



# University of Maryland, Baltimore County

Mean Comparisons

August 2012

# Interpreting the Mean Comparisons Report

## Sample

The *Mean Comparisons* report is based on information from all randomly selected or census-administered students for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students are not included.

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

## Benchmark

Items that make up the five “Benchmarks of Effective Educational Practice” are indicated by the following:

**LAC**=Level of Academic Challenge

**ACL**=Active and Collaborative Learning

**SFI**=Student-Faculty Interaction

**EEE**=Enriching Educational Experiences

**SCE**=Supportive Campus Environment

## Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. Additional details

regarding weighting can be found on the NSSE Web site.

[nsse.iub.edu/links/institutional\\_reporting](http://nsse.iub.edu/links/institutional_reporting)

## Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

## Statistical Significance

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. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see below) to judge the practical meaning of the results.

## Effect Size

Effect size indicates the “practical significance” of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or

**NSSE 2012 Mean Comparisons**  
**NSSEville State University**

*NSSEville State compared with:*

Variable	Bench- mark	Class	NSSEville State			Mid East Private			Carnegie Class			NSSE 2012		
			Mean *	Mean *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
<b>1. Academic and Intellectual Experiences</b>														
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94	2.90	.04	2.85 **	.10	2.85 **	.10	2.85 **	.10	2.85 **	.10
			SR	3.28	3.19 ***	.12	3.15 ***	.15	3.12 ***	.19	3.12 ***	.19	3.12 ***	.19
b. Made a class presentation	CLPRESEN	ACL	FY	2.28	2.43 ***	-.18	2.32	-.05	2.29	-.01	2.29	-.01	2.29	-.01
			SR	2.89	2.91	-.03	2.86	.03	2.79 ***	.11	2.79 ***	.11	2.79 ***	.11
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.46	2.71 ***	-.26	2.77 ***	-.31	2.70 ***	-.24	2.70 ***	-.24	2.70 ***	-.24
			SR	2.40	2.48 *	-.08	2.57 ***	-.17	2.51 ***	-.11	2.51 ***	-.11	2.51 ***	-.11
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.06	3.11	-.07	3.12 **	-.08	3.11 *	-.07	3.11 *	-.07	3.11 *	-.07
			SR	3.46	3.35 ***	.14	3.36 ***	.13	3.35 ***	.14	3.35 ***	.14	3.35 ***	.14
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.67	2.82 ***	-.17	2.82 ***	-.17	2.80 ***	-.14	2.80 ***	-.14	2.80 ***	-.14
			SR	2.89	2.88	.01	2.89	.00	2.85	.04	2.85	.04	2.85	.04

institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

## NSSE 2012 Mean Comparisons University of Maryland, Baltimore County

				<i>UMBC compared with:</i>										
				UMBC		STEM intensive		Public Res H/VH		NSSE 2012				
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup> Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
<b>1. Academic and Intellectual Experiences</b>														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.61	2.65	-0.05	2.68	-0.09	2.88	***	-0.31		
				SR	2.97	2.87	**	.11	2.97	.00	3.18	***	-0.25	
b.	Made a class presentation	CLPRESEN	ACL	FY	1.88	2.08	***	-0.27	2.15	***	-0.34	2.32	***	-0.53
				SR	2.53	2.60	*	-0.09	2.63	***	-0.12	2.81	***	-0.32
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.30	2.50	***	-0.20	2.61	***	-0.32	2.70	***	-0.40
				SR	2.34	2.28		.06	2.43	**	-0.09	2.54	***	-0.21
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.77	2.99	***	-0.26	3.07	***	-0.36	3.14	***	-0.47
				SR	3.22	3.23		-0.01	3.27	-0.07	3.38	***	-0.22	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.79	2.67	*	.13	2.74	.05	2.80	-0.02		
				SR	2.74	2.64	**	.10	2.74	-0.01	2.88	***	-0.15	
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.10	2.07		.03	2.07	.03	1.97	**	.17	
				SR	2.17	2.23	*	-0.07	2.15	.03	2.04	***	.16	
g.	Worked with other students on projects <b>during class</b>	CLASSGRP	ACL	FY	2.43	2.45	-0.02	2.42	.01	2.46	-0.04			
				SR	2.45	2.45	.00	2.51	*	-0.07	2.61	***	-0.17	
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	ACL	FY	2.55	2.60	-0.05	2.49	.07	2.47	.09			
				SR	2.70	2.93	***	-0.26	2.80	**	-0.11	2.77	*	-0.08
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.68	2.64	.05	2.64	.05	2.67	.01			
				SR	2.96	2.98	-0.02	2.96	.00	2.99	-0.04			
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.98	1.84	**	.15	1.77	***	.23	1.71	***	.30
				SR	1.97	1.96	.01	1.90	*	.07	1.86	**	.11	
k.	Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	ACL	FY	1.51	1.48	.04	1.55	-0.05	1.62	*	-0.12		
				SR	1.49	1.61	***	-0.15	1.67	***	-0.20	1.74	***	-0.28

<sup>a</sup> Weighted by gender and enrollment status (and inst. size for comparisons)

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed)

<sup>c</sup> Mean diff. divided by pooled SD

## NSSE 2012 Mean Comparisons University of Maryland, Baltimore County

				<i>UMBC compared with:</i>									
				UMBC	STEM intensive		Public Res H/VH		NSSE 2012				
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.82		-0.01	2.74	.07		2.71		.10
				SR	2.87	2.95 *	-.08	2.90	-.04	2.93	-.06		
m.	Used e-mail to communicate with an instructor	EMAIL	SFI	FY	3.04	3.17 **	-.16	3.17 **	-.16	3.23 ***	-.24		
				SR	3.46	3.42	.05	3.41	.07	3.43	.04		
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.49	2.50	-.01	2.57	-.09	2.67 ***	-.20		
				SR	2.79	2.70 *	.10	2.76	.03	2.84	-.05		
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.26	2.10 **	.17	2.18	.09	2.23	.03		
				SR	2.39	2.36	.03	2.35	.04	2.44	-.05		
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.83	1.81	.03	1.85	-.01	1.91	-.08		
				SR	2.11	2.00 **	.12	2.03 *	.09	2.09	.02		
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.42	2.57 **	-.18	2.62 ***	-.24	2.74 ***	-.38		
				SR	2.65	2.66	-.02	2.72 *	-.09	2.87 ***	-.26		
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.57	2.66	-.11	2.70 *	-.15	2.77 ***	-.24		
				SR	2.76	2.70	.07	2.75	.00	2.84 *	-.09		
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.65	1.58	.09	1.63	.02	1.69	-.05		
				SR	1.75	1.89 ***	-.15	1.82 *	-.08	1.86 **	-.12		
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.81	2.70 *	.13	2.71 *	.12	2.76	.06		
				SR	2.84	2.81	.03	2.86	-.03	2.91 *	-.08		
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	3.10	2.75 ***	.34	2.67 ***	.42	2.63 ***	.44		
				SR	3.01	2.78 ***	.23	2.73 ***	.29	2.69 ***	.32		
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	3.01	2.76 ***	.25	2.71 ***	.29	2.68 ***	.32		
				SR	2.90	2.77 ***	.13	2.73 ***	.17	2.71 ***	.19		

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<sup>c</sup> Mean diff. divided by pooled SD

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				<i>UMBC compared with:</i>							
				UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup> Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup> Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup> Sig <sup>b</sup>	Effect Size <sup>c</sup>	
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>											
<b>2. Mental Activities</b>											
a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.90	2.92	-.02	3.00 *	-.12	2.97	-.07	
			SR	2.84	2.80	.05	2.85	-.02	2.80	.04	
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.24	3.27	-.03	3.20	.06	3.20	.06	
			SR	3.31	3.32	-.02	3.31	-.01	3.33	-.03	
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.95	3.04	-.11	2.97	-.02	2.99	-.04	
			SR	3.15	3.10	.06	3.10	.06	3.14	.01	
d.	<b>Making judgments</b> about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	2.77	2.90 **	-.15	2.94 **	-.19	2.97 ***	-.24	
			SR	2.98	3.00	-.02	3.03	-.06	3.09 **	-.13	
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	LAC	3.10	3.19	-.11	3.11	-.01	3.11	-.01	
			SR	3.22	3.26	-.05	3.25	-.04	3.28	-.08	
<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>											
<b>3. Reading and Writing</b>											
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.08	3.13	-.05	3.13	-.06	3.19 *	-.11	
			SR	3.04	2.98	.06	3.05	-.01	3.16 **	-.11	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.10	1.98 *	.14	2.00	.11	2.05	.06	
			SR	2.20	2.13	.08	2.16	.04	2.20	.00	
c.	Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR	LAC	1.21	1.24	-.04	1.25	-.05	1.29 *	-.11	
			SR	1.63	1.60	.05	1.59	.06	1.65	-.02	
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID	LAC	2.00	2.26 ***	-.31	2.21 ***	-.25	2.26 ***	-.31	
			SR	2.54	2.48	.06	2.45 *	.09	2.60	-.06	
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML	LAC	2.76	2.78	-.01	2.88 *	-.12	2.99 ***	-.22	
			SR	2.84	2.91	-.06	2.90	-.05	3.00 ***	-.14	

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			<i>UMBC compared with:</i>									
			UMBC	STEM intensive		Public Res H/VH		NSSE 2012				
Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>												
<b>4. Problem Sets</b>												
a.	Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	FY	2.91	2.93	-.02	2.85	.06	2.79	.11		
				SR	2.64	2.70	-.04	2.75 *	-.08	2.74	-.07	
b.	Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	FY	2.68	2.75	-.05	2.82 *	-.11	2.79	-.09		
				SR	2.00	2.23 ***	-.19	2.38 ***	-.31	2.43 ***	-.34	
<b>5. Examinations</b>												
<i>1=Very little to 7=Very much</i>												
	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	FY	5.52	5.66 *	-.12	5.52	.00	5.51	.01		
			SR	5.54	5.47	.05	5.51	.02	5.55	-.01		
<b>6. Additional Collegiate Experiences</b>												
<i>During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	FY	2.00	1.99	.01	2.04	-.05	2.13 *	-.14		
				SR	1.84	1.93 **	-.11	1.92 *	-.09	1.97 ***	-.15	
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.77	2.90 *	-.13	2.86	-.09	2.83	-.06		
				SR	2.72	2.87 ***	-.15	2.75	-.02	2.72	.01	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	1.83	2.04 **	-.18	2.00 **	-.15	2.06 ***	-.21		
				SR	1.95	2.05 *	-.09	2.05 *	-.09	2.14 ***	-.17	
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.68	2.59	.09	2.58	.11	2.64	.05		
				SR	2.72	2.68	.05	2.70	.03	2.75	-.03	
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.83	2.76	.08	2.77	.07	2.83	.01		
				SR	2.89	2.81 *	.09	2.86	.04	2.91	-.02	
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.90	2.89	.02	2.87	.04	2.91	-.01		
				SR	2.91	2.88	.03	2.90	.01	2.95	-.05	
<b>7. Enriching Educational Experiences</b>												
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>												
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.15	.06 ***	.35	.07 ***	.33	.07 ***	.30	
					SR	.59	.59	-.01	.49 ***	.20	.49 ***	.19

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	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.38		-.04	.40		-.03	.40		-.04
				SR	.55	***	-.22	.59		-.07	.59 *	-.08	
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.18		.00	.20		-.07	.18		.00
				SR	.24		-.01	.26		-.04	.27	-.07	
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.05		-.08	.06		-.05	.06		-.05
				SR	.26	***	-.13	.21 **		.10	.20 ***	.14	
e.	Foreign language coursework	FORLNG04	EEE	FY	.33	*	.15	.23 ***		.24	.21 ***		.30
				SR	.60	***	.33	.40 ***		.41	.37 ***	.47	
f.	Study abroad	STDABR04	EEE	FY	.04		.10	.03		.06	.03		.02
				SR	.09	***	-.25	.14 ***		-.13	.14 ***	-.14	
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.02		-.03	.03		-.06	.04 *		-.10
				SR	.13		-.06	.15		-.05	.17 **	-.09	
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01		-.05	.02 *		-.09	.02 *		-.09
				SR	.21	***	-.27	.30 ***		-.19	.33 ***	-.25	
				<i>Select the circle that best represents the quality of your relationships with people at your institution.</i>									
				<i>1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging</i>									
8. a.	Relationships with <b>other students</b>	ENVSTU	SCE	FY	5.36	*	-.16	5.47		-.08	5.52 *		-.12
				SR	5.46	***	-.17	5.61 **		-.11	5.68 ***	-.17	
				<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>									
b.	Relationships with <b>faculty members</b>	ENVFAC	SCE	FY	5.19		.06	5.14		.04	5.35 *		-.12
				SR	5.33		.06	5.33		-.01	5.53 ***	-.16	
				<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>									
c.	Relationships with <b>administrative personnel and offices</b>	ENVADM	SCE	FY	4.71		-.01	4.70		.00	4.89 *		-.12
				SR	4.47	*	-.09	4.65 **		-.11	4.81 ***	-.20	

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				UMBC	STEM intensive		Public Res H/VH		NSSE 2012					
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 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</i>														
<b>9. Time Usage</b>														
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	5.09	4.72	***	.22	4.40	***	.41	4.29	***	.48
				SR	4.78	4.67		.06	4.42	***	.19	4.40	***	.21
b.	Working for pay <b>on campus</b>	WORKON01		FY	1.37	1.48		-.09	1.46		-.08	1.50	*	-.11
				SR	1.79	2.04	***	-.16	1.87		-.05	1.81		-.01
c.	Working for pay <b>off campus</b>	WORKOF01		FY	1.62	1.42	*	.16	1.91	**	-.16	2.22	***	-.28
				SR	3.17	2.19	***	.46	3.34		-.06	3.72	***	-.19
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.39	2.62	**	-.15	2.35		.02	2.30		.05
				SR	2.16	2.62	***	-.28	2.16		.00	2.11		.03
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.82	3.76		.03	3.78		.02	3.69		.08
				SR	3.45	3.73	***	-.18	3.53		-.05	3.44		.01
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.48	1.32	*	.17	1.55		-.05	1.88	***	-.22
				SR	2.10	1.59	***	.33	2.29	**	-.09	2.68	***	-.24
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.18	2.28		-.11	2.37	**	-.19	2.24		-.06
				SR	2.46	2.33	**	.14	2.44		.02	2.32	**	.12
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>														
<b>10. Institutional Environment</b>														
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.51	3.31	***	.29	3.20	***	.42	3.20	***	.42
				SR	3.47	3.26	***	.27	3.17	***	.38	3.19	***	.36
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.22	3.14		.10	3.09	**	.17	3.14		.10
				SR	3.04	2.94	**	.12	2.92	***	.14	3.01		.04
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	3.13	2.79	***	.35	2.74	***	.40	2.77	***	.37
				SR	2.86	2.60	***	.26	2.55	***	.31	2.61	***	.24

<sup>a</sup> Weighted by gender and enrollment status (and inst. size for comparisons)

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed)

<sup>c</sup> Mean diff. divided by pooled SD



## NSSE 2012 Mean Comparisons University of Maryland, Baltimore County

				<i>UMBC compared with:</i>									
				UMBC		STEM intensive		Public Res H/VH		NSSE 2012			
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.14		-10	2.24		-11	2.32	***	-19
SR				1.96		-02	1.96		.00	2.07	**	-11	
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.30		***	2.55	***	-23	2.55	***	-26
SR				2.10		***	2.25	***	-15	2.30	***	-20	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.71		***	2.95	***	-20	2.88	**	-17
SR				2.57		***	2.68	**	-12	2.62		-06	
g.	Using computers in academic work	ENVCOMPT		FY	3.27		**	3.39	**	-16	3.31		-05
SR				3.43		*	3.44		-01	3.45		-02	
				<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>									
				<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>									
<b>11. Educational and Personal Growth</b>													
a.	Acquiring a broad general education	GNGENLED		FY	3.20		.03	3.18		.06	3.19		.02
SR				3.18		-06	3.20		-02	3.27	*	-10	
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.83		-08	2.91		.02	2.86		-03
SR				2.96		**	3.05	*	-10	3.11	***	-17	
c.	Writing clearly and effectively	GNWRITE		FY	2.80		*	2.91	*	-13	3.06	***	-31
SR				3.01		-03	3.06		-05	3.16	***	-18	
d.	Speaking clearly and effectively	GNSPEAK		FY	2.64		-08	2.72		-16	2.90	***	-28
SR				2.82		**	2.95	***	-14	3.05	***	-25	
e.	Thinking critically and analytically	GNANALY		FY	3.31		-01	3.32		.09	3.27		.05
SR				3.34		**	3.36		-01	3.40		-07	
f.	Analyzing quantitative problems	GNQUANT		FY	3.07		*	3.17	*	-12	3.02		.06
SR				3.13		*	3.13		.00	3.14		-01	
g.	Using computing and information technology	GNCMPTS		FY	2.99		*	3.11	*	-13	3.04		-06
SR				3.13		*	3.18		-06	3.21	*	-09	
h.	Working effectively with others	GNOTHERS		FY	2.98		-08	3.05		.01	3.03		-06
SR				3.08		**	3.13		-06	3.21	***	-15	

<sup>a</sup> Weighted by gender and enrollment status (and inst. size for comparisons)

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed)

<sup>c</sup> Mean diff. divided by pooled SD

## NSSE 2012 Mean Comparisons University of Maryland, Baltimore County

				<i>UMBC compared with:</i>									
				UMBC	STEM intensive		Public Res H/VH		NSSE 2012				
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
i.	Voting in local, state, or national elections	GNCITIZN	FY	1.74	1.83		-.10	1.92 **		-.18	1.91 **		-.17
			SR	1.74	1.95 ***		-.21	1.95 ***		-.20	1.97 ***		-.22
j.	Learning effectively on your own	GNINQ	FY	2.99	3.03		-.05	2.96		.04	2.98		.01
			SR	3.03	3.16 ***		-.15	3.06		-.03	3.11 *		-.09
k.	Understanding yourself	GNSELF	FY	2.70	2.81 *		-.12	2.79		-.10	2.86 **		-.17
			SR	2.79	2.89 *		-.10	2.81		-.02	2.89 **		-.11
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.90	2.67 ***		.24	2.67 ***		.24	2.70 ***		.20
			SR	2.80	2.68 **		.12	2.66 ***		.14	2.71 *		.09
m.	Solving complex real-world problems	GNPROBSV	FY	2.71	2.80		-.10	2.71		.00	2.74		-.03
			SR	2.83	2.95 **		-.12	2.83		.00	2.87		-.04
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.56	2.70 *		-.14	2.67		-.11	2.76 ***		-.20
			SR	2.63	2.74 *		-.11	2.68		-.05	2.81 ***		-.17
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.34	2.48 *		-.14	2.43		-.10	2.51 **		-.17
			SR	2.34	2.48 **		-.13	2.44 *		-.10	2.54 ***		-.19
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.84	1.99 *		-.15	2.01 **		-.16	2.16 ***		-.29
			SR	1.70	1.87 ***		-.16	1.82 **		-.11	1.99 ***		-.26
<b>12. Academic Advising</b>				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>									
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.98	3.09 *		-.13	3.06		-.09	3.11 **		-.15
			SR	2.89	2.93		-.05	2.92		-.04	3.00 **		-.13
<b>13. Satisfaction</b>				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>									
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.27	3.32		-.07	3.22		.06	3.25		.03
			SR	3.22	3.33 ***		-.14	3.21		.01	3.25		-.04
<b>14.</b>				<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>									
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.13	3.40 ***		-.34	3.29 ***		-.20	3.26 **		-.16
			SR	3.16	3.38 ***		-.27	3.24 **		-.10	3.23 *		-.08

