

National Survey of Student Engagement (NSSE) 2011 Results



Texas A&M University-Corpus Christi

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

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 National Survey of Student Engagement (NSSE) has been collecting data from students at 4 year colleges and institutions around the country since 2000, with 751 institutions around the country participating in the 2011 survey.

What is NSSE?

NSSE sampling procedures required sending the survey to Freshmen and senior students. As per NSSE random sampling procedures, TAMUCC invited 1,381 Freshmen and 1,595 seniors to participate in the online survey via email. 13% of contacted students (n= 399) completed the survey.

The Office of Planning and Institutional Research has compiled the results of the NSSE 2011 survey in an easy to follow power-point format, with frequency percentage scores from TAMUCC Freshmen, TAMUCC Senior, TAMU System Peer Group, and Carnegie class (Doctoral/Research) responses being provided for each item. Additionally, the overall TAMUCC campus, TAMU System, and Carnegie class averages (means) and have been included for review.

NOTE: Frequencies are rounded to the nearest whole number. Therefore, totals may not equal 100%.

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



TAMUCC Comparison Groups

Comparison Group 1: Frequency responses are indicated from the TAMUCC 2009 administration of the NSSE survey instrument.

Comparison Group 2: 2011 NSSE administration allotted for an additional consortium category on its survey. Students from TAMUCC and the peer groups indicated below were asked additional questions, separate from the national survey.

- Prairie View A&M University
- Texas A&M International University
- Texas A&M University-Kingsville
- Texas A&M University

Comparison Group 3: 2011 NSSE administration saw a change of Carnegie class for TAMUCC to a “Doctoral/Research” Institution.

NSSE 2011 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 2011 Findings

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

First Year TAMUCC vs. System *and* Carnegie

- Student made a class presentation.
- Student worked with others on projects during class.
- Student wrote papers/reports that were 20 pages or longer.
- Student participated in a learning community.
- Student worked with a faculty member on a research project.
- Student studied abroad.
- Student participated in independent study or self-designed major.



NSSE 2011 Findings

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

First Year TAMUCC vs. System

- Student prepared multiple drafts of an assignment before submission.
- Student worked on paper/assignment that required integration of sources.
- Student included diverse perspectives in coursework.
- Student received prompt feedback from instructor about performance.
- Student wrote papers/reports that were between 5 and 19 pages.
- Student wrote papers/reports that were fewer than 5 pages.
- Student worked for pay off campus.
- Student provided care for dependents.
- Writing clearly and effectively.



NSSE 2011 Findings

First Year TAMUCC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **the Carnegie class results only** on the following items:

First Year TAMUCC vs. Carnegie

- Student came to class without completing reading or assignments.



NSSE 2011 Findings

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

Senior TAMUCC vs. System *and* Carnegie

- Student had conversations with students of a different race/ethnicity.
- Student commuted to class.



NSSE 2011 Findings

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

Senior TAMUCC vs. System

- Student asked questions or contributed to class discussions.
- Student included diverse perspectives in coursework.
- Student had conversations with students who were very different from self.
- Student wrote papers/reports that were 20 pages or longer.
- Available, helpful, sympathetic faculty members.
- Student worked for pay off campus.
- Student provided care for dependents.



NSSE 2011 Findings

Senior TAMUCC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **Carnegie class results only** on the following items:

Senior TAMUCC vs. Carnegie

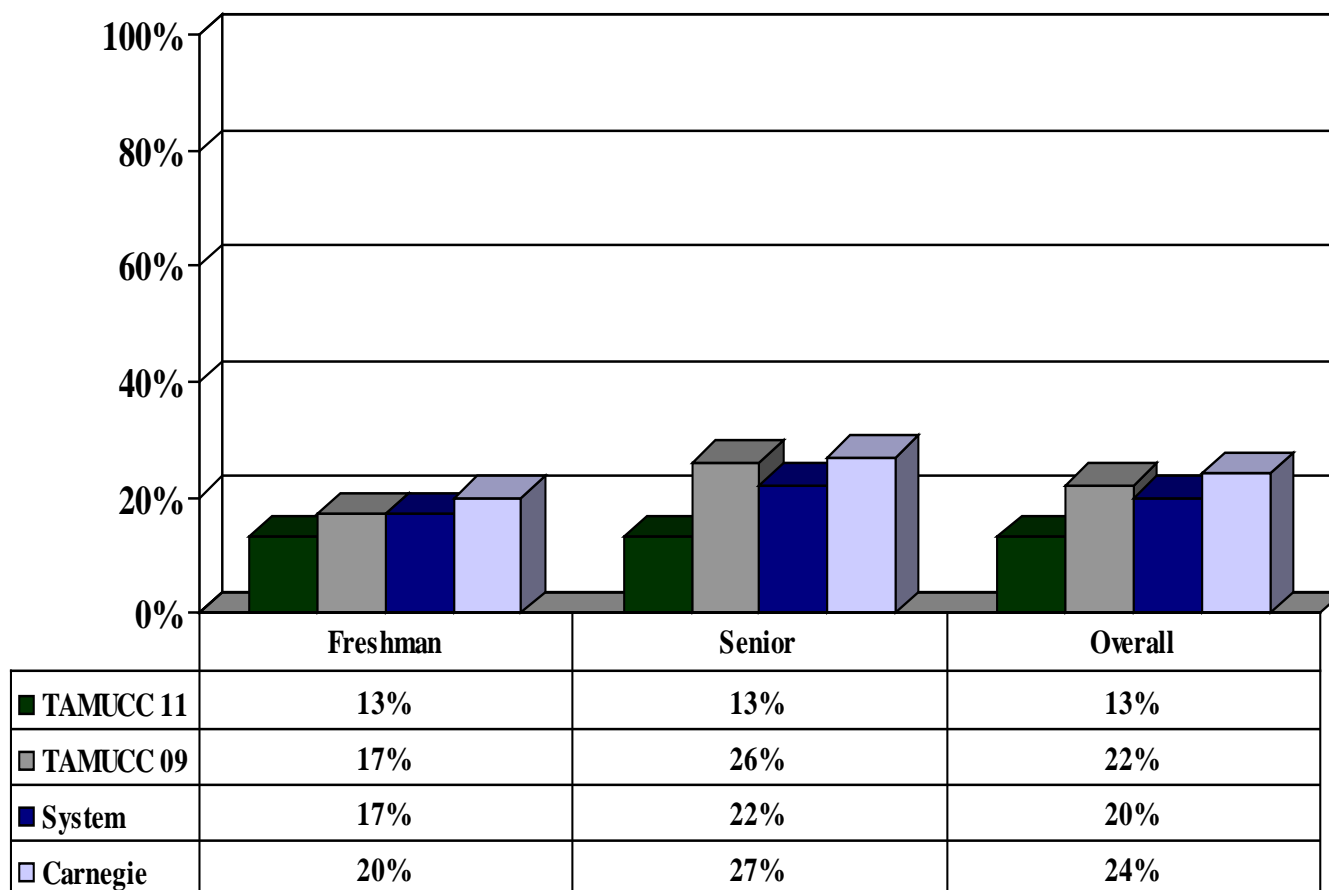
- Student worked with classmates on projects outside of class.
- Student tutored or taught other students.
- Student participated in a learning community.
- Helpful, considerate, flexible administrative personnel and offices.
- Overall quality of academic advising.

NSSE 2011 Results





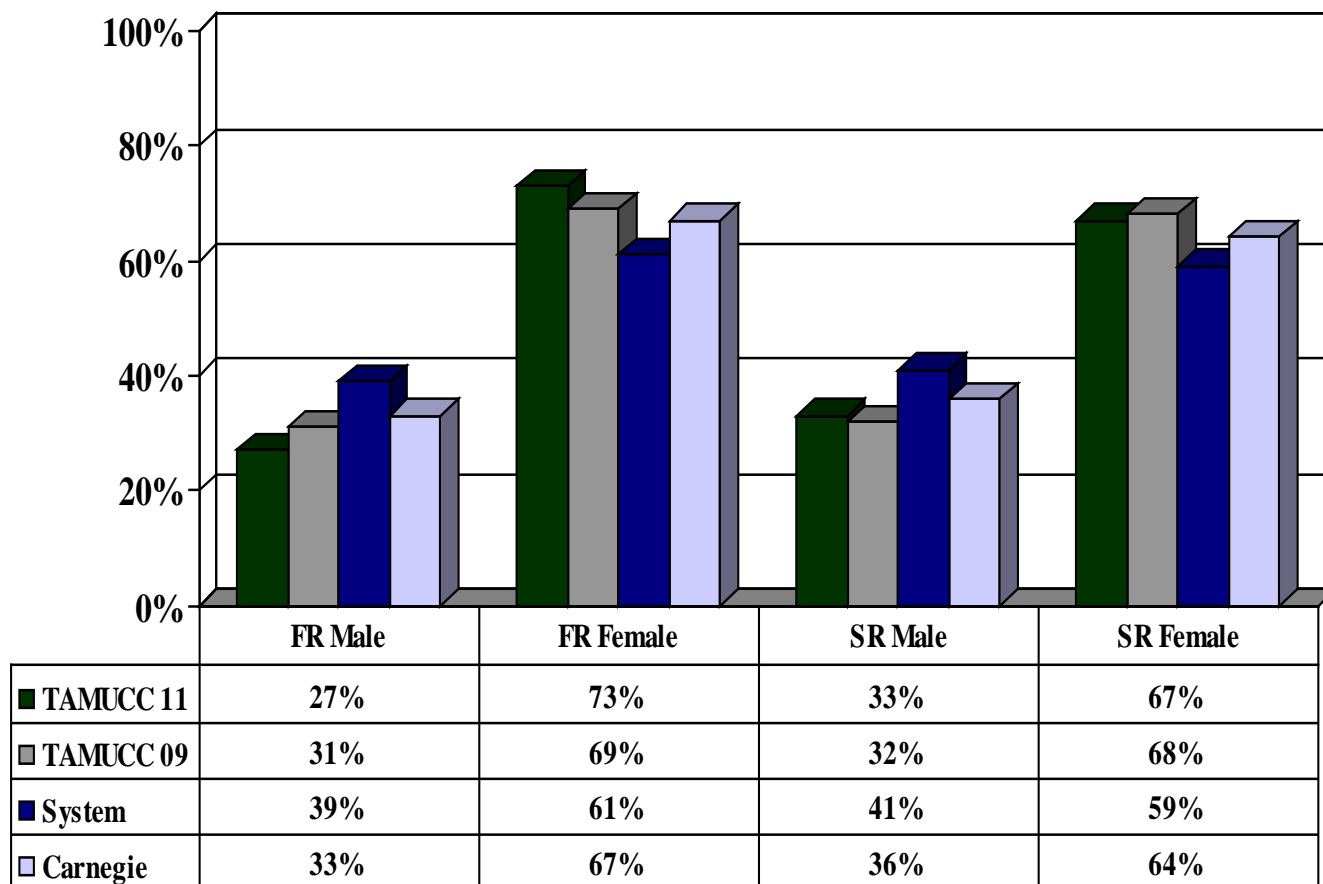
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Demographics – Response Rate, by Class Level



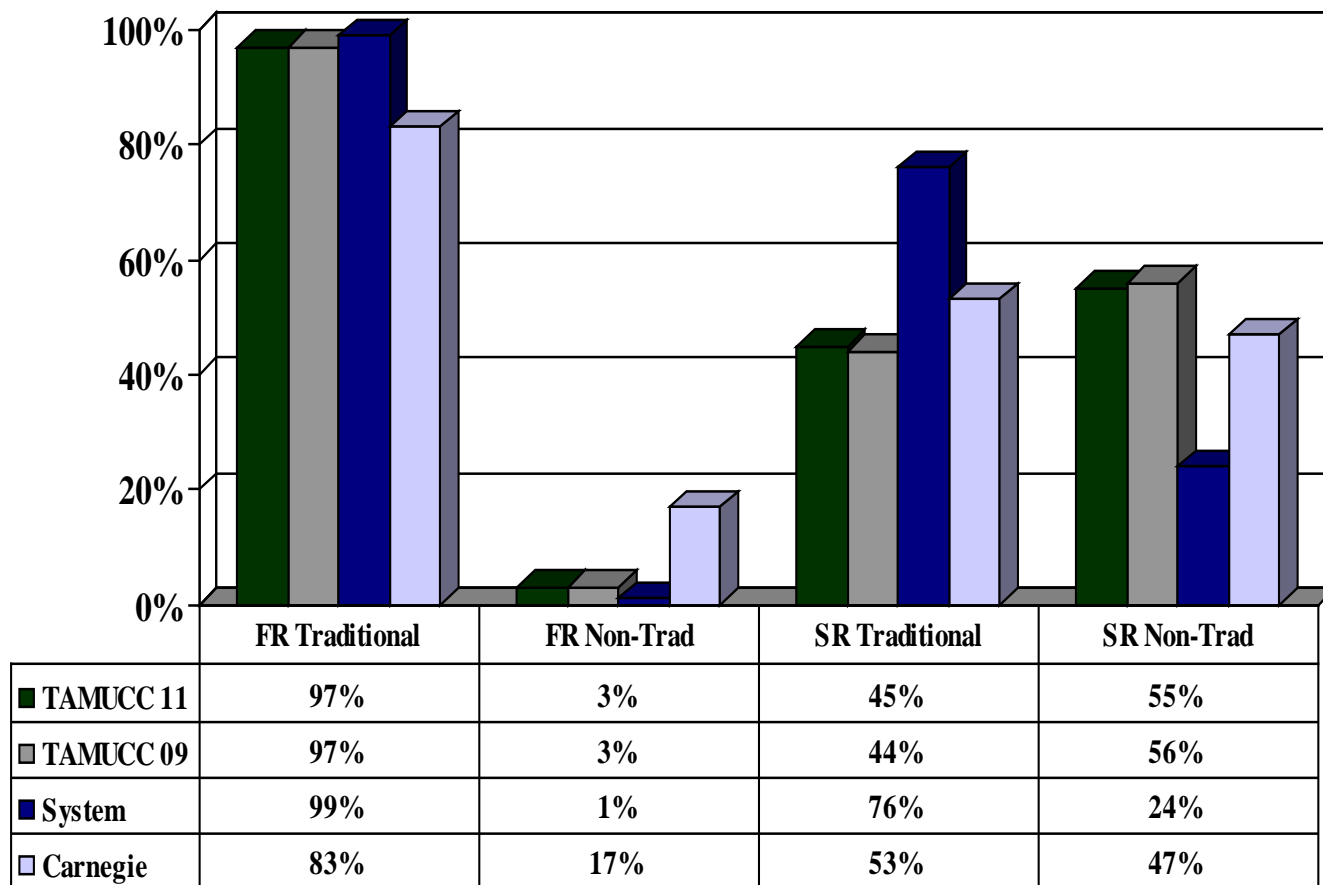
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Demographics – Gender, by Class Level



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Demographics – Age, by Class Level

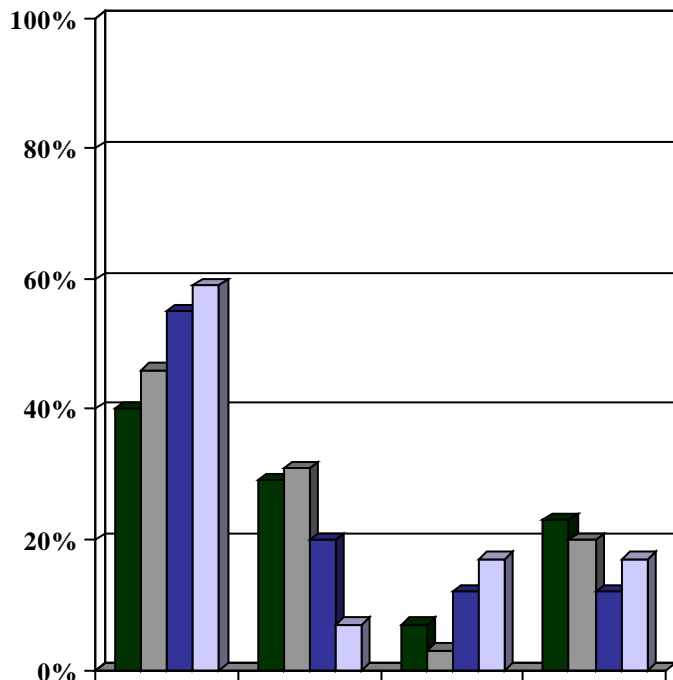
(Traditional = <24 Years Old: Non-Traditional = 24 Years or Older)



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

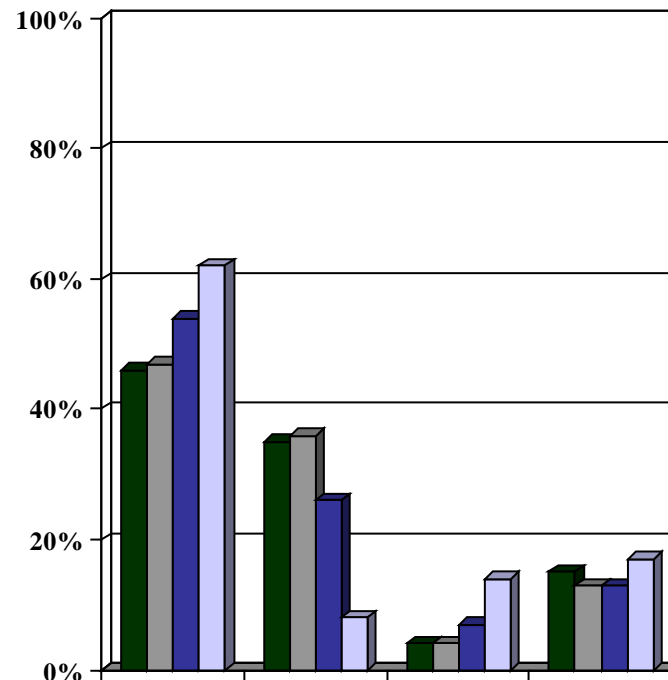


Freshmen



	White	Hispanic	Black	Other
■ TAMUCC 11	40%	29%	7%	23%
■ TAMUCC 09	46%	31%	3%	20%
■ System	55%	20%	12%	12%
■ Carnegie	59%	7%	17%	17%

Senior

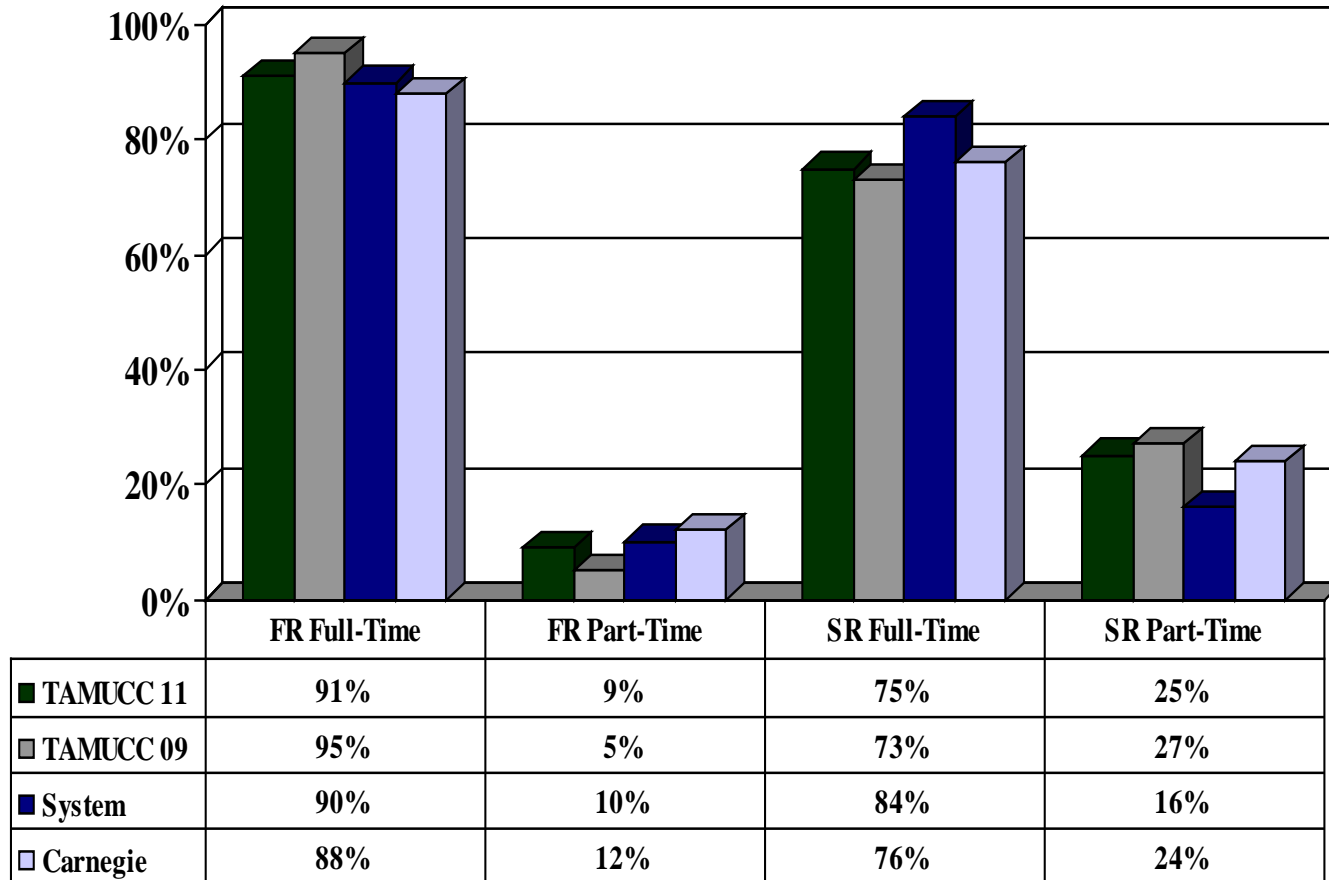


	White	Hispanic	Black	Other
■ TAMUCC 11	46%	35%	4%	15%
■ TAMUCC 09	47%	36%	4%	13%
■ System	54%	26%	7%	13%
■ Carnegie	62%	8%	14%	17%

Demographics – Student Ethnicity



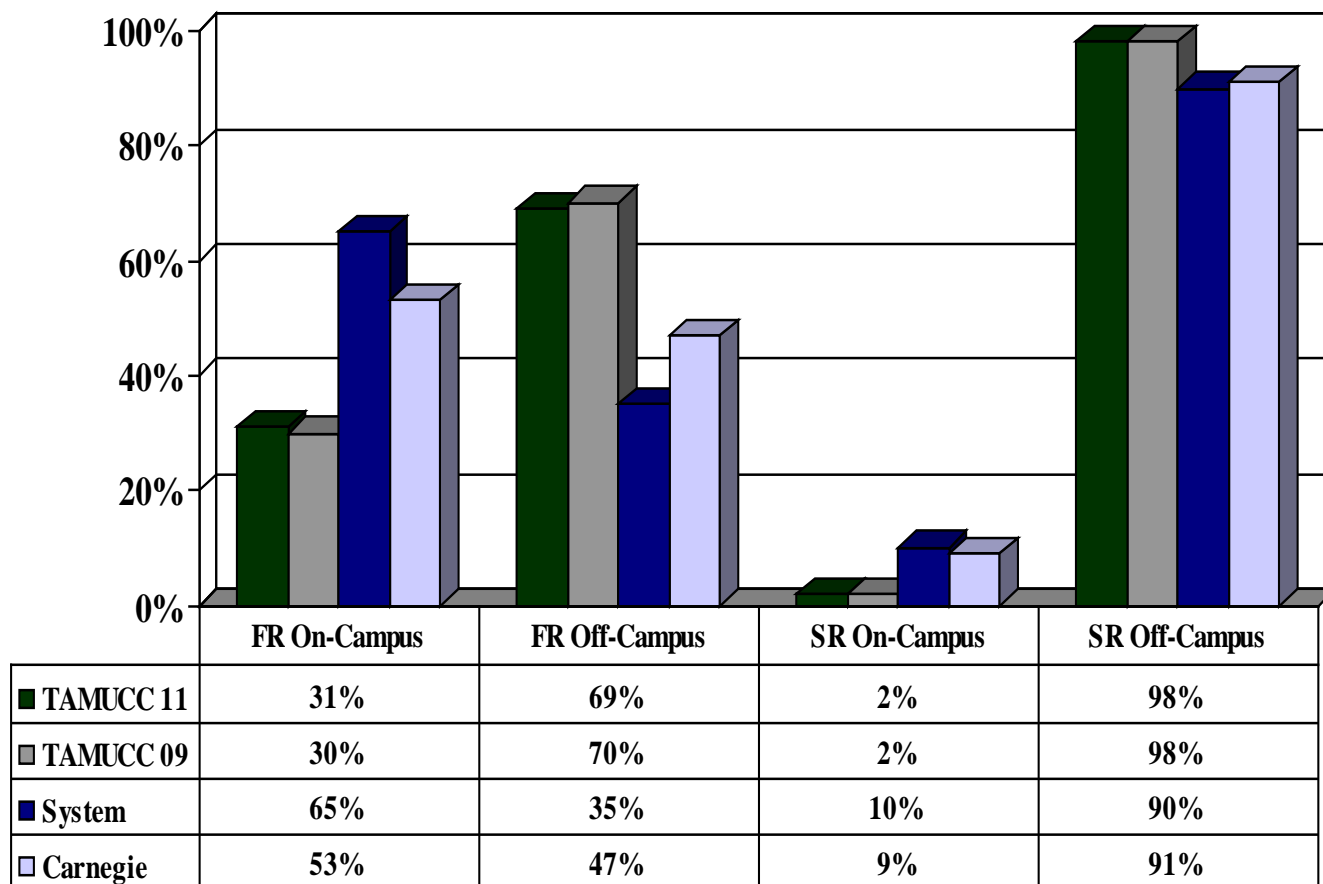
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Demographics – Class Enrollment Status



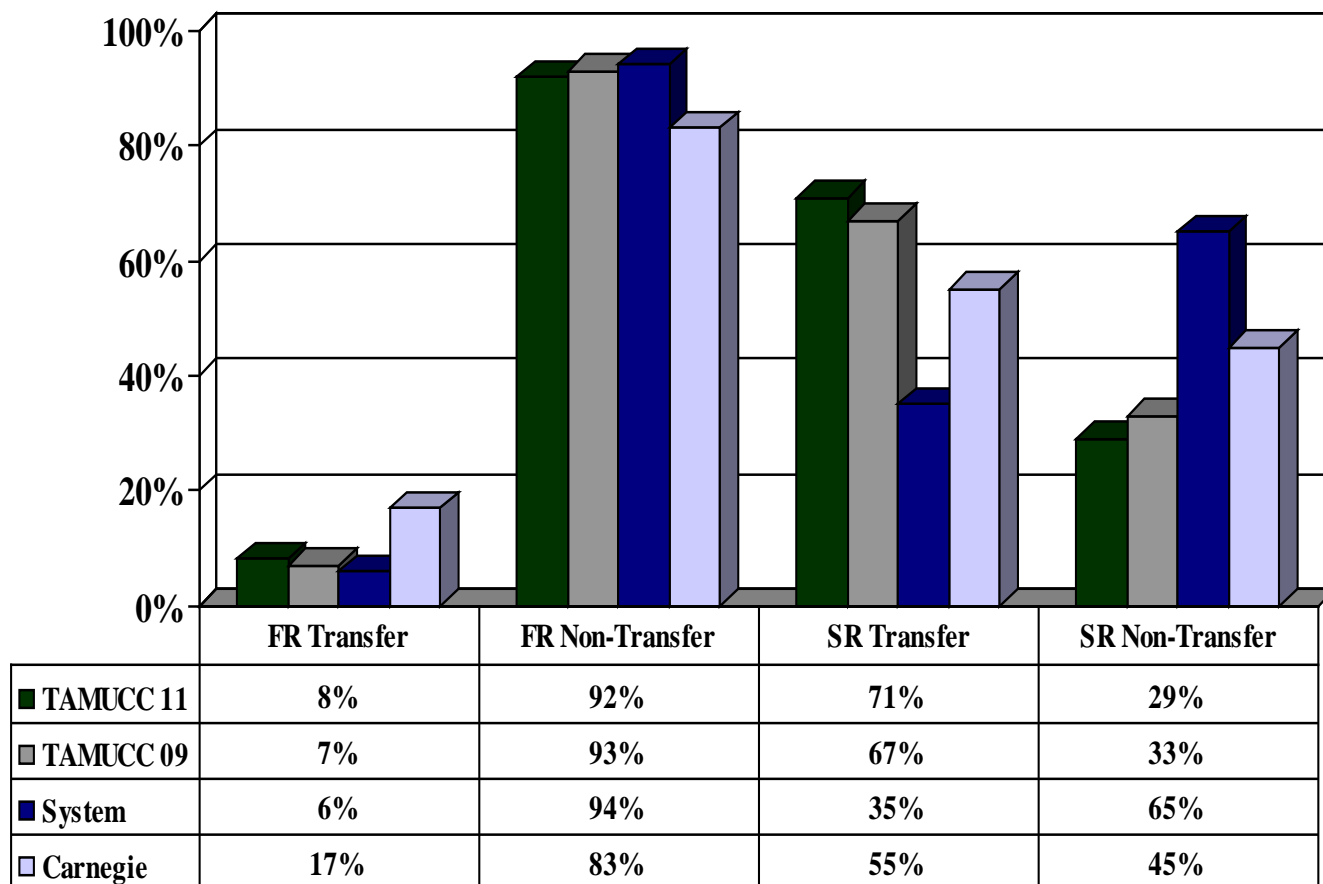
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Demographics – Class Residence



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



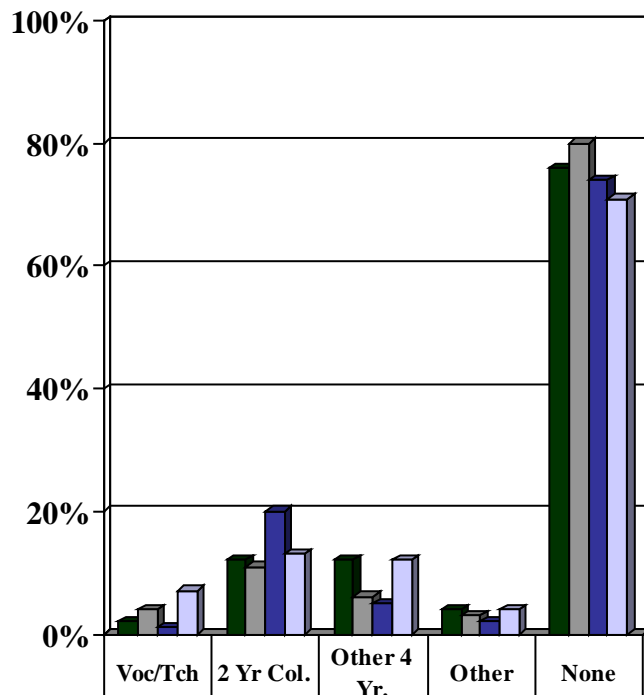
Demographics – Did student transfer to TAMUCC?



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

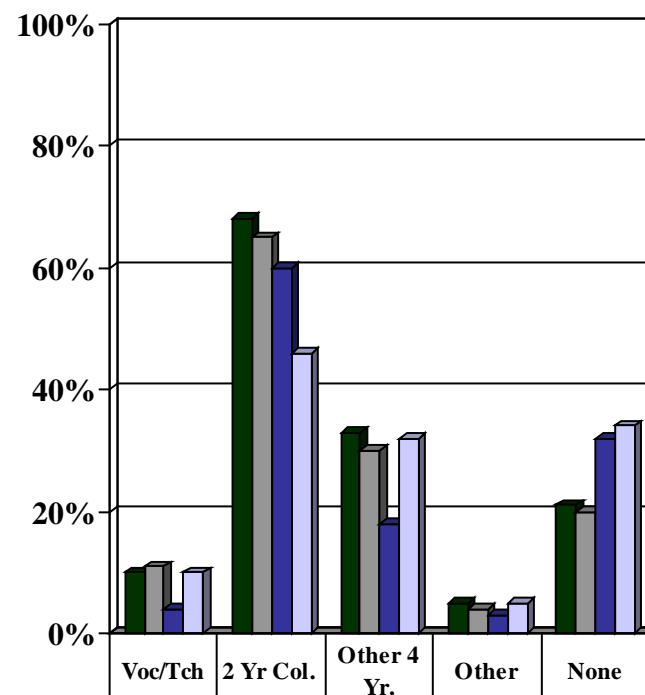


Freshmen



	Voc/Tch	2 Yr Col.	Other 4 Yr.	Other	None
TAMUCC 11	2%	12%	12%	4%	76%
TAMUCC 09	4%	11%	6%	3%	80%
System	1%	20%	5%	2%	74%
Carnegie	7%	13%	12%	4%	71%

Senior



	Voc/Tch	2 Yr Col.	Other 4 Yr.	Other	None
TAMUCC 11	10%	68%	33%	5%	21%
TAMUCC 09	11%	65%	30%	4%	20%
System	4%	60%	18%	3%	32%
Carnegie	10%	46%	32%	5%	34%

**Demographics – Besides current institution, other schools attended since high school
(Multiple selections possible)**

NSSE 2011 Results



Comprehensive Frequency Report

NSSE 2011 Results



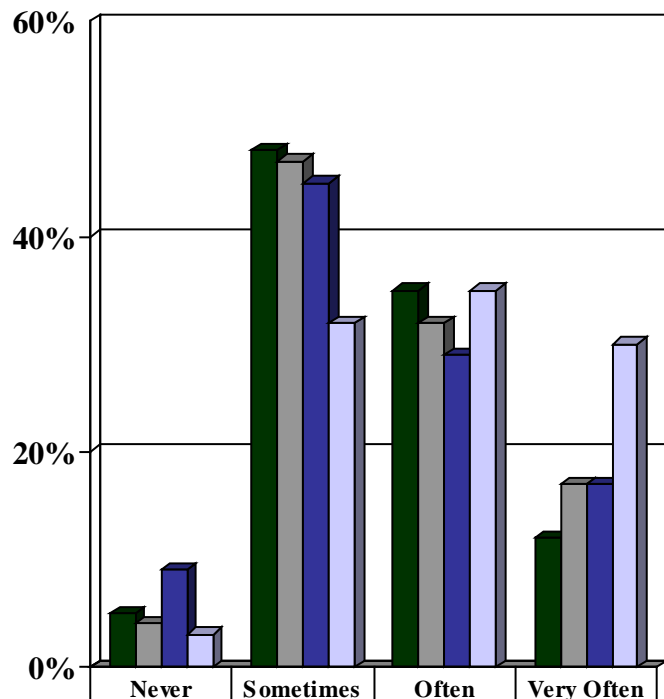
Academic and Intellectual Experiences



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

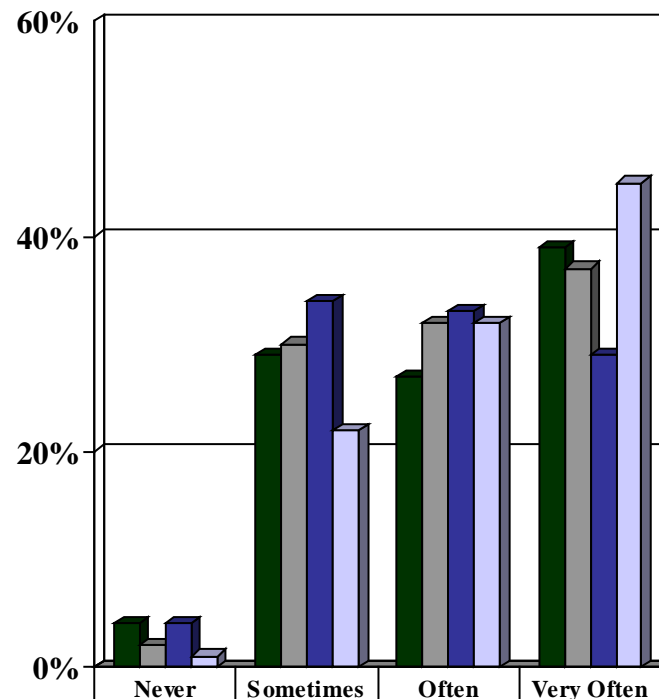


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	5%	48%	35%	12%
TAMUCC 09	4%	47%	32%	17%
System	9%	45%	29%	17%
Carnegie	3%	32%	35%	30%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	4%	29%	27%	39%
TAMUCC 09	2%	30%	32%	37%
System	4%	34%	33%	29%
Carnegie	1%	22%	32%	45%

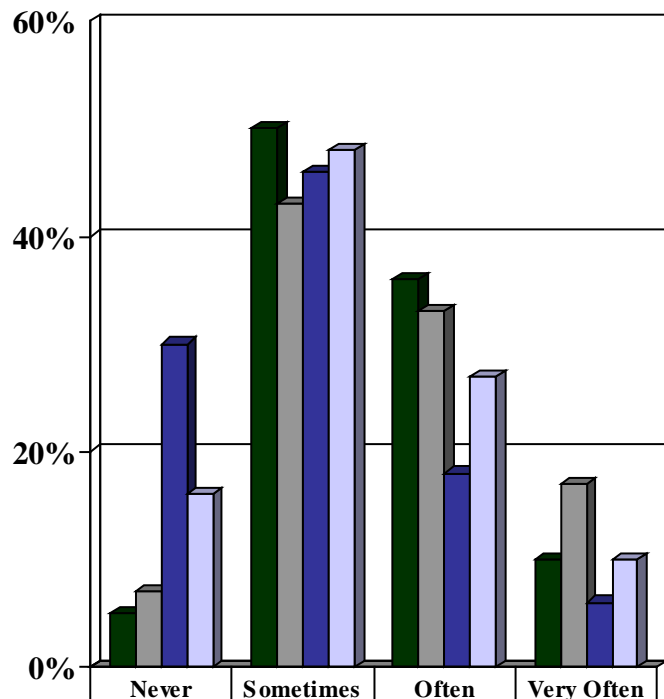
(ACL) Students asked questions in class or participated in class discussions



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

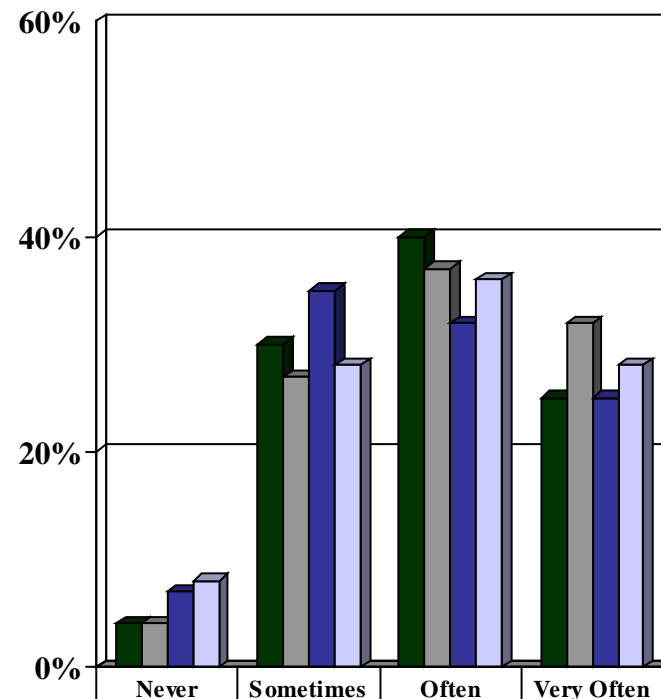


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	5%	50%	36%	10%
TAMUCC 09	7%	43%	33%	17%
System	30%	46%	18%	6%
Carnegie	16%	48%	27%	10%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	4%	30%	40%	25%
TAMUCC 09	4%	27%	37%	32%
System	7%	35%	32%	25%
Carnegie	8%	28%	36%	28%

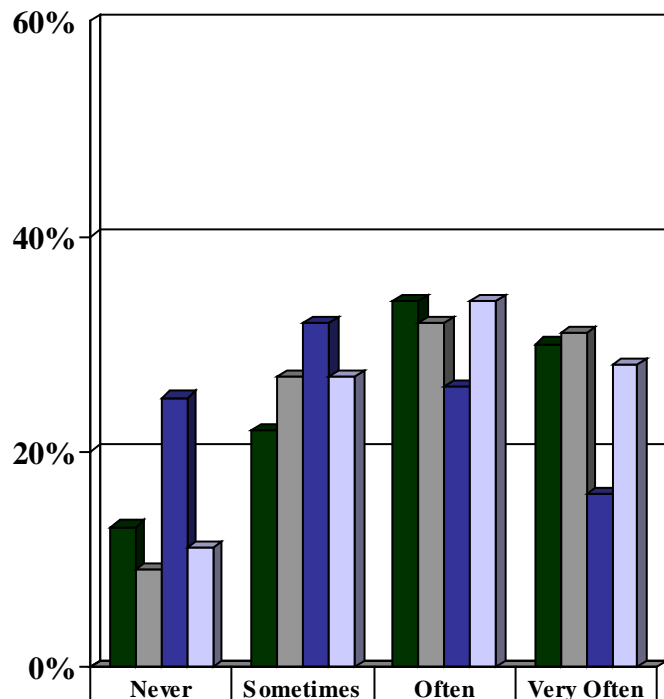
(ACL) Student made a class presentation



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

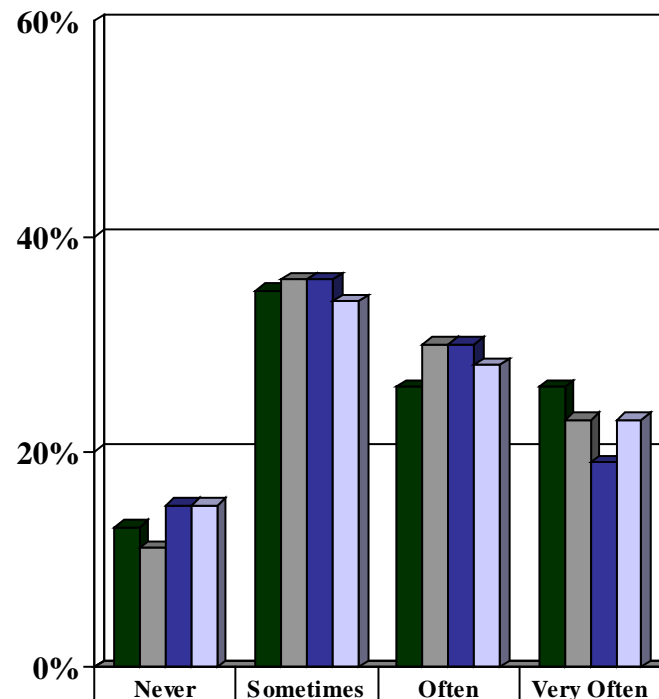


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	13%	22%	34%	30%
TAMUCC 09	9%	27%	32%	31%
System	25%	32%	26%	16%
Carnegie	11%	27%	34%	28%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	13%	35%	26%	26%
TAMUCC 09	11%	36%	30%	23%
System	15%	36%	30%	19%
Carnegie	15%	34%	28%	23%

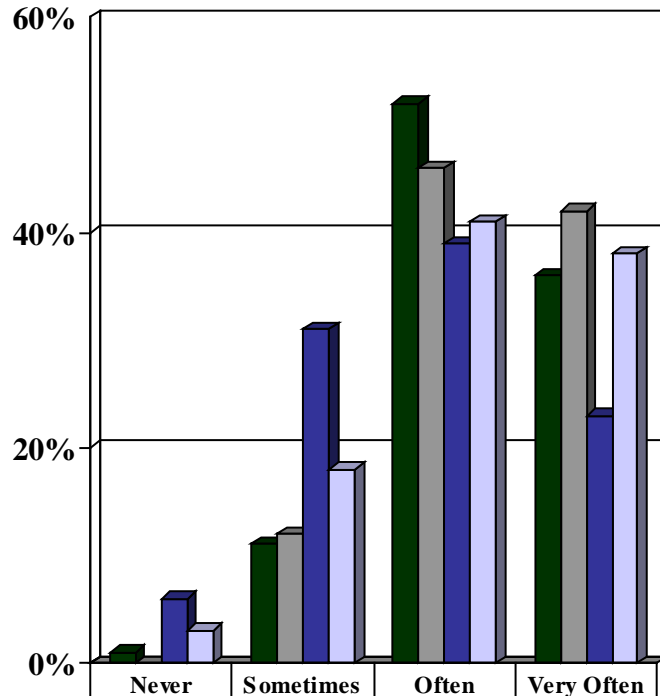
Student prepared multiple drafts of an assignment before submittal



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

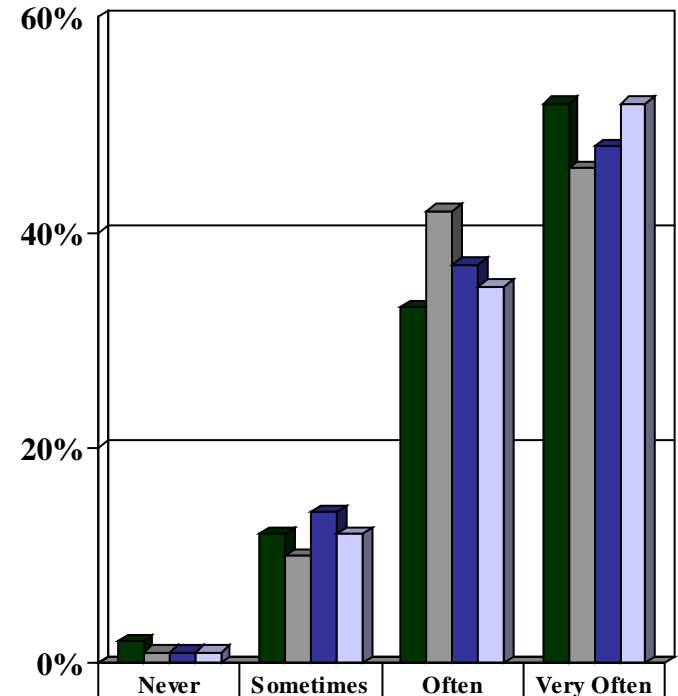


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	1%	11%	52%	36%
TAMUCC 09	0%	12%	46%	42%
System	6%	31%	39%	23%
Carnegie	3%	18%	41%	38%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	2%	12%	33%	52%
TAMUCC 09	1%	10%	42%	46%
System	1%	14%	37%	48%
Carnegie	1%	12%	35%	52%

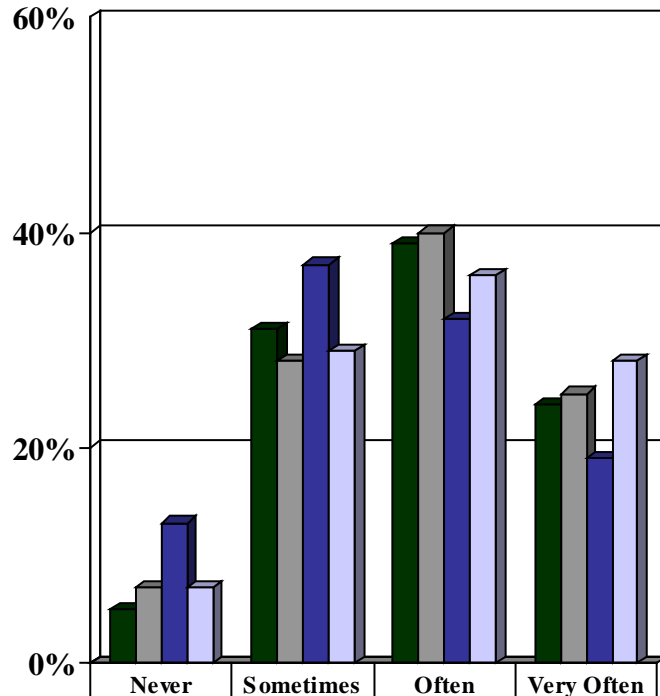
Student worked on assignments requiring integration of ideas or information from various sources



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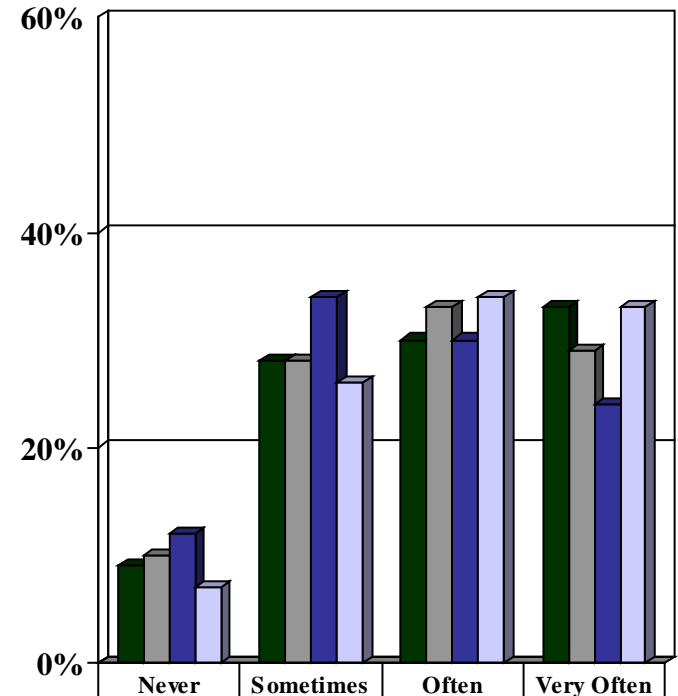


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	5%	31%	39%	24%
TAMUCC 09	7%	28%	40%	25%
System	13%	37%	32%	19%
Carnegie	7%	29%	36%	28%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	9%	28%	30%	33%
TAMUCC 09	10%	28%	33%	29%
System	12%	34%	30%	24%
Carnegie	7%	26%	34%	33%

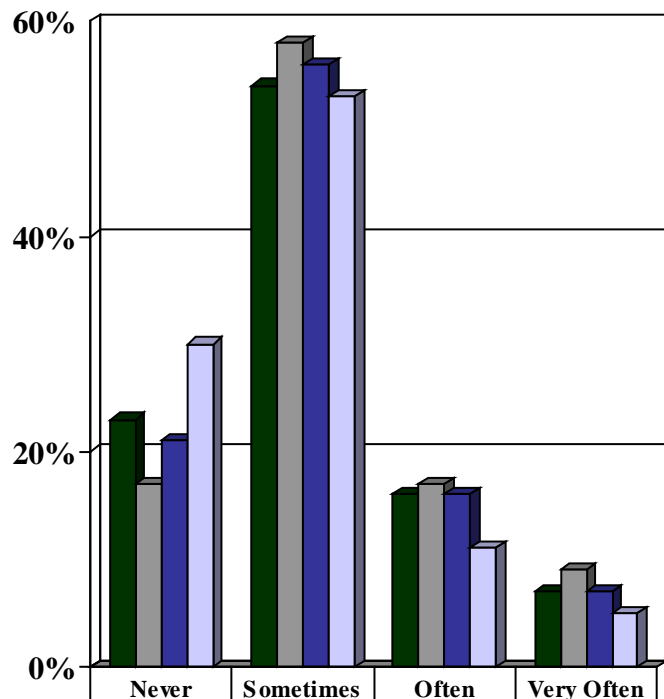
Student included diverse perspectives in class and coursework



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

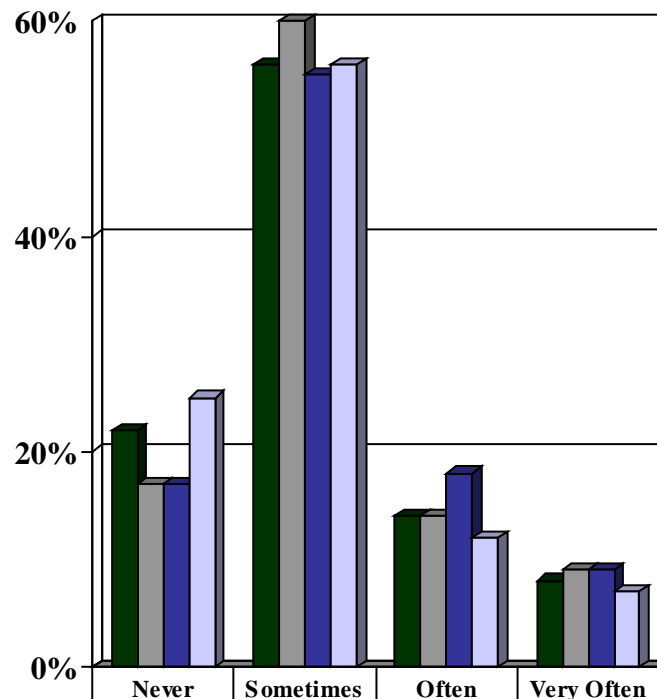


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	23%	54%	16%	7%
TAMUCC 09	17%	58%	17%	9%
System	21%	56%	16%	7%
Carnegie	30%	53%	11%	5%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	22%	56%	14%	8%
TAMUCC 09	17%	60%	14%	9%
System	17%	55%	18%	9%
Carnegie	25%	56%	12%	7%

