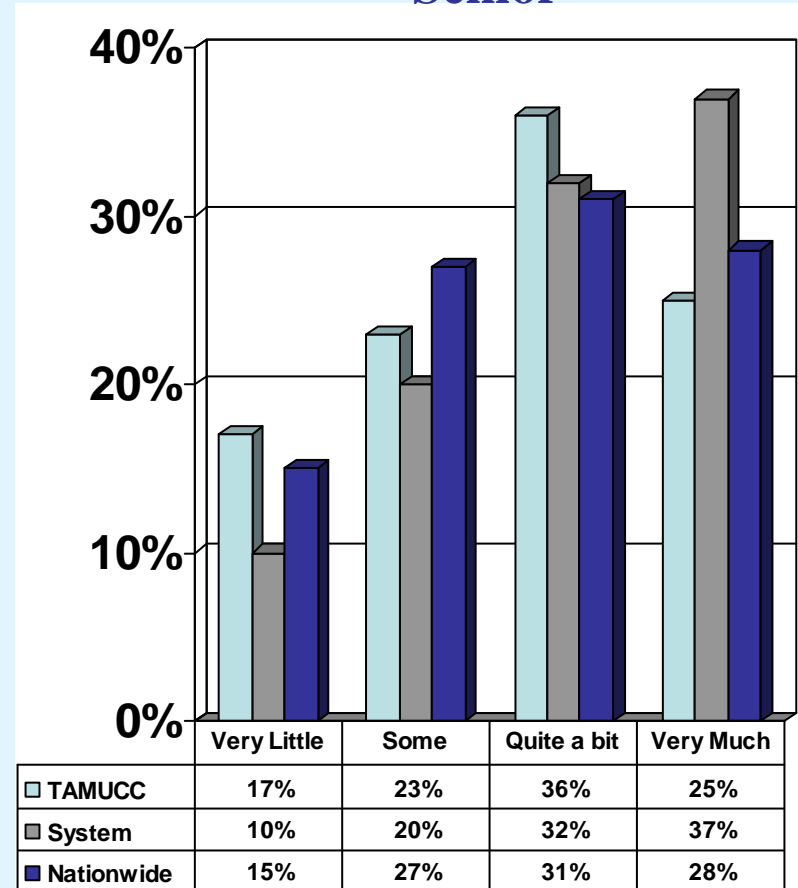


NSSE 2009 Results

Freshman



Senior

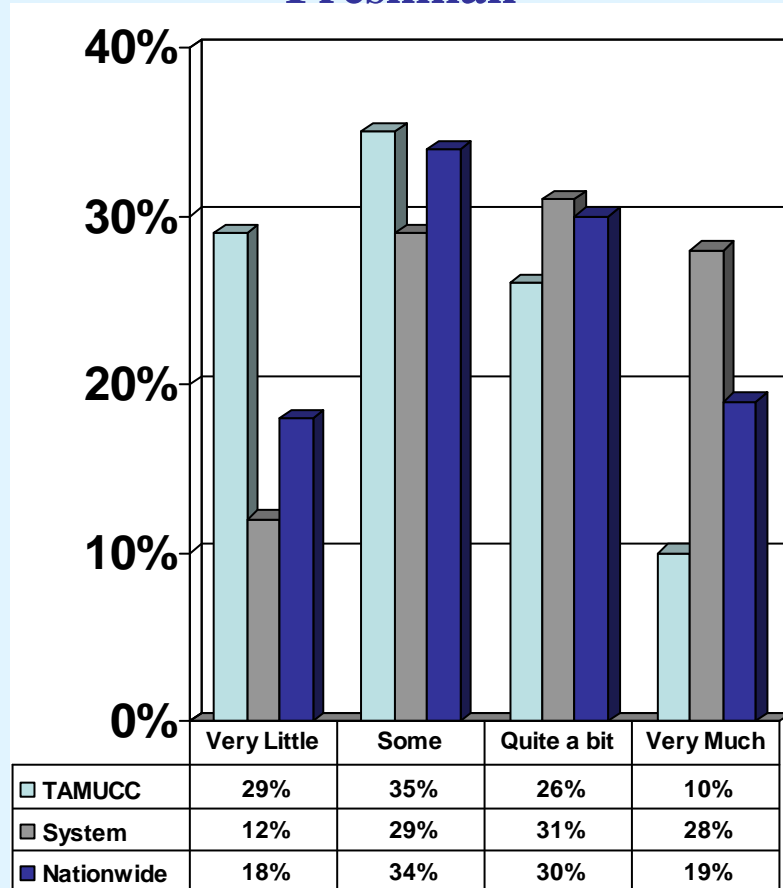


(A&IE): Developing a personal code of values and ethics

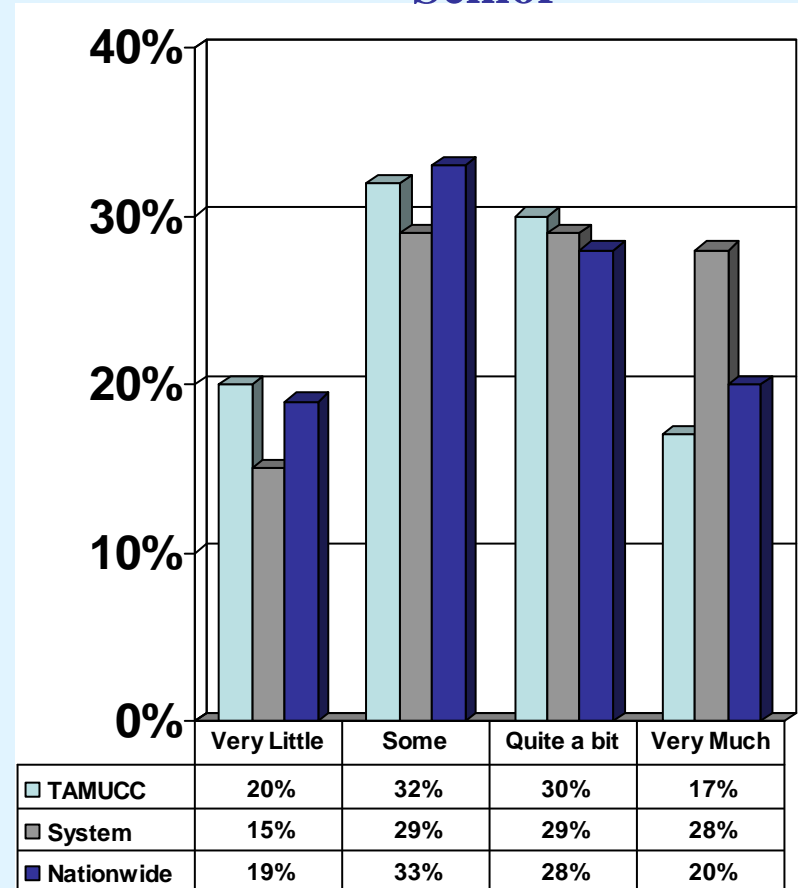


NSSE 2009 Results

Freshman



Senior

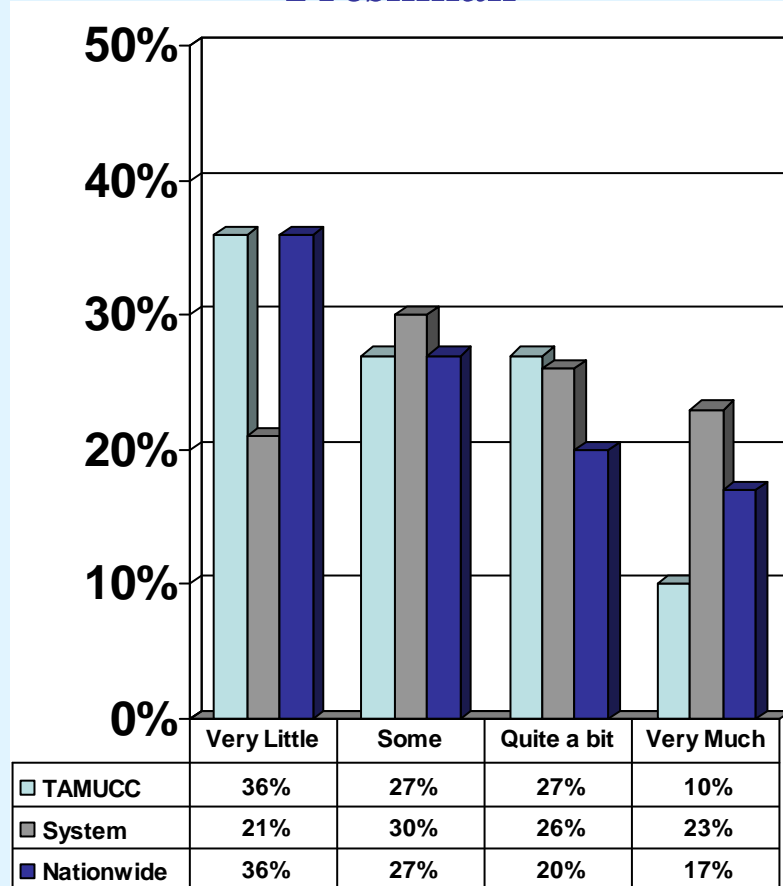


(A&IE): Contributing to the welfare of one's community

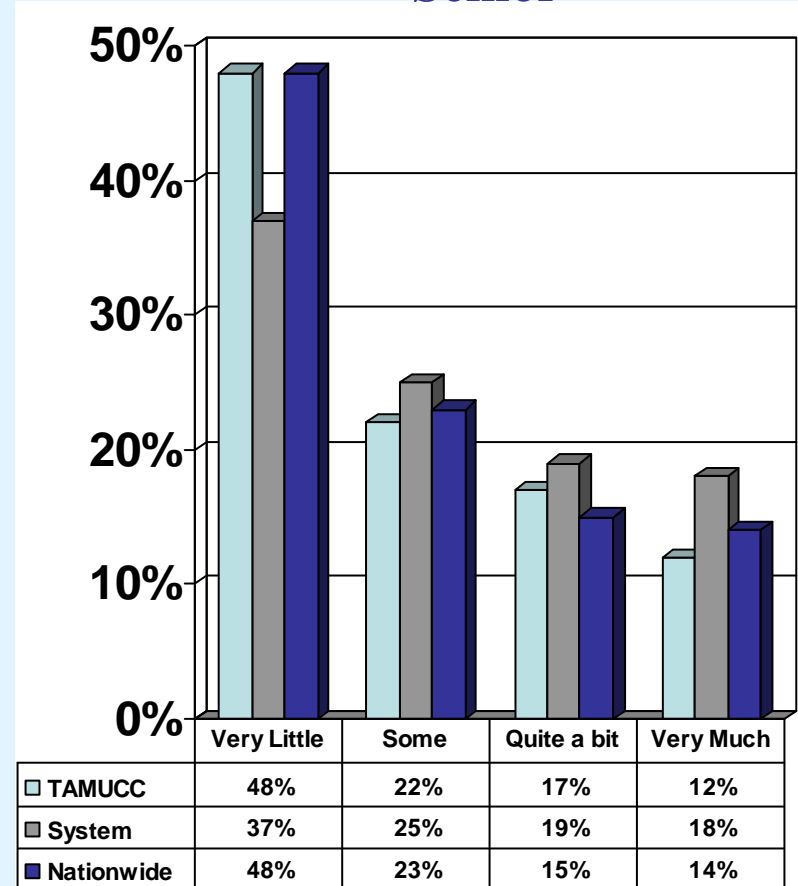


NSSE 2009 Results

Freshman



Senior

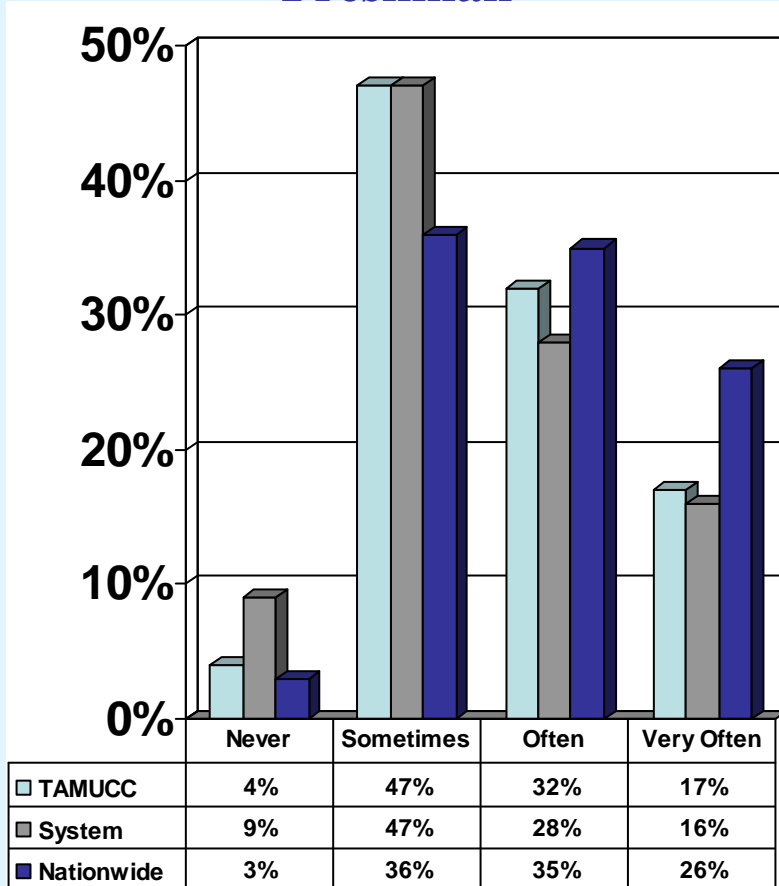


(A&IE): Developing a deepened sense of spirituality

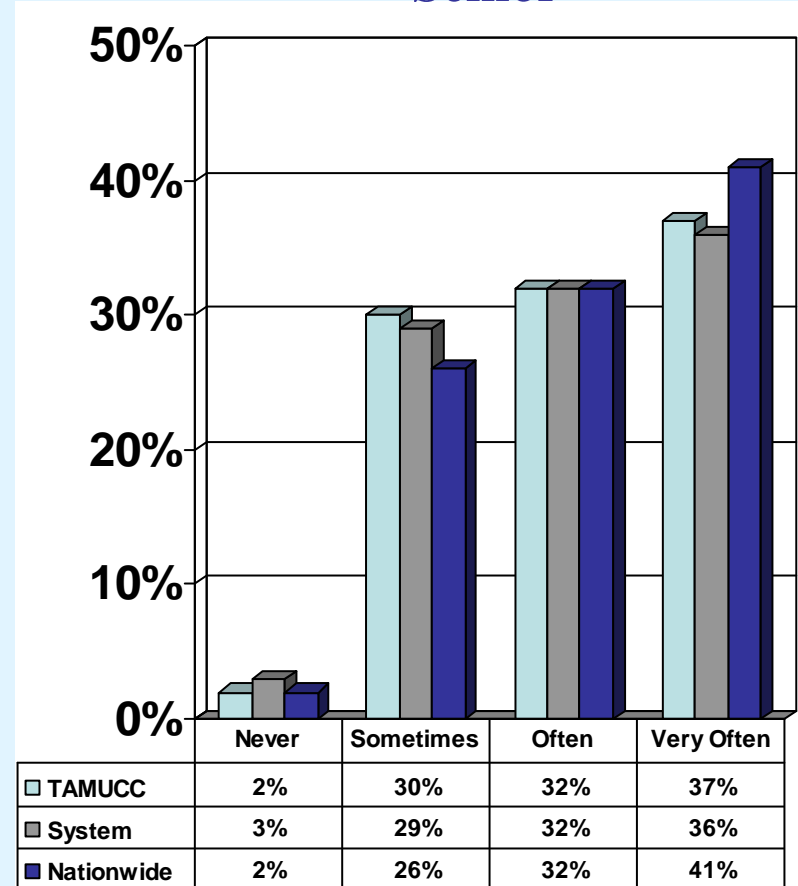


NSSE 2009 Results

Freshman



Senior

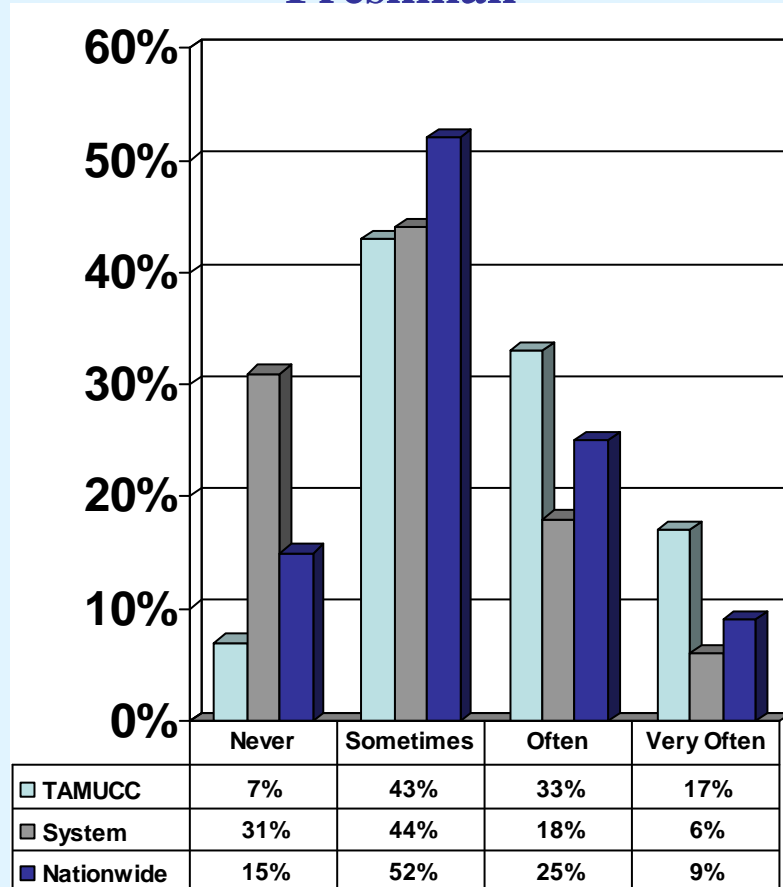


(A&IE): Students asked questions in class or participated in class discussions

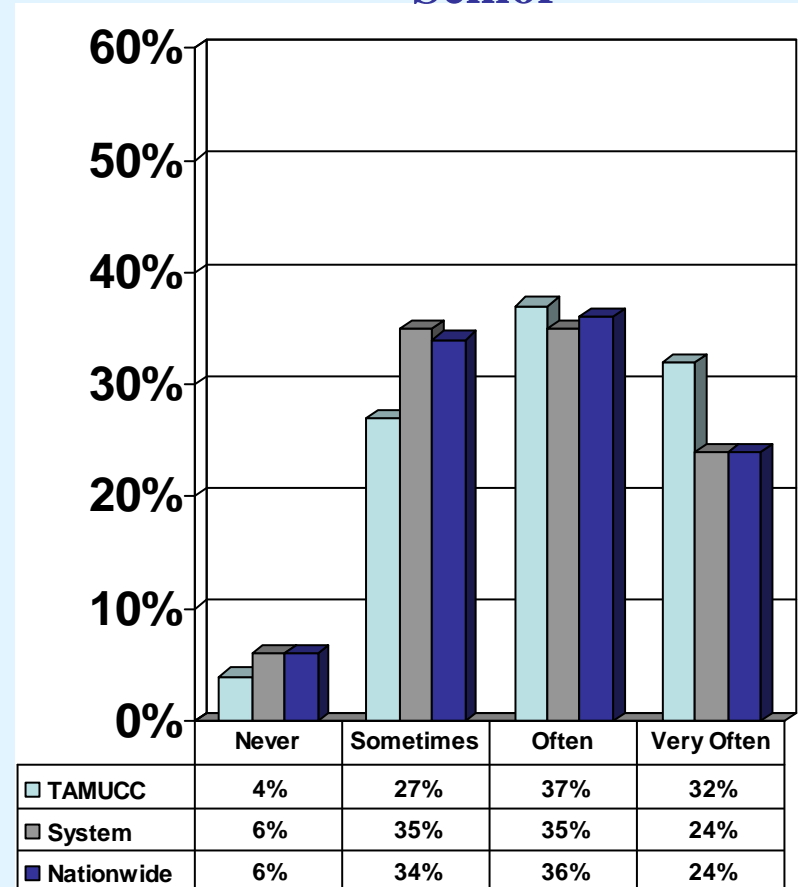


NSSE 2009 Results

Freshman



Senior

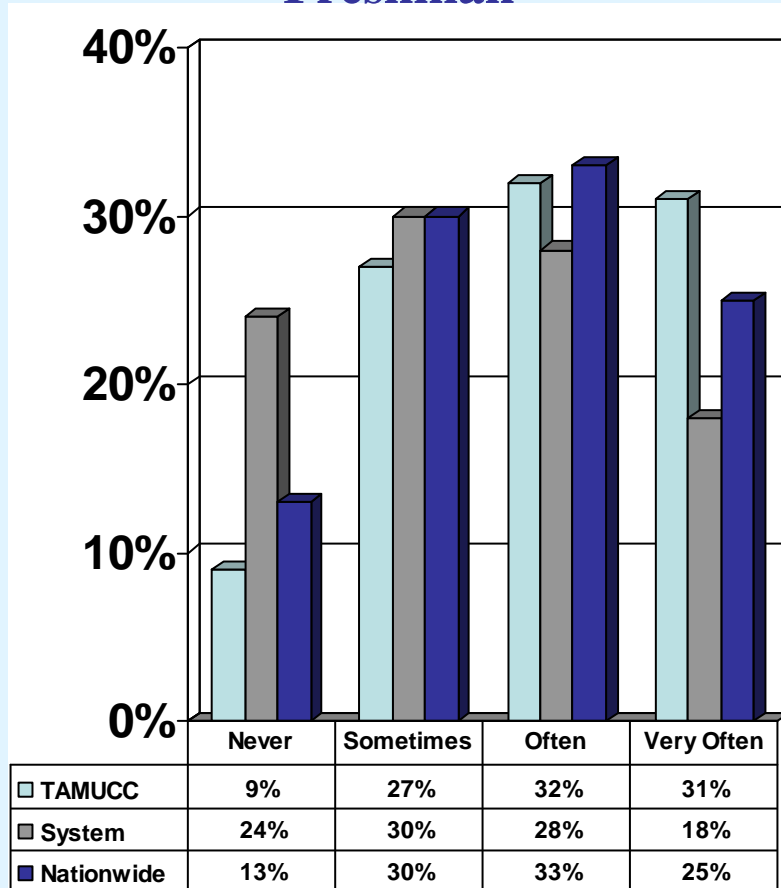


(A&IE): Student made a class presentation

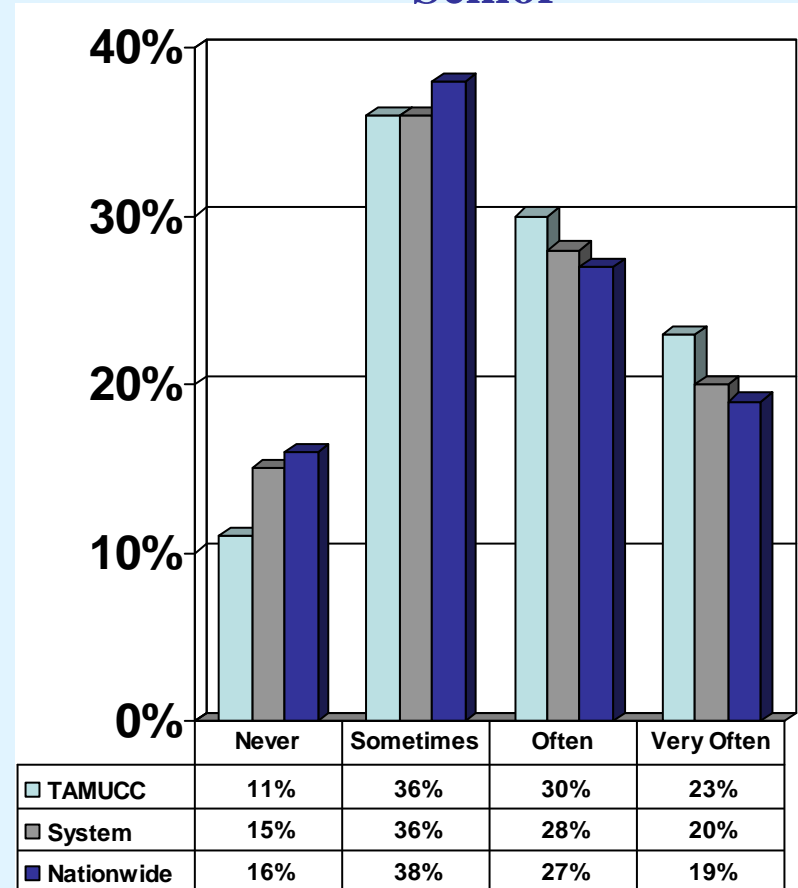


NSSE 2009 Results

Freshman



Senior

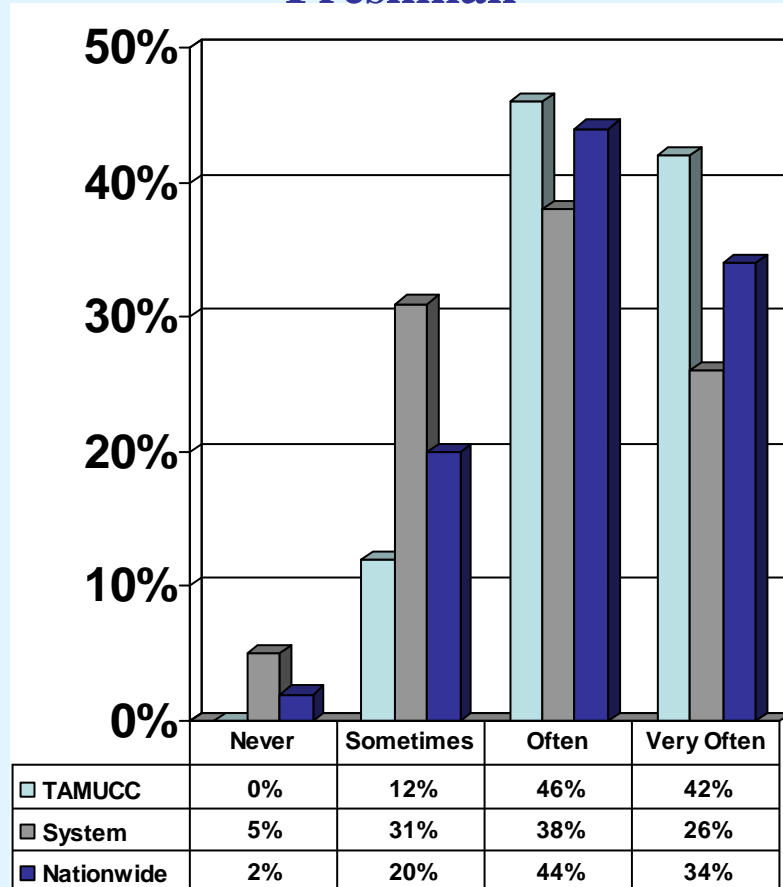


(A&IE): Student prepared multiple drafts of an assignment before submittal

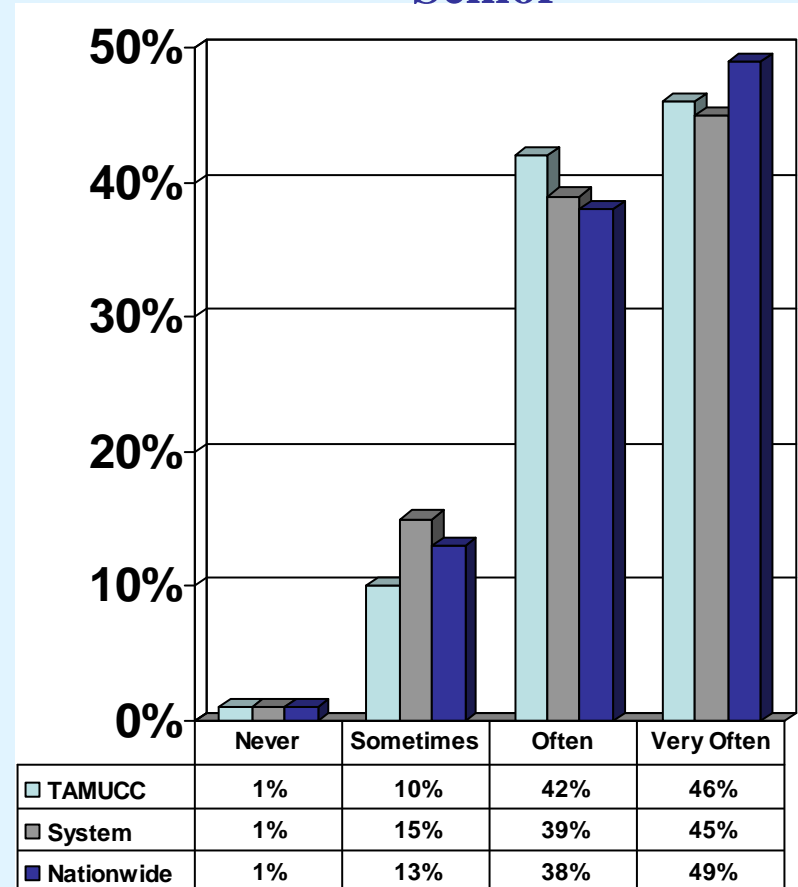


NSSE 2009 Results

Freshman



Senior

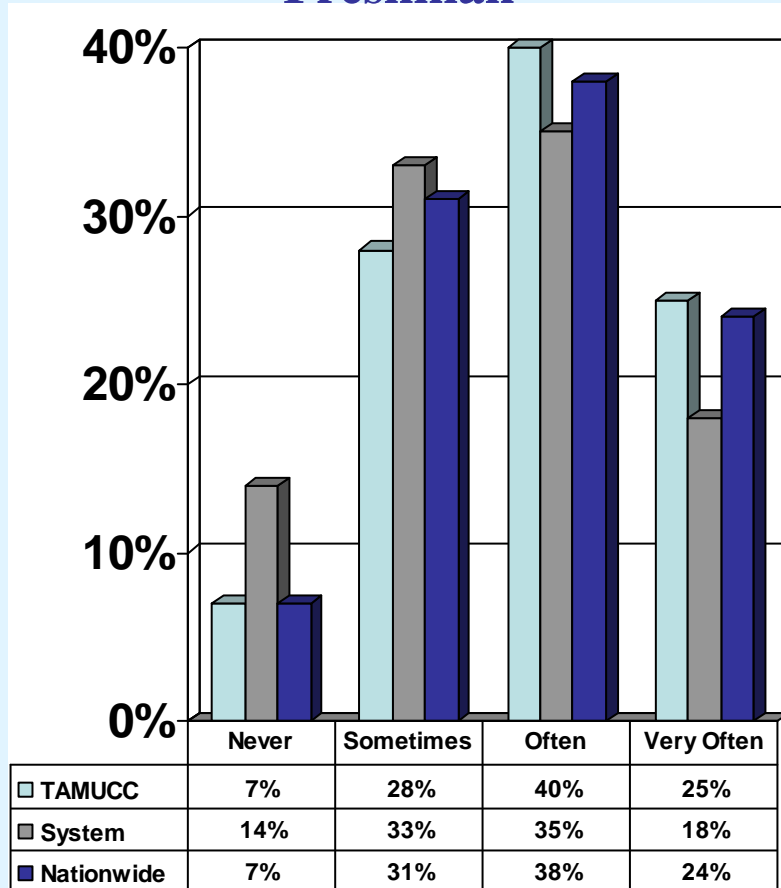


(A&IE): Student worked on assignments requiring integration of ideas or information from various sources

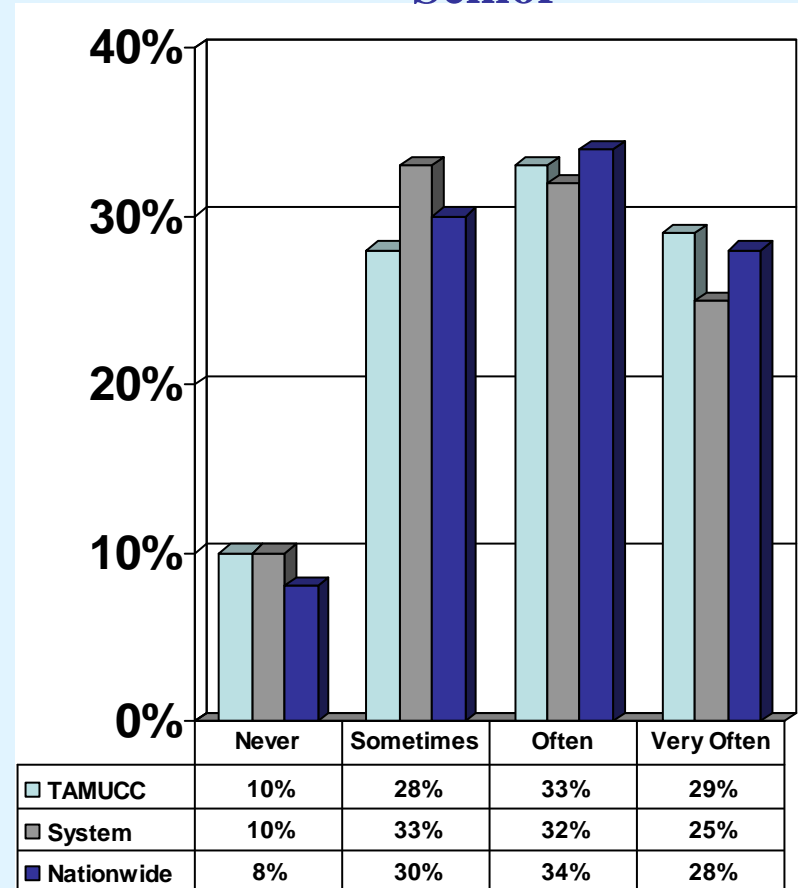


NSSE 2009 Results

Freshman



Senior

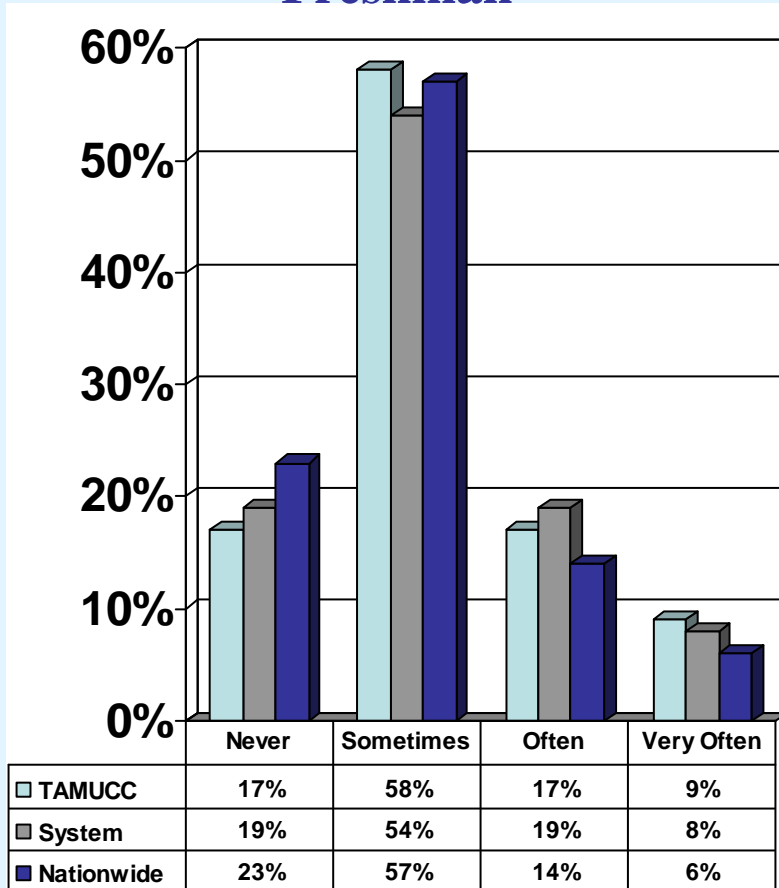


(A&IE): Student included diverse perspectives in class and coursework

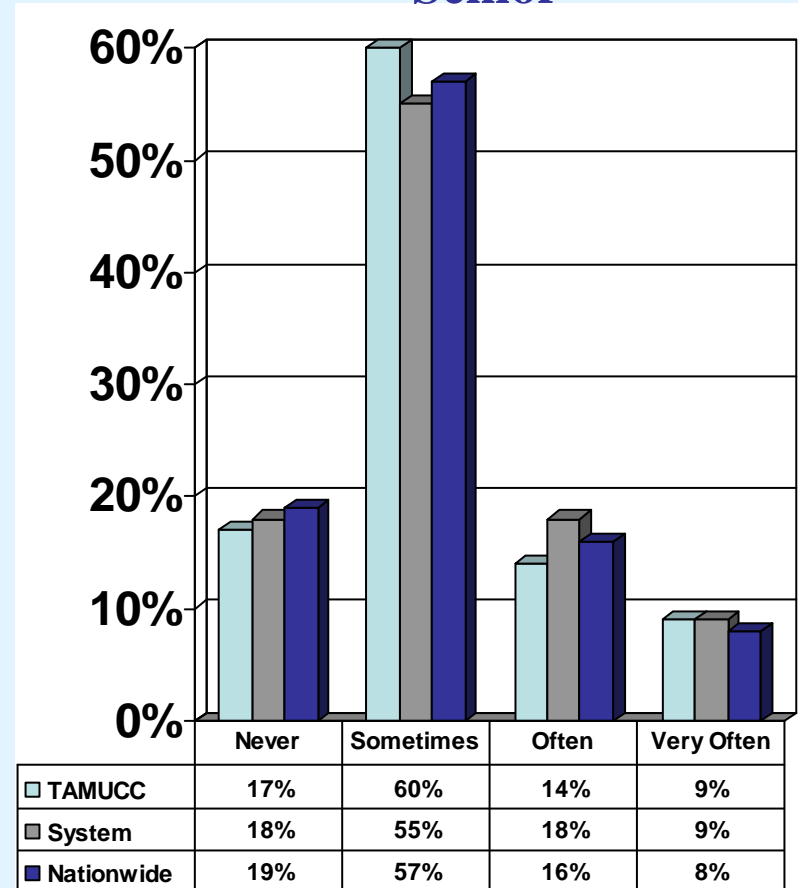


NSSE 2009 Results

Freshman



Senior

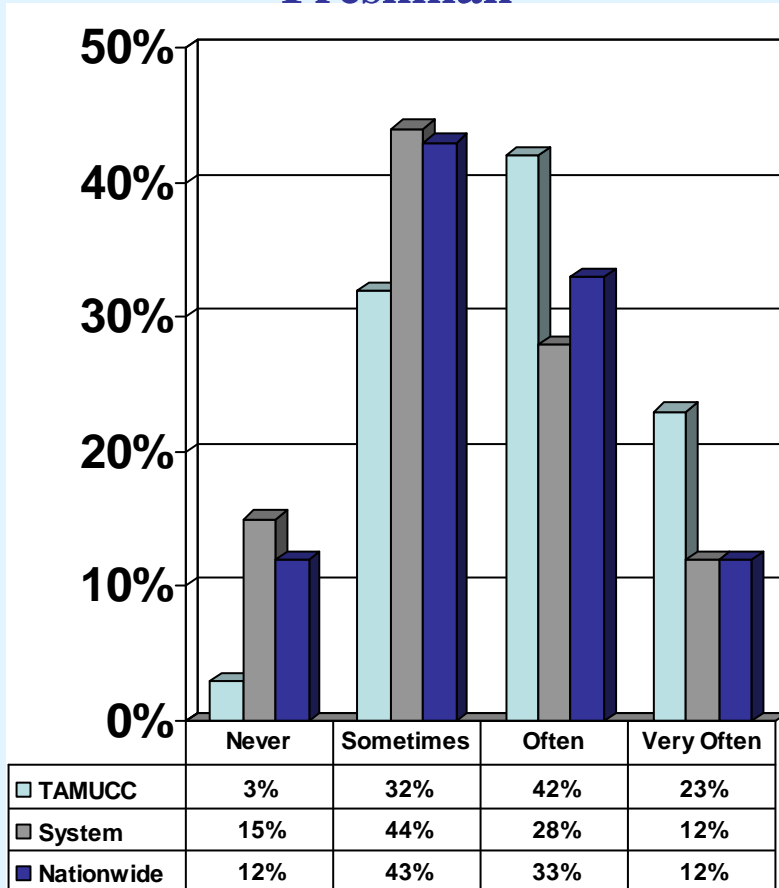


(A&IE): Student came to class without completing readings or assignments

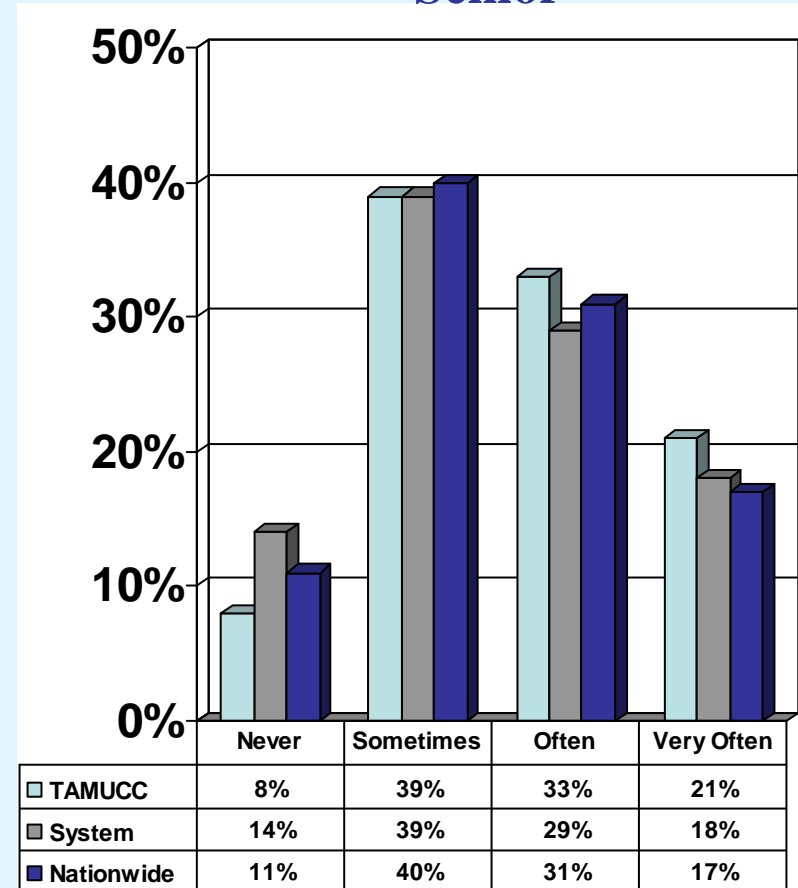


NSSE 2009 Results

Freshman



Senior

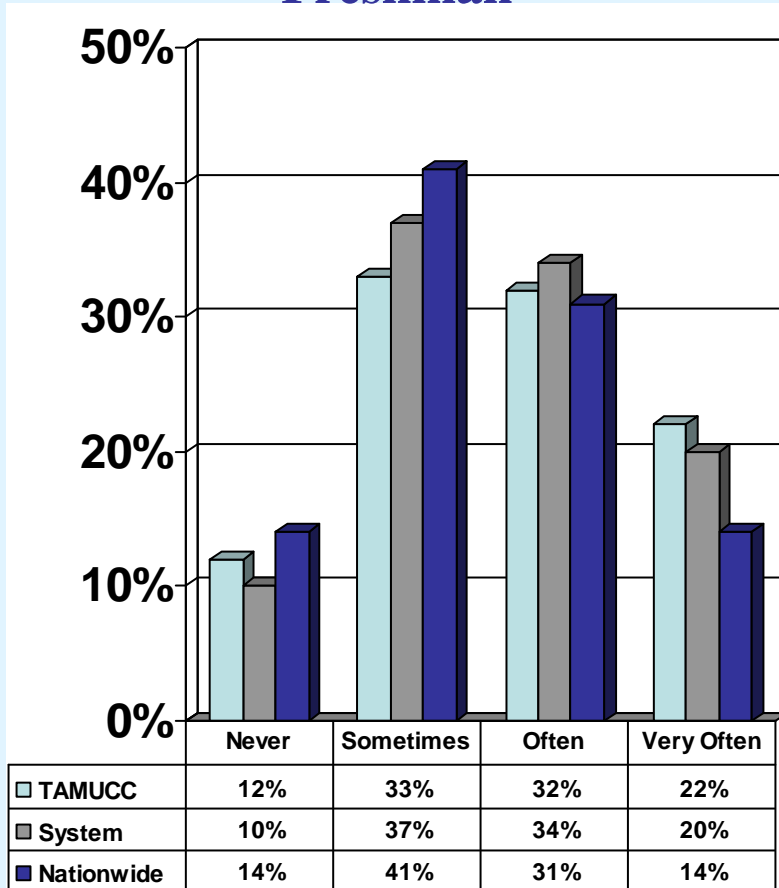


(A&IE): Student worked with other students on projects during class

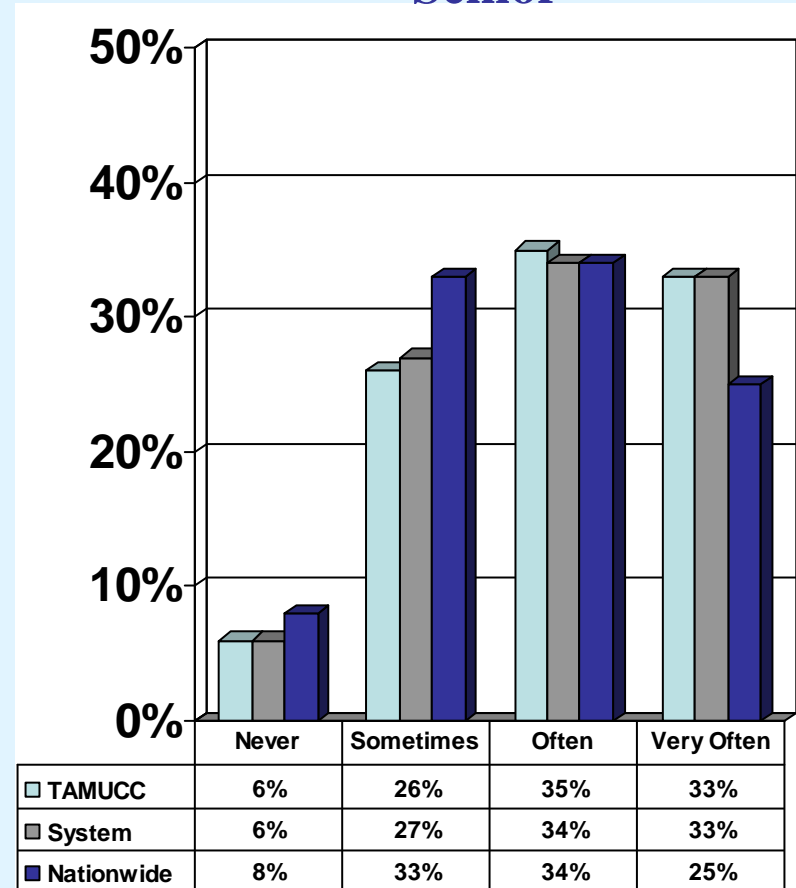


NSSE 2009 Results

Freshman



Senior

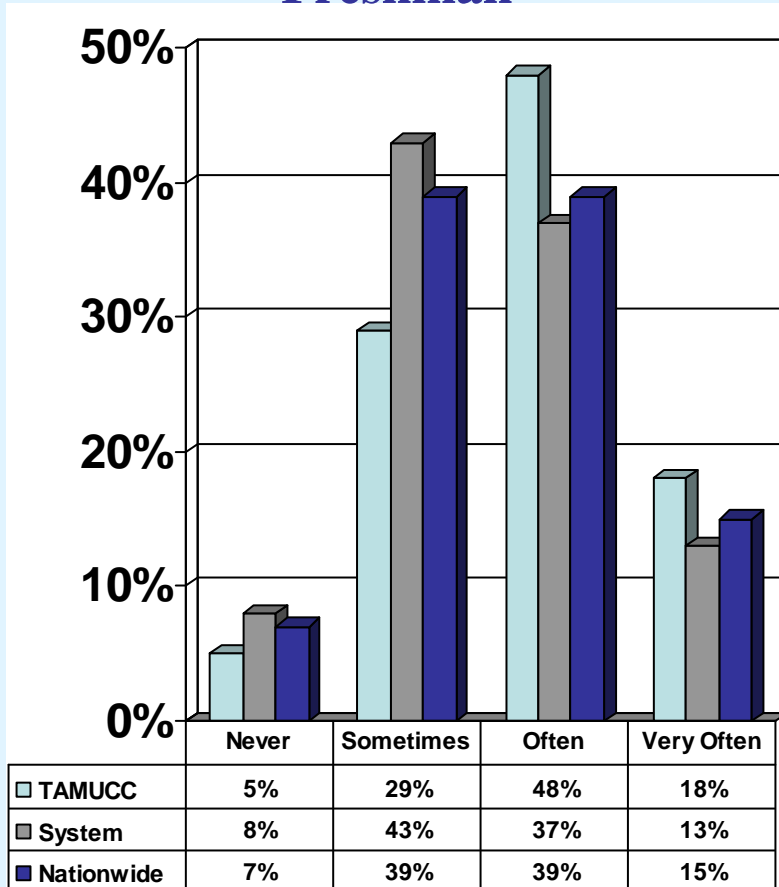


(A&IE): Student worked with classmates on projects outside of class

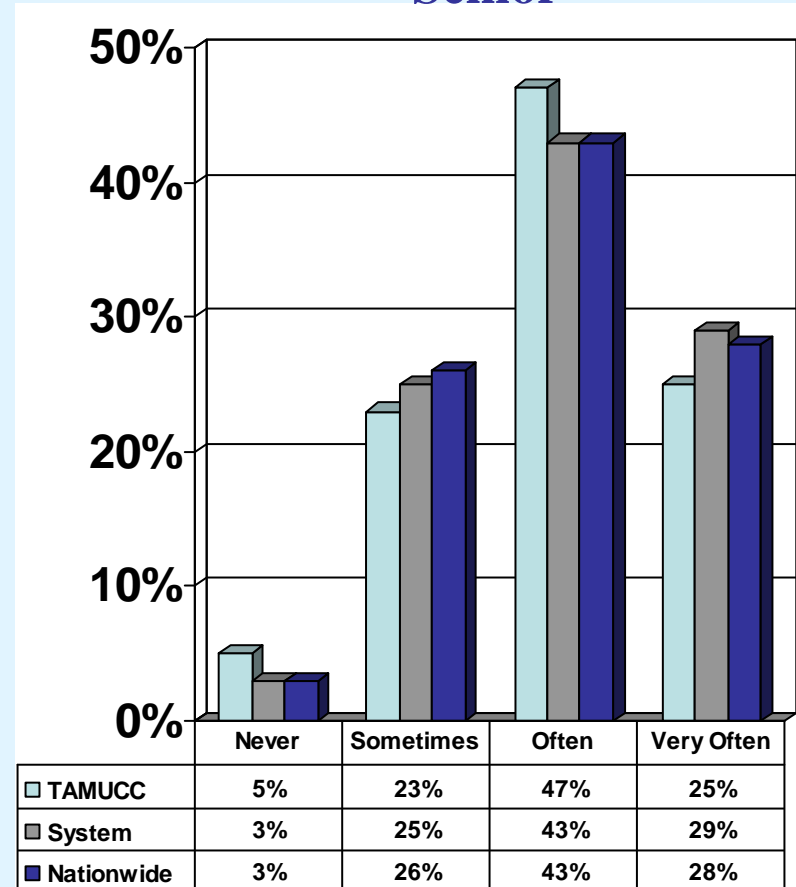


NSSE 2009 Results

Freshman



Senior

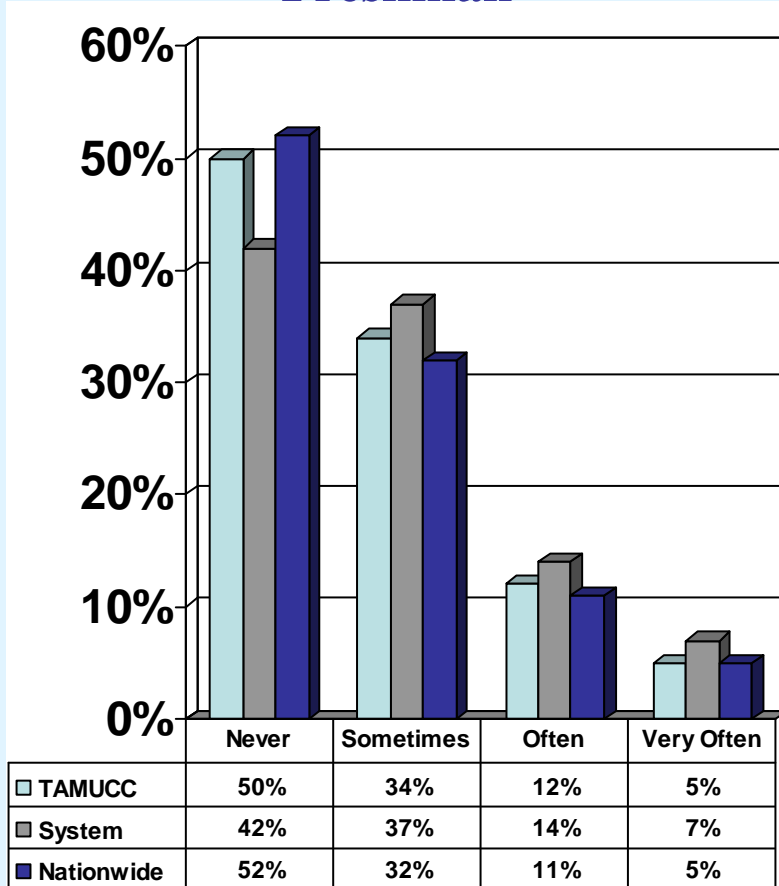


(A&IE): Student connected ideas/concepts from various courses when completing assignments or during class discussions