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<sup>a</sup> Weighted by gender and enrollment status (and inst. size for comparisons)

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed)

<sup>c</sup> Mean diff. divided by pooled SD

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	N					Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
																	UMBC compared with:			UMBC compared with:						
	UMBC	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012				
CLQUEST	359	2.61	2.65	2.68	2.88	.05	.01	.00	.00	.88	.85	.85	.86	9,109	40,917	137,232	.333	.104	.000	-.05	-.09	-.31				
CLPRESENT	359	1.88	2.08	2.15	2.32	.04	.01	.00	.00	.73	.77	.80	.84	9,102	365	360	.000	.000	.000	-.27	-.34	-.53				
REWROPAP	355	2.30	2.50	2.61	2.70	.05	.01	.00	.00	1.01	1.02	1.00	.99	9,054	40,726	136,697	.000	.000	.000	-.20	-.32	-.40				
INTEGRAT	359	2.77	2.99	3.07	3.14	.05	.01	.00	.00	.89	.83	.81	.79	384	363	359	.000	.000	.000	-.26	-.36	-.47				
DIVCLASS	359	2.79	2.67	2.74	2.80	.05	.01	.00	.00	.94	.92	.90	.90	9,063	40,794	136,937	.019	.354	.741	.13	.05	-.02				
CLUNPREP	357	2.10	2.07	2.07	1.97	.04	.01	.00	.00	.81	.80	.80	.80	9,083	40,868	137,187	.533	.546	.001	.03	.03	.17				
CLASSGRP	360	2.43	2.45	2.42	2.46	.05	.01	.00	.00	.87	.88	.87	.88	9,100	40,899	137,173	.696	.802	.502	-.02	.01	-.04				
OCCGRP	360	2.55	2.60	2.49	2.47	.05	.01	.00	.00	.91	.92	.90	.91	9,129	41,024	137,652	.337	.194	.098	-.05	.07	.09				
INTIDEAS	337	2.68	2.64	2.64	2.67	.05	.01	.00	.00	.84	.83	.83	.85	8,315	38,299	129,065	.353	.395	.923	.05	.05	.01				
TUTOR	336	1.98	1.84	1.77	1.71	.05	.01	.00	.00	.94	.90	.89	.88	8,319	38,316	129,335	.006	.000	.000	.15	.23	.30				
COMMPROJ	332	1.51	1.48	1.55	1.62	.05	.01	.00	.00	.83	.80	.82	.86	8,252	38,099	333	.467	.374	.026	.04	-.05	-.12				
ITACADEM	337	2.82	2.83	2.74	2.71	.05	.01	.01	.00	.98	.99	1.02	1.03	8,321	38,348	338	.871	.173	.050	-.01	.07	.10				
EMAIL	336	3.04	3.17	3.17	3.23	.04	.01	.00	.00	.82	.81	.81	.80	8,315	38,305	129,198	.005	.004	.000	-.16	-.16	-.24				
FACGRADE	336	2.49	2.50	2.57	2.67	.05	.01	.00	.00	.87	.89	.90	.90	8,299	38,262	129,110	.865	.115	.000	-.01	-.09	-.20				
FACPLANS	336	2.26	2.10	2.18	2.23	.05	.01	.00	.00	.91	.89	.91	.93	362	38,312	129,198	.002	.106	.605	.17	.09	.03				
FACIDEAS	336	1.83	1.81	1.85	1.91	.05	.01	.00	.00	.93	.87	.90	.93	360	38,347	129,430	.657	.805	.151	.03	-.01	-.08				
FACFEED	325	2.42	2.57	2.62	2.74	.05	.01	.00	.00	.84	.83	.84	.85	8,045	37,540	127,100	.002	.000	.000	-.18	-.24	-.38				
WORKHARD	324	2.57	2.66	2.70	2.77	.05	.01	.00	.00	.92	.88	.86	.86	8,036	328	324	.056	.014	.000	-.11	-.15	-.24				
FACOTHER	324	1.65	1.58	1.63	1.69	.05	.01	.00	.00	.86	.83	.86	.90	8,004	37,353	126,554	.121	.710	.395	.09	.02	-.05				
OOCIDEAS	324	2.81	2.70	2.71	2.76	.05	.01	.00	.00	.91	.88	.89	.90	8,027	37,438	126,831	.025	.036	.302	.13	.12	.06				
DIVRSTUD	326	3.10	2.75	2.67	2.63	.05	.01	.01	.00	.95	1.02	1.02	1.04	357	332	327	.000	.000	.000	.34	.42	.44				
DIFFSTU2	326	3.01	2.76	2.71	2.68	.05	.01	.01	.00	.95	.99	1.00	1.01	355	331	327	.000	.000	.000	.25	.29	.32				
MEMORIZE	322	2.90	2.92	3.00	2.97	.05	.01	.00	.00	.86	.88	.85	.86	7,938	326	125,840	.746	.041	.192	-.02	-.12	-.07				
ANALYZE	321	3.24	3.27	3.20	3.20	.04	.01	.00	.00	.77	.75	.76	.77	7,892	36,985	125,283	.610	.284	.312	-.03	.06	.06				
SYNTHESZ	321	2.95	3.04	2.97	2.99	.05	.01	.00	.00	.89	.83	.84	.84	344	36,993	321	.081	.752	.459	-.11	-.02	-.04				
EVALUATE	323	2.77	2.90	2.94	2.97	.05	.01	.00	.00	.90	.86	.85	.85	7,903	327	324	.009	.001	.000	-.15	-.19	-.24				
APPLYING	320	3.10	3.19	3.11	3.11	.05	.01	.00	.00	.91	.84	.85	.85	7,927	324	320	.054	.806	.849	-.11	-.01	-.01				
READASGN	318	3.08	3.13	3.13	3.19	.05	.01	.00	.00	.91	.95	.93	.96	347	37,020	319	.381	.312	.034	-.05	-.06	-.11				

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and whether equal variances were assumed.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

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	N					Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
														UMBC compared with:			UMBC compared with:					
	UMBC	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012
READOWN	316	2.10	1.98	2.00	2.05	.05	.01	.00	.00	.97	.88	.91	.94	7,884	37,006	125,204	.015	.051	.299	.14	.11	.06
WRITEMOR	318	1.21	1.24	1.25	1.29	.03	.01	.00	.00	.59	.65	.65	.71	7,891	36,970	320	.516	.376	.024	-.04	-.05	-.11
WRITEMID	320	2.00	2.26	2.21	2.26	.05	.01	.00	.00	.82	.83	.81	.84	347	325	321	.000	.000	.000	-.31	-.25	-.31
WRITESML	320	2.76	2.78	2.88	2.99	.06	.01	.01	.00	1.09	.99	1.00	1.03	341	323	320	.814	.045	.000	-.01	-.12	-.22
PROBSETA	319	2.91	2.93	2.85	2.79	.07	.01	.01	.00	1.21	1.17	1.16	1.14	7,885	37,016	125,192	.773	.325	.060	-.02	.06	.11
PROBSETB	320	2.68	2.75	2.82	2.79	.07	.01	.01	.00	1.31	1.25	1.24	1.23	7,882	37,015	320	.365	.041	.128	-.05	-.11	-.09
EXAMS	320	5.52	5.66	5.52	5.51	.06	.01	.01	.00	1.15	1.14	1.15	1.19	7,900	37,076	125,491	.041	.937	.823	-.12	.00	.01
ATDART07	317	2.00	1.99	2.04	2.13	.05	.01	.00	.00	.95	.86	.88	.92	338	321	123,728	.821	.425	.011	.01	-.05	-.14
EXRCSE05	318	2.77	2.90	2.86	2.83	.06	.01	.01	.00	1.05	.99	1.01	1.04	341	322	123,564	.034	.126	.266	-.13	-.09	-.06
WORSHPO5	314	1.83	2.04	2.00	2.06	.06	.01	.01	.00	1.07	1.11	1.10	1.12	7,755	36,520	123,370	.001	.007	.000	-.18	-.15	-.21
OWNVIEW	318	2.68	2.59	2.58	2.64	.05	.01	.00	.00	.89	.90	.90	.91	7,743	36,422	123,223	.098	.054	.404	.09	.11	.05
OTHRVIEW	316	2.83	2.76	2.77	2.83	.05	.01	.00	.00	.89	.87	.88	.88	7,764	36,513	123,560	.149	.207	.924	.08	.07	.01
CHNGVIEW	317	2.90	2.89	2.87	2.91	.05	.01	.00	.00	.83	.84	.85	.85	7,787	36,641	123,820	.774	.467	.896	.02	.04	-.01
INTERN04	316	.15	.06	.07	.07	.02	.00	.00	.00	.36	.25	.26	.26	327	317	315	.000	.000	.000	.35	.33	.30
VOLNTR04	314	.38	.40	.40	.40	.03	.01	.00	.00	.49	.49	.49	.49	7,574	35,882	121,228	.524	.570	.467	-.04	-.03	-.04
LRNCOM04	312	.18	.18	.20	.18	.02	.00	.00	.00	.38	.38	.40	.38	7,543	317	120,914	.934	.193	.967	.00	-.07	.00
RESRCH04	312	.05	.07	.06	.06	.01	.00	.00	.00	.21	.25	.23	.23	350	35,879	121,261	.106	.377	.418	-.08	-.05	-.05
FORLNG04	316	.33	.26	.23	.21	.03	.01	.00	.00	.47	.44	.42	.41	339	319	316	.016	.000	.000	.15	.24	.30
STDABR04	311	.04	.02	.03	.03	.01	.00	.00	.00	.19	.14	.16	.18	326	35,849	121,118	.160	.326	.775	.10	.06	.02
INDSTD04	313	.02	.03	.03	.04	.01	.00	.00	.00	.15	.16	.18	.20	7,551	320	315	.611	.226	.018	-.03	-.06	-.10
SNRX04	316	.01	.02	.02	.02	.01	.00	.00	.00	.10	.13	.15	.15	7,597	327	319	.367	.025	.011	-.05	-.09	-.09
ENVSTU	313	5.36	5.58	5.47	5.52	.08	.02	.01	.00	1.49	1.35	1.38	1.38	334	35,953	121,423	.013	.171	.041	-.16	-.08	-.12
ENVFAC	314	5.19	5.10	5.14	5.35	.07	.01	.01	.00	1.31	1.28	1.29	1.31	7,575	35,929	121,352	.263	.499	.028	.06	.04	-.12
ENVADM	314	4.71	4.72	4.70	4.89	.09	.02	.01	.00	1.53	1.48	1.51	1.54	7,575	35,938	121,404	.878	.963	.041	-.01	.00	-.12
ACADPR01	310	5.09	4.72	4.40	4.29	.11	.02	.01	.00	1.85	1.70	1.67	1.67	331	313	310	.001	.000	.000	.22	.41	.48
WORKON01	311	1.37	1.48	1.46	1.50	.06	.01	.01	.00	1.05	1.12	1.20	1.19	341	317	312	.085	.124	.037	-.09	-.08	-.11
WORKOF01	311	1.62	1.42	1.91	2.22	.09	.01	.01	.01	1.58	1.24	1.83	2.19	326	317	313	.032	.001	.000	.16	-.16	-.28
COCURR01	310	2.39	2.62	2.35	2.30	.08	.02	.01	.00	1.42	1.54	1.55	1.59	341	35,666	311	.005	.696	.289	-.15	.02	.05

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and whether equal variances were assumed.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

University of Maryland, Baltimore County  
First-Year Students

	N					Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
														UMBC compared with:			UMBC compared with:					
	UMBC	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012
SOCIAL05	309	3.82	3.76	3.78	3.69	.10	.02	.01	.00	1.71	1.58	1.62	1.62	7,473	35,511	120,021	.574	.692	.164	.03	.02	.08
CAREDE01	306	1.48	1.32	1.55	1.88	.06	.01	.01	.01	1.12	.96	1.33	1.82	324	312	309	.012	.267	.000	.17	-.05	-.22
COMMUTE	309	2.18	2.28	2.37	2.24	.06	.01	.01	.00	1.10	.96	1.06	1.16	7,491	35,594	120,277	.069	.001	.326	-.11	-.19	-.06
ENVSCHOL	308	3.51	3.31	3.20	3.20	.04	.01	.00	.00	.64	.72	.75	.75	341	35,282	119,046	.000	.000	.000	.29	.42	.42
ENVSUPRT	308	3.22	3.14	3.09	3.14	.04	.01	.00	.00	.78	.80	.80	.80	7,385	35,082	118,416	.080	.004	.067	.10	.17	.10
ENVDIVRS	304	3.13	2.79	2.74	2.77	.05	.01	.01	.00	.89	.97	.97	.98	335	310	305	.000	.000	.000	.35	.40	.37
ENVNACAD	307	2.14	2.24	2.25	2.32	.06	.01	.01	.00	.97	.95	.97	.99	7,388	35,140	307	.079	.052	.001	-.10	-.11	-.19
ENVSOCAL	306	2.30	2.55	2.52	2.55	.06	.01	.01	.00	.97	.94	.94	.96	7,380	35,022	118,097	.000	.000	.000	-.27	-.23	-.26
ENVEVENT	306	2.71	2.95	2.89	2.88	.05	.01	.00	.00	.91	.89	.92	.96	331	35,130	118,445	.000	.000	.002	-.27	-.20	-.17
ENVCOMPT	308	3.27	3.39	3.33	3.31	.05	.01	.00	.00	.83	.77	.79	.81	7,404	35,177	118,676	.005	.145	.375	-.16	-.08	-.05
NGENLED	304	3.20	3.18	3.15	3.19	.05	.01	.00	.00	.81	.79	.79	.79	7,226	34,629	116,721	.648	.283	.732	.03	.06	.02
GNWORK	303	2.83	2.91	2.81	2.86	.06	.01	.01	.00	.96	.92	.94	.94	327	34,577	116,536	.163	.700	.582	-.08	.02	-.03
GNWRITE	304	2.80	2.91	2.96	3.06	.05	.01	.00	.00	.95	.91	.88	.86	329	308	305	.034	.003	.000	-.13	-.19	-.31
GNSPEAK	303	2.64	2.72	2.79	2.90	.06	.01	.01	.00	1.01	.96	.94	.92	7,213	307	303	.156	.010	.000	-.08	-.16	-.28
GNANALY	304	3.31	3.32	3.24	3.27	.04	.01	.00	.00	.77	.76	.77	.78	7,221	34,528	116,480	.830	.130	.361	-.01	.09	.05
GNQUANT	305	3.07	3.17	3.04	3.02	.05	.01	.00	.00	.86	.84	.86	.87	7,202	34,479	116,216	.046	.483	.287	-.12	.04	.06
GNCMPTS	303	2.99	3.11	3.05	3.04	.05	.01	.00	.00	.94	.90	.90	.90	7,222	34,600	116,702	.024	.280	.335	-.13	-.06	-.06
GNOTHERS	306	2.98	3.05	2.97	3.03	.05	.01	.00	.00	.91	.89	.90	.88	7,226	34,605	116,671	.181	.820	.290	-.08	.01	-.06
GNCITIZN	301	1.74	1.83	1.92	1.91	.05	.01	.01	.00	.94	.96	.99	1.01	7,097	34,039	114,331	.092	.002	.003	-.10	-.18	-.17
GNINQ	300	2.99	3.03	2.96	2.98	.05	.01	.00	.00	.88	.85	.86	.86	7,071	33,950	114,155	.389	.540	.848	-.05	.04	.01
GNSELF	299	2.70	2.81	2.79	2.86	.06	.01	.01	.00	.96	.97	.96	.96	7,063	33,904	113,923	.042	.096	.004	-.12	-.10	-.17
GNDIVERS	301	2.90	2.67	2.67	2.70	.05	.01	.01	.00	.90	.96	.96	.97	331	306	302	.000	.000	.000	.24	.24	.20
GNPROBSV	300	2.71	2.80	2.71	2.74	.05	.01	.01	.00	.94	.92	.92	.93	7,094	33,997	114,287	.106	.968	.583	-.10	.00	-.03
GNETHICS	300	2.56	2.70	2.67	2.76	.06	.01	.01	.00	1.04	.99	.99	.99	324	304	300	.027	.073	.001	-.14	-.11	-.20
GNCOMMUN	299	2.34	2.48	2.43	2.51	.06	.01	.01	.00	1.00	.98	.98	1.00	7,075	33,994	114,268	.018	.093	.003	-.14	-.10	-.17
GNSPIRIT	299	1.84	1.99	2.01	2.16	.06	.01	.01	.00	1.06	1.06	1.07	1.11	7,087	34,019	300	.013	.006	.000	-.15	-.16	-.29
ADVISE	303	2.98	3.09	3.06	3.11	.05	.01	.00	.00	.86	.84	.83	.82	7,201	34,452	115,993	.028	.115	.007	-.13	-.09	-.15
ENTIREXP	305	3.27	3.32	3.22	3.25	.04	.01	.00	.00	.75	.73	.71	.72	7,176	309	115,812	.221	.337	.651	-.07	.06	.03
SAMECOLL	304	3.13	3.40	3.29	3.26	.05	.01	.00	.00	.87	.77	.78	.81	7,204	34,486	116,126	.000	.000	.007	-.34	-.20	-.16

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and whether equal variances were assumed.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