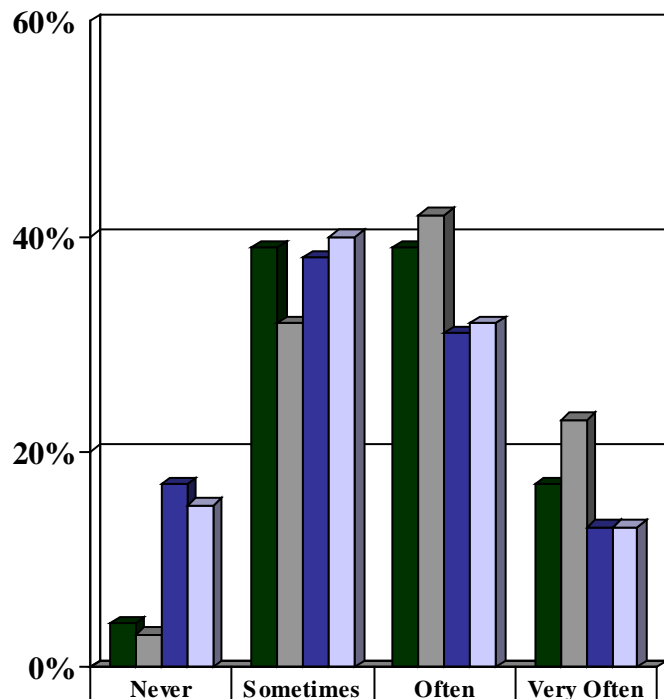
Student came to class without completing readings or assignments



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

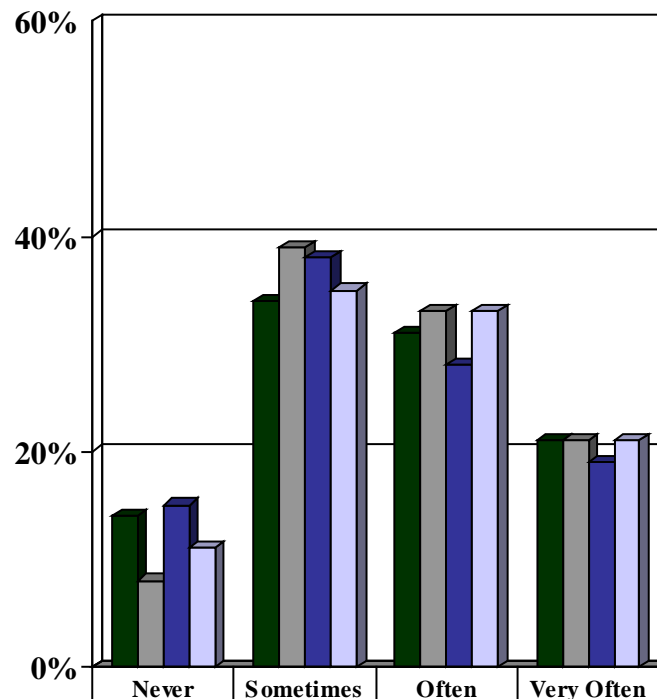


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	4%	39%	39%	17%
TAMUCC 09	3%	32%	42%	23%
System	17%	38%	31%	13%
Carnegie	15%	40%	32%	13%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	14%	34%	31%	21%
TAMUCC 09	8%	39%	33%	21%
System	15%	38%	28%	19%
Carnegie	11%	35%	33%	21%

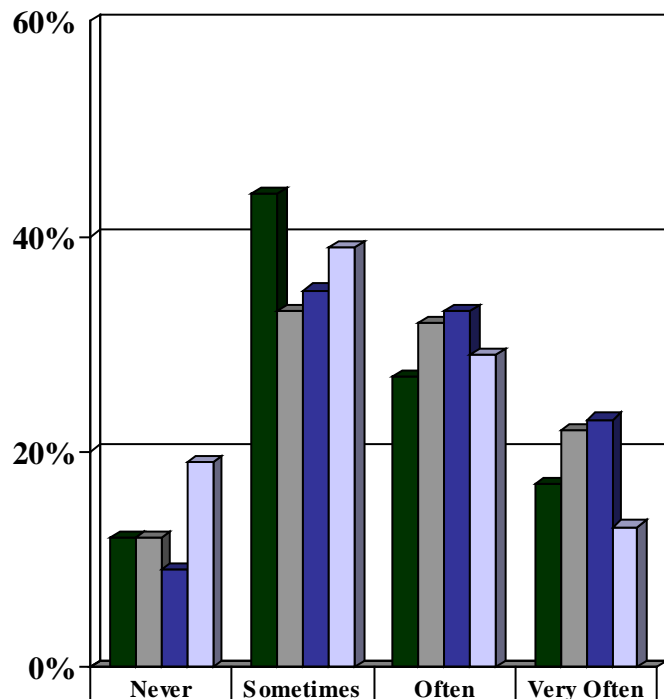
(ACL) Student worked with other students on projects during class



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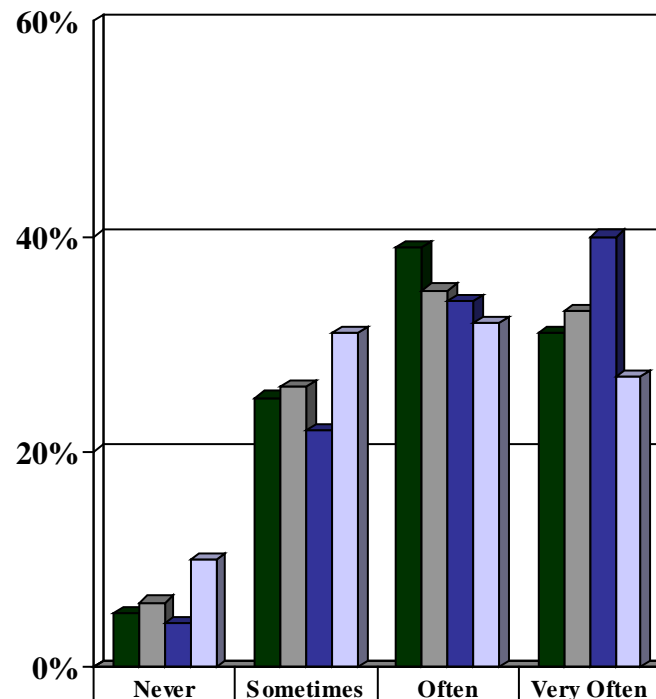


Freshmen



	Never	Sometimes	Often	Very Often
■ TAMUCC 11	12%	44%	27%	17%
■ TAMUCC 09	12%	33%	32%	22%
■ System	9%	35%	33%	23%
■ Carnegie	19%	39%	29%	13%

Senior



	Never	Sometimes	Often	Very Often
■ TAMUCC 11	5%	25%	39%	31%
■ TAMUCC 09	6%	26%	35%	33%
■ System	4%	22%	34%	40%
■ Carnegie	10%	31%	32%	27%

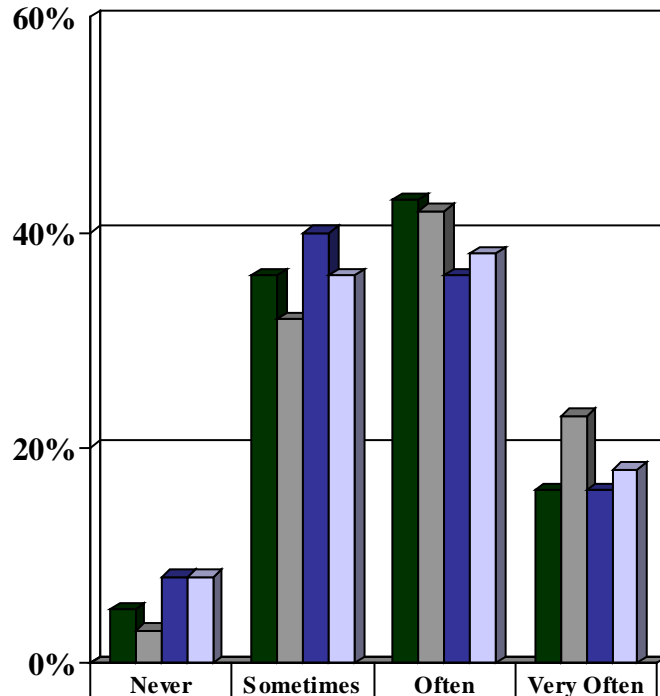
(ACL) Student worked with classmates on projects outside of class



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

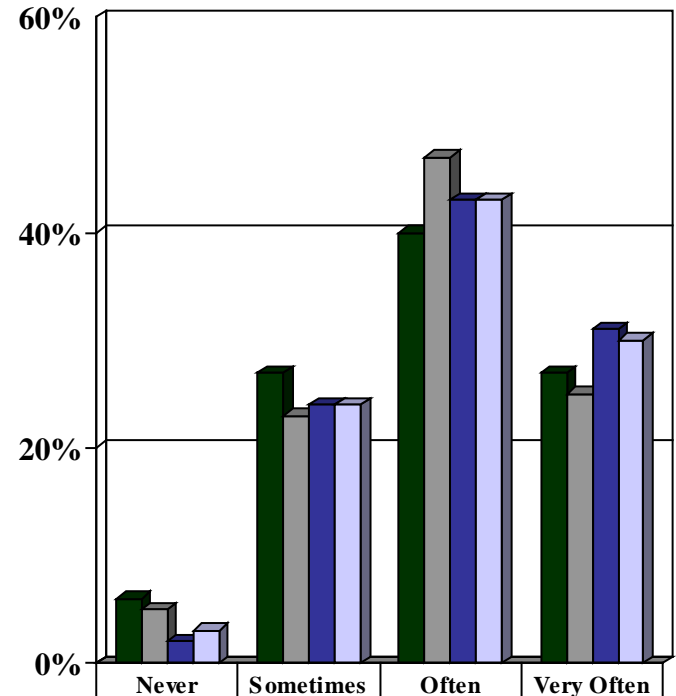


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	5%	36%	43%	16%
TAMUCC 09	3%	32%	42%	23%
System	8%	40%	36%	16%
Carnegie	8%	36%	38%	18%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	6%	27%	40%	27%
TAMUCC 09	5%	23%	47%	25%
System	2%	24%	43%	31%
Carnegie	3%	24%	43%	30%

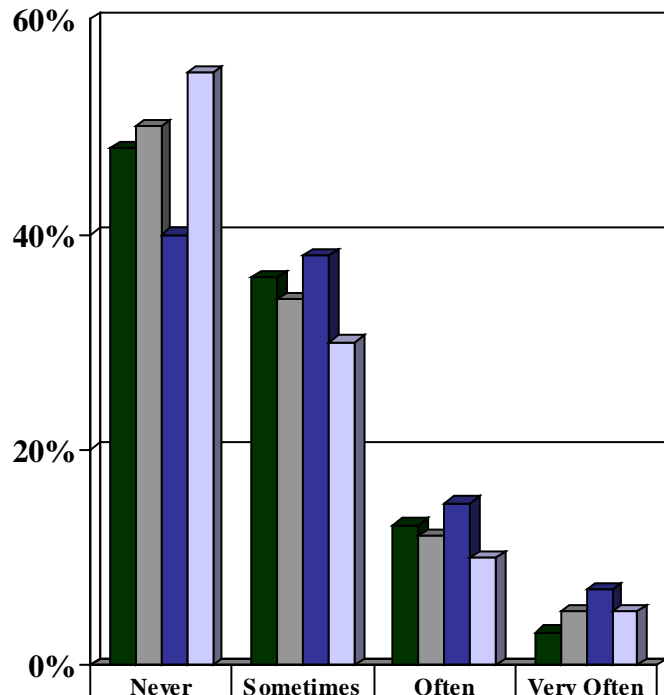
Student connected ideas/concepts from various courses when completing assignments or during class discussions



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

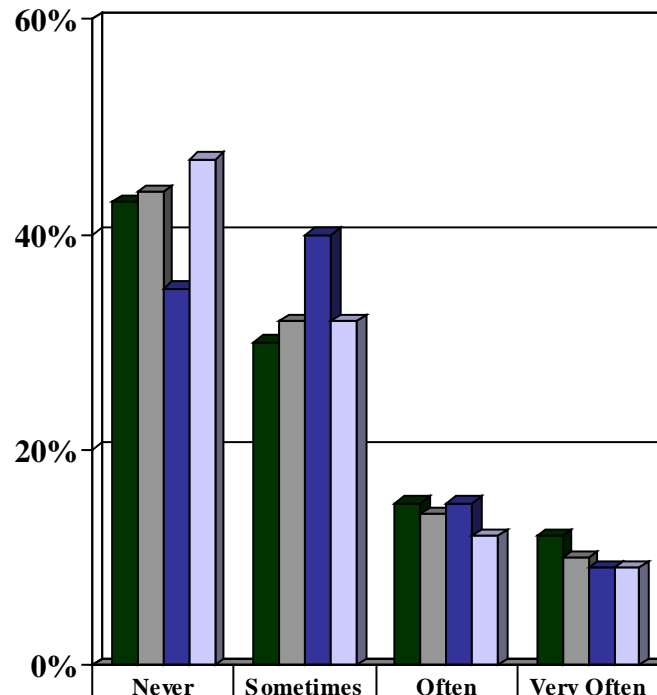


Freshmen



	Never	Sometimes	Often	Very Often
■ TAMUCC 11	48%	36%	13%	3%
■ TAMUCC 09	50%	34%	12%	5%
■ System	40%	38%	15%	7%
■ Carnegie	55%	30%	10%	5%

Senior



	Never	Sometimes	Often	Very Often
■ TAMUCC 11	43%	30%	15%	12%
■ TAMUCC 09	44%	32%	14%	10%
■ System	35%	40%	15%	9%
■ Carnegie	47%	32%	12%	9%

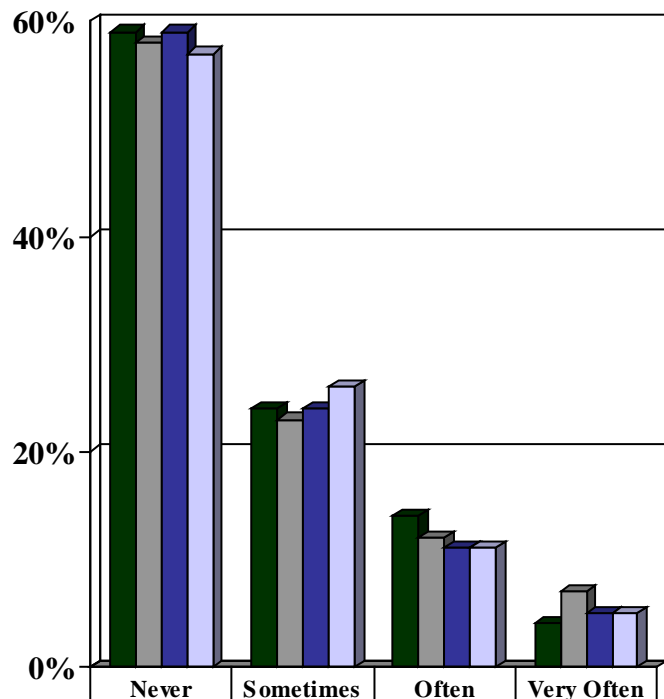
(ACL) Student tutored or taught other students (paid or voluntary)



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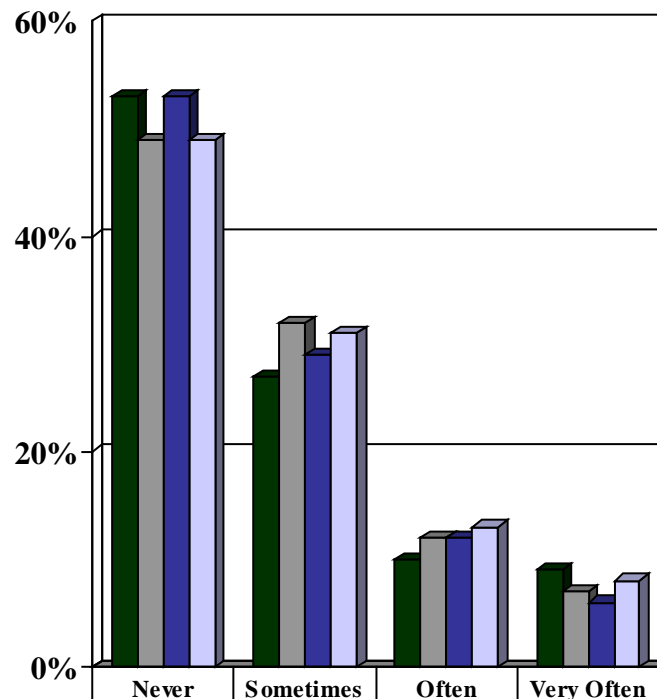


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	59%	24%	14%	4%
TAMUCC 09	58%	23%	12%	7%
System	59%	24%	11%	5%
Carnegie	57%	26%	11%	5%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	53%	27%	10%	9%
TAMUCC 09	49%	32%	12%	7%
System	53%	29%	12%	6%
Carnegie	49%	31%	13%	8%

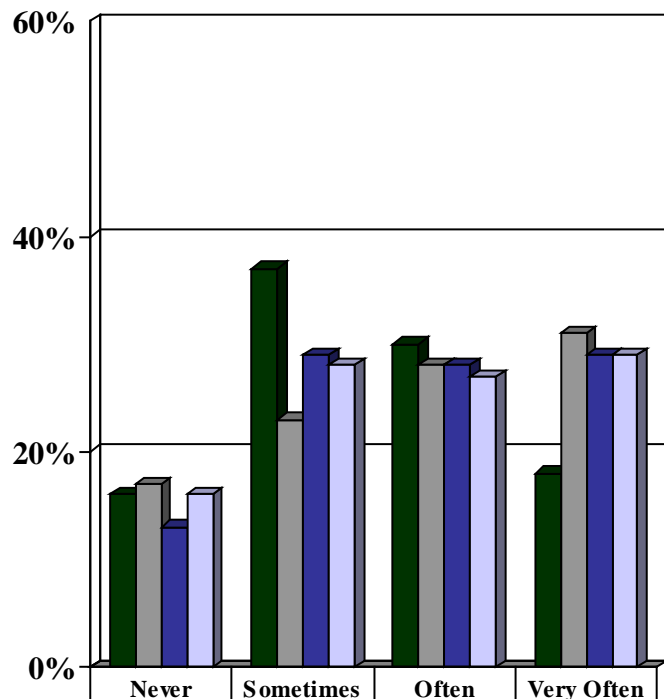
(ACL) Student collaborated on a community-based project (service learning) as part of a regular course



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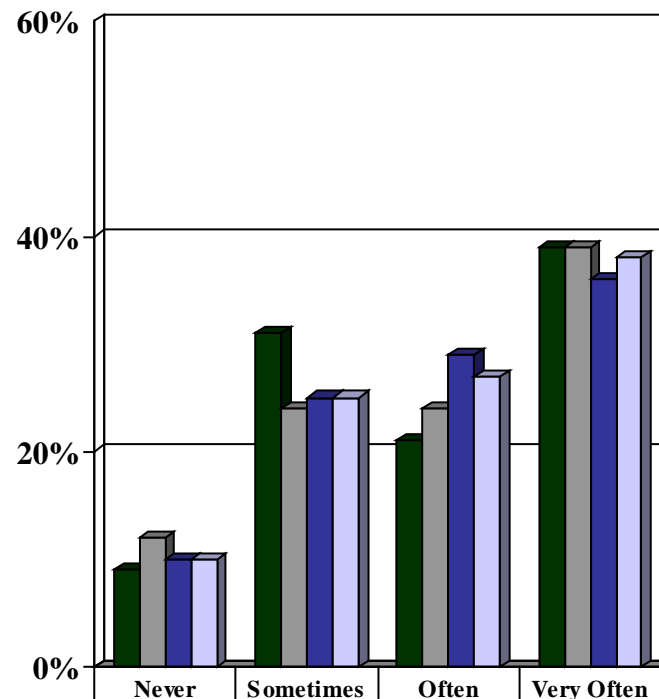


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	16%	37%	30%	18%
TAMUCC 09	17%	23%	28%	31%
System	13%	29%	28%	29%
Carnegie	16%	28%	27%	29%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	9%	31%	21%	39%
TAMUCC 09	12%	24%	24%	39%
System	10%	25%	29%	36%
Carnegie	10%	25%	27%	38%

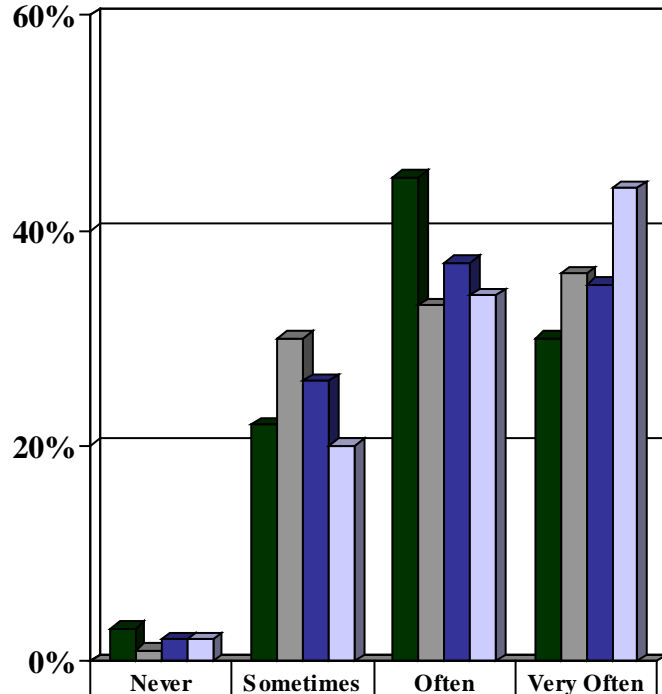
**(EEE) Student used an electronic medium to discuss or complete an assignment
(i.e. internet, listserv, chat, IM)**



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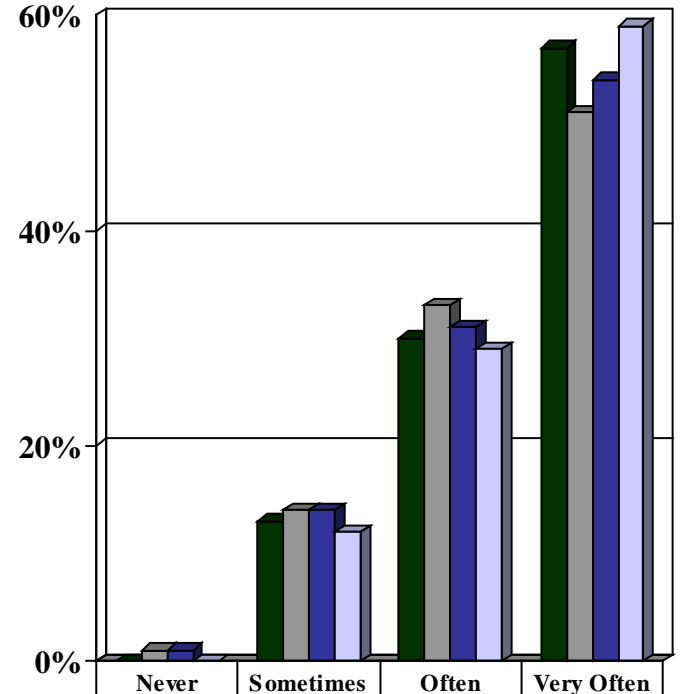


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	3%	22%	45%	30%
TAMUCC 09	1%	30%	33%	36%
System	2%	26%	37%	35%
Carnegie	2%	20%	34%	44%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	0%	13%	30%	57%
TAMUCC 09	1%	14%	33%	51%
System	1%	14%	31%	54%
Carnegie	0%	12%	29%	59%

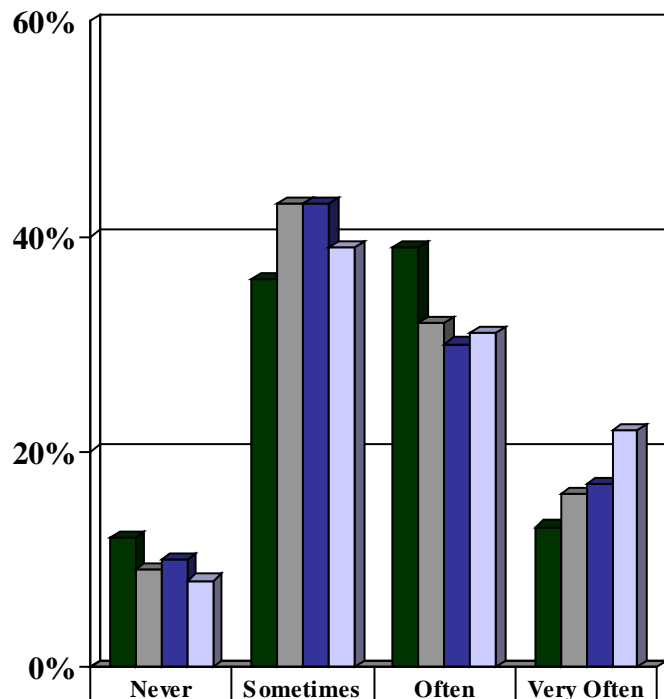
Student used email to communicate with an instructor



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

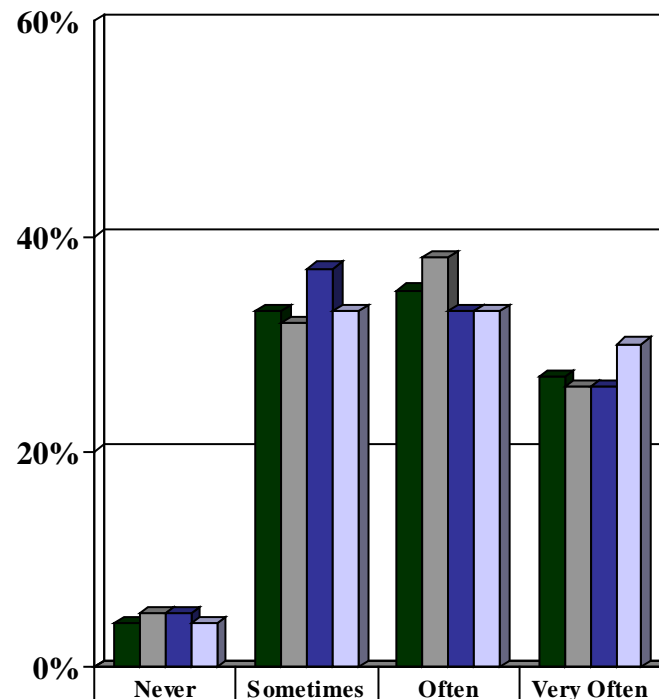


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	12%	36%	39%	13%
TAMUCC 09	9%	43%	32%	16%
System	10%	43%	30%	17%
Carnegie	8%	39%	31%	22%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	4%	33%	35%	27%
TAMUCC 09	5%	32%	38%	26%
System	5%	37%	33%	26%
Carnegie	4%	33%	33%	30%

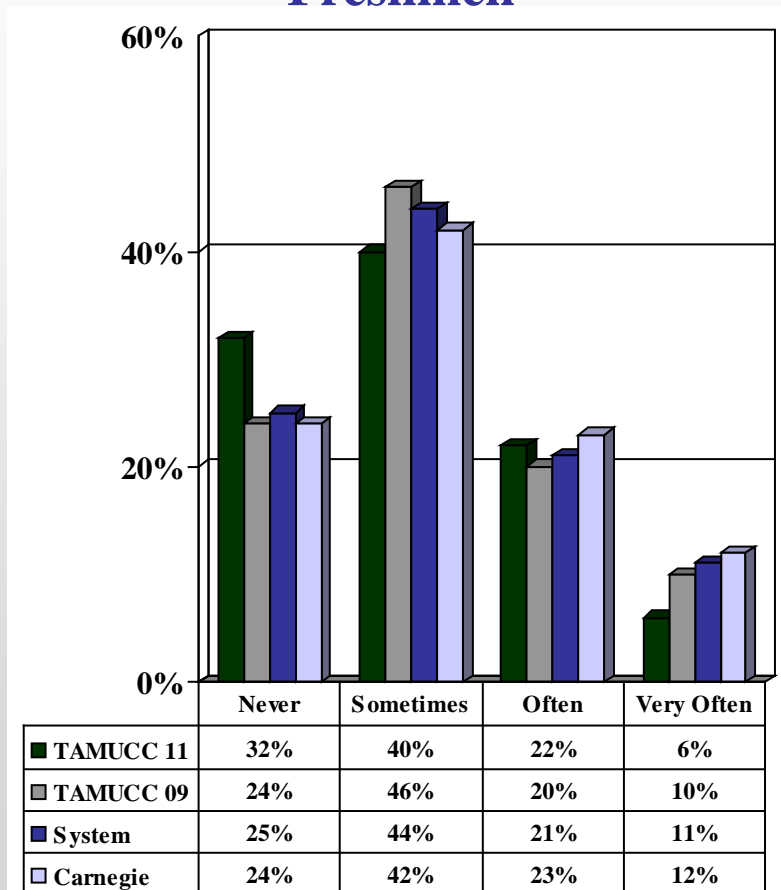
(SFI) Student discussed grades or assignments with an instructor



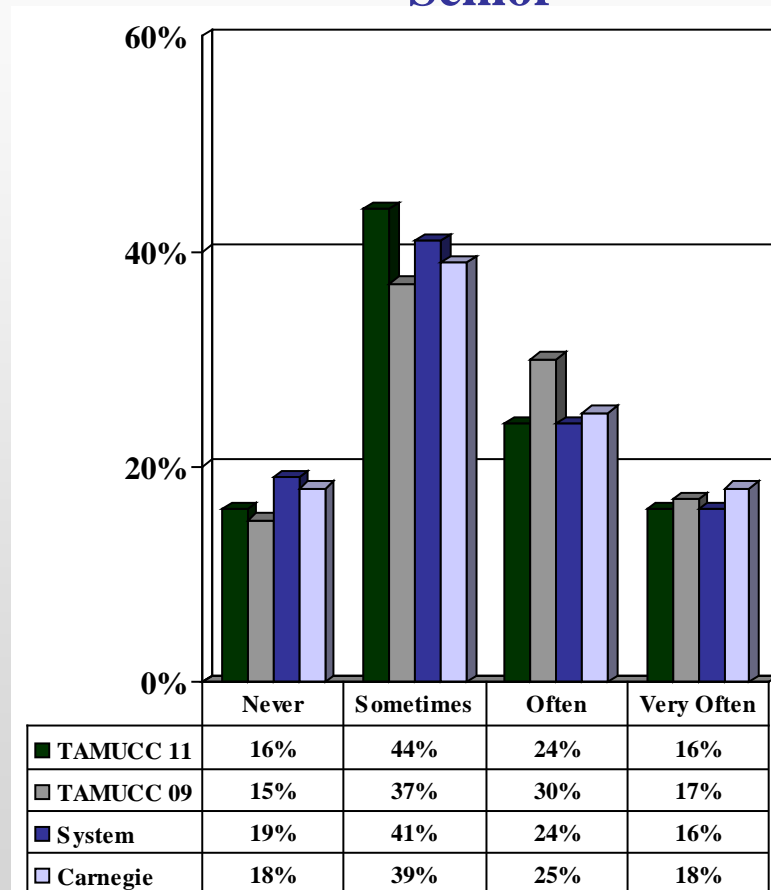
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



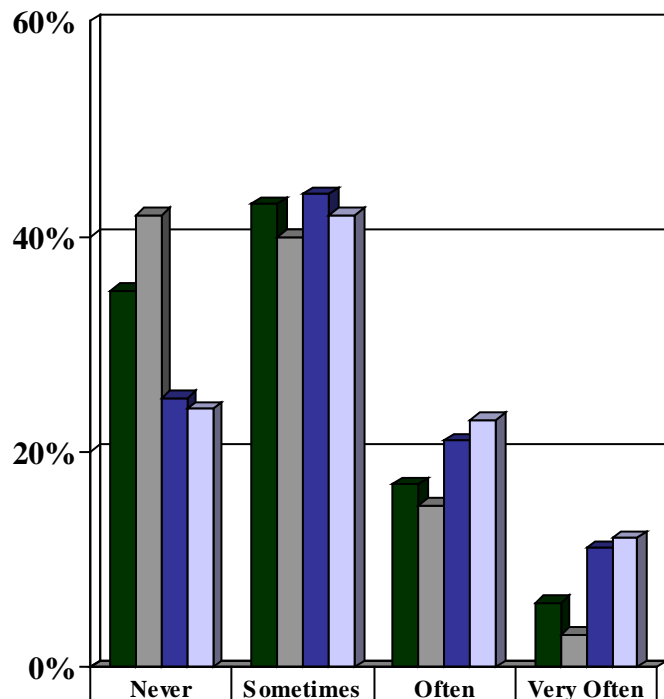
(SFI) Student talked about career plans with a faculty member or advisor



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

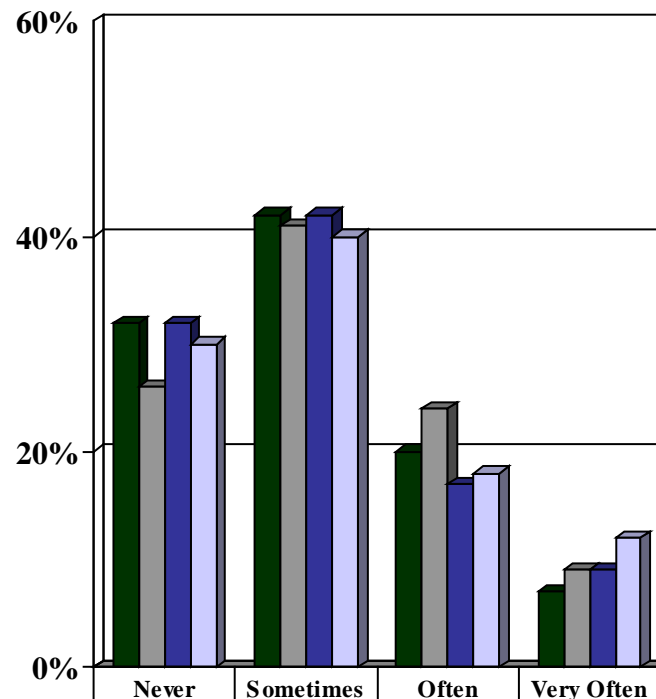


Freshmen



	Never	Sometimes	Often	Very Often
■ TAMUCC 11	35%	43%	17%	6%
■ TAMUCC 09	42%	40%	15%	3%
■ System	25%	44%	21%	11%
■ Carnegie	24%	42%	23%	12%

Senior



	Never	Sometimes	Often	Very Often
■ TAMUCC 11	32%	42%	20%	7%
■ TAMUCC 09	26%	41%	24%	9%
■ System	32%	42%	17%	9%
■ Carnegie	30%	40%	18%	12%

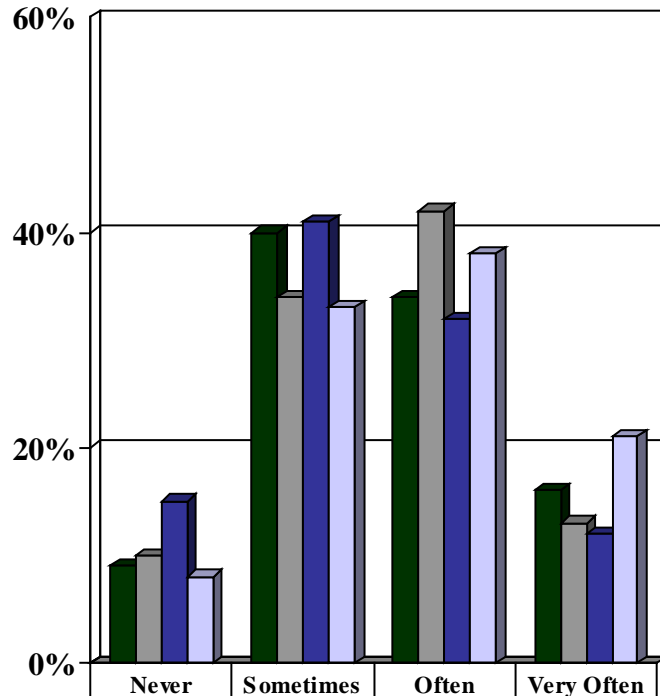
(SFI) Student discussed ideas from class or coursework with faculty members outside of class



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

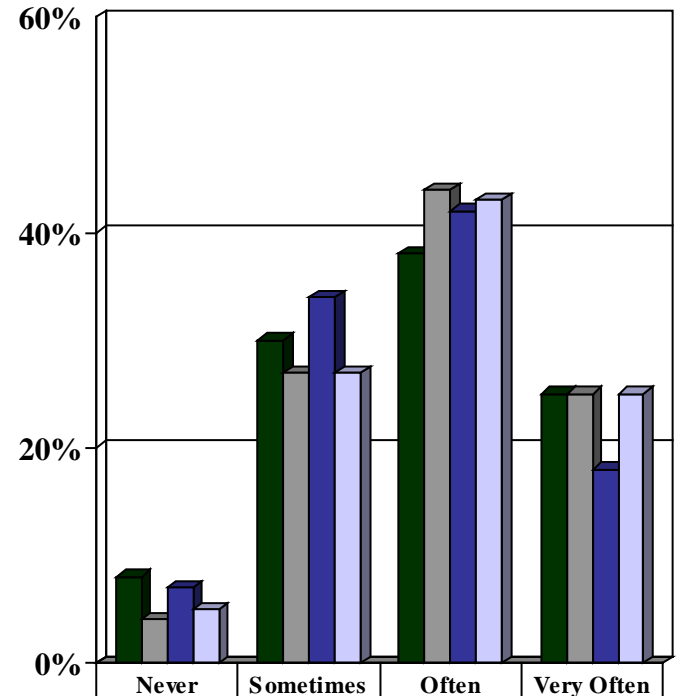


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	9%	40%	34%	16%
TAMUCC 09	10%	34%	42%	13%
System	15%	41%	32%	12%
Carnegie	8%	33%	38%	21%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	8%	30%	38%	25%
TAMUCC 09	4%	27%	44%	25%
System	7%	34%	42%	18%
Carnegie	5%	27%	43%	25%

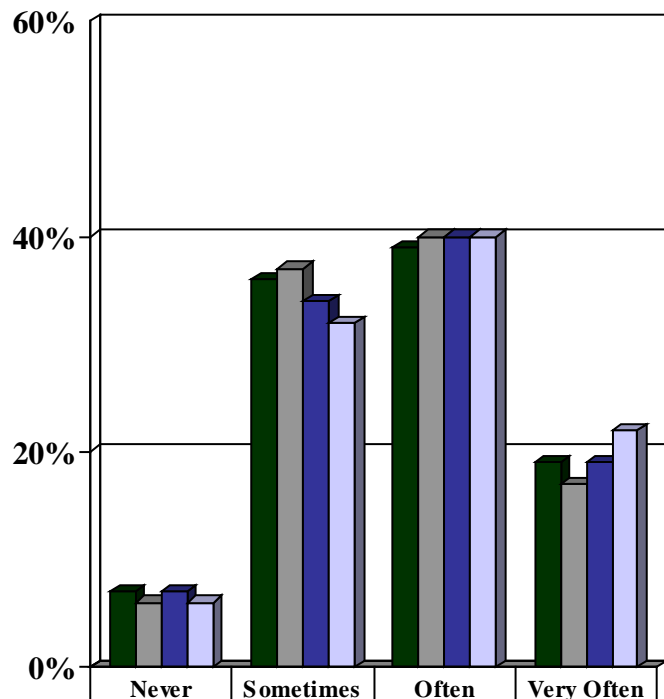
(SFI) Student received prompt feedback from faculty on academic performance (written or oral)



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

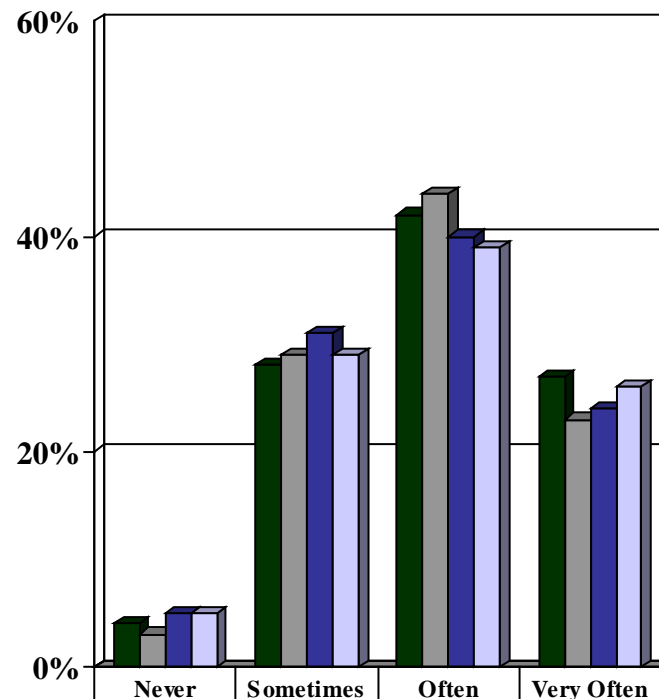


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	7%	36%	39%	19%
TAMUCC 09	6%	37%	40%	17%
System	7%	34%	40%	19%
Carnegie	6%	32%	40%	22%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	4%	28%	42%	27%
TAMUCC 09	3%	29%	44%	23%
System	5%	31%	40%	24%
Carnegie	5%	29%	39%	26%

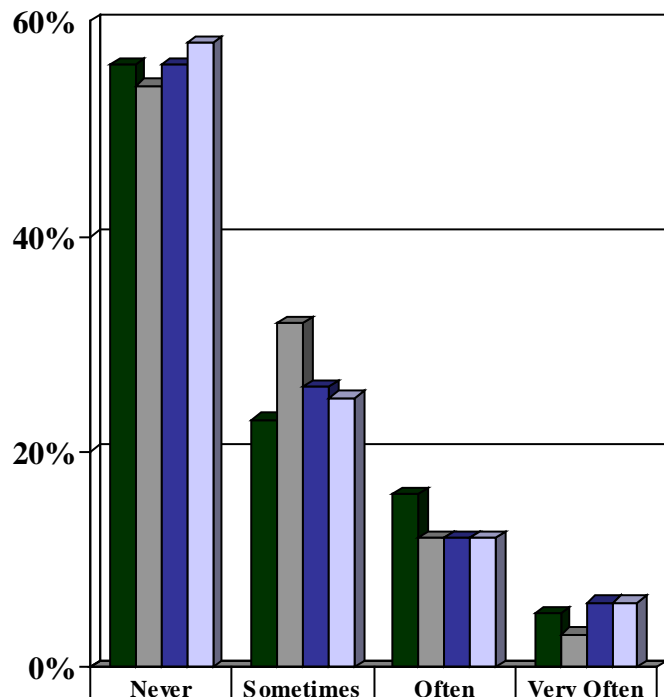
(LAC) Student worked harder than anticipated to meet instructors' expectations/standards



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

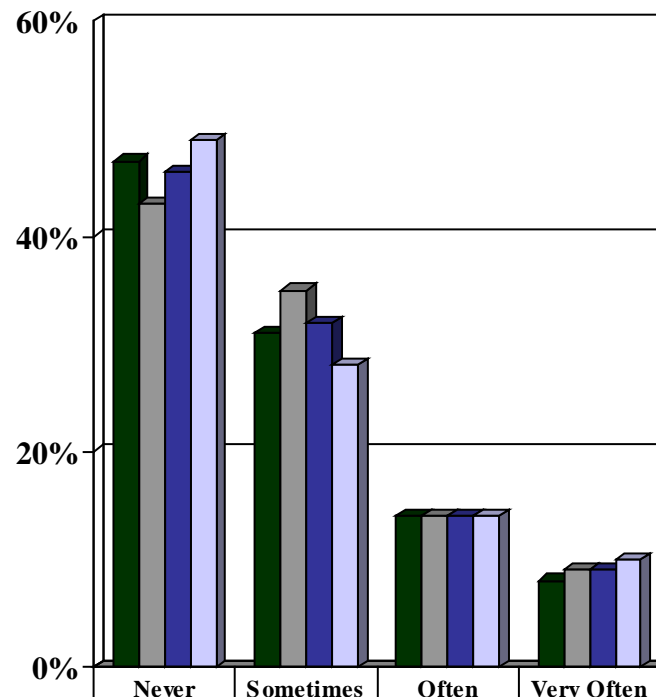


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	56%	23%	16%	5%
TAMUCC 09	54%	32%	12%	3%
System	56%	26%	12%	6%
Carnegie	58%	25%	12%	6%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	47%	31%	14%	8%
TAMUCC 09	43%	35%	14%	9%
System	46%	32%	14%	9%
Carnegie	49%	28%	14%	10%

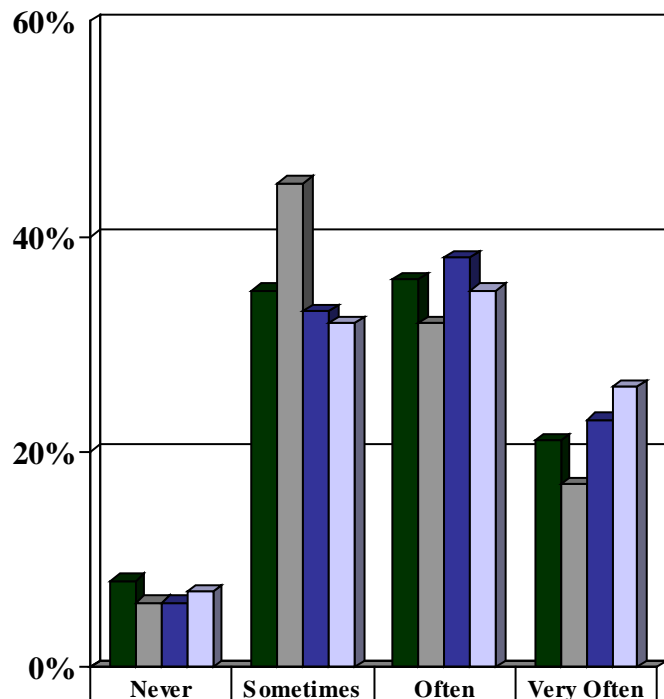
(SFI) Student worked with faculty on other activities than coursework (committees, orientation, etc.)