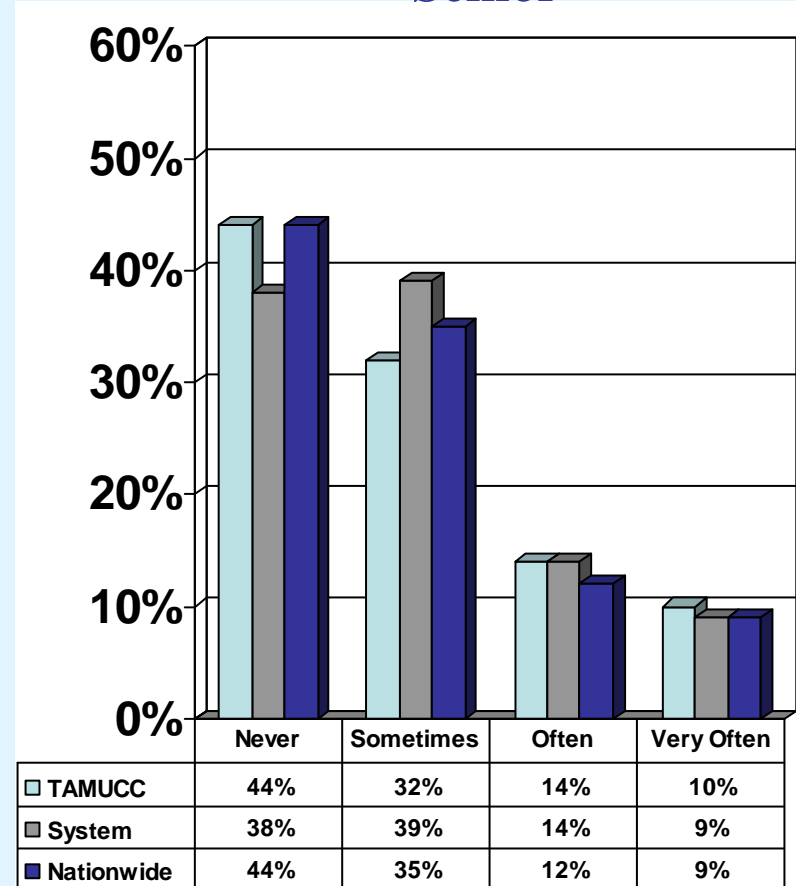


NSSE 2009 Results

Freshman



Senior

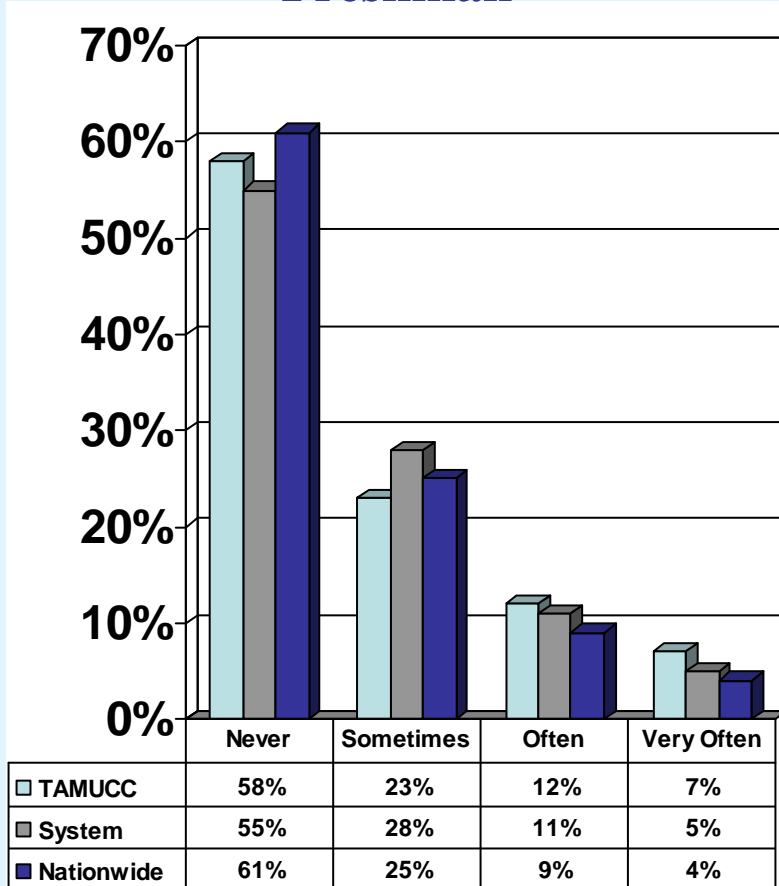


(A&IE): Student tutored or taught other students (paid or voluntary)

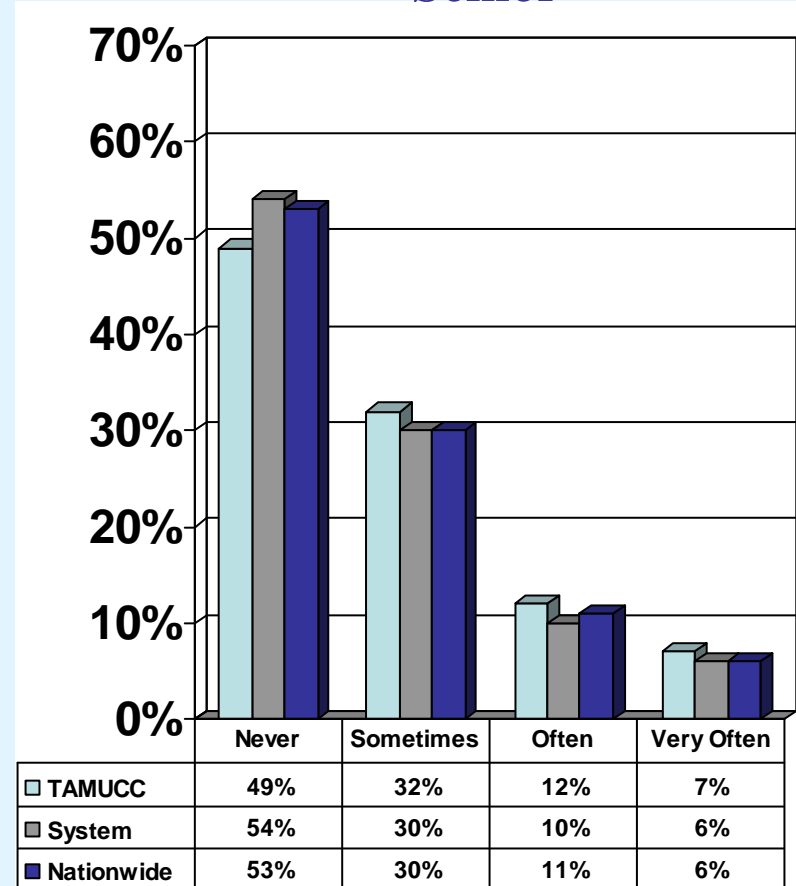


NSSE 2009 Results

Freshman



Senior

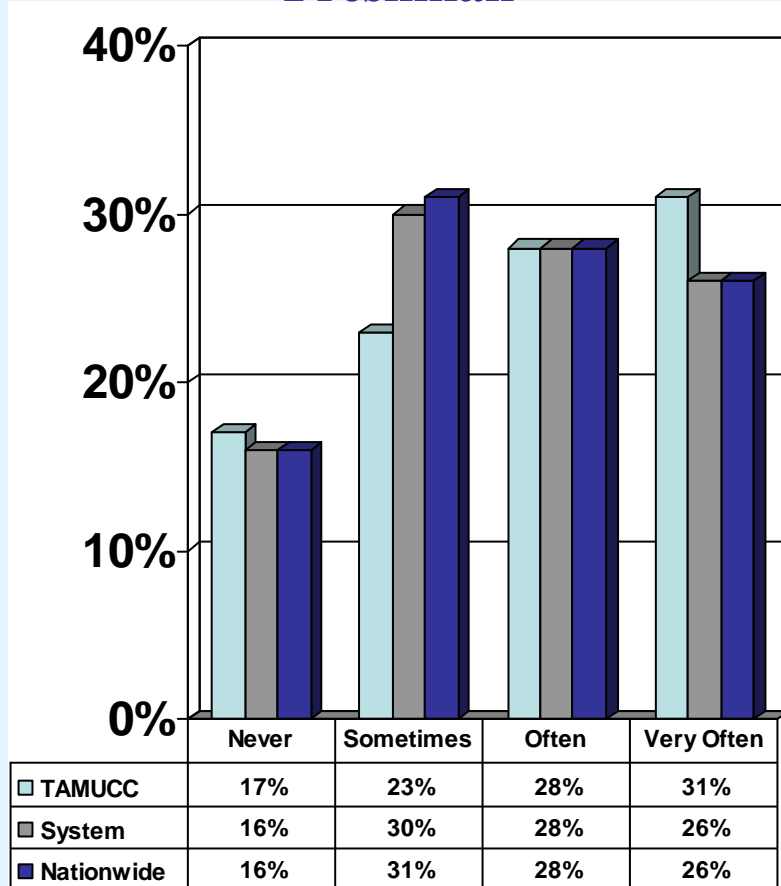


(A&IE): Student collaborated on a community-based project (service learning) as part of a regular course

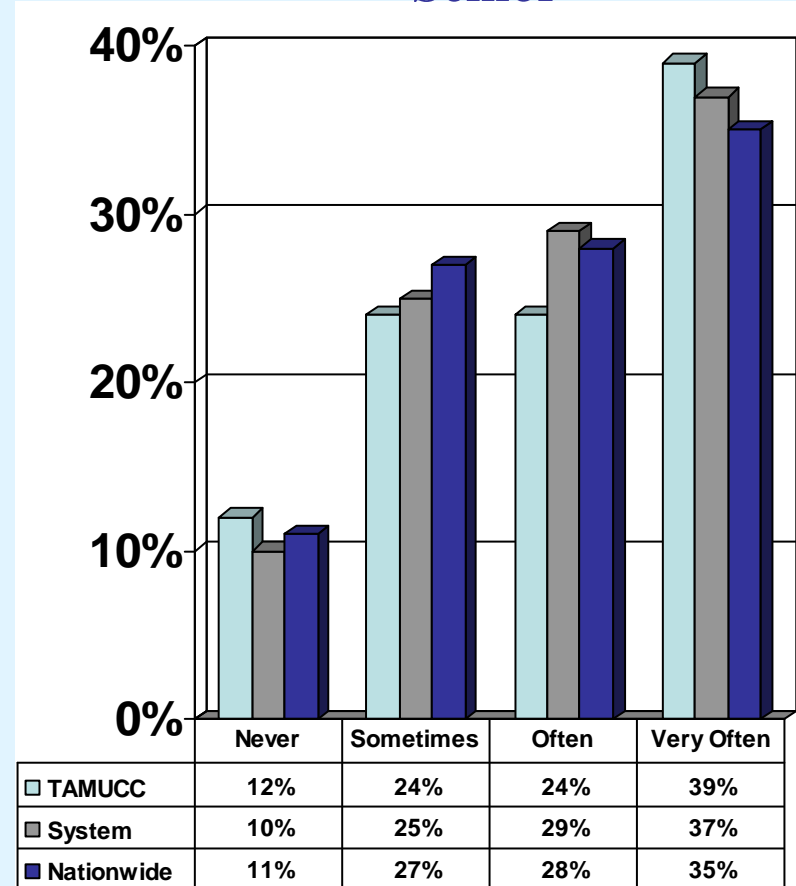


NSSE 2009 Results

Freshman



Senior

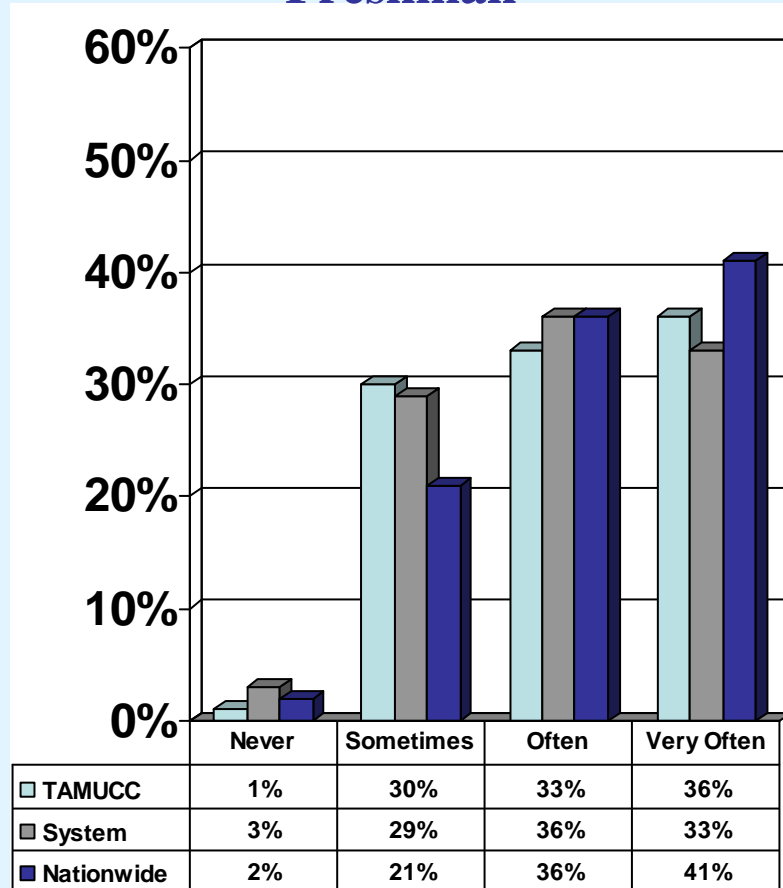


**(A&IE): Student used an electronic medium to discuss or complete an assignment
(i.e. internet, listserv, chat, IM)**

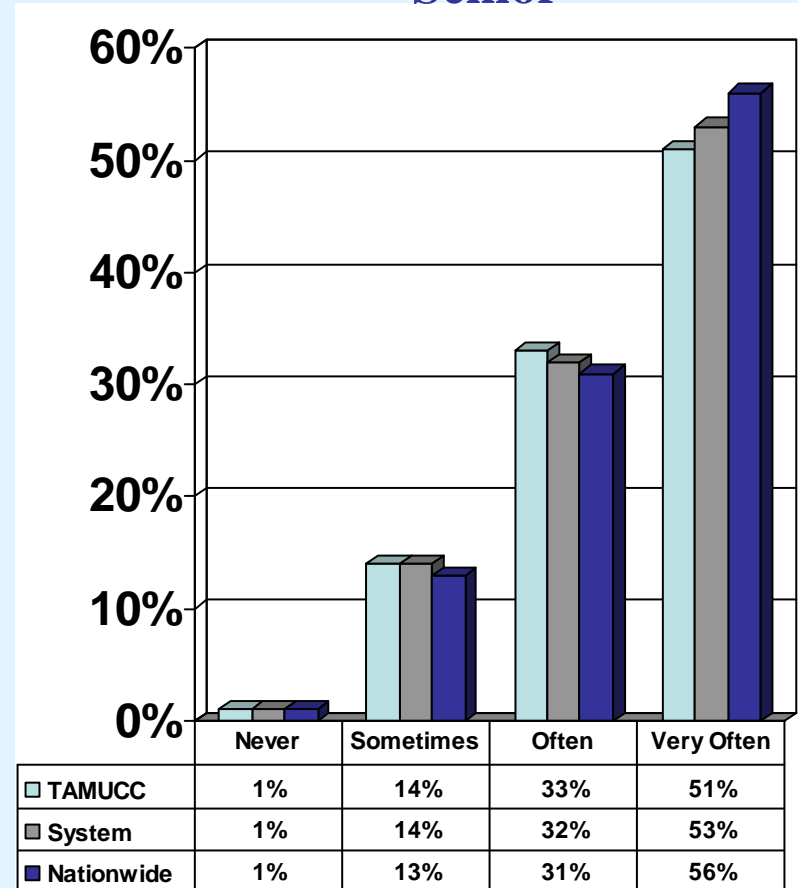


NSSE 2009 Results

Freshman



Senior

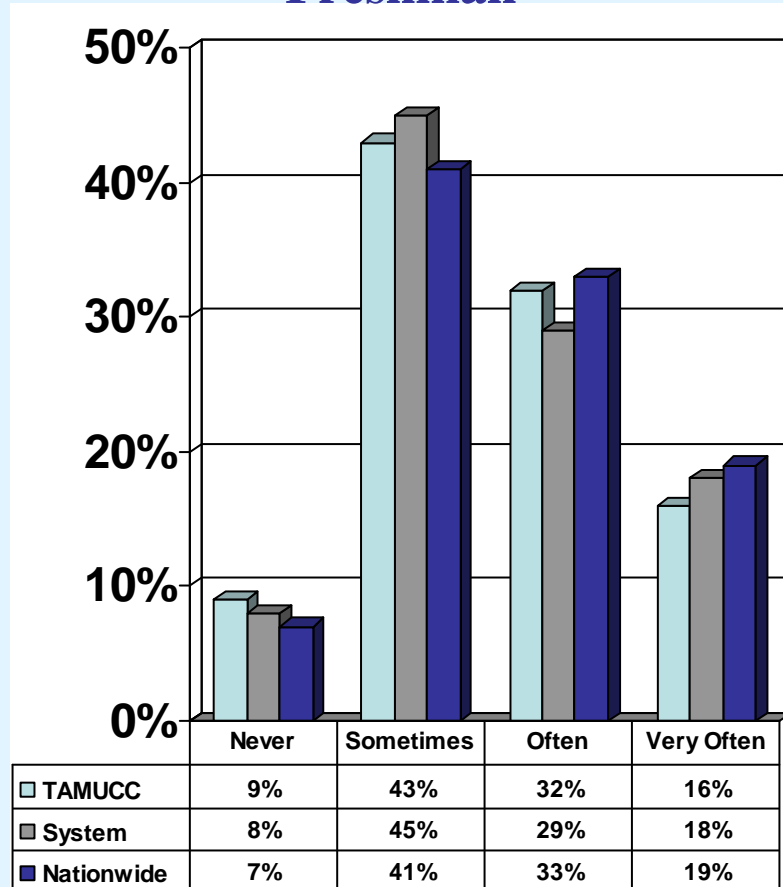


(A&IE): Student used email to communicate with an instructor

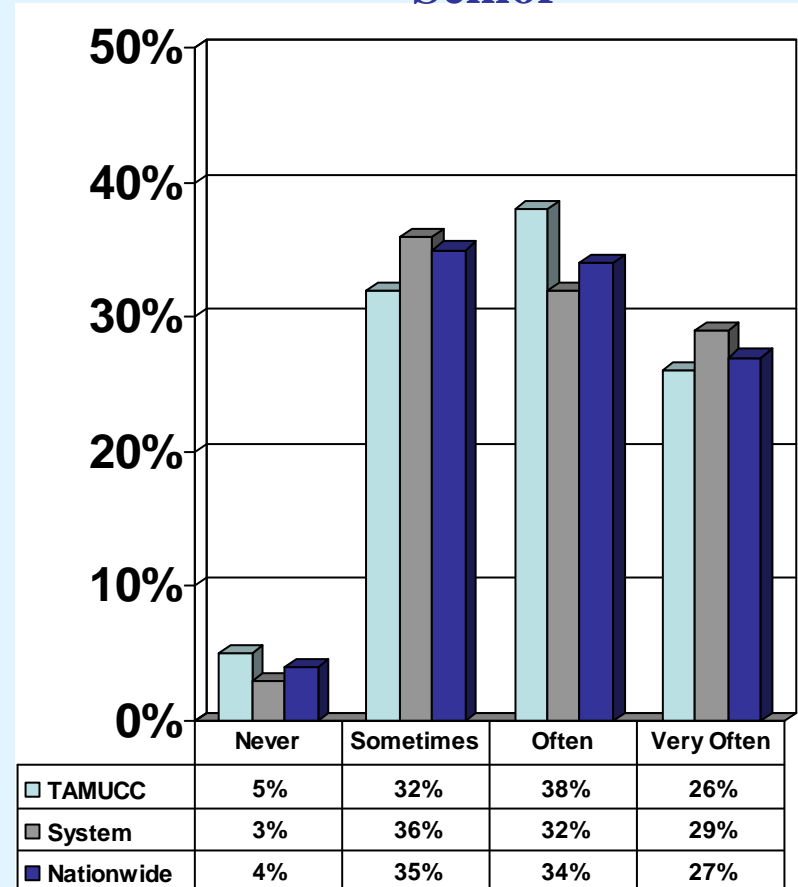


NSSE 2009 Results

Freshman



Senior

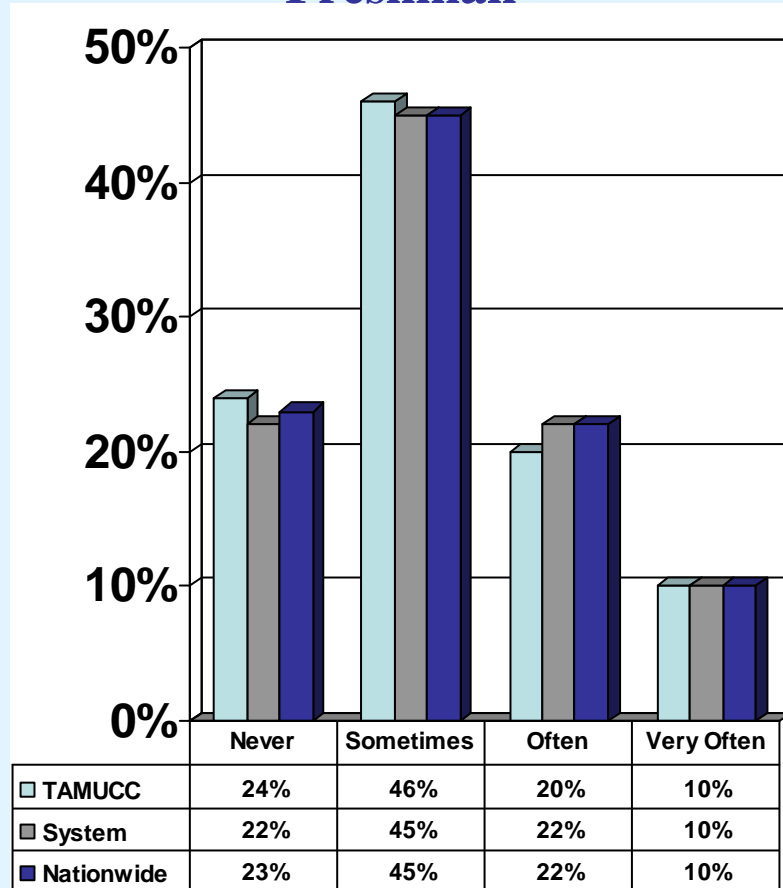


(A&IE): Student discussed grades or assignments with an instructor

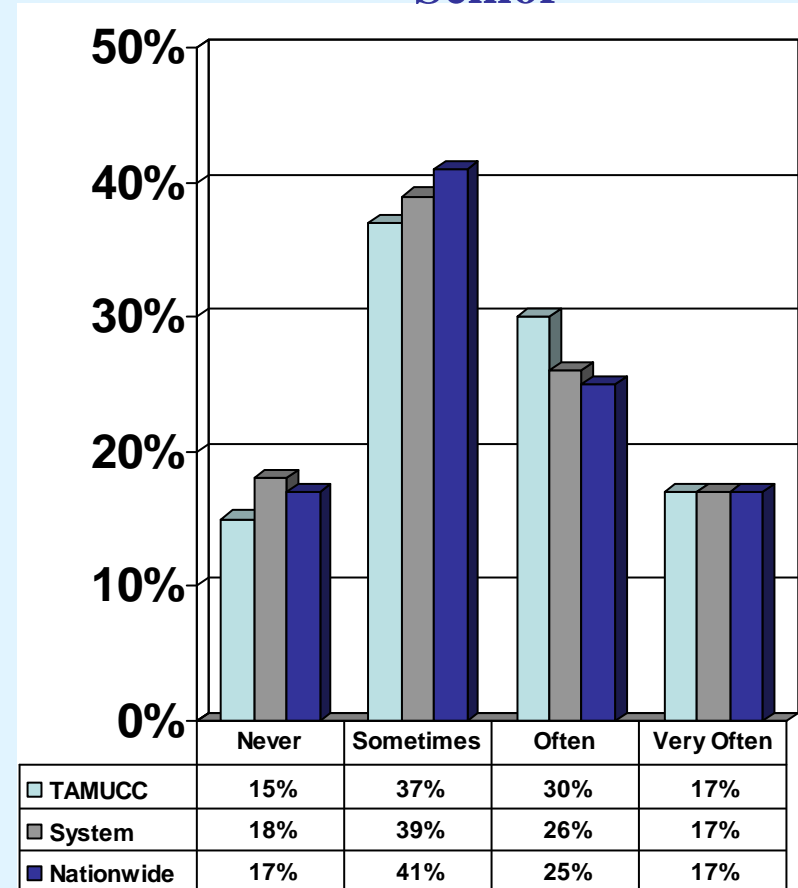


NSSE 2009 Results

Freshman



Senior

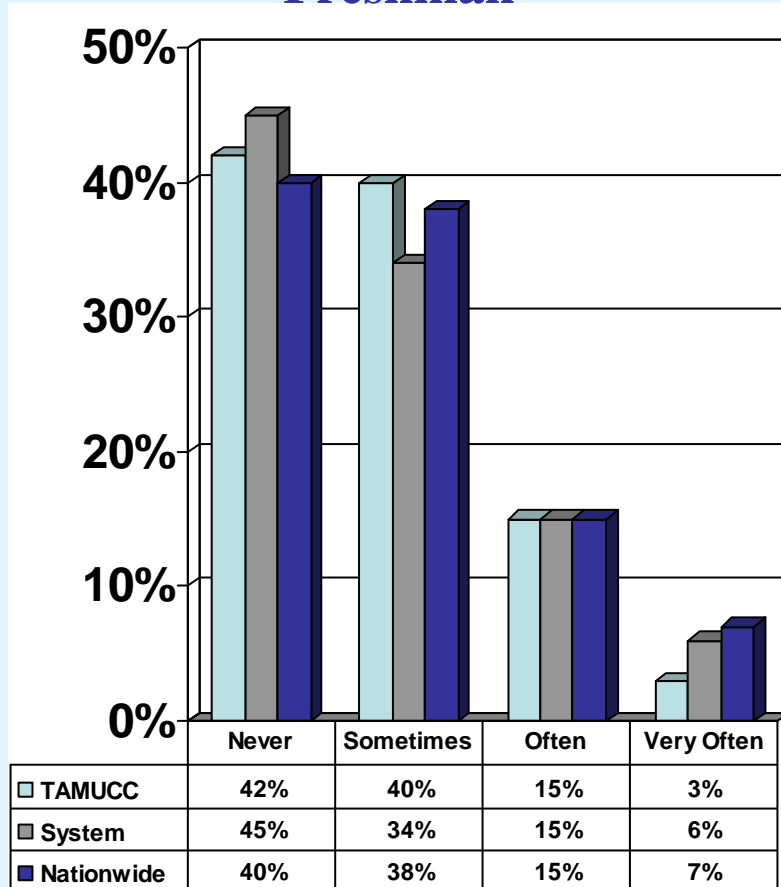


(A&IE): Student talked about career plans with a faculty member or advisor

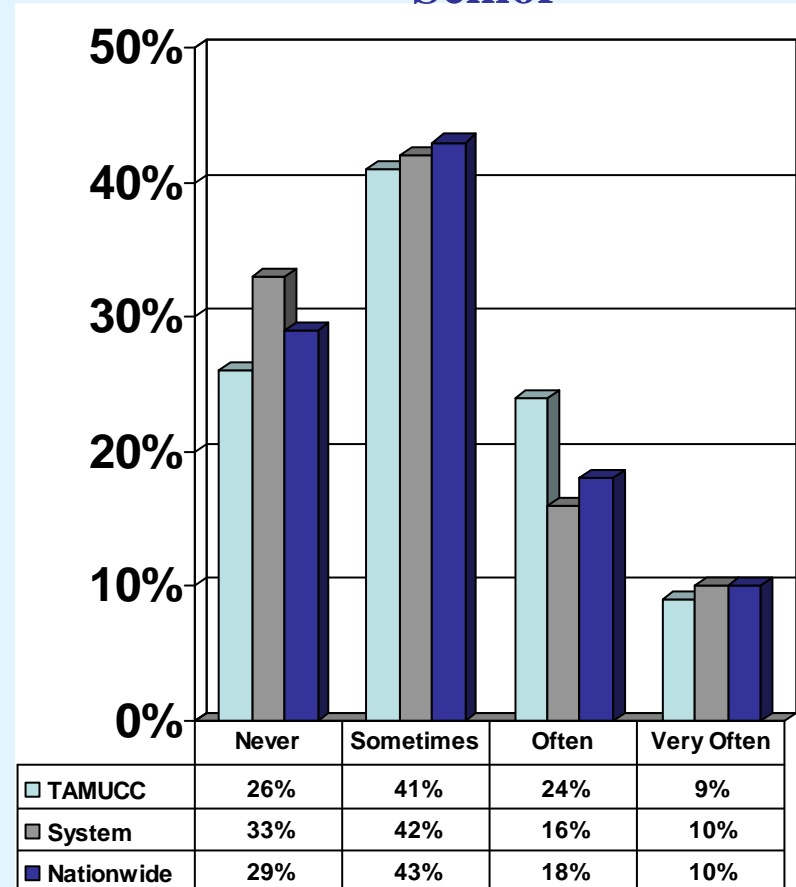


NSSE 2009 Results

Freshman



Senior

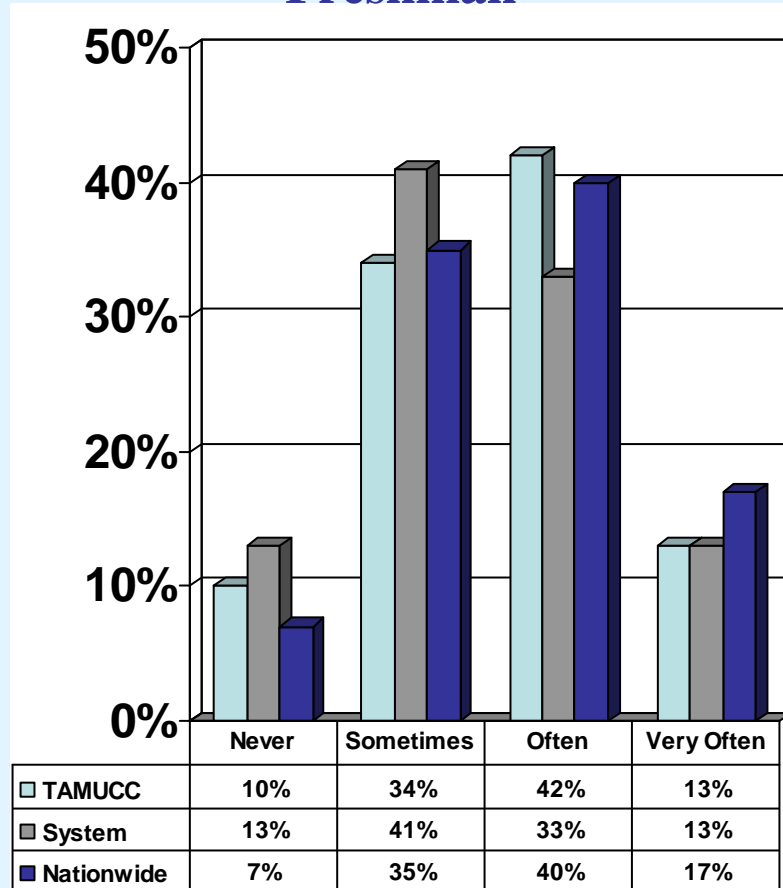


(A&IE): Student discussed ideas from class or coursework with faculty members outside of class

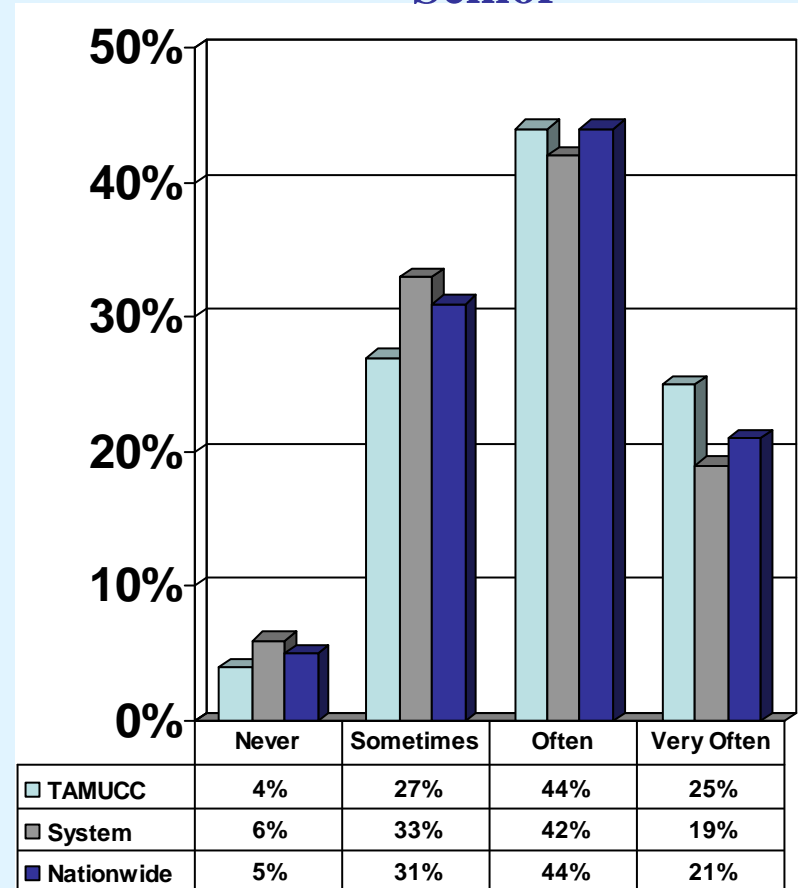


NSSE 2009 Results

Freshman



Senior

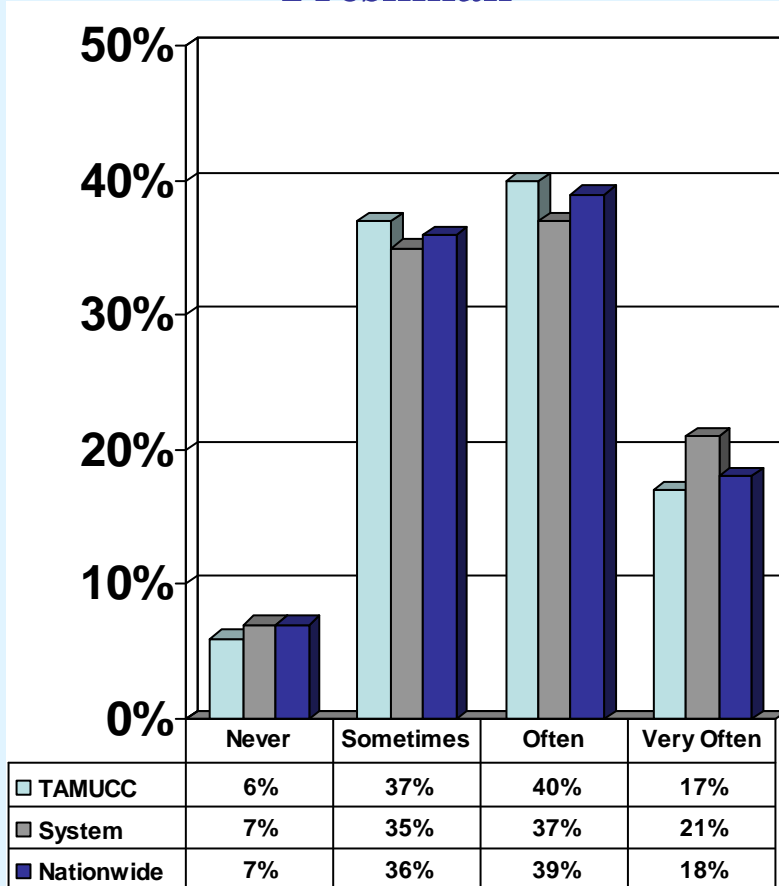


(A&IE): Student received prompt feedback from faculty on academic performance (written or oral)

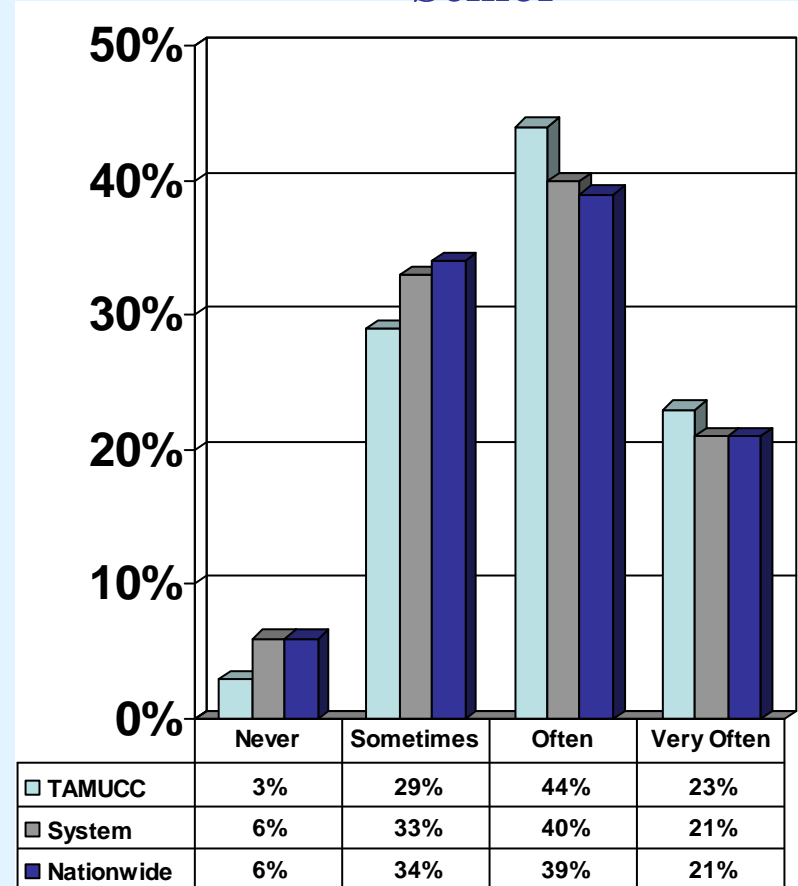


NSSE 2009 Results

Freshman



Senior

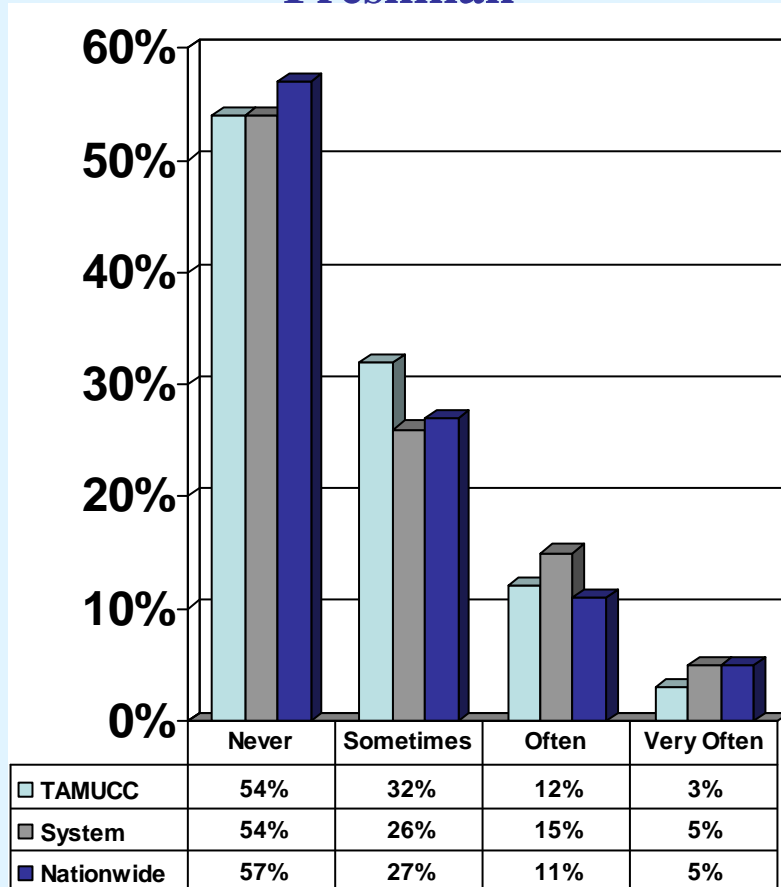


(A&IE): Student worked harder than anticipated to meet instructors' expectations/standards

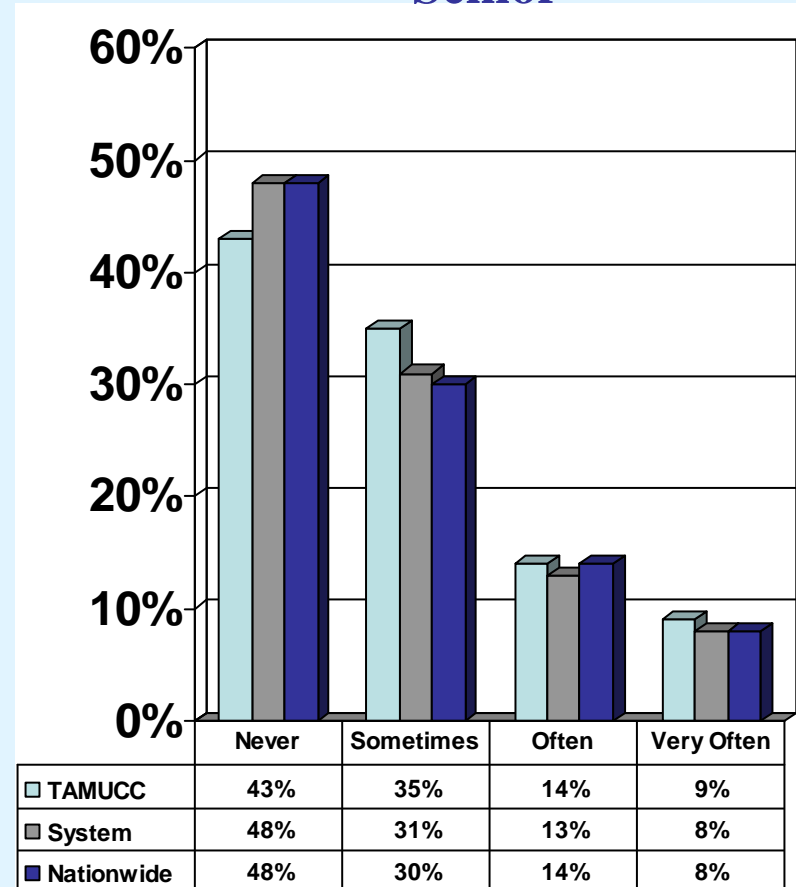


NSSE 2009 Results

Freshman



Senior

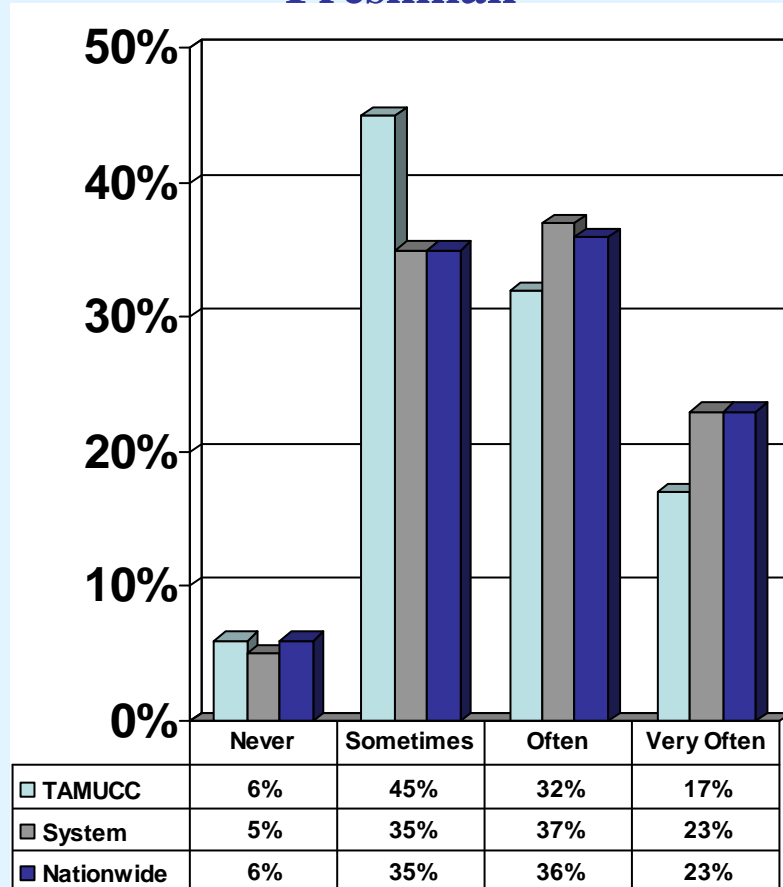


(A&IE): Student worked with faculty on other activities than coursework (committees, orientation, etc.)

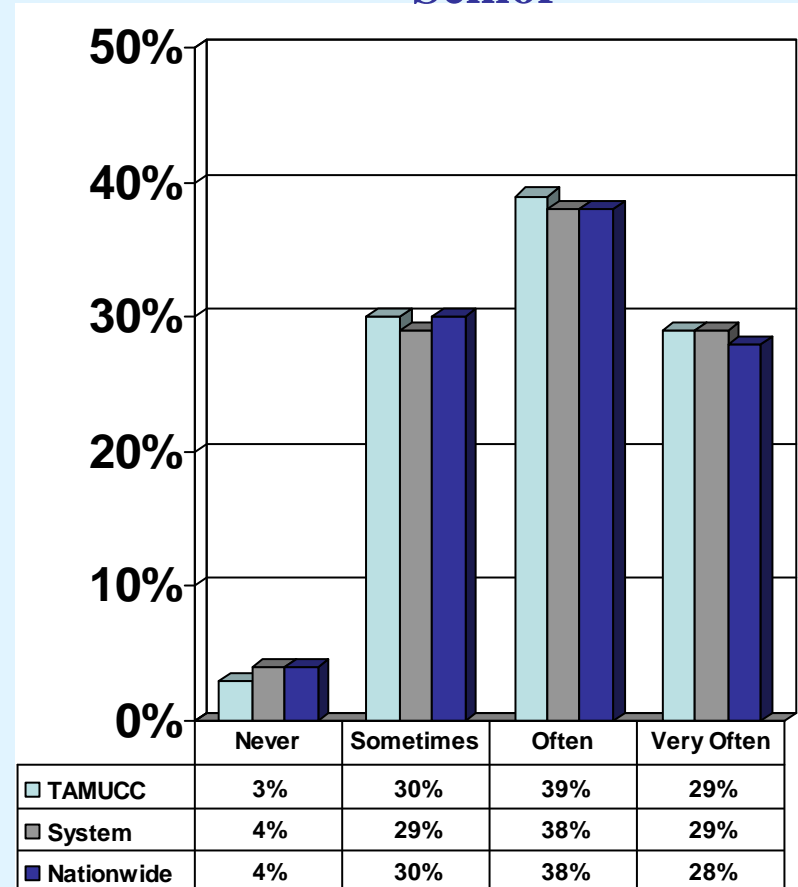


NSSE 2009 Results

Freshman



Senior

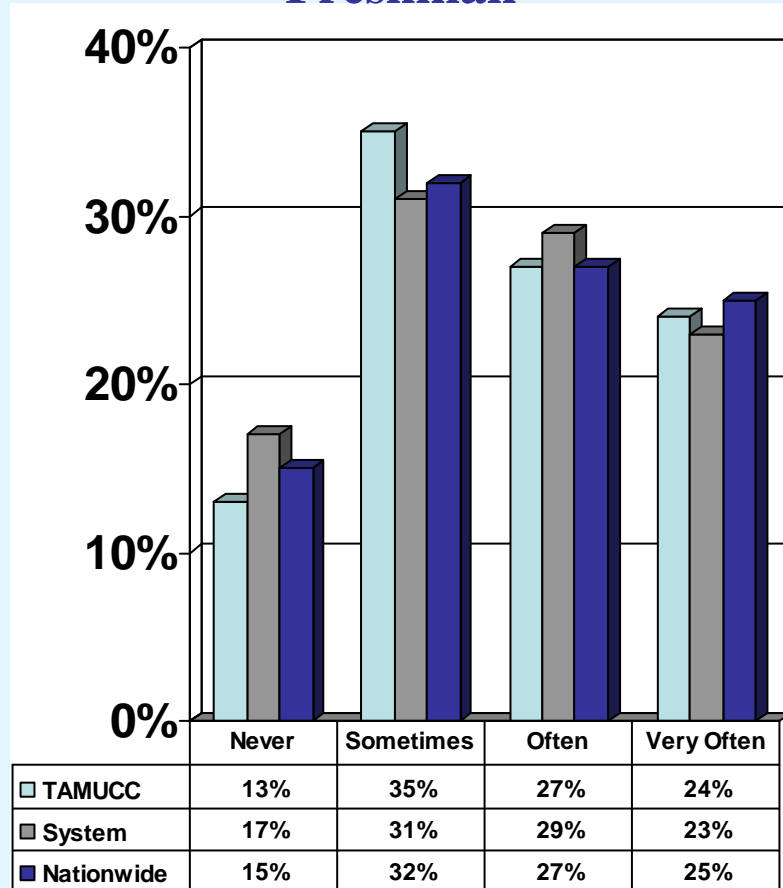


(A&IE): Student discussed ideas from coursework/classes with others outside of class (students, family members, co-workers, etc.)