University of Maryland, Baltimore County  
**Seniors**

	N					Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
														UMBC compared with:			UMBC compared with:					
	UMBC	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012
CLQUEST	777	2.97	2.87	2.97	3.18	.03	.01	.00	.00	.89	.90	.89	.85	14,440	68,725	210,848	.003	.978	.000	.11	.00	-.25
CLPRESEN	780	2.53	2.60	2.63	2.81	.03	.01	.00	.00	.90	.86	.90	.91	862	68,795	210,947	.018	.001	.000	-.09	-.12	-.32
REWROPAP	778	2.34	2.28	2.43	2.54	.03	.01	.00	.00	.97	.96	.98	1.00	14,404	68,586	783	.105	.009	.000	.06	-.09	-.21
INTEGRAT	785	3.22	3.23	3.27	3.38	.03	.01	.00	.00	.84	.79	.78	.74	866	800	789	.724	.088	.000	-.01	-.07	-.22
DIVCLASS	777	2.74	2.64	2.74	2.88	.04	.01	.00	.00	1.02	.97	.97	.94	14,389	793	781	.007	.891	.000	.10	-.01	-.15
CLUNPREP	781	2.17	2.23	2.15	2.04	.03	.01	.00	.00	.82	.85	.83	.82	878	68,819	786	.040	.403	.000	-.07	.03	.16
CLASSGRP	780	2.45	2.45	2.51	2.61	.03	.01	.00	.00	.92	.92	.93	.94	14,437	68,800	786	.902	.043	.000	.00	-.07	-.17
OCCGRP	782	2.70	2.93	2.80	2.77	.03	.01	.00	.00	.94	.91	.94	.95	866	69,076	211,852	.000	.002	.026	-.26	-.11	-.08
INTIDEAS	748	2.96	2.98	2.96	2.99	.03	.01	.00	.00	.89	.80	.83	.83	821	762	752	.585	.963	.317	-.02	.00	-.04
TUTOR	754	1.97	1.96	1.90	1.86	.04	.01	.00	.00	1.03	.98	.97	.98	836	65,983	203,757	.865	.049	.004	.01	.07	.11
COMMPROJ	743	1.49	1.61	1.67	1.74	.03	.01	.00	.00	.83	.87	.90	.93	841	762	749	.000	.000	.000	-.15	-.20	-.28
ITACADEM	753	2.87	2.95	2.90	2.93	.04	.01	.00	.00	.97	.96	1.00	1.00	13,490	66,017	203,912	.025	.310	.097	-.08	-.04	-.06
EMAIL	749	3.46	3.42	3.41	3.43	.03	.01	.00	.00	.73	.73	.74	.75	13,491	65,967	203,522	.217	.077	.288	.05	.07	.04
FACGRADE	744	2.79	2.70	2.76	2.84	.03	.01	.00	.00	.93	.89	.89	.89	825	759	748	.011	.377	.164	.10	.03	-.05
FACPLANS	751	2.39	2.36	2.35	2.44	.04	.01	.00	.00	.98	.93	.96	.98	833	65,907	203,554	.403	.324	.140	.03	.04	-.05
FACIDEAS	752	2.11	2.00	2.03	2.09	.04	.01	.00	.00	.97	.90	.93	.96	828	767	203,999	.003	.025	.655	.12	.09	.02
FACFEED	732	2.65	2.66	2.72	2.87	.03	.01	.00	.00	.88	.83	.83	.83	808	746	736	.651	.030	.000	-.02	-.09	-.26
WORKHARD	737	2.76	2.70	2.75	2.84	.03	.01	.00	.00	.91	.88	.87	.86	13,227	752	741	.071	.923	.016	.07	.00	-.09
FACOTHER	740	1.75	1.89	1.82	1.86	.03	.01	.00	.00	.94	.97	.96	.99	13,187	65,101	201,178	.000	.041	.001	-.15	-.08	-.12
OOCIDEAS	737	2.84	2.81	2.86	2.91	.03	.01	.00	.00	.93	.87	.87	.87	815	751	741	.482	.462	.044	.03	-.03	-.08
DIVRSTUD	740	3.01	2.78	2.73	2.69	.04	.01	.00	.00	.98	.99	1.01	1.01	831	757	745	.000	.000	.000	.23	.29	.32
DIFFSTU2	740	2.90	2.77	2.73	2.71	.04	.01	.00	.00	1.00	.97	.99	.99	13,255	65,393	202,083	.001	.000	.000	.13	.17	.19
MEMORIZE	732	2.84	2.80	2.85	2.80	.04	.01	.00	.00	.95	.92	.92	.93	813	746	200,608	.252	.691	.230	.05	-.02	.04
ANALYZE	736	3.31	3.32	3.31	3.33	.03	.01	.00	.00	.76	.74	.74	.73	13,094	64,580	199,855	.548	.851	.446	-.02	-.01	-.03
SYNTHESZ	730	3.15	3.10	3.10	3.14	.03	.01	.00	.00	.85	.84	.84	.83	815	745	734	.150	.101	.723	.06	.06	.01
EVALUATE	731	2.98	3.00	3.03	3.09	.03	.01	.00	.00	.94	.89	.89	.86	810	745	735	.540	.147	.002	-.02	-.06	-.13
APPLYING	734	3.22	3.26	3.25	3.28	.03	.01	.00	.00	.87	.83	.83	.81	813	748	737	.223	.323	.057	-.05	-.04	-.08
READASGN	728	3.04	2.98	3.05	3.16	.04	.01	.00	.00	1.00	1.03	1.02	1.04	13,044	64,544	733	.104	.877	.002	.06	-.01	-.11

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<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and whether equal variances were assumed.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

University of Maryland, Baltimore County  
**Seniors**

	N					Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
														UMBC compared with:			UMBC compared with:					
	UMBC	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012
READOWN	730	2.20	2.13	2.16	2.20	.04	.01	.00	.00	.99	.95	.98	1.00	810	64,474	199,800	.059	.282	.900	.08	.04	.00
WRITEMOR	728	1.63	1.60	1.59	1.65	.03	.01	.00	.00	.79	.78	.78	.83	13,060	64,528	199,877	.212	.126	.654	.05	.06	-.02
WRITEMID	732	2.54	2.48	2.45	2.60	.04	.01	.00	.00	.98	.97	.96	1.01	13,068	64,612	200,190	.128	.012	.081	.06	.09	-.06
WRITESML	734	2.84	2.91	2.90	3.00	.04	.01	.00	.00	1.16	1.14	1.15	1.17	13,097	64,734	200,477	.120	.200	.000	-.06	-.05	-.14
PROBSETA	730	2.64	2.70	2.75	2.74	.05	.01	.00	.00	1.32	1.26	1.24	1.24	810	744	734	.301	.037	.058	-.04	-.08	-.07
PROBSETB	730	2.00	2.23	2.38	2.43	.04	.01	.00	.00	1.15	1.22	1.24	1.25	830	749	736	.000	.000	.000	-.19	-.31	-.34
EXAMS	733	5.54	5.47	5.51	5.55	.05	.01	.00	.00	1.33	1.27	1.26	1.28	13,063	64,572	200,013	.200	.540	.838	.05	.02	-.01
ATDART07	728	1.84	1.93	1.92	1.97	.03	.01	.00	.00	.89	.86	.89	.91	811	63,895	197,799	.007	.011	.000	-.11	-.09	-.15
EXRCSE05	726	2.72	2.87	2.75	2.72	.04	.01	.00	.00	1.04	1.00	1.03	1.05	806	63,864	197,725	.000	.570	.877	-.15	-.02	.01
WORSHPO5	726	1.95	2.05	2.05	2.14	.04	.01	.00	.00	1.13	1.12	1.12	1.14	12,854	63,699	197,374	.018	.018	.000	-.09	-.09	-.17
OWNVIEW	726	2.72	2.68	2.70	2.75	.04	.01	.00	.00	.97	.90	.91	.90	803	740	730	.248	.478	.428	.05	.03	-.03
OTHRVIEW	729	2.89	2.81	2.86	2.91	.03	.01	.00	.00	.88	.87	.87	.86	12,888	63,830	197,725	.023	.308	.513	.09	.04	-.02
CHNGVIEW	728	2.91	2.88	2.90	2.95	.03	.01	.00	.00	.87	.82	.83	.83	806	742	731	.387	.808	.194	.03	.01	-.05
INTERN04	718	.59	.59	.49	.49	.02	.00	.00	.00	.49	.49	.50	.50	12,737	734	723	.720	.000	.000	-.01	.20	.19
VOLNTR04	718	.55	.66	.59	.59	.02	.00	.00	.00	.50	.47	.49	.49	797	733	722	.000	.059	.042	-.22	-.07	-.08
LRNCOM04	718	.24	.25	.26	.27	.02	.00	.00	.00	.43	.43	.44	.44	12,645	735	723	.755	.237	.065	-.01	-.04	-.07
RESRCH04	722	.26	.32	.21	.20	.02	.00	.00	.00	.44	.47	.41	.40	822	735	725	.000	.009	.000	-.13	.10	.14
FORLNG04	717	.60	.44	.40	.37	.02	.00	.00	.00	.49	.50	.49	.48	807	63,094	721	.000	.000	.000	.33	.41	.47
STDABR04	714	.09	.19	.14	.14	.01	.00	.00	.00	.29	.39	.34	.35	877	736	721	.000	.000	.000	-.25	-.13	-.14
INDSTD04	716	.13	.15	.15	.17	.01	.00	.00	.00	.34	.36	.36	.37	816	733	721	.087	.178	.007	-.06	-.05	-.09
SNRX04	723	.21	.34	.30	.33	.02	.00	.00	.00	.41	.47	.46	.47	842	743	729	.000	.000	.000	-.27	-.19	-.25
ENVSTU	717	5.46	5.69	5.61	5.68	.05	.01	.01	.00	1.38	1.31	1.33	1.31	795	62,856	721	.000	.003	.000	-.17	-.11	-.17
ENVFAC	718	5.33	5.25	5.33	5.53	.05	.01	.01	.00	1.37	1.37	1.36	1.34	12,677	62,921	195,220	.137	.887	.000	.06	-.01	-.16
ENVADM	716	4.47	4.62	4.65	4.81	.07	.02	.01	.00	1.74	1.66	1.65	1.68	795	730	720	.030	.006	.000	-.09	-.11	-.20
ACADPR01	711	4.78	4.67	4.42	4.40	.07	.02	.01	.00	1.88	1.83	1.80	1.78	12,611	62,654	194,161	.153	.000	.000	.06	.19	.21
WORKON01	708	1.79	2.04	1.87	1.81	.06	.02	.01	.00	1.51	1.67	1.67	1.57	813	726	193,760	.000	.138	.728	-.16	-.05	-.01
WORKOF01	710	3.17	2.19	3.34	3.72	.10	.02	.01	.01	2.57	2.06	2.72	2.88	765	727	716	.000	.080	.000	.46	-.06	-.19
COCURR01	713	2.16	2.62	2.16	2.11	.06	.02	.01	.00	1.56	1.67	1.54	1.57	814	62,722	194,358	.000	.993	.470	-.28	.00	.03

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and whether equal variances were assumed.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

University of Maryland, Baltimore County  
**Seniors**

	N					Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
														UMBC compared with:			UMBC compared with:					
	UMBC	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012	STEM intensive	Public Res H/VH	NSSE 2012
SOCIAL05	711	3.45	3.73	3.53	3.44	.06	.01	.01	.00	1.56	1.58	1.54	1.52	12,572	62,496	193,613	.000	.205	.811	-.18	-.05	.01
CAREDE01	709	2.10	1.59	2.29	2.68	.07	.01	.01	.01	1.92	1.49	2.21	2.50	760	730	717	.000	.007	.000	.33	-.09	-.24
COMMUTE	710	2.46	2.33	2.44	2.32	.04	.01	.00	.00	1.11	.89	1.04	1.14	765	724	194,054	.002	.692	.001	.14	.02	.12
ENVSCHOL	703	3.47	3.26	3.17	3.19	.03	.01	.00	.00	.70	.76	.78	.77	12,449	62,077	192,467	.000	.000	.000	.27	.38	.36
ENVSUPRT	696	3.04	2.94	2.92	3.01	.03	.01	.00	.00	.89	.85	.85	.85	774	710	700	.002	.000	.297	.12	.14	.04
ENVDIVRS	695	2.86	2.60	2.55	2.61	.04	.01	.00	.00	1.01	1.00	1.00	1.01	12,380	61,765	191,587	.000	.000	.000	.26	.31	.24
ENVNACAD	697	1.96	1.98	1.96	2.07	.04	.01	.00	.00	.95	.93	.95	.99	12,388	61,902	701	.549	.978	.003	-.02	.00	-.11
ENVSOCAL	699	2.10	2.32	2.25	2.30	.04	.01	.00	.00	.97	.95	.96	.98	781	61,633	703	.000	.000	.000	-.22	-.15	-.20
ENVEVENT	693	2.57	2.83	2.68	2.62	.04	.01	.00	.00	.95	.91	.96	1.00	769	61,742	698	.000	.003	.124	-.29	-.12	-.06
ENVCOMPT	701	3.43	3.50	3.44	3.45	.03	.01	.00	.00	.77	.71	.76	.77	773	61,916	191,963	.021	.730	.580	-.10	-.01	-.02
NGNENLED	690	3.18	3.23	3.20	3.27	.03	.01	.00	.00	.89	.83	.83	.82	762	703	693	.167	.555	.014	-.06	-.02	-.10
GNWORK	690	2.96	3.07	3.05	3.11	.04	.01	.00	.00	.96	.93	.94	.92	12,236	61,226	189,742	.001	.013	.000	-.13	-.10	-.17
GNWRITE	692	3.01	3.04	3.06	3.16	.03	.01	.00	.00	.92	.89	.88	.85	12,249	61,259	189,924	.395	.165	.000	-.03	-.05	-.18
GNSPEAK	692	2.82	2.94	2.95	3.05	.04	.01	.00	.00	.97	.93	.93	.91	769	706	696	.001	.001	.000	-.13	-.14	-.25
GNANALY	692	3.34	3.43	3.36	3.40	.03	.01	.00	.00	.80	.74	.77	.75	763	61,118	695	.004	.700	.076	-.12	-.01	-.07
GNQUANT	693	3.13	3.20	3.13	3.14	.04	.01	.00	.00	.92	.88	.88	.87	12,215	706	696	.038	.927	.779	-.08	.00	-.01
GNCMPTS	693	3.13	3.22	3.18	3.21	.04	.01	.00	.00	.92	.85	.88	.87	764	61,214	189,854	.012	.091	.015	-.11	-.06	-.09
GNOTHERS	687	3.08	3.19	3.13	3.21	.03	.01	.00	.00	.89	.85	.88	.85	12,245	61,245	189,863	.002	.134	.000	-.12	-.06	-.15
GNCITIZN	679	1.74	1.95	1.95	1.97	.04	.01	.00	.00	.96	1.01	1.01	1.03	12,037	60,406	187,300	.000	.000	.000	-.21	-.20	-.22
GNINQ	681	3.03	3.16	3.06	3.11	.04	.01	.00	.00	.92	.85	.88	.88	12,023	60,229	186,874	.000	.419	.025	-.15	-.03	-.09
GNSELF	678	2.79	2.89	2.81	2.89	.04	.01	.00	.00	.99	.98	1.00	.99	11,973	60,058	186,445	.010	.635	.005	-.10	-.02	-.11
GNDIVERS	680	2.80	2.68	2.66	2.71	.04	.01	.00	.00	.99	.98	.99	1.00	11,990	60,258	187,072	.002	.000	.020	.12	.14	.09
GNPROBSV	681	2.83	2.95	2.83	2.87	.04	.01	.00	.00	.99	.93	.96	.95	754	60,338	685	.004	.948	.341	-.12	.00	-.04
GNETHICS	679	2.63	2.74	2.68	2.81	.04	.01	.00	.00	1.08	1.02	1.04	1.03	752	692	683	.012	.220	.000	-.11	-.05	-.17
GNCOMMUN	682	2.34	2.48	2.44	2.54	.04	.01	.00	.00	1.07	1.02	1.02	1.04	756	695	187,116	.001	.012	.000	-.13	-.10	-.19
GNSPIRIT	682	1.70	1.87	1.82	1.99	.04	.01	.00	.00	1.01	1.06	1.05	1.11	773	60,397	687	.000	.003	.000	-.16	-.11	-.26
ADVISE	693	2.89	2.93	2.92	3.00	.04	.01	.00	.00	1.00	.94	.94	.93	767	706	696	.263	.385	.002	-.05	-.04	-.13
ENTIREXP	690	3.22	3.33	3.21	3.25	.03	.01	.00	.00	.80	.75	.76	.75	12,184	704	189,511	.000	.734	.318	-.14	.01	-.04
SAMECOLL	693	3.16	3.38	3.24	3.23	.03	.01	.00	.00	.89	.82	.85	.87	12,209	61,177	189,817	.000	.008	.032	-.27	-.10	-.08

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and whether equal variances were assumed.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.





# University of Maryland, Baltimore County

Frequency Distributions

August 2012

# Interpreting the Frequency Distributions Report

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

## Benchmark

Items that make up the five “Benchmarks of Effective Educational Practice” are indicated by the following:

- LAC=Level of Academic Challenge
- ACL=Active and Collaborative Learning
- SFI=Student-Faculty Interaction
- EEE=Enriching Educational Experiences
- SCE=Supportive Campus Environment

## Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the *Mean Comparisons* report.

## Weighting

Weights adjusting for gender and enrollment status (and by institutional size for comparison groups) are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The count is the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, one cannot replicate column percentages from counts.* Additional details about weighting can be found on the NSSE Web site. [nsse.iub.edu/links/institutional\\_reporting](http://nsse.iub.edu/links/institutional_reporting)

## Sample

The *Frequency Distributions* report is based on information from all randomly selected or census-administered students for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students are not included.

## Class

Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.

**NSSE 2012 Engagement Item Frequency Distributions**  
**NSSEville State University**

Variable	Response Options	First-Year Students								Seniors								
		NSSEville State		Mid East Private		Carnegie Class		NSSE 2012		NSSEville State		Mid East Private		Carnegie Class		NSSE 2012		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	15	2%	211	2%	1,248	3%	4,922	3%	9	1%	124	1%	901	2%	3,538	2%
	Sometimes	300	32%	2,905	34%	14,781	3%	57,335	35%	203	1%	2,088	2%	12,633	2%	46,587	25%	
	Often	333	37%	2,967	35%	15,134	36%	57,083	35%	321	3%	3,048	3%	17,608	3%	60,869	32%	
	Very often	263	29%	2,079	29%	11,163	26%	44,027	27%	487	4%	4,058	4%	23,086	4%	81,914	41%	
	Total	911	100%	8,162	100%	42,326	100%	163,367	100%	1,020	100%	9,318	100%	54,228	100%	192,908	100%	
1b. Made a class presentation	CLPRESEN (ACL)	Never	80	9%	775	9%	5,215	13%	21,742	14%	24	2%	277	3%	2,779	5%	10,865	6%
	Sometimes	541	59%	4,202	50%	21,727	50%	85,258	51%	310	3%	2,761	3%	16,041	3%	62,084	33%	
	Often	240	27%	2,406	30%	11,642	28%	42,552	26%	438	4%	3,688	4%	20,570	4%	71,247	36%	
	Very often	47	5%	802	1%	3,780	9%	13,872	9%	255	2%	2,638	3%	15,083	3%	49,267	25%	
	Total	908	100%	8,185	100%	42,364	100%	163,424	100%	1,027	100%	9,364	100%	54,473	100%	193,463	100%	
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	137	15%	960	11%	4,445	11%	20,566	13%	199	2%	1,624	1%	7,821	1%	30,644	16%
	Sometimes	346	39%	2,658	32%	12,162	29%	49,181	30%	384	4%	3,644	4%	19,675	3%	72,374	37%	
	Often	282	31%	2,709	33%	14,262	34%	52,973	33%	268	3%	2,451	3%	15,467	3%	52,575	28%	
	Very often	145	15%	1,803	25%	11,341	27%	40,180	25%	176	2%	1,628	2%	11,403	2%	37,522	20%	
	Total	910	100%	8,130	100%	42,210	100%	162,900	100%	1,027	100%	9,347	100%	54,366	100%	193,115	100%	
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	12	1%	133	2%	805	2%	3,275	2%	4	0%	88	1%	584	1%	2,004	1%
	Sometimes	189	21%	1,558	19%	7,790	19%	30,757	19%	79	1%	1,045	1%	5,944	1%	22,154	12%	
	Often	438	48%	3,796	46%	18,693	44%	71,661	43%	388	4%	3,565	4%	20,389	4%	71,169	37%	
	Very often	272	29%	2,696	33%	15,110	35%	57,856	35%	551	5%	4,669	5%	27,625	5%	98,358	50%	
	Total	911	100%	8,183	100%	42,398	100%	163,549	100%	1,027	100%	9,367	100%	54,542	100%	193,685	100%	
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	DIVCLASS	Never	66	7%	516	6%	2,614	7%	10,590	7%	52	1%	542	6%	3,288	7%	12,973	7%
	Sometimes	319	35%	2,548	30%	12,747	30%	50,123	31%	306	3%	2,780	3%	15,326	3%	56,316	29%	
	Often	359	40%	3,248	39%	16,448	38%	62,783	38%	360	4%	3,253	4%	18,995	4%	66,376	34%	
	Very often	160	17%	1,865	25%	10,544	25%	39,804	24%	308	3%	2,780	3%	16,844	3%	57,710	29%	
	Total	904	100%	8,177	100%	42,353	100%	163,300	100%	1,026	100%	9,355	100%	54,453	100%	193,375	100%	

## Response Options

Response options are listed as they appear on the instrument.

## Column Percentage (%)

This column presents the *weighted* percentage of students responding to the particular option in each question.

## Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

**NSSE 2012 Engagement Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	UMBC				STEM intensive				Public Res H/VH				NSSE 2012			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	31	9%	371	6%	1,442	5%	3,614	3%	29	4%	294	4%	1,252	3%	2,864	2%
		Sometimes	149	41%	2,915	43%	11,943	42%	41,154	34%	235	30%	2,704	35%	12,222	31%	35,876	23%
		Often	113	32%	2,132	32%	9,251	33%	41,560	34%	243	32%	2,417	31%	12,721	31%	49,075	30%
		Very often	66	19%	1,286	20%	5,680	20%	34,732	29%	271	34%	2,352	30%	13,891	34%	73,589	45%
	Total	359	100%	6,704	100%	28,316	100%	121,060	100%	778	100%	7,767	100%	40,086	100%	161,404	100%	
1b. Made a class presentation	CLPRESEN (ACL)	Never	111	31%	1,314	21%	5,243	19%	15,721	14%	84	11%	489	7%	3,312	9%	9,812	7%
		Sometimes	194	54%	3,790	56%	15,172	53%	61,302	50%	325	42%	3,184	43%	15,362	39%	49,692	31%
		Often	43	12%	1,240	18%	6,000	21%	32,244	26%	238	30%	2,627	32%	13,373	33%	58,446	35%
		Very often	11	3%	354	5%	1,847	7%	11,620	10%	133	17%	1,457	18%	8,032	20%	43,408	27%
	Total	359	100%	6,698	100%	28,262	100%	120,887	100%	780	100%	7,757	100%	40,079	100%	161,358	100%	
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	93	27%	1,281	19%	4,374	16%	15,578	13%	161	21%	1,675	22%	7,295	18%	25,095	16%
		Sometimes	108	31%	2,121	32%	8,554	30%	36,468	30%	302	39%	3,148	41%	15,079	38%	58,685	36%
		Often	102	28%	1,907	28%	8,881	31%	38,856	32%	196	25%	1,867	24%	10,767	27%	43,788	27%
		Very often	52	14%	1,353	21%	6,365	23%	29,641	25%	119	15%	1,056	13%	6,849	17%	33,512	21%
	Total	355	100%	6,662	100%	28,174	100%	120,543	100%	778	100%	7,746	100%	39,990	100%	161,080	100%	
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	23	7%	228	4%	791	3%	2,396	2%	21	3%	136	2%	793	2%	1,940	1%
		Sometimes	121	34%	1,603	24%	5,765	20%	21,698	18%	134	18%	1,194	16%	5,604	14%	17,437	11%
		Often	127	36%	2,808	42%	12,129	43%	51,670	42%	266	34%	2,996	39%	15,156	38%	57,013	35%
		Very often	88	24%	2,050	30%	9,587	33%	45,206	37%	364	45%	3,419	43%	18,507	46%	85,047	52%
	Total	359	100%	6,689	100%	28,272	100%	120,970	100%	785	100%	7,745	100%	40,060	100%	161,437	100%	
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	35	10%	689	10%	2,263	8%	8,149	7%	97	13%	941	13%	4,181	11%	11,458	8%
		Sometimes	94	26%	2,244	33%	9,148	32%	37,161	31%	221	29%	2,683	34%	12,007	30%	44,824	28%
		Often	136	38%	2,352	35%	10,412	37%	45,103	37%	225	29%	2,362	31%	13,034	32%	54,112	33%
		Very often	94	26%	1,390	21%	6,418	23%	30,365	25%	234	29%	1,755	23%	10,762	27%	50,786	31%
	Total	359	100%	6,675	100%	28,241	100%	120,778	100%	777	100%	7,741	100%	39,984	100%	161,180	100%	
1f. Come to class without completing readings or assignments	CLUNPREP	Never	77	21%	1,516	22%	6,206	22%	33,594	28%	134	17%	1,336	17%	7,646	20%	38,465	24%
		Sometimes	197	55%	3,701	56%	15,892	56%	66,535	54%	452	58%	4,218	53%	22,348	55%	89,768	55%
		Often	57	16%	1,013	16%	4,261	15%	14,054	12%	124	16%	1,471	20%	6,726	17%	21,996	14%
		Very often	26	7%	454	7%	1,920	7%	6,811	6%	71	9%	741	10%	3,391	9%	11,284	7%
	Total	357	100%	6,684	100%	28,279	100%	120,994	100%	781	100%	7,766	100%	40,111	100%	161,513	100%	
1g. Worked with other students on projects during class	CLASSGRP (ACL)	Never	46	13%	862	13%	3,873	14%	15,774	13%	110	14%	1,042	14%	5,032	13%	17,885	11%
		Sometimes	157	43%	2,781	42%	12,070	42%	51,211	41%	325	42%	3,217	43%	16,053	40%	62,206	37%
		Often	113	31%	2,144	32%	8,936	32%	38,699	32%	224	29%	2,192	27%	11,887	29%	49,424	30%
		Very often	44	12%	904	13%	3,406	12%	15,283	14%	121	15%	1,310	16%	7,134	18%	31,965	21%
	Total	360	100%	6,691	100%	28,285	100%	120,967	100%	780	100%	7,761	100%	40,106	100%	161,480	100%	

<sup>a</sup> Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.

**NSSE 2012 Engagement Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	First-Year Students				Seniors											
			UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1h. Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	43	11%	700	11%	3,494	13%	15,381	14%	70	9%	371	6%	3,081	8%	13,502	9%
		Sometimes	144	40%	2,454	37%	11,512	41%	48,722	40%	283	36%	1,965	28%	12,402	31%	50,465	31%
		Often	110	31%	2,229	33%	9,021	31%	38,835	31%	239	31%	2,736	34%	13,510	33%	54,538	33%
		Very often	63	18%	1,333	19%	4,363	15%	18,472	15%	190	24%	2,715	32%	11,273	28%	43,571	27%
	Total		360	100%	6,716	100%	28,390	100%	121,410	100%	782	100%	7,787	100%	40,266	100%	162,076	100%
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	20	6%	393	7%	1,757	7%	7,240	7%	28	4%	149	2%	1,217	3%	4,721	3%
		Sometimes	131	39%	2,414	39%	10,270	38%	42,339	37%	217	29%	1,894	27%	9,980	26%	38,006	25%
		Often	124	37%	2,331	38%	10,259	39%	44,526	39%	252	33%	3,110	42%	16,025	41%	65,472	41%
		Very often	62	18%	1,012	16%	4,321	16%	20,454	18%	253	33%	2,140	29%	11,294	29%	47,939	31%
	Total		337	100%	6,150	100%	26,607	100%	114,559	100%	750	100%	7,293	100%	38,516	100%	156,138	100%
1j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	129	37%	2,656	43%	12,786	47%	58,793	51%	314	42%	2,756	39%	16,447	43%	69,177	45%
		Sometimes	118	35%	2,222	36%	9,072	34%	36,913	32%	245	32%	2,709	36%	13,362	34%	51,625	33%
		Often	63	19%	870	14%	3,241	13%	12,901	11%	98	13%	1,020	13%	4,947	13%	19,327	12%
		Very often	26	8%	402	7%	1,519	6%	6,158	6%	98	13%	807	11%	3,796	10%	16,280	10%
	Total		336	100%	6,150	100%	26,618	100%	114,765	100%	755	100%	7,292	100%	38,552	100%	156,409	100%
1k. Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ (ACL)	Never	218	65%	4,085	67%	16,347	62%	65,474	59%	500	68%	4,167	59%	21,152	56%	76,768	52%
		Sometimes	75	23%	1,292	21%	6,584	25%	30,472	26%	153	20%	1,956	26%	10,606	27%	47,590	29%
		Often	21	6%	486	8%	2,462	9%	12,389	11%	51	7%	691	9%	4,055	10%	19,123	12%
		Very often	18	5%	245	4%	1,086	4%	5,737	5%	40	5%	439	6%	2,539	6%	12,153	7%
	Total		332	100%	6,108	100%	26,479	100%	114,072	100%	744	100%	7,253	100%	38,352	100%	155,634	100%
1l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	33	10%	652	10%	3,380	13%	16,354	14%	58	8%	576	7%	3,637	9%	14,916	10%
		Sometimes	99	29%	1,759	29%	7,823	29%	33,557	29%	230	31%	1,924	27%	10,258	26%	40,390	26%
		Often	100	30%	1,788	30%	7,567	28%	32,784	28%	216	29%	2,118	29%	10,847	28%	43,230	27%
		Very often	105	31%	1,956	32%	7,873	29%	32,083	29%	250	33%	2,669	36%	13,836	36%	57,987	37%
	Total		337	100%	6,155	100%	26,643	100%	114,778	100%	754	100%	7,287	100%	38,578	100%	156,523	100%
1m. Used e-mail to communicate with an instructor	EMAIL	Never	5	2%	73	1%	327	1%	1,200	2%	5	1%	32	0%	245	1%	1,172	1%
		Sometimes	90	27%	1,286	22%	5,385	22%	19,069	19%	87	12%	911	13%	4,781	13%	17,113	13%
		Often	123	37%	2,170	36%	9,527	36%	39,740	35%	207	29%	2,189	31%	11,674	31%	43,663	29%
		Very often	118	34%	2,621	41%	11,373	41%	54,650	45%	451	59%	4,161	56%	21,851	55%	94,304	58%
	Total		336	100%	6,150	100%	26,612	100%	114,659	100%	750	100%	7,293	100%	38,551	100%	156,252	100%
1n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	35	10%	618	11%	2,390	9%	8,253	8%	45	6%	395	6%	2,113	6%	6,677	5%
		Sometimes	151	45%	2,765	45%	11,333	43%	44,472	39%	277	38%	2,900	41%	14,223	37%	52,571	35%
		Often	98	29%	1,708	27%	7,916	30%	36,880	32%	201	27%	2,223	30%	12,348	32%	51,477	32%
		Very often	52	15%	1,051	17%	4,956	18%	24,980	22%	222	29%	1,765	23%	9,834	25%	45,557	28%
	Total		336	100%	6,142	100%	26,595	100%	114,585	100%	745	100%	7,283	100%	38,518	100%	156,282	100%

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**NSSE 2012 Engagement Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	First-Year Students				Seniors											
			UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1o. Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	68	21%	1,537	26%	6,032	24%	24,560	23%	143	19%	1,194	17%	7,102	19%	24,805	18%
		Sometimes	145	43%	2,900	46%	12,107	45%	50,734	44%	286	39%	3,204	44%	15,894	41%	60,420	39%
		Often	86	25%	1,151	18%	5,704	21%	25,763	22%	195	25%	1,750	23%	9,416	24%	40,430	25%
		Very often	37	11%	565	9%	2,773	10%	13,587	12%	128	17%	1,132	15%	6,117	15%	30,610	18%
	Total		336	100%	6,153	100%	26,616	100%	114,644	100%	752	100%	7,280	100%	38,529	100%	156,265	100%
1p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	154	46%	2,781	44%	11,670	43%	45,767	40%	229	30%	2,325	32%	12,413	32%	45,136	31%
		Sometimes	108	32%	2,245	37%	9,757	37%	43,197	37%	302	40%	3,206	44%	16,314	42%	65,061	41%
		Often	51	15%	792	14%	3,549	14%	17,228	15%	131	18%	1,175	16%	6,355	17%	28,455	18%
		Very often	23	7%	338	6%	1,671	7%	8,663	8%	91	12%	591	8%	3,532	9%	17,964	11%
	Total		336	100%	6,156	100%	26,647	100%	114,855	100%	753	100%	7,297	100%	38,614	100%	156,616	100%
1q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	42	13%	509	9%	2,007	8%	6,642	7%	69	10%	476	7%	2,293	6%	6,205	5%
		Sometimes	136	42%	2,311	39%	9,681	37%	36,219	33%	244	34%	2,528	36%	12,558	33%	42,160	28%
		Often	114	35%	2,318	38%	10,289	39%	46,828	40%	289	39%	2,975	41%	16,137	42%	68,449	43%
		Very often	33	10%	823	14%	4,143	16%	23,284	20%	132	18%	1,188	16%	7,214	18%	38,339	24%
	Total		325	100%	5,961	100%	26,120	100%	112,973	100%	734	100%	7,167	100%	38,202	100%	155,153	100%
1r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	38	12%	472	8%	1,772	7%	6,346	6%	56	8%	511	8%	2,443	7%	7,756	5%
		Sometimes	119	37%	2,119	36%	9,167	35%	36,487	32%	232	32%	2,484	35%	12,628	33%	46,933	31%
		Often	109	33%	2,196	37%	10,139	39%	45,303	40%	267	36%	2,621	36%	14,732	38%	61,001	39%
		Very often	58	18%	1,165	19%	5,017	19%	24,676	22%	184	24%	1,541	20%	8,335	22%	39,246	25%
	Total		324	100%	5,952	100%	26,095	100%	112,812	100%	739	100%	7,157	100%	38,138	100%	154,936	100%
1s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	183	56%	3,542	60%	14,991	57%	59,707	55%	379	52%	2,979	43%	17,940	48%	68,112	47%
		Sometimes	89	28%	1,581	26%	7,050	27%	32,593	28%	212	28%	2,406	33%	11,450	29%	46,930	29%
		Often	37	11%	561	10%	2,688	11%	13,609	12%	91	12%	1,069	14%	5,313	14%	23,561	14%
		Very often	15	5%	244	4%	1,251	5%	6,548	6%	59	8%	681	9%	3,344	8%	15,967	10%
	Total		324	100%	5,928	100%	25,980	100%	112,457	100%	741	100%	7,135	100%	38,047	100%	154,570	100%
1t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	25	8%	408	7%	1,792	7%	7,110	7%	52	7%	344	5%	1,709	5%	6,206	4%
		Sometimes	90	28%	2,204	37%	9,537	37%	38,265	34%	218	30%	2,415	34%	12,026	32%	45,434	30%
		Often	124	38%	2,049	34%	8,958	34%	39,694	35%	251	34%	2,602	36%	13,996	37%	56,952	36%
		Very often	85	25%	1,285	21%	5,767	22%	27,631	24%	217	29%	1,791	25%	10,417	27%	46,327	29%
	Total		324	100%	5,946	100%	26,054	100%	112,700	100%	738	100%	7,152	100%	38,148	100%	154,919	100%
1u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	23	7%	801	13%	3,850	14%	17,526	16%	61	9%	785	11%	4,717	12%	20,192	13%
		Sometimes	64	20%	1,843	30%	8,304	31%	35,407	31%	162	22%	2,321	31%	12,149	31%	50,593	32%
		Often	96	30%	1,611	27%	7,112	27%	30,263	27%	216	29%	2,018	29%	10,743	28%	42,643	28%
		Very often	143	43%	1,713	30%	6,872	27%	29,824	26%	303	40%	2,025	30%	10,560	28%	41,762	27%
	Total		326	100%	5,968	100%	26,138	100%	113,020	100%	742	100%	7,149	100%	38,169	100%	155,190	100%

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**NSSE 2012 Engagement Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	23	7%	672	11%	3,118	12%	14,462	14%	71	10%	687	10%	4,161	11%	17,471	12%
		Sometimes	76	23%	1,886	31%	8,367	32%	35,906	32%	195	27%	2,404	32%	12,466	32%	51,374	32%
		Often	101	31%	1,711	29%	7,552	29%	31,863	28%	207	28%	2,111	29%	11,054	29%	44,752	29%
		Very often	126	38%	1,701	29%	7,117	27%	30,825	27%	269	36%	1,972	29%	10,547	28%	41,650	27%
		<b>Total</b>	<b>326</b>	<b>100%</b>	<b>5,970</b>	<b>100%</b>	<b>26,154</b>	<b>100%</b>	<b>113,056</b>	<b>100%</b>	<b>742</b>	<b>100%</b>	<b>7,174</b>	<b>100%</b>	<b>38,228</b>	<b>100%</b>	<b>155,247</b>	<b>100%</b>
2a. Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	13	4%	338	6%	1,099	4%	5,616	5%	59	8%	557	8%	2,919	8%	13,782	9%
		Some	97	30%	1,488	25%	5,977	23%	26,738	24%	224	31%	2,144	30%	10,525	28%	44,740	29%
		Quite a bit	118	37%	2,330	40%	10,517	41%	44,891	40%	222	31%	2,569	36%	13,792	36%	55,262	36%
		Very much	95	29%	1,725	29%	8,298	32%	34,730	31%	228	31%	1,839	26%	10,703	28%	40,453	26%
<b>Total</b>	<b>323</b>	<b>100%</b>	<b>5,881</b>	<b>100%</b>	<b>25,891</b>	<b>100%</b>	<b>111,975</b>	<b>100%</b>	<b>733</b>	<b>100%</b>	<b>7,109</b>	<b>100%</b>	<b>37,939</b>	<b>100%</b>	<b>154,237</b>	<b>100%</b>		
2b. Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	6	2%	102	2%	447	2%	1,964	2%	9	1%	109	2%	534	1%	1,928	1%
		Some	47	15%	792	13%	4,012	16%	17,127	16%	104	14%	815	12%	4,695	13%	17,593	12%
		Quite a bit	131	40%	2,433	42%	11,195	44%	47,083	43%	269	37%	2,821	40%	15,151	40%	60,664	39%
		Very much	138	43%	2,522	43%	10,099	39%	45,303	40%	355	47%	3,338	47%	17,415	46%	73,488	47%
<b>Total</b>	<b>322</b>	<b>100%</b>	<b>5,849</b>	<b>100%</b>	<b>25,753</b>	<b>100%</b>	<b>111,477</b>	<b>100%</b>	<b>737</b>	<b>100%</b>	<b>7,083</b>	<b>100%</b>	<b>37,795</b>	<b>100%</b>	<b>153,673</b>	<b>100%</b>		
2c. Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	17	6%	211	3%	1,029	4%	4,126	4%	22	3%	246	4%	1,311	4%	4,422	3%
		Some	79	25%	1,297	22%	6,375	25%	26,232	24%	143	21%	1,409	20%	7,767	20%	28,004	19%
		Quite a bit	123	38%	2,424	42%	10,735	42%	46,019	41%	252	34%	2,792	39%	14,691	39%	60,041	39%
		Very much	103	31%	1,920	33%	7,624	29%	34,986	31%	314	42%	2,626	37%	13,988	37%	61,017	39%
<b>Total</b>	<b>322</b>	<b>100%</b>	<b>5,852</b>	<b>100%</b>	<b>25,763</b>	<b>100%</b>	<b>111,363</b>	<b>100%</b>	<b>731</b>	<b>100%</b>	<b>7,073</b>	<b>100%</b>	<b>37,757</b>	<b>100%</b>	<b>153,484</b>	<b>100%</b>		
2d. Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	28	9%	306	5%	1,249	5%	4,877	5%	52	7%	394	6%	2,022	6%	6,198	4%
		Some	87	27%	1,566	27%	6,518	25%	26,390	24%	163	23%	1,555	22%	8,152	21%	30,231	20%
		Quite a bit	135	41%	2,363	40%	10,684	41%	46,128	41%	249	34%	2,704	38%	14,444	38%	59,286	38%
		Very much	74	22%	1,621	27%	7,325	28%	34,147	30%	269	36%	2,432	34%	13,203	35%	57,988	37%
<b>Total</b>	<b>324</b>	<b>100%</b>	<b>5,856</b>	<b>100%</b>	<b>25,776</b>	<b>100%</b>	<b>111,542</b>	<b>100%</b>	<b>733</b>	<b>100%</b>	<b>7,085</b>	<b>100%</b>	<b>37,821</b>	<b>100%</b>	<b>153,703</b>	<b>100%</b>		
2e. Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	17	6%	186	3%	927	4%	3,747	4%	25	4%	192	3%	1,104	3%	3,667	3%
		Some	64	20%	1,050	18%	5,092	20%	22,012	20%	127	18%	1,034	15%	5,913	16%	21,801	15%
		Quite a bit	106	33%	2,026	35%	9,677	37%	42,463	38%	224	30%	2,399	34%	12,826	34%	52,911	34%
		Very much	134	41%	2,615	44%	10,151	39%	43,566	38%	359	48%	3,470	48%	18,072	47%	75,663	48%
<b>Total</b>	<b>321</b>	<b>100%</b>	<b>5,877</b>	<b>100%</b>	<b>25,847</b>	<b>100%</b>	<b>111,788</b>	<b>100%</b>	<b>735</b>	<b>100%</b>	<b>7,095</b>	<b>100%</b>	<b>37,915</b>	<b>100%</b>	<b>154,042</b>	<b>100%</b>		
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	4	1%	71	1%	239	1%	871	1%	15	2%	185	3%	681	2%	2,211	2%
		1-4	74	24%	1,499	25%	6,063	24%	23,847	24%	216	30%	2,453	34%	11,901	32%	42,272	29%
		5-10	154	49%	2,565	44%	11,443	45%	46,341	42%	290	40%	2,603	37%	14,290	38%	57,009	37%
		11-20	57	17%	1,104	19%	5,264	20%	26,469	22%	123	17%	1,049	15%	6,260	16%	29,932	19%
		More than 20	30	9%	603	11%	2,761	10%	13,968	11%	85	11%	773	11%	4,637	12%	22,247	14%
<b>Total</b>	<b>319</b>	<b>100%</b>	<b>5,842</b>	<b>100%</b>	<b>25,770</b>	<b>100%</b>	<b>111,496</b>	<b>100%</b>	<b>729</b>	<b>100%</b>	<b>7,063</b>	<b>100%</b>	<b>37,769</b>	<b>100%</b>	<b>153,671</b>	<b>100%</b>		