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

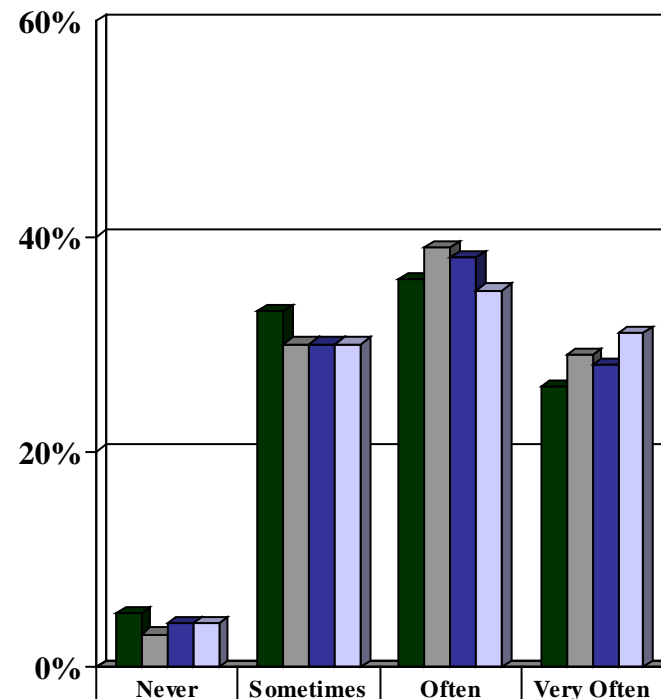


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	8%	35%	36%	21%
TAMUCC 09	6%	45%	32%	17%
System	6%	33%	38%	23%
Carnegie	7%	32%	35%	26%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	5%	33%	36%	26%
TAMUCC 09	3%	30%	39%	29%
System	4%	30%	38%	28%
Carnegie	4%	30%	35%	31%

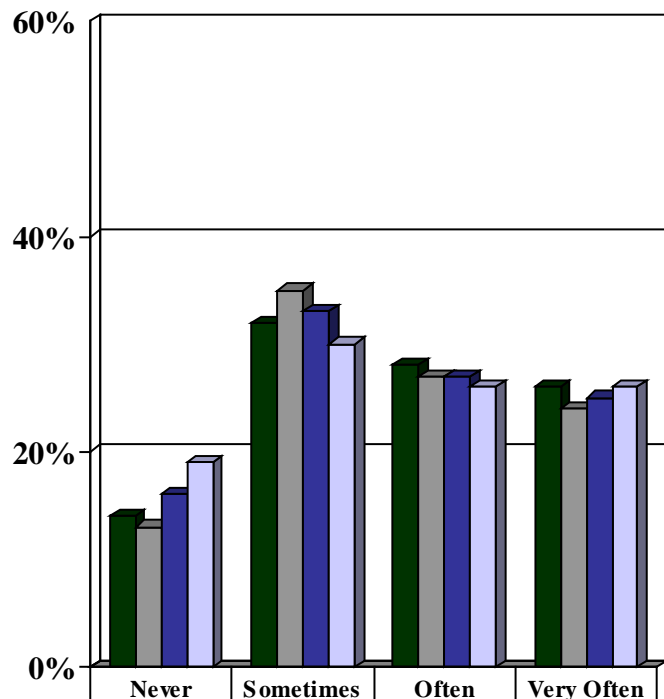
**(ACL) Student discussed ideas from coursework/classes with others outside of class
(students, family members, co-workers, etc.)**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

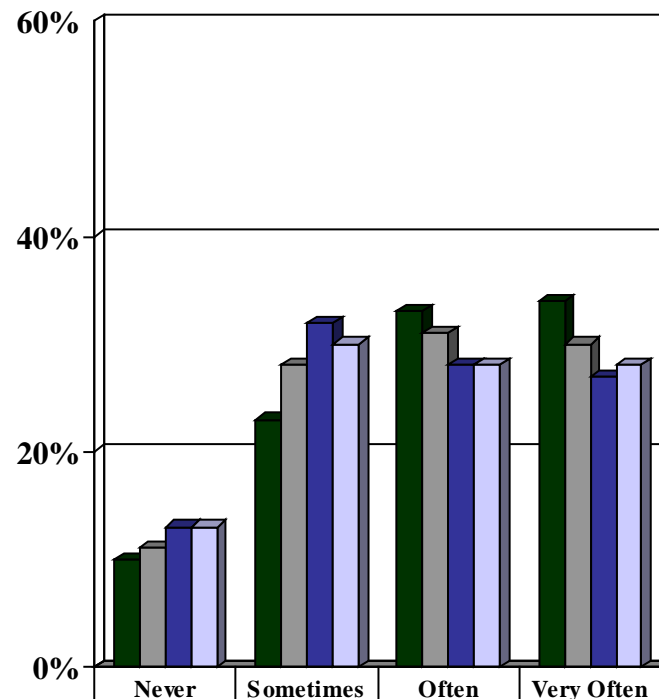


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	14%	32%	28%	26%
TAMUCC 09	13%	35%	27%	24%
System	16%	33%	27%	25%
Carnegie	19%	30%	26%	26%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	10%	23%	33%	34%
TAMUCC 09	11%	28%	31%	30%
System	13%	32%	28%	27%
Carnegie	13%	30%	28%	28%

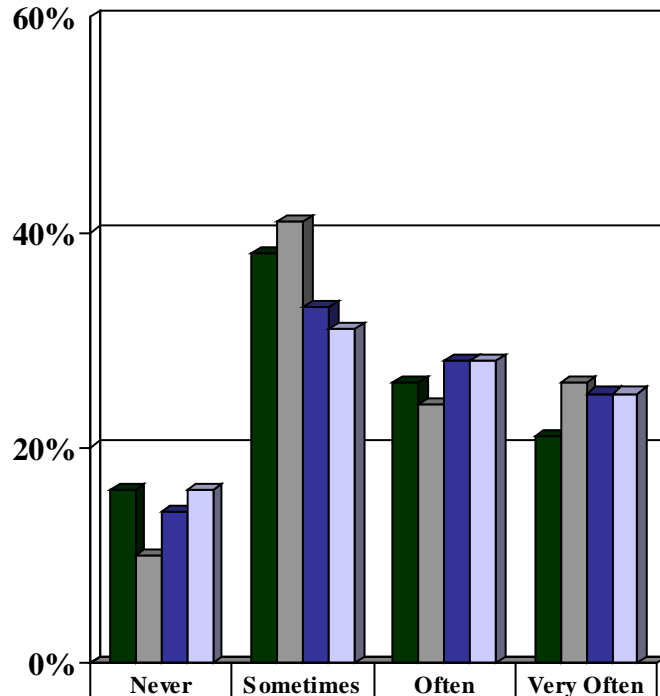
(EEE) Student had conversations with students of a different race or ethnicity than their own



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

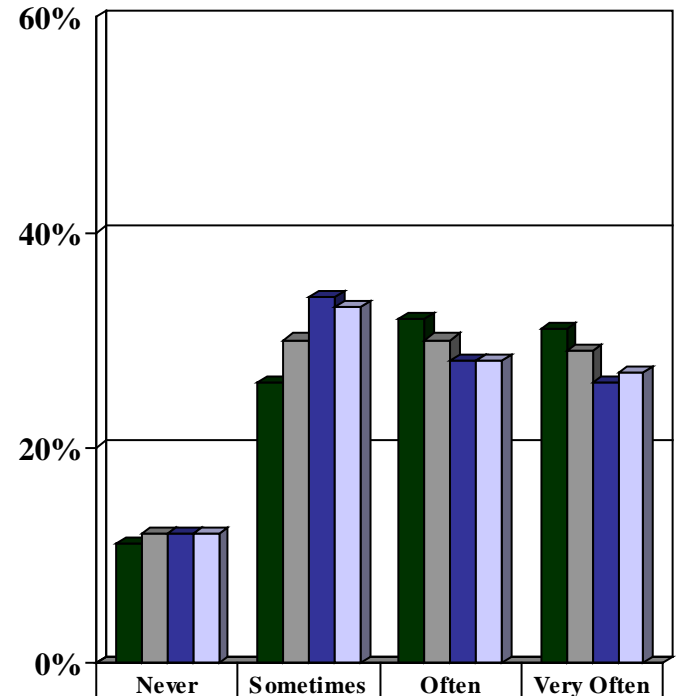


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	16%	38%	26%	21%
TAMUCC 09	10%	41%	24%	26%
System	14%	33%	28%	25%
Carnegie	16%	31%	28%	25%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	11%	26%	32%	31%
TAMUCC 09	12%	30%	30%	29%
System	12%	34%	28%	26%
Carnegie	12%	33%	28%	27%

(EEE) Student had conversations with students having different political, religious, or personal values than their own

NSSE 2011 Results



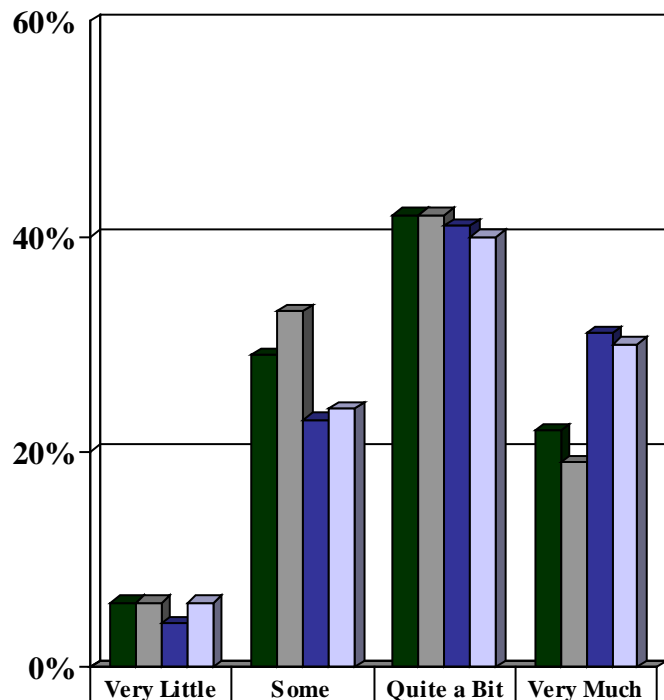
Mental Activities



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

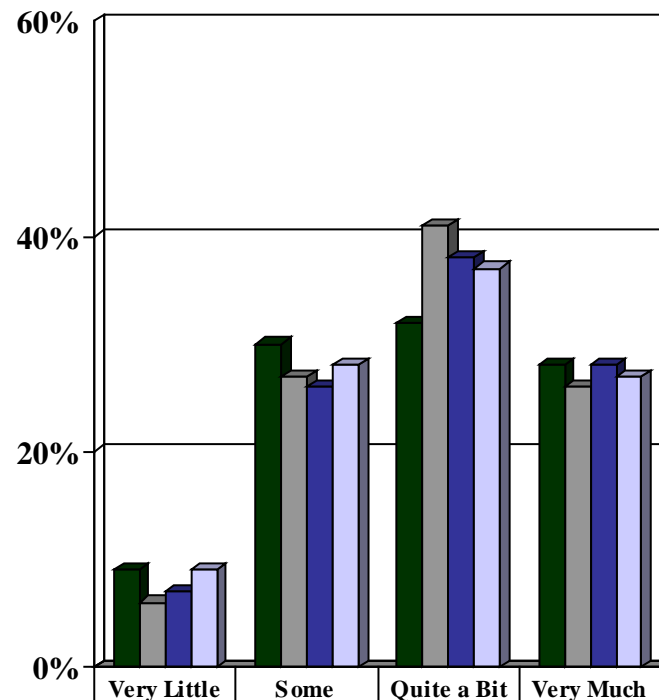


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	6%	29%	42%	22%
TAMUCC 09	6%	33%	42%	19%
System	4%	23%	41%	31%
Carnegie	6%	24%	40%	30%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	9%	30%	32%	28%
TAMUCC 09	6%	27%	41%	26%
System	7%	26%	38%	28%
Carnegie	9%	28%	37%	27%

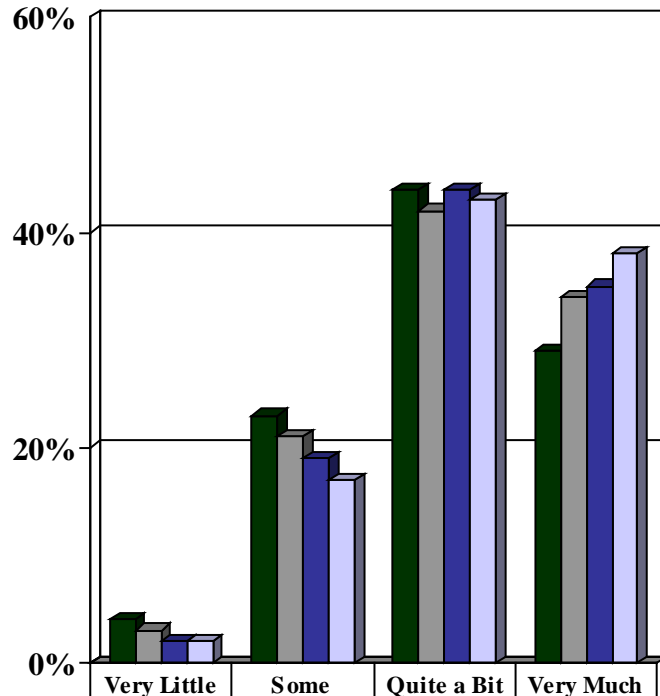
Student coursework emphasizes memorizing facts, ideas, or methods acquired from courses



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

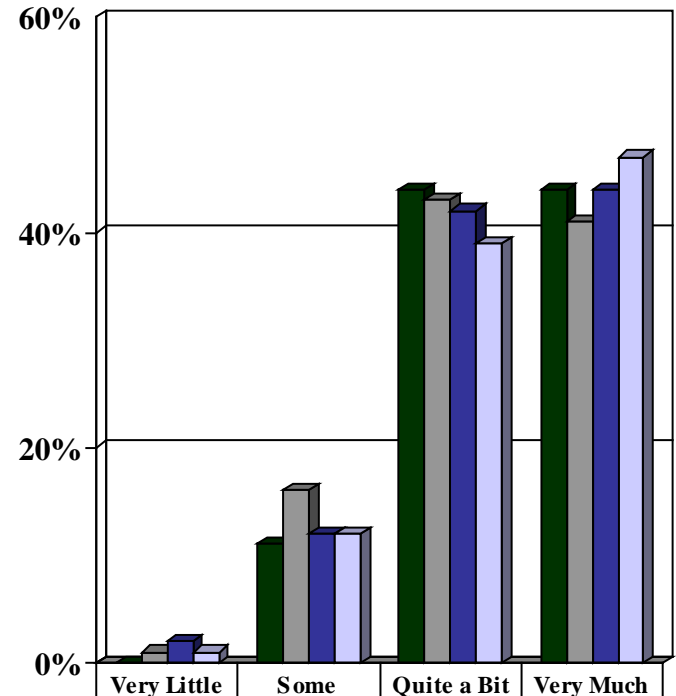


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	4%	23%	44%	29%
TAMUCC 09	3%	21%	42%	34%
System	2%	19%	44%	35%
Carnegie	2%	17%	43%	38%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	0%	11%	44%	44%
TAMUCC 09	1%	16%	43%	41%
System	2%	12%	42%	44%
Carnegie	1%	12%	39%	47%

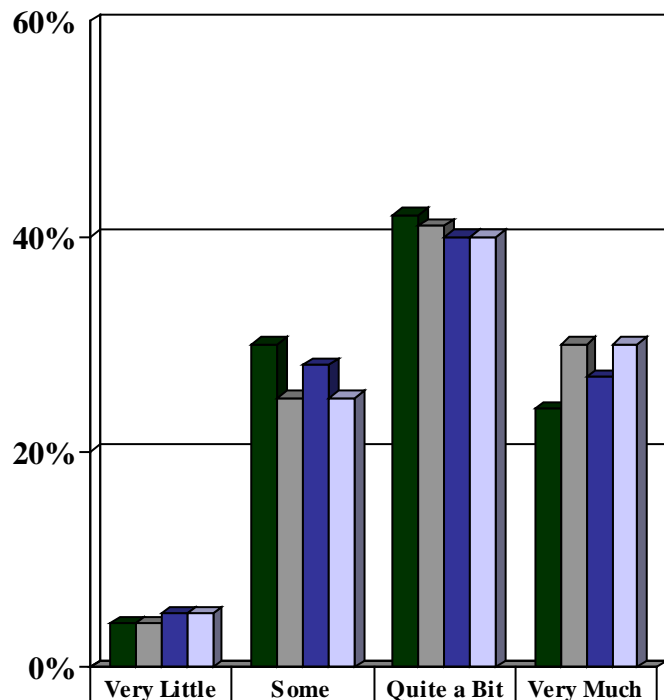
(LAC) Student coursework emphasizes analyzing the basic elements of an idea, experience or theory



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

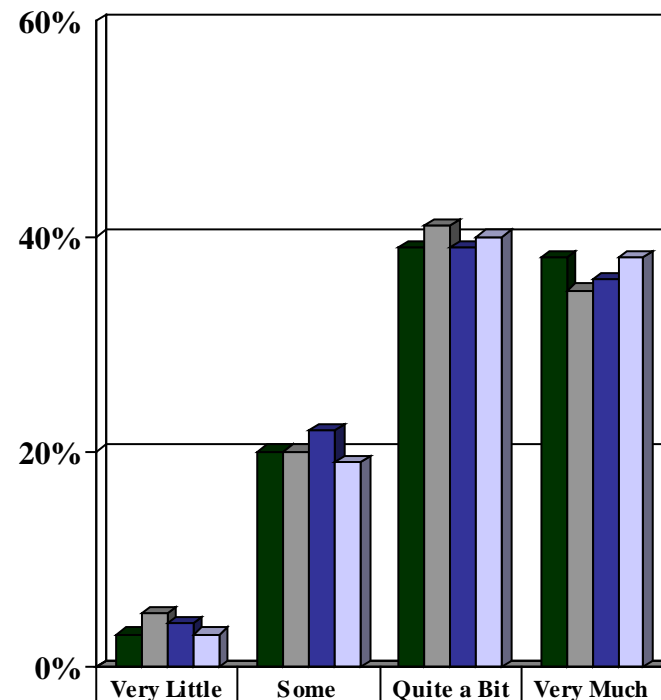


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	4%	30%	42%	24%
TAMUCC 09	4%	25%	41%	30%
System	5%	28%	40%	27%
Carnegie	5%	25%	40%	30%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	3%	20%	39%	38%
TAMUCC 09	5%	20%	41%	35%
System	4%	22%	39%	36%
Carnegie	3%	19%	40%	38%

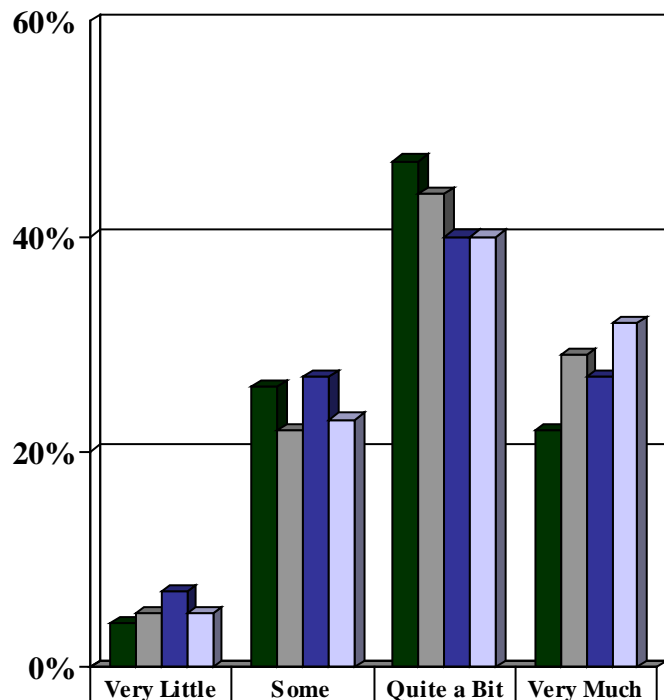
(LAC) Student coursework emphasizes synthesizing and organizing ideas, information, or experiences



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

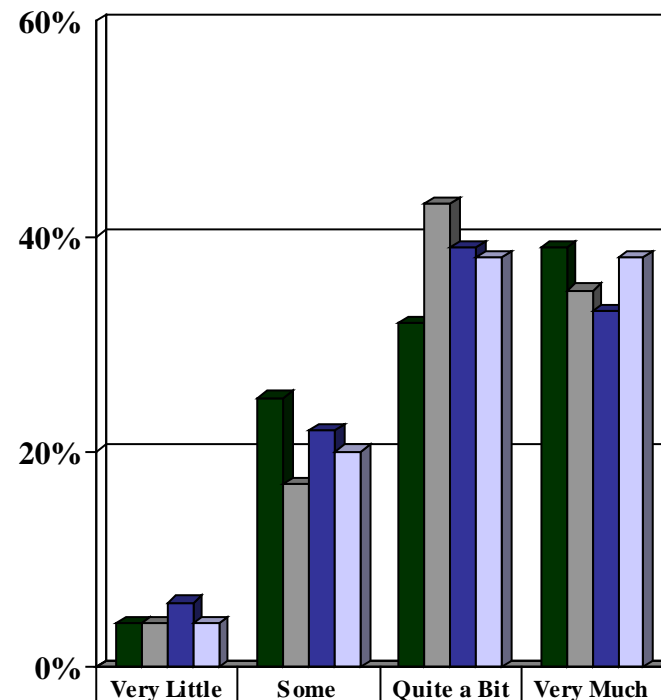


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	4%	26%	47%	22%
TAMUCC 09	5%	22%	44%	29%
System	7%	27%	40%	27%
Carnegie	5%	23%	40%	32%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	4%	25%	32%	39%
TAMUCC 09	4%	17%	43%	35%
System	6%	22%	39%	33%
Carnegie	4%	20%	38%	38%

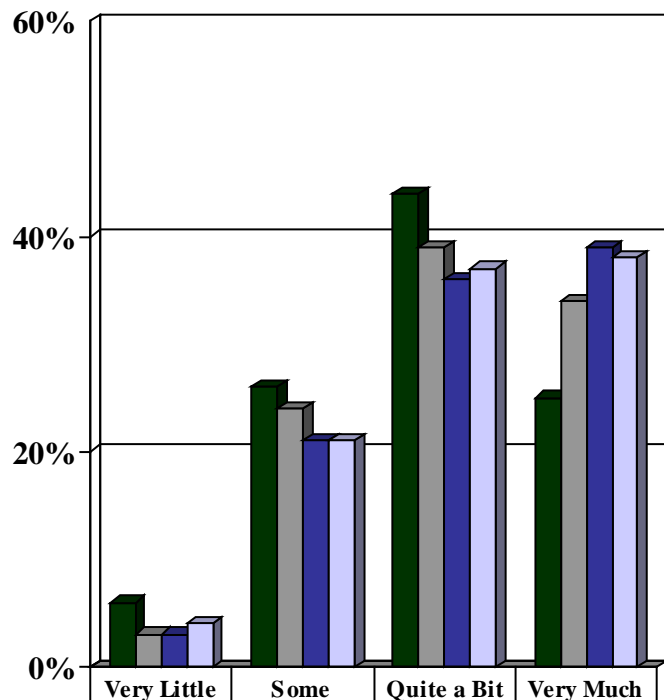
(LAC) Student coursework emphasizes making judgments about the value of information, arguments, or methods



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

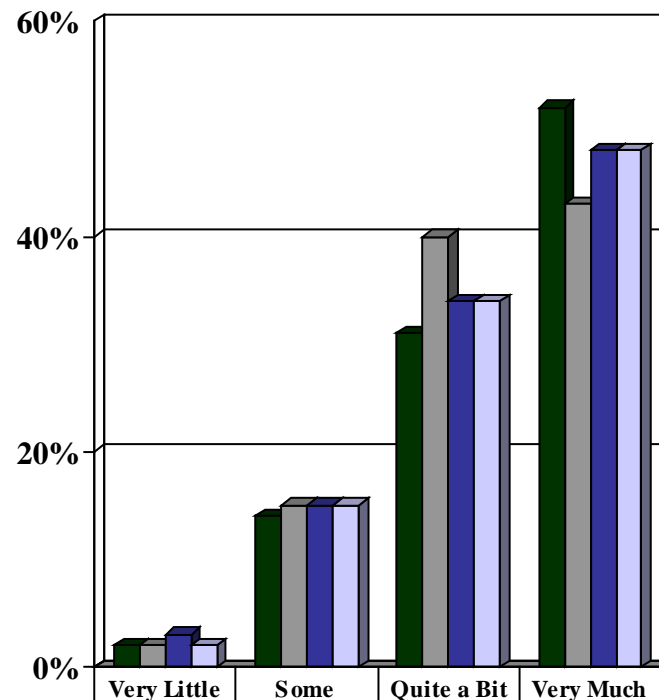


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	6%	26%	44%	25%
TAMUCC 09	3%	24%	39%	34%
System	3%	21%	36%	39%
Carnegie	4%	21%	37%	38%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	2%	14%	31%	52%
TAMUCC 09	2%	15%	40%	43%
System	3%	15%	34%	48%
Carnegie	2%	15%	34%	48%

(LAC) Student coursework emphasizes applying theories or concepts to practical problems or new situations

NSSE 2011 Results



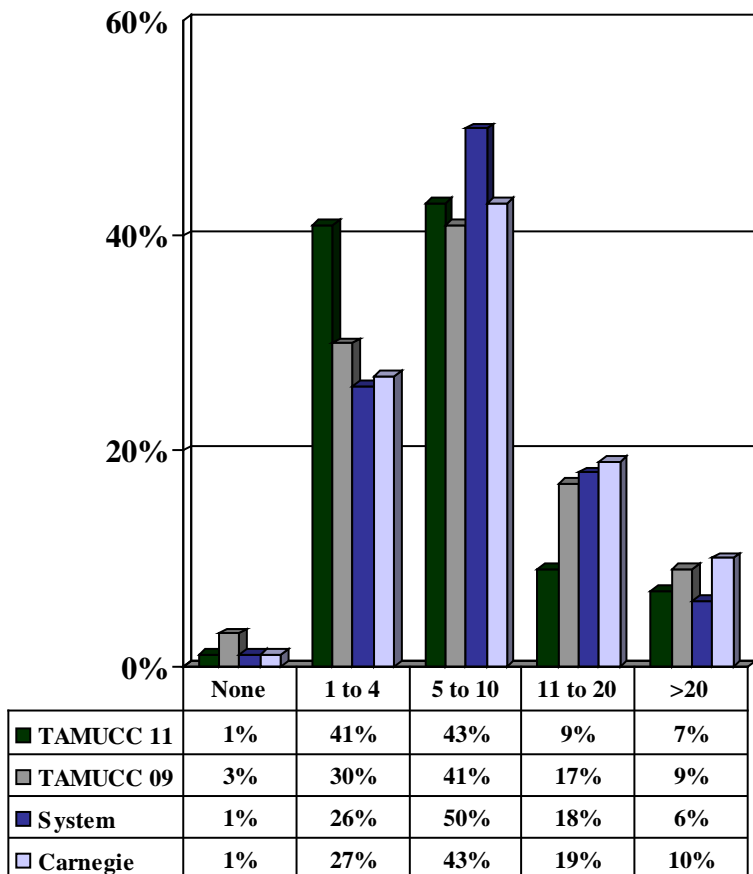
Reading and Writing



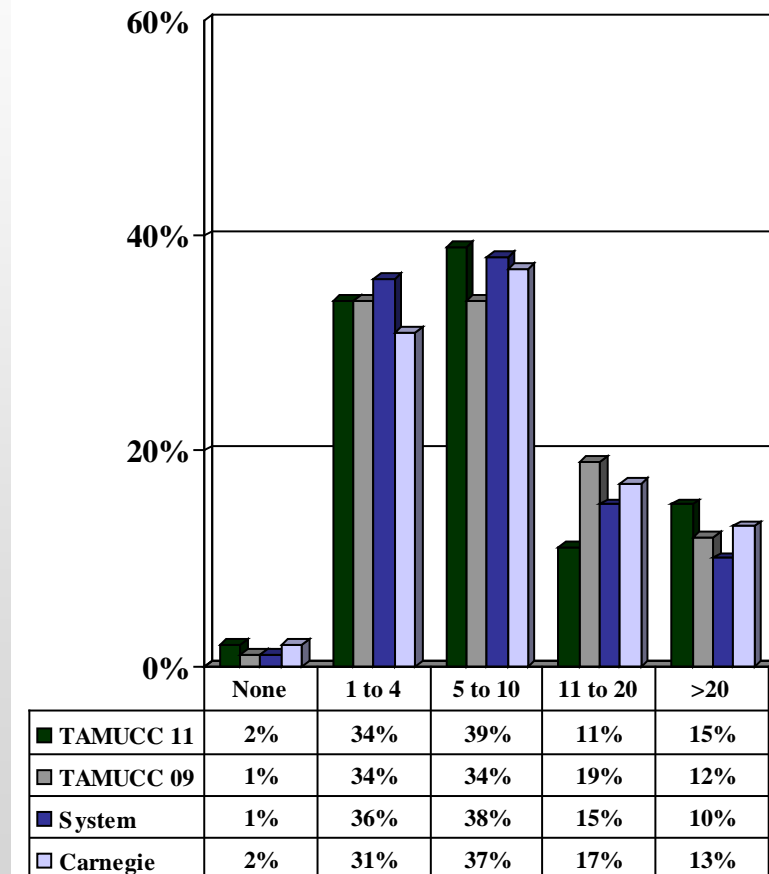
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



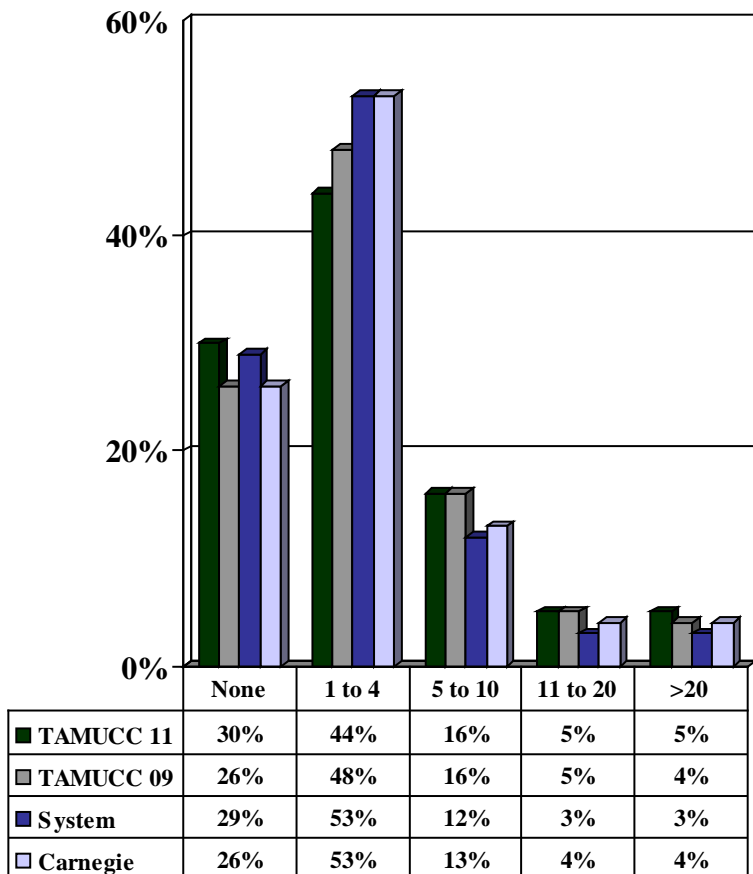
(LAC) Number of reading assignments from textbooks, books, or book length packs



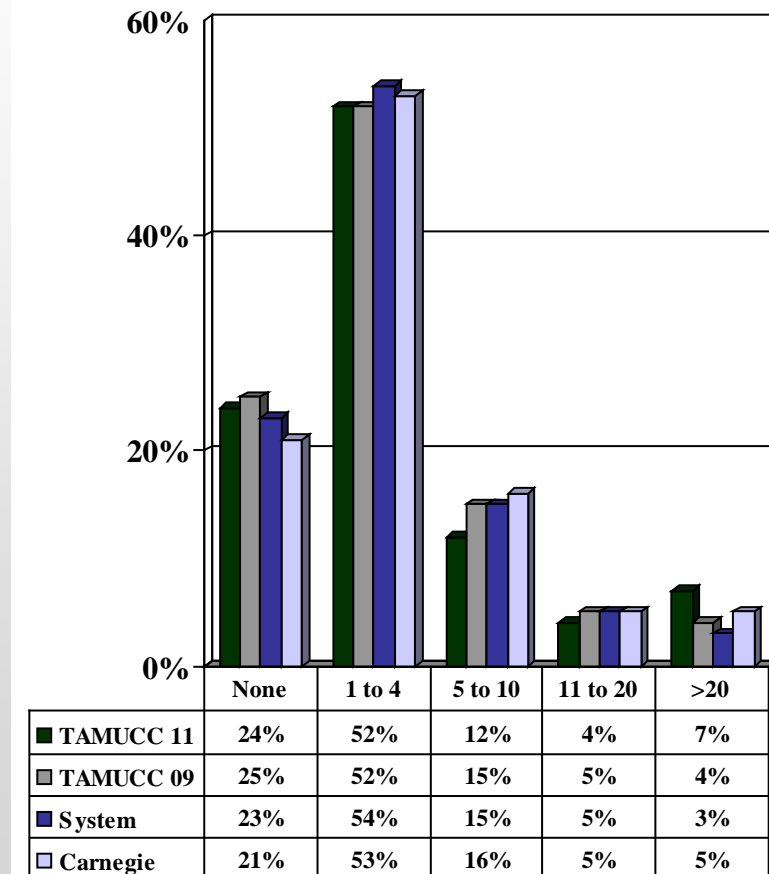
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



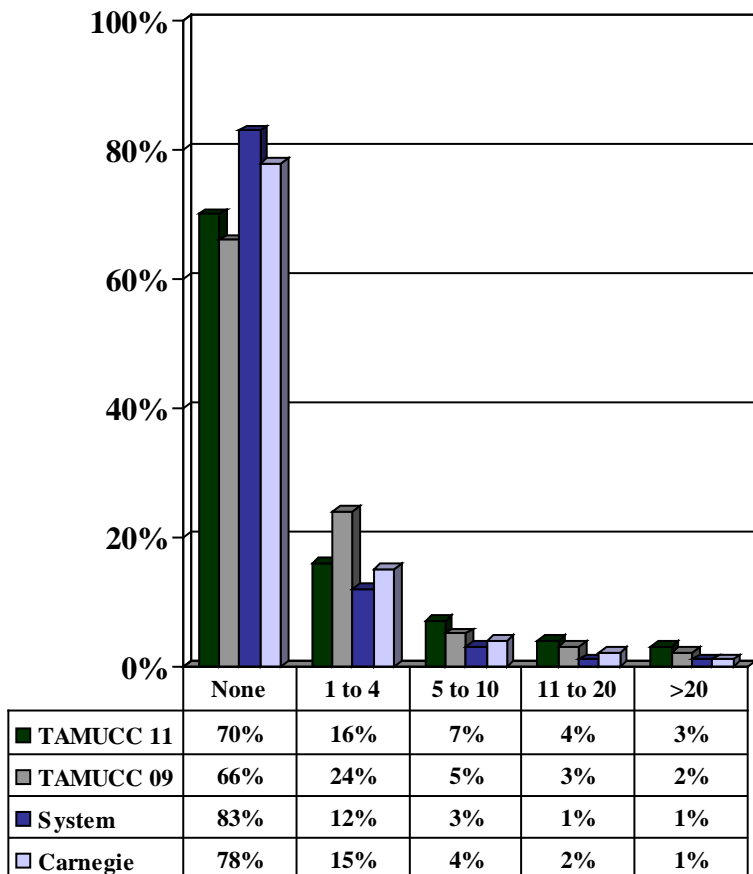
Number of books read on one's own (not assigned) for personal enjoyment or academic enrichment



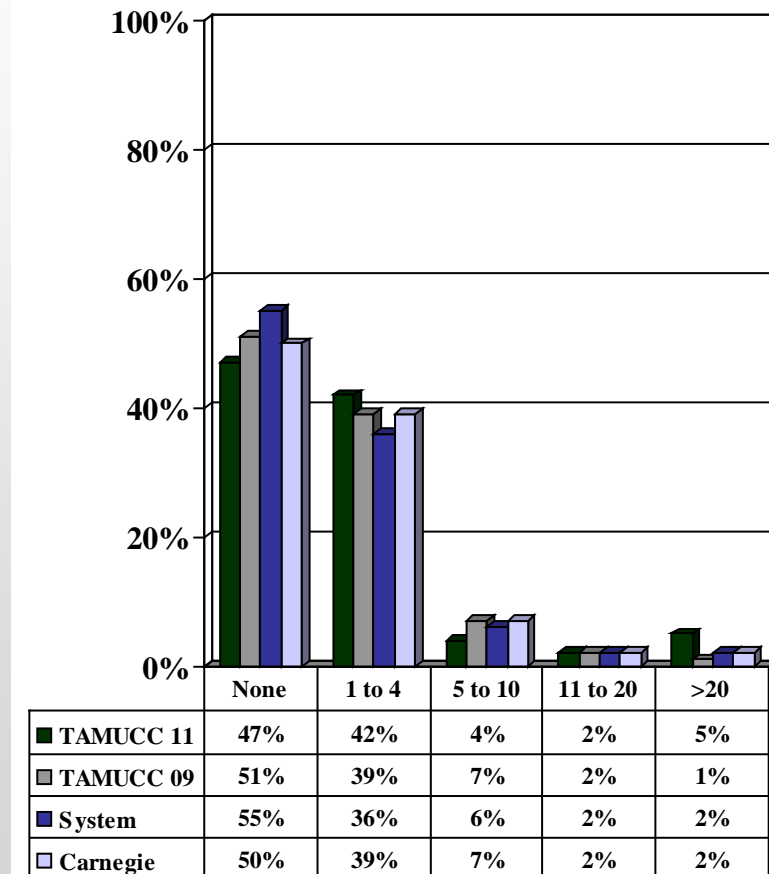
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



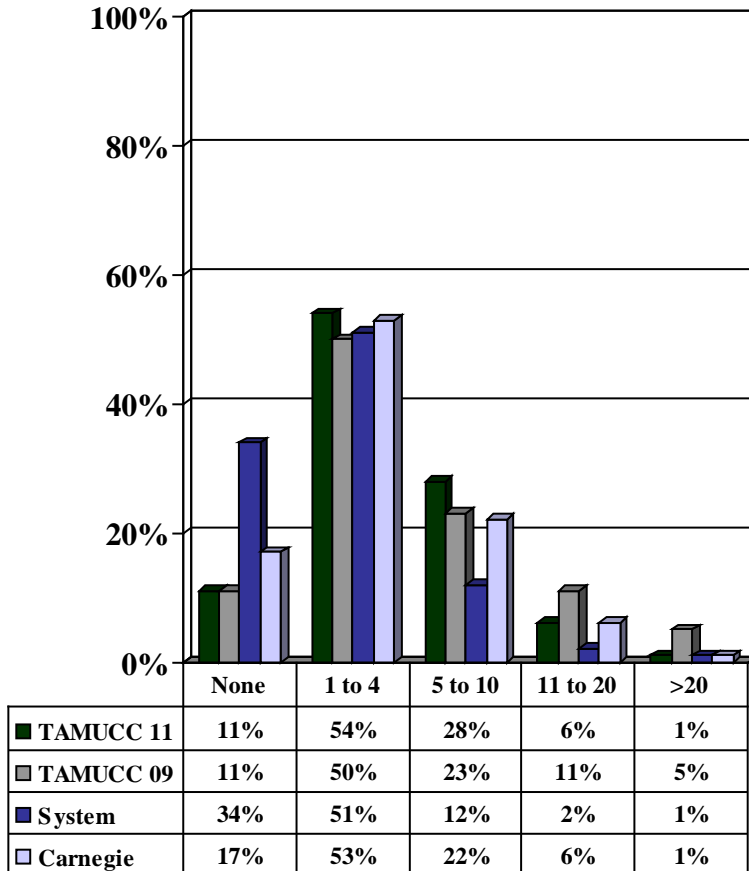
(LAC) Number of written papers or reports consisting of 20 pages or more



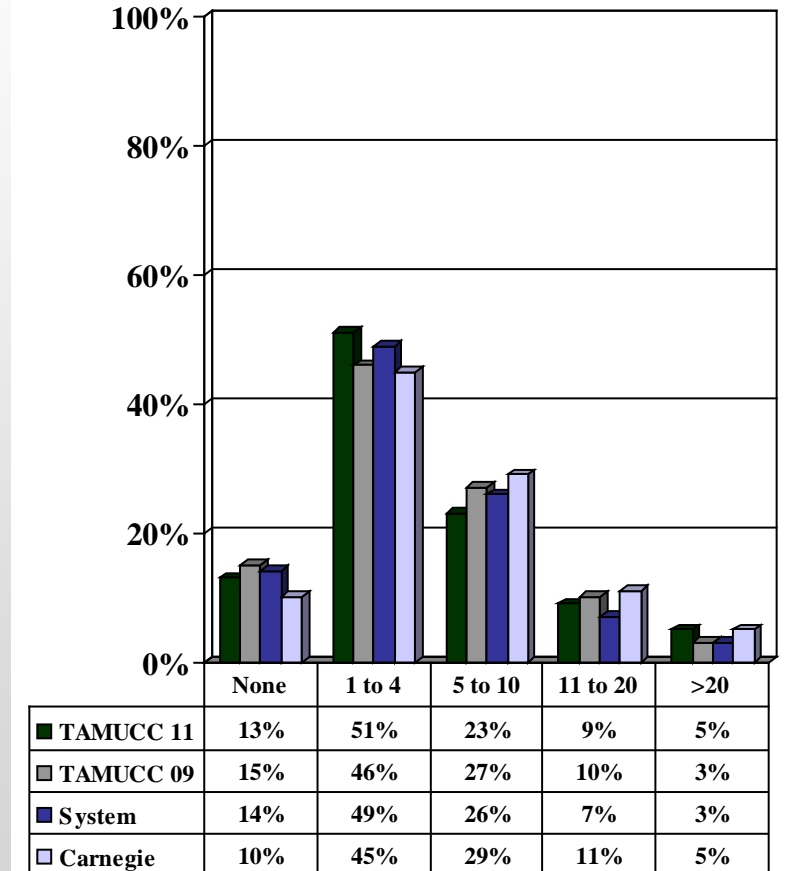
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



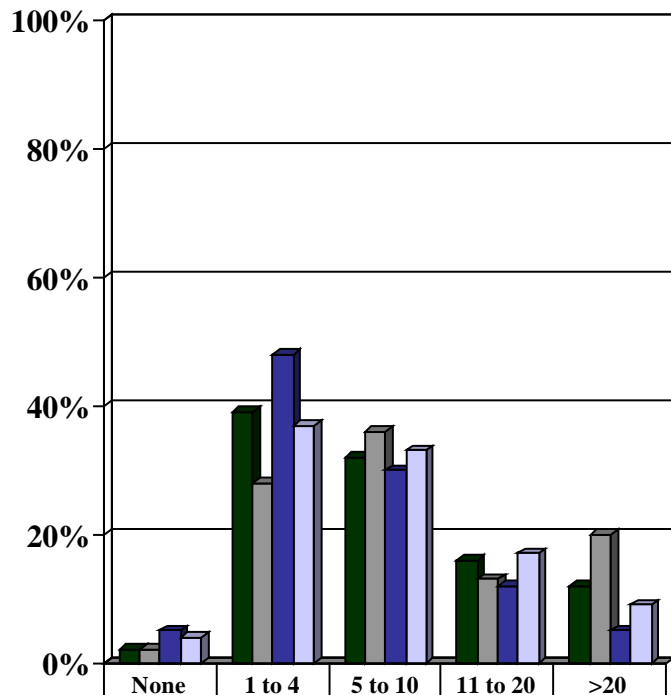
(LAC) Number of written papers or reports consisting of 5 to 19 pages



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

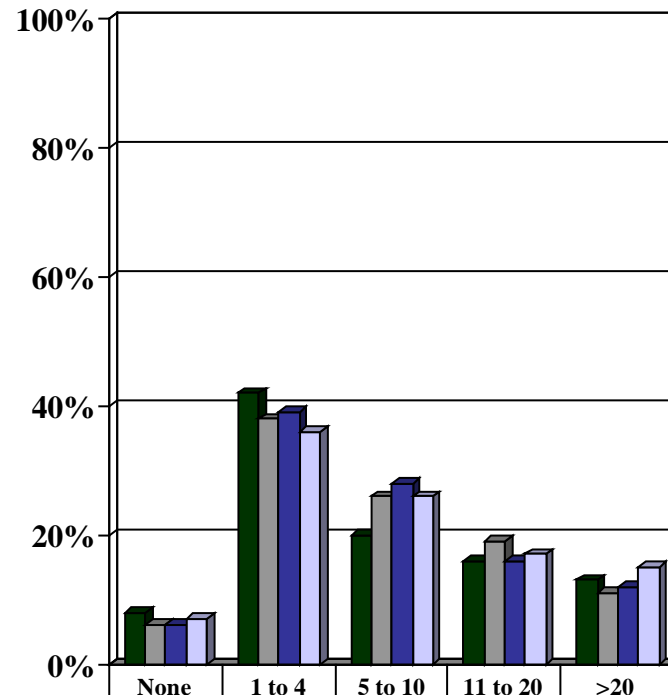


Freshmen



	None	1 to 4	5 to 10	11 to 20	>20
TAMUCC 11	2%	39%	32%	16%	12%
TAMUCC 09	2%	28%	36%	13%	20%
System	5%	48%	30%	12%	5%
Carnegie	4%	37%	33%	17%	9%

Senior



	None	1 to 4	5 to 10	11 to 20	>20
TAMUCC 11	8%	42%	20%	16%	13%
TAMUCC 09	6%	38%	26%	19%	11%
System	6%	39%	28%	16%	12%
Carnegie	7%	36%	26%	17%	15%

(LAC) Number of written papers or reports consisting of fewer than 5 pages

NSSE 2011 Results



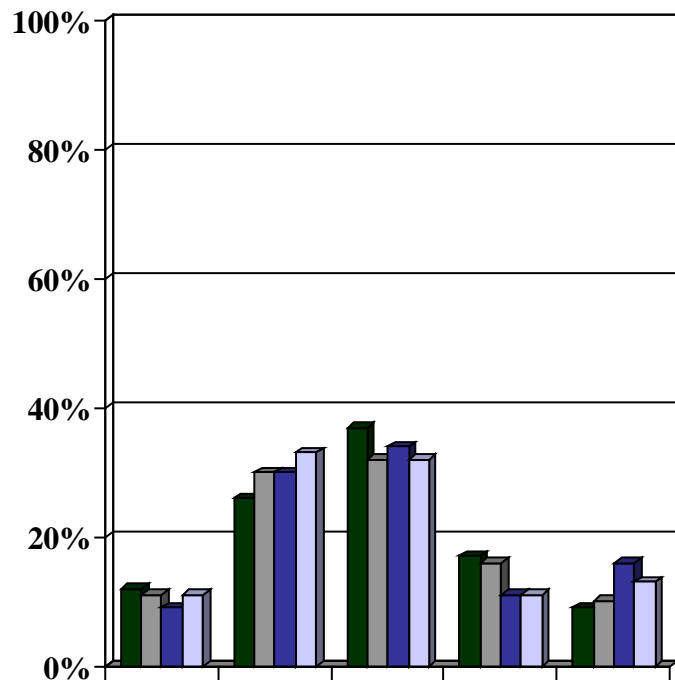
Problem Sets



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

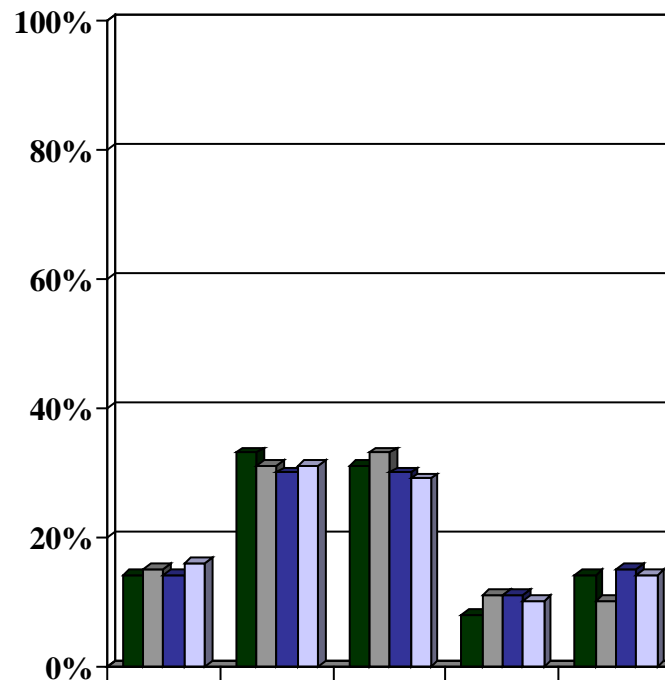


Freshmen



	None	1 to 2	3 to 4	4 to 5	>6
TAMUCC 11	12%	26%	37%	17%	9%
TAMUCC 09	11%	30%	32%	16%	10%
System	9%	30%	34%	11%	16%
Carnegie	11%	33%	32%	11%	13%

Senior



	None	1 to 2	3 to 4	4 to 5	>6
TAMUCC 11	14%	33%	31%	8%	14%
TAMUCC 09	15%	31%	33%	11%	10%
System	14%	30%	30%	11%	15%
Carnegie	16%	31%	29%	10%	14%

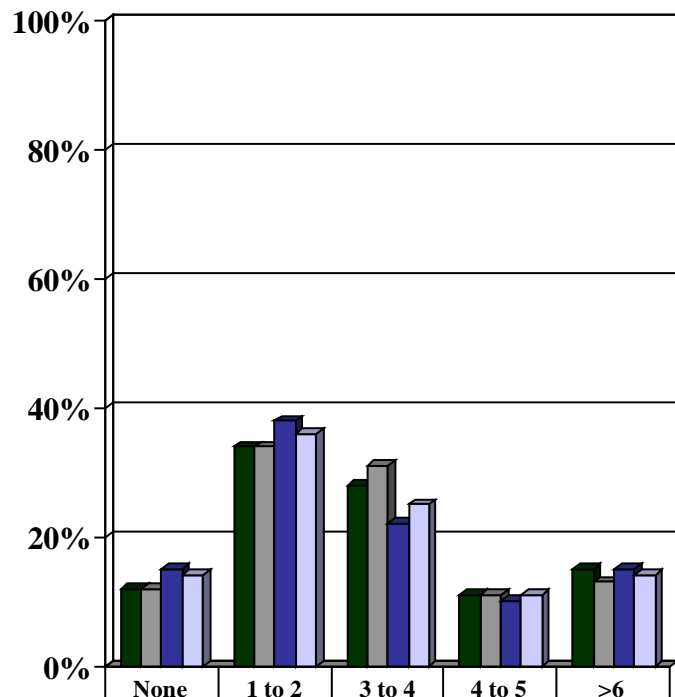
Number of problem sets that took more than one hour to complete in a typical week



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

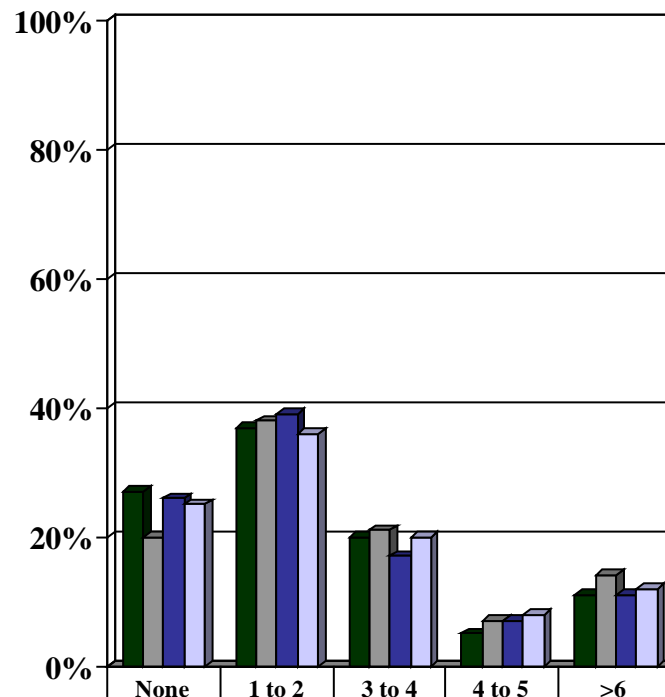


Freshmen



	None	1 to 2	3 to 4	4 to 5	>6
TAMUCC 11	12%	34%	28%	11%	15%
TAMUCC 09	12%	34%	31%	11%	13%
System	15%	38%	22%	10%	15%
Carnegie	14%	36%	25%	11%	14%

Senior



	None	1 to 2	3 to 4	4 to 5	>6
TAMUCC 11	27%	37%	20%	5%	11%
TAMUCC 09	20%	38%	21%	7%	14%
System	26%	39%	17%	7%	11%
Carnegie	25%	36%	20%	8%	12%

Number of problem sets that took less than one hour to complete in a typical week

NSSE 2011 Results



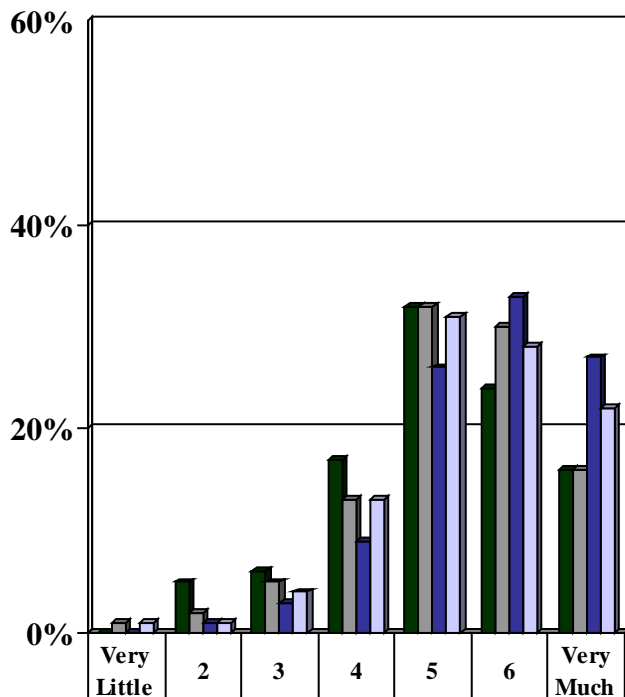
Examinations



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

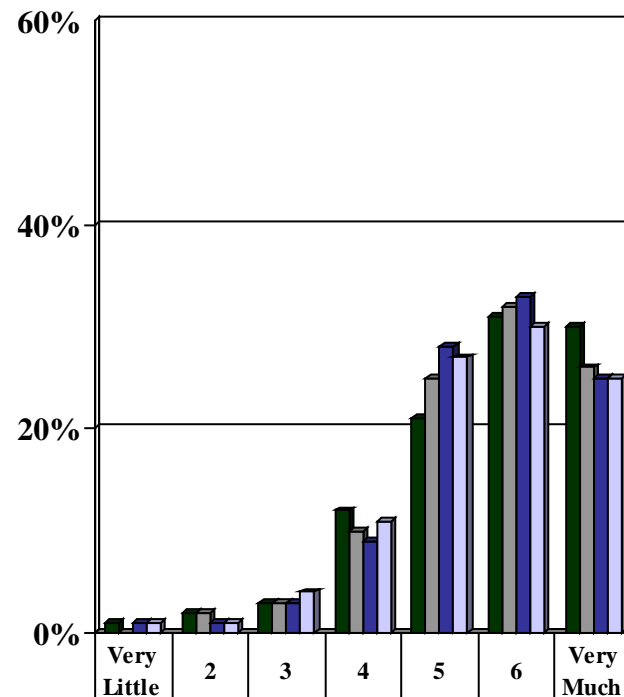


Freshmen



■ TAMUCC 11	0%	5%	6%	17%	32%	24%	16%
■ TAMUCC 09	1%	2%	5%	13%	32%	30%	16%
■ System	0%	1%	3%	9%	26%	33%	27%
■ Carnegie	1%	1%	4%	13%	31%	28%	22%

Senior



■ TAMUCC 11	1%	2%	3%	12%	21%	31%	30%
■ TAMUCC 09	0%	2%	3%	10%	25%	32%	26%
■ System	1%	1%	3%	9%	28%	33%	25%
■ Carnegie	1%	1%	4%	11%	27%	30%	25%

The extent to which course exams challenged the student to do their best work during the current school year

NSSE 2011 Results



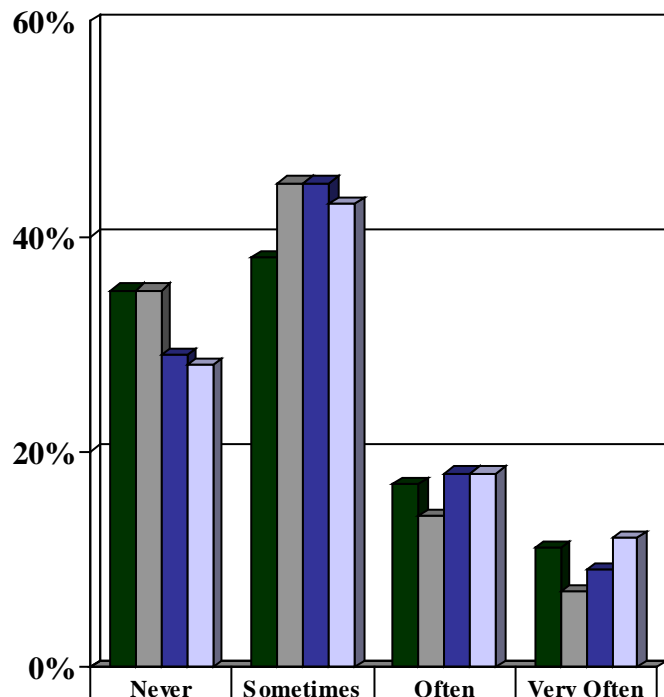
Additional Collegiate Experiences



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

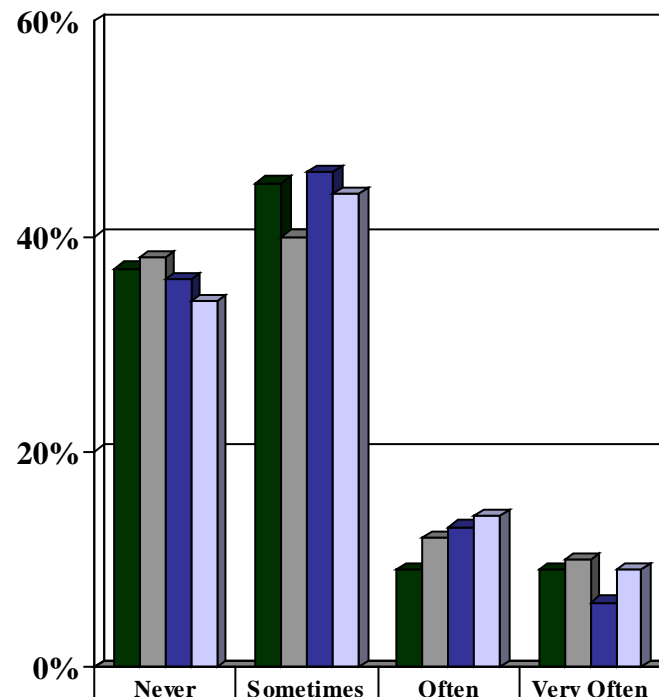


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	35%	38%	17%	11%
TAMUCC 09	35%	45%	14%	7%
System	29%	45%	18%	9%
Carnegie	28%	43%	18%	12%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	37%	45%	9%	9%
TAMUCC 09	38%	40%	12%	10%
System	36%	46%	13%	6%
Carnegie	34%	44%	14%	9%