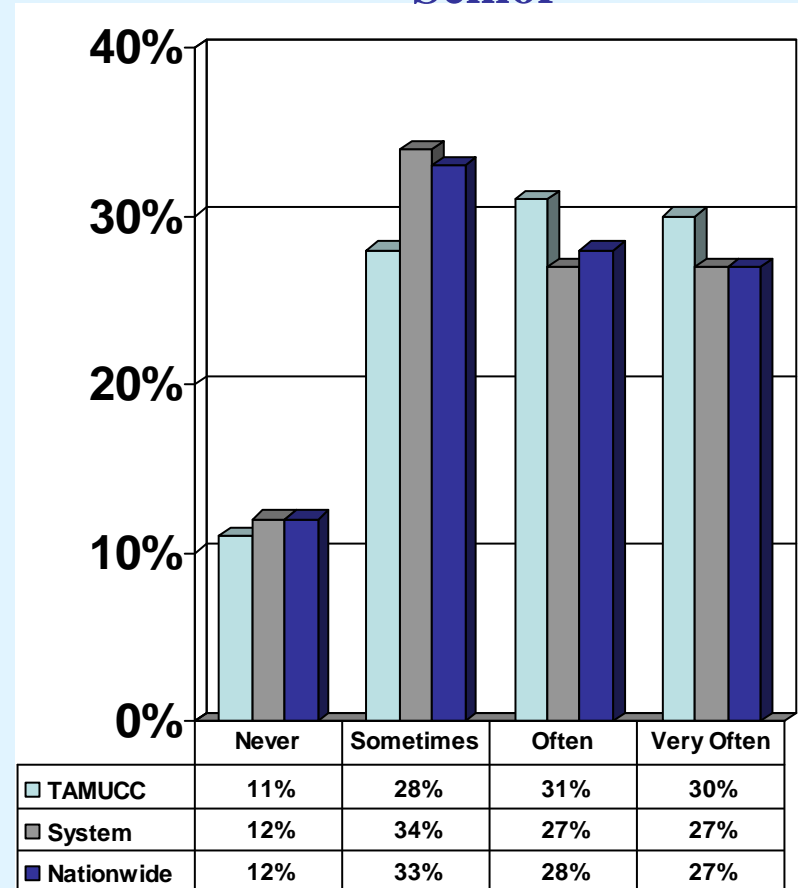


NSSE 2009 Results

Freshman



Senior

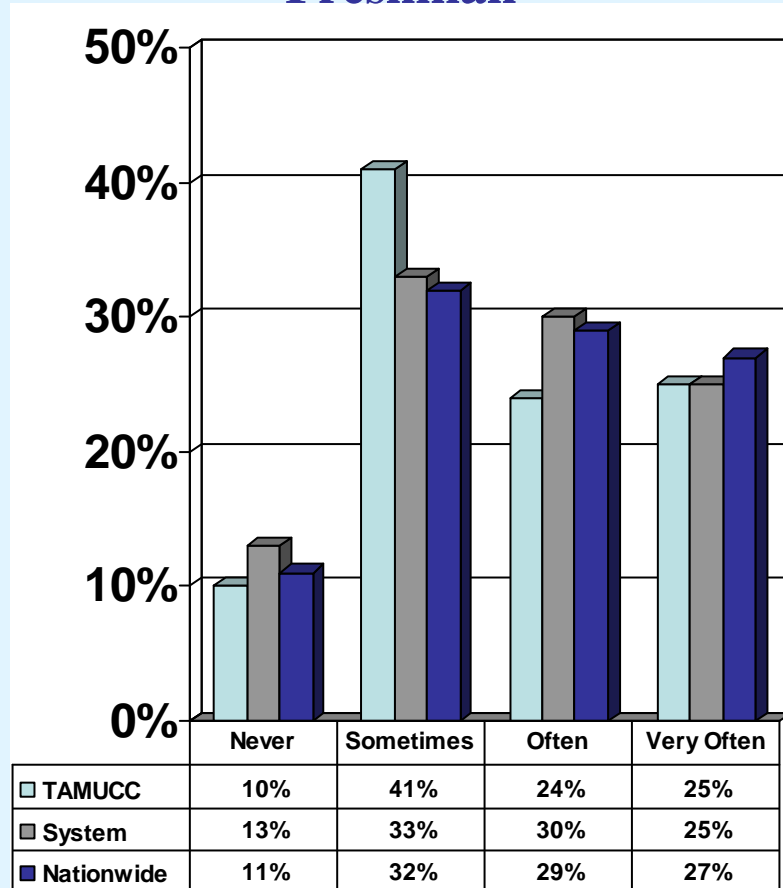


(A&IE): Student had conversations with students of a different race or ethnicity than their own

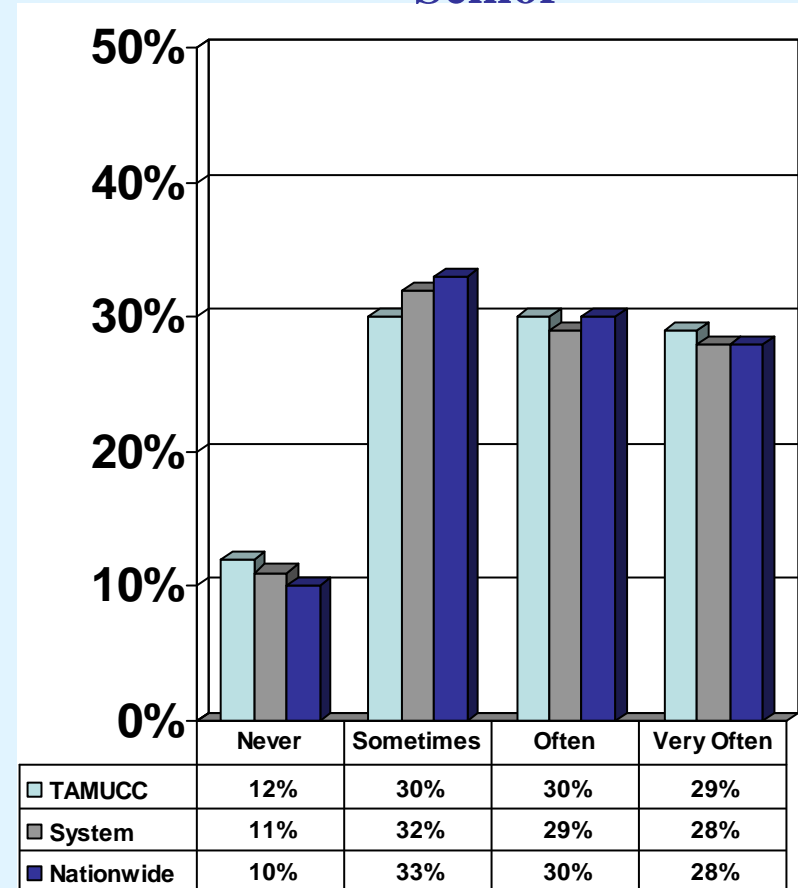


NSSE 2009 Results

Freshman



Senior

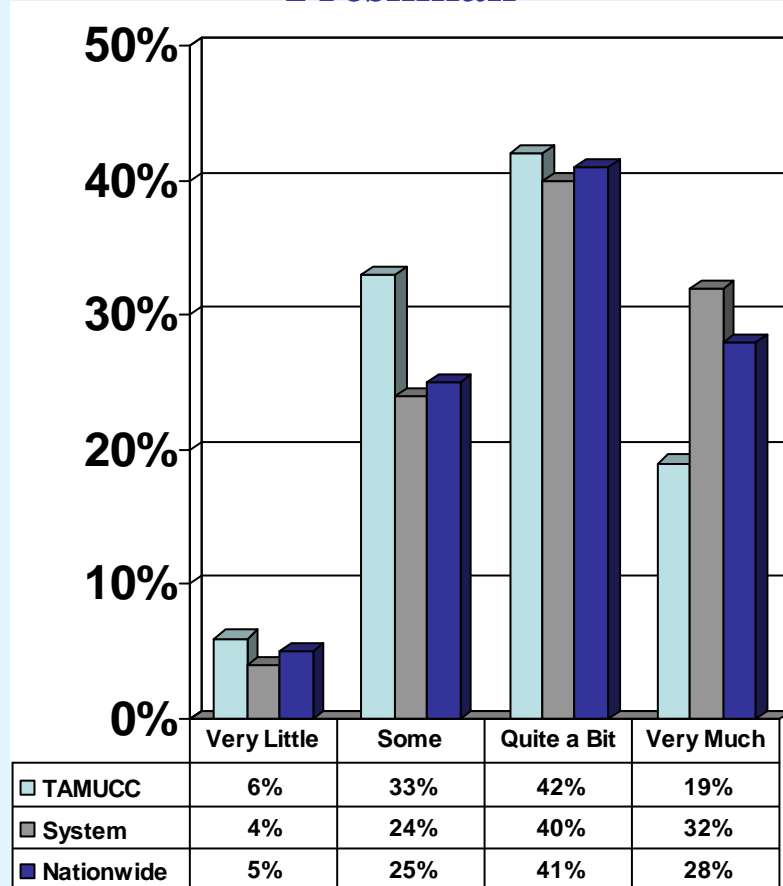


(A&IE): Student had conversations with students having different political, religious, or personal values than their own

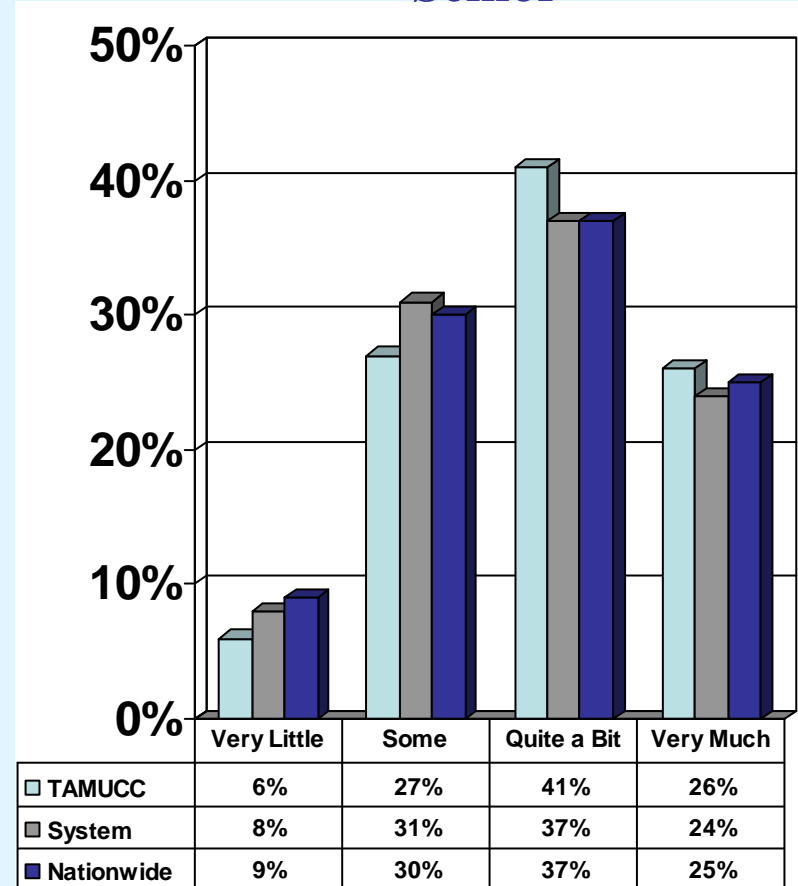


NSSE 2009 Results

Freshman



Senior

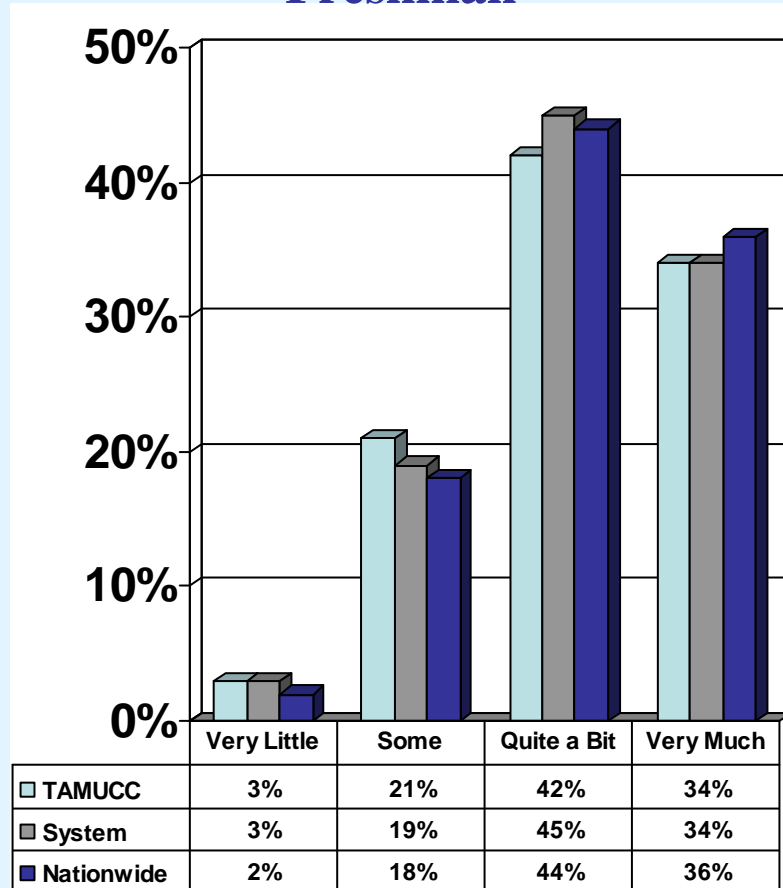


(A&IE): Student coursework emphasizes memorizing facts, ideas, or methods acquired from courses

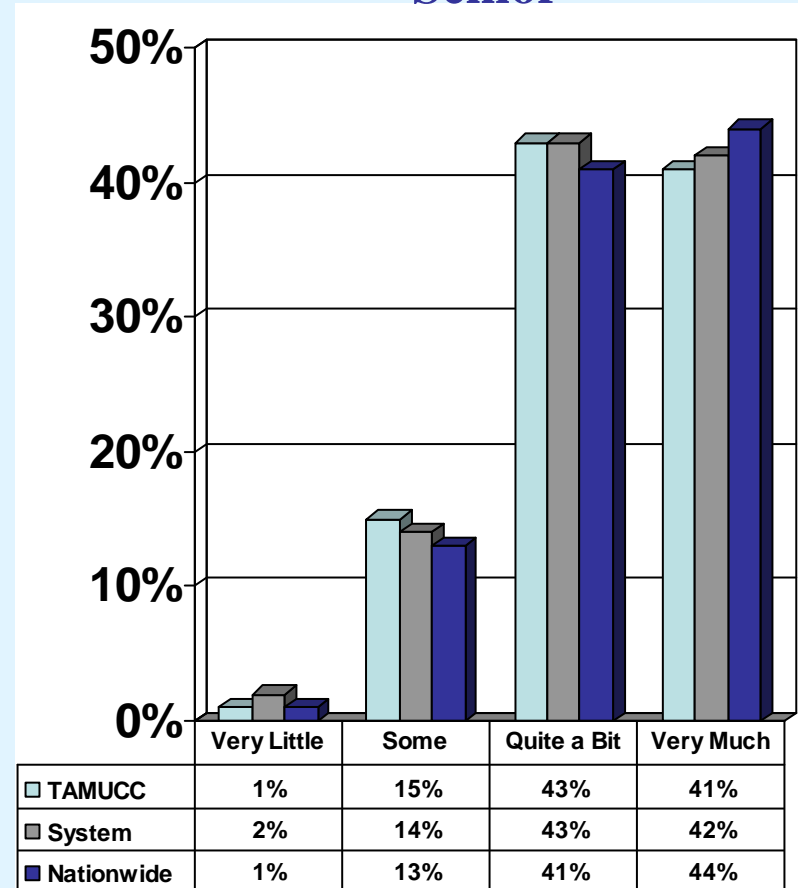


NSSE 2009 Results

Freshman



Senior

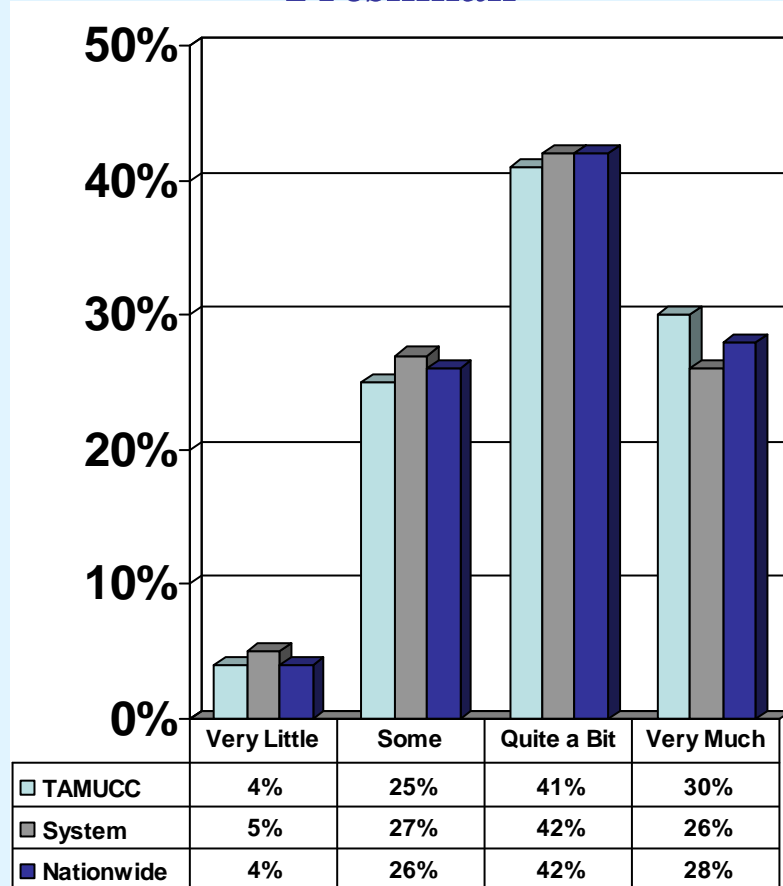


(A&IE): Student coursework emphasizes analyzing the basic elements of an idea, experience or theory

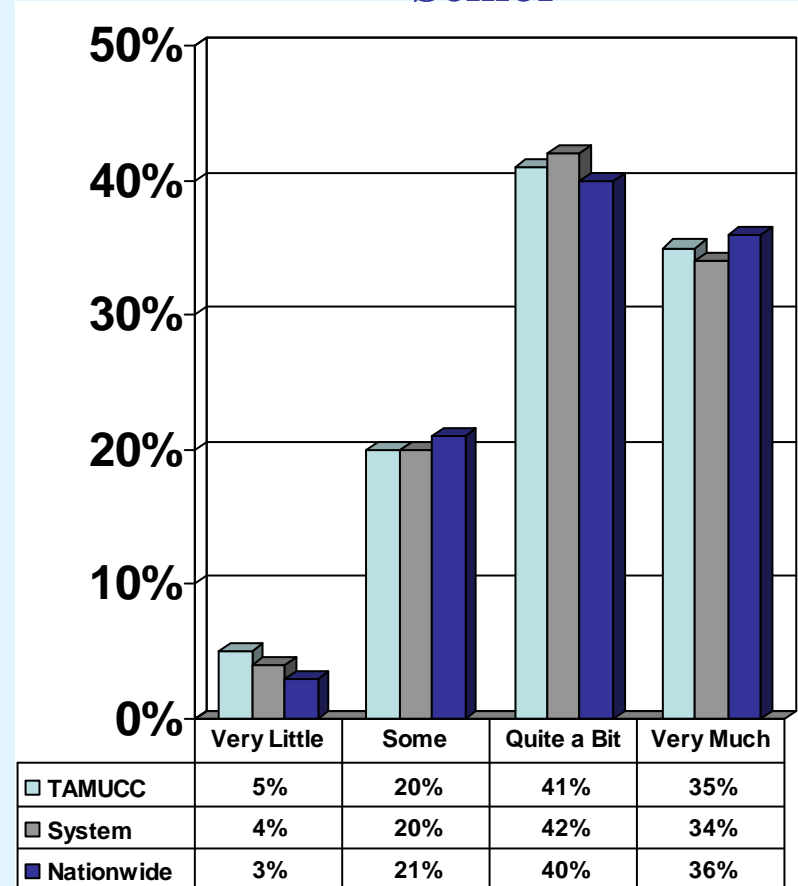


NSSE 2009 Results

Freshman



Senior

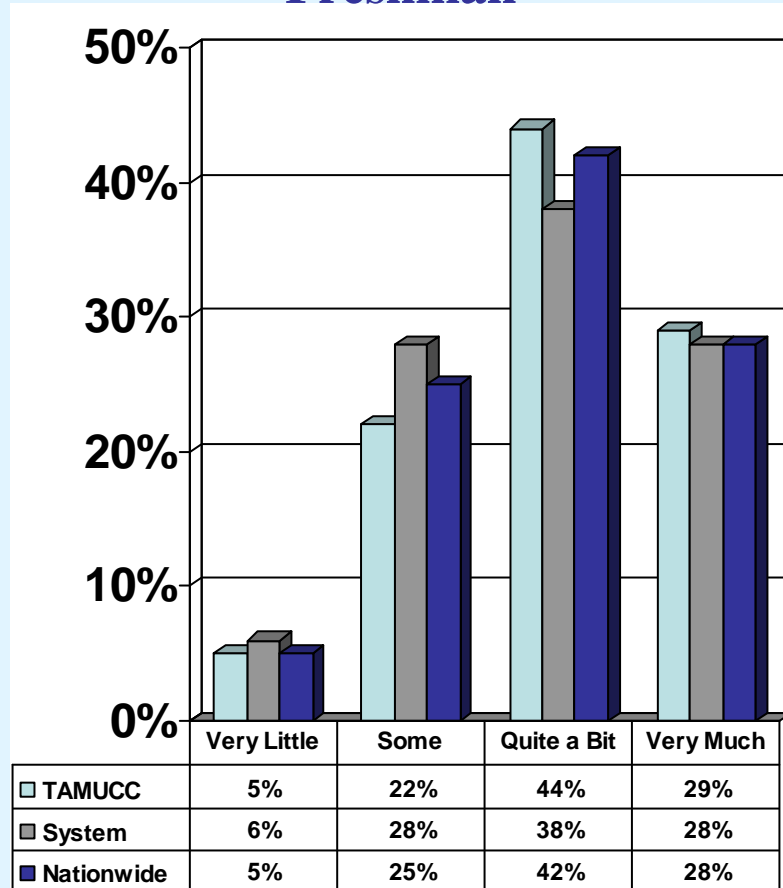


(A&IE): Student coursework emphasizes synthesizing and organizing ideas, information, or experiences

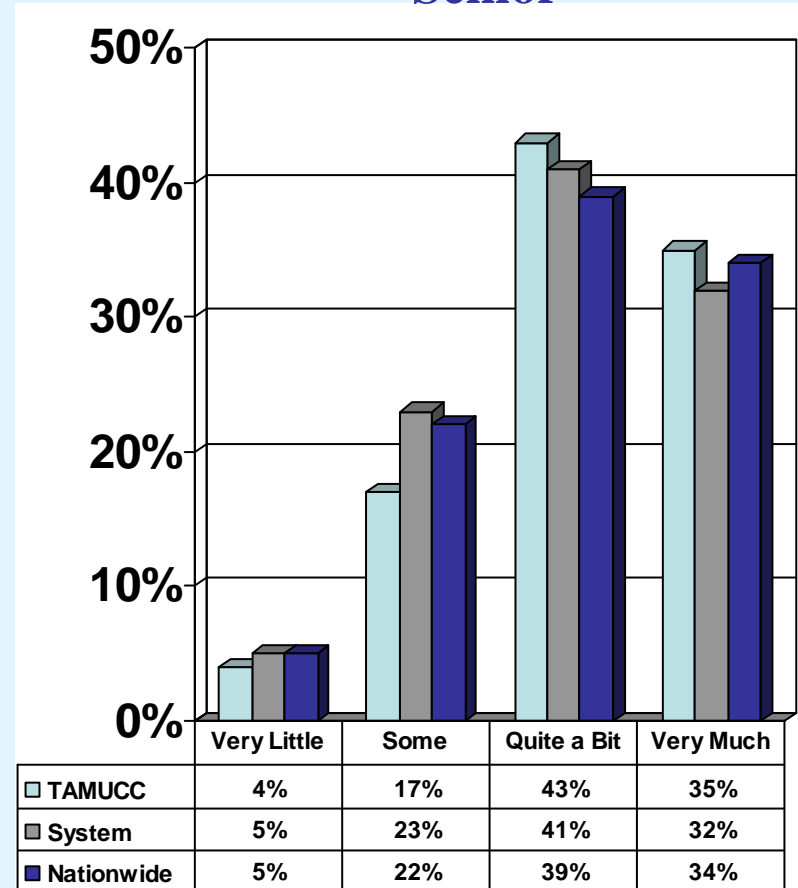


NSSE 2009 Results

Freshman



Senior

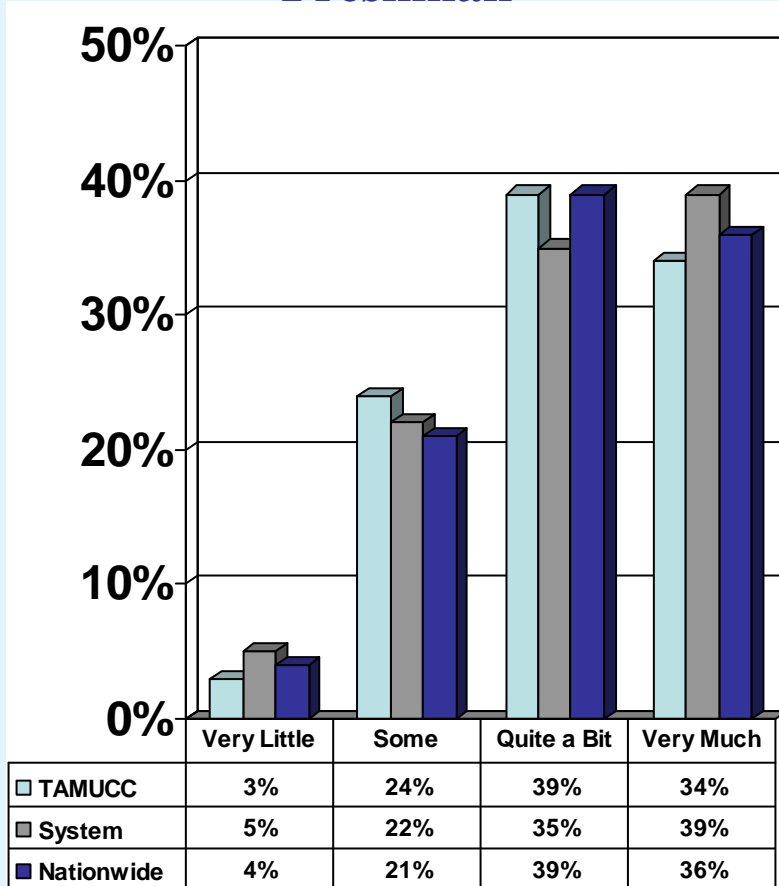


(A&IE): Student coursework emphasizes making judgments about the value of information, arguments, or methods

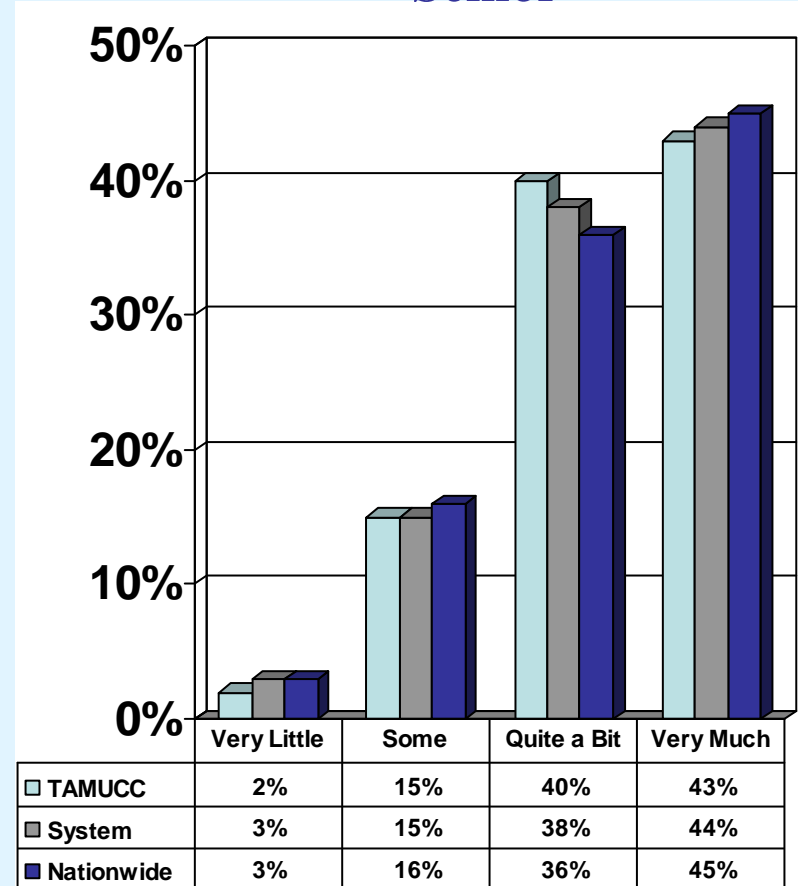


NSSE 2009 Results

Freshman



Senior

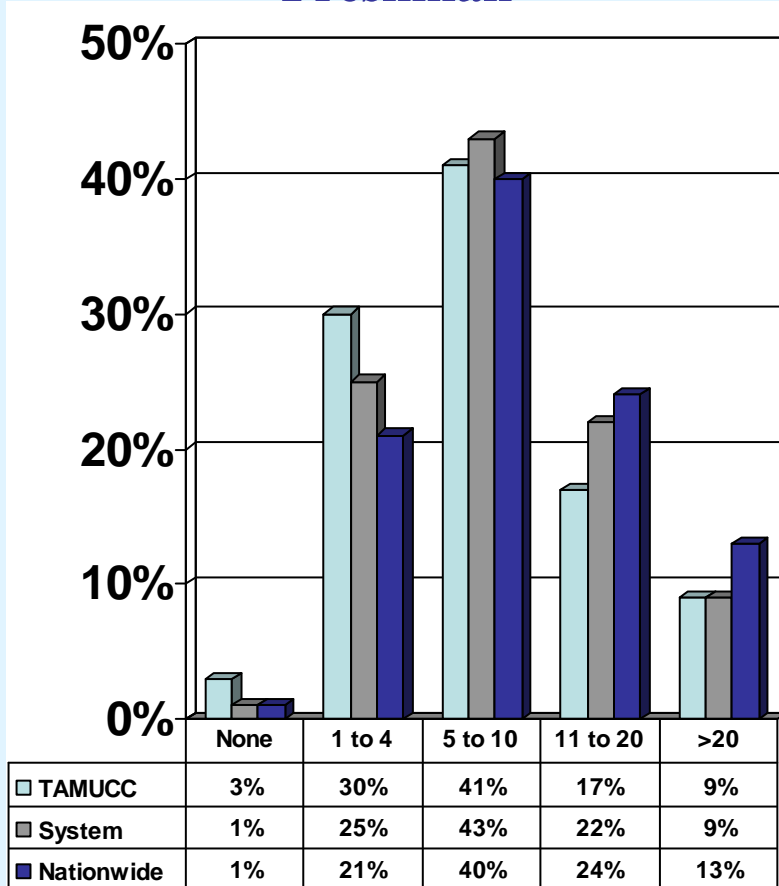


(A&IE): Student coursework emphasizes applying theories or concepts to practical problems or new situations

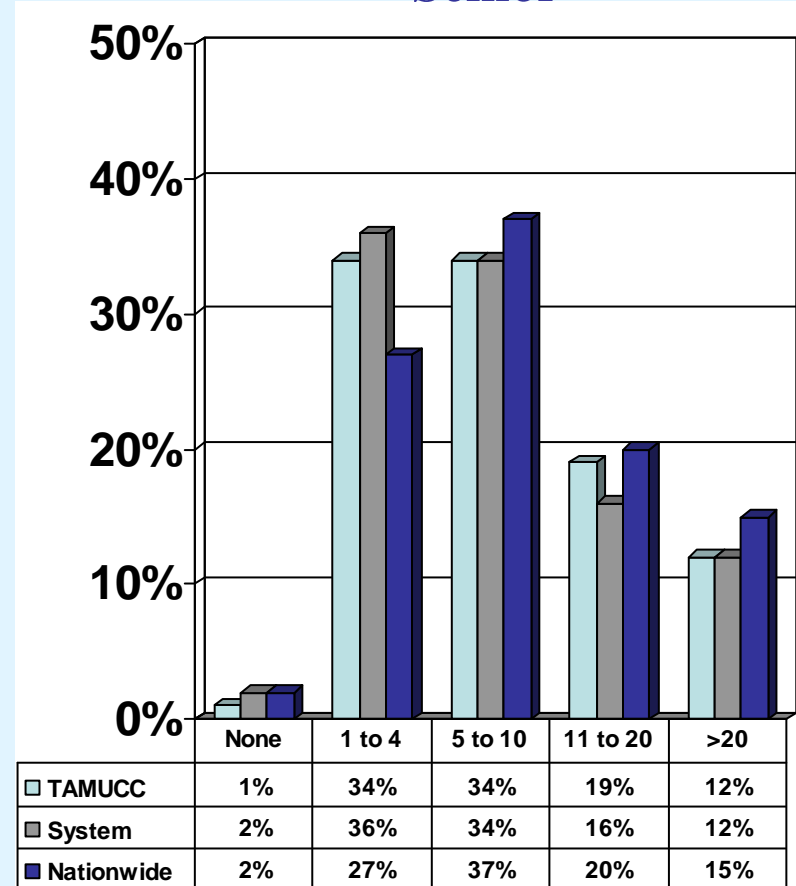


NSSE 2009 Results

Freshman



Senior

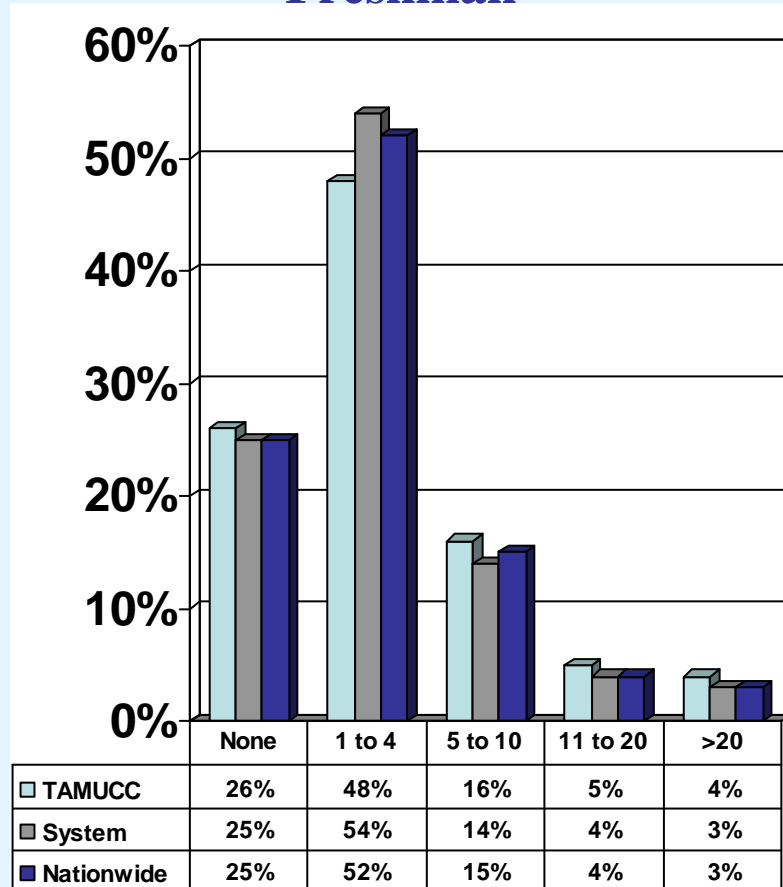


(A&IE): Number of reading assignments from textbooks, books, or book length packs

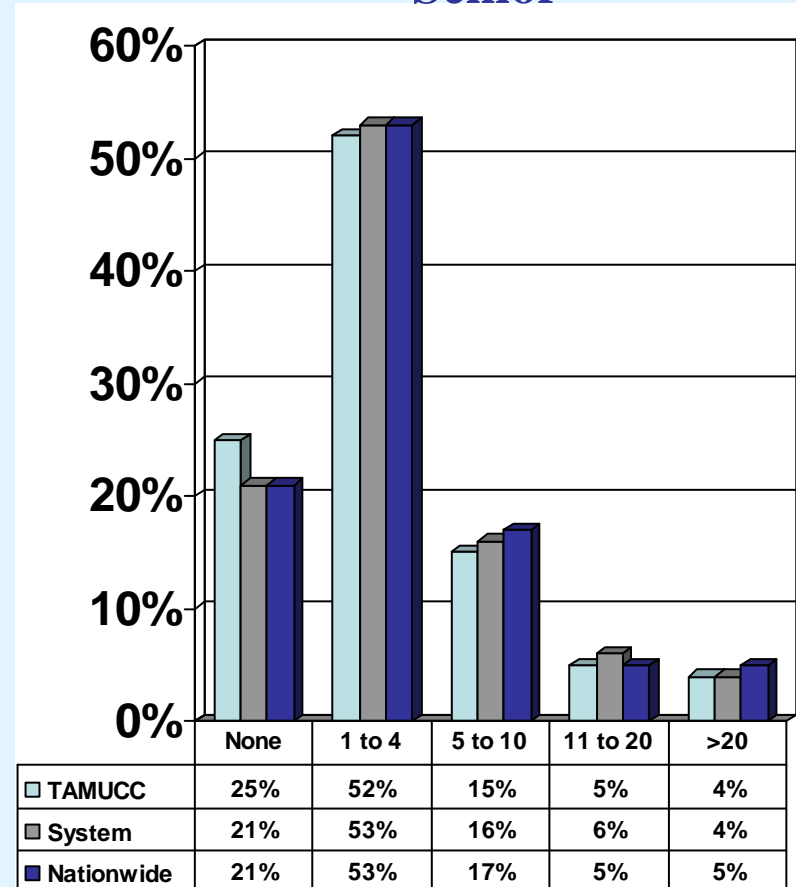


NSSE 2009 Results

Freshman



Senior

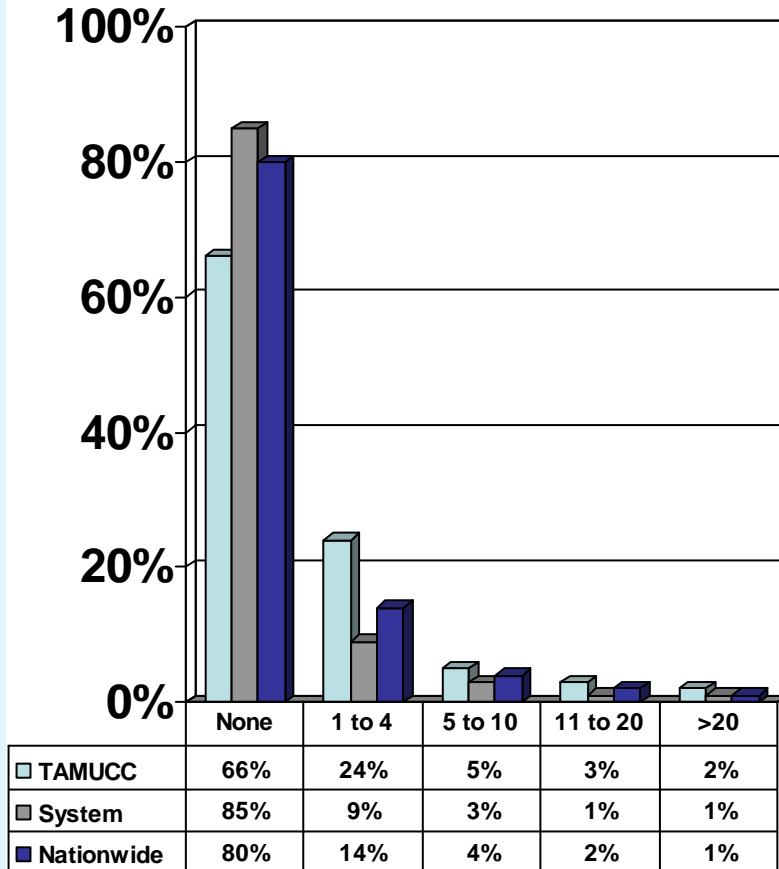


(A&IE): Number of books read on one's own (not assigned) for personal enjoyment or academic enrichment

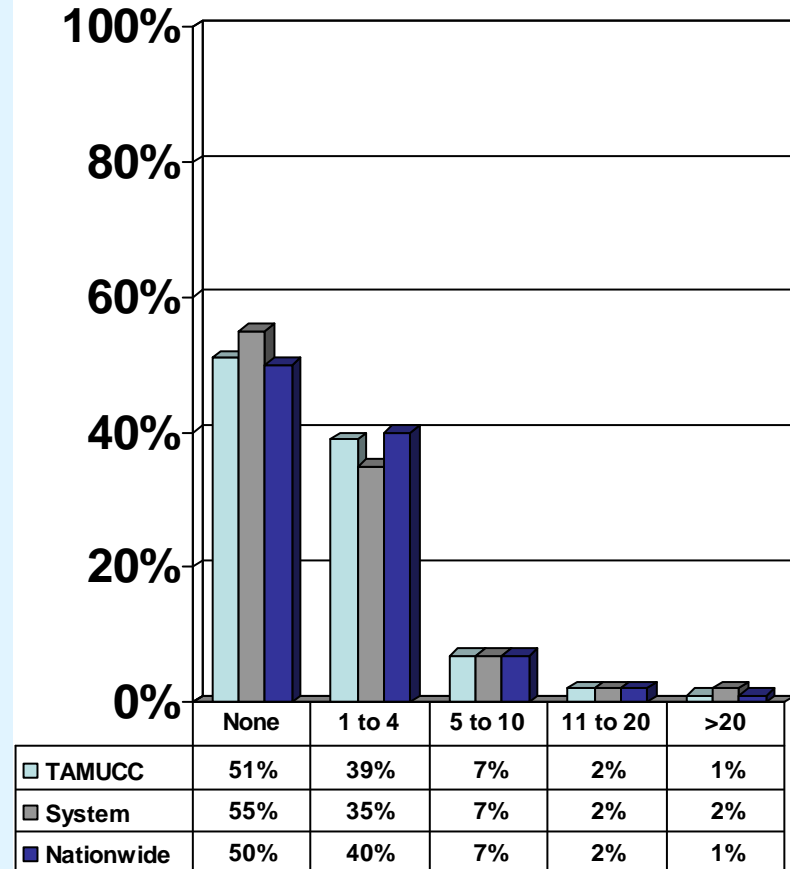


NSSE 2009 Results

Freshman



Senior

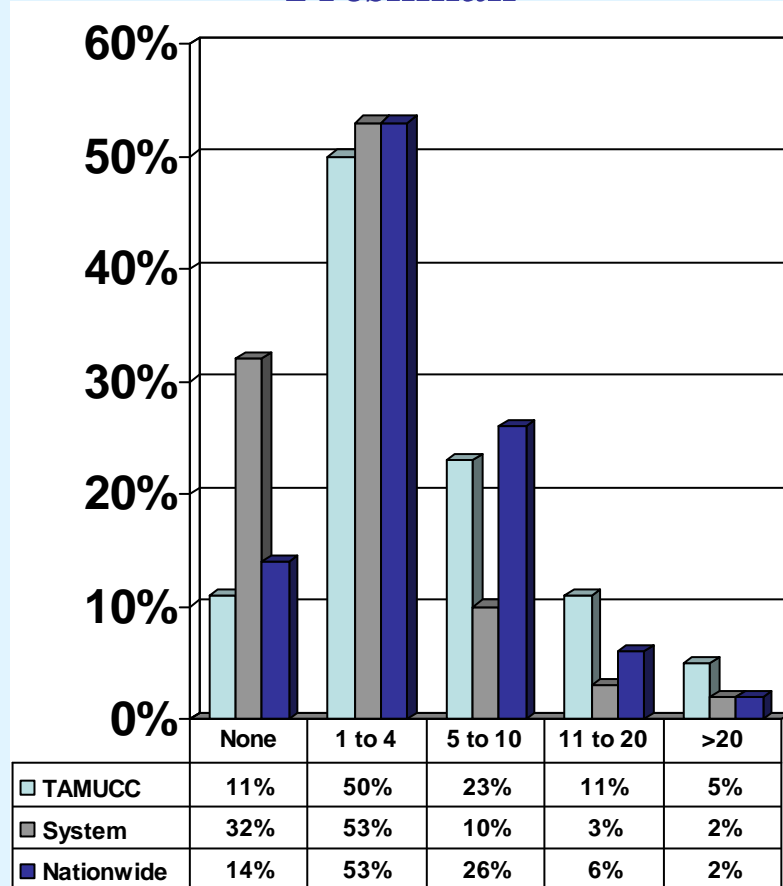


(A&IE): Number of written papers or reports consisting of 20 pages or more

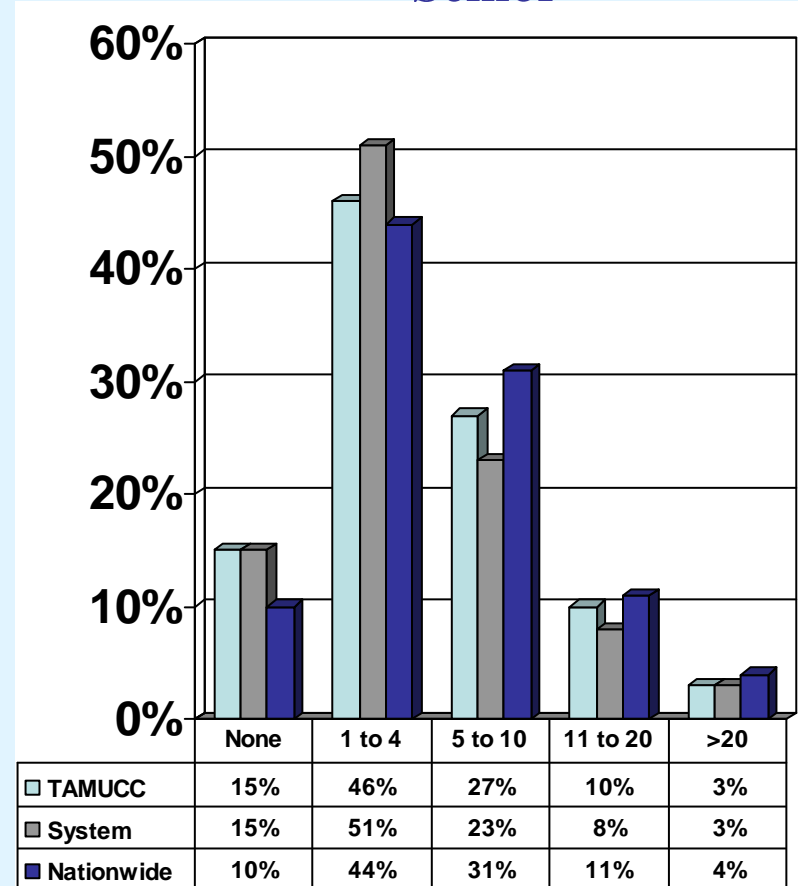


NSSE 2009 Results

Freshman



Senior

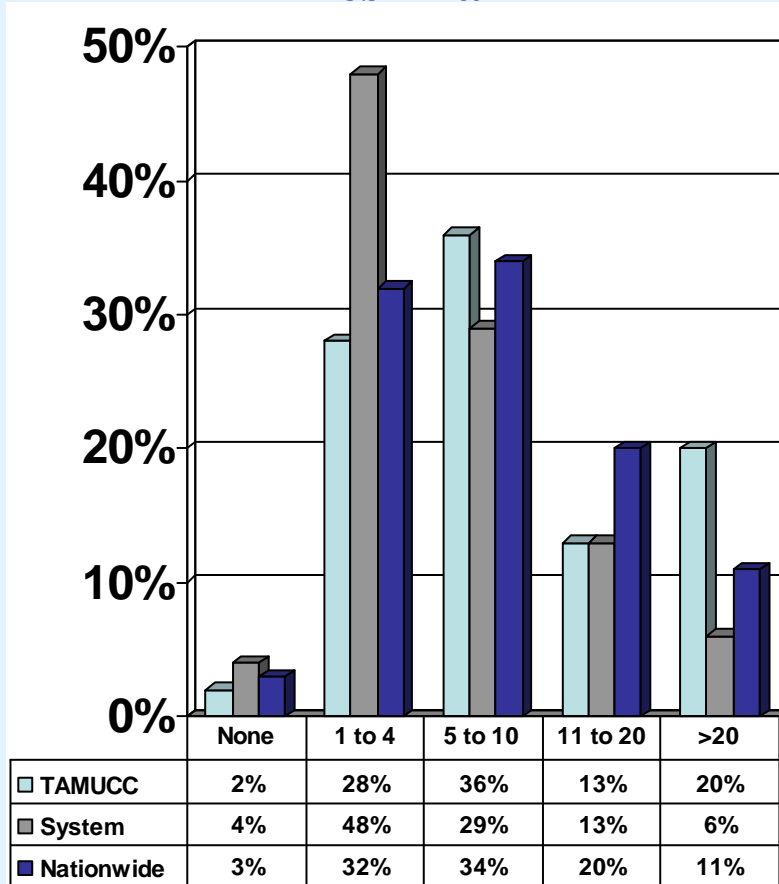


(A&IE): Number of written papers or reports consisting of 5 to 19 pages

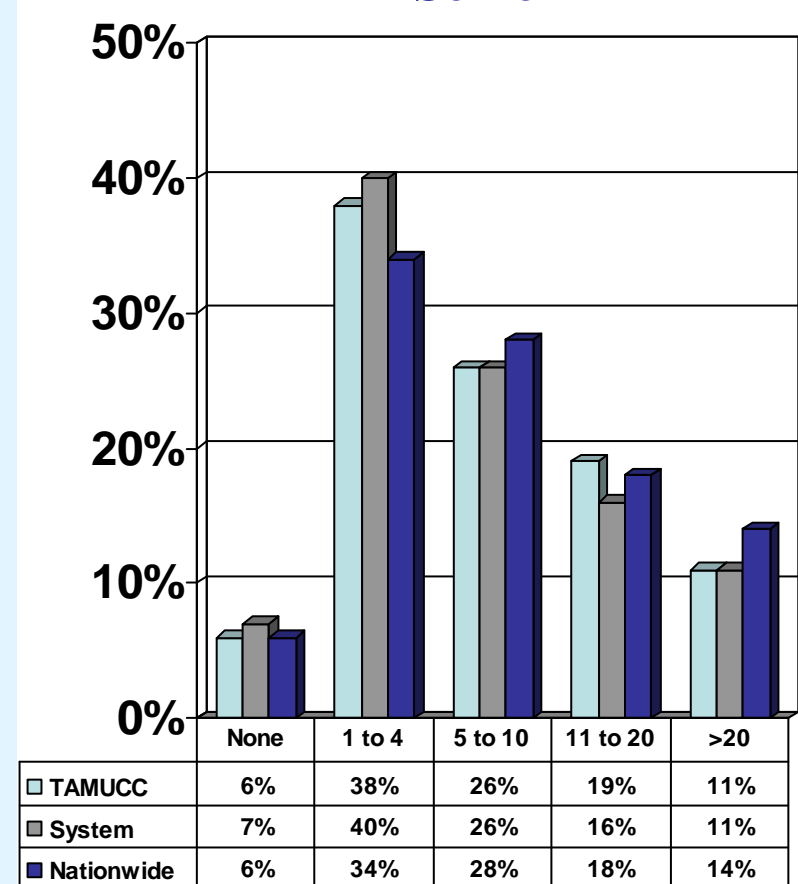


NSSE 2009 Results

Freshman



Senior

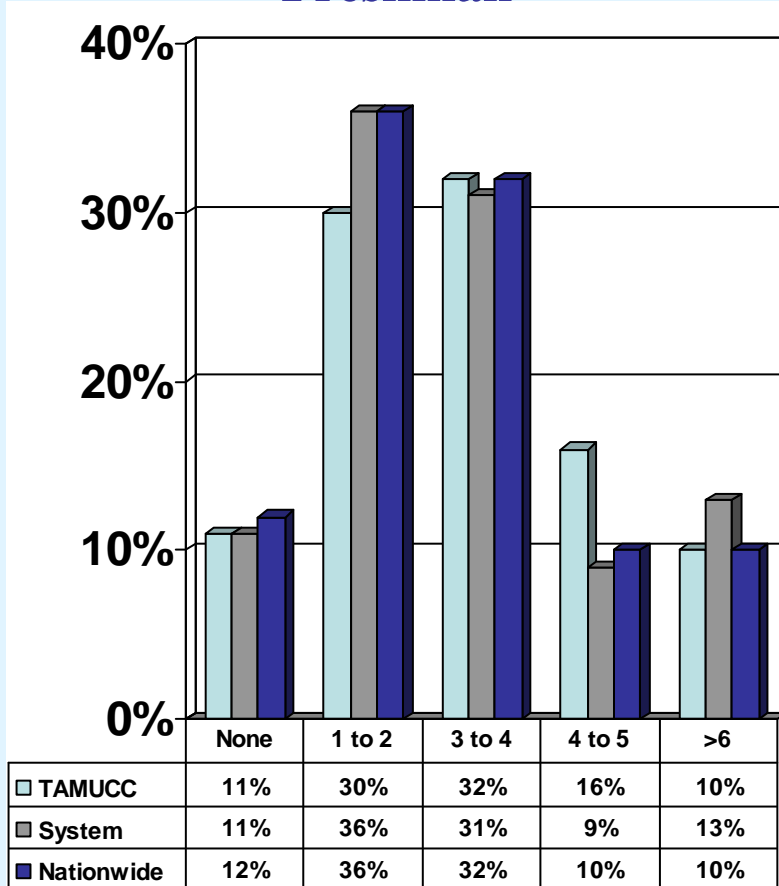


(A&IE): Number of written papers or reports consisting of fewer than 5 pages

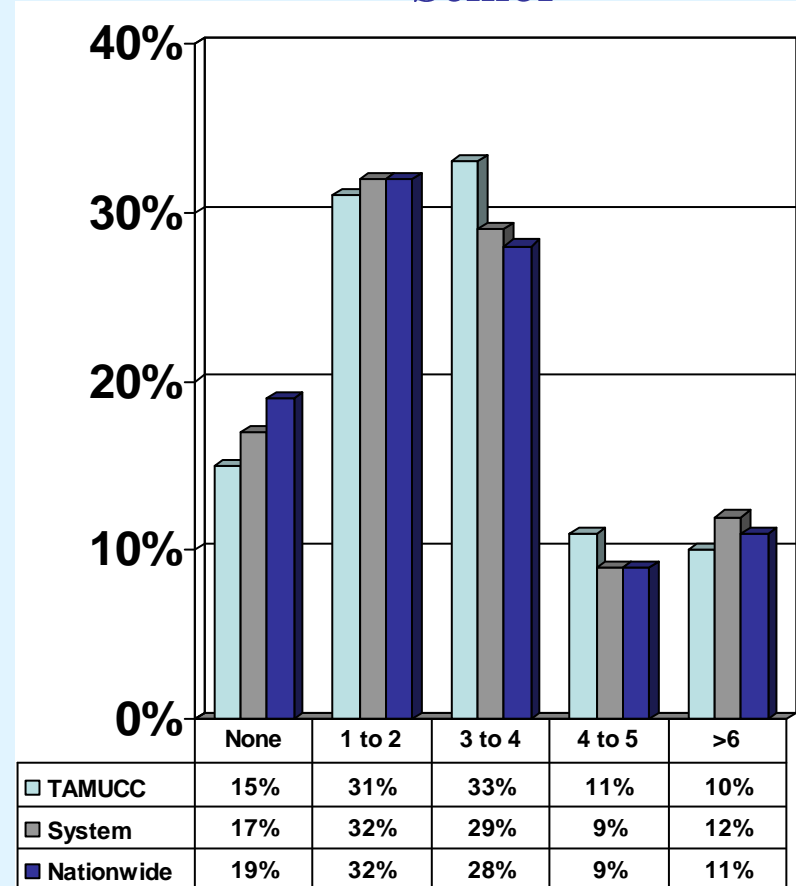


NSSE 2009 Results

Freshman



Senior

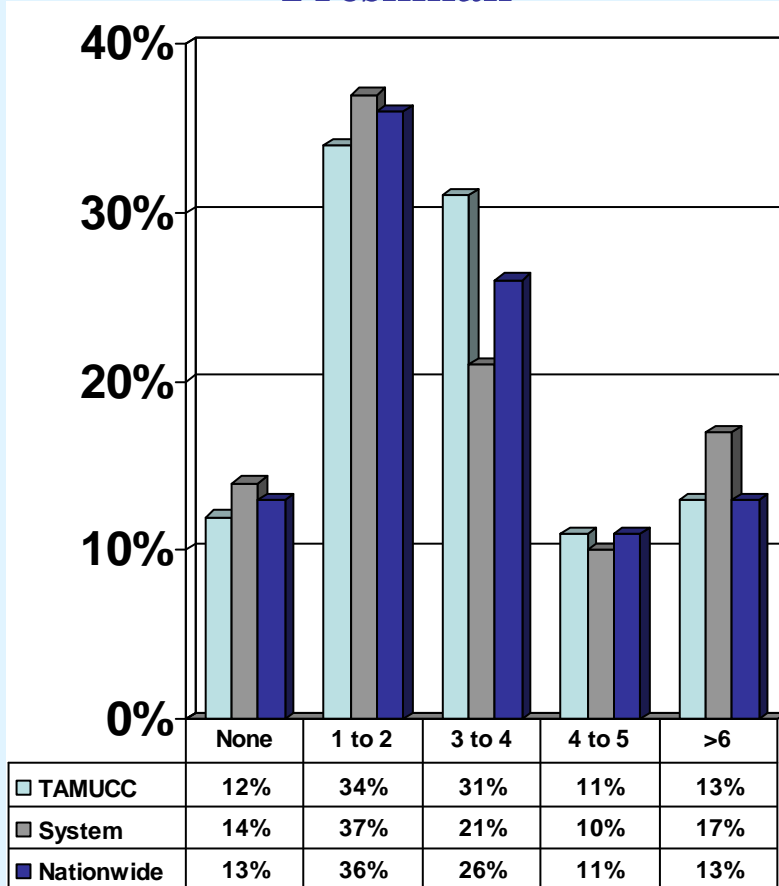


(A&IE): Number of problem sets that took more than one hour to complete in a typical week