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**NSSE 2012 Engagement Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	77	24%	1,665	30%	7,292	29%	30,004	27%	151	21%	1,582	23%	8,404	23%	33,440	22%
		1-4	173	54%	3,014	51%	13,389	52%	58,482	52%	390	54%	3,763	53%	19,732	52%	80,095	52%
		5-10	39	13%	792	13%	3,325	13%	14,830	13%	113	16%	1,091	15%	5,917	16%	24,689	16%
		11-20	12	4%	211	3%	906	3%	4,304	4%	39	5%	358	5%	1,990	5%	8,100	5%
		More than 20	16	5%	162	3%	836	3%	3,819	4%	38	5%	278	4%	1,712	4%	7,389	5%
	Total	317	100%	5,844	100%	25,748	100%	111,439	100%	731	100%	7,072	100%	37,755	100%	153,713	100%	
3c. Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR (LAC)	None	268	84%	4,934	84%	21,680	83%	91,754	81%	367	50%	3,678	53%	20,431	54%	76,918	51%
		1-4	41	13%	660	11%	2,847	12%	13,642	13%	295	40%	2,757	39%	14,131	37%	62,219	39%
		5-10	6	2%	140	3%	691	3%	3,290	3%	45	6%	436	6%	2,141	6%	9,405	6%
		11-20	1	0%	67	1%	296	1%	1,426	1%	11	1%	113	1%	598	2%	2,627	2%
		More than 20	3	1%	44	1%	219	1%	1,191	1%	11	2%	91	1%	485	1%	2,569	2%
	Total	319	100%	5,845	100%	25,733	100%	111,303	100%	729	100%	7,075	100%	37,786	100%	153,738	100%	
3d. Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID (LAC)	None	80	25%	915	15%	4,128	16%	15,377	15%	83	12%	851	12%	4,713	13%	14,305	10%
		1-4	180	56%	3,141	52%	14,090	54%	59,423	53%	311	43%	3,236	46%	17,455	46%	65,772	43%
		5-10	42	13%	1,422	26%	6,013	24%	28,437	25%	218	29%	2,001	28%	10,584	28%	47,568	30%
		11-20	15	4%	302	5%	1,270	5%	6,770	6%	91	12%	703	10%	3,626	9%	18,014	11%
		More than 20	4	1%	71	1%	297	1%	1,600	2%	30	4%	286	4%	1,450	4%	8,319	6%
	Total	321	100%	5,851	100%	25,798	100%	111,607	100%	733	100%	7,077	100%	37,828	100%	153,978	100%	
3e. Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML (LAC)	None	31	10%	251	5%	879	4%	3,209	4%	59	8%	476	7%	2,572	7%	8,867	6%
		1-4	116	36%	2,423	41%	9,346	37%	35,114	33%	280	39%	2,504	36%	13,614	37%	50,915	34%
		5-10	90	28%	1,904	32%	9,071	35%	38,828	34%	188	25%	2,004	28%	10,369	27%	42,504	27%
		11-20	57	18%	885	15%	4,466	17%	22,593	19%	118	16%	1,185	16%	6,415	16%	28,266	18%
		More than 20	26	8%	398	7%	2,090	8%	12,084	10%	90	12%	925	13%	4,926	13%	23,636	15%
	Total	320	100%	5,861	100%	25,852	100%	111,828	100%	735	100%	7,094	100%	37,896	100%	154,188	100%	
4a. Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	None	42	13%	512	9%	2,537	10%	12,248	11%	173	23%	1,192	18%	6,284	16%	26,336	16%
		1-2	82	26%	1,810	31%	8,522	33%	37,075	34%	201	27%	2,097	30%	11,587	31%	46,493	30%
		3-4	105	33%	1,951	34%	8,591	33%	36,893	33%	188	26%	2,071	29%	10,933	29%	44,744	29%
		5-6	44	14%	707	12%	2,817	11%	12,482	11%	66	9%	674	9%	3,749	10%	16,023	10%
		More than 6	46	14%	859	15%	3,298	13%	12,744	12%	103	14%	1,017	14%	5,173	14%	19,808	13%
	Total	319	100%	5,839	100%	25,765	100%	111,442	100%	731	100%	7,051	100%	37,726	100%	153,404	100%	
4b. Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	None	62	19%	791	14%	3,014	12%	13,914	13%	300	41%	2,196	33%	10,055	27%	39,269	25%
		1-2	108	34%	2,085	36%	9,274	36%	39,702	36%	259	35%	2,532	35%	13,687	36%	54,264	36%
		3-4	74	23%	1,477	25%	6,649	25%	29,133	26%	96	13%	1,215	17%	7,277	19%	31,533	20%
		5-6	25	8%	616	10%	2,889	11%	12,831	11%	27	4%	458	6%	2,818	7%	12,236	8%
		More than 6	51	16%	868	15%	3,943	16%	15,805	15%	49	7%	646	9%	3,851	10%	15,954	11%
	Total	320	100%	5,837	100%	25,769	100%	111,385	100%	731	100%	7,047	100%	37,688	100%	153,256	100%	

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## NSSE 2012 Engagement Item Frequency Distributions <sup>a</sup> University of Maryland, Baltimore County

### First-Year Students

### Seniors

	Variable	Response Options	UMBC				STEM intensive				Public Res H/VH				NSSE 2012					
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%				
5.	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	1	Very little	2	1%	23	0%	123	1%	654	1%	12	2%	89	1%	429	1%	1,866	1%
			2		3	1%	62	1%	287	1%	1,137	1%	17	3%	112	2%	592	2%	2,201	2%
			3		11	3%	157	3%	763	3%	3,351	3%	17	2%	233	4%	1,362	4%	5,226	4%
			4		32	10%	484	9%	2,718	11%	12,160	11%	70	9%	698	11%	3,936	11%	15,305	10%
			5		94	30%	1,535	26%	7,754	30%	33,116	30%	199	27%	2,006	28%	10,705	28%	41,758	27%
			6		114	35%	2,097	36%	8,674	33%	37,207	32%	230	31%	2,317	32%	11,944	31%	48,947	31%
			7	Very much	65	20%	1,491	25%	5,485	21%	24,071	22%	189	26%	1,622	22%	8,847	24%	38,589	25%
		Total	321	100%	5,849	100%	25,804	100%	111,696	100%	734	100%	7,077	100%	37,815	100%	153,892	100%		
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never		109	35%	1,688	31%	6,988	29%	26,412	26%	296	42%	2,386	34%	13,167	36%	48,888	34%
			Sometimes		125	39%	2,777	47%	12,104	47%	50,200	45%	300	41%	3,245	46%	16,525	44%	67,238	44%
			Often		53	16%	894	15%	4,221	16%	21,260	18%	76	10%	895	13%	4,865	13%	22,172	14%
			Very often		30	10%	405	7%	2,181	8%	12,467	11%	58	8%	462	7%	2,871	8%	14,125	9%
		Total	317	100%	5,764	100%	25,494	100%	110,339	100%	730	100%	6,988	100%	37,428	100%	152,423	100%		
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never		43	13%	479	9%	2,435	10%	12,263	12%	96	13%	579	9%	4,519	13%	19,906	14%
			Sometimes		95	30%	1,611	29%	7,154	28%	29,741	27%	231	32%	2,035	30%	11,629	31%	47,405	31%
			Often		78	24%	1,607	27%	7,007	27%	28,140	25%	176	24%	1,825	26%	9,366	25%	36,447	24%
			Very often		102	33%	2,060	35%	8,872	35%	39,995	35%	224	31%	2,549	35%	11,878	31%	48,471	31%
		Total	318	100%	5,757	100%	25,468	100%	110,139	100%	727	100%	6,988	100%	37,392	100%	152,229	100%		
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	Never		168	54%	2,432	44%	11,233	45%	45,705	42%	355	50%	2,858	43%	15,942	43%	58,307	39%
			Sometimes		70	23%	1,472	26%	6,575	26%	29,006	26%	167	23%	1,795	26%	9,658	26%	40,626	27%
			Often		32	10%	816	14%	3,586	14%	16,143	14%	80	11%	1,011	14%	5,060	13%	22,290	14%
			Very often		44	13%	1,024	17%	4,039	15%	19,105	17%	125	17%	1,304	17%	6,653	17%	30,760	19%
		Total	314	100%	5,744	100%	25,433	100%	109,959	100%	727	100%	6,968	100%	37,313	100%	151,983	100%		
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never		28	9%	597	10%	2,809	11%	10,972	10%	81	11%	620	9%	3,317	9%	11,692	8%
			Sometimes		111	35%	2,176	38%	9,638	38%	40,083	36%	230	31%	2,526	36%	12,900	34%	49,813	33%
			Often		116	36%	1,967	34%	8,523	34%	37,500	34%	228	32%	2,403	34%	13,060	35%	55,067	36%
			Very often		63	20%	993	18%	4,407	18%	21,312	20%	189	26%	1,416	21%	8,031	22%	35,395	23%
		Total	318	100%	5,733	100%	25,377	100%	109,867	100%	728	100%	6,965	100%	37,308	100%	151,967	100%		
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never		19	6%	362	6%	1,584	6%	6,206	6%	41	6%	372	5%	1,983	5%	6,797	5%
			Sometimes		96	31%	1,941	34%	8,431	33%	34,013	31%	204	28%	2,324	33%	11,168	30%	42,406	28%
			Often		116	37%	2,170	37%	9,625	37%	42,190	38%	276	38%	2,608	37%	14,396	39%	60,087	39%
			Very often		85	26%	1,278	23%	5,795	23%	27,712	25%	209	28%	1,678	25%	9,818	26%	42,913	28%
		Total	316	100%	5,751	100%	25,435	100%	110,121	100%	730	100%	6,982	100%	37,365	100%	152,203	100%		
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never		14	5%	224	4%	1,012	4%	3,984	4%	31	4%	217	3%	1,253	3%	4,267	3%
			Sometimes		83	26%	1,760	30%	7,970	31%	32,099	29%	216	30%	2,220	31%	11,276	30%	42,073	28%
			Often		136	44%	2,266	39%	9,958	39%	43,247	39%	265	36%	2,787	40%	14,850	40%	61,233	40%
			Very often		84	26%	1,520	27%	6,583	26%	31,041	28%	217	29%	1,773	25%	10,064	27%	44,939	29%
		Total	317	100%	5,770	100%	25,523	100%	110,371	100%	729	100%	6,997	100%	37,443	100%	152,512	100%		

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## NSSE 2012 Engagement Item Frequency Distributions <sup>a</sup> University of Maryland, Baltimore County

### First-Year Students

### Seniors

	Variable	Response Options	UMBC				STEM intensive				Public Res H/VH				NSSE 2012			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%				
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	24	8%	496	9%	2,614	11%	12,304	12%	53	8%	392	6%	2,858	8%	11,972	9%
		Do not plan to do	6	2%	147	3%	804	3%	4,087	4%	77	11%	1,034	15%	5,456	15%	22,754	16%
		Plan to do	239	75%	4,629	82%	19,895	79%	84,161	76%	162	23%	1,432	20%	10,381	28%	37,224	26%
		Done	47	15%	367	6%	1,800	7%	8,064	7%	428	59%	4,048	59%	18,338	49%	78,941	49%
		<b>Total</b>	<b>316</b>	<b>100%</b>	<b>5,639</b>	<b>100%</b>	<b>25,113</b>	<b>100%</b>	<b>108,616</b>	<b>100%</b>	<b>720</b>	<b>100%</b>	<b>6,906</b>	<b>100%</b>	<b>37,033</b>	<b>100%</b>	<b>150,891</b>	<b>100%</b>
7b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	38	13%	535	10%	2,590	11%	11,771	12%	75	11%	452	7%	3,145	9%	12,900	9%
		Do not plan to do	16	6%	294	6%	1,265	6%	5,404	6%	127	19%	995	16%	5,341	15%	20,151	15%
		Plan to do	138	44%	2,442	44%	10,926	43%	45,515	42%	109	15%	807	12%	5,838	17%	23,441	17%
		Done	122	38%	2,348	40%	10,241	40%	45,576	40%	408	55%	4,608	66%	22,514	59%	93,692	59%
		<b>Total</b>	<b>314</b>	<b>100%</b>	<b>5,619</b>	<b>100%</b>	<b>25,022</b>	<b>100%</b>	<b>108,266</b>	<b>100%</b>	<b>719</b>	<b>100%</b>	<b>6,862</b>	<b>100%</b>	<b>36,838</b>	<b>100%</b>	<b>150,184</b>	<b>100%</b>
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	95	31%	1,540	28%	6,970	28%	34,744	31%	88	13%	661	10%	4,754	13%	21,033	15%
		Do not plan to do	89	27%	1,907	34%	6,828	27%	25,862	25%	391	55%	4,021	59%	18,889	51%	72,463	48%
		Plan to do	74	24%	1,115	20%	5,981	24%	28,315	26%	62	9%	420	6%	3,246	9%	13,712	10%
		Done	55	18%	1,037	18%	5,189	20%	19,062	18%	178	24%	1,751	25%	9,901	26%	42,729	27%
		<b>Total</b>	<b>313</b>	<b>100%</b>	<b>5,599</b>	<b>100%</b>	<b>24,968</b>	<b>100%</b>	<b>107,983</b>	<b>100%</b>	<b>719</b>	<b>100%</b>	<b>6,853</b>	<b>100%</b>	<b>36,790</b>	<b>100%</b>	<b>149,937</b>	<b>100%</b>
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	95	30%	1,884	33%	8,691	34%	40,027	36%	112	16%	804	11%	6,098	17%	25,242	18%
		Do not plan to do	25	8%	872	15%	5,112	20%	23,309	22%	293	41%	3,148	44%	17,350	46%	74,046	48%
		Plan to do	179	57%	2,510	46%	9,816	40%	39,214	36%	126	18%	854	13%	5,565	16%	20,009	14%
		Done	14	5%	360	7%	1,403	6%	5,758	6%	192	26%	2,090	32%	7,944	21%	31,272	20%
		<b>Total</b>	<b>313</b>	<b>100%</b>	<b>5,626</b>	<b>100%</b>	<b>25,022</b>	<b>100%</b>	<b>108,308</b>	<b>100%</b>	<b>723</b>	<b>100%</b>	<b>6,896</b>	<b>100%</b>	<b>36,957</b>	<b>100%</b>	<b>150,569</b>	<b>100%</b>
7e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	48	15%	981	17%	4,486	18%	19,593	19%	36	5%	406	6%	2,852	8%	13,002	9%
		Do not plan to do	66	21%	1,698	30%	7,658	30%	29,660	28%	183	25%	3,102	44%	16,081	42%	64,051	43%
		Plan to do	98	31%	1,487	26%	7,176	29%	34,622	32%	61	9%	441	6%	3,122	9%	13,264	10%
		Done	104	33%	1,473	26%	5,789	23%	24,657	21%	439	60%	2,943	44%	14,952	40%	60,441	37%
		<b>Total</b>	<b>316</b>	<b>100%</b>	<b>5,639</b>	<b>100%</b>	<b>25,109</b>	<b>100%</b>	<b>108,532</b>	<b>100%</b>	<b>719</b>	<b>100%</b>	<b>6,892</b>	<b>100%</b>	<b>37,007</b>	<b>100%</b>	<b>150,758</b>	<b>100%</b>
7f. Study abroad	STDABR04 (EEE)	Have not decided	100	32%	1,543	28%	7,080	29%	29,763	28%	101	14%	606	9%	4,494	13%	18,351	13%
		Do not plan to do	84	28%	1,255	23%	6,129	26%	27,037	27%	486	69%	4,466	65%	23,645	64%	95,114	64%
		Plan to do	117	36%	2,695	47%	11,181	43%	48,228	42%	60	8%	515	8%	3,563	10%	12,799	9%
		Done	11	4%	118	2%	607	3%	3,161	3%	69	9%	1,277	19%	5,128	14%	23,814	14%
		<b>Total</b>	<b>312</b>	<b>100%</b>	<b>5,611</b>	<b>100%</b>	<b>24,997</b>	<b>100%</b>	<b>108,189</b>	<b>100%</b>	<b>716</b>	<b>100%</b>	<b>6,864</b>	<b>100%</b>	<b>36,830</b>	<b>100%</b>	<b>150,078</b>	<b>100%</b>
7g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	86	27%	1,668	30%	7,493	31%	34,674	32%	78	11%	592	9%	4,435	13%	18,493	13%
		Do not plan to do	179	57%	3,042	54%	13,025	51%	51,014	46%	487	68%	4,851	70%	23,560	63%	90,781	60%
		Plan to do	40	13%	742	13%	3,619	16%	18,157	18%	55	8%	412	6%	3,266	9%	13,874	10%
		Done	8	2%	149	3%	779	3%	4,055	4%	97	13%	1,004	15%	5,469	15%	26,492	17%
		<b>Total</b>	<b>313</b>	<b>100%</b>	<b>5,601</b>	<b>100%</b>	<b>24,916</b>	<b>100%</b>	<b>107,900</b>	<b>100%</b>	<b>717</b>	<b>100%</b>	<b>6,859</b>	<b>100%</b>	<b>36,730</b>	<b>100%</b>	<b>149,640</b>	<b>100%</b>

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**NSSE 2012 Engagement Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