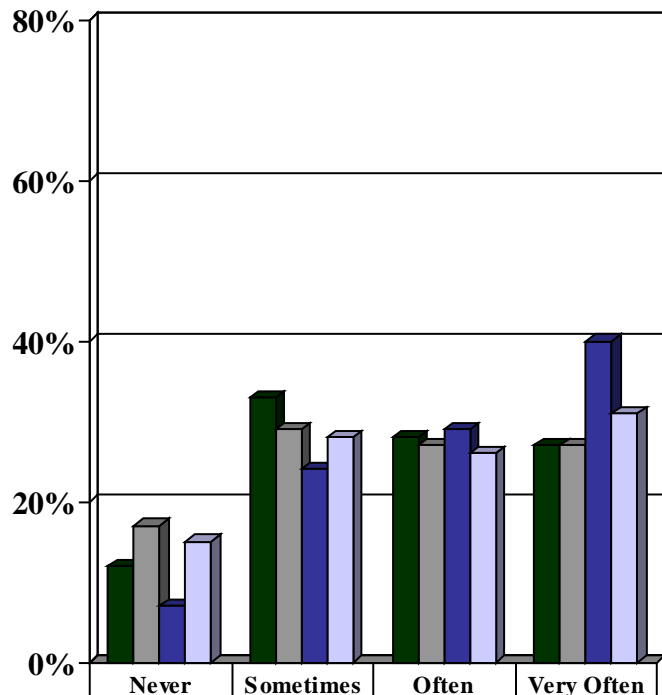
Student attended an art exhibit, gallery, play, dance or other theater performance



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

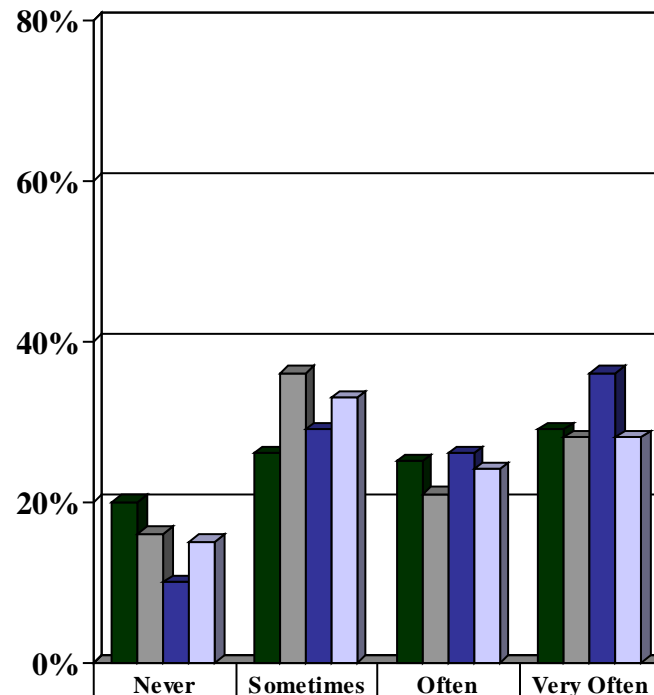


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	12%	33%	28%	27%
TAMUCC 09	17%	29%	27%	27%
System	7%	24%	29%	40%
Carnegie	15%	28%	26%	31%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	20%	26%	25%	29%
TAMUCC 09	16%	36%	21%	28%
System	10%	29%	26%	36%
Carnegie	15%	33%	24%	28%

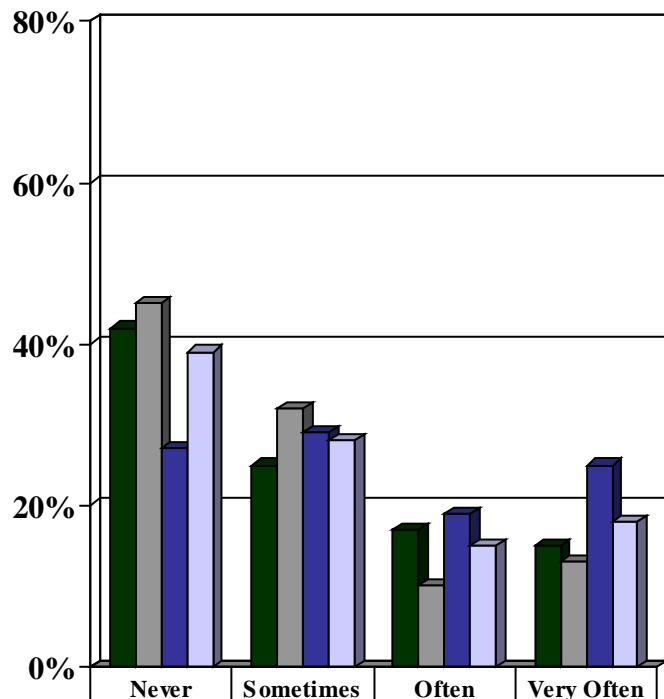
Exercise or physical fitness activities



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

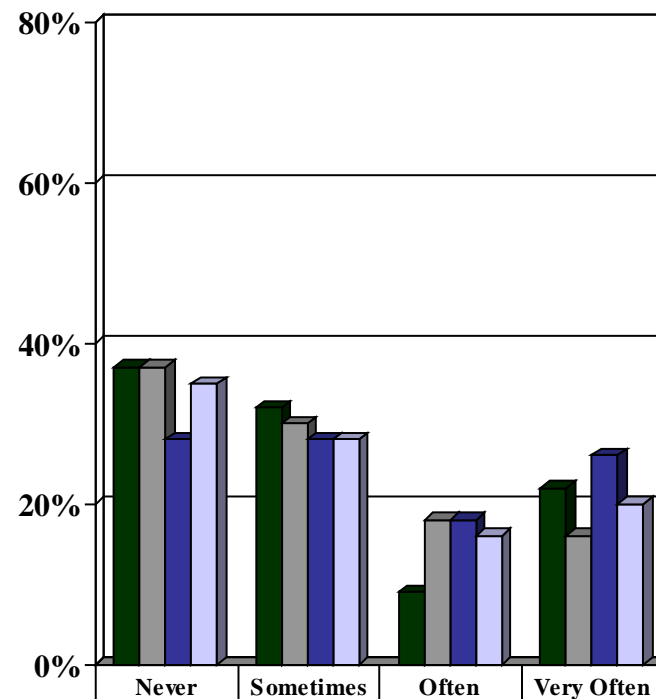


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	42%	25%	17%	15%
TAMUCC 09	45%	32%	10%	13%
System	27%	29%	19%	25%
Carnegie	39%	28%	15%	18%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	37%	32%	9%	22%
TAMUCC 09	37%	30%	18%	16%
System	28%	28%	18%	26%
Carnegie	35%	28%	16%	20%

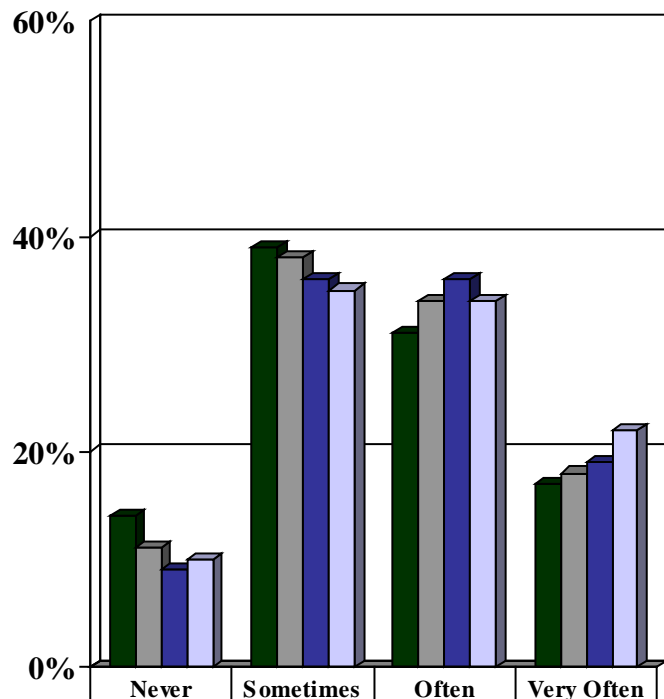
Activities to enhance their spirituality



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

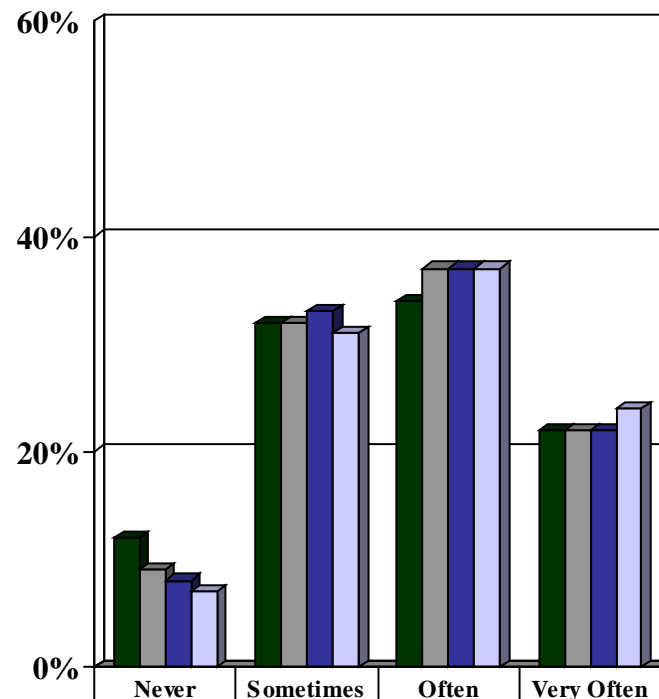


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	14%	39%	31%	17%
TAMUCC 09	11%	38%	34%	18%
System	9%	36%	36%	19%
Carnegie	10%	35%	34%	22%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	12%	32%	34%	22%
TAMUCC 09	9%	32%	37%	22%
System	8%	33%	37%	22%
Carnegie	7%	31%	37%	24%

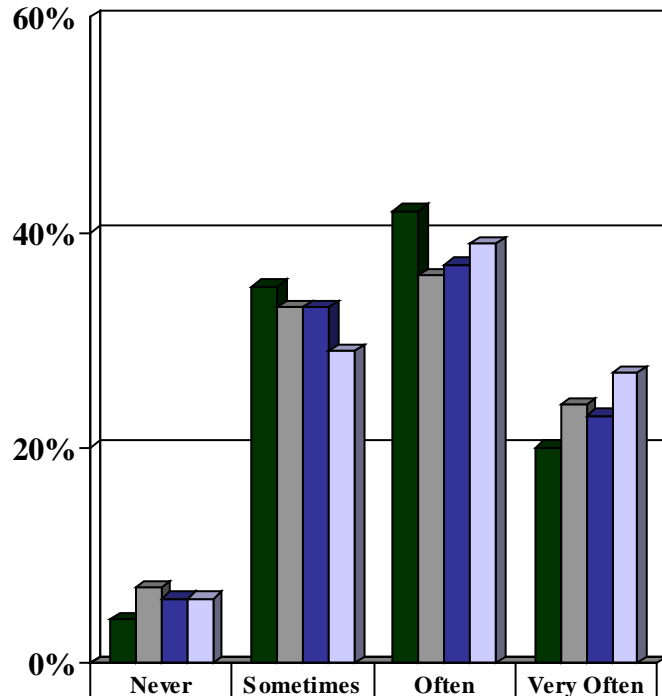
**Student examined the strengths and weaknesses of their own views
on a topic or issue**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

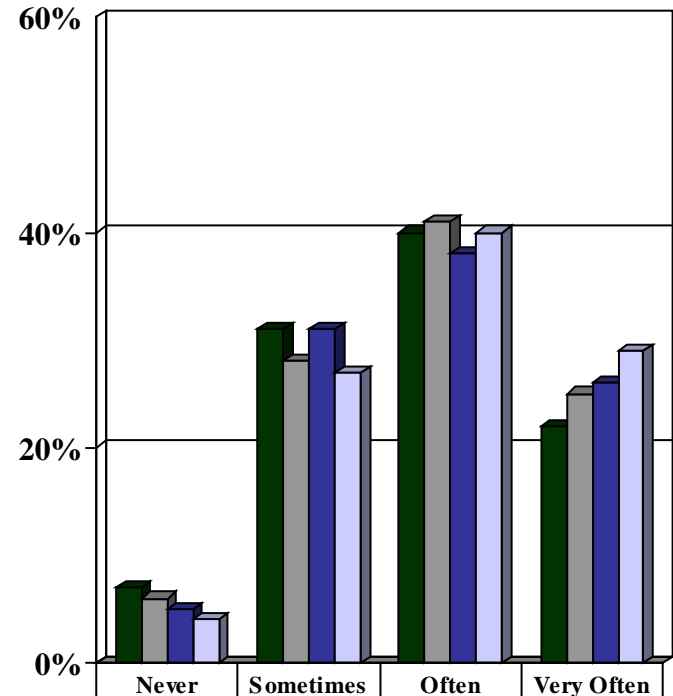


Freshmen



	Never	Sometimes	Often	Very Often
TAMUCC 11	4%	35%	42%	20%
TAMUCC 09	7%	33%	36%	24%
System	6%	33%	37%	23%
Carnegie	6%	29%	39%	27%

Senior



	Never	Sometimes	Often	Very Often
TAMUCC 11	7%	31%	40%	22%
TAMUCC 09	6%	28%	41%	25%
System	5%	31%	38%	26%
Carnegie	4%	27%	40%	29%

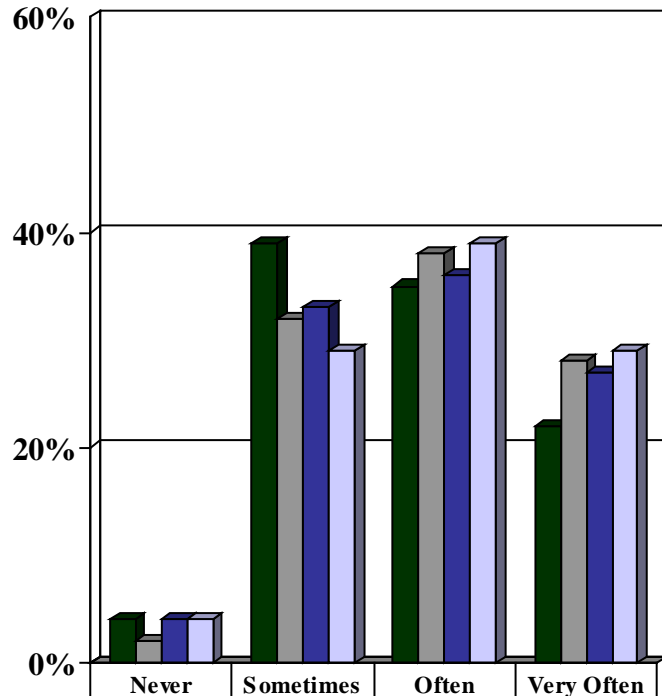
Student tried to better understand someone else's views by imagining how an issue looks from the other person's perspective



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

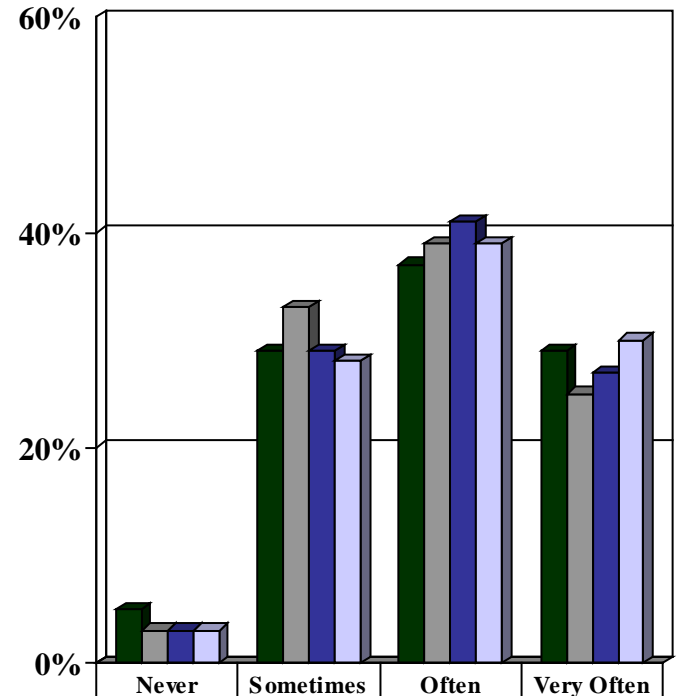


Freshmen



	Never	Sometimes	Often	Very Often
■ TAMUCC 11	4%	39%	35%	22%
■ TAMUCC 09	2%	32%	38%	28%
■ System	4%	33%	36%	27%
■ Carnegie	4%	29%	39%	29%

Senior



	Never	Sometimes	Often	Very Often
■ TAMUCC 11	5%	29%	37%	29%
■ TAMUCC 09	3%	33%	39%	25%
■ System	3%	29%	41%	27%
■ Carnegie	3%	28%	39%	30%

Student learned something that changed the way they understood an issue or concept

NSSE 2011 Results



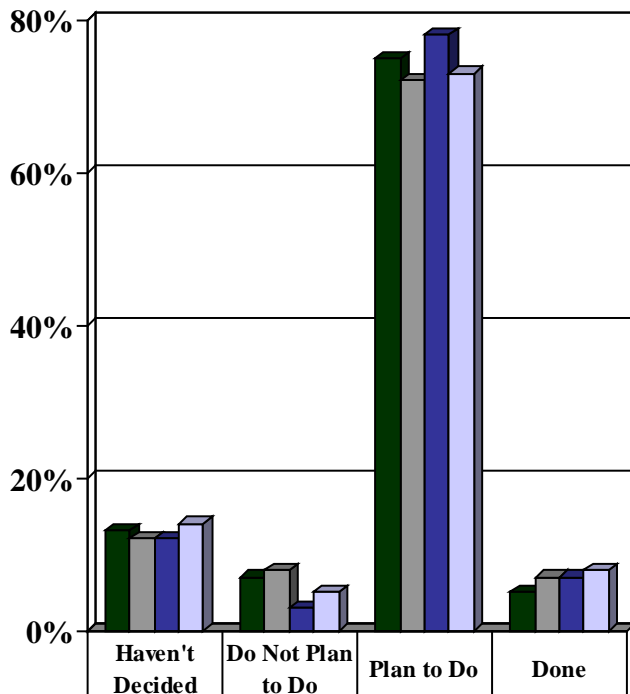
Enriching Educational Experiences



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

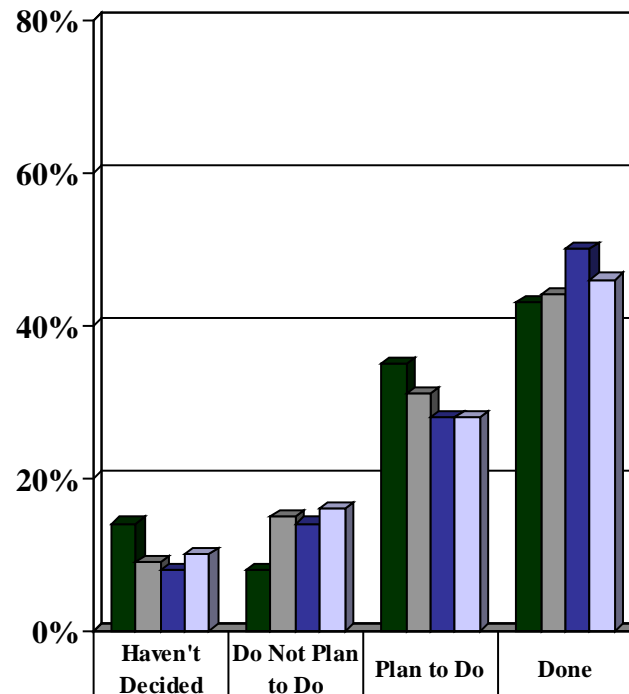


Freshmen



■ TAMUCC 11	13%	7%	75%	5%
■ TAMUCC 09	12%	8%	72%	7%
■ System	12%	3%	78%	7%
■ Carnegie	14%	5%	73%	8%

Senior



■ TAMUCC 11	14%	8%	35%	43%
■ TAMUCC 09	9%	15%	31%	44%
■ System	8%	14%	28%	50%
■ Carnegie	10%	16%	28%	46%

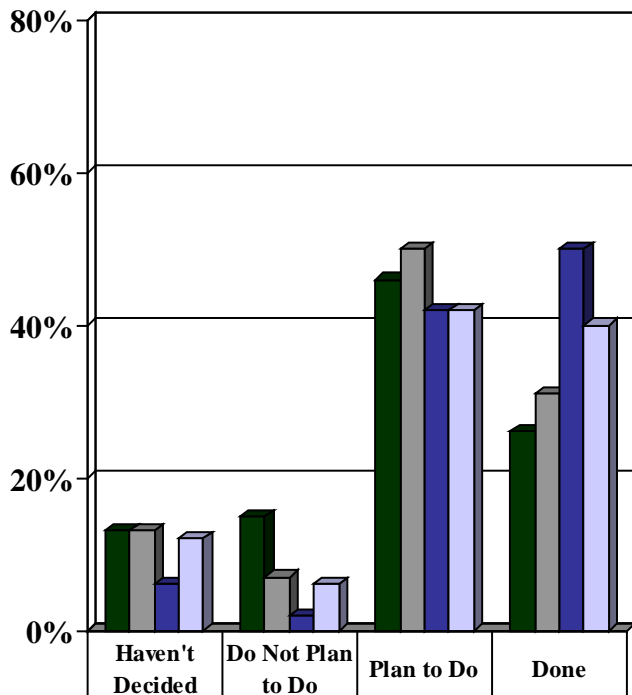
(EEE) Practicum, internship, field/clinical work



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

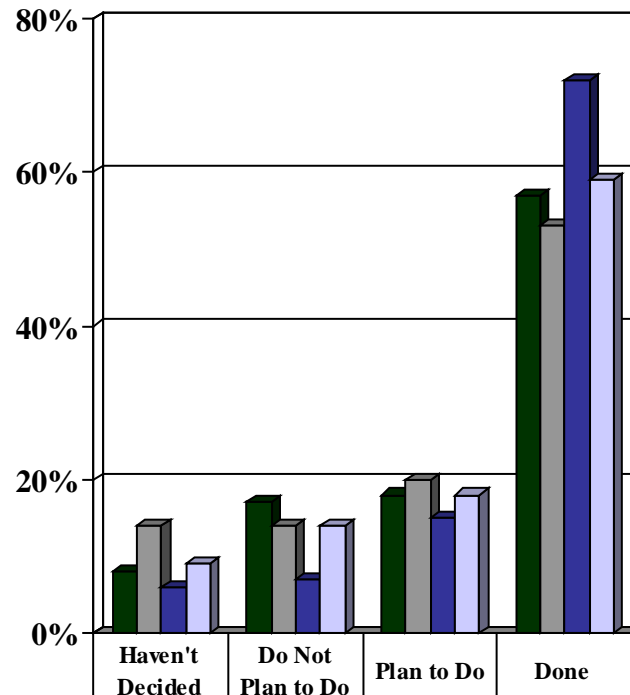


Freshmen



	Haven't Decided	Do Not Plan to Do	Plan to Do	Done
TAMUCC 11	13%	15%	46%	26%
TAMUCC 09	13%	7%	50%	31%
System	6%	2%	42%	50%
Carnegie	12%	6%	42%	40%

Senior



	Haven't Decided	Do Not Plan to Do	Plan to Do	Done
TAMUCC 11	8%	17%	18%	57%
TAMUCC 09	14%	14%	20%	53%
System	6%	7%	15%	72%
Carnegie	9%	14%	18%	59%

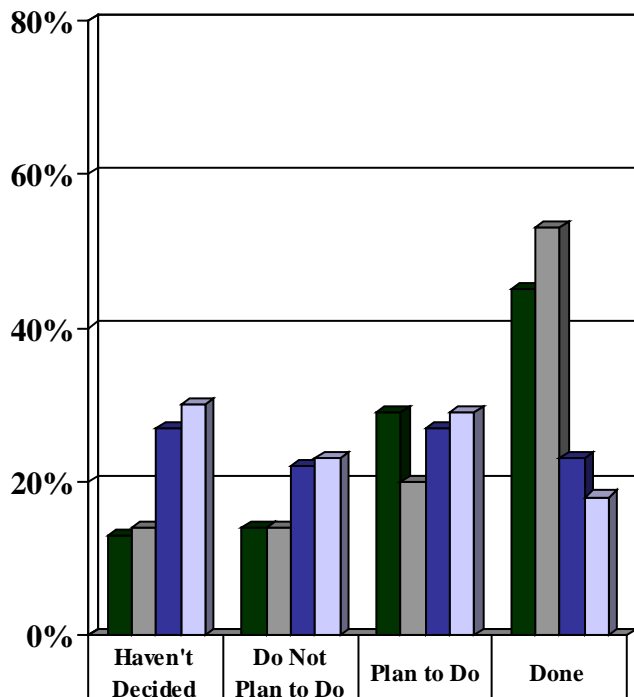
(EEE) Community service or volunteer work



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

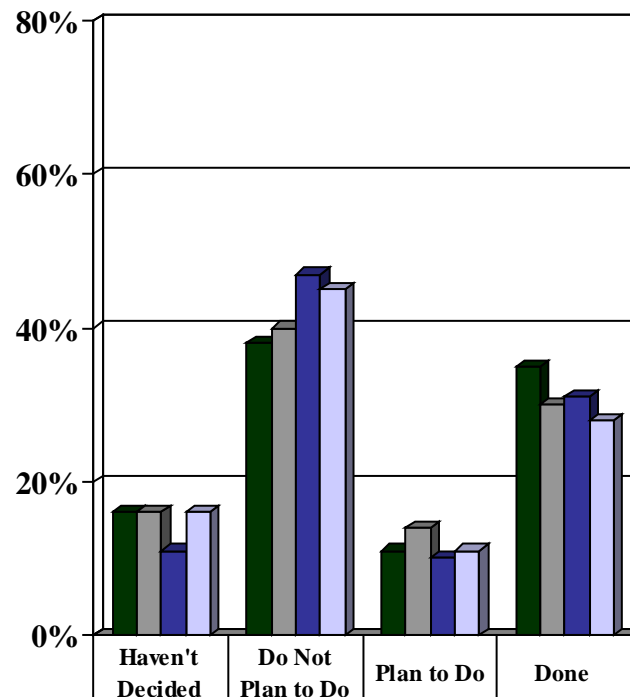


Freshmen



	Haven't Decided	Do Not Plan to Do	Plan to Do	Done
■ TAMUCC 11	13%	14%	29%	45%
■ TAMUCC 09	14%	14%	20%	53%
■ System	27%	22%	27%	23%
■ Carnegie	30%	23%	29%	18%

Senior



	Haven't Decided	Do Not Plan to Do	Plan to Do	Done
■ TAMUCC 11	16%	38%	11%	35%
■ TAMUCC 09	16%	40%	14%	30%
■ System	11%	47%	10%	31%
■ Carnegie	16%	45%	11%	28%

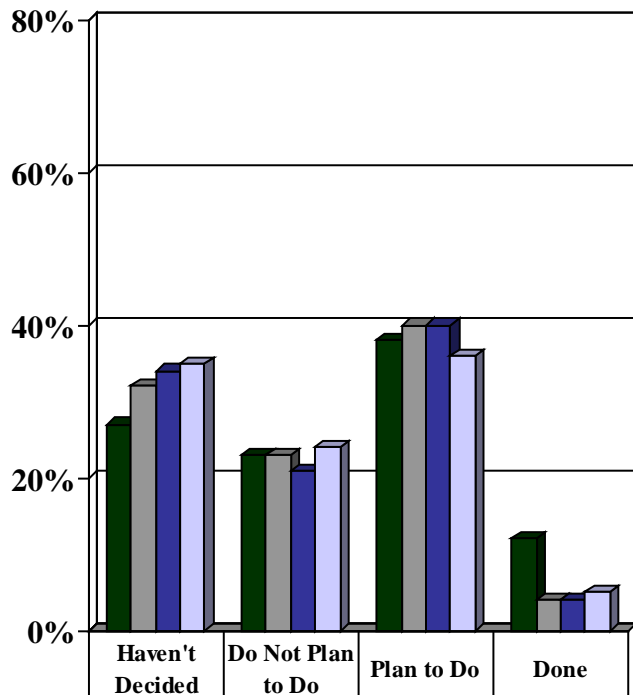
(EEE) Learning community/taking multiple courses with same group of students



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

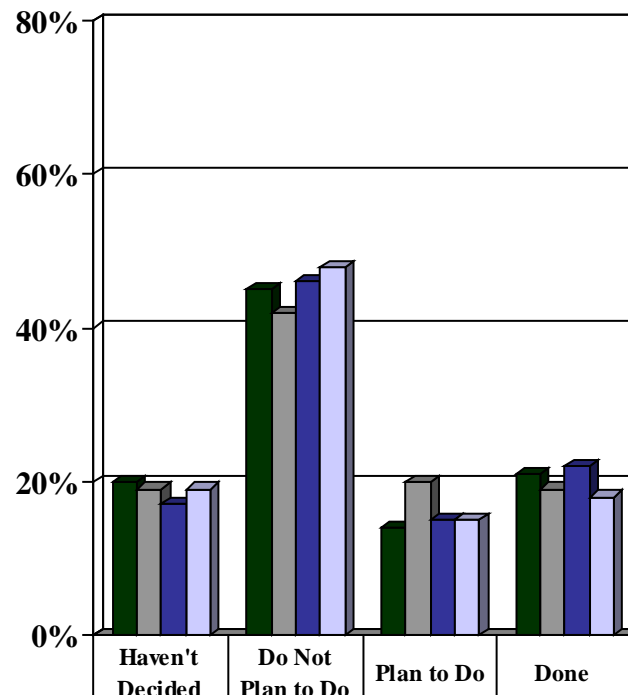


Freshmen



■ TAMUCC 11	27%	23%	38%	12%
■ TAMUCC 09	32%	23%	40%	4%
■ System	34%	21%	40%	4%
■ Carnegie	35%	24%	36%	5%

Senior



■ TAMUCC 11	20%	45%	14%	21%
■ TAMUCC 09	19%	42%	20%	19%
■ System	17%	46%	15%	22%
■ Carnegie	19%	48%	15%	18%

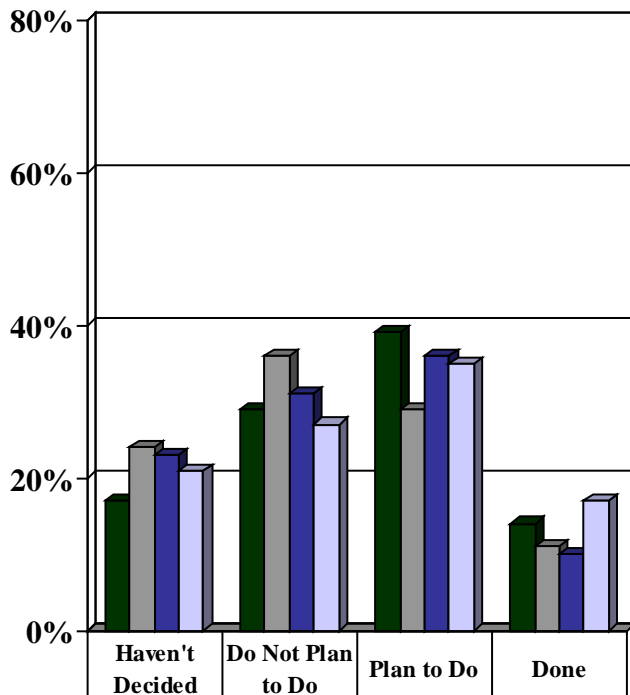
(SFI) Worked on a research project with a faculty member outside of course or program requirements



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

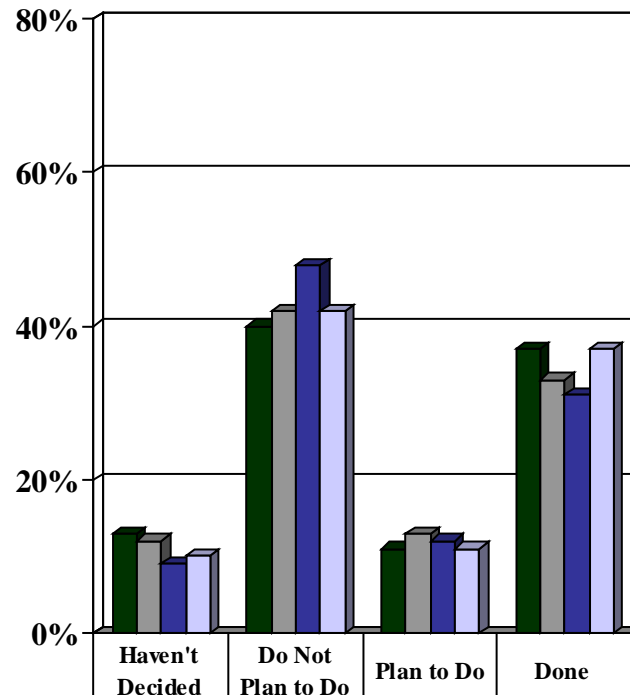


Freshmen



■ TAMUCC 11	17%	29%	39%	14%
■ TAMUCC 09	24%	36%	29%	11%
■ System	23%	31%	36%	10%
■ Carnegie	21%	27%	35%	17%

Senior



■ TAMUCC 11	13%	40%	11%	37%
■ TAMUCC 09	12%	42%	13%	33%
■ System	9%	48%	12%	31%
■ Carnegie	10%	42%	11%	37%

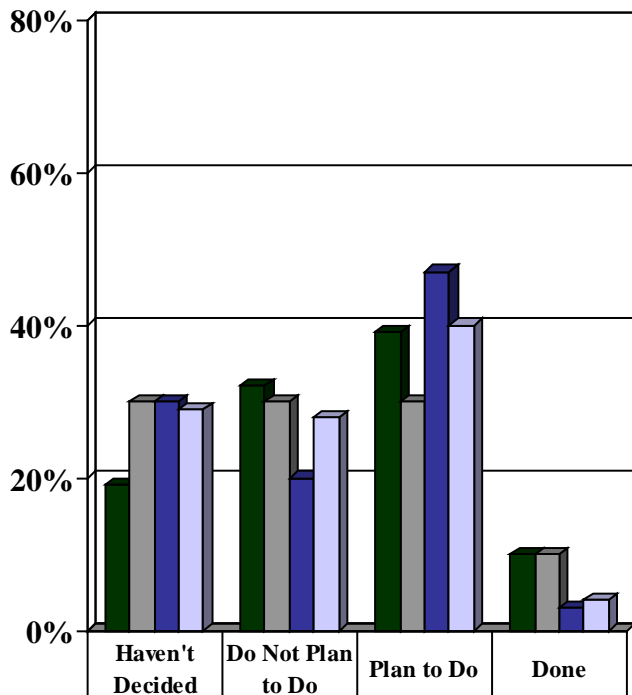
(EEE) Foreign language coursework



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

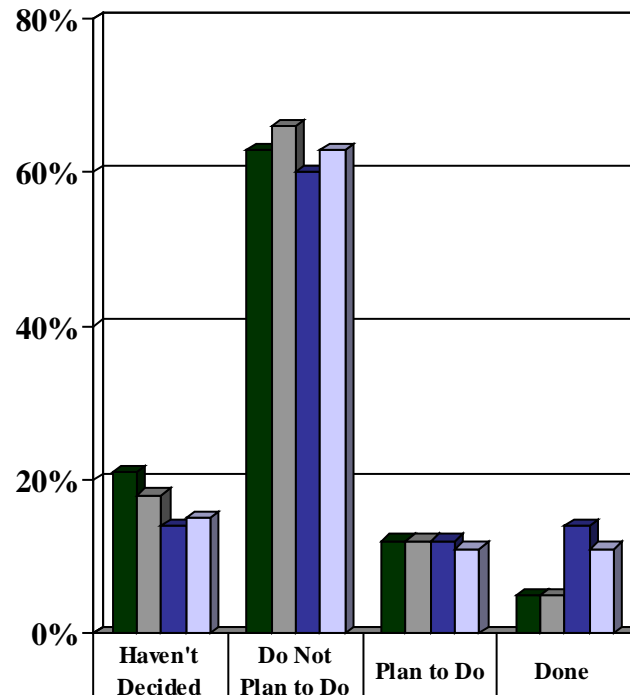


Freshmen



	Haven't Decided	Do Not Plan to Do	Plan to Do	Done
■ TAMUCC 11	19%	32%	39%	10%
■ TAMUCC 09	30%	30%	30%	10%
■ System	30%	20%	47%	3%
■ Carnegie	29%	28%	40%	4%

Senior



	Haven't Decided	Do Not Plan to Do	Plan to Do	Done
■ TAMUCC 11	21%	63%	12%	5%
■ TAMUCC 09	18%	66%	12%	5%
■ System	14%	60%	12%	14%
■ Carnegie	15%	63%	11%	11%

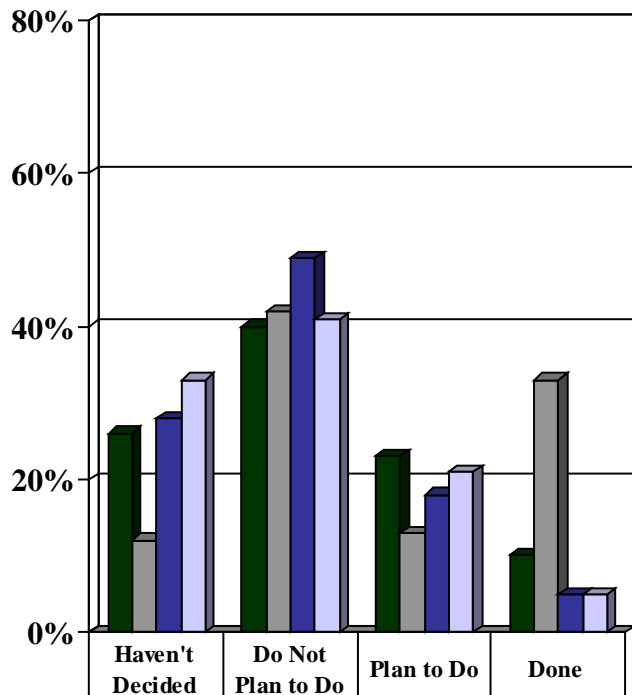
(EEE) Study abroad



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

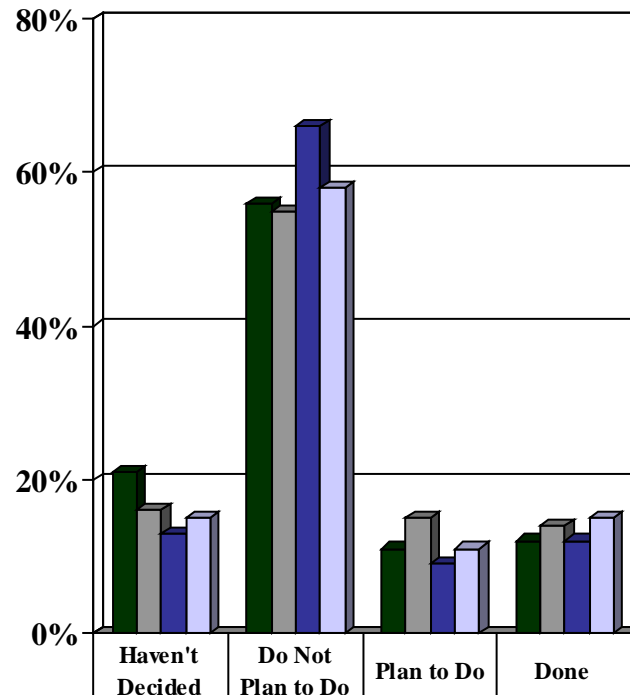


Freshmen



	Haven't Decided	Do Not Plan to Do	Plan to Do	Done
■ TAMUCC 11	26%	40%	23%	10%
■ TAMUCC 09	12%	42%	13%	33%
■ System	28%	49%	18%	5%
■ Carnegie	33%	41%	21%	5%

Senior



	Haven't Decided	Do Not Plan to Do	Plan to Do	Done
■ TAMUCC 11	21%	56%	11%	12%
■ TAMUCC 09	16%	55%	15%	14%
■ System	13%	66%	9%	12%
■ Carnegie	15%	58%	11%	15%

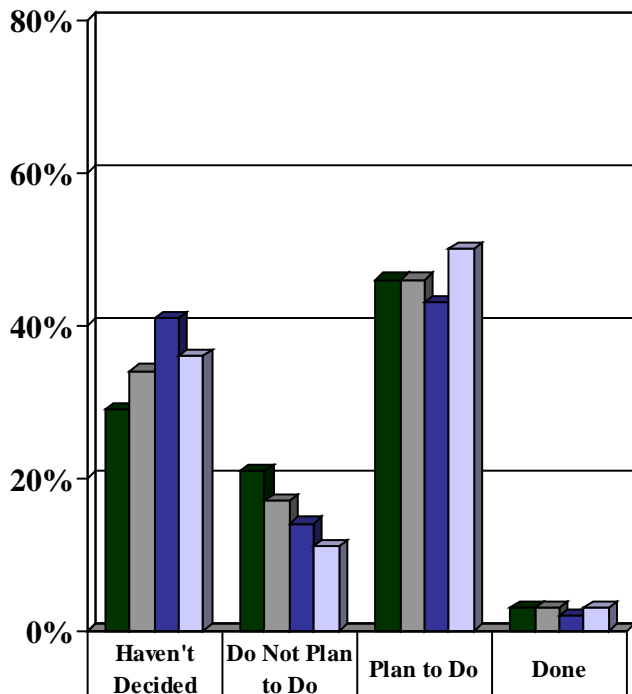
(EEE) Independent study or self designed major



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

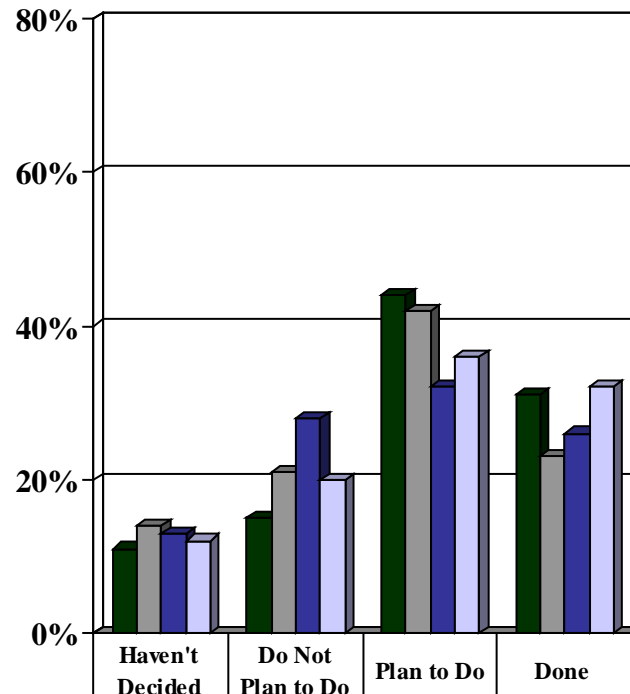


Freshmen



■ TAMUCC 11	29%	21%	46%	3%
■ TAMUCC 09	34%	17%	46%	3%
■ System	41%	14%	43%	2%
■ Carnegie	36%	11%	50%	3%

Senior



■ TAMUCC 11	11%	15%	44%	31%
■ TAMUCC 09	14%	21%	42%	23%
■ System	13%	28%	32%	26%
■ Carnegie	12%	20%	36%	32%

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

NSSE 2011 Results



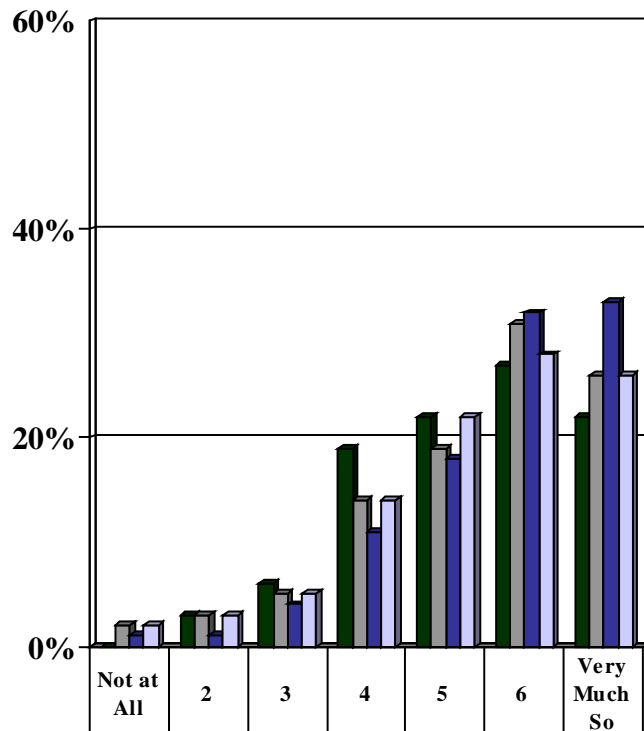
Quality of Relationships



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

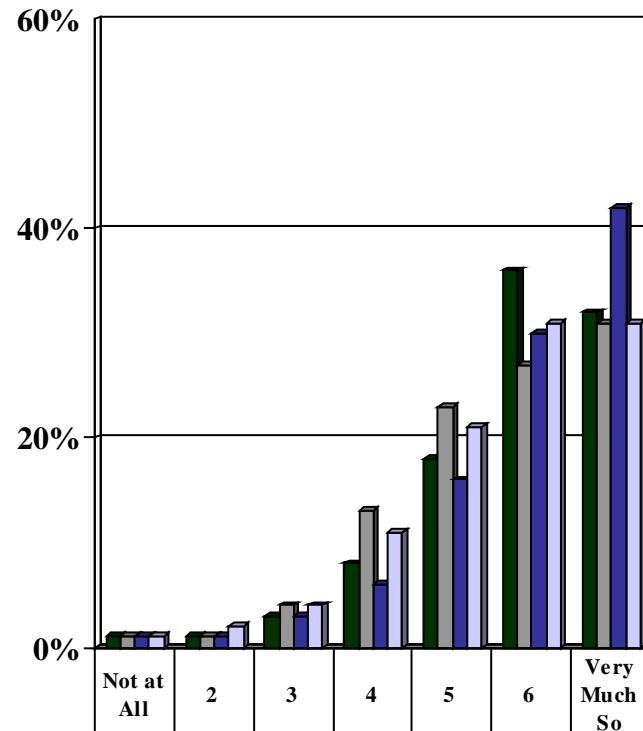


Freshmen



■ TAMUCC 11	0%	3%	6%	19%	22%	27%	22%
■ TAMUCC 09	2%	3%	5%	14%	19%	31%	26%
■ System	1%	1%	4%	11%	18%	32%	33%
■ Carnegie	2%	3%	5%	14%	22%	28%	26%

Senior



■ TAMUCC 11	1%	1%	3%	8%	18%	36%	32%
■ TAMUCC 09	1%	1%	4%	13%	23%	27%	31%
■ System	1%	1%	3%	6%	16%	30%	42%
■ Carnegie	1%	2%	4%	11%	21%	31%	31%

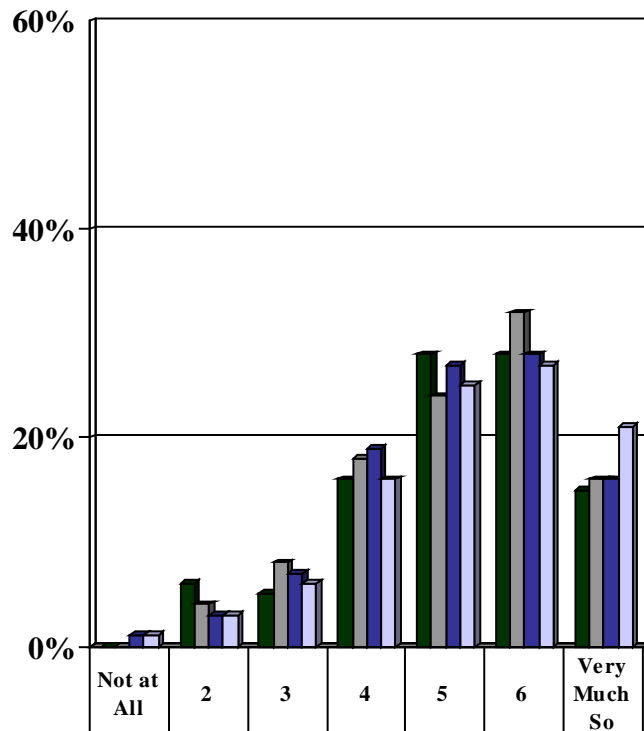
(SCE) Friendly, supportive, inclusive relationships with fellow students



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

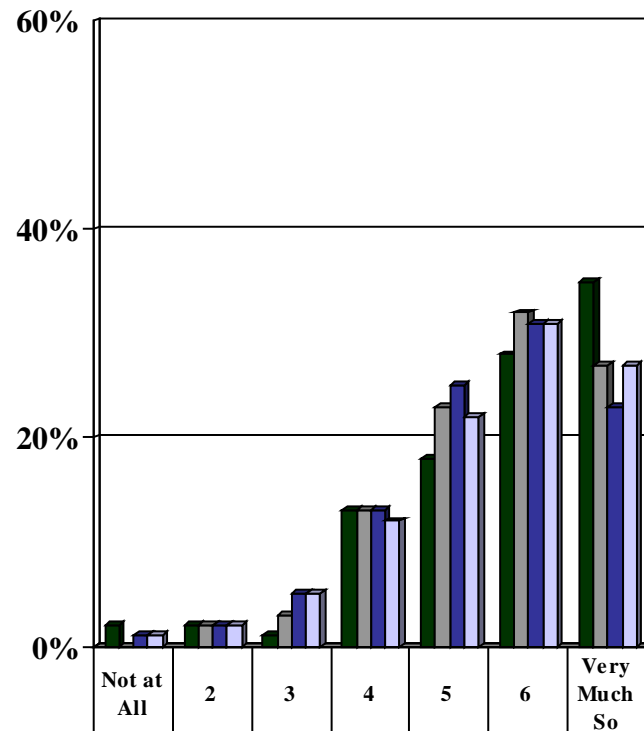


Freshmen



■ TAMUCC 11	0%	6%	5%	16%	28%	28%	15%
■ TAMUCC 09	0%	4%	8%	18%	24%	32%	16%
■ System	1%	3%	7%	19%	27%	28%	16%
■ Carnegie	1%	3%	6%	16%	25%	27%	21%

Senior



■ TAMUCC 11	2%	2%	1%	13%	18%	28%	35%
■ TAMUCC 09	0%	2%	3%	13%	23%	32%	27%
■ System	1%	2%	5%	13%	25%	31%	23%
■ Carnegie	1%	2%	5%	12%	22%	31%	27%

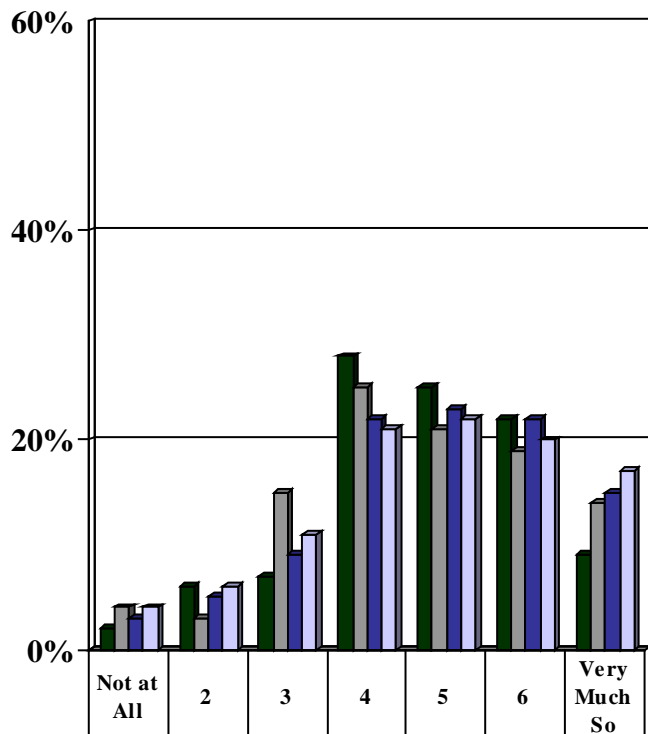
(SCE) Available, helpful, sympathetic faculty members