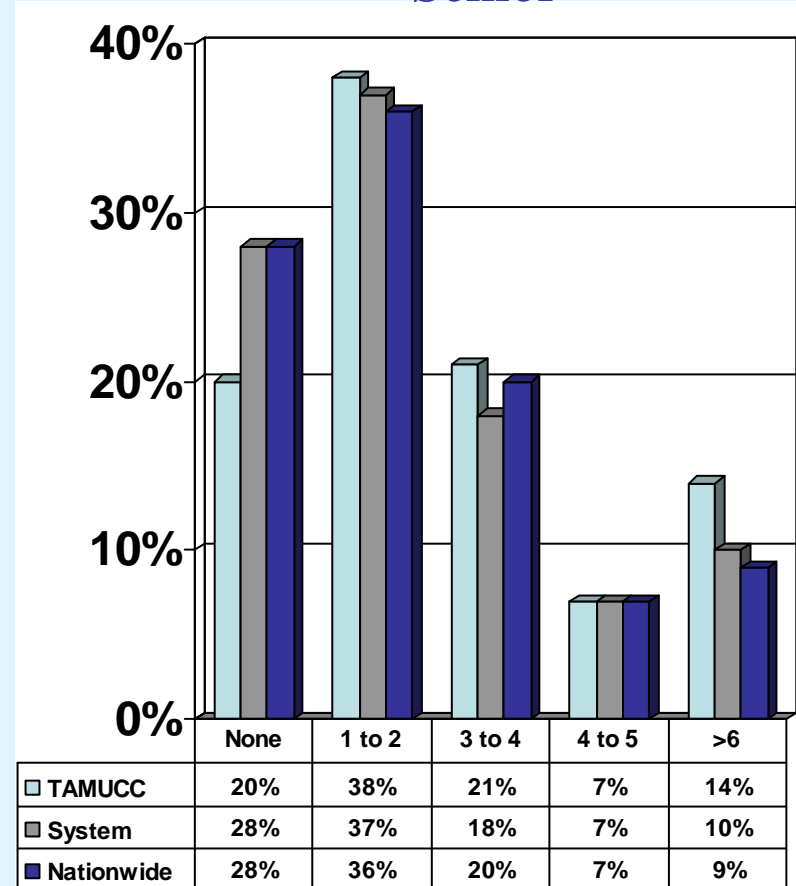


NSSE 2009 Results

Freshman



Senior

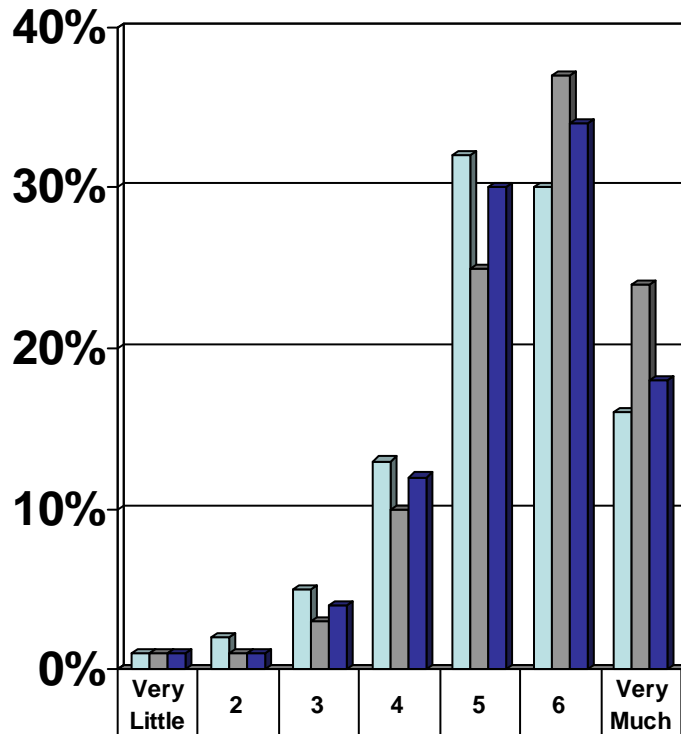


(A&IE): Number of problem sets that took less than one hour to complete in a typical week



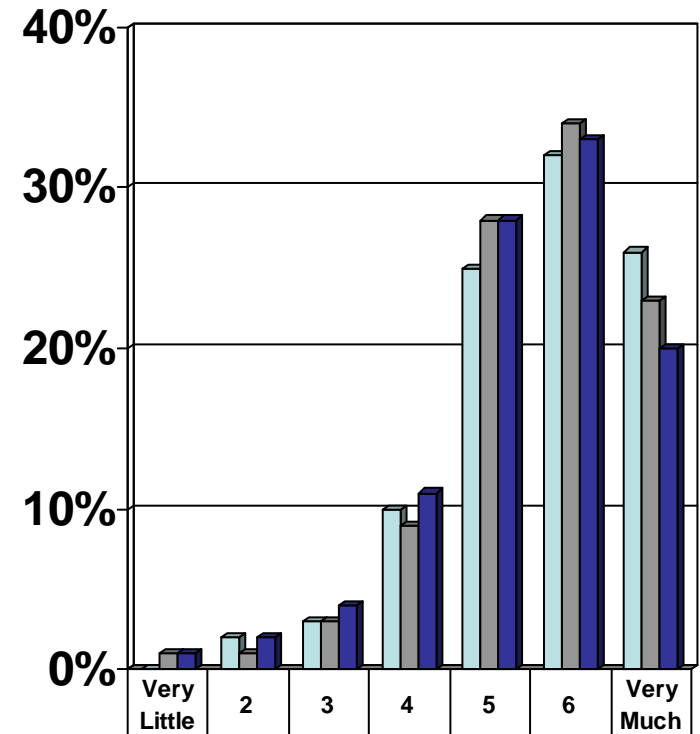
NSSE 2009 Results

Freshman



TAMUCC	1%	2%	5%	13%	32%	30%	16%
System	1%	1%	3%	10%	25%	37%	24%
Nationwide	1%	1%	4%	12%	30%	34%	18%

Senior



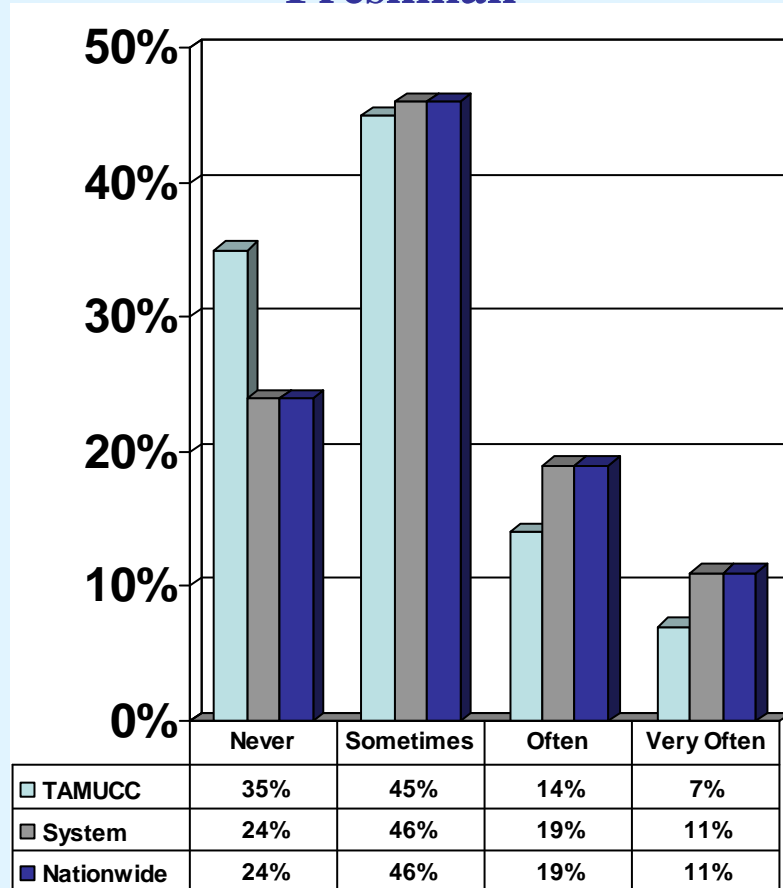
TAMUCC	0%	2%	3%	10%	25%	32%	26%
System	1%	1%	3%	9%	28%	34%	23%
Nationwide	1%	2%	4%	11%	28%	33%	20%

(A&IE): The extent to which course exams challenged the student to do their best work during the current school year

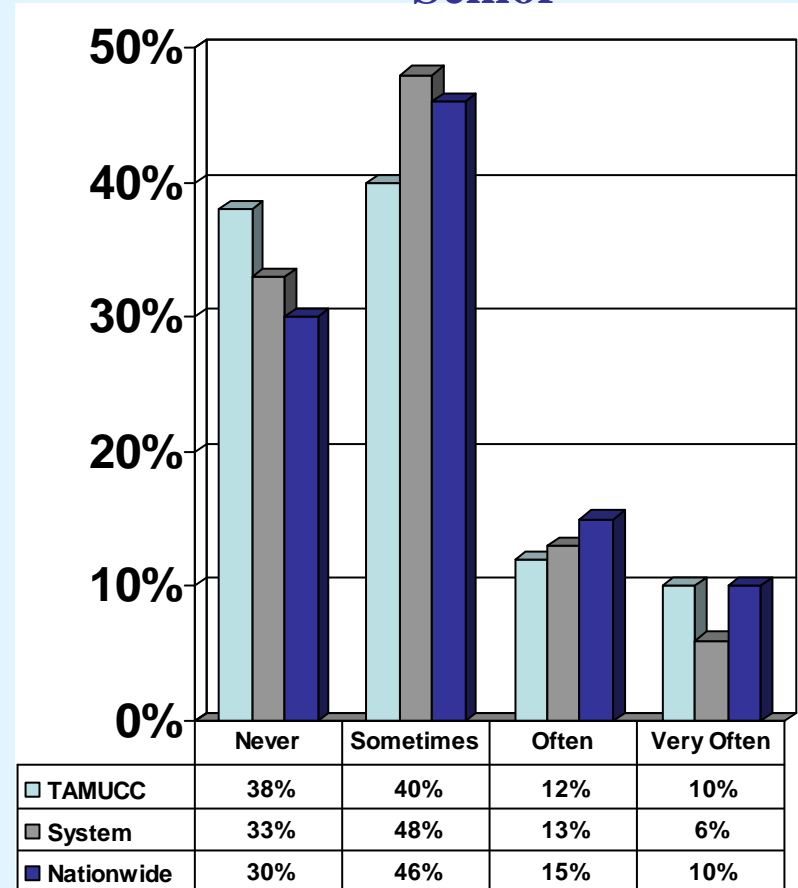


NSSE 2009 Results

Freshman



Senior

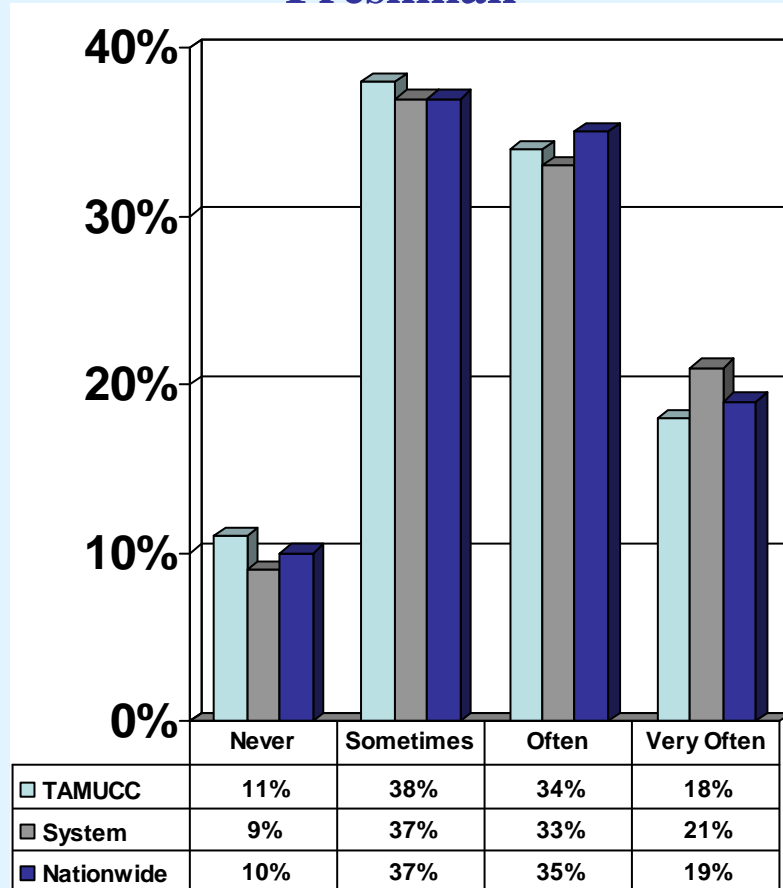


(A&IE): Student attended an art exhibit, gallery, play, dance or other theater performance

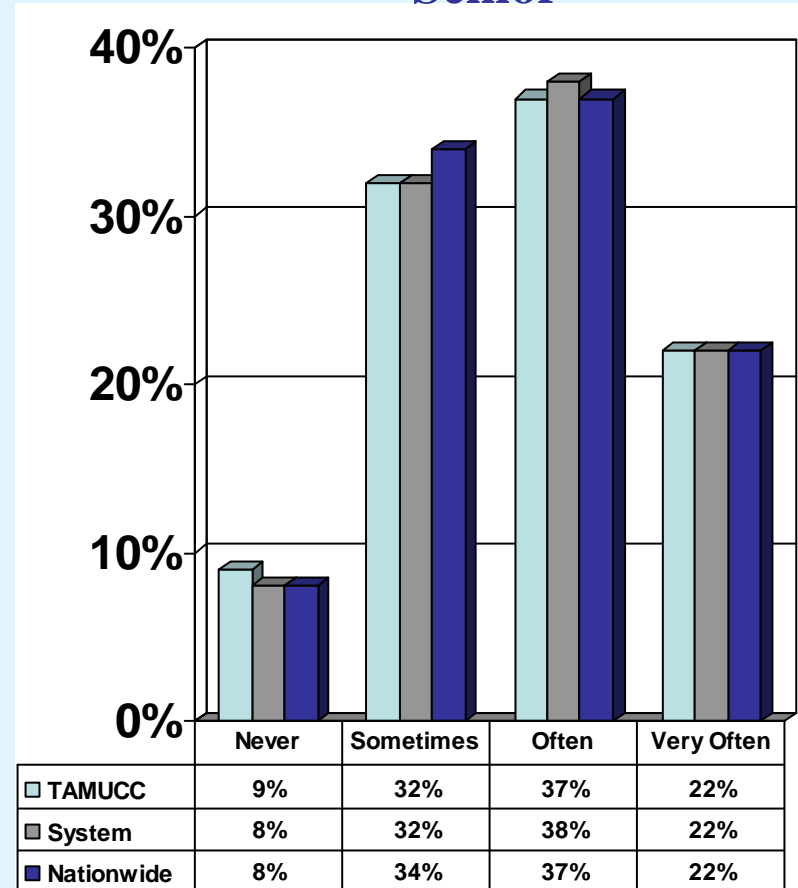


NSSE 2009 Results

Freshman



Senior

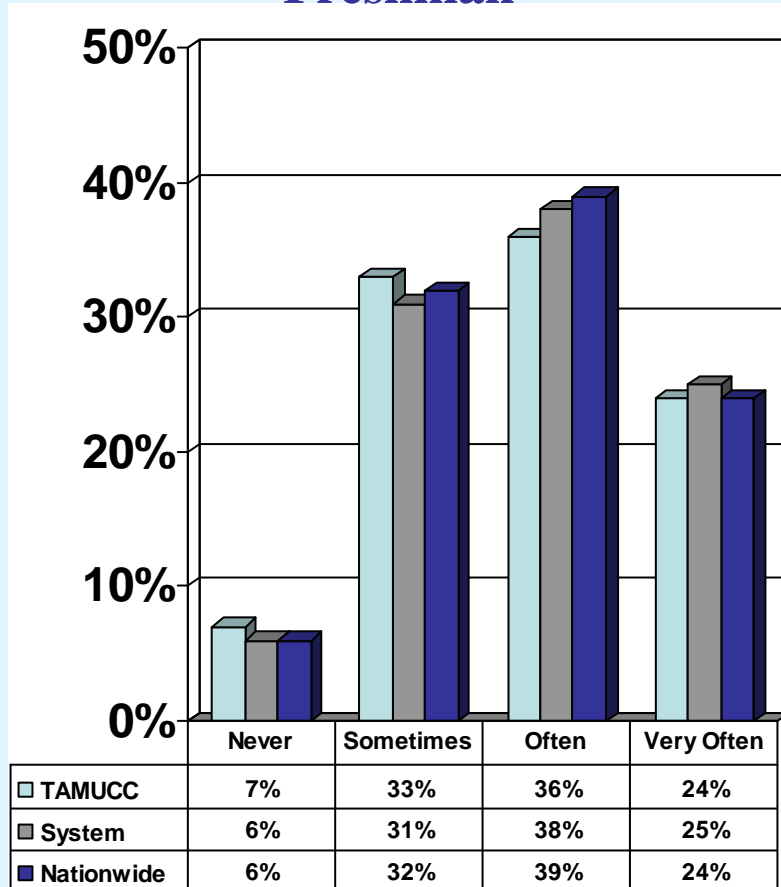


(A&IE): Student examined the strengths and weaknesses of their own views on a topic or issue

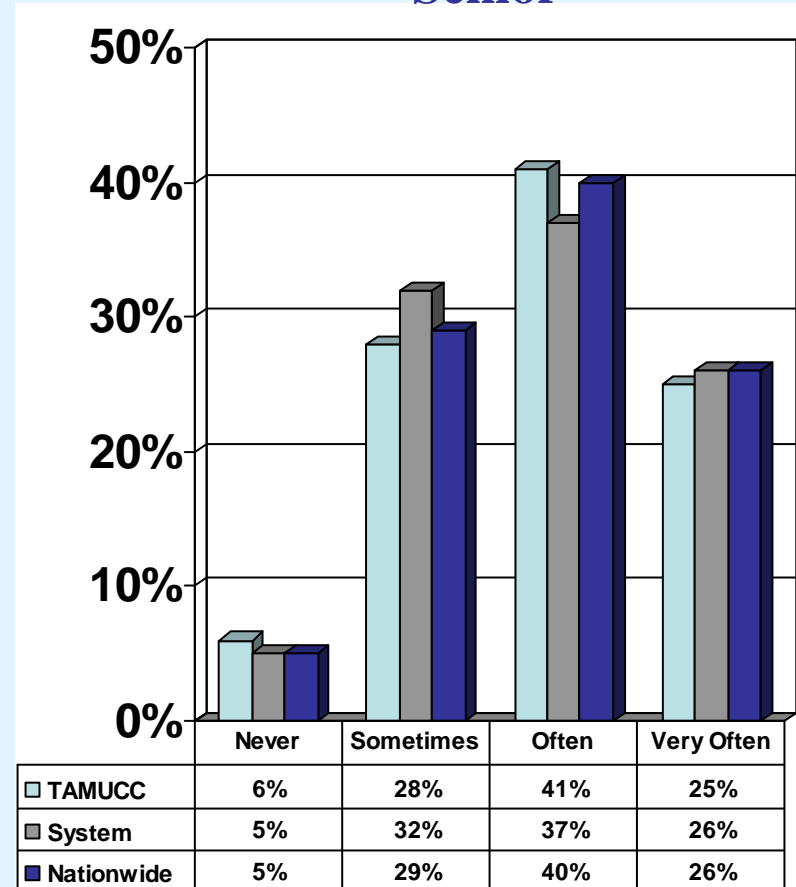


NSSE 2009 Results

Freshman



Senior

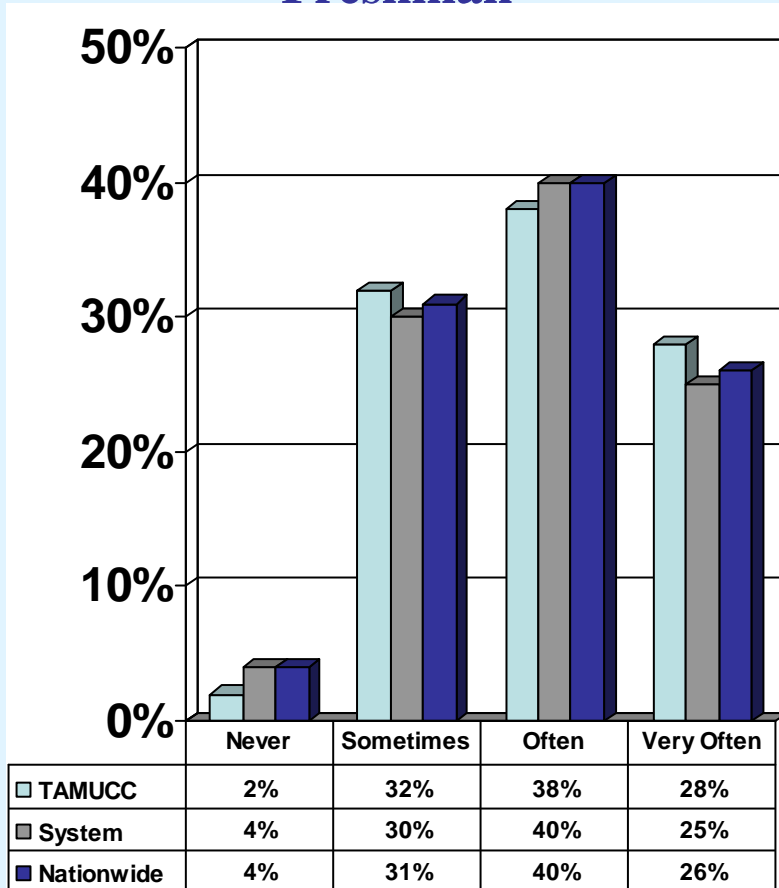


(A&IE): Student tried to better understand someone else's views by imagining how an issue looks from the other person's perspective

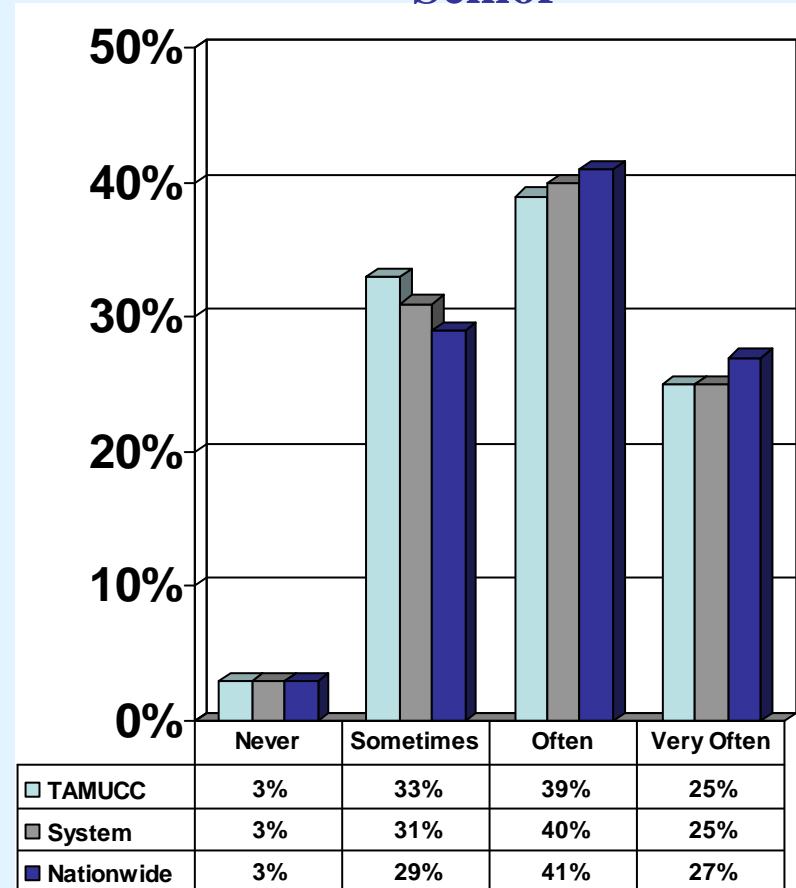


NSSE 2009 Results

Freshman



Senior



(A&IE): Student learned something that changed the way they understood an issue or concept



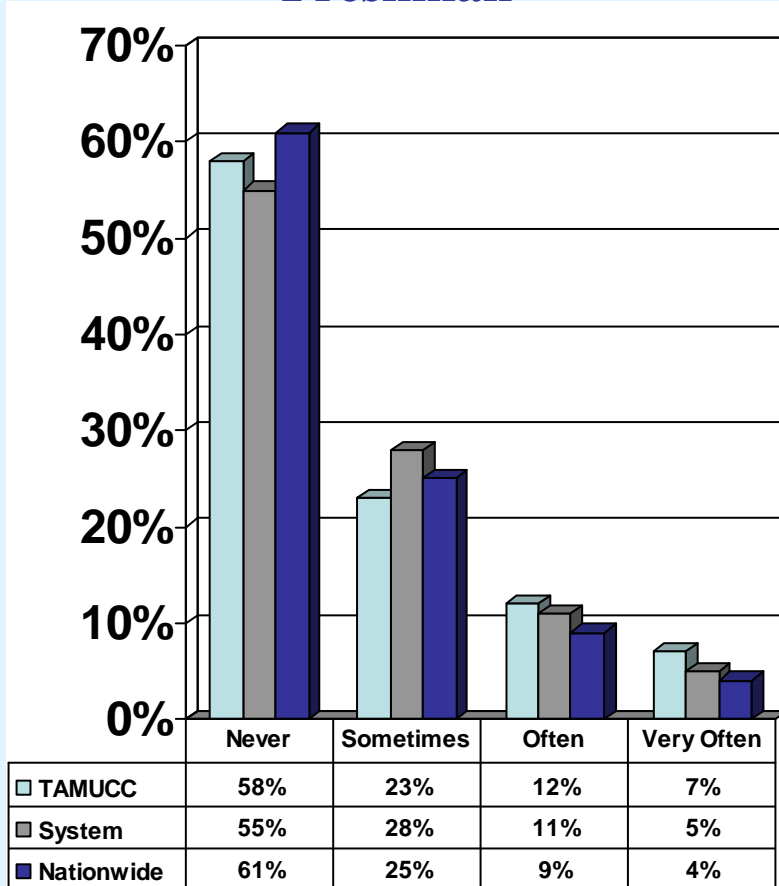
NSSE 2009 Results

Student Participation

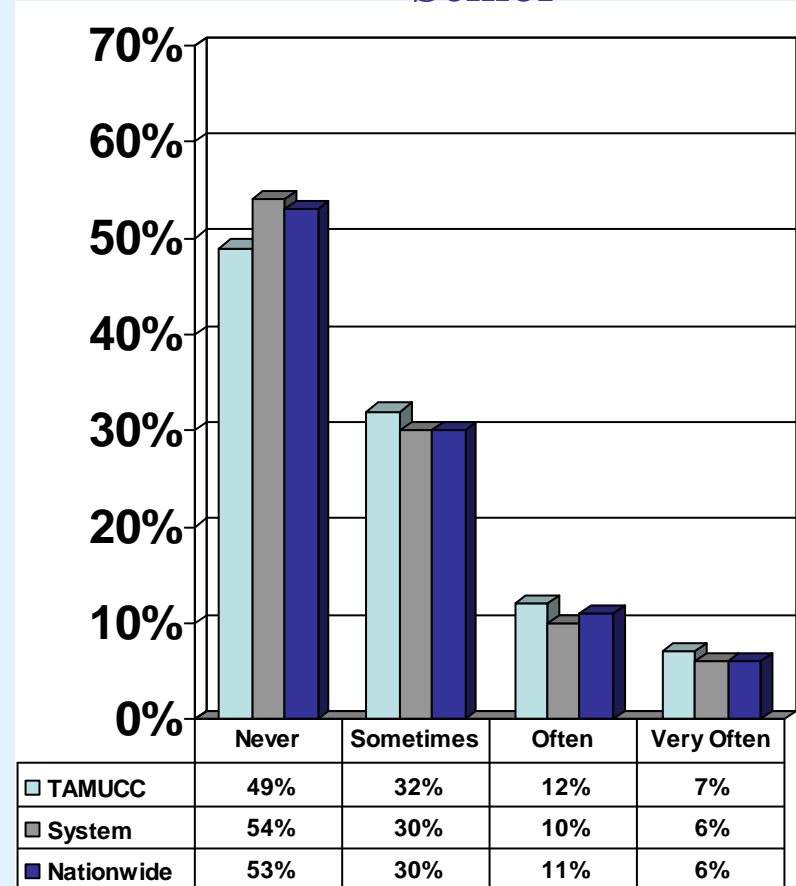


NSSE 2009 Results

Freshman



Senior

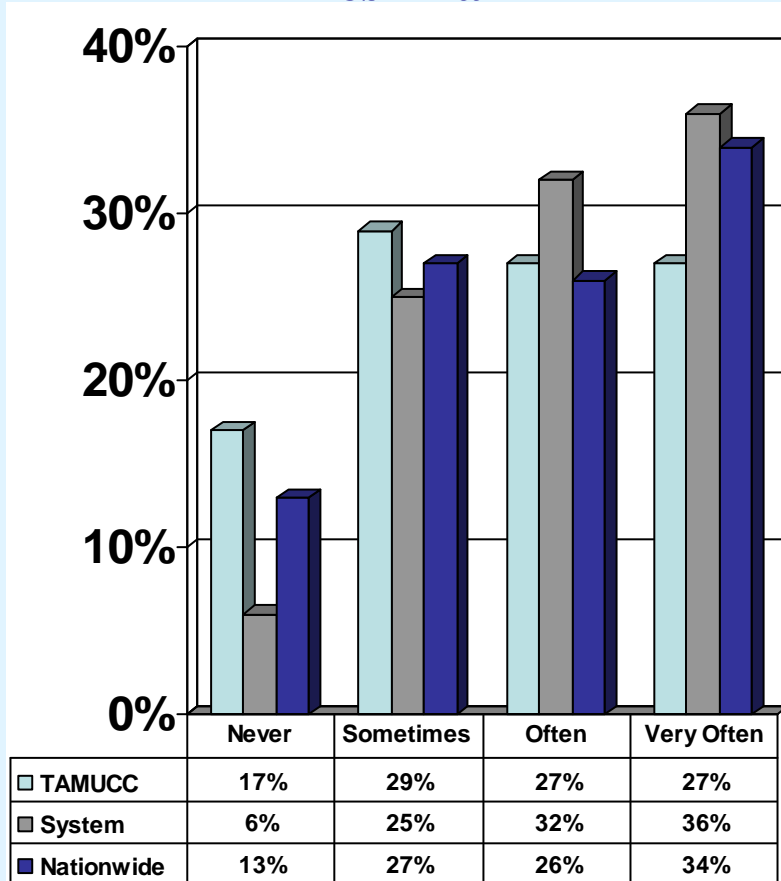


(Participation): Student collaborated on a community-based project (service learning) as part of a regular course

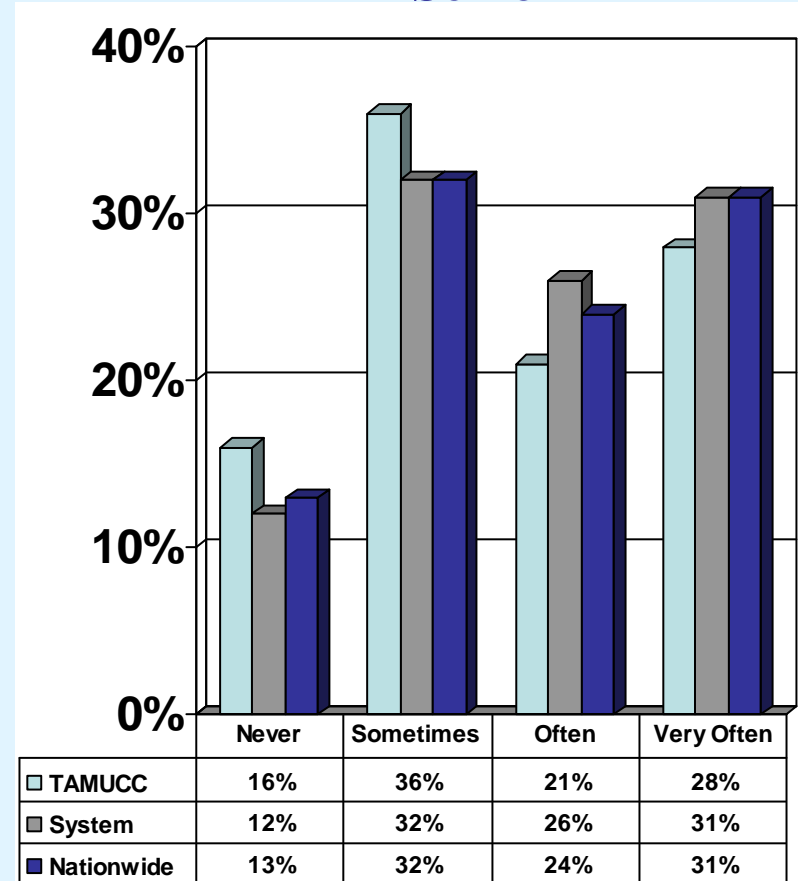


NSSE 2009 Results

Freshman



Senior

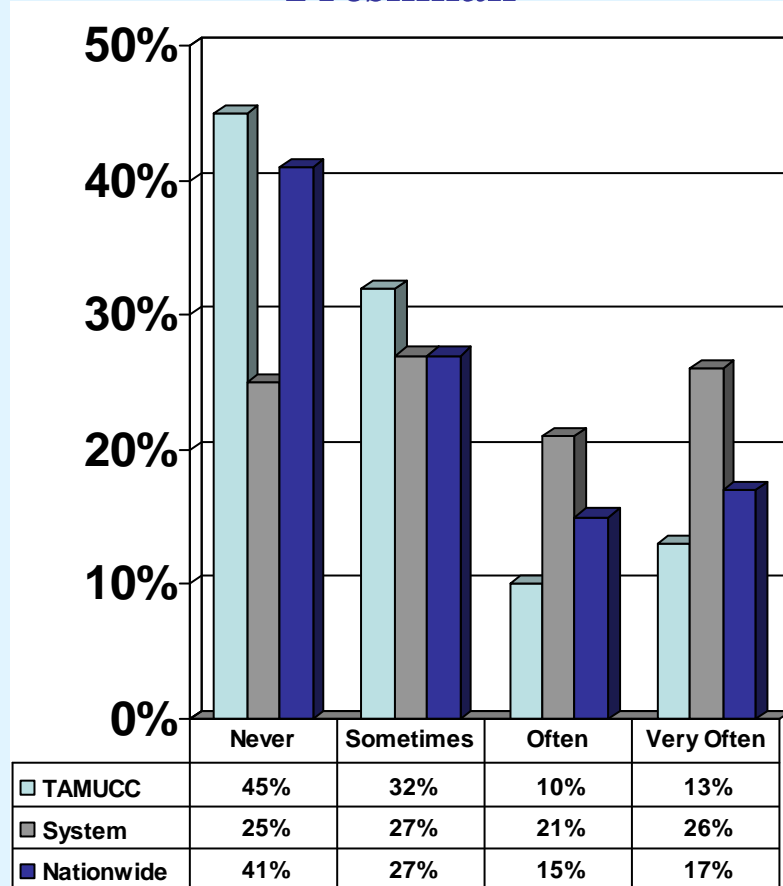


(Participation): Exercise or physical fitness activities

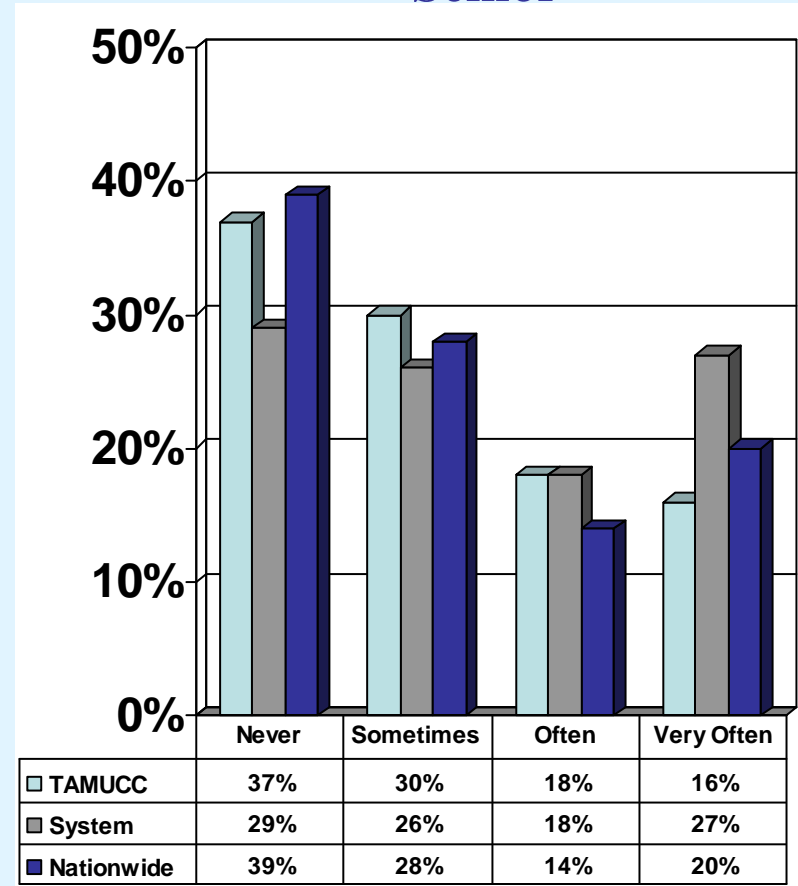


NSSE 2009 Results

Freshman



Senior

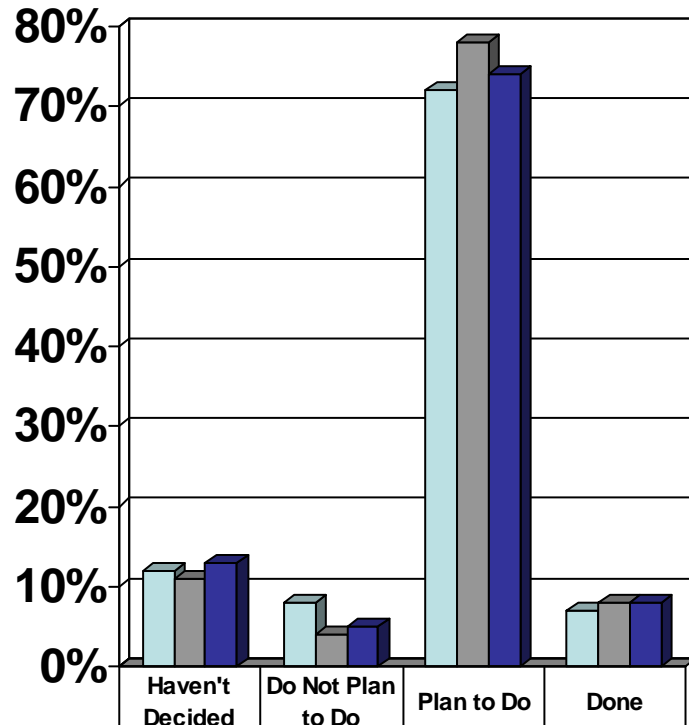


(Participation): Activities to enhance their spirituality



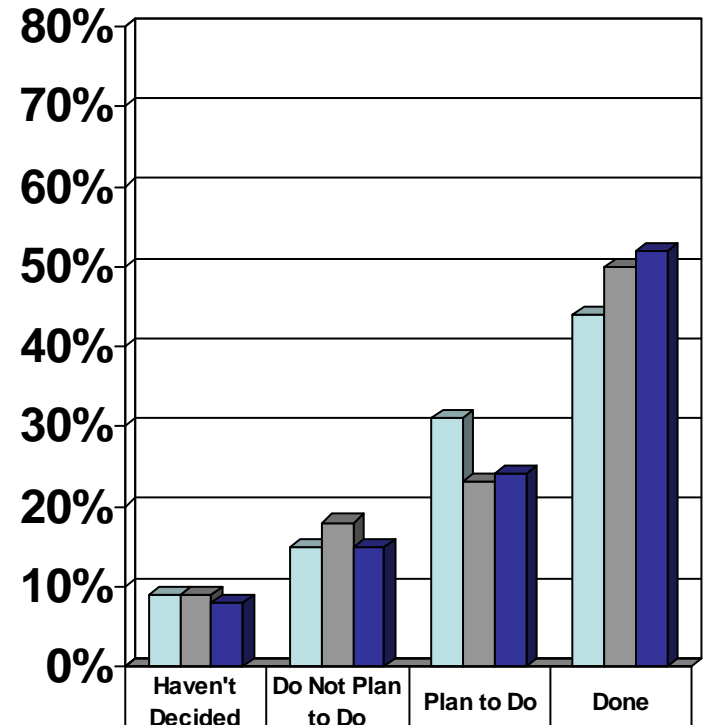
NSSE 2009 Results

Freshman



TAMUCC	12%	8%	72%	7%
System	11%	4%	78%	8%
Nationwide	13%	5%	74%	8%

Senior



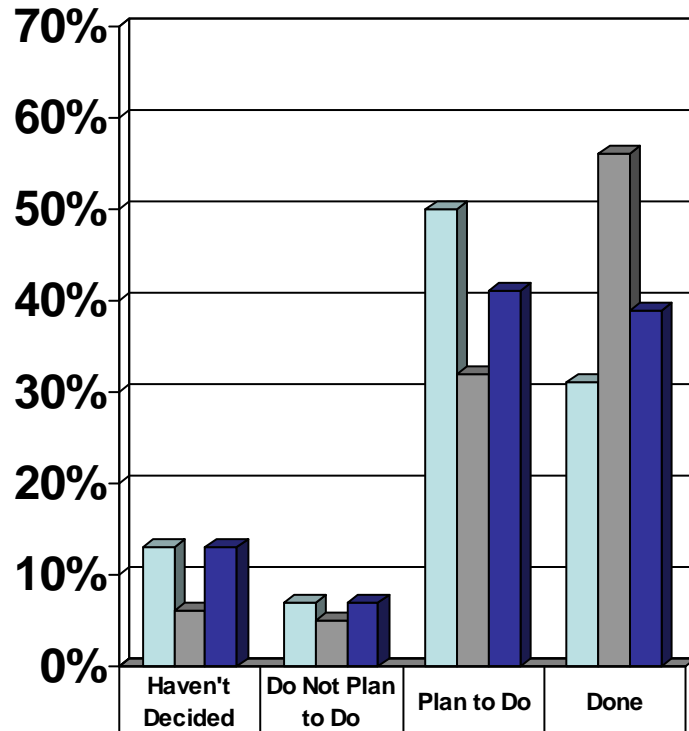
TAMUCC	9%	15%	31%	44%
System	9%	18%	23%	50%
Nationwide	8%	15%	24%	52%

(Participation): Practicum, internship, field/clinical work



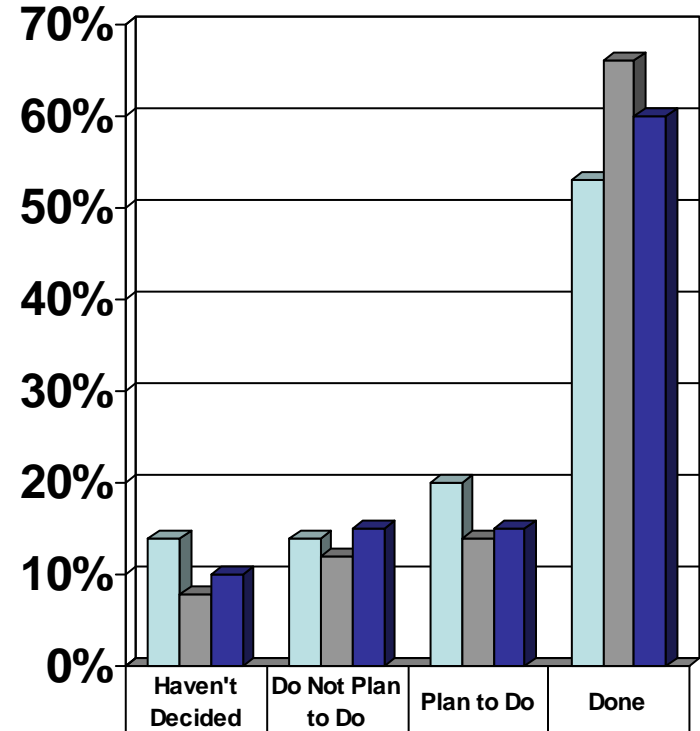
NSSE 2009 Results

Freshman



TAMUCC	13%	7%	50%	31%
System	6%	5%	32%	56%
Nationwide	13%	7%	41%	39%

Senior



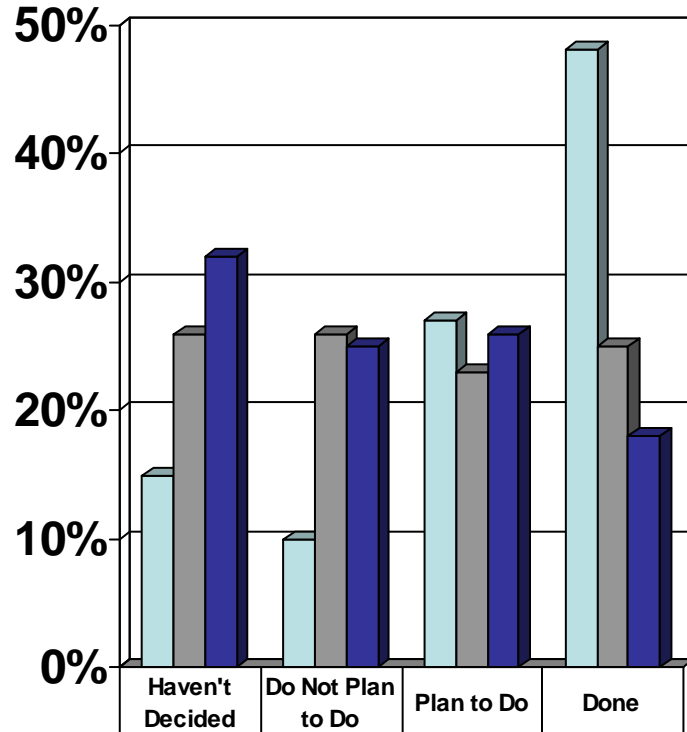
TAMUCC	14%	14%	20%	53%
System	8%	12%	14%	66%
Nationwide	10%	15%	15%	60%

(Participation): Community service or volunteer work



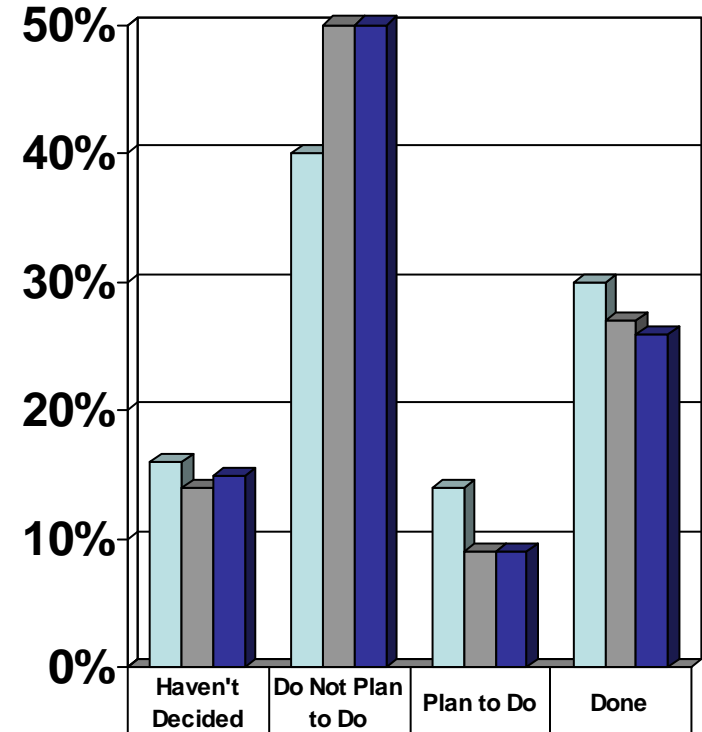
NSSE 2009 Results

Freshman



TAMUCC	15%	10%	27%	48%
System	26%	26%	23%	25%
Nationwide	32%	25%	26%	18%

Senior



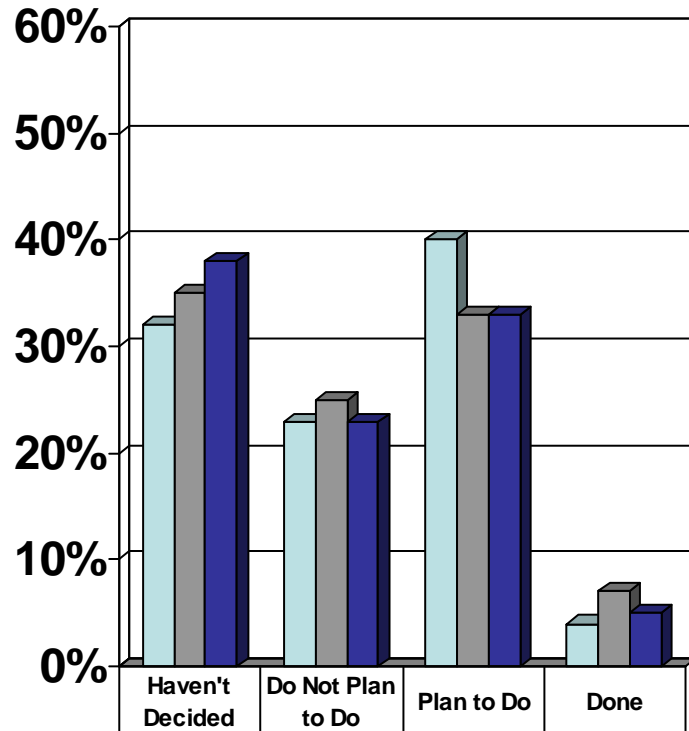
TAMUCC	16%	40%	14%	30%
System	14%	50%	9%	27%
Nationwide	15%	50%	9%	26%