			First-Year Students						Seniors									
Item	Variable	Response Options	UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	140	45%	2,270	41%	9,607	38%	38,511	36%	93	13%	520	8%	3,827	11%	15,228	11%
		Do not plan to do	31	9%	586	11%	2,905	12%	11,131	11%	294	40%	2,083	33%	9,222	27%	30,999	22%
		Plan to do	142	45%	2,694	47%	12,066	47%	56,683	50%	182	25%	1,775	24%	12,058	32%	49,954	33%
		Done	3	1%	85	2%	509	2%	2,213	2%	155	21%	2,521	34%	11,884	30%	54,581	33%
	Total		316	100%	5,635	100%	25,087	100%	108,538	100%	724	100%	6,899	100%	36,991	100%	150,762	100%
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	9	3%	65	1%	268	1%	1,135	1%	8	1%	57	1%	359	1%	1,227	1%
		2	12	4%	120	2%	637	3%	2,671	3%	21	3%	136	2%	766	2%	2,805	2%
		3	17	5%	265	5%	1,282	5%	5,206	5%	39	5%	220	3%	1,511	4%	5,562	4%
		4	29	9%	530	10%	2,984	12%	12,214	12%	89	12%	622	10%	3,964	11%	14,931	10%
		5	74	23%	1,173	21%	5,468	22%	22,166	21%	141	20%	1,284	19%	7,524	20%	29,070	19%
		6	100	32%	1,833	33%	7,754	31%	33,519	30%	241	33%	2,295	33%	11,784	32%	47,749	31%
		7 Friendly, Supportive, Sense of belonging	72	23%	1,630	28%	6,656	26%	31,537	28%	179	25%	2,260	31%	10,993	30%	49,226	32%
	Total		313	100%	5,616	100%	25,049	100%	108,448	100%	718	100%	6,874	100%	36,901	100%	150,570	100%
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	4	1%	61	1%	223	1%	832	1%	10	1%	95	1%	431	1%	1,431	1%
		2	8	2%	130	2%	599	3%	2,055	2%	17	2%	220	3%	1,001	3%	3,107	2%
		3	21	6%	366	7%	1,698	7%	5,477	6%	43	6%	392	6%	1,961	5%	6,201	4%
		4	54	17%	1,022	18%	4,615	18%	15,693	15%	106	14%	959	14%	5,029	14%	16,344	12%
		5	83	27%	1,763	31%	7,354	29%	27,612	26%	180	25%	1,789	26%	9,236	25%	32,310	22%
		6	100	32%	1,533	27%	7,020	28%	33,603	30%	205	28%	2,111	30%	11,500	31%	48,710	32%
		7 Available, Helpful, Sympathetic	45	15%	742	13%	3,536	14%	23,133	21%	158	22%	1,304	18%	7,749	21%	42,468	27%
	Total		315	100%	5,617	100%	25,045	100%	108,405	100%	719	100%	6,870	100%	36,907	100%	150,571	100%
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	15	5%	142	3%	635	3%	2,599	3%	49	7%	338	5%	1,762	5%	6,444	5%
		2	16	5%	310	6%	1,464	6%	5,244	5%	67	10%	526	8%	2,765	7%	10,027	7%
		3	26	8%	557	10%	2,720	11%	9,824	9%	80	11%	713	10%	3,960	11%	14,602	10%
		4	74	23%	1,375	25%	6,055	24%	22,653	21%	141	19%	1,439	21%	7,680	21%	28,626	19%
		5	77	25%	1,376	24%	6,030	24%	25,558	23%	154	21%	1,516	22%	8,115	22%	31,848	21%
		6	76	24%	1,168	21%	4,994	20%	24,197	21%	138	19%	1,358	20%	7,283	20%	31,617	21%
		7 Helpful, Considerate, Flexible	31	10%	692	12%	3,143	13%	18,355	17%	89	13%	984	14%	5,366	15%	27,530	18%
	Total		315	100%	5,620	100%	25,041	100%	108,430	100%	718	100%	6,874	100%	36,931	100%	150,694	100%

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## NSSE 2012 Engagement Item Frequency Distributions <sup>a</sup> University of Maryland, Baltimore County

### First-Year Students

### Seniors

	Variable	Response Options	First-Year Students				Seniors											
			UMBC	STEM intensive	Public Res H/VH	NSSE 2012	UMBC	STEM intensive	Public Res H/VH	NSSE 2012								
			Count	%	Count	%	Count	%	Count	%	Count	%						
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hrs/wk	0	0%	12	0%	62	0%	294	0%	4	1%	20	0%	116	0%	442	0%
		1-5 hrs/wk	24	8%	469	8%	2,774	12%	13,259	13%	81	12%	748	11%	5,023	14%	19,871	14%
		6-10 hrs/wk	42	14%	1,011	18%	5,465	22%	24,345	23%	114	16%	1,308	19%	8,200	22%	33,833	23%
		11-15 hrs/wk	63	21%	1,196	21%	5,560	22%	23,765	22%	134	19%	1,359	20%	7,396	20%	30,187	20%
		16-20 hrs/wk	55	17%	1,177	21%	4,843	19%	20,394	18%	143	20%	1,253	18%	6,383	17%	26,253	17%
		21-25 hrs/wk	42	13%	772	14%	2,948	12%	12,504	11%	86	12%	876	13%	3,963	11%	16,572	11%
		26-30 hrs/wk	37	12%	457	8%	1,610	6%	6,766	6%	61	8%	497	7%	2,420	6%	10,283	7%
		30+ hrs/wk	47	15%	472	9%	1,586	6%	6,378	6%	90	13%	778	11%	3,255	9%	12,370	8%
	<b>Total</b>		<b>310</b>	<b>100%</b>	<b>5,566</b>	<b>100%</b>	<b>24,848</b>	<b>100%</b>	<b>107,705</b>	<b>100%</b>	<b>713</b>	<b>100%</b>	<b>6,839</b>	<b>100%</b>	<b>36,756</b>	<b>100%</b>	<b>149,811</b>	<b>100%</b>
9b. Working for pay <b>on campus</b>	WORKON01	0 hrs/wk	259	84%	4,523	81%	20,711	84%	84,818	81%	500	72%	4,352	64%	26,462	73%	105,105	73%
		1-5 hrs/wk	21	7%	207	4%	633	2%	5,302	4%	53	7%	427	6%	1,346	3%	7,662	4%
		6-10 hrs/wk	15	5%	444	8%	1,328	5%	8,802	7%	55	7%	746	11%	2,459	6%	13,307	7%
		11-15 hrs/wk	9	3%	227	4%	1,104	4%	4,723	4%	33	5%	575	9%	2,362	6%	9,585	6%
		16-20 hrs/wk	3	1%	123	2%	715	3%	2,732	3%	44	6%	419	6%	2,272	6%	8,510	5%
		21-25 hrs/wk	1	0%	27	1%	182	1%	648	1%	13	2%	142	2%	766	2%	2,300	2%
		26-30 hrs/wk	0	0%	13	0%	66	0%	224	0%	2	0%	70	1%	376	1%	1,023	1%
		30+ hrs/wk	3	1%	18	0%	116	1%	485	1%	9	1%	101	2%	650	2%	2,036	1%
	<b>Total</b>		<b>311</b>	<b>100%</b>	<b>5,582</b>	<b>100%</b>	<b>24,855</b>	<b>100%</b>	<b>107,734</b>	<b>100%</b>	<b>709</b>	<b>100%</b>	<b>6,832</b>	<b>100%</b>	<b>36,693</b>	<b>100%</b>	<b>149,528</b>	<b>100%</b>
9c. Working for pay <b>off campus</b>	WORKOF01	0 hrs/wk	256	82%	4,751	86%	18,670	75%	77,196	70%	354	49%	4,607	68%	18,135	49%	68,110	44%
		1-5 hrs/wk	13	4%	210	4%	1,103	4%	4,952	4%	33	5%	358	5%	1,890	5%	7,857	5%
		6-10 hrs/wk	9	3%	157	3%	1,015	4%	4,812	4%	57	8%	405	6%	2,190	6%	8,898	6%
		11-15 hrs/wk	8	3%	140	2%	1,058	4%	4,485	4%	44	6%	356	5%	2,248	6%	8,917	6%
		16-20 hrs/wk	8	3%	137	2%	1,169	5%	5,049	5%	73	10%	375	6%	3,119	9%	11,783	8%
		21-25 hrs/wk	7	2%	70	1%	755	3%	3,352	3%	38	5%	241	4%	2,408	6%	9,316	6%
		26-30 hrs/wk	2	1%	46	1%	418	2%	2,059	2%	35	5%	144	2%	1,649	5%	6,722	5%
		30+ hrs/wk	8	3%	45	1%	590	3%	5,564	7%	78	12%	325	5%	5,051	15%	27,970	21%
	<b>Total</b>		<b>311</b>	<b>100%</b>	<b>5,556</b>	<b>100%</b>	<b>24,778</b>	<b>100%</b>	<b>107,469</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>6,811</b>	<b>100%</b>	<b>36,690</b>	<b>100%</b>	<b>149,573</b>	<b>100%</b>
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	90	29%	1,330	24%	8,690	36%	38,999	40%	323	46%	1,883	28%	16,300	45%	68,766	49%
		1-5 hrs/wk	113	36%	1,887	33%	7,715	30%	32,989	29%	181	25%	2,179	31%	10,090	27%	39,620	25%
		6-10 hrs/wk	52	17%	1,129	20%	4,005	16%	15,924	14%	102	14%	1,248	18%	4,740	13%	17,790	11%
		11-15 hrs/wk	32	10%	598	11%	2,094	8%	8,568	8%	52	7%	667	10%	2,466	7%	9,486	6%
		16-20 hrs/wk	10	3%	327	6%	1,157	5%	5,510	5%	21	3%	381	6%	1,425	4%	6,164	4%
		21-25 hrs/wk	7	2%	138	2%	548	2%	2,673	2%	13	2%	204	3%	735	2%	3,307	2%
		26-30 hrs/wk	2	1%	54	1%	235	1%	1,133	1%	9	1%	82	1%	351	1%	1,659	1%
		30+ hrs/wk	4	1%	111	2%	428	2%	2,048	2%	14	2%	200	3%	679	2%	3,180	2%
	<b>Total</b>		<b>310</b>	<b>100%</b>	<b>5,574</b>	<b>100%</b>	<b>24,872</b>	<b>100%</b>	<b>107,844</b>	<b>100%</b>	<b>715</b>	<b>100%</b>	<b>6,844</b>	<b>100%</b>	<b>36,786</b>	<b>100%</b>	<b>149,972</b>	<b>100%</b>

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**NSSE 2012 Engagement Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	First-Year Students				Seniors												
			UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
9e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	5	2%	62	1%	286	1%	1,315	1%	14	2%	77	1%	497	2%	2,257	2%
			1-5 hrs/wk	64	20%	1,146	20%	5,303	21%	26,109	24%	213	29%	1,521	21%	9,999	27%	44,208	30%
			6-10 hrs/wk	94	31%	1,667	30%	7,399	29%	31,949	29%	210	29%	2,086	30%	11,167	30%	45,933	30%
			11-15 hrs/wk	70	22%	1,286	23%	5,355	22%	21,734	20%	136	19%	1,404	21%	7,114	19%	27,782	18%
			16-20 hrs/wk	32	10%	687	13%	3,156	13%	12,826	12%	77	11%	863	13%	4,093	11%	15,219	10%
			21-25 hrs/wk	17	6%	313	6%	1,474	6%	6,094	6%	21	3%	410	6%	1,777	5%	6,394	4%
			26-30 hrs/wk	5	2%	142	3%	621	3%	2,558	2%	13	2%	158	2%	706	2%	2,798	2%
			30+ hrs/wk	22	8%	245	5%	1,180	5%	4,757	5%	29	4%	300	5%	1,285	4%	4,803	3%
			<b>Total</b>	<b>309</b>	<b>100%</b>	<b>5,548</b>	<b>100%</b>	<b>24,774</b>	<b>100%</b>	<b>107,342</b>	<b>100%</b>	<b>713</b>	<b>100%</b>	<b>6,819</b>	<b>100%</b>	<b>36,638</b>	<b>100%</b>	<b>149,394</b>	<b>100%</b>
9f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	230	75%	4,682	84%	19,340	76%	78,526	70%	439	61%	5,306	78%	23,131	62%	86,413	56%
			1-5 hrs/wk	44	15%	462	8%	2,685	11%	12,338	12%	112	16%	636	10%	4,431	12%	18,026	12%
			6-10 hrs/wk	14	5%	175	3%	1,114	5%	5,430	6%	44	6%	301	4%	2,395	7%	10,099	7%
			11-15 hrs/wk	9	3%	106	2%	616	3%	2,867	3%	30	4%	159	2%	1,352	4%	6,032	4%
			16-20 hrs/wk	4	1%	33	1%	336	2%	1,811	2%	32	4%	97	2%	1,031	3%	4,849	4%
			21-25 hrs/wk	1	0%	22	0%	131	1%	920	1%	6	1%	41	1%	511	2%	2,536	2%
			26-30 hrs/wk	1	0%	13	0%	82	0%	589	1%	11	2%	22	0%	386	1%	2,081	2%
			30+ hrs/wk	3	1%	43	1%	415	2%	4,674	5%	37	5%	234	3%	3,317	9%	19,132	14%
			<b>Total</b>	<b>306</b>	<b>100%</b>	<b>5,536</b>	<b>100%</b>	<b>24,719</b>	<b>100%</b>	<b>107,155</b>	<b>100%</b>	<b>711</b>	<b>100%</b>	<b>6,796</b>	<b>100%</b>	<b>36,554</b>	<b>100%</b>	<b>149,168</b>	<b>100%</b>
9g.	Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	62	19%	577	10%	2,359	9%	22,934	19%	70	10%	367	5%	2,121	6%	22,574	15%
			1-5 hrs/wk	182	60%	3,731	66%	16,134	64%	62,736	58%	390	55%	4,849	69%	23,611	62%	88,645	57%
			6-10 hrs/wk	42	13%	839	16%	4,053	18%	12,886	14%	173	24%	1,157	18%	7,516	21%	24,753	18%
			11-15 hrs/wk	12	4%	246	5%	1,299	6%	4,653	5%	44	6%	297	5%	2,053	6%	7,643	6%
			16-20 hrs/wk	5	2%	86	2%	484	2%	2,002	2%	20	3%	78	1%	678	2%	2,776	2%
			21-25 hrs/wk	2	1%	31	1%	174	1%	796	1%	4	1%	24	0%	254	1%	1,079	1%
			26-30 hrs/wk	0	0%	14	0%	86	0%	355	0%	2	0%	21	0%	141	0%	589	0%
			30+ hrs/wk	4	1%	38	1%	236	1%	1,160	1%	9	1%	48	1%	360	1%	1,680	1%
			<b>Total</b>	<b>309</b>	<b>100%</b>	<b>5,562</b>	<b>100%</b>	<b>24,825</b>	<b>100%</b>	<b>107,522</b>	<b>100%</b>	<b>712</b>	<b>100%</b>	<b>6,841</b>	<b>100%</b>	<b>36,734</b>	<b>100%</b>	<b>149,739</b>	<b>100%</b>
10a.	Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	1	0%	59	1%	374	2%	1,665	2%	8	1%	114	2%	740	2%	2,894	2%
			Some	22	7%	606	12%	3,550	15%	14,901	15%	59	8%	848	13%	5,963	16%	22,395	16%
			Quite a bit	101	33%	2,273	42%	10,998	45%	47,206	45%	230	33%	2,755	42%	15,830	43%	63,888	43%
			Very much	184	59%	2,578	45%	9,702	38%	42,831	39%	407	57%	3,034	43%	13,899	38%	59,462	39%
			<b>Total</b>	<b>308</b>	<b>100%</b>	<b>5,516</b>	<b>100%</b>	<b>24,624</b>	<b>100%</b>	<b>106,603</b>	<b>100%</b>	<b>704</b>	<b>100%</b>	<b>6,751</b>	<b>100%</b>	<b>36,432</b>	<b>100%</b>	<b>148,639</b>	<b>100%</b>
10b.	Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	8	2%	137	3%	626	3%	2,454	3%	36	5%	327	6%	1,777	5%	6,032	5%
			Some	43	14%	927	18%	4,604	20%	17,525	18%	143	22%	1,555	23%	8,903	25%	30,425	22%
			Quite a bit	130	42%	2,258	42%	10,631	44%	44,142	42%	259	37%	2,925	43%	15,768	43%	62,465	42%
			Very much	127	41%	2,161	38%	8,626	34%	41,930	37%	259	36%	1,922	28%	9,830	27%	49,102	32%
			<b>Total</b>	<b>308</b>	<b>100%</b>	<b>5,483</b>	<b>100%</b>	<b>24,487</b>	<b>100%</b>	<b>106,051</b>	<b>100%</b>	<b>697</b>	<b>100%</b>	<b>6,729</b>	<b>100%</b>	<b>36,278</b>	<b>100%</b>	<b>148,024</b>	<b>100%</b>

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**NSSE 2012 Engagement Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	12	4%	571	10%	2,703	11%	11,562	12%	75	11%	1,100	15%	6,180	17%	22,970	16%
		Some	67	22%	1,613	29%	7,134	29%	29,212	28%	173	25%	2,194	32%	11,849	32%	45,753	30%
		Quite a bit	95	31%	1,782	33%	8,194	34%	35,195	33%	207	30%	2,004	30%	10,810	30%	44,707	30%
		Very much	131	43%	1,536	28%	6,477	26%	30,128	28%	242	34%	1,421	22%	7,432	21%	34,567	23%
	<b>Total</b>		<b>305</b>	<b>100%</b>	<b>5,502</b>	<b>100%</b>	<b>24,508</b>	<b>100%</b>	<b>106,097</b>	<b>100%</b>	<b>697</b>	<b>100%</b>	<b>6,719</b>	<b>100%</b>	<b>36,271</b>	<b>100%</b>	<b>147,997</b>	<b>100%</b>
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	93	30%	1,322	24%	5,999	25%	23,066	23%	264	38%	2,423	36%	13,860	39%	48,771	35%
		Some	115	38%	2,206	40%	9,386	38%	38,589	36%	254	36%	2,598	39%	13,129	36%	53,095	35%
		Quite a bit	63	21%	1,290	24%	6,023	24%	28,561	26%	118	16%	1,134	17%	6,224	17%	29,807	19%
		Very much	36	11%	673	12%	3,133	13%	16,044	15%	63	9%	566	8%	3,114	9%	16,618	11%
	<b>Total</b>		<b>307</b>	<b>100%</b>	<b>5,491</b>	<b>100%</b>	<b>24,541</b>	<b>100%</b>	<b>106,260</b>	<b>100%</b>	<b>699</b>	<b>100%</b>	<b>6,721</b>	<b>100%</b>	<b>36,327</b>	<b>100%</b>	<b>148,291</b>	<b>100%</b>
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	72	23%	760	14%	3,530	15%	14,671	15%	211	31%	1,498	22%	8,833	25%	32,993	24%
		Some	112	37%	1,871	34%	8,587	35%	34,921	33%	276	39%	2,478	37%	13,784	38%	53,886	36%
		Quite a bit	80	26%	1,859	34%	8,152	33%	35,984	33%	132	19%	1,881	28%	9,429	26%	40,373	27%
		Very much	42	13%	991	18%	4,185	17%	20,206	19%	81	11%	845	13%	4,121	12%	20,323	13%
	<b>Total</b>		<b>306</b>	<b>100%</b>	<b>5,481</b>	<b>100%</b>	<b>24,454</b>	<b>100%</b>	<b>105,782</b>	<b>100%</b>	<b>700</b>	<b>100%</b>	<b>6,702</b>	<b>100%</b>	<b>36,167</b>	<b>100%</b>	<b>147,575</b>	<b>100%</b>
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	29	9%	311	6%	1,777	8%	8,620	10%	88	13%	550	8%	4,450	13%	21,400	16%
		Some	98	32%	1,241	23%	5,822	24%	23,357	23%	256	37%	1,811	27%	10,608	29%	40,019	28%
		Quite a bit	113	37%	2,184	40%	9,558	39%	39,663	36%	210	30%	2,646	39%	13,143	36%	51,379	34%
		Very much	67	22%	1,751	31%	7,374	29%	34,485	31%	141	20%	1,716	26%	8,035	22%	34,986	22%
	<b>Total</b>		<b>307</b>	<b>100%</b>	<b>5,487</b>	<b>100%</b>	<b>24,531</b>	<b>100%</b>	<b>106,125</b>	<b>100%</b>	<b>695</b>	<b>100%</b>	<b>6,723</b>	<b>100%</b>	<b>36,236</b>	<b>100%</b>	<b>147,784</b>	<b>100%</b>
10g. Using computers in academic work	ENVCOMPT	Very little	13	4%	82	2%	527	2%	2,678	3%	14	2%	96	1%	783	2%	3,318	2%
		Some	39	12%	681	13%	3,261	14%	15,133	14%	77	11%	538	8%	3,622	10%	14,986	10%
		Quite a bit	108	36%	1,666	30%	8,013	33%	35,995	33%	200	29%	1,902	29%	10,566	29%	42,738	28%
		Very much	148	47%	3,073	55%	12,763	52%	52,521	50%	412	58%	4,206	61%	21,365	59%	87,248	59%
	<b>Total</b>		<b>308</b>	<b>100%</b>	<b>5,502</b>	<b>100%</b>	<b>24,564</b>	<b>100%</b>	<b>106,327</b>	<b>100%</b>	<b>703</b>	<b>100%</b>	<b>6,742</b>	<b>100%</b>	<b>36,336</b>	<b>100%</b>	<b>148,290</b>	<b>100%</b>
11a. Acquiring a broad general education	GNGENLED	Very little	6	2%	152	3%	627	3%	2,636	3%	31	5%	222	3%	1,171	3%	4,095	3%
		Some	55	18%	860	16%	3,910	16%	15,122	15%	115	17%	1,044	16%	5,741	16%	19,774	14%
		Quite a bit	114	37%	2,227	42%	10,629	44%	43,853	42%	226	33%	2,419	36%	13,521	37%	52,146	36%
		Very much	129	43%	2,134	39%	9,010	37%	43,070	40%	319	45%	2,965	45%	15,471	43%	70,576	47%
	<b>Total</b>		<b>304</b>	<b>100%</b>	<b>5,373</b>	<b>100%</b>	<b>24,176</b>	<b>100%</b>	<b>104,681</b>	<b>100%</b>	<b>691</b>	<b>100%</b>	<b>6,650</b>	<b>100%</b>	<b>35,904</b>	<b>100%</b>	<b>146,591</b>	<b>100%</b>
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	25	8%	384	8%	2,081	9%	8,300	9%	55	8%	384	7%	2,451	7%	8,320	6%
		Some	95	31%	1,294	25%	6,537	27%	26,754	26%	164	24%	1,241	20%	7,275	20%	26,775	19%
		Quite a bit	92	30%	1,938	37%	8,767	36%	37,735	36%	221	32%	2,195	33%	12,000	33%	48,548	33%
		Very much	91	30%	1,747	31%	6,747	27%	31,740	29%	251	36%	2,829	40%	14,183	39%	62,984	42%
	<b>Total</b>		<b>303</b>	<b>100%</b>	<b>5,363</b>	<b>100%</b>	<b>24,132</b>	<b>100%</b>	<b>104,529</b>	<b>100%</b>	<b>691</b>	<b>100%</b>	<b>6,649</b>	<b>100%</b>	<b>35,909</b>	<b>100%</b>	<b>146,627</b>	<b>100%</b>