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

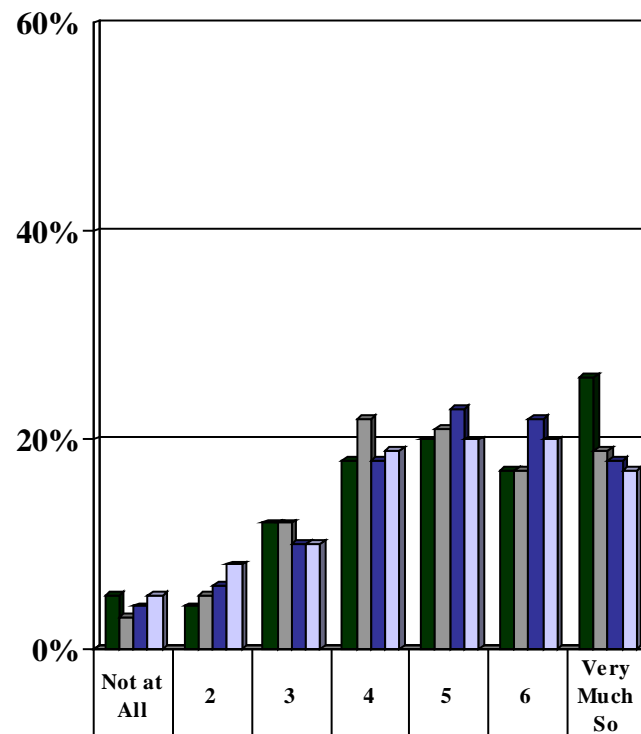


Freshmen



■ TAMUCC 11	2%	6%	7%	28%	25%	22%	9%
■ TAMUCC 09	4%	3%	15%	25%	21%	19%	14%
■ System	3%	5%	9%	22%	23%	22%	15%
□ Carnegie	4%	6%	11%	21%	22%	20%	17%

Senior



■ TAMUCC 11	5%	4%	12%	18%	20%	17%	26%
■ TAMUCC 09	3%	5%	12%	22%	21%	17%	19%
■ System	4%	6%	10%	18%	23%	22%	18%
□ Carnegie	5%	8%	10%	19%	20%	20%	17%

(SCE) Helpful, considerate, flexible administrative personnel and offices

NSSE 2011 Results



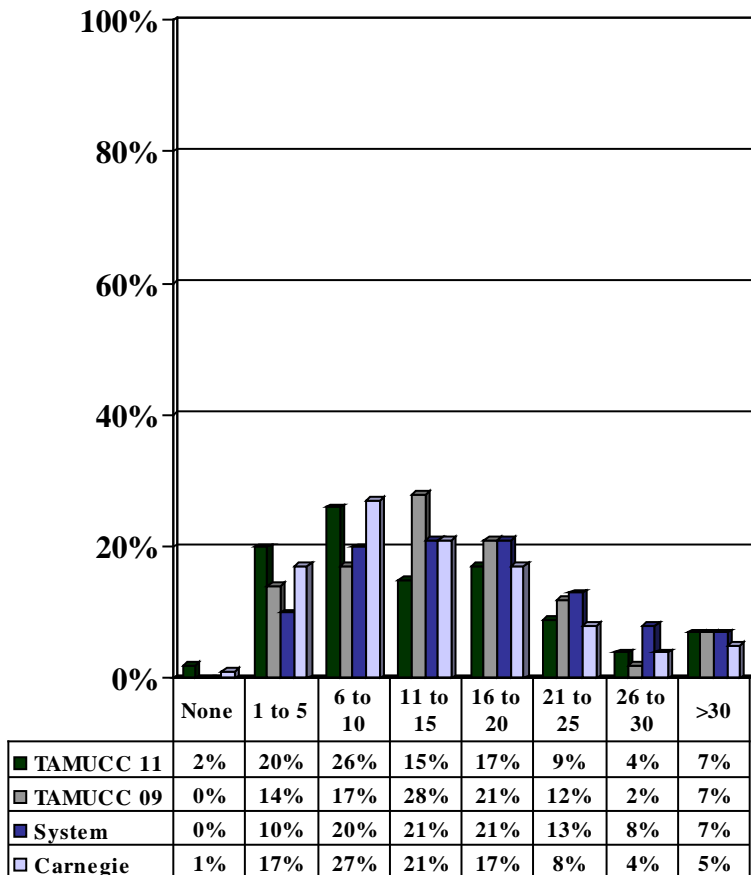
Time Usage



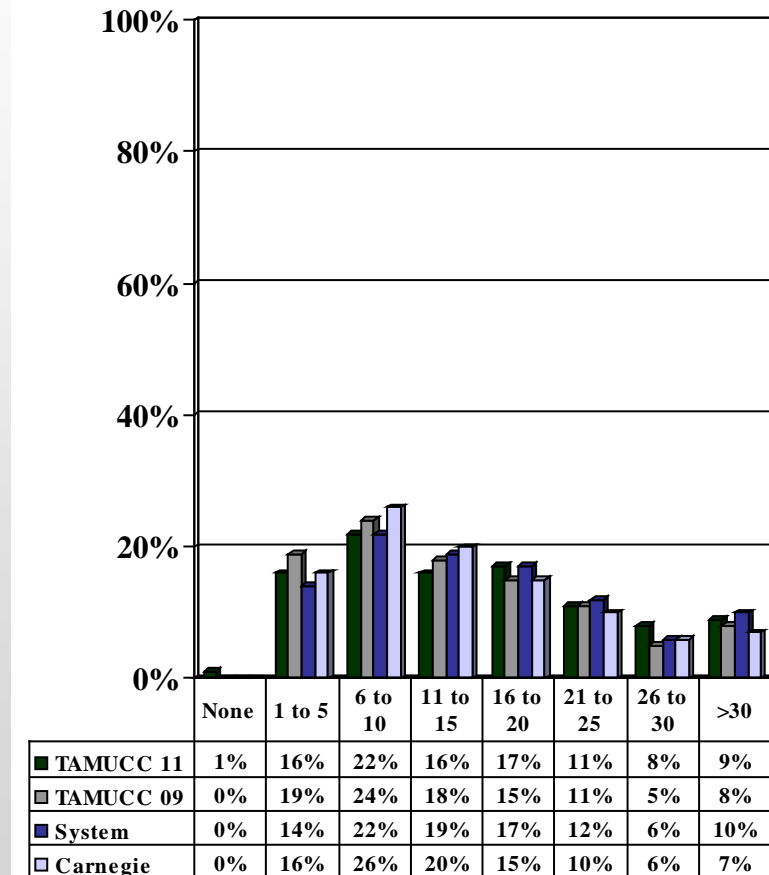
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



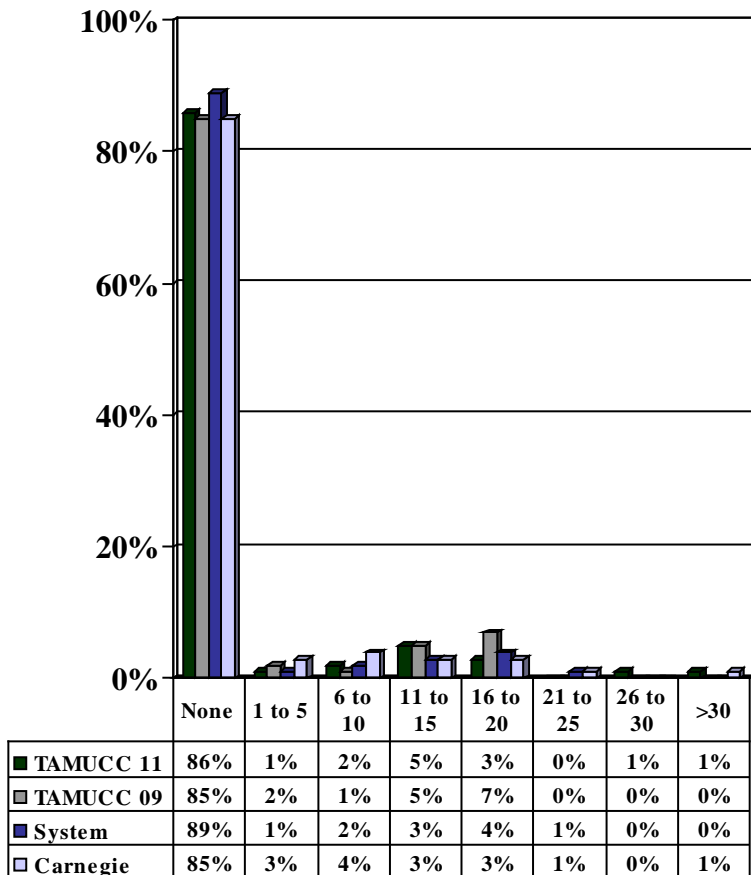
(LAC) Hours per week preparing for class (studying, writing, homework, lab-work, analyzing, rehearsing, etc.)



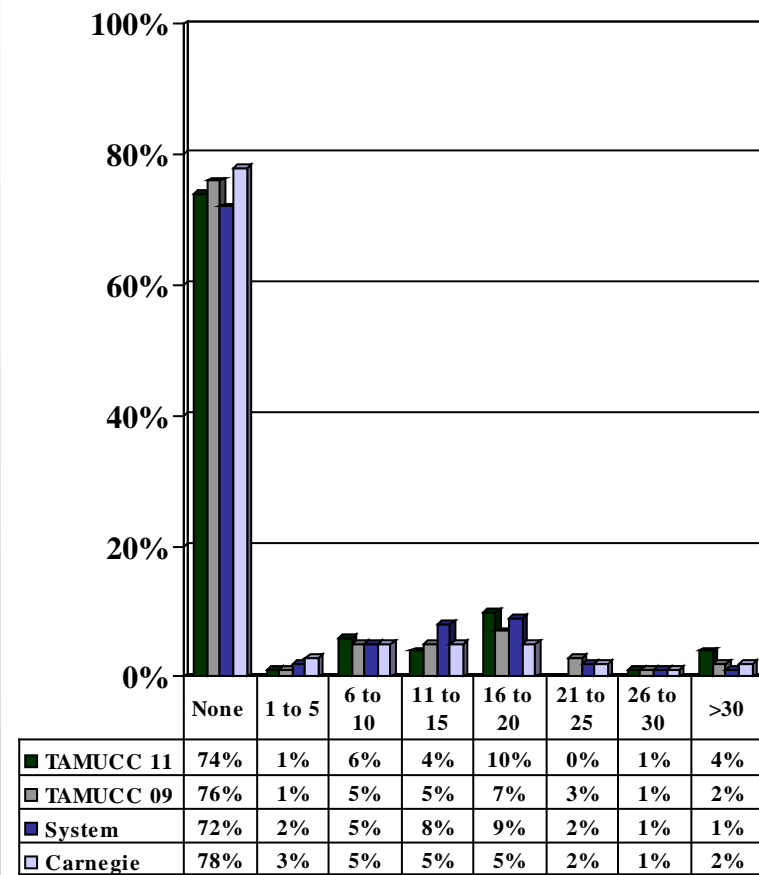
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



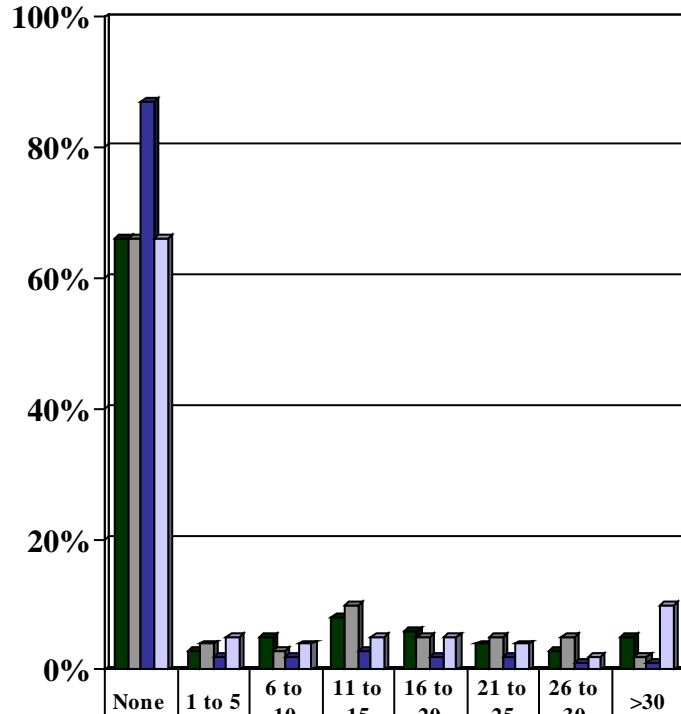
Hours per week working for pay ON campus



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

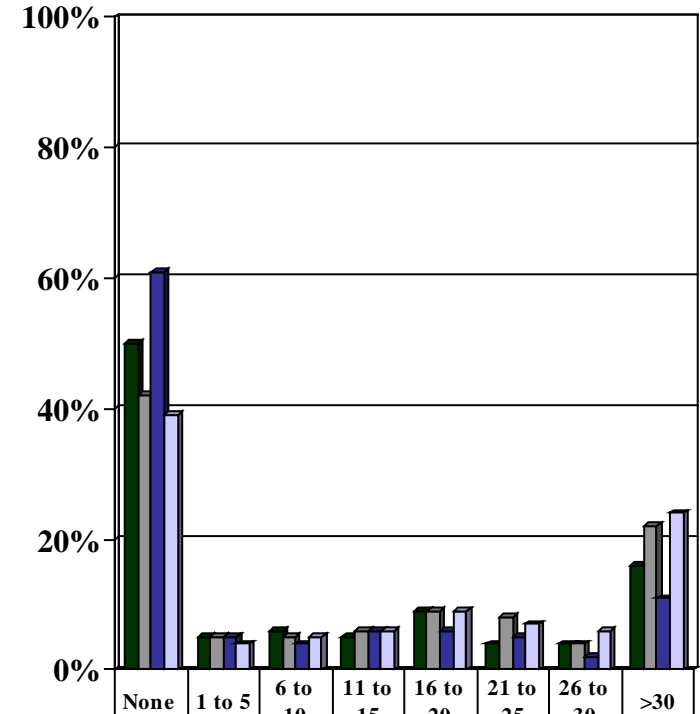


Freshmen



■ TAMUCC 11	66%	3%	5%	8%	6%	4%	3%	5%
■ TAMUCC 09	66%	4%	3%	10%	5%	5%	5%	2%
■ System	87%	2%	2%	3%	2%	2%	1%	1%
■ Carnegie	66%	5%	4%	5%	5%	4%	2%	10%

Senior



■ TAMUCC 11	50%	5%	6%	5%	9%	4%	4%	16%
■ TAMUCC 09	42%	5%	5%	6%	9%	8%	4%	22%
■ System	61%	5%	4%	6%	6%	5%	2%	11%
■ Carnegie	39%	4%	5%	6%	9%	7%	6%	24%

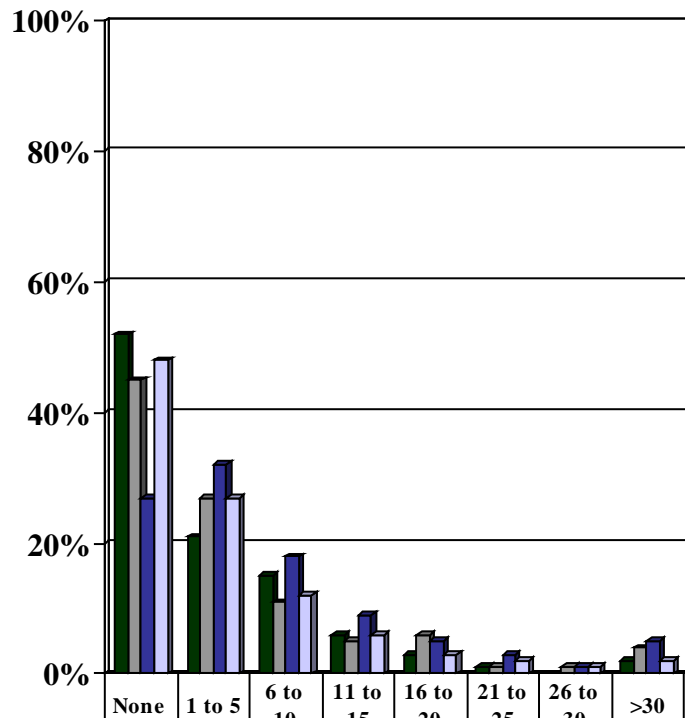
Hours per week working for pay OFF campus



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

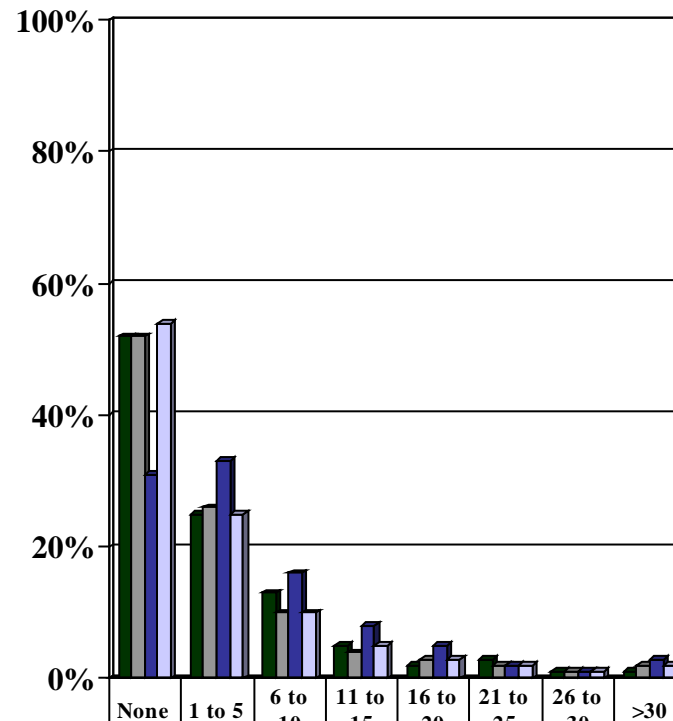


Freshmen



	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	>30
■ TAMUCC 11	52%	21%	15%	6%	3%	1%	0%	2%
■ TAMUCC 09	45%	27%	11%	5%	6%	1%	1%	4%
■ System	27%	32%	18%	9%	5%	3%	1%	5%
■ Carnegie	48%	27%	12%	6%	3%	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 11	52%	25%	13%	5%	2%	3%	1%	1%
■ TAMUCC 09	52%	26%	10%	4%	3%	2%	1%	2%
■ System	31%	33%	16%	8%	5%	2%	1%	3%
■ Carnegie	54%	25%	10%	5%	3%	2%	1%	2%

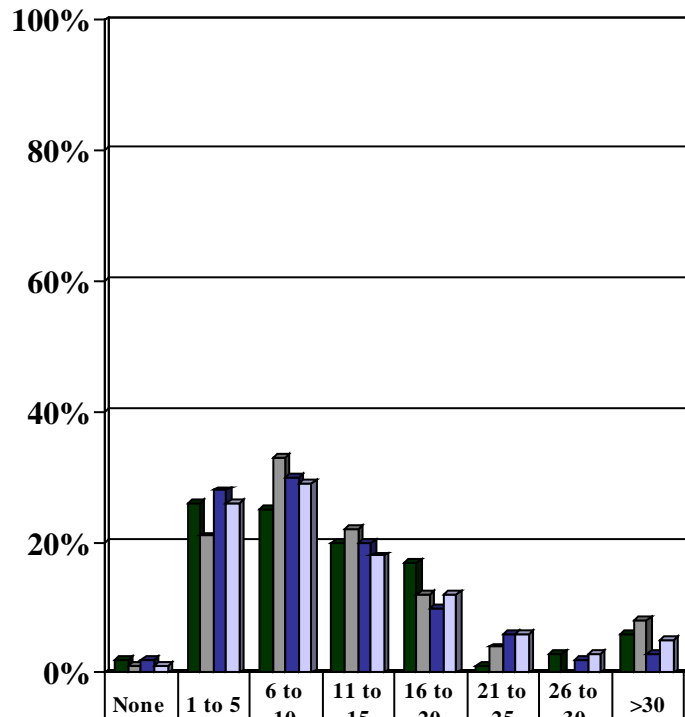
(EEE) Hours per week participating in co-curricular activities (publications, government, intramurals, associations)



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

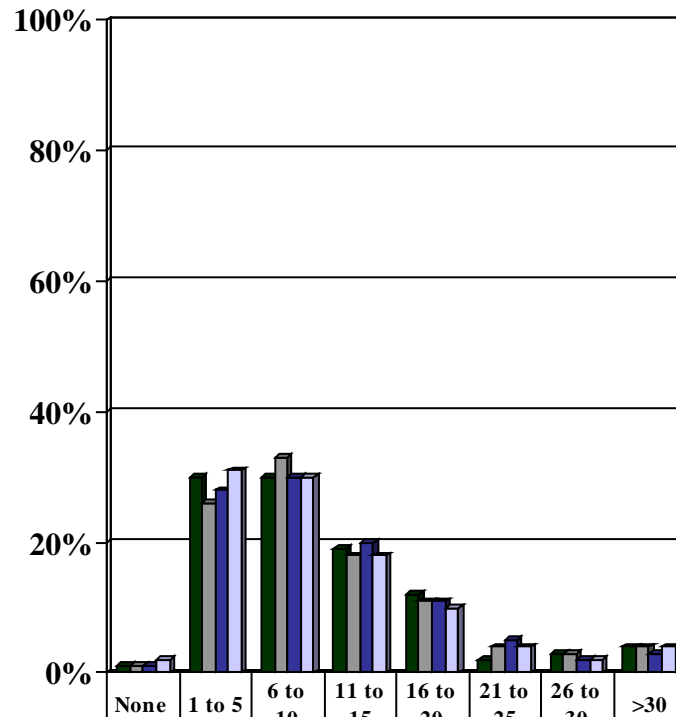


Freshmen



■ TAMUCC 11	2%	26%	25%	20%	17%	1%	3%	6%
■ TAMUCC 09	1%	21%	33%	22%	12%	4%	0%	8%
■ System	2%	28%	30%	20%	10%	6%	2%	3%
□ Carnegie	1%	26%	29%	18%	12%	6%	3%	5%

Senior



■ TAMUCC 11	1%	30%	30%	19%	12%	2%	3%	4%
■ TAMUCC 09	1%	26%	33%	18%	11%	4%	3%	4%
■ System	1%	28%	30%	20%	11%	5%	2%	3%
□ Carnegie	2%	31%	30%	18%	10%	4%	2%	4%

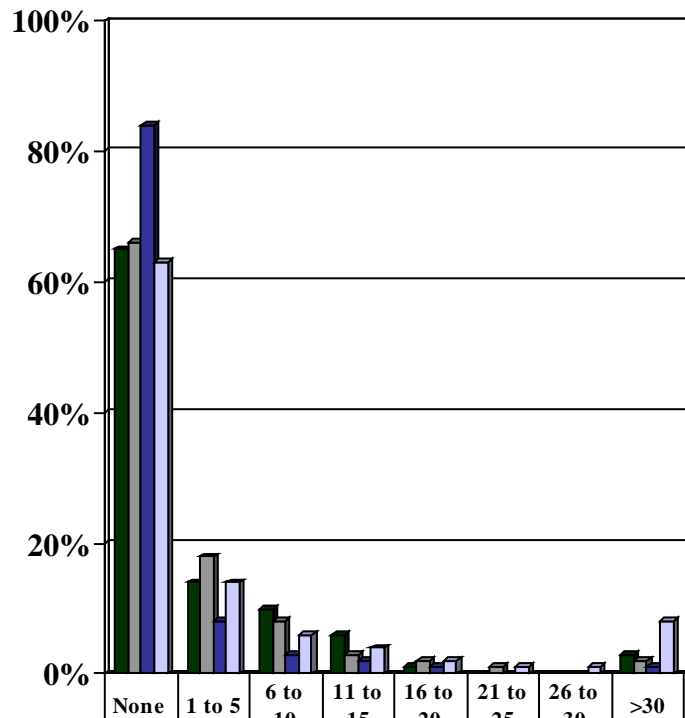
Hours per week relaxing, socializing (watching TV, partying, etc.)



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

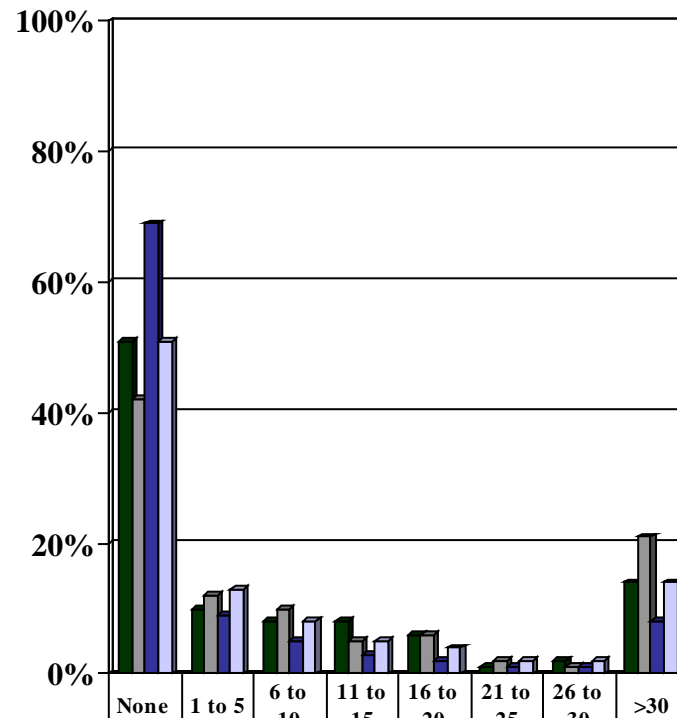


Freshmen



	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	>30
■ TAMUCC 11	65%	14%	10%	6%	1%	0%	0%	3%
■ TAMUCC 09	66%	18%	8%	3%	2%	1%	0%	2%
■ System	84%	8%	3%	2%	1%	0%	0%	1%
■ Carnegie	63%	14%	6%	4%	2%	1%	1%	8%

Senior



	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	>30
■ TAMUCC 11	51%	10%	8%	8%	6%	1%	2%	14%
■ TAMUCC 09	42%	12%	10%	5%	6%	2%	1%	21%
■ System	69%	9%	5%	3%	2%	1%	1%	8%
■ Carnegie	51%	13%	8%	5%	4%	2%	2%	14%

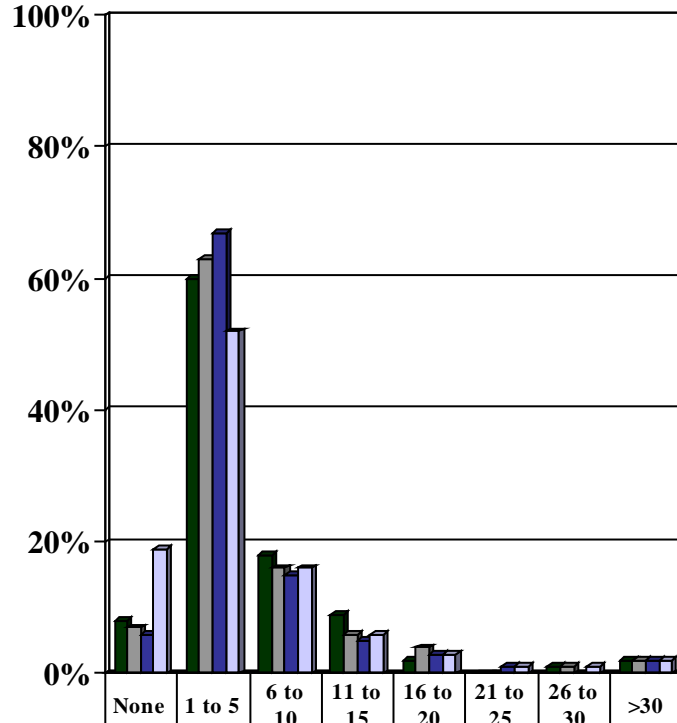
Hours per week providing care for dependents living with you (parents, children, spouse, etc.)



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

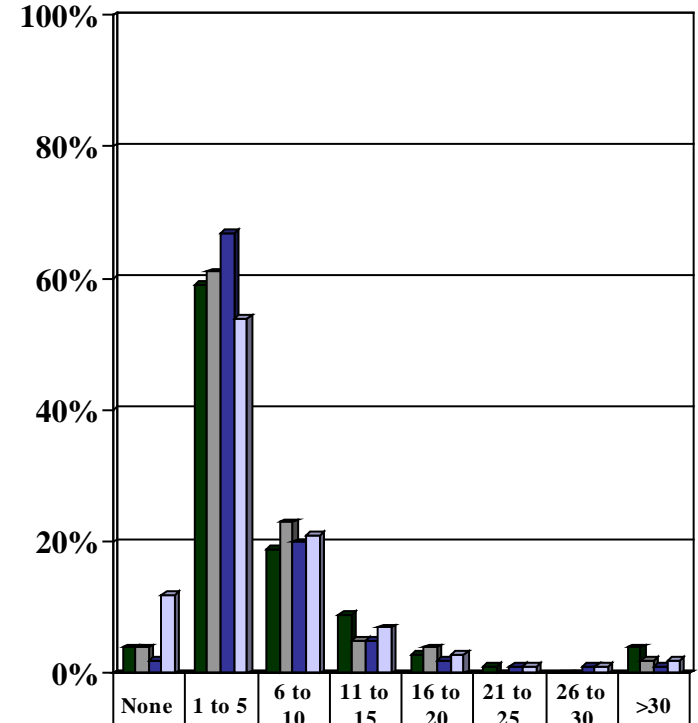


Freshmen



■ TAMUCC 11	8%	60%	18%	9%	2%	0%	1%	2%
■ TAMUCC 09	7%	63%	16%	6%	4%	0%	1%	2%
■ System	6%	67%	15%	5%	3%	1%	0%	2%
□ Carnegie	19%	52%	16%	6%	3%	1%	1%	2%

Senior



■ TAMUCC 11	4%	59%	19%	9%	3%	1%	0%	4%
■ TAMUCC 09	4%	61%	23%	5%	4%	0%	0%	2%
■ System	2%	67%	20%	5%	2%	1%	1%	1%
□ Carnegie	12%	54%	21%	7%	3%	1%	1%	2%

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

NSSE 2011 Results



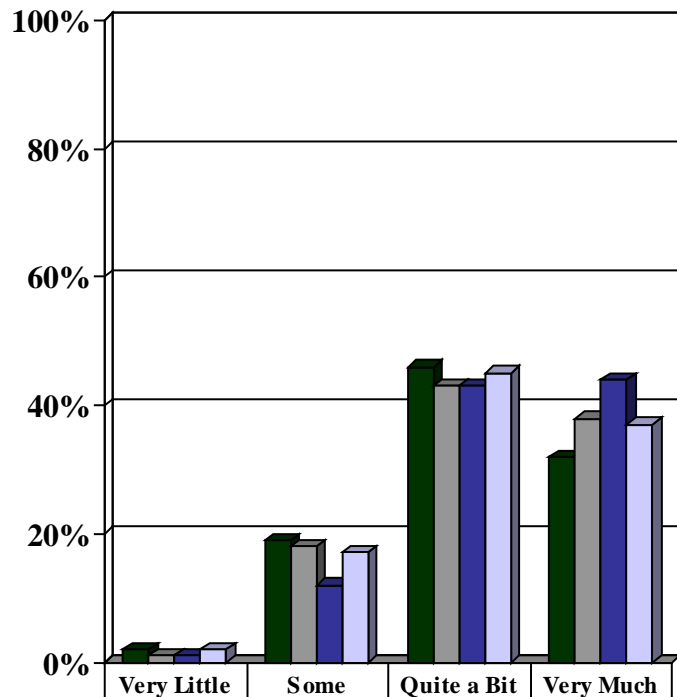
Institutional Environment



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

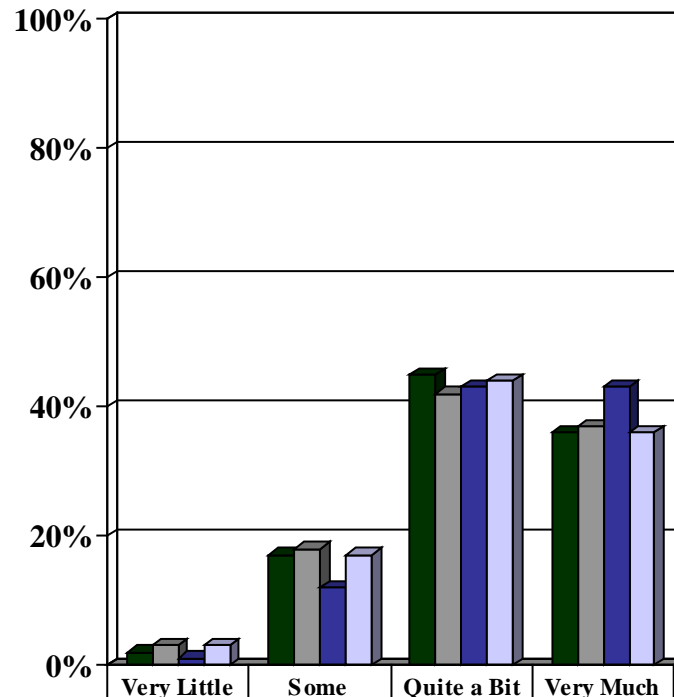


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	2%	19%	46%	32%
TAMUCC 09	1%	18%	43%	38%
System	1%	12%	43%	44%
Carnegie	2%	17%	45%	37%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	2%	17%	45%	36%
TAMUCC 09	3%	18%	42%	37%
System	1%	12%	43%	43%
Carnegie	3%	17%	44%	36%

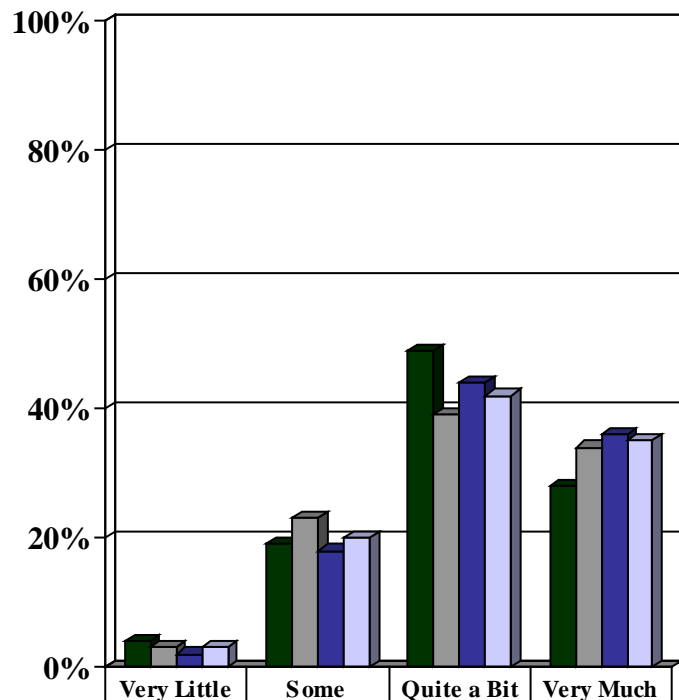
(LAC) Institutional emphasis on spending significant amounts of time studying and on academic work



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

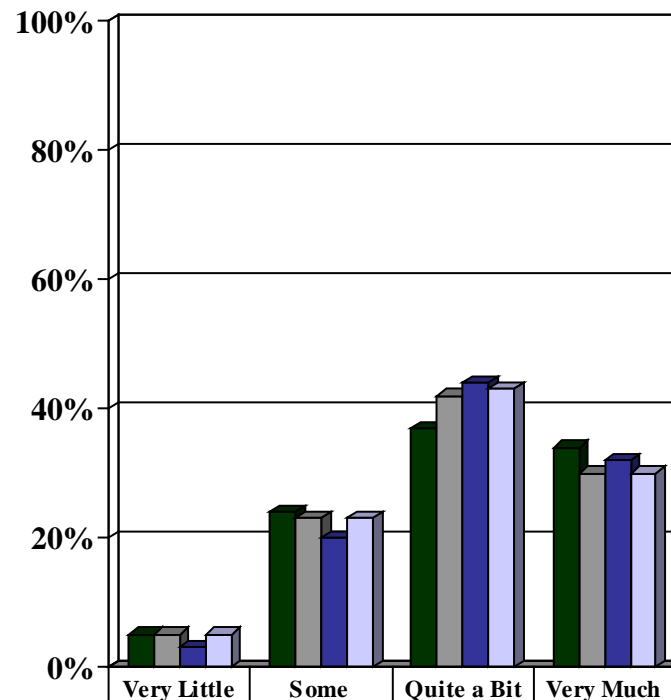


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	4%	19%	49%	28%
TAMUCC 09	3%	23%	39%	34%
System	2%	18%	44%	36%
Carnegie	3%	20%	42%	35%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	5%	24%	37%	34%
TAMUCC 09	5%	23%	42%	30%
System	3%	20%	44%	32%
Carnegie	5%	23%	43%	30%

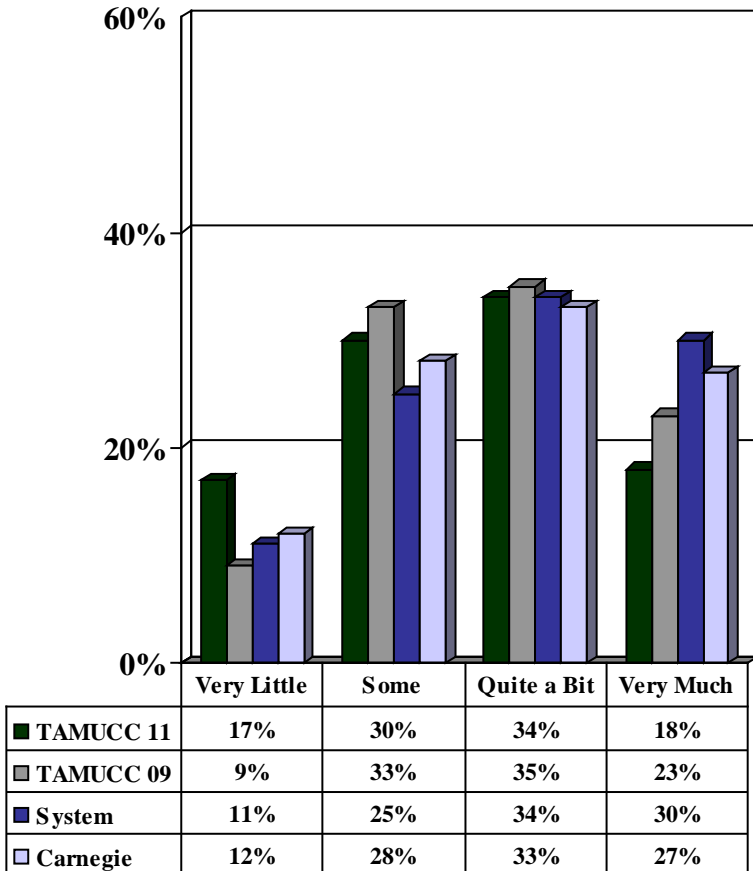
(SCE) Institutional emphasis on obtaining academic support for scholastic success



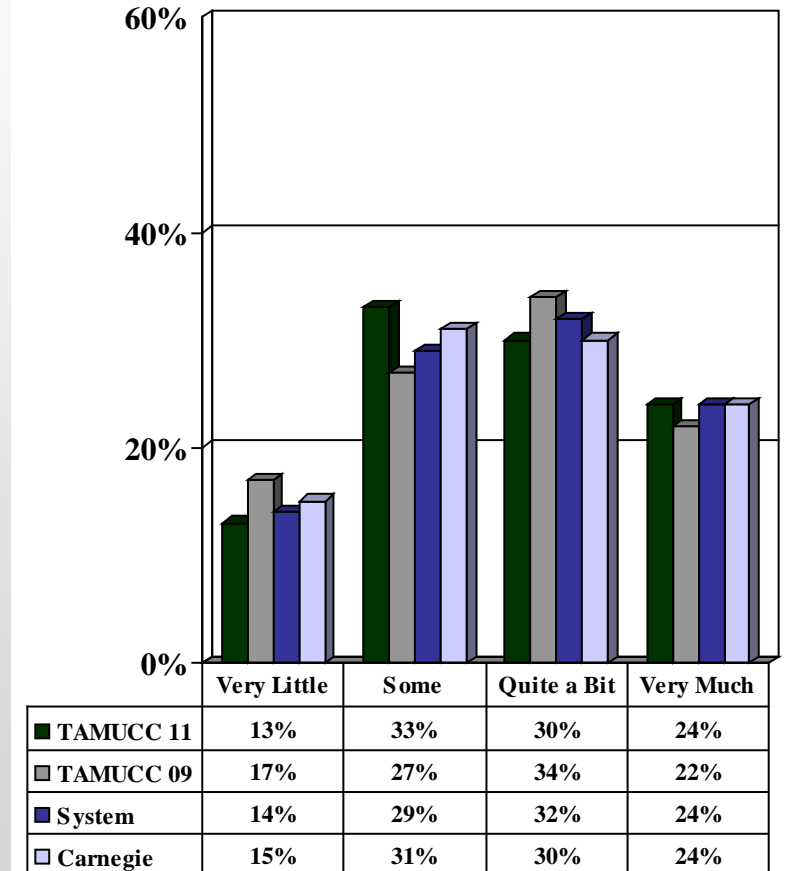
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



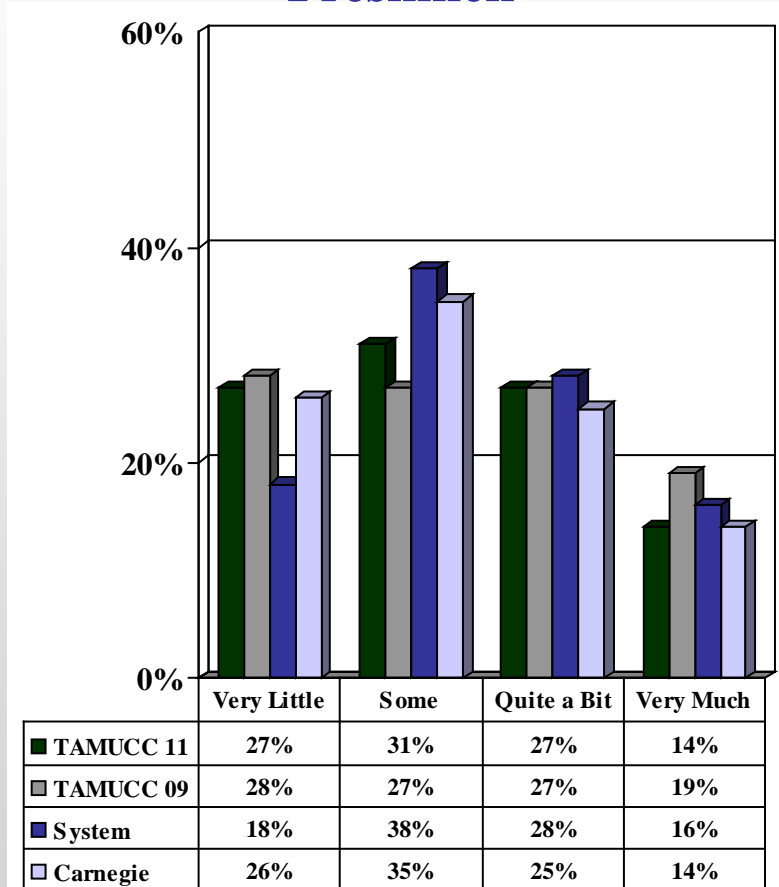
(EEE) Institutional emphasis on encouraging contact among students from different economic, social, racial, ethnic backgrounds



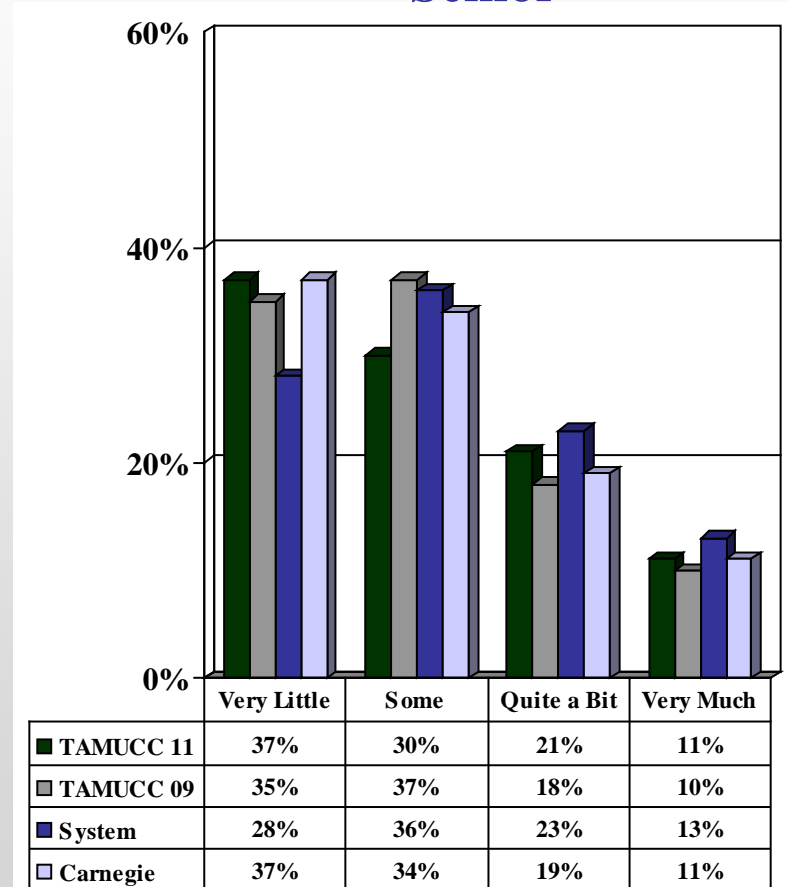
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



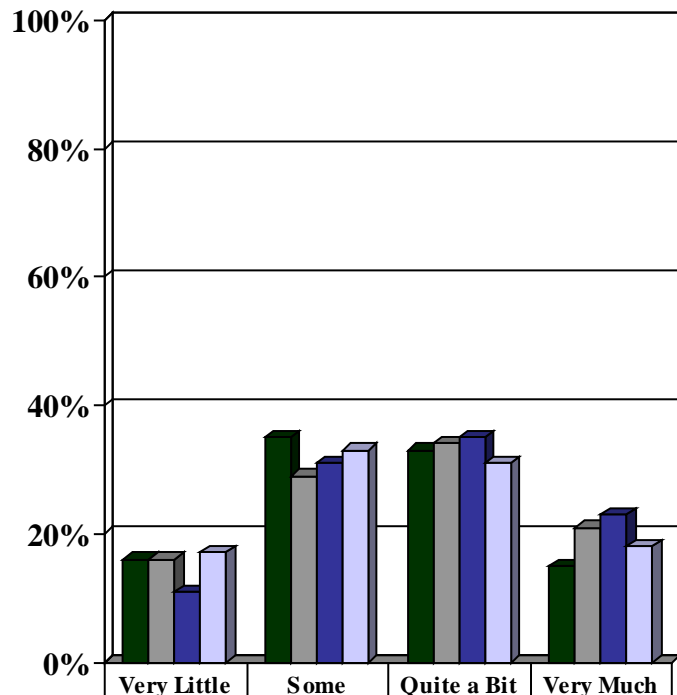
(SCE) Institutional emphasis on helping student cope with non-academic responsibilities (family, work, etc)



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

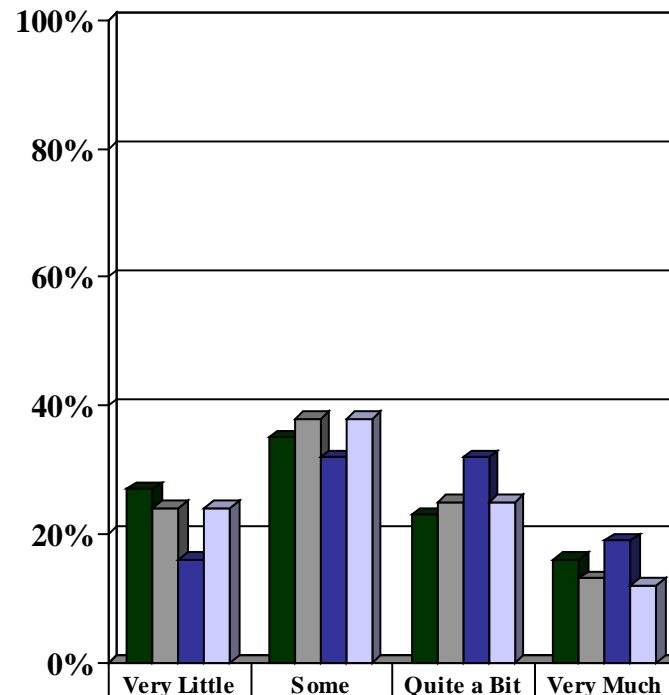


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	16%	35%	33%	15%
TAMUCC 09	16%	29%	34%	21%
System	11%	31%	35%	23%
Carnegie	17%	33%	31%	18%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	27%	35%	23%	16%
TAMUCC 09	24%	38%	25%	13%
System	16%	32%	32%	19%
Carnegie	24%	38%	25%	12%

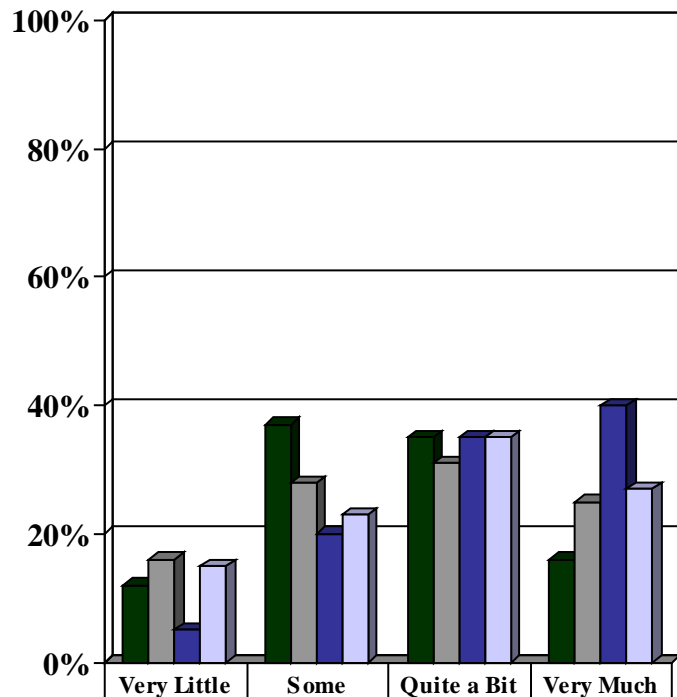
(SCE) Institutional emphasis on obtaining the support needed to thrive socially



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

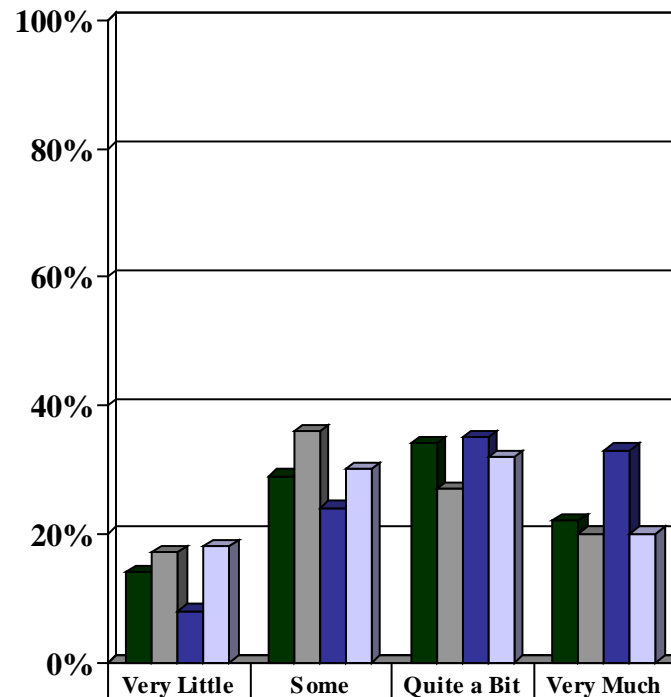


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	12%	37%	35%	16%
TAMUCC 09	16%	28%	31%	25%
System	5%	20%	35%	40%
Carnegie	15%	23%	35%	27%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	14%	29%	34%	22%
TAMUCC 09	17%	36%	27%	20%
System	8%	24%	35%	33%
Carnegie	18%	30%	32%	20%