(Participation): Learning community/taking multiple courses with same group of students



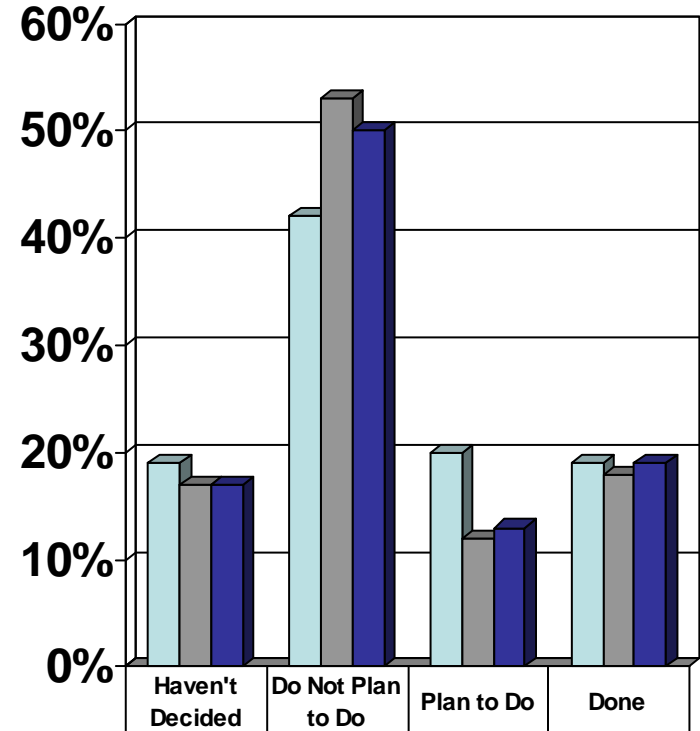
NSSE 2009 Results

Freshman



TAMUCC	32%	23%	40%	4%
System	35%	25%	33%	7%
Nationwide	38%	23%	33%	5%

Senior



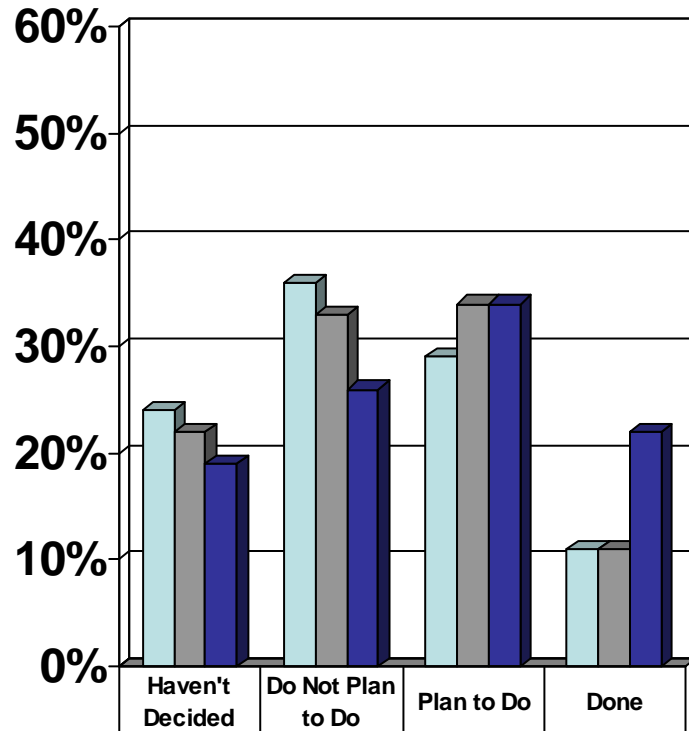
TAMUCC	19%	42%	20%	19%
System	17%	53%	12%	18%
Nationwide	17%	50%	13%	19%

(Participation): Worked on a research project with a faculty member outside of course or program requirements



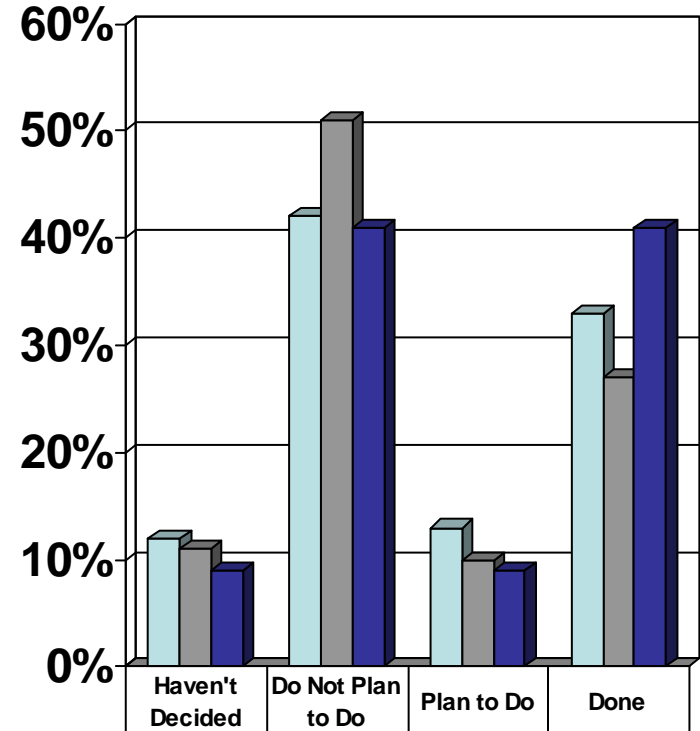
NSSE 2009 Results

Freshman



TAMUCC	24%	36%	29%	11%
System	22%	33%	34%	11%
Nationwide	19%	26%	34%	22%

Senior



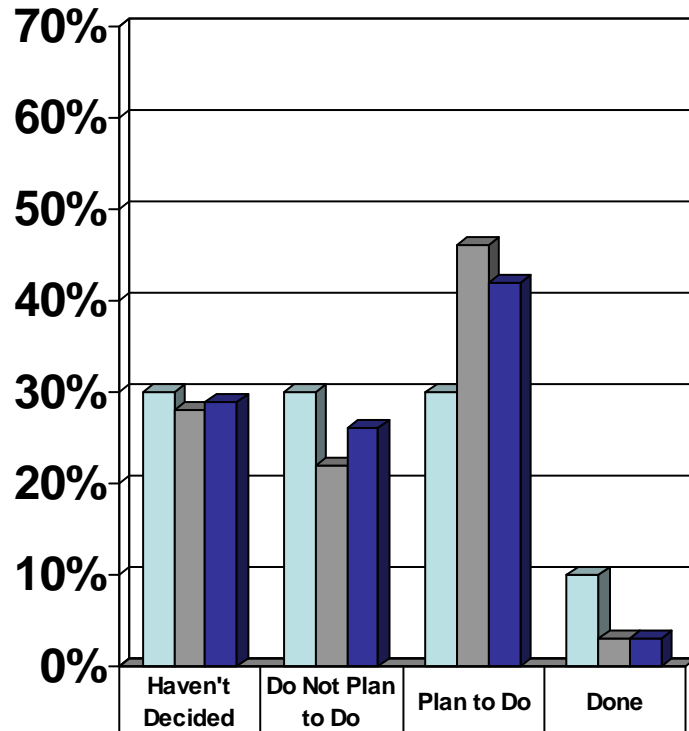
TAMUCC	12%	42%	13%	33%
System	11%	51%	10%	27%
Nationwide	9%	41%	9%	41%

(Participation): Foreign language coursework



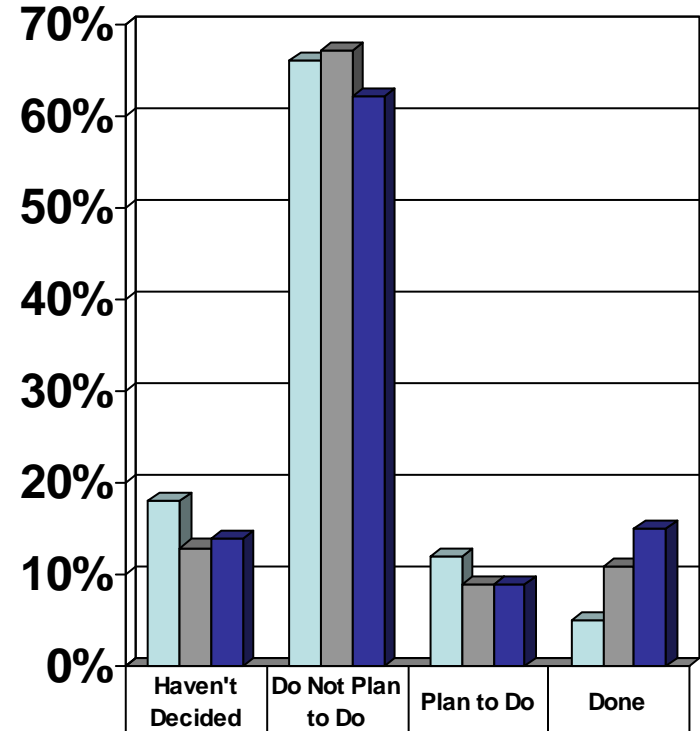
NSSE 2009 Results

Freshman



TAMUCC	30%	30%	30%	10%
System	28%	22%	46%	3%
Nationwide	29%	26%	42%	3%

Senior



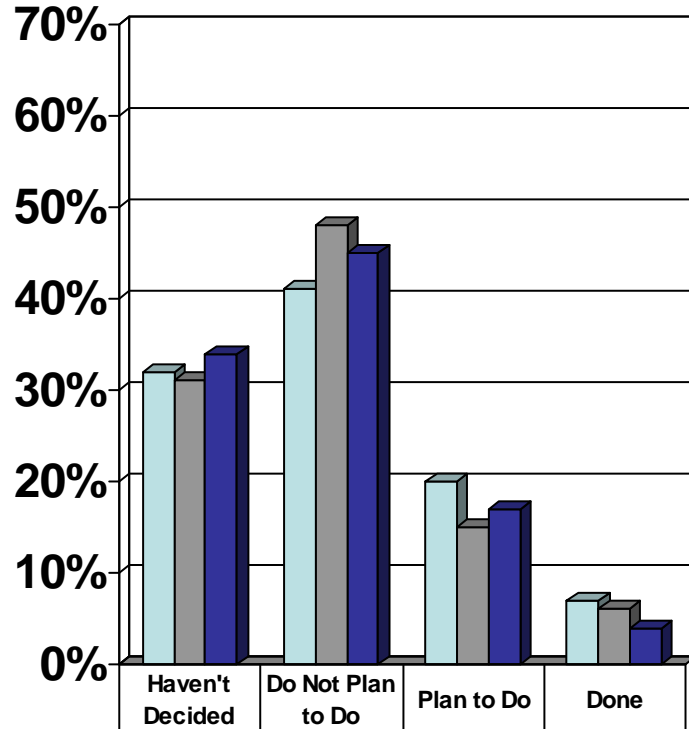
TAMUCC	18%	66%	12%	5%
System	13%	67%	9%	11%
Nationwide	14%	62%	9%	15%

(Participation): Study abroad



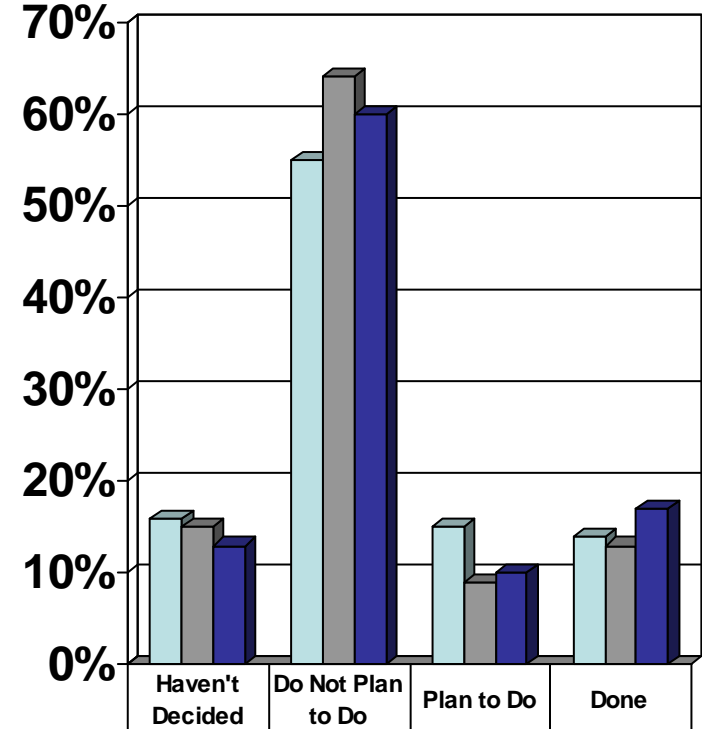
NSSE 2009 Results

Freshman



TAMUCC	32%	41%	20%	7%
System	31%	48%	15%	6%
Nationwide	34%	45%	17%	4%

Senior



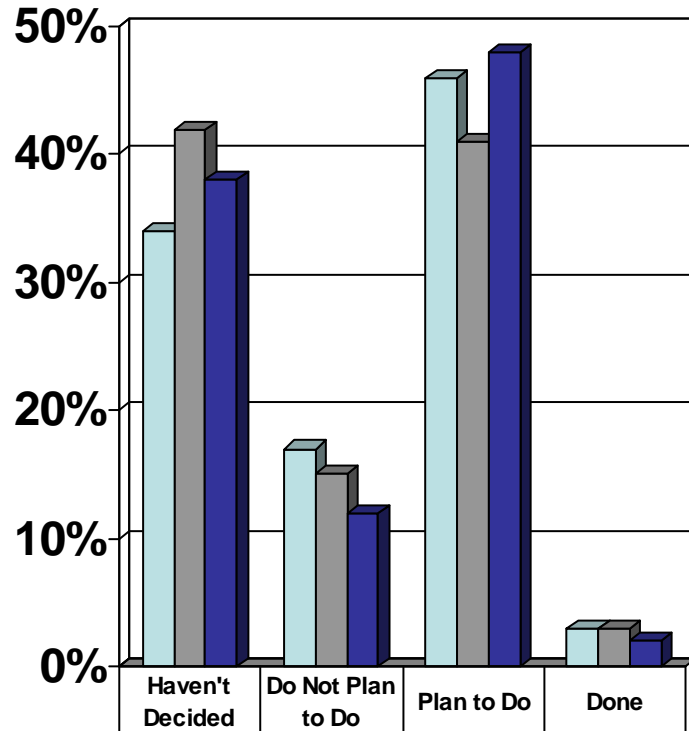
TAMUCC	16%	55%	15%	14%
System	15%	64%	9%	13%
Nationwide	13%	60%	10%	17%

(Participation): Independent study or self designed major



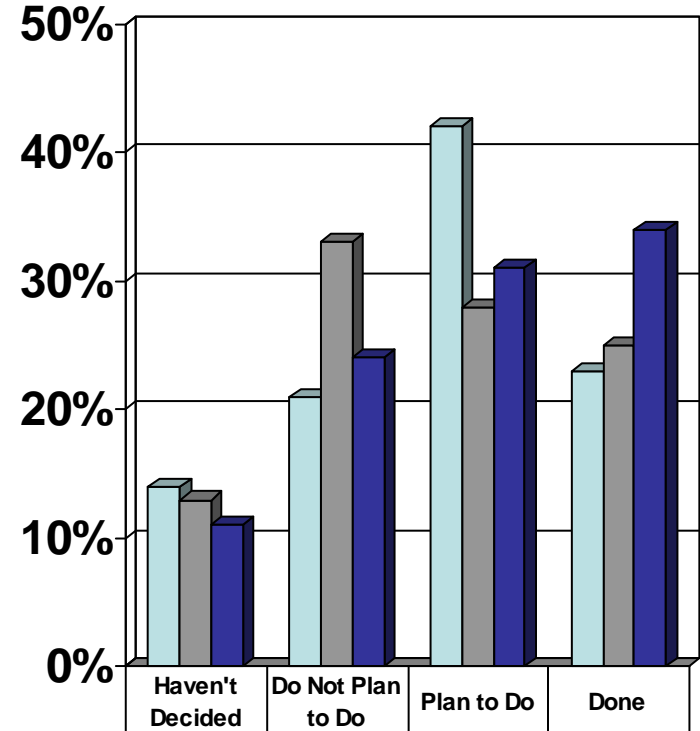
NSSE 2009 Results

Freshman



TAMUCC	34%	17%	46%	3%
System	42%	15%	41%	3%
Nationwide	38%	12%	48%	2%

Senior



TAMUCC	14%	21%	42%	23%
System	13%	33%	28%	25%
Nationwide	11%	24%	31%	34%

(Participation): Culminating senior experience (capstone, senior project or thesis, comprehensive exam, etc.)



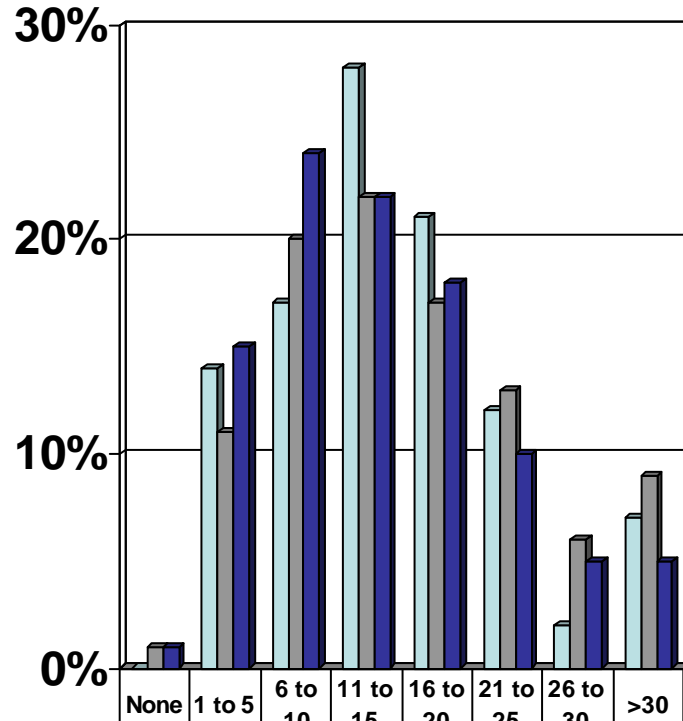
NSSE 2009 Results

Student Engagement



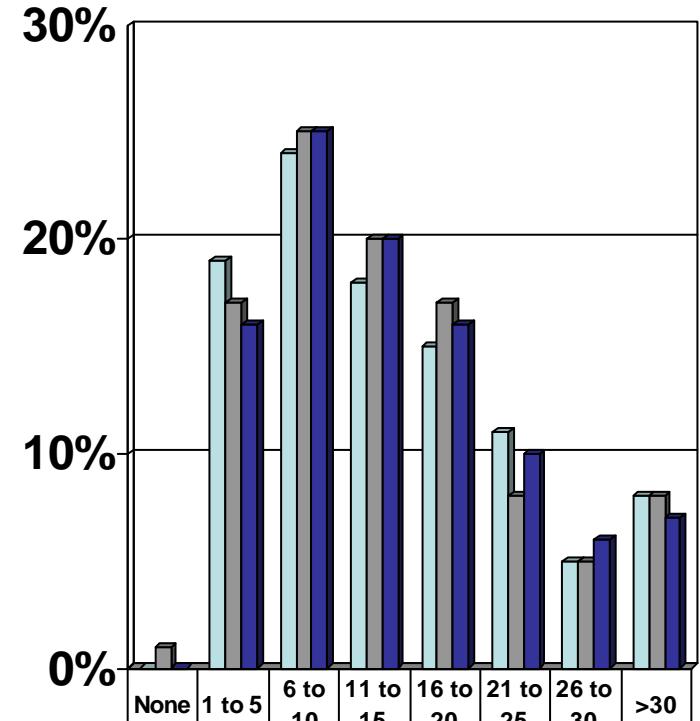
NSSE 2009 Results

Freshman



TAMUCC	0%	14%	17%	28%	21%	12%	2%	7%
System	1%	11%	20%	22%	17%	13%	6%	9%
Nationwide	1%	15%	24%	22%	18%	10%	5%	5%

Senior



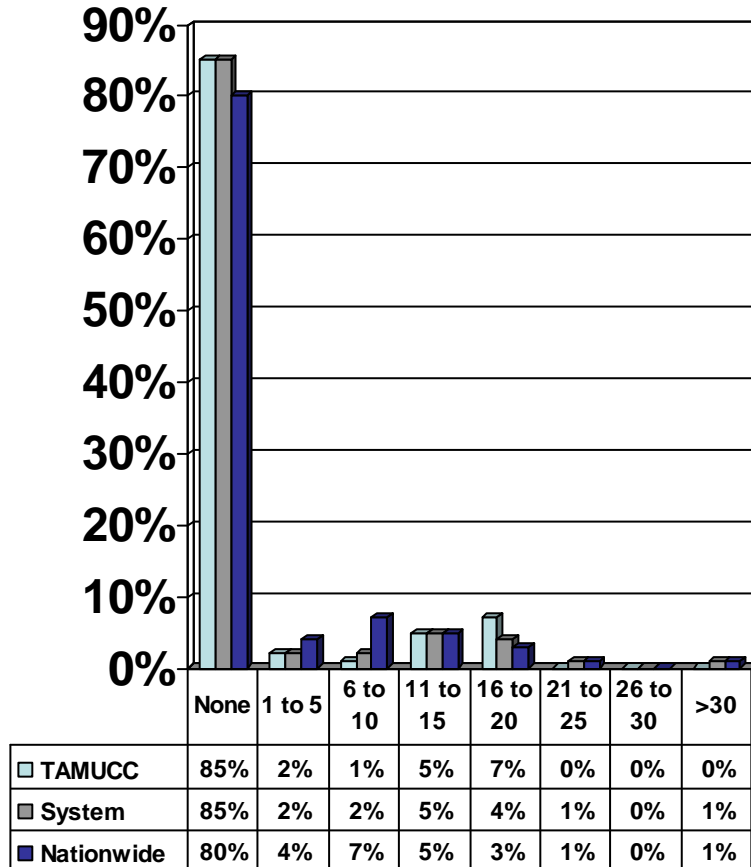
TAMUCC	0%	19%	24%	18%	15%	11%	5%	8%
System	1%	17%	25%	20%	17%	8%	5%	8%
Nationwide	0%	16%	25%	20%	16%	10%	6%	7%

(Engagement): Hours per week preparing for class (studying, writing, homework, lab-work, analyzing, rehearsing, etc.)

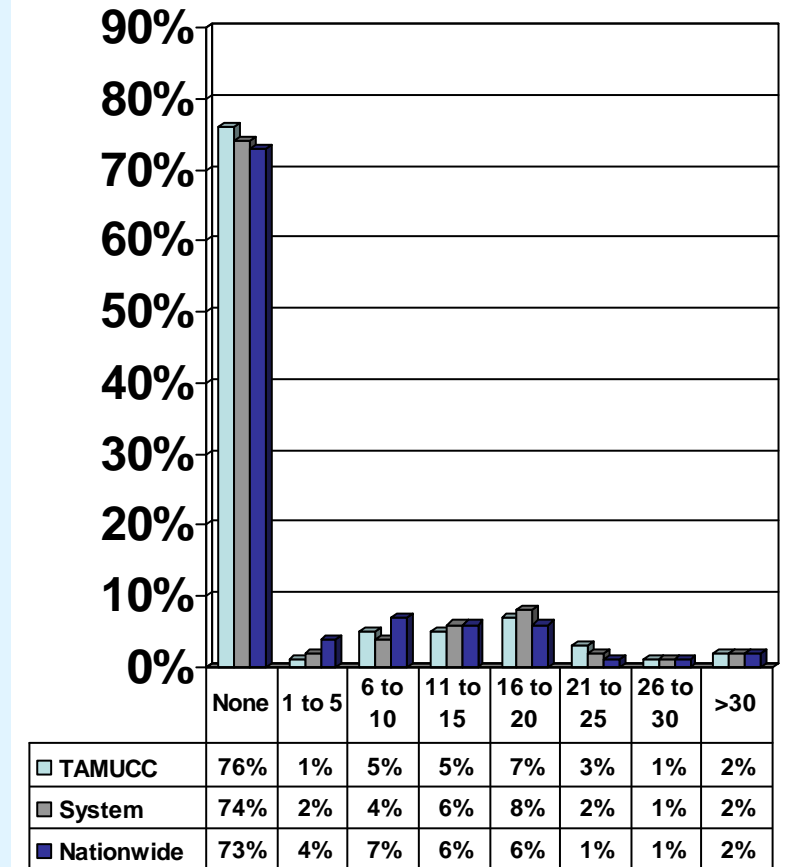


NSSE 2009 Results

Freshman



Senior

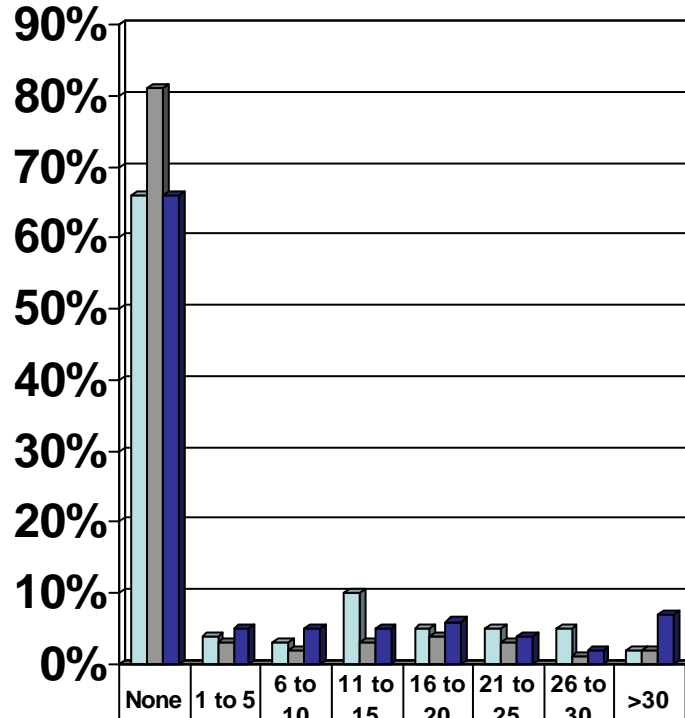


(Engagement): Hours per week working for pay ON campus



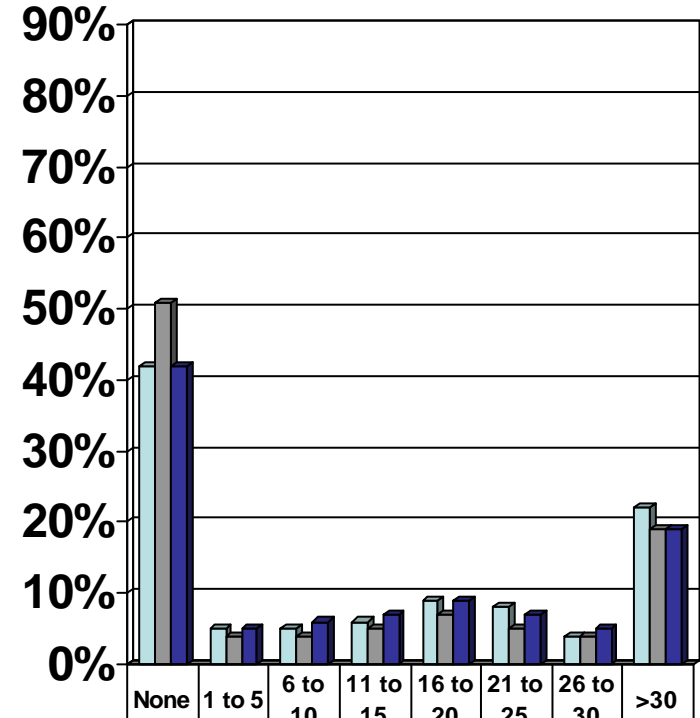
NSSE 2009 Results

Freshman



TAMUCC	66%	4%	3%	10%	5%	5%	5%	2%
System	81%	3%	2%	3%	4%	3%	1%	2%
Nationwide	66%	5%	5%	5%	6%	4%	2%	7%

Senior



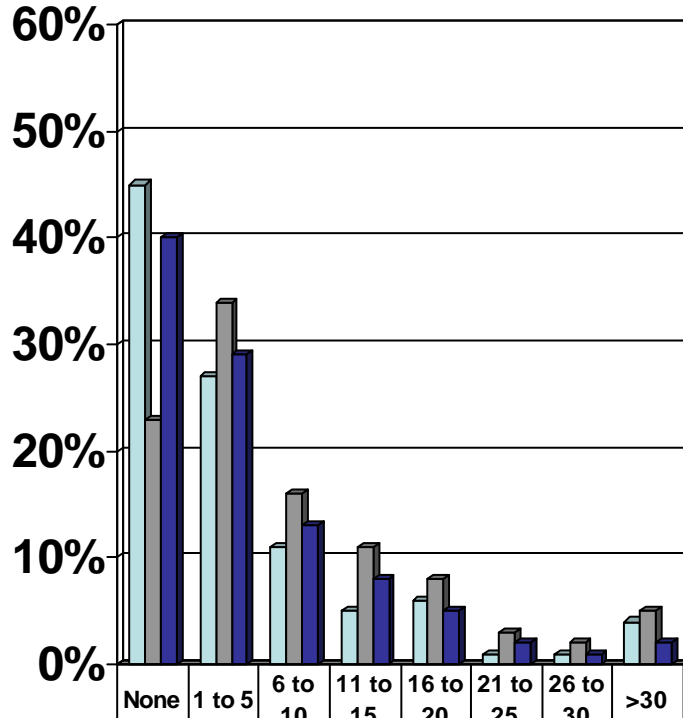
TAMUCC	42%	5%	5%	6%	9%	8%	4%	22%
System	51%	4%	4%	5%	7%	5%	4%	19%
Nationwide	42%	5%	6%	7%	9%	7%	5%	19%

(Engagement): Hours per week working for pay OFF campus



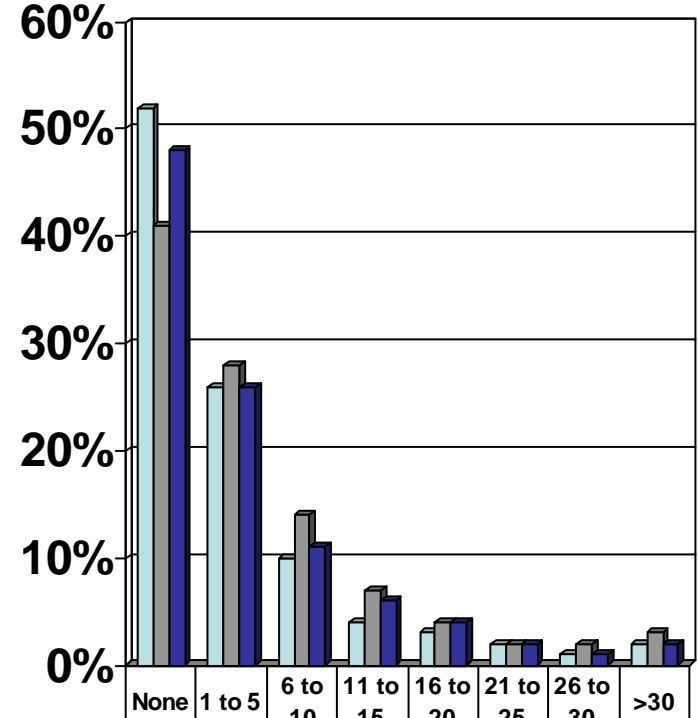
NSSE 2009 Results

Freshman



	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	>30
TAMUCC	45%	27%	11%	5%	6%	1%	1%	4%
System	23%	34%	16%	11%	8%	3%	2%	5%
Nationwide	40%	29%	13%	8%	5%	2%	1%	2%

Senior



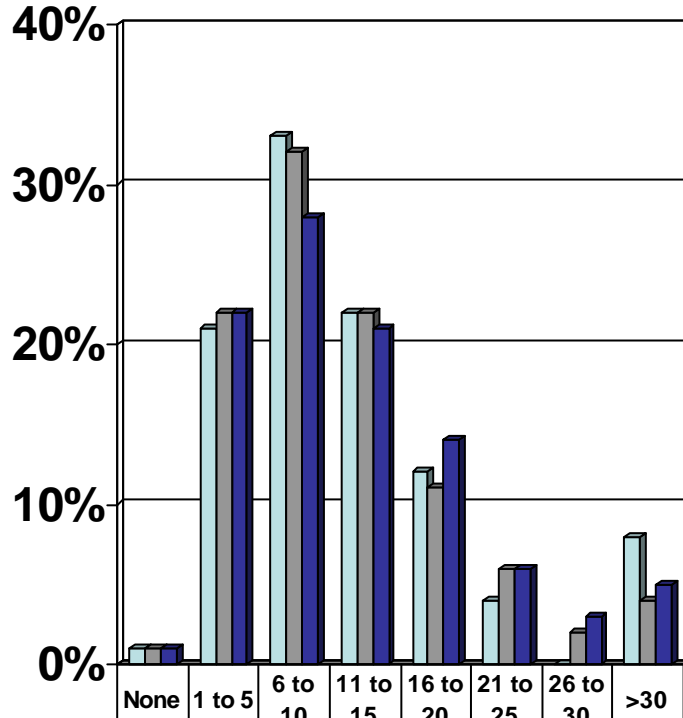
	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	>30
TAMUCC	52%	26%	10%	4%	3%	2%	1%	2%
System	41%	28%	14%	7%	4%	2%	2%	3%
Nationwide	48%	26%	11%	6%	4%	2%	1%	2%

(Engagement): Hours per week participating in co-curricular activities (publications, government, intramurals, associations)



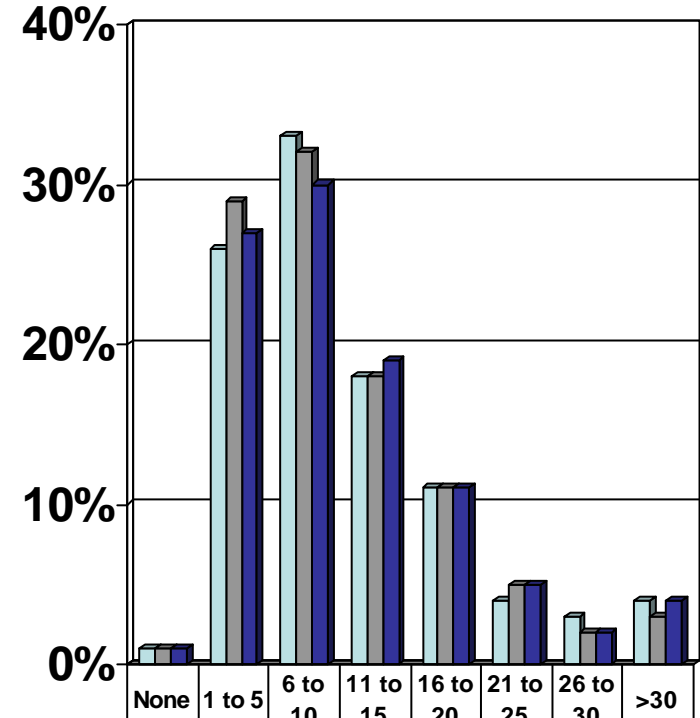
NSSE 2009 Results

Freshman



TAMUCC	1%	21%	33%	22%	12%	4%	0%	8%
System	1%	22%	32%	22%	11%	6%	2%	4%
Nationwide	1%	22%	28%	21%	14%	6%	3%	5%

Senior



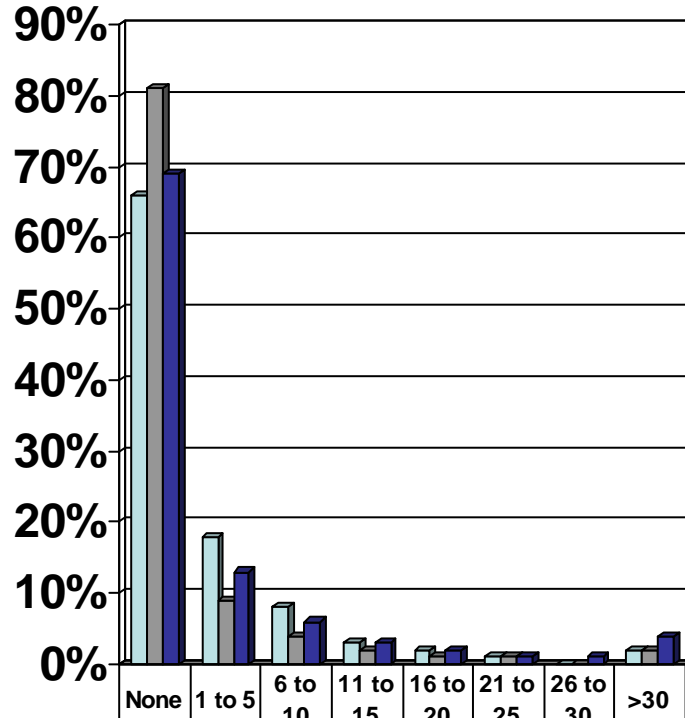
TAMUCC	1%	26%	33%	18%	11%	4%	3%	4%
System	1%	29%	32%	18%	11%	5%	2%	3%
Nationwide	1%	27%	30%	19%	11%	5%	2%	4%

(Engagement): Hours per week relaxing, socializing (watching TV, partying, etc.)



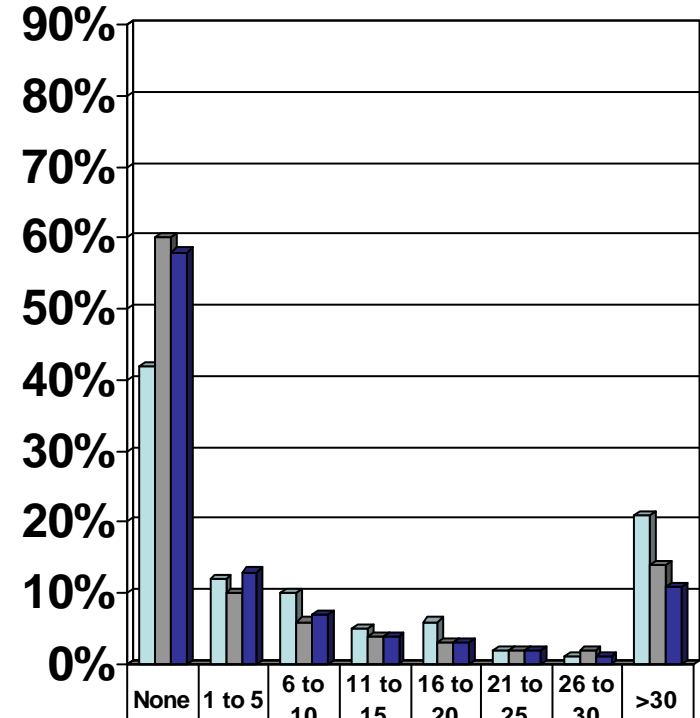
NSSE 2009 Results

Freshman



	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	>30
TAMUCC	66%	18%	8%	3%	2%	1%	0%	2%
System	81%	9%	4%	2%	1%	1%	0%	2%
Nationwide	69%	13%	6%	3%	2%	1%	1%	4%

Senior



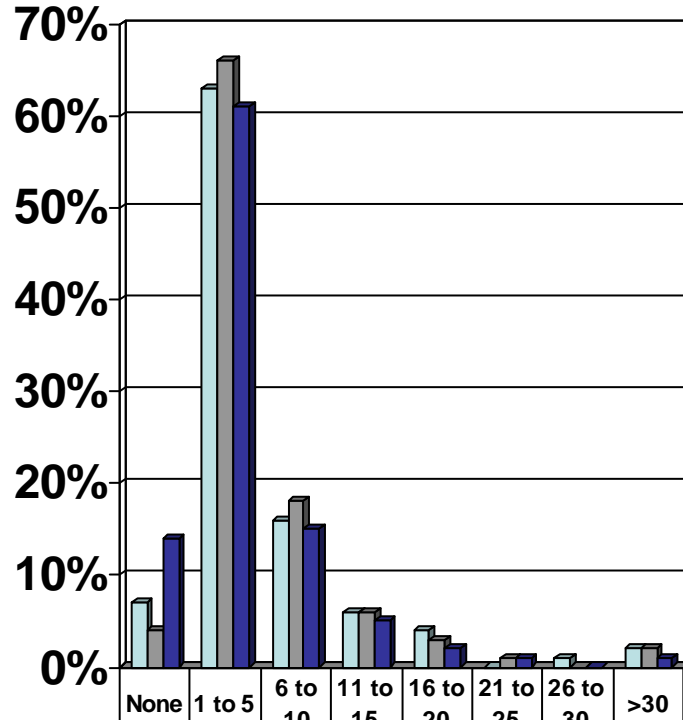
	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	>30
TAMUCC	42%	12%	10%	5%	6%	2%	1%	21%
System	60%	10%	6%	4%	3%	2%	2%	14%
Nationwide	58%	13%	7%	4%	3%	2%	1%	11%

(Engagement): Hours per week providing care for dependents living with you (parents, children, spouse, etc.)



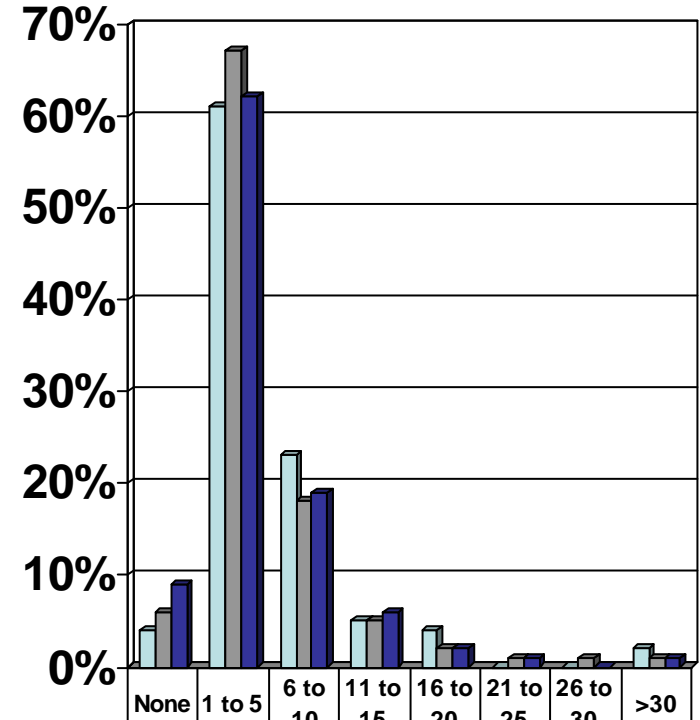
NSSE 2009 Results

Freshman



TAMUCC	7%	63%	16%	6%	4%	0%	1%	2%
System	4%	66%	18%	6%	3%	1%	0%	2%
Nationwide	14%	61%	15%	5%	2%	1%	0%	1%

Senior



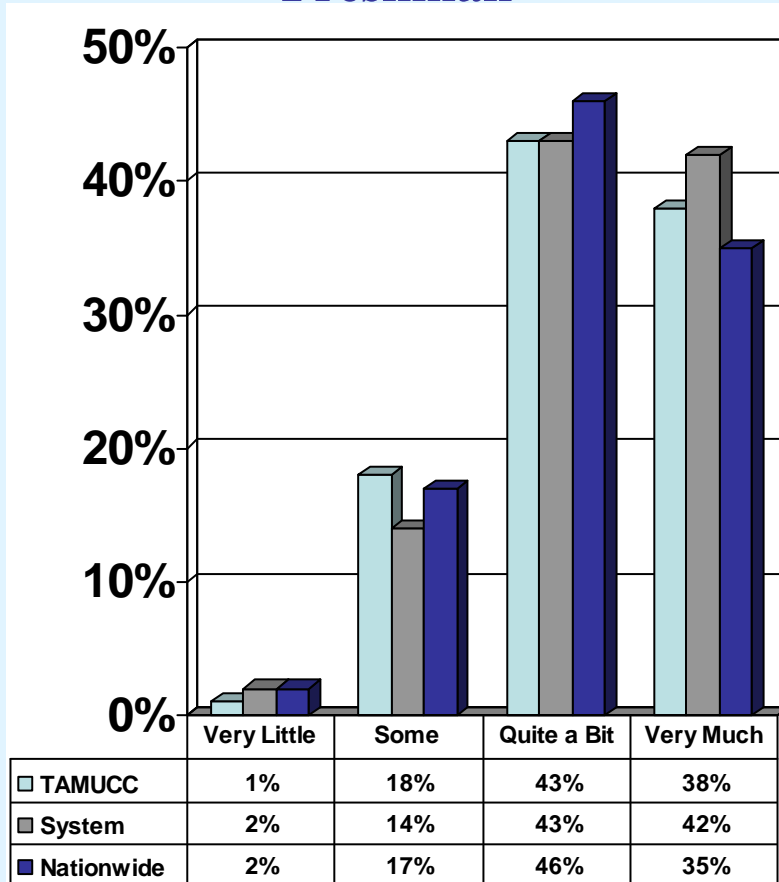
TAMUCC	4%	61%	23%	5%	4%	0%	0%	2%
System	6%	67%	18%	5%	2%	1%	1%	1%
Nationwide	9%	62%	19%	6%	2%	1%	0%	1%

(Engagement): Hours per week commuting to class (driving, walking, etc.)