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## NSSE 2012 Engagement Item Frequency Distributions <sup>a</sup> University of Maryland, Baltimore County

### First-Year Students

### Seniors

	Variable	Response Options	UMBC				STEM intensive				Public Res H/VH				NSSE 2012			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%				
11c. Writing clearly and effectively	GNWRITE	Very little	27	9%	404	7%	1,364	6%	4,327	5%	39	6%	377	5%	1,746	5%	5,308	4%
		Some	91	30%	1,317	24%	5,557	23%	20,662	20%	159	23%	1,458	21%	7,528	21%	25,136	18%
		Quite a bit	101	33%	2,043	39%	9,714	40%	41,593	40%	235	34%	2,461	37%	13,596	38%	53,556	36%
		Very much	85	28%	1,605	30%	7,533	31%	38,099	36%	261	37%	2,354	36%	13,062	36%	62,756	42%
		<b>Total</b>	<b>304</b>	<b>100%</b>	<b>5,369</b>	<b>100%</b>	<b>24,168</b>	<b>100%</b>	<b>104,681</b>	<b>100%</b>	<b>694</b>	<b>100%</b>	<b>6,650</b>	<b>100%</b>	<b>35,932</b>	<b>100%</b>	<b>146,756</b>	<b>100%</b>
11d. Speaking clearly and effectively	GNSPEAK	Very little	49	16%	598	11%	2,257	10%	7,390	8%	73	11%	491	8%	2,518	7%	7,952	6%
		Some	80	27%	1,589	30%	6,629	28%	25,771	25%	171	25%	1,530	23%	8,514	24%	29,485	21%
		Quite a bit	105	34%	1,832	34%	8,788	36%	39,174	37%	247	36%	2,432	37%	13,047	36%	52,906	36%
		Very much	69	23%	1,342	25%	6,419	26%	32,075	30%	203	29%	2,185	33%	11,762	33%	56,030	38%
		<b>Total</b>	<b>303</b>	<b>100%</b>	<b>5,361</b>	<b>100%</b>	<b>24,093</b>	<b>100%</b>	<b>104,410</b>	<b>100%</b>	<b>694</b>	<b>100%</b>	<b>6,638</b>	<b>100%</b>	<b>35,841</b>	<b>100%</b>	<b>146,373</b>	<b>100%</b>
11e. Thinking critically and analytically	GNANALY	Very little	4	1%	103	2%	512	2%	2,051	2%	20	3%	121	2%	793	2%	2,553	2%
		Some	45	15%	648	12%	3,391	14%	13,514	13%	78	11%	582	9%	4,073	11%	14,226	10%
		Quite a bit	108	35%	2,005	38%	9,843	41%	40,830	39%	228	33%	2,138	32%	12,460	35%	48,847	34%
		Very much	146	49%	2,610	48%	10,359	43%	48,066	45%	367	52%	3,803	56%	18,530	52%	80,750	54%
		<b>Total</b>	<b>303</b>	<b>100%</b>	<b>5,366</b>	<b>100%</b>	<b>24,105</b>	<b>100%</b>	<b>104,461</b>	<b>100%</b>	<b>693</b>	<b>100%</b>	<b>6,644</b>	<b>100%</b>	<b>35,856</b>	<b>100%</b>	<b>146,376</b>	<b>100%</b>
11f. Analyzing quantitative problems	GNQUANT	Very little	15	5%	195	4%	1,076	5%	5,005	5%	45	7%	279	5%	1,683	5%	6,461	5%
		Some	60	20%	923	17%	5,173	21%	22,722	22%	119	17%	1,013	16%	6,763	18%	27,482	19%
		Quite a bit	120	39%	1,955	37%	9,586	40%	41,034	40%	229	33%	2,183	33%	12,700	35%	51,559	35%
		Very much	110	36%	2,279	42%	8,221	34%	35,432	34%	301	43%	3,156	46%	14,648	41%	60,639	42%
		<b>Total</b>	<b>305</b>	<b>100%</b>	<b>5,352</b>	<b>100%</b>	<b>24,056</b>	<b>100%</b>	<b>104,193</b>	<b>100%</b>	<b>694</b>	<b>100%</b>	<b>6,631</b>	<b>100%</b>	<b>35,794</b>	<b>100%</b>	<b>146,141</b>	<b>100%</b>
11g. Using computing and information technology	GNCMPTS	Very little	25	8%	278	6%	1,320	6%	5,995	6%	44	6%	202	3%	1,543	4%	6,016	4%
		Some	64	21%	974	19%	4,974	21%	22,555	21%	122	18%	1,046	17%	6,322	18%	25,535	17%
		Quite a bit	106	35%	1,859	35%	8,907	37%	38,387	36%	228	33%	2,191	33%	11,980	33%	49,029	33%
		Very much	108	36%	2,258	41%	8,953	37%	37,693	37%	300	43%	3,205	46%	16,082	45%	66,151	46%
		<b>Total</b>	<b>303</b>	<b>100%</b>	<b>5,369</b>	<b>100%</b>	<b>24,154</b>	<b>100%</b>	<b>104,630</b>	<b>100%</b>	<b>694</b>	<b>100%</b>	<b>6,644</b>	<b>100%</b>	<b>35,927</b>	<b>100%</b>	<b>146,731</b>	<b>100%</b>
11h. Working effectively with others	GNOTHERS	Very little	24	8%	266	5%	1,326	6%	4,749	5%	32	5%	229	4%	1,493	4%	4,836	4%
		Some	58	19%	1,080	21%	5,558	24%	21,946	22%	136	20%	1,069	17%	6,867	19%	23,661	17%
		Quite a bit	126	41%	2,038	38%	9,252	38%	39,876	38%	249	36%	2,360	35%	12,649	35%	50,994	34%
		Very much	98	32%	1,986	36%	8,017	32%	38,063	35%	271	39%	2,993	44%	14,926	41%	67,231	45%
		<b>Total</b>	<b>306</b>	<b>100%</b>	<b>5,370</b>	<b>100%</b>	<b>24,153</b>	<b>100%</b>	<b>104,634</b>	<b>100%</b>	<b>688</b>	<b>100%</b>	<b>6,651</b>	<b>100%</b>	<b>35,935</b>	<b>100%</b>	<b>146,722</b>	<b>100%</b>
11i. Voting in local, state, or national elections	GNCITIZN	Very little	164	54%	2,547	48%	10,700	44%	47,392	45%	361	54%	2,906	43%	15,533	43%	62,055	43%
		Some	74	24%	1,514	29%	7,060	30%	29,539	28%	185	27%	1,955	30%	10,651	30%	43,256	29%
		Quite a bit	44	15%	782	15%	3,846	17%	16,150	16%	76	11%	1,004	16%	5,550	16%	22,864	16%
		Very much	19	7%	432	8%	2,183	9%	9,641	10%	58	8%	680	11%	3,724	11%	16,683	12%
		<b>Total</b>	<b>301</b>	<b>100%</b>	<b>5,275</b>	<b>100%</b>	<b>23,789</b>	<b>100%</b>	<b>102,722</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>6,545</b>	<b>100%</b>	<b>35,458</b>	<b>100%</b>	<b>144,858</b>	<b>100%</b>

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## NSSE 2012 Engagement Item Frequency Distributions <sup>a</sup> University of Maryland, Baltimore County

### First-Year Students

### Seniors

	Variable	Response Options	UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	17	6%	240	5%	1,241	6%	4,877	5%	47	7%	276	5%	2,061	6%	7,251	5%
		Some	66	22%	1,047	20%	5,263	22%	22,464	22%	125	19%	1,068	16%	6,784	19%	25,290	18%
		Quite a bit	120	40%	2,226	42%	10,295	43%	44,058	42%	260	38%	2,554	39%	13,930	39%	56,152	38%
		Very much	97	32%	1,742	33%	6,918	29%	31,125	31%	250	36%	2,635	41%	12,592	36%	55,852	39%
		<b>Total</b>	<b>300</b>	<b>100%</b>	<b>5,255</b>	<b>100%</b>	<b>23,717</b>	<b>100%</b>	<b>102,524</b>	<b>100%</b>	<b>682</b>	<b>100%</b>	<b>6,533</b>	<b>100%</b>	<b>35,367</b>	<b>100%</b>	<b>144,545</b>	<b>100%</b>
11k. Understanding yourself	GNSELF	Very little	38	13%	567	11%	2,477	11%	9,270	10%	77	12%	720	11%	4,364	12%	14,322	11%
		Some	83	28%	1,315	24%	6,209	26%	24,843	24%	180	27%	1,545	23%	8,838	25%	32,362	23%
		Quite a bit	110	37%	1,909	36%	8,597	36%	37,361	36%	218	32%	2,192	34%	11,661	33%	48,338	33%
		Very much	68	23%	1,456	28%	6,403	27%	30,841	30%	205	29%	2,052	33%	10,405	30%	49,189	34%
		<b>Total</b>	<b>299</b>	<b>100%</b>	<b>5,247</b>	<b>100%</b>	<b>23,686</b>	<b>100%</b>	<b>102,315</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>6,509</b>	<b>100%</b>	<b>35,268</b>	<b>100%</b>	<b>144,211</b>	<b>100%</b>
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	19	7%	667	12%	2,885	12%	12,268	12%	68	11%	932	13%	4,983	14%	18,776	13%
		Some	78	26%	1,702	32%	7,461	31%	30,488	29%	188	28%	2,080	31%	11,058	31%	42,641	29%
		Quite a bit	116	38%	1,728	33%	8,121	34%	35,171	34%	218	31%	2,025	32%	11,086	31%	45,893	31%
		Very much	88	29%	1,166	23%	5,292	23%	24,745	24%	207	30%	1,476	24%	8,261	24%	37,394	26%
		<b>Total</b>	<b>301</b>	<b>100%</b>	<b>5,263</b>	<b>100%</b>	<b>23,759</b>	<b>100%</b>	<b>102,672</b>	<b>100%</b>	<b>681</b>	<b>100%</b>	<b>6,513</b>	<b>100%</b>	<b>35,388</b>	<b>100%</b>	<b>144,704</b>	<b>100%</b>
11m. Solving complex real-world problems	GNPROBSV	Very little	33	11%	438	9%	2,334	10%	9,722	10%	75	11%	468	8%	3,435	10%	12,632	9%
		Some	91	30%	1,486	29%	7,342	31%	30,559	30%	165	25%	1,456	23%	9,291	26%	36,251	25%
		Quite a bit	109	36%	1,941	37%	8,770	37%	37,931	36%	229	34%	2,389	36%	12,581	35%	51,912	35%
		Very much	67	23%	1,408	26%	5,317	22%	24,449	24%	213	31%	2,224	33%	10,116	29%	43,953	31%
		<b>Total</b>	<b>300</b>	<b>100%</b>	<b>5,273</b>	<b>100%</b>	<b>23,763</b>	<b>100%</b>	<b>102,661</b>	<b>100%</b>	<b>682</b>	<b>100%</b>	<b>6,537</b>	<b>100%</b>	<b>35,423</b>	<b>100%</b>	<b>144,748</b>	<b>100%</b>
11n. Developing a personal code of values and ethics	GNETHICS	Very little	57	19%	705	14%	3,236	14%	11,487	12%	121	19%	878	14%	5,625	16%	17,782	13%
		Some	83	28%	1,406	27%	6,653	28%	26,509	26%	178	27%	1,703	26%	9,484	26%	34,165	24%
		Quite a bit	94	31%	1,827	34%	8,202	34%	35,786	34%	185	27%	2,103	32%	10,781	30%	45,262	31%
		Very much	66	22%	1,319	25%	5,645	24%	28,823	27%	196	28%	1,849	28%	9,523	27%	47,584	32%
		<b>Total</b>	<b>300</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>23,736</b>	<b>100%</b>	<b>102,605</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>6,533</b>	<b>100%</b>	<b>35,413</b>	<b>100%</b>	<b>144,793</b>	<b>100%</b>
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	72	24%	936	18%	4,322	19%	16,754	18%	176	27%	1,258	20%	7,227	21%	25,133	19%
		Some	96	32%	1,769	34%	8,294	35%	32,847	32%	212	32%	2,125	32%	11,645	33%	43,955	31%
		Quite a bit	90	30%	1,601	30%	7,155	30%	31,729	30%	155	22%	1,852	28%	9,792	27%	41,379	28%
		Very much	41	14%	954	18%	3,984	16%	21,328	20%	140	19%	1,293	20%	6,718	19%	34,241	23%
		<b>Total</b>	<b>299</b>	<b>100%</b>	<b>5,260</b>	<b>100%</b>	<b>23,755</b>	<b>100%</b>	<b>102,658</b>	<b>100%</b>	<b>683</b>	<b>100%</b>	<b>6,528</b>	<b>100%</b>	<b>35,382</b>	<b>100%</b>	<b>144,708</b>	<b>100%</b>
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	157	53%	2,291	44%	10,189	43%	36,819	38%	401	60%	3,356	51%	19,043	54%	63,738	47%
		Some	72	24%	1,349	26%	6,138	25%	26,533	25%	138	20%	1,470	23%	7,973	22%	34,263	23%
		Quite a bit	31	11%	927	18%	4,336	18%	21,026	20%	69	10%	905	14%	4,523	13%	22,480	15%
		Very much	39	13%	701	13%	3,118	13%	18,361	17%	75	10%	814	12%	3,914	12%	24,411	16%
		<b>Total</b>	<b>299</b>	<b>100%</b>	<b>5,268</b>	<b>100%</b>	<b>23,781</b>	<b>100%</b>	<b>102,739</b>	<b>100%</b>	<b>683</b>	<b>100%</b>	<b>6,545</b>	<b>100%</b>	<b>35,453</b>	<b>100%</b>	<b>144,892</b>	<b>100%</b>

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## NSSE 2012 Engagement Item Frequency Distributions <sup>a</sup> University of Maryland, Baltimore County

### First-Year Students

### Seniors

	Variable	Response Options	UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	17	6%	263	5%	1,132	5%	4,232	5%	82	12%	573	9%	3,334	9%	11,388	8%
		Fair	65	21%	805	16%	3,936	17%	15,186	15%	134	19%	1,277	20%	7,110	20%	25,371	18%
		Good	129	43%	2,351	44%	10,948	46%	46,498	45%	250	35%	2,579	39%	14,342	40%	56,920	39%
		Excellent	92	31%	1,931	35%	8,046	33%	38,202	35%	228	33%	2,189	32%	11,075	31%	52,945	35%
	Total		303	100%	5,350	100%	24,062	100%	104,118	100%	694	100%	6,618	100%	35,861	100%	146,624	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	6	2%	98	2%	369	2%	1,717	2%	26	4%	144	2%	874	3%	3,208	3%
		Fair	38	12%	494	10%	2,524	11%	10,324	11%	75	11%	607	10%	4,268	12%	15,755	11%
		Good	132	43%	2,239	42%	11,941	50%	48,790	48%	300	43%	2,689	40%	16,841	46%	64,568	44%
		Excellent	129	43%	2,499	46%	9,187	37%	43,102	40%	291	41%	3,178	48%	13,850	39%	62,958	42%
	Total		305	100%	5,330	100%	24,021	100%	103,933	100%	692	100%	6,618	100%	35,833	100%	146,489	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	21	7%	167	3%	730	3%	3,880	4%	45	7%	270	4%	1,800	5%	7,548	5%
		Probably no	36	12%	433	8%	2,487	11%	11,645	11%	82	12%	602	9%	4,266	12%	17,962	12%
		Probably yes	131	44%	1,774	34%	9,317	40%	40,028	39%	274	39%	2,064	31%	13,248	37%	53,060	36%
		Definitely yes	116	38%	2,979	54%	11,550	46%	48,678	45%	293	42%	3,695	55%	16,576	46%	68,166	46%
	Total		304	100%	5,353	100%	24,084	100%	104,231	100%	694	100%	6,631	100%	35,890	100%	146,736	100%

IPEDS: 163268

<sup>a</sup> Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.