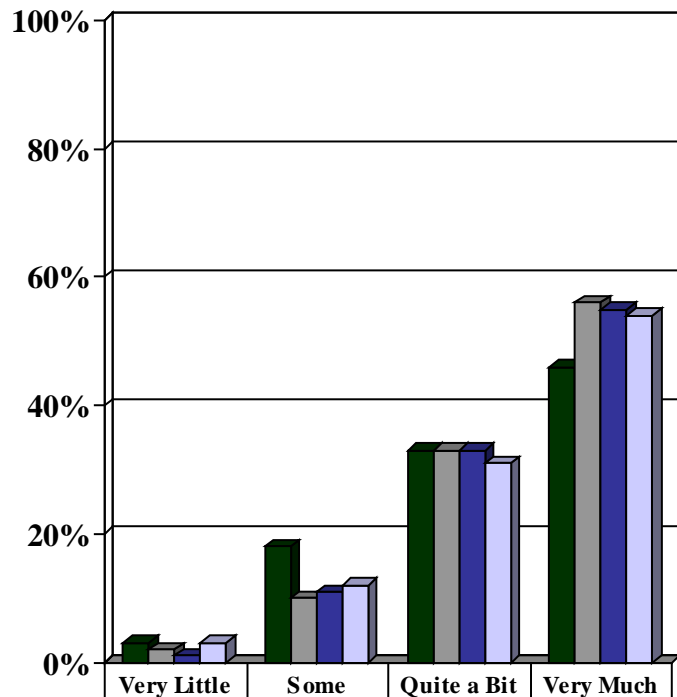
Institutional emphasis on attending campus events and activities (athletics, speakers, cultural performances)



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

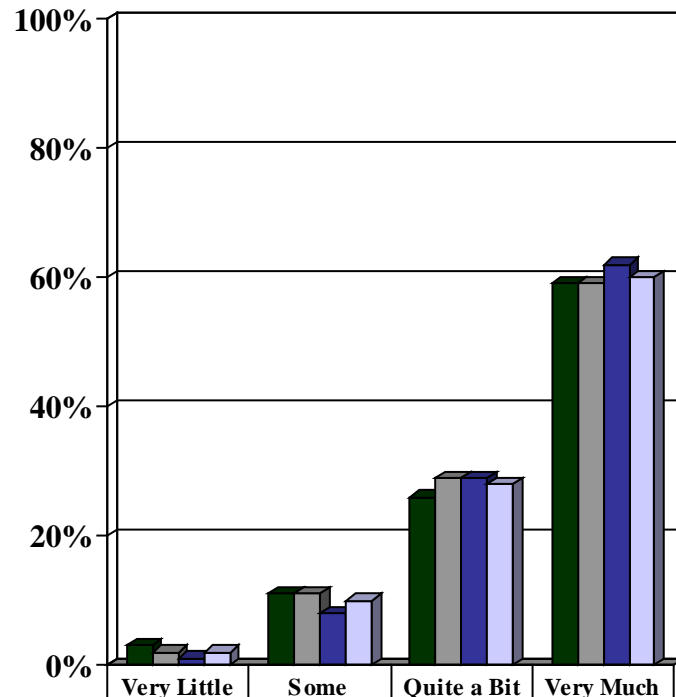


Freshmen



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	3%	18%	33%	46%
TAMUCC 09	2%	10%	33%	56%
System	1%	11%	33%	55%
Carnegie	3%	12%	31%	54%

Senior



	Very Little	Some	Quite a Bit	Very Much
TAMUCC 11	3%	11%	26%	59%
TAMUCC 09	2%	11%	29%	59%
System	1%	8%	29%	62%
Carnegie	2%	10%	28%	60%

Institutional emphasis on using computers in academic work

NSSE 2011 Results



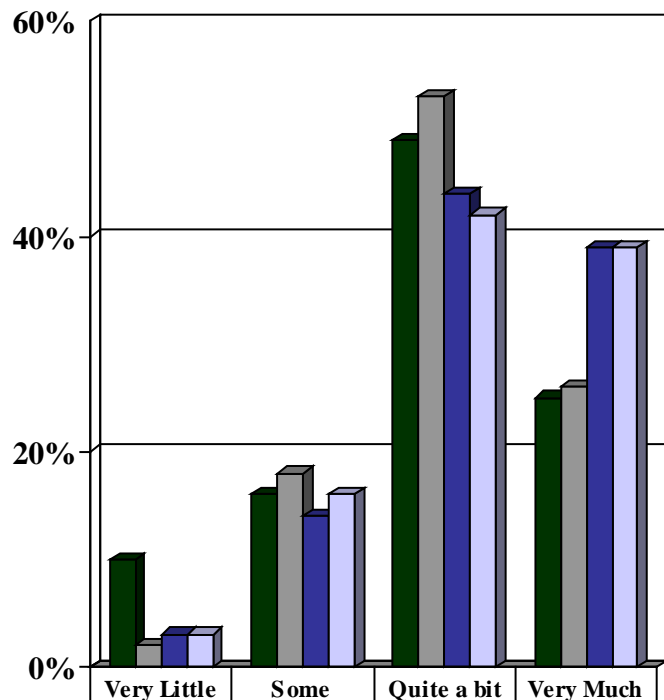
Educational and Personal Growth



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

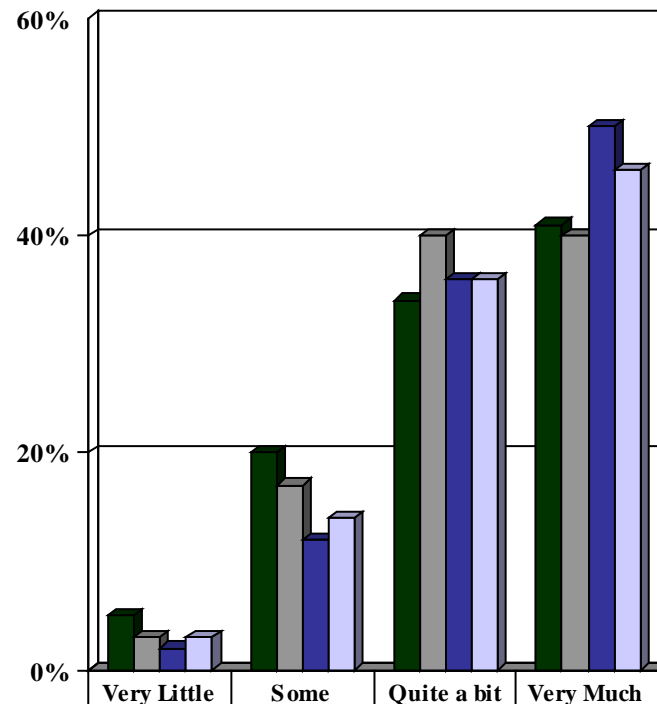


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	10%	16%	49%	25%
TAMUCC 09	2%	18%	53%	26%
System	3%	14%	44%	39%
Carnegie	3%	16%	42%	39%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	5%	20%	34%	41%
TAMUCC 09	3%	17%	40%	40%
System	2%	12%	36%	50%
Carnegie	3%	14%	36%	46%

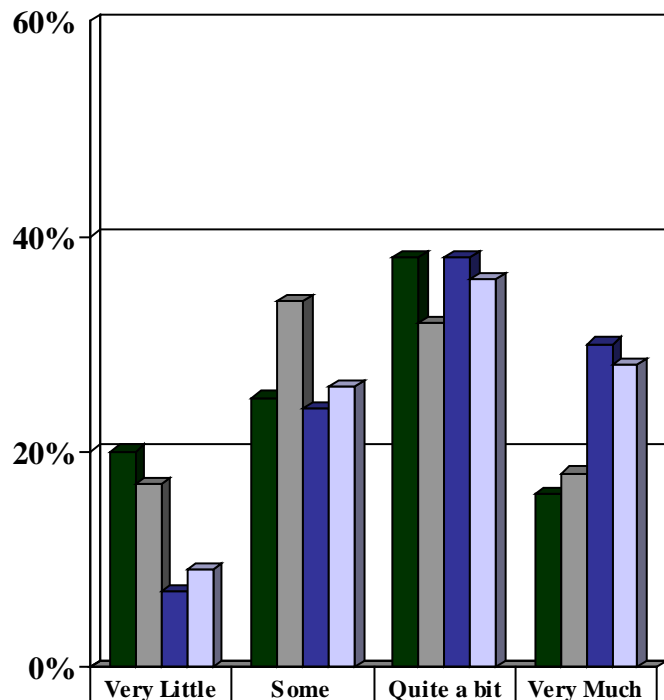
Acquiring a broad, general knowledge



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

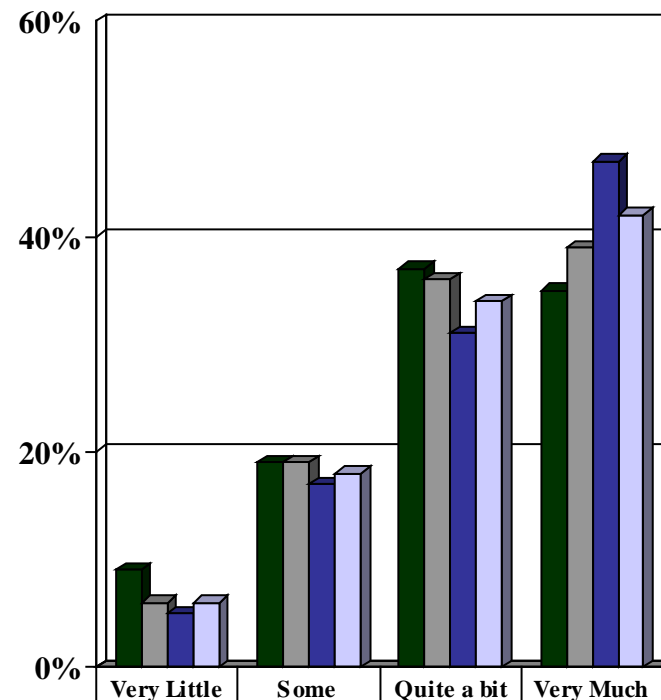


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	20%	25%	38%	16%
TAMUCC 09	17%	34%	32%	18%
System	7%	24%	38%	30%
Carnegie	9%	26%	36%	28%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	9%	19%	37%	35%
TAMUCC 09	6%	19%	36%	39%
System	5%	17%	31%	47%
Carnegie	6%	18%	34%	42%

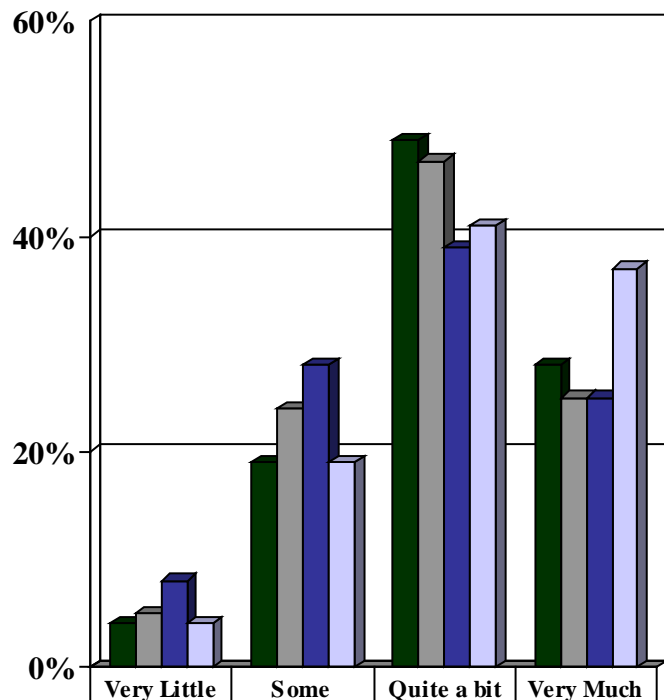
Acquiring job or work-related knowledge and skills



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

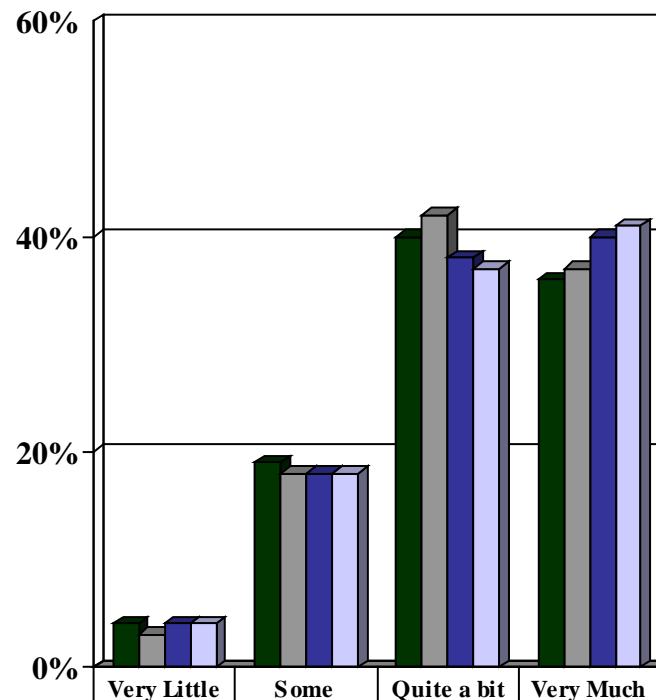


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	4%	19%	49%	28%
TAMUCC 09	5%	24%	47%	25%
System	8%	28%	39%	25%
Carnegie	4%	19%	41%	37%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	4%	19%	40%	36%
TAMUCC 09	3%	18%	42%	37%
System	4%	18%	38%	40%
Carnegie	4%	18%	37%	41%

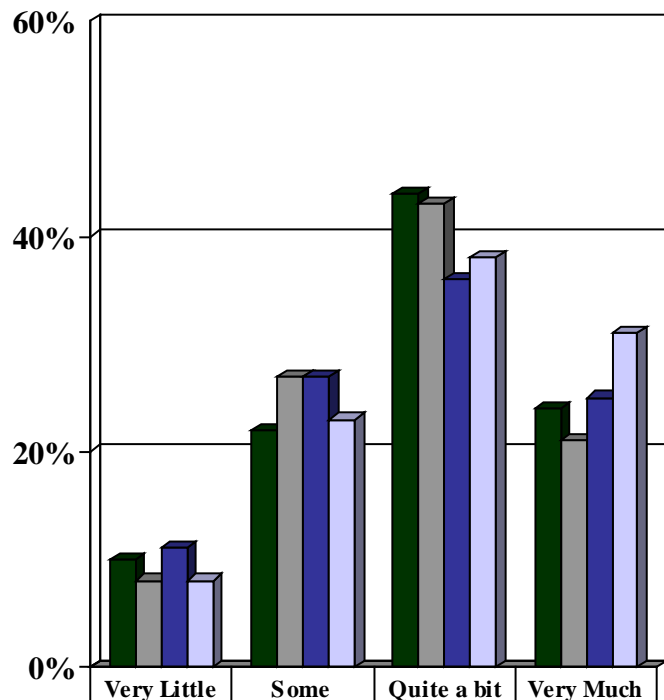
Writing clearly and effectively



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

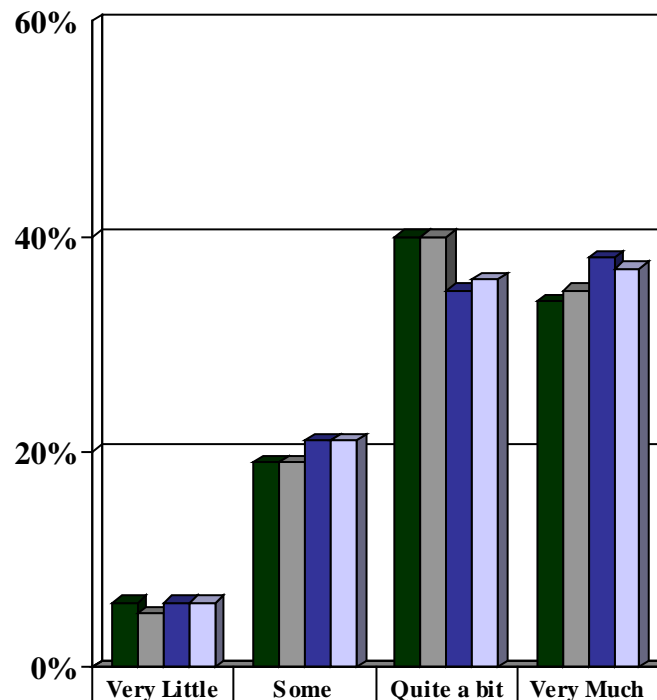


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	10%	22%	44%	24%
TAMUCC 09	8%	27%	43%	21%
System	11%	27%	36%	25%
Carnegie	8%	23%	38%	31%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	6%	19%	40%	34%
TAMUCC 09	5%	19%	40%	35%
System	6%	21%	35%	38%
Carnegie	6%	21%	36%	37%

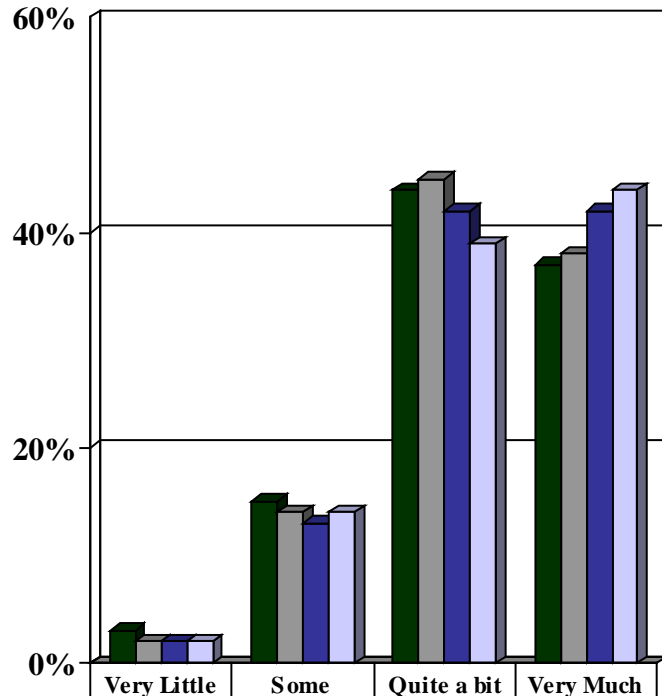
Speaking clearly and effectively



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

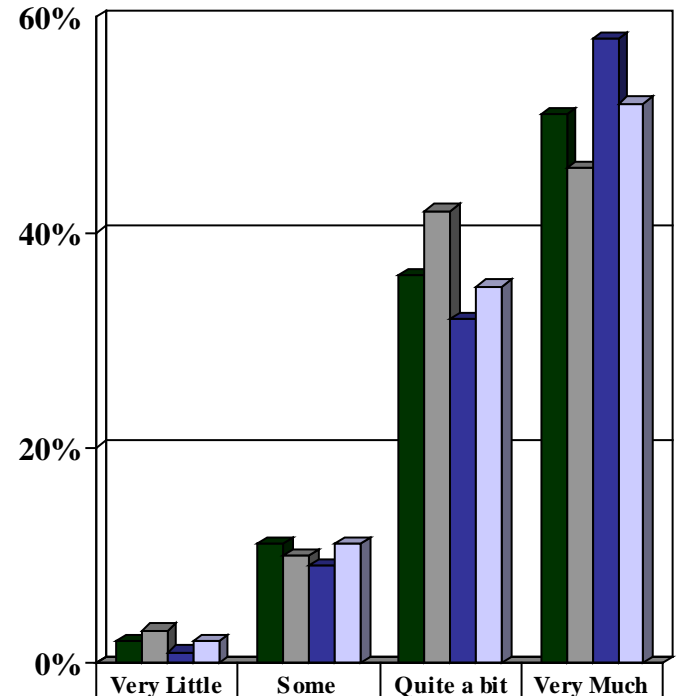


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	3%	15%	44%	37%
TAMUCC 09	2%	14%	45%	38%
System	2%	13%	42%	42%
Carnegie	2%	14%	39%	44%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	2%	11%	36%	51%
TAMUCC 09	3%	10%	42%	46%
System	1%	9%	32%	58%
Carnegie	2%	11%	35%	52%

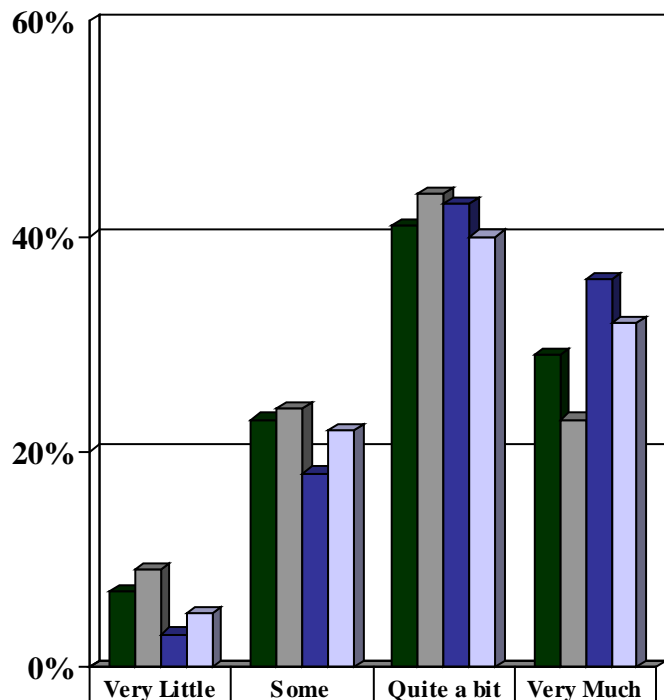
Thinking critically and analytically



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

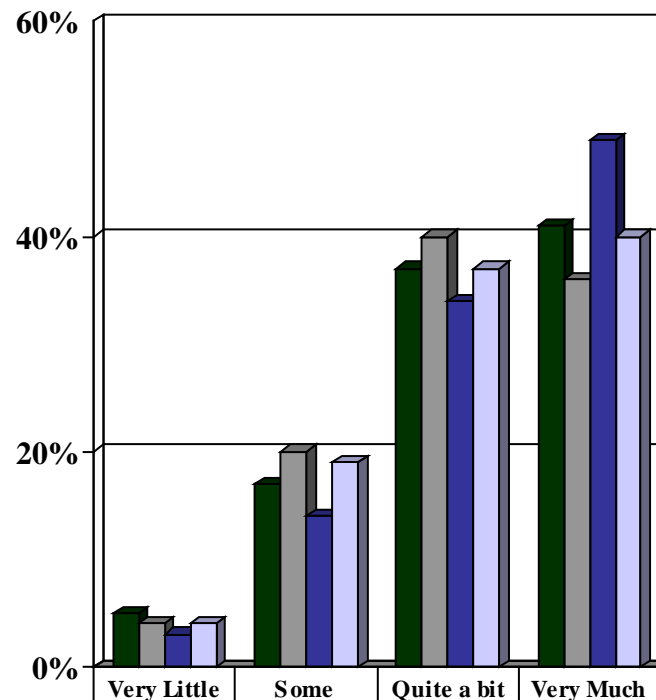


Freshmen



	Very Little	Some	Quite a bit	Very Much
■ TAMUCC 11	7%	23%	41%	29%
■ TAMUCC 09	9%	24%	44%	23%
■ System	3%	18%	43%	36%
■ Carnegie	5%	22%	40%	32%

Senior



	Very Little	Some	Quite a bit	Very Much
■ TAMUCC 11	5%	17%	37%	41%
■ TAMUCC 09	4%	20%	40%	36%
■ System	3%	14%	34%	49%
■ Carnegie	4%	19%	37%	40%

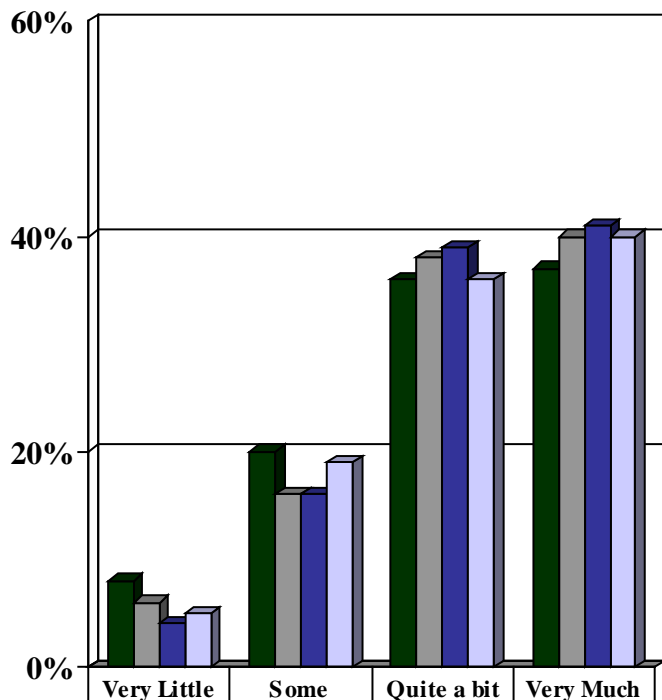
Analyzing quantitative problems



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

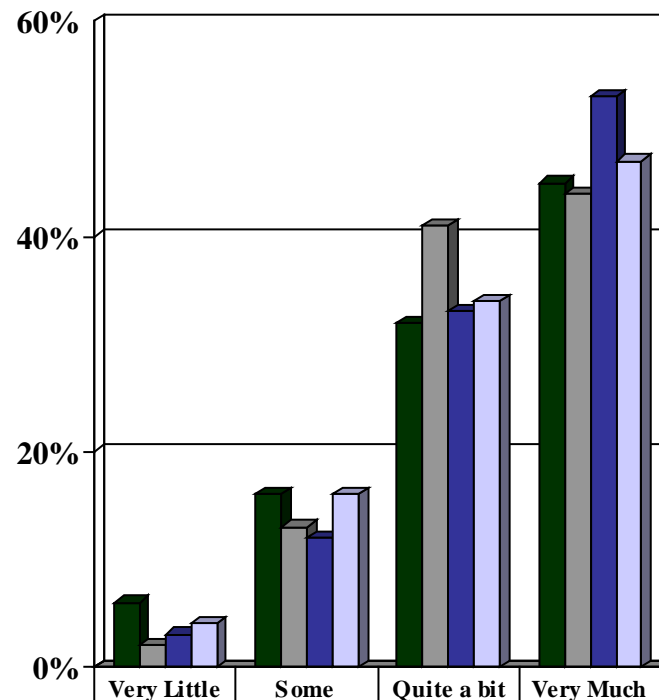


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	8%	20%	36%	37%
TAMUCC 09	6%	16%	38%	40%
System	4%	16%	39%	41%
Carnegie	5%	19%	36%	40%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	6%	16%	32%	45%
TAMUCC 09	2%	13%	41%	44%
System	3%	12%	33%	53%
Carnegie	4%	16%	34%	47%

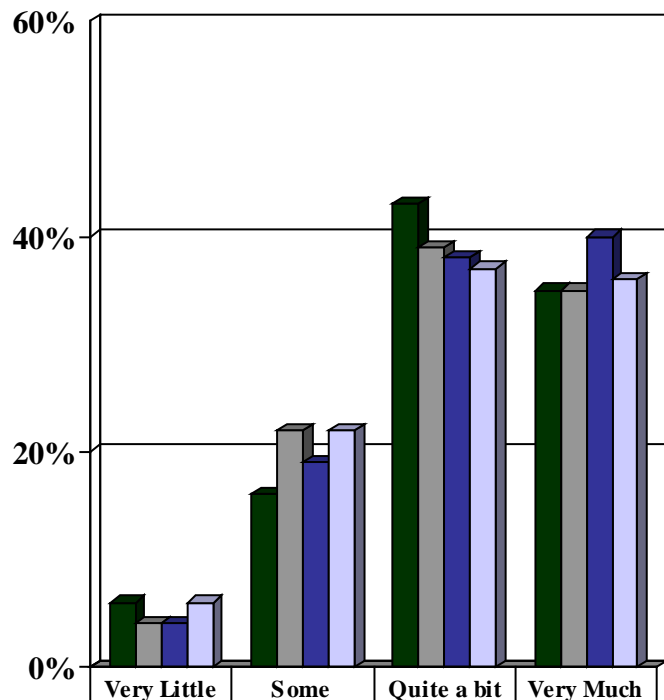
Using computing and information technology



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

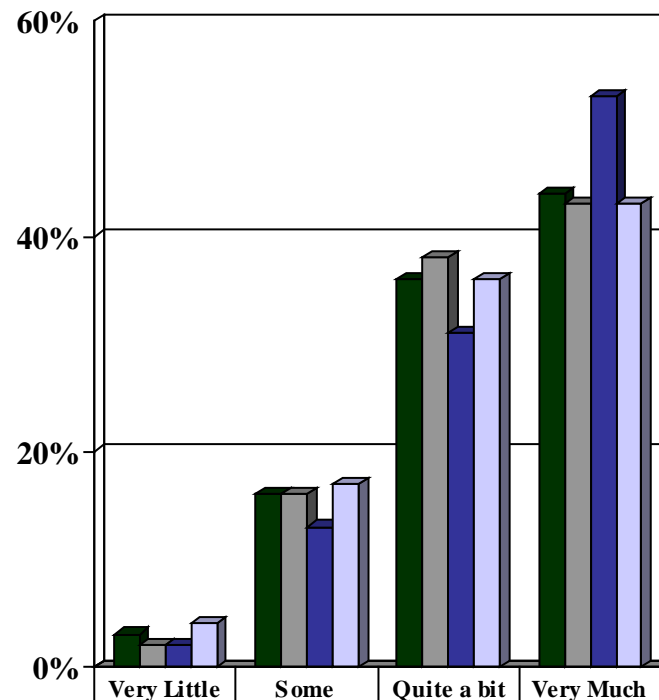


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	6%	16%	43%	35%
TAMUCC 09	4%	22%	39%	35%
System	4%	19%	38%	40%
Carnegie	6%	22%	37%	36%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	3%	16%	36%	44%
TAMUCC 09	2%	16%	38%	43%
System	2%	13%	31%	53%
Carnegie	4%	17%	36%	43%

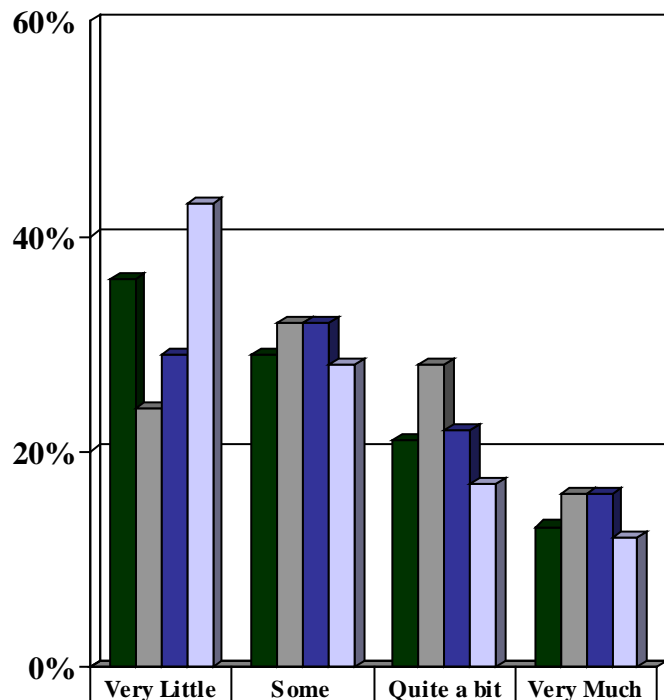
Working effectively with others



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

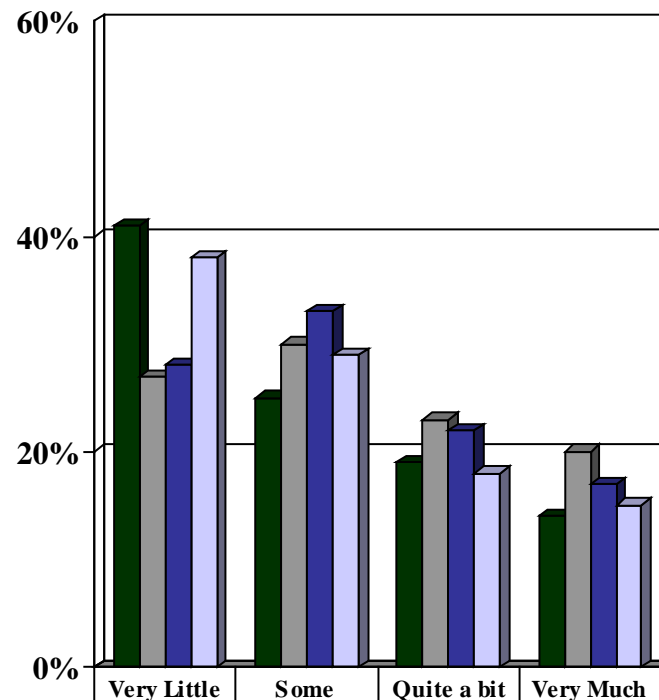


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	36%	29%	21%	13%
TAMUCC 09	24%	32%	28%	16%
System	29%	32%	22%	16%
Carnegie	43%	28%	17%	12%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	41%	25%	19%	14%
TAMUCC 09	27%	30%	23%	20%
System	28%	33%	22%	17%
Carnegie	38%	29%	18%	15%

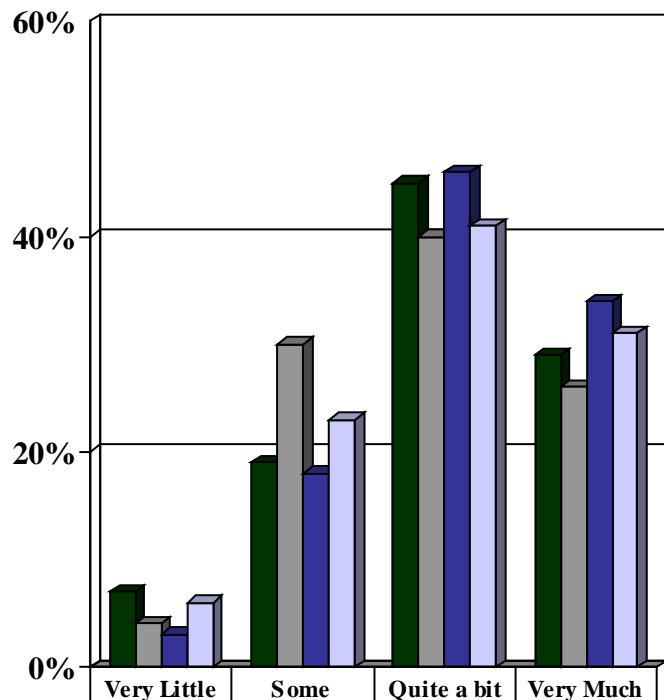
Voting in local, state, or national elections



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

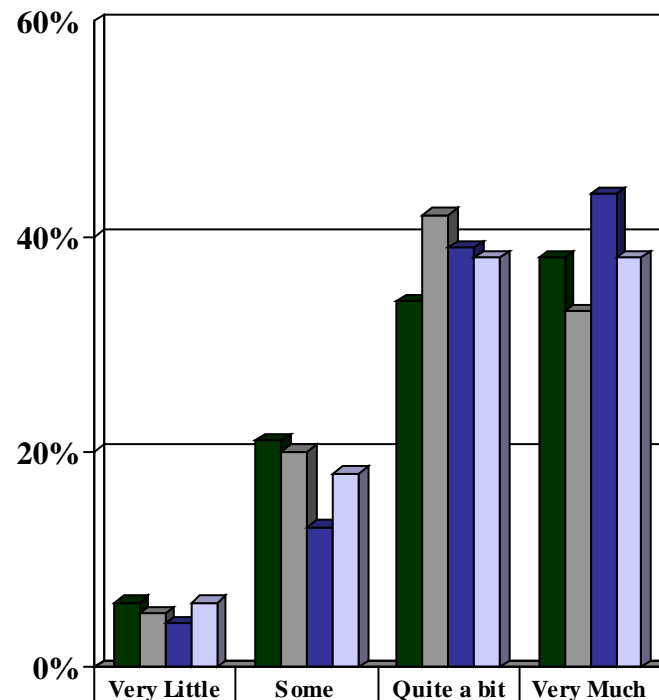


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	7%	19%	45%	29%
TAMUCC 09	4%	30%	40%	26%
System	3%	18%	46%	34%
Carnegie	6%	23%	41%	31%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	6%	21%	34%	38%
TAMUCC 09	5%	20%	42%	33%
System	4%	13%	39%	44%
Carnegie	6%	18%	38%	38%

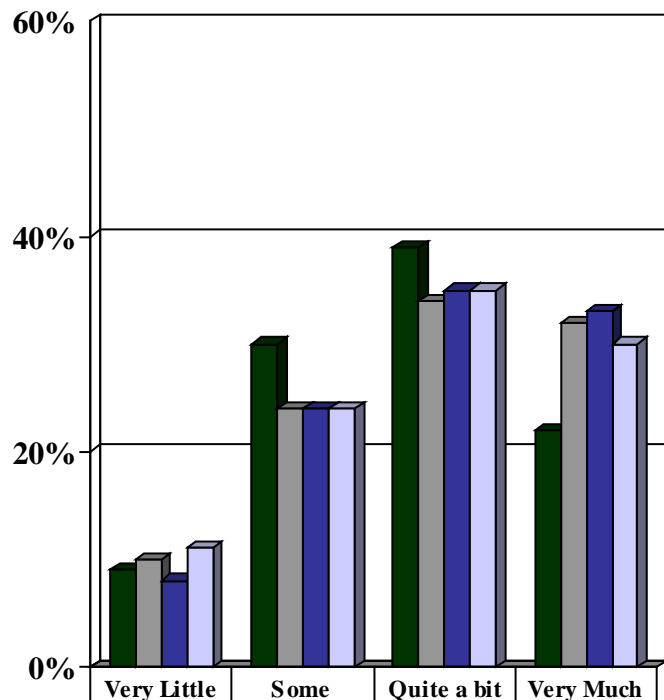
Learning effectively on one's own



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

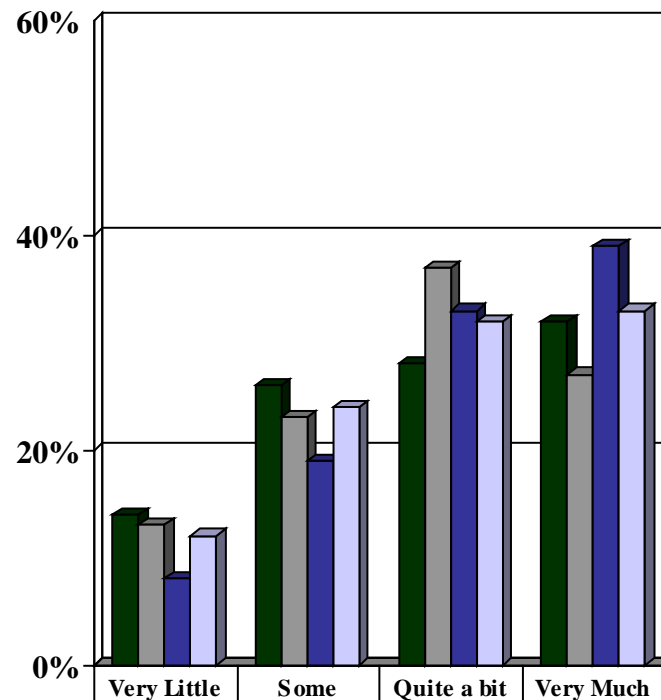


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	9%	30%	39%	22%
TAMUCC 09	10%	24%	34%	32%
System	8%	24%	35%	33%
Carnegie	11%	24%	35%	30%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	14%	26%	28%	32%
TAMUCC 09	13%	23%	37%	27%
System	8%	19%	33%	39%
Carnegie	12%	24%	32%	33%

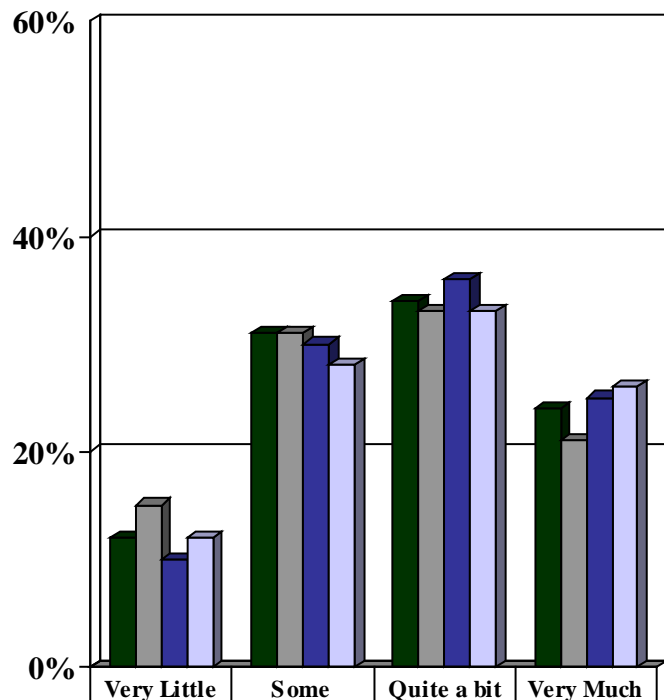
Understanding one's self



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

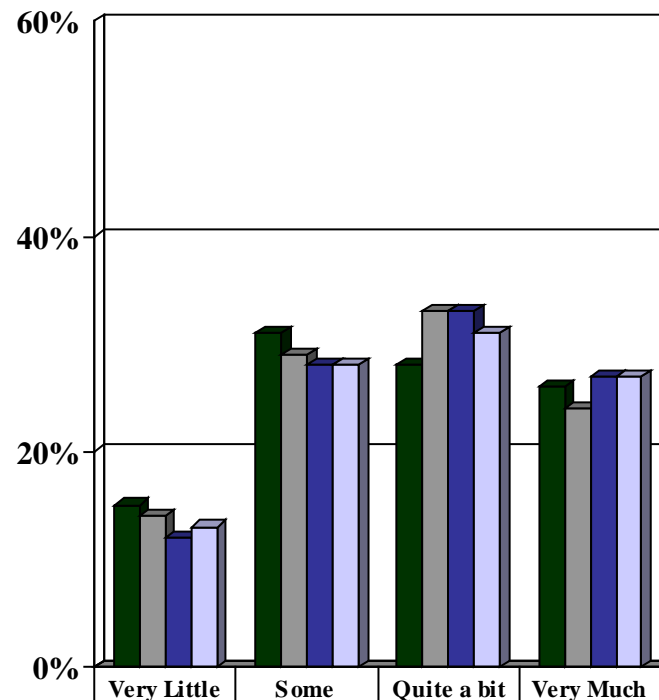


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	12%	31%	34%	24%
TAMUCC 09	15%	31%	33%	21%
System	10%	30%	36%	25%
Carnegie	12%	28%	33%	26%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	15%	31%	28%	26%
TAMUCC 09	14%	29%	33%	24%
System	12%	28%	33%	27%
Carnegie	13%	28%	31%	27%

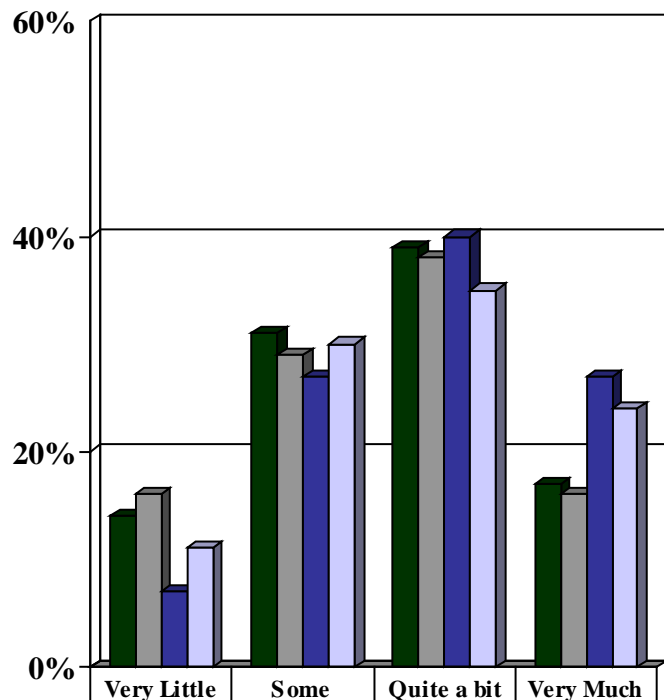
Understanding people of other racial and ethnic backgrounds



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

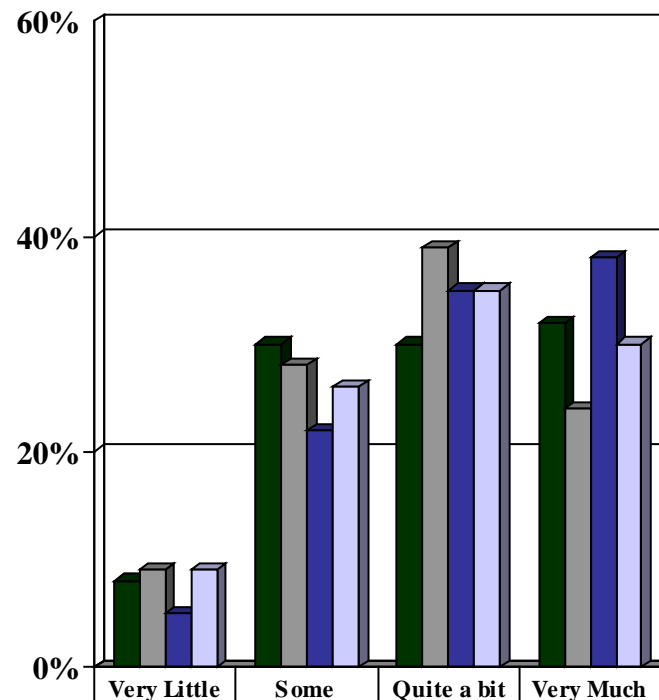


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	14%	31%	39%	17%
TAMUCC 09	16%	29%	38%	16%
System	7%	27%	40%	27%
Carnegie	11%	30%	35%	24%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	8%	30%	30%	32%
TAMUCC 09	9%	28%	39%	24%
System	5%	22%	35%	38%
Carnegie	9%	26%	35%	30%

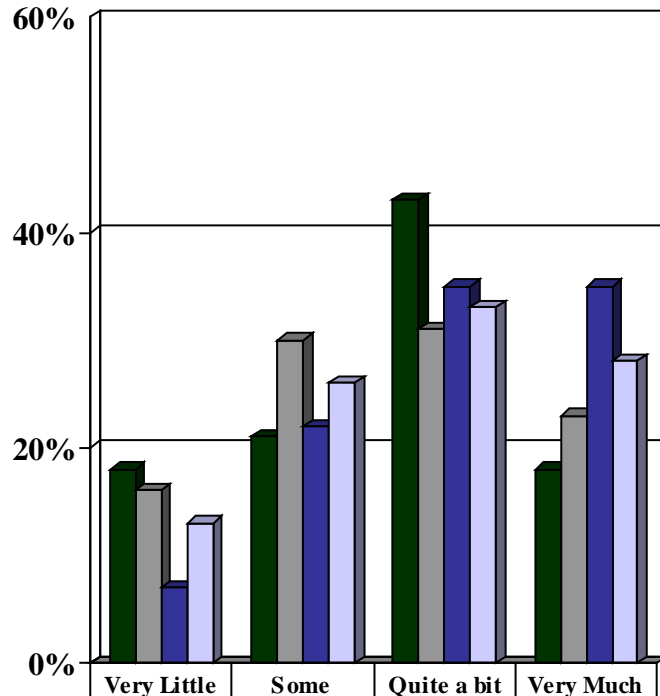
Solving complex real world problems



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

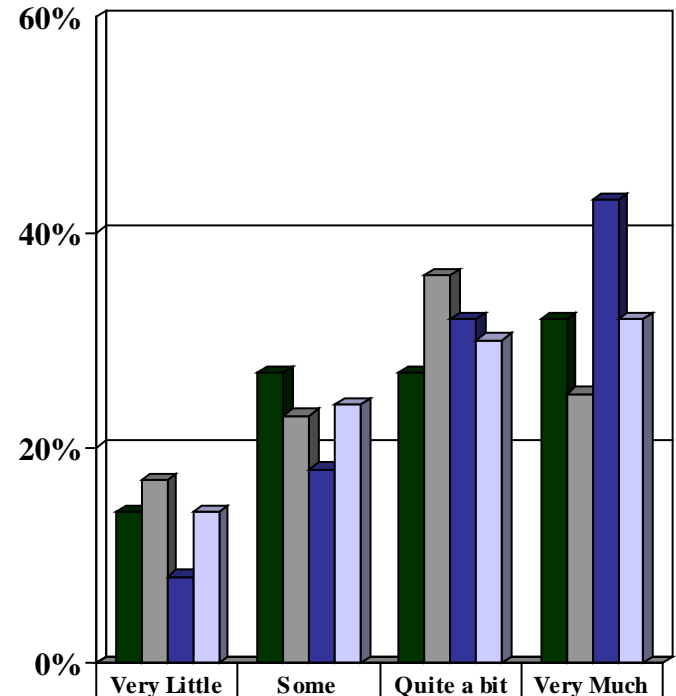


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	18%	21%	43%	18%
TAMUCC 09	16%	30%	31%	23%
System	7%	22%	35%	35%
Carnegie	13%	26%	33%	28%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	14%	27%	27%	32%
TAMUCC 09	17%	23%	36%	25%
System	8%	18%	32%	43%
Carnegie	14%	24%	30%	32%

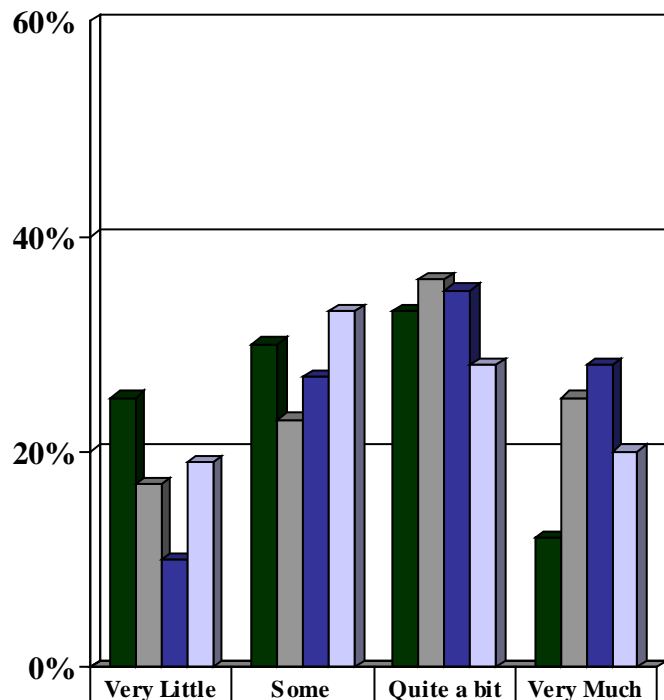
Developing a personal code of values and ethics



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

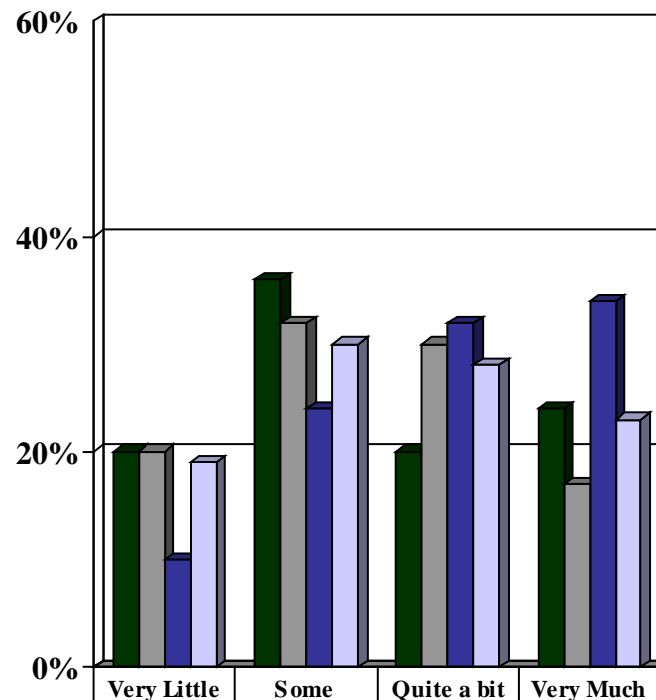


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	25%	30%	33%	12%
TAMUCC 09	17%	23%	36%	25%
System	10%	27%	35%	28%
Carnegie	19%	33%	28%	20%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	20%	36%	20%	24%
TAMUCC 09	20%	32%	30%	17%
System	10%	24%	32%	34%
Carnegie	19%	30%	28%	23%