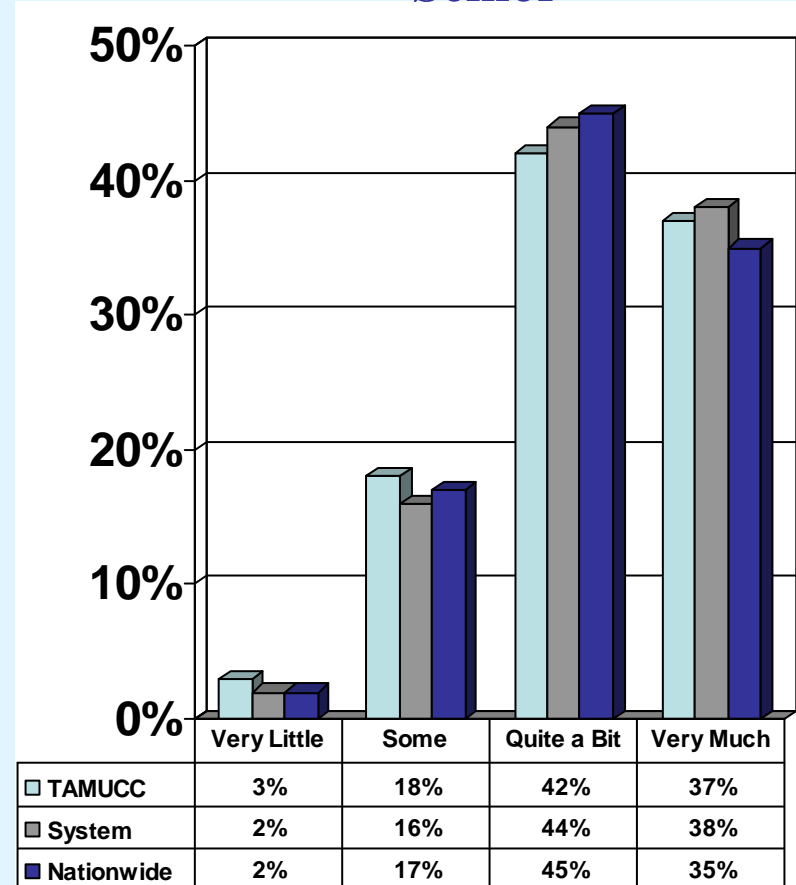


NSSE 2009 Results

Freshman



Senior

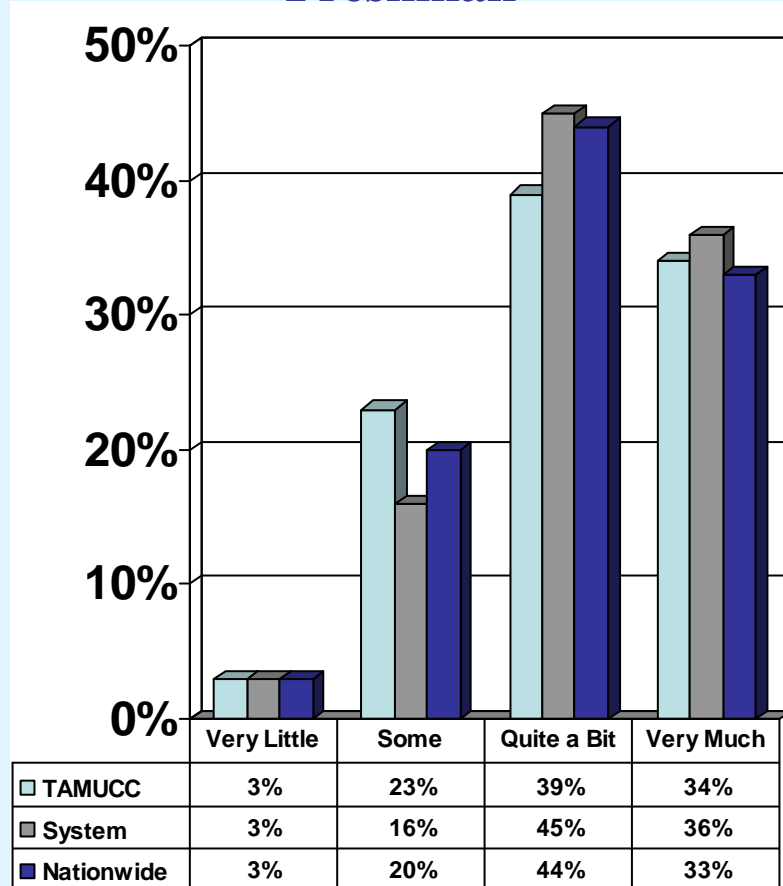


(Engagement): Institutional emphasis on spending significant amounts of time studying and on academic work

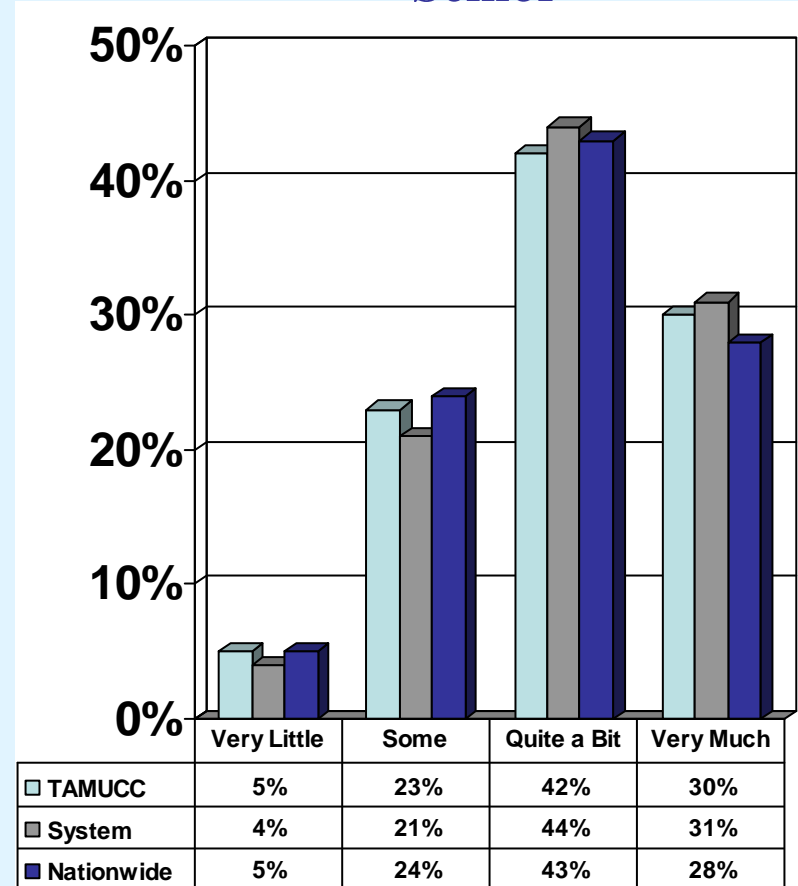


NSSE 2009 Results

Freshman



Senior

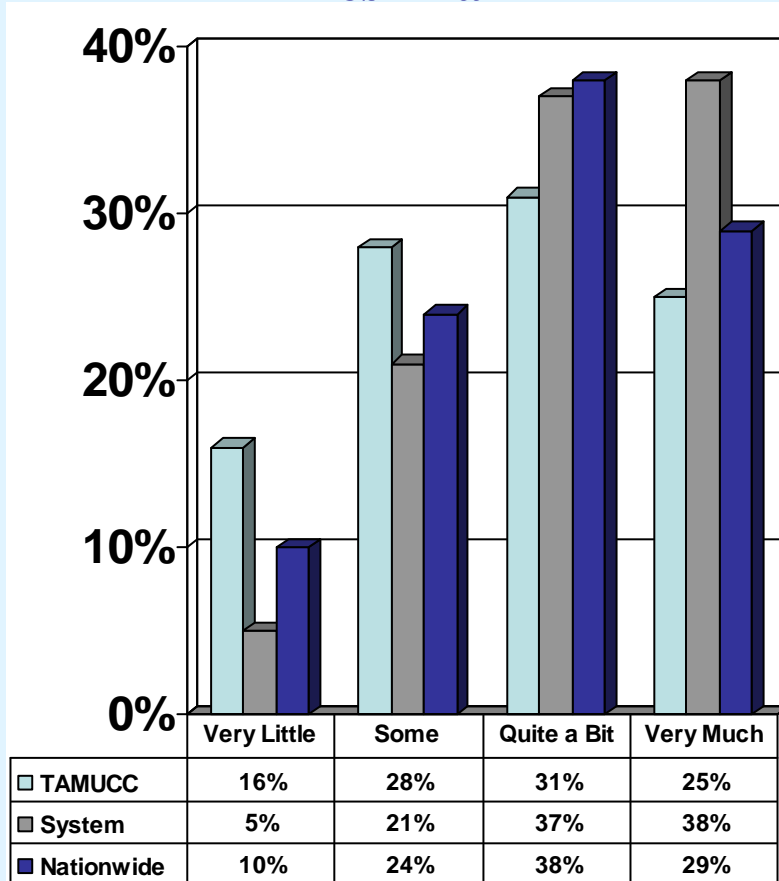


(Engagement): Institutional emphasis on obtaining academic support for scholastic success

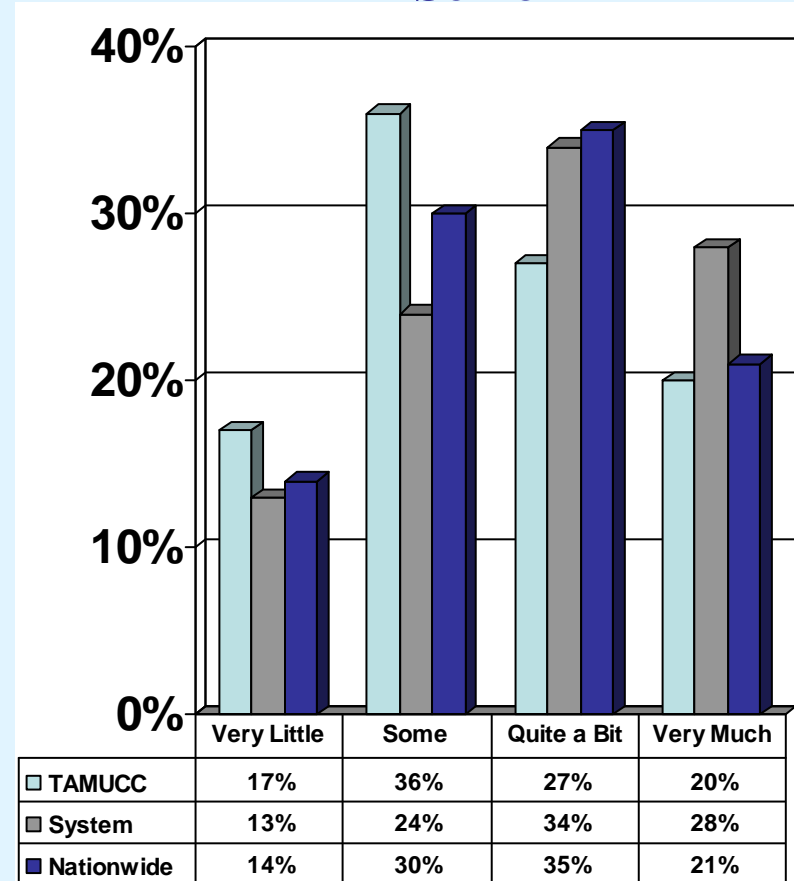


NSSE 2009 Results

Freshman



Senior

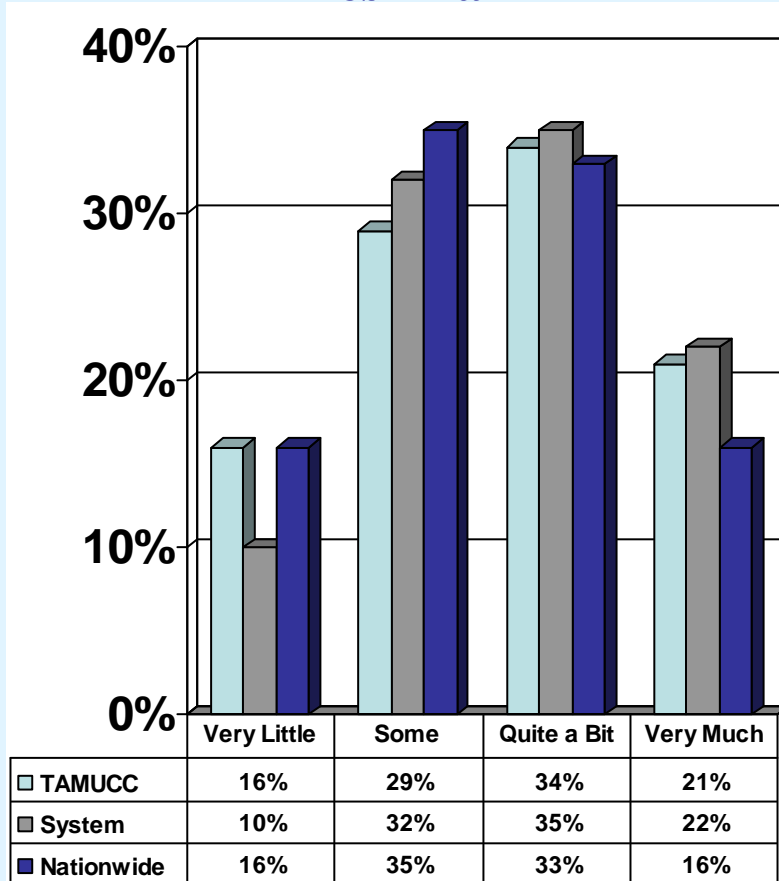


(Engagement): Institutional emphasis on attending campus events and activities (athletics, speakers, cultural performances)

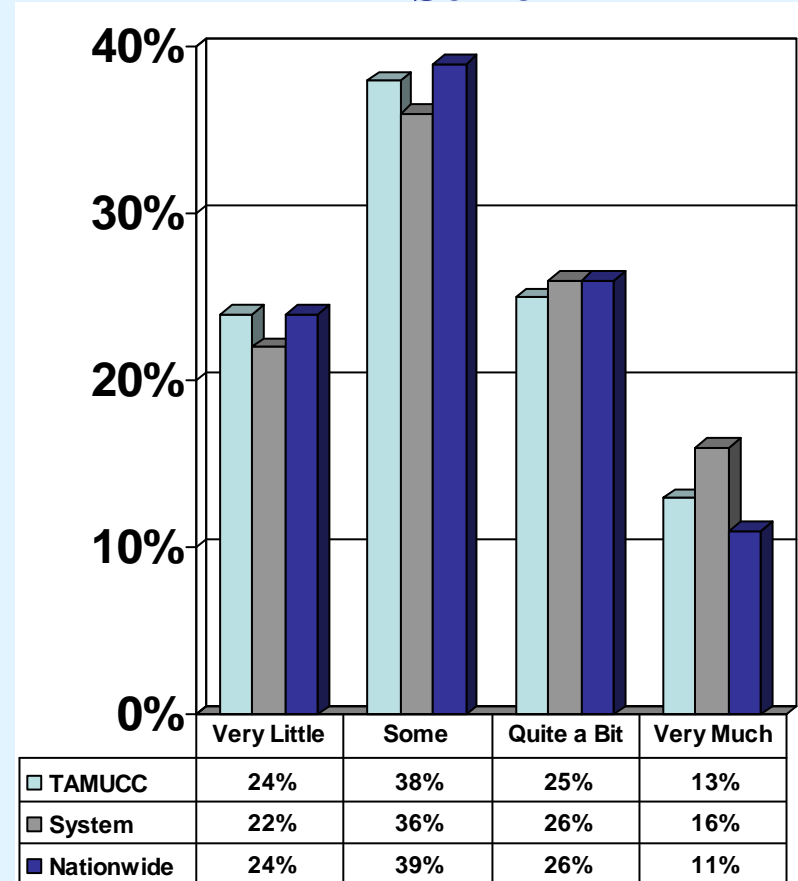


NSSE 2009 Results

Freshman



Senior

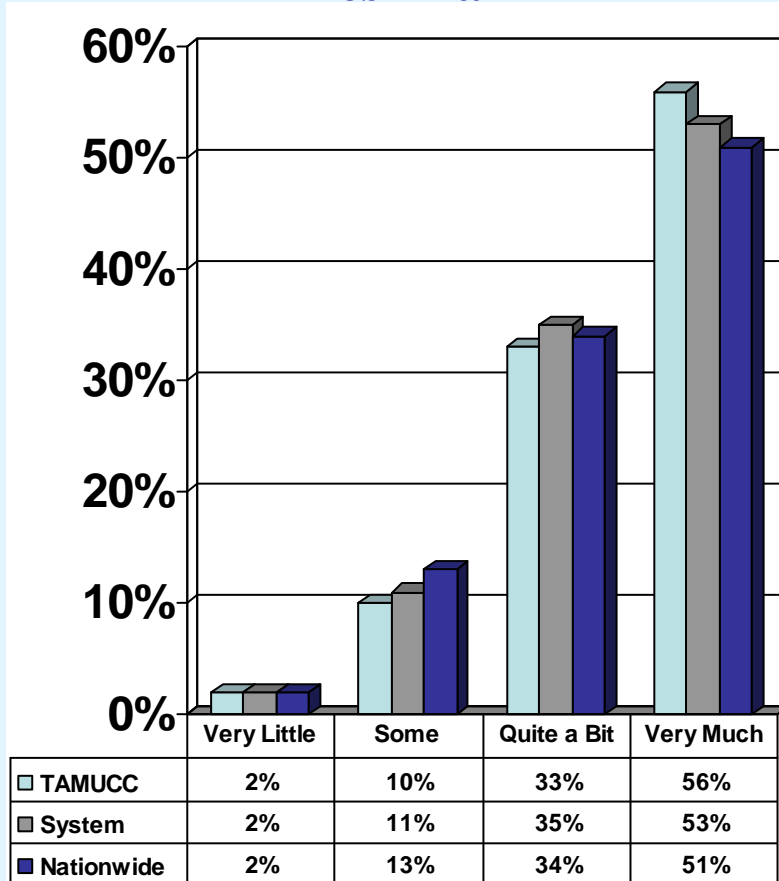


(Engagement): Institutional emphasis on obtaining the support needed to thrive socially

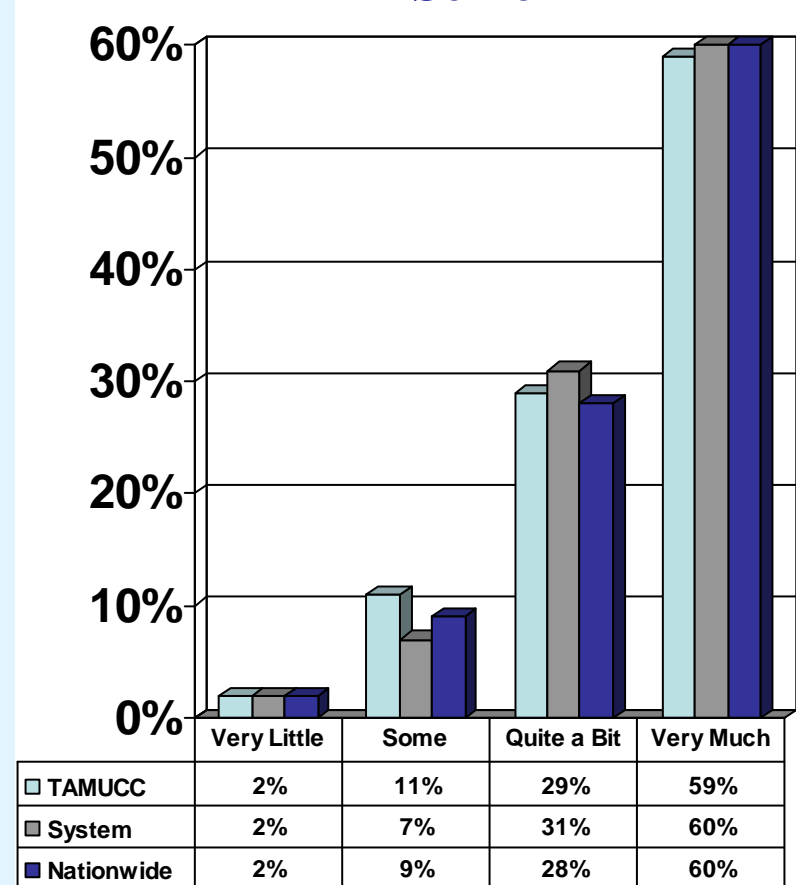


NSSE 2009 Results

Freshman



Senior



(Engagement): Institutional emphasis on using computers in academic work



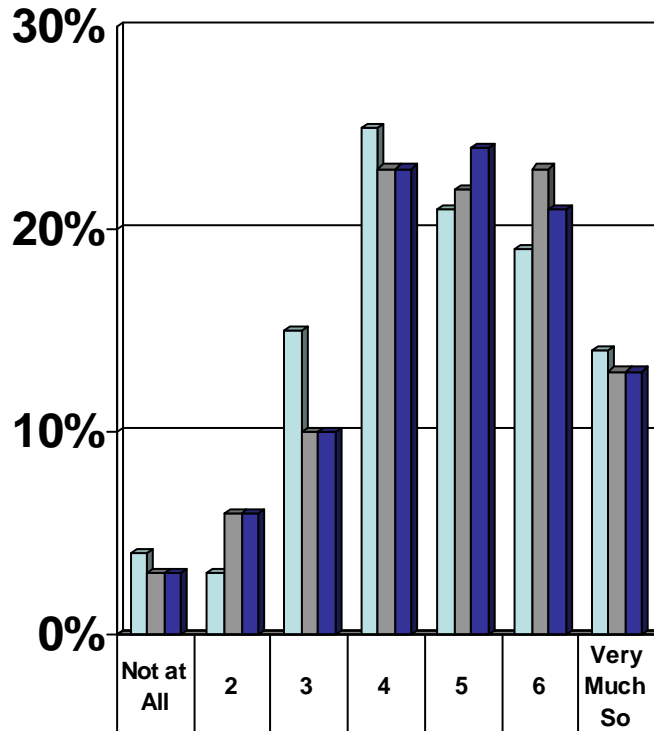
NSSE 2009 Results

Quality of Campus Environment



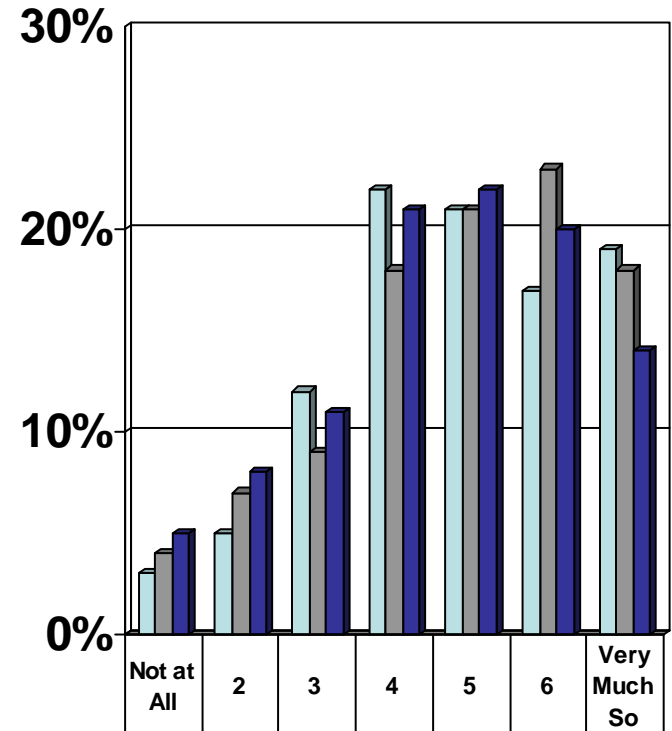
NSSE 2009 Results

Freshman



TAMUCC	4%	3%	15%	25%	21%	19%	14%
System	3%	6%	10%	23%	22%	23%	13%
Nationwide	3%	6%	10%	23%	24%	21%	13%

Senior



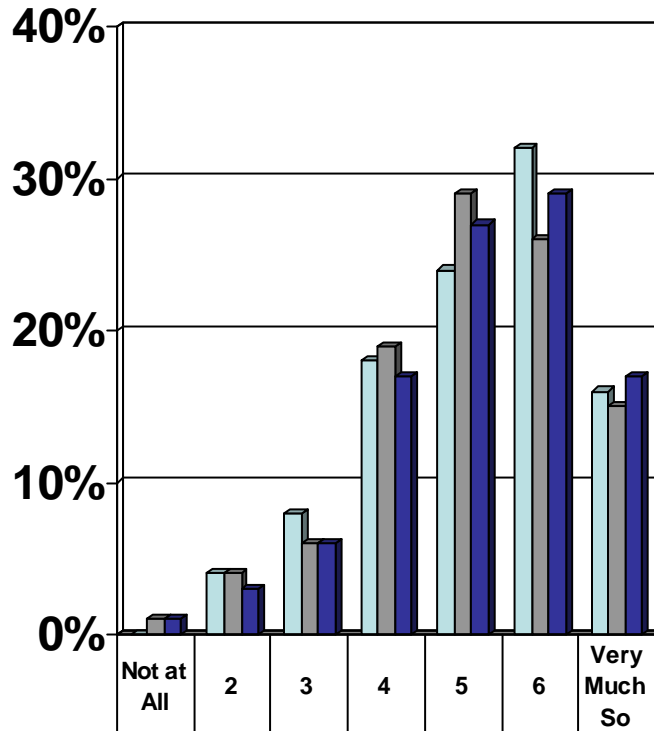
TAMUCC	3%	5%	12%	22%	21%	17%	19%
System	4%	7%	9%	18%	21%	23%	18%
Nationwide	5%	8%	11%	21%	22%	20%	14%

(Environment): Helpful, considerate, flexible administrative personnel and offices



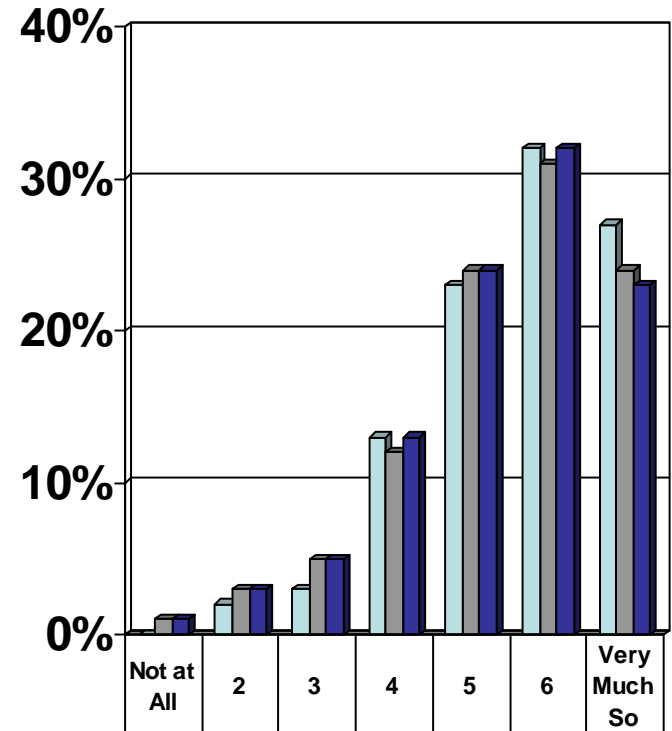
NSSE 2009 Results

Freshman



TAMUCC	0%	4%	8%	18%	24%	32%	16%
System	1%	4%	6%	19%	29%	26%	15%
Nationwide	1%	3%	6%	17%	27%	29%	17%

Senior



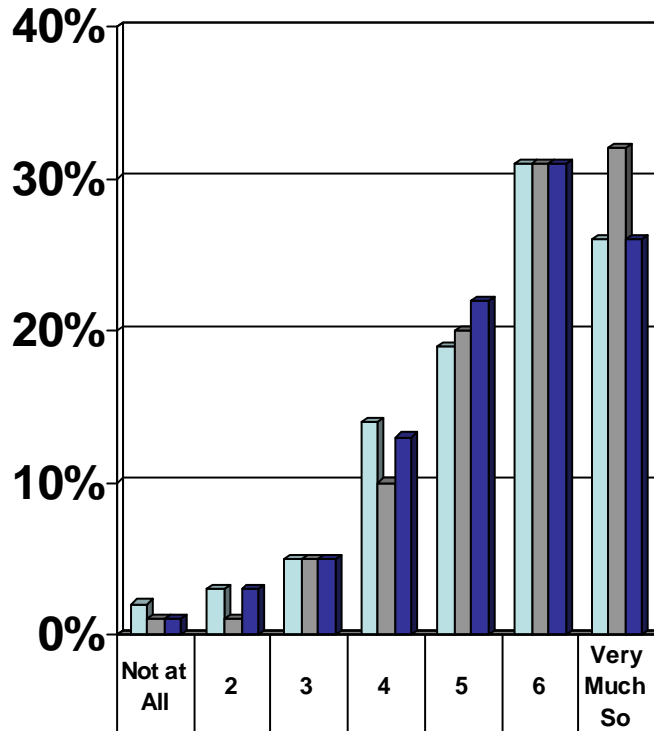
TAMUCC	0%	2%	3%	13%	23%	32%	27%
System	1%	3%	5%	12%	24%	31%	24%
Nationwide	1%	3%	5%	13%	24%	32%	23%

(Environment): Available, helpful, sympathetic faculty members



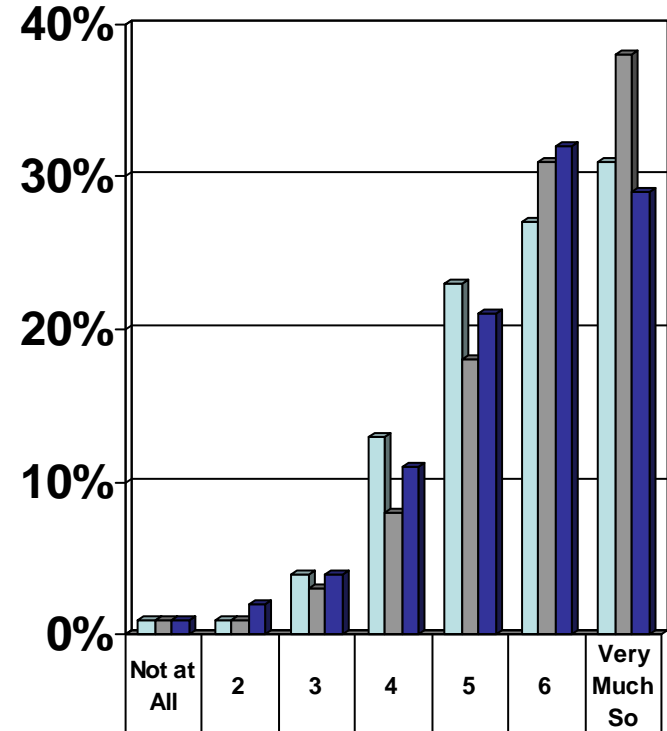
NSSE 2009 Results

Freshman



	Not at All	2	3	4	5	6	Very Much So
TAMUCC	2%	3%	5%	14%	19%	31%	26%
System	1%	1%	5%	10%	20%	31%	32%
Nationwide	1%	3%	5%	13%	22%	31%	26%

Senior



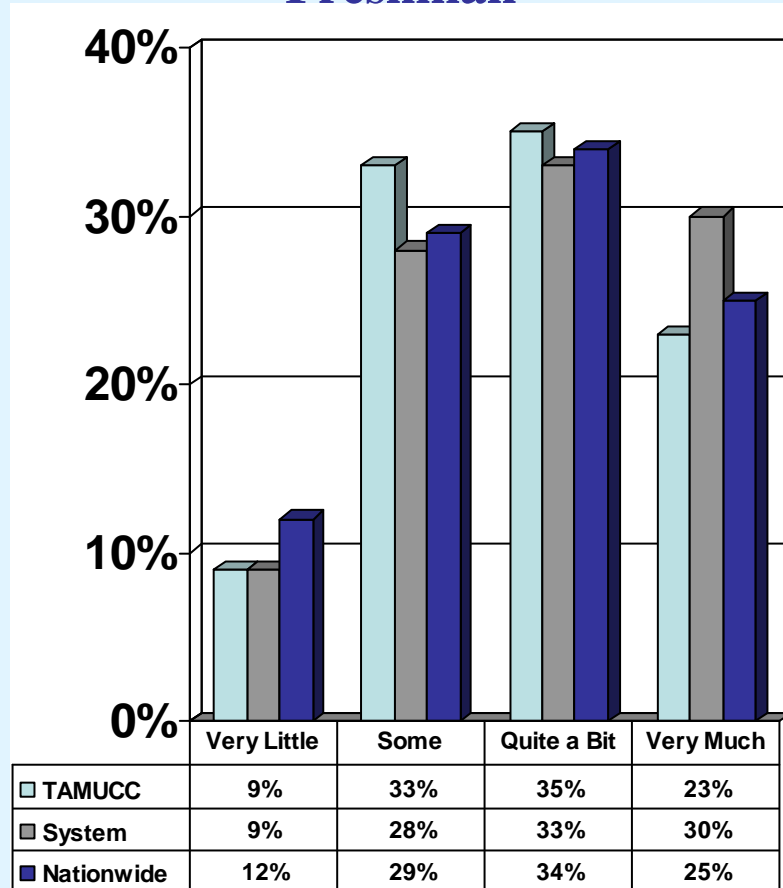
	Not at All	2	3	4	5	6	Very Much So
TAMUCC	1%	1%	4%	13%	23%	27%	31%
System	1%	1%	3%	8%	18%	31%	38%
Nationwide	1%	2%	4%	11%	21%	32%	29%

(Environment): Friendly, supportive, inclusive relationships with fellow students

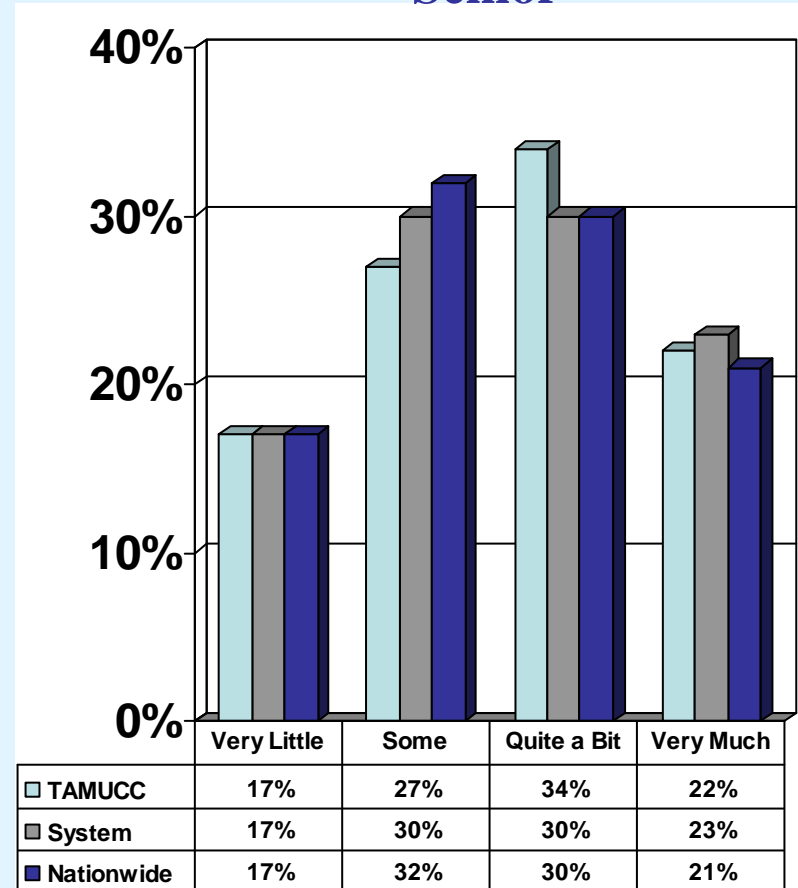


NSSE 2009 Results

Freshman



Senior

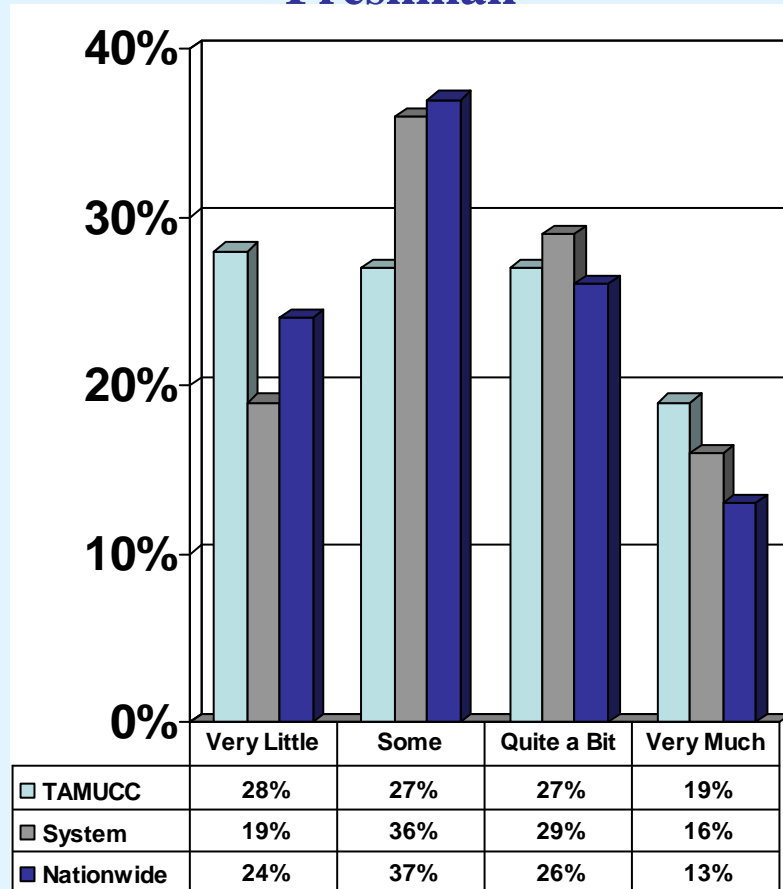


(Environment): Institutional emphasis on encouraging contact among students from different economic, social, racial, ethnic backgrounds

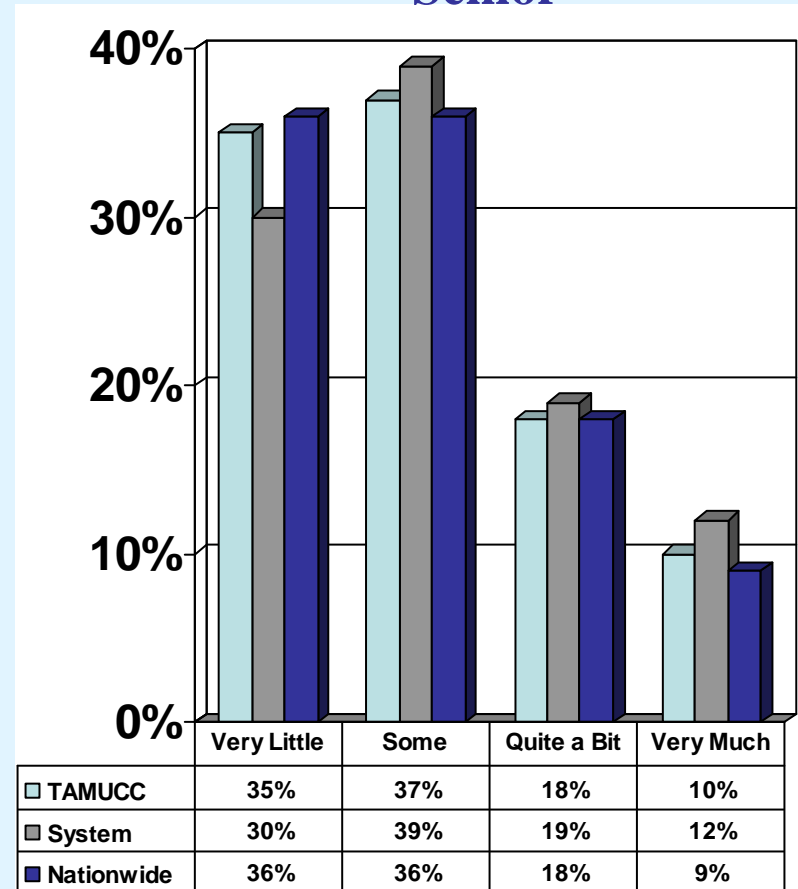


NSSE 2009 Results

Freshman



Senior

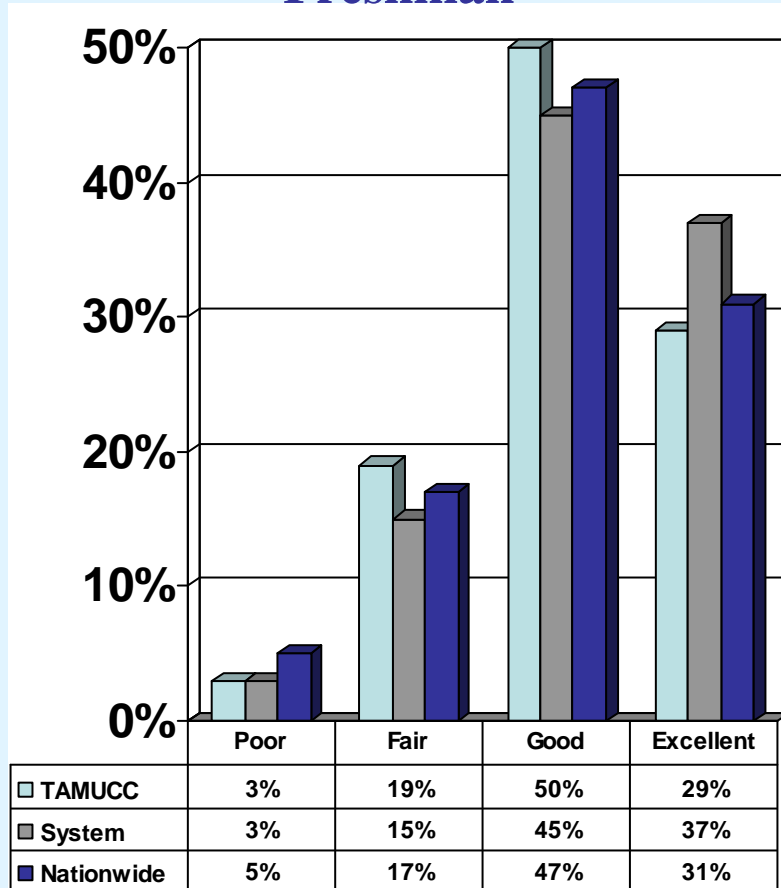


(Environment): Institutional emphasis on helping student cope with non-academic responsibilities (family, work, etc)

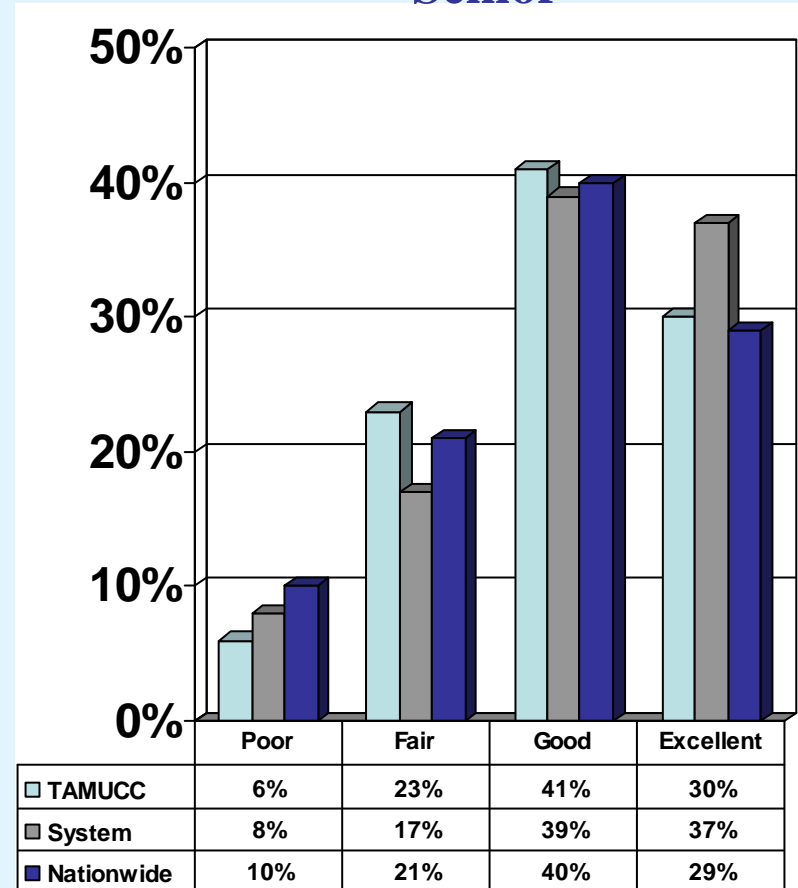


NSSE 2009 Results

Freshman



Senior

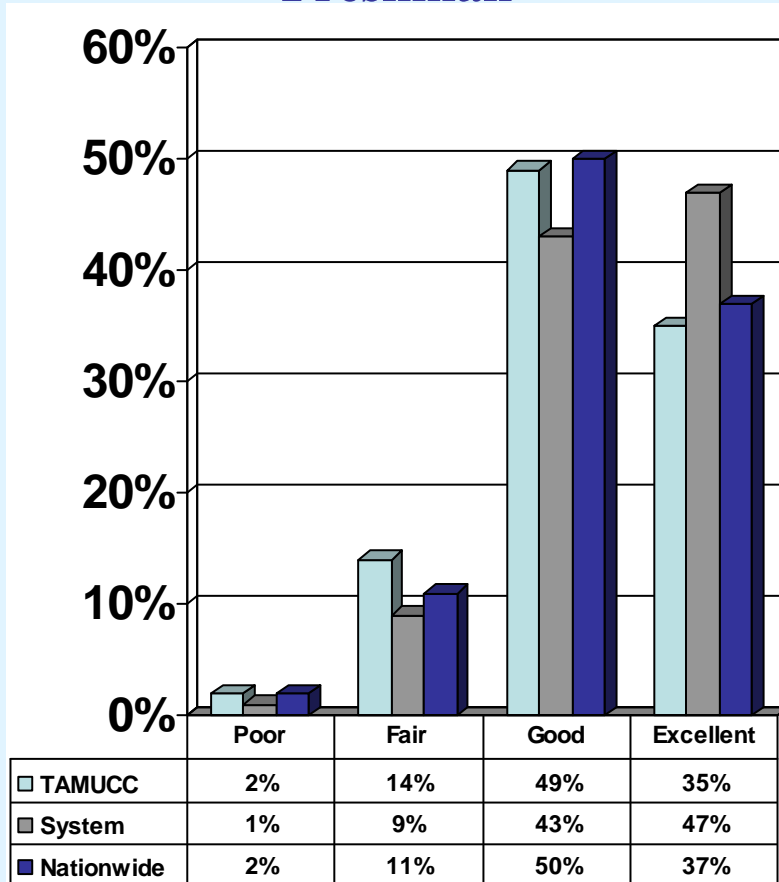


(Environment): Overall quality of academic advising on this campus

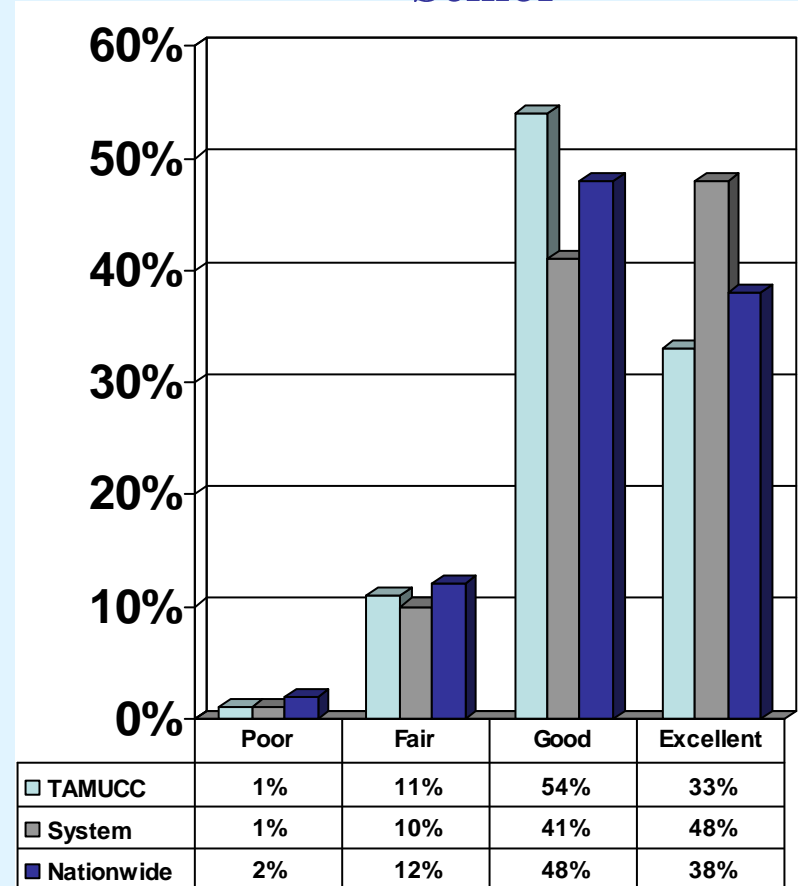


NSSE 2009 Results

Freshman



Senior

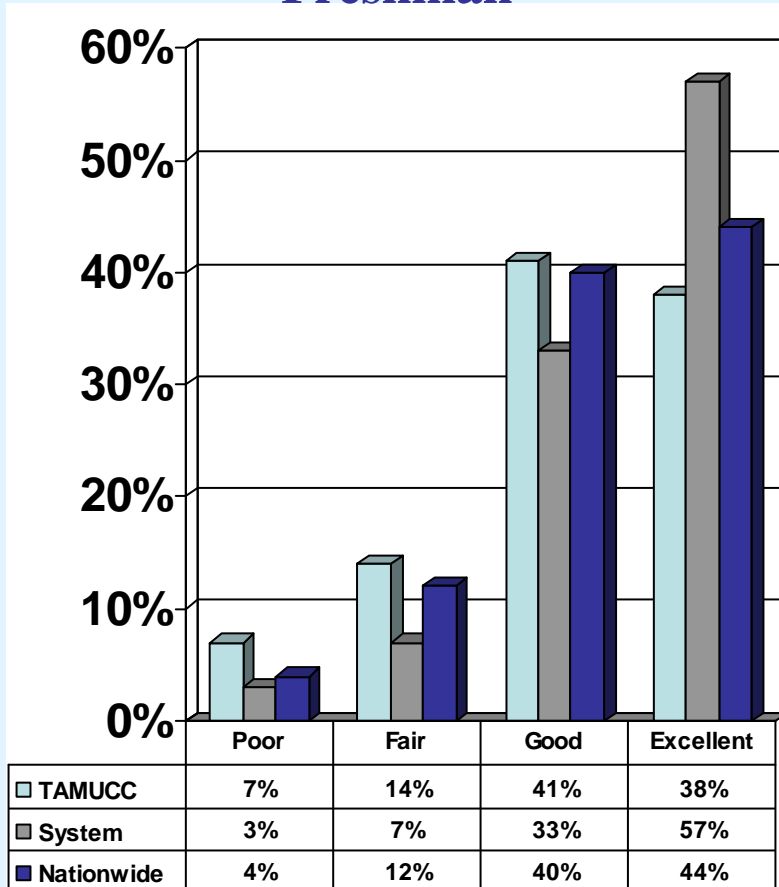


(Environment): Overall rating of entire educational experience at this institution

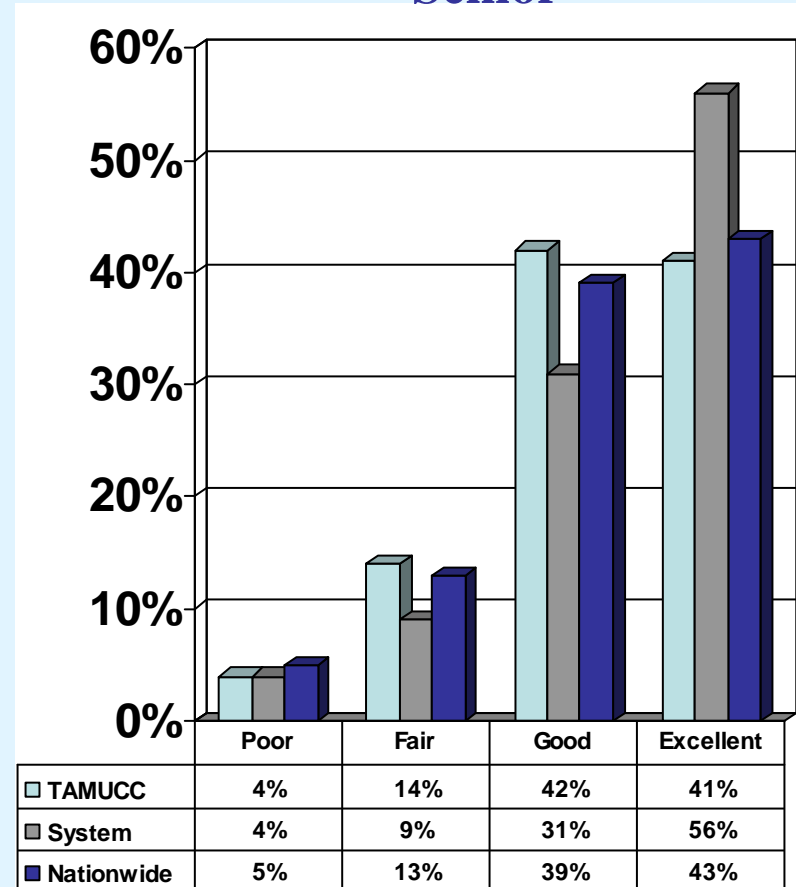


NSSE 2009 Results

Freshman



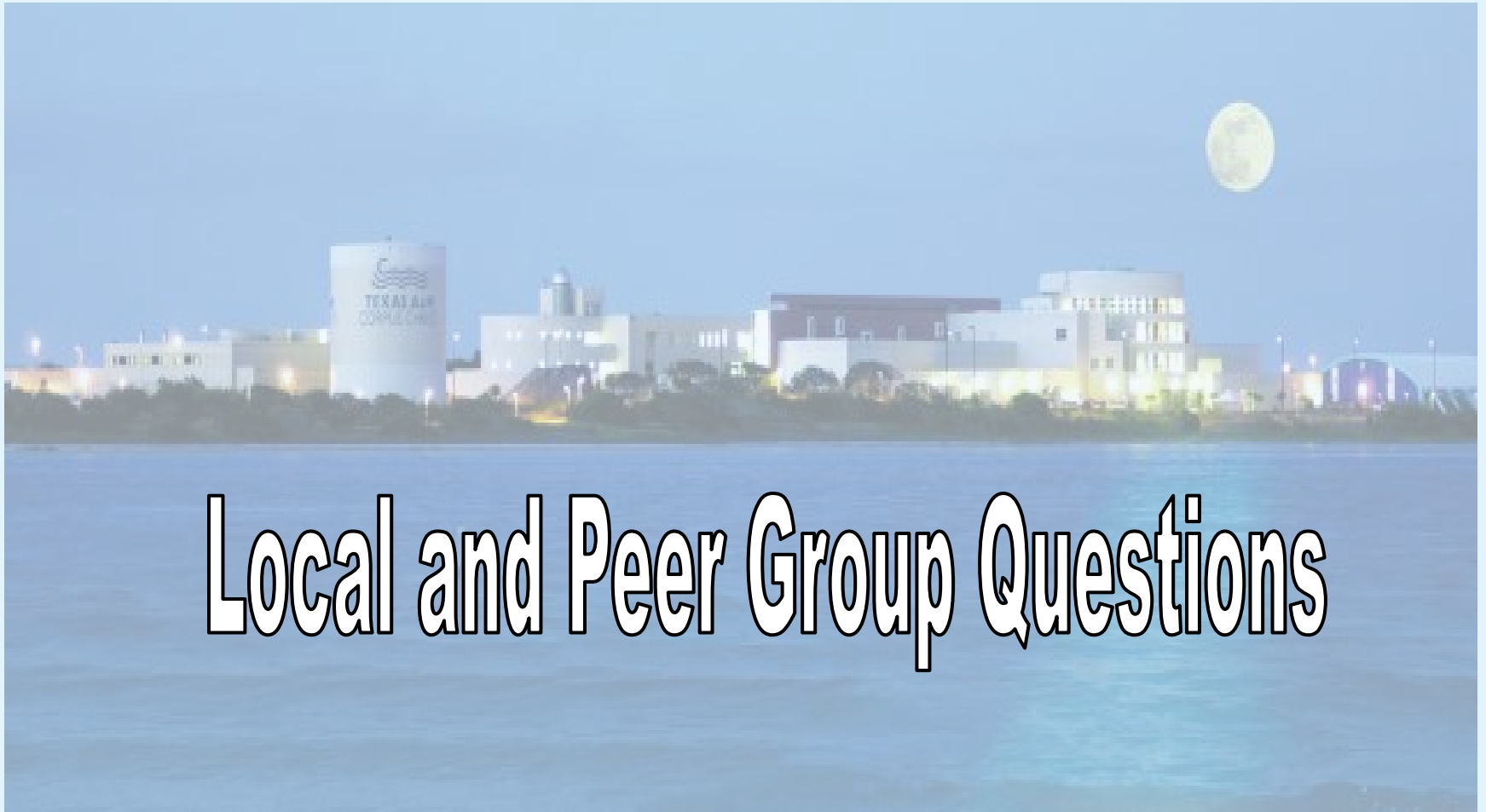
Senior



(Environment): Likelihood of attending same institution if starting over



NSSE 2009 Results



Local and Peer Group Questions



TAMU-CC NSSE 2009 Peer Groups

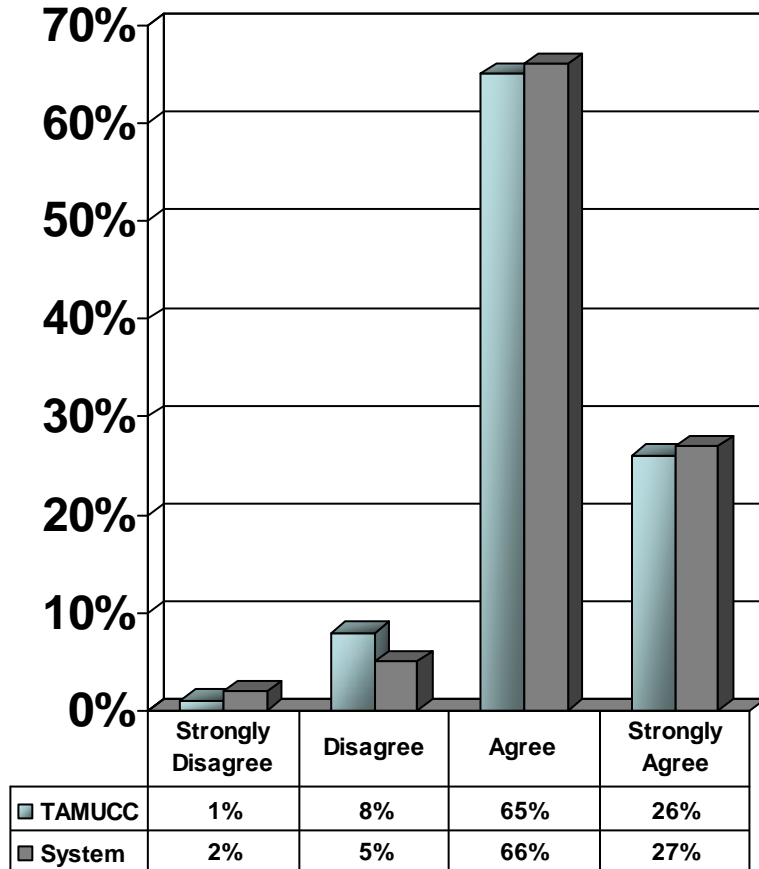
Students from TAMU-CC and the below mentioned peer groups were asked additional questions that were separate from the national survey. Comparative responses are included for TAMU-CC and an aggregate of the peer groups in the following slides.