## NSSE 2012 Background Item Frequency Distributions <sup>a</sup> University of Maryland, Baltimore County

			First-Year Students								Seniors							
			UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	282	93%	4,989	93%	21,820	89%	88,979	81%	2	0%	29	0%	150	0%	476	0%
		20-23	14	5%	298	6%	1,566	7%	7,188	8%	465	65%	5,607	84%	23,340	62%	90,057	57%
		24-29	3	1%	38	1%	332	2%	2,735	4%	124	19%	632	10%	6,240	19%	22,673	17%
		30-39	4	1%	24	0%	226	1%	2,789	4%	61	10%	205	3%	3,394	10%	16,380	13%
		40-55	1	0%	14	0%	156	1%	2,367	3%	37	5%	146	2%	2,391	7%	15,055	12%
		Over 55	0	0%	5	0%	23	0%	291	0%	6	1%	16	0%	334	1%	1,904	2%
		Total	304	100%	5,368	100%	24,123	100%	104,349	100%	695	100%	6,635	100%	35,849	100%	146,545	100%
16. Your sex:	SEX	Male	147	56%	2,380	54%	8,971	49%	35,828	45%	312	52%	3,191	55%	14,710	49%	53,065	43%
		Female	156	44%	2,985	46%	15,149	51%	68,525	55%	379	48%	3,438	45%	21,127	51%	93,465	57%
		Total	303	100%	5,365	100%	24,120	100%	104,353	100%	691	100%	6,629	100%	35,837	100%	146,530	100%
17. Are you an international student or foreign national?	INTERNAT	No	281	93%	4,942	92%	22,638	93%	97,548	93%	645	93%	6,247	94%	33,783	94%	138,981	95%
		Yes	20	7%	402	8%	1,367	7%	6,183	7%	48	7%	367	6%	1,926	6%	7,046	5%
		Total	301	100%	5,344	100%	24,005	100%	103,731	100%	693	100%	6,614	100%	35,709	100%	146,027	100%
18. What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	1	0%	26	0%	212	1%	871	1%	1	0%	34	0%	290	1%	1,281	1%
		Asian, Asian American, or Pacific Islander	51	17%	747	16%	2,256	10%	6,907	7%	109	15%	643	12%	2,639	9%	7,457	6%
		Black or African American	43	14%	374	7%	1,855	8%	9,943	11%	101	14%	385	5%	2,526	7%	12,870	10%
		White (non-Hispanic)	151	50%	3,453	62%	15,381	60%	68,319	61%	363	53%	4,723	69%	24,082	64%	100,195	65%
		Mexican or Mexican American	2	1%	78	1%	1,026	6%	3,397	4%	5	1%	94	1%	1,306	5%	4,346	4%
		Puerto Rican	4	1%	34	1%	140	1%	1,118	1%	6	1%	30	1%	161	0%	1,295	1%
		Other Hispanic or Latino	6	2%	154	3%	809	4%	3,402	4%	15	2%	124	2%	1,109	4%	4,247	3%
		Multiracial	19	6%	156	3%	862	4%	3,456	3%	29	4%	176	3%	1,046	3%	3,832	3%
		Other	6	2%	69	1%	393	2%	1,626	2%	17	3%	83	1%	571	2%	2,125	2%
		I prefer not to respond	20	7%	267	5%	1,161	5%	5,154	5%	46	7%	341	5%	2,127	6%	8,882	6%
		Total	303	100%	5,358	100%	24,095	100%	104,193	100%	692	100%	6,633	100%	35,857	100%	146,530	100%
19. What is your current classification in college?	CLASS	Freshman/first-year	266	88%	4,655	88%	20,560	85%	89,353	83%	1	0%	9	0%	47	0%	217	0%
		Sophomore	31	10%	639	11%	3,049	13%	11,651	13%	4	1%	27	0%	235	1%	838	1%
		Junior	2	1%	36	1%	296	1%	1,625	2%	68	10%	421	7%	2,622	8%	9,289	7%
		Senior	0	0%	5	0%	88	0%	493	1%	605	86%	5,987	89%	31,958	88%	131,974	89%
		Unclassified	4	1%	14	0%	86	0%	1,056	1%	18	3%	176	3%	971	3%	4,173	3%
		Total	303	100%	5,349	100%	24,079	100%	104,178	100%	696	100%	6,620	100%	35,833	100%	146,491	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	267	89%	5,069	95%	22,220	91%	93,883	88%	340	48%	4,775	72%	19,827	53%	82,547	53%
		Started elsewhere	34	11%	283	5%	1,850	9%	10,230	12%	356	52%	1,856	28%	16,025	47%	64,013	47%
		Total	301	100%	5,352	100%	24,070	100%	104,113	100%	696	100%	6,631	100%	35,852	100%	146,560	100%

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## NSSE 2012 Background Item Frequency Distributions <sup>a</sup> University of Maryland, Baltimore County

### First-Year Students

### Seniors

	Variable	Response Options	UMBC				STEM intensive				Public Res H/VH				NSSE 2012			
			Count		%		Count		%		Count		%		Count		%	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	4	1%	88	2%	527	3%	3,936	5%	27	4%	237	4%	2,218	7%	12,363	10%
	COMCOL05	Community or junior college	29	10%	342	6%	2,004	9%	8,940	10%	318	47%	2,036	30%	15,110	45%	55,774	42%
	FOUR05	4-year college other than this one	25	8%	259	5%	1,490	7%	7,944	9%	187	27%	1,060	17%	9,058	26%	37,364	27%
	NONE05	None	237	80%	4,551	87%	19,696	81%	82,499	77%	269	38%	3,680	57%	14,613	39%	62,987	39%
	OCOL1_05	Other	7	3%	111	2%	544	2%	3,356	4%	28	4%	134	2%	1,258	4%	6,280	5%
	Total		304	100%	5,346	100%	24,022	100%	103,374	100%	692	100%	6,626	100%	35,733	100%	144,136	100%
– Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? (Item appeared only in the online instrument.)	VETERAN	No	303	100%	5,295	99%	23,736	99%	101,436	97%	668	96%	6,449	97%	34,089	95%	136,363	94%
		Yes	1	0%	51	1%	286	1%	1,938	3%	24	4%	177	3%	1,644	5%	7,773	6%
	Total	304	100%	5,346	100%	24,022	100%	103,374	100%	692	100%	6,626	100%	35,733	100%	144,136	100%	
– If yes: As part of your military experience, did you receive combat pay, hostile fire pay, or imminent danger pay? (Item appeared only in the online instrument.)	VETPAY	No	0	0%	35	66%	172	58%	1,051	49%	14	58%	100	57%	826	49%	3,759	47%
		Yes	1	100%	16	34%	113	42%	871	51%	10	42%	74	43%	810	51%	3,981	53%
	Total	1	100%	51	100%	285	100%	1,922	100%	24	100%	174	100%	1,636	100%	7,740	100%	
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	6	2%	97	2%	693	3%	4,574	6%	107	17%	644	11%	5,235	16%	21,582	16%
		Full-time	298	98%	5,253	98%	23,386	97%	99,606	94%	587	83%	5,974	89%	30,603	84%	124,979	84%
	Total	304	100%	5,350	100%	24,079	100%	104,180	100%	694	100%	6,618	100%	35,838	100%	146,561	100%	
– Thinking about this current academic term...Are you taking all courses entirely online? (Item appeared only in the online instrument.)	DISTED	No	303	100%	5,308	99%	23,784	99%	99,825	95%	691	100%	6,511	99%	34,278	95%	130,262	88%
		Yes	1	0%	40	1%	242	1%	3,562	5%	2	0%	105	1%	1,458	5%	13,948	12%
	Total	304	100%	5,348	100%	24,026	100%	103,387	100%	693	100%	6,616	100%	35,736	100%	144,210	100%	

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**NSSE 2012 Background Item Frequency Distributions <sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
– Do you have any disabilities or impairments? (Select all that apply.) <i>(Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE data file or codebook.)</i>	DISNONE	No, I do not have any disabilities or impairments	250	84%	4,561	87%	20,393	86%	85,847	84%	551	80%	5,667	86%	29,965	85%	120,315	84%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	6	2%	183	3%	689	3%	2,928	3%	16	3%	168	2%	803	2%	3,259	2%
	DISMOBIL	Yes, I have a mobility impairment	0	0%	24	0%	100	0%	567	1%	10	2%	35	1%	307	1%	1,402	1%
	DISLEARN	Yes, I have a learning disability	6	2%	57	1%	366	2%	2,508	2%	23	4%	100	2%	726	2%	3,428	2%
	DISDEVL	Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)	16	5%	130	2%	683	3%	3,185	3%	31	5%	204	3%	1,187	3%	4,233	3%
	DISMENT	Yes, I have a mental health disorder	4	1%	88	2%	437	2%	2,301	2%	26	4%	151	2%	914	2%	3,795	2%
	DISMED	Yes, I have a medical disability not listed above	4	1%	58	1%	305	1%	1,569	2%	8	1%	74	1%	534	1%	2,454	2%
	DISOTHER	Yes, I have another disability	28	10%	450	8%	2,059	9%	9,957	10%	79	12%	551	9%	3,329	9%	13,747	10%
	DISREFUS	I choose not to answer	17	5%	228	4%	1,076	5%	5,335	6%	43	6%	267	4%	1,690	5%	7,102	5%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	287	95%	4,414	84%	20,788	87%	94,085	91%	641	93%	5,364	82%	31,097	87%	129,651	89%
		Yes	15	5%	928	16%	3,252	13%	9,876	9%	52	7%	1,254	18%	4,679	13%	16,684	11%
	Total	302	100%	5,342	100%	24,040	100%	103,961	100%	693	100%	6,618	100%	35,776	100%	146,335	100%	
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	277	91%	5,077	96%	23,024	96%	92,818	92%	658	95%	6,351	97%	34,854	98%	137,339	95%
		Yes	25	9%	261	4%	974	4%	10,971	8%	33	5%	253	3%	843	2%	8,721	5%
	Total	302	100%	5,338	100%	23,998	100%	103,789	100%	691	100%	6,604	100%	35,697	100%	146,060	100%	

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**NSSE 2012 Background Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	First-Year Students								Seniors								
			UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
25.	What have most of your grades been up to now at this institution?	GRADES04	C- or lower	8	3%	92	2%	469	2%	1,813	2%	2	0%	16	0%	131	0%	386	0%
			C	11	4%	189	4%	846	3%	3,180	3%	15	2%	169	2%	784	2%	2,203	2%
			C+	16	5%	319	6%	1,313	5%	5,102	5%	40	6%	349	5%	1,601	4%	5,236	4%
			B-	17	6%	329	6%	1,635	7%	6,885	7%	53	8%	495	7%	2,467	7%	8,671	6%
			B	47	16%	960	18%	4,664	19%	19,480	19%	140	20%	1,221	18%	7,080	20%	25,586	18%
			B+	57	19%	941	18%	4,361	18%	19,937	19%	122	18%	1,400	22%	6,957	20%	29,276	20%
			A-	40	13%	1,067	19%	4,435	18%	20,679	19%	135	19%	1,294	19%	6,802	19%	31,185	21%
			A	107	34%	1,441	27%	6,310	26%	26,795	26%	188	27%	1,673	26%	9,960	27%	43,691	30%
			Total	303	100%	5,338	100%	24,033	100%	103,871	100%	695	100%	6,617	100%	35,782	100%	146,234	100%
26.	Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	213	71%	4,132	78%	16,335	64%	69,039	60%	193	26%	577	10%	2,356	6%	21,320	11%
			Residence, <b>walking distance</b>	11	4%	418	8%	1,727	8%	6,406	7%	68	10%	2,858	46%	10,176	28%	33,855	22%
			Residence, <b>driving distance</b>	71	23%	653	11%	5,259	25%	23,163	27%	392	58%	2,802	39%	20,678	58%	74,666	54%
			Fraternity or sorority house	0	0%	42	1%	183	1%	386	0%	1	0%	169	2%	572	2%	1,801	1%
			None of the above	6	2%	68	1%	437	2%	4,466	6%	39	6%	198	3%	1,895	6%	14,139	11%
			Total	301	100%	5,313	100%	23,941	100%	103,460	100%	693	100%	6,604	100%	35,677	100%	145,781	100%
27a.	What is the highest level of education that your <b>father</b> completed?	FATHREDU	Did not finish HS	8	2%	232	5%	1,730	8%	8,955	10%	48	7%	313	5%	2,895	9%	14,830	11%
			Graduated from HS	36	12%	857	16%	5,135	22%	25,603	25%	132	19%	1,065	16%	7,839	22%	37,113	26%
			Attended, no degree	39	13%	555	10%	3,174	13%	14,043	14%	88	12%	715	10%	4,897	14%	19,758	14%
			Completed Associate's	17	5%	336	6%	1,851	8%	8,701	8%	47	7%	485	7%	2,768	8%	11,922	8%
			Completed Bachelor's	87	29%	1,685	32%	6,689	28%	25,673	24%	178	26%	2,085	31%	9,473	26%	34,215	23%
			Completed Master's	68	23%	1,067	21%	3,564	15%	13,648	13%	128	18%	1,185	19%	4,987	14%	17,873	12%
			Completed Doctorate	43	15%	542	11%	1,635	7%	5,966	6%	70	10%	704	12%	2,577	7%	9,009	6%
			Total	298	100%	5,274	100%	23,778	100%	102,589	100%	691	100%	6,552	100%	35,436	100%	144,720	100%
27b.	What is the highest level of education that your <b>mother</b> completed?	MOTHREDU	Did not finish HS	9	3%	157	3%	1,296	6%	6,573	8%	50	8%	251	4%	2,408	8%	11,769	9%
			Graduated from HS	33	11%	717	14%	4,277	18%	20,894	21%	137	20%	1,019	16%	7,702	22%	35,478	25%
			Attended, no degree	39	13%	629	11%	3,616	15%	15,826	15%	81	12%	754	11%	5,227	15%	21,938	15%
			Completed Associate's	33	11%	565	11%	2,764	11%	12,994	12%	78	11%	771	12%	4,270	12%	18,273	12%
			Completed Bachelor's	102	35%	2,030	39%	7,737	32%	29,709	28%	195	28%	2,296	35%	10,031	28%	36,402	24%
			Completed Master's	66	22%	945	18%	3,466	14%	14,355	13%	125	18%	1,195	18%	4,965	14%	18,078	12%
			Completed Doctorate	18	6%	240	5%	711	3%	2,766	3%	27	4%	283	5%	971	3%	3,447	2%
			Total	300	100%	5,283	100%	23,867	100%	103,117	100%	693	100%	6,569	100%	35,574	100%	145,385	100%

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**NSSE 2012 Background Item Frequency Distributions<sup>a</sup>**  
**University of Maryland, Baltimore County**

**First-Year Students**

**Seniors**

	Variable	Response Options	UMBC				STEM intensive				Public Res H/VH				NSSE 2012			
			UMBC		STEM intensive		Public Res H/VH		NSSE 2012		UMBC		STEM intensive		Public Res H/VH		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
28. Primary major or expected primary major, in NSSE's collapsed eight major field categories. This does not reflect any customization made for the Major Field Report.	MAJRPCOL	Arts and Humanities	34	11%	400	8%	2,354	10%	12,240	11%	107	15%	585	10%	4,262	12%	18,992	12%
		Biological Science	84	28%	608	12%	2,713	11%	10,399	10%	136	19%	571	10%	3,037	8%	10,741	7%
		Business	4	1%	489	10%	2,938	14%	13,850	15%	13	2%	706	11%	5,361	16%	26,305	20%
		Education	1	0%	150	2%	1,223	5%	7,908	7%	6	1%	255	3%	2,639	7%	13,635	8%
		Engineering	49	18%	1,422	27%	3,194	15%	7,037	8%	95	15%	1,808	24%	4,640	13%	9,270	7%
		Physical Science	21	7%	274	5%	890	4%	3,900	4%	33	5%	337	5%	1,342	4%	5,142	3%
		Professional (other)	18	5%	459	8%	3,074	12%	13,750	13%	34	5%	466	7%	3,454	10%	16,161	11%
		Social Science	44	14%	480	10%	2,704	11%	13,264	12%	158	22%	802	14%	4,946	14%	21,855	15%
		Other	35	13%	685	14%	3,619	15%	15,343	16%	101	16%	981	15%	5,590	16%	22,032	16%
		Undecided	5	2%	187	4%	809	3%	3,616	3%	0	0%	5	0%	31	0%	122	0%
	Total		295	100%	5,154	100%	23,518	100%	101,307	100%	683	100%	6,516	100%	35,302	100%	144,255	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in NSSE's collapsed eight major field categories.	MAJRSCOL	Arts and Humanities	19	22%	243	20%	1,140	19%	5,904	21%	33	22%	236	21%	1,499	19%	6,439	19%
		Biological Science	10	13%	66	6%	285	5%	1,361	5%	13	8%	52	5%	396	5%	1,318	4%
		Business	3	4%	161	14%	916	18%	3,704	16%	7	5%	179	14%	1,344	20%	5,565	20%
		Education	2	2%	48	4%	275	4%	1,852	6%	14	9%	46	4%	399	5%	2,699	8%
		Engineering	2	3%	99	8%	268	5%	674	3%	2	2%	92	6%	268	4%	661	2%
		Physical Science	13	16%	100	8%	343	7%	1,670	7%	15	11%	119	10%	552	8%	1,831	6%
		Professional (other)	5	6%	86	7%	531	9%	2,050	8%	6	4%	45	4%	401	5%	1,673	5%
		Social Science	28	31%	216	19%	901	16%	4,408	16%	43	29%	246	25%	1,446	20%	5,684	18%
		Other	3	4%	148	12%	750	13%	3,396	14%	12	8%	134	11%	968	13%	4,197	14%
		Undecided	1	1%	29	3%	175	3%	868	4%	3	2%	11	1%	148	2%	797	3%
	Total		86	100%	1,196	100%	5,584	100%	25,887	100%	148	100%	1,160	100%	7,421	100%	30,864	100%
- Institution reported: Gender	GENDER	Male	174	56%	2,992	54%	10,678	49%	42,147	46%	361	53%	3,778	55%	16,781	49%	59,387	44%
		Female	186	44%	3,754	46%	17,836	51%	79,837	54%	426	47%	4,049	45%	23,633	51%	103,408	56%
		Total	360	100%	6,746	100%	28,514	100%	121,984	100%	787	100%	7,827	100%	40,414	100%	162,795	100%
- Institution reported: Race or ethnicity	ETHNICIT	African American/Black	56	15%	540	8%	2,493	9%	11,904	12%	132	17%	493	6%	3,123	8%	14,727	10%
		Am. Ind./Alaska Native	2	1%	19	0%	189	1%	798	1%	2	0%	32	0%	291	1%	1,240	1%
		Asian/Pacific Islander	57	16%	616	11%	1,934	8%	5,436	5%	127	16%	568	9%	2,380	7%	6,408	5%
		Caucasian/White	176	50%	4,398	63%	18,317	60%	73,046	60%	437	56%	5,660	70%	27,838	66%	104,540	65%
		Hispanic	13	4%	405	6%	2,671	12%	9,631	10%	43	5%	369	5%	3,141	10%	11,455	9%
		Other	0	0%	0	0%	54	0%	474	0%	0	0%	1	0%	116	0%	687	1%
		Foreign	23	7%	411	7%	1,132	5%	3,614	4%	26	3%	340	5%	1,295	4%	3,656	3%
		Multi-racial	21	6%	156	2%	907	3%	2,997	3%	12	2%	127	2%	667	2%	2,130	1%
		Unknown	12	3%	201	3%	769	2%	5,659	5%	8	1%	236	3%	1,464	3%	7,950	5%
	Total		360	100%	6,746	100%	28,466	100%	113,559	100%	787	100%	7,826	100%	40,315	100%	152,793	100%
- Institution reported: Enrollment status	ENROLLMT	Part-time	4	1%	94	1%	852	4%	6,343	7%	122	18%	532	8%	6,758	20%	26,282	19%
		Full-time	356	99%	6,652	99%	27,662	96%	115,641	93%	665	82%	7,295	92%	33,656	80%	136,513	81%
		Total	360	100%	6,746	100%	28,514	100%	121,984	100%	787	100%	7,827	100%	40,414	100%	162,795	100%

<sup>a</sup> Column percentages are weighted by gender and enroll. status (and inst. size for comparisons). Counts are not weighted; one cannot replicate column percentages from counts.