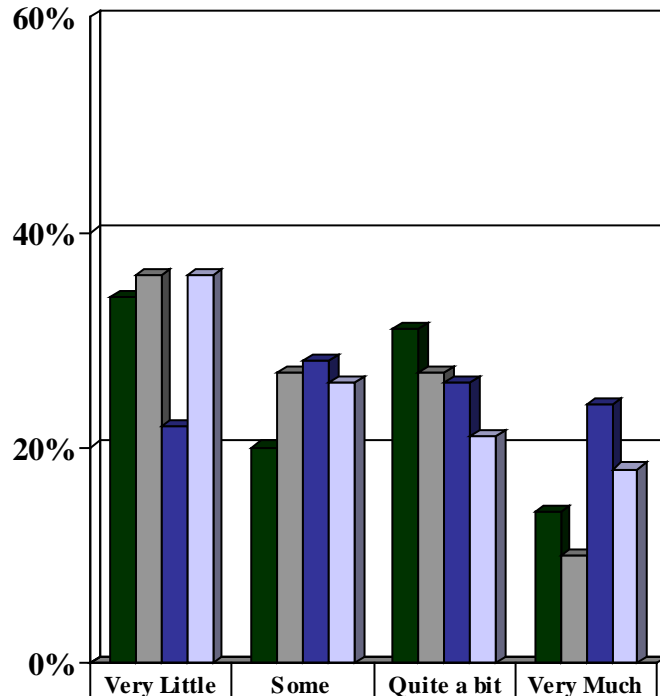
Contributing to the welfare of one's community



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

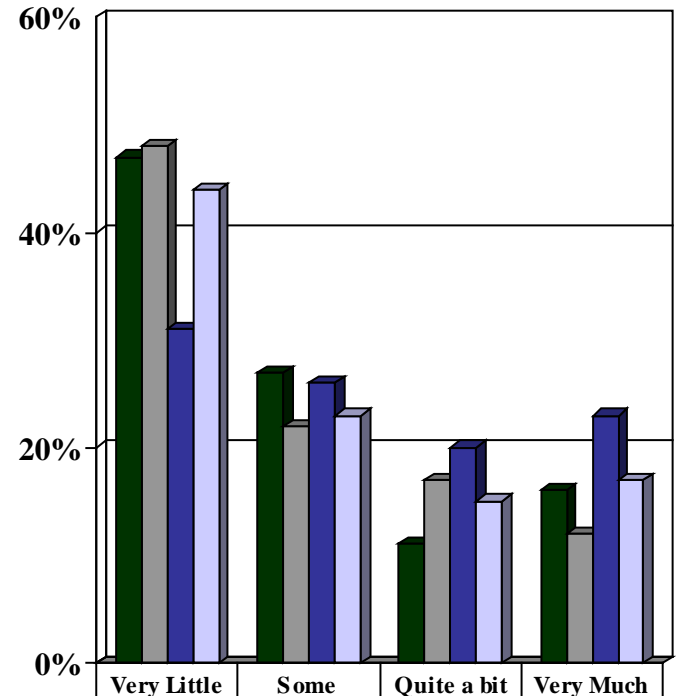


Freshmen



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	34%	20%	31%	14%
TAMUCC 09	36%	27%	27%	10%
System	22%	28%	26%	24%
Carnegie	36%	26%	21%	18%

Senior



	Very Little	Some	Quite a bit	Very Much
TAMUCC 11	47%	27%	11%	16%
TAMUCC 09	48%	22%	17%	12%
System	31%	26%	20%	23%
Carnegie	44%	23%	15%	17%

Developing a deepened sense of spirituality

NSSE 2011 Results



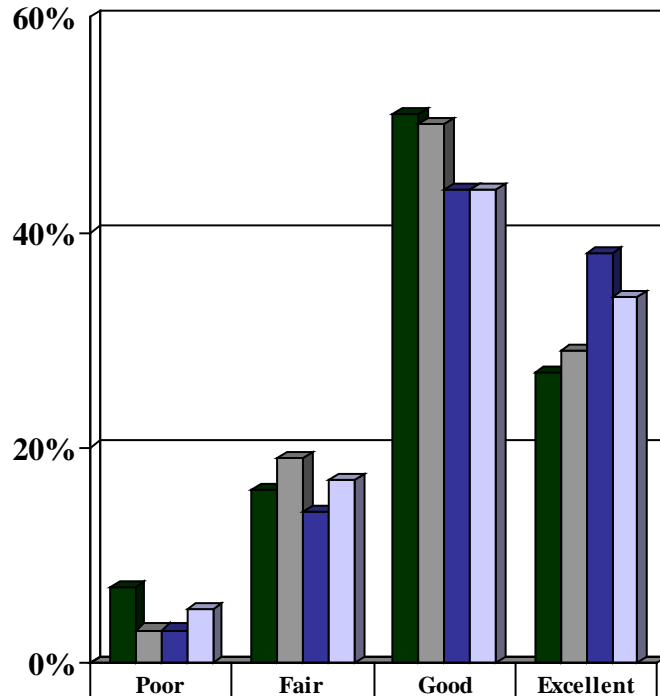
Academic Advising



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

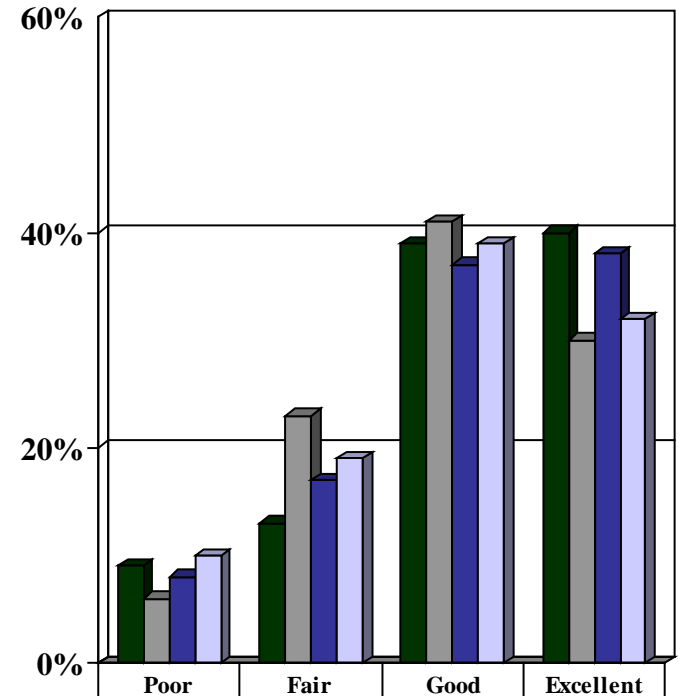


Freshmen



	Poor	Fair	Good	Excellent
TAMUCC 11	7%	16%	51%	27%
TAMUCC 09	3%	19%	50%	29%
System	3%	14%	44%	38%
Carnegie	5%	17%	44%	34%

Senior



	Poor	Fair	Good	Excellent
TAMUCC 11	9%	13%	39%	40%
TAMUCC 09	6%	23%	41%	30%
System	8%	17%	37%	38%
Carnegie	10%	19%	39%	32%

Overall quality of academic advising on this campus

NSSE 2011 Results



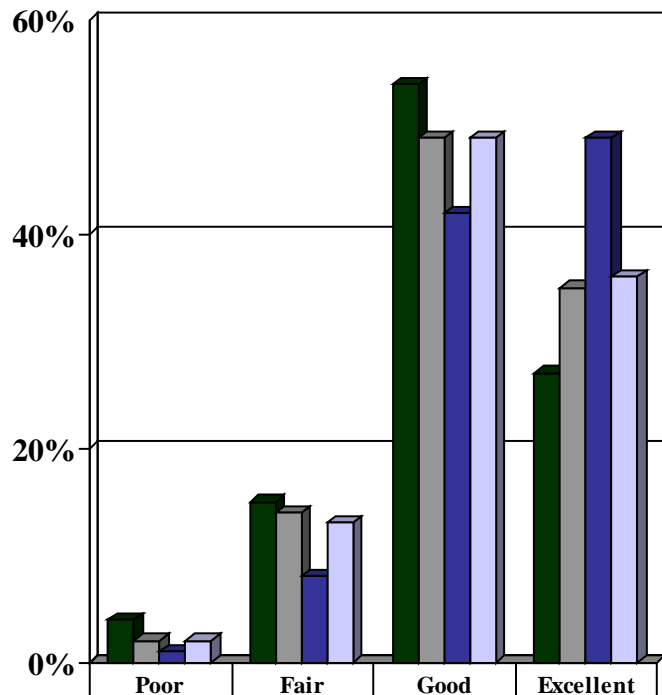
Satisfaction



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

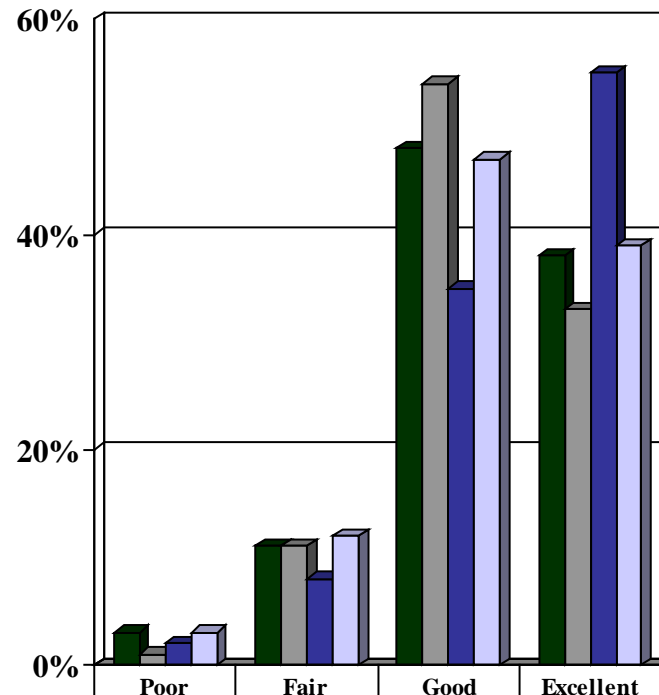


Freshmen



	Poor	Fair	Good	Excellent
TAMUCC 11	4%	15%	54%	27%
TAMUCC 09	2%	14%	49%	35%
System	1%	8%	42%	49%
Carnegie	2%	13%	49%	36%

Senior



	Poor	Fair	Good	Excellent
TAMUCC 11	3%	11%	48%	38%
TAMUCC 09	1%	11%	54%	33%
System	2%	8%	35%	55%
Carnegie	3%	12%	47%	39%

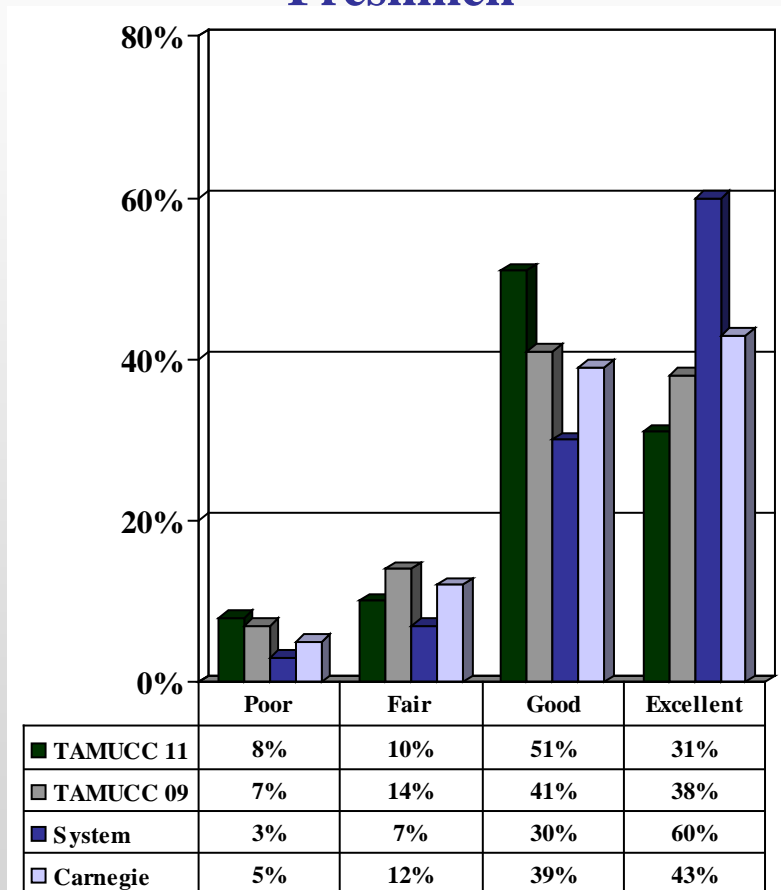
Overall rating of entire educational experience at this institution



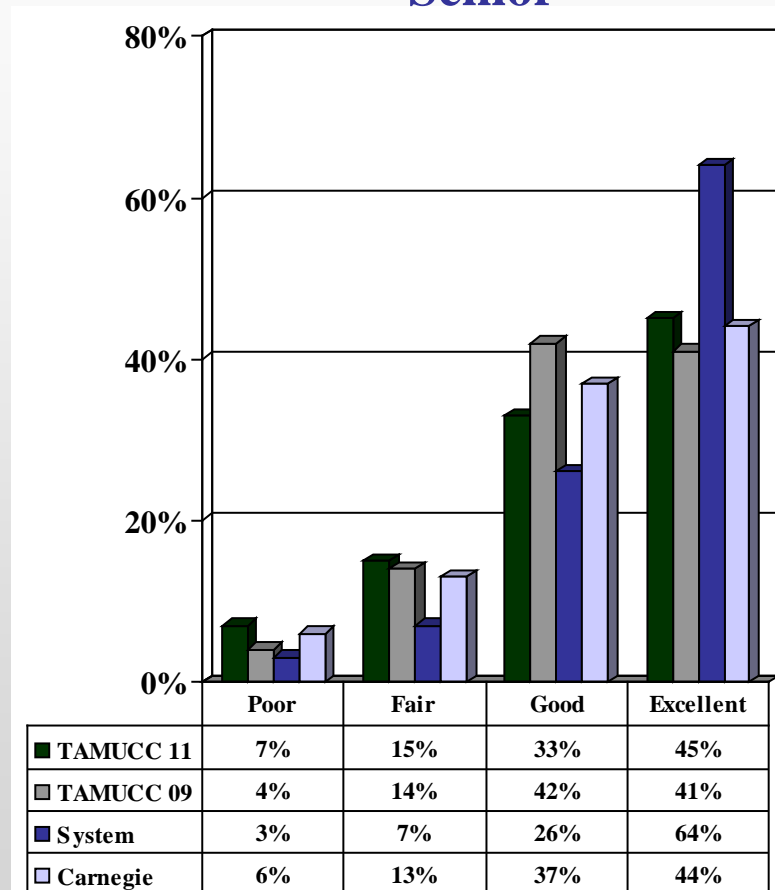
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



Likelihood of attending same institution if starting over

NSSE 2011 Results



Local and Peer Group Questions

TAMUCC NSSE 2011 Peer Groups

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

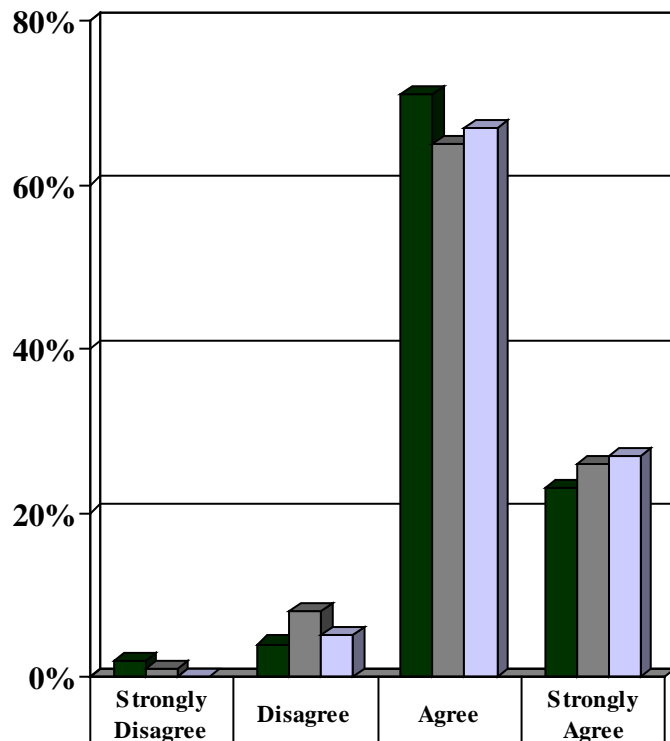
- Prairie View A&M University
- Texas A&M International University
- Texas A&M University-Kingsville
- Texas A&M University



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

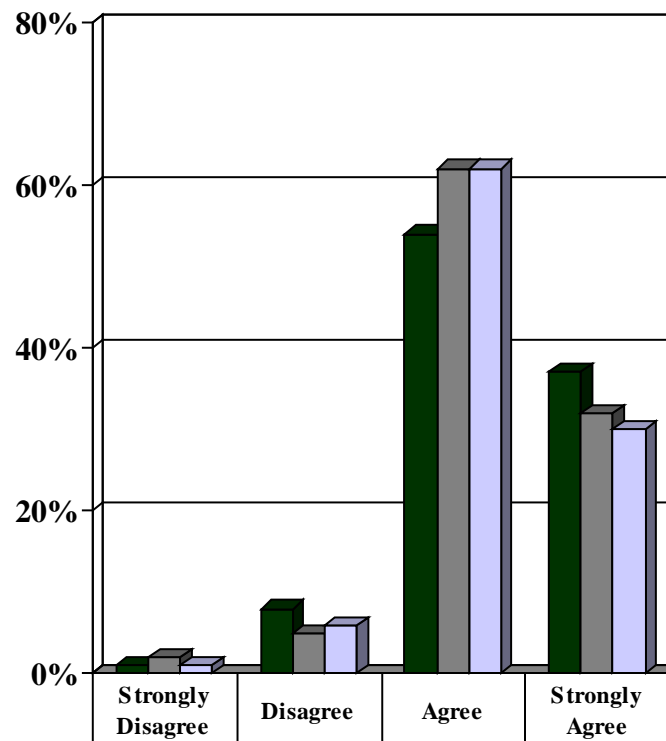


Freshmen



	Strongly Disagree	Disagree	Agree	Strongly Agree
TAMUCC 11	2%	4%	71%	23%
TAMUCC 09	1%	8%	65%	26%
System	0%	5%	67%	27%

Senior



	Strongly Disagree	Disagree	Agree	Strongly Agree
TAMUCC 11	1%	8%	54%	37%
TAMUCC 09	2%	5%	62%	32%
System	1%	6%	62%	30%

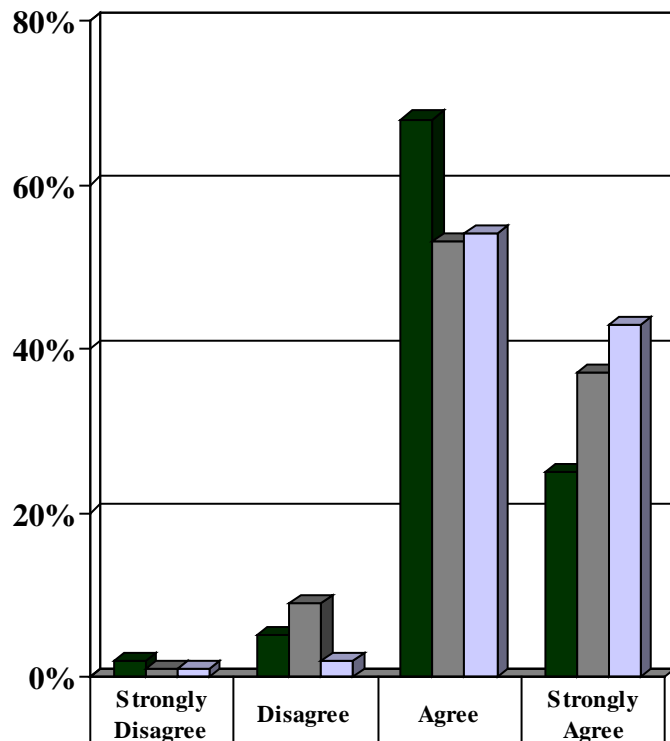
(Local and Peer Group) Library staff are helpful in finding needed resources



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

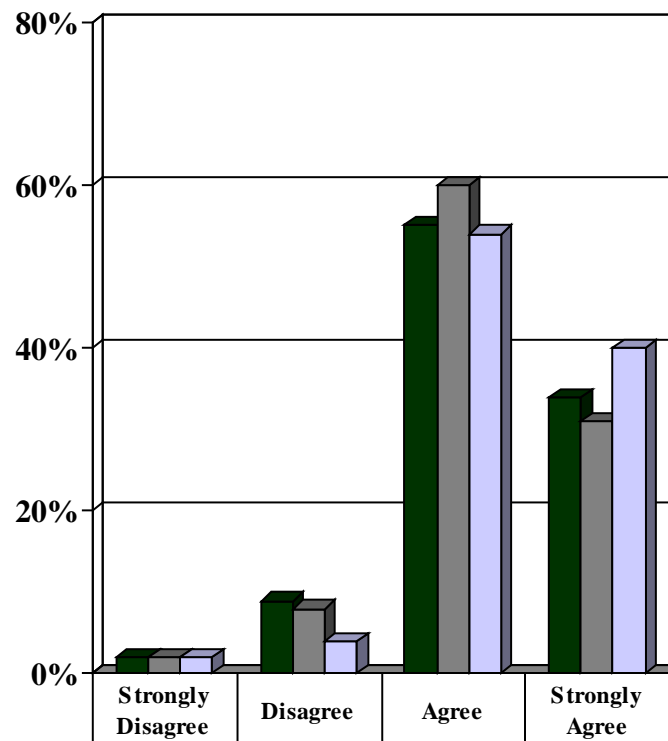


Freshmen



■ TAMUCC 11	2%	5%	68%	25%
■ TAMUCC 09	1%	9%	53%	37%
□ System	1%	2%	54%	43%

Senior



■ TAMUCC 11	2%	9%	55%	34%
■ TAMUCC 09	2%	8%	60%	31%
□ System	2%	4%	54%	40%

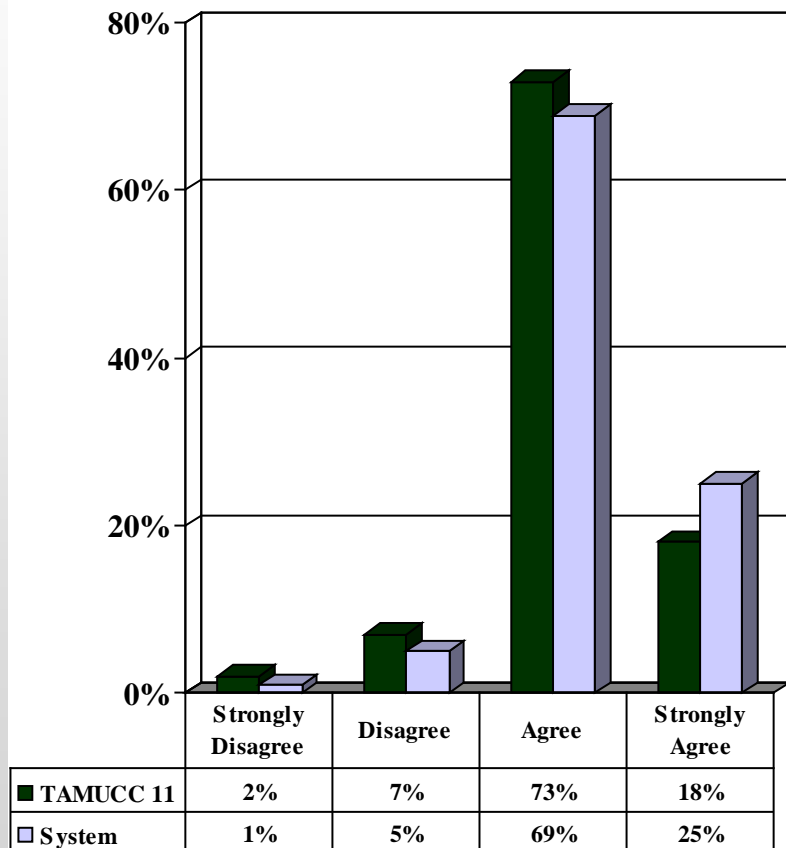
(Local and Peer Group) Library has needed resources



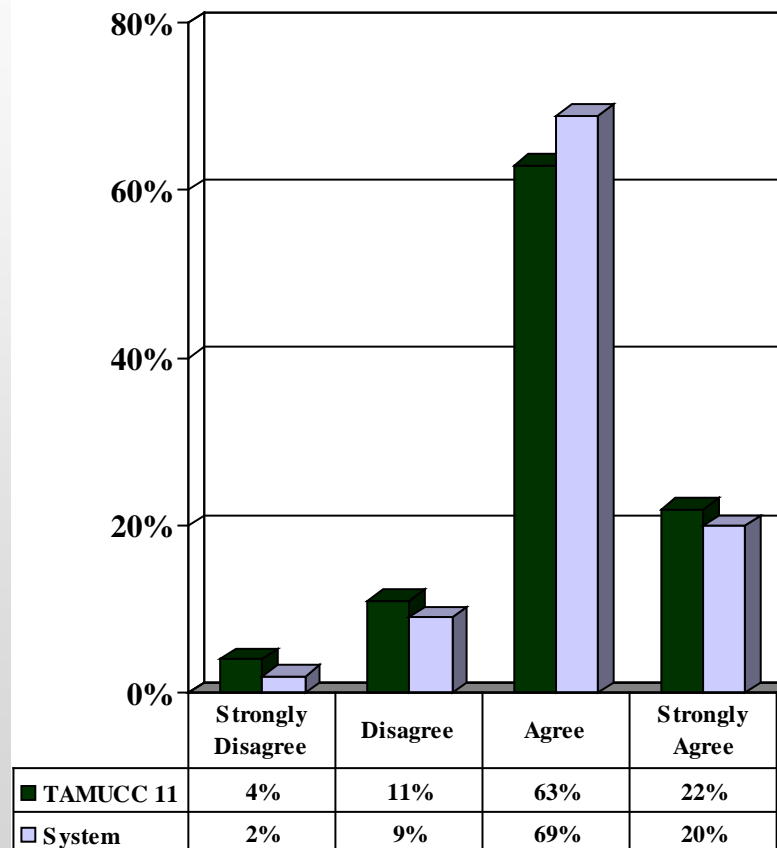
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



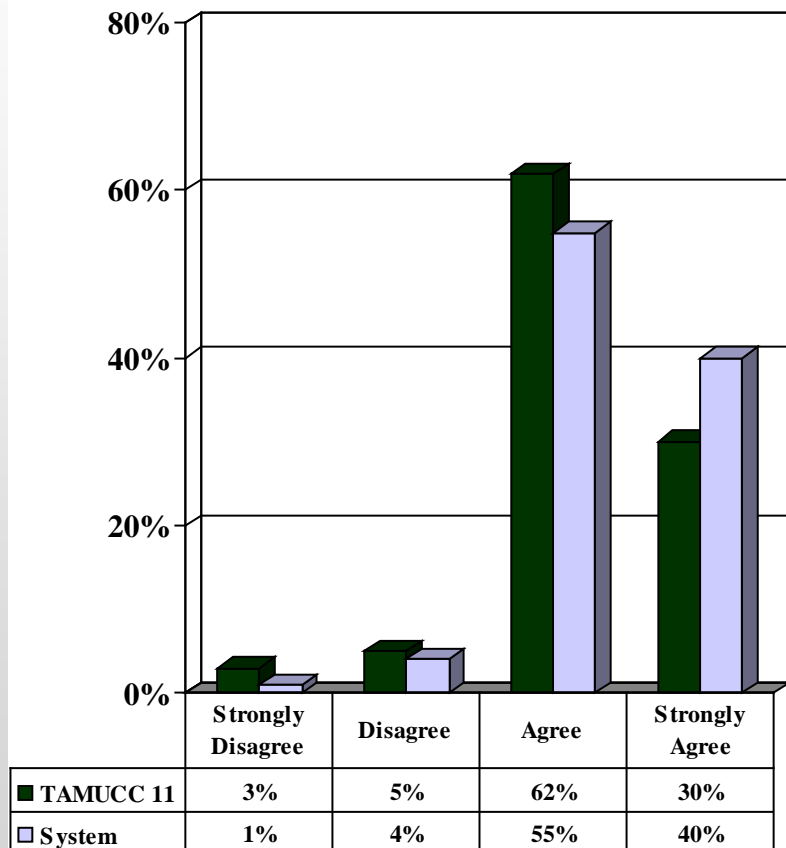
(Local and Peer Group) I find the administrative staff outside my academic college and department to be knowledgeable about their area



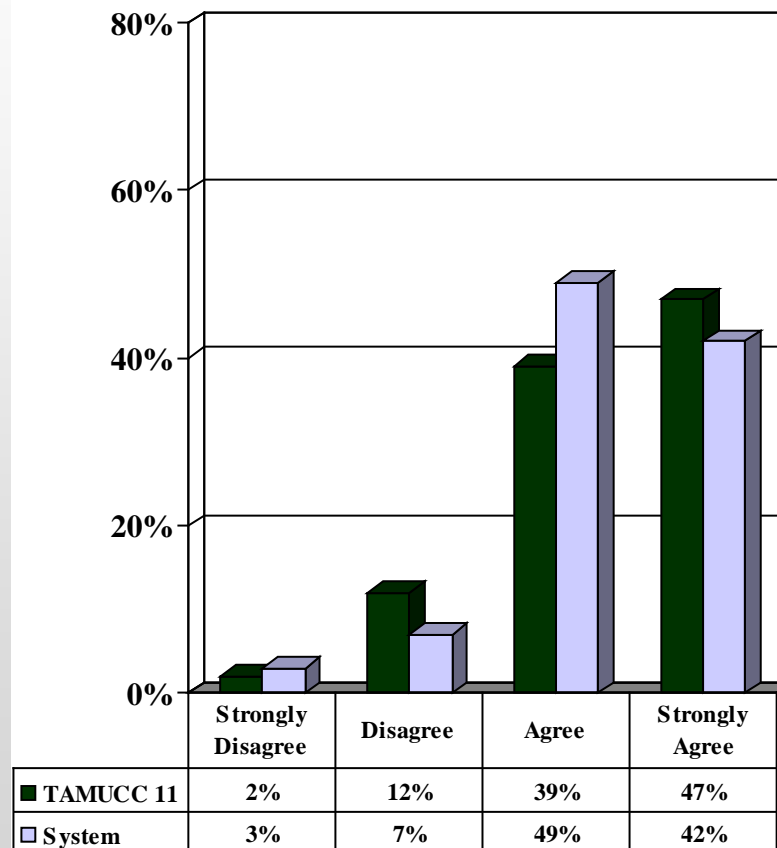
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



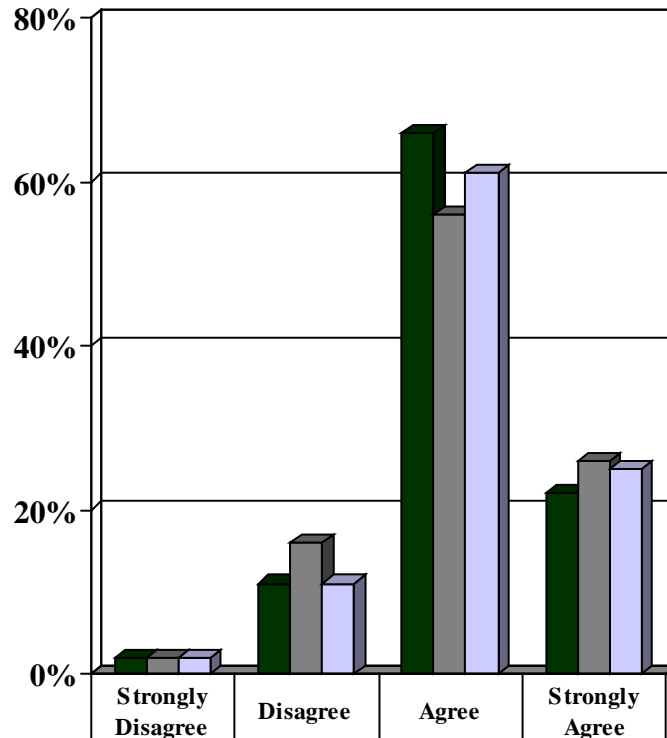
(Local and Peer Group) I find the administrative staff in my academic college and department to be knowledgeable about their area



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

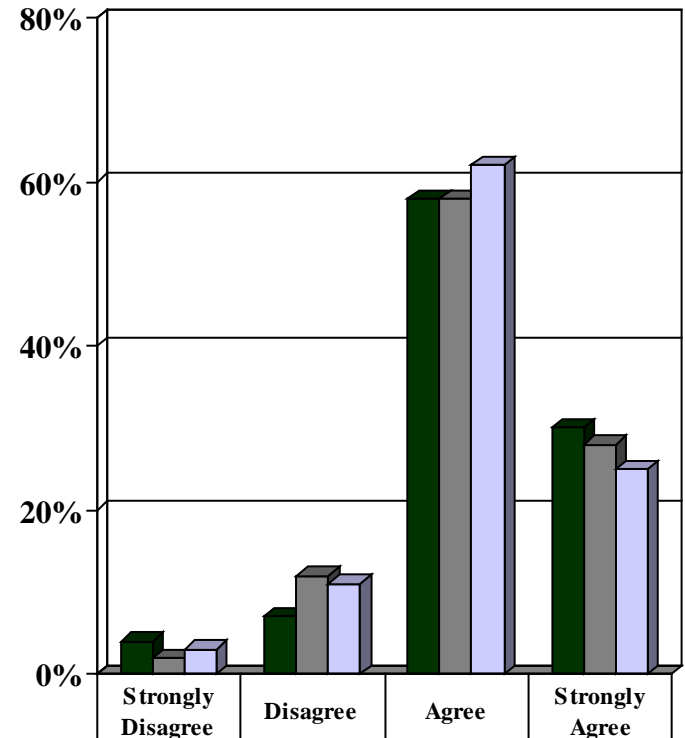


Freshmen



	Strongly Disagree	Disagree	Agree	Strongly Agree
TAMUCC 11	2%	11%	66%	22%
TAMUCC 09	2%	16%	56%	26%
System	2%	11%	61%	25%

Senior



	Strongly Disagree	Disagree	Agree	Strongly Agree
TAMUCC 11	4%	7%	58%	30%
TAMUCC 09	2%	12%	58%	28%
System	3%	11%	62%	25%

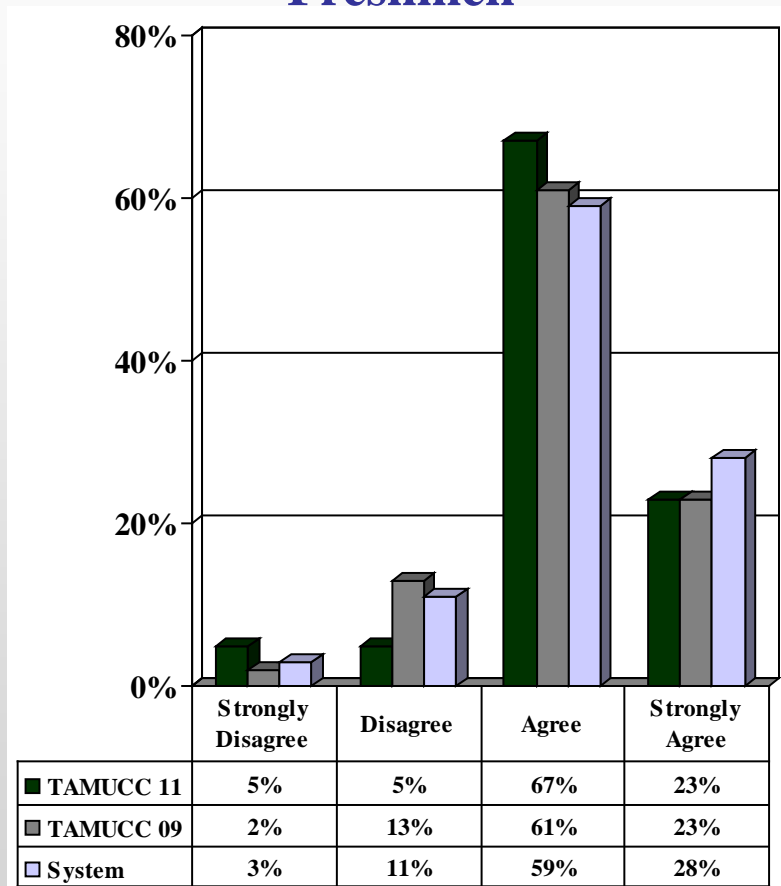
(Local and Peer Group) Admissions process is easy to understand and complete



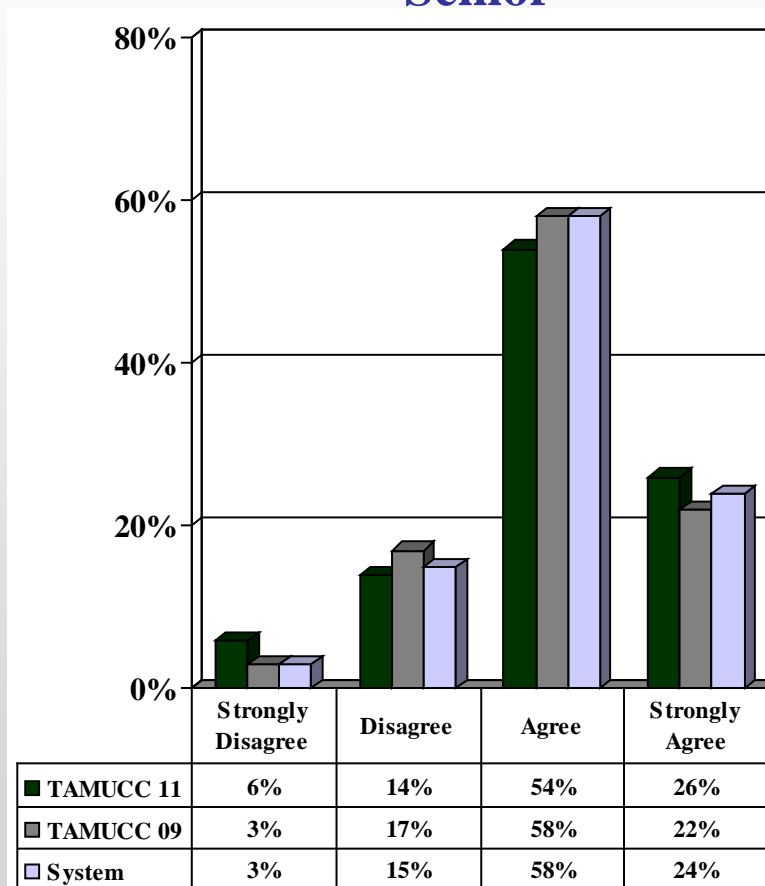
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



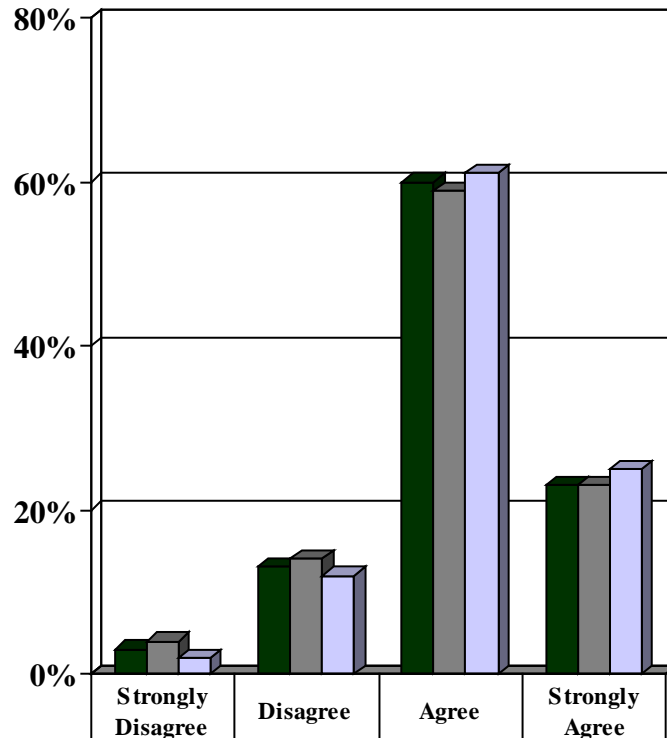
(Local and Peer Group) University communications about student services are clear and effective



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

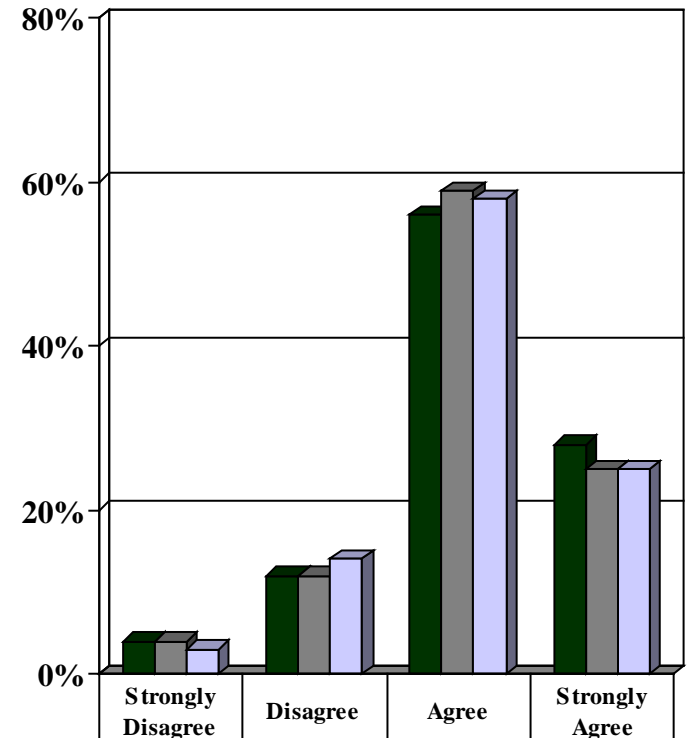


Freshmen



■ TAMUCC 11	3%	13%	60%	23%
■ TAMUCC 09	4%	14%	59%	23%
■ System	2%	12%	61%	25%

Senior



■ TAMUCC 11	4%	12%	56%	28%
■ TAMUCC 09	4%	12%	59%	25%
■ System	3%	14%	58%	25%

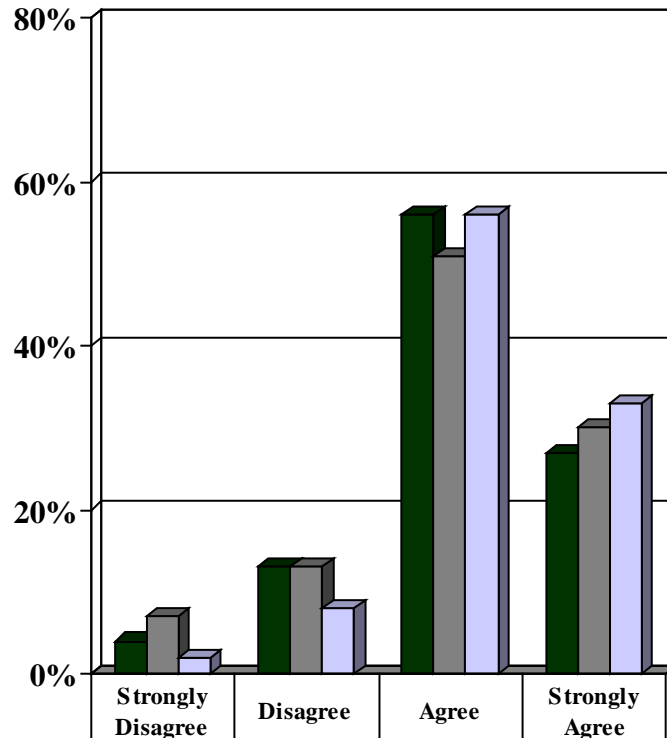
(Local and Peer Group) Information about academic requirements is easy to understand



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

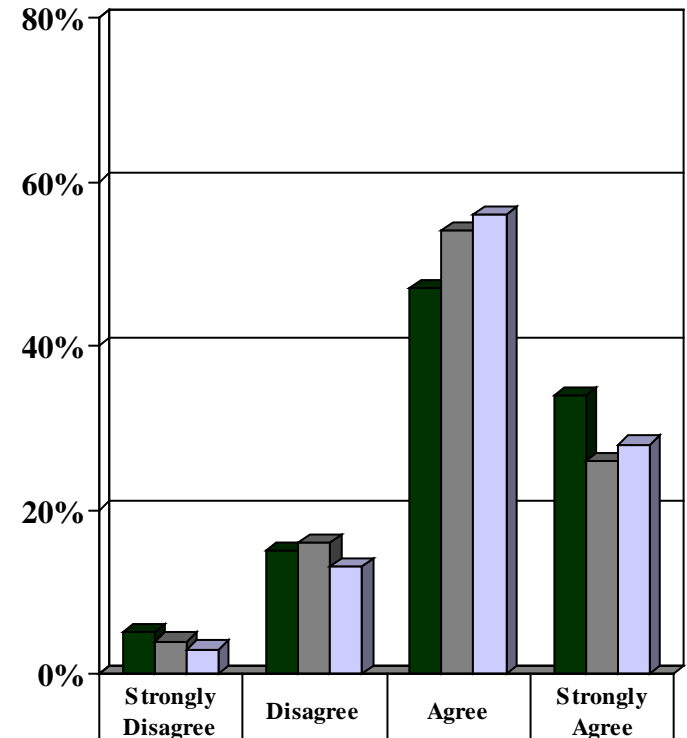


Freshmen



■ TAMUCC 11	4%	13%	56%	27%
■ TAMUCC 09	7%	13%	51%	30%
■ System	2%	8%	56%	33%

Senior



■ TAMUCC 11	5%	15%	47%	34%
■ TAMUCC 09	4%	16%	54%	26%
■ System	3%	13%	56%	28%

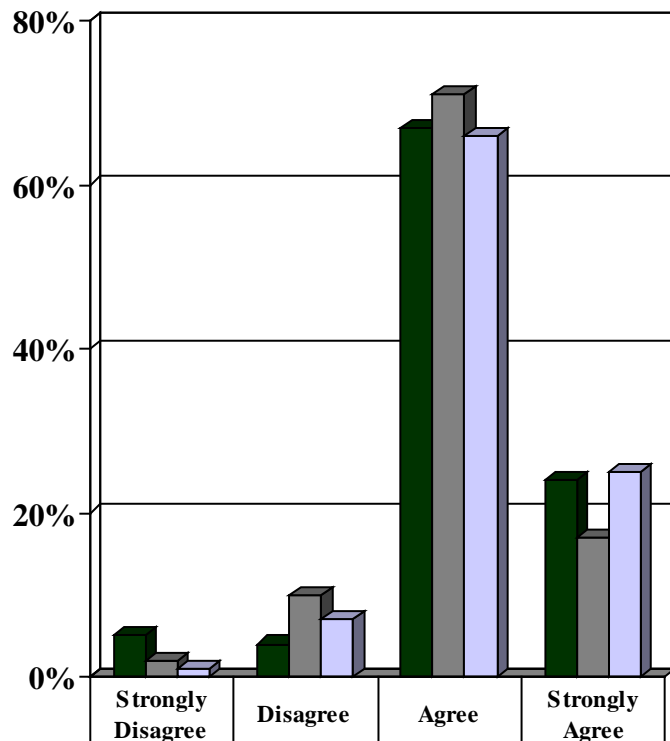
(Local and Peer Group) The university's website is organized to promote easy access to information



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

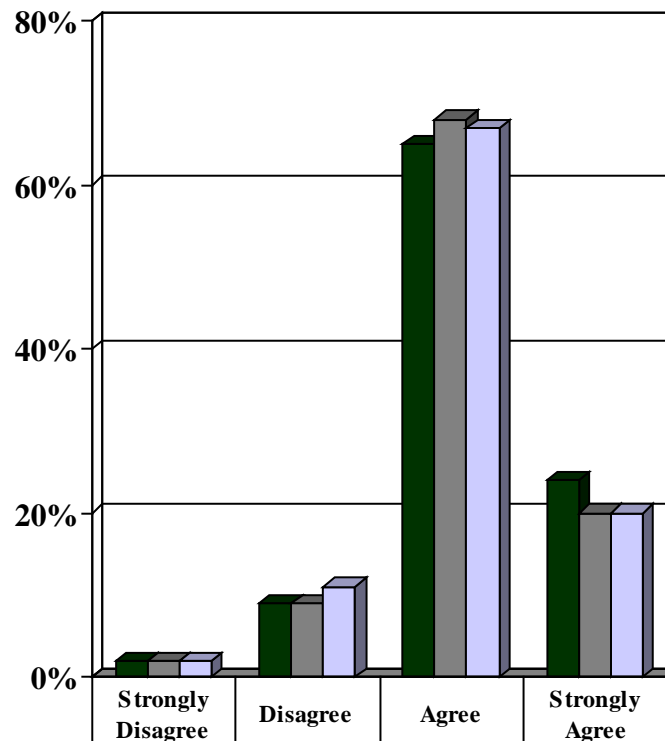


Freshmen



■ TAMUCC 11	5%	4%	67%	24%
■ TAMUCC 09	2%	10%	71%	17%
■ System	1%	7%	66%	25%

Senior



■ TAMUCC 11	2%	9%	65%	24%
■ TAMUCC 09	2%	9%	68%	20%
■ System	2%	11%	67%	20%

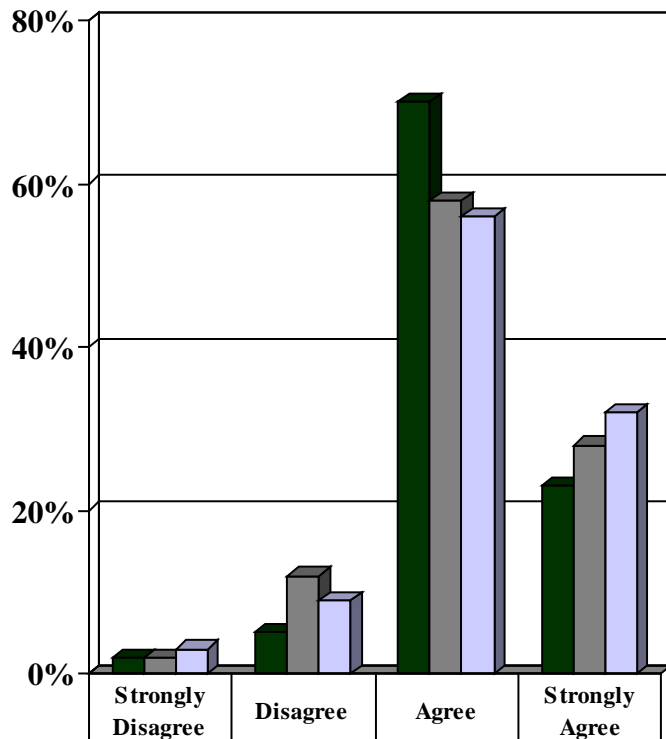
(Local and Peer Group) The student handbook provides information that students need



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

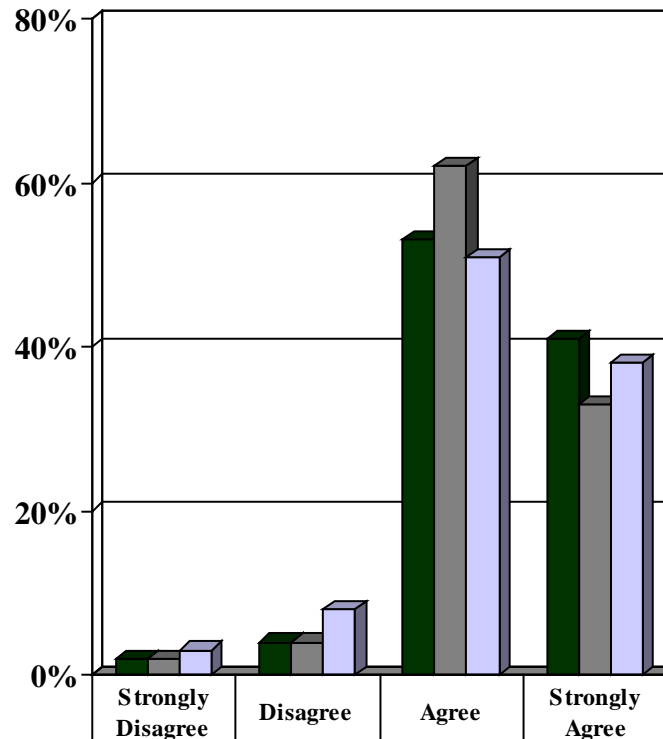


Freshmen



■ TAMUCC 11	2%	5%	70%	23%
■ TAMUCC 09	2%	12%	58%	28%
□ System	3%	9%	56%	32%

Senior



■ TAMUCC 11	2%	4%	53%	41%
■ TAMUCC 09	2%	4%	62%	33%
□ System	3%	8%	51%	38%

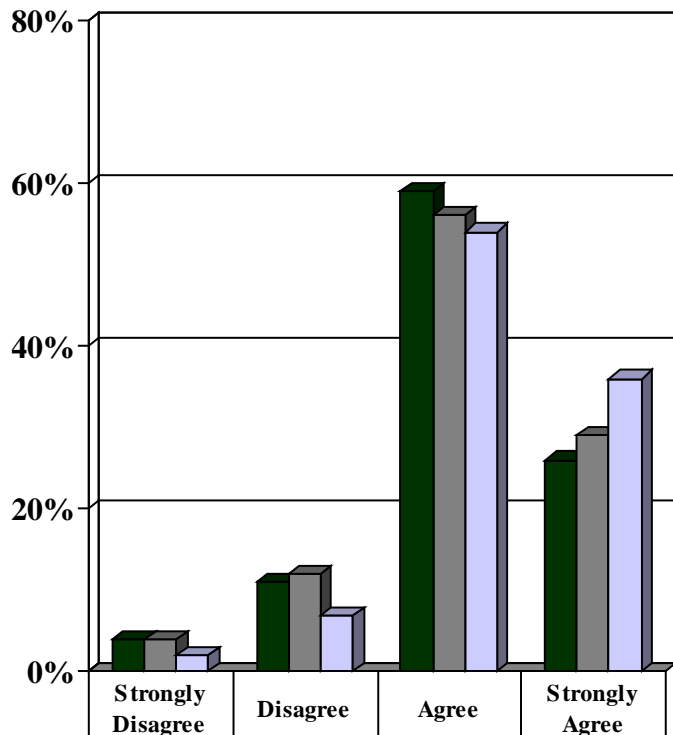
(Local and Peer Group) The time it takes to register is reasonable