- Prairie View A&M University
- Tarleton State University
- Texas A&M International University
- Texas A&M University-Commerce
- Texas A&M University-Kingsville
- Texas A&M University-Texarkana
- Texas A&M University
- West Texas A&M University

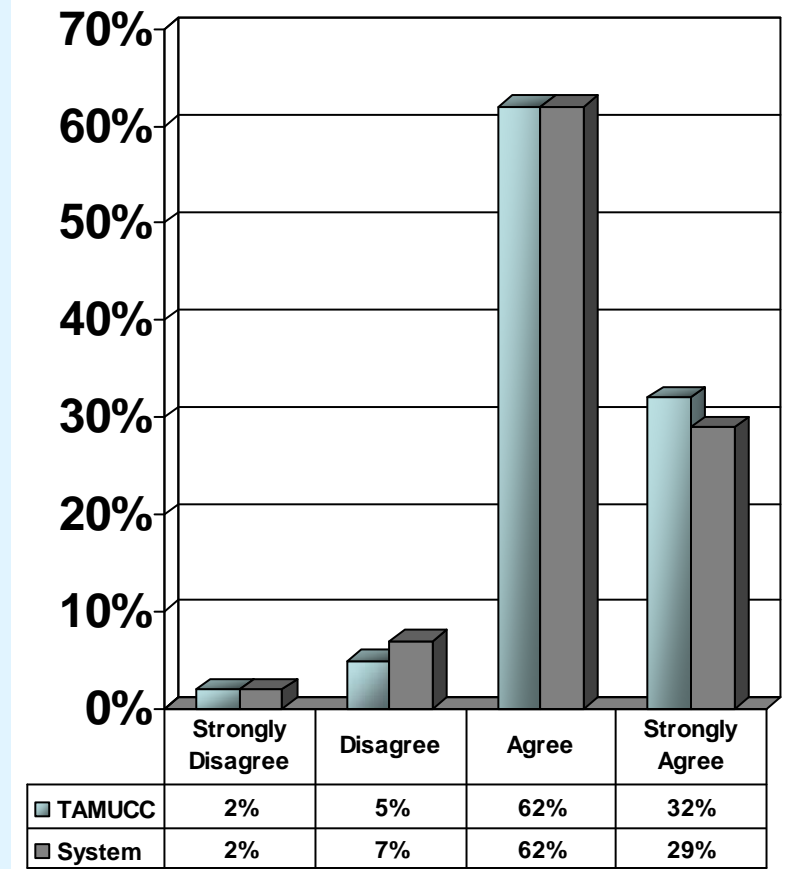


NSSE 2009 Results

Freshman



Senior

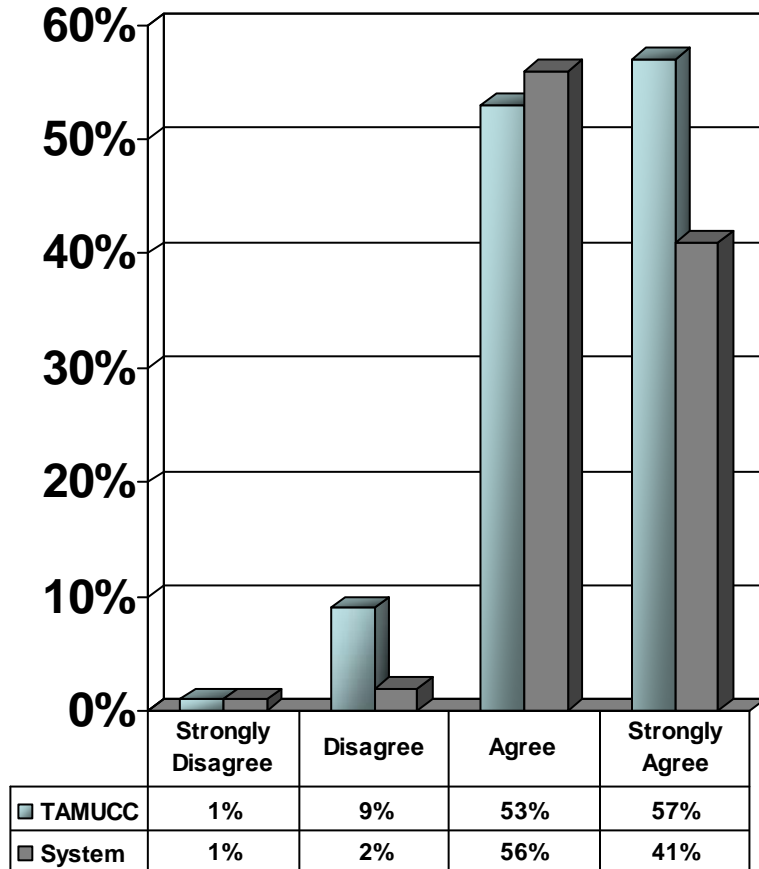


(Local and Peer Group): Library staff are helpful in finding needed resources

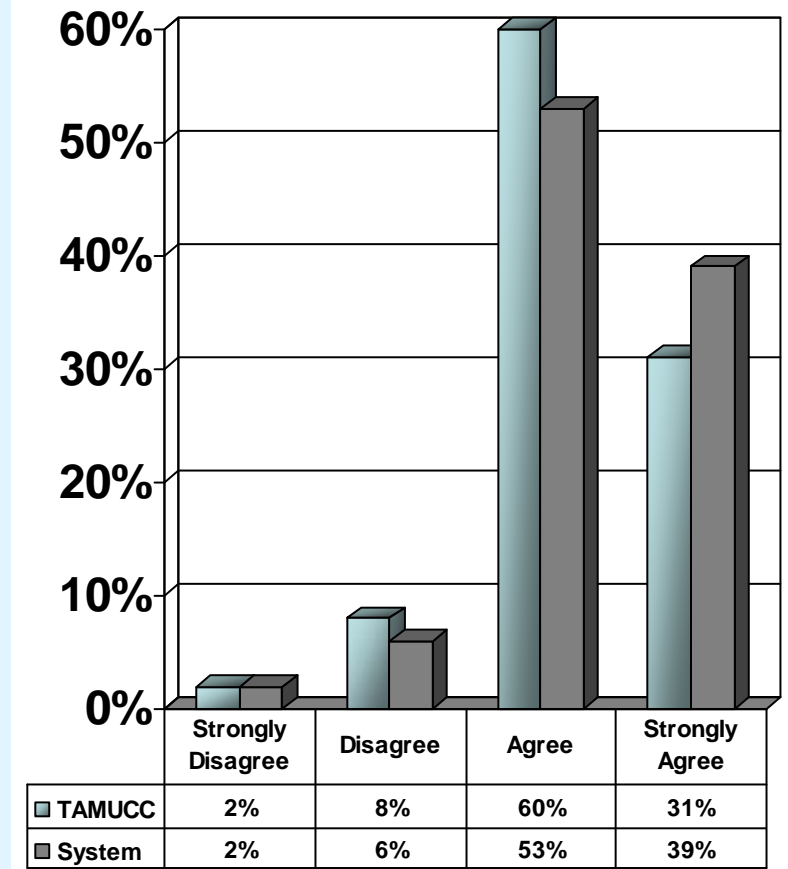


NSSE 2009 Results

Freshman



Senior

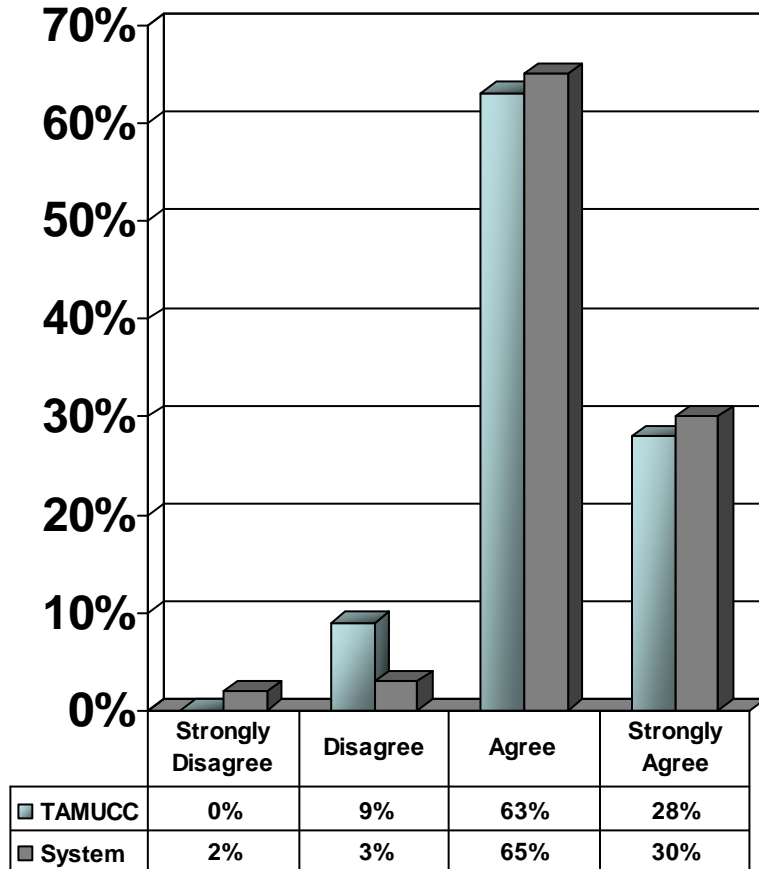


(Local and Peer Group): Library has needed resources

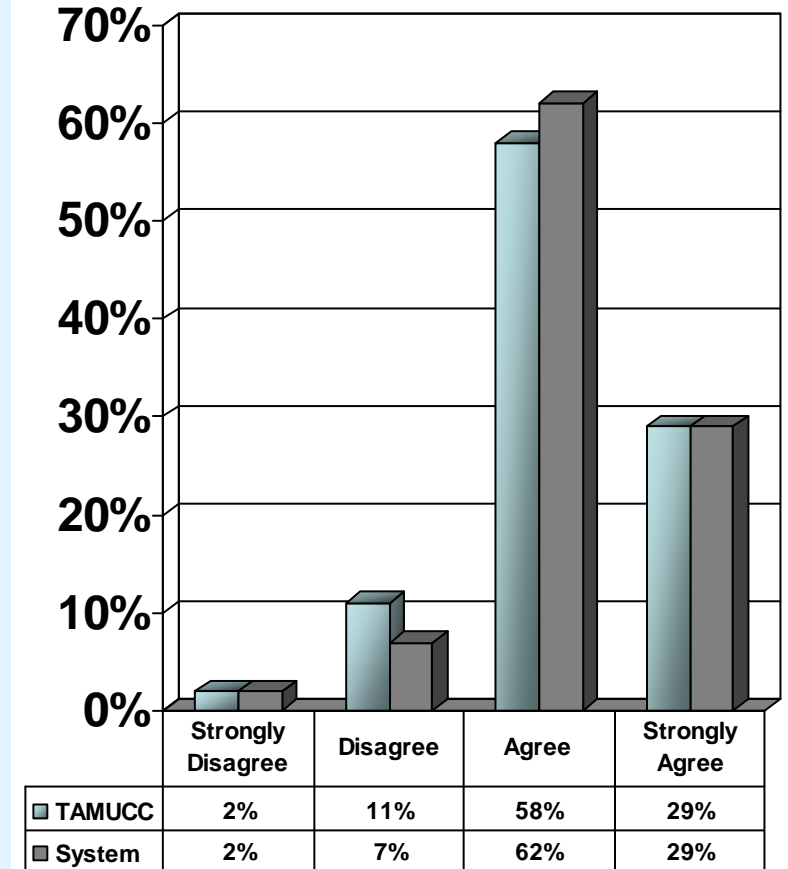


NSSE 2009 Results

Freshman



Senior

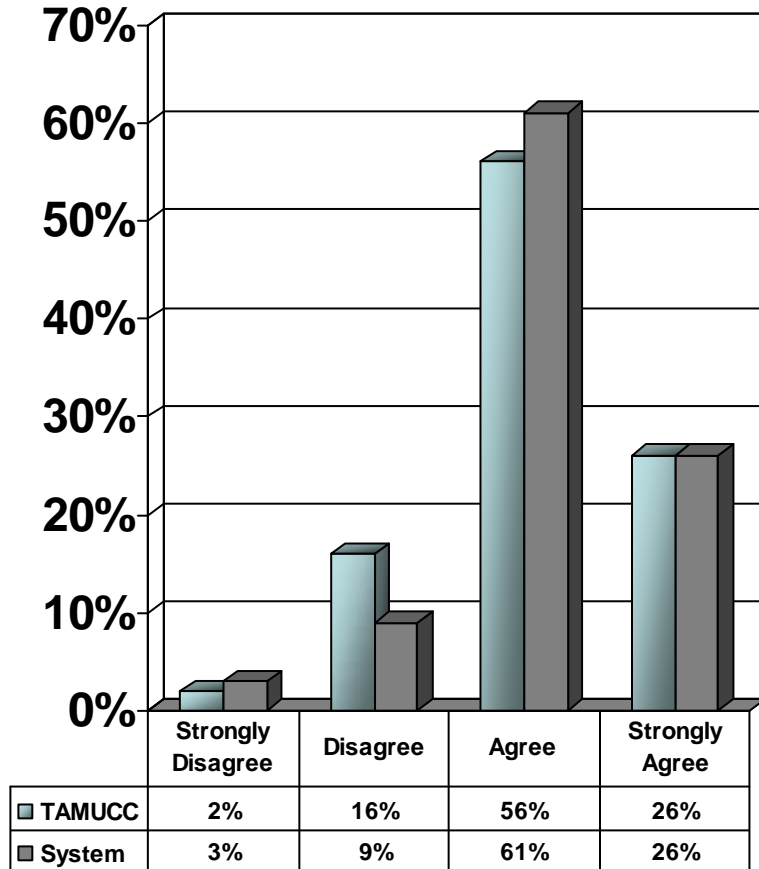


(Local and Peer Group): Administrative staff are knowledgeable about their respective areas

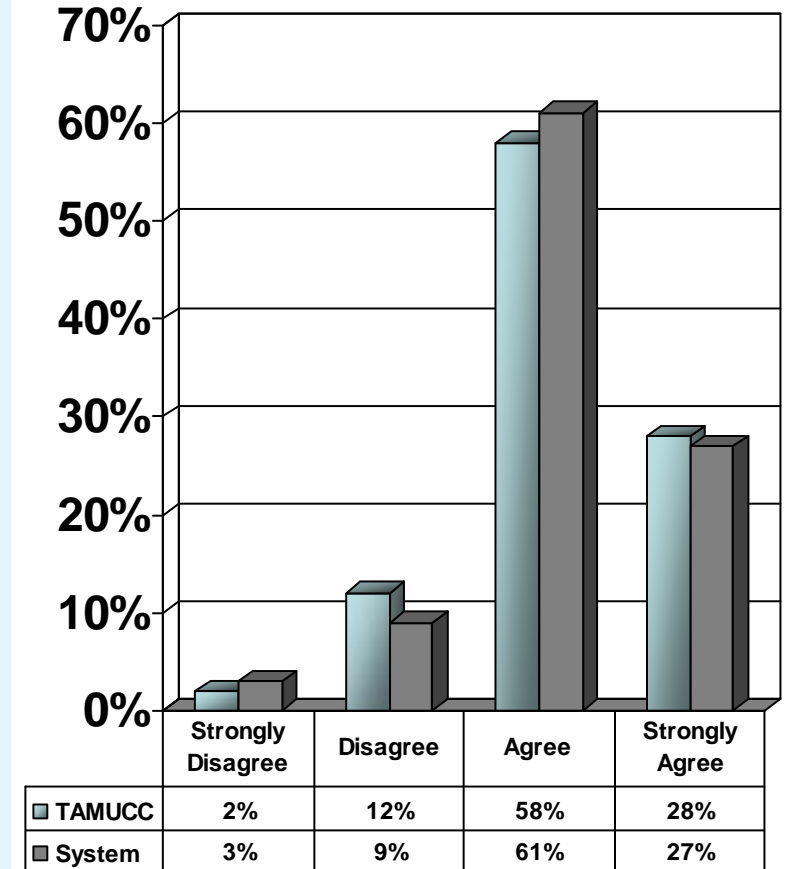


NSSE 2009 Results

Freshman



Senior

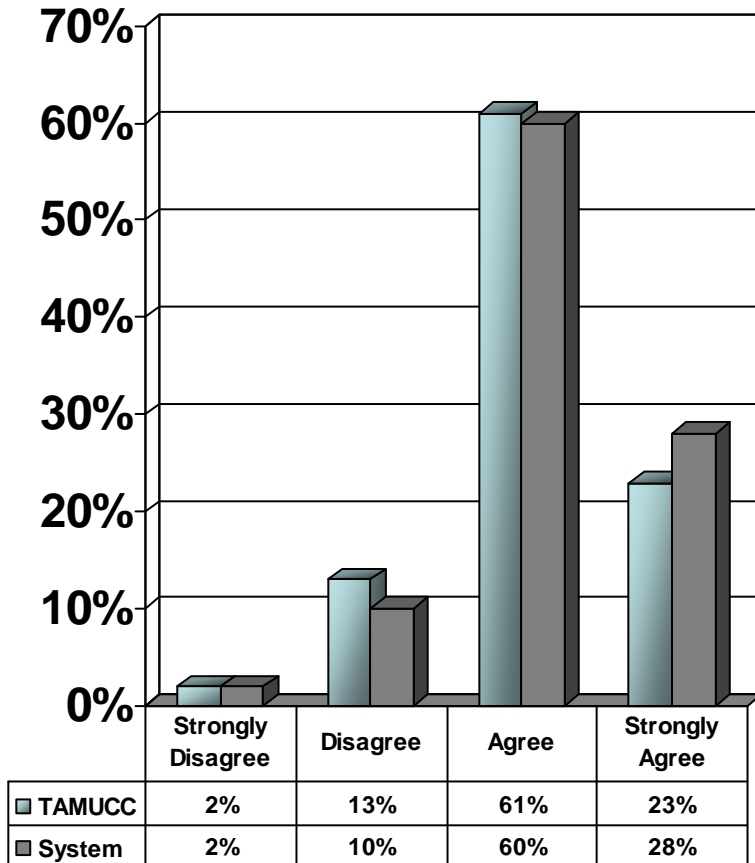


(Local and Peer Group): Admissions process is easy to understand and complete

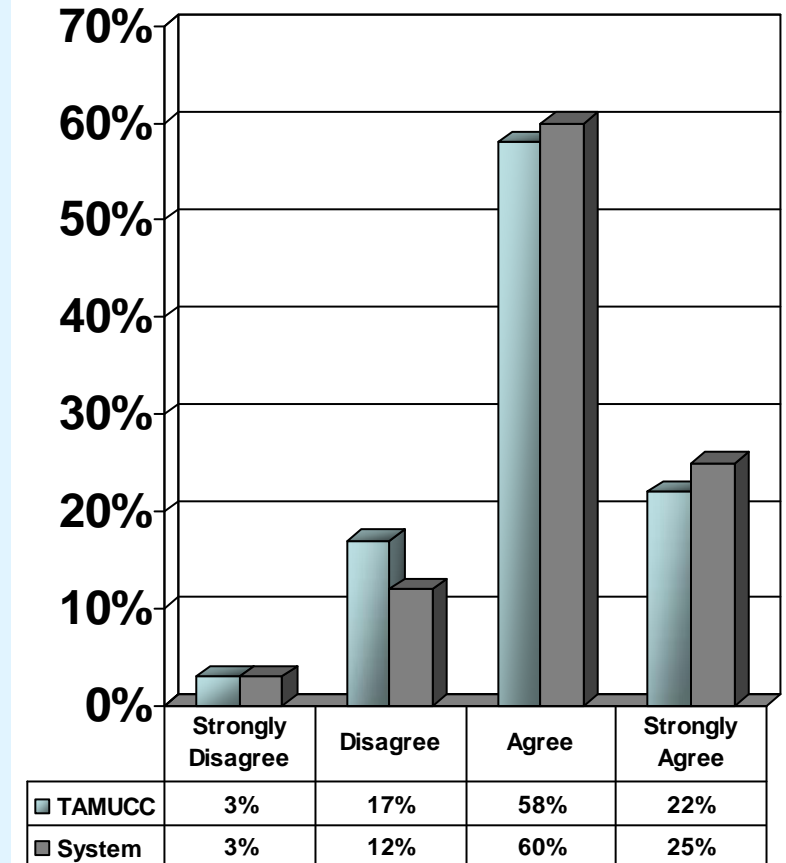


NSSE 2009 Results

Freshman



Senior

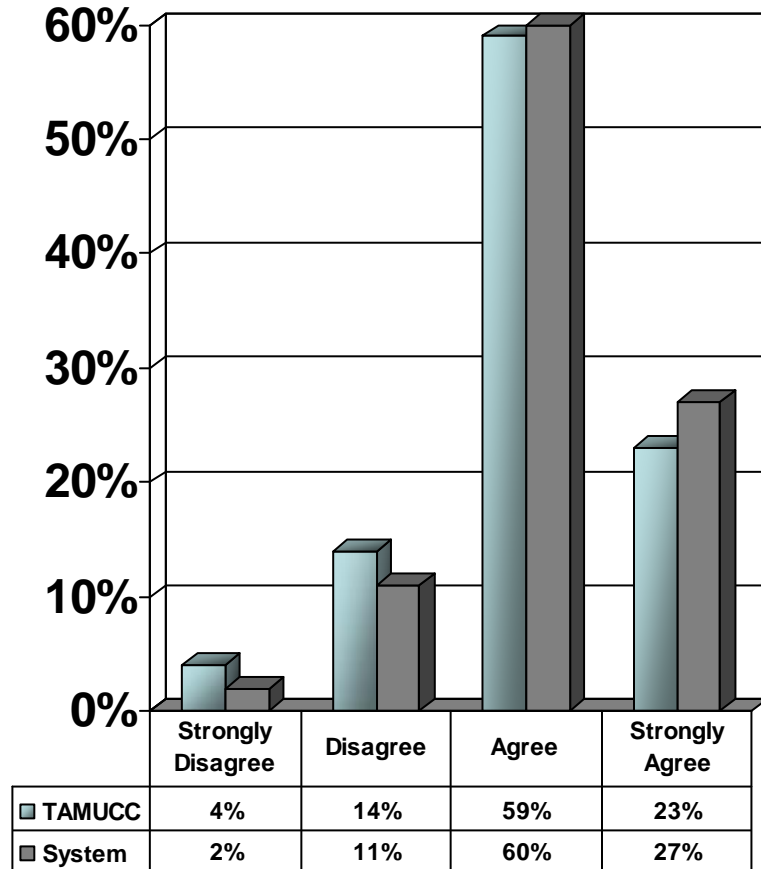


(Local and Peer Group): University communications convey information in a clear and effective manner

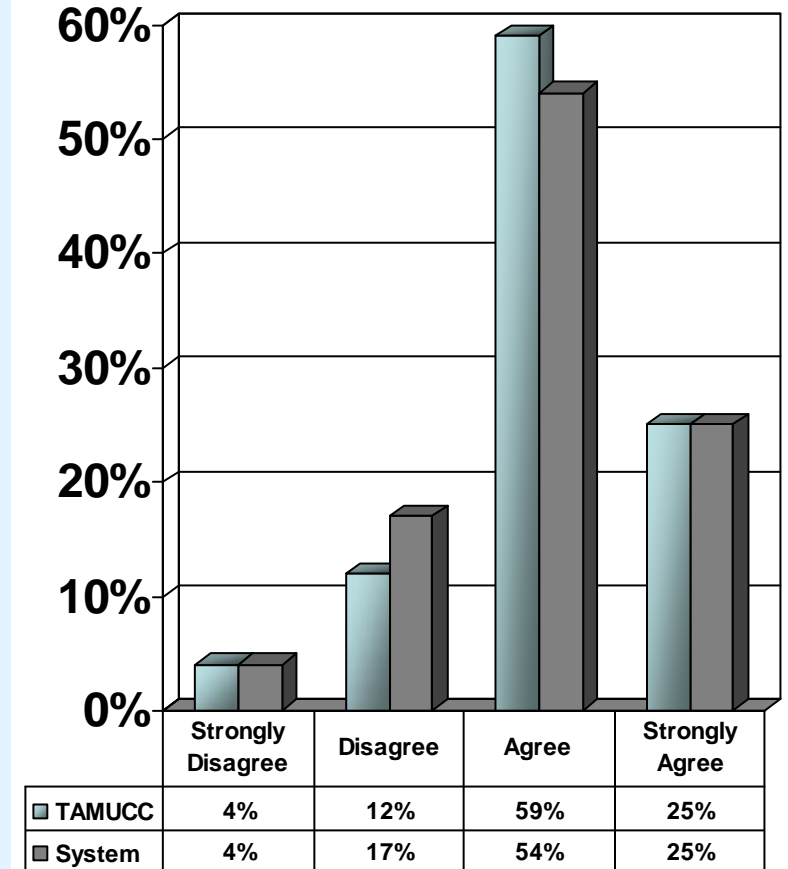


NSSE 2009 Results

Freshman



Senior

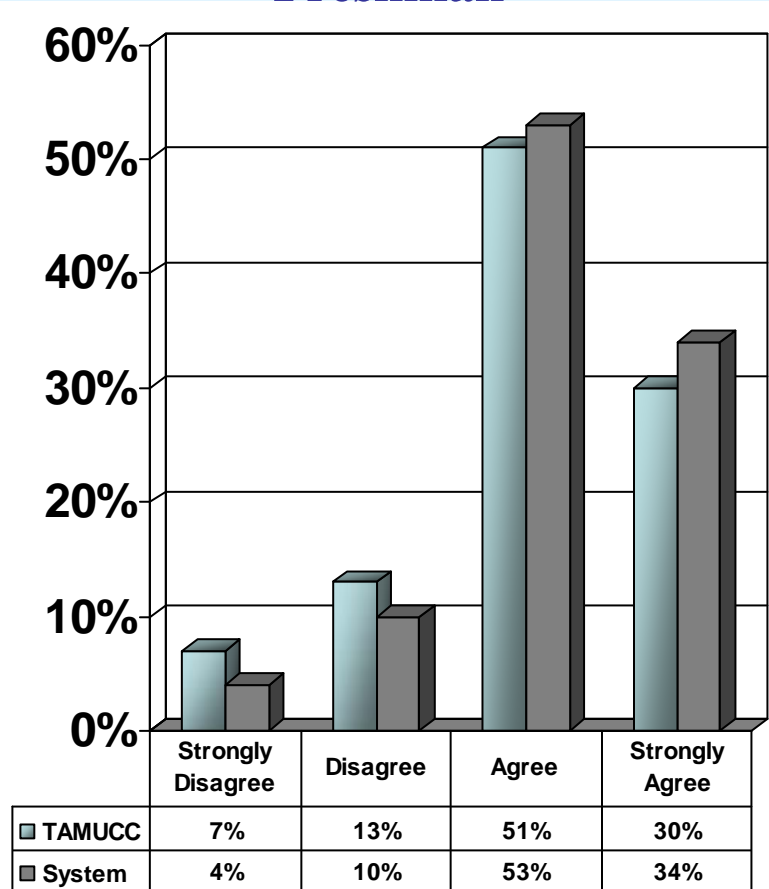


(Local and Peer Group): Information about academic requirements is easy to understand

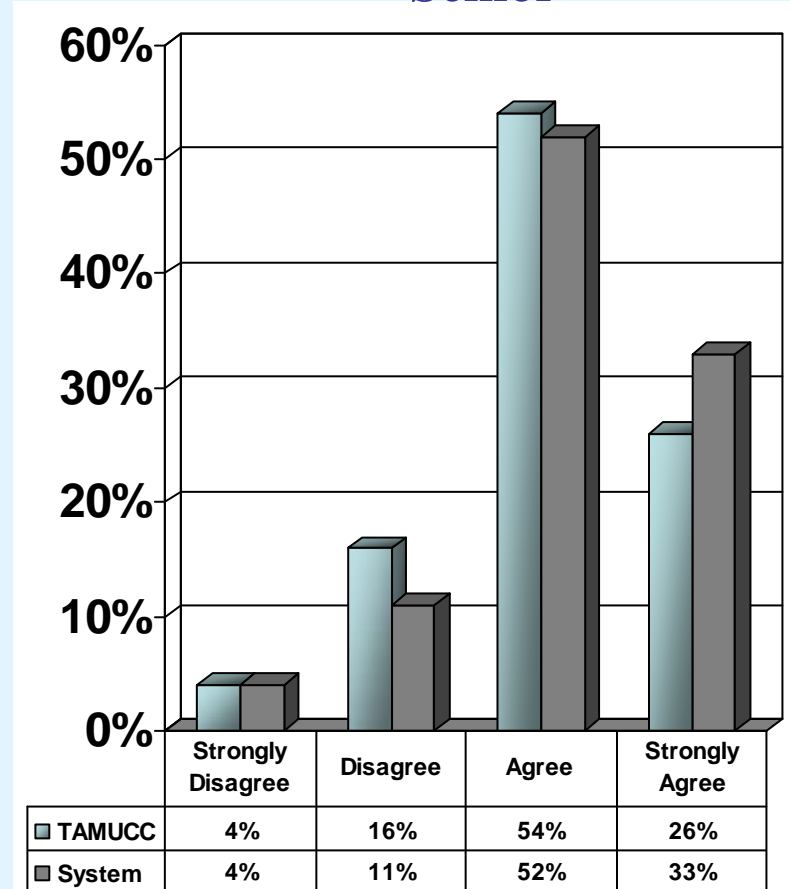


NSSE 2009 Results

Freshman



Senior

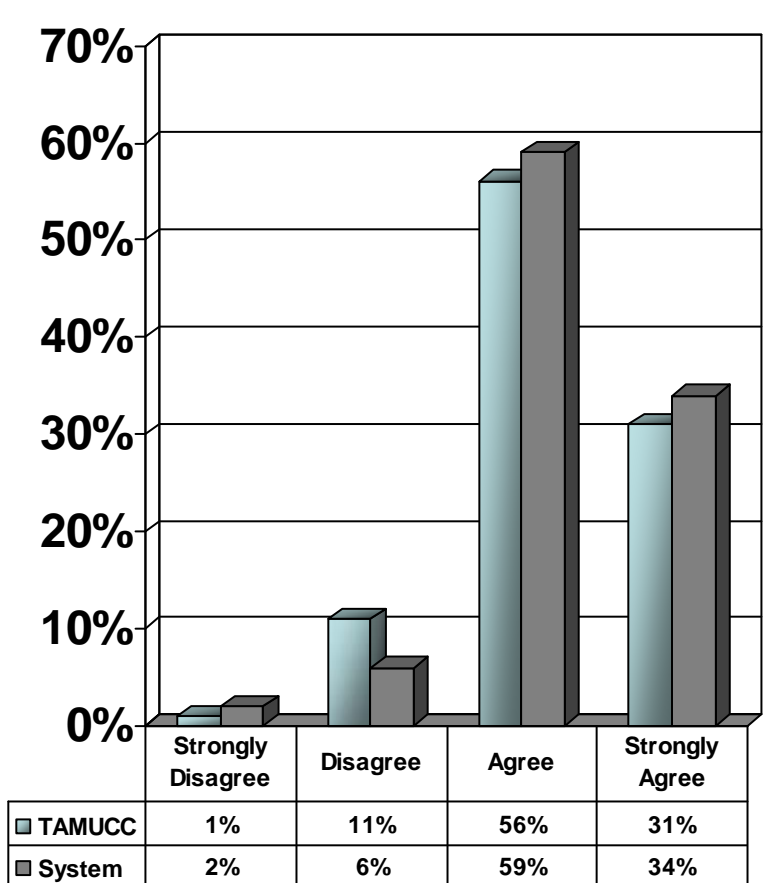


(Local and Peer Group): The university's website is organized to promote easy access to information

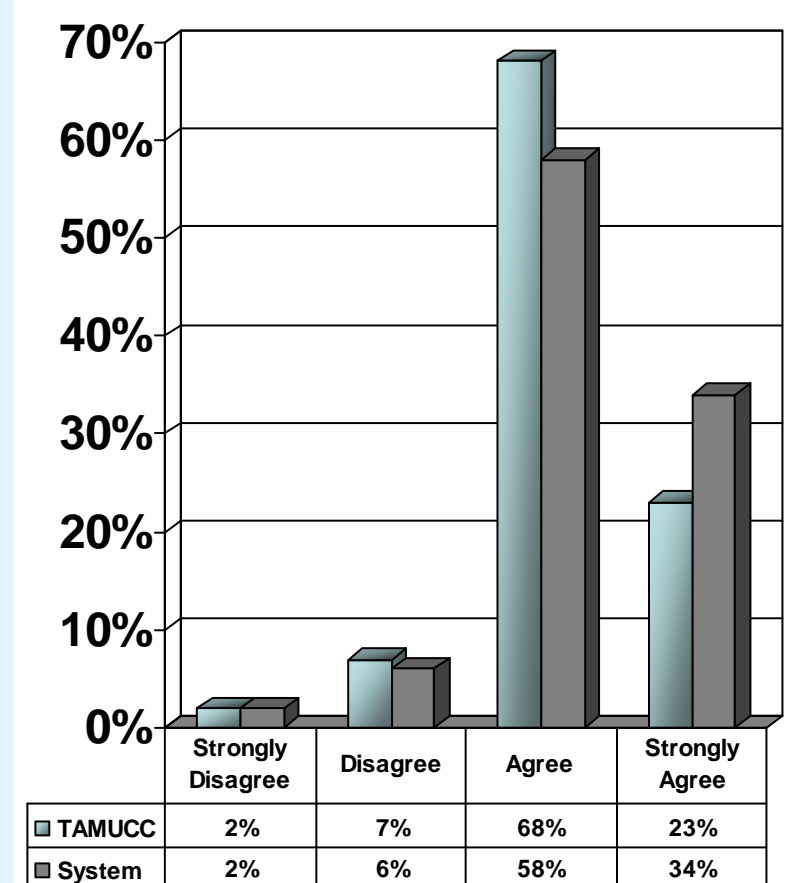


NSSE 2009 Results

Freshman



Senior

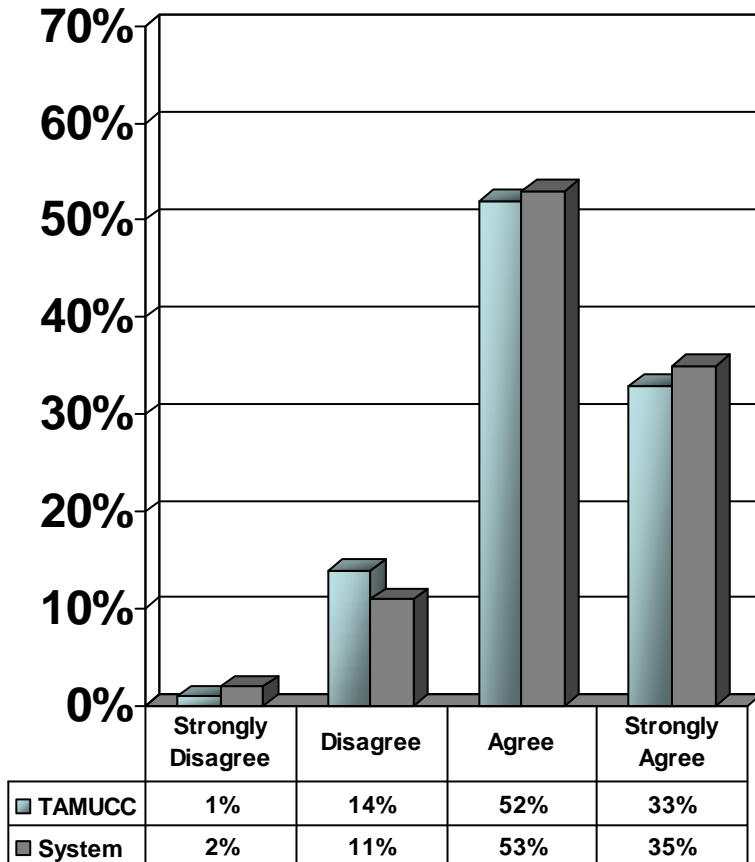


(Local and Peer Group): Energy and professionalism are communicated by the university's website

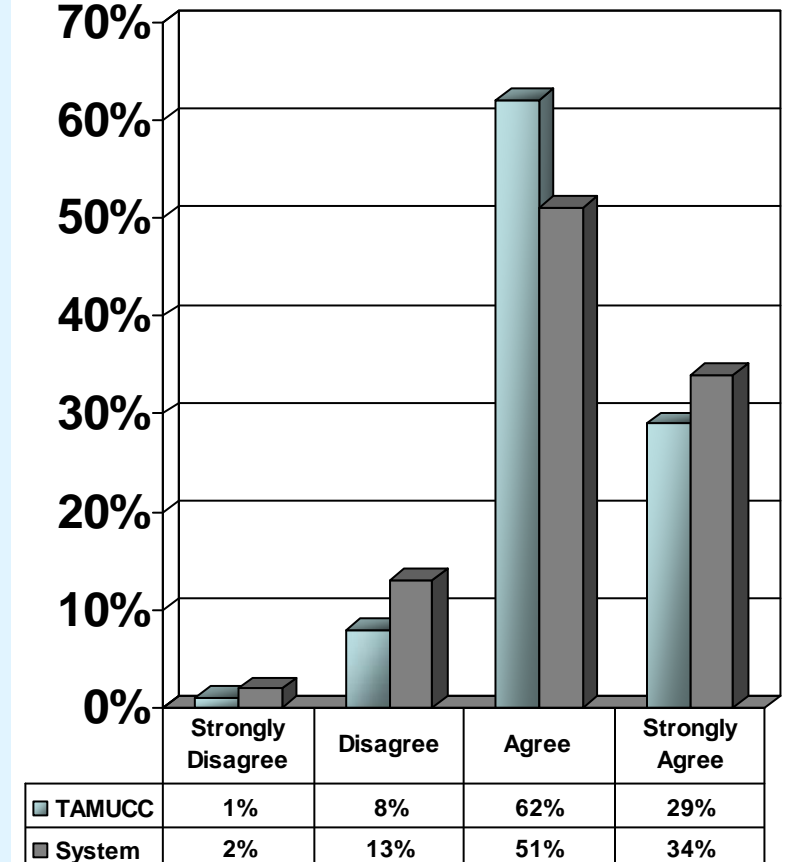


NSSE 2009 Results

Freshman



Senior

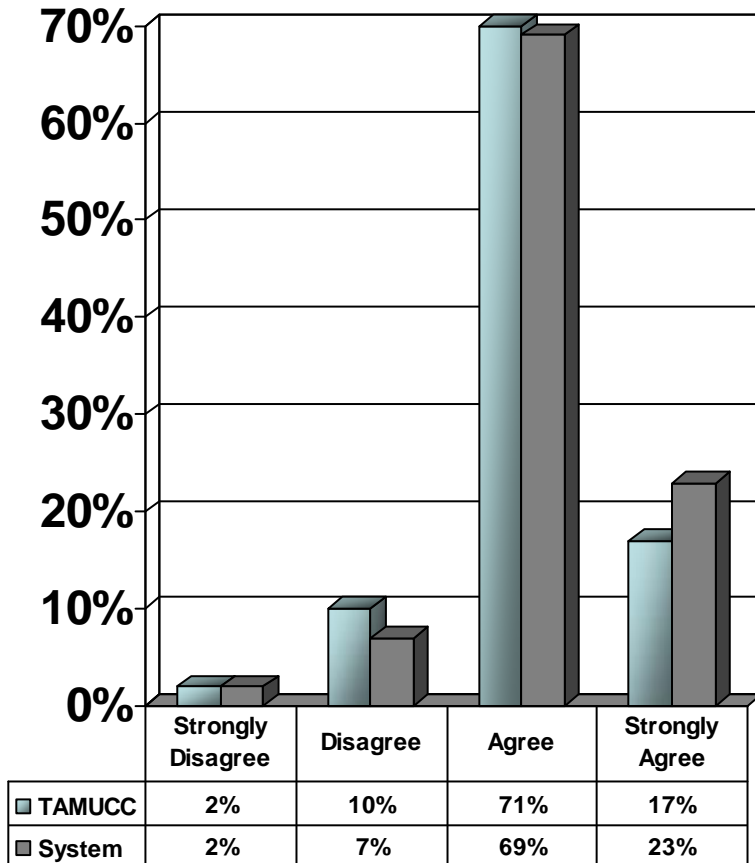


(Local and Peer Group): The university catalog clearly states academic requirements

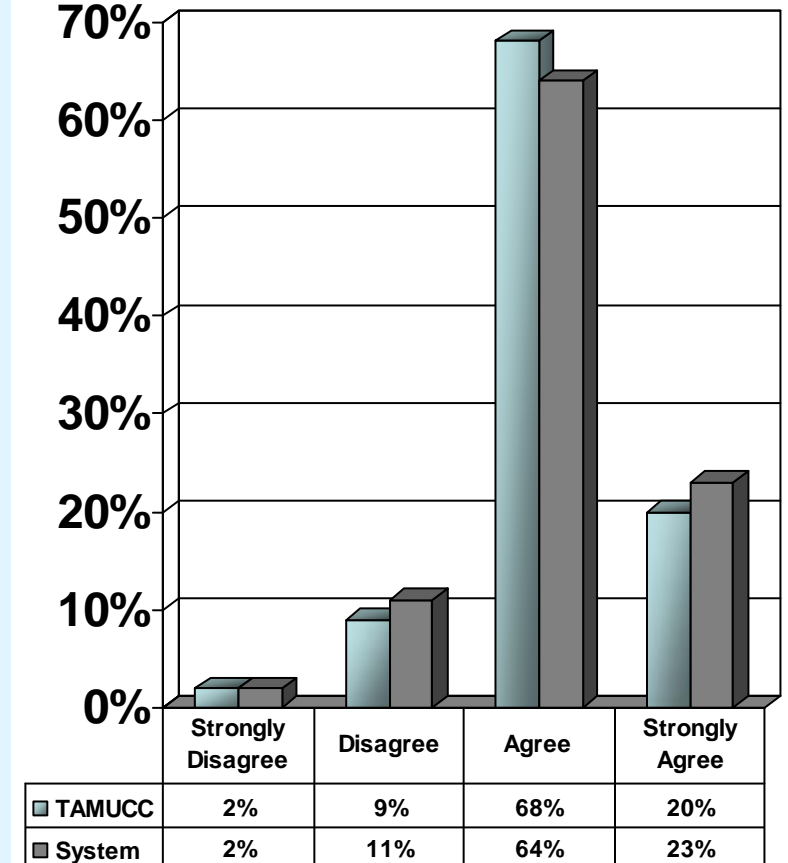


NSSE 2009 Results

Freshman



Senior

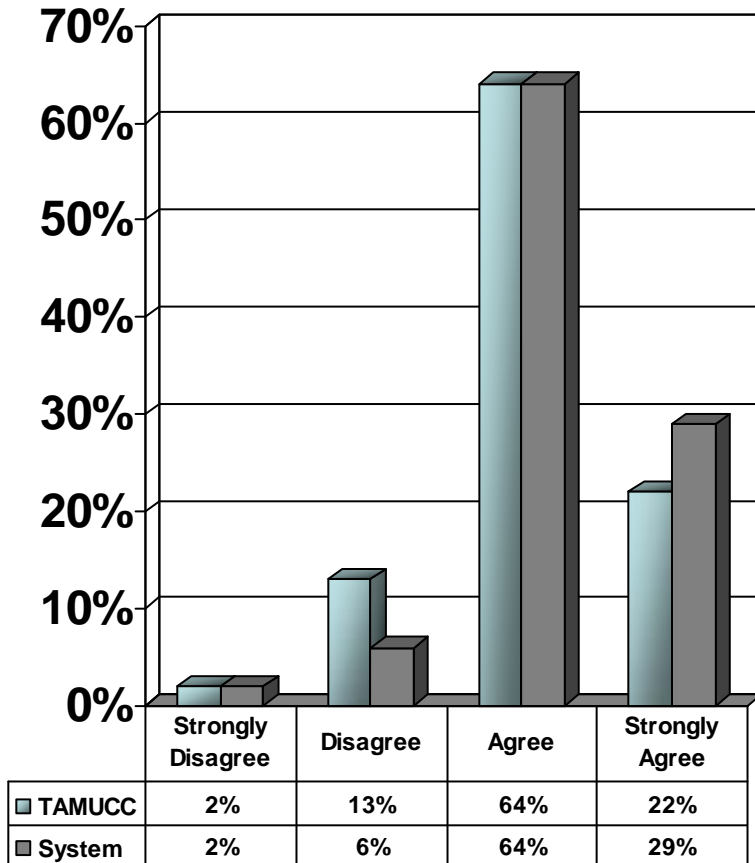


(Local and Peer Group): The student handbook provides information that students need

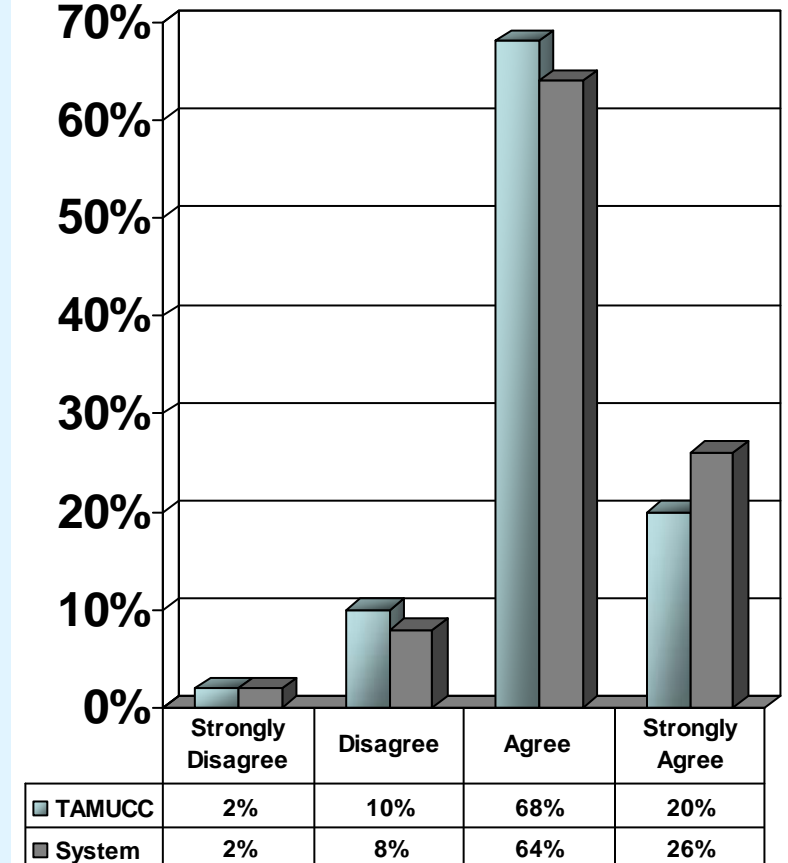


NSSE 2009 Results

Freshman



Senior

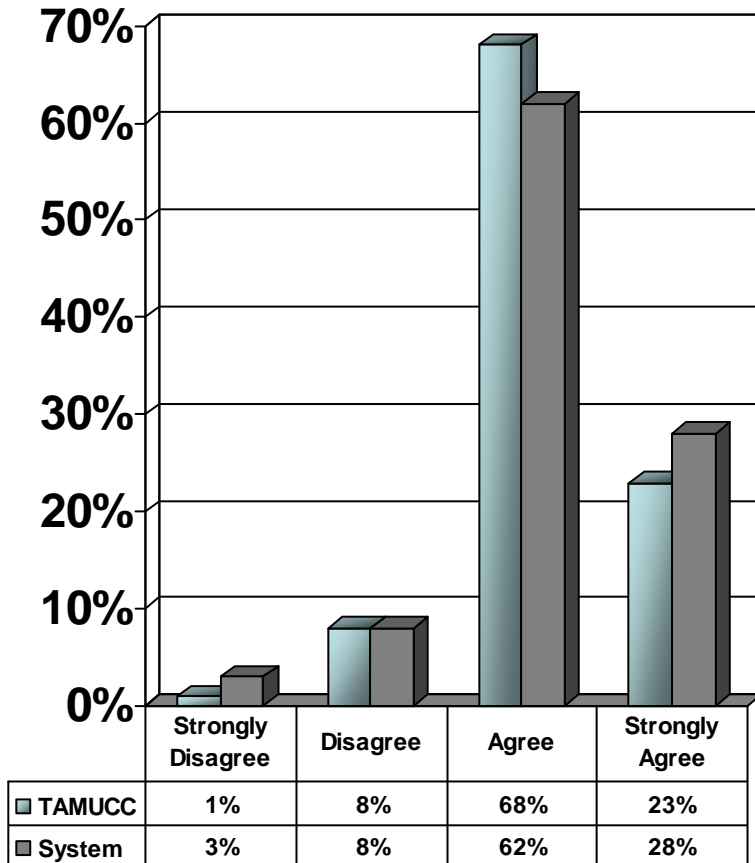


(Local and Peer Group): Printed materials about the university accurately portray the institution