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

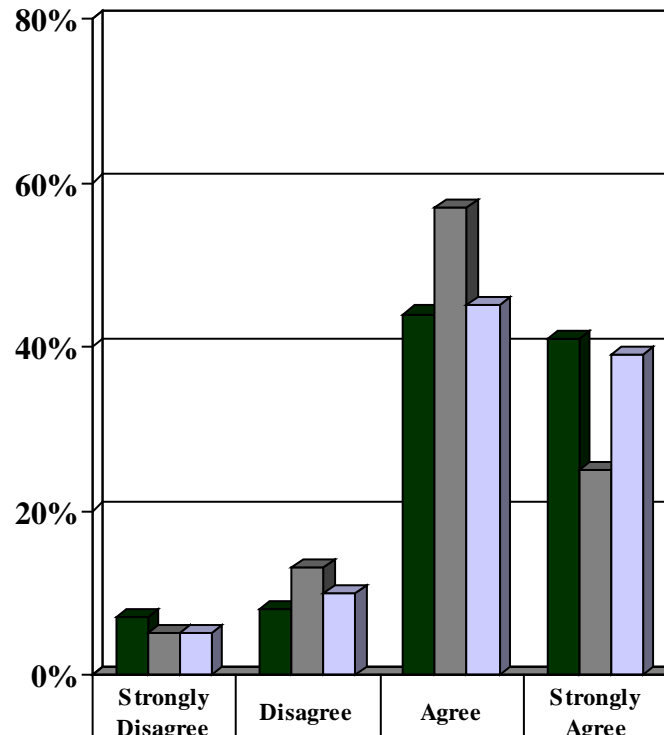


Freshmen



■ TAMUCC 11	4%	11%	59%	26%
■ TAMUCC 09	4%	12%	56%	29%
□ System	2%	7%	54%	36%

Senior



■ TAMUCC 11	7%	8%	44%	41%
■ TAMUCC 09	5%	13%	57%	25%
□ System	5%	10%	45%	39%

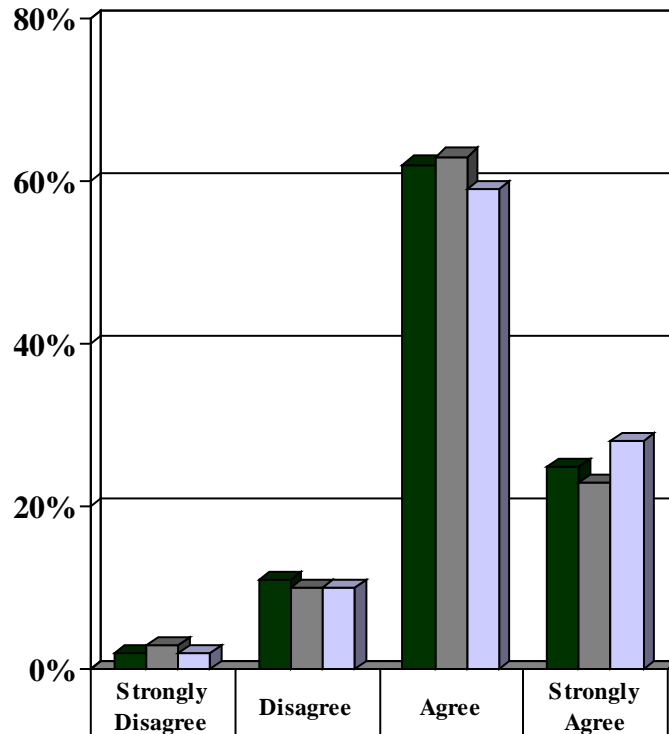
(Local and Peer Group) Academic advisors are accessible



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

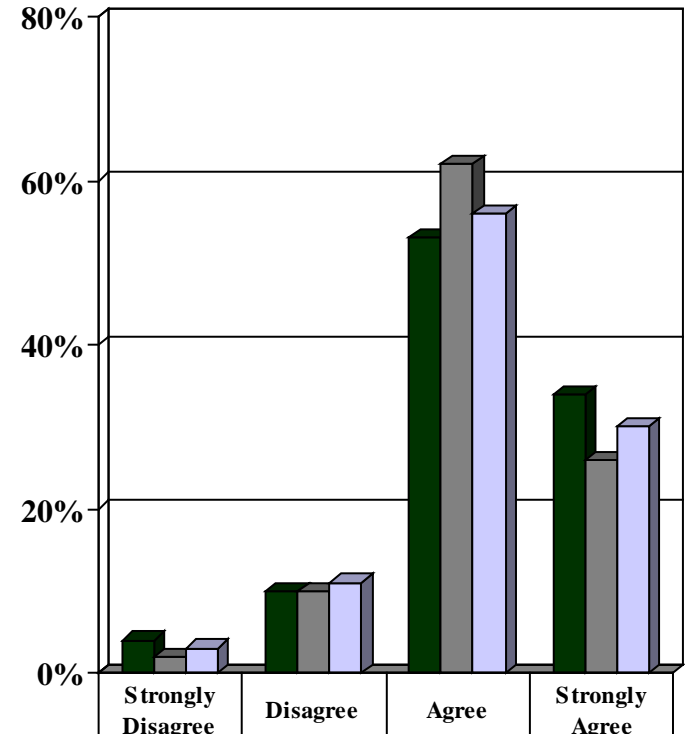


Freshmen



■ TAMUCC 11	2%	11%	62%	25%
■ TAMUCC 09	3%	10%	63%	23%
□ System	2%	10%	59%	28%

Senior



■ TAMUCC 11	4%	10%	53%	34%
■ TAMUCC 09	2%	10%	62%	26%
□ System	3%	11%	56%	30%

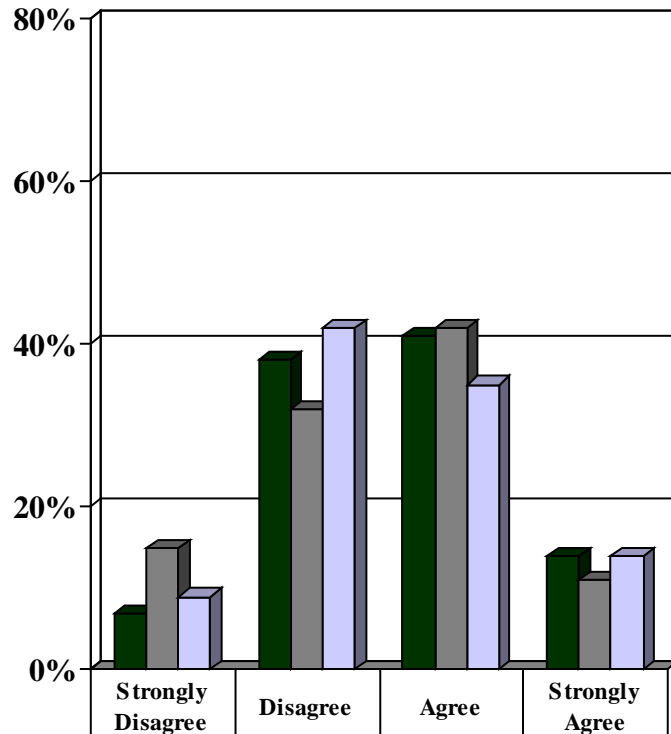
(Local and Peer Group) Offices are open during convenient hours



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

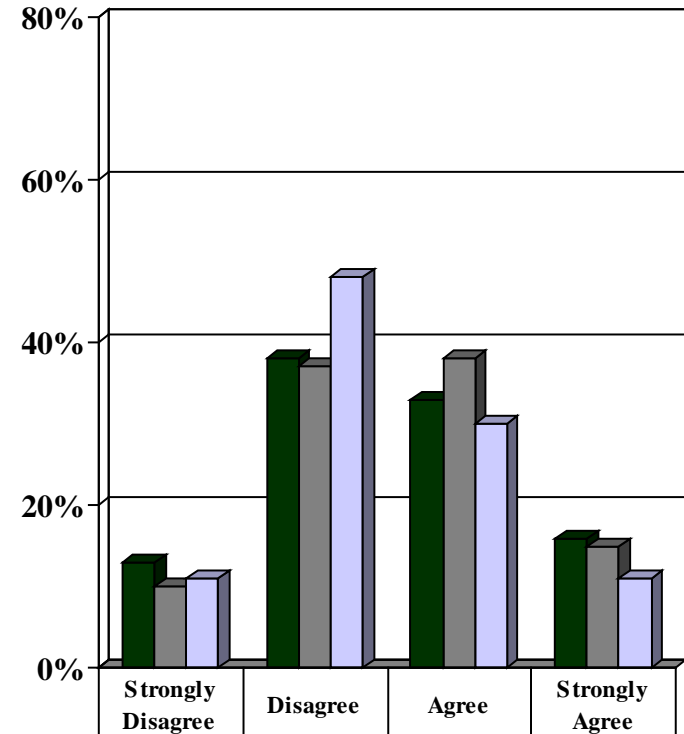


Freshmen



■ TAMUCC 11	7%	38%	41%	14%
■ TAMUCC 09	15%	32%	42%	11%
□ System	9%	42%	35%	14%

Senior



■ TAMUCC 11	13%	38%	33%	16%
■ TAMUCC 09	10%	37%	38%	15%
□ System	11%	48%	30%	11%

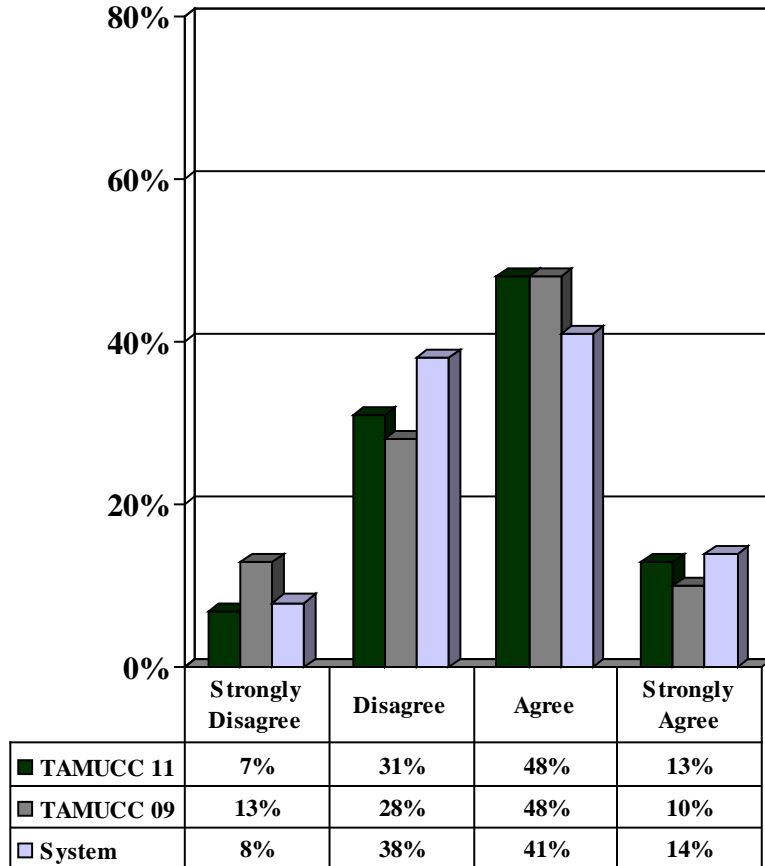
(Local and Peer Group) Student knows how to make a complaint regarding student services



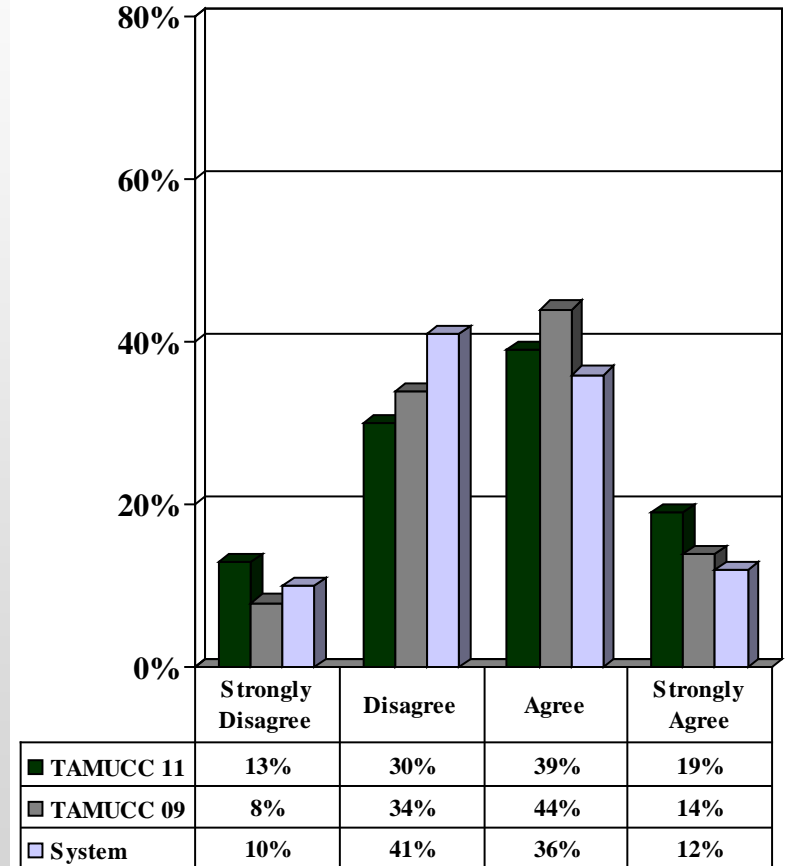
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



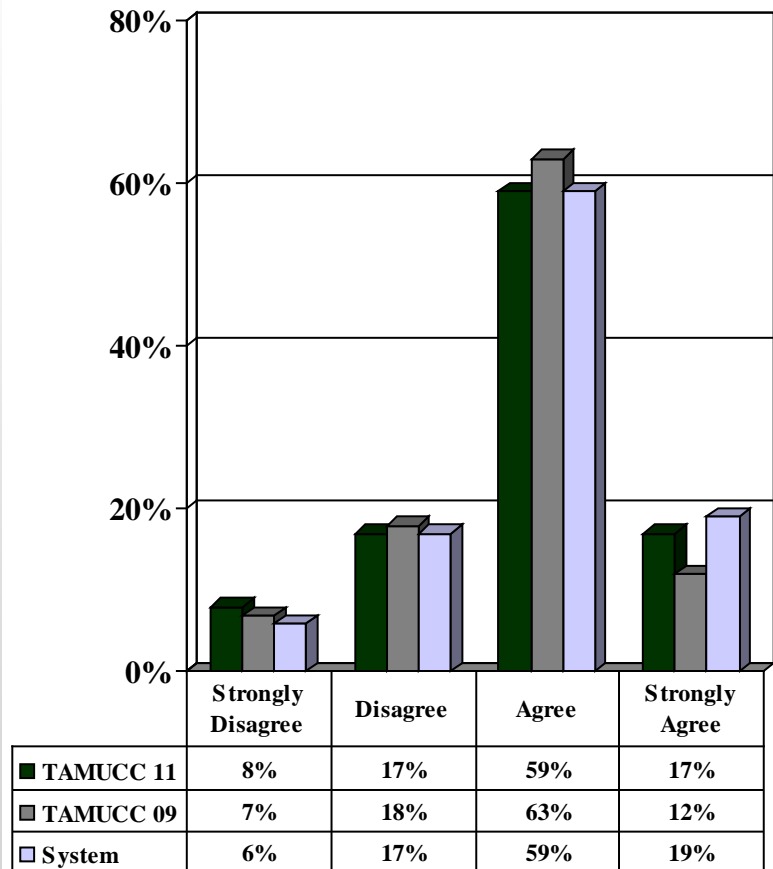
(Local and Peer Group) Student knows how to make a complaint regarding academic issues



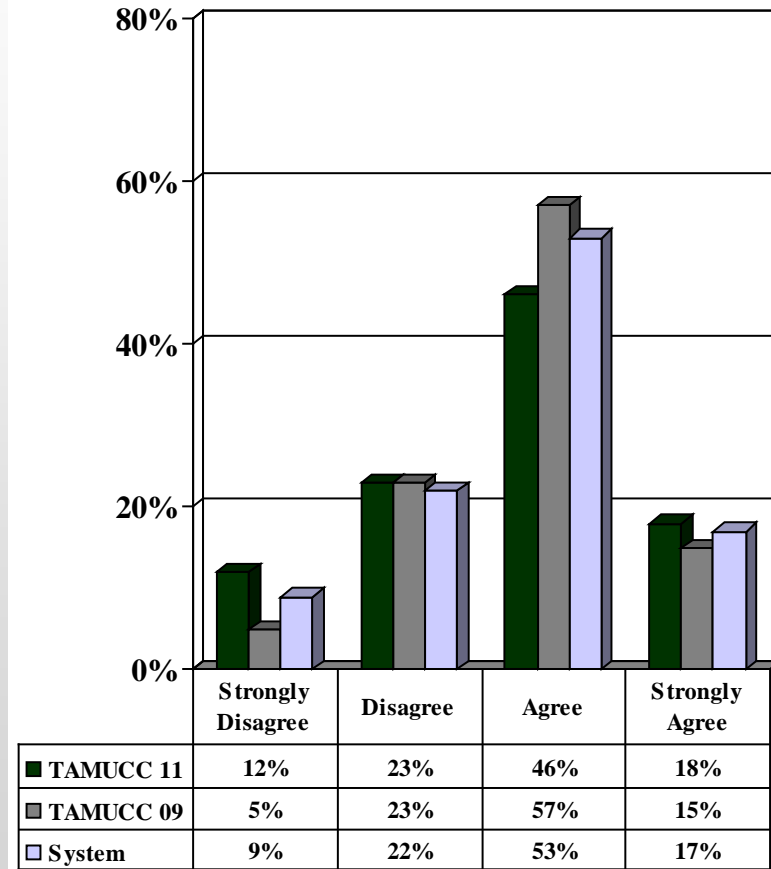
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



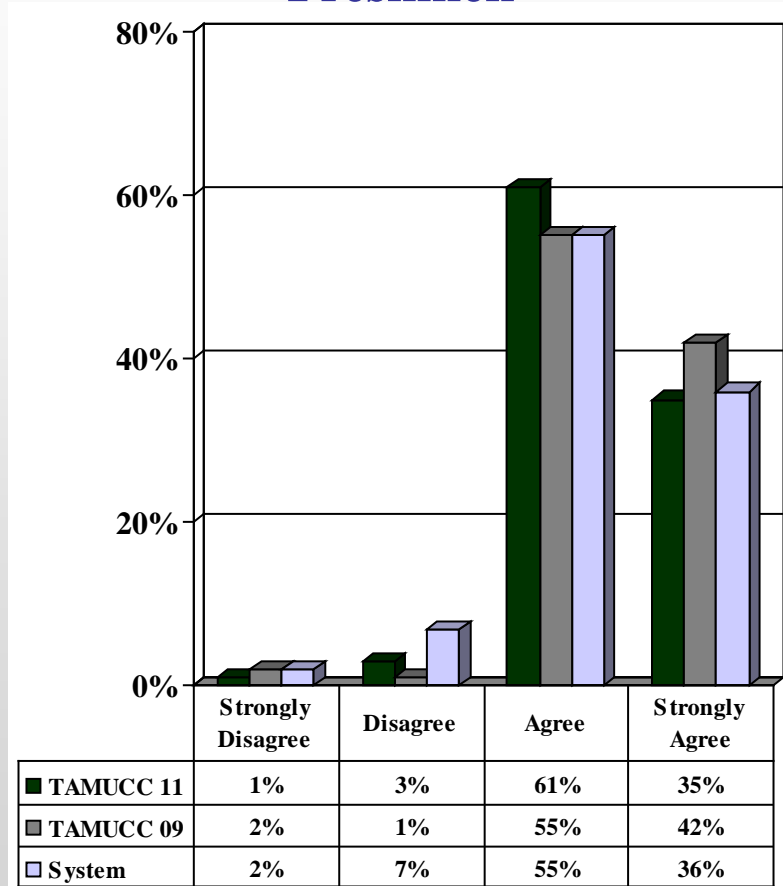
(Local and Peer Group) Student believes institution will respond to their concerns



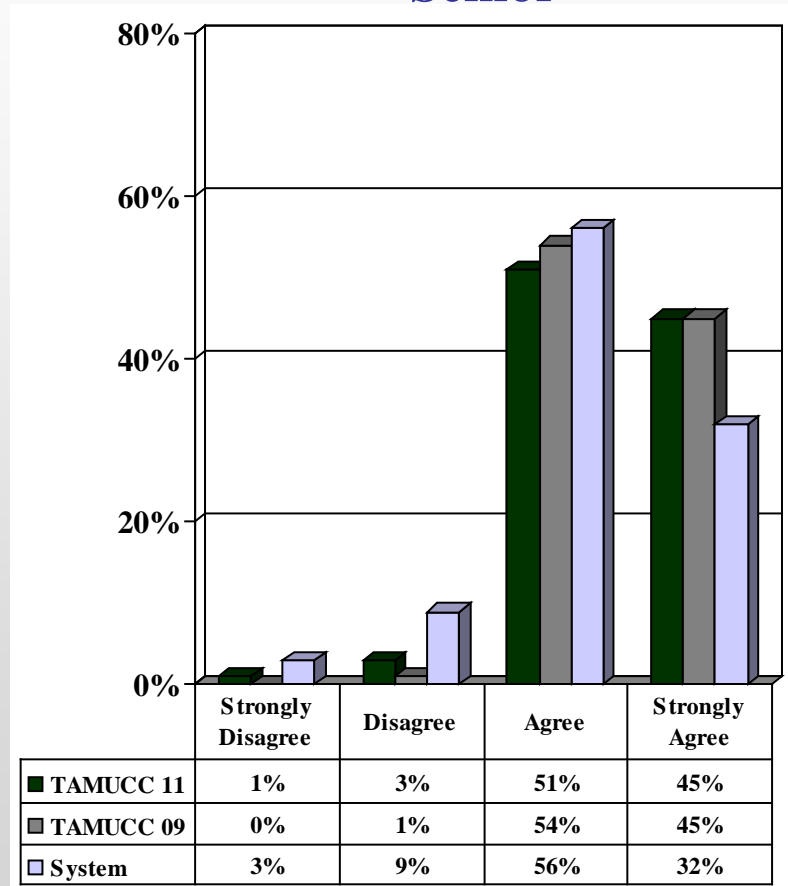
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen



Senior



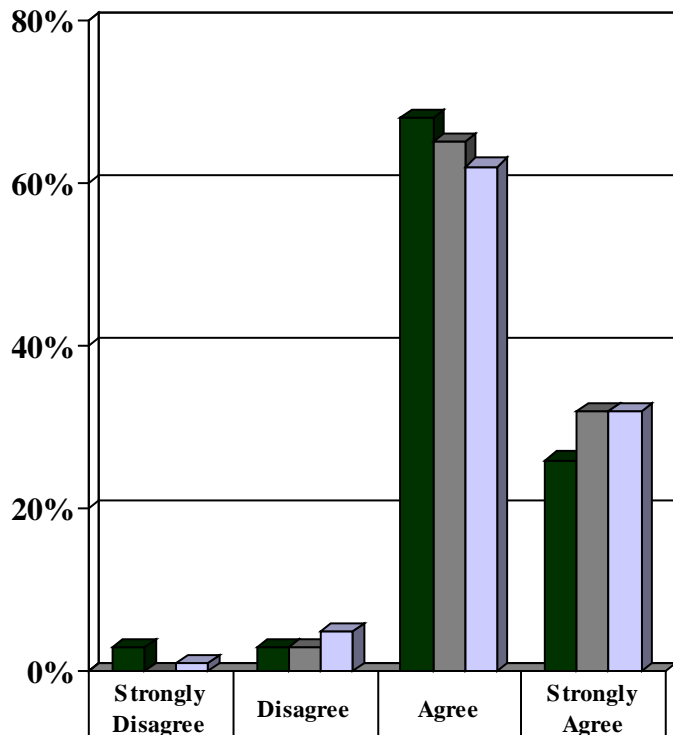
(Local and Peer Group) The physical environment of the campus is well maintained



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

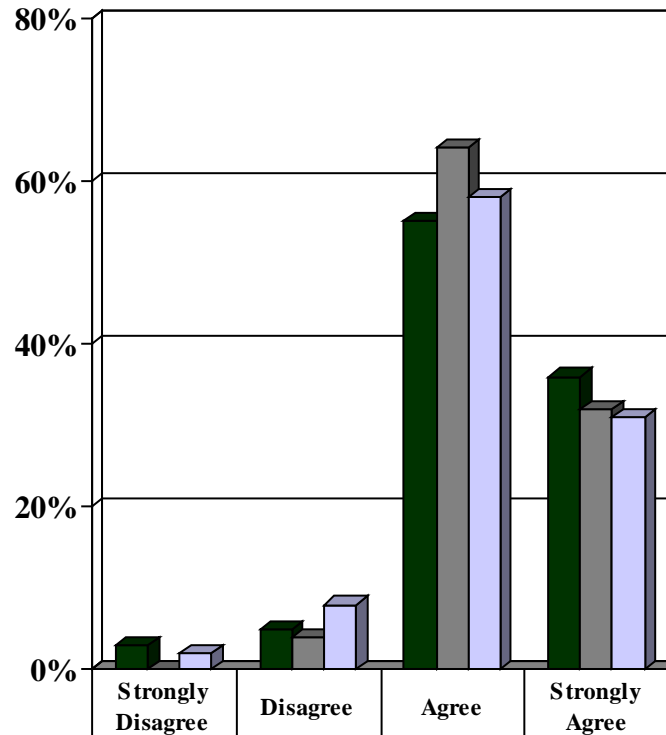


Freshmen



	Strongly Disagree	Disagree	Agree	Strongly Agree
TAMUCC 11	3%	3%	68%	26%
TAMUCC 09	0%	3%	65%	32%
System	1%	5%	62%	32%

Senior



	Strongly Disagree	Disagree	Agree	Strongly Agree
TAMUCC 11	3%	5%	55%	36%
TAMUCC 09	0%	4%	64%	32%
System	2%	8%	58%	31%

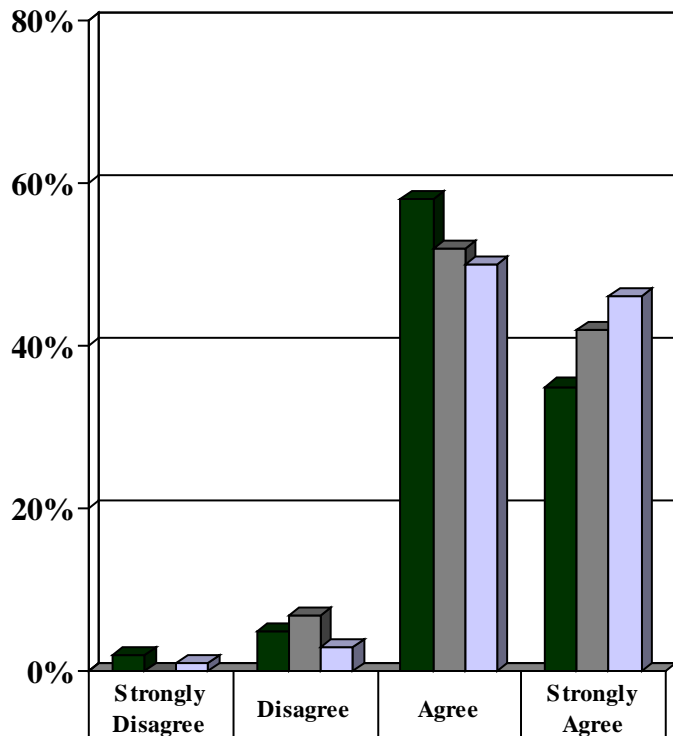
(Local and Peer Group) Teaching facilities provide an appropriate learning environment



Texas A&M University-Corpus Christi NSSE 2011 Survey Results

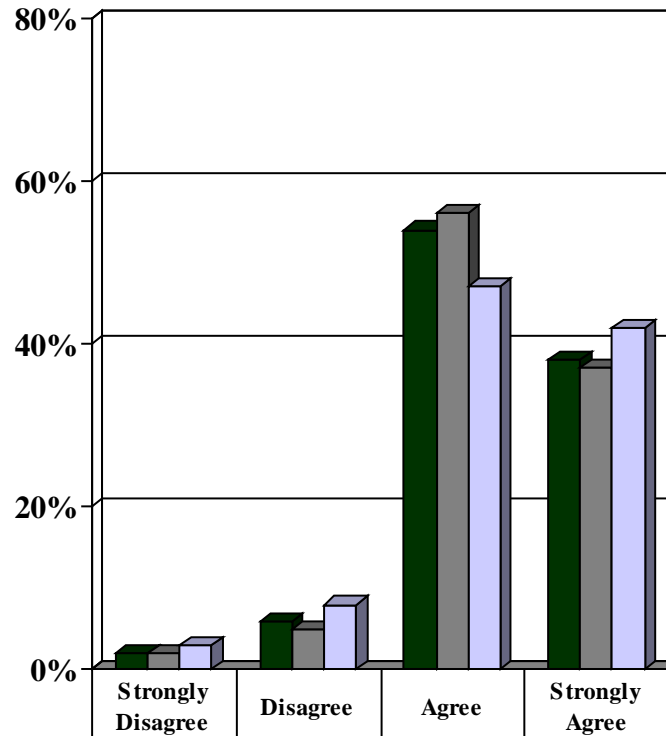


Freshmen



	Strongly Disagree	Disagree	Agree	Strongly Agree
TAMUCC 11	2%	5%	58%	35%
TAMUCC 09	0%	7%	52%	42%
System	1%	3%	50%	46%

Senior



	Strongly Disagree	Disagree	Agree	Strongly Agree
TAMUCC 11	2%	6%	54%	38%
TAMUCC 09	2%	5%	56%	37%
System	3%	8%	47%	42%

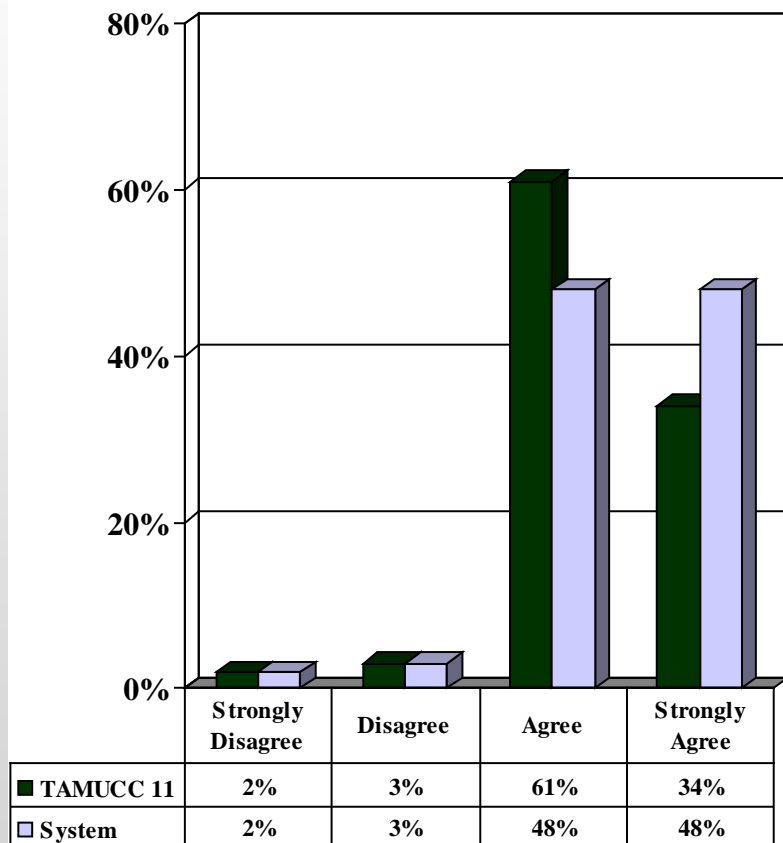
(Local and Peer Group) Adequate computing resources are available



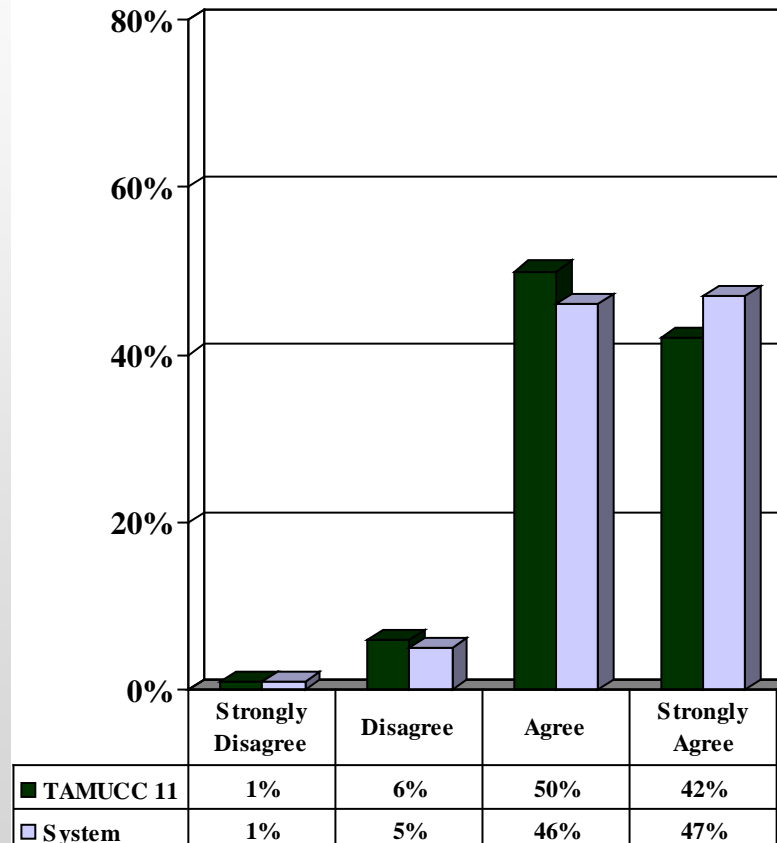
Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Freshmen

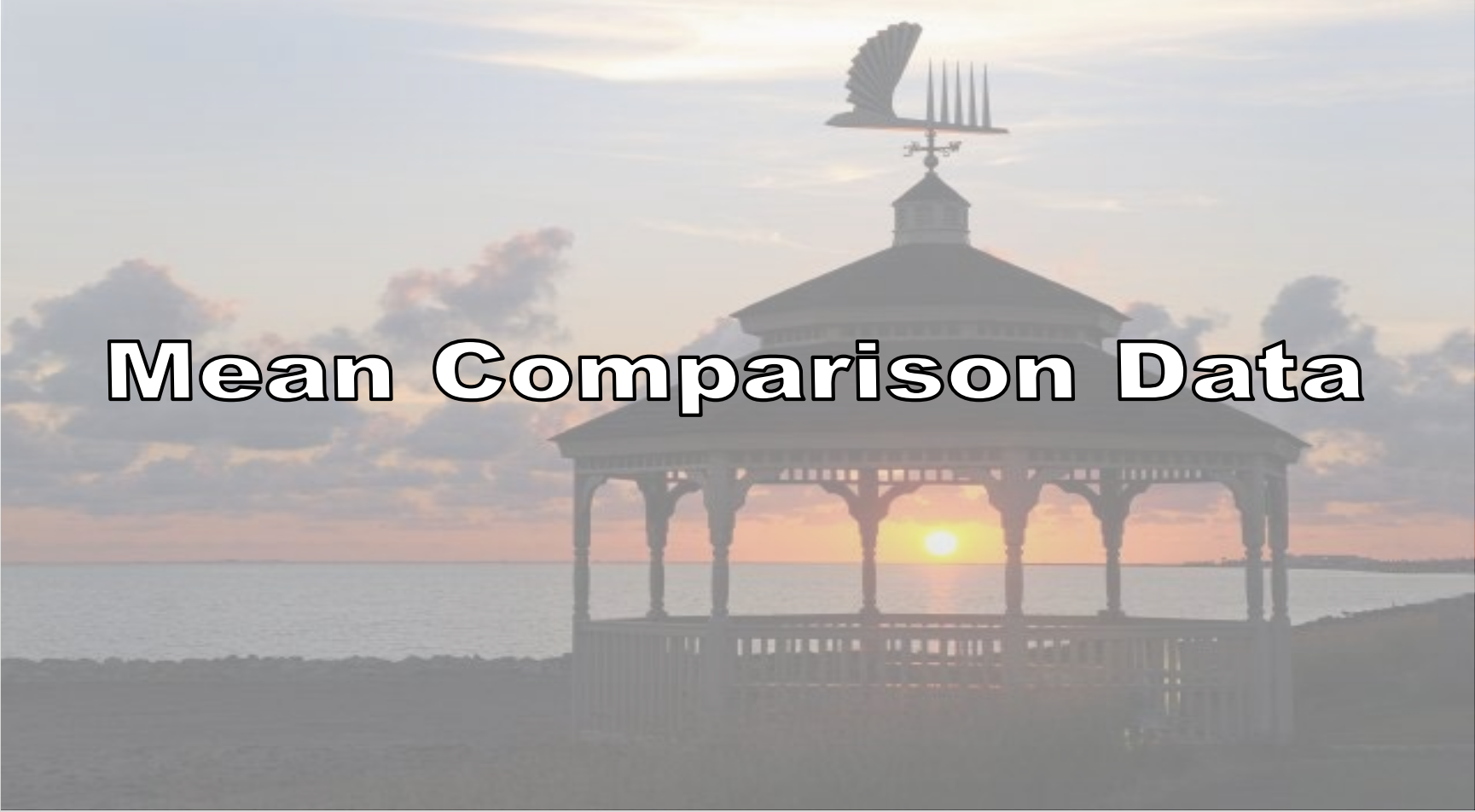


Senior



(Local and Peer Group) I feel safe on campus after class sessions have ended for the day

NSSE 2011 Results



Mean Comparison Data

NSSE 2011 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 (**Freshmen/ senior**), (**TAMUCC, System, Carnegie**).

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 TAMUCC results with *either* the System or Carnegie results.

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

NSSE 2011 Results



Academic and Intellectual Experiences



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(ACL) Student asked questions in class or participated in class discussions

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.54	2.54	.00	2.91***	-.43
SR	3.02	2.87*	.17	3.21**	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(ACL) Student made a class presentation

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.51	2.01***	.59	2.30**	.24
SR	2.87	2.75	.13	2.85	.03

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

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

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student prepared multiple drafts of an assignment before submittal

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.81	2.34***	.46	2.79	.02
SR	2.64	2.54	.11	2.59	.05

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student worked on assignments requiring integration of ideas or information from various sources

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.23	2.80***	.50	3.14	.11
SR	3.36	3.31	.07	3.38	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student included diverse perspectives in class and coursework

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.83	2.56***	.28	2.84	-.02
SR	2.88	2.66**	.23	2.92	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student came to class without completing readings or assignments

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.07	2.10	-.04	1.91**	.19
SR	2.08	2.19	-.13	2.00	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(ACL) Student worked with other students on projects during class

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.70	2.42***	.31	2.42***	.31
SR	2.58	2.51	.08	2.63	-.05

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(ACL) Student worked with classmates on projects outside of class

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.48	2.69**	-.23	2.37	.12
SR	2.97	3.10*	-.15	2.75***	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student connected ideas/concepts from various courses when completing assignments or during class discussions

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.71	2.59	.14	2.64	.08
SR	2.88	3.02*	-.16	3.00	-.14

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

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

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(ACL) Student tutored or taught other students (paid or voluntary)

	TAMUCC	System	Effect	Carnegie	Effect
FR	1.73	1.89*	-.19	1.65	.09
SR	1.96	1.98	-.02	1.82*	.15

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	1.63	1.63	.00	1.64	-.01
SR	1.76	1.70	.06	1.80	-.05

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.49	2.73**	-.23	2.69**	-.19
SR	2.90	2.92	-.02	2.93	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student used e-mail to communicate with an instructor

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.03	3.04	-.01	3.20**	-.21
SR	3.42	3.39	.04	3.46	-.05

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SFI) Student discussed grades or assignments with an instructor

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.53	2.55	-.02	2.67*	-.16
SR	2.86	2.79	.07	2.88	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SFI) Student talked about career plans with a faculty member or advisor

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.02	2.18*	-.18	2.23**	-.22
SR	2.41	2.38	.03	2.42	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SFI) Student discussed ideas from class or coursework with faculty members outside of class

	TAMUCC	System	Effect	Carnegie	Effect
FR	1.94	1.84	.11	1.87	.08
SR	2.02	2.04	-.03	2.12	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SFI) Student received prompt feedback from faculty on academic performance (written or oral)

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.57	2.40*	.19	2.72*	-.17
SR	2.79	2.71	.10	2.88	-.10

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

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

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Student worked harder than anticipated to meet instructors' expectations/standards

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.69	2.72	-.03	2.79	-.11
SR	2.91	2.83	.10	2.87	.05

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SFI) Student worked with faculty on other activities than coursework (committees, orientation, etc.)

	TAMUCC	System	Effect	Carnegie	Effect
FR	1.70	1.67	.03	1.65	.05
SR	1.83	1.86	-.03	1.84	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.71	2.77	-.07	2.79	-.09
SR	2.82	2.91	-.11	2.93	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(EEE) Student had conversations with students of a different race or ethnicity than their own

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.66	2.60	.06	2.58	.07
SR	2.91	2.69**	.22	2.72**	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(EEE) Student had conversations with students having different political, religious, or personal values than their own

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.52	2.64	-.12	2.62	-.10
SR	2.84	2.69*	.15	2.71	.13

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 2011 Results



Mental Activities



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student coursework emphasizes memorizing facts, ideas, or methods acquired from courses

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.81	3.01**	-.23	2.95*	-.15
SR	2.80	2.88	-.09	2.82	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Student coursework emphasizes analyzing the basic elements of an idea, experience, or theory

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.00	3.11	-.15	3.16**	-.22
SR	3.32	3.29	.05	3.33	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Student coursework emphasizes synthesizing and organizing ideas, information, or experiences

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.86	2.89	-.03	2.95	-.11
SR	3.11	3.07	.05	3.13	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Student coursework emphasized making judgments about the value of information, arguments, or methods

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.88	2.87	.01	2.99	-.13
SR	3.07	2.99	.08	3.11	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Student coursework emphasizes applying theories or concepts to practical problems or new situations

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.88	3.12***	-.29	3.09**	-.24
SR	3.34	3.27	.09	3.28	.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 2011 Results



Reading and Writing



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Number of reading assignments from textbooks, books, or book length packs

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.80	3.03***	-.28	3.10***	-.32
SR	3.03	2.96	.07	3.08	-.05

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.12	1.97	.16	2.06	.06
SR	2.17	2.12	.05	2.21	-.04

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Number of written papers or reports consisting of 20 pages or more

	TAMUCC	System	Effect	Carnegie	Effect
FR	1.54	1.24***	.44	1.34*	.27
SR	1.75	1.60*	.18	1.66	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Number of written papers or reports consisting of 5 to 19 pages

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.32	1.84***	.63	2.21	.14
SR	2.42	2.35	.08	2.56	-.14

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(LAC) Number of written papers or reports consisting of fewer than 5 pages

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.96	2.65***	.33	2.92	.04
SR	2.84	2.89	-.04	2.96	-.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 2011 Results



Problem Sets



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Number of problem sets that took more than one hour to complete in a typical week

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.85	2.94	-.08	2.81	.04
SR	2.75	2.83	-.07	2.74	.01

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Number of problem sets that took less than one hour to complete in a typical week

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.83	2.73	.08	2.77	.05
SR	2.38	2.39	-.01	2.47	-.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 2011 Results



Examinations



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



The extent to which course exams challenged the student to do their best work during the current school year

	TAMUCC	System	Effect	Carnegie	Effect
FR	5.13	5.66***	-.46	5.41**	-.22
SR	5.65	5.62	.02	5.52	.10

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 2011 Results



Additional Collegiate Experiences



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student attended an art exhibit, gallery, play, dance or other theatre performance

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.04	2.06	-.03	2.14	-.11
SR	1.89	1.89	.00	1.98	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Exercise or physical fitness activities

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.69	3.02***	-.34	2.74	-.04
SR	2.62	2.88**	-.25	2.66	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Activities to enhance spirituality

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.06	2.42***	-.32	2.11	-.05
SR	2.16	2.42**	-.23	2.22	-.06

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student examined the strengths and weaknesses of their own views on a topic or issue

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.50	2.64	-.15	2.68*	-.19
SR	2.65	2.73	-.09	2.78	-.14

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student tried to better understand someone else's views by imagining how an issue looks from the other person's perspective

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.78	2.78	.00	2.87	-.11
SR	2.78	2.84	-.07	2.93*	-.18

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Student learned something that changed the way they understood an issue or concept

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.76	2.86	-.12	2.93*	-.20
SR	2.90	2.92	-.02	2.97	-.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 2011 Results



Enriching Educational Experiences



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(EEE) Practicum, internship, field/clinical work

	TAMUCC	System	Effect	Carnegie	Effect
FR	.05	.07	-.10	.08	-.12
SR	.43	.50	-.14	.46	-.07

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(EEE) Community service or volunteer work

	TAMUCC	System	Effect	Carnegie	Effect
FR	.26	.50***	-.48	.40***	-.28
SR	.57	.72***	-.32	.59	-.04

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	.45	.23***	.50	.18***	.72
SR	.35	.31	.09	.28*	.18

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	.12	.04**	.37	.05*	.28
SR	.21	.22	-.03	.18	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(EEE) Foreign language coursework

	TAMUCC	System	Effect	Carnegie	Effect
FR	.14	.10	.16	.17	-.06
SR	.37	.31	.12	.37	.00

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(EEE) Study abroad

	TAMUCC	System	Effect	Carnegie	Effect
FR	.10	.03**	.35	.04*	.30
SR	.05	.14***	-.28	.11***	-.20

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(EEE) Independent study or self designed major

	TAMUCC	System	Effect	Carnegie	Effect
FR	.10	.05*	.27	.05*	.22
SR	.12	.12	.00	.15	-.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	.03	.02	.10	.03	.02
SR	.31	.26	.10	.32	-.04

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 2011 Results



Quality of Relationships



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SCE) Friendly, supportive, inclusive relationships with fellow students

	TAMUCC	System	Effect	Carnegie	Effect
FR	5.27	5.69***	-.31	5.41	-.10
SR	5.78	5.96	-.14	5.64	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SCE) Available, helpful, sympathetic faculty members

	TAMUCC	System	Effect	Carnegie	Effect
FR	5.11	5.15	-.03	5.27	-.11
SR	5.69	5.44*	.19	5.51	.13

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

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

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SCE) Helpful, considerate, flexible administrative personnel and offices

	TAMUCC	System	Effect	Carnegie	Effect
FR	4.70	4.83	-.09	4.77	-.05
SR	4.97	4.85	.07	4.69*	.16

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 2011 Results



Time Usage



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.98	4.56***	-.34	4.04	-.04
SR	4.44	4.50	-.03	4.20	.14

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Hours per week working for pay ON campus

	TAMUCC	System	Effect	Carnegie	Effect
FR	1.47	1.34	.12	1.42	.04
SR	1.96	1.96	.00	1.71	.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Hours per week working for pay OFF campus

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.34	1.46***	.62	2.47	-.05
SR	3.28	2.68**	.24	4.04***	-.26

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.01	2.71***	-.39	2.08	-.05
SR	1.96	2.53***	-.33	1.97	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.68	3.46	.15	3.65	.02
SR	3.50	3.47	.02	3.42	.05

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	1.85	1.37***	.41	2.18**	-.16
SR	2.90	2.10***	.36	2.83	.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.54	2.46	.07	2.38	.12
SR	2.71	2.50*	.19	2.49*	.17

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 2011 Results



Institutional Environment



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.08	3.29***	-.28	3.16	-.10
SR	3.15	3.28*	-.18	3.13	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



(SCE) Institutional emphasis on obtaining academic support for scholastic success

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.01	3.14*	-.17	3.09	-.10
SR	3.00	3.06	-.07	2.97	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.53	2.83***	-.30	2.74**	-.21
SR	2.65	2.66	-.01	2.62	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.28	2.41	-.13	2.28	.00
SR	2.06	2.20	-.14	2.04	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.48	2.71**	-.24	2.51	-.03
SR	2.27	2.55***	-.28	2.26	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



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

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.56	3.11***	-.63	2.75*	-.19
SR	2.64	2.92***	-.30	2.55	.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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Institutional emphasis on using computers in academic work

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.21	3.42**	-.28	3.36*	-.18
SR	3.42	3.51	-.13	3.46	-.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 2011 Results



Educational and Personal Growth



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Acquiring a broad, general knowledge

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.88	3.19***	-.39	3.16***	-.35
SR	3.11	3.34**	-.29	3.25*	-.17

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Acquiring job or work-related knowledge and skills

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.51	2.92***	-.45	2.84***	-.34
SR	2.98	3.20**	-.25	3.11	-.14

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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Writing clearly and effectively

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.00	2.81**	.21	3.10	-.11
SR	3.08	3.14	-.07	3.15	-.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: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Speaking clearly and effectively

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.81	2.76	.05	2.92	-.12
SR	3.02	3.05	-.03	3.05	-.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: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Thinking critically and analytically

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.15	3.25	-.14	3.26	-.14
SR	3.36	3.47	-.15	3.37	-.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: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Analyzing quantitative problems

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.91	3.12**	-.26	2.99	-.09
SR	3.13	3.30*	-.20	3.13	.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: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Using computing and information technology

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.01	3.17*	-.19	3.11	-.11
SR	3.18	3.36*	-.23	3.24	-.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: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Working effectively with others

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.08	3.13	-.06	3.02	.07
SR	3.21	3.35*	-.17	3.19	.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Voting in local, state and national elections

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.11	2.26	-.14	1.99	.12
SR	2.07	2.28*	-.20	2.11	-.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: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Learning effectively on one's own

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.96	3.11*	-.19	2.97	-.01
SR	3.04	3.23**	-.23	3.08	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Understanding one's self

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.74	2.95*	-.22	2.85	-.12
SR	2.78	3.03**	-.27	2.85	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Understanding people of other racial and ethnic backgrounds

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.70	2.76	-.06	2.74	-.05
SR	2.66	2.75	-.10	2.73	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Solving complex real world problems

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.59	2.87***	-.32	2.73	-.15
SR	2.87	3.06*	-.21	2.86	.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Developing a personal code of values and ethics

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.62	2.99***	-.40	2.76	-.14
SR	2.76	3.09***	-.34	2.79	-.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



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Contributing to the welfare of one's community

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.32	2.81***	-.51	2.49	-.16
SR	2.49	2.89***	-.40	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: * $p < .05$; ** $p < .01$; *** $p < .001$



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Developing a deepened sense of spirituality

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.25	2.52**	-.25	2.20	.04
SR	1.96	2.35***	-.34	2.06	-.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 2011 Results



Academic Advising



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Overall quality of academic advising on this campus

	TAMUCC	System	Effect	Carnegie	Effect
FR	2.98	3.18**	-.24	3.08	-.11
SR	3.10	3.06	.04	2.93	.17

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 2011 Results



Satisfaction



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Overall rating of entire educational experience at this institution

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.04	3.39***	-.49	3.19*	-.20
SR	3.20	3.43***	-.33	3.21	-.02

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**



Texas A&M University-Corpus Christi NSSE 2011 Survey Results



Likelihood of attending same institution if starting over

	TAMUCC	System	Effect	Carnegie	Effect
FR	3.06	3.47***	-.53	3.21*	-.17
SR	3.17	3.50***	-.43	3.20	-.04

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 2011 Results



**For more information, please contact
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