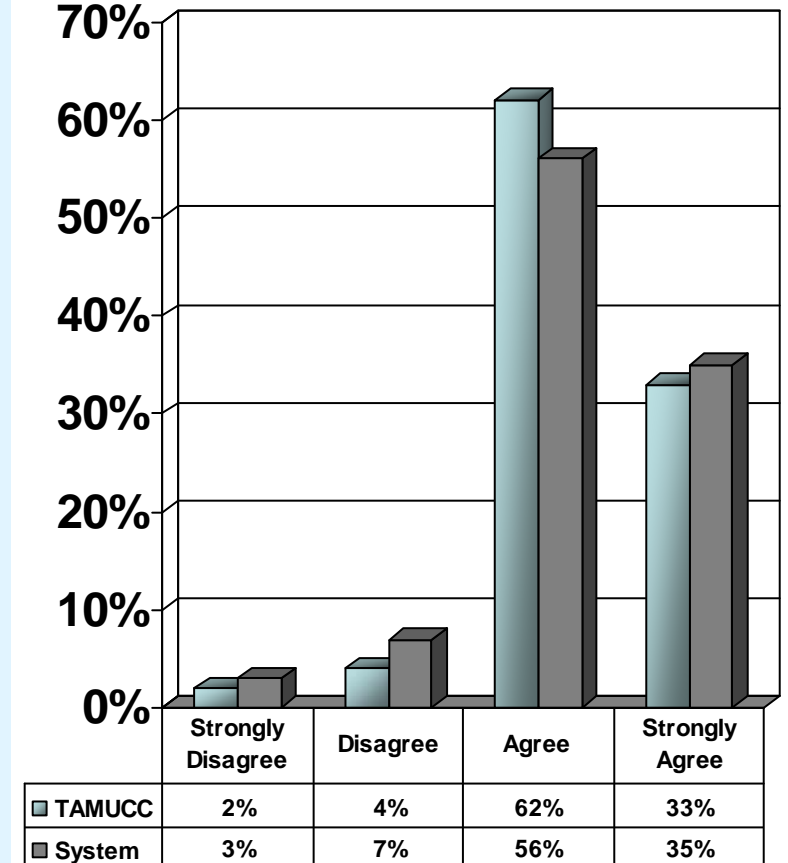


NSSE 2009 Results

Freshman



Senior

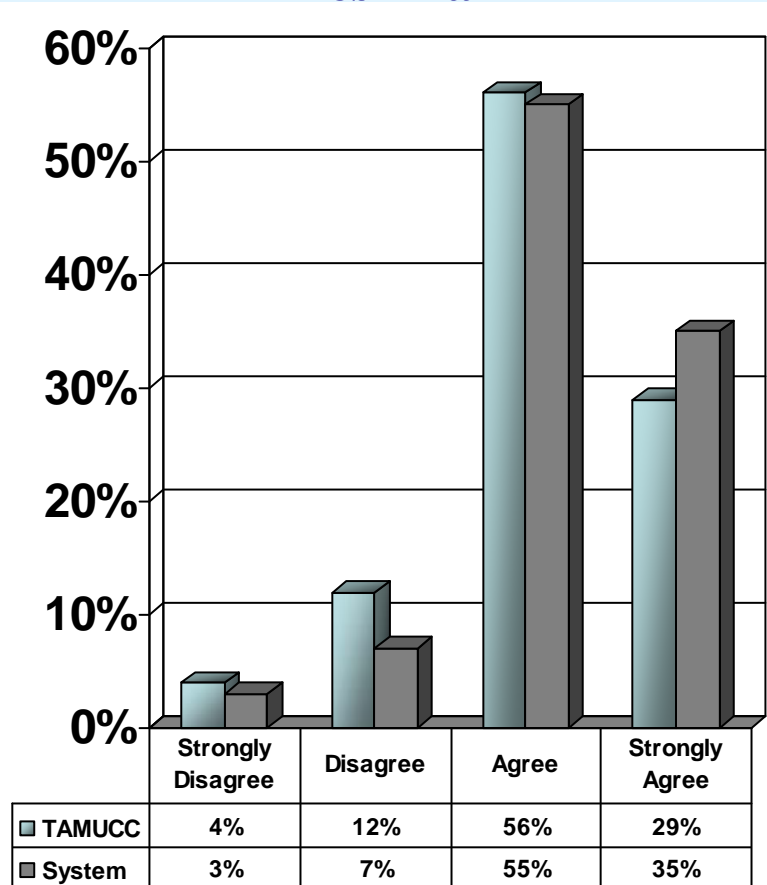


(Local and Peer Group): The time it takes to register is reasonable

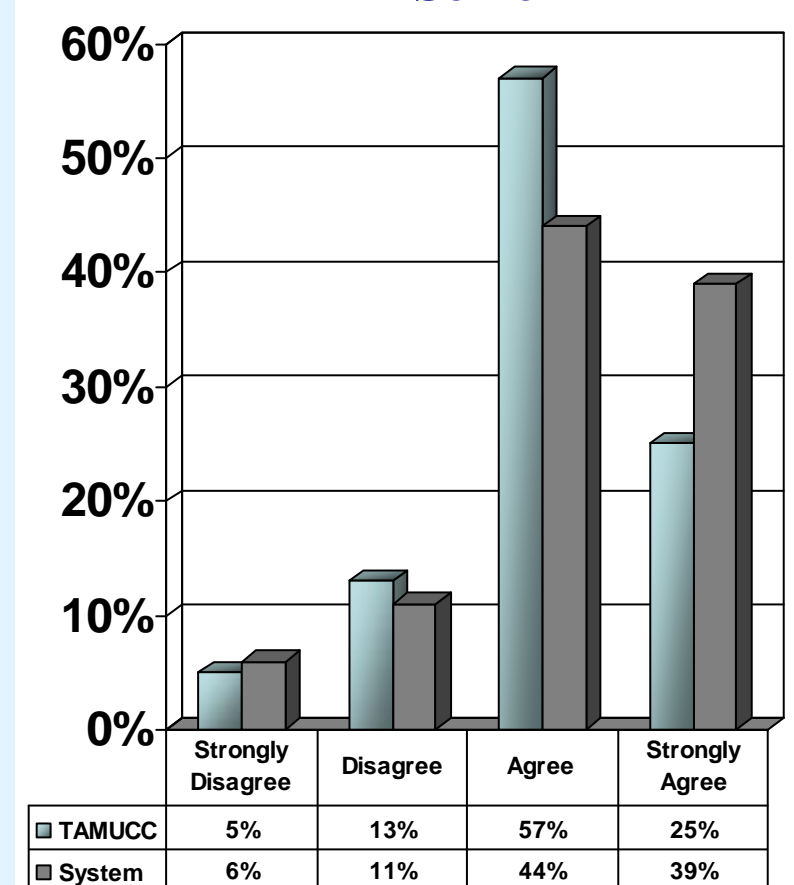


NSSE 2009 Results

Freshman



Senior

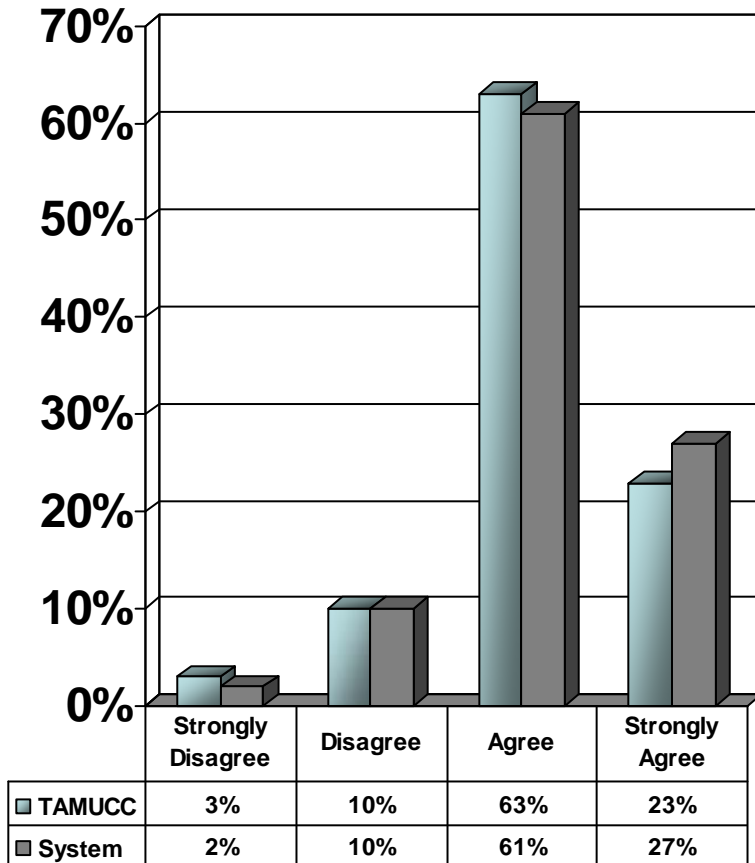


(Local and Peer Group): Academic advisors are accessible

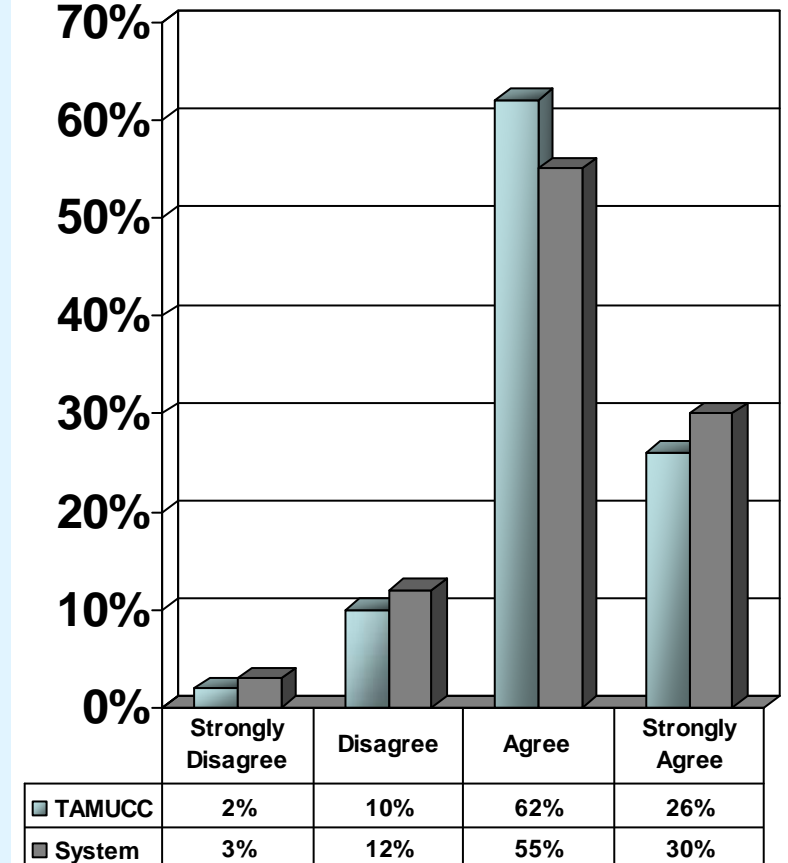


NSSE 2009 Results

Freshman



Senior

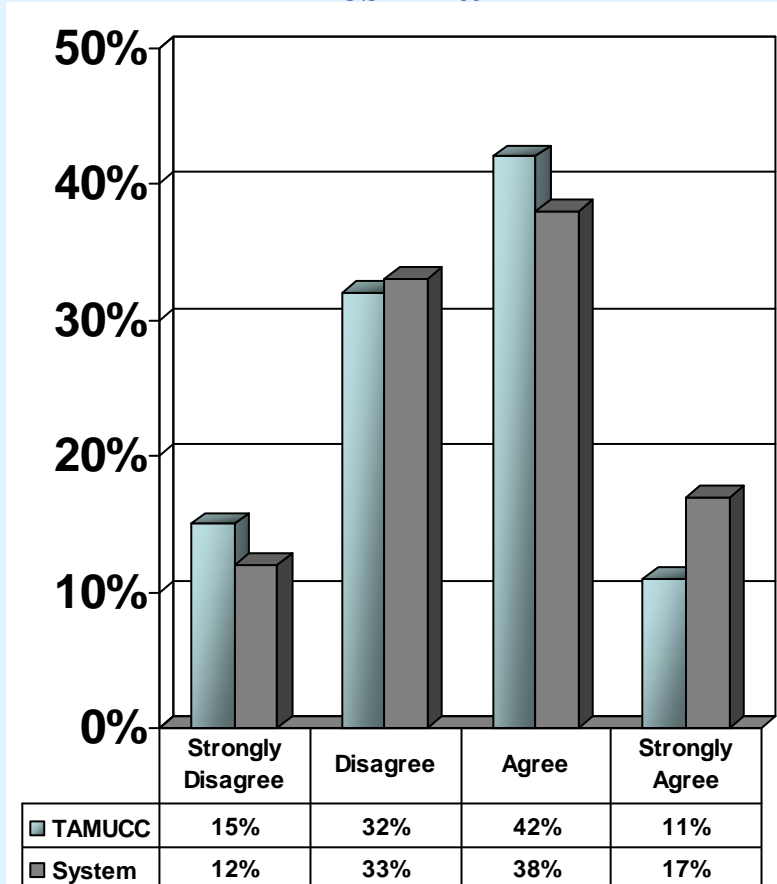


(Local and Peer Group): Offices are open during convenient hours

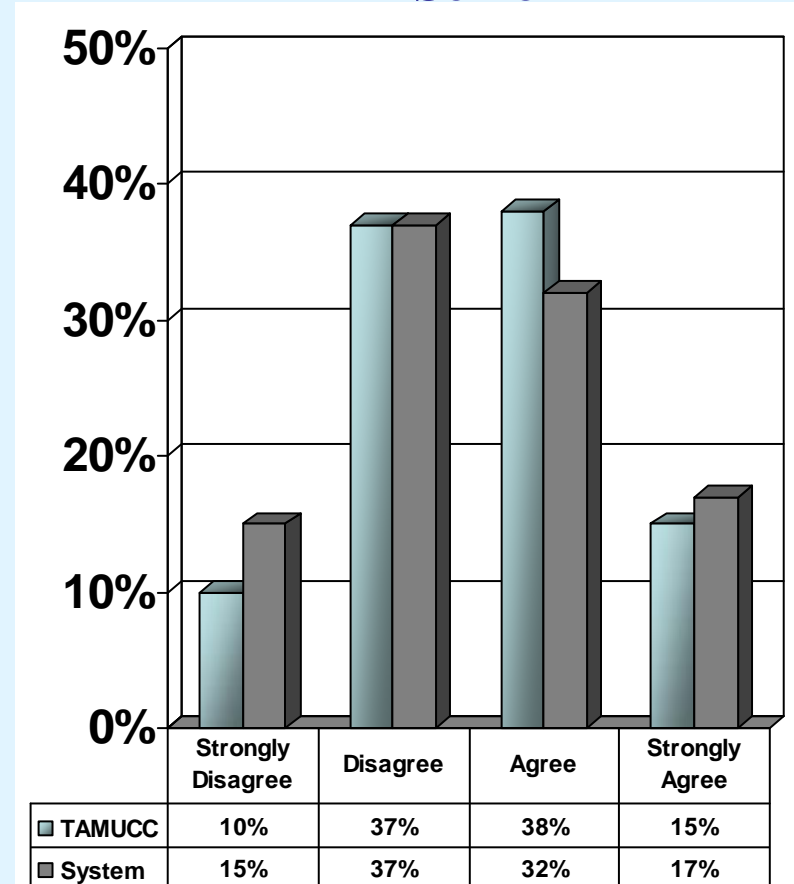


NSSE 2009 Results

Freshman



Senior

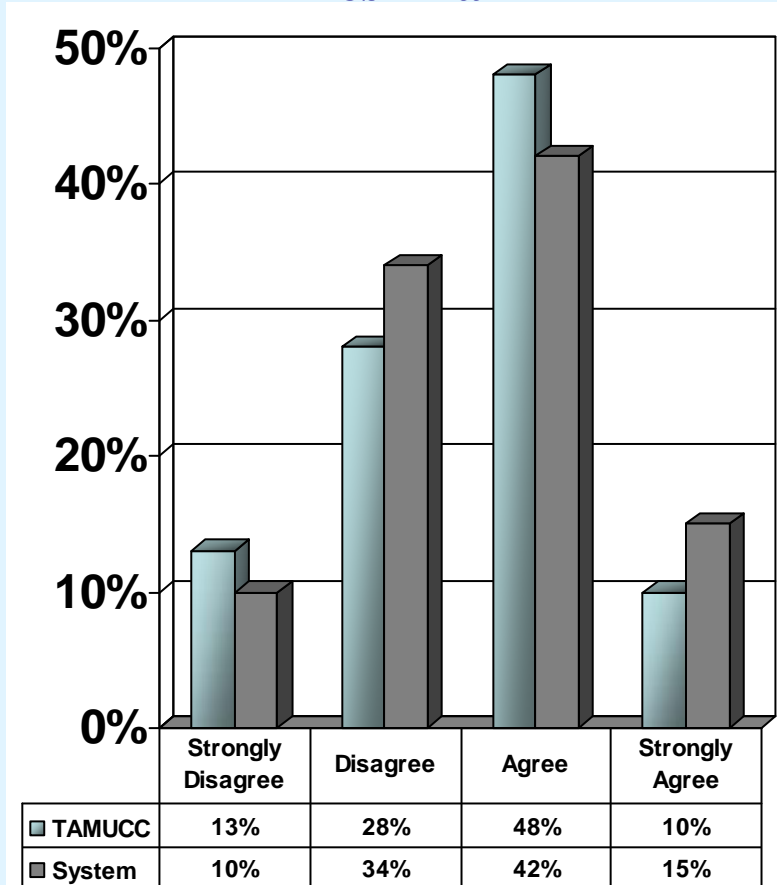


(Local and Peer Group): Student knows how to make a complaint regarding student services

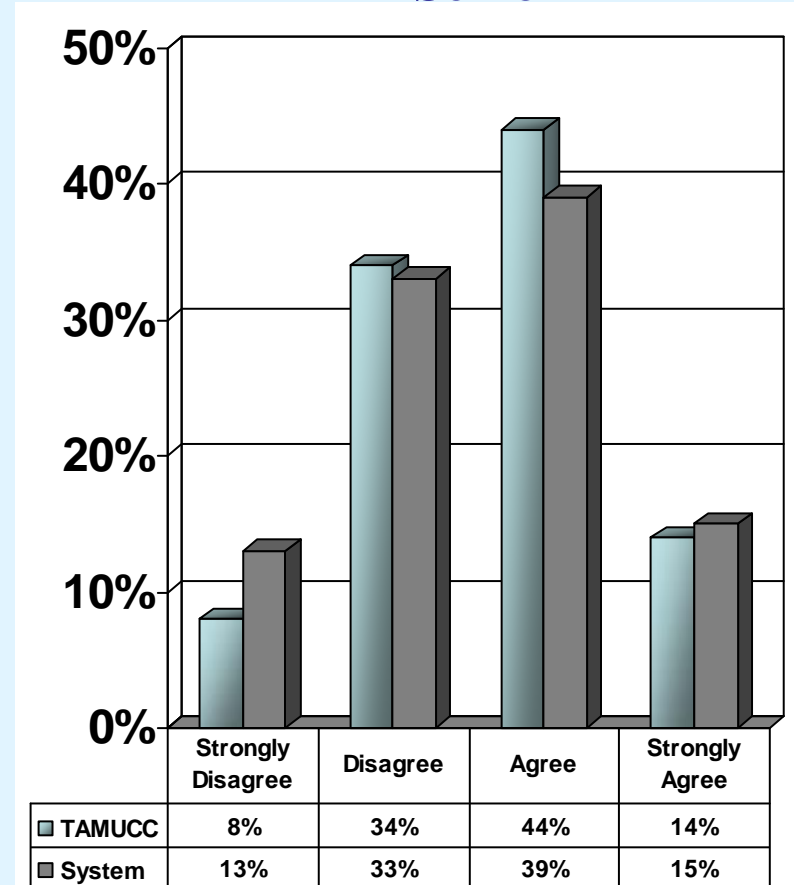


NSSE 2009 Results

Freshman



Senior

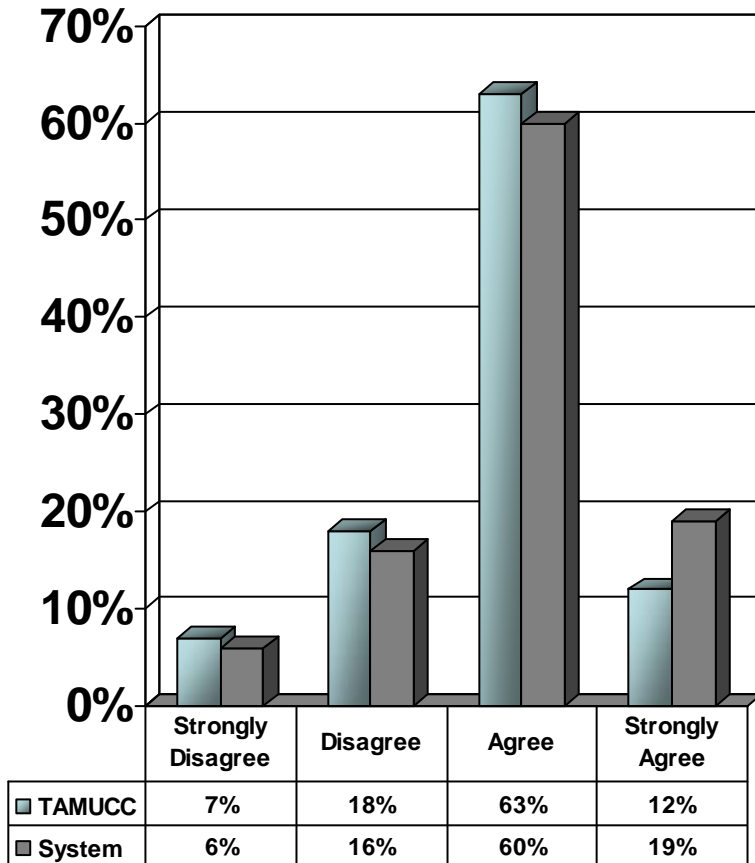


(Local and Peer Group): Student knows how to make a complaint regarding academic issues

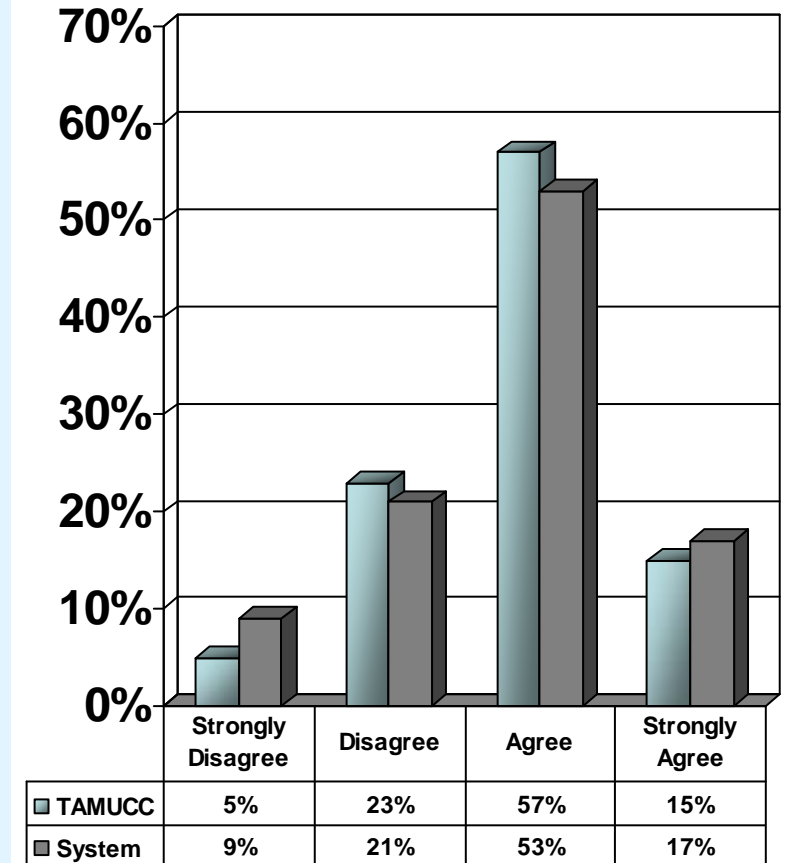


NSSE 2009 Results

Freshman



Senior

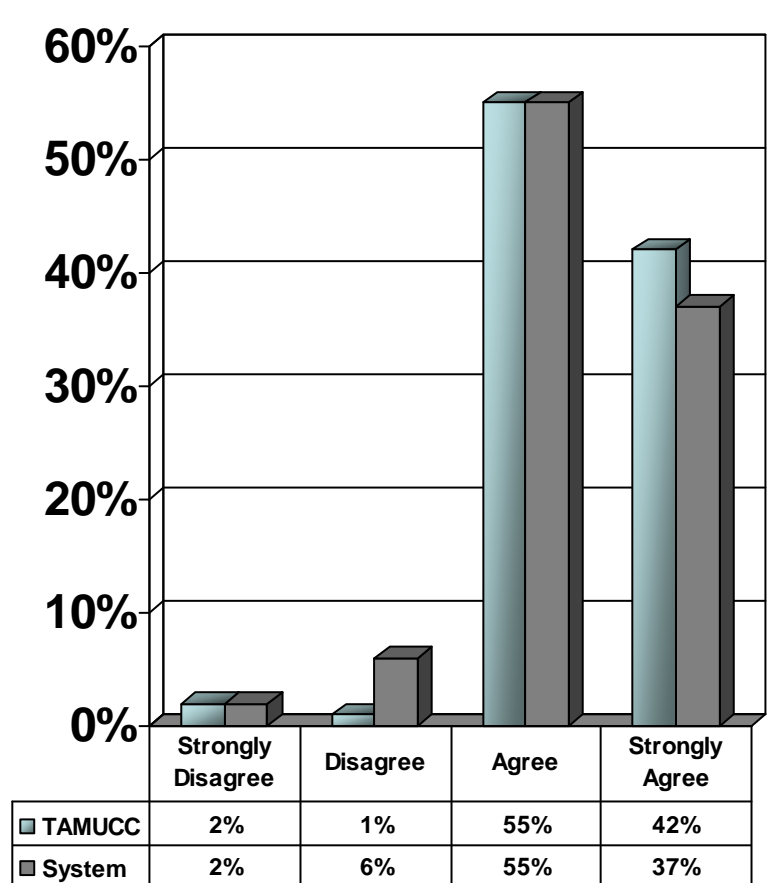


(Local and Peer Group): Student believes institution will respond to concerns

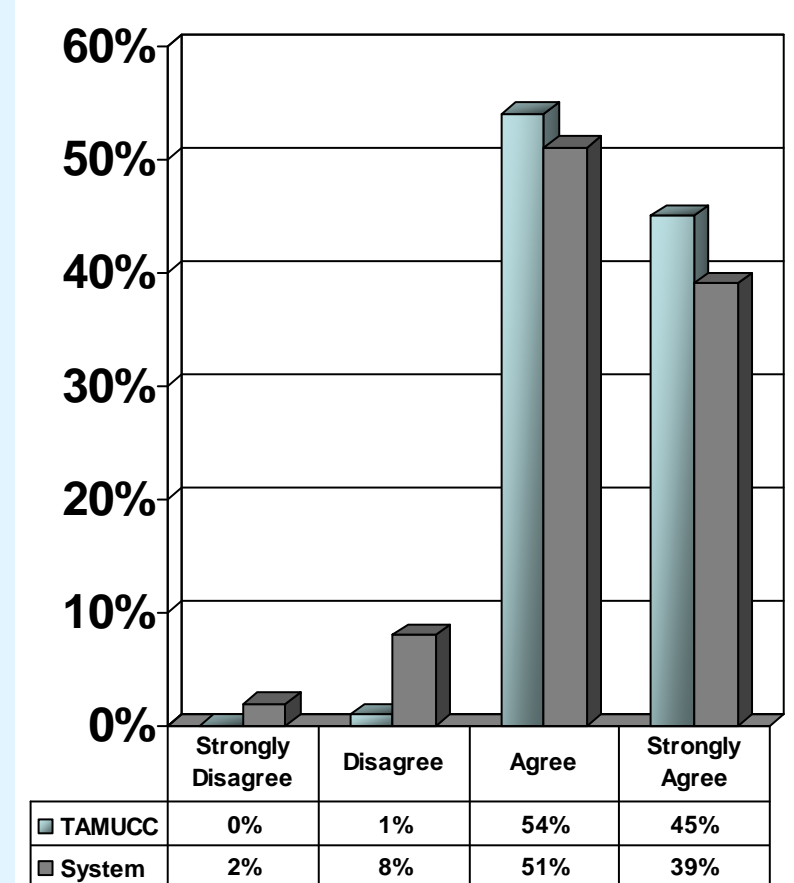


NSSE 2009 Results

Freshman



Senior

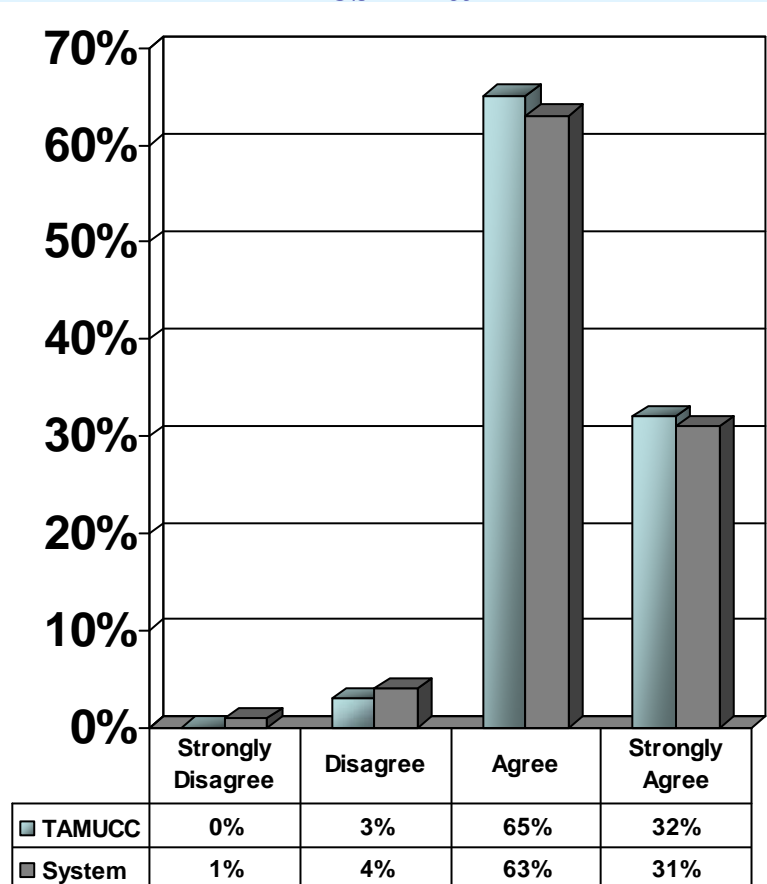


(Local and Peer Group): The physical environment of the campus is well maintained

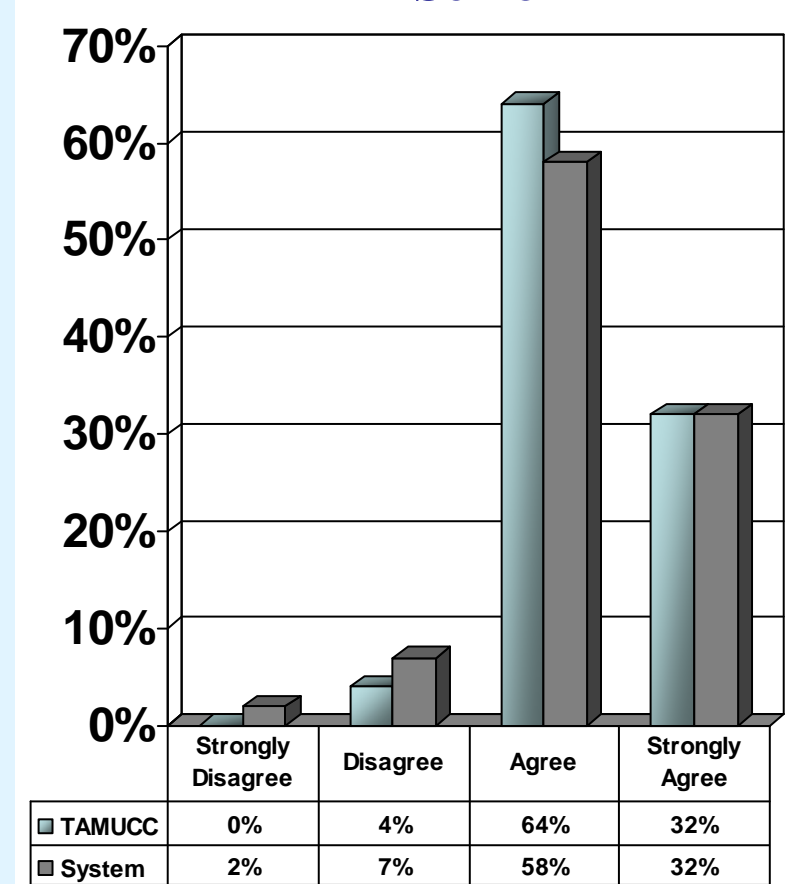


NSSE 2009 Results

Freshman



Senior

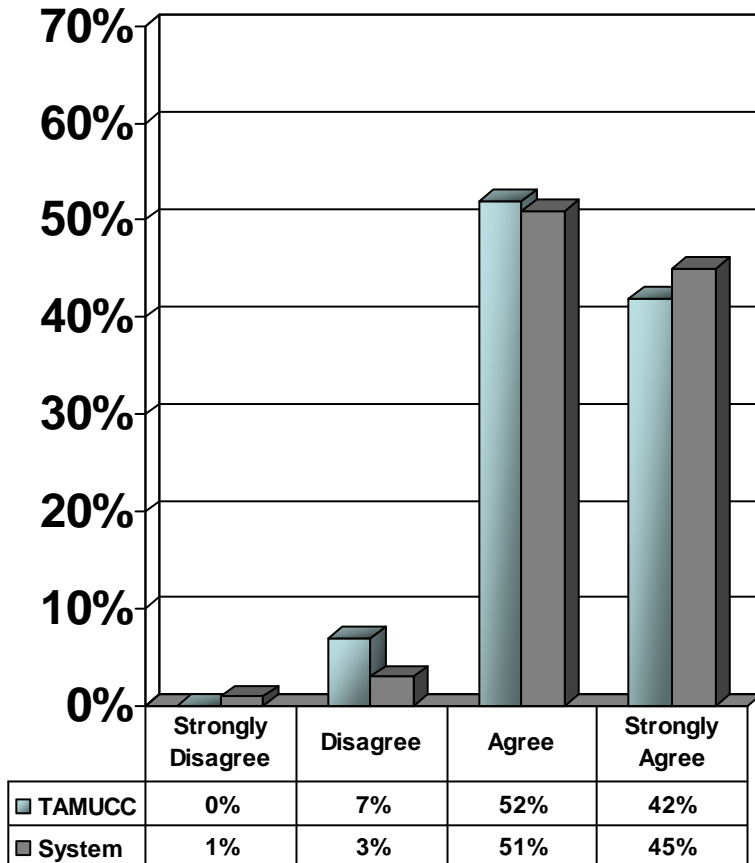


(Local and Peer Group): Teaching facilities provide an appropriate learning environment

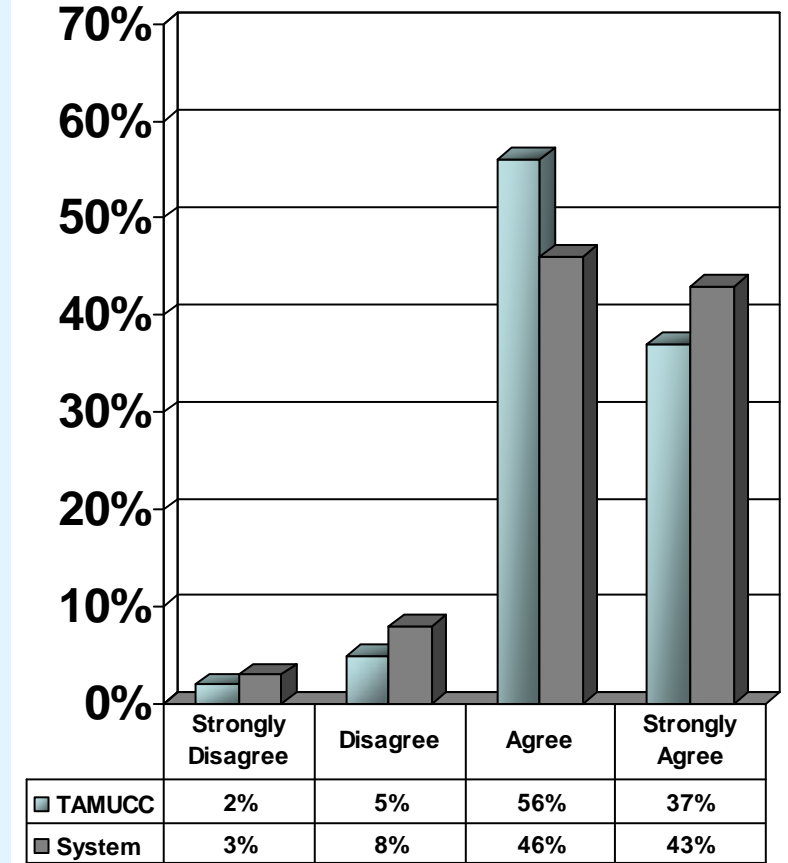


NSSE 2009 Results

Freshman



Senior



(Local and Peer Group): Adequate computing resources are available



NSSE 2009 Results



Comprehensive Mean Comparison Data



NSSE 2009 Results

A “Means Comparison Analysis” has been done to test for significant differences between overall response averages for each question answered by each participating group (**freshman/ senior**), (**TAMU-CC, System, Nationwide**).

Items with mean differences that are larger than would be expected by chance alone are noted with one, two or three asterisks, referring to three significance levels (***p<.05, **p<.01, and ***p<.001**). The smaller the significance level, the smaller the likelihood that the difference is due to chance.

Observable statistical significance is noted when comparing TAMU-CC results with *either* the System or Nationwide results.

When an asterisk is absent, then the difference ***is not likely*** to be statistically significant between the measured groups.



NSSE 2009 Results

Academic & Intellectual Experience (A&IE)



NSSE 2009 Results

(A&IE): Acquiring a broad, general knowledge

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.03	3.25***	-.30	3.16*	-.17
SR	3.19	3.34***	-.20	3.25	-.08

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(A&IE): Acquiring job or work-related knowledge and skills

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.51	2.98***	-.50	2.82***	-.33
SR	3.09	3.19	-.11	3.06	.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Writing clearly and effectively

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.92	2.86	.06	3.02	-.12
SR	3.14	3.12	.02	3.11	.04

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Speaking clearly and effectively

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.78	2.80	-.02	2.84	-.07
SR	3.06	3.05	.02	2.99	.08

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Thinking critically and analytically

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.19	3.28	-.11	3.23	-.05
SR	3.30	3.42**	-.16	3.36	-.08

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Analyzing quantitative problems

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.83	3.11***	-.32	2.96*	-.16
SR	3.09	3.22**	-.15	3.08	.01

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Using computing and information technology

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.13	3.18	-.06	3.05	.10
SR	3.28	3.29	-.02	3.21	.08

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Working effectively with others

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.05	3.15	-.11	3.01	.06
SR	3.22	3.28	-.08	3.16	.06

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Voting in local, state and national elections

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.36	2.64**	-.26	2.57*	-.19
SR	2.35	2.45	-.09	2.33	.01

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Learning effectively on one's own

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.88	3.12***	-.29	2.99	-.14
SR	3.03	3.17**	-.16	3.05	-.02

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(A&IE): Understanding one's self

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.87	2.97	-.10	2.83	.04
SR	2.78	2.93**	-.15	2.82	-.04

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Understanding people of other racial and ethnic backgrounds

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.60	2.82**	-.23	2.71	-.11
SR	2.68	2.69	-.01	2.67	.01

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Solving complex real world problems

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.55	2.89***	-.37	2.72*	-.18
SR	2.77	2.94**	-.18	2.80	-.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Developing a personal code of values and ethics

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.60	2.98***	-.39	2.72	-.12
SR	2.69	2.96***	-.27	2.72	-.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Contributing to the welfare of one's community

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.16	2.76***	-.60	2.50***	-.34
SR	2.45	2.69***	-.24	2.49	-.05

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(A&IE): Developing a deepened sense of spirituality

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.11	2.50***	-.37	2.17	-.06
SR	1.93	2.18***	-.23	1.96	-.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(A&IE): Student asked questions in class or participated in class discussions

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.63	2.51	.14	2.84***	-.24
SR	3.02	3.01	.01	3.11*	-.10

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student made a class presentation

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.61	1.98***	.74	2.27***	.41
SR	2.97	2.77***	.23	2.78***	.22

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student prepared multiple drafts of an assignment before submittal

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.85	2.40***	.44	2.69*	.17
SR	2.65	2.53*	.12	2.49***	.16

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student worked on assignments requiring integration of ideas or information from various sources

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.29	2.84***	.53	3.10***	.24
SR	3.33	3.28	.06	3.34	-.01

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student included diverse perspectives in class and coursework

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.83	2.56***	.28	2.80	.03
SR	2.80	2.72	.09	2.83	-.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student came to class without completing readings or assignments

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.17	2.16	.01	2.03*	.18
SR	2.15	2.18	-.04	2.13	.02

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student worked with other students on projects during class

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.84	2.37***	.54	2.44***	.46
SR	2.66	2.50**	.17	2.55*	.12

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student worked with classmates on projects outside of class

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.64	2.63	.01	2.44***	.23
SR	2.94	2.93	.01	2.76***	.19

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student connected ideas/concepts from various courses when completing assignments or during class discussions

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.79	2.54***	.31	2.63**	.19
SR	2.93	2.98	-.06	2.95	-.02

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(A&IE): Student tutored or taught other students (paid or voluntary)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.72	1.87*	-.16	1.68	.04
SR	1.90	1.93	-.04	1.86	.04

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Student collaborated on a community-based project (service learning) as part of a regular course

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.67	1.67	.00	1.56	.13
SR	1.78	1.67*	.12	1.70	.08

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student used an electronic medium to discuss or complete an assignment (i.e. internet, listserv, chat, IM)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.73	2.65	.08	2.64	.08
SR	2.90	2.92	-.02	2.87	.04

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student used e-mail to communicate with an instructor

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.04	2.99	.06	3.17*	-.17
SR	3.35	3.38	-.04	3.42*	-.10

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student discussed grades or assignments with an instructor

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.55	2.58	-.04	2.64	-.11
SR	2.85	2.86	-.01	2.83	.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student talked about career plans with a faculty member or advisor

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.16	2.21	-.06	2.20	-.05
SR	2.50	2.41	.09	2.41	.09

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(A&IE): Student discussed ideas from class or coursework with faculty members outside of class

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.79	1.83	-.04	1.88	-.10
SR	2.16	2.03**	.14	2.08	.08

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student received prompt feedback from faculty on academic performance (written or oral)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.58	2.46	.14	2.67	-.11
SR	2.89	2.74***	.19	2.81*	.11

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(A&IE): Student worked harder than anticipated to meet instructors' expectations/standards

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.68	2.71	-.04	2.68	.00
SR	2.88	2.75**	.14	2.74***	.16

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student worked with faculty on other activities than coursework (committees, orientation, etc.)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.63	1.70	-.08	1.64	-.01
SR	1.89	1.81	.08	1.82	.07

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

**(A&IE): Student discussed ideas from coursework/classes with others outside of class
(students, family members, co-workers, etc.)**

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.60	2.78**	-.22	2.76**	-.19
SR	2.93	2.93	.01	2.90	.04

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student had conversations with students of a different race or ethnicity than their own

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.63	2.58	.04	2.62	.00
SR	2.80	2.69*	.11	2.70*	.10

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student had conversations with students having different political, religious, or personal values than their own

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.64	2.67	-.03	2.72	-.08
SR	2.76	2.73	.03	2.76	.01

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student coursework emphasizes memorizing facts, ideas, or methods acquired from courses

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.73	3.00***	-.31	2.93**	-.23
SR	2.86	2.77	.09	2.77	.09

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student coursework emphasizes analyzing the basic elements of an idea, experience, or theory

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.08	3.09	-.02	3.14	-.08
SR	3.24	3.25	-.01	3.28	-.06

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student coursework emphasizes synthesizing and organizing ideas, information, or experiences

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.97	2.89	.09	2.93	.05
SR	3.06	3.06	.00	3.08	-.02

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Student coursework emphasized making judgments about the value of information, arguments, or methods

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.98	2.87	.12	2.93	.06
SR	3.09	3.00*	.11	3.03	.07

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student coursework emphasizes applying theories or concepts to practical problems or new situations

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.04	3.08	-.05	3.08	-.04
SR	3.25	3.23	.03	3.24	.01

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Number of reading assignments from textbooks, books, or book length packs

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.99	3.12	-.15	3.26***	-.28
SR	3.08	3.00	.08	3.19*	-.11

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Number of books read on one's own (not assigned) for personal enjoyment or academic enrichment

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.13	2.06	.08	2.09	.05
SR	2.11	2.18	-.07	2.21*	-.10

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Number of written papers or reports consisting of 20 pages or more

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.51	1.26***	.36	1.30**	.31
SR	1.63	1.60	.04	1.65	-.02

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Number of written papers or reports consisting of 5 to 19 pages

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.49	1.88***	.74	2.28**	.25
SR	2.40	2.31	.09	2.55**	-.16

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Number of written papers or reports consisting of fewer than 5 pages

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.20	2.69***	.52	3.05	.15
SR	2.92	2.83	.08	3.00	-.06

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Number of problem sets that took more than one hour to complete in a typical week

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.84	2.79	.04	2.69	.13
SR	2.70	2.66	.03	2.61	.07

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): Number of problem sets that took less than one hour to complete in a typical week

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.80	2.77	.02	2.75	.04
SR	2.57	2.33***	.20	2.34***	.19

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(A&IE): The extent to which course exams challenged the student to do their best work during the current school year

	TAMU-CC	System	Effect	Nationwide	Effect
FR	5.30	5.65***	-.30	5.45	-.13
SR	5.59	5.55	.03	5.45*	.11

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little to 7=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student attended an art exhibit, gallery, play, dance or other theatre performance

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.92	2.18***	-.28	2.18***	-.28
SR	1.95	1.92	.03	2.05*	-.11

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student examined the strengths and weaknesses of their own views on a topic or issue

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.58	2.66	-.08	2.62	-.04
SR	2.72	2.73	-.02	2.73	-.02

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student tried to better understand someone else's views by imagining how an issue looks from the other person's perspective

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.78	2.81	-.04	2.80	-.02
SR	2.84	2.84	.00	2.88	-.04

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(A&IE): Student learned something that changed the way they understood an issue or concept

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.92	2.87	.06	2.88	.04
SR	2.87	2.89	-.02	2.92	-.07

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

Student Participation



NSSE 2009 Results

(Participation): Exercise or physical fitness activities

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.65	2.99***	-.36	2.82*	-.16
SR	2.61	2.75*	-.13	2.73*	-.11

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Participation): Activities to enhance spirituality

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.90	2.49***	-.52	2.08*	-.16
SR	2.12	2.42***	-.26	2.15	-.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Never, 2=Sometimes, 3=Often, 4=Very Often

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(Participation): Practicum, internship, field/clinical work

	TAMU-CC	System	Effect	Nationwide	Effect
FR	.07	.08	-.04	.08	-.02
SR	.44	.50*	-.11	.52**	-.16

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses have been recoded: 1=Done and 0=Have Not Decided, Do Not Plan to Do, and Plan to Do. Therefore, the mean is the proportion of those responding “Done” among all valid respondents.

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Participation): Community service or volunteer work

	TAMU-CC	System	Effect	Nationwide	Effect
FR	.31	.56***	-.52	.39*	-.17
SR	.53	.66***	-.27	.60**	-.14

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses have been recoded: 1=Done and 0=Have Not Decided, Do Not Plan to Do, and Plan to Do. Therefore, the mean is the proportion of those responding “Done” among all valid respondents.

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(Participation): Learning community/taking multiple course with same group of students

	TAMU-CC	System	Effect	Nationwide	Effect
FR	.48	.25***	.53	.18***	.81
SR	.30	.27	.07	.26	.09

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses have been recoded: 1=Done and 0=Have Not Decided, Do Not Plan to Do, and Plan to Do.
Therefore, the mean is the proportion of those responding “Done” among all valid respondents.

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Participation): Worked on a research project with a faculty member outside of course or program requirements

	TAMU-CC	System	Effect	Nationwide	Effect
FR	.04	.07	-.11	.05	-.04
SR	.19	.18	.02	.19	-.01

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses have been recoded: 1=Done and 0=Have Not Decided, Do Not Plan to Do, and Plan to Do. Therefore, the mean is the proportion of those responding “Done” among all valid respondents.

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Participation): Foreign language coursework

	TAMU-CC	System	Effect	Nationwide	Effect
FR	.11	.11	.00	.22***	-.25
SR	.33	.27*	.13	.41**	-.15

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses have been recoded: 1=Done and 0=Have Not Decided, Do Not Plan to Do, and Plan to Do. Therefore, the mean is the proportion of those responding “Done” among all valid respondents.

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Participation): Study abroad

	TAMU-CC	System	Effect	Nationwide	Effect
FR	.10	.03**	.35	.03**	.42
SR	.05	.11***	-.20	.15***	-.29

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses have been recoded: 1=Done and 0=Have Not Decided, Do Not Plan to Do, and Plan to Do.
Therefore, the mean is the proportion of those responding “Done” among all valid respondents.

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(Participation): Independent study or self designed major

	TAMU-CC	System	Effect	Nationwide	Effect
FR	.07	.06	.05	.04	.16
SR	.14	.13	.05	.17	-.08

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses have been recoded: 1=Done and 0=Have Not Decided, Do Not Plan to Do, and Plan to Do.
Therefore, the mean is the proportion of those responding “Done” among all valid respondents.

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Participation): Culminating senior experience (capstone, senior project or thesis, comprehensive exam, etc.)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	.03	.03	.03	.02	.09
SR	.23	.25	-.06	.34***	-.23

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses have been recoded: 1=Done and 0=Have Not Decided, Do Not Plan to Do, and Plan to Do. Therefore, the mean is the proportion of those responding “Done” among all valid respondents.

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

Student Engagement



NSSE 2009 Results

(Engagement): Hours per week preparing for class (studying, writing, homework, lab-work, analyzing, rehearsing, etc.)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	4.32	4.52	-.11	4.17	.09
SR	4.24	4.22	.01	4.23	.00

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(Engagement): Hours per week working for pay ON campus

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.48	1.52	-.03	1.53	-.04
SR	1.89	1.97	-.05	1.83	.04

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(Engagement): Hours per week working for pay OFF campus

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.28	1.71***	.33	2.35	-.03
SR	3.82	3.40**	.15	3.74	.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Engagement): Hours per week participating in co-curricular activities (publications, government, intramurals, associations)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.25	2.83***	-.32	2.29	-.03
SR	1.99	2.31***	-.19	2.11	-.08

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(Engagement): Hours per week relaxing, socializing (watching TV, partying, etc.)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.77	3.66	.08	3.81	-.02
SR	3.57	3.44	.09	3.53	.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Engagement): Hours per week providing care for dependents living with you (parents, children, spouse, etc.)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	1.70	1.49*	.17	1.84	-.08
SR	3.38	2.62***	.30	2.47***	.39

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

Significance Levels: *p<.05; **p<.01; ***p<.001



NSSE 2009 Results

(Engagement): Hours per week commuting to class (driving, walking, etc.)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.50	2.53	-.02	2.32*	.16
SR	2.56	2.40*	.15	2.39**	.16

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=None, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Engagement): Institutional emphasis on spending significant amounts of time studying and on academic work

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.17	3.26	-.11	3.14	.05
SR	3.15	3.19	-.06	3.13	.02

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Engagement): Institutional emphasis on obtaining academic support for scholastic success

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.05	3.14	-.11	3.08	-.04
SR	2.98	3.02	-.05	2.94	.05

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: * $p < .05$; ** $p < .01$; *** $p < .001$



NSSE 2009 Results

(Engagement): Institutional emphasis on attending campus events and activities (athletics, speakers, cultural performances)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.65	3.08***	-.48	2.85*	-.22
SR	2.49	2.77***	-.28	2.63**	-.15

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Engagement): Institutional emphasis on obtaining the support needed to thrive socially

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.61	2.69	-.09	2.50	.11
SR	2.26	2.37	-.11	2.23	.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Engagement): Institutional emphasis on using computers in academic work

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.42	3.38	.06	3.33	.11
SR	3.45	3.48	-.05	3.47	-.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

Quality of Campus Environment



NSSE 2009 Results

(Environment): Institutional emphasis on encouraging contact among students from different economic, social, racial, ethnic backgrounds

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.72	2.83	-.12	2.72	-.01
SR	2.61	2.60	.01	2.55	.06

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Environment): Institutional emphasis on helping student cope with non-academic responsibilities (family, work, etc.)

	TAMU-CC	System	Effect	Nationwide	Effect
FR	2.37	2.41	-.04	2.28	.10
SR	2.04	2.13	-.09	2.00	.05

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Environment): Helpful, considerate, flexible administrative personnel and offices

	TAMU-CC	System	Effect	Nationwide	Effect
FR	4.69	4.76	-.05	4.74	-.03
SR	4.78	4.86	-.05	4.60*	.11

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Not At All to 7=Very Much So

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Environment): Available, helpful, sympathetic faculty members

	TAMU-CC	System	Effect	Nationwide	Effect
FR	5.19	5.08	.08	5.21	-.02
SR	5.57	5.42*	.11	5.42*	.12

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Not At All to 7=Very Much So

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Environment): Friendly, supportive, inclusive relationships with fellow students

	TAMU-CC	System	Effect	Nationwide	Effect
FR	5.42	5.68*	-.20	5.47	-.04
SR	5.63	5.86***	-.18	5.59	.03

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Not At All to 7=Very Much So

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Environment): Overall quality of academic advising on this campus

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.04	3.16	-.15	3.04	.00
SR	2.95	3.04	-.10	2.89	.07

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

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

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Environment): Overall rating of entire educational experience at this institution

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.16	3.35***	-.28	3.21	-.08
SR	3.19	3.36***	-.24	3.22	-.04

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

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

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results

(Environment): Likelihood of attending same institution if starting over

	TAMU-CC	System	Effect	Nationwide	Effect
FR	3.10	3.44***	-.45	3.23*	-.17
SR	3.19	3.40***	-.25	3.20	.00

Effect Size (Practical Significance): .2=small; .5=medium; .8=large

Responses: 1=Definitely No, 2=Probably No, 3=Probably Yes, 4=Definitely Yes

Significance Levels: *p<.05; **p<.01; *p<.001**



NSSE 2009 Results



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